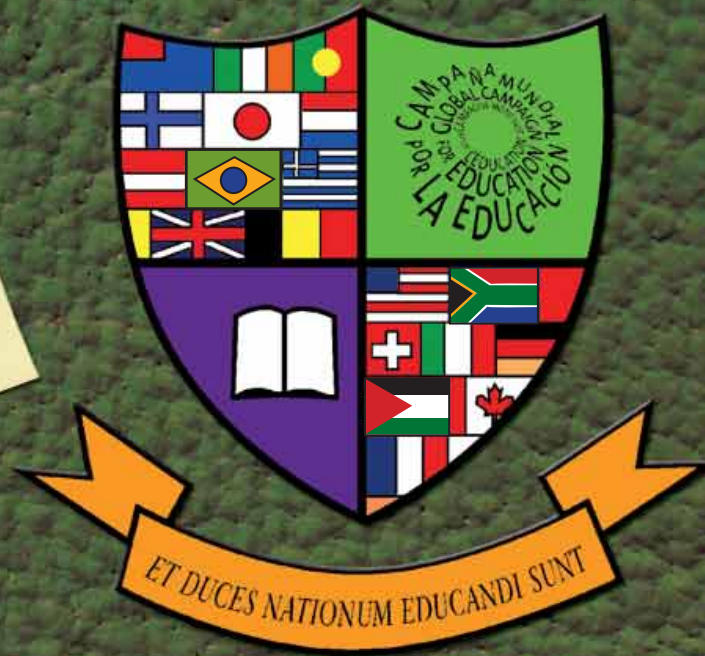


No  
Excuses!



# A Global Report Card Ranking Governments' Efforts to Achieve Education for All

Subject: Education for All - Half Term

Year: 2008

Location: Global

Marker: GLOBAL CAMPAIGN FOR  
**EDUCATION**  
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**Class of  
2008**

*No Excuses*

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# Marks and Final Grades

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Scale for Overall Marks
A+ : 91 - 100
A - : 81 - 90
B+ : 71 - 80
B - : 61 - 70
C+ : 51 - 60
C - : 41 - 50
D+ : 31 - 40
D - : 21 - 30
E : 11 - 20
F : 0 - 10

Country	AUBE		PW		GE		QITL		EO		T&A		Final		Rank
	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Rank
Mauritius	86	A-	87	A-	73	B+	98	A+	76	B+	51	C+	82	A-	1
Latvia	89	A-	88	A-	62	B-	90	A-	87	A-	47	C-	80	B+	2
Uruguay	83	A-	81	A-	58	C+	100	A+	90	A-	65	B-	80	B+	2
Hungary	89	A-	78	B+	63	B-	95	A+	82	A-	53	B-	79	B+	4
Slovakia	91	A+	77	B+	59	C+	100	A+	88	A-	47	C-	79	B+	4
Costa Rica	76	B+	90	A-	78	B+	74	B+	90	A-	41	C-	77	B+	6
Cuba	95	A+	89	A-	62	B-	90	A-	53	C+	33	D+	77	B+	6
Barbados	70	B-	91	A+	66	B-	90	A-	58	C+	65	B-	76	B+	8
Lithuania	86	A-	89	A-	26	D-	100	A+	83	A-	48	C-	76	B+	8
Seychelles	96	A+	84	A-	50	C-	90	A-	60	C+	35	D+	76	B+	8
Thailand	78	B+	100	A+	66	B-	55	C+	68	B-	39	D+	73	B+	11
Argentina	79	B+	86	A-	42	C-	86	A-	80	B+	34	D+	72	B+	12
Sri Lanka	88	A-	74	B+	49	C-	85	A-	75	B+	34	D+	72	B+	12
Venezuela	72	B+	84	A-	67	B-	89	A-	74	B+	22	D-	72	B+	12
Mexico	81	A-	96	A+	65	B-	45	C-	73	B+	31	D+	71	B+	15
Brazil	74	B+	84	A-	67	B-	60	C+	80	B+	35	D+	70	B-	16
Malaysia	83	A-	71	B+	51	C+	66	B-	73	B+	48	C-	68	B-	17
Chile	76	B+	46	C-	55	C+	65	B-	90	A-	71	B+	65	B-	18
Mongolia	73	B+	72	B+	56	C+	60	C+	83	A-	30	D-	65	B-	18
Bulgaria	87	A-	34	D+	51	C+	90	A-	85	A-	41	C-	64	B-	20
Poland	85	A-	35	D+	53	C+	90	A-	82	A-	36	D+	63	B-	21
Romania	85	A-	32	D+	52	C+	94	A+	82	A-	33	D+	63	B-	21
Azerbaijan	70	B-	49	C-	52	C+	95	A+	73	B+	25	D-	62	B-	23
Belarus	92	A+	28	D-	61	B-	90	A-	77	B+	20	E	62	B-	23
Tunisia	63	B-	92	A+	71	B+	10	F	63	B-	43	C-	62	B-	23
Ukraine	76	B+	47	C-	38	D+	100	A+	69	B-	31	D+	61	B-	26
Iran, Islamic Republic of	68	B-	44	C-	72	B+	79	B+	72	B+	26	D-	60	C+	27
Oman	59	C+	50	C-	47	C-	92	A+	69	B-	50	C-	60	C+	27



# Marks and Final Grades

2008

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Country	AUBE		PW		GE		QITL		EO		T&A		Final		
	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Rank
Republic of Moldova	78	B+	50	C-	30	D-	90	A-	72	B+	31	D+	60	C+	27
Russian Federation	87	A-	36	D+	43	C-	78	B+	81	A-	26	D-	60	C+	27
Saudi Arabia	57	C+	100	A+	71	B+	5	F	66	B-	30	D-	60	C+	27
Kazakhstan	79	B+	35	D+	75	B+	58	C+	83	A-	26	D-	59	C+	32
Algeria	58	C+	50	C-	77	B+	72	B+	62	B-	29	D-	58	C+	33
Croatia	79	B+	25	D-	53	C+	86	A-	77	B+	34	D+	58	C+	33
Georgia	79	B+	36	D+	52	C+	90	A-	48	C-	29	D-	58	C+	33
Armenia	73	B+	37	D+	26	D-	95	A+	79	B+	31	D+	57	C+	36
Bolivia	70	B-	40	D+	64	B-	70	B-	68	B-	26	D-	57	C+	36
Tajikistan	71	B+	45	C-	62	B-	56	C+	67	B-	21	D-	56	C+	38
Albania	76	B+	32	D+	43	C-	78	B+	73	B+	30	D-	55	C+	39
Peru	74	B+	36	D+	44	C-	69	B-	73	B+	33	D+	55	C+	39
The former Yugoslav Rep. of Macedonia	75	B+	38	D+	34	D+	75	B+	75	B+	28	D-	55	C+	39
China	76	B+	32	D+	42	C-	70	B-	68	B-	31	D+	54	C+	42
Kyrgyzstan	68	B-	47	C-	53	C+	43	C-	80	B+	24	D-	54	C+	42
Libyan Arab Jamahiriya	64	B-	50	C-	23	D-	90	A-	60	C+	26	D-	54	C+	42
Netherlands Antilles	89	A-	35	D+	30	D-	90	A-	48	C-	0	F	54	C+	42
Panama	73	B+	32	D+	52	C+	63	B-	73	B+	32	D+	54	C+	42
Botswana	55	C+	50	C-	33	D+	72	B+	54	C+	52	B-	53	C+	47
Guyana	62	B-	37	D+	70	B-	55	C+	65	B-	25	D-	53	C+	47
Kenya	50	C-	75	B+	57	C+	45	C-	43	C-	21	D-	53	C+	47
Grenada	80	B+	32	D+	32	D+	71	B+	48	C-	35	D+	52	C+	50
Jamaica	82	A-	22	D-	43	C-	58	C+	75	B+	36	D+	52	C+	50
Philippines	63	B-	38	D+	68	B-	47	C-	62	B-	28	D-	52	C+	50
Saint Kitts and Nevis	84	A-	35	D+	22	D-	90	A-	51	C+	3	F	52	C+	50
South Africa	57	C+	70	B-	25	D-	39	D+	62	B-	44	C-	52	C+	50
Vietnam	70	B-	35	D+	49	C-	59	C+	66	B-	26	D-	52	C+	50



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Country	AUBE		PW		GE		QITL		EO		T&A		Final		
	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Rank
Lesotho	46	C-	75	B+	71	B+	26	D-	34	D+	30	D-	51	C+	56
Montserrat	55	C+	28	D-	71	B+	90	A-	60	C+	4	F	51	C+	56
Serbia and Montenegro	76	B+	38	D+	15	E	76	B+	54	C+	31	D+	51	C+	56
Turkey	62	B-	27	D-	63	B-	60	C+	64	B-	39	D+	51	C+	56
Uzbekistan	78	B+	50	C-	33	D+	23	D-	82	A-	20	E	51	C+	56
El Salvador	61	B-	41	C-	64	B-	36	D+	54	C+	39	D+	50	C-	61
India	53	C+	52	C+	68	B-	34	D+	57	C+	32	D+	50	C-	61
Niue	61	B-	25	D-	62	B-	90	A-	57	C+	0	F	50	C-	61
Saint Lucia	65	B-	39	D+	59	C+	70	B-	45	C-	4	F	50	C-	61
Saint Vincent and the Grenadines	76	B+	38	D+	39	D+	74	B+	42	C-	4	F	50	C-	61
Morocco	50	C-	50	C-	51	C+	62	B-	40	D+	30	D-	49	C-	66
Belize	64	B-	40	D+	53	C+	40	D+	43	C-	34	D+	48	C-	67
Jordan	71	B+	50	C-	19	E	15	E	78	B+	50	C-	48	C-	67
Syrian Arab Republic	60	C+	34	D+	60	C+	51	C+	57	C+	26	D-	48	C-	67
Tonga	60	C+	36	D+	52	C+	75	B+	45	C-	0	F	48	C-	67
Dominican Republic	54	C+	24	D-	54	C+	65	B-	66	B-	31	D+	47	C-	71
Ecuador	69	B-	32	D+	46	C-	61	B-	37	D+	24	D-	47	C-	71
Maldives	62	B-	38	D+	49	C-	65	B-	46	C-	1	F	47	C-	71
Namibia	53	C+	50	C-	40	D+	46	C-	48	C-	39	D+	47	C-	71
Nicaragua	51	C+	39	D+	65	B-	41	C-	55	C+	31	D+	47	C-	71
Samoa	67	B-	36	D+	40	D+	57	C+	65	B-	4	F	47	C-	71
Zambia	44	C-	62	B-	70	B-	31	D+	28	D-	26	D-	47	C-	71
Bangladesh	41	C-	61	B-	57	C+	25	D-	55	C+	23	D-	46	C-	78
Fiji	47	C-	41	C-	54	C+	44	C-	51	C+	41	C-	46	C-	78
Indonesia	64	B-	32	D+	64	B-	29	D-	60	C+	24	D-	46	C-	78
Cape Verde	66	B-	46	C-	32	D+	45	C-	56	C+	3	F	45	C-	81
Honduras	54	C+	50	C-	38	D+	30	D-	66	B-	24	D-	45	C-	81
Cambodia	40	D+	37	D+	83	A-	38	D+	38	D+	23	D-	44	C-	83



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Country	AUBE		PW		GE		QITL		EO		T&A		Final		
	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Rank
Cameroon	56	C+	32	D+	86	A-	17	E	43	C-	24	D-	44	C-	83
Dominica	74	B+	0	F	44	C-	61	B-	55	C+	44	C-	44	C-	83
Lebanon	62	B-	34	D+	57	C+	18	E	56	C+	34	D+	44	C-	83
Madagascar	39	D+	75	B+	56	C+	14	E	16	E	32	D+	44	C-	83
Marshall Islands	42	C-	39	D+	43	C-	75	B+	50	C-	0	F	43	C-	88
Palau	61	B-	0	F	58	C+	84	A-	60	C+	0	F	43	C-	88
Egypt	65	B-	0	F	60	C+	58	C+	52	C+	31	D+	42	C-	90
Ghana	40	D+	50	C-	47	C-	34	D+	40	D+	32	D+	42	C-	90
Guatemala	50	C-	37	D+	63	B-	27	D-	45	C-	26	D-	42	C-	90
Paraguay	62	B-	27	D-	37	D+	42	C-	47	C-	27	D-	42	C-	90
Uganda	31	D+	71	B+	34	D+	32	D+	31	D+	31	D+	42	C-	90
Burundi	27	D-	69	B-	73	B+	14	E	16	E	25	D-	41	C-	95
Nepal	42	C-	37	D+	70	B-	19	E	48	C-	26	D-	41	C-	95
Palestinian Autonomous Territories	72	B+	0	F	44	C-	56	C+	59	C+	25	D-	41	C-	95
Suriname	73	B+	0	F	54	C+	42	C-	56	C+	31	D+	41	C-	95
Vanuatu	55	C+	47	C-	32	D+	57	C+	22	D-	3	F	41	C-	95
Papua New Guinea	43	C-	50	C-	47	C-	33	D+	16	E	27	D-	40	D+	100
Sao Tome and Principe	52	C+	50	C-	67	B-	13	E	20	E	3	F	40	D+	100
Senegal	27	D-	47	C-	74	B+	30	D-	23	D-	31	D+	40	D+	100
Myanmar	48	C-	45	C-	49	C-	25	D-	25	D-	17	E	39	D+	103
Nigeria	37	D+	56	C+	55	C+	13	E	32	D+	22	D-	39	D+	103
Ethiopia	30	D-	44	C-	79	B+	21	D-	18	E	24	D-	38	D+	105
Gambia	31	D+	47	C-	62	B-	24	D-	29	D-	29	D-	38	D+	105
Lao People's Democratic Republic	42	C-	29	D-	60	C+	33	D+	39	D+	25	D-	38	D+	105
Turks and Caicos Islands	45	C-	29	D-	10	F	90	A-	41	C-	0	F	38	D+	105
Colombia	63	B-	28	D-	22	D-	27	D-	38	D+	35	D+	37	D+	109
Côte d'Ivoire	30	D-	50	C-	53	C+	22	D-	25	D-	24	D-	36	D+	110
Guinea	28	D-	50	C-	71	B+	12	E	25	D-	17	E	36	D+	110



# Marks and Final Grades

Country	AUBE		PW		GE		QITL		EO		T&A		Final		
	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Rank
Yemen	35	D+	45	C-	57	C+	10	F	32	D+	25	D-	36	D+	110
Malawi	30	D-	55	C+	14	E	10	F	69	B-	31	D+	35	D+	113
Rwanda	26	D-	56	C+	56	C+	11	E	23	D-	24	D-	35	D+	113
Swaziland	43	C-	25	D-	37	D+	41	C-	39	D+	26	D-	35	D+	113
Anguilla	53	C+	0	F	26	D-	78	B+	47	C-	0	F	34	D+	116
Benin	26	D-	35	D+	70	B-	19	E	26	D-	28	D-	34	D+	116
Iraq	44	C-	0	F	61	B-	60	C+	19	E	17	E	33	D+	118
Kiribati	55	C+	0	F	47	C-	55	C+	42	C-	0	F	33	D+	118
Mauritania	30	D-	46	C-	39	D+	21	D-	24	D-	29	D-	33	D+	118
Niger	16	E	45	C-	68	B-	17	E	18	E	27	D-	33	D+	118
Togo	33	D+	34	D+	56	C+	16	E	25	D-	25	D-	33	D+	118
Bosnia and Herzegovina	64	B-	37	D+	13	E	5	F	0	F	38	D+	32	D+	123
Burkina Faso	17	E	42	C-	61	B-	20	E	16	E	31	D+	32	D+	123
Pakistan	38	D+	27	D-	37	D+	31	D+	34	D+	22	D-	32	D+	123
United Republic of Tanzania	44	C-	25	D-	40	D+	26	D-	14	E	30	D-	32	D+	123
Comoros	17	E	50	C-	58	C+	9	F	38	D+	3	F	31	D+	127
Mozambique	8	F	49	C-	68	B-	14	E	19	E	30	D-	31	D+	127
Congo	17	E	20	E	75	B+	19	E	39	D+	25	D-	30	D-	129
Gabon	44	C-	0	F	50	C-	37	D+	27	D-	28	D-	30	D-	129
Mali	22	D-	37	D+	60	C+	9	F	21	D-	28	D-	30	D-	129
Sierra Leone	28	D-	70	B-	0	F	5	F	24	D-	24	D-	30	D-	129
Sudan	40	D+	0	F	70	B-	22	D-	45	C-	18	E	30	D-	129
Timor-Leste	22	D-	0	F	84	A-	38	D+	34	D+	26	D-	30	D-	129
Bhutan	52	C+	32	D+	0	F	9	F	7	F	57	B-	29	D-	135
Cook Islands	49	C-	26	D-	35	D+	0	F	41	C-	0	F	28	D-	136
Djibouti	11	E	50	C-	73	B+	2	F	11	E	0	F	28	D-	136
Zimbabwe	54	C+	0	F	24	D-	31	D+	37	D+	24	D-	28	D-	136
Tokelau	12	E	37	D+	62	B-	0	F	56	C+	0	F	27	D-	139





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Country	AUBE		PW		GE		QITL		EO		T&A		Final		
	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Rank
Liberia	23	D-	45	C-	10	F	8	F	23	D-	27	D-	25	D-	140
Chad	15	E	25	D-	67	B-	3	F	15	E	21	D-	24	D-	141
Afghanistan	24	D-	0	F	88	A-	3	F	10	F	26	D-	23	D-	142
Angola	32	D+	0	F	49	C-	11	E	39	D+	21	D-	23	D-	142
Nauru	43	C-	0	F	54	C+	0	F	30	D-	0	F	22	D-	144
Eritrea	18	E	0	F	63	B-	13	E	12	E	27	D-	20	E	145
Solomon Islands	25	D-	0	F	47	C-	25	D-	15	E	8	F	19	E	146
Tuvalu	40	D+	0	F	27	D-	0	F	49	C-	0	F	19	E	146
Democratic People's Republic of Korea	0	F	50	C-	0	F	0	F	27	D-	0	F	15	E	148
Democratic Rep. of the Congo	17	E	0	F	41	C-	5	F	23	D-	19	E	15	E	148
Antigua and Barbuda	0	F	0	F	0	F	90	A-	0	F	4	F	14	E	150
Turkmenistan	43	C-	0	F	0	F	0	F	0	F	21	D-	13	E	151
Central African Republic	20	E	0	F	14	E	5	F	14	E	24	D-	12	E	152
Micronesia (Federated States of)	21	D-	0	F	0	F	0	F	53	C+	0	F	11	E	153
Guinea-Bissau	9	F	0	F	18	E	6	F	4	F	3	F	7	F	154
Somalia	4	F	0	F	0	F	0	F	0	F	21	D-	3	F	155
Haiti	0	F	0	F	0	F	0	F	1	F	17	E	2	F	156





## Summary

The Global Campaign for Education believes that, halfway to the Education For All deadline of 2015, governments are failing their children and jeopardising the lives and prospects of future generations. Their broken promises are cast into sharp relief by this, the first global version of the GCE 'School Report'. Bringing together data from various sources it proves what can be done with political will, but how far away the world is from showing the courage of its convictions across the entire EFA agenda, leaving no child or adult behind. The report finds the following:

- Successful countries show what can be done with sustained investment and the right policy frameworks and their experience suggests that success does not depend on having high per capita income
- Education has gained increasing political priority for a significant number of countries over the last 7 years, especially in Asia and sub-Saharan Africa
- Gains in primary enrolment have been made, but risk being undermined by poor quality - especially the lack of trained teachers - and the charging of fees
- The 'other' EFA goals have been seriously neglected - literacy is so undervalued that we do not even have enough data on which to measure progress, gains in gender equity at primary level are not reaching up to secondary
- Underinvestment in education - by donors and a significant proportion of developing countries - continues to be a problem

- Donors bear a large part of the responsibility for this situation, as their failure to live up to their part of the Dakar compact has left many poor countries short of the vital cash they need to deliver good education strategies.
- There is an urgent need for governments and donors to address equity, rights and the hardest-to-reach children including disabled children and child labourers
- The challenges in large countries and fragile states are considerable, but should not be insurmountable
- Despite the Dakar promise to value civil society as partners in education, there has been only patchy inclusion of their voices; governments' attitudes to teacher unions remain a block to true partnership for the achievement of EFA
- Data constraints make it difficult to identify trends and draw valid comparisons; there is a desperate need to invest in data collection involving civil society
- There is an urgent need to revitalise the EFA movement and to reform the international architecture that is supposed to monitor and drive government efforts.

GCE's 2007 Global Action Week sent up the call 'Join up - Education Rights Now!'. This report shows how urgent and real our demand still is. Leaders must stop failing the world's children. Millions have lost out so far because the world is not on track to achieve Education For All. In the 21st century, how many more lives will be blighted by illiteracy because leaders are not keeping their promises on education? The time for warm words is over. The time for action is now.

# Introduction

**Seven years ago, in the warm breeze of the Dakar spring, government ministers from 181 countries joined representatives of civil society and international agencies to thrash out a ground-breaking deal, aiming to transform the educational fortunes of poor and oppressed people. They committed that the next millennium would be a new era of increased international co-operation and redoubled national effort behind six interdependent goals:**

1. Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. Ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;
3. Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for adults;
5. Elimination of gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
6. Improve all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

These warm words would not be empty rhetoric; leaders backed their words with promises of real resources from both North and South. Leader after leader gave this commitment. Tragically, this pledge appears to have gone largely unheeded as the excitement and optimism of Dakar died away.

Halfway to the deadline for the goals, **No Excuses** - this 'School Report' by the Global Campaign for Education shows not only how far we still are from the distant dream of Education For All, but reveals some of the reasons why it remains so elusive. Using data sources from both international institutions and civil society organisations, GCE has devised a method of evaluating progress towards EFA giving a fresh, political take on the available research. Crucially, it enables the reader to analyse the willingness of governments to take bold and risky action to address all of the goals, and to see the results of their efforts.

Overwhelmingly, this innovative approach reveals that the transformative policies and generous investment eagerly awaited by citizens and civil society for the last seven years have simply not materialised in the vast majority of developing countries. Millions have missed out on the chance of an education because of this neglect. Too many children still do not have the chance to go to primary school – over 70 million of the school-aged population will not enter the school gates today. This is more than the combined school age population of the United States and Western Europe. For every one of these children this represents a personal tragedy and puts them at increased risk of illness, poverty and HIV/AIDS<sup>1</sup>.

Where schooling is on offer, too often it is of shockingly poor quality, perhaps one reason why completion rates remain so pitifully low. In poorer countries especially, girls and women are disproportionately affected. In sub-Saharan Africa, for example, only five countries manage to get more than 50% of girls to secondary school. The rural poor are similarly downtrodden, having a minimal chance of attaining the same educational outcomes as their richer counterparts. Adult literacy remains an area of shameful neglect, with one in five adults living without the possibility of full participation in society. Seven years after the EFA Declaration was made and halfway to the deadline, GCE campaigners are saying 'Enough is enough' – we must have education rights, and we must have them now.

At the top of the class is a diverse group of countries that demonstrates what can be achieved in a wide variety of political and economic contexts with the right mix of sustained investment and progressive policy

<sup>1</sup> GCE (2005) Girls Can't Wait; GCE (2004) Learning to Survive. London. GCE.

frameworks. A cluster of countries from the former Eastern bloc have maintained and improved their education systems since 1989; most have achieved this without taking retrogressive steps such as relying on non-professional teachers. Others, such as Barbados, Mauritius, Sri Lanka, Costa Rica, Mexico, Cuba, Thailand, Brazil, Uruguay and the Seychelles, have achieved what Oxfam International has termed a 'breakthrough'<sup>2</sup> – achieving good (and in some cases extensive) coverage of many aspects of basic education without compromising on either equity or quality.

Most of these nations, however, were well on track towards EFA as early as the 1980s. Perhaps more striking is a handful of countries which despite immense challenges, have made significant advances since 2000, deemed by the UNESCO Director-General to be demonstrating a 'Dakar effect'. A group of mainly African countries, such as Kenya, Lesotho, Botswana, Burundi and Cameroon – scattered from the middle down to the bottom third of our table – have (despite their low placing) shown that it is possible to effect a steep change in education provision. Governments have declared education free and in the most positive scenarios have boldly backed their political declarations with resources. While they are still not yet in the category of class leaders, they have the potential to join other moderate to good performers such as Malaysia, Chile and Argentina.

At the very bottom end of the table, the poor performers are dominated by conflict-affected states such as Somalia, Haiti, Sierra Leone and Liberia. In many cases, there is simply not enough data to make really informed comments – a characteristic that means that North Korea, Turkmenistan and Bhutan, nations that are distinguished by their secretive governments – are also in the unfortunate lowest ten.

We have scored rich country donors against their part of the Dakar promise, that 'no country seriously committed to Education For All should be thwarted in this ambition for lack of resources.' 22 OECD-DAC<sup>3</sup> countries

<sup>2</sup> Oxfam (2006) *In the Public Interest. Health, Education, Water and Sanitation For All*. Oxford. Oxfam GB

<sup>3</sup> Any country with an income above that of the OECD-DAC country with the lowest income (Portugal) has been excluded from this report. Our premise here is that such countries should themselves be donors to basic education.

are ranked in this way and the picture created by their ratings is not a pretty one. It shows that most are failing to live up to their word, and are continuing their previous pattern of giving miserly amounts of aid, structured to benefit themselves more than the poor and deprived citizens of the developing world. The G8 nations are particularly guilty, as they should be providing the bulk of the resources<sup>4</sup> needed to enable every girl and boy, adult and child, the hope and light that education offers. They must bear a substantial part of the responsibility for the sorry situation that faces the world as the countdown to 2015 ticks ever closer. It would cost the equivalent of just a few days of G8 military expenditure to give every boy and girl in Africa the chance to go to school – and to end illiteracy, yet they refuse to act.

The summary that follows examines the trends revealed through by our unique approach to analysis of the available data. It identifies the leaders and stragglers in each category and draws out possible ways forward to achieve progress on these vital goals in future.

<sup>4</sup> GCE (2007) *Not Up to Scratch: 2007 School Report*. Johannesburg, GCE

## Shamsiya

**“I once went to school and I really enjoyed it, but after a year I had to leave as I was needed to help earn money for my family. Now I spend my time harvesting chilli peppers and then selling them with ‘masa’ (fried rice cakes) on the streets. When I get home I grind chilli powder for the family’s food.**

**My brother goes to school, and when I see him walking there in the morning, it makes me feel that I want to go also. But my family is poor and can only afford for one of us to go.”**

Ten year old Shamsiya is one of eight million children in Nigeria who do not go to school. And in the northwest Nigeria, where she lives, two in every three girls are out of school.



### Promises to keep – far too many children and adults still deprived of their rights

GCE’s starting point for analysis of governments’ performance is a straightforward ranking on the basis of **Achievement of Universal Basic Education**. Indicator 1 shows just how scant are the chances of worldwide success by 2015. A substantial grouping of countries, the vast majority in sub-Saharan Africa, have woefully poor indicators across the board – with huge numbers of children denied the chance of anything but a poor quality primary education, and sometimes not even that.

Over the last five years primary enrolments have increased significantly in some of the historically poor performers and this is an achievement that

should be cautiously celebrated. However, GCE’s scoring system reveals that this success has not transformed education anywhere near enough to get close to the target of universal primary **completion** by 2015. Only 14 nations are in the happy position of graduating 90% or more of all children. This trend brings down some otherwise excellent scores by countries in Central and Eastern Europe and Latin America, pointing to a need to protect investments in quality and tackle the demand-side constraints on education. Tragically, our tables show that in over 50 countries, around half of all children never complete primary school, whether by dint of never having enrolled, or because they drop out before reaching the final grade.

Small wonder, then, that in many of these same nations, an unacceptable proportion of the population reach adulthood without even acquiring the most basic reading and writing skills. It is deeply regrettable that we could not include many indicators or sub-indicators on literacy, but what we do know is that the picture is very bleak in most contexts. Over 770 million adults - are illiterate. One in four women cannot attain even the most minimalist definition of literacy. Just a few countries account for the largest proportion of the problem – according the 2008 Global Monitoring Report, More than three-quarters of the world’s illiterate people live in only fifteen countries, including eight of the nine high population countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Nigeria and Pakistan.

The situation of pre-primary education is especially desperate, with no more than a quarter of all countries managing to give the majority of their children the best start in life. Early childhood care and education is one of the biggest determinants of equity in educational outcomes, so this is a striking signal of how education policy and expenditure currently fails to give children from poorer households the same chance of success as their richer peers. Secondary education fares slightly better in most parts of the world, but in sub-Saharan Africa the picture is devastating, with 22 countries offering secondary education to less than one-quarter of the school-aged population.

However, the dispiriting overall picture should not lessen our admiration for the class stars in the category of Achievement of Universal Basic Education. Sri Lanka, Palestine, Cuba, Belarus, Azerbaijan and Georgia all earn merits as highest-scorers in their respective regions. Latin America, the Caribbean,

and Central and Eastern Europe deserve special mention as parts of the world where the majority of countries currently attain reasonable scores. Large-population countries such as China, Brazil, Mexico, and Indonesia have done well to get more than half-marks given the scale of the challenge they face. Finally the award for top position goes to the **Seychelles**. With near-universal participation in all levels of education, this island show just what can be accomplished if political will is strong and backed by ample resources. Surely a good use of the benefits brought by the tourist dollar!

Case  
Study

## Normina

Normina Salindatu grew up in the care of her poor grandmother, who struggled to support her to the extent that Normina had to leave school at the age of 13 – even though education was supposedly free. Normina then went to work in a restaurant in southern Philippines for as little as 60 US cents a month. She babysat her cousins for a small allowance from her uncle. Having lost all hope of going back to school, marrying even at this young age, seemed the next best option, if someone came along.

But a second chance did come along. Normina was one of 800 people to benefit from the first Alternative Learning System – a project run by the Department of Education. Normina has graduated with much more confidence and self-worth after a year of classes. Having studied hard and passed the accreditation and equivalency exams she



has accelerated from the first year of high school to the first year of college level. Normina is now on her 3rd year in college studying a BS in Secondary Education.

**“Had I not enrolled in the ALS program, my uncle would have sent me to work as a domestic helper abroad or just arranged for me to marry an older man.”**

### Where there’s a will, there’s a way: too few countries put pledges into action

GCE believes that the main barriers to the achievement of Education For All are political. National policy debates now take place in the context of a growing international consensus on the most basic dimensions of effective education systems in developing country contexts. The technical and financial barriers to achieving universal education can be overcome – if, but only if, politicians are prepared to put rhetoric into action. Two of the most important tests of commitment are to judge whether governments will truly open the doors of learning to all, whilst at the same time providing the resources necessary to expand systems without compromising quality.

A review of our report cards shows that the battle to hold governments accountable for their promises is very far from being won. Education still does not receive the sustained and substantial investment needed to extend free education to the masses, and to finance innovative approaches to reach the un-reached. Shockingly some of the worst offenders in this sub-indicator are countries with very high military expenditure such as Pakistan, Colombia, Ethiopia and Indonesia. Other class stragglers include Croatia, Turkey, Lao PDR, Dominican Republic, Chad, Liberia and Democratic Republic of Congo, while a whole cluster of fragile and small island states have no data on expenditure for us to analyse.

Our report card further reveals that across the world, families pick up the bill for education when governments won’t allocate a decent proportion of their own resources to the sector. Studies have proven that fees are one of the most pernicious factors excluding poorer children, girls, orphans and vulnerable



## Ms Mkandawira

Malawi

children from school<sup>5</sup>. The burden of fees falls heaviest on poor families, where they may represent a significant proportion of household expenditure<sup>6</sup>. Much has been made of the fact that 14 countries have officially abolished fees since 2000, and indeed the fact that fees have become an electoral issue in the post-Dakar period is clearly one of the factors leading to the sharp drop in numbers of out-of-school children. However, fees and charges remain pervasive, and it is worrying that just as many low-income countries are taking the bold step of abolishing tuition charges at least, informal fees are creeping back into countries which have previously allocated enough resources to ensure a completely free education for all. This unwelcome attribute is shared by Chile, South Africa and a number of Eastern European and Central Asian countries. When fees are combined with low spending relative to need, as seen in countries such as Indonesia, Ecuador, Panama, Nepal and Mali, it can only be concluded that governments are lacking in any real commitment to deliver on their promises to achieve Education For All.

However, some encouragement can be drawn from the performance of a growing number of low-income countries that have stretched their meagre resources in order to expand education following the Dakar conference of 2000. Seventeen African countries are spending at or near 20% of public funds on education. In contexts as challenging as those faced by Burundi, Kenya, Sierra Leone and Cote D'Ivoire, governments have proven themselves to be as good as their word and are making the necessary sacrifices to enable the next generation to grow up free from poverty and ignorance. A similar pattern is found in much of Latin America where a further five low-income countries are spending at this level. And elsewhere governments of countries as diverse as Fiji, Papua New Guinea, Moldova, Uzbekistan, Vanuatu and Djibouti have opted to invest strongly in education to ensure that future generations have the chance to lead healthier, more productive and happier lives. Leading the class for this indicator, however, are Thailand and Saudi Arabia<sup>7</sup>. These countries have prioritised truly free universal education and have established spending patterns to back their commitment with resources. During the coming period, far more politicians will have to live up to this level of commitment and put their money where their mouths are, if the dream of Education For All is to become a reality.

**“If I was given a chance of an education, I know I would embrace it wholeheartedly. I left school after standard six, because my parents couldn’t afford the costs. I learnt very little in school, not even how to read. Being illiterate has put me at a disadvantage, I haven’t had the same opportunities as some of my friends and I am embarrassed to get friends to fill in forms for me. I wanted my children to have the benefits that I was not able to get from education, and so I insisted all five went to school. One of my children is now in Mzuzu University. I wish the government was now able to educate people like me who missed out on school when young.”**

Maria Mkandawire, was born in 1948, in exactly the same year, education was enshrined in the Universal Declaration of Human Rights. Sixty years later Maria, like 770 million other adults around the world, has yet to fully benefit from what is her human right.



<sup>5</sup> De Vogli, R. and G.L. Birbeck (2005) 'Potential impact of adjustment policies on vulnerability of women and children to HIV/AIDS in sub-Saharan Africa' *Journal of health and Population Nutrition*, 23 (2): 105-120

<sup>6</sup> Kattan, R. B. and R.N. Burnett (2004) 'User Fees in Primary Education' Washington DC. World Bank.

<sup>7</sup> This recognition should not imply that GCE supports education policy in Saudi Arabia in its entirety; GCE condemns lack of political and academic freedoms and reported intolerant content in teaching and learning materials.





## Amar Lal

India

Most of ten year old, Amar Lal Banjara's life has been spent in bonded labour – on a stone quarry in Rajasthan. Working alongside his father and six siblings, Amar Lal broke stones, and carried heavy weights in the quarry. His family never dreamt that they would be able to afford to let him go to school, and it wasn't until the help of Bachpan Bachao Andolan, that Amar Lal and his brother were able to leave working on the quarry and go to a government school. Here he has excelled, shown qualities of leadership and performance; Amar Lal now acts in a theatre team that raises awareness in social issues including child labour.

**“At school I have been able to realise what freedom is. We have the freedom to be ourselves, to play and laugh and think about our futures.”**



### Target 2015: still far from the finishing line

As well as creating a snapshot of how well countries are doing in absolute terms, our report cards also analyse trends in enrolment over time. This is vital because it provides an indication of whether the declarations made in Dakar in 2000 have in fact effected change in the real world. An attempt to track these trends in all of the quantifiable EFA goals was thwarted due to the appalling lack of data for adult literacy. If, as literacy campaigners have often asserted, governments and international institutions measure what they value, then it is clear that literacy occupies a very low priority indeed at both the global and the national levels.

### *Filling the data deficit – civil society pioneers innovative approaches*

In partial response to the widely acknowledged deficiency in data on literacy, Action Aid in conjunction with the South Africa Reflect Network (SARN) and DVV International (the Institute for International Cooperation of the German Adult Education Association) is developing a new framework for the evaluation of adult literacy programmes. One of the project aims is to generate new contextualised data that responds to a broader definition of literacy by instilling a culture of evaluation in programmes so that both individual and collective learning expectations and outcomes can be tracked. Links with local universities and research centres should facilitate the dissemination of this data to policy makers, academics and practitioners around the world.

As well as addressing the evidence gap in knowledge of what works on a programmatic level, an additional outcome of this work will be to contribute to the re-thinking of literacy indicators that are presently notoriously unreliable and based on a false characterisation of literacy/illiteracy. Expanding people's understanding of the continuum of literacy and of the different literacies that people employ to access and engage with different texts, institutions and processes within different settings, is crucial if the adult literacy sector is to respond to the expectations and priorities of programme participants.

The processes started with the development of an evaluation framework that was piloted in South Africa in May 2007. In October 2007 a workshop was held to familiarise UK-based research students with the initiative and invite critique of the framework. A subsequent capacity building workshop was held in Cape Town in mid November 2007 to share the framework with over 30 practitioners across Africa, and South Asia. Three regional pilot evaluations will be conducted in the lead up to CONFITEA in 2009.

Despite this limitation, the analysis on growth in enrolments found in table 3 is informative. Impressive growth rates in primary enrolment can be seen in some of the most historically disadvantaged parts of the world. In sub-Saharan Africa, especially, it appears that the increased spending identified under our Political Will indicator, is leading to higher participation at primary level in many countries. This is a welcome and much-awaited development.

Countries like Djibouti, Congo, Benin, Burundi, Ethiopia and Senegal are close to being on track to achieve universal primary enrolment by 2009. In other parts of the world too, primary education has benefited from increased political momentum generated at Dakar in 2000<sup>8</sup>. Costa Rica, Kazakhstan, El Salvador, Nicaragua and Algeria are among the impressive performers outside sub-Saharan Africa.

However, the trend is far from global and by no means applies to all the goals. Troubling reversals are occurring at primary level, especially in Eastern Europe and in parts of Central Asia, the Middle East and North Africa.

A new UNICEF report, *Education for Some, more than Others* has concluded that education systems in Central and Eastern Europe and the Commonwealth of Independent States are leaving millions of children behind each year. It reports that, in spite of the economic recovery and increased public expenditure on education in many countries over the past decade, most national education systems are struggling to provide universal education.

A key indicator of these systemic failures was that there are an estimated 2.4 million 'missing children' of primary-school age and almost 12 million missing secondary-school children who should be in school but are not, the report reveals

UNICEF warns that it will not be possible to achieve Education for All goals and thus achieve the Millennium Development Goals in the region if this situation of "Education for some, more than others" continues to prevail. The report advocates that Governments should substantially increase spending on education to at least six per cent of their GDP, as against a regional average of three per cent to four per cent, and move from a distribution of public expenditure that reinforces inequality to one that counteracts **inequality**. It also urges central governments to intervene to create the policy conditions that will ensure 'Education for All'.

Moreover, progress in early childhood care and education and secondary is much more uneven, suggesting that gains in primary enrolment may

<sup>8</sup> Clearly, in constructing an indicator to reward the efforts of those farthest away from achieving these goals, countries that by 2000 had already achieved, or nearly achieved, universal education are somewhat disadvantaged. The case of Argentina, for example, is one where the government actually made huge efforts to maintain universal access to primary education, in the face of economic hardship, but was unable to prevent a marginal slip in enrolments. Our judgement backsliding is unacceptable should not overlook that such cases are less devastating where enrolments are already very high.

have been made at the cost of neglect to other sub-sectors of education. The adoption of the Millennium Development Goals (which include only the targets on gender equity and primary completion) may be part of the reason, as they have guided the preferences of a number of key donors. Care must be taken to rebalance the attention given to all levels of education – including and prioritising urgent action on adult literacy. Each EFA goal is equally worthy of realisation in its own right and together they make an indivisible and mutually supportive whole.

However, the 'Dakar effect' is undeniably real; class leaders in this category are Afghanistan, Cambodia, Cameroon, and Timor Leste. Strikingly, three out of the four are in post-conflict reconstruction, showing that it is possible for bold governments to achieve much in difficult circumstances, and perhaps pointing to a way forward for other fragile states emerging from war and destruction. The immediate post-conflict period can often be a key moment for capitalising on public demand for and political will towards investment in education – a factor that donors would do well to acknowledge and respond to.

### **Education For All = Learning for all? The quest for quality**

The right to education is not merely the right to a place in the school-room, but the right to learn real skills and develop critical abilities in a safe, conducive and caring environment. GCE firmly believes that education provision should consist of quality inputs that will enable learning to take place. Two crucial elements are the availability of a qualified teacher and free materials to support learning. In table 5 we rank countries according to how well they are providing these vital components of a quality education. The report seeks to measure the ratio of pupils to trained teachers because it is GCE's firm conviction, backed by an increasing body of evidence, that quality learning cannot take place in the absence of a professional teacher. In order also to get an overview of non-teaching inputs a survey was sent to GCE's membership seeking information on free textbook provision. Many quality issues championed by GCE members, such as the physical infrastructure of schools (including separate sanitation for girls), relevance of curriculum, teacher morale and performance and learning outcomes, were considered for inclusion here, but had to be set aside due to lack of data.

It is immediately clear that there exists a very marked quality divide in global education provision. Benefiting from the historically high value placed on quality education, the vast majority of countries in Central and Eastern Europe have a well-qualified teaching force and are providing free learning materials to at least some students. But within other regions, large disparities are apparent. In Latin America only two countries – Cuba and Uruguay – have achieved ‘most favourable’ pupil:teacher ratios of 20:1. Similar situations can be found in the Caribbean, most of Asia and North Africa and the Middle East. In all these regions, however, a range of situations can be found, from acceptably good to very poor. It is worth noting that governments of some large-population countries are managing to keep to reasonably high standards, as can be seen by the experience of Brazil, Indonesia, and China. However others in the same boat are doing less well; Bangladesh, India and Pakistan are all selling their children short when it comes to investing in the most valuable learning asset of all – a qualified teacher. India also has the dubious honour of being the country with by far greatest shortfall, requiring over half a million trained teachers to ensure every child can be taught by a professional in a reasonably sized class.

But the most grim picture of all is seen in sub-Saharan Africa, where it appears that the surge in enrolments in education has coincided with – or contributed to – a devastating fall-off in the quality of education. Just three countries in the region, Botswana Mauritius and the Seychelles, have managed to attain the minimum acceptable ratio of 40:1. Huge absolute numbers of teachers are needed in Ethiopia, Democratic Republic of Congo, Nigeria, Kenya, Tanzania and Madagascar and virtually every other country faces enormous shortfalls relative to need. Textbook provision fares little better, with only a handful of governments making it a priority to give every child access to a free book.

The consequences are clear. Pupil:teacher ratios have soared, reaching unacceptably high levels. In Zambia, for example, has been forced to accept a ratio of almost 70:1 in order to expand education provision to all. In countries like in Afghanistan, Chad, Madagascar, Mozambique and Nepal the ratio of pupils to *trained* teachers is over 100:1<sup>9</sup>. In other countries, such as Senegal, Niger and Benin, governments have sought to supplement their stock of teachers by hiring contract teachers with less training and for

lower wages. As the 2008 EFA Global Monitoring Report observes ‘While the financial advantages of hiring teachers under contract are clear, the extended use of contract teachers poses a quality issue for pupils and a labour rights issue for teachers’.

It is almost certain that the citizens of these struggling nations aspire to provide more than a second-class education system for their children. Parents do not want to send their children to sit in a class of over 100, or allow them to be taught by para-professionals with only a few weeks’ training. Teachers know that the pedagogical difference between one textbook per pupil and one textbook per class is immense<sup>10</sup>. Children learn little in these circumstances, hardly creating the educated and productive population most leaders would wish for. However, most education ministries are faced with a stark choice: the only way they can expand education provision is to push class sizes up or bring non-professionals into the classroom. Donors must bear the burden of responsibility for this situation, as their meanness and unwillingness (on the whole) to finance the teacher salary budget is one major reason why poorer countries are confronted with this horrible trade-off. This is a key challenge in the next phase of the drive to achieve Education For All, and it must not be ducked if the world wants to cement and build upon the fragile gains of the last seven years.

<sup>9</sup> EFA Global Monitoring Report (2008) ‘Education for All by 2015, Will We Make It?’ Paris. UNESCO

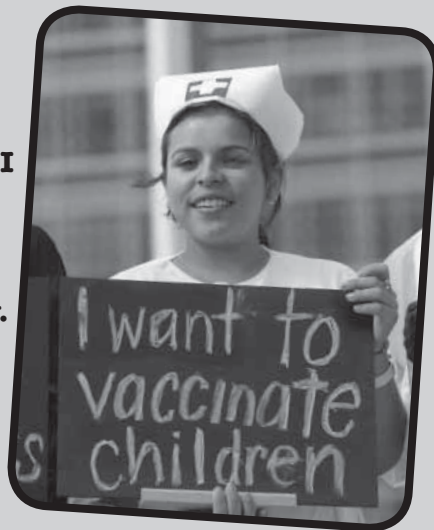
<sup>10</sup> Heyneman, S. P. 2006. The role of textbooks in a modern system of education. Braslavsky, C. (ed.), Textbooks and Quality Learning for All. Geneva, UNESCO International Bureau of Education

## Brillith

### Colombia

17 year old Brillith Mallely Serrano Leon, grew up working on the streets to help increase the small family income. It was only when she was 11 that she finally had the chance to go to school, and a future of opportunities that come with education. She still supports her family, by working in a market after school, and she now advocates for the rights of everyone to have an education. In May 2007 Brillith attended the donor education conference **“Keeping Promises on Education”** and argued for the rights of all children to grow up with an education so that they could do what they wanted to do when they left school.

**“I am happy to be here representing the children of the world. I only started school for the first time when I was 11 because a teacher helped to pay my school fees, before that there wasn’t enough money for me to study. Now I’m happy because the teachers are good, I learn and I can share things with my classmates. I wish every child could go to school. I hope that you will share my dream.”**



### *Undervaluing teachers: how donors and international institutions are failing children*

Teachers are the lifeblood of education, yet the rich nations and influential lending bodies persistently erode governments’ ability to hire and retain a professional teaching body. Few donors support the teacher salary budget; an Oxfam study<sup>11</sup> found that in 2004, less than 8 per cent of aid was directed into government plans and budgets; this is the only aid that is available for governments to contribute to the teacher salary bill. What is more, the economic policy advice and conditions meted out by the International Monetary Fund have imposed ‘blanket’ caps on the public sector wage bill in over 40 developing countries<sup>12</sup>, making it impossible for countries such as Kenya and Nicaragua to expand the teaching profession to meet need. Meanwhile, the World Bank gives out contradictory messages on the potential benefits of recruiting para-teachers to fill short-term gaps, despite their own findings. The 2004 World Development Report, painted a picture of absenteeism, laziness and even criminality by teachers, and promoted the use of community and contract teachers especially in Francophone Africa. Yet their own research in the region found that ‘students of regular teachers systematically outperform those of contract teachers, even controlling for [other] characteristics’<sup>13</sup>.

Teachers’ salaries typically make up 65%-90% of government budgets for education. Unless powerful external actors recognise the centrality of teachers’ contribution to Education For All, and reverse their current antipathy to funding associated costs, they cannot hope to see the EFA goals met.

<sup>11</sup> Oxfam (2007) Paying for People Oxford. Oxfam GB

<sup>12</sup> ActionAid International (2007) Confronting the Contradictions. London. ActionAid.

<sup>13</sup> Vegas, Emiliana, and Joost De Laat (2003) Do Differences in Teacher Contracts Affect Teacher Performance? Evidence from Togo. Washington. World Bank.

## Equal rights for ALL – EFA must leave no girl or boy behind

GCE is driven by the conviction that Education For All must be inclusive and equitable in its ambition and reach. Narrow instrumentalist interpretations of education targets can lead to a focus on achieving mass education but without paying sufficient attention to ensuring that there is equity of access to quality education. Historically deprived regions and groups may need special attention so as to ensure that education spending and policy does not reinforce existing power relations and patterns of exclusion in society – especially along gender lines. And, as mass education comes within reach in many contexts, it is vital that governments do not turn their attention away from the particular challenges of the last 10-15% of children who face the greatest obstacles to education.

Indicator 4 attempts to shed light on the problem of equity, by examining the extent to which education provision has enabled two such underprivileged groups – women and rural children – not only to enter school in the first place but to successfully progress through the system and into adult life. Women's education has long been recognised as key to unleashing a range of development benefits such as improved livelihoods and decreased maternal and child mortality<sup>14</sup>. The rural/urban divide has been highlighted as a top policy issue by the EFA Global Monitoring Report in recent years.

In an effort to get an overview of governments' efforts we also surveyed our membership to assess provision of incentives to encourage attendance by poorer children and make inroads into child labour. Paucity of data constrained us from analysing inequities caused by household poverty, disability, ethnicity and language group, geographical location (other than rural/urban divisions) and internal displacement due to conflict and war. These issues are of pressing importance to the GCE membership and we urge that data collection on equity issues be a priority for all statistical bodies, including UNESCO, in future.

<sup>14</sup> GCE (2004) Girls Can't Wait

### *Education's Missing Millions*

It is estimated that over a third of the 77 million children that remain out of school are disabled. In Africa, fewer than 10% of disabled children attend school. Barriers to these children's attendance at school can be rooted in social attitudes, limitations in the physical accessibility of schools, and in discriminatory or unsupportive institutional attitudes and practices. These factors can all be reinforced by poverty and other disadvantage. Disabled children from remote rural areas, for example, are often the least likely to attend school.

A recent report from World Vision argues that neither donors nor national governments are doing enough to meet the needs of disabled children. The report focuses particular attention on the potential role of the FTI Partnership, which, it is argued, could play a much larger role in bringing the issue of disability into policy, planning, implementation and monitoring at country level. It could also contribute to research and facilitate the exchange of information globally. Attitudes can be challenged and changed through advocacy and awareness campaigns, while schools need additional resources and information to accommodate the diverse needs of disabled children. Legislation and educational policy must reinforce the right to education and non-discrimination. It is time to break down the barriers that keep these missing millions from realising these rights, and the international community, alongside national governments, must lead the way.

*Education's missing millions, including disabled children in education through EFA FTI processes and national sector plans, World Vision, GPDD, 2007*

Unsurprisingly, 'A' grades in this indicator are clustered heavily in Eastern Europe and Central Asia, with almost all governments in these regions scoring well even though data is not available for some sub-indicators. Top place is shared by **Chile, Costa Rica and Uruguay**, three Latin American countries that appear determined to build a fairer and more inclusive society through education.



## Francis

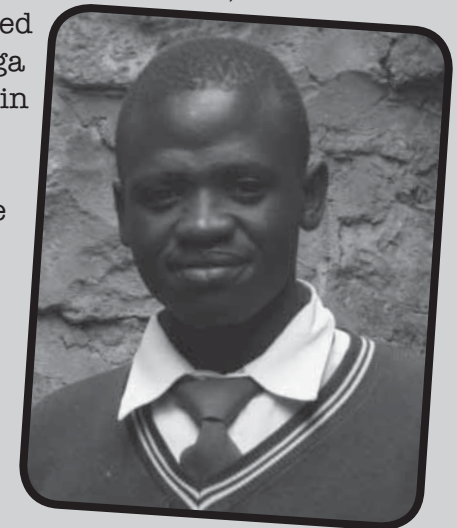
Elsewhere, it is clear that education benefits are often not available to all. Only 18 out of 113 countries that missed the gender parity goal at primary and secondary level in 2005 stand a chance of achieving it by 2015, on current trends<sup>15</sup>. In 54 countries, less than 50% of girls enrol in secondary education. The vast majority of these are in sub-Saharan Africa, where just a handful of countries manage to score even half-marks in this category overall and with most of the lowest-scoring countries. It is also the region with the greatest disparities between the achievement of rural and urban children, suggesting that education policy and expenditure are skewed away from those regions that most merit investment.

Honourable mention on rural/urban equity should go to Bangladesh, Chile, Venezuela, Thailand, and Indonesia, where rural children manage to attain outcomes almost on a par with their urban counterparts. Although survey return rates were not sufficiently high to generalise about world trends, it is known that incentives to attend school are widespread in South and West Asia and Latin America, demonstrating that governments in these regions are prepared to orientate some expenditure towards improving equity. However, such experiences are not yet the norm.

These patchy and uneven results imply that governments are not taking their responsibility to deliver education to all their citizens seriously. Action is urgently needed on gender inequality, poverty, the rural/urban divide and further, on disability, ethnicity and location to prevent a scenario where large swathes of society's children are excluded from the enlightenment and empowerment that education can offer.

Francis grew up in Nyanza, in western Kenya. He was happy here going to school, until everything changed at the age of 12 when his parents died. Having no money for secondary school, Francis stayed at home and looked after his siblings. With no opportunities to learn or get a job Francis describes life as very hard in Nyanza. A few years later, Francis moved to his uncles in order to go back to school – in Nairobi's informal settlement, Kibera. He was glad that he managed to find a place at St Aloysius Gonzaga Secondary School. But life is tough in the slum – he lives with seven relatives in a small shack and is scared to walk out at night, as there is lots of gang crime.

Francis is now in grade three and will complete school next year. He wants to go on and study engineering so that he can help people and the environment, and so that he can move from Kibera.



Kenya

### **Our education, our voices – governments must be open, transparent and recognise rights**

Education is a public good and therefore policy decisions and resource allocation should be free from corruption and open to public debate and scrutiny. The Dakar Declaration recognised that civil society was a vital partner in education reform and called for their participation in the development of EFA plans in the subsequent period. GCE believes that this is a crucial component both to ensure that plans are informed by a variety of voices and experiences, and to ensure transparency and accountability. Teacher unions have a long tradition of campaigning on Education For All,

<sup>15</sup> EFA Global Monitoring Report 2008 [Our outrage about the global disadvantage suffered by girls and women should not distract from the fact that, in a minority of countries, boys' participation and achievement is becoming increasingly a cause for concern]

and their independence and freedom to organise are an essential test of a government's confidence and willingness to engage with dissent.

Our report card seeks to benchmark this dimension by grading countries on popular perception of corruption and the rights of civil society and teacher unions. Our report card shows that this should be an issue of truly global concern; very few governments score over 50% according to our ranking system. Corruption affects education severely for two main reasons: because education is such a significant proportion of government expenditure, corruption in wider society is unlikely to leave education unaffected; the diffuse nature of education expenditure makes corruption more possible. Moreover, as Transparency International have noted, it undermines both the function and purpose of education<sup>16</sup>. When combined with a negative attitude to civil society and/or teachers' unions, as found in many contexts, there is real potential for poor governance to have a negative impact on the achievement of Education For All. There must be means for parents, teachers and community activists to have oversight of budgets and input to education reform processes. The emergence of national coalitions, comprised of NGOs and teacher unions, campaigning on EFA is a major achievement of GCE and it is clear that their survival and effectiveness will be a key factor in determining whether progress towards the goals is speedy and successful.

The handful of countries that merit recognition are **Hungary, Chile Barbados, Chile and Botswana**. Further, Argentina, Nicaragua and Liberia are all working hard to fulfil the spirit of the Dakar commitment to include civil society. In the next phase of the Education For All movement, it is crucial that many more governments gain the trust and engagement of their citizens at large. Civil society, too, must put its house in order, building mass mobilisations to demand positive change, backed by robust and grounded evidence from the grassroots.

## Donors are 'Not Up To Scratch'

One of the unique achievements of the Dakar Declaration was that it bound rich and poor countries together in a 'global compact' to end the scandal of

ignorance and illiteracy in the 21<sup>st</sup> century. The Declaration declared that 'no country seriously committed to Education For All shall be thwarted in their achievement of this goal by a lack of resources. This sentiment has been reiterated and reconfirmed at repeated international events, including the 2007 G8 communique.

Despite these lofty promises, our donor report cards reveal a significant shortfall in rich country aid to funding basic education in the poor world. Aid to basic education has been growing since 2000, reaching a high of \$4.4 billion in 2004. However, it has now slumped back to around \$3 billion - less than a third of the amount required to achieve even the minimal target of getting all children into school. Collectively giving \$9 billion annually would at least give the 70 million children currently denied an education, the chance to go to primary school. And a bigger challenge is on the horizon; only one of the 22 OECD rich countries - the Netherlands - is anywhere near giving its fair share of the total \$16 billion needed per year to reach the full Education for All (EFA) goals. The US, Japan, Germany and Italy are the most miserly of the rich countries, collectively giving just 10% of what is needed to keep their own promises of every person having the chance of an education by 2015. Assistance remains skewed towards expensive consultancies and tied aid projects, and the global plan to link increased aid to better plans - the Education For All Fast-Track Initiative - remains chronically underfunded. Tragically, the countries most in need, countries affected by fragility and conflict, receive the smallest portion of aid, attracting just 20% of the total despite accounting for a high proportion of out-of-school children<sup>17</sup>.

Rich countries must aim higher and work together better to fulfil their part of the Dakar bargain. They should meet the international target for giving 0.7% GNI in overseas development assistance each year, and must ensure that their aid targets needy countries. To encourage ambitious planning, aid must be substantial, long-term and predictable. The FTI should be the centrepiece of efforts to achieve Education For All, and should be fully financed by all donors - including the G8.

<sup>16</sup> Corruption in the classroom (2005) Berlin, Germany

<sup>17</sup> Save the Children (2007) *Last In Line, Last In School: How Donors Are Failing Children in Conflict Affected Fragile States*. London. International Save the Children Alliance.

# Recommendations

- Governments must back their political rhetoric with real and substantial budgetary commitments. Low-income countries must achieve the target of apportioning 20% of budgets to education, ensuring balanced investment across all the EFA goals. This especially includes fragile states and those emerging from conflict.
- The scourge of user fees in education must be ended for good. Governments must abolish all formal charges and must act decisively to ensure that lost revenue is compensated so that schools are not compelled to levy supplementary payments.
- Governments must plan for an expansion of the teaching profession to achieve and eventually exceed the minimum target pupil:teacher ratio of 40:1. This must include provision for the incorporation of para-professionals into the mainstream teaching force through upgrading qualifications and the extension of permanent contracts.
- Governments should challenge the economic policy dogma promulgated by the IMF, securing sufficient fiscal space to employ such teachers.
- Both governments and donors must ensure that education sector planning incorporates targets and policies designed to achieve the full EFA programme.
- Policy measures to improve equity in education and inclusion are essential. This should include development of specific outreach initiatives, provision of free textbooks and both universal and targeted financial support to encourage participation in education.
- Donors must meet their 'fair share' of the \$9 billion financing requirement for universal primary education within the next 12 months, rising to \$16 billion for the full EFA agenda by 2010. They must back the Education For All Fast-Track Initiative, as the only mechanism with the potential to match resources to good country plans.
- Donors must increase aid to conflict-affected fragile states
- Aid must be predictable and available to finance the core running costs of education, including teacher salaries
- Donors must shift their priorities in basic education to embrace the full EFA agenda. As a first step, the Education For All Fast-Track Initiative should make an explicit statement encouraging endorsement of sector plans addressing all the EFA goals.
- Governments must ensure maximum transparency in education financing and decision-making, including publishing school and district education budgets; civil society and teacher unions must be viewed as full partners in the EFA project.
- Donors should seek innovative approaches to financing civil society's work on government and aid accountability.





# 2008 Middle East and North Africa

Country	Final Marks & Grades			
	Marks	Grade	Global Rank	Regional Rank
Tunisia	62	B-	23	1
Oman	60	C+	27	2
Saudi Arabia	60	C+	27	2
Algeria	58	C+	33	4
Libyan Arab Jamahiriya	54	C+	42	5
Morocco	49	C-	66	6
Jordan	48	C-	67	7
Syrian Arab Republic	48	C-	67	7
Lebanon	44	C-	83	9
Egypt	42	C-	90	10
Palestinian Autonomous Territories	41	C-	95	11
Yemen	36	D+	110	12
Iraq	33	D+	118	13
Mauritania	33	D+	118	13
Sudan	30	D-	129	15
Djibouti	28	D-	136	16



Name:	<i>Abdelaziz Belkhadem</i>
Country:	<i>Algeria</i>
Overall Mark:	<i>58/100</i>
Overall Grade:	<i>C+</i>
Overall Position:	<i>33rd</i>
Position In Middle East & North Africa:	<i>4th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>C+</i>	<i>76</i>
Political Will	<i>C-</i>	<i>34</i>
Growth in Enrolments	<i>B+</i>	<i>7</i>
Quality Inputs	<i>B+</i>	<i>42</i>
Equal Opportunities	<i>B-</i>	<i>50</i>
Transparency and Accountability	<i>D-</i>	<i>64</i>

**Teacher's Remarks:**

*Abdelaziz has worked hard to reach a high position in his region and a place towards the top of the global class and to earn his place in the top 20 globally. His commitment to education is reflected in his spending habits and provision of resources. He does still have a fair way to go to get all children into school and raise adult literacy rates. In particular, he needs to ensure that the resources available are reaching their target - lack of transparency is a cause for concern and improvement. But overall we are very pleased with the way he has been working and hope to see him keeping up, and building on, the good work.*

**Data Available: 86%**





Name:	<i>Dileita Mohamed Dileita</i>
Country:	<i>Djibouti</i>
Overall Mark:	<i>28/100</i>
Overall Grade:	<i>D-</i>
Overall Position:	<i>136th</i>
Position In Middle East & North Africa:	<i>16th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>E</i>	<i>150</i>
Political Will	<i>C-</i>	<i>34</i>
Growth in Enrolments	<i>B+</i>	<i>11</i>
Quality Inputs	<i>F</i>	<i>147</i>
Equal Opportunities	<i>E</i>	<i>148</i>
Transparency and Accountability	<i>F</i>	<i>142</i>

**Teacher's Remarks:**

*A disappointing performance. With some of the lowest adult literacy and school enrolment rates in the region, Deleita needs to show real commitment to turning the education system around. He is investing in education, but needs to ensure that these resources reach the schools that need them. Above all, he continues to charge school fees, which makes attendance at school impossible for many children in his country. Resources are very limited and teacher shortages are severe - many teachers have left the profession because of the poor working conditions and unpaid salaries.*

Data Available: 74%





2008

# Report Card



Name:	Ahmed Nazif
Country:	Egypt
Overall Mark:	42/100
Overall Grade:	C-
Overall Position:	90th
Position In Middle East & North Africa:	10th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B-	56
Political Will	F	131
Growth in Enrolments	C+	53
Quality Inputs	C+	62
Equal Opportunities	C+	75
Transparency and Accountability	D+	43

### Teacher's Remarks:

Ahmed is a middling student who has the potential to achieve more than this card currently suggests. To his credit, most, though by no means all, children are enrolled in primary education, and most of these go on to attend secondary school. We are concerned, however, that Ahmed continues to charge school fees. His teacher shortages are also worrying. We hope that in the coming year Ahmed will commit greater resources to education, allowing him to abolish school fees, including costs such as textbooks and uniforms.

Data Available: 84%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



Name:	Nouri al-Maliki
Country:	Iraq
Overall Mark:	33/100
Overall Grade:	D+
Overall Position:	118th
Position In Middle East & North Africa:	13th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C-	101
Political Will	F	131
Growth in Enrolments	B-	50
Quality Inputs	C+	57
Equal Opportunities	E	135
Transparency and Accountability	E	125

### Teacher's Remarks:

While the lack of infrastructure and appalling security conditions make the failures of this government in education provision more understandable, a generation of children needs them to move as swiftly as possible towards overcoming some of these obstacles. Data is scarce, which partly explains Nouri's low ranking at the global level. However, it's clear that he's struggling, and resources are not reaching many schools. School fees and other costs make education prohibitively expensive for some students. We hope Nouri will make a priority of improving education provision.

Data Available: 80%





2008

# Report Card



Name:	Marouf al-Bakhit
Country:	Jordan
Overall Mark:	48/100
Overall Grade:	C-
Overall Position:	67th
Position In Middle East & North Africa:	7th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	45
Political Will	C-	34
Growth in Enrolments	E	141
Quality Inputs	E	122
Equal Opportunities	B+	19
Transparency and Accountability	C-	8

### Teacher's Remarks:

Marouf has achieved an uneven performance this year. Overall school attendance is relatively high and the rate of enrolment in rural areas is, impressively, on a par with that in urban areas. There has, however, been a very worrying drop in primary enrolment rates over the last five years. While spending on education is respectable, the continued charging of school fees and some other related costs alienates many pupils. We hope Marouf will commit to resolving trained teacher shortages and step up his efforts to meet his education targets, particularly universal primary enrolment, as soon as possible.

Data Available: 97%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	<i>Fouad Siniora</i>
Country:	<i>Lebanon</i>
Overall Mark:	<i>44/100</i>
Overall Grade:	<i>C-</i>
Overall Position:	<i>83rd</i>
Position In Middle East & North Africa:	<i>9th</i>

### Teacher's Remarks:

*Fouad is making good progress towards universal basic education, with enrolment rates in both pre-primary and secondary education above those of many of his neighbours. We are very concerned, however, that Fouad continues to charge school fees. His spending on education is disappointingly low, particularly on primary education. He then needs to focus this increased spending on improving the quality of education through real investment in school facilities and learning materials. Like others in his region he hasn't submitted his 'homework' on trained teachers - meaning that we don't have an accurate idea of how he's faring here. Maybe more attention would give him a higher score in future?*

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B-</i>	<i>65</i>
Political Will	<i>D+</i>	<i>101</i>
Growth in Enrolments	<i>C+</i>	<i>62</i>
Quality Inputs	<i>E</i>	<i>118</i>
Equal Opportunities	<i>C+</i>	<i>63</i>
Transparency and Accountability	<i>D+</i>	<i>31</i>

Data Available: 92%





2008

# Report Card

Name:	Baghdadi Mahmudi
Country:	Libyan Arab Jamahiriya
Overall Mark:	54/100
Overall Grade:	C+
Overall Position:	42nd
Position In Middle East & North Africa:	5th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B-	58
Political Will	C-	34
Growth in Enrolments	D-	138
Quality Inputs	A-	11
Equal Opportunities	C+	53
Transparency and Accountability	D-	78

### Teacher's Remarks:

Baghdadi has a good score here and has attained a good position in the global class. Enrolment rates in primary education are impressive, though he needs to pay more attention to keeping children in school because drop out rates are also high. Education quality is a subject he excels in, being one of very few who can say they have no shortage of teachers, and he deserves merit for having genuinely abolished fees and other charges. This must come at a price, but we don't know what he spends because the data isn't available. It's a shame he lets himself down by his attitude to teachers' unions - a reflection perhaps of a more general trend to secrecy which leads to a perception of corruption.

Data Available: 78%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION





2008

# Report Card



Name:	<i>Zeine Ould Zeidane</i>
Country:	<i>Mauritania</i>
Overall Mark:	<i>33/100</i>
Overall Grade:	<i>D+</i>
Overall Position:	<i>118th</i>
Position In Middle East & North Africa:	<i>13th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>D-</i>	<i>125</i>
Political Will	<i>C-</i>	<i>59</i>
Growth in Enrolments	<i>D+</i>	<i>115</i>
Quality Inputs	<i>D-</i>	<i>112</i>
Equal Opportunities	<i>D-</i>	<i>126</i>
Transparency and Accountability	<i>D-</i>	<i>64</i>

### Teacher's Remarks:

*Zeine comes near the bottom of the global class, with fairly low marks across the board. He has put some effort into his primary enrolment rates, with signs of improvements. In this, he has been assisted to some extent by his classmates in the Fast Track club, though they could help a bit more. He needs to build on this commitment, increasing spending and recruiting more teachers. Above all, he is going to have to take real steps to make education far more accessible to girls.*



Data Available: 99%



2008

# Report Card



Name:	Abbas El Fassi
Country:	Morocco
Overall Mark:	49/100
Overall Grade:	C-
Overall Position:	66th
Position In Middle East & North Africa:	6th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C-	93
Political Will	C-	34
Growth in Enrolments	C+	86
Quality Inputs	B-	54
Equal Opportunities	D+	99
Transparency and Accountability	D-	57

### Teacher's Remarks:

Abbas still has a fair way to go to meet those universal education targets. His spending patterns show his commitment to making these changes, but the rest of his marks do not yet reflect this. He needs to abolish school fees and recruit more teachers. He should pay special attention to getting more girls into school and he really needs a more open attitude to teacher unions in particular. If he makes these changes, we believe Abbas has the potential to go along way in the near future.

Data Available: 99%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	<i>Sultan Qaboos</i>
Country:	<i>Oman</i>
Overall Mark:	<i>60/100</i>
Overall Grade:	<i>C+</i>
Overall Position:	<i>27th</i>
Position In Middle East & North Africa:	<i>2nd</i>

### Teacher's Remarks:

*Sultan is a decent enough student, but perhaps not yet reaching his full potential. His spending is good, he's been investing in teachers and materials, but enrolments need to rise. Further investment is needed to keep up the high quality of education on offer - he gets a subject merit for quality inputs, where he has very high scores. This, doubtless, has contributed to the low drop out rates from primary schools. However, the Sultan must seriously consider abolishing school fees, which are currently a major barrier to school enrolment and attendance for many children.*

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>C+</i>	<i>75</i>
Political Will	<i>C-</i>	<i>34</i>
Growth in Enrolments	<i>C-</i>	<i>96</i>
Quality Inputs	<i>A+</i>	<i>10</i>
Equal Opportunities	<i>B-</i>	<i>35</i>
Transparency and Accountability	<i>C-</i>	<i>8</i>

Data Available: 99%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	<i>Salam Fayyad</i>
Country:	<i>Palestinian Autonomous Territories</i>
Overall Mark:	<i>41/100</i>
Overall Grade:	<i>C-</i>
Overall Position:	<i>95th</i>
Position In Middle East & North Africa:	<i>11th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B+</i>	<i>43</i>
Political Will	<i>F</i>	<i>131</i>
Growth in Enrolments	<i>C-</i>	<i>102</i>
Quality Inputs	<i>C+</i>	<i>67</i>
Equal Opportunities	<i>C+</i>	<i>58</i>
Transparency and Accountability	<i>D-</i>	<i>91</i>

### Teacher's Remarks:

*We appreciate the very difficult circumstances within which Salam has been working this year, but the impact upon his education has been fairly devastating. While his enrolment rates are still higher than some of his neighbours', particularly for girls, they have dropped very worryingly over the last five years. Salam's marks have also been affected this year by his failure to hand in many of his reports: we simply don't know what he has been spending or what services he is providing. It's no surprise then, that he gets such a low mark for transparency and accountability.*

Data Available: 83%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	King Abdullah
Country:	Saudi Arabia
Overall Mark:	60/100
Overall Grade:	C+
Overall Position:	27th
Position In Middle East & North Africa:	2nd

### Teacher's Remarks:

King Abdullah is a hardworking student and his grades reflect his efforts in recent years. His high spending levels are reflected in the provision of free schooling and acceptable levels of enrolment. Steady improvements in enrolment rates need to be built on and continued. He has let himself down badly by not reporting on teachers - meaning that he scores an F in this subject. He must also pay particular attention to girls' education. His report card also marred by his transparency score, as his attitudes to governance and teachers' rights continue to be an area of concern.

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C+	77
Political Will	A+	1
Growth in Enrolments	B+	15
Quality Inputs	F	140
Equal Opportunities	B-	42
Transparency and Accountability	D-	57

Data Available: 96%





2008

# Report Card



Name:	Omar Hassan Ahmad al-Bashir
Country:	Sudan
Overall Mark:	30/100
Overall Grade:	D-
Overall Position:	129th
Position In Middle East & North Africa:	15th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D+	113
Political Will	F	131
Growth in Enrolments	B-	20
Quality Inputs	D-	110
Equal Opportunities	C-	88
Transparency and Accountability	E	124

### Teacher's Remarks:

Omar comes in near the bottom of his class again this year. Enrolment rates have risen, but remain amongst the world's lowest. To turn this around, Omar will have to show far greater commitment to his studies. Spending needs to increase to deal with the teacher shortage and enable the abolition of school fees. As with many of his regional classmates, Omar also needs to pay very serious attention to increasing girls' access to education. His very poor score on governance issues, alongside security concerns in parts of the country, are further undermining education provision, and Omar and his neighbours need to think seriously about where their priorities lie.

Data Available: 87%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	Muhammad Naji al-Otari
Country:	Syrian Arab Republic
Overall Mark:	48/100
Overall Grade:	C-
Overall Position:	67th
Position In Middle East & North Africa:	7th

### Teacher's Remarks:

A mixed bag, but overall disappointing results this year. Muhammed really needs to focus harder and demonstrate that he genuinely wants to achieve the education targets. A good first step would be to face up to the challenges of improving education access for girls. Above all, Muhammed needs to increase education expenditure, abolish school fees and increase accessibility for all. Better relations with the teacher unions and a more open attitude might help him to identify ideas to improve his overall picture.

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C+	73
Political Will	D+	101
Growth in Enrolments	C+	53
Quality Inputs	C+	72
Equal Opportunities	C+	60
Transparency and Accountability	D-	78

Data Available: 99%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	Mohamed Ghannouchi
Country:	Tunisia
Overall Mark:	62/100
Overall Grade:	B-
Overall Position:	23rd
Position In Middle East & North Africa:	1st

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B-	62
Political Will	A+	4
Growth in Enrolments	B+	15
Quality Inputs	F	132
Equal Opportunities	B-	49
Transparency and Accountability	C-	16

### Teacher's Remarks:

Not a bad year's work, Mohamed, although we still have some suggestions for improvements to be made. Mohamed has shown his financial commitment to education and the results can be seen. A final push could bring him up to meet universal primary education targets before long - then he mustn't let the momentum go, that is just the first, though vital, step! We need to think about getting pupils into secondary education, particularly girls, and get those adult literacy rates up. I look forward to seeing how Mohamed progresses in the coming years.

Data Available: 96%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION





2008

# Report Card



Name:	Muhammad Mujawar
Country:	Yemen
Overall Mark:	36/100
Overall Grade:	D+
Overall Position:	110th
Overall Position In Middle East & North Africa:	12th

Subject	Grade (A-F)	Position
Universal Basic Education	D+	120
Political Will	C-	62
Growth in Enrolments	C+	62
Quality Inputs	F	132
Overall Equity	D+	113
Transparency and Accountability	D-	91

### Teacher's Remarks:

Muhammad's main concern should be girls' education. A worryingly high proportion of girls in his country simply do not get a basic education. He is also having problems with low enrolment rates generally and with a particularly high rate of drop out from primary schools. This is partly because he continues to charge school fees, but also because of the low quality of education on offer. He needs to push his education spending up to that 20% mark, and really show us that he wishes to make progress in this area - it might help if some of his richer classmates lived up to the promise they made to help him out when he joined the Fast-Track Initiative in 2002.

Data Available: 96%







# 2008 *The Caribbean*

Country	Final Marks & Grades			
	Marks	Grade	Global Rank	Regional Rank
Barbados	76	B+	8	1
Netherlands Antilles	54	C+	42	2
Guyana	53	C+	47	3
Grenada	52	C+	50	4
Jamaica	52	C+	50	4
Saint Kitts and Nevis	52	C+	50	4
Montserrat	51	C+	56	7
Saint Lucia	50	C-	61	8
Saint Vincent and the Grenadines	50	C-	61	8
Belize	48	C-	67	10
Dominica	44	C-	83	11
Suriname	41	C-	95	12
Turks and Caicos Islands	38	D+	105	13
Anguilla	34	D+	116	14
Antigua and Barbuda	14	E	150	15



2008

# Report Card



Name:	Osbourne Fleming
Country:	Anguilla
Overall Mark:	34/100
Overall Grade:	D+
Overall Position:	116th
Position In The Caribbean:	14th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C+	87
Political Will	F	131
Growth in Enrolments	D-	133
Quality Inputs	B+	33
Equal Opportunities	C-	85
Transparency and Accountability	F	142

### Teacher's Remarks:

Osbourne has a bad record on handing in his 'homework' regarding education in Anguilla, this small Caribbean island that is a British Overseas Territory. The lack of current statistical data explains Anguilla's very poor scores and overall position. From what is currently known, basic education has high coverage, but has been going down over the last few years. Osbourne must open up in future and allow others to find out what's going on.

Data Available: 50%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



# 2008 Report Card



Name:	<i>Baldwin Spencer</i>
Country:	<i>Antigua and Barbuda</i>
Overall Mark:	<i>14/100</i>
Overall Grade:	<i>E</i>
Overall Position:	<i>150th</i>
Position In The Caribbean:	<i>15th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>F</i>	<i>154</i>
Political Will	<i>F</i>	<i>131</i>
Growth in Enrolments	<i>F</i>	<i>149</i>
Quality Inputs	<i>A-</i>	<i>11</i>
Equal Opportunities	<i>F</i>	<i>153</i>
Transparency and Accountability	<i>F</i>	<i>130</i>

## Teacher's Remarks:

*There is virtually no data to evaluate Stanley Baldwin's administration in Antigua and Barbuda. Due to this fact, this small island-nation is placed last among Caribbean countries and very low in the global table. Nevertheless, the government itself has pointed out that one of the main problems in Antigua and Barbuda is that primary education ends for 11-year-old children, and few of them reach secondary education due to lack of capacity. Besides that, the right to education is restricted to national citizens with full documentation. Migrants have no option but to enrol their children in private fee-paying schools. Baldwin really needs to try harder in future to tackle these problems and present a better picture to the outside world.*



**Data Available: 14%**



2008

# Report Card



Name:	Owen Arthur
Country:	Barbados
Overall Mark:	76/100
Overall Grade:	B+
Overall Position:	8th
Position In The Caribbean:	1st

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B-	47
Political Will	A+	5
Growth in Enrolments	B-	33
Quality Inputs	A-	11
Equal Opportunities	C+	59
Transparency and Accountability	B-	2

### Teacher's Remarks:

Owen Arthur thoroughly deserves his high placing in the global table and his top marks in the Caribbean. Barbados, under his administration since 1994, has reached universal primary education and virtually eradicated adult illiteracy. Secondary education is also compulsory and covers large part of the population. Public expenditure on education is high and there is no teacher shortage. The low gender disparity, combined with low corruption perception and good protection to teachers' unions' also point to an excellent overall performance for the island-nation.

Data Available: 91%



2008  
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EDUCATION



# 2008 Report Card



Name:	Said Musa
Country:	Belize
Overall Mark:	48/100
Overall Grade:	C-
Overall Position:	67th
Position In The Caribbean:	10th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B-	58
Political Will	D+	72
Growth in Enrolments	C+	76
Quality Inputs	D+	84
Equal Opportunities	C-	92
Transparency and Accountability	D+	31

## Teacher's Remarks:

Even though Said Musa's report shows high enrolment rates in primary education, this level accepts only children until 10 years of age. There are few free schools, which leads many families to pay fees for the education of their children. Prices go up for secondary education, excluding even more pupils. Other problems for his administration are the shortage of teachers and the higher rate of girls out of school. All these problems place Belize among the last positions among Caribbean countries. Said must try harder in future!

Data Available: 99%





2008

# Report Card



Name:	Roosevelt Skerrit
Country:	Dominica
Overall Mark:	44/100
Overall Grade:	C-
Overall Position:	83rd
Position In The Caribbean:	11th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	36
Political Will	F	131
Growth in Enrolments	C-	102
Quality Inputs	B-	55
Equal Opportunities	C+	67
Transparency and Accountability	C-	14

### Teacher's Remarks:

Disappointingly, education coverage in Dominica has decreased and, even if it is still high, combined with high adult illiteracy rates this helps to explain Roosevelt Skerrit's patchy scores. Other poor factors are the shortage of teachers and considerable perception of corruption. Besides that, lack of data is a challenge to be addressed by Dominica's government. All this has contributed to a low place in the regional 'class' for Roosevelt and a modest placing in the global ranks.

Data Available: 69%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION





# 2008 Report Card



Name:	Keith Mitchell
Country:	Grenada
Overall Mark:	52/100
Overall Grade:	C+
Overall Position:	50th
Position In The Caribbean:	4th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	20
Political Will	D+	105
Growth in Enrolments	D+	127
Quality Inputs	B+	44
Equal Opportunities	C-	80
Transparency and Accountability	D+	27

## Teacher's Remarks:

Keith Mitchell is trying hard, and his administration has improved the provision of both primary and secondary education, but still has not reached universal levels. Schools are nominally free, but in practice they charge mandatory charges, such as for food. This might help to understand the slight fall on enrolment rates. The fact is that the government could really spend a bit more on education. A mixed picture that stops Keith being a contender for a top prize this year.



Data Available: 96%



2008

# Report Card



Name:	Sam Hinds
Country:	Guyana
Overall Mark:	53/100
Overall Grade:	C+
Overall Position:	47th
Position In The Caribbean:	3rd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B-	65
Political Will	D+	82
Growth in Enrolments	B-	20
Quality Inputs	C+	69
Equal Opportunities	B-	46
Transparency and Accountability	D-	91

### Teacher's Remarks:

*Sam Hinds has really been making an effort with some positive results to show for it. True, he doesn't get top marks in any subject, but there is a lot to be said for consistent work across the board - hence his high placing in the region. However, he must make sure that his good scores on Universal Basic Education aren't undermined by some weaknesses. For example, although education is nominally free, private schools are on the rise to compensate for state failure, and even public schools now charge pupils. There is a shortage of teachers, and a public perception that corruption runs high in the education system. Sam has put his Fast-Track Initiative to good use in rural areas, but needs to keep up domestic spending as well.*



Data Available: 93%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	Bruce Golding
Country:	Jamaica
Overall Mark:	52/100
Overall Grade:	C+
Overall Position:	50th
Position In The Caribbean:	4th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	A-	18
Political Will	D-	129
Growth in Enrolments	C-	105
Quality Inputs	C+	62
Equal Opportunities	B+	23
Transparency and Accountability	D+	25

### Teacher's Remarks:

Bruce Golding has high enrolment rates in all levels - only in adult literacy does he have some room for improvement. However, his administration spends far too little on education which may explain the low scores on enrolment since 2000 and the slight shortage of teachers. Another related problem is the general lack of resources to fund schools, which at primary level are supposed to be free. In practice, though, schools charge fees for supplies, sports facilities, maintenance and other things. Bruce is a promising student but must continue to concentrate on his weaker areas.

Data Available: 85%





2008

# Report Card



Name:	Chief Minister Lowell Lewis
Country:	Montserrat
Overall Mark:	51/100
Overall Grade:	C+
Overall Position:	56th
Position In The Caribbean:	7th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C+	80
Political Will	D-	116
Growth in Enrolments	B+	15
Quality Inputs	A-	11
Equal Opportunities	C+	53
Transparency and Accountability	F	130

### Teacher's Remarks:

The British Overseas Territory of Montserrat, a small island in the Caribbean, was largely depopulated after a volcanic eruption in 1995. The eruption continues on a smaller scale, but the reconstruction effort strongly affects the education landscape. The island has high education offer in the primary level, but no data on the secondary. Lowell Lewis's administration needs to provide this and information on several other indicators. It is known, though, that there is no shortage of teachers, but public expenditure on education is relatively low.



Data Available: 63%

2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	Emily De Jongh-Elhage
Country:	Netherlands Antilles
Overall Mark:	54/100
Overall Grade:	C+
Overall Position:	42nd
Position In The Caribbean:	2nd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	A-	5
Political Will	D+	95
Growth in Enrolments	D-	130
Quality Inputs	A-	11
Equal Opportunities	C-	80
Transparency and Accountability	F	142

### Teacher's Remarks:

Emily De Jongh-Elhage is doing well to have a relatively good score in Universal Basic Education considering she doesn't make too much effort to spend money in this area. She manages to maintain a strong teaching profession but as can be seen, enrolments are dropping rapidly. She needs to clean up her act and be more open, as well as paying attention to equity. A couple of very high scores have kept Emily in second regional place, but she needs to maintain this effort across all subjects if she wants to stay in the top three.

Data Available: 72%





2008

# Report Card



Name:	<i>DR Denzil Douglas</i>
Country:	<i>Saint Kitts and Nevis</i>
Overall Mark:	<i>52/100</i>
Overall Grade:	<i>C+</i>
Overall Position:	<i>50th</i>
Position In The Caribbean:	<i>4th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>A-</i>	<i>15</i>
Political Will	<i>D+</i>	<i>95</i>
Growth in Enrolments	<i>D-</i>	<i>139</i>
Quality Inputs	<i>A-</i>	<i>11</i>
Equal Opportunities	<i>C+</i>	<i>76</i>
Transparency and Accountability	<i>F</i>	<i>135</i>

### Teacher's Remarks:

*These islands in the West Indies have universal primary education and have a high coverage on the secondary level, while adult illiteracy is virtually eradicated. There's a good supply of trained teachers here too. However, enrolments in most levels of education have slipped back over the last few years, perhaps because fees are being charged and the relatively low level of expenditure on education. So Denzil's card is rather patchy, with some real strengths but some unfortunate weaknesses, and data gaps.*



Data Available: 73%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	Stephenson King
Country:	Saint Lucia
Overall Mark:	50/100
Overall Grade:	C-
Overall Position:	61st
Position In The Caribbean:	8th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B-	56
Political Will	D+	74
Growth in Enrolments	C+	57
Quality Inputs	B-	45
Equal Opportunities	C-	88
Transparency and Accountability	F	130

### Teacher's Remarks:

Primary education is virtually universal in Saint Lucia, but secondary education still has considerable room for improvement, as is the case with adult literacy. Education is not free, and public expenditure, if not too low, could be better. If Stephenson King wants to be a contender for regional top spot, he could really do with spending more, and improving his attitude to teachers and civil society. Lack of data also contributes to a middling report card.

Data Available: 82%





2008

# Report Card



Name:	<i>Ralph Gonsalves</i>
Country:	<i>Saint Vincent and the Grenadines</i>
Overall Mark:	<i>50/100</i>
Overall Grade:	<i>C-</i>
Overall Position:	<i>61st</i>
Position In The Caribbean:	<i>8th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B+</i>	<i>28</i>
Political Will	<i>D+</i>	<i>77</i>
Growth in Enrolments	<i>D+</i>	<i>115</i>
Quality Inputs	<i>B+</i>	<i>40</i>
Equal Opportunities	<i>C-</i>	<i>95</i>
Transparency and Accountability	<i>F</i>	<i>130</i>

### Teacher's Remarks:

*Ralph Gonsalves shows good potential in his management of primary education in Saint Vincent and Grenadines, in the Caribbean, but secondary education remains considerably weaker. Adult illiteracy is high, and there is a slight shortage of teachers. Education is not free, which may explain a slight fall in enrolment figures. Finally, girls have greater difficulty in concluding their studies than boys. He needs to open up and get more good ideas, perhaps from civil society.*

Data Available: 82%



**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**





2008

# Report Card



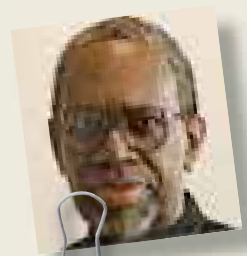
Name:	Ronald Runaldo Venetiaan
Country:	Suriname
Overall Mark:	41/100
Overall Grade:	C-
Overall Position:	95th
Position In The Caribbean:	12th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	39
Political Will	F	131
Growth in Enrolments	C+	72
Quality Inputs	C-	80
Equal Opportunities	C+	63
Transparency and Accountability	D+	43

### Teacher's Remarks:

Suriname was one of the first countries in Latin America to issue laws regarding compulsory school attendance, in 1870, but universal primary school is still not a reality. Education is supposed to be free and enrolments remain high, but Ronald Runaldo Venetiaan spends little on education. As a consequence there is a marked shortage of teachers, private schools have sprung up and even public schools ask for registration fees and 'parental contributions'. This needs to change if Ronald wants to improve his place in the regional table.

Data Available: 76%





2008

# Report Card



Name:	Michael Misick
Country:	Turks and Caicos Islands
Overall Mark:	38/100
Overall Grade:	D+
Overall Position:	105th
Position In The Caribbean:	13th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C-	100
Political Will	D-	114
Growth in Enrolments	F	147
Quality Inputs	A-	11
Equal Opportunities	C-	97
Transparency and Accountability	F	142

### Teacher's Remarks:

*These small islands in the Atlantic, British Overseas Territory, have considerably high education coverage, still a bit far from universal offer, but enrolments have fallen severely of late. Even though there is no shortage of teachers, Michael Misick's low expenditure on education (especially regarding primary education) is an obstacle towards the expansion and improvement of the education system. More effort is definitely needed if Michael wants a better place in the regional class next year.*

Data Available: 66%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



# 2008 *Central and Eastern Europe*

Country	Final Marks & Grades			
	Marks	Grade	Global Rank	Regional Rank
Latvia	80	B+	2	1
Hungary	79	B+	4	2
Slovakia	79	B+	4	2
Lithuania	76	B+	8	4
Bulgaria	64	B-	20	5
Poland	63	B-	21	6
Romania	63	B-	21	6
Belarus	62	B-	23	8
Ukraine	61	B-	26	10
Republic of Moldova	60	C+	27	10
Russian Federation	60	C+	27	10
Croatia	58	C+	33	12
Albania	55	C+	39	14
The former Yugoslav Rep. of Macedonia	55	C+	39	14
Serbia and Montenegro	51	C+	56	16
Turkey	51	C+	56	16
Bosnia and Herzegovina	32	D+	123	17



2008

# Report Card



Name:	Sali Berisha
Country:	Albania
Overall Mark:	55/100
Overall Grade:	C+
Overall Position:	39th
Position In Eastern Europe:	14th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	28
Political Will	D+	105
Growth in Enrolments	C-	105
Quality Inputs for Teaching and Learning	B+	33
Equal Opportunities	B+	27
Transparency and Accountability	D-	57

### Teacher's Remarks:

*It's not surprising that Sali is towards the back of his regional group. Right now children have a fair chance both of going to school and learning whilst this is a major strength, it's a shame that his score on early childhood education is a bit weak as this would give children the best start in life. Even more worryingly he appears to be spending far too little on education - perhaps a reason why schools have to supplement their resources by charging fees. This, and his mark for transparency and accountability, bring down his scores overall. Sali has the potential to do well, but needs to make a bigger effort - supported by richer classmates through the Fast Track Initiative.*

Data Available: 97%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	Sergey Sidorsky
Country:	Belarus
Overall Mark:	62/100
Overall Grade:	B-
Overall Position:	23th
Position In Eastern Europe:	8th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	A+	3
Political Will	D-	116
Growth in Enrolments	B-	50
Quality Inputs for Teaching and Learning	A-	11
Equal Opportunities	B+	20
Transparency and Accountability	E	121

### Teacher's Remarks:

Sergey has surprised us by coming in the top five in the important subject of universal basic education - particularly impressive with his ability to help very young learners, and his excellent record on adult literacy, one of the highest rates in the world. He can also take pride in the fact that he has no shortage of trained teachers and that women's education and status in society are good. He must not take his strong position for granted though, because it risks being undermined by weak political will and tendency to secrecy and favouritism. A good report, let down in some crucial areas.

Data Available: 97%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



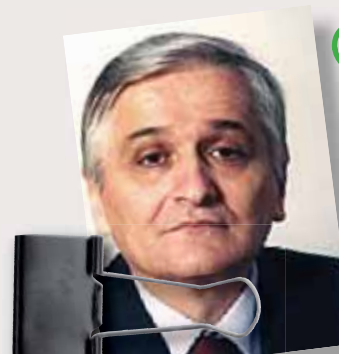
Name:	<i>Nikola Spiric</i>
Country:	<i>Bosnia and Herzegovina</i>
Overall Mark:	<i>32/100</i>
Overall Grade:	<i>D+</i>
Overall Position:	<i>123rd</i>
Position In Eastern Europe:	<i>175th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B-</i>	<i>58</i>
Political Will	<i>D+</i>	<i>82</i>
Growth in Enrolments	<i>E</i>	<i>146</i>
Quality Inputs for Teaching and Learning	<i>F</i>	<i>140</i>
Equal Opportunities	<i>F</i>	<i>153</i>
Transparency and Accountability	<i>D+</i>	<i>24</i>

### Teacher's Remarks:

*It's difficult to draw conclusions about Nikola because he hasn't handed in his 'homework' in three of his subjects. But even where data is available, he appears to be inattentive and variable. He has the worst grade in the region for pre-primary education, showing that he cares little for giving children, especially the poorest, a fair start in life. Although his spending on education isn't too bad, he brings down his political will score by sanctioning the charging of fees. If he wants to clean up his act next year, he could start by building a better relationship with civil society - it usually helps! We await to see whether Nikola's successor can move Bosnia up the regional rankings.*

Data Available: 75%



**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	Sergey Stanishev
Country:	Bulgaria
Overall Mark:	64/100
Overall Grade:	B-
Overall Position:	20th
Position In Eastern Europe:	5th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	A-	9
Political Will	D+	101
Growth in Enrolments	C+	86
Quality Inputs for Teaching and Learning	A-	11
Equal Opportunities	A-	6
Transparency and Accountability	C-	17

### Teacher's Remarks:

*This is a decent performance by Sergey who has a cluster of A scores in important subjects and no areas of serious weakness. There's a slight worry that he has recently let his attention to primary enrolment slip and he must redouble efforts in this area next year. We are encouraged by his efforts to maintain equity, but he should make sure that his welcome achievements here aren't brought down by the charging of fees. His friendly attitude to civil society should serve him well but he needs to pay equal attention to the status of unions.*

Data Available: 97%





2008

# Report Card



Name:	<i>Prime Minister Ivo Sanader</i>
Country:	<i>Croatia</i>
Overall Mark:	<i>58/100</i>
Overall Grade:	<i>C+</i>
Overall Position:	<i>33rd</i>
Position In Eastern Europe:	<i>12th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B+</i>	<i>21</i>
Political Will	<i>D-</i>	<i>123</i>
Growth in Enrolments	<i>C+</i>	<i>76</i>
Quality Inputs for Teaching and Learning	<i>A-</i>	<i>28</i>
Equal Opportunities	<i>B+</i>	<i>20</i>
Transparency and Accountability	<i>D+</i>	<i>31</i>

### Teacher's Remarks:

*Ivo has some strong points but generally needs to pull his socks up if he wants a higher position in his regional class. He shows that he can do well when he tries, for example by ensuring that almost all children can be taught by a qualified teacher in a class no bigger than 40. But in other areas he is careless and this has knock-on effects. His relatively low spending, for example, has almost certainly been a factor in stopping him making better progress towards universal basic education over the last five years. One tip for Evo - the perception that society is becoming more corrupt could get in the way of further progress.*

Data Available: 94%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION





2008

# Report Card



Name:	Ferenc Gyurcsány
Country:	Hungary
Overall Mark:	79/100
Overall Grade:	B+
Overall Position:	4th
Position In Eastern Europe:	2nd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	A-	5
Political Will	B+	16
Growth in Enrolments	B-	40
Quality Inputs for Teaching and Learning	A+	6
Equal Opportunities	A-	10
Transparency and Accountability	B-	5

### Teacher's Remarks:

*Congratulations to Ferenc, this is a very respectable report card. He deserves his second place in the regional class and place in the top ten overall, by showing that it is possible to maintain strong political will to deliver results. Ferenc's support for a strong qualified teaching profession are especially pleasing, and he has also got good relationships with his teachers. If he can just pull up his scores on growth, and be a little bit more chummy with civil society overall, he might be a contender for first place next year!*

Data Available: 97%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	<i>Aigars Kalvītis</i>
Country:	<i>Latvia</i>
Overall Mark:	<i>80/100</i>
Overall Grade:	<i>B+</i>
Overall Position:	<i>2nd</i>
Position In Eastern Europe:	<i>1st</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>A-</i>	<i>5</i>
Political Will	<i>A-</i>	<i>9</i>
Growth in Enrolments	<i>B-</i>	<i>44</i>
Quality Inputs for Teaching and Learning	<i>A-</i>	<i>11</i>
Equal Opportunities	<i>A-</i>	<i>5</i>
Transparency and Accountability	<i>C-</i>	<i>12</i>

### Teacher's Remarks:

*Aigars is an excellent student and an example to others in the region and the world. Only a surprising drop in primary participation and some middling scores for openness and rights bring down an otherwise excellent report card. We are particularly pleased that he as maintained equity with quality - two areas that many students have struggled with since 2000. Aigars should aim to take first place in future years by being extra conscientious with his primary students and keeping his nose clean of any suspicion of corruption. But a great all round score he can be proud of!*

Data Available: 97%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	Gediminas Kirkilas
Country:	Lithuania
Overall Mark:	76/100
Overall Grade:	B+
Overall Position:	8th
Position In Eastern Europe:	4th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	A-	11
Political Will	A-	7
Growth in Enrolments	D-	133
Quality Inputs for Teaching and Learning	A+	1
Equal Opportunities	A-	7
Transparency and Accountability	C-	10

### Teacher's Remarks:

Gediminas is keeping up with his neighbours and even sharing top marks for the subject of quality, where his commitment to keeping a strong and stable professional teaching force has served him very well. It's a shame that his disappointing performance in the area of growth is a bit of a blight on this report, because he clearly has great abilities. Perhaps his lukewarm relationship with civil society and teachers' unions means that he's losing touch with ground realities. If Gediminas could be a bit more diligent about this, we could see him in the top five next year.

Data Available: 97%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	Jaroslaw Kaczyński
Country:	Poland
Overall Mark:	63/100
Overall Grade:	B-
Overall Position:	21st
Position In Eastern Europe:	6th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	A-	13
Political Will	D+	95
Growth in Enrolments	C+	76
Quality Inputs for Teaching and Learning	A-	11
Equal Opportunities	A-	10
Transparency and Accountability	D+	25

### Teacher's Remarks:

Kaczyński is a good student who works hard to maintain a high place in his regional class. With A grades in three subjects he has much to feel satisfied about. He mustn't become complacent however, because weak political will can lead to other distractions, as is shown by his relatively lower scores in transparency. We know that unions have played a vital role in the past, but they seem to be rather a low priority for Jaroslaw now. He should rebuild this relationship, and take more notice of achieving participation across all levels of education - including early childhood - if he wants a shot at the top spot.

Data Available: 94%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	Vasile Tarlev
Country:	Republic of Moldova
Overall Mark:	60/100
Overall Grade:	C+
Overall Position:	27th
Position In Eastern Europe:	10th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	25
Political Will	C-	34
Growth in Enrolments	D-	130
Quality Inputs for Teaching and Learning	A-	11
Equal Opportunities	B+	33
Transparency and Accountability	D+	43

### Teacher's Remarks:

Vasile's picture says it all. He's a student whose patchy attention puts him towards the back of the class. We know he has been trying to change recently, making an effort to get the approval of his FTI friends, for example. But he can and must try hard to bring up his scores in line with his regional peers. Top priority should go to ensuring that his indicators on universal basic education don't continue to slide, and he will need to convince his population that democratic values are secure if he wants to get back in the game with his regional class.

Data Available: 96%





2008

# Report Card



Name:	<i>Călin Popescu-Tăriceanu</i>
Country:	<i>Romania</i>
Overall Mark:	<i>63/100</i>
Overall Grade:	<i>B-</i>
Overall Position:	<i>21st</i>
Position In Eastern Europe:	<i>6th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>A-</i>	<i>13</i>
Political Will	<i>D+</i>	<i>105</i>
Growth in Enrolments	<i>C+</i>	<i>81</i>
Quality Inputs for Teaching and Learning	<i>A+</i>	<i>9</i>
Equal Opportunities	<i>A-</i>	<i>10</i>
Transparency and Accountability	<i>D+</i>	<i>36</i>

### Teacher's Remarks:

*Călin's card is a bit of a mixed bag, suggesting he needs to achieve more consistency across different subjects. On the positive side, Călin's excellent record on building a strong teaching profession marks him out as a pupil of quality, supported by great marks for universal education and equity. But doubts start to creep in when we see that his spending on education is relatively low, and observe that he hasn't really learned the lessons of the past where having an open and responsive society is concerned. He must be more conscientious in these areas if he wants to join the class leaders.*

Data Available: 97%



2008  
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EDUCATION



2008

# Report Card



Name:	Vladimir Putin
Country:	Russian Federation
Overall Mark:	60/100
Overall Grade:	C+
Overall Position:	27th
Position In Eastern Europe:	10th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	A-	9
Political Will	D+	90
Growth in Enrolments	C-	105
Quality Inputs for Teaching and Learning	B+	33
Equal Opportunities	A-	14
Transparency and Accountability	D-	78

### Teacher's Remarks:

Vladimir occupies an unusual place in class, being a member of the privileged G8 club but without being a donor. Perhaps this, and his large population, explains his rather patchy performance - but it's really no excuse. We would expect a country with historical commitment to give the same chances to all to score well in universal basic education and equal opportunities. But he has let himself down by allowing teacher numbers to fall behind demand, and by blotting his record on political freedoms and civil society participation. Come on Vladi - you can do better than this!

Data Available: 100%





2008

# Report Card



Name:	<i>Vojislav Koštunica</i>
Country:	<i>Serbia and Montenegro</i>
Overall Mark:	<i>51/100</i>
Overall Grade:	<i>C+</i>
Overall Position:	<i>56th</i>
Position In Eastern Europe:	<i>16th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B+</i>	<i>28</i>
Political Will	<i>D+</i>	<i>77</i>
Growth in Enrolments	<i>E</i>	<i>143</i>
Quality Inputs for Teaching and Learning	<i>B+</i>	<i>36</i>
Equal Opportunities	<i>C+</i>	<i>70</i>
Transparency and Accountability	<i>D+</i>	<i>43</i>

### Teacher's Remarks:

*Vojislav is only an average performer with a couple of decent grades and some more troublesome areas. He's managing to keep up - just - in the area of quality and overall education provision, but it is apparent that he's really let his attention slip recently. Why else would he be showing negative growth at almost all levels of education? He needs to pull his socks up in this area and in female participation in education. It wouldn't hurt to make more effort with teachers and civil society.*

Data Available: 94%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION





2008

# Report Card



Name:	Robert Fico
Country:	Slovakia
Overall Mark:	79/100
Overall Grade:	B+
Overall Position:	4th
Position In Eastern Europe:	2nd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	A+	4
Political Will	B+	17
Growth in Enrolments	C+	57
Quality Inputs for Teaching and Learning	A+	1
Equal Opportunities	A-	4
Transparency and Accountability	C-	12

### Teacher's Remarks:

Robert is a strong student who deserves praise for his high place in the regional class and the global scene. We're particularly pleased to see his commitment to building a strong and professional teaching force, backed by resources which mean education is really free. It's no wonder he has such high enrolment and retention rates in schools! He generally has a good record on open and fair government, though building relationships with teachers and civil society is an area that merits just a little more attention. But Robert's scores speak for themselves and we hope to see him impress even more in future.

Data Available: 97%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	Nikola Gruevski
Country:	The former Yugoslav Rep. of Macedonia
Overall Mark:	55/100
Overall Grade:	C+
Overall Position:	39th
Position In Eastern Europe:	14th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	35
Political Will	D+	77
Growth in Enrolments	D+	123
Quality Inputs for Teaching and Learning	B+	37
Equal Opportunities	B+	23
Transparency and Accountability	D-	68

### Teacher's Remarks:

*Of course divorce isn't easy and maybe explains Nikola's rather patchy performance. He isn't a bad student but there's no area where he really excels. And his score in the vital subject of Transparency and Accountability is really worrying. He needs to clean up his act, and put some serious resources into education so that he can set his enrolments back on track. Otherwise he'll move further away from the goal of EFA just when it ought to be in sight.*

Data Available: 97%



**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	Recep Tayyip Erdoğan
Country:	Turkey
Overall Mark:	51/100
Overall Grade:	C+
Overall Position:	56th
Position In Eastern Europe:	16th

### Teacher's Remarks:

Recepe has shown a mediocre performance this year. It really seems as if his whole problem stems from lack of political will. He needs to really invest in education, and get rid of the scourge of fees, if he wants to have a shot at joining the EU club. He needs better scores in providing universal basic education if he's going to convince the world that he's got what it takes to be among the elite.

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B-	65
Political Will	D-	119
Growth in Enrolments	B-	40
Quality Inputs for Teaching and Learning	C+	57
Equal Opportunities	B-	48
Transparency and Accountability	D+	20

Data Available: 97%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	Viktor Yanukovich
Country:	Ukraine
Overall Mark:	61/100
Overall Grade:	B-
Overall Position:	26th
Position In Eastern Europe:	10th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	28
Political Will	C-	54
Growth in Enrolments	D+	117
Quality Inputs for Teaching and Learning	A+	1
Equal Opportunities	B-	35
Transparency and Accountability	D+	43

### Teacher's Remarks:

Viktor shines in some areas but lets himself down in others. He has no shortage of trained teachers and provide free textbooks to students, meaning that he is at the top of the class for quality. This commitment is one reason why he has managed to maintain enrolment levels reasonably well. But this achievement could be undermined if Viktor doesn't concentrate! He has allowed fees to creep into the system, and this could explain dwindling enrolments. And worryingly there's a perception that he tolerates cheating - never something that wins many friends! We hope he can hold on to his position in class if he addresses these weaknesses.

Data Available: 97%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



# 2008 *Central Asia*

Country	Final Marks & Grades			
	Marks	Grade	Global Rank	Regional Rank
Mongolia	65	B-	18	1
Azerbaijan	62	B-	23	2
Kazakhstan	59	C+	32	3
Georgia	58	C+	33	4
Armenia	57	C+	36	5
Tajikistan	56	C+	38	6
Kyrgyzstan	54	C+	42	7
Uzbekistan	51	C+	56	8
Turkmenistan	13	E	151	9



2008

# Report Card



Name:	Serzh Sargsyan
Country:	Armenia
Overall Mark:	57/100
Overall Grade:	C+
Overall Position:	36th
Position In Central Asia:	5th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	39
Political Will	D+	82
Growth in Enrolments	D-	133
Quality Inputs	A+	6
Equal Opportunities	B+	18
Transparency and Accountability	D+	43

### Teacher's Remarks:

*For a newer class member with a troubled past, this isn't too bad an effort. It isn't great either and Serzh really lets himself down with this poor recent record on enrolments which must surely undermine his strong-ish position on universal basic education if it continues. He needs to increase public spending on education and build on his key strength which is his teachers. Being a bit more open and friendly would help too!*

Data Available: 100%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



# 2008

# Report Card



Name:	Artur Rasizade
Country:	Azerbaijan
Overall Mark:	62/100
Overall Grade:	B-
Overall Position:	23rd
Position In Central Asia:	2nd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B-	47
Political Will	C-	52
Growth in Enrolments	C+	81
Quality Inputs	A+	6
Equal Opportunities	B+	27
Transparency and Accountability	D-	91

### Teacher's Remarks:

Artur is certainly holding his own, and has ok scores in most areas. Like many of his regional classmates, he's doing well to maintain quality. But he needs to work harder if he wants quality education to reach everyone as his mediocre grades in universal basic education and growth in enrolments show. We hope that he gets his head down and works hard at these areas so that he has a chance at the regional top spot next year.

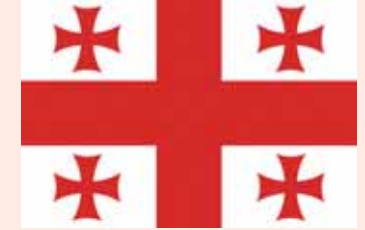
Data Available: 100%





2008

# Report Card



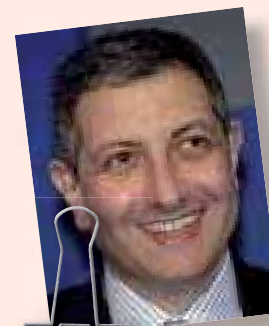
Name:	Zurab Noghaideli
Country:	Georgia
Overall Mark:	58/100
Overall Grade:	C+
Overall Position:	33rd
Position In Central Asia:	4th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	21
Political Will	D+	90
Growth in Enrolments	C+	81
Quality Inputs	A-	11
Equal Opportunities	C-	80
Transparency and Accountability	D-	64

### Teacher's Remarks:

A bit of a mixed bag for Zurab who shares many of his strong points, such as reasonable ratio of trained teachers to pupils and good levels of participation, with others in his regional class. But his weaknesses are clear; he's perceived as being neither fair nor open to new ideas in education, and he doesn't much like teachers having a say. With this weak spot, and his middling scores in political will it's certainly a case of 'Must Try Harder'. Some help from the Fast Track Initiative classmates would come in very handy.

Data Available: 97%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION





2008

# Report Card



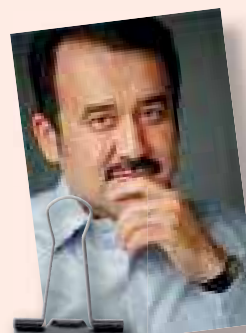
Name:	Karim Masimov
Country:	Kazakhstan
Overall Mark:	59/100
Overall Grade:	C+
Overall Position:	32nd
Position In Central Asia:	3rd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	21
Political Will	D+	95
Growth in Enrolments	B+	8
Quality Inputs	C+	62
Equal Opportunities	A-	7
Transparency and Accountability	D-	78

### Teacher's Remarks:

Karim's doing quite decently in some areas, but he certainly must not get complacent. We're pleased to see that he values giving everyone an equal chance - including women. And so far he's managed to maintain a good level of concentration in terms of participation in most levels of education. But he can certainly improve when it comes to being a friendly and open classmate and needs to show willing by investing more and really getting rid of fees. He has some potential, but isn't yet up to scratch!

Data Available: 98%





2008

# Report Card



Name:	<i>Almazbek Atambayev</i>
Country:	<i>Kyrgyzstan</i>
Overall Mark:	<i>54/100</i>
Overall Grade:	<i>C+</i>
Overall Position:	<i>42nd</i>
Position In Central Asia:	<i>7th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B-</i>	<i>52</i>
Political Will	<i>C-</i>	<i>54</i>
Growth in Enrolments	<i>C+</i>	<i>76</i>
Quality Inputs	<i>C-</i>	<i>79</i>
Equal Opportunities	<i>B+</i>	<i>15</i>
Transparency and Accountability	<i>D-</i>	<i>99</i>

### Teacher's Remarks:

*There's nothing really to write home about here, and Almazbek needs to pull his socks up if he wants to keep up with some of his former close friends. The only area where he does well is in equity but that's hardly a surprise given his history. It's a shame that he's relatively lacking in qualified teachers - this may be leading to a high drop-out rate. What with this and his unfortunate tendency to charge fees, there really are a lot of areas for improvement.*

Data Available: 100%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



# 2008

# Report Card



Name:	Miyeegombo Enkhbold
Country:	Mongolia
Overall Mark:	65/100
Overall Grade:	B-
Overall Position:	18th
Position In Central Asia:	1st

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	39
Political Will	B+	22
Growth in Enrolments	C+	66
Quality Inputs	C+	57
Equal Opportunities	A-	7
Transparency and Accountability	D-	57

### Teacher's Remarks:

Considering some of the particular challenges of his context Miyeegombo is doing very well. True, he's not the most friendly and open student, but his commitment to giving education to all - including women - is laudable. His public spending is a particularly pleasing feature, and only the creeping reappearance of fees stops him scoring an A in political will. But he does need to make sure that increasing enrolments doesn't come at the cost of quality. But all round a decent performance, which could get even better with more support through the Fast Track Initiative.

Data Available: 97%





# 2008

# Report Card



Name:	Ogil Ogilov
Country:	Tajikistan
Overall Mark:	56/100
Overall Grade:	C+
Overall Position:	38th
Position In Central Asia:	6th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	45
Political Will	C-	62
Growth in Enrolments	B-	44
Quality Inputs	C+	67
Equal Opportunities	B-	41
Transparency and Accountability	D-	115

### Teacher's Remarks:

Ogil is a passable student but could try harder in most subjects. He makes a decent effort at spending but lets himself, and his citizens down by charging fees. He also struggles to be fair and transparent which is one of his weaker areas. Despite his decent showing in universal basic education, we fear he could slip down the class in future unless he changes his attitude.

Data Available: 99%



**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



# 2008

# Report Card



Name:	<i>Gurbanguly Berdimuhammedow</i>
Country:	<i>Turkmenistan</i>
Overall Mark:	<i>13/100</i>
Overall Grade:	<i>E</i>
Overall Position:	<i>1515<sup>th</sup></i>
Position In Central Asia:	<i>9<sup>th</sup></i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>C-</i>	<i>105</i>
Political Will	<i>F</i>	<i>131</i>
Growth in Enrolments	<i>F</i>	<i>149</i>
Quality Inputs	<i>F</i>	<i>148</i>
Equal Opportunities	<i>F</i>	<i>153</i>
Transparency and Accountability	<i>D-</i>	<i>115</i>

### Teacher's Remarks:

*Oh dear, Gurbanguly is really letting down the regional side. Of course, his clutch of 'F' scores is mainly down to his woeful record on handing in his homework. But with that kind of secretive attitude, he really won't get on in the world. And what we do know isn't very encouraging - almost one-third of pupils don't get through a primary cycle, which is much weaker than most of his neighbours. Gurbanguly needs to pull himself together and resolve to do much better. He might start by building relationships with teacher unions and other civil society organisations.*

**Data Available: 48%**



**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	<i>Islom Karimov</i>
Country:	<i>Uzbekistan</i>
Overall Mark:	<i>51/100</i>
Overall Grade:	<i>C+</i>
Overall Position:	<i>56th</i>
Position In Central Asia:	<i>8th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B+</i>	<i>25</i>
Political Will	<i>C-</i>	<i>34</i>
Growth in Enrolments	<i>D+</i>	<i>125</i>
Quality Inputs	<i>D-</i>	<i>109</i>
Equal Opportunities	<i>A-</i>	<i>10</i>
Transparency and Accountability	<i>E</i>	<i>121</i>

### Teacher's Remarks:

*Islom has a few good points but leaves many areas for improvement. Historically, he certainly made an effort to ensure participation for all - including women. But recently his attention has faltered and his half-hearted political commitment is showing in the area of growth and quality. Most worryingly he trails towards the back of the global class on his attitude to governance and participation. He really needs a thorough rethink here and must work hard to avoid slipping further back in his regional class.*

Data Available: 96%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



# 2008 East Asia and the Pacific

Country	Final Marks & Grades			
	Marks	Grade	Global Rank	Regional Rank
Thailand	73	B+	11	1
Malaysia	68	B-	17	2
China	54	C+	42	3
Philippines	52	C+	50	4
Vietnam	52	C+	50	4
Niue	50	C-	61	6
Tonga	48	C-	67	7
Samoa	47	C-	71	8
Fiji	46	C-	78	9
Indonesia	46	C-	78	9
Cambodia	44	C-	83	11
Marshall Islands	43	C-	88	12
Palau	43	C-	88	12
Vanuatu	41	C-	95	14
Papua New Guinea	40	D+	100	15
Myanmar	39	D+	103	16
Lao People's Democratic Republic	38	D+	105	17
Kiribati	33	D+	118	18
Timor-Leste	30	D-	129	19
Cook Islands	28	D-	136	20
Tokelau	27	D-	139	21
Nauru	22	D-	144	22
Solomon Islands	19	E	146	23
Tuvalu	19	E	146	23
Democratic People's Republic of Korea	15	E	148	25
Micronesia (Federated States of)	11	E	153	26



2008

# Report Card



Name:	Hun Sen
Country:	Cambodia
Overall Mark:	44/100
Overall Grade:	C-
Overall Position:	83rd
Position In East Asia and Pacific:	112th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D+	113
Political Will	D+	82
Growth in Enrolments	A-	4
Quality Inputs	D+	86
Equal Opportunities	D+	105
Transparency and Accountability	D-	110

### Teacher's Remarks:

Hun Sen has been attentive in class and is cooperative with others in various school projects. But he needs to do far more to catch up. Improvements in state expenditure in education have resulted in increased primary school enrolments in the last 5 years. But drop out rates remain alarmingly high with very poor quality education. Teachers are so poorly paid that they are forced to seek additional sources of income. While 9 years schooling is supposed to be free, students are asked to pay informal fees - too steep for many poor families to afford. Provisioning for ECCE is virtually absent. Girls continue to be disadvantaged - even more so in secondary education. Years of conflict have left a large population of adults, mostly women, without literacy skills. Hun Sen needs to act quickly to enable Cambodian citizens to contribute fully in rebuilding their lives and their societies. Try a little harder, Hun Sen.



Data Available: 100%

2008  
GLOBAL CAMPAIGN FOR  
EDUCATION





2008

# Report Card



Name:	Hu Jintao
Country:	China
Overall Mark:	54/100
Overall Grade:	C+
Overall Position:	42nd
Position In East Asia and Pacific:	3rd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	28
Political Will	D+	105
Growth in Enrolments	C-	109
Quality Inputs	B-	45
Equal Opportunities	B-	38
Transparency and Accountability	D+	43

### Teacher's Remarks:

Hu Jintao, despite a lot of high expectations from everyone, remains a lower-middling student. Off to a good start with fair marks in primary school enrolment rates, his grades have been pulled down by school fees thus getting negative growth rates in enrolment ratios in recent years. In addition, more than 2 in 3 children are unable to avail of preschool facilities. I encourage Hu Jintao to keep up his above-average ranking in education equity, a lot of it because of high female enrolments in secondary schools. However, his marks will go down next semester if he does not address large urban-rural disparities and huge education gaps among children of poor internal migrant workers. And Hu Jintao, despite your popularity marks for hosting the 2008 Olympics, your dismally low budget allocations for education at 8.6% and your failure to provide free textbooks dulls your other accomplishments. Your efforts to fill the skilled teacher shortage is commendable. But to get higher overall marks, more spade work is needed to address perceptions of corruption and encourage civil society involvement in policy and decision-making.



Data Available: 99%



2008

# Report Card



Name:	Jim Marurai
Country:	Cook Islands
Overall Mark:	28/100
Overall Grade:	D-
Overall Position:	136th
Position In East Asia and Pacific:	20th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C-	96
Political Will	D-	122
Growth in Enrolments	D+	122
Quality Inputs	F	148
Overall Equity	C-	97
Transparency and Accountability	F	142

### Teacher's Remarks:

*This is a poor report card, mainly because we don't have information. The only subject where we do shows a discouraging picture of falling enrolments. Must try harder, Jim!*



Data Available: 54%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	Kim Yong-il
Country:	Democratic People's Republic of Korea
Overall Mark:	15/100
Overall Grade:	E
Overall Position:	148th
Position In East Asia and Pacific:	25th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	F	154
Political Will	C-	34
Growth in Enrolments	F	149
Quality Inputs	F	148
Overall Equity	D-	119
Transparency and Accountability	F	142

### Teacher's Remarks:

*Kim is one of the lowest-scoring pupils in class and with such a secretive attitude it's hardly surprising. We do know that education is free but really that's the only positive thing that can be said here.*



Data Available: 27%



2008

# Report Card



Name:	Frank Bainimarama
Country:	Fiji
Overall Mark:	46/100
Overall Grade:	C-
Overall Position:	78th
Position In East Asia and Pacific:	9th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C-	98
Political Will	C-	70
Growth in Enrolments	C+	72
Quality Inputs	C-	78
Equal Opportunities	C+	76
Transparency and Accountability	C-	17

### Teacher's Remarks:

An average performance for Bainimarama, when he has potential to do better. 85% of children are denied access to pre primary school facilities and primary school enrolments have decreased over the few years. His marks are pulled up however by better performance in the expansion of secondary education enrolments. Pay more attention to submitting reports on time, Bainimarama. You have been slow in submitting many of your papers: your last submission on adult literacy rates was in 1990! This makes it difficult to determine whether high participation rates in primary schools actually translate to the acquisition of productive skills and functional literacy. The large shortage in trained teachers - more than 50% of the requirement - casts doubt over education quality and the actual learning achievements of those who pass through the system. Increasing poverty and hardship especially of marginal communities adversely impacts their ability to continue sending their children to school. Bainamara needs to ensure a system of polity and governance that enables all citizens to exercise and enjoy their rights including their right to free education of good quality.



Data Available: 90%

**2008**  
 GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card

Name:	<i>Susilo Bambang Yudhoyono</i>
Country:	<i>Indonesia</i>
Overall Mark:	<i>46/100</i>
Overall Grade:	<i>C-</i>
Overall Position:	<i>78th</i>
Position In East Asia and Pacific:	<i>9th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B-</i>	<i>58</i>
Political Will	<i>D+</i>	<i>105</i>
Growth in Enrolments	<i>B-</i>	<i>37</i>
Quality Inputs	<i>D-</i>	<i>100</i>
Equal Opportunities	<i>C+</i>	<i>53</i>
Transparency and Accountability	<i>D-</i>	<i>99</i>

### Teacher's Remarks:

*Susilo needs to work more consistently to pull up his marks because his performance remains uneven in his subjects. Higher participation rates in primary education do not sustain to secondary levels and ECCE provision is very poor. Education quality is very low with teachers inadequately trained and poorly compensated. In spite of the Constitutional guarantee for free education and the guarantee of 20% of the national budget for education (outside of salaries), fees continue to be levied on students and only 10.5% of the national budget is allocated to education affecting access of poor and marginalized people to relevant and quality education. With high drop-out and illiteracy rates especially among women, poor and marginalized people, second chance learning opportunities could provide remedial measures but these are sparse. More effort needed, Susilo.*



Data Available: 99%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card

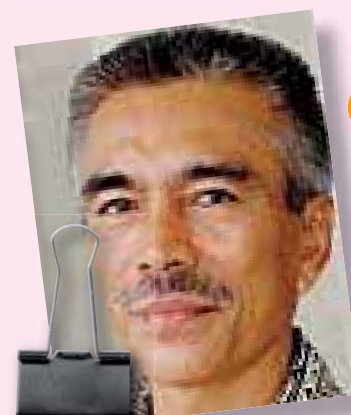


Name:	<i>Anote Tong</i>
Country:	<i>Kiribati</i>
Overall Mark:	<i>33/100</i>
Overall Grade:	<i>D+</i>
Overall Position:	<i>118th</i>
Position In East Asia and Pacific:	<i>18th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>C+</i>	<i>80</i>
Political Will	<i>F</i>	<i>131</i>
Growth in Enrolments	<i>C-</i>	<i>96</i>
Quality Inputs	<i>C+</i>	<i>69</i>
Overall Equity	<i>C-</i>	<i>95</i>
Transparency and Accountability	<i>F</i>	<i>142</i>

### Teacher's Remarks:

*Anote is another student who lets himself down on coursework submission. What we do know is that education, at least at primary level, is available to most. There is a slight shortage of teachers which needs to be addressed.*



Data Available: 50%

**2008**  
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**EDUCATION**



2008

# Report Card



Name:	Prime Minister Bouasone Bouphavanh
Country:	Lao People's Democratic Republic
Overall Mark:	38/100
Overall Grade:	D+
Overall Position:	105th
Position In East Asia and Pacific:	17th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C-	109
Political Will	D-	114
Growth in Enrolments	C+	53
Quality Inputs	D+	92
Equal Opportunities	D+	101
Transparency and Accountability	D-	91

### Teacher's Remarks:

Bouasone Bouphavanh is among those at the bottom rank in class. Faced with much poverty where 80% depend on farming in a country where only 5% is arable land, large numbers of children leave school to help their families earn. School fees being charged and the lack of free textbooks worsen the plight of poor students. Children do not want to stay in poor quality schools as can be expected with massive trained teacher shortages. With only 11.7% allocation for education in the national budget, it comes as no surprise that Bouasone Bouphavanh gets a D- in Political Will. It is also unsurprising that 9 in 10 children do not have access to preschool, 1/2 of primary school children do not complete it, that 2 in 3 go without a secondary education and that 1/3 of adults are without basic literacy. To add to the already disappointing performance is very low enrolment of girls in secondary schools and an extremely high urban-rural divide. On the brighter side, Bouasone Bouphavanh did try his best to increase enrolment rates since 2000. But you need to do a lot more than that right now, Bouasone Bouphavanh.



Data Available: 99%

2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	<i>Abdullah Ahmad Badawi</i>
Country:	<i>Malaysia</i>
Overall Mark:	<i>68/100</i>
Overall Grade:	<i>B-</i>
Overall Position:	<i>17th</i>
Position In East Asia and Pacific:	<i>2nd</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>A-</i>	<i>16</i>
Political Will	<i>B+</i>	<i>23</i>
Growth in Enrolments	<i>C+</i>	<i>86</i>
Quality Inputs	<i>B-</i>	<i>49</i>
Equal Opportunities	<i>B+</i>	<i>27</i>
Transparency and Accountability	<i>C-</i>	<i>10</i>

### Teacher's Remarks:

*Abdullah Ahmed Badawi is one of the top students in his regional class. Most notable in his performance is Malaysia's high social spending on education at 25.2% of total government expenditure. This, together with his rollback of school fees, ranks him 2nd only to Thailand in the region for high political will to achieve education for all. High primary enrolment ratios plus low dropout rates and relatively high literacy rates have earned him an A- for providing universal basic education. However, while there has been growth in enrolment rates for secondary school, it is not so with primary enrolment rates which have, in fact, slightly gone down slightly. And there are still 1 in 4 children unable to complete secondary education. Abdullah deserves a merit badge in overall equity for having relatively high numbers of females in secondary school. But he should be mindful of the remaining 1 in 10 adult non-literates and 1 in 4 children denied any preschool experience, especially if they come from excluded groups, or of regional disparities that have marginalised some groups in the east coast states. Addressing these and filling the gap in trained teachers could very well bring Abdullah to the top of his class.*

Data Available: 96%



**2008**  
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**EDUCATION**





2008

# Report Card



Name:	<i>Kessai Note</i>
Country:	<i>Marshall Islands</i>
Overall Mark:	<i>43/100</i>
Overall Grade:	<i>C-</i>
Overall Position:	<i>88th</i>
Position In East Asia and Pacific:	<i>12th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>C-</i>	<i>109</i>
Political Will	<i>D+</i>	<i>74</i>
Growth in Enrolments	<i>C-</i>	<i>105</i>
Quality Inputs	<i>B+</i>	<i>37</i>
Overall Equity	<i>C-</i>	<i>78</i>
Transparency and Accountability	<i>F</i>	<i>142</i>

### Teacher's Remarks:

*Kessai's card is patchy, mainly due to lack of data on which to judge his performance. What we do know is that children do have the chance to go to school, although many drop out. He has a reasonable number of trained teachers too.*



Data Available: 60%

**2008**  
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2008

# Report Card



Name:	Manny Mori
Country:	Micronesia (Federated States of)
Overall Mark:	11/100
Overall Grade:	E
Overall Position:	153rd
Position In East Asia and Pacific:	26th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D-	140
Political Will	F	131
Growth in Enrolments	F	149
Quality Inputs	F	148
Overall Equity	C+	73
Transparency and Accountability	F	142

### Teacher's Remarks:

Manny is among the lowest-ranked performers in the class due to lack of data. Without more information it is impossible to give any meaningful report.

Data Available: 23%



2008  
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EDUCATION



2008

# Report Card



Name:	<i>Thein Sein</i>
Country:	<i>Myanmar</i>
Overall Mark:	<i>39/100</i>
Overall Grade:	<i>D+</i>
Overall Position:	<i>103rd</i>
Position In East Asia and Pacific:	<i>16th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>C-</i>	<i>97</i>
Political Will	<i>C-</i>	<i>62</i>
Growth in Enrolments	<i>C-</i>	<i>91</i>
Quality Inputs	<i>D-</i>	<i>105</i>
Equal Opportunities	<i>D-</i>	<i>122</i>
Transparency and Accountability	<i>E</i>	<i>125</i>

### Teacher's Remarks:

*Thein Sein's performance in class leaves much to be desired. Though a high percentage of national expenditures is on education at 18.1%, it is uncertain how much of this really reaches the schools as there is wide perception that corruption is rife in Myanmar: one of the highest in the region. In addition, no civil society organisations or teachers unions are allowed to provide any check. Thein Sein also rates poorly in equity and quality education with large shortages in skilled teachers, persistent poor female enrolments in secondary schools as well as the very high disparities in enrolments between rural and urban areas. Access to pre-primary education is dismal, 1/3 of school-age children are left behind in primary education and 2/3 of children miss out on secondary education. Thein Sein should pay particular attention to those who are out of school and pay heed to reports that 6-7000 child soldiers have been forcibly recruited in the army as reported by the Human Rights Watch. Thein Sein, a lot of shaping up is needed if you do not wish to be left behind year after year by your classmates.*



Data Available: 92%



2008

# Report Card



Name:	Ludwig Scotty
Country:	Nauru
Overall Mark:	22/100
Overall Grade:	D-
Overall Position:	144th
Position In East Asia and Pacific:	22nd

### Teacher's Remarks:

Ludwig really needs to pull his finger out where handing in work is concerned. Not much is known about his performance, except that he has had average success in providing EFA, which has been maintained at the same level over years.

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C-	105
Political Will	F	131
Growth in Enrolments	C+	72
Quality Inputs	F	148
Overall Equity	D-	116
Transparency and Accountability	F	142

Data Available: 47%



2008  
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EDUCATION



2008

# Report Card



Name:	Young Vivian
Country:	Niue
Overall Mark:	50/100
Overall Grade:	C-
Overall Position:	61st
Position In East Asia and Pacific:	6th

### Teacher's Remarks:

*Young appears to be doing quite well in most subjects, though it's hard to tell when he doesn't submit 'homework'. From the little we do know, he appears to have a robust education system, but this could be jeopardised if he is inattentive to the issue of political will, where he needs to boost spending.*

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B-	70
Political Will	D-	123
Growth in Enrolments	B+	44
Quality Inputs	A-	11
Overall Equity	C+	60
Transparency and Accountability	F	142



Data Available: 60%



2008

# Report Card



Name:	Tommy Remengesau
Country:	Palau
Overall Mark:	43/100
Overall Grade:	C-
Overall Position:	88th
Position In East Asia and Pacific:	12th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B-	70
Political Will	F	131
Growth in Enrolments	C+	59
Quality Inputs	A-	31
Overall Equity	C+	53
Transparency and Accountability	F	142

### Teacher's Remarks:

*It's difficult to judge Tommy's efforts with so little information. His commitment to trained teachers is admirable and may explain the fact that there's little disparity in urban/rural achievement. Most people do get an education, though there has been a little slippage since 2000. Tommy is a reasonable student who should show us more of his work in future.*



Data Available: 50%

**2008**  
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**EDUCATION**



2008

# Report Card

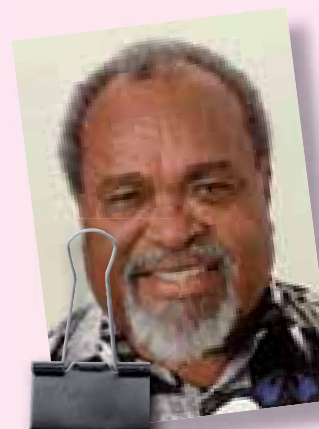


Name:	Sir Michael Somare
Country:	Papua New Guinea
Overall Mark:	40/100
Overall Grade:	D+
Overall Position:	100th
Position In East Asia and Pacific:	15th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C-	105
Political Will	C-	34
Growth in Enrolments	C-	96
Quality Inputs	D+	92
Equal Opportunities	E	139
Transparency and Accountability	D-	73

### Teacher's Remarks:

Michael needs to focus a lot more on all his subjects. He should ensure more access to all levels of education; improve quality education and eliminate user fees thus taking away severe obstacles to getting children especially girls in schools. Nearly half of the adult population is illiterate and the children who miss out on secondary education is alarmingly high. Michael needs to immediately ensure a legal guarantee for free public education and to work harder in mobilising greater resources for education.



Data Available: 100%



2008

# Report Card



Name:	<i>Gloria Macapagal-Arroyo</i>
Country:	<i>Philippines</i>
Overall Mark:	<i>52/100</i>
Overall Grade:	<i>C+</i>
Overall Position:	<i>50th</i>
Position In East Asia and Pacific:	<i>4th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B-</i>	<i>62</i>
Political Will	<i>D+</i>	<i>77</i>
Growth in Enrolments	<i>B-</i>	<i>25</i>
Quality Inputs	<i>C-</i>	<i>73</i>
Equal Opportunities	<i>B-</i>	<i>50</i>
Transparency and Accountability	<i>D-</i>	<i>68</i>

### Teacher's Remarks:

*Your performance is dipping. Sixty-six percent of pre-primary children are without access to education due to low investments for quality ECCE teachers. Teachers remain underpaid and overworked due to the large class size that they have to handle especially in urban areas. There remains a disparity in access and quality of education between urban and rural areas. Students in remote and conflict areas are deprived of quality and regular classes because teachers work in hazardous situations without the necessary support and incentives. In the face of increasing school population, the country has to address the teachers' shortage and put in place teacher development programs to ensure quality education. Also, you have yet to implement comprehensive and quality education programmes for the more than 11.6 million out-of-school children and youth. Pay more attention to allocating a bigger budget and spending effectively for education, Gloria. Midway to EFA, your country has retrogressed in its education performance.*



Data Available: 100%

**2008**  
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**EDUCATION**





2008

# Report Card



Name:	<i>Tuila'epa Sailele Malielegaoi</i>
Country:	<i>Samoa</i>
Overall Mark:	<i>47/100</i>
Overall Grade:	<i>C-</i>
Overall Position:	<i>71st</i>
Position In East Asia and Pacific:	<i>8th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B-</i>	<i>54</i>
Political Will	<i>D+</i>	<i>90</i>
Growth in Enrolments	<i>D+</i>	<i>112</i>
Quality Inputs	<i>C+</i>	<i>65</i>
Equal Opportunities	<i>B-</i>	<i>46</i>
Transparency and Accountability	<i>F</i>	<i>130</i>

### Teacher's Remarks:

*Tuila'epa Malielegaoi marks are average this grading period. With high levels of adult literacy, he was certainly a consistent honor student earlier. But he has been slipping lately with poor performance in pre-primary school access participation and negative growth rates. With poor quality education, learning achievements are low and many drop out of school even before they acquire basic skills, contributing to high levels of unemployment among young people in a country where opportunities for productive employment are very sparse to begin with. Malielegaoi registers good marks in education spending but he needs to seek more resources to fill the shortage of qualified teachers and for improvements in learning materials, safe and accessible schools and improved curricula. Well done on the targeted efforts to reach children with disabilities but more efforts needed to reach poor children especially in rural areas. Malielegaoi encourages substantial civil society participation and protects teachers union rights. Perhaps he should involve them more in working for better aid to education. Unfortunately because he fails to report on many subjects, his marks suffer. I hope to see better reporting next semester, Malielegaoi!*



Data Available: 76%

**2008**  
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**EDUCATION**



2008

# Report Card



Name:	Manasseh Sogavare
Country:	Solomon Islands
Overall Mark:	19/100
Overall Grade:	E
Overall Position:	146th
Position In East Asia and Pacific:	23rd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D-	135
Political Will	F	131
Growth in Enrolments	C-	96
Quality Inputs	D-	105
Equal Opportunities	E	143
Transparency and Accountability	F	129

### Teacher's Remarks:

Manasseh does not show seriousness in his subjects. Primary school enrolments have gone down and secondary education continues to suffer low participation. Girls continue to be severely disadvantaged; the majority of children who never set foot in a school are girls. Functional literacy among adults is much lower than what official rates indicate. While it is true that the spate of conflict not long ago had severely disrupted his classes, Manasseh can do more to catch up! He can start with abolishing school fees and offering incentives to poor students, especially girls. He can learn from his other classmates who have earned high marks from these targeted efforts. Work harder, Manasseh.



Data Available: 61%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	Surayud Chulanont
Country:	Thailand
Overall Mark:	73/100
Overall Grade:	B+
Overall Position:	11th
Position In East Asia and Pacific:	1st

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	25
Political Will	A+	1
Growth in Enrolments	B-	33
Quality Inputs	C+	69
Equal Opportunities	B-	38
Transparency and Accountability	D+	20

### Teacher's Remarks:

Surayud Chulanont has ensured that he is leading the class again. Despite domestic political crisis, Surayud has managed to keep the focus on his subjects: providing wide access to all levels of education. Adult literacy rates remain high in the country and education is free making it accessible to all sections of society. He needs to work more on accelerating the pace of growth in secondary education expansion, especially targeting the participation of young women. Investing in teachers' training also necessary to mark high on quality while providing wide access. You need to do something about perceptions on rampant corruption however, Surayud. Keep up the good work.



Data Available: 97%



2008

# Report Card



Name:	Xanana Gusmão
Country:	Timor-Leste
Overall Mark:	30/100
Overall Grade:	D-
Overall Position:	129 <sup>th</sup>
Position In East Asia and Pacific:	19 <sup>th</sup>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D-	138
Political Will	F	131
Growth in Enrolments	A-	3
Quality Inputs	D+	86
Equal Opportunities	D+	110
Transparency and Accountability	D-	78

### Teacher's Remarks:

Xanana Gusmão is a new student and adjusting quite slowly, so I understand his low marks this grading period. His fledgling nation has been racked by political unrest among rival factions repeatedly. Gusmão has thus been absent from classes a lot, and when he does attend, he cannot seem to concentrate. He failed his subject in Political Will because he did not even hand in his report on education expenditures. He does little to stop school fees from being charged in the face of very poor enrolments. Less than 1/2 of the children receive primary education, an outrageous 4 in 5 children do not complete secondary school, and 5 in 6 of them did not have access to preschool. Gusmão does not even know how many of his adults are literate. Quality of education is very poor, with a real shortage of trained teachers. However, Gusmão does try to protect their union rights. There are huge education disparities between girls and boys and urban and rural areas. One thing he has managed though is a very high increase in enrolment rates in secondary schooling and a modest growth in primary school enrolment rates. Gusmão, you need to focus more on your class work and less on political squabbles.

Data Available: 70%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	David Payton
Country:	Tokelau
Overall Mark:	27/100
Overall Grade:	D-
Overall Position:	139th
Position In East Asia and Pacific:	21st

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	E	149
Political Will	D+	82
Growth in Enrolments	B-	44
Quality Inputs	F	148
Overall Equity	C+	63
Transparency and Accountability	F	142

### Teacher's Remarks:

David is a below-average student who really needs to pull his socks up when it comes to handing in course-work! From the little we know about him, we can say that he has managed to see a substantial increase in enrolment at secondary level since 2000, and that girls are benefitting from this almost as much as boys.



Data Available: 41%



2008

# Report Card



Name:	<i>Feleti Sevele</i>
Country:	<i>Tonga</i>
Overall Mark:	<i>48/100</i>
Overall Grade:	<i>C-</i>
Overall Position:	<i>67th</i>
Position In East Asia and Pacific:	<i>7th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>C+</i>	<i>73</i>
Political Will	<i>D+</i>	<i>90</i>
Growth in Enrolments	<i>C+</i>	<i>81</i>
Quality Inputs	<i>B+</i>	<i>37</i>
Overall Equity	<i>C-</i>	<i>88</i>
Transparency and Accountability	<i>F</i>	<i>142</i>

### Teacher's Remarks:

*Although there is a shortage of information on which to evaluate Feleti, he appears to be a fairly good student. His commitment to ensuring that children are taught by trained teachers is admirable and this has helped him secure reasonable enrolment levels in primary and secondary - though the primary drop-out rate is worrying.*



Data Available: 66%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	<i>Apisai Ielemia</i>
Country:	<i>Tuvalu</i>
Overall Mark:	<i>19/100</i>
Overall Grade:	<i>E</i>
Overall Position:	<i>146th</i>
Position In East Asia and Pacific:	<i>23rd</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>D+</i>	<i>113</i>
Political Will	<i>F</i>	<i>131</i>
Growth in Enrolments	<i>D-</i>	<i>132</i>
Quality Inputs	<i>F</i>	<i>148</i>
Overall Equity	<i>C-</i>	<i>79</i>
Transparency and Accountability	<i>F</i>	<i>142</i>

### Teacher's Remarks:

*With so many assignments not submitted, it's almost impossible to give a view on Apisai's performance and this largely explains his weak position in class. Interestingly, one area where there is data is in early childhood education where he has a rather impressive score! But this is let down by the high drop-out rate from primary, sadly.*

Data Available: 32%





2008

# Report Card



Name:	<i>Ham Lini</i>
Country:	<i>Vanuatu</i>
Overall Mark:	<i>41/100</i>
Overall Grade:	<i>C-</i>
Overall Position:	<i>95th</i>
Position In East Asia and Pacific:	<i>14th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>C+</i>	<i>80</i>
Political Will	<i>C-</i>	<i>54</i>
Growth in Enrolments	<i>D+</i>	<i>127</i>
Quality Inputs	<i>C+</i>	<i>65</i>
Overall Equity	<i>D-</i>	<i>132</i>
Transparency and Accountability	<i>F</i>	<i>135</i>

### Teacher's Remarks:

*Ham has done well to almost close the gap on primary education since 2000 but it's shame that he hasn't paid equal attention across all the EFA goals. With a really good share of public spending going to education he appears to put a high priority on education. But the charging of fees lets him down, unfortunately. It's worrying, too, that so few girls enrol in secondary level. He needs to put his money to good use in the next period, in order to make progress towards all of EFA.*



Data Available: 81%

**2008**  
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**EDUCATION**





2008

# Report Card



Name:	Nguyễn Tấn Dũng
Country:	Vietnam
Overall Mark:	52/100
Overall Grade:	C+
Overall Position:	50th
Position In East Asia and Pacific:	4th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B-	47
Political Will	D+	95
Growth in Enrolments	C-	91
Quality Inputs	C+	61
Equal Opportunities	B-	42
Transparency and Accountability	D-	78

### Teacher's Remarks:

Nguyễn Tấn Dũng can do better. Access to primary education in Vietnam is nearly universal, adult literacy rates are high and the drop out rates are steadily decreasing. He seems to be working hard to keep gender and rural-urban disparities in check. But primary enrolment rates are in decline and a shortage of teachers persist. And he certainly needs to be more creative in curbing corruption and stopping user fee charges in schools which further marginalise the poor in education. More work, Nguyễn Tấn Dũng!



Data Available: 99%

**2008**  
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# 2008 Latin America

Country	Final Marks & Grades			
	Marks	Grade	Global Rank	Regional Rank
Uruguay	80	B+	2	1
Costa Rica	77	B+	6	2
Cuba	77	B+	6	2
Argentina	72	B+	12	4
Venezuela	72	B+	12	4
Mexico	71	B+	15	6
Brazil	70	B-	16	7
Chile	65	B-	18	8
Bolivia	57	C+	36	9
Peru	55	C+	39	10
Panama	54	C+	42	11
El Salvador	50	C-	61	12
Dominican Republic	47	C-	71	13
Ecuador	47	C-	71	13
Nicaragua	47	C-	71	13
Honduras	45	C-	81	16
Guatemala	42	C-	90	17
Paraguay	42	C-	90	17
Colombia	37	D+	109	19
Haiti	2	F	156	20



2008

# Report Card



Name:	Néstor Kirchner
Country:	Argentina
Overall Mark:	72/100
Overall Grade:	B+
Overall Position:	12th
Position In Latin America:	4th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	21
Political Will	A-	11
Growth in Enrolments	C-	109
Quality Inputs	A-	28
Equal Opportunities	B+	15
Transparency and Accountability	D+	31

### Teacher's Remarks:

*In his last year of government, Néstor Kirchner leaves Argentinean education in a relatively good situation compared to other countries in the region. Primary education, is offered free and is virtually universal, the spending in secondary continues is increasing and the illiteracy rate is still very low in the country. Nevertheless, a challenge for the elected leader, Cristina Kirchner, will be to increase the number of teachers in schools, to protect the quality of education. She must also pay attention to early education, that still doesn't reach half of Argentinean children.*



Data Available: 100%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	<i>Evo Morales</i>
Country:	<i>Bolivia</i>
Overall Mark:	<i>57/100</i>
Overall Grade:	<i>C+</i>
Overall Position:	<i>36th</i>
Position In Latin America:	<i>9th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B-</i>	<i>47</i>
Political Will	<i>D+</i>	<i>72</i>
Growth in Enrolments	<i>B-</i>	<i>37</i>
Quality Inputs	<i>B-</i>	<i>45</i>
Equal Opportunities	<i>B-</i>	<i>38</i>
Transparency and Accountability	<i>D-</i>	<i>78</i>

### Teacher's Remarks:

*Evo Morales became President of Bolivia in 2006 and his main challenge is to guarantee a free primary education for all, that will lead to its universalization. Another challenge is the lack of teachers; it is necessary to increase the number in order to guarantee the quality of education, specially in rural areas. Besides, it is necessary to expand secondary education, to fight the high corruption and to improve the protection of teacher's unions.*



Data Available: 99%



2008

# Report Card



Name:	<i>Luiz Inácio Lula da Silva</i>
Country:	<i>Brazil</i>
Overall Mark:	<i>70/100</i>
Overall Grade:	<i>B-</i>
Overall Position:	<i>16th</i>
Position In Latin America:	<i>7th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B+</i>	<i>36</i>
Political Will	<i>A-</i>	<i>12</i>
Growth in Enrolments	<i>B-</i>	<i>29</i>
Quality Inputs	<i>C+</i>	<i>57</i>
Equal Opportunities	<i>B+</i>	<i>15</i>
Transparency and Accountability	<i>D+</i>	<i>27</i>

### Teacher's Remarks:

*When Lula da Silva became President, primary education was already free and compulsory and during his term of office there has been a slight increase in the number of enrolments. Some of his main challenges, however, are to expand secondary education, to improve the quality of education in general, specially by recruiting more teachers, and to offer literacy programs to adults, since a large number of Brazilian can neither read nor write.*



Data Available: 97%

**2008**  
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# 2008

# Report Card



Name:	<i>Michelle Bachelet</i>
Country:	<i>Chile</i>
Overall Mark:	<i>65/100</i>
Overall Grade:	<i>B-</i>
Overall Position:	<i>18th</i>
Position In Latin America:	<i>8th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B+</i>	<i>28</i>
Political Will	<i>C-</i>	<i>59</i>
Growth in Enrolments	<i>C+</i>	<i>70</i>
Quality Inputs	<i>B-</i>	<i>50</i>
Equal Opportunities	<i>A-</i>	<i>1</i>
Transparency and Accountability	<i>B+</i>	<i>1</i>

### Teacher's Remarks:

*The big challenge for President Michelle Bachelet is to offer universal primary education for all; many Chilean families have to pay school charges in order for their children to attend school. And the issue is to be debated in the preliminaries of the new general law of education, that continues being discussed by the government and civil society. The 2006 rallies were the largest since Pinochet, with more than 600.000 people in the streets demanding a free good quality education. Although Chile shows some good indicators, with low adult illiteracy and a tradition of popular participation in public policies, the country still has a shortage of trained teachers, which has a strong impact in the quality of education.*



Data Available: 100%



2008

# Report Card



Name:	<i>Álvaro Uribe</i>
Country:	<i>Colombia</i>
Overall Mark:	<i>37/100</i>
Overall Grade:	<i>D+</i>
Overall Position:	<i>109th</i>
Overall Position In Latin America:	<i>19th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B-</i>	<i>62</i>
Political Will	<i>D-</i>	<i>116</i>
Growth in Enrolments	<i>D-</i>	<i>139</i>
Quality Inputs	<i>D-</i>	<i>101</i>
Equal Opportunities	<i>D+</i>	<i>105</i>
Transparency and Accountability	<i>D+</i>	<i>27</i>

### Teacher's Remarks:

*Álvaro Uribe has big challenges to face in his remaining period as Colombia's leader. In this country, primary education is not yet universal; there are school charges in primary education and between 2000 and 2005 there was a slight enrolment decrease, a situation that is more serious in secondary education. The worrying fact is that the country is the only one in its region where the Constitution does not guarantee free primary education. The number of teachers still does not meet the students' demand and the rate of girls enrolment is still low - less than half of the girls in school age attend school. Besides that, teacher unions have little protection from the State. In a situation of permanent guerrilla wars and internal conflicts, the country has large numbers of displaced people whose children do not have access to education and it is not known whether they are included in the official statistics numbers. Consequently, Colombia is placed in the last positions among Latin America's countries.*



Data Available: 95%

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# 2008

# Report Card



Name:	<i>Óscar Arias Sánchez</i>
Country:	<i>Costa Rica</i>
Overall Mark:	<i>77/100</i>
Overall Grade:	<i>B+</i>
Overall Position:	<i>6th</i>
Position In Latin America:	<i>2nd</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B+</i>	<i>28</i>
Political Will	<i>A-</i>	<i>6</i>
Growth in Enrolments	<i>B+</i>	<i>6</i>
Quality Inputs	<i>B+</i>	<i>40</i>
Equal Opportunities	<i>A-</i>	<i>1</i>
Transparency and Accountability	<i>C-</i>	<i>17</i>

### Teacher's Remarks:

*Óscar Arias Sánchez is the leader of the first country in the world that abolished the army in 1948 to invest its budget on education. Therefore, this country has some of the best indicators in Latin America. Primary education is free, compulsory and universal. His challenge is to do the same thing in the secondary level that still does not cover nearly half of the population. There is a lack of teachers to guarantee classrooms with few students, an important requirement to be able to offer a good quality education. At the same time it is also surprising the current education disparities between boys and girls. But a good score all round for Óscar!*



Data Available: 99%



2008

# Report Card

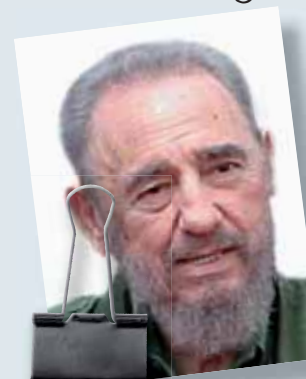


Name:	Fidel Castro
Country:	Cuba
Overall Mark:	77/100
Overall Grade:	B+
Overall Position:	6th
Position In Latin America:	2nd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	A+	2
Political Will	A-	7
Growth in Enrolments	B-	44
Quality Inputs	A-	11
Equal Opportunities	C+	73
Transparency and Accountability	D+	36

### Teacher's Remarks:

Fidel Castro faces a scene quite different from other countries in Latin America. On the one hand, his country shows a few excellent education indicators: it already overcame youth and adult illiteracy, there are enough trained teachers and primary education is free, compulsory and universal. Pre-primary education is also universal and secondary education could be it in the future. These facts mean that Cuba has one of the best education conditions in Latin America. The data however shows a high perception of corruption, a low civil society participation in the definition of education policies and a low protection to teachers' unions. When education is considered as a human right, the lack of rights to freedom of expression, press and education, in relation to its ideological content, compromise the quality of education in general.



Data Available: 96%

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2008

# Report Card



Name:	Leonel Fernández
Country:	Dominican Republic
Overall Mark:	47/100
Overall Grade:	C-
Overall Position:	71st
Position In Latin America:	13th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C+	84
Political Will	D-	128
Growth in Enrolments	C+	72
Quality Inputs	B-	50
Equal Opportunities	B-	42
Transparency and Accountability	D+	43

### Teacher's Remarks:

Leonel Fernández Reyna is a President who still has the challenge of achieving universal primary education. In his country, there is a big number of immigrants and refugees, especially from the neighbouring Haiti, who usually have to pay school fees as they do not have the documentation requested by schools. Therefore, primary education is not free for all the citizens. Otherwise Leonel's challenges are to expand secondary education, to decrease illiteracy, to increase the education budget of his country, as well as the number of teachers, and to work against corruption.



Data Available: 100%



2008

# Report Card



Name:	Rafael Correa
Country:	Ecuador
Overall Mark:	47/100
Overall Grade:	C-
Overall Position:	71st
Position In Latin America:	13th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B-	51
Political Will	D+	105
Growth in Enrolments	C-	101
Quality Inputs	B-	55
Equal Opportunities	D+	108
Transparency and Accountability	D-	99

### Teacher's Remarks:

While primary education is nominally free, many Ecuadorian families continue to pay for their children's education, what has resulted is a small decrease in enrolments in recent years. Increasing the education budget is a key factor to solve the country's education problems; a process that is being discussed in draft bills. Rafael Correa has also to expand secondary education, to protect teachers' unions and to fight against Ecuador's corruption. Attention must be paid to the fact that girls' participation in schools is persistently lower than boys.



Data Available: 100%

2008  
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2008

# Report Card



Name:	Antonio Saca
Country:	El Salvador
Overall Mark:	50/100
Overall Grade:	C-
Overall Position:	61st
Position In Latin America:	12th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B-	70
Political Will	C-	70
Growth in Enrolments	B-	37
Quality Inputs	D+	89
Equal Opportunities	C+	70
Transparency and Accountability	D+	20

### Teacher's Remarks:

Free primary education is almost universal in this country run by Antonio Saca, but still is not free for all people. Nevertheless, the country is on track to achieve it; investments in education are high and the "quotas", a fee charged to students until 2003, were abolished. Still, there are few students in secondary education, illiteracy rates are very high and therefore adults' education needs to be addressed by the President. There is a lack of teachers and coverage for women is lower than for men.



Data Available: 99%



2008

# Report Card



Name:	Oscar Berger
Country:	Guatemala
Overall Mark:	42/100
Overall Grade:	C-
Overall Position:	90th
Position In Latin America:	17th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C-	93
Political Will	D+	82
Growth in Enrolments	B-	40
Quality Inputs	D-	101
Equal Opportunities	C-	88
Transparency and Accountability	D-	78

### Teacher's Remarks:

Oscar Berger is finishing his term of office with low marks on education, meaning that his country is placed among the last positions in Latin America's ranking. Public expenditure on this sector is very low, considering this there is no surprise that there is a lack of teachers, that primary education is not free (in many cases, there are charges for enrolment, food and textbooks) and that the country shows one of the highest illiteracy rate in Latin America. Gender indicators also deserve attention: girls' enrolment is lower than boys'. The population also perceives high corruption and little protection of teachers' unions.



Data Available: 97%

2008  
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# 2008

# Report Card

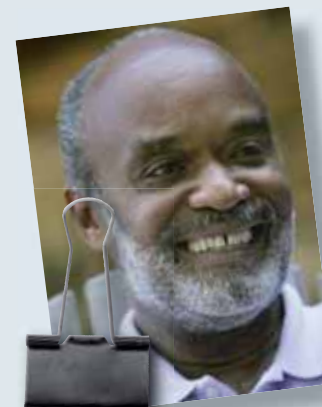


Name:	<i>René Prével</i>
Country:	<i>Haiti</i>
Overall Mark:	<i>2/100</i>
Overall Grade:	<i>F</i>
Overall Position:	<i>156th</i>
Position In Latin America:	<i>20th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>F</i>	<i>154</i>
Political Will	<i>F</i>	<i>131</i>
Growth in Enrolments	<i>F</i>	<i>149</i>
Quality Inputs	<i>F</i>	<i>148</i>
Equal Opportunities	<i>F</i>	<i>152</i>
Transparency and Accountability	<i>E</i>	<i>125</i>

### Teacher's Remarks:

*In a country that has gone through a civil war in recent years and where 70% of the population lives in poverty, it is not surprising that education indicators are very low in relation with the achievement of free primary education for all. René Prével is the President of a country with the largest proportion of illiterate people in Latin America. While it is known that primary education is not free, there is insufficient data to evaluate the real conditions of the education offer in this country.*



**Data Available: 38%**



2008

# Report Card



Name:	Zelaya Rosales
Country:	Honduras
Overall Mark:	45/100
Overall Grade:	C-
Overall Position:	81st
Position In Latin America:	16th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C+	84
Political Will	C-	34
Growth in Enrolments	D+	117
Quality Inputs	D-	98
Equal Opportunities	B-	42
Transparency and Accountability	D-	99

### Teacher's Remarks:

*Honduras still has many challenges to face in order to achieve the right to education. In this country run by Zelaya Rosales, primary education is not universal and many families continue to pay for their children's education. Only a small part of the population has access to secondary education. The number of illiterate people is very high and the Honduran indigenous population deserves special attention because, although they represent a 10% of the whole country's population, are usually excluded from official statistics. The education system is perceived as being corrupt and offers a low protection to teachers.*



Data Available: 93%

**2008**  
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2008

# Report Card



Name:	<i>Felipe Calderón</i>
Country:	<i>Mexico</i>
Overall Mark:	<i>71/100</i>
Overall Grade:	<i>B+</i>
Overall Position:	<i>15th</i>
Position In Latin America:	<i>6th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>A-</i>	<i>19</i>
Political Will	<i>A+</i>	<i>3</i>
Growth in Enrolments	<i>B-</i>	<i>35</i>
Quality Inputs	<i>C-</i>	<i>75</i>
Equal Opportunities	<i>B+</i>	<i>27</i>
Transparency and Accountability	<i>D+</i>	<i>43</i>

### Teacher's Remarks:

*Felipe Calderón is performing quite well in a number of subjects, and has therefore got a good position in the regional class and overall. His commitment to truly free education is particularly impressive - unlike many of his neighbours. It's a shame that enrolments are not growing quite as speedily as they might and he needs to keep an eye on quality, as he lacks enough trained teachers to keep class sizes down. But this is a good report card for Felipe who could make it to the top place in the region in future.*



Data Available: 97%



2008

# Report Card



Name:	Daniel Ortega
Country:	Nicaragua
Overall Mark:	47/100
Overall Grade:	C-
Overall Position:	71st
Position In Latin America:	13th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C+	92
Political Will	D+	74
Growth in Enrolments	B-	35
Quality Inputs	C-	82
Equal Opportunities	C+	67
Transparency and Accountability	D+	43

### Teacher's Remarks:

Daniel Ortega has just become President of Nicaragua and has to face some big challenges. In a country that lives in a context of severe poverty, primary education is neither free nor universal. Secondary education is also far from covering the majority of the population. There is a huge lack of teachers, leading to low quality education. The number of Illiterate people is among the biggest in the region, as are the disparities between boys and girls. Fortunately, civil society's participation in education policies is widely accepted.



Data Available: 100%

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2008

# Report Card



Name:	Martin Torrijos
Country:	Panama
Overall Mark:	54/100
Overall Grade:	C+
Overall Position:	42nd
Position In Latin America:	11th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	39
Political Will	D+	105
Growth in Enrolments	C+	81
Quality Inputs	B-	53
Equal Opportunities	B+	27
Transparency and Accountability	D+	39

### Teacher's Remarks:

*While education is virtually universal in this country, there are still charges in primary education. President Martin Torrijos should invest more resources in education, since the budget of the sector is low if compared to other countries in the region, especially on secondary education's expansion, in teachers and textbooks, in order to guarantee a good quality education. There is a high corruption perception and little protection to teachers' unions.*



Data Available: 100%



2008

# Report Card



Name:	Nicanor Duarte Frutos
Country:	Paraguay
Overall Mark:	42/100
Overall Grade:	C-
Overall Position:	90th
Position In Latin America:	17th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B-	65
Political Will	D-	119
Growth in Enrolments	D+	119
Quality Inputs	C-	80
Equal Opportunities	C-	85
Transparency and Accountability	D-	73

### Teacher's Remarks:

*In Paraguay, primary education has seen a 4% decrease between 2000 and 2005, likely because it still is not free for all. While it is true that secondary education has indicators quite high compared to other Latin America's countries, it is important to point out that pre-primary education has little coverage and that there is a big number of young people and adults who are illiterate; two issues that deserve special attention from the president, Nicanor Duarte Frutos. Besides there is an obvious disparity between the number of boys and girls attending school. The number of teachers is insufficient, the corruption perception is quite high and civil society's participation in public policies is low. This situation places Paraguay among the last education positions in Latin America.*



Data Available: 97%

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2008

# Report Card

Name:	Alan García
Country:	Peru
Overall Mark:	55/100
Overall Grade:	C+
Overall Position:	39 <sup>th</sup>
Position In Latin America:	10 <sup>th</sup>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	36
Political Will	D+	90
Growth in Enrolments	C-	102
Quality Inputs	B-	48
Equal Opportunities	B+	27
Transparency and Accountability	D+	36

## Teacher's Remarks:

*In Alan García's second term of office in Peru, the challenges he faces are considerable. While primary education is virtually universal, there has been a decrease in students' enrolment in recent years, very likely due to the fact that many families still have to pay for their children's education. Access to secondary education is very low. There is a shortage of teachers, a considerable corruption perception and insufficient protection for teachers' unions.*

Data Available: 100%



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2008

# Report Card



Name:	Tabaré Vázquez
Country:	Uruguay
Overall Mark:	80/100
Overall Grade:	B+
Overall Position:	2nd
Position In Latin America:	1st

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	A-	16
Political Will	A-	15
Growth in Enrolments	C+	59
Quality Inputs	A+	1
Equal Opportunities	A-	1
Transparency and Accountability	B-	2

### Teacher's Remarks:

*Uruguay shows some of the best indicators in the Latin-American region, achieving the top position in Latin America's ranking. Primary education is free and virtually universal, although secondary education is not in the same situation. Illiteracy rates in this country run by Tabaré Vázquez do not reach 2% of the population, the number of teachers is sufficient and textbooks are provided free. The challenges that he has to face are the corruption perception and the low civil society participation in education policies. Tabare has done really well and we are proud of him!*



Data Available: 100%

**2008**  
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2008

# Report Card



Name:	Hugo Chávez
Country:	Venezuela
Overall Mark:	72/100
Overall Grade:	B+
Overall Position:	12th
Position In Latin America:	4th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B+	43
Political Will	A-	12
Growth in Enrolments	B-	29
Quality Inputs	A-	27
Equal Opportunities	B+	26
Transparency and Accountability	D-	112

### Teacher's Remarks:

Venezuela presents some of the best indicators in Latin America. Primary education is free and is virtually universal. The number of teachers is enough and the numbers of illiterate people have decreased. Secondary education offer, however, remains low. The challenges that Hugo Chávez has to face are the considerable corruption perception and the low civil society participation in education policies.



Data Available: 100%







# 2008 *South and West Asia*

Country	Final Marks & Grades			
	Marks	Grade	Global Rank	Regional Rank
Sri Lanka	72	B+	12	1
Iran, Islamic Republic of	60	C+	27	2
India	50	C-	61	3
Maldives	47	C-	71	4
Bangladesh	46	C-	78	5
Nepal	41	C-	95	6
Pakistan	32	D+	123	7
Bhutan	29	D-	135	8
Afghanistan	23	D-	142	9



2008

# Report Card



Name:	Hamid Karzai
Country:	Afghanistan
Overall Mark:	23/100
Overall Grade:	D-
Overall Position:	142nd
Position In South & West Asia:	9th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D-	136
Political Will	F	131
Growth in Enrolments	A-	1
Quality Inputs	F	145
Equal Opportunities	F	149
Transparency and Accountability	D-	78

### Teacher's Remarks:

Karzai is a hard worker but he needs to catch up on all his subjects to pass. He has ensured a phenomenal increase in the primary enrolment rates in the country after more than 20 years of strife. He has put in place a plan that provides for both formal and complementary systems of education to accelerate the pace of reaching large numbers of out of school and illiterate children and young adults but he faces tremendous challenges, especially in mobilising and training a strong teaching force, providing adequate classrooms, textbooks and learning materials. Karzai should also learn from his other classmates in targeting the participation of girls and women who have been historically and systematically disenfranchised in education. Good work in cooperating with others to ensure feeding programmes for poor students, Karzai! But more creativity in finding ways to eliminate fees charged students is needed. I recommend extra homework.



Data Available: 79%

2008  
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2008

# Report Card



Name:	<i>Fakhruddin Ahmed (Chief Advisor)</i>
Country:	<i>Bangladesh</i>
Overall Mark:	<i>46/100</i>
Overall Grade:	<i>C-</i>
Overall Position:	<i>78th</i>
Position In South & West Asia:	<i>5th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>C-</i>	<i>112</i>
Political Will	<i>B-</i>	<i>29</i>
Growth in Enrolments	<i>C+</i>	<i>62</i>
Quality Inputs	<i>D-</i>	<i>105</i>
Equal Opportunities	<i>C+</i>	<i>67</i>
Transparency and Accountability	<i>D-</i>	<i>110</i>

### Teacher's Remarks:

*With still over 50% of children out of secondary school, eight out of ten without early childhood education, and over 50% of adults illiterate, Fakhruddin Ahmed has a long way to go. He has of course been paying more attention to his subjects, in fact his classmates should learn from his efforts at increasing girls participation in primary and secondary levels. He has also been seen to be working over-time on some of his school projects: paying attention to teacher training, developing the curriculum, improving teaching materials and textbooks to improve quality alongside expansion in education access. He needs to keep on this with increased spending per pupil and the elimination of all user charges in education. Ahmed needs to pull his socks up so that he can move closer to the top of the class.*



Data Available: 100%



2008

# Report Card



Name:	King Jigme Khesar Namgyal Wangchuck
Country:	Bhutan
Overall Mark:	29/100
Overall Grade:	D-
Overall Position:	135th
Position In South & West Asia:	8th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C+	90
Political Will	D+	105
Growth in Enrolments	F	149
Quality Inputs	F	135
Equal Opportunities	F	150
Transparency and Accountability	B-	4

### Teacher's Remarks:

King Wangchuck has not been submitting his papers so he is marked low. Based on the papers submitted, it appears that while he has been making attempts to pull up his marks, he needs to work more. He has initiated efforts to target girls, recruit female teachers and expand the number of schools and teachers in a country with a small but highly dispersed population. He has expanded the country's non formal education programme especially for young adults. But it is a long way to go to get passing marks. Schools still remain few and scattered with some children having to walk for several hours to get there. Classrooms and teachers are in short supply; many teachers are inadequately trained. King Wangchuk needs to work double time in making quality education accessible to all children and in decisively dealing with the very high levels of child labour in the country, one of the highest prevalence rates in the sub-region.



Data Available: 68%

2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



# 2008

# Report Card



Name:	Manmohan Singh (Prime Minister)
Country:	India
Overall Mark:	50/100
Overall Grade:	C-
Overall Position:	61st
Position In South & West Asia:	3rd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C+	87
Political Will	C+	33
Growth in Enrolments	B-	25
Quality Inputs	D+	90
Equal Opportunities	C+	60
Transparency and Accountability	D+	39

### Teacher's Remarks:

Manmohan still needs to work to his full potential. Access to primary education has improved considerably in India but drop out rates remain very high. While adult literacy rates have improved, nearly 40% of India's adult population remains illiterate. High marks for introducing an innovative education cess but Manmohan needs to pay heed that it is used for its intended purpose! Far more attention to education quality, Manmohan, to keep the next generation of Indian children especially girls in school. In policy statements, Manmohan needs to look beyond the year 2015.



Data Available: 100%

**2008**  
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2008

# Report Card



Name:	Mahmoud Ahmadinejad
Country:	Iran, Islamic Republic of
Overall Mark:	60/100
Overall Grade:	C+
Overall Position:	27th
Position In South & West Asia:	2nd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	B-	52
Political Will	C-	67
Growth in Enrolments	B+	14
Quality Inputs	B+	32
Equal Opportunities	B+	33
Transparency and Accountability	D-	78

### Teacher's Remarks:

Mahmoud is doing quite well compared to some of his regional neighbours, but his performance still leaves something to be desired. His achievements in both access to and quality of education risk being undermined by his lack of political will to make education free for all. He needs to pay more attention to this class and particularly improve his act where governance is concerned.



Data Available: 98%

2008  
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2008

# Report Card



Name:	<i>Maumoon Abdul Gayoom</i>
Country:	<i>Maldives</i>
Overall Mark:	<i>47/100</i>
Overall Grade:	<i>C-</i>
Overall Position:	<i>71st</i>
Position In South & West Asia:	<i>4th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B-</i>	<i>65</i>
Political Will	<i>D+</i>	<i>77</i>
Growth in Enrolments	<i>C-</i>	<i>91</i>
Quality Inputs	<i>B-</i>	<i>50</i>
Equal Opportunities	<i>C-</i>	<i>87</i>
Transparency and Accountability	<i>F</i>	<i>141</i>

### Teacher's Remarks:

*Maumoon was off to a good start with one of the highest marks in South Asia, but the tsunami in 2004 had caused massive destruction in the country with adverse impact on his class performance. Under the circumstances, he has picked up well on his subjects: pre-primary and secondary education had expanded although not to the extent preferred. Education quality needs improvement though - better classrooms, learning materials are needed and the curriculum needs to be enhanced. Teacher training needs to be scaled up as the country is highly dependent on expatriate teachers to meet their requirements. Maumoon needs to pay attention to bridging the wide divide in education attainment and access between the capital and the small islands where majority live. The difficulties of travel between the islands and the schools and the higher costs given these, discourage girls from attending secondary schools. More work on addressing over-all equity, Maumoon.*



Data Available: 87%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	Girija Prasad Koirala
Country:	Nepal
Overall Mark:	41/100
Overall Grade:	C-
Overall Position:	95th
Position In South & West Asia:	6th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C-	109
Political Will	D+	82
Growth in Enrolments	B-	20
Quality Inputs	E	115
Equal Opportunities	C-	80
Transparency and Accountability	D-	78

### Teacher's Remarks:

A very poor performance from Kiorala who has paid more attention to politics at the neglect of education. While the end of conflict has caused increased enrolments in schools, far more catching up is required. Nearly a third of Nepal's children are missing primary school; over half are missing secondary school; and over two-thirds of adults are illiterate. Moreover, the little access to education he offers is of poor quality and suffers from an acute lack of attention to girls' education. Pay more attention in class, Kiorala!



Data Available: 100%

2008  
GLOBAL CAMPAIGN FOR  
EDUCATION





2008

# Report Card



Name:	<i>Pervez Musharraf</i>
Country:	<i>Pakistan</i>
Overall Mark:	<i>32/100</i>
Overall Grade:	<i>D+</i>
Overall Position:	<i>123rd</i>
Position In South & West Asia:	<i>7th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>D+</i>	<i>118</i>
Political Will	<i>D-</i>	<i>119</i>
Growth in Enrolments	<i>D+</i>	<i>119</i>
Quality Inputs	<i>D+</i>	<i>95</i>
Equal Opportunities	<i>D+</i>	<i>110</i>
Transparency and Accountability	<i>D-</i>	<i>112</i>

### Teacher's Remarks:

*Consistently low scores across all subjects mean that Pervez Musharraf really hasn't got much to smile about. This is a great shame in a country that has one of the highest numbers of out-of-school children. Particularly discouraging is his low score for Political Will which suggests there isn't much hope of change in the near future. He needs to build free public education by investing much more of his substantial national wealth. It's not surprising to see a low score for governance, in light of recent suspension of political freedoms. In this important country, we really need to see signs of a brighter future for all.*



Data Available: 97%



2008

# Report Card



Name:	Mahinda Rajapaksa
Country:	Sri Lanka
Overall Mark:	72/100
Overall Grade:	B+
Overall Position:	12th
Position In South & West Asia:	1st

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	A-	8
Political Will	B+	21
Growth in Enrolments	C-	91
Quality Inputs	A-	30
Equal Opportunities	B+	23
Transparency and Accountability	D+	31

### Teacher's Remarks:

Rajapaksa's class leads in the South Asian region. Almost all primary age children are in school; access to secondary school is very good; adult literacy rates are high; and public basic education is completely free. His position as class topper is reinforced by other further measures such as the provision of free text books, uniforms, transportation subsidies, schools meals and scholarships for poor children. Primary and secondary enrolment rates have thus increased, leaving only 3% of primary school age unreached and at the current rate of increase, Sri Lanka is in a position to achieve EFA by 2015. Rajapaksa's classmates can also learn from the measures he has taken to address perceptions of corruption: with an information policy which allows free access to information about resource allocation and use, no government authority can deny information requested by civil society groups. Keep up the good work, Rajapaksa.



Data Available: 98%

2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



# 2008

# Sub-Saharan Africa

Country	Final Marks & Grades			
	Marks	Grade	Global Rank	Regional Rank
Mauritius	82	A-	1	1
Seychelles	76	B+	8	2
Botswana	53	C+	47	3
Kenya	53	C+	47	3
South Africa	52	C+	50	5
Lesotho	51	C+	56	6
Namibia	47	C-	71	7
Zambia	47	C-	71	7
Cape Verde	45	C-	81	9
Cameroon	44	C-	83	10
Madagascar	44	C-	83	10
Ghana	42	C-	90	12
Uganda	42	C-	90	12
Burundi	41	C-	95	14
Sao Tome and Principe	40	D+	100	15
Senegal	40	D+	100	15
Nigeria	39	D+	103	17
Ethiopia	38	D+	105	18
Gambia	38	D+	105	18
Côte d'Ivoire	36	D+	110	20
Guinea	36	D+	110	20
Malawi	35	D+	113	22

Country	Final Marks & Grades			
	Marks	Grade	Global Rank	Regional Rank
Rwanda	35	D+	113	22
Swaziland	35	D+	113	22
Benin	34	D+	116	25
Niger	33	D+	118	26
Togo	33	D+	118	26
Burkina Faso	32	D+	123	28
United Republic of Tanzania	32	D+	123	28
Comoros	31	D+	127	30
Mozambique	31	D+	127	30
Congo	30	D-	129	32
Gabon	30	D-	129	32
Mali	30	D-	129	32
Sierra Leone	30	D-	129	32
Zimbabwe	28	D-	136	36
Liberia	25	D-	140	37
Chad	24	D-	141	38
Angola	23	D-	142	39
Eritrea	20	E	145	40
Democratic Rep. of the Congo	15	E	148	41
Central African Republic	12	E	152	42
Guinea-Bissau	7	F	154	43
Somalia	3	F	155	44



2008

# Report Card



Name:	José Eduardo dos Santos
Country:	Angola
Overall Mark:	23/100
Overall Grade:	D-
Overall Position:	142nd
Position In Africa:	39th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D+	122
Political Will	F	131
Growth in Enrolments	C-	91
Quality Inputs	E	130
Equal Opportunities	D+	101
Transparency and Accountability	D-	115

### Teacher's Remarks:

*It's difficult to know how well José is doing because he hasn't submitted homework in so many subjects. What is sure is that he certainly has room for improvement in terms of primary and adult education. Nearly one out of four children do not complete primary school and one third of all adults are left without any basic literacy skills. Providing free textbooks would be a good start to turn things round but he should also try allocating more resources, better governance and fighting against rampant corruption. For the moment families are having a hard time trying to pay the hidden school costs, while some of José's friends appear to be wasting time and resources instead of investing in teachers. Much more effort needed!*



Data Available: 68%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	Yayi Boni
Country:	Benin
Overall Mark:	34/100
Overall Grade:	D+
Overall Position:	116th
Position In Africa:	25th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D-	133
Political Will	D+	95
Growth in Enrolments	B-	20
Quality Inputs	E	115
Equal Opportunities	D-	121
Transparency and Accountability	D-	68

### Teacher's Remarks:

*Yiyi has been showing some good potential for improvement through the strong rise of access to primary education, but there is still a very long way to go before he can hope to leave the back of the class on many subjects. Particularly worrying is his extremely poor achievements on the issue of gender parity, and this is unfortunately true both at primary and secondary level. Giving incentives to help access to pre-primary and primary education is a step in the right direction but it will hardly be enough to put him back on the right track. We suggest he also considers providing the proper resources to fund teachers who are currently insufficiently trained. For this, he will need extra help from his richer classmates - which we hope will come now he has joined the FTI club, but the experience of others has been patchy.*



Data Available: 100%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	<i>Festus Mogae</i>
Country:	<i>Botswana</i>
Overall Mark:	<i>53/100</i>
Overall Grade:	<i>C+</i>
Overall Position:	<i>47th</i>
Position In Africa:	<i>3rd</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>C+</i>	<i>80</i>
Political Will	<i>C-</i>	<i>34</i>
Growth in Enrolments	<i>D+</i>	<i>125</i>
Quality Inputs	<i>B+</i>	<i>42</i>
Equal Opportunities	<i>C+</i>	<i>70</i>
Transparency and Accountability	<i>B-</i>	<i>6</i>

### Teacher's Remarks:

*Third in his regional set and in the top 50 overall, Festus is an inspiring example for the rest of his class, showing how no EFA subjects should be neglected if the 2015 objectives are to be achieved. With less than 20% illiteracy, good results in gender parity both at primary and secondary level, and less than 15 pupils per primary class on average, he certainly has a lot going for him. He also deserves credit for the fact that he has been elected to the enviable position of least corrupt member of his region. If he can just keep an eye on this new recent and annoying decline in primary education growth - and ensure his investments don't slip - we should be able to congratulate him the day he reaches the long awaited universal primary education goal.*



Data Available: 96%

**2008**  
 GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	Blaise Compaoré
Country:	Burkina Faso
Overall Mark:	32/100
Overall Grade:	D+
Overall Position:	123rd
Position In Africa:	28th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	E	143
Political Will	C-	69
Growth in Enrolments	B-	50
Quality Inputs	E	114
Equal Opportunities	E	139
Transparency and Accountability	D+	43

### Teacher's Remarks:

*I'm trying my best to find some positive things to say about Blaise's achievements but he is still tending towards the back of the class in a number of subjects. With a handful of pre-primary facilities open to only the richest urban few, educational life takes a very bad start. Sure, he has proven to be capable of making considerable progress in levels of government expenditures in education with direct impacts in terms of primary school enrolments but almost one out of two kids never even reach the last level. Adults are even worse off, with more than two thirds of them still illiterate. He could have made more progress if he got the support promised when he joined the Fast Track Initiative in 2002. Let's hope this changes so that he can realise his potential in 2008!*



Data Available: 99%



2008

# Report Card



Name:	<i>Pierre Nkurunziza</i>
Country:	<i>Burundi</i>
Overall Mark:	<i>41/100</i>
Overall Grade:	<i>C-</i>
Overall Position:	<i>95th</i>
Position In Africa:	<i>14th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>D-</i>	<i>131</i>
Political Will	<i>B-</i>	<i>27</i>
Growth in Enrolments	<i>B+</i>	<i>11</i>
Quality Inputs	<i>E</i>	<i>123</i>
Equal Opportunities	<i>E</i>	<i>139</i>
Transparency and Accountability	<i>D-</i>	<i>91</i>

### Teacher's Remarks:

*Pierre is trying hard to make improvements, but from pre-primary to secondary, his scores in terms of access and completion are far from making the grade at the global level. On the positive side for all those out of school his non-formal education appears in better shape than average and he has been able to show major gains in terms of enrolment growth since 2000. If he can stick to his commitment to get rid of fees in reality as well as in political commitments, it will lead to further improvements in primary enrolment. Better communication and exchange with the civil society might provide a few ideas on how to face the challenges and put Pierre in the race for the regional top ten. Some help from his richer classmates through the Fast Track Initiative would go a long way here.*



Data Available: 100%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**





2008

# Report Card



Name:	Paul Biya
Country:	Cameroon
Overall Mark:	44/100
Overall Grade:	C-
Overall Position:	83rd
Position In Africa:	10th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C+	79
Political Will	D+	105
Growth in Enrolments	A-	2
Quality Inputs	E	119
Equal Opportunities	C-	92
Transparency and Accountability	D-	99

### Teacher's Remarks:

*If it wasn't for the general corruption and lack of civil society participation which Paul seems to tolerate, he could be doing quite well. He has impressive marks for growth in enrolments and some decent scores in other subjects. Higher government spending on education is a must, however, as no success will come without putting more resources into schools which includes drastically raising the level of his teacher training programs. I hope his decent performance isn't undermined by his lack of commitment to quality which could jeopardise his place in the top ten as others improve.*



Data Available: 100%

2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	<i>Pedro Pires</i>
Country:	<i>Cape Verde</i>
Overall Mark:	<i>45/100</i>
Overall Grade:	<i>C-</i>
Overall Position:	<i>81st</i>
Position In Africa:	<i>9th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>B-</i>	<i>55</i>
Political Will	<i>C-</i>	<i>59</i>
Growth in Enrolments	<i>D+</i>	<i>127</i>
Quality Inputs	<i>C-</i>	<i>75</i>
Equal Opportunities	<i>C+</i>	<i>63</i>
Transparency and Accountability	<i>F</i>	<i>135</i>

### Teacher's Remarks:

*Pedro's educational achievements have some strengths but lack consistency. On the one hand he's doing comparatively very well in terms of access to the pre-primary level. Thanks to an important increase in government spending he's also pretty good at bringing in a fairer share of girls into the secondary and creating a reasonable good classroom environment. On the other hand it is worrying that he shows a negative growth rate for primary education. Some affirmative action like lifting school fees and installing financial incentives would certainly help with this - and enable him to secure his place in the regional top 10.*



Data Available: 90%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



# 2008

# Report Card



Name:	<i>François Bozizé</i>
Country:	<i>Central African Republic</i>
Overall Mark:	<i>12/100</i>
Overall Grade:	<i>E</i>
Overall Position:	<i>152nd</i>
Position In Africa:	<i>42nd</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>E</i>	<i>141</i>
Political Will	<i>F</i>	<i>131</i>
Growth in Enrolments	<i>E</i>	<i>144</i>
Quality Inputs	<i>F</i>	<i>140</i>
Equal Opportunities	<i>E</i>	<i>145</i>
Transparency and Accountability	<i>D-</i>	<i>99</i>

### Teacher's Remarks:

*Unfortunately François is a real under-achiever and he is languishing at the very bottom of the regional and global class. From the very early ages to adult life, there is no school subject where he is succeeding. Pre-primary access is pretty much non-existent, more than 50% of children never have the chance to complete primary level, and less than 20% reach secondary. For those outside the system, including more than 50% of the population which is still illiterate, the very low quality of the non formal education system only makes things worse. Strong measures are urgently needed, and he could start with a proper programme for the large number of teachers not provided with proper training. Has the fact that he has received the dubious "least civil society friendly award" anything to do with all this? A disappointing result.*



Data Available: 75%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	<i>Idriss Déby</i>
Country:	<i>Chad</i>
Overall Mark:	<i>24/100</i>
Overall Grade:	<i>D-</i>
Overall Position:	<i>1415<sup>th</sup></i>
Position In Africa:	<i>38<sup>th</sup></i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>E</i>	<i>148</i>
Political Will	<i>D-</i>	<i>123</i>
Growth in Enrolments	<i>B-</i>	<i>29</i>
Quality Inputs	<i>F</i>	<i>145</i>
Equal Opportunities	<i>E</i>	<i>143</i>
Transparency and Accountability	<i>D-</i>	<i>115</i>

### Teacher's Remarks:

*Idriss is close to the bottom of the regional set and very low down the global scale. He has managed the unsavoury feat of being the worst achiever in pre-primary education, with a record figure of less than 1% access. His primary and secondary access and completion scores are among the very lowest, and compounded by the fact that more than two-thirds of the adult population is illiterate. His problem with girls does nothing to help his image: how could it when he is also known for one of the lowest girl enrolment rates at secondary level of the whole sub-Saharan region? He has made some effort at primary level but still lags so far behind that a real shake-up of his attitudes is needed - starting with his approach to governance!*



Data Available: 98%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	Ahmed Abdallah-Sambi
Country:	Comoros
Overall Mark:	31/100
Overall Grade:	D+
Overall Position:	127th
Position In Africa:	30th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	E	143
Political Will	C-	34
Growth in Enrolments	C+	59
Quality Inputs	F	135
Equal Opportunities	D+	105
Transparency and Accountability	F	135

### Teacher's Remarks:

*Of course it isn't easy to live through an unsettling divorce, and I'm sure the current tense inter-island relations don't help to create a favourable educational environment. But Ahmed can't blame it all on others when his own political will to change and improve the bleak education situation is so unsatisfactory. Apart from the very low access to non-formal education these last years have shown a strong negative trend in primary completion which is taking him away from UPE. Please try and find your way back in the right direction, Ahmed!*



Data Available: 81%

2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	Denis Sassou-Nguesso
Country:	Congo
Overall Mark:	30/100
Overall Grade:	D-
Overall Position:	129th
Position In Africa:	32nd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	E	143
Political Will	E	130
Growth in Enrolments	B+	8
Quality Inputs	E	115
Equal Opportunities	D+	101
Transparency and Accountability	D-	91

### Teacher's Remarks:

Even though Denis has made some small quantitative progress in the field of primary education, this is completely overshadowed by the fact that more than half of the children never get there or don't stay long enough to complete this level. Increasing the present low level of funding would be one main way to change things in this domain, especially for teacher training where he been identified as one of the worst performers in his regional set. Try a bit of courageous action in taking better care of the way things are run - more transparency won't hurt.



Data Available: 93%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	Laurent Gbagbo
Country:	Côte d'Ivoire
Overall Mark:	36/100
Overall Grade:	D+
Overall Position:	110th
Position In Africa:	20th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D-	125
Political Will	C-	34
Growth in Enrolments	C+	76
Quality Inputs	D-	110
Equal Opportunities	D-	122
Transparency and Accountability	D-	99

### Teacher's Remarks:

Laurent really isn't doing too well, with the conflict at home being severely counter-productive for education. The best to be said is that he is giving more children the chance to go to school, and spending a decent amount on education. But that's about as far as the positive news goes. Not only does he show the usual ugly combination of less than 50% primary completion rate and less than 20% secondary access but the situation outside the formal school system seems to be in a very worrying state. Very few people get access to literacy classes, and their quality appears comparatively low. One can only hope that peace and good governance will put Laurent back on the road to education for all. It will certainly help when it comes to rebuilding the nation.



Data Available: 100%



2008

# Report Card



Name:	Joseph Kabila
Country:	Democratic Rep. of the Congo
Overall Mark:	15/100
Overall Grade:	E
Overall Position:	148th
Position In Africa:	41st

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	E	143
Political Will	F	131
Growth in Enrolments	C-	111
Quality Inputs	F	140
Equal Opportunities	D-	128
Transparency and Accountability	E	123

### Teacher's Remarks:

*How can we seriously evaluate Joseph's potential when most of the necessary information needed to evaluate his performance is missing? Sadly we can tell that he's one of the worst achievers on access to basic education in general and doing very badly on the gender side in particular. We also see that his teachers are underpaid and under-trained, but that's about all we can really say in this conflict context. If Joseph wants to make a new start next year, he'll have to pull his socks up and show a bit more leadership - especially where governance is concerned! It's really not surprising that he is among the stragglers both regionally and globally.*



Data Available: 71%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**





2008

# Report Card



Name:	Isaias Afewerki
Country:	Eritrea
Overall Mark:	20/100
Overall Grade:	E
Overall Position:	145th
Position In Africa:	40th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	E	142
Political Will	F	131
Growth in Enrolments	B-	40
Quality Inputs	E	126
Equal Opportunities	E	147
Transparency and Accountability	D-	73

### Teacher's Remarks:

Although information is scarce, Isias' school profile doesn't look very good from what we know. While it has to be said that he has shown capacity to make some progress in the field of primary education in the recent past, his results show a negative trend in the primary completion rate. This must stop. He must try spending much more money on the sector to be able to afford the luxury of reducing the present high pupil:teacher ratio. It does wonders to keep children in school. This is a shameful performance for a new nation that needs education to underpin its development.



Data Available: 80%



2008

# Report Card



Name:	Meles Zenawi
Country:	Ethiopia
Overall Mark:	38/100
Overall Grade:	D+
Overall Position:	105th
Position In Africa:	18th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D-	125
Political Will	C-	67
Growth in Enrolments	B+	5
Quality Inputs	D-	112
Equal Opportunities	E	137
Transparency and Accountability	D-	99

### Teacher's Remarks:

*Of course, Meles' efforts to achieve strong growth in the number of children who go to primary is a very good thing, and the incentive policy he adopted most probably helped. But this isn't that great an achievement if more than 50% never make it to the end of that level. One way to solve his problem would be to take urgent measures aiming at reducing the number of children per class. The current ratio of more than 50 to 1 makes a high drop out level unsurprising. And by the way, respecting teachers' rights and trade union participation does have a way of positively impacting on education quality issues. Teachers are part of the solution - not the problem, Meles! He'll need their help to get into the top half of the class, and to pull up the overall score at global level, given his high population. Strong encouragement from richer classmates might be needed.*



Data Available: 100%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	<i>El Hadj Omar Bongo Ondimba</i>
Country:	<i>Gabon</i>
Overall Mark:	<i>30/100</i>
Overall Grade:	<i>D-</i>
Overall Position:	<i>129th</i>
Position In Africa:	<i>32nd</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>C-</i>	<i>101</i>
Political Will	<i>F</i>	<i>131</i>
Growth in Enrolments	<i>C-</i>	<i>89</i>
Quality Inputs	<i>D+</i>	<i>88</i>
Equal Opportunities	<i>D-</i>	<i>119</i>
Transparency and Accountability	<i>D-</i>	<i>68</i>

### Teacher's Remarks:

*Omar should be doing a whole lot better on all educational aspects. With so much wealth and resources at his disposal, his present scores are totally unacceptable. Other than a complete lack of political will, how otherwise could he explain his incapacity to provide quality education access to a wider range of children? Even though he has an acceptable level of gender primary completion parity in schools, the inequity of his system which strongly neglects the rural population is quite shocking. He really rather deserves his poor place in the regional and global rankings.*



Data Available: 82%



2008

# Report Card



Name:	Yahya Jammeh
Country:	Gambia
Overall Mark:	38/100
Overall Grade:	D+
Overall Position:	105th
Position In Africa:	18th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D+	123
Political Will	C-	54
Growth in Enrolments	B-	44
Quality Inputs	D-	108
Equal Opportunities	D-	117
Transparency and Accountability	D-	64

### Teacher's Remarks:

Compared to most of his West African classmates Yahya manages to make a good impression in spite of some weaknesses. Of course, he's not yet getting top marks in any specific subject but he does manage to come up with some positive surprises, like a relatively good attitude towards girls' education, free textbooks for kids and a remarkably good working relation with civil society. This has helped get him into the top of his regional class. His major problem is literacy however, and it is going to take a lot of will and resources if he wants to get rid of this shameful situation of having 2 out of 3 adults deprived of basic reading and writing skills. His membership of the Fast Track Initiative since 2003 has only shown partial results - perhaps because they're not focusing on the whole EFA agenda.



Data Available: 94%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



Name:	John Kufuor
Country:	Ghana
Overall Mark:	42/100
Overall Grade:	C-
Overall Position:	90th
Position In Africa:	12th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D+	113
Political Will	C-	34
Growth in Enrolments	C-	96
Quality Inputs	D+	90
Equal Opportunities	D+	99
Transparency and Accountability	D+	39

#### Teacher's Remarks:

John's scores relating to basic education are above the standard for his region, reflecting his strong effort in recent years. He even scored quite well in the area of gender parity, particularly in the field of girls' enrolment in secondary schools. But more worryingly a recent tendency is negatively affecting his education profile, with a downward trend of the number of children completing the primary cycle and poor performances in exams. Strong affirmative action will need to be taken quickly if he wants to get back on track with the EFA programme. His relatively high spending and the support he's been getting through the Fast-Track Initiative should help with this - as long as it continues to be strong and predictable. Let's see him in the top half of the global rankings next year!



Data Available: 99%



2008

# Report Card



Name:	Lansana Conté
Country:	Guinea
Overall Mark:	36/100
Overall Grade:	D+
Overall Position:	110th
Position In Africa:	20th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D-	129
Political Will	C-	34
Growth in Enrolments	B+	15
Quality Inputs	E	129
Equal Opportunities	D-	122
Transparency and Accountability	E	125

### Teacher's Remarks:

Like many of his neighbours, Lansana is doing badly on most counts related to basic education indicators. His unfortunate habit of keeping more than two thirds of his population illiterate is compounded by disrespect towards trade unions in general and teachers' organisations in particular. The cherry on this unsavoury cake: he has the highest corruption level in the region. He might object by saying that he has made important efforts to facilitate access to primary education, and it is true that strong growth has indeed occurred in the number of children going to primary school. Because of the recent heavy climb of his dropout rate however, the total effect is that he's getting further away from universal primary completion. He won't graduate in 2015 at this rate!



Data Available: 98%

2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	Joao Bernardo Vieira
Country:	Guinea-Bissau
Overall Mark:	7/100
Overall Grade:	F
Overall Position:	154th
Position In Africa:	43rd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	F	151
Political Will	F	131
Growth in Enrolments	E	142
Quality Inputs	F	139
Equal Opportunities	F	151
Transparency and Accountability	F	135

### Teacher's Remarks:

*As a firm member of the lowest achievers' club for the region and the world, it's hard to find anything positive to say about Joao. When it comes to the field of combating illiteracy, access to non-formal education is not only very low, but the existing services themselves are of a very bad quality. On the primary education front, the worst characteristic is the stunning figure of more than 60% of children who never make it to the last class of this level. This means that unless he makes drastic changes in his present education policy and programs, there will never be much prospect of improvement even at the primary level.*



Data Available: 62%



2008

# Report Card



Name:	Mwai Kibaki
Country:	Kenya
Overall Mark:	53/100
Overall Grade:	C+
Overall Position:	47th
Position In Africa:	3rd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C-	93
Political Will	B+	18
Growth in Enrolments	C+	62
Quality Inputs	C-	75
Equal Opportunities	C-	92
Transparency and Accountability	D-	115

### Teacher's Remarks:

*In the midst of a difficult regional context, Mwai's efforts towards promoting access to basic education are noteworthy and encouraging, putting him joint third in the regional class and in the top fifty overall. The move to increase levels of public spending in education is particularly remarkable, with almost one third of total government spending dedicated to this sector of which a large portion is earmarked for primary education. And the results of this courageous policy are paying off. Universal primary education is within his reach, if this commitment is maintained. Things would be looking even brighter and progress would be swifter however, if he could also deal with the rampant corruption, which could undermine his political will and the the support he enjoys through the Fast Track Initiative.*



Data Available: 99%

2008  
GLOBAL CAMPAIGN FOR  
EDUCATION





2008

# Report Card



Name:	<i>Pakalitha Mosisili</i>
Country:	<i>Lesotho</i>
Overall Mark:	<i>51/100</i>
Overall Grade:	<i>C+</i>
Overall Position:	<i>56th</i>
Position In Africa:	<i>6th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>C-</i>	<i>99</i>
Political Will	<i>B+</i>	<i>18</i>
Growth in Enrolments	<i>B+</i>	<i>15</i>
Quality Inputs	<i>D-</i>	<i>103</i>
Equal Opportunities	<i>D+</i>	<i>110</i>
Transparency and Accountability	<i>D-</i>	<i>57</i>

### Teacher's Remarks:

*Sixth in his regional class and faring well in the international table, Pakalitha has shown his capacity to improve the educational environment through strong political action. Heavy government spending in the education sector can be seen as one of the main factors for this success, and he is also doing very well in the field of non-formal education, with an illiteracy rate of less than 20%. Also quite outstanding is his record with girls, as witnessed by the good level of parity in his primary completion rate and comparatively honorable achievements for access at secondary level. With some significant additional encouragements like giving out free textbooks, his efforts will undeniably take him even further towards the top.*



Data Available: 99%



2008

# Report Card



Name:	Ellen Johnson-Sirleaf
Country:	Liberia
Overall Mark:	25/100
Overall Grade:	D-
Overall Position:	140th
Position In Africa:	37th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D-	137
Political Will	C-	62
Growth in Enrolments	F	147
Quality Inputs	F	138
Equal Opportunities	D-	128
Transparency and Accountability	D-	73

### Teacher's Remarks:

The conflict heritage has certainly weighed very heavily on Ellen's discouraging position in the global class. The fact that the highest percentage (almost 62%) of children never even make it through to the end of their primary class and the poor performance in primary enrolment are two particularly worrying issues. The shortage of recent data and statistics makes it difficult to make a reliable diagnosis of the present policy to get her back into the education race. Ellen's recent abolition of user fees, for example, has not yet shown up here. Some hope can be found from the positive attitude she seems to be taking with the civil society organisations and by her strong personal commitment to education. Despite poor results, there is clearly potential for this student but she urgently needs support from the international community, through the Fast Track Initiative if they pull their socks up!



Data Available: 77%

2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



# 2008

# Report Card

Name:	Marc Ravalomanana
Country:	Madagascar
Overall Mark:	44/100
Overall Grade:	C-
Overall Position:	83rd
Position In Africa:	10th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D+	117
Political Will	B+	18
Growth in Enrolments	C+	66
Quality Inputs	E	123
Equal Opportunities	E	139
Transparency and Accountability	D+	39

### Teacher's Remarks:

Marc's results are very encouraging and direct rewards for his positive educational policies. Thanks to generous government spending in education of which close to 50% goes to primary, he is on track to make it to graduation with honours in UPE. The 50% share of girls in secondary education is also a very commendable sign, which compares very well in the regional context. He shouldn't forget the issue of illiteracy though, 40% of his adults are still suffering with this disadvantage making this an important goal for him to pursue in the framework of education for all. On-going support through the Fast-Track Initiative for ALL aspects of education could be crucial here.



Data Available: 94%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	Bingu wa Mutharika
Country:	Malawi
Overall Mark:	35/100
Overall Grade:	D+
Overall Position:	113th
Position In Africa:	22nd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D-	125
Political Will	C+	32
Growth in Enrolments	E	144
Quality Inputs	F	132
Equal Opportunities	B-	35
Transparency and Accountability	D+	43

### Teacher's Remarks:

Not only are Bingu's general results on many subjects quite bad, but in terms of access to basic education things seem to be getting even worse. His record on early childhood education is appalling with almost no pre-primary services existing for anyone outside the privileged few. Bingu's gender parity index is still extremely low and his dropout ratio which figures amongst the highest in the region. Although several years ago he boosted primary enrolment by getting rid of fees, he hasn't consolidated this and his relatively low levels of education expenditure doesn't help. If it wasn't for small signs of goodwill, like his policy of incentives, the level of training given to his teachers and his good conduct with civil society participation, his prospects would be most worrying.



Data Available: 88%

2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	<i>Amadou Toumani Touré</i>
Country:	<i>Mali</i>
Overall Mark:	<i>30/100</i>
Overall Grade:	<i>D-</i>
Overall Position:	<i>129th</i>
Position In Africa:	<i>32nd</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>D-</i>	<i>138</i>
Political Will	<i>D+</i>	<i>82</i>
Growth in Enrolments	<i>C+</i>	<i>53</i>
Quality Inputs	<i>F</i>	<i>135</i>
Equal Opportunities	<i>D-</i>	<i>133</i>
Transparency and Accountability	<i>D-</i>	<i>68</i>

### Teacher's Remarks:

*Amadou will stay towards the bottom of the regional and global classes if urgent action isn't taken in favor of education policies that will address his two major weak points: parity and literacy. His gender development index is so low it's embarrassing and he holds the dubious privilege of the highest illiteracy rate in the region - around 81% of adults. With these worries at the forefront, the extremely low level of access to pre-primary education goes almost unnoticed. The strong growth of his scores at primary level are definitely encouraging signs, but still allow room for improvement. He needs to get more aid through the Fast Track Initiative - but would do well to increase his own expenditure on education too.*



Data Available: 95%



2008

# Report Card



Name:	<i>Navinchandra Ramgoolam</i>
Country:	<i>Mauritius</i>
Overall Mark:	<i>82/100</i>
Overall Grade:	<i>A-</i>
Overall Position:	<i>1st</i>
Position In Africa:	<i>1st</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>A-</i>	<i>11</i>
Political Will	<i>A-</i>	<i>10</i>
Growth in Enrolments	<i>B+</i>	<i>11</i>
Quality Inputs	<i>A+</i>	<i>5</i>
Equal Opportunities	<i>B+</i>	<i>22</i>
Transparency and Accountability	<i>C+</i>	<i>7</i>

### Teacher's Remarks:

*Congratulations to Navin, he's top of the whole class! His scores compare favorably with international standards: very good early education coverage, high primary and secondary completion rates, and less than 20% illiteracy among adults. The gender issue is particularly well managed with excellent enrolment rates for girls in secondary schools and the prize of having won the highest gender development index for the region. Thanks to his continued efforts and with the help of a highly qualified teaching force, he is getting close to reaching UPE. Good work!*



Data Available: 100%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	<i>Amando Guebuza</i>
Country:	<i>Mozambique</i>
Overall Mark:	<i>31/100</i>
Overall Grade:	<i>D+</i>
Overall Position:	<i>127th</i>
Position In Africa:	<i>30th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>F</i>	<i>152</i>
Political Will	<i>C-</i>	<i>52</i>
Growth in Enrolments	<i>B-</i>	<i>25</i>
Quality Inputs	<i>E</i>	<i>123</i>
Equal Opportunities	<i>E</i>	<i>135</i>
Transparency and Accountability	<i>D-</i>	<i>57</i>

### Teacher's Remarks:

*Amando tries hard with a relatively high expenditure on education but his efforts aren't yet showing the desired results, perhaps because he has such a long way to climb after a history of conflict. Despite efforts to increase enrolments, the future for primary-aged children is very insecure, due to a very low completion ratio. Secondary schooling is out of reach for 93% of the population. Illiteracy is also a major concern for over two-thirds of the adult population. More encouraging is the strong growth in the primary access level and the related generous share of the education budget devoted to this sector. Amado could use some help from his better-off classmates in Europe and North America here - he has been waiting since 2002 when he joined the Fast Track Initiative!*



Data Available: 85%



2008

# Report Card



Name:	<i>Hifikepunye Pohamba</i>
Country:	<i>Namibia</i>
Overall Mark:	<i>47/100</i>
Overall Grade:	<i>C-</i>
Overall Position:	<i>71st</i>
Position In Africa:	<i>7th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>C+</i>	<i>87</i>
Political Will	<i>C-</i>	<i>34</i>
Growth in Enrolments	<i>D+</i>	<i>112</i>
Quality Inputs	<i>C-</i>	<i>74</i>
Equal Opportunities	<i>C-</i>	<i>80</i>
Transparency and Accountability	<i>D+</i>	<i>20</i>

### Teacher's Remarks:

*Hifikepunye has been towards the top of the regional class for quite some time and has concrete achievements to prove it. He has high scores in the field of literacy and schools are more open to girls in terms of enrolment and completion than most on the continent. And let us not forget his strong teaching potential credited to a comparatively high professional standard of training. But maybe he's been sleeping in class lately because the recent signals coming from the primary system are worrying. Both enrolment and completion levels are falling, and that is an obvious indication of something gone sour. Please wake up and change this trend, Hifikepunye!*



Data Available: 99%

**2008**  
 GLOBAL CAMPAIGN FOR  
**EDUCATION**





# 2008

# Report Card



Name:	Tandja Mamadou
Country:	Niger
Overall Mark:	33/100
Overall Grade:	D+
Overall Position:	118th
Position In Africa:	26th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	E	147
Political Will	C-	62
Growth in Enrolments	B-	25
Quality Inputs	E	119
Equal Opportunities	E	137
Transparency and Accountability	D-	73

### Teacher's Remarks:

Tandja's card is not an encouraging sight. More than two thirds of the adult population is illiterate. Pre-primary is almost non-existent, and a near record breaking 92.3% miss out on any secondary education. He is trying to do something about this situation with some constructive action - spending a good portion of the budget on education, funding things like free textbooks, incentives and teacher training. This has brought positive results as demonstrated by the very strong growth of primary enrolment figures. And he may get more inspiration following his very good move towards civil society in the recent rewarding fight against corruption. Tandja has been let down badly by his richer classmates in OECD countries, who promised to help fund his work if he made more effort following his joining the Fast Track Initiative in 2002. He really needs this promised support if he is to make the progress we all want him to.



Data Available: 100%



2008

# Report Card



Name:	Umaru Yar'Adua
Country:	Nigeria
Overall Mark:	39/100
Overall Grade:	D+
Overall Position:	103rd
Position In Africa:	17th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D+	119
Political Will	C+	30
Growth in Enrolments	C+	70
Quality Inputs	E	126
Equal Opportunities	D+	113
Transparency and Accountability	D-	112

### Teacher's Remarks:

Considering Umaru's demographic weight and resources, he is not fulfilling his potential. Scores in all subjects aren't that bad if compared with his neighbours, but they're not good either. What is certain is that he will need to put a lot more resources into education than what is being spent right now, in order to ensure that the relative increase of his primary enrolment figures doesn't come at the expense of quality. Of course the federal state system isn't always very easy to administer and coordinate, but he certainly could start with throwing away the rotten apples in his basket. With such a large number of children out of school, we really need him to do better to pull the whole class up.



Data Available: 98%

2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	Paul Kagame
Country:	Rwanda
Overall Mark:	35/100
Overall Grade:	D+
Overall Position:	113th
Position In Africa:	22nd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D-	133
Political Will	C+	30
Growth in Enrolments	C+	66
Quality Inputs	E	130
Equal Opportunities	D-	128
Transparency and Accountability	D-	99

### Teacher's Remarks:

The initial impression of Paul's card is a bit bleak. From early childhood all the way to secondary schooling his scores put him towards the back of the class. Extremely selective access to pre-primary, low primary completion and over 85% exclusion from any secondary education opportunity are just some of the worrying characteristics. Gender inequity also appears as one of his traits, as witnessed by the lower than 10% female enrolment figure in secondary. He is making progress at primary level, with a strong growth rate here. He really needs to increase the budget share for education overall if he wants to make progress. This will also encourage donors to come forward with more money through the Fast Track Initiative - perhaps for these neglected sectors.



Data Available: 99%



2008

# Report Card



Name:	<i>Fradigue de Menezes</i>
Country:	<i>Sao Tome and Principe</i>
Overall Mark:	<i>40/100</i>
Overall Grade:	<i>D+</i>
Overall Position:	<i>100th</i>
Position In Africa:	<i>15th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>C+</i>	<i>90</i>
Political Will	<i>C-</i>	<i>34</i>
Growth in Enrolments	<i>B-</i>	<i>29</i>
Quality Inputs	<i>E</i>	<i>126</i>
Equal Opportunities	<i>E</i>	<i>134</i>
Transparency and Accountability	<i>F</i>	<i>135</i>

### Teacher's Remarks:

*It's a shame that Fradigue is so poor at handing in homework as the information we do have suggests he is performing well. On a regional comparative scale his overall performances in terms of access to basic education are honourable. He is even commendable when it comes to scores in the field of gender parity both at primary and secondary levels. His political commitment towards developing genuinely free admission to primary education is also paying off in terms of access, which is growing quite steadily. Watch out for not compromising chances by disregarding quality, his dropout ratio can certainly be improved. But good work Fradigue!*



Data Available: 70%

**2008**  
 GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	<i>Abdoulaye Wade</i>
Country:	<i>Senegal</i>
Overall Mark:	<i>40/100</i>
Overall Grade:	<i>D+</i>
Overall Position:	<i>100th</i>
Position In Africa:	<i>15th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>D-</i>	<i>131</i>
Political Will	<i>C-</i>	<i>54</i>
Growth in Enrolments	<i>B+</i>	<i>10</i>
Quality Inputs	<i>D-</i>	<i>98</i>
Equal Opportunities	<i>D-</i>	<i>128</i>
Transparency and Accountability	<i>D+</i>	<i>43</i>

### Teacher's Remarks:

*Abdoulaye has the potential to do well, with strong increases in primary enrolment for both boys and girls over the last five years. But he certainly should be doing much better in secondary education for example, to which close to 85% of the children are denied access. His strong increase in access to primary could also be compromised by the high number of children who drop out of school without completing the primary cycle. He is setting a good example for the region by devoting a good share of his budget to education, that is what it will cost to raise the school quality standards. Maybe his membership of the Fast Track Initiative will help as long as he doesn't give in to pressure to stop training teachers!*



Data Available: 99%



2008

# Report Card



Name:	James Michel
Country:	Seychelles
Overall Mark:	76/100
Overall Grade:	B+
Overall Position:	8th
Position In Africa:	2nd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	A+	1
Political Will	A-	12
Growth in Enrolments	C-	89
Quality Inputs	A-	11
Equal Opportunities	C+	53
Transparency and Accountability	D+	27

### Teacher's Remarks:

Very hard to find anything going wrong in what, from the African continental perspective, looks like something close to educational paradise island. James' collection of regional gold medals means that he thoroughly deserves his number two seat in the regional class: best enrolment rate in pre-primary, highest primary completion rate, less than 3% children out of secondary, highest literacy level and best girl enrolment ratio in secondary level. The only uncertainty is whether or not he has already reached Universal Primary Education, but generally James is worthy of his place in the global top ten.



Data Available: 94%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	Ernest Bai Koroma
Country:	Sierra Leone
Overall Mark:	30/100
Overall Grade:	D-
Overall Position:	129th
Position In Africa:	32nd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D-	129
Political Will	B-	25
Growth in Enrolments	F	149
Quality Inputs	F	140
Equal Opportunities	D-	126
Transparency and Accountability	D-	99

### Teacher's Remarks:

The legacy of past conflicts has brought a heavy toll on the educational environment. Data concerning Ernest's educational profile is very hard to come by, but what we do know isn't very encouraging. Access to pre-primary is extremely low, and the very bad scores in the battle against gender discrimination place him at the very bottom of his regional set. It is difficult to judge him on his primary record. Resources to the sector are increasing, and as a result access appears to be high but the completion rate is low. Major efforts must therefore be made to improve quality schooling through better teacher training but this also includes facilitating a better political environment through participation with civil society and a strong push towards good governance. Perhaps help from richer peers will pull him up rapidly now that he has joined the FTI club! His relatively good score on political will is a more positive sign for the future.



Data Available: 84%

**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**



2008

# Report Card



Name:	<i>Abdullahi Yusuf Ahmed</i>
Country:	<i>Somalia</i>
Overall Mark:	<i>3/100</i>
Overall Grade:	<i>F</i>
Overall Position:	<i>155th</i>
Position In Africa:	<i>44th</i>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	<i>F</i>	<i>153</i>
Political Will	<i>F</i>	<i>131</i>
Growth in Enrolments	<i>F</i>	<i>149</i>
Quality Inputs	<i>F</i>	<i>148</i>
Equal Opportunities	<i>F</i>	<i>153</i>
Transparency and Accountability	<i>D-</i>	<i>115</i>

### Teacher's Remarks:

*This tragic picture shows clearly how the ravages of war take their toll on educational systems. Yet we do know that education is one of the things that populations of war-torn countries desire most, and that it is crucial for peace-building. Hard to know what to advise in this situation, but don't neglect education even when times are bad.*

**Data Available: 50%**



**2008**  
GLOBAL CAMPAIGN FOR  
**EDUCATION**





2008

# Report Card



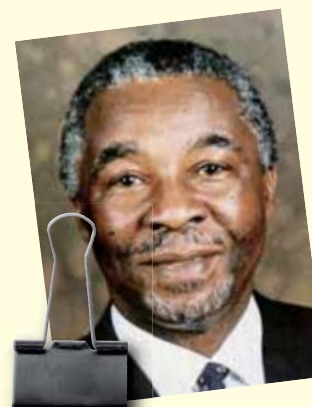
Name:	Thabo Mbeki
Country:	South Africa
Overall Mark:	52/100
Overall Grade:	C+
Overall Position:	50th
Position In Africa:	5th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C+	77
Political Will	B-	25
Growth in Enrolments	D-	136
Quality Inputs	D+	85
Equal Opportunities	B-	50
Transparency and Accountability	C-	14

### Teacher's Remarks:

As regional heavyweight on the political scene, Thabo has all the potential to be a source of inspiration for others. A large majority of children have access to schools all the way up to secondary level and illiteracy has been kept down to a comparatively low point of less than 20%. He is on top when it comes to parity with very good completion rates and one of the highest regional scores for girls' access to secondary schools. But quality issues seem to be troubling him even as he is coming close to UPE. Not only has he fared very badly on the sub-regional examination scores, but he is now faced with a negative trend for primary enrolment. Further efforts need to be made in order to permanently address the imbalances of the past and keep him in one of the global top fifty which he surely should aspire to!

Data Available: 95%





2008

# Report Card



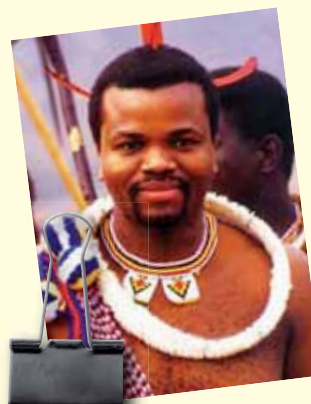
Name:	Mswati III
Country:	Swaziland
Overall Mark:	35/100
Overall Grade:	D+
Overall Position:	113th
Position In Africa:	22nd

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C-	105
Political Will	D-	123
Growth in Enrolments	D+	119
Quality Inputs	C-	82
Equal Opportunities	D+	101
Transparency and Accountability	D-	78

### Teacher's Remarks:

Compared to a majority of his regional near neighbours, Mswati's performances are mediocre on most educational counts. He is in particularly bad shape when it comes to his low primary completion rates, which belong to the back of the class. He has no reason to be particularly proud of his low access to secondary either. He is however making slow progress in terms of access to primary education and his commitment to that sub-sector does seem rather firm if we are to judge it by the adequately high level of training teachers receive. Now he should add to his political credibility by adopting a clear policy of financial incentives and free textbooks in class.

Data Available: 86%



2008  
GLOBAL CAMPAIGN FOR  
EDUCATION



2008

# Report Card



Name:	Faure Gnassingbé
Country:	Togo
Overall Mark:	33/100
Overall Grade:	D+
Overall Position:	118th
Position In Africa:	26th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D+	121
Political Will	D+	101
Growth in Enrolments	C+	66
Quality Inputs	E	121
Equal Opportunities	D-	122
Transparency and Accountability	D-	91

### Teacher's Remarks:

*As typical example of what happens when insufficient financial resources are allocated to a sector that needs it most. Faure is following a very uncertain educational path. His extremely bad performance in early childhood education is just one of the most vivid examples of a lack of political courage. Another one is the very poor level of training he gives to primary teachers. Small wonder that he is experiencing a fall in primary completion. The little progress he is making in the number of children coming into primary schools will not be able to hide the hard fact that he is turning his back on UPE.*

Data Available: 100%





2008

# Report Card



Name:	Yoweri Museveni
Country:	Uganda
Overall Mark:	42/100
Overall Grade:	C-
Overall Position:	90th
Position In Africa:	12th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	D+	123
Political Will	B+	23
Growth in Enrolments	D+	123
Quality Inputs	D+	94
Equal Opportunities	D+	115
Transparency and Accountability	D+	43

### Teacher's Remarks:

Thanks to a generous share of the education budget devoted to the primary level, Yoweri is able to have some pride with respect to access to primary schools. This is why he gets a great score for political will and a good ranking in the regional class. But how does he expect to secure any meaningful progress for the benefit of all when the number of children allowed in pre-primary is too low to be mentioned and that hardly 15% of his kids ever reach secondary school? Wise move to have brought the civil society actors on board, he will need all the help he can get - from richer classmates as well!



Data Available: 100%

2008  
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EDUCATION



2008

# Report Card



Name:	Jakaya Kikwete
Country:	United Republic of Tanzania
Overall Mark:	32/100
Overall Grade:	D+
Overall Position:	123rd
Position In Africa:	28th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C-	101
Political Will	D-	123
Growth in Enrolments	D+	112
Quality Inputs	D-	103
Equal Opportunities	E	145
Transparency and Accountability	D-	57

### Teacher's Remarks:

On a general level, Jakaya's educational achievements aren't particularly brilliant and place him firmly in the middle of the low and average regional grades. What makes him rise out of this pack is his record-breaking progress in the field of primary enrolment, which he has managed to increase by close to 78%. The flip side of the coin to this success is that he now has to match it with other levels. The disastrous access rate to secondary education is living proof that his system is defective somewhere along the line. Teacher training as well as addressing the strong urban and rural inequalities could be part of the solution.



Data Available: 80%



2008

# Report Card



Name:	Levy Mwanawasa
Country:	Zambia
Overall Mark:	47/100
Overall Grade:	C-
Overall Position:	71st
Position In Africa:	7th

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C-	101
Political Will	B-	28
Growth in Enrolments	B-	20
Quality Inputs	D+	95
Equal Opportunities	D-	118
Transparency and Accountability	D-	78

### Teacher's Remarks:

Levy has all it takes to build a regional reputation in terms of access to basic education. The remarkably strong growth of his primary school population marks Zambia out as one of the more promising countries where children's future is concerned. Thanks to wise government spending in favour of the primary budget, his comparatively good completion rate admits him to the select group within easy reach of UPE. Too bad his image is tarnished by such a low access level to pre-primary, poor performances of secondary cycle and a sadly low gender development index. It would be good to see him in the global top fifty in future so he needs to build on his recent success to show consistent progress.

Data Available: 96%



2008  
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2008

## Report Card



Name:	Robert Mugabe
Country:	Zimbabwe
Overall Mark:	28/100
Overall Grade:	D-
Overall Position:	136 <sup>th</sup>
Position In Africa:	36 <sup>th</sup>

Subject	Grade (A-F)	Position
Achievement of Universal Basic Education	C+	84
Political Will	F	131
Growth in Enrolments	D-	137
Quality Inputs	D+	95
Equal Opportunities	D+	108
Transparency and Accountability	D-	99

## Teacher's Remarks:

Robert's educational profile is very contradictory. The potential is there, as witnessed by the relatively high enrolment in pre-primary and the comparatively high rate of literacy which place him in the top league of his regional group in terms of access to basic education scores. But he is ruining everything by a blatant disregard for quality. Not only are his primary enrolment figures falling but so are the primary completion rates, strong enough to move him steadily away from the UPE goal. The problem is that he has made an enemy out of the people who could be most likely to help him out, namely the teachers' unions. If education rhymes with participation, then a little more democracy surely won't hurt.



Data Available: 87%

2008  
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2008

# Report Card



Country	Australia	
Head Of Government	John Howard	
Overall Mark	27/100	
Overall Grade	E	
Position In Donor Class	17th	
Meeting The Internationally Recognised Aid Target		D
Providing A Fair Share of The Funding Needed For Universal Primary Education		E
Committing to the Fast Track Initiative		F
Focusing On Poorest Countries Where Girls Most Lack Access to Education		E
Providing High Quality Aid to Education		D

### Teacher's Remarks:

John remains towards the back of the pack this year. There is not one area that he managed to pass and he scores particularly poorly on support for the FTI and for low income countries. John however shows potential, he has promised to untie aid immediately and triple funding for education by 2010 so hopefully we will see an improvement next year. His commitment to the FTI Catalytic Fund this year will surely earn him a better score in future.





2008

# Report Card



Country	Austria	
Head Of Government	Alfred Gusenbauer	
Overall Mark	20/100	
Overall Grade	E	
Position In Donor Class	22nd	
Meeting The Internationally Recognised Aid Target	C	
Providing A Fair Share of the Funding Needed For Universal Primary Education	E	
Committing to the Fast Track Initiative	F	
Focusing On Poorest Countries Where Girls Most Lack Access to Education	F	
Providing High Quality Aid to Education	F	

### Teacher's Remarks:

*Oh dear, Alfred has stepped straight into Wolfgang's shoes and continues to let the side down badly. He brings up the rear of the class again this year, with poor show across all important topic areas. The one glimmer of hope is that his marks on Overseas Development Assistance overall have improved a lot. He could easily boost his grades next year by backing the FTI Catalytic Fund with some of this welcome new aid.*



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2008

# Report Card



Country	Belgium	
Head Of Government	Guy Verhofstadt	
Overall Mark	58/100	
Overall Grade	C	
Position In Donor Class	11th	
Meeting the Internationally Recognised Aid Target		C
Providing A Fair Share Of the Funding Needed For Universal Primary Education		D
Committing To the Fast Track Initiative		C
Focusing On Poorest Countries Where Girls Most Lack Access to Education		C
Providing High Quality Aid to Education		C

## Teacher's Remarks:

*Guy slipped down the class this year. The main reason for this drop is his patchy performance in backing low-income countries, and especially those where girls are at a disadvantage. He is clearly not reaching his potential and may be neglecting this subject after his turn as class rep of the FTI Partnership last year. Hopefully his increases to Overseas Development Assistance overall will result in a boost to his grades on basic education in poor countries.*





2008

# Report Card



Country	Canada	
Head Of Government	Stephen Harper	
Overall Mark	61/100	
Overall Grade	C	
Position In Donor Class	9th	
Meeting The Internationally Recognised Aid Target		D
Providing A Fair Share Of the Funding Needed For Universal Primary Education		C
Committing to the Fast Track Initiative		B
Focusing On Poorest Countries Where Girls Most Lack Access to Education		D
Providing High Quality Aid to Education		C

### Teacher's Remarks:

Despite new money promised to the FTI and education in conflict affected states, Stephen continues to punch below his weight. Although Stephen remains one of the top donors to basic education, he has made little progress towards setting a goal for meeting his "fair share" of education spending or the 0.7% aid target. Stephen's recent interest in Latin America, growing focus on Afghanistan and promises to refocus aid to countries where Canada is a top donor leave many wondering what this will mean for those most in need in others parts of the world. If Stephen pays more attention to the quality of his aid he could climb up the class quickly given his undoubted commitment to basic education.



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EDUCATION



2008

# Report Card



Country	Denmark	
Head Of Government	Anders Fogh Rasmussen	
Overall Mark	82/100	
Overall Grade	B	
Position In Donor Class	3rd	
Meeting the Internationally Recognised Aid Target	A	
Providing A Fair Share Of the Funding Needed For Universal Primary Education	A	
Committing to the Fast Track Initiative	C	
Focusing On Poorest Countries Where Girls Most Lack Access To Education	B	
Providing High Quality Aid to Education	B	

### Teacher's Remarks:

*Anders has improved slightly in the last year, especially regarding aid to the poorest countries, but his progress does not match his potential. In spite of ample political opportunities to raise aid further and do something serious for Education for All, he is still holding back. He will be monitored closely to follow whether his first small contribution to FTI will be followed by something more substantial. He ought to put himself to the top of the class. We know he can do it if the will is there.*





2008

# Report Card



Country	Finland	
Head Of Government	Matti Vanhanen	
Overall Mark	82/100	
Overall Grade	C	
Position In Donor Class	8th	
Meeting the Internationally Recognised Aid Target		D
Providing A Fair Share Of the Funding Needed For Universal Primary Education		C
Committing to the Fast Track Initiative		C
Focusing On Poorest Countries Where Girls Most Lack Access to Education		C
Providing High Quality Aid To Education		C

### Teacher's Remarks:

*Matti has climbed one grade this year, but he still disappoints in a number of key areas. He does not concentrate on his weaker topics, which demonstrate that he is not yet focusing his aid where the need is greatest or in backing good country plans. A bigger effort is needed if he is to catch his Nordic classmates.*



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2008

# Report Card



Country	France	
Head Of Government	Nicolas Sarkozy	
Overall Mark	43/100	
Overall Grade	D	
Position In Donor Class	12th	
Meeting the Internationally Recognised Aid Target	C	
Providing A Fair Share Of the Funding Needed For Universal Primary Education	C	
Committing to the Fast Track Initiative	D	
Focusing On Poorest Countries Where Girls Most Lack Access To Education	F	
Providing High Quality Aid to Education	C	

### Teacher's Remarks:

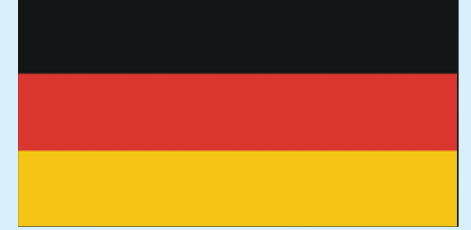
Nicolas, a newcomer in the class, has a lot to do if he wants to achieve the as yet unrealized promises made by his predecessor. Nicolas has already committed to meet the 0.7% goal by 2015, in line with European Union commitments. Let's hope he will keep to his word. All the more so, as consistent growth in aid (0.47% in 2006) is largely linked to the economic situation; "official" ODA is based on a heterogeneous and questionable set of data, which doesn't reflect 'real' aid spending. This 'eyewash' aid presents an inflated view of the funds allocated to education because it includes university fees. Furthermore, the financing doesn't respond adequately to the crucial needs of the poorest countries and populations. However, some brave efforts have been made in the primary education sector; Nicolas will need to support these efforts without neglecting the key issues of post-primary education and vocational training. Nicolas could make the most of the French presidency of the EU (2nd half 2008) to include this crucial subject in the discussions, especially since it will coincide with the Human Rights Declaration 60th anniversary.





2008

# Report Card



Country	Germany	
Head Of Government	Angela Merkel	
Overall Mark	37/100	
Overall Grade	D	
Position In Donor Class	14th	
Meeting the Internationally Recognised Aid Target	D	
Providing A Fair Share of the Funding Needed For Universal Primary Education	E	
Committing to the Fast Track Initiative	E	
Focusing On Poorest Countries Where Girls Most Lack Access to Education	E	
Providing High Quality Aid to Education	C	

### Teacher's Remarks:

Angela is a strong pupil and is much respected by her classmates. She made good progress by increasing German development aid by additional 750 Euro. But she must not rest on her laurels, because she has to make a stronger effort if she wants to achieve her own goal of committing 0.51 % ODA until 2010 (and 0.7% by 2015). In particular, she has to improve her performance regarding the support of basic education. Her "E" mark in the subject "Providing a fair share of the funding needed for universal primary education" is shameful - given her real potential.



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2008

# Report Card



Country	Greece	
Head Of Government	Costas Karamanlis	
Overall Mark	21/100	
Overall Grade	E	
Position In Donor Class	21st	
Meeting the Internationally Recognised Aid Target		E
Providing A Fair Share of the Funding Needed For Universal Primary Education		F
Committing to the Fast Track Initiative		F
Focusing On Poorest Countries Where Girls Most Lack Access To Education		D
Providing High Quality Aid to Education		D

## Teacher's Remarks:

A really disappointing report for Costas this year! He has really neglected his work and as a consequence has dropped right down the class. It is particularly disappointing to see that he is not pulling his weight in funding basic education in poor countries. One way of rectifying this quickly would be for him to put some money into the Catalytic Fund of FTI in 2008. However, he will need to make more effort in all subject areas if he is to avoid the spot at the bottom of the class next year.





2008

# Report Card



Country	Ireland	
Head Of Government	Bertie Ahern	
Overall Mark	79/100	
Overall Grade	B	
Position In Donor Class	7th	
Meeting The Internationally Recognised Aid Target		C
Providing A Fair Share of the Funding Needed For Universal Primary Education		B
Committing to the Fast Track Initiative		A
Focusing On Poorest Countries Where Girls Most Lack Access to Education		C
Providing High Quality Aid to Education		B

### Teacher's Remarks:

*Bertie has gone down a couple of places this year, but that is more to do with the stellar performance of some classmates than any real failure on Bertie's part. He has been concentrating hard on reaching 0.7% GNI in untied aid by 2012. He remains convinced that education is central to development. He has ensured that quality primary education to the poorest countries remains a top priority for the entire Irish Government in the first ever White Paper on Irish Aid 2005. He continues to develop his skills as a team player by coordinating his efforts with other donors for example, by increasing support for the Fast Track Initiative.*



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2008

# Report Card



Country	Italy	
Head Of Government	Romano Prodi	
Overall Mark	26/100	
Overall Grade	E	
Position In Donor Class	19th	
Meeting the Internationally Recognised Aid Target		E
Providing A Fair Share Of the Funding Needed For Universal Primary Education		F
Committing to the Fast Track Initiative		F
Focusing On Poorest Countries Where Girls Most Lack Access To Education		C
Providing High Quality Aid to Education		E

### Teacher's Remarks:

Romano has been distracted this year, and has not lived up to his potential. It's no surprise to find him in exactly the same spot as last year, which is a disappointment given his fortune at being in the G8 club. He needs to build on his clear strength - giving assistance to the neediest - and increase scores across the board. We have high hopes of his promise for the future, though, if he sticks to his word and increases ODA. He should consider further backing for FTI with this money, if he wants a better report in future.





2008

# Report Card



Country	Japan	
Head Of Government	Yasuo Fukuda	
Overall Mark	32/100	
Overall Grade	D	
Position In Donor Class	17th	
Meeting The Internationally Recognised Aid Target	D	
Providing A Fair Share Of the Funding Needed For Universal Primary Education	E	
Committing to the Fast Track Initiative	E	
Focusing On Poorest Countries Where Girls Most Lack Access to Education	F	
Providing High Quality Aid to Education	C	

### Teacher's Remarks:

*Before hosting the G8 summit next year, Fukuda should increase commitment to aid for basic education and make a much bigger contribution to FTI funds in line with their relative wealth, following their initial small commitment in 2007. He should also pay more attention to the low-income countries particularly to Africa. He should also improve its aid modalities to support recurrent costs of education, which would help abolition of school fees and improvement of teachers' working condition in developing countries.*



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2008

# Report Card



Country	Luxembourg	
Head Of Government	Jean-claude Juncker	
Overall Mark	80/100	
Overall Grade	B	
Position In Donor Class	5th	
Meeting the Internationally Recognised Aid Target	A	
Providing A Fair Share Of the Funding Needed For Universal Primary Education	A	
Committing to the Fast Track Initiative	A	
Focusing On Poorest Countries Where Girls Most Lack Access To Education	D	
Providing High Quality Aid to Education	C	

### Teacher's Remarks:

Another good year for Jean-Claude, who was unlucky to be pushed into fifth place with a high score like this. He lets himself down slightly when it comes to focus, he could do more in the poorest countries and those where girls are left behind. He also lets himself down slightly on quality, where good work on untying and technical co-operation is marred by his lack of interest in budget support. But a good solid performance all round for Jean-Claude!





2008

# Report Card



Country	Netherlands	
Head Of Government	Jan Peter Balkenende	
Overall Mark	85/100	
Overall Grade	A	
Position In Donor Class	15 <sup>th</sup>	
Meeting the Internationally Recognised Aid Target	A	
Providing A Fair Share Of the Funding Needed For Universal Primary Education	A	
Committing to the Fast Track Initiative	A	
Focusing On Poorest Countries Where Girls Most Lack Access To Education	D	
Providing High Quality Aid to Education	A	

### Teacher's Remarks:

Jan Peter belongs here at the top of the class. He has again done a good job in leading his colleagues in the FTI. Since these results came out, he has made the further achievement of committing to increase spending on basic education to 15% of ODA by end of 2008. Because of this great and steady result, the Netherlands is in a credible position to take the international lead in pushing for more funding to achieve good quality education for all. A great all-round result, well-deserved.



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2008

# Report Card



Country	<i>New Zealand</i>	
Head Of Government	<i>Helen Clark</i>	
Overall Mark	<i>61/100</i>	
Overall Grade	<i>C</i>	
Position In Donor Class	<i>9th</i>	
Meeting the Internationally Recognised Aid Target		<i>D</i>
Providing A Fair Share Of the Funding Needed For Universal Primary Education		<i>A</i>
Committing to the Fast Track Initiative		<i>D</i>
Focusing On Poorest Countries Where Girls Most Lack Access To Education		<i>D</i>
Providing High Quality Aid to Education		<i>B</i>

### Teacher's Remarks:

*Helen (along with Tony of the UK) receives the most improved award this year building further on her progress in 2006. In particular, Helen has significantly increased the amount of bilateral basic education aid and support for FTI endorsed countries. Now she needs to work on increasing the total volume of New Zealand's overseas aid which is only 0.27% of GNI. A good score in this area could make Helen a contender for a top placing in future. Well done Helen!*





2008

# Report Card



Country	Norway	
Head Of Government	Jens Stoltenberg	
Overall Mark	85/100	
Overall Grade	A	
Position In Donor Class	1st	
Meeting the Internationally Recognised Aid Target		A
Providing A Fair Share Of the Funding Needed For Universal Primary Education		A
Committing to the Fast Track Initiative		A
Focusing On Poorest Countries Where Girls Most Lack Access To Education		D
Providing High Quality Aid to Education		B

### Teacher's Remarks:

*Jens made it back to the top of the class this year, a position he shares with Jan Peter of the Netherlands. In some subjects such as support to FTI, he really deserves an A+. His extra-curricular work on tackling the international aid regime also deserves merit. He has consistently been in 1st or 2nd place in this topic, and has really earned a pat on the back. Keep up the good work, Jens!*



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2008

# Report Card



Country	Portugal	
Head Of Government	José Sócrates	
Overall Mark	41/100	
Overall Grade	D	
Position In Donor Class	13 <sup>th</sup>	
Meeting the Internationally Recognised Aid Target		E
Providing A Fair Share Of the Funding Needed For Universal Primary Education		E
Committing to the Fast Track Initiative		E
Focusing On Poorest Countries Where Girls Most Lack Access To Education		C
Providing High Quality Aid to Education		C

### Teacher's Remarks:

*It's not a shock to see José slipping back considerably this year - he only made it into the top half of the class last year because of a one-off debt deal for Angola. Still, we hope he can do better - his aid is of reasonable quality and his focus isn't bad, but he doesn't appear to be engaged on basic education at all. Maybe he could use his time in bringing together the EU and Africa clubs later this year to show a change of heart on this vital topic?*





2008

# Report Card



Country	Spain	
Head Of Government	José Luis Rodríguez Zapatero	
Overall Mark	35/100	
Overall Grade	D	
Position In Donor Class	16th	
Meeting the Internationally Recognised Aid Target		D
Providing A Fair Share Of the Funding Needed For Universal Primary Education		E
Committing to the Fast Track Initiative		D
Focusing On Poorest Countries Where Girls Most Lack Access To Education		F
Providing High Quality Aid to Education		C

### Teacher's Remarks:

*José Luis has made an effort to escape from the bottom of the class. His improvement has been reflected in some subjects. In 2008, José Luis must grasp the opportunity to demonstrate that he is really committed and show he will work in order to achieve the objective of increasing the ODA to 0.7% by 2012. Although he has critical exams next March, the same test faces all pupils, because they will be challenged to fulfil these international commitments.*



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2008

# Report Card



Country	Sweden	
Head Of Government	Fredrik Reinfeldt	
Overall Mark	80/100	
Overall Grade	B	
Position In Donor Class	5th	
Meeting the Internationally Recognised Aid Target	A	
Providing A Fair Share Of the Funding Needed For Universal Primary Education	C	
Committing to the Fast Track Initiative	A	
Focusing On Poorest Countries Where Girls Most Lack Access To Education	D	
Providing High Quality Aid to Education	B	

### Teacher's Remarks:

*Fredrik is going to feel a bit miffed at slipping down the positions this year. He is still a very strong pupil, but lost a few vital marks in the area of focusing aid where it is needed. We hope that he will do well again next year, and continue to applaud him for his good showing on FTI and ODA overall.*





2008

# Report Card



Country	Switzerland	
Head Of Government	Micheline Calmy-Rey	
Overall Mark	37/100	
Overall Grade	D	
Position In Donor Class	14th	
Meeting the Internationally Recognised Aid Target		D
Providing A Fair Share Of the Funding Needed For Universal Primary Education		E
Committing to the Fast Track Initiative		E
Focusing On Poorest Countries Where Girls Most Lack Access to Education		D
Providing High Quality Aid to Education		D

### Teacher's Remarks:

Last year's poor report doesn't seem to have bothered Calmy-Rey, as she's still performing weakly in most areas. Only a middling score on aid overall keeps her away from the very bottom of the class. She could pull herself up by making an immediate commitment to the FTI Catalytic Fund, and committing to do much more on basic education in future.



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2008

# Report Card



Country	United Kingdom	
Head Of Government	Gordon Brown	
Overall Mark	81/100	
Overall Grade	B	
Position In Donor Class	4th	
Meeting the Internationally Recognised Aid Target	C	
Providing A Fair Share Of the Funding Needed For Universal Primary Education	A	
Committing to the Fast Track Initiative	A	
Focusing On Poorest Countries Where Girls Most Lack Access To Education	C	
Providing High Quality Aid to Education	B	

### Teacher's Remarks:

*Gordon has settled in well and promises to continue the good work of the class of 2007. However, we would like to see some more rapid progress toward reaching the aid target of 0.7% of GDP, delivering on his scaled up education commitments and targeting it to those who need it most. Overall, Gordon's results could still be improved by investing in the countries furthest from the education MDGs, such as those affected by conflict and fragile states. Prioritising teacher recruitment, training and retention would also help. It would be useful for Gordon to remember that pre-schoolers, youths and grown-ups have a right to basic education too. Finally, whilst Gordon's personal focus remains commendable, he still has a role to play with his classmates ensuring that they show a similar level of commitment.*





2008

# Report Card



Country	United States of America	
Head Of Government	George Bush	
Overall Mark	26/100	
Overall Grade	E	
Position In Donor Class	20th	
Meeting the Internationally Recognised Aid Target		E
Providing A Fair Share Of the Funding Needed For Universal Primary Education		E
Committing to the Fast Track Initiative		F
Focusing On Poorest Countries Where Girls Most Lack Access to Education		D
Providing High Quality Aid to Education		D

## Teacher's Remarks:

George has avoided the shame of being bottom of the class, but his scores are still very disappointing given that he has so much promise. He needs to pay more attention in most areas, but especially in overall aid levels and backing FTI. We still feel he has the potential to graduate this class with honours, but he needs to put in a big effort in this vital year to prove his worth.



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# **Class of 2008**

## **Indicator Tables and Calculations**

# Report cards by indicator

## Indicator 1: Achievement of Universal Basic Education (AUBE)

Grading of Lack of Universal Basic Education Marks	Country	Children without Pre-Primary Education	Children who Never Complete Primary School	Children without Secondary Education	Adults without Basic Literacy	Data Availability for AUBE	Marks for AUBE	Grade for AUBE	Regional Rank for AUBE	Global Rank for AUBE
	Year	2005	2005	2005	1998-2005					
	Measure	%	%	%	%	%	%	A-F		
A+ : 91 - 100	Seychelles	4.1	1.5	2.9	8.2	100	96	A+	1	1
A - : 81 - 90	Cuba	0.5	5.2	12.8	0.2	100	95	A+	1	2
B+ : 71 - 80	Belarus	8.1	12.0	11.5	0.4	100	92	A+	1	3
B - : 61 - 70	Slovakia	14.1	10.5	10.1	0.4	100	91	A+	2	4
C+ : 51 - 60	Hungary	18.2	13.3	10.1	0.6	100	89	A-	3	5
C - : 41 - 50	Latvia	17.8	13.6	11.2	0.3	100	89	A-	3	5
D+ : 31 - 40	Netherlands Antilles	0.0	16.9	23.1	3.9	100	89	A-	1	5
D - : 21 - 30	Sri Lanka	10.0	12.1	17.5	9.3	100	88	A-	1	8
E : 11 - 20	Bulgaria	24.6	12.8	12.1	1.8	100	87	A-	5	9
F : 0 - 10	Russian Federation	33.3	8.6	8.1	0.6	100	87	A-	5	9
	Lithuania	33.8	12.4	8.7	0.4	100	86	A-	7	11
	Mauritius	14.7	7.2	18.3	15.6	100	86	A-	2	11
	Poland	47.0	3.9	7.1	0.2	100	85	A-	8	13
	Romania	25.6	11.8	19.6	2.7	100	85	A-	8	13
	Saint Kitts and Nevis	16.8	32.3	13.9	2.2	100	84	A-	2	15
	Malaysia	26.1	6.8	24.0	11.3	100	83	A-	1	16
	Uruguay	45.9	20.5	0.0	2.0	100	83	A-	2	16
	Jamaica	5.7	23.6	21.5	20.1	100	82	A-	3	18
	Mexico	19.3	11.4	35.0	8.4	100	81	A-	3	19
	Grenada	20.3	31.0	21.2	5.6	100	80	B+	4	20
	Argentina	38.3	20.1	20.9	2.8	100	79	B+	4	21
	Croatia	54.5	13.0	15.0	1.9	100	79	B+	10	21
	Georgia	57.0	8.9	19.3	0.0	100	79	B+	1	21
	Kazakhstan	67.0	9.1	8.2	0.5	100	79	B+	1	21



Country	Children without Pre-Primary Education	Children who Never Complete Primary School	Children without Secondary Education	Adults without Basic Literacy	Data Availability for AUBE	Marks for AUBE	Grade for AUBE	Regional Rank for AUBE	Global Rank for AUBE
Year	2005	2005	2005	1998-2005					
Measure	%	%	%	%	%	%	A-F		
Republic of Moldova	39.9	22.7	24.2	1.6	100	78	B+	11	25
Thailand	24.4	19.4	35.8	7.4	100	78	B+	2	25
Uzbekistan	78.8	4.1	5.4	0.7	100	78	B+	3	25
Albania	53.1	15.5	26.1	1.3	100	76	B+	12	28
Chile	56.4	11.7	22.3	4.3	100	76	B+	5	28
China	62.2	1.0	25.7	9.1	100	76	B+	3	28
Costa Rica	31.3	10.5	49.8	5.1	100	76	B+	5	28
Saint Vincent and the Grenadines	14.2	28.5	36.1	16.9	100	76	B+	5	28
Serbia and Montenegro	68.0	10.1	16.2	3.6	100	76	B+	12	28
Ukraine	55.6	17.8	20.5	0.6	100	76	B+	12	28
The former Yugoslav Rep. of Macedonia	68.4	9.9	18.4	3.9	100	75	B+	15	35
Brazil	48.5	19.6	24.3	11.4	100	74	B+	7	36
Dominica	44.5	29.1	8.2	23.6	100	74	B+	6	36
Peru	38.1	24.7	30.3	12.1	100	74	B+	7	36
Armenia	67.3	24.1	15.7	0.6	100	73	B+	4	39
Mongolia	65.3	23.9	15.8	2.2	100	73	B+	4	39
Panama	44.8	20.2	36.2	8.1	100	73	B+	9	39
Suriname	15.6	57.8	25.3	10.4	88	73	B+	7	39
Palestinian Autonomous Territories	76.5	21.2	5.2	7.6	100	72	B+	1	43
Venezuela	48.7	18.9	37.0	7.0	100	72	B+	10	43
Jordan	71.8	13.1	21.3	8.9	100	71	B+	2	45

Country	Children without Pre-Primary Education	Children who Never Complete Primary School	Children without Secondary Education	Adults without Basic Literacy	Data Availability for AUBE	Marks for AUBE	Grade for AUBE	Regional Rank for AUBE	Global Rank for AUBE
Year	2005	2005	2005	1998-2005					
Measure	%	%	%	%	%	%	A-F		
Tajikistan	93.1	3.2	20.4	0.5	100	71	B+	6	45
Azerbaijan	79.5	17.3	22.4	1.2	100	70	B-	7	47
Barbados	13.3	4.8	3.8	N.A.	75	70	B-	8	47
Bolivia	61.0	20.7	26.4	13.3	100	70	B-	11	47
Viet Nam	57.0	23.8	30.7	9.7	100	70	B-	4	47
Ecuador	37.6	29.1	47.8	9.0	100	69	B-	12	51
Kyrgyzstan	90.0	16.8	19.5	1.3	100	68	B-	8	52
Samoa	67.2	27.5	34.3	1.2	100	67	B-	5	54
Cape Verde	49.0	20.9	42.5	22.0	100	66	B-	3	55
Egypt	84.6	7.6	17.9	28.6	100	65	B-	3	56
Saint Lucia	43.3	56.6	31.6	9.9	88	65	B-	9	56
Belize	67.7	24.9	28.6	23.1	100	64	B-	10	58
Bosnia and Herzegovina	96.0	16.5	28.0	3.3	88	64	B-	16	58
Indonesia	76.3	17.5	41.7	9.6	100	64	B-	6	58
Libyan Arab Jamahiriya	93.3	32.7	1.6	15.8	88	64	B-	4	58
Colombia	64.6	32.7	45.1	7.2	100	63	B-	13	62
Philippines	67.2	32.2	39.5	7.4	100	63	B-	7	62
Tunisia	78.3	9.6	36.0	25.7	100	63	B-	5	62
Guyana	9.7	41.2	0.0	N.A.	75	62	B-	11	65
Lebanon	28.4	11.0	10.9	N.A.	75	62	B-	6	65
Paraguay	72.8	32.9	36.2	9.7	100	62	B-	14	65
Turkey	90.0	18.1	33.2	12.6	100	62	B-	17	65
El Salvador	55.6	35.4	46.8	18.9	100	61	B-	15	70

Country	Children without Pre-Primary Education	Children who Never Complete Primary School	Children without Secondary Education	Adults without Basic Literacy	Data Availability for AUBE	Marks for AUBE	Grade for AUBE	Regional Rank for AUBE	Global Rank for AUBE
Year	2005	2005	2005	1998-2005					
Measure	%	%	%	%	%	%	A-F		
Niue	0.0	53.8	1.0	N.A.	63	61	B-	8	70
Palau	36.4	18.8	0.0	N.A.	75	61	B-	8	70
Syrian Arab Republic	89.6	13.3	38.0	20.4	100	60	C+	7	73
Tonga	78.0	48.9	32.3	1.1	88	60	C+	10	73
Oman	94.0	26.5	24.7	18.6	100	59	C+	8	75
Algeria	94.0	9.7	33.8	30.1	100	58	C+	9	76
Saudi Arabia	90.7	28.5	34.2	20.6	100	57	C+	10	77
South Africa	84.0	31.5	38.3	17.6	100	57	C+	4	77
Cameroon	75.9	10.7	55.7	32.1	100	56	C+	5	79
Botswana	93.0	28.0	40.3	18.8	100	55	C+	6	80
Kiribati	25.4	20.7	32.4	N.A.	75	55	C+	11	80
Montserrat	17.7	56.9	4.2	N.A.	63	55	C+	12	80
Vanuatu	59.1	35.3	60.7	26.0	100	55	C+	11	80
Dominican Republic	69.2	52.8	47.0	13.0	100	54	C+	16	84
Honduras	73.4	54.7	34.5	20.0	100	54	C+	16	84
Zimbabwe	56.8	49.2	66.1	10.6	100	54	C+	7	84
Anguilla	6.5	60.3	19.2	N.A.	63	53	C+	13	87
Namibia	71.1	41.8	61.3	15.0	100	53	C+	8	87
Sao Tome and Principe	67.8	41.7	68.0	15.1	100	52	C+	9	90
Nicaragua	63.1	52.2	57.3	23.3	100	51	C+	18	92
Guatemala	72.9	29.3	66.3	30.9	100	50	C-	19	93

Country	Children without Pre-Primary Education	Children who Never Complete Primary School	Children without Secondary Education	Adults without Basic Literacy	Data Availability for AUBE	Marks for AUBE	Grade for AUBE	Regional Rank for AUBE	Global Rank for AUBE
Year	2005	2005	2005	1998-2005					
Measure	%	%	%	%	%	%	A-F		
Kenya	71.3	42.8	58.0	26.4	100	50	C-	10	93
Bhutan	N.A.	36.6	16.5	40.0	75	52	C+	5	90
India	58.8	45.8	43.4	39.0	100	53	C+	4	87
Iran, Islamic Republic of	73.0	14.1	23.0	17.6	100	68	B-	2	52
Maldives	58.0	51.8	37.4	3.7	88	62	B-	3	65
Morocco	52.7	35.0	64.9	47.7	100	50	C-	11	93
Cook Islands	8.6	58.6	35.6	N.A.	63	49	C-	13	96
Myanmar	98.0	36.6	62.8	10.1	100	48	C-	14	97
Fiji	85.9	7.8	17.3	N.A.	75	47	C-	15	98
Lesotho	72.9	50.6	75.1	17.8	100	46	C-	11	99
Turks and Caicos Islands	26.6	65.0	29.8	N.A.	75	45	C-	14	100
Gabon	86.1	57.4	49.9	29.0	100	44	C-	12	101
Iraq	94.3	41.0	62.2	25.9	88	44	C-	12	101
United Republic of Tanzania	71.3	32.9	89.5	30.6	100	44	C-	12	101
Zambia	97.8	22.2	73.8	32.0	100	44	C-	12	101
Nauru	28.6	78.7	52.2	69.6	88	43	C-	16	105
Papua New Guinea	53.9	56.1	74.2	42.7	100	43	C-	16	105
Swaziland	88.3	51.3	67.2	20.4	100	43	C-	15	105
Turkmenistan	N.A.	27.0	N.A.	1.2	50	43	C-	9	105
Lao People's Democratic Republic	91.5	47.7	62.3	31.3	100	42	C-	18	109

Country	Children without Pre-Primary Education	Children who Never Complete Primary School	Children without Secondary Education	Adults without Basic Literacy	Data Availability for AUBE	Marks for AUBE	Grade for AUBE	Regional Rank for AUBE	Global Rank for AUBE
Year	2005	2005	2005	1998-2005					
Measure	%	%	%	%	%	%	A-F		
Marshall Islands	52.4	52.1	25.6	N.A.	63	42	C-	18	109
Nepal	72.7	51.9	56.9	51.4	100	42	C-	6	109
Bangladesh	90.1	38.8	54.9	52.5	100	41	C-	7	112
Cambodia	91.3	47.1	75.5	26.4	100	40	D+	20	113
Ghana	72.8	61.0	63.0	42.1	100	40	D+	16	113
Sudan	74.5	62.1	65.8	39.1	100	40	D+	13	113
Tuvalu	0.7	38.3	N.A.	N.A.	50	40	D+	20	113
Madagascar	90.1	47.3	78.5	29.3	100	39	D+	17	117
Pakistan	58.8	58.6	79.0	50.1	88	38	D+	8	118
Nigeria	89.1	57.5	73.1	30.9	100	37	D+	18	119
Yemen	99.1	49.4	66.3	45.9	100	35	D+	14	120
Togo	97.6	45.1	77.8	46.8	100	33	D+	19	121
Angola	N.A.	40.5	N.A.	32.6	50	32	D+	20	122
Gambia	81.8	76.2	55.1	61.0	88	31	D+	21	123
Uganda	99.1	59.3	85.0	33.2	100	31	D+	21	123
Côte d'Ivoire	96.8	52.1	80.0	51.3	100	30	D-	23	125
Ethiopia	97.8	54.9	72.3	54.8	100	30	D-	23	125
Malawi	N.A.	69.0	76.4	35.9	75	30	D-	23	125
Mauritania	98.3	49.8	84.6	48.8	100	30	D-	15	125

Country	Children without Pre-Primary Education	Children who Never Complete Primary School	Children without Secondary Education	Adults without Basic Literacy	Data Availability for AUBE	Marks for AUBE	Grade for AUBE	Regional Rank for AUBE	Global Rank for AUBE
Year	2005	2005	2005	1998-2005					
Measure	%	%	%	%	%	%	A-F		
Sierra Leone	95.7	55.7	71.0	64.9	100	28	D-	26	129
Burundi	98.2	66.8	86.5	40.7	100	27	D-	28	131
Senegal	95.7	50.5	83.1	60.7	100	27	D-	28	131
Benin	96.6	50.7	82.9	65.3	100	26	D-	30	133
Rwanda	97.5	77.2	85.8	35.1	100	26	D-	30	133
Solomon Islands	59.2	66.1	73.6	N.A.	63	25	D-	22	135
Afghanistan	99.3	47.4	83.8	71.9	88	24	D-	9	136
Liberia	62.5	79.8	66.0	N.A.	63	23	D-	32	137
Mali	97.5	56.9	76.5	81.0	100	22	D-	33	138
Timor-Leste	84.5	47.7	79.9	N.A.	63	22	D-	23	138
Micronesia (Federated States of)	N.A.	N.A.	14.9	N.A.	25	21	D-	24	140
Central African Republic	98.3	82.9	88.4	51.4	88	20	E	34	141
Eritrea	91.5	62.3	75.0	N.A.	75	18	E	35	142
Burkina Faso	98.8	68.7	88.8	76.4	100	17	E	36	143
Comoros	96.7	69.2	64.8	N.A.	75	17	E	36	143
Congo	94.2	75.9	61.4	N.A.	75	17	E	36	143
Democratic Rep. of the Congo	98.7	N.A.	N.A.	32.8	63	17	E	36	143

Country	Children without Pre-Primary Education	Children who Never Complete Primary School	Children without Secondary Education	Adults without Basic Literacy	Data Availability for AUBE	Marks for AUBE	Grade for AUBE	Regional Rank for AUBE	Global Rank for AUBE
Year	2005	2005	2005	1998-2005					
Measure	%	%	%	%	%	%	A-F		
Niger	99.1	72.4	92.3	71.3	100	16	E	40	147
Chad	99.2	77.6	89.2	74.3	100	15	E	41	148
Tokelau	N.A.	50.2	N.A.	N.A.	13	12	E	25	149
Djibouti	99.2	77.6	77.4	N.A.	63	11	E	16	150
Guinea-Bissau	97.6	87.6	77.5	N.A.	75	9	F	42	151
Mozambique	99.0	76.2	93.1	N.A.	50	8	F	43	152
Somalia	N.A.	N.A.	N.A.	82.9	25	4	F	44	153
Antigua and Barbuda	N.A.	N.A.	N.A.	N.A.	0	0	F	15	154
Democratic People's Republic of Korea	N.A.	N.A.	N.A.	N.A.	0	0	F	26	154
Haiti	N.A.	N.A.	N.A.	N.A.	0	0	F	20	154

## Indicator 2: Political Will

Grading of Political Will Marks	Country	Right to Free Education	Public expenditure on education as percent of total government expenditure	Data Availability for PW	Marks for PW	Grade for PW	Overall Country Rank for PW	Regional Rank for PW
	Year	2006	2000-06		100	A-F		
	Weight	50%	50%					
A+ : 91 - 100	Barbados	<i>Free</i>	16.4	100	91	A+	5	1
A - : 81 - 90	Lithuania	<i>Free</i>	15.6	100	89	A-	7	1
B+ : 71 - 80	Mauritius	<i>Free</i>	14.3	100	87	A-	10	1
B - : 61 - 70	Mexico	<i>Free</i>	25.6	100	96	A+	3	1
C+ : 51 - 60	Mongolia	<i>Roll Back</i>	18.6	100	72	B+	22	1
C - : 41 - 50	Saudi Arabia	<i>Free</i>	27.6	100	100	A+	1	1
D+ : 31 - 40	Sri Lanka	<i>Free</i>	9.6	100	74	B+	21	1
D - : 21 - 30	Thailand	<i>Free</i>	25.0	100	100	A+	1	1
E : 11 - 20	Bangladesh	<i>Roll Back</i>	14.2	100	61	B-	29	2
F : 0 - 10	Belize	<i>Fee</i>	18.1	100	40	D+	72	2
	Costa Rica	<i>Free</i>	18.5	100	90	A-	6	2
	Latvia	<i>Free</i>	15.4	100	88	A-	9	2
	Malaysia	<i>Roll Back</i>	25.2	100	71	B+	23	2
	Seychelles	<i>Free</i>	11.6	100	84	A-	12	2
	Tunisia	<i>Free</i>	20.8	100	92	A+	4	2
	Uzbekistan	<i>Fee</i>	27.7	100	50	C-	34	2
	Algeria	<i>Free</i>	<i>N.A.</i>	50	50	C-	34	3
	Azerbaijan	<i>Fee</i>	19.6	100	49	C-	52	3
	Cuba	<i>Free</i>	16.6	100	89	A-	7	3
	Democratic People's Republic of Korea	<i>Free</i>	<i>N.A.</i>	50	50	C-	34	3
	Djibouti	<i>Fee</i>	27.3	100	50	C-	34	3
	Hungary	<i>Free</i>	11.1	100	78	B+	16	3
	India	<i>Roll Back</i>	10.7	100	52	C+	33	3
	Jordan	<i>Fee</i>	20.0	100	50	C-	34	3
	Kenya	<i>Roll Back</i>	29.2	100	75	B+	18	3
	Lesotho	<i>Roll Back</i>	29.8	100	75	B+	18	3



Country	Right to Free Education	Public expenditure on education as percent of total government expenditure	Data Availability for PW	Marks for PW	Grade for PW	Overall Country Rank for PW	Regional Rank for PW
Year	2006	2000-06		100	A-F		
Weight	50%	50%					
Libyan Arab Jamahiriya	<i>Free</i>	<i>N.A.</i>	50	50	C-	34	3
Madagascar	<i>Roll Back</i>	25.3	100	75	B+	18	3
Morocco	<i>Fee</i>	27.2	100	50	C-	34	3
Oman	<i>Fee</i>	24.2	100	50	C-	34	3
Papua New Guinea	<i>Fee</i>	22.1	100	50	C-	34	3
Saint Lucia	<i>Fee</i>	16.9	100	39	D+	74	3
Argentina	<i>Free</i>	13.1	100	86	A-	11	4
Iran, Islamic Republic of	<i>Fee</i>	22.8	100	44	C-	67	4
Kyrgyzstan	<i>Fee</i>	18.6	100	47	C-	54	4
Saint Vincent and the Grenadines	<i>Fee</i>	16.1	100	38	D+	77	4
Slovakia	<i>Free</i>	10.8	100	77	B+	17	4
Brazil	<i>Free</i>	10.9	100	84	A-	12	5
Guyana	<i>Fee</i>	14.5	100	37	D+	82	5
Maldives	<i>Fee</i>	15.0	100	38	D+	77	5
Republic of Moldova	<i>Fee</i>	21.1	100	50	C-	34	5
Tajikistan	<i>Fee</i>	18.0	100	45	C-	62	5
Vanuatu	<i>Fee</i>	26.7	100	47	C-	54	5
Venezuela	<i>Free</i>	11.1	100	84	A-	12	5
Armenia	<i>Fee</i>	14.7	100	37	D+	82	6
Myanmar	<i>Fee</i>	18.1	100	45	C-	62	6
Nepal	<i>Fee</i>	14.9	100	37	D+	82	6
Netherlands Antilles	<i>N.A.</i>	12.8	50	35	D+	95	6
Saint Kitts and Nevis	<i>N.A.</i>	12.7	50	35	D+	95	6
Uganda	<i>Roll Back</i>	18.3	100	71	B+	23	6
Ukraine	<i>Fee</i>	18.9	100	47	C-	54	6

Country	Right to Free Education	Public expenditure on education as percent of total government expenditure	Data Availability for PW	Marks for PW	Grade for PW	Overall Country Rank for PW	Regional Rank for PW
<b>Year</b>	<b>2006</b>	<b>2000-06</b>		<b>100</b>	<b>A-F</b>		
<b>Weight</b>	<b>50%</b>	<b>50%</b>					
Bhutan	<i>Fee</i>	12.9	100	32	D+	105	7
Fiji	<i>Fee</i>	20.0	100	41	C-	70	7
Georgia	<i>Fee</i>	13.1	100	36	D+	90	7
Serbia and Montenegro	<i>Fee</i>	16	100	38	D+	77	7
Sierra Leone	<i>Roll Back</i>	18.0	100	70	B-	25	7
South Africa	<i>Roll Back</i>	17.9	100	70	B-	25	7
The former Yugoslav Rep. of Macedonia	<i>Fee</i>	15.6	100	38	D+	77	7
Uruguay	<i>Free</i>	7.9	100	81	A-	15	7
Grenada	<i>Fee</i>	12.9	100	32	D+	105	8
Honduras	<i>Fee</i>	30.5	100	50	C-	34	8
Kazakhstan	<i>Fee</i>	12.1	100	35	D+	95	8
Marshall Islands	<i>N.A.</i>	15.8	50	39	D+	74	8
Pakistan	<i>Fee</i>	10.9	100	27	D-	119	8
Afghanistan	<i>Fee</i>	<i>N.A.</i>	50	0	F	131	9
Bosnia and Herzegovina	<i>Fee</i>	14.4	100	37	D+	82	9
Burundi	<i>Roll Back</i>	17.7	100	69	B-	27	9
Chile	<i>Fee</i>	18.5	100	46	C-	59	9
Mauritania	<i>Roll Back</i>	8.3	100	46	C-	59	9
Philippines	<i>Fee</i>	16.4	100	38	D+	77	9
Turkmenistan	<i>Fee</i>	<i>N.A.</i>	50	0	F	131	9
Turks and Caicos Islands	<i>N.A.</i>	11.8	50	29	D-	114	9
Cambodia	<i>Fee</i>	14.6	100	37	D+	82	10
El Salvador	<i>Fee</i>	20.0	100	41	C-	70	10
Montserrat	<i>N.A.</i>	3.2	50	28	D-	116	10
Russian Federation	<i>Fee</i>	12.9	100	36	D+	90	10

Country	Right to Free Education	Public expenditure on education as percent of total government expenditure	Data Availability for PW	Marks for PW	Grade for PW	Overall Country Rank for PW	Regional Rank for PW
Year	2006	2000-06		100	A-F		
Weight	50%	50%					
Tokelau	<i>N.A.</i>	14.5	50	37	D+	82	10
Yemen	<i>Fee</i>	18	100	45	C-	62	10
Zambia	<i>Roll Back</i>	14.8	100	62	B-	28	10
Bolivia	<i>Fee</i>	18.1	100	40	D+	72	11
Jamaica	<i>N.A.</i>	8.8	50	22	D-	129	11
Lebanon	<i>Fee</i>	11.0	100	34	D+	101	11
Nigeria	<i>Roll Back</i>	12.5	100	56	C+	30	11
Poland	<i>Fee</i>	12.7	100	35	D+	95	11
Rwanda	<i>Roll Back</i>	12.2	100	56	C+	30	11
Syrian Arab Republic	<i>Fee</i>	11.1	100	34	D+	101	11
Anguilla	<i>N.A.</i>	<i>N.A.</i>	0	0	F	131	12
Antigua and Barbuda	<i>N.A.</i>	<i>N.A.</i>	0	0	F	131	12
Bulgaria	<i>Fee</i>	10.5	100	34	D+	101	12
Dominica	<i>N.A.</i>	<i>N.A.</i>	0	0	F	131	12
Nicaragua	<i>Fee</i>	15.5	100	39	D+	74	12
Samoa	<i>N.A.</i>	13.7	50	36	D+	90	12
Suriname	<i>Fee</i>	<i>N.A.</i>	50	0	F	131	12
Tonga	<i>N.A.</i>	13.5	50	36	D+	90	12
Albania	<i>Fee</i>	8.4	100	32	D+	105	13
Egypt	<i>Fee</i>	<i>N.A.</i>	50	0	F	131	13
Guatemala	<i>Fee</i>	14.2	100	37	D+	82	13
Iraq	<i>Fee</i>	<i>N.A.</i>	50	0	F	131	13
Malawi	<i>Roll Back</i>	12.0	100	55	C+	32	13
Palestinian Autonomous Territories	<i>Fee</i>	<i>N.A.</i>	50	0	F	131	13
Romania	<i>Fee</i>	8.2	100	32	D+	105	13

Country	Right to Free Education	Public expenditure on education as percent of total government expenditure	Data Availability for PW	Marks for PW	Grade for PW	Overall Country Rank for PW	Regional Rank for PW
<b>Year</b>	<b>2006</b>	<b>2000-06</b>		<b>100</b>	<b>A-F</b>		
<b>Weight</b>	<b>50%</b>	<b>50%</b>					
Sudan	<i>Fee</i>	<i>N.A.</i>	50	0	F	131	13
Botswana	<i>Fee</i>	21.5	100	50	C-	34	14
Comoros	<i>Fee</i>	24.1	100	50	C-	34	14
Côte d'Ivoire	<i>Fee</i>	21.5	100	50	C-	34	14
Ghana	<i>Fee</i>	20.7	100	50	C-	34	14
Guinea	<i>Fee</i>	25.6	100	50	C-	34	14
Namibia	<i>Fee</i>	21.0	100	50	C-	34	14
Peru	<i>Fee</i>	13.7	100	36	D+	90	14
Sao Tome and Principe	<i>Free</i>	<i>N.A.</i>	50	50	C-	34	14
Viet Nam	<i>Fee</i>	13.9	100	35	D+	95	14
Belarus	<i>Fee</i>	11.3	100	28	D-	116	15
China	<i>Fee</i>	8.6	100	32	D+	105	15
Ecuador	<i>Fee</i>	8.0	100	32	D+	105	15
Indonesia	<i>Fee</i>	9.0	100	32	D+	105	15
Panama	<i>Fee</i>	8.9	100	32	D+	105	15
Turkey	<i>Fee</i>	10.7	100	27	D-	119	16
Colombia	<i>Fee</i>	11.1	100	28	D-	116	17
Croatia	<i>Fee</i>	10.0	100	25	D-	123	17
Lao People's Democratic Republic	<i>Fee</i>	11.7	100	29	D-	114	17
Cook Islands	<i>N.A.</i>	10.5	50	26	D-	122	18
Paraguay	<i>Fee</i>	10.8	100	27	D-	119	18
Dominican Republic	<i>Fee</i>	9.7	100	24	D-	128	19
Niue	<i>N.A.</i>	10.1	50	25	D-	123	19
Haiti	<i>Fee</i>	<i>N.A.</i>	50	0	F	131	20
Kiribati	<i>N.A.</i>	<i>N.A.</i>	0	0	F	131	20

Country	Right to Free Education	Public expenditure on education as percent of total government expenditure	Data Availability for PW	Marks for PW	Grade for PW	Overall Country Rank for PW	Regional Rank for PW
Year	2006	2000-06		100	A-F		
Weight	50%	50%					
Micronesia (Federated States of)	<i>N.A.</i>	<i>N.A.</i>	0	0	F	131	20
Nauru	<i>N.A.</i>	<i>N.A.</i>	0	0	F	131	20
Palau	<i>N.A.</i>	<i>N.A.</i>	0	0	F	131	20
Solomon Islands	<i>Fee</i>	<i>N.A.</i>	50	0	F	131	20
Timor-Leste	<i>Fee</i>	<i>N.A.</i>	50	0	F	131	20
Tuvalu	<i>N.A.</i>	<i>N.A.</i>	0	0	F	131	20
Mozambique	<i>Fee</i>	19.5	100	49	C-	52	21
Gambia	<i>Roll Back</i>	8.9	100	47	C-	54	22
Senegal	<i>Fee</i>	18.9	100	47	C-	54	22
Cape Verde	<i>Fee</i>	25.4	100	46	C-	59	24
Liberia	<i>Roll Back</i>	8.0	100	45	C-	62	25
Niger	<i>Fee</i>	18.0	100	45	C-	62	25
Ethiopia	<i>Fee</i>	17.5	100	44	C-	67	27
Burkina Faso	<i>Fee</i>	16.6	100	42	C-	69	28
Mali	<i>Fee</i>	14.8	100	37	D+	82	29
Benin	<i>Fee</i>	14.1	100	35	D+	95	30
Togo	<i>Fee</i>	13.6	100	34	D+	101	31
Cameroon	<i>Fee</i>	8.6	100	32	D+	105	32
Chad	<i>Fee</i>	10.1	100	25	D-	123	33
Swaziland	<i>Roll Back</i>	<i>N.A.</i>	50	25	D-	123	33
United Republic of Tanzania	<i>Roll Back</i>	<i>N.A.</i>	50	25	D-	123	33
Congo	<i>Fee</i>	8.1	100	20	E	130	36
Angola	<i>Fee</i>	<i>N.A.</i>	50	0	F	131	37
Central African Republic	<i>Fee</i>	<i>N.A.</i>	50	0	F	131	37
Democratic Rep. of the Congo	<i>Fee</i>	<i>N.A.</i>	50	0	F	131	37

Country	Right to Free Education	Public expenditure on education as percent of total government expenditure	Data Availability for PW	Marks for PW	Grade for PW	Overall Country Rank for PW	Regional Rank for PW
<b>Year</b>	<b>2006</b>	<b>2000-06</b>		<b>100</b>	<b>A-F</b>		
<b>Weight</b>	<b>50%</b>	<b>50%</b>					
Eritrea	<i>Fee</i>	<i>N.A.</i>	<i>50</i>	<i>0</i>	<i>F</i>	131	37
Gabon	<i>Fee</i>	<i>N.A.</i>	<i>50</i>	<i>0</i>	<i>F</i>	131	37
Guinea-Bissau	<i>Fee</i>	<i>N.A.</i>	<i>50</i>	<i>0</i>	<i>F</i>	131	37
Somalia	<i>Fee</i>	<i>N.A.</i>	<i>50</i>	<i>0</i>	<i>F</i>	131	37
Zimbabwe	<i>Fee</i>	<i>N.A.</i>	<i>50</i>	<i>0</i>	<i>F</i>	131	37

### Indicator 3: Growth in Enrolments (GE)

#### Grading of GE Marks

A+ : 91 - 100  
A - : 81 - 90  
B+ : 71 - 80  
B - : 61 - 70  
C+ : 51 - 60  
C - : 41 - 50  
D+ : 31 - 40  
D - : 21 - 30  
E : 11 - 20  
F : 0 - 10

Country	Growth Rate of Closing the Gap on pre-primary enrolment from 2000 to 2005	Growth in Pre-Primary Education Enrolments from 2000 to 2005	Fulfillment of the Targeted Growth rate in Primary Education Enrolments from 2000 to 2005 to close the UPE gap by 2009	Growth in Primary Education Enrolments from 2000 to 2005	Growth rate of Closing the Gap on secondary enrolment from 2000 to 2005	Growth in Secondary Education Enrolments from 2000 to 2005	Data Availability for GE	Marks for GE	Grade for GE	Regional Country Rank for GE	Overall Country Rank for GE
Year			2000-2005		2000-2005	2000-2005					
Measure			Percent		Percent	Percent		Percent	A-F		
Weight	20%		40%		40%						
Afghanistan	0.6	570.5	100.0	350.1	5.8	46.0	100	88	A-	1	1
Cameroon	11.7	71.4	100.0	27.2	21.5	52.7	100	86	A-	1	2
Timor-Leste	5.5	46.6	100.0	9.5	30.5	68.9	100	84	A-	1	3
Cambodia	3.5	62.9	100.0	8.8	10.8	59.5	100	83	A-	2	4
Ethiopia	0.7	41.8	85.8	70.1	13.7	70.7	100	79	B+	2	5
Costa Rica	42.3	50.2	100.0	1.4	47.3	30.9	100	78	B+	1	6
Algeria	3.3	111.6	100.0	5.5	27.6	24.1	100	77	B+	1	7
Congo	3.6	149.0	99.8	20.6	9.2	19.3	100	75	B+	3	8
Kazakhstan	26.7	284.5	96.0	2.7	44.2	7.6	100	75	B+	1	8
Senegal	1.7	60.7	85.9	26.0	7.4	41.5	100	74	B+	4	10
Burundi	1.0	119.8	80.8	39.6	3.1	26.2	100	73	B+	5	11
Djibouti	0.2	45.8	49.0	20.2	9.4	54.7	100	73	B+	2	11
Mauritius	41.8	14.1	98.2	2.3	41.1	18.5	100	73	B+	5	11
Iran, Islamic Republic of	35.4	190.6	100.0	19.5	11.8	3.3	100	72	B+	2	14
Guinea	0.7	9.9	85.7	39.4	11.4	67.1	100	71	B+	7	15
Lesotho	15.1	54.3	94.5	6.3	7.2	30.9	100	71	B+	7	15
Montserrat	126.8	26.1	100.0	0.4	22.6	1.3	100	71	B+	1	15
Saudi Arabia	0.1	0.5	95.8	34.4	50.5	112.9	100	71	B+	3	15
Tunisia	7.2	39.0	99.3	2.5	35.2	11.7	100	71	B+	3	15
Benin	-0.6	-14.6	99.4	50.6	15.9	64.5	100	70	B-	9	20
Guyana	-706.1	-8.6	100.0	8.0	115.2	15.6	100	70	B-	2	20

Country	Growth Rate of Closing the Gap on pre-primary enrolment from 2000 to 2005	Growth in Pre-Primary Education Enrolments from 2000 to 2005	Fulfillment of the Targeted Growth rate in Primary Education Enrolments from 2000 to 2005 to close the UPE gap by 2009	Growth in Primary Education Enrolments from 2000 to 2005	Growth rate of Closing the Gap on secondary enrolment from 2000 to 2005	Growth in Secondary Education Enrolments from 2000 to 2005	Data Availability for GE	Marks for GE	Grade for GE	Regional Country Rank for GE	Overall Country Rank for GE
Year			2000-2005		2000-2005	2000-2005					
Measure			Percent		Percent	Percent		Percent	A-F		
Weight	20%		40%		40%						
Nepal	17.5	130.1	91.2	12.6	12.0	22.0	100	70	B-	3	20
Sudan	8.2	35.7	77.6	34.4	10.8	30.4	100	70	B-	5	20
Zambia	N.A.	N.A.	100.0	42.0	9.6	43.0	80	70	B-	9	20
India	21.5	64.0	96.8	9.0	16.6	18.0	100	68	B-	4	25
Mozambique	N.A.	N.A.	96.2	39.0	3.8	114.2	80	68	B-	11	25
Niger	0.1	13.7	59.7	57.9	2.9	45.8	100	68	B-	11	25
Philippines	11.4	35.6	97.1	1.4	35.6	10.6	100	68	B-	3	25
Brazil	9.0	10.4	98.9	3.8	29.4	13.5	100	67	B-	2	29
Chad	0.1	19.7	76.8	13.5	3.7	46.0	100	67	B-	13	29
Sao Tome and Principe	8.3	23.5	100.0	14.0	4.9	12.3	100	67	B-	13	29
Venezuela	12.7	16.0	96.5	4.0	25.4	25.0	100	67	B-	2	29
Barbados	53.3	21.3	0.0	-0.1	63.7	7.4	100	66	B-	3	33
Thailand	11.8	1.5	99.5	2.6	22.3	13.8	100	66	B-	4	33
Mexico	42.3	21.2	99.1	0.4	20.2	15.8	100	65	B-	4	35
Nicaragua	11.1	27.0	95.4	8.3	11.7	21.6	100	65	B-	4	35
Bolivia	6.7	11.8	97.2	0.0	42.6	10.7	100	64	B-	6	37
El Salvador	7.9	12.0	97.9	5.3	16.9	21.8	100	64	B-	6	37
Indonesia	12.3	36.8	98.2	1.7	18.9	20.0	100	64	B-	5	37
Eritrea	4.2	90.7	63.8	15.0	4.0	14.5	100	63	B-	15	40
Guatemala	-16.5	-27.5	100.0	9.7	9.3	25.3	100	63	B-	8	40
Hungary	10.8	2.8	93.9	1.2	31.5	5.4	100	63	B-	1	40



Country	Growth Rate of Closing the Gap on pre-primary enrolment from 2000 to 2005	Growth in Pre-Primary Education Enrolments from 2000 to 2005	Fulfillment of the Targeted Growth rate in Primary Education Enrolments from 2000 to 2005 to close the UPE gap by 2009	Growth in Primary Education Enrolments from 2000 to 2005	Growth rate of Closing the Gap on secondary enrolment from 2000 to 2005	Growth in Secondary Education Enrolments from 2000 to 2005	Data Availability for GE	Marks for GE	Grade for GE	Regional Country Rank for GE	Overall Country Rank for GE
Year			2000-2005		2000-2005	2000-2005					
Measure			Percent		Percent	Percent		Percent	A-F		
Weight	20%		40%		40%						
Turkey	4.4	69.3	0.0	-3.3	42.8	59.1	100	63	B-	1	40
Cuba	89.7	5.0	0.0	-0.2	35.2	8.6	100	62	B-	9	44
Gambia	N.A.	N.A.	90.6	15.8	24.2	64.8	80	62	B-	16	44
Latvia	63.1	58.8	0.0	-7.8	80.6	8.1	100	62	B-	3	44
Niue	100.0	-32.4	0.0	-7.4	76.3	3.2	100	62	B-	6	44
Tajikistan	0.6	9.5	99.2	1.6	30.2	12.5	100	62	B-	2	44
Tokelau	100.0	0.1	0.0	-8.0	110.9	6.2	100	62	B-	6	44
Belarus	62.5	17.3	0.0	-4.1	45.2	12.0	100	61	B-	4	50
Burkina Faso	0.2	11.4	63.3	26.5	2.3	23.3	100	61	B-	17	50
Iraq	0.8	15.9	94.8	5.3	9.7	21.3	100	61	B-	6	50
Egypt	5.8	50.7	96.8	0.9	15.8	4.3	100	60	C+	7	53
Lao People's Democratic Republic	0.9	11.5	91.0	2.3	12.8	32.0	100	60	C+	8	53
Mali	N.A.	N.A.	69.3	26.5	9.0	47.2	80	60	C+	18	53
Syrian Arab Republic	1.8	19.0	0.0	-1.5	40.3	70.5	100	60	C+	7	53
Saint Lucia	9.2	8.4	99.4	2.7	12.8	7.2	100	59	C+	4	57
Slovakia	44.4	15.1	0.0	-8.3	61.8	9.6	100	59	C+	5	57
Comoros	1.6	92.9	0.0	-10.1	14.7	46.5	100	58	C+	19	59
Palau	11.8	8.3	0.0	-7.8	107.4	17.3	100	58	C+	9	59
Uruguay	3.1	2.8	0.0	-1.3	367.2	7.3	100	58	C+	10	59
Bangladesh	-7.1	-35.1	98.8	5.3	14.9	27.0	100	57	C+	5	62

Country	Growth Rate of Closing the Gap on pre-primary enrolment from 2000 to 2005	Growth in Pre-Primary Education Enrolments from 2000 to 2005	Fulfillment of the Targeted Growth rate in Primary Education Enrolments from 2000 to 2005 to close the UPE gap by 2009	Growth in Primary Education Enrolments from 2000 to 2005	Growth rate of Closing the Gap on secondary enrolment from 2000 to 2005	Growth in Secondary Education Enrolments from 2000 to 2005	Data Availability for GE	Marks for GE	Grade for GE	Regional Country Rank for GE	Overall Country Rank for GE
Year			2000-2005		2000-2005	2000-2005					
Measure			Percent		Percent	Percent		Percent	A-F		
Weight	20%		40%		40%						
Kenya	-2.3	-5.3	92.2	17.7	13.0	26.0	100	57	C+	20	62
Lebanon	14.1	7.0	0.0	-2.7	39.0	8.5	100	57	C+	9	62
Yemen	0.3	38.9	91.7	26.0	6.0	7.9	100	57	C+	9	62
Madagascar	7.4	261.4	100.0	42.4	N.A.	N.A.	60	56	C+	21	66
Mongolia	11.8	33.5	0.0	-7.9	60.7	41.1	100	56	C+	3	66
Rwanda	0.1	4.1	84.2	2.4	3.7	29.7	100	56	C+	21	66
Togo	0.1	2.2	87.2	2.0	14.3	32.8	100	56	C+	21	66
Chile	-15.0	-14.5	94.3	0.8	46.8	9.8	100	55	C+	11	70
Nigeria	N.A.	N.A.	81.2	7.7	9.5	39.6	90	55	C+	24	70
Dominican Republic	-1.1	-2.3	93.4	1.8	22.3	34.1	100	54	C+	12	72
Fiji	4.6	35.1	0.0	-1.4	26.2	8.0	100	54	C+	10	72
Nauru	39.7	35.9	93.9	10.7	4.5	5.5	100	54	C+	10	72
Suriname	-3.7	-0.7	97.4	1.8	30.5	17.4	100	54	C+	5	72
Belize	7.2	19.4	0.0	-1.6	30.7	21.5	100	53	C+	6	76
Côte d'Ivoire	0.6	21.8	70.8	5.7	2.5	11.5	100	53	C+	25	76
Croatia	5.7	7.8	92.8	1.3	16.1	3.5	100	53	C+	6	76
Kyrgyzstan	3.1	40.7	92.3	0.2	12.5	2.3	100	53	C+	4	76
Poland	8.1	8.5	0.0	-0.2	26.8	2.9	100	53	C+	6	76
Azerbaijan	6.5	37.0	0.0	-1.3	18.7	7.1	100	52	C+	5	81
Georgia	26.1	87.8	0.0	-0.6	15.4	4.5	100	52	C+	5	81
Panama	20.6	26.8	99.4	0.7	7.0	4.5	100	52	C+	13	81

Country	Growth Rate of Closing the Gap on pre-primary enrolment from 2000 to 2005	Growth in Pre-Primary Education Enrolments from 2000 to 2005	Fulfillment of the Targeted Growth rate in Primary Education Enrolments from 2000 to 2005 to close the UPE gap by 2009	Growth in Primary Education Enrolments from 2000 to 2005	Growth rate of Closing the Gap on secondary enrolment from 2000 to 2005	Growth in Secondary Education Enrolments from 2000 to 2005	Data Availability for GE	Marks for GE	Grade for GE	Regional Country Rank for GE	Overall Country Rank for GE
Year			2000-2005		2000-2005	2000-2005					
Measure			Percent		Percent	Percent		Percent	A-F		
Weight	20%		40%		40%						
Romania	21.5	10.4	0.0	-1.0	17.2	5.3	100	52	C+	8	81
Tonga	-10.0	-23.3	0.0	-0.4	309.3	-3.3	100	52	C+	12	81
Bulgaria	24.4	11.8	0.0	-3.8	18.7	3.3	100	51	C+	9	86
Malaysia	8.8	3.5	0.0	-1.5	23.1	10.3	100	51	C+	13	86
Morocco	-6.3	-6.2	96.0	12.2	6.4	14.4	100	51	C+	11	86
Gabon	0.0	0.2	100.0	0.6	8.8	10.6	100	50	C-	26	89
Seychelles	73.1	13.2	100.0	5.9	-72.4	-1.3	100	50	C-	26	89
Angola	N.A.	N.A.	87.5	27.3	2.2	12.9	80	49	C-	28	91
Maldives	1.7	1.8	0.0	-17.5	37.8	56.7	100	49	C-	6	91
Myanmar	N.A.	N.A.	98.1	10.3	5.4	10.7	80	49	C-	14	91
Sri Lanka	N.A.	N.A.	100.0	10.0	8.9	2.1	90	49	C-	6	91
Viet Nam	31.3	44.6	0.0	-7.9	21.2	13.6	100	49	C-	14	91
Ghana	-0.5	-1.4	78.8	7.2	7.7	16.5	100	47	C-	29	96
Kiribati	37.2	25.3	100.0	2.5	-9.3	-3.9	100	47	C-	16	96
Oman	0.8	14.0	0.0	-5.9	23.6	11.3	100	47	C-	12	96
Papua New Guinea	32.3	50.1	0.0	-4.4	3.9	13.2	100	47	C-	16	96
Solomon Islands	8.7	16.1	100.0	12.7	N.A.	N.A.	80	47	C-	16	96
Ecuador	15.3	12.2	0.0	-0.3	9.3	10.4	100	46	C-	14	101
Dominica	-26.7	-14.4	0.0	-11.2	66.6	21.5	100	44	C-	7	102
Palestinian Autonomous Territories	-14.3	-29.0	0.0	-16.5	77.0	22.4	100	44	C-	13	102

Country	Growth Rate of Closing the Gap on pre-primary enrolment from 2000 to 2005	Growth in Pre-Primary Education Enrolments from 2000 to 2005	Fulfillment of the Targeted Growth rate in Primary Education Enrolments from 2000 to 2005 to close the UPE gap by 2009	Growth in Primary Education Enrolments from 2000 to 2005	Growth rate of Closing the Gap on secondary enrolment from 2000 to 2005	Growth in Secondary Education Enrolments from 2000 to 2005	Data Availability for GE	Marks for GE	Grade for GE	Regional Country Rank for GE	Overall Country Rank for GE
Year			2000-2005		2000-2005	2000-2005					
Measure			Percent		Percent	Percent		Percent	A-F		
Weight	20%		40%		40%						
Peru	10.8	8.1	0.0	-1.2	10.8	5.6	100	44	C-	15	102
Albania	5.1	6.5	0.0	-5.8	17.2	7.8	100	43	C-	10	105
Jamaica	74.1	20.8	0.0	-0.5	5.6	1.7	100	43	C-	8	105
Marshall Islands	11.2	14.7	100.0	2.0	-76.2	-11.7	100	43	C-	19	105
Russian Federation	25.4	7.0	97.8	5.9	-16.5	-1.2	100	43	C-	10	105
Argentina	10.5	7.1	99.4	0.0	0.3	0.1	100	42	C-	16	109
China	-1.1	-1.7	0.0	-4.2	30.9	18.3	100	42	C-	20	109
Democratic Rep. of the Congo	0.5	61.7	N.A.	N.A.	5.0	22.7	80	41	C-	30	111
Namibia	9.2	33.4	0.0	-3.5	4.2	7.4	100	40	D+	31	112
Samoa	-1.7	-1.7	94.6	0.4	10.8	3.1	100	40	D+	21	112
United Republic of Tanzania	N.A.	N.A.	100.0	77.9	N.A.	N.A.	50	40	D+	31	112
Mauritania	-0.2	-9.5	86.6	15.2	1.0	6.1	100	39	D+	14	115
Saint Vincent and the Grenadines	N.A.	N.A.	0.0	-0.2	17.1	13.1	80	39	D+	9	115
Honduras	6.6	24.4	95.9	3.4	N.A.	N.A.	60	38	D+	17	117
Ukraine	16.9	34.0	91.1	3.2	-92.3	-11.0	100	38	D+	12	117
Pakistan	-41.4	-22.3	83.5	16.3	1.5	4.3	100	37	D+	8	119
Paraguay	4.0	12.6	0.0	-4.4	9.6	6.4	100	37	D+	18	119

Country	Growth Rate of Closing the Gap on pre-primary enrolment from 2000 to 2005	Growth in Pre-Primary Education Enrolments from 2000 to 2005	Fulfillment of the Targeted Growth rate in Primary Education Enrolments from 2000 to 2005 to close the UPE gap by 2009	Growth in Primary Education Enrolments from 2000 to 2005	Growth rate of Closing the Gap on secondary enrolment from 2000 to 2005	Growth in Secondary Education Enrolments from 2000 to 2005	Data Availability for GE	Marks for GE	Grade for GE	Regional Country Rank for GE	Overall Country Rank for GE
Year			2000-2005		2000-2005	2000-2005					
Measure			Percent		Percent	Percent		Percent	A-F		
Weight	20%		40%		40%						
Swaziland	<i>N.A.</i>	<i>N.A.</i>	89.5	5.1	3.2	7.2	90	37	D+	33	119
Cook Islands	-56.1	-3.3	0.0	-6.7	18.2	9.3	100	35	D+	22	122
The former Yugoslav Rep. of Macedonia	5.5	14.4	0.0	-0.3	3.7	0.9	100	34	D+	13	123
Uganda	-1.6	-63.2	0.0	-6.7	2.2	14.8	100	34	D+	34	123
Botswana	<i>N.A.</i>	<i>N.A.</i>	93.0	6.2	2.0	1.4	80	33	D+	35	125
Uzbekistan	0.1	0.2	100.0	0.4	-18.5	-0.9	100	33	D+	7	125
Cape Verde	3.7	3.8	0.0	-7.8	7.5	6.3	100	32	D+	36	127
Grenada	-181.6	-14.1	0.0	-2.6	11.8	3.7	100	32	D+	10	127
Vanuatu	3.2	3.1	96.9	0.9	<i>N.A.</i>	<i>N.A.</i>	80	32	D+	23	127
Netherlands Antilles	100.0	0.1	0.0	-4.8	-25.7	-5.8	100	30	D-	11	130
Republic of Moldova	42.6	96.8	0.0	-3.5	-16.4	-4.3	100	30	D-	14	130
Tuvalu	96.1	20.5	0.0	-9.3	<i>N.A.</i>	<i>N.A.</i>	60	27	D-	24	132
Anguilla	31.8	3.4	0.0	-7.9	-1352.1	-18.1	100	26	D-	12	133
Armenia	8.3	22.9	0.0	-3.1	-2.1	-0.4	100	26	D-	8	133
Lithuania	31.3	30.3	0.0	-7.1	-22.4	-1.7	100	26	D-	15	133
South Africa	9.4	20.9	0.0	-3.7	<i>N.A.</i>	<i>N.A.</i>	80	25	D-	37	136
Zimbabwe	3.9	5.6	0.0	-0.4	-9.6	-14.7	100	24	D-	38	137
Libyan Arab Jamahiriya	1.3	19.4	0.0	-6.1	-27.5	1.1	100	23	D-	15	138
Colombia	2.6	5.1	0.0	-1.8	-2.9	-2.2	100	22	D-	19	139

Country	Growth Rate of Closing the Gap on pre-primary enrolment from 2000 to 2005	Growth in Pre-Primary Education Enrolments from 2000 to 2005	Fulfillment of the Targeted Growth rate in Primary Education Enrolments from 2000 to 2005 to close the UPE gap by 2009	Growth in Primary Education Enrolments from 2000 to 2005	Growth rate of Closing the Gap on secondary enrolment from 2000 to 2005	Growth in Secondary Education Enrolments from 2000 to 2005	Data Availability for GE	Marks for GE	Grade for GE	Regional Country Rank for GE	Overall Country Rank for GE
Year			2000-2005		2000-2005	2000-2005					
Measure			Percent		Percent	Percent		Percent	A-F		
Weight	20%		40%		40%						
Saint Kitts and Nevis	-103.8	-9.4	0.0	-1.8	2.9	0.5	100	22	D-	13	139
Jordan	1.1	2.9	0.0	-4.1	-2.6	-0.7	100	19	E	16	141
Guinea-Bissau	N.A.	N.A.	59.8	0.0	N.A.	N.A.	50	18	E	39	142
Serbia and Montenegro	-0.7	-0.9	0.0	-2.5	-13.9	-1.5	100	15	E	16	143
Central African Republic	0.0	0.4	0.0	-24.6	N.A.	N.A.	60	14	E	40	144
Malawi	N.A.	N.A.	0.0	-3.8	-10.6	-23.6	80	14	E	40	144
Bosnia and Herzegovina	N.A.	N.A.	0.0	-5.1	N.A.	N.A.	40	13	E	17	146
Liberia	N.A.	N.A.	0.0	-36.9	N.A.	N.A.	50	10	F	42	147
Turks and Caicos Islands	-106.2	-15.7	0.0	-11.4	-112.5	-18.3	100	10	F	14	147
Antigua and Barbuda	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	0	0	F	15	149
Bhutan	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	0	0	F	9	149
Democratic People's Republic of Korea	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	0	0	F	25	149
Haiti	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	0	0	F	20	149
Micronesia (Federated States of)	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	0	0	F	25	149
Sierra Leone	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	30	0	F	43	149
Somalia	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	20	0	F	43	149
Turkmenistan	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	20	0	F	9	149

**Indicator 4: Quality inputs for teaching and learning (QI)**

Grading of QI Marks	Country	Trained teachers needed to attain most favourable ratio of 20:1	Trained teachers needed to attain minimum acceptable ratio of 40:1	Free textbooks in classrooms	Data Availability for Quality Inputs	Marks for Quality Inputs	Grade for Quality Inputs	Regional Ranking for Quality Inputs	Global Ranking for Quality Inputs
	Year		2005						
	Measure					Percent	A-F		
	Weight		90%	10%					
A+ : 91 - 100	Lithuania	0	0	Y	80	100	A+	1	1
A- : 81 - 90	Slovakia	0	0	Y	80	100	A+	1	1
B+ : 71 - 80	Ukraine	0	0	Y	80	100	A+	1	1
B- : 61 - 70	Uruguay	0	0	Y	100	100	A+	1	1
C+ : 51 - 60	Mauritius	416	0	Y	100	98	A+	1	5
C- : 41 - 50	Armenia	0	0	Y/N	100	95	A+	1	6
D+ : 31 - 40	Azerbaijan	0	0	Y/N	100	95	A+	1	6
D- : 21 - 30	Hungary	0	0	Y/N	80	95	A+	4	6
E : 11 - 20	Romania	3207	0	Y/N	80	94	A+	5	9
F : 0 - 10	Oman	3804	0	Y	100	92	A+	1	10
	Antigua and Barbuda	0	0	N.A.	90	90	A-	1	11
	Barbados	0	0	N.A.	90	90	A-	1	11
	Belarus	0	0	N.A.	90	90	A-	6	11
	Bulgaria	0	0	N	80	90	A-	6	11
	Cuba	0	0	N	100	90	A-	2	11
	Georgia	0	0	N	100	90	A-	3	11
	Latvia	0	0	N	80	90	A-	6	11
	Libyan Arab Jamahiriya	0	0	N.A.	90	90	A-	2	11
	Montserrat	0	0	N.A.	90	90	A-	1	11
	Netherlands Antilles	0	0	N.A.	90	90	A-	1	11
	Niue	0	0	N.A.	70	90	A-	1	11
	Poland	0	0	N.A.	70	90	A-	6	11

Country	Trained teachers needed to attain most favourable ratio of 20:1	Trained teachers needed to attain minimum acceptable ratio of 40:1	Free textbooks in classrooms	Data Availability for Quality Inputs	Marks for Quality Inputs	Grade for Quality Inputs	Regional Ranking for Quality Inputs	Global Ranking for Quality Inputs
Year		2005						
Measure					Percent	A-F		
Weight		90%	10%					
Republic of Moldova	0	0	N	80	90	A-	6	11
Saint Kitts and Nevis	1	0	N.A.	90	90	A-	1	11
Seychelles	0	0	N.A.	90	90	A-	2	11
Turks and Caicos Islands	0	0	N.A.	90	90	A-	1	11
Venezuela	27710	0	Y/N	100	89	A-	3	27
Argentina	78459	0	Y	100	86	A-	4	28
Croatia	1684	0	N.A.	70	86	A-	11	28
Sri Lanka	39975	0	Y	100	85	A-	1	30
Palau	17	0	N.A.	70	84	A-	2	31
Iran, Islamic Republic of	123075	0	N.A.	90	79	B+	2	32
Albania	8587	0	Y/N	80	78	B+	12	33
Anguilla	21	0	N.A.	90	78	B+	7	33
Russian Federation	218983	0	Y/N	100	78	B+	12	33
Serbia and Montenegro	12681	0	N	80	76	B+	14	36
Marshall Islands	161	0	N.A.	70	75	B+	3	37
The former Yugoslav Rep. of Macedonia	3783	0	N	80	75	B+	15	37
Tonga	275	0	N.A.	70	75	B+	3	37
Costa Rica	9848	0	N.A.	90	74	B+	5	40



Country	Trained teachers needed to attain most favourable ratio of 20:1	Trained teachers needed to attain minimum acceptable ratio of 40:1	Free textbooks in classrooms	Data Availability for Quality Inputs	Marks for Quality Inputs	Grade for Quality Inputs	Regional Ranking for Quality Inputs	Global Ranking for Quality Inputs
Year		2005						
Measure					Percent	A-F		
Weight		90%	10%					
Saint Vincent and the Grenadines	297	0	N.A.	90	74	B+	8	40
Algeria	149622	0	Y	100	72	B+	3	42
Botswana	10308	0	Y	100	72	B+	3	42
Grenada	367	0	N	100	71	B+	9	44
Bolivia	52249	0	Y	100	70	B-	6	45
China	3280839	0	N	100	70	B-	5	45
Saint Lucia	508	0	N.A.	90	70	B-	10	45
Peru	144012	0	Y	100	69	B-	7	48
Malaysia	98796	0	N	80	66	B-	6	49
Chile	87067	0	Y	100	65	B-	8	50
Dominican Republic	63600	0	Y	100	65	B-	8	50
Maldives	2869	0	Y	100	65	B-	3	50
Panama	13340	0	N	100	63	B-	10	53
Morocco	166675	0	Y/N	100	62	B-	4	54
Dominica	326	0	N.A.	90	61	B-	11	55
Ecuador	68891	0	Y/N	100	61	B-	11	55
Brazil	969682	0	Y/N	80	60	C+	12	57
Iraq	194668	0	Y/N	100	60	C+	5	57
Mongolia	17379	0	Y/N	80	60	C+	4	57
Turkey	400117	0	Y/N	80	60	C+	16	57
Viet Nam	440677	0	N	100	59	C+	7	61
Egypt	402469	0	N	100	58	C+	6	62

Country	Trained teachers needed to attain most favourable ratio of 20:1	Trained teachers needed to attain minimum acceptable ratio of 40:1	Free textbooks in classrooms	Data Availability for Quality Inputs	Marks for Quality Inputs	Grade for Quality Inputs	Regional Ranking for Quality Inputs	Global Ranking for Quality Inputs
Year		2005						
Measure					Percent	A-F		
Weight		90%	10%					
Jamaica	13850	0	N.A.	90	58	C+	12	62
Kazakhstan	67887	0	N.A.	90	58	C+	5	62
Samoa	1333	0	N.A.	90	57	C+	8	65
Vanuatu	1568	0	N	80	57	C+	8	65
Palestinian Autonomous Territories	25545	0	N	100	56	C+	7	67
Tajikistan	48777	0	N	100	56	C+	6	67
Guyana	3839	0	N	100	55	C+	13	69
Kiribati	708	0	N.A.	70	55	C+	10	69
Thailand	324660	0	N	80	55	C+	10	69
Syrian Arab Republic	184021	14185	Y	100	51	C+	8	72
Philippines	622900	96807	Y	100	47	C-	12	73
Namibia	22846	2031	Y/N	100	46	C-	4	74
Cape Verde	4853	19	N	100	45	C-	5	75
Kenya	381439	40968	Y/N	100	45	C-	5	75
Mexico	944934	169415	Y	80	45	C-	13	75
Fiji	7139	201	N	80	44	C-	13	78
Kyrgyzstan	44094	1590	N	100	43	C-	7	79
Paraguay	71863	16379	Y	100	42	C-	14	80
Suriname	3376	219	N.A.	70	42	C-	14	80
Nicaragua	68388	16279	Y	100	41	C-	15	82
Swaziland	11739	967	N	100	41	C-	7	82
Belize	2520	265	N	100	40	D+	15	84

Country	Trained teachers needed to attain most favourable ratio of 20:1	Trained teachers needed to attain minimum acceptable ratio of 40:1	Free textbooks in classrooms	Data Availability for Quality Inputs	Marks for Quality Inputs	Grade for Quality Inputs	Regional Ranking for Quality Inputs	Global Ranking for Quality Inputs
Year		2005						
Measure					Percent	A-F		
Weight		90%	10%					
South Africa	372033	43629	N.A.	90	39	D+	8	85
Cambodia	177511	49191	Y	100	38	D+	14	86
Timor-Leste	8937	1258	N.A.	70	38	D+	14	86
Gabon	16444	2509	N.A.	90	37	D+	9	88
El Salvador	67724	11771	N	100	36	D+	16	89
Ghana	299283	94927	Y	100	34	D+	10	90
India	11784804	3120841	Y/N	100	34	D+	4	90
Lao People's Democratic Republic	66622	13849	N	100	33	D+	16	92
Papua New Guinea	65275	18042	Y/N	100	33	D+	16	92
Uganda	464183	157774	Y	100	32	D+	11	94
Pakistan	211016	739853	Y	100	31	D+	5	95
Zambia	201804	70928	Y	100	31	D+	12	95
Zimbabwe	181351	43032	N	100	31	D+	12	95
Honduras	86148	22037	N	100	30	D-	17	98
Senegal	185898	67215	Y	100	30	D-	14	98
Indonesia	1974971	513587	N	100	29	D-	18	100
Colombia	454744	128270	N.A.	70	27	D-	18	101
Guatemala	205655	79140	Y	80	27	D-	18	101
Lesotho	24867	7388	N	100	26	D-	15	103
United Republic of Tanzania	566908	198421	Y/N	100	26	D-	15	103

Country	Trained teachers needed to attain most favourable ratio of 20:1	Trained teachers needed to attain minimum acceptable ratio of 40:1	Free textbooks in classrooms	Data Availability for Quality Inputs	Marks for Quality Inputs	Grade for Quality Inputs	Regional Ranking for Quality Inputs	Global Ranking for Quality Inputs
Year		2005						
Measure					Percent	A-F		
Weight		90%	10%					
Bangladesh	1890041	669610	Y/N	100	25	D-	6	105
Myanmar	481251	149360	N.A.	90	25	D-	19	105
Solomon Islands	6941	2100	N.A.	90	25	D-	19	105
Gambia	24371	9934	Y	100	24	D-	17	108
Uzbekistan	390099	162993	Y	80	23	D-	8	109
Côte d'Ivoire	304946	116842	Y/N	100	22	D-	18	110
Sudan	459782	175215	Y/N	100	22	D-	9	110
Ethiopia	1317495	564922	Y	100	21	D-	19	112
Mauritania	46377	16163	N	100	21	D-	10	112
Burkina Faso	247880	108781	Y	100	20	E	20	114
Benin	127150	46700	N	100	19	E	21	115
Congo	77497	34681	Y	100	19	E	21	115
Nepal	425764	188491	Y	100	19	E	7	115
Lebanon	41491	15602	N	100	18	E	11	118
Cameroon	250253	95764	N	100	17	E	23	119
Niger	265138	121131	Y	100	17	E	23	119
Togo	11605	48068	Y/N	100	16	E	25	121
Jordan	82415	36000	Y/N	80	15	E	12	122
Burundi	133483	54170	N	100	14	E	26	123
Madagascar	329617	147173	Y/N	100	14	E	26	123
Mozambique	359254	159320	Y/N	100	14	E	26	123
Eritrea	66276	27769	N	100	13	E	29	126

Country	Trained teachers needed to attain most favourable ratio of 20:1	Trained teachers needed to attain minimum acceptable ratio of 40:1	Free textbooks in classrooms	Data Availability for Quality Inputs	Marks for Quality Inputs	Grade for Quality Inputs	Regional Ranking for Quality Inputs	Global Ranking for Quality Inputs
Year		2005						
Measure					Percent	A-F		
Weight		90%	10%					
Nigeria	2243721	932875	N	100	13	E	29	126
Sao Tome and Principe	2481	1035	N.A.	70	13	E	29	126
Guinea	172356	72451	N.A.	90	12	E	32	129
Angola	309190	152914	Y	80	11	E	33	130
Rwanda	160113	68476	N	100	11	E	33	130
Malawi	N.A.	N.A.	Y	80	10	F	35	132
Tunisia	135637	59539	N	80	10	F	13	132
Yemen	415292	196043	Y/N	80	10	F	13	132
Bhutan	38264	16964	N.A.	90	9	F	8	135
Comoros	14298	6311	N	80	9	F	36	135
Mali	264370	116890	N.A.	90	9	F	36	135
Liberia	61415	27762	N	80	8	F	38	138
Guinea-Bissau	27124	12607	N.A.	90	6	F	39	139
Bosnia and Herzegovina	N.A.	N.A.	Y/N	80	5	F	17	140
Central African Republic	N.A.	N.A.	Y/N	80	5	F	40	140
Democratic Rep. of the Congo	1099333	519308	N	80	5	F	40	140
Saudi Arabia	N.A.	N.A.	Y/N	80	5	F	15	140
Sierra Leone	N.A.	N.A.	Y/N	60	5	F	40	140
Afghanistan	627026	303423	N.A.	90	3	F	9	145
Chad	199643	96220	N.A.	90	3	F	43	145
Djibouti	14571	7137	N	80	2	F	16	147

Country	Trained teachers needed to attain most favourable ratio of 20:1	Trained teachers needed to attain minimum acceptable ratio of 40:1	Free textbooks in classrooms	Data Availability for Quality Inputs	Marks for Quality Inputs	Grade for Quality Inputs	Regional Ranking for Quality Inputs	Global Ranking for Quality Inputs
Year		2005						
Measure					Percent	A-F		
Weight		90%	10%					
Cook Islands	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	30	0	F	21	148
Democratic People's Republic of Korea	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	70	0	F	21	148
Haiti	<i>N.A.</i>	<i>N.A.</i>	N	80	0	F	20	148
Micronesia (Federated States of)	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	70	0	F	21	148
Nauru	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	30	0	F	21	148
Somalia	<i>N.A.</i>	<i>N.A.</i>	N	80	0	F	44	148
Tokelau	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	30	0	F	21	148
Turkmenistan	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	70	0	F	9	148
Tuvalu	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	30	0	F	21	148

**Indicator 5: Equal Opportunities**

Grading of OE Marks:	Country	Female Enrolment in Secondary Education	Gender Development Index - HDR 2006	Inequality in Completion of Grade 9 between rural and urban children between 15 - 19 years	Education Incentives e.g. school meals, cash transfers	Data Availability for OE	Marks for OE	Grade for OE	Regional Country Rank for OE	Overall Country Rank for OE
	Year	2005	2004	1990-2007	2006					
	Measure	Percent					Percent	A-F		
	Weight	60%	30%	5%	5%					
A+ : 91 - 100	Chile	91.37	0.85	8.60	Y	100	90	A-	1	1
A - : 81 - 90	Costa Rica	93.92	0.831	24.05	Y	100	90	A-	1	1
B+ : 71 - 80	Uruguay	100.0	0.847	N.A.	Y	95	90	A-	1	1
B - : 61 - 70	Slovakia	95.35	0.853	N.A.	Y	95	88	A-	1	4
C+ : 51 - 60	Latvia	98.49	0.843	N.A.	Y/N	95	87	A-	2	5
C - : 41 - 50	Bulgaria	86.77	0.814	33.82	Y	100	85	A-	3	6
D+ : 31 - 40	Kazakhstan	91.10	0.772	2.10	N.A.	95	83	A-	1	7
D - : 21 - 30	Lithuania	91.36	0.856	N.A.	Y/N	95	83	A-	4	7
E : 11 - 20	Mongolia	89.65	0.685	27.43	Y	100	83	A-	1	7
F : 0 - 10	Hungary	89.90	0.867	N.A.	Y/N	95	82	A-	5	10
	Poland	93.52	0.859	N.A.	N.A.	90	82	A-	5	10
	Romania	81.53	0.804	15.63	Y	100	82	A-	5	10
	Uzbekistan	93.23	0.695	0.24	N.A.	95	82	A-	3	10
	Russian Federation	91.31	0.795	N.A.	Y/N	95	81	A-	8	14
	Argentina	81.92	0.859	N.A.	Y	95	80	B+	4	15
	Brazil	80.70	0.789	45.24	Y	100	80	B+	4	15
	Kyrgyzstan	80.89	0.701	-0.53	Y	100	80	B+	4	15
	Armenia	85.74	0.765	5.43	N	100	79	B+	5	18
	Jordan	80.31	0.747	0.30	Y/N	100	78	B+	1	19
	Belarus	89.02	0.793	N.A.	N.A.	90	77	B+	9	20
	Croatia	85.82	0.844	N.A.	N.A.	90	77	B+	9	20
	Mauritius	82.45	0.792	N.A.	Y/N	95	76	B+	1	22

Country	Female Enrolment in Secondary Education	Gender Development Index - HDR 2006	Inequality in Completion of Grade 9 between rural and urban children between 15 - 19 years	Education Incentives e.g. school meals, cash transfers	Data Availability for OE	Marks for OE	Grade for OE	Regional Country Rank for OE	Overall Country Rank for OE
Year	2005	2004	1990-2007	2006					
Measure	Percent					Percent	A-F		
Weight	60%	30%	5%	5%					
Jamaica	80.35	0.721	1.37	N.A.	95	75	B+	1	23
Sri Lanka	82.58	0.749	N.A.	Y/N	95	75	B+	1	23
The former Yugoslav Rep. of Macedonia	80.61	0.791	N.A.	Y/N	95	75	B+	11	23
Venezuela	67.49	0.78	-0.51	Y	100	74	B+	6	26
Albania	73.13	0.78	43.97	Y/N	100	73	B+	12	27
Azerbaijan	76.40	0.733	2.75	N	100	73	B+	6	27
Malaysia	81.7	0.795	N.A.	N.A.	90	73	B+	1	27
Mexico	66.28	0.812	21.73	Y	100	73	B+	7	27
Panama	66.73	0.806	29.75	Y	100	73	B+	7	27
Peru	69.34	0.759	22.89	Y	100	73	B+	7	27
Iran, Islamic Republic of	74.70	0.736	N.A.	Y	95	72	B+	2	33
Republic of Moldova	76.80	0.692	1.88	N.A.	95	72	B+	13	33
Malawi	82.45	0.394	48.12	Y	100	69	B-	2	35
Oman	75.93	0.785	N.A.	N.A.	90	69	B-	2	35
Ukraine	76.82	0.771	N.A.	N	95	69	B-	14	35
Bolivia	72.23	0.687	26.98	N.A.	95	68	B-	10	38
China	74.49	0.765	N.A.	N.A.	90	68	B-	2	38
Thailand	66.34	0.781	7.89	N.A.	95	68	B-	2	38
Tajikistan	73.03	0.648	25.51	N.A.	95	67	B-	7	41
Dominican Republic	58.75	0.745	34.84	Y	100	66	B-	11	42
Honduras	72.76	0.676	54.66	N.A.	95	66	B-	11	42
Saudi Arabia	68.33	0.744	N.A.	Y/N	95	66	B-	3	42



Country	Female Enrolment in Secondary Education	Gender Development Index - HDR 2006	Inequality in Completion of Grade 9 between rural and urban children between 15 - 19 years	Education Incentives e.g. school meals, cash transfers	Data Availability for OE	Marks for OE	Grade for OE	Regional Country Rank for OE	Overall Country Rank for OE
Year	2005	2004	1990-2007	2006					
Measure	Percent					Percent	A-F		
Weight	60%	30%	5%	5%					
Viet Nam	67.96	0.71	13.01	N.A.	95	66	B-	4	42
Guyana	100	0.73	7.90	N.A.	95	65	B-	2	46
Samoa	70.09	0.77	N.A.	N.A.	90	65	B-	5	46
Turkey	61.26	0.745	N.A.	Y	95	64	B-	15	48
Tunisia	67.33	0.744	N.A.	N.A.	90	63	B-	4	49
Algeria	68.02	0.713	N.A.	N.A.	90	62	B-	5	50
Philippines	66.28	0.521	16.18	Y/N	100	62	B-	6	50
South Africa	65.13	0.646	24.01	N.A.	95	62	B-	3	50
Indonesia	57.96	0.704	19.46	N.A.	95	60	C+	7	53
Libyan Arab Jamahiriya	100.0	N.A.	N.A.	N.A.	60	60	C+	6	53
Montserrat	100.0	N.A.	N.A.	N.A.	60	60	C+	3	53
Palau	100.0	N.A.	N.A.	N.A.	60	60	C+	7	53
Seychelles	100.0	N.A.	N.A.	N.A.	60	60	C+	4	53
Palestinian Autonomous Territories	97.82	N.A.	N.A.	N.A.	60	59	C+	7	58
Barbados	96.63	0.89	N.A.	N.A.	90	58	C+	4	59
India	50.12	0.591	25.93	Y	100	57	C+	3	60
Niue	94.29	N.A.	N.A.	N.A.	60	57	C+	9	60
Syrian Arab Republic	60.11	0.702	N.A.	N.A.	90	57	C+	8	60
Cape Verde	58.02	0.714	N.A.	N.A.	90	56	C+	5	63
Lebanon	93.24	0.75	N.A.	N.A.	90	56	C+	9	63
Suriname	87.23	N.A.	22.02	N.A.	65	56	C+	5	63

Country	Female Enrolment in Secondary Education	Gender Development Index - HDR 2006	Inequality in Completion of Grade 9 between rural and urban children between 15 - 19 years	Education Incentives e.g. school meals, cash transfers	Data Availability for OE	Marks for OE	Grade for OE	Regional Country Rank for OE	Overall Country Rank for OE
Year	2005	2004	1990-2007	2006					
Measure	Percent					Percent	A-F		
Weight	60%	30%	5%	5%					
Tokelau	94.05	N.A.	N.A.	N.A.	60	56	C+	10	63
Bangladesh	50.6	0.524	15.32	Y	100	55	C+	4	67
Dominica	92.06	N.A.	N.A.	N.A.	60	55	C+	6	67
Nicaragua	45.74	0.684	56.92	Y	100	55	C+	13	67
Botswana	62.44	0.555	N.A.	N.A.	90	54	C+	6	70
El Salvador	54.27	0.725	N.A.	N.A.	90	54	C+	14	70
Serbia and Montenegro	89.24	N.A.	N.A.	N	65	54	C+	16	70
Cuba	87.95	N.A.	N.A.	N.A.	60	53	C+	15	73
Micronesia (Federated States of)	87.92	N.A.	N.A.	N.A.	60	53	C+	11	73
Egypt	78.82	N.A.	11.27	N.A.	65	52	C+	10	75
Fiji	85.37	0.74	N.A.	N.A.	90	51	C+	12	76
Saint Kitts and Nevis	85.45	N.A.	N.A.	N.A.	60	51	C+	7	76
Marshall Islands	76.52	N.A.	20.56	N.A.	65	50	C-	13	78
Tuvalu	81.27	N.A.	N.A.	N.A.	60	49	C-	14	79
Georgia	80.65	N.A.	N.A.	N	65	48	C-	8	80
Grenada	79.53	N.A.	N.A.	N.A.	60	48	C-	8	80
Namibia	44.40	0.622	47.35	N.A.	95	48	C-	7	80
Nepal	42.13	0.513	49.65	Y	100	48	C-	5	80
Netherlands Antilles	80.57	N.A.	N.A.	N.A.	60	48	C-	8	80
Anguilla	79.07	N.A.	N.A.	N.A.	60	47	C-	10	85
Paraguay	64.39	N.A.	37.32	Y	70	47	C-	16	85
Maldives	65.59	0.74	70.64	Y	100	46	C-	6	87

Country	Female Enrolment in Secondary Education	Gender Development Index - HDR 2006	Inequality in Completion of Grade 9 between rural and urban children between 15 - 19 years	Education Incentives e.g. school meals, cash transfers	Data Availability for OE	Marks for OE	Grade for OE	Regional Country Rank for OE	Overall Country Rank for OE
Year	2005	2004	1990-2007	2006					
Measure	Percent					Percent	A-F		
Weight	60%	30%	5%	5%					
Guatemala	32.36	0.659	86.36	Y	100	45	C-	17	88
Saint Lucia	75.81	N.A.	N.A.	N.A.	60	45	C-	11	88
Sudan	33.12	0.744	N.A.	Y/N	95	45	C-	11	88
Tonga	74.99	N.A.	N.A.	N.A.	60	45	C-	15	88
Belize	71.84	0.76	N.A.	N.A.	90	43	C-	12	92
Cameroon	39.31	0.497	57.94	Y/N	100	43	C-	8	92
Kenya	42.30	0.487	38.39	N.A.	95	43	C-	8	92
Kiribati	70.80	N.A.	N.A.	N.A.	60	42	C-	16	95
Saint Vincent and the Grenadines	70.66	N.A.	N.A.	N.A.	60	42	C-	13	95
Cook Islands	67.55	N.A.	N.A.	N.A.	60	41	C-	17	97
Turks and Caicos Islands	68.73	N.A.	N.A.	N.A.	60	41	C-	14	97
Ghana	34.98	0.528	30.05	N.A.	95	40	D+	10	99
Morocco	32.36	0.615	65.76	N.A.	95	40	D+	12	99
Angola	43.0	0.431	91.11	N.A.	95	39	D+	11	101
Congo	35.17	0.519	N.A.	Y/N	95	39	D+	11	101
Lao People's Democratic Republic	34.70	0.545	56.31	N.A.	95	39	D+	18	101
Swaziland	34.76	0.479	25.51	N	100	39	D+	11	101
Cambodia	22.34	0.578	56.94	Y	100	38	D+	19	105
Colombia	57.91	0.77	37.60	N.A.	95	38	D+	18	105
Comoros	32.1	0.55	64.89	N.A.	95	38	D+	14	105
Ecuador	52.55	0.72	40.39	Y/N	100	37	D+	19	108

Country	Female Enrolment in Secondary Education	Gender Development Index - HDR 2006	Inequality in Completion of Grade 9 between rural and urban children between 15 - 19 years	Education Incentives e.g. school meals, cash transfers	Data Availability for OE	Marks for OE	Grade for OE	Regional Country Rank for OE	Overall Country Rank for OE
Year	2005	2004	1990-2007	2006					
Measure	Percent					Percent	A-F		
Weight	60%	30%	5%	5%					
Zimbabwe	32.64	0.483	34.15	N.A.	95	37	D+	15	108
Lesotho	28.04	0.486	44.76	N.A.	95	34	D+	16	110
Pakistan	17.76	0.513	34.65	Y	100	34	D+	7	110
Timor-Leste	51.80	N.A.	36.94	N.A.	65	34	D+	20	110
Nigeria	25.00	0.443	26.65	N.A.	95	32	D+	17	113
Yemen	30.69	0.462	N.A.	N.A.	90	32	D+	13	113
Uganda	14.23	0.498	52.61	Y	100	31	D+	18	115
Nauru	49.54	N.A.	N.A.	N.A.	60	30	D-	21	116
Gambia	40.53	0.464	58.64	Y/N	100	29	D-	19	117
Zambia	23.22	0.396	55.76	N.A.	95	28	D-	20	118
Democratic People's Republic of Korea	N.A.	0.905	N.A.	N.A.	30	27	D-	22	119
Gabon	41.92	N.A.	66.46	N.A.	65	27	D-	21	119
Benin	11.23	0.412	52.74	Y	100	26	D-	22	121
Côte d'Ivoire	14.52	0.401	57.59	Y/N	100	25	D-	23	122
Guinea	17.00	0.434	69.74	N.A.	95	25	D-	23	122
Myanmar	36.95	N.A.	35.25	N.A.	65	25	D-	23	122
Togo	14.40	0.476	65.67	N	100	25	D-	23	122

Country	Female Enrolment in Secondary Education	Gender Development Index - HDR 2006	Inequality in Completion of Grade 9 between rural and urban children between 15 - 19 years	Education Incentives e.g. school meals, cash transfers	Data Availability for OE	Marks for OE	Grade for OE	Regional Country Rank for OE	Overall Country Rank for OE
Year	2005	2004	1990-2007	2006					
Measure	Percent					Percent	A-F		
Weight	60%	30%	5%	5%					
Mauritania	14.09	0.478	66.80	N.A.	95	24	D-	14	126
Sierra Leone	21.75	0.317	61.99	No	100	24	D-	26	126
Democratic Rep. of the Congo	16.24	0.378	64.26	N.A.	95	23	D-	27	128
Liberia	30.29	N.A.	N.A.	Y	65	23	D-	27	128
Rwanda	13.43	0.449	69.03	N.A.	95	23	D-	27	128
Senegal	14.51	0.451	77.78	N.A.	95	23	D-	27	128
Vanuatu	36.19	N.A.	N.A.	N.A.	60	22	D-	24	132
Mali	17.95	0.329	92.05	N.A.	95	21	D-	31	133
Sao Tome and Principe	33.72	N.A.	N.A.	N.A.	60	20	E	32	134
Iraq	31.19	N.A.	N.A.	N.A.	60	19	E	15	135
Mozambique	6.10	0.387	81.08	Y/N	100	19	E	33	135
Ethiopia	21.76	0.355	95.39	Y	100	18	E	34	137
Niger	6.40	0.292	93.39	Y	100	18	E	34	137
Burkina Faso	9.22	0.335	86.33	N.A.	95	16	E	36	139
Burundi	5.7	0.38	68.75	No	100	16	E	36	139
Madagascar	0.0	0.507	79.61	N.A.	95	16	E	36	139
Papua New Guinea	22.60	0.52	56.09	N	100	16	E	25	139

Country	Female Enrolment in Secondary Education	Gender Development Index - HDR 2006	Inequality in Completion of Grade 9 between rural and urban children between 15 - 19 years	Education Incentives e.g. school meals, cash transfers	Data Availability for OE	Marks for OE	Grade for OE	Regional Country Rank for OE	Overall Country Rank for OE
Year	2005	2004	1990-2007	2006					
Measure	Percent					Percent	A-F		
Weight	60%	30%	5%	5%					
Chad	5.34	0.35	82.03	N.A.	95	15	E	39	143
Solomon Islands	24.27	N.A.	N.A.	N	65	15	E	26	143
Central African Republic	0.0	0.336	78.38	Y/N	100	14	E	40	145
United Republic of Tanzania	0.0	0.426	69.78	N	100	14	E	40	145
Eritrea	20.00	0.431	N.A.	N.A.	90	12	E	42	147
Djibouti	17.91	N.A.	N.A.	N.A.	60	11	E	16	148
Afghanistan	7.87	N.A.	N.A.	Y	65	10	F	8	149
Bhutan	N.A.	N.A.	61.14	Y	10	7	F	9	150
Guinea-Bissau	6.21	0.326	86.30	N.A.	95	4	F	43	151
Haiti	N.A.	0.46	79.12	N.A.	35	1	F	20	152
Antigua and Barbuda	N.A.	N.A.	N.A.	N.A.	0	0	F	15	153
Bosnia and Herzegovina	N.A.	N.A.	N.A.	N	5	0	F	17	153
Somalia	0.0	N.A.	N.A.	No	65	0	F	44	153
Turkmenistan	N.A.	N.A.	N.A.	N.A.	0	0	F	9	153

## Indicator 6: Transparency and Accountability (TA)

Grading of TA Marks:
A+ : 91 - 100
A - : 81 - 90
B+ : 71 - 80
B - : 61 - 70
C+ : 51 - 60
C - : 41 - 50
D+ : 31 - 40
D - : 21 - 30
E : 11 - 20
F : 0 - 10

Country	Corruption Perception Score	Civil Society Participation in Education Policy Platforms	Teacher Union Rights	Marks for Protection of Teacher Union Rights	Marks for TA	Grade for TA	Regional Country Rank for TA	Global Ranking for TA
Year	2006	2006						
Measure	1-10		2006		Percent	A-F		
Weight	90%	5%	5%					
Chile	7.3	Okay	Okay	50	71	B+	1	1
Barbados	6.7	N.A.	Excellent	100	65	B-	1	2
Uruguay	6.4	Good	Good	75	65	B-	2	2
Bhutan	6	Poor	Poor	25	57	B-	1	4
Hungary	5.2	Okay	Good	75	53	B-	1	5
Botswana	5.6	N.A.	Poor	25	52	B-	1	6
Mauritius	5.1	Okay	Okay	50	51	C+	2	7
Jordan	5.3	Poor	Poor	25	50	C-	1	8
Oman	5.4	N.A.	Poor	25	50	C-	1	8
Lithuania	4.8	Okay	Okay	50	48	C-	2	10
Malaysia	5	N.A.	Okay	50	48	C-	1	10
Latvia	4.7	Okay	Okay	50	47	C-	3	12
Slovakia	4.7	Okay	Okay	50	47	C-	3	12
Dominica	4.5	N.A.	Good	75	44	C-	2	14
South Africa	4.6	N.A.	Okay	50	44	C-	3	14
Tunisia	4.6	N.A.	Poor	25	43	C-	3	16
Bulgaria	4	Good	Poor	25	41	C-	5	17
Costa Rica	4.1	Very Poor	Good	75	41	C-	3	17
Fiji	4	Okay	Okay	50	41	C-	2	17
El Salvador	4	N.A.	Okay	50	39	D+	4	20
Namibia	4.1	N.A.	Okay	50	39	D+	4	20
Thailand	3.6	Good	Okay	50	39	D+	3	20
Turkey	3.8	Okay	Okay	50	39	D+	6	20
Bosnia and Herzegovina	3.9	Poor	Poor	25	38	D+	7	24
Jamaica	3.7	N.A.	Okay	50	36	D+	3	25

Country	Corruption Perception Score	Civil Society Participation in Education Policy Platforms	Teacher Union Rights	Marks for Protection of Teacher Union Rights	Marks for TA	Grade for TA	Regional Country Rank for TA	Global Ranking for TA
Year	2006	2006						
Measure	1-10		2006		Percent	A-F		
Weight	90%	5%	5%					
Poland	3.7	N.A.	Okay	50	36	D+	8	25
Brazil	3.3	Poor	Good	75	35	D+	5	27
Colombia	3.9	N.A.	Very Poor	0	35	D+	5	27
Grenada	3.5	N.A.	Good	75	35	D+	4	27
Seychelles	3.6	N.A.	Okay	50	35	D+	5	27
Argentina	2.9	Good	Good	75	34	D+	7	31
Belize	3.5	N.A.	Okay	50	34	D+	5	31
Croatia	3.4	N.A.	Good	75	34	D+	9	31
Lebanon	3.6	N.A.	Poor	25	34	D+	4	31
Sri Lanka	3.1	Good	Okay	50	34	D+	2	31
Cuba	3.5	N.A.	Poor	25	33	D+	8	36
Peru	3.3	Okay	Poor	25	33	D+	8	36
Romania	3.1	Okay	Okay	50	33	D+	10	36
Ghana	3.3	N.A.	Okay	50	32	D+	6	39
India	3.3	Poor	Poor	25	32	D+	3	39
Madagascar	3.1	Poor	Okay	50	32	D+	6	39
Panama	3.1	Okay	Poor	25	32	D+	10	39
Armenia	2.9	Okay	Okay	50	31	D+	1	43
Burkina Faso	3.2	N.A.	Okay	50	31	D+	8	43
China	3.3	N.A.	Poor	25	31	D+	4	43
Dominican Republic	2.8	Good	Okay	50	31	D+	11	43
Egypt	3.3	N.A.	Poor	25	31	D+	5	43
Malawi	2.7	Good	Okay	50	31	D+	8	43
Mexico	3.3	Very Poor	Poor	25	31	D+	11	43
Nicaragua	2.6	Excellent	Okay	50	31	D+	11	43
Republic of Moldova	3.2	N.A.	Okay	50	31	D+	11	43



Country	Corruption Perception Score	Civil Society Participation in Education Policy Platforms	Teacher Union Rights	Marks for Protection of Teacher Union Rights	Marks for TA	Grade for TA	Regional Country Rank for TA	Global Ranking for TA
Year	2006	2006						
Measure	1-10		2006		Percent	A-F		
Weight	90%	5%	5%					
Senegal	3.3	<i>N.A.</i>	<i>Poor</i>	25	31	<i>D+</i>	8	43
Serbia and Montenegro	3	<i>Poor</i>	<i>Okay</i>	50	31	<i>D+</i>	11	43
Suriname	3	<i>N.A.</i>	<i>Good</i>	75	31	<i>D+</i>	6	43
Uganda	2.7	<i>Good</i>	<i>Okay</i>	50	31	<i>D+</i>	8	43
Ukraine	2.8	<i>Good</i>	<i>Okay</i>	50	31	<i>D+</i>	11	43
Albania	2.6	<i>Good</i>	<i>Okay</i>	50	30	<i>D-</i>	14	57
Lesotho	3.2	<i>N.A.</i>	<i>Poor</i>	25	30	<i>D-</i>	12	57
Mongolia	2.8	<i>Okay</i>	<i>Okay</i>	50	30	<i>D-</i>	2	57
Morocco	3.2	<i>N.A.</i>	<i>Poor</i>	25	30	<i>D-</i>	6	57
Mozambique	2.8	<i>Okay</i>	<i>Okay</i>	50	30	<i>D-</i>	12	57
Saudi Arabia	3.3	<i>N.A.</i>	<i>Very Poor</i>	0	30	<i>D-</i>	6	57
United Republic of Tanzania	2.9	<i>Okay</i>	<i>Poor</i>	25	30	<i>D-</i>	12	57
Algeria	3.1	<i>N.A.</i>	<i>Poor</i>	25	29	<i>D-</i>	8	64
Gambia	2.5	<i>Good</i>	<i>Okay</i>	50	29	<i>D-</i>	15	64
Georgia	2.8	<i>Okay</i>	<i>Poor</i>	25	29	<i>D-</i>	3	64
Mauritania	3.1	<i>N.A.</i>	<i>Poor</i>	25	29	<i>D-</i>	8	64
Benin	2.5	<i>Okay</i>	<i>Okay</i>	50	28	<i>D-</i>	16	68
Gabon	3	<i>N.A.</i>	<i>Poor</i>	25	28	<i>D-</i>	16	68
Mali	2.8	<i>N.A.</i>	<i>Okay</i>	50	28	<i>D-</i>	16	68
Philippines	2.5	<i>Okay</i>	<i>Okay</i>	50	28	<i>D-</i>	5	68
The former Yugoslav Rep. of Macedonia	2.7	<i>Poor</i>	<i>Okay</i>	50	28	<i>D-</i>	15	68
Eritrea	2.9	<i>N.A.</i>	<i>Poor</i>	25	27	<i>D-</i>	19	73
Liberia	2.2	<i>Excellent</i>	<i>Okay</i>	50	27	<i>D-</i>	19	73
Niger	2.3	<i>Good</i>	<i>Okay</i>	50	27	<i>D-</i>	19	73

Country	Corruption Perception Score	Civil Society Participation in Education Policy Platforms	Teacher Union Rights	Marks for Protection of Teacher Union Rights	Marks for TA	Grade for TA	Regional Country Rank for TA	Global Ranking for TA
Year	2006	2006						
Measure	1-10		2006		Percent	A-F		
Weight	90%	5%	5%					
Papua New Guinea	2.4	Okay	Okay	50	27	D-	6	73
Paraguay	2.6	Poor	Okay	50	27	D-	14	73
Afghanistan	2.5	Okay	Poor	25	26	D-	4	78
Bolivia	2.8	N.A.	Poor	25	26	D-	15	78
Guatemala	2.6	Okay	Very Poor	0	26	D-	15	78
Iran, Islamic Republic of	2.7	N.A.	Poor	25	26	D-	4	78
Kazakhstan	2.6	N.A.	Okay	50	26	D-	4	78
Libyan Arab Jamahiriya	2.7	N.A.	Poor	25	26	D-	10	78
Nepal	2.5	Okay	Poor	25	26	D-	4	78
Russian Federation	2.5	Poor	Okay	50	26	D-	16	78
Swaziland	2.5	Okay	Poor	25	26	D-	22	78
Syrian Arab Republic	2.9	N.A.	Very Poor	0	26	D-	10	78
Timor-Leste	2.6	N.A.	Okay	50	26	D-	7	78
Viet Nam	2.6	N.A.	Okay	50	26	D-	7	78
Zambia	2.6	N.A.	Okay	50	26	D-	22	78
Azerbaijan	2.4	Poor	Okay	50	25	D-	5	91
Burundi	2.4	Poor	Okay	50	25	D-	24	91
Congo	2.2	Okay	Okay	50	25	D-	24	91
Guyana	2.5	N.A.	Okay	50	25	D-	7	91
Lao People's Democratic Republic	2.6	N.A.	Poor	25	25	D-	9	91
Palestinian Autonomous Territories	2.6	N.A.	Poor	25	25	D-	12	91
Togo	2.4	Poor	Okay	50	25	D-	24	91

Country	Corruption Perception Score	Civil Society Participation in Education Policy Platforms	Teacher Union Rights	Marks for Protection of Teacher Union Rights	Marks for TA	Grade for TA	Regional Country Rank for TA	Global Ranking for TA
Year	2006	2006						
Measure	1-10		2006		Percent	A-F		
Weight	90%	5%	5%					
Yemen	2.6	N.A.	Poor	25	25	D-	12	91
Cameroon	2.3	Poor	Okay	50	24	D-	27	99
Central African Republic	2.4	Very Poor	Okay	50	24	D-	27	99
Côte d'Ivoire	2.1	Okay	Okay	50	24	D-	27	99
Ecuador	2.3	Okay	Poor	25	24	D-	17	99
Ethiopia	2.4	Okay	Very Poor	0	24	D-	27	99
Honduras	2.5	N.A.	Poor	25	24	D-	17	99
Indonesia	2.4	N.A.	Okay	50	24	D-	10	99
Kyrgyzstan	2.2	Poor	Okay	50	24	D-	6	99
Rwanda	2.5	N.A.	Poor	25	24	D-	27	99
Sierra Leone	2.2	Poor	Okay	50	24	D-	27	99
Zimbabwe	2.4	Okay	Very Poor	0	24	D-	27	99
Bangladesh	2	Good	Poor	25	23	D-	7	110
Cambodia	2.1	Okay	Poor	25	23	D-	11	110
Nigeria	2.2	N.A.	Okay	50	22	D-	34	112
Pakistan	2.2	Poor	Poor	25	22	D-	8	112
Venezuela	2.3	Very Poor	Poor	25	22	D-	19	112
Angola	2.2	N.A.	Poor	25	21	D-	35	115
Chad	2	N.A.	Okay	50	21	D-	35	115
Kenya	2.2	N.A.	Poor	25	21	D-	35	115
Somalia	2.1	Poor	Poor	25	21	D-	35	115
Tajikistan	2.2	N.A.	Poor	25	21	D-	7	115
Turkmenistan	2.2	N.A.	Poor	25	21	D-	7	115
Belarus	2.1	N.A.	Poor	25	20	E	17	121
Uzbekistan	2.1	N.A.	Poor	25	20	E	9	121

Country	Corruption Perception Score	Civil Society Participation in Education Policy Platforms	Teacher Union Rights	Marks for Protection of Teacher Union Rights	Marks for TA	Grade for TA	Regional Country Rank for TA	Global Ranking for TA
Year	2006	2006						
Measure	1-10		2006		Percent	A-F		
Weight	90%	5%	5%					
Democratic Rep. of the Congo	2	N.A.	Poor	25	19	E	39	123
Sudan	2	N.A.	Very Poor	0	18	E	14	124
Guinea	1.9	N.A.	Very Poor	0	17	E	40	125
Haiti	1.8	N.A.	Poor	25	17	E	20	125
Iraq	1.9	N.A.	Very Poor	0	17	E	15	125
Myanmar	1.9	N.A.	Very Poor	0	17	E	12	125
Solomon Islands	N.A.	Good	Good	75	8	F	13	129
Antigua and Barbuda	N.A.	N.A.	Good	75	4	F	8	130
Montserrat	N.A.	N.A.	Good	75	4	F	8	130
Saint Lucia	N.A.	N.A.	Good	75	4	F	8	130
Saint Vincent and the Grenadines	N.A.	N.A.	Good	75	4	F	8	130
Samoa	N.A.	N.A.	Good	75	4	F	14	130
Cape Verde	N.A.	N.A.	Okay	50	3	F	41	135
Comoros	N.A.	N.A.	Okay	50	3	F	41	135
Guinea-Bissau	N.A.	N.A.	Okay	50	3	F	41	135
Saint Kitts and Nevis	N.A.	N.A.	Okay	50	3	F	12	135
Sao Tome and Principe	N.A.	N.A.	Okay	50	3	F	41	135
Vanuatu	N.A.	N.A.	Okay	50	3	F	15	135
Maldives	N.A.	N.A.	Poor	25	1	F	9	141
Anguilla	N.A.	N.A.	N.A.	0	0	F	13	142
Cook Islands	N.A.	N.A.	N.A.	0	0	F	16	142
Democratic People's Republic of Korea	N.A.	N.A.	Very Poor	0	0	F	16	142
Djibouti	N.A.	N.A.	Very Poor	0	0	F	16	142

Country	Corruption Perception Score	Civil Society Participation in Education Policy Platforms	Teacher Union Rights	Marks for Protection of Teacher Union Rights	Marks for TA	Grade for TA	Regional Country Rank for TA	Global Ranking for TA
Year	2006	2006						
Measure	1-10		2006		Percent	A-F		
Weight	90%	5%	5%					
Kiribati	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	0	0	F	16	142
Marshall Islands	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	0	0	F	16	142
Micronesia (Federated States of)	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	0	0	F	16	142
Nauru	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	0	0	F	16	142
Netherlands Antilles	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	0	0	F	13	142
Niue	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	0	0	F	16	142
Palau	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	0	0	F	16	142
Tokelau	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	0	0	F	16	142
Tonga	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	0	0	F	16	142
Turks and Caicos Islands	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	0	0	F	13	142
Tuvalu	<i>N.A.</i>	<i>N.A.</i>	<i>N.A.</i>	0	0	F	16	142

# Sources and Calculations used in the report

In 2003, the Global Campaign for Education (GCE) – a coalition of development organisations, civil society networks, and teachers’ unions published the first school report ‘Must Try Harder – A School Report on 22 rich countries’ aid to basic education in developing countries’. The report exposed the tardy performance of privileged nations in providing aid to make the global dream of education for all – a reality.

The School Report has now become an annual flagship publication of the Global Campaign for Education. In 2005, Asian South Pacific Bureau of Adult Education (ASPBAE) and GCE produced the Asian School Report titled ‘Must Do Better - A School Report on 14 developing countries’ commitment to basic education in Asia Pacific’ as a first step to analyse the performance of leaders of 14 Asia-Pacific developing countries to deliver on their oft-repeated promises to provide education for all.

To continue this initiative, the Global Campaign for Education has now embarked for the first time on a Global School Report which combines both elements:

- A. evaluates the performance of developed nations (OECD\_DAC members) to fulfil their responsibility in providing aid towards the global dream of education for all and
- B. to simultaneously monitor the performance 156 developing countries to fulfil the basic rights of their populations to provide universally accessible basic education of good quality

B: Monitor Developing Countries

The choice of the 156 developing countries was based on a singular consideration. The countries with gross domestic product (GDP) per capita greater than USD 19,800 in purchasing power parity (PPP) terms have been chosen based on the latest estimate available in the CIA Factbook 2007. USD 19,800 has been used as a benchmark to identify developing countries based on the fact that it represents the lowest GDP PPP per capita (for Portugal) amongst the countries evaluated in the GCE’s flagship Northern School Report on aid effectiveness. Poland, Mexico, Turkey as DAC member countries with a GDP per capita income less than the benchmark do not have adequate data on their aid policies and have therefore been included in the developing country classification.

GCE therefore based on the USD 19,800 benchmark, considers that all countries with greater GNP PPP per capita should potentially be donors of development aid for education. However, since the Northern School Report has been able to source data adequately only from the OECD DAC member states, unfortunately several countries which have a GDP PPP per capita of greater than USD 19,800 have not been evaluated on their aid efficacy simply due to lack of data from non-OECD sources.

Another important consideration in the choice of countries was the availability of comparable data across various indicators. This report has essentially relied on the latest available data from the Education for All (EFA) Global Monitoring Report (GMR) published annually by UNESCO. In addition, we have sourced data from national government reports, academic researches and international surveys. However, it must be noted that several data sources, especially those from government sources, are vulnerable to over-reporting of indicators of enrolment figures, percentage of trained teachers, expenditure on education, to name but a few.

Nevertheless, due to paucity of data we have had to make a number of assumptions in the methodology for calculations, grading and ranking used in this report. This section describes the data gaps, assumptions and calculations in detail to provide full transparency.

The presentation of the chosen developing countries follows the UNESCO method of regional classification. The only exception is the region titled “Latin America and the Caribbean” which has been divided into two separate categories to ensure greater analytical comparability between Caribbean island nations and populous Latin American countries.

## Indicator 1: Achievements of Universal Basic Education (AUBE)

Do countries provide universal basic education for their entire population? Measured by the percentage of population which falls outside the education system

### Data Analysis:

- The simplest way of measuring the coverage of basic education would be to depict the population which misses out on this advantage. The onus lies with national governments to fulfil their responsibility to provide free and good quality elementary childhood care and education facilities, primary and secondary schools and adult literacy centres for their entire populous.
- This indicator tracks the population which lies outside the education system. To capture the element of lack of universal education, it tracks two population sets. Those who:
  - i) have never had access to the formal education system
  - ii) in case of primary education (with better availability of data) we have also tracked those who had entered the education system but have ‘dropped-out’ or been ‘pushed out’ due to its poor quality. Thus in an indirect way this indicator also depicts the inefficiency of poor quality education which prevents

completion. However the inefficiency of the education system in terms of repetition rates has not been captured by this indicator due to paucity of data.

Sub-Indicator: Children without Pre-Primary Education

- Pre-primary education is defined as programmes of organized instruction which are school- or centre-based, occupying at least two hours per day and 100 days per year. It represents the more formal aspects of early childhood care and education which is integrated with the national education system, via kindergartens where care, play and education are all included.
- To compute population without access to pre-primary education (in percentage) the formula used was based on net enrolment ratio (NER)  
= (100 - NER in Pre-Primary Education)

Sub-Indicator: Children who never Complete Primary Education

- Out-of-primary school population (in percentage) has been calculated as NER in primary education minus drop-out rate of children who had earlier entered primary schools which is represented by the mathematical formula  
=  $\frac{(100 - \text{NER in Primary Education})}{(\text{NER in Primary} \times \text{Drop-Out Rate in Primary})} \times 100$

Sub-Indicator: Children without Secondary Education

- Definitions of 'basic education' traditionally refer to only 9 years of schooling i.e. up to age 15 or more precisely lower secondary level. However, we have expressed data in terms of secondary education as a whole for two reasons
  - i) Comparative data on enrolment in lower secondary education suffers from many data gaps and
  - ii) As civil society commentators we feel that it is imperative to raise the bar of basic education to a higher standard to ensure that the gains of a full cycle of secondary education are evaluated.
- Out-of-Secondary School population has been calculated as  
= (100 - NER in Secondary School)

Sub-Indicator: Adults without Basic Literacy

- Basic literacy for the population greater than 15 years of age is an important indicator of the historical importance accorded to investments in education and adult education in particular.
- As the data for this parameter is difficult to access and we have had to largely rely on the database of UNESCO's Institute of Statistics (UIS), the definition of literacy is minimalist i.e. a person who can, with understanding, both read and write a short simple statement on his or her everyday life is considered to be literate.
- The adult illiteracy rate has been simply calculated as  
= (100 - adult literacy rate)

Total Marks for AUBE

- To compute total marks for this indicator, each level of education - ECCE, primary, secondary and adult literacy has been given an equal weight of 25 percent.
- The total marks out of 100 which represents in aggregate terms the percentage of population which has access to complete basic education has been calculated as = 100 - (Average percentage population with access to four levels of basic education)
- For this indicator the data source has been largely UIS which is collated based on submissions from national official government channels. We have therefore penalised countries for lack of data on this indicator. The methodology for the penalty is simple - the total marks have been calculated as an average of the four sub-indicators, as available, divided by a constant number '4'. Therefore countries with data gaps in individual sub-indicators are penalised to the extent of 25 percent for each missing value.

Grade for AUBE

A+: 91% - 100% of the population has access to basic education

A-: 81% - 90%

B+: 71% - 80%

B-: 61% - 70%

C+: 51% - 60%

C-: 41% - 50%

D+: 31% - 40%

D-: 21% - 30%

E : 11% - 20%

F : Less than or equal to 10%

**Data Sources:**

General Assumptions:

- The major source for this indicator is the latest available data at the UIS database for the latest available year - 2005. This data is based on new estimates based on recent adopted UIS methodology, referred to as the global age-specific literacy projections model (GALP)
- For countries where data for the latest available year 2005 is missing, NER or drop-out data from previous years up till 1999 have been used. Data has also been inserted from other sources, where available. Specific details for individual countries can be obtained from GCE Secretariat.
- On occasion where there is no data, the latest available gross enrolment ratio (GER) has been used in place of NER as a proxy. While this may inflate the figures, it also indicates that the countries are having difficulty sticking to the stringent age profile limitations of NER. If the GER is greater than 100, then '100' percent has been used as the proxy.

Specific Indicators:

1. and 3. Without Access to Pre-Primary and Secondary: Based on NER in pre-primary education or secondary education respectively from the UIS database.
2. Do Not Complete Primary School: This sub-indicator is calculated based on two components
  - i) Out-of-Primary: Based on NER in primary education from the UIS database
  - ii) Drop-out Rate in Primary Education: Data for this component has been obtained for the latest available year 2004 from the 2007 Global Monitoring Report. In case of missing data, we have substituted it with data from UNESCO EFA GMRs of previous years or the highest scores within the region as proxies (with the exception of East Asia and Pacific where the second highest score is used – as the highest drop-out rate of Nauru of 76.4 is uncharacteristic of the region and too severe). While these use of proxies across regions may inadvertently boost the performance of individual countries compared to their unmeasured realities, it nevertheless pegs them at the bottom of the performance table compared to their regional counterparts, as a penalty for lack of data.
4. Adult Illiteracy Rate: All data for the adult literacy rate (population aged 15 and over) is from the UIS database.

## Indicator 2: Political Will (PW)

Do countries demonstrate adequate political will to ensure that education is both FREE and adequately RESOURCED? This is measured by real world indicators of the existence of user fees and charges and public expenditure devoted to education

### Data Analysis:

Sub-Indicator: Right to Free Education

- Having to pay for children's education is one of the more important deterrents for poor families to be able to send their children to school. Due to pervasive discrimination, the girl child is often the most affected by this disadvantage. It is therefore important to ensure that commitment of developing government's to provide free education is not restricted to signing international covenants and passing national legislation but that these legal measures translate into real world benefits for populations - access to a wide network of good quality free schools and learning centres which provide atleast free basic education.
- This sub-indicator provides an important articulation of civil society's long-standing demand for elimination of end user costs in education.
- To compute marks out of 100 for free education, a simple formula has been used, IF (Primary Education is "Free" = 100, "Fee" = 0, "Roll Back" = 50, "No Data" = 0)

Sub-Indicator: Public expenditure on education

- Public expenditure (not budget) on education as percent of total government expenditure represents the translation of government political will into financial support.
- This sub-indicator has been marked using two criteria:
  - i) Low income countries: classified using the World Bank Atlas method if their 2006 GNI per capita is USD 905 or less
  - ii) Enrolment in primary education: Based on data of NER in primary education from the UIS database
- The Education for All (EFA) Fast Track Initiative (FTI) benchmark is that low income countries have the best chance of achieving universal primary education if they spend at least 20 percent of their public expenditure on education.
- If a country is either low income or its primary enrolment is less than or equal to 90 percent, then the following formula has been used to calculate its marks for this sub-indicator:
  - i) If education expenditure is greater than 20 percent then allot 100 marks
  - ii) If education expenditure is less than 20 percent, then calculate mark as  
= (Percentage Education Expenditure x 5)
- If on the other hand a country is not low income and its enrolments are greater than 90 percent, its marks are calculated between 50 – 100 proportional to its education expenditure, given that Honduras has the maximum spend of 30.6 percent. The formula used is  
=  $50 + \frac{(100 - 50)}{(30.6 - 0)} \times (\text{Education Expenditure} - 0)$

Total Marks for PW

- To compute total marks for this indicator each sub-indicator has been given an equal weight of 50 percent.
- Countries which continue to have data gaps on these individual sub-indicators are penalised to the extent of 50 percent for each missing value, rather than ignoring them.



Grade for PVW

A+: 91 – 100 marks

A-: 81 - 90

B+: 71 - 80

B-: 61 - 70

C+: 51 - 60

C-: 41 - 50

D+: 31 - 40

D-: 21 - 30

E : 11 - 20

F : 0 – 10

**Data Sources:**

1. Right to Free Education: This sub-indicator tracks evidence of elimination of school fees in primary education as depicted in the narrative text of the comprehensive report Tomasevski (2006), Table 6, 12, 14, 17, 19, 21, 23, 25. The report defines free education as a human right based on the International Covenant on Economic, Social and Cultural Rights (1966) which states that, "Primary education shall be compulsory and available free for all." 'Roll back' implies existence of initiatives underway to eliminate charges in primary school. 'Fees' clearly implies the existence of charges for education which have to be borne by parents/guardians/ children (i.e. end-users).
  - However the limitation is that the Tomasevski report provides data only for primary education. In future editions of the GCE Global School Report, comprehensive national surveys can be conducted amongst education coalitions to determine the existence of user costs at other levels of education. However for the first edition of the Global School Report, Tomasevski (2006) provides a robust baseline with a comprehensive global coverage of 170 countries based on exhaustive research.
2. Public Expenditure on Education: This data has been procured from the UIS database for public expenditure on education as a percentage of total government expenditure for the latest available year 2005. Where 2005 data is unavailable, expenditure for previous years before 1999 have been used as proxies. Efforts have also been made to find data for 26 countries from other secondary sources - inter-governmental, national or civil society publications. For more details, please contact GCE Secretariat.

**Indicator 3: Growth in Enrolments (GE)**

Have governments lived up to the commitments made in the Education For All Dakar Declaration, by actually delivering real increases in enrolments since 2000?

**Data Analysis:**

- The World Education Forum in April 2000 in Dakar, Senegal adopted the Dakar Framework for Action Education for All (EFA): Meeting Our Collective Commitments which commits governments to achieving quality basic education for all by 2015, with particular emphasis on girls' schooling. These commitments towards primary education, in particular, were also incorporated in the Millennium Development Goals (MDGs) for 2015. That apart, Dakar also includes a pledge from donor countries and institutions that "no country seriously committed to basic education will be thwarted in the achievement of this goal by lack of resources".
- This indicator therefore concentrates on measurement of the existence of concrete government action – i.e. increase in enrolments since year 2000.

Sub-Indicator: Primary Education

- To support primary education, governments have collectively signed on the EFA and MDGs declarations. Their growth rate in primary enrolments have therefore been measured on two yardsticks
  - i) The first component evaluates if countries are on track to meet the EFA and MDG commitment for achievement of universal primary completion by year 2015. To achieve this goal all children would need to be enrolled in school by 2009. The parameter "Fulfillment of the Targeted Growth Rate in Primary Education Enrolments from 2000 to 2005 to close the UPE gap by 2009" is calculated as follows:
    - a. If there is a decline in the NER, the country gets 0 marks
    - b. If the NER has increased, the formula compares the actual NER in 2005 with the target enrolment rate expected in the fifth year 2005 to be on track to achieve universal primary enrolment (UPE) in 2009
 
$$= \frac{\text{NER 2005}}{\text{NER 2000} + ((100 - \text{NER 2000}) \times 5/9)}$$
    - c. If NER has increased and the above formula, generates a score of greater than 100 i.e. the achievement in year 2005 supersedes the target, then the country is provided with a uniform mark of 100
  - ii) The second component, "Growth in Primary Education Enrolments from 2000 to 2005" is simpler and represents the percentage growth rate in primary enrolments over the time period calculated as:
 
$$= \frac{\text{NER 2005} - \text{NER 2000}}{\text{NER 2005}} \times 100$$
- To calculate marks for primary education sub-indicator as a whole, the components of each sub-indicator are ranked amongst themselves individually to gauge their relative performance and the average of these ranks is used to

calculate percentage marks as follows:

$$= \frac{(2 \times 156 \text{ countries}) - (\text{Country Rank on component (i)} + \text{Country Rank on component(ii)}) \times 100}{(2 \times 156 \text{ Countries}) - 2}$$

Sub-Indicators: Pre-Primary and Secondary Education

- Since for pre-primary and secondary education as a whole, governments have not collectively signed on a specific global targets – their growth rates has been evaluated in terms of achievement of universal enrolments within the time period 2000 to 2005 itself.
- This sub-indicator, is marked based on two components
  - i) “Growth Rate for Closing the Enrolment Gap from 2000 to 2005” calculated as follows:
 
$$= \frac{(100 - \text{NER 2000}) - (100 - \text{NER 2005}) \times 100}{(100 - \text{NER 2000})}$$
  - i) The second component of “Growth in Enrolments” is calculated as previously for primary:
 
$$= \frac{\text{NER 2005} - \text{NER 2000} \times 100}{\text{NER 2005}}$$
- Since there is no universally accepted targets for fulfillment of secondary and pre-primary enrolments, countries with positive growth rates in closing the gap have been ranked amongst themselves to gauge their relative performance. The maximum rank amongst the two components has then been chosen to provide a lenient marking system.
 
$$= \frac{\text{Maximum (country rank on component (i)) OR country rank on component (ii)} \times 100}{156 \text{ countries}}$$
- Those countries which have a negative growth rate in closing the gap i.e. the percentage education enrolments are worsening are excluded from this ranking and marked zero

Total Marks for GE

- To compute total marks for this indicator, primary and secondary have been given a weight of 40 percent each and pre-primary has been weighed at 20 percent based on the relative number of years of education that each of these sub-indicators signifies.

Grade for GE

A+: 91 – 100 marks

A-: 81 - 90

B+: 71 - 80

B-: 61 - 70

C+: 51 - 60

C-: 41 - 50

D+: 31 - 40

D-: 21 - 30

E : 11 - 20

F : 0 - 10

**Data Source:**

1. The data for NER 2000 and NER 2005 is from the UIS database for the appropriate years. In case of lack of data, the following adjustments have been made:
  - i) where latest data is unavailable, NER for adjoining years have been used as proxies not earlier than 1999.
  - ii) where data gaps continue to remain for either NER 2000 or NER 2005 or both, GER has been used as a replacement for both to enable the calculation of growth in the defined time period. The source data for this indicator can therefore differ substantially from those used in LUBE due to this differing assumption.

## Indicator 4: Quality Inputs (QI)

Do countries ensure that education provided in classrooms is supported by quality inputs? Are the numbers of trained teachers adequate? Are sufficient learning materials provided?

**Data Analysis:**

Sub-Indicator: Shortage of trained teachers

- Trained Teachers represent the most important input in a classroom. But several countries suffer from chronic shortage. This sub-indicator measures the shortage of trained teachers in pre-primary, primary and secondary education by comparing the actual teacher workforce against the required number of teachers.
- The number of required teachers is calculated based the actual pre-primary, primary and secondary school aged population. The benchmark used is a combination of the ideal pupil:teacher ratio of 20:1 and minimum Fast Track initiative benchmark of 40:1. The important modification to these benchmarks is that they are compared with each country's pupil:trained teacher ratio. The implication of this is that all untrained teachers are assumed as non-existent to convey an important policy message against use of unqualified, untrained often contract-based para-teachers.
- These benchmarks are compared with the corresponding actual numbers of trained teachers engaged across a large spectrum of EFA i.e. pre-primary, primary and secondary education.

- Since the number of trained teachers is not easily available, the percentage of trained teachers in primary education has been used as a proxy for all levels.

To represent the absolute shortage of teachers, the simple formula used is:

$$= (\text{Required Teachers} - \text{Actual teachers})$$

The required teachers is calculated based on the ideal pupil:trained teacher benchmark of 20:1 and 40:1

- The marks are calculated as follows:
  - i) If actual teachers is greater than or equal to ideal required teachers (20:1 benchmark), then the country is awarded 100 marks
  - ii) If actual teachers is less than ideal required teachers (20:1 ratio) but more than the minimum FTI benchmark (40:1), then the marks are:

$$= \text{Maximum of "61 marks" or } \frac{(100 - ((\text{Required Trained Teachers} - \text{Actual Trained Teachers}) \text{ for } 20:1 \text{ benchmark}) \times 100)}{\text{Required Trained Teachers for } 20:1 \text{ benchmark}}$$

The number '61' implies that countries achieving the minimum 40:1 ratio will obtain atleast a "B-" grade i.e. 61 percent marks

- iii) If the trained teachers is less than the minimum required teachers (40:1 benchmark), then the marks are calculated simply as
- $$= \frac{(100 - ((\text{Required Trained Teachers} - \text{Actual Trained Teachers}) \text{ for } 20:1 \text{ benchmark}) \times 100)}{\text{Required Trained Teachers for } 20:1 \text{ benchmark}}$$

Sub-Indicator: Free textbooks and learning material

- Learning materials and textbooks also represent an important input in a classroom. Data for this sub-indicator have been gathered from a survey of national civil society coalitions
  - To compute marks for free textbooks and learning material, the following formula has been used as a response to the survey question on their availability
- = If ("Yes" = 100, "No" = 0, "Yes/No – provided to some students" = 50, "No Data" = 0)

#### Data Sources:

1. Shortage of teachers: Data of total child population, total employed teachers at pre-primary, primary and secondary levels of education and percent of trained teachers in primary education has been sourced from the UIS database. Where data has been unavailable for the most recent year 2005, data from previous years has been used. For 22 countries, the data on trained primary teachers has been sourced from alternative secondary sources. For details please contact GCE Secretariat. The remaining data gaps have been closed by using the lowest percentage of trained teachers in the region as proxies. While these regional

proxies may not reflect accurate national ground realities, they atleast provide a guesstimate of teachers shortfalls rather than ignore the evaluation of the country entirely

2. Free textbooks and learning material: The data has been procured from a GCE survey of national civil society contact points. For 31 countries data has also been sourced from Kattan and Burnett (2004). For another 27 countries data has been sourced from other secondary sources. For more details on individual sources please contact GCE Secretariat.

Total Marks for QI

- To compute total marks for this indicator, shortage of teachers as a sub-indicator has been given a weight of 90 percent and availability of free textbooks and learning material has a weight of only 10 percent, due to the latter's paucity of data. Countries have been penalised for lack of data only to the extent of the weightage of their respective sub-indicator.

Grade for QI

A+: 91 – 100 marks

A-: 81 - 90

B+: 71 - 80

B-: 61 - 70

C+: 51 - 60

C-: 41 - 50

D+: 31 - 40

D-: 21 - 30

E: 11 - 20

F: 0 - 10

## Indicator 5: Equal Opportunities (EO)

Do countries support and incentivise equal opportunities for education and beyond? In particular, what are opportunities made available to girls and those in rural areas?

Sub-Indicator: Female Enrolment in Secondary Education

- Gender discrimination is all pervasive, adversely affecting the access to and completion of education, as well as perpetuating gender stereotyping. Monitoring gender parity through gross enrolment to classrooms alone is not sufficient.
- This sub-indicator therefore uses female NER in secondary education as an important measure of gender equality in education. This indicator has also been chosen due to the easy availability of data
- The NERs in themselves expressed as percentages represent the marks for this sub-indicator

Sub-Indicator: Gender Development Index - HDR 2006

- The education system can promote gender equality by enabling women to be active and equal participants in all spheres of life. The gender-related development index (GDI) created by the UNDP human development reports (HDRs) aims to measure precisely this aspect.
- GDI is a composite index measuring average achievement of women in three basic dimensions – a long and healthy life, knowledge and a decent standard of living. The index is calculated based on life expectancy at birth, adult literacy rate and estimated income adjusted to account for inequalities between men and women.
- The GDI raw scores expressed as percentage represent the marks for this sub-indicator

Sub-Indicator: Inequality in Completion of Grade 9 between rural and urban children

- A society can be judged by the 'social opportunities' it provides to its most disadvantaged citizens. Disparities which exist across rural-urban divides, between states and provinces, between income groups, between ethnic and caste groupings etc, especially with respect to educational attainments mirror the inherent inequalities within a society.
- Based on considerations of data availability we have chosen urban-rural differences in secondary education as an apt mirror of these inequities.
- This component measures the percentage inequality in educational attainments of 15-19 year old rural and urban youth in Grade 9. In other words, this index measures the difference between the cumulative educational achievement of the lower tip of the blue line (urban) and the lower tip of yellow line (rural) in the accompanying diagram.
- For Brazil, the scores can be interpreted as follows: 41 percent of urban youth complete grade 9 while only 13 percent of rural youth achieve the same education attainment among those currently aged 15-19. In contrast in Vietnam with a lesser degree of inequality 72 percent of urban youth complete grade 9 while the corresponding figure in rural areas is 55 percent.
- To obtain percentage inequality marks from these raw figures the following standard statistical computation was used  

$$= \frac{(\text{Urban} - \text{Rural}) \times 100}{(\text{Urban} + \text{Rural})}$$

Sub-Indicator: Education Incentives

- School meals and cash transfers represent the incentives provided to students to enrol and attend school. They may be universally applicable or only offered to disadvantaged populations such as girls or poorer households. Examples of unconditional universal incentives include India's mid-day school meal program while conditional transfers include Bangladesh's Secondary Female Stipend

Program and Mexico's PROGRESA (Programa de Educación, Salud y Alimentación)

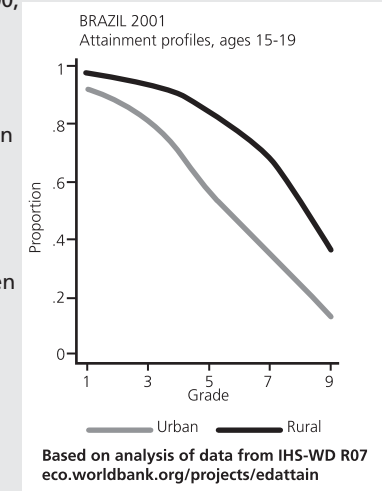
- To compute marks for this sub-indicator, the simple formula has been used based on the survey responses:  
 = IF (Incentives are available for all students "Yes" = 100, "No" = 0, "Yes/No – provided to some students" = 50, "No Data" = 0)

Total Marks for OE

- To compute total marks for this indicator, female NER in secondary education and GDI each have been allotted 40 percent weightage while urban-rural inequities and education incentives as sub-indicators have been allotted 5 percent weightage each. Availability of data has been the main criterion for determining this uneven distribution. Countries have been penalised for lack of data only to the extent of the weightage of their respective sub-indicator.

Data Sources:

1. Female Enrolment in Secondary Education: Data for this sub-indicator is based on female NER from the UIS database. Where NER data is unavailable for the latest year 2005, data of previous years have been chosen or replaced with available GER or data from other sources
2. Gender Development Index: Data for this sub-indicator has been obtained from the latest available data from the HDRs for 2006 or earlier
3. Urban-Rural Inequality: Data is obtained from the raw scores from the constantly updated World Bank repository of Filmer and Pritchett (1999) which is a unique compilation of household data sets based on Demographic and Health Surveys (DHS); the Multiple Indicator Cluster Surveys (MICS2); the Living Standards Measurement Study Surveys (LSMS); as well as other country-specific Integrated Household Surveys (IHS) such as socio-economic surveys etc across a spectrum of 35 countries
4. School Incentives: This data has been collated from a GCE survey of national civil society contact points including national education coalitions and teacher union contact points



Grade for OE

- A+: 91 – 100 marks
- A-: 81 - 90
- B+: 71 - 80
- B-: 61 - 70
- C+: 51 - 60

C-: 41 - 50  
D+: 31 - 40  
D-: 21 - 30  
E : 11 - 20  
F : 0 - 10

## Indicator 6: Transparency and Accountability (TA)

Does the governance record of a country inspire confidence in its citizens? Is government open to dialogue on education with civil society and do teachers have the right to organise, negotiate and protest?

### Data Analysis:

Sub-Indicator: Corruption Perception Score

- Endemic corruption in the education system is a drain on resources and denies children their right to education.
- Transparency International (TI), a global civil society watchdog, annually updates its corruption perception index (CPI) based on an exhaustive cross-country comparable survey among international experts. For this sub-indicator, in fact, the more specific TI Global Corruption Barometer (GCB) for the education sector would have been preferred but it suffered from a very low coverage of countries
- The corruption perception raw score which is indicated on a scale of 1 to 10 has been converted to percentage to provide marks for this sub-indicator

Sub-Indicator: Civil Society Participation in Policy Formation

- Civil society can perform an important role not only in inclusive policy formation as a policy partner but also as a watchdog and critique of national education policies
- The data for this component was collated based on a GCE survey questionnaire administered to national civil society contact points. The five-point grading scale was defined at the two extreme ends of the scale as follows:

Excellent - Regular formalised opportunities to participate in national education policy formation and critique it with full freedom of speech

Very Poor - Repressive government with no opportunity to participate/critique in national education policy formation

- To compute marks for incentives, this simple formula has been used,  
= IF(Civil Society Participation "Excellent" = 100, "Good" = 75, "Okay" = 50, "Poor" = 25, "Very Poor" = 0)

Sub-Indicator: Protection of Trade Union Rights

- The rights of teacher unions as an important member of civil society in the sphere of education must be protected in the realm of a progressive society

- To compute marks for this indicator the simple formula has been used,  
= IF(Civil Society Participation "Excellent" = 100, "Good" = 75, "Okay" = 50, "Poor" = 25, "Very Poor" = 0)

Total Marks for TA

- To compute total marks for this indicator, corruption perception score as a sub-indicator has been given a weight of 90 percent and civil society participation and protection of trade union rights have a weight of only 5 percent each, due to the paucity of data. Countries have been penalised for lack of data only to the extent of the weightage of their respective sub-indicator.

### Data Source:

1. Corruption Perception Score: This data has been procured from the 2006 edition of Transparency International's annual flagship research titled Corruption Perception Index. It relates to perceptions of the degree of corruption as seen by business people and country analysts and ranges between 10 (highly clean) and 0 (highly corrupt).
2. Civil Society Participation in Policy Formation: This sub-indicator has been collated based on data from GCE survey amongst civil society contact points
3. Protection of Trade Union Rights: This data has been evaluated from the text of Education International's (2007) Barometer of Human and Trade Union Rights

### Grade for TA

A+: 91 – 100 marks  
A-: 81 - 90  
B+: 71 - 80  
B-: 61 - 70  
C+: 51 - 60  
C-: 41 - 50  
D+: 31 - 40  
D-: 21 - 30  
E : 11 - 20  
F : 0 - 10

## Total

Total Marks for Total

- To compute total marks across the indicators, LUBE and PW have been assigned 25 percent weightages each, GE and QI have 15 percent each and OE and TA have 10 percent each. This has been determined purely based on availability of data and to ensure that lack of data does not unduly affect the overall scores for a country.
- Data Availability has been represented on individual report cards based on three colour coded ranges similar to a traffic signal. 'Red' equals the danger mark of 0-49 percent availability, 'amber' falls in the range of 50 – 74 percent and the 'green' signal connotes 75 -100 percent data availability. The codes are also computed based on the weighted average of sub-indicators used for the calculation of marks. These weights have been calibrated based on judgements to reduce the impact of data gaps on the overall marks.

Grade for Total

A+: 91 – 100 marks

A-: 81 - 90

B+: 71 - 80

B-: 61 - 70

C+: 51 - 60

C-: 41 - 50

D+: 31 - 40

D-: 21 - 30

E : 11 - 20

F : 0 - 10

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# Glossary

**Adult literacy rate:**

Number of literate persons aged 15 and above, expressed as a percentage of the total population in that age group. Different ways of defining and assessing literacy yield different results regarding the number of persons designated as literate. This report uses the data whetted by UNESCO Institute of Statistics which assumes that a person is considered literate if he/she can read and write with understanding a simple statement related to his/her daily life.

**ASPBAE:**

Asian South Pacific Bureau of Adult Education: ASPBAE is regional association of over 200 member organisations across 30 countries active for more than forty years.

**Basic Education:**

UNESCO defines basic education as the whole range of educational activities that aim to meet basic learning needs as outlined in the World Declaration on Education for All (Jomtien, Thailand, 1990). It comprises both formal schooling (primary and sometimes lower secondary) as well as a wide variety of non-formal and informal public and private educational activities offered to meet the defined basic learning needs of groups of people of all ages.

**CPI: Corruption Perception Index:**

This annual index, first released in 1995, is the best known of Transparency International's research tools. It has been widely credited with putting the issue of corruption on the international policy agenda. The CPI ranks 180 countries by their perceived levels of corruption, as determined by expert assessments and opinion surveys.

**DAC:**

Development Assistance Committee: It is the principal body through which the OECD deals with issues related to co-operation with developing countries. It consists of 23 member countries. The basic aim of the DAC is to encourage official development aid efforts and improve aid quality.

**EFA: Education for All:**

EFA denotes the international commitment to education first made in Jomtien, Thailand during the 1990 World Conference on Education for All. Having failed the original 2000 target, it was reaffirmed during the World Education Forum, 26-28 April 2000, Dakar, Senegal. The Dakar Framework for Action Education for All: Meeting Our Collective Commitments, commits governments to achieving quality basic education for all by 2015, with particular emphasis on girls' schooling and a pledge from donor countries and institutions that "no country seriously committed to basic education will be thwarted in the achievement of this goal by lack of resources".

**Education For All Fast-Track Initiative (EFA-FTI):**

It was created as a mechanism to deliver the first ever global compact on education for all, to help low-income countries achieve a free, universal basic education by 2015. The compact, based on mutual accountability, aims to provide the incentives and resources to empower poor nations to build and implement sound education plans.

**EI: Education International:**

The world's largest global union federation representing over 29 million teachers and education workers, in 166 countries and territories.

**GALP: Global Age-Specific Literacy Projection Model:**

This projection model developed by the UNESCO Institute of Statistics (UIS) provides some estimates of literacy/illiteracy rates and counts of literates/illiterates for years for which data are not available, using projections of older observed data points for any given country.

**GCB: Global Corruption Barometer:**

The index is a Transparency International research survey that assesses general public attitudes toward and experiences of corruption in dozens of countries around the world.

**GDI: Gender-related Development Index:**

A composite index measuring average achievement in the three basic dimensions captured in the HDR – a long and healthy life, knowledge and a decent standard of living. The index is calculated based on life expectancy at birth, adult literacy rate and estimated income – adjusted to account for inequalities between men and women.



**GDP per capita:**

Gross Domestic Product per capita: Gross Domestic Product refers to the total value of goods and services produced within the geographical boundaries of a country. It is calculated in per capita terms by dividing the total GDP by the number of people who live there. This allows comparison between different countries taking into account varying population size.

**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 percent due to early or late entry and/or grade repetition.

**GMR:**

Global Monitoring Report: An international Report that aims to periodically track global progress towards achieving the six 'Dakar' Education for All (EFA) goals. It is produced by an independent, international team based at UNESCO in Paris (France), with the UNESCO Institute for Statistics (UIS) in Montreal (Canada) and benefits from the expertise of an international Editorial Board. The Report is developed over a 12 to 18 month period and released by UNESCO annually.

**HDR:**

Human Development Report: First launched in 1990 with the single goal of putting people back at the centre of the development process in terms of economic debate, policy and advocacy. It is an independent report commissioned by the UNDP.

**MDG:**

United Nations Millennium Development Goals: Based on the Millennium Declaration signed by 189 countries including 147 heads of state and government in September 2000. They represent a partnership between the developing and developed countries to create an environment – nationally and globally - conducive to development and the elimination of poverty.

**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.

**OECD:**

Organisation for Economic Cooperation and Development: It is an international organisation helping governments tackle the economic, social and governance challenges of a globalised economy.

**Pre-primary education:**

Programmes at the initial stage of organized instruction, primarily designed to introduce very young children, usually from age 3, to a school-type environment, and provide a bridge between the home and a school. Various referred to as infant education, nursery education, pre-school education, kindergarten or early childhood education, such programmes are the more formal component of ECCE. Upon completion of these programmes, children continue their education at ISCED 1 (primary education).

**Primary education:**

Programmes normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics, and an elementary understanding of subjects such as history, geography, natural sciences, social sciences, art and music. Religious instruction may also be featured. These subjects serve to develop pupils' ability to obtain and use information they need about their home, community or country. Also known as elementary education.

**PPP:**

Purchasing Power Parity: An exchange rate that accounts for price differences among countries, allowing international comparisons of real output and incomes. A given sum of money, when converted to US dollars at the PPP rate (PPP\$), will buy the same basket of good and services in all countries

**Secondary education:**

Lower secondary education is generally designed to continue the basic programmes of the primary level but the teaching is typically more subject-focused, requiring more specialized teachers for each subject area. The end of this level often coincides with the end of compulsory education. In upper secondary education, the final stage of secondary education in most countries, instruction is often organized even more along subject lines and teachers typically need a higher or more subject specific qualification.

**TI: Transparency International:**

It is a global civil society organisation leading the fight against corruption. It aims to bring people together in a powerful worldwide coalition to end the devastating impact of corruption on men, women and children around the world.

**UNICEF:**

United Nations Children's Fund: UN agency mandated by the UN General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential.

**UPE: Universal Primary Enrolment:**

It is an Education for All (EFA) and Millennium Development Goal (MDG) commitment for 2009 based on the premise that **all children will complete primary schooling by 2015.**

**World Bank Atlas method:**

The Atlas conversion factor devised by the World Bank reduces the impact of exchange rate fluctuations in the cross-country comparison of gross national income.

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**The research team comprised the following:**

**Lead researcher:** Swati Narayan

**Africa researcher:** Patrick Watkins

**Arab States researcher:** Helen Bryer

**Asia researcher:** Vandana

**Central/Eastern Europe and Central Asia researcher:** Jess Bryan

**Donor States researcher:** Garth Luke

**Latin America researcher:** Giovanna Modé

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ActionAid International  
ANCEFA  
ASPBAE  
CAMFED  
CARE  
CEAAL  
Education International  
FAPE  
FAWE  
Fe y Alegria  
Global March Against Child Labour  
IBIS  
IDAY  
Inclusion International  
Latin America GCE Coalition  
NetAid  
OEB/CEDEAO  
Oxfam International  
Plan International  
Public Services International  
REPEM  
Save the Children Alliance  
SightSavers International  
VSO  
World Alliance of Girl Guides and Girl Scouts  
World Vision International

## *National member coalitions*

**Albania:** ACCE  
**Argentina:** Campana Argentina por el Derecho a la Educacion  
**Armenia:** ACRPC  
**Bangladesh:** CAMPE  
**Benin:** Coalition Beninoise des Organisations pour l'Education Pour Tous (CBO-EPT)  
**Boliva:** FEB  
**Brazil:** CDE  
**Burkina Faso:** CCEB  
**Cambodia:** NGO Education Partnership  
**Cameroon:** EFA Network  
**Canada:** GCE  
**Chile:** FECPT  
**Costa Rica:** MERCC  
**El Salvador:** CIAZO  
**France:** Solidarite-Laique  
**Gabon:** SENA  
**Gambia:** GEFA  
**Germany:** GCE  
**Ghana:** GNECC  
**Guatemala:** CETT  
**India:** NCE  
**Indonesia:** E-Net for Justice  
**Ireland:** GCE Coalition  
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**Mozambique:** MEPT  
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**Niger:** ROSEN  
**Nigeria:** CSACEFA  
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**Pakistan:** Pakistan Coalition for Education  
**Peru:** MPDEP  
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**Romania:** GCE  
Sierra Leone: EFA Network  
**Solomon Islands:** COESI  
**South Africa:** GCE-SA  
**Spain:** GCE Coalition  
**Sweden:** EFA Forum  
**Tanzania:** TEN/MET  
**Togo:** CNT/CME  
**Uganda:** FENU  
**UK:** GCE-UK  
**Vietnam:** GCE  
**Zambia:** ZANEC  
**Zimbabwe:** Teachers Association





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