Achieving Education for All Goals: Does Corruption Matter?

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Abstract

The Education for All (EFA) programme has received and continues to receive a great deal of attention since the convening of the World Conference on Education in Jomtien (Thailand, 1990). Several reports have been published over the past decade, especially by the UNESCO, to assess the progress being made by different nations and regions in moving towards EFA goals. A common finding of these reports is that achievement registered in many parts of the world was not as great as expected. The aim of this paper is to explore whether differences in corruption levels can explain differences in the progress towards EFA goals across countries and regions. Using the 2007 EFA Development Index which incorporates data on progress towards four EFA targets (universal primary education, gender parity, adult literacy and education quality), we show that countries and regions with high corruption levels are those who registered the worst progress towards EFA.

Introduction

The World Conference on Education for All (EFA) held in Jomtien (Thailand) in 1990 under the auspices of the UNSECO is often recognized as the main factor underlying the unprecedented determination of the international community in favour of education. This initiative has resulted in the World Declaration on Education for All and the commitment of the majority of nations in the EFA programme aimed at providing quality basic education for all children, youth and adults. The international commitment to achieve the Jomtien conference's goals was reconfirmed in a number of conferences and summits throughout the following decade: the World Summit for Children (New York, 1990); the World Conference on Human Rights (Vienna, 1993); the World Conference on Special Needs Education: Access and Quality (Salamanca, 1994); the World Summit for Social Development (Copenhagen, 1995); the Mid-Term Meeting of the International Consultative Forum on Education for All (Amman, 1996); the Fifth International Conference on Adult Education (Hamburg, 1997). The global determination to provide high-quality education for all was reaffirmed at the World Education Forum in Dakar, Senegal, in April 2000. In this respect, representatives of 164 countries adopted the Dakar Framework for Action, that identified six key education goals to be met by 2015 (see appendix, inbox 1)[1]. The will to reach the targets set at the Jomtien Conference has been accompanied by a collective commitment that no country seriously engaged to education for all will be prevented from achieving its objectives owing to a lack of resources. In so doing, new financial resources were mobilized by national governments and also by the international community, helping education sectors of many countries of the world to benefit from increased public education spending and improved international assistance.

However, despite the considerable efforts made since Jomtien, progresses towards the goals of EFA throughout the 1990s were much more modest than initially hoped. Indeed, the EFA 2000 Assessment has shown that the performance achieved during the 1990s have been too slow and too uneven. For instance, the number of children without access to primary schooling is still about 113 million in 1998 (127 million in 1990), 97 % of whom are in less developed regions and the majority of whom (60%) are girls while the number of illiterate adults in 1998 remains at around 800 million (895 million in 1990), of whom the majority are

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[1] Two of the six EFA goals identified at the World Education Forum (Dakar, 2000) - universal primary education and gender equality in education- were included the same year among the Millennium Development Goals.

women (UNESCO, 2000a, pp.9-10). These figures have been interpreted at the World Education Forum in Dakar as "*an affront to human dignity and a denial of the right to education*"[2], implying that the pursuit of EFA goals should be done with a greater commitment to overcome obstacles that delayed progress towards education for all. In this context, the focus was on the weak political will, the insufficient financial resources and the inefficient use of those available, the burden of debt, the inadequate attention to the learning needs of the poor and the excluded, the lack of attention to the quality of learning and the absence of commitment to overcoming gender disparities. Under the same heading, a particular emphasis was put on the issue of corruption which stands as "*a major drain on the effective use of resources for education and should be drastically curbed*"[3]. Thus, a growing consensus seemed to emerge about the fact that corruption and the inefficient use of education resources are likely to undermine efforts made by the international community to achieve the EFA targets and the Millennium Development Goals, namely those related to education. As yet, however, studies have not paid much attention to investigate the relationship between corruption and progress towards the EFA targets. This paper aims at making a contribution to this field by testing the existence of such relationship. Using the Education for All Development Index (EDI) elaborated by UNESCO to assess the progress made by many countries towards the EFA targets and corruption data from Transparency International, we argue that countries which are far from achieving the EFA targets are those who are more corrupt. The remainder of the paper is organized as follows. Section 2 provides a worldwide assessment of the progress made in moving toward the targets set for 2015. Section 3 analyzes the progress achieved by a wide sample of countries towards EFA goals in relation with their corruption levels and, section 4 concludes.

2. Progress towards EFA goals: a worldwide assessment

The EFA 2000 Assessment presented at the Dakar Forum has demonstrated that progress towards EFA goals were not as great as expected. Although there has been a clear improvement in moving towards the EFA objectives over the last few years when compared to the "*lost decade*" of the nineties[4], the actual assessment seems to be largely close to that dressed in 2000 and, in most of the world, progress continues to fall short of expectations. This suggests that two years from the

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[2] UNESCO (2000b), The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, p. 12
[3] Ibid., pp. 17-18.
[4] UNESCO (2010), p. 54.

deadline for achieving the targets set in Dakar, in 2000, most EFA goals are unlikely to be met by 2015, unless greater effort is made.

The relatively weak progress towards the targets set for 2015 can be seen regarding the goal of universal primary education, often measured by the primary net enrolment ratio. The evolution of this indicator over the recent period shows that great strides have been made towards universal primary education in many regions of the world, but this progress is often hampered by weak completion rates and, serious disparities between countries of the same region remain. Table 1 provides the evolution of the primary net enrollment ratio between 1999 and 2007 and the survival rate to the last grade of primary education in 2007, for all regions of the world.

Table 1. Enrolment ratios and survival rates, by region

	Primary net enrolment ratio (%)		Survival rate to last grade of primary education
	1999	**2007**	**2007**
World	82	87	93
Sub-Saharan Africa	56	73	70
Arab Sates	78	84	97
Central Asia	88	92	99
East Asia and the Pacific	96	94	-
South and West Asia	74	86	66
Latin America and the Caribbean	92	93	86
North America and Western Europe	97	95	99
Central and Eastern Europe	91	92	97

Source: - Data on enrolment ratios are from EFA Global Monitoring Report, UNESCO (2010, p. 62).
- Data on survival rates are from EFA Global Monitoring Report, UNESCO (2011, p. 40).

Between 1999 and 2007, enrolment has increased significantly in most regions. Unfortunately, progress towards the goal of universal primary education seems to be accompanied by poor retention and, in many countries of the world, an overwhelming number of children are leaving school before completing their primary schooling. For instance, the number of children that drop out of primary school each year in Sub-Saharan Africa is about 10 million (UNESCO, 2011, p. 47). This fact is also illustrated by low survival rates to the last grade of primary education registered in some regions, namely Sub-Saharan Africa and South and West Asia, where it equals 66 and 70 %, respectively. This suggests that efforts to expand enrolment were at the expense of education quality.

Moreover, there is evidence that the pace of advance in increasing enrolment in primary education has been uneven within countries of the same region. In other words, progress on enrolment registered in many regions do not necessary reflects the significant disparities that remain between countries. This is the case of Sub-Saharan Africa and South and West Asia, the two regions which have experienced one of rapid progress towards universal primary education with net enrolment ratios in 2007 at around 73 and 86 %, respectively. Within the first region, this ratio varies between 31% in Liberia and 98% in Madagascar and United Republic of Tanzania, while in the second region; it ranges from 66% in Pakistan to 96% in Maldives. The same trend is also observed for Arab States with a primary net enrolment ratio at about 84% in 2007, but the situation varies considerably from one country to another. For instance, the primary net enrolment ratio equals 98% in Bahrain while it remains only at around 45% in Djibouti[5]. These figures suggest that the goal of universal primary education is far from being reached in many countries of the world. While the number of out-of school children decreased from 105 million in 1999 to approximately 72 million in 2007, projections based on current trends indicate that they will be at around 56 million; 23 million of them are concentrated in Sub-Saharan Africa (UNESCO, 2010, pp. 55-57).

Progress towards two other EFA goals, gender parity and adult literacy, suggests that a significant gap still exists between performance registered worldwide and the desired objectives. Data on the progress made towards the first goal show that gender disparities in education are falling but relatively slowly. Although changes in the gender parity index point to an overall improvement between 1999 and 2007, the pace seems to be insufficient to achieving gender equality in education in some regions, including Arab States, Sub-Saharan Africa and, South and West Asia (see table 2). In addition, the share of girls in the out-of-school population over the period 1999-2007 declined only from 58% to 54% (UNSECO 2010, p. 56). For adult literacy, the EFA goals include the challenge of halving the number of adults lacking literacy skills by 2015. However, the pace of advance registered in this area suggests that the 2015 target will be missed. For instance, the number of adults without literacy skills in 2007 represents 16% of world's population aged 15 and over, with a total of 759 million (800 million in 1998). In some regions, a large part of the adult population is illiterate. This is particularly the case of Sub-Saharan Africa and, South and West Asia where the number of illiterate adults over the

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[5] Data on primary net enrolment ratios are draw from UNESCO statistical tables, UNESCO (2010, pp. 341-347).

period 1999-2007 represents 38 and 36% of the adult population, respectively (see table 2). Furthermore, on the basis of past rates of change, the number of adults without literacy skills is expected to reach about 710 million by 2015 (UNESCO, 2010, p. 94).

Table 2. Gender parity and Adult illiteracy, by region

	Gender parity in primary		Adult illiteracy rates (%)	Illiterates (millions)
	1999	**2007**	**1999-2007**	**1999-2007**
World	0.92	0.96	16	759
Sub-Saharan Africa	0.85	0.90	38	153
Arab Sates	0.87	0.90	29	58
Central Asia	0.99	0.98	1	0.7
East Asia and the Pacific	0.99	0.99	7	108
South and West Asia	0.84	0.95	36	391
Latin America and the Caribbean	0.97	0.97	9	36
North America and Western Europe	1.01	1.00	0.6	4
Central and Eastern Europe	0.96	0.98	2	8

Note: - Data on illiteracy rates and illiterates number are for people aged 15 and over.
- Data on gender parity in primary are from EFA Global Monitoring Report, UNESCO (2010, p. 62).
- Data on adult illiteracy rates and numbers are from EFA Global Monitoring Report, UNESCO (2010, p. 95).

These unsatisfactory results regarding the objectives of universal primary education, gender parity, education quality and adult literacy seem to confirm that most EFA targets set for 2015 are unlikely to be reached. The scope of progress towards EFA goals can also be better understood by analyzing the EFA Development Index (EDI). This index enables us to evaluate the extent to which these four goals have been achieved in each country. The EFA Development Index (EDI) provides a composite measure which incorporates data on the following targets:

- Universal primary education measured by the primary adjusted net enrolment ratio;
- Adult literacy measured by the literacy rate of the 15-and over age group;

- Gender parity and equality measured by the gender-specific EFA index (GEI), which is an average of the gender parity indexes of the primary and secondary gross enrolment ratios and of the adult literacy rate;
- Quality of education proxied by the survival rate to primary grade 5.

For a given country, the EDI value is calculated as the arithmetic mean of these four indicators and it varies between 0 and 1, with 1 representing full EFA achievement. For 2007, the EDI values are available for 128 countries belonging to different regions of the world[6].

Table 3. EFA Development Index (EDI) values, by region (2007)

	Far from EFA EDI below 0.80	Intermediate position EDI between 0.80 and 0.94	Close to EFA EDI between 0.95 and 0.96	EFA achieved EDI between 0.97 and 1	Subtotal Sample	Total number of countries
Sub-Saharan Africa	17	8			25	45
Arab States	5	6	3		14	20
Central Asia		1	2	5	8	9
East Asia and the Pacific	2	4	2	4	12	33
South and West Asia	5		1		6	9
Latin America and the Caribbean	1	16	5	4	26	41
North America and Western Europe			1	20	21	26
Central and Eastern Europe		1	4	11	16	21
Total	30	36	18	44	128	204

Source: EFA Global Monitoring Report, UNESCO (2010, p. 279).

The 2007 EDI values suggest that progress towards achieving EFA goals is mixed and unevenly divided among the different regions of the world. As table 3 shows, there has been a strong global move towards EFA goals in sixty-two countries (44 countries have already achieved the EFA goals and 18 countries are close to doing so). But, more than half of these countries (36 countries) are concentrated in America and Europe with, a fewer number of countries from Asia and the pacific (14 countries), nine countries from Latin America and the Caribbean and only three Arab States. It must be emphasized that among the forty-four countries having achieved EFA in 2007, only thirteen countries are located in regions other than North America and Europe: four countries in Latin America and the Caribbean, four countries in East Asia and the Pacific and, five countries in Central Asia. However, no country from the Arab region, Sub-Saharan Africa or from South and West Asia has succeeded in achieving the EFA. Among the forty-five countries that belong to these three regions, only four countries are close to EFA whereas twenty-seven countries are very far from achieving the EFA goals. Table 3 indicates also that a

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[6] For the list of the 128 countries covered by the EDI in 2007, see UNESCO (2010, pp. 285-286).

considerable number of countries (36 countries) have intermediate IDE values. They are located in all regions except South and West Asia and North America and Western Europe. In addition, the 2007 EDI values show that many countries have made little progress in moving towards EFA goals. Few years before the target date of 2015, thirty countries are still far from achieving the EFA goals, of which the majority are in Sub-Saharan Africa. It is noteworthy that the number of countries which are far from achieving the EFA could be higher than thirty because many countries affected by conflict were not covered by the EDI in 2007[7].

In sum, it is clear that progress towards EFA is more pronounced in North America and Europe, while the situation in most other regions, particularly Sub-Saharan Africa, reveals a considerable distance between commitments made in Dakar and the advance achieved since then. Conclusions based on the 2007 EDI values seem to confirm the picture that emerges from all EFA assessments made since Dakar, 2001. That said, many countries and regions had already achieved much progress towards EFA goals while others, particularly the poorest, are not on track to meet these goals. This suggests that many countries, namely those where the pace of advance has been insufficient, are still facing difficulties in overcoming the same obstacles to EFA as identified at the Dakar Forum. To those obstacles, is often added the impact of the recent global financial crisis and the stagnation of international aid to education over the last decade (UNESCO, 2011, p.11-12). However, poor performance in moving towards EFA goals registered in some regions does not seem to result from luck of financial resources. For instance, public expenditure on education increased by over 5% yearly in Sub-Saharan Africa and South and West Asia, the two regions where the progress towards EFA has been among the slowest (UNESCO, 2008, p.3). This gives rise to the thought that barriers preventing the effective use of financial resources allocated to education still persist in many regions and countries.

3. Corruption and Progress towards EFA goals

The EFA assessment we made using the 2007 EDI values points out that the excepted goals are far from being reached in many countries. Reasons offered for these poor performances have been many. In this respect, a number of scholars stand corruption and the ineffective use of education resources as major obstacles to the achievement of EFA [Hallak and Poisson (2005), Al-Samarrai (2006) and,

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[7] The list of these countries includes Afghanistan, Angola, Burundi, the Central African Republic, Chad, the Democratic Republic of the Congo, Côte d'Ivoire, Eritrea, Ethiopia, Guinea-Bissau, Liberia, Myanmar, Nepal, Pakistan, Rwanda, Senegal, Sierra Leone, Somalia, Sudan and Uganda.

Caillods, Phillips, Poisson and Talbot (2006)]. This point of view is largely supported by most EFA Global Monitoring Reports published yearly by UNSCO since the convening of the World Education Forum, in Dakar, in 2001. To verify such point of view, we attempt in this section to assess progress towards EFA made by a large number of countries in relation to their corruption levels. To do so, we use the 2007 EDI values and the Transparency International corruption perception index (**CPI**) over the 1985-2007 period[8]. This index ranges from zero to ten, with higher scores indicate lower corruption levels. For the sake of simplicity, the corruption index has been transformed so that higher levels correspond to more corruption instead of less as on the original scale. Data on corruption are available for 124 out of 128 countries for which the EDI were calculated in 2007[9]. Countries under study are presented as follow:

Table 4. Countries classification according to the 2007 IDE values, by region[10]

	Number of Countries	EFA Development Index (EDI)		
		Low	Medium	High
Sub-Saharan Africa	24	16	8	0
Arab States	14	5	6	3
Central Asia	8	0	1	7
East Asia and the Pacific	11	2	4	5
South and West Asia	6	5	0	1
Latin America and the Caribbean	24	1	15	8
North America and Western Europe	21	0	0	21
Central and Eastern Europe	16	0	1	15
Total	**124**	**29**	**35**	**60**

Note: Low EDI: EDI <0.8; Medium EDI: 0.80< EDI <0.95; High EDI: EDI >0.95.
Source: Author's calculation based on the 2007 EDI values.

For the sample of countries included in this study, the corruption perception index (CPI) ranges between 0.55 (Denmark) and 8.68 (Bangladesh), with an average value of 5.72. Table 5 displays corruption levels by region. According to their 2007 EDI values, countries under study can be divided into three categories: those with a low EDI (29 countries), those with a medium EDI (35 pays) and those with a high EDI (35 countries). Table 6 presents corruption levels and EDI average values for each of these three categories.

Table 5. Corruption level by region, 1985-2007

	Corruption Perception Index (CPI)				
	Average	Standard Deviation	Minimum	Maximum	N
Sub-Saharan Africa	6.85	0.97	4.08	8.1	24
Arab States	6.05	1.43	4.12	8.02	14
Central Asia	7.57	0.42	6.78	8.04	8
East Asia and the Pacific	5.73	2.45	0.61	8.3	11
South and West Asia	7.03	1.41	4.50	8.68	6
Latin America and the Caribbean	6.14	1.50	2.97	8.02	24
North America and Western Europe	2.43	1.51	0.55	5.42	21
Central and Eastern Europe	6.05	1.04	4.03	7.6	16
Total	**5.72**	**2.09**	**0.55**	**8.68**	**124**

Table 6. Corruption level according to the situation towards EFA

	Countries where EDI values are		
	Low	Medium	High
Number of countries	29	35	60
EDI average value	**0.70**	**0.90**	**0.98**
	Corruption Perception Index (CPI)		
Average	**7.23**	**6.29**	**4.68**
Standard Deviation	0.72	1.31	2.33
Minimum	4.5	3.05	0.55
Maximum	8.68	8.12	8.30

Source: Author's calculation based on the 2007 EDI values and the Corruption Perception Index (CPI) over the period 1985-2007.

As displayed in table 5, corruption level varies considerably among the different regions. Average values taken by the CPI index range from 2.43 in the Latin America and the Caribbean region to 5.73 in East Asia and the Pacific, reaching 7.57 in Central Asia. All regions exhibit a corruption level higher than the total sample average, except North America and Western Europe. Table 6 provides evidence that, according to the situation towards EFA, corruption level varies largely from one category of countries to another. It is noteworthy that there is a significant gap between the category of countries close to achieving the EFA goals (with an average level of corruption equal to 4.68) and that with low EDI values (with an average level of corruption equal to 7.23). These figures provide evidence

that countries far from reaching the EFA goals exhibit the highest corruption level. This suggests that the progress towards EFA was more challenging in countries with high corruption. Such conclusion based on the EDI average values is also confirmed for each of the four EFA goals incorporated in the index. Figure 1 below shows that for the group of countries with low EDI, where the level of corruption is higher, the net primary enrolment rate (**NER)**, the gender-specific EFA index (**GEI**), the adult literacy rate (**ALR**) and, the survival rate to primary grade 5 (**SG-5**) are simultaneously lower than those registered in medium and high EDI countries.

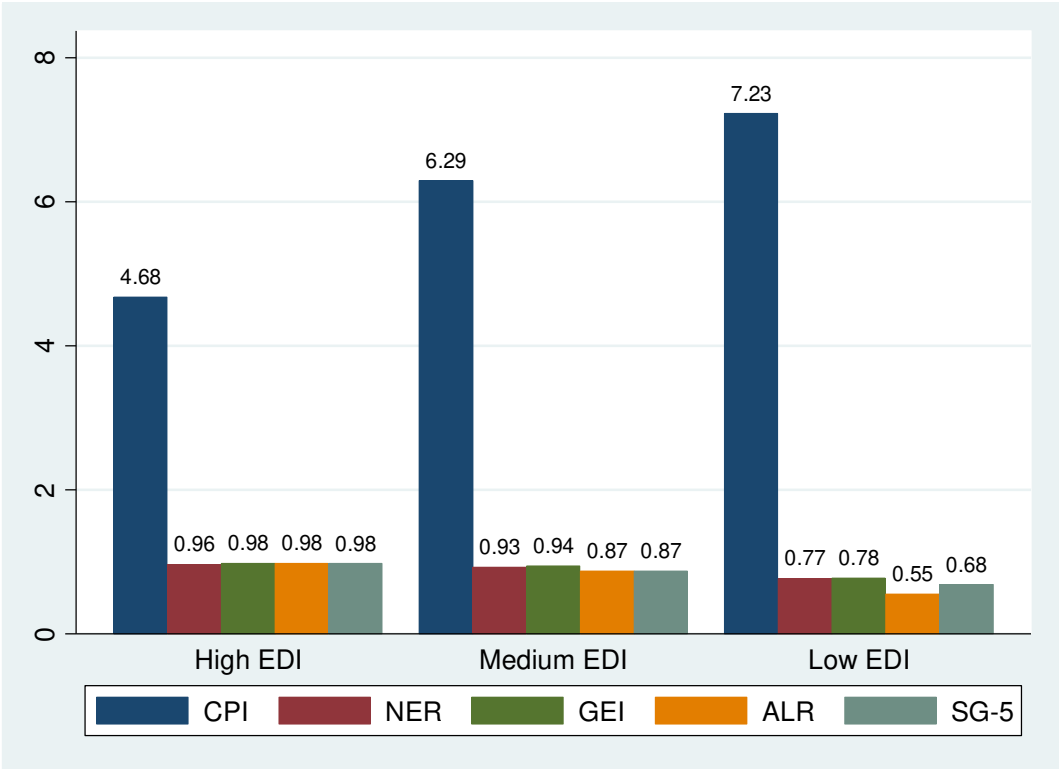**FIG. 1. Position towards EFA goals and corruption level**

Figure 1 reveals that differences between the three categories of countries remain for all EDI components, showing that the relationship between corruption and progress towards EFA is also confirmed for each of the four EFA goals included in the EDI index. Overall, there is some evidence that progress in achieving EFA targets has been slower in corrupt countries. This finding holds even when using all regions included in the study. As figure 2 shows, analyzing the 2007 EDI values among the different regions by reference to their corruption levels indicates that regions with more corruption are those who registered little progress in moving towards EFA. It is particularly the case of Sub-Saharan Africa, South and West Asia, and Arab States where high corruption levels are associated with low EDI

values. Furthermore, these three regions contain most countries that are far from meeting EFA goals (26 countries out 29 of in the total sample). However, this does not seem the case for the Central Asia region which has registered considerable advance in meeting EFA despite the fact that it has the highest corruption level among all regions. Among the eight countries belonging to this region, seven are in the high EDI category (Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan) while the remaining one is on track to meet EFA goals (Mongolia)[11]. Countries listed in the medium EDI category, essentially from Latin America and the Caribbean (15 countries) and from East Asia and the Pacific (4 countries), have also a corruption level close the total sample average. In North America and Western Europe, where progress towards EFA is most obvious, the corruption level is likewise the lowest among all regions of the world.

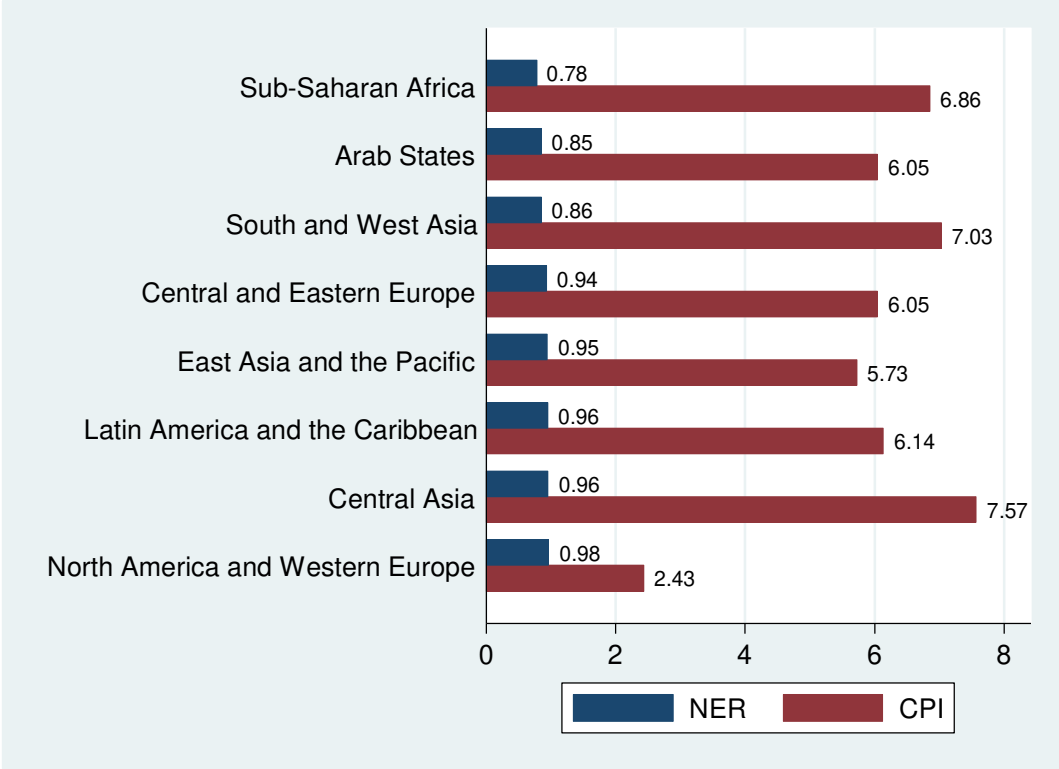**F**IG. **2. EDI values and corruption level, by region**
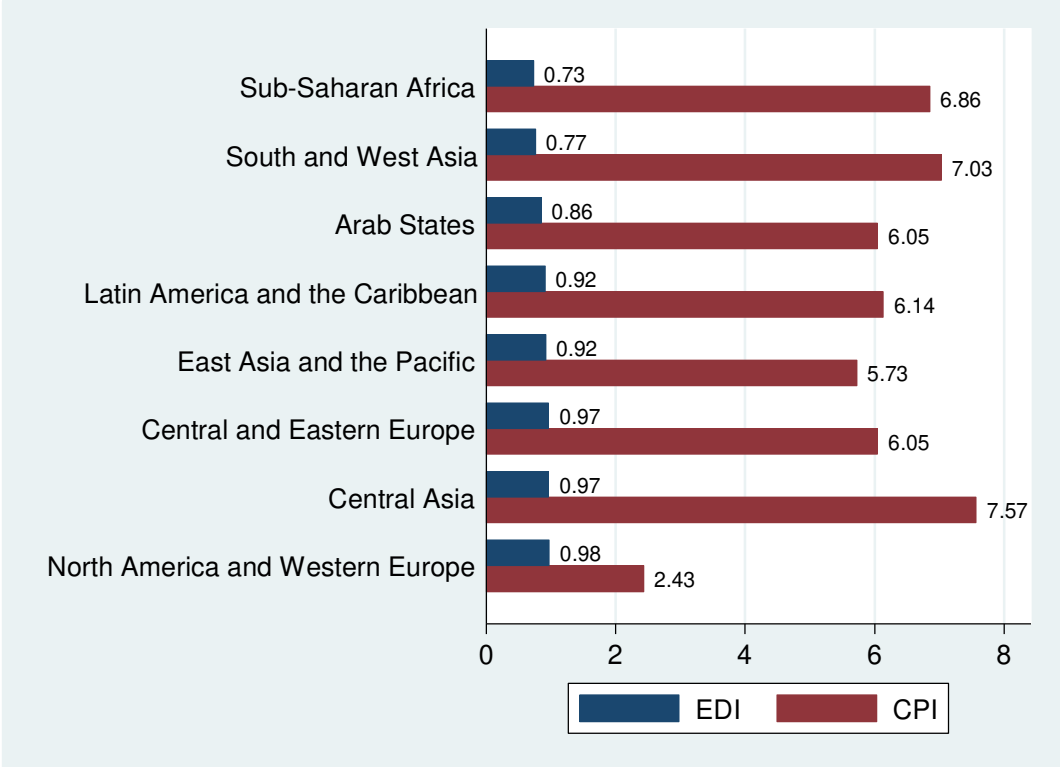
The analysis we made on the basis of the 2007 EDI average values registered in the different regions of the world clearly points to an overall association between corruption and progress towards EFA goals as a whole. It is, however, useful to perform the same analysis using each of the four EFA goals individually. Figures 3 to 6 below confirm that primary net enrolment ratios (**NER**), gender-specific EFA

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[11] Table 2 of the Appendix presents the 2007 EDI index values for all countries included in the study.

indices (**GEI**), adult literacy rates (**ALR**) and survival rates to grade five (**SG-5**) are noticeably lower in regions with high corruption levels.

FIG. 3. Primary net enrolment ratios and corruption level, by region

FIG. 4. Gender parity and corruption level, by region
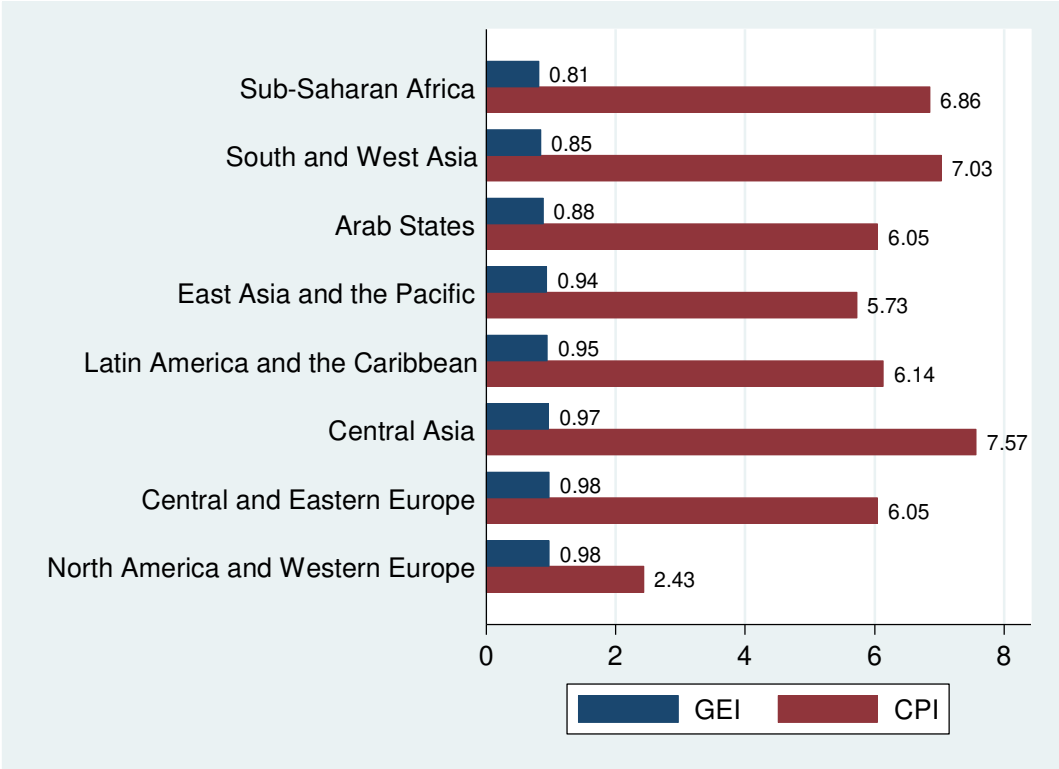
F<small>IG</small>.5. Adult literacy and corruption level, by region

F<small>IG</small>.6. Education quality and corruption level, by region

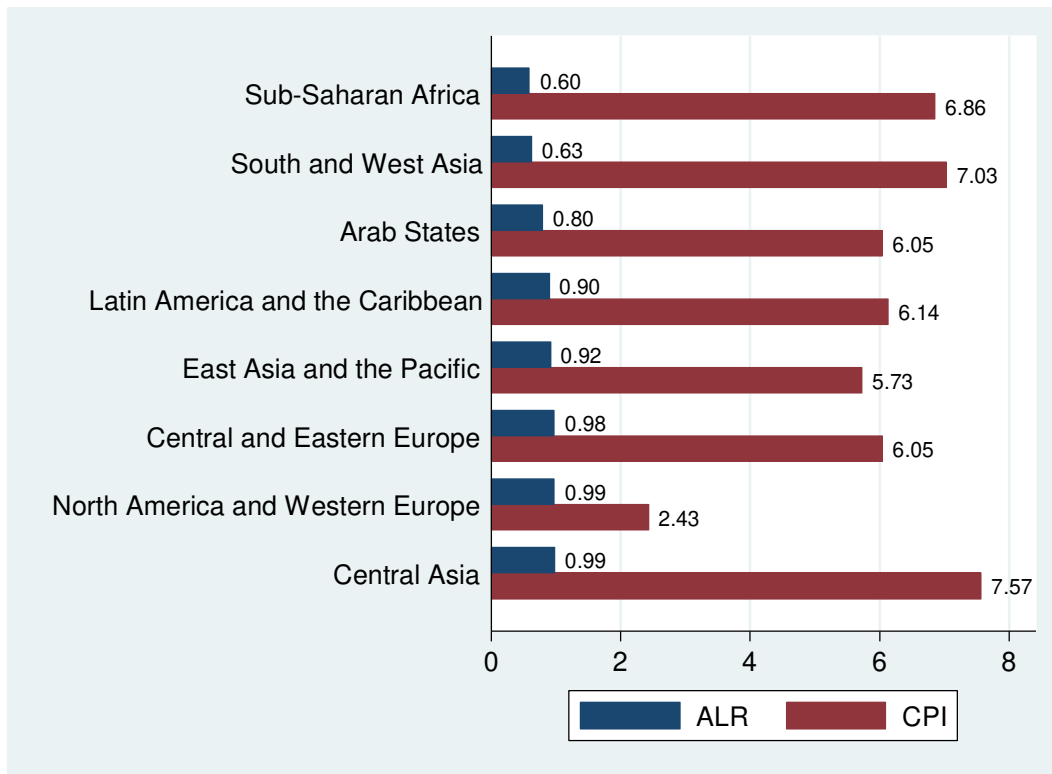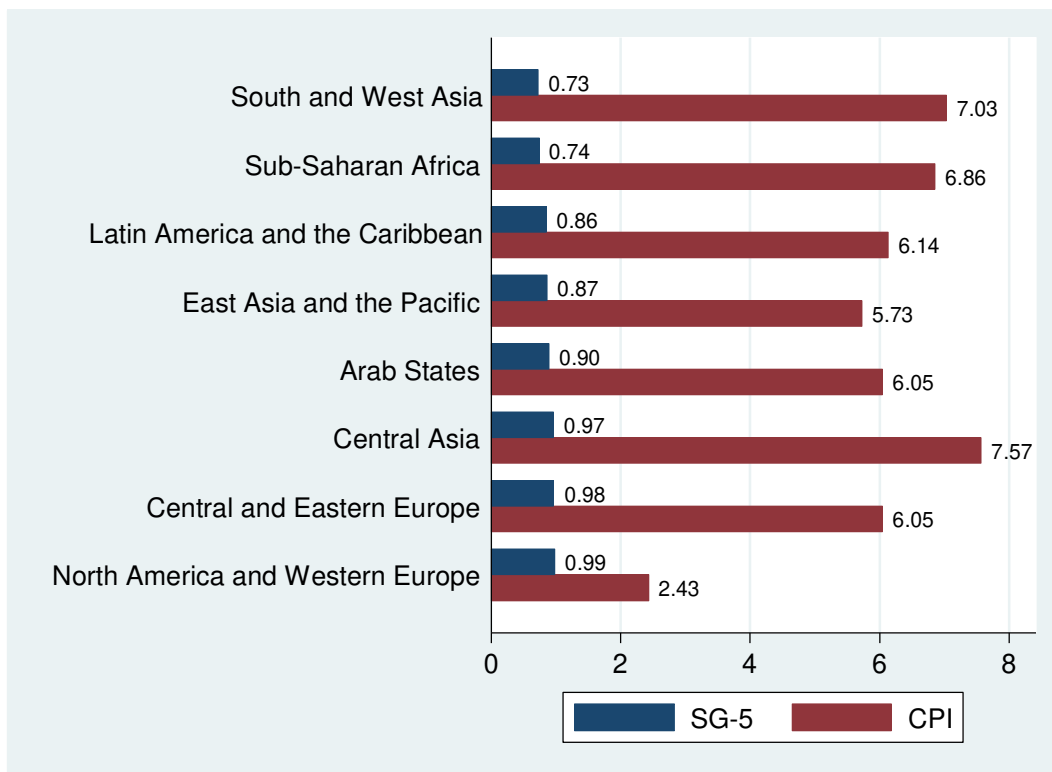The analysis of progress made towards each of the four EFA goals reveals important disparities from one region to another, allowing us to classify the different regions as follow:

Table 7. Progress towards EFA goals: Regions classification

Rank	Goal 1 : Primary Education	Goal 2 : Gender Parity
1	Sub-Saharan Africa	Sub-Saharan Africa
2	Arab States	South and West Asia
3	South and West Asia	Arab States
4	Central and Eastern Europe	East Asia and the Pacific
5	East Asia and the Pacific	Latin America and the Caribbean
6	Latin America and the Caribbean	Central Asia
7	Central Asia	Central and Eastern Europe
8	North America and Western Europe	North America and Western Europe
Rank	**Goal 3 : Adult Literacy**	**Goal 4 : Education Quality**
1	Sub-Saharan Africa	South and West Asia
2	South and West Asia	Sub-Saharan Africa
3	Arab States	Latin America and the Caribbean
4	Latin America and the Caribbean	East Asia and the Pacific
5	East Asia and the Pacific	Arab States
6	Central and Eastern Europe	Central Asia
7	North America and Western Europe	Central and Eastern Europe
8	Central Asia	North America and Western Europe

Note: Regions are arranged in descending order according to their progress towards each goal.
Source: Author's Classification based on regional averages of each EFA indicator.

The proposed classification shows that progress in achieving the objectives of universal primary education, gender parity, adult literacy and education quality has been slow in corrupt regions, in particular Sub-Saharan Africa, South and West Asia and the Arab region. These three regions registered the worst results regarding the four EFA goals, though a considerable progress towards education quality seems to be achieved in Arab states. In contrast, Europe and North America, the less corrupt regions, are those where the greatest progress in moving towards EFA goals has been made. The expectation related to Central Asia remains for all indicators incorporated in the EFA Development Index. This suggests that the spectacular progress made in this region does not seem to result from an outstanding performance regarding one of the different EFA objectives, but rather from a simultaneous improvement in all EFA indicators. In some areas, particularly in terms of adult literacy, Central Asia is well ahead of North America and Western Europe, the region where progress towards meeting EFA goals is most evident. Countries belonging to the regions of Latin America and the Caribbean and East Asia and the Pacific, with corruption levels close to the total sample average, are mostly in an intermediate position towards EFA goals, although data suggest that

progress achieved in Latin America and the Caribbean has been made at the expense of education quality (see figure 6).

4. Conclusion

Since the World Conference on Education was held in 1990 in Jomtien (Thailand), education has received and still receives much attention and substantial support from national governments as well as from the international community. The adoption of the Dakar framework for action in 2001 by an overwhelming number of countries around the world made the achievement of a number of education goals as an overarching priority to be met by 2015. In spite of a global commitment to reach the EFA goals as defined at the World Education Forum in 2001, the record since then has been mixed. Indeed, all EFA assessments published by the UNESCO since 2001 indicate that many countries and regions are unlikely to achieve EFA goals by 2015. Several factors seem to explain the relatively poor results in moving towards EFA targets. In this respect, it is not unrealistic to consider that corruption and the ineffective use of resources could seriously impede efforts made by many countries in achieving EFA goals. This point of view is supported by different EFA Monitoring Reports dressed annually by the UNESCO throughout the past decade, considering, implicitly or explicitly, that corruption and the ineffective use of education resources is a major obstacle to the success of the EFA program in various regions of the world. As yet, however, little empirical work has been made to verify whether differences in the progress towards EFA goals across countries and regions can be explained by differences in their corruption levels. To do so, we used the EFA Development Index (EDI) as a composite measure to assess progress towards the four most easily quantifiable EFA goals, namely universal primary education, gender parity, adult literacy and education quality. The overall assessment dressed in this paper reveals significant gaps between these goals and the current situation, suggesting that the pace of advance in many parts of the world is insufficient for the EFA targets to be met by 2015. Using data on corruption from Transparency International, the descriptive analysis carried out in this paper shows that, except Central Asia, regions that exhibit higher corruption levels are those who experienced more difficulties to reach Education for All. This finding holds for each of the four EFA goals included in the EDI index. In sum, the results presented in this paper suggest that most EFA goals are likely to be missed in many regions, particularly the most corrupt; acknowledging that much more is

needed to accomplish these goals. In this respect, most attention on the issue of corruption is urgently required if the EFA goals are to be met.

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Appendix

Inbox 1. The six Education for All (EFA) goals

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;

2. Ensuring 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. Ensuring 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 all adults;

5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;

6. Improving 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.

Source: The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, UNESCO (2000b, p. 8).

Table 1. **List of countries, by region**

Sub-Saharan Africa
Benin; Botswana; Burkina Faso; Burundi; Cape Verde; Eritrea; Ethiopia; Gambia; Ghana; Guinea; Kenya; Lesotho ; Madagascar ; Malawi ; Mali; Mauritius ; Mozambique ; Namibia ; Niger ; Sao Tome and Principe ; Senegal ; Swaziland ; Togo ; Zambia
Arab States
Algeria ; Bahrain ; Djibouti ; Iraq ; Jordan ; Kuwait ; Lebanon ; Mauritania ; Morocco ; Oman ; Qatar ; T.A. Palestinian ; United Arab Emirates ; Yemen
Central Asia
Armenia; Azerbaijan; Georgia; Kazakhstan; Kyrgyzstan; Mongolia; Tajikistan; Uzbekistan
East Asia and the Pacific
Cambodia ; Fiji ; Indonesia ; Japan ; Lao PDR; Macao, China ; Malaysia ; New Zeeland; Philippines; Republic of Korea; Tonga
South and West Asia
Bangladesh; Bhutan; India; Maldives; Nepal; Pakistan
Latin America and the Caribbean
Argentina; Barbados; Belize; Bolivia, P.S.; Brazil; Chile; Colombia; Cuba; Dominican Republic; Ecuador; El Salvador; Guatemala; Honduras; Mexico; Nicaragua; Panama; Paraguay; Peru; Saint Lucia; Saint Vincent/Grenadines; Suriname; Trinidad and Tobago; Uruguay ; Venezuela, B.R.
North America and Western Europe
Austria ; Belgium ; Cyprus ; Denmark ; Finland; France; Germany ; Greece; Iceland, Ireland; Israel; Italy; Luxembourg; Malta; Norway; Netherlands; Portugal; Spain ; Sweden; Switzerland; United Kingdom
Central and Eastern Europe
Belarus ; Bulgaria ; Croatia ; Czech Republic ; Estonia ; Hungary ; Latvia; Lithuania; Poland; Republic of Moldova; Romania; Slovakia; Slovenia ; TFYR Macedonia; Turkey; Ukraine

Table 2. **EDI values and corruption level, by country**

High EDI								
Country	**EDI**	**CPI**	**Country**	**EDI**	**CPI**	**Country**	**EDI**	**CPI**
Denmark	0.985	0.554	Spain	0.987	3.684	Latvia	0.972	6.19
Finland	0.987	0.555	Portugal	0.97	3.752	Bulgaria	0.967	6.23
New Zeeland	0.992	0.618	Macao, Chine	0.952	3.85	Croatia	0.99	6.422
Iceland	0.987	0.619	Slovenia	.988	4.033	Argentina	0.971	6.552
Sweden	0.984	0.878	Estonia	0.981	4.06	Belarus	0.971	6.611
Netherlands	0.99	1.168	United Arab E.	0.966	4.12	Maldives	0.957	6.7
Switzerland	0.977	1.204	Bahrain	0.961	4.32	Mexico	0.959	6.797
Norway	0.995	1.22	Cyprus	0.988	4.38	Romania	0.971	6.96
United Kingdom	0.99	1.506	Uruguay	0.971	4.626	Armenia	0.971	7.157
Luxembourg	0.989	1.511	Hungary	0.973	5.219	TFYR Macedonia	0.968	7.166
Germany	0.994	2.066	Kuwait	0.965	5.26	Republic of Moldova	0.959	7.333
Austria	0.985	2.198	Italy	0.992	5.306	Venezuela, B. R.	0.956	7.478
Ireland	0.98	2.262	Czech Republic	0.975	5.385	Kazakhstan	0.993	7.533
France	0.991	2.954	Lithuania	0.976	5.422	Georgia	0.983	7.571
Chile	0.966	2.978	Greece	0.982	5.423	Ukraine	0.968	7.6
Israel	0.98	3.036	Republic of Korea	0.984	5.618	Uzbekistan	0.969	7.722
Japan	0.994	3.064	Poland	0.98	5.793	Kyrgyzstan	0.968	7.816
Belgium	0.983	3.198	Trinidad/Tobago	0.958	5.8	Tajikistan	0.975	7.96
Saint Lucia	0.953	3.2	Slovakia	0.972	5.99	Azerbaijan	0.979	8.044
Malta	0.953	3.6	Cuba	0.987	6.04	Tonga	0.967	8.3
Medium EDI								
Country	**EDI**	**CPI**	**Country**	**EDI**	**CPI**	**Country**	**EDI**	**CPI**
Barbados	0.948	3.05	El Salvador	0.865	6.13	Swaziland	0.867	7.166
Saint Vincent/Gren.	0.904	3.9	Brazil	0.883	6.286	Sao Tome and Principe	0.899	7.3
Botswana	0.869	4.08	Belize	0.907	6.3	T.A. Palestinian	0.914	7.3
Oman	0.879	4.24	Turkey	0.913	6.382	Guatemala	0.823	7.311
Qatar	0.941	4.26	Suriname	0.882	6.5	Ecuador	0.906	7.361
Malaysia	0.941	4.833	Panama	0.947	6.628	Philippines	0.895	7.379
Jordan	0.946	5.046	Colombia	0.92	6.714	Honduras	0.885	7.655
Cape Verde	0.875	5.1	Mongolia	0.937	6.78	Bolivia, P.S	0.911	7.695
Namibia	0.921	5.12	Dominican Rep.	0.836	6.914	Kenya	0.839	7.847
Mauritius	0.949	5.39	Lebanon	0.898	6.92	Paraguay	0.936	8.025
Fiji	0.912	6	Zambia	0.855	7.15	Indonesia	0.947	8.128
Peru	0.942	6.1	Algeria	0.89	7.16			
Low EDI								
Pays	**IDE**	**CPI**	**Pays**	**IDE**	**CPI**	**Pays**	**IDE**	**CPI**
Bhutan	0.795	4.5	Mauritania	0.717	7.15	Yemen	0.648	7.44
Morocco	0.77	6.377	Benin	0.647	7.175	Burundi	0.719	7.6
Ghana	0.791	6.52	Mozambique	0.642	7.2	Niger	0.508	7.625
Lesotho	0.788	6.7	Madagascar	0.762	7.25	Togo	0.629	7.65
Senegal	0.65	6.75	Eritrea	0.602	7.275	Pakistan	0.651	7.835
Malawi	0.725	6.78	Nicaragua	0.794	7.322	Cambodia	0.781	7.866
Burkina Faso	0.602	6.875	Ethiopia	0.598	7.357	Iraq	0.796	8.02
India	0.775	7.065	Lao PDR	0.755	7.4	Guinea	0.622	8.1
Mali	0.59	7.08	Nepal	0.704	7.425	Bangladesh	0.718	8.683
Djibouti	0.709	7.1	Gambia	0.678	7.44			

Notes:
 - *EDI: EFA Development Index (2007).*
 - *CPI: Corruption Perception Index averaged over the 1985-2007 period: rescaled (10- original values), with 10 representing the highest corruption level.*
 - *Within each category, countries are classified following their corruption levels (from least to most corrupt).*
Source : Author's calculation using data from UNESCO (2010) and Transparency International