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Education is knowledge, skills, and values needed to promote informed choices and sustainable development. Education is an indispensable asset to attain ideals of freedom, social justice and peace. Education is “one of the most effective tools for achieving inclusive and sustainable economic growth and recovery, reducing poverty, hunger and child labor, improving health, incomes and livelihoods, for promoting peace, democracy and environmental awareness,” as well as a driver “to achieve the internationally agreed development goals, including the Millennium Development Goals (MDGs),” and the Education For All Goals (EFA). Education promotes citizenship and democratic participation; it is the foundation of social transformation.

Formal education was the domain of religious orders and/ or the state. It was not until the late nineteenth century that mass public education took hold in the industrialized world. With the promulgation of the Universal Declaration of Human Rights (1948), education was recognized as a right of every human being.

The spread of globalization, knowledge-driven economies, human rights-based development, changing demographic trends, and continued inequity in the allocation of national resources represented new challenges that led to a renewed focus on education systems. The question was whether or not these systems were ready to face all these challenges.

The paper discusses the effects of the financial crisis on education systems. It also outlines the current state of education in the Arab world. Finally, the paper suggests the need for a new education paradigm to meet changing needs.

Education is “one of the most effective tools for achieving inclusive and sustainable economic growth and recovery, reducing poverty, hunger and child labor, improving health, incomes and livelihoods, for promoting peace, democracy and environmental awareness,” as well as a driver “to achieve the internationally agreed development goals, including the Millennium Development Goals (MDGs).”
–The 2008 Oslo Declaration “Acting Together,” G8 summit.

Historical Background

Education is knowledge, skills, and values needed to promote informed choices and sustainable development. Education is an indispensable asset to attain ideals of freedom, social justice and peace. It is a catalyst for development that contributes to economic growth, reduces poverty, and improves health, income and livelihood. Education promotes citizenship and democratic participation; it is the foundation of social transformation.

Historically, formal education was the domain of religious orders and/or the state. Prior to the industrial revolution, schooling was available only to a few and it was economic need that necessitated formalizing education.

It was not until the late nineteenth century that mass public education took hold in the industrialized world, and some countries even made it compulsory. With the promulgation of the Universal Declaration of Human Rights (1948), education was recognized as a right of every human being. Countries that gained their independence made notable efforts to ensure the right of education for all their citizens. The education system witnessed exponential growth.

The second half of the twentieth century witnessed nearly open access to schooling, which has become a major part of what the democratic state has to offer its citizens. Developing countries that were coming of age and gaining

independence based their education systems on the colonial models. Many challenges surfaced, including the availability of teachers, classrooms and curricular and ancillary materials. With the population explosion and the need to meet the ever-growing needs of public education, governments were faced with a major dilemma: access versus quality, with quality being left behind in most instances.

The Current Scene

The last two decades have witnessed an increase in the challenges facing education systems. These challenges include the spread of globalization, knowledge-driven economies, human rights-based development, changing demographic trends, and continued inequity in the allocation of national resources. This has led to a renewed focus on education systems. The question was whether or not these systems were ready to face all these challenges.

The Education Paradigm

Globally, the current education system is rooted in the traditional system of the agrarian society of the 1700s. It is primarily based on teaching the 3R's – reading, writing, and arithmetic – along with varying amounts of science, social studies, language, arts and religious education (where applicable). Technology and skills formation are new add-ons to the curricula. With the industrial revolution, the need

arose for mass education. The development of the production line, the input-output industrial model, was emulated in education. Students came together in one place (the school). Regardless of their individual learning styles, capabilities, needs, desires, or potential, they are put through the exact same curricula, and taught (processed) using the same approach. "Teaching" was the order of the day. The system performed with reasonable success till the end of the Second World War when new needs and requirements arose in line with the social and economic changes affecting communities.

The quality of education began to suffer because of problems such as high repetition and dropout rates. Also at issue was the inability of the education system to ensure that graduates had the skills required by the developing job market. Reforms were inevitable. As a result, education systems around the globe witnessed attempts at reform in the field from changes to curricula, teacher training and teaching methodologies, to skills formation, textbook production, as well as the introduction of technology.

In spite of progress in access to and use of technology, the present educational paradigm has failed to deliver what is needed to meet the ever-changing needs of the modern world. Not a single nation is happy with its education system. It is the education system that is the first to be blamed whenever anything goes wrong in any aspect of life, from culture to economy, social developments, governance and the human value system as a whole.

Alvin Toffler (*Future Shock*, 1970) analyzed the three waves of change that affected humanity: the development of agriculture, the industrial revolution, and the information revolution. The first was based on the physical requirements

of the human being; the industrial revolution introduced machines to ease work and increase productivity and development. This wave brought about societal change which was characterized by autocratic leadership, bureaucratic organizations, centralized control, adversarial relationships, mass production and conformity, division of labor, compartmentalization and one way communication, among others. The information age, based on mental capabilities, ushered in team building, shared leadership, autonomy, cooperative relationships, customized production, initiative, diversity, networking, holism and inclusion.

The growing problems in the education systems underscored the need for change. The World Conference on Education for All, which was held in Jomtien, Thailand in 1990, issued the World Declaration on Education for All (EFA). The first article stated: "Every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs, including learning tools, and learning content required for developing one's full capacities and survival." To achieve this, an expanded vision was proclaimed surpassing available resource levels, institutional structures, and conventional delivery systems. Since the EFA targets were at risk, the world community agreed to an expanded vision for basic education which encompasses universalizing access and promoting equity; focusing on learning; broadening the means and scope for basic education; enhancing the environment for learning; and strengthening partnerships on the local national, regional, and global levels. Delegates called for developing supporting policy context, mobilizing resources, and

strengthening international solidarity.

In 2000, the World Education Forum in Dakar, Senegal, revised the major EFA goals, downsizing the expectations of the original expanded vision, and called for:

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- 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.
- Ensuring that learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.
- Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic continuing education for all adults.
- Eliminating gender disparities in primary and secondary education, 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.
- 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.

Financing Education for Equity

"Additional funding is needed if the world is to achieve the Dakar goals. But increasing funding is part of a broader set of education policy challenges. Countries also need to improve efficiency and develop strategies addressing inequalities in education finance if EFA is to be achieved. Increased public spending is not guaranteed to improve access, equity or learning outcomes. But chronic and sustained under financing is a sure route to limited, poor quality provision.

Technical efficiency provides an indicator of the cost associated with turning finance into quantitative and qualitative outcomes. In many countries, corruption is a major source of both inefficiency and inequity – the former because it means more public money provides fewer inputs and the latter because the costs of corruption invariably fall most heavily on the poor. Monitoring the use of funds through public expenditure tracking can help reduce corruption. Public spending on education has the potential to redress inequalities but often reinforces them instead. Governments have developed various approaches aimed at making spending more equitable, such as school grants and formula funding linked to need. However, outcomes have been mixed. Financial decentralization can widen the gaps between rich and poor areas. Central governments need to retain a strong role in redistributing financial resources from richer to poorer areas or financing gaps in education are likely to grow."

UNESCO, Regional Overview: Arab States, EFA Global Monitoring Report, 2009.

The above goals of the World Education Forum were in line with the UN Millennium Development Goals that were declared during the same year.

Millennium Development Goals (2000)

The eight millennium development goals articulated in the 'Millennium Development Declaration' include calls to:

- Goal 1: Eradicate extreme poverty and hunger.
- Goal 2: Achieve universal primary education.
- Goal 3: Promote gender equality and empower women.
- Goal 4: Reduce child mortality.
- Goal 5: Improve maternal health.
- Goal 6: Combat HIV/AIDS, malaria and other diseases.
- Goal 7: Ensure environmental sustainability.
- Goal 8: Develop a Global Partnership for Development.

UNDP, Human Development Report, Overcoming Barriers: Human Mobility and Development, 2009.

The report of the International Commission on Education for the Twenty-first Century stated that for education to succeed in its mission, it must be organized around four fundamental types of learning, which, throughout a person's life, would constitute 'pillars of knowledge': learning to know, that is acquiring the instruments of understanding; learning to do, so as to be able to act creatively on one's environment; learning to live together, so as to participate and cooperate with other people in all human activities; and

learning to be, an essential progression which proceeds from the previous three.

Education in the Arab Countries

Despite a rich and time-tested intellectual tradition, and notwithstanding the region's tremendous human capital, the potential of people in the Arab world is inhibited by sustained conflict situations, instability, irrational use of resources, lack of transparency and holistic vision. This leads to constraints and barriers to knowledge acquisition, discrimination, production and utilization.

Considerable progress in providing greater opportunities for Arab children has been made (see Figure 2). Arab countries as a whole continue to advance towards most of the EFA goals. However, wide disparities between and within countries are holding back progress in the region. Some of the factors involved include:

- Services in early childcare and development are limited in capacity and quality. Gross enrollment ratios (GRE) in the region are at 18 percent and are one of the lowest in the world.
- Good quality provision of pre-school programs have been proven to equip children with better cognitive, behavioral and social skills that improve access, retention and learning outcomes in elementary education, as well as the overall capabilities of the adult.
- Many Arab students are locked into the cycles of repetition and dropping out at the elementary level.
- Disparities within countries are rampant. Gaps can predetermine opportunities for education and higher progress affecting, in particular, the enrollment and retention of girls in school.
- While participation in post-elementary

education is expanding, access remains limited in several Arab states.

- Although tertiary education has expanded since the Dakar goals were established, overall participation in tertiary education is low with a 22 percent gross enrollment ratio (GRE) in 2006.
- Meeting the diverse learning needs of young people and adults through life-long learning programs and skills acquisition is still very weak.
- 58 million people or 28 percent of the adult population are illiterate, two-thirds of who are females.
- Arab countries suffer from low learning levels as measured by national and international assessment surveys.
- Teaching is losing its privileged position in society. Teachers are not well paid; neither are they actively organized.
- High unemployment rates among school/university graduates.
- Academic institutions are rarely linked to the economic and production cycles.

Issues in Arab Education

“Education systems have a tendency to spawn a new set of challenges for every problem resolved. Once everyone is in school, we must ensure that they do not drop out. Once they remain seated, we must make sure they learn something. Once they appear to be ready to learn, we must make sure that the material is useful for their future and ours. Thus, some aspects of the new terrain that education systems must cross have been shaped by the education system itself.”

The Road Not Traveled, World Bank, 2008.

“Despite having spent five percent of its GDP and 20 percent of its general budgets on education over the past 40 years, over one third of the adult population in the Arab region is unable

to read and write. Some 60 million Arabs remain illiterate, two thirds of them women. Furthermore, only a few Arab countries will be able to meet the universal primary education goal of the Millennium Development Goals (MDGs) by 2015. Close to nine million primary school-aged children in Arab countries do not attend school, and among those who do, a large number do not pursue education beyond the basic level, thereby hampering economic growth and sustainable development in the region as a whole. Moreover, the quality of university education is problematic. The region lacks a critical mass of highly skilled professionals equipped with the ability to innovate and capable of answering the needs of the marketplace.”

UNDP, Arab Knowledge Report, Towards Productive Intercommunication for Knowledge, UAE 2009.

The Consultative Group and EFA

Key Messages

- **Eight is too late** to start paying attention to children’s learning needs. By the time a child reaches school age, most key brain wiring, language abilities, physical abilities and cognitive foundations have been set in place.
- **Learning begins at birth**, and basic education begins then too, as we support children in their healthy development.
- **Support Early Childhood Care and Development (ECCD):** Investing in ECCD is investing in the whole child, with dividends that continue to pay off throughout the entire life cycle.
- **Parents are the child’s first**

teachers: In supporting young children, it is especially important to recognize that parents are the child's first teachers.

Supporting and educating parents and parents-to-be is a highly effective basic education.

- **ECCD as a field has valuable experiences to share**, including effective strategies for supporting young children in their development, supporting families, and helping to make schools more ready for learners and learners more ready for schools.

[http://www.ecdgroup.com/education_for_all\(efa\).asp](http://www.ecdgroup.com/education_for_all(efa).asp)

Major Trends in the Education Sector

In the last decade, educational improvements were attained as a result of the political commitment of countries, based on the fundamental right of all people to education, and on increased understanding of the importance of education for growth and poverty reduction. Some of the trends observed include:

- Overall increase in enrollments at all levels in developing countries.
- Impressive increase in primary school enrollments, alongside progress towards gender equity in some developing countries, especially in Sub-Saharan Africa.
- Impact of public policies: school fee abolition, school construction in marginalized areas, teacher recruitment, etc.
- National spending on education has increased since 2000.
- International aid has supported progress, especially in countries with unstable economies.

- National disparities (i.e. gender, rural, urban, special needs) risk being accentuated in some areas
Nevertheless, trends are also marked by:
 - Increasing demand for secondary education but enrollments are still much lower than at primary level in most developing regions due to limited access.
 - 16 percent of adult population lack basic literacy skills; two-thirds are women.
 - 75 million children are still out of school.
 - Low learning achievement in many developed countries, and especially in developing countries.
 - Global learning divide mirrored by social-economic divide within countries.
 - Learning gaps as far as quality is concerned are obvious. Results of international assessment programs, i.e. Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA), are clear indicators.
 - Grade attainment is linked to wealth gap. Children in the poorest 20 percent countries of the world are most likely to drop out than those in the richest 20 percent.

In spite of all the progress, access to and use of technology, the global education system is failing to deliver what is needed by an ever-changing, modern society.

Even the best performing education systems today will not be able to meet the changing global demands for learning while following the present educational paradigm.

Effects of the Financial Crisis

The global economic crisis started in the major financial centers of the developed countries. In 2008, the ripple

effects of the crisis spread dramatically sending shock waves in the vulnerable emerging economies of the world.

High inflation coupled with sharp increases in food and fuel prices dominated the first half of 2008. During the second half, the global financial crisis erupted, leading to major financial shortages; this in turn led to slower economic expansion. In 2009, IMF predicted a major drop in worldwide economic growth, from 3.8 percent in 2008 to -1.3 percent in 2009. The effects on the developing countries led to a slowdown in the economies from 6 percent in 2008 to 1.6 percent in 2009.

The collapse of financial markets led to a decline in investment and lending opportunities. This decline had a negative impact on ever-expanding educational needs.

The impact of the financial crisis led many governments to reassess and cut resources. Socio-economic investments that benefit the lesser-privileged members of the community are usually the hardest hit in such cases. In the education sector, a major effect of the crisis is threatening long-term development objectives related to the achievement of the Millennium Development Goals, along with achieving the targets of the Education for All movement. (See box)

An early impact assessment survey of the global financial crisis on education conducted by UNESCO and its Institute of Statistics (UIS) in mid 2009 reveals that since 2008, global economic activities have decelerated. Many governments face a trade-off between maintaining fiscal balance and expanding spending to counter the economic slowdown. Public education financing, which is key to achieving Education for All and human resource development, is undermined. Governments are often the main providers of educational services.

One of the major findings of the UNESCO/UIS survey discusses the struggle in countries “between maintaining the fiscal balance and creating a stimulus package.” There are cost implications for both options. The economic slowdown will be prolonged if governments choose budget cuts to maintain fiscal and debt balances. Increasing spending by additional borrowing will increase costs in terms of debt repayment in the future. Consequently, it is of importance to reassess the impact of the financial crisis with a long-term perspective and to monitor developments over time. Often, the need might not be for more financial resources, rather for rational approaches to how available funds are utilized.

As far as the immediate effects of the crisis in education funding, the UNESCO-UIS Report (2009) presented the following scenarios:

- Many countries successfully contained the negative impact of the crisis in education financing by maintaining the same level of budget allocation to the sector.
- There is a potential drop in the real value spent in comparison to previous years, due to the high inflation rates.
- Education budgets were often more protected in some countries. When decreased, they affected capital non-salary spending.
- When education budgets were affected negatively, post primary budgets experienced the most cutbacks.
- Quality of education may be put at risk when a non-salary current expenditure is cut. Such cuts may lead to further deterioration of quality by affecting student learning negatively.

Cutting the capital investment budget may have less immediate impact but longer-term negative results.

The Role of Education in Finance

How does education promote growth, raise income and improve health?

Existing evidence points to the following benefits:

- Every additional year of schooling lifts average annual GDP growth by 0.37% and lifts earnings by 10%.
- Girls' education lowers infant and child mortality rates, reduces fertility rates, and promotes per capita income growth.
- Each additional year of education completed by a mother translates into: Her children remain longer in school.
- Education quality has a diverse impact on economic returns for households.
- Inequity in education opportunities is a cause of wider income inequities.

Nicolas Burnett, "Investing Out of the Crisis: the Education Dynamic," Future Forum, UNESCO, Paris, 2009 (Powerpoint presentation)

The objective for the twenty-first century should be to 'humanize' globalization, to make it a promise and

a goal and to give it meaning. Lifelong education for all should be one of the mainstays of this new social contract.

Education Expenditure

If the United States had in recent years closed the gap between its educational achievement levels and those of better-performing nations such as Finland and Korea, GDP in 2008 could have been \$1.3 trillion to \$2.3 trillion higher. This represents 9 to 16 percent of GDP. These educational gaps impose on the United States the economic equivalent of a permanent national recession.

Expenditure for education is one of the most productive investments that a country can make. Each additional year of schooling increases the per capita GDP by 4 to 6 per cent. By injecting resources into education now, not only would we stimulate economic recovery, but we would also contribute to stronger growth in the future and guarantee global stability in the long term.

McKinsey & Co., "The Economic Impact of the Achievement Gap on America's Schools," 2008.

A Case Study Yemen*

"Supported by high international oil prices, the economic performance of Yemen witnessed a moderate 4.4% growth in 2008. However, due to Yemen's heavy reliance on oil and gas revenues, which comprise 90% of export receipts and two-thirds of government revenues, the country faced hard fiscal constraints when oil prices collapsed.

Despite the country's high commitment to educational development, the

education sector was impacted by the global financial crisis and the collapse of oil prices. Although the final impact on education expenditure is not yet known, the 50% budget cut decision will downsize the overall education sector budget by 17%. The cut is relatively small in the education sector due mainly to a smaller portion of non-salary expenditure in general education. Because the spending on general education is mostly related to the wage bill, the impact on the budget for general education could be contained at 10%.

In contrast, technical and vocational education and the training budget will be cut by 43% and higher education will be cut by 30%, because they originally received a large portion of non-salary budgets. Albeit a relatively small impact on the Ministry of Education budget on the surface, this cut could potentially risk the quality of education by further downsizing the already-low level of non-salary current expenditure, which would finance various teaching and learning materials, textbooks, maintenance work, etc.”

*UNESCO/ Institute for Statistics, *Financial Crisis, Early Impact on Education Financing: Country Case Studies*, Paris 2009, p.22.

Epilogue

The convergence of globalization, the emergence of the knowledge society and accelerating change are the foundation and cornerstones of the new paradigm in education. What will the building blocks for the reengineering of educational systems and the creation of a new paradigm be? Will it be one where the integration of information and communication technology, artificial intelligence and the human brain create the required synergy? Jenkins poses an interesting question: “What will happen to society when computers become smarter than human beings and become self aware and are able to form their own electronic communities?”

Will we be implanting small chips behind the ear lobes of newborns in the future or will they simply swallow knowledge pills as they would medication? Will newborns be able to communicate with technology (be it computers or something else that has not yet been discovered or created), through

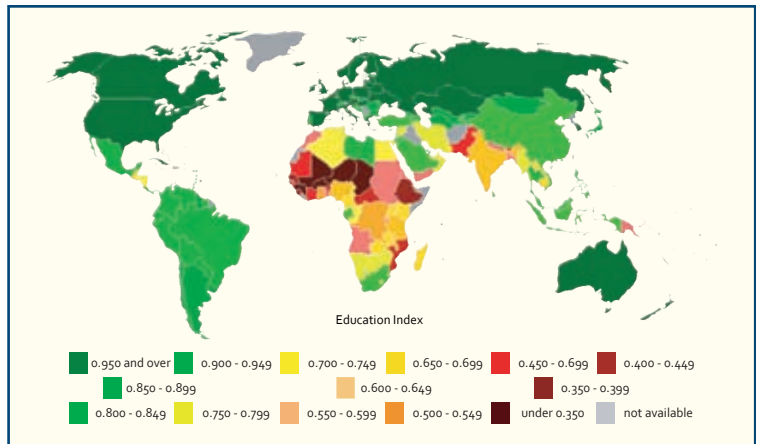
artificial intelligence or whatever is available at the time in order to acquire knowledge and skills? What will be the fate of our present educational paradigm, the last bastion of the age of the industrial revolution, a paradigm that Einstein claimed interfered with his learning. For him, education was whatever remained after one had forgotten everything one had learned at school.

The real need is to re-conceptualize education as something much broader than that which is provided by existing public education systems that are themselves being augmented more and more by the private sector. This is not a call to “de-school” society, something that Ivan Illich called for half a century ago. We should develop a system that can make education more realistic in its approach to help individuals become lifelong learners.

Perhaps there is a need for another UNESCO-inspired International Commission on Education for the Twenty-first Century that will take up from where

“Learning: the Treasure Within” left off and thus set the stage for the four pillars of education that lead to the creation of lifelong learners. This time, however, the mandate should be to have a futuristic outlook that tries to imagine, as much as is humanly possible, how the future might be, and engineer an interactive system that can begin to address these imagined needs – a system that is open enough to allow for quick mission and vision changes, as deemed appropriate, and will have sufficient structure to carry forward the ever changing aims and goals created by new developments: A living structure that may include different parts of existing systems along with the new modalities that are constantly emerging, and, a

Figure 1. World map indicating Education Index



Source: (2007/2008 Human Development Report, UNDP)

system that is alive, environmentally friendly and will encourage the masses to improve their lot in life.

Tables

Table 1. Literacy and enrolment

HDI Rank		Human development index (HDI) value 2005	Life expectancy at birth (years) 2005	Adult literacy rate (% aged 15 and older) 1995-2005	Combined gross enrolment ratio for primary, secondary and tertiary education (%) 2005	GDP per capita (PPP US\$) 2005	Life expectancy index	Education index	GDP index	GDP per capita (PPP US\$) rank minus HDI rank
HIGH HUMAN DEVELOPMENT										
33	Kuwait	0.891	77.3	93.3	74.9	26,321	0.871	0.871	0.930	-8
35	Qatar	0.875	75.0	89.0	77.7	27,664	0.834	0.852	0.938	-12
39	United Arab Emirates	0.868	78.3	88.7	59.9	25,514	0.889	0.791	0.925	-12
41	Bahrain	0.866	75.2	86.5	86.1	21,482	0.837	0.864	0.896	-8
56	Libyan Arab Jamahiriya	0.818	73.4	84.2	94.1	10,335	0.806	0.875	0.774	4
58	Oman	0.814	75.0	81.4	67.1	15,602	0.833	0.766	0.843	-15
61	Saudi Arabia	0.812	72.2	82.9	76.0	15,711	0.787	0.806	0.844	-19
MEDIUM HUMAN DEVELOPMENT										
86	Jordan	0.773	71.9	91.1	78.1	5,530	0.782	0.868	0.670	11
88	Lebanon	0.772	71.5	..	84.6	5,584	0.775	0.871	0.671	8
91	Tunisia	0.766	73.5	74.3	76.3	8,371	0.808	0.750	0.739	-23
104	Algeria	0.733	71.7	69.9	73.7	7,062	0.778	0.711	0.711	-22
106	Occupied Palestinian Territories	0.731	72.9	92.4	82.4	..	0.799	0.891	0.505	33
108	Syrian Arab Republic	0.724	73.6	80.8	64.8	3,808	0.811	0.755	0.607	7
112	Egypt	0.708	70.7	71.4	76.9	4,337	0.761	0.732	0.629	-1
126	Morocco	0.646	70.4	52.3	58.5	4,555	0.757	0.544	0.637	-18
134	Comoros	0.561	64.1	..	46.4	1,993	0.651	0.533	0.499	10
137	Mauritania	0.550	63.2	51.2	45.6	2,234	0.637	0.493	0.519	-5
147	Sudan	0.526	57.4	60.9	37.3	2,083	0.540	0.531	0.507	-10
149	Djibouti	0.516	53.9	..	25.3	2,178	0.482	0.553	0.514	-15
153	Yemen	0.508	61.5	54.1	55.2	930	0.608	0.545	0.372	16
WITHOUT HDI RANK										
	Iraq	..	57.7	74.1	59.6	..	0.545	0.692	..	..
	Somalia	..	47.1	..	..	..	0.368	..	..	..
	All developing countries	0.691	66.1	76.7	64.1	5,282	0.685	0.725	0.662	..
	Least developed countries	0.488	54.5	53.9	48.0	1,499	0.492	0.519	0.452	..
	Arab States	0.699	67.5	70.3	65.5	6,716	0.708	0.687	0.702	..
	East Asia and the Pacific	0.771	71.7	90.7	69.4	6,604	0.779	0.836	0.699	..
	Latin America and the Caribbean	0.803	72.8	90.3	81.2	8,417	0.797	0.873	0.740	..
	South Asia	0.611	63.8	59.5	60.3	3,416	0.646	0.598	0.589	..
	Sub-Saharan Africa	0.493	49.6	60.3	50.6	1,998	0.410	0.571	0.500	..
	Central and Eastern Europe and the CIS	0.808	68.6	99.0	83.5	9,527	0.726	0.938	0.761	..
	OECD	0.916	78.3	..	88.6	29,197	0.888	0.912	0.947	..
	High-income OECD	0.947	79.4	..	93.5	33,831	0.906	0.961	0.972	..
	High human development	0.897	76.2	..	88.4	23,986	0.854	0.922	0.915	..
	Medium human development	0.698	67.5	78.0	65.3	4,876	0.709	0.738	0.649	..
	Low human development	0.436	48.5	54.4	45.8	1,112	0.391	0.516	0.402	..
	High income	0.936	79.2	..	92.3	33,082	0.903	0.937	0.968	..
	Middle income	0.776	70.9	89.9	73.3	7,416	0.764	0.843	0.719	..
	Low income	0.570	60.0	60.2	56.3	2,531	0.583	0.589	0.539	..
	World	0.743	68.1	78.6	67.8	9,543	0.718	0.750	0.761	..

Source: UNDP, HDR 2007/2008, Table 1: 229-232.

* Data for Iraq and Somalia are from the HDRO online database at [http://hdr.undp.org/en/statistics/data].

Table 2. Commitment to education: public spending

HDI Rank	Public expenditure on education				Current public expenditure on education by level (% of total current public expenditure on education)						
	As a % of GDP		As a % of total government expenditure		Pre-primary and primary		Secondary and post-secondary non-tertiary		Tertiary		
	1991	200205-	1991	200205-	1991	200205-	1991	200205-	1991	200205-	
HIGH HUMAN DEVELOPMENT											
33	Kuwait	4.8	5.1	3.4	12.7	..	31	..	38	..	30
35	Qatar	3.5	1.6	..	..	..	..	..	..	..	..
39	United Arab Emirates	2.0	1.3	15.0	27.4	..	..	..	..	..	..
41	Bahrain	3.9	..	12.8	..	..	..	..	..	..	..
56	Libyan Arab Jamahiriya	..	2.7	..	..	..	12	..	19	..	69
58	Oman	3.0	3.6	15.8	24.2	52	50	40	41	7	8
61	Saudi Arabia	5.8	6.8	17.8	27.6	..	..	..	..	..	..
MEDIUM HUMAN DEVELOPMENT											
86	Jordan	8.0	4.9	19.1	20.6	..	..	..	..	..	..
88	Lebanon	..	2.6	..	11.0	..	33	..	30	..	31
91	Tunisia	6.0	7.3	14.3	20.8	..	35	..	43	..	22
104	Algeria	5.1	..	22.0	..	95	..	..	..	..	..
106	Occupied Palestinian Territories	..	..	..	..	..	..	..	..	..	..
108	Syrian Arab Republic	3.9	..	14.2	..	..	..	..	..	..	..
112	Egypt	3.9	..	..	..	..	..	..	..	..	..
126	Morocco	5.0	6.7	26.3	27.2	35	45	49	38	16	16
134	Comoros	..	3.9	..	24.1	..	..	..	..	..	..
137	Mauritania	4.6	2.3	13.9	8.3	..	62	..	33	..	5
147	Sudan	6.0	..	2.8	..	..	..	..	..	..	..
149	Djibouti	3.5	7.9	11.1	27.3	53	44	21	42	14	15
153	Yemen	..	9.6	..	32.8	..	..	..	..	..	..
WITHOUT HDI RANK											
..	Iraq	..	..	..	..	..	..	..	..	..	..
..	Somalia	..	..	..	..	..	..	..	..	..	..

Source: UNDP, HDR 2007/2008, Table 11: 265-268.

* Data for Iraq and Somalia are from the HDRO online database at [<http://hdr.undp.org/en/statistics/data>].

Table 3. Literacy and enrolment

HDI Rank	Adult literacy rate (% aged 15 and older)		MDG Youth literacy rate (% aged 15-24)		MDG Net primary enrolment rate (%)		Net secondary enrolment rate (%)		MDG Children reaching grade 5 (% of grade 1 students)		Tertiary students in science, engineering, manufacturing and construction (% of tertiary students)	
	1985-	1995-	1985-	1995-	1991	2005	1991	2005	1991	2004	1999-2005-	
	1995	2005	1995	2005								
HIGH HUMAN DEVELOPMENT												
33	Kuwait	74.5	93.3	87.5	99.7	49	87	..	78	..	..	..
35	Qatar	75.6	89.0	89.5	95.9	89	96	70	90	64	..	19
39	United Arab Emirates	79.5	88.7	93.6	97.0	99	71	60	57	80	97	..
41	Bahrain	84.0	86.5	96.9	97.0	99	97	85	90	89	99	17
56	Libyan Arab Jamahiriya	74.7	84.2	94.9	98.0	96	..	..	..	..	..	31
58	Oman	..	81.4	..	97.3	69	76	..	75	97	98	20
61	Saudi Arabia	70.8	82.9	87.9	95.8	59	78	31	66	83	96	17
MEDIUM HUMAN DEVELOPMENT												
86	Jordan	..	91.1	..	99.0	94	89	..	79	..	96	22
88	Lebanon	..	..	..	..	73	92	..	..	..	93	24
91	Tunisia	..	74.3	..	94.3	94	97	..	65	86	97	31
104	Algeria	49.6	69.9	74.3	90.1	89	97	53	66	95	96	18
106	Occupied Palestinian Territories	..	92.4	..	99.0	..	80	..	95	..	..	18
108	Syrian Arab Republic	..	80.8	..	92.5	91	95	43	62	96	92	..
112	Egypt	44.4	71.4	63.3	84.9	84	94	..	82	..	94	..
126	Morocco	41.6	52.3	58.4	70.5	56	86	..	35	75	79	21
134	Comoros	..	..	..	..	57	55	..	..	..	80	11
137	Mauritania	..	51.2	..	61.3	35	72	..	15	75	53	6
147	Sudan	..	60.9	..	77.2	40	43	..	..	94	79	..
149	Djibouti	..	..	..	..	29	33	..	23	87	77	9
153	Yemen	37.1	54.1	60.2	75.2	51	75	..	..	..	73	..
WITHOUT HDI RANK												
..	Iraq	..	74.1	..	84.8	94	88	..	38	..	81	24
..	Somalia	..	..	..	..	9	..	..	..	..	..	..
All developing countries		68.2	77.1	80.2	85.6	80	85	..	53	..	..	..
Least developed countries		47.4	53.4	56.3	65.5	47	77	..	27	..	..	..
Arab States		58.2	70.3	74.8	85.2	71	83	..	59	..	..	..
East Asia and the Pacific		..	90.7	..	97.8	..	93	..	69	..	..	..
Latin America and the Caribbean		87.6	89.9	93.7	96.6	86	95	..	68	..	..	..
South Asia		47.6	59.7	60.7	74.7	..	87	..	..	..	..	..
Sub-Saharan Africa		54.2	59.3	64.4	71.2	52	72	..	26	..	..	..
Central and Eastern Europe and the CIS		97.5	99.1	..	99.6	90	91	..	84	..	..	..
OECD		..	..	..	..	97	96	..	87	..	..	..
High-income OECD		98.9	99.1	99.4	..	97	96	..	92	..	..	..
High human development		..	94.1	..	98.1	93	95	..	..	..	..	..
Medium human development		..	78.3	..	87.3	..	87	..	..	..	..	..
Low human development		43.5	54.1	55.9	66.4	45	69	..	..	..	..	..
High income		98.4	98.6	99.0	..	96	95	..	91	..	..	..
Middle income		82.3	90.1	93.1	96.8	92	93	..	70	..	..	..
Low income		51.5	60.8	63.0	73.4	..	81	..	40	..	..	..
World		76.4	82.4	83.5	86.5	83	87	..	59	..	..	..

Source: UNDP, HDR 2007/2008, Table 12: 269-272.

* Data for Iraq and Somalia are from the HDRO online database at [http://hdr.undp.org/en/statistics/data].

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