Seminar on: Governance in Education and its role in enhancing integrity

Rabat- Morocco, 18 June 2013

United Nations Development Programme
Key notes

The figures and data resources used in this presentation quoted from its sources

Indicative purposes is the main objective for presenting the data is to indicate the status and not for comparison reasons

The relation/correlation between factors does not mean reasoning relation

There is a need to look beyond the figures
<table>
<thead>
<tr>
<th>Country</th>
<th>2012</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morocco</td>
<td>32.6</td>
<td>37.5</td>
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<tr>
<td>Qatar</td>
<td>1.9</td>
<td>2.4</td>
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<tr>
<td>Libya</td>
<td>6.5</td>
<td>7.8</td>
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<tr>
<td>Algeria</td>
<td>36.5</td>
<td>43.5</td>
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<tr>
<td>Tunisia</td>
<td>10.7</td>
<td>12.2</td>
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<tr>
<td>Jordan</td>
<td>6.5</td>
<td>8.4</td>
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<tr>
<td>Egypt</td>
<td>84.0</td>
<td>106.5</td>
</tr>
<tr>
<td>Mauritania</td>
<td>3.6</td>
<td>5.2</td>
</tr>
<tr>
<td>Yemen</td>
<td>25.6</td>
<td>41.3</td>
</tr>
</tbody>
</table>
% population aged 25 years and older with at least secondary education, 2010
Gross enrolment ratios, 2011

Libya: 114
Morocco: 56
Algeria: 13.2
Tunisia: 80
Egypt: 100
UAE: 110
Qatar: 90
Mauritania: 70
Jordan: 60
Yemen: 50
Adult literacy rate (% ages 15 and older), 2010

Qatar: 56.1

Palestine
Kuwait
Jordan
Bahrain
UAE
Lebanon
Libya
KSA
Oman
Syria
Iraq
Tunisia
Comoros
Algeria
Egypt
Sudan
Yemen
Mauritania
Morocco
PUBLIC EXPENDITURE on education as (% of GDP), 2005-2012
Satisfaction with education system and schools, 2011
## Poverty indicators in selected Arab countries

<table>
<thead>
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</thead>
<tbody>
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<td>7.2</td>
<td>1.0</td>
<td>48.1</td>
<td>1.7</td>
<td>22.0</td>
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<tr>
<td>Jordan (1)</td>
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<td>0.1</td>
<td>49.6</td>
<td>0.1</td>
<td>13.3</td>
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<tr>
<td>Morocco (1)</td>
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<td>3.3</td>
<td>35.5</td>
<td>2.5</td>
<td>9.0</td>
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<tr>
<td>Iraq (2)</td>
<td>14.3</td>
<td>3.1</td>
<td>47.5</td>
<td>2.8</td>
<td>22.9</td>
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<tr>
<td>Syria (2)</td>
<td>7.1 e</td>
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<td>45.4</td>
<td>1.7</td>
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<tr>
<td>Tunisia (2)</td>
<td>4.9 d</td>
<td>0.2 d</td>
<td>25.0</td>
<td>1.4</td>
<td>3.8</td>
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<tr>
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<tr>
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<td>31.9</td>
<td>27.0</td>
<td>17.5</td>
<td>34.8</td>
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</table>
Gross national income (GNI) per capita

Qatar | UAE | Libya | Tunisia | Algeria | Egypt | Jordan | Morocco | Mauritania | Yemen

Qatar: 100,000
UAE: 85,000
Libya: 20,000
Tunisia: 10,000
Algeria: 7,000
Egypt: 5,000
Jordan: 4,000
Morocco: 4,384
Mauritania: 4,000
Yemen: 4,000
CPI 2012 Score, Arab Countries
Control of Corruption, 2011
Rule of Law, 2011

QATAR, OMAN, KUWAIT, UAE, BAHRAIN, JORDAN, KSA, TUNISIA, MOROCCO, EGYPT, LEBANON, DJIBOUTI, ALGERIA, MAURITANIA, LIBYA, SUDAN, IRAQ
Voice and Accountability, 2011

Tunisia: 28.6
Lebanon
Kuwait
Morocco
Jordan
Qatar
Palestine
UAE
Oman
Algeria
Egypt
Iraq
Bahrain
Yemen
Libya
Sudan
Syria
KSA
HDI 2012 and CPI 2012 score correlation at: 0.68
Education in prosperity index and CPI correlation at 0.70
Satisfaction with education system and schools and CPI 2012 correlation at 0.24
HDI 2012 and Rule of Law correlation at: 0.63
Conclusions (1):

• Perception based data is not enough to assess the real status of country

• The correlation between the performance in Education Sector and Governance

• The need for national tools and methodologies to measure the status of different sectors

• The need for draw the priorities, EDUCATION, may on the top of the list

• Fighting corruption is a long way BUT may start by small step/s

• Education plays significant ROLE in creating the culture of Integrity
Conclusions (2):

• There are needs not only to assess governance in Education sector but also to have educational system that respond to the integrity forward anti-corruption culture

• The need for capacity and technical support to develop the required tools and methodologies

• The need for the enforcement of the integrity package of behaves that educated enough to be part of the system

• We have to positively use the heritage of the nation with all its values and codes of conducts
Thank you,