



**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

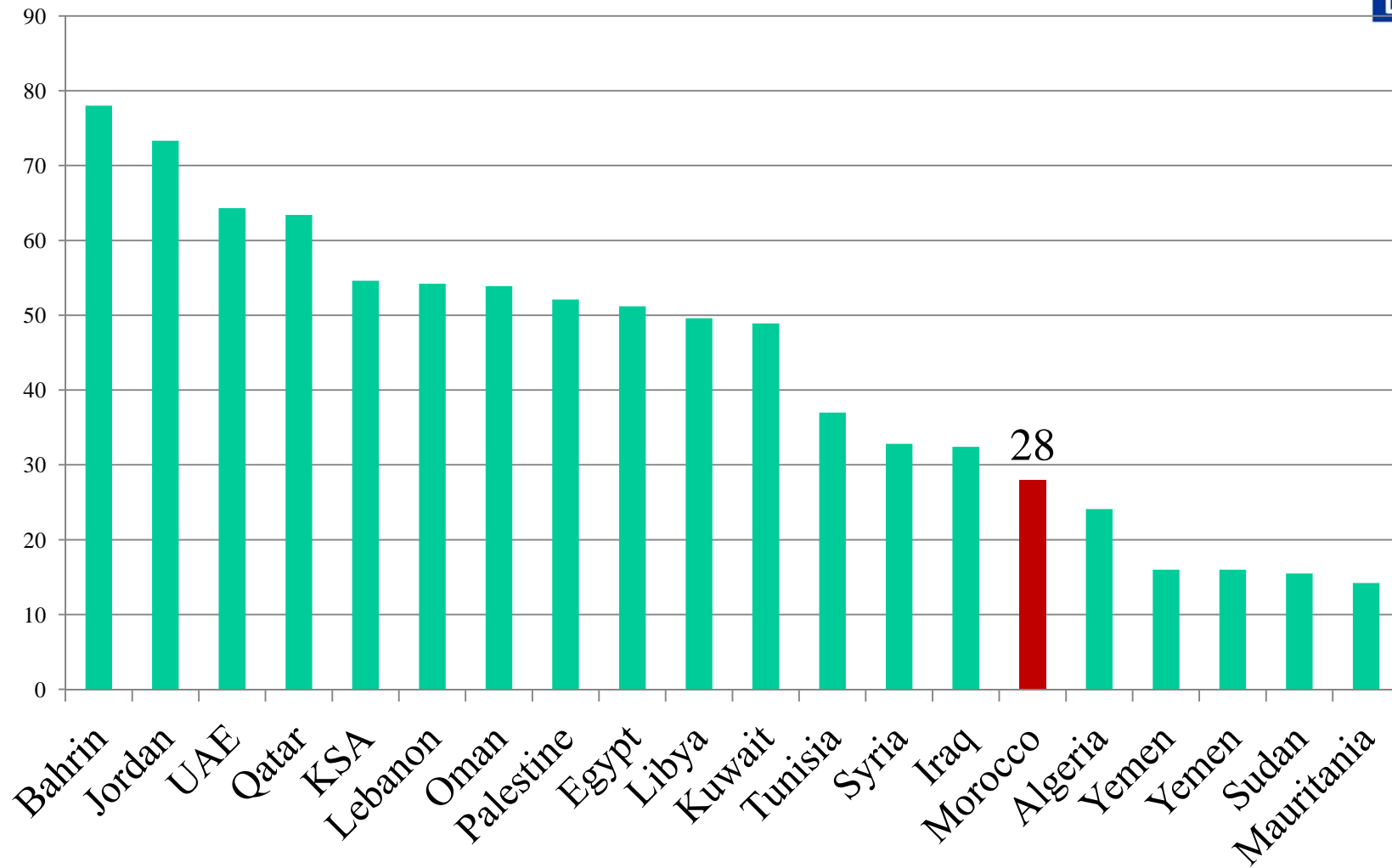
**There is a need to look beyond the figures**

# POPULATION IN MILLION, 2012 AND 2030

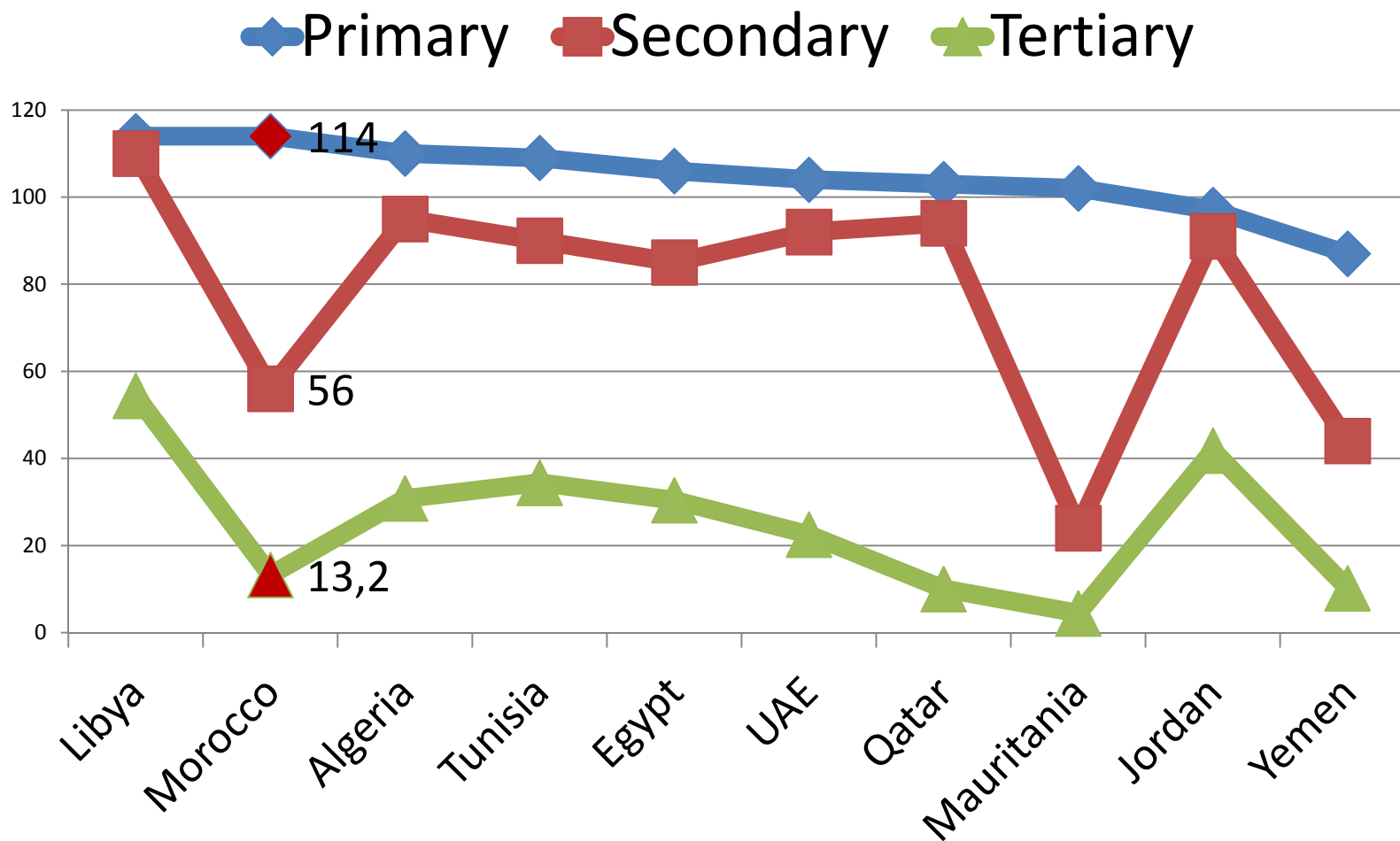


Country	2012	2030
<b>Morocco</b>	<b>32.6</b>	<b>37.5</b>
<b>Qatar</b>	<b>1.9</b>	<b>2.4</b>
<b>Libya</b>	<b>6.5</b>	<b>7.8</b>
<b>Algeria</b>	<b>36.5</b>	<b>43.5</b>
<b>Tunisia</b>	<b>10.7</b>	<b>12.2</b>
<b>Jordan</b>	<b>6.5</b>	<b>8.4</b>
<b>Egypt</b>	<b>84.0</b>	<b>106.5</b>
<b>Mauritania</b>	<b>3.6</b>	<b>5.2</b>
<b>Yemen</b>	<b>25.6</b>	<b>41.3</b>

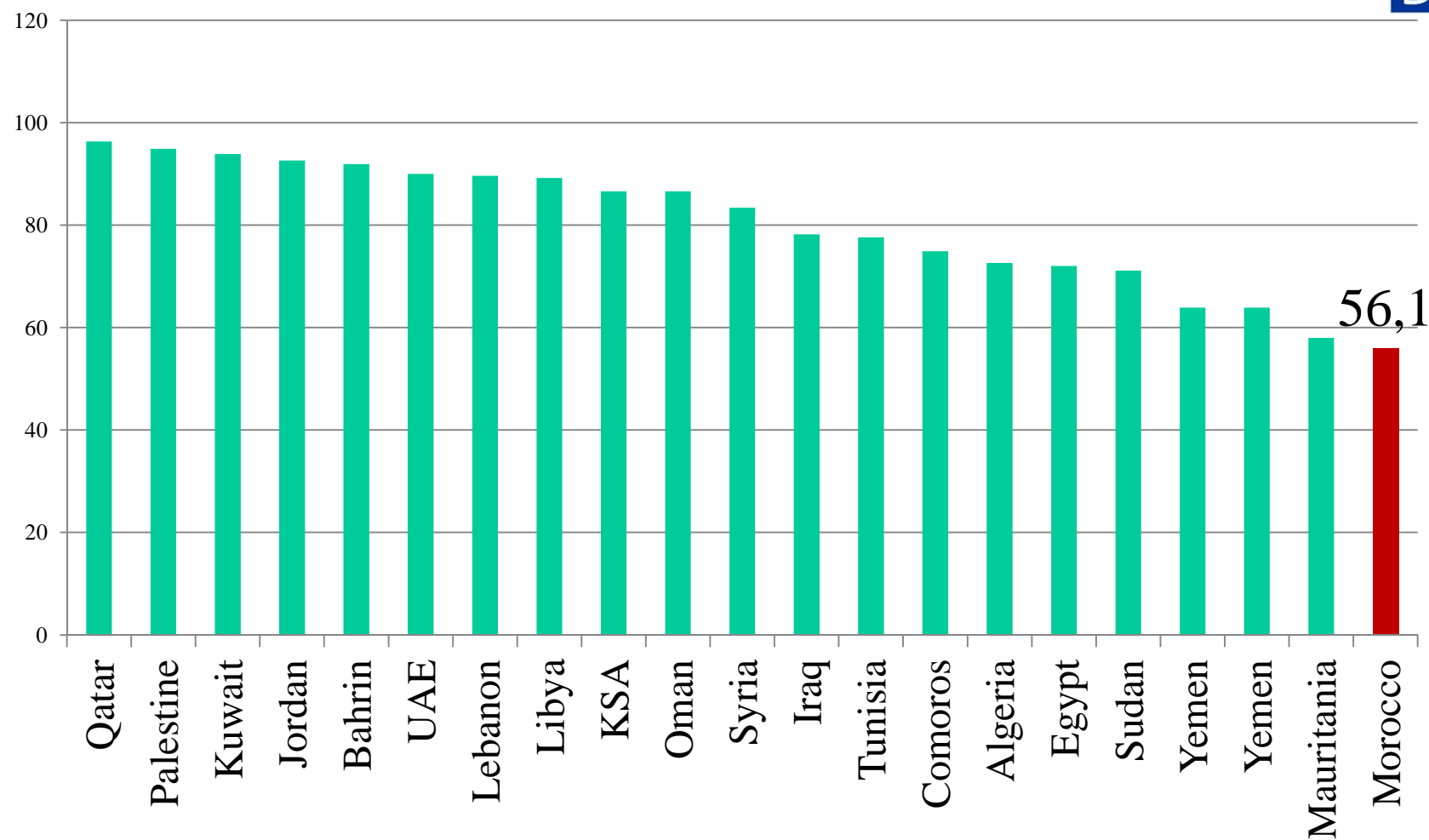
# % population aged 25 years and older with at least secondary education, 2010



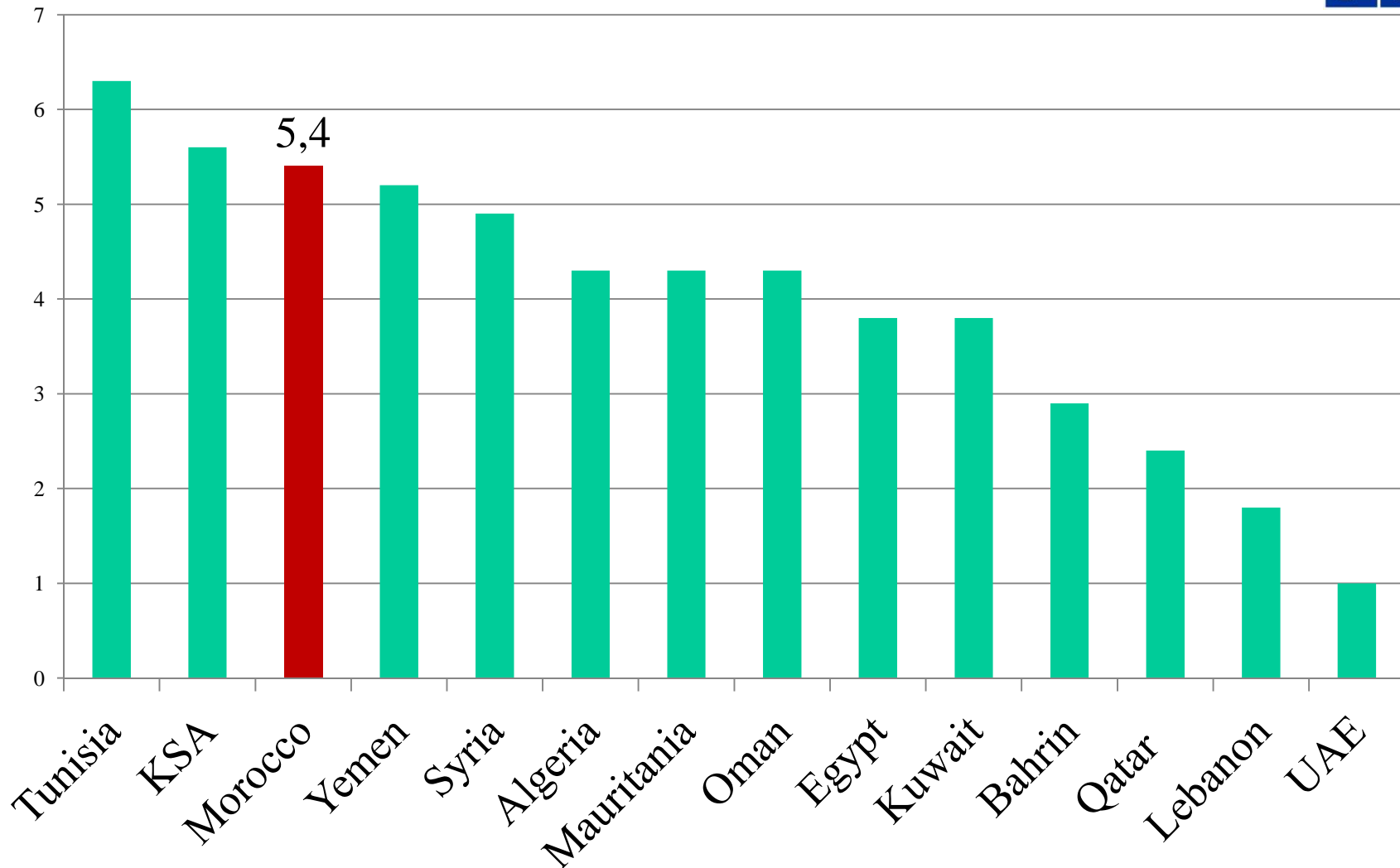
# Gross enrolment ratios, 2011



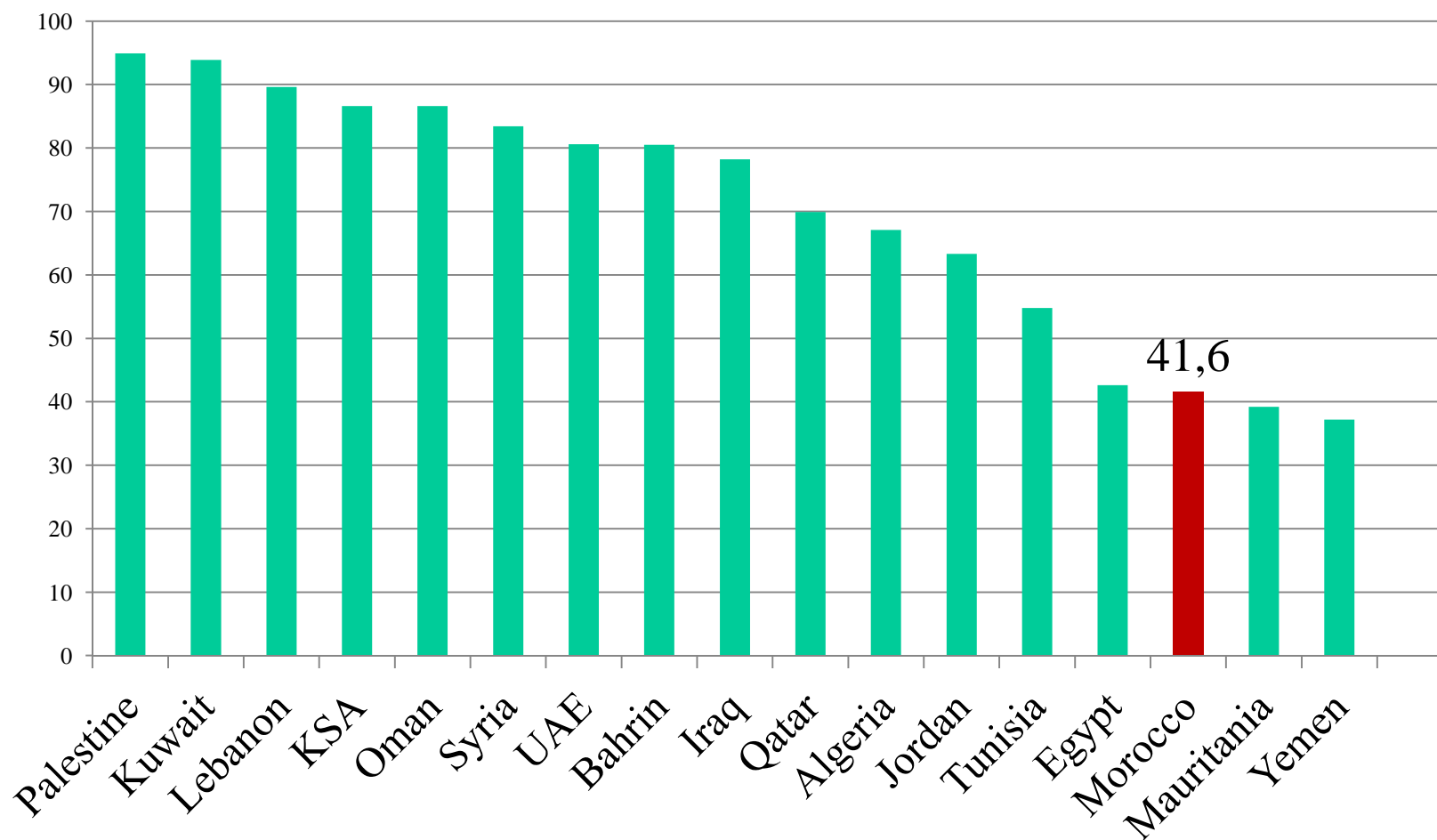
## Adult literacy rate (% ages 15 and older), 2010



# PUBLIC EXPENDITURE on education as (% of GDP), 2005-2012



# Satisfaction with education system and schools, 2011



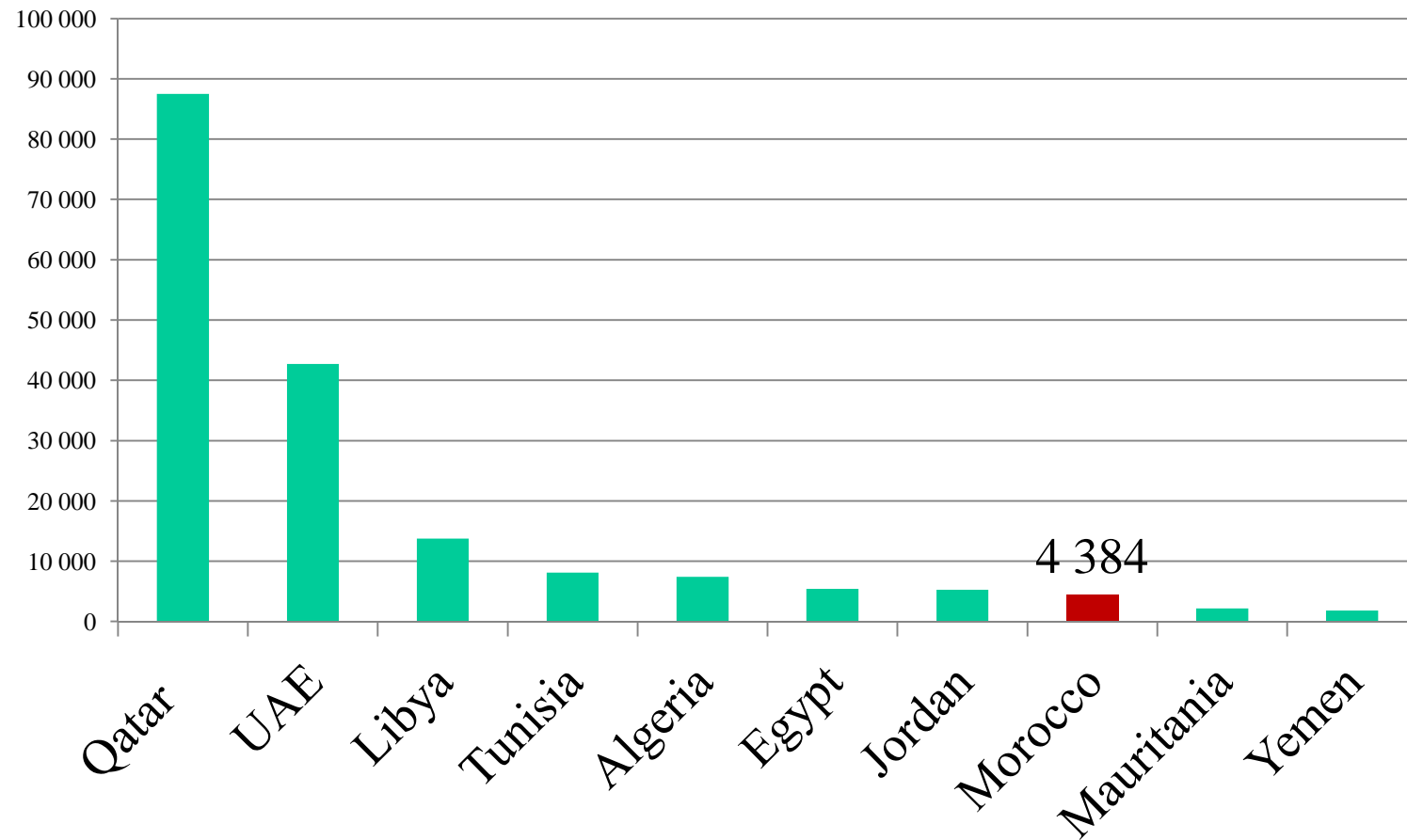


# Poverty indicators in selected Arab countries

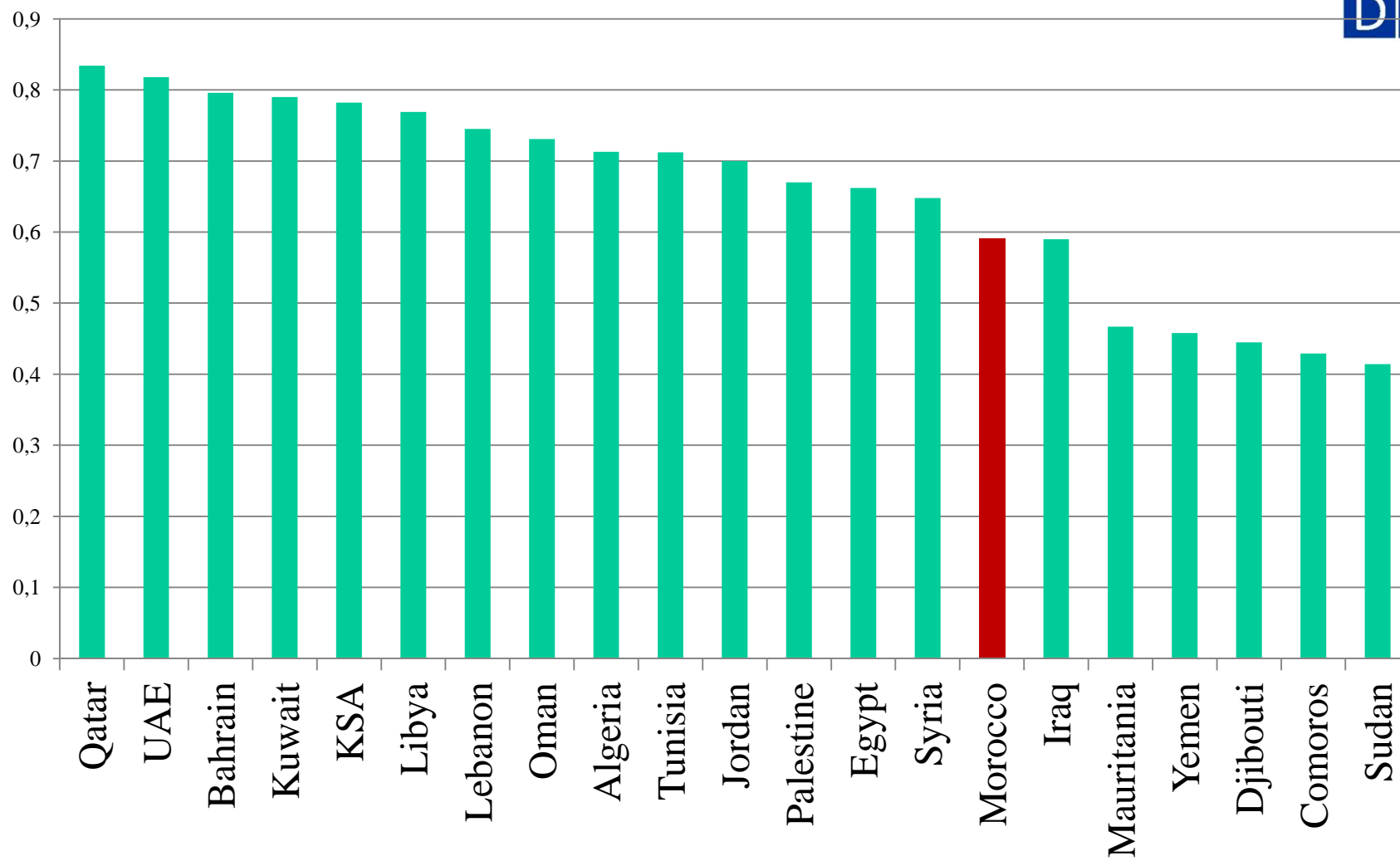


Country	Population vulnerable to poverty (%)	Population in severe poverty (%)	Contribution of deprivation to overall poverty (%)			Population below income poverty line (%)	
						PPP \$1.25 a day	National poverty line
						2002–2011	2002–2012
<b>Egypt (1)</b>	7.2	1.0	48.1	37.3	14.5	1.7	22.0
<b>Jordan (1)</b>	1.3	0.1	49.6	47.4	3.1	0.1	13.3
<b>Morocco (1)</b>	12.3	3.3	35.5	27.5	37.0	2.5	9.0
<b>Iraq (2)</b>	14.3	3.1	47.5	32.1	20.4	2.8	22.9
<b>Syria (2)</b>	7.1 e	0.5 e	45.4	42.7	11.8	1.7	..
<b>Tunisia (2)</b>	4.9 d	0.2 d	25.0	47.3	27.6	1.4	3.8
<b>UAE (2)</b>	2.0	0.0	94.4	0.4	5.2	..	..
<b>Yemen (2)</b>	13.0	31.9	27.0	40.5	32.4	17.5	34.8

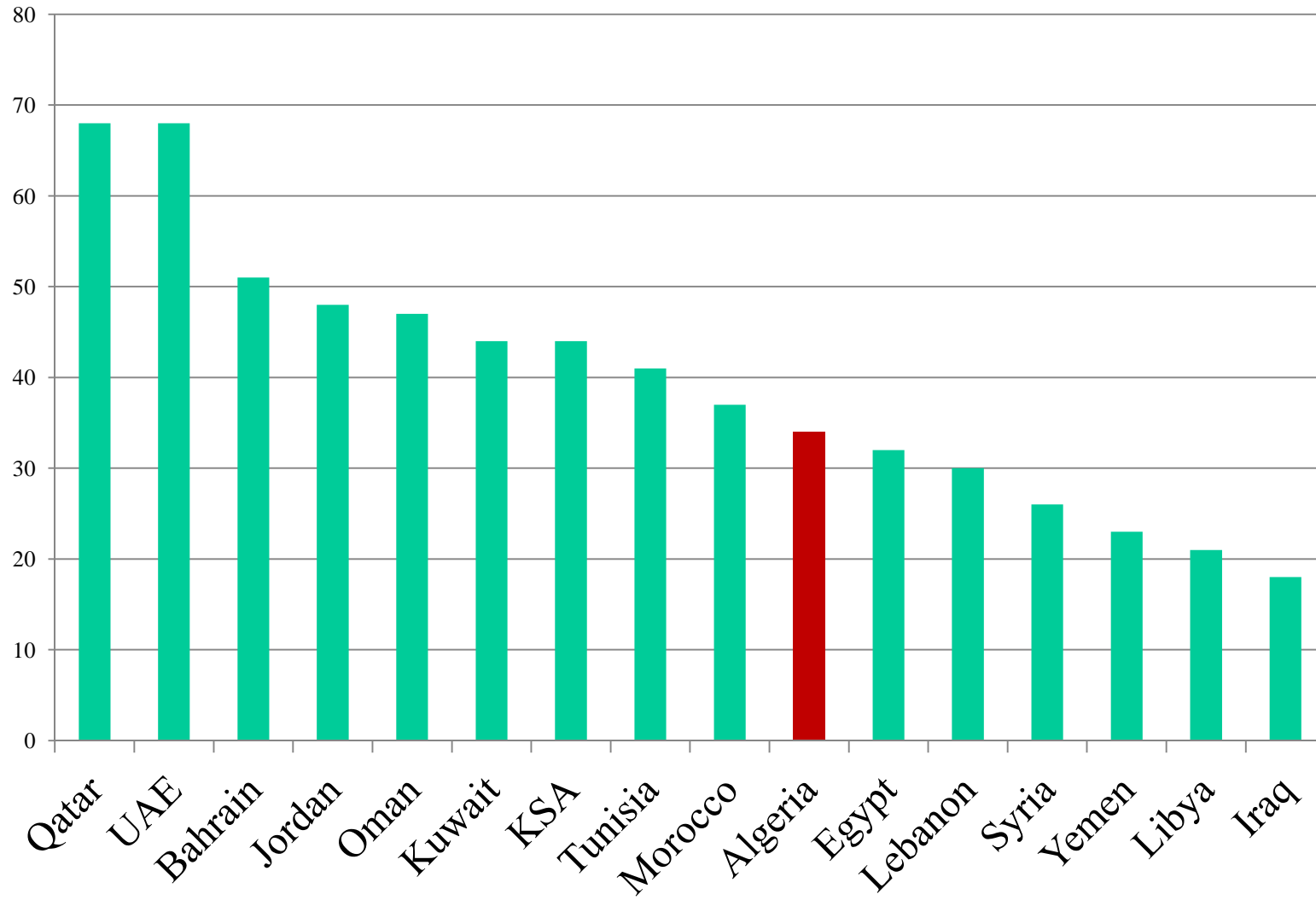
# Gross national income (GNI) per capita



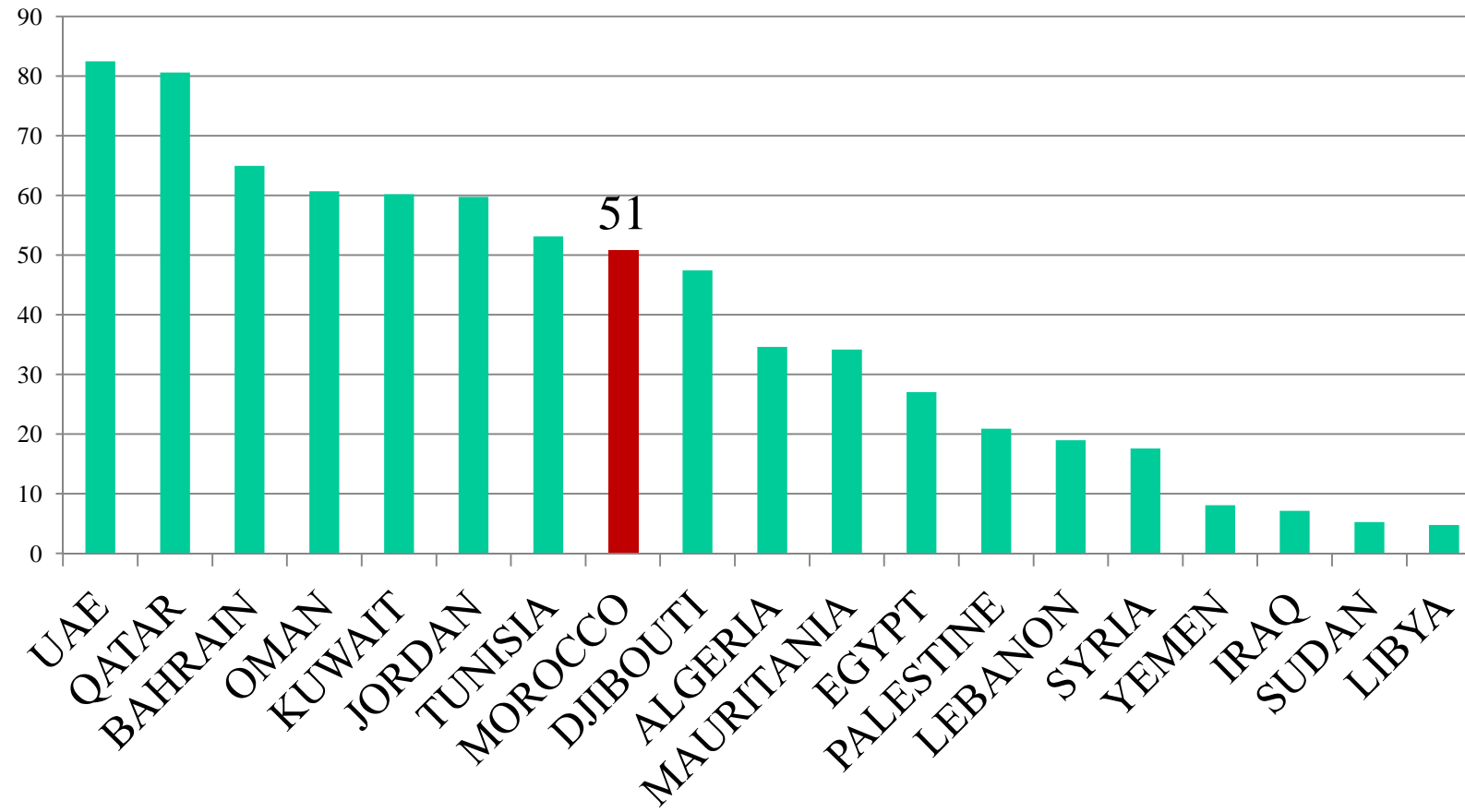
# HDI, Arab countries 2012



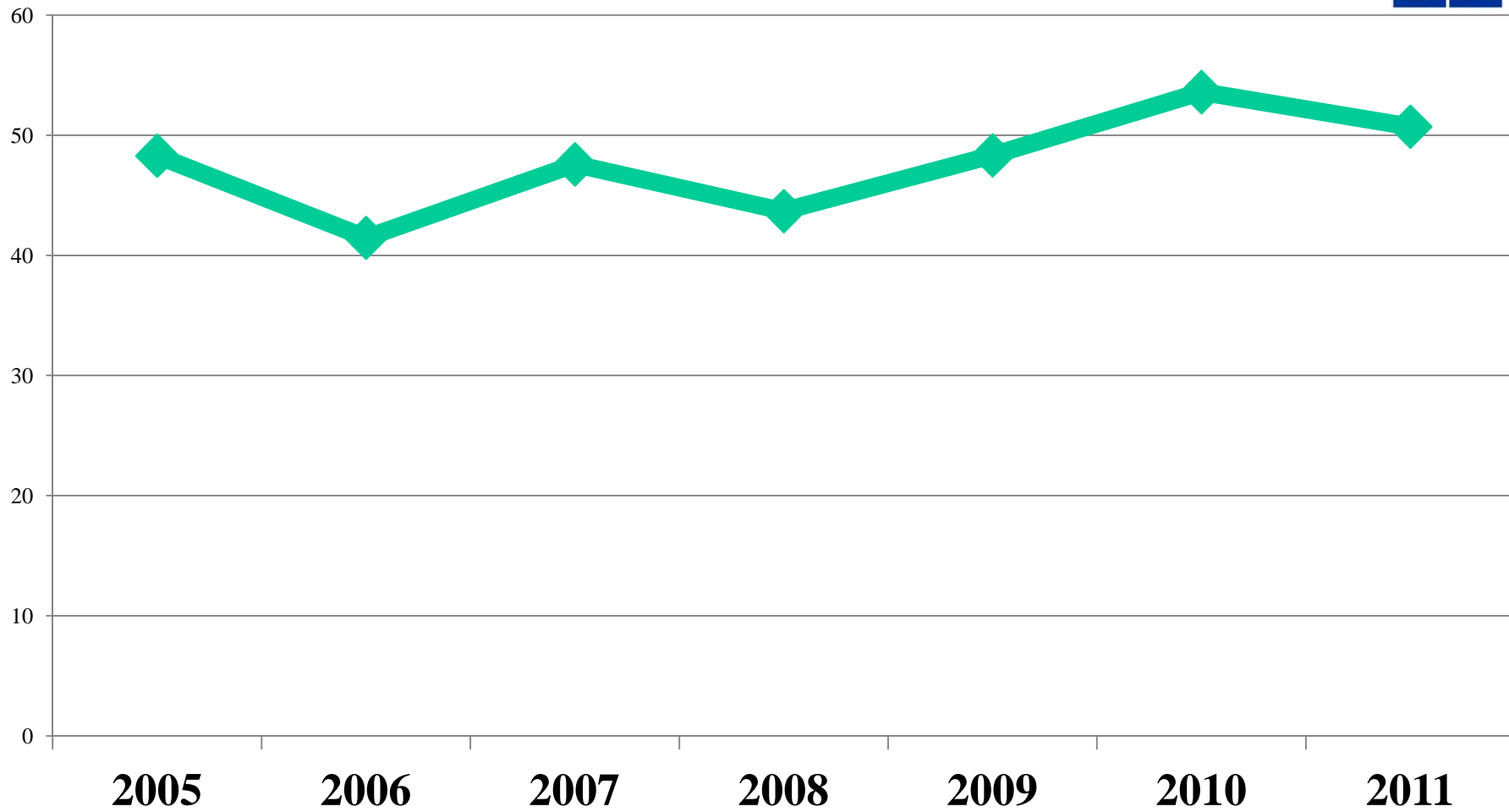
# CPI 2012 Score, Arab Countries



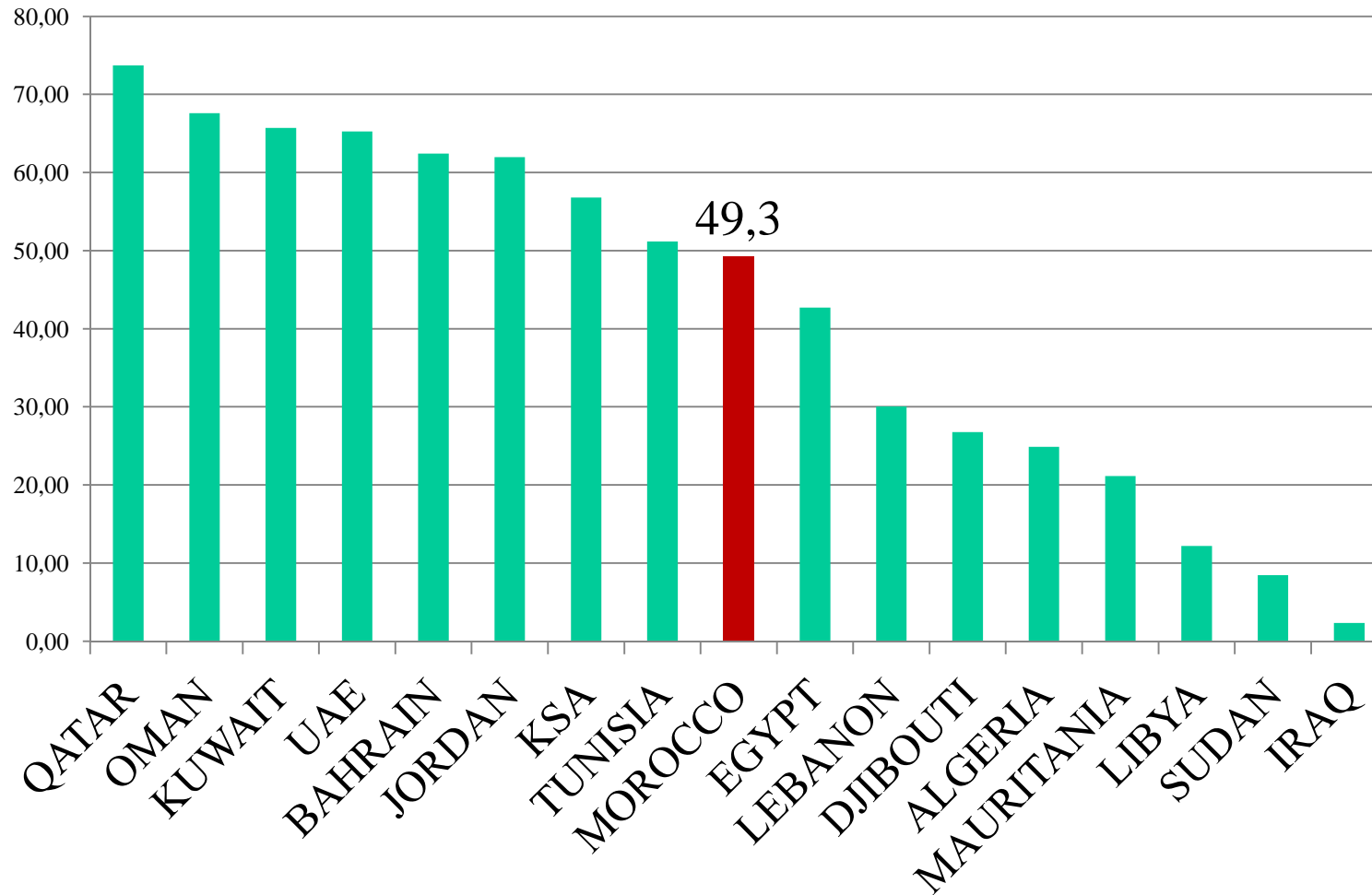
# Control of Corruption, 2011



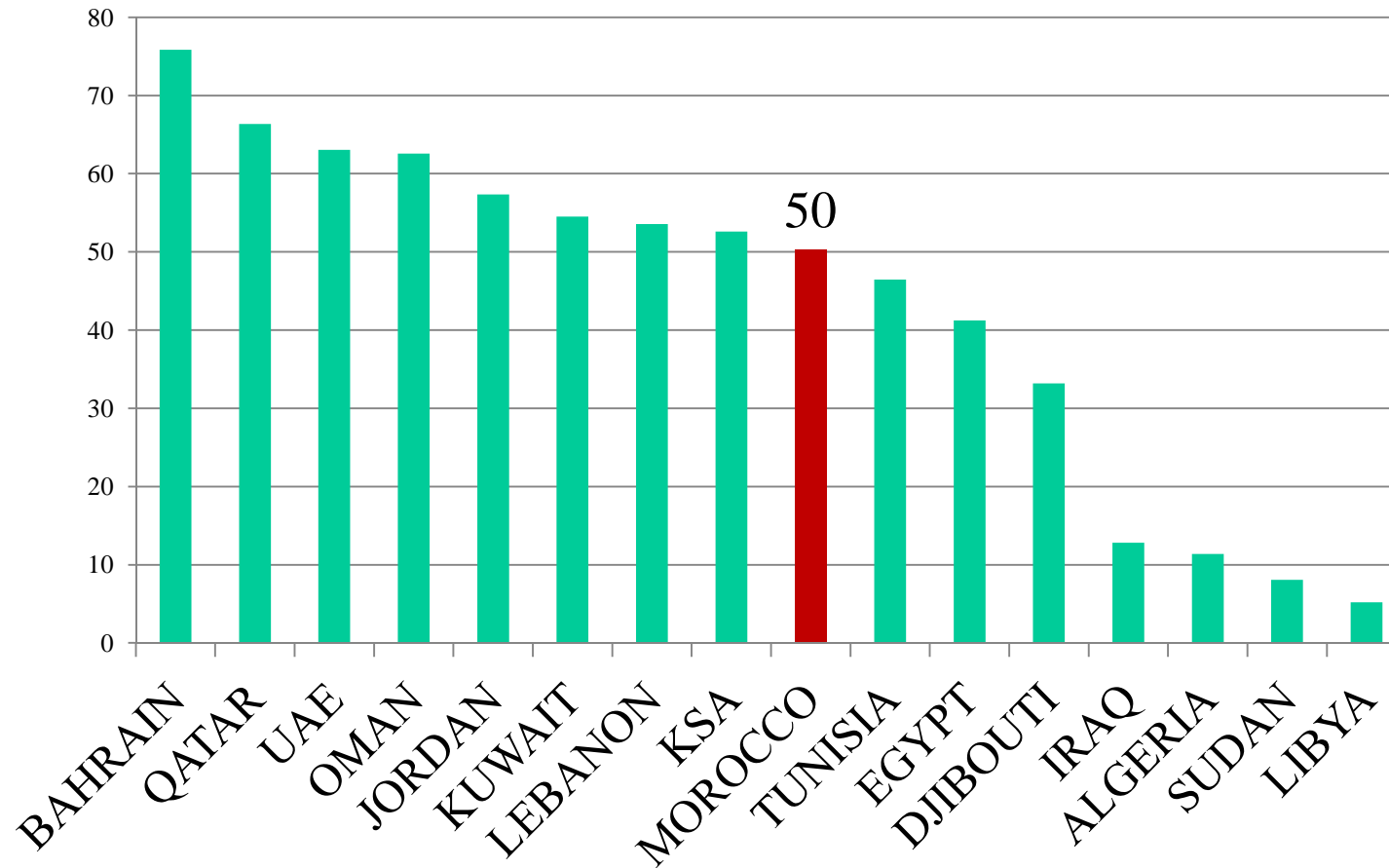
# Control of Corruption, Morocco 2005-2011



# Rule of Law, 2011

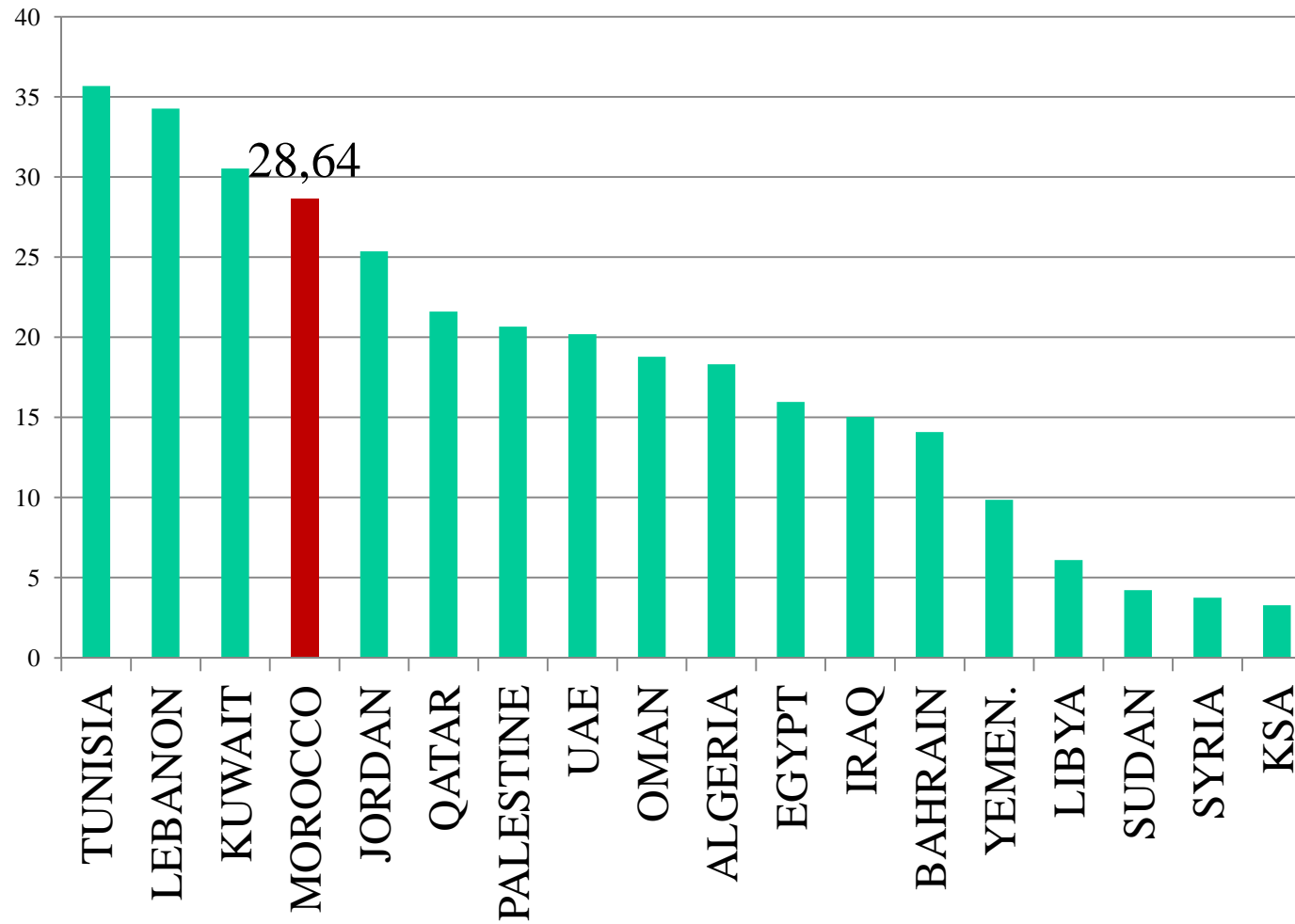


# Regulatory Quality, 2011

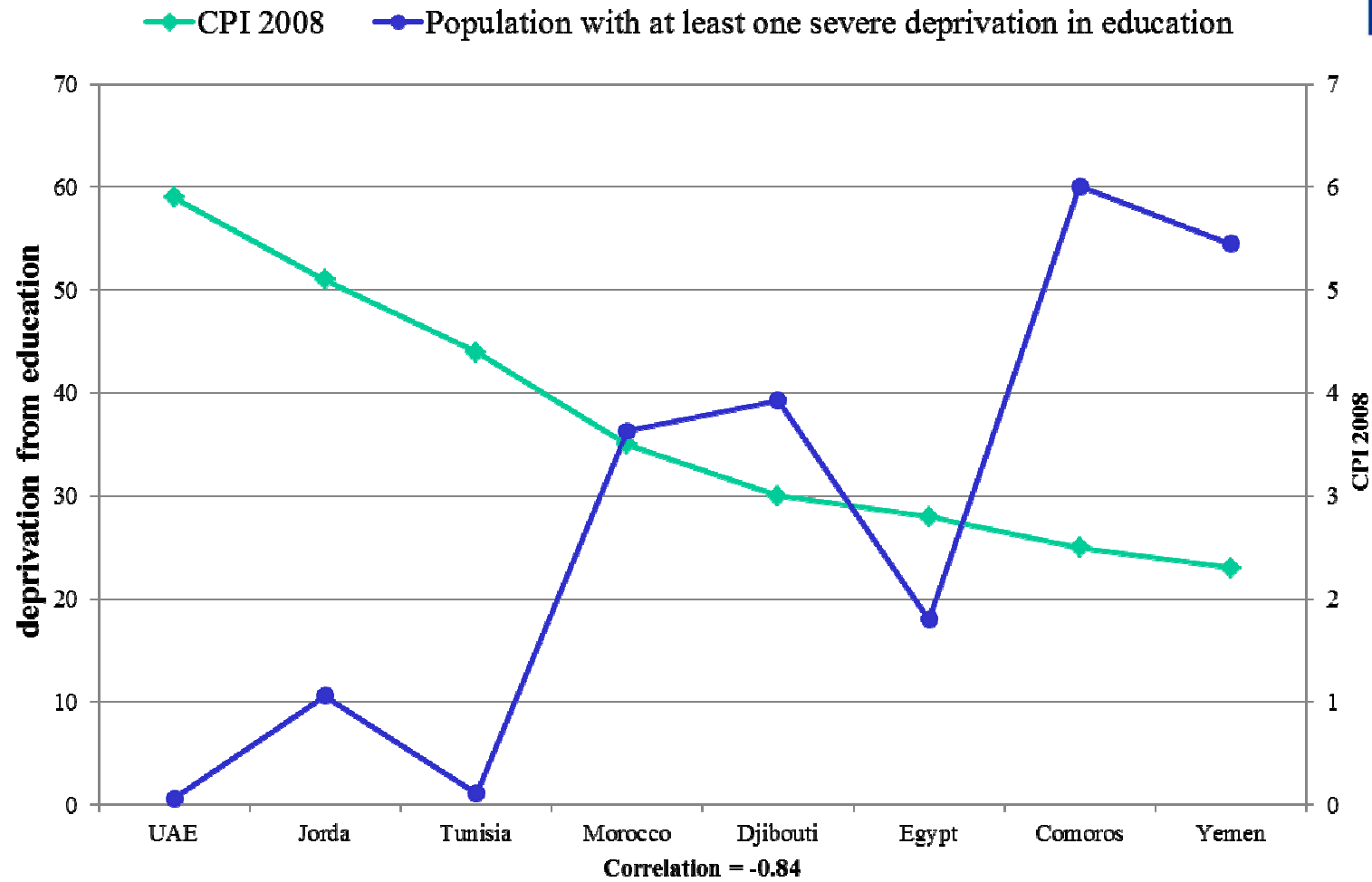




# Voice and Accountability, 2011

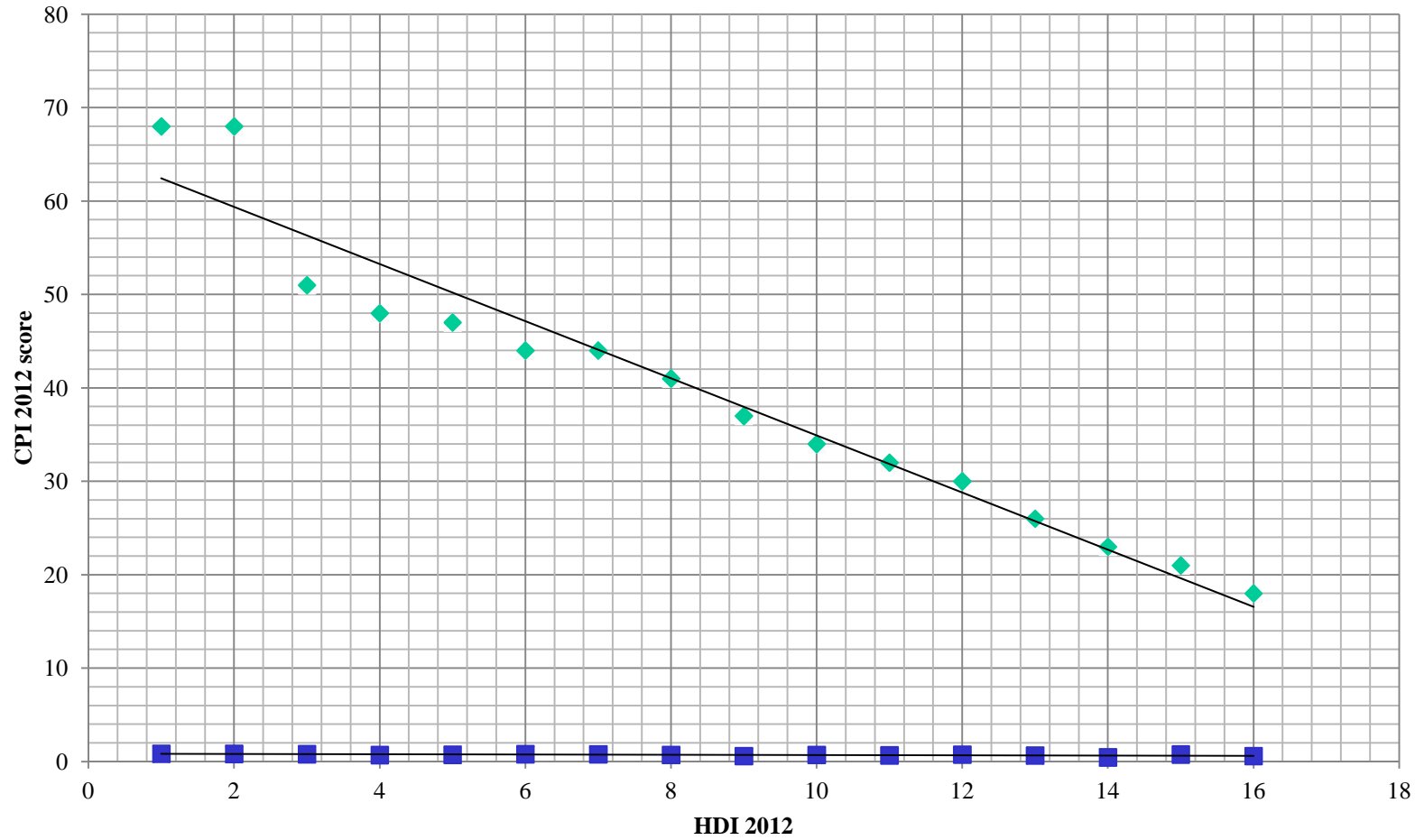


# Deprivation from education and CPI 2008



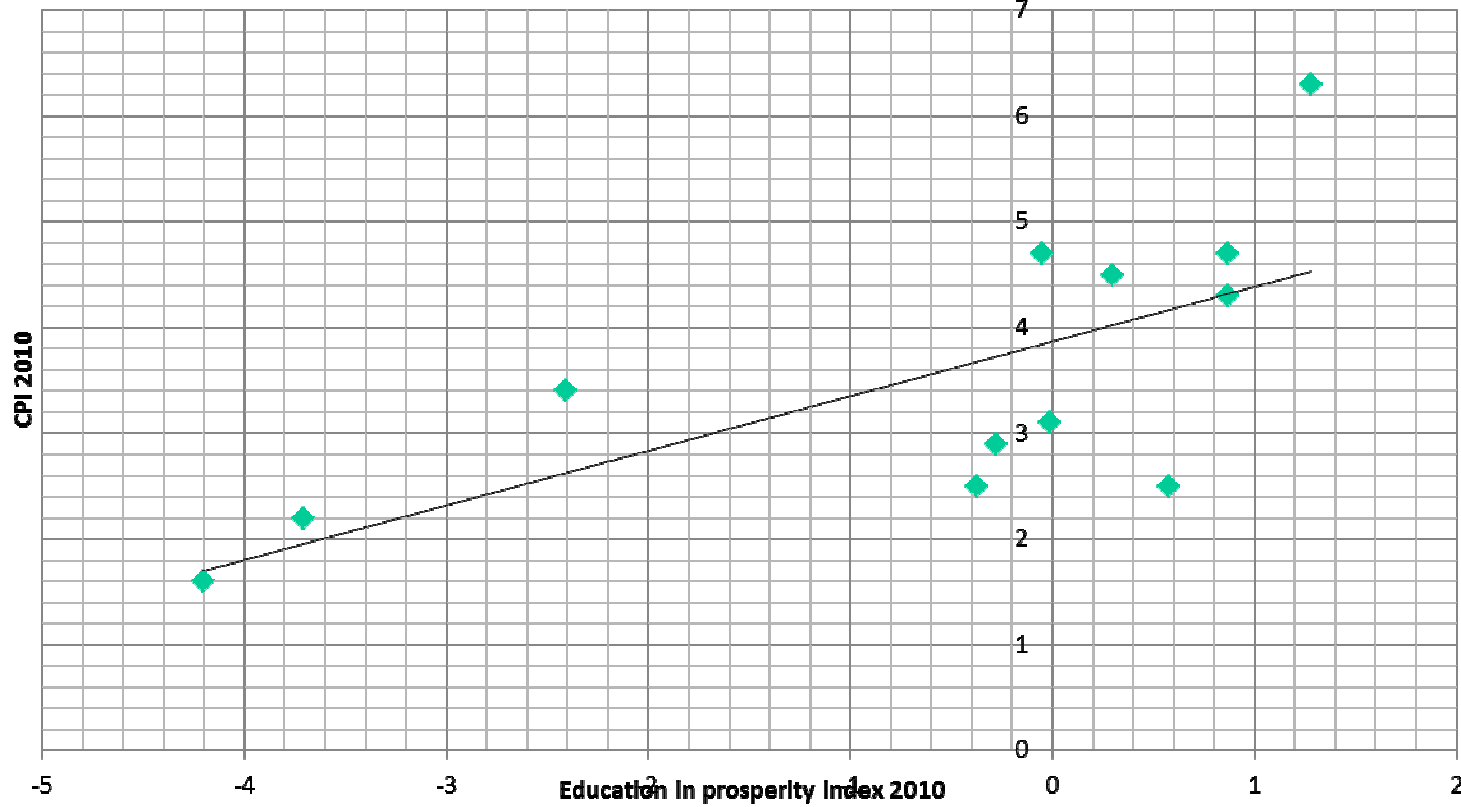
# HDI 2012 and CPI 2012 score

correlation *at: 0.68*



# Education in prosperity index and cpi

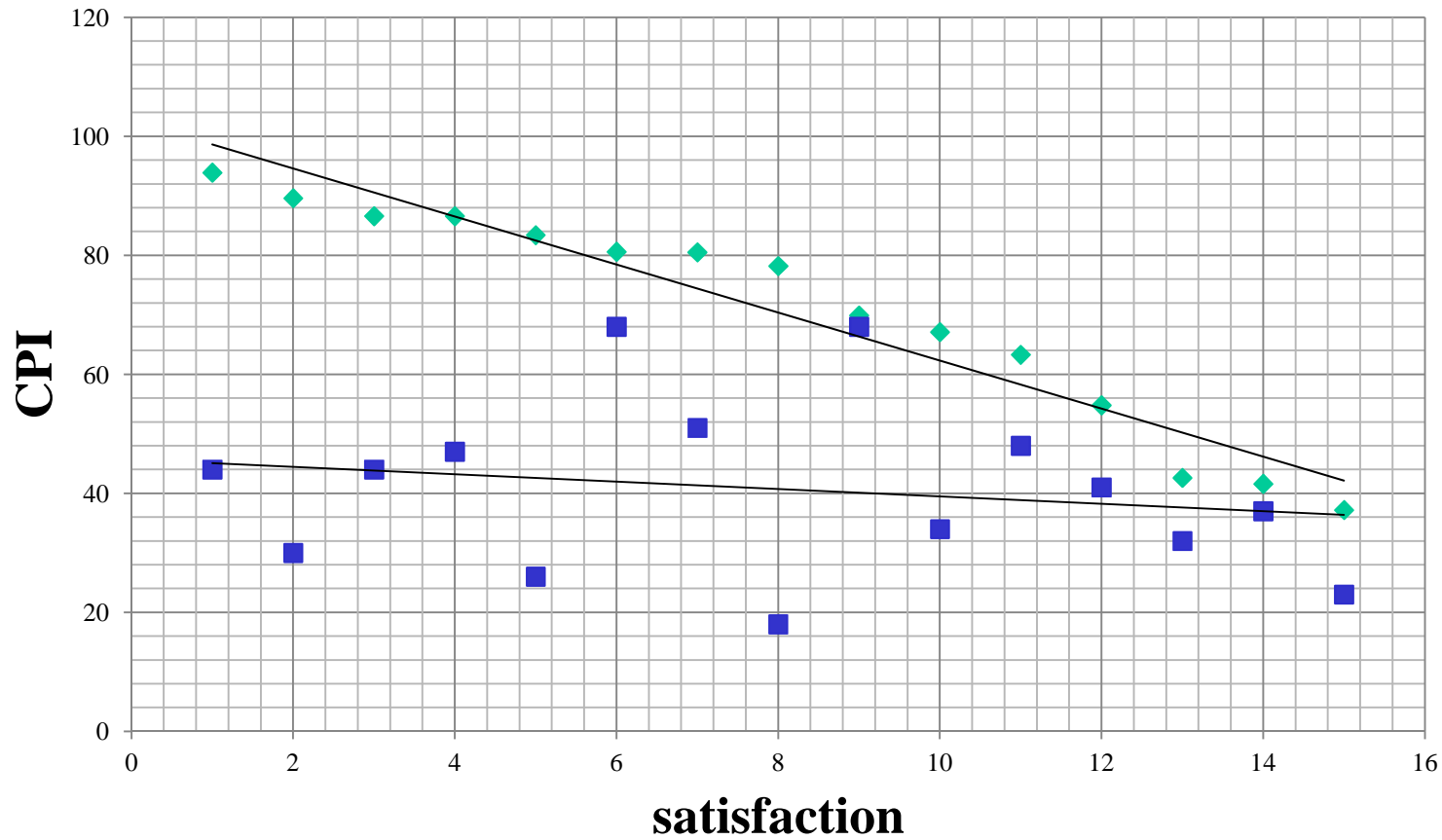
correlation at 0.70



# Satisfaction with education system and schools and CPI 2012

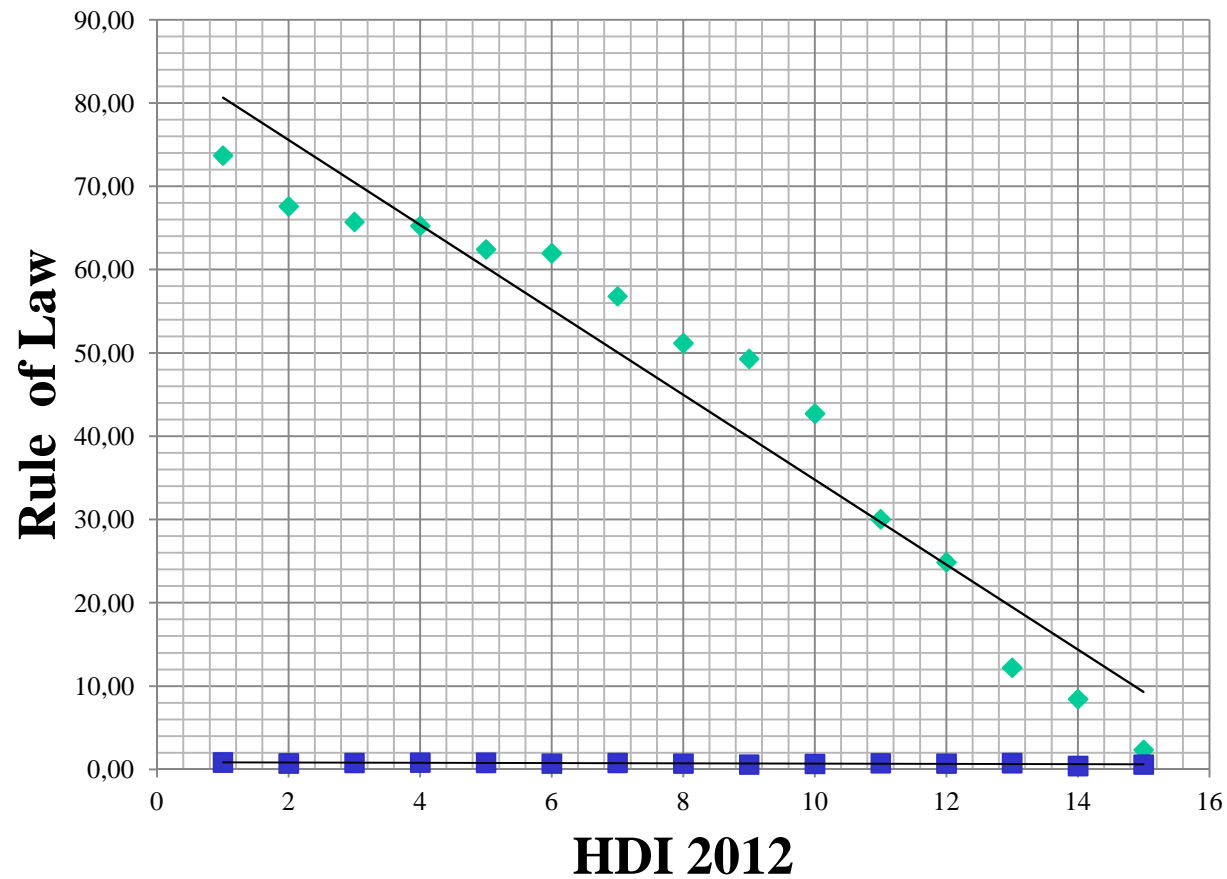


correlation at 0.24



# HDI 2012 and Rule of Law

correlation *at: 0.63*



# Conclusions (1):

- 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 the enforcement of the integrity package of behaviors 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,