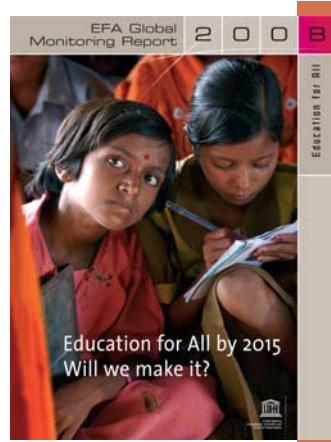


Regional overview: Central and Eastern Europe and Central Asia



After the political, socio-economic and demographic disruptions of the 1990s, with their consequent impact on the education systems, Central and Eastern Europe and Central Asia¹ have been recovering since 1999. Both regions show steady progress in participation at all levels of education, especially pre-primary education whose average gross enrolment ratio (GER) increased by ten percentage points in Central and Eastern Europe and by six percentage points in Central Asia between 1999 and 2005. Progress has also been made towards achieving universal primary education (UPE) and most countries with data in the region have high net enrolment ratios (NERs). Yet, more than 2 million children are still out of school in the two regions. Although adult literacy rates (as measured by conventional literacy measures) are high, more than 9 million adults in Central and Eastern Europe and Central Asia still lack basic literacy skills. Overall, gender disparities in the two regions are small, but men's lower participation rates in tertiary education are a concern.

Increased participation, equity and quality in education can be promoted together through a mix of universal and targeted measures that promote all six EFA goals. Several countries in the two regions still face challenges in providing for everyone currently excluded from education and in improving education quality.

In reviewing progress since 2000, this regional overview summarizes findings in response to key questions addressed by the 2008 EFA Global Monitoring Report: What are the main EFA achievements and what challenges remain at this point, midway to the target date of 2015? Which countries are advancing fastest? Which are lagging? Has the international community provided adequate support? The 2008 Report shows that, despite progress made towards some EFA goals, areas of concern remain in these two regions, including education quality and equity.

EFA progress and challenges

Early childhood care and education

- On average, the child mortality rate was 25‰ in Central and Eastern Europe (CEE) in 2005. This was considerably lower than the regional rate of 75‰ in Central Asia (CA). While the average rates declined between 1995 and 2005 in both regions, they remain high in Azerbaijan (86‰), Tajikistan (110‰) and Turkmenistan (95‰) and were above the average for CEE in Albania (30‰), the Republic of Moldova (28‰) and Turkey (42‰).
- Participation in early childhood care and education (ECCE) improves young children's health, nutrition and well-being, and increases their readiness for primary school and likelihood of completing it. All countries in Central Asia except Tajikistan reported having official programmes targeting children under age 3. Such programmes are less common in Central and Eastern Europe, where only six countries out of thirteen with information² – Bosnia and Herzegovina, Estonia, Hungary, Slovenia, Turkey and Ukraine – indicated they had these programmes.
- There was good progress in the provision of pre-primary education in both regions between 1999 and 2005, with increases in the average pre-primary GER from 49% to 59% in Central and Eastern Europe and from 22% to 28% in Central Asia. All countries in the two regions reported increased participation. Most notably, the pre-primary GERs rose by around seventeen percentage points or above in Belarus, Estonia, Kazakhstan, Latvia, Lithuania, the Republic of Moldova, the Russian Federation and Ukraine.

1. This is according to the EFA classification. See Table 3 for countries in the regions.

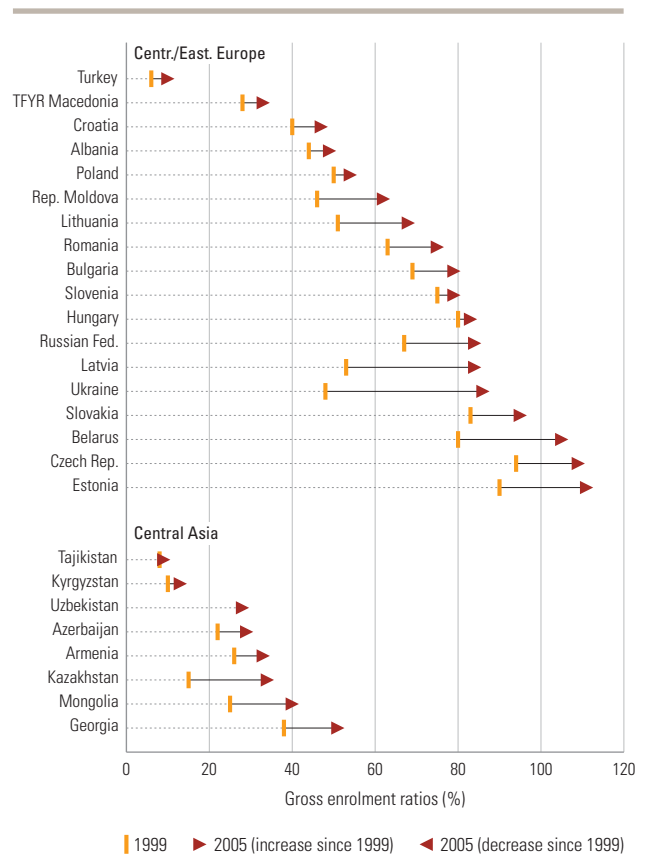
2. The thirteen countries are Albania, Bosnia and Herzegovina, Bulgaria, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Romania, Slovenia, the former Yugoslav Republic of Macedonia, Turkey and Ukraine.

- There are large differences in pre-primary enrolment ratios among the countries in the two regions. In Central and Eastern Europe, while more than half of the countries with data in 2005 had GERs of around 80% or above, fewer than 10% of children were enrolled in pre-primary education in Turkey. In Central Asia, where the average level of participation was below 30%, the GERs varied from 9% in Tajikistan to nearly 51% in Georgia.
- The average gender parity indices (GPIs) of pre-primary GERs were 0.96 in Central and Eastern Europe and 0.95 in Central Asia in 2005. While gender disparities tended to favour boys in the Russian Federation (with a GPI of 0.94), Tajikistan (0.91) and Uzbekistan (0.93), high disparities against boys were common in Armenia, Georgia and Mongolia.
- Children enrolled at the pre-primary level are more likely to come from more affluent households, and yet children from disadvantaged groups stand to gain the most from early childhood programmes.
- The interaction between the child and the teacher or carer is the key determinant of the quality of ECCE programmes. The pupil/teacher ratio (PTR) in pre-primary education in 2005 was 9:1 in Central and Eastern Europe and 11:1 in Central Asia. However, these regional averages hide significant differences among countries. The PTRs ranged in CEE from 6:1 in Belarus to 21:1 in Albania, and in CA from 9:1 in Armenia to 24:1 in Mongolia.
- A key issue in improving the quality of ECCE programmes is to recruit more trained teachers. While in half the countries with data in Central Asia at least eight in ten pre-primary teachers were trained in 2005, the situation was particularly challenging in Kyrgyzstan (38% trained) and Armenia (56%). The training of pre-primary education teachers was also an issue in some of the few Central and Eastern European countries with available data: the shares of trained teachers ranged from 65% in Belarus to 94% in the Russian Federation.

Universal primary education

- Overall, there has been some progress towards UPE in the two regions, with the average gross intake rate (GIR) increasing by three percentage points in Central and Eastern Europe and by four in Central Asia since 1999 to reach 96% in the former and 104% in the latter in 2005.

Figure 1: Changes in pre-primary education gross enrolment ratios, 1999 to 2005



- The NERs in primary education increased slightly between 1999 and 2005, from 90% to 91% in Central and Eastern Europe and from 88% to 90% in Central Asia. However, in the former, of the twelve countries with data for both 1999 and 2005, four reported increased primary NERs while eight saw decreases. In Central Asia, where only Azerbaijan, Kyrgyzstan and Mongolia reported data for both years, the NERs decreased in all three.
- Some disparities by country were observed in primary NERs. In Central and Eastern Europe, the NERs varied from 83% in Ukraine to 98% in Slovenia in 2005. In Central Asia, variations among countries were greater, with the ratios ranging from 79% in Armenia to 97% in Tajikistan.
- Central and Eastern Europe had around 1.9 million out-of-school children and Central Asia about 380,000 in 2005. Both figures represent declines of around one-fifth since 1999. The share of girls among out-of-school children decreased particularly in CEE, but girls still accounted for the majority. More than 80% of children not enrolled in school in that region are found in the Russian Federation,

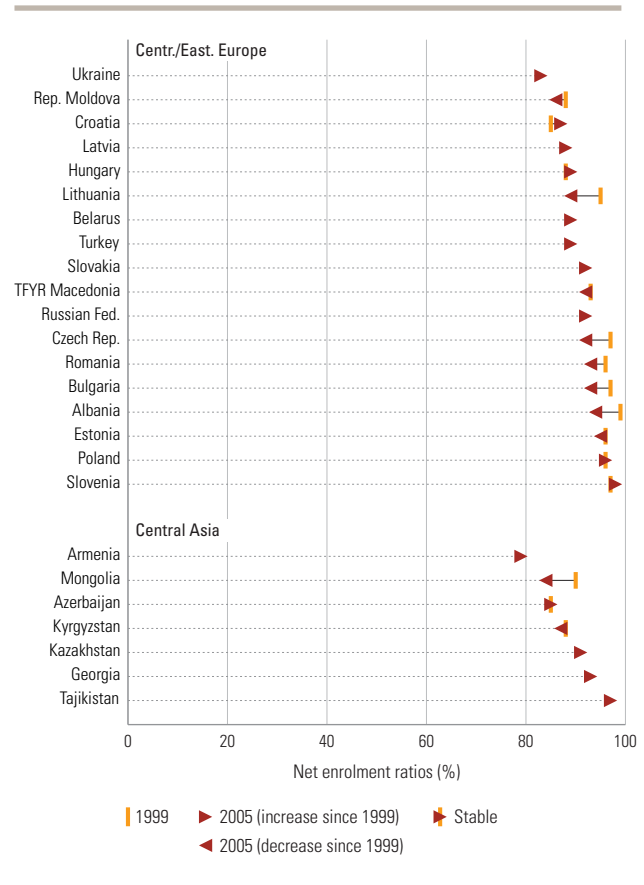
Turkey and Ukraine. With more than 900,000 out-of-school children in 2005, Turkey alone accounted for about half the region's children not in school.

- In addition to gender, characteristics such as place of residence, household income, ethnicity and disability significantly affect the likelihood of children having access to school. For example, in Mongolia, data from household surveys show that the percentage of children not attending school varied from 42% for those without disabilities to 59% for children with disabilities in 2000, a difference of seventeen percentage points.
- Both regions have high retention rates at the primary level, with median survival rates to the last grade at 98% in Central and Eastern Europe and 97% in Central Asia in 2004. Countries with the lowest survival rates to the last grade included Albania (90%) and Mongolia and the Republic of Moldova (both 91%). The proportion of primary pupils who repeated grades in 2005 was low, with medians of 1.1% in CEE and 0.3% in CA.

Post-primary education

- Demand for secondary education continues to grow in the two regions, with regional secondary GERs of about 90% in each and secondary NERs exceeding 80% in 2005, well above the world averages. Between 1999 and 2005, the GER increased by two percentage points in Central and Eastern Europe and by three in Central Asia.
- Most countries in both regions made some progress in expanding provision of secondary education during the period. Particularly encouraging were the gains in secondary GERs of more than eleven percentage points in Belarus, Bulgaria and the Czech Republic and of thirty-four percentage points in Mongolia, where the GER jumped from 58% to 92% between 1999 and 2005. On the other hand, the participation rate decreased by three percentage points in the Republic of Moldova and by about nine percentage points in Ukraine.
- More than half the countries in Central and Eastern Europe had secondary GERs at or above 95% in 2005. In Central Asia, only Kazakhstan and Uzbekistan achieved such high coverage. Participation levels in secondary education are considerably lower in Albania (78%) and Turkey (75%), and in the Republic of Moldova and Tajikistan (both at about 82%).
- There are marked differences in enrolment rates between lower and upper secondary education, particularly in

Figure 2: Changes in primary education net enrolment ratios, 1999 to 2005



Central Asia. In most countries, the GERs in lower secondary education are substantially higher than in upper secondary, with at least fifteen percentage points' difference in half the countries in each region in 2005. Notable exceptions were Bulgaria, the Russian Federation, Slovenia and Ukraine, where the GERs in upper secondary were much higher than at lower secondary level.

- Between 1999 and 2005, enrolments in tertiary education increased by 50% to 19 million in Central and Eastern Europe and by 61% to 2 million in Central Asia. The average tertiary GERs of 57% in the former and 27% in the latter in 2005 masked important disparities among countries in both regions. Whereas tertiary GERs were above 70% in Latvia, Lithuania, the Russian Federation and Slovenia, they were below 20% in Albania, Azerbaijan, Tajikistan and Uzbekistan. Almost all countries in the regions registered increases in their tertiary GERs between 1999 and 2005; indeed, in Hungary, Kazakhstan, Lithuania and Slovenia, the GERs increased by more than twenty-eight percentage points.

Adult literacy

- Literacy is a fundamental human right, a foundation not only for achieving EFA, but also, more broadly, for reducing poverty and broadening participation in society. Conventional measures of literacy indicated very high average adult literacy rates of 97% in Central and Eastern Europe and 99% in Central Asia during the 1995-2004 period. Yet, about 9 million adults in the former and 380,000 in the latter region still lacked basic literacy skills, of which 79% and 72% were women, respectively.³
- In general, disparities in adult literacy rates among the countries in these regions are small. However, Turkey's adult literacy rate of 87% in 2004 was significantly lower than in other countries, resulting in more than 6 million adult illiterates, of whom 81% were women.
- On average, gender parity has been achieved in adult literacy in both regions, with GPIs of 0.97 in Central and Eastern Europe and 0.99 in Central Asia in 1995-2004. However, some gender disparities against women are observed in Bosnia and Herzegovina, Serbia and Montenegro, the former Yugoslav Republic of Macedonia and Turkey. In the last, only 84 adult women were literate for every 100 literate adult men in 2004.
- Achieving EFA implies strong attention to youth and adult literacy through the provision of a diversity of literacy and skills programmes. It also involves strong attention to the literate environment, in particular to the availability and use of written materials and of information and communication technology (ICT), which encourage literacy acquisition, a reading culture, improved literacy retention and access to information.

Gender parity and equality

- The goal of eliminating gender disparities in both primary and secondary education by 2005 was achieved in twenty of the twenty-six countries with data in the two regions.⁴ Some gender disparities remain, particularly at secondary level, in Albania, Bulgaria, Mongolia, Turkey, Tajikistan and Ukraine. For example, in Turkey and Tajikistan, many more boys than girls were enrolled in secondary education in 2005 (GPI of GER 0.82 and 0.83, respectively).

In contrast, Mongolia reported gender disparities in favour of girls, with 113 girls enrolled for every 100 boys at this level.

- Gender disparities are often greater at higher levels of education: 96% of the countries with data in the two regions were at parity or close to it in primary education in 2005 and 85% at secondary level, while only Georgia, again among countries with the relevant data, was close to achieving parity in tertiary education.
- Gender disparities in tertiary education are substantial in both regions. More young women than young men were enrolled at this level, and this pattern has been reinforced in recent years, with the regional GPI moving from 1.19 in 1999 to 1.25 in 2005 in Central and Eastern Europe and from 0.92 to 1.08 in Central Asia. Exceptions to this were Azerbaijan, Tajikistan, Turkey and Uzbekistan, where fewer women were enrolled in tertiary education (GPIs of 0.90, 0.35, 0.74 and 0.80, respectively) in 2005.
- Multiple factors act together to restrict participation in education. Innovative and context-specific strategies are needed to address persisting gender disparities in primary, secondary and tertiary education in both regions.
- Narrowing the gender gap in education does not automatically translate into gender equality, which remains neglected. Physical, verbal and sexual violence, combined with insecure environments disproportionately affecting girls, are still found in many schools. In many countries, male and female teachers receive insufficient training in gender issues, which hampers their potential as effective role models. Gender-biased teacher attitudes are common, and boys often dominate classroom time and space. In many instances, textbooks reinforce the gender-specific roles of men and women.
- While globally the academic performance of boys and girls is converging, challenges remain in both Central and Eastern Europe and Central Asia regarding gender differences in learning outcomes, with variation by country, grade and subject. Girls tend to outperform boys in languages and reading literacy while overall boys continue to do better in mathematics and science. However, gender differences in mathematics and science achievement in favour of girls were observed in Armenia and the Republic of Moldova in results from the TIMSS 2003 learning assessment.

3. The higher share of women among adult illiterates is partly explained by women living longer than men.

4. Countries at gender parity in both primary and secondary education are Albania, Armenia, Belarus, Croatia, the Czech Republic, Estonia, Georgia, Hungary, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Poland, the Republic of Moldova, Romania, the Russian Federation, Slovakia, Slovenia, the former Yugoslav Republic of Macedonia and Uzbekistan.

- In most countries of both regions, women now form the majority of students enrolled in tertiary education, although they tend to be concentrated in traditionally 'feminine' fields. In most countries with data they account for fewer than one-third of students in scientific subjects at tertiary level but over two-thirds in the humanities, social sciences and health-related fields.

Quality of education

Monitoring learning outcomes

- More and more countries are carrying out national assessments to monitor the quality of education. In Central and Eastern Europe, two-thirds of the countries conducted at least one national learning assessment between 2000 and 2006, compared with only a quarter between 1995 and 1999. In Central Asia, the respective percentages were 33% and 11%. Most of the national surveys have focused on assessments of language and

mathematics, most frequently targeting grades 4 and above. Many countries, particularly in CEE, have also participated in at least one international assessment since 2001.⁵

Learning achievement

- Results from national and international assessments frequently reveal low levels of achievement. For example, the PIRLS 2001 assessment found that in Turkey over 40% of grade 4 pupils read at or below the lowest level. Similarly, the PISA 2003 assessment found that between 20% and 47% of 15-year-olds in Hungary, the Russian Federation, Serbia, Slovakia and Turkey performed at or below the lowest proficiency level.

5. The countries that have participated in at least one of the three main international student learning assessments (PIRLS, PISA and TIMSS) are Armenia, Bulgaria, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, the Republic of Moldova, Romania, the Russian Federation, Serbia, Slovakia, Slovenia, the former Yugoslav Republic of Macedonia and Turkey.

Figure 3: Changes in gender disparities in primary education gross enrolment ratios, 1999 to 2005

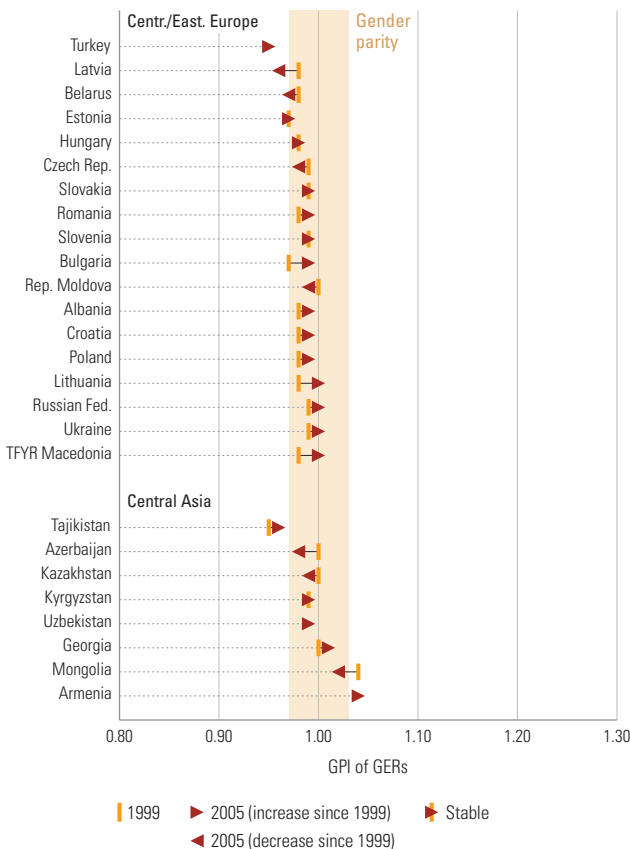
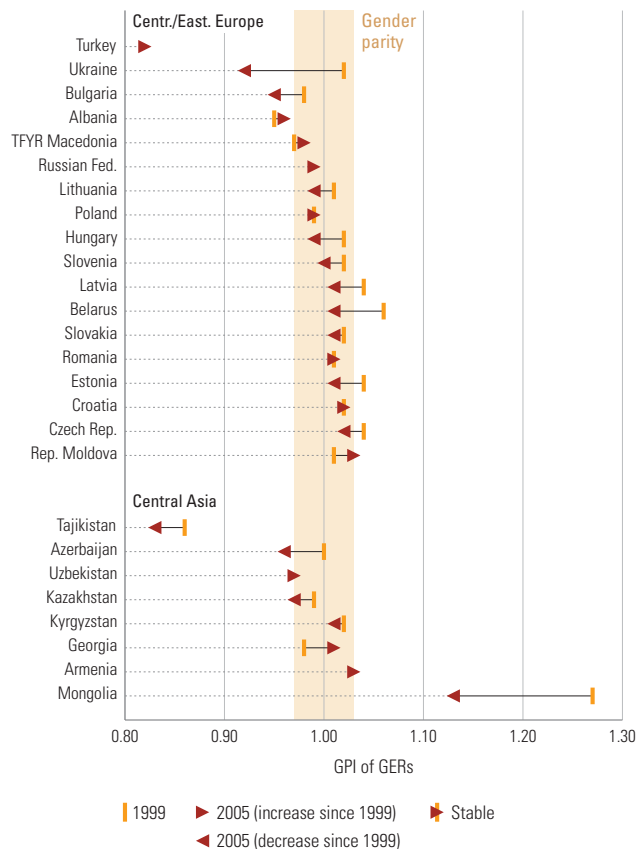


Figure 4: Changes in gender disparities in secondary education gross enrolment ratios, 1999 to 2005



- Recent analyses of pupil achievement in Central and Eastern Europe indicate significant in-country differences in education quality following the education reforms of the 1990s. For example, in Latvia, 15-year-olds attending schools in Riga and other urban areas score much higher in reading literacy, on average, than their counterparts in the rest of the country. In Romania, eighth-grade students in urban areas had better scores than their counterparts in rural schools in biology, chemistry, physics and life sciences.

Instructional time

- Worldwide, countries officially require an average of around 700 annual hours of instruction in grades 1 and 2 and nearly 750 hours in grade 3. By grade 6 the average is 810 hours. The lowest median numbers of instructional hours in the world for the first six years of schooling are recorded in Central and Eastern Europe (654 hours) and Central Asia (665 hours).

Teachers

- The quantity, quality and distribution of the teaching force are critical factors for reaching the EFA goals. Between 1999 and 2005, the total number of primary school teachers declined by 9% in Central and Eastern Europe and by 10% in Central Asia, largely corresponding to declines in enrolment. In secondary education, the total number of teachers decreased by 5% in the former region and increased by 10% in the latter.
- The average number of primary pupils per teacher was eighteen in Central and Eastern Europe and twenty-one in Central Asia in 2005, which is considerably lower than the world average of 25:1. Among the countries with data available, only Mongolia recorded a relatively high PTR in 2005, at 34:1.
- Only limited data are available on the percentage of trained teachers in both regions. In the few countries with data in Central and Eastern Europe (Belarus, Croatia, the Russian Federation and Ukraine), all primary school teachers have received some pedagogical training. In Central Asia, the situation is mixed: while in Azerbaijan and Georgia almost all primary teachers in 2005 had been trained, teacher training remained a challenge in Armenia, Kyrgyzstan and Tajikistan, where the percentages of trained primary school teachers were 77%, 58% and 84%, respectively.

The Education for All Development Index: summarizing progress

The EFA Development Index (EDI) is a composite measure of a country's situation with regard to attaining the EFA agenda. It was introduced in the 2003/4 *EFA Global Monitoring Report* and is updated annually. Ideally, it should include measures of all six EFA goals, but for now it focuses on the four most easily quantified: UPE, adult literacy, gender parity and equality, and education quality, each proxied by one relevant indicator.⁶

The EDI for 2005 could be calculated for sixteen of the twenty countries in Central and Eastern Europe and for seven of the nine countries in Central Asia.

- Nineteen out of these twenty-three countries either have achieved the four most quantifiable EFA goals, on average, or are close to doing so. They often pay equal attention to issue of access and participation in school, to gender parity, to adult literacy and to retention of children in school.⁷
- Four countries (Armenia, Mongolia, the Republic of Moldova and Turkey) rank in an intermediate position, with an EDI value between 0.80 and 0.94. In Armenia, Mongolia and the Republic of Moldova, the EDI value is still pulled down by total primary NER.
- Analysis of changes in the EDI between 1999 and 2005 is possible for twelve countries in the two regions. While the index rose slightly in Croatia, Hungary, Kyrgyzstan and Mongolia, it remained the same in Azerbaijan and declined by 1% to 2% in Albania, Bulgaria, Estonia, Lithuania, the Republic of Moldova, Romania and the former Yugoslav Republic of Macedonia. Declines in total primary NER, survival rate or both were behind these falls in the EDI.

6. UPE (goal 2) is proxied by total primary NER (includes children of primary school age who are enrolled in either primary or secondary education); adult literacy (goal 4) by the literacy rate of those aged 15 and above; gender parity and equality (goal 5) by the gender-specific EFA index, which is an average of the GPIs for primary and secondary GER and the adult literacy rate; and quality of education (goal 6) by the survival rate to grade 5. The EDI gives equal weight to the four proxy measures. Since each is expressed as a percentage, the EDI for a country ranges from 0% to 100% or, when expressed as a ratio, from 0 to 1, where 1 represents full achievement of EFA as summarized by the EDI.

7. Exceptions are Azerbaijan, Belarus and Latvia, with total primary NERs still below 90%.

Table 1: Mean distance from the four EFA goals

EFA achieved <i>(EDI between 0.98 and 1.00)</i>	Close to EFA <i>(EDI between 0.95 and 0.97)</i>
CEE (4): Estonia, Hungary, Poland, Slovenia CA (1): Kazakhstan	CEE (10): Albania, Belarus, Bulgaria, Croatia, Czech Republic, Latvia, Lithuania, Romania, Slovakia, TFYR Macedonia CA (4): Azerbaijan, Georgia, Kyrgyzstan, Tajikistan
Intermediate position <i>(EDI between 0.80 and 0.94)</i>	Far from EFA <i>(EDI below 0.80)</i>
CEE (2): Republic of Moldova, Turkey CA (2): Armenia, Mongolia	None

Financing Education for All

National financial commitments to EFA

The situation regarding domestic funding for education in Central and Eastern Europe and Central Asia is mixed.

- While half the countries in the former spent 4.9% or more of GNP on education in 2005, the median share of public expenditure on education in GNP in the latter region was much lower, at 3.2%. Some countries in Central Asia allocated a very small share of their national income to education, including Azerbaijan (2.8%), Georgia (2.8%) and Kazakhstan (2.5%); at the other extreme, Mongolia devoted 5.4%. Variations among countries were also large in Central and Eastern Europe, ranging from 3.4% in the former Yugoslav Republic of Macedonia to 6% or more in Belarus, Slovenia and Ukraine.
- Total public expenditure on education as a percentage of GNP increased between 1999 and 2005 in the majority of countries with data in both regions. Increases were particularly noticeable in Hungary, Kyrgyzstan, Poland and Ukraine. On the other hand, declines were observed in several countries, including Estonia, Kazakhstan and the former Yugoslav Republic of Macedonia.
- In 2005, the median share of education expenditure in total government expenditure was 13% in Central and Eastern Europe, with important variations among countries, from less than 10% in Croatia and the Czech Republic to 21% in the Republic of Moldova. In the three countries in Central Asia with data, the shares of education expenditure in total government expenditure were 13% in Georgia, 18% in Tajikistan and 20% in Azerbaijan.

- The median annual growth rates of education expenditure between 1999 and 2005 were 5.3% in Central and Eastern Europe and 8.1% in Central Asia. The latter recorded the fastest increase in public expenditure on education of any EFA region during the period, even though the share of national income devoted to the education sector decreased in a number of Central Asian countries.

- Eight countries in Central and Eastern Europe reported spending less than 1.0% of GNP on primary education in 2005, while four countries spent more. The shares ranged from 0.5% in Belarus and Romania to 1.7% in Poland. Only one country in Central Asia, out of the four with data, reported spending more than 1.0% of GNP on education in 2005 (Mongolia, 1.2%).

- Households participate in education financing through fees and other direct payments. Indeed, many countries tolerate the collection of fees and other charges in public primary schools despite constitutional provisions guaranteeing free primary education. In Tajikistan, 5.5% of total annual household expenditure is spent on education and 60% of this expenditure is for school uniforms.

- Private tutoring is another household expense, found most commonly at secondary level but increasingly at primary level too, including in Albania, Azerbaijan and Poland. Private tutoring raises serious equity concerns, as both the amount and the quality tend to be positively associated with household income.

Contribution of external aid to EFA

- Aid to education for Central and Eastern European countries averaged US\$340 million a year in 2004 and 2005, of which 16% was allocated to basic education. Countries in Central Asia received US\$164 million a year, with the share of basic education being much higher at 40% (up by sixteen percentage points since 2000).
- The main recipients of aid to education in Central and Eastern Europe were Turkey (which alone received one-third of the total to the region), Bosnia and Herzegovina, and Serbia and Montenegro. In Central Asia, the top three recipients of aid to education were Armenia, Mongolia and Kyrgyzstan.
- The countries receiving US\$5 million or more a year for basic education over 2004 and 2005 were Albania (US\$5 million), Armenia (US\$8 million), Tajikistan (US\$11 million), Kyrgyzstan (US\$12 million), Serbia and Montenegro (US\$14 million), Turkey and Mongolia (both US\$19 million).

- Of the thirty-two countries that had had their education plans endorsed in the Fast Track Initiative by the end of August 2007, two were in Central and Eastern Europe (Albania, the Republic of Moldova) and four were Central Asian countries (Georgia, Kyrgyzstan, Mongolia, Tajikistan).

Prospects for achieving EFA by 2015

For the three goals with explicit quantitative targets – goal 2 (UPE), goal 4 (reduction by half in the level of adult illiteracy) and goal 5 (elimination of gender disparities in primary and secondary education) – relevant education indicators were projected to 2015 and 2025, extrapolating trends observed in each country between the early 1990s and 2005. Table 2 summarizes the results of the projections.

For the EFA goals without explicit quantitative targets:

- *ECCE* has been receiving attention, but much remains to be done. Even without detailed projections, it is evident on present trends that participation rates will remain relatively low to 2015 in some countries in both regions among children under 3, and among the poor and disadvantaged, who stand to benefit the most from ECCE programmes.
- *Learning needs of young people and adults.* Most countries have yet to seriously address the challenging tasks that EFA goal 3 entails: meeting the diverse learning needs of young people and adults through organized programmes of education, training and the building of basic skills, life skills and livelihood skills. Given the understandable pressure to extend the cycle of basic education in schools and to expand secondary education, there is a clear risk of the disparities between formal and non-formal schooling becoming further accentuated in coming years.

- *Quality.* Despite the growing interest in quality issues, the accumulated evidence points to the prevalence of weak pupil performance and widespread learning disparities in many countries in both regions. Disparities in learning outcomes, while narrowing between girls and boys in many contexts, remain significant among other groups, to the disadvantage of poor, rural, urban slum, marginalized and minority pupils. Although in general neither region faces a serious shortage of teachers, efforts will nevertheless be needed to recruit new primary school teachers to replace those who will be leaving due to retirement, career change, illness or death. About 0.9 million new teachers will be needed by 2015 in the two regions, which is over half the total employed in 2004. In addition, while employing new teachers is important, providing them with adequate training is also key to achieving universal access to and participation in quality education. This will require significant resources.

Table 2: Prospects for achieving UPE, adult literacy and gender parity

UPE goal	
Goal already achieved (<i>total NER ≥ 97%</i>)	<p>Central and Eastern Europe 5 countries: Estonia, Poland, Serbia and Montenegro, Slovenia, TFYR Macedonia</p> <p>Central Asia 2 countries: Kazakhstan, Tajikistan</p>
UPE prospects	
(Projections made for eleven countries in Central and Eastern Europe and five countries in Central Asia that have not yet achieved the goal, extrapolating trends between 1991 and 2005)	
High chance of achieving the goal by 2015 (<i>moving towards the goal, with steady progress</i>)	<p>Central and Eastern Europe 6 countries: Belarus, Bulgaria, Hungary, Romania, Russian Federation, Ukraine</p> <p>Central Asia 2 countries: Georgia, Kyrgyzstan</p>
Low chance of achieving the goal by 2015 (<i>moving towards the goal with rapid progress, but further to go</i>)	<p>Central and Eastern Europe: None</p> <p>Central Asia: None</p>
At risk of not achieving the goal by 2015 (<i>moving away from the goal or progress too slow</i>)	<p>Central and Eastern Europe 5 countries: Albania, Croatia*, Lithuania, Republic of Moldova, Turkey</p> <p>Central Asia 3 countries: Armenia, Azerbaijan, Mongolia</p> <p>* UPE likely to be achieved in 2025</p>
Serious risk of not achieving the goal by 2015 (<i>furthest to go, and moving away from the goal or progress too slow</i>)	<p>Central and Eastern Europe: None</p> <p>Central Asia: None</p>
Not included in the prospects analysis (<i>insufficient or no data</i>)	<p>Central and Eastern Europe (4): Bosnia and Herzegovina, Czech Republic, Latvia, Slovakia</p> <p>Central Asia (2): Turkmenistan, Uzbekistan</p>
Adult literacy target	
Universal literacy achieved (<i>adult literacy rate ≥ 97%</i>)	<p>Central and Eastern Europe 12 countries: Albania, Belarus, Bulgaria, Croatia, Estonia, Latvia, Lithuania, Republic of Moldova, Romania, Russian Federation, Slovenia, Ukraine</p> <p>Central Asia 7 countries: Armenia, Azerbaijan, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan</p>
Adult literacy prospects	
(Adult literacy rate projections made for four countries in Central and Eastern Europe that have not yet achieved the target, extrapolating trends between 1991 and 2005)	
High chance of achieving the target by 2015 (<i>moving towards the goal, with steady progress</i>)	<p>Central and Eastern Europe 3 countries: Bosnia and Herzegovina, Serbia and Montenegro, TFYR Macedonia</p> <p>Central Asia: None</p>
Low chance of achieving the target by 2015 (<i>moving towards the goal with rapid progress, but further to go</i>)	<p>Central and Eastern Europe: None</p> <p>Central Asia: None</p>
At risk of not achieving the target by 2015 (<i>moving towards the goal, but progress too slow</i>)	<p>Central and Eastern Europe 1 country: Turkey</p> <p>Central Asia: None</p>
Serious risk of not achieving the target by 2015 (<i>furthest to go and moving towards the goal, but progress too slow</i>)	<p>Central and Eastern Europe: None</p> <p>Central Asia: None</p>
Not included in the prospects analysis (<i>insufficient or no data</i>)	<p>Central and Eastern Europe (4): Czech Republic, Hungary, Poland, Slovakia</p> <p>Central Asia (2): Georgia, Uzbekistan</p>

Table 2 (continued)

Gender goal (parity in primary and secondary education)	
Achieved or likely to be achieved in 2005 (GPIs between 0.97 and 1.03)	<p>Central and Eastern Europe 15 countries: Albania, Belarus, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Republic of Moldova, Romania, Russian Federation, Slovakia, Slovenia, TFYR Macedonia</p> <p>Central Asia 5 countries: Armenia, Georgia, Kazakhstan, Kyrgyzstan, Uzbekistan</p>
Gender parity prospects	
Projections of GPI in primary and secondary education GERs were made for three countries in Central and Eastern Europe and three countries in Central Asia, extrapolating trends between 1991 and 2005	
Gender parity goal likely to be achieved in 2015	<p>Central and Eastern Europe 1 country: Turkey</p> <p>Central Asia 1 country: Mongolia</p>
Gender parity goal likely to be achieved in 2025	<p>Central and Eastern Europe: None</p> <p>Central Asia: None</p>
Gender parity goal at risk of not being achieved in 2015 or 2025	<p>Central and Eastern Europe 2 countries: Bulgaria*, Ukraine*</p> <p>Central Asia 2 countries: Azerbaijan*, Tajikistan</p> <p>* Gender parity achieved in primary education but not in secondary education</p>
Not included in the prospects analysis (<i>insufficient or no data</i>)	<p>Central and Eastern Europe (2): Bosnia and Herzegovina, Serbia and Montenegro</p> <p>Central Asia (1): Turkmenistan</p>

Abbreviations

ECCE: early childhood care and education. Programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme. ECCE programmes are usually designed for children from age 3 and include organized learning activities that constitute, on average, the equivalent of at least 2 hours per day and 100 days per year.

GPI: gender parity index. Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI above or below 1 indicates a disparity in favour of one sex or the other.

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. For the tertiary level, the population used is that of the five-year age group following on from the secondary school leaving age. The GER can exceed 100% due to late entry or/and repetition.

GNP: gross national product. Gross domestic product plus net receipts of income from abroad. As these receipts may be positive or negative, GNP may be greater or smaller than GDP. This latter indicator is the sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes and minus any subsidies not included in the value of the products.

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.

PIRLS: Progress in Reading Literacy Study.

PISA: Programme for International Student Assessment.

PTR: pupil/teacher ratio. Average number of pupils per teacher at a specific level of education, based on headcounts for both pupils and teachers.

TIMSS: Trends in International Mathematics and Science Study.

Table 3: Central and Eastern Europe and Central Asia, selected education indicators

Country or territory	Total population (thousands)	Compulsory education (age group)	EFA Development Index (EDI)	Adult literacy rate (15 and over)				Early childhood care and education				Primary education								Country or territory		
				1985–1994 ¹		1995–2004 ¹		Child survival and well-being		Pre-primary education		NER, total (%)		GPI of GER (F/M)		Out-of-school children ²	Survival rate to last grade (%), total		% of trained teachers, total		Pupil/teacher ratio ³	
				Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Under-5 mortality rate (‰)	Moderate and severe stunting (%)	1999	2005	1999	2005	1999	2004		1999	2005				
				2005	2005	2005	2005	2005–2010	1996–2005 ¹	2005	2005	2005	2005	2005	2005	2005	2005	2005	2005		2005	
Central and Eastern Europe																					Central and Eastern Europe	
Albania ⁴	3 130	6-13	0.953	...	...	99	0.99	30	34	44	49	99	94	0.98	0.99	14	92	90	...	23	21	Albania ⁴
Belarus	9 755	6-16	0.968	98	0.97	100	1.00	17	...	80	105	...	89	0.98	0.97	38	99	99	100	20	16	Belarus
Bosnia and Herzegovina	3 907	...	...	...	...	97	0.95	14	10	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
Bulgaria	7 726	7-16	0.958	...	...	98	0.99	15	...	69	79	97	93	0.97	0.99	15	93	92	...	18	16	Bulgaria
Croatia	4 551	7-15	0.974	97	0.96	98	0.98	8	1	40	47	85	<i>87</i>	0.98	<i>0.99</i>	<i>14</i>	100	<i>100</i>	<i>100</i>	19	<i>18</i>	Croatia
Czech Republic	10 220	6-15	0.973	...	...	...	...	6	...	94	109	97	92	0.99	0.98	39	98	98	...	18	16	Czech Republic
Estonia	1 330	7-15	0.987	100	1.00	100	1.00	11	...	90	111	96	95	0.97	0.97	2	99	99	...	16	...	Estonia
Hungary	10 098	7-16	0.982	...	...	...	...	10	...	80	83	88	89	0.98	0.98	19	97	98	...	11	10	Hungary
Latvia	2 307	7-15	0.966	99	0.99	100	1.00	13	...	53	84	...	88	0.98	0.96	9	97	98	...	15	12	Latvia
Lithuania	3 431	7-16	0.972	98	0.99	100	1.00	11	...	51	68	95	89	0.98	1.00	14	99	98	...	17	14	Lithuania
Poland	38 530	7-18	0.983	...	...	...	...	10	...	50	54	96	96	0.98	0.99	96	98	99	...	...	12	Poland
Republic of Moldova ⁴	4 206	6-16	0.940	96	0.96	99	0.99	28	8	46	62	88	86	1.00	0.99	24	95	91	...	21	18	Republic of Moldova ⁴
Romania	21 711	7-14	0.968	97	0.96	97	0.98	20	10	63	75	96	93	0.98	0.99	34	96	95	...	19	17	Romania
Russian Federation	143 202	6-15	...	98	0.97	99	1.00	21	13	67	84	...	92	0.99	1.00	323	...	...	<i>99</i>	18	17	Russian Federation
Serbia and Montenegro	10 503	7-14	...	92	0.91	96	0.95	14	5	44	...	...	...	0.99	...	...	...	...	...	20	...	Serbia and Montenegro
Slovakia	5 401	6-16	0.970	...	...	...	...	9	...	83	95	...	92	0.99	0.99	20	97	97	...	19	18	Slovakia
Slovenia	1 967	6-15	0.994	100	1.00	100	1.00	7	...	75	79	97	98	0.99	0.99	0.2	...	99	...	14	15	Slovenia
TFYR Macedonia	2 034	7-15	0.975	94	0.94	96	0.96	16	7	28	33	93	92	0.98	1.00	3	97	98	...	22	19	TFYR Macedonia
Turkey	73 193	6-14	0.901	79	0.76	87	0.84	42	12	6	10	...	89	...	0.95	905	...	94	...	...	...	Turkey
Ukraine	46 481	6-17	...	...	...	99	0.99	16	3	48	86	...	83	0.99	1.00	296	97	...	100	20	19	Ukraine
Central Asia																					Central Asia	
Armenia	3 016	7-15	0.949	99	0.99	99	0.99	34	13	26	33	...	79	...	1.04	18	...	96	77	...	21	Armenia
Azerbaijan	8 411	6-17	0.950	...	...	99	0.99	86	13	22	29	85	85	1.00	0.98	91	97	98	100	19	13	Azerbaijan
Georgia ⁴	4 474	6-14	0.976	...	...	...	...	41	12	38	51	...	93	1.00	1.01	26	99	98	<i>97</i>	17	<i>14</i>	Georgia ⁴
Kazakhstan	14 825	7-17	0.992	98	0.97	100	1.00	74	10	15	34	...	91	1.00	0.99	9	...	99	...	...	17	Kazakhstan
Kyrgyzstan ⁴	5 264	7-15	0.974	...	...	99	0.99	62	25	10	13	88	87	0.99	0.99	24	95	97	58	24	24	Kyrgyzstan ⁴
Mongolia ⁴	2 646	7-16	0.929	...	...	98	1.00	73	20	25	40	90	84	1.04	1.02	32	87	<i>91</i>	...	32	34	Mongolia ⁴
Tajikistan ⁴	6 507	7-15	0.970	98	0.98	99	1.00	110	36	8	9	...	97	0.95	0.96	18	97	98	84	22	21	Tajikistan ⁴
Turkmenistan	4 833	7-15	...	...	...	99	0.99	95	22	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
Uzbekistan	26 593	7-16	...	...	...	...	...	66	21	...	28	...	...	...	0.99	...	...	96	...	...	...	Uzbekistan
	Sum			Weighted average				Weighted average		Weighted average		Weighted average				Sum	Median		Weighted average			
Central and Eastern Europe	403 681	...	...	96	0.96	97	0.97	25	...	49	59	90	91	0.96	0.98	1 901	97	98	...	19	18	Central and Eastern Europe
Central Asia	76 570	...	...	99	0.99	99	0.99	75	...	22	28	88	90	0.99	0.99	381	97	97	84	21	21	Central Asia
Countries in transition	277 567	...	...	98	0.98	99	0.99	39	14	46	60	85	90	0.99	0.99	1 029	97	98	98	19	19	Countries in transition
Developed countries	1 007 223	...	...	99	0.99	99	1.00	7	–	73	78	97	96	1.00	0.99	2 270	98	98	...	16	15	Developed countries
Developing countries	5 165 463	...	...	68	0.77	77	0.84	86	31	28	34	81	86	0.91	0.94	68 825	...	79	...	27	28	Developing countries
World	6 450 253	...	...	76	0.85	82	0.89	78	30	33	40	83	87	0.92	0.95	72 124	...	87	...	25	25	World

Data underlined are for 2002. Data in italics are for 2003. Data in bold italics are for 2004.

1. Data are for the most recent year available during the period specified.

2. Data reflect the actual number of children not enrolled at all, derived from the age-specific enrolment ratios of primary school age children, which measure the proportion of those who are enrolled in either primary or secondary school (total primary NER).

3. Based on headcounts of pupils and teachers.

4. Fast Track Initiative: country with endorsed sector plans.

Source: EFA Global Monitoring Report 2008, statistical tables; UNESCO Institute for Statistics; CRS online database (OECD-DAC, 2007).

Table 3 (continued)

Country or territory	Secondary education								Tertiary education		Education finance			Country or territory
	GER in lower secondary		GER in upper secondary		GER in all of secondary				GER		Total public expenditure on education as % of GNP		Total aid to basic education (constant 2005 US\$ millions)	
	2005		2005		1999		2005		2005		1999	2005	2004–2005 annual average	
	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)				
Central and Eastern Europe														
Albania ⁴	99	0.99	56	0.92	74	0.95	78	0.96	19	1.57	...	...	5	Albania ⁴
Belarus	109	0.96	68	1.18	83	1.06	95	1.01	62	1.37	6.0	6.0	0	Belarus
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...	...	3	Bosnia and Herzegovina
Bulgaria	88	0.93	120	0.97	91	0.98	103	0.95	44	1.14	...	4.4	...	Bulgaria
Croatia	<i>94</i>	<i>0.98</i>	<i>83</i>	<i>1.05</i>	84	1.02	<i>88</i>	<i>1.02</i>	<i>39</i>	<i>1.19</i>	...	4.9	2	Croatia
Czech Republic	99	1.01	93	1.03	83	1.04	96	1.02	48	1.16	4.1	4.7	...	Czech Republic
Estonia	111	0.95	92	1.09	93	1.04	101	1.01	66	1.66	7.0	5.6	...	Estonia
Hungary	98	0.99	94	1.00	94	1.02	96	0.99	65	1.46	5.0	5.9	...	Hungary
Latvia	100	0.97	96	1.06	89	1.04	98	1.01	74	1.79	5.8	5.3	...	Latvia
Lithuania	98	0.98	93	1.04	96	1.01	97	0.99	76	1.57	...	5.4	...	Lithuania
Poland	100	0.98	99	1.01	99	0.99	99	0.99	63	1.41	4.7	5.7	...	Poland
Republic of Moldova ⁴	88	1.00	69	1.14	84	1.01	82	1.03	34	1.48	3.9	3.8	3	Republic of Moldova ⁴
Romania	97	0.98	77	1.04	79	1.01	85	1.01	45	1.26	3.6	3.5	...	Romania
Russian Federation	88	1.00	100	0.96	...	...	92	0.99	71	1.36	...	3.6	...	Russian Federation
Serbia and Montenegro	...	...	...	...	92	1.01	...	...	...	...	4.3	...	14	Serbia and Montenegro
Slovakia	97	0.99	92	1.03	85	1.02	95	1.01	41	1.29	4.3	4.3	...	Slovakia
Slovenia	98	0.99	101	1.00	101	1.02	100	1.00	81	1.43	...	6.0	0	Slovenia
TFYR Macedonia	94	1.01	75	0.94	82	0.97	84	0.98	30	1.38	4.2	3.4	4	TFYR Macedonia
Turkey	86	0.86	68	0.78	...	...	75	0.82	31	0.74	4.0	3.8	19	Turkey
Ukraine	87	0.91	92	0.94	97	1.02	89	0.92	69	1.20	3.7	6.5	0	Ukraine
Central Asia														
Armenia	93	1.01	76	1.10	...	...	88	1.03	28	1.22	3.1	...	8	Armenia
Azerbaijan	89	0.97	68	0.96	76	1.00	83	0.96	15	0.90	4.3	2.8	3	Azerbaijan
Georgia ⁴	95	0.99	66	1.05	79	0.98	83	1.01	46	1.04	2.0	2.8	3	Georgia ⁴
Kazakhstan	104	0.99	86	0.94	91	0.99	99	0.97	53	1.42	4.0	2.5	3	Kazakhstan
Kyrgyzstan ⁴	90	1.00	77	1.03	84	1.02	86	1.01	41	1.25	3.7	4.6	12	Kyrgyzstan ⁴
Mongolia ⁴	98	1.09	82	1.24	58	1.27	92	1.13	43	1.62	6.0	5.4	19	Mongolia ⁴
Tajikistan ⁴	92	0.89	54	0.61	71	0.86	82	0.83	17	0.35	2.2	3.6	11	Tajikistan ⁴
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...	0	Turkmenistan
Uzbekistan	98	0.99	87	0.91	...	...	95	0.97	15	0.80	...	...	3	Uzbekistan
Weighted average														
Central and Eastern Europe	91	0.96	87	0.95	87	0.97	89	0.96	57	1.25	4.3	4.9	53	Central and Eastern Europe
Central Asia	95	0.98	76	0.91	86	0.97	90	0.96	27	1.08	3.7	3.2	64	Central Asia
Countries in transition	91	0.98	89	0.95	91	0.99	91	0.97	56	1.29	3.7	3.6	46	Countries in transition
Developed countries	104	0.99	99	1.02	100	1.00	102	1.00	66	1.28	5.0	5.5	28	Developed countries
Developing countries	75	0.93	46	0.92	53	0.88	60	0.93	17	0.91	4.4	4.7	3 940	Developing countries
World	79	0.94	53	0.94	60	0.91	66	0.94	24	1.05	4.5	4.9	4 373	World

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