

Regional overview: the Pacific



The Pacific region¹ shows steady progress in access to all levels of education, especially pre-primary education, with the average gross enrolment ratio (GER) at this level increasing by fifteen percentage points since 1999 to reach 72% in 2005. Progress has been made towards universal primary education (UPE) and most countries with data in the region have high net enrolment ratios (NERs). Yet 335,000 children are still out of school and the survival rate to the last grade of primary education continues to be low in some countries. Adult literacy remains a challenge in some of the very few countries in the region with available data. There are small gender disparities overall in the Pacific, but in some of the countries with the lowest primary and secondary enrolments fewer girls are enrolled than boys. In a number of countries boys' lower enrolment in secondary and tertiary education is a continued concern.

As stressed in the EFA Global Monitoring Report 2008, increased participation, equity and quality in education can be promoted together, through a mix of universal and targeted measures that encompass all six EFA goals. Several countries in the Pacific region still face challenges in providing for all those currently excluded from education and in improving the quality of provision.

Coming at the midway point to 2015, the 2008 Report offers a mid-term review of general trends in the Pacific, along with achievements and challenges seven years after the Dakar Framework for Action. What are the main achievements and challenges remaining? Which countries are lagging? Which ones have succeeded in catching up? Has the international community provided adequate support? These are the main questions addressed in the 2008 Report, which shows that, despite progress towards EFA goals, some areas of concern remain, including education quality and equity.

EFA progress and challenges

Early childhood care and education: rapid progress, but still limited in some countries

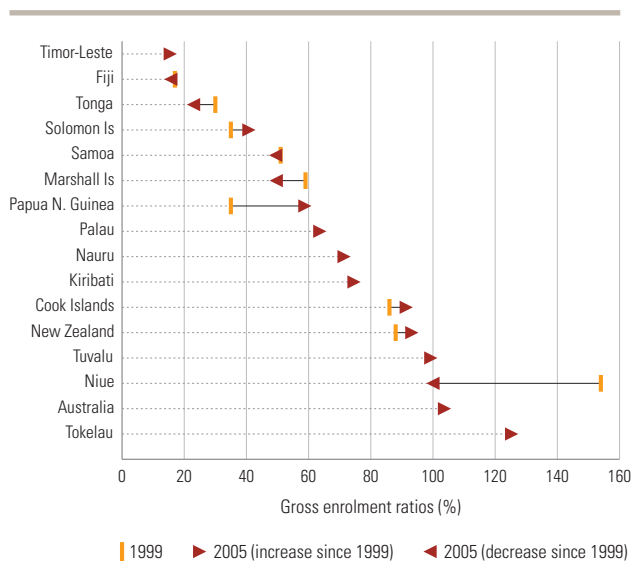
- On average, 43 of every 1,000 children born in the Pacific region will not reach age 5. While the regional under-5 mortality rate has declined in the past decade, it is still high in Papua New Guinea (87‰) and Timor-Leste (114‰). Participation in early childhood care and education (ECCE) improves young children's health, nutrition and well-being, and increases their likelihood of completing primary school. However, only a few countries reported the existence of official programmes targeting children of various ages: Australia and New Zealand indicated they had official programmes, targeting children aged 1 to 4 and 0 to 5, respectively. No such programmes exist in Fiji, Kiribati, Papua New Guinea or Solomon Islands. Many young children in the Pacific are still excluded from programmes that comprehensively address their health, nutrition and willingness to learn.
- Large differences in pre-primary enrolment exist among countries in the region. While Australia, the Cook Islands, New Zealand, Niue, Tokelau and Tuvalu had pre-primary GERs above 90% in 2005, the participation level was much lower in Fiji (16%), Timor-Leste (16%) and Tonga (23%). On the whole, about as many young girls as boys are enrolled in pre-primary education in the region, with an average gender parity index (GPI) of 1.00 in 2005. However, some gender disparities remain either favouring boys (Papua New Guinea) or girls (the Cook Islands, Fiji, Niue, Palau, Samoa, Timor-Leste and Tonga).
- Substantial progress in the provision of pre-primary education has been made in the Pacific region in recent years, with an increase in the pre-primary GER from 57%

1. This is according to the EFA classification. The Pacific region comprises eighteen countries: Australia, Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia (Federated States of), Nauru, New Zealand, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Timor-Leste, Tokelau, Tonga, Tuvalu and Vanuatu. Until 2007 the Global Monitoring Report Team produced a combined review for the region of East Asia and the Pacific; since then separate overviews have been prepared for East Asia and for the Pacific.

in 1999 to 72% in 2005. Most notable is the improvement in Papua New Guinea, where the pre-primary GER increased by twenty-four percentage points, to 59%. Participation also increased in the Cook Islands, New Zealand and Solomon Islands, while it decreased in Fiji, the Marshall Islands, Samoa and Tonga.

- A key issue in improving the quality of ECCE programmes is to recruit more teachers and ensure that they are trained. The average pupil/teacher ratio (PTR) in the Pacific was 17:1 in 2005. However, ratios above 35:1 were found in Papua New Guinea and Samoa.

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



Universal primary education: steady progress in recent years

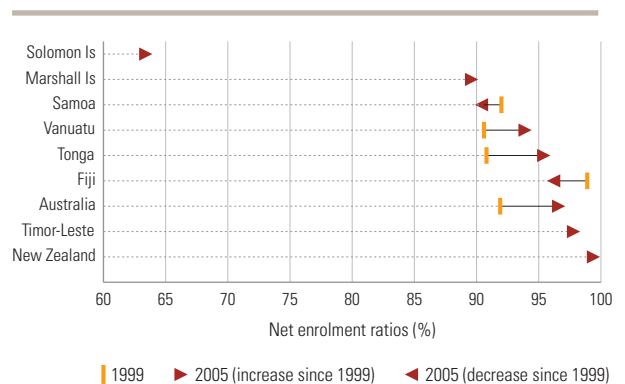
- There has been progress overall towards UPE in the Pacific, with the average gross intake rate (GIR) in primary education increasing by about 4% since 1999 to reach 106% in 2005. However, in the Cook Islands, Niue, Palau and Papua New Guinea, the number of new entrants to grade 1 decreased, resulting in declining GIRs during the period.
- The increase by more than 6% in total primary enrolment between 1999 and 2005 translated into an increase in the average net enrolment ratio (NER) from 87% to 90%. All countries in the Pacific with available data had NERs of 90% or above in 2005, except Solomon Islands with 63%. Progress towards UPE was made in Australia, Tonga and Vanuatu, with gains of three to five percentage points in NERs between 1999 and 2005. By contrast, the primary NERs declined by about three percentage points in Fiji and two in Samoa during the period.

- There were still 335,000 out-of-school children in the Pacific region in 2005, compared with 447,000 in 1999, and the share of girls among out-of-school children increased from 50% to 55%. Despite overall progress towards UPE in recent years, school progression and retention remains a concern in some of the few countries with the relevant data. In 2005, the proportion of primary pupils who repeated grades varied from 1% in Samoa, 2% in Fiji and 5% in Palau to a relatively high 11% in Vanuatu. Meanwhile, several countries, including Kiribati, the Marshall Islands, Niue, Tokelau and Tuvalu, apply automatic promotion throughout the primary education cycle.

- Data on primary school retention and completion are scarce for the region. In the few countries with data, the rate of survival to the last grade of primary education improved during the period. This was most notable in Fiji, where the survival rate to the last grade increased from 82% in 1999 to 96% in 2003. The survival rates are still relatively low in Papua New Guinea (58% in 2002) and Vanuatu (71% in 2004). The adoption of suitable strategies to enrol children still not in school and to ensure that those who have access to school complete it remains a major challenge in some countries in the region.

- The share of private enrolment in primary education varies substantially by country, from almost 100% in Fiji to less than 20% in the Cook Islands, New Zealand, Palau, Samoa and Tonga.

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



Post-primary education

- Most countries in the Pacific made considerable progress in expanding the provision of secondary education: the overall GER of 105% in 2005 corresponded to some 3.5 million enrolled students, about 200,000 more than in 1999. Forty-four % of all secondary students in the region (1.5 million) were enrolled in technical and vocational training.

- Most countries made some progress in expanding participation in secondary education between 1999 and 2005. Particularly encouraging were the gains in GER of twelve percentage points in the Cook Islands (to 72%) and eleven percentage points in Vanuatu (to 41%).
- More than half the countries in the region have secondary GERs at or above 85%. However, there are large variations in the participation level in secondary education, with the GER ranging from 26% in Papua New Guinea to 148% in Australia.²
- There are marked differences in enrolment rates between lower and upper secondary education. In most countries, GERs in lower secondary are substantially higher than in upper secondary, with about a thirty percentage point difference or more in over than half the countries in the region.³ Notable exceptions to this are Australia, New Zealand and Tonga.
- As in primary education, private enrolment is important in secondary education, with a median share of 27% in 2005, the highest regional value in the world. In Fiji, the share of private institutions in total secondary enrolment in was particularly high at 92%.
- Some 1.3 million students were enrolled in tertiary education in 2005 across the region, 24% more than in 1999. The vast majority of new places in tertiary institutions were created in Australia and New Zealand (96% of the new students enrolled during the period), the two countries with the highest GERs at this level: 72% and 82%, respectively, in 2005, well above the region average of 50%. On the other hand, tertiary education remains less developed in Fiji, the Marshall Islands, Tonga and Vanuatu (GERs below 20%).

Adult literacy

- Literacy is a fundamental human right, a foundation not only for achieving EFA, but more broadly for reducing poverty and broadening participation in society. Yet, nearly 1.6 million adults in the Pacific region still lacked basic literacy skills during the most recent period (1995–2004), compared with 1.3 million in the previous period (1985–1994). The estimated average adult literacy rate was 93% in 1995–2004, only marginally changed since 1985–1994.
- The adult literacy rate for the Pacific as a whole masks important disparities among the few countries reporting data. While nearly all adults in Samoa and Tonga (99%) could read and write in 1995–2004, the adult literacy levels were only 57% in Papua New Guinea and 74% in Vanuatu.

Achieving EFA implies strong attention to youth and adult literacy through the provision of diverse literacy and skills programmes.

- There are almost no gender disparities in adult literacy: the GPI was 0.97 in 1995–2004. However, significant gender differences are reported in Papua New Guinea, where only 80 adult women were literate for every 100 literate adult men.

Gender parity and equality

- All Pacific countries except the Cook Islands missed the goal of eliminating gender disparities in both primary and secondary education by 2005. Gender disparities are often greater at higher education levels: two-thirds of the countries with data were at parity or close to it in primary education in 2005 and 23% at secondary level, while no country among those with data had achieved gender parity in tertiary education.
- On average, the GPI of primary GER was 0.96 in 2005. However, fewer girls than boys were enrolled in primary education in a few countries, especially Papua New Guinea with a GPI of 0.88 in 2003. On the other hand, Niue, Tokelau and Tuvalu showed important gender disparities in favour of girls at primary level.
- Gender disparities across the countries in the Pacific are rather mixed at secondary level. On average, boys and girls are at par in secondary enrolment, with a GPI of 0.98 for the whole region in 2005. However, at country level, important gender disparities favouring boys were observed in Papua New Guinea, Solomon Islands, Tokelau and Vanuatu (GPI below 0.90), while in more than half the countries with data, more girls than boys were enrolled in secondary education in 2005.
- Gender disparities in tertiary education are substantial in the Pacific. More young women than young men are enrolled in tertiary education, and this pattern has been reinforced in recent years, with the regional tertiary GPI moving from 1.24 in 1999 to 1.31 in 2005.
- Multiple factors act together to exclude boys and girls from education. Innovative and context-specific strategies are needed to address persistent gender disparities in primary, secondary and tertiary education in the Pacific.
- Narrowing the gender gap in education does not automatically translate into equality between women and men. Physical, verbal and sexual violence, combined with insecure environments and limited sanitation facilities disproportionately affecting girls, are still found in many schools. Minimal access of women to certain fields of study and jobs, salary gaps, and lack of political representation are evidence of enduring gender inequality.

2. Enrolment data for upper secondary education in Australia include adult education. This explains the high level of GER.

3. In some countries the gap between lower and upper secondary education is partly explained by lower secondary being part of compulsory education.

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

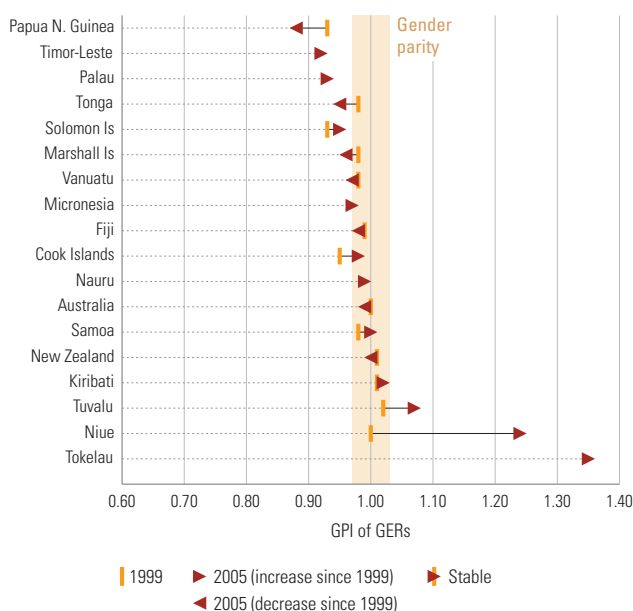
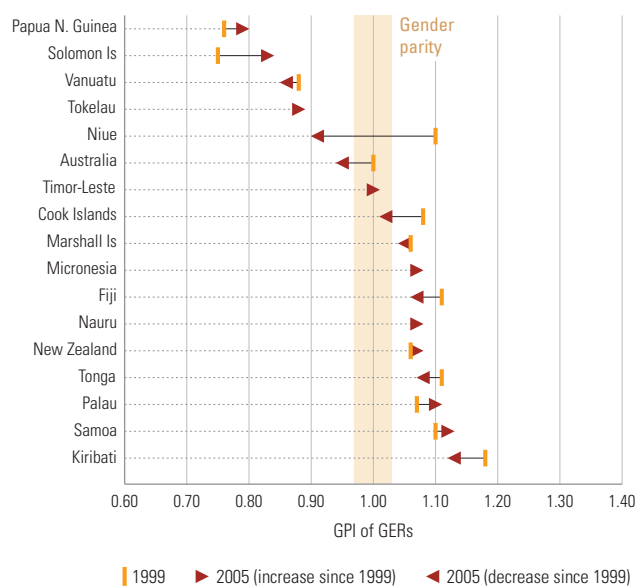


Figure 4: Changes in gender disparities in secondary education gross enrolment ratios, 1999 to 2005



Quality of education: a continued challenge, in particular for the poorest countries

Monitoring learning outcomes

- To monitor education quality, a majority of the countries in the region have conducted at least one national learning assessment since 2000, and Australia and New Zealand have also participated in at least one international assessment. Most of the national surveys have focused on assessments of literacy and numeracy, most frequently targeting grades 4 and 6.

School and learning environment

- Retention and learning are hampered when pupils attend school in dilapidated or overcrowded buildings and in noisy or unsafe environments. In conflict-ridden countries or areas hit by natural disaster, damage to education infrastructure may be acute, if often transitory. Education infrastructure was substantially damaged in Timor-Leste during the civil war.

Teachers

- The quantity, quality and distribution of the teaching force are critical factors for reaching the EFA goals. More than 180,000 primary education teachers were employed in the region in 2005, an increase of nearly 13% since 1999. The average number of primary pupils per teacher was nineteen, a decline by two since 1999. The region PTR was considerably lower than the world average of 25:1. However,

some countries, including Papua New Guinea and Timor-Leste, still faced teacher shortages, resulting in rather high PTRs of 35:1 and 34:1, respectively.

Financing: giving high priority to education

National financial commitments to EFA

- The few countries in the Pacific that provide financial data give high priority to education in their national expenditure, with all countries reporting shares in GNP at or above the world median of 4.9% in 2005. Total public expenditure on education as a share of GNP varied from 4.9% in Australia and Tonga to 10% in Vanuatu.
- While Fiji and Vanuatu have increased public expenditure on education as a share of GNP since 1999 (the latter by more than three percentage points), the share declined in Australia, the Marshall Islands, New Zealand and Tonga.
- In the very few countries with data available, the share of public education expenditure in total government expenditure varied from 13% in Tonga to 21% in New Zealand in 2003.
- Most children enrolled in state primary and secondary education face some type of cost. In Timor-Leste, where legal primary school fees were removed in 2001, school supplies and uniforms are the most frequent types of household expenditure on state primary schooling.

- The financial burden of schooling is often heaviest for the poorest households. For example, in 2001 in Timor-Leste the share of a primary pupil's expenses in the annual household expenditure per capita was roughly twice as high in the poorest households as in the richest ones.

Contribution of external aid to EFA

- In several countries in the Pacific, external aid to education is an important source of finance for EFA. All countries with data received considerably more aid for basic education per primary school-aged child than the average of US\$10 for the world's low-income countries. Averaged over 2004 and 2005, aid to basic education per primary school-age child varied from US\$33 a year in Papua New Guinea to US\$184 in Solomon Islands. There have been large increases in aid to basic education per primary school-age child in all countries except Papua New Guinea, where the amount fell by US\$34 between 1999–2000 and 2004–2005.

Prospects for achieving EFA by 2015

For the three goals that have an explicit quantitative target – 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 2025,⁴ extrapolating trends observed in each country between the early 1990s and 2005.⁵ Table 1 summarizes the findings of the projections.

For the EFA goals without explicit quantitative targets:

- *ECCE* has been receiving attention, but much remains to be done. Even without projections, it is evident on present trends that participation rates in pre-primary education will remain relatively low to 2015 in some countries (e.g. Fiji, Timor-Leste, Tonga), and among the poor and disadvantaged, who stand to benefit relatively 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 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, widespread learning disparities, high repetition and low survival and completion rates in some countries in the region. 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 and minority pupils. Although the region as a whole faces no shortages of teachers on average, some efforts will be needed to recruit new primary school teachers in some countries (e.g. Papua New Guinea, Timor-Leste). In addition, while increasing the number of teachers is important, providing them with adequate training is also key to universal access to and participation in quality education. The resources needed to hire, retain and train teachers will be significant.

4. Goal 4 was projected only for 2015.

5. The years vary for each indicator according to data availability.

Table 1: Prospects for achieving UPE, adult literacy and gender parity

UPE goal	
Goal already achieved (<i>total NER ≥ 97%</i>)	7 countries Australia, Fiji, Kiribati, New Zealand, Samoa, Timor-Leste, Tonga
UPE prospects	
(Projections made for one country with data available that has 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>)	1 country Vanuatu
Low chance of achieving the goal by 2015 (<i>moving towards the goal with rapid progress, but further to go</i>)	None
At risk of not achieving the goal by 2015 (<i>moving away from the goal or progress too slow</i>)	None
Serious risk of not achieving the goal by 2015 (<i>furthest to go, and moving away from the goal or progress too slow</i>)	None
Not included in the prospects analysis (<i>insufficient or no data</i>)	10 countries Cook Islands, Marshall Islands, Micronesia, Nauru, Niue, Palau, Papua New Guinea, Solomon Islands, Tokelau, Tuvalu
Adult literacy target	
Universal literacy achieved (<i>Adult literacy rate ≥ 97%</i>)	2 countries Samoa, Tonga
Adult literacy prospects	
(Adult literacy rate projections made for one country with data that has not yet achieved the target, extrapolating trends between 1995 and 2004)	
High chance of achieving the target by 2015 (<i>moving towards the goal, with steady progress</i>)	None
Low chance of achieving the target by 2015 (<i>moving towards the goal with rapid progress, but further to go</i>)	None
At risk of not achieving the target by 2015 (<i>moving towards the goal, but progress too slow</i>)	None
Serious risk of not achieving the target by 2015 (<i>furthest to go and moving towards the goal, but progress too slow</i>)	1 country Papua New Guinea
Not included in the prospects analysis (<i>insufficient or no data</i>)	15 countries Australia, Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia, Nauru, New Zealand, Niue, Palau, Solomon Islands, Timor-Leste, Tokelau, Tuvalu, Vanuatu
Gender goal (parity in primary and secondary education)	
Achieved or likely to be achieved in 2005 (<i>GPIs between 0.97 and 1.03</i>)	1 country Cook Islands
Gender parity prospects	
(Projections of GPI in primary and secondary education GERs were made for fourteen countries that have not yet achieved the goal, extrapolating trends between 1991 and 2005)	
Gender parity goal likely to be achieved in 2015	2 countries Fiji, Solomon Islands
Gender parity goal likely to be achieved in 2025	None
Gender parity goal at risk of not being achieved in 2015 or in 2025	12 countries Australia*, Kiribati*, Marshall Islands, Nauru*, New Zealand*, Niue, Palau, Papua New Guinea, Samoa*, Tokelau, Tonga, Vanuatu*
Not included in the prospects analysis (<i>insufficient or no data</i>)	3 countries Micronesia, Timor-Leste, Tuvalu

Notes:

* Gender parity achieved in primary education, but not in secondary education.

1. In countries whose names are shown in blue, gender disparities at the expense of boys are observed in primary or secondary education.

2. In Australia, enrolment data for upper secondary education include adult education (students over age 25), particularly in pre-vocational/vocational programmes in which males are in the majority.

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 normally 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.

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.

GIR: gross intake rate. Total number of new entrants to a given grade of primary education, regardless of age, expressed as a percentage of the population at the official school entrance age for that grade.

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.

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 over the other.

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.

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

Table 2: East Asia and the Pacific, 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 (%)	GER		1999	2005	1999	2005		2005 (000)	1999			2004	2005	1999	2005
								2005–2010	1996–2005 ¹	Total (%)	Total (%)	1999	2005	1999	2005	2005	1999	2004	2005		1999	2005
East Asia																						East Asia
Brunei Darussalam	374	5-16	0.965	88	0.89	93	0.95	7	...	51	52	...	93	0.97	1.00	1	92	99	84	14	10	Brunei Darussalam
Cambodia ⁴	14 071	...	0.807	...	...	74	0.76	125	45	6	9	85	99	0.87	0.92	23	49	57	98	48	53	Cambodia ⁴
China	1 315 844	6-14	...	78	0.78	91	0.91	36	14	38	40	...	...	...	0.98	...	...	...	...	...	18	China
DPR Korea	22 488	6-15	...	...	...	...	...	53	37	...	...	...	...	...	...	...	...	...	...	...	...	DPR Korea
Indonesia	222 781	7-15	0.935	82	0.86	90	0.92	41	...	24	34	...	96	...	0.96	414	...	85	...	...	20	Indonesia
Japan	128 085	6-15	...	...	...	...	...	4	...	82	85	100	100	1.00	1.00	12	...	...	...	21	19	Japan
Lao PDR	5 924	6-10	0.750	...	...	69	0.79	126	42	8	9	80	84	0.85	0.88	126	54	63	83	31	31	Lao PDR
Macao, China	460	5-14	0.938	...	...	91	0.92	8	...	89	92	85	91	0.96	0.92	3	...	...	91	31	23	Macao, China
Malaysia	25 347	...	0.945	83	0.87	89	0.93	11	...	102	119	98	95	0.98	1.00	150	...	98	...	21	17	Malaysia
Myanmar	50 519	5-9	0.866	...	...	90	0.92	98	32	2	...	80	90	0.99	1.02	487	...	70	76	31	31	Myanmar
Philippines	83 054	6-12	0.893	94	0.99	93	1.02	28	30	31	41	92	94	1.00	0.99	648	...	72	...	35	35	Philippines
Republic of Korea	47 817	6-15	0.993	...	...	...	...	5	...	80	96	94	99	1.01	0.99	9	100	99	...	31	28	Republic of Korea
Singapore	4 326	6-16	...	89	0.87	93	0.92	4	2	53	...	82	...	1.00	1.00	...	...	...	...	27	24	Singapore
Thailand	64 233	6-14	...	...	...	93	0.95	21	13	88	82	...	88	0.95	0.96	419	...	...	...	21	19	Thailand
Viet Nam ⁴	84 238	6-14	0.899	88	0.89	90	0.93	32	31	41	60	96	88	0.93	0.94	1 007	83	87	93	30	22	Viet Nam ⁴
Pacific																						Pacific
Australia	20 155	5-15	0.986	...	...	...	...	6	...	...	104	92	97	1.00	0.99	61	...	...	...	18	...	Australia
Cook Islands	18	5-15	...	...	...	...	...	...	...	86	91	85	...	0.95	0.98	...	...	...	...	18	16	Cook Islands
Fiji	848	6-15	0.966	...	...	...	...	24	...	17	16	99	96	0.99	0.98	1	82	96	...	...	28	Fiji
Kiribati	99	6-15	...	...	...	...	...	...	...	...	75	97	...	1.01	1.02	...	...	81	...	25	25	Kiribati
Marshall Islands	62	6-14	...	...	...	...	...	...	...	59	50	...	90	0.98	0.96	<i>0.7</i>	...	...	...	15	17	Marshall Islands
Micronesia (Federated States of)	110	6-13	...	...	...	...	...	42	...	37	...	...	...	...	0.97	...	...	...	...	...	...	Micronesia (Federated States of)
Nauru	14	6-16	...	...	...	...	...	...	...	...	71	...	...	...	0.99	...	...	...	...	...	22	Nauru
New Zealand	4 028	5-16	...	...	...	...	...	6	...	88	93	99	99	1.01	1.00	2	...	...	...	18	16	New Zealand
Niue	1	5-16	...	...	...	...	...	...	...	154	100	99	...	1.00	1.24	...	...	...	...	16	12	Niue
Palau	20	6-17	...	...	...	...	...	...	...	63	64	97	...	0.93	0.93	...	...	...	...	15	...	Palau
Papua New Guinea	5 887	6-14	...	...	57	0.80	...	87	...	35	59	...	...	0.93	<i>0.88</i>	...	57	58	...	36	35	Papua New Guinea
Samoa	185	5-14	...	98	0.99	99	0.99	27	...	51	49	92	90	0.98	1.00	0.3	92	...	...	24	25	Samoa
Solomon Islands	478	...	...	...	...	...	...	52	...	35	41	...	63	0.93	0.95	26	...	...	...	19	...	Solomon Islands
Timor-Leste ⁴	947	7-15	...	...	...	...	...	114	49	...	16	...	98	...	0.92	3	...	...	...	...	34	Timor-Leste ⁴
Tokelau	1	...	...	...	...	...	...	...	...	...	125	...	...	...	1.35	...	...	...	...	...	6	Tokelau
Tonga	102	6-14	0.926	...	...	99	1.00	22	...	30	23	91	95	0.98	0.95	0.3	...	...	...	21	20	Tonga
Tuvalu	10	7-14	...	...	...	...	...	...	...	...	99	...	...	1.02	1.07	...	...	...	...	19	19	Tuvalu
Vanuatu	211	6-12	...	...	74	...	...	34	...	49	...	91	94	0.98	0.97	2	69	71	...	24	20	Vanuatu
Sum				Weighted average				Weighted average		Weighted average		Weighted average				Sum	Median		Weighted average			
East Asia and the Pacific	2 102 740	...	...	82	0.84	92	0.93	37	19	40	43	95	94	0.99	0.98	9 524	...	...	...	22	20	East Asia and the Pacific
East Asia	2 069 561	...	...	82	0.84	92	0.93	37	...	40	43	96	94	0.99	0.98	9 189	...	85	...	22	20	East Asia
Pacific	33 178	...	...	94	0.99	93	0.98	43	...	57	72	87	90	0.99	0.96	335	...	...	...	21	19	Pacific
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
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
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. Data in bold are for 2006 or 2005 for survival rate to last grade.

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 2 (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)				
East Asia														
Brunei Darussalam	115	0.95	80	1.16	85	1.09	96	1.04	15	2.02	...	...	...	Brunei Darussalam
Cambodia ⁴	44	0.74	15	0.57	16	0.53	29	0.69	3	0.46	1.0	2.0	23	Cambodia ⁴
China	99	1.00	55	1.03	62	...	76	1.01	22	0.97	1.9	...	12	China
DPR Korea	...	...	...	...	...	...	...	...	...	...	...	...	1	DPR Korea
Indonesia	77	1.02	50	0.95	...	...	63	0.99	17	0.79	...	<i>1.0</i>	78	Indonesia
Japan	101	1.00	102	1.00	102	1.01	102	1.00	55	0.89	3.5	3.5	...	Japan
Lao PDR	56	0.79	37	0.72	33	0.69	47	0.76	8	0.72	1.0	2.5	13	Lao PDR
Macao, China	117	0.97	80	1.13	76	1.08	97	1.04	61	0.73	3.6	...	...	Macao, China
Malaysia	95	1.05	60	1.26	69	1.10	76	1.14	32	1.31	6.1	6.2	4	Malaysia
Myanmar	45	0.98	31	1.02	34	1.00	40	0.99	...	...	0.6	...	5	Myanmar
Philippines	87	1.09	79	1.21	76	1.09	85	1.12	28	1.23	...	2.5	44	Philippines
Republic of Korea	98	1.00	93	1.00	100	1.00	96	1.00	91	0.63	3.8	4.6	0	Republic of Korea
Singapore	80	1.00	25	1.25	...	1.02	63	1.03	...	...	...	...	...	Singapore
Thailand	87	1.00	55	1.15	...	...	71	1.05	43	1.06	5.1	4.3	4	Thailand
Viet Nam ⁴	88	0.95	59	1.03	62	0.90	76	0.97	16	0.71	...	...	95	Viet Nam ⁴
Pacific														
Australia	114	1.00	217	0.90	154	1.00	148	0.95	72	1.25	5.1	4.9	...	Australia
Cook Islands	85	0.93	54	1.24	60	1.08	72	1.02	.	.	0.4	...	1	Cook Islands
Fiji	100	1.04	70	1.11	81	1.11	88	1.07	15	1.20	5.7	6.4	8	Fiji
Kiribati	110	1.07	65	1.26	84	1.18	87	1.13	.	.	7.7	...	0	Kiribati
Marshall Islands	105	0.98	63	1.10	...	1.06	76	1.05	<i>17</i>	<i>1.30</i>	13.3	9.5	6	Marshall Islands
Micronesia (Federated States of)	106	1.09	75	1.05	...	...	85	1.07	...	...	6.5	...	0	Micronesia (Federated States of)
Nauru	...	...	...	...	...	...	48	1.07	.	.	...	...	0	Nauru
New Zealand	108	1.00	141	1.14	110	1.06	123	1.07	82	1.50	7.3	7.0	...	New Zealand
Niue	...	...	...	...	98	1.10	99	0.91	.	.	...	...	1	Niue
Palau	118	0.92	87	1.28	101	1.07	101	1.1	...	...	...	...	2	Palau
Papua New Guinea	<i>35</i>	<i>0.79</i>	<i>6</i>	<i>0.70</i>	22	0.76	26	<i>0.79</i>	...	...	...	...	31	Papua New Guinea
Samoa	100	1.00	72	1.20	80	1.10	80	1.12	...	...	4.5	...	5	Samoa
Solomon Islands	47	0.88	16	0.73	24	0.75	29	0.83	.	.	3.3	...	14	Solomon Islands
Timor-Leste ⁴	71	1.02	34	0.96	...	...	52	1.0	...	...	...	...	8	Timor-Leste ⁴
Tokelau	...	...	...	...	...	...	101	0.88	.	.	...	...	1	Tokelau
Tonga	93	0.95	108	1.4	101	1.11	98	1.08	6	1.67	6.4	4.9	2	Tonga
Tuvalu	...	...	...	...	...	...	...	...	.	.	...	...	0	Tuvalu
Vanuatu	47	1.03	32	0.58	30	0.88	41	0.86	5	0.58	6.7	<i>10.0</i>	2	Vanuatu
Weighted average														
East Asia and the Pacific	93	1.00	55	1.01	64	0.96	74	1.00	24	0.93	4.8	...	378	East Asia and the Pacific
East Asia	93	1.00	54	1.01	64	0.96	73	1.00	23	0.92	3.5	3.0	...	East Asia
Pacific	89	0.99	132	0.96	107	1.01	105	0.98	50	1.31	6.4	...	...	Pacific
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
Developed countries	104	0.99	99	1.02	100	1.00	102	1.00	66	1.28	5.0	5.5	28	Developed countries
World	79	0.94	53	0.94	60	0.91	66	0.94	24	1.05	4.5	4.9	4 373	World

Data underlined are for 2002. Data in italics are for 2003. Data in bold italics are for 2004. Data in bold are for 2006 or 2005 for survival rate to last grade.

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).

Regional overview: the Pacific



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