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REGIONAL REPORT ON PROGRESS TOWARDS

EDUCATION FOR ALL

IN ASIA AND THE PACIFIC

- UNESCO, Bangkok 2011 -

REGIONAL REPORT ON PROGRESS TOWARDS EDUCATION FOR ALL IN ASIA AND THE PACIFIC

1. Introduction

Asia and the Pacific is a vast region covering 48 countries and territories. These range in area and population from among the biggest countries in the world, like China and India, to landlocked Himalayan countries like Bhutan and Nepal, to Pacific countries such as Kiribati with less than 100,000 people in a group of 33 coral atolls scattered across 1,351,000 square miles of ocean.¹ The region is home to 60% of the world's population hence progress in Asia and the Pacific has a huge impact on the global achievement of the Education for All (EFA) goals. Advances made by China and India, will influence achievements of the Asia and the Pacific region and indeed the world as a whole. In the Pacific, Papua New Guinea accounts for 75% of the sub-region's total population (excluding Australia and New Zealand) hence the country's performance affects the Pacific averages.

The region has seen substantial economic growth since 1990, with Asia-Pacific's² combined economy accounting for 29% of global gross domestic product (GDP) in 2008, making it the world's second largest aggregate economy next to Europe. The middle-income economies registered the highest growth, with some graduating to higher-income status.³ According to the World Bank, East Asia and the Pacific led the global recovery from the economic crisis in 2009-10 with China driving most of the economic expansion.

The forecast economic growth in East Asia and the Pacific, and South Asia is higher than the projected global GDP growth average of 3.3% and 3.6% for 2011 and 2012, with developing economies expected to expand by 6% or more annually, more-than twice that expected for high-income countries. East Asia is forecast to grow by 7% GDP per capita in 2011-12. India is leading the recovery in South Asia, where growth is expected to be 7.7% and 8.1% in fiscal year 2011-12 and 2012-13. Central Asia, however, is projected to post slower growth in 2011-12.⁴ This positions the Asia-Pacific region, particularly its developing economies to lead the world economy in the medium term.

Several countries in Asia are currently in a favourable demographic position. As fertility falls they are experiencing the so-called 'demographic dividend' of a proportionately large workforce, coupled with a relatively small dependent population. This produces a relatively large tax base which can be used for investment in infrastructure and education. However as this large workforce, stemming from earlier decades of high fertility leaves working age the so-called 'ageing' of the population results in increased

¹ Asia-Pacific, for the purpose of this report, covers the sub-regions of Central Asia, East Asia, South and West Asia, and the Pacific. It is acknowledged that the sub-regional groupings of countries maybe defined differently in other contexts.

² Asia-Pacific based on the UN ESCAP country groupings.

³ United Nations. (2010). 2009 Statistical Yearbook for Asia and the Pacific. United Nations Publication.

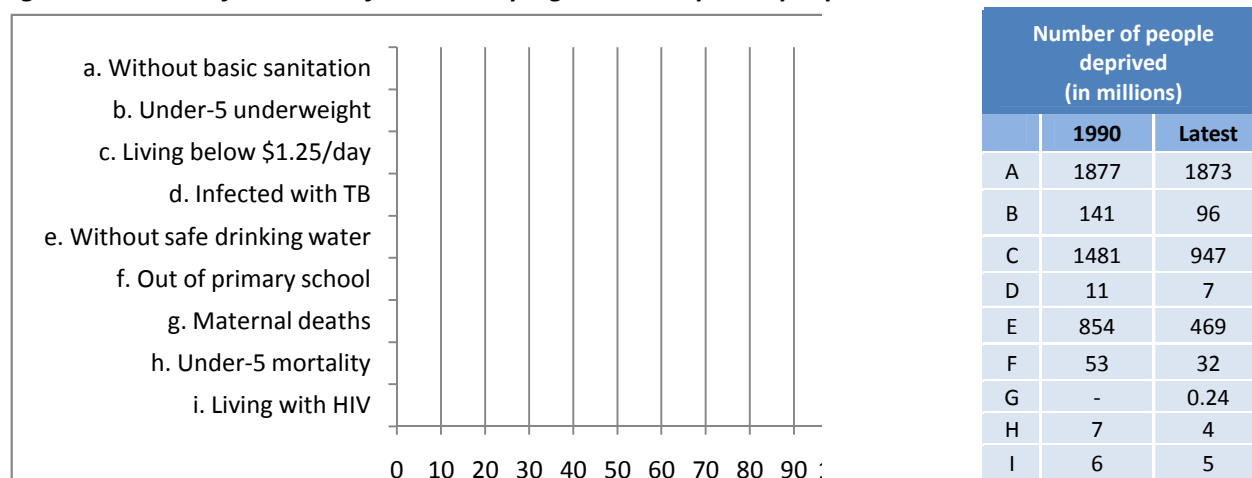
⁴ World Bank. (2011). Global Economic Prospects.

dependency and the need for larger social spending, as currently experienced by Japan and expected to have a major impact on Thailand which has the fastest ‘ageing’ population in the region.⁵

Asia-Pacific has made significant gains in reducing the number of people living on less than US\$1.25 a day. The number of people in the region living in extreme poverty has shrunk from 1.5 billion to 947 million between 1990 and 2008. As a result, the region is on track to achieve the Millennium Development Goal (MDG) 1 of halving the proportion of people living in extreme poverty by 2015.⁶

Income inequality remains a major problem in the region, even increasing in some countries (e.g. Sri Lanka, Bangladesh, Nepal, Cambodia, Kazakhstan and Uzbekistan) leading to negative social, economic and political consequences. Hunger and malnutrition are still widespread in the region. About one person in six suffers from malnourishment and one child in three is underweight.⁷ A significant portion of the region’s population continues to face multiple deprivations: in access to education and basic sanitation, food and health security. Asia-Pacific has a significant share of the developing world’s deprived people and the numbers are expected to rise further due to the global economic crisis (Figure 1).⁸

Figure 1. Asia-Pacific’s share of the developing world’s deprived people



Source: *Paths to 2015: MDG Priorities in Asia and the Pacific Report*. UNESCAP, ADB and UNDP. 2010.

Different factors of deprivation, disadvantage, and marginalisation interact with each other to lower quality of life even more than they would alone. A further critical element has been introduced by the 2008-09 global economic crisis which threatens the resources needed to support marginalised groups from both national and international sources. While Asia and the Pacific countries have suffered less than those in other regions, there has been pressure on governments to control or reduce public spending. Some governments have acted to cushion the impact of the crisis on the education sector by adopting a stimulus package (Thailand) and offering free school feeding and textbooks programme

⁵ United Nations. (2010). 2009 Statistical Yearbook for Asia and the Pacific. United Nations Publication.

⁶ UNESCAP, ADB and UNDP. (2010). Paths to 2015, MDG Priorities in Asia and the Pacific.

⁷ *Ibid.*

⁸ *Ibid.*

(Mongolia).⁹ By contrast the 1997 Asian financial crisis had a significant impact on education including a fall of up to 11% of enrolment in some parts of Indonesia and a 'sharp rise' in drop-outs in the Republic of Korea.¹⁰

This paper aims to provide an overview of what has been achieved in the region in relation to the EFA goals from Jomtien (1990) to Dakar (2000) to the present (latest data). It also highlights regional priorities and challenges, and specific country experiences in the backdrop of recent economic, demographic, health and political trends. The EFA initiative has evolved since Jomtien which emphasized the basic learning needs of all children, youth and adults to Dakar which added specific goals on gender parity and equality, and improving education quality. Thus from the 1990s to 2000, focus on access to primary and/or basic education, shifted to **quality** and **equity** post Dakar.

In the 1990s, the process of EFA was very much led by the donors. Twenty years later, the EFA movement is led and owned by individual countries, with donors supporting their plans. Moreover, the pattern of development aid has changed. Asia and Pacific countries themselves, such as Australia, China, India, Japan, the Republic of Korea, and New Zealand have become more important donors as aid from North America and Europe has dwindled following the financial crisis of 2008-09. Middle income countries such as Indonesia, Malaysia, and Thailand no longer rely financially on donors. The region is becoming more self-supporting with regional bodies like ASEAN, SAARC, and the Pacific Forum coordinating south-south cooperation within their sub-regions.

Civil society organisations role in EFA has also changed. Their efforts gained momentum after Jomtien and after the Dakar meeting became increasingly co-ordinated. IN many countries such as Bangladesh and the Philippines they now play an active role in both delivery and political process of EFA.

2. Regional dimensions of EFA

With only four years to go until the end of the current EFA programme many countries and international agencies are reconsidering both their immediate priorities for 2015, and longer term development of their education systems in a situation where universal primary education will have been achieved or will be close. Three likely directions for future education policy emerge:

1. **Reaching the unreached.** There are still some 5%-10% of children of primary school age in most countries who are not going to school. Major efforts have been made by all countries to reach these groups through policies and activities to promote 'equity and equality' in education, including the equitable distribution of resources taking into account the particular problems faced by schools in different parts of a country and children with special learning needs. This has led to debate on the scope and nature of disadvantage, the kind of support needed, as well as the capacity to manage and implement such targeted interventions, while ensuring the

⁹ UNESCO. (2009). The Impact of the Global Crisis on Public Education Expenditure: Evidence from 12 Country Case Studies.

¹⁰ Ablett J and Slengesol I. (2001). Education for All 2000 Assessment Thematic Studies: Education in Crisis: The Impact and Lessons of the East Asian Financial Shock 1997-99. UNESCO.

consistency and sustainability of these measures and the empowerment of learners.

2. **Pre- and post-primary education.** Since universal primary education has substantially been achieved, there is increasing concern and pressure for expanding access to pre-primary, secondary and tertiary education. Quality early childhood care and education (ECCE) interventions benefit children's school readiness and achievement, particularly for children in disadvantaged situations. Research shows that children's nutrition, experiences, and environment during the first six years of life significantly influence their brain development and subsequent wellbeing, learning and behaviour. All countries in the region have some policies related to ECCE but most countries are yet to develop a comprehensive national framework. Many countries in the region have already adopted a national goal of universal basic education which includes lower-secondary level. The Pacific countries also aim for universal basic education of nine to ten years formal schooling as stated in the Pacific Education Development Framework 2009-2015 (Box 1). Expansion of post-primary education is also impacting on tertiary education provision which is intertwined with issues of employability and demographic change. On the one hand some growing economies seek to increase higher level skills, and on the other some developed countries in the region are experiencing contractions in tertiary education due to a decrease in numbers of young people in the population.
3. **Quality of education.** With the majority of primary school-age children in school, attention has shifted to consider the nature of the education they are receiving, and the identification of the best conditions for effective learning. Furthermore among key reasons for non-attendance by marginalised groups are: low quality of education, perceived irrelevance of curricula, or poor quality of teaching. The different components of 'quality' are discussed under Goal 6 below. Two specific strategies stand out. The first is improvements to teacher development, as research suggests that teacher behaviour and pedagogy in the classroom is the most important element of educational quality. The second strategy concerns improving learning outcomes based on the argument that the fundamental aim of the education system is learning.

These emerging three regional issues are not mutually exclusive. Improving quality can increase the attractiveness of basic education for marginalised groups, while the quality provision of post-basic education can induce children to complete primary schooling. Early childhood care and education improves the quality of school experience for children in primary and basic education. ICTs, as an integrated part of the learning process, increase the quality of education and its relevance to life in the 21st century. ICTs and information literacy skills can help people,

BOX 1: Pacific Education Priorities: access and equity, quality, efficiency and effectiveness

The Pacific Education Development Framework (PEDF) 2009-2015 is the blueprint to guide the further development of education in the Pacific. It is anchored on the global commitments of the Pacific countries in education, such as EFA and the MDGs, and on the specific needs and challenges of the region and the Pacific States. The PEDF identified three **Strategic Goals** to be achieved by 2015:

1. To achieve universal and equitable participation and access to Pacific education and training (**Access & Equity**)
2. To improve quality and outcomes (**Quality**)
3. To achieve efficient and effective utilization of resources ensuring balanced and sustained development of Pacific education systems (**Efficiency and Effectiveness**)

especially those in remote areas to find cost-effective solutions to their own everyday problems of health, education and employment. Quality learning outcomes at all levels improve the quality of human resource in the labour market including the teaching profession. Policies to encourage lifelong learning further strengthen the overall level of human capital.

3. Progress towards the EFA goals

3. 1. EFA Goal 1: Early Childhood Care and Education (ECCE)

The World Declaration on EFA in Jomtien (1990) introduced the idea that “learning begins at birth” affirming ECCE as an integral part of basic education and an educational level in its own right. The EFA Goal 1, adopted in Dakar (2000), underlines the comprehensive nature of ECCE encompassing health, nutrition and hygiene as well as cognitive and psycho-social development, and presents three policy orientations in ECCE: expanding access, improving quality and ensuring equity.

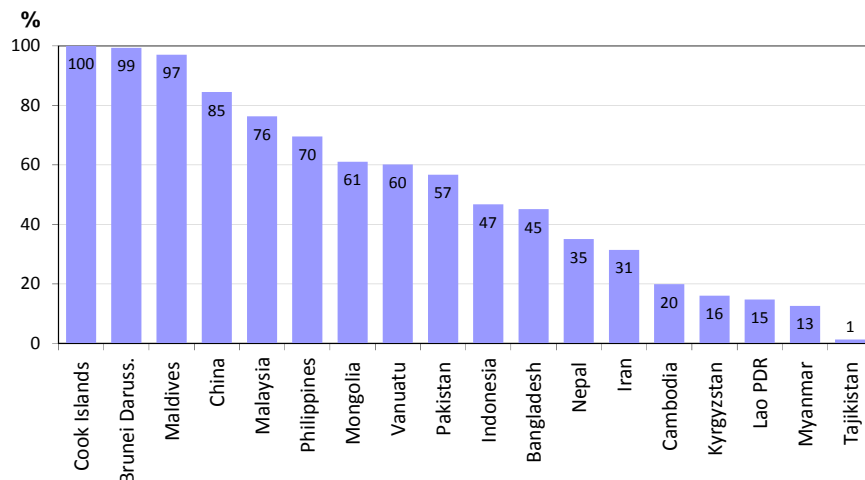
Young children’s chances of survival have improved in the region, but South Asia and the Pacific islands remain at risk of not meeting MDG 4 of reducing the under-five mortality rate by two-thirds between 1990 and 2015.¹¹ **Five of the ten countries worldwide with the most under-five deaths (8.1 million in total) are in Asia** (India, Pakistan, China, Afghanistan and Bangladesh). India alone accounts for 21% of all under-five deaths in the world. **South Asia has the world’s highest proportion of children age five and under suffering from stunting** (low growth caused by chronic undernourishment), and 40%-60% of children suffer from stunting in Afghanistan, Timor-Leste, Nepal , India , Bhutan, Lao PDR, Democratic People’s Republic Korea, Bangladesh, Papua New Guinea, Cambodia, Pakistan and Myanmar.¹² Cambodia and Lao PDR have identified malnutrition as a main challenge to the achievement of Goal 1.¹³

Figure 2. Percentage of new entrants to primary education with ECCE experience, 2008

¹¹UNICEF, WHO, the World Bank and UN Population Division. (2010). “Levels and Trends in Child Mortality: Report 2010. Estimates Developed by the UN Inter-agency Group for Child Mortality Elimination.

¹²UNICEF.(2009). The State of the World’s Children 2009. Available at: /www.unicef.org/rightsite/sowc/statistics.php (accessed 13 October 2010).

¹³ Cambodia EFA country paper (page 8) and Lao PDR country paper (page 1) prepared for the 11th Regional Meeting of National EFA Coordinators, 18-20 November 2010 in Bangkok, Thailand.



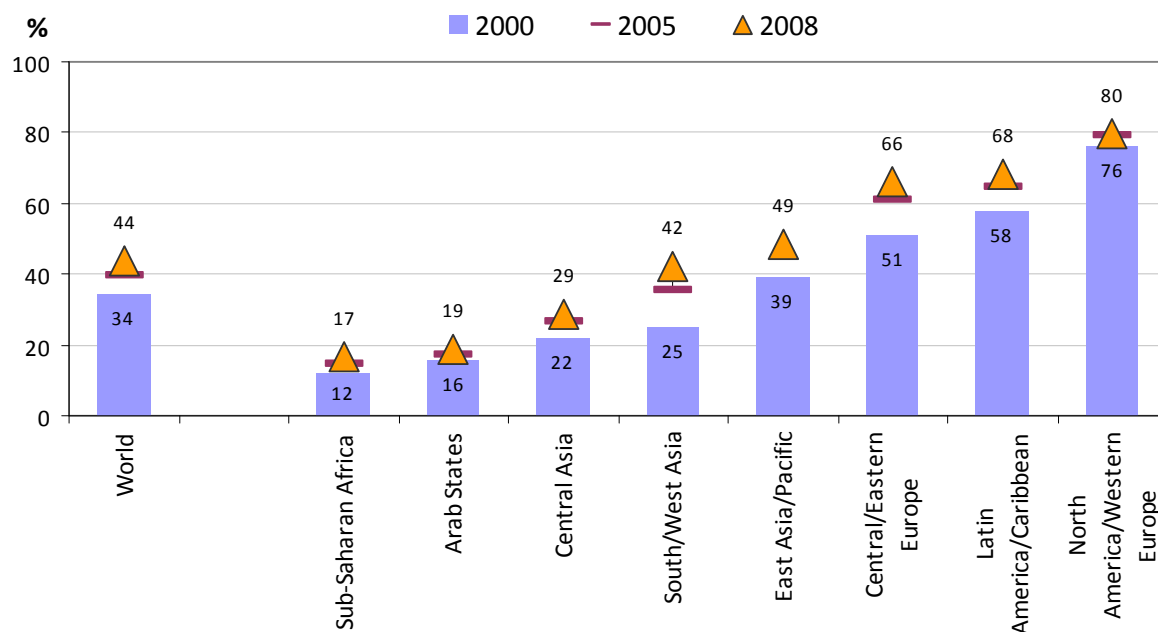
Source: UNESCO Institute for Statistics Database, December 2010.

Children's readiness for learning and success at primary level depends not only on their cognitive and language development but also on their physical, mental and emotional health as well as their ability to relate to others.¹⁴ Good quality ECCE thus supports children's school readiness and achievement, particularly for those in vulnerable and disadvantaged situations. In response, many countries in the region have developed relevant policies and plans for ECCE, mainly for pre-primary services for children over three years of age. In some countries (e.g. Tajikistan, Myanmar, Lao PDR, Kyrgyzstan, Cambodia, Iran, Nepal, Bangladesh and Indonesia), the majority of children enter primary school without any ECCE experience, while in others (Cooks Islands, Brunei Darussalam and Maldives) most children have gone through some kind of ECCE programme (Figure 2).

Although pre-primary access is increasing, there are still many children aged 3-5 in the region without educational opportunities. Overall participation in pre-primary education for children over 3 remains low particularly in Central Asia (29%) and South and West Asia (42%) (Figure 3). Among countries, participation ranges from less than 10% (e.g. Bhutan, Myanmar and Tajikistan) to above 90% (e.g. Republic of Korea, Tuvalu, Maldives and New Zealand). The range of disparity within a country is equally large.

Figure 3. Gross Enrolment Ratios in Pre-Primary Education by Sub-Region, 2000, 2005 and 2008

¹⁴Naudeau, S., Kataoka, N., Valerio, A., Neuman, M. J. and Elder, L. K. (2010). *Investing in Young Children: An Early Childhood Development Guide for Policy Dialogue and Project Preparation*. Washington, D.C.: The World Bank



Source: UNESCO Institute for Statistics Database, December 2010.

ECCE policies need to be based on coordination among different NGOs, ministries, public and private institutions, which are concerned with different aspects of early childhood. In order to improve inter-sectoral and inter-institutional policy coordination, countries have launched different mechanisms, including the designation of a lead line ministry (e.g. Ministry of Education and Training in Viet Nam), the establishment of a coordination ministry for children (e.g. Ministry of Women and Child Development in India and Ministry of Women and Children Affairs in Bangladesh) and the establishment of an inter-ministerial coordination body often attached to the Office of the President (e.g. National ECCD Council in the Philippines).

ECCE is not considered a basic right by governments. There is negligible public spending on pre-primary education in most countries of the region with the exception of Mongolia, Maldives and Viet Nam. Quality ECCE interventions for vulnerable groups have a higher rate of return on investment than interventions directed at older children and adults — 10% each year to society through increased personal achievement and productivity.¹⁵ Very few developed countries provide an ECCE system which is entirely government financed hence private or non-state service providers (NGOs, faith-based institutions and for-profit providers) play an important role. Although the role of the private sector is negligible in Central Asia, private pre-primary services account for over 99% of provision in Indonesia, Fiji, Samoa, Hong-Kong SAR of China, and Bhutan. Private provision is increasing in the growing market economies of South and Southeast Asia. This can encourage parental choice, competition and efficiency but risks the exclusion of marginalised children and the proliferation of poorly regulated preschools.

¹⁵Heckman, J. J. (2008). *Schools, Skills and Synapses*. Bonn: Institute for the Study of Labor.

Public-private partnership is needed within an appropriate regulatory framework and support by the government.

3. 2. EFA Goal 2: Universal primary/basic education

The past decade has seen tremendous progress in getting children of primary school age into school with South and West Asia and the Pacific having the fastest pace of progress. On average, the net enrolment rate in primary education in the region in 2008 exceeded 90%. Several countries in the region have shown strong political commitment to achieving UPE by adopting policies and laws or amending constitutions stipulating the right to education for all citizens (Box 2). However, millions of children in the region are still not able to take up their right to education.

BOX 2 India: Making Eight Years of Elementary Education Free and Compulsory

A major development in India is the enforcement of the “Right of Children to Free and Compulsory Education Act” which took effect on 1 April 2010. The legislation, along with the insertion of Article 21A in the Constitution, mandates the provision of free and compulsory education to all children from 6 to 14 years. The Indian Government has also allotted funds to ensure the implementation of the Act and has specified sharing of financial and other responsibilities between the Central and State Governments. The Act also calls for the rational deployment of teachers and to ensure the appointment of appropriately trained teachers. The legislation is expected to benefit an additional 200 million primary school-age children in India.

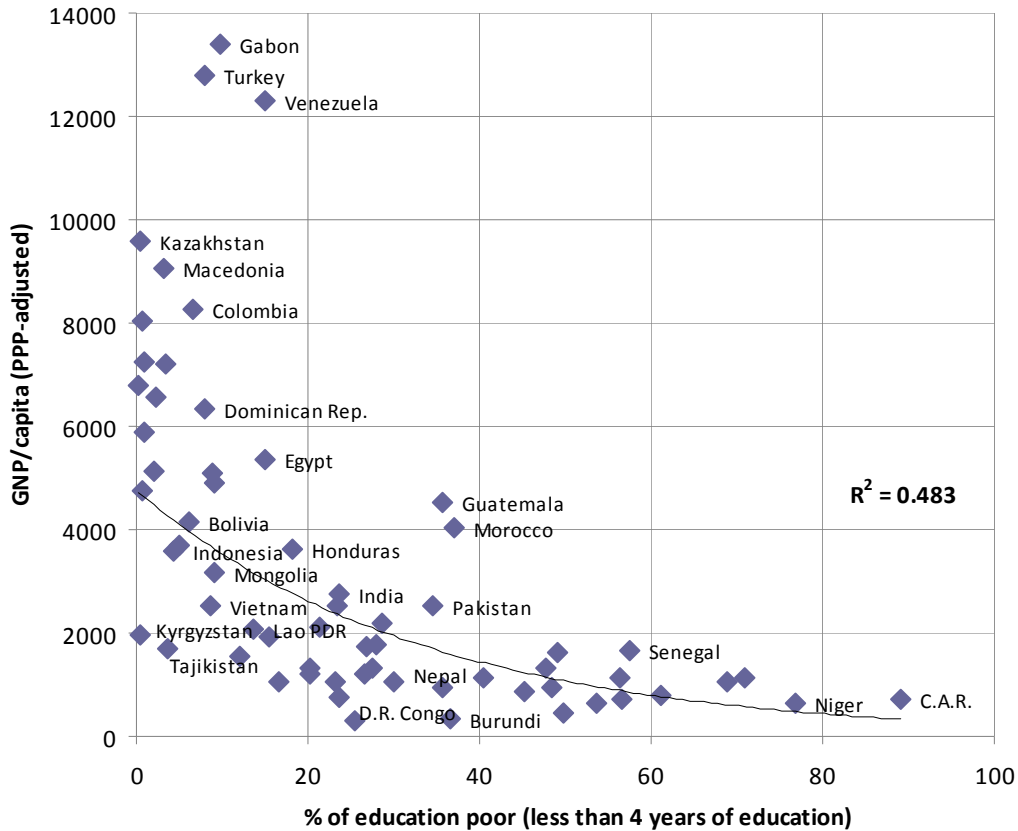
Source: India EFA country paper prepared for the 11th Regional Meeting of National EFA Coordinators, 18-20 Nov. 2010. Pp 7-9.

Since 2006 the regional focus has been on those learners who are still out of school and those who do not complete the full cycle of primary education. In Lao PDR, primary enrolments have risen to around 82% in 2008, but high repetition and dropout rates mean only 67% of students complete the full five years of primary schooling. Widespread repetition in Cambodia has resulted in a low survival rate to the last grade of primary. In Bangladesh, India, Nepal and Pakistan, less than 70% of students who enter the first grade of primary education reach the last level. The high dropout rate in Pakistan, especially in rural areas, is also a major concern.

The EFA Global Monitoring Report 2010 termed such groups of excluded children the ‘marginalised’ or the ‘education poor’ while regional strategies have termed this group the ‘unreached’. The report defined the ‘education poor’ as those with less than 4 years of education who are at serious risk of not obtaining basic cognitive skills. Analysis from the data available from 80 developing countries including 14 from Asia demonstrates that poor countries have a higher proportion of education poor, who fall into a vicious cycle of poverty (Figure 4).

Figure 4. Education Poverty

GNP per capita and % of the population aged 17 to 22 with fewer than four years of education



Source: EFA Global Monitoring Report (2010) modified by UNESCO Bangkok.

The terms 'vulnerable' and 'marginalised' encompass the many different circumstances of those deprived of their right to education. Most countries have abolished all formal discrimination, but informal discrimination is still widespread. Children are facing institutionalized disadvantage due to social, economical and financial reasons that restrict their educational opportunities.

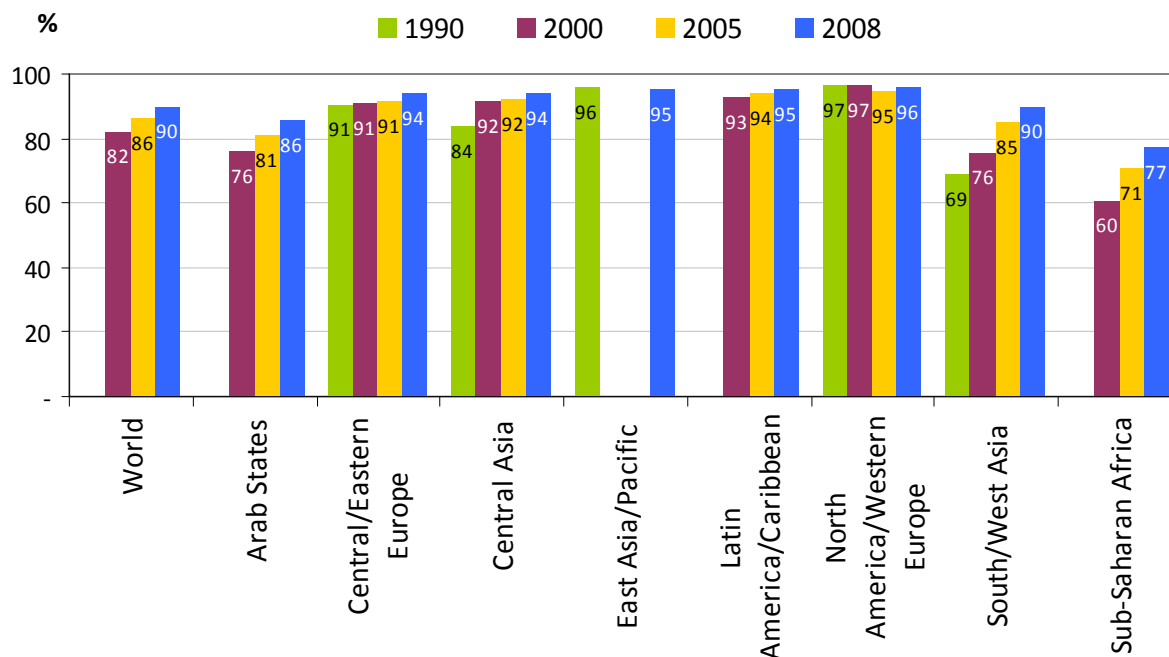
In the Asia-Pacific region there are still millions of children whose families cannot afford to bear the direct and indirect school fees. In some countries, social and cultural barriers exclude children, girls in particular, from education and traditional practice either directly or indirectly adds to the disadvantage. Sometimes ethnic and linguistic minorities are unable to access education, sometimes children with disabilities and/or specific learning difficulties are not given the support they need to learn at school. Other barriers people in the region face include: endemic health conditions, gender bias and discrimination, remoteness (geographical or social) and nomadism. These various barriers and disadvantages often combine to increase the risk and depth of marginalisation and disadvantage beyond the sum of the individual difficulties. As the concept and practice of inclusive education have gained importance in the region, countries have started to develop inclusive education policies to counter discrimination and to focus on those currently out of school and/or in school but not learning.

With two-thirds of Asia and the Pacific countries having achieved net enrolment rates in primary education of 90% or over (Box 3 and Figure 5), the focus is shifting to expanding access to secondary education. In Papua New Guinea higher enrolment in basic education has had a spill over effect on secondary and tertiary education. It notes that the Department of Education “recognizes the need to address this area through dialogue within government agencies and development partners on what can be done.”¹⁶ Thailand decided to increase free schooling from 12 to 15 years in 2009 building on achievements made during the previous decade of education reform.¹⁷ East Asia and the Pacific has seen substantial increases in gross enrolment ratios at the secondary level from 1990 to 2008 (Figure 6) registering the biggest gain of 31 percentage points since Jomtien. Although more students are enrolled at the secondary level in South and West Asia, progress has been slower and secondary GER at 54% remain the second lowest next to Sub-Saharan Africa (34%).

BOX 3: Migration and Enrolment in the Pacific

Some Pacific countries such as Fiji and Samoa have seen their adjusted net enrolment rates in primary education decline in recent years. The reasons for this are not clear. National reports often relate these trends to loss of population, but such movements should affect both population estimates and school enrolment figures leaving the overall enrolment rate unchanged. Because of the small size of the figures involved, Pacific statistics can be subject to great variability, but the current trends are consistent across several countries suggesting a need for more sensitive population estimates or further investigation.

Figure 5. Sub-regional averages of Net Enrolment Ratios in Primary Education



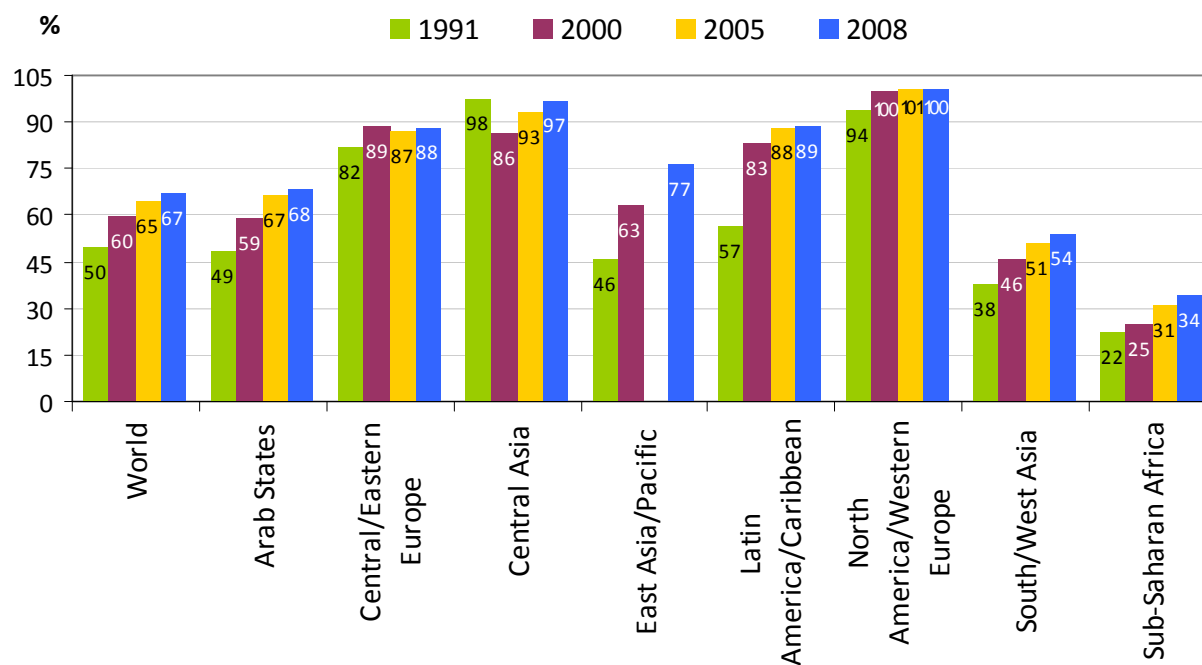
¹⁶ Papua New Guinea EFA country paper for the 11th Regional Meeting of National EFA Coordinators, 18-20 Nov. 2010. P 20.

¹⁷ Thailand EFA country paper prepared for the 11th Regional Meeting of National EFA Coordinators, 18-20 Nov. 2010. P 5.

Source: UNESCO Institute for Statistics Database, December 2010.

Note: 2008 data represents adjusted net enrolment rates.

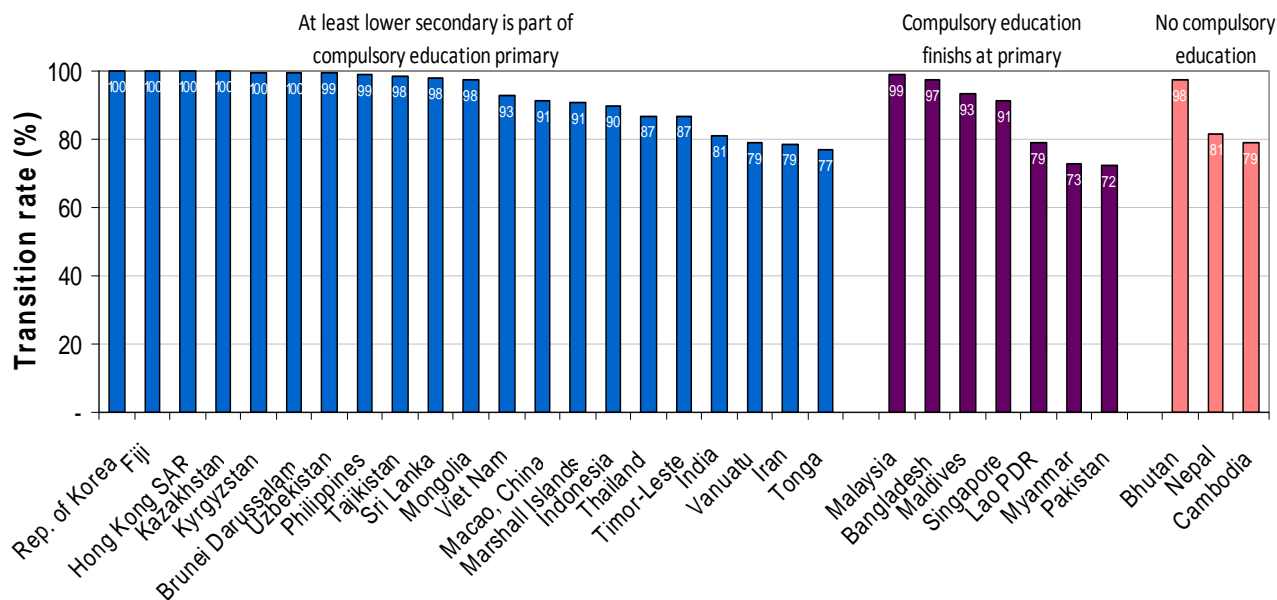
Figure 6. Sub-regional averages of Gross Enrolment Ratios in Secondary Education



Source: UNESCO Institute for Statistics Database, February 2011.

The majority of countries in Asia and the Pacific are now expanding the coverage of compulsory education to include lower secondary education. Transition rates vary among countries regardless of whether lower secondary education is part of compulsory education (Figure 7). Even though lower secondary is not compulsory in Bangladesh, Malaysia, Maldives and Singapore, more than 90% of students in the last grade of primary education move on to the first grade of lower secondary. In Bhutan, the transition is also very high, even though the country has not defined compulsory education. In Iran, Tonga and Vanuatu, the rate is lower than 80% in spite of the fact that lower secondary is compulsory.

Figure 7. Transition rates from primary to lower secondary, and compulsory education coverage, most recent year



Source: UNESCO Institute for Statistics Database, December 2010.

3.3. EFA Goal 3: Life Skills and Lifelong Learning¹⁸

Many countries have made rapid progress in pursuing the advancement of skills development policies within the broader framework of lifelong learning. The overarching goals of these policies are to enhance the employability of working populations, boost economic growth and improve the quality of life. They also refer to developing abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.

In Asia and the Pacific, lifelong learning is enshrined in the constitution of many countries. Countries in transition, e.g. Viet Nam, Indonesia, Malaysia, Thailand and China, are shifting from literacy and post-literacy to the broader aspects of lifelong learning. Many countries faces challenges in a governance structure, policy framework, quality assurance, decentralization, finance and coordination of multi-sectors in formulating these policies.

In the last decade, community learning centres (CLCs) or similar delivery mechanisms have been expanded in the region to create opportunities for a wide range of learners throughout the population. The number of CLCs in countries has also increased over the years. In Thailand there are now 8,057 CLCs, Viet Nam 7,384, Indonesia 4,513 and Iran 3,500. These learning centres design and implement programmes such as ECCE, basic education equivalency, literacy and life skills.

Governments have responded to the Decade of Education for Sustainable Development by incorporating environmental awareness, HIV and AIDS prevention, reproductive health and civic and social affairs into

¹⁸ Goal 3 has been variously interpreted as covering 'life skills' (EFA Global Monitoring Report 2002-3) or the 'learning needs of youth and adults' (EFA Global Monitoring Report 2004-5). Both these concepts are indeed mentioned in the goal. The mention of 'life skills' seem to imply inclusion of certain curricular elements, while the mention of 'youth and adults' suggests a focus on secondary and post-secondary education. Those who adopt the latter interpretation with or without accepting the life skills element usually devote much of this goal to TVET.

their curricula. Skills development is now considered a key component of the economic reconstruction policy in post-conflict countries like Afghanistan, Cambodia and Timor-Leste. Local and indigenous knowledge in ecosystem maintenance and livelihood development at the local level have provided a much needed boost to education's appeal and thus enrolment.

The importance of health-related life skills is suggested by the particular regional complexion of major diseases such as HIV and AIDS, tuberculosis and other communicable diseases. An estimated 4.1 million people living with HIV live in South and South-East Asia as of 2009 while 770,000 live in East Asia.¹⁹ Tuberculosis continues to be a major problem in some parts of Asia despite a steady decline in the number of cases. In 2007, the region's highest tuberculosis prevalence rates per 100,000 people were in Cambodia (665) and the Philippines (500), followed by the Democratic Republic of Korea (441), Papua New Guinea (430) and Kiribati (423).²⁰ Asia-Pacific is home to 68% of people around the world infected with tuberculosis.²¹ Life skills training and education is needed for sufferers and for the communities in which they live. Children's education may suffer directly at school and at home, or they may lose their parents and teachers to disease.

Among the rapidly growing economies in the region, China and Viet Nam have increased technical and vocational education and training (TVET) enrolments at the secondary level to meet rising demands for industrial jobs. Meanwhile, middle- and high-income countries transitioning into post-industrialization, such as Malaysia, Singapore and the Republic of Korea, have promoted skills development of knowledge-intensive services. Many countries have integrated entrepreneurship into their skills development programmes to improve the potential for job creation in their economies. Replicating the success of these East Asian countries will require both strong economic growth and prioritising skills development in national economic plans.²²

Countries have made significant strides in adopting quality control measures such as a Quality Assurance Manual for TVET (Lao PDR) and a pilot tracer survey of TVET graduates (Mongolia). Countries have developed National Qualification Frameworks (NQF) as a means of ensuring the consistency and the equivalence of academic and vocational qualification systems (Fiji, Myanmar, Mongolia, Nepal, Maldives, Thailand [Box 4], Philippines and Malaysia).

BOX 4 Thailand: increasing competitiveness through vocational education

Thailand, as a middle income country aiming to join the ranks of the OECD, is looking at specific strategies to increase the competitiveness of its vocational students. The strategies, which are part of the Vocational Education Act B.E. 2008, were developed in close collaboration with the business and industry sector. It includes the development of a Vocational Skill Standards and providing a free 15-year vocational education programme, among others.

Source: Thailand EFA country paper prepared for the 11th Regional Meeting of National EFA Coordinators, 18-20 Nov. 2010. P 12

¹⁹ UNAIDS. (2010). Report on the global AIDS epidemic 2010.

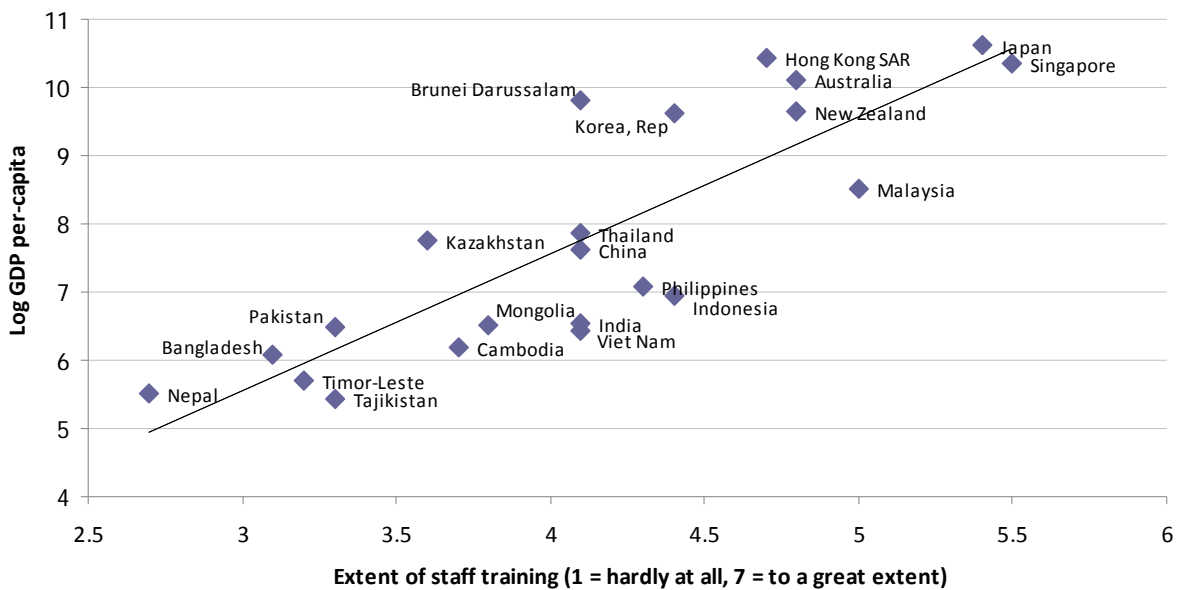
²⁰ United Nations Millennium Development Goals Info 2010. Online database accessed on 21 January 2011.

²¹ United Nations. (2010). Achieving the Millennium Development Goals in an era of global uncertainty: Asia-Pacific Regional Report 2009/10, p.9.

²² UNESCO. (2010). EFA Global Monitoring Report 2010: Reaching the Marginalized, p.93. UNESCO Publishing and Oxford University Press.

Despite these positive developments low TVET participation rates and a high incidence of drop-outs are very problematic in Least Developed Countries (LDCs) such as Lao PDR, Cambodia and Myanmar. This means that a considerable number of youths are leaving schools without acquiring the basic skills necessary for work and life. Many countries lack the resources to build more TVET schools and upgrade TVET infrastructure, so their governments elect to implement the more cost-effective solution of introducing basic vocational elements into general or non-formal education programmes. The limited opportunities for those living in remote areas to gain access to skills development education and the poor quality of many programmes pose more constraints to governments.

Figure 8: Access to workplace learning and economic performance in Asia and the Pacific



Source: WEFA, *Global Competitiveness Report 2010* (modified by UNESCO Bangkok).

There are very few opportunities for workplace learning available in the region. According to the 2010 Global Competitiveness Report, Thailand ranked 62nd, Pakistan 115th and Nepal 137th worldwide in terms of employers' investment in employee development. Figure 8 shows the relationship between access to workplace learning and economic performance in Asia-Pacific countries. It also highlights the importance of promoting workplace learning in boosting national economic development. The involvement of employers in policy-making and implementation is crucial to enhancing the quality of training programmes and ensure the employability of training participants.

In most developing countries of Asia-Pacific there are few strong relationships between training providers and the small informal companies which account for a large share of the employment market, as such companies are financially vulnerable and depend on unskilled workers. A growing number of

large companies are transforming into multinational enterprises and tend to recruit key human capital globally, resulting in a lack of engagement with national education systems.

3.4 EFA Goal 4: Improving Adult Literacy

Literacy is a fundamental skill without which no-one can function effectively in their everyday life, and yet one in every six adults in the world cannot read and write. In the Asia- Pacific region illiteracy is a massive problem. **More than half of the world's non-literate adults live in South and West Asia.** International literacy surveys have even found persistent levels of semi-literacy in some developed countries in the region. The 2001 International Adult Literacy Survey in New Zealand found that 40% to 50% of adults performed below the minimum levels of proficiency required to live in a complex information-based industrialized society.²³

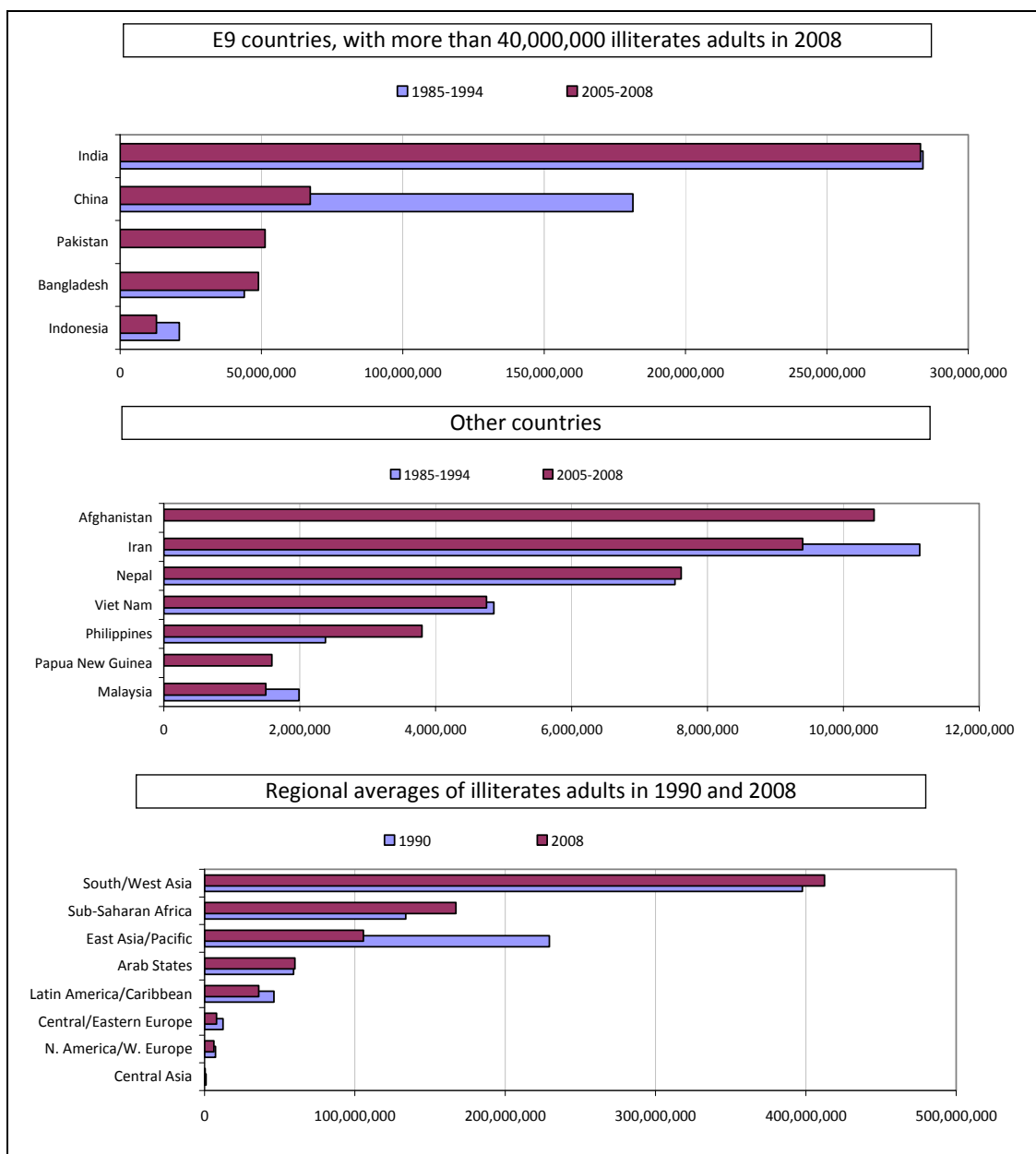
Some countries have made remarkable progress in literacy over the last two decades (Figure 9). China has reduced the number of illiterate adults by 114 million in that period. Indonesia also had 8 million fewer adults without basic literacy skills.

With less than 5 years left to achieve the EFA literacy target, in many countries the remaining groups without literacy are harder to reach and require innovative solutions. Literacy for indigenous peoples and ethnic minorities, for people with disabilities, and for other marginalized groups will require diverse approaches including attention to mother tongue-first literacy. Increasing migration in the region also means that illiteracy is on the move, bringing new challenges.

The UN Literacy Decade (2003-12) to overcome persistent high levels of illiteracy has spurred many countries in the region to renew the vision for literacy, and recognize its contextual nature (multiple literacies) and different levels of literacy rather than the dichotomous view of people as either “literate” or “illiterate”. The significance of literate environments to help individuals and communities to sustain and further develop literacy skills is being increasingly understood. NGOs in particular are able to produce literacy programmes which are tailored to local demand and the local social context.

Figure 9. Changes in illiteracy numbers in selected Asian countries

²³ Chap J.W., Tunmer, W.E., & Allen, R. (2003). Findings from the International Adult Literacy Survey on the Incidence and Correlates of Learning Disabilities in New Zealand, pp. 75-98.



Source: UNESCO Institute for Statistics Database, December 2010.

In 2005, UNESCO launched the Literacy Initiative for Empowerment (LIFE) for 35 countries with significantly large numbers of non-literate populations or with low rates of literacy, of which nine are in Asia-Pacific. LIFE countries in the region have made significant efforts to promote literacy through better analyses, stronger advocacy, policy reform and effective programmes. India, for example, launched a major drive in 2009 to reach 70 million non-literates in five years. Key beneficiaries will be women in rural areas (Box 5).

BOX 5: Accelerating the literacy drive in South Asia

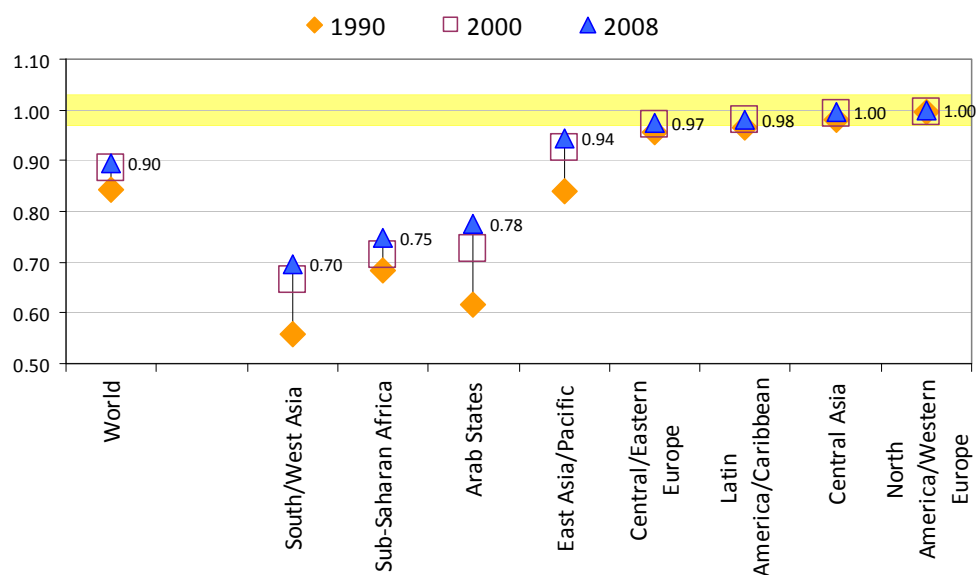
To accelerate progress in reaching the literacy goal countries like Bangladesh, India and Nepal have embarked on special literacy drives/programmes/campaigns. By 2012, India plans to make 70 million people literate, of whom 60 million will be women.

It is important that literacy ‘drives’ are linked to follow-up programmes to sustain literacy skills of neo-literates. India has intensified attempts to develop more holistic literacy programmes integrating them with vocational, skills and equivalency programmes linked with formal education. Below are major programmes and targets under the female literacy mission of India:

	09/10	10/11	11/12	Total
Basic and post literacy	10 mil	25 mil	35 mil	70 mil
Equivalency	.1 mil	.6 mil	.8 mil	1.5 mil
Vocational	.4 mil	.5 mil	.5 mil	1.4 mil
Lifelong Learning through Adult Education Centres	25,000	60,000	85,000	170,000

Source: Saakshar Bharat- Centrally Sponsored Scheme

Figure 10. The changing gender ratio in adult literacy in Asia and the Pacific



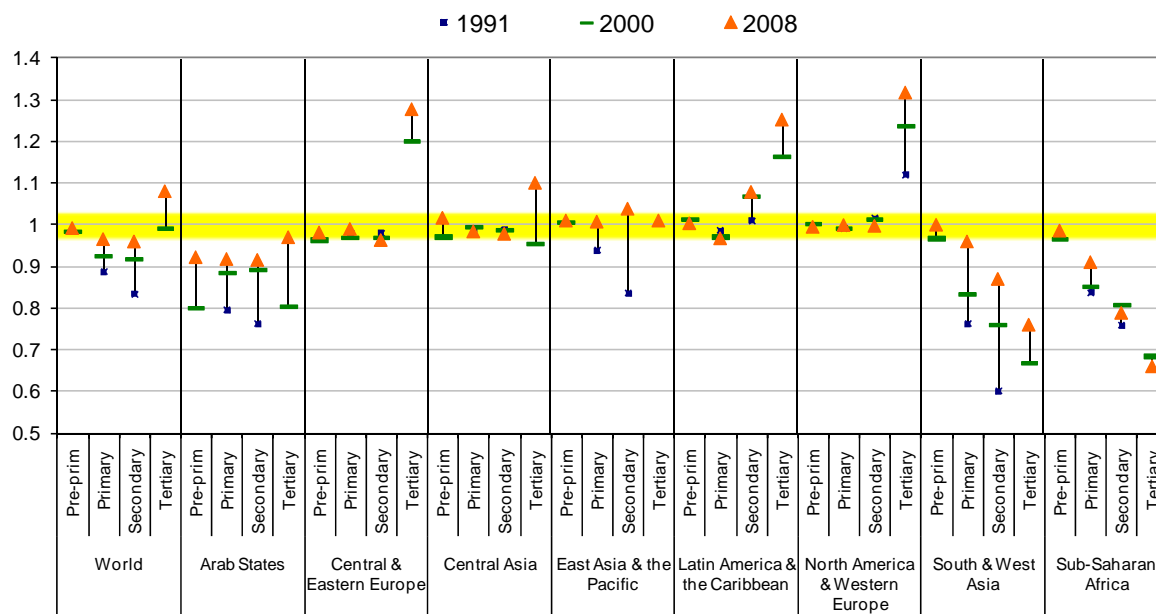
Source: UNESCO Institute for Statistics Database, December 2010.

3.5 EFA Goal 5: Gender parity and gender equality in education

At the time of the Dakar EFA conference, the gender issue facing most countries was lack of parity, ensuring that there were equal numbers of boys and girls in school. Many countries through the region, have achieved the gender parity target in primary education. Sub-regional averages of gender parity index in gross enrolment ratios (Figure 11) show that although there have been substantial improvements, girls remain disadvantaged in South and West Asia at the primary, secondary and

especially at the tertiary level. Some countries have decided to move on to address the issue of equal access in secondary education where there has been much less overall progress.²⁴ Thailand, for example, has achieved gender parity in primary enrolment but disparity exists at the secondary level with 109 girls of secondary school-age enrolled for every 100 boys.

Figure 11. Sub-regional averages of GPIs of Gross Enrolment Ratios in various levels of education



Source: UNESCO Institute for Statistics Database, December 2010.

Many countries may have achieved gender parity, but if full gender equality is to be achieved it is important to address access, drop out and learning. The chances of starting primary school for boys are at least 10% greater than those for girls in Afghanistan, Pakistan, Papua New Guinea and Tuvalu.²⁵

A reverse trend is being seen in Central Asia and East Asia and Pacific, where the bias is now in favour of girls in secondary education (East Asia and Pacific) and tertiary education (Central Asia). A national figure may also hide significant gender disparities within a country.

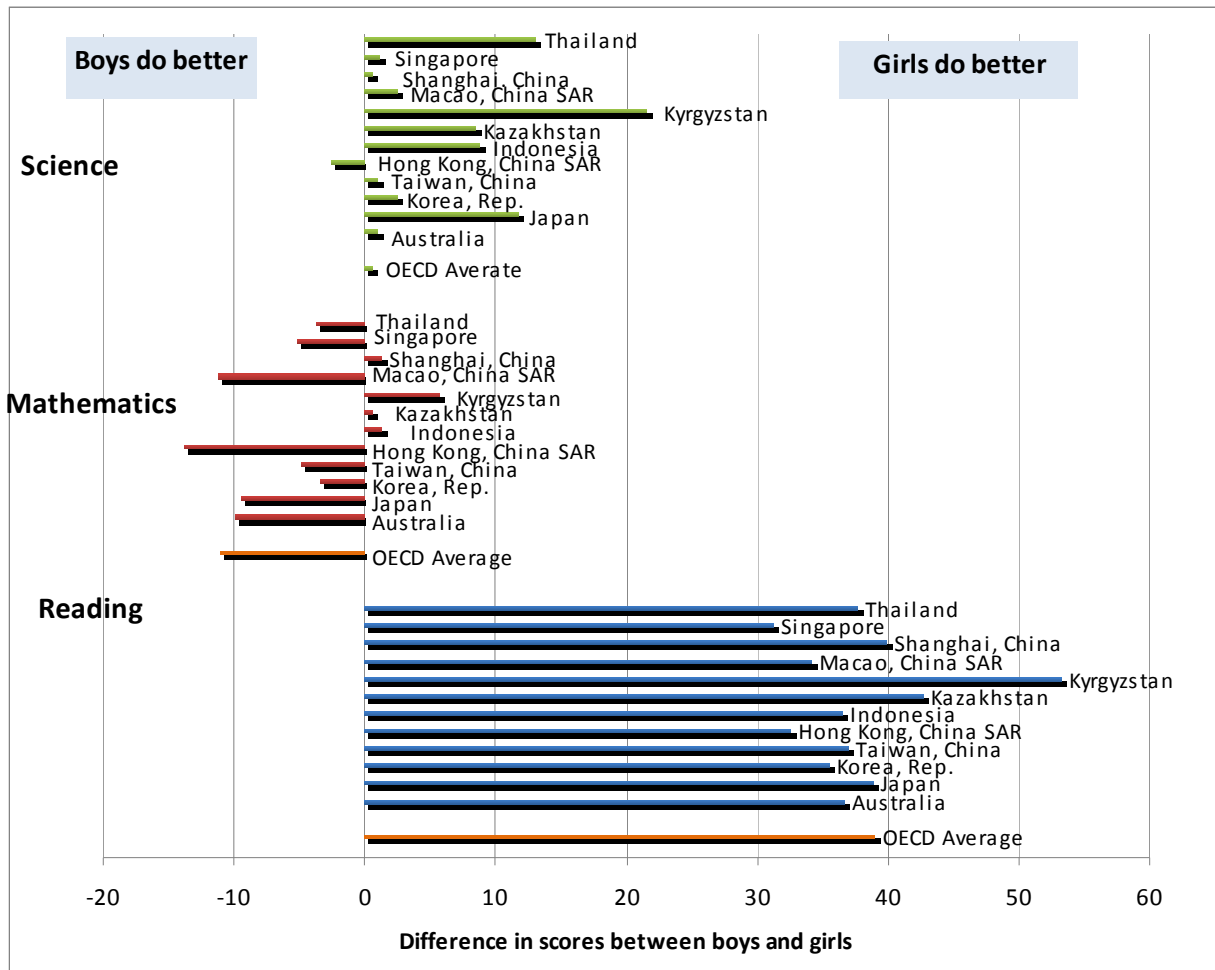
In some countries, including OECD member states, girls are achieving better results at school than boys and are considering how to boost exam results for boys. Countries such as Malaysia, Mongolia, the Philippines and Thailand have found that boys' participation has not kept pace with girls' particularly in secondary and higher education. There may be differences in learning achievement when it comes to the areas of study. Figure 12 shows the differences in PISA reading and math scores between 15 year-old boys and girls from 12 countries and territories. In Science, girls do far better than boys in the same country/territory compared to the OECD average. In Mathematics and Reading, the Asia-Pacific region shows a trend similar to the OECD average. Girls score higher in reading while boys score higher in

²⁴ UNESCO-UIS. (2010). Global Education Digest 2010. Canada.

²⁵ Ibid.

Mathematics. Thus while gender parity is being achieved in the region, gender equality still requires attention.

Figure 12. Gender differences of PISA Performance in Asia and Pacific Countries²⁶



Source: OECD Programme for International Student Assessment (2009).

Other aspects of gender equality remain to be addressed, for example, ensuring gender responsive finance and achieving gender balance in leadership and the teaching profession (Box 6). It is still common to find that the vast majority of primary school teachers are women, except for South and West Asia. In Central Asia, the sub-regional average shows that as of 2007, 86% of primary school teachers are women while the figure is 75% for the Pacific.²⁷ Secondary schools are to a rather lesser extent dominated by male teachers. In South and West Asia, women account only for 36% of secondary

²⁶ Australia, Japan, Korea, Taiwan-China, Hong Kong-SAR, Indonesia, Kazakhstan, Kyrgyzstan, Macao-SAR, Shanghai-China, Singapore, Thailand

²⁷ UNESCO (2010). EFA Global Monitoring Report 2010: Reaching the Marginalized. UNESCO Publishing and Oxford University Press.

teachers.²⁸ Textbooks may contain stereotypes of men or women or associate particular examples of activities with one or the other sex.

Box 6: Ensuring Gender Parity in Education Opportunities in Lao PDR

The Ministry of Education (MOE) has identified the 56 most educationally disadvantaged districts of the country on the basis of gender disparity and therefore places priority on improving gender parity. At secondary level, the MOE with the support of the Asian Development Bank is introducing a voucher system targeting ethnic girls to encourage them to undertake skills training. Another programme provides scholarships to ethnic women to become teachers in order to increase the number of role models for girls.

Source: Lao PDR EFA Country Paper prepared for the 11th Regional Meeting of National EFA Coordinators, 18-20 Nov. 2010.

3.6. EFA Goal 6: Quality Education

Goal 6 on quality of education is becoming increasingly important in Asia and the Pacific as the challenges concerning access are being addressed. Two regional themes stand out: teachers and learning processes, and learning outcomes.

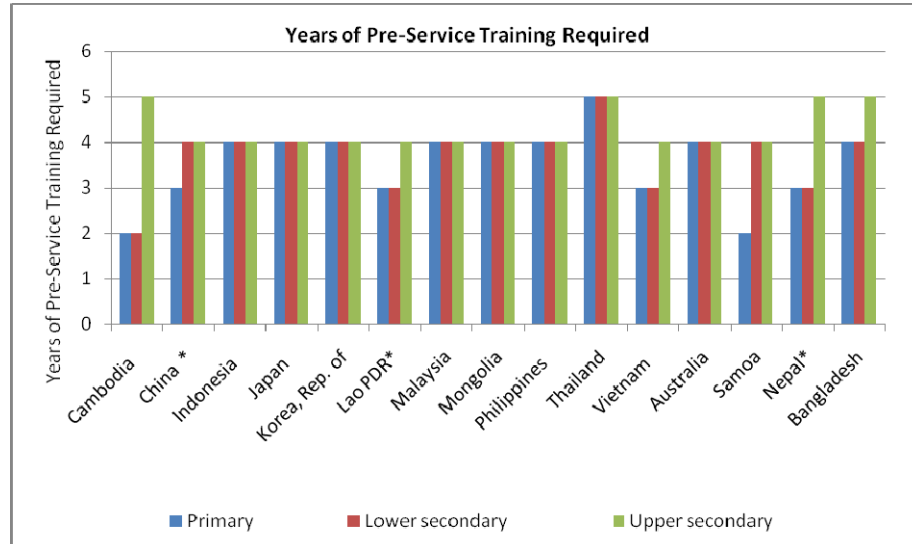
Teachers and learning processes. It is what happens in the classroom that counts most, and teachers play a pivotal role. Countries need to recruit people with aptitude and motivation to teach, and who are trained to transfer knowledge and more importantly to engage pupils' imagination. **In East Asia and the Pacific, an estimated 2.1 million teachers need to be recruited from 2007 to 2015 to meet EFA goal 2 of universal primary education. South and West Asia, meanwhile, need to recruit 1.9 million teachers.** The number for East Asia and Pacific appears to be huge but is relatively small in proportion to the size of population. Moreover many education systems across the region are actually going to decline in size due to reduced childbirth.²⁹

Significant levels of formal minimum qualifications are required to teach at primary and secondary schools in the region (Figure 13), and there is a general tendency to upgrade educational level of teachers for all sub-sectors. However, in some countries, teachers do not necessarily meet the minimum requirements for the assigned level or they may teach subjects for which they have not been trained. In Lao PDR, 87% of secondary teachers have received formal teacher training in 2008, by contrast only 46.5% of secondary teachers are qualified to teach at the secondary level.³⁰ Other concerns relate to improving the quality of training programmes; low teacher salaries; and the availability of good qualified teachers in rural and remote areas.

²⁸ UNESCO (2010). EFA Global Monitoring Report 2010: Reaching the Marginalized. UNESCO Publishing and Oxford University Press.

²⁹ UNESCO-UIS (2009). Projecting the Global Demand for Teachers: Meeting the Goal of Universal Primary Education by 2015. Canada.

³⁰ Gannicott, K. and Tibi C. (2009). *Secondary Teachers in Lao PDR: Priorities and Prospects*. Bangkok.

Figure 13. Years of pre-service teacher training for different levels of education in Asian countries

Source: UNESCO (2008) Status of Teacher Education in the Asia and the Pacific-Pacific Region. Santika and Cahyanto (2009) Indonesia's Innovative Teacher Training Program for Investing in the Future. Ministry of Education, Thailand (2006) Education in Thailand 2005/2006. Ministry of Education, Viet Nam (2005) Education law (<http://en.moet.gov.vn/?page=8.8&view=5101>). Department of Education, Employment and Workplace Relations, Australia (2010) Overview (<http://www.deewr.gov.au/schooling/pages/overview.aspx>). Ministry of Education, Sports and Culture, Samoa (2007) Education for All: Mid-term Assessment Report 2007 (http://www.mesc.gov.ws/pdf/efa_web.pdf). Ministry of Education, Nepal (2009). School Sector Reform Plan 2009-2015.

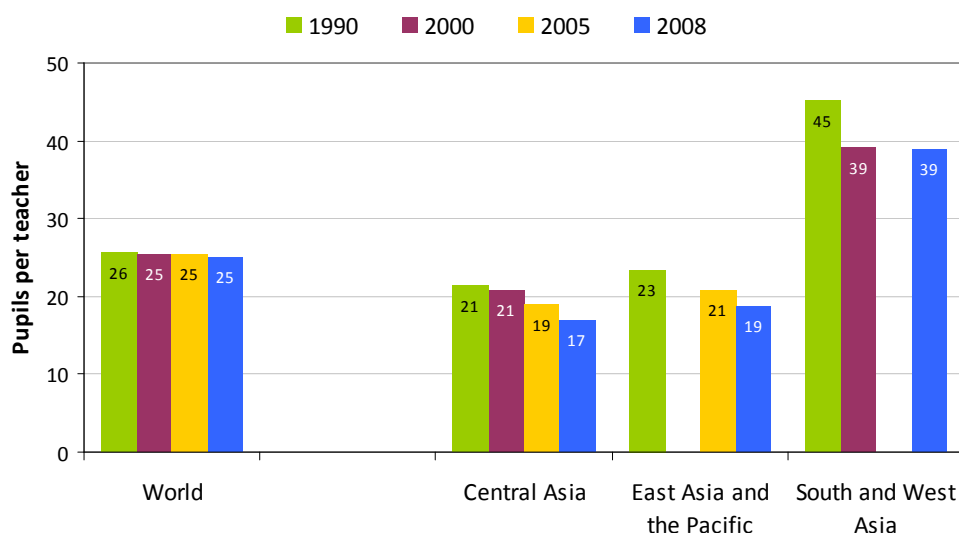
*Note: China's pre-service training requirement for primary is 3-4 years, while Lao PDR for upper secondary is 4-5 years. The minimum requirements for each country are used in the figure.

Classes which are too big do not allow the teacher to pay enough attention to individual students affecting the effectiveness of teaching and learning. The overall supply of teachers has generally increased across the region. The pupil/teacher ratio fell across the region, particularly in South and West Asia, from 1990-2000 and has been further reduced since then, especially in Central and East Asia (Figure 14).

Teacher issues need to be understood in a holistic manner with complementary policies addressing different issues. Bhutan, for example, is pursuing five specific policies to improve teacher quality, developing a special career track for teachers, improving teacher recruitment, teacher professional development, teacher performance management and teacher deployment.³¹ In China, a programme for training rural teachers is in place to ensure that at least 50% of rural teachers can have at least one session of professional training by 2010. The training of "bilingual" teachers in ethnic areas will also be enhanced.³²

³¹ Bhutan EFA country paper prepared for the 11th Regional Meeting of National EFA Coordinators, 18-20 Nov. 2010, P 5.

³² China EFA country paper prepared for the 11th Regional Meeting of National EFA Coordinators, 18-20 Nov. 2010, P 37.

Figure 14. Pupil/teacher ratio in primary education, Asian sub-regions 1990-2008

Source: UNESCO Institute for Statistics Database, December 2010.

Learning outcomes. Since the 1990s, education systems have emphasised the need for children to acquire a variety of skills, ranging from basic skills such as literacy and numeracy to generic skills or key competencies, such as ‘problem-solving’, ‘communication’ and ‘team working’. There is an emerging demand for this latter set of skills that go beyond more traditional cognitive skills. In this fast developing region, these skills are more and more valued as they help accommodate new technologies and respond to the increasingly knowledge based globalizing society. A growing interest in ICT skills, mobile ICT skills, or ICT literacy as part of essential skills for life in the 21st century well reflects this emerging trend (Box 7).

BOX 7 Malaysia: Reducing the digital gap

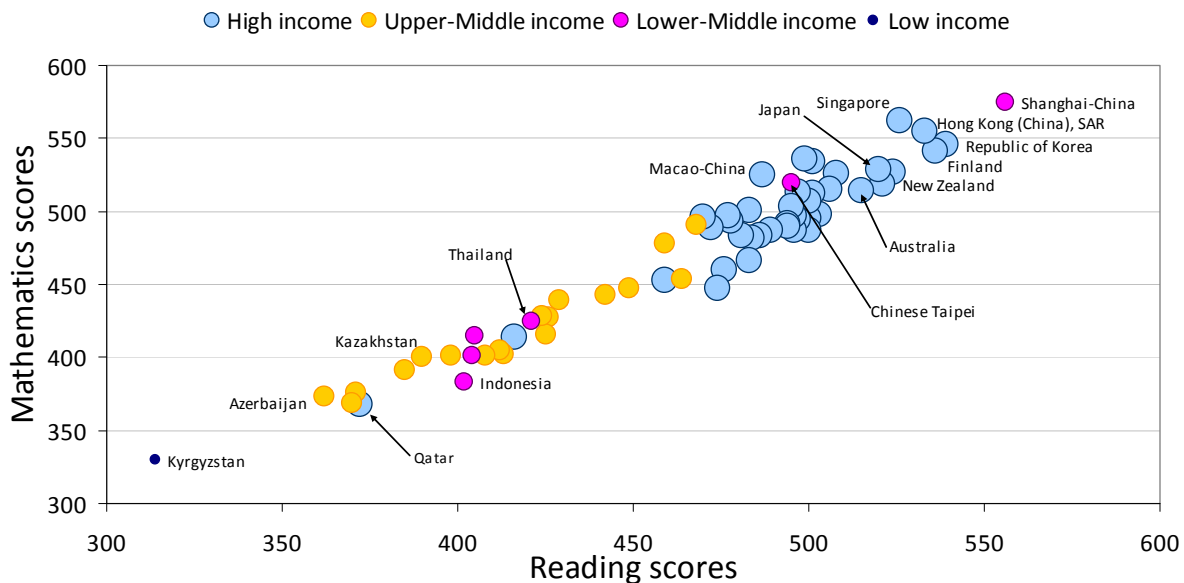
Reducing the digital gap has been one of the main priorities of the government. Local leaders and members of the community of any age are given hands-on training at Medan Infodesa (MID) centres. MID centres are provided by the government under the Ministry of Rural and Regional Development to impart ICT skills among communities in rural and remote areas. A total of 20 million RM has been allotted to train 40,000 local leaders and the community including people from rural areas, school dropouts, single mothers and elderly people. Training programme packages include computer literacy, internet browsing and computer hardware maintenance. Other aims of the government are to create a networking society among the community and updating the community data by the local leaders.

Source: Malaysia EFA country paper prepared for the 11th Regional Meeting of National EFA Coordinators, 18-20 Nov. Pages 40-41

Asia and the Pacific is the only region of the world which has no common regional standards for examinations and learning assessments. Yet the fact that national learning assessments are conducted

with increasing frequency shows the degree of importance given to learning outcomes. **At least 25 countries in the region have undertaken some forms of large-scale learning assessments.**³³ An increasing number of Asia-Pacific countries are taking part in international learning achievement surveys, such as OECD's PISA and the International Association for the Evaluation of Education Achievement's Trends in International Mathematics and Science Study (TIMSS). The results of both TIMSS and PISA show that while developed countries in Asia-Pacific are leading the world, developing countries in the region are lagging behind (Figure 15).

Figure 15. Secondary school achievement in PISA Mathematics and Reading tests, Asian countries and territories



Source: OECD Programme for International Student Assessment 2009 Database.

Two critical issues are lack of early grade reading skills and inequalities between schools. Often a lack of early reading can have a deleterious effect on later performance. Disparities in the distribution of school resources can also lead to widespread 'underperformance' in provincial and rural schools.³⁴

Public examinations tend to be conducted at major system transition points, such as at the end of lower secondary. This practice serves as an important quality control mechanism, but 'high-stake' public examinations may have negative consequences, such as excessive rote learning which is more about memorising than adaptive learning, and the cost of commercial tutoring may widen educational

³³ Benavot, A. And Tanner, E. (2007) *Mapping national learning assessments in the world, 1995-2006*. Background paper for EFA Global Monitoring Report 2008.

³⁴ UNESCO (2010). *EFA Global Monitoring Report 2010: Reaching the Marginalized*. UNESCO Publishing and Oxford University Press. Pp. 108-11.

disparities. Much can be learnt from reforms of examination systems underway in the region to address these issues.³⁵

4. Other considerations for EFA achievement

The 1990 EFA goals of Jomtien placed an overall emphasis on skills, but the goals set in 2000 in Dakar recognized specific levels of education (Goals 1-4) and two particular cross-cutting issues (Goals 5-6) of gender and education quality. In Asia and the Pacific, reaching the unreached and marginalized groups, has been recognised as a cross-cutting issue since 2006. In this section we consider other cross cutting issues – finance, management and sustainability – which are currently receiving particular attention from countries in the region.

Financing and management

Ten years after Dakar, finance still remains a major barrier to EFA. Financing requires more than just increases in spending, it needs equity and efficiency in distribution and utilization, as demonstrated by the recent global financial crisis. The constraints of government capacity have led to non-state providers, such as NGOs, private and non-profit organizations to take a greater role. Many countries have chosen decentralization as a way to manage and finance education more efficiently. Good governance which is translated into the institutional and financial arrangements governing the mobilisation, allocation and use of resources can make a difference on equity and efficiency. The challenges however are:

- Variation in the capacity and priority for public finance of education. The share of national budget allocated to education varies between 7.5% (Pakistan) to 25.7% (Thailand).
- As a result of the financial crisis in 2009, cuts or zero growth budgets have been set in many countries resulting in declining budgets in real terms and postponement of activities. This means poorer countries have to work harder to achieve EFA.
- Per-student expenditure and the distribution of public education expenditure by sub-region, may not be equitable.
- Mismanagement of funds may result in a significant share not reaching classrooms.
- The budget process is complicated, inflexible, non-transparent and diffused without a coherent link to policy and planning.

³⁵ Hill, Peter (2010). *Asia and the Pacific-Pacific Secondary Education System Review Series No. 1: Examination Systems*. Bangkok: UNESCO Bangkok.

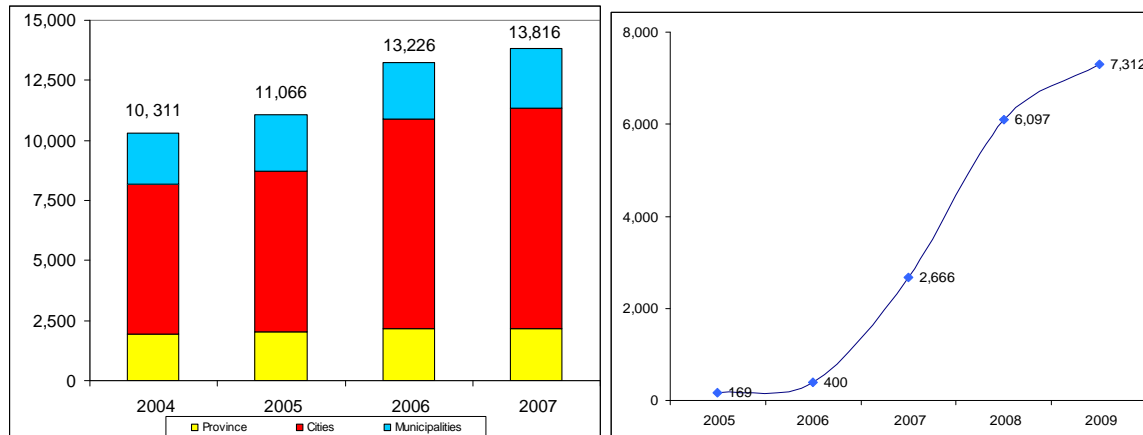
BOX 8: Diversifying finance for basic education in the Philippines

While the national budget has risen over the period 2005-10 in the Philippines, the proportion of public spending on education has risen more slowly. However the relative decline in spending has been made up from other sources. Local governments, particularly municipalities, have increased their contributions to education through the Special Education Fund (SEF). The Local Government Code allows local government units to impose yearly a 1% tax on the assessed value of real property which constitutes the SEF. The fund can be used by local governments in the maintenance of public schools, construction and repair of school buildings and facilities, educational research, purchase of books and periodicals, and in sports development. According to a recent joint study by the Philippine Institute for Development Studies, UNICEF, and AusAID, SEF income grew from 8.5 billion pesos in 2001 to 15 billion pesos in 2008, or an average of 0.23 % of the gross domestic product from 2001 to 2008.

Of course some in the local government units would interpret this situation as a reflection of central government reducing its commitment to education resulting in an increased commitment to education by local communities. Philippine local communities can take an active interest in schooling through local membership on school governing councils. These councils receive reports on education progress including the investment of local funding.

Private sector contributions have also become a significant factor in education finance. Private corporations in the Philippines support public schools in the poorest provinces of the country through the Adopt-a-school programme.

Figure 16. Local Government contributions to education, 2004-07 (millions of pesos); and Figure 17. Private sector 'adopt-a-school' contributions, 2005-09 (millions of pesos)



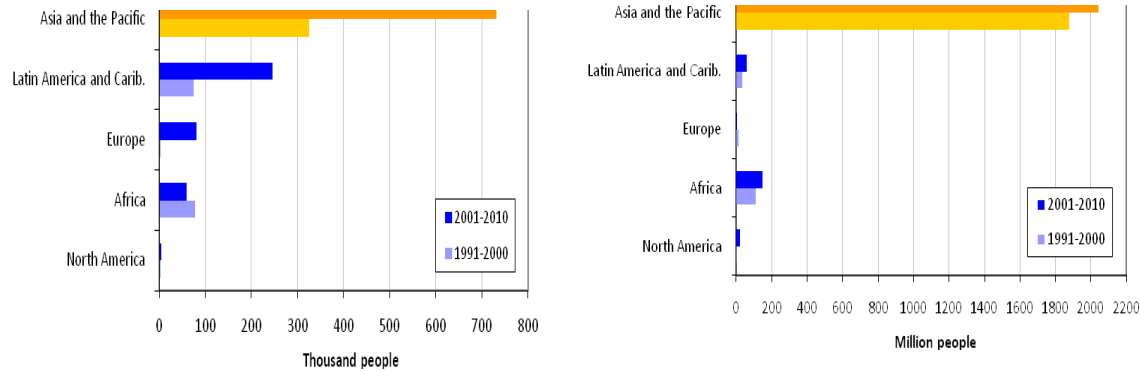
Source: Philippine EFA country paper prepared for the 11th Regional Meeting of National EFA Coordinators, 18-20 November 2010

Sustainability - natural disasters and conflicts

Of all the regions in the world, the Asia-Pacific region is the most vulnerable to natural hazards (Figure 18). An estimated 175 million children are likely to be affected by climate change every year over the next decade.³⁶ Large-scale disasters divert investments away from key development sectors in favour of recovery and reconstruction efforts.

³⁶ Save the Children UK: *Legacy of Disasters: The Impact of Climate Change on Children*, 2007

Figure 18. People affected by natural disasters, global regions, 1991-2000 and 2001-10



Source: *The International Disaster Database*. <http://www.emdat.be/database> (Accessed Feb. 2011). Modified by UNESCAP.

Even if a country’s overall levels of growth remains positive, disasters can undermine efforts towards poverty reduction by specifically affecting the most vulnerable segments of society. The Kashmir earthquake in Pakistan in 2005, for example, led to the collapse of many schools causing high loss of lives and an estimated US\$5 billion in damage, roughly equivalent to the total development assistance to the country in the preceding three years.

In particular, the countries of the Pacific and Insular South-East Asia are frequently vulnerable to earthquakes, volcanic eruptions, flooding and tsunamis. In the Philippines, damages from these natural disasters “range from [damage to] education infrastructure, teaching-learning materials, textbooks, furniture, equipment, teacher performance and school attendance of students... class disruptions either increases drop out or decreases performance of students in school due to occurring psychosocial conditions.”³⁷ Education suffers both directly and indirectly from natural calamities as in the aftermath of a disaster when schools are used for shelter and education is delivered under extremely difficult conditions. Education for Sustainable Development can mitigate both the immediate impact of such events and the long-term sustainability of livelihoods in the areas which are commonly affected.

A Save the Children Study has shown that one child in three in conflict-affected fragile states does not go to school, compared with one in 11 in other low-income countries. The figure is even higher in specific locations such as in Afghanistan’s Uruzgan, Helmand and Badges provinces, where more than 80% of children are out of school.³⁸ The 2011 Global Monitoring Report focuses on the impact of armed conflict in education.

³⁷ Philippine EFA country paper prepared for the 11th Regional Meeting of National EFA Coordinators 18-20 November 2010. Pp 30-31.

³⁸ *The Future is Now: Education for Children in Countries Affected by Conflict*. Save the Children. 2010.

Changing socio-economic development landscape

Recent socio-economic changes have led to countries such as China, India, Indonesia, Malaysia, Thailand and Viet Nam attaining or approaching middle income or advanced economic status. These countries often face the 'demographic transition' to a smaller labour force and a larger dependent population, while they also face demands for higher level skills for global competitiveness.

As a result, some countries in the region, in particular China (Box 9), India, Malaysia are increasing the quantity and quality of higher education. China, for example, wants to increase the number of years of average schooling from 9.5 years to 11.2 years to be at par with more industrialized countries. It also plans to invest in enhancing vocational/lifelong education and raising overall education quality.³⁹

BOX 9. China's vision for education by 2020

China aims to modernize its education system, shape a learning society and make the Republic a powerhouse of human capital by 2020. The country's national education plan for 2010-2020, approved by the Cabinet last year calls for universal pre-school education and the reduction of illiteracy. The plan prioritizes equitable access to a quality compulsory nine-year education for all children and adolescents. It emphasizes quality and equity, with specific mention of families in financial difficulties and children of migrant workers in cities. Central and local governments are to provide more financial assistance for education in poor, rural and ethnic minority-inhabited areas.

Public expenditure on education is to be increased from 3.5% of GDP in 2008 to 4% by 2012 with enhanced efficiency of fund distribution particularly among higher education institutes. The reforms under the plan are aimed at sustaining growth by improving the world's largest education system and "turning it to the world's best," along the way creating a quality work force ready to meet the demands of a globalized economy.

5. Way Forward: Accelerated Progress towards EFA 2015

There has been strong national ownership of the EFA Goals and related work among countries in the region and significant progress has been made since Jomtien in 1990 but it is important for all countries to increase their commitment, ensure the goals of EFA are achieved and move beyond 2015 to address future education demand. Malaysia, for example, has set its own targets for accelerating increases in enrolment rates at the primary level from 95% in 2010 to 99% in 2015, and at secondary level from 88% in 2010 to 93% in 2015.⁴⁰ However, in many countries there is still a huge number of out-of-school children, especially in South Asia. The enrolment rate in pre-primary in some countries is still below 20%. Late entry, dropout and repetition remain high. Skills training and vocational programmes suffer from under-financing, poor design, and weak links to the labour market. Girls remain at a disadvantage at secondary level, particularly in South and West Asia (GPI of NER of 0.56) and boys' participation is increasingly becoming an issue in some countries. TIMSS and PISA results show that developing countries of the region are still lagging behind advanced economies. Marginalization due to poverty,

³⁹ China EFA country paper prepared for the 11th Regional Meeting of National EFA Coordinators 18-20 November 2010. Pp 14-15.

⁴⁰ Malaysia EFA Country paper prepared for the 11th Regional Meeting of National EFA Coordinators, 18-20 Nov. 2010.

ethnicity, language, geographic location, disability, etc. still remains a barrier to providing quality education for all, in all countries, especially in low- and middle-income economies. The scale of the literacy challenge calls for far greater attention and investment in literacy, especially in the LIFE countries. International development targets cannot be achieved unless everyone can use literacy as a learning tool and means of communication.

Acknowledging the urgency of achieving the EFA goals by 2015, representatives from Ministries of Education in the region, UN agencies, NGOs and civil society groups involved in education who attended the 11th Regional Meeting of National EFA Coordinators in Bangkok (18-20 Nov. 2010) identified major challenges to EFA in the region. These included reaching the marginalised, improving the quality of education and increasing participation in a) early childhood care and education, b) adult literacy, and c) secondary and higher education for advanced skills in a globalised world (see Annex for the Communiqué).⁴¹ They argue for a 2015 EFA Assessment which would help countries clearly demonstrate their EFA achievements.

BOX 10. South-East Asian countries: working together to reach the unreached and marginalized in education

As part of the EFA Mid-Decade Assessment process the 11 member countries of the Southeast Asia Education Ministers Organization (SEAMEO), ASEAN and UNESCO organized a workshop in September 2008. Ten collaborative projects aimed at reaching the unreached in education were identified and later endorsed by Education Ministers from the sub-region at the 44th SEAMEO Council Conference in April 2009. The projects focus on learners with special needs, students at risk of dropping out, out-of-school children, girls and women in rural areas and ethnic minorities, pre-school children from poor families, learners in remote and rural areas, stateless and undocumented children, learners affected and infected by HIV and/or AIDS, and learners in difficult circumstances. The projects empower SEAMEO member countries to lead their own EFA priorities with the support of EFA partners such as UNESCO and UNICEF.

Many countries in the region already have their sights set beyond 2015. China, India and middle-income countries in the region require high-level skills to compete in the global market. Asia, which already has more than half the world's researchers, is on the point of becoming the world's top spender on R&D⁴² and will become the world's driver for creating new knowledge. The challenge for Asia and the Pacific is to maintain a cutting edge of quality and high-level skills in education, while addressing the issue of inequalities.

Building on past achievements since Jomtien in 1990, but with only four years until 2015, all governments in the region need to *accelerate* progress to achieve the EFA goals by increasing commitment in four action areas:

⁴¹Communiqué of the 11th Asia and the Pacific-Pacific EFA Coordinators Group to the EFA High Level Group Meeting 2011

⁴² The Economist, November 11, 2010, after UNESCO World Science Report 2010, and R&D data from UNESCO Institute for Statistics.

1. A sharper focus on addressing marginalization⁴³

- Increased commitment to *equity* through targeted plans, strategies and programmes clearly linked to adequate budgets to address the education needs of the marginalized and the unreached.
- Strengthen information management capacity for timely, reliable, relevant and disaggregated education data collection for informed decision making, especially of marginalized groups.

2. Improving quality through teachers

- Increased commitment to improving teacher capacities and motivation through career progression, recruitment policies, professional development, performance management and teacher deployment.
- Drive quality in education as a long-term investment in human and economic development, to combat poverty and inequality, laying the basis for economic growth and sustainable development.

3. Recognition of the significance of pre- and post-basic education

- Increase commitment to and investment in the expansion and quality of ECCE as well as post-basic education to support and go beyond EFA.
- Encourage employers and governments to work to increase the relevance of education and training for employability and increased productivity.

4. Accelerating on-going education reforms including improvement of education governance

- Improve governance (e.g. strengthen accountability and transparency in education resource management) as well as the delivery of services, while supporting capacity to absorb funds and use them effectively by reducing delays and leakages.
- Promote public-private partnerships, especially for reaching the more disadvantaged and marginalized groups.

The annex table and statement from the 2010 Regional Meeting of National EFA Coordinators indicate in the broadest sense how the process and application of EFA has changed over the last 20 years since Jomtien. It is time for the EFA community to learn from these two decades and make a final seismic change in EFA policy and practice before 2015. Thus **accelerating** the delivery of EFA in the last four years before 2015 implies:

- *Increased* political commitment following up on reforms and laws to create impacts before 2015

⁴³ The Asia-Pacific region has specific recommendations to address marginalization in education summarized in the publication "Reaching the Unreached in Education in Asia-Pacific to Meet the EFA Goals by 2015: A commitment to Action" published by UNESCO Bangkok, 2010.

- *Increased* financial commitment to add more to education budgets for a final 'push' on education delivery
- *Increased* coordination between national and international partners in support of countries

The new Asia of knowledge creation will require a strong foundation of high quality basic education, and lifelong learning to maintain competitiveness and economic growth. The risk is that marginalized groups become even more distant from education. The current decade offers a unique opportunity to use growing prosperity to address inequality before disparities become unbridgeable. This opportunity must be used to truly create Education for All.

ACCELERATING PROGRESS TOWARDS EDUCATION FOR ALL – CHANGING POLICIES AND PRACTICE

Moving from project-based external finance to nationally owned self-supporting processes

	1990s – Jomtien decade	2000s – Dakar decade	2015 – what needs to be done
National Plan	'EFA Plan' encouraged	'National Education Plan' incorporating EFA	Integrated skills development and socio-economic plans
Finance	Donor-driven 'projects'	Sector-wide plans funded by donors	Independent self-financing
Growth Strategies	Asian 'tigers' # 1997 financial crisis	Regional solidarity # 2008-09 financial crisis	Regional sustainability
Demographic change	Young population ('new' workers, dependent children)	'Demographic dividend' (large workforce, fewer dependents)	'Ageing' population (shrinking workforce, older dependents)
Education policies	'rights-based', fragmented	Supply-driven, integrated	Demand-driven, robust, sector-wide
	Universal primary education	Universal basic education	Education for all!
	Primary education access	Primary completion, access to ECCE and secondary	Quality learning and skills – outcome focused
UNESCO policy	'projects and consultants'	coordination	facilitation

NOTE: this table is indicative; different countries will in practice have adopted different strategies at different times, and countries may have experienced changes at very different times. The 2015 column is intended to suggest strategic aspirations and limitations.

ANNEX: COMMUNIQUE OF THE 11TH ASIA – PACIFIC EFA CO-ORDINATORS GROUP TO THE EFA HIGH LEVEL GROUP MEETING 2011

1) We the EFA Co-ordinators of Asia and the Pacific at our 11th regional meeting on November 18-20 2010 in Bangkok

Having in mind

- our published *Commitment to Action* of our 2009 EFA Co-ordinators meeting
- the declaration of the 2010 EFA High Level Group in Addis Ababa
- the meeting of the global EFA High Level Group at Jomtien, Thailand in March 2011, twenty years after the first commitment to EFA at Jomtien
- our overall commitment to achieving the goals of EFA by 2015

2) Would like the EFA High Level Group to note that the Asia Pacific region is conducting regular reviews of progress towards the EFA goals including Mid Decade and End of Decade progress reports.

With only five years before the end of the current Education for All programme the countries of Asia and the Pacific will strive to accelerate progress towards the goals of Education for All by 2015, to face the particular challenges for our region in terms of:-

- *reaching the marginalised* to ensure that those who face particular barriers (due to factors such as gender, different learning needs, child labour, remoteness, poverty, being displaced and cultural diversity) are brought into schooling and alternative learning systems that meet their needs and aspirations
- *improving the quality of relevant inclusive education*, to ensure that all learners receive a high standard of education

And

- *increase participation* in a) early childhood care and education b) adult literacy and c) secondary and higher education for advanced skills in a globalised world

3) Based on our experience of working on EFA we recommend that the 2011 High Level group

- gives special attention to the marginalised groups in all regions, who need particular consideration to ensure consistent access to quality learning opportunities by 2015
- discusses a strategy for increased and innovative investment in education including public-private partnerships during the last five years of the current EFA programme to ensure the goals are achieved and maintained during a time of global financial uncertainty
- recognises the special nature, challenges and opportunities of small developing states
- encourages more collaboration, exchange, and support among countries within and between regions, for effective strategies and good practice in reaching the EFA goals
- proposes that all regions conduct a Final 2015 EFA Assessment based on experience from Asia and the Pacific, which has demonstrated how such programmes generate political commitment, use of evidence-based policy, and hence create progress towards the goals

And

- gives early consideration to consultation among stakeholders for a post 2015 global education agenda

Statistical Tables

The following symbols are used in the Statistical Tables:

Symbol	Interpretation
...	No data available
**	For country data: UIS estimation For regional averages: Partial imputation due to incomplete country coverage (between 25% to 75% of the population)
#	For regional averages: substantial imputation due to incomplete country coverage (more than 25% of the population)
n	Magnitude nil
a	Not applicable
x^{+n}	Data refer to the school or financial year n years after the reference year
x^{-n}	Data refer to the school or financial year n years prior the reference year

List of countries and groupings

Asia and the Pacific in this paper refers to the 48 Member States and Associate Members of UNESCO. Grouped by geographic sub-region, these countries and territories are:

Central Asia

Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan, Uzbekistan.

East Asia¹

Brunei Darussalam, Cambodia, China, Democratic People's Republic of Korea, Indonesia, Japan, Lao People's Democratic Republic, Macao (China), Malaysia, Myanmar, Philippines, Republic of Korea, Singapore, Thailand, Timor-Leste, Viet Nam.

Pacific

Australia, Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia (Federated States of), Nauru, New Zealand, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu.

South and West Asia

Afghanistan, Bangladesh, Bhutan, India, Iran (Islamic Republic of), Maldives, Nepal, Pakistan, Sri Lanka.

In calculating regional averages using UIS data, the below regional groupings were used:

Arab States

Algeria, Bahrain, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libyan Arab Jamahiriya, Mauritania, Morocco, Oman, Palestinian Autonomous Territories, Qatar, Saudi Arabia, Sudan, Syrian Arab Republic, Tunisia, United Arab Emirates, Yemen.

Central and Eastern Europe

Albania, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Montenegro, Poland, Republic of Moldova, Romania, Russian Federation, Serbia, Slovakia, Slovenia, The former Yugoslav Republic of Macedonia, Turkey, Ukraine.

Central Asia

Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan, Uzbekistan.

East Asia and the Pacific

¹ The statistical annex for East Asia includes UIS data from Hong Kong Special Administrative Region of China.

Australia, Brunei Darussalam, Cambodia, China, Cook Islands, Democratic People's Republic of Korea, Fiji, Hong Kong Special Administrative Region of China, Indonesia, Japan, Kiribati, Lao People's Democratic Republic, Macao (China), Malaysia, Marshall Islands, Micronesia (Federated States of), Myanmar, Nauru, New Zealand, Niue, Palau, Papua New Guinea, Philippines, Republic of Korea, Samoa, Singapore, Solomon Islands, Thailand, Timor-Leste, Tokelau, Tonga, Tuvalu, Vanuatu, Viet Nam.

Latin America and the Caribbean

Anguilla, Antigua and Barbuda, Argentina, Aruba, Bahamas, Barbados, Belize, Bermuda, Bolivia, Brazil, British Virgin Islands, Cayman Islands, Chile, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Montserrat, Netherlands Antilles, Nicaragua, Panama, Paraguay, Peru, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos Islands, Uruguay, Venezuela.

North America and Western Europe

Andorra, Austria, Belgium, Canada, Cyprus, Denmark, Finland, France, Germany, Gibraltar, Greece, Holy See, Iceland, Ireland, Israel, Italy, Liechtenstein, Luxembourg, Malta, Monaco, Netherlands, Norway, Portugal, San Marino, Spain, Sweden, Switzerland, United Kingdom of Great Britain and Northern Ireland, United States of America.

South and West Asia

Afghanistan, Bangladesh, Bhutan, India, Iran (Islamic Republic of), Maldives, Nepal, Pakistan, Sri Lanka.

Sub-Saharan Africa

Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Swaziland, Togo, Uganda, United Republic of Tanzania, Zambia, Zimbabwe

Table 2 - Compulsory education and enrolment in primary education, 2008

Region	Compulsory education (age group)	Enrolment			Gross enrolment ratio				Net enrolment rate (adjusted)			
		MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Country or territory	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Central Asia												
Kazakhstan	7-17	951 ⁺¹	49 ⁺¹	1 ⁺¹	108 ⁺¹	108 ⁺¹	109 ⁺¹	1.00 ⁺¹	91 ⁺¹	90 ⁺¹	92 ⁺¹	1.02 ⁺¹
Kyrgyzstan	7-15 ⁺¹	392 ⁺¹	49 ⁺¹	1 ⁺¹	95 ⁺¹	95 ⁺¹	95 ⁺¹	1.00 ⁺¹	91 ⁺¹	91 ⁺¹	91 ⁺¹	1.00 ⁺¹
Mongolia	7-15	253 ⁺¹	49 ⁺¹	5 ⁺¹	110 ⁺¹	110 ⁺¹	110 ⁺¹	0.99 ⁺¹	101 ⁺¹	100 ⁺¹	101 ⁺¹	1.00 ⁺¹
Tajikistan	7-15	692	48	a	102	104	100	0.96	102	104	100	0.96
Turkmenistan	7-15	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	7-18 ⁺¹	1,996 ⁺¹	49 ⁺¹	a ⁺¹	92 ⁺¹	93 ⁺¹	91 ⁺¹	0.98 ⁺¹	90 ⁺¹	91 ⁺¹	89 ⁺¹	0.98 ⁺¹
East Asia												
Brunei Darussalam	6-14 ⁺¹	45 ⁺¹	48 ⁺¹	37 ⁺¹	107 ⁺¹	106 ⁺¹	107 ⁺¹	1.01 ⁺¹	106 ⁺¹	106 ⁺¹	107 ⁺¹	1.02 ⁺¹
Cambodia	a-a	2,341	47	1	116	120	112	0.94	89	90	87	0.96
China	6-14 ⁺¹	105,951	46	4	113	111	116	1.04	...	...	...	...
Democratic People's Republic of Korea	6-15	...	...	...	...	...	...	...	...	...	...	...
Hong Kong SAR of China	6-14 ⁺¹	369 ⁺¹	48 ⁺¹	15 ⁺¹	104 ⁺¹	103 ⁺¹	105 ⁺¹	1.02 ⁺¹	101 ⁺¹	100 ⁺¹	103 ⁺¹	1.03 ⁺¹
Indonesia	7-15	29,498	48	16	119	121	118	0.97	106	108	105	0.97
Japan	6-15	7,166	49	1	102	102	102	1.00	102	102	102	1.00
Lao People's Democratic Republic	6-10	901	47	3	112	117	106	0.91	82	84	81	0.96
Macao, China	5-14 ⁺¹	27 ⁺¹	47 ⁺¹	97 ⁺¹	100 ⁺¹	102 ⁺¹	97 ⁺¹	0.95 ⁺¹	87 ⁺¹	88 ⁺¹	87 ⁺¹	0.99 ⁺¹
Malaysia	6-11 ⁻¹	3,104 ⁻¹	49 ⁻¹	1 ⁻¹	97 ⁻¹	97 ⁻¹	96 ⁻¹	1.00 ⁻¹	96 ⁻¹	96 ⁻¹	96 ⁻¹	1.00 ⁻¹
Myanmar	5-9	5,110	50	a	117	117	117	0.99	...	...	...	...
Philippines	6-12	13,411	48	8	110	111	109	0.98	92	91	93	1.02
Republic of Korea	6-14	3,680	48	1	105	106	104	0.98	103	104	102	0.98
Singapore	6-11	300	48	7	...	...	...	...	...	...	...	...
Thailand	6-14 ⁺¹	5,371 ⁺¹	48 ⁺¹	18 ⁺¹	91 ⁺¹	92 ⁺¹	90 ⁺¹	0.98 ⁺¹	90 ⁺¹	91 ⁺¹	89 ⁺¹	0.99 ⁺¹
Timor-Leste	6-14 ⁺¹	214 ⁺¹	48 ⁺¹	13 ⁺¹	113 ⁺¹	116 ⁺¹	109 ⁺¹	0.95 ⁺¹	83 ⁺¹	84 ⁺¹	82 ⁺¹	0.97 ⁺¹
Viet Nam	6-14 ⁺¹	6,745 ⁺¹	48 ⁺¹	1 ⁺¹	...	...	...	...	...	...	...	...
Pacific												
Australia	5-15	1,978	49	30	106	106	105	1.00	98	98	99	1.01
Cook Islands	5-15	1.9 ⁺¹	49 ⁺¹	21 ⁻¹	112 ⁺¹	109 ⁺¹	116 ⁺¹	1.07 ⁺¹	105 ⁺¹	106 ⁺¹	104 ⁺¹	0.99 ⁺¹
Fiji	6-15	103	48	99	94	95	94	0.99	89	90	89	0.99
Kiribati	6-15	16	50	...	116	114	119	1.04	...	...	...	...
Marshall Islands	6-14	8.4 ⁺¹	48 ⁺¹	20 ⁺¹	90 ⁺¹	91 ⁺¹	90 ⁺¹	0.99 ⁺¹	80 ⁻¹	81 ⁻¹	80 ⁻¹	0.99 ⁻¹
Micronesia (Federated States of)	6-13	19 ⁻¹	49 ⁻¹	8 ⁺¹	110 ⁻¹	110 ⁻¹	111 ⁻¹	1.01 ⁻¹	...	...	...	...
Nauru	6-16	1.3	50	a ⁻¹	93 ⁺	90 ⁺	96 ⁺	1.06 ⁺	84 ⁺¹	84 ⁺¹	85 ⁺¹	1.01 ⁺¹
New Zealand	5-16	348	49	12	101	101	101	1.00	101	101	101	1.01
Niue	5-16	0.18 ⁻³	51 ⁻³	...	112 ⁺³	119 ⁺³	106 ⁺³	0.89 ⁺³	...	...	...	...
Palau	6-14	1.5 ⁻¹	48 ⁺¹	23 ⁻¹	101 ⁺¹	100 ⁺¹	103 ⁺¹	1.03 ⁺¹	...	...	...	...
Papua New Guinea	6-14	532 ⁻²	44 ⁻²	...	55 ⁻²	59 ⁻²	50 ⁻²	0.84 ⁻²	...	...	...	...
Samoa	5-14	30 ⁺¹	48 ⁺¹	17 ⁺³	100 ⁺¹	101 ⁺¹	99 ⁺¹	0.98 ⁺¹	94 ⁺¹	94 ⁺¹	94 ⁺¹	1.00 ⁺¹
Solomon Islands	a-a	83 ⁻¹	47 ⁻¹	18 ⁻¹	107 ⁻¹	109 ⁻¹	106 ⁻¹	0.97 ⁻¹	81 ⁻¹	81 ⁻¹	80 ⁻¹	0.98 ⁻¹
Tokelau	a-a ⁻¹	...	...	...	...	...	...	...	...	...	...	...
Tonga	6-14	17 ⁻²	47 ⁻²	...	112 ⁻²	113 ⁻²	110 ⁻²	0.97 ⁻²	105 ⁻²	106 ⁻²	104 ⁻²	0.98 ⁻²
Tuvalu	7-14	1.5 ⁻²	48 ⁻²	...	100 ⁺²	102 ⁺²	98 ⁺²	0.95 ⁺²	...	...	...	...
Vanuatu	6-12	38 ⁻¹	47 ⁻¹	26 ⁻¹	109 ⁻¹	111 ⁻¹	106 ⁻¹	0.96 ⁻¹	98 ⁻³	99 ⁻³	97 ⁻³	0.98 ⁻³
South and West Asia												
Afghanistan	7-15	4,888	38	...	106	127	84	0.66	...	...	...	...
Bangladesh	6-10	16,002 [†]	51 ⁺	40 ⁺	92 ⁺	89 ⁺	94 ⁺	1.06 ⁺	88 ⁺	87 ⁺	89 ⁺	1.02 ⁺
Bhutan	a-a ⁺¹	109 ⁺¹	50 ⁺¹	3 ⁺¹	109 ⁺¹	108 ⁺¹	110 ⁺¹	1.01 ⁺¹	88 ⁺¹	87 ⁺¹	90 ⁺¹	1.03 ⁺¹
India	6-14	145,454	47 ⁻¹	...	117	115 ⁻¹	111 ⁻¹	0.97 ⁻¹	97	97 ⁻¹	94 ⁻¹	0.96 ⁻¹
Iran (Islamic Republic of)	6-13 ⁺¹	7,028	55 ⁻¹	5 ⁻¹	128	113 ⁻¹	147 ⁻¹	1.30 ⁻¹	112 ⁺¹	104 ⁺¹	120 ⁺¹	1.16 ⁺¹
Maldives	6-12 ⁺¹	45 ⁺¹	48 ⁺¹	2 ⁺¹	111 ⁺¹	114 ⁺¹	108 ⁺¹	0.95 ⁺¹	107 ⁺¹	109 ⁺¹	105 ⁺¹	0.97 ⁺¹
Nepal	a-a	4,782 ⁺¹	49 ⁺¹	10	...	...	...	...	...	...	...	...
Pakistan	5-9 ⁺¹	18,468 ⁺¹	44 ⁺¹	31 ⁺¹	85 ⁺¹	92 ⁺¹	77 ⁺¹	0.84 ⁺¹	66 ⁺¹	72 ⁺¹	60 ⁺¹	0.84 ⁺¹
Sri Lanka	5-13	1,631	49	n	101	101	102	1.00	99	99	100	1.01
REGIONAL AVERAGES												
World	...	696,347 ^{**}	47 ^{**}	...	107 ^{**}	108 ^{**}	105 ^{**}	0.97 ^{**}	90 ^{**}	91 ^{**}	89 ^{**}	0.98 ^{**}
Arab States	...	40,840 ^{**}	47 ^{**}	...	96 ^{**}	100 ^{**}	91 ^{**}	0.92 ^{**}	86 ^{**}	88 ^{**}	83 ^{**}	0.94 ^{**}
Central and Eastern Europe	...	19,847	49	...	99	99	98	0.99	94 ^{**}	94 ^{**}	94 ^{**}	1.00 ^{**}
Central Asia	...	5,596	48	...	100	101	100	0.98	94	95	94	0.99
East Asia and the Pacific	...	189,098	47	...	110	110	111	1.01	95 [#]	95 [#]	96 [#]	1.02 [#]
Latin America and the Caribbean	...	67,687	48	...	116	118	114	0.97	95	95	95	1.00
North America and Western Europe	...	51,752	49	...	102	102	102	1.00	96	95	96	1.01
South and West Asia	...	192,978 [#]	47 [#]	...	108 [#]	110 [#]	106 [#]	0.96 [#]	90 [#]	92 [#]	87 [#]	0.95 [#]
Sub-Saharan Africa	...	128,548 ^{**}	47 ^{**}	...	102 ^{**}	106 ^{**}	97 ^{**}	0.91 ^{**}	77 ^{**}	79 ^{**}	75 ^{**}	0.95 ^{**}

Table 3 - Progression and completion in primary education, 2008

Region	Percentage of repeaters			Survival rate to last grade of primary				Gross intake ratio to last grade of primary				Transition rate from primary to secondary (general programmes)			
	2008			2007 to 2008				2008				2007 to 2008			
	MF	M	F	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI
Country or territory	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)

Central Asia

Kazakhstan	n ⁺	n ⁺	n ⁺	99 ⁺	98 ⁺	99 ⁺	1.01 ⁺	106 ⁺	106 ⁺	106 ⁺	1.00 ⁺	100 ⁺	100 ⁺	100 ⁺	1.00 ⁺
Kyrgyzstan	n ⁺	n ⁺	n ⁺	96	96	97	1.01	94 ⁺	94 ⁺	95 ⁺	1.01 ⁺	100	99	100	1.00
Mongolia	n ⁺	n ⁺	n ⁺	95 ⁻¹	94 ⁻¹	95 ⁻¹	1.01 ⁻¹	93	94	92	0.98	98	96	99	1.03
Tajikistan	n	n ^{**,-1}	n ^{**,-1}	99 ⁻¹	...	...	...	98	97 ^{**,-1}	93 ^{**,-1}	0.96 ^{**,-1}	98 ⁻¹	98 ^{**,-2}	98 ^{**,-2}	0.99 ^{**,-2}
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	n ⁺	n ⁺	n ⁺	99	98	99	1.01	92 ⁺	93 ⁺	91 ⁺	0.98 ⁺	99	100	99	0.99

East Asia

Brunei Darussalam	1 ⁺	1 ⁺	- ⁺	98	98 ⁻¹	98 ⁻¹	1.00 ⁻¹	104 ⁺	103 ⁺	104 ⁺	1.01 ⁺	100	100	99	0.99
Cambodia	11	12	10	54 ⁻¹	52 ⁻¹	57 ⁻¹	1.10 ⁻¹	79	80	79	0.99	79 ⁻¹	80 ⁻¹	79 ⁻¹	0.99 ⁻¹
China	n	n	...	...	...	...	...	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hong Kong SAR of China	1 ^{*,+1}	1 ^{*,+1}	1 ^{*,+1}	100 [*]	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	93 ^{*,+1}	92 ^{*,+1}	93 ^{*,+1}	1.01 ^{*,+1}	100 [*]	100 [*]	100 [*]	1.00 [*]
Indonesia	3	4	2	80 ⁻¹	77 ⁻¹	83 ⁻¹	1.07 ⁻¹	106	107	106	0.99	90 ⁻¹	86 ⁻¹	93 ⁻¹	1.08 ⁻¹
Japan	n	n	n	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	101	100	101	1.00	...	...	...	...
Lao People's Democratic Republic	17	18	16	67 ⁻¹	66 ⁻¹	68 ⁻¹	1.03 ⁻¹	75	78	71	0.91	79 ⁻¹	80 ⁻¹	77 ⁻¹	0.96 ⁻¹
Macao, China	6 ⁺	8 ⁺	5 ⁺	100	99	100	1.01	99 ⁺	102 ⁺	95 ⁺	0.93 ⁺	91	89	94	1.05
Malaysia	a ⁻¹	a ⁻¹	a ⁻¹	92 ⁻²	92 ⁻²	92 ⁻²	1.00 ⁻²	96 ⁻¹	96 ⁻¹	96 ⁻¹	1.00 ⁻¹	99 ^{**,-2}	100 ^{**,-2}	98 ^{**,-2}	0.98 ^{**,-2}
Myanmar	n	n	n	74 ⁻¹	...	...	...	99	98	100	1.02	73 ⁻²	75 ⁻²	70 ⁻²	0.93 ⁻²
Philippines	2	3	2	75 ⁻¹	71 ⁻¹	80 ⁻¹	1.13 ⁻¹	94	91	97	1.06	99 ⁻¹	100 ⁻¹	98 ⁻¹	0.99 ⁻¹
Republic of Korea	n	n	n	98 ⁻¹	98 ⁻¹	99 ⁻¹	1.00 ⁻¹	99	100	97	0.97	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹
Singapore	n	n	n	...	...	...	...	...	...	...	...	91 ⁻¹	88 ⁻¹	95 ⁻¹	1.08 ⁻¹
Thailand	9 ⁻¹	12 ⁻¹	6 ⁻¹	...	...	...	...	...	...	...	...	87 ⁻²	85 ⁻²	89 ⁻²	1.05 ⁻²
Timor-Leste	20 ⁺	21 ⁺	18 ⁺	72	68	78	1.14	65 ⁺	65 ⁺	65 ⁺	1.01 ⁺	87	86	88	1.02
Viet Nam	1 ^{**,-2}	...	...	92 ^{**,-3}	...	...	...	...	...	...	...	93 ^{**,-3}	...	...	...

Pacific

Australia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cook Islands	2 ⁻¹	...	...	...	...	...	...	108 ^{*,+1}	...	...	...	...	...	...	...
Fiji	2	2	1	95 ⁻¹	...	...	...	92	92	91	0.99	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹
Kiribati	a ^{**,-3}	a ^{**,-3}	a ^{**,-3}	...	...	...	...	118 ^{**,-3}	118 ^{**,-3}	118 ^{**,-3}	1.00 ^{**,-3}	...	...	...	...
Marshall Islands	a ⁺	a ⁺	a ⁺	85	89	81	0.91	94 ⁺	93 ⁺	94 ⁺	1.01 ⁺	91	92	90	0.97
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	...	...	...	...	...	...	...	97 ^{**,-1}	96 ^{**,-1}	99 ^{**,-1}	1.03 ^{**,-1}	...	...	...	...
New Zealand	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Niue	a ⁻³	a ⁻³	a ⁻³	...	...	...	...	126 ^{**,-3}	123 ^{**,-3}	130 ^{**,-3}	1.06 ^{**,-3}	...	...	...	...
Palau	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Samoa	1 ⁺	1 ⁺	1 ⁺	93 ⁺	97 ⁺	90 ⁺	0.93 ⁺
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	5 ⁻²	6 ⁻²	4 ⁻²	91 ⁻³	90 ⁻³	92 ⁻³	1.02 ⁻³	105 ⁻²	102 ⁻²	108 ⁻²	1.06 ⁻²	77 ⁻³	78 ⁻³	75 ⁻³	0.97 ⁻³
Tuvalu	a ^{**,-2}	a ^{**,-2}	a ^{**,-2}	...	...	...	...	99 ^{**,-2}	89 ^{**,-2}	109 ^{**,-2}	1.22 ^{**,-2}	...	...	...	...
Vanuatu	14 ⁻¹	15 ⁻¹	12 ⁻¹	73 ⁻²	74 ⁻²	73 ⁻²	0.99 ⁻²	79 ⁻¹	77 ⁻¹	81 ⁻¹	1.05 ⁻¹	79 ⁻²	75 ⁻²	83 ⁻²	1.10 ⁻²

South and West Asia

Afghanistan	n	n	n	...	...	...	...	39 ⁻³	55 ⁻³	21 ⁻³	0.39 ⁻³	...	...	...	...
Bangladesh	13 [*]	13 [*]	13 [*]	55 ⁻³	52 ⁻³	58 ⁻³	1.10 ⁻³	54 [*]	52 [*]	57 [*]	1.10 [*]	97 ⁻³	95 ⁻³	100 ⁻³	1.06 ⁻³
Bhutan	7 ⁺	7 ⁺	6 ⁺	90	85	95	1.12	88 ⁺	85 ⁺	92 ⁺	1.09 ⁺	98	95	100	1.05
India	3	3 ⁻¹	3 ⁻¹	66 ⁻³	66 ⁻³	65 ⁻³	0.99 ⁻³	95	95	94	0.99	81 ⁻¹	81 ⁻¹	81 ⁻¹	1.00 ⁻¹
Iran (Islamic Republic of)	2	3 ^{**,-1}	1 ^{**,-1}	...	...	...	...	117 ^{**,-1}	108 ^{**,-1}	126 ^{**,-1}	1.16 ^{**,-1}	79 ^{**,-1}	84 ^{**,-1}	74 ^{**,-1}	0.88 ^{**,-1}
Maldives	4 ⁺	4 ⁺	3 ⁺	119 ⁺	127 ⁺	112 ⁺	0.88 ⁺	93	91	97	1.07
Nepal	17	17	17	62 ⁻¹	60 ⁻¹	64 ⁻¹	1.07 ⁻¹	...	...	...	...	81 ⁻¹	81 ⁻¹	81 ⁻¹	1.00 ⁻¹
Pakistan	3 ⁺	3 ⁺	3 ⁺	60	61	60	0.98	61 ⁺	68 ⁺	54 ⁺	0.79 ⁺	72	73	72	0.99
Sri Lanka	1	1	1	98 ⁻¹	98 ⁻¹	98 ⁻¹	1.00 ⁻¹	98	98	99	1.01	98 ⁻¹	97 ⁻¹	99 ⁻¹	1.01 ⁻¹

Table 4 - Enrolment in secondary education, 2008

Region	Enrolment						Gross enrolment ratio				Net enrolment rate			
	Total secondary (ISCED 2-3) all programmes			Enrolment in technical and vocational programmes (%)			Total secondary (ISCED 2-3) all programmes				Total secondary (ISCED 2-3) all programmes			
	MF (000)	% F	% Private	Total secondary (ISCED 2-3)	Lower secondary (ISCED 2)	Upper secondary (ISCED 3)	MF	M	F	GPI	MF	M	F	GPI
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
Central Asia														
Kazakhstan	1,741 ⁺¹	48 ⁺¹	1 ⁺¹	6 ⁺¹	a ⁺¹	26 ⁺¹	99 ⁺¹	101 ⁺¹	98 ⁺¹	0.98 ⁺¹	89 ⁺¹	88 ⁺¹	89 ⁺¹	1.01 ⁺¹
Kyrgyzstan	679 ⁺¹	49 ⁺¹	1 ⁺¹	3 ⁺¹	a ⁺¹	14 ⁺¹	84 ⁺¹	84 ⁺¹	85 ⁺¹	1.01 ⁺¹	79 ⁺¹	79 ⁺¹	80 ⁺¹	1.01 ⁺¹
Mongolia	306 ⁺¹	51 ⁺¹	7 ⁺¹	9 ⁺¹	a ⁺¹	26 ⁺¹	92 ⁺¹	89 ⁺¹	95 ⁺¹	1.07 ⁺¹	82 ⁺¹	79 ⁺¹	85 ⁺¹	1.07 ⁺¹
Tajikistan	1,019	46	a	2	a	10	84	90	78	0.87	83	88	77	0.88
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	4,506 ⁺¹	49 ⁺¹	a ⁺¹	31 ⁺¹	a ⁺¹	88 ⁺¹	104 ⁺¹	104 ⁺¹	103 ⁺¹	0.99 ⁺¹	92 ⁺¹	93 ⁺¹	91 ⁺¹	0.98 ⁺¹
East Asia														
Brunei Darussalam	48 ⁺¹	49 ⁺¹	13 ⁺¹	8 ⁺¹	a ⁺¹	16 ⁺¹	98 ⁺¹	97 ⁺¹	99 ⁺¹	1.02 ⁺¹	89 ⁺¹	88 ⁺¹	91 ⁺¹	1.03 ⁺¹
Cambodia	875 ⁻¹	44 ⁻¹	2 ⁻¹	2 ⁻¹	n ⁻¹	8 ⁻¹	40 ⁻¹	44 ⁻¹	36 ⁻¹	0.82 ⁻¹	34 ⁻¹	36 ⁻¹	32 ⁻¹	0.87 ⁻¹
China	101,448	48	9	19	...	...	76	74	78	1.05	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hong Kong SAR of China	512 ⁺¹	49 ⁺¹	16 ⁺¹	1 ⁺¹	a ⁺¹	2 ⁺¹	82 ⁺¹	81 ⁺¹	83 ⁺¹	1.03 ⁺¹	75 ⁺¹	73 ⁺¹	76 ⁺¹	1.03 ⁺¹
Indonesia	18,315	49	43	15	a	37	74	75	74	0.99	68	69	68	0.99
Japan	7,356	49	19	12	a	24	101	101	101	1.00	98	98	98	1.00
Lao People's Democratic Republic	412	44	2	1	0.3	1	44	48	39	0.81	36 ^{**,-1}	39 ^{**,-1}	33 ^{**,-1}	0.87 ^{**,-1}
Macao, China	39 ⁺¹	49 ⁺¹	95 ⁺¹	3 ⁺¹	a ⁺¹	6 ⁺¹	92 ⁺¹	94 ⁺¹	90 ⁺¹	0.96 ⁺¹	76 ⁺¹	76 ⁺¹	76 ⁺¹	1.00 ⁺¹
Malaysia	2,499 ⁻¹	51 ⁻¹	4 ⁻²	6 ⁻¹	a ⁻¹	15 ⁻¹	68 ⁻¹	66 ⁻¹	71 ⁻¹	1.07 ⁻¹	68 ⁻¹	66 ⁻¹	70 ⁻¹	1.07 ⁻¹
Myanmar	2,829	50 ⁻¹	a	n	a	n	53	49 ⁻¹	49 ⁻¹	1.01 ⁻¹	49	46 ⁻¹	46 ⁻¹	1.00 ⁻¹
Philippines	6,509	51	20	a	a	a	82	79	86	1.09	61	55	66	1.19
Republic of Korea	3,959	47	32	12	a	25	97	99	95	0.96	95	97	94	0.96
Singapore	231	48	6	12	12.4	11	...	...	...	...	...	...	...	...
Thailand	4,769 ⁺¹	51 ⁺¹	16 ⁺¹	16 ⁺¹	a ⁺¹	39 ⁺¹	76 ⁺¹	73 ⁺¹	79 ⁺¹	1.09 ⁺¹	72 ⁺¹	68 ⁺¹	77 ⁺¹	1.13 ⁺¹
Timor-Leste	84 ⁺¹	49 ⁻³	22 ⁺¹	5 ⁺¹	a ⁺¹	13 ⁺¹	51 ⁺¹	55 ⁻³	55 ⁻³	1.00 ⁻³	31 ^{**,-1}	30 ^{**,-1}	33 ^{**,-1}	1.10 ^{**,-1}
Viet Nam	9,543	50 ^{**}	11 ⁻¹	6	a	17	...	...	...	...	...	...	...	...
Pacific														
Australia	2,538	47	29	40	20	61	149	153	146	0.95	88	87	89	1.02
Cook Islands	1.9 ⁺¹	51 ⁺¹	15 ⁻¹	a ⁺¹	...	...	83 ⁺¹	79 ⁺¹	89 ⁺¹	1.13 ⁺¹	79 ⁻¹	74 ⁻¹	84 ⁻¹	1.12 ⁻¹
Fiji	99	50	92	3	a	11	81	78	84	1.07	79 ⁻²	76 ⁻²	83 ⁻²	1.10 ⁻²
Kiribati	12	51	...	n	a	n	85	81	89	1.11	67 ^{**,-3}	64 ^{**,-3}	71 ^{**,-3}	1.10 ^{**,-3}
Marshall Islands	5.2 ⁺¹	50 ⁺¹	21 ⁺¹	4 ⁻¹	a ⁻¹	6 ⁻¹	78 ⁺¹	76 ⁺¹	80 ⁺¹	1.05 ⁺¹	52 ⁻¹	51 ⁻¹	54 ⁻¹	1.07 ⁻¹
Micronesia (Federated States of)	15 ^{**,-1}	49 ⁻³	...	...	a ⁻¹	...	91 ^{**,-1}	80 ⁻³	86 ⁻³	1.07 ⁻³	...	...	...	...
Nauru	0.82	51	a ⁻¹	a ⁻¹	a ⁻¹	a ⁻¹	63 ⁻	58 ⁻	69 ⁻	1.20 ⁻
New Zealand	515	50	20	...	a	...	119	115	122	1.05	...	...	...	...
Niue	0.21 ⁻³	48 ⁻³	...	a ⁻³	a ⁻³	a ⁻³	105 ⁻³	83 ⁻³	148 ⁻³	1.78 ⁻³	...	...	...	...
Palau	2.4 ⁻¹	50 ^{**,-1}	28 ⁻¹	a ⁻¹	a ⁻¹	a ⁻¹	96 ⁻¹	97 ^{**,-1}	95 ^{**,-1}	0.98 ^{**,-1}	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Samoa	25 ⁺¹	51 ⁺¹	32 ^{**,-3}	a ⁺¹	a ⁺¹	a ⁺¹	76 ⁺¹	72 ⁺¹	81 ⁺¹	1.13 ⁺¹	71 ⁺¹	66 ⁺¹	75 ⁺¹	1.13 ⁺¹
Solomon Islands	27 ⁻¹	44 ⁻¹	27 ⁻¹	a ⁻¹	a ⁻¹	a ⁻¹	35 ⁻¹	38 ⁻¹	32 ⁻¹	0.84 ⁻¹	30 ⁻¹	32 ⁻¹	29 ⁻¹	0.90 ⁻¹
Tokelau	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	14 ⁻²	48 ⁻²	...	...	...	...	103 ⁻²	101 ⁻²	105 ⁻²	1.03 ⁻²	66 ^{**,-2}	60 ^{**,-2}	74 ^{**,-2}	1.24 ^{**,-2}
Tuvalu	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South and West Asia														
Afghanistan	1,036 ⁻¹	26 ⁻¹	...	1 ⁻¹	a ⁻¹	3 ⁻¹	29 ⁻¹	41 ⁻¹	15 ⁻¹	0.38 ⁻¹	27 ^{**,-1}	38 ^{**,-1}	15 ^{**,-1}	...
Bangladesh	10,037	52	95	3	a	8	42	40	45	1.12	41 ⁻¹	40 ⁻¹	43 ⁻¹	1.05 ⁻¹
Bhutan	57 ⁺¹	49 ⁺¹	12 ⁺¹	n ⁺¹	a ⁺¹	n ⁺¹	62 ⁺¹	62 ⁺¹	61 ⁺¹	0.99 ⁺¹	47 ⁺¹	46 ⁺¹	49 ⁺¹	1.07 ⁺¹
India	101,784	45	...	1	a	2	60	64	56	0.88	...	...	...	...
Iran (Islamic Republic of)	7,929 ⁺¹	47 ⁺¹	7	11 ⁺¹	a ⁺¹	20 ⁺¹	83 ⁺¹	85 ⁺¹	81 ⁺¹	0.95 ⁺¹	...	...	...	...
Maldives	33 ^{**,-2}	50 ^{**,-2}	12 ^{**,-2}	...	a	...	84 ^{**,-2}	81 ^{**,-2}	86 ^{**,-2}	1.05 ^{**,-2}	69 ^{**,-1}	68 ^{**,-1}	71 ^{**,-1}	1.04 ^{**,-1}
Nepal	2,305	47	14	1	a	2	43 ^{**,-2}	46 ^{**,-2}	41 ^{**,-2}	0.89 ^{**,-2}	...	...	...	...
Pakistan	9,433 ⁺¹	43 ⁺¹	32 ⁺¹	4 ⁺¹	a ⁺¹	10 ⁺¹	33 ⁺¹	37 ⁺¹	29 ⁺¹	0.79 ⁺¹	33 ⁺¹	36 ⁺¹	29 ⁺¹	0.79 ⁺¹
Sri Lanka	...	...	...	...	...	...	...	...	...	...	...	...	...	...
REGIONAL AVERAGES														
World	525,665 ^{**}	47 ^{**}	...	11 ^{**}	1.2 ^{**}	24 ^{**}	67 ^{**}	68 ^{**}	66 ^{**}	0.96 ^{**}	58 [#]	62 [#]	54 [#]	0.87 [#]
Arab States	29,858 ^{**}	47 ^{**}	...	13 ^{**}	3.3 ^{**}	30 ^{**}	68 ^{**}	71 ^{**}	65 ^{**}	0.92 ^{**}	63 [#]	65 [#]	60 [#]	0.93 [#]
Central and Eastern Europe	32,258	48	...	19	0.2	46	88	90	87	0.96	81 ^{**}	82 ^{**}	80 ^{**}	0.98 ^{**}
Central Asia	10,913	49	...	15	0.0	49	97	98	96	0.98	88	89	87	0.98
East Asia and the Pacific	164,535	48	...	16 [#]	0.5 [#]	37 [#]	77	75	78	1.04	70 [#]	69 [#]	71 [#]	1.03 [#]
Latin America and the Caribbean	59,101	51	...	11	4.7	21	89	86	93	1.08	73	71 [#]	76 [#]	1.07 [#]
North America and Western Europe	62,338	49	...	13	1.2	26	100	101	100	1.00	90 ^{**}	90 ^{**}	91 ^{**}	1.01 ^{**}
South and West Asia	130,312 [#]	45 [#]	...	1 [#]	0.0 [#]	3 [#]	54 [#]	57 [#]	50 [#]	0.87 [#]	44 [#]	56 [#]	31 [#]	0.56 [#]
Sub-Saharan Africa	36,349 ^{**}	44 ^{**}	...	7 ^{**}	2.4 ^{**}	14 ^{**}	34 ^{**}	38 ^{**}	30 ^{**}	0.79 ^{**}	26 [#]	29 [#]	23 [#]	0.78 [#]

Table 5 - Teaching staff in pre-primary, primary and secondary education, 2008

Region	Pre-primary education (ISCED 0)						Primary education (ISCED 1)					Secondary education (ISCED 2-3)						
	Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Teaching staff		Trained teachers (%)			Pupil/teacher ratio
	MF (000)	% F	MF	M	F		MF (000)	% F	MF	M	F		MF (000)	% F	MF	M	F	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Central Asia																		
Kazakhstan	37 ⁺¹	98 ⁺¹	...	...	...	10 ⁺¹	58 ⁺¹	98 ⁺¹	...	...	...	16 ⁺¹	179 ⁺¹	86 ⁺¹	...	...	...	10 ⁺¹
Kyrgyzstan	2.7 ⁺¹	99 ⁺¹	44 ⁺¹	44 ⁺¹	44 ⁺¹	27 ⁺¹	16 ⁺¹	97 ⁺¹	66 ⁺¹	66 ⁺¹	66 ⁺¹	24 ⁺¹	53 ⁻¹	74 ⁻¹	79 ⁻¹	78 ⁻¹	80 ⁻¹	14 ⁻¹
Mongolia	4.2 ⁺¹	98 ⁺¹	100 ⁺¹	100 ⁺¹	100 ⁺¹	24 ⁺¹	8.3 ⁺¹	95 ⁺¹	100 ⁺¹	100 ⁺¹	100 ⁺¹	30 ⁺¹	16 ⁻²	73 ⁻²	100 ⁻²	100 ⁻²	100 ⁻²	20 ⁻²
Tajikistan	4.7	100	83	n	83	13	31	68	88	...	...	23	62	49	...	...	...	17
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	59 ⁺¹	95 ⁺¹	100 ⁺¹	100 ⁺¹	100 ⁺¹	9 ⁺¹	117 ⁺¹	89 ⁺¹	100 ⁺¹	100 ⁺¹	100 ⁺¹	17 ⁺¹	367 ⁺¹	63 ⁺¹	100 ⁺¹	100 ⁺¹	100 ⁺¹	12 ⁺¹
East Asia																		
Brunei Darussalam	0.60 ⁺¹	97 ⁺¹	71 ⁺¹	90 ⁺¹	70 ⁺¹	22 ⁺¹	3.7 ⁺¹	76 ⁺¹	84 ⁺¹	92 ⁺¹	81 ⁺¹	12 ⁺¹	4.6 ⁺¹	63 ⁺¹	88 ⁺¹	89 ⁺¹	88 ⁺¹	10 ⁺¹
Cambodia	5.2	94	88 ⁻²	...	...	23	48	44	98	...	...	49	30 ⁻¹	32 ⁻¹	99 ⁻¹	...	...	29 ⁻¹
China	1,049	98	...	...	...	22	6,036	56	...	...	...	18	6,344	45 ⁻¹	...	...	...	16
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hong Kong SAR of China	9.9 ⁺¹	99 ⁺¹	96 ⁺¹	71 ⁺¹	96 ⁺¹	14 ⁺¹	23 ⁺¹	78 ⁺¹	95 ⁺¹	94 ⁺¹	96 ⁺¹	16 ⁺¹	...	...	...	...	...	...
Indonesia	280 ⁻¹	96 ⁻¹	...	...	...	13 ⁻¹	1,687	59	...	...	...	17	1,531	47	...	...	...	12
Japan	109	98 ⁻²	...	...	...	28	392	65 ⁻²	...	...	...	18	607	...	...	...	...	12
Lao People's Democratic Republic	3.7	97	81 ⁻¹	67 ⁻¹	81 ⁻¹	19	30	49	97	97	97	30	18	44	87	87	88	23
Macao, China	0.52 ⁺¹	99 ⁺¹	96 ⁺¹	100 ⁺¹	96 ⁺¹	18 ⁺¹	1.6 ⁺¹	88 ⁺¹	86 ⁺¹	73 ⁺¹	88 ⁺¹	17 ⁺¹	2.3 ⁺¹	59 ⁺¹	71 ⁺¹	59 ⁺¹	80 ⁺¹	17 ⁺¹
Malaysia	27 ⁻¹	96 ⁻¹	...	...	...	24 ⁻¹	206 ⁻¹	68 ⁻¹	...	...	...	15 ⁻¹	167 ⁻¹	65 ⁻¹	...	...	...	15 ⁻¹
Myanmar	6.4	99	52	29 ⁻²	51 ⁻²	18	177	84	99	100	99	29	82	84	98	98	98	34
Philippines	28 ⁻¹	97 ⁻¹	...	...	...	35 ⁻¹	390 ⁻¹	87 ⁻¹	...	...	...	34 ⁻¹	181 ⁻¹	76 ⁻¹	...	...	...	35 ⁻¹
Republic of Korea	30	99	...	...	...	18	153	77	...	...	...	24	219	54	...	...	...	18
Singapore	...	...	...	...	...	...	16	81	97	97	97	19	14	67	97	97	97	16
Thailand	104	78	...	...	...	24	348	60	...	...	...	16	223	55	...	...	...	21
Timor-Leste	0.24 ⁻³	97 ⁻³	...	...	...	29 ⁻³	7.4 ⁺¹	39 ⁺¹	...	...	...	29 ⁺¹	2.6 ⁻¹	23 ⁻¹	...	...	...	24 ⁻³
Viet Nam	183 ⁺¹	98 ⁺¹	91 ⁺¹	89 ⁺¹	91 ⁺¹	18 ⁺¹	346 ⁺¹	78 ⁺¹	100 ⁺¹	99 ⁺¹	100 ⁺¹	20 ⁺¹	462	64 ⁻²	98 ⁻²	...	...	21
Pacific																		
Australia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cook Islands	0.03 ⁺¹	100 ⁻¹	41 ⁻¹	n ⁻¹	41 ⁻¹	15 ⁺¹	0.13 ⁺¹	84 ⁺¹	79 ⁻¹	79 ⁻¹	79 ⁻¹	15 ⁺¹	0.13 ⁺¹	61 ⁺¹	79 ⁻¹	76 ⁻¹	80 ⁻¹	15 ⁺¹
Fiji	0.45 ⁻²	99 ⁻³	...	...	...	19 ⁻²	3.9	55	98	98	98	26	5.3	71	96 ⁻¹	96 ⁻¹	96 ⁻¹	19
Kiribati	...	...	...	...	...	...	0.65	82	85	83	86	25	0.66	48	62	60	65	17
Marshall Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	1.1 ⁻¹	...	...	...	...	17 ⁻¹	...	...	...	...	...	...
Nauru	0.04	98	82 ⁻¹	n ⁻¹	84 ⁻¹	16	0.06	93	74 ⁻¹	50 ⁻¹	77 ⁻¹	22	0.03 ⁻¹	79 ⁻¹	36 ⁻¹	43 ⁻¹	35 ⁻¹	21 ⁻¹
New Zealand	9.0	99	...	...	...	12	23	84	...	...	...	15	36	62	...	...	...	14
Niue	...	...	...	...	...	...	0.02 ⁻³	100 ⁻³	...	...	...	12 ⁻³	0.03 ⁻³	68 ⁻³	...	...	...	8 ⁻³
Palau	...	...	...	...	...	...	0.15 ⁻³	...	...	...	...	13 ⁻³	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	15 ⁻²	43 ⁻²	...	...	...	36 ⁻²	...	...	...	...	...	...
Samoa	0.30 ⁺¹	98 ⁺¹	...	...	...	14 ⁺¹	0.94 ⁺¹	...	136 ⁻¹	...	...	32 ⁺¹	1.2 ⁺¹	...	...	...	...	21 ⁺¹
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	0 ⁻¹	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	...	...	...	...	...	...	0.76 ⁻²	...	...	...	...	22 ⁻²	...	...	...	...	...	...
Tuvalu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	0.73 ⁻¹	91 ⁻¹	100 ⁻¹	...	...	16 ⁻¹	1.6 ⁻¹	55 ⁻¹	100 ⁻¹	...	...	24 ⁻¹	...	...	...	...	...	...
South and West Asia																		
Afghanistan	...	...	...	...	...	...	114	29	...	...	...	43	33 ⁻¹	28 ⁻¹	-	-	-	32 ⁻¹
Bangladesh	33 ⁻³	89 ⁻³	...	...	...	33 ⁻³	366	42	54	52	57	44 ⁻¹	371	20	50	48	58	27
Bhutan	0.02 ⁻²	...	...	...	...	23 ⁻²	3.9 ⁺¹	35 ⁺¹	91	92 ⁻²	92 ⁻²	28 ⁺¹	2.7 ⁺¹	49 ⁺¹	83	92 ⁻²	92 ⁻²	21 ⁺¹
India	738 ⁻²	100 ⁻²	...	...	...	40 ⁻²	...	...	...	...	...	...	...	...	...	...	...	...
Iran (Islamic Republic of)	19 ⁻³	89 ⁻³	...	...	...	27 ⁻³	351	63	100 ⁻³	100 ⁻³	100 ⁻³	20	...	...	...	...	...
Maldives	0.85 ⁺¹	97 ⁺¹	38 ⁺¹	21 ⁺¹	38 ⁺¹	19 ⁺¹	3.5 ⁺¹	74 ⁺¹	74 ⁺¹	77 ⁺¹	73 ⁺¹	13 ⁺¹	...	...	...	...	...
Nepal	20	93	73	75	72	41	144 ⁺¹	39 ⁺¹	66	67	66	33 ⁺¹	56	15	...	...	...	41
Pakistan	...	...	...	...	...	...	465 ⁺¹	46 ⁺¹	85 ⁺¹	93 ⁺¹	77 ⁺¹	40 ⁺¹	...	...	...	...	...	...
Sri Lanka	...	...	...	...	...	...	69	85	...	...	...	23	...	...	...	...	...	...
REGIONAL AVERAGES																		
World	7,254 ⁻²	94 ⁻²	...	...	...	20 ⁻²	27,845 ⁻²	62 ⁻²	...	...	...	25 ⁻²	29,651 ⁻²	51 ⁻²	...	...	...	18 ⁻²
Arab States	165 ⁻²	91 ⁻²	...	...	...	19 ⁻²	1,899 ⁻²	56 ⁻²	...	...	...	22 ⁻²	1,820 [#]	47 [#]	16 [#]
Central and Eastern Europe	1,067	99	...	...	...	10	1,120 ⁻²	82 ⁻²	...	...	...	18 ⁻²	2,847 ⁻²	73 ⁻²	...	...	...	11 ⁻²
Central Asia	153	98	...	...	...	10	330	88	...	...	...	17	960	70 ⁻²	...	...	...	11
East Asia and the Pacific	1,842 [#]	96 [#]	21 [#]	10,033	60	...	...	...	19	10,150 [#]	47 [#]	16 [#]
Latin America and the Caribbean	988	96	...	...	...	21	2,919	78	...	...	...	23	3,484	60	...	...	...	17
North America and Western Europe	1,418	94	...	...	...	14	3,739	83	...	...	...	14	4,855 ⁻²	60 ⁻²	...	...	...	13 ⁻²
South and West Asia	1,059 [#]	95 [#]	40 [#]	4,970 [#]	46 [#]	39 [#]	4,091 [#]	35 [#]	32 [#]
Sub-Saharan Africa	564 ⁻²	75 ⁻²	...	...	...	19 ⁻²	2,835 ⁻²	43 ⁻²	...	...	...	45 ⁻²	1,442 ⁻²	29 ⁻²	...	...	...	25 ⁻²

Table 6 - Enrolment and teaching staff in tertiary education, 2008

Region	Enrolment			Gross enrolment ratio				Distribution of students by ISCED level			Distribution of female students by ISCED level			Teaching staff	
	MF (000)	% F	% Private	MF	M	F	GPI	5A	5B	6	5A	5B	6	MF	% F
Country or territory	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Central Asia															
Kazakhstan	635 ⁺¹	58 ⁺¹	47 ⁺¹	41 ⁺¹	34 ⁺¹	49 ⁺¹	1.45 ⁺¹	100 ⁺¹	a ⁺¹	n ⁺¹	58 ⁺¹	a ⁺¹	56 ⁺¹	38 ⁺¹	64 ⁺¹
Kyrgyzstan	294 ⁺¹	56 ⁺¹	10 ⁺¹	51 ⁺¹	44 ⁺¹	58 ⁺¹	1.32 ⁺¹	83 ⁺¹	17 ⁺¹	1 ⁺¹	56 ⁺¹	59 ⁺¹	62 ⁺¹	17 ⁺¹	59 ⁺¹
Mongolia	162 ⁺¹	61 ⁺¹	34 ⁺¹	53 ⁺¹	41 ⁺¹	64 ⁺¹	1.55 ⁺¹	96 ⁺¹	3 ⁺¹	1 ⁺¹	60 ⁺¹	82 ⁺¹	60 ⁺¹	8.6 ⁺¹	57 ⁺¹
Tajikistan	157 ⁺¹	29 ⁺¹	n ⁺¹	20 ⁺¹	28 ⁺¹	12 ⁺¹	0.41 ⁺¹	99 ⁺¹	a ⁺¹	1 ⁺¹	29 ⁺¹	a ⁺¹	38 ⁺¹	8.8 ⁺¹	33 ⁺¹
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	301 ⁺¹	40 ⁺¹	n ⁺¹	10 ⁺¹	11 ⁺¹	8 ⁺¹	0.70 ⁺¹	99 ⁺¹	a ⁺¹	1 ⁺¹	40 ⁺¹	a ⁺¹	44 ⁺¹	24 ⁺¹	38 ⁺¹
East Asia															
Brunei Darussalam	6.1 ⁺¹	63 ⁺¹	n ⁺¹	17 ⁺¹	13 ⁺¹	22 ⁺¹	1.76 ⁺¹	63 ⁺¹	36 ⁺¹	- ⁺¹	65 ⁺¹	58 ⁺¹	39 ⁺¹	0.64 ⁺¹	42 ⁺¹
Cambodia	123	34	58 ⁻¹	7	9	5	0.54	100 ⁻¹	a ⁻¹	n ⁻¹	35 ⁻¹	a ⁻¹	n ⁻¹	3.3 ⁻²	11 ⁻²
China	26,692	49	...	23	22	23	1.04	...	45	...	...	51	...	1,595	43
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hong Kong SAR of China	254 ⁺¹	50 ⁺⁺¹	19	57 ⁺¹	...	...	...	64 ⁺¹	33 ⁺¹	3 ⁺¹	51 ⁺⁺¹	48 ⁺⁺¹	42 ⁺⁺¹	...	...
Indonesia	4,420	47	61 ⁺⁻³	21	22	20	0.92	79	20	2 ⁺	49	44	36 ⁺	286	40
Japan	3,939	46	79	58	62	54	0.88	76	22	2	42	62	31	516	18 ⁻²
Lao People's Democratic Republic	89	43	34	13	15	12	0.78	39	61	a	41	45	a	3.0	34
Macao, China	29 ⁺¹	50 ⁺¹	65 ⁺¹	63 ⁺¹	66 ⁺¹	60 ⁺¹	0.92 ⁺¹	88 ⁺¹	10 ⁺¹	2 ⁺¹	49 ⁺¹	60 ⁺¹	27 ⁺¹	2.0 ⁺¹	31 ⁺¹
Malaysia	805 ⁻¹	56 ⁻¹	36 ⁻¹	32 ⁻¹	28 ⁻¹	36 ⁻¹	1.29 ⁻¹	55 ⁻¹	44 ⁻¹	1 ⁻¹	58 ⁻¹	53 ⁻¹	40 ⁻¹	42 ⁻¹	50 ⁻¹
Myanmar	508 ⁻¹	58 ⁻¹	n ⁻¹	11 ⁻¹	9 ⁻¹	12 ⁻¹	1.37 ⁻¹	99 ⁻¹	- ⁻¹	1 ⁻¹	58 ⁻¹	74 ⁻¹	84 ⁻¹	11 ⁻¹	82 ⁻¹
Philippines	2,651	54	66	29	26	32	1.24	90	10	n	55	53	61	113 ⁺⁻³	56 ⁺⁻³
Republic of Korea	3,204	38	80	98	115	79	0.69	74	24	2	38	40	36	208	32
Singapore	199 ⁺¹	49 ⁺¹	61 ⁺¹	...	...	...	...	52 ⁺¹	45 ⁺¹	3 ⁺¹	51 ⁺¹	48 ⁺¹	36 ⁺¹	15 ⁺¹	34 ⁺¹
Thailand	2,417 ⁺¹	54 ⁺¹	17 ⁺¹	45 ⁺¹	40 ⁺¹	49 ⁺¹	1.24 ⁺¹	85 ⁺¹	15 ⁺¹	1 ⁺¹	56 ⁺¹	47 ⁺¹	50 ⁺¹	76 ⁺⁺	68 ⁺⁺
Timor-Leste	17 ⁺¹	40 ⁺¹	...	15 ⁺¹	18 ⁺¹	13 ⁺¹	0.71 ⁺¹	100 ⁺¹	n ⁺¹	a ⁺¹	40 ⁺¹	n ⁺¹	a ⁺¹	1.2 ⁺¹	25 ⁺¹
Viet Nam	1,774 ⁺¹	49 ⁺¹	12 ⁺¹	...	...	...	...	63 ⁺¹	34 ⁺¹	3 ⁺¹	58 ⁺¹	33 ⁺¹	42 ⁺¹	61 ⁺¹	48 ⁺¹
Pacific															
Australia	1,118	55	5	77	67	87	1.30	80	16	4	56	53	51	...	...
Cook Islands	a ⁺¹	a ⁺¹	a ⁺¹	a ⁺¹	a ⁺¹	a ⁺¹	a ⁺¹	a ⁺¹	a ⁺¹	a ⁺¹	a ⁺¹	a ⁺¹	a ⁺¹	a ⁺¹	a ⁺¹
Fiji	13 ⁺⁻³	53 ⁺⁻³	...	15 ⁺⁻³	14 ⁺⁻³	17 ⁺⁻³	1.20 ⁺⁻³	86 ⁺⁻³	12 ⁺⁻³	1 ⁺⁻³	52 ⁺⁻³	63 ⁺⁻³	43 ⁺⁻³	0.94	36
Kiribati	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
Marshall Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	a ⁻²	a ⁻²	a ⁻²	a ⁻²	a ⁻²	a ⁻²	a ⁻²	a ⁻²	a ⁻²	a ⁻²	a ⁻²	a ⁻²	a ⁻²	a ⁻²	a ⁻²
New Zealand	244	58	12	78	64	94	1.48	70	27	3	59	57	52	14	50
Niue	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
Palau	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Samoa	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
Tokelau	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
Tonga	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tuvalu	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
Vanuatu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South and West Asia															
Afghanistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	1,295 ⁺¹	35 ⁺¹	50 ⁺¹	8 ⁺¹	10 ⁺¹	6 ⁺¹	0.56 ⁺¹	90 ⁺¹	9 ⁺¹	1 ⁺¹	36 ⁺¹	27 ⁺¹	25 ⁺¹	62 ⁺¹	20 ⁺¹
Bhutan	5.1	35	n	7	8	5	0.59	...	...	...	...	...	...	0.38 ⁻²	...
India	14,863 ⁻¹	39 ⁻¹	...	13 ⁻¹	16 ⁻¹	11 ⁻¹	0.70 ⁻¹	...	...	...	...	...	...	...	...
Iran (Islamic Republic of)	3,350 ⁺¹	51 ⁺¹	51 ⁺¹	36 ⁺¹	35 ⁺¹	38 ⁺¹	1.07 ⁺¹	76 ⁺¹	23 ⁺¹	1 ⁺¹	55 ⁺¹	37 ⁺¹	33 ⁺¹	144	19
Maldives	n ⁺⁻²	n ⁺⁻²	...	n ⁺⁻²	n ⁺⁻²	n ⁺⁻²	n ⁺⁻²	n ⁺⁻²	n ⁺⁻²	n ⁺⁻²	n ⁺⁻²	n ⁺⁻²	n ⁺⁻²	n ⁺⁻²	n ⁺⁻²
Nepal	289 ⁺¹	40 ⁺¹	56 ⁺¹	...	...	...	...	100 ⁺¹	a ⁺¹	n ⁺¹	40 ⁺¹	a ⁺¹	21 ⁺¹	9.9 ⁻¹	...
Pakistan	1,226 ⁺⁻¹	45 ⁺⁻¹	33 ⁺⁻¹	6 ⁺⁻¹	7 ⁺⁻¹	6 ⁺⁻¹	0.85 ⁺⁻¹	94 ⁺⁻¹	5 ⁺⁻¹	1 ⁺⁻¹	45 ⁺⁻¹	45 ⁺⁻¹	27 ⁺⁻¹	63 ⁺⁻¹	37 ⁺⁻¹
Sri Lanka	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
REGIONAL AVERAGES															
World	158,713 ⁺⁺	51 ⁺⁺	...	26 ⁺⁺	25 ⁺⁺	27 ⁺⁺	1.08 ⁺⁺	77 ⁺⁺	21 ⁺⁺	1 ⁺⁺	50 ⁺⁺	51	44 ⁺⁺	10,110 [#]	40 [#]
Arab States	7,308 ⁺⁺	48 [#]	...	21 ⁺⁺	22 [#]	21 [#]	0.97 [#]	85 [#]	12 [#]	3 [#]	32 [#]	27 [#]	39 [#]	302 [#]	31 [#]
Central and Eastern Europe	21,137	55	...	64	57	72	1.28	82	17	2	56	51	46	1,324	50 [#]
Central Asia	2,108	52	...	25	24	27	1.10	96	3	1	52	59	50	154	52
East Asia and the Pacific	48,608 [#]	49 [#]	...	26 [#]	26 [#]	26 [#]	1.01 [#]	65 [#]	34	1 [#]	48 ⁺⁺	50	36 ⁺⁺	3,010 [#]	39 [#]
Latin America and the Caribbean	19,723 ⁺⁺	55 ⁺⁺	...	38 ⁺⁺	34 ⁺⁺	42 ⁺⁺	1.25 ⁺⁺	83 [#]	17 [#]	1 [#]	55 ⁺⁺	52 ⁺⁺	47 [#]	1,475 [#]	39 [#]
North America and Western Europe	34,423	56	...	70	61	80	1.32	76	21	3	56	59	49	2,701 ⁺⁺	42 ⁺⁺
South and West Asia	21,889 [#]	41 [#]	...	13 [#]	14 [#]	11 [#]	0.76 [#]	95 [#]	5 [#]	- [#]	41 [#]	40 [#]	35 [#]	961 [#]	35 [#]
Sub-Saharan Africa	4,517 ⁺⁺	40 [#]	...	6 ⁺⁺	7 [#]	5 [#]	0.66 [#]	67 [#]	31 [#]	1 [#]	33 [#]	43 [#]	29 [#]	185 [#]	20 [#]

Table 8 - Adult and youth literacy, 2008

Region	Adult (15 years and older)						Youth (15 to 24 years)					
	Literacy rate				Illiterate population		Literacy rate				Illiterate population	
	MF	M	F	GPI	MF (000)	% F	MF	M	F	GPI	MF (000)	% F
Country or territory	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Central Asia												
Kazakhstan	99.7	99.8	99.5	1.00	43	74.2	99.8	99.8	99.9	1.00	4.5	32.6
Kyrgyzstan	99.3	99.5	99.1	1.00	27	65.6	99.6	99.5	99.7	1.00	4.6	36.9
Mongolia	97.3	96.7	97.8	1.01	53	41.0	95.3	93.3	97.2	1.04	29	29.3
Tajikistan	99.7	99.8	99.5	1.00	15	72.7	99.9	99.9	99.9	1.00	1.6	49.8
Turkmenistan	99.5	99.7	99.3	1.00	18	71.1	99.8	99.8	99.9	1.00	1.7	32.9
Uzbekistan	99.2	99.5	98.9	0.99	153	69.4	99.8	99.8	99.7	1.00	15	59.3
East Asia												
Brunei Darussalam	95.0	96.6	93.3	0.97	14	64.9	99.7	99.7	99.6	1.00	0.25	55.8
Cambodia	77.6	85.1	70.9	0.83	2,143	68.1	87.5	89.4	85.5	0.96	436	57.0
China	93.7	96.7	90.5	0.94	67,239	73.3	99.3	99.4	99.2	1.00	1,610	54.6
Democratic People's Republic of Korea	100.0	100.0	100.0	1.00	0.32	70.7	100.0	100.0	100.0	1.00	0.01	33.4
Hong Kong SAR of China	...	...	...	...	...	...	...	...	...	...	...	...
Indonesia	92.0 ⁻²	95.2 ⁻²	88.8 ⁻²	0.93 ⁻²	12,864 ⁻²	70.2 ⁻²	96.7 ⁻²	97.0 ⁻²	96.3 ⁻²	0.99 ⁻²	1,387 ⁻²	55.1 ⁻²
Japan	...	...	...	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	...	...	...	...	...	...	...	...	...	...	...	...
Macao, China	93.5 ⁻²	96.5 ⁻²	90.7 ⁻²	0.94 ⁻²	28 ⁻²	74.6 ⁻²	99.6 ⁻²	99.6 ⁻²	99.7 ⁻²	1.00 ⁻²	0.30 ⁻²	43.9 ⁻²
Malaysia	92.1	94.3	89.8	0.95	1,500	63.6	98.4	98.3	98.5	1.00	82	46.1
Myanmar	91.9	94.7	89.2	0.94	2,942	68.5	95.6	96.0	95.1	0.99	415	55.3
Philippines	93.6	93.3	93.9	1.01	3,800	47.7	94.8	93.9	95.7	1.02	946	40.5
Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...
Singapore	94.5	97.4	91.6	0.94	210	76.4	99.8	99.7	99.8	1.00	1.6	38.3
Thailand	...	...	...	...	...	...	...	...	...	...	...	...
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...	...
Viet Nam	92.5	95.1	90.2	0.95	4,749	67.9	96.8	97.2	96.3	0.99	556	55.6
Pacific												
Australia	...	...	...	...	...	...	...	...	...	...	...	...
Cook Islands	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	...	...	...	...	...	...	...	...	...	...	...	...
Kiribati	...	...	...	...	...	...	...	...	...	...	...	...
Marshall Islands	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	...	...	...	...	...	...	...	...	...	...	...	...
New Zealand	...	...	...	...	...	...	...	...	...	...	...	...
Niue	...	...	...	...	...	...	...	...	...	...	...	...
Palau	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	59.6	63.6	55.6	0.87	1,592	54.7	66.5	64.6	68.5	1.06	426	45.8
Samoa	98.7	99.0	98.5	0.99	1.3	57.8	99.5	99.4	99.5	1.00	0.21	42.5
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	99.0 ⁻²	99.0 ⁻²	99.1 ⁻²	1.00 ⁻²	0.63 ⁻²	46.8 ⁻²	99.4 ⁻²	99.3 ⁻²	99.6 ⁻²	1.00 ⁻²	0.11 ⁻²	37.2 ⁻²
Tuvalu	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	81.3	83.0	79.5	0.96	27	54.0	93.6	93.5	93.7	1.00	3.1	47.6
South and West Asia												
Afghanistan	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	55.0	60.0	49.8	0.83	48,990	55.2	74.4	73.3	75.5	1.03	8,441	47.0
Bhutan	...	...	...	...	...	...	...	...	...	...	...	...
India	62.8 ⁻²	75.2 ⁻²	50.8 ⁻²	0.68 ⁻²	283,105 ⁻²	65.1 ⁻²	81.1 ⁻²	88.4 ⁻²	74.4 ⁻²	0.84 ⁻²	40,682 ⁻²	67.0 ⁻²
Iran (Islamic Republic of)	82.3 ⁻²	87.3 ⁻²	77.2 ⁻²	0.89 ⁻²	9,402 ⁻²	63.4 ⁻²	96.6 ⁻²	97.1 ⁻²	96.1 ⁻²	0.99 ⁻²	614 ⁻²	57.2 ⁻²
Maldives	98.4 ⁻²	98.4 ⁻²	98.4 ⁻²	1.00 ⁻²	3.3 ⁻²	48.5 ⁻²	99.3 ⁻²	99.2 ⁻²	99.4 ⁻²	1.00 ⁻²	0.52 ⁻²	44.8 ⁻²
Nepal	57.9	71.1	45.4	0.64	7,614	66.6	80.8	86.2	75.0	0.87	1,139	63.3
Pakistan	53.7	66.8	40.0	0.60	51,236	63.0	68.9	78.5	58.8	0.75	11,626	64.4
Sri Lanka	90.6	92.2	89.1	0.97	1,425	59.7	98.0	97.3	98.6	1.01	71	34.0
REGIONAL AVERAGES												
World	83.4	88.2	78.9	0.90	796,165	64.1	89.0	91.7	86.4	0.94	130,584	60.7
Arab States	72.4	81.2	63.1	0.78	60,181	65.2	87.4	91.0	83.7	0.92	8,650	63.4
Central and Eastern Europe	97.6	99.0	96.4	0.97	7,960	79.9	98.8	99.2	98.4	0.99	729	66.0
Central Asia	99.4	99.6	99.2	1.00	362	66.7	99.7	99.6	99.7	1.00	59	39.0
East Asia and the Pacific	93.7	96.3	91.0	0.94	105,681	70.7	98.3	98.4	98.1	1.00	6,444	52.5
Latin America and the Caribbean	91.0	91.9	90.3	0.98	36,056	55.8	96.9	96.7	97.2	1.01	3,181	45.0
North America and Western Europe	99.0	99.1	98.9	1.00	6,292	57.2	99.7	99.7	99.7	1.00	297	44.2
South and West Asia	61.9	73.2	50.9	0.70	412,432	63.5	79.3	85.7	73.3	0.86	66,115	63.5
Sub-Saharan Africa	62.1	71.2	53.3	0.75	167,200	62.5	71.2	76.2	66.3	0.87	45,109	58.5

Table 9 - Historic data

REGIONAL AVERAGES	Reference year	Pre-primary education				Primary education				Pupil/teacher ratio	Secondary education				Secondary education			Literacy rate							
		Gross enrolment ratio				Net enrolment rate					Net enrolment rate				Enrolment in technical and vocational programmes (%)			Adult (15 years and older)				Youth (15 to 24 years)			
		MF	M	F	GPI	MF	M	F	GPI		MF	M	F	GPI	Total secondary (ISCED 2-3)	Lower secondary (ISCED 2)	Upper secondary (ISCED 3)	MF	M	F	GPI	MF	M	F	GPI
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)		(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)
World	2005	40	40	39	0.99	86	87	85	0.97	25	...	...	...	10	1.2	23	83	88	79	0.90	89	92	86	0.94
	2000	34	35	34	0.98	82	85	80	0.94	25	...	...	...	10	1.0	26	82	87	77	0.89	87	90	84	0.93
	1990	...	...	...	...	...	...	...	...	26	...	...	...	...	...	...	76	82	69	0.84	83	88	79	0.90
Arab States	2005	17	18	16	0.88	81	84	78	0.92	22	...	...	...	14	3.0	30	72	81	63	0.78	87	91	84	0.92
	2000	16	17	14	0.80	76	80	72	0.91	22	...	...	...	15	3.2	36	67	77	56	0.73	83	88	77	0.87
	1990	...	...	...	...	...	...	...	...	24	...	...	...	...	...	...	56	68	42	0.62	74	83	65	0.78
Central and Eastern Europe	2005	61	62	60	0.96	91	92	91	0.98	18	...	...	...	18	0.2	44	98	99	96	0.97	99	99	98	0.99
	2000	51	52	50	0.96	91	92	90	0.97	18	...	...	...	18	0.0	48	97	99	96	0.97	99	99	98	0.99
	1990	...	...	...	...	91	91	90	0.98	19	...	...	...	...	...	...	96	98	94	0.96	98	99	98	0.98
Central Asia	2005	27	27	27	1.00	92	93	92	0.99	19	87	88	85	0.97	9	0.0	34	99	100	99	1.00	100	100	1.00	
	2000	22	22	21	0.97	92	92	91	0.99	21	84	85	84	0.99	7	0.0	25	99	99	99	0.99	100	100	1.00	
	1990	...	...	...	...	84	84	84	0.99	21	...	...	...	...	...	...	...	98	99	97	0.98	100	100	1.00
East Asia and the Pacific	2005	...	...	...	...	...	...	...	...	21	...	...	...	...	...	...	94	96	91	0.94	98	98	98	1.00
	2000	39	39	39	1.01	...	...	...	...	...	...	...	...	14	0.4	42	92	95	88	0.93	98	98	98	0.99
	1990	...	...	...	...	96	98	94	0.96	23	...	...	...	...	...	...	82	89	75	0.84	95	97	93	0.96
Latin America and the Caribbean	2005	65	65	65	1.00	94	94	94	1.00	23	70	67	72	1.08	10	4.0	19	91	92	90	0.98	97	97	1.01	
	2000	58	57	58	1.01	93	92	93	1.00	25	62	60	64	1.06	10	3.7	21	90	91	89	0.98	96	96	1.01	
	1990	...	...	...	...	...	...	...	...	21	...	...	...	...	...	...	84	86	83	0.96	92	92	92	1.01
North America and Western Europe	2005	79	80	78	0.97	95	94	95	1.01	14	...	...	...	15	1.6	30	99	99	99	1.00	100	100	100	1.00
	2000	76	76	76	1.00	97	97	97	1.00	15	...	...	...	13	0.5	27	99	99	99	1.00	100	99	100	1.01
	1990	...	...	...	...	97	96	97	1.00	16	...	...	...	...	...	...	99	99	98	1.00	100	99	100	1.01
South and West Asia	2005	35	35	36	1.02	85	87	83	0.95	...	...	...	...	2	0.0	4	62	73	51	0.70	79	86	73	0.86
	2000	25	26	25	0.97	76	82	69	0.84	39	...	...	...	1	0.0	4	59	70	47	0.67	74	81	66	0.81
	1990	...	...	...	...	69	...	...	...	45	...	...	...	...	...	...	47	60	33	0.56	60	72	48	0.68
Sub-Saharan Africa	2005	15	15	15	0.98	71	74	68	0.93	43	...	...	...	6	2.9	11	62	71	53	0.75	71	76	66	0.87
	2000	12	12	12	0.96	60	64	57	0.89	43	...	...	...	7	3.9	11	57	67	48	0.71	68	75	62	0.82
	1990	...	...	...	...	...	...	...	...	36	...	...	...	...	...	...	53	63	43	0.68	65	72	58	0.80

Annex 1. Economic indicators

Country Name	Gini Index				GDP per capita			
	1990	2000	2005	2007	1990	2000	2005	2009
Central Asia								
Kazakhstan	25.74 ⁽⁸⁸⁾	31.3 ⁽⁰¹⁾	33.85 ⁽⁰³⁾	30.92	5119.1	4791.6	8699.1	11510
Kyrgyzstan	47.66 ⁽⁸⁸⁾	34.6 ⁽⁹⁹⁾	32.93 ⁽⁰⁴⁾	33.47	1809.1	1331	1727.7	2283.3
Tajikistan		31.52 ⁽⁹⁹⁾	33.6 ⁽⁰⁴⁾		2212.2	888.47	1480.3	1972.1
Turkmenistan	26.17 ⁽⁸⁸⁾	40.77 ⁽⁹⁸⁾			2707.2	2058.3	4668.1	7242
Uzbekistan	24.95 ⁽⁸⁸⁾	45.35 ⁽⁹⁸⁾	36.72 ⁽⁰³⁾		1446.8	1447.9	2001.9	2875.8
East Asia								
Brunei Darussalam					35699	42141	47468	51205 ⁽⁰⁷⁾
Cambodia	38.28 ⁽⁹⁴⁾		41.85 ⁽⁰⁴⁾	44.2		895.33	1452.7	1915
China			41.53		794.79	2364.4	4114.6	6828
Democratic People's Republic of Korea								
Hong Kong SAR of China		43.44 ⁽⁹⁶⁾			17112	26401	35678	44304 ⁽⁰⁸⁾
Indonesia			39.41	37.58	1507.2	2416.9	3216.8	4198.8
Japan	24.85 ⁽⁹³⁾				19045	25619	30310	32453
Lao People's Democratic Republic	30.43 ⁽⁹²⁾	34.91 ⁽⁹⁷⁾	32.63 ⁽⁰²⁾		675.86	1175.8	1651.3	2255.4
Macao, China					14724	19976	35878	59945 ⁽⁰⁸⁾
Malaysia	46.17 ⁽⁸⁹⁾	49.15 ⁽⁹⁷⁾	37.91 ⁽⁰⁴⁾		4798.9	9103.7	11755	14012
Mongolia	33.2 ⁽⁹⁵⁾	30.27 ⁽⁹⁸⁾	33.03	36.57 ⁽⁰⁸⁾	1600.6	1805.4	2612.8	3522.3
Myanmar								
Philippines	43.82 ⁽⁹¹⁾	46.09	44.04 ⁽⁰⁶⁾		1722	2293	2927	3541.7
Republic of Korea		31.59 ⁽⁹⁸⁾			8187.6	17219	22783	27168
Singapore		42.476 ⁽⁹⁸⁾			16918	32612	45374	50633
Thailand	46.22 ⁽⁹²⁾	43.15	42.45 ⁽⁰⁴⁾		2860.3	4935.4	6750.9	7995.1
Timore-Leste								
Vietnam	35.68 ⁽⁹³⁾	35.52 ⁽⁹⁸⁾	37.77 ⁽⁰⁶⁾		651.6	1415.6	2142.7	2953.1
Pacific								
Australia	35.19 ⁽⁹⁴⁾				17337	26422	32698	39231
Cook Islands								
Fiji					2496	3487.7	4294.6	4526.2
Kiribati					1403.4	2087.3	2341.2	2432.2
Marshall Islands								
Micronesia (Federated States of)					1892.3	2622.4	2971.9	3087.9
Nauru								
New Zealand		36.172 ⁽⁹⁷⁾			14145	21036	25305	29072
Niue								
Palau								
Papua New Guinea		50.88 ⁽⁹⁶⁾			1227.4	1726.1	1859.1	2281.5
Samoa					1892.2	2711.6	3858.3	4405.3
Solomon Islands					1667.4	1971.8	2055.5	2546.6
Tokelau								
Tonga					2181.3	3408.7	4097.9	4465.6
Tuvalu								
Vanuatu					2506.2	3386.4	3528.9	4438.4
South and West Asia								
Afghanistan							834.88	1321.3
Bangladesh	26.21 ⁽⁹²⁾	30.72	31.02		491.13	791.36	1069.3	1416.3
Bhutan			46.74 ⁽⁰³⁾		1232.9	2436.9	3470.7	5112.9
India			36.8		901.58	1574.4	2308.5	3270.1
Iran (Islamic Republic of)	43.6	44.1 ⁽⁹⁸⁾	38.28		4516.3	6796.2	9314.4	11558
Maldives			37.41 ⁽⁰⁴⁾			3075.2	4035.2	5475.7
Nepal		37.67 ⁽⁹⁶⁾	47.3 ⁽⁰⁴⁾		513.3	801.84	955.93	1154.7
Pakistan	33.23 ⁽⁹¹⁾	33.02 ⁽⁹⁹⁾	31.18		1211.8	1711.9	2184.4	2608.6
Sri Lanka	32.48 ⁽⁹¹⁾	35.41 ⁽⁹⁶⁾	41.06 ⁽⁰²⁾		1456.9	2719.2	3545.9	4771.6

Source: World Bank, World Development Indicators Database, accessed January 2011

Annex 2. Human Development Index (HDI), 2010, for the Asia and Pacific region

Countries		HDI Rank*	HDI value		
Australia	World boundaries	2	0.94		
New Zealand		3	0.91		
Japan		11	0.88		
Korea (Republic of)		<u>Very high</u> Rank 1-42 Value 0.79-1.00	12	0.88	
Hong Kong, China (SAR)			21	0.86	
Singapore			27	0.85	
Brunei Darussalam			37	0.80	
Malaysia			<u>High</u> Rank 43-85 Value 0.68-0.78	57	0.74
Kazakhstan				66	0.71
Iran (Islamic Republic of)		70		0.70	
Tonga		85		0.68	
Fiji		<u>Medium</u> Rank 86-127 Value 0.49-0.67	86	0.67	
Turkmenistan			87	0.67	
China			89	0.66	
Sri Lanka			91	0.66	
Thailand			92	0.65	
Philippines			97	0.64	
Mongolia			100	0.62	
Uzbekistan			102	0.62	
Micronesia (Federated States of)			103	0.61	
Maldives			107	0.60	
Indonesia			108	0.60	
Kyrgyzstan			109	0.60	
Tajikistan			112	0.58	
Viet Nam			113	0.57	
India			119	0.52	
Timor-Leste			120	0.50	
Lao PDR			122	0.50	
Solomon Islands			123	0.49	
Cambodia			124	0.49	
Pakistan			125	0.49	
Bangladesh	<u>Low</u> Rank 128-169 Value 0.14-0.48	129	0.47		
Myanmar		132	0.45		
Papua New Guinea		137	0.43		
Nepal		138	0.43		
Afghanistan		155	0.35		

Source: UNDP Human Development Report (2010).

Note: * Rank among 169 countries for which the HDI was calculated.