

Increased worldwide demand for quality schooling

1. School enrolments keeping pace with population growth

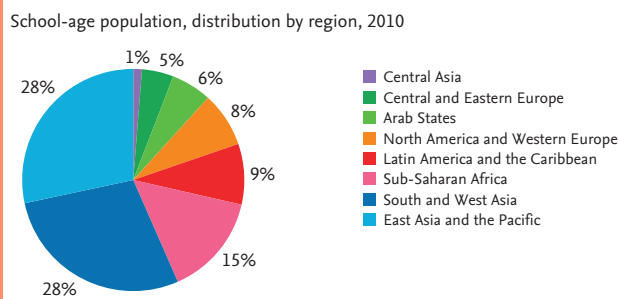
An important underlying trend in global education is the increased demand for quality schooling that follows when the school-age population increases. This population is growing in most, but by no means all, areas of the world. The good news is that, by and large, school enrolments are growing at least as fast as the school-age population.

For the world as a whole, the number of the school-age population is projected to increase by 2.8 percent between 2010 and 2020 from 2,989 million to 3,074 million children. Map 1.1.1 shows how this projected growth varies among various countries.

Of the 181 countries for which data are available, a slight majority of 98 will see overall growth in their school-age population, while 83 others are projected to experience a decline. Among countries with projected increases, ten will experience increases of more than 30 percent. A majority of the declines will be in the minimal range of less than 10 percent.

Figure 1.1.1 offers a snapshot of how the world's 3 billion school-age children are distributed among various regions. It shows that over half of this population (56 percent) resides in two regions – South and West Asia, and East Asia and the Pacific – with another 15 percent in sub-Saharan Africa. The other five regions collectively account for less than 30 percent of the world's school-age children.

Figure 1.1.1 More than half of school-age population resides in Asia and sub-Saharan Africa



Source: United Nations Population Division

Map 1.1.1 Majority of countries seeing growth in school-age population

School-age population growth, 2010–2020, ages 5–29

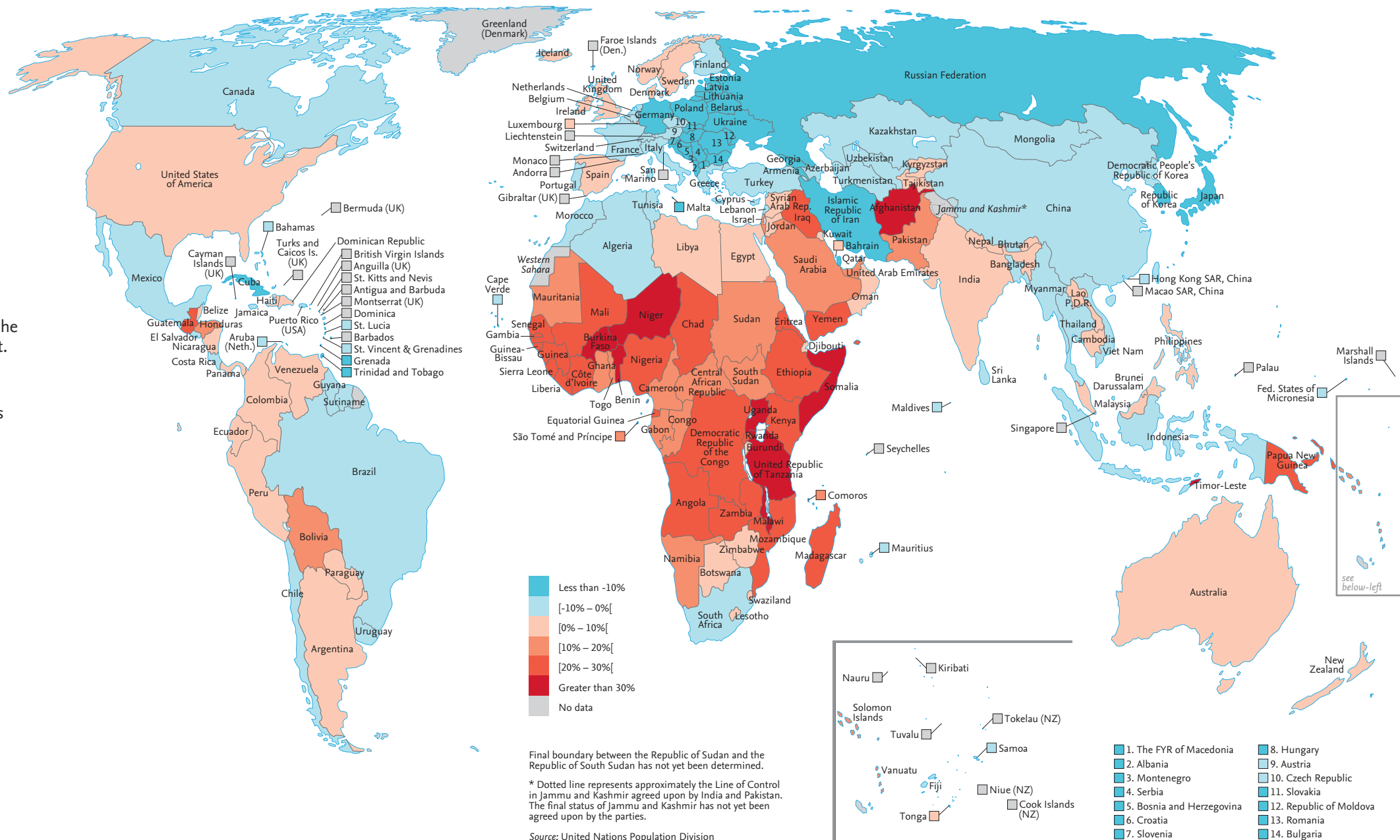


Table 1.1.1 Projected growth in school-age population by region

Region	School-age population (in millions)		Growth %
	2010	2020	
Central and Eastern Europe	137.5	117.9	-14.2
East Asia and the Pacific	848.1	795.2	-6.2
Central Asia	37.7	36.8	-2.5
Latin America and the Caribbean	264.1	260.2	-1.5
North America and Western Europe	238.7	240.4	0.7
South and West Asia	843.9	880.9	4.4
Arab States	176.3	192.1	8.9
Sub-Saharan Africa	444.4	552.1	24.2
World	2,990.7	3,075.6	2.8

Source: United Nations Population Division

Projected patterns of growth and decline of school-age populations vary widely among the various regions of the world – from a decline of 14 percent in Central and Eastern Europe to growth of 24 percent in sub-Saharan Africa. Table 1.1.1 shows that only three of the eight regions of the world are expected to see notable increases: South and West Asia, Arab States and sub-Saharan Africa. With projected changes in the range of 1 percent, North America and Western Europe and Latin America and the Caribbean are essentially stable. Central Asia, Central and Eastern Europe and East Asia and the Pacific will have significant drop-offs in their school-age populations.

The rates of projected changes of the school-age population also vary widely by country and range from projected declines of 23 percent in the Republic of Moldova and 22 percent in Belarus to a projected increase of 52 percent in Niger.

Most of the countries experiencing substantial declines in their school-age population are located either in Central Asia or in Central and Eastern Europe. In addition to the Republic of Moldova, four countries in Central and Eastern Europe have projected declines of at least 20 percent: Belarus, Lithuania, Bosnia and Herzegovina, and Poland. Fourteen other countries in this region and three in East Asia and the Pacific will see double-digit percentage declines, as will Georgia and Armenia in Central Asia. With a projected growth of 9 percent, Tajikistan is the only country in Central Asia that expects a significant increase in its school-age population and twelve other relatively small countries will see an increase in East Asia and the Pacific, where the biggest increases will occur in small islands such as Timor-Leste, and Papua New Guinea.

The region with the most vigorous growth – in terms of both percentages and absolute numbers – is sub-Saharan Africa. The school-age population in this region is projected to increase by 108 million, and sub-Saharan Africa will account for two-thirds of the growth of 162 million persons in the four regions projected to have increases.

As seen in Map 1.1.1, all but three of the 44 sub-Saharan African countries for which data are available – Mauritius, Cape Verde and South Africa – are expected to experience positive growth. The largest number (20) will grow at a rate of 20 to 30 percent, and another seven will increase by more than 30 percent.

Table 1.1.3 illustrates how great the variations can be among countries in the same region by listing the seven African countries with the lowest and highest school-age

Table 1.1.2 Some regions expect population declines

Projected school-age population growth in Central and Eastern Europe, Central Asia, and East Asia and the Pacific

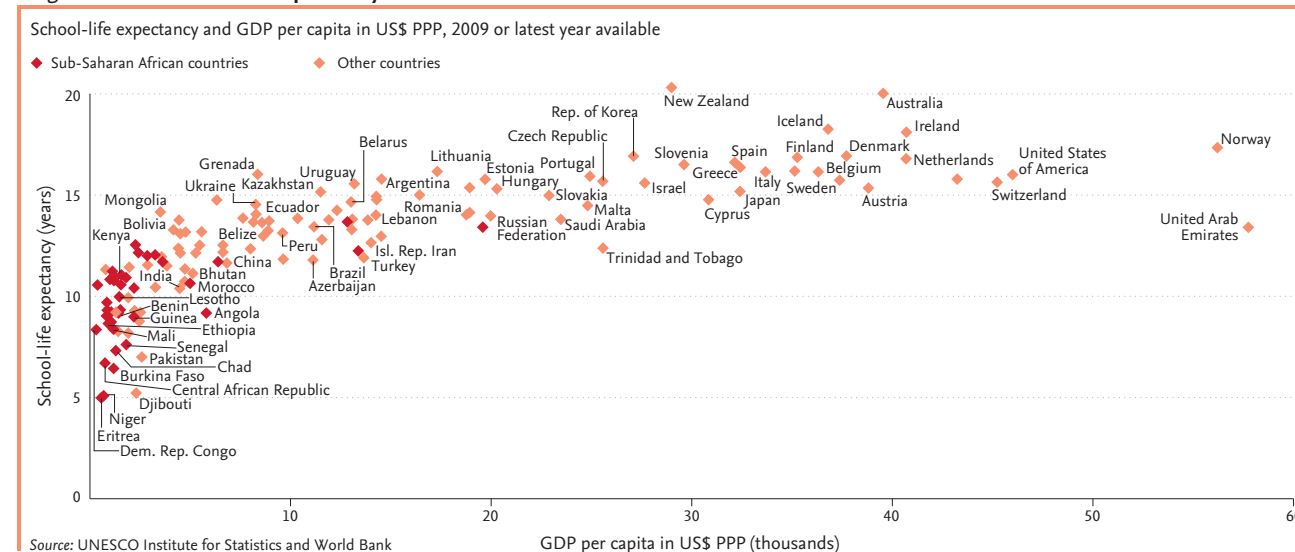
Region	Country	Growth	
Central and Eastern Europe	Republic of Moldova	-22.8%	
	Belarus	-21.7%	
	Lithuania	-21.0%	
	Bosnia and Herzegovina	-20.8%	
	Poland	-20.3%	
	Ukraine	-19.8%	
	Russian Federation	-19.5%	
	Latvia	-19.5%	
	Romania	-18.9%	
	Bulgaria	-17.5%	
	Slovakia	-17.0%	
	FYR of Macedonia	-15.0%	
	Croatia	-12.2%	
	Estonia	-11.6%	
	Montenegro	-11.0%	
	Slovenia	-10.6%	
	Serbia	-10.5%	
	Albania	-10.4%	
	Hungary	-10.3%	
	Czech Republic	-8.1%	
Turkey	-1.2%		
Central Asia	Georgia	-17.1%	
	Armenia	-12.0%	
	Mongolia	-8.7%	
	Uzbekistan	-3.7%	
	Azerbaijan	-3.6%	
	Kazakhstan	-1.7%	
	Turkmenistan	-0.9%	
	Kyrgyzstan	0.6%	
	Tajikistan	8.6%	
	East Asia and the Pacific	Macao SAR, China	-20.4%
		Republic of Korea	-15.2%
Japan		-12.6%	
Hong Kong SAR, China		-9.4%	
Singapore		-9.2%	
China		-9.2%	
Korea DPR		-6.9%	
Thailand		-4.7%	
Fiji		-3.9%	
Viet Nam		-3.1%	
Fed. States of Micronesia		-2.7%	
Myanmar		-2.0%	
Indonesia		-2.0%	
Samoa		-0.2%	
Cambodia		1.3%	
New Zealand		2.0%	
Australia		3.8%	
Malaysia		4.0%	
Brunei Darussalam		5.6%	
Tonga		7.6%	
Philippines	8.9%		
Lao PDR	9.8%		
Solomon Islands	17.6%		
Vanuatu	19.2%		
Papua New Guinea	20.9%		
Timor-Leste	34.8%		

Source: United Nations Population Division

population growth. The projections range from negative growth of 3.7 percent in Mauritius to an increase of 52 percent in Niger, which is in a category all by itself.

2. National wealth: a factor in educational participation and persistence

Figure 1.2.1 School-life expectancy rises with national wealth



Source: UNESCO Institute for Statistics and World Bank

In today's knowledge-based global economy, countries have strong incentives to provide higher levels of education and training to as many of their citizens as possible. National wealth can be measured by the sum of gross value added by all resident producers in the economy in current US dollars divided by the total population, or GDP per capita. It is strongly associated with rates of participation and persistence in education at all levels, with wealthy countries tending to have consistently higher rates than their low wealth counterparts. Nevertheless, the correlation between levels of GDP per capita and the number of years of schooling is by no means linear.

A strong correlation exists around the world between per capita income and school-life expectancy (SLE) – defined as the total number of years of schooling that a typical child of a certain age is likely to spend in the education system.

Map 1.2.1 and Table 1.2.1 show that all of the countries with SLE values in the highest category of 17 to 21 years are classified high income. Likewise, all but one of the 68 countries with SLE of 13 to 16 years are either middle-high or high-income countries. At the other end of the spectrum, all eight countries with SLE in the lowest SLE category are either low income or low-middle

Table 1.1.3 Sub-Saharan African countries that have the lowest and highest school-age population growth

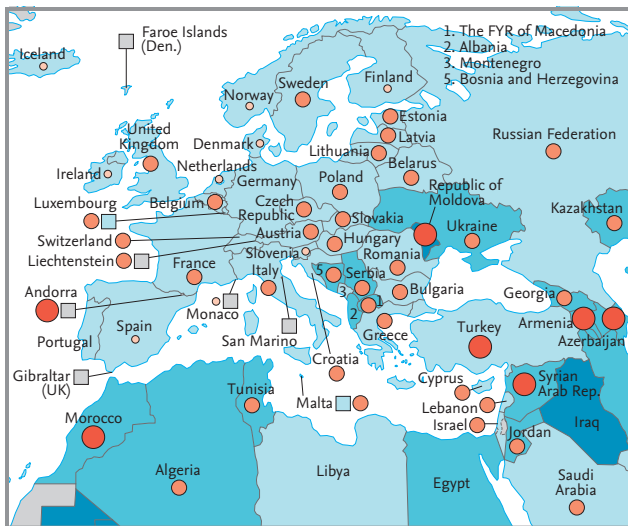
Country	Growth	Country	Growth	Country	Growth
Niger	51.6%	Benin	31.8%	Botswana	2.5%
Burkina Faso	37.9%	Malawi	31.6%	Lesotho	2.3%
Uganda	37.0%			Cape Verde	-0.8%
Somalia	33.9%	Zimbabwe	9.6%	South Africa	-1.3%
Tanzania	33.5%	Swaziland	6.8%	Mauritius	-3.7%

Source: United Nations Population Division

income. Whereas 8 to 12 years of schooling is the highest level achieved by low-income countries, it is the minimum for high-income countries.

The general pattern is thus clear: school-life expectancy tends to increase as national wealth rises. Nevertheless, SLE values above ten years can be found at all levels of GDP per capita, and countries in the same economic stratum frequently have widely different SLEs. Mongolia is notable because, while it is a low-middle income country, it has a SLE of 14 years. Australia's SLE value of 20 is five years higher than the 15 value of Austria, another high-income country with a comparable GDP per capita.

Figure 1.2.1 shows the direct relationship between school-life expectancy and GDP per capita for all countries. In general, the higher a country's GDP per capita, the higher the school-life expectancy. For sub-Saharan African countries, which have been coloured differently, the GDP per capita is very low. As a result, the region presents some of the lowest SLEs, including less than five years for Niger and Eritrea. Moreover, low levels of GDP per capita are characterized by wide variations between SLE levels. Some countries with similar levels of wealth such as Guinea-Bissau and Niger present a big difference between their school-life expectancies which are 9 and 5 years respectively.



Map 1.2.1 School-life expectancy rates rise with greater national wealth

National wealth and school-life expectancy

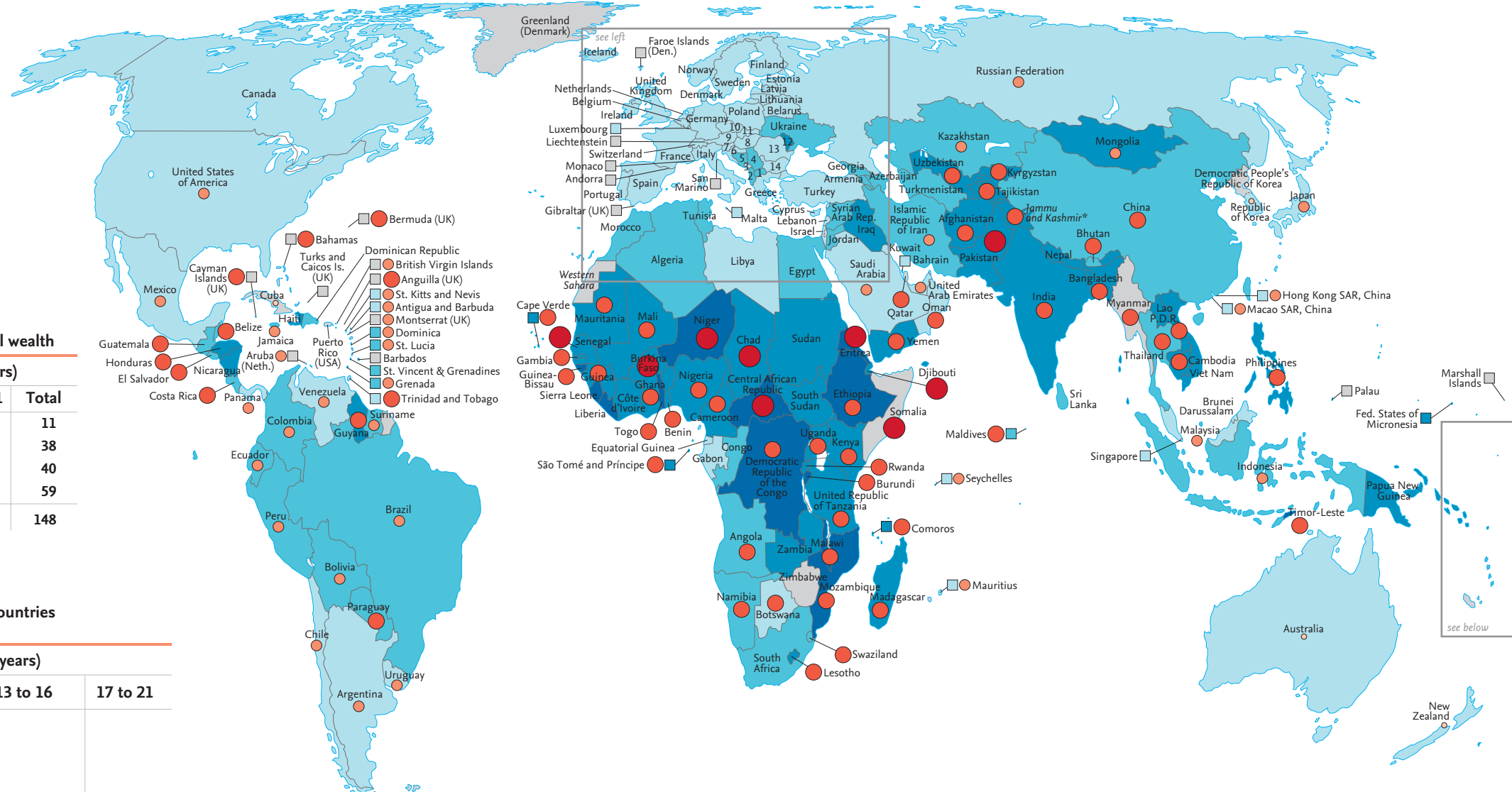


Table 1.2.1 School-life expectancy for different levels of national wealth

National income level	School-life expectancy (in years)				
	4 to 7	8 to 12	13 to 16	17 to 21	Total
Low	3	8	-	-	11
Low-middle	5	32	1	-	38
Middle-high	-	17	23	-	40
High	-	4	44	11	59
Total	8	61	68	11	148

Source: UNESCO Institute for Statistics and World Bank

Table 1.2.2 School-life expectancy for representative group of countries from the various income strata, 2009 or latest year available

National income level	School-life expectancy (in years)			
	4 to 7	8 to 12	13 to 16	17 to 21
Low	Central African Republic Eritrea Niger	Burundi Ethiopia Malawi Mozambique Guinea-Bissau		
Low-middle	Djibouti Pakistan Chad Senegal Burkina Faso	Cambodia India Gambia Ghana Guinea	Mongolia	
Middle-high		Armenia China El Salvador Guatemala Paraguay	Algeria Serbia Brazil Colombia Indonesia	
High		Oman Turkey Trinidad and Tobago Botswana	Saudi Arabia Poland Argentina Mexico Greece	Australia Denmark Finland Iceland Norway

Source: UNESCO Institute for Statistics and World Bank

National wealth, GDP per capita

- Low income (995\$ or less)
- Low-middle income (996 – 3945\$)
- Middle-high income (3,946 – 12,195\$)
- High income (12,196\$ or more)
- No data

School-life expectancy

- Less than 8 years
- 8 – 12 years
- 13 – 16 years
- 17 – 21 years

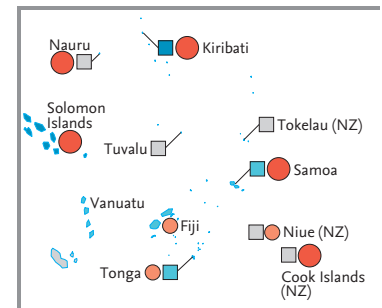
- 1. The FYR of Macedonia
- 2. Albania
- 3. Montenegro
- 4. Serbia
- 5. Bosnia and Herzegovina
- 6. Croatia
- 7. Slovenia
- 8. Hungary
- 9. Austria
- 10. Czech Republic
- 11. Slovakia
- 12. Republic of Moldova
- 13. Romania
- 14. Bulgaria

See Europe inset for the relevant school-life expectancy figures.

Final boundary between the Republic of Sudan and the Republic of South Sudan has not yet been determined.

* Dotted line represents approximately the Line of Control in Jammu and Kashmir agreed upon by India and Pakistan. The final status of Jammu and Kashmir has not yet been agreed upon by the parties.

Source: UNESCO Institute for Statistics and World Bank



3. Countries differ in levels of commitment to education

One indicator of how committed governments are to education is the proportion of their national budgets that they devote to education at all levels. This proportion, along with the size of their overall public spending, determines the level of spending on education.

Map 1.3.1 offers a global overview of how countries differ in the proportion of government expenditures devoted to education. More than two-thirds (70 percent) devote between 10 and 20 percent of public spending to education, and 18 percent spend a higher proportion. Only one in eight countries devotes less than 10 percent of public expenditures to education.

The extent to which the public sector plays a role in the provision of goods and services helps to account for differences in public education expenditure levels across countries. When governments actively finance and provide such services, including education, public expenditure plays a redistributive role in society. When the level of public services is low, spending on education is also likely to be low unless it represents a high proportion of overall public spending.

Figure 1.3.1 illustrates the extent to which national patterns differ in eleven representative countries, half of which have high levels of spending on education and half with low levels, in the priority they give to education. In Georgia, for example, slightly less than half (42 percent) of GDP finds its way into public expenditure, but only 7.7 percent of these funds are spent on education. Côte d'Ivoire spends a relatively low 18.7 percent of its GDP on public expenditures, but 24.6 percent of this goes toward education. These different priorities between the two countries are reflected in the proportions of their GDP spent on education – 3.2 percent in the case of Georgia and 4.6 percent in Côte d'Ivoire.

Map 1.3.1 Two-thirds of countries devote 10 to 20 percent of public spending to education

Total public expenditure on education as % of total government expenditure

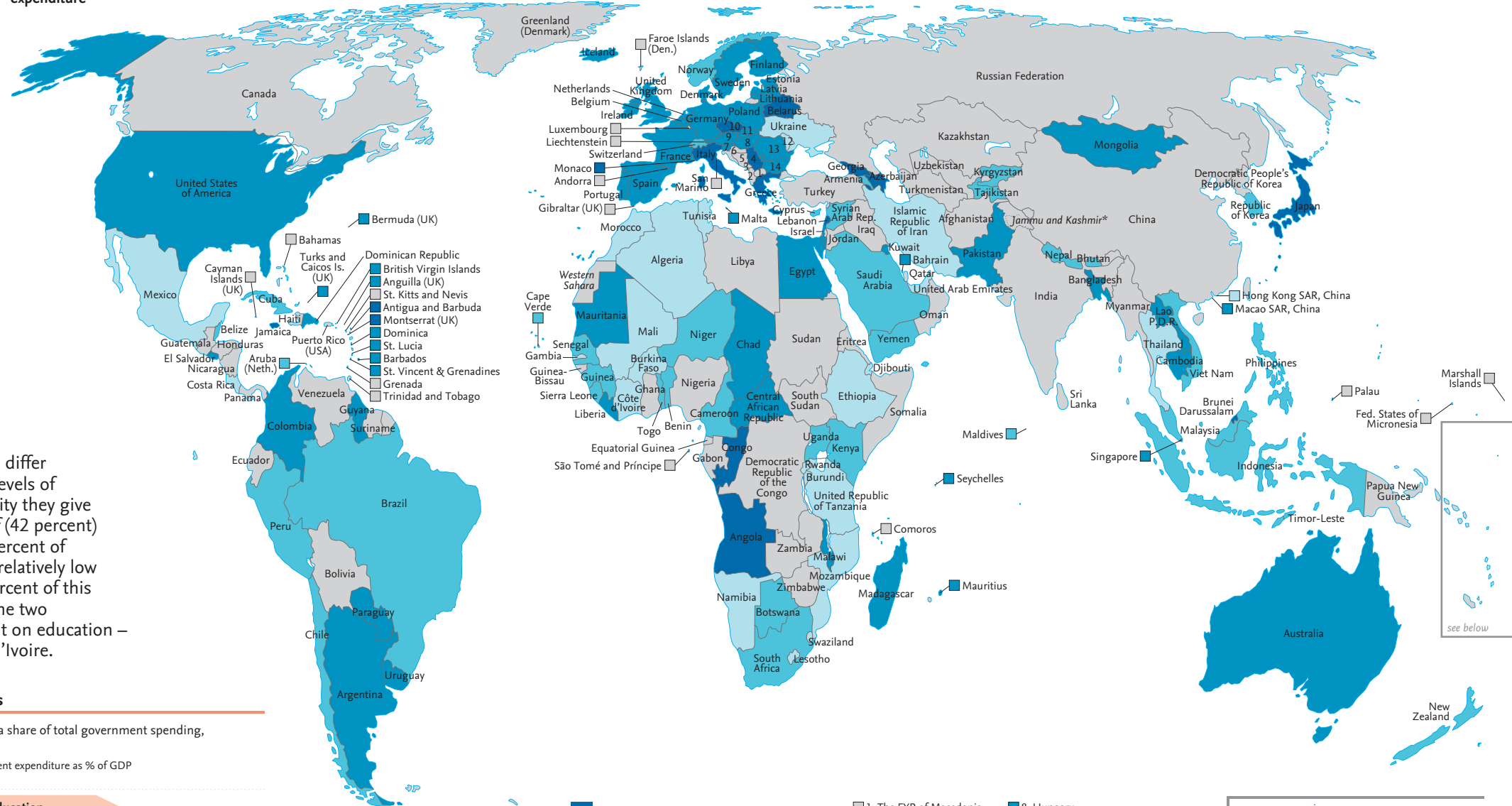
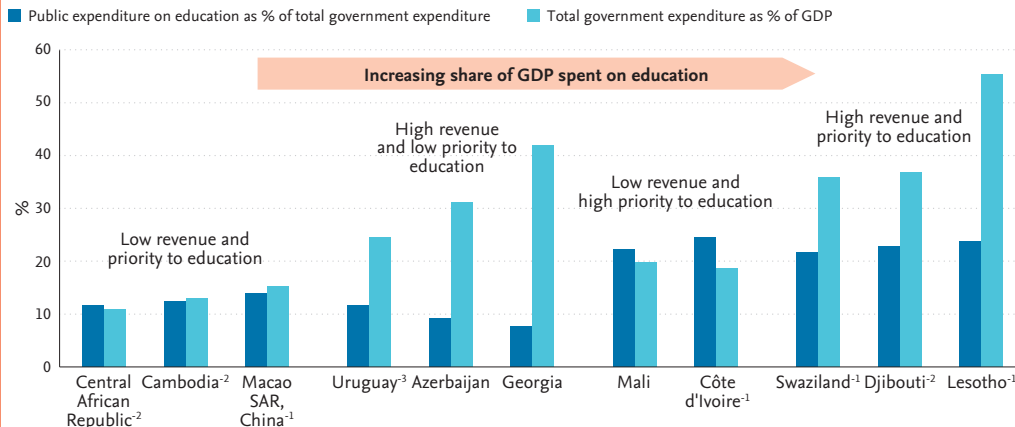


Figure 1.3.1 Size of public sector affects education expenditures

Total government expenditure as a share of GDP and public education spending as a share of total government spending, selected countries, 2009 or latest year available

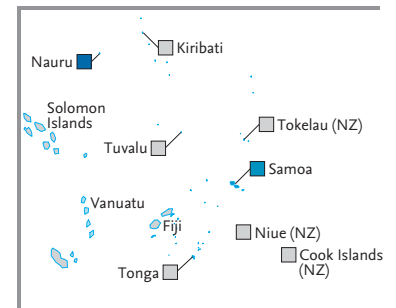


Note: ¹ refer to 2008 data; ² refer to 2007 data; ³ refer to 2006 data
Source: UNESCO Institute for Statistics and World Bank

- 1. The FYR of Macedonia
- 2. Albania
- 3. Montenegro
- 4. Serbia
- 5. Bosnia and Herzegovina
- 6. Croatia
- 7. Slovenia
- 8. Hungary
- 9. Austria
- 10. Czech Republic
- 11. Slovakia
- 12. Republic of Moldova
- 13. Romania
- 14. Bulgaria

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Source: UNESCO Institute for Statistics



4. Compulsory education laws offer legal basis for education

The concept of education as a basic right has long been affirmed in most developed countries and has been extended to developing countries as well. An important signal of countries' commitment to the right to education is the number of years for which education is compulsory.

Map 1.4.1 illustrates how the number of years of compulsory education varies among countries. The largest number of countries (105) are in the range of 10 to 14 years, while 67 make education compulsory for 7 to 9 years. Only four countries have no such requirements at all.

Map 1.4.1 Ten to fourteen years of education is the norm in most countries

Compulsory education

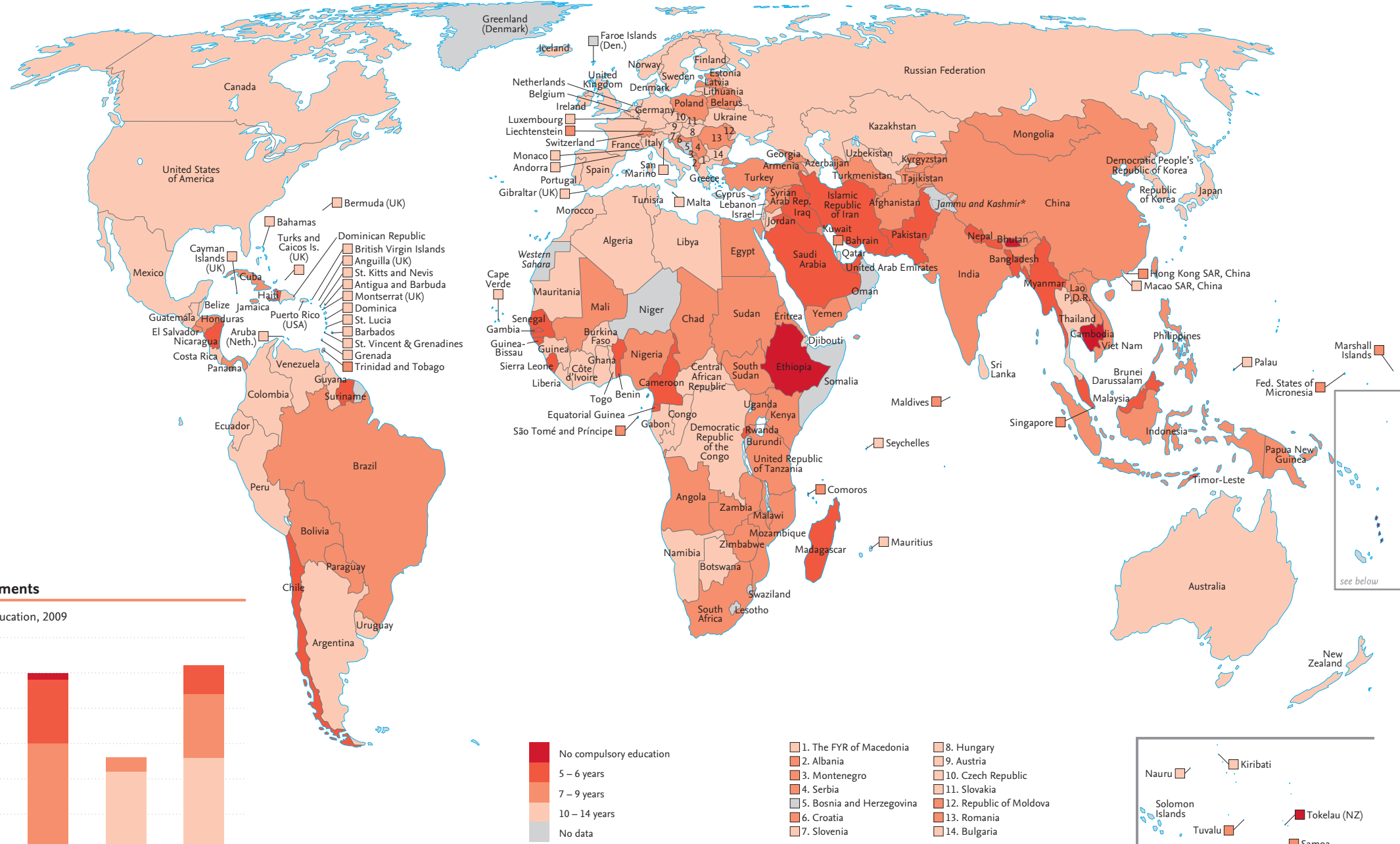
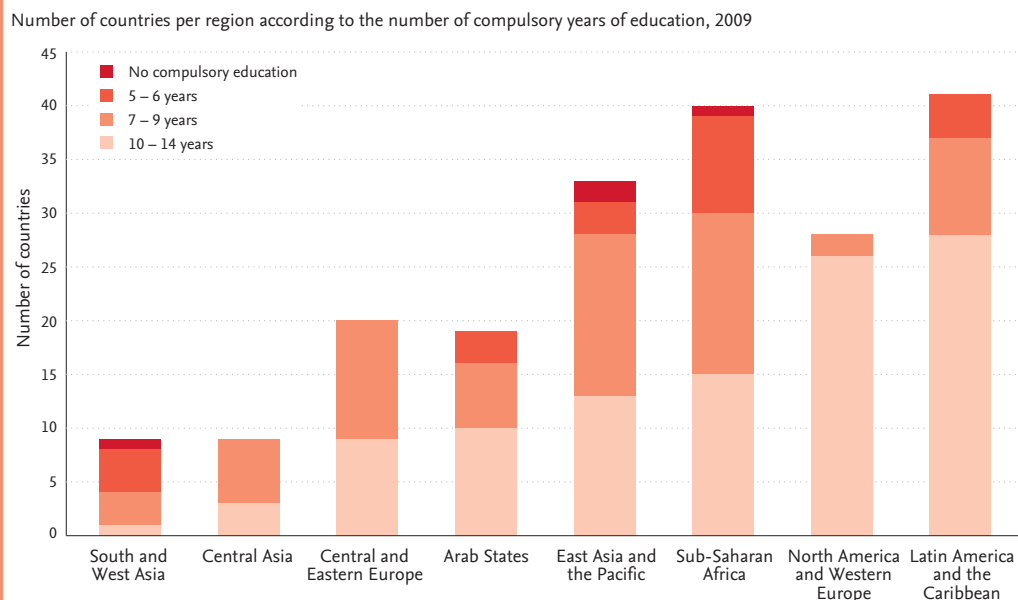


Figure 1.4.1 How regions vary in compulsory education requirements



Source: UNESCO Institute for Statistics

- 1. The FYR of Macedonia
- 2. Albania
- 3. Montenegro
- 4. Serbia
- 5. Bosnia and Herzegovina
- 6. Croatia
- 7. Slovenia
- 8. Hungary
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Source: UNESCO Institute for Statistics

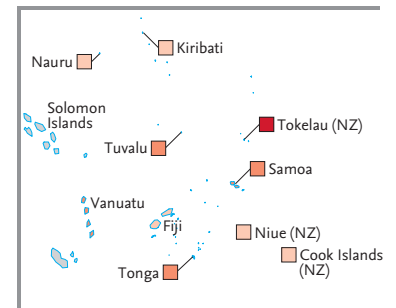


Table 1.4.1 Country distribution by region, according to compulsory education, 2009

Count of country	Education				
	Region	No compulsory education	5 to 6 years	7 to 9 years	10 to 14 years
South and West Asia	1	4	3	1	9
Central Asia			6	3	9
Central and Eastern Europe			11	9	20
Arab States		3	6	10	19
East Asia and the Pacific	2	3	15	13	33
Sub-Saharan Africa	1	9	15	15	40
North America and Western Europe			2	26	28
Latin America and the Caribbean		4	9	28	41
Total	4	23	67	105	199

Source: UNESCO Institute for Statistics

As can be seen in Figure 1.4.1 and Table 1.4.1, regions vary widely in how they structure compulsory education. Countries that make education compulsory for ten or more years represent a substantial majority in two regions: Latin America and the Caribbean, and North America and Western Europe. Only one country – Sri Lanka – does so in South and West Asia. At least half of countries in the other five regions make education compulsory for 7 to 9 years.

Three regions – Central Asia, Central and Eastern Europe, and North America and Western Europe – have no countries where education is compulsory for less than seven years. Sub-Saharan Africa is notable because even though a majority of its countries require education for at least seven years and 15 are in the 10 to 14 years range, it accounts for nearly 40 percent of countries in the 5 to 6 years range globally.

Table 1.4.2 Countries with no compulsory education

Region	Country
Sub-Saharan Africa	Ethiopia
South and West Asia	Bhutan
East Asia and the Pacific	Cambodia
East Asia and the Pacific	Tokelau

Source: UNESCO Institute for Statistics

Table 1.4.3 Countries in sub-Saharan Africa that have 10+ years of compulsory education

Country	Duration of compulsory education
Botswana	10 years
Central African Republic	
Côte d'Ivoire	
Democratic Republic of the Congo	
Ghana	
Guinea	
Namibia	
Seychelles	
Togo	
Burkina Faso	
Cape Verde	
Congo	
Gabon	
Liberia	
Mauritius	12 years

Source: UNESCO Institute for Statistics

Table 1.4.4 Countries with 5 to 6 years of compulsory education

Region	Country	
East Asia and the Pacific	Myanmar	5 years
South and West Asia	Bangladesh	
South and West Asia	Islamic Republic of Iran	
South and West Asia	Pakistan	
Sub-Saharan Africa	Equatorial Guinea	
Sub-Saharan Africa	Madagascar	6 years
Arab States	Iraq	
Arab States	Saudi Arabia	
Arab States	United Arab Emirates	
East Asia and the Pacific	Malaysia	
East Asia and the Pacific	Timor-Leste	
Latin America and the Caribbean	Chile	
Latin America and the Caribbean	Haiti	
Latin America and the Caribbean	Nicaragua	
Latin America and the Caribbean	Suriname	
South and West Asia	Nepal	
Sub-Saharan Africa	Cameroon	
Sub-Saharan Africa	Benin	
Sub-Saharan Africa	Gambia	
Sub-Saharan Africa	Guinea-Bissau	
Sub-Saharan Africa	Rwanda	
Sub-Saharan Africa	Senegal	
Sub-Saharan Africa	Sierra Leone	

Source: UNESCO Institute for Statistics