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GLOBAL EDUCATION DIGEST 2010

Comparing Education Statistics Across the World



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GLOBAL EDUCATION DIGEST 2 0 1 0

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UNESCO

The constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO) was adopted by 20 countries at the London Conference in November 1945 and entered into effect on 4 November 1946. The Organization currently has 193 Member States and six Associate Members.

The main objective of UNESCO is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication in order to foster universal respect for justice, the rule of law, and human rights and fundamental freedoms that are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.

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The UIS was established in 1999. It was created to improve UNESCO's statistical programme and to develop and deliver the timely, accurate and policy-relevant statistics needed in today's increasingly complex and rapidly changing social, political and economic environments.

The UIS is based in Montreal, Canada.

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P.O. Box 6128, Succursale Centre-Ville
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Canada

Tel: (1 514) 343-6880

Fax: (1 514) 343-5740

Email: publications@uis.unesco.org

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To access the electronic version of data tables, see www.uis.unesco.org/publications/GED2010.



Preface by the Director-General

Education for Gender Equality and Gender Equality in and through Education, 2010

This is the first edition of the *Global Education Digest* prepared under my tenure as Director-General of UNESCO. I am delighted that it reflects two of my mandate's top priorities: education and gender equality.

This Digest is clear evidence that these priorities require intensified global attention, five years short of the target date for achieving the internationally-agreed development goals to which world leaders committed in 2000.

Being a girl still remains a powerful cause for exclusion despite universally enshrined human rights, constitutional guarantees and political declarations. Although progress towards gender parity has been particularly rapid over the past decade, girls are more likely to be out of primary school than boys – a blatant denial of their right to education. At the secondary level, when girls reach the vulnerable age of adolescence, their participation declines in certain parts of the world due to unsafe learning environments and social demands. The Digest finds that 60% of countries have not reached gender parity in primary and secondary education – a goal that had been set for 2005 at both the World Education Forum and the Millennium Summit at the turn of the century. The share of illiterate women has not changed over the past twenty years: women still represented two-thirds of the world's 759 million illiterates in 2008.

A broad set of social, cultural and political factors are still severely limiting girls' and women's learning opportunities. When gender combines with other factors of exclusion such as poverty, ethnicity, location or disability, the chances of being uneducated are even higher. Such inequalities are holding back progress in all areas, from improved child and maternal health to overall poverty reduction efforts.

Gender equality and Africa are UNESCO's two global priorities for the 2008-2013 period. As such, we are actively engaged in international efforts to develop forward-looking strategies and actions that make equal rights a reality

Our Organization has participated in an intensive stock-taking exercise. In March 2010, the Commission on the Status of Women assessed progress in twelve critical areas of the Beijing Platform for Action, including the education and training of women and girls. In preparation, UNESCO conducted an online consultation on this topic on behalf of the United Nations system. One of the most significant conclusions was that current education and literacy initiatives are not responding to the complex needs of women and girls affected by compounded forms of

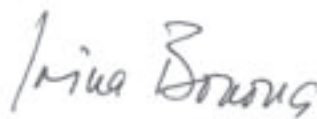
discrimination. Achieving gender equality in education is not only about access, but about learning environments, curricula, attitudes, and a host of wider political, economic and social considerations.

The international community kept up the momentum by making gender equality and women's empowerment the theme of the UN Economic and Social Council's Annual Ministerial Review in June. The United Nations High-Level Plenary Meeting on the Millennium Development Goals in September 2010 aims to further galvanize political will towards commitments made in 2000, which include education and gender equality targets. A UN Report prepared for this occasion finds that progress towards women's empowerment and gender equality has been "sluggish on all fronts - from education to access to political decision-making."

All of these findings tell us that we need to re-affirm our commitment to education and gender equality. And we must do so urgently because the world is struggling with crises of unprecedented gravity. Past evidence shows that girls and women are more hardly hit in times of crises. In education, the advances made in improving girls' and women's access to education and training over the past decade risk being undermined by reductions in international aid and national investments caused by the interlocking financial, environmental and humanitarian crises. Yet, we all know that compromising the education of girls and women will only lead to more vulnerability and reinforce the vicious cycle of poverty.

Education for All will remain elusive without tackling one of the most egregious forms of injustice of our times: the denial of equal rights to girls and women. The challenge is not merely a question of access to learning, but much more broadly, of challenging gender ideologies in both education and society.

The *Global Education Digest* reaffirms that the internationally agreed development goals will not be reached without empowering women with education. I strongly encourage all governments, the international community, civil society and other partners to take stock of the rich body of evidence presented in this publication to make gender equality the hallmark of all education policy. It is the most fundamental condition for making our world more just and peaceful.



Irina Bokova
UNESCO Director-General

Foreword

The 2010 *Global Education Digest* (GED) focuses on gender and education to mark the 15th anniversary of the Fourth World Conference on Women. Shortly after this landmark conference, the international community pledged to eliminate gender disparities at all levels of education by 2015 as part of the Millennium Development Goals (MDGs). Yet, as shown in the GED, two in three countries in the world still face gender disparities in primary and secondary education and as many as half will not have eliminated them by 2015.

Gender parity in educational enrolments – an important and measurable goal – is part of the UIS mandate to monitor progress towards the international education-related targets. However, this is only a first step towards assessing gender equality more broadly. Policies and indicators need to go beyond enrolments to look at gender disparities in school progression and learning outcomes. The UIS aims to ensure that as many indicators as possible are disaggregated by sex and to develop indicators that better capture the schooling experience of girls and boys. These data not only provide a wide range of national experiences but will also help to formulate policies and benchmark progress.

This edition presents a rich set of cross-nationally comparable data compiled by the UIS as well as information from household surveys and assessments of learning achievement that capture different dimensions of gender disparities. The Digest also introduces several new indicators, such as the adjusted net intake rate and the adjusted net enrolment rate, that have refined or replaced existing indicators as part of an ongoing effort by the UIS to ensure more reliable and accurate measures.

The Institute also undertakes a wide range of activities across countries in order to improve the timeliness, comparability, completeness and reliability of data. With the support of UIS staff in the field, the Institute works closely with Member States to improve data quality through networks of statisticians and policy-makers. These exchanges help improve the scope and comparability of data through the use of international standards.

This Digest is available electronically at www.uis.unesco.org/publications/GED2010 and CD-ROM. Additional indicators and time series data can be found online in the UIS Data Centre. The database is updated three times a year and provides access to the most timely international education data available.



Hendrik van der Pol
Director
UNESCO Institute for Statistics



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Education and gender – between promise and progress

Introduction

This edition of the *Global Education Digest* (GED) explores the changing patterns in gender and schooling throughout the formal education system – from primary to tertiary education levels. The analysis draws on data that are presented in the GED Statistical Tables as well as from a wide range of education data from other cross-nationally comparable sources, including assessments of learning achievement and household surveys.

The opening section provides an analysis of long-term trends in educational participation and gender parity. It examines the growth of educational opportunities and literacy levels over the past 40 years and particularly since the World Conference on Education held in Dakar in 2000. Within the context of rapidly expanding educational systems, the section looks at how relative opportunities for girls and boys have changed and how global progress towards gender parity across regions and countries has advanced.

Section 2 compares the primary and secondary school trajectories of boys and girls and identifies the impact of inequalities that arise at entry and other stages of schooling. It highlights gender differences in terms of school access, retention and progression from primary to secondary education as well as in orientation (i.e. general or vocational schooling) and completion of secondary education. The analysis shows that gender disparities are not only relevant for those countries struggling to attain universal primary education, but almost all countries face gender disparities in terms of progression through the education system.

Section 3 draws on national household surveys to highlight the compounding effects of disadvantage and how gender inequalities interact with poverty, geographic location and ethnicity. It also presents four country case studies – for Bangladesh, Guatemala, Kenya and Morocco – that describe long-term trends in educational attainment and highlights some of the national factors and contexts that help explain gender differences in educational participation.

Section 4 focuses on gender, learning and schooling conditions. In terms of schooling conditions, it focuses mainly on the role of teachers and the distribution of the teaching force by sex. The section also presents new data on learning achievement in reading, language and mathematics, comparing the results of girls and boys in less developed countries who often fall short of mastering basic skills. These data carry important implications for measures or policies that currently focus mainly on improving access or participation but don't address education quality issues.

Section 5 presents a range of indicators that provide insights into some of the key trends in gender and tertiary education, including the dramatic expansion of women's participation since 1970 and gender differences by field of study.

The final section provides an overview of some of the main policy issues around gender and education and the role of specific interventions in reducing disparities. It also considers issues around improving data and information on gender disparities, especially in terms of further distinguishing between the different levels of analysis, namely: the education system, education providers, instructional settings and individual students.

The expansion of educational opportunities and gender parity

There has been considerable growth in educational opportunities and literacy levels over the past 40 years – particularly since the World Conference on Education held in Dakar in 2000. Participation has increased, especially at higher levels of education, and the number of girls in school has been growing – often faster than the number of boys.

This section looks at how opportunities for girls and boys have changed at the primary to tertiary levels within the context of rapidly expanding education systems. It examines trends in the changing volume of educational provision and tracks the progress that has been made in terms of gender parity in education across regions of the world and across countries within individual regions since 1999.

In practice, the concept of gender parity in education should be considered distinct from the concept of gender equality. The former aims at achieving equal participation for girls and boys in education based on their respective proportions of the relevant age-groups in the population. Gender equality is understood more broadly as the right to access and participate in education, as well as to benefit from gender-sensitive educational environments, processes and achievements, while obtaining meaningful education outcomes that link education benefits with social and economic life. Achieving gender parity is therefore understood as only a first step towards gender equality.

Growth in educational provision since 1970

Four related measures can be used to assess trends in the volume of schooling: absolute enrolment numbers, change over time, gross enrolment ratios and expected years of schooling. All four measures point to the rapid global expansion of education since 1970.

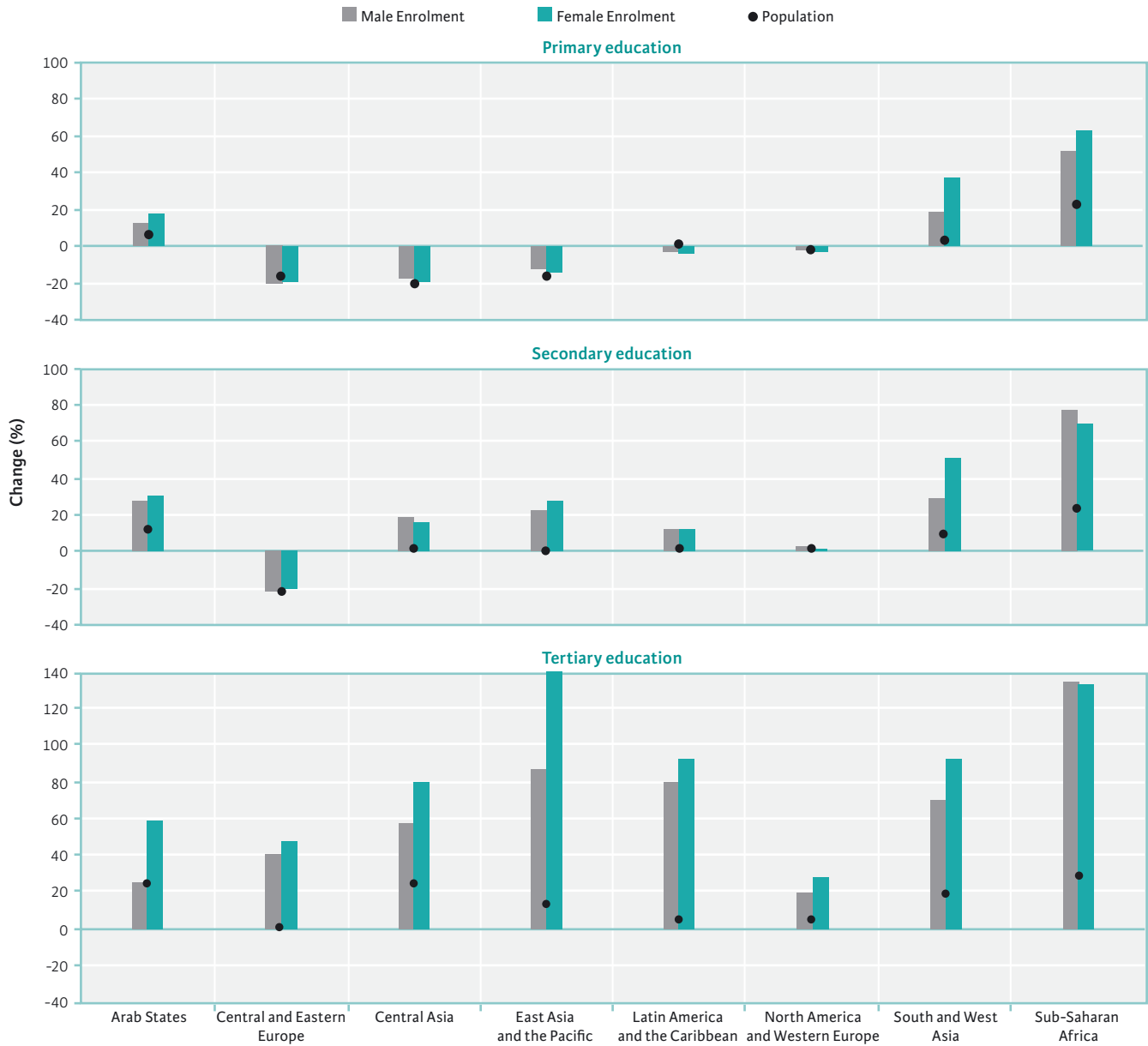
In absolute numbers, the capacity of the world's education systems has more than doubled in almost 43 years. In 1970, there were 415 million students enrolled in primary education compared to 696 million students in 2008 (*see Statistical Table 3*). The number of secondary education students rose from 195 million in 1970 to 526 million in 2008 (*see Statistical Table 5*). Meanwhile, the number of tertiary students increased by six times over the same period, from 32 million to 159 million students in 2008 (*see Statistical Table 8*).

The change in the number of enrolments depends to some extent on population growth and the proportion of the school-age population served by the educational system. **Figure 1** shows how the changes in enrolment numbers compare to the change in size of the relevant school-age population by level since 1999. For example, the number of primary students actually declined in most regions of the world due to slower population growth. But in sub-Saharan Africa, South and West Asia and the Arab States, the number of enrolments grew faster than the

FIGURE 1

At what rate have children entered school since 1999?

Percentage change in enrolment and population by level of education and sex, 1999-2008



Source: UNESCO Institute for Statistics, Statistical Tables 3, 5 and 8.

often considerable growth of the school-age population, which suggests rapid improvement in access to primary education. In all three regions, more girls than boys benefit from these changes.

At the secondary education level, the same three regions showed the strongest growth in terms of enrolments. Only Central and Eastern Europe exhibited negative change – largely due to the dramatic fall in fertility rates since the early 1990s. In other regions, the growth of secondary enrolments outstripped the growth in the secondary school-age population. The increase in enrolments for girls was higher than for boys in South and West Asia and the Arab States yet the opposite was true in sub-Saharan Africa where growth was stronger for boys.

By far the biggest change since 1999 was found in the tertiary sector. Among regions, East Asia and the Pacific led the way. North America and Western Europe recorded the lowest rates of change due to already high participation rates and minimal growth of the tertiary-age population. In every region, tertiary growth exceeded population growth for the corresponding age group and was higher among women than among men (see *Figure 1*). It should also be noted that the growth in the tertiary sector began at a much lower starting point compared to secondary and especially primary education.

The gross enrolment ratio (GER) is another measure of the volume of educational participation. It expresses the total number of enrolments (regardless of age) as a percentage of the relevant school-age population. When using this indicator, it is important to note from the outset that it relates to the capacity rather than the actual coverage of education systems. It also shows how many children and young adults are

participating in school but not whether they have completed a specific education level or acquired relevant knowledge and skills.

As the number of enrolments generally exceeded school-age population growth, GERs also reflect strong growth since 1970 at all levels of education, indicating tremendous increases in school participation (see *Figure 2* as well as *Statistical Tables 3 and 8*).

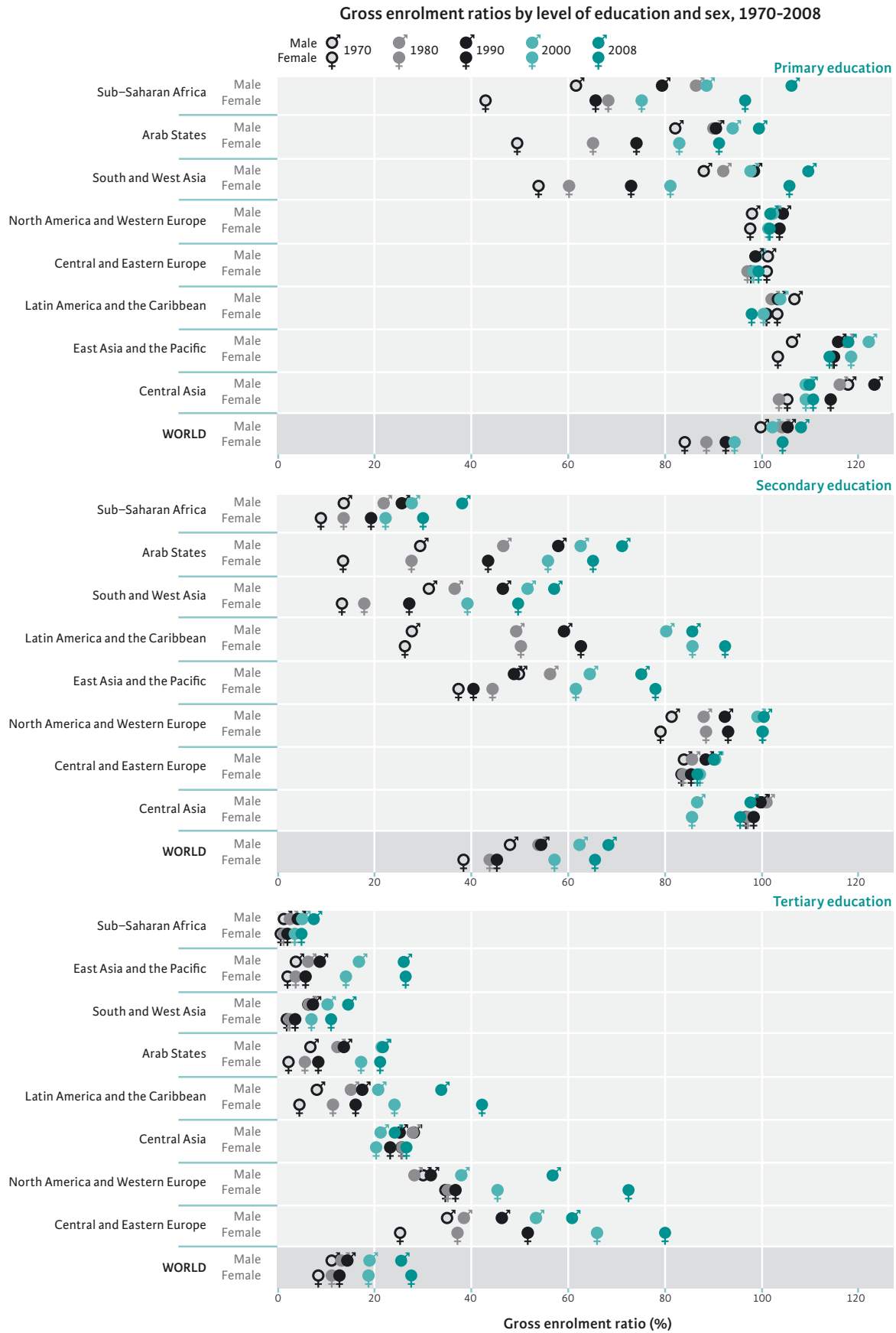
Another indicator – school-life expectancy – allows one to look ahead to see how participation rates translate into years of schooling and how many years, on average, a child entering the school system could expect based on prevailing participation rates. Thus, it is not necessarily a measure of actual (or current) educational attainment but what the next cohort entering the schooling system may achieve.

The global average of expected years of schooling grew from 7.9 years in 1970 to 11.0 years in 2008 (see *Figure 3*). In sub-Saharan Africa, the value nearly doubled from 4.4 to 8.4 years. Despite this progress, the region has the lowest number of school years – almost half of the number of years in North America and Western Europe (16.0 years) (see *Statistical Table 12*).

In the late 1990s, developing countries began to recover some of the educational ground lost in the 1980s, when enrolments stagnated or even declined in sub-Saharan Africa, East Asia and the Pacific, Central and Eastern Europe and Central Asia. In fact, the pace of progress accelerated since 2000 and if trends between 2000 and 2008 continue, the increase in school-life expectancy in the current decade will be three times the level achieved in the 1970s.

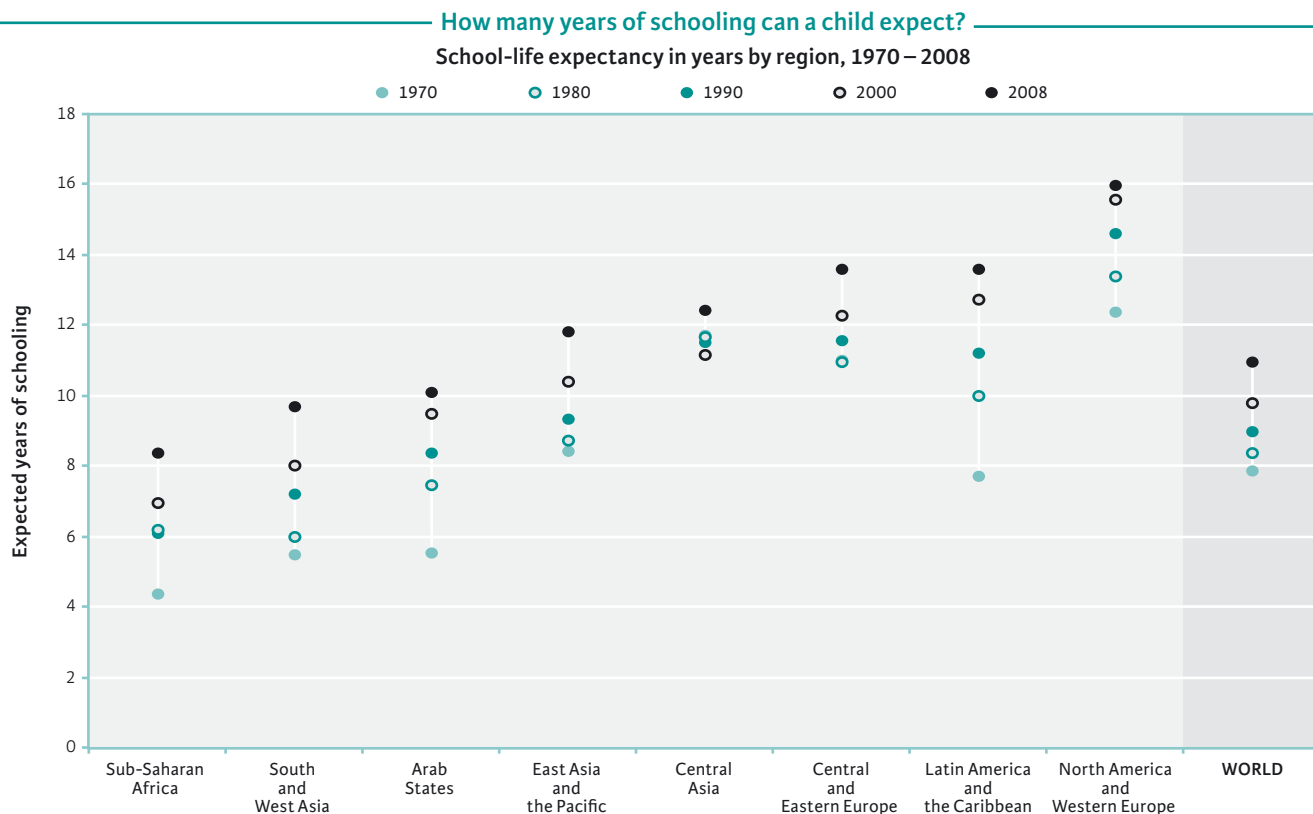
FIGURE 2

How have education systems expanded since 1970?



Source: UNESCO Institute for Statistics, Statistical Tables 3, 5 and 8.

FIGURE 3



Source: UNESCO Institute for Statistics, Statistical Table 12.

Globally, in 2008, girls could expect 10.7 years of schooling or half a year less than boys (11.2 years) – part of this advantage was due to higher repetition rates among boys. There was also substantial variation among regions. A girl could expect one year more of education than a boy in North America and Western Europe, one year less than a boy in South and West Asia and 1.5 years less than a boy in sub-Saharan Africa (see *Statistical Table 12*).

Since 1999, there has been no change in sub-Saharan Africa while the difference was cut in half (from 2.2 to 1.0 more years for boys between 1999 and 2008) in South and West Asia. In the Arab States, the difference dropped from 1.5 to 1.2 more years for boys during the same period (see *Statistical Table 12*).

Participation and gender parity in primary education since 1970

The previously discussed measures of educational participation all highlight a key finding: primary education has reached much more of the world's children, especially since 2000. This is largely due to national efforts to monitor primary education as part of broader development initiatives that promote widening access to primary education. Meanwhile, the international community also provided support and regular assessment of country progress (see *Box 1*).

Since 1970, girls' enrolments in primary education have increased faster than boys, which has helped to close the gender gap at the primary level. The primary GER increased by 20 percentage points for girls between 1970 and 2008 but only 8 percentage points for boys. As a result, the gender parity index (GPI) increased globally from 0.84 to 0.97 (see *Box 2*).

BOX 1 Monitoring gender targets of Education for All and the Millennium Development Goals

Following the landmark conference on gender held in Beijing in 1995, the international community reached a consensus on achieving gender equality in education. In 2000, the World Declaration on Education for All (EFA) as well as the Millennium Declaration reaffirmed the notion of education as a fundamental human right. Countries recognized that educating girls is a powerful and necessary first step to achieving that goal. Gender parity in primary and secondary education was included in EFA and the Millennium Development Goals (MDGs) that aimed to get as many girls as boys into school by 2005.

EFA Goal 5

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Dakar Framework for Action (2000)
(UNESCO, 2000a)

MDG-Goal 3: Promote gender equality and empower women

Target 4: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.

Millennium Summit

Source: United Nations General Assembly, Resolution A/56/326, 6 September 2001.

BOX 2 Understanding the gender parity index

The gender parity index (GPI) is a measure used to assess gender differences in education indicators. It is defined as the value of a given indicator for girls divided by that for boys. A GPI value of 1 signifies that there is no difference in the indicators for girls and boys – they are perfectly equal. UNESCO (2003) has defined a GPI value of between 0.97 and 1.03 (after rounding) as the achievement of gender parity. This allows for some measurement error but does not imply a judgement about the acceptability of any particular level of disparity.

In cases where disparities are apparent, the interpretation of the GPI depends on the type of indicator. A GPI less than 1 indicates that the value of the indicator is higher for boys than for girls, and the opposite is true when the GPI is greater than 1.

For indicators where higher values are desirable (e.g. school participation rates), a GPI of less than 1 means that girls are at a disadvantage and a GPI greater than 1 means that boys are at a disadvantage. For indicators where lower values are desirable (e.g. drop-out rates), a GPI of less than 1 means that boys are at a disadvantage and a GPI greater than 1 means that girls are at a disadvantage.

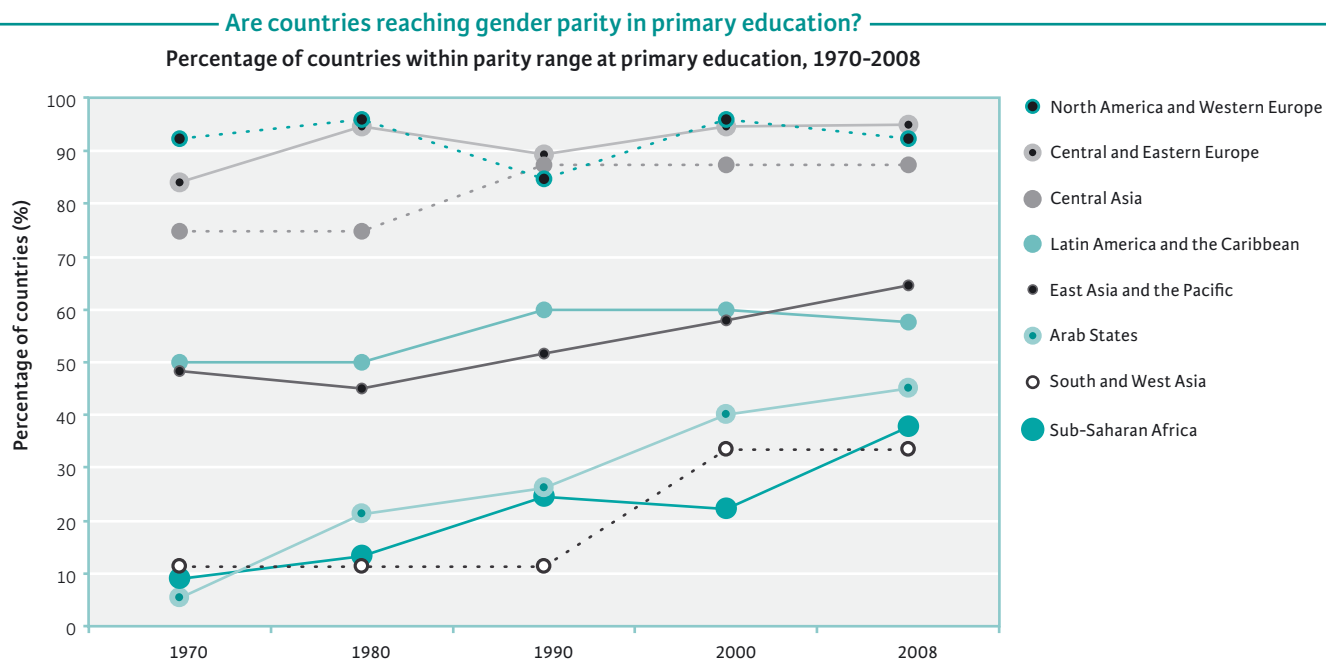
In general, the GPI should be interpreted together with the values of the underlying indicator. For example, the magnitude or significance of gender disparities across countries is not the same with very different participation or drop-out rates.

The most common indicator used to measure progress towards gender parity in education is the GPI of the gross enrolment ratio (GER) by level of education. However, it should be interpreted with caution since it may overstate the level of disparity in certain contexts. For example, in countries where repetition rates are different for boys and girls, this will be reflected in the GER by sex.

One of the difficulties in presenting the GPI is that the scale of disadvantage for girls or boys is not represented symmetrically around 1. For example, a GPI of 0.5 indicates that the female value of the indicator being reviewed is half the male value whilst a GPI of 1.5 (also 0.5 units away from parity) indicates the male value of the indicator is two-thirds of the female value (not half). Consequently, when boys are underrepresented in a given indicator, it appears more drastic than when girls are disadvantaged.

Thus, for the analysis and figures presented in this chapter, the GPI is adjusted to present disadvantages symmetrically for both genders. The adjusted GPI is derived from the standard GPI as presented in the Statistical Tables, yet, values greater than 1.00 are different than what is listed in the Statistical Tables. The adjusted GPI presents disparities on a comparable scale. The adjusted GPI uses the following methodology: when the ratio of female to male values of a given indicator is less than 1, the adjusted GPI is identical to the unadjusted GPI. By contrast, when the ratio is greater than 1, the adjusted GPI is calculated as the ratio of male to female values and the ratio is subtracted from 2. For instance, if the GER for males is 33% and 66% for females, the ratio of male to female GER is 0.5. Then, subtracting 0.5 from 2 gives an adjusted GPI of 1.5 while the unadjusted GPI would show a result of 2. **Please note that only the unadjusted GPI is presented in the Statistical Tables.**

FIGURE 4



Source: UNESCO Institute for Statistics, Statistical Table 3.

Figure 4 summarizes the percentage of countries within each region that have attained gender parity in primary schooling participation at five points in time between 1970 and 2008.

There are three regions with historically high proportions of countries that fall within the range of gender parity in primary education: North America and Western Europe, Central and Eastern Europe, and Central Asia. About 90% of the countries in each of these regions have demonstrated gender parity at the primary level at least since 1990. Two regions – Latin American and the Caribbean and East Asia and the Pacific – are in the middle range with the percent of countries within the parity range progressing slightly from 50% to 60% over the past 40 years.

The most dramatic increases in gender parity, however, occurred in those regions where boys had vastly outnumbered girls in primary education

in 1970 (i.e. South and West Asia, sub-Saharan Africa and, in particular, the Arab States). In 1970, only around 10% or less of the countries in each of these regions had achieved gender parity in primary schooling. In 2008, almost half of them reached parity in the Arab States and more than one in three countries have done so in the other two regions. In sub-Saharan Africa, the greatest progress in gender parity at the primary level took place in the last ten years, partly as a result of the emphasis on universal primary education (UPE) with a special focus on girls' education.

Participation and gender parity in secondary education since 1970

Beyond the primary level, the length of compulsory schooling varies widely across countries. While 35 countries require only 7 years or less of compulsory schooling, 8 to 9 years are compulsory in 55 countries and 10 to 12 years in 105 countries

(see Statistical Table 2). There is greater segmentation of school type at the secondary than at the primary level and a slight increase in the percentage of students in private schools, implying a higher level and wider range of costs than primary schooling (Shafiq, 2007).

As with the primary GPI, there has been an upward trend over time in the percentage of countries reaching gender parity in secondary participation – except in sub-Saharan Africa where only Mauritius reached parity range in 2008 compared to two countries (Rwanda and Seychelles) in 1970 – a time when enrolment rates were at a much lower level. Central and Eastern Europe has shown the highest increase since 1990. However, as shown in Figure 5, GPIs at the secondary level do not cluster into distinct levels in the same way as they do at the primary level. In all regions, the percentages of countries with gender parity in participation at

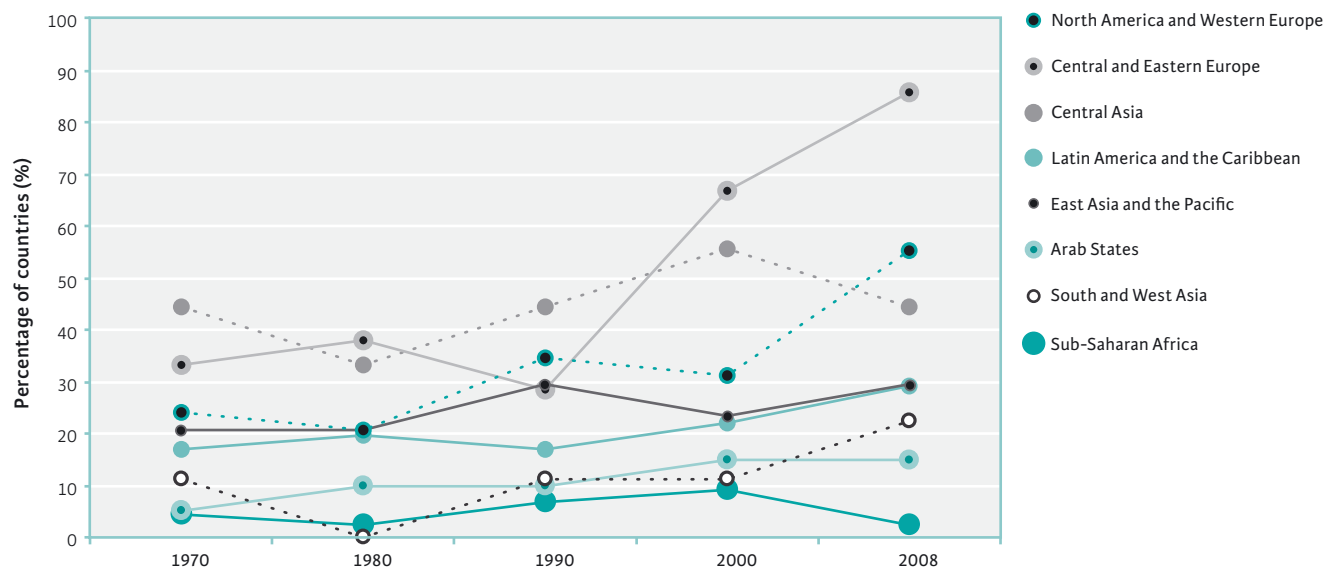
the secondary level were lower in 1970 than the percentages at the primary level in the same year, with the exception of the Arab States and South and West Asia where the proportions were similar. In 2008, the percentage of countries reporting gender parity at the primary level was higher than that at the secondary level in all regions, except in South and West Asia (see Statistical Table 3 and 5).

As educational participation declines at the secondary level in comparison to primary, so does the proportion of countries attaining gender parity (from 61% to 33% of countries). This is accompanied by an increase in the proportion (from 6% to 29%) of countries where secondary participation rates are higher for girls than for boys. However, in the countries (38%) where girls are disadvantaged, the scale of disparity is much greater.

FIGURE 5

Are countries reaching gender parity in secondary education?

Percentage of countries within parity range at secondary education, 1970-2008



Source: UNESCO Institute for Statistics, Statistical Table 5.

When using individuals rather than countries as the unit of analysis, the high populations in less developed parts of the world means that in absolute numbers, more girls are excluded from secondary education than boys. As girls enter puberty they “hit the wall of culture” (Gilligan, 1990). Emotional and physical dangers may increase for girls as they grow into young women due to sexual harassment and assault and social demands for conformity to normative gender roles. Both the daily journey to school and the school environment itself may be unsafe for girls and young women in communities around the world (Odaga and Heneveld, 1995; Abrahams et al., 2006). Traditional conceptions of “proper” roles for both women and men are more pronounced in technical and vocational education than in general education (UNESCO, 2010b), reflecting that resistance to boundary crossing in occupational activities still exists.

The phenomenon of late entry into schooling and overage children in primary and secondary education contributes to early school leaving. Differences between the intended age for a given grade level and the actual age at such a grade level is found in many regions. Being overage in school affects boys and girls for different reasons. As boys in poor and rural families become older, they face demands for their labour outside the home. In the case of girls, they are withdrawn to take on domestic tasks or prepare for early marriages – prevalent in some areas of the world, such as South and West Asia and sub-Saharan Africa.

Regional patterns of gender parity in secondary education can be more complex to interpret than those pertaining to primary education. For example, participation rates in secondary school vary much more widely across countries than those in primary school. Participation in schooling through the primary level is compulsory in virtually all

countries, with only four countries not reporting a minimum of 5 to 6 years of compulsory schooling (Bhutan, Cambodia, Ethiopia and Tokelau). When legal compulsion is backed by the elimination or reduction of school fees, both girls and boys are far more likely to enter school at the expected age and to complete it in a timely fashion (Nishimura et al., 2008; Obasi, 1997).

Participation and gender parity in tertiary education since 1970

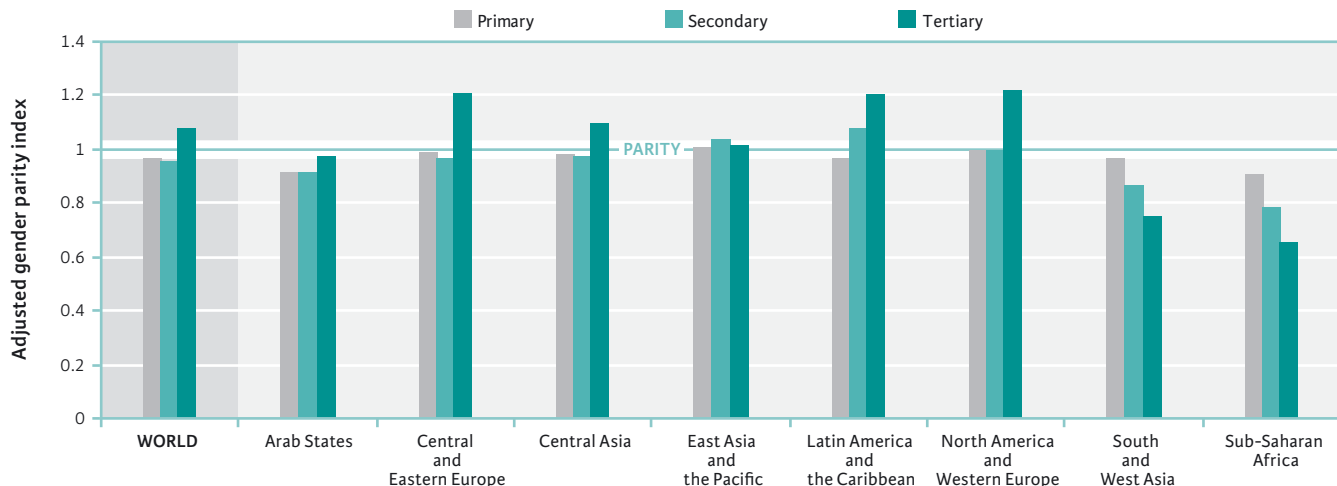
Tertiary education is the level at which female enrolments have seen the greatest increase in almost all regions. The long-term trends show more regions switching from an enrolment in favour of males to one in favour of females. Female enrolments have been outnumbering males for decades in Central and Eastern Europe, North America and Western Europe (since before the mid-1980s), Latin America and the Caribbean (since the mid-1990s), and more recently in Central Asia.

Since 1970, these changing patterns of participation in tertiary education shifted gender disparity from a male to a female advantage. While great disparity at the tertiary level persists in favour of men in South and West Asia and sub-Saharan Africa (GPI of 0.76 and 0.66, respectively), female students are much more represented than men in Latin America and the Caribbean, Central and Eastern Europe, and North America and Western Europe (see *Statistical Table 8*).

At the tertiary level, female enrolment ratios exceed those of men in two out of every three countries with data. In some cases, young men may be more likely than young women to move directly from secondary education into the work force or non-formal education or go abroad to continue their education.

FIGURE 6
Are educational opportunities equally distributed?

Adjusted gender parity index of the gross enrolment ratio by level of education, 2008



Note: For adjusted GPI, see Box 2.

Source: UNESCO Institute for Statistics, Statistical Tables 3, 5 and 8.

Overall progress towards gender parity

Despite the critical progress in bridging gender gaps, persistent inequalities remain in many regions and at different levels of education. **Figure 6** highlights the varying rate in gender parity at different education levels across regions. The GPI shows that only East Asia and the Pacific has reached or is close to gender parity in all levels of education. Almost all other regions are closer to gender parity at the primary level than at any other level of education, except for the Arab States where tertiary education is closest to a position of parity.

The majority of countries fell short of achieving the first step towards the gender goal (i.e. parity in both primary and secondary education by 2005). The most recent statistics available for 157 countries that provided data for both levels of education in 2008 indicate that only one country out of three has reached parity in both primary and secondary education. This gender goal is therefore still being missed in over 63% of countries and is at risk of

not being attained by 2015 for 46% of countries (see **Table 1**). Regions in which the majority of countries are at risk of not achieving the goal in 2015 include sub-Saharan Africa, Latin America and the Caribbean, the Arab States, and East Asia and the Pacific.

Among countries that are currently falling short of the goal, only four countries – Cambodia, Guatemala, Guinea and South Africa – are likely to achieve gender parity at both primary and secondary levels in 2015 if the observed trend is maintained. Twenty-three countries are not likely to reach the goal for primary education by 2015 while almost three times as many countries (63) are still far from the gender parity goal for secondary education. The following 14 countries will not reach either primary or secondary goals: Bermuda, Brazil, Cameroon, Democratic Republic of the Congo, Dominica, Dominican Republic, Eritrea, Lao PDR, Mali, Niger, Portugal, Sudan, Suriname and Swaziland. Nineteen countries are likely to reach parity either in primary or secondary education – but not both.

TABLE 1. Which countries will achieve gender parity by 2015?

Gender parity in primary and secondary education: current status and prospects for achieving the 2015 goal

		Gender parity in secondary education			Number of countries
		Achieved in 2008	Likely to achieve by 2015	At risk of not achieving goal by 2015	
Gender parity in primary education	Achieved in 2008	Azerbaijan, Bahamas, Belarus, Belgium, Bolivia, Bosnia and Herzegovina, Brunei Darussalam, Bulgaria, Canada, Cape Verde, Croatia, Cuba, Cyprus, Czech Republic, Denmark, Ecuador, El Salvador, Estonia, France, Germany, Guyana, Hong Kong SAR of China, Hungary, Iceland, Indonesia, Israel, Italy, Japan, Kazakhstan, Kyrgyzstan, Lithuania, Luxembourg, Macedonia FYR, Malta, Marshall Islands, Mauritius, Moldova, Myanmar, Netherlands, Norway, Oman, Palau, Peru, Poland, Romania, Russian Federation, Serbia, Singapore, Slovakia, Slovenia, Sweden, Tonga, United States of America, Ukraine, United Arab Emirates, United Kingdom, Uruguay and Uzbekistan 58	Armenia, Austria, Bahrain, Bhutan, Bulgaria, Finland, Georgia, Ghana, India, Jordan, Kuwait, Mongolia, Malawi, Senegal, Saint Lucia, Switzerland, Turkey, Uganda, Venezuela and Zimbabwe 20	Anguilla , Argentina, Australia , Belize, Botswana, Colombia, Costa Rica, Fiji, Greece , Ireland, Jamaica, Kenya , Kiribati, Republic of Korea , Lebanon, Lesotho, Malaysia, Mexico, Namibia, New Zealand, Nicaragua, Palestinian Autonomous Territories, Panama, Paraguay, Philippines, Qatar, Rwanda, Samoa, Seychelles, Solomon Islands, Spain, Thailand, Trinidad and Tobago, Tunisia and Zambia 35	113
	Likely to achieve by 2015	Chile, Latvia, Syrian A.R. 3	Cambodia, Guatemala, Guinea and South Africa 4	Aruba , British Virgin Islands, Burkina Faso , China, Djibouti , Ethiopia , Liberia , Morocco , Mozambique , Nauru, Nigeria , Sierra Leone , Tajikistan and Togo 14	21
	At risk of not achieving goal by 2015	Cayman Islands , Iran (Islamic Republic of), Macao (China) and Monaco 4	Chad , Gambia, Maldives , Mauritania and Saint Vincent and the Grenadines 5	Bermuda, Brazil, Cameroon , Democratic Republic of the Congo , Dominica, Dominican Republic, Eritrea , Lao People's Democratic Republic , Mali , Niger , Portugal, Sudan , Suriname and Swaziland 14	23
Number of countries		65	29	63	157

Notes: Countries in **bold** indicate that enrolment rates are higher for males.

The achievement of the gender goal is defined as a GPI value ranging from 0.97 to 1.03. The reported results have been derived by applying a linear extrapolation of the change in GPI at primary and secondary levels in the period of 1999 to 2008. Where data do not exist for one or both of these two data points, figures from up to two years after 1999 and before 2008 have been used with the necessary adjustment to the extrapolation model. In cases where a simple extrapolation of past rates of growth would cause the goal to be exceeded (i.e. where previous inequality in favour of boys would thus become an inequality in favour of girls, or vice versa), it is assumed that no such switch will occur and that parity will be maintained.

Source: UNESCO Institute for Statistics, Statistical Tables 3 and 5.

The shifting picture of over- and underrepresentation by sex in schooling, especially at higher education levels, raises important questions about the interactions of schooling, culture, economy and gender roles. The push and pull factors exerted by changing economic opportunities have a differential impact by sex and social class and are enacted through cultural roles assigned to women and men in specific contexts (*see Section 3*). In societies that restrict young women's access to public life, perseverance in schooling becomes a desirable effort for girls in middle-class families. Conversely, as argued by scholars in Australia, academic competence has

become increasingly constructed as a feminine quality among working class and some minority males in certain contexts, meaning that boys are increasingly turning away from educational opportunities, which is cause for concern (Kenway and Kelly, 2000).

Untangling the meaning, the sources and the impacts of current patterns of gender imbalances in schooling around the world requires both close-up views of how schooling is experienced by girls and boys of varied social identities and careful analysis of gender-differentiated educational data in relationship to similarly differentiated data on labour market participation, earnings and political leadership.

Long-term trends in adult literacy and gender parity

In the long term, the increased outputs of education systems will eventually lead to higher levels of educational attainment and literacy skills among the adult population as a whole. At the same time, disparities in educational attainment and literacy rates today reflect patterns which have been shaped by the social and education policies of the past. In 2008, an estimated 796 million adults lacked basic literacy skills. More than one-half of the world’s adult illiterates are found in South and West Asia, notably in India (283 million), Pakistan (51 million) and Bangladesh (49 million) (*see Statistical Table 15*).

Women account for two-thirds of the global illiterate population. The severity of this disparity becomes even more apparent when trends over time are considered. The share of illiterate women has

remained virtually the same over the past 20 years (63–64%) even though the size of the global illiterate population has been decreasing over time.

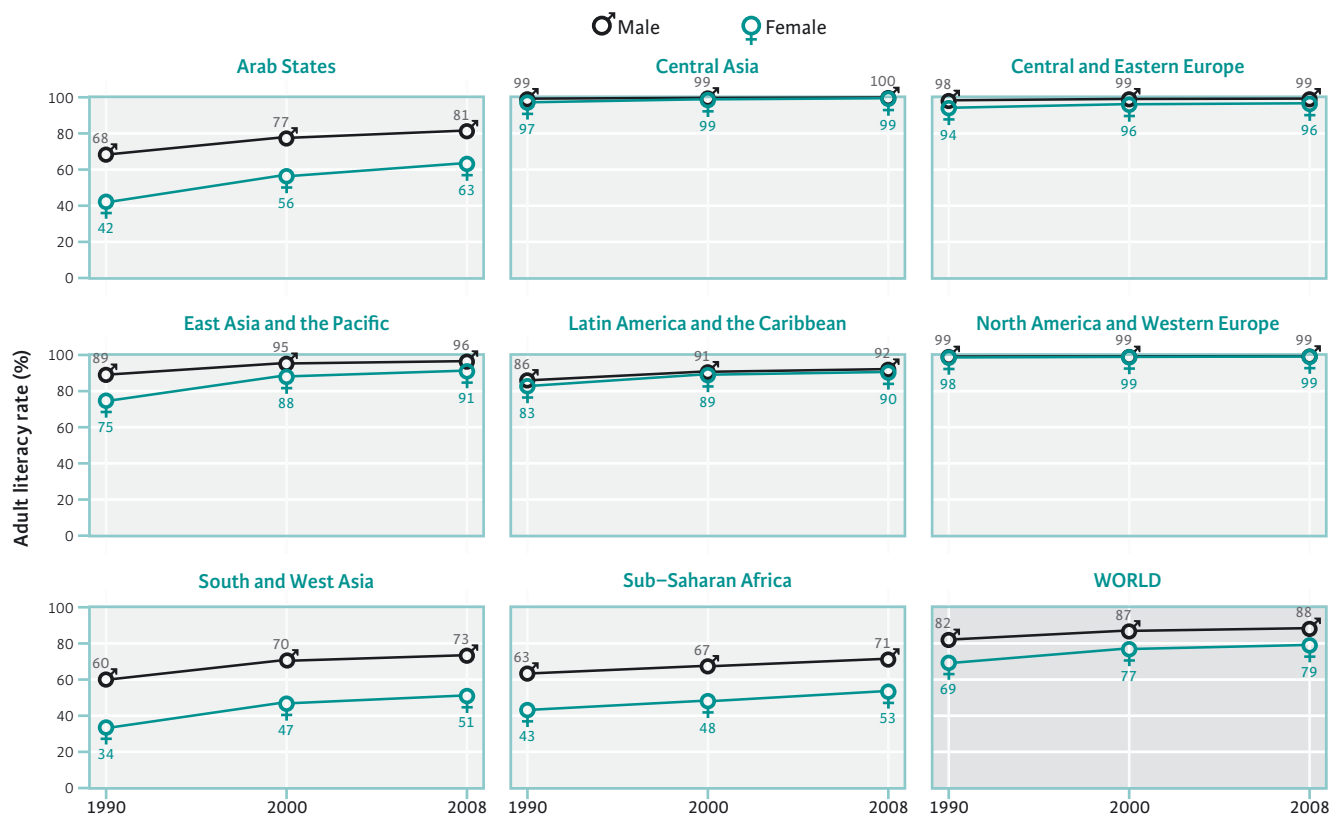
Almost three in four female illiterates in the world are found in only eleven countries: Bangladesh, Brazil, China, Democratic Republic of the Congo, Egypt, Ethiopia, India, Indonesia, Morocco, Nigeria and Pakistan.

Figure 7 illustrates male and female literacy rates for three periods, 1985–1994 (identified as 1990 in the graph), 1995–2004 (identified as 2000) and 2008. At the global level, the adult literacy rate increased from 76% around 1990 to 83% in 2008. This improvement was driven mainly by an increase in the female literacy rate by 10 percentage points from 69% in 1990 to 79% in 2008. Over the same period, the male literacy rate grew by only 6 percentage points, from 82% in 1990 to 88% in 2008.

FIGURE 7

How have trends in adult literacy changed since 1990?

Adult literacy rate by sex and region, 1990–2008



Source: UNESCO Institute for Statistics, Statistical Table 15 and UIS database.

Three regions have achieved or are close to universal adult literacy in the past two decades: Central Asia, Central and Eastern Europe, and North America and Western Europe. Somewhat lower adult literacy rates for men and women were reported for East Asia and the Pacific (91% for women and 96% for men), and Latin America and the Caribbean (90% for women and 92% for men).

The remaining three regions are characterized by much higher shares of adult illiterates and persistent gender disparity. In the Arab States, the male literacy rate grew from 68% to 81% from 1990 to 2008 and the female literacy rate from 42% to 63%. In sub-Saharan Africa, the female adult literacy rate increased by 10 percentage points over the same period, reaching 53% in 2008, while the male literacy rate grew from 63% to 71% – meaning that the gap between male and female literacy rates shrank only marginally by two percentage points.

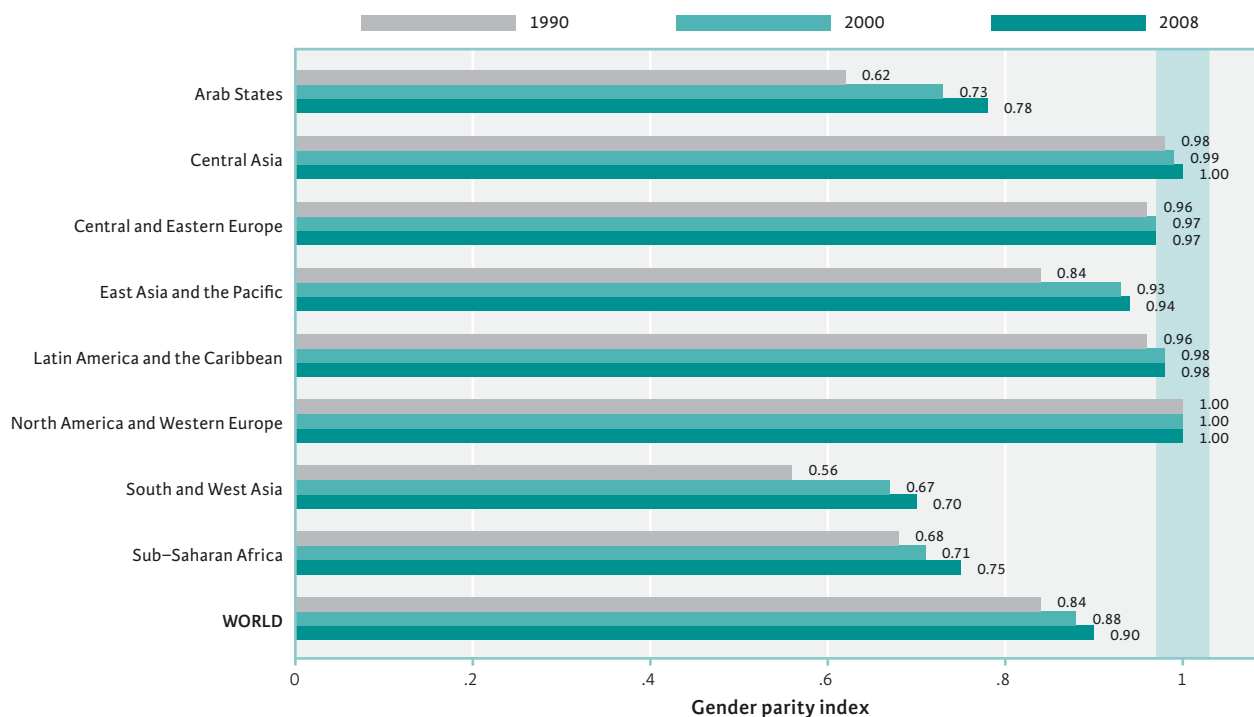
In absolute terms, the biggest increase in the literacy rate for women was in South and West Asia (34% in 1990 to 51% in 2008). Over the same period, the male literacy rate in the region increased from 68% to 81%. Overall, the gap between men and women shrank from 26 to 22 percentage points in South and West Asia. However, this remains the biggest gender gap of all regions, larger than the 18-point gap in the Arab States and in sub-Saharan Africa.

Figure 8 displays the change in GPI for the adult literacy rate between 1990 and 2008. Worldwide, the GPI improved from 0.84 in 1990 to 0.90 in 2008. Four regions have reached gender parity (defined as a GPI between 0.97 and 1.03): Central Asia, Central and Eastern Europe, Latin America and the Caribbean, and North America and Western Europe. Due to strong improvements in the female literacy rate, East Asia and the Pacific has also made great strides toward gender parity and reached a GPI of 0.94 in 2008.

FIGURE 8

How big are gender differences in adult literacy rates?

Gender parity index for adult literacy by region, 1990-2008



Note: Shaded area represents gender parity (0.97-1.03).

Source: UNESCO Institute for Statistics, Statistical Table 15 and UIS database.

By contrast, South and West Asia (GPI 0.70), sub-Saharan Africa (0.75) and the Arab States (0.78) remain far from gender parity. However, the trend data for the past two decades show that the Arab States and South and West Asia have moved faster toward gender parity than sub-Saharan Africa.

Across the majority of countries with gender disparities in literacy, the gender gap is smaller for the youth literacy rate. There is cause for concern where the gap is still quite large – for example, in Benin, Ethiopia, Mali and Niger, where the GPI for youth literacy is 0.66 or below. In 39 of the 146 countries with data, the GPI for the youth literacy rate is below 0.97, indicating that young women are less likely to be literate than young men. In eight countries, young women were more likely to be literate than young men.

Regional overviews

Regional profiles are presented here in order to better evaluate progress made towards gender parity since 1999. In particular, these profiles highlight gender parity in countries that have contributed to the expansion of educational opportunities in primary, secondary and tertiary education. These profiles also show that differences within regions are often greater than the differences between them.

Arab States

Overall, the volume of educational participation has grown as reflected by the number of expected years of schooling which rose from 9.4 to 10.1 between 1999 and 2008 (*see Statistical Table 12*). In 2008, boys could expect 10.6 years of schooling compared to 9.4 years for girls. This represents the second largest gender difference after sub-Saharan Africa.

GERs for primary education in the region ranged from 46% in Djibouti to 124% in the Syrian Arab Republic in 2008. The regional GPI for primary GER rose from 0.87 in 1999 to 0.92 in 2008, which reflects the growing educational participation of girls. Gender parity was reported in 9 out of the region's 19 countries with data. The following countries moved from a situation favouring boys in 1999 to a position of gender parity in 2008: Lebanon, Qatar and Tunisia. However, very different and substantial disparities persist across the region. In Djibouti, for example, boys were more likely to be enrolled in primary school (GPI of 0.88) in 2008 whereas girls had higher rates in Mauritania (GPI of 1.08) in 2008 (*see Statistical Table 3*).

Overall, secondary education rates of participation were lower than those at the primary level. They ranged from 24% in Mauritania to 97% in Bahrain. Girls' participation appears to be growing at a faster rate than boys, with the GPI for the regional secondary GER rising from 0.88 to 0.92 between 1999 and 2008. Out of 16 countries with data, only 3 reached gender parity in 2008: Oman, the Syrian Arab Republic and the United Arab Emirates. Boys had higher enrolment rates in Djibouti, Saudi Arabia, Morocco, Mauritania and Sudan. However, they had lower enrolment rates in the Libyan Arab Jamahiriya, the Palestinian Autonomous Territories, Tunisia and Lebanon. In Qatar, the adjusted GPI for secondary education was as high as 1.31 in 2008. This can partly be explained by substantial male emigration as young as at the secondary school age. As such, the suggestion of a female advantage may need to be put into context (*see Statistical Table 5*).

In tertiary education, there was wide variation with participation rates ranging from 3% (2007) in Djibouti to 53% (2008) in Lebanon. The significant growth in female enrolment led to a shift in the regional GPI from 0.78 in 1999 to 0.97 in 2008, indicating parity. Countries with substantial

growth among females from 1999 to 2008 include the Palestinian Autonomous Territories (adjusted GPI of 0.89 to 1.18), Lebanon (1.00 to 1.15) and Tunisia (0.97 to 1.32). Despite the growing enrolment of women, none of the 14 countries with data have achieved gender parity. In most countries, women are more likely than men to pursue higher education. GPI values appear to be in the extreme in the United Arab Emirates, Bahrain and Qatar. However, this is mainly due to the large number of mostly male foreign workers, who do not participate in tertiary education but are represented in the underlying population data used to calculate indicators. Very high GPI figures suggesting a female advantage may also mask the fact that some men pursue a tertiary education abroad. Finally, it is also important to note that women remain highly disadvantaged in Djibouti and especially Yemen, where the GPI for tertiary GER was only 0.42 in 2008 (see *Statistical Table 8*).

Turning to adult literacy, the regional rate rose from 67% to 72% between 1999 and 2008. Out of the 19 countries with data, only Bahrain, Kuwait and the United Arab Emirates have reached gender parity. Everywhere else, men are more likely than women to be literate. Disparities were strongest in Yemen (GPI of 0.54) followed by Morocco, Sudan, Mauritania, Egypt and Algeria (see *Statistical Table 15*).

East Asia and the Pacific

In this region, the number of expected years of schooling rose from 10.3 to 11.8 between 1999 and 2008. In 2008, boys could expect 11.7 years of schooling compared to 11.9 years for girls. Much of the growth since 1999 can be attributed to increased enrolment at the secondary level. Moreover, since 1999, there has been a reversal in gender patterns – girls can now expect more years of schooling than boys (see *Statistical Table 12*).

GERs for primary education in the region ranged from 55% in Papua New Guinea to 119% in Indonesia in 2008. The GPI for this region has remained stable at about 1.0, indicating gender parity. Across the region, 19 out of 26 countries with data have achieved parity at this level of education. Within this group, three countries – Palau, Tonga and the Solomon Islands – were able to eliminate disparities that previously favoured boys.

Overall, secondary education rates of participation (i.e. GERs) ranged from 35% in the Solomon Islands to 149% in Australia. The regional GPI for secondary GER shifted from 0.94 in 1999 to 1.04 in 2008. In other words, there has been a reversal in gender patterns resulting in a small advantage for girls. Out of 21 countries with data, 7 reached gender parity in 2008. This includes countries such as Indonesia, which successfully removed barriers to girls' secondary education, offering them equal opportunities. However, gender disparities against girls remain acute in Cambodia (GPI of 0.82) and in Lao PDR (0.81). Even though they are less extreme than the barriers generally facing girls, it is nonetheless important to note the disparities against boys. This is the case in China (adjusted GPI of 1.05), Fiji (1.07), Malaysia (1.07), Samoa (1.12), Thailand (1.08) and the Philippines (1.08) (see *Statistical Table 5*).

In tertiary education, there is wide variation in GERs, which range from as low as 7% in Cambodia to 58% in Japan, 77% in Australia and 98% in the Republic of Korea in 2008. The regional GPI for this level of education increased from 0.81 to 1.01 between 1999 and 2008. Women were highly disadvantaged in Cambodia, where the GPI was 0.54 in 2008. In contrast, men were far less likely to pursue higher education in Brunei Darussalam (adjusted GPI of 1.50), Myanmar (1.27) and New Zealand (1.32) (see *Statistical Table 8*).

The regional adult literacy rate increased from 92% to 94% between 1999 and 2008 in East Asia and the Pacific. This change was most evident in China and Malaysia. Of 17 countries with data, 5 have reached gender parity in terms of adult literacy: Brunei Darussalam, the Democratic People's Republic of Korea, the Philippines, Samoa and Tonga. Men are more likely to be literate in all other countries. Disparities against women are most severe in Lao PDR, Cambodia and Papua New Guinea (*see Statistical Table 15*).

Latin America and the Caribbean

In this region, a child could expect to receive 13.6 years of schooling in 2008 compared to 12.5 in 1999 (*see Statistical Table 12*). More specifically, in terms of gender, the school-life expectancy is slightly higher for girls than boys (13.9 vs 13.3 years), which is similar to the case in more developed regions (*see Statistical Table 12*).

GERs for primary education ranged from 82% in Dominica to 127% in Brazil in 2008. The regional GPI for primary GER has remained stable at 0.97. However, there have been important shifts within countries. In Dominica, for example, there were more boys than girls enrolled in primary education in 1999, as reflected by the GPI (0.95). But by 2008, boys were at a disadvantage, with the GPI reaching 1.06. A very different situation is found in the Dominican Republic where disparities against girls were found in 2008 even though gender parity was achieved in 1999. Incidentally, some of the disparity favouring boys can be explained by the high repetition rates for boys found in some Caribbean countries. Overall, more than half of the countries with data (22 out of 36) were within the range of gender parity in 2008. A notable exception is the highly populated country of Brazil where the GPI of 0.93 reflects higher participation rates among boys (*see Statistical Table 3*).

Secondary education rates of participation ranged from 57% in Guatemala to 114% in Antigua and Barbuda. For the region, the adjusted GPI for secondary GER remained stable at 1.07, reflecting a disparity in favour of girls. The following countries have achieved parity: Bahamas, Bolivia, Cayman Islands, Chile, Cuba, Ecuador, El Salvador, Guyana, Montserrat, Peru and Uruguay. However, significant disparities persist. In Grenada, boys were at an advantage as the GPI for secondary GER was 0.92 in 2008. In contrast, girls had the advantage in Honduras and in Suriname, where the adjusted GPI was 1.21 and 1.22, respectively (*see Statistical Table 5*).

In tertiary education, participation levels ranged from less than 5% in several Caribbean countries to 118% in Cuba (*see Statistical Table 8*). Across the region, women are increasingly enrolling in tertiary institutions as reflected by the adjusted GPI, which rose from 1.13 to 1.20 between 1999 and 2008. Women are more likely to enrol than men in most countries and have a substantial advantage in the following: Honduras (adjusted GPI of 1.33), Jamaica (1.54), Panama (1.37), Uruguay (1.43) and Venezuela (1.69). In contrast, men and women are almost equally likely to enrol in tertiary education in Mexico after years of disparities against women. Gender parity has also been reached in Colombia, where women used to have an advantage. It is important to note that GPI values substantially higher than 1.0 should be interpreted with caution. Refer to Box 2 for a discussion on the adjusted GPI (*see Statistical Table 8*).

The regional adult literacy rate increased from 90% to 91% between 1999 and 2008. This was mainly driven by progress made in Brazil, Jamaica, Mexico and Peru. Nineteen out of 26 countries with data have reached gender parity in terms of adult literacy. However, men are more likely to be literate in Bolivia, Ecuador, El Salvador, Guatemala, Peru and Suriname. In contrast, women are much more likely to be literate than men in Jamaica (*see Statistical Table 15*).

North America and Western Europe/ Central and Eastern Europe/ Central Asia

All three regions have historically maintained gender parity in education. Between 1999 and 2008, the overall volume of educational participation grew, with the number of expected years of schooling rising from: 12.1 to 13.6 in Central and Eastern Europe; 11.0 to 12.4 in Central Asia; and from 15.7 to 16.0 in North America and Western Europe. In 2008, boys and girls could expect approximately the same number of years of schooling in Central and Eastern Europe as well as Central Asia. In North America and Western Europe, however, girls could expect one full additional year of schooling more than boys (16.5 compared to 15.5). Much of the growth since 1999 can be attributed to enrolments at the tertiary level (see *Statistical Table 12*).

In 2008, GERs for primary education in the regions ranged from 87% in Andorra and 93% in both the former Yugoslav Republic of Macedonia and Uzbekistan to 116% in Azerbaijan and 128% in Monaco. The GPI for the three regions have remained within the range of parity since 1999. At the country level, 48 of 53 countries in the regions achieved this goal in 2008. However, there were minor disparities favouring boys in Andorra, Latvia, Monaco, Portugal and Tajikistan. Between 1999 and 2008, Turkey eliminated gender disparities in favour of boys to achieve parity (see *Statistical Table 3*).

Participation levels in secondary education ranged from 82% in Turkey to 127% in the Netherlands and 162% in Monaco. The GPI for secondary GER for Central and Eastern Europe, Central Asia and for North America and Western Europe has remained very close to or within the range of parity since 1999. A slight advantage for boys is found in Central and Eastern Europe (GPI of 0.96 in 2008) due primarily to substantial disparities found in Turkey (see *Statistical Table 5*).

In tertiary education, GERs range substantially from 10% in Uzbekistan to 94% in Finland. In general, women are increasingly more likely to pursue higher education than men. This disparity has been widening in Central and Eastern Europe as well as North America and Western Europe. In particular, there have been dramatic changes in Central Asia where disparities previously favouring men have reversed to show an advantage for women. This pattern of female over-representation was found in 42 out of 48 countries with data in all three regions. Switzerland has reached the goal of parity and Cyprus is close to the target range with a GPI of 0.96. However, male students outnumber females in Turkey (GPI of 0.78), Tajikistan (0.40) and Uzbekistan (0.68) (see *Statistical Table 8*).

Adult literacy in 2008 is almost universal in Central and Eastern Europe (98%), Central Asia (99%) and North America and Western Europe (99%). Moreover, gender disparities were apparent only in Turkey, where the GPI of 0.84 reflects an advantage for men. Minor gender disparities also occur in Portugal (0.96) (see *Statistical Table 15*).

South and West Asia

Educational participation has been steadily growing over the past decade in South and West Asia, where the regional number of expected years of schooling rose from 7.9 in 1999 to 9.7 years in 2008. In 2008, boys could expect 10.2 years of schooling compared to 9.2 years for girls. This compares to 9.0 for boys and 6.8 years for girls in 1999 (see *Statistical Table 12*).

GERs for primary education ranged from 85% in Pakistan to 128% in the Islamic Republic of Iran in 2008. The regional GPI for this indicator increased from 0.83 in 1999 to 0.96, reflecting the increasing educational participation of girls relative to boys. Out of eight countries in the region with data, three

were within the range of gender parity. Between 1999 and 2008, India and Bhutan successfully removed barriers to girls' education in order to provide equal opportunities to both groups. This shift has tremendous implications, especially in high-population countries like India. However, girls remain severely disadvantaged in Afghanistan, where the GPI for primary GER was 0.66 in 2008. In contrast, gender disparities slightly favour girls in Bangladesh in 2008 as reflected by the GPI of 1.06 (see *Statistical Table 3*).

Secondary education participation rates ranged from 29% in Afghanistan to 80% in the Islamic Republic of Iran. In the Maldives, the GER for secondary education was 84% in 2006. From a regional perspective, the barriers to girls' secondary education are apparent but diminishing as reflected by the increase in the GPI from 0.75 to 0.87 between 1999 and 2008. As it stands, Bhutan (in 2009) and the Islamic Republic of Iran (in 2008) are the only countries (out of seven with data) to achieve gender parity. Gender disparities against girls remain acute in Afghanistan (GPI of 0.38) and Pakistan (0.76). In Bangladesh, however, girls have higher rates (GPI of 1.05) at the secondary level (see *Statistical Table 5*).

In tertiary education, most countries show relatively low to moderate rates of participation, with GERs ranging from 5% in Pakistan, 7% in both Bangladesh and Bhutan to 36% in the Islamic Republic of Iran in 2008. The regional GPI for this indicator increased from 0.65 to 0.76 between 1999 and 2008. However, this growth is primarily due to the situation in the Islamic Republic of Iran – the only country to report gender disparities in favour of women – with an adjusted GPI of 1.12 in 2008. In general, relatively few women are able to pursue a higher education compared to men in the region. This is clearly the case in Bangladesh (GPI of 0.55), Bhutan (GPI of 0.59), India (0.70) and Pakistan (0.85) (see *Statistical Table 8*).

From a regional perspective, the adult literacy rate increased from 59% to 62% between 1999 and 2008. Change was most evident in Pakistan, Bangladesh and Nepal but negligible in India. Only the Maldives and Sri Lanka achieved gender parity in terms of adult literacy. Men are more likely to be literate in all other countries. Disparities are largest in Pakistan, Nepal, India, Bangladesh and the Islamic Republic of Iran – despite recent progress in the latter country (see *Statistical Table 15*).

Sub-Saharan Africa

The number of expected years of schooling in sub-Saharan Africa rose from 6.8 in 1999 to 8.4 years in 2008. In 2008, boys could expect 9.0 years of schooling compared to 7.6 years for girls and the difference (1.4 years) was the same as in 1999 (see *Statistical Table 12*).

GERs for primary education in the region ranged from 52% in Eritrea to 158% in Sierra Leone in 2008, which partially reflects high repetition rates among pupils as well as late entry due to previous internal conflict. The GPI for primary GER increased from 0.85 to 0.91, reflecting the growing participation of girls across the region. Sixteen out of 43 countries with data are within the range of gender parity, including Botswana, Kenya, Madagascar, Malawi, Namibia, Senegal, Uganda, the United Republic of Tanzania, Zambia and Zimbabwe. While gender disparities continue to be an issue in several countries, the following have made significant progress (i.e. largest increases in GPI towards 1.0) towards parity: Benin, Burkina Faso, Chad, Comoros, Equatorial Guinea, Ethiopia, Gambia, Guinea, Liberia, Mali, Mozambique and Niger. Gender disparities showing a disadvantage for girls are greatest in Chad, the Central African Republic and Somalia where values were 0.70, 0.71 and 0.55, respectively (see *Statistical Table 3*).

Secondary education GERs were considerably lower than those reported for the primary level. The ratios varied from 8% in Somalia to 110% in Seychelles. The GPI for secondary GER for the region as a whole decreased from 0.82 to 0.79 between 1999 and 2008. This indicates that disparities against girls (or in favour of boys) are increasing across the region. Mauritius is the only country (out of 35 with data) to achieve gender parity in terms of secondary enrolment. Significant disparities favouring boys persisted in 2008 in countries such as Togo, Chad, the Central African Republic, the Democratic Republic of the Congo and Somalia where the GPI was 0.53, 0.45, 0.56, 0.55 and 0.46, respectively. In contrast, girls are strongly favoured in Lesotho, Namibia, Sao Tome and Principe and in Seychelles where the adjusted GPI was 1.24, 1.16, 1.11 and 1.16, respectively (*see Statistical Table 5*).

Participation in tertiary education is very low across the region. In 2008, the tertiary GER was 10% or less in most countries, except for Mauritius (26%) and Cape Verde (12%). In addition,

barriers to women's higher education appear to be getting stronger, with the regional GPI falling from 0.70 to 0.66 between 1999 and 2008. Not a single sub-Saharan African country has achieved gender parity at this level of education. In most cases, the disparities are against women. The imbalance is very acute in Chad, where the GPI was 0.15 in 2008. However, female tertiary students outnumber males in Botswana (adjusted GPI of 1.15), Cape Verde (1.19), Lesotho (1.16), Mauritius (1.15) and especially in Namibia (1.24) (*see Statistical Table 8*).

The regional adult literacy rate increased from 57% to 62% between 1999 and 2008. Five out of 43 countries with data have now reached gender parity. Men are far more likely to be literate than women in all of the remaining countries with the exception of Lesotho. Disparities are particularly extreme (i.e. GPI values below 0.60) in the following countries: Benin, Burkina Faso, Chad, Ethiopia, Guinea, Guinea-Bissau, Mali, Mozambique, Niger and Sierra Leone (*see Statistical Table 15*).

Gender and schooling trajectories in primary and secondary education

Gender-specific indicators of school enrolment, as discussed in Section 1, provide a good summary measure to monitor gender disparities in education. Nonetheless, to better understand the possible origins of disparities, it is important to examine the different schooling trajectories of boys and girls – from entry into primary through to secondary education. As such, this section examines gender differences in terms of school access, progression and completion.

To effectively target education policies, it is crucial to understand the ways in which gender differences are shaped at different points in the progression of girls and boys through school. Thus, this section seeks to answer the following questions: to what extent do boys and girls enter school late? Do they differ in terms of repeating grades or early school leaving? At what age do they complete primary education and transition to secondary education? Finally, the section highlights gender differences in school participation in general and vocational education and completion of secondary education.

The patterns of gender differences in school progression highlight the importance of moving beyond simple measures of enrolments. While many countries have achieved gender parity in primary enrolments, gender disparities are prevalent within the schooling process in both rich and poor countries alike. Virtually all countries must address the gender disparities that shape the ways in which boys and girls progress through school. In many countries, girls continue to face barriers that effectively exclude them from

education. Addressing the specific needs of boys and girls in order to keep all children in school through to completion of their education is needed in order to achieve and maintain gender equality in education.

Disparities in entry into primary education

Globally, in 2008, 137 million children entered primary school whereas 122 million were children at the official age to start school. In both cases, 48% of these children were girls. However, it is important to use the gender parity index (GPI) of gross intake ratios (GIRs) for boys and girls when judging disparities in order to take into account population differences between boys and girls.

The GIR expresses the number of children – regardless of age – who enter school for the first time as a percentage of the corresponding population at the official primary school-entry age. The GIR can exceed 100 if there are significant numbers of overage or underage pupils entering schools. In addition, repetition in the first grade of primary school is often underestimated where children who are repeating the grade are counted as new entrants.

Globally in 2008, the GIR for boys (114%) was just slightly higher than that for girls (110%) (see *Statistical Table 2*). The GPI for this ratio is 0.97, which falls within the range of parity. However, this global average masks significant gender disparities between regions and countries.

Intake ratios for girls are substantially lower than those for boys in two regions: South and West Asia

where the female GIR is 118% and 126% for boys and sub-Saharan Africa where the ratios are 112% for girls and 119% for boys. The GPI, which is adjusted for population differences, is 0.94 for both regions. In sub-Saharan Africa, there are 93 girls starting school for every 100 boys. In absolute numbers, because of the greater number of boys of school starting age in the population, the difference is even bigger in the case of South and West Asia where only 87 girls start school for every 100 boys.

It should also be noted that girls are slightly less likely to enter school than boys in the Arab States. However, the difference in ratios is so small (GPI of 0.96) that the region is considered close to gender parity.

The nature and extent of gender disparities of intake ratios are more apparent at the country level, as shown in **Figure 9**. Overall, most countries have reached gender parity in terms of entry to primary education. However, girls have more limited access to school in the remaining countries. Even though there are some exceptions in which boys are at a disadvantage, the disparities against girls are typically more extreme.

Of the 161 countries reporting intake ratios, 96 have reached gender parity while 65 still face gender disparities in access to primary education. In three out of four countries, disparities are against girls. In the following 16 countries, boys are at least 10% more likely to start the first grade than girls (i.e. GPI below 0.90): Afghanistan, Benin, Cameroon, Central African Republic, Chad, Côte d'Ivoire, Dominican Republic, Eritrea, Ethiopia, Guinea, Mali, Niger, Pakistan, Papua New Guinea, Tuvalu and Yemen.

The greatest disparities against girls are found in countries where children's access to school is more limited. This is notably the case in Papua New Guinea, where the GIR is only 31% and the GPI is 0.87. A similar situation is found in Eritrea, Côte d'Ivoire and Niger.

However, there are exceptions to this pattern. Surprisingly, the lowest GPIs occur in three countries where the GIR is close to 100: Afghanistan (GIR 101%, GPI 0.69), Chad (GIR 99%, GPI 0.74) and the Central African Republic (GIR 97%, GPI 0.78). Also, Benin, Cameroon, Ethiopia and Tuvalu have very low GPIs, reflecting strong disparities against girls, despite gross intake ratios that exceed the global average (112%).

Moderate disparities against girls (i.e. GPI between 0.90 and 0.96) are found in 41 diverse countries. This group includes countries with a GIR below 90%, such as Antigua and Barbuda, Burkina Faso, Djibouti and Jamaica. It also includes countries such as Burundi, Mozambique, Nicaragua and Sierra Leone, where the GIR exceeds 140%.

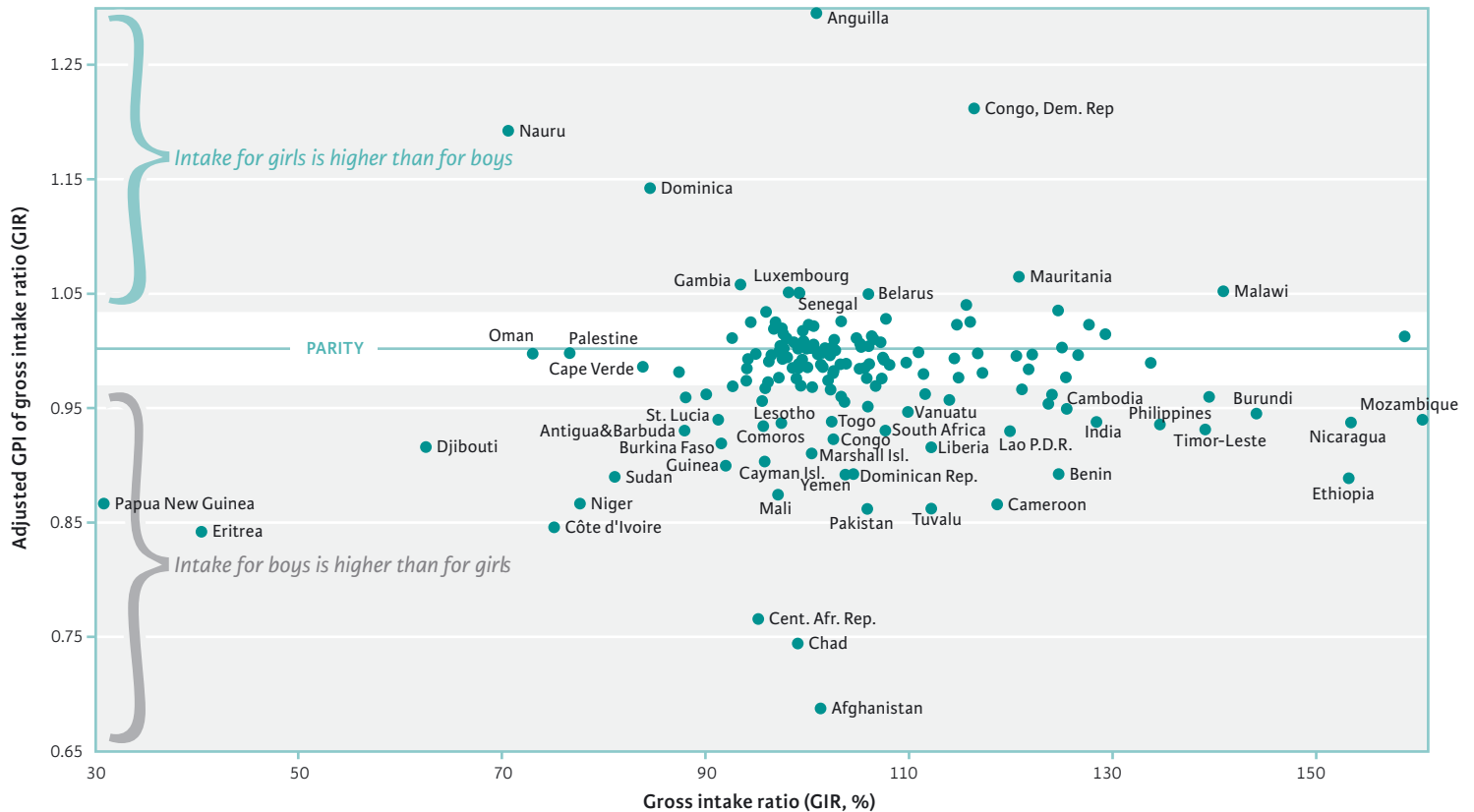
Approaching universal access to primary education generally leads to gender parity. However, a few countries have reached gender parity despite being far from reaching universal entry. This is the situation in Cape Verde, Oman and the Palestinian Autonomous Territories. In this small group, many children never enter the countries' school systems yet no gender differences in intake are observed, suggesting that gender is not a major factor in the decisions or opportunities available.

There are relatively few countries (15 out of 165) where boys are at a disadvantage in terms of access to grade 1. The strongest disparities (adjusted GPI exceeding 1.06) are found in Anguilla, the Democratic Republic of the Congo, Dominica, the Islamic Republic of Iran, Mauritania, Montserrat and Nauru. A greater intake of girls may be the result of countries catching up with a backlog of overage girls who never went to school while more boys were accommodated at the official entry age. Thus, what appears to be a disadvantage for boys may represent a transition phase in overcoming a historical disadvantage for girls.

FIGURE 9

Do boys and girls have equal chances to enter primary school?

Gross intake ratio to primary education and the corresponding gender parity index, 2008 or most recent year available



Notes: Countries with an adjusted GPI greater than 1.30 are not displayed (i.e. the Islamic Republic of Iran and Montserrat). Countries with an intake ratio greater than 160% are not displayed: Madagascar (186%), Rwanda (210%) and Sierra Leone (192%). Countries with GIRs below 85% or a GPI below 0.95 or above 1.05 are labelled.
Source: UNESCO Institute for Statistics, Statistical Table 2.

In order to better understand patterns in school access, it is helpful to consider the number of girls and boys entering school at or before the official entry age. This can be monitored using the adjusted net intake rate (ANIR), which was developed by the UIS in order to complement the traditional net intake rate. It is used to help distinguish timely or early entrants from overage school entrants (see *Box 3 and Statistical Table 2*).

In comparing GIRs and ANIRs, the GPI for the gross ratio tends to be lower than that of the ANIR for countries where girls are disadvantaged in school

access. This indicates that a greater proportion of girls who do not start school on time will never begin their education as compared to boys. Households are more likely to send a boy late to school than a girl who is past the official entry age. This is clearly seen in Eritrea, where the GPI for the ANIR is 0.88 compared to 0.84 for the GIR, which includes overage children.

From a policy and planning perspective, these comparisons suggest that policies and programmes must specifically target overage girls in order to achieve gender parity in primary education.

BOX 3 The adjusted net intake rate for the first grade of primary education

While the traditional net intake rate (NIR) measures timely access to primary school for children of the official entry age, the adjusted net intake rate (ANIR) also accounts for children of the official entry age who entered earlier.

The NIR reflects efforts made by governments to achieve universal entry to primary education for the eligible population at the official primary school-entry age. A value of 100% theoretically indicates that the system has reached all children of the official primary school-entry age – an important step towards achieving the UPE goal. This value also implicitly reflects the achievement of equal gender access to primary education of the population at the official entry age.

The ANIR determines the proportion of children of the official primary school-entry age that are enrolled at the primary level but not necessarily for the first time or in the first grade. The difference between 100% and the ANIR value provides a measure of the proportion of this population that have not achieved timely access to primary education. They either never enter school or enter as overage pupils.

The difference between the gross intake ratio and the ANIR gives an indication of the share of late entrants. The difference between the NIR and the ANIR indicates the share of children that enter school early.

Disparities in primary school progression

In order to reach the goal of universal primary completion, it is important not only to enrol children but also to ensure that all pupils remain in primary school until completion of the last grade. For a variety of school- or family-related reasons, large numbers of children leave school before completion.

Gender differences in school progression are another facet of gender disparities in education.

Two complementary indicators are used to monitor progression: the survival rate to the last grade of primary education and the drop-out rate. **Box 4** provides background information that is needed to interpret and compare these indicators.

BOX 4 Gender dimensions of survival and drop-out rates

The survival rate to the last grade of primary education expresses how many students out of 100 who enter school are expected to reach the final grade of primary education. Survival rates are calculated based on the reconstructed cohort method, which uses data on enrolment by grade for the two most recent consecutive years (t and $t+1$) and repeaters by grade for the last year of these two years ($t+1$) to reflect current patterns of grade transition. Drop-out rates are simply the inverse of survival rates (the difference between 100 and the survival rate).

A survival rate of 95% indicates that 95 out of 100 children entering school are expected to enrol for the full cycle while five drop out before reaching the last grade. This is identical to a drop-out rate of 5%. The gender parity index (GPI) for both indicators is calculated as the ratio of the result for girls to that for boys. The difference lies in the interpretation of the results. For survival rates, a GPI exceeding 1.0 indicates disparities against boys (higher survival rates for girls). For drop-out rates, a GPI exceeding 1.0 indicates disparities against girls (since their drop-out rate is higher than that for boys).

Disparities may be difficult to interpret when survival rates are very high or drop-out rates are very low. For example, in the case of the Syrian Arab Republic the survival rates to the last grade of primary school for boys and girls are relatively high in this country at 96.4% and 97.0%, respectively. By subtracting these rates from 100, we find that the drop-out rate for boys is 3.6% compared to 3.0% for girls. While the GPI for survival rates (1.01, or the ratio of 97.0% to 96.4%) indicates parity, a very different perspective emerges when considering the GPI for the drop-out rate, which is substantially higher. It is calculated as the ratio of 3.0% to 3.6%, which is 0.8. This value reflects the disadvantage boys face in the Syrian Arab Republic. The risk of dropping out is one-fifth greater for boys than girls and would not have been captured by the GPI of the survival rate alone.

This type of disparity is found in 44 out of the 131 countries with data. Thus, the gender differences are better reflected in the GPI for drop-out rates than for survival rates. However in the case of Chad and Uganda, countries with very low survival rates (32% or less), gender disparities are indicated by the GPI for the survival rate rather than the drop-out rate (see *Figure 10*). In examining gender disparities related to school progression it is essential to analyse the GPI for both drop-out and survival indicators.

Figure 10 illustrates the use of the adjusted GPI (see Box 2) for both indicators, but here the focus is specifically on drop-out rates. In almost every country in the world – regardless of its economic development – gender is a significant factor in school survival. Only 12 out of 125 countries met gender parity in terms of both drop-out and survival rates: Antigua and Barbuda, Belize, Brunei Darussalam, Burkina Faso, Cameroon, Congo, Cuba, Ecuador, Madagascar, Saint Kitts and Nevis, Uganda and Vanuatu.

Among the countries with disparities in drop-out rates, boys tend to drop out more than girls. This is the case in 76 countries. In contrast, drop-out rates for girls are higher than for boys in 37 countries. Countries with the most severe

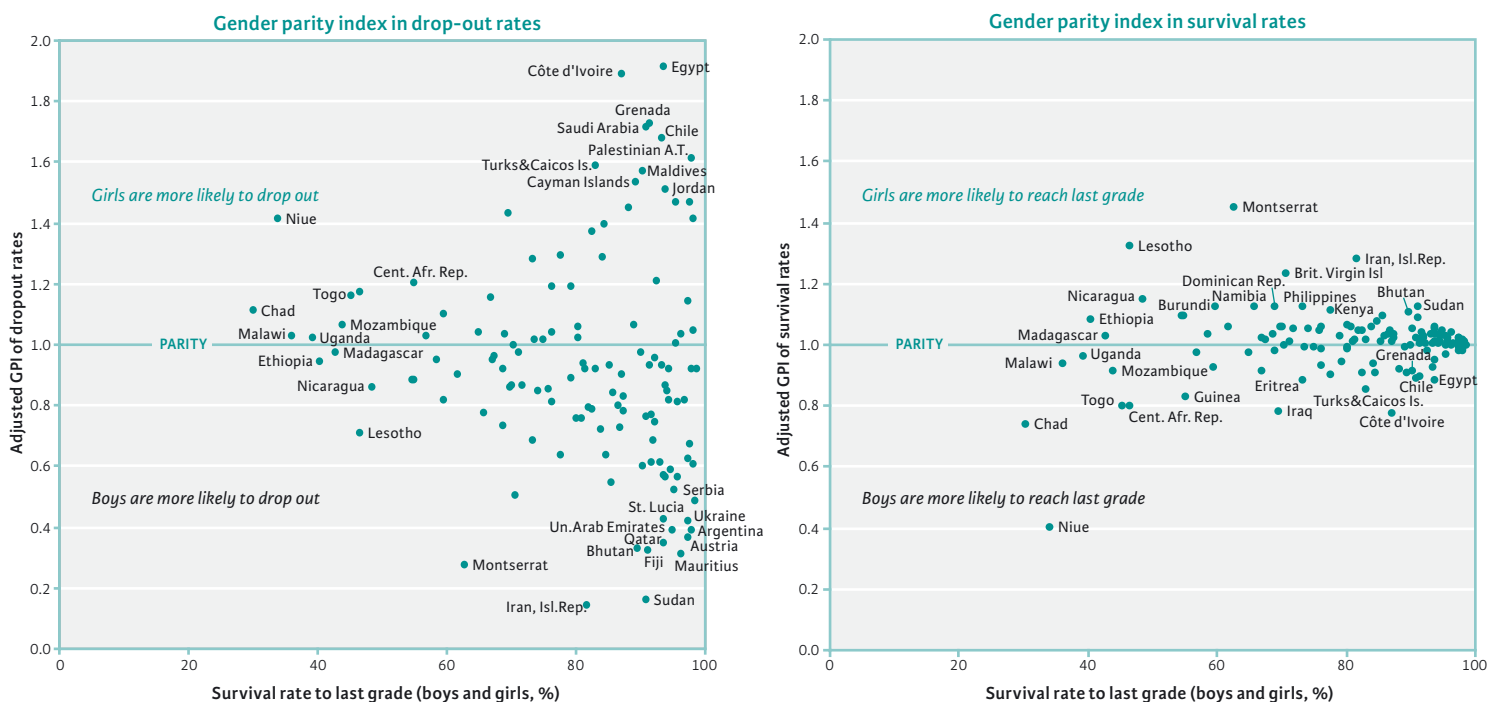
disparities (22 countries), however, can be almost equally divided between those favouring girls and those favouring boys. Severe disparities refer to an adjusted GPI that is either below 0.5 or above 1.5 (see Box 2). Both figures indicate that one sex is twice as likely to drop out as the other.

Boys are twice as likely to drop out from primary school as girls in the following 12 countries: Argentina, Austria, Bhutan, Fiji, Iran (Islamic Republic of), Mauritius, Montserrat, Qatar, Saint Lucia, Sudan, Ukraine and United Arab Emirates. Drop-out rates for girls are double those for boys in a group of 10 countries: Cayman Islands, Chile, Côte d'Ivoire, Egypt, Grenada, Jordan, Maldives, Palestinian Autonomous Territories, Saudi Arabia, and Turks and Caicos Islands.

FIGURE 10

Are boys or girls more likely to drop out of primary school?

Gender parity in survival and drop-out rates, 2008 or most recent year available



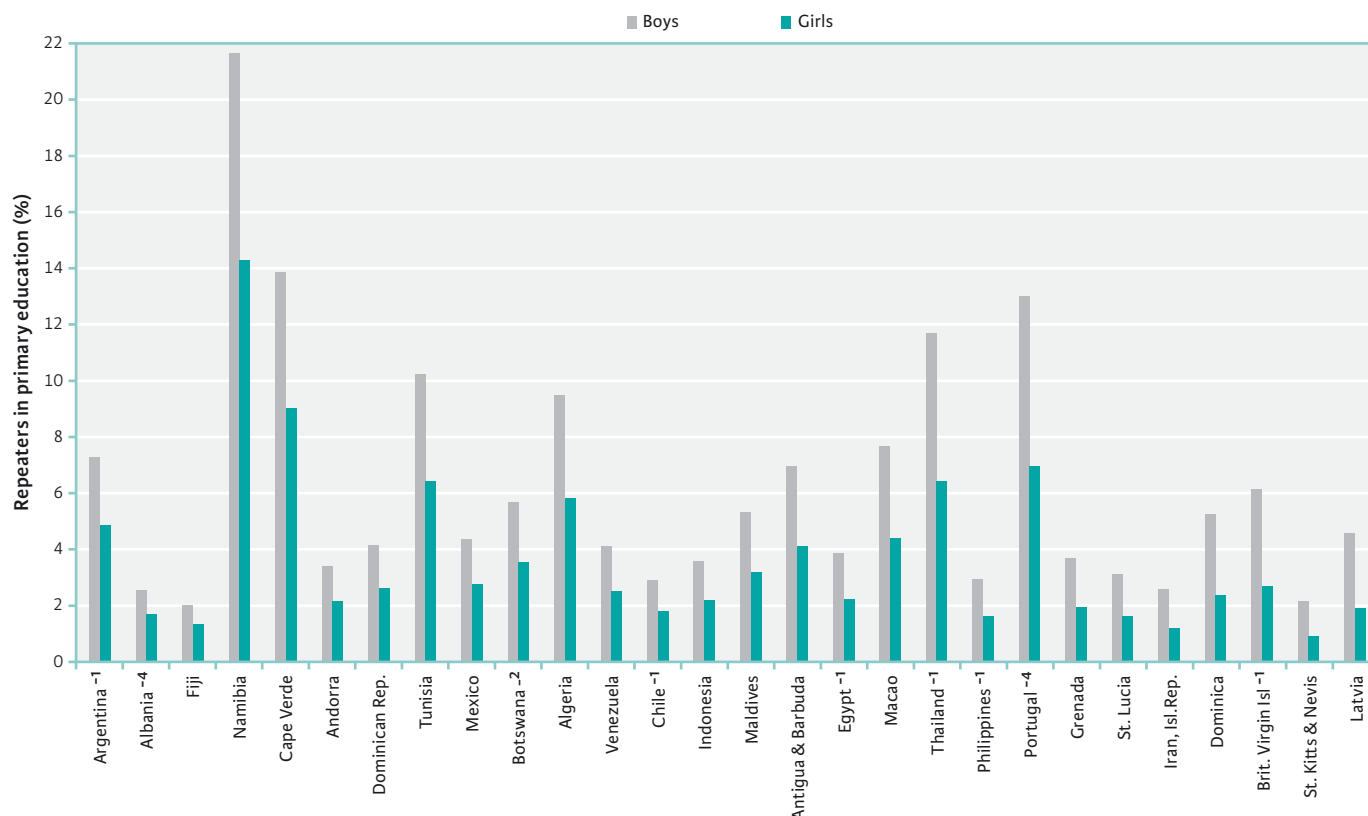
Notes: Countries with survival rates exceeding 98% for both sexes - or 99% for one - are excluded. In the graph to the left, countries with survival rates below 50% or drop-out rates for one sex that are 1.5 times that of the other are labelled. In the graph to the right, countries with a survival rate that are one-tenth greater for one sex than for the other are labelled. Drop-out rates = 100 – (survival rate). The reference year is prior to 2006 for Bangladesh, Botswana, Chad, Comoros, Egypt, the Islamic Republic of Iran, Iraq, Jamaica, Kenya, Kiribati, Malta, Niue, Pakistan, Sao Tome and Principe, Tonga, the Turks and Caicos Islands, the United Arab Emirates and Yemen.

Source: UNESCO Institute for Statistics, Statistical Table 4 and UIS database.

FIGURE 11

Are boys or girls more likely to repeat grades in primary school?

Percentage of repeaters by gender for countries with the most severe gender differences in primary education, 2008 or most recent year available



Notes: Countries are displayed that have a GPI for percentage of repeaters below 0.66 and have a percentage of repeaters that exceeds 2% for boys or girls. No country has an adjusted GPI exceeding 1.33. Countries are sorted in increasing order of disparities in GPI of the percentage of repeaters. When interpreting the data, -1 data refer to 2007, -2 data refer to 2006 and -4 data refer to 2004.

Source: UNESCO Institute for Statistics, Statistical Table 4 and UIS database.

Gender disparities in grade repetition

The same general tendencies found in school progression indicators are confirmed by repetition rates for primary education. Almost all countries face gender disparities in which girls tend to progress in a more timely manner than boys through primary education.

There are 113 countries with repetition rates greater than 2%. Within this group, only 17 countries have roughly the same percentage of boys and girls repeating grades. Moreover, it is remarkable that gender parity was found in three

countries with very high repetition rates: Burundi (33.8%), Central African Republic (24.0%) and Comoros (24.4%).

Overall, boys are more likely to repeat primary grades than girls in 90 out of 113 countries with data. Figure 11 presents data for countries with the greatest gender differences in grade repetition. In all of these countries, the percentage of boys repeating grades is at least 1.5 times that of girls. Boys are twice as likely to repeat as girls (GPI for repetition below 0.5) in five countries: British Virgin Islands, Dominica, the Islamic Republic of Iran, Latvia and Saint Kitts and Nevis.

Girls are more likely to repeat than boys in only six countries. Yet, these disparities are relatively small, with an adjusted GPI ranging from 1.03 to 1.08. This group includes Turkey, where 2.2% of female pupils repeat grades compared to 2.1% of boys, and five sub-Saharan African countries: Chad (22.8% and 21.1%), Guinea (15.9% and 15.1%), Liberia (6.9% and 6.5%), Nigeria (3.0% and 2.8%) and Sierra Leone (10.2% and 9.8%).

While these figures highlight differences in repetition between girls and boys, caution is required when interpreting the data. Higher repetition rates for boys reflect poor academic performance. Yet, they may also suggest that boys receive greater attention than girls in the school system as they may be more visible and singled out to repeat a grade.

The repetition patterns found in primary education are similar at the secondary level. In 100 out of 136 countries, repetition rates for boys are substantially higher than those for girls. The GPI for the percentage of repeaters is below 0.4 in Belarus, Croatia, Cuba, Israel, Jamaica, Kazakhstan, Lithuania, the former Yugoslav Republic of Macedonia, the Philippines, Poland and Serbia. In contrast, girls are more likely to repeat secondary education grades in just 20 out of 136 countries. The strongest disparities for girls are found in Botswana, Burundi, Rwanda, Saint Lucia and the United Republic of Tanzania (*see Statistical Table 5*).

Gender differences in the ages of pupils

Primary pupils who are significantly older (by two or more years) than the target age for their grade are at greater risk of dropping out of school, poor academic performance and not making the transition to lower secondary education. Primary pupils are overage because they start school late or repeat grades. There are strong gender differences among overage pupils.

Figure 12 shows the share of boys and girls in the last grade of primary education who are two or more years older than the target age of the grade. Gender differences are found in 92 out of 105 countries with data. These differences were substantial, with adjusted GPIs for the percentage of overage boys and girls ranging from 0.2 to 1.7.

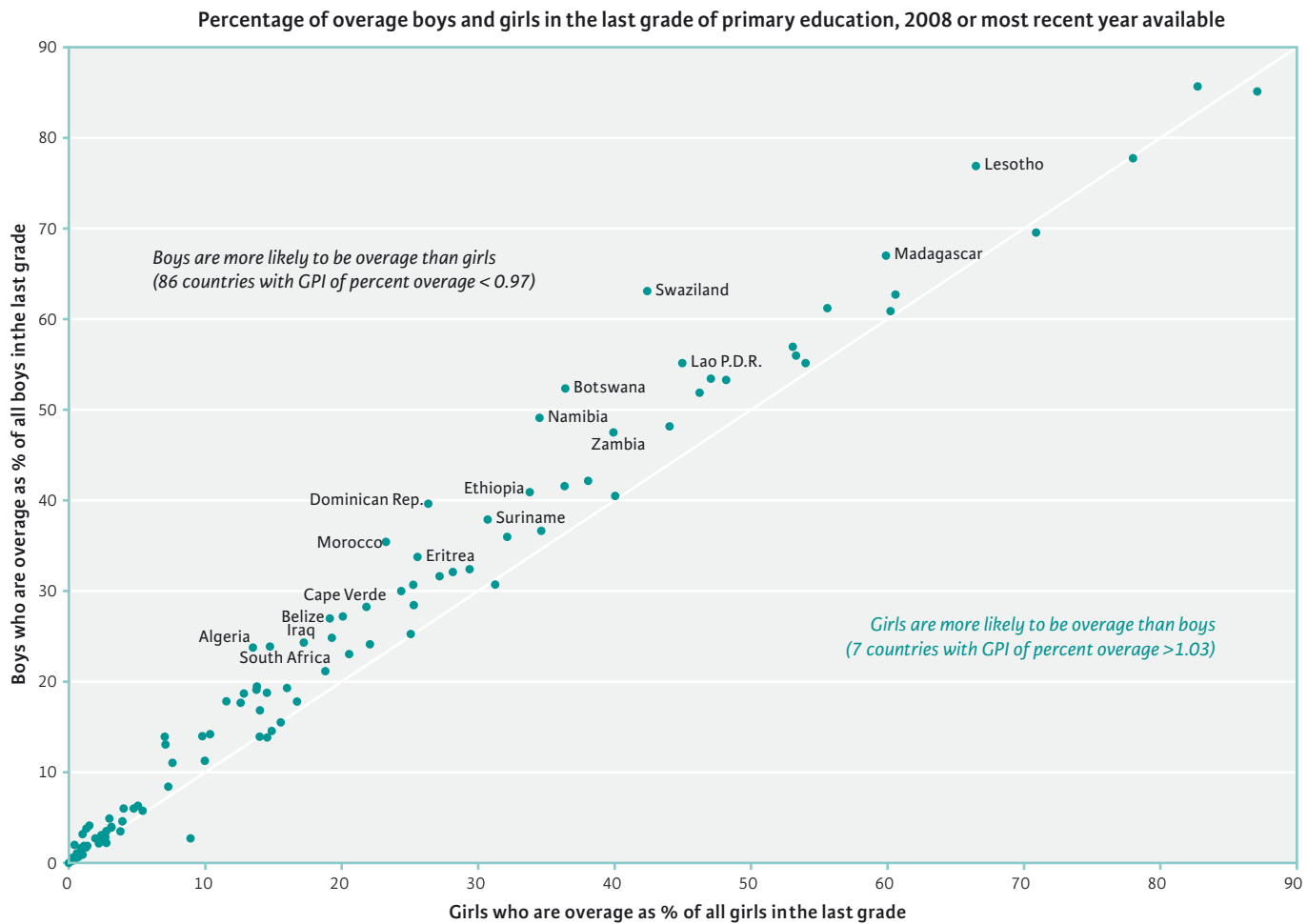
In general, boys are more likely than girls to be overage for their grade. In 85 countries in 2008, the percentage of boys who are two years over the target age is at least two percentage points higher than that of girls. These countries are identified in Figure 12. In Botswana and Swaziland, for example, 53% and 63%, respectively, of boys in the last grade of primary school are overage by two years. Among girls in these countries, the rates are 37% and 42%, respectively or more than 15 percentage points less than the share for boys. A similar situation is found in another six countries, where the percentages of overage boys exceed those of girls by 10 percentage points. These countries are Algeria, the Dominican Republic, Lao PDR, Lesotho, Morocco and Namibia.

In contrast, girls were more likely to be overage (by at least two years) in seven countries. However, the gender differences were less severe – the percentage of overage girls exceeds that of boys by more than 5 percentage points (9% for girls and 3% for boys) in only one country – Bangladesh.

School census data in many countries lack the precision needed to identify the exact number of overage pupils. This problem arises when the reference data for ages does not coincide with the beginning of the school year or with the date at which the official school starting age is defined. Children enrolled at the right age could be wrongly identified as being overage because their birthdays fall between the beginning of the school year and the reference date for ages at the end of the calendar year. Even though this analysis focuses

FIGURE 12

Are boys older than girls in primary school?



Notes: Countries with differences between the sexes exceeding seven percentage points are labelled. For this chart, overage pupils are those who are two years or more older than the target age for their grade.
Source: UNESCO Institute for Statistics, UIS database.

on children being reported as overage by at least two years, cross-national comparisons of the percentage of overage children can be affected by this measurement problem. Yet, since both boys and girls are affected similarly, this bias does not affect the analysis of gender differences.

Inequalities in progression from primary to lower secondary education

To better understand how gender differences can accumulate and lead to significant disparities or eventually cancel each other out, a combination of three indicators – the primary intake, the expected

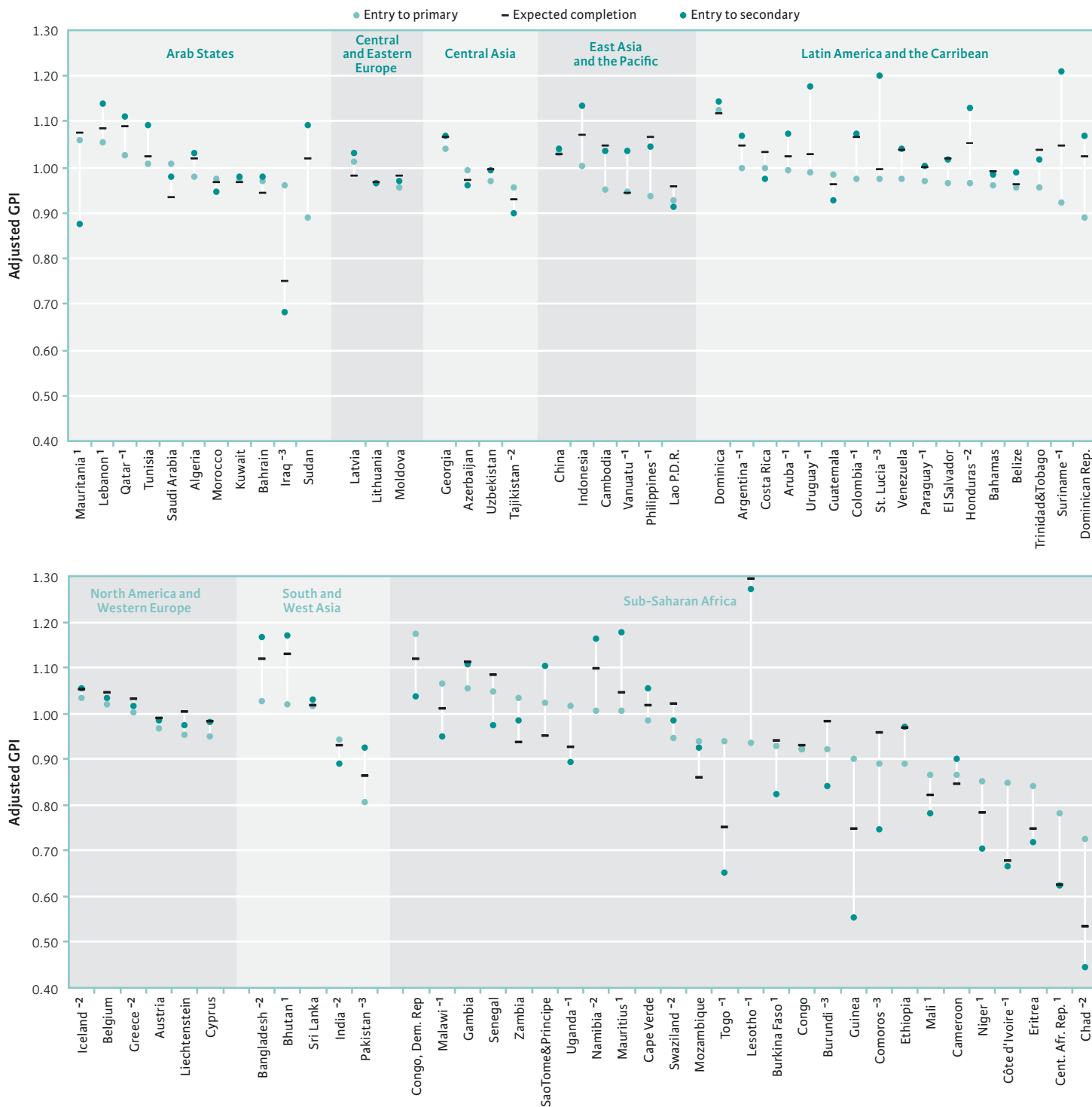
intake to the last grade of primary (as a proxy of completion), and the expected entry to secondary education ratio – traces progression from primary to lower secondary education.

Figure 13 presents the cumulative effects of gender differences at each level of education: entry to primary education, expected entry to the last grade of primary education (a proxy for completion) and entry to secondary education (see *Statistical Tables 1 and 4*). The 79 countries with available data can be divided into five groups based on the patterns in which disparities evolve over the primary education cycle.

FIGURE 13

How does school progression in primary education and access to lower secondary education vary among countries?

Gender parity index of intake to and expected completion of primary education and entry to lower secondary education, 2007 or most recent year available



Notes: Only countries with gender disparities in at least one indicator are included.

The GPI for entry to the last grade of primary education is the product of the GPIs for intake and survival ratios at this level. This value multiplied by the GPI for transition rates results in the GPI for intake in secondary education. For instance, if the GPI for the primary intake rate is 0.8 and that for survival to last grade of primary is 0.9, the expected intake to last grade of primary has a GPI of 0.72, which is the product of 0.8 and 0.9. When interpreting data, 1 data refer to 2007, -1 data refer to 2006, -2 data refer to 2005 and -3 refer to 2004.

As data are required for the same reference period, some of the data presented in this figure may be for a different reference period than those presented in Statistical Tables 2 and 4.

Source: UNESCO Institute for Statistics, Statistical Tables 2 and 4.

In the first group of countries (7 out of 79), girls are disadvantaged at all stages of school progression – that is fewer girls enter schools than boys while more drop out and finally, girls are less likely to make the transition to secondary education. In Guinea, for example, the primary education GIR for girls (87%) is 10 percentage points below that of boys, with a GPI of 0.90. Survival rates to the last grade of primary for girls are 49% compared to 60% for boys (GPI of 0.83). As a result, the expected gross intake ratio to the last grade of primary education for girls is 43% compared to 58% for boys (GPI of 0.75). Furthermore, only 26% of girls enrolled in the last grade of primary education actually enter secondary education compared to 34% of boys. The gender differences that build up during entry and survival result in high levels of disparity for entry to lower secondary education. In Guinea, 20 out of 100 boys but only 11 out of 100 girls are expected to enter secondary education. The accumulation of disparities is reflected by a GPI of 0.56 for entry into secondary education. In addition to Guinea, this first group of countries includes: Chad, Eritrea, Iraq, Mali, Niger and Togo. Basically, the inequalities facing girls intensify as disparities accumulate in the process of entering school, staying in the system and making the transition to secondary education.

Burkina Faso and Lao PDR are part of a second group of countries. In this case, girls are less likely than boys to enter primary and secondary education. Disparities are specifically linked to access to education. Once they enter primary school, girls tend to complete it. However, they do not have the same opportunities as boys to begin secondary education.

In the third group of countries, there is gender parity, but it is the result of disadvantages for girls in access to the first grade of primary education, which is then balanced by boys dropping out more frequently than girls. To begin with, girls have

lower rates of access to primary education. This is reflected by the GPI of the primary GIRs in Burundi (0.92), Comoros (0.89) and Swaziland (0.94). Yet, this disadvantage is offset by higher survival rates for girls, indicated by a GPI for survival rates exceeding 1.06 in these countries. As a consequence of the opposing gender effects, parity is observed for completion rates. Even though girls are more likely to complete primary education once enrolled, they are less likely to pursue their studies in secondary education. The GPI for transition from primary to secondary education for this group of countries ranges from 0.78 to 0.96. Once again, the origin of the gender disparities affecting girls is related to barriers to entry and not to their progression in school.

A similar pattern is found in the fourth group of countries. Boys have a higher chance of starting primary school and dropping out. However, girls who do manage to enter primary school tend to progress well and make the transition to secondary education. This geographically diverse group includes the Dominican Republic, Honduras, Sudan and Suriname. In effect, more boys are entering primary school but girls have the same or better chances of completing this level of education and entering lower secondary education. As a result, the GPI for expected intake to secondary school ranges from 1.07 to 1.21, indicating disadvantages for boys.

In the fifth group of countries, girls and boys have virtually the same chances of entering primary school. However, girls outperform boys, who are far more likely to repeat grades and drop out. As a result, more girls complete primary school and make the transition to secondary education. For example, in Indonesia, the GIR to primary education is identical for boys and girls. However, 23% of male pupils drop out compared to 17% of female pupils. These disparities increase in the next stage of the educational process where 93% of girls who complete primary education make the transition

to secondary education compared to 86% of boys. This situation is also found in Bangladesh, Bhutan, Mauritius, Namibia and Uruguay.

There are countries which do not fit into any of these five groups. Girls are more likely than boys to begin primary school but have greater chances of dropping out in the Democratic Republic of the Congo, Malawi, Mauritania and Senegal.

Gambia and Lebanon are the only two countries with available data where boys are disadvantaged at all stages of schooling until lower secondary education. Disparity in entry to school accumulates in the school progression, with higher drop-out and repetition rates for boys. As a result, GPIs for the key three indicators accumulate. In Lebanon, for example, the primary intake for boys is 1.06 then rises to 1.08 for completion and is 1.14 for entry to secondary education.

Gender differences in upper secondary education

In upper secondary education, students typically have greater choice in the type of programmes to pursue than at lower education levels. Students are able to choose from more varied and specialized study programmes which offer different levels of instruction and lead to different career paths. In terms of gender patterns, the interest turns from participation levels to the types of programmes that young men and women pursue at the upper secondary level. Perhaps most importantly, do they complete programmes which are designed to lead to tertiary education or more specialized programmes that prepare them for the labour force?

There are two main types of upper secondary education programmes – those that are designed to prepare students for tertiary education (ISCED 3A) and those that offer more specialized training

which generally does not lead to tertiary education but instead provides students with certification for entry into the labour market (ISCED 3C) (*see Annex C*). Internationally comparable completion rates for ISCED3A and ISCED3C programmes are generally limited to high- and middle-income countries. In 2007, the UIS pilot-tested a detailed questionnaire on upper secondary education and in the future, data on secondary completion will be further developed and integrated within the annual education data collection.

Overall, gender disparities tend to increase in upper secondary education, according to available data from 69 countries (*see Statistical Table 7*). Young women clearly have the advantage in ISCED3A programmes which lead to tertiary education. This is evident in the GPIs of graduation ratios for 50 out of the 69 countries. There are nearly three females graduating from ISCED3A programmes for every two males in the following countries: Austria, Iceland, Luxembourg, Malaysia, Norway, Slovenia, Tajikistan, Thailand and Tunisia.

However, graduation rates for ISCED3A programmes are higher for men than women in 13 countries, including Liechtenstein, Panama and the Republic of Moldova, where disparities are high (*see Statistical Table 7*). In contrast, only seven countries have equal shares of men and women graduating from these upper secondary programmes: the former Yugoslav Republic of Macedonia, Uzbekistan, China, Republic of Korea, Bolivia, Guatemala and Peru.

A very different pattern emerges when considering upper secondary programmes designed to prepare students for the labour market or more specialized training (ISCED3C). Young men are more likely than young women to graduate from these certification programmes. This is the case for three out of every five (59%) countries.

In 2008, 24% of all students pursuing upper secondary education were enrolled in vocational education programmes (see *Statistical Table 5*). Almost half of all upper secondary students in Central and Eastern Europe and Central Asia are enrolled in vocational education. This is the case for only 3% of students in South and West Asia and 14% in sub-Saharan Africa.

In the majority of countries worldwide, young men are more likely than young women to enrol in vocational education. **Figure 14** presents the percentages of male and female upper secondary students who are pursuing vocational education. In three out of four countries, male vocational students outnumber females. The rates for these young men are twice as high as those for young women in 23 countries. The greatest gender disparities are found in Cyprus (21% for males and 4% for females), Kyrgyzstan (18% and 8%), Mauritius (19% and 6%), San Marino (52% and 23%), and Sao Tome and Principe (16% and 4%).

However, the opposite pattern is found in several countries in sub-Saharan Africa. The share of female upper secondary students pursuing vocational education exceeds that of males by five percentage points in the following countries: Benin (36% for males and 56% for females), Burkina Faso (16% and 29%), Ethiopia (48% and 64%), Mali (37% and 45%), Rwanda (42% and 48%), Sierra Leone (9% and 26%), and Togo (21% and 37%). Outside of the region, this is the case for only one country, Azerbaijan (37% and 48%).

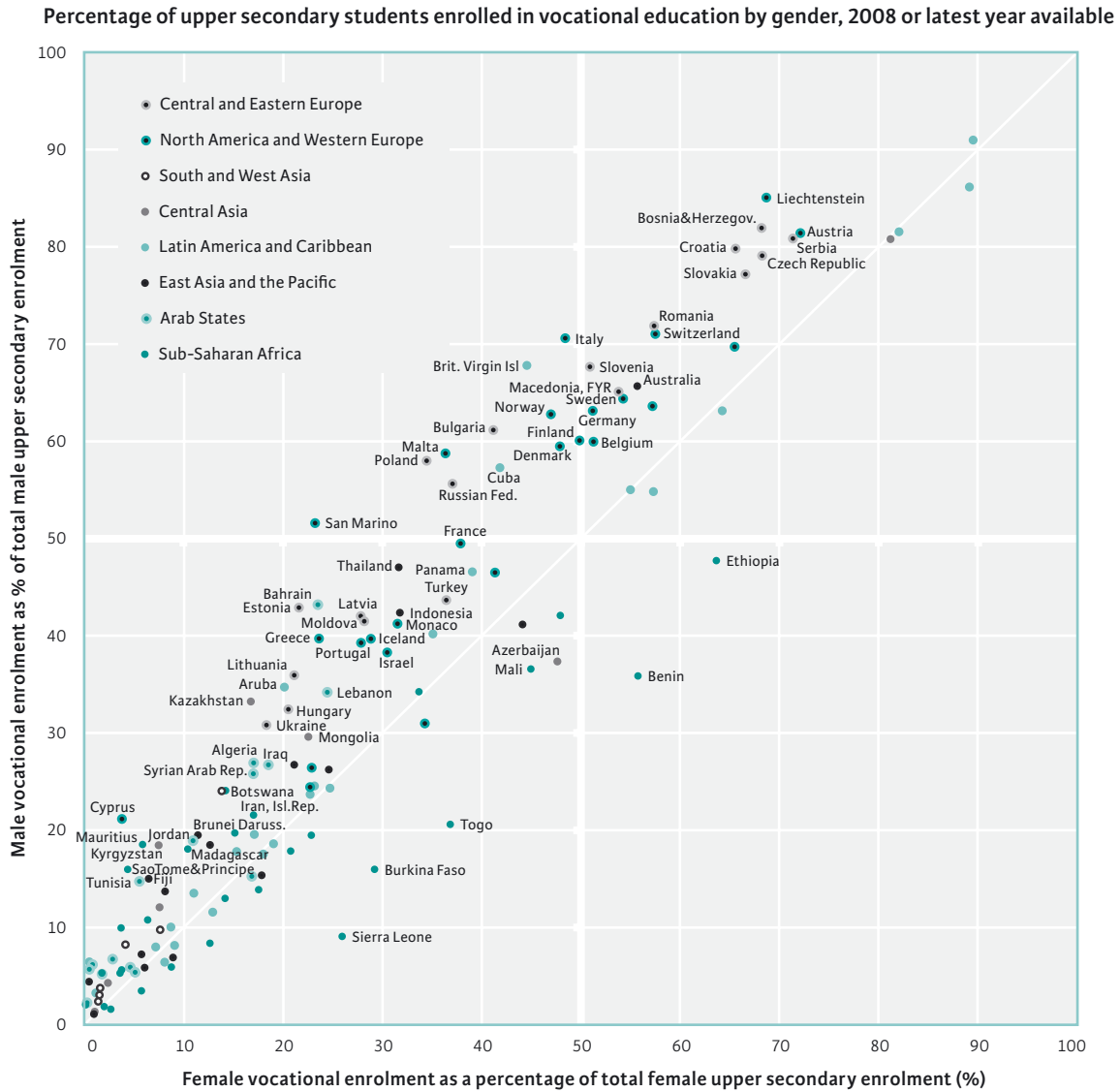
This analysis of school progression leads to two main conclusions. First, that access is the single most important cause of disparities against girls in the pursuit of primary and secondary education. For many different reasons, girls are being excluded from primary or lower secondary school and denied their right to education. Those who are able to access education, tend to progress very well but they are disadvantaged in the complicated selection process whereby certain children are given the chance to enter primary or secondary education while others are denied this right.

In contrast, boys are not more likely to be excluded from education based on their gender. This does not mean that boys do not face gender-specific disadvantages in the education system, but the source of these disparities originate from within schools and relates to higher repetition and drop-out rates.

Gender disparities can take many different forms across countries. As a result, countries need a range of different policies to address the specific inequalities arising in school intake, within classrooms and in the transition to higher levels of education. Most countries require initiatives to ensure that girls have access to school. They also need policies to address the different disadvantages facing boys and girls that arise at different stages of schooling.

FIGURE 14

Is vocational education mainly a male pursuit?



Education, gender and the compounding effects of disadvantage

Gender roles take different forms in different places as a result of varying social and cultural conditions, including household and kin-based patterns. Women encounter diverse forms of inequality through compounding factors such as socio-economic status, ethnicity and geographic location. These factors are powerful determinants of an individual's life chances. A woman who is poor or a member of a discriminated ethnic group can face stronger social disadvantage than a man, especially in terms of educational opportunity.

This section explores the ways in which children's educational opportunities are shaped by gender in combination with other key factors. It examines the interaction of gender with four key determinants of school attendance: socio-economic status, geographic location, ethnicity and conflict. The section seeks to answer the following questions: which children are most likely to be excluded from education? How is gender disparity linked to area of residence and household wealth? How does ethnicity and armed conflict affect educational opportunities? The section also presents four country studies – for Bangladesh, Guatemala, Kenya and Morocco – that describe long-term trends in educational attainment and highlight some national characteristics that help explain educational participation patterns of different segments of the population.

As the analysis focuses on individual and household characteristics, it draws more on household surveys that collect information, such as current and past school attendance, gender, area

of residence and household wealth. International survey programmes, such as the Demographic and Health Surveys (DHS) or Multiple Indicator Cluster Surveys (MICS), as well as national surveys are usually designed to be nationally-representative and provide reliable results for broad subgroups of the population.

Socio-economic status and gender disparity in education

One's economic condition – usually measured in terms of assets, income or consumption – is often the most powerful determinant of access to schooling and success in completing one's education. Throughout the world, children in the lowest income quintile are more likely to be out of school than children from higher income quintiles (UIS, 2005). This pattern can be confirmed using an analysis of data from 43 of the 50 countries with the highest number of out-of-school children in 2007 (see **Figure 15**). The wealth of data found in household surveys helps to broaden knowledge on out-of-school children and is the focus of a joint UNESCO/UNICEF project to further explore issues that affect the risk of exclusion (see **Box 5**).

The country mean of the adjusted primary school net attendance rate (NAR, see **Box 6**) – the share of children of primary school age in school – for this group of countries is 76%. In the poorest household wealth quintile, only 64% of all school-age children are in school, compared to 90% of children in the richest quintile.

BOX 5 New global initiative on out-of-school children by the UIS and UNICEF

There were 72 million out-of-school children of primary school age in 2007. Based on this number, 56 million children would be out of school in 2015 (UNESCO, 2010b). To provide better information to help address this problem, the UIS and UNICEF have launched a new global initiative on out-of-school children as an extension of an earlier collaboration that led to the publication of *Children out of school: Measuring exclusion from primary education*.

The earlier study by the UIS and UNICEF provided data on out-of-school children at the global level. In contrast, the new initiative focuses on 21 countries in the developing world that were selected based on the relevance of the issue of out-of-school children. Participating countries are: Bangladesh, Bolivia, Brazil, Cambodia, Colombia, the Democratic Republic of the Congo, Djibouti, Ethiopia, Ghana, India, Indonesia, Liberia, Nigeria, Pakistan, Philippines, Romania, Sudan, Timor-Leste, Turkey, Yemen and Zambia.

The initiative aims to provide new estimates of the number of out-of-school children and those in school that are at risk of exclusion. Researchers will draw on a wide range of data from administrative records and from household surveys with particular emphasis on disparities in access to education by gender and other characteristics that can inform policy and planning. Moreover, the initiative aims to identify the bottlenecks in achieving universal primary education and explain why existing policies do not yield the desired results.

For individual countries, this difference is even greater. In Nigeria, based on 2008 DHS data, attendance rates among children of primary school age are 31% in the poorest quintile and 89% in the richest quintile – a gap of 58 percentage points. The gap in attendance rates between the poorest and richest quintiles is 40 percentage points or more in the following 12 countries: Benin, Burkina Faso, Central African Republic, Eritrea, Ethiopia, Guinea, Lao PDR, Liberia, Mali, Niger, Pakistan and Yemen.

In contrast, the difference between male and female attendance rates – on average 77% and 75%, respectively – is only two percentage points. Among the 43 countries with data, the difference is at most 13 percentage points, which is the case in Niger. For 31 of the 43 countries, the gender gap is less than five percentage points. In terms of the gender parity index (GPI) – the ratio of female to male adjusted NAR – 22 of the 43 countries have reached gender parity with a GPI between 0.97 and 1.03.

BOX 6 Net attendance rate

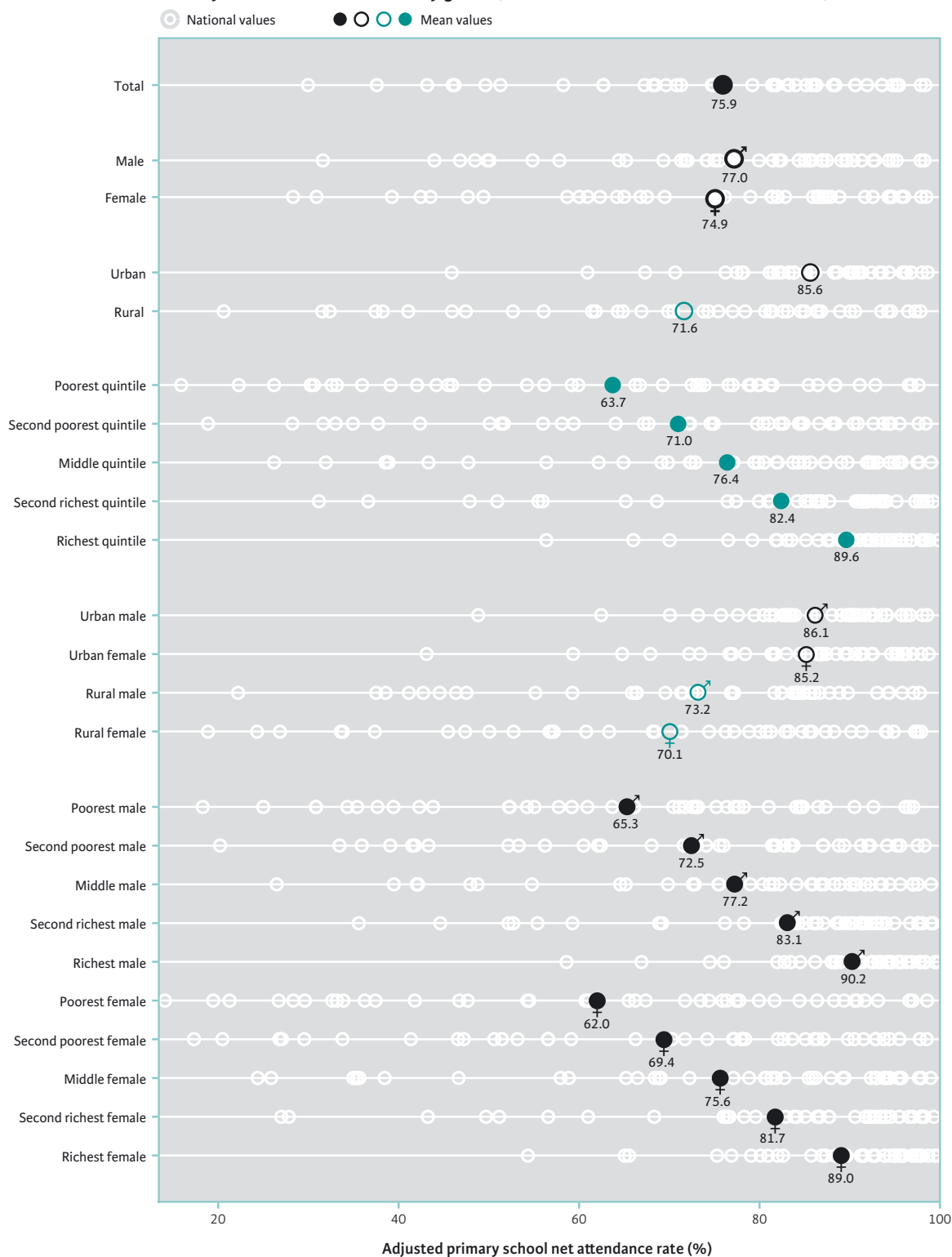
Indicators based on household survey data differ from those using administrative data sources in terms of the methodology used to calculate school participation. Household survey estimates of school participation use data on participation reported by the head of the household while estimates based on administrative data use official school enrolment records. For household surveys, the most commonly-used estimate for international comparisons is attendance at some point during the school year. This is based on the survey respondent's answer as to whether a child in the household attended school at any time during the school year. A child is considered to have attended even if he or she attended only one day in the reference school year.

The analysis in this section is based on the adjusted net attendance rate (NAR) as measurement of school attendance. The adjusted NAR measures the share of children of primary school age that are attending primary or secondary school. In contrast, the unadjusted NAR measures the share of children of primary school age that are attending primary school. The unadjusted NAR can overestimate exclusion from education because it considers children of primary school age in secondary school to be out of school.

FIGURE 15

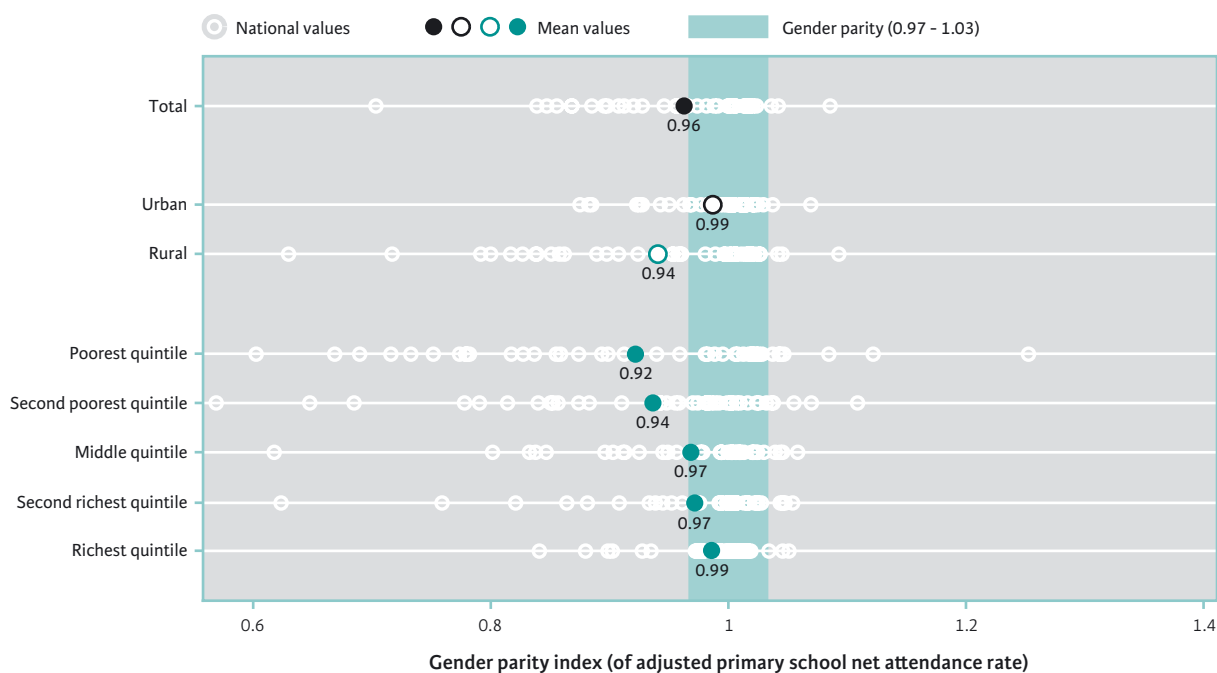
Which children are most likely to be excluded from education?

Primary school attendance rates by gender, area of residence and household wealth, 2000 to 2008



Note: Mean values represent the unweighted averages of the results for 43 countries. Each country result has the same weight in the calculation of the mean value, regardless of the size of its population or number of out-of-school children.

Sources: 43 national household surveys: DHS: Bangladesh (2007), Benin (2006), Cambodia (2005-06), Colombia (2004-05), Congo (2005), Dominican Republic (2007), Egypt (2008), Eritrea (2002), Ethiopia (2005), Ghana (2008), Guinea (2005), India (2005-06), Indonesia (2007), Kenya (2003), Lesotho (2004-05), Liberia (2007), Mali (2006), Morocco (2003-04), Mozambique (2003-04), Nepal (2006), Niger (2006), Nigeria (2008), Pakistan (2006-07), Philippines (2003), Senegal (2005), Tanzania (2004-05), Turkey (2003-04), Uganda (2006), Ukraine (2007), Zambia (2007), Zimbabwe (2005-06); MICS: Burkina Faso (2006), Burundi (2006), Central African Republic (2000), Iraq (2006), Lao PDR (2006), Malawi (2006), Thailand (2005-06), Togo (2006), Uzbekistan (2006), Venezuela (2000), Yemen (2006); other surveys used: Brazil (PNAD 2006). For information on DHS, see www.measuredhs.com; for information on MICS, see www.childinfo.org/mics.html; for information on PNAD, see www.ibge.gov.br.

FIGURE 16
How is gender disparity linked to area of residence and household wealth?
Gender parity index of adjusted primary school net attendance rate by area of residence and household wealth, 2000 to 2008


Note: See Figure 15 for additional information.

Sources: 43 national household surveys, 2000-2008. For further details, see Figure 15.

A different perspective emerges when considering gender disparities by household wealth. A combined analysis of gender and household wealth reveals an interaction between the two. **Figure 16** plots the GPI of the adjusted NAR for the same group of 43 countries shown in Figure 15. In the richest quintile, gender parity is near 1, with an average GPI of 0.99. In the second and third richest quintiles, the average GPI is 0.97, which also qualifies as gender parity. By contrast, in the poorest quintile, the average GPI is 0.92, meaning that girls are less likely to be in primary school than boys. However, it should be noted that even in the poorest quintile some countries – such as Brazil, Thailand, Uganda and Uzbekistan – have reached gender parity, while in other countries – including Benin, Guinea, Liberia, Mali, Niger and Togo – gender disparity against girls persists even in the richest quintile.

The poor are more likely to cite lack of money as the main reason for not enrolling their children in school (Hallman et al., 2007). While it is difficult to

make generalizations, there is a tendency for poor families who cannot afford education for all of their children to invest their limited resources in boys rather than girls. This can be seen in the following examples from diverse regions.

In poor rural areas in Peru, girls must often work for the good of the household and forego their education, which represents an option that would bear a significant cost in the form of loss of income from their labour in addition to direct expenses for school supplies (Alfonso, 2008). Poor rural girls living in the Lao PDR spend on average more than twice as much time as boys on household chores and are more likely to be out of school (UNESCO, 2010b). In Nicaragua, household wealth is an important predictor of secondary school attendance and of being at the appropriate grade level (Parker, 2008). In Ghana, Malawi, Mozambique, Tanzania and Uganda, poor girls face considerable barriers to enter school and those that do begin classes are more likely to drop out than children from other groups (Lewin, 2009).

Geographic location and access to education

Geographic location makes a considerable difference in terms of school access and completion. The study of household survey data from 43 countries with large numbers of out-of-school children found that the adjusted primary school NAR is on average 72% in rural areas and 86% in urban areas (see Figure 15). In addition, very clear gender disparities become apparent when comparing the specific situation of rural boys and girls.

As shown in Figure 16, girls in rural areas are less likely than boys to attend school, with a GPI of 0.94. Yet, in urban areas the GPI is 0.99, indicating similar attendance patterns for boys and girls.

The models of national development followed by many countries usually rely on rural areas to subsidize industrial development. In these cases, industrial growth is achieved primarily through low prices for agricultural products, lower salaries and lower economic investment in rural areas. In many rural areas, efforts to improve economic conditions and well-being, including education, tend to be weak and sporadic. Furthermore, the fact that populations are small and spread out in rural settings complicates the provision of educational services. In a cross-national study of 30 countries, Huisman and Smits (2009) found that distance to school had a negative impact on school enrolment for both boys and girls. Glick (2008) found that girls are the first to benefit from construction programmes that reduce the average distance between home and school.

Few studies detail school conditions and dynamics by geographic location. One study centred on Nicaragua compared school attendance in the capital city, smaller cities and in rural areas (Parker, 2008). It was found that attendance rates

in the capital of Managua were lower than in other cities in the country. This was attributed to Managua's layout – a large sprawling city requiring transportation to get to secondary schools. Although girls were more likely than boys to graduate from primary school, they were less likely than boys to attend secondary school.

The changing nature of urban areas appears to be shaping the educational opportunities of boys and girls. As urban areas expand, urban slums tend to appear. For children living in these areas, the situation can be dismal. Very often, these communities do not have access to water, fuel or electricity. As a result, the burden of domestic tasks often falls on the shoulders of girls. In the end, their situation is similar to girls living in rural areas.

A study conducted in India found that only 20-27% of children of rural parents migrating to urban slum areas have a birth certificate – the lack of one prevents these children from enrolling in school. By comparison, 37% of children born in Delhi have a birth certificate (Tsujita, 2009). A similar situation exists in other developing countries and girls appear to be particularly at risk. Young girls living in urban slums in Kenya show a decline in school enrolment at age nine – at least two years before male or rural enrolment levels begin to fall (Mugisha, 2006).

Despite these findings, it is difficult to draw any firm conclusions on the impact of slum conditions on gender disparities. A study in Bangladesh, for example, reported that boys usually join their parents in work outside the home while girls help mothers at home and can arrange to attend classes more easily (Nath, 2009). Gender disparity in urban slums in Bangladesh is strongly in favour of girls, with GPI values as high as 1.31.

Gender disparity among indigenous peoples and ethnic minorities

There is a growing consensus that if social exclusion is to be challenged, one needs to address the often politically sensitive and methodologically challenging issue of collecting data on race and ethnicity (UNESCO, 2010b). It is crucial not only to understand the condition of disadvantaged groups but also to monitor their progress. However, this is also constrained by the difficulties in the measurement of households' ethnic, linguistic or religious affiliations.

In every region of the world, available data show that ethnic minorities and indigenous groups often have less access to formal education than other groups. For example, indigenous peoples in Latin America, Roma in Eastern Europe and African Americans in the United States usually have lower attendance rates and fewer years of education than members of other communities in their respective countries. Within the excluded groups, gender disparities tend to be more pronounced. However, it is difficult to establish clear causal effects as ethnicity and language are often closely linked to other determinants of education such as poverty or geographic location. Nevertheless, it is possible to establish some patterns based on evidence from a variety of countries.

Data from several MICS conducted around 2005 make it possible to link educational status to ethnicity or language of the head of the household. In general, many of the studies show that girls and women from minority groups face considerable educational disparities. According to a 2006 survey in the Lao PDR, children from majority Lao-speaking households have significantly higher primary and secondary school attendance rates than speakers of

other languages. In addition, girls in Hmong households are often excluded from primary and secondary education, with GPI values of 0.75 and 0.39, respectively. Khmou girls face a similar situation at the secondary level of education, with a GPI of 0.44. By comparison, the GPI for Lao speaking children is 1.02 in primary school and 0.91 in secondary school (Ministry of Planning and Investment [Lao PDR], Ministry of Health [Lao PDR], and UNICEF, 2008).

In the former Yugoslav Republic of Macedonia, Roma children had not only the lowest primary and secondary school attendance rates of all ethnic groups, they were also more likely to suffer from gender disparity. According to a 2005-2006 MICS, the primary education GPI for children from the majority Albanian and Macedonian ethnic groups was 1.00 and 0.97, respectively. Among Roma children, the GPI was 0.88, indicating serious barriers to girls' education (State Statistical Office [Macedonia], 2007).

In Thailand, according to a 2005-2006 MICS, children from Thai-speaking families had higher attendance rates in primary and secondary education. Children from families that spoke other languages were less likely to attend school, especially secondary education, where the NAR was 81% for Thai children and 66% for other children. Moreover, Thai children had reached gender parity in primary and secondary education. The GPI for children from households where the primary language was not Thai was 0.98 at the primary level and 1.37 at the secondary level (National Statistical Office [Thailand]; and UNICEF, 2006). Thus, boys from non-Thai speaking families were doubly disadvantaged in terms of access to secondary education – a reversal of the pattern

observed in the Lao PDR and the former Yugoslav Republic of Macedonia where minority girls were disadvantaged.

In Nepal, gender inequalities vary between members of different ethnic groups and women from lower castes are disadvantaged in the economic and political sphere compared to women from higher castes (Geiser, 2005). Gender disparities in school participation among Nepali children aged 6 to 10 years are highest for Dalits, Janajatis and Muslims, while there is virtually no participation gap between boys and girls from the Brahman and Chhetri castes (World Bank and DFID, 2006).

In Guatemala, groups that are classified as indigenous are disadvantaged by considerable gaps in income levels and years of schooling – when compared to other groups (Telles, 2007). Among 16-year-olds in Guatemala, only 4% of extremely poor indigenous girls attend school versus 20% of poor indigenous girls and 45% of non-poor indigenous girls (Lewis and Lockheed, 2007). These data reflect the influence of ethnicity in limiting educational access and the compounded effect of being indigenous and poor. Indigenous people face not only barriers to school but also lower financial returns to education than non-indigenous people for each year of schooling attained (Hall and Patrinos, 2006).

Canada is an example of a country where indigenous women have higher educational attainment than indigenous men. They are more likely to graduate from high school, enter post-secondary education, and earn a college or university degree (Lewis and Lockheed, 2007). However, both indigenous men and women have significantly lower educational attainment than the non-indigenous population.

Effect of conflict on educational opportunities for boys and girls

Estimates suggest that more than 25 million out-of-school children live in low-income countries affected by conflict – around 35% of the global total (UNESCO, 2010b) While armed conflict is devastating for all members of the affected population, war can have different effects on boys and girls. Males are more often the direct participants in conflict. The use of boys and girls as child soldiers or sex slaves by armed groups, often recruited or abducted from or on their way to school, is a tragic example of war's negative impact on education (UNESCO, 2010c). In the Democratic Republic of Congo the use of rape as a weapon of war created a great sense of insecurity for girls and women, discouraging them to attend school or work as teachers (UNESCO, 2010c). During the civil war in Tajikistan, school attendance of girls was negatively affected by the fear of attacks while travelling to class (Shemyakina, 2006).

Although it is obvious that war engenders a clear physical insecurity, it also produces an environment of dire economic insecurity, which often disproportionately affects women. The absence or loss of male members of the family often imposes a greater burden on women, who in turn may be obliged to have their girls enter the labour market or to do more household work. War also creates many orphaned children, which places burdens on girls to take on additional responsibilities to care for their siblings (Shemyakina, 2006).

Schooling in refugee camps is often limited to the first grades of primary education, which leads to low levels of education and even illiteracy among such populations. Education statistics on refugee or displaced populations are limited and often

not disaggregated by sex, which impedes greater understanding of the situation of girls' and boys' education. A study of schools serving displaced populations in Darfur found that girls represented 44% of the refugee student enrolment (Lloyd et al., 2010). A study of children living in Indian refugee camps near Jammu and Kashmir found that the insecurity of the camp and lack of educational and training opportunities lead many families to marry off their daughters as child brides (Sudan, 2010).

Using household survey data for 25 countries, Bell and Huebler (2010) show that conflict had significant negative effects on the educational attainment of cohorts of school-going age during periods of violence. They also find that conflict's effect on education is not uniform across countries. In some cases, women were disproportionately affected, while in others, the hardest hit were men. The education of women in conflict-affected regions of the Democratic Republic of the Congo, Eritrea, Congo, Uganda and Zimbabwe was disproportionately affected by conflict, both in terms of the proportion of the population with no formal education, and the average number of years of education attained. In contrast, males of school-going age during the long Mozambique civil war displayed a significant drop in average educational attainment as compared with the pre- and post-conflict cohorts.

In many cases, the effects of conflict were not equally felt by all groups in the population. Disadvantaged groups can be characterized by multiple dimensions such as gender, region, urban or rural residence, wealth or ethnicity. In the case of Pakistan, Bell and Huebler (2010) find that girls living in the Northwest Frontier Province during periods of conflict with India have significantly lower levels of average educational attainment than girls living in other regions of

Pakistan. In some countries, urban populations or those in the richest two cohorts were the most adversely affected by conflict. This is due to a variety of reasons. First, in the case of Cambodia, Rwanda and Somalia, armed violence explicitly targeted the elite. Second, it is more difficult to provide secondary than primary education during and immediately after conflict due to the added specialization of resources and teachers.

Case studies for gender disparity in education: Bangladesh, Guatemala, Kenya and Morocco

To illustrate the interaction of gender, household wealth and area of residence with other historical and contextual factors, four case studies are presented: Bangladesh, Guatemala, Kenya and Morocco. These countries represent four distinct geographic regions: South Asia, Latin America, sub-Saharan Africa and the Arab States. In addition, household survey data from these countries provide a dynamic perspective of gender disparity across different population groups.

Household survey data show that educational attainment in Bangladesh, Guatemala, Kenya and Morocco has steadily increased over the past 50 years. **Figure 17** displays the share of the population that have completed at least five years of primary education for single-year age cohorts by year of birth based on an analysis of DHS data from the four countries. Trends are shown for eight different groups: men and women from the richest and poorest household wealth quintile, and men and women from urban and rural areas.

Bangladesh

With a population of about 160 million people living on 143,998 square kilometres of land, Bangladesh is one of the most densely populated countries in the world. The number of males

FIGURE 17

How has educational attainment for different cohorts evolved since the 1950s?
Share of population with at least five years of education by year of birth, 1950 to 1990



Note: The years of education by individuals exclude years spent repeating.
Source: Bangladesh DHS 2007, Guatemala DHS 1998-99, Kenya DHS 2003 and Morocco DHS 2003-04.

as a percent of total population is high at 51%, which may suggest sex-selective abortion and other practices that favour males (Amin, 2003; OECD, 2010).

Women in Bangladesh have performed exceptionally well in terms of educational

attainment. Researchers explain this phenomenon by citing – among other things – culturally mandated practices of redistributing wealth from rural elites to the impoverished majority that are undergoing transformation in favour of girls and women (Khan, 1999; Rhaman, 1999). As Figure 17 shows, the proportion of persons with at least

five years of education is greater for women than for men among cohorts born since the late 1980s, reversing the situation that existed in earlier decades. Surprisingly, gender disparity in education attainment in favour of girls and women is particularly large in rural areas and in the poorest 20% of all households, which may be linked to relatively higher child labour rates among boys compared to girls in rural and poor households (ILO, 2004).

However, there are still challenges to gender equality. Cultural codes of *purdah* in Bangladesh discourage women's visibility. For example, dowry transfer is outlawed but continues nonetheless. Educated girls are sometimes expected to provide higher dowry payments to husband's families. Perceptions of over-educated wives fuel some cases of gender-based violence, which do occur frequently in Bangladesh (Nosaka, 2000; OECD, 2010).

In a context where the mobility of women is restricted and where security and state-funded welfare services are limited, women occupy vulnerable positions and many rely heavily on men for protection. Parental preference, including among women, is thus strongly in favour of raising sons (Nosaka, 2000).

Organizations, such as the Grameen Bank and the Bangladesh Rural Advancement Committee (BRAC), provide much needed micro financing credit to women, offering low- or no-interest loans that make women more likely to participate in the cash economy. Investment in women's education also offsets the market forces that disadvantage women. Women's associations and international networks have strong support within the country. Programmes that reshape location, gender and identity may account for a generational shift in school enrolment trends (Rhaman, 1999).

Guatemala

Of Guatemala's 13.7 million people, approximately 3 million live in the capital city and its suburbs. Many are indigenous peoples driven from villages during the civil war who today live in extreme poverty. Significant gender differences by ethnicity and geographic location are evident in field-based research (Chiappari, 2001; Hamilton, de Barrios, and Tevalan, 2001; Lyon, 2008; Nelson, 2009).

Figure 17 shows significant disparities in educational attainment by gender, household wealth and geographic location. Although the share of the population with at least five years of education has increased since the 1960s, the gap between urban and rural residents and between the richest and poorest households has remained virtually unchanged despite the fact that more recent school completion data points to improvements. Gender disparities have fluctuated and there are few signs that women's educational attainment is catching up with that of men. In the youngest cohort, nearly all men and women in the richest wealth quintile have at least five years of education. In the poorest quintile, this is the case for less than 20% of the population. The gap between urban and rural areas of Guatemala is smaller than between the richest and poorest quintile, but has remained unchanged over the past five decades. Nevertheless, recent data on primary school enrolment in Guatemala hint at a reduction in disparity between women and men in the years to come (*see Statistical Table 3*).

Many aspects of Guatemala's history and culture had a disproportionately negative effect on poor girls and women. Women constitute the majority of the indigenous poor and are more likely to be unemployed or illiterate. They occupy the lowest paid jobs and they live in a country with one of the highest rates of domestic violence and rape (OECD, 2010; Rueda and Pascal, 2007). In rural

communities, cultural codes enforcing active service roles in the public domain for men, including codes of *cofradías* (brotherhoods, fraternities, male economic cooperative ventures) exclude women. Women are highly relegated to the domestic sphere. According to the constitution and indigenous (Mayan) custom, land ownership is gender-equal but in practice male-dominated (Lyon, 2008; OECD, 2010).

Household work has a negative impact on girls' schooling. Demand for girls' household labour results in late school entry, and pregnancies and early marriages lead to high rates of drop out without completion of primary or secondary education. When it comes to agricultural labour, parental preference is for sons (Chiappari, 2001; Lyon, 2008).

International agencies' actions to promote education for girls and women – including UNESCO's 16-year innovative programme *Solo para mujeres* (for women only) – offset some of the forms of discrimination experienced by girls and women. Notwithstanding these programmes, inequalities are prevalent.

Kenya

Of Kenya's 38 million people, more than 78% live in rural areas. Of the 22% residing in cities, many live in urban slums. Overall, Kenya has made progress towards elimination of disparities in educational attainment, both between men and women and between other groups of disaggregation. Virtually no women from the poorest household wealth quintile born in the early 1950s completed at least five years of primary education. In contrast, around 60% of the poorest female cohorts born in the late 1970s and early 1980s have at least five years of education. While some gender disparity persists in the poorest quintile, women have caught up to men in terms of educational attainment in the richest quintile and in urban and rural areas of Kenya.

History and culture play a role in overall increases in education and the simultaneous decrease in gender disparities. The generally stable political context of Kenya – notwithstanding riots following elections in 2007 – ensures public services are available. Yet, highly educated groups living in Central Province or Lake Victoria, for instance, have comparatively greater access to key resources than those in the arid areas or Northern Kenya (Fratkin, 1994; Holtzman, 2001; Shipton, 2010). Densely populated areas around Nairobi, the Central Highlands and Lake Victoria are home to a greater proportion of schools and adult education programmes. Moreover, research indicates that urban Kenyan professional women remit money to extended family members, including to their younger sisters and siblings' daughters for purposes of education (McAddo and Were, 1987; Richardson, 2001).

Cultural codes regarding marriage favour men but are varied and changing. Some married women move to husbands' homes and by the age of 7 and 14, respectively, boys and girls are often said to belong to their fathers' lineage. Marriage is transacted through *mahari* or bridewealth throughout much of this region. In rural areas, cattle, goats and food are given to the bride's family. In urban areas, marital transactions may occur through the exchange of money or consumer goods. Marriage practices have implications for gender and education as educated daughters are thought to require more expensive *mahari* (Bledsoe and Pison, 1994; Parkin and Nyamwaya, 1987). Rural communities perceive that highly schooled girls present a liability in that men must provide a larger "gift" to marry educated wives. Urban dwellers more typically argue that highly educated women *reduce* the level of *mahari* as educated women consider the exchange to be a practice of the past (Luke and Munshi, 2006).

Parental preference is generally for sons although research indicates that mothers sometimes prefer to educate daughters because schooled daughters are more likely to take care of their elderly mothers (Hakansson, 1994; Richardson, 2001). Until recently, mothers tended to supplement fathers' contributions for public school fees (Smith, 2004). However, with a drive toward universal primary education and the expansion of an expensive private school system, and with market forces and advertising targeting the resources of wealthy men, women's lower economic capacity reinforces principles of male inheritance (Agesa, 2004; Holtzman, 2001; Shipton 2010). Women's lower capacity to take out loans means that men are in a stronger position to play a lead role in a privatized education economy.

Morocco

About 56% of the Moroccan population (32 million) live in urban areas – some 14 million are widely dispersed across the nutrient-poor, Amazigh-speaking (Berber) countryside. Morocco's 2004 Family Code significantly improved the situation for women, yet there remain gender differences with respect to educational attainment (*see Figure 17*).

Historically, there were large gaps between the female and male proportion of persons with at least five years of education, but this gap has closed in

the richest household quintile and in urban areas. On the other hand, gender gaps continue to exist in the poorest quintile and in rural Morocco. In addition to disparities linked to gender, there are also large gaps between urban and rural residents and between the richest and poorest 20% of the population. However, recent data on primary school enrolment indicate that disparities between men and women in educational attainment can be expected to decrease (*see Statistical Table 3*).

Historical and cultural information help us understand the data from Morocco. State policies advance gender and educational equality and in recent years, laws and customary practices have been revised to favour girls' and women (Newcomb, 2006; OECD, 2010). Civic education and school-based campaigns have targeted changes in *mudawana* (cultural codes that structure terms of divorce), the age at which women marry and polygyny. Despite improvements, gender-based economic disparities persist. Daughters legally may inherit half the wealth bequeathed to sons, and in rural areas, girls and women frequently are excluded from inheriting and owning land (OECD, 2010).

Market forces target the resources of wealthy men. Moroccan women in rural areas are not permitted to sign their own bank loans but the Moroccan government has responded by developing women's credit programmes (OECD, 2010).

Gender, teachers and learning achievement

Despite the progress towards universal primary education (UPE), access to education, especially for girls, is still a problem for a number of countries. At the same time, there is another issue that most countries face even when the opportunity to learn is provided. For a variety of reasons, many boys and girls leave school before completion. The reasons for early school leaving are complex and there are different push and pull factors. However, increased attention is being paid to the quality of schooling as an important factor in not only retaining children in school, but ultimately in equipping them with critical knowledge, skills and values. Essentially, it is quality that transforms access to education into opportunity.

This section looks at education quality from the perspective of teachers and teaching and presents new evidence on differences between girls and boys in terms of learning achievement. The questions addressed here are: what factors affect education quality for boys and girls? What affect do teachers have on enrolment rates? What dictates gender differences in the teaching profession? How do different social and economic contexts condition gender differences in learning achievement? The results of learning achievement studies not only reflect educational opportunity and success among girls and boys but also indicate that there is a range of factors that help to shape educational success, including school conditions, home environments, student engagement and others.

Gender dimensions of education quality

Measuring the quality of learning opportunities across countries presents a number of challenges. First and foremost, the concept of quality is often contested and takes on certain normative or cultural perspectives. This is an area where robust measures of quality available across a range of countries and development contexts are very limited.

By focusing on organized learning, one can consider three different dimensions of quality: where learning takes place (the learning environment), the content/experience of learning (the curriculum), and those who directly guide and facilitate learning (teachers). This also provides a way to judge education quality from a gender perspective.

Investigating how the three dimensions impact education for boys and girls can help build a clearer picture of what is required to improve its quality. First, where does learning take place? In general, the learning environment should be child-friendly, welcoming and secure. Other needs, such as nutrition and basic health checks should be accessible where relevant. From a gender perspective, the learning environment should also be sensitive to the specific needs of girls, which implies that it should be located close to girls' homes, gender-sensitive (e.g. providing separate toilets for girls and boys) and be free of threats as well as from physical and sexual abuse by other students or teachers.

Second, what is taught and learned and how?

To provide good quality learning opportunities, the curriculum should be relevant to the needs of pupils, families and societies and sensitive to cultural and linguistic differences. It should also be gender-sensitive, meaning that girls and women should not be portrayed stereotypically or in a demeaning manner that misrepresents the diversity among girls and women in society.

Finally, who guides and facilitates learning?

Teachers should be well-trained and motivated to teach. In addition, they should be trained to be gender sensitive in their actions.

Teachers and teaching

In order to achieve good learning outcomes, countries need to ensure that sufficient school places are provided, that school systems function effectively, and that there are enough teachers to ensure quality instruction. Some countries face the challenge of rapid population growth, which adds pressure to expand school systems and teaching forces.

The UIS estimates that, globally, 10.3 million primary teachers need to be recruited between 2007 and 2015 to ensure that all primary school-age children have access to a good quality education (UIS, 2009). However, this estimate groups together diverse countries with different needs – from Afghanistan, which must dramatically expand educational provision, to France, where recruitment is linked solely to regular attrition trends. As such, the global estimate masks the degree of teacher scarcity regionally. The greatest need for primary teachers is in sub-Saharan Africa, where almost 1 million teachers are needed in addition to the current primary teaching force of

2.8 million for a total of 3.7 million to fulfil the EFA goals by 2015. The number of teachers needed to broaden access to lower secondary education is even greater. Of course, education quality does not depend solely on increasing the numbers of teachers, but also improving how they are trained and deployed within education systems.

Teachers' qualifications are an important factor to ensure quality in education. While the majority of teachers in high-income countries are trained at the tertiary level, many developing countries have high proportions of untrained or poorly trained teachers. Moreover, those who are trained, are often trained only at the secondary level and may lack some of the basic competencies required, particularly in mathematics and science.

How teachers are deployed across schools speaks volumes about the efficiency and effectiveness of schooling systems. The number of students relative to the size of the teaching force represents a commonly-used indicator, the pupil-teacher ratio, which is also often considered a proxy for measuring education quality. Primary level pupil-teacher ratios are particularly high in Central and Western Africa, which has the lowest participation rates for girls. High pupil-teacher ratios may further exacerbate the challenge to educate girls and boys and more generally contribute to lowering education quality.

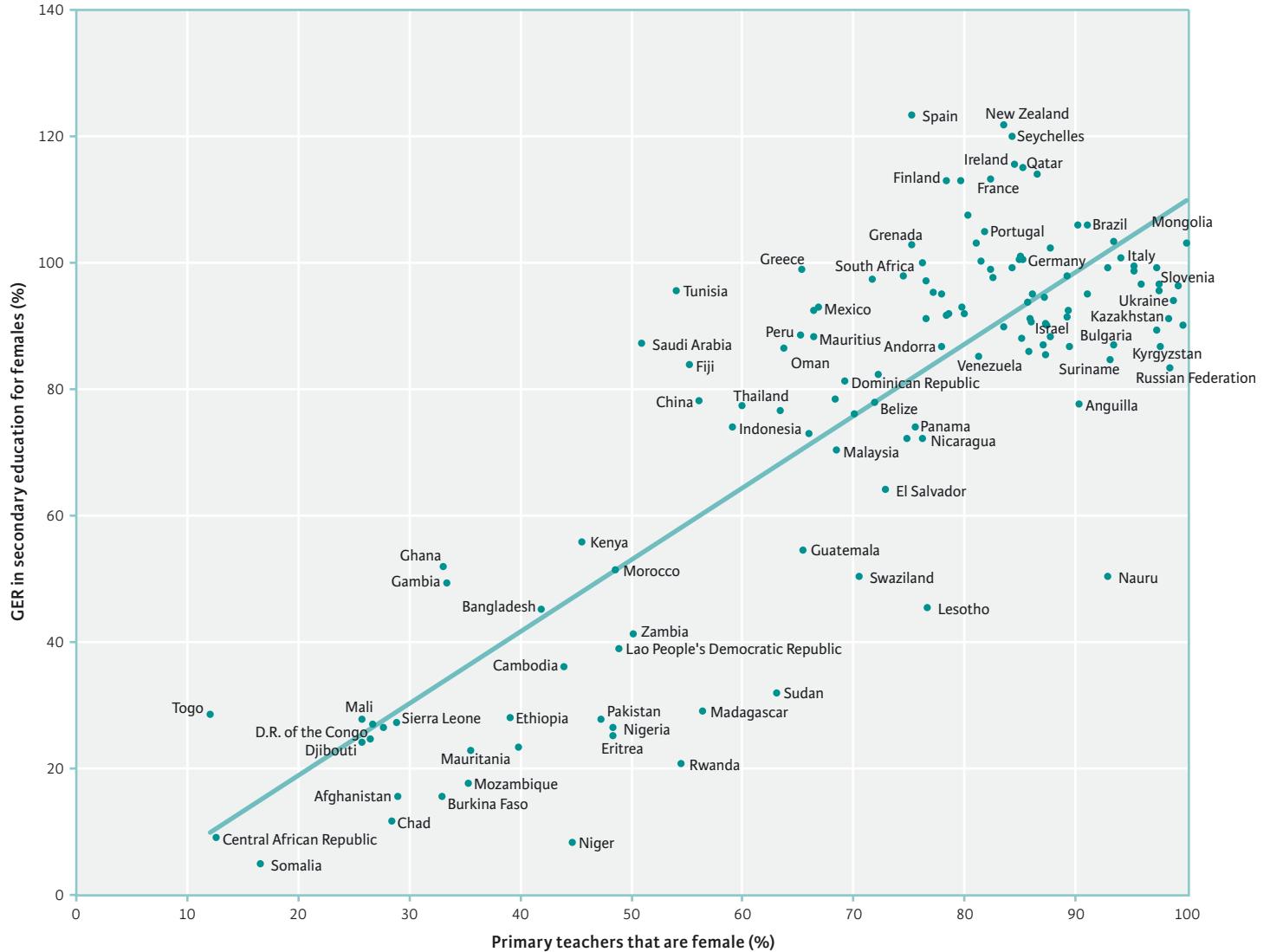
Presence of women teachers

In light of the large number of teachers to be recruited, policies that successfully balance gender in teaching workforces should be considered as they appear to have a positive impact on access to education and completion, especially for girls and young women (UNESCO, 2000b).

FIGURE 18

Does the presence of women primary teachers promote girls' enrolment in secondary schooling?

Gross enrolment ratio for females in secondary education and the proportion of women teachers in primary education, 2008



Source: UNESCO Institute for Statistics, Statistical Tables 3 and 5.

Figure 18 shows that the percentage of female teachers at the primary level roughly correlates with girls' gross enrolment ratios (GERs) in secondary education.

This correlation may partly reflect the positive role models that female primary teachers play in making the classroom a safer and more inviting space for girls and young women thus encouraging them to

continue their education. In fact, countries that have the lowest secondary enrolment rates among girls typically have the lowest proportions of female teachers in primary education. This is the case in the Central African Republic, Chad and Somalia where the GERs for girls in secondary education are 10%, 12% and 5% while the percentages of women among primary teachers is 14%, 28% and 17%, respectively. In light of these numbers, studies

in Tunisia have suggested that the percentage of female teachers is one of the strongest school characteristics associated with girls' school performance (Lockheed and Mete, 2007).

The presence of female teachers is, however, insufficient to ensure that girls enrol in school. Research in China suggests that teachers' expectations are one of the strongest predictors of secondary school enrolment for girls (Lewis and Lockheed, 2007). There is also a growing body of literature on boys' underachievement and teacher expectations in different regions, including the Caribbean, where boys are more likely to repeat grades and less likely to complete their education than girls. The majority of primary teachers in Caribbean countries are female and some observers believe that male primary teachers are important to provide a positive role model for boys. However, research has argued that both female and male teachers have been guilty of gender stereotyping, and that their low expectations of boys' behaviour and academic effectiveness contribute to boys' underachievement (Jha and Kelleher, 2006; Kutnick, 2000; Martino and Berrill, 2003). Training teachers to be gender sensitive is therefore important.

Low participation rates for girls in schooling may reinforce the low representation of women teachers as fewer females overall will complete teacher training programmes. Moreover, structural constraints contribute to the problem. For example, there is a tendency to deploy men rather than women teachers to work in rural areas even though these may be the same areas where school participation rates are lowest for girls. Reasons for this are numerous and include the reticence to post young women in remote areas, which are often perceived as unsafe or difficult to live in. Just the same, young female teachers may avoid rural postings believing that they are unlikely to find a partner of similar education whereas married

women may avoid rural areas if they are unable to bring their husbands (Mulkeen, 2010).

To some extent, the gender balance in teaching varies in more and less developed countries due to different economic contexts and cultural traditions. In more developed countries, the education sector is traditionally an important source of employment for women looking to have both a family and a career (Wylie, 2000). For example, in 2008, 83% of primary teachers in North America and Western Europe were women.

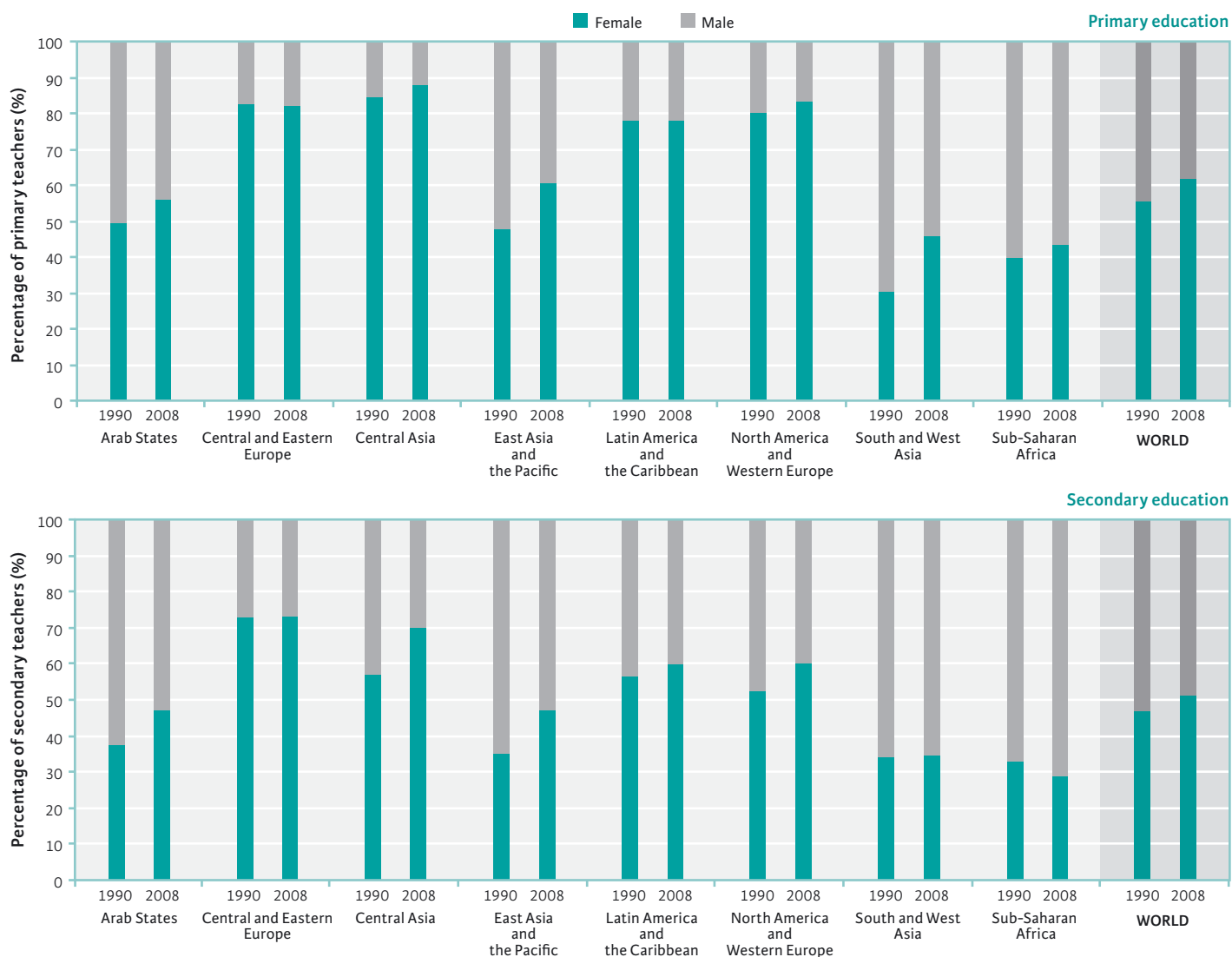
Figure 19 shows that the proportion of women in primary teaching posts remained relatively stable over the past two decades (1990-2008) in regions with already high levels, including Central Asia, Central and Eastern Europe, Latin America and the Caribbean, and North America and Western Europe. However, there was also little change in sub-Saharan Africa, which has the lowest proportion of females at the primary level in 2008.

Between 1990 and 2008, the global proportion of female primary teachers increased from 55% to 62%. Growth was strongest in South and West Asia and in East Asia and the Pacific where the proportion of women teachers in primary education increased from 30% to 46% and from 48% to 60%, respectively. Particularly for South and West Asia, where girls are less likely to be enrolled in school, this change in the gender composition of teachers could in certain contexts result in changes that may facilitate progression and completion of girls' education.

In secondary education, global and regional proportions of female teachers were generally lower than at the primary level. Globally, the percentage of women teachers increased from 47% to 51% between 1990 and 2008. The biggest increase in the share – by 13 percentage points – was in Central Asia and in East Asia and the Pacific. Unlike at the primary level, change was

FIGURE 19

How has the gender balance in teaching forces changed over time?
 Percentage of teachers by sex in primary and secondary education, 1990-2008



Source: UNESCO Institute for Statistics, Statistical Tables 3, 6 and UIS database.

not apparent in South and West Asia. Sub-Saharan Africa was the only region where the percentage of female secondary teachers decreased from 33% in 1990 to 29% in 2008.

At the country level, **Figure 20** shows countries with data on the percentage of female teachers at primary and secondary levels. Female teachers are less common at both primary and secondary levels in

most countries in sub-Saharan Africa. At the primary level, less than one teacher in five is female in three Central and Western African countries: Benin (19%), Central African Republic (14%) and Liberia (12%). In conflict-affected Somalia, approximately 17% of primary teachers are women. In contrast, women represent a clear majority in Southern African countries including, Botswana (80%), Lesotho (77%), South Africa (77%) and Swaziland

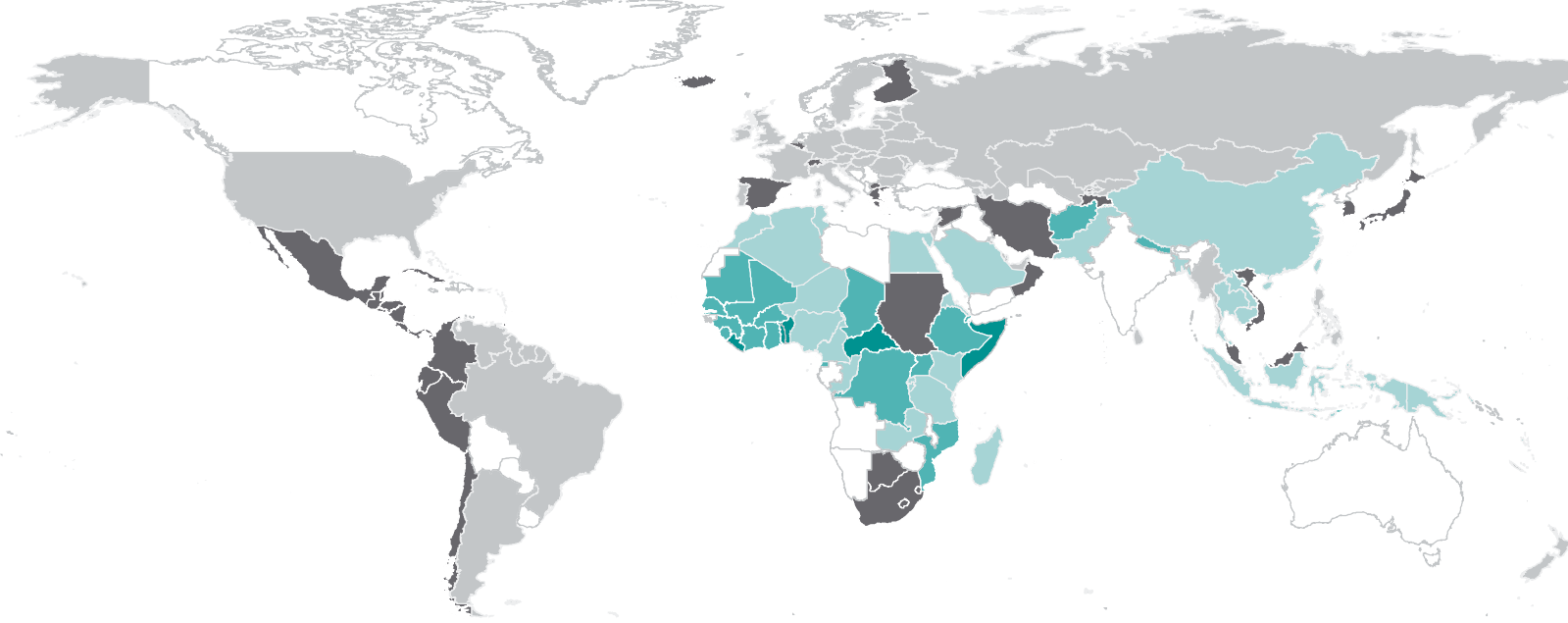
FIGURE 20

Where are women teachers?

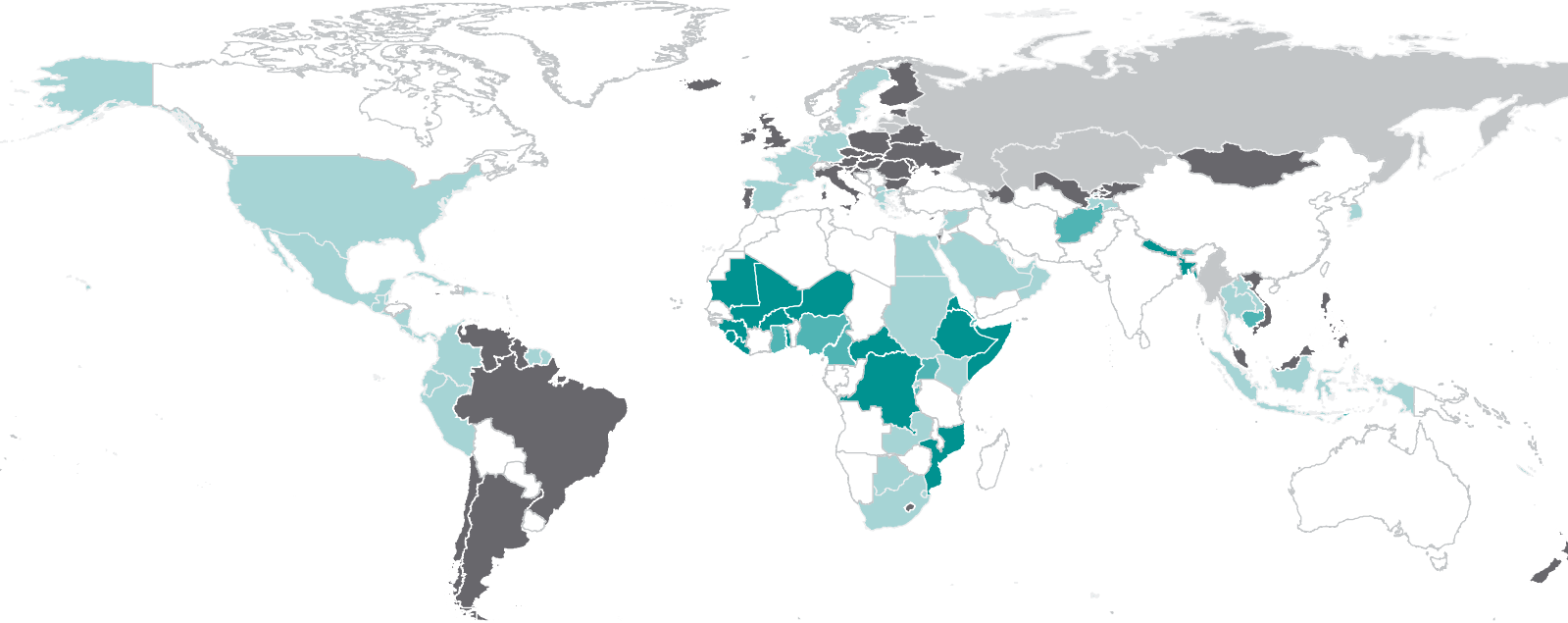
Proportion of women teachers in primary and secondary education, 2008 or most recent year



Percentage of female primary teachers



Percentage of female secondary teachers



Source: UNESCO Institute for Statistics, Statistical Tables 3 and 6.

(70%). They also represent a majority in Cape Verde (67%), Mauritius (68%) and Seychelles (85%). Women represent only a small proportion of teachers in Afghanistan (29%) in South and West Asia and Djibouti (26%) in the Arab States.

Women make up more than four out of five primary teachers in most countries in Central Asia, Central and Eastern Europe, and North America and Western Europe. In several countries in Central and Eastern Europe, including Belarus, the Czech Republic, Lithuania, the Republic of Moldova, the Russian Federation, Slovenia and Ukraine, almost the entire primary teaching force (97% or more) is female. The same applies to Armenia, Kazakhstan and Kyrgyzstan in Central Asia.

At the secondary level, most countries have fewer women teaching compared to at the primary level, yet women now make up the majority of secondary teachers in Central Asia, Central and Eastern Europe, Latin America and the Caribbean, and North America and Western Europe. The proportion of women teachers at the secondary level is low in most countries in sub-Saharan Africa except certain countries in Southern Africa as well as in Mauritius and Seychelles. Women are least represented as secondary teachers in the Central African Republic (12%), the Democratic Republic of the Congo (11%), Eritrea (10%), Guinea (6%), Liberia (4%), Mali (10%), Somalia (14%) and Togo (7%). Some countries in other regions also have low proportions of female teachers. For example, in South and West Asia, the percentage of female secondary teachers in Nepal is 15%, while in the Arab States only 10% of secondary teachers in Mauritania are women.

Almost universally, women face greater obstacles than men in holding positions of authority in the professional arena. Among 22 middle- and high-income countries with data, women hold the majority of teaching positions in 17 countries but when it comes to management at the school

level, they hold the majority of positions in slightly more than half (12) of these countries. Women make up the highest proportions of teachers and school-level management personnel in various countries of Central and Eastern Europe, including Bulgaria, Lithuania and Slovakia. In contrast, women constitute the minority of both teachers and school-level management personnel in middle-income countries, such as China, Indonesia, Mexico and Peru.

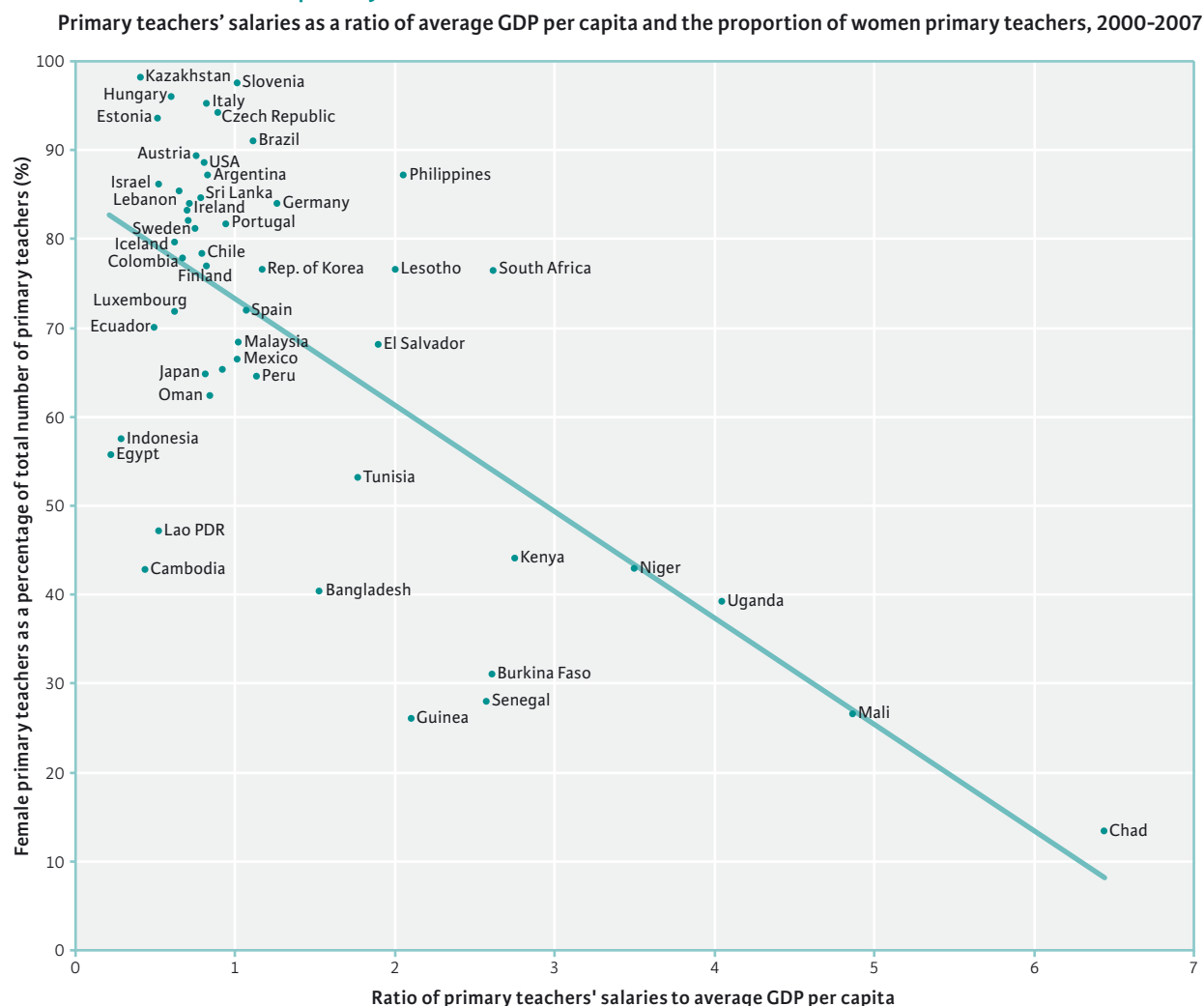
The status of the teaching profession and gender

In general, as the prestige of an occupation declines, the proportion of female workers tends to increase. This in turn often corresponds to lower levels of remuneration. Primary teachers' salaries in Central and West African countries, where the teaching profession often carries status – and is thus predominantly male – are substantially higher than the salaries paid in Southern and Eastern African countries where women dominate. Reasons for this are historical and cultural. Traditionally, in the latter group of countries, education was the responsibility of missionaries whereas in Central and West Africa, teachers were part of a well-paid civil service (Pôle de Dakar, 2009).

Figure 21 compares primary teachers' salaries as a ratio of average GDP per capita to the proportion of women teachers in 59 countries. It shows that where teachers earn more, the proportion of female teachers is lower. In the Central African countries of Chad, Mali and Niger, the starting salaries for primary teachers were more than three times the average national GDP per capita, while females made up approximately 13%, 27% and 43%, respectively, of the primary teaching workforce. In contrast, although women make up the majority of primary teachers (more than 90%) in several countries in Central and Eastern Europe and Central Asia, they receive slightly less than the average

FIGURE 21

How do primary teachers' salaries relate to the share of men or women teachers?



Notes: Salaries are represented as a ratio to average GDP per capita and correspond to statutory salaries for teachers with the lowest admissible qualifications at the beginning of their careers. Source: UIS 2006a; Statistical Tables 3 and 24.

GDP per capita. Exceptions to this pattern include Lao PDR and Cambodia where men make up the majority of primary teachers yet earn a starting salary that is approximately half the average GDP per capita.

Stable and equitable salaries are important factors that contribute to positive teacher morale. While relatively higher salaries exist in many sub-Saharan African countries where men dominate as teachers, salaries there have been declining relative to

average GDP per capita since 1975 – despite the fact that many teachers need to be recruited to meet the challenges of UPE (Pôle de Dakar, 2009). Ultimately, this may impede the recruitment of qualified candidates to the profession.

Remuneration for public teachers has also declined drastically in many Latin American countries within the past 15 years. In countries where the majority of primary teachers are women, this not only leads to a deterioration in the quality of the teaching force

but also to a devaluation of women as teaching professionals (De Castro and Menezes, 2008). Therefore, tackling the problem of social exclusion in education must take into consideration not only students from less privileged social classes and minorities but also professional educators who are women.

Learning outcomes and gender

The patterns of gender differences in student achievement in reading, mathematics and sciences, as measured by cross-national studies at different stages of basic education (including 4th, 6th and 8th grade) as well as among upper secondary students have been reviewed by Ma (2007), UNESCO (2008) and the OECD (2009). Research has also addressed gender differences in learning outcomes based on the results of individual studies in both more and less developed countries (Saito, 1998; Mullis et al., 2000; OECD, 2001, 2004 and OECD/UIS, 2003).

The results of these reviews, as summarized by Ma (2007), have generated key findings related to gender differences and the relative underperformance of girls or boys in reading and language, mathematics and science literacy. First, the advantage of girls in reading achievement compared to boys is widespread, considerable and found across many achievement studies. Second, in many countries, girls are narrowing the gaps in achievement where boys have historically held an advantage – namely in mathematics and science. However, more recent data from the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) suggest that these gender differences persist in Southern and Eastern Africa.

The factors underlying gender differences in performance are thought to relate to physiological and social causes. A growing body of research on the differences in neural and cognitive development among girls and boys suggests that girls seem to have an early advantage in verbal cognitive skills (e.g. verbal fluency, grammar and complex language) and boys in non-verbal cognitive skills (e.g. spatial tasks and mathematical reasoning) (Weiss et al., 2003).

Other research examines schools as social institutions and their role alongside families and communities in transmitting attitudes, values and behaviours regarding gender roles through teachers, staff and peers and through the organization of schooling (Ma, 2007). Gender differences were found to be the result of school organization and curricula (Finn, 1980) or the general learning environment (OECD, 2001) and how they promote separate roles for girls and boys.

New findings on the gender gap in developing countries based on assessments of student achievement has recently become available, including results of early grade reading assessments (EGRA) and the assessment of skills at the end of primary education (i.e. SACMEQ). Early measurement of reading skills is critical as it allows for timely intervention to ensure that all children learn to read and eventually, read to learn in other subject areas. Students who do not master reading – a prerequisite for successful performance in school – are more likely to become frustrated and drop out, resulting in losses in human and financial resources and the perpetuation of the cycle of poverty (*see Box 7*).

BOX 7 Early grade reading assessments

Since 2007, early grade reading assessments have been conducted in some 40 countries and 52 languages. The assessment is an individually administered oral diagnostic of students' foundation skills in reading (e.g. letter naming, familiar word reading, connected text passage reading and comprehension) and is designed to capture reading skills in the early grades of primary school.

Results from individually administered early reading assessments in 10 countries and 20 languages indicate no significant differences between the performance of girls and boys as measured by the percentage of students classified as non-readers (i.e. students unable to read a single word of connected text in a simple passage) for 11 of 20 language assessments (see Table 2). Where there is a significant difference, girls tend to outperform boys, with fewer girls classified as "non-readers." More worrisome is the high proportion of non-readers, regardless of gender. In some languages, upwards of 80% to 90% of surveyed students with at least two years of schooling were unable to read a single word of text.

Comparing results across countries should be approached with caution due to differences in how local assessors interpret individual student results as well as differences in language structure (word length and spelling). Explanations for this gender gap in favour of girls are still being explored although some local officials hypothesize that boys are more likely to work outside of the home or have other responsibilities, which can lead to lower performance in school. Additionally, research shows that boys are more likely than girls to hold negative attitudes towards reading. To mitigate these effects, countries need to develop strategies to ensure that *all* children become successful readers, regardless of their gender, social background or origin.

TABLE 2. Who is unable to read in the early grades of primary school?

Proportion of students who were unable to read a word in a simple passage of text

	Language of assessment	Percentage of non-readers			Number of cases
		Boys	Girls	Total	
Gambia, June 2009	English	50	57	54	399
Guyana, Oct 2008	English	52	38	45	926
Haiti, May 2009 Start of Grade 2; regional sample of 2 districts	French	49	44	47	138
	Creole	53	40	47	637
Honduras, Oct 2008 Rural sample of PROHECO schools	Spanish	33	25	29	615
Kenya, Oct 2009 End of Grade 3; language-based sample	English	17	11	14	2,000
	Kiswahili	23	14	19	1,998
	Gikuyu	17	12	15	501
	Dholuo	26	15	20	498
Liberia, June 2008 Mali, April 2009 Language-based sample	English	29	19	24	1,413
	Bamankan	84	82	83	464
	Bomu	92	95	93	592
	Fulfulde	91	91	91	437
	Songhoi	79	89	84	472
	French	94	94	94	411
Nicaragua, April 2008 Start of Grade 2; 20+ students in grade	Spanish	11	8	9	2,002
Senegal, May 2009	French	18	17	18	678
Uganda, Oct 2009 Language-based sample	English	71	70	71	962
	Lango	79	84	81	491
	Luganda	53	48	51	468

Notes: Non-readers are those students who were unable to read any words on the first line of a graded reading passage and were asked to discontinue the exercise.

Shaded areas represent a statistically significant difference between girls and boys. Results were based on national samples of pupils at the end of grade 2 unless otherwise noted. For further documentation regarding the assessments please see www.eddataglobal.org

Source: EGRA conducted by RTI in collaboration with Ministries of Education and funded by USAID, World Bank and The William and Flora Hewlett Foundation.

Assessments of reading and mathematics literacy at the end of primary education help measure the level of skills imparted by the education system. Concerns about indicators that reflect only participation in schooling have led to a renewed focus on the direct measurement of acquired skills. While most of these studies are conducted in high- and middle-income countries, the last decade has seen an increase in student assessments undertaken in low-income countries. One example is the SACMEQ assessment administered among 14 countries in Southern and Eastern Africa (see *Box 8*).

The assessments of learning achievement across countries can help illustrate how different social and economic contexts condition gender differences in learning achievement. Both at the beginning and at the end of primary education, assessments conducted in developing countries point to dismal outcomes that fall far short of the desired or even minimum mastery of the intended reading or mathematics curriculum for both girls and boys. At the end of primary schooling, there seems to be more significant gender gaps in terms of both reading (favouring girls) and mathematics (favouring boys), which have been persistent during the last decade in countries in Southern and Eastern Africa.

BOX 8 Reading and mathematics skills at the end of primary education

Following its mandate to improve overall educational quality, the SACMEQ has compared educational achievement among girls and boys at the end of primary schooling in 14 sub-Saharan African countries since 1995. The most recent waves of the learning assessment took place in 2000 and 2007. The results reflect differences in the performance of girls and boys and how they have changed over time.

Figure 22 shows two striking features related to gender differences in reading and mathematics achievement for 2000 and 2007. First, the set of countries in which girls outperformed boys in reading and mathematics in 2000 – including Seychelles, Mauritius and Botswana – were almost exactly the same set of countries in 2007. Similarly, the set of countries where boys outperformed girls in 2000, including Tanzania, Mozambique and Malawi, were almost exactly the same set of countries in 2007. Second, not only were the directions in gender differences consistent for countries across 2000 and 2007, but so were the magnitudes of these differences.

FIGURE 22

How do the performance of girls and boys compare at the end of primary school?

Gender differences in reading and mathematics in 15 Southern and Eastern African countries, 2000 and 2007



Notes: Countries are sorted on the basis of gender differences for each subject in 2000. Bars marked in darker colour represent statistically significant differences between girls and boys. SACMEQ score points are standardised based on a SACMEQ mean of 500 and a standard deviation of 100. For further documentation regarding the assessments please see www.sacmeq.org.

Source: Saito (in preparation). Southern African Consortium Monitoring Education Quality (SACMEQ). For more information, see www.sacmeq.org.

Gender, participation and field of study in tertiary education

Over the past four decades, access to tertiary education has expanded at an unprecedented rate and this expansion has benefited women. Overall, the number of women enrolled in tertiary institutions has grown almost twice as fast as that of men since 1970. However, rising enrolment rates and student numbers offer a limited view of the complexities shaping the educational career paths of men and women.

This section presents a range of indicators that help frame the diverse factors that shape gender patterns in tertiary education. It tracks the dramatic expansion in women's participation since 1970 and the correlation with national wealth. In addition, this section asks the following questions: How does national wealth relate to gender parity in tertiary education? What proportion of men and women study abroad? What is the gender composition by field and levels of tertiary education? What proportion of women pursues a career in research and development?

The expansion of opportunities for tertiary education

Globally, there have been considerable changes in tertiary education since 1970. **Figure 23** illustrates the evolution of male and female participation in tertiary education by region. The adjusted gender parity index (GPI) represents the female and male gross enrolment ratios (GERs) and is used to express gender disparities on a comparable scale (see *Box 2*).

In the 1970s, male participation rates in tertiary education were at least one quarter higher than for

females in all regions of the world with the notable exception of Central and Eastern Europe, where female rates have been higher than male rates for more than four decades. Female participation grew far more than male participation in North America and Western Europe and in Latin America and the Caribbean. From the beginning of the 1980s, participation rates for women caught up and then surpassed those of men in North America and Western Europe. The same was true from the beginning of the 1990s in Latin America and the Caribbean and more recently in Central Asia. In 2008, the GER for women was at least one quarter above that for males in three regions: North America and Western Europe (adjusted GPI of 1.24), Central and Eastern Europe (adjusted GPI of 1.22) and Latin America and the Caribbean (adjusted GPI of 1.20).

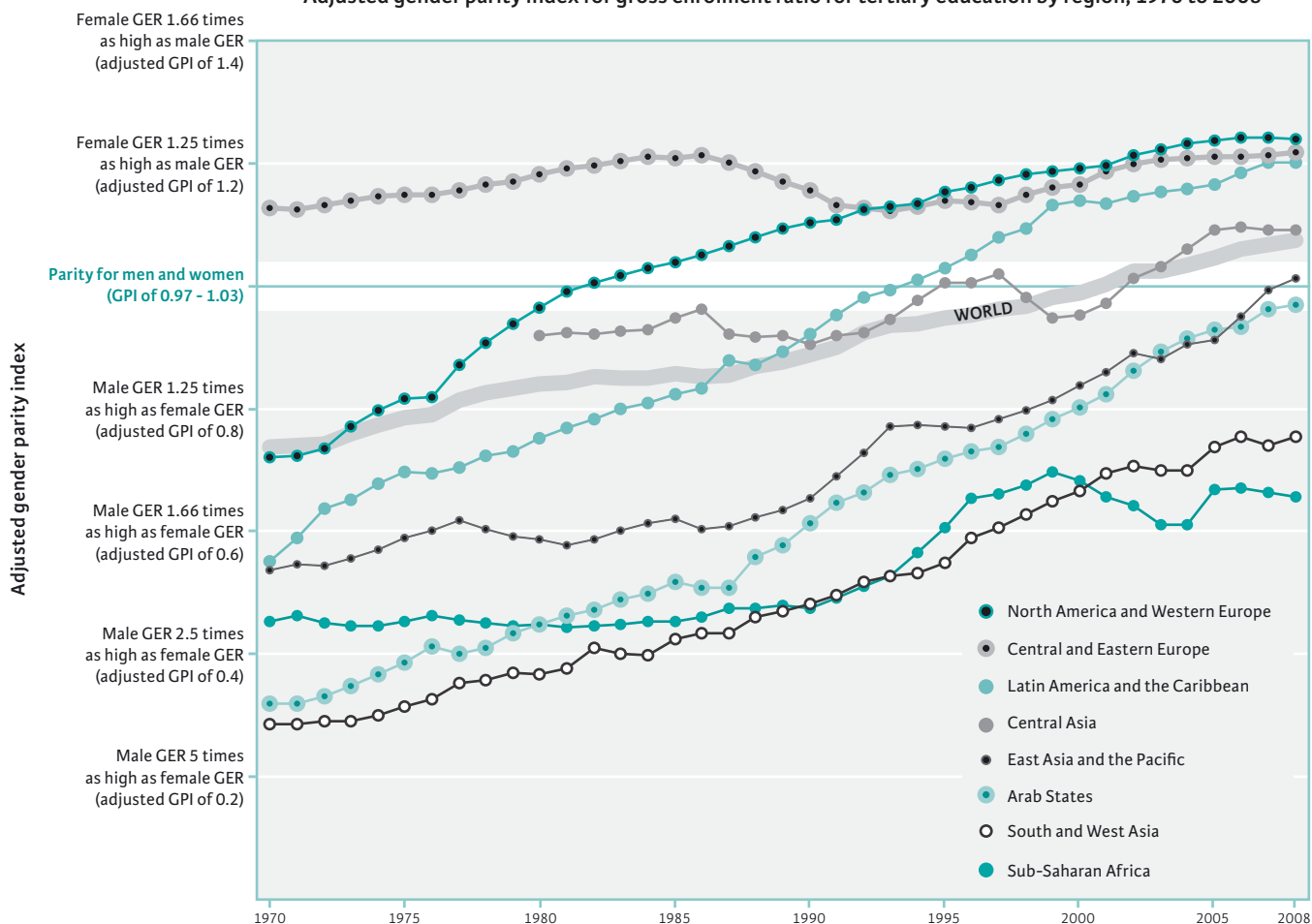
More recently, after decades of strong growth in female participation, two regions reached gender parity: the Arab States, and East Asia and the Pacific. However, a different pattern is found in South and West Asia and in sub-Saharan Africa, where overall participation in tertiary education is very low and women continue to be disadvantaged. The tertiary GER in South and West Asia for men is 14%, which is 1.3 times as high as that for women (11%). The tertiary GER in sub-Saharan Africa for men is 7.3%, which is 1.5 times as high as that for women (4.8%).

The situation in sub-Saharan Africa improved in the 1990s. While the GER for women remained constantly less than half of the ratio for men (GPI between 0.45 and 0.5) from 1970 to 1990, by 2000,

FIGURE 23

What are the global trends in gender disparities for tertiary education?

Adjusted gender parity index for gross enrolment ratio for tertiary education by region, 1970 to 2008



Notes: The white band denotes a GPI between 0.97 and 1.03, which represents gender parity. GPI and adjusted GPI are identical for results below 0.97, making the label "GPI" and "adjusted GPI" interchangeable for these values (see Box 2).
Sources: UNESCO Institute for Statistics, UIS database and Statistical Table 8.

women caught up to a GER that is two-thirds that of men (GPI of 0.68). Since then, the regional GPI has stagnated for tertiary education, which may reflect the shift in priority towards achieving the goal of universal primary education (UPE).

National wealth provides an important context for the participation of men and women in tertiary education. Overall, women are more likely to pursue tertiary education in countries with relatively higher levels of national wealth. Figure 24 presents the adjusted GPI of the GER for tertiary education in

relation to gross domestic product (GDP) per capita. Only 7 out of the 130 countries with data have achieved gender parity at the tertiary level.

Women face significant barriers to tertiary education in countries with the lowest levels of national wealth as shown in Figure 24. Out of the 130 countries with data, there are 34 countries where the GDP per capita is less than PPP\$ 3,000. In 31 of these countries, men have higher tertiary participation rates than women. Most of these countries (22 out of 31) are located in sub-Saharan

Africa. The largest disparity is found in Chad, where the GPI is 0.15. A similar situation is found in Ethiopia (GPI of 0.31), Eritrea (0.32), Guinea (0.34) and Niger (0.34). Notable exceptions among the 34 low-income countries are Kyrgyzstan, Lesotho and the Republic of Moldova where female participation rates in tertiary education is higher than those of men.

The same pattern is found in other countries with relatively low GDP per capita in other regions. In Asia, women face considerable disparities in the following countries: Tajikistan (GPI of 0.40), Cambodia (0.54), Bangladesh (0.55), Uzbekistan (0.68), India (0.70), Timor-Leste (0.71), Lao PDR (0.78) and Pakistan (0.85). In the Arab States, women in Yemen have the lowest participation rate compared to men (GPI of 0.42). In Djibouti, the GPI is 0.69 while it reaches 0.89 in Morocco.

Even a slight rise in national wealth can correlate to fewer gender disparities. Sub-Saharan African countries with higher levels of wealth also report higher enrolment rates for women than men. For example, the adjusted GPI for tertiary enrolment is 1.13, 1.15, 1.19 and 1.24 in Botswana, Mauritius, Cape Verde and Namibia, respectively.

The tertiary GER for women is higher than that for men in 92 out of 131 countries with data, as indicated by an adjusted GPI greater than 1.03 (see Figure 24). This group includes North American and the Western European countries which have higher levels of GDP per capita. Among them, Iceland has the highest adjusted GPI (1.48), indicating that females are almost twice as likely to study at the tertiary level than males. The United States – the largest tertiary education system in this region and the second largest worldwide – has an adjusted GPI of 1.29. Among Central and Eastern European countries, Latvia has the highest adjusted GPI of 1.47 followed by Estonia (adjusted GPI of 1.41). The Russian Federation – the largest tertiary education system in this region – also has a high adjusted GPI of 1.26.

The same pattern is found in Latin America and the Caribbean. In Argentina, Brazil and Venezuela, which have relatively large tertiary education systems, the adjusted GPI is 1.34, 1.23 and 1.41, respectively, indicating that male participation rates are one-third, one-quarter and two-fifths respectively, below those of females. In countries with relatively small tertiary systems, females participate more in tertiary education than males. In the Cayman Islands, Bermuda, Jamaica and Saint Lucia, the adjusted GPI exceeds 1.50.

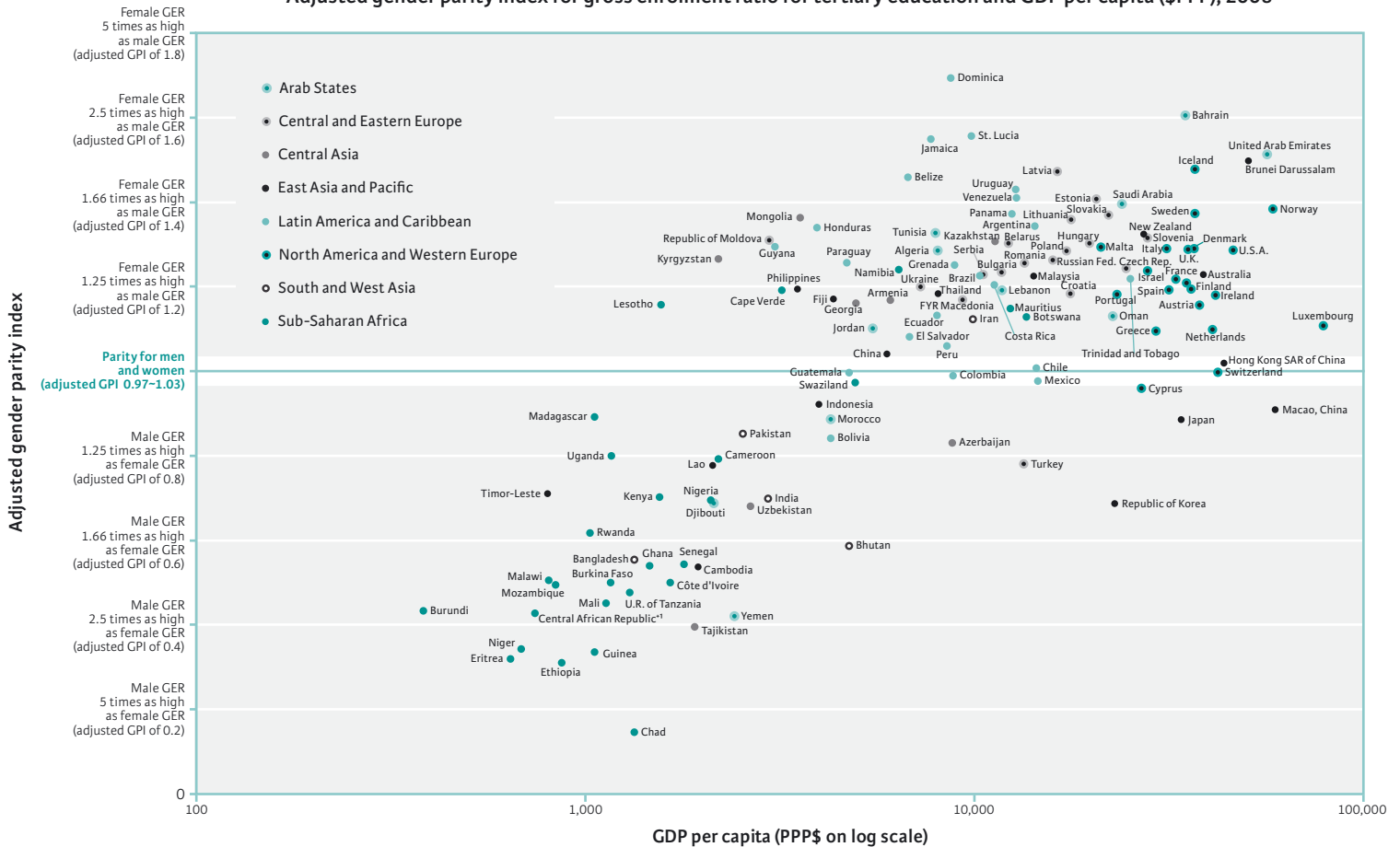
There are notable exceptions among high GDP per capita countries (i.e. above PPP\$ 10,000). Men continue to outnumber women in tertiary education in Cyprus, Japan, Macao (China), the Republic of Korea and Turkey (see Figure 24). In the Republic of Korea, even though gender parity in terms of upper secondary graduates has been reached (see Statistical Table 7), female participation in tertiary education is relatively low when compared to their male counterparts (GPI of 0.69). Women account for only two out of every five tertiary students. In the Republic of Korea, this imbalance may be explained by the traditional views of women in this society (OECD, 2009). Further contextualization is needed to understand why not as many women pursue higher education as men in countries with greater resources and opportunities.

Empirical research highlights three reasons for the growing participation of women in higher education. First, higher levels of schooling are required to attain social mobility (Takyi-Amoako, 2008). Second, higher education leads to individual returns in the form of higher incomes even though women must have more years of education than men to secure jobs of comparable pay – a pattern found both in industrialized and developing countries. Finally, there has been an ongoing diffusion of ideas on the subject of gender egalitarianism across countries.

FIGURE 24

How does national wealth relate to gender parity in tertiary education?

Adjusted gender parity index for gross enrolment ratio for tertiary education and GDP per capita (\$PPP), 2008



Note: For information on the adjusted GPI see Box 2.
Sources: GPI of GER for tertiary education: UNESCO Institute for Statistics, Statistical Table 8. GDP per capita: World Bank.

Once women gain access to higher education, they tend to exceed men in grades, evaluations and degree completion (Jacobs, 1996; Buchmann et al., 2008). The growth in female participation should be seen as a positive development, especially given the spillover effects that benefit the individual, households and societies.

Statistics showing the over-representation of women in higher education are not necessarily the results of affirmative action in their favour since this type of legislation is rare. They partly reflect the changing values and attitudes related

to the role and aspirations of women in society that are the legacy of social change and feminist movements which emerged globally in the 1960s and 1970s. They may also signal either different alternatives in the labour force for men or structural barriers that prevent men from participating in the tertiary education system.

Indeed, female over-representation in higher education has yet to translate into proportional representation in the labour market or access to leadership and decision-making positions (OECD, 2010; UNDP, 2009). A striking example is the

National University of Lesotho, where more than 70% of the students are women and yet men hold the top administrative positions at the university. The pattern of male prevalence in management positions is found across countries, suggesting that the growing presence of women in higher education has less of an impact at the level of the labour market.

Overall, historical contexts help to shape educational opportunities and participation patterns, both in domestic education systems and studying abroad (see **Box 9**). As well, family background, academic ability and attitudes

toward school also predict expectations regarding higher education. For girls, the development of positive attitudes toward schooling increases their educational expectations more than for boys. Cross-national research on educational expectations regarding higher education reveals that it is not that boys are lowering their expectations (except in the United States). Instead, girls' expectations are rising at a faster pace than those of boys – and so is their enrolment in higher education (McDaniel, 2010). It is also likely that in countries with rapidly growing tertiary education systems, girls may anticipate greater opportunities for higher education and thus raise their own expectations.

BOX 9 Opportunities for women and men to study abroad

In 2008, around 3 million students were enrolled in tertiary educational institutions outside of their country of origin, and 49% of these students were women.

UIS data on mobile students provide valuable insights on the different opportunities available to men and women. It is important to note the limited coverage of these data as they are based on available information provided by five major host countries – Australia, Canada, France, South Africa and the United Kingdom. These five countries hosted 32% of the world's mobile students in 2008.

Figure 25 compares the differences in the proportions of women studying abroad and those remaining in the regional tertiary education systems. Women in South and West Asia are the least likely to study abroad, making up only 27% of the region's share of mobile students. Women in the Arab States are also more likely to remain in their countries of origin, accounting for 46% of the regional student population compared to 34% of the region's share of mobile students.

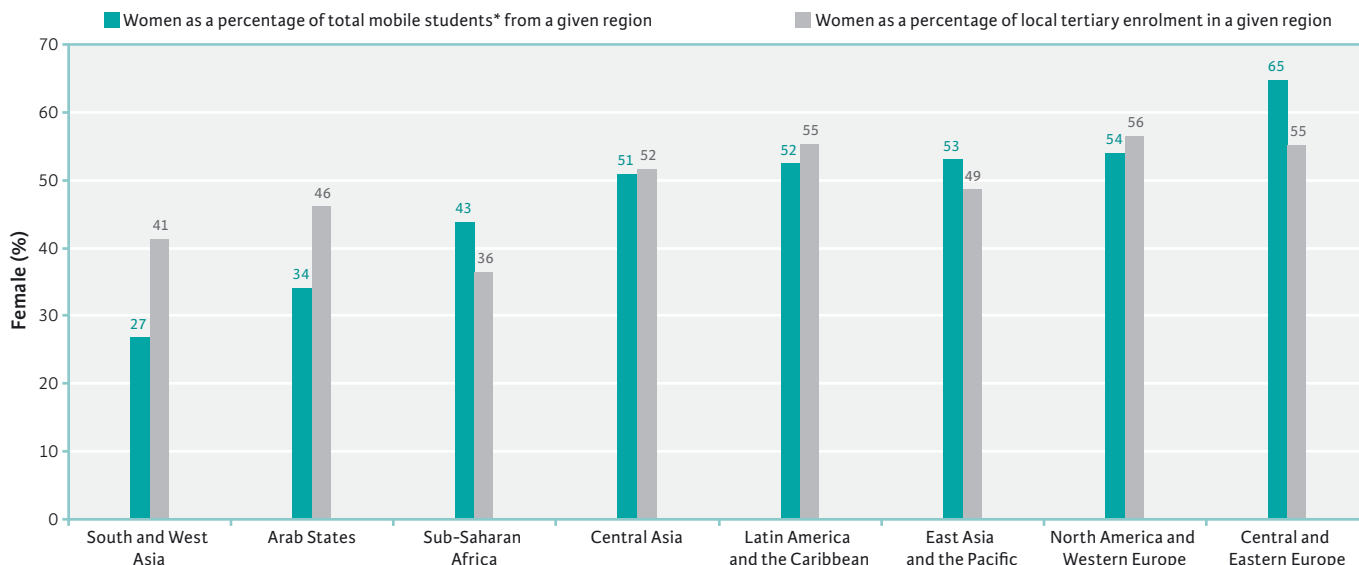
In contrast, women in Central and Eastern Europe are the most likely to pursue their education abroad, accounting for 65% of the region's mobile students and 55% of regional students. A similar situation is found in East Asia and the Pacific, where the female share of the region's mobile students (53%) is higher than that of domestic students (49%). Women also account for more than half of mobile students in Central Asia (51%), Latin America and the Caribbean (52%) and North America and Western Europe (54%).

Figure 26 presents the female proportions of mobile students from selected countries. Overall, women are more likely to study abroad in countries with high rates of female participation in tertiary education. In Namibia, for example, women account for six out of ten mobile students and more than half (57%) of domestic tertiary students (see *Statistical Table 8 for females as a percentage of local tertiary enrolment*). Yet, in Pakistan, women account for only 45% of the regional tertiary students and 16% of mobile students. In India – which sends the largest number of students abroad after China – women account for 39% and 27% of the regional and mobile student populations, respectively.

FIGURE 25

How many women study abroad compared to those that study locally?

Percentage of female mobile students in Australia, Canada, France, South Africa and the United Kingdom compared to female enrolment by region, 2008



Notes: Data from Canada are for 2006.

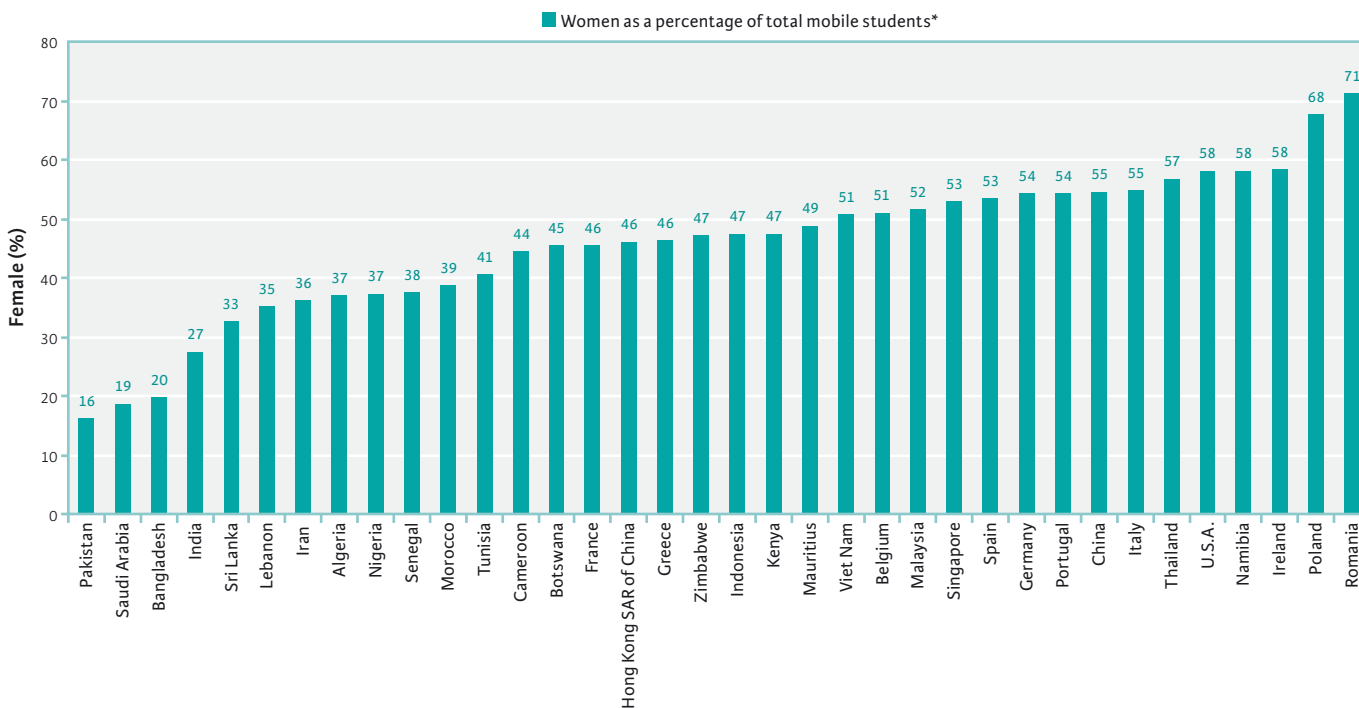
* Based on total number of mobile students who studied in Australia, Canada, France, South Africa and the United Kingdom.

Sources: UNESCO Institute for Statistics, UIS database; Australia: Department of Education, Employment and Workplace Relations, Canada: Statistics Canada, France: Ministère de l'Éducation nationale, South Africa: Department of Education, United Kingdom: Higher Education Statistics Agency.

FIGURE 26

What is the share of female mobile students?

Percentage of female mobile students in Australia, Canada, France, South Africa and the United Kingdom by country of origin, 2008



Notes: Countries selected have more than 5,000 mobile students and, mostly, more than one-third of their total outbound mobile students based in those five host countries.

* Based on total number of mobile students who studied in Australia, Canada, France, South Africa and the United Kingdom.

Sources: See Figure 25.

Gender differences among tertiary graduates by field of study

The preferences of women and men for specific fields of study in higher education are shaped by their individual histories and everyday realities as well as their material conditions. Schooling and career choices are best understood as the product of the interaction between macro-level variables (international and national contexts), meso-level factors (linked to institutions and disciplinary fields) and micro-level forces (individual and familial influences), which affect both what disciplines are seen as “suitable” for men and women, and subsequently, what employment is desired and pursued.

The extent to which the gender composition by field of study differs from the entire graduate population is shown in **Figure 27**. It displays graduate data for four broad fields of education compared to the gender composition of the total number of graduates (see *Statistical Table 11*).

Overall, women outnumber men as tertiary graduates in 76 of 97 countries with data (see *Figure 27*). In the following countries, there are at least two female graduates for every male graduate: Latvia, where women account for 72% of tertiary graduates in 2008, Anguilla (91%), Bahrain (68%), Barbados (74%), Estonia (69%), Guyana (70%), Hungary (67%), Lithuania (67%), Myanmar (70%), Qatar (67%) and Uruguay (69%).

The opposite pattern is found in Ethiopia where only 19% of tertiary graduates are female. This is also the case for Burkina Faso (20%), Cambodia (27%), Mauritania (26%) and Morocco (32%).

Among the four broad fields presented in *Figure 27*, the field of *Education* is most popular with women and appears to be dominated by them in most countries. In contrast, women are least likely to graduate in the field of *Engineering, manufacturing and construction*.

In all 80 countries with data, there were far more men graduating in the field of *Engineering, manufacturing and construction* than women in 2008. In countries, such as Bahrain, Hungary, Latvia, Lithuania and Guyana, two-thirds of all tertiary graduates are women. Yet, they account for one-third or less of graduates in the field of *Engineering, manufacturing and construction*.

The prevalence of male graduates in the *Engineering, manufacturing and construction* field is found in most countries (60), as illustrated in *Figure 27*. Uruguay and Mongolia are the closest to achieving gender balance in the engineering-related disciplines. Yet, even in developed countries, such as Germany, Japan, the United States, the United Kingdom and Switzerland, women account for just one-tenth to one-fifth of graduates, respectively, in this field. This pattern also applies to countries with low levels of female participation in tertiary education. In Ethiopia, for example, women account for just 19% of tertiary graduates in general and 14% of those gained a degree in the engineering-related disciplines.

The field of *Education* is clearly the most popular field of study for women. In 62 out of 80 countries with data, women are more likely to graduate in the field of *Education*. In 2008, at least nine out of every ten tertiary *Education* graduates were women in Bermuda (100%), Estonia (94%), Armenia (94%), Croatia (94%), Lebanon (92%), Romania (92%), Serbia (90%) and the United Arab Emirates (92%).

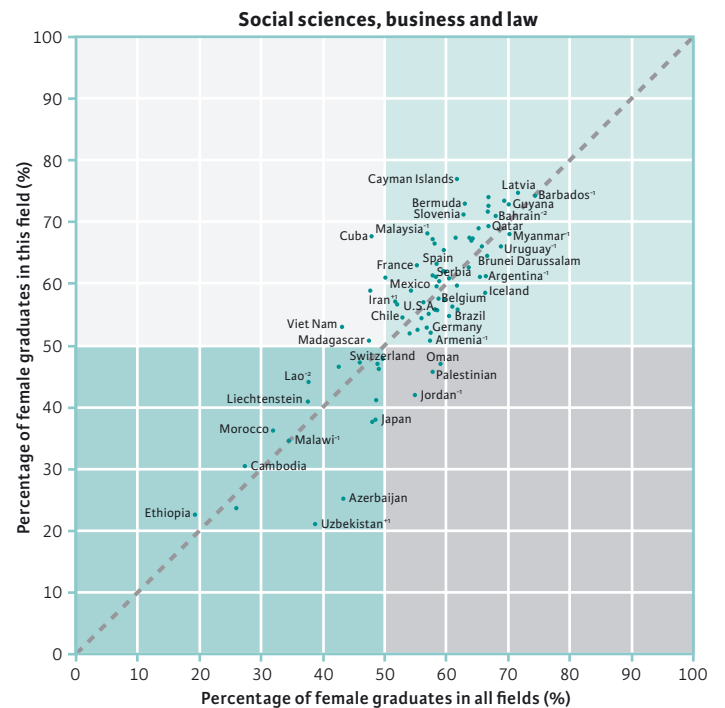
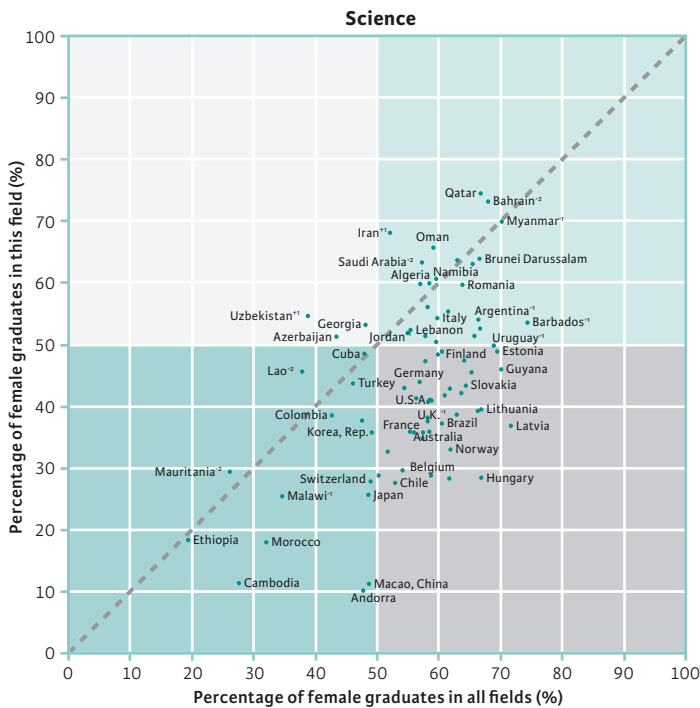
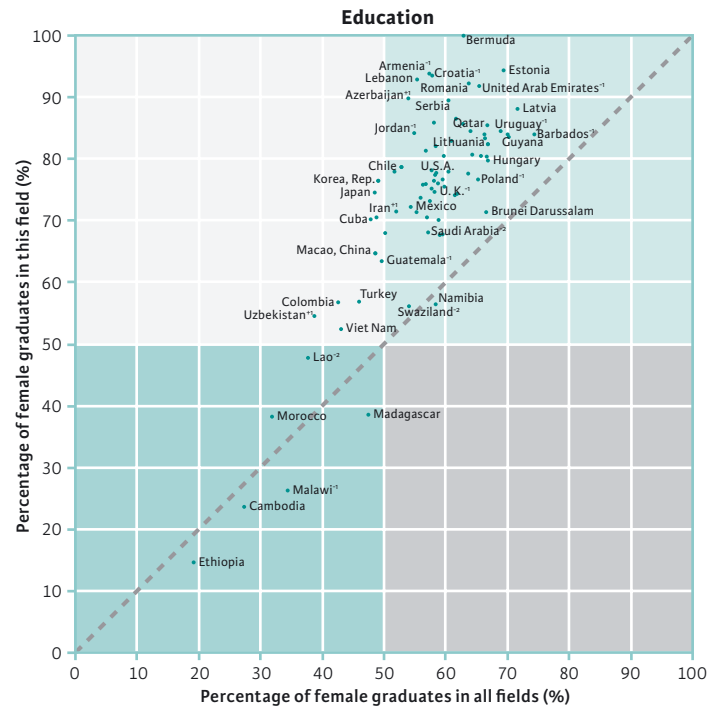
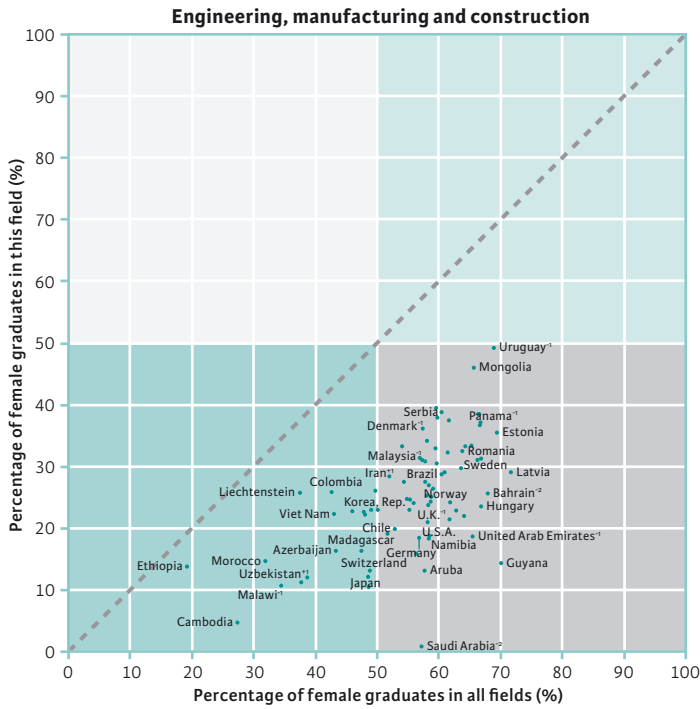
There are, of course, exceptions to these patterns. In these cases, the gender composition in the field of *Education* more closely reflects general patterns of tertiary participation. In Morocco, for example, women make up 32% of the tertiary graduate population and 38% of those students graduating in the field of *Education*. A similar situation is found in Brunei Darussalam, Cambodia, Ethiopia, Namibia and Swaziland.

FIGURE 27

How does the gender composition of tertiary graduates differ by field of education?

Women as a percentage of the total number of tertiary graduates in selected fields of education by country, 2008.

- More female than male graduates in this field but fewer female than male graduates in all fields
- More female than male graduates in this field and in all fields
- Fewer female than male graduates in this field and in all fields
- Fewer female than male graduates in this field but more female than male graduates in all fields



Source: UNESCO Institute for Statistics, Statistical Table 11.

While gender preferences are strong in *Education* and in *Engineering, manufacturing and construction*, a mix of patterns is found in the fields of *Science* and *Social sciences, business and law*. **Table 3** presents the percentage of women graduates in the broad fields of *Science* and *Social sciences, business and law* and their associated subfields. Within the broad field of *Science*, women in all regions were more likely to graduate in the *Life sciences* than men. In the Arab States, nearly three-quarters of all graduates in this subfield are women.

Far more men than women graduate from the *Computing* subfield in all regions. North America and Western Europe had the lowest percentage (21%) of women graduating in *Computing*. Furthermore, this region also had the lowest percentage of women graduating in the *Physical sciences* (43%) and *Mathematics and statistics* (48%). Women outnumbered men in both of these subfields in other regions, with the exception of Central Asia, where women account for 44% of graduates in the *Physical sciences*.

In the broad field of *Social Sciences, Journalism and information* is more popular among women than men, who account for more than three-fifths of graduates in this subfield. A similar pattern is

found in *Social and behaviour science*, with women representing almost two out of three graduates in this subfield.

Overall, *Business and administration* is the most popular programme in most countries (see *Statistical Table 11*). In the Arab States and Central Asia, men outnumber women in this subfield, while the opposite is true in the other regions. Women are also more likely to graduate than men in the field of *Law* in all regions, with the exception of Central Asia.

From tertiary education to a career in research

It is now almost universally accepted that innovation is one of the main engines of economic growth and poverty alleviation. Since research and development (R&D) is one of the key components of innovation, it is important to take a critical look at the gender composition of the work force engaged in research.

To analyse gender composition in academic accomplishments at the highest levels of education, UIS education data as well as key science and technology indicators (also produced by the UIS) are used. Researchers are defined as professionals engaged in the conception or

TABLE 3. How does the gender composition of tertiary graduates differ by subfield?

Percentage of women graduates in the fields of *Science* and *Social sciences, business and law* by region, 2008

Region	Broad and subfield	Science				Social sciences, business and law				
		Life sciences	Physical sciences	Mathematics and statistics	Computing	Social and behaviour science	Journalism and information	Business and administration	Law	
Arab States	51	73	61	59	33	53	69	58	42	55
Central and Eastern Europe	47	70	54	53	29	61	62	69	61	58
Central Asia	53	68	44	60	39	41	46	60	43	34
East Asia and the Pacific	48	60	58	62	29	53	56	64	52	51
Latin America and the Caribbean	41	67	51	53	31	57	70	61	56	52
North America and Western Europe	40	60	43	48	21	57	64	63	53	59

Notes: Regional averages for South and West Asia and sub-Saharan Africa are not available due to low response rates.

Shaded areas in the table indicate that more women graduate in the field than men.

Source: UNESCO Institute for Statistics database.

creation of new knowledge, products, processes, methods and systems. They are also involved in the management of these projects.

Despite improved access to tertiary education, women face considerable barriers as they move up the educational ladder to research careers. **Figure 28** presents the gender composition of graduates at different stages in tertiary education and those employed as researchers. Globally, there is gender balance at the level of the Bachelor's degree (ISCED 5A first degree) with men at 51% and women at 49% in most of the 101 countries with available data. Women are then more likely than men to pursue their second degree, representing 56% of those graduating from Master's programmes (ISCED 5A second degree). However, beyond this level, the opposite is true – men account for 56% of those graduating from Ph.D. programmes (ISCED 6), and 71% of all researchers.

A more nuanced perspective can be gained by examining regional data presented in **Figure 29**. In two regions – North America and Western Europe as well as Central and Eastern Europe – women outnumber men significantly among both the Bachelor's and Master's degree graduates but the pattern does not persist at the Ph.D. level.

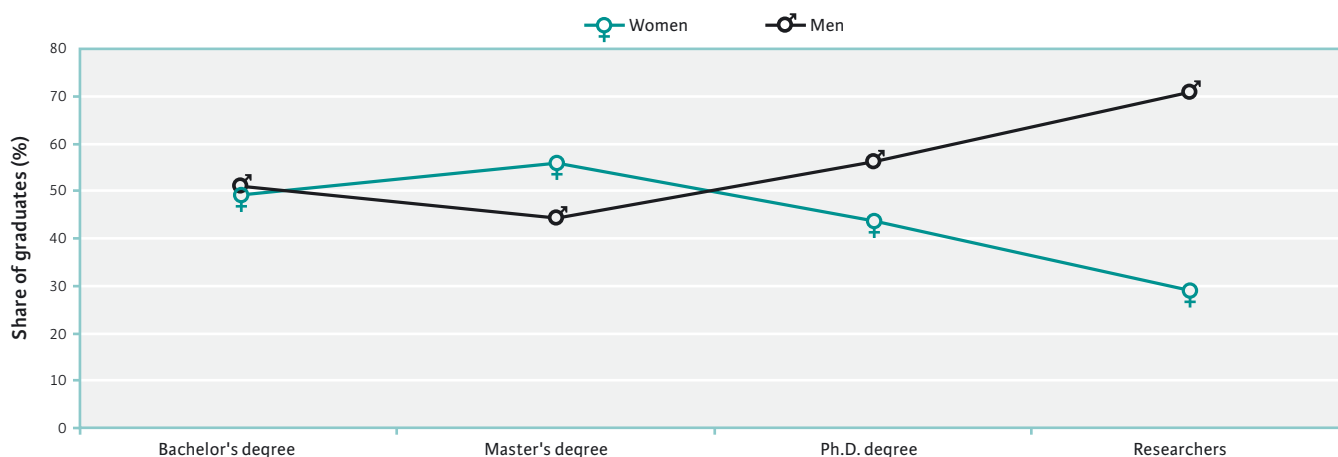
A different pattern is found in the two regions which show gender balance at the Bachelor degree level: Central Asia (49% of female graduates), and East Asia and the Pacific (48%). In both cases, however, there is a decline in the proportions of female graduates at the Master's degree and Ph.D. levels.

A unique situation is found in Latin America and the Caribbean. About 60% of all university graduates (Bachelor's degree) are women. This percentage falls to 47% for a Master's degree. Then, there is a small rise in their participation, with women accounting for 49% of all Ph.D. graduates.

FIGURE 28

To what extent do women pursue the highest levels of education and a research career?

Proportion of women and men graduates in tertiary education by programme level and those employed as researchers, 2008

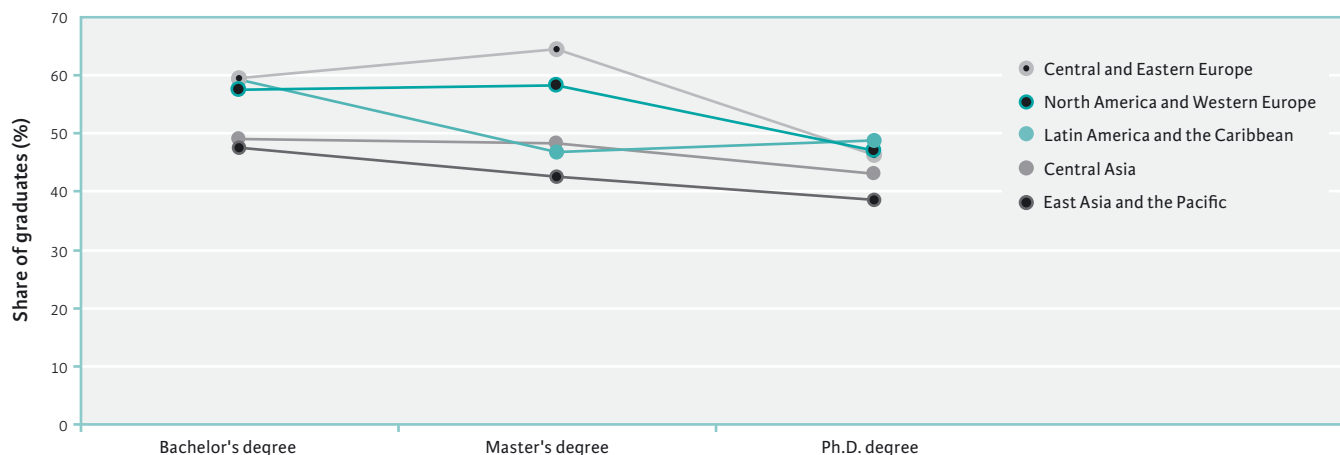


Source: Graduates: UNESCO Institute for Statistics database; Researchers: for OECD, EU and Latin American and Caribbean countries OECD, Eurostat and RICYT questionnaires, respectively. All other countries: UIS biennial science and technology (S&T) data collection.

FIGURE 29

To what extent do women pursue the highest levels of tertiary education?

Proportion of women graduates in tertiary education by programme level and by region, 2008



Note: Regional averages for Arab States, South and West Asia, and sub-Saharan Africa are not available due to low response rates.
Source: UNESCO Institute for Statistics database.

The gender gap in research and development (R&D)

Women account for 29% of the world's researchers. Figure 30 presents a map of the world that highlights gender gaps in 121 countries with data. In 37% of these countries, women represent less than one-third of the total number of researchers. Only about 15% of countries have achieved gender parity. Women outnumber male researchers in just ten countries (8% of all countries with data): Argentina, Azerbaijan, Cape Verde, Georgia, Kazakhstan, Latvia, Lesotho, Myanmar, Philippines and Venezuela (UIS, 2010).

According to data presented in Figure 30, Latin America and the Caribbean has the highest share (46%) of female researchers, which exceeds the world average of 29%. The Commonwealth of Independent States also has a relatively high share of women researchers at 43%, followed by Europe and Africa (33%) (UIS, 2010). Asia has the

lowest level of female participation, with women accounting for just 18% of researchers.

Factors that may explain the lower number of female researchers, especially in senior positions, include the work-life balance, sex stereotyping, performance measurement and promotion criteria, governance, and the role of researchers in society (UNESCO, 2007; UIS, 2006b).

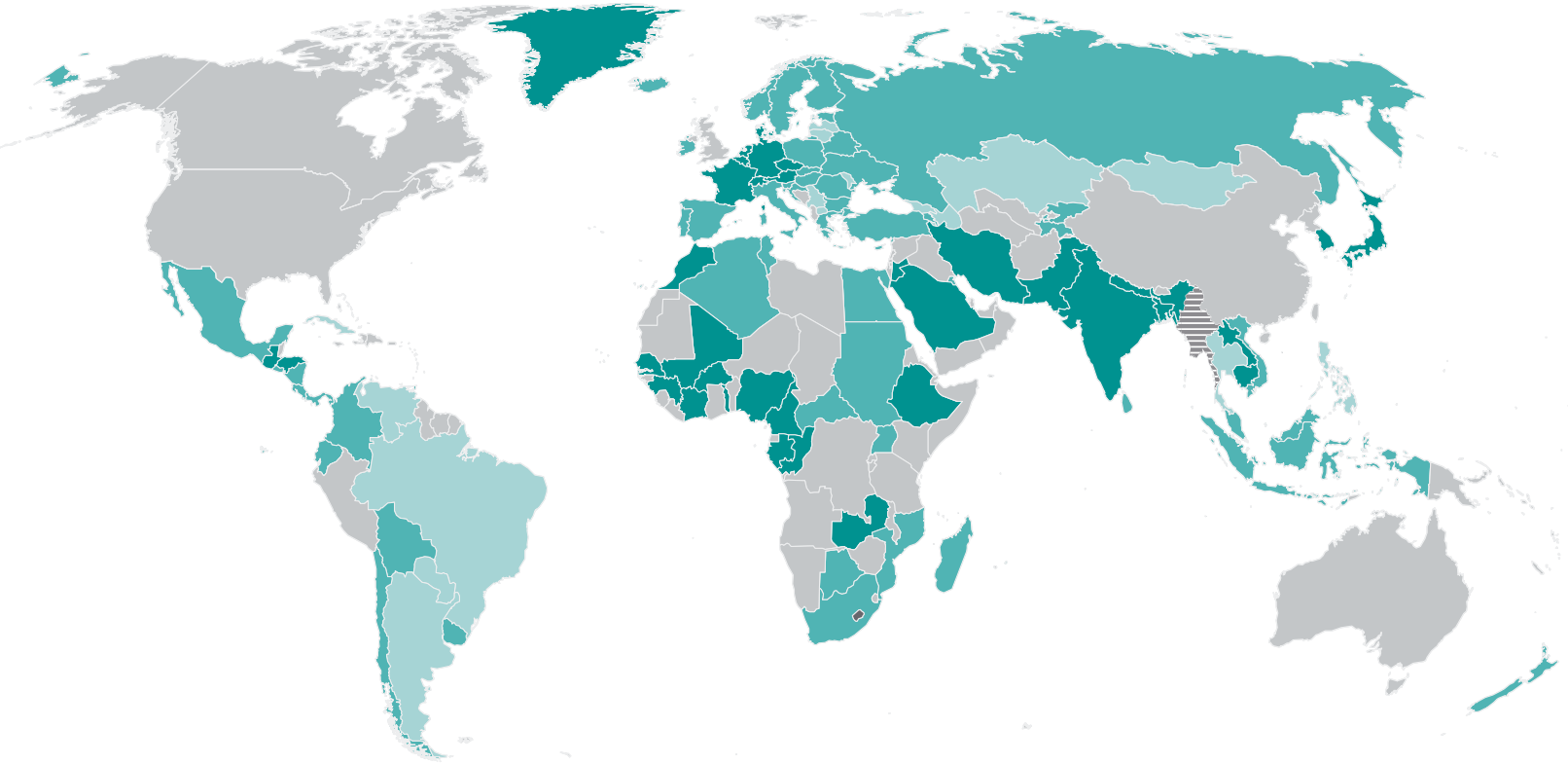
Apart from being under-represented, women in research are also often paid less than equally-qualified men, are less likely to be promoted, and are consistently clustered at the lower ranking levels of the science system (UNESCO, 2007). This means that countries are not tapping into this potential human capital, which probably has a negative impact on innovation and therefore on economic growth and poverty reduction. Increasing women's involvement, input and access to science and technology is essential to reducing poverty, creating job opportunities and increasing agricultural and industrial productivity (UNESCO, 2007).

FIGURE 30

What is the share of women among researchers?

Women as a share of total researchers, 2007 or latest year available

Percentage of female researchers ● 0% → 30% ● 30.1% → 45% ● 45.1% → 55% ● 55.1% → 70% ● 70.1% → 100% ● Data not available



Note: Data are based on headcounts, except for India and the Congo, where the number of researchers is based on full-time equivalents.
Source: UNESCO Institute for Statistics database.

National education policies and gender

The right to education is increasingly accepted as a core human right. Looking at the trends in gender parity in school participation across regions provides some confirmation that global mobilization in support of girls' basic education has had an impact in terms of relative change. The 1990 World Conference on Education held in Jomtien, Thailand, marked the beginning of intensified international support for girls' education. These actions as well as the global spread of human rights norms support progress towards gender parity in primary school participation.

While there are visible and widely endorsed global policies, such as Education for All (EFA) and Millennium Development Goals (MDGs), aimed at improving the condition of women and girls' education, national or local educational policies seldom tackle structural barriers to gender equity in education access and outcomes (Teese et al., 2007). Failure to consider the political context and macro-economic realities that constrain educational policy choices reduces policies to mere statements of intentions instead of solid possibilities.

For example, Dollar and Gatti (1999) have found – based on a study of 127 countries and covering four five-year periods – that policies promoting growth in per capita income significantly lead to more gender equality than gender-sensitive policies alone. Consequently, multisectoral policies are needed, particularly those affecting economic aspects. Dollar and Gatti's findings

suggest that if parents perceive that the completion of schooling leads to employment opportunities, they will view education more as an investment than an expense for both their sons and daughters.

A major educational policy challenge is addressing gender ideologies in both schooling and society. Issues of knowledge content and the schooling experience receive less attention, and thus, the gendered nature of schooling is not addressed. Schools are far from providing a gender-sensitive education, either through formal curricula or in the day-to-day experiences in classrooms. The power of the hidden curriculum has been widely recognized as an influence on student behaviours and values, and hence, over shaping gender identities. Peers convey persistent messages – often in terms of maintaining gender boundaries – making schools powerful sites of socialization. The enduring influences of the schooling experience will not be modified by simply expanding school access.

Gender and education policy

Although gender is increasingly visible in official discourse and public policy, “many initiatives for women and girls' education and gender equality remain inadequately resourced, both financially and in terms of capacity, ideas and time” (Unterhalter et al., 2010). Further, the tendency to view gender issues in education as merely a question of access, may lead some to conclude that achieving gender parity in enrolments means

that gender inequalities have been eliminated. The growing presence of girls and women in education is sometimes perceived as a sign that the boys are now “at risk,” but this view doesn’t always reflect the broader inequalities in the distribution of benefits and status in society.

Some progress, nonetheless, is taking place. A large number of countries have removed gender stereotypes from their textbooks, even though the presence of masculine examples continues to prevail (Muñoz, 2006). Gender issues are now in place in curriculum guidelines – for example, in Brazil, a nuanced treatment of gender includes references to welcoming diversity in the behaviours of men and women (Vianna and Unbehau, 2006). Several countries are developing gender-sensitive national education plans. Yet, a study of 44 EFA national plans – which are understood as statements of policy intent rather than representing actual accomplishments – found that girls were targeted in about a third of such plans (IIEP, 2009).

Some countries are using conditional cash transfers and stipends to promote school participation among girls. Cash transfers provide modest financial support to families that send their children to school. Most of these programmes are aimed at all children but a few give priority to girls. In Mexico, the *Oportunidades* programme offers a greater stipend for girls than boys and a greater stipend for primary than for secondary education. *Oportunidades* currently reaches one-third of all rural families in Mexico and also provides health and nutritional services. In the case of education, the largest impacts were reported for children who enter secondary school – the percentage increase in enrolments was over 20% for girls and 10% for boys (Skoufias, 2005).

Continued efforts in Bangladesh, through the *Secondary School Stipend for Girls Programme*, are also enabling rural families to invest more in their daughters’ schooling. This nationwide programme, operating since 1994 and covering grades 6 to 12, has been successful in increasing girls’ enrolment, reducing early-age marriage and increasing the number of women employed in higher income positions (Khandker et al., 2003).

In Rwanda, women parliamentarians are revising the financing for gender in education while in the United Republic of Tanzania, for over ten years, a gender network has been actively monitoring government spending and mobilizing civil society to engage in gender monitoring activities (Unterhalter et al., 2010).

Some conceptual advances in the treatment of gender are taking place also with governmental support. In Pakistan, an advocacy toolkit – *Gender Mainstreaming in Literacy Programs* – has been developed and disseminated to provide specific recommendations for gender-responsive planning, implementation, management and budgeting of such programs (Unterhalter et al, 2010). Several governments in West Africa are participating in training efforts to encourage their ministry officials to gain a greater understanding of approaches to gender education and to apply them to literacy programmes.

Following the Sixth International Conference on Adult Education (CONFINTEA VI) in December 2009, many countries have adopted the recommendations on women’s adult education expressed in the *Belem Framework for Action* (UNESCO, 2010a). While governments seek to put in place a number of literacy programs for adult women, substantial obstacles to their participation remain. Most programmes do not take into account

BOX 10 Forum for African Women Educationalists (FAWE)

Established in 1992 by five African women ministers of education, FAWE operates today in 35 countries. It seeks to expand girls' access to formal schooling and change the nature of their educational experience by fostering the creation of school-friendly environments free from discrimination and sexual harassment by peers and teachers.

FAWE provides a comprehensive set of services, including gender-sensitive teacher training, workshops with community leaders and parents, and textbooks promoting knowledge among girls in mathematics, science and technology. These measures have proven successful in increasing girls' primary school completion and academic performance, and decreasing teenage pregnancy rates (Jonker, 2010).

FAWE also addresses the socialization of girls described as submissive – a trait that in the African context has been linked to girls' poor performance in national exams (a result of low self-esteem) and acceptance of sexual harassment. Through a program called *Tuseme* (Kiswahili for “speak out”), girls engage in theatrical and role-playing exercises to make their experience visible. Subsequently, the girls discuss common problems and devise solutions. *Tuseme* programs are being piloted in both schools and NGO settings. So far, 14 African governments have adopted them. More than 12 million girls and women who might not otherwise have been able to attend school have been reached through FAWE.

the lack of childcare provision, concurrent family responsibilities, poor health and unsuitable class schedules.

In all, there is consensus that most nations still lack a coherent strategy for empowering women (Lopez-Claros and Zahidi, 2005) and that there are weak regional initiatives focusing on education and gender. The initiative that comes closest to a regional coordinated effort to promote girls' education is the Forum for African Women Educationalists (*see Box 10*).

The general public, academics, national and international NGOs participated in a recent online discussion organized by UNESCO on the educational accomplishments after 15 years of the Beijing Platform for Action, producing some noteworthy observations (for more on UNESCO's activities in the area of gender and education, *see Box 11*). Although not directly linked to national policies, the views expressed highlight some

“hidden challenges” and “silences” in educational responses. Among the former, the issues of physical violence, bullying and sexual harassment were identified as critical schooling experiences affecting girls primarily but boys as well. Among the latter challenge, the issues of teen pregnancy and early marriage were brought up. The persistent expression of these problems highlights areas that public policy has yet to address in appropriate levels and forms (UNESCO, 2010d).

Policies on gender have not been aided by limited research findings documenting the nature of the educational content and experience of girls and boys. So far, research on these critical aspects has occurred mostly through independent, micro-level investigations, rather than cross-national comparisons that could detect more systematically how contextual factors, such as structural and social forces, combine to produce gender imbalances.

BOX 11 UNESCO, gender inequalities and education

UNESCO stands out in the UN system – along with the newly established United Nations Entity on Gender Equality and the Empowerment of Women (UN WOMEN) – as having made gender a global priority. UNESCO aims to address gender inequalities in education as well as in other areas of its mandate, such as the sciences, culture, communication and information. In education, UNESCO assists countries in developing gender-sensitive teaching and learning materials that promote the equal participation of women and men in society and at work. Where appropriate, UNESCO also undertakes activities that explicitly target women and girls or men and boys. Gender is mainstreamed across all its initiatives in education from policy advice to capacity development in order to ensure that:

- National capacities are strengthened in designing and managing literacy policies and programmes targeting women and girls;
- Gender-sensitive teacher policies are developed in Member States;
- Teachers are better trained in gender-sensitive teaching and learning approaches;
- Quality of secondary education is enhanced to expand equal access and ensure retention of girls and boys;
- National technical and vocational education and training (TVET) policies are reviewed to ensure adequate skills acquisition for employment for girls and boys alike;
- National capacities are strengthened to prepare and manage inclusive, rights-based education sector plans and policies that are gender-sensitive and assure equitable access to education; and
- Education systems' responses to HIV and AIDS are gender-sensitive.

Challenges to monitoring progress of girls' and women's education

Comparative indicators produced by the UIS that aim to describe current disparities in educational access, participation, progression and completion focus on the level of the national education system. However, they are not meant to reflect gender disparities at the school or classroom levels, such as how schools deal with violence against girls and women or measure policy progress, such as gender empowerment in the curriculum or gender equality initiatives.

Cross-nationally comparable sex-disaggregated data provide an important starting point that leads to more detailed policy analysis and the crafting of policy responses. In particular, the gender parity index (GPI) is a useful indicator of the relationship between males and females in educational access and participation at a given moment in time. The analysis of trends in gender parity over time can

serve as an important signal that wider changes are taking place.

However, gender parity indicators are only the first step towards better understanding the processes of change underlying education equality. More focused data are necessary to investigate the reasons for inequalities in order to identify appropriate policy measures to reduce disparities. Data are needed to identify the reasons behind drop-out rates, for example, or low school attendance and low participation by sex in certain subjects or fields of study.

Assessing steps towards gender equality requires measuring meaningful progress towards the fulfilment of the right to education and in turn assessing both quantitative and qualitative information on a wide range of phenomena that underpin the rights of men and women, to, within, and through education (UNESCO, 2006).

In addition, statistics are needed to illustrate how men and women differ in terms of other social groupings or individual characteristics. National education indicators reveal prevailing patterns in schooling participation but don't reflect a wide range of social forces, such as the condition of girls in poor households, the situation of minorities in rural areas, and norms and practices related to marriage, access to land, and inheritance that construct gender relations in particular national contexts. Other forms of discrimination that influence social opportunity – such as poverty, ethnicity, language or place of residence – can also be considered in conjunction with gender to illuminate the ways multiple forms of disadvantage

intersect to affect the education of girls and women (UNESCO, 2010c). As Arnot (2007) observes, “National statistics mask social structural effects which divide social classes and ethnic/racial groups.”

More in-depth information is needed to contextualize and interpret educational statistics. Policy-makers and researchers alike must creatively combine the descriptive information provided at the global level (by the UIS and others) with more detailed information on a specific country or region's history and culture. This is essential in producing a comprehensive understanding of gender equality in education.

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Reader's guide

The following symbols are used in the Statistical Tables:

Symbol	Interpretation
...	No data available
*	National estimation
**	For country data: UIS estimation For regional averages: Partial imputation due to incomplete country coverage (between 25% to 75% of population)
#	For regional averages: substantial imputation due to incomplete country coverage (more than 25% of population)
-	Magnitude nil or negligible
.	Not applicable
x(y)	Data are included in another column (y) of the table
+n	Data refer to the school or financial year <i>n</i> years after the reference year
-n	Data refer to the school or financial year <i>n</i> years prior to the reference year

Reference period

The reference period for education and finance data presented in the statistical tables is the academic or financial year ending in 2008 or the most recent year available within the period 2006-2009.

Literacy indicators refer to the most recent data available within the period 2005-2008. When observed data are older than 2005, the UIS Global Age-Specific Literacy Projections Model (GALP) estimates for 2008 are used.

Data on educational attainment are the latest available, except when earlier data provide more information (e.g. a wider range of educational levels).

Where a given reference period is spread across two calendar years, the later year is cited. For example, the school year 2007/08 is presented as 2008.

Countries that completed the joint UNESCO/OECD/Eurostat (UOE) questionnaire were requested to provide educational finance and expenditure data corresponding to the financial year 2007. Other countries were requested to submit data corresponding to the financial year 2008 or for the most recent year available.

Data presented in the analytical chapter are complemented by the data for other reference periods or additional indicators not included in the statistical tables. Data for other reference periods are available online at the UIS Data Centre at <http://stats.uis.unesco.org>.

Data sources

A Education

The UIS collects education statistics in aggregate form from official administrative sources at the national level. Collected information encompasses data on educational programmes, access, participation, progression, completion, internal efficiency and human and financial resources. These statistics cover:

- regular education in pre-primary, primary, basic and secondary schools, and in colleges, universities and other tertiary education institutions;
- education in public (or state) and private schools, colleges or universities; and
- special needs education (both in regular and special schools).

These data are collected annually by the UIS and its partner agencies through the following three major surveys that can be downloaded from the UIS website at www.uis.unesco.org/surveys/education:

1 UIS survey

The UIS education questionnaires are sent to UNESCO Member States annually. The questionnaires are based on international standards, classifications and measures that are regularly reviewed and modified by the UIS in order to address emerging statistical issues and improve the quality of data.

The countries that participate in the UIS survey are presented in Annex D.

2 UOE survey

UNESCO-UIS, the OECD and Eurostat (UOE) have jointly administered this annual data collection since 1993. The UOE questionnaire compiles data from high- and middle-income countries that are generally members or partner countries of the OECD or Eurostat. The UOE survey gathers more detailed education statistics and allows for production of a wider set of indicators, as presented in Statistical Tables 7, 17-19 and 21-26.

The countries that participate in the UOE data collection are presented in Annex D.

3 WEI programme

The World Education Indicators (WEI) programme provides a platform for middle-income countries to develop a critical mass of policy-relevant education indicators beyond the global core set of education statistics. This also allows for direct comparisons to countries participating in the UOE survey as the collection of data from WEI countries is based on a common set of definitions, instructions and methods derived from the OECD Indicators of National Education Systems (INES) programme.

Participating countries in the WEI data collection are Argentina, Brazil, China, Egypt, India, Indonesia, Jamaica, Jordan, Malaysia, Paraguay, Peru, the Philippines, Sri Lanka, Thailand, Tunisia and Uruguay. The UIS maintains the secretariat for the WEI programme.

B Literacy

Literacy statistics for adults aged 15 years and older and for youth aged 15 to 24 years are obtained from national population censuses, household surveys and estimates using the UIS Global Age-Specific Literacy Projections Model (GALP).

The questionnaire can be downloaded at <http://www.uis.unesco.org/surveys/literacy>

Data sources, reference years and national definitions are available online at the UIS Data Centre, under the headings *Predefined Tables* → *Literacy* → *General metadata on national literacy data*. For more information regarding literacy estimates and projections, please refer to the report *Global Age-Specific Literacy Projections Model (GALP): Rationale, Methodology and Software*, available at http://www.uis.unesco.org/ev.php?ID=6963_201&ID2=DO_TOPIC

C Educational attainment

Statistics on educational attainment for the population aged 25 years and older are based on national population censuses or surveys.

D Population estimates

Population data are based on the 2008 revision of the World Population Prospects by the United Nations Population Division (UNPD). The UNPD does not provide data by single year of age for countries with a total population of less than 100,000 inhabitants. Where UNPD estimates are not available, national data or UIS estimates are used. National population data refers to population data obtained by the UIS directly from national sources, such as the national statistical office in a country. Where only national population totals are available, UIS estimates are used to approximate the age distribution whenever possible. These estimates are based on national population age distributions from previous years. For more information on UNPD estimates, please visit <http://www.un.org/esa/population/unpop.htm>

E Economic statistics

Data on economic indicators such as gross domestic product (GDP) and purchasing power parity (PPP) are World Bank estimates as of September 2009. For countries where World Bank data are not available, data are obtained from the United Nations Statistics Division (UNSD). This group of countries consists of Andorra, Anguilla, Aruba, Bahrain, Barbados, Bermuda, British Virgin Islands, Cayman Islands, Cook Islands, Cuba, Kuwait, Montserrat, Myanmar, Nauru, Oman, Qatar, Saudi Arabia, Turks and Caicos Islands, Tuvalu and the United Arab Emirates.

Technical notes**A Education data and indicators**

Where the publishable data represent less than 75% of the relevant population, the regional average is regarded as a UIS estimate and is marked with the symbol **.

Where the publishable data represent less than 25% of the regional population, the average is marked as #.

There are cases where an indicator theoretically should not exceed 100% (for example the net enrolment rate), but data inconsistencies may have resulted in the indicator exceeding the theoretical limit. In these cases, “capping” has been applied, while maintaining the same gender ratio (*see Annex A*).

Due to rounding, Gender Parity Indices (GPI) may differ from those based directly on reported values.

The percentage of females (% F) is included to provide information on the proportion of girls enrolled with respect to the total enrolment. For gender parity, a more relevant measure is the GPI.

Two Special Administrative Regions – Hong Kong and Macao – are reported separately from data for China.

Education data and indicators presented exclude adult education programmes. However, data on these programmes are included in the raw data collected using the WEI/UOE surveys. Therefore, data obtained from these surveys are adjusted in coverage by excluding adult education programmes.

B Education finance

Expenditure on pre-primary education or from international sources – both of which are often comparatively small – have been treated as negligible in cases where data were in fact missing. In these cases, the totals may be underestimated.

C Educational attainment

Educational attainment data are presented by ISCED level. In addition to the categories related to completed education levels, three other columns are presented:

- “No schooling” refers to the proportion of the population without any formal schooling;
- “Incomplete primary” denotes the percentage of the population that has attended primary education but has not completed the level; and
- “Unknown” is the share of the population for which the educational level could not be determined.

D Population issues

Population-based indicators are listed as missing (...) where population data are not available.

Cyprus: Enrolment data for Cyprus do not include schools that are not under government control. The population data used for the calculation of indicators were provided by the government of Cyprus and only cover the population living in the government-controlled area.

Republic of Moldova: Enrolment data do not cover the region of Transnistria and population data for this region were excluded when calculating population-based indicators.

Palestinian Autonomous Territories: Enrolment data do not include data for East Jerusalem, whereas the population data do. Indicators are not internationally comparable and should be interpreted with caution.

E Student mobility

Mobile students are students who have crossed a national border and moved to another country with the objective to study. Three operational definitions are widely used to identify mobile students – (1) by students' country of permanent or usual residence, (2) country of prior education, or (3) country of citizenship. The UIS uses the former two to define mobile students. Though those two are preferred, the UIS accepts country of citizenship as a proxy in countries/territories where residence or prior education could not yield the country of origin of mobile students. As the UIS is aware, the following countries use citizenship to define mobile students: Austria, Cameroon, Chile, Czech Republic, Finland, France, Greece, Hungary, India, Indonesia, Italy, Japan, Jordan, Kuwait, Madagascar, Malaysia, Malta, Oman, Philippines, Poland, Qatar, Republic of Korea, Romania, Russian Federation, Saudi Arabia, the former Yugoslav Republic of Macedonia and Turkey.

In order to improve the coverage of mobile students, the UIS includes partial data for some major host countries. For statistics on outbound mobility, it is especially preferable to represent a host country partially rather than completely excluding it. The UIS includes partial data for the following host countries: Canada and India (universities only); Costa Rica, Kuwait, and South Africa (public institutions only); Ireland (full-time students only); and Germany (ISCED 5 only).

Data on students who are studying abroad are reported by host countries. However, many countries do not regularly report data on mobile students. In order to estimate the number of students from a given country who are studying abroad, the outbound mobility ratio (*Statistical Table 10*) as well as regional totals (*Statistical Table 9*), data for the most recent year since 1999 are used to impute for missing data.

Within the same context, it is worth noting that in many small countries, a significant number of students enter tertiary programmes outside of their country of origin. The gross outbound enrolment ratio (*Statistical Table 10*) shows the magnitude of this phenomenon.

Outbound mobile students are counted in the gross enrolment ratio of the respective host country, even if they are funded by the government in their country of origin, such as in the cases of Caribbean and Oceania countries or territories.

F UOE/WEI data (Statistical Tables 7 and 17-26)

Statistical Tables 7 and 17-26 provide an additional set of indicators based on UOE and WEI surveys and are presented for participating countries only.

For all UOE/WEI participating countries, indicators are calculated by the UIS based on national data submissions. For additional selected countries, data on upper secondary graduates presented in Table 7 are based on a pilot questionnaire administered in Latin America and the Caribbean, Central and Eastern Europe, Central Asia, and East Asia and the Pacific in 2007.

For OECD countries and OECD partner countries (Brazil, Estonia, Israel and the Russian Federation), indicators and data used in Tables 21 and 23 are a subset of those presented in the 2009 edition of Education at a Glance (EAG) published by the OECD. Chile's status as an OECD partner country changed to that of a full member state in 2010. For further details on this publication, please visit www.oecd.org/edu/eag2009



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WEI and UOE countries

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TABLE 1 PRE-PRIMARY EDUCATION / ISCED 0 / Enrolment and teaching staff

Region	Education system		Enrolment			Gross enrolment ratio							
	Entrance age	Duration	2008			1999				2008			
			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	13
Arab States													
Algeria	5	1	138	49	3	3	3	3	1.01	23	23	23	1.00
Bahrain	3	3	22	49	100	37	37	36	0.96	54	54	53	0.98
Djibouti	4	2	1.3	47	89	-	-	1	1.50	3	3	3	0.91
Egypt	4	2	580 ⁻¹	47 ⁻¹	30 ⁻¹	10	10	10	0.95	16 ⁻¹	17 ⁻¹	16 ⁻¹	0.94 ⁻¹
Iraq	4	2	...	...	...	5	5	5	1.00	...	...	...	...
Jordan	4	2	105	47	90	29	31	28	0.91	36	38	35	0.93
Kuwait	4	2	71	49	42	78	78	79	1.02	76	77	76	0.98
Lebanon	3	3	153 ⁺¹	49 ⁺¹	79 ⁺¹	61 ^{**}	62 ^{**}	60 ^{**}	0.97 ^{**}	77 ⁺¹	77 ⁺¹	76 ⁺¹	0.98 ⁺¹
Libyan Arab Jamahiriya	4	2	22 ⁻²	48 ⁻²	17 ⁻²	5	5 ^{**}	5 ^{**}	0.97 ^{**}	9 ⁻²	9 ⁻²	9 ⁻²	0.97 ⁻²
Mauritania	3	3	...	...	...	...	...	...	...	...	...	...	...
Morocco	4	2	669	42	95	62	82	43	0.52	57	65	48	0.74
Oman	4	2	40	53	30	...	...	...	...	34	31	36	1.17
Palestinian Autonomous Territories	4	2	84	48	100	39	40	39	0.96	32	32	31	0.97
Qatar	3	3	22	49	91	25	25	25	0.98	51	50	52	1.04
Saudi Arabia	3	3	182	48 ^{**}	51	...	...	...	...	11	11 ^{**}	10 ^{**}	0.94 ^{**}
Sudan	4	2	632 ⁺¹	50 ⁺¹	23 ⁺¹	18	...	...	...	28 ⁺¹	28 ⁺¹	29 ⁺¹	1.03 ⁺¹
Syrian Arab Republic	3	3	150	47	72	8	9	8	0.90	10	10	9	0.93
Tunisia	3	3	...	...	...	14	14	13	0.95	...	...	...	...
United Arab Emirates	4	2	100 ⁻¹	48 ⁻¹	78 ⁻¹	64	65	63	0.97	87 ⁻¹	88 ⁻¹	87 ⁻¹	0.98 ⁻¹
Yemen	3	3	...	...	...	1	1	1	0.86	...	...	...	...
Central and Eastern Europe													
Albania	3	3	...	...	...	42	41	44	1.08	...	...	...	...
Belarus	3	3	271 ⁻¹	48 ⁻¹	4 ⁻¹	75	77 ⁺	73 ⁺	0.95 ⁺	102 ⁻¹	103 ⁻¹	101 ⁻¹	0.98 ⁻¹
Bosnia and Herzegovina	3	3	15	48	...	...	...	...	...	12	13	12	0.96
Bulgaria	3	4	208	48	1	67	67	66	0.99	81	81	80	0.99
Croatia	3	4	91 ⁻¹	48 ⁻¹	11 ⁻¹	40	40	40	0.98	51 ⁻¹	52 ⁻¹	50 ⁻¹	0.97 ⁻¹
Czech Republic	3	3	293	48	1	90	87	93	1.07	111	113	110	0.97
Estonia	3	4	49	49	3	87	88	87	0.99	95	95	95	1.00
Hungary	3	4	324	48	6	79	80	79	0.98	87	88	87	0.99
Latvia	3	4	69	48	3	53	54	51	0.95	89	90	88	0.98
Lithuania	3	4	87	49	-	50	50	49	0.98	72	72	72	0.99
Montenegro	3	4	...	...	...	...	...	...	...	...	...	...	...
Poland	3	4	863 ⁻¹	49 ⁻¹	9 ⁻¹	50	50	50	1.01	60 ⁻¹	60 ⁻¹	61 ⁻¹	1.01 ⁻¹
Republic of Moldova	3	4	107	48	-	48 ⁺	49 ⁺	48 ⁺	0.96 ⁺	73 ⁺	73 ⁺	72 ⁺	0.98 ⁺
Romania	3	4	650	49	2	62	61	63	1.02	73	73	74	1.01
Russian Federation	3	4	4,906	48	2	68	...	...	...	90	91	89	0.99
Serbia	3	4	178	49	-	54 ^{**}	57 ^{**}	51 ^{**}	0.90 ^{**}	59 ⁺	59 ⁺	58 ⁺	0.99 ⁺
Slovakia	3	3	143	48	3	81	...	...	...	94	95	93	0.97
Slovenia	3	3	45	48	2	74	78	71	0.91	83	84	81	0.97
The former Yugoslav Rep. of Macedonia	3	4	37 ⁻¹	49 ⁻¹	. ⁻¹	27	27	28	1.01	38 ⁻¹	38 ⁻¹	39 ⁻¹	1.02 ⁻¹
Turkey	3	3	702	48	10	6	7	6	0.93	18	18	17	0.95
Ukraine	3	3	1,137	48	2	50	50	49	0.98	98	100	96	0.97
Central Asia													
Armenia	3	4	48 ⁻¹	51 ⁻¹	1 ⁻¹	26	...	...	...	33 ⁻¹	30 ⁻¹	36 ⁻¹	1.23 ⁻¹
Azerbaijan	3	3	89	47	-	18 ⁺	19 ⁺	17 ⁺	0.89 ⁺	26 ⁺	26 ⁺	27 ⁺	1.04 ⁺

Net enrolment rate								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2008				2008		2008				2008	Country or territory
MF 14	M 15	F 16	GPI 17	MF 18	M 19	F 20	GPI 21	MF(000) 22	% F 23	MF 24	M 25	F 26	27	
Arab States														
3	3	3	1.01	23	23	23	1.00	5.5	81	...	...	...	25	Algeria
36	37	36	0.96	53	53	53	0.98	1.4	100	47	-	47	16	Bahrain
-	-	-	1.59	2	2	2	0.87	0.08	87	87	60	91	17	Djibouti
9	9	9	0.95	15 ⁻¹	16 ⁻¹	15 ⁻¹	0.94 ⁻¹	23 ⁻¹	99 ⁻¹	...	...	...	25 ⁻¹	Egypt
5	5	5	1.00	...	...	...	...	...	...	...	...	...	...	Iraq
26	28	25	0.90	33	35	32	0.94	5.1	100	...	...	...	21	Jordan
63	63	64	1.02	63	64	62	0.97	6.2	100	100	100	100	11	Kuwait
58 ^{**}	58 ^{**}	57 ^{**}	0.97 ^{**}	74 ⁺¹	74 ⁺¹	74 ⁺¹	0.99 ⁺¹	9.5 ⁺¹	99 ⁺¹	10 ⁺¹	8 ⁺¹	10 ⁺¹	16 ⁺¹	Lebanon
...	...	...	...	8 ⁻²	8 ⁻²	7 ⁻²	0.96 ⁻²	2.5 ⁻²	96 ⁻²	...	...	...	9 ⁻²	Libyan Arab Jamahiriya
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mauritania
45	58	32	0.56	52	60	44	0.74	37	65	100	100	100	18	Morocco
...	...	...	...	25	23	26	1.15	2.0	100	100	100	100	20	Oman
34	35	34	0.96	26	26	26	0.98	4.3	100	100	-	100	20	Palestinian Autonomous Territories
24	25	24	0.98	46	45	47	1.06	1.3	100	36 ⁻²	67 ⁻²	35 ⁻²	17	Qatar
...	...	...	...	10 ^{+,-1}	10 ^{+,-1}	10 ^{+,-1}	0.93 ^{+,-1}	18 ⁺	100 ⁺	10 ⁺	Saudi Arabia
...	...	...	...	...	...	...	...	21 ⁺¹	100 ⁺¹	71 ⁺¹	-	71 ⁺¹	30 ⁺¹	Sudan
8	9	8	0.90	9	10	9	0.93	8.0	96	25	17	25	19	Syrian Arab Republic
14	14	13	0.95	...	...	...	...	...	...	...	...	...	...	Tunisia
49	50	48	0.98	62 ⁻¹	63 ⁻¹	61 ⁻¹	0.98 ⁻¹	4.8 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	21 ⁻¹	United Arab Emirates
1 ^{**}	1 ^{**}	1 ^{**}	0.86^{**}	...	...	...	...	...	...	...	...	...	...	Yemen
Central and Eastern Europe														
43 ⁺¹	41 ⁺¹	45 ⁺¹	1.11 ⁺¹	...	...	...	...	...	...	...	...	...	...	Albania
70	72 ⁺	68 ⁺	0.95 ⁺	90 ⁻¹	90 ⁻¹	89 ⁻¹	0.99 ⁻¹	44 ⁻¹	99 ⁻¹	63 ⁻¹	63 ⁻¹	63 ⁻¹	6 ⁻¹	Belarus
...	...	...	...	...	...	...	...	1.1	98	...	...	...	14	Bosnia and Herzegovina
64	64	63	0.99	77	78	76	0.99	18	100	...	...	...	11	Bulgaria
40	40	40	0.98	51 ⁻¹	52 ⁻¹	50 ⁻¹	0.97 ⁻¹	6.4 ⁻¹	99 ⁻¹	...	...	...	14 ⁻¹	Croatia
86 ^{**}	84 ^{**}	89 ^{**}	1.07^{**}	...	...	...	...	21	100	...	...	...	14	Czech Republic
71	71	70	0.99	90	90	91	1.01	6.8	...	...	...	...	7	Estonia
77	77	77	0.99	86	87	86	0.99	30	100	...	...	...	11	Hungary
51	52	50	0.96	87	87	86	0.99	6.8	99	...	...	...	10	Latvia
47	48	47	0.99	71	72	71	1.00	13	100	...	...	...	7	Lithuania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Montenegro
49	49	49	1.01	59 ⁻¹	58 ⁻¹	59 ⁻¹	1.01 ⁻¹	49 ⁻¹	98 ⁻¹	...	...	...	18 ⁻¹	Poland
37^{**}	...	...	...	71 ⁺	72 ⁺	71 ⁺	0.99 ⁺	11	100	90	.	90	10	Republic of Moldova
62	61	63	1.02	72	72	72	1.01	37	100	...	...	...	17	Romania
...	...	...	...	73	73	73	1.00	635	99	...	...	...	8	Russian Federation
...	...	...	...	50 ⁺	50 ⁺	50 ⁺	1.00 ⁺	10	98	100 ⁻¹	100 ⁻¹	100 ⁻¹	17	Serbia
...	...	...	...	...	...	...	...	11	100	...	...	...	13	Slovakia
74	78	71	0.91	81	82	80	0.98	2.5	99	...	...	...	18	Slovenia
27	27	28	1.02	37 ⁻¹	37 ⁻¹	37 ⁻¹	1.03 ⁻¹	3.3 ⁻¹	98 ⁻¹	...	...	...	11 ⁻¹	The former Yugoslav Rep. of Macedonia
...	...	...	...	18	18	17	0.95	26	95	...	...	...	27	Turkey
...	...	...	...	...	...	...	...	132	99	...	...	...	9	Ukraine
Central Asia														
...	...	...	...	...	...	...	...	5.1 ⁻¹	100 ⁻¹	...	...	...	9 ⁻¹	Armenia
14 ⁺	14 ⁺	13 ⁺	0.89 ⁺	22 ⁺	22 ⁺	23 ⁺	1.05 ⁺	10	100	89	77	89	9	Azerbaijan

TABLE 1 PRE-PRIMARY EDUCATION / ISCED 0 / Enrolment and teaching staff

Region	Education system		Enrolment			Gross enrolment ratio							
	Entrance age 1	Duration 2	2008			1999				2008			
			MF (000) 3	% F 4	% Private 5	MF 6	M 7	F 8	GPI 9	MF 10	M 11	F 12	GPI 13
Georgia	3	3	79	51**	-	35	35	34	0.98	63	56**	70**	1.26**
Kazakhstan	3	4	375 ⁺¹	48 ⁺¹	5 ⁺¹	14	15	14	0.96	52 ⁺¹	52 ⁺¹	51 ⁺¹	0.98 ⁺¹
Kyrgyzstan	3	4	67	49	1	10	11	9	0.80	17	16	17	1.02
Mongolia	3	4	100	51	4	26	24	28	1.19	57	55	60	1.08
Tajikistan	3	4	61	45	.	8	9	7	0.76	9	10	8	0.86
Turkmenistan	3	4	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	3	4	554	49	-	24	24	23	0.94	27	27	27	1.02
East Asia and the Pacific													
Australia	4	1	216	48	76	...	...	...	...	82	83	81	0.98
Brunei Darussalam	4	2	12	49	68	76	74	77	1.04	83	81	85	1.04
Cambodia	3	3	119	51	33	5**	5**	5**	1.03**	13	13	13	1.07
China	4	3	23,488	45	37	36	36	36	1.00	44	44	44	0.99
Cook Islands	4	1	0.48 ⁻¹	46 ⁻¹	29 ⁻¹	86 ⁺	87 ⁺	85 ⁺	0.98 ⁺
Democratic People's Republic of Korea	4	2	...	...	...	...	...	...	...	...	...	...	...
Fiji	3	3	8.6 ⁻²	49 ⁻²	100 ⁻²	16	16	16	1.02	16 ⁻²	16 ⁻²	16 ⁻²	1.01 ⁻²
Hong Kong SAR of China	3	3	138	48	100	77	78	75	0.96	...	...	...	...
Indonesia	5	2	3,584	50	99	24**	24**	24**	1.01**	43	42	44	1.04
Japan	3	3	3,032	...	68	83	82**	84**	1.02**	89	...	...	...
Kiribati	3	3	...	...	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	3	3	70	50	29	8	7	8	1.11	15	15	15	1.06
Macao, China	3	3	9.1 ⁺¹	48 ⁺¹	97 ⁺¹	...	...	...	...	...	...	...	...
Malaysia	4	2	654 ⁻¹	50 ⁻¹	43 ⁻¹	54	53	55	1.04	61 ⁻¹	58 ⁻¹	63 ⁻¹	1.08 ⁻¹
Marshall Islands	4	2	1.4 ⁻¹	48 ⁻¹	...	59**	57**	60**	1.04**	45 ⁺⁻¹	45 ⁺⁻¹	45 ⁺⁻¹	1.00 ⁺⁻¹
Micronesia (Federated States of)	3	3	...	...	...	37	...	...	...	...	...	...	...
Myanmar	3	2	112	50	58	2	...	...	...	6	6	6	1.02
Nauru	3	3	0.66	50	...	...	...	...	...	92**	91**	93**	1.02**
New Zealand	3	2	106	49	98	85	85	85	1.00	94	93	96	1.03
Niue	4	1	...	...	...	154 ⁺	159 ⁺	147 ⁺	0.93 ⁺
Palau	3	3	...	...	...	63 ⁺	56 ⁺	69 ⁺	1.23 ⁺
Papua New Guinea	6	1	...	...	...	...	...	...	...	...	...	...	...
Philippines	5	1	1,002	49	41	30	29	31	1.05	49	48	49	1.02
Republic of Korea	5	1	539	48	78	76	78	75	0.96	111	112	111	0.99
Samoa	3	2	4.1 ⁺¹	51 ⁺¹	100 ⁺¹	53**	48**	58**	1.21**	45 ⁺¹	43 ⁺¹	48 ⁺¹	1.13 ⁺¹
Singapore	3	3	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	3	3	...	...	...	35**	35**	35**	1.02**	...	...	...	...
Thailand	3	3	2,660 ⁺¹	49 ⁺¹	20 ⁺¹	87	87	87	1.00	92 ⁺¹	92 ⁺¹	93 ⁺¹	1.01 ⁺¹
Timor-Leste	4	2	...	...	...	...	...	...	...	...	...	...	...
Tokelau	3	2	...	...	...	104**,+1	109**,+1	97**,+1	0.89**,+1	...	...	...	...
Tonga	3	2	...	...	...	29	26	32	1.24	...	...	...	...
Tuvalu	3	3	0.71 ⁻²	52 ⁻²	...	...	...	...	...	107 ⁺⁻²	98 ⁺⁻²	116 ⁺⁻²	1.18 ⁺⁻²
Vanuatu	3	3	1.3 ⁻²	47 ⁻²	94 ⁻²	...	...	...	...	7 ⁻²	7 ⁻²	7 ⁻²	0.95 ⁻²
Viet Nam	3	3	3,196	49	56	40	41	39	0.94	...	...	...	...
Latin America and the Caribbean													
Anguilla	3	2	0.45	51	100	117**,+1	130**,+1	105**,+1	0.81**,+1	95**	99**	91**	0.92**
Antigua and Barbuda	3	2	2.4	49	100	...	...	...	...	72 ⁺	71 ⁺	72 ⁺	1.01 ⁺
Argentina	3	3	1,374 ⁻¹	50 ⁻¹	31 ⁻¹	57	56	58	1.02	69 ⁻¹	68 ⁻¹	69 ⁻¹	1.02 ⁻¹

Net enrolment rate								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2008				2008		2008				2008	Country or territory
MF 14	M 15	F 16	GPI 17	MF 18	M 19	F 20	GPI 21	MF(000) 22	% F 23	MF 24	M 25	F 26	27	
20	20	20	0.99	45 ⁻¹	41 ⁻¹	50 ⁻¹	1.21 ⁻¹	7.3 ⁻¹	100 ⁻¹	...	...	...	11 ⁻¹	Georgia
...	...	...	...	39 ⁺¹	39 ⁺¹	39 ⁺¹	0.99 ⁺¹	37 ⁺¹	98 ⁺¹	...	...	...	10 ⁺¹	Kazakhstan
7	7 ⁺	6 ⁺	0.80 ⁺	14	14	14	1.02	2.5	100	42	50	42	27	Kyrgyzstan
24	22	26	1.19	47	45	49	1.09	4.0	99	93	...	...	25	Mongolia
7	...	...	...	7	7	6	0.87	4.7	100	83	.	83	13	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	18	17	18	1.04	60	95	100	100	100	9	Uzbekistan
East Asia and the Pacific														
...	...	...	...	52	52	51	0.98	...	...	...	...	...	...	Australia
...	...	...	...	65	63	66	1.04	0.61	97	67	94	66	20	Brunei Darussalam
5 ^{**}	4 ^{**}	5 ^{**}	1.03 ^{**}	12	12	13	1.07	5.2	94	88 ⁻²	...	...	23	Cambodia
...	...	...	...	...	...	...	...	1,049	98	...	...	...	22	China
90 ^{*, -1}	97 ^{*, -1}	83 ^{*, -1}	0.85 ^{*, -1}	...	...	...	...	0.03 ⁻¹	100 ⁻¹	41 ⁻¹	.	41 ⁻¹	15 ⁻¹	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
...	...	...	...	15 ⁻²	15 ⁻²	15 ⁻²	1.01 ⁻²	0.45 ⁻²	...	...	...	...	19 ⁻²	Fiji
...	...	...	...	...	...	...	...	10	99	96	65	97	13	Hong Kong SAR of China
...	...	...	...	31	30	32	1.05	280 ⁻¹	96 ⁻¹	...	...	...	13 ⁻¹	Indonesia
83	82 ^{**}	84 ^{**}	1.02 ^{**}	89	...	...	...	109	...	...	...	...	28	Japan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
7	7	8	1.12	14	13	14	1.06	3.7	97	81 ⁻¹	67 ⁻¹	81 ⁻¹	19	Lao People's Democratic Republic
...	...	...	...	...	...	...	...	0.52 ⁺¹	99 ⁺¹	96 ⁺¹	100 ⁺¹	96 ⁺¹	18 ⁺¹	Macao, China
50	49	51	1.04	61 ⁻¹	58 ⁻¹	63 ⁻¹	1.08 ⁻¹	27 ⁻¹	96 ⁻¹	...	...	...	24 ⁻¹	Malaysia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	6	6	6	1.02	6.4	99	52	...	...	18	Myanmar
...	...	...	...	57 ^{*, -1}	58 ^{*, -1}	57 ^{*, -1}	0.99 ^{*, -1}	0.04	98	82 ⁻¹	.	84 ⁻¹	16	Nauru
84	83	84	1.01	93	92	95	1.03	9.0	99	...	...	...	12	New Zealand
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Niue
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Papua New Guinea
24 ^{**}	24 ^{**}	24 ^{**}	0.99 ^{**}	39	39	38	0.96	28 ⁻¹	97 ⁻¹	...	...	...	35 ⁻¹	Philippines
43	44	43	0.97	51	51	51	0.98	30	99	...	...	...	18	Republic of Korea
40 ^{**}	38 ^{**}	42 ^{**}	1.09^{**}	...	...	...	...	0.30 ⁺¹	98 ⁺¹	...	...	...	14 ⁺¹	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	80	80	80	1.01	104	78	...	...	...	24	Thailand
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tokelau
21	14	30	2.13	...	...	...	...	...	...	...	...	...	...	Tonga
...	...	...	...	92 ^{*, -2}	84 ^{*, -2}	100 ^{*, -2}	1.19 ^{*, -2}	...	...	...	...	...	...	Tuvalu
...	...	...	...	5 ⁻²	5 ⁻²	5 ⁻²	0.98 ⁻²	0.11 ⁻²	91 ⁻²	...	...	...	12 ⁻²	Vanuatu
39	...	...	...	...	...	...	...	173	99	91	43	92	18	Viet Nam
Latin America and the Caribbean														
90 ^{*, +1}	...	...	...	95 ^{**}	99 ^{**}	91 ^{**}	0.92 ^{**}	0.04	100	23	.	23	10	Anguilla
...	...	...	...	66 ⁺	66 ⁺	66 ⁺	1.01 ⁺	0.21	100	12	.	12	11	Antigua and Barbuda
57	56	57	1.03	68 ⁻¹	68 ⁻¹	69 ⁻¹	1.02 ⁻¹	78 ⁻¹	96 ⁻¹	...	...	...	18 ⁻¹	Argentina

TABLE 1 PRE-PRIMARY EDUCATION / ISCED 0 / Enrolment and teaching staff

Region	Education system		Enrolment			Gross enrolment ratio							
	Entrance age	Duration	2008			1999				2008			
			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	13
Aruba	4	2	2.7	49	73	97	99	95	0.96	104	103	104	1.01
Bahamas	3	2	...	...	...	12	11	12	1.09	...	...	...	...
Barbados	3	2	5.9 [*]	50 [*]	15 [*]
Belize	3	2	5.8	50	82	26	25	26	1.02	40	39	41	1.04
Bermuda	4	1	...	...	...	...	...	...	...	...	...	...	...
Bolivia	4	2	238 ⁻¹	49 ⁻¹	10 ⁻¹	45	44	45	1.01	49 ⁻¹	49 ⁻¹	49 ⁻¹	1.00 ⁻¹
Brazil	4	3	6,785	49	26	58	58	58	1.00	65	65	65	0.99
British Virgin Islands	3	2	0.65 ⁻²	52 ⁻²	100 ⁻²	62 [*]	57 [*]	66 [*]	1.16 [*]	93 ^{*, -2}	88 ^{*, -2}	97 ^{*, -2}	1.11 ^{*, -2}
Cayman Islands	3	2	1.3	54	97	54 ^{*, +1}	56 ^{*, +1}	52 ^{*, +1}	0.94 ^{*, +1}	103 [*]	103 [*]	103 [*]	1.00 [*]
Chile	3	3	407 ⁻¹	50 ⁻¹	56 ⁻¹	77	77	76	0.99	56 ⁻¹	55 ⁻¹	57 ⁻¹	1.04 ⁻¹
Colombia	3	3	1,312	49	34	39	38	39	1.02	49	50	49	0.99
Costa Rica	4	2	108	49	13	84	84	85	1.01	69	69	69	0.99
Cuba	3	3	408 ⁺¹	48 ⁺¹	...	109	107	111	1.04	105 ⁺¹	105 ⁺¹	105 ⁺¹	1.00 ⁺¹
Dominica	3	2	2.0	49	100	80 [*]	76 [*]	85 [*]	1.11 [*]	77 [*]	79 [*]	75 [*]	0.96 [*]
Dominican Republic	3	3	222	49	51	31	31	31	1.01	35	35	35	1.00
Ecuador	5	1	291 ^{**}	49 ^{**}	...	64	63	66	1.04	101 ^{**}	101 ^{**}	102 ^{**}	1.01 ^{**}
El Salvador	4	3	224	50	18	41	41	42	1.03	60	59	61	1.03
Grenada	3	2	3.8	50	58	84	83	85	1.02	103	101	105	1.04
Guatemala	3	4	478	50	19	46	46	45	0.97	29	29	30	1.01
Guyana	4	2	27	49	3	121	122	120	0.99	85	85	85	1.00
Haiti	3	3	...	...	...	...	...	...	...	...	...	...	...
Honduras	3	3	227	50	13	22 ⁺¹	21 ⁺¹	22 ⁺¹	1.05 ⁺¹	40	40	41	1.03
Jamaica	3	3	134	50	90	80	77	83	1.08	86	85	88	1.03
Mexico	4	2	4,757	49	15	74	73	75	1.02	114	113	115	1.01
Montserrat	3	2	0.12 ⁻¹	47 ⁻¹	- ⁻¹	...	...	...	...	91 ^{*, -1}	102 ^{*, -1}	81 ^{*, -1}	0.80 ^{*, -1}
Netherlands Antilles	4	2	...	...	...	111	110	113	1.02	...	...	...	...
Nicaragua	3	3	221	49	15	28	27	28	1.04	56	55	56	1.01
Panama	4	2	95	49	16	39	39	40	1.01	69	69	69	1.01
Paraguay	3	3	152 ⁻¹	49 ⁻¹	30 ⁻¹	29	29	30	1.03	35 ⁻¹	35 ⁻¹	35 ⁻¹	1.01 ⁻¹
Peru	3	3	1,276	49	24	56	56	57	1.02	72	72	72	1.01
Saint Kitts and Nevis	3	2	1.6	50	64	132 ^{*, +1}	118 ^{*, +1}	146 ^{*, +1}	1.24 ^{*, +1}	...	...	...	...
Saint Lucia	3	2	3.9	50	100	65 ^{**}	64 ^{**}	65 ^{**}	1.02 ^{**}	68	68	68	1.00
Saint Vincent and the Grenadines	3	2	...	...	...	...	...	...	...	...	...	...	...
Suriname	4	2	17	50	44	...	...	...	...	81	81	81	1.00
Trinidad and Tobago	3	2	30 [*]	49 [*]	90 [*]	58 ^{**}	58 ^{**}	59 ^{**}	1.01 ^{**}	82 [*]	82 [*]	81 [*]	1.00 [*]
Turks and Caicos Islands	4	2	...	...	...	...	...	...	...	...	...	...	...
Uruguay	3	3	122 ⁻¹	49 ⁻¹	33 ⁻¹	60	59	60	1.02	81 ⁻¹	80 ⁻¹	81 ⁻¹	1.01 ⁻¹
Venezuela	3	3	1,184	49	18	45	44	45	1.03	69	69	69	1.01
North America and Western Europe													
Andorra	3	3	2.5	48	2	...	...	...	...	98 [*]	98 [*]	99 [*]	1.00 [*]
Austria	3	3	225	49	28	82	83	82	0.99	95	95	95	0.99
Belgium	3	3	417	49	53	111	112	110	0.99	122	122	121	0.99
Canada	4	2	486 ⁻²	49 ⁻²	6 ⁻²	64	64	64	0.99	70 ⁻²	71 ⁻²	70 ⁻²	1.00 ⁻²
Cyprus	3	3	20	48	52	60 [*]	59 [*]	60 [*]	1.02 [*]	83 [*]	83 [*]	82 [*]	0.98 [*]
Denmark	3	4	252 ⁻¹	49 ⁻¹	...	90	90	90	1.00	96 ⁻¹	96 ⁻¹	96 ⁻¹	1.00 ⁻¹
Finland	3	4	147	49	9	48	49	48	0.99	65	66	65	0.99

Net enrolment rate								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2008				2008		2008				2008	Country or territory
MF 14	M 15	F 16	GPI 17	MF 18	M 19	F 20	GPI 21	MF (000) 22	% F 23	MF 24	M 25	F 26		
95	97	93	0.96	99	98	100	1.02	0.14	99	100	100	100	19	Aruba
12	11	12	1.09	...	...	...	...	...	...	...	...	...	...	Bahamas
...	...	...	...	...	...	...	...	0.36 [*]	98 [*]	48 [*]	33 [*]	49 [*]	16 [*]	Barbados
24	24	25	1.02	38	37	39	1.04	0.35	99	9 ⁻¹	1 ⁻¹	9 ⁻¹	17	Belize
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bermuda
33	33	33	1.02	40 ⁻¹	40 ⁻¹	40 ⁻¹	1.01 ⁻¹	6.1 ⁻¹	...	...	...	...	39 ⁻¹	Bolivia
44	44	44	1.00	50	50	50	1.00	361	97	...	...	...	19	Brazil
47 [*]	43 [*]	51 [*]	1.18 [*]	84 ^{*, -2}	80 ^{*, -2}	88 ^{*, -2}	1.10 ^{*, -2}	0.05 ⁻²	100 ⁻²	...	...	...	15 ⁻²	British Virgin Islands
54 ^{*, +1}	56 ^{*, +1}	52 ^{*, +1}	0.94 ^{*, +1}	93 [*]	91 [*]	95 [*]	1.05 [*]	0.15	97	100 ⁻²	1 ⁻²	100 ⁻²	9	Cayman Islands
...	...	...	...	53 ⁻¹	52 ⁻¹	54 ⁻¹	1.05 ⁻¹	22 ⁻¹	98 ⁻¹	...	...	...	19 ⁻¹	Chile
35	34 ^{**}	35 ^{**}	1.02 ^{**}	44	43	44	1.01	49	96	100	100	100	27	Colombia
...	...	...	...	...	...	...	...	7.4	94	77	58	78	15	Costa Rica
97	95	100	1.05	97 ⁺¹	97 ⁺¹	97 ⁺¹	1.00 ⁺¹	29 ⁺¹	100 ⁺¹	100 ⁺¹	1 ⁺¹	100 ⁺¹	14 ⁺¹	Cuba
76 ^{**}	72 ^{**}	81 ^{**}	1.12^{**}	...	...	...	...	0.14	100	...	...	...	15	Dominica
27	27	28	1.03	31	30	31	1.02	9.2	94	78	49	80	24	Dominican Republic
53	52	54	1.04	48^{**}	...	...	...	17 ^{**}	87 ^{**}	100 ^{**}	100 ^{**}	100 ^{**}	17 ^{**}	Ecuador
36 ^{**}	36 ^{**}	37 ^{**}	1.03 ^{**}	51	50	52	1.04	9.2	89	88	67	90	24	El Salvador
84	83	85	1.02	95	93	97	1.04	0.26	100	46	1	46	15	Grenada
33	33	32	0.97	28	28	28	1.01	21	92	...	...	...	23	Guatemala
99 ^{**}	100 ^{**}	98 ^{**}	0.99 ^{**}	71	71	71	1.00	1.8	100	55	25	55	15	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
22 ⁺¹	21 ^{**, +1}	22 ^{**, +1}	1.05 ^{**, +1}	27	27	27	1.03	7.7	94	...	...	...	29	Honduras
80	77	83	1.08	81	79	82	1.04	6.0 ⁻¹	98 ⁻¹	...	...	...	24 ⁻¹	Jamaica
67	66	67	1.02	97	96	97	1.01	176	95	85	...	...	27	Mexico
...	...	...	...	73 ^{*, -1}	83 ^{*, -1}	63 ^{*, -1}	0.76 ^{*, -1}	0.01 ⁻¹	100 ⁻¹	100 ⁻¹	1 ⁻¹	100 ⁻¹	11 ⁻¹	Montserrat
99	...	...	...	...	...	...	...	...	...	...	...	...	...	Netherlands Antilles
28	27	28	1.04	56	55	56	1.01	11	95	33	34	33	20	Nicaragua
37	37	37	1.01	61	61	61	1.00	5.3	95	42	6	45	18	Panama
26	25	26	1.04	31 ⁻¹	31 ⁻¹	32 ⁻¹	1.02 ⁻¹	...	...	...	...	...	...	Paraguay
56	55	57	1.02	69	69	70	1.01	65	95	...	...	...	20	Peru
...	...	...	...	...	...	...	...	0.12	100	...	...	...	14	Saint Kitts and Nevis
49 ^{**, +1}	48 ^{**, +1}	50 ^{**, +1}	1.05 ^{**, +1}	51	51	51	1.00	0.36	100	...	...	...	11	Saint Lucia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Saint Vincent and the Grenadines
...	...	...	...	80	80	80	0.99	0.81	100	100	100	100	21	Suriname
49 ^{**}	48 ^{**}	49 ^{**}	1.04 ^{**}	66 [*]	66 [*]	66 [*]	1.00 [*]	2.2 [*]	14 [*]	Trinidad and Tobago
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turks and Caicos Islands
53 ^{**}	52 ^{**}	54 ^{**}	1.02 ^{**}	72 ⁻¹	72 ⁻¹	73 ⁻¹	1.01 ⁻¹	5.2 ⁻¹	...	...	...	...	23 ⁻¹	Uruguay
40	40	41	1.03	65	65	65	1.01	79	94	87	71	88	15	Venezuela
North America and Western Europe														
...	...	...	...	84 [*]	84 [*]	83 [*]	0.99 [*]	0.19	94	100	100	100	13	Andorra
79 ^{**}	79 ^{**}	78 ^{**}	0.99^{**}	...	...	...	...	17	99	...	...	...	13	Austria
97	97	96	0.99	100	100	100	1.00	30	98	...	...	...	14	Belgium
64	64	64	0.99	...	...	...	...	...	...	...	...	...	...	Canada
54 [*]	53 [*]	54 [*]	1.03 [*]	73 [*]	73 [*]	73 [*]	0.99 [*]	1.2	99	...	...	...	17	Cyprus
88	87	89	1.02	92 ⁻¹	91 ⁻¹	93 ⁻¹	1.03 ⁻¹	...	...	...	...	...	...	Denmark
48	49	48	0.99	65	65	65	1.00	13	97	...	...	...	11	Finland

TABLE 1 PRE-PRIMARY EDUCATION / ISCED 0 / Enrolment and teaching staff

Region	Education system		Enrolment			Gross enrolment ratio							
	Entrance age	Duration	2008			1999				2008			
			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	13
France	3	3	2,570	49	13	111	111	111	1.00	110	111	110	0.99
Germany	3	3	2,410	48	64	94	95	93	0.98	109	110	108	0.99
Gibraltar	4	1	...	...	...	...	...	...	...	...	...	...	...
Greece	4	2	143 ⁻¹	49 ⁻¹	3 ⁻¹	68	67	68	1.01	69 ⁻¹	68 ⁻¹	69 ⁻¹	1.02 ⁻¹
Holy See	.	.	.	.	.	.	.	.	.	.	.	.	.
Iceland	3	3	12	49	11	88	88	87	0.99	98	98	98	1.01
Ireland	3	1	...	...	...	...	...	...	...	...	...	...	...
Israel	3	3	397	49	7	105	106	105	0.98	97	97	97	1.01
Italy	3	3	1,653 ⁻¹	48 ⁻¹	32 ⁻¹	97	97	96	0.98	101 ⁻¹	102 ⁻¹	100 ⁻¹	0.98 ⁻¹
Liechtenstein	4	2	0.74	48	3	...	...	...	...	101 ⁺	101 ⁺	101 ⁺	1.00 ⁺
Luxembourg	3	3	15	48	8	73	73	73	1.00	88	89	87	0.98
Malta	3	2	8.4 ⁻¹	49 ⁻¹	33 ⁻¹	103	103	102	0.99	101 ⁻¹	100 ⁻¹	102 ⁻¹	1.02 ⁻¹
Monaco	3	3	0.89 ⁺¹	49 ⁺¹	20 ⁺¹	...	...	...	...	112 ^{+,+1}	116 ^{+,+1}	107 ^{+,+1}	0.92 ^{+,+1}
Netherlands	4	2	398	49	...	98	99	98	0.99	100	100	100	1.00
Norway	3	3	166	49	45	75	73	77	1.06	95	94	95	1.01
Portugal	3	3	264 ⁻¹	49 ⁻¹	48 ⁻¹	70	70	70	0.99	80 ⁻¹	80 ⁻¹	81 ⁻¹	1.01 ⁻¹
San Marino	3	3	1.0	46	.	...	...	...	...	...	...	...	...
Spain	3	3	1,645	49	36	100	100	100	1.00	126	125	126	1.00
Sweden	3	4	373	49	15	76	76	76	1.01	102	102	101	1.00
Switzerland	5	2	152	49	10	92	93	92	0.99	102	102	102	1.00
United Kingdom	3	2	1,108	49	29	77	77	77	1.00	81	80	81	1.02
United States of America	3	3	7,191	49	35	58	59	57	0.97	58	58	58	0.99
South and West Asia													
Afghanistan	3	4	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	3	3	...	...	...	18	17	18	1.03	...	...	...	...
Bhutan	4	2	0.29	51	100	1	1	1	0.93	1	1	1	1.09
India	3	3	35,440 ⁻¹	49 ⁻¹	...	18	18	19	1.02	47 ⁻¹	47 ⁻¹	48 ⁻¹	1.03 ⁻¹
Iran (Islamic Republic of)	5	1	560	48	...	15	15	16	1.04	52	53	51	0.96
Maldives	3	3	16	50	92	55	55	54	0.97	101	101	102	1.01
Nepal	3	2	947 ⁺²	48 ⁺²	...	10 ⁺	12 ⁺	9 ⁺	0.77 ⁺
Pakistan	3	2	...	...	...	62 ^{+,+1}	72 ^{+,+1}	51 ^{+,+1}	0.70 ^{+,+1}	...	...	...	...
Sri Lanka	4	1	...	...	...	...	...	...	...	...	...	...	...
Sub-Saharan Africa													
Angola	3	3	716	44	1	27 ^{**}	32 ^{**}	21 ^{**}	0.65 ^{**}	40	45	35	0.79
Benin	4	2	68	49	32	4	5	4	0.97	13	13	13	1.00
Botswana	3	3	21 ⁻²	51 ⁻²	81 ⁻²	...	...	...	...	16 ⁻²	16 ⁻²	17 ⁻²	1.04 ⁻²
Burkina Faso	4	3	42 ⁺¹	49 ⁺¹	71 ⁺¹	2	2	2	1.03	3 ⁺¹	3 ⁺¹	3 ⁺¹	1.01 ⁺¹
Burundi	4	3	16 ⁻¹	52 ^{**,-1}	46 ⁻¹	1	1	1	1.01	3 ⁻¹	3 ^{**,-1}	3 ^{**,-1}	1.09 ^{**,-1}
Cameroon	4	2	264	50	66	11	11	11	0.95	25	25	25	1.02
Cape Verde	3	3	22	50	...	51 ^{**,+1}	51 ^{**,+1}	52 ^{**,+1}	1.02 ^{**,+1}	60	60	60	1.01
Central African Republic	3	3	17 ⁺¹	51 ⁺¹	54 ⁺¹	...	...	...	...	5 ⁺¹	4 ⁺¹	5 ⁺¹	1.02 ⁺¹
Chad	3	3	...	...	...	...	...	...	...	...	...	...	...
Comoros	3	3	14	48	100	3	3	3	1.07	27	27	26	0.96
Congo	3	3	38	50	80	2	2	3	1.61	12	12	13	1.02
Côte d'Ivoire	3	3	53	49	37	2	2	2	0.96	3	3	3	0.98
Democratic Republic of the Congo	3	3	201	51	62	1 ^{**,+1}	1 ^{**,+1}	1 ^{**,+1}	0.98 ^{**,+1}	3	3	3	1.05

Net enrolment rate								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2008				2008		2008				2008	Country or territory
MF 14	M 15	F 16	GPI 17	MF 18	M 19	F 20	GPI 21	MF(000) 22	% F 23	MF 24	M 25	F 26	27	
99	99	99	1.00	100	100	100	1.00	142	82	...	...	...	18	France
...	...	...	...	...	...	...	...	216	98	...	...	...	11	Germany
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar
68	67	68	1.01	68 ⁻¹	67 ⁻¹	69 ⁻¹	1.02 ⁻¹	12 ⁻¹	99 ⁻¹	...	...	...	12 ⁻¹	Greece
.	.	.	.	.	.	.	.	.	.	.	.	.	.	Holy See
88	88	87	0.99	98	98	98	1.01	2.0	96	...	...	...	6	Iceland
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ireland
83	83	84	1.00	92	91	93	1.02	...	...	...	...	...	...	Israel
97	97	96	0.98	96 ⁻¹	97 ⁻¹	95 ⁻¹	0.98 ⁻¹	142 ⁻¹	99 ⁻¹	...	...	...	12 ⁻¹	Italy
...	...	...	...	76 ⁺	75 ⁺	77 ⁺	1.03 ⁺	0.10	99	...	...	...	8	Liechtenstein
71	71	72	1.01	86	87	85	0.98	1.3	98	...	...	...	12	Luxembourg
88	89	87	0.98	86 ⁻¹	85 ⁻¹	86 ⁻¹	1.01 ⁻¹	...	...	...	...	...	...	Malta
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Monaco
98	99	98	0.99	100	100	100	1.00	...	...	...	...	...	...	Netherlands
75	72	77	1.06	94	94	95	1.01	...	...	...	...	...	...	Norway
69	69	68	0.99	79 ⁻¹	78 ⁻¹	80 ⁻¹	1.02 ⁻¹	17 ⁻¹	97 ⁻¹	...	...	...	16 ⁻¹	Portugal
...	...	...	...	...	...	...	...	0.14	97	...	...	...	8	San Marino
93	93	93	1.00	99	99	100	1.01	133	91	...	...	...	12	Spain
76	76	76	1.01	100	100	100	1.00	36 ⁻¹	96 ⁻¹	...	...	...	10 ⁻¹	Sweden
73	73	73	0.99	75	75	74	0.99	...	...	...	...	...	...	Switzerland
73	73	73	1.00	75	75	76	1.02	52	95	...	...	...	21	United Kingdom
54	54	53	0.98	53	53	54	1.02	445	97	...	...	...	16	United States of America
South and West Asia														
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bangladesh
1	1	1	0.92	...	...	...	...	0.02 ⁺⁻²	...	...	...	...	23 ⁺⁻²	Bhutan
...	...	...	...	...	...	...	...	738 ⁻²	100 ⁻²	...	...	...	40 ⁻²	India
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Iran (Islamic Republic of)
50	51	49	0.98	84	84	84	1.01	0.74	97	45 ⁻²	46 ⁻²	45 ⁻²	21	Maldives
...	...	...	...	...	...	...	...	20	93	73	75	72	41	Nepal
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Pakistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka
Sub-Saharan Africa														
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Angola
3	3	3	0.96	...	...	...	...	1.8	73	...	...	...	38	Benin
...	...	...	...	13 ⁻²	12 ⁻²	13 ⁻²	1.05 ⁻²	1.5 ⁻²	97 ⁻²	51 ⁻²	43 ⁻²	51 ⁻²	14 ⁻²	Botswana
...	...	...	...	2 ⁺¹	2 ⁺¹	2 ⁺¹	1.00 ⁺¹	1.8 ⁺⁺	24 ⁺⁺	Burkina Faso
...	...	...	...	...	...	...	...	0.44 ⁺⁻¹	87 ⁺⁻¹	...	...	...	37 ⁺⁻¹	Burundi
...	...	...	...	18	17	18	1.02	12	97	43 ⁻¹	38 ⁻¹	43 ⁻¹	22	Cameroon
...	...	...	...	57	56	57	1.01	1.0	100	26	.	26	22	Cape Verde
...	...	...	...	4 ⁺¹	4 ⁺¹	4 ⁺¹	1.01 ⁺¹	0.32 ⁺¹	88 ⁺¹	...	...	...	54 ⁺¹	Central African Republic
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Chad
2	3	2	0.98	...	...	...	...	...	...	...	...	...	...	Comoros
2	2	3	1.61	12	12	13	1.02	1.7	99	...	...	...	23	Congo
3 ⁺¹	3 ⁺¹	3 ⁺¹	0.96 ⁺¹	...	...	...	...	3.4	91	100	100	100	15	Côte d'Ivoire
...	...	...	...	...	...	...	...	7.2	94	...	...	...	28	Democratic Republic of the Congo

TABLE 1 PRE-PRIMARY EDUCATION / ISCED 0 / Enrolment and teaching staff

Region	Education system		Enrolment			Gross enrolment ratio							
	Entrance age	Duration	2008			1999				2008			
			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	13
Equatorial Guinea	3	4	40 ⁻¹	57 ⁻¹	...	26	25	26	1.04	54 ⁻¹	47 ⁻¹	62 ⁻¹	1.33 ⁻¹
Eritrea	5	2	36	49	48	5	6	5	0.89	13	14	13	0.96
Ethiopia	4	3	263	49	96	1	1	1	0.97	4	4	4	0.96
Gabon	3	3	...	...	...	14 ^{**,+1}	...	...	...	...	...	...	...
Gambia	3	4	42 ⁻¹	50 ⁻¹	100 ⁻¹	19	20	18	0.90	22 ⁻¹	22 ⁻¹	22 ⁻¹	1.01 ⁻¹
Ghana	3	3	1,263	50	19 ^{**}	40 ^{**}	40 ^{**}	41 ^{**}	1.02 ^{**}	68	67	69	1.04
Guinea	4	3	99 ⁺	50 ⁺	82 ⁺	11 ⁺	11 ⁺	12 ⁺	1.03 ⁺
Guinea-Bissau	4	3	...	...	...	4 ^{**}	4 ^{**}	4 ^{**}	1.06^{**}	...	...	...	...
Kenya	3	3	1,720	49	35	42	42	42	1.00	48	49	46	0.96
Lesotho	3	3	...	...	...	21 ^{**}	20 ^{**}	22 ^{**}	1.08^{**}	...	...	...	...
Liberia	3	3	285	49	24	47	54	40	0.74	84	86	83	0.96
Madagascar	3	3	160	51	94	3 ^{**}	3 ^{**}	3 ^{**}	1.02 ^{**}	9	9	9	1.03
Malawi	3	3	...	...	...	...	...	...	...	...	...	...	...
Mali	3	4	62 ⁺¹	51 ⁺¹	72 ⁺¹	2	2	2	1.07	4 ⁺¹	4 ⁺¹	4 ⁺¹	1.05 ⁺¹
Mauritius	3	2	36 ⁺¹	50 ⁺¹	82 ⁺¹	94	93	94	1.02	98 ⁺¹	97 ⁺¹	99 ⁺¹	1.02 ⁺¹
Mozambique	3	3	...	...	...	...	...	...	...	...	...	...	...
Namibia	5	2	33 ⁻²	50 ⁻²	...	34	31	36	1.14	31 ⁻²	31 ⁻²	32 ⁻²	1.00 ⁻²
Niger	4	3	48 ⁺¹	47 ⁺¹	27 ⁺¹	1	1	1	1.04	3 ⁺¹	3 ⁺¹	3 ⁺¹	0.94 ⁺¹
Nigeria	3	3	2,135 ⁻¹	49 ⁻¹	29 ⁻¹	...	...	...	...	16 ⁻¹	16 ⁻¹	16 ⁻¹	0.99 ⁻¹
Rwanda	4	3	...	...	...	3 ^{**,+1}	3 ^{**,+1}	3 ^{**,+1}	0.98 ^{**,+1}	...	...	...	...
Sao Tome and Principe	3	4	7.0 ⁺¹	52 ⁺¹	4 ⁺¹	25	24	26	1.12	39 ⁺¹	37 ⁺¹	40 ⁺¹	1.08 ⁺¹
Senegal	4	3	115	53	50	3	3	3	1.00	11	10	11	1.13
Seychelles	4	2	2.9 ⁺¹	50 ⁺¹	8 ⁺¹	109 ⁺	107 ⁺	111 ⁺	1.04 ⁺	100 ⁺	101 ⁺	99 ⁺	0.99 ⁺
Sierra Leone	3	3	25 ⁻¹	52 ⁻¹	50 ⁻¹	5 ⁺¹	...	...	...	5 ⁻¹	5 ⁻¹	5 ⁻¹	1.06 ⁻¹
Somalia	3	3	...	...	...	...	...	...	...	...	...	...	...
South Africa	6	1	522 ⁻¹	50 ⁻¹	6 ⁻¹	21	21	21	1.01	51 ⁻¹	51 ⁻¹	51 ⁻¹	1.00 ⁻¹
Swaziland	3	3	...	...	...	...	...	...	...	...	...	...	...
Togo	3	3	41 ⁺¹	51 ⁺¹	47 ⁺¹	2	2	2	0.99	7 ⁺¹	7 ⁺¹	8 ⁺¹	1.04 ⁺¹
Uganda	4	2	417	51	100	...	...	...	...	19	18	19	1.05
United Republic of Tanzania	5	2	896	50	10	34	34	35	1.02
Zambia	3	4	2 ^{,-1}	2 ^{,-1}	3 ^{,-1}	1.20 ^{,-1}
Zimbabwe	3	3	41 ^{**}	40 ^{**}	42 ^{**}	1.03 ^{**}

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WORLD	148,252 ^{**}	48 ^{**}	...	33	33	32	0.97	44 ^{**}	44 ^{**}	43 ^{**}	0.99 ^{**}
Arab States	3,158 ^{**}	47 ^{**}	...	15	17	13	0.77	19 ^{**}	19 ^{**}	18 ^{**}	0.92 ^{**}
Central and Eastern Europe	10,252	48	...	50	51 ^{**}	49 ^{**}	0.96 ^{**}	66	67	66	0.98
Central Asia	1,494	49	...	20	21	20	0.96	29	29	29	1.02
East Asia and the Pacific	39,285	47 [#]	...	38	38	38	1.00	49	48 [#]	49 [#]	1.01 [#]
Latin America and the Caribbean	20,654	49	...	56	55	56	1.01	68	68	69	1.00
North America and Western Europe	20,154	49	...	75	76	75	0.98	80	80	80	1.00
South and West Asia	42,353 [#]	48 [#]	...	21	22	20	0.93	42 [#]	42 [#]	42 [#]	1.00 [#]
Sub-Saharan Africa	10,902 ^{**}	49 ^{**}	...	12 ^{**}	12 ^{**}	11 ^{**}	0.96 ^{**}	17 ^{**}	17 ^{**}	17 ^{**}	0.99 ^{**}

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

Net enrolment rate								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2008				2008		2008				2008	Country or territory
MF 14	M 15	F 16	GPI 17	MF 18	M 19	F 20	GPI 21	MF(000) 22	% F 23	MF 24	M 25	F 26	27	
25	25	26	1.04	...	...	...	...	1.7 ⁻¹	87 ⁻¹	...	...	...	24 ⁻¹	Equatorial Guinea
4	5	4	0.90	9	9	9	0.96	1.1	97	60	59	60	34	Eritrea
...	...	...	...	3	3	3	0.97	9.8	67	71	11	100	27	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gabon
...	...	...	...	19 ⁻¹	19 ⁻¹	20 ⁻¹	1.04 ⁻¹	...	...	...	...	...	...	Gambia
27 ^{**,+1}	27 ^{**,+1}	28 ^{**,+1}	1.04 ^{**,+1}	49	48	50	1.05	36	84	25	22	26	35	Ghana
...	...	...	...	9 ⁺	9 ⁺	9 ⁺	1.03 ⁺	2.9 ⁺	46 ⁺	45 ⁺	41 ⁺	50 ⁺	34 ⁺	Guinea
3 ⁺¹	3 ⁺¹	3 ⁺¹	1.02 ⁺¹	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
...	...	...	...	26	26	26	0.99	78	87	74	73	74	22	Kenya
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Lesotho
44 ⁺¹	46 ⁺¹	41 ⁺¹	0.90 ⁺¹	20	21	20	0.96	3.5	52	100	100	100	82	Liberia
3 ⁺¹	3 ⁺¹	3 ⁺¹	1.07 ⁺¹	9	9	9	1.03	6.1	97	51	35	52	26	Madagascar
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Malawi
...	...	...	...	4 ⁺¹	4 ⁺¹	4 ⁺¹	1.05 ⁺¹	1.7 ⁺¹	93 ⁺¹	58 ⁺¹	...	...	37 ⁺¹	Mali
67 ^{**}	66 ^{**}	67 ^{**}	1.02 ^{**}	91 ⁺¹	89 ⁺¹	92 ⁺¹	1.03 ⁺¹	2.5 ⁺¹	99 ⁺¹	98 ⁺¹	100 ⁺¹	98 ⁺¹	14 ⁺¹	Mauritius
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mozambique
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Namibia
1	1	1	1.04	2 ⁺¹	2 ⁺¹	2 ⁺¹	0.90 ⁺¹	1.6 ⁺¹	94 ⁺¹	97 ⁺¹	91 ⁺¹	97 ⁺¹	31 ⁺¹	Niger
...	...	...	...	...	...	...	...	267 ⁻¹	64 ⁻¹	46 ⁻¹	39 ⁻¹	50 ⁻¹	8 ⁻¹	Nigeria
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Rwanda
25	24	26	1.12	37 ⁺¹	36 ⁺¹	39 ⁺¹	1.09 ⁺¹	0.31 ⁺¹	96 ⁺¹	47 ⁺¹	77 ⁺¹	45 ⁺¹	23 ⁺¹	Sao Tome and Principe
3 ⁺¹	3 ⁺¹	3 ⁺¹	1.04 ⁺¹	7	7	8	1.12	4.6	77	...	...	...	25	Senegal
89 ⁺	88 ⁺	90 ⁺	1.02 ⁺	87 ⁺	85 ⁺	88 ⁺	1.03 ⁺	0.19 ⁺¹	100 ⁺¹	99 ⁺¹	...	...	15 ⁺¹	Seychelles
...	...	...	...	4 ⁻¹	4 ⁻¹	4 ⁻¹	1.07 ⁻¹	1.2 ⁻¹	79 ⁻¹	52 ⁻¹	53 ⁻¹	52 ⁻¹	20 ⁻¹	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia
6	6	6	0.98	...	...	...	...	...	...	...	...	...	...	South Africa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Swaziland
2	2	2	0.99	7 ⁺¹	7 ⁺¹	8 ⁺¹	1.04 ⁺¹	1.6 ⁺¹	96 ⁺¹	29 ⁻¹	24 ⁻¹	30 ⁻¹	25 ⁺¹	Togo
...	...	...	...	10	10	10	1.04	11	80	...	...	...	40	Uganda
...	34	34	35	1.02	18 ⁻¹	56 ⁻¹	14 ⁻¹	8 ⁻¹	19 ⁻¹	43 ⁻¹	United Republic of Tanzania
...	Zambia
...	Zimbabwe

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...	7,254 ^{**}	94 ^{**}	20 ^{**}	WORLD
...	165 ^{**}	91 ^{**}	19 ^{**}	Arab States
...	1,067	99	10	Central and Eastern Europe
...	...	...	...	...	...	...	...	153	98	...	...	...	10	Central Asia
...	...	...	...	...	...	...	...	1,842 [#]	96 [#]	21 [#]	East Asia and the Pacific
...	...	...	...	...	...	...	...	988	96	...	...	...	21	Latin America and the Caribbean
...	...	...	...	...	...	...	...	1,418	94	...	...	...	14	North America and Western Europe
...	...	...	...	...	...	...	...	1,059 [#]	95 [#]	40 [#]	South and West Asia
...	...	...	...	...	...	...	...	564 ^{**}	75^{**}	...	...	...	19 ^{**}	Sub-Saharan Africa

TABLE 2 PRIMARY EDUCATION / ISCED 1 / New entrants

Region	Education system			New entrants		Gross intake ratio				Net intake rate		
	Compulsory education (age range)	Primary education		2008		2008				1999		
		Entrance age	Duration	MF (000)	% F	MF	M	F	GPI	MF	M	F
Country or territory	1	2	3	4	5	6	7	8	9	10	11	12
Arab States												
Algeria	6-16	6	6	601	48	103	104	102	0.98	77	79	76
Bahrain	6-14	6	6	14	48	107	108	105	0.97	89	86	92
Djibouti	6-15	6	6	13	47	63	65	60	0.92	21	24	18
Egypt	6-14	6	6	1,702 ⁻¹	48 ⁻¹	97 ⁻¹	98 ⁻¹	96 ⁻¹	0.98 ⁻¹	79 ^{**,+1}	81 ^{**,+1}	78 ^{**,+1}
Iraq	6-11	6	6	...	...	...	...	...	...	81 ^{**}	85 ^{**}	78 ^{**}
Jordan	6-16	6	6	141	49	99	99	99	1.00	68 ^{**}	67 ^{**}	69 ^{**}
Kuwait	6-14	6	5	43	49	94	95	93	0.97	62	63	61
Lebanon	6-15	6	6	72 ⁺¹	50 ⁺¹	103 ⁺¹	100 ⁺¹	105 ⁺¹	1.06 ⁺¹	72 ^{**}	74 ^{**}	71 ^{**}
Libyan Arab Jamahiriya	6-15	6	6	...	...	...	...	...	...	...	...	...
Mauritania	6-16	6	6	100 ⁺¹	50 ⁺¹	115 ⁺¹	112 ⁺¹	119 ⁺¹	1.06 ⁺¹	...	...	...
Morocco	6-15	6	6	625	49	106	107	105	0.98	51	53	48
Oman	...	6	6	44	49	73	73	73	1.00	71	70	71
Palestinian Autonomous Territories	6-15	6	4	98	49	77	77	77	1.00	83 ^{**,+1}	84 ^{**,+1}	83 ^{**,+1}
Qatar	6-17	6	6	15	49	106	106	107	1.01	...	...	...
Saudi Arabia	6-11	6	6	555	50	101	100	101	1.01	...	...	...
Sudan	6-13	6	6	915 ⁺¹	...	83 ⁺¹	...	...	...	...	...	...
Syrian Arab Republic	6-14	6	4	575	49	117	118	116	0.98	60	60	59
Tunisia	6-16	6	6	162	49	107	106	107	1.01	...	...	...
United Arab Emirates	6-11	6	5	61 ⁻¹	48 ⁻¹	110 ⁻¹	110 ⁻¹	109 ⁻¹	0.99 ⁻¹	48	49	48
Yemen	6-14	6	6	688	46	104	110	98	0.89	25	30	20
Central and Eastern Europe												
Albania	6-13	6	4	...	...	...	...	...	...	...	...	...
Belarus	6-14	6	4	88	50	99	97	102	1.05	76	77	76
Bosnia and Herzegovina	...	6	4	...	...	...	...	...	...	...	...	...
Bulgaria	7-16	7	4	68	49	107	107	108	1.01	...	...	...
Croatia	7-15	7	4	44 ⁻¹	49 ⁻¹	94 ⁻¹	94 ⁻¹	94 ⁻¹	0.99 ⁻¹	68	69	67
Czech Republic	6-15	6	5	91	48	108	109	107	0.99	...	...	...
Estonia	7-15	7	6	12	48	102	102	102	1.00	...	...	...
Hungary	7-16	7	4	98	49	103	103	103	1.00	...	...	...
Latvia	7-15	7	6	20	49	105	104	105	1.01	...	...	...
Lithuania	7-16	7	4	31	48	96	97	94	0.97	...	...	...
Montenegro	7-14	7	4	...	...	...	...	...	...	...	...	...
Poland	7-15	7	6	373 ⁻¹	...	97 ⁻¹	...	...	...	...	...	...
Republic of Moldova	7-15	7	4	36	48	96 ⁺	98 ⁺	93 ⁺	0.96 ⁺
Romania	7-14	7	4	220	48	100	101	99	0.99	...	...	...
Russian Federation	6-15	7	4	1,274	...	99	...	...	...	...	...	...
Serbia	7-14	7	4	72	49	103 ⁺	102 ⁺	103 ⁺	1.01 ⁺
Slovakia	6-16	6	4	52	49	99	100	99	0.99	...	...	...
Slovenia	6-15	6	6	18	49	97	97	97	1.00	...	...	...
The former Yugoslav Rep. of Macedonia	6-15	7	4	24 ⁻¹	48 ⁻¹	93 ⁻¹	92 ⁻¹	93 ⁻¹	1.01 ⁻¹	...	...	...
Turkey	6-14	6	5	1,332	48	99	101	98	0.97	...	...	...
Ukraine	6-17	6	4	384	49 ⁺	100	100 ⁺	100 ⁺	1.00 ⁺	69	...	...
Central Asia												
Armenia	7-15	7	3	47 ⁻¹	47 ⁻¹	128 ⁻¹	126 ⁻¹	129 ⁻¹	1.02 ⁻¹	...	...	...
Azerbaijan	6-16	6	4	118	47	114 ⁺	115 ⁺	114 ⁺	0.99 ⁺

Net intake rate			Net intake rate (adjusted)						New entrants to primary education with ECCE experience (%)			Region
2008			1999			2008			2008			Country or territory
MF 13	M 14	F 15	MF 16	M 17	F 18	MF 19	M 20	F 21	MF 22	M 23	F 24	
Arab States												
89	90	88	97	98	95	99	100	98	30 ⁻¹	19 ⁻¹	43 ⁻¹	Algeria
91	92	90	97	94	100	99	100	97	83	83	84	Bahrain
41 ^{**}	43 ^{**}	39 ^{**}	22	25	19	46	48	43	8 ⁻¹	8 ⁻¹	8 ⁻¹	Djibouti
...	...	...	85 ^{*,+1}	87 ^{*,+1}	83 ^{*,+1}	89 ^{*,+1}	91 ^{*,+1}	88 ^{*,+1}	...	...	...	Egypt
...	...	...	88	90	86	...	...	...	...	...	...	Iraq
65	65	65	96	96	96	93	92	93	72	74	69	Jordan
64	67	62	89	88	91	94	95	93	82 ⁻¹	81 ⁻¹	83 ⁻¹	Kuwait
72 ⁺¹	70 ⁺¹	73 ⁺¹	87 ^{**}	87 ^{**}	88 ^{**}	96 ⁺¹	94 ⁺¹	98 ⁺¹	96 ⁺¹	95 ⁺¹	96 ⁺¹	Lebanon
...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
37 ⁺¹	36 ⁺¹	38 ⁺¹	30	29	31	41 ⁺¹	40 ⁺¹	42 ⁺¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	Mauritania
79 ^{**}	80 ^{**}	78 ^{**}	52	54	50	87	88	85	47	47	47	Morocco
50 ^{**}	50 ^{**}	50 ^{**}	81	81	81	67	67	67	...	...	...	Oman
64	65	64	99 ⁺¹	98 ⁺¹	100 ⁺¹	74	74	74	...	...	...	Palestinian Autonomous Territories
67 ^{**}	66 ^{**}	68 ^{**}	88	87	89	94	92	97	...	...	...	Qatar
60	60	61	...	...	...	61	61	61	...	...	...	Saudi Arabia
...	...	...	25 ^{*,+1}	27 ^{*,+1}	24 ^{*,+1}	...	...	...	65 ⁺¹	...	...	Sudan
56	57	55	95 ^{**}	98 ^{**}	93 ^{**}	99	100	97	...	...	...	Syrian Arab Republic
97	96	97	99	99	99	99	99	100	...	...	...	Tunisia
43 ⁻¹	44 ⁻¹	43 ⁻¹	83	83	83	99 ⁻¹	99 ⁻¹	99 ⁻¹	82 ⁻¹	82 ⁻¹	81 ⁻¹	United Arab Emirates
...	...	...	30	35	24	50	54	46	...	...	...	Yemen
Central and Eastern Europe												
...	...	...	87 ^{**}	85 ^{**}	89^{**}	...	...	...	...	...	...	Albania
82	79	84	...	...	...	83	80	85	...	...	...	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
...	...	...	95	96	94	99	99	100	...	...	...	Bulgaria
...	...	...	93	93	93	95 ⁻¹	95 ⁻¹	95 ⁻¹	...	...	...	Croatia
...	...	...	78 ^{**}	76 ^{**}	80^{**}	...	...	...	...	...	...	Czech Republic
81 ⁻¹	83 ⁻¹	79 ⁻¹	92 ^{**}	91 ^{**}	93 ^{**}	95 ⁻¹	94 ⁻¹	96 ⁻¹	...	...	...	Estonia
...	...	...	91	90	92	96	95	97	...	...	...	Hungary
...	...	...	98 ^{**}	99 ^{**}	97^{**}	...	...	...	...	...	...	Latvia
...	...	...	94	92	95	95	96	95	...	...	...	Lithuania
...	...	...	...	...	...	...	...	...	...	...	...	Montenegro
...	...	...	99	98	99	96 ⁻¹	95 ⁻¹	96 ⁻¹	...	...	...	Poland
76 ⁺	78 ⁺	74 ⁺	93 ^{**}	91 ^{**}	94 ^{**}	88 ⁺	89 ⁺	87 ⁺	Republic of Moldova
...	...	...	86	86	86	91	91	92	...	...	...	Romania
...	...	...	...	...	...	...	...	...	...	...	...	Russian Federation
...	...	...	...	...	...	98 ⁺	97 ⁺	98 ⁺	Serbia
...	...	...	...	...	...	...	...	...	...	...	...	Slovakia
...	...	...	93	93	93	94	93	95	...	...	...	Slovenia
...	...	...	99	100	97	91 ⁻¹	90 ⁻¹	91 ⁻¹	...	...	...	The former Yugoslav Rep. of Macedonia
...	...	...	83 ⁺¹	86 ⁺¹	80 ⁺¹	86	86	85	...	...	...	Turkey
78	78 ⁺	78 ⁺	64	...	...	Ukraine
Central Asia												
54 ⁻¹	53 ⁻¹	55 ⁻¹	...	...	...	88 ⁻¹	88 ⁻¹	89 ⁻¹	...	...	...	Armenia
85 ⁺	86 ⁺	84 ⁺	86 ⁺	85 ⁺	87 ⁺	87 ⁺	88 ⁺	87 ⁺	5	5	5	Azerbaijan

TABLE 2 PRIMARY EDUCATION / ISCED 1 / New entrants

Region	Education system			New entrants		Gross intake ratio				Net intake rate		
	Compulsory education (age range)	Primary education		2008		2008				1999		
		1	Entrance age 2	Duration 3	MF (000) 4	% F 5	MF 6	M 7	F 8	GPI 9	MF 10	M 11	F 12
Georgia	6-12	6	6	49	47	116	114	118	1.04	66	67	66
Kazakhstan	7-17	7	4	236 ⁺¹	49 ⁺¹	106 ⁺¹	105 ⁺¹	106 ⁺¹	1.00 ⁺¹	66 ^{**,+1}	66 ^{**,+1}	65 ^{**,+1}
Kyrgyzstan	7-15	7	4	99	49	96	97	96	0.99	58 [†]	59 [†]	58 [†]
Mongolia	7-15	7	5	60	49	134	134	133	0.99	86	86	85
Tajikistan	7-15	7	4	175	48	104	106	101	0.96	93	95	90
Turkmenistan	7-15	7	3	...	...	...	...	...	...	...	...	...
Uzbekistan	7-17	7	4	494	48	93	94	91	0.97	...	...	...
East Asia and the Pacific												
Australia	5-15	5	7	...	...	...	...	...	...	...	...	...
Brunei Darussalam	6-14	6	6	7.3	49	103	102	105	1.03	...	...	...
Cambodia	.	6	6	394	48	125	129	122	0.95	61 ^{**}	62 ^{**}	60 ^{**}
China	6-14	7	5	17,411	46	96	94	98	1.03	...	...	...
Cook Islands	5-15	5	6	0.34 ⁻¹	49 ⁻¹	...	...	...	...	...	...	...
Democratic People's Republic of Korea	6-16	6	4	...	...	...	...	...	...	...	...	...
Fiji	6-15	6	6	17	48	94	95	93	0.98	79 ^{**,-1}	80 ^{**,-1}	79 ^{**,-1}
Hong Kong SAR of China	6-14	6	6	54	48	...	...	...	...	...	...	...
Indonesia	7-15	7	6	5,184	49	125	125	125	1.00	42 ^{**,+1}	43 ^{**,+1}	41 ^{**,+1}
Japan	6-15	6	6	1,187 ⁻¹	49 ⁻¹	101 ⁻¹	102 ⁻¹	101 ⁻¹	1.00 ⁻¹	...	...	...
Kiribati	6-15	6	6	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	6-14	6	5	191	47	120	124	115	0.93	53	54	52
Macao, China	5-14	6	6	...	...	...	...	...	...	62	60	65
Malaysia	6-11	6	6	525 ⁻¹	49 ⁻¹	98 ⁻¹	98 ⁻¹	98 ⁻¹	1.00 ⁻¹	...	...	...
Marshall Islands	6-14	6	6	1.6 ⁻¹	46 ⁻¹	100 ^{,-1}	105 ^{,-1}	96 ^{,-1}	0.91 ^{,-1}	...	...	...
Micronesia (Federated States of)	6-14	6	6	...	...	...	...	...	...	...	...	...
Myanmar	5-9	5	5	1,228	49	139	142	137	0.96	...	...	...
Nauru	6-16	6	6	0.18 ^{,-1}	53 ^{,-1}	71 ^{**,-1}	65 ^{**,-1}	77 ^{**,-1}	1.19 ^{**,-1}	...	...	...
New Zealand	5-16	5	6	...	...	...	...	...	...	...	...	...
Niue	5-16	5	6	...	...	...	...	...	...	85 ^{,-1}	...	...
Palau	6-17	6	5	...	...	...	...	...	...	...	...	...
Papua New Guinea	6-14	7	6	53 ⁻²	45 ⁻²	31 ⁻²	33 ⁻²	29 ⁻²	0.87 ⁻²	...	...	...
Philippines	6-12	6	6	2,759	47	135	139	130	0.94	45 ^{**}	46 ^{**}	44 ^{**}
Republic of Korea	6-15	6	6	536	48	105	106	104	0.98	97	97	96
Samoa	5-12	5	6	5.1 ⁺¹	48 ⁺¹	109 ⁺¹	110 ⁺¹	108 ⁺¹	0.98 ⁺¹	77	77	77
Singapore	6-14	6	6	47	48	...	...	...	...	...	...	...
Solomon Islands	...	6	6	...	...	...	...	...	...	...	...	...
Thailand	6-16	6	6	684 ⁻¹	52 ⁻¹	...	...	...	...	...	...	...
Timor-Leste	6-11	6	6	46	47	139	144	134	0.93	...	...	...
Tokelau	.	5	6	...	...	...	...	...	...	...	...	...
Tonga	6-14	5	6	2.8 ⁻²	48 ⁻²	108 ⁻²	108 ⁻²	107 ⁻²	0.99 ⁻²	48	50	47
Tuvalu	7-14	6	6	0.26 ^{**,-2}	45 ^{**,-2}	112 ^{**,-2}	120 ^{**,-2}	104 ^{**,-2}	0.86 ^{**,-2}	...	...	...
Vanuatu	6-12	6	6	6.6 ⁻¹	47 ⁻¹	110 ⁻¹	113 ⁻¹	107 ⁻¹	0.95 ⁻¹	...	...	...
Viet Nam	6-14	6	5	1,355 ^{**,-2}	...	...	...	...	...	80	...	...
Latin America and the Caribbean												
Anguilla	5-17	5	7	0.22	47	101 ^{**}	90 ^{**}	117 ^{**}	1.30 ^{**}	79 ^{**,+1}	...	...
Antigua and Barbuda	5-16	5	7	1.6	48	88 [†]	91 [†]	85 [†]	0.93 [†]
Argentina	5-15	6	6	742 ⁻¹	49 ⁻¹	111 ⁻¹	111 ⁻¹	111 ⁻¹	1.00 ⁻¹	...	...	...

Net intake rate			Net intake rate (adjusted)						New entrants to primary education with ECCE experience (%)			Region
2008			1999			2008			2008			Country or territory
MF 13	M 14	F 15	MF 16	M 17	F 18	MF 19	M 20	F 21	MF 22	M 23	F 24	
97	94	100	...	...	...	97	95	100	...	...	...	Georgia
55	57	53	91 ^{**,+1}	90 ^{**,+1}	93 ^{**,+1}	99	99	100	...	...	...	Kazakhstan
57	58	56	91 ⁺	90 ⁺	91 ⁺	89	89	89	15	14	15	Kyrgyzstan
75	78	72	99	97	100	99	99	100	53	51	55	Mongolia
98	100	96	96	100	93	98	100	96	1 ⁻¹	1 ⁻¹	1 ⁻¹	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
76 ⁻²	...	...	...	...	...	88 ⁻¹	90 ⁻¹	87 ⁻¹	...	...	...	Uzbekistan
												East Asia and the Pacific
...	...	...	68	66	70	83	81	86	...	...	...	Australia
68	68	69	...	...	...	85	83	87	...	...	...	Brunei Darussalam
79	80	78	61 ^{**}	62 ^{**}	60 ^{**}	79	80	78	20	19	21	Cambodia
...	...	...	...	...	...	...	...	...	85 ⁻¹	...	...	China
...	...	...	82 ⁺	81 ⁺	84 ⁺	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
68	69 ^{**}	67 ^{**}	95	93	97	84	84	83	...	...	...	Fiji
...	...	...	...	...	...	...	...	...	...	...	...	Hong Kong SAR of China
47	45	49	97 ^{**,+1}	100 ^{**,+1}	94 ^{**,+1}	99	100	97	47	46	47	Indonesia
...	...	...	100	100	100	100 ⁻¹	100 ⁻¹	100 ⁻¹	...	...	...	Japan
...	...	...	93 ^{**}	93 ^{**}	93^{**}	...	...	...	...	...	...	Kiribati
69	70	69	65	67	64	79	80	79	15	14	15	Lao People's Democratic Republic
...	...	...	67	65	69	73 ⁺¹	72 ⁺¹	74 ⁺¹	...	...	...	Macao, China
...	...	...	98	100	96	98 ⁻¹	98 ⁻¹	98 ⁻¹	...	...	...	Malaysia
...	...	...	...	...	...	11 ^{,-1}	11 ^{,-1}	11 ^{,-1}	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	...	13	11	15	Myanmar
51 ^{**,-1}	50 ^{**,-1}	52 ^{**,-1}	...	...	...	51 ^{**,-1}	50 ^{**,-1}	52 ^{**,-1}	...	...	...	Nauru
...	...	...	93	93	93	98	98	98	...	...	...	New Zealand
...	...	...	76 ⁺	58 ⁺	100 ⁺	Niue
...	...	...	97 ^{**}	100 ^{**}	94^{**}	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	...	...	...	...	Papua New Guinea
50	47	53	75	64	85	53	51	56	70	69	70	Philippines
91 ^{**}	91 ^{**}	91 ^{**}	98	99	98	92	92	92	...	...	...	Republic of Korea
...	...	...	88	86	89	77 ⁺¹	76 ⁺¹	78 ⁺¹	...	...	...	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	7 ⁻¹	7 ⁻¹	8 ⁻¹	...	...	...	Solomon Islands
...	...	...	...	...	...	89 ⁻¹	90 ⁻¹	89 ⁻¹	...	...	...	Thailand
50	52	49	...	...	...	66	67	66	...	...	...	Timor-Leste
...	...	...	...	...	...	...	...	...	...	...	...	Tokelau
...	...	...	49	51	47	46 ⁻²	46 ⁻²	46 ⁻²	...	...	...	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
38 ⁻¹	...	...	63	63	63	...	...	...	60 ⁻¹	63 ⁻¹	57 ⁻¹	Vanuatu
...	...	...	87^{**}	...	...	...	...	...	...	...	...	Viet Nam
												Latin America and the Caribbean
89 ^{**}	81 ^{**}	100 ^{**}	84 ^{**,+1}	73 ^{**,+1}	100 ^{**,+1}	89 ^{**}	81 ^{**}	100 ^{**}	100	100	100	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
99 ⁻¹	100 ⁻¹	97 ⁻¹	98	100	97	99 ⁻¹	100 ⁻¹	97 ⁻¹	...	...	...	Argentina

TABLE 2 PRIMARY EDUCATION / ISCED 1 / New entrants

Region	Education system			New entrants		Gross intake ratio				Net intake rate		
	Compulsory education (age range)	Primary education		2008		2008				1999		
		1	Entrance age 2	Duration 3	MF (000) 4	% F 5	MF 6	M 7	F 8	GPI 9	MF 10	M 11	F 12
Aruba	6-16	6	6	1.5	49	107	108	107	0.99	88	91	85
Bahamas	5-16	5	6	6.4	48	112	114	109	0.96	84	85	82
Barbados	5-16	5	6	3.8 [†]	48 [†]
Belize	5-14	5	6	8.2	48	114	116	111	0.96	74 ^{**}	76 ^{**}	72 ^{**}
Bermuda	5-16	5	6	0.79 ⁻²	...	103 ^{†,-2}	...	...	...	...	...	...
Bolivia	6-13	6	6	287 ⁻¹	49 ⁻¹	121 ⁻¹	121 ⁻¹	120 ⁻¹	1.00 ⁻¹	69 ^{**}	68 ^{**}	69 ^{**}
Brazil	7-14	7	4	...	...	...	...	...	...	...	...	...
British Virgin Islands	5-16	5	7	0.46 ⁻¹	51 ⁻¹	105 ^{**,-1}	105 ^{**,-1}	105 ^{**,-1}	1.00 ^{**,-1}	73 ^{**}	70 ^{**}	76 ^{**}
Cayman Islands	5-16	5	6	0.62	50	96 [†]	101 [†]	91 [†]	0.90 [†]	62 ^{†,+1}	56 ^{†,+1}	68 ^{†,+1}
Chile	6-11	6	6	256 ⁻¹	49 ⁻¹	103 ⁻¹	103 ⁻¹	102 ⁻¹	0.98 ⁻¹	...	...	...
Colombia	5-15	6	5	1,106	48	125	127	124	0.98	62 ^{**}	64 ^{**}	61 ^{**}
Costa Rica	6-15	6	6	76	49	95	95	95	1.00	...	...	...
Cuba	6-14	6	6	136 ⁺¹	49 ⁺¹	101 ⁺¹	100 ⁺¹	102 ⁺¹	1.02 ⁺¹	97	97	97
Dominica	5-16	5	7	1.2	52	85 [†]	79 [†]	90 [†]	1.14 [†]	80 [†]	83 [†]	78 [†]
Dominican Republic	5-14	6	6	220	46	105	110	98	0.89	56	56	56
Ecuador	5-14	6	6	405 ⁻¹	49 ⁻¹	140 ⁻¹	141 ⁻¹	139 ⁻¹	0.99 ⁻¹	84	83	84
El Salvador	7-15	7	6	161	48	121	123	119	0.97	34 ^{**,-1}	14 ^{**,-1}	54 ^{**,-1}
Grenada	5-16	5	7	1.8	48	99	99	98	0.99	...	...	...
Guatemala	6-15	7	6	471	49	122	123	121	0.98	56	58	54
Guyana	6-15	6	6	16	49	100	99	100	1.01	89 ^{**}	87 ^{**}	90 ^{**}
Haiti	6-11	6	6	...	...	...	...	...	...	...	...	...
Honduras	6-13	6	6	230	48	124	126	122	0.96	49 ⁺¹	49 ⁺¹	49 ⁺¹
Jamaica	6-12	6	6	48 ^{**,-1}	49 ^{**,-1}	88 ^{**,-1}	90 ^{**,-1}	86 ^{**,-1}	0.96 ^{**,-1}	79 ^{**,+1}	77 ^{**,+1}	81 ^{**,+1}
Mexico	6-15	6	6	2,568	49	122	122	122	1.00	89	89	90
Montserrat	5-16	5	7	0.07 ⁻¹	57 ⁻¹	99 ^{†,-1}	77 ^{†,-1}	125 ^{†,-1}	1.63 ^{†,-1}	...	...	...
Netherlands Antilles	6-15	6	6	...	...	...	...	...	...	77 ^{**}	72 ^{**}	82 ^{**}
Nicaragua	6-11	6	6	202	47	153	158	148	0.94	39	40	38
Panama	6-14	6	6	73	48	107	109	106	0.98	84 ^{**}	84 ^{**}	84 ^{**}
Paraguay	6-14	6	6	144 ⁻¹	48 ⁻¹	100 ⁻¹	102 ⁻¹	99 ⁻¹	0.97 ⁻¹	...	...	...
Peru	6-18	6	6	591	49	100	100	100	1.00	81	81	81
Saint Kitts and Nevis	5-16	5	7	0.74	50	...	...	...	...	82 ^{†,+1}	79 ^{†,+1}	84 ^{†,+1}
Saint Lucia	5-15	5	7	2.6	48	91	94	88	0.94	71 ^{**}	72 ^{**}	70 ^{**}
Saint Vincent and the Grenadines	5-15	5	7	2.0	50	102	102	102	1.00	...	...	...
Suriname	7-12	6	6	10	49	98	98	97	0.99	...	...	...
Trinidad and Tobago	6-12	5	7	17	49	96	97	96	1.00	67	67	68
Turks and Caicos Islands	4-16	6	6	...	...	...	...	...	...	...	...	...
Uruguay	6-15	6	6	53 ⁻¹	49 ⁻¹	104 ⁻¹	104 ⁻¹	103 ⁻¹	0.99 ⁻¹	...	...	...
Venezuela	5-14	6	6	575	48	102	103	101	0.97	60 ^{**}	60 ^{**}	60 ^{**}
North America and Western Europe												
Andorra	6-16	6	6	0.76	48	87 [†]	88 [†]	87 [†]	0.98 [†]
Austria	6-15	6	4	83	48	102	104	100	0.97	...	...	...
Belgium	6-18	6	6	112	49	98	97	98	1.02	...	...	...
Canada	6-16	6	6	351 ⁻²	49 ⁻²	98 ⁻²	98 ⁻²	98 ⁻²	0.99 ⁻²	...	...	...
Cyprus	6-15	6	6	9.1	48	106 [†]	109 [†]	103 [†]	0.95 [†]
Denmark	7-16	7	6	67 ⁻¹	49 ⁻¹	99 ⁻¹	98 ⁻¹	99 ⁻¹	1.01 ⁻¹	86 ⁺¹	85 ⁺¹	88 ⁺¹
Finland	7-16	7	6	57	48	99	100	98	0.98	...	...	...

Net intake rate			Net intake rate (adjusted)						New entrants to primary education with ECCE experience (%)			Region
2008			1999			2008			2008			Country or territory
MF 13	M 14	F 15	MF 16	M 17	F 18	MF 19	M 20	F 21	MF 22	M 23	F 24	
...	...	...	96	100	92	100	99	100	...	...	...	Aruba
68	66	69	87	87	86	71	70	73	56	55	57	Bahamas
...	...	...	...	...	...	...	...	...	100 ⁺	100 ⁺	100 ⁺	Barbados
65	67	64	100 ^{**}	99 ^{**}	100 ^{**}	99	99	100	...	...	...	Belize
...	...	...	...	...	...	93 ^{**,-2}	...	...	...	...	...	Bermuda
66 ⁻¹	66 ⁻¹	66 ⁻¹	73	72	74	73 ⁻¹	73 ⁻¹	74 ⁻¹	66 ⁻²	66 ⁻²	66 ⁻²	Bolivia
...	...	...	79^{**}	...	...	82	82	83	...	...	...	Brazil
...	...	...	90 ^{**}	81 ^{**}	100 ^{**}	97 ^{**,-1}	95 ^{**,-1}	98 ^{**,-1}	99 ⁻²	...	...	British Virgin Islands
84 ^{**,-1}	82 ^{**,-1}	87 ^{**,-1}	92 ^{*,+1}	83 ^{*,+1}	100 ^{*,+1}	91 ^{**,-1}	89 ^{**,-1}	93 ^{**,-1}	95	94	95	Cayman Islands
...	...	...	...	...	...	89 ⁻¹	89 ⁻¹	90 ⁻¹	...	...	...	Chile
64	64	63	79 ^{**}	78 ^{**}	80 ^{**}	80	79	80	...	...	...	Colombia
64 ⁻¹	63 ⁻¹	65 ⁻¹	...	...	...	...	...	...	82	81	82	Costa Rica
99 ⁺¹	99 ⁺¹	100 ⁺¹	99	99	99	100 ⁺¹	99 ⁺¹	100 ⁺¹	100 ⁺¹	100 ⁺¹	100 ⁺¹	Cuba
54 ⁺	48 ⁺	60 ⁺	97 ⁺	100 ⁺	93 ⁺	72 ⁺	64 ⁺	80 ⁺	82	81	82	Dominica
56	57	55	65	64	67	72	71	72	55	54	55	Dominican Republic
90 ⁻¹	90 ⁻¹	90 ⁻¹	96	95	97	100 ⁻¹	99 ⁻¹	100 ⁻¹	64 ⁻¹	63 ⁻¹	65 ⁻¹	Ecuador
65	64	65	42 ⁻¹	18 ⁻¹	67 ⁻¹	73	72	75	74	66	84	El Salvador
79 ^{**}	81 ^{**}	77 ^{**}	53 ^{**,+1}	45 ^{**,+1}	62 ^{**,+1}	92	92	93	100	100	100	Grenada
72	72	71	76	78	73	91	91	91	...	...	...	Guatemala
62 ⁻¹	62 ⁻¹	62 ⁻¹	...	...	...	95	95	96	100 ⁻¹	100 ⁻¹	100 ⁻¹	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	Haiti
63	61	64	88 ⁺¹	88 ⁺¹	88 ⁺¹	66	64	68	...	...	...	Honduras
...	...	...	87 ⁺¹	83 ⁺¹	91 ⁺¹	79 ⁻¹	78 ⁻¹	79 ⁻¹	...	...	...	Jamaica
95	95	95	99	98	100	100	99	100	...	...	...	Mexico
48 ^{,-1}	41 ^{,-1}	56 ^{,-1}	...	...	...	76 ^{,-1}	69 ^{,-1}	84 ^{,-1}	100 ⁻¹	100 ⁻¹	100 ⁻¹	Montserrat
...	...	...	97	95	100	...	...	...	...	...	...	Netherlands Antilles
67	66	67	81	80	82	77	75	78	45	45	46	Nicaragua
...	...	...	87	87	88	84	84	84	77	77	78	Panama
65 ⁻¹	64 ⁻¹	65 ⁻¹	77	76	78	70 ⁻¹	69 ⁻¹	71 ⁻¹	84 ⁻¹	83 ⁻¹	85 ⁻¹	Paraguay
76	75	76	100 ^{**}	100 ^{**}	100 ^{**}	88	87	88	63	63	63	Peru
...	...	...	96 ^{*,+1}	92 ^{*,+1}	100 ^{*,+1}	...	...	...	100	100	100	Saint Kitts and Nevis
69 ^{**,-2}	68 ^{**,-2}	69 ^{**,-2}	93 ^{**}	92 ^{**}	95 ^{**}	94 ⁻²	93 ⁻²	95 ⁻²	49 ⁻¹	49 ⁻¹	50 ⁻¹	Saint Lucia
...	...	...	96 ^{**,+1}	100 ^{**,+1}	93 ^{**,+1}	97	96	98	...	...	...	Saint Vincent and the Grenadines
86	86	86	...	...	...	87	87	87	100	100	100	Suriname
67	67	67	91	90	92	85	85	85	79	78	80	Trinidad and Tobago
...	...	...	...	...	...	...	...	...	...	...	...	Turks and Caicos Islands
...	...	...	...	...	...	66 ⁻¹	66 ⁻¹	66 ⁻¹	96 ⁻²	96 ⁻²	96 ⁻²	Uruguay
63	63	64	74	73	75	77	76	79	75	74	76	Venezuela
North America and Western Europe												
44 ^{**}	45 ^{**}	42^{**}	...	...	...	44 ⁺	46 ⁺	43 ⁺	100 ⁻¹	100 ⁻¹	100 ⁻¹	Andorra
...	...	...	94 ^{**}	91 ^{**}	97^{**}	...	...	...	...	...	...	Austria
...	...	...	98	97	99	96	94	97	...	...	...	Belgium
...	...	...	99	100	99	...	...	...	...	...	...	Canada
...	...	...	97 ⁺	97 ⁺	97 ⁺	98 ⁺	98 ⁺	97 ⁺	Cyprus
...	...	...	90 ⁺¹	88 ⁺¹	93 ⁺¹	78 ⁻¹	72 ⁻¹	84 ⁻¹	...	...	...	Denmark
...	...	...	100	100	99	95	95	95	...	...	...	Finland

TABLE 2 PRIMARY EDUCATION / ISCED 1 / New entrants

Region	Education system			New entrants		Gross intake ratio				Net intake rate		
	Compulsory education (age range)	Primary education		2008		2008				1999		
		Entrance age	Duration	MF (000)	% F	MF	M	F	GPI	MF	M	F
Country or territory	1	2	3	4	5	6	7	8	9	10	11	12
France	6-16	6	5	...	...	...	...	...	...	...	...	...
Germany	6-18	6	4	753	48	99	100	99	0.99	...	...	...
Gibraltar	4-15	5	6	...	...	...	...	...	...	...	...	...
Greece	6-15	6	6	107 ⁻¹	49 ⁻¹	102 ⁻¹	102 ⁻¹	103 ⁻¹	1.00 ⁻¹	97	97	96
Holy See	.	.	.	.	.	.	.	.	.	.	.	.
Iceland	6-16	6	7	4.1	49	99	100	98	0.99	98	100	96
Ireland	6-15	4	8	62	49	100	99	101	1.02	...	...	...
Israel	5-15	6	6	129	49	97	96	98	1.03	...	...	...
Italy	6-18	6	5	567 ⁻¹	48 ⁻¹	106 ⁻¹	106 ⁻¹	105 ⁻¹	0.99 ⁻¹	...	...	...
Liechtenstein	6-14	6	5	0.47	44	124 ⁺	126 ⁺	120 ⁺	0.95 ⁺
Luxembourg	6-15	6	6	5.7	50	98	96	101	1.05	...	...	...
Malta	5-16	5	6	...	...	...	...	...	...	...	...	...
Monaco	6-16	6	5	...	...	...	...	...	...	...	...	...
Netherlands	5-17	6	6	202	49	101	101	101	1.00	99 ⁺¹	99 ⁺¹	98 ⁺¹
Norway	6-16	6	7	58	49	98	97	99	1.01	...	...	...
Portugal	6-15	6	6	122 ⁻¹	48 ⁻¹	111 ⁻¹	113 ⁻¹	110 ⁻¹	0.98 ⁻¹	...	...	...
San Marino	6-16	6	5	0.33	48	...	...	...	...	...	...	...
Spain	6-16	6	6	440	49	105	105	106	1.01	...	...	...
Sweden	7-16	7	6	96	48	103	104	103	0.99	...	...	...
Switzerland	7-15	7	6	73	49	94	93	96	1.03	...	...	...
United Kingdom	5-16	5	6	...	...	...	...	...	...	...	...	...
United States of America	6-17	6	6	4,354	50	106	103	109	1.05	...	...	...
South and West Asia												
Afghanistan	7-15	7	6	811 ⁻¹	39 ⁻¹	101 ⁻¹	119 ⁻¹	82 ⁻¹	0.69 ⁻¹	...	...	...
Bangladesh	6-10	6	5	3,468 ⁺	50 ⁺	100 ⁺	99 ⁺	100 ⁺	1.02 ⁺
Bhutan	.	6	7	16 ⁺¹	50 ⁺¹	113 ⁺¹	112 ⁺¹	114 ⁺¹	1.02 ⁺¹	20 ^{**}	21 ^{**}	19 ^{**}
India	6-14	6	5	31,971 ⁻¹	46 ⁻¹	128 ⁻¹	132 ⁻¹	124 ⁻¹	0.94 ⁻¹	...	...	...
Iran (Islamic Republic of)	6-10	6	5	1,400 ^{**,-2}	56 ^{**,-2}	138 ^{**,-2}	118 ^{**,-2}	159 ^{**,-2}	1.35 ^{**,-2}	...	...	...
Maldives	6-12	6	7	5.6	49	106	106	106	1.00	87 ^{**}	88 ^{**}	86 ^{**}
Nepal	5-10	5	5	1,078 ⁺²	50 ⁺²	...	...	...	...	...	...	...
Pakistan	5-9	5	5	4,671	45	106	114	98	0.86	...	...	...
Sri Lanka	5-14	5	5	330	49	98	97	98	1.01	90 ^{**,-1}	90 ^{**,-1}	91 ^{**,-1}
Sub-Saharan Africa												
Angola	6-14	6	6	...	...	...	...	...	...	22 ^{**,-1}	24 ^{**,-1}	19 ^{**,-1}
Benin	6-11	6	6	291 ⁻²	46 ⁻²	125 ⁻²	132 ⁻²	117 ⁻²	0.89 ⁻²	...	...	...
Botswana	6-15	6	7	49 ⁻²	49 ⁻²	115 ⁻²	116 ⁻²	113 ⁻²	0.98 ⁻²	23	21	25
Burkina Faso	6-16	7	6	378 ⁺¹	47 ⁺¹	87 ⁺¹	90 ⁺¹	83 ⁺¹	0.93 ⁺¹	20	23	16
Burundi	...	7	6	289	49	144	148	140	0.95	28 ⁺¹	29 ⁺¹	26 ⁺¹
Cameroon	6-11	6	6	603	46	119	127	110	0.87	...	...	...
Cape Verde	6-16	6	6	10	49	84	84	83	0.99	66 ^{**}	65 ^{**}	67 ^{**}
Central African Republic	6-15	6	6	118 ⁺¹	44 ⁺¹	97 ⁺¹	110 ⁺¹	86 ⁺¹	0.78 ⁺¹	...	...	...
Chad	6-14	6	6	316 ^{**,-1}	43 ^{**,-1}	99 ^{**,-1}	114 ^{**,-1}	84 ^{**,-1}	0.74 ^{**,-1}	22	25	18
Comoros	6-14	6	6	16	48	96	99	92	0.93	21	25 ^{**}	17 ^{**}
Congo	6-16	6	6	99	48	103	107	98	0.92	45 ^{**,+1}	47 ^{**,+1}	43 ^{**,+1}
Côte d'Ivoire	6-15	6	6	419	46	75	81	69	0.85	27	30	24
Democratic Republic of the Congo	6-15	6	6	2,328	55	116	105	128	1.21	22	21	23

Net intake rate			Net intake rate (adjusted)						New entrants to primary education with ECCE experience (%)			Region
2008			1999			2008			2008			Country or territory
MF 13	M 14	F 15	MF 16	M 17	F 18	MF 19	M 20	F 21	MF 22	M 23	F 24	
...	...	...	100	99	100	99	99	100	...	...	...	France
...	...	...	94**	92**	95**	98**	97**	99**	...	...	...	Germany
...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar
...	...	...	100	100	99	99 ⁻¹	99 ⁻¹	100 ⁻¹	...	...	...	Greece
.	.	.	.	.	.	.	.	.	.	.	.	Holy See
...	...	...	98	100	97	99	100	98	...	...	...	Iceland
...	...	...	49	47	52	44	41	47	...	...	...	Ireland
...	...	...	89	87	90	84	82	86	...	...	...	Israel
...	...	...	100	100	100	100 ⁻¹	100 ⁻¹	99 ⁻¹	...	...	...	Italy
49 ⁺	47 ⁺	51 ⁺	49 ⁺	47 ⁺	51 ⁺	Liechtenstein
...	...	...	94	92	96	93	89	98	...	...	...	Luxembourg
...	...	...	77	78	76	66 ⁻¹	65 ⁻¹	67 ⁻¹	...	...	...	Malta
...	...	...	...	...	...	100 ^{*,+1}	100 ^{*,+1}	100 ^{*,+1}	...	...	...	Monaco
...	...	...	99 ⁺¹	99 ⁺¹	98 ⁺¹	100	100	100	...	...	...	Netherlands
...	...	...	99	100	99	98	97	99	...	...	...	Norway
...	...	...	...	...	...	99 ⁻¹	98 ⁻¹	100 ⁻¹	...	...	...	Portugal
...	...	...	...	...	...	...	...	...	...	...	...	San Marino
100	99	100	100	99	100	100	99	100	...	...	...	Spain
99	100	99	98	99	96	99	100	99	...	...	...	Sweden
...	...	...	100	99	100	100	100	100	...	...	...	Switzerland
...	...	...	99	99	99	97	97	97	...	...	...	United Kingdom
78	74	81	83	82	85	86	83	89	...	...	...	United States of America
South and West Asia												
57 ⁻¹	67 ⁻¹	46 ⁻¹	...	...	...	...	...	...	...	...	...	Afghanistan
87 ⁺	88 ⁺	87 ⁺	89	89	88	...	...	...	Bangladesh
41 ^{**,-2}	42 ^{**,-2}	40 ^{**,-2}	23	24	22	51 ⁻²	52 ⁻²	49 ⁻²	...	...	...	Bhutan
...	...	...	93 ^{*,+1}	100 ^{*,+1}	85 ^{*,+1}	99 ⁻¹	100 ⁻¹	97 ⁻¹	...	...	...	India
...	...	...	48**	49**	48**	94 ^{**,-2}	87 ^{**,-2}	100 ^{**,-2}	...	...	...	Iran (Islamic Republic of)
78**	79**	77**	98	99	97	90	92	89	99	99	99	Maldives
...	...	...	58 ⁺	64 ⁺	52 ⁺	35	36	34	Nepal
...	...	...	...	...	...	70 ⁺	76 ⁺	64 ⁺	Pakistan
100 ^{**,-1}	100 ^{**,-1}	100 ^{**,-1}	...	...	...	100 ^{**,-1}	100 ^{**,-1}	100 ^{**,-1}	...	...	...	Sri Lanka
Sub-Saharan Africa												
...	...	...	35 ^{**,-1}	37 ^{**,-1}	33 ^{**,-1}	...	...	...	...	...	...	Angola
...	...	...	...	...	...	81 ⁻²	84 ⁻²	77 ⁻²	...	...	...	Benin
...	...	...	25	23	27	40 ⁻²	38 ⁻²	42 ⁻²	...	...	...	Botswana
35 ⁺¹	36 ⁺¹	34 ⁺¹	29	33	25	68 ⁺¹	70 ⁺¹	65 ⁺¹	5 ⁻¹	5 ⁻¹	5 ⁻¹	Burkina Faso
59 ⁻¹	60 ⁻¹	58 ⁻¹	39 ⁺¹	42 ⁺¹	35 ⁺¹	93 ⁻¹	93 ⁻¹	93 ⁻¹	1 ⁻²	1 ⁻²	1 ⁻²	Burundi
...	...	...	...	...	...	88	93	83	...	...	...	Cameroon
73	72	73	71**	70**	72**	74	73	74	87	85	88	Cape Verde
...	...	...	...	...	...	52 ⁺¹	58 ⁺¹	47 ⁺¹	...	...	...	Central African Republic
...	...	...	33	38	27	...	...	...	...	...	...	Chad
...	...	...	30	31	29	...	...	...	...	...	...	Comoros
58 ⁻²	59 ⁻²	58 ⁻²	...	...	...	65 ⁻²	65 ⁻²	64 ⁻²	...	...	...	Congo
...	...	...	51	56	45	...	...	...	...	...	...	Côte d'Ivoire
42 ⁻¹	45 ⁻¹	38 ⁻¹	27	28	26	...	...	...	...	...	...	Democratic Republic of the Congo

TABLE 2 PRIMARY EDUCATION / ISCED 1 / New entrants

Region	Education system			New entrants		Gross intake ratio				Net intake rate		
	Compulsory education (age range)	Primary education		2008		2008				1999		
		Entrance age	Duration	MF (000)	% F	MF	M	F	GPI	MF	M	F
Country or territory	1	2	3	4	5	6	7	8	9	10	11	12
Equatorial Guinea	7-11	7	5	15 ⁻¹	49 ⁻¹	90 ⁻¹	92 ⁻¹	88 ⁻¹	0.96 ⁻¹	...	...	...
Eritrea	7-14	7	5	52	45	40	44	37	0.84	17	18	16
Ethiopia	.	7	6	3,497	47	153	162	144	0.89	21	24	19
Gabon	6-16	6	6	...	...	...	...	...	...	...	...	...
Gambia	7-12	7	6	43	51	93	91	96	1.06	...	...	...
Ghana	6-15	6	6	684	49	115	113	116	1.02	30 ^{**}	30 ^{**}	30 ^{**}
Guinea	7-16	7	6	249	46	92	97	87	0.90	19	21	18
Guinea-Bissau	7-12	7	6	...	...	...	...	...	...	11 ^{**,+1}	12 ^{**,+1}	10 ^{**,+1}
Kenya	6-13	6	6	...	...	...	...	...	...	28 ^{**}	27 ^{**}	29 ^{**}
Lesotho	...	6	7	53 ⁻¹	48 ⁻¹	97 ⁻¹	101 ⁻¹	94 ⁻¹	0.94 ⁻¹	26	25	27
Liberia	6-16	6	6	119	47	112	117	107	0.92	...	...	...
Madagascar	6-10	6	5	1,033	49	186	188	185	0.98	...	...	...
Malawi	6-13	6	6	666	51	141	137	144	1.05	...	...	...
Mali	7-15	7	6	344 ⁺¹	46 ⁺¹	96 ⁺¹	102 ⁺¹	89 ⁺¹	0.87 ⁺¹	...	...	...
Mauritius	5-16	5	6	19 ⁺¹	49 ⁺¹	99 ⁺¹	99 ⁺¹	99 ⁺¹	1.00 ⁺¹	71	70	72
Mozambique	6-12	6	7	1,098	48	160	165	155	0.94	18	19	17
Namibia	7-16	7	7	53	50	101	101	101	1.00	61	59	63
Niger	...	7	6	411 ⁺¹	45 ⁺¹	90 ⁺¹	97 ⁺¹	83 ⁺¹	0.85 ⁺¹	27	32	21
Nigeria	6-14	6	6	...	...	...	...	...	...	...	...	...
Rwanda	7-12	7	6	560	50	210	213	207	0.97	...	...	...
Sao Tome and Principe	7-13	7	6	5.8 ⁺¹	...	132 ⁺¹	...	...	...	...	...	...
Senegal	7-12	7	6	337	51	99	97	102	1.05	37	38 ^{**}	36 ^{**}
Seychelles	6-15	6	6	1.4 ⁺¹	48 ⁺¹	127 ⁺	127 ⁺	126 ⁺	1.00 ⁺	75 ⁺	74 ⁺	77 ⁺
Sierra Leone	6-11	6	6	296 ⁻¹	48 ⁻¹	192 ⁻¹	201 ⁻¹	182 ⁻¹	0.91 ⁻¹	...	...	...
Somalia	...	6	6	...	...	...	...	...	...	...	...	...
South Africa	7-15	7	7	1,092 ^{**,-1}	48 ^{**,-1}	108 ^{**,-1}	112 ^{**,-1}	104 ^{**,-1}	0.93 ^{**,-1}	44	45	43
Swaziland	...	6	7	31 ⁻¹	49 ⁻¹	103 ⁻¹	105 ⁻¹	101 ⁻¹	0.96 ⁻¹	40	38	41
Togo	6-15	6	6	185 ⁺¹	64 ⁺¹	105 ⁺¹	76 ⁺¹	134 ⁺¹	1.78 ⁺¹	39	42	37
Uganda	6-12	6	7	1,662	50 ^{**}	159	158 ^{**}	160 ^{**}	1.01^{**}	...	...	...
United Republic of Tanzania	7-13	7	7	1,267 ^{**,-1}	49 ^{**,-1}	106 ^{**,-1}	107 ^{**,-1}	105 ^{**,-1}	0.99 ^{**,-1}	14	13	15
Zambia	7-13	7	7	479	51	125	122	127	1.04	38	37	39
Zimbabwe	6-12	6	7	43 ⁺¹	42 ⁺¹	44 ⁺¹

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WORLD	137,071 ^{**}	48 ^{**}	112 ^{**}	114 ^{**}	110 ^{**}	0.97 ^{**}
Arab States	7,431 ^{**}	48 ^{**}	99 ^{**}	101 ^{**}	97 ^{**}	0.96 ^{**}
Central and Eastern Europe	4,321	48 ^{**}	100	100 ^{**}	99 ^{**}	0.99 ^{**}
Central Asia	...	...	...	1,392	48	104	105	103	0.98	...	...	...
East Asia and the Pacific	...	...	...	32,411 [#]	47 [#]	103 [#]	102 [#]	104 [#]	1.02 [#]
Latin America and the Caribbean	...	...	...	13,330 ^{**}	48 ^{**}	121 ^{**}	123 ^{**}	119 ^{**}	0.97^{**}	...	...	...
North America and Western Europe	...	...	...	9,118 ^{**}	49 ^{**}	103 ^{**}	102 ^{**}	105 ^{**}	1.02^{**}	...	...	...
South and West Asia	...	...	...	43,750 [#]	47 [#]	122 [#]	126 [#]	118 [#]	0.94 [#]
Sub-Saharan Africa	...	...	...	25,318 ^{**}	48 ^{**}	116 ^{**}	119 ^{**}	112 ^{**}	0.94^{**}	...	...	...

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

Net intake rate			Net intake rate (adjusted)						New entrants to primary education with ECCE experience (%)			Region
2008			1999			2008			2008			Country or territory
MF 13	M 14	F 15	MF 16	M 17	F 18	MF 19	M 20	F 21	MF 22	M 23	F 24	
30 ⁻¹	30 ⁻¹	29 ⁻¹	79 ^{*,+1}	...	...	...	...	...	...	...	...	Equatorial Guinea
16	17	15	22	23	21	31	33	29	50	48	52	Eritrea
77	80	74	24	26	21	83	86	80	6	6	6	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	Gabon
51 ^{*,+1}	50 ^{*,+1}	53 ^{*,+1}	65	67	64	60 ⁻¹	58 ⁻¹	62 ⁻¹	...	...	...	Gambia
40 ^{**}	39 ^{**}	41 ^{**}	40 ^{**}	39 ^{**}	41 ^{**}	49	48	50	...	...	...	Ghana
42	44	41	29	31	27	56	58	54	20	19	21	Guinea
...	...	...	40 ⁺¹	46 ⁺¹	35 ⁺¹	...	...	...	...	...	...	Guinea-Bissau
...	...	...	33	32	34	40	38	41	...	...	...	Kenya
49 ⁻¹	49 ⁻¹	49 ⁻¹	26	26	27	57 ⁻¹	57 ⁻¹	58 ⁻¹	...	...	...	Lesotho
...	...	...	15	17	12	...	...	...	...	...	...	Liberia
86	86	87	59	64	55	99	97	100	...	...	...	Madagascar
71 ^{**}	68 ^{**}	73 ^{**}	74	73	76	84	80	87	...	...	...	Malawi
26 ⁺¹	28 ⁺¹	23 ⁺¹	40 ^{**}	45 ^{**}	34 ^{**}	77 ⁺¹	82 ⁺¹	72 ⁺¹	15 ⁺¹	15 ⁺¹	16 ⁺¹	Mali
83 ⁺¹	83 ⁺¹	84 ⁺¹	71	70	72	83 ⁺¹	83 ⁺¹	84 ⁺¹	92 ⁺¹	92 ⁺¹	92 ⁺¹	Mauritius
59 ^{**}	60 ^{**}	59 ^{**}	25	25	24	64	64	63	...	...	...	Mozambique
57 ^{**}	55 ^{**}	59 ^{**}	80	78	83	77	76	78	...	...	...	Namibia
60 ⁺¹	66 ⁺¹	54 ⁺¹	33	38	27	73 ⁺¹	79 ⁺¹	67 ⁺¹	13 ⁺¹	12 ⁺¹	14 ⁺¹	Niger
...	...	...	37 ^{**}	37 ^{**}	38 ^{**}	38 ^{*,+1}	36 ^{*,+1}	40 ^{*,+1}	...	...	...	Nigeria
97 ⁻²	98 ⁻²	97 ⁻²	...	...	...	99 ^{**}	100 ^{**}	98^{**}	...	...	...	Rwanda
46	47	45	86	88	84	99	100	99	42 ⁻¹	42 ⁻¹	43 ⁻¹	Sao Tome and Principe
56 ⁻¹	54 ⁻¹	57 ⁻¹	54 ^{**}	56 ^{**}	52 ^{**}	79 ⁻¹	77 ⁻¹	80 ⁻¹	...	...	...	Senegal
93 ⁺	92 ⁺	94 ⁺	76 ⁺	75 ⁺	77 ⁺	93 ⁺	92 ⁺	94 ⁺	Seychelles
...	...	...	...	...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	Somalia
...	...	...	98	96	100	88 ^{*,+1}	88 ^{*,+1}	89 ^{*,+1}	...	...	...	South Africa
48 ⁻¹	47 ⁻¹	50 ⁻¹	47	45	49	76 ⁻¹	78 ⁻¹	75 ⁻¹	...	...	...	Swaziland
47 ⁻¹	49 ⁻¹	46 ⁻¹	68	72	63	76 ⁻¹	78 ⁻¹	74 ⁻¹	...	...	...	Togo
71 ^{**}	69 ^{**}	74^{**}	...	...	...	81	79	83	...	...	...	Uganda
87 ^{*,+1}	87 ^{*,+1}	88 ^{*,+1}	15	14	16	United Republic of Tanzania
52 ^{**}	50 ^{**}	54 ^{**}	47	45	49	63	60	66	17 ⁻¹	16 ⁻¹	17 ⁻¹	Zambia
...	49 ⁺¹	47 ⁺¹	50 ⁺¹	60 ⁻²	58 ⁻²	62 ⁻²	Zimbabwe

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...	81 ^{**}	83 ^{**}	79 ^{**}	83 ^{**}	84 ^{**}	83 ^{**}	WORLD
...	68	70	66	74 ^{**}	75 ^{**}	72 ^{**}	Arab States
...	86 [#]	87 [#]	86 [#]	88 ^{**}	88 ^{**}	89 ^{**}	Central and Eastern Europe
...	...	...	91 [#]	91 [#]	90 [#]	92	93	91	...	...	...	Central Asia
...	...	...	92 [#]	91 [#]	93 [#]	87 [#]	86 [#]	88 [#]	East Asia and the Pacific
...	...	...	85	84 ^{**}	86 ^{**}	85	85 ^{**}	86^{**}	...	...	...	Latin America and the Caribbean
...	...	...	91	90	92	92	90	94	...	...	...	North America and Western Europe
...	...	...	86 [#]	92 [#]	79 [#]	93 [#]	94 [#]	90 [#]	South and West Asia
...	...	...	43	44	42	60 ^{**}	60 ^{**}	60^{**}	...	...	...	Sub-Saharan Africa

TABLE 3 PRIMARY EDUCATION / ISCED 1 / Enrolment and teaching staff

Region	Enrolment			Gross enrolment ratio							
	2008			1999				2008			
	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
Arab States											
Algeria	3,942	47	-	105	110	100	0.91	108	111	104	0.94
Bahrain	86	49	28	107	107	108	1.01	105	106	104	0.98
Djibouti	56	47	14	33	39	28	0.71	46	49	43	0.88
Egypt	9,988 ⁻¹	48 ⁻¹	8 ⁻¹	93 ^{**}	97 ^{**}	89 ^{**}	0.92 ^{**}	100 ⁻¹	102 ⁻¹	97 ⁻¹	0.95 ⁻¹
Iraq	...	...	...	96	104	86	0.83	...	...	...	...
Jordan	817	49	33	98	98	98	1.00	97	97	97	1.01
Kuwait	209	49	38	100	99	101	1.01	95	96	95	0.98
Lebanon	464 ⁺¹	49 ⁺¹	71 ⁺¹	110 ^{**}	113 ^{**}	108 ^{**}	0.96 ^{**}	103 ⁺¹	104 ⁺¹	102 ⁺¹	0.98 ⁺¹
Libyan Arab Jamahiriya	755 ⁻²	48 ⁻²	5 ⁻²	120	121	118	0.98	110 ⁻²	113 ⁻²	108 ⁻²	0.95 ⁻²
Mauritania	513 ⁺¹	50 ⁺¹	9 ⁺¹	86	86	86	1.00	104 ⁺¹	101 ⁺¹	108 ⁺¹	1.08 ⁺¹
Morocco	3,879	47	9	86	95	77	0.81	107	112	102	0.91
Oman	271	49	7	91	93	90	0.97	75	74	75	1.01
Palestinian Autonomous Territories	390	49	11	105	105	106	1.01	80	80	79	1.00
Qatar	78	49	50	101	103	98	0.96	109	109	108	0.99
Saudi Arabia	3,211	49	8	...	...	...	...	98	100	96	0.96
Sudan	4,744 ⁺¹	46 ⁺¹	4 ⁺¹	47 ^{**}	50 ^{**}	43 ^{**}	0.85 ^{**}	74 ⁺¹	78 ⁺¹	70 ⁺¹	0.90 ⁺¹
Syrian Arab Republic	2,356	48	4	102	107	98	0.92	124	127	122	0.96
Tunisia	1,036	48	2	116	119	113	0.95	107	108	106	0.98
United Arab Emirates	284 ⁻¹	49 ⁻¹	67 ⁻¹	90	91	88	0.97	108 ⁻¹	108 ⁻¹	108 ⁻¹	1.00 ⁻¹
Yemen	3,282	44	3	71	91	51	0.56	85	94	76	0.80
Central and Eastern Europe											
Albania	...	...	...	110	110	109	0.99	...	...	...	...
Belarus	362	49	-	111	111	110	0.99	99	98	100	1.02
Bosnia and Herzegovina	182	49	...	...	...	...	...	109	109	110	1.01
Bulgaria	263	49	1	107	108	105	0.98	101	101	101	1.00
Croatia	191 ⁻¹	49 ⁻¹	- ⁻¹	93	93	92	0.99	99 ⁻¹	99 ⁻¹	98 ⁻¹	1.00 ⁻¹
Czech Republic	460	48	1	103	104	103	0.99	103	103	103	0.99
Estonia	75	48	3	102	103	100	0.97	100	101	99	0.99
Hungary	394	48	8	102	103	101	0.98	99	100	98	0.99
Latvia	117	48	1	100	101	99	0.98	98	100	96	0.96
Lithuania	136	48	1	102	103	101	0.98	96	97	95	0.98
Montenegro	...	...	...	...	...	...	...	...	...	...	...
Poland	2,485 ⁻¹	49 ⁻¹	2 ⁻¹	98	99	97	0.98	97 ⁻¹	97 ⁻¹	97 ⁻¹	1.00 ⁻¹
Republic of Moldova	152	48	1	100 [*]	100 [*]	100 [*]	1.00 [*]	94 [*]	95 [*]	93 [*]	0.98 [*]
Romania	865	48	-	105	106	104	0.98	100	100	99	0.99
Russian Federation	4,969	49	1	108	109	107	0.99	97	97	97	1.00
Serbia	290	49	-	112 ^{**}	112 ^{**}	111 ^{**}	0.99 ^{**}	98 [*]	98 [*]	98 [*]	1.00 [*]
Slovakia	225	49	6	102	103	101	0.99	103	103	102	0.99
Slovenia	107	48	-	100	100	99	0.99	97	98	97	0.99
The former Yugoslav Rep. of Macedonia	101 ⁻¹	48 ⁻¹	. ⁻¹	101	102	100	0.98	93 ⁻¹	93 ⁻¹	93 ⁻¹	1.00 ⁻¹
Turkey	6,760	48	...	99	103	94	0.92	99	101	98	0.97
Ukraine	1,573	49 [*]	1	109	110	109	0.99	98	98 [*]	99 [*]	1.00 [*]
Central Asia											
Armenia	122	47	2	100	...	...	...	105	104	106	1.02
Azerbaijan	497	47	-	98 [*]	98 [*]	98 [*]	1.00 [*]	116 [*]	117 [*]	115 [*]	0.99 [*]

Net enrolment rate (adjusted)								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2008				2008		2008			2008	Country or territory
MF 12	M 13	F 14	GPI 15	MF 16	M 17	F 18	GPI 19	MF (000) 20	% F 21	MF 22	M 23	F 24		
Arab States														
92	94	90	0.96	96	96	95	0.99	170	53	99 ⁻¹	...	...	23	Algeria
99	97	100	1.03	99	100	99	0.99	...	...	...	...	...	...	Bahrain
28	32	23	0.73	48	51	44	0.86	1.7	26	80	81	78	34	Djibouti
88 ^{**}	91 ^{**}	85 ^{**}	0.93 ^{**}	95 ^{**,-1}	97 ^{**,-1}	93 ^{**,-1}	0.96 ^{**,-1}	369 ^{**,-1}	56 ^{**,-1}	...	...	...	27 ^{**,-1}	Egypt
88	94	81	0.86	...	...	...	...	...	...	...	...	...	...	Iraq
95	94	95	1.00	94	93	94	1.01	...	...	...	...	...	...	Jordan
93	93	93	1.01	93	94	93	0.98	23	89	100	100	100	9	Kuwait
93 ^{**}	94 ^{**}	91 ^{**}	0.97 ^{**}	91 ⁺¹	92 ⁺¹	90 ⁺¹	0.99 ⁺¹	33 ⁺¹	86 ⁺¹	13 ⁺¹	16 ⁺¹	13 ⁺¹	14 ⁺¹	Lebanon
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
62	62	62	0.99	77 ⁺¹	74 ⁺¹	79 ⁺¹	1.06 ⁺¹	13 ⁺¹	37 ⁺¹	100 ⁺¹	100 ⁺¹	100 ⁺¹	39 ⁺¹	Mauritania
71	76	65	0.85	90	92	88	0.95	146	49	100	100	100	27	Morocco
83	83	83	1.00	72	71	73	1.03	23 ^{**}	64 ^{**}	100 ^{**,-2}	100 ^{**,-2}	100 ^{**,-2}	12 ^{**}	Oman
99	99	99	1.01	77	77	78	1.00	13	67	100	100	100	29	Palestinian Autonomous Territories
95	95	95	1.00	...	...	...	...	6.2	85	52	42	54	13	Qatar
...	...	...	...	85	85	84	0.99	299 ⁺	51 ⁺	91 ^{,-1}	97 ^{,-1}	87 ^{,-1}	11 ⁺	Saudi Arabia
42 ^{**,+1}	46 ^{**,+1}	38 ^{**,+1}	0.83 ^{**,+1}	...	...	...	...	124 ^{**,+1}	61 ^{**,+1}	60 ^{**,+1}	64 ^{**,+1}	57 ^{**,+1}	38 ^{**,+1}	Sudan
95 ^{**}	98 ^{**}	91 ^{**}	0.93^{**}	...	...	...	...	132 ^{**}	66^{**}	...	...	...	18 ^{**}	Syrian Arab Republic
96	97	95	0.98	100	...	...	...	60	54	...	...	...	17	Tunisia
81	82	81	0.99	99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹	17 ⁻¹	85 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	17 ⁻¹	United Arab Emirates
56	70	42	0.59	73	80	66	0.83	...	...	...	...	...	...	Yemen
Central and Eastern Europe														
100^{**}	...	...	...	...	...	...	...	...	...	...	...	...	...	Albania
...	...	...	...	95	94	96	1.02	24	99	100	...	...	15	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
99	99	98	0.99	97	97	98	1.00	16	93	...	...	...	16	Bulgaria
92	92	92	0.99	99 ⁻¹	98 ⁻¹	100 ⁻¹	1.02 ⁻¹	11 ⁻¹	91 ⁻¹	...	...	...	17 ⁻¹	Croatia
96 ^{**}	96 ^{**}	97 ^{**}	1.00 ^{**}	90 ^{**,-2}	88 ^{**,-2}	91 ^{**,-2}	1.03 ^{**,-2}	25	98	...	...	...	18	Czech Republic
100 ^{**}	100 ^{**}	100 ^{**}	1.00 ^{**}	97	96	97	1.00	6.1	94	...	...	...	12	Estonia
97	97	97	1.00	95	95	95	1.00	38	96	...	...	...	10	Hungary
99 ^{**}	99 ^{**}	98 ^{**}	1.00^{**}	...	...	...	...	11	93	...	...	...	11	Latvia
98	98	98	1.00	96	96	96	0.99	10	97	...	...	...	13	Lithuania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Montenegro
96	96	96	1.00	96 ⁻¹	95 ⁻¹	96 ⁻¹	1.01 ⁻¹	234 ⁻¹	84 ⁻¹	...	...	...	11 ⁻¹	Poland
96^{**}	...	...	...	90 ⁺	91 ⁺	90 ⁺	0.99 ⁺	9.6	97	...	...	...	16	Republic of Moldova
100	...	...	...	97	96	97	1.00	55	86	...	...	...	16	Romania
...	...	...	...	...	...	...	...	285	98	...	...	...	17	Russian Federation
...	...	...	...	96 ⁺	96 ⁺	96 ⁺	1.00 ⁺	17	84	100 ⁻¹	100 ⁻¹	100 ⁻¹	17	Serbia
...	...	...	...	...	...	...	...	14	89	...	...	...	17	Slovakia
98	98	98	0.99	97	98	97	1.00	6.2	98	...	...	...	17	Slovenia
99	100	98	0.98	92 ⁻¹	91 ⁻¹	92 ⁻¹	1.01 ⁻¹	5.5 ⁻¹	72 ⁻¹	...	...	...	18 ⁻¹	The former Yugoslav Rep. of Macedonia
92 ⁺¹	96 ⁺¹	88 ⁺¹	0.92 ⁺¹	95	96	94	0.98	...	...	...	...	...	...	Turkey
...	...	...	...	89	89 ⁺	90 ⁺	1.00 ⁺	99	99	100	...	...	16	Ukraine
Central Asia														
...	...	...	...	93 ⁻¹	92 ⁻¹	94 ⁻¹	1.03 ⁻¹	6.6 ⁻¹	100 ⁻¹	...	...	...	19 ⁻¹	Armenia
89 ⁺	88 ⁺	89 ⁺	1.01 ⁺	96 ⁺	97 ⁺	95 ⁺	0.98 ⁺	44	87	100	100	100	11	Azerbaijan

TABLE 3 PRIMARY EDUCATION / ISCED 1 / Enrolment and teaching staff

Region	Enrolment			Gross enrolment ratio							
	2008			1999				2008			
	MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
	1	2	3	4	5	6	7	8	9	10	11
Georgia	311	47	7	95	96	94	0.98	107	109	106	0.98
Kazakhstan	951 ⁺¹	49 ⁺¹	1 ⁺¹	97	97	98	1.01	108 ⁺¹	108 ⁺¹	109 ⁺¹	1.00 ⁺¹
Kyrgyzstan	400	49	1	98	98	97	0.99	95	95	94	0.99
Mongolia	240	49	5	102	101	103	1.02	102	102	101	0.99
Tajikistan	692	48	.	98	101	96	0.95	102	104	100	0.96
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	2,071	49	.	99	99	99	1.00	93	94	92	0.98
East Asia and the Pacific											
Australia	1,978	49	30	100	100	100	1.00	106	106	105	1.00
Brunei Darussalam	45	48	37	114	115	112	0.97	107	107	107	1.00
Cambodia	2,341	47	1	97	104	90	0.87	116	120	112	0.94
China	105,951	46	4	...	...	...	...	113	111	116	1.04
Cook Islands	2.0 ⁻¹	47 ⁻¹	21 ⁻¹	96 [*]	99 [*]	94 [*]	0.95 [*]
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...
Fiji	103	48	99	109	109	108	0.99	94	95	94	0.99
Hong Kong SAR of China	390	48	14	100	101	98	0.96	...	...	...	...
Indonesia	29,498	48	16	113 ^{**,+1}	115 ^{**,+1}	111 ^{**,+1}	0.97 ^{**,+1}	119	121	118	0.97
Japan	7,166	49	1	101	101	100	1.00	102	102	102	1.00
Kiribati	16	50	...	104 [*]	104 [*]	105 [*]	1.01 [*]
Lao People's Democratic Republic	901	47	3	113	122	104	0.85	112	117	106	0.91
Macao, China	27 ⁺¹	47 ⁺¹	97 ⁺¹	100	102	97	0.96	100 ⁺¹	102 ⁺¹	97 ⁺¹	0.95 ⁺¹
Malaysia	3,104 ⁻¹	49 ⁻¹	1 ⁻¹	98	99	97	0.98	97 ⁻¹	97 ⁻¹	96 ⁻¹	1.00 ⁻¹
Marshall Islands	8.2 ⁻¹	48 ⁻¹	...	101 ^{**}	102 ^{**}	100 ^{**}	0.98 ^{**}	93 ^{*, -1}	94 ^{*, -1}	92 ^{*, -1}	0.97 ^{*, -1}
Micronesia (Federated States of)	19 ⁻¹	49 ⁻¹	8 ^{**,-1}	...	...	...	...	110 ⁻¹	110 ⁻¹	111 ⁻¹	1.01 ⁻¹
Myanmar	5,110	50	.	100	101	99	0.98	117	117	117	0.99
Nauru	1.3	50	...	81 ^{**,-1}	80 ^{**,-1}	82 ^{**,-1}	1.04 ^{**,-1}	82 ^{**}	80 ^{**}	84 ^{**}	1.06 ^{**}
New Zealand	348	49	12	99	99	100	1.00	101	101	101	1.00
Niue	...	...	...	99 [*]	99 [*]	98 [*]	1.00 [*]
Palau	1.5 ⁻¹	48 ^{**,-1}	23 ⁻¹	114 [*]	118 [*]	109 [*]	0.93 [*]	99 ^{*, -1}	98 ^{**,-1}	100 ^{**,-1}	1.02 ^{**,-1}
Papua New Guinea	532 ⁻²	44 ⁻²	...	69 ⁺¹	74 ⁺¹	63 ⁺¹	0.86 ⁺¹	55 ⁻²	59 ⁻²	50 ⁻²	0.84 ⁻²
Philippines	13,411	48	8	110	110	110	1.00	110	111	109	0.98
Republic of Korea	3,680	48	1	100	100	99	1.00	105	106	104	0.98
Samoa	30 ⁺¹	48 ⁺¹	...	98	99	97	0.98	100 ⁺¹	101 ⁺¹	99 ⁺¹	0.98 ⁺¹
Singapore	300	48	7	...	...	...	...	...	...	...	...
Solomon Islands	83 ⁻¹	47 ⁻¹	18 ⁻¹	88	91	86	0.94	107 ⁻¹	109 ⁻¹	106 ⁻¹	0.97 ⁻¹
Thailand	5,371 ⁺¹	48 ⁺¹	18 ⁺¹	94	95	93	0.97	91 ⁺¹	92 ⁺¹	90 ⁺¹	0.98 ⁺¹
Timor-Leste	201	47	13	...	...	...	...	107	110	103	0.94
Tokelau	...	...	...	101 ^{**,+1}	93 ^{**,+1}	111 ^{**,+1}	1.19 ^{**,+1}	...	...	...	...
Tonga	17 ⁻²	47 ⁻²	...	108	111	106	0.96	112 ⁻²	113 ⁻²	110 ⁻²	0.97 ⁻²
Tuvalu	1.5 ⁻²	48 ⁻²	...	98 [*]	97 [*]	99 [*]	1.02 [*]	106 ^{*, -2}	106 ^{*, -2}	105 ^{*, -2}	0.99 ^{*, -2}
Vanuatu	38 ⁻¹	47 ⁻¹	26 ⁻¹	111	112	110	0.98	109 ⁻¹	111 ⁻¹	106 ⁻¹	0.96 ⁻¹
Viet Nam	6,872	46	1	108	112	104	0.93	...	...	...	...
Latin America and the Caribbean											
Anguilla	1.6	49	9	111 ^{**,+1}	109 ^{**,+1}	113 ^{**,+1}	1.04 ^{**,+1}	94 ^{**}	94 ^{**}	94 ^{**}	1.00 ^{**}
Antigua and Barbuda	12	48	52	...	...	...	...	100 [*]	105 [*]	96 [*]	0.92 [*]
Argentina	4,700 ⁻¹	49 ⁻¹	23 ⁻¹	114	115	114	0.99	116 ⁻¹	116 ⁻¹	115 ⁻¹	0.99 ⁻¹

Net enrolment rate (adjusted)								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2008				2008		2008			2008	Country or territory
MF 12	M 13	F 14	GPI 15	MF 16	M 17	F 18	GPI 19	MF (000) 20	% F 21	MF 22	M 23	F 24		
...	...	...	...	99	...	...	...	36	85	95	95	95	9	Georgia
95 ^{**,+1}	94 ^{**,+1}	96 ^{**,+1}	1.02 ^{**,+1}	99	99	100	1.01	58 ⁺¹	98 ⁺¹	...	...	...	16 ⁺¹	Kazakhstan
94 ⁺	94 ⁺	94 ⁺	1.00 ⁺	91	91	91	1.00	17	98	64	64	64	24	Kyrgyzstan
96	94	97	1.03	99	99	99	1.00	7.7	95	99	98	99	31	Mongolia
97 ⁺¹	...	...	...	98	99	96	0.96	31	68	88	...	...	23	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	91	92	90	0.98	118	85	100	100	100	18	Uzbekistan
														East Asia and the Pacific
94	94	95	1.01	97	97	98	1.01	...	...	...	...	...	...	Australia
...	...	...	...	97	97	97	1.00	3.6	75	84	92	81	13	Brunei Darussalam
83 ^{**}	87 ^{**}	79 ^{**}	0.91 ^{**}	89	90	87	0.96	48	44	98	...	...	49	Cambodia
...	...	...	...	...	...	...	...	6,036	56	...	...	...	18	China
86 ⁺	88 ⁺	85 ⁺	0.96 ⁺	0.13 ⁻¹	77 ⁻¹	79 ⁻¹	79 ⁻¹	79 ⁻¹	16 ⁻¹	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
99	98	99	1.01	89	90	89	0.99	3.9	55	98	98	98	26	Fiji
...	...	...	...	...	...	...	...	24	78	95	94	95	17	Hong Kong SAR of China
98 ^{**,+1}	...	...	...	99	...	...	...	1,687	59	...	...	...	17	Indonesia
100	...	...	...	100	...	...	...	392	...	...	...	...	18	Japan
99^{**}	...	...	...	...	...	...	...	0.65	82	85	83	86	25	Kiribati
78	81	74	0.92	82	84	81	0.96	30	49	97	97	97	30	Lao People's Democratic Republic
85	84	85	1.01	87 ⁺¹	88 ⁺¹	87 ⁺¹	0.99 ⁺¹	1.6 ⁺¹	88 ⁺¹	86 ⁺¹	73 ⁺¹	88 ⁺¹	17 ⁺¹	Macao, China
98	99	97	0.98	96 ⁻¹	96 ⁻¹	96 ⁻¹	1.00 ⁻¹	206 ⁻¹	68 ⁻¹	...	...	...	15 ⁻¹	Malaysia
...	...	...	...	67 ^{,-1}	67 ^{,-1}	66 ^{,-1}	0.99 ^{,-1}	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	1.1 ^{**,-1}	...	...	...	...	17 ^{**,-1}	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	177	84	99	100	99	29	Myanmar
...	...	...	...	72 ^{**,-1}	72 ^{**,-1}	73 ^{**,-1}	1.01 ^{**,-1}	0.06	93	74 ⁻¹	50 ⁻¹	77 ⁻¹	22	Nauru
99	99	99	1.00	99	99	100	1.01	23	84	...	...	...	15	New Zealand
99 ⁺	99 ⁺	98 ⁺	1.00 ⁺	Niue
97 ^{**}	99 ^{**}	94 ^{**}	0.94^{**}	...	...	...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	15 ^{**,-2}	43 ^{**,-2}	...	...	...	36 ^{**,-2}	Papua New Guinea
90	90	90	1.00	92	91	93	1.02	390 ⁻¹	87 ⁻¹	...	...	...	34 ⁻¹	Philippines
98	98	98	1.00	99	100	98	0.98	153	77	...	...	...	24	Republic of Korea
94	94	94	0.99	94 ⁺¹	94 ⁺¹	94 ⁺¹	1.00 ⁺¹	0.94 ⁺¹	...	...	...	...	32 ⁺¹	Samoa
...	...	...	...	...	...	...	...	16	81	97	97	97	19	Singapore
...	...	...	...	67 ⁻¹	67 ⁻¹	67 ⁻¹	1.00 ⁻¹	...	...	...	...	...	...	Solomon Islands
...	...	...	...	90 ⁺¹	91 ⁺¹	89 ⁺¹	0.99 ⁺¹	348	60	...	...	...	16	Thailand
...	...	...	...	77	79	76	0.96	4.9	33	...	...	...	41	Timor-Leste
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tokelau
88	90	86	0.95	99 ⁻²	...	...	...	0.76 ⁻²	...	...	...	...	22 ⁻²	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
92	92	91	0.99	...	...	...	...	1.6 ⁻¹	55 ⁻¹	100 ⁻¹	...	...	24 ⁻¹	Vanuatu
96	...	...	...	...	...	...	...	345	77	99	94	100	20	Viet Nam
														Latin America and the Caribbean
...	...	...	...	93 ^{**}	93 ^{**}	93 ^{**}	1.00 ^{**}	0.11	90	58	36	60	14	Anguilla
...	...	...	...	89 ⁺	91 ⁺	87 ⁺	0.95 ⁺	0.68	93	53	52	53	17	Antigua and Barbuda
...	...	...	...	...	...	...	...	303 ⁻¹	87 ⁻¹	...	...	...	16 ⁻¹	Argentina

TABLE 3 PRIMARY EDUCATION / ISCED 1 / Enrolment and teaching staff

Region	Enrolment			Gross enrolment ratio							
	2008			1999				2008			
	MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
1	2	3	4	5	6	7	8	9	10	11	
Aruba	10	49	77	114	116	112	0.97	114	116	112	0.96
Bahamas	37	49	30	95	96	94	0.98	103	103	103	1.00
Barbados	23 [*]	49 [*]	11 [*]
Belize	52	49	95	111	113	109	0.97	120	122	119	0.97
Bermuda	4.7 ⁻²	46 ⁻²	35 ⁻²	...	...	...	...	100 ^{*, -2}	108 ^{*, -2}	92 ^{*, -2}	0.85 ^{*, -2}
Bolivia	1,512 ⁻¹	49 ⁻¹	8 ⁻¹	113	114	112	0.98	108 ⁻¹	108 ⁻¹	108 ⁻¹	1.00 ⁻¹
Brazil	17,812	47	12	155	159	150	0.94	127	132	123	0.93
British Virgin Islands	3.0 ⁻¹	49 ⁻¹	28 ⁻¹	112 [*]	113 [*]	110 [*]	0.97 [*]	108 ^{**,-1}	110 ^{**,-1}	105 ^{**,-1}	0.96 ^{**,-1}
Cayman Islands	3.7	48	36	108 ^{*, +1}	109 ^{*, +1}	106 ^{*, +1}	0.97 ^{*, +1}	93 [*]	102 [*]	85 [*]	0.84 [*]
Chile	1,679 ⁻¹	48 ⁻¹	55 ⁻¹	101	102	99	0.97	106 ⁻¹	108 ⁻¹	103 ⁻¹	0.95 ⁻¹
Colombia	5,286	49	20	119	119	119	1.00	120	120	120	0.99
Costa Rica	535	48	8	108	109	107	0.98	110	110	109	0.99
Cuba	868 ⁺¹	48 ⁺¹	...	111	113	109	0.97	104 ⁺¹	104 ⁺¹	103 ⁺¹	0.98 ⁺¹
Dominica	8.4	49	35	104 [*]	107 [*]	102 [*]	0.95 [*]	82 [*]	79 [*]	84 [*]	1.06 [*]
Dominican Republic	1,306	47	21	107	109	106	0.98	104	108	101	0.93
Ecuador	2,041 ^{**}	49 ^{**}	...	114	114	114	1.00	118 ^{**}	119 ^{**}	118 ^{**}	1.00 ^{**}
El Salvador	994	48	11	109	111	107	0.97	115	117	113	0.97
Grenada	14	48	79	92 ⁺¹	93 ⁺¹	91 ⁺¹	0.97 ⁺¹	103	105	100	0.95
Guatemala	2,501	48	11	101	108	94	0.87	114	117	110	0.94
Guyana	107	49	2	118	119	116	0.98	109	109	108	0.99
Haiti	...	...	...	...	...	...	...	...	...	...	...
Honduras	1,276	49	9	107 ⁺¹	106 ⁺¹	108 ⁺¹	1.01 ⁺¹	116	116	116	1.00
Jamaica	315	49	12	94 ^{**}	94 ^{**}	94 ^{**}	1.00 ^{**}	93	95	92	0.97
Mexico	14,699	49	8	111	112	110	0.98	114	115	113	0.98
Montserrat	0.50 ⁻¹	49 ⁻¹	31 ⁻¹	...	...	...	...	107 ^{*, -1}	101 ^{*, -1}	113 ^{*, -1}	1.12 ^{*, -1}
Netherlands Antilles	...	...	...	131	135	127	0.95	...	...	...	...
Nicaragua	944	48	15	101	100	101	1.01	117	118	116	0.98
Panama	445	48	11	108	110	106	0.97	111	113	109	0.97
Paraguay	894 ⁻¹	48 ⁻¹	18 ⁻¹	119 ^{**}	121 ^{**}	116 ^{**}	0.96 ^{**}	105 ⁻¹	107 ⁻¹	104 ⁻¹	0.97 ⁻¹
Peru	3,855	49	20	123	124	123	0.99	109	109	109	1.00
Saint Kitts and Nevis	6.5	50	21	120 ^{*, +1}	118 ^{*, +1}	122 ^{*, +1}	1.04 ^{*, +1}	...	...	...	...
Saint Lucia	21	49	4	104	107	101	0.95	98	99	97	0.97
Saint Vincent and the Grenadines	16	47	6	117 ⁺¹	121 ⁺¹	114 ⁺¹	0.95 ⁺¹	109	114	104	0.92
Suriname	70	48	46	...	...	...	...	114	116	111	0.95
Trinidad and Tobago	131	48	72	97	98	97	0.99	103	105	102	0.97
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...	...
Uruguay	359 ⁻¹	48 ⁻¹	14 ⁻¹	111	112	111	0.99	114 ⁻¹	116 ⁻¹	113 ⁻¹	0.97 ⁻¹
Venezuela	3,439	48	16	100	101	99	0.98	103	104	102	0.97
North America and Western Europe											
Andorra	4.5	47	2	...	...	...	...	87 [*]	88 [*]	85 [*]	0.96 [*]
Austria	337	48	5	102	103	102	0.99	100	100	99	0.99
Belgium	733	49	54	105	105	105	0.99	103	103	103	1.00
Canada	2,305 ⁻²	49 ⁻²	6 ⁻²	99	99	99	1.00	99 ⁻²	99 ⁻²	99 ⁻²	1.00 ⁻²
Cyprus	57	49	7	97 [*]	98 [*]	97 [*]	1.00 [*]	103 [*]	104 [*]	103 [*]	0.99 [*]
Denmark	416 ⁻¹	49 ⁻¹	12 ⁻¹	101	102	101	1.00	99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹
Finland	357	49	1	99	99	99	1.00	97	98	97	0.99

Net enrolment rate (adjusted)								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2008				2008		2008			2008	Country or territory
MF 12	M 13	F 14	GPI 15	MF 16	M 17	F 18	GPI 19	MF (000) 20	% F 21	MF 22	M 23	F 24		
99	...	...	...	99	99	99	0.99	0.58	83	99	97	100	17	Aruba
90	89	90	1.00	92	91	93	1.03	2.3	87	91	90	91	16	Bahamas
...	...	...	...	...	...	...	...	1.7 ⁺	79 ⁺	61 ⁺	65 ⁺	60 ⁺	13 ⁺	Barbados
90 ^{**}	90 ^{**}	90 ^{**}	1.00 ^{**}	100	99	100	1.00	2.3	72	43	42	43	23	Belize
...	...	...	...	93 ^{**,-2}	...	...	...	0.57 ⁻²	89 ⁻²	100 ⁻²	100 ⁻²	100 ⁻²	8 ⁻²	Bermuda
96	96	96	1.00	95 ⁻¹	95 ⁻¹	95 ⁻¹	1.01 ⁻¹	62 ⁻¹	...	...	...	...	24 ⁻¹	Bolivia
92	...	...	...	95	96	94	0.98	774	91	...	...	...	23	Brazil
98 ^{**}	98 ^{**}	99 ^{**}	1.01 ^{**}	97 ^{**,-1}	96 ^{**,-1}	98 ^{**,-1}	1.03 ^{**,-1}	0.22 ⁻¹	90 ⁻¹	72 ⁻¹	57 ⁻¹	73 ⁻¹	14 ⁻¹	British Virgin Islands
99 ^{*,+1}	...	...	...	87 ⁺	93 ⁺	81 ⁺	0.88 ⁺	0.31	88	96	87	97	12	Cayman Islands
...	...	...	...	95 ⁻¹	95 ⁻¹	94 ⁻¹	0.99 ⁻¹	67 ⁻¹	78 ⁻¹	...	...	...	25 ⁻¹	Chile
96	95 ^{**}	96 ^{**}	1.01 ^{**}	94	93	94	1.00	180	78	100	100	100	29	Colombia
...	...	...	...	...	...	...	...	28	80	86	87	86	19	Costa Rica
99	...	...	...	100 ⁺¹	...	...	...	92 ⁺¹	78 ⁺¹	100 ⁺¹	100 ⁺¹	100 ⁺¹	9 ⁺¹	Cuba
97 ^{**}	97 ^{**}	96 ^{**}	0.98 ^{**}	76 ⁺	72 ⁺	80 ⁺	1.12 ⁺	0.50	85	59	41	63	17	Dominica
81	81	82	1.02	82	82	83	1.02	67	69	89	90	89	20	Dominican Republic
99	98	100	1.01	99 ⁻¹	...	...	...	90 ^{**}	70 ^{**}	100 ^{**}	100 ^{**}	100 ^{**}	23 ^{**}	Ecuador
79 ⁻¹	73 ⁻¹	86 ⁻¹	1.18 ⁻¹	96	95	96	1.02	30	73	93	91	94	33	El Salvador
84 ^{**,+1}	87 ^{**,+1}	81 ^{**,+1}	0.93 ^{**,+1}	98	98	99	1.01	0.62	75	73	71	74	23	Grenada
83	87	80	0.92	96	98	95	0.97	85	65	...	...	...	29	Guatemala
...	...	...	...	99	98	99	1.00	4.2	88	58	53	59	26	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
88 ⁺¹	88 ⁺¹	89 ⁺¹	1.01 ⁺¹	97	96	98	1.02	38	75	36	31	38	33	Honduras
90 ^{**}	90 ^{**}	90 ^{**}	1.01 ^{**}	81	82	79	0.97	...	...	...	...	...	...	Jamaica
99	99	100	1.01	100	99	100	1.00	525	66	95	...	...	28	Mexico
...	...	...	...	96 ^{*,+1}	...	...	...	0.03 ⁻¹	100 ⁻¹	77 ⁻¹	...	77 ⁻¹	16 ⁻¹	Montserrat
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Netherlands Antilles
80	79	81	1.02	93	93	94	1.01	32	76	73	58	77	29	Nicaragua
97	97	97	1.00	99	99	98	0.99	18	76	91	93	91	24	Panama
97	96	97	1.00	91 ⁻¹	91 ⁻¹	91 ⁻¹	1.00 ⁻¹	...	...	...	...	...	...	Paraguay
100^{**}	...	...	...	97	97	98	1.01	185	65	...	...	...	21	Peru
...	...	...	...	...	...	...	...	0.40	89	64	...	...	16	Saint Kitts and Nevis
93 ^{**}	95 ^{**}	92 ^{**}	0.97 ^{**}	94	94	93	0.99	0.98	86	88	73	90	21	Saint Lucia
98 ^{**,+1}	...	...	...	98	...	...	...	0.92	87	83	...	...	17	Saint Vincent and the Grenadines
...	...	...	...	90	91	90	0.99	4.4	93	100	100	100	16	Suriname
93	92	93	1.01	95	96	95	0.99	7.6 ⁺	79 ⁺	87 ⁺	17 ⁺	Trinidad and Tobago
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turks and Caicos Islands
...	...	...	...	98 ⁻¹	98 ⁻¹	98 ⁻¹	1.00 ⁻¹	23 ⁻¹	...	...	...	...	16 ⁻¹	Uruguay
87	86	88	1.01	92	92	92	1.01	212	81	83	69	87	16	Venezuela
North America and Western Europe														
...	...	...	...	82 ⁺	82 ⁺	81 ⁺	0.98 ⁺	0.45	78	100	100	100	10	Andorra
97 ^{**}	97 ^{**}	98 ^{**}	1.01^{**}	...	...	...	...	29	89	...	...	...	12	Austria
99	99	99	1.00	99	98	99	1.01	66	80	...	...	...	11	Belgium
99	99	99	1.00	...	...	...	...	...	...	...	...	...	...	Canada
98 ⁺	98 ⁺	98 ⁺	1.00 ⁺	99 ⁺	99 ⁺	99 ⁺	0.99 ⁺	3.9	82	...	...	...	15	Cyprus
98	98	98	1.01	96 ⁻¹	95 ⁻¹	97 ⁻¹	1.02 ⁻¹	...	...	...	...	...	...	Denmark
99	99	98	1.00	96	96	96	1.00	25	78	...	...	...	14	Finland

TABLE 3 PRIMARY EDUCATION / ISCED 1 / Enrolment and teaching staff

Region	Enrolment			Gross enrolment ratio							
	2008			1999				2008			
	MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
1	2	3	4	5	6	7	8	9	10	11	
France	4,139	48	15	106	106	105	0.99	110	111	109	0.99
Germany	3,236	49	4	106	106	106	0.99	105	105	105	1.00
Gibraltar	3.2	49	9	...	...	...	...	...	...	...	...
Greece	639 ⁻¹	49 ⁻¹	7 ⁻¹	94	94	95	1.00	101 ⁻¹	101 ⁻¹	101 ⁻¹	1.00 ⁻¹
Holy See	.	.	.	.	.	.	.	.	.	.	.
Iceland	30	49	2	99	100	98	0.98	98	98	98	1.00
Ireland	487	49	1	104	104	103	0.99	105	105	105	1.01
Israel	841	49	.	112	113	111	0.99	111	110	111	1.01
Italy	2,820 ⁻¹	48 ⁻¹	7 ⁻¹	104	105	104	0.99	104 ⁻¹	104 ⁻¹	103 ⁻¹	0.99 ⁻¹
Liechtenstein	2.2	50	4	...	...	...	...	107 ⁺	107 ⁺	107 ⁺	1.00 ⁺
Luxembourg	36	49	8	101	100	102	1.02	100	100	101	1.01
Malta	28 ⁻¹	48 ⁻¹	27 ⁻¹	107	106	107	1.01	99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹
Monaco	1.8 ⁺¹	49 ⁺¹	23 ⁺¹	...	...	...	...	128 ^{+,+1}	131 ^{+,+1}	125 ^{+,+1}	0.95 ^{+,+1}
Netherlands	1,286	48	...	108	109	107	0.98	107	108	106	0.98
Norway	430	49	2	101	101	101	1.00	99	99	99	1.00
Portugal	754 ⁻¹	47 ⁻¹	11 ⁻¹	123	126	120	0.96	115 ⁻¹	118 ⁻¹	112 ⁻¹	0.95 ⁻¹
San Marino	1.6	48	.	...	...	...	...	...	...	...	...
Spain	2,625	48	33	105	106	105	0.99	107	107	106	0.99
Sweden	585	49	8	110	108	111	1.03	95	95	95	0.99
Switzerland	505	48	4	104	104	104	1.00	103	103	103	1.00
United Kingdom	4,465	49	5	101	101	101	1.00	106	106	106	1.00
United States of America	24,677	49	10	101	99	102	1.03	99	98	99	1.01
South and West Asia											
Afghanistan	4,888	38	...	29	52	4	0.08	106	127	84	0.66
Bangladesh	16,002 ⁺	51 ⁺	40 ⁺	92 ⁺	89 ⁺	94 ⁺	1.06 ⁺
Bhutan	109 ⁺¹	50 ⁺¹	3 ⁺¹	75	80	69	0.85	109 ⁺¹	108 ⁺¹	110 ⁺¹	1.01 ⁺¹
India	140,357 ⁻¹	47 ⁻¹	...	93	101	85	0.84	113 ⁻¹	115 ⁻¹	111 ⁻¹	0.97 ⁻¹
Iran (Islamic Republic of)	7,028	57	...	109	112	106	0.94	128	...	...	...
Maldives	47	48	1	134	135	134	1.00	112	115	109	0.94
Nepal	4,901 ⁺²	50 ⁺²	13 ⁺²	115	129	99	0.77	...	...	...	...
Pakistan	18,176	44	...	69 ^{+,+1}	82 ^{+,+1}	56 ^{+,+1}	0.68 ^{+,+1}	85	93	77	0.83
Sri Lanka	1,631	49	-	105 ⁻¹	106 ⁻¹	103 ⁻¹	0.97 ⁻¹	101	101	102	1.00
Sub-Saharan Africa											
Angola	3,932	45	2	81 ⁻¹	89 ⁻¹	74 ⁻¹	0.83 ⁻¹	128	141	114	0.81
Benin	1,601	46	9	83	99	66	0.67	117	125	108	0.87
Botswana	330 ⁻²	49 ⁻²	5 ⁻²	105	105	106	1.00	110 ⁻²	111 ⁻²	109 ⁻²	0.98 ⁻²
Burkina Faso	1,906 ⁺¹	46 ⁺¹	14 ⁺¹	44	51	36	0.70	78 ⁺¹	83 ⁺¹	74 ⁺¹	0.89 ⁺¹
Burundi	1,603	49	1	49	54	44	0.82	136	139	132	0.95
Cameroon	3,201	46	23	84	92	75	0.82	111	119	102	0.86
Cape Verde	76	48	-	121	123	118	0.96	101	105	98	0.94
Central African Republic	608 ⁺¹	42 ⁺¹	14 ⁺¹	...	...	...	...	89 ⁺¹	104 ⁺¹	74 ⁺¹	0.71 ⁺¹
Chad	1,496	41	...	63	80	46	0.58	83	97	68	0.70
Comoros	111	47	15	99	107	91	0.85	119	125	114	0.92
Congo	628	48	35	57	58	56	0.97	114	118	110	0.94
Côte d'Ivoire	2,356	44	10	73	84	62	0.74	74	83	66	0.79
Democratic Republic of the Congo	9,973	45	10	47	49	45	0.90	90	99	82	0.83

Net enrolment rate (adjusted)								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2008				2008		2008			2008	Country or territory
MF 12	M 13	F 14	GPI 15	MF 16	M 17	F 18	GPI 19	MF (000) 20	% F 21	MF 22	M 23	F 24		
100	100	100	1.00	99	99	99	1.00	217	82	...	...	...	19	France
100**	...	...	...	100**,-1	...	...	...	240	85	...	...	...	13	Germany
...	...	...	...	...	...	...	...	0.19	77	100	100	100	17	Gibraltar
95	95	96	1.01	100 ⁻¹	99 ⁻¹	100 ⁻¹	1.00 ⁻¹	62 ⁻¹	65 ⁻¹	...	...	...	10 ⁻¹	Greece
.	.	.	.	.	.	.	.	.	.	.	.	.	.	Holy See
99	...	...	...	98	97	98	1.00	2.9**,-1	80**,-1	...	...	...	10**,-1	Iceland
93	93	94	1.01	97	96	98	1.02	31	84	...	...	...	16	Ireland
98	98	98	1.00	97	97	98	1.01	64	86	...	...	...	13	Israel
100	...	...	...	99 ⁻¹	100 ⁻¹	99 ⁻¹	0.99 ⁻¹	273 ⁻¹	95 ⁻¹	...	...	...	10 ⁻¹	Italy
...	...	...	...	90 ⁺	88 ⁺	92 ⁺	1.05 ⁺	0.33	76	...	...	...	7	Liechtenstein
98	97	99	1.03	97	97	98	1.02	3.0	72	...	...	...	12	Luxembourg
95	94	96	1.02	91 ⁻¹	91 ⁻¹	92 ⁻¹	1.01 ⁻¹	...	...	...	...	...	...	Malta
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Monaco
99	100	99	0.99	99	99	99	0.99	...	...	...	...	...	...	Netherlands
100	100	100	1.00	99	99	99	1.00	...	...	...	...	...	...	Norway
...	...	...	...	99 ⁻¹	99 ⁻¹	99 ⁻¹	0.99 ⁻¹	64 ⁻¹	82 ⁻¹	...	...	...	12 ⁻¹	Portugal
...	...	...	...	...	...	...	...	0.25	91	...	...	...	6	San Marino
100	100	99	1.00	100	100	100	1.00	211	75	...	...	...	12	Spain
100	...	...	...	95	95	94	0.99	61	81	...	...	...	10	Sweden
99	99	100	1.01	99	99	99	1.01	40	80	...	...	...	13	Switzerland
100	100	100	1.00	100	100	100	1.00	244	81	...	...	...	18	United Kingdom
95	95	95	1.00	93	93	94	1.01	1,803	86	...	...	...	14	United States of America
South and West Asia														
...	...	...	...	...	...	...	...	114	29	...	...	...	43	Afghanistan
...	...	...	...	88	87	89	1.02	366	42	54	52	57	44 ⁺	Bangladesh
56	59	52	0.89	88 ⁺¹	87 ⁺¹	90 ⁺¹	1.03 ⁺¹	3.9 ⁺¹	35 ⁺¹	91	...	...	28 ⁺¹	Bhutan
85 ^{+,+1}	92 ^{+,+1}	77 ^{+,+1}	0.84 ^{+,+1}	96 ⁻¹	97 ⁻¹	94 ⁻¹	0.96 ⁻¹	...	...	...	...	...	...	India
93**	95**	91**	0.96**	...	...	...	...	351	63	...	...	...	20	Iran (Islamic Republic of)
98	98	98	0.99	96	97	95	0.98	3.6	72	68	70	67	13	Maldives
67 ⁺	75 ⁺	59 ⁺	0.79 ⁺	154 ⁺²	40 ⁺²	74 ⁺²	74 ⁺²	72 ⁺²	32 ⁺²	Nepal
...	...	...	...	66 ⁺	72 ⁺	60 ⁺	0.83 ⁺	447	47	85	92	77	41	Pakistan
...	...	...	...	99	99	100	1.01	69	85	...	...	...	23	Sri Lanka
Sub-Saharan Africa														
52**,-1	55**,-1	48**,-1	0.86**,-1	...	...	...	...	...	...	...	...	...	...	Angola
...	...	...	...	93	99	86	0.87	36	19	72 ⁻²	71 ⁻²	76 ⁻²	45	Benin
83	81	85	1.05	90 ⁻²	88 ⁻²	91 ⁻²	1.03 ⁻²	13 ⁻²	80 ⁻²	94 ⁻²	91 ⁻²	95 ⁻²	25 ⁻²	Botswana
35	41	29	0.70	64 ⁺¹	68 ⁺¹	60 ⁺¹	0.89 ⁺¹	39 ⁺¹	33 ⁺¹	86 ⁺¹	84 ⁺¹	91 ⁺¹	49 ⁺¹	Burkina Faso
36	39	33	0.84	99	...	...	...	29 ⁻¹	53 ⁻¹	87 ⁻¹	81 ⁻¹	94 ⁻¹	52 ⁻¹	Burundi
...	...	...	...	88	94	82	0.87	70	44	62 ^{*,+2}	58 ^{*,+2}	67 ^{*,+2}	46	Cameroon
99**	...	...	...	85	86	84	0.98	3.1	67	85	80	87	24	Cape Verde
...	...	...	...	67 ⁺¹	77 ⁺¹	57 ⁺¹	0.74 ⁺¹	6.4 ⁺¹	14 ⁺¹	...	...	...	95 ⁺¹	Central African Republic
51	63	39	0.62	...	...	...	...	24	28	35	...	...	62	Chad
68	73	62	0.85	...	...	...	...	3.7	37	57	...	...	30	Comoros
...	...	...	...	64 ⁻²	66 ⁻²	62 ⁻²	0.93 ⁻²	12	47	89 ⁻²	84 ⁻²	95 ⁻²	52	Congo
56	64	48	0.76	...	...	...	...	56	23	100	100	100	42	Côte d'Ivoire
33	34	32	0.94	...	...	...	...	256	27	93	93	95	39	Democratic Republic of the Congo

TABLE 3 PRIMARY EDUCATION / ISCED 1 / Enrolment and teaching staff

Region	Enrolment			Gross enrolment ratio							
	2008			1999				2008			
	MF (000) 1	% F 2	% Private 3	MF 4	M 5	F 6	GPI 7	MF 8	M 9	F 10	GPI 11
Equatorial Guinea	81 ⁻¹	49 ⁻¹	...	109	122	96	0.79	99 ⁻¹	101 ⁻¹	96 ⁻¹	0.95 ⁻¹
Eritrea	314	45	9	52	57	47	0.82	52	57	47	0.82
Ethiopia	12,742	47	7 ^{**}	50	63	38	0.61	98	103	92	0.89
Gabon	...	...	...	139	139	139	1.00	...	...	...	...
Gambia	221	51	20	92	100	85	0.85	86	84	89	1.06
Ghana	3,625	49	17 ^{**}	79	82	76	0.92	105	106	105	0.99
Guinea	1,364	45	26	56	68	43	0.64	90	97	83	0.85
Guinea-Bissau	269 ⁻²	...	...	80 ^{**}	96 ^{**}	65 ^{**}	0.67 ^{**}	120 ⁻²	...	...	...
Kenya	6,869	49	11	91	92	90	0.97	112	113	110	0.98
Lesotho	401 ⁻¹	49 ⁻¹	1 ⁻¹	102	98	105	1.08	108 ⁻¹	108 ⁻¹	107 ⁻¹	0.99 ⁻¹
Liberia	540	47	30	98	113	83	0.74	91	96	86	0.90
Madagascar	4,020	49	19	98	100	96	0.97	152	154	149	0.97
Malawi	3,198	50	...	136	139	133	0.96	120	119	122	1.03
Mali	1,926 ⁺¹	45 ⁺¹	40 ⁺¹	56	66	47	0.71	95 ⁺¹	103 ⁺¹	86 ⁺¹	0.84 ⁺¹
Mauritius	118 ⁺¹	49 ⁺¹	27 ⁺¹	103	103	104	1.01	100 ⁺¹	100 ⁺¹	100 ⁺¹	1.00 ⁺¹
Mozambique	4,904	47	2	70	80	59	0.74	114	121	107	0.88
Namibia	407	49	4	116	116	117	1.01	112	113	112	0.99
Niger	1,554 ⁺¹	43 ⁺¹	4 ⁺¹	30	36	24	0.68	62 ⁺¹	69 ⁺¹	55 ⁺¹	0.80 ⁺¹
Nigeria	21,632 ⁻¹	46 ⁻¹	5 ⁻¹	91	101	81	0.80	93 ⁻¹	99 ⁻¹	87 ⁻¹	0.88 ⁻¹
Rwanda	2,190	51	6	100	101	99	0.98	151	150	152	1.01
Sao Tome and Principe	34 ⁺¹	50 ⁺¹	- ⁺¹	108	109	106	0.97	133 ⁺¹	133 ⁺¹	134 ⁺¹	1.01 ⁺¹
Senegal	1,618	50	13	65	70 ^{**}	60 ^{**}	0.86 ^{**}	84	83	84	1.02
Seychelles	8.6 ⁺¹	49 ⁺¹	8 ⁺¹	116 ⁺	117 ⁺	116 ⁺	0.99 ⁺	131 ⁺	131 ⁺	130 ⁺	0.99 ⁺
Sierra Leone	1,322 ⁻¹	48 ⁻¹	3 ⁻¹	70 ⁺¹	...	...	...	158 ⁻¹	168 ⁻¹	148 ⁻¹	0.88 ⁻¹
Somalia	457 ⁻¹	35 ⁻¹	...	...	...	...	...	33 ⁻¹	42 ⁻¹	23 ⁻¹	0.55 ⁻¹
South Africa	7,312 ⁻¹	49 ⁻¹	2 ⁻¹	113	115	112	0.97	105 ⁻¹	106 ⁻¹	103 ⁻¹	0.96 ⁻¹
Swaziland	233 ⁻¹	48 ⁻¹	- ⁻¹	94	96	92	0.95	108 ⁻¹	112 ⁻¹	104 ⁻¹	0.93 ⁻¹
Togo	1,164 ⁺¹	48 ⁺¹	...	116	133	100	0.75	115 ⁺¹	119 ⁺¹	111 ⁺¹	0.94 ⁺¹
Uganda	7,964	50	9 ^{**}	126	132	121	0.92	120	120	121	1.01
United Republic of Tanzania	8,602	49	1 ^{**}	67	67	67	1.00	110	111	109	0.99
Zambia	2,909	49	3	82	85	79	0.92	119	120	118	0.98
Zimbabwe	2,446 ⁻²	50 ⁻²	...	100	102	99	0.97	104 ⁻²	104 ⁻²	103 ⁻²	0.99 ⁻²

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WORLD	696,347 ^{**}	47 ^{**}	...	98 ^{**}	102 ^{**}	94 ^{**}	0.92 ^{**}	107 ^{**}	108 ^{**}	105 ^{**}	0.97 ^{**}
Arab States	40,840 ^{**}	47 ^{**}	...	87	93	81	0.87	96 ^{**}	100 ^{**}	91 ^{**}	0.92 ^{**}
Central and Eastern Europe	19,847	49	...	103	105	102	0.97	99	99	98	0.99
Central Asia	5,596	48	...	99	99	98	0.99	100	101	100	0.98
East Asia and the Pacific	189,098	47	...	109 [#]	110 [#]	109 [#]	0.99 [#]	110	110	111	1.01
Latin America and the Caribbean	67,687	48	...	121	123	119	0.97	116	118	114	0.97
North America and Western Europe	51,752	49	...	103	102	103	1.01	102	102	102	1.00
South and West Asia	192,978 [#]	47 [#]	...	89	97	80	0.83	108 [#]	110 [#]	106 [#]	0.96 [#]
Sub-Saharan Africa	128,548 ^{**}	47 ^{**}	...	80	86	73	0.85	102 ^{**}	106 ^{**}	97 ^{**}	0.91 ^{**}

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

Net enrolment rate (adjusted)								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2008				2008		2008			2008	Country or territory
MF 12	M 13	F 14	GPI 15	MF 16	M 17	F 18	GPI 19	MF (000) 20	% F 21	MF 22	M 23	F 24		
69**+1	...	...	...	...	...	...	...	2.9 ⁻¹	34 ⁻¹	31 ⁻¹	32 ⁻¹	29 ⁻¹	28 ⁻¹	Equatorial Guinea
33	36	31	0.86	40	43	37	0.87	6.6	48	89	94	84	47	Eritrea
37	43	30	0.69	79	82	76	0.93	215	39	90	87	94	59	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gabon
77	82	71	0.87	72	69	74	1.07	6.4	33	...	...	...	34	Gambia
60**	61**	59**	0.96**	77	76	77	1.01	112	33	49	40	68	32	Ghana
44	51	36	0.69	72	77	67	0.87	31	28	82 ⁺	80 ⁺	88 ⁺	44	Guinea
52**	61**	43**	0.71**	...	...	...	...	4.3 ⁻²	...	...	...	...	62 ⁻²	Guinea-Bissau
63	63	64	1.02	82	82	83	1.01	148**	46**	98**	98**	98**	47**	Kenya
58	54	61	1.13	73 ⁻¹	71 ⁻¹	75 ⁻¹	1.05 ⁻¹	11 ⁻¹	77 ⁻¹	71 ⁻¹	64 ⁻¹	74 ⁻¹	37 ⁻¹	Lesotho
48	55	42	0.76	...	...	...	...	23	12	40	39	47	24	Liberia
66	66	67	1.01	99 ⁻¹	99 ⁻¹	100 ⁻¹	1.01 ⁻¹	85	56	52	42	60	47	Madagascar
99	100	98	0.98	91	88	94	1.06	...	...	...	...	...	...	Malawi
45**	52**	37**	0.71**	77 ⁺¹	84 ⁺¹	70 ⁺¹	0.83 ⁺¹	38 ⁺¹	27 ⁺¹	50 ⁺¹	48 ⁺¹	56 ⁺¹	50 ⁺¹	Mali
91	90	91	1.01	94 ⁺¹	93 ⁺¹	95 ⁺¹	1.01 ⁺¹	5.5 ⁺¹	68 ⁺¹	100 ⁺¹	100 ⁺¹	100 ⁺¹	22 ⁺¹	Mauritius
52	58	46	0.79	80	82	77	0.94	77	35	67	64	73	64	Mozambique
89	86	92	1.07	91	88	93	1.06	14	...	95	...	...	29	Namibia
26	31	21	0.68	54 ⁺¹	60 ⁺¹	48 ⁺¹	0.79 ⁺¹	40 ⁺¹	45 ⁺¹	98 ⁺¹	97 ⁺¹	99 ⁺¹	39 ⁺¹	Niger
61**	67**	55**	0.82**	63**,-1	66**,-1	60**,-1	0.91**,-1	467 ⁻¹	48 ⁻¹	51 ⁻²	41 ⁻²	62 ⁻²	46 ⁻¹	Nigeria
...	...	...	...	96**	95**	97**	1.03**	32	54	94	90	97	68	Rwanda
88	88	87	0.99	98 ⁺¹	...	...	...	1.3 ⁺¹	49 ⁺¹	48 ⁺¹	47 ⁺¹	49 ⁺¹	26 ⁺¹	Sao Tome and Principe
55	59**	52**	0.87**	75	75	76	1.02	44	29	...	...	...	36	Senegal
...	...	...	...	...	...	...	...	0.62 ⁺¹	85 ⁺¹	99 ⁺¹	...	...	14 ⁺¹	Seychelles
...	...	...	...	...	...	...	...	30 ⁻¹	26 ⁻¹	49 ⁻¹	45 ⁻¹	63 ⁻¹	44 ⁻¹	Sierra Leone
...	...	...	...	...	...	...	...	13 ⁻¹	17 ⁻¹	...	...	...	36 ⁻¹	Somalia
97	95	98	1.03	93**,-1	92**,-1	94**,-1	1.02**,-1	236 ⁻¹	77 ⁻¹	...	...	...	31 ⁻¹	South Africa
71	70	72	1.03	83 ⁻¹	82 ⁻¹	84 ⁻¹	1.02 ⁻¹	7.2 ⁻¹	70 ⁻¹	94 ⁻¹	93 ⁻¹	94 ⁻¹	32 ⁻¹	Swaziland
86	97	75	0.77	94 ⁺¹	98 ⁺¹	89 ⁺¹	0.91 ⁺¹	28 ⁺¹	46 ⁺¹	15 ⁻¹	14 ⁻¹	22 ⁻¹	41 ⁺¹	Togo
...	...	...	...	97	96	99	1.03	160	40	89	90	89	50	Uganda
49	49	50	1.04	100**	...	...	...	165	50	100 ⁻¹	100 ⁻¹	100 ⁻¹	52	United Republic of Tanzania
70	71	68	0.97	97	96	97	1.02	48**	50**	61**	Zambia
84	83	84	1.01	91 ⁻²	90 ⁻²	91 ⁻²	1.02 ⁻²	64 ⁻²	38 ⁻²	Zimbabwe

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84**	87**	81**	0.93**	90**	91**	89**	0.98**	27,845**	62**	25**	WORLD
77	81	73	0.90	86**	88**	83**	0.94**	1,899**	56**	22**	Arab States
93#	94#	92#	0.98#	94**	94**	94**	1.00**	1,120**	82**	...	...	...	18**	Central and Eastern Europe
95#	95#	94#	0.99#	94	95	94	0.99	330	88	...	...	...	17	Central Asia
95#	95#	95#	1.00#	95#	95#	96#	1.02#	10,033	60	...	...	...	19	East Asia and the Pacific
94	93**	94**	1.01**	95	95	95	1.00	2,919	78	...	...	...	23	Latin America and the Caribbean
97	97	97	1.00	96	95	96	1.01	3,739	83	...	...	...	14	North America and Western Europe
79#	86#	71#	0.83#	90#	92#	87#	0.95#	4,970#	46#	...	...	...	39#	South and West Asia
59	63	55	0.88	77**	79**	75**	0.95**	2,835**	43**	...	...	...	45**	Sub-Saharan Africa

TABLE 4 PRIMARY EDUCATION / ISCED 1 / Measures of progression and completion

Region	Total number of repeaters		Percentage of repeaters			Survival rate to grade 5			Survival rate to last grade				Gross intake ratio to the last grade	
	2008		2008			2007 to 2008			2007 to 2008				2008	
	MF (000)	% F	MF	M	F	MF	M	F	MF	M	F	GPI	MF	M
Country or territory	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Arab States														
Algeria	307	36	8	10	6	96	95	97	93	91	95	1.04	114	119
Bahrain	1.7	46	2	2	2	...	...	...	...	...	...	...	98	98
Djibouti	6.0	46	11	11	10	87	88	86	87	88	86	0.98	41	45
Egypt	310 ⁻¹	35 ⁻¹	3 ⁻¹	4 ⁻¹	2 ⁻¹	97 ^{**,-1}	...	...	97 ^{**,-1}	...	...	...	95 ⁻¹	97 ⁻¹
Iraq	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Jordan	4.8	50	1	1	1	99 ⁻¹	...	...	99 ⁻¹	...	...	...	100	99
Kuwait	1.9 ⁻¹	38 ⁻¹	1 ⁻¹	1 ⁻¹	1 ⁻¹	100 ⁻¹	100 ⁻¹	99 ⁻¹	100 ⁻¹	100 ⁻¹	99 ⁻¹	0.99 ⁻¹	98 ⁻¹	98 ⁻¹
Lebanon	42 ⁺¹	39 ⁺¹	9 ⁺¹	11 ⁺¹	7 ⁺¹	97 ⁺¹	96 ⁺¹	97 ⁺¹	93 ⁺¹	92 ⁺¹	95 ⁺¹	1.03 ⁺¹	85 ⁺¹	83 ⁺¹
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	14 ⁺¹	51 ⁺¹	3 ⁺¹	3 ⁺¹	3 ⁺¹	82 ⁺¹	81 ⁺¹	83 ⁺¹	82 ⁺¹	81 ⁺¹	83 ⁺¹	1.02 ⁺¹	72 ⁺¹	70 ⁺¹
Morocco	461	38	12	14	10	83	83	82	76	77	76	0.99	81	85
Oman	3.0	49	1	1	1	99	99	100	100	99	100	1.01	80	80
Palestinian Autonomous Territories	1.8	48	-	-	-	.	.	.	99	...	...	...	82	83
Qatar	0.49	45	1	1	1	97	93	100	97	94	100	1.07	115	119
Saudi Arabia	106	46	3	3	3	97 ⁺	100 ⁺	94 ⁺	96 ⁺	100 ⁺	93 ⁺	0.93 ⁺	95	99
Sudan	174 ⁺¹	45 ⁺¹	4 ⁺¹	4 ⁺¹	4 ⁺¹	94	89	100	93	88	100	1.14	57 ⁺¹	...
Syrian Arab Republic	176	41	7	8	6	.	.	.	97	96	97	1.01	114	114
Tunisia	88	37	8	10	6	96	96	96	94	94	95	1.01	93	93
United Arab Emirates	5.3 ⁻¹	44 ⁻¹	2 ⁻¹	2 ⁻¹	2 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	105 ⁻¹	103 ⁻¹
Yemen	188	38	6	6	5	...	...	...	...	...	...	...	61	72
Central and Eastern Europe														
Albania	...	...	...	...	...	.	.	.	...	...	...	...	...	...
Belarus	0.14	...	-	-	-	.	.	.	100 ⁻¹	99 ⁻¹	100 ⁻¹	1.00 ⁻¹	96	...
Bosnia and Herzegovina	0.14	32	-	-	-	.	.	.	...	...	...	...	...	...
Bulgaria	4.8	39	2	2	1	.	.	.	94	93	94	1.01	90	91
Croatia	0.55 ⁻¹	40 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	.	.	.	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	102 ⁻¹	102 ⁻¹
Czech Republic	2.9	40	1	1	1	99	99	99	99	99	99	1.00	95	95
Estonia	0.66	25	1	1	-	99	99	98	98	99	98	0.99	100	100
Hungary	6.8	40	2	2	1	.	.	.	99	99	99	1.00	95	97
Latvia	3.9	27	3	5	2	96	98	95	96	97	94	0.97	95	97
Lithuania	0.91	37	1	1	1	.	.	.	98	98	98	1.00	92	92
Montenegro	...	...	...	...	...	.	.	.	...	...	...	...	...	...
Poland	18 ⁻¹	22 ⁻¹	1 ⁻¹	1 ⁻¹	- ⁻¹	98 ⁻¹	...	...	97 ⁻¹	...	...	...	96 ⁻¹	...
Republic of Moldova	0.12	46	-	-	-	.	.	.	96	94	97	1.03	91 ⁺	92 ⁺
Romania	15	39	2	2	1	.	.	.	93	93	94	1.01	96	96
Russian Federation	21	...	-	...	...	.	.	.	95	...	...	...	95	...
Serbia	1.8	40	1	1	1	.	.	.	98	98	99	1.01	100 ⁺	99 ⁺
Slovakia	6.7	44	3	3	3	.	.	.	97	97	98	1.01	96	96
Slovenia	0.61	37	1	1	-	...	...	...	...	...	...	...	96	97
The former Yugoslav Rep. of Macedonia	0.10 ⁻¹	35 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	.	.	.	97 ⁻¹	98 ⁻¹	97 ⁻¹	0.98 ⁻¹	92 ⁻¹	92 ⁻¹
Turkey	144	50	2	2	2	94	94	94	94	94	94	1.01	93	95
Ukraine	1.8	49 ⁺	-	- ⁺	- ⁺	.	.	.	97	96 ⁺	98 ⁺	1.02 ⁺	99	98 ⁺
Central Asia														
Armenia	0.22 ⁻¹	48 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	.	.	.	98 ⁻¹	98 ⁻¹	97 ⁻¹	0.99 ⁻¹	98 ⁻¹	96 ⁻¹
Azerbaijan	1.5	42	-	-	-	.	.	.	99	100	98	0.98	121 ⁺	123 ⁺

Gross intake ratio to the last grade		Expected gross intake ratio to the last grade				Gross primary graduation ratio				Transition rate from primary to secondary (general programmes)				Region
2008		2008				2008				2007 to 2008				Country or territory
F 15	GPI 16	MF 17	M 18	F 19	GPI 20	MF 21	M 22	F 23	GPI 24	MF 25	M 26	F 27	GPI 28	
Arab States														
108	0.90	95	95	96	1.02	81 ⁻²	79 ⁻²	82 ⁻²	1.04 ⁻²	91	90	92	1.02	Algeria
98	1.00	...	...	...	...	...	...	...	...	96 ⁻²	95 ⁻²	98 ⁻²	1.03 ⁻²	Bahrain
37	0.81	...	...	...	...	27 ⁻²	31 ⁻²	23 ⁻²	0.73 ⁻²	88 ⁻¹	90 ⁻¹	85 ⁻¹	0.94 ⁻¹	Djibouti
93 ⁻¹	0.96 ⁻¹	94 ^{*, -1}	...	...	...	...	...	...	...	...	...	...	...	Egypt
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Iraq
100	1.01	...	...	...	...	...	...	...	...	99	99	98	0.99	Jordan
98 ⁻¹	1.01 ⁻¹	98 ⁻¹	99 ⁻¹	96 ⁻¹	0.97 ⁻¹	...	...	...	...	97	96	98	1.02	Kuwait
87 ⁺¹	1.05 ⁺¹	95 ⁺¹	91 ⁺¹	100 ⁺¹	1.09 ⁺¹	81 ⁺¹	77 ⁺¹	85 ⁺¹	1.10 ⁺¹	86 ⁺¹	84 ⁺¹	89 ⁺¹	1.06 ⁺¹	Lebanon
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
75 ⁺¹	1.08 ⁺¹	95 ⁺¹	91 ⁺¹	98 ⁺¹	1.08 ⁺¹	12 ⁺¹	13 ⁺¹	10 ⁺¹	0.83 ⁺¹	34 ⁺¹	38 ⁺¹	31 ⁺¹	0.81 ⁺¹	Mauritania
78	0.91	81	82	79	0.96	82	86	78	0.91	79	80	78	0.98	Morocco
81	1.01	73	73	73	1.01	78	78	78	1.00	97	97	97	1.00	Oman
81	0.98	78	...	...	...	84	84	83	0.98	98	98	98	1.01	Palestinian Autonomous Territories
112	0.93	103	99	107	1.08	99 ⁻²	102 ⁻²	96 ⁻²	0.94 ⁻²	99 ⁻¹	97 ⁻¹	100 ⁻¹	1.03 ⁻¹	Qatar
92	0.93	98 ⁺	101 ⁺	94 ⁺	0.93 ⁺	98 ⁻¹	101 ⁻¹	95 ⁻¹	0.94 ⁻¹	94 ⁺	92 ⁺	97 ⁺	1.05 ⁺	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	94	90	98	1.09	Sudan
113	0.99	113	114	113	0.99	108	108	108	1.00	95	95	96	1.01	Syrian Arab Republic
93	1.00	100	99	101	1.02	...	...	...	...	82	79	86	1.08	Tunisia
107 ⁻¹	1.04 ⁻¹	113 ⁻¹	113 ⁻¹	112 ⁻¹	0.99 ⁻¹	88 ^{**}	88 ^{**}	89 ^{**}	1.01 ^{**}	98 ⁻¹	98 ⁻¹	99 ⁻¹	1.00 ⁻¹	United Arab Emirates
49	0.69	...	...	...	...	...	...	...	...	...	...	...	...	Yemen
Central and Eastern Europe														
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Albania
...	...	...	...	...	...	92 ⁻¹	91 ⁻¹	92 ⁻¹	1.01 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
89	0.98	100	100	101	1.02	...	...	...	...	95	95	95	1.01	Bulgaria
101 ⁻¹	1.00 ⁻¹	94 ⁻¹	95 ⁻¹	94 ⁻¹	1.00 ⁻¹	...	...	...	...	100 ⁻¹	99 ⁻¹	100 ⁻¹	1.01 ⁻¹	Croatia
95	1.00	107	108	106	0.99	...	...	...	...	99	99	99	1.00	Czech Republic
101	1.01	100	101	100	0.99	...	...	...	...	98	97	99	1.02	Estonia
94	0.97	102	102	102	1.00	...	...	...	...	99	99	99	1.00	Hungary
93	0.97	100	101	99	0.98	...	...	...	...	94	92	97	1.05	Latvia
92	1.00	94	96	92	0.97	...	...	...	...	99	99	99	1.00	Lithuania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Montenegro
...	...	95 ⁻¹	...	...	...	...	...	...	...	92 ^{*, -2}	...	...	...	Poland
90 ⁺	0.98 ⁺	91 ⁺	92 ⁺	90 ⁺	0.98 ⁺	99 ⁺	99 ⁺	99 ⁺	1.00 ⁺	98	99	98	0.99	Republic of Moldova
96	0.99	93	94	93	0.99	...	...	...	...	97	97	97	1.00	Romania
...	...	94	...	...	...	...	...	...	...	100	...	...	...	Russian Federation
101 ⁺	1.02 ⁺	101 ⁺	100 ⁺	102 ⁺	1.02 ⁺	99 ^{*, -1}	99 ^{*, -1}	99 ^{*, -1}	1.00 ^{*, -1}	99	99	99	1.00	Serbia
96	1.00	97	97	97	1.00	...	...	...	...	97	97	97	1.00	Slovakia
96	0.99	...	...	...	...	...	...	...	...	...	...	...	...	Slovenia
92 ⁻¹	1.00 ⁻¹	90 ⁻¹	90 ⁻¹	90 ⁻¹	1.00 ⁻¹	...	...	...	...	99	99	100	1.01	The former Yugoslav Rep. of Macedonia
92	0.96	94	95	92	0.97	...	...	...	...	...	...	...	...	Turkey
99 ⁺	1.01 ⁺	97	96 ⁺	98 ⁺	1.02 ⁺	100	100 ⁺	100 ⁺	1.00 ⁺	Ukraine
Central Asia														
100 ⁻¹	1.04 ⁻¹	125 ⁻¹	124 ⁻¹	126 ⁻¹	1.02 ⁻¹	104 ⁻¹	101 ⁻¹	107 ⁻¹	1.07 ⁻¹	99	100	98	0.98	Armenia
119 ⁺	0.97 ⁺	117 ⁺	119 ⁺	115 ⁺	0.97 ⁺	89	89	89	1.00	99	100	99	0.99	Azerbaijan

TABLE 4 PRIMARY EDUCATION / ISCED 1 / Measures of progression and completion

Region	Total number of repeaters		Percentage of repeaters			Survival rate to grade 5			Survival rate to last grade				Gross intake ratio to the last grade	
Country or territory	2008		2008			2007 to 2008			2007 to 2008				2008	
	MF (000) 1	% F 2	MF 3	M 4	F 5	MF 6	M 7	F 8	MF 9	M 10	F 11	GPI 12	MF 13	M 14
Georgia	0.92	34	-	-	-	95	94	97	95	94	97	1.03	100	103
Kazakhstan	0.70 ⁺¹	36 ⁺¹	- ⁺¹	- ⁺¹	- ⁺¹	.	.	.	99 ⁺¹	99 ⁺¹	99 ⁺¹	1.01 ⁺¹	106 ⁺¹	106 ⁺¹
Kyrgyzstan	0.39	36	-	-	-	.	.	.	98	98	98	1.00	92	93
Mongolia	0.43	42	-	-	-	95	94	95	95	94	95	1.01	93	94
Tajikistan	1.7	...	-	...	...	.	.	.	99	...	...	...	98	...
Turkmenistan	- ⁻²	...	...	...	...	.	.	.	...	...	...	...	...	...
Uzbekistan	0.12	37	-	-	-	.	.	.	99	98	100	1.03	95	95
East Asia and the Pacific														
Australia	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Brunei Darussalam	0.37	27	1	1	-	100	100	99	98	98	98	1.00	106	105
Cambodia	263	43	11	12	10	62	60	65	54	52	57	1.10	79	80
China	304	42	-	-	-	100	100	99	100	100	99	0.99	96	94
Cook Islands	0.04 ⁻¹	...	2 ⁻¹	...	...	...	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	1.7	38	2	2	1	95	...	...	95	...	...	...	92	92
Hong Kong SAR of China	3.6	39	1	1	1	100	100	100	100	100	100	1.00	...	...
Indonesia	858	37	3	4	2	86	83	89	80	77	83	1.07	106	107
Japan	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kiribati	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	152	43	17	18	16	67	66	68	67	66	68	1.03	75	78
Macao, China	1.7 ⁺¹	34 ⁺¹	6 ⁺¹	8 ⁺¹	5 ⁺¹	99 ⁺¹	99 ⁺¹	100 ⁺¹	100 ⁺¹	99 ⁺¹	100 ⁺¹	1.01 ⁺¹	99 ⁺¹	102 ⁺¹
Malaysia	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	94 ⁻¹	94 ⁻¹	94 ⁻¹	92 ⁻¹	92 ⁻¹	92 ⁻¹	1.00 ⁻¹	96 ⁻¹	96 ⁻¹
Marshall Islands	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	...	...	...	...	...	...	...	91 ^{*, -1}	89 ^{*, -1}
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Myanmar	23	49	-	-	-	74	...	...	74	...	...	...	99	98
Nauru	...	...	...	...	...	...	...	...	...	...	...	...	79 ^{*, -1}	78 ^{*, -1}
New Zealand	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Niue	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Palau	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Philippines	304 ⁻¹	34 ⁻¹	2 ⁻¹	3 ⁻¹	2 ⁻¹	77 ⁻¹	73 ⁻¹	81 ⁻¹	73 ⁻¹	69 ⁻¹	78 ⁻¹	1.14 ⁻¹	92 ⁻¹	90 ⁻¹
Republic of Korea	0.07	30	-	-	-	99	98	99	98	98	99	1.00	99	100
Samoa	0.29 ⁺¹	41 ⁺¹	1 ⁺¹	1 ⁺¹	1 ⁺¹	...	...	...	...	...	...	...	93 ⁺¹	97 ⁺¹
Singapore	0.93	44	-	-	-	...	...	...	...	...	...	...	...	...
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Thailand	525 ⁻¹	34 ⁻¹	9 ⁻¹	12 ⁻¹	6 ⁻¹	...	...	...	...	...	...	...	87 ⁻¹	87 ⁻¹
Timor-Leste	25	45	12	13	12	...	...	...	...	...	...	...	80	80
Tokelau	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	0.88 ⁻²	40 ⁻²	5 ⁻²	6 ⁻²	4 ⁻²	92 ⁻²	92 ⁻²	92 ⁻²	91 ⁻²	90 ⁻²	92 ⁻²	1.02 ⁻²	105 ⁻²	102 ⁻²
Tuvalu	. ^{*, -2}	. ^{*, -2}	. ^{*, -2}	. ^{*, -2}	. ^{*, -2}	...	...	...	...	...	...	...	105 ^{*, -2}	93 ^{*, -2}
Vanuatu	5.1 ⁻¹	43 ⁻¹	14 ⁻¹	15 ⁻¹	12 ⁻¹	82 ⁻¹	81 ⁻¹	83 ⁻¹	73 ⁻¹	74 ⁻¹	73 ⁻¹	0.99 ⁻¹	79 ⁻¹	77 ⁻¹
Viet Nam	75 ^{*, -2}	...	1 ^{*, -2}	...	...	92 ^{*, -2}	...	...	92 ^{*, -2}	...	...	...	...	...
Latin America and the Caribbean														
Anguilla	-	...	-	-	-	...	...	...	...	...	...	...	79 ^{**}	76 ^{**}
Antigua and Barbuda	0.65	35	6	7	4	96	94	97	97	...	...	...	103 [*]	104 [*]
Argentina	288 ⁻¹	39 ⁻¹	6 ⁻¹	7 ⁻¹	5 ⁻¹	96 ⁻¹	95 ⁻¹	98 ⁻¹	95 ⁻¹	93 ⁻¹	97 ⁻¹	1.05 ⁻¹	102 ⁻¹	100 ⁻¹

Gross intake ratio to the last grade		Expected gross intake ratio to the last grade				Gross primary graduation ratio				Transition rate from primary to secondary (general programmes)				Region
2008		2008				2008				2007 to 2008				Country or territory
F 15	GPI 16	MF 17	M 18	F 19	GPI 20	MF 21	M 22	F 23	GPI 24	MF 25	M 26	F 27	GPI 28	
97	0.94	110	107	114	1.07	104	106	101	0.95	99	99	100	1.00	Georgia
106 ⁺¹	1.00 ⁺¹	105 ⁺¹	104 ⁺¹	105 ⁺¹	1.01 ⁺¹	110 ⁺¹	109 ⁺¹	110 ⁺¹	1.01 ⁺¹	100 ⁺¹	100 ⁺¹	100 ⁺¹	1.00 ⁺¹	Kazakhstan
92	0.99	95	95	94	0.99	94	94	93	0.99	100	100	100	1.00	Kyrgyzstan
92	0.98	127	127	127	1.00	91	92	91	1.00	97	96	98	1.02	Mongolia
...	...	103	...	...	...	96	100	93	0.93	98	...	...	...	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
94	0.99	91	92	91	0.99	99	100	98	0.97	100	100	100	1.00	Uzbekistan
East Asia and the Pacific														
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Australia
107	1.02	102	100	103	1.02	87 ⁻¹	81 ⁻¹	94 ⁻¹	1.16 ⁻¹	99	100	99	1.00	Brunei Darussalam
79	0.99	68	67	70	1.05	72	72	72	1.00	79	80	79	0.99	Cambodia
98	1.04	96	94	97	1.03	...	...	...	...	95	95	96	1.01	China
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
91	0.99	89	...	...	...	93	93	92	0.99	100	100	100	1.00	Fiji
...	...	...	...	...	...	90	89	90	1.01	100	100	100	1.00	Hong Kong SAR of China
106	0.99	100	97	104	1.07	...	...	...	...	90	86	93	1.08	Indonesia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Japan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
71	0.91	80	82	78	0.95	70	73	66	0.91	79	80	77	0.96	Lao People's Democratic Republic
95 ⁺¹	0.93 ⁺¹	...	...	...	...	96 ⁺¹	100 ⁺¹	92 ⁺¹	0.93 ⁺¹	91 ⁺¹	89 ⁺¹	94 ⁺¹	1.05 ⁺¹	Macao, China
96 ⁻¹	1.00 ⁻¹	90 ⁻¹	90 ⁻¹	90 ⁻¹	1.01 ⁻¹	...	...	...	...	99 ^{**,-1}	100 ^{**,-1}	98 ^{**,-1}	0.98 ^{**,-1}	Malaysia
92 ^{*, -1}	1.03 ^{*, -1}	...	...	...	...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
100	1.02	106	...	...	...	97	96	98	1.02	73 ⁻¹	75 ⁻¹	70 ⁻¹	0.93 ⁻¹	Myanmar
80 ^{**,-1}	1.02 ^{**,-1}	...	...	...	...	...	...	...	...	...	...	...	...	Nauru
...	...	...	...	...	...	...	...	...	...	...	...	...	...	New Zealand
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Niue
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Papua New Guinea
95 ⁻¹	1.06 ⁻¹	95 ⁻¹	92 ⁻¹	99 ⁻¹	1.07 ⁻¹	...	...	...	...	98 ⁻¹	98 ⁻¹	97 ⁻¹	0.98 ⁻¹	Philippines
97	0.97	103	104	103	0.99	...	...	...	...	100	100	100	1.00	Republic of Korea
90 ⁺¹	0.93 ⁺¹	...	...	...	...	87 ⁺¹	83 ⁺¹	91 ⁺¹	1.10 ⁺¹	...	...	...	...	Samoa
...	...	...	...	...	...	...	...	...	...	91	88	95	1.08	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
88 ⁻¹	1.02 ⁻¹	...	...	...	...	...	...	...	...	87 ⁻¹	85 ⁻¹	89 ⁻¹	1.05 ⁻¹	Thailand
79	0.98	...	...	...	...	45 ⁻¹	45 ⁻¹	46 ⁻¹	1.03 ⁻¹	100	100	100	1.00	Timor-Leste
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tokelau
108 ⁻²	1.06 ⁻²	98 ⁻²	97 ⁻²	98 ⁻²	1.01 ⁻²	...	...	...	...	77 ⁻²	78 ⁻²	75 ⁻²	0.97 ⁻²	Tonga
118 ^{**,-2}	1.27 ^{**,-2}	...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
81 ⁻¹	1.05 ⁻¹	81 ⁻¹	83 ⁻¹	78 ⁻¹	0.94 ⁻¹	...	...	...	...	79 ⁻¹	75 ⁻¹	83 ⁻¹	1.10 ⁻¹	Vanuatu
...	...	...	...	...	...	...	...	...	...	93 ^{**,-2}	...	...	...	Viet Nam
Latin America and the Caribbean														
81 ^{**}	1.07^{**}	...	...	...	...	86 ^{**,-1}	88 ^{**,-1}	84 ^{**,-1}	0.95 ^{**,-1}	...	...	...	...	Anguilla
102 ⁺	0.98 ⁺	87 ⁺	105 ^{*, -1}	100 ^{*, -1}	110 ^{*, -1}	1.10 ^{*, -1}	...	...	...	...	Antigua and Barbuda
104 ⁻¹	1.04 ⁻¹	105 ⁻¹	103 ⁻¹	108 ⁻¹	1.05 ⁻¹	...	...	...	...	94 ⁻¹	93 ⁻¹	96 ⁻¹	1.03 ⁻¹	Argentina

TABLE 4 PRIMARY EDUCATION / ISCED 1 / Measures of progression and completion

Region	Total number of repeaters		Percentage of repeaters			Survival rate to grade 5			Survival rate to last grade				Gross intake ratio to the last grade	
	2008		2008			2007 to 2008			2007 to 2008				2008	
	MF (000)	% F	MF	M	F	MF	M	F	MF	M	F	GPI	MF	M
Country or territory	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Aruba	0.75	42	7	8	6	88	88	88	86	85	88	1.04	95	92
Bahamas	-	...	-	-	-	92	92	93	91	90	92	1.03	95	93
Barbados	.	.	.	.	.	96 ⁺	94 ⁺
Belize	4.3	41	8	9	7	93	94	93	90	90	91	1.00	99	98
Bermuda	.- ²	.- ²	.- ²	.- ²	.- ²	90 ⁻²	...	...	86 ⁻²	...	...	...	96 ⁺⁻²	...
Bolivia	38 ⁻¹	44 ⁻¹	2 ⁻¹	3 ⁻¹	2 ⁻¹	83 ⁻¹	83 ⁻¹	83 ⁻¹	80 ⁻¹	81 ⁻¹	80 ⁻¹	0.98 ⁻¹	98 ⁻¹	98 ⁻¹
Brazil	...	...	...	...	...	.	.	.	...	...	...	...	...	...
British Virgin Islands	0.14 ⁻¹	29 ⁻¹	4 ⁻¹	6 ⁻¹	3 ⁻¹	...	...	...	...	...	...	...	84 ^{**,-1}	79 ^{**,-1}
Cayman Islands	-	...	-	-	-	...	...	...	...	...	...	...	89 ^{**,-1}	73 ^{**,-1}
Chile	40 ⁻¹	36 ⁻¹	2 ⁻¹	3 ⁻¹	2 ⁻¹	96 ⁻¹	96 ^{**,-1}	97 ^{**,-1}	95 ⁻¹	...	...	...	95 ⁻¹	101 ^{**,-1}
Colombia	184	42	3	4	3	88	...	...	88	...	...	...	110	109
Costa Rica	38	40	7	8	6	96	95	98	94	93	96	1.04	93	91
Cuba	3.7 ⁺¹	26 ⁺¹	.- ⁺¹	1 ⁺¹	.- ⁺¹	96 ⁺¹	96 ⁺¹	96 ⁺¹	96 ⁺¹	96 ⁺¹	96 ⁺¹	1.00 ⁺¹	98 ⁺¹	98 ⁺¹
Dominica	0.32	30	4	5	2	94	97	91	91	91	90	0.99	81 ⁺	78 ⁺
Dominican Republic	45	36	3	4	3	73	70	77	69	64	74	1.15	91	89
Ecuador	50 ^{**}	45 ^{**}	2 ^{**}	3 ^{**}	2 ^{**}	83 ^{**}	83 ^{**}	84 ^{**}	81 ^{**}	82 ^{**}	81 ^{**}	0.99 ^{**}	106 ^{**}	106 ^{**}
El Salvador	61	40	6	7	5	80	78	82	76	74	78	1.05	89	88
Grenada	0.40	33	3	4	2	...	...	...	...	...	...	...	114	119
Guatemala	311	44	12	13	11	71	71	70	65	65	64	0.98	80	83
Guyana	0.79	41	1	1	1	...	...	...	...	...	...	...	110	111
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	68	42	5	6	5	78	75	80	76	74	79	1.07	90	87
Jamaica	9.6	42	3	3	3	...	...	...	...	...	...	...	89 ^{**,-1}	88 ^{**,-1}
Mexico	530	37	4	4	3	94	93	95	92	90	93	1.02	104	104
Montserrat	0.02 ⁻¹	44 ⁻¹	3 ⁻¹	4 ⁻¹	3 ⁻¹	...	...	...	...	...	...	...	69 ^{,-1}	51 ^{,-1}
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nicaragua	104	41	11	13	9	51	48	55	48	45	52	1.17	75	71
Panama	24	39	5	6	4	87	87	88	85	85	86	1.01	102	102
Paraguay	36 ⁻¹	39 ⁻¹	4 ⁻¹	5 ⁻¹	3 ⁻¹	84 ⁻¹	83 ⁻¹	84 ⁻¹	79 ⁻¹	78 ⁻¹	80 ⁻¹	1.03 ⁻¹	95 ⁻¹	94 ⁻¹
Peru	276	47	7	7	7	87	87	88	83	82	84	1.02	101	101
Saint Kitts and Nevis	0.10	30	2	2	1	82	82	82	68	68	69	1.02	...	...
Saint Lucia	0.50	33	2	3	2	97	95	99	...	...	...	...	98	97
Saint Vincent and the Grenadines	0.71	40	5	5	4	...	...	...	...	...	...	...	109	114
Suriname	12	40	17	20	14	80 ⁻¹	78 ⁻¹	81 ⁻¹	68 ⁻¹	63 ⁻¹	72 ⁻¹	1.13 ⁻¹	88	81
Trinidad and Tobago	8.6	40	7	8	5	98	98	99	96	94	98	1.04	92	92
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uruguay	25 ⁻¹	39 ⁻¹	7 ⁻¹	8 ⁻¹	6 ⁻¹	94 ⁻¹	93 ⁻¹	96 ⁻¹	94 ⁻¹	92 ⁻¹	95 ⁻¹	1.04 ⁻¹	104 ⁻¹	102 ⁻¹
Venezuela	116	36	3	4	3	84	82	87	81	78	83	1.07	95	94
North America and Western Europe														
Andorra	0.13	36	3	3	2	98	99	97	...	...	...	...	...	...
Austria	-	...	-	-	-	.	.	.	98	97	99	1.02	99	99
Belgium	25	47	3	4	3	91	90	92	87	86	88	1.03	86	84
Canada	.- ²	...	.-²	.- ²	.- ²	...	...	...	...	...	...	...	96 ⁻²	96 ⁻²
Cyprus	0.25	44	-	-	-	99	97	100	98	97	100	1.03	100 ⁺	101 ⁺
Denmark	.- ¹	...	.-¹	.- ¹	.- ¹	...	...	...	...	...	...	...	101 ⁻¹	100 ⁻¹
Finland	1.5	33	-	1	-	100	99	100	100	100	100	1.00	98	99

Gross intake ratio to the last grade		Expected gross intake ratio to the last grade				Gross primary graduation ratio				Transition rate from primary to secondary (general programmes)				Region
2008		2008				2008				2007 to 2008				Country or territory
F 15	GPI 16	MF 17	M 18	F 19	GPI 20	MF 21	M 22	F 23	GPI 24	MF 25	M 26	F 27	GPI 28	
97	1.05	93	92	94	1.03	92 ⁻¹	90 ⁻¹	93 ⁻¹	1.04 ⁻¹	97 ⁻¹	95 ⁻¹	100 ⁻¹	1.06 ⁻¹	Aruba
96	1.04	101	102	101	0.99	...	...	...	...	100	100	100	1.00	Bahamas
...	...	...	...	...	...	...	...	...	...	99 ⁺	Barbados
100	1.02	103	105	101	0.96	98	97	99	1.03	90	89	92	1.03	Belize
...	...	89 ^{+,-2}	...	...	...	...	...	...	...	95 ⁻²	...	...	...	Bermuda
98 ⁻¹	1.00 ⁻¹	97 ⁻¹	98 ⁻¹	96 ⁻¹	0.98 ⁻¹	90 ⁻¹	90 ⁻¹	91 ⁻¹	1.02 ⁻¹	90 ⁻¹	90 ⁻¹	90 ⁻¹	0.99 ⁻¹	Bolivia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Brazil
89 ^{**,-1}	1.13 ^{**,-1}	...	...	...	...	...	...	...	...	95 ⁻¹	100 ⁻¹	91 ⁻¹	0.91 ⁻¹	British Virgin Islands
108 ^{**,-1}	1.47 ^{**,-1}	...	...	...	...	74 ^{**}	70 ^{**}	79 ^{**}	1.13 ^{**}	97	...	...	...	Cayman Islands
88 ^{**,-1}	0.87 ^{**,-1}	98 ⁻¹	...	...	...	...	...	...	...	...	...	...	...	Chile
112	1.03	110	...	...	...	105	104	107	1.02	98	98	99	1.00	Colombia
95	1.05	90	88	91	1.03	87 ⁺	84 ⁺	90 ⁺	1.07 ⁺	97	100	94	0.94	Costa Rica
98 ⁺¹	1.00 ⁺¹	96 ⁺¹	95 ⁺¹	97 ⁺¹	1.02 ⁺¹	93	95	92	0.97	98 ⁺¹	99 ⁺¹	98 ⁺¹	1.00 ⁺¹	Cuba
85 ⁺	1.09 ⁺	77 ⁺	72 ⁺	82 ⁺	1.13 ⁺	101 ^{,-1}	114 ^{,-1}	90 ^{,-1}	0.79 ^{,-1}	95	94	97	1.03	Dominica
92	1.04	72	71	73	1.02	84	82	87	1.06	92	90	94	1.05	Dominican Republic
105 ^{**}	1.00 ^{**}	105 ^{**}	105 ^{**}	106 ^{**}	1.01 ^{**}	103 ⁻¹	102 ⁻¹	104 ⁻¹	1.01 ⁻¹	79 ⁻¹	81 ⁻¹	77 ⁻¹	0.95 ⁻¹	Ecuador
91	1.04	92	91	92	1.02	86	84	88	1.04	92	92	92	1.00	El Salvador
110	0.93	...	...	...	...	104 ⁻¹	102 ⁻¹	105 ⁻¹	1.03 ⁻¹	...	...	...	...	Grenada
77	0.92	79	80	77	0.96	77	80	74	0.93	91	93	90	0.96	Guatemala
109	0.98	...	...	...	...	...	...	...	...	93	95	91	0.96	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
93	1.07	94	93	96	1.03	84	81	87	1.07	71 ⁻²	68 ⁻²	74 ⁻²	1.09 ⁻²	Honduras
90 ^{**,-1}	1.02 ^{**,-1}	...	...	...	...	...	...	...	...	...	...	...	...	Jamaica
105	1.01	112	111	113	1.02	...	...	...	...	94	94	93	0.99	Mexico
97 ^{,-1}	1.89 ^{,-1}	...	...	...	...	80 ^{**,-1}	61 ^{**,-1}	107 ^{**,-1}	1.77 ^{**,-1}	...	...	...	...	Montserrat
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Netherlands Antilles
78	1.11	74	71	78	1.10	70	66	75	1.13	...	...	...	...	Nicaragua
102	1.00	91	92	91	0.99	100	100	101	1.01	99	98	99	1.01	Panama
95 ⁻¹	1.02 ⁻¹	79 ⁻¹	80 ⁻¹	79 ⁻¹	1.00 ⁻¹	...	...	...	...	87 ⁻¹	87 ⁻¹	88 ⁻¹	1.01 ⁻¹	Paraguay
101	1.00	83	82	84	1.02	...	...	...	...	93	94	93	0.98	Peru
...	...	...	...	...	...	75 ^{**}	76 ^{**}	74 ^{**}	0.97^{**}	...	...	...	...	Saint Kitts and Nevis
98	1.02	...	...	...	...	103 ⁻²	103 ⁻²	103 ⁻²	1.00 ⁻²	97	95	100	1.06	Saint Lucia
105	0.92	...	...	...	...	100	88	112	1.26	...	...	...	...	Saint Vincent and the Grenadines
95	1.17	...	...	...	...	87	86	88	1.02	53	46	59	1.27	Suriname
92	1.00	92	91	94	1.04	82	77	88	1.13	90	88	92	1.04	Trinidad and Tobago
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turks and Caicos Islands
105 ⁻¹	1.03 ⁻¹	97 ⁻¹	96 ⁻¹	99 ⁻¹	1.03 ⁻¹	...	...	...	...	77 ⁻¹	71 ⁻¹	83 ⁻¹	1.18 ⁻¹	Uruguay
97	1.02	82	81	84	1.04	94	92	96	1.04	95	95	96	1.00	Venezuela
North America and Western Europe														
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Andorra
98	0.99	100	101	100	0.99	...	...	...	...	100	100	99	0.99	Austria
88	1.05	85	83	87	1.05	...	...	...	...	99	100	99	0.99	Belgium
96 ⁻²	1.00 ⁻²	...	...	...	...	...	...	...	...	...	...	...	...	Canada
100 ⁺	0.99 ⁺	109 ⁺	110 ⁺	108 ⁺	0.98 ⁺	100	100	100	1.00	Cyprus
101 ⁻¹	1.01 ⁻¹	...	...	...	...	...	...	...	...	97 ⁻¹	97 ⁻¹	96 ⁻¹	0.99 ⁻¹	Denmark
97	0.98	100	101	99	0.98	...	...	...	...	100	100	100	1.00	Finland

TABLE 4 PRIMARY EDUCATION / ISCED 1 / Measures of progression and completion

Region	Total number of repeaters		Percentage of repeaters			Survival rate to grade 5			Survival rate to last grade				Gross intake ratio to the last grade	
	2008		2008			2007 to 2008			2007 to 2008				2008	
	MF (000)	% F	MF	M	F	MF	M	F	MF	M	F	GPI	MF	M
Country or territory	1	2	3	4	5	6	7	8	9	10	11	12	13	14
France	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Germany	41	46	1	1	1	.	.	.	96	95	96	1.01	104	103
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Greece	4.3 ⁻¹	42 ⁻¹	1 ⁻¹	1 ⁻¹	1 ⁻¹	98 ⁻¹	99 ⁻¹	98 ⁻¹	98 ⁻¹	98 ⁻¹	98 ⁻¹	1.00 ⁻¹	101 ⁻¹	102 ⁻¹
Holy See	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Iceland	-	...	-	-	-	94 ⁻¹	...	...	93 ⁻¹	...	...	...	95	95
Ireland	3.4	44	1	1	1	...	...	...	...	...	...	...	99	99
Israel	12	33	1	2	1	99	100	99	100	100	99	0.99	99	99
Italy	6.9 ⁻¹	36 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	100 ⁻¹	99 ⁻¹	100 ⁻¹	100 ⁻¹	99 ⁻¹	100 ⁻¹	1.01 ⁻¹	101 ⁻¹	101 ⁻¹
Liechtenstein	-	...	-	-	-	82	80	84	82	80	84	1.05	97 ⁺	99 ⁺
Luxembourg	1.4	46	4	4	4	98	97	100	86	84	89	1.06	84	83
Malta	0.23 ⁻¹	50 ⁻¹	1 ⁻¹	1 ⁻¹	1 ⁻¹	...	...	...	...	...	...	...	98 ⁻¹	99 ⁻¹
Monaco	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands	.	.	.	.	.	100	99	100	...	...	...	...	...	...
Norway	-	...	-	-	-	100	99	100	100	100	100	1.00	98	98
Portugal	...	...	...	...	...	...	...	...	...	...	...	...	...	...
San Marino	-	...	-	-	-	...	...	...	...	...	...	...	...	...
Spain	-	...	-	-	-	100 ⁻²	100 ⁻²	100 ⁻²	100 ⁻²	100 ⁻²	100 ⁻²	1.00 ⁻²	107	108
Sweden	-	...	-	-	-	100	100	100	100	100	100	1.00	94	95
Switzerland	7.5	45	1	2	1	...	...	...	...	...	...	...	94	93
United Kingdom	-	...	-	-	-	...	...	...	...	...	...	...	...	...
United States of America	-	...	-	-	-	94	...	...	99	...	...	...	95	94
South and West Asia														
Afghanistan	-	...	-	-	-	...	...	...	...	...	...	...	...	...
Bangladesh	2,105 ⁺	50 ⁺	13 ⁺	13 ⁺	13 ⁺	55 ⁻²	52 ⁻²	58 ⁻²	55 ⁻²	52 ⁻²	58 ⁻²	1.10 ⁻²	54 ⁺	52 ⁺
Bhutan	7.2 ⁺¹	43 ⁺¹	7 ⁺¹	7 ⁺¹	6 ⁺¹	96 ⁺¹	93 ⁺¹	99 ⁺¹	90 ⁺¹	85 ⁺¹	95 ⁺¹	1.12 ⁺¹	88 ⁺¹	85 ⁺¹
India	4,840 ⁻¹	47 ⁻¹	3 ⁻¹	3 ⁻¹	3 ⁻¹	66 ⁻²	66 ⁻²	65 ⁻²	66 ⁻²	66 ⁻²	65 ⁻²	0.99 ⁻²	94 ⁻¹	95 ⁻¹
Iran (Islamic Republic of)	127	38	2	3	1	...	...	...	...	...	...	...	117 ^{**,-1}	108 ^{**,-1}
Maldives	2.0	35	4	5	3	94	95	93	...	...	...	...	113	117
Nepal	689 ⁺²	50 ⁺²	14 ⁺²	14 ⁺²	14 ⁺²	62	60	64	62	60	64	1.07	95 ⁺²	93 ⁺²
Pakistan	804	39	4	5	4	...	...	...	...	...	...	...	60	67
Sri Lanka	13	39	1	1	1	98	98	98	98	98	98	1.00	98	98
Sub-Saharan Africa														
Angola	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Benin	229	46	14	14	14	...	...	...	...	...	...	...	65	75
Botswana	15 ⁻²	38 ⁻²	5 ⁻²	6 ⁻²	4 ⁻²	89 ⁻²	89 ⁻²	89 ⁻²	87 ⁻²	85 ⁻²	89 ⁻²	1.05 ⁻²	99 ⁻²	96 ⁻²
Burkina Faso	201 ⁺¹	46 ⁺¹	11 ⁺¹	11 ⁺¹	11 ⁺¹	82 ⁺¹	82 ⁺¹	83 ⁺¹	71 ⁺¹	71 ⁺¹	72 ⁺¹	1.01 ⁺¹	43 ⁺¹	46 ⁺¹
Burundi	541	49	34	33	34	62	59	65	54	51	57	1.12	45	48
Cameroon	538	44	17	17	16	63	63	63	57	57	56	0.98	73	79
Cape Verde	8.8	38	12	14	9	91	90	92	87	86	88	1.03	92	90
Central African Republic	145 ⁺¹	42 ⁺¹	24 ⁺¹	24 ⁺¹	24 ⁺¹	53 ⁺¹	57 ⁺¹	48 ⁺¹	46 ⁺¹	50 ⁺¹	40 ⁺¹	0.80 ⁺¹	38 ⁺¹	47 ⁺¹
Chad	289 ^{**,-1}	43 ^{**,-1}	22 ^{**,-1}	21 ^{**,-1}	23 ^{**,-1}	38 ⁻²	41 ⁻²	34 ⁻²	30 ⁻²	33 ⁻²	25 ⁻²	0.74 ⁻²	31 ^{**,-1}	40 ^{**,-1}
Comoros	27	47	24	24	24	...	...	...	...	...	...	...	81	91
Congo	141	46	22	23	22	77 ^{**}	76 ^{**}	80 ^{**}	70 ^{**}	70 ^{**}	71 ^{**}	1.01 ^{**}	73	75
Côte d'Ivoire	425	45	18	18	18	94	...	...	90	...	...	...	48	57
Democratic Republic of the Congo	1,530	46	15	15	16	80	80	79	79	82	76	0.93	53	63

Gross intake ratio to the last grade		Expected gross intake ratio to the last grade				Gross primary graduation ratio				Transition rate from primary to secondary (general programmes)				Region
2008		2008				2008				2007 to 2008				Country or territory
F 15	GPI 16	MF 17	M 18	F 19	GPI 20	MF 21	M 22	F 23	GPI 24	MF 25	M 26	F 27	GPI 28	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	France
104	1.00	95	95	95	1.00	...	...	...	...	99	99	99	1.00	Germany
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar
101 ⁻¹	0.99 ⁻¹	101 ⁻¹	101 ⁻¹	101 ⁻¹	1.00 ⁻¹	...	...	...	...	97 ⁻¹	...	...	...	Greece
.	.	.	.	.	.	.	.	.	.	.	.	.	.	Holy See
94	0.99	...	...	...	...	...	...	...	...	100	100	100	1.00	Iceland
99	1.00	...	...	...	...	...	...	...	...	...	...	...	...	Ireland
100	1.01	99	98	99	1.02	...	...	...	...	71	71	70	0.99	Israel
100 ⁻¹	0.99 ⁻¹	108 ⁻¹	108 ⁻¹	108 ⁻¹	0.99 ⁻¹	...	...	...	...	100 ⁻¹	100 ⁻¹	99 ⁻¹	0.99 ⁻¹	Italy
95 ⁺	0.97 ⁺	101 ⁺	101 ⁺	101 ⁺	1.00 ⁺	99	100	97	0.97	Liechtenstein
85	1.03	85	80	90	1.12	...	...	...	...	...	...	...	...	Luxembourg
98 ⁻¹	0.99 ⁻¹	...	...	...	...	...	...	...	...	...	...	...	...	Malta
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Monaco
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Netherlands
97	1.00	102	102	103	1.01	...	...	...	...	100	100	100	1.00	Norway
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Portugal
...	...	...	...	...	...	...	...	...	...	...	...	...	...	San Marino
106	0.99	...	...	...	...	...	...	...	...	...	...	...	...	Spain
94	0.99	107	107	106	0.99	...	...	...	...	100	100	100	1.00	Sweden
95	1.02	...	...	...	...	...	...	...	...	99	...	...	...	Switzerland
...	...	...	...	...	...	...	...	...	...	...	...	...	...	United Kingdom
97	1.03	104	...	...	...	...	...	...	...	...	...	...	...	United States of America
South and West Asia														
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan
57 ⁺	1.10 ⁺	50 ⁺	49 ⁺	52 ⁺	1.07 ⁺	97 ⁻²	95 ⁻²	100 ⁻²	1.06 ⁻²	Bangladesh
92 ⁺¹	1.09 ⁺¹	102 ⁺¹	95 ⁺¹	109 ⁺¹	1.15 ⁺¹	91 ⁺¹	88 ⁺¹	95 ⁺¹	1.08 ⁺¹	98 ⁺¹	95 ⁺¹	100 ⁺¹	1.05 ⁺¹	Bhutan
92 ⁻¹	0.96 ⁻¹	...	...	...	...	...	...	...	...	85 ⁻¹	86 ⁻¹	84 ⁻¹	0.98 ⁻¹	India
126 ^{**,-1}	1.16 ^{**,-1}	...	...	...	...	94 ⁻¹	95 ⁻¹	94 ⁻¹	0.99 ⁻¹	79 ^{**}	84 ^{**}	74 ^{**}	0.88 ^{**}	Iran (Islamic Republic of)
109	0.93	...	...	...	...	...	...	...	...	87	83	92	1.10	Maldives
98 ⁺²	1.05 ⁺²	...	...	...	...	...	...	...	...	81	81	81	1.00	Nepal
53	0.80	...	...	...	...	46 ⁻¹	53 ⁻¹	40 ⁻¹	0.75 ⁻¹	73	73	71	0.97	Pakistan
99	1.01	96	95	97	1.02	...	...	...	...	98	97	99	1.01	Sri Lanka
Sub-Saharan Africa														
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Angola
55	0.73	...	...	...	...	...	...	...	...	71 ⁻²	72 ⁻²	70 ⁻²	0.97 ⁻²	Benin
102 ⁻²	1.07 ⁻²	100 ⁻²	99 ⁻²	101 ⁻²	1.02 ⁻²	114 ⁻²	...	...	...	98 ⁻²	98 ⁻²	98 ⁻²	1.00 ⁻²	Botswana
40 ⁺¹	0.86 ⁺¹	62 ⁺¹	64 ⁺¹	60 ⁺¹	0.94 ⁺¹	27 ⁻¹	30 ⁻¹	23 ⁻¹	0.77 ⁻¹	49 ⁺¹	52 ⁺¹	45 ⁺¹	0.88 ⁺¹	Burkina Faso
42	0.87	77	75	80	1.06	22 ⁻²	31 ⁻²	13 ⁻²	0.42 ⁻²	31 ⁻¹	...	...	...	Burundi
67	0.84	67	73	62	0.85	59	62	56	0.90	48	46	50	1.07	Cameroon
94	1.05	73	72	74	1.02	91 ⁻²	87 ⁻²	94 ⁻²	1.09 ⁻²	86	84	87	1.04	Cape Verde
29 ⁺¹	0.61 ⁺¹	44 ⁺¹	55 ⁺¹	34 ⁺¹	0.62 ⁺¹	...	...	...	...	45 ⁺¹	45 ⁺¹	45 ⁺¹	1.00 ⁺¹	Central African Republic
22 ^{**,-1}	0.54 ^{**,-1}	...	...	...	...	21 ⁻²	29 ⁻²	14 ⁻²	0.47 ⁻²	64 ^{**,-1}	64 ^{**,-1}	65 ^{**,-1}	1.03 ^{**,-1}	Chad
71	0.78	...	...	...	...	44 ⁻¹	...	...	...	...	...	...	...	Comoros
71	0.95	72 ^{**}	75 ^{**}	70 ^{**}	0.93 ^{**}	65 ⁻²	67 ⁻²	64 ⁻²	0.95 ⁻²	63 ^{**}	63 ^{**}	63 ^{**}	0.99 ^{**}	Congo
39	0.69	70	...	...	...	...	...	...	...	47	50	43	0.85	Côte d'Ivoire
44	0.69	93	86	97	1.13	33 ⁻¹	40 ⁻¹	25 ⁻¹	0.64 ⁻¹	80 ⁺	83 ⁺	76 ⁺	0.92 ⁺	Democratic Republic of the Congo

TABLE 4 PRIMARY EDUCATION / ISCED 1 / Measures of progression and completion

Region	Total number of repeaters		Percentage of repeaters			Survival rate to grade 5			Survival rate to last grade				Gross intake ratio to the last grade	
	2008		2008			2007 to 2008			2007 to 2008				2008	
Country or territory	MF (000) 1	% F 2	MF 3	M 4	F 5	MF 6	M 7	F 8	MF 9	M 10	F 11	GPI 12	MF 13	M 14
Equatorial Guinea	20 ⁻¹	47 ⁻¹	24 ⁻¹	25 ⁻¹	23 ⁻¹	...	...	...	...	...	...	...	52 ⁻¹	53 ⁻¹
Eritrea	48	43	15	16	15	73	77	69	73	77	69	0.89	47	52
Ethiopia	632	43	5	5	5	47	46	49	40	39	42	1.09	52	56
Gabon	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	12	50	5	6	5	72 ^{**}	71 ^{**}	72 ^{**}	70 ^{**}	68 ^{**}	72 ^{**}	1.06 ^{**}	79	76
Ghana	236	45	7	7	6	...	...	...	...	...	...	...	82	84
Guinea	211	46	15	15	16	70	74	65	55	60	49	0.83	55	62
Guinea-Bissau	50 ⁻²	...	19 ⁻²	...	...	...	...	...	...	...	...	...	...	...
Kenya	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lesotho	84 ⁻¹	42 ⁻¹	21 ⁻¹	24 ⁻¹	18 ⁻¹	62 ⁻¹	55 ⁻¹	69 ⁻¹	46 ⁻¹	37 ⁻¹	56 ⁻¹	1.51 ⁻¹	73 ⁻¹	62 ⁻¹
Liberia	36	48	7	6	7	...	...	...	...	...	...	...	58	63
Madagascar	790	47	20	21	19	42	42	43	42	42	43	1.03	71	71
Malawi	642	49	20	21	20	43 ⁻¹	44 ⁻¹	43 ⁻¹	36 ⁻¹	37 ⁻¹	35 ⁻¹	0.94 ⁻¹	54 ⁻¹	54 ⁻¹
Mali	258 ⁺¹	46 ⁺¹	13 ⁺¹	13 ⁺¹	14 ⁺¹	87 ⁺¹	88 ⁺¹	85 ⁺¹	79 ⁺¹	81 ⁺¹	77 ⁺¹	0.95 ⁺¹	59 ⁺¹	67 ⁺¹
Mauritius	4.3 ⁺¹	41 ⁺¹	4 ⁺¹	4 ⁺¹	3 ⁺¹	99 ⁺¹	97 ⁺¹	100 ⁺¹	98 ⁺¹	96 ⁺¹	100 ⁺¹	1.04 ⁺¹	89 ⁺¹	89 ⁺¹
Mozambique	270	45	6	6	5	60	63	58	44	46	42	0.91	59	67
Namibia	74	39	18	22	14	87 ⁻²	84 ⁻²	90 ⁻²	77 ⁻²	73 ⁻²	80 ⁻²	1.10 ⁻²	81	76
Niger	78 ⁺¹	44 ⁺¹	5 ⁺¹	5 ⁺¹	5 ⁺¹	69 ⁺¹	72 ⁺¹	66 ⁺¹	67 ⁺¹	69 ⁺¹	64 ⁺¹	0.92 ⁺¹	40 ⁺¹	47 ⁺¹
Nigeria	625 ^{**,-1}	48 ^{**,-1}	3 ^{**,-1}	3 ^{**,-1}	3 ^{**,-1}	...	...	...	...	...	...	...	...	...
Rwanda	388	51	18	18	18	...	...	...	...	...	...	...	54	52
Sao Tome and Principe	7.9	46	24	26	23	79	82	75	74	77	71	0.93	85 ⁺¹	...
Senegal	124	50	8	8	8	71	70	72	58	57	60	1.04	56	57
Seychelles	...	...	...	...	...	98 ⁺¹	100 ⁺¹	96 ⁺¹	98 ⁺¹	...	...	...	120 ⁺	116 ⁺
Sierra Leone	131 ⁻¹	49 ⁻¹	10 ⁻¹	10 ⁻¹	10 ⁻¹	...	...	...	...	...	...	...	88 ⁻¹	101 ⁻¹
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	582 ^{**,-1}	46 ^{**,-1}	8 ^{**,-1}	8 ^{**,-1}	8 ^{**,-1}	...	...	...	...	...	...	...	86 ^{**,-1}	86 ^{**,-1}
Swaziland	42 ⁻¹	41 ⁻¹	18 ⁻¹	21 ⁻¹	15 ⁻¹	82 ⁻¹	76 ⁻¹	88 ⁻¹	74 ⁻¹	71 ⁻¹	76 ⁻¹	1.07 ⁻¹	72 ⁻¹	75 ⁻¹
Togo	266 ⁺¹	47 ⁺¹	23 ⁺¹	23 ⁺¹	22 ⁺¹	54 ⁻¹	58 ⁻¹	50 ⁻¹	45 ⁻¹	49 ⁻¹	39 ⁻¹	0.80 ⁻¹	61 ⁺¹	71 ⁺¹
Uganda	872	49	11	11	11	59 ⁻¹	59 ^{**,-1}	59 ^{**,-1}	32 ⁻¹	34 ^{**,-1}	31 ^{**,-1}	0.91 ^{**,-1}	56	57 ^{**}
United Republic of Tanzania	351 ⁻¹	49 ⁻¹	4 ⁻¹	4 ⁻¹	4 ⁻¹	87 ^{**,-1}	85 ^{**,-1}	89 ^{**,-1}	83 ^{**,-1}	81 ^{**,-1}	85 ^{**,-1}	1.05 ^{**,-1}	83 ^{**,-1}	84 ^{**,-1}
Zambia	171	47	6	6	6	90	92	88	79	82	75	0.90	93	98
Zimbabwe	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

Gross intake ratio to the last grade		Expected gross intake ratio to the last grade				Gross primary graduation ratio				Transition rate from primary to secondary (general programmes)				Region
2008		2008				2008				2007 to 2008				Country or territory
F 15	GPI 16	MF 17	M 18	F 19	GPI 20	MF 21	M 22	F 23	GPI 24	MF 25	M 26	F 27	GPI 28	
51 ⁻¹	0.95 ⁻¹	...	...	...	...	...	...	...	...	...	...	...	...	Equatorial Guinea
42	0.80	30	34	25	0.75	48 ⁻¹	54 ⁻¹	42 ⁻¹	0.78 ⁻¹	83	84	81	0.96	Eritrea
48	0.86	62	63	61	0.97	43	48	39	0.81	88	88	89	1.00	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gabon
83	1.09	66 ^{**}	62 ^{**}	70 ^{**}	1.12^{**}	...	...	...	...	84 ^{**}	84 ^{**}	84 ^{**}	1.00 ^{**}	Gambia
80	0.95	...	...	...	...	88	90	85	0.94	98	97	98	1.01	Ghana
47	0.75	51	58	43	0.75	47 ⁻¹	56 ⁻¹	39 ⁻¹	0.69 ⁻¹	31	34	26	0.75	Guinea
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kenya
84 ⁻¹	1.36 ⁻¹	45 ⁻¹	37 ⁻¹	52 ⁻¹	1.42 ⁻¹	58 ⁻²	...	...	...	67 ⁻¹	68 ⁻¹	66 ⁻¹	0.97 ⁻¹	Lesotho
53	0.84	...	...	...	...	...	...	...	...	...	...	...	...	Liberia
71	1.00	79	79	80	1.01	51	51	50	0.98	60	61	59	0.97	Madagascar
55 ⁻¹	1.02 ⁻¹	49 ⁻¹	49 ⁻¹	49 ⁻¹	1.01 ⁻¹	32	38	26	0.67	77	79	75	0.96	Malawi
52 ⁺¹	0.77 ⁺¹	76 ⁺¹	83 ⁺¹	68 ⁺¹	0.82 ⁺¹	50	59	42	0.72	70 ⁺¹	72 ⁺¹	68 ⁺¹	0.95 ⁺¹	Mali
90 ⁺¹	1.01 ⁺¹	97 ⁺¹	95 ⁺¹	99 ⁺¹	1.05 ⁺¹	76 ⁺¹	72 ⁺¹	81 ⁺¹	1.14 ⁺¹	69 ⁺¹	64 ⁺¹	75 ⁺¹	1.16 ⁺¹	Mauritius
52	0.78	70	75	65	0.86	46	40	52	1.30	57	56	60	1.08	Mozambique
86	1.13	...	...	...	...	...	...	...	...	78	76	79	1.04	Namibia
34 ⁺¹	0.72 ⁺¹	60 ⁺¹	67 ⁺¹	53 ⁺¹	0.78 ⁺¹	21 ⁺¹	26 ⁺¹	16 ⁺¹	0.63 ⁺¹	47 ⁺¹	49 ⁺¹	44 ⁺¹	0.90 ⁺¹	Niger
...	...	...	...	...	...	76 ⁻¹	83 ⁻¹	69 ⁻¹	0.84 ⁻¹	...	...	...	...	Nigeria
56	1.07	...	...	...	...	...	...	...	...	...	...	...	...	Rwanda
...	...	...	...	...	...	...	...	...	...	50 ⁺¹	...	...	...	Sao Tome and Principe
56	0.98	58	56	61	1.09	43	...	...	...	62	65	58	0.89	Senegal
124 ⁺	1.07 ⁺	129 ⁺	98 ⁺¹	99 ⁺¹	98 ⁺¹	0.99 ⁺¹	Seychelles
75 ⁻¹	0.74 ⁻¹	...	...	...	...	...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia
86 ^{**,-1}	1.00 ^{**,-1}	...	...	...	...	...	...	...	...	94 ^{**,-1}	93 ^{**,-1}	94 ^{**,-1}	1.01 ^{**,-1}	South Africa
69 ⁻¹	0.93 ⁻¹	76 ⁻¹	75 ⁻¹	77 ⁻¹	1.03 ⁻¹	...	...	...	...	89 ⁻²	90 ⁻²	87 ⁻²	0.96 ⁻²	Swaziland
52 ⁺¹	0.73 ⁺¹	...	...	...	...	53 ⁺¹	63 ⁺¹	42 ⁺¹	0.67 ⁺¹	53 ⁻¹	56 ⁻¹	49 ⁻¹	0.87 ⁻¹	Togo
55 ^{**}	0.97^{**}	...	...	...	...	44	46	42	0.91	61	63 ^{**}	60 ^{**}	0.96 ^{**}	Uganda
81 ^{**,-1}	0.96 ^{**,-1}	88 ^{**,-1}	86 ^{**,-1}	90 ^{**,-1}	1.04 ^{**,-1}	...	...	...	...	46 ^{**,-2}	47 ^{**,-2}	45 ^{**,-2}	0.96 ^{**,-2}	United Republic of Tanzania
88	0.89	98	101	95	0.94	105	112	97	0.87	56 ^{**}	55 ^{**}	58 ^{**}	1.05 ^{**}	Zambia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Zimbabwe

TABLE 5 SECONDARY EDUCATION / ISCED 2 and 3 / Enrolment and repeaters / 2008

Region	Education system		Enrolment						Gross enrolment ratio			
	Secondary (ISCED 2-3) general programmes		Total secondary (ISCED 2-3) all programmes			Enrolment in technical and vocational programmes (%)			Lower secondary (ISCED 2) all programmes			
	Entrance age 1	Duration 2	MF (000) 3	% F 4	% Private 5	Total secondary (ISCED 2-3) 6	Lower secondary (ISCED 2) 7	Upper secondary (ISCED 3) 8	MF 9	M 10	F 11	GPI 12
Arab States												
Algeria	12	7	...	...	...	...	...	...	...	...	...	...
Bahrain	12	6	78	50	19	16	.	33	101	102	101	0.99
Djibouti	12	7	41	41	12	5	1	16	37	43	31	0.72
Egypt	12	6	...	...	...	...	...	...	...	...	...	...
Iraq	12	6	...	...	...	...	...	...	...	...	...	...
Jordan	12	6	700	50	18	4	.	15	95	94	96	1.02
Kuwait	11	7	250	49	29	2	1	3	96	96	96	1.00
Lebanon	12	6	391 ⁺¹	52 ⁺¹	59 ⁺¹	16 ⁺¹	5 ⁺¹	29 ⁺¹	89 ⁺¹	85 ⁺¹	92 ⁺¹	1.09 ⁺¹
Libyan Arab Jamahiriya	12	7	733 ⁻²	53 ⁻²	2 ⁻²	...	...	...	116 ⁻²	117 ⁻²	115 ⁻²	0.99 ⁻²
Mauritania	12	6	102 ^{*, -1}	46 ^{*, -1}	...	3 ^{*, -2}	2 ⁻²	5 ^{*, -2}	26 ^{*, -1}	28 ^{*, -1}	23 ^{*, -1}	0.85 ^{*, -1}
Morocco	12	6	2,173 ⁻¹	46 ^{*, -1}	...	6 ⁻¹	2 ⁻¹	12 ⁻¹	74 ⁻¹	81 ^{*, -1}	68 ^{*, -1}	0.84 ^{*, -1}
Oman	12	6	307	48	2	.	.	.	88	89	88	0.98
Palestinian Autonomous Territories	10	8	708	51 ^{**}	5	1 ^{**}	.	5 ^{**}	93	91	95	1.05
Qatar	12	6	66	49	38	1	.	2	113	106	121	1.15
Saudi Arabia	12	6	2,885	46 ^{**}	13	3	6	1	98	105	91	0.86
Sudan	12	5	1,837 ⁺¹	46 ⁺¹	12 ⁺¹	2 ⁺¹	. ⁺¹	4 ⁺¹	53 ⁺¹	57 ⁺¹	48 ⁺¹	0.83 ⁺¹
Syrian Arab Republic	10	8	2,626	48	4	4	.	21	98	100	96	0.97
Tunisia	12	7	1,259	51	5	11	11	10	118	119	117	0.98
United Arab Emirates	11	7	311 ^{*, -1}	49 ^{*, -1}	49 ^{*, -1}	- ⁻²	. ⁻²	1 ⁻²	101 ⁻¹	101 ⁻¹	100 ⁻¹	0.98 ⁻¹
Yemen	12	6	...	...	...	...	.	...	51	63	37	0.59
Central and Eastern Europe												
Albania	10	8	...	...	...	...	...	...	...	...	...	...
Belarus	10	7	823 ⁻¹	49 ⁻¹	- ⁻¹	1 ⁻¹	. ⁻¹	3 ⁻¹	107 ⁻¹	109 ⁻¹	105 ⁻¹	0.97 ⁻¹
Bosnia and Herzegovina	10	8	339	49	...	35	.	75	105	104	106	1.01
Bulgaria	11	8	593	48	1	30	1	52	86	89	84	0.95
Croatia	11	8	393 ⁻¹	50 ⁻¹	1 ⁻¹	38 ⁻¹	6 ⁻¹	73 ⁻¹	100 ⁻¹	99 ⁻¹	101 ⁻¹	1.03 ⁻¹
Czech Republic	11	8	904	49	10	39	-	74	99	99	99	1.00
Estonia	13	6	106	49	3	18	1	32	102	105	100	0.95
Hungary	11	8	924	48	12	14	1	27	99	100	98	0.98
Latvia	13	6	183	50	1	19	1	35	101	103	99	0.96
Lithuania	11	8	377	49	1	10	3	28	100	100	99	0.98
Montenegro	11	8	...	...	...	...	...	...	...	...	...	...
Poland	13	6	3,206 ⁻¹	48 ⁻¹	3 ⁻¹	24 ⁻¹	- ⁻¹	47 ⁻¹	100 ⁻¹	101 ⁻¹	100 ⁻¹	0.98 ⁻¹
Republic of Moldova	11	7	345	50	1	11	.	35	90 ⁺	90 ⁺	90 ⁺	0.99 ⁺
Romania	11	8	1,934	49	1	34	.	65	102	102	101	0.99
Russian Federation	11	7	10,087	48	1	17	.	47	85	85	85	1.01
Serbia	11	8	608	49	-	36	.	76	97 ⁺	97 ⁺	96 ⁺	1.00 ⁺
Slovakia	10	9	591	49	9	35	1	72	94	94	93	0.98
Slovenia	12	7	147	48	1	36	.	60	96	96	95	1.00
The former Yugoslav Rep. of Macedonia	11	8	204	48	-	28	.	60	92	92	92	1.00
Turkey	11	6	6,709	46	...	18	.	40	91	95	87	0.92
Ukraine	10	7	3,499	48 ⁺	-	8	.	25	96	96 ⁺	96 ⁺	1.00 ⁺
Central Asia												
Armenia	10	7	309	49	1	1	.	3	95	94	95	1.01
Azerbaijan	10	7	1,114 ⁺¹	49 ⁺¹	13 ⁺¹	16 ⁺¹	. ⁺¹	43 ⁺¹	93 ⁺¹	96 ⁺¹	90 ⁺¹	0.94 ⁺¹

Gross enrolment ratio								Net enrolment rate				Percentage of repeaters			Region
Upper secondary (ISCED 3) all programmes				Total secondary (ISCED 2-3) all programmes				Total secondary (ISCED 2-3) all programmes				Total secondary (ISCED 2-3) general programmes			Country or territory
MF 13	M 14	F 15	GPI 16	MF 17	M 18	F 19	GPI 20	MF 21	M 22	F 23	GPI 24	MF 25	M 26	F 27	
Arab States															
...	...	...	...	...	...	...	...	...	...	...	...	13 ^{**,-1}	16 ^{**,-1}	10 ^{**,-1}	Algeria
92	88	97	1.10	97	95	99	1.04	89	87	92	1.05	5 ^{**}	6 ^{**}	3 ^{**}	Bahrain
19	23	15	0.63	30	35	24	0.70	22 ^{**}	25 ^{**}	18 ^{**}	0.71 ^{**}	6	6	5	Djibouti
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Egypt
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Iraq
74	71	78	1.09	88	87	90	1.04	82	80	84	1.05	1	2	1	Jordan
81	77	84	1.09	90	88	91	1.04	80 ^{**,-1}	80 ^{**,-1}	80 ^{**,-1}	1.01 ^{**,-1}	8	9	6	Kuwait
75 ⁺¹	70 ⁺¹	80 ⁺¹	1.14 ⁺¹	82 ⁺¹	78 ⁺¹	87 ⁺¹	1.11 ⁺¹	75 ⁺¹	71 ⁺¹	79 ⁺¹	1.11 ⁺¹	9 ⁺¹	10 ⁺¹	9 ⁺¹	Lebanon
77 ⁻²	65 ⁻²	91 ⁻²	1.41 ⁻²	93 ⁻²	86 ⁻²	101 ⁻²	1.17 ⁻²	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
23 ^{**,-1}	24 ^{**,-1}	22 ^{**,-1}	0.93 ^{**,-1}	24 ^{**,-1}	26 ^{**,-1}	23 ^{**,-1}	0.89 ^{**,-1}	16 ^{**,-1}	17 ^{**,-1}	15 ^{**,-1}	0.88 ^{**,-1}	11 ⁺¹	11 ⁺¹	12 ⁺¹	Mauritania
38 ⁻¹	40 ^{**,-1}	36 ^{**,-1}	0.90 ^{**,-1}	56 ⁻¹	60 ^{**,-1}	51 ^{**,-1}	0.86 ^{**,-1}	...	...	...	...	16	19	12	Morocco
88	90	86	0.95	88	90	87	0.97	78	79	78	0.99	2	2	1	Oman
79	72	86	1.19	90	87	93	1.07	87 ^{**}	85 ^{**}	90 ^{**}	1.07 ^{**}	2	2	2	Palestinian Autonomous Territories
78	61	109	1.79	93	79	115	1.46	79	67	98	1.47	3	3	3	Qatar
91	99 ^{**}	84 ^{**}	0.85 ^{**}	95	102 ^{**}	87 ^{**}	0.85 ^{**}	73 ^{*,,-1}	70 ^{**,-1}	76 ^{**,-1}	1.08 ^{**,-1}	4	5	3	Saudi Arabia
28 ⁺¹	28 ⁺¹	27 ⁺¹	0.95 ⁺¹	38 ⁺¹	40 ⁺¹	36 ⁺¹	0.88 ⁺¹	...	...	...	...	3	3	2	Sudan
35	34	35	1.04	74	75	73	0.98	68	68	67	0.98	6	8	5	Syrian Arab Republic
74	67	81	1.21	92	88	96	1.08	71	67	76	1.13	17	20	15	Tunisia
84 ^{**,-1}	81 ^{**,-1}	87 ^{**,-1}	1.07 ^{**,-1}	94 ^{**,-1}	93 ^{**,-1}	95 ^{**,-1}	1.02 ^{**,-1}	84 ^{**,-1}	83 ^{**,-1}	85 ^{**,-1}	1.02 ^{**,-1}	5 ⁻¹	7 ⁻¹	3 ⁻¹	United Arab Emirates
...	...	...	...	...	...	...	...	...	...	...	...	6	7	4	Yemen
Central and Eastern Europe															
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Albania
72 ⁻¹	66 ⁻¹	79 ⁻¹	1.21 ⁻¹	95 ⁻¹	94 ⁻¹	96 ⁻¹	1.02 ⁻¹	87 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	Belarus
77	76	79	1.03	90	89	91	1.02	...	...	...	...	-	...	...	Bosnia and Herzegovina
90	91	89	0.98	89	90	87	0.96	83	85	82	0.97	2	2	1	Bulgaria
88 ⁻¹	86 ⁻¹	89 ⁻¹	1.04 ⁻¹	94 ⁻¹	92 ⁻¹	95 ⁻¹	1.03 ⁻¹	88 ^{**,-2}	87 ^{**,-2}	89 ^{**,-2}	1.02 ^{**,-2}	- ⁻¹	1 ⁻¹	- ⁻¹	Croatia
91	90	92	1.03	95	94	96	1.01	...	...	...	...	1	1	1	Czech Republic
97	92	102	1.10	99	98	101	1.03	90	88	91	1.03	4	4	3	Estonia
96	96	95	0.99	97	98	97	0.98	91	91	91	0.99	3	4	2	Hungary
96	92	100	1.09	98	97	99	1.03	...	...	...	...	5	7	3	Latvia
98	95	100	1.06	99	99	99	1.00	92	91	92	1.02	1	2	1	Lithuania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Montenegro
99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹	100 ⁻¹	100 ⁻¹	99 ⁻¹	0.99 ⁻¹	94 ⁻¹	93 ⁻¹	95 ⁻¹	1.02 ⁻¹	2 ⁻¹	4 ⁻¹	1 ⁻¹	Poland
83 ⁺	78 ⁺	88 ⁺	1.13 ⁺	88 ⁺	86 ⁺	89 ⁺	1.03 ⁺	83 ⁺	82 ⁺	85 ⁺	1.04 ⁺	-	-	-	Republic of Moldova
84	84	83	0.99	92	92	91	0.99	73	74	72	0.97	2	3	1	Romania
84	88	80	0.91	85	86	84	0.97	...	...	...	...	-	...	...	Russian Federation
81 ⁺	79 ⁺	83 ⁺	1.06 ⁺	89 ⁺	87 ⁺	90 ⁺	1.03 ⁺	88 ⁺	87 ⁺	89 ⁺	1.03 ⁺	1	1	1	Serbia
90	89	92	1.04	92	92	93	1.01	...	...	...	...	2	2	1	Slovakia
98	98	97	0.99	97	97	97	0.99	91	91	92	1.01	1	...	...	Slovenia
76	79	73	0.93	84	85	82	0.97	...	...	...	...	-	1	-	The former Yugoslav Rep. of Macedonia
72	78	66	0.85	82	87	77	0.89	74	77	70	0.91	6	7	4	Turkey
91	94 ⁺	88 ⁺	0.94 ⁺	94	95 ⁺	94 ⁺	0.98 ⁺	85	84 ⁺	85 ⁺	1.01 ⁺	-	- ⁺	- ⁺	Ukraine
Central Asia															
75	70	80	1.14	88	86	90	1.05	86 ⁻¹	83 ⁻¹	88 ⁻¹	1.06 ⁻¹	-	-	-	Armenia
113 ⁺¹	107 ⁺¹	119 ⁺¹	1.12 ⁺¹	99 ⁺¹	99 ⁺¹	99 ⁺¹	1.00 ⁺¹	93 ⁺¹	92 ⁺¹	93 ⁺¹	1.00 ⁺¹	1 ⁺¹	1 ⁺¹	1 ⁺¹	Azerbaijan

TABLE 5 SECONDARY EDUCATION / ISCED 2 and 3 / Enrolment and repeaters / 2008

Region	Education system		Enrolment						Gross enrolment ratio			
	Secondary (ISCED 2-3) general programmes		Total secondary (ISCED 2-3) all programmes			Enrolment in technical and vocational programmes (%)			Lower secondary (ISCED 2) all programmes			
	Entrance age 1	Duration 2	MF (000) 3	% F 4	% Private 5	Total secondary (ISCED 2-3) 6	Lower secondary (ISCED 2) 7	Upper secondary (ISCED 3) 8	MF 9	M 10	F 11	GPI 12
Georgia	12	5	305	49	5	1	.	1	90	93	88	0.95
Kazakhstan	11	7	1,741 ⁺¹	48 ⁺¹	1 ⁺¹	6 ⁺¹	.	26 ⁺¹	112 ⁺¹	111 ⁺¹	112 ⁺¹	1.01 ⁺¹
Kyrgyzstan	11	7	697 [*]	49 [*]	1 [*]	3 [*]	.	13 [*]	92	92	93	1.01
Mongolia	12	6	328	52	6	9	.	26	96	94	99	1.05
Tajikistan	11	7	1,019	46	.	2	.	10	95	99	91	0.92
Turkmenistan	10	7	...	...	...	...	...	...	...	...	...	...
Uzbekistan	11	7	4,497	49	.	27	.	81	96	97	96	0.98
East Asia and the Pacific												
Australia	12	6	2,538	47	29	40	20	61	114	113	114	1.01
Brunei Darussalam	12	7	47	49	13	7	.	15	116	118	113	0.96
Cambodia	12	6	875 ⁻¹	44 ⁻¹	2 ⁻¹	2 ⁻¹	.	8 ⁻¹	56 ⁻¹	60 ⁻¹	52 ⁻¹	0.87 ⁻¹
China	12	6	101,448	48	9	19	-	43	92	90	95	1.05
Cook Islands	11	7	2.0 ⁻¹	50 ⁻¹	15 ⁻¹	.	.	.	...	...	...	...
Democratic People's Republic of Korea	10	6	...	...	...	...	...	...	...	...	...	...
Fiji	12	7	99	50	92	3	.	11	94	92	96	1.05
Hong Kong SAR of China	12	7	514	49	15	1	.	3	96	96	96	1.00
Indonesia	13	6	18,315	49	43	15	.	37	89	89	90	1.01
Japan	12	6	7,356	49	19	12	.	24	102	102	102	1.00
Kiribati	12	6	12	51	...	-	.	-	...	...	...	...
Lao People's Democratic Republic	11	6	412	44	2	1	-	1	53	58	47	0.82
Macao, China	12	6	39 ⁺¹	49 ⁺¹	95 ⁺¹	3 ⁺¹	.	6 ⁺¹	111 ⁺¹	114 ⁺¹	107 ⁺¹	0.94 ⁺¹
Malaysia	12	7	2,499 ⁻¹	51 ⁻¹	...	6 ⁻¹	.	15 ⁻¹	93 ⁻¹	92 ⁻¹	93 ⁻¹	1.00 ⁻¹
Marshall Islands	12	6	5.4 ⁻¹	49 ⁻¹	...	4 ⁻¹	.	6 ⁻¹	82 ^{*, -1}	82 ^{*, -1}	83 ^{*, -1}	1.01 ^{*, -1}
Micronesia (Federated States of)	12	6	15 ^{**, -1}	...	...	...	...	...	100 ⁻¹	100 ⁻¹	99 ⁻¹	0.99 ⁻¹
Myanmar	10	6	2,829	...	.	-	.	-	60	60	60	0.99
Nauru	12	6	0.82	51	...	.	.	.	...	...	...	...
New Zealand	11	7	515	50	20	...	.	...	104	104	104	0.99
Niue	11	6	...	...	...	...	...	...	...	...	...	...
Palau	11	7	2.4 ⁻¹	50 ^{*, -1}	28 ⁻¹	.	.	.	98 ^{*, -1}	...	...	...
Papua New Guinea	13	6	...	...	...	...	...	...	...	...	...	...
Philippines	12	4	6,509	51	...	.	.	.	88	86	91	1.07
Republic of Korea	12	6	3,959	47	32	12	.	25	99	101	96	0.95
Samoa	11	7	25 ⁺¹	51	20	.	.	.	96 ⁺¹	95 ⁺¹	97 ⁺¹	1.02 ⁺¹
Singapore	12	4	231	48	6	12	12	11	...	...	...	...
Solomon Islands	12	7	27 ⁻¹	44 ⁻¹	27 ⁻¹	.	.	.	54 ⁻¹	56 ⁻¹	51 ⁻¹	0.90 ⁻¹
Thailand	12	6	4,769 ⁺¹	51 ⁺¹	16 ⁺¹	16 ⁺¹	.	39 ⁺¹	90 ⁺¹	90 ⁺¹	91 ⁺¹	1.02 ⁺¹
Timor-Leste	12	6	...	...	...	...	.	...	55	55	56	1.02
Tokelau	11	5	...	...	...	...	...	...	...	...	...	...
Tonga	11	6	14 ⁻²	48 ⁻²	...	...	...	...	108 ⁻²	109 ⁻²	108 ⁻²	0.99 ⁻²
Tuvalu	12	6	...	...	...	...	...	...	...	...	...	...
Vanuatu	12	7	...	...	...	...	...	...	...	...	...	...
Viet Nam	11	7	9,543	50 ^{**}	...	6	.	17	...	...	...	...
Latin America and the Caribbean												
Anguilla	12	5	1.0	50	.	...	.	...	79 ^{**}	84 ^{**}	74 ^{**}	0.89 ^{**}
Antigua and Barbuda	12	5	8.6	50	...	6	6	7	131 [*]	145 [*]	118 [*]	0.81 [*]
Argentina	12	6	3,483 ⁻¹	52 ⁻¹	28 ⁻¹	35 ⁻¹	.	90 ⁻¹	103 ⁻¹	100 ⁻¹	106 ⁻¹	1.06 ⁻¹

Gross enrolment ratio								Net enrolment rate				Percentage of repeaters			Region
Upper secondary (ISCED 3) all programmes				Total secondary (ISCED 2-3) all programmes				Total secondary (ISCED 2-3) all programmes				Total secondary (ISCED 2-3) general programmes			Country or territory
MF 13	M 14	F 15	GPI 16	MF 17	M 18	F 19	GPI 20	MF 21	M 22	F 23	GPI 24	MF 25	M 26	F 27	
90	91	88	0.97	90	92	88	0.96	81 ⁻¹	82 ^{**,-1}	79 ^{**,-1}	0.96 ^{**,-1}	-	-	-	Georgia
74 ⁺¹	78 ⁺¹	70 ⁺¹	0.89 ⁺¹	99 ⁺¹	101 ⁺¹	98 ⁺¹	0.98 ⁺¹	89 ⁺¹	88 ⁺¹	89 ⁺¹	1.01 ⁺¹	- ⁺¹	- ⁺¹	- ⁺¹	Kazakhstan
68 ⁺	67 ⁺	69 ⁺	1.02 ⁺	85 ⁺	85 ⁺	86 ⁺	1.01 ⁺	80	80	81	1.01	-	-	-	Kyrgyzstan
93	87	99	1.13	95	92	99	1.08	82	79	85	1.08	-	-	-	Mongolia
59	69	48	0.70	84	90	78	0.87	83	88	77	0.88	-	...	...	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
114	114	113	0.99	101	102	101	0.98	91	92	90	0.98	-	-	-	Uzbekistan
East Asia and the Pacific															
219	231	207	0.90	149	153	146	0.95	88	87	89	1.02	...	...	...	Australia
82	78	86	1.10	97	96	98	1.02	88	87	90	1.04	9	11	6	Brunei Darussalam
23 ⁻¹	27 ⁻¹	19 ⁻¹	0.70 ⁻¹	40 ⁻¹	44 ⁻¹	36 ⁻¹	0.82 ⁻¹	34 ^{**,-1}	36 ^{**,-1}	32 ^{**,-1}	0.88 ^{**,-1}	2	3	1	Cambodia
62	60	64	1.07	76	74	78	1.05	...	...	...	...	-	-	-	China
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
62	59	66	1.12	81	78	84	1.07	79 ⁻²	76 ⁻²	83 ⁻²	1.10 ⁻²	...	...	...	Fiji
73	71	75	1.05	83	82	84	1.02	75 ⁺	74 ⁺	76 ⁺	1.03 ⁺	5	5	4	Hong Kong SAR of China
60	61	59	0.97	74	75	74	0.99	68	69	68	0.99	-	1	-	Indonesia
100	100	100	1.00	101	101	101	1.00	98	98	98	1.00	...	...	...	Japan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
34	38	30	0.78	44	48	39	0.81	36 ^{**,-1}	39 ^{**,-1}	33 ^{**,-1}	0.87 ^{**,-1}	2	2	1	Lao People's Democratic Republic
77 ⁺¹	77 ⁺¹	76 ⁺¹	0.99 ⁺¹	92 ⁺¹	94 ⁺¹	90 ⁺¹	0.96 ⁺¹	76 ⁺¹	76 ⁺¹	76 ⁺¹	1.00 ⁺¹	12 ⁺¹	15 ⁺¹	9 ⁺¹	Macao, China
49 ⁻¹	46 ⁻¹	53 ⁻¹	1.17 ⁻¹	68 ⁻¹	66 ⁻¹	71 ⁻¹	1.07 ⁻¹	68 ⁻¹	66 ⁻¹	70 ⁻¹	1.07 ⁻¹	...	...	...	Malaysia
59 ^{*,,-1}	59 ^{*,,-1}	60 ^{*,,-1}	1.02 ^{*,,-1}	66 ^{*,,-1}	66 ^{*,,-1}	67 ^{*,,-1}	1.02 ^{*,,-1}	45 ^{*,,-1}	43 ^{*,,-1}	47 ^{*,,-1}	1.08 ^{*,,-1}	.. ⁻¹	.. ⁻¹	.. ⁻¹	Marshall Islands
...	...	...	...	91 ^{**,-1}	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
38	...	...	...	53	...	...	...	49	...	...	...	3 ⁻¹	3 ⁻¹	3 ⁻¹	Myanmar
...	...	...	...	52 ^{**}	47 ^{**}	58 ^{**}	1.23^{**}	...	...	...	...	...	...	...	Nauru
137	130	145	1.12	119	115	122	1.05	...	...	...	...	...	...	...	New Zealand
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Niue
96 ^{*,,-1}	97 ^{*,,-1}	96 ^{*,,-1}	0.99 ^{*,,-1}	97 ^{*,,-1}	98 ^{**,-1}	96 ^{**,-1}	0.97 ^{**,-1}	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Papua New Guinea
65	59	71	1.20	82	79	86	1.09	61	55	66	1.19	3 ⁻¹	4 ⁻¹	1 ⁻¹	Philippines
96	97	94	0.98	97	99	95	0.96	95	97	94	0.96	-	-	-	Republic of Korea
67 ⁺¹	61 ⁺¹	74 ⁺¹	1.21 ⁺¹	76 ⁺¹	72 ⁺¹	81 ⁺¹	1.13 ⁺¹	71 ⁺¹	66 ⁺¹	75 ⁺¹	1.13 ⁺¹	2 ⁺¹	3 ⁺¹	2 ⁺¹	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	2	2	1	Singapore
19 ⁻¹	22 ⁻¹	16 ⁻¹	0.72 ⁻¹	35 ⁻¹	38 ⁻¹	32 ⁻¹	0.84 ⁻¹	30 ⁻¹	32 ⁻¹	29 ⁻¹	0.90 ⁻¹	...	...	...	Solomon Islands
62 ⁺¹	56 ⁺¹	67 ⁺¹	1.20 ⁺¹	76 ⁺¹	73 ⁺¹	79 ⁺¹	1.09 ⁺¹	72 ⁺¹	68 ⁺¹	77 ⁺¹	1.13 ⁺¹	10 ⁻¹	11 ⁻¹	9 ⁻¹	Thailand
...	...	...	...	...	...	...	...	31 ^{**,-1}	30 ^{**,-1}	33 ^{**,-1}	1.10 ^{**,-1}	1	1	1	Timor-Leste
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tokelau
90 ⁻²	85 ⁻²	97 ⁻²	1.15 ⁻²	103 ⁻²	101 ⁻²	105 ⁻²	1.03 ⁻²	66 ^{**,-2}	60 ^{**,-2}	74 ^{**,-2}	1.24 ^{**,-2}	9 ⁻²	10 ⁻²	8 ⁻²	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
...	...	...	...	...	...	...	...	...	...	...	...	2 ⁻²	2 ⁻²	2 ⁻²	Vanuatu
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Viet Nam
Latin America and the Caribbean															
81 ^{**}	78 ^{**}	83 ^{**}	1.06 ^{**}	80 ^{**}	82 ^{**}	78 ^{**}	0.95^{**}	...	...	...	...	...	...	...	Anguilla
88 ⁺	77 ⁺	98 ⁺	1.28 ⁺	114 ⁺	119 ⁺	110 ⁺	0.93 ⁺	16	21	12	Antigua and Barbuda
67 ⁻¹	59 ⁻¹	74 ⁻¹	1.26 ⁻¹	85 ⁻¹	80 ⁻¹	90 ⁻¹	1.13 ⁻¹	79 ⁻¹	75 ⁻¹	84 ⁻¹	1.12 ⁻¹	14 ⁻¹	16 ⁻¹	12 ⁻¹	Argentina

TABLE 5 SECONDARY EDUCATION / ISCED 2 and 3 / Enrolment and repeaters / 2008

Region	Education system		Enrolment						Gross enrolment ratio			
	Secondary (ISCED 2-3) general programmes		Total secondary (ISCED 2-3) all programmes			Enrolment in technical and vocational programmes (%)			Lower secondary (ISCED 2) all programmes			
	Entrance age 1	Duration 2	MF (000) 3	% F 4	% Private 5	Total secondary (ISCED 2-3) 6	Lower secondary (ISCED 2) 7	Upper secondary (ISCED 3) 8	MF 9	M 10	F 11	GPI 12
Aruba	12	5	7.3	51	92	19	8	27	103	100	105	1.05
Bahamas	11	6	34	50	31	.	.	.	97	97	97	1.00
Barbados	11	5	20 [*]	50 [*]	5 [*]
Belize	11	6	31	51	70	4	.	18	85	83	87	1.05
Bermuda	11	7	4.5 ⁻²	51 ⁻²	42 ⁻²	.	.	.	91 ^{,-2}	93 ^{,-2}	89 ^{,-2}	0.96 ^{,-2}
Bolivia	12	6	1,052 ⁻¹	48 ⁻¹	13 ⁻¹	- ¹	.	.	93 ⁻¹	95 ⁻¹	91 ⁻¹	0.97 ⁻¹
Brazil	11	7	23,646	52	13	5	.	12	107	106	109	1.03
British Virgin Islands	12	5	1.9 ⁻¹	54 ⁻¹	12 ⁻¹	21 ⁻¹	5 ⁻¹	55 ⁻¹	112 ^{,-1}	106 ^{,-1}	117 ^{,-1}	1.10 ^{,-1}
Cayman Islands	11	6	3.2	52	29	.	.	.	85 [*]	86 [*]	84 [*]	0.97 [*]
Chile	12	6	1,612 ⁻¹	50 ⁻¹	55 ⁻¹	24 ⁻¹	.	38 ⁻¹	99 ⁻¹	100 ⁻¹	99 ⁻¹	0.98 ⁻¹
Colombia	11	6	4,772	51	24	6	.	25	100	96	103	1.07
Costa Rica	12	5	381	50	10	15	14	18	106	105	107	1.03
Cuba	12	6	826 ⁺¹	49 ⁺¹	.	26 ⁺¹	3 ⁺¹	50 ⁺¹	92 ⁺¹	94 ⁺¹	91 ⁺¹	0.97 ⁺¹
Dominica	12	5	7.3	49	26	2	3	.	122 [*]	134 [*]	111 [*]	0.83 [*]
Dominican Republic	12	6	909	54	22	5	.	7	84	80	88	1.10
Ecuador	12	6	1,247 ^{**}	49 ^{**}	...	24 ^{**}	.	55 ^{**}	85 ^{**}	86 ^{**}	84 ^{**}	0.97 ^{**}
El Salvador	13	6	539	50	18	19	.	56	79	80	79	1.00
Grenada	12	5	12	47	62	.	.	.	111	112	110	0.98
Guatemala	13	5	903	48	74	28	.	88	62	66	59	0.90
Guyana	12	5	75	50	3	7	8	3	123	125	121	0.97
Haiti	12	7	...	...	...	...	...	...	...	...	...	...
Honduras	12	5	567	55	26	46	26	82	68	62	74	1.19
Jamaica	12	5	263	50	4	-	.	-	95	95	95	1.00
Mexico	12	6	11,444	51	15	16	20	9	117	113	121	1.07
Montserrat	12	5	0.35 ⁻¹	46 ⁻¹	.	.	.	.	101 ^{,-1}	96 ^{,-1}	109 ^{,-1}	1.14 ^{,-1}
Netherlands Antilles	12	6	...	...	...	...	...	...	...	...	...	...
Nicaragua	12	5	462	53	23	3	1	9	78	75	81	1.08
Panama	12	6	267	51	16	16	.	43	87	86	89	1.03
Paraguay	12	6	532 ⁻¹	50 ⁻¹	...	10 ⁻¹	- ¹	23 ⁻¹	77 ⁻¹	76 ⁻¹	78 ⁻¹	1.02 ⁻¹
Peru	12	5	2,609	49	23	2	2	.	98	99	97	0.98
Saint Kitts and Nevis	12	5	4.4	51	4	.	.	.	...	...	...	...
Saint Lucia	12	5	16	51	3	1	2	.	105	107	103	0.96
Saint Vincent and the Grenadines	12	5	12	52	24	.	.	.	120	119	121	1.02
Suriname	12	7	48	56	19	47	39	64	90	86	95	1.11
Trinidad and Tobago	12	5	95 ^{**}	51^{**}	...	...	4 [*]	...	91 [*]	89 [*]	93 [*]	1.05 [*]
Turks and Caicos Islands	12	5	...	...	...	...	...	...	...	...	...	...
Uruguay	12	6	295 ⁻¹	49 ⁻¹	13 ⁻¹	15 ⁻¹	7 ⁻¹	24 ⁻¹	101 ⁻¹	97 ⁻¹	105 ⁻¹	1.08 ⁻¹
Venezuela	12	5	2,224	51	27	6	.	17	90	87	93	1.07
North America and Western Europe												
Andorra	12	6	3.9	49	3	7	.	25	88 [*]	86 [*]	90 [*]	1.05 [*]
Austria	10	8	771	48	10	39	.	77	102	102	101	1.00
Belgium	12	6	817	48	69	42	14	56	110	113	107	0.94
Canada	12	6	2,632 ⁻²	48 ⁻²	6 ⁻²	- ²	.	- ²	97 ⁻²	98 ⁻²	96 ⁻²	0.99 ⁻²
Cyprus	12	6	65	49	16	6	.	13	101 [*]	101 [*]	101 [*]	1.00 [*]
Denmark	13	6	475 ⁻¹	49 ⁻¹	13 ⁻¹	26 ⁻¹	.	54 ⁻¹	117 ⁻¹	115 ⁻¹	118 ⁻¹	1.03 ⁻¹
Finland	13	6	431	50	7	29	.	55	102	103	102	1.00

Gross enrolment ratio								Net enrolment rate				Percentage of repeaters			Region
Upper secondary (ISCED 3) all programmes				Total secondary (ISCED 2-3) all programmes				Total secondary (ISCED 2-3) all programmes				Total secondary (ISCED 2-3) general programmes			Country or territory
MF 13	M 14	F 15	GPI 16	MF 17	M 18	F 19	GPI 20	MF 21	M 22	F 23	GPI 24	MF 25	M 26	F 27	
89	86	92	1.07	95	92	98	1.06	75	72	78	1.08	11	12	10	Aruba
89	87	92	1.06	93	92	94	1.03	85	83	87	1.05	-	-	-	Bahamas
...	...	...	...	...	...	...	...	...	...	...	...	.	.	.	Barbados
54	49	59	1.19	75	72	78	1.08	63 ⁻¹	61 ⁻¹	66 ⁻¹	1.09 ⁻¹	...	...	...	Belize
79 ^{*, -2}	74 ^{*, -2}	85 ^{*, -2}	1.15 ^{*, -2}	84 ^{*, -2}	82 ^{*, -2}	87 ^{*, -2}	1.06 ^{*, -2} ⁻²	. ⁻²	. ⁻²	Bermuda
76 ⁻¹	77 ⁻¹	75 ⁻¹	0.97 ⁻¹	82 ⁻¹	83 ⁻¹	81 ⁻¹	0.97 ⁻¹	70 ⁻¹	70 ⁻¹	70 ⁻¹	0.99 ⁻¹	3 ⁻¹	4 ⁻¹	3 ⁻¹	Bolivia
92	82	102	1.24	101	96	106	1.11	82	78	85	1.10	...	...	...	Brazil
84 ^{**,-1}	77 ^{**,-1}	90 ^{**,-1}	1.17 ^{**,-1}	101 ^{**,-1}	95 ^{**,-1}	106 ^{**,-1}	1.11 ^{**,-1}	84 ^{**,-1}	79 ^{**,-1}	89 ^{**,-1}	1.12 ^{**,-1}	11 ⁻²	15 ⁻²	8 ⁻²	British Virgin Islands
91 ⁺	89 ⁺	94 ⁺	1.06 ⁺	88 ⁺	87 ⁺	88 ⁺	1.01 ⁺	81 ⁺	83 ⁺	78 ⁺	0.94 ⁺	-	-	-	Cayman Islands
86 ⁻¹	84 ⁻¹	88 ⁻¹	1.05 ⁻¹	91 ⁻¹	89 ⁻¹	92 ⁻¹	1.03 ⁻¹	85 ⁻¹	84 ⁻¹	87 ⁻¹	1.03 ⁻¹	3 ⁻¹	4 ⁻¹	3 ⁻¹	Chile
72	66	78	1.18	91	86	95	1.10	71	68	75	1.09	3	3	2	Colombia
65	61	69	1.14	89	87	92	1.06	...	...	...	...	9	10	8	Costa Rica
87 ⁺¹	86 ⁺¹	88 ⁺¹	1.02 ⁺¹	90 ⁺¹	90 ⁺¹	89 ⁺¹	0.99 ⁺¹	83 ⁺¹	82 ⁺¹	83 ⁺¹	1.01 ⁺¹	- ⁺¹	1 ⁺¹	- ⁺¹	Cuba
80 ⁺	74 ⁺	86 ⁺	1.16 ⁺	105 ⁺	109 ⁺	101 ⁺	0.93 ⁺	68 ^{**}	62 ^{**}	74 ^{**}	1.21 ^{**}	15	21	9	Dominica
70	63	78	1.24	75	69	81	1.19	58	52	63	1.22	1	2	1	Dominican Republic
66 ^{**}	64 ^{**}	68 ^{**}	1.07 ^{**}	76 ^{**}	75 ^{**}	76 ^{**}	1.01 ^{**}	62 ^{**}	61 ^{**}	62 ^{**}	1.03 ^{**}	9 ^{**}	10 ^{**}	7 ^{**}	Ecuador
46	45	47	1.06	64	63	64	1.02	55	54	56	1.03	5	6	3	El Salvador
103	113	94	0.83	108	112	103	0.92	89	93	85	0.91	5	6	4	Grenada
47	47	48	1.03	57	58	55	0.93	40	41	39	0.94	3	4	3	Guatemala
67	62	72	1.16	102	102	102	1.01	...	...	...	...	12	14	10	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
60	50	70	1.42	65	57	72	1.27	...	...	...	...	5 ⁻¹	5 ⁻¹	5 ⁻¹	Honduras
85	80	89	1.11	91	89	93	1.04	77	75	79	1.05	1	2	1	Jamaica
61	60	63	1.06	90	87	93	1.06	72	71	74	1.03	2	2	1	Mexico
103 ^{*, -1}	111 ^{*, -1}	96 ^{*, -1}	0.86 ^{*, -1}	102 ^{*, -1}	101 ^{*, -1}	103 ^{*, -1}	1.02 ^{*, -1}	96 ^{*, -1}	95 ^{*, -1}	96 ^{*, -1}	1.01 ^{*, -1}	- ⁻¹	- ⁻¹	- ⁻¹	Montserrat
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Netherlands Antilles
53	46	60	1.29	68	64	72	1.13	45 ^{**}	42 ^{**}	48 ^{**}	1.16 ^{**}	8	10	6	Nicaragua
55	50	59	1.17	71	68	74	1.08	66	63	69	1.10	6	7	4	Panama
54 ⁻¹	52 ⁻¹	56 ⁻¹	1.06 ⁻¹	66 ⁻¹	65 ⁻¹	67 ⁻¹	1.04 ⁻¹	58 ⁻¹	57 ⁻¹	60 ⁻¹	1.07 ⁻¹	1 ⁻¹	1 ⁻¹	1 ⁻¹	Paraguay
75	74	75	1.01	89	89	89	0.99	75	75	75	1.00	6	7	5	Peru
...	...	...	...	...	...	...	...	...	...	...	...	3	3	3	Saint Kitts and Nevis
76	68	84	1.22	93	91	95	1.04	80 ^{**}	77 ^{**}	82 ^{**}	1.06 ^{**}	-	-	-	Saint Lucia
90	77	104	1.34	108	102	114	1.11	90	85	95	1.12	8	...	...	Saint Vincent and the Grenadines
55	40	71	1.77	75	66	85	1.28	...	...	...	...	...	...	...	Suriname
86 ^{**}	82 ^{**}	90 ^{**}	1.09 ^{**}	89 ^{**}	86 ^{**}	92 ^{**}	1.07 ^{**}	74 ^{**}	71 ^{**}	76 ^{**}	1.07 ^{**}	1	1	1	Trinidad and Tobago
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turks and Caicos Islands
83 ⁻¹	88 ⁻¹	78 ⁻¹	0.89 ⁻¹	92 ⁻¹	93 ⁻¹	91 ⁻¹	0.99 ⁻¹	68 ⁻¹	64 ⁻¹	71 ⁻¹	1.11 ⁻¹	13 ⁻¹	14 ⁻¹	12 ⁻¹	Uruguay
68	63	74	1.17	81	77	85	1.10	69	66	74	1.12	3	4	2	Venezuela
North America and Western Europe															
71 ⁺	62 ⁺	80 ⁺	1.30 ⁺	82 ⁺	78 ⁺	87 ⁺	1.11 ⁺	71 ⁺	69 ⁺	75 ⁺	1.09 ⁺	11	15	8	Andorra
99	102	95	0.93	100	102	98	0.96	...	...	...	...	-	-	-	Austria
108	109	107	0.98	108	110	107	0.97	87 ^{**,-2}	89 ^{**,-2}	85 ^{**,-2}	0.96 ^{**,-2}	7	9	6	Belgium
104 ⁻²	105 ⁻²	102 ⁻²	0.98 ⁻²	101 ⁻²	102 ⁻²	100 ⁻²	0.98 ⁻²	...	...	...	...	...	...	...	Canada
95 ⁺	94 ⁺	97 ⁺	1.02 ⁺	98 ⁺	98 ⁺	99 ⁺	1.01 ⁺	96 ⁺	95 ⁺	97 ⁺	1.02 ⁺	1	2	1	Cyprus
122 ⁻¹	120 ⁻¹	124 ⁻¹	1.03 ⁻¹	119 ⁻¹	117 ⁻¹	121 ⁻¹	1.03 ⁻¹	90 ⁻¹	88 ⁻¹	91 ⁻¹	1.03 ⁻¹	1 ⁻²	1 ⁻²	1 ⁻²	Denmark
118	113	124	1.10	110	108	113	1.05	96	96	97	1.01	-	-	-	Finland

TABLE 5 SECONDARY EDUCATION / ISCED 2 and 3 / Enrolment and repeaters / 2008

Region	Education system		Enrolment						Gross enrolment ratio			
	Secondary (ISCED 2-3) general programmes		Total secondary (ISCED 2-3) all programmes			Enrolment in technical and vocational programmes (%)			Lower secondary (ISCED 2) all programmes			
	Entrance age 1	Duration 2	MF (000) 3	% F 4	% Private 5	Total secondary (ISCED 2-3) 6	Lower secondary (ISCED 2) 7	Upper secondary (ISCED 3) 8	MF 9	M 10	F 11	GPI 12
France	11	7	5,899	49	26	20	-	44	110	110	110	0.99
Germany	10	9	7,907	48	9	22	1	57	100	100	100	1.00
Gibraltar	11	4	1.7	47	2	-	.	-	...	...	...	...
Greece	12	6	682 ⁻¹	47 ⁻¹	5 ⁻¹	16 ⁻¹	. ⁻¹	32 ⁻¹	104 ⁻¹	108 ⁻¹	100 ⁻¹	0.92 ⁻¹
Holy See	.	.	.	.	.	.	.	.	.	.	.	.
Iceland	13	7	35	50	7	21	.	34	101	101	100	0.99
Ireland	12	5	318	50	1	17	3	33	105	104	107	1.02
Israel	12	6	615	49	.	20	.	34	73	72	73	1.01
Italy	11	8	4,553 ⁻¹	48 ⁻¹	5 ⁻¹	37 ⁻¹	. ⁻¹	60 ⁻¹	102 ⁻¹	103 ⁻¹	100 ⁻¹	0.97 ⁻¹
Liechtenstein	11	7	3.2	46	5	35	-	78	104 ⁺	103 ⁺	105 ⁺	1.02 ⁺
Luxembourg	12	7	39	50	18	31	.	60	108	108	108	1.00
Malta	11	7	37 ⁻¹	49 ⁻¹	28 ⁻¹	15 ⁻¹	. ⁻¹	48 ⁻¹	97 ⁻¹	93 ⁻¹	101 ⁻¹	1.08 ⁻¹
Monaco	11	7	3.0 ⁺¹	48 ⁺¹	21 ⁺¹	19 ⁺¹	7 ⁺¹	37 ⁺¹	162 ^{+,+1}	162 ^{+,+1}	161 ^{+,+1}	1.00 ^{+,+1}
Netherlands	12	6	1,461	48	...	47	28	68	127	130	124	0.96
Norway	13	6	424	48	7	31	.	55	96	97	96	0.99
Portugal	12	6	680 ⁻¹	51 ⁻¹	16 ⁻¹	18 ⁻¹	7 ⁻¹	33 ⁻¹	117 ⁻¹	117 ⁻¹	117 ⁻¹	1.00 ⁻¹
San Marino	11	8	2.2	49	.	23	.	38	...	...	...	...
Spain	12	6	3,069	50	29	16	-	44	117	117	118	1.00
Sweden	13	6	764	49	14	30	.	59	103	103	103	1.00
Switzerland	13	7	599	48	7	33	.	65	112	110	113	1.03
United Kingdom	11	7	5,356	49	26	13	.	24	103	105	102	0.97
United States of America	12	6	24,693	49	9	.	.	.	99	99	99	0.99
South and West Asia												
Afghanistan	13	6	1,036 ⁻¹	26 ⁻¹	...	1 ⁻¹	. ⁻¹	3 ⁻¹	39 ⁻¹	55 ⁻¹	22 ⁻¹	0.40 ⁻¹
Bangladesh	11	7	10,445 ⁻¹	50 ⁻¹	96 ⁻¹	2 ⁻¹	. ⁻¹	6 ⁻¹	62 ⁻¹	58 ⁻¹	65 ⁻¹	1.12 ⁻¹
Bhutan	13	6	57 ⁺¹	49 ⁺¹	12 ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	74 ⁺¹	73 ⁺¹	75 ⁺¹	1.04 ⁺¹
India	11	7	96,049 ⁻¹	44 ⁻¹	...	1 ⁻¹	. ⁻¹	2 ⁻¹	76 ⁻¹	79 ⁻¹	72 ⁻¹	0.91 ⁻¹
Iran (Islamic Republic of)	11	7	8,187	48	7	10	.	19	98	100	95	0.94
Maldives	13	5	33 ^{*, -2}	50 ^{*, -2}	12 ^{*, -2}	...	.	...	124 ⁻²	118 ⁻²	131 ⁻²	1.11 ⁻²
Nepal	10	7	2,305	47	14	1	.	2	...	...	...	...
Pakistan	10	7	9,340	42	31	4	.	9	44	50	38	0.76
Sri Lanka	10	8	...	...	...	...	.	...	108	106	109	1.02
Sub-Saharan Africa												
Angola	12	6	...	...	...	...	...	...	...	...	...	...
Benin	12	7	...	...	...	...	...	...	...	...	...	...
Botswana	13	5	175 ⁻²	51 ⁻²	4 ⁻²	6 ⁻²	. ⁻²	19 ⁻²	91 ⁻²	88 ⁻²	94 ⁻²	1.07 ⁻²
Burkina Faso	13	7	468 ⁺¹	42 ⁺¹	42 ⁺¹	6 ⁺¹	2 ⁺¹	21 ⁺¹	27 ⁺¹	30 ⁺¹	23 ⁺¹	0.78 ⁺¹
Burundi	13	7	243 ^{...}	41 ^{...}	...	5 ^{...}	2 ^{...}	19 ^{...}	25 ^{...}	29 ^{...}	21 ^{...}	0.73 ^{...}
Cameroon	12	7	1,128	44	29	19	20	18	44	49	39	0.80
Cape Verde	12	6	...	...	...	...	.	...	101	97	105	1.09
Central African Republic	12	7	93 ⁺¹	36 ⁺¹	10 ⁺¹	5 ⁺¹	3 ⁺¹	10 ⁺¹	18 ⁺¹	23 ⁺¹	13 ⁺¹	0.56 ⁺¹
Chad	12	7	314 ⁻¹	31 ⁻¹	...	1 ⁻¹	. ⁻¹	4 ⁻¹	24 ⁻¹	33 ⁻¹	14 ⁻¹	0.41 ⁻¹
Comoros	12	7	...	...	...	...	...	...	...	...	...	...
Congo	12	7	...	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	12	7	...	...	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	12	6	3,129 ⁺	36 ⁺	...	19 ⁺	2 ⁺	34 ⁺	45 ⁺	56 ⁺	34 ⁺	0.61 ⁺

Gross enrolment ratio								Net enrolment rate				Percentage of repeaters			Region
Upper secondary (ISCED 3) all programmes				Total secondary (ISCED 2-3) all programmes				Total secondary (ISCED 2-3) all programmes				Total secondary (ISCED 2-3) general programmes			Country or territory
MF 13	M 14	F 15	GPI 16	MF 17	M 18	F 19	GPI 20	MF 21	M 22	F 23	GPI 24	MF 25	M 26	F 27	
117	117	118	1.01	113	113	113	1.00	98	98	99	1.02	7	7	6	France
104	108	101	0.94	102	103	100	0.98	...	...	...	...	3	3	2	Germany
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar
99 ⁻¹	101 ⁻¹	98 ⁻¹	0.97 ⁻¹	102 ⁻¹	104 ⁻¹	99 ⁻¹	0.95 ⁻¹	91 ⁻¹	91 ⁻¹	91 ⁻¹	0.99 ⁻¹	3 ⁻¹	4 ⁻¹	2 ⁻¹	Greece
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	Holy See
117	114	121	1.06	110	108	112	1.03	90	89	91	1.02	...	...	...	Iceland
129	122	136	1.11	115	111	119	1.06	88	86	90	1.05	1	1	1	Ireland
108	107	109	1.01	90	89	91	1.01	86	85	88	1.02	2	2	1	Israel
99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹	100 ⁻¹	100 ⁻¹	99 ⁻¹	0.99 ⁻¹	92 ⁻¹	92 ⁻¹	93 ⁻¹	1.02 ⁻¹	3 ⁻¹	4 ⁻¹	2 ⁻¹	Italy
114 ⁺	135 ⁺	93 ⁺	0.69 ⁺	108 ⁺	117 ⁺	100 ⁺	0.86 ⁺	83 ⁺	85 ⁺	81 ⁺	0.96 ⁺	-	-	-	Liechtenstein
87	84	89	1.06	96	95	98	1.03	84	82	85	1.04	10	11	8	Luxembourg
102 ⁻¹	107 ⁻¹	96 ⁻¹	0.90 ⁻¹	98 ⁻¹	97 ⁻¹	99 ⁻¹	1.02 ⁻¹	82 ⁻¹	79 ⁻¹	85 ⁻¹	1.07 ⁻¹	2 ⁻¹	2 ⁻¹	2 ⁻¹	Malta
143 ^{*,+1}	141 ^{*,+1}	144 ^{*,+1}	1.02 ^{*,+1}	153 ^{*,+1}	153 ^{*,+1}	154 ^{*,+1}	1.01 ^{*,+1}	...	...	...	...	...	...	...	Monaco
114	114	115	1.01	121	122	120	0.98	88	88	89	1.01	5	6	4	Netherlands
127	129	125	0.97	112	113	110	0.98	96	96	96	1.00	...	...	...	Norway
86 ⁻¹	79 ⁻¹	93 ⁻¹	1.18 ⁻¹	101 ⁻¹	98 ⁻¹	105 ⁻¹	1.07 ⁻¹	88 ⁻¹	84 ⁻¹	92 ⁻¹	1.09 ⁻¹	...	...	...	Portugal
...	...	...	...	...	...	...	...	...	...	...	...	-	-	-	San Marino
125	116	135	1.16	120	117	123	1.06	95	93	97	1.03	...	...	...	Spain
104	104	103	0.99	103	104	103	0.99	99	99	99	1.00	-	-	-	Sweden
85	90	80	0.89	96	98	94	0.95	85	87	83	0.96	2	3	2	Switzerland
96	93	99	1.06	99	98	100	1.02	93	92	95	1.03	...	...	...	United Kingdom
89	89	89	1.00	94	94	94	1.00	88	88	89	1.01	...	...	...	United States of America
South and West Asia															
17 ⁻¹	24 ⁻¹	8 ⁻¹	0.34 ⁻¹	29 ⁻¹	41 ⁻¹	15 ⁻¹	0.38 ⁻¹	27 ^{**,-1}	38 ^{**,-1}	15 ^{**,-1}	0.38 ^{**,-1}	...	...	...	Afghanistan
31 ⁻¹	32 ⁻¹	30 ⁻¹	0.96 ⁻¹	44 ⁻¹	43 ⁻¹	45 ⁻¹	1.05 ⁻¹	41 ⁻¹	40 ⁻¹	43 ⁻¹	1.05 ⁻¹	9 ⁻¹	9 ⁻¹	8 ⁻¹	Bangladesh
38 ⁺¹	42 ⁺¹	35 ⁺¹	0.84 ⁺¹	62 ⁺¹	62 ⁺¹	61 ⁺¹	0.99 ⁺¹	47 ⁺¹	46 ⁺¹	49 ⁺¹	1.07 ⁺¹	4 ⁺¹	4 ⁺¹	4 ⁺¹	Bhutan
43 ⁻¹	47 ⁻¹	37 ⁻¹	0.80 ⁻¹	57 ⁻¹	61 ⁻¹	52 ⁻¹	0.86 ⁻¹	...	...	...	...	5 ⁻²	5 ⁻²	4 ⁻²	India
69	68	70	1.02	80	80	79	0.98	75	75	75	1.00	...	...	...	Iran (Islamic Republic of)
...	...	...	...	84 ^{**,-2}	81 ^{**,-2}	86 ^{**,-2}	1.05 ^{**,-2}	69 ^{**,-1}	68 ^{**,-1}	71 ^{**,-1}	1.04 ^{**,-1}	7 ⁻²	7 ⁻²	7 ⁻²	Maldives
...	...	...	...	...	...	...	...	...	...	...	...	7	7	8	Nepal
24	28	21	0.75	33	37	28	0.76	33 ⁺	37 ⁺	28 ⁺	0.76 ⁺	Pakistan
...	...	...	...	...	...	...	...	...	...	...	...	1 ⁻²	1 ⁻²	1 ⁻²	Sri Lanka
Sub-Saharan Africa															
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Angola
...	...	...	...	...	...	...	...	...	...	...	...	17 ⁻²	17 ⁻²	17 ⁻²	Benin
64 ⁻²	63 ⁻²	65 ⁻²	1.04 ⁻²	80 ⁻²	78 ⁻²	82 ⁻²	1.06 ⁻²	- ⁻²	- ⁻²	1 ⁻²	Botswana
10 ⁺¹	12 ⁺¹	7 ⁺¹	0.62 ⁺¹	20 ⁺¹	23 ⁺¹	17 ⁺¹	0.74 ⁺¹	15 ⁺¹	18 ⁺¹	13 ⁺¹	0.74 ⁺¹	26 ⁺¹	24 ⁺¹	28 ⁺¹	Burkina Faso
8 ^{**}	10 ^{**}	6 ^{**}	0.61 ^{**}	18 ^{**}	21 ^{**}	15 ^{**}	0.71^{**}	...	...	...	...	22 ⁻¹	18 ⁻¹	27 ⁻¹	Burundi
28	31	24	0.79	37	41	33	0.80	...	...	...	...	16	15	16	Cameroon
...	...	...	...	...	...	...	...	...	...	...	...	19	19	18	Cape Verde
8 ⁺¹	10 ⁺¹	6 ⁺¹	0.55 ⁺¹	14 ⁺¹	18 ⁺¹	10 ⁺¹	0.56 ⁺¹	10 ⁺¹	13 ⁺¹	8 ⁺¹	0.58 ⁺¹	16 ⁺¹	16 ⁺¹	18 ⁺¹	Central African Republic
12 ⁻¹	15 ⁻¹	9 ⁻¹	0.56 ⁻¹	19 ⁻¹	26 ⁻¹	12 ⁻¹	0.45 ⁻¹	...	...	...	...	19 ⁻²	18 ⁻²	19 ⁻²	Chad
...	...	...	...	...	...	...	...	...	...	...	...	17	17	17	Comoros
...	...	...	...	...	...	...	...	...	...	...	...	24	24	25	Congo
...	...	...	...	...	...	...	...	...	...	...	...	11	11	11	Côte d'Ivoire
29 ⁺	38 ⁺	20	0.52 ⁺	35 ⁺	45 ⁺	25 ⁺	0.55 ⁺	16 ⁺	15 ⁺	17 ⁺	Democratic Republic of the Congo

TABLE 5 SECONDARY EDUCATION / ISCED 2 and 3 / Enrolment and repeaters / 2008

Region	Education system		Enrolment						Gross enrolment ratio			
	Secondary (ISCED 2-3) general programmes		Total secondary (ISCED 2-3) all programmes			Enrolment in technical and vocational programmes (%)			Lower secondary (ISCED 2) all programmes			
	Entrance age 1	Duration 2	MF (000) 3	% F 4	% Private 5	Total secondary (ISCED 2-3) 6	Lower secondary (ISCED 2) 7	Upper secondary (ISCED 3) 8	MF 9	M 10	F 11	GPI 12
Equatorial Guinea	12	7	...	...	...	...	...	...	...	...	...	...
Eritrea	12	7	229**	41**	6**	1**	.	2**	44	51	37	0.72
Ethiopia	13	6	3,696	42	...	6	.	54	43	50	36	0.73
Gabon	12	7	...	...	...	...	...	...	...	...	...	...
Gambia	13	6	105	48	27	-	-	-	62	63	61	0.97
Ghana	12	6	1,724	46	16**	4	.	14	76	79	73	0.92
Guinea	13	7	531	36	23	2	-	7	43	53	33	0.62
Guinea-Bissau	13	5	55 ⁻²	...	...	2 ⁻²	...	...	...	...	...	...
Kenya	12	6	3,107	48	...	1	-	2	93	95	91	0.96
Lesotho	13	5	102 ^{**,-1}	57 ^{**,-1}	...	2 ⁻²	1 ⁻²	3 ⁻²	51 ⁻¹	43 ⁻¹	59 ⁻¹	1.37 ⁻¹
Liberia	12	6	158	43	58	...	...	...	39	44	35	0.79
Madagascar	11	7	945	49	41	4	1	14	41	42	40	0.96
Malawi	12	6	636	46	...	.	.	.	51	54	48	0.89
Mali	13	6	686 ⁺¹	39 ⁺¹	32 ⁺¹	13 ⁺¹	. ⁺¹	40 ⁺¹	50 ⁺¹	59 ⁺¹	41 ⁺¹	0.69 ⁺¹
Mauritius	11	7	131 ^{**,+1}	50 ^{**,+1}	56 ^{**,+1}	...	14	...	96 ⁺¹	95 ⁺¹	98 ⁺¹	1.02 ⁺¹
Mozambique	13	5	512	43	11	6	5	7	28	32	24	0.76
Namibia	14	5	164	54	5	-	-	-	86	80	93	1.16
Niger	13	7	256 ⁺¹	38 ⁺¹	20 ⁺¹	2 ⁺¹	. ⁺¹	15 ⁺¹	16 ⁺¹	20 ⁺¹	13 ⁺¹	0.64 ⁺¹
Nigeria	12	6	6,068 ⁻¹	43 ⁻¹	14 ⁻¹	4 ⁻¹	4 ⁻¹	5 ⁻¹	34 ⁻¹	38 ⁻¹	30 ⁻¹	0.79 ⁻¹
Rwanda	13	6	288	48	37	16 ⁻¹	. ⁻¹	45 ⁻¹	28	29	27	0.95
Sao Tome and Principe	13	5	9.7 ⁺¹	52 ⁺¹	2 ⁺¹	2 ⁺¹	...	11 ⁺¹	71 ⁺¹	65 ⁺¹	77 ⁺¹	1.19 ⁺¹
Senegal	13	7	593	44	22	6	6	5	40	44	37	0.84
Seychelles	12	5	7.5 ⁺¹	50 ⁺¹	7 ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	115 ⁺	110 ⁺	121 ⁺	1.10 ⁺
Sierra Leone	12	6	240 ⁻¹	41 ⁻¹	7 ⁻¹	5 ⁻¹	1 ⁻¹	16 ⁻¹	50 ⁻¹	60 ⁻¹	40 ⁻¹	0.66 ⁻¹
Somalia	12	6	87 ^{**,-1}	31 ^{**,-1}	...	...	...	...	10 ^{**,-1}	14 ^{**,-1}	6 ^{**,-1}	0.46 ^{**,-1}
South Africa	14	5	4,780 ^{**,-1}	51 ^{**,-1}	...	...	...	...	94 ⁻¹	95 ⁻¹	94 ⁻¹	0.99 ⁻¹
Swaziland	13	5	83 ⁻¹	47 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	64 ⁻¹	68 ⁻¹	60 ⁻¹	0.88 ⁻¹
Togo	12	7	409 ⁻¹	35 ^{**,-1}	...	8 ^{**,-1}	1 ^{**,-1}	25 ^{**,-1}	51 ^{**,-1}	65 ^{**,-1}	37 ^{**,-1}	0.57 ^{**,-1}
Uganda	13	6	1,145	46	51	5	2	21	31	33	29	0.87
United Republic of Tanzania	14	6	...	...	...	...	...	...	...	...	...	...
Zambia	14	5	646	45	5	9	.	20	59	63	55	0.88
Zimbabwe	13	6	831 ⁻²	48 ⁻² ⁻²	. ⁻²	. ⁻²	59 ⁻²	60 ⁻²	59 ⁻²	0.99 ⁻²

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WORLD	525,665**	47**	11**	1.2**	24**	79**	81**	78**	0.96**
Arab States	29,858**	47**	13**	3.3**	30**	83**	87**	78**	0.89**
Central and Eastern Europe	32,258	48	19	0.2	46	92	93	91	0.98
Central Asia	10,913	49	...	...	...	15	0.0	49	98	98	97	0.98
East Asia and the Pacific	164,535	48	...	...	...	16 [#]	0.5 [#]	37 [#]	90	89	91	1.03
Latin America and the Caribbean	59,101	51	...	...	...	11	4.7	21	101	100	103	1.04
North America and Western Europe	62,338	49	...	...	...	13	1.2	26	103	103	102	0.99
South and West Asia	130,312 [#]	45 [#]	1 [#]	0.0 [#]	3 [#]	71 [#]	75 [#]	68 [#]	0.91 [#]
Sub-Saharan Africa	36,349**	44**	...	...	...	7**	2.4**	14**	41**	45**	36**	0.80**

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

Gross enrolment ratio								Net enrolment rate				Percentage of repeaters			Region
Upper secondary (ISCED 3) all programmes				Total secondary (ISCED 2-3) all programmes				Total secondary (ISCED 2-3) all programmes				Total secondary (ISCED 2-3) general programmes			
MF 13	M 14	F 15	GPI 16	MF 17	M 18	F 19	GPI 20	MF 21	M 22	F 23	GPI 24	MF 25	M 26	F 27	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Equatorial Guinea
20**	24**	16**	0.69**	30**	36**	25**	0.71**	26**	30**	22**	0.71**	11	11	11	Eritrea
12	15	10	0.70	33	39	28	0.72	25**,-2	31**,-2	20**,-2	0.64**,-2	9	9	8	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gabon
39	41	36	0.90	51	52	49	0.94	42	42	41	0.98	4	4	4	Gambia
33	36	30	0.82	55	58	52	0.89	47**	49**	45**	0.92**	...	...	...	Ghana
25	33	17	0.51	36	45	26	0.59	28	34	21	0.61	26	27	24	Guinea
...	...	...	...	36 ⁻²	...	...	...	...	...	...	...	14 ⁻²	...	...	Guinea-Bissau
40	43	38	0.87	58	61	56	0.92	49**	50**	48**	0.96**	...	...	...	Kenya
23**,-1	22**,-1	25**,-1	1.17**,-1	40**,-1	34**,-1	45**,-1	1.32**,-1	25**,-1	20**,-1	31**,-1	1.58**,-1	13 ⁻¹	12 ⁻¹	13 ⁻¹	Lesotho
23	28	19	0.69	32	36	27	0.75	...	...	...	...	...	...	...	Liberia
14	15	13	0.89	30	31	29	0.94	24	23	24	1.05	12	12	11	Madagascar
17	19	15	0.78	29	32	27	0.85	25	26	24	0.93	12	12	12	Malawi
26 ⁺¹	33 ⁺¹	19 ⁺¹	0.58 ⁺¹	38 ⁺¹	46 ⁺¹	30 ⁺¹	0.65 ⁺¹	29	35	22	0.63	22 ⁺¹	23 ⁺¹	22 ⁺¹	Mali
81**,+1	79**,+1	82**,+1	1.03**,+1	87**,+1	86**,+1	88**,+1	1.02**,+1	...	...	...	...	12 ⁺¹	15 ⁺¹	10 ⁺¹	Mauritius
8	9	7	0.69	21	24	18	0.75	6	6	6	0.93	12	11	12	Mozambique
34	31	37	1.20	66	61	71	1.17	54**,-1	49**,-1	60**,-1	1.23**,-1	...	...	...	Namibia
4 ⁺¹	5 ⁺¹	3 ⁺¹	0.49 ⁺¹	12 ⁺¹	14 ⁺¹	9 ⁺¹	0.61 ⁺¹	9 ⁻¹	11 ⁻¹	7 ⁻¹	0.62 ⁻¹	20 ⁺¹	20 ⁺¹	21 ⁺¹	Niger
26 ⁻¹	30 ⁻¹	23 ⁻¹	0.75 ⁻¹	30 ⁻¹	34 ⁻¹	27 ⁻¹	0.77 ⁻¹	26**,-1	29**,-1	22**,-1	0.77**,-1	...	...	...	Nigeria
16	17	14	0.83	22	23	21	0.90	...	...	...	...	8	7	8	Rwanda
20 ⁺¹	23 ⁺¹	18 ⁺¹	0.77 ⁺¹	51 ⁺¹	49 ⁺¹	54 ⁺¹	1.12 ⁺¹	38 ⁻¹	36 ⁻¹	40 ⁻¹	1.11 ⁻¹	33	35	32	Sao Tome and Principe
16	19	13	0.68	31	34	27	0.81	25**,-1	28**,-1	22**,-1	0.76**,-1	14	14	15	Senegal
102 ⁺	88 ⁺	118 ⁺	1.35 ⁺	110 ⁺	101 ⁺	120 ⁺	1.19 ⁺	92 ⁺ ⁺¹	. ⁺¹	. ⁺¹	Seychelles
18 ⁻¹	22 ⁻¹	15 ⁻¹	0.66 ⁻¹	35 ⁻¹	42 ⁻¹	28 ⁻¹	0.66 ⁻¹	25 ⁻¹	30 ⁻¹	20 ⁻¹	0.69 ⁻¹	7 ⁻¹	6 ⁻¹	7 ⁻¹	Sierra Leone
6**,-1	9**,-1	4**,-1	0.45**,-1	8**,-1	11**,-1	5**,-1	0.46**,-1	...	...	...	...	...	...	...	Somalia
96**,-1	92**,-1	99**,-1	1.09**,-1	95**,-1	93**,-1	97**,-1	1.05**,-1	72**,-1	70**,-1	74**,-1	1.06**,-1	...	...	...	South Africa
37 ⁻¹	38 ⁻¹	36 ⁻¹	0.95 ⁻¹	53 ⁻¹	56 ⁻¹	50 ⁻¹	0.90 ⁻¹	29 ⁻¹	31 ⁻¹	26 ⁻¹	0.86 ⁻¹	8 ⁻¹	8 ⁻¹	8 ⁻¹	Swaziland
27**,-1	38**,-1	16**,-1	0.42**,-1	41 ⁻¹	54**,-1	28**,-1	0.53**,-1	...	...	...	...	27 ⁺¹	27 ⁺¹	27 ⁺¹	Togo
14	15	12	0.76	25	27	23	0.85	22**	22**	21**	0.92**	2	2	2	Uganda
...	...	...	...	...	...	...	...	...	...	...	...	3**,-2	2**,-2	4**,-2	United Republic of Tanzania
36	40	31	0.78	46	50	41	0.83	43**	47**	39**	0.82**	6	6	6	Zambia
32 ⁻²	34 ⁻²	29 ⁻²	0.86 ⁻²	41 ⁻²	43 ⁻²	39 ⁻²	0.92 ⁻²	38 ⁻²	39 ⁻²	37 ⁻²	0.96 ⁻²	Zimbabwe

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55**	56**	54**	0.96**	67**	68**	66**	0.96**	58 [#]	62 [#]	54 [#]	0.87 [#]	WORLD
53**	54**	52**	0.96**	68**	71**	65**	0.92**	63 [#]	65 [#]	60 [#]	0.93 [#]	Arab States
84	86	81	0.94	88	90	87	0.96	81**	82**	80**	0.98**	...	...	...	Central and Eastern Europe
95	96	94	0.97	97	98	96	0.98	88	89	87	0.98	...	...	...	Central Asia
63	62	65	1.06	77	75	78	1.04	70 [#]	69 [#]	71 [#]	1.03 [#]	East Asia and the Pacific
74	69	80	1.16	89	86	93	1.08	73	71 [#]	76 [#]	1.07 [#]	Latin America and the Caribbean
98	98	98	1.00	100	101	100	1.00	90**	90**	91**	1.01**	...	...	...	North America and Western Europe
40 [#]	44 [#]	36 [#]	0.82 [#]	54 [#]	57 [#]	50 [#]	0.87 [#]	44 [#]	56 [#]	31 [#]	0.56 [#]	South and West Asia
27**	30**	23**	0.77**	34**	38**	30**	0.79**	26 [#]	29 [#]	23 [#]	0.78 [#]	Sub-Saharan Africa

TABLE 6 SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION / ISCED 2, 3 and 4 / Teaching staff and post-secondary non-tertiary enrolment / 2008

Region	Teaching staff					
	Total secondary (ISCED 2-3)		Lower secondary (ISCED 2)		Upper secondary (ISCED 3)	
	MF (000)	% F	MF (000)	% F	MF (000)	% F
Country or territory	1	2	3	4	5	6
Arab States						
Algeria	...	...	...	...	...	...
Bahrain	...	...	...	...	...	...
Djibouti	1.2	24	0.71	25	0.49	23
Egypt	491 ^{**,-1}	42 ^{**,-1}	220 ^{**,-1}	46 ^{**,-1}	270 ^{**,-1}	39 ^{**,-1}
Iraq	...	...	...	...	...	...
Jordan	...	...	...	...	16	52
Kuwait	27	55 [*]	15	55	12	54 [*]
Lebanon	42 ⁺¹	55 ⁺¹	20 ⁺¹	62 ⁺¹	23 ⁺¹	48 ⁺¹
Libyan Arab Jamahiriya	...	...	...	...	...	...
Mauritania	3.8 ^{**,-1}	10 ^{**,-1}	1.9	13	...	...
Morocco	...	...	...	...	43	29
Oman	21 ^{**}	57 ^{**}	13 ^{**}	64 ^{**}	8.1 ^{**}	47 ^{**}
Palestinian Autonomous Territories	29	49	23	50	6.7	45
Qatar	6.8	56	3.3	56	3.5	55
Saudi Arabia	262 [*]	53 ^{**}	147 [*]	54 [*]	115 [*]	52 ^{**}
Sudan	83 ^{**,+1}	55 ^{**,+1}	38 ^{**,+1}	61 ^{**,+1}	45 ⁺¹	50 ⁺¹
Syrian Arab Republic	181 ^{**}	60 ^{**}	121 ^{**}	66^{**}	...	...
Tunisia	83	...	...	...	...	...
United Arab Emirates	24 ^{**,-1}	55 ^{**,-1}	13 ⁻¹	57 ⁻¹	11 ^{**,-1}	53 ^{**,-1}
Yemen	...	...	...	...	...	...
Central and Eastern Europe						
Albania	...	...	...	...	...	...
Belarus	102 ⁻¹	80 ⁻¹	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	12	55
Bulgaria	52	79	22	81	30	77
Croatia	42 ⁻¹	68 ⁻¹	18 ⁻¹	72 ⁻¹	24 ⁻¹	65 ⁻¹
Czech Republic	80	66	36	74	43	58
Estonia	11	78	5.2	81	6.1	75
Hungary	90	71	44	79	47	65
Latvia	19	81	9.4	83	9.1	80
Lithuania	41	82	...	...	...	...
Montenegro	...	...	...	...	...	...
Poland	261 ^{**,-2}	69 ^{**,-2}	128 ^{**,-2}	73 ^{**,-2}	134 ^{**,-2}	65 ^{**,-2}
Republic of Moldova	30	76	21	77	8.7	74
Romania	152	67	84	68	68	66
Russian Federation	1,183	81	...	...	...	...
Serbia	59	64	31	64	28	63
Slovakia	47	74	24	78	23	70
Slovenia	16	72	7.8	79	8.0	65
The former Yugoslav Rep. of Macedonia	16	54	9.0	52	6.6	57
Turkey	...	...	...	...	...	...
Ukraine	351 ⁻¹	79 ^{*, -1}	...	...	...	...
Central Asia						
Armenia	42	84	...	...	...	...
Azerbaijan	132 ⁻¹	66 ⁻¹	...	...	...	...

Trained teachers (%)			Pupil/teacher ratio			Enrolment		Region
Total secondary (ISCED 2-3)			Total secondary (ISCED 2-3)	Lower secondary (ISCED 2)	Upper secondary (ISCED 3)	Post-secondary non-tertiary education (ISCED4)		Country or territory
MF	M	F				MF (000)	% F	
7	8	9	10	11	12	13	14	
Arab States								
...	Algeria
...	3.2 ^{**,-2}	35 ^{**,-2}	Bahrain
...	34	42	23	0.05	14	Djibouti
...	191 ^{**,-2}	...	Egypt
...	Iraq
...	12	.	.	Jordan
...	9	10	8	11	62	Kuwait
14 ⁺¹	16 ⁺¹	13 ⁺¹	9 ⁺¹	11 ⁺¹	8 ⁺¹	. ⁺¹	. ⁺¹	Lebanon
...	Libyan Arab Jamahiriya
100 ^{,-2}	100 ^{,-2}	100 ^{,-2}	27 ^{**,-1}	...	...	4.5 ^{,-2}	42 ^{,-2}	Mauritania
...	17	7.5	38	Morocco
100 ^{**,-2}	100 ^{**,-2}	100 ^{**,-2}	14 ^{**}	12 ^{**}	18 ^{**}	.	.	Oman
100 ⁻¹	100 ⁻¹	100 ⁻¹	24	25	21	.	.	Palestinian Autonomous Territories
53	53	53	10	11	9	.	.	Qatar
...	11 [*]	10 [*]	12 [*]	90	20	Saudi Arabia
80 ^{**,+1}	22 ^{**,+1}	28 ^{**,+1}	17 ⁺¹	. ⁺¹	. ⁺¹	Sudan
...	15 ^{**}	18 ^{**}	...	35	48	Syrian Arab Republic
...	15	...	...	.	.	Tunisia
...	13 ^{**,-1}	15 ⁻¹	11 ^{**,-1}	.	.	United Arab Emirates
...	Yemen
Central and Eastern Europe								
...	Albania
...	8 ⁻¹	...	...	107	39	Belarus
...	13	. ⁻¹	. ⁻¹	Bosnia and Herzegovina
...	11	12	11	4.0	54	Bulgaria
...	9 ⁻¹	11 ⁻¹	8 ⁻¹	. ⁻¹	. ⁻¹	Croatia
...	11	12	11	20	40	Czech Republic
...	9	9	9	8.6	67	Estonia
...	10	10	10	55	47	Hungary
...	10	9	11	2.9	53	Latvia
...	9	...	...	8.9	51	Lithuania
...	Montenegro
...	13 ^{**,-2}	13 ^{**,-2}	13 ^{**,-2}	58 ⁻¹	60 ⁻¹	Poland
...	11	11	12	2.0	30	Republic of Moldova
...	13	11	15	46	74	Romania
...	9	...	...	158	49	Russian Federation
100 ⁻¹	100 ⁻¹	100 ⁻¹	10	10	10	.	.	Serbia
...	13	13	12	1.4	44	Slovakia
...	9	7	11	1.6	68	Slovenia
...	13	12	15	-	-	The former Yugoslav Rep. of Macedonia
...	Turkey
...	11 ⁻¹	...	...	172	47 [*]	Ukraine
Central Asia								
...	7	...	...	31 ⁻¹	65 ⁻¹	Armenia
...	8 ⁻¹	...	...	72	60	Azerbaijan

TABLE 6 SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION / ISCED 2, 3 and 4 / Teaching staff and post-secondary non-tertiary enrolment / 2008

Region	Teaching staff					
	Total secondary (ISCED 2-3)		Lower secondary (ISCED 2)		Upper secondary (ISCED 3)	
	MF (000)	% F	MF (000)	% F	MF (000)	% F
Country or territory	1	2	3	4	5	6
Georgia	41	...	24	...	17	...
Kazakhstan	179 ⁺¹	86 ⁺¹	...	...	...	...
Kyrgyzstan	53 ⁻¹	74 ⁻¹	...	...	...	...
Mongolia	18	74	10 ⁻¹	75 ⁻¹	6.3 ⁻¹	72 ⁻¹
Tajikistan	62	49	...	...	...	...
Turkmenistan	...	...	...	...	...	...
Uzbekistan	358	63	...	...	...	...
East Asia and the Pacific						
Australia	...	...	...	...	...	...
Brunei Darussalam	4.4	61	...	...	...	...
Cambodia	30 ⁻¹	32 ⁻¹	24	35	...	...
China	6,344	...	3,628	47	2,715	...
Cook Islands	0.13 ⁻¹	78 ⁻¹	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...
Fiji	5.3	71	3.4	77	1.8	60
Hong Kong Special Administrative Region of China	...	...	...	...	...	...
Indonesia	1,531	47	877	49	654	45
Japan	607	...	263	...	344	...
Kiribati	0.66	48	0.41	51	0.25	42
Lao People's Democratic Republic	18	44	12	44	6.4	46
Macao, China	2.3 ⁺¹	59 ⁺¹	1.2 ⁺¹	63 ⁺¹	1.1 ⁺¹	55 ⁺¹
Malaysia	167 ⁻¹	65 ⁻¹	...	...	...	...
Marshall Islands	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...
Myanmar	82	84	59	85	23	81
Nauru	0.03 ⁻¹	79 ⁻¹	...	...	...	...
New Zealand	36	62	17	66	18	58
Niue	...	...	...	...	...	...
Palau	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...
Philippines	181 ⁻¹	76 ⁻¹	127 ⁻¹	76 ⁻¹	54 ⁻¹	77 ⁻¹
Republic of Korea	219	54	102	66	118	43
Samoa	1.2 ⁺¹	...	0.36 ⁺¹	...	0.85 ⁺¹	53 ⁺¹
Singapore	14	67	6.9	67	7.2	66
Solomon Islands	...	...	...	...	...	...
Thailand	223	55	137	56	86	54
Timor-Leste	2.6 ⁻¹	23 ⁻¹	1.4	23	...	...
Tokelau	...	...	...	...	...	...
Tonga	...	...	...	...	...	...
Tuvalu	...	...	...	...	...	...
Vanuatu	...	...	...	...	...	...
Viet Nam	462	64 ^{**}	313	67	149	56 ^{**}
Latin America and the Caribbean						
Anguilla	0.10 ⁻¹	69 ⁻¹	...	...	...	...
Antigua and Barbuda	...	...	0.58	68	...	...
Argentina	286 ⁻¹	69 ⁻¹	136 ⁻¹	73 ⁻¹	149 ⁻¹	65 ⁻¹

Trained teachers (%)			Pupil/teacher ratio			Enrolment		Region
Total secondary (ISCED 2-3)			Total secondary (ISCED 2-3)	Lower secondary (ISCED 2)	Upper secondary (ISCED 3)	Post-secondary non-tertiary education (ISCED4)		Country or territory
MF 7	M 8	F 9				MF (000) 13	% F 14	
95	...	...	7	7	8	6.1	45	Georgia
...	...	...	10 ⁺¹	...	...	505 ⁺¹	53 ⁺¹	Kazakhstan
79 ⁻¹	78 ⁻¹	80 ⁻¹	14 ⁻¹	...	...	7.6 [*]	40 [*]	Kyrgyzstan
99	98	99	19	21 ⁻¹	18 ⁻¹	-	-	Mongolia
...	...	...	17	...	...	34	58	Tajikistan
...	...	...	...	...	...	...	...	Turkmenistan
100	100	100	13	...	...	.	.	Uzbekistan
East Asia and the Pacific								
...	...	...	...	...	...	163	55	Australia
91	91	90	11	...	...	0.01	43	Brunei Darussalam
99 ⁻¹	...	...	29 ⁻¹	27	...	15	28	Cambodia
...	...	...	16	16	16	235	47	China
79 ⁻¹	76 ⁻¹	80 ⁻¹	15 ⁻¹ ⁻¹	. ⁻¹	Cook Islands
...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
96 ⁻¹	96 ⁻¹	96 ⁻¹	19	20	17	. ⁻¹	. ⁻¹	Fiji
...	...	...	...	...	...	27 ⁻¹	43 ⁻¹	Hong Kong SAR of China
...	...	...	12	12	11	.	.	Indonesia
...	...	...	12	14	11	14	66	Japan
62	60	65	17	17	19	...	...	Kiribati
87	87	88	23	22	24	21	44	Lao People's Democratic Republic
71 ⁺¹	59 ⁺¹	80 ⁺¹	17 ⁺¹	18 ⁺¹	17 ⁺¹	. ⁺¹	. ⁺¹	Macao, China
...	...	...	15 ⁻¹	...	...	140 ⁻¹	41 ⁻¹	Malaysia
...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	Micronesia (Federated States of)
98	98	98	34	36	30	.	.	Myanmar
36 ⁻¹	43 ⁻¹	35 ⁻¹	21 ⁻¹	...	...	0.02 ⁻¹	79 ⁻¹	Nauru
...	...	...	14	15	14	58	47	New Zealand
...	...	...	...	...	...	...	...	Niue
...	...	...	...	...	...	...	...	Palau
... ⁻²	. ⁻²	Papua New Guinea
...	...	...	35 ⁻¹	39 ⁻¹	25 ⁻¹	884 [*]	52 [*]	Philippines
...	...	...	18	20	16	.	.	Republic of Korea
...	...	...	21 ⁺¹	27 ⁺¹	19 ⁺¹	...	...	Samoa
97	97	97	16	16	17	107	51	Singapore
...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	21	20	23	11	70	Thailand
...	...	...	...	34	...	.	.	Timor-Leste
...	...	...	...	...	...	...	...	Tokelau
...	...	...	...	...	...	0.37 ⁻²	55 ⁻²	Tonga
...	...	...	...	...	...	...	...	Tuvalu
...	...	...	...	...	...	...	...	Vanuatu
98 ⁺⁻²	...	...	21	19	25	.	.	Viet Nam
Latin America and the Caribbean								
60 ⁻¹	57 ⁻¹	62 ⁻¹	10 ⁻¹	...	...	0.07	65	Anguilla
...	...	...	...	10	...	2.5 [*]	70 [*]	Antigua and Barbuda
...	...	...	12 ⁻¹	16 ⁻¹	9 ⁻¹	. ⁻¹	. ⁻¹	Argentina

TABLE 6 SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION / ISCED 2, 3 and 4 /
Teaching staff and post-secondary non-tertiary enrolment / 2008

Region	Teaching staff					
	Total secondary (ISCED 2-3)		Lower secondary (ISCED 2)		Upper secondary (ISCED 3)	
	MF (000) 1	% F 2	MF (000) 3	% F 4	MF (000) 5	% F 6
Aruba	0.56	57	...	...	...	...
Bahamas	2.7	70	1.5	71	1.3	69
Barbados	1.4 ⁻²	59 ⁻²	...	...	...	...
Belize	1.8	59	1.3	61	0.51	54
Bermuda	0.75 ⁻²	67 ⁻²	0.37 ⁻²	68 ⁻²	0.38 ⁻²	67 ⁻²
Bolivia	58 ⁻¹	...	25 ⁻¹	...	33 ⁻¹	...
Brazil	1,375	68	787	73	588	62
British Virgin Islands	0.22 ⁻¹	74 ⁻¹	0.13 ⁻¹	83 ⁻¹	0.10 ⁻¹	61 ⁻¹
Cayman Islands	0.36	61	0.14 ⁻²	61 ⁻²	0.18 ⁻²	56 ⁻²
Chile	68 ⁻¹	63 ⁻¹	24 ⁻¹	78 ⁻¹	44 ⁻¹	55 ⁻¹
Colombia	186	50	...	...	...	...
Costa Rica	24	58	17	58	7.4	60
Cuba	86 ⁺¹	55 ⁺¹	43 ⁺¹	62 ⁺¹	42 ⁺¹	48 ⁺¹
Dominica	0.51	68	0.29	71	0.22	65
Dominican Republic	37	59	16	69	21	52
Ecuador	85 ^{**}	50 ^{**}	49 ^{**}	50 ^{**}	36 ^{**}	50 ^{**}
El Salvador	20	52	14	54	6.8	48
Grenada	0.75	63	0.53	63	0.22	64
Guatemala	54	44	35	45	20	43
Guyana	3.6	69	2.8	69	0.78	67
Haiti	...	...	...	...	...	...
Honduras	...	...	...	...	18	54
Jamaica	13 ⁻¹	69 ⁻¹	...	...	...	...
Mexico	636	48	383	50	253	44
Montserrat	0.03 ⁻¹	66 ⁻¹	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...
Nicaragua	16	55	11	55	5.5	55
Panama	17	59	10	61	7.2	55
Paraguay	...	...	...	...	...	...
Peru	161	44	...	...	...	...
Saint Kitts and Nevis	0.42	57	0.26	57	0.15	58
Saint Lucia	0.98	67	...	...	...	...
Saint Vincent and the Grenadines	0.60	63	0.36	63	0.24	63
Suriname	3.4 ⁻¹	60 ⁻¹	2.3	73	...	...
Trinidad and Tobago	7.0 ^{**}	63 ^{**}	4.1 [*]	...	2.9 ^{**}	65 ^{**}
Turks and Caicos Islands	...	...	...	...	...	...
Uruguay	21 ⁻¹	...	14 ⁻¹	...	7.1 ⁻¹	...
Venezuela	218	64	133	66	85	61
North America and Western Europe						
Andorra	...	...	0.41 ⁻²	62 ⁻²	...	...
Austria	73	62	42	69	31	52
Belgium	82 ^{**,-2}	57 ^{**,-2}	42	61	...	...
Canada	...	...	...	...	...	...
Cyprus	6.4	63	3.1	69	3.2	57
Denmark	...	...	...	...	...	...
Finland	43	64	19	71	24	58

Trained teachers (%)			Pupil/teacher ratio			Enrolment		Region
Total secondary (ISCED 2-3)			Total secondary (ISCED 2-3)	Lower secondary (ISCED 2)	Upper secondary (ISCED 3)	Post-secondary non-tertiary education (ISCED4)		Country or territory
MF 7	M 8	F 9				MF (000) 13	% F 14	
99	...	...	13	...	...	.	.	Aruba
87	88	87	13	13	13	2.0 ^{**,-2}	52 ^{**,-2}	Bahamas
57 ⁻²	57 ⁻²	57 ⁻²	15 ⁻²	...	...	4.9	37	Barbados
35	27	40	17	18	14	2.7	60	Belize
100 ⁻²	100 ⁻²	100 ⁻²	6 ⁻²	6 ⁻²	6 ⁻²	. ⁻²	. ⁻²	Bermuda
...	...	...	18 ⁻¹	17 ⁻¹	19 ⁻¹	50 ⁻¹	63 ⁻¹	Bolivia
...	...	...	17	18	16	.	.	Brazil
...	...	...	9 ⁻¹	10 ⁻¹	6 ⁻¹	0.12 ⁻¹	69 ⁻¹	British Virgin Islands
98	96	100	9	11 ⁻²	7 ⁻²	0.08	55	Cayman Islands
...	...	...	24 ⁻¹	24 ⁻¹	23 ⁻¹	. ⁻¹	. ⁻¹	Chile
97	96	98	26	...	...	.	.	Colombia
83	84	83	16	16	15	.	.	Costa Rica
100 ⁺¹	100 ⁺¹	100 ⁺¹	10 ⁺¹	9 ⁺¹	10 ⁺¹	1.3 ⁺¹	58 ⁺¹	Cuba
31	32	30	14	18	10	2.0 ⁻²	71 ⁻²	Dominica
86	85	86	24	22	26	.	.	Dominican Republic
100 ^{**}	100 ^{**}	100 ^{**}	15 ^{**}	15 ^{**}	15 ^{**}	.	.	Ecuador
88	85	90	26	26	28	.	.	El Salvador
29	36	26	17	14	24	1.8	31	Grenada
...	...	...	17	18	14	.	.	Guatemala
55	50	57	21	20	23	0.52	48	Guyana
...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	11	.	.	Honduras
...	...	...	20 ⁻¹	...	...	122	54	Jamaica
87	...	...	18	20	15	.	.	Mexico
59 ⁻¹	50 ⁻¹	63 ⁻¹	12 ⁻¹	...	...	0.13 ⁻¹	67 ⁻¹	Montserrat
...	...	...	...	...	...	...	...	Netherlands Antilles
59	52	65	29	30	26	.	.	Nicaragua
91	89	92	15	16	14	11 ⁻¹	44 ⁻¹	Panama
...	...	...	...	...	...	...	...	Paraguay
...	...	...	16	...	...	...	...	Peru
36	...	...	11	11	11	0.09	50	Saint Kitts and Nevis
57 ⁻²	53 ⁻²	59 ⁻²	16	...	...	2.4	65	Saint Lucia
56	50	59	19	22	16	1.7	70	Saint Vincent and the Grenadines
...	...	...	14 ⁻¹	15	...	0.72 ^{**,-2}	86 ^{**,-2}	Suriname
...	...	...	14 ^{**}	14 [*]	14 ^{**}	10	51	Trinidad and Tobago
...	...	...	...	...	...	...	...	Turks and Caicos Islands
...	...	...	14 ⁻¹	11 ⁻¹	19 ⁻¹	. ⁻¹	. ⁻¹	Uruguay
80	73	85	10	11	9	.	.	Venezuela
North America and Western Europe								
...	...	...	...	7 ⁻²	...	0.71	72	Andorra
...	...	...	11	9	13	75	59	Austria
...	...	...	10 ^{**,-2}	7	...	27	61	Belgium
...	...	...	...	...	...	...	...	Canada
...	...	...	10	10	10	.	.	Cyprus
...	...	...	...	...	...	1.2 ⁻¹	34 ⁻¹	Denmark
...	...	...	10	11	10	.	.	Finland

TABLE 6 SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION / ISCED 2, 3 and 4 / Teaching staff and post-secondary non-tertiary enrolment / 2008

Region	Teaching staff					
	Total secondary (ISCED 2-3)		Lower secondary (ISCED 2)		Upper secondary (ISCED 3)	
	MF (000)	% F	MF (000)	% F	MF (000)	% F
Country or territory	1	2	3	4	5	6
France	481	59	237	65	244	53
Germany	597	58	409	62	188	49
Gibraltar	0.31	43	0.16	43	0.15	43
Greece	87 ⁻¹	58 ⁻¹	42 ⁻¹	67 ⁻¹	44 ⁻¹	48 ⁻¹
Holy See	.	.	.	.	.	.
Iceland	3.3 ^{**,-1}	66 ^{**,-1}	1.5 ^{**,-1}	80 ^{**,-1}	1.8 ⁻¹	54 ⁻¹
Ireland	30 ⁻²	62 ⁻²	...	...	...	...
Israel	53	72	19	79	34	69
Italy	451 ⁻¹	67 ⁻¹	191 ⁻¹	76 ⁻¹	260 ⁻¹	61 ⁻¹
Liechtenstein	0.33	49	0.28	52	0.05	37
Luxembourg	3.9	48	...	...	...	...
Malta	...	...	...	...	...	...
Monaco	0.52	68	...	...	...	...
Netherlands	108 ⁻¹	46 ⁻¹	...	...	...	...
Norway	...	...	...	...	...	...
Portugal	93 ⁻¹	69 ⁻¹	51 ⁻¹	70 ⁻¹	42 ⁻¹	67 ⁻¹
San Marino	...	...	0.15	76	...	...
Spain	284	55	165 ⁻¹	59 ⁻¹	120 ⁻¹	54 ⁻¹
Sweden	79	59	39	67	40	52
Switzerland	...	...	33	50	...	...
United Kingdom	379 ^{*, -1}	62 ^{*, -1}	189	63	...	...
United States of America	1,718	60	930	64	787	56
South and West Asia						
Afghanistan	33 ⁻¹	28 ⁻¹	34	29	...	...
Bangladesh	414 ⁻¹	20 ⁻¹	220 ⁻¹	20 ⁻¹	193 ⁻¹	20 ⁻¹
Bhutan	2.7 ⁺¹	49 ⁺¹	1.7 ⁺¹	54 ⁺¹	1.0 ⁺¹	41 ⁺¹
India	...	...	...	...	...	...
Iran (Islamic Republic of)	...	...	173	51	...	...
Maldives	...	...	3.0	39	...	...
Nepal	56	15	40 ⁺²	25 ⁺²	...	...
Pakistan	...	...	...	...	...	...
Sri Lanka	...	...	68 ⁻¹	69 ⁻¹	...	...
Sub-Saharan Africa						
Angola	...	...	...	...	...	...
Benin	...	...	...	...	...	...
Botswana	12 ⁻²	49 ⁻²	...	...	...	...
Burkina Faso	18 ⁺¹	16 ⁺¹	13 ⁺¹	16 ⁺¹	5.7 ⁺¹	16 ⁺¹
Burundi	8.2 ^{**}	21^{**}	...	...	...	...
Cameroon	43 ^{**,-2}	26 ^{**,-2}	...	...	...	...
Cape Verde	...	...	2.0	41	...	...
Central African Republic	1.2 ⁺¹	12 ⁺¹	...	...	...	...
Chad	9.6 ^{**,-1}	...	...	...	...	...
Comoros	...	...	...	...	...	...
Congo	...	...	...	...	...	...
Côte d'Ivoire	...	...	...	...	...	...
Democratic Republic of the Congo	189 [*]	11 [*]

Trained teachers (%)			Pupil/teacher ratio			Enrolment		Region
Total secondary (ISCED 2-3)			Total secondary (ISCED 2-3)	Lower secondary (ISCED 2)	Upper secondary (ISCED 3)	Post-secondary non-tertiary education (ISCED4)		Country or territory
MF 7	M 8	F 9				MF (000) 13	% F 14	
...	12	14	11	34	69	France
...	13	12	16	544	47	Germany
91	89	95	5	6	5	0.75	52	Gibraltar
...	8 ⁻¹	8 ⁻¹	8 ⁻¹	39 ⁻¹	52 ⁻¹	Greece
.	Holy See
...	10 ^{**,-1}	9 ^{**,-1}	12 ⁻¹	0.22	35	Iceland
...	11 ⁻²	...	...	61	36	Ireland
...	12	13	11	11	45	Israel
...	10 ⁻¹	9 ⁻¹	11 ⁻¹	33 ⁻¹	52 ⁻¹	Italy
...	10	6	28	0.12	32	Liechtenstein
...	10	...	...	0.96	24	Luxembourg
...	0.27 ⁻¹	55 ⁻¹	Malta
...	6	...	...	0.09 ⁺¹	44 ⁺¹	Monaco
...	13 ⁻¹	...	...	6.3	24	Netherlands
...	7.5	31	Norway
...	7 ⁻¹	8 ⁻¹	7 ⁻¹	2.3 ⁻¹	32 ⁻¹	Portugal
...	6	...	...	...	San Marino
...	11	12 ⁻¹	9 ⁻¹	.	.	Spain
...	10	10	10	21	52	Sweden
...	9	...	15	54	Switzerland
...	14 ^{,-1}	12	...	4.3	65	United Kingdom
...	14	14	15	423	68	United States of America
South and West Asia								
...	32 ⁻¹	31	...	3.0 ⁻¹	8 ⁻¹	Afghanistan
39 ⁻¹	39 ⁻¹	41 ⁻¹	25 ⁻¹	29 ⁻¹	21 ⁻¹	84 ⁻¹	23 ⁻¹	Bangladesh
83	21 ⁺¹	26 ⁺¹	12 ⁺¹	5.1 ⁺¹	35 ⁺¹	Bhutan
...	925 ⁻¹	28 ⁻¹	India
...	22	...	...	...	Iran (Islamic Republic of)
...	9	...	...	...	Maldives
...	41	40 ⁺² ⁺²	. ⁺²	Nepal
...	11	47	Pakistan
...	19 ⁻¹	...	.	.	Sri Lanka
Sub-Saharan Africa								
...	Angola
...	Benin
99 ⁻²	99 ⁻²	99 ⁻²	14 ⁻²	...	...	...	...	Botswana
50 ⁺¹	49 ⁺¹	56 ⁺¹	26 ⁺¹	30 ⁺¹	16 ⁺¹	19 ⁻¹	28 ⁻¹	Burkina Faso
56 ^{**}	57 ^{**}	54 ^{**}	30^{**}	...	...	.	.	Burundi
...	16 ^{**,-2}	...	...	6.9	63	Cameroon
...	19	...	0.72	69	Cape Verde
...	80 ⁺¹ ⁺¹	. ⁺¹	Central African Republic
...	33 ^{**,-1}	...	...	.	.	Chad
...	Comoros
...	6.5 ⁻²	68 ⁻²	Congo
...	Côte d'Ivoire
...	17 [*] [*]	. [*]	Democratic Republic of the Congo

TABLE 6 SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION / ISCED 2, 3 and 4 / Teaching staff and post-secondary non-tertiary enrolment / 2008

Region	Teaching staff					
	Total secondary (ISCED 2-3)		Lower secondary (ISCED 2)		Upper secondary (ISCED 3)	
	MF (000)	% F	MF (000)	% F	MF (000)	% F
Country or territory	1	2	3	4	5	6
Equatorial Guinea	...	...	...	...	...	...
Eritrea	4.4 ⁻¹	10 ⁻¹	2.6	10	...	...
Ethiopia	80	19	66	20	14	13
Gabon	...	...	...	...	...	...
Gambia	4.4	17	2.8	21	1.6	11
Ghana	99	22	74	23	25	20
Guinea	16	6	10	6	5.6	5
Guinea-Bissau	1.5 ⁻²	...	...	...	...	...
Kenya	104 ^{**}	41 ^{**}	49 ^{**}	46 ^{**}	55	37
Lesotho	6.0 ⁻¹	64 ⁻¹	4.0 ⁻¹	55 ⁻¹	2.0 ⁻¹	82 ⁻¹
Liberia	13	4	8.8	5	4.0	3
Madagascar	35	...	26	...	9.1	...
Malawi	...	...	...	...	11	20
Mali	26	10	12 ⁺¹	14 ⁺¹	...	...
Mauritius	8.2 ⁺¹	58 ⁺¹	...	...	...	...
Mozambique	16	17	11	17	4.7	17
Namibia	6.7	...	...	...	...	...
Niger	9.3 ⁺¹	17 ⁺¹	6.8 ⁺¹	20 ⁺¹	2.5 ⁺¹	11 ⁺¹
Nigeria	213 ⁻¹	34 ⁻¹	117 ⁻¹	37 ⁻¹	96 ⁻¹	30 ⁻¹
Rwanda	12 ⁻¹	53 ⁻¹	...	...	...	...
Sao Tome and Principe	0.38 ^{**,-2}	13 ^{**,-2}	...	...	...	...
Senegal	...	...	...	...	...	...
Seychelles	0.60 ⁺¹	61 ⁺¹	...	...	...	...
Sierra Leone	10 ⁻¹	16 ⁻¹	...	...	...	...
Somalia	4.5 ^{**,-1}	14 ^{**,-1}	2.2 ^{**,-1}	14 ^{**,-1}	2.3 ^{**,-1}	13 ^{**,-1}
South Africa	165 ^{**,-1}	53 ^{**,-1}	...	...	...	...
Swaziland	4.4 ⁻¹	48 ⁻¹	...	...	...	...
Togo	12 ^{**,-1}	7 ^{**,-1}	...	...	...	...
Uganda	61	25
United Republic of Tanzania
Zambia	29 ^{**}	45 ^{**}	14 ^{**}	50 ^{**}	15	40
Zimbabwe

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WORLD	29,651 ^{**}	51 ^{**}	16,205 [#]	53 ^{**}	13,445 [#]	46 ^{**}
Arab States	1,820 [#]	47 [#]	965 [#]	52 ^{**}	855 [#]	46 [#]
Central and Eastern Europe	2,847 ^{**}	73 ^{**}	1,696 [#]	73 ^{**}	1,151 [#]	59 ^{**}
Central Asia	960	70 ^{**}	428 [#]	62 [#]	532 [#]	59 [#]
East Asia and the Pacific	10,150 [#]	47 [#]	5,768 [#]	50	4,381 [#]	43 [#]
Latin America and the Caribbean	3,484	60	2,027 ^{**}	63	1,457 ^{**}	57
North America and Western Europe	4,855 ^{**}	60 ^{**}	2,603 [#]	65	2,252 [#]	56 ^{**}
South and West Asia	4,091 [#]	35 [#]	1,983 [#]	37 [#]	2,109 [#]	30 [#]
Sub-Saharan Africa	1,442 ^{**}	29 [#]	735 [#]	28 [#]	708 [#]	26 [#]

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

Trained teachers (%)			Pupil/teacher ratio			Enrolment		Region
Total secondary (ISCED 2-3)			Total secondary (ISCED 2-3)	Lower secondary (ISCED 2)	Upper secondary (ISCED 3)	Post-secondary non-tertiary education (ISCED4)		Country or territory
MF 7	M 8	F 9				MF (000) 13	% F 14	
... ⁻¹	. ⁻¹	Equatorial Guinea
57 ⁻¹	56 ⁻¹	67 ⁻¹	49 ⁻¹	56	...	5.8	42	Eritrea
64	63	67	46	50	29	31 ^{**,-2}	39 ^{**,-2}	Ethiopia
...	...	...	...	...	...	...	...	Gabon
...	...	...	24	25	23	...	...	Gambia
69	65	82	17	17	20	29 ^{**}	44 ^{**}	Ghana
91 ⁺	91 ⁺	94 ⁺	33	37	27	.	.	Guinea
...	...	...	37 ⁻²	...	...	...	...	Guinea-Bissau
97 ^{**}	98 ^{**}	96 ^{**}	30 ^{**}	34 ^{**}	26	77	49	Kenya
...	...	...	17 ^{**,-1}	20 ⁻¹	12 ^{**,-1}	...	...	Lesotho
56	56	55	12	12	14	...	...	Liberia
97	...	...	27	29	20	1.6	44	Madagascar
...	...	...	...	...	20	...	...	Malawi
81	80	86	24	38 ⁺¹ ⁺¹	. ⁺¹	Mali
...	...	...	16 ^{**,+1}	...	...	3.3 ⁺¹	63 ⁺¹	Mauritius
67	65	74	33	40	16	.	.	Mozambique
97	...	...	24	...	...	3.8	...	Namibia
36 ⁺¹	38 ⁺¹	25 ⁺¹	28 ⁺¹	33 ⁺¹	13 ⁺¹	1.2 ⁺¹	34 ⁺¹	Niger
70 ⁻²	66 ⁻²	77 ⁻²	28 ⁻¹	30 ⁻¹	26 ⁻¹	- ⁻¹	- ⁻¹	Nigeria
53 ⁻¹	94 ⁻¹	17 ⁻¹	22 ⁻¹	...	...	.	.	Rwanda
...	...	...	22 ^{**,-2}	...	...	0.55 ⁻¹	52 ⁻¹	Sao Tome and Principe
...	...	...	...	...	...	...	...	Senegal
93 ⁺¹	...	...	13 ⁺¹	...	...	2.6	...	Seychelles
82 ⁻¹	81 ⁻¹	89 ⁻¹	24 ⁻¹	...	...	...	...	Sierra Leone
...	...	...	19 ^{**,-1}	18 ^{**,-1}	21 ^{**,-1}	...	...	Somalia
...	...	...	29 ^{**,-1}	...	...	...	...	South Africa
99 ⁻¹	...	...	19 ⁻¹	...	...	0.74 ⁻¹	43 ⁻¹	Swaziland
50 ⁻²	...	...	36 ^{**,-1}	- ⁻²	- ⁻²	Togo
...	...	...	19	...	...	...	...	Uganda
...	...	...	...	...	...	...	...	United Republic of Tanzania
...	...	...	22 ^{**}	26 ^{**}	19	.	.	Zambia
...	...	...	...	...	...	...	...	Zimbabwe

REGIONAL AVERAGES

...	...	...	18 ^{**}	19 [#]	16 [#]	WORLD
...	...	...	16 [#]	19 [#]	13 [#]	Arab States
...	...	...	11 ^{**}	11 [#]	12 [#]	Central and Eastern Europe
...	...	...	11	18 [#]	6 [#]	Central Asia
...	...	...	16 [#]	17 [#]	16 [#]	East Asia and the Pacific
...	...	...	17	18 ^{**}	15^{**}	...	...	Latin America and the Caribbean
...	...	...	13 ^{**}	12 [#]	14 [#]	North America and Western Europe
...	...	...	32 [#]	38 [#]	26 [#]	South and West Asia
...	...	...	25 ^{**}	31	19 [#]	Sub-Saharan Africa

TABLE 7 GRADUATION AND ENTRY TO UPPER SECONDARY EDUCATION (ISCED 3) AND ENTRY TO TERTIARY EDUCATION (ISCED 5) / 2008 (selected countries)

Region	Gross entry ratio to upper secondary education				Upper secondary gross graduation ratio							
	Upper secondary (ISCED 3)				ISCED 3A (preparation for direct entry into ISCED 5A education)				ISCED 3B (preparation for direct entry into ISCED 5B education)			
	MF 1	M 2	F 3	GPI 4	MF 5	M 6	F 7	GPI 8	MF 9	M 10	F 11	GPI 12
Arab States												
Egypt	...	...	...	...	...	...	...	...	...	...	...	...
Jordan	78	75	82	1.09	37	31	44	1.44	.	.	.	.
Tunisia	63	54	72	1.33	44	34	54	1.62	3	...	...	...
Central and Eastern Europe												
Albania	...	...	...	...	...	...	...	...	...	...	...	...
Belarus ^(a)	...	...	...	...	60 ⁻¹	68 ⁻¹	52 ⁻¹	0.77 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria	85	88	83	0.94	74	71	77	1.08	.	.	.	.
Croatia	102 ⁻¹	104 ⁻¹	100 ⁻¹	0.96 ⁻¹	61 ⁻¹	52 ⁻¹	69 ⁻¹	1.32 ⁻¹	x(5) ⁻¹	x(6) ⁻¹	x(7) ⁻¹	x(8) ⁻¹
Czech Republic	107	108	105	0.97	58	50	68	1.37	-	-	1	1.75
Estonia	104	101	107	1.05	78	71	86	1.20	.	.	.	.
Hungary	101	100	102	1.02	64	58	71	1.23	.	.	.	.
Latvia	100 ⁻¹	... ⁻¹	... ⁻¹	... ⁻¹	74	67	82	1.22	-	-	-	.
Lithuania	...	...	...	...	82	75	89	1.18	.	.	.	.
Poland	100 ⁻¹	101 ⁻¹	98 ⁻¹	0.98 ⁻¹	78 ⁻¹	71 ⁻¹	87 ⁻¹	1.23 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Republic of Moldova ^(a)	...	...	...	...	25 ⁻¹	30 ⁻¹	20 ⁻¹	0.65 ⁻¹	18 ⁻¹	17 ⁻¹	19 ⁻¹	1.12 ⁻¹
Romania	81	81	82	1.01	71	68	76	1.12	.	.	.	.
Russian Federation	82	...	...	...	53	...	...	...	13	...	...	...
Slovakia	104	101	107	1.05	78	71	86	1.20	.	.	.	.
Slovenia	111 ⁻¹	120 ⁻¹	102 ⁻¹	0.85 ⁻¹	37	29	45	1.55	41	40	43	1.09
The former Yugoslav Rep. of Macedonia	81	85	77	0.90	71	70	71	1.01	.	.	.	.
Turkey	69	76	62	0.82	24	27	21	0.79	.	.	.	.
Ukraine ^(a)	...	...	...	...	87 ⁻¹	90 ⁻¹	84 ⁻¹	0.93 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Central Asia												
Armenia ^(a)	...	...	...	...	70 ⁻¹	74 ⁻¹	65 ⁻¹	0.87 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Azerbaijan ^(a)	...	...	...	...	60 ⁻¹	59 ⁻¹	61 ⁻¹	1.04 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Kazakhstan ^(a)	...	...	...	...	65 ⁻¹	60 ⁻¹	69 ⁻¹	1.15 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Kyrgyzstan ^(a)	...	...	...	...	74 ⁻¹	72 ⁻¹	76 ⁻¹	1.05 ⁻¹	x(5) ⁻¹	x(6) ⁻¹	x(7) ⁻¹	x(8) ⁻¹
Mongolia ^(a)	...	...	...	...	67 ⁻¹	75 ⁻¹	58 ⁻¹	0.78 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Tajikistan ^(a)	...	...	...	...	44 ⁻¹	35 ⁻¹	53 ⁻¹	1.52 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Uzbekistan ^(a)	...	...	...	...	84 ⁻¹	85 ⁻¹	84 ⁻¹	0.99 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
East Asia and the Pacific												
Australia	...	...	...	...	67	62	73	1.18	x(13)	x(14)	x(15)	x(16)
China	72	70	75	1.06	35	35	35	0.99	x(5)	x(6)	x(7)	x(8)
Hong Kong SAR of China ^(a)	...	...	...	...	34 ⁻¹	38 ⁻¹	30 ⁻¹	0.78 ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹
Indonesia	64	65	62	0.95	29	28	31	1.11	17	19	14	0.74
Japan	102	102	103	1.00	71	68	74	1.09	1	1	-	0.20
Macao, China ^(a)	...	...	...	...	69 ⁻¹	76 ⁻¹	63 ⁻¹	0.83 ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹
Malaysia	101 ⁻¹	93 ⁻¹	108 ⁻¹	1.16 ⁻¹	18 ⁻¹	12 ⁻¹	24 ⁻¹	2.01 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
New Zealand	99	98	100	1.02	...	...	...	...	...	...	...	...
Philippines	70 ⁻²	63 ⁻²	78 ⁻²	1.23 ⁻²	63 ⁻¹	56 ⁻¹	71 ⁻¹	1.26 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Republic of Korea	101	103	99	0.96	63	63	63	0.99	.	.	.	.
Thailand	70 ⁺¹	66 ⁺¹	75 ⁺¹	1.14 ⁺¹	30	24	36	1.51	17	18	16	0.88

Upper secondary gross graduation ratio				Gross entry ratio to tertiary education								Region
ISCED 3C (no direct access to ISCED 5 education, excluding short programmes)				ISCED 5A				ISCED 5B				Country or territory
MF 13	M 14	F 15	GPI 16	MF 17	M 18	F 19	GPI 20	MF 21	M 22	F 23	GPI 24	
												Arab States
...	...	...	...	...	...	...	...	...	...	...	...	Egypt
...	...	...	...	39	35	42	1.21	11	10	13	1.35	Jordan
3	.	.	.	37	...	...	...	x(17)	...	...	...	Tunisia
												Central and Eastern Europe
...	...	...	...	...	...	...	...	...	...	...	...	Albania
.-1	.-1	.-1	.-1	...	...	...	...	...	...	...	...	Belarus ^(a)
...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
.	.	.	.	51	44	58	1.31	10	9	11	1.27	Bulgaria
.	.	.	.	41	...	...	...	28	...	...	...	Croatia
25	32	19	0.58	59	51	68	1.32	9	6	13	2.18	Czech Republic
.	.	.	.	60	45	76	1.70	30	22	39	1.81	Estonia
16	19	13	0.68	59	54	65	1.20	12	7	18	2.50	Hungary
5	7	3	0.47	98 ⁻¹	74 ⁻¹	124 ⁻¹	1.68 ⁻¹	23 ⁻¹	16 ⁻¹	31 ⁻¹	1.92 ⁻¹	Latvia
-	-	-	.	52 ⁻¹	45 ⁻¹	59 ⁻¹	1.31 ⁻¹	35 ⁻¹	31 ⁻¹	39 ⁻¹	1.25 ⁻¹	Lithuania
12	16	8	0.48	78 ⁻¹	72 ⁻¹	84 ⁻¹	1.17 ⁻¹	1 ⁻¹	0 ⁻¹	1 ⁻¹	3.70 ⁻¹	Poland
10 ⁻¹	8 ⁻¹	13 ⁻¹	1.65 ⁻¹	...	...	...	...	...	...	...	...	Republic of Moldova ^(a)
37	45	29	0.64	100	88	112	1.26	-	-	-	.	Romania
22	31	12	0.39	80	...	...	...	35	...	...	...	Russian Federation
.	.	.	.	73	60	87	1.44	1	1	1	2.07	Slovakia
22	26	18	0.69	51 ⁻¹	38 ⁻¹	64 ⁻¹	1.67 ⁻¹	40 ⁻¹	41 ⁻¹	39 ⁻¹	0.95 ⁻¹	Slovenia
.	.	.	.	55	53	56	1.04	2	1	3	2.32	The former Yugoslav Rep. of Macedonia
.	.	.	.	28	30	26	0.85	21	24	18	0.74	Turkey
.-1	.-1	.-1	.-1	...	...	...	...	...	...	...	...	Ukraine ^(a)
												Central Asia
.-1	.-1	.-1	.-1	...	...	...	...	...	...	...	...	Armenia ^(a)
.-1	.-1	.-1	.-1	...	...	...	...	...	...	...	...	Azerbaijan ^(a)
.-1	.-1	.-1	.-1	...	...	...	...	...	...	...	...	Kazakhstan ^(a)
.-1	.-1	.-1	.-1	...	...	...	...	...	...	...	...	Kyrgyzstan ^(a)
.-1	.-1	.-1	.-1	...	...	...	...	...	...	...	...	Mongolia ^(a)
.-1	.-1	.-1	.-1	...	...	...	...	...	...	...	...	Tajikistan ^(a)
.-1	.-1	.-1	.-1	...	...	...	...	...	...	...	...	Uzbekistan ^(a)
												East Asia and the Pacific
40	37	43	1.15	91	79	103	1.31	...	...	...	...	Australia
21	20	23	1.15	15	15	16	1.08	17	15	18	1.25	China
62 ⁻¹	56 ⁻¹	67 ⁻¹	1.20 ⁻¹	...	...	...	...	...	...	...	...	Hong Kong SAR of China ^(a)
.	.	.	.	17 ⁻¹	17 ⁻¹	17 ⁻¹	0.95 ⁻¹	4 ⁻¹	5 ⁻¹	4 ⁻¹	0.79 ⁻¹	Indonesia
22	24	20	0.83	49	55	42	0.77	30	22	38	1.71	Japan
.-1	.-1	.-1	.-1	...	...	...	...	...	...	...	...	Macao, China ^(a)
85	82	88	1.08	28 ⁻¹	23 ⁻¹	32 ⁻¹	1.40 ⁻¹	30 ⁻¹	28 ⁻¹	33 ⁻¹	1.21 ⁻¹	Malaysia
...	...	...	...	70	57	85	1.49	44	38	51	1.34	New Zealand
.	.	.	.	...	...	...	...	...	...	...	...	Philippines
24	24	23	0.94	71	73	69	0.95	38	35	42	1.19	Republic of Korea
.	.	.	.	56 ⁺¹	48 ⁺¹	64 ⁺¹	1.33 ⁺¹	17 ⁺¹	17 ⁺¹	16 ⁺¹	0.93 ⁺¹	Thailand

TABLE 7 GRADUATION AND ENTRY TO UPPER SECONDARY EDUCATION (ISCED 3) AND ENTRY TO TERTIARY EDUCATION (ISCED 5) / 2008 (selected countries)

Region	Gross entry ratio to upper secondary education				Upper secondary gross graduation ratio							
	Upper secondary (ISCED 3)				ISCED 3A (preparation for direct entry into ISCED 5A education)				ISCED 3B (preparation for direct entry into ISCED 5B education)			
	MF 1	M 2	F 3	GPI 4	MF 5	M 6	F 7	GPI 8	MF 9	M 10	F 11	GPI 12
Latin America and the Caribbean												
Argentina	79 ⁻¹	77 ⁻¹	82 ⁻¹	1.06 ⁻¹	43 ⁻¹	37 ⁻¹	49 ⁻¹	1.32 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Bolivia (a)	...	...	...	...	57 ⁻¹	58 ⁻¹	56 ⁻¹	0.97 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Chile	110 ⁻¹	110 ⁻¹	110 ⁻¹	1.00 ⁻¹	70 ⁻¹	66 ⁻¹	74 ⁻¹	1.12 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Colombia (a)	...	...	...	...	64 ⁻¹	73 ⁻¹	55 ⁻¹	0.76 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Costa Rica (a)	...	...	...	...	32 ⁻¹	36 ⁻¹	28 ⁻¹	0.78 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Ecuador (a)	...	...	...	...	48 ⁻¹	51 ⁻¹	45 ⁻¹	0.89 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Guatemala (a)	...	...	...	...	39 ⁻¹	39 ⁻¹	40 ⁻¹	1.03 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Jamaica	...	...	...	...	...	...	...	...	...	...	...	...
Mexico	75	74	75	1.01	41	38	45	1.18	.	.	.	.
Panama (a)	...	...	...	...	37 ⁻¹	45 ⁻¹	29 ⁻¹	0.65 ⁻¹	5 ⁻¹	...	...	...
Paraguay	64 ⁻¹	63 ⁻¹	65 ⁻¹	1.04 ⁻¹	50 ⁻¹	45 ⁻¹	55 ⁻¹	1.21 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Peru	80	79	80	1.01	70	69	70	1.00	.	.	.	.
Uruguay	77 ⁻²	69 ⁻²	85 ⁻²	1.23 ⁻²	...	...	...	...	...	...	...	...
North America and Western Europe												
Austria	...	...	...	...	17	14	20	1.52	53	60	45	0.76
Belgium	93	92	94	1.02	62	57	67	1.18	.	.	.	.
Canada	...	...	...	...	74 ⁻²	70 ⁻²	79 ⁻²	1.13 ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²
Cyprus	88	89	88	0.99	78	76	81	1.06	.	.	.	.
Denmark	106 ⁻¹	102 ⁻¹	110 ⁻¹	1.07 ⁻¹	54 ⁻¹	44 ⁻¹	65 ⁻¹	1.46 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Finland	...	...	...	...	134	120	149	1.25	.	.	.	.
France	...	...	...	...	55	48	63	1.32	13	15	12	0.79
Germany	135	137	133	0.97	43	38	49	1.29	58	62	53	0.84
Greece	123 ⁻¹	130 ⁻¹	116 ⁻¹	0.89 ⁻¹	67 ⁻¹	60 ⁻¹	74 ⁻¹	1.23 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Iceland	113	110	116	1.06	63	49	77	1.57	1	1	2	1.86
Ireland	105 ⁻¹	94 ⁻¹	118 ⁻¹	1.25 ⁻¹	93 ⁻¹	86 ⁻¹	101 ⁻¹	1.17 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Israel	96	94	99	1.06	92	87	97	1.12	.	.	.	.
Italy	107 ⁻¹	108 ⁻¹	105 ⁻¹	0.98 ⁻¹	77 ⁻¹	72 ⁻¹	83 ⁻¹	1.15 ⁻¹	1 ⁻¹	1 ⁻¹	2 ⁻¹	1.69 ⁻¹
Liechtenstein	...	...	...	...	111	132	91	0.70	-	-	-	.
Luxembourg	109 ⁻²	109 ⁻²	108 ⁻²	0.99 ⁻²	42 ⁻¹	33 ⁻¹	51 ⁻¹	1.53 ⁻¹	9 ⁻¹	11 ⁻¹	8 ⁻¹	0.75 ⁻¹
Malta	136 ⁻¹	147 ⁻¹	123 ⁻¹	0.84 ⁻¹	47 ⁻¹	39 ⁻¹	55 ⁻¹	1.43 ⁻¹	8 ⁻¹	12 ⁻¹	5 ⁻¹	0.41 ⁻¹
Netherlands	...	...	...	...	62	56	69	1.24	.	.	.	.
Norway	...	...	...	...	61	48	74	1.53	.	.	.	.
Portugal	...	...	...	...	67 ⁻¹	58 ⁻¹	77 ⁻¹	1.31 ⁻¹	x(5) ⁻¹	x(6) ⁻¹	x(7) ⁻¹	x(8) ⁻¹
Spain	...	...	...	...	44	37	52	1.39	.	.	.	.
Sweden	105	105	104	1.00	74	72	76	1.06	-	-	-	.
Switzerland	108	109	106	0.97	26	24	29	1.21	68	72	64	0.89
United Kingdom	...	...	...	...	...	...	...	...	...	...	...	...
United States of America	96	99	93	0.94	...	...	...	...	...	...	...	...
South and West Asia												
Bhutan (a)	...	...	...	...	30	27	33	1.21	.	.	.	.
India	53 ⁻¹	58 ⁻¹	47 ⁻¹	0.81 ⁻¹	...	...	...	...	...	...	...	...
Sri Lanka	...	...	...	...	...	...	...	...	...	...	...	...

(a) These countries have completed a pilot questionnaire on graduation at the upper secondary education level (ISCED 3). Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

Upper secondary gross graduation ratio				Gross entry ratio to tertiary education								Region
ISCED 3C (no direct access to ISCED 5 education, excluding short programmes)				ISCED 5A				ISCED 5B				Country or territory
MF 13	M 14	F 15	GPI 16	MF 17	M 18	F 19	GPI 20	MF 21	M 22	F 23	GPI 24	
Latin America and the Caribbean												
.	.	.	.	51 ⁻¹	45 ⁻¹	57 ⁻¹	1.29 ⁻¹	40 ⁻¹	24 ⁻¹	56 ⁻¹	2.34 ⁻¹	Argentina
. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	...	...	...	...	...	...	...	...	Bolivia (a)
.	.	.	.	43	39	47	1.20	45	47	44	0.92	Chile
. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	...	...	...	...	...	...	...	...	Colombia (a)
. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	...	...	...	...	...	...	...	...	Costa Rica (a)
. ⁻¹	. ⁻¹	. ⁻¹	0.97 ⁻¹	...	...	...	...	...	...	...	...	Ecuador (a)
. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	...	...	...	...	...	...	...	...	Guatemala (a)
...	...	...	...	...	...	...	...	...	...	...	...	Jamaica
3	3	4	1.03	33	33	33	1.00	2	3	2	0.71	Mexico
. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	...	...	...	...	...	...	...	...	Panama (a)
...	...	...	...	...	...	...	...	5 ⁻¹	3 ⁻¹	7 ⁻¹	2.45 ⁻¹	Paraguay
.	.	.	.	...	...	...	...	21	19	24	1.26	Peru
...	...	...	...	46 ⁻²	33 ⁻²	59 ⁻²	1.78 ⁻²	13 ⁻²	13 ⁻²	13 ⁻²	1.02 ⁻²	Uruguay
North America and Western Europe												
2	1	2	3.30	50	44	57	1.27	10	8	12	1.45	Austria
20	21	18	0.87	31	29	33	1.13	37	31	44	1.43	Belgium
8	9	7	0.82	...	...	...	...	...	...	...	...	Canada
.	.	.	.	74	64	84	1.31	26	28	23	0.81	Cyprus
48	44	53	1.18	59 ⁻¹	45 ⁻¹	74 ⁻¹	1.62 ⁻¹	24 ⁻¹	24 ⁻¹	23 ⁻¹	0.97 ⁻¹	Denmark
.	.	.	.	69	60	78	1.30	.	.	.	.	Finland
4	3	4	1.46	...	...	...	...	...	...	...	...	France
.	.	.	.	37	36	37	1.04	14	11	17	1.54	Germany
28	32	24	0.74	48 ⁻¹	37 ⁻¹	60 ⁻¹	1.61 ⁻¹	24 ⁻¹	22 ⁻¹	25 ⁻¹	1.14 ⁻¹	Greece
39	43	33	0.77	72	54	92	1.69	6	6	6	1.10	Iceland
5	5	5	0.99	46	43	50	1.14	20	19	21	1.14	Ireland
3	5	1	0.21	61	54	68	1.24	26	24	29	1.23	Israel
.	.	.	.	54 ⁻¹	46 ⁻¹	62 ⁻¹	1.34 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	Italy
-	-	- ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	Liechtenstein
20	22	18	0.82	...	...	...	...	...	...	...	...	Luxembourg
41	49	33	0.67	49 ⁻¹	40 ⁻¹	58 ⁻¹	1.46 ⁻¹	15 ⁻¹	14 ⁻¹	16 ⁻¹	1.16 ⁻¹	Malta
42	45	40	0.89	60 ⁻¹	55 ⁻¹	65 ⁻¹	1.18 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	Netherlands
41	46	36	0.78	70	55	85	1.54	-	-	-	.	Norway
x(5) ⁻¹	x(6) ⁻¹	x(7) ⁻¹	x(8) ⁻¹	73 ⁻¹	65 ⁻¹	81 ⁻¹	1.24 ⁻¹	1 ⁻¹	1 ⁻¹	1 ⁻¹	1.61 ⁻¹	Portugal
20	20	20	1.00	45	39	52	1.36	26	24	28	1.16	Spain
-	1	-	0.69	63	51	75	1.48	10	9	10	1.09	Sweden
6	6	7	1.20	39	38	40	1.07	21	22	20	0.90	Switzerland
...	...	...	...	56 ⁻¹	49 ⁻¹	63 ⁻¹	1.30 ⁻¹	31 ⁻¹	21 ⁻¹	42 ⁻¹	1.95 ⁻¹	United Kingdom
...	...	...	...	63	56	70	1.25	x(17)	x(18)	x(19)	x(20)	United States of America
South and West Asia												
-	-	-	-	...	...	...	...	...	...	...	...	Bhutan (a)
...	...	...	...	...	...	...	...	...	...	...	...	India
...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka

TABLE 8 TERTIARY EDUCATION / ISCED 5 and 6 / Enrolment, graduation ratio and teaching staff

Region	Total enrolment			Gross enrolment ratio							
	2008			1999				2008			
	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
Arab States											
Algeria	902 ⁻¹	57 ⁻¹	...	14^{**}	...	...	...	24 ⁻¹	20 ⁻¹	28 ⁻¹	1.40 ⁻¹
Bahrain	18 ⁻²	68 ⁻²	...	22	16 ^{**}	28 ^{**}	1.75 ^{**}	30 ⁻²	18 ⁻²	44 ⁻²	2.53 ⁻²
Djibouti	2.2 ⁻¹	40 ⁻¹	...	-	-	-	1.05	3 ⁻¹	3 ⁻¹	2 ⁻¹	0.69 ⁻¹
Egypt	2,488	...	...	35^{**}	...	...	...	28	...	...	...
Iraq	...	...	...	11	15	8	0.54	...	...	...	...
Jordan	255	51	29	27 ⁺¹	25 ⁺¹	29 ⁺¹	1.16 ⁺¹	41	39	43	1.11
Kuwait	...	...	...	23 ^{**}	14 ^{**}	33 ^{**}	2.40^{**}	...	...	...	...
Lebanon	200 ⁺¹	54 ⁺¹	56 ⁺¹	33	33	33	1.00	53 ⁺¹	48 ⁺¹	57 ⁺¹	1.19 ⁺¹
Libyan Arab Jamahiriya	...	...	...	50	51 ^{**}	50 ^{**}	0.98^{**}	...	...	...	...
Mauritania	12 ⁻¹	...	...	5	...	...	...	4 ⁻¹	...	...	...
Morocco	401	47	11	9	11	8	0.71	12	13	12	0.89
Oman	84 ⁺¹	51 ⁺¹	43 ⁺¹	...	...	...	...	29 ⁺¹	27 ⁺¹	32 ⁺¹	1.18 ⁺¹
Palestinian Autonomous Territories	181	54	58	25	26	23	0.89	47	42	52	1.23
Qatar	13	64	29	24 ^{**}	12 ^{**}	41 ^{**}	3.44 ^{**}	11	5	31	6.05
Saudi Arabia	667	62	6	20	16	24	1.50	30	23	37	1.65
Sudan	...	...	...	6	6	6	0.92	...	...	...	...
Syrian Arab Republic	...	...	...	...	...	...	...	...	...	...	...
Tunisia	351	59	2	17 ^{**}	18 ^{**}	17 ^{**}	0.97 ^{**}	34	27	40	1.49
United Arab Emirates	77	60	58	18 ^{**}	10 ^{**}	29 ^{**}	2.95 ^{**}	25	17	36	2.05
Yemen	237 ⁻¹	29 ⁻¹	20 ⁻¹	10	16	4	0.28	10 ⁻¹	14 ⁻¹	6 ⁻¹	0.42 ⁻¹
Central and Eastern Europe											
Albania	...	...	...	16	13	18	1.40	...	...	...	...
Belarus	577	58	13	51	44	58	1.30	73	60	86	1.43
Bosnia and Herzegovina	99 ⁻¹	...	...	...	...	...	...	34 ⁻¹	...	...	...
Bulgaria	264	55	21	46	36	56	1.54	51	44	58	1.30
Croatia	140 ⁻¹	54 ⁻¹	5 ⁻¹	31	28	33	1.16	47 ⁻¹	42 ⁻¹	52 ⁻¹	1.22 ⁻¹
Czech Republic	395	55	14	26	26	27	1.03	59	51	67	1.32
Estonia	68	62	84	50	42	59	1.40	64	48	80	1.69
Hungary	414	58	16	34	30	38	1.24	65	54	77	1.43
Latvia	128	64	95	50	38	63	1.65	69	48	91	1.89
Lithuania	205	60	12	44	35	53	1.53	77	61	95	1.56
Montenegro	...	...	...	...	...	...	...	...	...	...	...
Poland	2,147 ⁻¹	57 ⁻¹	32 ⁻¹	45	38	52	1.38	67 ⁻¹	56 ⁻¹	78 ⁻¹	1.40 ⁻¹
Republic of Moldova	144	58	16	33 [*]	29 [*]	37 [*]	1.29 [*]	40 [*]	33 [*]	47 [*]	1.45 [*]
Romania	1,057	56	39	22	21	23	1.09	66	56	75	1.34
Russian Federation	9,446	57	14	...	...	...	...	77	66	89	1.36
Serbia	238	55	18	...	...	...	...	48 [*]	42 [*]	54 [*]	1.29 [*]
Slovakia	229	60	11	26	25	28	1.11	54	42	66	1.58
Slovenia	115	58	11	53	45	61	1.36	87	71	103	1.46
The former Yugoslav Rep. of Macedonia	66	53	18	22	19	25	1.28	40	37	44	1.20
Turkey	2,533	43	6	22	26	18	0.69	38	43	34	0.78
Ukraine	2,848	54 [*]	15	47	44	50	1.15	79	71 [*]	88 [*]	1.25 [*]
Central Asia											
Armenia	107 ⁻¹	55 ⁻¹	23 ⁻¹	24	22	25	1.11	34 ⁻¹	31 ⁻¹	37 ⁻¹	1.20 ⁻¹
Azerbaijan	180 ⁺¹	50 ⁺¹	12 ⁺¹	16 [*]	19 [*]	12 [*]	0.62 [*]

Distribution of students by ISCED level (%)			Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff		Region
2008			2008			2008				2008		Country or territory
5A 12	5B 13	6 14	5A 15	5B 16	6 17	MF 18	M 19	F 20	GPI 21	MF (000) 22	% F 23	
Arab States												
86 ⁻¹	10 ⁻¹	5 ⁻¹	59 ⁻¹	47 ⁻¹	46 ⁻¹	...	...	...	...	32 ⁻¹	35 ^{**,-1}	Algeria
92 ⁻²	8 ⁻²	- ⁻²	70 ⁻²	51 ⁻²	- ⁻²	15 ⁻²	7 ⁻²	24 ⁻²	3.57 ⁻²	...	...	Bahrain
... ⁻¹ ⁻¹	...	...	...	...	0.12 ⁻¹	17 ⁻¹	Djibouti
...	...	...	...	...	...	...	...	...	...	...	...	Egypt
...	...	...	...	...	...	...	...	...	...	...	...	Iraq
88	11	1	51	57	30	33 ⁻¹	30 ⁻¹	36 ⁻¹	1.20 ⁻¹	9.7	24	Jordan
...	...	...	...	...	...	...	...	...	...	...	...	Kuwait
87 ⁺¹	13 ⁺¹	1 ⁺¹	53 ⁺¹	55 ⁺¹	43 ⁺¹	32 ⁺¹	28 ⁺¹	36 ⁺¹	1.29 ⁺¹	24 ⁺¹	38 ⁺¹	Lebanon
...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
...	...	...	...	...	...	...	...	...	...	0.35 ⁻²	4 ⁻²	Mauritania
71	21	7	48	49	38	6	6	5	0.80	19	18	Morocco
70 ⁺¹	30 ⁺¹	- ⁺¹	54 ⁺¹	44 ⁺¹	50 ⁺¹	13 ⁺¹	10 ⁺¹	18 ⁺¹	1.77 ⁺¹	5.0 ⁺¹	34 ⁺¹	Oman
89	11	-	55	42	-	25	20	31	1.55	5.1	18	Palestinian Autonomous Territories
81	19	.	71	33	.	4	2	16	9.43	1.1	37	Qatar
...	...	...	...	...	...	16 ⁻²	10 ⁻²	24 ⁻²	2.47 ⁻²	28 ⁻²	33 ⁻²	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	...	...	Sudan
...	...	...	...	...	...	...	...	...	...	...	...	Syrian Arab Republic
60 ^{**}	31 ^{**}	9^{**}	...	...	...	...	...	...	...	19	42	Tunisia
72	28	.	61	57	.	13 ⁻¹	7 ⁻¹	23 ⁻¹	3.30 ⁻¹	4.7	31	United Arab Emirates
...	...	- ⁻¹	...	...	19 ⁻¹	...	...	...	...	7.4 ⁻¹	17 ⁻¹	Yemen
Central and Eastern Europe												
...	...	...	...	...	...	...	...	...	...	...	...	Albania
72	27	1	59	54	55	41	...	...	...	43	57	Belarus
96 ⁻¹	4 ⁻¹	- ⁻¹	...	...	...	...	...	...	...	5.2	38	Bosnia and Herzegovina
88	10	2	56	54	50	26	20	33	1.61	21	47	Bulgaria
69 ⁻¹	30 ⁻¹	1 ⁻¹	56 ⁻¹	49 ⁻¹	45 ⁻¹	18 ⁻¹	15 ⁻¹	22 ⁻¹	1.51 ⁻¹	13 ⁻¹	41 ⁻¹	Croatia
86	8	6	55	69	40	38	32	46	1.45	23 ⁻²	38 ⁻²	Czech Republic
63	34	3	62	62	56	23	14	31	2.24	6.4 ^{**,-2}	48 ^{**,-2}	Estonia
91	7	2	57	70	49	39	26	52	2.02	24	38	Hungary
82	16	2	64	65	60	33	19	47	2.54	7.3	57	Latvia
69	29	1	60	59	58	40	26	55	2.09	15	55	Lithuania
...	...	...	...	...	...	...	...	...	...	...	...	Montenegro
97 ⁻¹	1 ⁻¹	1 ⁻¹	57 ⁻¹	80 ⁻¹	50 ⁻¹	48 ⁻¹	35 ⁻¹	61 ⁻¹	1.74 ⁻¹	99 ⁻¹	42 ⁻¹	Poland
87	12	1	59	57	55	...	...	...	...	7.5	56	Republic of Moldova
97	-	3	57	62	46	68	47	90	1.92	32	43	Romania
79	19	2	58	52	43	52	...	...	...	692	55	Russian Federation
77	22	-	56	52	52	15	12	19	1.67	13 ⁻¹	43 ⁻¹	Serbia
94	1	5	61	65	46	57	39	77	1.99	12	44	Slovakia
62	37	1	62	52	49	25	17	35	2.09	5.9	37	Slovenia
96	3	-	53	71	53	32	25	39	1.54	3.5	44	The former Yugoslav Rep. of Macedonia
69	30	1	44	41	43	17 ⁻¹	18 ⁻¹	16 ⁻¹	0.88 ⁻¹	99	40	Turkey
83	15	1	55 ⁺	52 ⁺	57	...	...	...	...	201	...	Ukraine
Central Asia												
99 ⁻¹	. ⁻¹	1 ⁻¹	55 ⁻¹	. ⁻¹	37 ⁻¹	25 ⁻¹	21 ⁻¹	29 ⁻¹	1.36 ⁻¹	13 ⁻¹	47 ⁻¹	Armenia
79 ⁺¹	20 ⁺¹	1 ⁺¹	45 ⁺¹	71 ⁺¹	40 ⁺¹	...	...	...	...	26 ⁺¹	52 ⁺¹	Azerbaijan

TABLE 8 TERTIARY EDUCATION / ISCED 5 and 6 / Enrolment, graduation ratio and teaching staff

Region	Total enrolment			Gross enrolment ratio							
	2008			1999				2008			
	MF (000) 1	% F 2	% Private 3	MF 4	M 5	F 6	GPI 7	MF 8	M 9	F 10	GPI 11
Georgia	130	54 [*]	30	36	35	37	1.07	34	31 [*]	37 [*]	1.19 [*]
Kazakhstan	635 ⁺¹	58 ⁺¹	47 ⁺¹	24	23	26	1.15	41 ⁺¹	34 ⁺¹	49 ⁺¹	1.45 ⁺¹
Kyrgyzstan	296	57	10	29	28	30	1.04	52	44	60	1.36
Mongolia	152	61	34	27	19	35	1.86	50	39	61	1.57
Tajikistan	155	28	-	14	20	7	0.35	20	29	11	0.40
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	299	40	-	13	14	12	0.82	10	12	8	0.68
East Asia and the Pacific											
Australia	1,118	55	5	65	59	72	1.22	77	67	87	1.30
Brunei Darussalam	5.6	66	1	12	8	16	1.98	16	11	21	1.99
Cambodia	123	34	...	2 ⁺¹	3 ⁺¹	1 ⁺¹	0.34 ⁺¹	7	9	5	0.54
China	26,692	49	...	7	...	...	...	23	22	23	1.04
Cook Islands	.	.	.	.	.	.	.	.	.	.	.
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...
Fiji	...	...	...	...	...	...	...	...	...	...	...
Hong Kong SAR of China	158 ⁻¹	50 ⁻¹	6 ⁻¹	...	...	...	...	34 ⁻¹	34 ⁻¹	35 ⁻¹	1.02 ⁻¹
Indonesia	4,420	47	...	...	...	...	...	21	22	20	0.92
Japan	3,939	46	79	45	49	41	0.85	58	62	54	0.88
Kiribati	.	.	.	.	.	.	.	.	.	.	.
Lao People's Democratic Republic	89	43	34	2	3	2	0.49	13	15	12	0.78
Macao, China	25	50	62	28	32	24	0.76	57	59	54	0.91
Malaysia	805 ⁻¹	56 ⁻¹	36 ⁻¹	23	23	23	1.02	32 ⁻¹	28 ⁻¹	36 ⁻¹	1.29 ⁻¹
Marshall Islands	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	14	...	...	...	...	...	...	...
Myanmar	508 ⁻¹	58 ⁻¹	- ⁻¹	7 ⁻¹	5 ⁻¹	8 ⁻¹	1.58 ⁻¹	11 ⁻¹	9 ⁻¹	12 ⁻¹	1.37 ⁻¹
Nauru	. ⁻²	. ⁻²	. ⁻² ⁻²	. ⁻²	. ⁻²	. ⁻²
New Zealand	244	58	12	64	52	76	1.47	78	64	94	1.48
Niue	.	.	.	.	.	.	.	.	.	.	.
Palau	...	...	...	41 ^{**,+1}	25 ^{**,+1}	58 ^{**,+1}	2.35 ^{**,+1}	...	...	...	...
Papua New Guinea	...	...	...	2 ^{**}	3 ^{**}	1 ^{**}	0.55^{**}	...	...	...	...
Philippines	2,651	54	66	28	25	32	1.26	29	26	32	1.24
Republic of Korea	3,204	38	80	73	91	53	0.59	98	115	79	0.69
Samoa	...	...	...	12	11	12	1.04	...	...	...	...
Singapore	199 ⁺¹	49 ⁺¹	61 ⁺¹	...	...	...	...	...	...	...	...
Solomon Islands	.	.	.	.	.	.	.	.	.	.	.
Thailand	2,417 ⁺¹	54 ⁺¹	17 ⁺¹	34	32	36	1.14	45 ⁺¹	40 ⁺¹	49 ⁺¹	1.24 ⁺¹
Timor-Leste	17 ⁺¹	40 ⁺¹	...	...	...	...	...	15 ⁺¹	18 ⁺¹	13 ⁺¹	0.71 ⁺¹
Tokelau	.	.	.	.	.	.	.	.	.	.	.
Tonga	...	...	...	3	3	4	1.30	...	...	...	...
Tuvalu	.	.	.	.	.	.	.	.	.	.	.
Vanuatu	...	...	...	4^{**}	...	...	...	...	...	...	...
Viet Nam	1,655	49	11	11	12	9	0.76	...	...	...	...
Latin America and the Caribbean											
Anguilla	0.05	83	81	.	.	.	.	5 ^{**}	2 ^{**}	8 ^{**}	5.01 ^{**}
Antigua and Barbuda	...	...	...	.	.	.	.	...	...	...	...
Argentina	2,208 ⁻¹	60 ⁻¹	26 ⁻¹	49	37	61	1.65	68 ⁻¹	54 ⁻¹	82 ⁻¹	1.52 ⁻¹

Distribution of students by ISCED level (%)			Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff		Region
2008			2008			2008				2008		
5A 12	5B 13	6 14	5A 15	5B 16	6 17	MF 18	M 19	F 20	GPI 21	MF (000) 22	% F 23	Country or territory
84	16	1	55	48 ⁺	60	55	50	59	1.18	18	55	Georgia
100 ⁺¹	. ⁺¹	- ⁺¹	58 ⁺¹	. ⁺¹	56 ⁺¹	61 ⁺¹	51 ⁺¹	71 ⁺¹	1.38 ⁺¹	38 ⁺¹	64 ⁺¹	Kazakhstan
85	15	1	56	62	59	23	19	27	1.40	18	58	Kyrgyzstan
96	2	1	60	81	60	42	30	55	1.85	8.7	57	Mongolia
99	.	1	28	.	33	...	...	...	...	8.8	30	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
99	.	1	40	.	42	12	14	9	0.66	24	39	Uzbekistan
												East Asia and the Pacific
80	16	4	56	53	51	61	49	73	1.50	...	...	Australia
67	33	-	67	63	32	9	5	13	2.65	0.70	42	Brunei Darussalam
...	...	...	...	...	...	4 ⁻¹	6 ⁻¹	3 ⁻¹	0.49 ⁻¹	3.3 ⁻²	11 ⁻²	Cambodia
...	45	...	...	51	...	11 ⁻¹	12 ⁻¹	10 ⁻¹	0.87 ⁻¹	1,595	43	China
.	.	.	.	.	.	.	.	.	.	.	.	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
...	...	...	...	...	...	...	...	...	...	0.94	36	Fiji
50 ⁻¹	46 ⁻¹	4 ⁻¹	53 ⁻¹	48 ⁻¹	42 ⁻¹	21	20	22	1.10	...	...	Hong Kong SAR of China
79	20	2 ⁺	49	44	36 ⁺	7	...	...	...	286	40	Indonesia
76	22	2	42	62	31	41	46	36	0.79	516	...	Japan
.	.	.	.	.	.	.	.	.	.	.	.	Kiribati
39	61	.	41	45	.	3 ⁻²	3 ⁻²	2 ⁻²	0.65 ⁻²	3.0	34	Lao People's Democratic Republic
85	13	2	49	62	26	31	26	35	1.36	1.8	31	Macao, China
55 ⁻¹	44 ⁻¹	1 ⁻¹	58 ⁻¹	53 ⁻¹	40 ⁻¹	17 ⁻¹	12 ⁻¹	21 ⁻¹	1.71 ⁻¹	42 ⁻¹	50 ⁻¹	Malaysia
...	...	...	...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
99 ⁻¹	- ⁻¹	1 ⁻¹	58 ⁻¹	74 ⁻¹	84 ⁻¹	10 ⁻¹	6 ⁻¹	14 ⁻¹	2.21 ⁻¹	11 ⁻¹	82 ⁻¹	Myanmar
. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	Nauru
70	27	3	59	57	52	48	36	61	1.68	14	50	New Zealand
.	.	.	.	.	.	.	.	.	.	.	.	Niue
...	...	...	...	...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	...	...	...	...	Papua New Guinea
90	10	-	55	53	61	19 ⁻²	14 ⁻²	24 ⁻²	1.68 ⁻²	...	...	Philippines
74	24	2	38	40	36	48	49	48	0.97	208	32	Republic of Korea
...	...	...	...	...	...	...	...	...	...	...	...	Samoa
52 ⁺¹	45 ⁺¹	3 ⁺¹	51 ⁺¹	48 ⁺¹	36 ⁺¹	...	...	...	...	15 ⁺¹	34 ⁺¹	Singapore
.	.	.	.	.	.	.	.	.	.	.	.	Solomon Islands
85 ⁺¹	15 ⁺¹	1 ⁺¹	56 ⁺¹	47 ⁺¹	50 ⁺¹	27 ⁻²	20 ⁻²	34 ⁻²	1.70 ⁻²	76 ^{**}	68 ^{**}	Thailand
100 ⁺¹	- ⁺¹	. ⁺¹	40 ⁺¹	- ⁺¹	. ⁺¹	...	...	...	...	1.2 ⁺¹	25 ⁺¹	Timor-Leste
.	.	.	.	.	.	.	.	.	.	.	.	Tokelau
...	...	...	...	...	...	...	...	...	...	...	...	Tonga
.	.	.	.	.	.	.	.	.	.	.	.	Tuvalu
...	...	...	...	...	...	...	...	...	...	...	...	Vanuatu
63	34	3	59	30	42	...	...	...	...	56	45	Viet Nam
												Latin America and the Caribbean
81	19	.	82	90	.	- ^{**,-1}	- ^{**,-1}	- ^{**,-1}	- ^{**,-1}	0.01	43	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
69 ⁻¹	31 ⁻¹	1 ⁻¹	57 ⁻¹	67 ⁻¹	54 ⁻¹	11 ⁻¹	9 ⁻¹	14 ⁻¹	1.57 ⁻¹	177 ⁻¹	52 ⁻¹	Argentina

TABLE 8 TERTIARY EDUCATION / ISCED 5 and 6 / Enrolment, graduation ratio and teaching staff

Region	Total enrolment			Gross enrolment ratio							
	2008			1999				2008			
	MF (000) 1	% F 2	% Private 3	MF 4	M 5	F 6	GPI 7	MF 8	M 9	F 10	GPI 11
Aruba	2.2	58	15	27	25	29	1.15	33	27	38	1.39
Bahamas	...	...	...	...	...	...	...	...	...	...	...
Barbados	11 ⁻¹	68 ⁻¹	...	...	...	...	...	...	...	...	...
Belize	3.6 ⁺¹	64 ⁺¹	100 ⁺¹	...	...	...	...	11 ⁺¹	8 ⁺¹	15 ⁺¹	1.85 ⁺¹
Bermuda	0.89 ⁻¹	71 ⁻¹	- ⁻¹	...	...	...	...	25 ^{**,-1}	15 ^{**,-1}	35 ^{**,-1}	2.38 ^{**,-1}
Bolivia	353 ^{*, -1}	45 ^{*, -1}	20 ^{*, -1}	33	...	...	...	38 ^{*, -1}	42 ^{*, -1}	35 ^{*, -1}	0.84 ^{*, -1}
Brazil	5,958	56	72	14	13	16	1.26	34	30	39	1.29
British Virgin Islands	0.02	90	...	60 ⁺	36 ⁺	86 ⁺	2.40 ⁺	1 ^{**}	- ^{**}	2 ^{**}	8.30 ^{**}
Cayman Islands	0.91	69	1	19 ^{**,+1}	10 ^{**,+1}	28 ^{**,+1}	2.79 ^{**,+1}	36 ⁺	24 ⁺	47 ⁺	1.98 ⁺
Chile	753 ⁻¹	49 ⁻¹	77 ⁻¹	38	39	36	0.91	52 ⁻¹	52 ⁻¹	52 ⁻¹	1.01 ⁻¹
Colombia	1,487	49	45	23	22	24	1.11	35	36	35	0.99
Costa Rica	...	...	...	16 ^{**,-1}	15 ^{**,-1}	18 ^{**,-1}	1.18 ^{**,-1}	...	...	...	...
Cuba	971 ⁺¹	61 ⁺¹	...	21	19	22	1.19	118 ⁺¹	88 ⁺¹	149 ⁺¹	1.68 ⁺¹
Dominica	0.23	76	...	.	.	.	.	4	2	6	3.26
Dominican Republic	...	...	...	...	...	...	...	...	...	...	...
Ecuador	535	53	35	...	...	...	...	42	39	45	1.15
El Salvador	139	55	66	22	21	24	1.15	25	23	26	1.09
Grenada	7.4 ⁺¹	57 ⁺¹	100 ⁺¹	.	.	.	.	59 ⁺¹	51 ⁺¹	68 ⁺¹	1.34 ⁺¹
Guatemala	234 ⁻¹	51 ⁻¹	49 ⁻¹	...	...	...	...	18 ⁻¹	18 ⁻¹	18 ⁻¹	1.00 ⁻¹
Guyana	7.3	59	-	...	...	...	...	12	10	13	1.42
Haiti	...	...	...	...	...	...	...	...	...	...	...
Honduras	148 ⁺	60 ⁺	33 ⁺	14 ^{**}	13 ^{**}	16 ^{**}	1.24 ^{**}	19 ⁺	15 ⁺	22 ⁺	1.51 ⁺
Jamaica	61	69	39	15 ⁺¹	11 ⁺¹	20 ⁺¹	1.82 ⁺¹	24	15	33	2.22
Mexico	2,623	50	33	18	19	18	0.92	27	28	27	0.98
Montserrat	0.05	80	...	...	...	...	...	17 ^{**}	6 ^{**}	31 ^{**}	4.99 ^{**}
Netherlands Antilles	...	...	...	20	18	21	1.11	...	...	...	...
Nicaragua	...	...	...	...	...	...	...	...	...	...	...
Panama	133 ⁻¹	61 ⁻¹	28 ⁻¹	41	31	50	1.59	45 ⁻¹	35 ⁻¹	56 ⁻¹	1.59 ⁻¹
Paraguay	181 ⁻¹	57 ⁻¹	63 ⁻¹	13	11	15	1.38	29 ⁻¹	24 ⁻¹	33 ⁻¹	1.35 ⁻¹
Peru	952 ^{**,-2}	51 ^{**,-2}	54 ^{**,-2}	...	...	...	...	34 ^{**,-2}	33 ^{**,-2}	36 ^{**,-2}	1.06 ^{**,-2}
Saint Kitts and Nevis	0.86	84	...	.	.	.	.	...	...	...	...
Saint Lucia	2.6	70	10	...	...	...	...	15	9	20	2.25
Saint Vincent and the Grenadines	...	...	...	.	.	.	.	...	...	...	...
Suriname	...	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	...	...	...	6	5	7	1.38	...	...	...	...
Turks and Caicos Islands	0.002	50	100	.	.	.	.	-^{**}	-^{**}	-^{**}	0.90 ^{**}
Uruguay	159 ⁻¹	63 ⁻¹	11 ⁻¹	34 ^{**}	25 ^{**}	44 ^{**}	1.76 ^{**}	64 ⁻¹	47 ⁻¹	82 ⁻¹	1.75 ⁻¹
Venezuela	2,109	62 ⁺	28	28 ⁺¹	23 ⁺¹	34 ⁺¹	1.46 ⁺¹	79	59 ⁺	99 ⁺	1.69 ⁺
North America and Western Europe											
Andorra	0.46	58	...	...	...	...	...	11 ⁺	9 ⁺	13 ⁺	1.45 ⁺
Austria	285	53	...	54	53	54	1.03	55	50	59	1.19
Belgium	402	55	57	57	53	61	1.15	63	56	70	1.26
Canada	...	...	...	60	52	69	1.34	...	...	...	...
Cyprus	26	49	70	21 ⁺	19 ⁺	23 ⁺	1.25 ⁺	43 ⁺	44 ⁺	42 ⁺	0.96 ⁺
Denmark	232 ⁻¹	58 ⁻¹	2 ⁻¹	56	48	64	1.33	80 ⁻¹	67 ⁻¹	94 ⁻¹	1.41 ⁻¹
Finland	310	54	11	82	74	91	1.22	94	85	105	1.24

Distribution of students by ISCED level (%)			Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff		Region
2008			2008			2008				2008		Country or territory
5A 12	5B 13	6 14	5A 15	5B 16	6 17	MF 18	M 19	F 20	GPI 21	MF (000) 22	% F 23	
27	73	.	69	54	.	5	3	7	2.56	0.21	54	Aruba
...	...	...	...	...	...	...	...	...	...	...	...	Bahamas
51 ⁻¹	49 ⁻¹	1 ⁻¹	68 ⁻¹	68 ⁻¹	55 ⁻¹	...	...	...	...	0.79 ⁻¹	49 ⁻¹	Barbados
... ⁺¹ ⁺¹	...	...	...	...	...	...	Belize
. ⁻¹	100 ⁻¹	. ⁻¹	. ⁻¹	71 ⁻¹	. ⁻¹	. ^{**,-1}	. ^{**,-1}	. ^{**,-1}	. ^{**,-1}	0.09 ⁻¹	55 ⁻¹	Bermuda
88 ^{,-1}	12 ^{,-1}	...	45 ⁻¹	43 ^{,-1}	...	...	...	...	...	16 ⁻¹	29 ⁻¹	Bolivia
90	9	1	57	42	51	21 ^{**}	16 ^{**}	27 ^{**}	1.72 ^{**}	375	44	Brazil
...	...	...	...	...	...	...	...	...	...	...	...	British Virgin Islands
11	89	.	73	68	.	3 [*]	2 [*]	4 [*]	2.31 [*]	0.03	59	Cayman Islands
59 ⁻¹	40 ⁻¹	. ⁻¹	53 ⁻¹	44 ⁻¹	43 ⁻¹	15 ⁻¹	12 ⁻¹	18 ⁻¹	1.44 ⁻¹	55 ⁻¹	39 ⁻¹	Chile
69	31	-	53	41	36	13	15	12	0.82	88 ^{**,-1}	35 ^{**,-1}	Colombia
...	...	...	...	...	...	...	...	...	...	...	...	Costa Rica
99 ⁺¹	. ⁺¹	1 ⁺¹	61 ⁺¹	. ⁺¹	47 ⁺¹	43 ⁺¹	27 ⁺¹	61 ⁺¹	2.24 ⁺¹	155 ⁺¹	59 ⁺¹	Cuba
...	...	...	...	...	...	...	...	...	...	...	...	Dominica
...	...	...	...	...	...	...	...	...	...	...	...	Dominican Republic
...	...	...	...	...	...	...	...	...	...	27	31	Ecuador
85	15	-	55	53	38	10	9	11	1.30	8.6	34	El Salvador
... ⁺¹ ⁺¹	...	...	...	...	...	...	Grenada
...	...	...	...	...	...	2 ⁻¹	2 ⁻¹	1 ⁻¹	0.76 ⁻¹	3.8 ⁻²	31 ⁻²	Guatemala
67	33	.	55	66	.	9	5	13	2.85	0.82	55	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	...	...	...	...	...	5.3 [*]	...	Honduras
95	5	. [*]	69	67	. [*]	Jamaica
96	3	1	51	43	43	18	17	20	1.19	286	...	Mexico
...	...	...	...	...	...	.^{**,-1}	. ^{**,-1}	. ^{**,-1}	. ^{**,-1}	. ⁻¹	. ⁻¹	Montserrat
...	...	...	...	...	...	...	...	...	...	...	...	Netherlands Antilles
...	...	...	...	...	...	...	...	...	...	...	...	Nicaragua
93 ⁻¹	7 ⁻¹	. ⁻¹	61 ⁻¹	56 ⁻¹	51 ⁻¹	22 ⁻¹	14 ⁻¹	30 ⁻¹	2.15 ⁻¹	12 ⁻¹	47 ⁻¹	Panama
89 ⁻¹	11 ⁻¹	. ^{**,-1}	55 ⁻¹	69 ⁻¹	. ^{**,-1}	...	...	...	...	...	...	Paraguay
60 ^{**,-2}	40 ^{**,-2}	...	47 ⁻²	57 ⁻²	...	...	...	...	...	...	...	Peru
100	-	-	84	-	-	...	...	...	...	...	...	Saint Kitts and Nevis
90	10	.	71	55	.	...	...	...	...	0.19	...	Saint Lucia
...	...	...	...	...	...	...	...	...	...	...	...	Saint Vincent and the Grenadines
...	...	...	...	...	...	...	...	...	...	...	...	Suriname
...	...	...	...	...	...	...	...	...	...	...	...	Trinidad and Tobago
100	-	.	50	-	.	...	...	...	...	...	...	Turks and Caicos Islands
91 ⁻¹	9 ⁻¹	. ⁻¹	63 ⁻¹	61 ⁻¹	42 ⁻¹	...	...	...	...	16 ⁻¹	...	Uruguay
73	27	-	64 [*]	58 [*]	58 [*]	123 [*]	34 ^{**}	Venezuela
North America and Western Europe												
33	67	.	62	55	.	1 [*]	1 [*]	1 [*]	0.86 [*]	0.09	43	Andorra
87	7	6	54	57	46	26	23	30	1.30	33	32	Austria
48	50	2	52	58	44	28	25	31	1.26	27	42	Belgium
...	...	...	...	...	...	36 ⁻²	27 ⁻²	45 ⁻²	1.65 ⁻²	...	...	Canada
53	46	1	59	37	47	10	6	15	2.47	2.3	40	Cyprus
85 ⁻¹	13 ⁻¹	2 ⁻¹	59 ⁻¹	47 ⁻¹	46 ⁻¹	52 ⁻¹	39 ⁻¹	65 ⁻¹	1.66 ⁻¹	...	...	Denmark
93	-	7	54	5	53	88	61	116	1.89	14	51	Finland

TABLE 8 TERTIARY EDUCATION / ISCED 5 and 6 / Enrolment, graduation ratio and teaching staff

Region	Total enrolment			Gross enrolment ratio							
	2008			1999				2008			
	MF (000) 1	% F 2	% Private 3	MF 4	M 5	F 6	GPI 7	MF 8	M 9	F 10	GPI 11
France	2,165	55	18	53	47	58	1.23	55	48	61	1.28
Germany	...	...	...	...	...	...	...	...	...	...	...
Gibraltar	.	.	.	.	.	.	.	.	.	.	.
Greece	603 ⁻¹	50 ⁻¹	- ¹	47	45	49	1.11	91 ⁻¹	87 ⁻¹	95 ⁻¹	1.10 ⁻¹
Holy See	...	...	...	...	...	...	...	...	...	...	...
Iceland	17	64	21	40	30	50	1.69	75	52	99	1.91
Ireland	179	54	5	46	42	50	1.20	58	53	64	1.22
Israel	325	56	86	48	40	57	1.44	60	52	68	1.31
Italy	2,034 ⁻¹	57 ⁻¹	8 ⁻¹	47	42	53	1.27	67 ⁻¹	56 ⁻¹	79 ⁻¹	1.41 ⁻¹
Liechtenstein	0.80	33	100	...	...	...	...	37 ⁺	48 ⁺	25 ⁺	0.52 ⁺
Luxembourg	2.7 ⁻²	52 ⁻²	...	11	10	11	1.10	10 ⁻²	9 ⁻²	11 ⁻²	1.12 ⁻²
Malta	9.8 ⁻¹	57 ⁻¹	...	20	18	21	1.13	33 ⁻¹	27 ⁻¹	39 ⁻¹	1.42 ⁻¹
Monaco	.	.	.	.	.	.	.	.	.	.	.
Netherlands	602	52	...	49	49	50	1.01	61	58	64	1.11
Norway	213	61	14	66	55	77	1.40	73	56	91	1.62
Portugal	367 ⁻¹	54 ⁻¹	25 ⁻¹	45	39	51	1.30	57 ⁻¹	51 ⁻¹	63 ⁻¹	1.22 ⁻¹
San Marino	0.93	57	...	...	...	...	...	...	...	...	...
Spain	1,781	54	14	57	52	62	1.18	71	63	78	1.24
Sweden	407	60	9	64	53	75	1.42	71	55	88	1.59
Switzerland	224	49	17	37	43	31	0.73	49	49	49	1.00
United Kingdom	2,329	57	100	60	55	64	1.16	57	48	67	1.40
United States of America	18,248	57	26	71	62 ^{**}	81 ^{**}	1.32 ^{**}	83	69	97	1.40
South and West Asia											
Afghanistan	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	1,145 ⁻¹	35 ⁻¹	49 ⁻¹	5	7	3	0.49	7 ⁻¹	9 ⁻¹	5 ⁻¹	0.55 ⁻¹
Bhutan	5.1	35	-	3 ^{**}	3 ^{**}	2 ^{**}	0.58 ^{**}	7	8	5	0.59
India	14,863 ⁻¹	39 ⁻¹	...	10 ⁺¹	11 ⁺¹	8 ⁺¹	0.66 ⁺¹	13 ⁻¹	16 ⁻¹	11 ⁻¹	0.70 ⁻¹
Iran (Islamic Republic of)	3,392	53	46	18	20	15	0.78	36	34	39	1.14
Maldives	.. ^{**,-2}	.. ^{**,-2}	...	.	.	.	.	..^{**,-2}	.. ^{**,-2}	.. ^{**,-2}	.. ^{**,-2}
Nepal	255 ⁻¹	...	...	4 ⁺¹	6 ⁺¹	2 ⁺¹	0.40 ⁺¹	...	...	...	...
Pakistan	974 ⁺	45 ⁺	33 ⁺	5 ⁺	6 ⁺	5 ⁺	0.85 ⁺
Sri Lanka	...	...	...	...	...	...	...	...	...	...	...
Sub-Saharan Africa											
Angola	49 ⁻²	...	34 ⁻²	1	1	-	0.63	3 ⁻²	...	...	...
Benin	43 ⁻²	...	...	3	5 ^{**}	1 ^{**}	0.25 ^{**}	6 ⁻²	...	...	...
Botswana	16 ⁻²	53 ⁻²	...	5	6	5	0.92	8 ⁻²	7 ⁻²	8 ⁻²	1.15 ⁻²
Burkina Faso	48 ⁺¹	32 ⁺¹	18 ⁺¹	1	1	-	0.30	3 ⁺¹	5 ⁺¹	2 ⁺¹	0.49 ⁺¹
Burundi	24 ⁺¹	...	53 ⁺¹	1	1	1	0.41	3 ⁺¹	...	...	...
Cameroon	174 ⁺¹	44 ⁺¹	13 ⁺¹	5	...	...	...	9 ⁺¹	10 ⁺¹	8 ⁺¹	0.79 ⁺¹
Cape Verde	6.7	56	56	2	...	...	...	12	11	13	1.24
Central African Republic	10 ⁺¹	31 ⁺¹	8 ⁺¹	2	3	1	0.19	2 ⁺¹	3 ⁺¹	1 ⁺¹	0.43 ⁺¹
Chad	19	13	...	1 ⁺¹	1 ⁺¹	- ⁺¹	0.18 ⁺¹	2	3	-	0.15
Comoros	...	...	...	1	1	1	0.75	...	...	...	...
Congo	...	...	...	4	6	2	0.27	...	...	...	...
Côte d'Ivoire	157 ⁻¹	33 ⁻¹	36 ⁻¹	6	9	3	0.37	8 ⁻¹	11 ⁻¹	6 ⁻¹	0.50 ⁻¹
Democratic Republic of the Congo	306	...	...	1^{**}	...	...	...	5	...	...	...

Distribution of students by ISCED level (%)			Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff		Region
2008			2008			2008				2008		
5A 12	5B 13	6 14	5A 15	5B 16	6 17	MF 18	M 19	F 20	GPI 21	MF (000) 22	% F 23	Country or territory
72	25	3	56	55	47	36	32	40	1.27	...	...	France
...	...	...	48	61	...	32	27	38	1.37	305	37	Germany
.	.	.	.	.	.	.	.	.	.	.	.	Gibraltar
61 ⁻¹	35 ⁻¹	4 ⁻¹	54 ⁻¹	45 ⁻¹	42 ⁻¹	22 ⁻¹	15 ⁻¹	30 ⁻¹	2.01 ⁻¹	29 ⁻¹	35 ⁻¹	Greece
...	...	...	...	...	...	...	...	...	...	...	...	Holy See
96	3	2	65	47	57	59	36	83	2.34	2.1	49	Iceland
69	27	3	58	46	48	46	37	55	1.48	14	38	Ireland
79	17	3	56	56	53	36	29	44	1.50	...	...	Israel
98 ⁻¹	1 ⁻¹	2 ⁻¹	57 ⁻¹	57 ⁻¹	52 ⁻¹	41 ⁻¹	33 ⁻¹	50 ⁻¹	1.49 ⁻¹	104 ⁻¹	35 ⁻¹	Italy
93	.	7	33	.	28	32 ⁺	40 ⁺	24 ⁺	0.61 ⁺	Liechtenstein
68 ⁻²	...	...	...	...	...	...	...	...	...	...	...	Luxembourg
85 ⁻¹	14 ⁻¹	1 ⁻¹	58 ⁻¹	57 ⁻¹	35 ⁻¹	...	...	...	...	...	...	Malta
.	.	.	.	.	.	.	.	.	.	.	.	Monaco
99	.	1	52	.	42	45	38	51	1.33	47	38	Netherlands
96	1	3	61	64	48	46	34	59	1.73	20	41	Norway
94 ⁻¹	1 ⁻¹	5 ⁻¹	54 ⁻¹	62 ⁻¹	56 ⁻¹	...	...	...	...	36 ⁻¹	43 ⁻¹	Portugal
27	73	.	56	58	.	...	...	...	...	...	...	San Marino
83	13	4	54	52	52	37	28	46	1.63	146	38	Spain
89	6	5	61	52	49	40	27	53	1.94	37	44	Sweden
71	21	8	50	50	42	32	30	34	1.13	34	35	Switzerland
74	22	3	55	65	46	39 ⁻¹	33 ⁻¹	45 ⁻¹	1.37 ⁻¹	134	42	United Kingdom
74	24	3	56	60	50	35	30	42	1.40	1,371	46	United States of America
South and West Asia												
...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan
90 ⁻¹	9 ⁻¹	1 ⁻¹	36 ⁻¹	25 ⁻¹	25 ⁻¹	...	...	...	...	61 ⁻¹	18 ⁻¹	Bangladesh
...	...	...	...	...	...	...	...	...	...	0.38 ⁻²	...	Bhutan
...	...	...	...	...	...	...	...	...	...	...	...	India
77	23	1	57	41	33	10 ⁻¹	8 ⁻¹	11 ⁻¹	1.25 ⁻¹	144	19	Iran (Islamic Republic of)
.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻² ⁻²	.. ⁻²	Maldives
...	...	...	...	...	...	...	...	...	...	9.9 ⁻¹	...	Nepal
94 ⁺	5 ⁺	1 ⁺	45 ⁺	45 ⁺	27 ⁺	53 ⁺	37 ⁺	Pakistan
...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka
Sub-Saharan Africa												
100 ⁻²	.. ⁻²	.. ⁻² ⁻²	.. ⁻²	...	...	...	...	1.3 ⁻²	...	Angola
...	...	...	...	...	...	...	...	...	...	...	...	Benin
...	...	...	...	...	...	...	...	...	...	...	...	Botswana
80 ⁺¹	18 ⁺¹	2 ⁺¹	30 ⁺¹	43 ⁺¹	23 ⁺¹	2	3	1	0.39	2.5 ⁺¹	8 ⁺¹	Burkina Faso
...	...	...	...	...	...	...	...	...	...	1.5 ⁺¹	...	Burundi
83 ⁺¹	16 ⁺¹	.. ⁺¹	43 ⁺¹	47 ⁺¹	35 ⁺¹	...	...	...	...	3.8	18	Cameroon
96	.	4	56	.	39	...	...	...	...	0.79	43	Cape Verde
77 ⁺¹	23 ⁺¹	.. ⁺¹	27 ⁺¹	44 ⁺¹	...	...	...	...	...	0.34 ⁺¹	...	Central African Republic
...	...	...	...	...	...	...	...	...	...	...	...	Chad
...	...	...	...	...	...	...	...	...	...	...	...	Comoros
...	...	...	...	...	...	...	...	...	...	...	...	Congo
54 ⁻¹	39 ⁻¹	7 ⁻¹	30 ⁻¹	39 ⁻¹	26 ⁻¹	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	20	6	Democratic Republic of the Congo

TABLE 8 TERTIARY EDUCATION / ISCED 5 and 6 / Enrolment, graduation ratio and teaching staff

Region	Total enrolment			Gross enrolment ratio							
	2008			1999				2008			
	MF (000) 1	% F 2	% Private 3	MF 4	M 5	F 6	GPI 7	MF 8	M 9	F 10	GPI 11
Equatorial Guinea	...	...	...	3 ⁺¹	5 ⁺¹	2 ⁺¹	0.43 ⁺¹	...	...	...	...
Eritrea	9.9 ⁺¹	25 ⁺¹	- ⁺¹	1	2	-	0.16	2 ⁺¹	3 ⁺¹	1 ⁺¹	0.32 ⁺¹
Ethiopia	265	24	18	1	2	-	0.23	4	5	2	0.31
Gabon	...	...	...	7	9	5	0.54	...	...	...	...
Gambia	...	...	...	1	2	1	0.29	...	...	...	...
Ghana	140 ⁻¹	34 ⁻¹	...	...	...	...	...	6 ⁻¹	8 ⁻¹	4 ⁻¹	0.54 ⁻¹
Guinea	80	24	10	...	...	...	...	9	14	5	0.34
Guinea-Bissau	3.7 ⁻²	- ^{**}	1 ^{**}	- ^{**}	0.18 ^{**}	3 ⁻²	...	...	...
Kenya	168 ⁺¹	41 ⁺¹	13 ⁺¹	3 ⁺¹	4 ⁺¹	2 ⁺¹	0.54 ⁺¹	4 ⁺¹	5 ⁺¹	3 ⁺¹	0.70 ⁺¹
Lesotho	8.5 ⁻²	55 ⁻²	- ⁻²	2	2	3	1.65	4 ⁻²	3 ⁻²	4 ⁻²	1.19 ⁻²
Liberia	...	...	...	9	15	3	0.24	...	...	...	...
Madagascar	62	47	18	2	2 ^{**}	2 ^{**}	0.84 ^{**}	3	4	3	0.89
Malawi	6.5 ⁻¹	34 ⁻¹	- ⁻¹	-	-	-	0.38	- ⁻¹	1 ⁻¹	- ⁻¹	0.51 ⁻¹
Mali	77 ⁺¹	29 ⁺¹	12 ⁺¹	2	3	1	0.46	5 ⁺¹	8 ⁺¹	3 ⁺¹	0.41 ⁺¹
Mauritius	26 ^{**}	53 ^{**}	38 ^{**}	10 ^{**}	11 ^{**}	10 ^{**}	0.87 ^{**}	26 ^{**}	24 ^{**}	28 ^{**}	1.17 ^{**}
Mozambique	...	...	...	1	...	...	...	...	...	...	...
Namibia	20	57	88	6 ⁻¹	6 ⁻¹	7 ⁻¹	1.13 ⁻¹	9	8	10	1.32
Niger	16 ⁺¹	29 ⁺¹	29 ⁺¹	...	...	...	...	1 ⁺¹	2 ⁺¹	1 ⁺¹	0.34 ⁺¹
Nigeria	...	...	...	6	7	5	0.77	...	...	...	...
Rwanda	45	...	54	1	...	...	...	4	...	...	...
Sao Tome and Principe	0.70 ⁺¹	48 ⁺¹	...	.	.	.	.	4 ⁺¹	4 ⁺¹	4 ⁺¹	0.93 ⁺¹
Senegal	91 ⁺	35 ⁺	...	3	...	...	...	8 ⁺	10 ⁺	6 ⁺	0.54 ⁺
Seychelles	. ⁺¹	. ⁺¹	. ⁺¹ ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹
Sierra Leone	...	...	...	...	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...	...	...
South Africa	...	...	...	...	...	...	...	...	...	...	...
Swaziland	5.7 ⁻²	50 ⁻²	- ⁻²	5	5	4	0.87	4 ⁻²	4 ⁻²	4 ⁻²	0.97 ⁻²
Togo	33 ⁻¹	...	...	...	...	...	...	5 ⁻¹	...	...	...
Uganda	108	44	40	2	2	1	0.53	4	4	3	0.80
United Republic of Tanzania	55 ⁻¹	32 ⁻¹	9 ⁻¹	1	1	-	0.27	1 ⁻¹	2 ⁻¹	1 ⁻¹	0.48 ⁻¹
Zambia	...	...	...	2 ^{**}	3 ^{**}	1 ^{**}	0.46^{**}	...	...	...	...
Zimbabwe	...	...	...	3^{**}	...	...	...	...	...	...	...

REGIONAL AVERAGES

WORLD	158,713 ^{**}	51 ^{**}	...	18 ^{**}	18 ^{**}	18 ^{**}	0.98 ^{**}	26 ^{**}	25 ^{**}	27 ^{**}	1.08 ^{**}
Arab States	7,308 ^{**}	48 [#]	...	19	22 ^{**}	17 ^{**}	0.78 ^{**}	21 ^{**}	22 [#]	21 [#]	0.97 [#]
Central and Eastern Europe	21,137	55	...	38 ^{**}	35 ^{**}	42 ^{**}	1.19 ^{**}	64	57	72	1.28
Central Asia	2,108	52	...	19	20	19	0.95	25	24	27	1.10
East Asia and the Pacific	48,608	49 [#]	...	14	15 [#]	13 [#]	0.81 [#]	26 [#]	26 [#]	26 [#]	1.01 [#]
Latin America and the Caribbean	19,723	55 ^{**}	...	21	19	22	1.15	38 ^{**}	34 ^{**}	42 ^{**}	1.25 ^{**}
North America and Western Europe	34,423	56	...	60	54	67	1.23	70	61	80	1.32
South and West Asia	20,889	41 [#]	...	8 [#]	9 [#]	6 [#]	0.65 [#]	13 [#]	14 [#]	11 [#]	0.76 [#]
Sub-Saharan Africa	4,517	40 [#]	...	4	5 ^{**}	3 ^{**}	0.70 ^{**}	6 ^{**}	7 [#]	5 [#]	0.66 [#]

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

Distribution of students by ISCED level (%)			Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff		Region
2008			2008			2008				2008		Country or territory
5A 12	5B 13	6 14	5A 15	5B 16	6 17	MF 18	M 19	F 20	GPI 21	MF (000) 22	% F 23	
...	...	...	...	...	...	...	...	...	...	...	...	Equatorial Guinea
... ⁺¹ ⁺¹	...	...	...	...	0.62 ⁺¹	...	Eritrea
100	.	-	24	.	3	3	5	1	0.25	8.4	8	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	Gabon
...	...	...	...	...	...	...	...	...	...	...	...	Gambia
73 ⁻¹	26 ⁻¹	- ⁻¹	35 ⁻¹	33 ⁻¹	26 ⁻¹	...	...	...	...	4.0 ⁻¹	11 ⁻¹	Ghana
92	8	.	23	38	.	...	...	...	...	2.2	5	Guinea
...	...	...	...	...	...	...	...	...	...	0.03 ⁻²	...	Guinea-Bissau
69 ⁺¹	27 ⁺¹	4 ⁺¹	40 ⁺¹	44 ⁺¹	40 ⁺¹	...	...	...	...	...	...	Kenya
79 ⁻²	21 ⁻²	. ⁻²	51 ⁻²	70 ⁻²	. ⁻²	...	...	...	...	0.64 ⁻²	47 ⁻²	Lesotho
...	...	...	...	...	...	...	...	...	...	...	...	Liberia
67	30	3	48	47	40	1	1	1	0.99	3.5	31	Madagascar
100 ⁻¹	. ⁻¹	. ⁻¹	34 ⁻¹	. ⁻¹	. ⁻¹	1 ⁻¹	1 ⁻¹	- ⁻¹	0.53 ⁻¹	0.86 ⁻¹	34 ^{**,-1}	Malawi
86 ⁺¹	14 ⁺¹	- ⁺¹	26 ⁺¹	48 ⁺¹	10 ⁺¹	...	...	...	...	...	...	Mali
73 ^{**}	26 ^{**}	2 ^{**}	54 ^{**}	53 ^{**}	39^{**}	...	...	...	...	...	...	Mauritius
...	...	...	...	...	...	...	...	...	...	...	...	Mozambique
64	35	2	57	57	48	6	5	8	1.54	1.2	41	Namibia
78 ⁺¹	20 ⁺¹	2 ⁺¹	23 ⁺¹	51 ⁺¹	42 ⁺¹	...	...	...	...	1.2 ⁺¹	14 ⁺¹	Niger
...	...	...	...	...	...	...	...	...	...	...	...	Nigeria
...	...	...	...	...	...	...	...	...	...	...	...	Rwanda
... ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	.	.	Sao Tome and Principe
...	...	...	...	...	...	...	...	...	...	...	...	Senegal
. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	Seychelles
...	...	...	...	...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	Somalia
...	...	...	...	...	...	...	...	...	...	...	...	South Africa
99 ⁻²	. ⁻²	1 ⁻²	50 ⁻²	. ⁻²	50 ⁻²	8 ⁻²	7 ⁻²	8 ⁻²	1.15 ⁻²	0.46 ⁻²	40 ⁻²	Swaziland
88 ⁻¹	12 ⁻¹	- ⁻¹	- ⁻¹	...	...	...	...	0.47 ⁻¹	11 ^{**,-1}	Togo
...	...	...	...	...	...	...	...	...	...	3.6	...	Uganda
...	...	...	...	...	...	...	...	...	...	3.0 ⁻¹	18 ⁻¹	United Republic of Tanzania
...	...	...	...	...	...	...	...	...	...	...	...	Zambia
...	...	...	...	...	...	...	...	...	...	...	...	Zimbabwe

REGIONAL AVERAGES

77 ^{**}	21 ^{**}	1 ^{**}	50 ^{**}	51	44^{**}	...	...	...	...	10,110 [#]	40 [#]	WORLD
85 [#]	12 [#]	3 [#]	32 [#]	27 [#]	39 [#]	302 [#]	31 [#]	Arab States
82	17	2	56	51	46	...	...	...	...	1,324	50 [#]	Central and Eastern Europe
96	3	1	52	59	50	...	...	...	...	154	52	Central Asia
65 [#]	34	1 [#]	48 ^{**}	50	36^{**}	...	...	...	...	3,010 [#]	39 [#]	East Asia and the Pacific
83 [#]	17 [#]	1 [#]	55 ^{**}	52 ^{**}	47 [#]	1,475 [#]	39 [#]	Latin America and the Caribbean
76	21	3	56	59	49	...	...	...	...	2,701 ^{**}	42 ^{**}	North America and Western Europe
95 [#]	5 [#]	0 [#]	41 [#]	40 [#]	35 [#]	961 [#]	35 [#]	South and West Asia
67 [#]	31 [#]	1 [#]	33 [#]	43 [#]	29 [#]	185 [#]	20 [#]	Sub-Saharan Africa

TABLE 9 TERTIARY EDUCATION / ISCED 5 and 6 / Internationally mobile students by host country and region of origin / 2008 (countries with more than 1,000 mobile students)

Region	Students from abroad studying in given country (inbound mobile students)			Mobile students by region of origin		
Host country or territory	MF 1	% F 2	Inbound mobility rate (%) 3	Arab States 4	Central and Eastern Europe 5	Central Asia 6
Arab States						
Algeria	5,709 ⁻¹	...	0.6 ⁻¹	x(12)	x(12)	x(12)
Egypt	35,031 ⁻¹	...	1.4 ^{**,-1}	x(12)	x(12)	x(12)
Jordan	26,637	33	10.5	21,015	215	11
Kuwait ^(m)	2,472	...	...	1,812	24	5
Lebanon	22,674 ⁻¹	54 ⁻¹	12.1 ⁻¹	x(12)	x(12)	x(12)
Morocco	7,598	...	1.9	2,054	27	11
Qatar	3,393	...	27.0	2,366	31	21
Saudi Arabia	15,759	42	2.4	x(12)	x(12)	x(12)
Tunisia	2,480	...	0.7	x(12)	x(12)	x(12)
Yemen	6,423 ⁻¹	28 ⁻¹	2.7 ⁻¹	x(12)	x(12)	x(12)
Central and Eastern Europe						
Belarus	5,909	...	1.0	605	3,231	318
Bulgaria	9,268	39	3.5	194	7,332	115
Croatia	3,488 ⁻¹	52 ⁻¹	2.5 ⁻¹	2 ⁻¹	3,372 ⁻¹	x(12)
Czech Republic	27,958	51	7.1	414	22,385	821
Estonia	1,032	54	1.5	1	247	10
Hungary	15,459	50	3.7	120	8,737	132
Latvia	1,475	...	1.2	39	942	120
Lithuania	2,955	53	1.4	94	2,122	26
Poland	13,021 ⁻¹	50 ⁻¹	0.6 ⁻¹	353 ⁻¹	6,471 ⁻¹	795 ⁻¹
Republic of Moldova	1,613	...	1.1	256	1,085	21
Romania	13,857	45	1.3	1,866	8,418	48
Russian Federation	60,288 ⁻¹	...	0.6 ⁻¹	x(12)	19,249 ⁻¹	34,522 ⁻¹
Serbia	11,259	...	4.7	18	11,060	x(12)
Slovakia	5,197	43	2.3	545	3,221	30
Slovenia	1,361	59	1.2	2	1,138	2
The former Yugoslav Rep. of Macedonia	1,338	38	2.0	3	1,317	1
Turkey	20,219	33	0.8	1,066	3,829	6,184
Ukraine	32,573	...	1.1	5,965	6,628	1,136
Central Asia						
Armenia	4,239 ⁻¹	42 ⁻¹	3.9 ⁻¹	341 ⁻¹	860 ⁻¹	1,184 ⁻¹
Azerbaijan	6,316 ⁺¹	20 ⁺¹	3.5 ⁺¹	153 ⁺¹	4,249 ⁺¹	292 ⁺¹
Kazakhstan	10,458 ⁺¹	...	1.6 ⁺¹	5 ⁺¹	2,634 ⁺¹	5,097 ⁺¹
Kyrgyzstan	25,603	59	8.6	624	1,930	22,177
Mongolia	1,207	45	0.8	x(12)	593	10
Tajikistan	3,001	...	1.9	9	174	2,351
East Asia and the Pacific						
Australia	230,635	47	20.6	5,172	1,641	238
China	51,038	45	0.2	x(12)	x(12)	x(12)
Fiji	7,444	55	...	2	x(12)	x(12)
Hong Kong SAR of China	7,362	52	...	x(12)	1	x(12)
Indonesia	3,023	...	0.1	17	36	2
Japan	126,568	49	3.2	597	1,221	1,362
Macao, China	12,648	40	49.8	x(12)	2	1
Malaysia	30,581 ⁻¹	...	3.8 ⁻¹	5,166 ⁻¹	248 ⁻¹	252 ⁻¹
New Zealand	31,565	48	12.9	454	428	46
Philippines	2,665	...	0.1	35	19	1
Republic of Korea	40,322	49	1.3	160	412	1,646
Thailand	16,361 ⁺¹	47 ⁺¹	0.7 ⁺¹	49 ⁺¹	103 ⁺¹	35 ⁺¹

Mobile students by region of origin						Region
East Asia and the Pacific 7	Latin America and the Caribbean 8	North America and Western Europe 9	South and West Asia 10	Sub-Saharan Africa 11	Unspecified 12	Host country or territory
						Arab States
x(12)	x(12)	x(12)	x(12)	x(12)	5,709 ⁻¹	Algeria
x(12)	x(12)	x(12)	x(12)	x(12)	35,031 ⁻¹	Egypt
931	449	3,222	207	253	334	Jordan
38	4	83	218	172	116	Kuwait (m)
x(12)	x(12)	x(12)	x(12)	x(12)	22,674 ⁻¹	Lebanon
118	3	59	26	4,541	759	Morocco
46	12	177	608	132	-	Qatar
x(12)	x(12)	x(12)	x(12)	x(12)	15,759	Saudi Arabia
x(12)	x(12)	x(12)	x(12)	x(12)	2,480	Tunisia
x(12)	x(12)	x(12)	x(12)	x(12)	6,423 ⁻¹	Yemen
						Central and Eastern Europe
649	15	81	827	164	19	Belarus
66	9	1,352	118	82	-	Bulgaria
1 ⁻¹	x(12)	43 ⁻¹	x(12)	4 ⁻¹	66 ⁻¹	Croatia
1,007	217	2,473	218	316	107	Czech Republic
58	4	696	8	8	-	Estonia
566	40	4,946	645	272	1	Hungary
11	2	240	104	16	1	Latvia
27	9	622	46	9	-	Lithuania
744 ⁻¹	97 ⁻¹	3,479 ⁻¹	597 ⁻¹	485 ⁻¹	- ⁻¹	Poland
8	x(12)	220	18	5	-	Republic of Moldova
294	103	2,372	350	360	46	Romania
x(12)	x(12)	x(12)	x(12)	x(12)	6,517 ⁻¹	Russian Federation
14	15	118	5	20	9	Serbia
59	29	1,246	21	46	-	Slovakia
4	7	175	6	6	21	Slovenia
x(12)	x(12)	9	x(12)	x(12)	8	The former Yugoslav Rep. of Macedonia
291	10	1,632	1,507	380	5,320	Turkey
6,915	x(12)	x(12)	3,787	x(12)	8,142	Ukraine
						Central Asia
17 ⁻¹	1 ⁻¹	51 ⁻¹	1,749 ⁻¹	x(12)	36 ⁻¹	Armenia
194 ⁺¹	x(12)	20 ⁺¹	1,383 ⁺¹	25 ⁺¹	- ⁺¹	Azerbaijan
2,164 ⁺¹	2 ⁺¹	45 ⁺¹	505 ⁺¹	6 ⁺¹	- ⁺¹	Kazakhstan
303	x(12)	x(12)	569	x(12)	-	Kyrgyzstan
577	2	16	5	x(12)	4	Mongolia
10	x(12)	1	456	x(12)	-	Tajikistan
						East Asia and the Pacific
136,843	2,741	16,483	40,390	6,926	20,201	Australia
x(12)	x(12)	x(12)	x(12)	x(12)	51,038	China
7,281	1	51	14	2	93	Fiji
7,086	x(12)	101	42	x(12)	132	Hong Kong SAR of China
2,891	6	25	11	28	7	Indonesia
111,949	1,312	4,588	4,960	566	13	Japan
12,494	5	92	3	51	-	Macao, China
15,138 ⁻¹	25 ⁻¹	313 ⁻¹	6,751 ⁻¹	1,947 ⁻¹	741 ⁻¹	Malaysia
19,755	350	5,554	4,679	302	-	New Zealand
1,559	46	335	438	80	152	Philippines
34,353	176	1,041	1,399	243	892	Republic of Korea
12,794 ⁺¹	44 ⁺¹	1,875 ⁺¹	1,242 ⁺¹	159 ⁺¹	60 ⁺¹	Thailand

TABLE 9 TERTIARY EDUCATION / ISCED 5 and 6 / Internationally mobile students by host country and region of origin / 2008 (countries with more than 1,000 mobile students)

Region	Students from abroad studying in given country (inbound mobile students)			Mobile students by region of origin		
	MF 1	% F 2	Inbound mobility rate (%) 3	Arab States 4	Central and Eastern Europe 5	Central Asia 6
Viet Nam	3,362	...	0.2	x(12)	26	13
Latin America and the Caribbean						
Chile	7,946 ⁻¹	...	1.1 ⁻¹	10 ⁻¹	32 ⁻¹	1 ⁻¹
Costa Rica (m)	1,480	...	...	1	20	x(12)
Cuba	30,961 ⁺¹	...	3.2 ⁺¹	183 ⁺¹	10 ⁺¹	29 ⁺¹
Grenada	4,240 ⁺¹	...	57.5 ⁺¹	10 ⁺¹	17 ⁺¹	5 ⁺¹
Venezuela	1,913	...	0.1	x(12)	x(12)	x(12)
North America and Western Europe						
Austria	53,396	53	18.7	541	18,183	477
Belgium	29,844	58	7.4	107	53	23
Canada (m)	68,520 ⁻²	44 ⁻²	...	9,282 ⁻²	3,198 ⁻²	123 ⁻²
Cyprus	7,176	23	27.9	261	577	49
Denmark	12,695 ⁻¹	59 ⁻¹	5.5 ⁻¹	66 ⁻¹	703 ⁻¹	49 ⁻¹
Finland	11,303	43	3.7	176	3,065	80
France	243,436	51	11.2	69,133	21,330	1,593
Germany (m)	189,347	...	...	11,563	62,878	5,874
Greece	21,160 ⁻¹	...	3.5 ⁻¹	1,186 ⁻¹	5,984 ⁻¹	423 ⁻¹
Ireland (m)	12,794	72	7.2	420	620	19
Italy	57,271 ⁻¹	59 ⁻¹	2.8 ⁻¹	3,236 ⁻¹	23,675 ⁻¹	217 ⁻¹
Luxembourg	1,137 ⁻²	...	42.2 ⁻²	20 ⁻²	85 ⁻²	5 ⁻²
Netherlands	30,052	58	5.0	308	1,978	48
Norway	16,104	57	7.6	348	2,485	89
Portugal	17,950 ⁻¹	48 ⁻¹	4.9 ⁻¹	30 ⁻¹	676 ⁻¹	9 ⁻¹
Spain	37,726	55	2.1	3,037	2,666	75
Sweden	22,653	41	5.6	275	1,407	127
Switzerland	31,706	48	14.1	1,160	3,810	210
United Kingdom	341,791	48	14.7	17,706	25,002	1,991
United States of America	624,474	...	3.4	22,636	34,994	5,200
South and West Asia						
India (m)	12,374 ⁻²	39 ⁻²	0.1 ⁻²	3,453 ⁻²	52 ⁻²	137 ⁻²
Iran (Islamic Republic of)	1,233	42	-	266	34	33
Sub-Saharan Africa						
Cameroon	1,417 ⁻¹	...	1.1 ⁻¹	x(12)	x(12)	x(12)
Ghana	1,899 ⁻¹	52 ⁻¹	1.4 ⁻¹	3 ⁻¹	x(12)	x(12)
Madagascar	1,066	26	1.7	x(12)	x(12)	x(12)
Namibia	2,004	...	10.2	1	1	x(12)
Niger	1,026 ⁺¹	8 ⁺¹	6.4 ⁺¹	5 ⁺¹	3 ⁺¹	x(12)
South Africa (m)	63,964	...	...	42	x(12)	x(12)
REGIONAL AVERAGES						
WORLD	2,965,840	49 ^{**}	1.9 ^{**}	206,549	330,563	96,314
Arab States	132,752	...	1.8 ^{**}	36,481	652	299
Central and Eastern Europe	228,753	...	1.1	11,543	106,683	44,281
Central Asia	51,375	...	2.4	1,105	10,229	31,205
East Asia and the Pacific	559,236	47	1.2 [#]	11,630	4,070	3,607
Latin America and the Caribbean	57,709	...	0.3 ^{**}	177	86	42
North America and Western Europe	1,841,933	50 ^{**}	5.4	141,639	208,689	16,707
South and West Asia	14,665	40	0.1 [#]	3,823	103	173
Sub-Saharan Africa	79,417	...	1.8 ^{**}	152	52	-

(m) Incomplete data. For details see technical note E (student mobility) in the *Reader's Guide*. Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

Mobile students by region of origin						Region
East Asia and the Pacific 7	Latin America and the Caribbean 8	North America and Western Europe 9	South and West Asia 10	Sub-Saharan Africa 11	Unspecified 12	Host country or territory
3,310	-	11	1	1	-	Viet Nam
						Latin America and the Caribbean
100 ⁻¹	4,331 ⁻¹	367 ⁻¹	4 ⁻¹	9 ⁻¹	3,092 ⁻¹	Chile
63	1,058	316	1	1	20	Costa Rica ^(m)
3,009 ⁺¹	24,172 ⁺¹	115 ⁺¹	1,015 ⁺¹	2,056 ⁺¹	372 ⁺¹	Cuba
51 ⁺¹	352 ⁺¹	3,510 ⁺¹	114 ⁺¹	179 ⁺¹	2 ⁺¹	Grenada
x(12)	1,853	x(12)	x(12)	55	5	Venezuela
						North America and Western Europe
2,651	633	29,018	1,344	489	62	Austria
16	30	2,373	7	365	26,870	Belgium
18,267 ⁻²	6,315 ⁻²	15,768 ⁻²	5,760 ⁻²	5,181 ⁻²	4,626 ⁻²	Canada ^(m)
1,035	18	654	4,160	422	-	Cyprus
1,496 ⁻¹	203 ⁻¹	9,383 ⁻¹	373 ⁻¹	234 ⁻¹	188 ⁻¹	Denmark
2,394	305	2,378	1,118	1,745	42	Finland
33,202	12,769	37,240	3,789	45,919	18,461	France
33,687	7,356	35,319	7,456	8,517	16,697	Germany ^(m)
89 ⁻¹	57 ⁻¹	12,571 ⁻¹	79 ⁻¹	602 ⁻¹	169 ⁻¹	Greece
2,563	110	6,675	602	523	1,262	Ireland ^(m)
2,879 ⁻¹	5,217 ⁻¹	14,312 ⁻¹	2,110 ⁻¹	3,422 ⁻¹	2,203 ⁻¹	Italy
17 ⁻²	8 ⁻²	933 ⁻²	2 ⁻²	61 ⁻²	6 ⁻²	Luxembourg
2,450	529	15,281	306	386	8,766	Netherlands
1,227	403	5,139	1,120	1,540	3,753	Norway
226 ⁻¹	2,805 ⁻¹	2,543 ⁻¹	49 ⁻¹	11,603 ⁻¹	9 ⁻¹	Portugal
464	18,406	9,057	148	1,085	2,788	Spain
2,419	352	3,780	3,413	897	9,983	Sweden
1,463	1,686	20,013	759	1,284	1,321	Switzerland
89,944	7,809	118,357	44,509	28,246	8,227	United Kingdom
267,367	64,768	79,685	117,397	31,748	679	United States of America
						South and West Asia
1,735 ⁻²	40 ⁻²	761 ⁻²	3,767 ⁻²	1,898 ⁻²	531 ⁻²	India ^(m)
39	x(12)	37	619	10	195	Iran (Islamic Republic of)
						Sub-Saharan Africa
x(12)	x(12)	x(12)	x(12)	1,415 ⁻¹	2 ⁻¹	Cameroon
2 ⁻¹	x(12)	7 ⁻¹	4 ⁻¹	1,583 ⁻¹	300 ⁻¹	Ghana
x(12)	x(12)	x(12)	x(12)	923	143	Madagascar
15	1	33	4	1,218	731	Namibia
x(12)	x(12)	x(12)	x(12)	1,018 ⁺¹	- ⁺¹	Niger
x(12)	x(12)	x(12)	x(12)	46,857	17,065	South Africa ^(m)
						REGIONAL AVERAGES
846,618	177,995	486,981	275,840	223,181	321,799	WORLD
2,089	524	4,015	2,448	7,138	79,107	Arab States
10,714	557	19,705	8,257	2,173	24,840	Central and Eastern Europe
3,040	6	130	5,207	34	419	Central Asia
361,733	4,702	30,037	59,868	10,288	73,301	East Asia and the Pacific
2,656	40,908	5,136	579	1,744	6,381	Latin America and the Caribbean
464,479	131,257	427,079	194,937	145,189	111,959	North America and Western Europe
1,796	40	812	4,524	1,997	1,397	South and West Asia
111	-	67	20	54,618	24,396	Sub-Saharan Africa

TABLE 10 TERTIARY EDUCATION / ISCED 5 and 6 / International flows of mobile students / 2008

Region	Students from a given country studying abroad (outbound mobile students)			Top five destinations (host countries) for outbound mobile students (The number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (Inbound – outbound)	
	Country or territory	MF 1	Outbound mobility ratio (%) 2			Gross outbound enrolment ratio 3	MF 6	Net flow ratio (%) 7
Arab States							
Algeria	21,726	2.6 ⁻¹	0.6	France (18,780), Canada (1,197) ⁻² , U.K. (335), U.S.A. (179), Germany (158)	5,709 ⁻¹	-17,444 ⁻¹	-1.9 ⁻¹
Bahrain	3,374	16.2 ⁻²	5.1	U.K. (980), Jordan (634), India (435) ⁻² , U.S.A. (394), Australia (253)	672 ⁻²	-2,316 ⁻²	-12.6 ⁻²
Djibouti	1,390	67.0 ⁻¹	1.6	France (911), Morocco (150), Cuba (76) ⁺¹ , India (54) ⁻² , Malaysia (51) ⁻¹	- ⁻²	...	...
Egypt	8,709	0.3	0.1	U.S.A. (1,768), U.K. (1,395), France (1,032), Germany (1,017), Canada (498) ⁻²	35,031 ^{**,-1}	26,993 ^{**,-1}	1.1 ^{**,-1}
Iraq	6,243	...	0.2	Jordan (2,283), Malaysia (738) ⁻¹ , U.K. (557), Germany (324), U.S.A. (307)	...	...	...
Jordan	9,692	3.8	1.5	Ukraine (2,215), U.S.A. (1,801), U.K. (1,286), Malaysia (529) ⁻¹ , Germany (464)	26,637	16,945	6.7
Kuwait	6,691	...	3.1	Jordan (1,954), U.S.A. (1,825), U.K. (1,265), Slovakia (413), Australia (240)	2,472	-4,219	...
Lebanon	12,839	6.5	3.4	France (5,609), U.S.A. (1,809), Canada (1,056) ⁻² , Germany (680), Italy (649) ⁻¹	22,674 ⁻¹	9,910 ⁻¹	5.3 ⁻¹
Libyan Arab Jamahiriya	3,558 ^{**}	...	0.5 ^{**}	U.K. (1,623), Malaysia (621) ⁻¹ , France (235), Germany (195), U.S.A. (155)	...	...	...
Mauritania	2,921	24.2 ⁻¹	0.9	France (1,119), Morocco (931), Germany (142), Jordan (76), Canada (60) ⁻²	...	...	...
Morocco	41,254	10.3	1.3	France (26,998), Germany (3,699), Spain (2,735), Canada (2,652) ⁻² , U.S.A. (1,133)	7,598	-33,656	-8.4
Oman	5,641	7.6	2.0	U.K. (1,762), Jordan (1,217), Australia (522), Malaysia (456) ⁻¹ , India (432) ⁻²	165 ⁻¹	-4,720 ⁻¹	-7.7 ⁻¹
Palestinian A.T.	9,733	5.4	2.5	Jordan (6,846), Qatar (426), U.S.A. (249), Malaysia (206) ⁻¹ , Turkey (192)	-	-9,733	-5.4
Qatar	1,919	15.3	1.7	U.K. (704), U.S.A. (345), Jordan (267), India (231) ⁻² , Australia (122)	3,393	1,474	11.7
Saudi Arabia	21,737	3.3	1.0	U.S.A. (9,884), U.K. (3,535), Jordan (3,008), Australia (1,929), Kuwait (698)	15,759	-5,978	-0.9
Sudan	2,792 ^{**}	...	0.1 ^{**}	Malaysia (634) ⁻¹ , U.K. (347), U.S.A. (224), Germany (209), Qatar (137)	...	...	...
Syrian Arab Republic	14,122	...	0.6	Jordan (2,788), France (2,334), Ukraine (1,809), Germany (1,664), Kyrgyzstan (624)	...	...	...
Tunisia	17,954	5.1	1.7	France (10,812), Germany (2,491), Canada (1,137) ⁻² , Romania (868), Ukraine (611)	2,480	-15,474	-4.4
United Arab Emirates	6,959 ^{**}	9.0 ^{**}	2.3 ^{**}	U.K. (2,309), Australia (1,184), India (1,110) ⁻² , U.S.A. (984), Canada (573) ⁻²	...	...	...
Yemen	7,388 ⁻²	3.7 ⁻²	0.3 ⁻²	Malaysia (1,271) ⁻¹ , Jordan (954), Germany (299), U.S.A. (233), India (214) ⁻²	6,423 ⁻¹	...	...
Central and Eastern Europe							
Albania	19,930 ⁻¹	...	6.7 ⁻¹	Italy (11,883) ⁻¹ , Greece (4,253) ⁻¹ , U.S.A. (690), Turkey (590), Germany (449)	...	...	...
Belarus	14,804 ⁻¹	2.7 ⁻¹	1.8 ⁻¹	Russian Fed. (8,405) ⁻¹ , Germany (1,831), Poland (1,780) ⁻¹ , Lithuania (1,507), France (517)	5,909	...	...
Bosnia and Herzegovina	15,157	14.9 ⁻¹	5.2	Serbia (6,149), Croatia (2,974) ⁻¹ , Austria (2,742), Germany (1,018), Turkey (495)	...	...	...
Bulgaria	23,077	8.7	4.5	Germany (9,794), U.S.A. (3,208), France (2,322), U.K. (1,251), Turkey (1,179)	9,268	-13,809	-5.2
Croatia	6,577	4.2 ⁻¹	2.3	Austria (1,440), Italy (1,353) ⁻¹ , Germany (950), Slovenia (647), U.S.A. (603)	3,488 ⁻¹	-2,457 ⁻¹	-1.8 ⁻¹
Czech Republic	9,351	2.4	1.4	Slovakia (2,584), Germany (1,698), U.K. (1,301), U.S.A. (923), France (751)	27,958	18,607	4.7
Estonia	3,460	5.1	3.2	Finland (681), U.K. (658), Germany (594), Russian Fed. (558) ⁻¹ , U.S.A. (245)	1,032	-2,428	-3.6
Hungary	7,050	1.7	1.1	Germany (1,837), Austria (1,391), U.K. (1,026), U.S.A. (711), France (584)	15,459	8,409	2.0
Latvia	4,059	3.2	2.2	U.K. (1,145), Russian Fed. (788) ⁻¹ , Germany (684), U.S.A. (363), France (165)	1,475	-2,584	-2.0
Lithuania	6,928	3.4	2.6	U.K. (1,968), Germany (1,302), Russian Fed. (869) ⁻¹ , U.S.A. (496), Poland (397) ⁻¹	2,955	-3,973	-1.9
Montenegro	4,474	...	8.9	Serbia (4,095), U.S.A. (107), Germany (104), Romania (42), Austria (25)	...	...	...
Poland	32,599	1.5 ⁻¹	1.0	Germany (10,797), U.K. (8,572), France (3,260), U.S.A. (2,734), Austria (1,637)	13,021 ⁻¹	-19,868 ⁻¹	-0.9 ⁻¹
Republic of Moldova	12,476	8.7	3.5	Romania (6,315), Russian Fed. (1,443) ⁻¹ , Ukraine (1,038), France (794), Germany (577)	1,613	-10,863	-7.6
Romania	22,432	2.1	1.4	France (3,844), Germany (3,380), Hungary (3,134), U.S.A. (2,905), Italy (2,456) ⁻¹	13,857	-8,575	-0.8
Russian Federation	43,982	0.5	0.4	Germany (9,795), U.S.A. (4,911), Ukraine (4,734), France (3,347), U.K. (2,646)	60,288 ⁻¹	17,411 ⁻¹	0.2 ⁻¹
Serbia	9,318 ^{**}	3.9 ^{**}	1.9 ^{**}	Australia (1497), Hungary (1310), U.S.A. (1194), Germany (902), The FYR of Macedonia (898)	11,259	...	...
Slovakia	26,395	11.5	6.2	Czech Rep. (18,659), Hungary (2,178), Austria (1,470), U.K. (1,116), Germany (1,072)	5,197	-21,198	-9.2
Slovenia	2,412	2.1	1.8	Austria (653), Italy (387) ⁻¹ , Germany (324), U.K. (285), U.S.A. (210)	1,361	-1,051	-0.9

Region	Students from a given country studying abroad (outbound mobile students)			Top five destinations (host countries) for outbound mobile students (The number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (Inbound – outbound)	
	Country or territory	MF	Outbound mobility ratio (%)			Gross outbound enrolment ratio	MF	Net flow ratio (%)
	1	2	3	4	5	6	7
The former Yugoslav Rep. of Macedonia	5,742	8.8	3.5	Bulgaria (3,023), Germany (435), Austria (343), Turkey (332), Italy (305) ⁻¹	1,338	-4,404	-6.7
Turkey	41,120	1.6	0.6	U.S.A. (12,043), Germany (8,899), Azerbaijan (4,010) ⁺¹ , Bulgaria (2,812), U.K. (2,370)	20,219	-20,901	-0.8
Ukraine	27,214 ^{**}	1.0 ^{**}	0.8 ^{**}	Russian Fed. (7,186) ⁻¹ , Germany (6,436), Poland (2,672) ⁻¹ , U.S.A. (1,716), Hungary (1,372)	32,573	5,359	0.2
Central Asia							
Armenia	3,920 ⁻¹	3.6 ⁻¹	1.2 ⁻¹	Russian Fed. (2,174) ⁻¹ , France (482), U.S.A. (403), Germany (291), Greece (175) ⁻¹	4,239 ⁻¹	319 ⁻¹	0.3 ⁻¹
Azerbaijan	5,061 ^{**}	3.6 ^{**}	0.6 ^{**}	Turkey (2,014), Russian Fed. (1,607) ⁻¹ , U.S.A. (318), Germany (312), U.K. (178)	6,316 ⁺¹	...	...
Georgia	8,158 ^{**}	6.3 ^{**}	2.2 ^{**}	Germany (2,504), Russian Fed. (2,440) ⁻¹ , Armenia (1,096) ⁻¹ , France (409), U.S.A. (378)	621	-7,537	-5.8
Kazakhstan	30,077 ⁻¹	3.9 ⁻¹	2.0 ⁻¹	Russian Fed. (19,627) ⁻¹ , Kyrgyzstan (4,653), U.S.A. (1,458), U.K. (1,178), Turkey (709)	10,458 ⁺¹	...	...
Kyrgyzstan	3,240 ^{**}	1.1 ^{**}	0.6 ^{**}	Russian Fed. (765) ⁻¹ , Turkey (596), Kazakhstan (526) ⁺¹ , Germany (425), U.S.A. (264)	25,603	22,363	7.5
Mongolia	7,046	4.6	2.3	U.S.A. (1,309), Korea, Rep. (1,236), Japan (1,073), Germany (866), Turkey (839)	1,207	-5,839	-3.9
Tajikistan	3,477 ^{**}	2.2 ^{**}	0.5 ^{**}	Russian Fed. (1,283) ⁻¹ , Kyrgyzstan (1,105), U.S.A. (364), Kazakhstan (253) ⁺¹ , Turkey (162)	3,001	-476	-0.3
Turkmenistan	5,654	...	1.0	Turkey (1,535), Ukraine (1,136), Russian Fed. (1,060) ⁻¹ , Kyrgyzstan (929), Kazakhstan (251) ⁺¹	...	...	...
Uzbekistan	29,228	9.8	1.0	Kyrgyzstan (15,424), Russian Fed. (5,566) ⁻¹ , Kazakhstan (3,427) ⁺¹ , Tajikistan (1,924), Germany (678)	312	-28,916	-9.7
East Asia and the Pacific							
Australia	9,864	0.9	0.7	U.S.A. (3,091), New Zealand (2,809), U.K. (1,610), Japan (337), Germany (328)	230,635	220,771	19.8
Brunei Darussalam	2,731	48.7	7.8	U.K. (1,501), Australia (820), Malaysia (236) ⁻¹ , New Zealand (67), U.S.A. (34)	190	-2,541	-45.3
Cambodia	2,894	2.4	0.2	Thailand (984) ⁺¹ , France (512), Viet Nam (388), U.S.A. (369), Australia (311)	68 ⁻²	-2,672 ⁻²	-3.5 ⁻²
China	441,186	1.7	0.4	U.S.A. (110,246), Japan (77,916), Australia (57,596), U.K. (45,356), Korea, Rep. (30,552)	51,038	-390,148	-1.5
Cook Islands	227	.	...	Fiji (184), Papua New Guinea (19) ⁻¹⁰ , Spain (9), Australia (6), U.S.A. (5)	.	-227	...
DPR of Korea	5,110 ^{**}	...	0.3 ^{**}	Canada (1,779) ⁻² , New Zealand (1,458), Australia (988), India (168) ⁻² , France (160)	...	...	...
Fiji	1,709	...	2.2	Australia (782), New Zealand (566), U.S.A. (177), India (37) ⁻² , Japan (36)	7,444	5,735	...
Hong Kong SAR of China	33,107	20.7 ⁻¹	7.3	Australia (13,334), U.K. (9,701), U.S.A. (8,295), Canada (1,110) ⁻² , Macao (404)	7,362	-25,745	...
Indonesia	30,286	0.7	0.1	Australia (10,242), U.S.A. (7,700), Malaysia (5,704) ⁻¹ , Germany (1,603), Japan (1,578)	3,023	-27,263	-0.6
Japan	50,380	1.3	0.7	U.S.A. (34,010), U.K. (4,465), Australia (2,974), France (1,908), Germany (1,858)	126,568	76,189	1.9
Kiribati	987	...	...	Fiji (850), U.S.A. (36), New Zealand (26), Australia (23), Cuba (20) ⁺¹	.	-987	...
Lao PDR	3,870	4.3	0.6	Viet Nam (2,435), Thailand (1,301) ⁺¹ , Japan (251), Australia (162), France (104)	332	-3,538	-4.0
Macao, China	1,324	5.2	2.9	Australia (566), U.S.A. (421), U.K. (165), China, Hong Kong (85), Canada (51) ⁻²	12,648	11,324	44.6
Malaysia	47,395	5.7 ⁻¹	1.9	Australia (18,576), U.K. (11,727), U.S.A. (5,434), Japan (2,012), New Zealand (1,942)	30,581 ⁻¹	-15,371 ⁻¹	-1.9 ⁻¹
Marshall Islands	232	...	3.4 ^{**}	Fiji (132), U.S.A. (85), Papua New Guinea (6) ⁻¹⁰	...	...	...
Micronesia (Federated States of)	171	...	1.3	U.S.A. (140), Fiji (22)	...	...	...
Myanmar	3,646	0.7 ⁻¹	0.1	Thailand (999) ⁺¹ , Japan (829), U.S.A. (605), Malaysia (463) ⁻¹ , Australia (356)	57 ⁻¹	-3,374 ⁻¹	-0.7 ⁻¹
Nauru	123	...	13.2 ^{**}	Fiji (102), Thailand (8) ⁺¹	. ⁻¹	...	...
New Zealand	4,188	1.7	1.3	Australia (2,085), U.S.A. (1,022), U.K. (508), Japan (88), Denmark (85) ⁻¹	31,565	27,377	11.2
Niue	41	...	...	Fiji (31)	.	-41	...
Palau	51	...	4.0 ^{**}	U.S.A. (44)	...	...	...
Papua New Guinea	860	...	0.1	Australia (644), New Zealand (83), U.S.A. (35), Fiji (30), Japan (25)	...	...	...
Philippines	8,443	0.3	0.1	U.S.A. (4,174), Australia (1,019), U.K. (663), Japan (594), Korea, Rep. (266)	2,665	-5,778	-0.2
Republic of Korea	112,588	3.5	3.4	U.S.A. (69,198), Japan (23,290), Australia (6,270), U.K. (4,031), Germany (3,929)	40,322	-72,266	-2.3
Samoa	694	...	3.8	Fiji (427), Australia (80), New Zealand (79), U.S.A. (72), Japan (14)	...	...	...
Singapore	18,642	Australia (9,654), U.S.A. (3,980), U.K. (2,898), Malaysia (729) ⁻¹ , Canada (330) ⁻²

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Region	Students from a given country studying abroad (outbound mobile students)			Top five destinations (host countries) for outbound mobile students (The number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (Inbound – outbound)	
	Country or territory	MF 1	Outbound mobility ratio (%) 2			Gross outbound enrolment ratio 3	MF 6	Net flow ratio (%) 7
Solomon Islands	3,119	.	6.3	Fiji (2,747), Australia (115), Papua New Guinea (104) ⁻¹⁰ , New Zealand (58), Cuba (50) ⁺¹	.	-3,119	...
Thailand	24,272	1.0	0.4	U.S.A. (9,014), Australia (4,573), U.K. (4,181), Japan (1,975), Malaysia (1,023) ⁻¹	16,361 ⁺¹	...	...
Timor-Leste	2,363	...	2.2	Indonesia (1,421), Cuba (697) ⁺¹ , Australia (80), Portugal (74) ⁻¹ , U.S.A. (37)	...	...	...
Tokelau	65	...	...	Fiji (63)	.	-65	...
Tonga	1,251	...	12.6	Fiji (750), U.S.A. (201), New Zealand (160), Australia (58), Japan (27)	...	...	...
Tuvalu	411	...	...	Fiji (348), Australia (17), New Zealand (16), Cuba (10) ⁺¹ , U.S.A. (5)	.	-411	...
Vanuatu	1,733	...	7.4	Fiji (1,539), Papua New Guinea (68) ⁻¹⁰ , Australia (56), New Zealand (37), Cuba (17) ⁺¹	...	...	...
Viet Nam	32,727	...	...	U.S.A. (8,778), Australia (5,446), France (5,133), Japan (2,541), Germany (1,854)	3,362	-29,365	-1.8
Latin America and the Caribbean							
Anguilla	142	263.0 ^{**}	13.1 ^{**}	U.S.A. (93), U.K. (30), Canada (9) ⁻² , Barbados (8) ⁻¹	-	-142	-263.0
Antigua and Barbuda	572	...	8.3	Cuba (191) ⁺¹ , U.S.A. (174), U.K. (53), Canada (45) ⁻² , Jordan (45)	...	...	...
Argentina	9,060	0.4 ⁻¹	0.3	U.S.A. (2,538), Spain (1,947), Cuba (864) ⁺¹ , France (768), Italy (560) ⁻¹	...	...	...
Aruba	82	3.7	1.2	U.S.A. (68), Canada (9) ⁻²	51	-31	-1.4
Bahamas	2,311	...	8.0	U.S.A. (1,544), Canada (276) ⁻² , U.K. (232), Trinidad&Tobago (85) ⁻⁴ , Jamaica (77) ⁻⁸	...	...	...
Barbados	1,357^{**}	...	...	U.S.A. (403), U.K. (342), Trinidad&Tobago (200) ⁻⁴ , Canada (186) ⁻² , Jamaica (115) ⁻⁸	890 ⁻¹	-579 ⁻¹	-5.1 ⁻¹
Belize	798	...	2.6	U.S.A. (491), Cuba (190) ⁺¹ , Jamaica (33) ⁻⁸ , Canada (27) ⁻² , U.K. (25)	...	...	...
Bermuda	1,098 ^{**}	124.8 ^{**,-1}	30.8 ^{**}	U.S.A. (421), Canada (324) ⁻² , U.K. (236), Romania (85), Australia (17)	...	...	...
Bolivia	9,749 ^{**,-1}	2.5 ⁻¹	1.0 ^{**,-1}	Cuba (5,349) ⁺¹ , U.S.A. (965), Venezuela (796), Spain (637), Argentina (491) ⁻⁸	...	...	...
Brazil	23,410	0.4	0.1	U.S.A. (7,586), France (2,941), Portugal (2,204) ⁻¹ , Germany (1,878), Spain (1,337)	...	...	...
British Virgin Islands	299	1,495.0 ^{**}	16.4 ^{**}	U.K. (133), U.S.A. (93), Philippines (25), Barbados (22) ⁻¹ , Canada (9) ⁻²	...	...	...
Cayman Islands	335	36.7	13.3	U.S.A. (161), U.K. (141), Canada (21) ⁻² , Barbados (5) ⁻¹	346	11	1.2
Chile	6,664	0.8 ⁻¹	0.5	U.S.A. (1,687), Spain (1,016), France (738), Argentina (656) ⁻⁸ , Germany (597)	7,946 ⁻¹	2,200 ⁻¹	0.3 ⁻¹
Colombia	18,082	1.2	0.4	U.S.A. (6,669), Spain (3,014), France (2,281), Germany (1,074), Australia (740)	...	...	...
Costa Rica	1,849	...	0.4	U.S.A. (928), Cuba (224) ⁺¹ , Spain (116), Germany (112), France (96)	1,480	-369	...
Cuba	1,378	0.1	0.2	Spain (583), Italy (126) ⁻¹ , Germany (110), France (96), U.S.A. (82)	30,961 ⁺¹	...	...
Dominica	602	262.9	10.0	U.S.A. (228), Cuba (96) ⁺¹ , Venezuela (66), U.K. (51), France (40)	...	...	...
Dominican Republic	2,317	...	0.2	U.S.A. (1,160), Spain (360), Cuba (358) ⁺¹ , Canada (99) ⁻² , France (71)	...	...	...
Ecuador	8,434	1.6	0.7	U.S.A. (2,154), Spain (1,882), Cuba (1,825) ⁺¹ , Chile (459) ⁻¹ , Italy (421) ⁻¹	...	...	...
El Salvador	2,647	1.9	0.5	U.S.A. (941), Cuba (800) ⁺¹ , France (151), Spain (125), Honduras (100) ⁻⁵	870	-1,777	-1.3
Grenada	497 ^{**}	...	3.9 ^{**}	U.S.A. (238), Cuba (96) ⁺¹ , U.K. (42), Trinidad&Tobago (40) ⁻⁴ , Barbados (39) ⁻¹	4,240 ⁺¹	...	...
Guatemala	2,735	1.1 ⁻¹	0.2	U.S.A. (1,020), Cuba (603) ⁺¹ , El Salvador (274), Spain (119), Honduras (102) ⁻⁵	...	...	...
Guyana	1,413 ^{**,-1}	18.1	2.2 ^{**,-1}	Cuba (797) ⁺¹ , U.S.A. (300), U.K. (99), Canada (57) ⁻² , France (45)	34 ⁻¹	-1,340 ⁻¹	-17.8 ⁻¹
Haiti	3,969	...	0.4	France (1,289), U.S.A. (873), Canada (867) ⁻² , Cuba (624) ⁺¹ , Venezuela (62)	...	...	...
Honduras	2,508	1.7	0.3	U.S.A. (1,069), Cuba (862) ⁺¹ , Spain (126), El Salvador (86), Germany (46)	...	...	...
Jamaica	5,913	9.7	2.3	U.S.A. (3,875), U.K. (631), Cuba (274) ⁺¹ , Canada (237) ⁻² , Jordan (235)	...	...	...
Mexico	25,444	1.0	0.3	U.S.A. (14,853), Spain (2,103), France (1,751), U.K. (1,303), Germany (1,299)	...	...	...
Montserrat	47 ^{**}	92.2 ^{**}	15.8 ^{**}	U.S.A. (16), U.K. (14), Barbados (13) ⁻¹	. ⁻¹	-57 ⁻¹	...
Netherlands Antilles	337	...	2.9	U.S.A. (233), Jordan (38), U.K. (17), Canada (15) ⁻² , Aruba (13)	...	...	...
Nicaragua	2,328	...	0.4	Cuba (892) ⁺¹ , Costa Rica (402), U.S.A. (389), Venezuela (173), Honduras (117) ⁻⁵
Panama	2,263	1.5 ⁻¹	0.8	U.S.A. (1,131), Cuba (541) ⁺¹ , Spain (122), Chile (93) ⁻¹ , Venezuela (55)

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	Country or territory	MF 1	Outbound mobility ratio (%) 2			Gross outbound enrolment ratio 3	MF 6
Paraguay	2,243	1.2 ⁻¹	0.4	Cuba (746) ⁺¹ , Argentina (392) ⁻⁸ , U.S.A. (377), Spain (163), France (90)	...	...	...
Peru	14,719 ^{**}	1.2 ^{**,-2}	0.5 ^{**}	U.S.A. (3,676), Spain (2,861), Chile (1,523) ⁻¹ , Cuba (1,422) ⁺¹ , Italy (1,243) ⁻¹	...	...	...
Saint Kitts and Nevis	465^{**}	...	...	U.S.A. (239), Cuba (53) ⁺¹ , Barbados (47) ⁻¹ , U.K. (36), Jamaica (30) ⁻⁸	-	-465	-54.1
Saint Lucia	1,133 ^{**}	44.0 ^{**}	6.5 ^{**}	U.S.A. (319), Cuba (281) ⁺¹ , U.K. (148), Trinidad&Tobago (136) ⁻⁴ , Canada (69) ⁻²	234	-899	-34.9
St.Vincent and the Grenadines	722 ^{**}	...	6.9 ^{**}	Barbados (154) ⁻¹ , Cuba (132) ⁺¹ , U.S.A. (126), U.K. (79), Trinidad&Tobago (72) ⁻⁴	...	...	...
Suriname	559	...	1.2	Netherlands (315), U.S.A. (88), France (75), Serbia (10), Aruba (7)	...	...	...
Trinidad and Tobago	4,837	...	3.6	U.S.A. (2,643), U.K. (834), Canada (573) ⁻² , Grenada (229) ⁺¹ , Barbados (197) ⁻¹	...	...	...
Turks and Caicos Islands	253	.	9.6 ^{**}	U.S.A. (169), U.K. (54), Canada (9) ⁻² , Jamaica (8) ⁻⁸ , Cayman Islands (7)	-	-253	...
Uruguay	2,207 ^{**}	1.6 ^{**,-1}	0.9 ^{**}	Argentina (500) ⁻⁸ , U.S.A. (458), Cuba (367) ⁺¹ , Spain (308), France (140)	...	...	...
Venezuela	12,428	0.6	0.5	U.S.A. (4,451), Cuba (3,520) ⁺¹ , Spain (1,517), France (492), Portugal (452) ⁻¹	1,913	-10,515	-0.5
North America and Western Europe							
Andorra	1,206	262.7	28.9	Spain (1,028), France (143), U.K. (10), U.S.A. (9), Brazil (9) ⁻⁴	...	...	...
Austria	10,241	3.6	2.0	Germany (4,911), U.K. (1,416), U.S.A. (887), Switzerland (712), France (492)	53,396	43,155	15.2
Belgium	10,068	2.5	1.6	France (2,763), U.K. (2,475), Netherlands (974), Germany (886), U.S.A. (813)	29,844	19,776	4.9
Canada	44,883	...	2.0	U.S.A. (29,082), U.K. (5,003), Australia (4,321), France (1,378), Ireland (575)	68,520 ⁻²	24,638 ⁻²	...
Cyprus	23,784 ^{**}	92.6 ^{**}	39.5 ^{**}	Greece (11,449) ⁻¹ , U.K. (9,795), U.S.A. (783), Bulgaria (391), Hungary (307)	7,176	-16,608	-64.7
Denmark	4,924	2.2 ⁻¹	1.7	U.K. (1,516), U.S.A. (899), Norway (838), Germany (379), France (200)	12,695 ⁻¹	7,660 ⁻¹	3.3 ⁻¹
Finland	6,502	2.1	2.0	U.K. (1,666), Sweden (1,124), U.S.A. (673), Germany (604), Estonia (586)	11,303	4,801	1.6
France	45,191	2.1	1.1	U.K. (12,685), U.S.A. (7,058), Germany (5,102), Switzerland (4,895), Canada (4,698) ⁻²	243,436	198,245	9.2
Germany	83,524	...	1.7	Austria (17,464), U.K. (13,625), Netherlands (12,313), U.S.A. (8,917), Switzerland (8,341)	189,347	105,823	...
Gibraltar	637	...	...	U.K. (618), U.S.A. (15)	.	-637	...
Greece	29,616	5.4 ⁻¹	4.6	U.K. (12,626), Italy (5,054) ⁻¹ , Germany (2,479), U.S.A. (1,983), France (1,926)	21,160 ⁻¹	-11,501 ⁻¹	-1.9 ⁻¹
Holy See	16	...	...	Spain (7)	...	...	...
Iceland	2,508 ^{**}	15.1 ^{**}	11.3 ^{**}	Denmark (963) ⁻¹ , U.S.A. (402), U.K. (340), Norway (267), Sweden (138)	720	-1,788	-10.8
Ireland	18,064	10.1	5.9	U.K. (15,261), U.S.A. (1,019), France (392), Germany (290), Australia (193)	12,794	-5,270	-3.0
Israel	12,789	3.9	2.3	Jordan (3,086), U.S.A. (3,007), Germany (1,295), Italy (1,121) ⁻¹ , Hungary (791)	...	...	...
Italy	35,500	1.7 ⁻¹	1.2	Austria (6,733), U.K. (5,607), France (5,009), Holy See (4,103) ⁻⁹ , Germany (4,086)	57,271 ⁻¹	22,142 ⁻¹	1.1 ⁻¹
Liechtenstein	876	109.5	40.3	Switzerland (644), Austria (163), Germany (19), U.K. (14), U.S.A. (13)	653	-223	-27.9
Luxembourg	6,348	261.6 ⁻²	22.5	Germany (2,505), France (1,551), U.K. (834), Austria (537), Switzerland (300)	1,137 ⁻²	-5,906 ⁻²	-219.4 ⁻²
Malta	1,009	10.5 ⁻¹	3.4	U.K. (820), Italy (44) ⁻¹ , Germany (25), U.S.A. (24), Spain (19)	...	...	...
Monaco	411	...	...	France (306), U.K. (47), U.S.A. (28), Italy (9) ⁻¹ , Switzerland (9)	...	...	...
Netherlands	8,285	1.4	0.8	U.K. (3,024), U.S.A. (1,682), Germany (807), France (652), Australia (249)	30,052	21,767	3.6
Norway	11,747 ^{**}	5.5 ^{**}	4.0 ^{**}	U.K. (2,797), Denmark (1,935) ⁻¹ , Australia (1,426), U.S.A. (1,265), Poland (911) ⁻¹	16,104	4,357	2.0
Portugal	10,785	3.0 ⁻¹	1.7	U.K. (2,828), France (2,612), Spain (2,157), U.S.A. (903), Germany (606)	17,950 ⁻¹	6,789 ⁻¹	1.9 ⁻¹
San Marino	897 ⁻¹	...	...	Italy (741) ⁻¹ , Malta (47) ⁻³ , U.K. (13), Germany (6)	...	...	...
Spain	21,607	1.2	0.9	U.K. (5,739), France (3,905), Germany (3,676), U.S.A. (3,664), Portugal (648) ⁻¹	37,726	16,119	0.9
Sweden	13,782	3.4	2.4	U.S.A. (3,296), U.K. (3,194), Norway (1,290), Denmark (1,127) ⁻¹ , Australia (853)	22,653	8,871	2.2
Switzerland	10,601	4.7	2.3	U.K. (1,892), Germany (1,883), France (1,613), Italy (1,371) ⁻¹ , U.S.A. (1,297)	31,706	21,105	9.4
U.K.	21,992	0.9	0.5	U.S.A. (8,376), France (2,519), Australia (1,696), Denmark (1,485) ⁻¹ , Ireland (1,421)	341,791	319,799	13.7
United States of America	50,728 ^{**}	0.3 ^{**}	0.2 ^{**}	U.K. (13,895), Canada (7,935) ⁻² , France (3,228), Australia (3,055), Germany (2,928)	624,474	573,746	3.1

TABLE 10 TERTIARY EDUCATION / ISCED 5 and 6 / International flows of mobile students / 2008

Region	Students from a given country studying abroad (outbound mobile students)			Top five destinations (host countries) for outbound mobile students (The number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (Inbound – outbound)	
	Country or territory	MF 1	Outbound mobility ratio (%) 2			Gross outbound enrolment ratio 3	MF 6	Net flow ratio (%) 7
South and West Asia							
Afghanistan	3,034	...	0.1	Iran, Isl.Rep. (577), Turkey (509), U.S.A. (338), Germany (146), U.K. (136)	...	...	...
Bangladesh	15,301	1.3 ⁻¹	0.1	U.K. (2,817), Australia (2,355), U.S.A. (2,307), Cyprus (1,520), Japan (1,515)	669 ⁻¹	-14,163 ⁻¹	-1.2 ⁻¹
Bhutan	955 ^{**}	18.9 ^{**}	1.2 ^{**}	India (365) ⁻² , Thailand (214) ⁺¹ , Australia (195), U.S.A. (96), Canada (66) ⁻²	- ¹	...	...
India	170,256	1.0 ⁻¹	0.2	U.S.A. (94,664), Australia (26,520), U.K. (25,901), New Zealand (4,094), Germany (3,257)	12,374 ⁻²	-126,779 ⁻²	-1.0 ⁻²
Iran (Islamic Republic of)	26,927 ^{**}	0.8 ^{**}	0.3 ^{**}	U.S.A. (3,063), Malaysia (2,442) ⁻¹ , U.K. (2,400), Germany (2,231), Ukraine (1,780)	1,233	-25,694	-0.8
Maldives	1,256 ⁻¹	... ⁻²	3.3 ⁻¹	Malaysia (632) ⁻¹ , Australia (250), U.K. (146), New Zealand (59), India (42) ⁻²	...	...	...
Nepal	17,689	...	...	U.S.A. (8,946), Australia (3,314), Japan (1,311), India (1,252) ⁻² , U.K. (646)	...	...	...
Pakistan	26,608	2.7	0.1	U.K. (9,303), U.S.A. (5,351), Australia (2,482), Sweden (1,303), Germany (1,133)	...	...	...
Sri Lanka	13,854	...	0.8	Australia (4,073), U.K. (3,141), U.S.A. (2,594), Japan (1,197), India (431) ⁻²	...	...	...
Sub-Saharan Africa							
Angola	7,344 ⁻¹	13.5 ⁻²	0.4 ⁻¹	Portugal (4,794) ⁻¹ , South Africa (1,101), U.S.A. (504), U.K. (286), France (204)	...	...	...
Benin	3,521	8.8 ⁻²	0.5	France (2,258), U.S.A. (319), Canada (225) ⁻² , Morocco (200), Germany (117)	...	...	...
Botswana	7,315	49.8 ⁻²	3.4	South Africa (5,194), U.K. (591), Australia (511), U.S.A. (236), Namibia (198)	...	...	...
Burkina Faso	2,487	6.0	0.2	France (1,127), U.S.A. (515), Morocco (229), Canada (177) ⁻² , Germany (84)	...	...	...
Burundi	1,063 ^{**}	4.9 ^{**}	0.1 ^{**}	France (300), Canada (159) ⁻² , U.S.A. (87), Morocco (78), Norway (76)	...	...	...
Cameroon	17,488	11.8	0.9	France (5,655), Germany (5,002), U.S.A. (1,893), Italy (1,614) ⁻¹ , U.K. (530)	1,417 ⁻¹	-15,545 ⁻¹	-11.8 ⁻¹
Cape Verde	4,848 ⁻¹	91.7 ⁻¹	8.8 ⁻¹	Portugal (4,342) ⁻¹ , France (187), Spain (65), Cuba (47) ⁺¹ , U.S.A. (43)	...	...	...
Central African Republic	860	9.1	0.2	France (588), Morocco (103), U.S.A. (47), Cameroon (31) ⁻¹ , Gabon (11) ⁻⁹	485 ⁻²	-378 ⁻²	-8.5 ⁻²
Chad	2,692 ⁻¹	...	0.3 ⁻¹	Cameroon (1,229) ⁻¹ , France (465), Cent. Afr. Rep. (397) ⁻² , Morocco (206), U.S.A. (127)	40	...	...
Comoros	2,649	...	3.9	France (1,319), Madagascar (923), Morocco (237), U.S.A. (42), Malaysia (33) ⁻¹	...	...	...
Congo	4,322	...	1.2	France (2,704), Morocco (270), Italy (222) ⁻¹ , Canada (171) ⁻² , U.S.A. (150)	...	...	...
Côte d'Ivoire	5,639	3.7 ⁻¹	0.3	France (3,526), U.S.A. (712), Morocco (352), Canada (315) ⁻² , Germany (220)	...	...	...
Democratic Rep. of the Congo	3,924	1.3	0.1	South Africa (1,579), France (741), U.S.A. (282), Burundi (276) ⁻⁶ , Canada (150) ⁻²	914	-3,010	-1.0
Equatorial Guinea	920	...	1.6	Spain (574), U.S.A. (98), Cuba (92) ⁺¹ , Morocco (56), France (35)	...	...	...
Eritrea	814 ^{**}	...	0.2 ^{**}	U.S.A. (163), Jordan (98), Italy (97) ⁻¹ , U.K. (87), Malaysia (48) ⁻¹	...	...	...
Ethiopia	3,872	1.5	0.1	U.S.A. (1,317), Norway (293), India (290) ⁻² , Germany (287), France (258)	...	...	...
Gabon	4,798	...	3.4	France (3,585), U.S.A. (303), Canada (237) ⁻² , Germany (177), South Africa (161)	...	...	...
Gambia	968	...	0.7	U.K. (332), U.S.A. (330), Venezuela (55), Cuba (34) ⁺¹ , France (25)	...	...	...
Ghana	7,201	5.4 ⁻¹	0.3	U.S.A. (2,898), U.K. (2,237), Finland (285), Germany (275), Canada (216) ⁻²	1,899 ⁻¹	-5,609 ⁻¹	-4.0 ⁻¹
Guinea	4,376	5.5	0.5	France (2,751), Morocco (477), U.S.A. (167), Portugal (159) ⁻¹ , Canada (144) ⁻²	748	-3,628	-4.5
Guinea-Bissau	653 ⁻¹	15.3 ⁻²	0.5 ⁻¹	Portugal (426) ⁻¹ , France (55), Morocco (55), Cuba (42) ⁺¹ , Spain (29)	...	...	...
Kenya	12,562	...	0.3	U.S.A. (5,844), U.K. (2,428), Australia (1,417), India (508) ⁻² , Finland (340)	...	...	...
Lesotho	4,300	45.0 ⁻²	1.8	South Africa (4,098), U.S.A. (45), U.K. (33), Cuba (24) ⁺¹ , Morocco (17)	53 ⁻²	-3,770 ⁻²	-44.4 ⁻²
Liberia	621	...	0.2	U.S.A. (298), Morocco (111), Norway (43), Ghana (43) ⁻¹ , France (19)	...	...	...
Madagascar	4,076	6.6	0.2	France (3,456), U.S.A. (130), Canada (87) ⁻² , Morocco (71), Switzerland (59)	1,066	-3,010	-4.8
Malawi	1,945	29.1 ⁻¹	0.1	South Africa (802), U.K. (533), U.S.A. (297), Australia (83), Namibia (54)	...	...	...
Mali	3,094	4.6	0.2	France (1,766), U.S.A. (435), Morocco (378), Niger (220) ⁺¹ , Canada (132) ⁻²	...	...	...
Mauritius	7,401	28.9 ^{**}	7.5	France (1,826), U.K. (1,702), Australia (1,273), South Africa (1,165), India (497) ⁻²	56 ⁻²	-7,551 ⁻²	-34.6 ⁻²
Mozambique	2,441 ^{**}	...	0.1 ^{**}	Portugal (1,006) ⁻¹ , South Africa (892), U.S.A. (78), Cuba (61) ⁺¹ , U.K. (56)	...	...	...

Region	Students from a given country studying abroad (outbound mobile students)			Top five destinations (host countries) for outbound mobile students (The number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (Inbound – outbound)	
	Country or territory	MF 1	Outbound mobility ratio (%) 2			Gross outbound enrolment ratio 3	MF 6	Net flow ratio (%) 7
Namibia	8,252	41.9	3.7	South Africa (7,813), Cuba (130) ⁺¹ , U.K. (91), U.S.A. (66), Germany (26)	2,004	-6,248	-31.7
Niger	2,094 ^{**}	16.3 ^{**}	0.2 ^{**}	France (777), Morocco (316), U.S.A. (289), Greece (180) ⁻¹ , Canada (78) ⁻²	1,026 ⁺¹	...	...
Nigeria	24,953	...	0.2	U.K. (11,783), U.S.A. (6,229), Ghana (1,349) ⁻¹ , South Africa (649), Malaysia (497) ⁻¹	...	...	...
Rwanda	2,013 ^{**}	4.5 ^{**}	0.2 ^{**}	France (561), U.S.A. (270), Burundi (217) ⁻⁶ , Canada (210) ⁻² , South Africa (133)	...	...	...
Sao Tome and Principe	792 ⁻¹	.	4.6 ⁻¹	Portugal (644) ⁻¹ , Cuba (270) ⁺¹ , France (42), Morocco (29), Macao (5)	.	...	...
Senegal	11,684	12.8	1.0	France (9,298), U.S.A. (659), Morocco (489), Canada (420) ⁻² , Germany (188)	...	...	...
Seychelles	462	. ⁺¹	6.2	Australia (139), U.K. (129), France (45), South Africa (42), Mauritius (23) ⁺²	. ⁺¹	...	...
Sierra Leone	714	...	0.1	U.K. (243), U.S.A. (230), Gambia (43) ⁻⁸ , Germany (31), Greece (18) ⁻¹	...	...	...
Somalia	1,408 ^{**,-1}	...	0.2 ^{**,-1}	Malaysia (424) ⁻¹ , U.K. (110), Jordan (92), Norway (90), Pakistan (80) ⁻⁵	...	...	...
South Africa	5,500	0.7	0.1	U.S.A. (1,622), U.K. (1,539), Australia (763), Cuba (387) ⁺¹ , Portugal (168) ⁻¹	63,964	58,464	...
Swaziland	3,518	51.7 ⁻²	2.5	South Africa (3,278), U.S.A. (128), U.K. (52), Cuba (16) ⁺¹ , Namibia (12)	122 ⁻²	-2,818 ⁻²	-49.5 ⁻²
Togo	3,025	9.5 ⁻¹	0.5	France (1,584), U.S.A. (439), Germany (335), Morocco (155), Canada (123) ⁻²	459 ⁻¹	-2,616 ⁻¹	-8.0 ⁻¹
Uganda	2,707	2.5	0.1	U.K. (921), U.S.A. (770), Norway (111), Germany (107), Australia (99)	...	...	...
United Rep. of Tanzania	4,149	7.8 ⁻¹	0.1	U.S.A. (1,193), U.K. (989), South Africa (598), India (171) ⁻² , Australia (155)	...	...	...
Zambia	4,250	...	0.4	South Africa (1,523), U.S.A. (788), U.K. (629), Australia (551), Namibia (419)	...	...	...
Zimbabwe	23,512	...	1.5	South Africa (17,766), U.K. (2,027), Australia (1,464), U.S.A. (1,423), Namibia (297)	...	...	...

REGIONAL AVERAGES

WORLD	2,965,840 ^{**}	1.9 ^{**}	...	North America and Western Europe (62.1%) East Asia and the Pacific (18.9%), Central and Eastern Europe (7.7%), Arab States (4.5%), Sub-Saharan Africa (2.7%), Latin America and the Caribbean (1.9%), Central Asia(1.7%), South and West Asia (0.5%)	.	.	.
Arab States	206,549 ^{**}	2.8 ^{**}	...	North America and Western Europe (68.6%), Arab States (17.7%), East Asia and the Pacific (5.6%), Central and Eastern Europe (5.6%), South and West Asia (1.9%), Central Asia(0.5%), Latin America and the Caribbean (0.1%), Sub-Saharan Africa (0.1%)	132,752	-73,797 ^{**}	-1.0 ^{**}
Central and Eastern Europe	330,563 ^{**}	1.6 ^{**}	...	North America and Western Europe (63.1%), Central and Eastern Europe (32.3%), Central Asia(3.1%), East Asia and the Pacific (1.2%), Arab States (0.2%), South and West Asia (0.03%), Latin America and the Caribbean (0.03%), Sub-Saharan Africa (0.02%)	228,753	-101,810 ^{**}	-0.5 ^{**}
Central Asia	96,314 ^{**}	4.6 ^{**}	...	Central and Eastern Europe (46.0%), Central Asia(32.4%), North America and Western Europe (17.3%), East Asia and the Pacific (3.7%), Arab States (0.3%), South and West Asia (0.2%), Latin America and the Caribbean (0.04%), Sub-Saharan Africa (-)	51,375	-44,939 ^{**}	-2.1 ^{**}
East Asia and the Pacific	846,618 ^{**}	1.7 ^{**}	...	North America and Western Europe (54.9%) East Asia and the Pacific (42.7%), Central and Eastern Europe (1.3%), Central Asia(0.4%), Latin America and the Caribbean (0.3%), Arab States (0.2%), South and West Asia (0.2%), Sub-Saharan Africa (0.01%)	559,236	-287,382 ^{**}	-0.6 ^{**}
Latin America and the Caribbean	177,995 ^{**}	0.9 ^{**}	...	North America and Western Europe (73.7%), Latin America and the Caribbean (23.0%), East Asia and the Pacific (2.6%), Central and Eastern Europe (0.3%), Arab States (0.3%), South and West Asia (0.02%), Central Asia(-), Sub-Saharan Africa (-)	57,709	-120,286 ^{**}	-0.6 ^{**}
North America and Western Europe	486,981 ^{**}	1.4 ^{**}	...	North America and Western Europe (87.7%), East Asia and the Pacific (6.2%), Central and Eastern Europe (4.0%), Latin America and the Caribbean (1.1%), Arab States (0.8%), South and West Asia (0.2%), Central Asia(0.03%), Sub-Saharan Africa (0.01%)	1,841,933	1,354,952 ^{**}	3.9 ^{**}
South and West Asia	275,840 ^{**}	1.3 ^{**}	...	North America and Western Europe (70.7%), East Asia and the Pacific (21.7%), Central and Eastern Europe (3.0%), Central Asia (1.9%), South and West Asia (1.6%), Arab States (0.9%), Latin America and the Caribbean (0.2%), Sub-Saharan Africa (0.01%)	14,665	-261,175 ^{**}	-1.3 ^{**}
Sub-Saharan Africa	223,181 ^{**}	4.9 ^{**}	...	North America and Western Europe (65.1%), Sub-Saharan Africa (24.5%), East Asia and the Pacific (4.6%), Arab States (3.2%), Central and Eastern Europe (1.0%), South and West Asia (0.9%), Latin America and the Caribbean (0.8%), Central Asia(0.02%)	79,417	-143,765 ^{**}	-3.2 ^{**}
World (not specified)	321,799^{**}	.	.	.	.	.	.

Note: "World (not specified)" denotes host countries that reported numbers of mobile students hosted without specifying their country of origin. Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by broad fields of education / 2008

Region	Total number of graduates		Graduates by field of education as a % of total									
	MF (000)	% F	Science and technology fields						Other fields			
			Total		Science		Engineering, manufacturing and construction		Total		Education	
			MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Country or territory	1	2	3	4	5	6	7	8	9	10	11	12
Arab States												
Algeria	120 ⁻¹	59 ⁻¹	25 ⁻¹	47 ⁻¹	12 ⁻¹	61 ⁻¹	13 ⁻¹	33 ⁻¹	74 ⁻¹	64 ⁻¹	1 ⁻¹	68 ⁻¹
Bahrain	2.9 ⁻²	68 ⁻²	18 ⁻²	46 ⁻²	8 ⁻²	73 ⁻²	10 ⁻²	26 ⁻²	70 ⁻²	72 ⁻²	5 ⁻²	48 ⁻²
Djibouti	...	...	...	...	...	...	...	...	...	...	...	...
Egypt ^(w)	416	52	...	...	...	...	...	...	...	...	...	...
Iraq	...	...	...	...	...	...	...	...	...	...	...	...
Jordan ^(w)	50 ⁻¹	55 ⁻¹	25 ⁻¹	40 ⁻¹	14 ⁻¹	52 ⁻¹	11 ⁻¹	25 ⁻¹	73 ⁻¹	60 ⁻¹	18 ⁻¹	84 ⁻¹
Kuwait	...	...	...	...	...	...	...	...	...	...	...	...
Lebanon	35 ⁺¹	57 ⁺¹	25 ⁺¹	44 ⁺¹	14 ⁺¹	58 ⁺¹	11 ⁺¹	25 ⁺¹	75 ⁺¹	62 ⁺¹	5 ⁺¹	92 ⁺¹
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	2.7 ⁻²	26 ⁻²	...	...	...	...	...	...	...	...	...	...
Morocco	63	32	34	17	23	18	11	15	66	40	5	38
Oman	11 ⁺¹	60 ⁺¹	27 ⁺¹	48 ⁺¹	16 ⁺¹	64 ⁺¹	11 ⁺¹	25 ⁺¹	68 ⁺¹	66 ⁺¹	30 ⁺¹	65 ⁺¹
Palestinian Autonomous Territories	25	58	17	43	10	51	7	31	83	61	31	75
Qatar	1.8	67	23	54	10	75	13	37	77	71	8	86
Saudi Arabia	87	61	...	...	...	...	...	...	...	...	...	...
Sudan	...	...	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	...	...	...	...	...	...	...	...	...	...	...	...
Tunisia ^(w)	59 ⁻¹	...	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	13 ⁻¹	65 ⁻¹	33 ⁻¹	50 ⁻¹	23 ⁻¹	63 ⁻¹	9 ⁻¹	19 ⁻¹	67 ⁻¹	73 ⁻¹	12 ⁻¹	92 ⁻¹
Yemen	27 ⁻¹	33 ⁻¹	...	...	...	...	...	...	...	...	...	...
Central and Eastern Europe												
Albania ^(u)	...	...	...	...	...	...	...	...	...	...	...	...
Belarus	113	...	26	...	2	...	24	...	74	...	13	...
Bosnia and Herzegovina ^(u)	16	59	...	...	...	...	...	...	...	...	...	...
Bulgaria ^(u)	55	61	18	37	4	55	14	32	82	67	6	74
Croatia ^(u)	22 ⁻¹	58 ⁻¹	19 ⁻¹	35 ⁻¹	7 ⁻¹	47 ⁻¹	12 ⁻¹	28 ⁻¹	81 ⁻¹	63 ⁻¹	7 ⁻¹	94 ⁻¹
Czech Republic ^(u)	89	58	25	30	9	38	16	25	70	69	15	77
Estonia ^(u)	11	69	21	42	10	49	10	36	79	76	8	94
Hungary ^(u)	63	67	13	26	6	28	8	24	87	73	17	80
Latvia ^(u)	24	72	13	32	5	37	8	29	87	77	10	88
Lithuania ^(u)	43	67	21	33	5	39	16	31	79	76	14	82
Montenegro	...	...	...	...	...	...	...	...	...	...	...	...
Poland ^(u)	533 ⁻¹	65 ⁻¹	17 ⁻¹	39 ⁻¹	8 ⁻¹	45 ⁻¹	9 ⁻¹	33 ⁻¹	83 ⁻¹	70 ⁻¹	16 ⁻¹	77 ⁻¹
Republic of Moldova	27	58	...	...	...	...	...	...	...	...	...	...
Romania ^(u)	311	64	17	43	6	60	10	32	83	68	3	92
Russian Federation ^(w)	1,985 ⁻¹	...	27 ⁻¹	...	6 ⁻¹	...	22 ⁻¹	...	71 ⁻¹	...	10 ⁻¹	...
Serbia	36	60	22	42	8	49	14	39	78	65	10	90
Slovakia ^(u)	65	64	21	37	7	43	13	33	79	71	17	81
Slovenia ^(u)	17	63	18	27	4	39	14	23	82	71	8	86
The former Yugoslav Rep. of Macedonia ^(u)	11	60	18	43	8	48	9	38	82	63	14	76
Turkey ^(u)	445	46	22	31	8	44	14	23	78	50	15	57
Ukraine	610	...	24	...	4	...	20	...	74	...	9	...
Central Asia												
Armenia	16 ⁻¹	57 ⁻¹	7 ⁻¹	31 ⁻¹	1 ⁻¹	35 ⁻¹	7 ⁻¹	31 ⁻¹	67 ⁻¹	63 ⁻¹	16 ⁻¹	94 ⁻¹
Azerbaijan	50 ⁺¹	54 ⁺¹	16 ⁺¹	40 ⁺¹	10 ⁺¹	53 ⁺¹	6 ⁺¹	20 ⁺¹	84 ⁺¹	56 ⁺¹	19 ⁺¹	90 ⁺¹

Graduates by field of education as a % of total												Region
Other fields										Not known or unspecified		Country or territory
Humanities and arts		Social science, business and law		Agriculture		Health and welfare		Services				
MF 13	% F 14	MF 15	% F 16	MF 17	% F 18	MF 19	% F 20	MF 21	% F 22	MF 23	% F 24	
Arab States												
18 ⁻¹	75 ⁻¹	47 ⁻¹	62 ⁻¹	2 ⁻¹	48 ⁻¹	5 ⁻¹	58 ⁻¹	1 ⁻¹	37 ⁻¹	1 ⁻¹	9 ⁻¹	Algeria
9 ⁻²	85 ⁻²	41 ⁻²	71 ⁻²	. ⁻²	. ⁻²	9 ⁻²	83 ⁻²	5 ⁻²	68 ⁻²	12 ⁻²	75 ⁻²	Bahrain
...	...	...	...	...	...	...	...	...	...	...	...	Djibouti
...	...	...	...	...	...	...	...	...	...	...	...	Egypt ^(w)
...	...	...	...	...	...	...	...	...	...	...	...	Iraq
15 ⁻¹	67 ⁻¹	25 ⁻¹	42 ⁻¹	1 ⁻¹	54 ⁻¹	13 ⁻¹	52 ⁻¹	- ⁻¹	100 ⁻¹	2 ⁻¹	64 ⁻¹	Jordan ^(w)
...	...	...	...	...	...	...	...	...	...	...	...	Kuwait
11 ⁺¹	73 ⁺¹	44 ⁺¹	53 ⁺¹	- ⁺¹	50 ⁺¹	13 ⁺¹	70 ⁺¹	1 ⁺¹	55 ⁺¹	- ⁺¹	50 ⁺¹	Lebanon
...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
...	...	...	...	...	...	...	...	...	...	...	...	Mauritania
14	49	36	36	1	14	7	52	3	15	-	35	Morocco
5 ⁺¹	88 ⁺¹	23 ⁺¹	59 ⁺¹	1 ⁺¹	51 ⁺¹	9 ⁺¹	78 ⁺¹	- ⁺¹	- ⁺¹	6 ⁺¹	43 ⁺¹	Oman
11	70	32	46	-	18	8	57	1	32	-	-	Palestinian Autonomous Territories
15	90	40	69	-	-	7	77	7	9	-	-	Qatar
...	...	...	...	...	...	...	...	...	...	...	...	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	...	...	Sudan
...	...	...	...	...	...	...	...	...	...	...	...	Syrian Arab Republic
...	...	...	...	...	...	...	...	...	...	...	...	Tunisia ^(w)
13 ⁻¹	85 ⁻¹	35 ⁻¹	61 ⁻¹	- ⁻¹	83 ⁻¹	5 ⁻¹	80 ⁻¹	1 ⁻¹	55 ⁻¹	- ⁻¹	- ⁻¹	United Arab Emirates
...	...	...	...	...	...	...	...	...	...	...	...	Yemen
Central and Eastern Europe												
...	...	...	...	...	...	...	...	...	...	...	...	Albania ^(u)
5	...	41	...	7	...	4	...	4	...	-	...	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina ^(u)
6	70	53	67	2	46	7	74	9	54	-	-	Bulgaria ^(u)
8 ⁻¹	72 ⁻¹	38 ⁻¹	67 ⁻¹	3 ⁻¹	48 ⁻¹	9 ⁻¹	75 ⁻¹	16 ⁻¹	29 ⁻¹	- ⁻¹	- ⁻¹	Croatia ^(u)
7	67	31	66	4	59	9	83	5	46	4	45	Czech Republic ^(u)
11	79	38	73	2	56	10	93	10	57	-	-	Estonia ^(u)
8	72	40	72	2	49	10	81	8	62	-	-	Hungary ^(u)
7	82	55	75	1	61	8	92	6	58	-	88	Latvia ^(u)
7	75	43	74	2	53	10	87	4	50	-	-	Lithuania ^(u)
...	...	...	...	...	...	...	...	...	...	...	...	Montenegro
9 ⁻¹	77 ⁻¹	43 ⁻¹	69 ⁻¹	2 ⁻¹	58 ⁻¹	8 ⁻¹	71 ⁻¹	5 ⁻¹	55 ⁻¹	- ⁻¹	- ⁻¹	Poland ^(u)
...	...	...	...	...	...	...	...	...	...	...	...	Republic of Moldova
10	71	58	67	1	37	7	71	3	46	-	-	Romania ^(u)
3 ⁻¹	...	46 ⁻¹	...	4 ⁻¹	...	6 ⁻¹	...	2 ⁻¹	...	2 ⁻¹	...	Russian Federation ^(w)
9	75	39	61	2	44	10	75	8	40	-	-	Serbia
6	63	31	67	2	45	17	85	5	45	-	-	Slovakia ^(u)
6	69	50	71	2	62	8	83	8	44	-	-	Slovenia ^(u)
13	67	34	62	2	43	11	69	9	40	-	-	The former Yugoslav Rep. of Macedonia ^(u)
6	54	41	47	5	57	6	66	5	27	-	-	Turkey ^(u)
5	...	45	...	4	...	7	...	5	...	2	...	Ukraine
Central Asia												
4 ⁻¹	57 ⁻¹	30 ⁻¹	51 ⁻¹	3 ⁻¹	38 ⁻¹	12 ⁻¹	71 ⁻¹	3 ⁻¹	27 ⁻¹	26 ⁻¹	49 ⁻¹	Armenia
20 ⁺¹	75 ⁺¹	30 ⁺¹	29 ⁺¹	- ⁺¹	26 ⁺¹	8 ⁺¹	76 ⁺¹	8 ⁺¹	15 ⁺¹	- ⁺¹	100 ⁺¹	Azerbaijan

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by broad fields of education / 2008

Region	Total number of graduates		Graduates by field of education as a % of total									
			Science and technology fields						Other fields			
	MF (000)	% F	Total		Science		Engineering, manufacturing and construction		Total		Education	
			MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Country or territory	1	2	3	4	5	6	7	8	9	10	11	12
Georgia	55	57	...	...	...	...	...	...	...	...	...	...
Kazakhstan	...	...	...	...	...	...	...	...	...	...	...	...
Kyrgyzstan	36	61	14	42	5	56	9	34	85	64	20	86
Mongolia	30	66	16	48	6	51	11	46	84	69	13	81
Tajikistan	20	...	25	...	16	...	8	...	75	...	6	...
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	74	39	21	24	6	55	15	12	79	43	35	55
East Asia and the Pacific												
Australia ^(u)	296	56	18	31	11	36	8	24	81	62	9	74
Brunei Darussalam	1.5	67	15	49	6	64	9	39	81	69	56	71
Cambodia	17	27	12	10	9	11	3	5	88	30	2	24
China ^(w)	7,071	48	...	...	...	...	...	...	...	...	...	...
Cook Islands	.	.	.	.	.	.	.	.	.	.	.	.
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	...	...	...	...	...	...	...	...	...	...	...	...
Hong Kong SAR of China	39	50	33 [*]	25 [*]	14 [*]	29 [*]	19 [*]	23 [*]	60 [*]	64 [*]	9 [*]	68 [*]
Indonesia ^(w)	425	...	...	...	...	...	...	...	...	...	...	...
Japan ^(u)	1,034	48	21	14	3	26	18	12	73	57	7	75
Kiribati	.	.	.	.	.	.	.	.	.	.	.	.
Lao People's Democratic Republic	7.4 ⁻²	38 ⁻²	13 ⁻²	15 ⁻²	1 ⁻²	46 ⁻²	12 ⁻²	11 ⁻²	74 ⁻²	40 ⁻²	20 ⁻²	48 ⁻²
Macao, China	6.8	49	4	11	3	11	1	11	96	50	5	65
Malaysia ^(w)	181 ⁻¹	57 ⁻¹	45 ⁻¹	42 ⁻¹	17 ⁻¹	60 ⁻¹	28 ⁻¹	31 ⁻¹	54 ⁻¹	69 ⁻¹	10 ⁻¹	71 ⁻¹
Marshall Islands	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...
Myanmar	105 ⁻¹	70 ⁻¹	38 ⁻¹	...	38 ⁻¹	70 ⁻¹	- ⁻¹	...	62 ⁻¹	...	4 ⁻¹	84 ⁻¹
Nauru	...	...	...	...	...	...	...	...	...	...	...	...
New Zealand ^(u)	54	61	19	38	13	42	6	29	81	66	13	83
Niue	.	.	.	.	.	.	.	.	.	.	.	.
Palau	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...	...	...	...	...
Philippines ^(w)	410 ⁻²	61 ⁻²	...	...	...	...	...	...	...	...	...	...
Republic of Korea ^(u)	605	49	32	26	8	36	25	23	68	60	8	77
Samoa	...	...	...	...	...	...	...	...	...	...	...	...
Singapore	...	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	.	.	.	.	.	.	.	.	.	.	.	.
Thailand ^(w)	542	55	...	...	...	...	...	...	...	...	...	...
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	.	.	.	.	.	.	.	.	.	.	.	.
Tonga	...	...	...	...	...	...	...	...	...	...	...	...
Tuvalu	.	.	.	.	.	.	.	.	.	.	.	.
Vanuatu	...	...	...	...	...	...	...	...	...	...	...	...
Viet Nam	244	43	20	22	-	-	20	22	77	48	33	53
Latin America and the Caribbean												
Anguilla	0.01 ⁻¹	91 ⁻¹	- ⁻¹	...	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	100 ⁻¹	91 ⁻¹	100 ⁻¹	91 ⁻¹
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...	...	...
Argentina ^(w)	236 ⁻¹	66 ⁻¹	13 ⁻¹	47 ⁻¹	7 ⁻¹	54 ⁻¹	5 ⁻¹	38 ⁻¹	87 ⁻¹	69 ⁻¹	21 ⁻¹	83 ⁻¹

Graduates by field of education as a % of total												Region
Other fields										Not known or unspecified		Country or territory
Humanities and arts		Social science, business and law		Agriculture		Health and welfare		Services				
MF 13	% F 14	MF 15	% F 16	MF 17	% F 18	MF 19	% F 20	MF 21	% F 22	MF 23	% F 24	
...	...	...	...	...	...	...	...	...	...	...	...	Georgia
...	...	...	...	...	...	...	...	...	...	...	...	Kazakhstan
8	53	38	56	2	28	12	81	6	28	1	71	Kyrgyzstan
10	75	45	66	3	67	7	84	6	38	-	50	Mongolia
34	...	29	...	3	...	3	...	1	...	-	...	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
12	60	23	21	4	15	4	43	2	29	-	-	Uzbekistan
East Asia and the Pacific												
10	64	44	54	1	51	14	77	3	52	-	67	Australia ^(u)
5	55	11	64	.	.	8	67	.	.	4	81	Brunei Darussalam
14	31	66	31	2	20	3	23	-	56	-	-	Cambodia
...	...	...	...	...	...	...	...	...	...	...	...	China ^(w)
.	.	.	.	.	.	.	.	.	.	.	.	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
...	...	...	...	...	...	...	...	...	...	...	...	Fiji
9 [*]	69 [*]	34 [*]	61 [*]	-	-	6 [*]	71 [*]	2 [*]	61 [*]	8 [*]	46 [*]	Hong Kong SAR of China
...	...	...	...	...	...	...	...	...	...	...	...	Indonesia ^(w)
15	69	26	38	2	39	13	63	10	77	6	58	Japan ^(u)
.	.	.	.	.	.	.	.	.	.	.	.	Kiribati
26 ⁻²	43 ⁻²	10 ⁻²	44 ⁻²	11 ⁻²	21 ⁻²	2 ⁻²	56 ⁻²	4 ⁻²	20 ⁻²	13 ⁻²	47 ⁻²	Lao People's Democratic Republic
7	73	67	41	-	-	6	79	10	68	-	-	Macao, China
3 ⁻¹	65 ⁻¹	31 ⁻¹	68 ⁻¹	- ⁻¹	61 ⁻¹	9 ⁻¹	77 ⁻¹	1 ⁻¹	42 ⁻¹	1 ⁻¹	60 ⁻¹	Malaysia ^(w)
...	...	...	...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
39 ⁻¹	70 ⁻¹	19 ⁻¹	68 ⁻¹	- ⁻¹	...	- ⁻¹	...	- ⁻¹	...	- ⁻¹	...	Myanmar
...	...	...	...	...	...	...	...	...	...	...	...	Nauru
16	64	35	56	1	65	15	79	2	68	-	64	New Zealand ^(u)
.	.	.	.	.	.	.	.	.	.	.	.	Niue
...	...	...	...	...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	...	...	...	...	Papua New Guinea
...	...	...	...	...	...	...	...	...	...	100 ⁻²	61 ⁻²	Philippines ^(w)
18	67	20	46	1	41	13	70	6	44	-	-	Republic of Korea ^(u)
...	...	...	...	...	...	...	...	...	...	...	...	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	Singapore
.	.	.	.	.	.	.	.	.	.	.	.	Solomon Islands
...	...	...	...	...	...	...	...	...	...	...	...	Thailand ^(w)
...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
.	.	.	.	.	.	.	.	.	.	.	.	Tokelau
...	...	...	...	...	...	...	...	...	...	...	...	Tonga
.	.	.	.	.	.	.	.	.	.	.	.	Tuvalu
...	...	...	...	...	...	...	...	...	...	...	...	Vanuatu
4	31	27	53	5	39	3	39	4	18	4	45	Viet Nam
Latin America and the Caribbean												
- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
11 ⁻¹	71 ⁻¹	31 ⁻¹	61 ⁻¹	2 ⁻¹	40 ⁻¹	16 ⁻¹	75 ⁻¹	6 ⁻¹	52 ⁻¹	...	...	Argentina ^(w)

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by broad fields of education / 2008

Region	Total number of graduates		Graduates by field of education as a % of total									
			Science and technology fields						Other fields			
	MF (000)	% F	Total		Science		Engineering, manufacturing and construction		Total		Education	
			MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
1	2	3	4	5	6	7	8	9	10	11	12	
Aruba	0.29	58	24	13	.	.	24	13	76	72	16	78
Bahamas	...	...	...	...	...	...	...	...	...	...	...	...
Barbados	1.7 ⁻¹	74 ⁻¹	12 ⁻¹	54 ⁻¹	12 ⁻¹	54 ⁻¹	- ⁻¹	- ⁻¹	88 ⁻¹	77 ⁻¹	16 ⁻¹	84 ⁻¹
Belize	...	...	...	...	...	...	...	...	...	...	...	...
Bermuda	0.17 ⁻¹	63 ⁻¹	22 ⁻¹	19 ⁻¹	7 ⁻¹	64 ⁻¹	16 ⁻¹	- ⁻¹	78 ⁻¹	75 ⁻¹	3 ⁻¹	100 ⁻¹
Bolivia	...	...	...	...	...	...	...	...	...	...	...	...
Brazil ^(w)	917	60	12	34	7	37	5	29	83	65	23	78
British Virgin Islands	...	...	...	...	...	...	...	...	...	...	...	...
Cayman Islands	0.22	62	35	33	17	28	18	38	65	77	-	-
Chile ^(w)	87 ⁻¹	53 ⁻¹	24 ⁻¹	22 ⁻¹	7 ⁻¹	28 ⁻¹	17 ⁻¹	20 ⁻¹	76 ⁻¹	62 ⁻¹	16 ⁻¹	79 ⁻¹
Colombia	135	43	27	27	2	39	26	26	73	49	8	57
Costa Rica	...	...	...	...	...	...	...	...	...	...	...	...
Cuba	104	48	4	37	2	48	2	23	40	68	22	70
Dominica	...	...	...	...	...	...	...	...	...	...	...	...
Dominican Republic	...	...	...	...	...	...	...	...	...	...	...	...
Ecuador	70	59	13	32	6	41	7	25	87	63	22	70
El Salvador	16	58	28	34	17	41	11	24	72	67	11	77
Grenada	...	...	...	...	...	...	...	...	...	...	...	...
Guatemala	6.1 ⁻¹	50 ⁻¹	17 ⁻¹	34 ⁻¹	3 ⁻¹	75 ⁻¹	14 ⁻¹	26 ⁻¹	83 ⁻¹	53 ⁻¹	25 ⁻¹	63 ⁻¹
Guyana	1.7	70	12	29	6	46	7	14	88	76	36	84
Haiti	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	14	60	...	...	...	...	...	...	...	...	...	...
Jamaica ^(w)	...	...	...	...	...	...	...	...	...	...	...	...
Mexico ^(u)	420	54	26	34	11	43	15	28	73	62	13	72
Montserrat	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...	...	...
Nicaragua	...	...	...	...	...	...	...	...	...	...	...	...
Panama	20 ⁻¹	67 ⁻¹	20 ⁻¹	40 ⁻¹	5 ⁻¹	53 ⁻¹	16 ⁻¹	37 ⁻¹	80 ⁻¹	73 ⁻¹	26 ⁻¹	80 ⁻¹
Paraguay ^(w)	...	...	...	...	...	...	...	...	...	...	...	...
Peru ^(w)	...	...	...	...	...	...	...	...	...	...	...	...
Saint Kitts and Nevis	...	...	...	...	...	...	...	...	...	...	...	...
Saint Lucia	...	...	...	...	...	...	...	...	...	...	...	...
Saint Vincent and the Grenadines	...	...	...	...	...	...	...	...	...	...	...	...
Suriname	...	...	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	...	...	...	...	...	...	...	...	...	...	...	...
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...	...	...
Uruguay ^(u)	8.9 ⁻¹	69 ⁻¹	12 ⁻¹	49 ⁻¹	6 ⁻¹	50 ⁻¹	6 ⁻¹	49 ⁻¹	88 ⁻¹	71 ⁻¹	29 ⁻¹	85 ⁻¹
Venezuela	...	...	...	...	...	...	...	...	...	...	...	...
North America and Western Europe												
Andorra	0.04	48	24	10	24	10	-	-	76	59	-	-
Austria ^(u)	44	52	28	24	11	33	18	19	71	63	11	78
Belgium ^(u)	97	59	16	26	6	29	10	24	80	65	13	76
Canada ^(u)	...	...	...	...	...	...	...	...	...	...	...	...
Cyprus ^(u)	4.2	62	13	37	9	43	3	21	87	65	11	87
Denmark ^(u)	51 ⁻¹	57 ⁻¹	20 ⁻¹	36 ⁻¹	7 ⁻¹	36 ⁻¹	13 ⁻¹	36 ⁻¹	80 ⁻¹	63 ⁻¹	8 ⁻¹	73 ⁻¹
Finland ^(u)	60	64	27	33	12	47	15	22	73	75	8	85

Graduates by field of education as a % of total												Region
Other fields										Not known or unspecified		Country or territory
Humanities and arts		Social science, business and law		Agriculture		Health and welfare		Services				
MF 13	% F 14	MF 15	% F 16	MF 17	% F 18	MF 19	% F 20	MF 21	% F 22	MF 23	% F 24	
.	.	42	61	.	.	19	89	.	.	.	.	Aruba
...	...	...	...	...	...	...	...	...	...	...	...	Bahamas
10 ⁻¹	85 ⁻¹	61 ⁻¹	74 ⁻¹	- ⁻¹	- ⁻¹	1 ⁻¹	75 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	Barbados
...	...	...	...	...	...	...	...	...	...	...	...	Belize
6 ⁻¹	70 ⁻¹	35 ⁻¹	73 ⁻¹	- ⁻¹	- ⁻¹	24 ⁻¹	88 ⁻¹	10 ⁻¹	50 ⁻¹	- ⁻¹	- ⁻¹	Bermuda
...	...	...	...	...	...	...	...	...	...	...	...	Bolivia
3	58	39	55	2	39	14	74	2	65	5	53	Brazil ^(w)
...	...	...	...	...	...	...	...	...	...	...	...	British Virgin Islands
-	-	56	77	-	-	-	-	9	80	-	-	Cayman Islands
5 ⁻¹	55 ⁻¹	30 ⁻¹	54 ⁻¹	3 ⁻¹	38 ⁻¹	15 ⁻¹	77 ⁻¹	7 ⁻¹	45 ⁻¹	- ⁻¹	100 ⁻¹	Chile ^(w)
4	39	50	47	2	30	8	60	-	-	-	-	Colombia
...	...	...	...	...	...	...	...	...	...	...	...	Costa Rica
1	60	5	68	1	35	8	74	2	30	56	35	Cuba
...	...	...	...	...	...	...	...	...	...	...	...	Dominica
...	...	...	...	...	...	...	...	...	...	...	...	Dominican Republic
1	58	48	60	3	30	10	69	3	66	-	-	Ecuador
2	58	39	61	1	35	19	78	-	50	-	-	El Salvador
...	...	...	...	...	...	...	...	...	...	...	...	Grenada
1 ⁻¹	74 ⁻¹	37 ⁻¹	48 ⁻¹	7 ⁻¹	20 ⁻¹	13 ⁻¹	64 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	Guatemala
3	70	42	73	2	29	5	66	1	56	-	-	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	...	...	...	...	...	...	...	Honduras
...	...	...	...	...	...	...	...	...	...	...	...	Jamaica ^(w)
4	59	42	59	2	34	9	65	3	62	...	...	Mexico ^(u)
. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	Montserrat
...	...	...	...	...	...	...	...	...	...	...	...	Netherlands Antilles
...	...	...	...	...	...	...	...	...	...	...	...	Nicaragua
6 ⁻¹	63 ⁻¹	37 ⁻¹	72 ⁻¹	- ⁻¹	36 ⁻¹	7 ⁻¹	75 ⁻¹	3 ⁻¹	57 ⁻¹	- ⁻¹	- ⁻¹	Panama
...	...	...	...	...	...	...	...	...	...	...	...	Paraguay ^(w)
...	...	...	...	...	...	...	...	...	...	...	...	Peru ^(w)
...	...	...	...	...	...	...	...	...	...	...	...	Saint Kitts and Nevis
...	...	...	...	...	...	...	...	...	...	...	...	Saint Lucia
...	...	...	...	...	...	...	...	...	...	...	...	Saint Vincent and the Grenadines
...	...	...	...	...	...	...	...	...	...	...	...	Suriname
...	...	...	...	...	...	...	...	...	...	...	...	Trinidad and Tobago
...	...	...	...	...	...	...	...	...	...	...	...	Turks and Caicos Islands
3 ⁻¹	66 ⁻¹	31 ⁻¹	66 ⁻¹	2 ⁻¹	29 ⁻¹	20 ⁻¹	76 ⁻¹	4 ⁻¹	24 ⁻¹	- ⁻¹	- ⁻¹	Uruguay ^(u)
...	...	...	...	...	...	...	...	...	...	...	...	Venezuela
North America and Western Europe												
-	-	40	59	-	-	36	60	-	-	-	-	Andorra
9	66	35	57	2	41	11	68	4	59	-	42	Austria ^(u)
11	61	31	58	3	55	21	75	1	56	5	56	Belgium ^(u)
...	...	...	...	...	...	...	...	...	...	...	...	Canada ^(u)
10	76	46	60	-	25	7	66	12	58	-	-	Cyprus ^(u)
13 ⁻¹	65 ⁻¹	32 ⁻¹	52 ⁻¹	2 ⁻¹	39 ⁻¹	22 ⁻¹	81 ⁻¹	3 ⁻¹	19 ⁻¹	- ⁻¹	- ⁻¹	Denmark ^(u)
17	76	26	67	2	54	15	88	5	75	-	-	Finland ^(u)

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by broad fields of education / 2008

Region	Total number of graduates		Graduates by field of education as a % of total									
	MF (000)	% F	Science and technology fields						Other fields			
			Total		Science		Engineering, manufacturing and construction		Total		Education	
			MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Country or territory	1	2	3	4	5	6	7	8	9	10	11	12
France ^(u)	621	55	26	28	11	36	16	23	74	65	2	71
Germany ^(u)	467	57	26	31	13	44	13	19	73	66	9	76
Gibraltar	.	.	.	.	.	.	.	.	.	.	.	.
Greece ^(u)	60 ⁻¹	59 ⁻¹	22 ⁻¹	44 ⁻¹	9 ⁻¹	50 ⁻¹	12 ⁻¹	39 ⁻¹	78 ⁻¹	64 ⁻¹	7 ⁻¹	77 ⁻¹
Holy See	...	...	...	...	...	...	...	...	...	...	...	...
Iceland ^(u)	3.6	66	14	35	7	39	7	31	86	71	23	84
Ireland ^(u)	60	56	24	30	14	41	10	16	75	65	7	76
Israel ^(u)	...	...	...	...	...	...	...	...	...	...	...	...
Italy ^(u)	400 ⁻¹	60 ⁻¹	20 ⁻¹	38 ⁻¹	7 ⁻¹	54 ⁻¹	14 ⁻¹	31 ⁻¹	79 ⁻¹	66 ⁻¹	12 ⁻¹	83 ⁻¹
Liechtenstein ^(u)	0.14	38	22	26	-	-	22	26	78	41	-	-
Luxembourg ^(u)	...	...	...	...	...	...	...	...	...	...	...	...
Malta ^(u)	2.7 ⁻¹	57 ⁻¹	15 ⁻¹	38 ⁻¹	8 ⁻¹	46 ⁻¹	7 ⁻¹	29 ⁻¹	85 ⁻¹	61 ⁻¹	10 ⁻¹	78 ⁻¹
Monaco	.	.	.	.	.	.	.	.	.	.	.	.
Netherlands ^(u)	124	57	14	19	6	20	8	18	86	63	15	81
Norway ^(u)	35	61	15	30	8	35	8	25	85	66	18	73
Portugal ^(u)	72 ⁻²	65 ⁻²	...	...	...	...	...	...	...	...	...	...
San Marino	...	...	...	...	...	...	...	...	...	...	...	...
Spain ^(u)	291	58	26	30	9	36	16	27	74	68	13	82
Sweden ^(u)	60	64	24	33	7	42	17	30	76	73	18	78
Switzerland ^(u)	79	49	21	19	9	28	12	13	79	56	10	71
United Kingdom ^(u)	651 ⁻¹	58 ⁻¹	22 ⁻¹	31 ⁻¹	13 ⁻¹	38 ⁻¹	8 ⁻¹	21 ⁻¹	77 ⁻¹	66 ⁻¹	11 ⁻¹	75 ⁻¹
United States of America ^(u)	2,782	58	15	31	8	41	7	19	85	63	11	78
South and West Asia												
Afghanistan	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	...	...	...	...	...	...	...	...	...	...	...	...
Bhutan	...	...	...	...	...	...	...	...	...	...	...	...
India ^(w)	...	...	...	...	...	...	...	...	...	...	...	...
Iran (Islamic Republic of)	340 ⁻¹	50 ⁻¹	41 ⁻¹	37 ⁻¹	10 ⁻¹	69 ⁻¹	31 ⁻¹	27 ⁻¹	59 ⁻¹	60 ⁻¹	7 ⁻¹	70 ⁻¹
Maldives	...	...	...	...	...	...	...	...	...	...	...	...
Nepal	...	...	...	...	...	...	...	...	...	...	...	...
Pakistan	...	...	...	...	...	...	...	...	...	...	...	...
Sri Lanka ^(w)	...	...	...	...	...	...	...	...	...	...	...	...
Sub-Saharan Africa												
Angola	...	...	...	...	...	...	...	...	...	...	...	...
Benin	...	...	...	...	...	...	...	...	...	...	...	...
Botswana	...	...	...	...	...	...	...	...	...	...	...	...
Burkina Faso	10 ⁺¹	20 ⁺¹	...	...	...	...	...	...	...	...	...	...
Burundi	...	...	...	...	...	...	...	...	...	...	...	...
Cameroon	34	...	18	...	14	...	4	...	80	...	8	...
Cape Verde	...	...	...	...	...	...	...	...	...	...	...	...
Central African Republic	...	...	...	...	...	...	...	...	...	...	...	...
Chad	...	...	...	...	...	...	...	...	...	...	...	...
Comoros	...	...	...	...	...	...	...	...	...	...	...	...
Congo	...	...	...	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	...	...	...	...	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	...	...	...	...	...	...	...	...	...	...	...	...

Graduates by field of education as a % of total												Region
Other fields										Not known or unspecified		Country or territory
Humanities and arts		Social science, business and law		Agriculture		Health and welfare		Services				
MF 13	% F 14	MF 15	% F 16	MF 17	% F 18	MF 19	% F 20	MF 21	% F 22	MF 23	% F 24	
11	71	41	63	1	38	15	73	4	47	-	-	France ^(u)
17	74	23	53	2	39	18	75	3	56	1	58	Germany ^(u)
.	.	.	.	.	.	.	.	.	.	.	.	Gibraltar
16 ⁻¹	69 ⁻¹	25 ⁻¹	65 ⁻¹	4 ⁻¹	53 ⁻¹	16 ⁻¹	65 ⁻¹	10 ⁻¹	43 ⁻¹	...	...	Greece ^(u)
...	...	...	...	...	...	...	...	...	...	...	...	Holy See
11	65	37	58	-	50	14	88	2	75	-	-	Iceland ^(u)
22	66	32	57	1	64	11	82	2	43	-	66	Ireland ^(u)
...	...	...	...	...	...	...	...	...	...	...	...	Israel ^(u)
15 ⁻¹	74 ⁻¹	32 ⁻¹	57 ⁻¹	2 ⁻¹	46 ⁻¹	15 ⁻¹	67 ⁻¹	2 ⁻¹	51 ⁻¹	1 ⁻¹	61 ⁻¹	Italy ^(u)
-	-	78	41	-	-	-	-	-	-	-	-	Liechtenstein ^(u)
...	...	...	...	...	...	...	...	...	...	...	...	Luxembourg ^(u)
16 ⁻¹	61 ⁻¹	47 ⁻¹	56 ⁻¹	- ⁻¹	- ⁻¹	10 ⁻¹	67 ⁻¹	1 ⁻¹	60 ⁻¹	- ⁻¹	- ⁻¹	Malta ^(u)
.	.	.	.	.	.	.	.	.	.	.	.	Monaco
9	57	37	52	1	52	18	75	5	56	-	56	Netherlands ^(u)
9	61	29	54	1	59	24	82	4	45	-	58	Norway ^(u)
...	...	...	...	...	...	...	...	...	...	...	...	Portugal ^(u)
...	...	...	...	...	...	...	...	...	...	...	...	San Marino
9	61	27	63	2	48	15	78	8	55	-	52	Spain ^(u)
6	61	24	63	1	67	25	83	3	66	-	73	Sweden ^(u)
8	61	38	47	2	46	14	78	6	42	-	57	Switzerland ^(u)
16 ⁻¹	62 ⁻¹	30 ⁻¹	56 ⁻¹	1 ⁻¹	62 ⁻¹	18 ⁻¹	80 ⁻¹	1 ⁻¹	63 ⁻¹	...	...	United Kingdom ^(w)
13	59	38	56	1	48	15	82	7	55	-	69	United States of America ^(u)
South and West Asia												
...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan
...	...	...	...	...	...	...	...	...	...	...	...	Bangladesh
...	...	...	...	...	...	...	...	...	...	...	...	Bhutan
...	...	...	...	...	...	...	...	...	...	...	...	India ^(w)
14 ⁻¹	68 ⁻¹	23 ⁻¹	53 ⁻¹	5 ⁻¹	38 ⁻¹	8 ⁻¹	72 ⁻¹	3 ⁻¹	54 ⁻¹	- ⁻¹	- ⁻¹	Iran (Islamic Republic of)
...	...	...	...	...	...	...	...	...	...	...	...	Maldives
...	...	...	...	...	...	...	...	...	...	...	...	Nepal
...	...	...	...	...	...	...	...	...	...	...	...	Pakistan
...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka ^(w)
Sub-Saharan Africa												
...	...	...	...	...	...	...	...	...	...	...	...	Angola
...	...	...	...	...	...	...	...	...	...	...	...	Benin
...	...	...	...	...	...	...	...	...	...	...	...	Botswana
...	...	...	...	...	...	...	...	...	...	...	...	Burkina Faso
...	...	...	...	...	...	...	...	...	...	...	...	Burundi
7	...	64	...	-	...	1	...	-	...	2	...	Cameroon
...	...	...	...	...	-	...	...	...	...	...	...	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
...	...	...	...	...	...	...	...	...	...	...	...	Chad
...	...	...	...	...	...	...	...	...	...	...	...	Comoros
...	...	...	...	...	...	...	...	...	...	...	...	Congo
...	...	...	...	...	...	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	...	...	Democratic Republic of the Congo

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by broad fields of education / 2008

Region	Total number of graduates		Graduates by field of education as a % of total									
			Science and technology fields						Other fields			
	MF (000)	% F	Total		Science		Engineering, manufacturing and construction		Total		Education	
			MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
1	2	3	4	5	6	7	8	9	10	11	12	
Equatorial Guinea	...	...	...	...	...	...	...	...	...	...	...	...
Eritrea	...	...	...	...	...	...	...	...	...	...	...	...
Ethiopia	49	19	15	16	9	18	6	14	85	20	24	15
Gabon	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	...	...	...	...	...	...	...	...	...	...	...	...
Ghana	...	...	...	...	...	...	...	...	...	...	...	...
Guinea	...	...	...	...	...	...	...	...	...	...	...	...
Guinea-Bissau	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	...	...	...	...	...	...	...	...	...	...	...	...
Lesotho	...	...	...	...	...	...	...	...	...	...	...	...
Liberia	...	...	...	...	...	...	...	...	...	...	...	...
Madagascar	16	47	20	31	13	38	7	16	79	52	1	39
Malawi	1.3 ⁻¹	34 ⁻¹	13 ⁻¹	19 ⁻¹	7 ⁻¹	25 ⁻¹	6 ⁻¹	11 ⁻¹	68 ⁻¹	38 ⁻¹	15 ⁻¹	26 ⁻¹
Mali	...	...	...	...	...	...	...	...	...	...	...	...
Mauritius	...	...	...	...	...	...	...	...	...	...	...	...
Mozambique	...	...	...	...	...	...	...	...	...	...	...	...
Namibia	5.5	58	3	38	1	60	1	18	96	59	48	57
Niger	1.9	...	4	...	4	...	-	...	96	...	12	...
Nigeria	...	...	...	...	...	...	...	...	...	...	...	...
Rwanda	...	...	...	...	...	...	...	...	...	...	...	...
Sao Tome and Principe	.	.	.	.	.	.	.	.	.	.	.	.
Senegal	...	...	...	...	...	...	...	...	...	...	...	...
Seychelles	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹
Sierra Leone	...	...	...	...	...	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	...	...	...	...	...	...	...	...	...	...	...	...
Swaziland	1.8 ⁻²	54 ⁻²	3 ⁻²	30 ⁻²	2 ⁻²	30 ⁻²	- ⁻²	33 ⁻²	97 ⁻²	55 ⁻²	42 ⁻²	56 ⁻²
Togo	...	...	...	...	...	...	...	...	...	...	...	...
Uganda	...	...	...	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	...	...	...	...	...	...	...	...	...	...	...	...
Zambia	...	...	...	...	...	...	...	...	...	...	...	...
Zimbabwe	...	...	...	...	...	...	...	...	...	...	...	...

(w) These countries are part of the World Education Indicators programme (WEI) and are not required to provide graduates by field of study.

(u) These countries have completed the UOE questionnaires. Data by field of study refer to graduations rather than graduates.

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

Graduates by field of education as a % of total												Region
Other fields										Not known or unspecified		Country or territory
Humanities and arts		Social science, business and law		Agriculture		Health and welfare		Services		MF 23	% F 24	
MF 13	% F 14	MF 15	% F 16	MF 17	% F 18	MF 19	% F 20	MF 21	% F 22			
...	Equatorial Guinea
...	Eritrea
3	22	43	23	8	15	7	24	-	-	-	-	Ethiopia
...	Gabon
...	Gambia
...	Ghana
...	Guinea
...	Guinea-Bissau
...	Kenya
...	Lesotho
...	Liberia
11	59	63	51	1	43	3	51	-	43	1	68	Madagascar
18 ⁻¹	33 ⁻¹	14 ⁻¹	35 ⁻¹	11 ⁻¹	35 ⁻¹	8 ⁻¹	79 ⁻¹	2 ⁻¹	33 ⁻¹	19 ⁻¹	34 ⁻¹	Malawi
...	Mali
...	Mauritius
...	Mozambique
7	65	35	59	3	49	3	84	-	43	1	72	Namibia
29	...	36	...	14	...	5	...	-	...	-	...	Niger
...	Nigeria
...	Rwanda
.	Sao Tome and Principe
...	Senegal
. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	Seychelles
...	Sierra Leone
...	Somalia
...	South Africa
6 ⁻²	65 ⁻²	36 ⁻²	52 ⁻²	6 ⁻²	35 ⁻²	6 ⁻²	78 ⁻²	1 ⁻²	36 ⁻²	. ⁻²	. ⁻²	Swaziland
...	Togo
...	Uganda
...	United Republic of Tanzania
...	Zambia
...	Zimbabwe

TABLE 12 SCHOOL LIFE EXPECTANCY

Region	School life expectancy (approximation method) in years										
	Pre-primary (ISCED 0)			Primary and secondary (ISCED 1-3)				Tertiary (ISCED 5-6)			
	2008			2008				2008			
	MF 1	M 2	F 3	MF 4	M 5	F 6	GPI 7	MF 8	M 9	F 10	GPI 11
Arab States											
Algeria	0.2	0.2	0.2	...	...	...	...	...	...	...	...
Bahrain	1.6	1.6	1.6	12.1	12.1	12.2	1.01	...	...	...	...
Djibouti	0.1	0.1	0.1	4.9	5.4	4.3	0.80	...	...	...	...
Egypt	0.3 ⁻¹	0.3 ⁻¹	0.3 ⁻¹	...	...	...	...	1.4^{**}	...	...	...
Iraq	...	...	...	...	...	...	...	...	...	...	...
Jordan	0.7	0.8	0.7	11.1	11.0	11.2	1.02	2.0 ^{**}	1.9 ^{**}	2.1 ^{**}	1.11 ^{**}
Kuwait	1.5	1.5	1.5	11.0	10.9	11.1	1.01	...	...	...	...
Lebanon	2.3 ⁺¹	2.3 ⁺¹	2.3 ⁺¹	11.1 ⁺¹	10.9 ⁺¹	11.3 ⁺¹	1.04 ⁺¹	2.6 ^{**,+1}	2.4 ^{**,+1}	2.9 ^{**,+1}	1.19 ^{**,+1}
Libyan Arab Jamahiriya	0.2 ⁻²	0.2 ⁻²	0.2 ⁻²	13.2 ⁻²	12.8 ⁻²	13.5 ⁻²	1.05 ⁻²	...	...	...	...
Mauritania	...	...	...	7.8 ^{**,-1}	7.7 ^{**,-1}	7.9 ^{**,-1}	1.02 ^{**,-1}	0.2 ^{**,-1}	...	...	...
Morocco	1.1	1.3	1.0	9.7 ⁻¹	10.3 ^{**,-1}	9.1 ^{**,-1}	0.88 ^{**,-1}	0.6 ^{**,-1}	0.6 ^{**,-1}	0.5 ^{**,-1}	0.89 ^{**,-1}
Oman	0.7	0.6	0.7	9.8	9.9	9.7	0.99	1.3 ^{**}	1.3 ^{**}	1.4 ^{**}	1.15 ^{**}
Palestinian Autonomous Territories	0.6	0.6	0.6	10.4	10.1	10.6	1.05	2.7	2.5	3.0	1.20
Qatar	1.5	1.5	1.6	12.2	11.6	13.3	1.14	0.5	0.3	1.5	5.98
Saudi Arabia	0.3 ^{**}	0.3 ^{**}	0.3 ^{**}	11.8	12.4 ^{**}	11.2 ^{**}	0.90 ^{**}	1.5 ^{**}	1.1 ^{**}	1.9 ^{**}	1.65 ^{**}
Sudan	0.6 ^{**,+1}	0.6 ^{**,+1}	0.6 ^{**,+1}	6.3 ^{**,+1}	6.7 ^{**,+1}	6.0 ^{**,+1}	0.89 ^{**,+1}	...	...	...	...
Syrian Arab Republic	0.3	0.3	0.3	10.9	11.0	10.7	0.97	...	...	...	...
Tunisia	...	...	...	12.8	12.6	13.0	1.03	1.7 ^{**}	1.4 ^{**}	2.0 ^{**}	1.49 ^{**}
United Arab Emirates	1.7 ⁻¹	1.7 ⁻¹	1.7 ⁻¹	11.8 ^{**,-1}	11.8 ^{**,-1}	11.9 ^{**,-1}	1.01 ^{**,-1}	...	...	...	...
Yemen	...	...	...	...	...	...	...	...	...	...	...
Central and Eastern Europe											
Albania	...	...	...	...	...	...	...	...	...	...	...
Belarus	3.1 ⁻¹	3.1 ⁻¹	3.0 ⁻¹	10.5 ⁻¹	10.4 ⁻¹	10.5 ⁻¹	1.01 ⁻¹	3.5 ⁻¹	2.9 ⁻¹	4.0 ⁻¹	1.40 ⁻¹
Bosnia and Herzegovina	0.4 ^{**}	0.4 ^{**}	0.4 ^{**}	11.6 ^{**}	11.5 ^{**}	11.7 ^{**}	1.02^{**}	...	...	...	...
Bulgaria	3.2	3.2	3.2	11.1	11.2	11.0	0.98	2.5	2.2	2.8	1.30
Croatia	2.0 ⁻¹	2.1 ⁻¹	2.0 ⁻¹	11.5 ⁻¹	11.4 ⁻¹	11.6 ⁻¹	1.02 ⁻¹	2.4 ⁻¹	2.1 ⁻¹	2.6 ⁻¹	1.22 ⁻¹
Czech Republic	3.4	3.4	3.3	12.5	12.5	12.5	1.01	2.8	2.4	3.2	1.33
Estonia	3.8	3.8	3.8	11.9	11.9	12.0	1.01	3.4	2.5	4.2	1.67
Hungary	3.5	3.5	3.5	11.8	11.9	11.7	0.99	3.1	2.5	3.6	1.43
Latvia	3.6	3.6	3.5	11.6	11.6	11.6	1.00	3.7	2.6	4.8	1.87
Lithuania	2.9	2.9	2.9	11.8	11.8	11.7	1.00	4.0	3.2	4.9	1.56
Montenegro	...	...	...	...	...	...	...	...	...	...	...
Poland	2.4 ⁻¹	2.4 ⁻¹	2.4 ⁻¹	11.8 ⁻¹	11.8 ⁻¹	11.7 ⁻¹	1.00 ⁻¹	3.4 ⁻¹	2.8 ⁻¹	4.0 ⁻¹	1.40 ⁻¹
Republic of Moldova	2.9 [*]	2.9 [*]	2.9 [*]	9.9 [*]	9.8 [*]	10.0 [*]	1.01 [*]	2.1 [*]	1.7 [*]	2.5 [*]	1.44 [*]
Romania	2.9	2.9	2.9	11.5	11.5	11.5	1.00	3.2	2.7	3.7	1.35
Russian Federation	3.6	3.6	3.5	10.2	10.3	10.1	0.98	3.9 ^{**}	3.3 ^{**}	4.5 ^{**}	1.36 ^{**}
Serbia	2.4 [*]	2.4 [*]	2.4 [*]	11.1 [*]	11.0 [*]	11.2 [*]	1.02 [*]	2.4 [*]	2.1 [*]	2.7 [*]	1.29 [*]
Slovakia	2.8	2.8	2.8	12.2	12.1	12.2	1.01	2.7	2.1	3.3	1.59
Slovenia	2.5	2.5	2.4	12.6	12.6	12.6	0.99	4.2	3.4	5.0	1.46
The former Yugoslav Rep. of Macedonia	1.5 ⁻¹	1.5 ⁻¹	1.5 ⁻¹	10.5 ⁻¹	10.6 ⁻¹	10.4 ⁻¹	0.99 ⁻¹	1.8 ⁻¹	1.6 ⁻¹	2.0 ⁻¹	1.27 ⁻¹
Turkey	0.5	0.5	0.5	9.9	10.2	9.5	0.93	1.9	2.2	1.7	0.78
Ukraine	2.9 ^{**}	3.0 ^{**}	2.9 ^{**}	10.4	10.5 [*]	10.4 [*]	0.99 [*]	4.0	3.6 [*]	4.4 [*]	1.24 [*]
Central Asia											
Armenia	1.3 ^{**,-1}	1.2 ^{**,-1}	1.5 ^{**,-1}	9.4 ^{**}	9.2 ^{**}	9.6 ^{**}	1.04^{**}	...	...	...	...
Azerbaijan	0.8 [*]	0.8 [*]	0.8 [*]	11.8 [*]	11.9 [*]	11.7 [*]	0.98 [*]	0.8 [*]	0.9 [*]	0.7 [*]	0.82 [*]

School life expectancy (approximation method) in years								Region
Primary to tertiary (ISCED 1-6)								Country or territory
1999				2008				
MF 12	M 13	F 14	GPI 15	MF 16	M 17	F 18	GPI 19	
								Arab States
...	...	...	...	...	...	...	...	Algeria
13.4**	12.8**	14.0**	1.09**	...	...	...	...	Bahrain
3.1**	3.6**	2.6**	0.71**	...	...	...	...	Djibouti
11.6**	...	...	...	...	...	...	...	Egypt
8.4**	9.6**	7.2**	0.75**	...	...	...	...	Iraq
12.5**,+1	12.3**,+1	12.7**,+1	1.03**,+1	13.1**	12.9**	13.3**	1.04**	Jordan
13.6**	13.0**	14.3**	1.10**	...	...	...	...	Kuwait
12.6**	12.5**	12.7**	1.02**	13.8**,+1	13.3**,+1	14.2**,+1	1.06**,+1	Lebanon
...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
6.8**	...	...	...	8.1**,-1	...	...	...	Mauritania
8.0**	8.9**	7.0**	0.80**	...	11.1**,-1	...	...	Morocco
...	...	...	...	11.1**	11.1**	11.2**	1.01**	Oman
12.0	12.0	12.1	1.01	13.1	12.6	13.6	1.08	Palestinian Autonomous Territories
12.5**	11.8**	13.4**	1.14**	12.7	11.9	14.8	1.24	Qatar
...	...	...	...	13.5**	13.8**	13.1**	0.95**	Saudi Arabia
4.4**	...	...	...	...	...	...	...	Sudan
...	...	...	...	...	...	...	...	Syrian Arab Republic
13.0**	13.2**	12.9**	0.97**	14.5**	14.0**	15.0**	1.07**	Tunisia
10.8**	10.4**	11.5**	1.10**	...	...	...	...	United Arab Emirates
7.6**	10.2**	4.8**	0.46**	...	...	...	...	Yemen
								Central and Eastern Europe
11.1**	11.1**	11.0**	0.99**	...	...	...	...	Albania
13.7**	13.4**	13.9**	1.04**	14.6 ⁻¹	14.2 ⁻¹	15.0 ⁻¹	1.06 ⁻¹	Belarus
...	...	...	...	...	...	...	...	Bosnia and Herzegovina
13.0	12.6	13.4	1.06	13.6	13.4	13.9	1.03	Bulgaria
12.0	11.9	12.2	1.02	13.8 ⁻¹	13.5 ⁻¹	14.2 ⁻¹	1.05 ⁻¹	Croatia
13.3**	13.2**	13.4**	1.01**	15.4	15.0	15.8	1.05	Czech Republic
14.4	13.9	15.0	1.08	15.7	14.7	16.8	1.15	Estonia
13.9	13.6	14.1	1.04	15.3	14.8	15.7	1.06	Hungary
13.7	13.0	14.4	1.11	15.4	14.3	16.5	1.16	Latvia
13.9	13.5	14.4	1.07	16.0	15.1	16.8	1.12	Lithuania
...	...	...	...	...	...	...	...	Montenegro
14.6	14.2	14.9	1.05	15.2 ⁻¹	14.7 ⁻¹	15.8 ⁻¹	1.08 ⁻¹	Poland
11.4**	11.2**	11.6**	1.03**	12.0**	11.6**	12.5**	1.07**	Republic of Moldova
11.9	11.7	12.0	1.02	14.8	14.3	15.4	1.07	Romania
...	...	...	...	14.1**	13.6**	14.6**	1.07**	Russian Federation
...	...	...	...	13.5 ⁺	13.1 ⁺	13.9 ⁺	1.06 ⁺	Serbia
13.1**	12.9**	13.2**	1.02**	14.9	14.2	15.5	1.09	Slovakia
14.6**	14.1**	15.1**	1.07**	16.8**	16.1**	17.6**	1.10**	Slovenia
11.9	11.9	11.9	1.00	12.3 ⁻¹	12.2 ⁻¹	12.4 ⁻¹	1.02 ⁻¹	The former Yugoslav Rep. of Macedonia
10.2**	11.4**	9.0**	0.79**	11.8	12.4	11.2	0.90	Turkey
12.8**	12.6**	13.0**	1.03**	14.6	14.3 ⁺	15.0 ⁺	1.05 ⁺	Ukraine
								Central Asia
11.2**	...	...	...	...	...	...	...	Armenia
11.0**	11.2**	10.8**	0.96**	13.0 ⁺	13.1 ⁺	12.9 ⁺	0.98 ⁺	Azerbaijan

TABLE 12 SCHOOL LIFE EXPECTANCY

Region	School life expectancy (approximation method) in years										
	Pre-primary (ISCED 0)			Primary and secondary (ISCED 1-3)				Tertiary (ISCED 5-6)			
	2008			2008				2008			
	MF 1	M 2	F 3	MF 4	M 5	F 6	GPI 7	MF 8	M 9	F 10	GPI 11
Georgia	1.9**	1.7**	2.1**	10.8	11.0	10.7	0.97	1.7**	1.6**	1.9**	1.19**
Kazakhstan	1.6 ⁺¹	1.6 ⁺¹	1.6 ⁺¹	11.2 ⁺¹	11.2 ⁺¹	11.1 ⁺¹	0.99 ⁺¹	2.1 ⁺¹	1.8 ⁺¹	2.5 ⁺¹	1.42 ⁺¹
Kyrgyzstan	0.7	0.7	0.7	9.8 [†]	9.8 [†]	9.8 [†]	1.01 [†]	2.7	2.3	3.1	1.35
Mongolia	2.3	2.2	2.4	10.9	10.7	11.1	1.04	2.6	2.0	3.2	1.57
Tajikistan	0.4	0.4	0.3	10.0	10.5	9.5	0.91	1.1	1.6	0.6	0.40
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	1.1	1.1	1.1	10.8	10.9	10.8	0.98	0.5	0.6	0.4	0.68
East Asia and the Pacific											
Australia	0.8	0.8	0.8	16.3	16.5	16.0	0.97	3.8	3.4	4.3	1.27
Brunei Darussalam	1.7	1.6	1.7	13.2	13.1	13.2	1.01	0.8	0.5	1.0	1.95
Cambodia	0.4	0.4	0.4	9.5 ⁻¹	10.0 ⁻¹	9.0 ⁻¹	0.90 ⁻¹	0.3 ⁻¹	0.4 ⁻¹	0.2 ⁻¹	0.55 ⁻¹
China	1.3**	1.3**	1.3**	10.2**	10.0**	10.5**	1.04**	1.1	1.1	1.2	1.03
Cook Islands	...	...	...	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...
Fiji	0.5 ⁻²	0.5 ⁻²	0.5 ⁻²	11.3**	11.2**	11.5**	1.03**	...	...	...	...
Hong Kong SAR of China	...	...	...	...	...	...	...	...	...	...	...
Indonesia	0.9	0.8	0.9	11.6	11.7	11.5	0.98	1.1**	1.1**	1.0**	0.92**
Japan	2.7	...	...	12.2	12.2	12.2	1.00	2.9**	3.1**	2.7**	0.88**
Kiribati	...	...	...	11.7**,-1	11.2**,-1	12.2**,-1	1.09**,-1	...	...	...	...
Lao People's Democratic Republic	0.4	0.4	0.5	8.3	8.9	7.7	0.87	0.7	0.9**	0.6**	0.75**
Macao, China	...	...	...	11.3	11.6	11.1	0.95	2.9	3.1	2.7	0.87
Malaysia	1.2 ⁻¹	1.2 ⁻¹	1.3 ⁻¹	10.5 ⁻¹	10.4 ⁻¹	10.7 ⁻¹	1.03 ⁻¹	1.6 ⁻¹	1.4 ⁻¹	1.9 ⁻¹	1.30 ⁻¹
Marshall Islands	0.9 ^{†,-1}	0.9 ^{†,-1}	0.9 ^{†,-1}	9.7 ^{†,-1}	9.8 ^{†,-1}	9.7 ^{†,-1}	0.99 ^{†,-1}	...	...	...	...
Micronesia (Federated States of)	...	...	...	12.1**,-1	...	...	...	...	...	...	...
Myanmar	0.1	0.1	0.1	9.0	...	...	...	...	...	...	...
Nauru	2.8**	2.7**	2.8**	8.0**	7.6**	8.5**	1.12**	...	...	...	...
New Zealand	1.9	1.9	1.9	14.4**	14.1**	14.6**	1.03**	4.1	3.4	4.7	1.41
Niue	...	...	...	...	...	...	...	...	...	...	...
Palau	...	...	...	11.6 ^{†,-1}	11.7 ^{†,-1}	11.6 ^{†,-1}	0.99 ^{†,-1}	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...	...	...	...
Philippines	0.5	0.5	0.5	10.0	9.9	10.0	1.02	1.4**	1.3**	1.6**	1.24**
Republic of Korea	1.1	1.1	1.1	12.1	12.3	11.9	0.97	4.7	5.6	3.8	0.68
Samoa	0.9**,+1	0.9**,+1	1.0**,+1	11.3 ⁺¹	11.1 ⁺¹	11.6 ⁺¹	1.05 ⁺¹	...	...	...	...
Singapore	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	...	...	...	9.2 ⁻¹	9.5 ⁻¹	8.9 ⁻¹	0.93 ⁻¹	...	...	...	...
Thailand	2.8 ⁺¹	2.8 ⁺¹	2.8 ⁺¹	10.0 ⁺¹	9.9 ⁺¹	10.1 ⁺¹	1.03 ⁺¹	2.2**,+1	2.0**,+1	2.5**,+1	1.24**,+1
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...	...	...	...
Tonga	...	...	...	13.2 ⁻²	13.1 ⁻²	13.2 ⁻²	1.01 ⁻²	...	...	...	...
Tuvalu	3.2 ^{†,-2}	3.0 ^{†,-2}	3.5 ^{†,-2}	...	...	...	...	...	...	...	...
Vanuatu	0.2 ⁻²	0.2 ⁻²	0.2 ⁻²	...	...	...	...	...	...	...	...
Viet Nam	...	...	...	...	...	...	...	...	...	...	...
Latin America and the Caribbean											
Anguilla	1.9**	2.0**	1.8**	10.5**	10.7**	10.5**	0.98**	0.2**	0.1**	0.4**	5.01**
Antigua and Barbuda	1.4 [†]	1.4 [†]	1.4 [†]	12.9 [†]	13.5 [†]	12.4 [†]	0.92 [†]
Argentina	2.1 ⁻¹	2.0 ⁻¹	2.1 ⁻¹	12.0 ⁻¹	11.8 ⁻¹	12.3 ⁻¹	1.05 ⁻¹	3.5 ⁻¹	2.8 ⁻¹	4.2 ⁻¹	1.51 ⁻¹

School life expectancy (approximation method) in years								Region
Primary to tertiary (ISCED 1-6)								Country or territory
1999				2008				
MF 12	M 13	F 14	GPI 15	MF 16	M 17	F 18	GPI 19	
11.4**	11.4**	11.5**	1.00**	12.6**	12.6**	12.6**	1.00**	Georgia
12.1	11.9	12.3	1.03	15.0 ⁺¹	14.6 ⁺¹	15.4 ⁺¹	1.06 ⁺¹	Kazakhstan
11.5	11.3	11.6	1.03	12.6 ⁺	12.2 ⁺	13.0 ⁺	1.07 ⁺	Kyrgyzstan
9.1**	8.2**	10.0**	1.22**	13.5	12.7	14.3	1.12	Mongolia
9.8**	10.6**	8.9**	0.84**	11.4	12.3	10.4	0.85	Tajikistan
...	...	...	...	...	...	...	...	Turkmenistan
10.6**	10.8**	10.5**	0.98**	11.4	11.6	11.2	0.97	Uzbekistan
East Asia and the Pacific								
20.2**	20.0**	20.5**	1.02**	20.6	20.4	20.9	1.03	Australia
13.5**	13.2**	13.9**	1.05**	13.9**	13.6**	14.3**	1.05**	Brunei Darussalam
7.5 ^{*,+1}	8.3 ^{*,+1}	6.6 ^{*,+1}	0.80 ^{*,+1}	9.8 ^{*,+1}	10.4 ^{*,+1}	9.2 ^{*,+1}	0.88 ^{*,+1}	Cambodia
...	...	...	...	11.4**	11.2**	11.6**	1.04**	China
10.6**	10.5**	10.6**	1.01**	...	...	...	...	Cook Islands
...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
...	...	...	...	...	...	...	...	Fiji
...	...	...	...	...	...	...	...	Hong Kong SAR of China
...	...	...	...	12.7**	12.8**	12.5**	0.98**	Indonesia
14.4**	14.5**	14.2**	0.98**	15.1**	15.2**	14.9**	0.98**	Japan
11.7 ⁺	11.2 ⁺	12.2 ⁺	1.08 ⁺	Kiribati
8.2**	9.1**	7.2**	0.79**	9.2**	9.9**	8.5**	0.86**	Lao People's Democratic Republic
12.1**	12.4**	11.9**	0.96**	14.2	14.7	13.8	0.94	Macao, China
11.8**	11.7**	11.9**	1.02**	12.5 ⁻¹	12.1 ⁻¹	12.8 ⁻¹	1.05 ⁻¹	Malaysia
...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	Myanmar
8.4 ^{*,+1}	8.1 ^{*,+1}	8.6 ^{*,+1}	1.06 ^{*,+1}	...	...	...	...	Nauru
17.2**	16.5**	17.8**	1.08**	19.4**	18.5**	20.2**	1.09**	New Zealand
11.9 ⁺	11.5 ⁺	12.4 ⁺	1.08 ⁺	Niue
14.5 ^{*,+1}	13.7 ^{*,+1}	15.4 ^{*,+1}	1.13 ^{*,+1}	...	...	...	...	Palau
...	...	...	...	...	...	...	...	Papua New Guinea
11.4**	11.2**	11.7**	1.04**	11.9**	11.6**	12.1**	1.04**	Philippines
15.6	16.5	14.6	0.88	16.8	17.8	15.7	0.88	Republic of Korea
12.3**	12.1**	12.5**	1.04**	...	...	...	...	Samoa
...	...	...	...	...	...	...	...	Singapore
7.3	7.7	6.8	0.89	...	...	...	...	Solomon Islands
...	...	...	...	12.3 ^{*,+1}	11.9 ^{*,+1}	12.6 ^{*,+1}	1.06 ^{*,+1}	Thailand
...	...	...	...	...	...	...	...	Timor-Leste
10.9 ^{*,+1}	10.5 ^{*,+1}	11.4 ^{*,+1}	1.09 ^{*,+1}	...	...	...	...	Tokelau
13.2**	12.9**	13.4**	1.04**	...	...	...	...	Tonga
...	...	...	...	...	...	...	...	Tuvalu
9.2**	...	...	...	...	...	...	...	Vanuatu
10.2**	10.7**	9.7**	0.91**	...	...	...	...	Viet Nam
Latin America and the Caribbean								
13.5 ^{*,+1}	13.4 ^{*,+1}	13.7 ^{*,+1}	1.02 ^{*,+1}	11.1**	11.0**	11.3**	1.03**	Anguilla
...	...	...	...	...	...	...	...	Antigua and Barbuda
14.4**	13.8**	15.1**	1.10**	15.6 ⁻¹	14.6 ⁻¹	16.6 ⁻¹	1.14 ⁻¹	Argentina

TABLE 12 SCHOOL LIFE EXPECTANCY

Region	School life expectancy (approximation method) in years										
	Pre-primary (ISCED 0)			Primary and secondary (ISCED 1-3)				Tertiary (ISCED 5-6)			
	2008			2008				2008			
	MF 1	M 2	F 3	MF 4	M 5	F 6	GPI 7	MF 8	M 9	F 10	GPI 11
Aruba	2.1	2.1	2.1	11.6	11.6	11.6	1.00	1.6	1.4	1.9	1.36
Bahamas	...	...	...	11.8	11.8	11.9	1.01	...	...	...	...
Barbados	...	...	...	...	...	...	...	...	...	...	...
Belize	0.8	0.8	0.8	11.8	11.7	11.8	1.01	...	...	...	...
Bermuda	...	...	...	11.9 ^{*, -2}	12.2 ^{*, -2}	11.6 ^{*, -2}	0.95 ^{*, -2}	...	...	...	...
Bolivia	1.0 ⁻¹	1.0 ⁻¹	1.0 ⁻¹	11.5 ⁻¹	11.6 ⁻¹	11.4 ⁻¹	0.98 ⁻¹	1.9 ^{**, -1}	2.1 ^{**, -1}	1.7 ^{**, -1}	0.84 ^{**, -1}
Brazil	2.0	2.0	2.0	12.2	12.0	12.3	1.02	1.8	1.6	2.0	1.26
British Virgin Islands	1.8 ^{*, -2}	1.8 ^{*, -2}	1.9 ^{*, -2}	12.6 ^{**, -1}	12.5 ^{**, -1}	12.6 ^{**, -1}	1.01 ^{**, -1}	...	...	...	...
Cayman Islands	2.1 [*]	2.0 [*]	2.1 [*]	10.9 [*]	11.4 [*]	10.5 [*]	0.92 [*]	1.5 [*]	1.0 [*]	2.0 [*]	1.94 [*]
Chile	1.7 ⁻¹	1.6 ⁻¹	1.7 ⁻¹	11.8 ⁻¹	11.9 ⁻¹	11.7 ⁻¹	0.98 ⁻¹	2.8 ⁻¹	2.8 ⁻¹	2.8 ⁻¹	0.99 ⁻¹
Colombia	1.5	1.5	1.5	11.5	11.3	11.8	1.04	1.8 ^{**}	1.8 ^{**}	1.8 ^{**}	0.99 ^{**}
Costa Rica	1.4	1.4	1.4	11.0	10.8	11.1	1.02	...	...	...	...
Cuba	3.2 ⁺¹	3.2 ⁺¹	3.2 ⁺¹	11.6 ⁺¹	11.6 ⁺¹	11.5 ⁺¹	0.99 ⁺¹	6.0 ^{**, +1}	4.5 ^{**, +1}	7.6 ^{**, +1}	1.69 ^{**, +1}
Dominica	1.5 ^{**}	1.6 ^{**}	1.5 ^{**}	11.0 [*]	11.1 [*]	11.1 [*]	1.00 ^{**}	0.2 ^{**}	0.1 ^{**}	0.3 ^{**}	3.26 ^{**}
Dominican Republic	1.0	1.0	1.1	10.8	10.7	11.0	1.03	...	...	...	...
Ecuador	1.0 ⁻¹	1.0 ⁻¹	1.0 ⁻¹	11.7 ^{**}	11.7 ^{**}	11.8 ^{**}	1.00 ^{**}	2.4	2.3	2.6	1.13
El Salvador	1.8	1.7	1.8	10.8	10.9	10.7	0.98	1.3	1.3	1.3	1.03
Grenada	2.1	2.0	2.1	12.5	12.9	12.1	0.94	...	...	...	...
Guatemala	1.2	1.2	1.2	9.8	10.1	9.5	0.93	...	...	...	...
Guyana	1.7	1.7	1.7	11.6	11.6	11.6	1.00	0.6	0.5 ^{**}	0.7 ^{**}	1.44 ^{**}
Haiti	...	...	...	...	...	...	...	...	...	...	...
Honduras	1.2	1.2	1.2	10.3	9.9	10.7	1.08	1.1 [*]	0.9 [*]	1.3 [*]	1.48 [*]
Jamaica	2.6	2.5	2.6	10.3	10.3	10.3	1.00	1.2 ^{**}	0.8 ^{**}	1.7 ^{**}	2.22 ^{**}
Mexico	2.3	2.3	2.3	12.4	12.2	12.5	1.02	1.4	1.4	1.4	0.97
Montserrat	1.9 ^{*, -1}	2.2 ^{*, -1}	1.7 ^{*, -1}	12.8 ^{*, -1}	12.4 ^{*, -1}	13.4 ^{*, -1}	1.08 ^{*, -1}	1.0 ^{*, -1}	1.0 ^{*, -1}	1.0 ^{*, -1}	1.0 ^{*, -1}
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...	...
Nicaragua	1.7	1.7	1.7	10.5	10.4	10.6	1.02	...	...	...	...
Panama	1.4	1.4	1.4	11.0	10.9	11.0	1.01	...	...	...	...
Paraguay	1.1 ⁻¹	1.1 ⁻¹	1.1 ⁻¹	10.3 ⁻¹	10.4 ⁻¹	10.3 ⁻¹	0.99 ⁻¹	1.4 ^{**, -1}	1.2 ^{**, -1}	1.6 ^{**, -1}	1.35 ^{**, -1}
Peru	2.2	2.1	2.2	11.0	11.1	11.0	0.99	...	...	...	...
Saint Kitts and Nevis	...	...	...	...	...	...	...	...	...	...	...
Saint Lucia	1.4	1.4	1.4	11.5	11.5	11.5	1.00	0.8 ^{**}	0.5 ^{**}	1.1 ^{**}	2.13 ^{**}
Saint Vincent and the Grenadines	...	...	...	13.1	13.1	13.0	1.00	...	...	...	...
Suriname	1.6	1.6	1.6	12.2	11.8	12.7	1.08	...	...	...	...
Trinidad and Tobago	1.6 [*]	1.6 [*]	1.6 [*]	11.6 ^{**}	11.5 ^{**}	11.6 ^{**}	1.01^{**}	...	...	...	...
Turks and Caicos Islands	...	...	...	...	...	...	...	-^{**}	-^{**}	-^{**}	.
Uruguay	2.4 ⁻¹	2.4 ⁻¹	2.4 ⁻¹	12.4 ⁻¹	12.5 ⁻¹	12.3 ⁻¹	0.98 ⁻¹	3.3 ⁻¹	2.4 ⁻¹	4.2 ⁻¹	1.72 ⁻¹
Venezuela	2.1	2.1	2.1	10.3	10.1	10.4	1.02	3.9 ^{**}	2.9 ^{**}	5.0 ^{**}	1.69 ^{**}
North America and Western Europe											
Andorra	2.9 [*]	2.9 [*]	2.9 [*]	10.2 [*]	10.0 [*]	10.3 [*]	1.03 [*]	0.4 [*]	0.3 [*]	0.4 [*]	1.43 [*]
Austria	2.8	2.8	2.8	11.9	12.0	11.7	0.97	2.6	2.4	2.8	1.18
Belgium	3.6	3.7	3.6	12.7 ^{**}	12.8 ^{**}	12.5 ^{**}	0.98 ^{**}	3.1	2.7	3.4	1.26
Canada	1.4 ^{**, -2}	1.4 ^{**, -2}	1.4 ^{**, -2}	12.0 ⁻²	12.1 ⁻²	11.9 ⁻²	0.99 ⁻²	...	...	...	...
Cyprus	2.5 [*]	2.5 [*]	2.5 [*]	12.1 [*]	12.1 [*]	12.1 [*]	1.00 [*]	2.1 [*]	2.1 [*]	2.1 [*]	1.00 [*]
Denmark	3.8 ⁻¹	3.8 ⁻¹	3.8 ⁻¹	13.3 ⁻¹	13.2 ⁻¹	13.4 ⁻¹	1.01 ⁻¹	3.6 ⁻¹	3.0 ⁻¹	4.2 ⁻¹	1.39 ⁻¹
Finland	2.6	2.6	2.6	12.4	12.3	12.6	1.02	4.6	4.2	5.1	1.23

School life expectancy (approximation method) in years								Region
Primary to tertiary (ISCED 1-6)								Country or territory
1999				2008				
MF 12	M 13	F 14	GPI 15	MF 16	M 17	F 18	GPI 19	
13.6**	13.5**	13.7**	1.02**	13.2	13.0	13.5	1.04	Aruba
...	...	...	...	...	...	...	...	Bahamas
...	...	...	...	...	...	...	...	Barbados
...	...	...	...	...	...	...	...	Belize
...	...	...	...	...	...	...	...	Bermuda
13.5**	...	...	...	13.7**,-1	13.9**,-1	13.5**,-1	0.97**,-1	Bolivia
14.1**	13.9**	14.4**	1.04**	14.0	13.6	14.3	1.05	Brazil
15.9**	15.0**	16.8**	1.12**	...	...	...	...	British Virgin Islands
13.2**,+1	12.8**,+1	13.6**,+1	1.06**,+1	12.6*	12.6*	12.7*	1.01*	Cayman Islands
12.8**	12.9**	12.7**	0.99**	14.5 ⁻¹	14.6 ⁻¹	14.4 ⁻¹	0.99 ⁻¹	Chile
11.6**	11.3**	11.8**	1.05**	13.3**	13.1**	13.5**	1.04**	Colombia
10.1**,-1	9.9**,-1	10.3**,-1	1.04**,-1	...	...	...	...	Costa Rica
12.4**	12.2**	12.6**	1.03**	17.6**,+1	16.1**,+1	19.1**,+1	1.19**,+1	Cuba
12.3**	11.7**	13.0**	1.11**	12.5**	12.0**	13.2**	1.10**	Dominica
...	...	...	...	...	...	...	...	Dominican Republic
...	...	...	...	14.2**	14.0**	14.3**	1.02**	Ecuador
11.3**	11.6**	11.0**	0.95**	12.1	12.2	12.0	0.98	El Salvador
...	...	...	...	...	...	...	...	Grenada
...	...	...	...	...	...	...	...	Guatemala
...	...	...	...	12.2**	12.1**	12.4**	1.02**	Guyana
...	...	...	...	...	...	...	...	Haiti
...	...	...	...	11.4*	10.8*	12.0*	1.11*	Honduras
11.6**,+1	11.4**,+1	11.8**,+1	1.04**,+1	13.8**	13.1**	14.4**	1.10**	Jamaica
11.9**	11.9**	11.8**	0.99**	13.7	13.7	13.8	1.01	Mexico
...	...	...	...	15.1**,-1	13.8**,-1	16.9**,-1	1.23**,-1	Montserrat
14.6**	14.3**	14.9**	1.04**	...	...	...	...	Netherlands Antilles
...	...	...	...	...	...	...	...	Nicaragua
12.6**	12.1**	13.1**	1.08**	...	...	...	...	Panama
11.5**	11.5**	11.5**	1.00**	11.7**,-1	11.6**,-1	11.9**,-1	1.03**,-1	Paraguay
...	...	...	...	...	...	...	...	Peru
14.2**,+1	13.5**,+1	14.8**,+1	1.10**,+1	...	...	...	...	Saint Kitts and Nevis
...	...	...	...	13.0**	12.5**	13.4**	1.08**	Saint Lucia
12.7**,+1	12.3**,+1	13.2**,+1	1.08**,+1	...	...	...	...	Saint Vincent and the Grenadines
...	...	...	...	...	...	...	...	Suriname
11.5**	11.3**	11.7**	1.04**	...	...	...	...	Trinidad and Tobago
...	...	...	...	...	...	...	...	Turks and Caicos Islands
13.9**	13.0**	14.7**	1.13**	15.7 ⁻¹	15.0 ⁻¹	16.5 ⁻¹	1.10 ⁻¹	Uruguay
10.5**,+1	10.0**,+1	11.0**,+1	1.09**,+1	14.2**	13.1**	15.3**	1.17**	Venezuela
								North America and Western Europe
...	...	...	...	11.5**	10.8**	12.1**	1.12**	Andorra
15.2**	15.3**	15.1**	0.99**	15.2	15.0	15.4	1.02	Austria
18.0**	17.6**	18.5**	1.05**	16.0**	15.7**	16.3**	1.04**	Belgium
16.1**,-1	15.7**,-1	16.4**,-1	1.04**,-1	...	...	...	...	Canada
12.5*	12.4*	12.7*	1.03*	14.2*	14.2*	14.2*	1.00*	Cyprus
16.1**	15.6**	16.6**	1.07**	16.9 ⁻¹	16.2 ⁻¹	17.5 ⁻¹	1.08 ⁻¹	Denmark
17.2	16.5	17.9	1.08	17.1	16.5	17.7	1.08	Finland

TABLE 12 SCHOOL LIFE EXPECTANCY

Region	School life expectancy (approximation method) in years										
	Pre-primary (ISCED 0)			Primary and secondary (ISCED 1-3)				Tertiary (ISCED 5-6)			
	2008			2008				2008			
	MF 1	M 2	F 3	MF 4	M 5	F 6	GPI 7	MF 8	M 9	F 10	GPI 11
France	3.3	3.3	3.3	13.4	13.4	13.3	1.00	2.7	2.4	3.1	1.27
Germany	3.3	3.3	3.2	13.2	13.3	13.1	0.98	...	...	...	...
Gibraltar	...	...	...	...	...	...	...	.	.	.	.
Greece	1.4 ⁻¹	1.4 ⁻¹	1.4 ⁻¹	12.1 ⁻¹	12.2 ⁻¹	12.0 ⁻¹	0.98 ⁻¹	4.1 ⁻¹	3.9 ⁻¹	4.4 ⁻¹	1.13 ⁻¹
Holy See	.	.	.	.	.	.	.	...	...	...	...
Iceland	2.9	2.9	2.9	14.6	14.4	14.7	1.02	3.7	2.6	5.0	1.92
Ireland	...	...	...	14.1	14.0	14.3	1.03	2.8	2.5	3.0	1.22
Israel	2.9	2.9	2.9	12.1	12.1	12.2	1.01	3.2	2.8	3.6	1.29
Italy	3.0 ⁻¹	3.1 ⁻¹	3.0 ⁻¹	13.2 ⁻¹	13.2 ⁻¹	13.1 ⁻¹	0.99 ⁻¹	3.1 ⁻¹	2.5 ⁻¹	3.6 ⁻¹	1.42 ⁻¹
Liechtenstein	2.0 ⁺	1.9 ⁺	2.0 ⁺	12.8 ⁺	13.3 ⁺	12.3 ⁺	0.92 ⁺	1.7 ⁺	2.3 ⁺	1.2 ⁺	0.51 ⁺
Luxembourg	2.6	2.7	2.6	12.8	12.6	12.9	1.02	...	...	...	...
Malta	2.0 ⁻¹	2.0 ⁻¹	2.0 ⁻¹	12.7 ⁻¹	12.6 ⁻¹	12.7 ⁻¹	1.01 ⁻¹	1.7 ⁻¹	1.4 ⁻¹	2.0 ⁻¹	1.42 ⁻¹
Monaco	3.3 ^{*,+1}	3.5 ^{*,+1}	3.2 ^{*,+1}	17.2 ^{*,+1}	17.3 ^{*,+1}	17.1 ^{*,+1}	0.99 ^{*,+1}	...	...	...	...
Netherlands	2.0	2.0	2.0	13.7	13.8	13.5	0.98	3.0	2.9	3.1	1.09
Norway	2.8	2.8	2.9	13.7	13.8	13.6	0.99	3.5	2.7	4.3	1.58
Portugal	2.4 ⁻¹	2.4 ⁻¹	2.4 ⁻¹	12.9 ⁻¹	12.9 ⁻¹	12.9 ⁻¹	1.01 ⁻¹	2.6 ⁻¹	2.3 ⁻¹	2.8 ⁻¹	1.24 ⁻¹
San Marino	...	...	...	...	...	...	...	...	...	...	...
Spain	3.7	3.7	3.7	13.3	13.2	13.4	1.02	3.0	2.7	3.4	1.26
Sweden	4.1	4.1	4.1	11.9	12.0	11.9	0.99	3.5	2.7	4.3	1.56
Switzerland	2.1	2.1	2.0	12.9	13.1	12.8	0.97	2.4	2.4	2.3	0.99
United Kingdom	1.6	1.6	1.6	13.3	13.2	13.4	1.01	2.8	2.4	3.3	1.36
United States of America	1.7	1.7	1.7	11.6	11.6	11.6	1.00	4.2	3.5	4.9	1.38
South and West Asia											
Afghanistan	...	...	...	8.2 ⁻¹	10.3 ⁻¹	5.9 ⁻¹	0.57 ⁻¹	...	...	...	...
Bangladesh	...	...	...	7.8 ⁻¹	7.5 ⁻¹	8.0 ⁻¹	1.06 ⁻¹	0.4 ⁻¹	0.4 ⁻¹	0.2 ⁻¹	0.55 ⁻¹
Bhutan	-**	-**	-**	11.3 ⁺¹	11.2 ⁺¹	11.3 ⁺¹	1.01 ⁺¹	...	...	...	...
India	1.4 ^{**,-1}	1.4 ^{**,-1}	1.4 ^{**,-1}	9.6 ^{**,-1}	10.0 ^{**,-1}	9.2 ^{**,-1}	0.92 ^{**,-1}	0.7 ^{**,-1}	0.8 ^{**,-1}	0.6 ^{**,-1}	0.70 ^{**,-1}
Iran (Islamic Republic of)	0.5 ^{**}	0.5 ^{**}	0.5 ^{**}	12.2	11.2 ^{**}	13.2 ^{**}	1.18 ^{**}	1.8 ^{**}	1.7 ^{**}	1.9 ^{**}	1.14 ^{**}
Maldives	3.0	3.0	3.0	12.4 ^{**,-2}	12.5 ^{**,-2}	12.2 ^{**,-2}	0.98 ^{**,-2}	... ^{**,-2}	... ^{**,-2}	... ^{**,-2}	... ^{**,-2}
Nepal	1.3 ^{**,+2}	1.4 ^{**,+2}	1.3 ^{**,+2}	...	...	...	...	...	...	...	...
Pakistan	...	...	...	6.5	7.2	5.8	0.80	0.3 ^{**}	0.3 ^{**}	0.2 ^{**}	0.85 ^{**}
Sri Lanka	...	...	...	...	...	...	...	...	...	...	...
Sub-Saharan Africa											
Angola	1.2 ^{**}	1.3 ^{**}	1.1^{**}	...	...	...	...	...	...	...	...
Benin	0.3 ^{**}	0.3 ^{**}	0.3^{**}	...	...	...	...	...	...	...	...
Botswana	0.5 ⁻²	0.5 ⁻²	0.5 ⁻²	11.7 ⁻²	11.6 ⁻²	11.7 ⁻²	1.00 ⁻²	0.4 ^{**,-2}	0.4 ^{**,-2}	0.4 ^{**,-2}	1.15 ^{**,-2}
Burkina Faso	0.1 ⁺¹	0.1 ⁺¹	0.1 ⁺¹	6.1 ⁺¹	6.6 ⁺¹	5.6 ⁺¹	0.85 ⁺¹	0.2 ⁺¹	0.3 ⁺¹	0.1 ⁺¹	0.48 ⁺¹
Burundi	0.1 ^{**,-1}	0.1 ^{**,-1}	0.1 ^{**,-1}	9.4 ^{**}	9.9 ^{**}	9.0 ^{**}	0.91 ^{**}	0.1^{**}	...	...	...
Cameroon	0.5	0.5	0.5	9.3 ^{**}	10.1 ^{**}	8.5 ^{**}	0.84 ^{**}	0.4	0.5 ^{**}	0.3 ^{**}	0.67 ^{**}
Cape Verde	1.8	1.8	1.8	...	...	...	...	0.6 ^{**}	0.5 ^{**}	0.7 ^{**}	1.24 ^{**}
Central African Republic	0.1 ⁺¹	0.1 ⁺¹	0.1 ⁺¹	6.4 ⁺¹	7.7 ⁺¹	5.2 ⁺¹	0.68 ⁺¹	0.1 ^{**,+1}	0.2 ^{**,+1}	0.1 ^{**,+1}	0.43 ^{**,+1}
Chad	...	...	...	6.1 ⁻¹	7.5 ⁻¹	4.7 ⁻¹	0.62 ⁻¹	...	...	...	...
Comoros	0.8 ^{**}	0.8 ^{**}	0.8^{**}	...	...	...	...	...	...	...	...
Congo	0.4	0.4	0.4	...	...	...	...	...	...	...	...
Côte d'Ivoire	0.1 ^{**}	0.1 ^{**}	0.1^{**}	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	0.1 ^{**}	0.1 ^{**}	0.1 ^{**}	7.5 ^{**}	8.6 ^{**}	6.4 ^{**}	0.75 ^{**}	0.3^{**}	...	...	...

School life expectancy (approximation method) in years								Region
Primary to tertiary (ISCED 1-6)								Country or territory
1999				2008				
MF 12	M 13	F 14	GPI 15	MF 16	M 17	F 18	GPI 19	
15.7**	15.4**	15.9**	1.03**	16.1	15.8	16.5	1.04	France
...	...	...	...	...	...	...	...	Germany
...	...	...	...	...	...	...	...	Gibraltar
13.8	13.5	14.1	1.05	16.5 ⁻¹	16.4 ⁻¹	16.6 ⁻¹	1.02 ⁻¹	Greece
.	.	.	.	.	.	.	.	Holy See
16.7	16.1	17.3	1.08	18.3	17.1	19.7	1.15	Iceland
16.5**	16.1**	16.9**	1.05**	17.9	17.7	18.1	1.02	Ireland
15.0**	14.6**	15.4**	1.05**	15.4	14.9	15.9	1.06	Israel
14.9**	14.6**	15.2**	1.04**	16.3 ⁻¹	15.8 ⁻¹	16.8 ⁻¹	1.06 ⁻¹	Italy
...	...	...	...	14.8 ⁺	16.0 ⁺	13.6 ⁺	0.85 ⁺	Liechtenstein
13.6**	13.5**	13.7**	1.01**	...	...	...	...	Luxembourg
13.9 ⁺¹	13.8 ⁺¹	13.9 ⁺¹	1.01 ⁺¹	14.4 ⁻¹	14.0 ⁻¹	14.8 ⁻¹	1.05 ⁻¹	Malta
...	...	...	...	...	...	...	...	Monaco
16.4**	16.7**	16.1**	0.97**	16.7	16.7	16.7	1.00	Netherlands
17.2	16.7	17.7	1.06	17.3	16.7	18.0	1.08	Norway
15.6**	15.3**	16.0**	1.05**	15.5 ⁻¹	15.2 ⁻¹	15.8 ⁻¹	1.04 ⁻¹	Portugal
...	...	...	...	...	...	...	...	San Marino
15.8	15.5	16.2	1.05	16.4	15.9	16.9	1.06	Spain
18.9**	17.3**	20.5**	1.18**	15.6	14.9**	16.3	1.10**	Sweden
15.0**	15.4**	14.5**	0.94**	15.5	15.6	15.3	0.98	Switzerland
15.9	15.7	16.1	1.02	16.1	15.6	16.6	1.07	United Kingdom
15.5**	...	...	...	15.9**	15.1**	16.6**	1.10**	United States of America
South and West Asia								
...	...	...	...	...	...	...	...	Afghanistan
...	...	...	...	8.1 ⁻¹	8.0 ⁻¹	8.3 ⁻¹	1.03 ⁻¹	Bangladesh
7.3**	8.0**	6.6**	0.82**	...	...	...	...	Bhutan
8.4 ^{+,+1}	9.4 ^{+,+1}	7.3 ^{+,+1}	0.78 ^{+,+1}	10.3 ^{+,+1}	10.8 ^{+,+1}	9.8 ^{+,+1}	0.90 ^{+,+1}	India
12.1**	12.9**	11.4**	0.89**	14.0**	12.9**	15.2**	1.17**	Iran (Islamic Republic of)
11.9**	11.8**	11.9**	1.01**	12.4 ^{+,+2}	12.5 ^{+,+2}	12.3 ^{+,+2}	0.98 ^{+,+2}	Maldives
8.8 ^{+,+1}	9.9 ^{+,+1}	7.5 ^{+,+1}	0.76 ^{+,+1}	...	...	...	...	Nepal
...	...	...	...	6.8**	7.5**	6.0**	0.80**	Pakistan
...	...	...	...	...	...	...	...	Sri Lanka
Sub-Saharan Africa								
4.4 ^{+,+1}	4.8 ^{+,+1}	3.9 ^{+,+1}	0.81 ^{+,+1}	...	...	...	...	Angola
7.1**	8.9**	5.4**	0.60**	...	...	...	...	Benin
11.7**	11.7**	11.8**	1.01**	12.4 ^{+,+2}	12.3 ^{+,+2}	12.4 ^{+,+2}	1.01 ^{+,+2}	Botswana
3.4**	4.1**	2.7**	0.68**	6.3 ⁺¹	6.8 ⁺¹	5.7 ⁺¹	0.84 ⁺¹	Burkina Faso
...	...	...	...	9.6**	...	...	...	Burundi
7.2**	...	...	...	9.8**	10.6**	8.9**	0.83**	Cameroon
...	...	...	...	...	...	...	...	Cape Verde
...	...	...	...	6.6 ^{+,+1}	7.8 ^{+,+1}	5.3 ^{+,+1}	0.67 ^{+,+1}	Central African Republic
4.9 ^{+,+1}	6.4 ^{+,+1}	3.4 ^{+,+1}	0.53 ^{+,+1}	...	...	...	...	Chad
8.2**	8.9**	7.4**	0.84**	...	...	...	...	Comoros
8.3 ^{+,+1}	9.1 ^{+,+1}	7.5 ^{+,+1}	0.82 ^{+,+1}	...	...	...	...	Congo
6.4**	7.7**	5.1**	0.66**	...	...	...	...	Côte d'Ivoire
4.3**	...	...	...	7.8**	...	...	...	Democratic Republic of the Congo

TABLE 12 SCHOOL LIFE EXPECTANCY

Region	School life expectancy (approximation method) in years										
	Pre-primary (ISCED 0)			Primary and secondary (ISCED 1-3)				Tertiary (ISCED 5-6)			
	2008			2008				2008			
	MF 1	M 2	F 3	MF 4	M 5	F 6	GPI 7	MF 8	M 9	F 10	GPI 11
Equatorial Guinea	2.2 ^{**,-1}	1.9 ^{**,-1}	2.5 ^{**,-1}	...	...	...	...	...	...	...	...
Eritrea	0.3	0.3	0.3	4.8 ^{**}	5.4 ^{**}	4.2 ^{**}	0.77^{**}	...	...	...	...
Ethiopia	0.1	0.1	0.1	8.1	8.8	7.4	0.84	0.2 ^{**}	0.3 ^{**}	0.1 ^{**}	0.31 ^{**}
Gabon	...	...	...	...	...	...	...	...	...	...	...
Gambia	0.9 ⁻¹	0.9 ⁻¹	0.9 ⁻¹	8.4	8.3	8.4	1.01	...	...	...	...
Ghana	2.1	2.0	2.1	9.9	10.1	9.6	0.95	...	...	...	...
Guinea	0.3 ⁺	0.3 ⁺	0.3 ⁺	8.1	9.2	7.0	0.75	0.5	0.7	0.2	0.33
Guinea-Bissau	...	...	...	9.0 ^{**,-2}	...	...	...	0.1 ^{**,-2}	...	...	...
Kenya	1.5	1.5	1.5	10.5	10.8	10.3	0.95	...	...	...	...
Lesotho	...	...	...	9.7 ^{**,-1}	9.5 ^{**,-1}	9.9 ^{**,-1}	1.04 ^{**,-1}	...	...	...	...
Liberia	2.7	2.8	2.7	8.3	9.0	7.6	0.85	...	...	...	...
Madagascar	0.3	0.3	0.3	10.0	10.2	9.8	0.96	0.2	0.2	0.2	0.85
Malawi	...	...	...	9.3	9.4	9.2	0.98	...	...	...	...
Mali	0.2 ⁺¹	0.2 ⁺¹	0.2 ⁺¹	7.9 ⁺¹	8.9 ⁺¹	6.9 ⁺¹	0.78 ⁺¹	0.3 ⁺¹	0.5 ⁺¹	0.2 ⁺¹	0.39 ⁺¹
Mauritius	2.0 ⁺¹	1.9 ⁺¹	2.0 ⁺¹	12.1 ^{**,+1}	12.0 ^{**,+1}	12.2 ^{**,+1}	1.01 ^{**,+1}	...	0.7	...	...
Mozambique	...	...	...	9.7	10.5	8.9	0.85	...	...	...	...
Namibia	0.6 ^{**,-2}	0.6 ^{**,-2}	0.6 ^{**,-2}	11.2	11.0	11.4	1.03	0.5	0.5	0.6	1.33
Niger	0.1 ⁺¹	0.1 ⁺¹	0.1 ⁺¹	4.5 ⁺¹	5.1 ⁺¹	3.9 ⁺¹	0.75 ⁺¹	0.1 ^{**,+1}	0.1 ^{**,+1}	...	0.34 ^{**,+1}
Nigeria	0.5 ^{**,-1}	0.5 ^{**,-1}	0.5 ^{**,-1}	7.7 ⁻¹	8.3 ⁻¹	7.0 ⁻¹	0.84 ⁻¹	...	...	...	...
Rwanda	...	...	...	10.4 ^{**}	10.4 ^{**}	10.4 ^{**}	1.00 ^{**}	0.2^{**}	...	...	...
Sao Tome and Principe	1.5 ⁺¹	1.5 ⁺¹	1.6 ⁺¹	10.6 ⁺¹	10.5 ⁺¹	10.8 ⁺¹	1.03 ⁺¹	0.2 ^{**,+1}	0.2 ^{**,+1}	0.2 ^{**,+1}	0.93 ^{**,+1}
Senegal	0.3	0.3	0.3	7.1	7.3	6.9	0.95	0.4 ^{**}	0.5 ^{**}	0.3 ^{**}	0.54 ^{**}
Seychelles	2.1 ⁺	2.1 ⁺	2.1 ⁺	13.3 ⁺	12.9 ⁺	13.7 ⁺	1.06 ⁺
Sierra Leone	0.1 ⁻¹	0.1 ⁻¹	0.2 ⁻¹	11.7 ⁻¹	12.8 ⁻¹	10.7 ⁻¹	0.83 ⁻¹	...	...	...	...
Somalia	...	...	...	2.5 ^{**,-1}	3.3 ^{**,-1}	1.8 ^{**,-1}	0.53 ^{**,-1}	...	...	...	...
South Africa	0.5 ^{**,-1}	0.5 ^{**,-1}	0.5 ^{**,-1}	12.1 ^{**,-1}	12.1 ^{**,-1}	12.0 ^{**,-1}	1.00 ^{**,-1}	...	...	...	...
Swaziland	...	...	...	10.3 ⁻¹	10.7 ⁻¹	9.9 ⁻¹	0.92 ⁻¹	...	...	...	...
Togo	0.2 ⁺¹	0.2 ⁺¹	0.2 ⁺¹	9.3 ⁻¹	10.7 ^{**,-1}	7.9 ^{**,-1}	0.74 ^{**,-1}	0.3 ^{**,-1}	...	...	...
Uganda	0.4	0.4	0.4	10.2	10.3	10.1	0.98	0.2 ^{**}	0.2 ^{**}	0.2 ^{**}	0.80 ^{**}
United Republic of Tanzania	0.7	0.7	0.7
Zambia	11.0	11.3	10.6	0.94
Zimbabwe	9.7 ⁻²	9.8 ⁻²	9.6 ⁻²	0.97 ⁻²

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WORLD	1.2 ^{**}	1.2 ^{**}	1.2 ^{**}	9.8 ^{**}	10.0 ^{**}	9.6 ^{**}	0.95 ^{**}	1.3 ^{**}	1.2 ^{**}	1.3 ^{**}	1.07 ^{**}
Arab States	0.4 ^{**}	0.4 ^{**}	0.4 ^{**}	9.4 ^{**}	9.9 ^{**}	8.9 ^{**}	0.90 ^{**}	1.1 ^{**}	1.1 [#]	1.0 [#]	0.97 [#]
Central and Eastern Europe	2.4	2.4	2.3	10.5	10.6	10.3	0.97	3.2	2.8	3.6	1.26
Central Asia	1.1	1.1	1.1	10.8	10.9	10.7	0.98	1.3	1.3	1.4	1.07
East Asia and the Pacific	1.2	1.2 [#]	1.2 [#]	10.5	10.4 [#]	10.6 [#]	1.02 [#]	1.3	1.3	1.3	1.01
Latin America and the Caribbean	1.9	1.9	1.9	11.7	11.6	11.8	1.02	2.0 ^{**}	1.7 ^{**}	2.2 ^{**}	1.24 ^{**}
North America and Western Europe	2.3	2.3	2.3	12.4	12.4	12.4	1.00	3.5	3.0	4.0	1.31
South and West Asia	1.2 [#]	1.2 [#]	1.2 [#]	9.1 [#]	9.5 [#]	8.7 [#]	0.92 [#]	0.6 [#]	0.7 [#]	0.5 [#]	0.75 [#]
Sub-Saharan Africa	0.5 ^{**}	0.5 ^{**}	0.5 ^{**}	8.2 ^{**}	8.7 ^{**}	7.6 ^{**}	0.87 ^{**}	0.3 ^{**}	0.4 [#]	0.2 [#]	0.65 [#]

Please refer to the Reader's Guide for more information on the data and symbols used in each table.

School life expectancy (approximation method) in years								Region
Primary to tertiary (ISCED 1-6)								Country or territory
1999				2008				
MF 12	M 13	F 14	GPI 15	MF 16	M 17	F 18	GPI 19	
8.1 ^{*,+1}	9.1 ^{*,+1}	7.0 ^{*,+1}	0.77 ^{*,+1}	...	...	...	...	Equatorial Guinea
4.1 ^{**}	4.6 ^{**}	3.5 ^{**}	0.76^{**}	...	...	...	...	Eritrea
4.1 ^{**}	5.1 ^{**}	3.1 ^{**}	0.60 ^{**}	8.3 ^{**}	9.0 ^{**}	7.5 ^{**}	0.82 ^{**}	Ethiopia
12.7 ^{**}	13.1 ^{**}	12.3 ^{**}	0.94^{**}	...	...	...	...	Gabon
7.7 ^{**}	8.6 ^{**}	6.7 ^{**}	0.78^{**}	...	...	...	...	Gambia
...	...	...	...	...	...	...	...	Ghana
...	...	...	...	8.6	10.0	7.2	0.72	Guinea
6.1 ^{*,+1}	7.5 ^{*,+1}	4.8 ^{*,+1}	0.64 ^{*,+1}	9.1 ^{*,+2}	...	...	...	Guinea-Bissau
8.3 ^{*,+1}	8.5 ^{*,+1}	8.2 ^{*,+1}	0.96 ^{*,+1}	...	...	...	...	Kenya
9.1 ^{**}	8.7 ^{**}	9.6 ^{**}	1.11^{**}	...	...	...	...	Lesotho
9.2 ^{**}	11.1 ^{**}	7.4 ^{**}	0.67^{**}	...	...	...	...	Liberia
...	...	...	...	10.2 ^{**}	10.4 ^{**}	10.0 ^{**}	0.96 ^{**}	Madagascar
10.9 ^{**}	11.5 ^{**}	10.2 ^{**}	0.89^{**}	...	...	...	...	Malawi
4.5 ^{**}	5.4 ^{**}	3.5 ^{**}	0.65 ^{**}	8.3 ⁺¹	9.4 ⁺¹	7.1 ⁺¹	0.76 ⁺¹	Mali
12.2 ^{**}	12.3 ^{**}	12.1 ^{**}	0.98 ^{**}	13.6 ^{**}	13.4 ^{**}	13.9 ^{**}	1.04 ^{**}	Mauritius
5.4^{**}	...	...	...	...	...	...	...	Mozambique
12.0 ^{*,+1}	11.8 ^{*,+1}	12.1 ^{*,+1}	1.02 ^{*,+1}	11.8 ^{**}	11.6	12.1	1.04	Namibia
...	...	...	...	4.6 ^{*,+1}	5.3 ^{*,+1}	3.9 ^{*,+1}	0.75 ^{*,+1}	Niger
7.5 ^{**}	8.3 ^{**}	6.6 ^{**}	0.81^{**}	...	...	...	...	Nigeria
6.8^{**}	...	...	...	10.6^{**}	...	...	...	Rwanda
...	...	...	...	10.8 ^{*,+1}	10.7 ^{*,+1}	11.0 ^{*,+1}	1.03 ^{*,+1}	Sao Tome and Principe
5.3^{**}	...	...	...	7.5 ^{**}	7.8 ^{**}	7.2 ^{**}	0.92 ^{**}	Senegal
14.0 [*]	13.9 [*]	14.2 [*]	1.02 [*]	15.0 ^{**}	14.3 [*]	15.8 [*]	1.10 [*]	Seychelles
...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	Somalia
...	...	...	...	...	...	...	...	South Africa
9.4 ^{**}	9.7 ^{**}	9.1 ^{**}	0.94^{**}	...	...	...	...	Swaziland
...	...	...	...	9.6 ^{*,+1}	...	...	...	Togo
10.2 ^{**}	10.8 ^{**}	9.6 ^{**}	0.88 ^{**}	10.4 ^{**}	10.6 ^{**}	10.3 ^{**}	0.98 ^{**}	Uganda
5.3 ^{**}	5.4 ^{**}	5.3 ^{**}	0.97 ^{**}	United Republic of Tanzania
7.1 ^{**}	7.5 ^{**}	6.6 ^{**}	0.88 ^{**}	Zambia
9.8 ^{**}	Zimbabwe

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9.7 ^{**}	10.2 [#]	9.2 [#]	0.91 [#]	11.0 ^{**}	11.2 ^{**}	10.7 ^{**}	0.96 ^{**}	WORLD
9.4 ^{**}	9.8 ^{**}	8.3 ^{**}	0.84 ^{**}	10.1 [#]	10.6 [#]	9.4 [#]	0.89 [#]	Arab States
12.1 ^{**}	12.2 ^{**}	12.0 ^{**}	0.98 ^{**}	13.6	13.5	13.7	1.02	Central and Eastern Europe
11.0	11.1	10.9	0.99	12.4	12.5	12.4	0.99	Central Asia
10.3 [#]	10.4 [#]	10.1 [#]	0.97 [#]	11.8 [#]	11.7 [#]	11.9 [#]	1.02 [#]	East Asia and the Pacific
12.5	12.3 ^{**}	12.6 ^{**}	1.02 ^{**}	13.6 [#]	13.3 [#]	13.9 [#]	1.05 [#]	Latin America and the Caribbean
15.7	15.3 ^{**}	16.0 ^{**}	1.05 ^{**}	16.0	15.5	16.5	1.06	North America and Western Europe
7.9 [#]	9.0 [#]	6.8 [#]	0.76 [#]	9.7 [#]	10.2 [#]	9.2 [#]	0.90 [#]	South and West Asia
6.8 ^{**}	7.6 ^{**}	6.2 ^{**}	0.82 ^{**}	8.4 [#]	9.0 [#]	7.6 [#]	0.85 [#]	Sub-Saharan Africa

TABLE 13 PUBLIC EXPENDITURE ON EDUCATION AND EXPENDITURE ON EDUCATION BY NATURE OF SPENDING / Financial year ending in 2008

Region	Total public expenditure per student						Total public expenditure on education	
	as a % of GDP per capita			in U.S. dollars PPP			as a % of GDP	as a % of total government expenditure
	Primary (ISCED 1) 1	Secondary (ISCED 2-3) 2	Tertiary (ISCED 5-6) 3	Primary (ISCED 1) 4	Secondary (ISCED 2-3) 5	Tertiary (ISCED 5-6) 6		
Arab States								
Algeria	...	...	...	...	...	...	4.3	20.3
Bahrain	...	...	...	...	...	...	2.9	11.7
Djibouti	24.4 ⁻¹	...	...	500 ⁻¹	...	...	8.7 ⁻¹	22.8 ⁻¹
Egypt	...	...	...	...	...	...	3.8	11.9
Iraq	...	...	...	...	...	...	...	...
Jordan	13.1 ⁻¹	16.9 ⁻¹	...	664 ⁻¹	853 ⁻¹	...	...	...
Kuwait	12.0	16.3	...	...	...	...	3.8 ⁺⁻²	12.9 ⁺⁻²
Lebanon	...	...	12.5	...	...	1,444	2.0	8.1
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...
Mauritania	12.8	...	...	...	...	...	4.4 ⁺⁺	15.6 ⁺⁺
Morocco	16.3	...	72.1	717	...	3,166	5.7	25.7
Oman	...	...	...	...	...	...	4.0 ⁻²	31.1 ⁻²
Palestinian Autonomous Territories	...	...	...	...	...	...	...	...
Qatar	...	...	...	...	...	...	...	...
Saudi Arabia	18.8 ⁻¹	18.7 ⁻¹	...	4,212 ⁻¹	4,198 ⁻¹	...	5.7	19.3
Sudan	...	...	...	...	...	...	...	...
Syrian Arab Republic	18.4 ⁻¹	14.0 ⁻¹	...	789 ⁻¹	599 ⁻¹	...	4.9 ⁻¹	16.7 ⁻¹
Tunisia	...	...	55.4 ⁻¹	...	...	4,166 ⁻¹	7.2 ⁻¹	22.4 ⁻¹
United Arab Emirates	4.9 ⁻²	6.9 ⁻²	...	2,626 ⁻²	3,673 ⁻²	...	0.9	27.2
Yemen	...	...	...	...	...	...	5.2	16.0
Central and Eastern Europe								
Albania	...	...	...	...	...	...	...	...
Belarus	...	...	18.1 ⁻¹	...	...	1,974 ⁻¹	5.2 ⁻¹	9.3 ⁻¹
Bosnia and Herzegovina	...	...	...	...	...	...	...	...
Bulgaria	23.5 ⁻¹	22.3 ⁻¹	20.1 ⁻¹	2,639 ⁻¹	2,499 ⁻¹	2,257 ⁻¹	4.1 ⁻¹	10.0 ⁻¹
Croatia	...	...	...	...	...	...	...	...
Czech Republic	13.6 ⁻²	23.1 ⁻²	37.4 ⁻²	2,978 ⁻²	5,076 ⁻²	8,206 ⁻²	4.6 ⁻²	10.5 ⁻²
Estonia	20.4 ⁻¹	24.4 ⁻¹	21.3 ⁻¹	4,161 ⁻¹	4,972 ⁻¹	4,333 ⁻¹	5.0 ⁻¹	13.9 ⁻¹
Hungary	25.6 ⁻²	23.2 ⁻²	23.8 ⁻²	4,609 ⁻²	4,183 ⁻²	4,290 ⁻²	5.4 ⁻²	10.4 ⁻²
Latvia	23.3 ⁻¹	24.1 ⁻¹	16.3 ⁻¹	4,039 ⁻¹	4,188 ⁻¹	2,835 ⁻¹	5.0 ⁻¹	13.9 ⁻¹
Lithuania	15.9 ⁻¹	20.3 ⁻¹	17.2 ⁻¹	2,835 ⁻¹	3,611 ⁻¹	3,071 ⁻¹	4.7 ⁻¹	13.4 ⁻¹
Montenegro	...	...	...	...	...	...	...	...
Poland	24.4 ⁻¹	22.0 ⁻¹	16.6 ⁻¹	3,920 ⁻¹	3,541 ⁻¹	2,671 ⁻¹	4.9 ⁻¹	11.7 ⁻¹
Republic of Moldova	34.3	32.4	38.9	1,003	948	1,138	8.2	19.8
Romania	...	...	...	...	...	...	...	...
Russian Federation	...	...	13.2 ⁻²	...	...	1,740 ⁻²	3.9 ⁻²	...
Serbia	...	...	36.4 ⁻¹	...	...	...	4.5 ⁻¹	8.9 ⁻¹
Slovakia	15.6 ⁻¹	14.8 ⁻¹	19.5 ⁻¹	3,139 ⁻¹	2,963 ⁻¹	3,923 ⁻¹	3.6 ⁻¹	10.5 ⁻¹
Slovenia	...	...	21.1 ⁻¹	...	...	...	5.2 ⁻¹	12.8 ⁻²
The former Yugoslav Rep. of Macedonia	...	...	...	...	...	...	...	...
Turkey	...	...	28.1 ⁻²	...	...	...	2.9 ⁻²	...
Ukraine	...	...	25.1 ⁻¹	...	...	1,743 ⁻¹	5.3 ⁻¹	20.2 ⁻¹
Central Asia								
Armenia	...	...	...	...	...	...	3.0 ⁻¹	15.0 ⁻¹
Azerbaijan	5.2 ⁺⁻²	8.0 ⁺⁻²	8.9 ⁻²	322 ⁺⁻²	494 ⁺⁻²	549 ⁻²	1.9	9.1 ⁺¹
Georgia	14.7	15.4	11.4	722	755	556	2.9	7.2

Educational expenditure by nature of spending as a % of total educational expenditure in public institutions								Region
Primary, secondary and post-secondary non-tertiary (ISCED 1-4)				Tertiary (ISCED 5-6)				Country or territory
Salaries, all staff 9	Other current 10	Total current 11	Capital 12	Salaries, all staff 13	Other current 14	Total current 15	Capital 16	
								Arab States
...	...	...	...	...	...	...	...	Algeria
...	...	...	...	...	...	...	...	Bahrain
...	...	...	...	...	...	...	...	Djibouti
...	...	...	...	...	...	...	...	Egypt
...	...	...	...	...	...	...	...	Iraq
80.9 ⁻¹	8.2 ⁻¹	89.1 ⁻¹	10.9 ⁻¹	...	...	...	...	Jordan
84.7	10.2	94.9	5.1	...	...	...	...	Kuwait
...	...	...	...	97.1	0.4	97.4	2.6	Lebanon
...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
...	...	...	...	...	...	...	...	Mauritania
...	...	...	...	66.6	20.1	86.7	13.3	Morocco
90.7	0.3	91.1	8.9	...	...	...	...	Oman
...	...	...	...	...	...	...	...	Palestinian Autonomous Territories
...	...	...	...	...	...	...	...	Qatar
...	...	...	...	...	...	...	...	Saudi Arabia
...	...	...	...	...	...	...	...	Sudan
...	...	...	...	...	...	...	...	Syrian Arab Republic
...	...	...	...	...	...	81.7 ⁻¹	18.3 ⁻¹	Tunisia
75.6 ⁻²	14.7 ⁻²	90.3 ⁻²	9.7 ⁻²	...	...	...	...	United Arab Emirates
...	...	...	...	...	...	...	...	Yemen
								Central and Eastern Europe
...	...	...	...	...	...	...	...	Albania
70.8 ^{**,-2}	23.9 ^{**,-2}	94.7 ^{**,-2}	5.3 ^{**,-2}	53.8 ⁻¹	37.5 ⁻¹	91.3 ⁻¹	8.7 ⁻¹	Belarus
...	...	...	...	...	...	...	...	Bosnia and Herzegovina
61.1 ⁻¹	22.5 ⁻¹	83.6 ⁻¹	16.4 ⁻¹	52.3 ⁻¹	21.6 ⁻¹	73.9 ⁻¹	26.1 ⁻¹	Bulgaria
...	...	...	...	...	...	...	...	Croatia
55.6 ⁻²	34.9 ⁻²	90.5 ⁻²	9.5 ⁻²	38.7 ⁻²	49.3 ⁻²	88.0 ⁻²	12.0 ⁻²	Czech Republic
...	...	...	...	...	...	...	...	Estonia
75.2 ⁻²	18.8 ⁻²	94.0 ⁻²	6.0 ⁻²	60.4 ⁻²	28.1 ⁻²	88.5 ⁻²	11.5 ⁻²	Hungary
64.7 ⁻¹	19.4 ⁻¹	84.1 ⁻¹	15.9 ⁻¹	65.2 ⁻¹	25.9 ⁻¹	91.1 ⁻¹	8.9 ⁻¹	Latvia
71.6 ⁻¹	17.8 ⁻¹	89.4 ⁻¹	10.6 ⁻¹	59.3 ⁻¹	23.7 ⁻¹	82.9 ⁻¹	17.1 ⁻¹	Lithuania
...	...	...	...	...	...	...	...	Montenegro
66.4 ⁻¹	26.9 ⁻¹	93.4 ⁻¹	6.6 ⁻¹	59.6 ⁻¹	25.5 ⁻¹	85.0 ⁻¹	15.0 ⁻¹	Poland
59.6	29.5	89.1	10.9	54.9	31.2	86.1	13.9	Republic of Moldova
...	...	...	...	...	...	...	...	Romania
...	...	...	...	...	...	...	...	Russian Federation
...	...	...	...	59.4 ⁻¹	34.9 ⁻¹	94.3 ⁻¹	5.7 ⁻¹	Serbia
66.1 ⁻¹	30.6 ⁻¹	96.6 ⁻¹	3.4 ⁻¹	48.5 ⁻¹	44.9 ⁻¹	93.3 ⁻¹	6.7 ⁻¹	Slovakia
...	...	...	...	60.4 ⁻¹	27.5 ⁻¹	87.9 ⁻¹	12.1 ⁻¹	Slovenia
...	...	...	...	...	...	...	...	The former Yugoslav Rep. of Macedonia
...	...	...	...	57.0 ⁻²	21.6 ⁻²	78.6 ⁻²	21.4 ⁻²	Turkey
...	...	...	...	...	...	...	...	Ukraine
								Central Asia
...	...	...	...	...	...	...	...	Armenia
73.5 ^{**,-2}	24.5 ^{**,-2}	98.0 ^{**,-2}	2.0 ^{**,-2}	56.7 ⁺¹	41.2 ⁺¹	97.8 ⁺¹	2.2 ⁺¹	Azerbaijan
...	...	...	...	...	...	...	...	Georgia

TABLE 13 PUBLIC EXPENDITURE ON EDUCATION AND EXPENDITURE ON EDUCATION BY NATURE OF SPENDING / Financial year ending in 2008

Region	Total public expenditure per student						Total public expenditure on education	
	as a % of GDP per capita			in U.S. dollars PPP			as a % of GDP	as a % of total government expenditure
	Primary (ISCED 1) 1	Secondary (ISCED 2-3) 2	Tertiary (ISCED 5-6) 3	Primary (ISCED 1) 4	Secondary (ISCED 2-3) 5	Tertiary (ISCED 5-6) 6		
Kazakhstan	...	...	7.9 ⁻¹	...	...	858 ⁻¹	2.8 ⁻¹	...
Kyrgyzstan	...	...	22.8 ⁻¹	...	...	458 ⁻¹	6.6 ⁻¹	25.6 ⁻¹
Mongolia	14.7 ⁻¹	14.7 ⁻¹	...	476 ⁻¹	475 ⁻¹	...	5.1 ⁻¹	...
Tajikistan	...	...	21.8	...	...	415	3.5	18.7
Turkmenistan	...	...	...	...	...	...	...	...
Uzbekistan	...	...	...	...	...	...	...	...
East Asia and the Pacific								
Australia	17.1 ⁻¹	15.1 ⁻¹	21.0 ⁻¹	5,964 ⁻¹	5,278 ⁻¹	7,348 ⁻¹	4.7 ⁻¹	14.0 ⁻²
Brunei Darussalam	...	...	...	...	...	...	...	...
Cambodia	...	...	...	...	...	...	1.6 ⁻¹	12.4 ⁻¹
China	...	...	...	...	...	...	...	...
Cook Islands	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...
Fiji	...	...	...	...	...	...	...	...
Hong Kong SAR of China	12.7	15.6	...	5,358	6,606	...	3.3	23.0
Indonesia	15.7 ⁻¹	13.9 ⁻¹	16.1 ⁻¹	578 ⁻¹	506 ⁻¹	696 ⁻¹	3.5 ⁻¹	18.7 ⁻¹
Japan	21.6 ⁻¹	22.3 ⁻¹	20.1 ⁻¹	6,929 ⁻¹	7,152 ⁻¹	6,431 ⁻¹	3.4 ⁻¹	9.4 ⁻¹
Kiribati	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	...	...	...	...	...	...	2.3	12.2
Macao, China	...	...	16.4	...	...	9,718	2.2	14.0
Malaysia	11.6 ⁻¹	14.2 ⁻¹	49.4 ⁻¹	1,563 ⁻¹	1,918 ⁻¹	6,673 ⁻¹	4.5 ⁻¹	18.2 ⁻¹
Marshall Islands	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...
Myanmar	...	...	...	...	...	...	...	...
Nauru	...	...	...	...	...	...	...	7.5 ^{-1,-1}
New Zealand	17.6 ⁻¹	19.8 ⁻¹	29.2 ⁻¹	4,593 ⁻¹	5,100 ⁻¹	7,434 ⁻¹	6.2 ⁻¹	19.7 ⁻²
Niue	...	...	...	...	...	...	...	...
Palau	...	...	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...
Philippines	...	...	...	...	...	...	2.6 ⁻¹	15.2 ⁻¹
Republic of Korea	17.0 ⁻¹	22.2 ^{-1,-1}	8.8 ⁻¹	4,565 ⁻¹	5,945 ⁻¹	2,355 ⁻¹	4.2 ⁻¹	14.7 ⁻¹
Samoa	...	...	...	...	...	...	5.4	13.4
Singapore	11.2 ⁺¹	16.6 ⁺¹	26.9 ⁺¹	...	...	13,238 ⁺¹	3.2 ⁺¹	11.6 ⁺¹
Solomon Islands	...	...	...	...	...	...	...	...
Thailand	21.4	22.1	23.0	1,651	1,705	1,774	4.9	25.7
Timor-Leste	27.6 ⁻¹	...	...	200 ⁻¹	...	...	7.1	7.3
Tokelau	...	...	...	...	...	...	...	...
Tonga	...	...	...	...	...	...	...	...
Tuvalu	...	...	...	...	...	...	...	...
Vanuatu	20.4	...	...	...	...	...	6.9	28.1
Viet Nam	19.7	17.3	61.7	548	481	1,717	5.3	19.8
Latin America and the Caribbean								
Anguilla	...	...	...	...	...	...	...	...
Antigua and Barbuda	...	...	...	...	...	...	...	...
Argentina	14.7 ⁻¹	21.9 ⁻¹	15.6 ⁻¹	1,945 ⁻¹	2,903 ⁻¹	2,071 ⁻¹	4.9 ⁻¹	13.5 ⁻¹
Aruba	12.1 ⁻¹	17.5 ⁻¹	29.1 ⁻¹	...	...	...	4.9 ⁻¹	17.3 ⁻¹
Bahamas	...	...	...	...	...	...	...	...

Educational expenditure by nature of spending as a % of total educational expenditure in public institutions								Region
Primary, secondary and post-secondary non-tertiary (ISCED 1-4)				Tertiary (ISCED 5-6)				Country or territory
Salaries, all staff 9	Other current 10	Total current 11	Capital 12	Salaries, all staff 13	Other current 14	Total current 15	Capital 16	
...	...	...	...	41.3 ⁻¹	43.3 ⁻¹	84.6 ⁻¹	15.4 ⁻¹	Kazakhstan
...	...	...	...	65.7 ⁻¹	23.8 ⁻¹	89.5 ⁻¹	10.5 ⁻¹	Kyrgyzstan
...	...	...	...	...	...	...	...	Mongolia
...	...	...	...	...	...	...	...	Tajikistan
...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	...	...	...	...	Uzbekistan
								East Asia and the Pacific
70.8 ⁻¹	21.5 ⁻¹	92.3 ⁻¹	7.7 ⁻¹	53.9 ⁻¹	34.8 ⁻¹	88.7 ⁻¹	11.3 ⁻¹	Australia
...	...	...	...	...	...	...	...	Brunei Darussalam
...	...	...	...	...	...	...	...	Cambodia
...	...	...	...	...	...	...	...	China
...	...	...	...	...	...	...	...	Cook Islands
...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
...	...	...	...	...	...	...	...	Fiji
...	...	91.6	8.4	...	...	76.8	23.2	Hong Kong SAR of China
76.0 ⁻¹	7.7 ⁻¹	83.6 ⁻¹	16.4 ⁻¹	...	...	...	...	Indonesia
79.7 ⁻¹	10.7 ⁻¹	90.5 ⁻¹	9.5 ⁻¹	50.7 ⁻¹	39.8 ⁻¹	90.5 ⁻¹	9.5 ⁻¹	Japan
...	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	...	...	...	Lao People's Democratic Republic
...	...	...	...	...	...	...	...	Macao, China
79.3 ⁻¹	15.0 ⁻¹	94.3 ⁻¹	5.7 ⁻¹	34.9 ⁻¹	23.4 ⁻¹	58.3 ⁻¹	41.7 ⁻¹	Malaysia
...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	Myanmar
...	...	...	...	...	...	...	...	Nauru
...	...	...	...	...	...	...	...	New Zealand
...	...	...	...	...	...	...	...	Niue
...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	Papua New Guinea
79.4 ⁻¹	13.8 ⁻¹	93.2 ⁻¹	6.8 ⁻¹	77.5 ⁻¹	17.2 ⁻¹	94.7 ⁻¹	5.3 ⁻¹	Philippines
62.8 ⁻¹	26.5 ⁻¹	89.4 ⁻¹	10.6 ⁻¹	45.7 ⁻¹	38.4 ⁻¹	84.1 ⁻¹	15.9 ⁻¹	Republic of Korea
...	...	...	...	...	...	...	...	Samoa
...	...	89.2 ⁺¹	10.8 ⁺¹	...	...	95.4 ⁺¹	4.6 ⁺¹	Singapore
...	...	...	...	...	...	...	...	Solomon Islands
...	...	97.6	2.4	...	...	77.2	22.8	Thailand
54.8 ⁻¹	11.6 ⁻¹	66.4 ⁻¹	33.6 ⁻¹	...	...	80.0	20.0	Timor-Leste
...	...	...	...	...	...	...	...	Tokelau
...	...	...	...	...	...	...	...	Tonga
...	...	...	...	...	...	...	...	Tuvalu
87.3	11.3	98.6	1.4	-	-	-	-	Vanuatu
...	...	...	...	...	...	...	...	Viet Nam
								Latin America and the Caribbean
...	...	...	...	...	...	...	...	Anguilla
...	...	...	...	...	...	...	...	Antigua and Barbuda
86.9 ⁻¹	9.3 ⁻¹	96.2 ⁻¹	3.8 ⁻¹	94.9 ⁻¹	4.2 ⁻¹	99.1 ⁻¹	0.9 ⁻¹	Argentina
96.5 ⁻¹	3.5 ⁻¹	100.0 ⁻¹	- ⁻¹	93.3 ⁻¹	6.7 ⁻¹	100.0 ⁻¹	- ⁻¹	Aruba
...	...	...	...	...	...	...	...	Bahamas

TABLE 13 PUBLIC EXPENDITURE ON EDUCATION AND EXPENDITURE ON EDUCATION BY NATURE OF SPENDING / Financial year ending in 2008

Region	Total public expenditure per student						Total public expenditure on education	
	as a % of GDP per capita			in U.S. dollars PPP			as a % of GDP	as a % of total government expenditure
	Primary (ISCED 1) 1	Secondary (ISCED 2-3) 2	Tertiary (ISCED 5-6) 3	Primary (ISCED 1) 4	Secondary (ISCED 2-3) 5	Tertiary (ISCED 5-6) 6		
Barbados	27.7 ⁺	24.8 ⁺	6.7	15.7
Belize	14.3 ⁻¹	21.0 ⁻¹	...	948 ⁻¹	1,392 ⁻¹	...	5.1 ⁻¹	16.8 ^{+, -1}
Bermuda	7.7 ⁻²	7.1 ⁻²	...	...	...	...	1.2 ⁻²	...
Bolivia	13.7 ^{+, -2}	14.5 ^{+, -2}	...	546 ^{+, -2}	576 ^{+, -2}	...	6.3 ⁻²	...
Brazil	17.7 ⁻¹	18.5 ⁻¹	30.4 ⁻¹	1,716 ⁻¹	1,787 ⁻¹	2,942 ⁻¹	5.2 ⁻¹	16.1 ⁻¹
British Virgin Islands	8.1 ⁻¹	17.1 ⁻¹	...	...	...	...	3.2 ⁻¹	14.6 ⁻¹
Cayman Islands	15.8 ⁻²	22.2 ⁻²	- ²	...	...	-²	2.6 ⁻²	...
Chile	11.9 ⁻¹	13.4 ⁻¹	11.5 ⁻¹	1,653 ⁻¹	1,864 ⁻¹	1,591 ⁻¹	3.4 ⁻¹	18.2 ⁻¹
Colombia	12.4	14.8	26.0	1,099	1,313	2,309	3.9	14.9
Costa Rica	...	...	...	...	...	...	5.0	22.8
Cuba	44.7	51.9	58.8	...	...	...	13.6	18.5
Dominica	22.2	19.0	...	1,833	1,569	...	4.8	11.3
Dominican Republic	7.4	6.5	...	606	530	...	2.2 ⁻¹	11.0 ⁻¹
Ecuador	...	...	...	...	...	...	...	...
El Salvador	8.5	9.1	...	578	618	...	3.6	13.1 ^{+, -1}
Grenada	...	...	...	...	...	...	...	...
Guatemala	10.5	6.2	...	498	296	...	3.2	...
Guyana	14.4 ⁻¹	17.1 ⁻¹	36.3 ⁻¹	348 ⁻¹	412 ⁻¹	875 ⁻¹	6.1 ⁻¹	12.5 ⁻¹
Haiti	...	...	...	...	...	...	...	...
Honduras	...	...	...	...	...	...	...	...
Jamaica	15.8	26.8	42.4	1,216	2,057	3,257	6.2	...
Mexico	13.3 ⁻¹	13.5 ⁻¹	37.1 ⁻¹	1,874 ⁻¹	1,901 ⁻¹	5,237 ⁻¹	4.8 ⁻¹	...
Montserrat	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...
Nicaragua	9.8 ⁻²	4.5 ⁻²	...	240 ⁻²	110 ⁻²	...	...	...
Panama	7.5	10.0	...	934	1,244	...	3.8	...
Paraguay	10.7 ⁻¹	16.3 ⁻¹	26.0 ⁻¹	476 ⁻¹	721 ⁻¹	1,151 ⁻¹	4.0 ⁻¹	11.9 ⁻¹
Peru	8.2	10.0	...	699	849	...	2.7	20.7
Saint Kitts and Nevis	...	...	...	...	...	...	...	...
Saint Lucia	...	...	...	...	...	...	6.3	12.9
Saint Vincent and the Grenadines	24.9 ⁻¹	...	...	2,207 ⁻¹	...	...	7.0 ⁻¹	...
Suriname	...	...	...	...	...	...	...	...
Trinidad and Tobago	9.1 ⁻¹	9.9 ^{+, -1}	...	2,129 ⁻¹	2,339 ^{+, -1}	...	...	...
Turks and Caicos Islands	...	...	...	...	...	...	...	...
Uruguay	8.5 ⁻²	10.4 ⁻²	18.1 ⁻²	888 ⁻²	1,084 ⁻²	1,889 ⁻²	2.8 ⁻²	11.6 ⁻²
Venezuela	9.1 ⁻¹	8.1 ⁻¹	...	1,106 ⁻¹	986 ⁻¹	...	3.7 ⁻¹	...
North America and Western Europe								
Andorra	12.3 ⁻¹	13.8 ⁻¹	...	...	...	...	3.2	...
Austria	23.1 ⁻¹	26.5 ⁻¹	47.4 ⁻¹	8,649 ⁻¹	9,912 ⁻¹	17,714 ⁻¹	5.4 ⁻¹	11.1 ⁻¹
Belgium	20.8 ⁻¹	33.7 ⁻¹	35.7 ⁻¹	7,265 ⁻¹	11,765 ⁻¹	12,471 ⁻¹	6.1 ⁻¹	12.4 ⁻¹
Canada	...	...	...	...	...	...	4.9 ⁻¹	...
Cyprus	29.6 ⁻¹	41.0 ⁻¹	63.7 ⁻¹	7,328 ⁻¹	10,158 ⁻¹	15,780 ⁻¹	7.1 ⁻¹	9.6 ⁻¹
Denmark	24.5 ⁻²	34.4 ⁻²	53.4 ⁻²	8,625 ⁻²	12,077 ⁻²	18,771 ⁻²	7.9 ⁻²	15.5 ⁻²
Finland	17.5 ⁻¹	30.9 ⁻¹	31.8 ⁻¹	6,051 ⁻¹	10,664 ⁻¹	10,994 ⁻¹	5.9 ⁻¹	12.5 ⁻¹
France	17.1 ⁻²	26.6 ⁻²	33.5 ⁻²	5,431 ⁻²	8,579 ⁻²	10,651 ⁻²	5.6 ⁻²	10.6 ⁻²
Germany	16.1 ⁻²	20.7 ⁻²	...	5,281 ⁻²	6,785 ⁻²	...	4.4 ⁻²	9.7 ⁻²
Gibraltar	...	...	...	...	...	...	...	...

Educational expenditure by nature of spending as a % of total educational expenditure in public institutions								Region
Primary, secondary and post-secondary non-tertiary (ISCED 1-4)				Tertiary (ISCED 5-6)				Country or territory
Salaries, all staff 9	Other current 10	Total current 11	Capital 12	Salaries, all staff 13	Other current 14	Total current 15	Capital 16	
82.2 ⁻¹	14.3 ⁻¹	96.5 ⁻¹	3.5 ⁻¹	89.2	9.7	98.8	1.2	Barbados
...	...	...	...	...	...	...	...	Belize
...	...	...	...	...	...	...	...	Bermuda
...	...	...	...	...	...	...	...	Bolivia
68.0 ⁻¹	25.1 ⁻¹	93.2 ⁻¹	6.8 ⁻¹	74.3 ⁻¹	20.8 ⁻¹	95.1 ⁻¹	4.9 ⁻¹	Brazil
66.8 ⁻¹	22.7 ⁻¹	89.4 ⁻¹	10.6 ⁻¹	...	...	100.0 ⁻¹	- ⁻¹	British Virgin Islands
97.6 ⁻²	2.4 ⁻²	100.0 ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	Cayman Islands
85.5 ⁻¹	10.9 ⁻¹	96.4 ⁻¹	3.6 ⁻¹	58.6 ⁻¹	34.0 ⁻¹	92.6 ⁻¹	7.4 ⁻¹	Chile
...	...	...	...	...	...	...	...	Colombia
93.0	7.0	100.0	...	...	...	100.0	-	Costa Rica
52.4	44.9	97.3	2.7	25.6	72.9	98.5	1.5	Cuba
79.1	1.5	80.6	19.4	...	...	...	...	Dominica
62.7 ⁻¹	18.3 ⁻¹	81.0 ⁻¹	19.0 ⁻¹	90.5 ⁻¹	- ⁻¹	90.5 ⁻¹	9.5 ⁻¹	Dominican Republic
...	...	...	...	...	...	...	...	Ecuador
64.9	26.8	91.7	8.3	61.4 ⁻²	17.7 ⁻²	79.1 ⁻²	20.9 ⁻²	El Salvador
...	...	...	...	...	...	...	...	Grenada
73.9	10.7	84.5	15.5	...	.	95.7	4.3	Guatemala
64.8 ⁻¹	19.8 ⁻¹	84.5 ⁻¹	15.5 ⁻¹	65.1 ⁻¹	27.7 ⁻¹	92.8 ⁻¹	7.2 ⁻¹	Guyana
...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	...	...	...	Honduras
84.0	5.5	89.5	10.5	98.7	1.3	100.0	...	Jamaica
89.9 ⁻¹	7.6 ⁻¹	97.5 ⁻¹	2.5 ⁻¹	67.1 ⁻¹	28.2 ⁻¹	95.2 ⁻¹	4.8 ⁻¹	Mexico
...	...	...	...	...	...	...	...	Montserrat
...	...	...	...	...	...	...	...	Netherlands Antilles
80.4 ⁻²	8.9 ⁻²	89.3 ⁻²	10.7 ⁻²	...	...	...	...	Nicaragua
89.3	...	89.3	10.7	91.8	...	91.8	8.2	Panama
81.6 ^{**,-1}	12.4 ^{**,-1}	94.0 ^{**,-1}	6.0 ^{**,-1}	71.9 ⁻¹	16.3 ⁻¹	88.2 ⁻¹	11.8 ⁻¹	Paraguay
72.8	11.9	84.7	15.3	62.0	17.0	79.0	21.0	Peru
...	...	...	...	...	...	...	...	Saint Kitts and Nevis
60.3	23.7	84.0	16.0	- ⁻²	- ⁻²	- ⁻²	- ⁻²	Saint Lucia
98.6 ⁻¹	1.4 ⁻¹	100.0 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	Saint Vincent and the Grenadines
...	...	...	...	...	...	...	...	Suriname
...	...	...	...	...	...	...	...	Trinidad and Tobago
...	...	...	...	...	...	...	...	Turks and Caicos Islands
82.2 ⁻²	12.0 ⁻²	94.2 ⁻²	5.8 ⁻²	75.1 ⁻²	18.9 ⁻²	93.9 ⁻²	6.1 ⁻²	Uruguay
...	...	97.0 ⁻¹	3.0 ⁻¹	...	...	97.2 ⁻¹	2.8 ⁻¹	Venezuela
								North America and Western Europe
49.9	47.8	97.7	2.3	54.7	40.5	95.2	4.8	Andorra
76.4 ⁻¹	21.6 ⁻¹	98.0 ⁻¹	2.0 ⁻¹	58.3 ⁻¹	33.5 ⁻¹	91.8 ⁻¹	8.2 ⁻¹	Austria
86.4 ⁻¹	10.2 ⁻¹	96.6 ⁻¹	3.4 ⁻¹	76.0 ⁻¹	21.1 ⁻¹	97.2 ⁻¹	2.8 ⁻¹	Belgium
...	...	...	...	58.8 ⁻²	33.6 ⁻²	92.5 ⁻²	7.5 ⁻²	Canada
80.2 ⁻¹	9.3 ⁻¹	89.5 ⁻¹	10.5 ⁻¹	62.9 ⁻¹	20.5 ⁻¹	83.5 ⁻¹	16.5 ⁻¹	Cyprus
72.4 ⁻²	20.9 ⁻²	93.3 ⁻²	6.7 ⁻²	72.8 ⁻²	23.8 ⁻²	96.5 ⁻²	3.5 ⁻²	Denmark
59.7 ⁻¹	31.4 ⁻¹	91.2 ⁻¹	8.8 ⁻¹	60.4 ⁻¹	36.3 ⁻¹	96.7 ⁻¹	3.3 ⁻¹	Finland
75.0 ⁻²	15.5 ⁻²	90.5 ⁻²	9.5 ⁻²	72.1 ⁻²	16.2 ⁻²	88.2 ⁻²	11.8 ⁻²	France
77.9 ⁻²	14.8 ⁻²	92.7 ⁻²	7.3 ⁻²	62.0 ⁻²	29.9 ⁻²	92.0 ⁻²	8.0 ⁻²	Germany
...	...	...	...	...	...	...	...	Gibraltar

TABLE 13 PUBLIC EXPENDITURE ON EDUCATION AND EXPENDITURE ON EDUCATION BY NATURE OF SPENDING / Financial year ending in 2008

Region	Total public expenditure per student						Total public expenditure on education	
	as a % of GDP per capita			in U.S. dollars PPP			as a % of GDP	as a % of total government expenditure
	Primary (ISCED 1) 1	Secondary (ISCED 2-3) 2	Tertiary (ISCED 5-6) 3	Primary (ISCED 1) 4	Secondary (ISCED 2-3) 5	Tertiary (ISCED 5-6) 6		
Greece	...	...	...	...	...	...	...	...
Holy See	...	...	...	...	...	...	...	...
Iceland	26.7 ⁻¹	22.1 ⁻¹	27.9 ⁻¹	9,537 ⁻¹	7,917 ⁻¹	9,987 ⁻¹	7.5 ⁻¹	17.4 ⁻¹
Ireland	15.8 ⁻¹	23.3 ⁻¹	26.3 ⁻¹	7,048 ⁻¹	10,394 ⁻¹	11,734 ⁻¹	4.9 ⁻¹	13.8 ⁻¹
Israel	21.2 ⁻¹	20.5 ⁻¹	23.4 ⁻¹	5,591 ⁻¹	5,393 ⁻¹	6,150 ⁻¹	6.4 ⁻¹	13.8 ⁻¹
Italy	22.8 ⁻¹	25.4 ⁻¹	22.3 ⁻¹	6,920 ⁻¹	7,702 ⁻¹	6,763 ⁻¹	4.3 ⁻¹	9.0 ⁻¹
Liechtenstein	...	...	...	...	...	...	...	...
Luxembourg	...	19.0 ⁻¹	...	...	15,134 ⁻¹	...	...	...
Malta	...	...	...	...	...	...	...	...
Monaco	...	...	...	...	...	...	...	...
Netherlands	17.8 ⁻²	25.4 ⁻²	43.9 ⁻²	6,525 ⁻²	9,251 ⁻²	15,724 ⁻²	5.5 ⁻²	12.0 ⁻²
Norway	18.4 ⁻¹	26.5 ⁻¹	47.1 ⁻¹	9,851 ⁻¹	14,143 ⁻¹	25,191 ⁻¹	6.7 ⁻¹	16.5 ⁻¹
Portugal	22.4 ⁻²	34.0 ⁻²	28.8 ⁻²	4,837 ⁻²	7,348 ⁻²	6,238 ⁻²	5.3 ⁻²	11.3 ⁻²
San Marino	...	...	...	...	...	...	...	...
Spain	19.9 ⁻¹	24.1 ⁻¹	25.0 ⁻¹	6,139 ⁻¹	7,641 ⁻¹	7,940 ⁻¹	4.4 ⁻¹	11.1 ⁻¹
Sweden	25.4 ⁻¹	31.2 ⁻¹	39.0 ⁻¹	9,338 ⁻¹	11,450 ⁻¹	14,312 ⁻¹	6.7 ⁻¹	12.7 ⁻¹
Switzerland	23.0 ⁻¹	25.8 ⁻¹	47.8 ⁻¹	9,361 ⁻¹	10,485 ⁻¹	19,434 ⁻¹	5.3 ⁻¹	16.3 ⁻²
United Kingdom	23.4 ⁻¹	28.6 ⁻¹	24.8 ⁻¹	7,883 ⁻¹	9,642 ⁻¹	8,346 ⁻¹	5.6 ⁻¹	11.7 ⁻¹
United States of America	22.4 ⁻¹	24.6 ⁻¹	22.0 ⁻¹	9,839 ⁻¹	10,811 ⁻¹	9,700 ⁻¹	5.5 ⁻¹	14.1 ⁻¹
South and West Asia								
Afghanistan	...	...	...	...	...	...	...	...
Bangladesh	10.5	14.3	...	133	...	...	2.4	14.0
Bhutan	7.1 ⁺¹	31.1 ⁺¹	...	328 ⁺¹	1,363 ⁺¹	...	5.1	...
India	8.9 ⁻²	16.2 ⁻²	55.0 ⁻²	198 ⁻²	361 ⁻²	1,228 ⁻²	3.2 ⁻²	...
Iran (Islamic Republic of)	13.5	20.3	20.7	1,477	2,224	2,269	4.8	20.0
Maldives	26.8	...	-	1,473	...	-	8.1	12.0
Nepal	15.1	11.2	...	159	118	...	3.8	19.0
Pakistan	...	...	...	...	...	...	2.9	11.2 ⁻¹
Sri Lanka	...	...	...	...	...	...	...	...
Sub-Saharan Africa								
Angola	...	...	80.8 ⁻²	...	...	3,470 ⁻²	2.6 ⁻²	...
Benin	12.4 ⁻²	...	153.4 ⁻²	168 ⁻²	...	2,082 ⁻²	3.6 ⁻¹	15.9 ⁻¹
Botswana	12.6 ⁻¹	38.3 ⁻¹	...	...	...	...	8.1 ⁻¹	21.0 ⁻¹
Burkina Faso	29.1 ⁻¹	30.3 ⁻¹	308.3 ⁻¹	326 ⁻¹	339 ⁻¹	3,452 ⁻¹	4.6 ⁻¹	21.8 ⁻¹
Burundi	18.8	58.2 ^{**}	563.9	72	223 ^{**}	2,158	7.2	22.3
Cameroon	6.1	26.9	33.4	136	596	740	2.9	14.6 ⁻¹
Cape Verde	13.6	...	48.2	475	...	1,689	5.7	16.7
Central African Republic	5.5 ⁻¹	...	...	39 ⁻¹	...	...	1.3 ⁻¹	12.0 ⁻¹
Chad	...	...	...	...	...	...	...	...
Comoros	27.2	...	...	318	...	...	7.6	...
Congo	...	...	...	...	...	...	...	...
Côte d'Ivoire	...	...	...	...	...	...	4.6	24.6
Democratic Republic of the Congo	...	...	...	...	...	...	...	...
Equatorial Guinea	...	...	...	...	...	...	...	...
Eritrea	8.2 ⁻²	8.1 ⁻²	...	51 ⁻²	50 ⁻²	...	2.0 ⁻²	...
Ethiopia	12.4 ⁻¹	8.9 ⁻¹	642.7 ⁻¹	88 ⁻¹	63 ⁻¹	4,531 ⁻¹	5.5 ⁻¹	23.3 ⁻¹
Gabon	...	...	...	...	...	...	...	...

Educational expenditure by nature of spending as a % of total educational expenditure in public institutions								Region
Primary, secondary and post-secondary non-tertiary (ISCED 1-4)				Tertiary (ISCED 5-6)				Country or territory
Salaries, all staff 9	Other current 10	Total current 11	Capital 12	Salaries, all staff 13	Other current 14	Total current 15	Capital 16	
...	...	...	...	...	...	...	...	Greece
...	...	...	...	...	...	...	...	Holy See
69.8 ⁻¹	21.0 ⁻¹	90.9 ⁻¹	9.1 ⁻¹	79.3 ⁻¹	2.7 ⁻¹	82.1 ⁻¹	17.9 ⁻¹	Iceland
74.9 ⁻¹	15.0 ⁻¹	89.9 ⁻¹	10.1 ⁻¹	67.8 ⁻¹	23.8 ⁻¹	91.7 ⁻¹	8.3 ⁻¹	Ireland
70.7 ⁻¹	22.4 ⁻¹	93.1 ⁻¹	6.9 ⁻¹	50.1 ⁻¹	41.9 ⁻¹	92.1 ⁻¹	7.9 ⁻¹	Israel
78.3 ⁻¹	17.7 ⁻¹	96.0 ⁻¹	4.0 ⁻¹	59.4 ⁻¹	28.8 ⁻¹	88.1 ⁻¹	11.9 ⁻¹	Italy
91.4 ⁻¹	9.1 ⁻¹	100.0 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	Liechtenstein
...	...	...	...	...	...	...	...	Luxembourg
...	...	...	...	...	...	...	...	Malta
...	...	...	...	...	...	...	...	Monaco
70.9 ⁻²	14.8 ⁻²	85.7 ⁻²	14.3 ⁻²	59.4 ⁻²	28.4 ⁻²	87.9 ⁻²	12.1 ⁻²	Netherlands
67.3 ⁻¹	19.4 ⁻¹	86.7 ⁻¹	13.3 ⁻¹	61.8 ⁻¹	32.3 ⁻¹	94.1 ⁻¹	5.9 ⁻¹	Norway
93.4 ⁻²	4.7 ⁻²	98.1 ⁻²	1.9 ⁻²	62.1 ⁻²	27.4 ⁻²	89.5 ⁻²	10.5 ⁻²	Portugal
...	...	...	...	...	...	...	...	San Marino
75.0 ⁻¹	15.5 ⁻¹	90.5 ⁻¹	9.5 ⁻¹	61.8 ⁻¹	18.6 ⁻¹	80.4 ⁻¹	19.6 ⁻¹	Spain
63.6 ⁻¹	29.1 ⁻¹	92.7 ⁻¹	7.3 ⁻¹	60.6 ⁻¹	35.6 ⁻¹	96.1 ⁻¹	3.9 ⁻¹	Sweden
77.7 ⁻¹	13.8 ⁻¹	91.6 ⁻¹	8.4 ⁻¹	73.0 ⁻¹	21.1 ⁻¹	94.1 ⁻¹	5.9 ⁻¹	Switzerland
72.1 ⁻¹	21.6 ⁻¹	93.7 ⁻¹	6.3 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	United Kingdom
71.1 ⁻¹	17.3 ⁻¹	88.3 ⁻¹	11.7 ⁻¹	56.8 ⁻¹	32.8 ⁻¹	89.7 ⁻¹	10.3 ⁻¹	United States of America
								South and West Asia
...	...	...	...	...	...	...	...	Afghanistan
58.4	18.2	76.5	23.5	73.2	13.4	86.6	13.4	Bangladesh
...	...	...	...	...	...	...	...	Bhutan
...	...	...	...	...	...	...	...	India
...	...	...	...	...	...	...	...	Iran (Islamic Republic of)
...	...	...	...	...	...	...	...	Maldives
...	...	...	...	...	...	...	...	Nepal
...	...	...	...	...	...	...	...	Pakistan
...	...	...	...	...	...	...	...	Sri Lanka
								Sub-Saharan Africa
...	...	71.7 ⁻²	28.3 ⁻²	...	...	71.1 ⁻²	28.9 ⁻²	Angola
42.4 ⁻¹	52.4 ⁻¹	94.8 ⁻¹	5.2 ⁻¹	27.9 ⁻¹	63.2 ⁻¹	91.0 ⁻¹	9.0 ⁻¹	Benin
...	...	...	...	...	...	...	...	Botswana
51.0 ⁻¹	5.0 ⁻¹	56.1 ⁻¹	43.9 ⁻¹	44.1 ⁻¹	27.7 ⁻¹	71.8 ⁻¹	28.2 ⁻¹	Burkina Faso
66.9	19.9	86.8	13.2	38.3	59.2	97.5	2.5	Burundi
...	...	...	...	...	...	...	...	Cameroon
82.7	1.6	84.3	15.7	87.8	-	87.8	12.2	Cape Verde
94.1 ⁻¹	4.6 ⁻¹	98.7 ⁻¹	1.3 ⁻¹	77.4 ⁻¹	21.4 ⁻¹	98.8 ⁻¹	1.2 ⁻¹	Central African Republic
...	...	...	...	...	...	...	...	Chad
...	...	...	...	...	...	...	...	Comoros
...	...	...	...	...	...	...	...	Congo
...	...	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	Democratic Republic of the Congo
...	...	...	...	...	...	...	...	Equatorial Guinea
73.7 ⁻²	9.3 ⁻²	83.0 ⁻²	17.0 ⁻²	37.6 ⁻²	29.6 ⁻²	67.2 ⁻²	32.8 ⁻²	Eritrea
...	...	...	...	...	...	...	...	Ethiopia
...	...	...	...	...	...	...	...	Gabon

TABLE 13 PUBLIC EXPENDITURE ON EDUCATION AND EXPENDITURE ON EDUCATION BY NATURE OF SPENDING / Financial year ending in 2008

Region	Total public expenditure per student						Total public expenditure on education	
	as a % of GDP per capita			in U.S. dollars PPP			as a % of GDP	as a % of total government expenditure
	Primary (ISCED 1) 1	Secondary (ISCED 2-3) 2	Tertiary (ISCED 5-6) 3	Primary (ISCED 1) 4	Secondary (ISCED 2-3) 5	Tertiary (ISCED 5-6) 6		
Gambia	...	...	...	...	...	...	...	...
Ghana	17.9 ⁻²	28.3 ⁻²	...	230 ⁻²	362 ⁻²	...	...	...
Guinea	5.0	4.4	71.5	60	53	861	1.7	19.2
Guinea-Bissau	...	...	...	...	...	...	...	...
Kenya	22.3 ⁻²	22.0 ⁻²	...	300 ⁻²	284 ⁻²	...	7.0 ⁻²	...
Lesotho	22.3	50.2^{**}	...	...	...	...	12.4	23.7
Liberia	5.7 ⁻¹	8.4 ⁻¹	...	...	...	...	2.7	12.1
Madagascar	7.4	13.0	137.2	77	136	1,439	2.9	13.4
Malawi	...	...	...	...	...	...	...	...
Mali	10.4	34.5	114.8	117	389	1,295	3.8	19.5
Mauritius	9.8 ⁺¹	16.1 ^{**,+1}	...	1,198 ⁺¹	1,950 ^{**,+1}	...	3.4 ⁺¹	11.4 ⁺¹
Mozambique	14.5 ⁻²	83.7 ⁻²	...	108 ⁻²	622 ⁻²	...	5.0 ⁻²	21.0 ⁻²
Namibia	15.7	16.0	...	970	947	4,175	6.5	22.4
Niger	27.1	49.6	398.0	185	339	2,722	3.7	15.5
Nigeria	...	...	...	...	...	...	...	...
Rwanda	8.2	34.3	222.8	84	351	2,277	4.1	20.4
Sao Tome and Principe	...	...	...	...	...	...	...	...
Senegal	17.2 ^{**}	25.2 ^{**}	166.9 ^{**}	306 ^{**}	447 ^{**}	2,957 ^{**}	5.1 ^{**}	19.0 ^{**}
Seychelles	...	...	...	...	...	...	5.0 ⁻²	12.6 ⁻²
Sierra Leone	...	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...
South Africa	13.7	16.0^{**}	...	...	...	...	5.4 ⁺¹	16.9 ⁺¹
Swaziland	16.3 ⁻²	41.1 ⁻²	347.5 ⁻²	683 ⁻²	1,643 ⁻²	15,063 ⁻²	7.9	21.6
Togo	9.4 ⁻¹	19.1 ⁻¹	155.2 ⁻¹	77 ⁻¹	158 ⁻¹	1,278 ⁻¹	3.7 ⁻¹	17.2 ⁻¹
Uganda	7.5 ⁺¹	20.3 ⁺¹	...	...	...	...	3.3 ⁺¹	15.6 ⁺¹
United Republic of Tanzania	22.9	...	...	262	...	...	6.8	27.5
Zambia	...	...	...	...	...	...	1.4	...
Zimbabwe	...	...	...	...	...	...	...	...

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

Educational expenditure by nature of spending as a % of total educational expenditure in public institutions								Region
Primary, secondary and post-secondary non-tertiary (ISCED 1-4)				Tertiary (ISCED 5-6)				Country or territory
Salaries, all staff 9	Other current 10	Total current 11	Capital 12	Salaries, all staff 13	Other current 14	Total current 15	Capital 16	
...	...	...	...	...	...	...	...	Gambia
...	...	...	...	...	...	...	...	Ghana
44.6	8.2	52.8	47.2	38.7	58.0	96.7	3.3	Guinea
...	...	...	...	...	...	...	...	Guinea-Bissau
...	...	...	...	...	...	...	...	Kenya
61.3	38.7**	100.0**	-**	...	...	100.0**	-**	Lesotho
...	...	...	...	...	...	...	...	Liberia
69.4	20.6	89.1	10.0	26.3	61.8	88.1	11.9	Madagascar
...	...	...	...	...	...	...	...	Malawi
55.7	23.4	79.1	20.9	40.5	47.8	88.4	11.6	Mali
...	...	...	...	...	...	...	...	Mauritius
59.2 ⁻²	12.2 ⁻²	71.4 ⁻²	28.6 ⁻²	59.3 ⁻²	27.0 ⁻²	86.3 ⁻²	13.7 ⁻²	Mozambique
74.3**	23.1**	97.3**	2.7**	87.5	12.5**	100.0**	-**	Namibia
...	...	...	...	...	...	...	...	Niger
...	...	...	...	...	...	...	...	Nigeria
38.4	45.9	84.4	15.6	95.0	5.0	100.0	-	Rwanda
...	...	...	...	...	...	...	...	Sao Tome and Principe
...	...	...	...	...	...	...	...	Senegal
68.8 ⁻²	17.3 ⁻²	86.1 ⁻²	13.9 ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	Seychelles
...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	Somalia
81.5 ⁺¹	14.5 ⁺¹	96.0 ⁺¹	4.0 ⁺¹	...	...	100.0 ⁺¹	- ⁺¹	South Africa
...	...	...	...	...	...	...	...	Swaziland
95.8 ⁻¹	2.8 ⁻¹	98.6 ⁻¹	1.4 ⁻¹	...	...	...	...	Togo
72.1 ⁺¹	18.8 ⁺¹	90.9 ⁺¹	9.1 ⁺¹	47.6 ⁺¹	30.0 ⁺¹	77.6 ⁺¹	22.4 ⁺¹	Uganda
...	...	...	...	...	...	...	...	United Republic of Tanzania
...	...	...	...	...	...	...	...	Zambia
...	...	...	...	...	...	...	...	Zimbabwe

TABLE 14 EXPENDITURE ON EDUCATION AS A PERCENTAGE OF GDP, BY SOURCES OF FUNDS /
Financial year ending in 2008

Region	Expenditure on educational institutions and educational administration as a % of gross domestic product							
	All sources of funds (public, private, international)					Public sources		
	Country or territory	All levels ^{b,c}	Pre-primary (ISCED 0)	Primary (ISCED 1)	Secondary and post-secondary non-tertiary (ISCED 2-4)	Tertiary (ISCED 5-6)	All levels ^b	Pre-primary (ISCED 0)	Primary (ISCED 1)
	1	2	3	4	5	6	7	8
Arab States								
Algeria	...	...	...	...	...	...	...	...
Bahrain	...	...	...	...	...	...	...	...
Djibouti	...	...	...	...	...	...	...	...
Egypt	...	...	...	...	...	...	...	...
Iraq	...	...	...	...	...	...	...	...
Jordan	...	- ¹	2.0 ⁻¹	2.1 ⁻¹	...	...	-¹	1.9 ⁻¹
Kuwait	...	...	...	...	...	...	0.4 ⁻²	0.8 ⁻²
Lebanon	...	...	...	...	...	2.0	...	...
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...
Mauritania	...	...	...	...	...	4.4 ^{**}	...	1.9
Morocco	...	...	...	...	...	...	...	...
Oman	...	...	...	...	...	...	...	...
Palestinian Autonomous Territories	...	...	...	...	...	...	...	...
Qatar	...	...	...	...	...	...	...	...
Saudi Arabia	...	...	...	...	...	...	...	...
Sudan	...	...	...	...	...	...	...	...
Syrian Arab Republic	...	...	...	...	...	4.9 ⁻¹	...	2.1 ⁻¹
Tunisia	...	...	...	...	...	7.2 ⁻¹	- ¹	...
United Arab Emirates	...	...	...	...	...	...	...	...
Yemen	...	...	...	...	...	...	...	...
Central and Eastern Europe								
Albania	...	...	...	...	...	...	...	...
Belarus	...	...	...	...	...	5.2 ⁻¹	1.0 ⁻¹	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...
Bulgaria	4.2 ⁻¹	0.8 ⁻¹	0.7 ⁻¹	1.6 ⁻¹	1.2 ⁻¹	3.5 ⁻¹	0.7 ⁻¹	0.7 ⁻¹
Croatia	...	...	...	...	...	...	...	...
Czech Republic	5.0 ⁻²	0.5 ⁻²	0.7 ⁻²	2.3 ⁻²	1.4 ⁻²	4.4 ⁻²	0.4 ⁻²	0.6 ⁻²
Estonia	5.1 ⁻¹	0.4 ⁻¹	1.1 ⁻¹	2.3 ⁻¹	1.3 ⁻¹	4.7 ⁻¹	0.4 ⁻¹	1.1 ⁻¹
Hungary	5.6 ⁻²	0.8 ⁻²	1.1 ⁻²	2.4 ⁻²	1.1 ⁻²	5.1 ⁻²	0.7 ⁻²	1.0 ⁻²
Latvia	5.6 ⁻¹	0.7 ⁻¹	1.3 ⁻¹	2.1 ⁻¹	1.5 ⁻¹	4.8 ⁻¹	0.7 ⁻¹	1.2 ⁻¹
Lithuania	5.0 ⁻¹	0.6 ⁻¹	0.7 ⁻¹	2.4 ⁻¹	1.4 ⁻¹	4.5 ⁻¹	0.6 ⁻¹	0.7 ⁻¹
Montenegro	...	...	...	...	...	...	...	...
Poland	6.1 ⁻²	0.7 ⁻²	1.8 ⁻²	2.2 ⁻²	1.4 ⁻²	4.8 ⁻¹	0.5 ⁻¹	1.6 ⁻¹
Republic of Moldova	8.9 ⁻¹	...	...	...	...	8.3 ⁻¹	1.3 ⁻¹	1.4 ⁻¹
Romania	4.9 ⁻¹	0.4 ⁻¹	0.9 ⁻¹	1.6 ⁻¹	1.6 ⁻¹	4.3 ⁻¹	0.4 ⁻¹	0.9 ⁻¹
Russian Federation	...	...	...	...	...	3.9 ⁻²	0.5 ⁻²	...
Serbia	...	...	...	...	...	...	...	...
Slovakia	4.0 ⁻¹	0.4 ⁻¹	0.7 ⁻¹	1.8 ⁻¹	0.9 ⁻¹	3.3 ⁻¹	0.4 ⁻¹	0.7 ⁻¹
Slovenia	5.6 ⁻¹	0.7 ⁻¹	...	...	1.3 ⁻¹	4.8 ⁻¹	0.6 ⁻¹	...
The former Yugoslav Rep. of Macedonia	...	...	...	...	...	...	...	...
Turkey	...	...	...	...	...	2.7 ⁻²	- ²	...
Ukraine	...	...	...	...	...	...	...	...
Central Asia								
Armenia	...	...	...	...	...	...	...	...
Azerbaijan	...	...	...	...	...	...	...	...
Georgia	...	...	...	...	...	2.9	0.3	1.1

Expenditure on educational institutions and educational administration as a % of gross domestic product								Region
Public sources		Private sources					International sources	Country or territory
Secondary and post-secondary non-tertiary (ISCED 2-4)	Tertiary (ISCED 5-6)	All levels ^b	Pre-primary (ISCED 0)	Primary (ISCED 1)	Secondary and post-secondary non-tertiary (ISCED 2-4)	Tertiary (ISCED 5-6)	All levels	
9	10	11	12	13	14	15	16	
								Arab States
...	...	...	...	...	...	...	...	Algeria
...	...	...	...	...	...	...	...	Bahrain
...	...	...	...	...	...	...	...	Djibouti
...	...	...	...	...	...	...	...	Egypt
...	...	...	...	...	...	...	...	Iraq
2.0 ⁻¹ ⁻¹	.. ⁻¹	.. ⁻¹	...	...	Jordan
1.4 ⁻²	...	...	...	...	...	...	..	Kuwait
...	0.6	...	...	...	...	...	...	Lebanon
... ⁻²	.. ⁻²	.. ⁻²	...	...	Libyan Arab Jamahiriya
1.2	0.7	...	...	...	...	...	0.7	Mauritania
...	...	...	...	...	...	...	...	Morocco
...	...	...	...	...	...	..	...	Oman
...	...	...	...	...	...	...	...	Palestinian Autonomous Territories
...	...	...	...	...	...	...	...	Qatar
...	...	...	...	...	...	...	...	Saudi Arabia
...	...	...	...	...	...	...	...	Sudan
1.7 ⁻¹	1.0 ⁻¹	...	...	...	...	...	...	Syrian Arab Republic
...	1.8 ⁻¹	...	...	...	...	...	...	Tunisia
...	...	...	...	...	...	...	...	United Arab Emirates
...	...	...	...	...	...	...	...	Yemen
								Central and Eastern Europe
...	...	...	...	...	...	...	...	Albania
...	1.0 ⁻¹	...	...	...	...	...	...	Belarus
...	...	...	...	...	...	...	...	Bosnia and Herzegovina
1.5 ⁻¹	0.6 ⁻¹	0.6 ⁻¹	0.1 ⁻¹	.. ⁻¹	0.1 ⁻¹	0.5 ⁻¹	0.1 ⁻¹	Bulgaria
...	...	...	...	...	...	...	...	Croatia
2.1 ⁻²	1.2 ⁻²	0.6 ⁻²	.. ⁻²	0.1 ⁻²	0.2 ⁻²	0.2 ⁻²	.. ⁻²	Czech Republic
2.2 ⁻¹	1.0 ⁻¹	0.3 ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	0.3 ⁻¹	0.1 ⁻¹	Estonia
2.2 ⁻²	0.9 ⁻²	0.5 ⁻²	.. ⁻²	.. ⁻²	0.1 ⁻²	0.3 ⁻²	.. ⁻²	Hungary
2.0 ⁻¹	0.9 ⁻¹	0.6 ⁻¹	.. ⁻¹	.. ⁻¹	0.1 ⁻¹	0.5 ⁻¹	0.2 ⁻¹	Latvia
2.4 ⁻¹	0.9 ⁻¹	0.5 ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	0.4 ⁻¹	.. ⁻¹	Lithuania
...	...	...	...	...	...	...	...	Montenegro
1.8 ⁻¹	0.9 ⁻¹	0.6 ⁻²	0.1 ⁻²	.. ⁻²	.. ⁻²	0.4 ⁻²	...	Poland
3.9 ⁻¹	1.6 ⁻¹	0.5 ⁻¹	...	...	...	...	..	Republic of Moldova
1.5 ⁻¹	1.1 ⁻¹	0.6 ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	0.5 ⁻¹	.. ⁻¹	Romania
...	0.8 ⁻²	...	...	...	...	...	...	Russian Federation
...	...	...	...	...	...	...	...	Serbia
1.6 ⁻¹	0.6 ⁻¹	0.5 ⁻¹	0.1 ⁻¹	0.1 ⁻¹	0.2 ⁻¹	0.2 ⁻¹	0.1 ⁻¹	Slovakia
...	0.9 ⁻¹	0.7 ⁻¹	0.1 ⁻¹	...	...	0.3 ⁻¹	.. ⁻¹	Slovenia
...	...	...	...	...	...	...	...	The former Yugoslav Rep. of Macedonia
...	0.8 ⁻²	...	...	...	...	...	...	Turkey
...	...	...	...	...	...	...	...	Ukraine
								Central Asia
...	...	...	...	...	...	...	...	Armenia
...	...	...	...	...	...	...	...	Azerbaijan
1.1	0.3	...	...	...	...	...	...	Georgia

TABLE 14 EXPENDITURE ON EDUCATION AS A PERCENTAGE OF GDP, BY SOURCES OF FUNDS / Financial year ending in 2008

Region	Expenditure on educational institutions and educational administration as a % of gross domestic product							
	All sources of funds (public, private, international)					Public sources		
	All levels ^{b,c}	Pre-primary (ISCED 0)	Primary (ISCED 1)	Secondary and post-secondary non-tertiary (ISCED 2-4)	Tertiary (ISCED 5-6)	All levels ^b	Pre-primary (ISCED 0)	Primary (ISCED 1)
	1	2	3	4	5	6	7	8
Kazakhstan	3.6 ⁻¹	0.2 ⁻¹	...	...	0.9 ⁻¹	2.8 ⁻¹	0.2 ⁻¹	...
Kyrgyzstan	6.5 ⁻¹	0.4 ⁻¹	...
Mongolia	5.1 ⁻¹	1.0 ⁻¹	1.4 ⁻¹
Tajikistan	3.4	0.1	...
Turkmenistan
Uzbekistan
East Asia and the Pacific								
Australia	5.6 ⁻¹	0.1 ⁻¹	1.6 ⁻¹	2.2 ⁻¹	1.7 ⁻¹	3.9 ⁻¹	- ⁻¹	1.4 ⁻¹
Brunei Darussalam
Cambodia	1.6 ⁻¹	...	...
China
Cook Islands
Democratic People's Republic of Korea
Fiji
Hong Kong SAR of China	3.1	0.1	0.7
Indonesia	3.3 ⁻¹	- ⁻¹	1.9 ⁻¹
Japan	4.9 ⁻¹	0.2 ⁻¹	1.2 ⁻¹	1.6 ⁻¹	1.5 ⁻¹	3.3 ⁻¹	0.1 ⁻¹	1.2 ⁻¹
Kiribati
Lao People's Democratic Republic	2.3	...	...
Macao, China
Malaysia
Marshall Islands
Micronesia (Federated States of)
Myanmar
Nauru
New Zealand	6.4 ⁻¹	0.3 ⁻¹	1.6 ⁻¹	2.8 ⁻¹	1.5 ⁻¹	5.1 ⁻¹	0.2 ⁻¹	1.5 ⁻¹
Niue
Palau
Papua New Guinea
Philippines	2.5 ⁻¹	- ⁻¹	1.4 ⁻¹
Republic of Korea	7.0 ⁻¹	0.2 ⁻¹	1.6 ⁻¹	2.4 ⁻¹	2.4 ⁻¹	4.0 ⁻¹	0.1 ⁻¹	1.3 ⁻¹
Samoa
Singapore	3.2 ⁺¹	...	0.7 ⁺¹
Solomon Islands
Thailand	3.9	0.3	1.8
Timor-Leste	7.1	...	...
Tokelau
Tonga
Tuvalu
Vanuatu	7.2	-	3.6	2.6	0.4	6.9	-	3.4
Viet Nam
Latin America and the Caribbean								
Anguilla
Antigua and Barbuda
Argentina	5.6 ⁻¹	0.5 ⁻¹	1.9 ⁻¹	2.1 ⁻¹	1.1 ⁻¹	4.9 ⁻¹	0.4 ⁻¹	1.7 ⁻¹
Aruba	4.3 ⁻¹	0.3 ⁻¹	1.2 ⁻¹
Bahamas

Expenditure on educational institutions and educational administration as a % of gross domestic product								Region
Public sources		Private sources					International sources	Country or territory
Secondary and post-secondary non-tertiary (ISCED 2-4)	Tertiary (ISCED 5-6)	All levels ^b	Pre-primary (ISCED 0)	Primary (ISCED 1)	Secondary and post-secondary non-tertiary (ISCED 2-4)	Tertiary (ISCED 5-6)	All levels	
9	10	11	12	13	14	15	16	
...	0.4 ⁻¹	0.8 ⁻¹	0.1 ⁻¹	...	...	0.5 ⁻¹	... ⁻¹	Kazakhstan
...	1.0 ⁻¹	...	...	...	...	...	...	Kyrgyzstan
...	...	...	...	...	...	...	...	Mongolia
...	0.4	...	...	...	...	...	...	Tajikistan
...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	...	...	...	...	Uzbekistan
								East Asia and the Pacific
1.7 ⁻¹	0.7 ⁻¹	1.7 ⁻¹	0.1 ⁻¹	0.2 ⁻¹	0.5 ⁻¹	0.9 ⁻¹	... ⁻¹	Australia
...	...	...	...	...	...	...	...	Brunei Darussalam
...	...	...	...	...	...	...	...	Cambodia
...	...	...	...	...	...	...	...	China
...	...	...	...	...	...	...	...	Cook Islands
...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
...	...	...	...	...	...	...	...	Fiji
1.2	0.9	...	...	...	...	...	...	Hong Kong SAR of China
1.1 ⁻¹	0.3 ⁻¹	...	...	...	...	...	...	Indonesia
1.3 ⁻¹	0.5 ⁻¹	1.6 ⁻¹	0.1 ⁻¹	... ⁻¹	0.3 ⁻¹	1.0 ⁻¹	... ⁻¹	Japan
...	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	...	...	...	Lao People's Democratic Republic
...	...	...	...	...	...	...	...	Macao, China
...	...	...	...	...	...	...	...	Malaysia
...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	Myanmar
...	...	...	...	...	...	...	...	Nauru
2.4 ⁻¹	1.0 ⁻¹	1.3 ⁻¹	0.1 ⁻¹	0.1 ⁻¹	0.5 ⁻¹	0.6 ⁻¹	... ⁻¹	New Zealand
...	...	...	...	...	...	...	...	Niue
...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	Papua New Guinea
0.7 ⁻¹	0.3 ⁻¹ ⁻¹	Philippines
1.8 ⁻¹	0.5 ⁻¹	3.0 ⁻¹	0.1 ⁻¹	0.2 ⁻¹	0.6 ⁻¹	1.9 ⁻¹	... ⁻¹	Republic of Korea
...	...	...	...	...	...	...	...	Samoa
1.0 ⁺¹	1.1 ⁺¹	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	Solomon Islands
0.6	0.8	...	...	...	...	...	...	Thailand
...	0.6	...	...	...	...	...	...	Timor-Leste
...	...	...	...	...	...	...	...	Tokelau
...	...	...	...	...	...	...	...	Tonga
...	...	...	...	...	...	...	...	Tuvalu
2.4	0.4	.	.	.	.	.	0.4	Vanuatu
...	...	...	...	...	...	...	...	Viet Nam
								Latin America and the Caribbean
...	...	...	...	...	...	...	...	Anguilla
...	...	...	...	...	...	...	...	Antigua and Barbuda
1.9 ⁻¹	0.9 ⁻¹	0.7 ⁻¹	0.1 ⁻¹	0.1 ⁻¹	0.2 ⁻¹	0.2 ⁻¹	... ⁻¹	Argentina
1.3 ⁻¹	0.6 ⁻¹	...	...	...	...	...	...	Aruba
...	...	...	...	...	...	...	...	Bahamas

TABLE 14 EXPENDITURE ON EDUCATION AS A PERCENTAGE OF GDP, BY SOURCES OF FUNDS / Financial year ending in 2008

Region	Expenditure on educational institutions and educational administration as a % of gross domestic product							
	All sources of funds (public, private, international)					Public sources		
	All levels ^{b,c}	Pre-primary (ISCED 0)	Primary (ISCED 1)	Secondary and post-secondary non-tertiary (ISCED 2-4)	Tertiary (ISCED 5-6)	All levels ^b	Pre-primary (ISCED 0)	Primary (ISCED 1)
	1	2	3	4	5	6	7	8
Barbados	6.3	...	...	2.3	1.6	5.8	-	1.7
Belize	...	...	...	...	...	4.8 ⁻¹	- ⁻¹	2.5 ⁻¹
Bermuda	...	...	...	...	...	1.2 ⁻²	0.1 ⁻²	0.6 ⁻²
Bolivia	...	...	...	...	...	6.1 ⁻²	0.2 ⁻²	2.0 ^{**,-2}
Brazil	5.1 ⁻¹	0.4 ⁻¹	1.7 ⁻¹	2.2 ⁻¹	0.8 ⁻¹	5.1 ⁻¹	0.4 ⁻¹	1.7 ⁻¹
British Virgin Islands	3.2 ⁻¹	- ⁻¹	0.9 ⁻¹	1.2 ⁻¹	1.1 ⁻¹	3.2 ⁻¹	- ⁻¹	0.9 ⁻¹
Cayman Islands	...	...	...	...	...	2.6 ⁻²	- ⁻²	1.2 ⁻²
Chile	5.7 ⁻¹	0.5 ⁻¹	1.7 ⁻¹	1.8 ⁻¹	1.7 ⁻¹	3.1 ⁻¹	0.4 ⁻¹	1.2 ⁻¹
Colombia	6.7	...	1.8	2.3	1.8	3.9	...	1.5
Costa Rica	...	...	...	...	...	4.6	0.3	1.4
Cuba	13.8	1.0	3.5	4.0	5.2	13.6	0.9	3.5
Dominica	4.8	-	2.5	2.2	.	4.8	-	2.5
Dominican Republic	4.0 ⁻¹	0.4 ⁻¹	2.4 ⁻¹	0.9 ⁻¹	0.3 ⁻¹	2.2 ⁻¹	0.1 ⁻¹	1.3 ⁻¹
Ecuador	...	...	...	...	...	...	...	...
El Salvador	4.0	0.4	1.5	0.9	...	3.6	0.3	1.4
Grenada	...	...	...	...	...	...	...	...
Guatemala	5.5	0.6	2.2	1.4	0.9	3.1	0.3	1.6
Guyana	7.4 ⁻¹	0.8 ⁻¹	2.6 ⁻¹	2.3 ⁻¹	0.7 ⁻¹	6.0 ⁻¹	0.7 ⁻¹	2.0 ⁻¹
Haiti	...	...	...	...	...	...	...	...
Honduras	...	...	...	...	...	...	...	...
Jamaica	5.9	0.3	1.9	2.8	1.0	5.9	0.3	1.9
Mexico	5.7 ⁻¹	0.6 ⁻¹	2.1 ⁻¹	1.7 ⁻¹	1.2 ⁻¹	4.6 ⁻¹	0.5 ⁻¹	1.8 ⁻¹
Montserrat	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...
Nicaragua	...	...	...	...	...	...	...	...
Panama	3.7	0.2	1.0	0.8	0.9	3.6	0.1	1.0
Paraguay	5.3 ⁻¹	0.3 ⁻¹	1.8 ⁻¹	1.7 ^{**,-1}	1.4 ⁻¹	3.9 ⁻¹	0.2 ⁻¹	1.6 ⁻¹
Peru	4.4	0.4	1.4	1.5	1.2	2.7	0.3	1.1
Saint Kitts and Nevis	...	...	...	...	...	...	...	...
Saint Lucia	...	...	...	...	...	6.3	0.1	1.9
Saint Vincent and the Grenadines	...	...	...	...	...	7.0 ⁻¹	- ⁻¹	3.6 ⁻¹
Suriname	...	...	...	...	...	...	...	...
Trinidad and Tobago	...	...	...	...	...	...	0.3 ⁻¹	0.8 ⁻¹
Turks and Caicos Islands	...	...	...	...	...	...	...	...
Uruguay	...	...	...	...	...	2.8 ⁻²	0.2 ⁻²	0.9 ⁻²
Venezuela	...	...	...	...	...	3.6 ⁻¹	0.3 ⁻¹	1.2 ⁻¹
North America and Western Europe								
Andorra	...	...	...	...	...	2.5 ⁻¹	0.5 ⁻¹	0.6 ⁻¹
Austria	5.3 ⁻¹	0.5 ⁻¹	1.0 ⁻¹	2.6 ⁻¹	1.3 ⁻¹	4.8 ⁻¹	0.3 ⁻¹	0.9 ⁻¹
Belgium	6.2 ⁻¹	0.6 ⁻¹	1.5 ⁻¹	2.7 ⁻¹	1.3 ⁻¹	5.8 ⁻¹	0.6 ⁻¹	1.4 ⁻¹
Canada	6.2 ⁻¹	...	...	...	...	4.6 ⁻¹	...	...
Cyprus	7.5 ⁻¹	0.4 ⁻¹	2.1 ⁻¹	3.5 ⁻¹	1.5 ⁻¹	6.1 ⁻¹	0.3 ⁻¹	2.0 ⁻¹
Denmark	7.2 ⁻²	0.7 ⁻²	1.9 ⁻²	2.5 ⁻²	1.6 ⁻²	6.6 ⁻²	0.5 ⁻²	1.9 ⁻²
Finland	5.7 ⁻¹	0.4 ⁻¹	1.2 ⁻¹	2.4 ⁻¹	1.6 ⁻¹	5.5 ⁻¹	0.3 ⁻¹	1.2 ⁻¹
France	5.9 ⁻²	0.7 ⁻²	1.1 ⁻²	2.8 ⁻²	1.3 ⁻²	5.4 ⁻²	0.6 ⁻²	1.1 ⁻²
Germany	4.8 ⁻²	0.5 ⁻²	0.7 ⁻²	2.4 ⁻²	1.1 ⁻²	4.1 ⁻²	0.4 ⁻²	0.6 ⁻²
Gibraltar	...	...	...	...	...	...	...	...

Expenditure on educational institutions and educational administration as a % of gross domestic product								Region
Public sources		Private sources					International sources	Country or territory
Secondary and post-secondary non-tertiary (ISCED 2-4) 9	Tertiary (ISCED 5-6) 10	All levels ^b 11	Pre-primary (ISCED 0) 12	Primary (ISCED 1) 13	Secondary and post-secondary non-tertiary (ISCED 2-4) 14	Tertiary (ISCED 5-6) 15	All levels 16	
2.1	1.5	0.1	...	...	0.1	-	0.4	Barbados
2.2 ⁻¹	- ⁻¹	...	...	...	...	...	...	Belize
0.5 ⁻²	- ⁻²	...	...	...	...	...	...	Bermuda
1.8 ^{**,-2}	1.5 ⁻²	...	...	...	...	...	...	Bolivia
2.2 ⁻¹	0.8 ⁻¹	...	...	...	...	...	...	Brazil
1.2 ⁻¹	1.1 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	British Virgin Islands
1.4 ⁻²	- ⁻²	...	...	...	...	...	...	Cayman Islands
1.3 ⁻¹	0.3 ⁻¹	2.5 ⁻¹	0.2 ⁻¹	0.4 ⁻¹	0.5 ⁻¹	1.4 ⁻¹	- ⁻¹	Chile
1.6	0.9	2.8	...	0.3	0.7	0.9	.	Colombia
1.0	1.1	- ⁻¹	Costa Rica
4.0	5.2	0.1	0.1	0.1	-	-	-	Cuba
2.2	.	.	.	.	.	.	.	Dominica
0.4 ⁻¹	0.3 ⁻¹	1.9 ⁻¹	0.3 ⁻¹	1.1 ⁻¹	0.5 ⁻¹	- ⁻¹	0.1 ⁻¹	Dominican Republic
...	...	...	...	...	...	...	...	Ecuador
0.8	...	0.1	-	-	-	...	0.2	El Salvador
...	...	...	...	...	...	...	...	Grenada
0.4	0.3	2.4	0.3	0.6	1.0	0.5	-	Guatemala
1.9 ⁻¹	0.3 ⁻¹	0.4 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	0.4 ⁻¹	1.0 ⁻¹	Guyana
...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	...	...	...	Honduras
2.8	1.0	...	...	...	...	...	...	Jamaica
1.3 ⁻¹	0.9 ⁻¹	1.1 ⁻¹	0.1 ⁻¹	0.3 ⁻¹	0.4 ⁻¹	0.3 ⁻¹	- ⁻¹	Mexico
...	...	...	...	...	...	...	...	Montserrat
...	...	...	...	...	...	...	...	Netherlands Antilles
...	...	...	0.1 ⁻²	1.1 ⁻²	1.3 ⁻²	...	...	Nicaragua
0.8	0.9	-	-	-	-	-	0.1	Panama
1.4 ⁻¹	0.8 ⁻¹	1.3 ⁻¹	0.1 ⁻¹	0.3 ⁻¹	0.3 ^{**,-1}	0.6 ⁻¹	- ⁻¹	Paraguay
0.9	0.4	1.7	0.1	0.3	0.6	0.8	- ⁻¹	Peru
...	...	...	...	...	...	...	...	Saint Kitts and Nevis
2.3	...	...	...	...	...	...	...	Saint Lucia
2.9 ⁻¹	0.4 ⁻¹	...	...	...	...	...	0.8 ⁻¹	Saint Vincent and the Grenadines
...	...	...	...	...	...	...	...	Suriname
0.7 ⁻¹	...	...	...	...	...	...	...	Trinidad and Tobago
...	...	...	...	...	...	...	...	Turks and Caicos Islands
1.0 ⁻²	0.6 ⁻²	- ⁻²	Uruguay
0.6 ⁻¹	1.6 ⁻¹	...	...	...	...	...	...	Venezuela
								North America and Western Europe
0.7 ⁻¹	0.1 ⁻¹	...	...	...	...	...	...	Andorra
2.5 ⁻¹	1.1 ⁻¹	0.5 ⁻¹	0.1 ⁻¹	- ⁻¹	0.1 ⁻¹	0.2 ⁻¹	- ⁻¹	Austria
2.5 ⁻¹	1.1 ⁻¹	0.3 ⁻¹	- ⁻¹	0.1 ⁻¹	0.1 ⁻¹	0.1 ⁻¹	- ⁻¹	Belgium
...	...	1.6 ⁻¹	- ⁻¹	Canada
3.1 ⁻¹	0.7 ⁻¹	1.3 ⁻¹	0.1 ⁻¹	0.1 ⁻¹	0.3 ⁻¹	0.7 ⁻¹	0.1 ⁻¹	Cyprus
2.4 ⁻²	1.6 ⁻²	0.6 ⁻²	0.2 ⁻²	- ⁻²	0.1 ⁻²	0.1 ⁻²	- ⁻²	Denmark
2.4 ⁻¹	1.6 ⁻¹	0.1 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	0.1 ⁻¹	- ⁻¹	Finland
2.5 ⁻²	1.1 ⁻²	0.5 ⁻²	- ⁻²	0.1 ⁻²	0.2 ⁻²	0.2 ⁻²	- ⁻²	France
2.1 ⁻²	0.9 ⁻²	0.7 ⁻²	0.1 ⁻²	- ⁻²	0.4 ⁻²	0.2 ⁻²	- ⁻²	Germany
...	...	...	...	...	...	...	...	Gibraltar

TABLE 14 EXPENDITURE ON EDUCATION AS A PERCENTAGE OF GDP, BY SOURCES OF FUNDS / Financial year ending in 2008

Region	Expenditure on educational institutions and educational administration as a % of gross domestic product							
	All sources of funds (public, private, international)					Public sources		
	All levels ^{b,c}	Pre-primary (ISCED 0)	Primary (ISCED 1)	Secondary and post-secondary non-tertiary (ISCED 2-4)	Tertiary (ISCED 5-6)	All levels ^b	Pre-primary (ISCED 0)	Primary (ISCED 1)
	1	2	3	4	5	6	7	8
Greece	...	...	...	...	...	...	...	...
Holy See	...	...	...	...	...	...	...	...
Iceland	7.9 ⁻¹	0.9 ⁻¹	2.6 ⁻¹	2.6 ⁻¹	1.2 ⁻¹	7.2 ⁻¹	0.7 ⁻¹	2.6 ⁻¹
Ireland	4.7 ⁻²	- ²	1.7 ⁻²	1.9 ⁻²	1.2 ⁻²	4.4 ⁻¹	- ¹	1.7 ⁻¹
Israel	7.9 ⁻¹	0.9 ⁻¹	2.5 ⁻¹	2.0 ⁻¹	1.8 ⁻¹	6.2 ⁻¹	0.7 ⁻¹	2.4 ⁻¹
Italy	4.5 ⁻¹	0.5 ⁻¹	1.1 ⁻¹	2.0 ⁻¹	0.9 ⁻¹	4.1 ⁻¹	0.5 ⁻¹	1.1 ⁻¹
Liechtenstein	...	...	...	...	...	...	...	...
Luxembourg	...	...	...	1.5 ⁻¹	...	...	...	...
Malta	...	...	...	...	...	...	...	...
Monaco	...	...	...	...	...	...	...	...
Netherlands	5.7 ⁻²	0.4 ⁻²	1.4 ⁻²	2.4 ⁻²	1.5 ⁻²	4.7 ⁻²	0.4 ⁻²	1.4 ⁻²
Norway	...	...	...	...	...	5.4 ⁻¹	0.3 ⁻¹	1.7 ⁻¹
Portugal	5.6 ⁻²	0.4 ⁻²	1.6 ⁻²	2.1 ⁻²	1.4 ⁻²	5.1 ⁻²	0.4 ⁻²	1.6 ⁻²
San Marino	...	...	...	...	...	...	...	...
Spain	...	...	...	...	...	4.2 ⁻¹	0.6 ⁻¹	1.1 ⁻¹
Sweden	6.2 ⁻¹	0.6 ⁻¹	1.7 ⁻¹	2.4 ⁻¹	1.6 ⁻¹	6.0 ⁻¹	0.6 ⁻¹	1.7 ⁻¹
Switzerland	5.7 ⁻¹	0.2 ⁻¹	1.5 ⁻¹	2.6 ⁻¹	1.3 ⁻¹	5.1 ⁻¹	0.2 ⁻¹	1.5 ⁻¹
United Kingdom	6.0 ⁻¹	0.3 ⁻¹	1.8 ⁻¹	2.5 ⁻¹	1.3 ⁻¹	4.1 ⁻¹	0.2 ⁻¹	1.6 ⁻¹
United States of America	8.0 ⁻¹	0.5 ⁻¹	2.0 ⁻¹	2.2 ⁻¹	3.3 ⁻¹	5.3 ⁻¹	0.4 ⁻¹	1.8 ⁻¹
South and West Asia								
Afghanistan	...	...	...	...	...	...	...	...
Bangladesh	...	...	...	...	...	2.2	-	0.9
Bhutan	...	...	...	...	...	...	...	...
India	...	...	...	...	...	3.2 ⁻²	- ²	1.1 ⁻²
Iran (Islamic Republic of)	...	...	...	...	...	4.8	-	1.3
Maldives	...	...	...	...	...	8.1	0.8	4.1
Nepal	...	...	...	...	...	3.8	...	2.4
Pakistan	...	...	...	...	...	2.9	...	...
Sri Lanka	...	...	...	...	...	...	...	...
Sub-Saharan Africa								
Angola	...	...	...	...	...	2.6 ⁻²	0.4 ⁻²	0.8 ⁻²
Benin	5.4 ⁻¹	0.1 ⁻¹	2.7 ⁻¹	1.8 ⁻¹	0.8 ⁻¹	3.3 ⁻¹	0.1 ⁻¹	2.0 ⁻¹
Botswana	...	...	...	...	...	6.9 ⁻¹	- ¹	2.2 ⁻¹
Burkina Faso	5.9 ⁻¹	...	3.7 ⁻¹	1.5 ⁻¹	0.6 ⁻¹	4.4 ⁻¹	...	3.1 ⁻¹
Burundi	10.6	0.3	6.2	2.7	1.1	6.0	-	3.7
Cameroon	...	...	...	...	...	...	...	...
Cape Verde	6.8 ⁻¹	0.2 ⁻¹	2.4 ⁻¹	2.9 ⁻¹	...	5.3	-	2.1
Central African Republic	...	...	...	...	...	1.3 ⁻¹	- ¹	0.6 ⁻¹
Chad	...	...	...	...	...	...	...	...
Comoros	...	...	...	...	...	7.6	-	4.7
Congo	...	...	...	...	...	...	...	...
Côte d'Ivoire	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	...	...	...	...	...	...	...	...
Equatorial Guinea	...	...	...	...	...	...	...	...
Eritrea	...	...	...	...	...	2.0 ⁻²	- ²	0.6 ⁻²
Ethiopia	...	...	...	...	...	5.5 ⁻¹	- ¹	2.0 ⁻¹
Gabon	...	...	...	...	...	...	...	...

Expenditure on educational institutions and educational administration as a % of gross domestic product								Region
Public sources		Private sources					International sources	Country or territory
Secondary and post-secondary non-tertiary (ISCED 2-4) 9	Tertiary (ISCED 5-6) 10	All levels ^b 11	Pre-primary (ISCED 0) 12	Primary (ISCED 1) 13	Secondary and post-secondary non-tertiary (ISCED 2-4) 14	Tertiary (ISCED 5-6) 15	All levels 16	
...	...	...	...	...	...	...	...	Greece
...	...	...	...	...	...	...	...	Holy See
2.4 ⁻¹	1.1 ⁻¹	0.8 ⁻¹	0.3 ⁻¹	- ¹	0.2 ⁻¹	0.1 ⁻¹	- ¹	Iceland
1.7 ⁻¹	1.0 ⁻¹	0.3 ⁻²	...	...	...	0.2 ⁻²	- ¹	Ireland
1.7 ⁻¹	0.9 ⁻¹	1.8 ⁻¹	0.2 ⁻¹	0.1 ⁻¹	0.3 ⁻¹	0.9 ⁻¹	- ¹	Israel
1.9 ⁻¹	0.6 ⁻¹	0.4 ⁻¹	- ¹	- ¹	0.1 ⁻¹	0.3 ⁻¹	- ¹	Italy
...	...	...	...	...	...	...	...	Liechtenstein
1.5 ⁻¹	...	...	...	...	...	...	...	Luxembourg
...	...	...	...	...	...	...	...	Malta
...	...	...	...	...	...	...	...	Monaco
1.9 ⁻²	1.1 ⁻²	0.9 ⁻²	- ²	- ²	0.5 ⁻²	0.4 ⁻²	- ²	Netherlands
2.0 ⁻¹	1.2 ⁻¹	...	...	...	...	...	-¹	Norway
2.1 ⁻²	0.9 ⁻²	0.4 ⁻²	- ²	- ²	- ²	0.4 ⁻²	- ²	Portugal
...	...	...	...	...	...	...	...	San Marino
1.6 ⁻¹	0.9 ⁻¹	...	...	...	...	...	-¹	Spain
2.4 ⁻¹	1.3 ⁻¹	0.2 ⁻¹	- ¹	- ¹	- ¹	0.2 ⁻¹	0.1 ⁻¹	Sweden
2.0 ⁻¹	1.3 ⁻¹	...	...	...	...	...	-¹	Switzerland
1.8 ⁻¹	0.5 ⁻¹	1.8 ⁻¹	- ¹	0.2 ⁻¹	0.8 ⁻¹	0.8 ⁻¹	0.1 ⁻¹	United Kingdom
2.0 ⁻¹	1.0 ⁻¹	2.7 ⁻¹	0.1 ⁻¹	0.2 ⁻¹	0.2 ⁻¹	2.2 ⁻¹	- ¹	United States of America
								South and West Asia
...	...	...	...	...	...	...	...	Afghanistan
0.9	0.3	...	...	...	...	...	0.2	Bangladesh
...	...	...	...	...	...	...	...	Bhutan
1.4 ⁻²	0.6 ⁻²	...	...	...	...	...	...	India
2.4	1.0	...	...	...	...	...	...	Iran (Islamic Republic of)
3.2	-	...	...	...	...	...	...	Maldives
0.9	0.5	...	...	...	...	...	...	Nepal
...	...	...	...	...	...	...	...	Pakistan
...	...	...	...	...	...	...	...	Sri Lanka
								Sub-Saharan Africa
1.1 ⁻²	0.2 ⁻²	...	...	...	...	...	...	Angola
0.7 ⁻¹	0.5 ⁻¹	2.0 ⁻¹	0.1 ⁻¹	0.6 ⁻¹	1.1 ⁻¹	0.3 ⁻¹	...	Benin
3.6 ⁻¹	1.0 ⁻¹	...	...	...	...	...	...	Botswana
0.8 ⁻¹	0.5 ⁻¹	1.5 ⁻¹	- ¹	0.6 ⁻¹	0.8 ⁻¹	0.1 ⁻¹	...	Burkina Faso
1.2	0.9	0.7	0.1	-	0.5	-	3.9	Burundi
...	...	...	...	...	...	...	...	Cameroon
2.2	0.3	0.4 ⁻¹	0.2 ⁻¹	- ¹	0.1 ⁻¹	0.1 ⁻¹	-	Cape Verde
0.4 ⁻¹	0.3 ⁻¹	...	...	...	...	...	...	Central African Republic
...	...	...	...	...	...	...	...	Chad
1.8	1.1	...	...	...	...	...	...	Comoros
...	...	...	...	...	...	...	...	Congo
...	...	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	Democratic Republic of the Congo
...	...	...	...	...	...	...	...	Equatorial Guinea
0.5 ⁻²	0.4 ⁻²	...	...	...	...	...	...	Eritrea
0.8 ⁻¹	2.1 ⁻¹	...	...	...	...	...	-¹	Ethiopia
...	...	...	...	...	...	...	...	Gabon

TABLE 14 EXPENDITURE ON EDUCATION AS A PERCENTAGE OF GDP, BY SOURCES OF FUNDS / Financial year ending in 2008

Region	Expenditure on educational institutions and educational administration as a % of gross domestic product							
	All sources of funds (public, private, international)					Public sources		
	All levels ^{b,c}	Pre-primary (ISCED 0)	Primary (ISCED 1)	Secondary and post-secondary non-tertiary (ISCED 2-4)	Tertiary (ISCED 5-6)	All levels ^b	Pre-primary (ISCED 0)	Primary (ISCED 1)
	1	2	3	4	5	6	7	8
Gambia
Ghana	- ²	2.5 ⁻²
Guinea	2.6	-	1.7	0.3	0.4	1.5	-	0.7
Guinea-Bissau
Kenya	7.0 ⁻²	- ²	3.8 ⁻²
Lesotho	8.8	-	4.5
Liberia	0.8 ⁻¹
Madagascar	2.6	-	1.4
Malawi
Mali	3.4	0.1	1.5
Mauritius	3.4 ⁺¹	0.1 ⁺¹	0.9 ⁺¹
Mozambique	5.0 ⁻²	- ²	2.9 ⁻²
Namibia	6.4	-	3.1
Niger	4.0	-	2.9	0.8	0.3	3.6	-	2.6
Nigeria
Rwanda	4.1	...	1.9
Sao Tome and Principe
Senegal
Seychelles	4.3 ⁻²	0.2 ⁻²	...
Sierra Leone
Somalia
South Africa	5.4 ⁺¹	- ⁺¹	2.2 ⁺¹
Swaziland
Togo	3.5 ⁻¹	- ⁻¹	1.5 ⁻¹
Uganda
United Republic of Tanzania	6.8	-	4.6
Zambia	1.3	...	...
Zimbabwe

^b Includes expenditure not allocated by level.

^c For the indicators, international sources are not disaggregated by level of education.

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

Expenditure on educational institutions and educational administration as a % of gross domestic product								Region
Public sources		Private sources					International sources	Country or territory
Secondary and post-secondary non-tertiary (ISCED 2-4) 9	Tertiary (ISCED 5-6) 10	All levels ^b 11	Pre-primary (ISCED 0) 12	Primary (ISCED 1) 13	Secondary and post-secondary non-tertiary (ISCED 2-4) 14	Tertiary (ISCED 5-6) 15	All levels 16	
...	...	...	...	...	...	...	...	Gambia
2.1 ⁻²	...	...	...	...	...	...	-²	Ghana
0.3	0.4	...	...	...	...	...	1.0	Guinea
...	...	...	...	...	...	...	...	Guinea-Bissau
1.8 ⁻²	1.1 ⁻²	...	...	...	...	...	...	Kenya
2.6	1.5	...	...	...	...	...	...	Lesotho
0.3 ⁻¹	0.4 ⁻¹	...	...	...	...	...	...	Liberia
0.7	0.3	...	...	...	...	...	0.7	Madagascar
...	...	...	...	...	...	...	...	Malawi
1.6	0.3	...	...	...	...	...	...	Mali
1.8 ⁺¹	0.3 ⁺¹	...	...	...	...	...	...	Mauritius
1.5 ⁻²	0.6 ⁻²	...	...	...	...	...	...	Mozambique
1.4	0.6	...	...	...	...	...	...	Namibia
0.8	0.3	0.1	-	0.1	-	-	0.3	Niger
...	...	...	...	...	...	...	...	Nigeria
1.1	1.0	...	...	...	...	...	...	Rwanda
...	...	...	...	...	...	...	...	Sao Tome and Principe
...	...	...	...	...	...	...	...	Senegal
...	0.1 ⁻²	...	...	...	...	...	...	Seychelles
...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	Somalia
1.8 ⁺¹	0.6 ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	- ⁺¹	South Africa
...	...	...	...	...	...	...	...	Swaziland
1.2 ⁻¹	0.5 ⁻¹	...	...	...	...	...	...	Togo
...	...	...	...	...	...	...	...	Uganda
0.8	1.5	...	...	...	...	...	0.1	United Republic of Tanzania
...	- ⁻¹	Zambia
...	...	...	...	...	...	...	...	Zimbabwe

TABLE 15 ADULT AND YOUTH LITERACY

Region	Reference year	Adults (15 years and older)						Youth (15 to 24 years)					
		Literacy rate				Illiterate population		Literacy rate				Illiterate population	
		MF 1	M 2	F 3	GPI 4	MF (000) 5	% F 6	MF 7	M 8	F 9	GPI 10	MF (000) 11	% F 12
Arab States													
Algeria ^(a)	2006	72.6	81.3	63.9	0.79	6,484	65.7	91.8	94.4	89.1	0.94	609	65.0
Bahrain	2008	90.8	91.7	89.4	0.97	52	46.2	99.7	99.8	99.7	1.00	0.3	56.4
Djibouti	...	...	...	...	...	...	...	...	...	...	...	...	...
Egypt ^(a)	2006	66.4	74.6	57.8	0.77	17,816	62.5	84.9	87.9	81.8	0.93	2,597	59.3
Iraq	2008	77.6	86.0	69.2	0.80	3,954	68.8	82.4	84.5	80.2	0.95	1,048	54.8
Jordan ^(a)	2007	92.2	95.5	88.9	0.93	294	69.9	98.9	99.0	98.9	1.00	13	48.8
Kuwait ^(a)	2007	94.5	95.2	93.1	0.98	122	45.8	98.4	98.4	98.5	1.00	7	43.7
Lebanon ^(a)	2007	89.6	93.4	86.0	0.92	320	69.4	98.7	98.4	99.1	1.01	10	35.9
Libyan Arab Jamahiriya	2008	88.4	94.9	81.3	0.86	511	77.2	99.8	99.9	99.7	1.00	2	74.2
Mauritania	2008	56.8	64.1	49.5	0.77	836	58.3	67.0	70.5	63.4	0.90	214	54.0
Morocco	2008	56.4	69.4	44.1	0.64	9,823	66.0	76.6	84.8	68.4	0.81	1,508	67.6
Oman ^(a)	2008	86.7	90.0	80.9	0.90	260	57.1	97.6	97.6	97.6	1.00	14	47.2
Palestinian Autonomous Territories ^(a)	2008	94.1	97.1	90.9	0.94	135	75.6	99.2	99.3	99.0	1.00	7	55.8
Qatar ^(a)	2007	93.1	93.8	90.4	0.96	65	28.6	99.1	99.1	99.0	1.00	2	26.2
Saudi Arabia	2008	85.5	89.5	80.2	0.90	2,450	58.6	97.3	98.4	96.2	0.98	127	69.8
Sudan	2008	69.3	79.0	59.6	0.75	7,676	65.8	85.2	88.6	81.7	0.92	1,235	60.9
Syrian Arab Republic	2008	83.6	90.0	77.2	0.86	2,248	69.4	94.1	95.6	92.5	0.97	272	62.3
Tunisia ^(a)	2008	77.6	86.4	71.0	0.82	1,656	68.2	96.8	98.1	95.8	0.98	62	68.3
United Arab Emirates ^(a)	2005	90.0	89.5	91.5	1.02	327	23.9	95.0	93.6	97.0	1.04	34	24.0
Yemen	2008	60.9	78.9	42.8	0.54	4,993	72.8	82.9	95.1	70.0	0.74	868	85.4
Central and Eastern Europe													
Albania	2008	99.0	99.3	98.7	0.99	24	66.2	99.4	99.3	99.5	1.00	4	40.8
Belarus	2008	99.7	99.8	99.7	1.00	21	64.1	99.8	99.7	99.8	1.00	4	39.0
Bosnia and Herzegovina	2008	97.6	99.4	95.9	0.96	78	88.3	99.2	99.7	98.7	0.99	4	80.8
Bulgaria	2008	98.3	98.6	97.9	0.99	116	62.0	97.3	97.3	97.3	1.00	26	48.8
Croatia	2008	98.7	99.5	98.0	0.98	48	81.5	99.6	99.6	99.7	1.00	2	41.9
Czech Republic	...	...	...	...	...	...	...	...	...	...	...	...	...
Estonia	2008	99.8	99.8	99.8	1.00	2	54.8	99.8	99.7	99.8	1.00	1	38.9
Hungary	2008	99.0	99.1	98.9	1.00	86	58.2	98.6	98.3	99.0	1.01	17	36.1
Latvia	2008	99.8	99.8	99.8	1.00	4	54.8	99.7	99.7	99.7	1.00	1	49.0
Lithuania	2008	99.7	99.7	99.7	1.00	8	54.1	99.8	99.8	99.8	1.00	1	48.9
Montenegro	...	...	...	...	...	...	...	...	...	...	...	...	...
Poland	2008	99.5	99.7	99.3	1.00	165	71.9	99.8	99.8	99.9	1.00	9	32.4
Republic of Moldova	2008	98.3	99.0	97.8	0.99	49	71.4	99.5	99.3	99.7	1.00	3	30.2
Romania	2008	97.6	98.3	96.9	0.99	439	66.3	97.3	97.1	97.5	1.00	83	45.3
Russian Federation	2008	99.5	99.7	99.4	1.00	559	70.7	99.7	99.6	99.8	1.00	68	32.6
Serbia	2008	97.6	99.1	96.2	0.97	192	81.5	99.3	99.3	99.3	1.00	10	48.8
Slovakia	...	...	...	...	...	...	...	...	...	...	...	...	...
Slovenia	2008	99.7	99.7	99.7	1.00	5	51.6	99.8	99.8	99.9	1.00	0.4	32.2

Region	Reference year	Adults (15 years and older)						Youth (15 to 24 years)					
		Literacy rate				Illiterate population		Literacy rate				Illiterate population	
		MF 1	M 2	F 3	GPI 4	MF (000) 5	% F 6	MF 7	M 8	F 9	GPI 10	MF (000) 11	% F 12
The former Yugoslav Rep. of Macedonia	2008	97.0	98.6	95.4	0.97	50	77.0	98.7	98.9	98.5	1.00	4	56.3
Turkey ^(o)	2007	88.7	96.2	81.3	0.84	5,951	83.1	96.4	98.6	94.3	0.96	470	79.6
Ukraine	2008	99.7	99.8	99.6	1.00	122	70.7	99.8	99.7	99.8	1.00	17	39.0
Central Asia													
Armenia	2008	99.5	99.7	99.4	1.00	11	71.1	99.8	99.7	99.8	1.00	1	40.0
Azerbaijan ^(o)	2007	99.5	99.8	99.2	0.99	33	81.1	100.0	100.0	100.0	1.00	n	n
Georgia	2008	99.7	99.8	99.7	1.00	9	63.8	99.8	99.8	99.9	1.00	1	33.2
Kazakhstan	2008	99.7	99.8	99.5	1.00	43	74.2	99.8	99.8	99.9	1.00	5	32.6
Kyrgyzstan	2008	99.3	99.5	99.1	1.00	27	65.6	99.6	99.5	99.7	1.00	5	36.9
Mongolia	2008	97.3	96.7	97.8	1.01	53	41.0	95.3	93.3	97.2	1.04	29	29.3
Tajikistan	2008	99.7	99.8	99.5	1.00	15	72.7	99.9	99.9	99.9	1.00	2	49.8
Turkmenistan	2008	99.5	99.7	99.3	1.00	18	71.1	99.8	99.8	99.9	1.00	2	32.9
Uzbekistan	2008	99.2	99.5	98.9	0.99	153	69.4	99.8	99.8	99.7	1.00	15	59.3
East Asia and the Pacific													
Australia	...	...	...	...	...	...	...	...	...	...	...	...	...
Brunei Darussalam	2008	95.0	96.6	93.3	0.97	14	64.9	99.7	99.7	99.6	1.00	0.2	55.8
Cambodia ^(o)	2008	77.6	85.1	70.9	0.83	2,143	68.1	87.5	89.4	85.5	0.96	436	57.0
China	2008	93.7	96.7	90.5	0.94	67,239	73.3	99.3	99.4	99.2	1.00	1,610	54.6
Cook Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Democratic People's Rep. of Korea ^(o)	2008	100.0	100.0	100.0	1.00	0.3	70.7	100.0	100.0	100.0	1.00	0.01	33.4
Fiji	...	...	...	...	...	...	...	...	...	...	...	...	...
Hong Kong SAR of China	...	...	...	...	...	...	...	...	...	...	...	...	...
Indonesia ^(o)	2006	92.0	95.2	88.8	0.93	12,864	70.2	96.7	97.0	96.3	0.99	1,387	55.1
Japan	...	...	...	...	...	...	...	...	...	...	...	...	...
Kiribati	...	...	...	...	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic ^(o)	2005	72.7	82.5	63.2	0.77	961	68.5	83.9	89.2	78.7	0.88	197	66.0
Macao, China ^(o)	2006	93.5	96.5	90.7	0.94	28	74.6	99.6	99.6	99.7	1.00	0.3	43.9
Malaysia	2008	92.1	94.3	89.8	0.95	1,500	63.6	98.4	98.3	98.5	1.00	82	46.1
Marshall Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...	...
Myanmar	2008	91.9	94.7	89.2	0.94	2,942	68.5	95.6	96.0	95.1	0.99	415	55.3
Nauru	...	...	...	...	...	...	...	...	...	...	...	...	...
New Zealand	...	...	...	...	...	...	...	...	...	...	...	...	...
Niue	...	...	...	...	...	...	...	...	...	...	...	...	...
Palau	...	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	2008	59.6	63.6	55.6	0.87	1,592	54.7	66.5	64.6	68.5	1.06	426	45.8
Philippines	2008	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	...	...	...	...	...	...	...	...	...	...	...	...	...
Samoa	2008	98.7	99.0	98.5	0.99	1	57.8	99.5	99.4	99.5	1.00	0.2	42.5
Singapore	2008	94.5	97.4	91.6	0.94	210	76.4	99.8	99.7	99.8	1.00	2	38.3

TABLE 15 ADULT AND YOUTH LITERACY

Region	Reference year	Adults (15 years and older)						Youth (15 to 24 years)					
		Literacy rate				Illiterate population		Literacy rate				Illiterate population	
		MF 1	M 2	F 3	GPI 4	MF (000) 5	% F 6	MF 7	M 8	F 9	GPI 10	MF (000) 11	% F 12
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Thailand ^(o)	2005	93.5	95.6	91.5	0.96	3,298	67.0	98.1	98.2	97.9	1.00	210	53.4
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga ^(o)	2006	99.0	99.0	99.1	1.00	1	46.8	99.4	99.3	99.6	1.00	0.1	37.2
Tuvalu	...	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	2008	81.3	83.0	79.5	0.96	27	54.0	93.6	93.5	93.7	1.00	3	47.6
Viet Nam	2008	92.5	95.1	90.2	0.95	4,749	67.9	96.8	97.2	96.3	0.99	556	55.6
Latin America and the Caribbean													
Anguilla	...	...	...	...	...	...	...	...	...	...	...	...	...
Antigua and Barbuda ^(e)	2008	99.0	98.4	99.4	1.01	...	...	...	...	...	...	...	...
Argentina	2008	97.7	97.6	97.7	1.00	699	50.5	99.1	99.0	99.3	1.00	57	40.5
Aruba	2008	98.1	98.2	98.0	1.00	2	55.3	99.3	99.2	99.4	1.00	0.1	42.8
Bahamas	...	...	...	...	...	...	...	...	...	...	...	...	...
Barbados	...	...	...	...	...	...	...	...	...	...	...	...	...
Belize	...	...	...	...	...	...	...	...	...	...	...	...	...
Bermuda	...	...	...	...	...	...	...	...	...	...	...	...	...
Bolivia ^(o)	2007	90.7	96.0	86.0	0.90	542	78.5	99.4	99.8	99.1	0.99	10	77.2
Brazil ^(o)	2007	90.0	89.8	90.2	1.01	13,915	50.2	97.8	97.1	98.6	1.02	765	32.3
British Virgin Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Cayman Islands ^(o)	2007	98.9	98.7	99.0	1.00	...	...	98.9	99.1	98.6	0.99	...	...
Chile ^(o)	2008	98.6	98.6	98.7	1.00	174	49.2	99.2	99.1	99.2	1.00	25	46.8
Colombia ^(o)	2008	93.4	93.3	93.4	1.00	2,100	51.1	98.0	97.5	98.4	1.01	168	38.5
Costa Rica	2008	96.0	95.7	96.2	1.01	135	46.3	98.1	97.7	98.6	1.01	16	36.5
Cuba	2008	99.8	99.8	99.8	1.00	18	50.1	100.0	100.0	100.0	1.00	n	n
Dominica	...	...	...	...	...	...	...	...	...	...	...	...	...
Dominican Republic ^(o)	2007	88.2	88.2	88.3	1.00	782	49.9	95.8	94.6	96.9	1.02	79	36.2
Ecuador ^(o)	2007	84.2	87.3	81.7	0.94	1,413	59.3	95.4	95.2	95.6	1.00	116	47.1
El Salvador ^(o)	2008	84.0	87.1	81.4	0.93	660	63.4	96.0	95.4	96.5	1.01	49	44.8
Grenada	...	...	...	...	...	...	...	...	...	...	...	...	...
Guatemala	2008	73.8	79.5	68.7	0.86	2,070	62.9	86.0	88.5	83.6	0.94	386	59.5
Guyana	...	...	...	...	...	...	...	...	...	...	...	...	...
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras ^(o)	2007	83.6	83.7	83.5	1.00	722	51.2	93.9	92.7	95.1	1.03	93	40.3
Jamaica	2008	85.9	80.6	90.8	1.13	268	33.7	95.0	91.8	98.2	1.07	25	17.8
Mexico ^(o)	2008	92.9	94.6	91.5	0.97	5,407	62.5	98.4	98.4	98.4	1.00	318	51.6
Montserrat	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	2008	96.3	96.3	96.3	1.00	6	54.6	98.3	98.3	98.4	1.00	0.4	49.0
Nicaragua ^(o)	2005	78.0	78.1	77.9	1.00	747	51.3	87.0	85.2	88.8	1.04	154	42.9
Panama	2008	93.5	94.1	92.8	0.99	157	54.8	96.4	96.6	96.2	1.00	21	51.9

Region	Reference year	Adults (15 years and older)						Youth (15 to 24 years)					
		Literacy rate				Illiterate population		Literacy rate				Illiterate population	
		MF 1	M 2	F 3	GPI 4	MF (000) 5	% F 6	MF 7	M 8	F 9	GPI 10	MF (000) 11	% F 12
Paraguay ^(o)	2007	94.6	95.7	93.5	0.98	216	60.1	98.8	98.8	98.8	1.00	15	49.9
Peru ^(o)	2007	89.6	94.9	84.6	0.89	2,016	75.1	97.4	98.0	96.7	0.99	145	61.8
Saint Kitts and Nevis	...	...	...	...	...	...	...	...	...	...	...	...	...
Saint Lucia	...	...	...	...	...	...	...	...	...	...	...	...	...
Saint Vincent and the Grenadines	...	...	...	...	...	...	...	...	...	...	...	...	...
Suriname	2008	90.7	93.0	88.4	0.95	34	62.5	95.3	95.7	94.8	0.99	4	54.1
Trinidad and Tobago	2008	98.7	99.1	98.2	0.99	14	68.4	99.5	99.5	99.5	1.00	1	49.5
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Uruguay ^(o)	2008	98.2	97.8	98.5	1.01	47	44.0	99.0	98.6	99.3	1.01	5	32.4
Venezuela ^(o)	2007	95.2	95.4	94.9	1.00	931	52.5	98.4	98.0	98.8	1.01	85	35.8
North America and Western Europe													
Andorra	...	...	...	...	...	...	...	...	...	...	...	...	...
Austria	...	...	...	...	...	...	...	...	...	...	...	...	...
Belgium	...	...	...	...	...	...	...	...	...	...	...	...	...
Canada	...	...	...	...	...	...	...	...	...	...	...	...	...
Cyprus	2008	97.8	99.0	96.7	0.98	15	78.1	99.9	99.8	99.9	1.00	0.2	32.2
Denmark	...	...	...	...	...	...	...	...	...	...	...	...	...
Finland	...	...	...	...	...	...	...	...	...	...	...	...	...
France	...	...	...	...	...	...	...	...	...	...	...	...	...
Germany	...	...	...	...	...	...	...	...	...	...	...	...	...
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...	...
Greece	2008	97.0	98.2	95.9	0.98	283	70.1	99.3	99.4	99.3	1.00	8	52.1
Holy See	...	...	...	...	...	...	...	...	...	...	...	...	...
Iceland	...	...	...	...	...	...	...	...	...	...	...	...	...
Ireland	...	...	...	...	...	...	...	...	...	...	...	...	...
Israel	...	...	...	...	...	...	...	...	...	...	...	...	...
Italy	2008	98.8	99.1	98.5	0.99	619	64.2	99.9	99.9	99.9	1.00	6	48.6
Liechtenstein	...	...	...	...	...	...	...	...	...	...	...	...	...
Luxembourg	...	...	...	...	...	...	...	...	...	...	...	...	...
Malta ^(o)	2005	92.4	91.2	93.5	1.03	25	43.1	98.3	97.5	99.1	1.02	1	25.0
Monaco	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands	...	...	...	...	...	...	...	...	...	...	...	...	...
Norway	...	...	...	...	...	...	...	...	...	...	...	...	...
Portugal	2008	94.6	96.5	92.9	0.96	486	68.8	99.7	99.7	99.7	1.00	4	49.0
San Marino	...	...	...	...	...	...	...	...	...	...	...	...	...
Spain ^(o,d)	2008	97.6	98.4	96.9	0.98	900	67.1	99.6	99.5	99.6	1.00	21	44.4
Sweden	...	...	...	...	...	...	...	...	...	...	...	...	...
Switzerland	...	...	...	...	...	...	...	...	...	...	...	...	...
United Kingdom	...	...	...	...	...	...	...	...	...	...	...	...	...
United States of America	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE 15 ADULT AND YOUTH LITERACY

Region	Reference year	Adults (15 years and older)						Youth (15 to 24 years)					
		Literacy rate				Illiterate population		Literacy rate				Illiterate population	
		MF 1	M 2	F 3	GPI 4	MF (000) 5	% F 6	MF 7	M 8	F 9	GPI 10	MF (000) 11	% F 12
South and West Asia													
Afghanistan	...	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	2008	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 ^(o)	2005	52.8	65.0	38.7	0.59	202	60.3	74.4	80.0	68.0	0.85	38	58.5
India ^(o)	2006	62.8	75.2	50.8	0.68	283,105	65.1	81.1	88.4	74.4	0.84	40,682	67.0
Iran, Islamic Republic of ^(o)	2006	82.3	87.3	77.2	0.89	9,402	63.4	96.6	97.1	96.1	0.99	614	57.2
Maldives ^(o)	2006	98.4	98.4	98.4	1.00	3	48.5	99.3	99.2	99.4	1.00	1	44.8
Nepal	2008	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 ^(o)	2008	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 ^(o)	2008	90.6	92.2	89.1	0.97	1,425	59.7	98.0	97.3	98.6	1.01	71	34.0
Sub-Saharan Africa													
Angola	2008	69.6	82.8	57.0	0.69	2,997	72.3	72.9	80.8	65.2	0.81	993	64.8
Benin	2008	40.8	53.5	28.1	0.53	2,911	60.7	53.3	64.1	42.1	0.66	791	60.9
Botswana	2008	83.3	83.1	83.5	1.00	213	49.7	95.1	93.8	96.3	1.03	21	37.1
Burkina Faso ^(o)	2007	28.7	36.7	21.6	0.59	5,646	56.2	39.3	46.7	33.1	0.71	1,772	54.9
Burundi	2008	65.9	72.3	59.9	0.83	1,681	60.8	75.9	76.5	75.3	0.98	452	51.4
Cameroon	2008	75.9	84.0	67.8	0.81	2,715	67.1	85.8	88.2	83.5	0.95	565	58.1
Cape Verde	2008	84.1	89.6	79.3	0.89	50	69.8	98.0	97.2	98.9	1.02	2	28.4
Central African Republic	2008	54.6	68.8	41.1	0.60	1,165	66.6	64.2	72.1	56.4	0.78	315	61.4
Chad	2008	32.7	43.8	21.9	0.50	3,981	58.9	45.4	53.5	37.2	0.70	1,176	57.4
Comoros	2008	73.6	79.3	67.8	0.85	108	61.0	84.9	85.7	84.1	0.98	20	52.2
Congo ^(o)	2005	...	...	...	...	...	...	80.5	86.8	78.0	0.90	126	62.2
Côte d'Ivoire	2008	54.6	64.2	44.3	0.69	5,534	59.4	66.1	72.0	60.1	0.83	1,392	58.7
Democratic Republic of the Congo	2008	66.6	77.5	56.1	0.72	11,385	66.9	65.3	68.8	61.8	0.90	4,462	55.1
Equatorial Guinea	2008	93.0	96.9	89.1	0.92	27	78.4	97.8	97.6	98.1	1.01	3	44.3
Eritrea	2008	65.3	77.0	54.5	0.71	998	68.0	87.8	91.1	84.4	0.93	126	64.0
Ethiopia ^(e)	2008	35.9	50.0	22.8	0.46	28,902	61.3	49.9	62.2	38.5	0.62	8,117	61.9
Gabon	2008	87.0	90.9	83.2	0.92	119	65.2	97.4	98.4	96.4	0.98	8	68.9
Gambia	2008	45.3	56.7	34.3	0.60	522	61.2	64.1	70.1	58.1	0.83	111	58.4
Ghana	2008	65.8	72.3	59.3	0.82	4,888	59.1	79.3	80.6	77.9	0.97	987	52.3
Guinea	2008	38.0	49.6	26.4	0.53	3,476	59.2	58.7	66.5	50.6	0.76	803	58.7
Guinea-Bissau	2008	51.0	66.1	36.5	0.55	442	66.0	69.6	77.6	61.6	0.79	87	63.2
Kenya	2008	86.5	90.3	82.8	0.92	2,989	64.2	92.3	91.8	92.9	1.01	634	46.3
Lesotho	2008	89.5	82.6	95.1	1.15	131	25.5	91.9	85.6	98.0	1.14	39	12.5
Liberia	2008	58.1	63.3	53.0	0.84	908	57.0	74.8	70.1	79.5	1.13	189	40.7
Madagascar ^(e)	2008	70.7	76.5	65.3	0.85	3,160	60.1	70.2	72.7	68.2	0.94	1,109	53.8
Malawi	2008	72.8	80.2	65.8	0.82	2,159	64.3	85.7	86.5	85.0	0.98	414	52.5
Mali ^(o)	2006	26.2	34.9	18.2	0.52	4,966	57.2	38.8	47.4	30.8	0.65	1,553	56.7
Mauritius	2008	87.5	90.4	84.8	0.94	122	62.1	96.4	95.4	97.4	1.02	7	35.5
Mozambique	2008	54.0	69.5	40.1	0.58	5,759	68.6	69.9	77.7	62.1	0.80	1,316	63.0

Region	Reference year	Adults (15 years and older)						Youth (15 to 24 years)					
		Literacy rate				Illiterate population		Literacy rate				Illiterate population	
		MF 1	M 2	F 3	GPI 4	MF (000) 5	% F 6	MF 7	M 8	F 9	GPI 10	MF (000) 11	% F 12
Namibia	2008	88.2	88.7	87.7	0.99	158	53.4	92.9	91.1	94.8	1.04	32	36.8
Niger ^(c)	2005	28.7	42.9	15.1	0.35	4,767	60.8	36.5	52.4	23.2	0.44	1,490	64.5
Nigeria	2008	60.1	71.5	48.8	0.68	34,603	64.6	71.5	78.3	64.6	0.83	8,672	61.6
Rwanda	2008	70.3	74.8	66.1	0.88	1,672	59.8	77.1	77.1	77.1	1.00	509	50.6
Sao Tome and Principe	2008	88.3	93.5	83.3	0.89	11	72.9	95.2	94.7	95.6	1.01	2	44.8
Senegal ^(c)	2006	41.9	52.3	33.0	0.63	3,721	59.4	50.9	58.1	44.5	0.77	1,178	56.9
Seychelles ^(e)	2008	91.8	91.4	92.3	1.01	...	...	99.1	98.8	99.4	1.01	...	...
Sierra Leone	2008	39.8	51.7	28.9	0.56	1,899	61.6	55.7	66.0	45.9	0.70	479	62.6
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	2008	89.0	89.9	88.1	0.98	3,790	55.3	96.8	96.1	97.5	1.01	322	38.9
Swaziland	2008	86.5	87.4	85.6	0.98	95	55.4	93.2	91.8	94.7	1.03	19	39.3
Togo	2008	64.9	76.6	53.7	0.70	1,353	67.2	83.5	87.0	80.0	0.92	220	60.8
Uganda	2008	74.6	82.4	66.8	0.81	4,107	65.6	87.3	89.1	85.5	0.96	820	56.9
United Republic of Tanzania	2008	72.6	79.0	66.3	0.84	6,448	62.2	77.5	78.7	76.3	0.97	1,909	52.6
Zambia	2008	70.7	80.6	61.0	0.76	1,987	67.2	74.8	82.1	67.5	0.82	641	64.4
Zimbabwe	2008	91.4	94.4	88.8	0.94	638	69.2	98.9	98.3	99.4	1.01	36	26.4

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

All data are UIS estimates unless otherwise noted. The reference period for regional averages is 2005-2008.

Please refer to the literacy metadata table on the UIS website at www.uis.unesco.org for information regarding source data and literacy definitions.

^(c) Observed data

^(d) Literacy rates refer to the population aged 16 years and older.

^(e) Literacy rates are estimates for current decade based on survey or census data from previous decade.

TABLE 16 EDUCATIONAL ATTAINMENT OF THE POPULATION AGED 25 YEARS AND OLDER

Region	Reference year	Population (25 years and older) (000)			No schooling (%)			Incomplete primary (%)			Primary (ISCED 1) (%)		
		MF 1	M 2	F 3	MF 4	M 5	F 6	MF 7	M 8	F 9	MF 10	M 11	F 12
Arab States													
Algeria	2006	16,263	8,108	8,155	35.5	25.7	45.5	17.8	19.5	16.0	22.4	27.2	17.5
Bahrain	2001	366	226	140	12.9	6.4	24.5	6.8	5.5	9.2	12.0	13.5	9.3
Djibouti	...	...	...	...	...	...	...	...	...	...	...	...	...
Egypt	...	...	...	...	...	...	...	...	...	...	...	...	...
Iraq	...	...	...	...	...	...	...	...	...	...	...	...	...
Jordan	2008	2,699	1,389	1,310	10.7	5.5	15.8	4.9	4.8	5.0	11.1	12.0	10.3
Kuwait	2008	1,794	1,158	636	7.1	5.6	10.3	37.3	40.8	30.0	6.6	7.0	6.0
Lebanon	2007	2,299	1,093	1,207	21.5	17.4	25.2	-	-	-	24.1	26.9	21.5
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	...	...	...	...	...	...	...	...	...	...	...	...	...
Morocco	...	...	...	...	...	...	...	...	...	...	...	...	...
Oman	2003	1,121	722	399	26.6	17.7	41.3	21.3	24.8	15.7	12.4	13.9	9.8
Palestinian Autonomous Territories	2008	1,458	736	722	8.8	4.1	13.7	2.6	2.3	2.8	38.5	39.5	37.5
Qatar	2007	733	589	144	8.4	7.4	12.3	17.5	18.7	12.5	10.2	11.2	6.5
Saudi Arabia	2004	10,678	6,457	4,221	22.2	15.6	32.5	13.6	14.5	12.2	15.4	17.4	12.3
Sudan	...	...	...	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	2007	8,617	4,293	4,324	18.1	9.3	27.6	11.9	11.0	12.8	33.7	35.6	31.6
Tunisia	...	...	...	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	2005	2,620	1,971	649	11.2	11.3	10.9	14.3	15.5	10.8	11.8	13.1	7.5
Yemen	...	...	...	...	...	...	...	...	...	...	...	...	...
Central and Eastern Europe													
Albania	2001	1,626	795	831	1.5	0.9	2.2	7.1	4.3	9.8	15.7	14.3	17.0
Belarus	...	...	...	...	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria	2008	5,604	2,654	2,950	x(10)	x(11)	x(12)	x(10)	x(11)	x(12)	7.8	5.9	9.6
Croatia	2001	3,116	1,460	1,656	3.3	1.3	5.0	5.1	3.2	6.8	13.1	9.7	16.1
Czech Republic	2008	7,522	3,617	3,905	0.1	0.2	0.1	x(10)	x(11)	x(12)	0.1	0.1	0.1
Estonia	2000	923	404	520	0.2	0.2	0.2	0.5	0.3	0.6	9.7	8.1	10.9
Hungary	2005	7,202	3,315	3,887	0.6	0.4	0.6	0.5	0.4	0.5	8.2	5.0	10.8
Latvia	2008	1,601	704	897	x(7)	x(8)	x(9)	0.5	0.5	0.6	1.5	1.7	1.4
Lithuania	2008	2,300	1,029	1,270	-	-	-	1.9	1.2	2.4	8.6	6.0	10.6
Montenegro	2006	400	191	208	x(10)	x(11)	x(12)	x(10)	x(11)	x(12)	1.8	1.2	2.5
Poland	2008	26,580	12,486	14,094	0.3	0.2	0.3	1.1	0.6	1.6	19.7	16.5	22.5
Republic of Moldova	2008	2,325	1,069	1,256	x(7)	x(8)	x(9)	1.2	0.7	1.7	6.3	4.5	7.9
Romania	2008	15,041	7,153	7,888	2.2	1.3	2.9	-	-	-	11.5	8.3	14.3
Russian Federation	...	...	...	...	...	...	...	...	...	...	...	...	...
Serbia	2008	6,679	3,238	3,441	4.1	1.3	6.6	x(10)	x(11)	x(12)	11.2	8.4	13.8
Slovakia	2006	3,661	1,731	1,929	x(10)	x(11)	x(12)	x(10)	x(11)	x(12)	1.2	0.9	1.4
Slovenia	2008	1,489	714	775	-	-	-	1.1	0.9	1.2	3.8	2.8	4.6
The former Yugoslav Rep. of Macedonia	2002	1,262	620	642	4.9	2.4	7.5	16.5	12.3	20.5	30.8	29.7	31.8
Turkey	2008	40,499	20,135	20,364	11.3	4.5	18.0	6.2	4.9	7.4	42.7	42.8	42.7
Ukraine	2001	32,860	14,467	18,393	x(7)	x(8)	x(9)	2.8	1.3	4.0	8.6	6.4	10.4
Central Asia													
Armenia	2001	1,745	772	973	0.7	0.4	1.0	1.4	1.0	1.7	6.8	6.3	7.3
Azerbaijan	2008	4,775	2,209	2,566	1.3	0.8	1.8	1.5	0.8	2.2	4.4	2.7	6.0
Georgia	2002	2,946	1,336	1,609	0.4	0.2	0.5	1.3	0.9	1.7	7.2	6.1	8.0

Lower secondary (ISCED 2) (%)			Upper secondary (ISCED 3) (%)			Post-secondary non-tertiary (ISCED 4) (%)			Tertiary (ISCED 5-6) (%)			Unknown (%)			Region
MF 13	M 14	F 15	MF 16	M 17	F 18	MF 19	M 20	F 21	MF 22	M 23	F 24	MF 25	M 26	F 27	Country or territory
Arab States															
16.5	18.7	14.2	7.6	8.6	6.6	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	0.2	0.4	0.1	Algeria
18.7	23.0	11.0	38.4	40.9	34.0	x(16)	x(17)	x(18)	11.2	10.8	11.9	0.0	0.0	0.0	Bahrain
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Djibouti
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Egypt
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Iraq
32.3	35.4	29.2	14.2	14.0	14.3	11.0	9.2	12.8	15.9	19.1	12.7	-	-	-	Jordan
22.4	22.7	21.5	13.4	13.0	14.0	4.9	4.1	6.5	8.3	6.7	11.6	-	-	-	Kuwait
21.3	22.1	20.6	17.5	16.8	18.2	.	.	.	15.3	16.5	14.2	0.3	0.3	0.2	Lebanon
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mauritania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Morocco
10.4	13.1	5.8	14.4	15.2	13.2	5.1	5.2	5.0	9.3	9.7	8.5	0.5	0.4	0.8	Oman
17.3	17.5	17.1	13.3	13.9	12.8	.	.	.	19.4	22.6	16.2	-	-	-	Palestinian Autonomous Territories
14.6	15.9	9.4	19.5	19.2	20.9	4.7	4.5	5.4	25.1	23.2	32.9	.	.	.	Qatar
14.6	17.1	10.7	14.7	15.9	12.8	4.6	4.6	4.6	14.9	15.0	14.8	-	-	-	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sudan
12.2	13.5	10.8	8.6	9.5	7.7	6.9	7.7	6.1	5.6	7.7	3.4	2.9	5.7	-	Syrian Arab Republic
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tunisia
15.6	17.1	11.0	24.5	23.2	28.7	4.6	4.2	6.1	18.0	15.7	25.1	0.0	0.0	0.0	United Arab Emirates
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Yemen
Central and Eastern Europe															
38.7	38.5	38.9	29.6	32.8	26.5	-	-	-	7.4	9.2	5.7	-	-	-	Albania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
24.5	24.5	24.6	47.4	52.1	43.2	x(16)	x(17)	x(18)	20.2	17.5	22.6	-	-	-	Bulgaria
18.7	15.6	21.3	45.4	54.5	37.4	.	.	.	13.9	15.2	12.8	0.5	0.5	0.5	Croatia
13.7	7.1	19.8	71.5	76.9	66.6	1.3	0.8	1.8	13.3	15.0	11.7	0.0	0.0	0.0	Czech Republic
17.5	20.0	15.5	39.6	42.9	37.2	2.6	2.2	3.0	27.5	23.9	30.3	2.4	2.4	2.3	Estonia
27.3	23.3	30.6	47.3	53.7	41.9	1.5	2.0	1.2	14.7	15.2	14.3	-	-	-	Hungary
15.8	18.1	13.8	52.4	55.9	49.4	5.8	4.8	6.7	24.0	19.0	28.2	-	-	-	Latvia
11.2	11.4	11.0	30.0	36.5	24.7	22.0	21.1	22.8	26.4	23.8	28.4	-	-	-	Lithuania
20.7	17.5	23.6	58.2	64.6	52.6	3.1	1.6	4.5	16.1	15.1	16.9	-	-	-	Montenegro
0.0	0.0	0.1	58.2	65.0	52.2	3.2	1.7	4.6	17.5	15.9	18.8	.	.	.	Poland
18.3	17.0	19.4	43.3	50.7	36.9	15.3	12.3	17.9	15.6	14.8	16.4	-	-	-	Republic of Moldova
21.6	18.6	24.4	49.5	55.3	44.2	4.2	4.6	3.8	11.1	11.9	10.4	-	-	-	Romania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Russian Federation
22.1	19.5	24.5	47.7	54.8	41.3	.	.	.	14.8	16.0	13.8	.	.	.	Serbia
18.0	11.3	24.0	67.6	73.0	62.8	.	.	.	13.2	14.8	11.8	-	-	-	Slovakia
19.4	14.4	24.0	55.7	63.3	48.5	.	.	.	20.1	18.6	21.6	-	-	-	Slovenia
x(10)	x(11)	x(12)	35.6	41.8	29.4	-	-	-	12.2	13.8	10.7	0.0	0.0	-	The former Yugoslav Rep. of Macedonia
7.8	10.0	5.6	15.4	18.8	12.2	.	.	.	9.1	11.2	7.1	7.4	7.7	7.0	Turkey
14.2	13.9	14.4	36.0	42.2	31.1	x(16)	x(17)	x(18)	38.0	35.8	39.7	0.4	0.4	0.4	Ukraine
Central Asia															
9.5	10.2	8.9	39.5	40.6	38.5	21.8	20.2	23.1	20.4	21.4	19.5	-	-	-	Armenia
9.8	7.1	12.1	49.6	48.0	51.1	19.4	23.2	16.0	13.9	17.5	10.8	-	-	-	Azerbaijan
7.4	7.4	7.5	35.3	37.1	33.8	22.5	21.5	23.3	25.8	26.7	25.1	0.1	0.1	0.1	Georgia

TABLE 16 EDUCATIONAL ATTAINMENT OF THE POPULATION AGED 25 YEARS AND OLDER

Region	Reference year	Population (25 years and older) (000)			No schooling (%)			Incomplete primary (%)			Primary (ISCED 1) (%)		
		MF 1	M 2	F 3	MF 4	M 5	F 6	MF 7	M 8	F 9	MF 10	M 11	F 12
Kazakhstan	2007	8,739	3,945	4,793	0.0	0.0	0.0	.	.	.	0.6	0.5	0.7
Kyrgyzstan	1999	2,198	1,047	1,151	1.7	0.8	2.5	1.8	1.1	2.4	7.3	5.8	8.6
Mongolia	2000	1,045	509	536	5.5	4.2	6.8	-	-	-	14.3	13.0	15.4
Tajikistan	2000	2,334	1,150	1,184	0.8	0.4	1.1	2.1	1.3	2.9	4.7	3.4	6.1
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	...	...	...	...	...	...	...	...	...	...	...	...	...
East Asia and the Pacific													
Australia	2008	14,142	6,922	7,220	-	-	-	-	-	-	7.7	7.3	8.0
Brunei Darussalam	...	...	...	...	...	...	...	...	...	...	...	...	...
Cambodia	2007	5,865	2,694	3,171	26.8	15.2	36.6	38.6	38.1	39.1	18.9	23.9	14.7
China	...	...	...	...	...	...	...	...	...	...	...	...	...
Cook Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	2007	406	202	204	0.0	0.0	0.0	16.5	16.7	16.3	21.6	22.5	20.6
Hong Kong SAR of China	2008	5,200	2,397	2,802	6.4	3.1	9.3	-	-	-	21.3	20.5	22.0
Indonesia	2007	121,090	59,596	61,494	10.9	6.3	15.4	17.4	16.2	18.4	31.3	31.4	31.3
Japan	2002	93,871	45,094	48,777	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)
Kiribati	...	...	...	...	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	...	...	...	...	...	...	...	...	...	...	...	...	...
Macao, China	2006	340	160	181	6.2	3.1	9.0	10.7	10.1	11.3	22.5	22.9	22.2
Malaysia	2005	12,683	6,416	6,267	17.6	11.4	24.2	-	-	-	35.9	38.7	32.9
Marshall Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...	...
Myanmar	...	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	...	...	...	...	...	...	...	...	...	...	...	...	...
New Zealand	...	...	...	...	...	...	...	...	...	...	...	...	...
Niue	...	...	...	...	...	...	...	...	...	...	...	...	...
Palau	...	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...
Philippines	2004	36,815	18,258	18,557	2.4	2.3	2.4	15.9	17.8	14.0	18.1	17.5	18.8
Republic of Korea	2005	31,635	15,266	16,369	6.2	2.7	9.5	0.7	0.4	1.0	12.6	9.4	15.5
Samoa	2001	72	37	35	1.0	1.3	0.6	2.6	2.5	2.8	32.8	34.7	30.7
Singapore	2008	3,192	1,584	1,609	x(7)	x(8)	x(9)	20.8	16.8	24.4	4.3	4.3	4.3
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Thailand	2006	40,650	19,535	21,115	6.1	3.9	8.1	42.3	40.0	44.3	18.9	19.8	18.0
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	2006	44	22	22	1.4	1.3	1.4	x(10)	x(11)	x(12)	28.9	27.6	30.2
Tuvalu	...	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	...	...	...	...	...	...	...	...	...	...	...	...	...
Viet Nam	...	...	...	...	...	...	...	...	...	...	...	...	...
Latin America and the Caribbean													
Anguilla	2001	6	3	3	2.0	1.9	2.2	2.3	2.8	1.7	37.4	40.5	34.5
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...	...	...	...
Argentina	2003	21,306	10,166	11,140	1.1	0.8	1.3	8.9	8.6	9.3	33.5	33.9	33.1
Aruba	2000	59	28	31	2.2	1.7	2.5	7.5	6.5	8.3	34.1	32.0	35.9
Bahamas	2000	160	77	83	1.4	1.7	1.1	0.1	0.1	0.1	8.3	9.9	7.1

Lower secondary (ISCED 2) (%)			Upper secondary (ISCED 3) (%)			Post-secondary non-tertiary (ISCED 4) (%)			Tertiary (ISCED 5-6) (%)			Unknown (%)			Region
MF 13	M 14	F 15	MF 16	M 17	F 18	MF 19	M 20	F 21	MF 22	M 23	F 24	MF 25	M 26	F 27	Country or territory
3.0	3.2	2.8	39.7	43.7	35.6	31.1	29.3	32.9	25.5	23.1	27.9	.	.	.	Kazakhstan
12.3	12.8	11.8	48.8	54.1	43.9	13.3	10.6	15.8	14.9	14.7	15.0	-	-	-	Kyrgyzstan
26.8	32.0	22.0	22.8	22.1	23.4	18.3	15.9	20.6	12.2	12.8	11.7	-	-	-	Mongolia
13.5	10.5	16.3	59.1	57.8	60.4	9.2	11.5	7.0	10.6	15.2	6.2	0.0	0.0	0.0	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Uzbekistan
East Asia and the Pacific															
22.2	19.6	24.8	30.7	37.2	24.4	3.5	3.2	3.9	35.8	32.7	38.9	-	-	-	Australia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Brunei Darussalam
8.7	12.3	5.8	4.6	7.2	2.4	0.4	0.6	0.2	1.5	2.2	0.8	0.5	0.5	0.5	Cambodia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	China
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
20.1	20.0	20.2	22.5	21.3	23.6	3.5	3.7	3.2	11.8	13.0	10.6	4.1	2.7	5.6	Fiji
17.0	19.0	15.3	32.7	32.2	33.2	6.8	7.2	6.5	15.7	17.9	13.8	-	-	-	Hong Kong SAR of China
14.4	15.5	13.3	18.9	22.5	15.4	2.6	2.5	2.8	4.5	5.5	3.5	-	-	-	Indonesia
26.1	24.2	27.9	43.9	42.1	45.7	.	.	.	30.0	33.8	26.4	-	-	-	Japan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Lao People's Democratic Republic
24.9	25.8	24.0	21.4	22.9	19.9	1.7	1.5	1.9	12.6	13.6	11.6	0.0	0.0	0.0	Macao, China
18.9	21.2	16.5	22.5	23.4	21.5	-	-	-	5.1	5.4	4.8	-	-	-	Malaysia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Myanmar
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nauru
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	New Zealand
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Niue
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Papua New Guinea
12.5	12.6	12.4	23.8	24.3	23.4	x(22)	x(23)	x(24)	27.3	25.5	29.0	-	-	-	Philippines
11.2	10.3	12.1	37.7	38.7	36.8	.	.	.	31.6	38.6	25.2	-	-	-	Republic of Korea
x(10)	x(11)	x(12)	49.7	46.3	53.4	8.5	9.3	7.6	3.9	4.4	3.3	1.5	1.5	1.5	Samoa
11.8	12.9	10.7	22.8	21.1	24.3	18.6	20.6	16.8	21.8	24.3	19.5	-	-	-	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
9.7	11.7	7.9	9.6	11.4	8.0	-	-	-	12.8	12.4	13.2	0.5	0.6	0.5	Thailand
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tokelau
46.1	45.8	46.3	11.2	11.2	11.2	x(22)	x(23)	x(24)	12.1	13.6	10.6	0.4	0.5	0.3	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Vanuatu
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Viet Nam
Latin America and the Caribbean															
10.9	10.6	11.2	26.4	24.5	28.2	x(16)	x(17)	x(18)	17.1	15.9	18.3	4.0	3.9	4.0	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
14.2	16.2	12.3	28.4	28.3	28.5	.	.	.	13.7	12.0	15.3	0.2	0.2	0.2	Argentina
x(16)	x(17)	x(18)	39.3	40.9	38.0	.	.	.	16.3	18.1	14.7	0.6	0.7	0.6	Aruba
19.1	21.8	16.9	51.5	48.1	54.2	18.7	17.4	19.8	0.3	0.4	0.3	0.5	0.6	0.4	Bahamas

TABLE 16 EDUCATIONAL ATTAINMENT OF THE POPULATION AGED 25 YEARS AND OLDER

Region	Reference year	Population (25 years and older) (000)			No schooling (%)			Incomplete primary (%)			Primary (ISCED 1) (%)		
		MF 1	M 2	F 3	MF 4	M 5	F 6	MF 7	M 8	F 9	MF 10	M 11	F 12
Barbados	2000	161	75	85	0.0	0.0	0.0	13.6	13.6	13.6	8.3	8.9	7.7
Belize	2005	117	58	58	6.2	6.2	6.2	25.1	24.1	26.0	42.9	43.1	42.7
Bermuda	2000	43	...	...	0.5	0.5	0.5	x(4)	x(5)	x(6)	8.1	8.1	8.1
Bolivia	2006	4,006	1,942	2,064	14.7	8.2	20.7	39.5	40.8	38.3	3.6	3.6	3.6
Brazil	2007	104,460	50,187	54,273	13.6	13.7	13.5	12.9	13.2	12.6	25.9	26.4	25.5
British Virgin Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Cayman Islands	2008	...	...	...	0.6	0.4	0.7	0.6	0.5	0.6	7.4	7.1	7.6
Chile	2007	9,808	4,757	5,051	4.1	3.9	4.3	6.9	6.9	6.8	25.1	24.0	26.1
Colombia	2008	23,373	11,157	12,217	8.1	8.2	8.1	19.8	20.0	19.5	28.4	28.5	28.4
Costa Rica	2008	2,444	1,230	1,214	5.1	5.0	5.1	16.3	15.9	16.6	30.1	31.0	29.2
Cuba	2002	7,421	3,668	3,753	0.2	0.2	0.2	13.8	12.4	15.2	17.2	15.6	18.7
Dominica	2001	38	19	19	3.6	3.8	3.3	6.9	7.7	6.1	62.5	65.1	60.0
Dominican Republic	2007	4,774	2,381	2,393	9.0	8.8	9.3	35.8	35.9	35.7	12.7	13.6	11.7
Ecuador	2008	6,697	3,303	3,394	7.2	6.0	8.2	13.2	13.0	13.4	x(16)	x(17)	x(18)
El Salvador	2007	2,859	1,264	1,595	24.9	21.6	27.5	25.6	24.7	26.4	15.0	15.7	14.4
Grenada	...	...	...	...	...	...	...	...	...	...	...	...	...
Guatemala	2006	4,818	2,238	2,581	38.9	30.8	45.5	31.3	35.0	28.4	15.0	16.8	13.5
Guyana	2002	376	181	195	7.5	6.7	8.2	25.0	26.2	24.0	36.3	38.1	34.6
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	2007	2,882	1,409	1,473	21.1	20.6	21.5	32.9	33.9	32.1	25.6	26.1	25.3
Jamaica	...	...	...	...	...	...	...	...	...	...	...	...	...
Mexico	2008	57,382	27,782	29,600	10.1	8.2	11.7	17.3	17.0	17.5	19.9	18.9	20.7
Montserrat	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...	...	...	...
Nicaragua	...	...	...	...	...	...	...	...	...	...	...	...	...
Panama	2000	1,466	733	733	9.1	8.3	9.8	14.5	15.2	13.7	28.7	30.4	27.0
Paraguay	2007	2,724	1,366	1,357	5.2	3.8	6.4	28.3	27.0	29.4	29.6	30.1	29.1
Peru	2008	14,420	7,132	7,288	9.3	3.7	14.5	18.3	16.8	19.7	19.4	20.7	18.2
Saint Kitts and Nevis	...	...	...	...	...	...	...	...	...	...	...	...	...
Saint Lucia	...	...	...	...	...	...	...	...	...	...	...	...	...
Saint Vincent and the Grenadines	...	...	...	...	...	...	...	...	...	...	...	...	...
Suriname	...	...	...	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	...	...	...	...	...	...	...	...	...	...	...	...	...
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Uruguay	2008	2,072	965	1,107	1.6	1.4	1.8	12.9	13.3	12.5	34.4	35.4	33.5
Venezuela	2008	14,293	7,074	7,218	6.5	6.1	6.8	11.2	12.2	10.3	29.5	31.5	27.5
North America and Western Europe													
Andorra	2006	...	...	...	6.9	5.7	8.3	x(4)	x(5)	x(6)	42.6	44.4	40.6
Austria	2008	6,038	2,886	3,152	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)
Belgium	2008	7,525	3,623	3,902	x(7)	x(8)	x(9)	7.0	5.6	8.3	14.7	12.6	16.6
Canada	2006	22,580	11,016	11,564	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)
Cyprus	2008	572	271	301	1.1	0.5	1.7	6.4	4.2	8.5	18.5	18.0	19.0
Denmark	2007	3,813	1,859	1,954	-	-	-	-	-	-	x(13)	x(14)	x(15)
Finland	2007	3,729	1,794	1,935	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)
France	2008	42,853	20,356	22,496	0.0	0.0	-	0.7	0.6	0.8	21.3	18.4	24.0
Germany	2008	61,521	29,685	31,837	.	.	.	.	.	.	3.3	2.9	3.6
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...	...

Lower secondary (ISCED 2) (%)			Upper secondary (ISCED 3) (%)			Post-secondary non-tertiary (ISCED 4) (%)			Tertiary (ISCED 5-6) (%)			Unknown (%)			Region
MF 13	M 14	F 15	MF 16	M 17	F 18	MF 19	M 20	F 21	MF 22	M 23	F 24	MF 25	M 26	F 27	Country or territory
53.8	54.5	53.2	8.5	8.7	8.3	14.6	13.2	15.9	1.1	1.0	1.1	0.2	0.2	0.1	Barbados
x(16)	x(17)	x(18)	13.6	13.6	13.6	x(16)	x(17)	x(18)	10.9	11.0	10.8	1.3	2.0	0.7	Belize
6.3	6.3	6.3	33.4	33.4	33.4	23.8	23.8	23.8	27.0	27.0	27.0	0.8	0.8	0.8	Bermuda
8.6	10.5	6.9	12.6	14.0	11.3	-	-	-	20.9	22.8	19.2	-	-	-	Bolivia
13.9	14.4	13.4	24.4	23.9	24.9	.	.	.	9.3	8.4	10.1	-	-	-	Brazil
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	British Virgin Islands
13.9	15.8	12.1	31.7	32.5	30.9	7.5	8.2	6.7	37.1	33.8	40.4	1.4	1.7	1.0	Cayman Islands
13.0	13.8	12.4	35.3	34.5	36.0	.	.	.	15.0	16.3	13.8	0.6	0.6	0.6	Chile
5.2	4.9	5.5	28.4	27.9	28.8	.	.	.	10.1	10.5	9.7	0.0	0.1	0.0	Colombia
14.4	14.9	13.9	15.7	14.8	16.4	.	.	.	18.6	18.4	18.7	-	-	-	Costa Rica
28.4	31.2	25.7	31.0	31.4	30.6	-	-	-	9.4	9.2	9.5	-	-	-	Cuba
15.7	12.0	19.4	5.7	5.9	5.5	x(16)	x(17)	x(18)	5.0	5.2	4.8	0.5	0.1	0.8	Dominica
11.7	13.4	10.0	12.2	12.3	12.1	.	.	.	18.7	16.0	21.2	-	-	-	Dominican Republic
x(16)	x(17)	x(18)	64.7	65.7	63.9	.	.	.	14.8	15.3	14.5	-	-	-	Ecuador
13.0	15.0	11.3	15.4	15.9	15.0	.	.	.	6.2	7.0	5.5	-	-	-	El Salvador
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Grenada
4.2	5.2	3.3	7.2	7.5	6.9	.	.	.	3.4	4.7	2.4	-	-	-	Guatemala
-	-	-	28.9	26.9	30.8	2.1	1.8	2.3	0.2	0.3	0.1	-	-	-	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
3.8	3.8	3.8	8.7	7.3	9.9	3.1	2.9	3.3	4.2	4.8	3.7	0.5	0.7	0.3	Honduras
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Jamaica
22.4	23.4	21.6	15.9	15.3	16.3	.	.	.	14.5	17.1	12.2	0.0	0.0	0.1	Mexico
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Montserrat
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Netherlands Antilles
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nicaragua
13.7	14.2	13.3	22.4	21.4	23.5	0.7	0.7	0.8	10.4	9.4	11.4	0.5	0.4	0.5	Panama
10.5	11.7	9.5	17.7	19.5	16.0	.	.	.	8.7	7.8	9.5	0.0	0.1	-	Paraguay
6.0	6.6	5.5	28.6	32.8	24.8	-	-	-	18.2	19.3	17.2	0.1	0.1	0.0	Peru
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Saint Kitts and Nevis
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Saint Lucia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Saint Vincent and the Grenadines
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Suriname
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Trinidad and Tobago
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turks and Caicos Islands
24.2	26.2	22.5	12.2	11.2	13.2	5.2	5.2	5.3	9.5	7.5	11.3	-	-	-	Uruguay
11.1	11.8	10.5	26.7	25.7	27.6	.	.	.	14.6	12.3	16.9	0.3	0.4	0.3	Venezuela
															North America and Western Europe
x(16)	x(17)	x(18)	19.3	20.0	18.5	12.3	12.4	12.3	17.8	16.9	18.7	1.1	0.7	1.6	Andorra
27.5	16.4	37.0	48.9	55.4	43.3	8.4	7.9	8.8	15.2	20.2	10.9	-	-	-	Austria
17.9	18.3	17.5	31.0	33.7	28.6	2.0	2.0	2.0	27.4	27.8	27.1	-	-	-	Belgium
20.6	20.3	20.9	23.4	21.8	24.9	12.1	16.1	8.4	43.9	41.8	45.8	.	.	.	Canada
9.5	9.5	9.5	33.2	36.6	30.0	1.4	0.7	2.0	29.9	30.6	29.3	-	-	-	Cyprus
23.6	22.8	24.4	44.4	47.2	41.5	x(25)	x(26)	x(27)	31.5	29.5	33.4	0.6	0.6	0.7	Denmark
32.0	31.8	32.2	37.5	40.2	34.9	x(22)	x(23)	x(24)	30.5	27.9	32.9	-	-	-	Finland
17.6	17.1	18.0	37.3	41.3	33.8	0.1	0.1	0.1	22.9	22.6	23.3	.	.	.	France
16.5	10.0	22.6	51.2	53.0	49.6	5.8	5.4	6.1	23.0	28.5	17.8	0.3	0.3	0.3	Germany
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar

TABLE 16 EDUCATIONAL ATTAINMENT OF THE POPULATION AGED 25 YEARS AND OLDER

Region	Reference year	Population (25 years and older) (000)			No schooling (%)			Incomplete primary (%)			Primary (ISCED 1) (%)		
		MF 1	M 2	F 3	MF 4	M 5	F 6	MF 7	M 8	F 9	MF 10	M 11	F 12
Greece	2008	8,313	4,061	4,252	2.6	1.4	3.8	4.1	2.9	5.2	31.3	29.1	33.3
Holy See	...	...	...	...	...	...	...	...	...	...	...	...	...
Iceland	2005	187	93	94	x(10)	x(11)	x(12)	x(10)	x(11)	x(12)	4.0	3.2	4.7
Ireland	2006	2,765	1,366	1,399	x(10)	x(11)	x(12)	x(10)	x(11)	x(12)	23.7	24.2	23.2
Israel	2007	3,907	1,881	2,025	3.1	1.9	4.2	2.2	2.0	2.5	10.2	10.2	10.2
Italy	2008	45,231	21,596	23,635	6.9	4.3	9.2	x(4)	x(5)	x(6)	21.2	18.4	23.8
Liechtenstein	...	...	...	...	...	...	...	...	...	...	...	...	...
Luxembourg	2007	332	162	170	-	-	-	5.0	4.8	5.1	17.1	16.5	17.8
Malta	2007	281	138	143	3.3	2.6	4.0	-	-	-	34.2	30.1	38.0
Monaco	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands	2008	11,555	5,644	5,911	-	-	-	1.7	1.7	1.6	8.8	7.0	10.5
Norway	2008	3,242	1,587	1,655	x(25)	x(26)	x(27)	x(25)	x(26)	x(27)	0.3	0.2	0.3
Portugal	2007	7,750	3,672	4,079	14.2	9.4	18.5	-	-	-	49.9	54.0	46.3
San Marino	...	...	...	...	...	...	...	...	...	...	...	...	...
Spain	2008	33,023	16,032	16,991	2.6	1.8	3.5	10.0	8.6	11.3	21.8	20.6	22.9
Sweden	2008	6,457	3,158	3,299	x(10)	x(11)	x(12)	x(10)	x(11)	x(12)	14.0	13.3	14.6
Switzerland	2007	5,432	2,609	2,823	x(10)	x(11)	x(12)	x(10)	x(11)	x(12)	4.1	3.4	4.7
United Kingdom	...	...	...	...	...	...	...	...	...	...	...	...	...
United States of America	2008	203,677	98,383	105,294	0.4	0.4	0.4	0.9	1.0	0.9	4.2	4.4	4.0
South and West Asia													
Afghanistan	...	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	2001	60,142	30,350	29,792	51.0	45.4	56.6	1.8	1.7	1.9	20.5	21.6	19.5
Bhutan	2005	280	151	129	12.9	13.1	12.5	39.3	39.6	38.4	13.4	12.8	15.1
India	...	...	...	...	...	...	...	...	...	...	...	...	...
Iran (Islamic Republic of)	2006	34,939	17,847	17,092	x(10)	x(11)	x(12)	x(10)	x(11)	x(12)	31.1	27.8	35.2
Maldives	2006	128	65	64	-	-	-	46.6	41.6	51.4	24.0	24.2	23.8
Nepal	...	...	...	...	...	...	...	...	...	...	...	...	...
Pakistan	2008	73,546	37,953	35,593	54.2	38.8	70.9	2.5	3.2	1.6	12.2	14.9	9.2
Sri Lanka	2008	11,719	5,643	6,075	5.2	3.2	6.9	x(10)	x(11)	x(12)	20.9	21.3	20.5
Sub-Saharan Africa													
Angola	...	...	...	...	...	...	...	...	...	...	...	...	...
Benin	2002	2,580	1,256	1,324	69.6	57.1	80.3	x(10)	x(11)	x(12)	16.0	21.6	11.3
Botswana	...	...	...	...	...	...	...	...	...	...	...	...	...
Burkina Faso	2005	4,650	2,225	2,425	17.5	16.5	18.3	12.2	12.4	12.0	12.2	12.4	12.0
Burundi	...	...	...	...	...	...	...	...	...	...	...	...	...
Cameroon	...	...	...	...	...	...	...	...	...	...	...	...	...
Cape Verde	...	...	...	...	...	...	...	...	...	...	...	...	...
Central African Republic	...	...	...	...	...	...	...	...	...	...	...	...	...
Chad	2004	3,333	1,621	1,712	77.7	68.9	85.4	13.6	16.5	11.1	3.0	4.4	1.8
Comoros	...	...	...	...	...	...	...	...	...	...	...	...	...
Congo	...	...	...	...	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	...	...	...	...	...	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	...	...	...	...	...	...	...	...	...	...	...	...	...
Equatorial Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...
Eritrea	...	...	...	...	...	...	...	...	...	...	...	...	...
Ethiopia	...	...	...	...	...	...	...	...	...	...	...	...	...
Gabon	...	...	...	...	...	...	...	...	...	...	...	...	...

Lower secondary (ISCED 2) (%)			Upper secondary (ISCED 3) (%)			Post-secondary non-tertiary (ISCED 4) (%)			Tertiary (ISCED 5-6) (%)			Unknown (%)			Region
MF 13	M 14	F 15	MF 16	M 17	F 18	MF 19	M 20	F 21	MF 22	M 23	F 24	MF 25	M 26	F 27	Country or territory
9.4	10.9	7.9	27.0	28.5	25.5	6.5	6.0	6.9	19.2	21.1	17.4	-	-	-	Greece
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Holy See
33.4	28.4	38.5	28.3	34.6	22.0	2.0	3.3	0.6	27.6	25.3	29.9	4.7	5.2	4.3	Iceland
16.3	17.4	15.1	21.8	20.9	22.6	9.4	9.8	9.1	26.4	24.9	27.9	2.4	2.7	2.0	Ireland
7.5	9.3	5.9	34.7	36.6	33.0	x(16)	x(17)	x(18)	41.4	39.3	43.4	0.8	0.8	0.8	Israel
27.9	31.9	24.2	31.4	33.3	29.8	0.8	0.6	1.0	11.7	11.4	12.0	-	-	-	Italy
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liechtenstein
16.2	11.5	21.0	34.3	36.6	31.9	4.0	5.3	2.5	23.5	25.2	21.7	-	-	-	Luxembourg
39.5	39.7	39.3	5.6	5.7	5.5	6.3	10.0	2.7	11.2	12.0	10.4	-	-	-	Malta
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Monaco
23.1	20.1	26.0	34.8	36.2	33.5	3.7	3.9	3.5	27.3	30.4	24.3	0.6	0.7	0.5	Netherlands
23.7	22.3	25.0	40.2	41.6	38.8	2.8	3.8	1.9	28.5	27.0	30.0	4.6	5.1	4.1	Norway
13.4	15.2	11.8	10.6	11.1	10.1	0.6	0.7	0.6	11.3	9.7	12.8	-	-	-	Portugal
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	San Marino
22.8	24.6	21.0	18.3	19.0	17.6	0.1	0.1	0.0	24.5	25.4	23.6	-	-	-	Spain
9.3	10.3	8.4	43.2	45.0	41.5	4.9	6.1	3.7	26.9	23.6	30.1	1.7	1.7	1.7	Sweden
2.0	0.4	3.4	63.8	56.5	70.5	2.6	2.7	2.4	27.5	36.9	18.8	0.1	0.1	0.1	Switzerland
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	United Kingdom
7.9	8.3	7.5	48.4	47.9	48.8	.	.	.	38.3	38.1	38.4	-	-	-	United States of America
South and West Asia															
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan
9.6	10.5	8.7	12.9	15.9	9.9	-	-	-	4.2	4.9	3.5	-	-	-	Bangladesh
15.8	15.1	17.7	5.6	5.7	5.1	4.1	4.4	3.0	8.9	9.2	8.1	-	-	-	Bhutan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	India
23.9	25.0	22.5	25.8	26.6	24.8	0.6	0.5	0.7	15.7	17.0	14.1	2.9	3.1	2.7	Iran (Islamic Republic of)
16.2	18.9	13.5	1.9	2.5	1.3	4.3	4.9	3.8	3.0	3.9	2.1	4.1	4.0	4.2	Maldives
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nepal
8.6	12.0	5.0	16.6	22.8	9.9	-	-	-	6.0	8.4	3.4	-	-	-	Pakistan
44.6	46.7	42.8	x(13)	x(14)	x(15)	15.4	15.6	15.2	13.9	13.1	14.6	-	-	-	Sri Lanka
Sub-Saharan Africa															
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Angola
x(16)	x(17)	x(18)	12.2	17.5	7.6	-	-	-	2.2	3.8	0.8	0.0	0.0	0.0	Benin
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Botswana
11.9	12.1	11.7	11.6	11.6	11.5	11.6	11.7	11.5	11.7	11.8	11.6	11.5	11.5	11.5	Burkina Faso
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Burundi
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Cameroon
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
x(16)	x(17)	x(18)	2.3	4.1	0.7	.	.	.	3.2	5.8	0.9	0.2	0.3	0.1	Chad
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Comoros
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Congo
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic Republic of the Congo
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Equatorial Guinea
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Eritrea
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gabon

TABLE 16 EDUCATIONAL ATTAINMENT OF THE POPULATION AGED 25 YEARS AND OLDER

Region	Reference year	Population (25 years and older) (000)			No schooling (%)			Incomplete primary (%)			Primary (ISCED 1) (%)		
		MF 1	M 2	F 3	MF 4	M 5	F 6	MF 7	M 8	F 9	MF 10	M 11	F 12
Gambia	...	...	...	...	...	...	...	...	...	...	...	...	...
Ghana	...	...	...	...	...	...	...	...	...	...	...	...	...
Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...
Guinea-Bissau	...	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	...	...	...	...	...	...	...	...	...	...	...	...	...
Lesotho	2008	767	326	441	15.7	24.7	7.6	43.4	41.3	45.3	20.1	14.3	25.3
Liberia	...	...	...	...	...	...	...	...	...	...	...	...	...
Madagascar	...	...	...	...	...	...	...	...	...	...	...	...	...
Malawi	1998	3,840	1,859	1,981	42.9	30.2	55.3	37.3	41.1	33.6	11.2	15.8	6.8
Mali	2006	4,185	1,985	2,200	81.4	81.1	81.6	x(4)	x(5)	x(6)	8.3	9.6	7.1
Mauritius	2000	678	332	346	12.2	6.7	17.5	38.3	37.7	39.0	10.0	10.3	9.7
Mozambique	...	...	...	...	...	...	...	...	...	...	...	...	...
Namibia	2001	720	340	380	22.9	21.8	23.8	25.6	25.7	25.4	20.9	20.0	21.6
Niger	...	...	...	...	...	...	...	...	...	...	...	...	...
Nigeria	...	...	...	...	...	...	...	...	...	...	...	...	...
Rwanda	...	...	...	...	...	...	...	...	...	...	...	...	...
Sao Tome and Principe	...	...	...	...	...	...	...	...	...	...	...	...	...
Senegal	2006	4,043	1,953	2,090	75.2	68.3	80.9	12.9	14.7	11.4	3.3	4.4	2.4
Seychelles	2002	46	22	24	5.6	5.6	5.6	-	-	-	23.5	22.3	24.7
Sierra Leone	...	...	...	...	...	...	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	2007	23,903	11,523	12,379	10.9	8.3	13.2	16.3	16.6	16.0	6.9	6.9	6.9
Swaziland	...	...	...	...	...	...	...	...	...	...	...	...	...
Togo	...	...	...	...	...	...	...	...	...	...	...	...	...
Uganda	2002	7,937	3,893	4,044	33.8	21.3	45.2	35.6	38.5	33.0	19.1	23.9	14.7
United Republic of Tanzania	2002	12,630	6,141	6,489	34.9	24.3	44.7	16.2	19.1	13.6	42.9	48.7	37.6
Zambia	...	...	...	...	...	...	...	...	...	...	...	...	...
Zimbabwe	2002	4,296	1,990	2,306	13.2	8.1	17.8	21.6	17.9	25.0	19.1	18.3	19.9

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

Lower secondary (ISCED 2) (%)			Upper secondary (ISCED 3) (%)			Post-secondary non-tertiary (ISCED 4) (%)			Tertiary (ISCED 5-6) (%)			Unknown (%)			Region
MF 13	M 14	F 15	MF 16	M 17	F 18	MF 19	M 20	F 21	MF 22	M 23	F 24	MF 25	M 26	F 27	Country or territory
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gambia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ghana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guinea
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kenya
7.1	6.4	7.7	8.5	8.3	8.6	3.5	3.1	3.8	1.9	1.9	1.9	-	-	-	Lesotho
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liberia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Madagascar
3.4	4.8	2.0	4.7	7.4	2.1	-	-	-	0.5	0.7	0.3	-	-	-	Malawi
4.8	4.7	5.0	3.6	3.4	3.8	.	.	.	1.9	1.2	2.6	0.0	0.0	0.0	Mali
18.6	21.0	16.3	12.4	14.0	10.9	5.2	5.9	4.6	2.6	3.8	1.5	0.5	0.6	0.5	Mauritius
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mozambique
10.6	10.6	10.7	11.7	12.6	10.9	3.1	3.2	3.0	2.2	2.5	2.0	3.0	3.5	2.6	Namibia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Niger
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nigeria
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Rwanda
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sao Tome and Principe
2.6	3.6	1.8	1.7	2.3	1.1	2.4	3.7	1.4	0.8	1.4	0.3	1.2	1.6	0.8	Senegal
22.6	21.2	24.0	x(19)	x(20)	x(21)	36.8	36.5	37.1	7.4	8.9	5.9	4.1	5.4	2.8	Seychelles
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia
33.5	33.4	33.6	21.6	23.2	20.2	6.4	6.4	6.3	4.3	5.0	3.7	0.1	0.2	0.1	South Africa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Swaziland
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Togo
5.1	7.1	3.2	1.6	2.6	0.8	.	.	.	4.8	6.7	3.1	-	-	-	Uganda
4.4	5.6	3.2	0.7	1.1	0.3	x(16)	x(17)	x(18)	0.9	1.2	0.7	-	-	-	United Republic of Tanzania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Zambia
35.6	40.9	30.8	1.3	2.0	0.6	7.5	10.5	4.8	1.5	2.3	0.9	0.1	0.2	0.1	Zimbabwe

TABLE 17 PRIMARY AND SECONDARY EDUCATION / ISCED 1, 2 and 3
Distribution of students by type of institution / 2008 (WEI and UOE countries)

Country or territory	Type of institution, by ISCED level									Mode of study	
	Primary (ISCED 1)			Lower secondary (ISCED 2)			Upper secondary (ISCED 3)			Primary and secondary (ISCED 1-3)	
	Public 1	Government- dependent private 2	Independent private 3	Public 4	Government- dependent private 5	Independent private 6	Public 7	Government- dependent private 8	Independent private 9	Full-time 10	Part-time 11
WEI countries											
Argentina	77.8 ⁻¹	18.6 ⁻¹	3.7 ⁻¹	77.4 ⁻¹	18.9 ⁻¹	3.6 ⁻¹	69.3 ⁻¹	24.9 ⁻¹	5.7 ⁻¹	100.0 ⁻¹	- ⁻¹
Brazil	88.4	.	11.6	90.3	.	9.7	86.0	.	14.0	...	...
Chile	45.2 ⁻¹	48.6 ⁻¹	6.2 ⁻¹	50.5 ⁻¹	43.4 ⁻¹	6.1 ⁻¹	43.2 ⁻¹	49.9 ⁻¹	6.9 ⁻¹	100.0 ⁻¹	. ⁻¹
China	93.8	6.2	x(2)	92.9	7.1	x(5)	89.9	10.1	x(8)	97.8	2.2
Egypt	92.3 ⁻¹	0.5 ⁻¹	7.2 ⁻¹	96.3 ⁻²	0.6 ⁻²	3.1 ⁻²	x(4)	x(5)	x(6)	100.0 ⁻¹	. ⁻¹
India	...	...	...	...	...	...	...	...	...	100.0 ⁻¹	- ⁻¹
Indonesia	83.9	.	16.1	62.8	.	37.2	48.6	.	51.4	100.0	.
Jamaica	88.3	.	11.7	94.2	.	5.8	97.8	.	2.2	100.0	.
Jordan	67.1	.	32.9	79.3	.	20.7	88.9	.	11.1	100.0	.
Malaysia	99.0 ⁻¹	. ⁻¹	1.0 ⁻¹	96.1 ⁻¹	. ⁻¹	3.9 ⁻¹	96.3 ⁻¹	. ⁻¹	3.7 ⁻¹	100.0 ⁻¹	. ⁻¹
Paraguay	83.8 ⁻²	10.2 ⁻²	6.1 ⁻²	81.4 ⁻²	11.1 ⁻²	7.5 ⁻²	72.4 ⁻²	7.5 ⁻²	20.1 ⁻²	100.0 ⁻²	. ⁻²
Peru	79.9	4.1	16.1	76.0	5.6	18.4	75.2	5.4	19.3	100.0	.
Philippines	92.0 ⁻¹	. ⁻¹	8.0 ⁻¹	80.1 ⁻¹	. ⁻¹	19.9 ⁻¹	78.2 ⁻¹	. ⁻¹	21.8 ⁻¹	100.0 ⁻¹	. ⁻¹
Russian Federation	99.4	.	0.6	99.6	.	0.4	98.9	.	1.1	99.9	0.1
Sri Lanka	100.0	-	-	100.0	-	-	...	...	...	100.0	-
Thailand	81.6 ⁺¹	18.4 ⁺¹	x(2)	87.3 ⁺¹	12.7 ⁺¹	x(5)	79.1 ⁺¹	20.9 ⁺¹	x(8)	81.9	18.1
Tunisia	98.4	.	1.6	98.3	.	1.7	92.4	.	7.6	100.0	.
Uruguay	85.9 ⁻¹	. ⁻¹	14.1 ⁻¹	87.9 ⁻¹	. ⁻¹	12.1 ⁻¹	89.1 ⁻¹	. ⁻¹	10.9 ⁻¹	100.0 ⁻¹	. ⁻¹
OECD countries											
Australia	69.7	30.3	.	66.2	33.8	.	76.9	22.9	0.2	78.9	21.1
Austria	94.6	5.4	x(2)	91.5	8.5	x(5)	89.4	10.6	x(8)	...	...
Belgium	45.9	54.1	.	39.9	60.1	.	43.4	56.6	.	79.3	20.7
Canada	94.2 ⁻²	5.8 ⁻²	x(2)	94.2 ⁻²	5.8 ⁻²	x(5)	94.2 ⁻²	5.8 ⁻²	x(8)	100.0 ⁻²	. ⁻²
Czech Republic	98.7	1.3	.	94.2	5.8	.	86.1	13.9	.	100.0	-
Denmark	87.9 ⁻¹	12.1 ⁻¹	- ⁻¹	76.2 ⁻¹	23.4 ⁻¹	0.4 ⁻¹	97.3 ⁻¹	2.6 ⁻¹	0.1 ⁻¹	96.7 ⁻¹	3.3 ⁻¹
Finland	98.6	1.4	.	95.7	4.3	.	86.1	13.9	.	100.0	.
France	85.0	14.4	0.5	78.2	21.5	0.3	68.7	30.3	1.0	...	...
Germany	96.4	3.6	x(2)	91.5	8.5	x(5)	91.1	8.9	x(8)	99.7	0.3
Greece	92.8 ⁻¹	. ⁻¹	7.2 ⁻¹	94.9 ⁻¹	. ⁻¹	5.1 ⁻¹	95.3 ⁻¹	. ⁻¹	5.2 ⁻¹	97.9 ⁻¹	2.4 ⁻¹
Hungary	92.1	7.9	.	91.3	8.7	.	80.7	19.3	.	95.2	4.8
Iceland	98.2	1.8	-	99.1	0.9	-	87.8	11.8	0.5	90.0	10.0
Ireland	99.1 ⁻¹	. ⁻¹	0.9 ⁻¹	100.0 ⁻¹	. ⁻¹	- ⁻¹	98.6 ⁻¹	. ⁻¹	1.4 ⁻¹	99.9 ⁻¹	0.1 ⁻¹
Italy	93.1 ⁻¹	. ⁻¹	6.9 ⁻¹	96.2 ⁻¹	. ⁻¹	3.8 ⁻¹	94.3 ⁻¹	1.0 ⁻¹	4.8 ⁻¹	99.2 ⁻¹	0.8 ⁻¹
Japan	99.0	.	1.0	92.9	.	7.1	69.2	.	30.8	98.7	1.3
Luxembourg	92.2	0.5	7.3	80.4	11.2	8.4	84.2	7.3	8.5	99.9	0.1

Country or territory	Type of institution, by ISCED level									Mode of study	
	Primary (ISCED 1)			Lower secondary (ISCED 2)			Upper secondary (ISCED 3)			Primary and secondary (ISCED 1-3)	
	Public 1	Government- dependent private 2	Independent private 3	Public 4	Government- dependent private 5	Independent private 6	Public 7	Government- dependent private 8	Independent private 9	Full-time 10	Part-time 11
Mexico	91.8	.	8.2	86.4	.	13.6	80.8	.	19.2	100.0	.
Netherlands	...	...	...	...	...	...	...	...	...	99.1	0.9
New Zealand	87.6	10.2	2.2	83.0	12.0	5.1	76.2	17.1	6.7	90.9	9.1
Norway	97.8	2.2	x(2)	96.9	3.1	x(5)	90.6	9.4	x(8)	98.9	1.1
Poland	98.0 ⁻¹	0.6 ⁻¹	1.5 ⁻¹	97.0 ⁻¹	0.8 ⁻¹	2.2 ⁻¹	90.2 ⁻¹	0.9 ⁻¹	8.9 ⁻¹	95.4 ⁻¹	4.6 ⁻¹
Portugal	88.9 ⁻¹	2.6 ⁻¹	8.5 ⁻¹	88.0 ⁻¹	6.5 ⁻¹	5.5 ⁻¹	81.2 ⁻¹	5.2 ⁻¹	13.5 ⁻¹	100.0 ⁻¹	. ⁻¹
Republic of Korea	98.7	.	1.3	81.5	18.5	.	53.5	46.5	.	...	...
Slovakia	94.5	5.5	-	93.7	6.3	-	87.2	12.8	-	98.9	1.1
Spain	68.6	27.9	3.5	67.9	29.0	3.1	77.8	12.1	10.1	91.9	8.1
Sweden	92.7	7.3	-	90.5	9.5	-	87.2	12.8	-	91.6	8.4
Switzerland	95.8	1.3	2.9	92.3	2.7	4.9	93.2	2.8	4.1	99.8	0.2
Turkey	97.9	.	2.1	x(1)	.	x(3)	97.1	.	2.9	...	...
United Kingdom	95.0	0.1	4.9	84.0	11.4	4.6	56.2	39.1	4.7	97.6	2.4
United States of America	90.3	.	9.7	91.1	.	8.9	91.4	.	8.6	100.0	.
Other UOE countries											
Albania	...	...	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...
Bulgaria	99.4	.	0.6	96.9	.	3.1	97.2	.	2.8	97.6	2.4
Croatia	99.8 ⁻¹	. ⁻¹	0.2 ⁻¹	99.7 ⁻¹	. ⁻¹	0.3 ⁻¹	96.9 ⁻¹	. ⁻¹	3.1 ⁻¹	97.0 ⁻¹	3.0 ⁻¹
Cyprus	93.0	.	7.0	84.3	.	15.7	84.5	.	15.5	99.2	0.8
Estonia	97.0	.	3.0	97.8	.	2.2	97.0	.	3.0	96.1	3.9
Israel	100.0	.	.	100.0	.	.	100.0	.	.	100.0	.
Latvia	98.9	.	1.1	99.1	.	0.9	98.3	.	1.7	95.6	4.4
Liechtenstein	96.1	-	3.9	92.9	-	7.1	98.3	1.4	0.3	100.0	-
Lithuania	99.4	.	0.6	99.2	.	0.8	99.4	.	0.6	97.7	2.3
Malta	73.2 ⁻¹	20.0 ⁻¹	6.7 ⁻¹	62.5 ⁻¹	30.0 ⁻¹	7.6 ⁻¹	93.6 ⁻¹	5.9 ⁻¹	0.5 ⁻¹	97.4 ⁻¹	2.6 ⁻¹
Romania	99.7	.	0.3	99.8	.	0.2	97.8	.	2.2	96.9	3.1
Slovenia	99.8	0.2	-	99.9	0.1	-	96.2	3.3	0.5	94.3	5.7
The former Yugoslav Rep. of Macedonia	100.0	.	.	100.0	.	.	98.9	0.3	0.8	99.8	0.2

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

TABLE 18 TERTIARY EDUCATION / ISCED 5 and 6
Distribution of students by type of institution / 2008 (WEI and UOE countries)

Country or territory	Type of institution, by ISCED level									Mode of study			
	Tertiary (ISCED 5B)			Tertiary (ISCED 5A and 6)			Total tertiary (ISCED 5-6)			Tertiary (ISCED 5B)		Tertiary (ISCED 5A and 6)	
	Public 1	Government-dependent private 2	Independent private 3	Public 4	Government-dependent private 5	Independent private 6	Public 7	Government-dependent private 8	Independent private 9	Full-time 10	Part-time 11	Full-time 12	Part-time 13
WEI countries													
Argentina	59.0 ⁻¹	18.0 ⁻¹	23.0 ⁻¹	80.6 ⁻¹	. ⁻¹	19.4 ⁻¹	74.0 ⁻¹	5.5 ⁻¹	20.5 ⁻¹	93.6 ⁻¹	6.4 ⁻¹	52.1 ⁻¹	47.9 ⁻¹
Brazil	16.9	.	83.1	29.3	.	70.7	28.1	.	71.9	...	...	...	...
Chile	7.3 ⁻¹	2.8 ⁻¹	89.9 ⁻¹	34.3 ⁻¹	22.9 ⁻¹	42.9 ⁻¹	23.4 ⁻¹	14.8 ⁻¹	61.8 ⁻¹	100.0 ⁻¹	. ⁻¹	100.0 ⁻¹	. ⁻¹
China	...	...	...	...	...	...	...	...	...	72.4	27.6	77.3	22.7
Egypt	...	...	...	...	...	...	...	...	...	...	...	...	...
India	...	...	...	...	...	...	...	...	...	...	...	100.0 ⁻¹	. ⁻¹
Indonesia	40.0	.	60.0	30.4	.	69.6	32.3	.	67.7	100.0	.	100.0	.
Jamaica	...	.	...	...	.	...	...	.	...	...	...	...	...
Jordan	49.4	.	50.6	74.1	.	25.9	71.4	.	28.6	100.0	.	100.0	.
Malaysia	58.8 ⁻¹	. ⁻¹	41.2 ⁻¹	67.8 ⁻¹	. ⁻¹	32.2 ⁻¹	63.9 ⁻¹	. ⁻¹	36.1 ⁻¹	96.3 ⁻¹	3.7 ⁻¹	92.1 ⁻¹	7.9 ⁻¹
Paraguay	...	...	...	...	...	...	...	...	...	...	...	...	...
Peru	35.7	0.7	63.5	...	...	...	...	...	...	100.0	.	...	...
Philippines	40.8 ⁻²	. ⁻²	59.2 ⁻²	33.5 ⁻²	. ⁻²	66.5 ⁻²	34.2 ⁻²	. ⁻²	65.8 ⁻²	100.0 ⁻²	. ⁻²	100.0 ⁻²	. ⁻²
Russian Federation	95.0	.	5.0	83.5	.	16.5	85.8	.	14.2	71.8	28.2	52.6 ^f	47.4 ^f
Sri Lanka	...	...	...	...	...	...	...	...	...	...	...	...	...
Thailand	64.9 ⁺¹	. ⁺¹	35.1 ⁺¹	85.6 ⁺¹	. ⁺¹	14.4 ⁺¹	82.5 ⁺¹	. ⁺¹	17.5 ⁺¹	...	...	...	...
Tunisia	x(4)	.	x(6)	98.3	.	1.7	98.3	.	1.7	100.0	.	100.0	.
Uruguay	96.7 ⁻¹	. ⁻¹	3.3 ⁻¹	87.7 ⁻¹	. ⁻¹	12.3 ⁻¹	88.5 ⁻¹	. ⁻¹	11.5 ⁻¹	100.0 ⁻¹	. ⁻¹	100.0 ⁻¹	. ⁻¹
OECD countries													
Australia	86.2	2.0	11.7	96.6	-	3.4	95.0	0.3	4.7	47.8	52.2	69.5	30.5
Austria	65.1	34.9	-	85.4	14.6	-	84.1	15.9	-	...	...	...	...
Belgium	44.4	55.6	.	42.6	57.4	.	43.5	56.5	.	64.4	35.6	86.7	13.3
Canada	...	...	...	...	...	...	...	...	...	...	...	...	...
Czech Republic	65.9	31.7	2.4	88.4	.	11.7	86.6	2.6	10.9	91.7	8.3	96.9	3.1
Denmark	97.9 ⁻¹	1.5 ⁻¹	0.6 ⁻¹	97.8 ⁻¹	2.2 ⁻¹	. ⁻¹	97.8 ⁻¹	2.1 ⁻¹	0.1 ⁻¹	64.6 ⁻¹	35.4 ⁻¹	92.5 ⁻¹	7.5 ⁻¹
Finland	98.6	1.4	.	95.7	4.3	.	86.1	13.9	.	100.0	.	55.6 ⁻¹	44.4 ⁻¹
France	85.0	14.4	0.5	78.2	21.5	0.3	68.7	30.3	1.0	...	...	...	...
Germany	96.4	3.6	x(2)	91.5	8.5	x(5)	91.1	8.9	x(8)	99.7	0.3	...	...
Greece	92.8 ⁻¹	. ⁻¹	7.2 ⁻¹	94.9 ⁻¹	. ⁻¹	5.1 ⁻¹	95.3 ⁻¹	. ⁻¹	5.2 ⁻¹	97.9 ⁻¹	2.4 ⁻¹	100.0 ⁻¹	. ⁻¹
Hungary	92.1	7.9	.	91.3	8.7	.	80.7	19.3	.	95.2	4.8	56.8 ⁻¹	43.2 ⁻¹
Iceland	98.2	1.8	-	99.1	0.9	-	87.8	11.8	0.5	90.0	10.0	76.1 ⁻¹	23.9 ⁻¹
Ireland	92.9 ⁻¹	. ⁻¹	7.1 ⁻¹	90.9 ⁻¹	. ⁻¹	9.1 ⁻¹	91.5 ⁻¹	. ⁻¹	8.5 ⁻¹	70.7 ⁻¹	29.3 ⁻¹	80.3 ⁻¹	19.7 ⁻¹
Italy	87.8 ⁻¹	. ⁻¹	12.2 ⁻¹	92.3 ⁻¹	. ⁻¹	7.7 ⁻¹	92.3 ⁻¹	. ⁻¹	7.7 ⁻¹	100.0 ⁻¹	. ⁻¹	100.0 ⁻¹	. ⁻¹
Japan	7.3	.	92.7	24.6	.	75.4	20.8	.	79.2	96.8	3.2	90.3	9.7
Luxembourg	...	...	...	...	...	...	...	...	...	...	...	...	...

Country or territory	Type of institution, by ISCED level									Mode of study			
	Tertiary (ISCED 5B)			Tertiary (ISCED 5A and 6)			Total tertiary (ISCED 5-6)			Tertiary (ISCED 5B)		Tertiary (ISCED 5A and 6)	
	Public 1	Government- dependent private 2	Independent private 3	Public 4	Government- dependent private 5	Independent private 6	Public 7	Government- dependent private 8	Independent private 9	Full-time 10	Part-time 11	Full-time 12	Part-time 13
Mexico	95.4	.	4.6	65.7	.	34.3	66.7	.	33.3	100.0	.	100.0	.
Netherlands	...	.	...	...	.	...	...	.	...	.	.	85.1	14.9
New Zealand	63.0	29.2	7.7	97.2	2.3	0.5	87.9	9.6	2.4	38.5	61.5	60.2	39.8
Norway	45.0	55.0	-	86.4	13.6	-	86.0	14.0	-	60.4	39.6	71.0	29.0
Poland	78.3 ⁻¹	⁻¹	21.7 ⁻¹	67.7 ⁻¹	⁻¹	32.3 ⁻¹	67.8 ⁻¹	⁻¹	32.2 ⁻¹	100.0 ⁻¹	⁻¹	53.3 ⁻¹	46.7 ⁻¹
Portugal	80.2 ⁻¹	⁻¹	19.8 ⁻¹	75.0 ⁻¹	⁻¹	25.0 ⁻¹	75.1 ⁻¹	⁻¹	24.9 ⁻¹	100.0 ⁻¹	⁻¹	100.0 ⁻¹	⁻¹
Republic of Korea	3.5	.	96.5	24.9	.	75.1	19.8	.	80.2	100.0	-	100.0	-
Slovakia	81.7	18.3	-	89.4	-	10.6	89.3	0.2	10.5	81.3	18.7	60.7	39.3
Spain	79.3	15.1	5.6	86.9	-	13.1	85.9	2.0	12.0	96.7	3.3	87.8	12.2
Sweden	59.7	40.3	.	93.3	6.7	.	91.4	8.6	.	92.0	8.0	47.9	52.1
Switzerland	36.7	35.2	28.1	94.7	3.7	1.6	82.6	10.2	7.1	24.5	75.5	90.0	10.0
Turkey	96.8	.	3.2	93.5	.	6.5	94.5	.	5.5	100.0	-	100.0	-
United Kingdom	.	100.0	-	.	100.0	-	.	100.0	-	24.8	75.2	75.1	24.9
United States of America	81.1	.	18.9	71.7	.	28.3	73.9	.	26.1	45.4	54.6	66.9	33.1
Other UOE countries													
Albania	...	...	...	...	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria	32.9	.	67.1	84.3	.	15.7	79.2	.	20.8	51.4	48.6	67.7	32.3
Croatia	83.4 ⁻¹	⁻¹	16.6 ⁻¹	99.9 ⁻¹	⁻¹	0.1 ⁻¹	94.9 ⁻¹	⁻¹	5.1 ⁻¹	54.7 ⁻¹	45.3 ⁻¹	79.1 ⁻¹	20.9 ⁻¹
Cyprus	14.0	.	86.0	44.0	.	56.0	30.3	.	69.7	83.3	16.7	91.1	8.9
Estonia	46.8	15.9	37.3	0.1	86.2	13.7	15.8	62.5	21.6	90.7	9.3	87.4	12.6
Israel	35.2	64.8	.	9.3	78.7	12.0	13.8	76.3	9.9	100.0	.	81.6	18.4
Latvia	29.8	25.3	44.9	-	70.7	29.3	4.9	63.2	31.9	34.8	65.2	61.2	38.8
Liechtenstein	-	-	-	-	90.1	9.9	-	90.1	9.9	-	-	69.0	31.0
Lithuania	72.6	.	27.4	95.1	.	4.9	88.5	.	11.5	44.5	55.5	57.9	42.1
Malta	100.0 ⁻¹	⁻¹	⁻¹	100.0 ⁻¹	⁻¹	⁻¹	100.0 ⁻¹	⁻¹	⁻¹	44.9 ⁻¹	55.1 ⁻¹	82.1 ⁻¹	17.9 ⁻¹
Romania	96.0	.	4.0	61.4	.	38.6	61.4	.	38.6	68.4	31.6	64.1	35.9
Slovenia	80.1	5.1	14.8	93.4	4.2	2.3	88.5	4.6	6.9	50.0	50.0	75.8	24.2
The former Yugoslav Rep. of Macedonia	97.6	.	2.4	81.4	.	18.6	81.9	.	18.1	51.4	48.6	85.1	14.9

^f Data includes ISCED 5A only.

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

TABLE 19 PRIMARY AND LOWER SECONDARY EDUCATION / ISCED 1 and 2
Average class size by type of institution / 2008 (WEI and UOE countries)

Country or territory	Primary education (ISCED 1)				Lower secondary education (ISCED 2) general programmes			
	Public 1	Government- dependent private 2	Independent private 3	Total public and private 4	Public 5	Government- dependent private 6	Independent private 7	Total public and private 8
WEI countries								
Argentina	26.1 ⁻¹	29.5 ⁻¹	24.0 ⁻¹	26.6 ⁻¹	28.3 ⁻¹	29.5 ⁻¹	26.3 ⁻¹	28.5 ⁻¹
Brazil	27.1	.	17.8	25.5	30.5	.	25.0	29.8
Chile	30.7 ⁻¹	34.0 ⁻¹	23.9 ⁻¹	31.5 ⁻¹	30.3 ⁻¹	33.2 ⁻¹	24.5 ⁻¹	30.9 ⁻¹
China	36.6	41.8	x(2)	36.8	55.5	51.6	x(6)	55.2
Egypt	43.3	41.4	33.4	42.4	39.9	39.0	29.8	39.2
India	...	...	...	...	...	...	...	...
Indonesia	27.4	.	22.8	26.6	37.7	.	33.1	35.9
Jamaica	...	...	...	...	...	...	...	...
Jordan	26.7	.	26.2	26.5	31.3	.	28.8	30.7
Malaysia	29.0 ⁻¹	. ⁻¹	...	...	19.2 ⁻¹	. ⁻¹	...	...
Paraguay	17.4 ⁻²	21.7 ⁻²	15.9 ⁻²	17.7 ⁻²	23.1 ⁻²	25.4 ⁻²	20.3 ⁻²	23.1 ⁻²
Peru	15.0	23.3	14.7	15.2	28.8	29.8	20.3	27.0
Philippines	38.7 ⁻¹	. ⁻¹	28.1 ⁻¹	37.7 ⁻¹	53.1 ⁻¹	. ⁻¹	46.5 ⁻¹	51.6 ⁻¹
Russian Federation	15.5 ⁻¹	. ⁻¹	10.2 ⁻¹	15.5 ⁻¹	18.1 ⁻¹	. ⁻¹	9.6 ⁻¹	18.0 ⁻¹
Sri Lanka	25.3	...	...	...	27.4	...	...	...
Thailand	19.7 ⁺¹	29.5 ⁺¹	x(2)	21.0 ⁺¹	33.7 ⁺¹	38.8 ⁺¹	x(6)	34.3 ⁺¹
Tunisia	22.5	.	22.5	22.5	30.6	.	19.2	30.3
Uruguay	26.3 ⁻¹	. ⁻¹	...	...	30.2 ⁻¹	. ⁻¹	24.7 ⁻¹	29.2 ⁻¹
OECD countries								
Australia	23.5	25.0	.	24.0	22.6	24.6	.	23.3
Austria	19.3	20.6	-	19.3	23.3	24.0	-	23.4
Belgium	...	...	...	...	...	...	...	...
Canada	...	...	...	...	...	...	...	...
Czech Republic	20.0	16.2	.	19.9	22.5	20.3	.	22.5
Denmark	20.0 ⁻¹	16.5 ⁻¹	. ⁻¹	19.5 ⁻¹	20.2 ⁻¹	18.5 ⁻¹	. ⁻¹	19.9 ⁻¹
Finland	19.8	18.4	.	19.8	20.0	21.7	.	20.1
France	22.7	23.1	x(2)	22.7	24.1	25.3	13.3	24.3
Germany	21.9	22.4	x(2)	21.9	24.7	25.5	x(6)	24.7
Greece	16.8 ⁻¹	. ⁻¹	20.9 ⁻¹	17.0 ⁻¹	21.5 ⁻¹	. ⁻¹	23.6 ⁻¹	21.6 ⁻¹
Hungary	21.4	19.3	.	21.2	22.8	21.3	.	22.6
Iceland	18.0	14.4	-	17.9	19.8	13.0	-	19.7
Ireland	24.5 ⁻¹	. ⁻¹	...	...	20.3 ⁻¹	. ⁻¹	...	...
Italy	18.6	.	...	...	...	...	...	...
Japan	28.0	.	32.8	28.1	33.0	.	35.5	33.2
Luxembourg	15.6	20.1	18.0	15.7	19.5	20.9	21.6	19.8

Country or territory	Primary education (ISCED 1)				Lower secondary education (ISCED 2) general programmes			
	Public 1	Government- dependent private 2	Independent private 3	Total public and private 4	Public 5	Government- dependent private 6	Independent private 7	Total public and private 8
Mexico	19.7	.	20.7	19.8	29.1	.	24.9	28.7
Netherlands	22.4	.	...	...	...	.	...	...
New Zealand	...	...	...	...	...	...	...	...
Norway	...	...	...	...	...	...	...	...
Poland	19.9 ⁻¹	11.8 ⁻¹	12.0 ⁻¹	19.6 ⁻¹	24.6 ⁻¹	25.5 ⁻¹	16.0 ⁻¹	24.3 ⁻¹
Portugal	19.5 ⁻¹	24.0 ⁻¹	20.7 ⁻¹	19.7 ⁻¹	22.2 ⁻¹	23.8 ⁻¹	23.1 ⁻¹	22.3 ⁻¹
Republic of Korea	29.9	.	30.9	30.0	35.5	34.4	.	35.3
Slovakia	19.4	18.3	–	19.3	22.0	21.1	–	22.0
Spain	19.7	24.3	24.8	21.0	23.6	26.3	24.9	24.4
Sweden	...	...	...	...	...	...	...	...
Switzerland	19.5	...	...	...	18.9	...	...	...
Turkey	27.3	.	18.0	27.0	x(1)	.	x(3)	x(4)
United Kingdom	25.7	25.7	13.5	24.6	21.3	21.3	11.2	20.4
United States of America	23.8	.	19.3	23.3	23.2	.	19.1	22.8
Other UOE countries								
Albania	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...
Bulgaria	20.3	.	10.8	20.2	21.8	.	11.4	21.7
Croatia	19.5 ⁻¹	. ⁻¹	11.6 ⁻¹	19.5 ⁻¹	22.2 ⁻¹	. ⁻¹	12.6 ⁻¹	22.2 ⁻¹
Cyprus	19.0	.	18.1	19.0	22.5	.	20.1	22.1
Estonia	18.4	.	15.1	18.3	21.6	.	15.6	21.4
Israel	27.6	.	.	27.6	32.5	.	.	32.5
Latvia	15.5	.	8.7	15.3	17.3	.	9.0	17.1
Liechtenstein	15.1	.	.	15.1	15.7	.	.	15.7
Lithuania	14.6	.	10.9	14.5	20.8	.	18.7	20.8
Malta	21.2 ⁻¹	25.3 ⁻¹	30.7 ⁻¹	22.4 ⁻¹	21.3 ⁻¹	24.4 ⁻¹	20.4 ⁻¹	22.1 ⁻¹
Romania	15.4	.	13.5	15.4	19.9	.	14.0	19.9
Slovenia	18.5	17.0	–	18.5	20.4	23.5	–	20.4
The former Yugoslav Rep. of Macedonia	20.3	.	.	20.3	21.5	.	.	21.5

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

TABLE 20 INTENDED INSTRUCTION TIME (HOURS PER YEAR) FOR STUDENTS (9 TO 14 YEARS) IN PUBLIC INSTITUTIONS / 2008 (WEI countries)

Country or territory	Age						Total for ages 9-11	Total for ages 12-14	Duration per session (in minutes)
	9 1	10 2	11 3	12 4	13 5	14 6			
WEI countries									
Argentina	720 ⁻¹	720 ⁻¹	720 ⁻¹	896 ⁻¹	896 ⁻¹	896 ⁻¹	2160 ⁻¹	2688 ⁻¹	120 ⁻¹
Brazil	800	800	800	800	800	800	2400	2400	60
Chile	...	...	...	...	...	...	...	...	...
China	...	...	...	...	...	...	...	...	...
Egypt	1145	1145	1145	1019	1019	1019	3435	3056	45
India	...	...	...	...	...	...	...	...	...
Indonesia	457	635	635	635	725	725	1727	2085	32
Jamaica	950	950	950	950	950	950	2850	2850	40
Jordan	1080	1114	1148	1215	1215	1249	3341	3679	45
Malaysia	964 ⁻¹	964 ⁻¹	964 ⁻¹	1230 ⁻¹	1230 ⁻¹	1230 ⁻¹	2891 ⁻¹	3690 ⁻¹	40 ⁻¹
Paraguay	793 ⁻¹	793 ⁻¹	793 ⁻¹	1066 ⁻¹	1066 ⁻¹	1066 ⁻¹	2380 ⁻¹	3198 ⁻¹	40 ⁻¹
Peru	900	900	900	1050	1050	1050	2700	3150	45
Philippines	1067	1067	1067	1467	1467	1467	3200	4400	40
Russian Federation	...	...	...	...	...	...	...	...	...
Sri Lanka	...	1083	1083	1083	1083	1083	...	3248	40
Thailand	800-1000 ⁺¹	800-1000 ⁺¹	800-1000 ⁺¹	1000-1200 ⁺¹	1000-1200 ⁺¹	1000-1200 ⁺¹	2400-3000 ⁺¹	3000-3600 ⁺¹	50 ⁺¹
Tunisia	800	960	992	992	992	992	2752	2976	60
Uruguay	740 ⁻²	740 ⁻²	740 ⁻²	912 ⁻²	912 ⁻²	912 ⁻²	2220 ⁻²	2736 ⁻²	40 ⁻²

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

TABLE 21 PRIMARY AND SECONDARY EDUCATION / ISCED 1, 2 and 3 Organization of teachers' instructional time / 2007 (WEI and UOE countries)

Country or territory	Teaching hours per year			Teaching weeks per year		
	Primary (ISCED 1) 1	Lower secondary (ISCED 2) 2	Upper secondary (ISCED 3) general programmes 3	Primary (ISCED 1) 4	Lower secondary (ISCED 2) 5	Upper secondary (ISCED 3) general programmes 6
WEI countries						
Argentina	680 ⁻¹	1368 ⁻¹	1368 ⁻¹	36 ⁻¹	36 ⁻¹	36 ⁻¹
Brazil	...	...	...	...	...	...
Chile	860 ⁻¹	860 ⁻¹	860 ⁻¹	40 ⁻¹	40 ⁻¹	40 ⁻¹
China	...	...	...	...	...	...
Egypt	756 ⁻²	662 ⁻²	567 ⁻²	34 ⁻²	34 ⁻²	34 ⁻²
India	...	...	...	...	...	...
Indonesia	1260	738	738	44	44	44
Jamaica	950	950	950	38	38	38
Jordan	792	792	792	42	42	42
Malaysia	650 ⁻¹	650 ⁻¹	650 ⁻¹	42 ⁻¹	42 ⁻¹	42 ⁻¹
Paraguay	752 ⁻¹	837 ⁻¹	940 ⁻¹	39 ⁻¹	39 ⁻¹	39 ⁻¹
Peru	869	695	695	40	40	40
Philippines	1182	1182	1182	40	40	40
Russian Federation	656 ⁻¹	845 ⁻¹	845 ⁻¹	34 ⁻¹	35 ⁻¹	35 ⁻¹
Sri Lanka	1056	1218	1218	41	41	41
Thailand	740 ⁺¹	925 ⁺¹	1110 ⁺¹	40 ⁺¹	40 ⁺¹	40 ⁺¹
Tunisia	662	493	493	32	30	30
Uruguay	660 ⁻²	427 ⁻²	427 ⁻²	37 ⁻²	36 ⁻²	36 ⁻²

TABLE 21 PRIMARY AND SECONDARY EDUCATION / ISCED 1, 2 and 3
 Organization of teachers' instructional time / 2008 (WEI and UOE countries)

Country or territory	Teaching hours per year			Teaching weeks per year		
	Primary (ISCED 1) 1	Lower secondary (ISCED 2) 2	Upper secondary (ISCED 3) general programmes 3	Primary (ISCED 1) 4	Lower secondary (ISCED 2) 5	Upper secondary (ISCED 3) general programmes 6
OECD countries						
Australia	877 ⁻¹	815 ⁻¹	813 ⁻¹	40 ⁻¹	40 ⁻¹	40 ⁻¹
Austria	774 ⁻¹	607 ⁻¹	589 ⁻¹	38 ⁻¹	38 ⁻¹	38 ⁻¹
Belgium (Fl.)	806 ⁻¹	691 ⁻¹	645 ⁻¹	37 ⁻¹	37 ⁻¹	37 ⁻¹
Belgium (Fr.)	724 ⁻¹	662 ⁻¹	603 ⁻¹	37 ⁻¹	37 ⁻¹	37 ⁻¹
Canada	...	...	...	...	...	...
Czech Republic	849 ⁻¹	637 ⁻¹	608 ⁻¹	40 ⁻¹	40 ⁻¹	40 ⁻¹
Denmark	648 ⁻¹	648 ⁻¹	364 ⁻¹	42 ⁻¹	42 ⁻¹	42 ⁻¹
England	...	...	...	38 ⁻¹	38 ⁻¹	38 ⁻¹
Finland	677 ⁻¹	592 ⁻¹	550 ⁻¹	38 ⁻¹	38 ⁻¹	38 ⁻¹
France	914 ⁻¹	632 ⁻¹	618 ⁻¹	35 ⁻¹	35 ⁻¹	35 ⁻¹
Germany	806 ⁻¹	758 ⁻¹	714 ⁻¹	40 ⁻¹	40 ⁻¹	40 ⁻¹
Greece	751 ⁻¹	559 ⁻¹	544 ⁻¹	40 ⁻¹	38 ⁻¹	38 ⁻¹
Hungary	583 ⁻¹	555 ⁻¹	555 ⁻¹	37 ⁻¹	37 ⁻¹	37 ⁻¹
Iceland	671 ⁻¹	671 ⁻¹	560 ⁻¹	36 ⁻¹	36 ⁻¹	35 ⁻¹
Ireland	946 ⁻¹	735 ⁻¹	735 ⁻¹	37 ⁻¹	33 ⁻¹	33 ⁻¹
Italy	735 ⁻¹	601 ⁻¹	601 ⁻¹	38 ⁻¹	38 ⁻¹	38 ⁻¹
Japan	705 ⁻¹	600 ⁻¹	498 ⁻¹	40 ⁻¹	40 ⁻¹	40 ⁻¹
Luxembourg	774 ⁻¹	642 ⁻¹	642 ⁻¹	36 ⁻¹	36 ⁻¹	36 ⁻¹
Mexico	800 ⁻¹	1047 ⁻¹	843 ⁻¹	42 ⁻¹	42 ⁻¹	36 ⁻¹
Netherlands	930 ⁻¹	...	...	40 ⁻¹	...	...
New Zealand	985 ⁻¹	968 ⁻¹	950 ⁻¹	39 ⁻¹	39 ⁻¹	38 ⁻¹
Norway	741 ⁻¹	654 ⁻¹	523 ⁻¹	38 ⁻¹	38 ⁻¹	38 ⁻¹
Poland	...	...	...	...	...	...
Portugal	855 ⁻¹	752 ⁻¹	684 ⁻¹	37 ⁻¹	37 ⁻¹	37 ⁻¹
Republic of Korea	755 ⁻¹	545 ⁻¹	480 ⁻¹	37 ⁻¹	37 ⁻¹	37 ⁻¹
Scotland	855 ⁻¹	855 ⁻¹	855 ⁻¹	38 ⁻¹	38 ⁻¹	38 ⁻¹
Slovakia	...	...	...	...	...	...
Spain	880 ⁻¹	713 ⁻¹	693 ⁻¹	37 ⁻¹	37 ⁻¹	36 ⁻¹
Sweden	...	...	...	...	...	...
Switzerland	...	...	...	...	...	...
Turkey	639 ⁻¹	x(1)	567 ⁻¹	38 ⁻¹	x(4)	38 ⁻¹
United States of America	1080 ⁻¹	1080 ⁻¹	1080 ⁻¹	36 ⁻¹	36 ⁻¹	36 ⁻¹
Other UOE countries						
Albania	...	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...
Bulgaria	...	...	...	...	...	...
Croatia	...	...	...	...	...	...
Cyprus	...	...	...	...	...	...
Estonia	630 ⁻¹	630 ⁻¹	578 ⁻¹	39 ⁻¹	39 ⁻¹	39 ⁻¹
Israel	1025 ⁻¹	788 ⁻¹	665 ⁻¹	43 ⁻¹	42 ⁻¹	42 ⁻¹
Latvia	...	...	...	...	...	...
Liechtenstein	...	...	...	...	...	...
Lithuania	...	...	...	...	...	...
Malta	...	...	...	...	...	...
Romania	...	...	...	...	...	...
Slovenia	682 ⁻¹	682 ⁻¹	626 ⁻¹	40 ⁻¹	40 ⁻¹	40 ⁻¹
The former Yugoslav Rep. of Macedonia	...	...	...	...	...	...

Source for OECD countries and OECD Partner countries is the OECD publication *Education at a Glance* (Table D4.1). For details, see technical note F in the *Reader's Guide*. Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

TABLE 22 PRIMARY AND SECONDARY EDUCATION / ISCED 1, 2 and 3
Distribution of teachers by age / 2008 (WEI and UOE countries)

Country or territory	Age of teachers								
	Primary (ISCED 1)						Lower secondary (ISCED 2)		
	<30 1	30-39 2	40-49 3	50-59 4	≥60 5	Unknown 6	<30 7	30-39 8	40-49 9
WEI countries									
Argentina	14.4 ⁻¹	41.6 ⁻¹	28.0 ⁻¹	12.8 ⁻¹	3.1 ⁻¹	- ⁻¹	16.2 ⁻¹	35.0 ⁻¹	30.0 ⁻¹
Brazil	19.6	35.4	31.9	11.5	1.6	-	19.4	33.6	31.4
Chile	13.4 ⁻¹	21.6 ⁻¹	25.3 ⁻¹	29.1 ⁻¹	10.6 ⁻¹	. ⁻¹	13.4 ⁻¹	21.6 ⁻¹	25.3 ⁻¹
China	...	...	...	...	...	...	...	...	...
Egypt	1.6 ⁻¹	31.6 ⁻¹	46.4 ⁻¹	12.2 ⁻¹	- ⁻¹	8.2 ⁻¹	1.0 ⁻¹	38.9 ⁻¹	44.9 ⁻¹
India	...	...	...	...	...	...	...	...	...
Indonesia	13.1	32.4	33.9	20.0	0.6	-	35.6	28.7	27.0
Jamaica	16.7	30.9	18.0	28.7	5.7	-	-	-	-
Jordan	...	...	...	...	...	...	...	...	...
Malaysia	16.0 ⁻¹	39.9 ⁻¹	29.6 ⁻¹	14.4 ⁻¹	0.1 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹
Paraguay	...	...	...	...	...	...	...	...	...
Peru	...	...	...	...	...	...	...	...	...
Philippines	7.6 ⁻¹	24.1 ⁻¹	24.8 ⁻¹	27.5 ⁻¹	16.0 ⁻¹	- ⁻¹	13.5 ⁻¹	35.9 ⁻¹	28.3 ⁻¹
Russian Federation	...	...	...	...	...	...	...	...	...
Sri Lanka	9.6	30.7	41.7	17.9	0.1	-	10.0	33.1	36.0
Thailand	...	...	...	...	...	...	...	...	...
Tunisia	...	...	...	...	...	...	...	...	...
Uruguay	...	...	...	...	...	...	...	...	...
OECD countries									
Australia	...	...	...	...	...	...	...	...	...
Austria	8.3	21.4	35.6	33.4	1.3	-	6.1	16.7	37.9
Belgium ^(g)	23.1	28.9	27.6	18.7	1.6	-	17.8	23.9	25.9
Canada	...	...	...	...	...	...	...	...	...
Czech Republic ^(g,h)	9.2	18.5	33.3	35.6	3.3	-	10.9	26.3	39.0
Denmark	x(7)	x(8)	x(9)	x(10)	x(11)	- ⁻¹	9.7 ⁻¹	28.5 ⁻¹	22.0 ⁻¹
Finland ^(g)	10.4	30.8	30.6	25.8	2.4	-	11.6	29.6	27.6
France	15.8	35.8	28.5	19.4	0.5	-	12.1	32.2	22.8
Germany	6.1	22.3	21.3	41.7	8.5	0.2	3.6	20.7	23.4
Greece	14.4 ⁻¹	29.2 ⁻¹	42.3 ⁻¹	13.3 ⁻¹	0.8 ⁻¹	- ⁻¹	5.5 ⁻¹	23.9 ⁻¹	41.7 ⁻¹
Hungary	10.8	27.9	38.8	21.8	0.7	-	10.5	25.9	34.8
Iceland ^(g)	x(7)	x(8)	x(9)	x(10)	x(11)	-	12.1	29.0	28.2
Ireland ^(g)	26.0 ⁻¹	22.4 ⁻¹	22.9 ⁻¹	22.9 ⁻¹	4.8 ⁻¹	1.1 ⁻¹	x(13)	x(14)	x(15)
Italy	1.2 ⁻¹	15.1 ⁻¹	30.8 ⁻¹	34.4 ⁻¹	5.9 ⁻¹	12.6 ⁻¹	0.9 ⁻¹	12.4 ⁻¹	23.5 ⁻¹
Japan ^(r)	10.1 ⁻²	26.4 ⁻²	40.8 ⁻²	22.3 ⁻²	0.4 ⁻²	. ⁻²	9.7 ⁻²	30.4 ⁻²	42.7 ⁻²
Luxembourg ^(p)	28.9	30.6	17.5	22.0	1.0	-	x(13)	x(14)	x(15)

Age of teachers									Country or territory
Lower secondary (ISCED 2)			Upper secondary (ISCED 3)						
50-59 10	≥60 11	Unknown 12	<30 13	30-39 14	40-49 15	50-59 16	≥60 17	Unknown 18	
									WEI countries
14.7 ⁻¹	4.0 ⁻¹	- ⁻¹	13.0 ⁻¹	31.3 ⁻¹	32.4 ⁻¹	17.9 ⁻¹	5.3 ⁻¹	- ⁻¹	Argentina
13.5	2.1	-	17.9	33.3	31.7	14.7	2.4	-	Brazil
29.1 ⁻¹	10.6 ⁻¹	. ⁻¹	13.7 ⁻¹	26.4 ⁻¹	28.8 ⁻¹	23.7 ⁻¹	7.4 ⁻¹	. ⁻¹	Chile
...	...	...	...	...	...	...	...	...	China
10.3 ⁻¹	- ⁻¹	4.9 ⁻¹	0.9 ⁻¹	25.9 ⁻¹	46.5 ⁻¹	24.0 ⁻¹	- ⁻¹	2.8 ⁻¹	Egypt
...	...	...	...	...	...	...	...	...	India
7.8	1.0	-	14.3	37.0	31.2	14.1	3.5	-	Indonesia
-	-	-	21.6	32.4	20.7	21.4	3.9	-	Jamaica
...	...	...	...	...	...	...	...	...	Jordan
- ⁻¹	- ⁻¹	- ⁻¹	13.0 ⁻¹	39.7 ⁻¹	35.0 ⁻¹	12.3 ⁻¹	- ⁻¹	- ⁻¹	Malaysia
...	...	...	...	...	...	...	...	...	Paraguay
...	...	...	...	...	...	...	...	...	Peru
18.9 ⁻¹	3.5 ⁻¹	- ⁻¹	13.5 ⁻¹	35.9 ⁻¹	28.2 ⁻¹	18.8 ⁻¹	3.5 ⁻¹	- ⁻¹	Philippines
...	...	...	...	...	...	...	...	...	Russian Federation
20.8	0.1	-	8.1	32.8	37.3	21.7	0.1	-	Sri Lanka
...	...	...	...	...	...	...	...	...	Thailand
...	...	...	...	...	...	...	...	...	Tunisia
...	...	...	...	...	...	...	...	...	Uruguay
									OECD countries
...	...	...	...	...	...	...	...	...	Australia
37.8	1.5	-	5.7	21.5	37.1	32.8	2.9	-	Austria
29.2	3.2	-	15.7	23.8	27.5	29.7	3.3	-	Belgium ^(g)
...	...	...	...	...	...	...	...	...	Canada
20.3	3.6	-	8.9	18.5	32.4	31.2	9.0	-	Czech Republic ^(g,h)
31.8 ⁻¹	8.0 ⁻¹	- ⁻¹	...	...	...	...	...	...	Denmark
28.0	3.3	-	5.8	21.7	30.8	31.3	10.4	-	Finland ^(g)
30.0	2.9	-	6.6	28.1	29.6	32.3	3.4	-	France
43.6	8.6	0.2	2.4	22.3	28.7	38.3	8.1	0.2	Germany
26.7 ⁻¹	2.1 ⁻¹	- ⁻¹	5.4 ⁻¹	23.9 ⁻¹	40.9 ⁻¹	27.4 ⁻¹	2.4 ⁻¹	- ⁻¹	Greece
27.0	1.9	-	14.4	30.2	26.0	24.5	4.9	-	Hungary
23.5	7.2	-	7.0	17.5	29.3	31.8	14.3	-	Iceland ^(g)
x(16) ⁻¹	x(16) ⁻¹	x(17) ⁻¹	12.9 ⁻¹	28.3 ⁻¹	24.1 ⁻¹	25.3 ⁻¹	5.6 ⁻¹	3.8 ⁻¹	Ireland ^(g)
44.1 ⁻¹	8.7 ⁻¹	10.4 ⁻¹	1.0 ⁻¹	9.6 ⁻¹	28.6 ⁻¹	35.2 ⁻¹	7.0 ⁻¹	18.6 ⁻¹	Italy
16.6 ⁻²	0.6 ⁻²	. ⁻²	9.0 ⁻²	26.1 ⁻²	36.9 ⁻²	25.4 ⁻²	2.6 ⁻²	. ⁻²	Japan ^(r)
x(16)	x(17)	-	20.0	25.4	25.8	25.9	2.9	-	Luxembourg ^(p)

TABLE 22 PRIMARY AND SECONDARY EDUCATION / ISCED 1, 2 and 3
Distribution of teachers by age / 2008 (WEI and UOE countries)

Country or territory	Age of teachers								
	Primary (ISCED 1)						Lower secondary (ISCED 2)		
	<30 1	30-39 2	40-49 3	50-59 4	≥60 5	Unknown 6	<30 7	30-39 8	40-49 9
Mexico	...	...	...	...	...	...	...	...	...
Netherlands (g,i)	20.3	21.3	24.6	29.2	4.6	-	x(1)	x(2)	x(3)
New Zealand	13.1	22.7	25.2	26.5	9.1	3.4	12.1	21.4	24.1
Norway (p)	11.6	30.4	21.8	25.4	10.8	-	11.6	30.4	21.8
Poland	16.6 ⁻¹	33.3 ⁻¹	38.9 ⁻¹	10.2 ⁻¹	1.0 ⁻¹	- ⁻¹	21.1 ⁻¹	36.6 ⁻¹	29.8 ⁻¹
Portugal (g)	13.8 ⁻¹	28.9 ⁻¹	29.1 ⁻¹	25.9 ⁻¹	2.2 ⁻¹	- ⁻¹	10.2 ⁻¹	34.6 ⁻¹	33.2 ⁻¹
Republic of Korea	23.1	34.7	24.0	16.7	1.6	-	16.0	29.0	40.9
Slovakia	17.0	34.4	23.1	22.2	3.3	-	17.9	21.9	22.3
Spain	14.2	25.3	29.1	27.4	4.0	-	7.4	30.2	34.6
Sweden	5.1	23.2	22.9	33.8	15.0	-	9.1	29.8	24.9
Switzerland (i,p)	18.1	23.0	26.4	28.8	3.8	-	12.6	26.0	26.5
Turkey	...	...	...	...	...	...	...	...	...
United Kingdom	24.6	26.7	21.3	25.8	1.6	-	20.3	27.0	23.6
United States of America	19.0	25.3	24.1	25.7	5.8	-	18.7	27.3	23.0
Other UOE countries									
Albania	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...
Bulgaria	3.9	28.3	44.4	22.8	0.7	-	6.6	25.1	32.6
Croatia	...	...	...	...	...	...	...	...	...
Cyprus	34.9	52.8	9.4	2.5	0.3	-	16.7	31.6	32.7
Estonia	10.3	26.6	33.4	20.6	9.1	-	11.3	17.8	28.8
Israel	18.2	35.7	25.4	18.3	2.3	-	10.0	31.1	30.5
Latvia	9.6	23.5	31.2	24.9	10.8	.	9.6	23.5	31.2
Liechtenstein	11.1	26.2	33.4	26.8	2.4	-	11.6	27.3	35.3
Lithuania	5.8	30.0	35.0	22.2	6.9	-	10.5	21.8	31.8
Malta	...	...	...	...	...	...	...	...	...
Romania	19.4	29.2	20.5	29.2	1.8	-	22.7	25.7	17.1
Slovenia	11.0	32.1	40.1	15.5	0.3	1.1	10.5	27.7	33.3
The former Yugoslav Rep. of Macedonia	11.0	28.8	35.1	20.3	4.7	-	14.5	22.1	31.3

(g) Upper secondary education includes post-secondary non-tertiary education (or part of post-secondary non-tertiary for Iceland).

(h) Upper secondary education includes tertiary type B education.

(i) Primary education includes pre-primary education.

(j) Upper secondary education includes general programmes only.

(p) Public institutions only.

(r) Revised data, for more details see the OECD publication *Education at a Glance* (Table D7.1) and technical note F in the *Reader's Guide*.

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

Age of teachers									Country or territory
Lower secondary (ISCED 2)			Upper secondary (ISCED 3)						
50-59 10	≥60 11	Unknown 12	<30 13	30-39 14	40-49 15	50-59 16	≥60 17	Unknown 18	
...	...	...	...	...	...	...	...	...	Mexico
x(4)	x(5)	x(6)	11.5	18.1	25.7	37.3	7.3	-	Netherlands (g,i)
26.3	9.3	6.7	8.4	15.3	17.9	20.6	7.6	30.3	New Zealand
25.4	10.8	-	5.1	19.7	24.9	33.8	16.5	-	Norway (p)
11.5 ⁻¹	1.0 ⁻¹	- ⁻¹	18.1 ⁻¹	32.2 ⁻¹	26.3 ⁻¹	19.7 ⁻¹	3.7 ⁻¹	- ⁻¹	Poland
19.5 ⁻¹	2.4 ⁻¹	- ⁻¹	13.1 ⁻¹	36.8 ⁻¹	30.6 ⁻¹	17.2 ⁻¹	2.4 ⁻¹	- ⁻¹	Portugal (g)
13.2	1.0	-	13.7	28.4	39.2	17.4	1.4	-	Republic of Korea
30.6	7.3	-	14.7	22.3	29.5	27.1	6.5	-	Slovakia
23.5	4.3	-	6.8	29.6	35.1	24.4	4.2	-	Spain
23.4	12.8	-	7.1	22.0	24.4	28.7	17.8	-	Sweden
29.6	5.3	-	7.2	25.5	30.4	29.4	7.4	-	Switzerland (i,p)
...	...	...	...	...	...	...	...	...	Turkey
26.0	3.2	-	16.9	25.2	26.0	26.6	5.3	0.1	United Kingdom
24.7	6.4	-	16.2	26.1	23.2	26.4	8.1	-	United States of America
Other UOE countries									
...	...	...	...	...	...	...	...	...	Albania
...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
32.7	3.1	-	7.2	25.8	31.6	31.4	4.0	-	Bulgaria
...	...	...	...	...	...	...	...	...	Croatia
18.0	1.0	-	14.3	27.4	35.8	21.6	0.9	-	Cyprus
26.2	15.8	-	8.7	17.5	28.5	27.6	17.7	-	Estonia
24.9	3.5	-	9.4	28.3	27.2	25.8	9.1	0.2	Israel
24.9	10.8	.	10.1	18.4	29.5	27.8	14.2	.	Latvia
24.0	1.8	-	11.8	23.5	31.4	29.4	3.9	-	Liechtenstein
25.0	10.8	-	-	-	-	-	-	-	Lithuania
...	...	...	...	...	...	...	...	...	Malta
28.0	6.6	-	18.1	27.7	21.8	27.4	5.1	-	Romania
22.8	2.0	3.6	6.8	33.0	33.1	23.5	3.6	-	Slovenia
25.2	6.9	0.1	15.2	30.3	26.4	23.1	4.9	-	The former Yugoslav Rep. of Macedonia

TABLE 23 PRIMARY AND SECONDARY EDUCATION / ISCED 1, 2 and 3
Teachers' annual salaries in public institutions (in US dollars PPP) / 2008 (WEI and UOE countries)

Country or territory	Primary education (ISCED 1)			Lower secondary education (ISCED 2)			Upper secondary education (ISCED 3) general programmes		
	Starting salary 1	Salary after 15 years of experience 2	Salary at top of scale 3	Starting salary 4	Salary after 15 years of experience 5	Salary at top of scale 6	Starting salary 7	Salary after 15 years of experience 8	Salary at top of scale 9
WEI countries									
Argentina	10,905 ⁻¹	13,527 ⁻¹	16,383 ⁻¹	9,173 ⁻¹	12,140 ⁻¹	14,655 ⁻¹	9,173 ⁻¹	12,140 ⁻¹	14,655 ⁻¹
Brazil	...	...	...	...	...	...	...	...	...
Chile	10,922 ⁻¹	12,976 ⁻¹	17,500 ⁻¹	10,922 ⁻¹	12,976 ⁻¹	17,500 ⁻¹	10,922 ⁻¹	13,579 ⁻¹	18,321 ⁻¹
China	...	...	...	...	...	...	...	...	...
Egypt	2,854	4,627	10,891	2,854	4,627	10,891	2,854	4,627	10,891
India	...	...	...	...	...	...	...	...	...
Indonesia	1,612	2,041	2,325	1,719	2,325	2,526	1,990	2,575	2,806
Jamaica	...	...	...	...	...	...	...	...	...
Jordan	7,560 ⁻¹	10,304 ⁻¹	24,608 ⁻¹	7,560 ⁻¹	10,304 ⁻¹	24,608 ⁻¹	7,560 ⁻¹	10,304 ⁻¹	24,608 ⁻¹
Malaysia	...	...	...	...	...	...	...	...	...
Paraguay	5,620 ⁻¹	5,620 ⁻¹	5,620 ⁻¹	8,349 ⁻¹	8,349 ⁻¹	8,349 ⁻¹	8,349 ⁻¹	8,349 ⁻¹	8,349 ⁻¹
Peru	7,991	7,991	.	7,883	7,883	.	7,883	7,883	.
Philippines	5,095	5,624	6,057	5,095	5,624	6,057	5,095	5,624	6,057
Russian Federation	...	...	...	...	...	...	...	...	...
Sri Lanka	3,501	4,132	7,215	3,501	4,132	7,215	3,921	4,989	7,215
Thailand	5,996	11,613	19,689	5,996	11,613	19,689	5,996	11,613	19,689
Tunisia	10,008	14,011	...	15,011	19,014	...	15,011	19,014	...
Uruguay	...	6,232 ⁻²	9,049 ⁻²	...	6,232 ⁻²	9,049 ⁻²	...	6,682 ⁻²	9,591 ⁻²
OECD countries									
Australia	32,259 ⁻¹	44,245 ⁻¹	44,245 ⁻¹	32,406 ⁻¹	44,942 ⁻¹	44,942 ⁻¹	32,406 ⁻¹	44,942 ⁻¹	44,942 ⁻¹
Austria	28,172 ⁻¹	37,307 ⁻¹	55,852 ⁻¹	29,446 ⁻¹	40,304 ⁻¹	58,046 ⁻¹	29,863 ⁻¹	41,469 ⁻¹	61,170 ⁻¹
Belgium (Fl.)	29,680 ⁻¹	41,605 ⁻¹	50,744 ⁻¹	29,680 ⁻¹	41,605 ⁻¹	50,744 ⁻¹	36,850 ⁻¹	53,233 ⁻¹	64,007 ⁻¹
Belgium (Fr.)	28,369 ⁻¹	39,885 ⁻¹	48,774 ⁻¹	28,369 ⁻¹	39,885 ⁻¹	48,774 ⁻¹	35,260 ⁻¹	51,195 ⁻¹	61,674 ⁻¹
Canada	...	...	...	...	...	...	...	...	...
Czech Republic	21,481 ⁻¹	29,127 ⁻¹	35,551 ⁻¹	21,481 ⁻¹	29,127 ⁻¹	35,551 ⁻¹	22,798 ⁻¹	31,119 ⁻¹	38,208 ⁻¹
Denmark	35,691 ⁻¹	40,322 ⁻¹	40,322 ⁻¹	35,691 ⁻¹	40,322 ⁻¹	40,322 ⁻¹	35,011 ⁻¹	49,264 ⁻¹	49,264 ⁻¹
England	30,172 ⁻¹	44,507 ⁻¹	44,507 ⁻¹	30,172 ⁻¹	44,507 ⁻¹	44,507 ⁻¹	30,172 ⁻¹	44,507 ⁻¹	44,507 ⁻¹
Finland	28,201 ⁻¹	36,578 ⁻¹	46,003 ⁻¹	31,282 ⁻¹	39,144 ⁻¹	49,534 ⁻¹	31,846 ⁻¹	43,040 ⁻¹	55,778 ⁻¹
France	23,640 ⁻¹	31,800 ⁻¹	46,920 ⁻¹	26,019 ⁻¹	34,179 ⁻¹	49,409 ⁻¹	26,294 ⁻¹	34,454 ⁻¹	49,711 ⁻¹
Germany	43,387 ⁻¹	53,345 ⁻¹	57,630 ⁻¹	47,936 ⁻¹	57,978 ⁻¹	65,004 ⁻¹	51,512 ⁻¹	62,372 ⁻¹	71,546 ⁻¹
Greece	26,326 ⁻¹	32,107 ⁻¹	38,619 ⁻¹	26,326 ⁻¹	32,107 ⁻¹	38,619 ⁻¹	26,326 ⁻¹	32,107 ⁻¹	38,619 ⁻¹
Hungary	11,216 ⁻¹	14,515 ⁻¹	19,309 ⁻¹	11,216 ⁻¹	14,515 ⁻¹	19,309 ⁻¹	12,855 ⁻¹	18,110 ⁻¹	24,358 ⁻¹
Iceland	22,443 ⁻¹	25,227 ⁻¹	29,304 ⁻¹	22,443 ⁻¹	25,227 ⁻¹	29,304 ⁻¹	25,389 ⁻¹	32,251 ⁻¹	33,828 ⁻¹
Ireland	31,977 ⁻¹	52,972 ⁻¹	60,025 ⁻¹	31,977 ⁻¹	52,972 ⁻¹	60,025 ⁻¹	31,977 ⁻¹	52,972 ⁻¹	60,025 ⁻¹
Italy	24,945 ⁻¹	30,174 ⁻¹	36,765 ⁻¹	26,877 ⁻¹	32,859 ⁻¹	40,351 ⁻¹	26,877 ⁻¹	33,778 ⁻¹	42,179 ⁻¹

Country or territory	Primary education (ISCED 1)			Lower secondary education (ISCED 2)			Upper secondary education (ISCED 3) general programmes		
	Starting salary 1	Salary after 15 years of experience 2	Salary at top of scale 3	Starting salary 4	Salary after 15 years of experience 5	Salary at top of scale 6	Starting salary 7	Salary after 15 years of experience 8	Salary at top of scale 9
Japan	27,284 ⁻¹	48,742 ⁻¹	61,627 ⁻¹	27,284 ⁻¹	48,742 ⁻¹	61,627 ⁻¹	27,284 ⁻¹	48,742 ⁻¹	63,296 ⁻¹
Luxembourg	49,902 ⁻¹	68,720 ⁻¹	101,707 ⁻¹	71,883 ⁻¹	89,864 ⁻¹	124,898 ⁻¹	71,883 ⁻¹	89,864 ⁻¹	124,898 ⁻¹
Mexico	14,006 ⁻¹	18,420 ⁻¹	30,579 ⁻¹	17,957 ⁻¹	23,455 ⁻¹	38,851 ⁻¹	...	...	...
Netherlands	34,272 ⁻¹	44,410 ⁻¹	49,541 ⁻¹	35,516 ⁻¹	48,818 ⁻¹	54,332 ⁻¹	35,858 ⁻¹	63,169 ⁻¹	71,738 ⁻¹
New Zealand	19,236 ⁻¹	37,213 ⁻¹	37,213 ⁻¹	19,236 ⁻¹	37,213 ⁻¹	37,213 ⁻¹	19,236 ⁻¹	37,213 ⁻¹	37,213 ⁻¹
Norway	32,148 ⁻¹	36,298 ⁻¹	40,163 ⁻¹	32,148 ⁻¹	36,298 ⁻¹	40,163 ⁻¹	34,336 ⁻¹	38,684 ⁻¹	42,325 ⁻¹
Portugal	21,304 ⁻¹	34,876 ⁻¹	54,698 ⁻¹	21,304 ⁻¹	34,876 ⁻¹	54,698 ⁻¹	21,304 ⁻¹	34,876 ⁻¹	54,698 ⁻¹
Republic of Korea	31,717 ⁻¹	54,798 ⁻¹	87,745 ⁻¹	31,590 ⁻¹	54,671 ⁻¹	87,617 ⁻¹	31,590 ⁻¹	54,671 ⁻¹	87,617 ⁻¹
Scotland	30,366 ⁻¹	48,436 ⁻¹	48,436 ⁻¹	30,366 ⁻¹	48,436 ⁻¹	48,436 ⁻¹	30,366 ⁻¹	48,436 ⁻¹	48,436 ⁻¹
Spain	34,250 ⁻¹	39,912 ⁻¹	49,466 ⁻¹	38,533 ⁻¹	44,774 ⁻¹	54,648 ⁻¹	39,367 ⁻¹	45,786 ⁻¹	55,779 ⁻¹
Sweden	27,498 ⁻¹	31,996 ⁻¹	36,750 ⁻¹	28,055 ⁻¹	32,799 ⁻¹	37,200 ⁻¹	29,554 ⁻¹	35,005 ⁻¹	39,813 ⁻¹
Switzerland	41,998 ⁻¹	54,339 ⁻¹	66,906 ⁻¹	48,286 ⁻¹	62,183 ⁻¹	75,577 ⁻¹	56,166 ⁻¹	72,990 ⁻¹	86,732 ⁻¹
Turkey	14,063 ⁻¹	15,693 ⁻¹	17,515 ⁻¹	x(1)	x(2)	x(3)	14,063 ⁻¹	15,693 ⁻¹	17,515 ⁻¹
United States of America	35,907 ⁻¹	43,633 ⁻¹	...	34,519 ⁻¹	44,015 ⁻¹	...	34,672 ⁻¹	43,966 ⁻¹	...
Other UOE countries									
Albania	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...
Bulgaria	...	...	...	...	...	...	...	...	...
Croatia	...	...	...	...	...	...	...	...	...
Cyprus	...	...	...	...	...	...	...	...	...
Estonia	10,459 ⁻¹	9,419 ⁻¹	13,015 ⁻¹	10,459 ⁻¹	9,419 ⁻¹	13,015 ⁻¹	10,459 ⁻¹	9,419 ⁻¹	13,015 ⁻¹
Israel	14,099	16,466	23,009	14,099	16,466	23,009	14,099	16,466	23,009
Latvia	...	...	...	...	...	...	...	...	...
Liechtenstein	...	...	...	...	...	...	...	...	...
Lithuania	...	...	...	...	...	...	...	...	...
Malta	...	...	...	...	...	...	...	...	...
Romania	...	...	...	...	...	...	...	...	...
Slovenia	27,190 ⁻¹	31,754 ⁻¹	33,630 ⁻¹	27,190 ⁻¹	31,754 ⁻¹	33,630 ⁻¹	27,190 ⁻¹	31,754 ⁻¹	33,630 ⁻¹
The former Yugoslav Rep. of Macedonia	...	...	...	...	...	...	...	...	...

Note: Teachers' annual salaries are expressed as gross salaries without additional bonuses.

Source for OECD countries and OECD Partner countries is the OECD publication *Education at a Glance* (Table D3.1). For details, see technical note F in the *Reader's Guide*.

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

TABLE 24 PRIMARY AND SECONDARY EDUCATION / ISCED 1, 2 and 3 / Teachers' annual salaries in public institutions as a percentage of GDP per capita / 2008 (WEI and UOE countries)

Country or territory	Primary education (ISCED 1)			Lower secondary education (ISCED 2)			Upper secondary education (ISCED 3) general programmes		
	Starting salary 1	Salary after 15 years of experience 2	Salary at top of scale 3	Starting salary 4	Salary after 15 years of experience 5	Salary at top of scale 6	Starting salary 7	Salary after 15 years of experience 8	Salary at top of scale 9
WEI countries									
Argentina	82 ⁻¹	102 ⁻¹	124 ⁻¹	69 ⁻¹	92 ⁻¹	111 ⁻¹	69 ⁻¹	92 ⁻¹	111 ⁻¹
Brazil	...	...	...	...	...	...	...	...	...
Chile	79 ⁻¹	94 ⁻¹	127 ⁻¹	79 ⁻¹	94 ⁻¹	127 ⁻¹	79 ⁻¹	98 ⁻¹	133 ⁻¹
China	...	...	...	...	...	...	...	...	...
Egypt	53	85	201	53	85	201	53	85	201
India	...	...	...	...	...	...	...	...	...
Indonesia	40	51	58	43	58	63	50	65	70
Jamaica	...	...	...	...	...	...	...	...	...
Jordan	149	203	484	149	203	484	149	203	484
Malaysia	...	...	...	...	...	...	...	...	...
Paraguay	127 ⁻¹	127 ⁻¹	127 ⁻¹	189 ⁻¹	189 ⁻¹	189 ⁻¹	189 ⁻¹	189 ⁻¹	189 ⁻¹
Peru	94	94	.	93	93	.	93	93	.
Philippines	145	160	173	145	160	173	145	160	173
Russian Federation	...	...	...	...	...	...	...	...	...
Sri Lanka	76	90	157	76	90	157	86	109	157
Thailand	...	...	...	...	...	...	...	...	...
Tunisia	123	173	...	185	234	...	185	234	...
Uruguay	...	61 ⁻²	89 ⁻²	...	61 ⁻²	89 ⁻²	...	65 ⁻²	94 ⁻²
OECD countries									
Australia	92 ⁻¹	126 ⁻¹	126 ⁻¹	92 ⁻¹	128 ⁻¹	128 ⁻¹	92 ⁻¹	128 ⁻¹	128 ⁻¹
Austria	75 ⁻¹	100 ⁻¹	149 ⁻¹	79 ⁻¹	108 ⁻¹	155 ⁻¹	80 ⁻¹	111 ⁻¹	164 ⁻¹
Belgium (Fl.)	...	...	...	...	...	...	...	...	...
Belgium (Fr.)	...	...	...	...	...	...	...	...	...
Canada	...	...	...	...	...	...	...	...	...
Czech Republic	89 ⁻¹	121 ⁻¹	147 ⁻¹	89 ⁻¹	121 ⁻¹	147 ⁻¹	94 ⁻¹	129 ⁻¹	158 ⁻¹
Denmark	98 ⁻¹	111 ⁻¹	111 ⁻¹	98 ⁻¹	111 ⁻¹	111 ⁻¹	97 ⁻¹	136 ⁻¹	136 ⁻¹
England	...	...	...	...	...	...	...	...	...
Finland	82 ⁻¹	106 ⁻¹	133 ⁻¹	91 ⁻¹	113 ⁻¹	143 ⁻¹	92 ⁻¹	125 ⁻¹	161 ⁻¹
France	70 ⁻¹	94 ⁻¹	139 ⁻¹	77 ⁻¹	102 ⁻¹	147 ⁻¹	78 ⁻¹	102 ⁻¹	148 ⁻¹
Germany	126 ⁻¹	155 ⁻¹	168 ⁻¹	139 ⁻¹	169 ⁻¹	189 ⁻¹	150 ⁻¹	181 ⁻¹	208 ⁻¹
Greece	92 ⁻¹	112 ⁻¹	134 ⁻¹	92 ⁻¹	112 ⁻¹	134 ⁻¹	92 ⁻¹	112 ⁻¹	134 ⁻¹
Hungary	60 ⁻¹	77 ⁻¹	102 ⁻¹	60 ⁻¹	77 ⁻¹	102 ⁻¹	68 ⁻¹	96 ⁻¹	129 ⁻¹
Iceland	62 ⁻¹	70 ⁻¹	81 ⁻¹	62 ⁻¹	70 ⁻¹	81 ⁻¹	70 ⁻¹	89 ⁻¹	94 ⁻¹
Ireland	71 ⁻¹	118 ⁻¹	134 ⁻¹	71 ⁻¹	118 ⁻¹	134 ⁻¹	71 ⁻¹	118 ⁻¹	134 ⁻¹
Italy	82 ⁻¹	99 ⁻¹	121 ⁻¹	88 ⁻¹	108 ⁻¹	133 ⁻¹	88 ⁻¹	111 ⁻¹	139 ⁻¹

Country or territory	Primary education (ISCED 1)			Lower secondary education (ISCED 2)			Upper secondary education (ISCED 3) general programmes		
	Starting salary 1	Salary after 15 years of experience 2	Salary at top of scale 3	Starting salary 4	Salary after 15 years of experience 5	Salary at top of scale 6	Starting salary 7	Salary after 15 years of experience 8	Salary at top of scale 9
Japan	81 ⁻¹	145 ⁻¹	183 ⁻¹	81 ⁻¹	145 ⁻¹	183 ⁻¹	81 ⁻¹	145 ⁻¹	188 ⁻¹
Luxembourg	62 ⁻¹	86 ⁻¹	127 ⁻¹	90 ⁻¹	112 ⁻¹	156 ⁻¹	90 ⁻¹	112 ⁻¹	156 ⁻¹
Mexico	101 ⁻¹	133 ⁻¹	221 ⁻¹	130 ⁻¹	170 ⁻¹	281 ⁻¹	...	...	...
Netherlands	89 ⁻¹	115 ⁻¹	129 ⁻¹	92 ⁻¹	127 ⁻¹	141 ⁻¹	93 ⁻¹	164 ⁻¹	186 ⁻¹
New Zealand	70 ⁻¹	135 ⁻¹	135 ⁻¹	70 ⁻¹	135 ⁻¹	135 ⁻¹	70 ⁻¹	135 ⁻¹	135 ⁻¹
Norway	60 ⁻¹	68 ⁻¹	75 ⁻¹	60 ⁻¹	68 ⁻¹	75 ⁻¹	64 ⁻¹	73 ⁻¹	79 ⁻¹
Portugal	94 ⁻¹	154 ⁻¹	241 ⁻¹	94 ⁻¹	154 ⁻¹	241 ⁻¹	94 ⁻¹	154 ⁻¹	241 ⁻¹
Republic of Korea	117 ⁻¹	202 ⁻¹	324 ⁻¹	117 ⁻¹	202 ⁻¹	323 ⁻¹	117 ⁻¹	202 ⁻¹	323 ⁻¹
Scotland	...	...	...	...	...	...	...	...	...
Spain	107 ⁻¹	124 ⁻¹	154 ⁻¹	120 ⁻¹	139 ⁻¹	170 ⁻¹	122 ⁻¹	142 ⁻¹	173 ⁻¹
Sweden	75 ⁻¹	87 ⁻¹	100 ⁻¹	77 ⁻¹	89 ⁻¹	101 ⁻¹	81 ⁻¹	95 ⁻¹	109 ⁻¹
Switzerland	103 ⁻¹	133 ⁻¹	164 ⁻¹	118 ⁻¹	152 ⁻¹	185 ⁻¹	137 ⁻¹	179 ⁻¹	212 ⁻¹
Turkey	107 ⁻¹	120 ⁻¹	134 ⁻¹	x(1)	x(2)	x(3)	107 ⁻¹	120 ⁻¹	134 ⁻¹
United States of America	81 ⁻¹	98 ⁻¹	...	77 ⁻¹	99 ⁻¹	...	78 ⁻¹	99 ⁻¹	...
Other UOE countries									
Albania	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...
Bulgaria	...	...	...	...	...	...	...	...	...
Croatia	...	...	...	...	...	...	...	...	...
Cyprus	...	...	...	...	...	...	...	...	...
Estonia	51 ⁻¹	46 ⁻¹	64 ⁻¹	51 ⁻¹	46 ⁻¹	64 ⁻¹	51 ⁻¹	46 ⁻¹	64 ⁻¹
Israel	52 ⁻¹	60 ⁻¹	84 ⁻¹	52 ⁻¹	60 ⁻¹	84 ⁻¹	52 ⁻¹	60 ⁻¹	84 ⁻¹
Latvia	...	...	...	...	...	...	...	...	...
Liechtenstein	...	...	...	...	...	...	...	...	...
Lithuania
Malta
Romania
Slovenia	101 ⁻¹	118 ⁻¹	125 ⁻¹	101 ⁻¹	118 ⁻¹	125 ⁻¹	101 ⁻¹	118 ⁻¹	125 ⁻¹
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Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

TABLE 25 RELATIVE PROPORTIONS OF PUBLIC AND PRIVATE EXPENDITURE ON EDUCATIONAL INSTITUTIONS / 2008 (WEI and UOE countries)

Country or territory	Pre-primary (ISCED 0)					Primary, secondary and post-secondary non-tertiary (ISCED 1-4)				
	Public sources 1	Private sources			Private, of which subsidised 5	Public sources 6	Private sources			Private, of which subsidised 10
		Household expenditure 2	Expenditure of other private entities 3	All private sources ^k 4			Household expenditure 7	Expenditure of other private entities 8	All private sources ^k 9	
WEI countries										
Argentina	75.1 ⁻¹	24.9 ⁻¹	- ¹	24.9 ⁻¹	...	90.9 ⁻¹	9.1 ⁻¹	- ¹	9.1 ⁻¹	...
Brazil	...	...	...	...	...	...	...	...	...	...
Chile	70.9 ⁻¹	29.1 ⁻¹	-	29.1 ⁻¹	- ¹	72.8 ⁻¹	24.6 ⁻¹	2.6 ⁻¹	27.2 ⁻¹	0.1 ⁻¹
China	...	...	...	...	...	...	...	...	...	...
Egypt	...	...	...	...	...	...	...	...	...	...
India	...	...	...	...	...	...	...	...	...	...
Indonesia	...	...	...	...	...	...	...	...	...	...
Jamaica	...	...	...	...	...	...	...	...	...	...
Jordan	100.0 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	100.0 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Malaysia	...	...	...	...	...	...	...	...	...	...
Paraguay	77.3 ⁻¹	22.7 ⁻¹	. ⁻¹	22.7 ⁻¹	0.1 ⁻¹ ⁻¹	...	...
Peru	78.8	21.2	-	21.2	...	70.4	...	...	29.6	...
Philippines ⁻¹ ⁻¹ ⁻¹
Russian Federation	...	...	...	...	...	...	...	...	...	...
Sri Lanka	...	...	...	...	...	...	...	...	...	...
Thailand	...	...	...	...	...	...	...	...	...	...
Tunisia	...	...	...	...	...	...	...	...	...	...
Uruguay	...	...	...	...	...	...	...	...	...	...
OECD countries										
Australia	40.5 ⁻¹	59.1 ⁻¹	0.4 ⁻¹	59.5 ⁻¹	5.6 ⁻¹	81.1 ⁻¹	15.7 ⁻¹	3.2 ⁻¹	18.9 ⁻¹	6.1 ⁻¹
Austria	68.9 ⁻¹	18.4 ⁻¹	12.7 ⁻¹	31.1 ⁻¹	19.5 ⁻¹	96.0 ⁻¹	2.8 ⁻¹	1.2 ⁻¹	4.0 ⁻¹	1.4 ⁻¹
Belgium	96.4 ⁻¹	3.4 ⁻¹	0.2 ⁻¹	3.6 ⁻¹	0.7 ⁻¹	95.2 ⁻¹	4.6 ⁻¹	0.2 ⁻¹	4.8 ⁻¹	1.2 ⁻¹
Canada	x(6)	x(7)	x(8)	x(9)	...	88.7 ^{r-2}	4.0 ^{r-2}	7.3 ^{r-2}	11.3 ^{r-2}	...
Czech Republic	90.7 ⁻²	7.7 ⁻²	1.6 ⁻²	9.3 ⁻²	- ²	90.8 ⁻²	7.2 ⁻²	2.1 ⁻²	9.2 ⁻²	- ²
Denmark	81.4 ^{r-2}	18.6 ^{r-2}	- ^{r-2}	18.6 ^{r-2}	- ^{r-2}	97.9 ⁻²	2.1 ⁻²	- ²	2.1 ⁻²	- ²
Finland	90.8 ^{r-2}	x(4)	x(4)	9.2 ^{r-2}	- ^{r-2}	99.0 ^{r-2}	x(9)	x(9)	1.0 ^{r-2}	- ^{r-2}
France	95.5 ⁻²	4.5 ⁻²	- ²	4.5 ⁻²	- ²	92.5 ⁻²	6.2 ⁻²	1.3 ⁻²	7.5 ⁻²	1.6 ⁻²
Germany	72.2 ^{r-2}	x(4)	x(4)	27.8 ^{r-2}	. ^{r-2}	87.0 ^{r-2}	x(9)	x(9)	13.0 ^{r-2}	...
Greece	...	...	...	...	...	...	...	...	...	...
Hungary	93.8 ^{r-2}	x(4)	x(4)	6.2 ^{r-2}	- ^{r-2}	94.7 ^{r-2}	x(9)	x(9)	5.3 ^{r-2}	- ^{r-2}
Iceland	72.7 ⁻¹	23.3 ⁻¹	4.0 ⁻¹	27.3 ⁻¹	- ¹	96.1 ⁻¹	3.6 ⁻¹	0.2 ⁻¹	3.9 ⁻¹	...
Ireland	96.8 ⁻¹	3.2 ⁻¹	x(2)	3.2 ⁻¹	...	97.7 ⁻¹	2.3 ⁻¹	x(7)	2.3 ⁻¹	...
Italy	93.1 ⁻¹	6.9 ⁻¹	- ¹	6.9 ⁻¹	- ¹	96.8 ⁻¹	3.2 ⁻¹	- ¹	3.2 ⁻¹	0.4 ⁻¹
Japan	43.8 ⁻¹	38.7 ⁻¹	17.5 ⁻¹	56.2 ⁻¹	- ¹	89.9 ⁻¹	7.6 ⁻¹	2.5 ⁻¹	10.1 ⁻¹	x(9)
Luxembourg	...	...	...	...	...	...	...	...	...	...

Tertiary education (ISCED 5-6)					All levels					Country or territory
Public sources 11	Private sources			Private, of which subsidised 15	Public sources 16	Private sources			Private, of which subsidised 20	
	Household expenditure 12	Expenditure of other private entities 13	All private sources ^k 14			Household expenditure 17	Expenditure of other private entities 18	All private sources ^k 19		
WEI countries										
79.9 ⁻¹	10.4 ⁻¹	9.7 ⁻¹	20.1 ⁻¹	...	87.3 ⁻¹	10.8 ⁻¹	1.9 ⁻¹	12.7 ⁻¹	...	Argentina
...	...	...	...	...	...	...	...	...	...	Brazil
16.1 ⁻¹	82.5 ⁻¹	1.4 ⁻¹	83.9 ⁻¹	5.9 ⁻¹	55.6 ⁻¹	42.4 ⁻¹	2.0 ⁻¹	44.4 ⁻¹	1.8 ⁻¹	Chile
...	...	...	...	...	...	...	...	...	...	China
...	...	...	...	...	...	...	...	...	...	Egypt
...	...	...	...	...	...	...	...	...	...	India
...	...	...	...	...	...	...	...	...	...	Indonesia
...	...	...	...	...	...	...	...	...	...	Jamaica
...	...	...	...	...	...	...	...	...	...	Jordan
...	...	...	...	...	...	...	...	...	...	Malaysia
55.3 ⁻¹	44.7 ⁻¹	. ⁻¹	44.7 ⁻¹	.. ⁻¹	74.8 ⁻¹	25.2 ⁻¹	.. ⁻¹	25.2 ⁻¹	0.3 ⁻¹	Paraguay
33.8	66.2	-	66.2	...	60.8	39.2	-	39.2	...	Peru
... ⁻¹ ⁻¹ ⁻¹	Philippines
...	...	...	...	...	...	...	...	...	...	Russian Federation
...	...	...	...	...	...	...	...	...	...	Sri Lanka
...	...	...	...	...	67.6 ⁻²	32.2 ⁻²	0.2 ⁻²	32.4 ⁻²	...	Thailand
...	...	...	...	...	...	...	...	...	...	Tunisia
...	...	...	...	...	...	...	...	...	...	Uruguay
OECD countries										
44.3 ⁻¹	38.1 ⁻¹	17.6 ⁻¹	55.7 ⁻¹	0.6 ⁻¹	69.5 ⁻¹	23.0 ⁻¹	7.5 ⁻¹	30.5 ⁻¹	4.4 ⁻¹	Australia
85.4 ⁻¹	5.7 ⁻¹	8.9 ⁻¹	14.6 ⁻¹	8.1 ⁻¹	91.0 ⁻¹	4.8 ⁻¹	4.1 ⁻¹	9.0 ⁻¹	4.6 ⁻¹	Austria
90.3 ⁻¹	4.6 ⁻¹	5.1 ⁻¹	9.7 ⁻¹	4.1 ⁻¹	94.4 ⁻¹	4.4 ⁻¹	1.2 ⁻¹	5.6 ⁻¹	1.7 ⁻¹	Belgium
53.4 ⁻²	22.2 ⁻²	24.4 ⁻²	46.6 ⁻²	0.6 ⁻²	73.8 ⁻²	11.7 ⁻²	14.5 ⁻²	26.2 ⁻²	...	Canada
82.1 ⁻²	9.0 ⁻²	8.9 ⁻²	17.9 ⁻²	...	88.9 ⁻²	7.6 ⁻²	3.6 ⁻²	11.1 ⁻²	.. ⁻²	Czech Republic
96.4 ⁻²	3.6 ⁻²	.. ⁻²	3.6 ⁻²	.. ⁻²	91.9 ⁻²	4.5 ⁻²	3.5 ⁻²	8.1 ⁻²	.. ⁻²	Denmark
95.5 ⁻²	x(14)	x(14)	4.5 ⁻²	.. ⁻²	97.5 ⁻²	x(19)	x(19)	2.5 ⁻²	.. ⁻²	Finland
83.7 ⁻²	10.1 ⁻²	6.2 ⁻²	16.3 ⁻²	2.4 ⁻²	90.9 ⁻²	6.8 ⁻²	2.3 ⁻²	9.1 ⁻²	1.6 ⁻²	France
85.0 ⁻²	x(14)	x(14)	15.0 ⁻²	...	85.2 ⁻²	x(19)	x(19)	14.8 ⁻²	.. ⁻²	Germany
...	...	...	...	...	...	...	...	...	...	Greece
77.9 ⁻²	x(14)	x(14)	22.1 ⁻²	.. ⁻²	90.5 ⁻²	x(19)	x(19)	9.5 ⁻²	.. ⁻²	Hungary
91.0 ⁻¹	8.3 ⁻¹	0.7 ⁻¹	9.0 ⁻¹	...	90.1 ⁻¹	8.6 ⁻¹	1.3 ⁻¹	9.9 ⁻¹	...	Iceland
87.4 ⁻¹	12.6 ⁻¹	2.3 ⁻¹	14.9 ⁻¹	x(14)	95.3 ⁻¹	4.7 ⁻¹	0.6 ⁻¹	5.3 ⁻¹	x(19)	Ireland
69.9 ⁻¹	22.0 ⁻¹	8.1 ⁻¹	30.1 ⁻¹	5.7 ⁻¹	91.1 ⁻¹	7.3 ⁻¹	1.6 ⁻¹	8.9 ⁻¹	0.2 ⁻¹	Italy
32.8 ⁻¹	51.6 ⁻¹	15.6 ⁻¹	67.2 ⁻¹	x(14)	66.9 ⁻¹	21.8 ⁻¹	11.4 ⁻¹	33.1 ⁻¹	...	Japan
...	...	...	...	...	...	...	...	...	...	Luxembourg

TABLE 25 RELATIVE PROPORTIONS OF PUBLIC AND PRIVATE EXPENDITURE ON EDUCATIONAL INSTITUTIONS / 2008 (WEI and UOE countries)

Country or territory	Pre-primary (ISCED 0)					Primary, secondary and post-secondary non-tertiary (ISCED 1-4)				
	Public sources	Private sources			Private, of which subsidised	Public sources	Private sources			Private, of which subsidised
		Household expenditure	Expenditure of other private entities	All private sources ^k			Household expenditure	Expenditure of other private entities	All private sources ^k	
1	2	3	4	5	6	7	8	9	10	
Mexico	81.9	18.1	0.1	18.2	0.2	82.2	17.8	0.1	18.0	1.4
Netherlands	98.6 ⁻²	1.4 ⁻²	. ⁻²	1.4 ⁻²	1.0 ⁻²	86.9 ⁻²	5.1 ⁻²	7.9 ⁻²	13.1 ⁻²	2.2 ⁻²
New Zealand	62.4 ⁻¹	32.4 ⁻¹	5.3 ⁻¹	37.6 ⁻¹	...	86.6 ⁻¹	13.3 ⁻¹	0.1 ⁻¹	13.4 ⁻¹	...
Norway	91.0 ⁻¹	9.0 ⁻¹	...	9.0 ⁻¹	- ⁻¹	...	...	...	...	...
Poland	85.8 ⁻¹	14.2 ⁻¹	...	14.2 ⁻¹	- ⁻¹	98.6 ⁻¹	1.4 ⁻¹	x(7)	1.4 ⁻¹	...
Portugal	...	...	...	...	...	99.9 ^{r-2}	0.1 ^{r-2}	x(7)	0.1 ^{r-2}	...
Republic of Korea	49.7 ⁻¹	47.7 ⁻¹	2.6 ⁻¹	50.3 ⁻¹	15.0 ⁻¹	77.8 ⁻¹	20.1 ⁻¹	2.1 ⁻¹	22.2 ⁻¹	1.1 ⁻¹
Slovakia	83.9 ⁻¹	13.9 ⁻¹	2.2 ⁻¹	16.1 ⁻¹	1.0 ⁻¹	89.3 ⁻¹	7.0 ⁻¹	3.7 ⁻¹	10.7 ⁻¹	0.2 ⁻¹
Spain	78.2 ⁻¹	21.8 ⁻¹	...	21.8 ⁻¹	- ⁻¹	92.9 ⁻¹	7.1 ⁻¹	...	7.1 ⁻¹	- ⁻¹
Sweden	100.0 ⁻¹	- ⁻¹	. ⁻¹	- ⁻¹	- ⁻¹	100.0 ⁻¹	- ⁻¹	. ⁻¹	- ⁻¹	- ⁻¹
Switzerland	...	...	...	...	...	86.6 ⁻²	- ⁻²	13.4 ⁻²	13.4 ⁻²	0.7 ⁻²
Turkey	...	...	...	...	...	...	...	...	...	...
United Kingdom	92.7 ⁻²	7.3 ⁻²	- ⁻²	7.3 ⁻²	- ⁻²	76.8 ⁻²	13.7 ⁻²	9.5 ⁻²	23.2 ⁻²	15.8 ⁻²
United States of America	77.6 ⁻²	22.4 ⁻²	. ⁻²	22.4 ⁻²	. ⁻²	91.5 ⁻²	8.5 ⁻²	. ⁻²	8.5 ⁻²	. ⁻²
Other UOE countries										
Albania	...	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...
Bulgaria	91.9 ⁻¹	8.1 ⁻¹	- ⁻¹	8.1 ⁻¹	. ⁻¹	97.5 ⁻¹	1.9 ⁻¹	0.6 ⁻¹	2.5 ⁻¹	. ⁻¹
Croatia	...	...	...	...	...	...	...	...	...	...
Cyprus	78.9 ⁻¹	17.2 ⁻¹	3.8 ⁻¹	21.1 ⁻¹	- ⁻¹	91.5 ⁻¹	7.6 ⁻¹	0.9 ⁻¹	8.5 ⁻¹	- ⁻¹
Estonia	98.8 ⁻¹	1.2 ⁻¹	- ⁻¹	1.2 ⁻¹	- ⁻¹	98.8 ⁻¹	1.1 ⁻¹	0.1 ⁻¹	1.2 ⁻¹	...
Israel	77.9 ⁻¹	20.3 ⁻¹	1.8 ⁻¹	22.1 ⁻¹	- ⁻¹	92.7 ⁻¹	4.5 ⁻¹	2.8 ⁻¹	7.3 ⁻¹	1.3 ⁻¹
Latvia	98.4 ⁻¹	1.5 ⁻¹	0.1 ⁻¹	1.6 ⁻¹	x(4)	97.3 ⁻¹	2.5 ⁻¹	0.2 ⁻¹	2.7 ⁻¹	x(9)
Liechtenstein	- ⁻¹	- ⁻¹
Lithuania	- ⁻¹	99.3 ⁻¹	0.2 ⁻¹	0.5 ⁻¹	0.7 ⁻¹	- ⁻¹
Malta	...	...	...	...	...	...	...	...	...	...
Romania	96.9 ⁻¹	2.1 ⁻¹	1.0 ⁻¹	3.1 ⁻¹	. ⁻¹	98.6 ⁻¹	0.8 ⁻¹	0.7 ⁻¹	1.4 ⁻¹	. ⁻¹
Slovenia	83.9 ⁻¹	16.0 ⁻¹	0.1 ⁻¹	16.1 ⁻¹	- ⁻¹	90.4 ⁻¹	9.1 ⁻¹	0.6 ⁻¹	9.6 ⁻¹	- ⁻¹
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^k Including subsidies attributable to payments to educational institutions received from public sources.

^r Revised data, for more details see the OECD publication *Education at a Glance* (Tables B3.2a, B3.2b and B3.1). For details, see technical note F in the *Reader's Guide*.

Notes: To calculate private funds net of subsidies, subtract public subsidies (columns 5, 10, 15) from private funds (columns 4, 9, 14).

To calculate total public funds, including public subsidies, add public subsidies (columns 5, 10, 15) to direct public funds (columns 1, 6, 11).

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

Tertiary education (ISCED 5-6)					All levels					Country or territory
Public sources	Private sources			Private, of which subsidised	Public sources	Private sources			Private, of which subsidised	
	Household expenditure	Expenditure of other private entities	All private sources ^k			Household expenditure	Expenditure of other private entities	All private sources ^k		
11	12	13	14	15	16	17	18	19	20	
71.7	28.3	0.4	28.7	1.1	80.4	19.6	0.2	19.8	1.2	Mexico
73.4 ⁻²	15.5 ⁻²	11.1 ⁻²	26.6 ⁻²	0.8 ⁻²	84.3 ⁻²	7.5 ⁻²	8.2 ⁻²	15.7 ⁻²	1.7 ⁻²	Netherlands
63.0 ⁻¹	37.0 ⁻¹	- ¹	37.0 ⁻¹	x(14)	79.9 ⁻¹	19.7 ⁻¹	0.4 ⁻¹	20.1 ⁻¹	...	New Zealand
97.0 ⁻¹	3.0 ⁻¹	...	3.0 ⁻¹	...	98.7 ⁻¹	1.3 ⁻¹	...	1.3 ⁻¹	...	Norway
71.5 ⁻¹	28.5 ⁻¹	...	28.5 ⁻¹	- ¹	90.6 ⁻¹	9.4 ⁻¹	...	9.4 ⁻¹	x(19)	Poland
66.7 ⁻²	27.6 ⁻²	5.7 ⁻²	33.3 ⁻²	x(14)	92.0 ⁻²	6.7 ⁻²	1.4 ⁻²	8.0 ⁻²	...	Portugal
20.8 ⁻¹	52.7 ⁻¹	26.5 ⁻¹	79.2 ⁻¹	2.4 ⁻¹	57.6 ⁻¹	30.8 ⁻¹	11.5 ⁻¹	42.4 ⁻¹	2.1 ⁻¹	Republic of Korea
76.2 ⁻¹	8.7 ⁻¹	15.1 ⁻¹	23.8 ⁻¹	...	86.2 ⁻¹	7.9 ⁻¹	5.9 ⁻¹	13.8 ⁻¹	...	Slovakia
79.0 ⁻¹	16.6 ⁻¹	4.4 ⁻¹	21.0 ⁻¹	1.8 ⁻¹	87.3 ⁻¹	11.7 ⁻¹	1.1 ⁻¹	12.7 ⁻¹	0.4 ⁻¹	Spain
89.3 ⁻¹	- ¹	10.7 ⁻¹	10.7 ⁻¹	. ⁻¹	97.4 ⁻¹	- ¹	2.6 ⁻¹	2.6 ⁻¹	- ¹	Sweden
...	...	...	...	...	...	...	...	...	...	Switzerland
...	...	...	...	...	...	...	...	...	...	Turkey
64.8 ⁻²	26.6 ⁻²	8.6 ⁻²	35.2 ⁻²	- ²	75.3 ⁻²	16.0 ⁻²	8.7 ⁻²	24.7 ⁻²	12.3 ⁻²	United Kingdom
34.0 ⁻²	36.3 ⁻²	29.7 ⁻²	66.0 ⁻²	...	68.0 ⁻²	20.3 ⁻²	11.8 ⁻²	32.0 ⁻²	...	United States of America
Other OOE countries										
...	...	...	...	...	...	...	...	...	...	Albania
...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
55.0 ⁻¹	43.9 ⁻¹	1.1 ⁻¹	45.0 ⁻¹	. ⁻¹	85.0 ⁻¹	14.4 ⁻¹	0.6 ⁻¹	15.0 ⁻¹	. ⁻¹	Bulgaria
...	...	...	...	...	...	...	...	...	...	Croatia
48.0 ⁻¹	50.6 ⁻¹	1.4 ⁻¹	52.0 ⁻¹	7.3 ⁻¹	82.5 ⁻¹	16.3 ⁻¹	1.2 ⁻¹	17.5 ⁻¹	1.4 ⁻¹	Cyprus
77.1 ⁻¹	21.0 ⁻¹	1.9 ⁻¹	22.9 ⁻¹	5.6 ⁻¹	93.5 ⁻¹	6.0 ⁻¹	0.5 ⁻¹	6.5 ⁻¹	1.4 ⁻¹	Estonia
51.9 ⁻¹	33.2 ⁻¹	14.9 ⁻¹	48.1 ⁻¹	5.6 ⁻¹	77.8 ⁻¹	16.0 ⁻¹	6.2 ⁻¹	22.2 ⁻¹	2.2 ⁻¹	Israel
65.8 ⁻¹	33.5 ⁻¹	0.6 ⁻¹	34.2 ⁻¹	x(14)	89.6 ⁻¹	10.1 ⁻¹	0.3 ⁻¹	10.4 ⁻¹	...	Latvia
...	...	...	...	-¹	...	...	...	...	-¹	Liechtenstein
66.7 ⁻¹	26.4 ⁻¹	6.9 ⁻¹	33.3 ⁻¹	- ¹	90.7 ⁻¹	7.1 ⁻¹	2.2 ⁻¹	9.3 ⁻¹	- ¹	Lithuania
...	...	...	...	...	...	...	...	...	...	Malta
67.1 ⁻¹	29.8 ⁻¹	3.0 ⁻¹	32.9 ⁻¹	. ⁻¹	87.9 ⁻¹	10.6 ⁻¹	1.4 ⁻¹	12.1 ⁻¹	. ⁻¹	Romania
77.2 ⁻¹	16.7 ⁻¹	6.2 ⁻¹	22.8 ⁻¹	- ¹	86.7 ⁻¹	11.6 ⁻¹	1.7 ⁻¹	13.3 ⁻¹	- ¹	Slovenia
...	...	...	...	...	...	...	...	...	...	The former Yugoslav Rep. of Macedonia

TABLE 26 DISTRIBUTION OF TOTAL PUBLIC EXPENDITURE ON EDUCATION BY DESTINATION OF FUNDS / 2008 (WEI and UOE countries)

Country or territory	Primary, secondary and post-secondary non-tertiary (ISCED 1-4)			Tertiary (ISCED 5-6)		
	Direct public expenditure on public institutions 1	Direct public expenditure on private institutions 2	Indirect public transfers and payments to the private sector 3	Direct public expenditure on public institutions 4	Direct public expenditure on private institutions 5	Indirect public transfers and payments to the private sector 6
WEI countries						
Argentina	86.6 ⁻¹	12.1 ⁻¹	1.3 ⁻¹	96.2 ⁻¹	3.1 ⁻¹	0.7 ⁻¹
Brazil (p)	98.4 ⁻¹	- ⁻¹	1.6 ⁻¹	90.0 ⁻¹	- ⁻¹	10.0 ⁻¹
Chile	60.2 ⁻¹	39.3 ⁻¹	0.5 ⁻¹	27.7 ⁻¹	24.8 ⁻¹	47.5 ⁻¹
China	...	...	...	...	...	...
Egypt	...	...	...	...	...	...
India	76.9 ⁻²	...	...	81.7 ⁻²	18.0 ⁻²	0.3 ⁻²
Indonesia	...	...	...	...	...	...
Jamaica	94.2	x(1)	4.6	99.3	x(4)	0.7
Jordan	100.0 ⁻¹	. ⁻¹	. ⁻¹	...	...	...
Malaysia	...	...	...	...	...	...
Paraguay	92.7 ⁻¹	5.7 ⁻¹	1.7 ⁻¹	100.0 ⁻¹	. ⁻¹	. ⁻¹
Peru	99.2	.	0.8	99.0	.	1.0
Philippines	97.7 ⁻¹	. ⁻¹	2.3 ⁻¹	100.0 ⁻¹	. ⁻¹	. ⁻¹
Russian Federation (p) ⁻² ⁻²	...
Sri Lanka	...	...	...	...	...	...
Thailand	92.7 ⁻¹	7.3 ⁻¹	- ⁻¹	...	...	...
Tunisia	100.0 ⁻¹	. ⁻¹	. ⁻¹	100.0 ⁻¹	. ⁻¹	. ⁻¹
Uruguay	100.0 ⁻²	. ⁻²	- ⁻²	100.0 ⁻²	. ⁻²	- ⁻²
OECD countries						
Australia	71.9 ⁻¹	16.9 ⁻¹	11.3 ⁻¹	68.2 ⁻¹	0.4 ⁻¹	31.4 ⁻¹
Austria	97.8 ⁻¹	x(1)	2.2 ⁻¹	76.5 ⁻¹	x(4)	23.5 ⁻¹
Belgium	44.3 ⁻¹	53.2 ⁻¹	2.5 ⁻¹	40.7 ⁻¹	45.0 ⁻¹	14.2 ⁻¹
Canada	...	...	...	...	...	...
Czech Republic	...	...	...	...	...	...
Denmark	82.7 ⁻²	6.8 ⁻²	10.5 ⁻²	70.5 ⁻²	- ⁻²	29.5 ⁻²
Finland	90.2 ⁻¹	6.6 ⁻¹	3.1 ⁻¹	76.9 ⁻¹	7.4 ⁻¹	15.7 ⁻¹
France	84.2 ⁻²	12.6 ⁻²	3.1 ⁻²	86.6 ⁻²	5.4 ⁻²	8.0 ⁻²
Germany	84.9 ⁻²	10.4 ⁻²	4.7 ⁻²	79.4 ⁻²	1.1 ⁻²	19.5 ⁻²
Greece	...	...	...	...	...	...
Hungary	82.9 ⁻²	12.8 ⁻²	4.4 ⁻²	74.1 ⁻²	10.8 ⁻²	15.1 ⁻²
Iceland	96.7 ⁻¹	2.2 ⁻¹	1.1 ⁻¹	67.0 ⁻¹	10.5 ⁻¹	22.5 ⁻¹
Ireland	91.0 ⁻²	- ⁻²	9.0 ⁻²	85.6 ⁻²	- ⁻²	14.4 ⁻²
Italy	96.4 ⁻¹	1.1 ⁻¹	2.4 ⁻¹	78.0 ⁻¹	2.4 ⁻¹	19.6 ⁻¹
Japan	96.4 ⁻¹	3.6 ⁻¹	0.1 ⁻¹	62.9 ⁻¹	12.6 ⁻¹	24.6 ⁻¹

Country or territory	Primary, secondary and post-secondary non-tertiary (ISCED 1-4)			Tertiary (ISCED 5-6)		
	Direct public expenditure on public institutions 1	Direct public expenditure on private institutions 2	Indirect public transfers and payments to the private sector 3	Direct public expenditure on public institutions 4	Direct public expenditure on private institutions 5	Indirect public transfers and payments to the private sector 6
Luxembourg	...	...	...	...	...	...
Mexico	94.2	-	5.8	95.7	.	4.3
Netherlands	91.2 ⁻²	. ⁻²	8.8 ⁻²	70.4 ⁻²	. ⁻²	29.6 ⁻²
New Zealand	88.8 ⁻¹	3.8 ⁻¹	7.4 ⁻¹	55.4 ⁻¹	2.3 ⁻¹	42.3 ⁻¹
Norway	87.2 ⁻¹	3.7 ⁻¹	9.1 ⁻¹	53.9 ⁻¹	2.3 ⁻¹	43.8 ⁻¹
Poland ^(p)	...	...	...	...	...	...
Portugal	91.6 ⁻²	6.8 ⁻²	1.6 ⁻²	87.2 ⁻²	1.1 ⁻²	11.6 ⁻²
Republic of Korea	80.8 ⁻¹	17.7 ⁻¹	1.5 ⁻¹	58.6 ⁻¹	28.5 ⁻¹	13.0 ⁻¹
Slovakia	88.5 ⁻¹	6.9 ⁻¹	4.6 ⁻¹	79.4 ⁻¹	. ⁻¹	20.6 ⁻¹
Spain	84.1 ⁻²	14.1 ⁻²	1.8 ⁻²	90.5 ⁻²	1.6 ⁻²	7.9 ⁻²
Sweden	84.7 ⁻¹	9.8 ⁻¹	5.5 ⁻¹	70.7 ⁻¹	5.5 ⁻¹	23.8 ⁻¹
Switzerland ^(p)	89.8 ⁻¹	7.4 ⁻¹	2.8 ⁻¹	88.3 ⁻¹	6.4 ⁻¹	5.3 ⁻¹
Turkey ^(p)	97.8 ⁻²	. ⁻²	2.2 ⁻²	83.1 ⁻²	. ⁻²	16.9 ⁻²
United Kingdom	74.9 ⁻²	6.6 ⁻²	18.5 ⁻²	. ⁻²	73.6 ⁻²	26.4 ⁻²
United States of America	99.8 ⁻¹	0.2 ⁻¹	. ⁻¹	71.2 ⁻¹	7.4 ⁻¹	21.5 ⁻¹
Other UOE countries						
Albania	...	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...
Bulgaria	83.5 ⁻¹	. ⁻¹	16.5 ⁻¹	90.7 ⁻¹	. ⁻¹	9.3 ⁻¹
Croatia	...	...	...	...	...	...
Cyprus	99.6 ⁻¹	0.4 ⁻¹	. ⁻¹	40.0 ⁻¹	1.0 ⁻¹	59.0 ⁻¹
Estonia	95.6 ⁻¹	1.2 ⁻¹	3.2 ⁻¹	23.8 ⁻¹	63.6 ⁻¹	12.7 ⁻¹
Israel	74.0 ⁻¹	24.6 ⁻¹	1.4 ⁻¹	4.8 ⁻¹	84.1 ⁻¹	11.0 ⁻¹
Latvia	94.9 ⁻¹	0.3 ⁻¹	4.8 ⁻¹	3.5 ⁻¹	91.4 ⁻¹	5.1 ⁻¹
Liechtenstein	99.5 ⁻¹	0.5 ⁻¹	. ⁻¹	. ⁻¹	100.0 ⁻¹	. ⁻¹
Lithuania	97.7 ⁻¹	0.3 ⁻¹	2.0 ⁻¹	84.9 ⁻¹	0.7 ⁻¹	14.5 ⁻¹
Malta	...	...	...	...	...	...
Romania	98.3 ⁻¹	0.1 ⁻¹	1.6 ⁻¹	96.2 ⁻¹	0.1 ⁻¹	3.8 ⁻¹
Slovenia	95.2 ⁻¹	0.7 ⁻¹	4.1 ⁻¹	75.8 ⁻¹	1.4 ⁻¹	22.8 ⁻¹
The former Yugoslav Rep. of Macedonia	...	...	...	...	...	...

^(p) Public institutions only.

Please refer to the *Reader's Guide* for more information on the data and symbols used in each table.

A Glossary

Capping. Indicators that surpass a theoretical maximum of 100% are adjusted using a capping factor. Net enrolment rates in primary education are capped using a factor that takes into account the enrolment of primary school-age children in pre-primary, primary and secondary education by sex. For all other indicators regarding male, female and both sexes combined, the highest value (whether for male or female) is set to 100%. The other two indicators are then re-calculated so that the gender parity index of the new set of values remains the same as for the original values.

Class. A class is made up of the students who are following a common course of study. Pupils/students are grouped together in a class based on the highest number of common courses, usually compulsory studies. A class is the pedagogical structure in which each student is registered. Regardless of the level of study, a student is registered in only one class. Students from different grades may be present in the same class, as occurs in one-teacher or two-teacher schools. Conversely, a school may have a number of classes for the same grade.

Compulsory education. The number of years or age span during which children are legally obliged to attend school.

Duration. The number of grades or years in a given level of education.

Early Childhood Care and Education (ECCE). Programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme. ECCE programmes are typically designed for children aged 3 years and up, occurring before primary education, and include organized learning activities that run on average for an equivalent of at least two hours per day and 100 days per year.

Educational attainment. The educational attainment of an individual is defined as the ISCED level corresponding to the highest educational programme successfully completed.

Educational institutions (public and private). Educational institutions are defined as entities that provide instructional or education-related services to individuals and other educational institutions. Whether or not an entity qualifies as an educational institution is not contingent upon which public authority (if any) has responsibility for it.

Educational institutions are classified as either public or private according to whether a public agency or a private entity has the ultimate power to make decisions concerning the institution's affairs.

An institution is classified as *public* if it is controlled and managed directly by a public education authority or agency; or controlled and managed either by a government agency directly or by a governing body (council, committee, etc.), most of whose members are either appointed by a public authority or elected by public franchise.

An institution is classified as *private* if it is controlled and managed by a non-governmental organisation (e.g. a church, trade union or business enterprise), or if its governing board consists mostly of members not selected by a public agency. In general, the ultimate management control over an institution rests with who has the power to determine the general activity of the school and appoint the managing officers. The extent to which an institution receives its funding from public or private sources does not determine the classification status of the institution.

A distinction is made between government-dependent and independent private institutions on the basis of the degree of a private institution's dependence on funding from government sources. A *government-dependent private institution* is one that receives more than 50% of its core funding from government agencies. An *independent private institution* is one that receives less than 50% of its core funding from government agencies. Core funding refers to the funds that support the basic educational services of the institution. It does not include funds provided specifically for research projects, payments for services purchased or contracted by private organisations, or fees and subsidies received for ancillary services such as lodging and meals. Additionally, institutions should be classified as government-dependent if their teaching staff are paid by a government agency, either directly or indirectly.

Enrolment. The number of pupils or students officially enrolled in a given grade or level of education, regardless of age. Typically, these data are collected at the beginning of the school year.

Entrance age (theoretical). The age at which pupils or students have entered a given programme or level of education assuming they had started at the official entrance age for the lowest level of education, had studied full-time throughout, and had progressed through the system without repeating or skipping a grade.

Expenditure on education

Total public expenditure on education. The sum of all expenditure on education and education administration made by local, regional and national/central governments, including municipalities. Intergovernmental transfers are excluded.

Current expenditure on education. Expenditure for goods and services consumed within the current year and which would be renewed if needed in the following year. It includes expenditure on staff salaries, pensions and benefits; contracted or purchased services; other resources, including books and teaching materials; welfare services; and other current expenditure, such as subsidies for students and households, minor equipment, minor repairs, fuel, telecommunications, travel, insurance and rents.

Capital expenditure on education. Expenditure for assets that last longer than one year. It includes expenditure for construction, renovation and major repairs of buildings and the purchase of heavy equipment or vehicles.

Public subsidies. Public subsidies to households and other private entities consist of transfers to the private sector for educational institutions and transfers for student living costs and other education-related costs that occur outside educational institutions.

Public subsidies to households and other private entities for educational institutions are composed of government transfers and certain other payments to students or households, insofar as these translate into payments to educational institutions for educational services (for example, fellowships, financial aid or student loans for tuition). They also include government transfers and other payments (mainly subsidies) to private entities other than households, including, for example, subsidies to firms or labour organisations that operate apprenticeship programmes and interest subsidies to private financial institutions that provide student loans, etc.

Public subsidies to households that are not attributable to payments to educational institutions include subsidies for student living costs and the value of special subsidies provided to students, either in cash or in kind, such as free or reduced-price travel on public transport or family allowances that are contingent on student status.

Fields of education (broad)

Science and technology fields

Science: life sciences; physical sciences; mathematics and statistics; computer sciences.

Engineering, manufacturing and construction: engineering and engineering trades; manufacturing and processing; architecture and building.

Other fields

Agriculture: agriculture, forestry and fishery; veterinary science.

Education: teacher training; education science; educational assessment.

Health and welfare: medicine; medical services; nursing; dental services; social care; social work.

Humanities and arts: religion and theology; foreign languages and cultures; native languages; interpretation and translation; linguistics; comparative literature; history; archaeology; philosophy; ethics. Fine arts; performing arts; graphic and audio-visual arts; design; craft skills.

Social science, business and law: social and behavioural science; journalism and information; business and administration; law.

Services: personal services; transport services; environmental protection; security services.

Basic programmes, literacy, numeracy and personal development – together with programmes for which the field is unknown – are classified as “not known or unspecified”.

Graduate. A person who has successfully completed the final year of a level or sub-level of education. In some countries, completion occurs as a result of passing an examination or a series of examinations. In other countries, it occurs after a requisite number of course hours have been accumulated. Sometimes both types of completion occur within a country. For UOE survey participating countries, graduations, instead of graduates, are used to calculate percentages by field of education (due to the UOE instrument design). Graduations refer to the number of qualifications obtained during the reference period; one graduation is counted once for every qualification obtained.

Gross domestic product (GDP). The sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes and minus any subsidies not included in the value of the products.

GDP per capita. The gross domestic product divided by the mid-year population.

Gross national income (GNI). The sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes, minus any subsidies not included in the value of the products, plus net receipts of income from abroad. Since net receipts from abroad may be positive or negative, it is possible for GNI to be greater or smaller than GDP. GNI is also referred to as Gross National Product (GNP).

Intended instruction time for students. Refers to the number of hours per year that pupils are instructed according to the compulsory and flexible part of the intended curriculum. The total number of intended instruction hours per year is calculated by multiplying the total number of classroom sessions per year by the duration of one session. The intended curriculum is the subject matter content, as defined by the government or the education system. The intended curriculum is embodied in textbooks, curriculum guides, the content of examinations, and in policies, regulations and other official statements generated to direct the education system. The intended curriculum comprises compulsory subjects, as well as the flexible part of the curriculum (subjects of the intended curriculum).

International Standard Classification of Education (ISCED). A classification system that provides a framework for the comprehensive statistical description of national educational systems and a methodology that translates national educational programmes into internationally comparable levels of education. The basic unit of classification in ISCED is the educational programme. ISCED also classifies programmes by field of study, programme orientation and destination (*see Annex C*).

International (or internationally mobile) students. Students who have crossed a national or territorial border for the purposes of education and are now enrolled outside their country of origin.

Instruction time (teaching time). Statutory instruction time (sometimes also referred to as teaching time) is defined as the total number of hours per year for which a full-time classroom teacher is responsible for teaching a group or class of students, according to the formal policy in the specific country. Periods of time formally allowed for breaks between lessons or groups of lessons may be excluded. Teaching hours per year are calculated on the basis of teaching hours per day multiplied by the number of teaching days per year, or on the basis of teaching hours per week multiplied by the number of weeks per year that the school is open for teaching. The number of hours per year that fall on days when the school is closed are excluded. When no formal data are available, the number of teaching hours is estimated from survey data.

Literacy. The ability to read and write, with understanding, a simple statement related to one's daily life. It involves a continuum of reading and writing skills, and often includes basic arithmetic skills (numeracy).

New entrants. Pupils or students entering a given level of education, grade or programme for the first time.

Orientation of educational programmes

General education. This type of programme is designed mainly to lead pupils to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing pupils for further education at the same or higher level. These programmes are typically school-based and may contain vocational elements. Successful completion of these programmes may or may not lead to an academic qualification. However, they do not typically allow successful completers to enter a particular occupation, trade, or class of occupations or trades without further training. General education has a technical or vocational content of less than 25%, but pre-technical/pre-vocational programmes (i.e. programmes with a technical/vocational content of more than 25% that do not lead to a labour-market relevant vocational or technical qualification) are typically reported with general programmes.

Technical and vocational education. This type of programme is designed mainly to lead pupils to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation or trade (or class of occupations or trades). Successful completion of such programmes normally leads to a labour-market relevant vocational qualification recognised by the competent authorities (e.g. Ministry of Education, employers' associations, etc.) in the country in which it is obtained.

Purchasing power parity (PPP). Purchasing power parities (PPPs) are the currency exchange rates that equalise the purchasing power of different currencies. This means that a given sum of money, when converted into U.S. dollars at the PPP rate (PPP dollars), will buy the same basket of goods and services in all countries. In other words, PPPs are the rates of currency conversion which eliminate the differences in price levels among countries. Thus, comparisons between countries reflect only differences in the volume of goods and services purchased.

Repeater. Pupil enrolled in the same grade for a second or further year.

School-age population. Population of the age group theoretically corresponding to a given level of education, as indicated by theoretical entrance age and duration.

School life expectancy. The number of years a person of school entrance age can expect to spend within the specified levels.

Students

Students/pupils. Pupils refer to children enrolled in an educational programme, whereas children or adults enrolled at more advanced levels are students.

Full-time students. Students engaged in an educational programme for a number of hours of study statutorily regarded as full-time at a particular level of education in a given country.

Part-time students. Students whose statutory study hours are less than those required of full-time students in a given level and country.

Full-time equivalent number of students. These are generally calculated in person-years. The unit for the measurement of full-time equivalence is a full-time student. Thus, a full-time student equals one full-time equivalent. The full-time equivalence of part-time students is determined by calculating the ratio of their hours studied to the statutory hours studied by a full-time student during the school year. For example, a student who studied one-third of the statutory hours of a full-time student equals one-third of a full-time equivalent student.

Teachers

Teaching staff. Persons employed full-time or part-time in an official capacity for the purpose of guiding and directing the learning experience of pupils and students, irrespective of their qualification or the delivery mechanism (i.e. whether face-to-face or at a distance). This definition excludes educational personnel who have no active teaching duties (e.g. headmasters, headmistresses or principals who do not teach) or who work occasionally or in a voluntary capacity in educational institutions.

Trained teachers. Teachers who have received the minimum organised teacher training (pre-service or in-service) required for teaching at the relevant level in a given country.

Full-time teachers. Persons engaged in teaching for a number of hours of work statutorily regarded as full-time at the particular level of education in a given country.

Part-time teachers. Teachers whose statutory working hours are less than those required of full-time teachers in a given country.

Full-time equivalent number of teachers. The equivalent is calculated in person-years. The unit for the measurement of full-time equivalence is a full-time teacher. Thus, a full-time teacher equals one full-time equivalent. The full-time equivalence of part-time teachers is determined by calculating the ratio of their hours worked to the statutory hours worked by a full-time teacher during the school year. For example, a teacher who works one-third of the statutory hours of a full-time teacher equals one-third of a full-time equivalent teacher.

Teachers' salaries. Teachers' salaries are expressed as statutory salaries, which are scheduled salaries according to official pay scales. They refer to the average scheduled gross salary per year for a full-time teacher with the minimum training necessary to be fully qualified at the beginning of his or her teaching career. Reported salaries are defined as the sum of wages (total sum of money paid by the employer for the labour supplied) minus the employer's contribution to social security and pension funding (according to existing salary scales). Bonuses that constitute a regular part of the salary (such as holidays or regional bonuses) are included in the figures. Additional bonuses (for example, remuneration for teachers in remote areas, for participating in school improvement projects or special activities, or for exceptional performance) are excluded from the reported gross salaries. Salaries at 15 years' experience refer to the scheduled annual salary of a full-time classroom teacher with the minimum training necessary to be fully qualified and with 15 years of experience. The maximum salaries reported refer to the scheduled maximum annual salary (top of the salary scale) of a

full-time classroom teacher with the minimum training to be fully qualified for his or her job. Salary data are reported in accordance with formal policies for public institutions.

For more definitions, please refer to the UIS multilingual online glossary at www.uis.unesco.org/glossary

Definitions of indicators

Class size. Class size is the number of enrolled students divided by the number of classes for the whole country. In order to ensure comparability among countries, special needs programmes have been excluded. Data include only regular programmes at primary and lower secondary levels of education and exclude teaching in sub-groups outside the regular classroom setting.

Education finance

Educational expenditure by nature of spending as a percentage of total educational expenditure on public institutions, by level. Spending by nature (salaries, other current, total current or capital) expressed as a percentage of the expenditure for public educational institutions of the specified level. Salaries and other current expenditure add up to total current expenditure. Public subsidies to the private sector and administrative costs should be excluded.

Public expenditure per pupil, or student by level as a percentage of GDP per capita. Total public expenditure per student in the specified level expressed as a percentage of GDP per capita.

Total public expenditure per pupil, or student, by level (PPP US\$). Total public expenditure per pupil or student in the specified level expressed in U.S. dollars and adjusted in terms of purchasing power parity.

Total expenditure on educational institutions and educational administration as a percentage of GDP, by source. Expenditure from public, private and international sources spent on educational institutions (i.e. schools, universities and similar instructional institutions) and administration at a given level of education expressed as a percentage of GDP. This indicator excludes public subsidies to the private sector. Thus, data on public expenditure on educational institutions and educational administration differ from total public expenditure on education.

Total public expenditure on education as a percentage of GDP. Current and capital expenditures on education by local, regional and national governments, including municipalities (household contributions are excluded), expressed as a percentage of GDP.

Total public expenditure on education as a percentage of total government expenditure. Current and capital expenditures on education by local, regional and national governments, including municipalities (household contributions are excluded), expressed as a percentage of total government expenditure on all sectors (including health, education, social services, etc.).

Expected gross intake ratio to the last grade of primary (EGIRLG). Total number of new entrants to the first grade of primary education in a given year, regardless of age, who are expected to reach the last grade, regardless of repetition, expressed as a percentage of the population at the theoretical entrance age to primary education in the same year. It is calculated by multiplying the gross intake ratio to primary education by the probability of survival to the last grade. It estimates future gross intake to the last grade of primary education based on current new entrants to the first grade, assuming current grade transition and repetition rates remain unchanged. It therefore predicts the effect on last grade intake of current education policies on entrance to primary education and future years of schooling.

Gender parity index (GPI). The ratio of female-to-male values of a given indicator. A GPI of 1 indicates parity between sexes.

Gross intake ratio (GIR). Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at official primary school entrance age.

Gross intake ratio to the last grade of primary (GIRLG). The total number of new entrants in the last grade of primary education, regardless of age, expressed as a percentage of the population of theoretical entrance age to the last grade.

Gross enrolment ratio (GER). The number of pupils or students enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education. For the tertiary level, the population used is the 5-year age group following the official secondary school graduation age.

Gross entry ratio. Total number of new entrants to a given programme, regardless of age, expressed as a percentage of the population of theoretical entrance age to this programme.

Gross graduation ratio. Total number of graduates, regardless of age, from a given level or programme expressed as a percentage of the population at the theoretical graduation age for that level or programme.

Literacy rate. Total number of literate persons in a given age group, expressed as a percentage of the total population in that age group. The adult literacy rate measures literacy among persons aged 15 years and above, and the youth literacy rate measures literacy among persons aged 15 to 24 years.

Mobility ratios

Inbound mobility rate. Total number of students from abroad studying in a given country as a percentage of total tertiary enrolment in that country.

Outbound mobility ratio. Total number of students from a given country studying abroad as a percentage of total tertiary enrolment in that country.

Net enrolment rate (NER). Total number of pupils or students in the theoretical age group for a given level of education enrolled in that level, expressed as a percentage of the total population in that age group.

Primary net enrolment rate (adjusted) (ANER). Total number of pupils of the official primary school age who are enrolled in primary or secondary education, expressed as a percentage of the corresponding population. It assesses the level of achievement of the universal primary education (UPE) goal and measures actual school participation of the official primary school age population.

Net flow ratio of mobile students. Total number of tertiary students from abroad (inbound students) studying in a given country minus the number of students at the same level of education from that country studying abroad (outbound students), expressed as a percentage of total tertiary enrolment in that country.

Net intake rate (NIR). Total number of new entrants in the first grade of primary education who are of the theoretical primary school entrance age, expressed as a percentage of the population of the same age.

Net intake rate (adjusted) (ANIR). Total enrolment in primary education of pupils of official primary school entrance age, expressed as a percentage of the population of the same age in a given school year. It is the equivalent of the age-specific enrolment rate of the official primary entrance age. It measures the actual level of access to primary education of the population of the official primary school entrance age.

Percentage of female students. Total number of female students in a given level of education, expressed as a percentage of the total number of students enrolled at that level of education.

Percentage of new entrants to primary education with ECCE experience. Total number of new entrants to primary education who have attended some form of organised Early Childhood Care and Education (ECCE) programmes, expressed as a percentage of the total number of new entrants to primary education.

Percentage of private enrolment. Total number of pupils or students at a given level of education enrolled in institutions that are not operated by a public authority but controlled and managed, whether for profit or not, by a private body (e.g. non-governmental organisation, religious body, special interest group, foundation or business enterprise) expressed as a percentage of the total number of pupils or students enrolled at the given level of education.

Percentage of repeaters. Total number of pupils or students who are enrolled in the same grade as the previous year, expressed as a percentage of total enrolment in the given grade of education.

Percentage of technical/vocational enrolment. Total number of students enrolled in technical/vocational programmes at a given level of education, expressed as a percentage of the total number of students enrolled in all programmes (technical/vocational and general) at that level.

Percentage of trained teachers. Total number of teachers who have received the minimum organised teacher-training (pre-service or in service) required for teaching at the relevant level of education in a given country, expressed as a percentage of the total number of teachers at the given level of education.

Pupil/teacher ratio. The average number of pupils per teacher at a level of education specified in a given school year, based on headcounts for both pupils and teachers.

Regional averages. Regional averages are weighted averages, taking into account the relative size of the relevant population of each country. The figures for the countries with larger populations thus have a proportionately greater influence on the regional aggregates. The averages are derived from published data complemented by imputed values for missing countries. Imputations are based on publishable data for the same countries from previous years. When imputing an indicator, information from related indicators are used to inform about trends. In the case of Afghanistan, China, Haiti, India, Pakistan, Papua New Guinea, the Russian Federation and Somalia imputations are partly based on UIS estimates.

School life expectancy. The sum of age-specific enrolment rates for the levels of education specified. To compensate for the lack of reliable data by age for tertiary education, the gross enrolment ratio for tertiary education is multiplied by 5 and used as a proxy for age-specific enrolment rates. At all other ISCED levels, enrolment that is not distributed by age is divided by the school-age population and multiplied by the duration of the given level before being added to the sum of the age-specific enrolment rates.

School survival rates. The percentage of a cohort of pupils or students enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach a given grade, regardless of repetition. The school survival rates are calculated on the basis of the reconstructed cohort method, which uses data on enrolment by grade for two consecutive years and repeaters by grade for the last year of these two years.

Transition rate from primary to secondary general education. The number of new entrants to the first grade of secondary education (general programmes only) in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of primary education in the previous year.

For more definitions, please refer to the UIS multilingual online glossary at www.uis.unesco.org/glossary

DESCRIPTION OF ISCED97 LEVELS, CLASSIFICATION CRITERIA AND SUB-CATEGORIES

0 PRE-PRIMARY LEVEL OF EDUCATION	Main criteria
Initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment.	Should be centre- or school-based, be designed to meet the educational and developmental needs of children of at least 3 years of age, and have staff that are adequately trained (i.e. qualified) to provide an educational programme for children.
1 PRIMARY LEVEL OF EDUCATION	Main criteria
Normally designed to give pupils a sound basic education in reading, writing and mathematics.	Beginning of systematic studies characteristic of primary education, e.g. reading, writing and mathematics. Entry into the nationally designated primary institutions or programmes. The commencement of reading activities alone is not a sufficient criteria for classification of an educational programme at ISCED level 1.
2 LOWER SECONDARY LEVEL OF EDUCATION	Main criteria
The lower secondary level of education generally continues the basic programmes of the primary level, although teaching is typically more subject-focused, often employing more specialised teachers who conduct classes in their field of specialisation.	Programmes at the start of level 2 correspond to the point where programmes are beginning to be organised in a more subject-oriented pattern, using more specialised teachers conducting classes in their field of specialisation. If this organizational transition point does not correspond to a natural split in the boundaries between national educational programmes, then programmes should be split at the point where national programmes begin to reflect this organisational change.
3 UPPER SECONDARY LEVEL OF EDUCATION	Main criteria
The final stage of secondary education in most countries. Instruction is often more organised along subject-matter lines than at ISCED level 2 and teachers typically need to have a higher level, or more subject-specific, qualification than at ISCED 2.	National boundaries between lower secondary and upper secondary education should be the dominant factor for splitting levels 2 and 3. Admission into programmes at this level usually requires the completion of ISCED 2 for admission, or a combination of basic education and life experience that demonstrates the ability to handle ISCED 3 subject matter.
4 POST-SECONDARY NON-TERTIARY	Main criteria
These programmes straddle the boundary between upper secondary and post-secondary education from an international point of view, even though they might clearly be considered as upper secondary or post-secondary programmes in a national context. They are often not significantly more advanced than programmes at ISCED 3 but they serve to broaden the knowledge of participants who have already completed a programme at level 3. The students are typically older than those in ISCED 3 programmes. ISCED 4 programmes typically have a duration of 6 months to 2 years.	Students entering ISCED 4 programmes will typically have completed ISCED 3.
5 FIRST STAGE OF TERTIARY EDUCATION	Classification criteria for level and sub-categories (5A and 5B)
ISCED 5 programmes have an educational content more advanced than those offered at levels 3 and 4.	Entry into these programmes normally requires the successful completion of ISCED level 3A or 3B or a similar qualification at ISCED level 4A.
5A ISCED 5A programmes are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and professions with high skills requirements.	<ol style="list-style-type: none"> 1. have a minimum cumulative theoretical duration (at tertiary level) of three years; 2. typically require that the faculty have advanced research credentials; 3. may involve completion of a research project or thesis; 4. provide the level of education required for entry into a profession with high skills requirements or an advanced research programme.
5B ISCED 5B programmes are generally more practical/technical/occupationally specific than ISCED 5A programmes.	<ol style="list-style-type: none"> 1. are more practically oriented and occupationally specific than programmes at ISCED 5A and do not prepare students for direct access to advanced research programmes; 2. have a minimum of two years' duration; 3. the programme content is typically designed to prepare students to enter a particular occupation.
6 SECOND STAGE OF TERTIARY EDUCATION (LEADING TO AN ADVANCED RESEARCH QUALIFICATION)	
This level is reserved for tertiary programmes that lead to the award of an advanced research qualification. The programmes are devoted to advanced study and original research.	<ol style="list-style-type: none"> 1. requires the submission of a thesis or dissertation of publishable quality that is the product of original research and represents a significant contribution to knowledge; 2. are not solely based on course-work; 3. prepare participants for faculty posts in institutions offering ISCED 5A programmes, as well as research posts in government and industry.

For a complete version of the ISCED97 classification, please see <http://www.uis.unesco.org/publications/ISCED97>

Auxiliary criteria		Sub-categories			
Pedagogical qualifications for the teaching staff; implementation of a curriculum with educational elements.					
Auxiliary criteria		Destination for which the programmes have been designed to prepare students:			
In countries where the age of compulsory attendance (or at least the age at which virtually all students begin their education) comes after the beginning of systematic study in the subjects noted, the first year of compulsory attendance should be used to determine the boundary between ISCED 0 and ISCED 1.					
Auxiliary criteria		Programme orientation			
<p>If there is no clear break-point for this organisational change, however, then countries should artificially split national programmes into ISCED 1 and 2 at the end of six years of primary education.</p> <p>In countries with no system break between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education should be counted as lower secondary education.</p>	A	Programmes designed to prepare students for direct access to level 3 in a sequence which would ultimately lead to tertiary education, that is, entrance to ISCED 3A or 3B.	General	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.	
	B	Programmes designed to prepare students for direct access to programmes at level 3C.	Vocational	Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.	
	C	Programmes primarily designed for direct access to the labour market at the end of this level (sometimes referred to as 'terminal' programmes).			
Modular programmes		Destination for which the programmes have been designed to prepare students:			
<p>An educational qualification is earned in a modular programme by combining blocks of courses, or modules, into a programme meeting specific curricular requirements.</p> <p>A single module, however, may not have a specific educational or labour market destination or a particular programme orientation.</p>		A	Programmes designed to provide direct access to ISCED 5A.	General	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
		B	Programmes designed to provide direct access to ISCED 5B.	Vocational	Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
		C	Programmes not designed to lead directly to ISCED 5A or 5B. Therefore, these programmes lead directly to the labour market, ISCED 4 programmes or other ISCED 3 programmes.		
Types of programmes which can fit into level 4		Destination for which the programmes have been designed to prepare students:			
<p>The first type are short vocational programmes where either the content is not considered tertiary in many countries or the programmes do not meet the duration requirement for ISCED 5B – at least two years.</p> <p>These programmes are often designed for students who have completed level 3, although a formal ISCED level 3 qualification may not be required for entry.</p> <p>The second type of programmes are nationally considered as upper secondary programmes, even though entrants to these programmes will have typically already completed another upper secondary programme (i.e. second-cycle programmes).</p>		A	Programmes designed to provide direct access to ISCED 5A or 5B.	General	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
		B	Programmes not designed to lead directly to ISCED 5A or 5B. These programmes lead directly to the labour market or other ISCED 4 programmes.	Vocational	Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
		Cumulative theoretical duration at tertiary		Position in the national degree and qualifications structure	
		A	Duration categories: less than 5 years; 5 years or more.	A	Categories: First; Second or further.
		B	Duration categories: None.	B	Categories: None.

ANNEX **D** Regions

Arab States (20 countries or territories)

Respondents to **UIS** questionnaires:

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

Respondents to **UOE or WEI** questionnaires:

Egypt, Jordan, Tunisia.

Central and Eastern Europe (21 countries or territories)

Respondents to **UIS** questionnaires:

Belarus, Montenegro, Republic of Moldova, Serbia, Ukraine.

Respondents to **UOE or WEI** questionnaires:

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

Central Asia (9 countries or territories)

Respondents to **UIS** questionnaires:

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

East Asia and the Pacific (34 countries or territories)

Respondents to **UIS** questionnaires:

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

Respondents to **UOE or WEI** questionnaires:

Australia, China, Indonesia, Japan, Malaysia, New Zealand, Philippines, Republic of Korea, Thailand.

Latin America and the Caribbean (41 countries or territories)

Respondents to [UIS](#) questionnaires:

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

Respondents to [UOE](#) or [WEI](#) questionnaires:

Argentina, Brazil, Chile, Jamaica, Mexico, Paraguay, Peru, Uruguay.

North America and Western Europe (29 countries or territories)

Respondents to [UIS](#) questionnaires:

Andorra, Gibraltar, Holy See, Monaco, San Marino.

Respondents to [UOE](#) or [WEI](#) questionnaires:

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

South and West Asia (9 countries or territories)

Respondents to [UIS](#) questionnaires:

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

Respondents to [UOE](#) or [WEI](#) questionnaires:

India, Sri Lanka.

Sub-Saharan Africa (45 countries or territories)

Respondents to [UIS](#) questionnaires:

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.

ANNEX **E** Electronic resources

Data centre

The printed version of the *Global Education Digest* provides a subset of the internationally comparable statistics found in the UIS Data Centre, which can be accessed free of charge via the Institute's website at <http://stats.uis.unesco.org>.

The Data Centre contains more than 500 education indicators and underlying data. It covers all levels of education from pre-primary to tertiary and includes topics such as access, participation, progression, completion, teachers and finance. For example, users will find statistical information on:

- Enrolment by grade and level of education
- Repeaters by grade
- Tertiary enrolment by fields of study.

The Data Centre also includes a range of tools to facilitate data access and analysis, including:

- Country profiles highlighting key education indicators
- Tools to build and store statistical tables and graphs
- UIS survey instruments, classifications and methodological documents.

Time series

The Data Centre contains indicators and underlying data for 1999 onwards, based on the ISCED 1997 classification. In addition, the UIS incorporated a smaller set of indicators in a separate historical database covering indicators on education participation, progression and resources for the period 1970 to 1999.

Data updates

The Data Centre is updated in January, April and October of each year. This report contains the April 2010 data release. Data received from countries after this date will be incorporated in the October release.

Documentation and publications

All UIS publications and surveys are posted on the UIS website in different language versions.

Alert service

Please consult the UIS website in order to subscribe to the alert service and receive e-mail notifications of new reports and data releases.

CD-ROM

Additional electronic resources and a detailed set of raw data and indicators are available on the *Global Education Digest* CD-ROM. To order a copy, please send your request to publications@uis.unesco.org.

The 2010 *Global Education Digest* focuses specifically on gender and education to mark “Beijing +15” – the 15th anniversary of the Fourth World Conference on Women. This edition presents a rich set of cross-nationally comparable data compiled by the UIS as well as information from household surveys and assessments of learning achievement that capture the scope of gender disparities across the world.

The international community pledged to eliminate gender disparities in all levels of education by 2015 as part of the Millennium Development Goals (MDGs). Yet according to the UIS, which is responsible for monitoring the international education targets, 63% of countries (out of 157 with available data) are still faced with gender disparities in primary and secondary education and these imbalances will probably persist in nearly half of countries in 2015.

The Digest presents a wide range of education indicators and data for the school year ending in 2008 or the latest available year, as well as data for 2009 for a small number of countries. It includes data tables from the World Education Indicators programme, which are comparable across a group of 62 countries, including members of the Organisation for Economic Co-operation and Development (OECD). These indicators can help benchmark the performance of national education systems.

The UNESCO Institute for Statistics (UIS) is the statistical office of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and is the UN depository for comparable statistics in the fields of education, science and technology, culture, and communications.



United Nations
Educational, Scientific and
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for
STATISTICS



UNESCO Institute for Statistics
P.O. Box 6128, Succursale Centre-Ville
Montreal, Quebec H3C 3J7
Canada

To access online resources related to the Digest – including statistical tables, time series data and accompanying metadata – please consult: www.uis.unesco.org/publications/GED2010.

To order the interactive database on CD-Rom, please contact: publications@uis.unesco.org.

