

# Regional overview: East Asia



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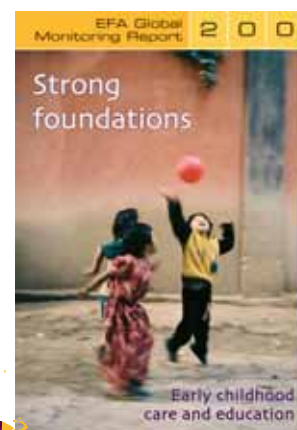
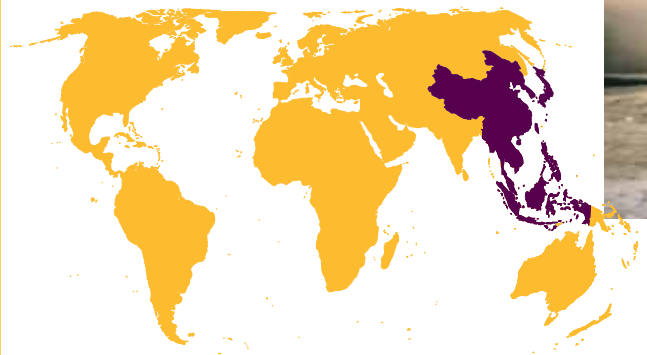
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# Regional overview: East Asia

As it includes the population giants China and Indonesia, East Asia<sup>1</sup> represents about one-quarter of the world population. The overall net enrolment ratio (NER) in primary education is high, but on the whole East Asia is moving away from universal primary education (UPE). More than 9 million children are still out of school, nearly 3 million more than in 1999, and school retention remains a concern in several countries. Early childhood care and education (ECCE), the main theme of the 2007 *EFA Global Monitoring Report*, has demonstrated its potential to offset disadvantage caused by poverty and marginalization, provided it takes the form of a holistic package that includes nutrition and health along with care and education. East Asia has witnessed a significant expansion in ECCE since the 1980s, but the coverage of programmes for young children is still low in some countries, including those with the lowest NERs in primary education.

Secondary education is becoming an important priority in East Asia, which has an average gross enrolment ratio (GER) of 73% at this level, albeit with marked differences between lower and upper secondary education. With some 124 million adults lacking minimum basic learning, the challenge of achieving the EFA literacy target remains substantial, as does the need for good quality in education. Gender disparities are limited at all education levels except tertiary.

The challenge in East Asia is to increase and sustain progress towards all the EFA goals, while paying particular attention to those requiring extra effort.



## ECCE: strong foundations, significant expansion

ECCE, like EFA more generally, is first of all a right as recognized by the 1989 Convention on the Rights of the Child, which focuses on guaranteeing the rights of young children to survive, develop and be protected. Good ECCE programmes focusing on basic immunization, clean water, adequate food and early stimulation can significantly enhance young children's well-being in the formative years and complement the care received at home. Yet, many children in East Asia remain excluded from such programmes despite growing demand linked to migration, urbanization and women's participation in the labour market.<sup>2</sup>

On average in East Asia, about 44 of every 1,000 children born will not reach age 5. Under-5 mortality rates are particularly high in Cambodia<sup>3</sup> and the Lao People's Democratic Republic, at about 140 compared to only 4 or 5 in Japan, the Republic of Korea and Singapore. Indonesia has made great strides since 1990, roughly halving the under-5 mortality rate to 54 per 1,000 live births. Of concern is the high level of moderate or severe stunting (children who are short for their age) which affects 30% or more of children under 5 in Cambodia, the Democratic People's Republic of Korea, the Lao People's Democratic Republic, Myanmar, the Philippines and Viet Nam, with negative repercussions on their school performance. Studies in the Philippines have shown that stunted children are less likely to enrol in school, more likely to be over age when they do enrol and more likely to drop out.

1. This is according to the EFA classification. See the tables for countries in the region. In the past, the *EFA Global Monitoring Report* has produced a combined East Asia and the Pacific regional overview. Starting with the 2007 Report, however, separate overviews are being produced for the Pacific and East Asia. This overview discusses EFA progress in East Asia, making comparison, where necessary, with the Pacific or the combined region of East Asia and the Pacific.

2. In 2003 the median labour force participation rate for women was 56% in East Asia, compared with 55% in the Pacific. Two-thirds of countries report the existence of statutory maternity leaves, lasting twelve weeks in most countries.

3. **Cambodia** is among countries where the overall child survival situation has worsened since 1990.

## The benefits of ECCE

ECCE has the potential to improve the well-being of young children and thereby contribute to national development. Implementing measures to reduce child mortality and morbidity represents a first step towards establishing comprehensive care and education programmes for infants and toddlers. When programmes addressing young children's health and nutrition problems are linked to learning opportunities in early childhood, they can promote later achievement in school and lifelong learning. Studies in several developing countries indicate that good ECCE programmes enhance physical well-being and motor development, social and emotional development, language development and basic cognitive skills. They also improve school readiness, make enrolment in the first grade of primary school more likely, reduce delayed enrolment, dropout and grade repetition, and increase completion and achievement. This is particularly true for disadvantaged children. Participants in an ECCE programme in **Myanmar**, for example, were more likely to enrol in primary school and had better exam results and test scores over the first three years of schooling.

In short, good-quality ECCE contributes to the realization of other EFA goals by laying the foundations for successful transition to and completion of primary school.

## Provision for children under 3

Official programmes for the youngest children are relatively well developed in East Asia, where more than four-fifths of countries with the relevant data reported having such programmes, targeting children from birth. Information is limited regarding the duration (in hours per day/week) of programmes targeting under-3s. Some are full time and others accommodate children on flexible hours. In Cambodia and Malaysia, programmes for children below age 3 are available for four hours or less per day. Singapore has programmes designed to accommodate part-time work schedules. In Viet Nam, flexible hours in child care centres accommodate children under 6 between four and eight hours a week, or more.

## Provision for children aged 3 and older

East Asia has registered significant expansion of **pre-primary education** since the mid-1970s, although enrolments decelerated between 1999 and 2004. Much of the growth reflected expansion of pre-primary education in China, where enrolment increased from 6.2 million in 1976 to 24 million in 1999 before dropping to 20 million in 2004, partly because of declining fertility levels.

On average, 40% of children of the relevant age group in East Asia were enrolled in pre-primary education in 2004. However, large disparities exist between countries.

### *Regional disparities*

The challenges are particularly great in Cambodia and the Lao People's Democratic Republic, where the GERs in pre-primary education were below 10% in 2004. In contrast, China, the Philippines and Viet Nam had GERs between 36% and 47%. Another group of countries, including Macao (China), Malaysia, the Republic of Korea and Thailand, is close to full enrolment, with pre-primary GERs above 90%. All countries with data except for China experienced increases in pre-primary GERs between 1999 and 2004, with increases above ten percentage points in the Republic of Korea (from 80% to 91%).

### *Private enrolment*

Private institutions accounted for 60% of total pre-primary enrolment or more in the majority of countries with 2004 data. The role of the private sector in providing pre-primary education differs widely among the countries of East Asia. Nearly all children in Indonesia and Macao (China) were enrolled in private pre-primary institutions, compared with fewer than 25% in Cambodia, the Lao People's Democratic Republic and Thailand.

### *Children from poor backgrounds*

While research has shown that children from the poorest backgrounds benefit most from ECCE provision in terms of care, health and education, data indicate that they are also more likely to be excluded from it. Attendance rates in pre-primary programmes are considerably higher for urban children and those from better-off households. In East Asia, this is particularly true for the Lao People's Democratic Republic, Myanmar and Viet Nam. The attendance gaps in Viet Nam between urban and rural children and between poor children and those from richer backgrounds are more than thirty-five percentage points.

The mother's education, possession of a birth certificate and, to a lesser extent, vaccination records also increase the likelihood of a child's attendance in ECCE programmes.

### Gender disparities

Gender disparities in pre-primary education are limited in East Asia, which had an overall gender parity index (GPI) of 0.96 in 2004. Some differences between the sexes favouring boys are found in China (92 girls enrolled to 100 boys), while many more girls than boys are enrolled in pre-primary education in Indonesia, the Lao People's Democratic Republic, Malaysia and the Philippines (GPIs of 1.04 to 1.12).

### ECCE quality issues

Evidence from many countries shows that good-quality ECCE requires well-trained and motivated ECCE personnel, robust and effective government monitoring of ECCE provision, and programmes that challenge gender stereotypes, including ECCE educators who are gender sensitive and more men encouraged to work in early childhood programmes.

### Teaching staff

A proxy measure of quality of ECCE is the pupil/teacher ratio (PTR). In 2004, the median PTR in East Asia was 22:1, compared to 14:1 for the Pacific and to 18:1 for the world. Cambodia, Japan and the Philippines recorded even higher average PTRs, 30:1 or above, allowing limited room for the individual care and attention required by very young children.

Another constraint stems from the often low qualification and training requirements for staff. Many pre-primary teachers are employed on short contracts, receive low salaries<sup>4</sup> and have limited or no professional training. Formal entry requirements are often not respected. Teachers at this level almost always receive less training than their primary school counterparts. For example, the 2004 data, available for only a few countries, showed that while a relatively high proportion of the pre-primary teaching workforce had received some pedagogical training in Cambodia (94%) and Macao (China) (98%), only 82% were trained in the Lao People's Democratic Republic. In this country, only 59% of teachers had completed lower/technical secondary education, the national minimum qualification required for pre-primary teaching.

4. In **Thailand**, pre-primary teachers at the beginning of their careers receive salaries lower than GDP per capita.

### Some encouraging signs

If more children in East Asia are to enjoy the benefits to be gained from learning opportunities in early childhood, there is a pressing need to increase access to ECCE programmes and to improve their quality.

There are promising signs:

- High-level political endorsement in countries including Thailand and Viet Nam can be very influential in expanding and improving the provision of ECCE.
- Early childhood is a national priority in Cambodia, Indonesia, the Philippines, Thailand and Viet Nam, which have developed early childhood policy documents often featuring ambitious national targets.<sup>5</sup>
- Support of early language development. The use of mother tongue instruction in ECCE programmes has proved crucial for children's learning and for promoting gender equality and social inclusion. Cambodia, Malaysia, Myanmar, Thailand and Viet Nam have developed bilingual early childhood programmes that have shown promising results and have influenced policies and practices in the first years of primary education.
- ECCE policies target vulnerable and disadvantaged children in poor or geographically isolated communities. In 2002, Viet Nam's prime minister decided to increase investment, expand crèches and kindergartens and give priority to the disadvantaged. The National Project on ECCE (2006–13) builds on the 2002 decision, prioritising the construction of kindergartens in poor and minority areas.

### Improving quality

Governments need to ensure that minimum acceptable standards are met in all programmes. Regulations on quality should apply to all providers, public and private. Most governments regulate ECCE programmes using easy-to-measure structural indicators of quality, such as class size, child/staff ratios, availability of materials and staff training, but it is equally important to consider the quality of carer-child relationships, family

5. In **Indonesia**, the government intends to increase the pre-primary enrolment ratio to 75% by 2015, compared to 22% in 2004. There is a strong tradition of parent education, high participation and expanded access to ECCE in **Thailand**, whose 1997 Constitution states that government must provide basic services, including care and development for young children and families.

involvement, and responsiveness to cultural and language diversity and to children with special needs.

### **Recruiting and training ECCE personnel**

A key issue in improving programme quality is how to recruit and retain large numbers of trained ECCE personnel. To draw more candidates to the field, some countries are developing flexible entry routes into higher education and teacher training.

### **Regulating and assessing programme quality**

There is a trend in several countries towards developing national quality standards for ECCE programmes and to assess the quality of programmes using a standardized instrument. Quality assessment projects have been conducted in several developing countries, including Singapore and Viet Nam. Many of these national instruments were developed with the assistance of multilateral organizations, NGOs (such as Plan International in Viet Nam) and foundations, often to provide a basis for evaluating externally funded ECCE programmes.

### **Challenging gender stereotypes**

Training should help teachers challenge gender stereotypes in their own practice and in curricula. This is particularly important because early childhood is the period when perceptions of what is masculine and what is feminine take hold. Encouraging more men to work in early childhood programmes (almost all pre-primary teachers are women in the vast majority of East Asia countries with 2004 data) could also help challenge assumptions of the woman as sole carer and might encourage fathers to be more involved in their children's upbringing.

### **Smoothing the transition to primary school**

Finally, if ECCE is to prepare children for school in terms of their physical, social and cognitive development, school itself should be ready to welcome them and facilitate the transition to primary education. Possible actions to this end include:

- integrating ECCE more closely with primary school by forging stronger links among the health, care and education components of ECCE;
- assuring continuity in the curriculum;
- engaging parents in school activities;

- introducing measures to assure professional continuity between the two levels, such as joint training, emphasis on active learning approaches and equal professional status for ECCE and primary school teachers. **China** provides child-friendly, active learning approaches for all teachers, with particular attention to those working in the first grades of primary school.

### **Better coordination through shared vision**

Multiple sectors and actors are involved in ECCE, making coordination a significant challenge. The involvement of multiple players can bring together agencies with different areas of expertise. It can also lead to friction. In this context, coordination and strong leadership are crucial for effective provision of ECCE. Since the late 1980s the trend in many countries, including in **Viet Nam**,<sup>6</sup> has been towards designating education as the lead ministry for children from birth. Regardless of who takes the lead, coordination among the institutions and sectors involved is needed. Coordination mechanisms provide a forum for potentially achieving a common vision encompassing resources, standards, regulations, training and staffing.

## **Participation in primary education and beyond**

### **Primary education**

The average NER in primary education declined by 2% in East Asia from 1999 to 2004, to 94%. The downward trend is also visible in individual countries, including Malaysia and Viet Nam. But overall, most countries of East Asia made steady progress in their NERs from 1999 to 2004, with substantial increases in Cambodia and Myanmar (above seven percentage points). Even so, Myanmar together with the Lao People's Democratic Republic and Macao (China) have the lowest NERs in East Asia, below 90%. In contrast, UPE is reported to be achieved in Cambodia as well as in Japan and the Republic of Korea.

East Asia was the only region in the world where the number of primary school age children not in school increased between 1999 and 2004, from 6.4 million to 9.3 million (about half of them girls). The number of

6. In **Viet Nam**, where the Ministry of Education and Training has been responsible for early childhood since 1986, officials have found that having a single lead ministry makes it easier to develop and implement policies and monitor progress, while reducing the time spent on coordinating initiatives in different sectors.

out-of-school children is particularly high in Myanmar, the Philippines and Viet Nam, with more than 600,000 out-of-school children in 2004.

### **Who are the out-of-school children?**

The closer countries are to achieving enrolment of all children in first grade and retaining them throughout primary school, the more important it becomes to identify those left out of school and to formulate effective policies specifically aimed at reducing their numbers. To this end, it is necessary to understand better who the out-of-school children are. Looking at the education experiences of these children as well as at their background characteristics provides valuable guidance for designing differentiated programmes to effectively redress the various dimensions of disadvantage.

The children of primary school age who were not enrolled in school in 2004 are far from homogenous. No breakdown of out-of-school children is available for East Asia alone, but data for the whole East Asia and the Pacific region show that:

- more than half of the children out of school were likely to enter school at an age beyond the official entry age;
- about 32% had never been enrolled and might never go to school without additional incentives; and
- the remaining 15% were enrolled but dropped out.

Worldwide, data from household surveys show that, in addition to gender, factors including place of residence (rural/urban), household wealth and mother's education strongly influence whether a child is in school. In addition, in Indonesia, children living in households with a large number of children were found to have a higher probability of being out of school.

The cost of education is another obstacle to enrolment. In Viet Nam, household expenditure constitutes 44% of total public and private spending on primary education, a large proportion being for textbooks and uniforms.

### **School retention and completion**

While increasing access to primary education is a crucial step towards achieving UPE, it is also important to pay attention to school retention and completion. In the majority of countries with data available in East Asia, more than 86% of a cohort of pupils who had access to primary education reached the last grade in 2003. In China, Malaysia and the Republic of Korea

almost all primary school pupils reached the last grade, while in Cambodia and the Lao People's Democratic Republic, fewer than two-thirds did so. In between are Malaysia and Myanmar, with survival rates to the last grade of 70% and 72%, respectively.

For UPE to be achieved in East Asia, governments should address those factors that still exclude certain children from school by reducing the costs of schooling,<sup>7</sup> designing second chance education programmes and programmes for older children who have never been enrolled<sup>8</sup> and, more generally, improving the quality of education and the school environment.

### **Secondary education**

With many countries in East Asia promoting the universalization of basic education – that is, primary plus lower secondary – pressures to expand participation in secondary education are mounting. Transition rates between primary and secondary education were about 90% or more in most of the countries with 2003 data. In 2004, some 156 million students were enrolled in secondary schools across East Asia, an increase of nearly 20% since 1999. This translated into a relatively high secondary GER of 72% in 2004, which compares favourably with the GER for the world (65%) and developing countries (59%), but is well below the level of participation in the Pacific (104%).

The secondary GERs varied significantly among East Asian countries in 2004, from less than 50% in Cambodia, the Lao People's Democratic Republic and Myanmar to more than 90% in Brunei Darussalam, Japan, Macao (China) and the Republic of Korea. Between 1999 and 2004, secondary GERs increased in all countries with data available, except the Republic of Korea, and the gains reached twelve percentage points or above in Cambodia, the Lao People's Democratic Republic, Macao (China) and Viet Nam.

The overall GER in secondary education can hide marked differences between the two stages of secondary. The East Asia average GER for the lower

7. Between 2000 and 2005 many developing countries abolished school fees, including **Cambodia** in 2001 and **Viet Nam** in 2004.

8. A variety of non-formal 'bridging' programmes offer equivalency education to people who were once in primary school but did not complete the cycle. For example, **Indonesia's** 2003 Education Law provides for non-formal education to replace, complement and/or supplement formal education. Equivalency education offers programme packages equivalent to primary, lower secondary and upper secondary education. In 2005 over 500,000 persons participated, though fewer than 25% took the national examinations that year.

secondary level was 93% in 2004 while that for the upper secondary level was 50%. Moreover, these two averages mask significant country differences. Cambodia (44%) and Myanmar (45%) had the lowest GERs for lower secondary in East Asia. At the upper secondary level, Cambodia (15%), China (45%), Indonesia (48%), the Lao People's Democratic Republic (35%) and Myanmar (31%) had GERs lower than the 50% average for East Asia as a whole. The gap between the two levels was particularly high in China, Macao (China) and Malaysia, at about forty percentage points or more, but lower than ten percentage points in Japan and the Republic of Korea.

The vast majority of countries in East Asia reported having laws making education compulsory. In more than 80% of these countries, compulsory education includes lower secondary as the second stage of basic education that lasts eight or nine years. The most common model in East Asia is compulsory schooling for ages 6 to 15. The Lao People's Democratic Republic and Myanmar provide East Asia's shortest compulsory schooling, for ages 6 to 10 in the former and 5 to 9 in the latter.

### **Private enrolment**

Private institutions account for less than 30% of total secondary enrolment in more than half of the East Asian countries with 2004 data. Private enrolments varied substantially, from less than 2% in Cambodia (0.4%), the Lao People's Democratic Republic (1.1%) and Myanmar (nil) to 94% in Macao (China).

### **Tertiary education: expanding rapidly**

Participation in tertiary education increased by 78% from 1999 to 2004, from 21 million students to 37 million. Led by China, East Asia accounted for about 60% of the increase in developing countries as a group. Despite the continuing expansion, only a small share of the relevant age group in East Asia has access to tertiary education: the GER at this level was 22% in 2004, though that was up from 9% in 1999.

Country GERs in tertiary vary widely, with high enrolment in Japan (54%), Macao (China) (69%) and the Republic of Korea (90%) to low GERs in Cambodia (3%) and the Lao People's Democratic Republic (6%). Tertiary GERs grew between 1999 and 2004 in almost all countries with data, with increases above twenty percentage points in Macao (China) and the Republic of Korea.

## **Literacy**

Adult literacy levels are comparatively high in East Asia, with rates around 90% or above in the vast majority of countries with 2000–2004 data. However, some 124 million adults, 71% of them women, still lack basic reading and writing skills.

While the adult literacy rate was 92% for East Asia as a whole, the literacy challenge remains substantially higher in Cambodia, with a 74% adult literacy rate, and the Lao People's Democratic Republic (69%). Greater efforts are needed if the EFA literacy target is to be reached in East Asia by 2015.

## **Gender disparities**

Most countries in East Asia have achieved gender parity in primary education, with a regional GPI of 0.99 in 2004. Some gender disparities remain in Cambodia, the Lao People's Democratic Republic and Macao (China), where 92 girls or fewer were enrolled in primary school for every 100 boys. The former two are also among the countries with the lowest enrolment rates, and in Macao (China) the GPI decreased by 4% between 1999 and 2004.

Differences between the sexes are often greater at higher levels of education. While more than 60% of countries with data available had achieved gender parity in primary education in 2004, only 46% had done so at secondary level and none in tertiary education. In secondary education, important gender disparities favouring male students were found in Cambodia (GPI of 0.69) and the Lao Peoples Democratic Republic (0.76). In contrast, more girls than boys were enrolled in 2004 in Brunei Darussalam, Malaysia and the Philippines.

The average GPI in tertiary education was 0.88 in 2004. In a majority of countries for which data were available, more males than females were enrolled in tertiary education, with GPIs below 0.65 in Cambodia (0.46), the Lao People's Democratic Republic and the Republic of Korea. However, in Brunei Darussalam, Malaysia, the Philippines and Thailand, the gender disparities favoured females.

The average GPI in adult literacy was 0.93 in East Asia. While gender parity was achieved in adult literacy in the Philippines, the greatest gender disparities in literacy

were in Cambodia and the Lao People's Democratic Republic, with fewer than 80 women literate per 100 men.

Many obstacles hinder access to and participation in education, among them poverty and the related issue of direct and indirect costs, distance to school, social exclusion and an insecure school environment. The challenge is to implement policies tailored to overcoming multiple sources of exclusion and to provide children, girls and boys, with the educational support and physical safety they need to gain access to school, and to remain there.

## Quality of education

Expansion of schooling in East Asia has often occurred at the expense of quality. Not only do many children with access to school fail to complete it, but national and international learning assessments<sup>9</sup> continue to reveal poor literacy and numeracy skills, particularly for students from poorer and culturally excluded families.

### Grade repetition

High incidence of grade repetition not only reflects internal inefficiency in education systems but also indicates that students are not mastering the curriculum. In East Asia:

- Grade repetition is relatively low, with the median percentage of primary school repeaters at 2.5% in 2004 and a downward trend in most countries.
- Boys repeat much more than girls in most countries, the median percentage being 3.2% for boys and 1.7% for girls.
- Grade repetition is still a problem in Cambodia (10.6% repeaters) and the Lao People's Democratic Republic (19.9%), although the former managed to decrease the percentage of primary repeaters by 58% between 1999 and 2004.

- Repetition rates vary by grade: in Cambodia and the Lao People's Democratic Republic, the repetition rates for grade 1 are 19% and 35%, respectively, but only 4% and 5% for grade 5. Such high repetition rates raise the issue of school transition and readiness. For countries with high repetition rates in the first years of primary, a link can be made between these rates and low participation levels in pre-primary education (where Cambodia's GER in 2004 was 6% and that of the Lao People's Democratic Republic was 8%).
- On average, grade repetition is relatively low in secondary education, too, with the percentage of repeaters under 2% in half the countries with 2004 data. The percentage varies by country, from 0.02% in the Republic of Korea to 10.2% in Macao (China).

### Not enough teachers in some countries

The presence of sufficient numbers of teachers who are well qualified, trained and motivated is crucial to ensuring that children receive a good-quality education. The median primary school PTR was relatively low in East Asia in 2004 at 23:1, compared to 27:1 for all developing countries. The ratio varies markedly by country, however, from 13:1 in Brunei Darussalam to 55:1 in Cambodia. Three other countries have average national PTRs of more than 30:1: the Lao People's Democratic Republic (31:1), Myanmar (31:1) and the Philippines (35:1).

PTRs improved between 1999 and 2004 in most countries with data but worsened in a few, including Cambodia, which already had a teacher shortage.

The presence of female teachers is important in assuring increased enrolment and completion for girls. On average in East Asia, 70% of primary school teachers are female. In Cambodia, however, the proportion is 41% and in the Lao People's Democratic Republic it is 45%.

### Teachers' training and qualifications

Data for 2004 on the percentage of trained teachers are available for only a few countries in East Asia. They show that shares of primary school teachers with some pedagogical training (according to national standards) are quite high in Cambodia and China, at 97%, and Macao (China) at 91%. In contrast, fewer than 80% of primary teachers were trained in the Lao People's

9. Since the 1990s, more and more governments (including those of Myanmar, Singapore and Viet Nam) have taken measures to assess student learning and gauge progress in learning outcomes over time. National learning assessments give governments potentially useful information on the efficiency and quality of their education systems. They generally assess student learning against nationally defined standards in selected school subjects. Although their quality can vary considerably, they clearly are an important new development in national efforts to monitor education quality.



Democratic Republic. The situation there has improved since 1999, however, and the percentage of trained teachers also increased in Macao (China), Myanmar and Viet Nam, with Myanmar showing the biggest rise, sixteen percentage points, from 60% to 76% in 2004.

Teacher qualifications are also an issue, particularly in the countries with the lowest percentages of trained teachers. For example, in the Lao People's Democratic Republic, only 45% of primary teachers have completed lower secondary education, the minimum academic qualification required for primary teaching. In Myanmar, fewer than two-thirds of primary teachers meet the requirement of post-secondary non-tertiary education.

Teachers are critical to EFA. More need to be recruited in some East Asian countries, and their quality, status and working conditions need to be improved, particularly in disadvantaged areas, if the goals are to be met.

## National expenditure and external aid

### National investment in education

Effective national policies can enhance access and quality, especially by shifting more public expenditure to basic education. Investment in education is increasing in East Asia:

- Between 1999 and 2004, public spending on education as a share of GNP increased in almost all countries in East Asia with data available. Increases were above one percentage point in Cambodia, the Lao People's Democratic Republic and Malaysia, with the share of national income on education in Malaysia rising from 6.1% to 8.5%. Thailand was the only country, among those with data, where the percentage declined slightly, from 5.1% to 4.3%.
- Despite this overall upward trend, public expenditure on education as a percentage of GNP remained low across East Asia at a median value of 3.3% in 2004, much less than the averages for the developing countries (4.7%) or the Pacific (7.3%).
- The share of national income going to education varied from 1% in Indonesia to 8.5% in Malaysia in 2004. The percentages were also quite low in

Cambodia (2.2%) and the Lao People's Democratic Republic (2.5%).

National public spending on ECCE is even lower. In general, countries in East Asia accord relatively low priority to pre-primary education in public finance. In Indonesia, the Lao People's Democratic Republic, Malaysia, the Philippines and the Republic of Korea the share of pre-primary education in total current public spending on education was less than 5% in 2004. In Indonesia, limited public funding is explained by the fact that ECCE is mainly seen as the responsibility of the family.

The financing arrangements for ECCE in East Asia vary according to country. An alternative to funding the provision of ECCE programmes directly is for governments to provide resources to parents. For example, in Taiwan (China), a system of child care vouchers exists; the vouchers are distributed to families and can be used to pay the fees at any eligible pre-school. To allocate resources to those most in need, Viet Nam introduced targeted spending in 2002, focusing on the disadvantaged, remote and mountainous areas, teacher training for children with special needs, and school meal programmes, on the grounds that state investment is necessary for the equity issue to be effectively addressed.

### External aid to education

Even with country efforts to invest more on education in general, external aid is required to achieve EFA, especially in the least developed countries with the lowest education indicators in East Asia.<sup>10</sup> The proportion of total aid disbursements received by the East Asia and Pacific region as a whole remained almost constant during the period, declining slightly from 10.8% in 2000 to 10.2% in 2004. The average share of total aid received that went to education across eight countries of East Asia and the Pacific was 14%, of which 8.4% was devoted to basic education, far below the nearly 50% for South and West Asia. This raises important questions for donors about targeting aid to the countries and education levels most in need.

Indeed, three countries in East Asia were among the twenty countries that received the most aid to

10. While there is no doubt that countries in need should be supported, the risk of their becoming overdependent on external education aid is a concern. Dependence can make countries vulnerable to the volatility and lack of predictability of aid.

education worldwide over 2003–04: China, the highest recipient among the twenty (US\$826.2 million), Viet Nam (US\$244.2 million) and Indonesia (US\$113.6 million). Of the world's seventy-two poorest education aid recipients, Indonesia has seven active donors, followed by Viet Nam with six, while Myanmar has only one.

Regarding aid to education per capita,<sup>11</sup> countries in East Asia received on average only US\$0.70 per inhabitant. The average masks significant country differences, from US\$0.03 in the Republic of Korea to US\$5.00 in the Lao People's Democratic Republic; in the latter, external aid accounted for 60% of total government expenditure on education.

***Aid commitments: increasing, but still far short***

Overall, aid commitments for basic education across all developing countries increased from US\$1.4 billion in 2000 to US\$3.3 billion in 2004. Despite this positive trend, basic education still accounts for less than 3% of total aid (and within this, the amount for pre-primary education is miniscule, the majority of donors allocating less than 0.5% of total aid to education to this level). Various pledges made recently by donors will likely increase the amount of aid to basic education to US\$5.4 billion by 2010. However, this still falls short of the estimated US\$11 billion per year needed to achieve EFA.

Given the likely shortage of resources, there is a particular need to ensure that aid is used as effectively as possible. In 2005 more than 100 donors and developing countries signed a declaration on aid effectiveness with the intention of improving the coordination of aid flows and ensuring that they are fully consistent with government priorities. The Fast Track Initiative (FTI), now involving over 30 donors and increasingly seen as the principal vehicle for encouraging greater aid for basic education in small and medium-sized countries, promotes these objectives. So far Viet Nam is the only country in East Asia to have joined the FTI, though Cambodia was expecting endorsement in 2006. ■

11. Per capita in constant 2003 prices, weighted average.

## The Education for All Development Index (EDI)

The EFA Development Index (EDI) is a composite measure of a country's situation with regard to the attainment of the EFA agenda. It was introduced in the 2003/4 *EFA Global Monitoring Report* and is updated annually. Ideally, it should include measures of all six EFA goals; currently, however, it focuses on the four most easily quantified: UPE, adult literacy, gender parity and equality, and quality, each proxied by one relevant indicator.\* The EDI for 2004 was calculated for ten countries in East Asia and one in the Pacific out of total of 33 countries.

- Three countries in East Asia and the Pacific have achieved the four most quantifiable EFA goals or are close to doing so, with EDI values of 0.95 and above.
- Six countries rank in an intermediate position, with EDI values between 0.80 and 0.94. Most of them have a total primary NER well above 90%, but they are in this category because of relatively low survival rates to grade 5 (the quality proxy).
- Two countries are far from achieving the EFA goals, with EDI scores below 0.80. For countries in this low EDI category, there is a need for significant improvement on all four components.

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

**EFA achieved**  
(EDI between 0.98 and 1.00)

**East Asia:**  
Republic of Korea: 0.988

(1)

**Close to EFA**  
(EDI between 0.95 and 0.97)

**East Asia:** China: 0.954  
**Pacific:** Fiji: 0.966

(2)

**Intermediate position**  
(EDI between 0.80 and 0.94)

**East Asia:**  
Indonesia: 0.938  
Macao (China): 0.934  
Malaysia: 0.934  
Viet Nam: 0.910  
Philippines: 0.897  
Myanmar: 0.860

(6)

**Far from EFA**  
(EDI below 0.80)

**East Asia:**  
Cambodia: 0.774  
Lao PDR: 0.741

(2)

## Abbreviations

**ECCE: Early childhood care and education.**

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

**GER: Gross enrolment ratio.** Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. For the tertiary level, the population used is that of the five-year age group following on from the secondary-school leaving age. The GER can exceed 100% due to late entry or/and repetition.

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

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

**NER: Net enrolment ratio.** Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

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

Table 1: East Asia and the Pacific: selected early childhood care and education (ECCE) indicators

Countries or territories	Child survival and well-being		Women's employment and leave status		Provision for under-3s	
	Under-5 mortality rate (%)	Moderate and severe stunting (%)	Female labour force participation rate, age 15 and above (%) <sup>2</sup>	Statutory duration of maternity leave (weeks)	Official programmes targeting children under age 3	Youngest age group targeted in programmes (years)
	2000-2005	1996-2004 <sup>1</sup>	2003	2000-2006 <sup>1</sup>	2005	c. 2005
<b>East Asia</b>						
Brunei Darussalam <sup>6</sup>	7	...	44	...	...	...
Cambodia	140	45	74	...	yes	0-6
China	41	14	70	12	yes	0-3
Democratic People's Republic of Korea <sup>6</sup>	59	37	51	...	yes	0-3
Indonesia	54	...	51	0	yes	0-6
Japan	4	...	49	14	yes	0-6
Lao People's Democratic Republic	141	42	54	...	yes	0-2
Macao, China <sup>6</sup>	8	...	54	...	no	.
Malaysia	13	...	45	0	yes	0-3
Myanmar	112	32	68	12	...	...
Philippines	34	30	52	8	no	.
Republic of Korea	5	...	49	12	yes	0-5
Singapore	4	11	50	8	yes	2-6
Thailand	25	16	65	12	yes	0-5
Viet Nam	39	32	72	20	yes	0-2
<b>Pacific</b>						
Australia	6	...	55	52	yes	1-4
Cook Islands	...	...	...	...	...	...
Fiji	27	3	50	0	no	.
Kiribati	...	28	...	...	no	.
Marshall Islands <sup>7</sup>	...	...	...	...	...	...
Micronesia (Federated States of)	48	...	...	...	...	...
Nauru <sup>7</sup>	...	...	...	...	...	...
New Zealand	7	...	59	14	yes	0-5
Niue	...	...	...	...	...	...
Palau	...	...	...	...	...	...
Papua New Guinea	98	...	72	0	no	.
Samoa	31	...	40	...	...	...
Solomon Islands <sup>7</sup>	58	27	55	...	no	.
Timor-Leste	134	49	54	...	...	...
Tokelau	...	...	...	...	...	...
Tonga	25	...	46	...	...	...
Tuvalu	...	...	...	...	...	...
Vanuatu	42	19	79	...	...	...
	<b>Weighted average</b>		<b>Median</b>			
East Asia and the Pacific	44	19	54	...	...	...
East Asia	44	...	56	12	...	...
Pacific	47	...	55	...	...	...
Developing countries	95	31	52	12	...	...
Developed countries	8	...	50	17	...	...
World	86	31	52	13	...	...

Data in italics are for 2002. Data in bold italics are for 2003. Data in bold are for 2005.

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

2. Share of employed plus unemployed women in comparison with the working age population, including women with a job but temporarily not at work (e.g. on maternity leave), home employment for the production of goods and services for own household consumption, and domestic and personal services produced by employing paid domestic staff. Data exclude women occupied solely in domestic duties in their own households.

3. Attendance rates, indicated in parentheses, are from DHS, LSMS and MICS2 household surveys and were collected in c. 2000.

Provision for age 3 and older										Countries or territories
Pre-primary education										
Official pre-primary entry age (years)	Gross enrolment ratio (GER)			Age specific enrolment ratio (ASER) <sup>3, 4</sup>			Private enrolment as % of total enrolment	% of trained teachers	Pupil/teacher ratio <sup>5</sup>	
	Total (%)	Total (%)	GPI (F/M)	age 3 (%)	age 4 (%)	age 5 (%)				
2004	1999	2004	2004	2004	2004	2004	2004	2004	2004	
<b>East Asia</b>										
3 (5)	51	52	1.00	...	...	...	67	...	23	Brunei Darussalam <sup>6</sup>
3	6	9	0.99	...	...	...	24	94	30	Cambodia
4	38	36	0.92	...	...	...	...	...	...	China
4 (5)	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea <sup>6</sup>
5	18	22	1.09	...	...	...	98	...	13	Indonesia
3	82	85	...	66	93	96	66	...	30	Japan
3	8	8	1.05	5	8	10	24	82	17	Lao People's Democratic Republic
3 (5)	89	92	0.98	77	91	87	94	98	26	Macao, China <sup>6</sup>
5	102	108	1.12	...	...	...	40	...	21	Malaysia
3	2	...	...	(7)	(13)	(2)	...	...	...	Myanmar
5	31	40	1.04	0.2	0.8	31	45	...	31	Philippines
5	80	91	1.00	14	30	48	77	...	21	Republic of Korea
3	...	...	...	...	...	...	...	...	...	Singapore
3	88	90	0.97	...	...	...	22	...	...	Thailand
3	41	47	0.98	(22)	(40)	(58)	60	...	20	Viet Nam
<b>Pacific</b>										
4	...	102	1.00	20	64	18	66	...	...	Australia
4	86	91	1.11	...	...	...	22	...	18	Cook Islands
3	17	16	1.06	4	13	25	100	...	21	Fiji
3	...	68	...	...	...	...	...	...	...	Kiribati
4	...	50	1.02	...	...	...	18	100	12	Marshall Islands <sup>7</sup>
3	37	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
3	...	71	1.02	...	...	...	17	...	13	Nauru <sup>7</sup>
3	88	92	1.01	84	98	3	44	...	14	New Zealand
4	154	97	1.58	...	...	...	...	...	...	Niue
3	63	64	1.16	...	...	...	...	...	...	Palau
6	35	59	0.94	...	...	...	...	...	35	Papua New Guinea
3	51	49	1.26	...	...	...	...	...	42	Samoa
3	35	41	0.99	...	...	...	...	...	...	Solomon Islands <sup>7</sup>
4	...	11	...	...	...	...	...	...	...	Timor-Leste
3	...	...	...	...	...	...	...	...	15	Tokelau
3	30	23	1.36	...	...	...	12	...	...	Tonga
3	...	99	1.02	...	...	...	...	...	9	Tuvalu
3	49	52	1.01	...	...	...	...	...	10	Vanuatu
Weighted average				Median						
...	40	40	0.96	...	...	...	45	...	21	East Asia and the Pacific
...	40	40	0.96	...	...	...	60	...	22	East Asia
...	58	72	0.99	...	...	...	...	...	14	Pacific
...	28	32	0.97	...	...	...	54	...	21	Developing countries
...	73	77	0.99	...	...	...	8	...	13	Developed countries
...	33	37	0.97	...	...	...	39	...	18	World

4. ASER trends in certain countries are related to the beginning of primary schooling, for which the official entry age is found in Table 2.

5. Based on headcounts of pupils and teachers.

6. Pre-primary education is compulsory at the age shown in parentheses.

7. Change in pre-primary age group between 1999 and 2004.

Sources: Carr-Hill (2006); Education Policy and Data Center (2006); EFA Global Monitoring Report 2007, statistical tables; ILO (2006); Kamerman (2005); Nonoyama et al. (2006); UNESCO-IBE (2006); UNESCO Institute for Statistics.

Table 2: East Asia and the Pacific: selected education indicators

Countries or territories	Total population (000)	Compulsory education (age group)	EFA Development Index (EDI)	Adult literacy rate 2000-2004 <sup>1</sup>		Primary education						
						Age group	NER Total (%)		GER's GPI (F/M)		Survival rate to last grade Total (%)	% of female teachers
							2004	1999	2004	1999		
<b>East Asia</b>												
Brunei Darussalam	366	5-16	...	93	0.95	6-11	...	...	0.97	1.00	...	74
Cambodia	13 798	...	0.774	74	0.76	6-11	85	98	0.87	0.92	54	41
China	1 307 989	6-14	0.954	91	0.91	7-11	...	...	...	1.00	99	53
Democratic People's Republic of Korea	22 384	6-15	...	...	...	6-9	...	...	...	...	...	...
Indonesia	220 077	7-15	0.938	90	0.92	7-12	...	94	...	0.98	86	52
Japan	127 923	6-15	...	...	...	6-11	100	100	1.00	1.00	...	...
Lao People's Democratic Republic	5 792	6-10	0.741	69	0.79	6-10	80	84	0.85	0.88	63	45
Macao, China	457	5-14	0.934	91	0.92	6-11	85	89	0.96	0.92	...	89
Malaysia	24 894	...	0.934	89	0.93	6-11	98	<b>93</b>	0.98	<b>1.00</b>	98	<b>66</b>
Myanmar	50 004	5-9	0.860	90	0.92	5-9	80	<b>88</b>	0.99	<b>1.02</b>	<b>70</b>	<b>81</b>
Philippines	81 617	6-12	0.897	93	1.00	6-11	...	94	1.00	0.99	72	89
Republic of Korea	47 645	6-15	0.988	...	...	6-11	94	<b>99</b>	1.01	<b>0.99</b>	<b>97</b>	<b>74</b>
Singapore	4 273	6-16	...	93	0.92	6-11	...	...	...	...	...	...
Thailand	63 694	6-14	...	93	0.95	6-11	...	...	0.95	<b>0.95</b>	...	<b>58</b>
Viet Nam <sup>3</sup>	83 123	6-14	0.910	90	0.93	6-10	96	93	0.93	0.93	87	78
<b>Pacific</b>												
Australia	19 942	5-15	...	...	...	5-11	92	96	1.00	1.00	81	...
Cook Islands	18	5-15	...	...	...	5-10	85	...	0.95	<b>0.98</b>	...	...
Fiji	841	6-15	0.966	...	...	6-11	99	96	0.99	0.98	96	57
Kiribati	97	6-15	...	...	...	6-11	88	...	1.01	1.03	81	73
Marshall Islands	60	6-14	...	...	...	6-11	...	<b>90</b>	...	<b>0.94</b>	...	<b>34</b>
Micronesia (Federated States of)	110	6-13	...	...	...	6-11	...	...	...	...	...	...
Nauru	13	6-16	...	...	...	6-11	...	...	...	<b>0.99</b>	<u>25</u>	<b>95</b>
New Zealand	3 989	5-16	...	...	...	5-10	99	99	1.01	1.00	...	83
Niue	1	5-16	...	...	...	5-10	99	...	1.00	1.19	...	100
Palau	20	6-17	...	...	...	6-10	97	...	0.93	<b>0.92</b>	...	...
Papua New Guinea	5 772	6-14	...	57	0.80	7-12	...	...	0.93	<b>0.88</b>	58	<b>39</b>
Samoa	184	5-14	...	99	1.00	5-10	92	90	0.98	1.00	...	73
Solomon Islands	466	...	...	...	...	6-11	...	80	0.93	0.97	...	...
Timor-Leste <sup>3</sup>	887	7-15	...	...	...	6-11	...	...	...	...	...	30
Tokelau	1	...	...	...	...	5-10	...	...	...	...	...	<b>69</b>
Tonga	102	6-14	...	99	1.00	5-10	91	93	0.98	0.95	...	63
Tuvalu	10	7-14	...	...	...	6-11	...	...	1.02	1.07	<u>63</u>	<b>80</b>
Vanuatu	207	6-12	...	74	...	6-11	91	94	0.98	0.97	...	54
	<b>Sum</b>			<b>Weighted average</b>			<b>Weighted average</b>				<b>Median</b>	
East Asia and the Pacific	2 086 758	...	...	92	0.93	...	96	94	0.99	0.99	...	69
East Asia	2 054 036	...	...	92	0.93	...	96	94	0.99	0.99	86	70
Pacific	32 721	...	...	93	0.98	...	87	90	0.99	0.97	...	66
Developing countries	5 094 073	...	...	77	0.84	...	81	85	0.91	0.94	80	64
Developed countries	1 002 588	...	...	99	0.99	...	96	96	1.00	0.99	98	83
World	6 374 924	...	...	82	0.89	...	83	86	0.92	0.94	87	74

Data underlined are for 2001. Data in italics are for 2002.

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

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

2. Based on headcounts of pupils and teachers.

3. Fast-Track Initiative (FTI): countries with endorsed sector plans.

Source: EFA Global Monitoring Report 2007, statistical tables; CRS online database, Table 2; UNESCO Institute for Statistics.

Primary education		Gross enrolment ratio (GER) in secondary education						Tertiary education		Education finance		Countries or territories
% of trained teachers	Pupil/teacher ratio <sup>2</sup>	Lower secondary 2004		Upper secondary 2004		Total secondary 2004		GER 2004		Total public expenditure on education as % of GNP	Aid to education per capita (constant 2003 US\$)	
		Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)			
<b>East Asia</b>												
...	13	115	0.97	77	1.16	94	1.05	<b>15</b>	<b>1.98</b>	...	...	Brunei Darussalam
97	55	44	0.74	15	0.57	29	0.69	3	0.46	2.2	2	Cambodia
97	21	101	1.00	45	1.00	73	1.00	19	0.85	...	0.6	China
...	...	...	...	...	...	...	...	...	...	...	-	Democratic People's Republic of Korea
...	20	80	1.02	48	0.95	64	0.99	17	0.79	<b>1.0</b>	0.5	Indonesia
...	19	101	1.00	102	1.00	102	1.00	54	0.89	<b>3.6</b>	...	Japan
79	31	56	0.79	35	0.70	46	0.76	6	0.63	2.5	5	Lao People's Democratic Republic
91	24	116	1.00	76	1.10	96	1.04	69	0.65	...	...	Macao, China
...	<b>18</b>	<b>98</b>	<b>1.06</b>	<b>57</b>	<b>1.27</b>	<b>76</b>	<b>1.14</b>	<b>32</b>	<b>1.41</b>	<b>8.5</b>	1	Malaysia
<b>76</b>	<b>31</b>	<b>45</b>	<b>0.98</b>	<b>31</b>	<b>1.02</b>	<b>41</b>	<b>0.99</b>	77	...	...	0.3	Myanmar
...	35	91	1.09	69	1.19	86	1.11	29	1.28	<b>3.0</b>	0.6	Philippines
...	<b>29</b>	<b>95</b>	<b>1.00</b>	<b>90</b>	<b>1.00</b>	<b>93</b>	<b>1.00</b>	<b>90</b>	<b>0.62</b>	<b>4.6</b>	0.03	Republic of Korea
...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	<b>21</b>	<b>86</b>	<b>1.00</b>	<b>61</b>	<b>1.07</b>	<b>73</b>	<b>1.03</b>	<b>43</b>	<b>1.11</b>	4.3	0.7	Thailand
87	23	87	0.94	55	0.98	73	0.95	10	0.77	...	3	Viet Nam <sup>3</sup>
<b>Pacific</b>												
...	...	112	1.00	221	0.92	149	0.96	72	1.23	<b>4.9</b>	...	Australia
...	<b>16</b>	<b>85</b>	<b>0.93</b>	<b>41</b>	<b>1.24</b>	<b>64</b>	<b>1.02</b>	-	-	...	117	Cook Islands
...	28	100	1.04	70	1.11	88	1.07	15	1.20	6.8	29	Fiji
...	25	111	1.12	70	1.40	91	1.22	-	-	9.3	21	Kiribati
...	<b>17</b>	<b>126</b>	<b>0.97</b>	<b>67</b>	<b>1.09</b>	<b>87</b>	<b>1.04</b>	<b>17</b>	<b>1.30</b>	11.9	109	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	128	Micronesia (Federated States of)
...	<b>22</b>	...	...	...	...	<b>48</b>	<b>1.07</b>	-	-	...	5	Nauru
...	16	109	1.00	121	1.20	114	1.09	63	1.40	7.3	...	New Zealand
...	12	...	...	...	...	98	0.95	-	-	...	260	Niue
...	...	104	0.97	93	1.13	98	1.1	40	2.75	9.7	49	Palau
...	<b>35</b>	<b>35</b>	<b>0.79</b>	<b>6</b>	<b>0.70</b>	<b>26</b>	<b>0.79</b>	...	...	...	8	Papua New Guinea
...	25	100	1.00	72	1.20	80	1.12	...	...	4.3	55	Samoa
...	...	<b>49</b>	<b>0.86</b>	<b>15</b>	<b>0.69</b>	<b>30</b>	<b>0.81</b>	-	-	...	13	Solomon Islands
...	57	41	...	26	...	34	...	10	1.48	...	16	Timor-Leste <sup>3</sup>
...	<b>6</b>	...	...	...	...	...	...	-	-	...	178	Tokelau
...	20	93	0.95	108	1.4	98	1.08	<b>6</b>	<b>1.68</b>	4.9	51	Tonga
...	19	...	...	...	...	...	...	-	-	...	405	Tuvalu
...	20	47	1.03	32	0.58	41	0.86	5	0.58	<b>10.0</b>	52	Vanuatu
<b>Median</b>		<b>Weighted average</b>						<b>Median</b>		<b>Weighted average</b>		
...	21	93	1.00	51	1.00	73	1.00	23	0.89	4.9	0.8	East Asia and the Pacific
...	23	93	1.00	50	1.00	72	1.00	22	0.88	3.3	0.7	East Asia
...	20	88	0.99	131	0.98	104	0.98	49	1.27	7.3	16	Pacific
...	27	74	0.93	44	0.92	59	0.92	16	0.87	4.7	1	Developing countries
...	14	103	1.00	99	1.01	101	1.01	65	1.27	5.4	...	Developed countries
...	21	78	0.94	51	0.94	65	0.94	24	1.03	4.8	...	World