

Regional overview: Pacific region



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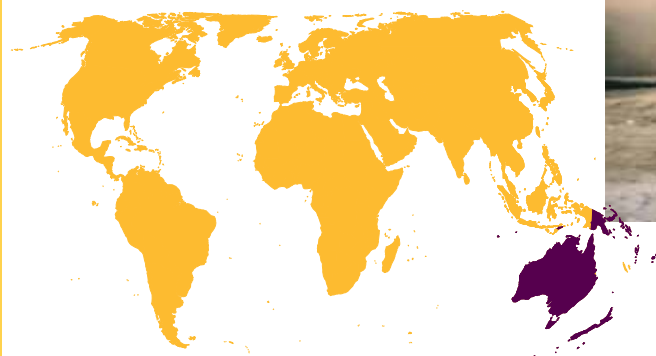
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United Nations
Educational, Scientific and
Cultural Organization
Organisation
des Nations Unies
pour l'éducation,
la science et la culture

ED/2007/EFAMRT/PI/PA/1

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There has been positive progress overall towards achieving universal primary education (UPE) in the Pacific,¹ with high net enrolment ratios (NERs) in most countries, although 373,000 children remain out of school. 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. ECCE in the Pacific has expanded significantly 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 the Pacific, which has an average 104% gross enrolment ratio (GER) at this level. The challenge of achieving adult literacy remains in some of the few countries with data available, as does the need for good quality in education. Gender disparities are limited, although the slower progress of boys in some countries remains a concern, particularly in secondary education.

The challenge in the Pacific is to continue the upward trend in progress towards all EFA goals while paying more attention to those that require extra effort.

ECCE: a strong foundation, well established in many countries

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, which integrate basic immunization, clean water, adequate food and a caring and stimulating environment, can significantly enhance young children's well-being in the formative years and complement the care received at home. Yet, in some Pacific countries many children remain excluded from such programmes, despite growing demand that is often linked to women's participation in the labour market.²

On average, 47 of every 1,000 children born in the region in recent years will not reach age 5; country rates vary from 6 in Australia and 7 in New Zealand to 98 in Papua New Guinea and more than 130 in Timor-Leste. Further, the proportion of children with moderate and severe stunting (those who are short for their age) is relatively high in Kiribati (28%), Solomon Islands (27%) and Timor-Leste (49%), with negative repercussions on school performance.

The benefits of ECCE

ECCE has the potential to improve the well-being of young children and thereby contribute to national development. Introducing measures to reduce child mortality and morbidity are 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 also linked to learning opportunities in early childhood, they can promote later achievement in school and lifelong learning. Studies in several developing countries

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 the Pacific, making comparison, where necessary, with East Asia or the combined region of East Asia and the Pacific.

2. In 2003 the median labour force participation rate for women was 55% in the Pacific. Some countries report the existence of statutory maternity leaves, e.g. fifty-four weeks in Australia and fourteen weeks in New Zealand.

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. 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

There is limited data on the provision of ECCE for children under 3 in the Pacific. This data gap needs to be addressed in order to monitor the extent to which the marginalized and vulnerable have access to ECCE. Among countries with available data, Australia and New Zealand report the existence of official programmes targeting children aged 1–4 and 0–5, respectively, while such programmes do not exist in Fiji, Kiribati, Papua New Guinea and Solomon Islands.

There is therefore a need to develop more comprehensive and holistic ECCE programmes for the youngest children, covering not only custodial care but also parent education and children's health needs, physical development and learning potential.

Provision for children aged 3 and older

The Pacific registered a noticeable increase in **pre-primary education** in the 1980s and 1990s, including a 25% rise in enrolment between 1999 and 2004, which translated into an increase in the pre-primary GER of more than fourteen percentage points, from 58% to 72%, in the same period.

Regional disparities

Australia, the Cook Islands, New Zealand, Niue and Tuvalu register near full enrolment, with pre-primary GERs above 90%. In contrast, participation in pre-primary education remains low in countries including Fiji (16%), Timor-Leste (11%) and Tonga (23%). Most countries with data experienced growth in the pre-primary GER between 1999 and 2004, with an increase of more than twenty percentage points in Papua New Guinea (from 35% to 59%). On the other hand, participation is reported to have fallen in several countries, including Tonga, where the GER declined from 30% to 23%.

Private enrolment

The role of the private sector in providing pre-primary education differs widely among Pacific countries. In 2004, all institutions involved in pre-primary education were private in Fiji, while public pre-primary education predominates in the Cook Islands, the Marshall Islands, Nauru and Tonga, accounting for about 80% or more of total enrolment.

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. 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

Overall, boys and girls are at par in pre-primary enrolment in the Pacific. Yet, gender disparities favouring boys are found in Papua New Guinea and favouring girls in the Cook Islands, Fiji, Niue, Palau, Samoa and Tonga. In most of the latter group, the disparities continue at primary and secondary level.

ECCE quality issues

Evidence from many countries shows that good-quality ECCE requires well-trained and motivated ECCE personnel, robust and effective government monitoring 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 in ECCE is the pupil/teacher ratio (PTR). In 2004, the median PTR in the Pacific was 14:1, compared to a world average of 18:1. However, Papua New Guinea and Samoa averaged 35:1 or above. Such overcrowding makes it nearly impossible to provide 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 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.

Some encouraging signs

If more children in the Pacific 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. Promising signs include:

- early childhood being made a national priority in **Papua New Guinea**, which has developed early childhood policy documents;

- support of early language development. Use of the mother tongue in ECCE programmes has proved crucial for learning. Research also shows that mother tongue instruction is important for promoting gender equality and social inclusion. The relationship between language and power is not easy to address, but early childhood is an important place to start. **Papua New Guinea**, for example, has developed bilingual early childhood programmes that have shown promising results and influenced language policies and practices.

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 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 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

Once regulations promoting quality are developed, they need to be enforced. Yet, many countries lack the resources to assure sufficient inspection and monitoring. Some countries, including **Australia**, use an alternative approach: accreditation. It encourages programme staff to reflect on their practice and to address any limitations before having their work validated by an external expert. Australia's National Childcare Accreditation Council has established a quality evaluation system for accreditation, self-evaluation and programme improvement. Public funding of programmes is contingent on their participation.

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 (women accounted for 100% of pre-primary teaching staff in most Pacific 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, including joint training, putting emphasis on active learning approaches and giving equal professional status to ECCE and primary school teachers.

Better coordination through shared vision

As ECCE is a holistic concept, multiple sectors and actors are often involved in meeting young children's needs for good care, attention and stimulation. This makes coordination difficult. The involvement of multiple players can bring together agencies with different areas of expertise. It can also lead to friction. In this context, coordination, as well as strong leadership, is crucial for effective provision of ECCE. Evidence has shown that it is important for the coordinating body to have some degree of decision-making power, especially in relation to expenditure. 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

Overall, the level of participation in primary education in the Pacific is comparatively high, with NERs in 2004 of 90% or above in all countries but Solomon Islands (80%). Most countries with data available made steady progress in NER from 1999 to 2004. However, in Fiji and Samoa the NERs are reported as having declined during the period.

Despite progress towards UPE, there were still some 373,000 children of primary school age not enrolled in school in 2004, though this is 72,000 fewer than in 1999.

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 prepare policies specifically for them. Indeed, for governments to formulate effective policies

to reduce the number of out-of-school children, it is necessary to understand better who they 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 the Pacific 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.

Data from global household surveys show that, in addition to gender, factors including place of residence (rural or urban), household wealth and mother's education strongly influence whether a child is in school or not.

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 few Pacific countries with 2003 data available, only between 25% and 63% of a cohort of pupils who had access to primary education reached the last grade in Nauru, Papua New Guinea and Tuvalu. In contrast, survival rates to the last grade were above 80% in Australia, Fiji and Kiribati.

For UPE to be achieved in the Pacific, governments should address factors still excluding certain children from school by reducing the costs of schooling,³ designing second chance education programmes and programmes for older children who have never been enrolled, and, more generally, improving the quality of education and the school environment.

Secondary education

In 2004, some 3.5 million students were enrolled in secondary schools across the Pacific, an increase of 4% over 1999. Most of the countries have high secondary education GERs (above 80%), partly due to longer periods of compulsory education. The average GER for the Pacific as a whole was 104% in 2004, which was substantially higher than those of the world (65%) and developing countries (59%). However, country secondary GERs vary significantly,

with Australia at 149%⁴ compared to less than 30% in Papua New Guinea and Solomon Islands.

Between 1999 and 2004, secondary GERs increased in most countries with data available, including a gain of eleven percentage points in Vanuatu (from 30% to 41%).

The overall GER in secondary education masks disparities between its two stages. The level of participation in lower secondary is much higher than in upper secondary, with rates of 64% and 40%, respectively. In the Cook Islands, Kiribati and the Marshall Islands the gap is above forty percentage points. Only in Australia, New Zealand and Tonga are GERs in upper secondary higher than in lower secondary.

Countries with low GERs for lower secondary in the Pacific include Papua New Guinea (35%), Solomon Islands (49%), Timor Leste (41%), and Vanuatu (47%). These countries also have the lowest GERs for upper secondary: Papua New Guinea (6%), Solomon Islands (15%), Timor Leste (26%) and Vanuatu (32%).

Private enrolment

Private institutions account for a significant proportion of total secondary enrolment in some Pacific countries. Private enrolments vary from 12% in New Zealand to 92% in Fiji.

Tertiary education

Participation in tertiary education continues to expand in the Pacific, with 1.2 million students enrolled in 2004 (an increase of 17% since 1999), representing a GER of 49% compared to 23% for the whole East Asia and the Pacific region. There is strong variation in GERs across Pacific countries, from highs in Australia (72%), New Zealand (63%) and Palau (40%) to lows in Tonga (6%) and Vanuatu (5%). Australia, with the highest participation in tertiary, also had the highest increase in GER (more than six percentage points) among countries with data available.

Literacy

Very few countries in the Pacific report data on adult literacy. The estimated regional average was relatively high, with 93% of adults able to read and write with understanding. Yet, the challenge for achieving the EFA literacy target by 2015 remains high in Papua New Guinea and Vanuatu, whose respective adult literacy rates are 57% and 74%.

3. The private cost of education is an important obstacle to enrolment. Free education is legally guaranteed in only three Pacific countries (Australia, New Zealand and Palau). However, between 2000 and 2005 many countries abolished school fees, including Timor-Leste in 2001.

4. Enrolment data for upper secondary education in Australia include adult education, which explains the high level of GER.

Gender disparities

On average, gender parity is achieved in the Pacific region for most levels of education. Some gender disparities in favour of boys remain: in Papua New Guinea in primary education, and in Papua New Guinea, Solomon Islands and Vanuatu in secondary education, with the gender parity index (GPI) being under 0.90 in 2004. However, boys' enrolment is also becoming a challenge in several countries, particularly in secondary and tertiary education. At tertiary level, as reflected by GPI for the Pacific as a whole (1.27), many more females than males are enrolled in all countries except Vanuatu (GPI of 0.58). Palau has more than two female students for each male student at tertiary level.

Among the few countries with data available, only Papua New Guinea reveals high gender disparities in adult literacy, with 80 women literate per 100 men.

For both females and males, many obstacles continue to 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 causes of exclusion and to provide children with the educational support and physical safety they need to gain access to school and to remain there.

Quality of education

Grade repetition

While increasing children's access to primary education is a crucial step towards UPE, attention must also be paid to their progression through school once enrolled. High incidence of grade repetition not only reflects internal inefficiency of the education system but also indicates that students are not mastering the curriculum. In the few countries reporting, the percentage of primary education repeaters was about 11% Vanuatu in 2004, but less than 1% in Samoa and nil in Australia, Nauru and Papua New Guinea. At secondary level, the percentage of students who repeat a grade ranges from 11% in Tonga to 0.02% in the Republic of Korea.

A pronounced shortage of teachers in some countries

The presence of sufficient numbers of teachers who are qualified, trained and motivated is crucial to ensuring that children receive a good-quality education.

The number of primary pupils per teacher was about 20:1 or less in the majority of Pacific countries with 2004 data (by comparison, the median for developing countries is 27:1). However, teacher shortages remain a problem in countries including Papua New Guinea (average PTR of 35:1) and Timor-Leste (51:1).

The presence of female teachers is important for assuring increased enrolment and completion for girls. In 2004, women accounted for more than 60% of the total primary teaching staff in most countries with data. All primary teachers were female in Niue, but their share was less than 40% in some countries, including the Marshall Islands, Papua New Guinea and Timor Leste.

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 quite high across the Pacific:

- The share of public expenditure on education in GNP was about 7% or above in two-thirds of countries with 2004 data. The percentage varied from 4.3% in Samoa to about 12% in the Marshall Islands.
- Between 1999 and 2004, the share fell in four countries (including Tonga, with a 24% decrease) and increased in three (among them Vanuatu, from 6.7% to 10%).
- The priority given to education in total government expenditure ranged from 10% in Niue to 44% in Tuvalu.

In general, countries accord relatively low priority to pre-primary education in their public spending. For example, in Australia, Fiji and New Zealand the share of pre-primary education in total current public spending on education was less than 4%, and represented from 0.01% to 0.2% of GNP.

External aid to education

Some Pacific countries need external aid, particularly for programmes focusing on the EFA goals. The proportion of total aid disbursement that went to East Asia and the Pacific 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 in 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.

Regarding aid to education per capita,⁵ countries of East Asia and the Pacific received less than US\$1 per inhabitant on average, but US\$16 per person for the Pacific alone. The Pacific average masks significant differences among countries, with amounts ranging from US\$5 in Nauru to US\$405 in Tuvalu. In Papua New Guinea and Timor-Leste,

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

which are among the countries with the lowest education indicators, per capita aid to education was US\$8 and US\$16, respectively.

Aid accounts for a significant proportion of total expenditure on education in some Pacific countries. For example, in Tonga external aid accounted for 40% 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 the majority of donors allocate to pre-primary less than 0.5% of total aid to education). 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, now involving over thirty 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 only Timor-Leste has joined this initiative from the East Asia and the Pacific region. ■

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, but for now it focuses on the four most easily quantified: UPE, adult literacy, gender parity and equality, and education quality, each proxied by one indicator.* The EDI for 2004 could be calculated for eleven of the thirty-three countries in the East Asia and the Pacific region.

* Universal primary education (goal 2) is proxied by total NER (includes children of primary school age who are enrolled in either primary or 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 0) or as part of a non formal child development programme. ECCE programmes are normally designed for children from age 3 and include organized learning activities that constitute, on average, the equivalent of at least 2 hours per day and 100 days per year.

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

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 (%) ²	Statutory duration of maternity leave (weeks)	Official programmes targeting children under age 3	Youngest age group targeted in programmes (years)
	2000-2005	1996-2004 ¹	2003	2000-2006 ¹	2005	c. 2005
East Asia						
Brunei Darussalam ⁶	7	...	44	...	...	...
Cambodia	140	45	74	...	yes	0-6
China	41	14	70	12	yes	0-3
Democratic People's Republic of Korea ⁶	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 ⁶	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
Pacific						
Australia	6	...	55	52	yes	1-4
Cook Islands	...	...	...	...	...	...
Fiji	27	3	50	0	no	.
Kiribati	...	28	...	...	no	.
Marshall Islands ⁷	...	...	...	...	...	...
Micronesia (Federated States of)	48	...	...	...	...	...
Nauru ⁷	...	...	...	...	...	...
New Zealand	7	...	59	14	yes	0-5
Niue	...	...	...	...	...	...
Palau	...	...	...	...	...	...
Papua New Guinea	98	...	72	0	no	.
Samoa	31	...	40	...	...	...
Solomon Islands ⁷	58	27	55	...	no	.
Timor-Leste	134	49	54	...	...	...
Tokelau	...	...	...	...	...	...
Tonga	25	...	46	...	...	...
Tuvalu	...	...	...	...	...	...
Vanuatu	42	19	79	...	...	...
	Weighted average		Median			
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) ^{3,4}			Private enrolment as % of total enrolment	% of trained teachers	Pupil/teacher ratio ⁵		
	Total (%)	Total (%)	GPI (F/M)	age 3 (%)	age 4 (%)	age 5 (%)					
2004	1999	2004	2004	2004	2004	2004	2004	2004	2004		
East Asia											
3 (5)	51	52	1.00	...	...	...	67	...	23	Brunei Darussalam ⁶
3	6	9	0.99	...	...	...	24	94	30	Cambodia
4	38	36	0.92	...	...	...	...	...	...	China
4 (5)	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea ⁶
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 ⁶	
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	
Pacific											
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 ⁷
3	37	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
3	...	71	1.02	...	...	...	17	...	13	Nauru ⁷
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 ⁷
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 ¹		Primary education						
						Age group	NER Total (%)		GER's GPI (F/M)		Survival rate to last grade Total (%)	% of female teachers
							2004	1999	2004	1999			2004	2003	2004
East Asia				Total (%)	GPI (F/M)							
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	93	0.98	1.00	98	66
Myanmar	50 004	5-9	0.860	90	0.92	5-9	80	88	0.99	1.02	70	81
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	99	1.01	0.99	97	74
Singapore	4 273	6-16	...	93	0.92	6-11	...	...	...	...	...	...
Thailand	63 694	6-14	...	93	0.95	6-11	...	...	0.95	0.95	...	58
Viet Nam ³	83 123	6-14	0.910	90	0.93	6-10	96	93	0.93	0.93	87	78
Pacific												
Australia	19 942	5-15	...	...	...	5-11	92	96	1.00	1.00	81	...
Cook Islands	18	5-15	...	...	...	5-10	85	...	0.95	0.98	...	...
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	...	90	...	0.94	...	34
Micronesia (Federated States of)	110	6-13	...	...	...	6-11	...	...	...	...	...	...
Nauru	13	6-16	...	...	...	6-11	...	...	...	0.99	<u>25</u>	95
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	0.92	...	...
Papua New Guinea	5 772	6-14	...	57	0.80	7-12	...	...	0.93	0.88	58	39
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 ³	887	7-15	...	...	...	6-11	...	...	...	...	...	30
Tokelau	1	...	...	...	...	5-10	...	...	...	...	...	69
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>	80
Vanuatu	207	6-12	...	74	...	6-11	91	94	0.98	0.97	...	54
	Sum			Weighted average			Weighted average				Median	
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 ²	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)				2004	Annual average 2003-04
East Asia												
...	13	115	0.97	77	1.16	94	1.05	15	1.98	...	...	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	1.0	0.5	Indonesia
...	19	101	1.00	102	1.00	102	1.00	54	0.89	3.6	...	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
...	18	98	1.06	57	1.27	76	1.14	32	1.41	8.5	1	Malaysia
76	31	45	0.98	31	1.02	41	0.99	11	...	...	0.3	Myanmar
...	35	91	1.09	69	1.19	86	1.11	29	1.28	3.0	0.6	Philippines
...	29	95	1.00	90	1.00	93	1.00	90	0.62	4.6	0.03	Republic of Korea
...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	21	86	1.00	61	1.07	73	1.03	43	1.11	4.3	0.7	Thailand
87	23	87	0.94	55	0.98	73	0.95	10	0.77	...	3	Viet Nam ³
Pacific												
...	...	112	1.00	221	0.92	149	0.96	72	1.23	4.9	...	Australia
...	16	85	0.93	41	1.24	64	1.02	-	-	...	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
...	17	126	0.97	67	1.09	87	1.04	17	1.30	11.9	109	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	128	Micronesia (Federated States of)
...	22	...	...	...	...	48	1.07	-	-	...	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	2.15	9.7	49	Palau
...	35	35	0.79	6	0.70	26	0.79	...	...	...	8	Papua New Guinea
...	25	100	1.00	72	1.20	80	1.12	...	...	4.3	55	Samoa
...	...	49	0.86	15	0.69	30	0.81	-	-	...	13	Solomon Islands
...	51	41	...	26	...	34	...	10	1.48	...	16	Timor-Leste ³
...	6	...	...	...	...	...	...	-	-	...	178	Tokelau
...	20	93	0.95	108	1.4	98	1.08	6	1.68	4.9	51	Tonga
...	19	...	...	...	...	...	...	-	-	...	405	Tuvalu
...	20	47	1.03	32	0.58	41	0.86	5	0.58	10.0	52	Vanuatu
Median		Weighted average						Median	Weighted average			
...	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