



INSTITUTE *for* STATISTICS

GLOBAL EDUCATION DIGEST 2006

Comparing Education Statistics Across the World



UNESCO

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Comparing Education Statistics Across the World



UNESCO Institute for Statistics
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UNESCO

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Foreword

The state of tertiary education – the focus of analysis in this year’s Global Education Digest (GED) – in a country or region is a potent indicator of human capital and, thus, of human development and well-being. The growing ranks of university-level students and graduates represent a positive result of global efforts to promote educational participation and achievement at all levels. In turn, these new teachers, doctors, scientists and lawyers will no doubt help pull the UN Millennium Development Goals (MDGs) – particularly the goals on education, health and the rights of girls and women – into a sustainable reality.

More generally, the growth in tertiary enrolment and graduation is associated with the steady rise in social and economic globalisation and mobility. This report contributes significantly to the understanding of what is being called the ‘internationalisation of tertiary education’. The UNESCO Institute for Statistics (UIS) assembled and analysed a wide range of data for this task, extracting the most from what is available and highlighting gaps in current data collection.

This report introduces the concept of ‘internationally mobile students’ – those who study in foreign countries where they are not permanent residents. It advances several new indicators to track the flows of these students whose numbers jumped by 41% between 1999 and 2004. These indicators ask: How many students, and what percentage of the student body, go abroad – and where do they go? What are the impacts on countries of origin and on host countries? What are the factors that push and pull these students?

Other evidence presented in this report shows that low- and middle-income countries are playing catch-up with North America and Western Europe in terms of tertiary enrolment, leading to some startling changes in the rankings of countries. The report also examines the gender balance in education, as well as in fields of study. This study reflects factors like national wealth, labour market structure and gender opportunities.

High-income countries have more than double the share of graduates in health-related fields than low-income countries. A similar gap is evident in engineering, computing and sciences. As for gender balance, not only is gender parity in tertiary enrolment rare, but female students are overwhelmingly clustered in education and non-science fields. There are different patterns of gender disparity in tertiary education, but the most prevalent is one that favours men.

The UIS is responsible for monitoring progress on international education-related targets, such as the MDGs and Education for All (EFA) goals. We initiate, support and participate in activities around the world that contribute to ongoing efforts to improve data quality. For example, a number of regional workshops on education statistics are taking place in 2006 for statisticians and policymakers in Member States. These intensive exchanges lead to improvements in the scope and comparability of data across countries by implementing international measurement standards.

At the heart of the Digest are the indicator tables: they present a wide range of the best data available for all levels of education. This year we have introduced a number of positive changes in the Digest. The new reference school year is now harmonised with OECD and Eurostat countries and fosters more timely reporting. Countries – and their data – are grouped by a larger number of regions (the same as those used in the *EFA Global Monitoring Report*) and there are now more regional averages for indicators.

For the first time in the Digest, new statistical tables provide data that take into account the flows of international students. For example, for each country of origin we name the top five destinations for students who go abroad to study. We also introduce a new indicator – the outbound mobility ratio – that will appear in future GED editions. Secondary and tertiary tables now include the share of private enrolment. Adult and youth literacy rates have also been added as part of UIS efforts to present a wider range of data sources on education and learning.

This report is accompanied by an interactive database accessible online at www.uis.unesco.org/publications/GED2006 or on CD-ROM (*see section on Online Resources*). In this database, users will find additional indicators and time series beyond those presented in the print version of the Digest. Key indicators in the online database are updated twice a year and thus provide access to the most timely international education data available.



Michael Millward
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1

Tertiary education: Extending the frontiers of knowledge

Introduction

There has been spectacular growth in the numbers of new students entering tertiary education in the past decade. In some countries, such as China and Malaysia, entry ratios have doubled in the five-year period between 1999 and 2004. This edition of the Global Education Digest analyses this rising demand for higher education – represented by some 132 million tertiary students worldwide in 2004 – by examining indicators related to what they study and where.

This overview presents a global picture of the tertiary sector based on the data assembled and presented in the statistical tables of this Digest. The overview is divided into four sections.

The first section describes the basic framework that is used to compare different types of tertiary systems across countries.

The second section looks at the outputs of the tertiary sectors in terms of graduates. It also looks at the fields of study that are pursued, as well as the gender differences imbedded in these choices.

The third section turns to trends in participation using indicators that focus on individuals, as well as years of study, and measure gender parity across different types of tertiary programmes.

The final section examines changes in the international mobility of tertiary students focusing on their countries of origin and of study.

1. Comparing tertiary education systems

A comprehensive analysis of tertiary education must build on a framework that covers the entire tertiary education landscape. It must address diversity of programmes within countries, as well as differences in structures across countries.

Within countries, the diversification of education pathways, programmes, qualifications and institutions presents a challenge for the development of indicators that can synthesise information on the whole system. Universities, clearly a key part of all tertiary systems, are complemented by a diverse and growing set of public and private tertiary institutions – technical institutes, polytechnics, community colleges, distance education centres, nursing schools, teacher-training facilities and many more. They provide a cost-efficient option for the education and training of highly-skilled individuals.

Diversification is especially important for the development of tertiary education in low-income countries. One reason why tertiary enrolment levels are still relatively low in many parts of the developing world is the lack of institutional differentiation to accommodate demand that is both growing and varied (World Bank, 2002).

The diversification of tertiary education will undoubtedly continue in countries of all income levels – for different reasons. In changing marketplaces, tertiary education is a key provider of lifelong learning – and the

demand for such learning pushes institutions to offer more varied and flexible degree structures which, in turn, changes the pattern of educational pathways and participation. In this scenario, students may leave education for the labour market and then return to further studies; others pursue part-time studies and the completion of multiple degrees becomes more common. This type of growth changes the institutional landscape of tertiary education substantially: new types of institutions, new types of programmes and new profiles of participation emerge.

The 1997 UNESCO International Standard Classification of Education (ISCED97) provides a global framework for classifying educational programmes based on content. Importantly, this ensures greater comparability of data across countries. Tertiary education comprises ISCED levels 5 and 6.

- ISCED 5B programmes are typically shorter than ISCED 5A programmes and are mainly designed so that participants acquire the practical skills and know-how needed for employment in a particular type or certain class of occupations or trades. These programmes have a minimum full-time equivalent of two years of study (but, in practice, often run up to three years) and typically provide graduates with a specific labour market qualification.
- ISCED 5A programmes are largely theoretically-based and are intended to provide sufficient qualifications for professions with high skills requirements (e.g. medicine, dentistry, architecture) and for entry into advanced research programmes (ISCED 6). Completion at this level involves a minimum full-time equivalent of three years of study. These programmes are typically offered at

institutions that also have advanced research credentials and may involve completion of a research project or thesis.

- ISCED 6 programmes lead to an advanced research qualification, often at the Doctorate or PhD level or beyond. These programmes go further than course-work to advanced study and original research.

Again, it should be noted that the basis for ISCED classification is not the institutional setting but the programme content. This means that not all university education is classified ISCED 5A or 6; that some universities also offer ISCED 5B programmes; and that some institutions other than universities offer ISCED 5A programmes. Nonetheless, the general practice of equating ISCED 5A with university degrees and ISCED 5B with non-university degrees, although not strictly correct, does provide a good indication of the content levels in the two types of programmes.

Across countries, the variety in national degree and qualification structures poses a challenge to comparative analysis. National qualifications at various stages of study mark important educational and labour market transition points and are, therefore, very relevant for the measurement of outputs. When ISCED 5A studies provide sequential qualifications, usually only the highest qualification gives direct access to level 6, yet all these qualifications or degrees are allocated to level 5A. Consequently, completion of ISCED 5A can be associated with different levels of content and does not automatically imply access to advanced research programmes at ISCED 6.

As for labour market degrees obtained at this level, there are three main models.

- A first course of tertiary study of long or very long duration that leads to a degree which qualifies for direct entrance to ISCED 6 programmes. Examples include *Corsi di Laurea* (Italy), *Daigaku Gakubu* (Japan) and *Diplom* (Austria, Germany).
- A first degree, typically of shorter duration, can be followed by a second degree that provides access to ISCED 6; for example, Master's programmes in Australia, the United Kingdom and the United States.
- Three or more degrees at level 5A where the first degree is typically of very short duration, classified as intermediate and does not qualify as ISCED 5A completion. For example, a *Diplôme d'Etudes Universitaires Générales* or *Professionnalisées* (DEUG/DEUP), followed by a *Licence* and then a *Maîtrise* (Algeria, France, Morocco).

Although ISCED classification does take into account national differences in the structure of degrees and qualifications, comparability problems remain. Graduation rates typically capture completion of a first tertiary degree. This results in the comparison of degrees of three years' duration in some countries with degrees of five or six years' duration in others, as well as comparison of degrees that provide access to ISCED 6 programmes with degrees that do not. Intermediate programmes, such as DEUG in francophone countries, fall short of the duration criteria set by ISCED and are excluded, although they are labour market-relevant outputs in their countries.

Furthermore, the shorter ISCED 5A programmes are in duration, the higher graduation rates are. In other words, a comparison of outputs depends partially on the national degree structure. Attempts to calculate graduation rates with respect to the

total duration of studies completed without double-counting graduates require very detailed data which are available in only a few countries (OECD, 2005a).

Accounting properly for the diversity of post-secondary programmes, and even upper-secondary programmes, across and within countries means that many familiar concepts used in comparisons of basic education systems need to be adjusted for analyses of tertiary education or cannot be applied at all. These concepts include: the idea of a unique theoretical duration for a level of education; typical entry or graduation ages of participants; or a fixed pathway through the system. It is necessary then to revamp indicators, such as entry, graduation and enrolment rates:

- Unlike primary education, there is no single completion or graduation rate for ISCED 5 education, only separate figures for ISCED 5A and 5B sub-levels.
- Gross enrolment ratios cannot be calculated on the basis of a common theoretical duration for most programmes in a given country. Instead they are based on a standard duration of five years, leading to a higher weight for long university programmes compared to relatively short 5B programmes. Using gross enrolment ratios as an indication of population coverage is even less valuable for tertiary than for lower levels of education. For example, a country with extensive population coverage from 5B programmes may have far lower gross enrolment ratios than a country with long university programmes, although more students graduate in the first country.
- Indicators based on headcounts are less authoritative due to the high incidence of part-time students.

2. Measuring the outputs of tertiary education

Research has shown that the impact of human capital on economic growth can be even greater in middle-income countries than those which are more developed. Indeed, in the 1980s and 1990s, progress in educational attainment contributed more than half a percentage point to annual economic growth in these countries (UIS/OECD, 2001). Moreover, for rich and poor countries alike, the benefits of human capital go far beyond the economic domain. They lie at the core of collective and individual health and well-being.

There is a considerable body of research showing that social returns are greater for basic education than for higher education. Nevertheless, post-secondary and tertiary education systems provide the skills needed in any developing society or economy

(OECD, 2005). Without a viable tertiary education system, developing countries have little chance of approaching, let alone achieving, the education- and health-oriented Millennium Development Goals (World Bank, 2002).

Given the stakes in terms of human capital, it is, therefore, critical to measure the outputs of education systems. This section will identify related trends based upon three measures in particular: educational attainment, entry and graduation ratios, and graduation by field of study. Data on tertiary graduation are available from a wide range of countries. However, there are relatively few data from developing countries on the first two indicators. Consequently, the following analyses are largely limited to middle- and high-income countries. This underscores the need to further develop similar indicators for developing countries.

Box 1. Measuring the outputs of tertiary education

Output measures for tertiary education are designed to indicate the percentage of a population with some or completed tertiary education.

Educational attainment indicators – which are based on census data, as well as household and labour force surveys – measure the share of persons by age with a tertiary degree. They indicate progress toward higher tertiary completion levels by presenting changes in the last 25 years (by using data on the population currently between the ages of 20 to 64). However, the data do not necessarily reflect current trends. For example, a country with a relatively young population may have considerable numbers of tertiary students about to graduate, a prospect that would not be captured by these attainment indicators.

In order to judge the output of current tertiary systems, this report presents current graduation ratios as a proxy of the proportion of the population completing tertiary education. The gross completion ratio shows the number of graduates compared to the population of graduation age. However, it is important to recognise that these measures are not infallible.

For example, tertiary systems generally have different levels of tertiary programmes, such as ISCED 5A and 5B. Students may graduate from more than one type of programme during the course of their lives. Given the current reporting procedures, they will be counted twice as graduates. This double-counting will, therefore, inflate the size of the population completing a tertiary degree. As a result, completion ratios are calculated according to programme level. It is important to note that the separate ratios for ISCED 5A and 5B cannot simply be added together to calculate a completion ratio for tertiary education in general.

Educational attainment of adult education

An important measure of human capital is the share of the adult population that has attained a tertiary degree (see **Box 1**). **Figure 1** illustrates the considerable progress made in this regard in recent decades by comparing attainment data for selected middle-income countries participating in the UIS/OECD World Education Indicators (WEI) programme (UIS/OECD, 2005) to the OECD average.

In 2003, the share of young people aged 25 to 34 years who had a tertiary degree in middle-income countries ranged from 5% in Indonesia to 22% in Peru, compared to the OECD average of 29%. The exception is the Russian Federation, where about 55% of younger adults have a degree. It is interesting to note that

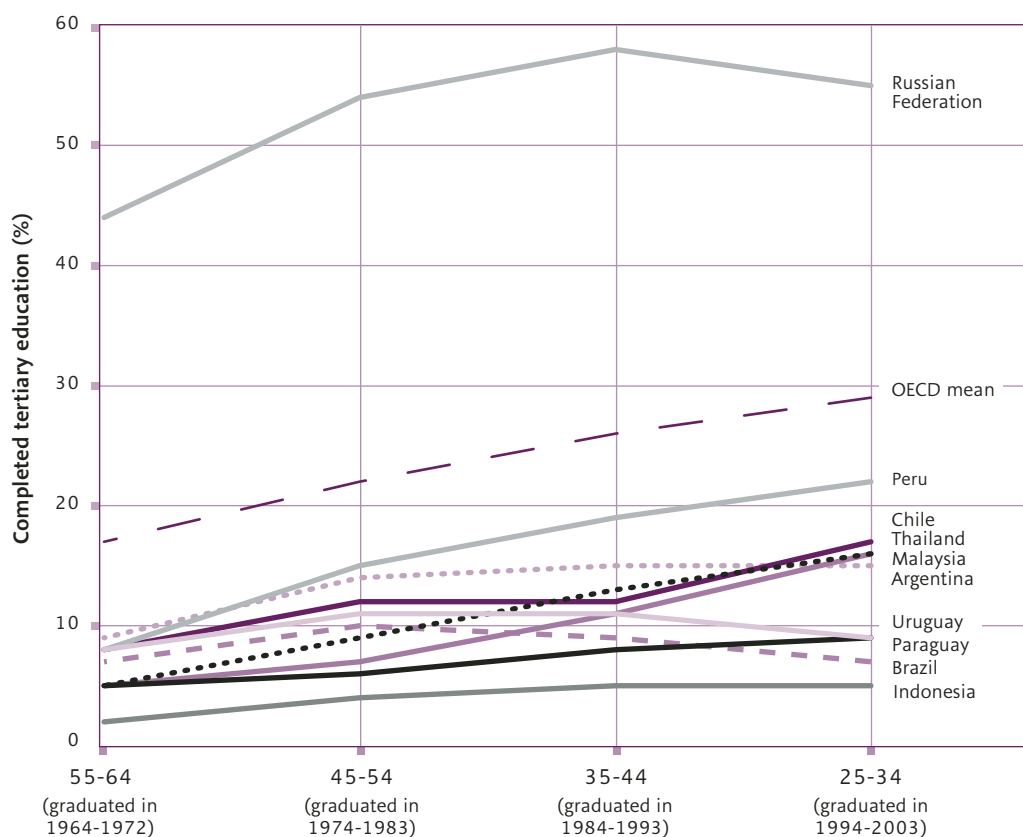
Peru's current level is the equivalent to that of OECD countries in the mid-1980s, while Chile, Malaysia and Thailand have now reached the OECD average of the mid-1970s. The rest of the WEI countries reported levels that industrialised economies exceeded more than 30 years ago.

Yet, very different trends emerge by comparing these levels across age groups. In Malaysia, Peru and Thailand, about three times as many 25- to 34-year-olds have a tertiary degree as 55- to 64-year-olds. Indeed, most of the countries presented have growth rates approaching or even exceeding the OECD average. The exceptions are Argentina, Brazil and Uruguay, which all show signs of stagnation.

FIGURE 1

What share of the adult population attained at least some tertiary qualification?

Percentage of the adult population that completed tertiary (ISCED 5A or 5B) education, 2003



Source: UNESCO/OECD, 2005.

Current outputs of tertiary education systems

Figure 2 presents the gross graduation ratios for first-time qualifications at ISCED 5A and 5B levels, by region. It is important to note that ISCED 5A is generally considered to be the more traditional university programme in many countries. ISCED 5B programmes tend to be shorter and more vocationally-oriented. In many countries, students may decide to go on to a 5A level after completing 5B programmes. As previously noted, it is, therefore, important to present these data separately in order to avoid double-counting graduates.

At the ISCED 5A level, Finland and Australia had the highest graduation ratios with, respectively, 56% and 47% of young people of graduation age attaining a tertiary degree.

From a regional perspective, the share of graduates among those of graduation age is about one-third in Central and Eastern Europe as well as in North America and Western Europe (33% and 29%, respectively). Yet, striking differences exist within these regions. While graduation ratios exceed 40% in France, Iceland, the Netherlands, Norway and Poland, they are less than one-half of that in

Austria (20%), Belgium (20%), Germany (21%) and Greece (15%). Ratios dip to 5% or less in Andorra, Cyprus and Luxembourg, although this is partly explained by the high share of young people from these countries who are studying abroad (*see Section 4*).

In East Asia and the Pacific, Australia, Japan, New Zealand and the Republic of Korea have ISCED 5A graduation ratios of 30% or more. Central Asia also reported some particularly high results, notably in Mongolia (34%), Kazakhstan (30%) and Kyrgyzstan (29%).

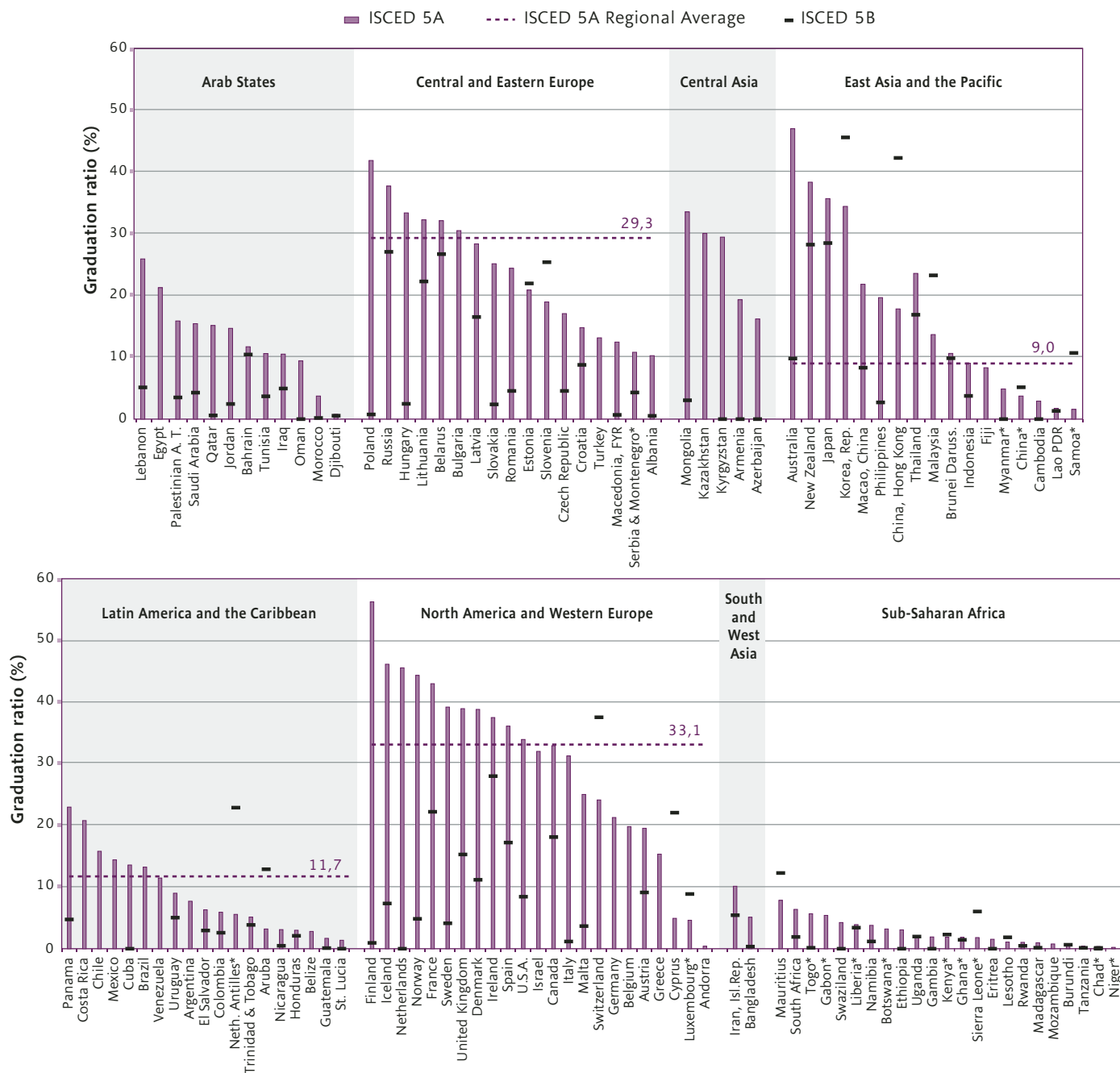
In Latin America and the Caribbean, where the regional average is about 12%, Panama and Costa Rica have the two highest ratios of 23% and 21%, respectively.

The lowest ratios were generally found in sub-Saharan Africa. Ratios are less than 1% in Burundi, Chad, Madagascar, Mozambique, Niger and Tanzania. Even countries with the highest outputs – Mauritius, South Africa and Togo – have ratios of less than 8%. However, in some countries, graduation rates at ISCED 5B exceed those at 5A. They include: Burundi (0.6%), Kenya (2%), Lesotho (2%), Sierra Leone (6%) and Uganda (2%). Mauritius is another notable case with a relatively high ratio of 12%.

FIGURE 2

How many young people graduate from tertiary education?

First-time ISCED 5A and 5B graduates as a percentage of the population at the theoretical graduation age (gross graduation ratio), 2004 or most recent year available



Coverage: Regional average for ISCED 5A calculated for regions where graduate data cover more than 85% of the tertiary education age group. Coverage by region: Central and Eastern Europe, 87%; East Asia and the Pacific, 94%; Latin America and the Caribbean, 91%; North America and Western Europe, 98%. Regional averages are based upon the latest year of available data. Average for East Asia and the Pacific includes 2000 data for China. This does not reflect the very recent and substantial growth in tertiary education which the country has experienced. As a result, the average for 2004 may be underestimated.

Notes: For year of reference see *Statistical Table 8*.

* Data refer to a year prior to 2002. See UIS Database for details.

Source: UNESCO Institute for Statistics, *Statistical Table 8*.

The substantial growth in enrolment has translated into a rise in the number of graduates from ISCED 5A programmes (see *Statistical Table 8*). To evaluate these changes over time, **Figure 3** compares graduation ratios from 60 countries with available data for 1999 and 2004. More than one-half experienced strong growth, with a 20% increase over the five-year period. Graduation ratios even doubled in Brunei Darussalam, Cambodia, Costa Rica, Djibouti, Estonia, Ethiopia and Kyrgyzstan and grew by more than 40% in another 16 countries. On the contrary, the ratios stagnated in Albania (10%), Bangladesh (5%), Croatia (15%), Germany (21%), Morocco (4%),

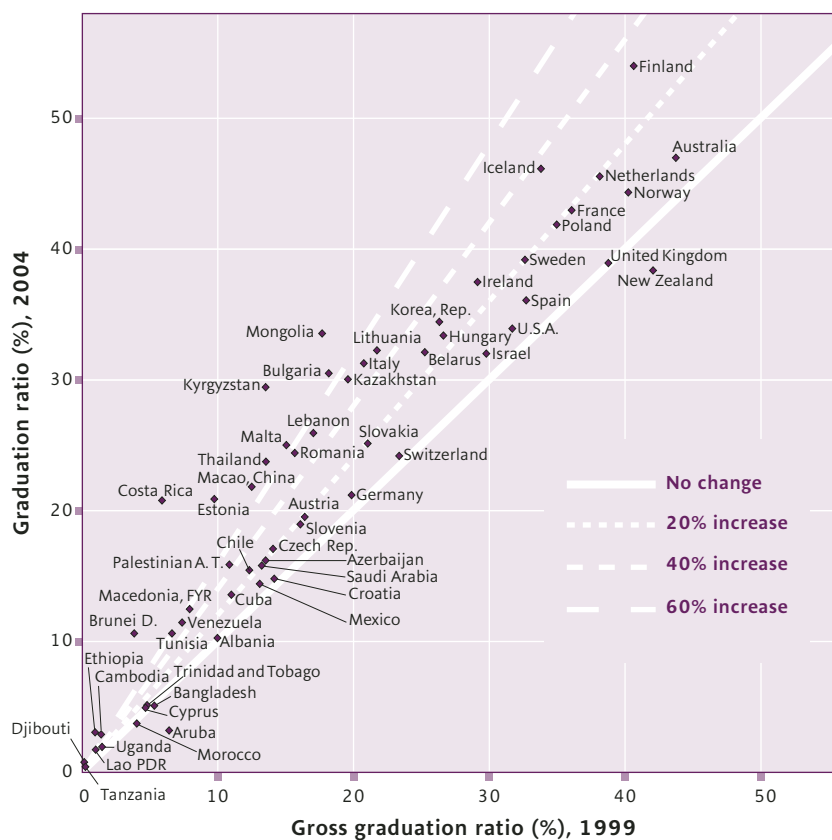
Switzerland (24%) and the United Kingdom (39%), and even fell in New Zealand (from 42% to 38%).

The growth in graduation ratios has led to some notable changes in the standing of countries. For example, Bulgaria, Kyrgyzstan, Lebanon, Malta, Mongolia, Romania and Thailand have gone from having lower graduation rates than Germany in 1999 to surpassing the OECD stalwart by more than five percentage points in 2004 (see *Figure 3*). Similarly, France, Iceland, Netherlands and Poland surpassed the United Kingdom, which had had one of the highest graduation ratios, 39%, among industrialised countries.

FIGURE 3

How has tertiary completion changed since 1999?

Gross graduation ratio, ISCED 5A, 1999 and 2004



Coverage: 60 countries with data for 1999 and either 2003 or 2004 are included. See *Statistical Table 8* for the latest reference year.
Source: UNESCO Institute for Statistics, *Statistical Table 8*.

An important measure of current educational demand lies in gross entry ratios – the number of tertiary students beginning their studies as a percentage of the population at the typical entry age. This measure provides a proxy for the share of young people beginning ISCED 5A or 5B programmes. Entry ratios are usually much higher than graduation ratios because many new students drop out. Nevertheless, changes in entry ratios suggest future trends in tertiary output.

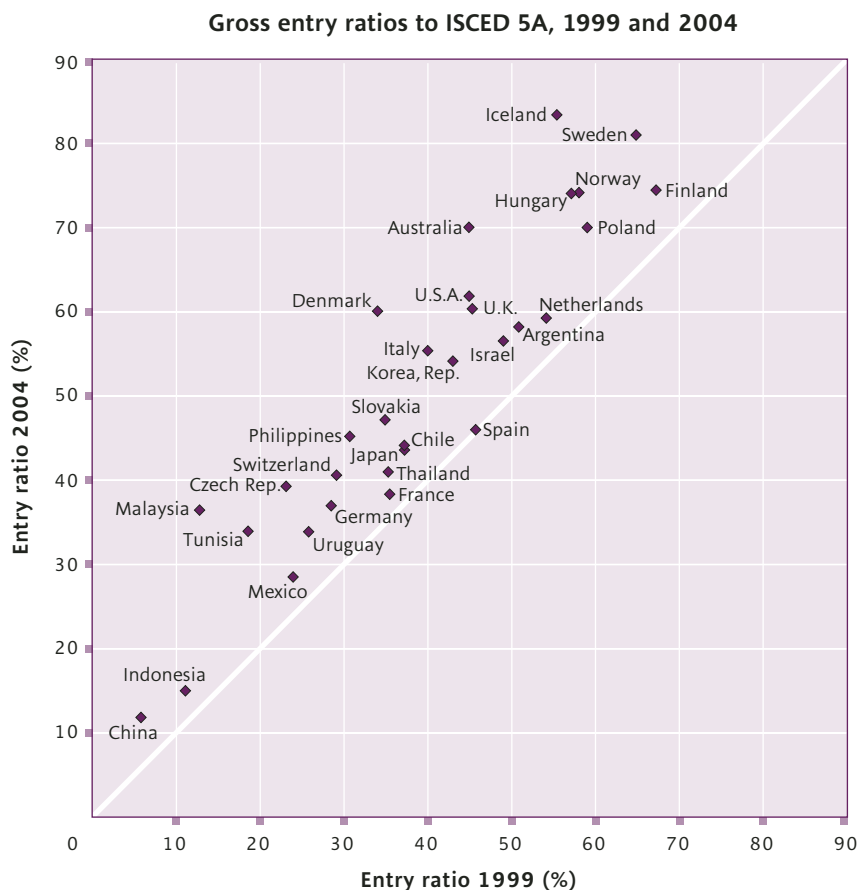
Figure 4 compares the entry ratios for 1999 (when many current graduates entered university) and 2004 for those countries with data available for both years. They all reported significantly higher entry ratios in 2004 than five years earlier – with the exception of Spain. This

growth was the case for countries with high and low participation levels. Those with the highest entry ratios in 1999 – namely Hungary, Iceland, Norway, Poland and Sweden – still experienced growth exceeding 10%. Currently, the number of students enrolled in tertiary programmes (ISCED 5A) is equivalent to more than 70% of the population of entry age.

Tertiary access also expanded in countries with relatively low participation levels, as reflected in WEI countries. In just five years, entry ratios doubled in China and Malaysia, almost doubled in Tunisia, and rose by one-third in Indonesia. Rising ratios in Germany and Switzerland suggest that the recent stagnation in graduation ratios noted above will soon give way to growth.

FIGURE 4

Will graduation rates grow at the same pace? A look at recent changes in admissions



Coverage: 32 countries completing the UNESCO/OECD/Eurostat (UOE) questionnaire or participating in the UIS/OECD World Education Indicators programme (WEI).
Notes: Only countries with data for 1999 and either 2003 or 2004 are included. See *Statistical Table 7* for latest reference year.
Source: UNESCO Institute for Statistics; reference year 2004: *Statistical Table 7*; reference year 1999: UIS/OECD, 2001.

Fields of study

This report goes beyond total numbers of tertiary graduates to explore the fields in which they study. These data can provide valuable insight into current trends shaping human capital formation and inform the debate as to whether or not tertiary systems are geared to meet the needs of both the labour market and society at large. The distribution of graduates' fields of study also helps to explain differences in expenditure between and within tertiary education systems, e.g. some systems cannot afford the higher unit costs of medical programmes compared to the humanities. Indeed, the choices students make in terms of subject matter partly reflect the national wealth and economic opportunities of their countries.

This part of the report begins by identifying trends in the study fields of graduates across countries. However, it does not provide regional figures or analyses because more than one-half of the world's countries lack comparable data in this area. This is especially true for countries with low levels of both national income and tertiary education provision.

It is important to note that the distribution by fields of study combines graduates from all tertiary levels – ISCED 5B programmes, ISCED 5A first, second and further programmes, as well as PhD and other ISCED 6 programmes. This provides an overall picture of student choices. However, it can cause slight distortions. For example, in some countries, medical studies can be part of a single programme of relatively long duration whereas other fields of study, like finance, may be divided into Bachelors and Master's

programmes. In this case, the finance graduate might be counted twice, whereas the medical graduate would only be counted once.

Several key factors appear to influence the distribution of graduates by field of study. To begin with, low national income generally indicates reduced resources for tertiary education and a lower graduate output. In these countries, the public sector is often a major employer of graduates. So fields of study related to the core functions of society, like education, account for a greater share of the relatively few graduates.

Figure 5 presents the share of graduates from selected fields of study (as a percentage of all graduates) in relation to national wealth (GDP per capita). Typically, countries with low national income have low graduation ratios (grouped to the left of the chart) and countries with high national income have high graduation ratios (grouped to the right of the chart). In general, there is far greater diversity in the importance of a given field of study across low-income countries with low graduation ratios than across middle- and high-income countries with high graduation ratios.

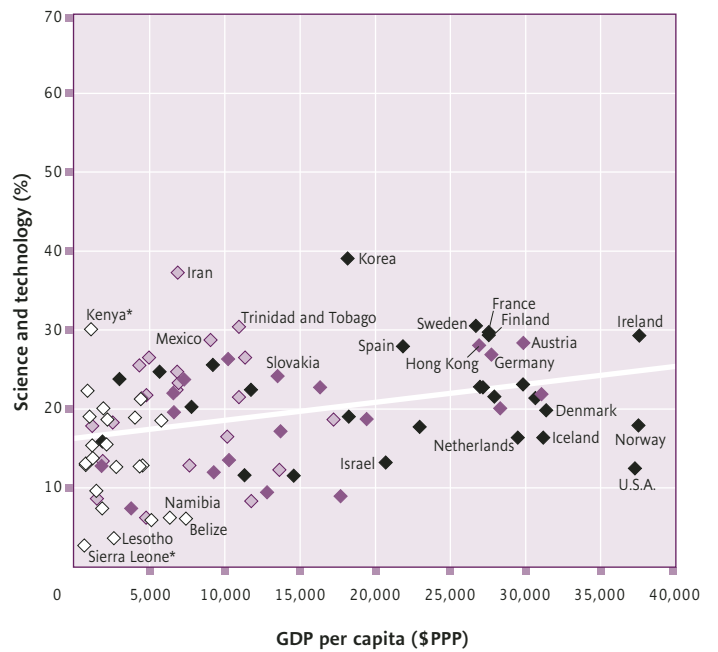
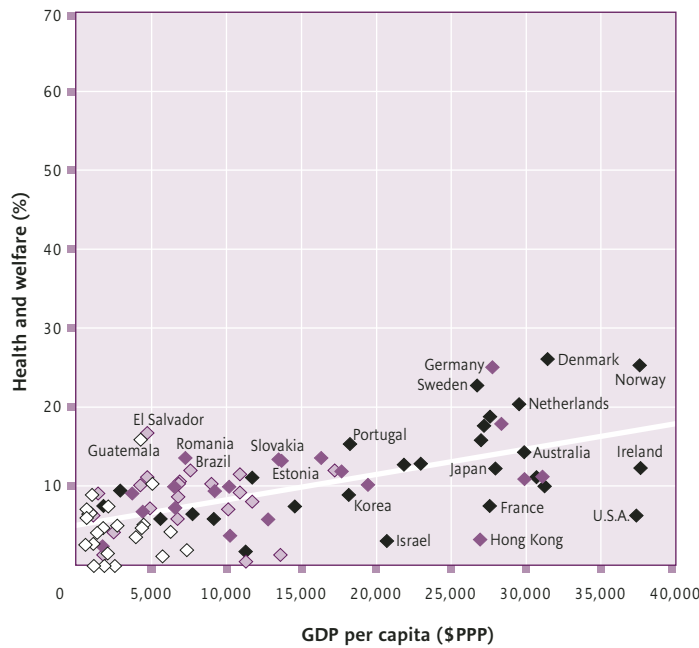
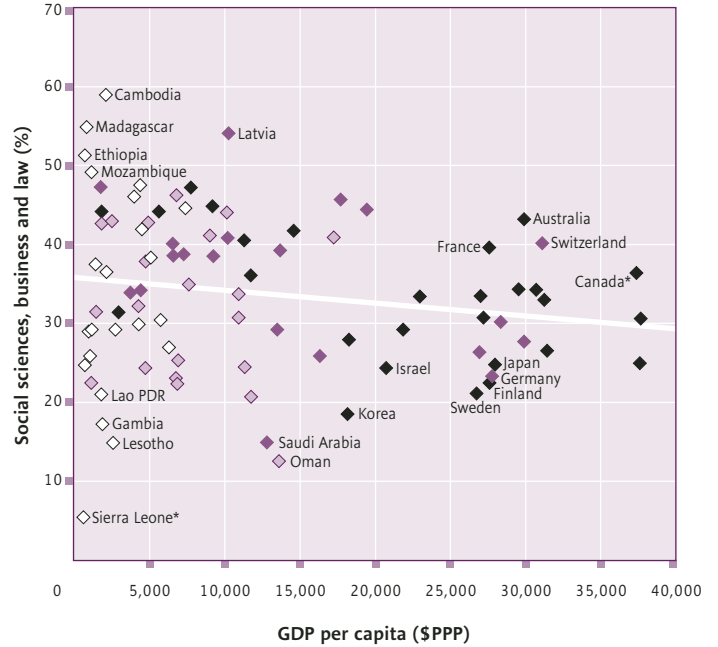
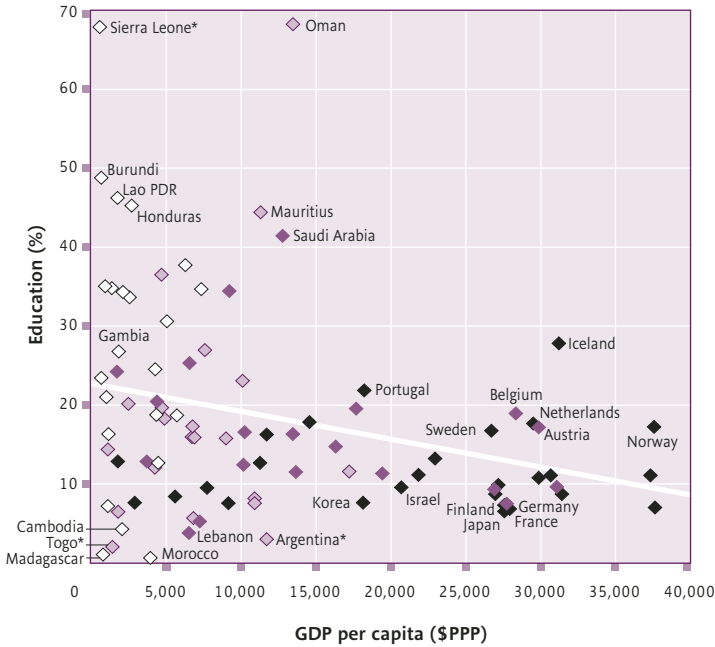
In two-thirds of countries with data available, the social sciences, business and law programmes, were the most popular fields of study. They also formed the second-largest study choice in the rest of the countries. In Cambodia, Ethiopia, Latvia, Macao (China) and Madagascar, more than one-half of the graduates studied in these fields. However, less than 20% of graduates came from the social sciences in the following countries: Brunei Darussalam, Gambia, Lesotho, Oman,

FIGURE 5

What do graduates study? How do national wealth and graduation ratios relate to their fields of study?

Graduates from selected fields of study as a percentage of total number of graduates by GDP per capita (\$PPP), ISCED 5A, 5B and 6 combined, 2004

◇ Low graduation rates ◆ Middle-low graduation rates ◆ Middle-high graduation rates ◆ High graduation rates



Coverage: 91 countries representing 38% of the world's tertiary education-age population.

Notes: * Data refer to a year prior to 2002. See UIS database for details.

Only countries with data for GDP per capita are displayed. For other countries mentioned in the text, see *Statistical Table 11*.

Source: UNESCO Institute for Statistics, *Statistical Table 11*. GDP per capita: World Bank, 2005.

Republic of Korea, Saudi Arabia and Sierra Leone. Despite some exceptions, wealthier countries tend to have lower shares of graduates in the social sciences because they have larger shares in the health and science fields. However, the lower proportions of social science graduates in countries like Gambia, for example, can be explained by a predominance of education graduates.

Education is the second-most popular field of study. In Oman and Sierra Leone, education accounts for more than 50% of all graduates (mainly women). In contrast, the share of education graduates typically ranges from 8% to 20% in higher-income countries. This reflects the importance of the public sector as a source of employment for tertiary degree holders in low-income countries with weak graduation ratios.

However, a different situation emerges in countries with extremely low shares of education graduates. In the following countries, the share was less than 5%: Argentina and Lebanon, as well as Cambodia, Madagascar, Morocco and Togo. In the latter group, tertiary-level training is not required for primary and sometimes even secondary teachers, which may explain the low share of education graduates.

The predominance of social sciences and education graduates in countries with lower levels of national wealth is directly linked to the lower share of graduates from science and health fields. As noted above, the latter programmes are more expensive to provide. At the same time, there is generally lower demand for health care in these countries

because sizeable portions of the population are unable to afford such services.

In fact, the share of graduates from health- and welfare-related fields rarely exceeds 10% in low-income countries. Typically, the share is much smaller – e.g. less than 4% in Bangladesh, Cambodia, Chad, Gambia, Ghana, Kyrgyzstan, Mauritius, Mozambique, Samoa and Sierra Leone. Exceptions to this pattern are found in Brazil, El Salvador, Guatemala and Romania, where the share ranges from 12% to 17%. The highest shares of health graduates are found in high-income countries, such as Denmark, Germany, the Netherlands, Norway and Sweden, at more than 20% of graduates.

Similarly, developed and developing countries vary substantially in the proportion of graduates in science and technology-related fields, such as engineering, architecture, life and physical sciences, mathematics and computing. In the Republic of Korea, these fields account for 39% of all graduates, which is three times higher than in Israel or the United States (which are the two high-income countries with the lowest shares of science graduates). In Finland, France, Ireland and Sweden, about 30% of graduates are from science fields. The share is generally much lower in countries with low national income and weaker graduation rates, but also more divergent. For example, the highest shares of science graduates in such countries were reported in Iran (37%), Kenya (30%), Mexico (28%) and Trinidad and Tobago (30%). By contrast, 6% or less of graduates in Belize, Lesotho, Namibia and Sierra Leone studied in science- and technology-related fields.

Women in science: Gender issues in fields of study

In the vast majority of reporting countries, most tertiary graduates are female. However, one-half of the world's countries, including large nations in East and South Asia, lack these kinds of gender-disaggregated data. Consequently, it is impossible to formulate regional or global conclusions on gender parity in fields of study at the tertiary level. Furthermore, the countries that lack data generally have lower female tertiary enrolment ratios. Yet despite these gaps, the available data clearly demonstrate that there are a number of critical gender issues at the tertiary level.

Gender questions cannot be reduced to equity in participation or graduation ratios. It is not enough to simply compare the numbers of women and men enrolling or graduating to reach conclusions about gender parity. The fields of study must also be considered. The educational decisions and achievements of tertiary students can largely determine the jobs and societal roles available to them. Gender patterns in the choice of and access to various fields of tertiary study are central to discussions about gender equality. Part of the debate lies in the degree to which differences in these patterns reflect genuine gender preferences or the pressures of cultural and social stereotypes.

Figure 6 shows the share of female students in science-related fields of study (including science and engineering, manufacturing and construction) compared to other fields. Women are concentrated in non-science fields in all countries except Angola and Liechtenstein. The biggest disparities were found in Andorra (women make up 71% of non-science graduates compared to 12% of

science graduates), Aruba (84% and 18%), Austria (63% and 21%), Belize (70% and 22%), Burundi (28% and 10%), Cambodia (32% and 12%), Japan (59% and 15%), the Netherlands (63% and 18%) and Switzerland (52% and 16%).

The vast majority of countries show a similar pattern in which men outnumber women in the sciences, with the opposite being true for non-science fields. For example, women make up only 15% of science graduates in Japan and less than 30% in Finland; but they account for 59% and 75% respectively of non-science graduates in these two countries.

There are a few exceptions. In some countries with very low shares of female graduates in general, men outnumber women in both non-science and science fields. For example, Eritrea and Gambia have the lowest share of female science graduates (less than 10%) and female non-science graduates (less than 20%). On the contrary, women outnumber men in both science and non-science fields in Mongolia. In Bahrain, Honduras, the Palestinian Autonomous Territories, the Philippines and Qatar, women account for close to 50% of science graduates and outnumber men in non-science fields.

Statistical Table 11 presents more complete graduate data about individual fields of study by gender. According to the data, women in many countries account for two-thirds or three-quarters of graduates in the fields of health, welfare and education. But a very different situation arises in sub-Saharan Africa and in some East and South Asian countries, such as Bangladesh and Cambodia, where men also dominate these fields. By contrast, relatively few women graduate in the following fields: engineering, manufacturing, construction, science and agriculture.

FIGURE 6

How many women graduate in scientific and technological fields compared to other fields?

Female graduates as a percentage of all graduates in science and technology-related fields and non-science fields, ISCED 5A, 5B and 6 combined, 2004



Coverage: 86 countries representing 33% of the world's tertiary age population.
Source: UNESCO Institute for Statistics, Statistical Table 11.

3. Trends in tertiary participation and provision

Tens of millions of new students have entered tertiary education in the last decade, reflecting an increasing global demand for higher education. Yet despite this seemingly spectacular growth, only a small share of the population has access to tertiary education. In particular, there remains an enormous divide between more- and less-developed regions. Out of 100 adults of tertiary age, 69 are enrolled in tertiary education programmes in North America and Western Europe, but only

5 are enrolled in sub-Saharan Africa and 10 in South and West Asia.

This section focuses on where and when changes in duration of and participation in tertiary schooling took place between 1991 and 2004. More detailed national data on tertiary participation are found in *Statistical Table 8*. This section also identifies who has benefited or lost out from these changes by examining patterns of gender disparity among tertiary students. Finally, the analysis explores the extent to which private educational providers contributed to growth in the provision of tertiary education.

Changes in tertiary participation

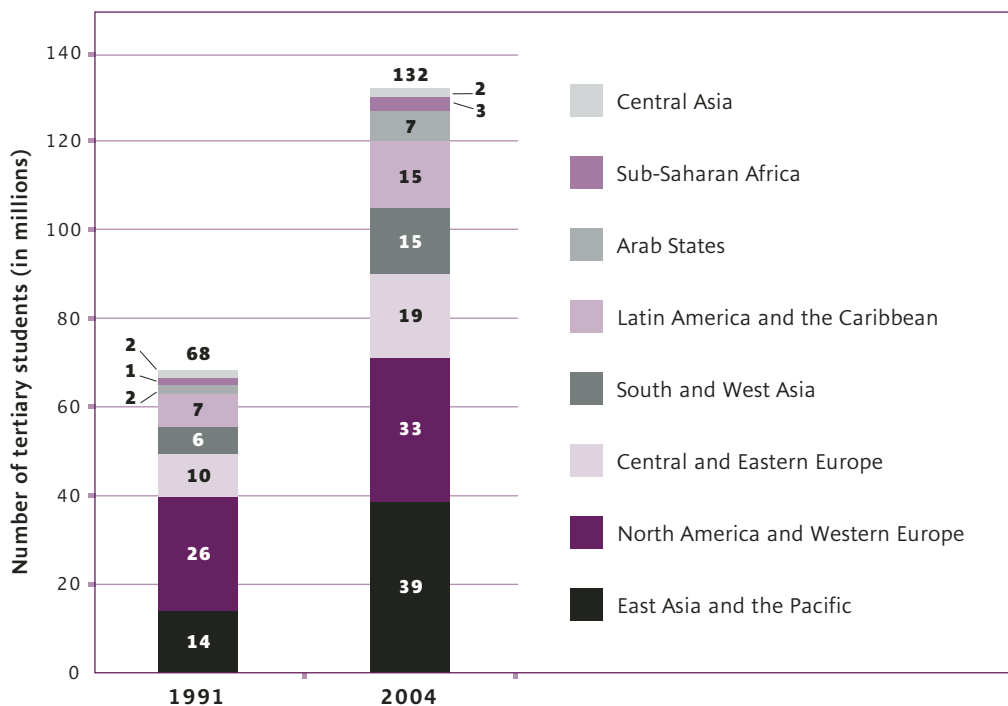
Globally, in 2004, 132 million students were enrolled in tertiary education, up from 68 million in 1991. Over one-half of the world's tertiary students are found in two regions, East Asia and the Pacific and North America and Western Europe. Each region accounts for more than one-quarter of the global total (see **Figure 7**). East Asia and the Pacific is the region with the greatest growth in the absolute number of tertiary students, with an increase of 25 million from 1991 to 2004. But figures at least doubled in South and West Asia, Latin America and the Caribbean, the Arab States and sub-Saharan Africa. Central Asia was the only region where the number of students remained stable at about 2 million.

There are two key considerations for interpreting trends in enrolment. First, data coverage is important when comparing educational outputs, especially at the tertiary level where there is greater diversity among educational providers and reporting on enrolments may not be compulsory. If information is lacking on some tertiary education providers, the actual volume of educational provision may be underestimated. The opposite can also be true in countries with large numbers of part-time tertiary students who are not reported as such and are, therefore, counted as full-time students. It is preferable to compare enrolment based on full-time equivalence, but the data presented here do not distinguish between

FIGURE 7

Growth in the number of tertiary students worldwide since 1991

Absolute number of tertiary students, 1991 and 2004, in millions



Source: UNESCO Institute for Statistics database.

types of students. While some countries report student counts adjusted for full-time equivalence, this is not the case for many others.

Table 1 presents growth rates for tertiary students and for tertiary school-age populations. It also provides the tertiary gross enrolment ratio (GER), which is a ratio of the number of students to the number of tertiary school-age population. Globally the pace of growth in tertiary enrolments has quickened, rising from 4% annually in the early 1990s to 5% annually in the late 1990s, and 7% annually since 1999.

Between 1991 and 2004, sub-Saharan Africa had one of the highest regional growth rates with an average increase of 7% per year, adding up to a total increase of nearly 95% over the entire period. But this rise took off from the lowest tertiary GER (3%) of any region. That ratio has changed very little, partly due to high rates of population growth which were up to three times higher than the global average. Despite a modest fall in the late 1990s, the number of tertiary students continued to grow throughout the rest of the period.

The Arab States also experienced strong growth with a rate of 8% per year from 1991 to 2004. Despite a steady rise in tertiary school-age population, the gross enrolment ratio still improved from 11% to 19%. But since 1999, growth has slowed, which can be explained by trends in Egypt where the number of tertiary students grew on average only by 0.5% per year between 1999 and 2004. Nevertheless, Egypt still had the region's highest share of tertiary students (33%) in 2004. With Algeria and Saudi Arabia, the three countries accounted for over one-half of the total number of tertiary students in the region.

East Asia and the Pacific had the highest growth rate for tertiary students since 1991. This translates into an increase of 25 million students – some 17 million just since 1999. This growth was driven by expansion in China, where the number of students rose by 25% to 29% per year between 2001 and 2004. China alone accounted for 64% of the increase in East Asia and the Pacific between 1991 and 2004. The expansion slowed somewhat in the late 1990s, before becoming the fastest-growing region from 1999 to 2004. Due to slow population growth, there has been significant improvement in the regional GER, which rose from 7% to 23% between 1991 and 2004.

In South and West Asia, the number of tertiary students grew by 6.8% annually between 1991 and 2004. Despite relatively slow progress initially, it became the fastest-growing region in the world by the end of the 1990s, with 11% growth per year. This helped to boost the tertiary GER, which is still relatively low at 11%. The change can be largely explained by India, which accounted for 73% of the region's total number of tertiary students in 2004. Between 1991 and 1996, the number of tertiary students in India was growing by less than 3% each year, but it soared by 13.4% by the end of the decade. This growth was largely fuelled by increasing numbers of women participating in tertiary education, which then began to taper off in the early 2000s.

In Latin America and the Caribbean, tertiary enrolments grew by 5% annually, peaking in the late 1990s. These changes were driven by trends in Argentina, Brazil, Colombia, Mexico and Venezuela which represent more than two-thirds of tertiary students in the region. In four of the five countries, strong growth occurred in the late 1990s before slowing down. The tertiary GER improved from 17% to 28% over the period.

TABLE 1

Change in enrolments, school-age populations and gross enrolment ratios in tertiary education, 1991 to 2004
Average annual growth, by year and region

Region	Average annual growth							Tertiary GER		
	Tertiary enrolment				Tertiary school-age population			1991	1999	2004
	1991-1996	1996-1999	1999-2004	1991-2004	1991-1996	1996-1999	1999-2004			
Arab States	8.9	14.3	3.4	7.9	2.4	3.5	2.8	11	19	21
Central and Eastern Europe	0.7	9.0	7.1**	5.0	1.1	1.2	0.8	33	39**	54
Central Asia	-3.4	-5.1	8.1**	0.4	0.9	1.0	2.5	29	19**	25
East Asia and the Pacific	7.1	3.8	11.8	8.1	-1.8	-1.2	0.5	7	13	23
Latin America and the Caribbean	2.6	8.8	5.5	5.1	1.6	1.4	0.9	17	21	28**
North America and Western Europe	2.2	-0.4	3.0	1.9	-1.0	-0.6	0.5	52	61	70
South and West Asia ⁺¹	4.3	11.0	6.0	6.8	1.3	2.6	2.1	6	...	11
Sub-Saharan Africa	4.5	9.0	8.9	7.2	2.7	2.7	3.2	3	4	5
WORLD	3.5	5.2	6.6	5.1	0.1	0.9	1.4	13.7	17.9**	23.7

Notes: ** UIS estimation

⁺¹ Data refer to 2000 instead of 1999.

The tertiary school-age population represents a five-year cohort which is derived on a country by country basis.

It covers five years after the theoretical/typical age of secondary education completion.

Source: UNESCO Institute for Statistics database and Statistical Table 8.

In Central and Eastern Europe, tertiary enrolments have grown, on average, by 5% per year from 1991 to 2004. After a slow start, the rate of growth has been strong since the late 1990s. While the number of tertiary students in the Russian Federation fell by more than 3% annually between 1991 and 1996, enrolments grew in Poland, Romania and Turkey. The high growth rates since 1996 have translated into a large increase in tertiary GER, which rose from 39% to 54% between 1999 and 2004.

In North America and Western Europe, the average growth rate has been almost 2% per year since 1991. While the number of tertiary students has not grown as fast as in other regions, it has, by far, the highest participation rate. The tertiary GER reached 70% in 2004. The United States represents just over one-half (51%) of the tertiary enrolments in North America and Western Europe.

The region with the smallest increase in the number of tertiary students is Central Asia,

with an average growth rate of just 0.4% per year between 1991 and 2004. After negative growth throughout the 1990s, the tertiary GER fell from 29% in 1991 to 19% in 1999. This was the only region to experience such a decline. However, since 1999, enrolments have recovered and grown at the rate of 8% per year. Kazakhstan has led the recent expansion, nearly doubling its tertiary enrolments. The regional tertiary GER has partially recovered at 25%.

In 2004, 25 countries each had more than 1 million tertiary students, accounting together for 78% of the global total. China has the highest absolute number of tertiary students: 19 million or about 15% of the world's tertiary students. The United States, India and the Russian Federation follow with, respectively, 17 million, 11 million and 9 million tertiary students. Brazil, China, India, Indonesia, Japan, the Russian Federation and the United States each had more tertiary students than the entire region of sub-Saharan Africa.

How much tertiary education can young people expect to receive?

While the number of tertiary students has increased steadily throughout the 1990s and even more so since 2000, how can we compare the amount of tertiary education that young people can expect to receive today?

The school life expectancy (SLE) indicator provides an estimate of the number of years of education that a child can expect to receive at a given level of education. The indicator does not measure the number of grades completed but the number of years a student is expected to be enrolled. It can provide insight into future levels of educational attainment, and thus, human capital. The SLE is useful as a summary measure which can be compared across countries despite their different tertiary education programmes.

Globally, a child entering school can now expect to spend an average of 1.1 years in tertiary education, an increase of roughly

half a year compared to levels in the early 1990s. However, this reflects just a little more than one-tenth of an average school life (see *Table 2*).

In North America and Western Europe, the tertiary school life expectancy (TSLE) is more than three years while in Central and Eastern Europe it has risen from 1.6 to 2.6 years between 1991 and 2004. In both regions, the time a young person can expect to spend in tertiary education represents about one-fifth of an expected school life, or twice the global average. This reflects an emphasis on the tertiary sector to meet the growing demands for higher-level skills.

Young people in East Asia and the Pacific, the Arab States, Latin America and the Caribbean and Central Asia can expect to spend much less time in tertiary education, about one year, on average. Although the situation is improving in the first three regions, TSLE has dropped by 13% in Central Asia since 1991.

TABLE 2
Average school life expectancy in years by region, 1991 and 2004

Region	Average school life expectancy (years)					
	Tertiary		Primary-Tertiary		% Tertiary	
	1991	2004	1991	2004	1991	2004
Arab States	0.6	1.0 ^{-1**}	8.6	10.0 ^{-1**}	6.7	9.6 ^{-1**}
Central and Eastern Europe	1.6	2.6 ⁻¹	11.4	12.9 ⁻¹	14.2	20.2 ⁻¹
Central Asia	1.5	1.3	11.6	11.7	12.6	11.0
East Asia and the Pacific	0.4	1.0 ⁻¹	9.6	11.2 ⁻¹	3.8	8.8 ⁻¹
Latin America and the Caribbean	0.8	1.3 ⁻²	10.4	13.1 ⁻²	8.0	10.3 ⁻²
North America and Western Europe	2.6	3.3 ⁻¹	14.7	16.4 ⁻¹	17.5	20.4 ⁻¹
South and West Asia	0.3	0.5 ⁻¹	7.6	9.1 ⁻¹	3.8	5.6 ⁻¹
Sub-Saharan Africa	0.1 ^{**}	0.2 ^{**}	6.0	7.6 ^{**}	2.5 ^{**}	3.2 ^{**}
WORLD	0.7	1.1⁻¹	9.3	10.4⁻¹	7.4	10.2⁻¹

Notes: ⁻¹ Data refer to 2003.

⁻² Data refer to 2002.

Source: UNESCO Institute for Statistics Database and Statistical Table 12.

The situation is even bleaker in South and West Asia and sub-Saharan Africa, where a half-year or less is currently spent in tertiary education. The chances of young people being able to attend tertiary education for a substantial period of time are remote with no significant improvements reported since the early 1990s in sub-Saharan Africa.

In Central and Eastern Europe, the TSLE more than doubled in several countries between 1991 and 2004 (see **Figure 8**). The rising trends in Estonia, Latvia and Poland are even more dramatic when looking specifically at the proportion of school life expectancy belonging to tertiary education, which more than doubled, surpassing average levels in North America and Western Europe. This reflects the relative growth of tertiary education compared to lower levels of education.

In North America and Western Europe, many countries have reported progress. Finland, Greece, Iceland, Norway and Sweden stand out with 1.5 to 2 years more of TSLE. More modest improvement was found in the United States (+0.4 years) which, nevertheless, started from a very high level of 3.7 years recorded in 1991.

In Latin America and the Caribbean, the greatest progress was found in Argentina and Cuba. The number of years that young people living in both countries can expect to be enrolled in tertiary education grew by roughly 1.5 years between 1991 and 2004. Bolivia, Chile and Panama also reported improvements in TSLE.

In almost every region reporting improvements in TSLE, the growth was spread across most countries. But in East Asia and the Pacific, only one-half of the region's countries experienced significant

growth. Since 1991, the Republic of Korea and Macao (China) have added more than two years to the duration a young person can expect to be enrolled in tertiary education. Australia, Japan, New Zealand, Malaysia and Thailand have also added more than a year. The comparatively modest increase in China (+0.8 years) still represents more than one-half of the regional average growth between 1991 and 2004.

In the Arab States, the majority of countries have added at least a half-year to TSLE. The Libyan Arab Jamahiriya (+2.1 years) stands out as the only country in the region to add more than a year to the expected duration of tertiary study.

In South and West Asia, most countries have shown little or no progress since 1991. Only India and the Islamic Republic of Iran have displayed relatively strong growth, nearly doubling the duration a person can expect to attend tertiary education.

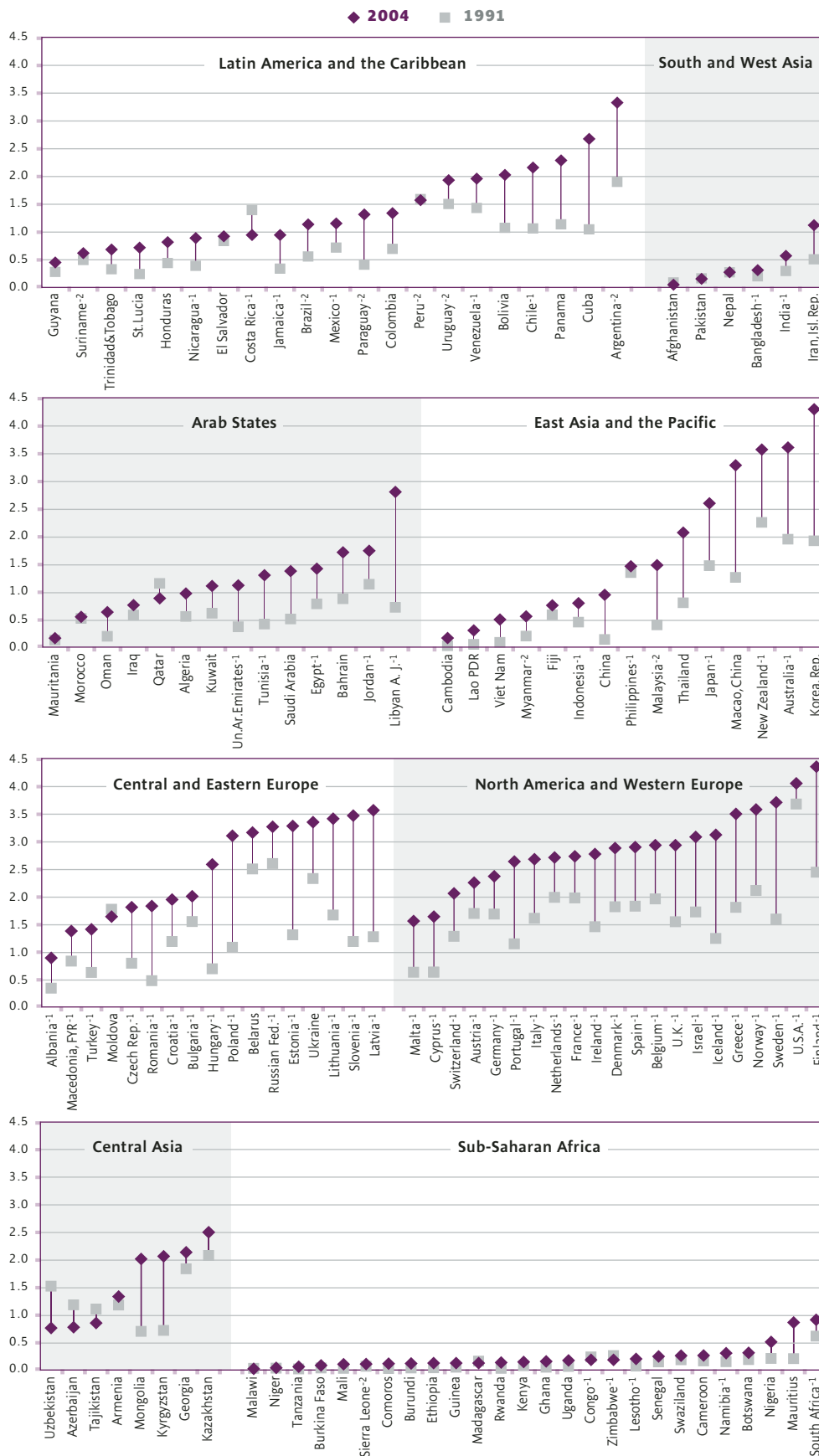
In Central Asia, three of the four most-populous countries – Azerbaijan, Tajikistan and Uzbekistan – experienced a drop in TSLE. This, in turn, reduced the regional average from 1.5 to 1.3 years between 1991 and 2004. In Uzbekistan, the country with the largest population, TSLE fell by one-half: a person can now expect to receive less than a year of tertiary education on average. On the positive side, Kyrgyzstan and Mongolia both added more than a year to TSLE.

In sub-Saharan Africa, most countries have experienced very little or modest growth since 1991 in terms of TSLE. However, the notable exceptions are Nigeria, Mauritius and South Africa with young people in the last two countries now able to expect on average to be enrolled in tertiary education for nearly a year.

FIGURE 8

To what extent did tertiary school life expectancy grow?

Average school life expectancy in years for tertiary education by country, 1991 and 2004



Notes: ¹ Data refer to 2003.
² Data refer to 2002.

Source: UNESCO Institute for Statistics database and Statistical Table 12.

Gender parity in tertiary education

Educated women have more economic opportunities and engage more fully in public life. Women who are educated tend to have fewer and healthier children, who are more likely to attend school (DESA, 2006). Research from diverse sources has repeatedly shown that gender parity is intricately linked to the Millennium Development Goals (MDGs), especially those concerning poverty reduction, universal primary education and the prevention of HIV/AIDS. It is, therefore, essential to examine women's access to the highest levels of education.

How do women and men compare in terms of tertiary participation? This section analyses the Gender Parity Index (GPI) of gross enrolment ratios for tertiary education. **Figure 9** presents, for each type of tertiary programme, the GPI level and how it has changed between 1999 and 2004. The points above the diagonal line reflect an increase in women's enrolment and points below indicate an increase in men's enrolment.

When GPI lies between 0.97 and 1.03, gender parity is considered to have been reached (UNESCO, 2004). However, this standard (used by the *EFA Global Monitoring Report*) is apparently difficult to reach at tertiary levels. Indeed, it is extremely rare. In 2004, out of 57 countries only one, Mexico, reached gender parity at ISCED 5A level compared to five countries in 1999. For ISCED 5B, gender parity was also reached by only one country: the Libyan Arab Jamahiriya. At ISCED 6 level,

two countries achieved gender parity: Australia and New Zealand.

Figure 9 shows that between 1999 and 2004, the GPI for the gross enrolment ratio generally increased to the benefit of women. This was the case for ISCED 5A and ISCED 6 programmes in more than 77% of the 57 countries with available data. About 56% of the countries also reported an increase for ISCED 5B.

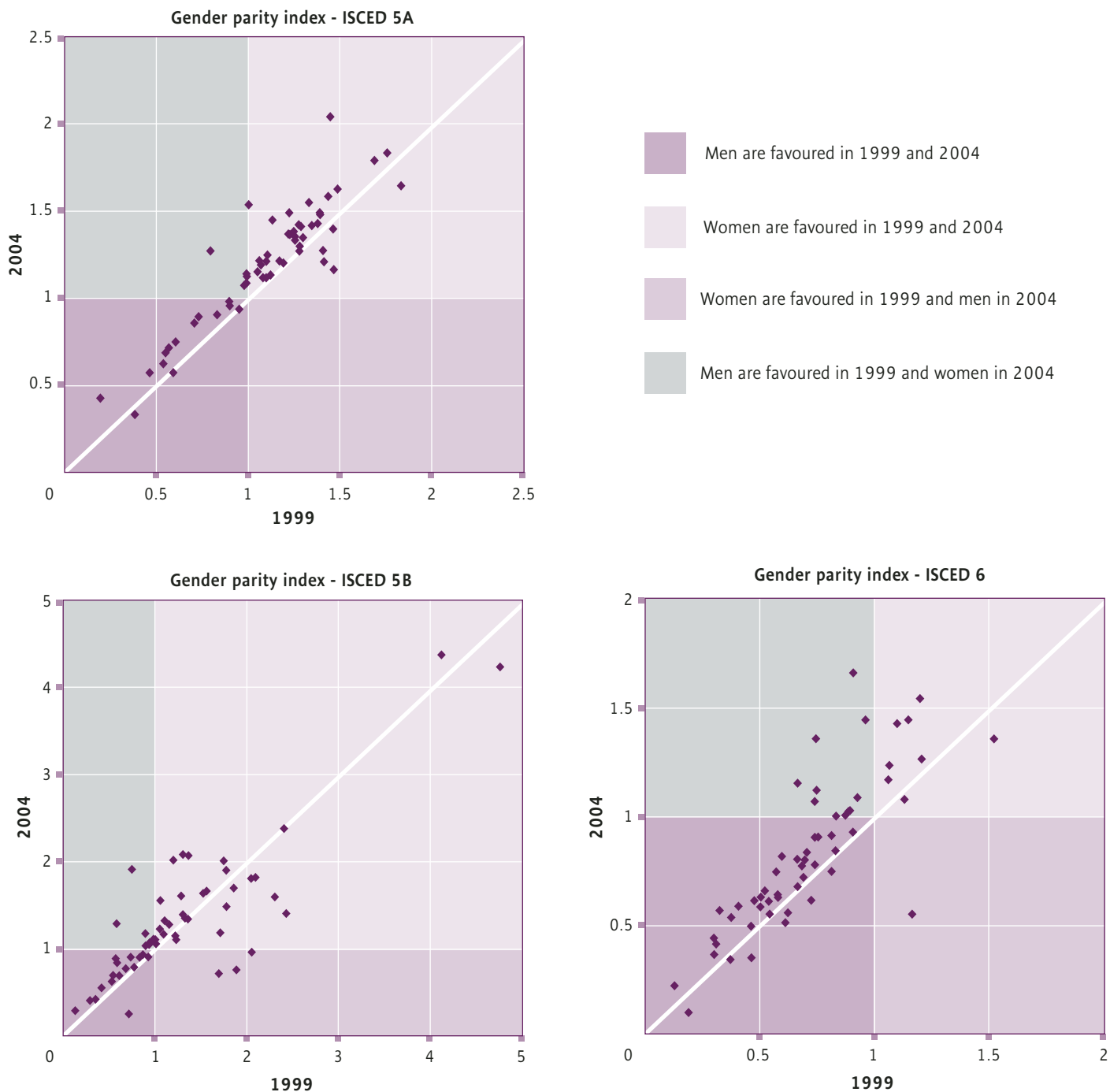
But an increase in GPI can also reflect greater disadvantage for men. To evaluate whether a change reflects improvement in terms of gender balance, it is essential to consider the starting level. For ISCED 5A and 5B, more countries show enrolment patterns in favour of women, with GPI measures greater than 1.0. Therefore, at that level, any further increases in GPI reflect greater disadvantage for men. This is less likely the case for ISCED 6 where women are favoured over men in just 31% of the countries. So any increases beyond this level reflect real improvements for women.

While men continue to dominate ISCED 6 programmes, many countries have shown progress between 1999 and 2004, as seen in Figure 9. The exception is Colombia, where men at this education level are favoured instead of women, as was the case in 1999. This pattern was also found for three countries (Denmark, Finland and Trinidad and Tobago) at the ISCED 5B level. This could be explained by a change in fields of study available for the countries concerned since 1999.

FIGURE 9

Overall gender disparities by tertiary level

Change in GPI for the gross enrolment ratio by type of tertiary programme, 1999 and 2004



Note: Only countries with data available for both years and for all three levels are presented.
Source: UNESCO Institute for Statistics database.

Figure 10 compares gender disparities in 2004 between the three tertiary levels in 31 countries with low enrolment rates in ISCED 5A – the most common type of programme. Four main patterns emerge.

- *Gender disparities favour men at all tertiary levels of education.* In 2004, this was the second-most prevalent pattern and was the case in 9 of the 31 countries, most of which have the lowest tertiary GER and are found in sub-Saharan Africa. Burundi and Tanzania are two notable examples.
- *Women are favoured at all levels.* In 2004, this opposite pattern was found in just five

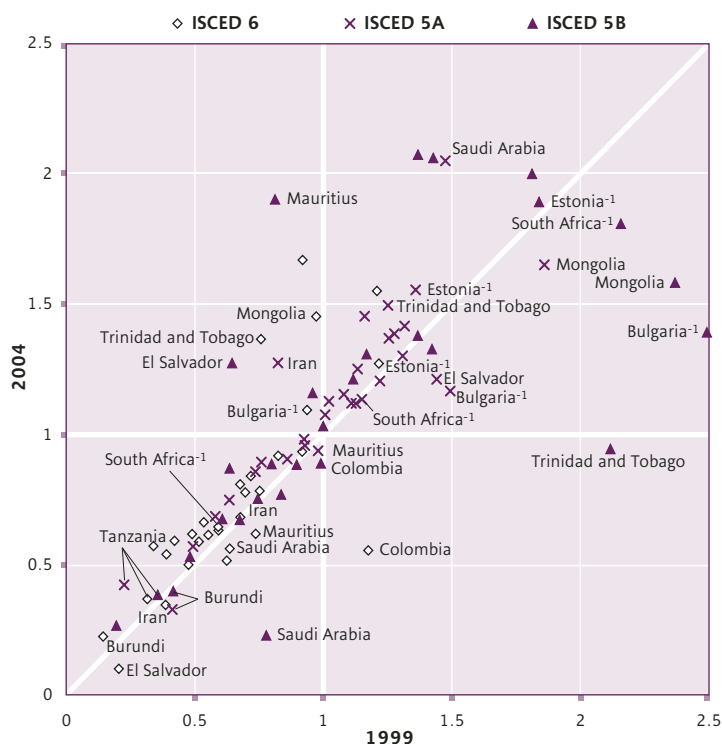
countries, including Bulgaria, Estonia and Mongolia. This situation is rarely found in countries with relatively low levels of tertiary participation.

- *Gender disparities favour women in ISCED 5A and 5B but men in ISCED 6.* In 2004, this was the most prevalent pattern found in 10 countries, including El Salvador and South Africa. However, it is important to note that in South Africa, female tertiary students are generally concentrated in the humanities and teacher education programmes. They are seriously under-represented in the sciences, engineering and technology programmes, and business and management studies (Cloete et al, 2006).

FIGURE 10

National patterns of gender disparity

Gender parity index for the gross enrolment ratio by tertiary programme, 1999 and 2004



Notes: ⁻¹ Data refer to 2003.

This figure includes only those countries where the GER was less than 40% in ISCED 5A.
Source: UNESCO Institute for Statistics database, 2006.

- *Women are favoured only at the ISCED 5A level.* This pattern was found in four countries, notably the Islamic Republic of Iran and Saudi Arabia. In the latter country, between 1999 and 2004, the ratio of female to male students remained unchanged at ISCED 6 level; increased at ISCED 5A; and decreased at ISCED 5B. However, it is important to note that Saudi men tend to study abroad and are, therefore, not properly represented in the data. Consequently, women appear to be favoured at this level of education when, in fact, they are not.

There are a few countries which do not follow any of the patterns described above. For example, Mauritius and Tonga are the only countries to record gender disparities in favour of women in ISCED 5B only.

Who provides tertiary education?

While basic education is generally considered a public good and thus provided by public authorities throughout the world, the state is less likely to intervene at higher levels of education where private returns may be greater. What types of institutions are responsible for providing tertiary education and have they played a significant role in the growth of tertiary enrolments since 1990?

First, it is important to define exactly what is meant by public and private education. UNESCO makes the distinction according to whether a public agency or a private entity has the ultimate control over an institution. Ultimate control is decided with reference to who has the power to determine the general policies and activities of the institution and to appoint the officers who manage it.

For comparative purposes, a further distinction is made in terms of funding sources. A government-dependent private

institution either receives 50% or more of its core funding from government agencies or has a teaching staff paid by a government agency. An independent private institution receives less than 50% of its core funding from government agencies and its teaching staff is not paid by a government agency (UNESCO-UIS/OECD/Eurostat, 2005). Box 2 examines the interactions between public funding and private provision.

Figure 11 provides a global picture of the share of enrolment in both types of private tertiary institutions (although most providers are not government-dependent). The provision of tertiary education remains predominantly public worldwide. However, the private sector does play a somewhat larger role in three regions: Latin America (though not the Caribbean), East Asia (though not the Pacific) and, to a lesser extent, sub-Saharan Africa.

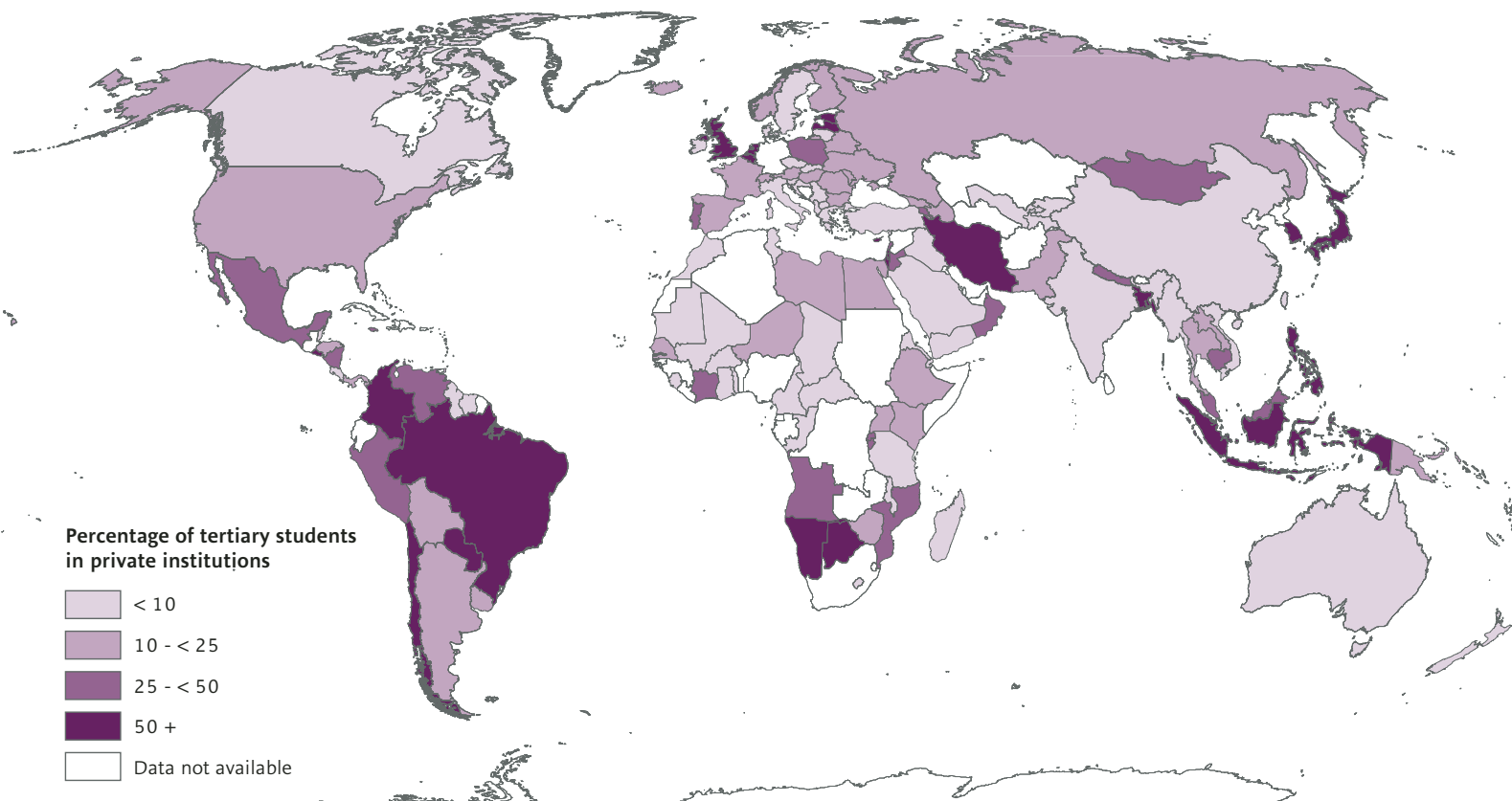
In Latin America, Chile (74%), Brazil (68%), Paraguay (58%) and Colombia (55%) have independent private institutions catering to more than one-half of tertiary students. In Mexico, Nicaragua and Peru at least one-third of tertiary students are enrolled in independent private institutions. In fact, not more than 18% of tertiary students are enrolled in government-dependent private institutions in any of the region's countries.

East Asia also stands out in terms of private provision of tertiary education. Roughly four out of five tertiary students are enrolled in independent private institutions in the Republic of Korea and Japan. Macao (China) (67%), the Philippines (66%) and Indonesia (61%) also display a greater share of tertiary students in the private sector. Government-dependent private sectors are virtually non-existent in the region.

FIGURE 11

How prevalent is the private sector in tertiary education systems throughout the world?

Percentage of tertiary students enrolled in private institutions, 2004



Coverage: 156 out of 207 countries, 90% of the world population.

Notes: Data for 3 countries refer to 2005. Data for 43 countries refer to 2003. Data for 20 countries refer to 2002. Data for 18 countries refer to previous years.

Source: UNESCO Institute for Statistics, Statistical Table 8.

Two countries in sub-Saharan Africa have tertiary education systems comprised of government-dependent private institutions: Botswana and Namibia. Cape Verde is the only other country in the region that provides a greater share of tertiary education by way of the private sector – in this case, exclusively through independent private institutions. In contrast, the public sector is prevalent in Angola, Burundi, Mozambique and Rwanda, yet independent private institutions still enrol

more than 3 out of 10 tertiary students in these countries.

Overall, among the 156 countries for which data are available, there are 28 countries worldwide where the greater share of tertiary education is private (**Box 2** looks at changes since 1995). There is an almost even split between government-dependent (13 countries) and independent private institutions (15 countries), although the latter are much more common in densely populated countries.

Box 2. Public funding for private education in middle-income countries

The interactions between public authorities and private providers represent an important aspect of public spending on education.

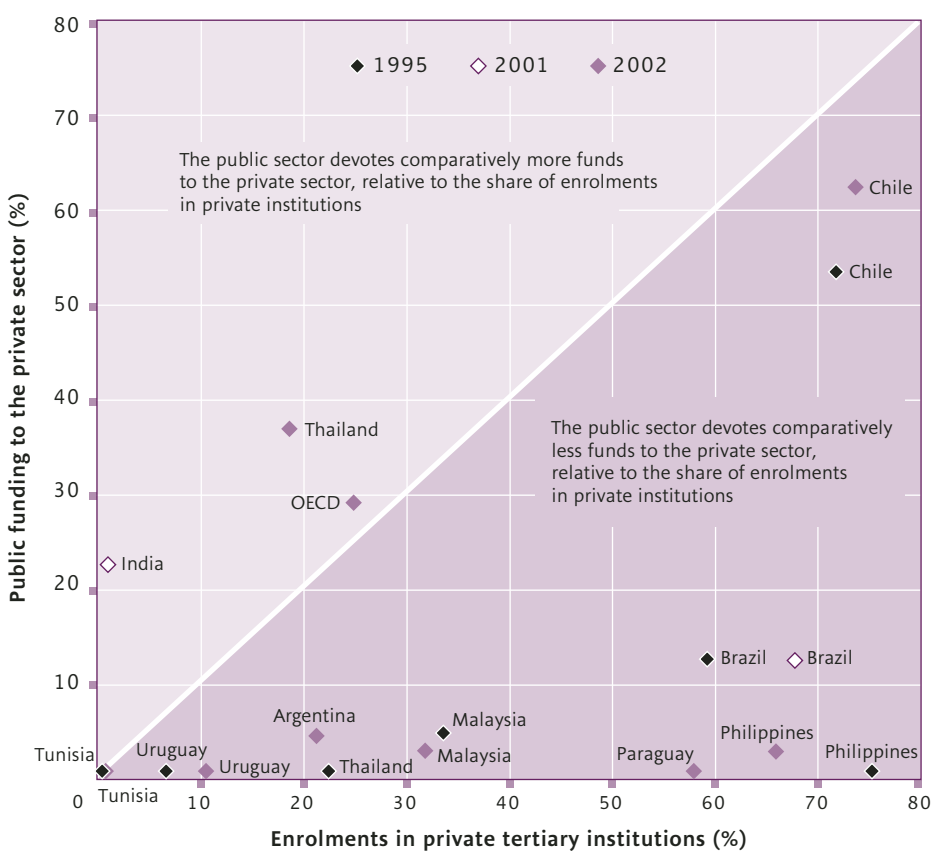
Among the middle-income countries shown in **Figure 12**, the extent of private provision of tertiary education varies widely. In Brazil, Chile and the Philippines, the majority of tertiary students were enrolled in private institutions; in India, Tunisia and Uruguay, nearly all students attended public universities and tertiary institutions. Interestingly, Brazil's rising participation in tertiary education has led to a larger recourse to private providers in relative terms. The country experienced the opposite in primary, secondary and post-secondary non-tertiary education.

Despite a comparatively large share of enrolments in private tertiary institutions relative to OECD countries, public authorities in these middle-income countries scarcely contributed to the education costs of students enrolled in private institutions – with the exceptions of Chile, India and Thailand. Interestingly, India and Thailand stood out for spending more public funds on tertiary institutions than their shares of enrolments would suggest.

Based on UNESCO-UIS/OECD, 2005.

FIGURE 12

Enrolment in private institutions and public transfers to private institutions and the private sector, 1995 and 2002



Source: UNESCO-UIS/OECD WEI.

4. Tracking mobile students: From home to host country

Over the past 10 years, the so-called ‘internationalisation of tertiary education’ has been the focus of growing attention. This phenomenon is related to the rising numbers of mobile students in countries like Australia, France and the United Kingdom. However, student mobility cannot be examined solely from the perspective of host countries. Indeed, a very different picture emerges by studying the home countries of these students.

This report brings together a range of data from countries that send or receive tertiary students in an effort to provide a more comprehensive view of the internationalization, globalisation and commercialisation of tertiary education. Perhaps more importantly, it helps to better explore the related phenomenon of ‘brain drain’. This analysis goes beyond simple headcounts to compare the numerical growth and distribution

of students abroad with tertiary enrolment rates in both the sending and receiving countries.

This report also introduces the new concept of ‘internationally mobile students’ which is defined as those who study in foreign countries where they are not permanent residents (see **Box 3**). This marks a departure from the traditional understanding of “foreign students” which is generally based upon the criterion of citizenship. For the UIS, this definition is problematic for several reasons. In Western European countries, for example, many people have lived and studied in a given country nearly their entire lives but are not recognised as citizens. The opposite is true in other parts of the world, such as North America, where people can become citizens relatively quickly though they have lived in the country only a brief time.

Through the concept of mobile students, the UIS seeks to focus specifically on the educational factors which can push or pull a student abroad. The aim is to distinguish these student flows from other migration patterns.

Box 3: How to define internationally mobile students

Internationally mobile students leave their country or territory of origin and move to another country or territory with the objective of studying. They can be defined according to the following characteristics.

Citizenship: Students can be considered to be mobile students if they are not citizens of the host country in which they pursue their studies.

Permanent residence: Students can be considered to be mobile students if they are not permanent residents of the host country in which they pursue their studies.

Prior education: Students can be considered to be mobile students if they obtained the entry qualification to their current level of study in another country. Prior education refers typically to upper secondary education for students enrolled in tertiary programmes.

The UIS defines mobile students according to their permanent residency status. Non-citizenship is also commonly used as a defining characteristic, especially for data from the European Union (EU) and OECD countries. However, citizenship alone is insufficient to measure the flows of mobile students.

To gain a more comprehensive understanding of mobile students, the UIS in conjunction with the OECD and EU, is also testing the introduction of the “prior education” criterion (in addition to permanent residency and citizenship).

For the moment, however, it is important to note that countries still differ in the criteria used to actually report data concerning mobile students. As a result, the data presented in this report may not be entirely comparable.

In addition, this report does not include students in short exchange programmes of one school year or less. For the UIS, these students should only be reported in their country of origin. The UIS recognises that this may reduce the number of mobile students counted in the data presented in this report.

Source: UNESCO-UIS/OECD/Eurostat, 2005.

Global trends in student mobility

The start of the 21st century marked a dramatic rise in the global number of mobile students. In 2004, at least 2.5 million tertiary students studied outside of their home countries compared to 1.75 million just five years earlier, representing a 41% increase since 1999.

Figure 13 presents the absolute numbers of mobile students from 1975 to 2004, the period for which internationally comparable data are available. For the past 30 years, the mobile student population has been rising, with three notable surges in growth. The first occurred between 1975 and 1980 when the total number of mobile students grew by 30%, from 800,000 to just over 1 million. The next wave took place between 1989 and 1994 with a rise of 34%. The third and biggest

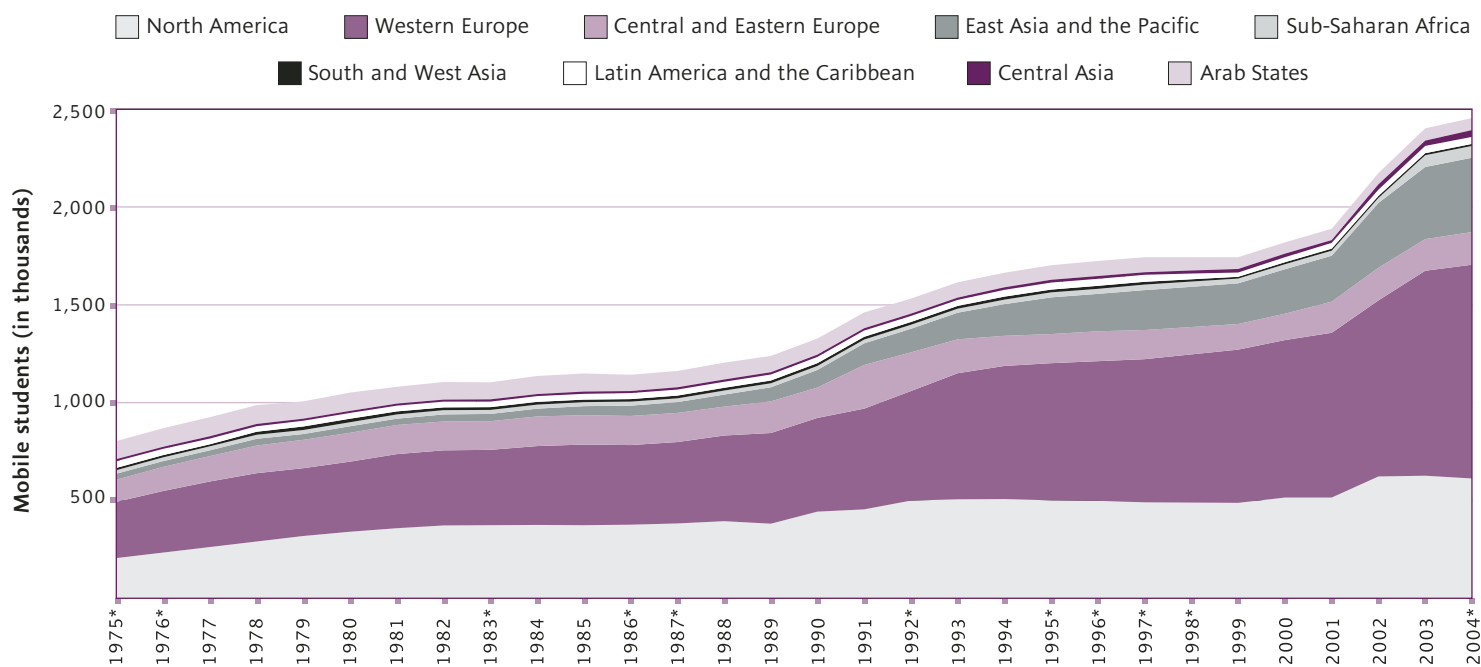
surge of 41% is also the most recent, observed between 1999 and 2004.

This increase in student mobility must, nonetheless, be analysed in light of the general expansion of tertiary education. Between 1999 and 2004, tertiary enrolment grew globally from 92 to 132 million (estimated on the basis of partial data), a growth of 40% compared to the 41% rise in student mobility. There was, therefore, only marginal growth (1.87%) in the actual share of mobile students among the total number of students – which is called the world average outbound mobility ratio. This implies that the rise in the world’s total number of mobile students does not mean that young people are increasingly studying abroad but rather that they are increasingly pursuing their education in general.

FIGURE 13

How has the absolute number of mobile students changed since 1975?

International mobile students by region of study, 1975 to 2004



Coverage: Countries reporting mobile students represent 77% of global tertiary enrolment in 2004.

The countries with high enrolment that are not covered are China (15% of world tertiary enrolment), Egypt (1.7%), Nigeria (1.0%), Colombia (0.9%) and Peru (0.7%).

Notes: Countries missing for a specific year are imputed based on data from previous years. The break in time series in 1998 is due to a change in ISCED classification. Data for 1998 are imputed as an average of 1997 and 1999 figures.

* More than 20% of the total is imputed from a different year.

Source: UNESCO Institute for Statistics; reference year 2004: Statistical Table 9; previous years: UIS Database.

Nevertheless, the rising numbers of mobile students has had a significant impact on major host countries (those receiving students). Six countries host 67% of the world's mobile students: the United States (23%), the United Kingdom (12%), Germany (11%), France (10%), Australia (7%) and Japan (5%). Mobile student populations grew almost three times as fast as domestic enrolment in these host countries, 41% compared to 15%.

Where do mobile students come from?

National data can give policymakers a clear perspective on the students enrolled in their national tertiary education systems. But to understand the dimension and implications of those studying abroad, they need to combine information from countries hosting their mobile students through international data collections.

The UNESCO Education Survey provides data on mobile students from 118 countries or territories, accounting for 77% of the world's total tertiary enrolment. Despite limitations in coverage, the data offer a unique possibility to examine student mobility from both the perspective of their countries of origin

and their countries of study by tracing their enrolments around the world.

A number of indicators are required to track the mobile student population from a given country.

Box 4 provides an overview of the measures used in this publication. Four of them focus on countries of origin. From a national or regional perspective, these indicators address questions, such as: How many, or what percentage of, students from my country study abroad? Where do they go?

The global perspective looks to the total and regional demand for international tertiary education to ask: What is the distribution of mobile students by origin? Which regions are registering a growing demand for educational exchange?

This section provides a summary of findings from key indicators for each of the world's regions. The decision was made to focus directly on the regions in order to provide a more comprehensive perspective, rather than to examine the indicators in isolation. To lay the foundations for these regional findings, this section will open with a brief explanation of the indicators' interpretation followed by an overview of findings across regions.

Box 4: Student mobility indicators

In order to describe international student mobility and its importance to individual countries, this report presents a set of complementary indicators that can be divided into two main groups:

- Indicators of **outbound mobility** reflect the perspective of students' countries of origin: e.g. where do students go?
- Indicators of **inbound mobility** reflect the perspective of host countries: e.g. where do students come from?

Indicators of outbound mobility (Statistical Table 10)

- Outbound mobility ratio:** mobile students coming from a country/region as a percentage of all tertiary students in that country/region.
- Absolute numbers leaving:** sum of mobile students from a country/region found in other countries all over the world.
- Distribution of mobile students by origin:** mobile students from a given country/region as a percentage of the total number of mobile students globally.
- Gross outbound enrolment ratio** (outbound GER): mobile students coming from a country/region as a percentage of the population of tertiary student age in their home country. This indicator expresses the volume of studies abroad on the same scale as the volume of studies at home as measured by tertiary gross enrolment ratios. They can be used together to show the total volume of tertiary studies of a country. Ideally this would net out mobile students coming to the country, but this is not possible for many countries due to lack of data.

Indicators of inbound mobility (Statistical Table 9)

- Absolute numbers hosted:** number of mobile students from abroad studying in a given country.
- Inbound mobility rate:** mobile students studying in a country/region as a percentage of the total tertiary enrolment in that country/region.
- Distribution of mobile students by host country:** mobile students studying in a country/region as a percentage of the total number of mobile students globally.

Flow of mobile students (Statistical Tables 9 and 10)

- Student flows:** absolute number of students coming from a country/region going to another country/region. The five most important destinations are listed for a given country in *Statistical Table 10*. All flows, i.e. all combinations of countries, can be accessed online at www.uis.unesco.org/publications/GED2006.
- Net mobility rate:** the net inflow of mobile students to a country which is the number of mobile students studying in a country minus its number of students abroad as a percentage of the total tertiary enrolment in the country/region.

5. Key cross-regional findings

The outbound mobility ratio expresses the number of mobile students from a given region or country as a percentage of all tertiary students in that region or country. It expresses how likely students are to pursue their education abroad. Students leave their countries to study abroad for several reasons, including: the experience of studying and living abroad as preparation for an increasingly globalised world; lack of access to tertiary education in their countries of origin; or the opportunity for better quality education than that offered in their home countries. Therefore, a high outbound mobility ratio can indicate either great interest in international studies or deficits in educational provision at home (see **Figure 14**).

- Sub-Saharan Africa has the highest outbound mobility ratio (5.9%) which is almost three times greater than the global average. One out of 16 students from the region studies abroad. Central Asia (3.9%) and the Arab States (2.9%) follow.

- North America has the lowest outbound ratio with only 0.4% of the region's tertiary students pursuing their education abroad. Next lowest are the regions of Latin America and the Caribbean (1.0%) and South and West Asia (1.3%).

- The United States has the lowest outbound mobility ratio with less than 0.2% of students going abroad. Argentina, Cuba, Egypt, Myanmar, the Philippines and the Russian Federation also have ratios below 0.5%.

- Eight countries have more students studying abroad than at home: Andorra, Belize, Cape Verde, Comoros, Djibouti, Guinea-Bissau, Luxembourg and Tonga. Another 15 countries, mostly in sub-Saharan Africa, have rates exceeding 33%.

Not surprisingly, countries with large populations of young people have the highest absolute numbers of mobile students and the

FIGURE 14

What share of students study abroad?

Mobile students from a given region as a percentage of tertiary students enrolled in that region (outbound mobility ratio), 1999 and 2004



Coverage: See Figure 13. Mobile students not classified by country of origin are excluded. They account for 12% of mobile students in 1999 and 10% in 2004.

Note: Data partially imputed from other years. See note on Figure 13.

Source: UNESCO Institute for Statistics; reference year 2004: Statistical Table 10; previous years: UIS database.

biggest shares in the distribution of mobile students by origin (see *Figure 15*).

- The largest groups of mobile students come from East Asia and the Pacific (701,000 or 29% of the world total) and Western Europe (407,000 or 17%).
- The number of mobile students from Western Europe has stagnated over the past five years, while it has increased in East Asia and the Pacific. As a result, the Western European share in the distribution of mobile students has dropped from 22% to 17%, while the East Asian and the Pacific share has risen from 24% to 29%.
- With 14% of the total number of mobile students, China is the single most important country of origin followed by India, the Republic of Korea, Japan and Germany.

Regions and countries also differ with respect to the destination of their mobile student populations. Indicators on student flows show

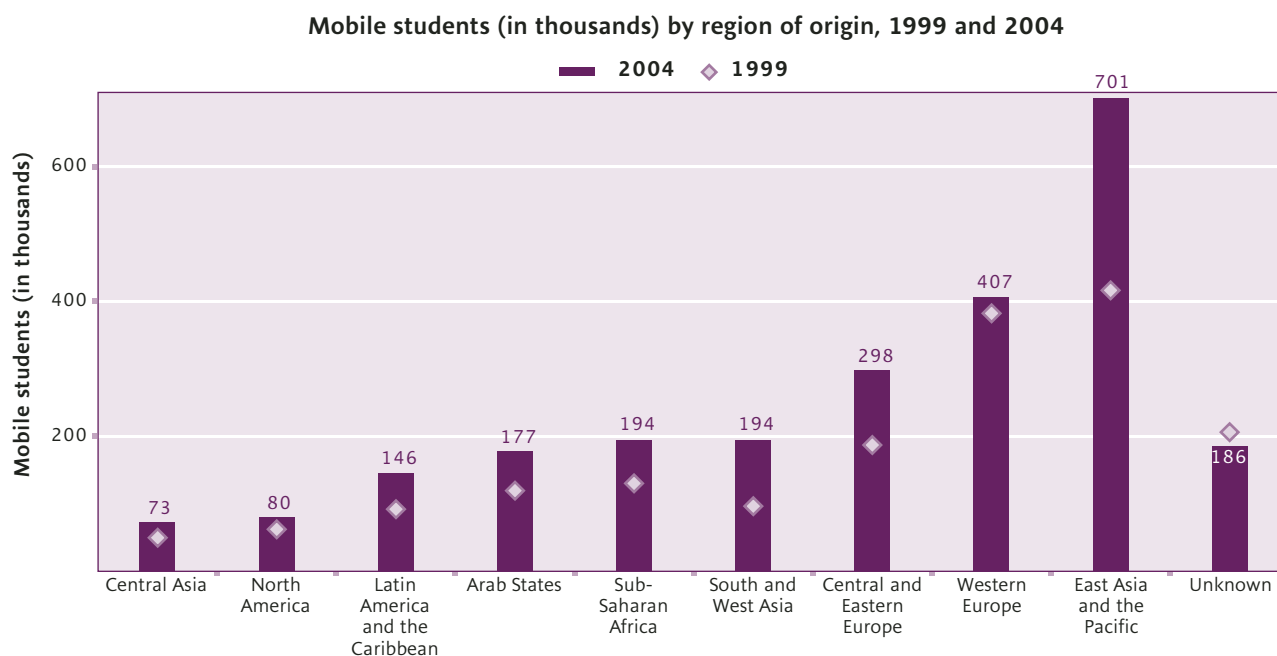
where students from a given region or country go to study (see *Figure 18*).

- 77% of Western European mobile students stay within their region of origin as does a high proportion, around 40%, from North America and East Asia and the Pacific.
- Language is a key factor determining student choice in destination. For example, Belgium and France are the most popular destinations for francophone students from sub-Saharan Africa.
- Less than 2% of mobile students from South and West Asia study within their home region. Less than 17% of students from the Arab States and Latin American and the Caribbean countries do so.

The following section presents a series of regional analyses based upon the origins of mobile students. The regions are presented in order of importance in terms of their outbound mobility ratios.

FIGURE 15

Where do mobile students come from? How has this changed from 1999 to 2004?



Coverage: See Figure 13. Data for 1999 are imputed by data for later years for 7% of the total. Data for 2004 are imputed by 2003 data for 14% of the total and by earlier years for 4% of the total.

Note: For selected countries, data for 1999 are adjusted for the change in reporting of mobile students based on citizenship or country of residence.

Source: UNESCO Institute for Statistics database.

Sub-Saharan Africa

In this region, 1 out of 16 tertiary students studies abroad. In fact, sub-Saharan Africa has the highest regional average outbound mobility ratio (5.9%) which is three times the global average. The number of students abroad exceeds domestic enrolment for Cape Verde, Comoros and Guinea-Bissau. It accounts for more than 50% of domestic students in Botswana, Equatorial Guinea, Gambia, Lesotho and Namibia, and more than 33% of students in Angola, Chad, the Republic of Congo, Gabon and Mauritius.

Indeed, far more young people from these countries actually participate in tertiary education than domestic gross enrolment ratios (GER) suggest. A very different picture of human capital formation emerges by combining GER with outbound mobility ratios. This combination would amount to 12% compared to 6% for Cape Verde. In Mauritius, the GER would rise from 17% to 24% and

from 6% to 11% for Botswana. Ratios would increase by more than two percentage points for Comoros, Gabon, Lesotho, Namibia, Sao Tome and Principe, and the Seychelles.

With the exception of three countries, all countries in the region exceed the global average for the outbound mobility ratio. The exceptions are South Africa (0.8%), Nigeria (1.2%) and Liberia (1.3%).

Student mobility, although growing rapidly, has not fully kept up with the region's rapid expansion of tertiary education. Between 1999 and 2004, enrolment in the region grew by 53%, while the number of mobile students from the region grew by 48%. As a result, the outbound mobility rate slightly decreased from 6.1% in 1999 to 5.9%. With 194,000 mobile students, sub-Saharan Africa accounts for 8% of the global total. Zimbabwe has the largest group of students abroad (17,000) followed by Nigeria (15,000), Cameroon (15,000) and Kenya (14,000).

FIGURE 16

What share of tertiary students study abroad?

Mobile students from a given country as a percentage of tertiary students enrolled in that country (outbound mobility ratio), 2004

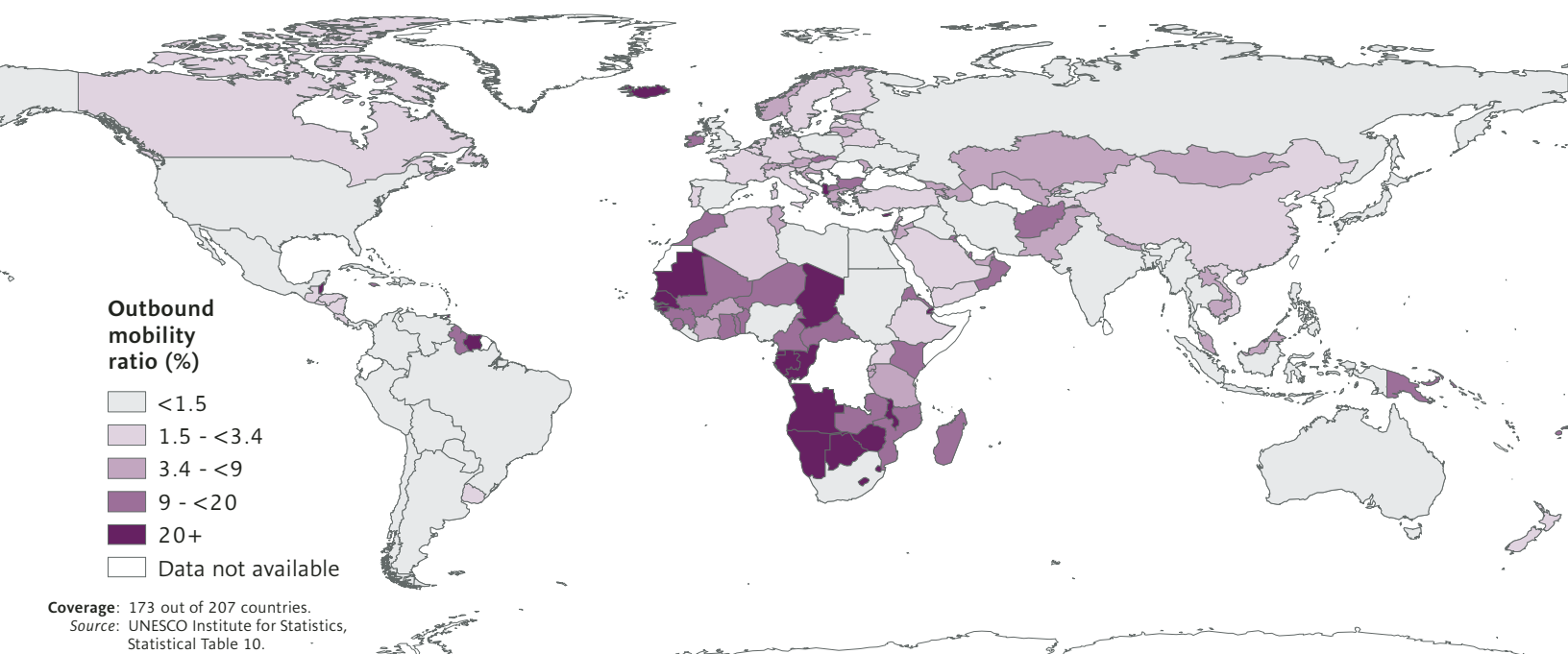
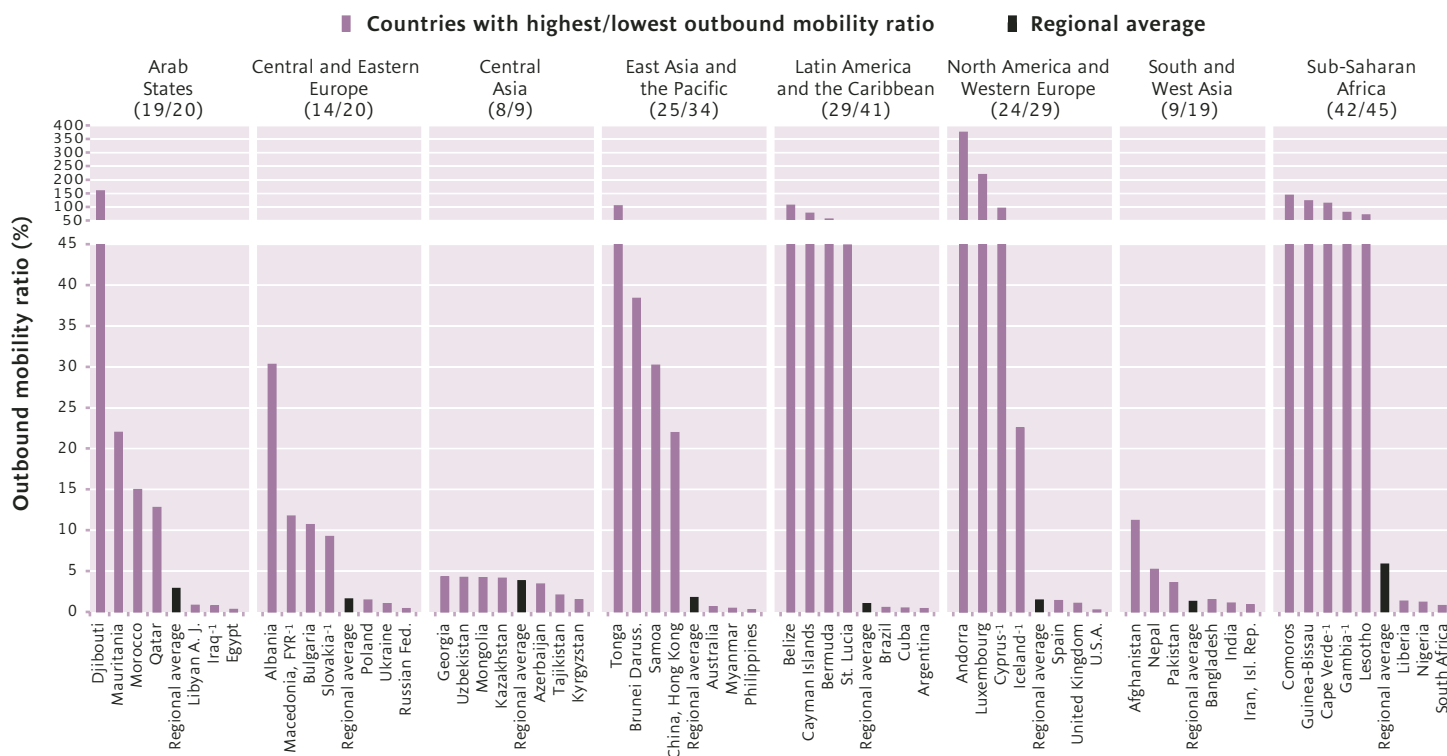


FIGURE 17

Which countries have the most or least students studying abroad?

Mobile students from a given country as a percentage of tertiary students enrolled in that country (outbound mobility ratio), 2004



Coverage: See Figure 13.

Notes: Data on mobile students from a given country are compiled using data from multiple host countries. Therefore data from different reference periods may be combined.

¹ Data refer mainly to 2003.

Source: UNESCO Institute for Statistics, Statistical Table 10.

Every second mobile student (51%) from the region goes to Western Europe. The second-most important destination is sub-Saharan Africa itself (21%), followed by North America (20%) (*see Figure 18*). Nine out of 10 mobile students who stay in the region go to South Africa, especially those from southern countries, namely Botswana, Malawi, Namibia, Swaziland, Zambia and Zimbabwe.

Linguistic, cultural and historical links are important factors for selecting a country in which to study. To begin with, students tend to choose countries which share the same language. There are, however, four exceptions to this pattern: Cameroon, Eritrea,

Ethiopia and Somalia (*see Statistical Table 10*). France, the region's single-most important host country, and Belgium are the main destinations for francophone students from countries, such as Benin, Comoros, Congo, Congo DCR, Côte d'Ivoire, Gabon, Madagascar and Senegal (which each send more than 2,000 students abroad every year). Students from lusophone countries, such as Angola, Cape Verde and Mozambique, tend to go to Portugal. After South Africa, the United States is the main destination for students from anglophone sub-Saharan countries, including Ghana, Kenya, Nigeria and South Africa (sending more than 1,900 each).

Central Asia

Although the region accounts for just 3% of the world's total number of mobile students, Central Asian students are remarkably mobile. Almost 4% go abroad, which is the second-highest regional outbound student mobility ratio after sub-Saharan Africa. Most unusual, all of the region's countries have high outbound mobility ratios of 4% to 5%, with the exception of Tajikistan (2.0%) and Kyrgyzstan (1.5%).

Outbound student mobility kept pace with growing domestic enrolment between 1999 and 2004. During this period, total tertiary enrolment grew by 47% and the number of mobile students rose by 45%.

The importance of language is reflected by the destination choices of Central Asian students. One-half study in Central and Eastern Europe, namely in the Russian Federation and Turkey. Almost one-third stay within the region, mainly in Kazakhstan and Kyrgyzstan. In contrast to other regions, North America and Western Europe are not very popular destinations, attracting just 14% and 4%, respectively, of these students (see *Figure 18*).

Arab States

There are about 177,000 mobile students – 7% of the global total – from Arab States. One-half are from Algeria, Morocco and Tunisia.

This region has seen the largest increase in student mobility, with the outbound student mobility ratio rising from 2.3% to 2.9% between 1999 and 2004. This is the third-highest ratio in the world, exceeding that of Western Europe. In the case of Djibouti, there are three mobile students for every two domestic students. Mauritania, Morocco and Qatar also have high outbound mobility ratios of 22%, 15% and 13%, respectively.

Two out of three mobile students from the Arab States study in Western Europe and another 12% go to North America. The most popular destinations are France, with 43% of the students, followed by the United States (10%) and Germany (9%). About 13% stay in the region, which is the second-lowest share. Jordan is the main destination within the region, hosting nearly 13,500 students from other Arab States.

Western Europe

In absolute numbers, Western Europe has the second-largest group of mobile students abroad (after East Asia and the Pacific) with 407,000 or 17% of the global total. Most come from France, Germany, Greece and Italy.

The average outbound mobility ratio for Western Europe is 2.8%. But in Andorra, Cyprus and Luxembourg, there are as many or more students abroad as enrolled in local institutions of higher education. Student mobility is also high in Iceland (23% outbound mobility ratio), Ireland (10%), Greece (9%), Malta (8%) and Norway (7%).

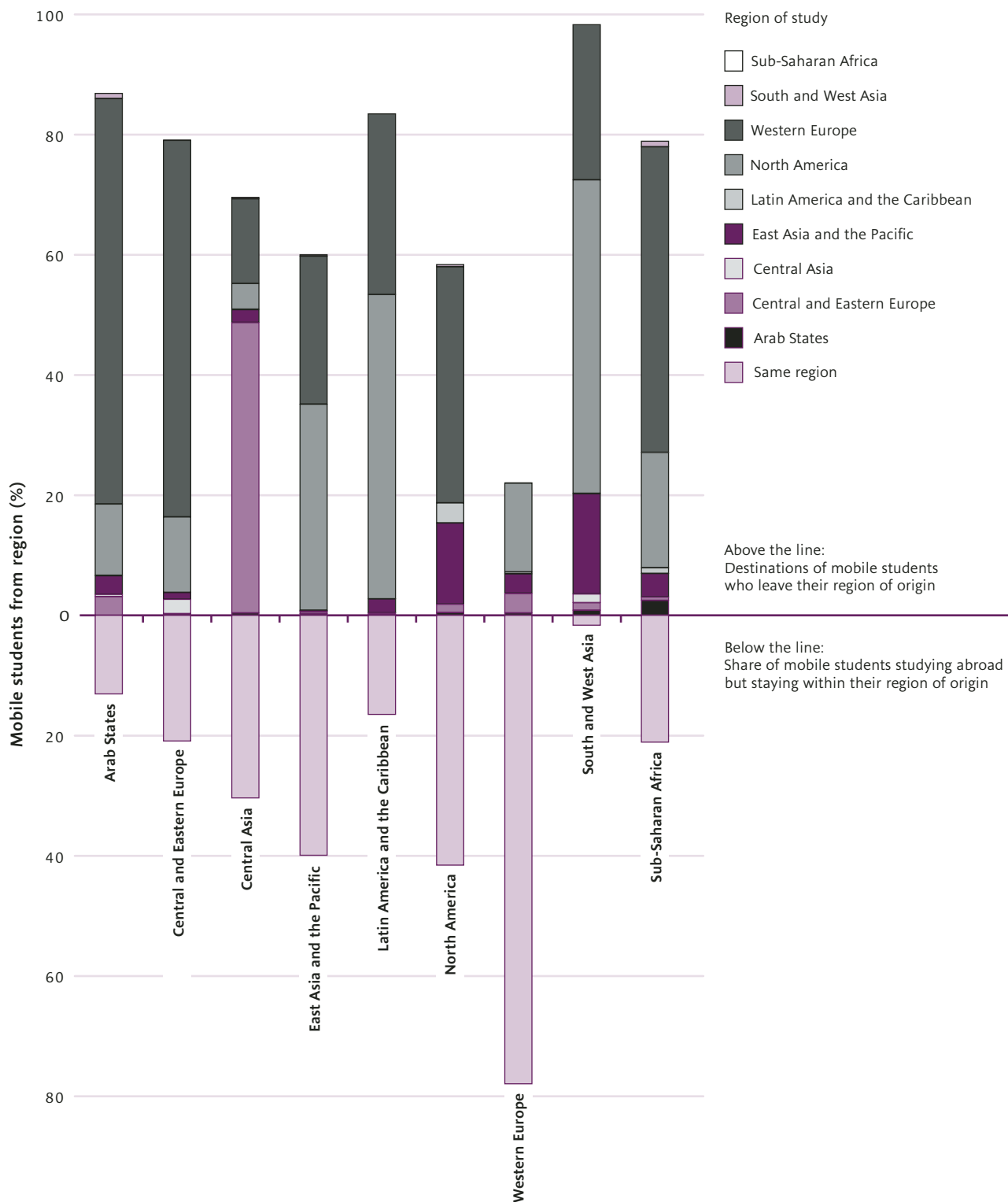
An average gross tertiary outbound enrolment ratio of 1.5% indicates that 15 out of every 1,000 people of tertiary age are currently studying abroad. Mobile students represent 35% of the tertiary-age population in Andorra, 30% in Cyprus, 27% in Luxembourg and 14% in Iceland.

Overall tertiary gross enrolment ratios are already quite high in Western Europe at 60%, which is just 9% higher than in 1999. However, total growth in the number of mobile students was even slower at 6%, the lowest regional increase. In fact, the share of mobile students from Western Europe fell from 22% to 17% between 1999 and 2004, primarily because of soaring student numbers from developing countries.

FIGURE 18

Where do mobile students go?

Regional distribution of the destinations of mobile students by their region of origin, 2004



Coverage: See Figure 13. Mobile students not classified by country of origin are excluded. They account for 7.5% of all mobile students.

Note: Mobile students from a given region studying abroad are expressed as a percentage of total mobile students from that given region.

Source: UNESCO Institute for Statistics, Statistical Table 9.

Western European mobile students rarely leave the region. Almost 8 out of 10 study in other European countries, while 15% go to North America. Less than 10% study in the remaining regions and one-half are based in Australia.

The students' first destination is the United Kingdom (hosting 100,000) followed by Germany (52,000), the United States (51,000) and France (33,000).

East Asia and the Pacific

In 2004, East Asia and the Pacific had the largest group of students abroad: more than 700,000 or 29% of the global total. In absolute terms, China is the largest country of origin in the world, accounting for 14% of all mobile students. Japan and the Republic of Korea follow as the region's second- and third-most common countries of origin (*see Statistical Table 10*).

Box 5: Guidelines for cross-border providers of higher education

The growing demand for higher education has sparked a proliferation of cross-border providers. They range from branch campuses of reputable institutions to information and technology companies, 'for-profit' institutions, corporate universities and leading universities with e-learning programmes.

At this point, these cross-border providers appear to complement rather than threaten public tertiary institutions. But they also constitute a multi-million dollar business, which is rapidly expanding. A recent UNESCO study highlights growing concerns, particularly in terms of the quality, reliability and recognition of these cross-border programmes. Key issues include entry criteria, staff/student ratios, governance, financial management, level of resources, and the quality of individual courses.

To help address these concerns, UNESCO and the OECD released new Guidelines on Quality Provision in Cross-Border Higher Education in December 2005. The aim is to help students get reliable information on higher education offered abroad or by foreign providers in their home country. The guidelines also call upon governments and other stakeholders to make qualifications and procedures more transparent so that they can be recognized internationally.

Specific recommendations include:

- Sending and receiving governments are called upon to establish comprehensive systems of quality assurance and accreditation for cross-border higher education;
- Higher education institutions and providers are invited to ensure that the programmes they deliver at home and abroad are of comparable quality and account for the cultural and linguistic sensitivities of the receiving country;
- Student bodies are asked to become active partners in developing, monitoring and maintaining the quality of cross-border higher education.

Though not binding, the guidelines can be seen as a critical element in the heated debates over the commercialization of higher education, triggered largely by negotiations over the World Trade Organization General Agreement on Trade in Services (GATS). While GATS encourages governments to view education as a service and liberalize this 'market', the guidelines clearly recognize the importance of national authority and the diversity of higher education systems. Indeed, higher education is considered a means for expressing a country's linguistic and cultural diversity and for nurturing its economic development and social cohesion.

For more information and to download the guidelines:

http://portal.unesco.org/education/en/ev.php-URL_ID=29228&URL_DO=DO_TOPIC&URL_SECTION=201.html

Notably, 40% of mobile students actually remain in the region. Another 34% travel to North America and 25% go to Western Europe to pursue their education. Very few study elsewhere (see *Figure 18*).

The United States attracts 33% of these mobile students, followed by Australia (15%) and Japan (15%).

In absolute terms, East Asia and the Pacific send a tremendous number of mobile students abroad. But, in relative terms, the region's students are not particularly inclined to study abroad: the regional outbound mobility ratio of 1.8% is close to the global average. In short, about 1 out of 50 tertiary students is abroad.

Surprisingly, the recent and rapid expansion of tertiary education in the region has not affected the student mobility rate. Between 1999 and 2004, enrolment increased by 74%, while the number of mobile students kept virtually the same pace, at 68%.

However, the growing number of mobile students from East Asia and the Pacific has markedly changed the global distribution of their origins. In 1999, East Asia and the Pacific and Western Europe each had similar numbers of mobile students, 416,000 and 382,000, respectively. Yet by 2004, students from East Asia and the Pacific outnumbered those from Western Europe by seven to four and all other regions by more than two to one (see *Figure 15*).

With respect to individual countries, Brunei Darussalam, Cambodia and Malaysia have the highest outbound student mobility ratios, with mobile students representing over 5% of domestic enrolment. On the contrary, less than 0.7% of students from Australia, Myanmar and the Philippines study abroad.

The region also includes numerous small island states that have high outbound student mobility ratios. They are addressed specifically later in this section.

Central and Eastern Europe

Central and Eastern Europe has the third-largest regional share of mobile students abroad, at nearly 300,000. The largest groups come from Turkey (52,000) and the Russian Federation (34,000).

However, the region's outbound mobility ratio of 1.6% falls short of the world average, despite a small increase since 1999. The highest ratios – or percentages of tertiary students choosing to go abroad – were found in Albania (30%), the Former Yugoslav Republic of Macedonia (12%) and Bulgaria (11%).

Despite their large numbers, Russian students are the least mobile in the region, with an outbound mobility ratio of just 0.4% – the fourth-lowest ratio globally.

The vast majority of mobile students from the region study in Western Europe. Germany alone hosts one-third of these students (100,000) and is the most common destination for one-half of the region's countries (see *Statistical Table 10*). North America is not a common destination, as in the case of Central Asia. One in five mobile students remains in Central and Eastern Europe but studies outside of their country of origin.

South and West Asia

South and West Asia is the origin of 194,000 mobile students, with two-thirds coming from India. The region's outbound mobility ratio of just 1.3% is primarily due to the low ratio reported by India of 1.1%. It rises to 11% in Afghanistan and 5% in Nepal.

The region sends the highest proportion (one-half) of mobile students to North America. The rest study in Western Europe (26%) and East Asia and the Pacific (17%). In fact, three countries – the United States, United Kingdom and Australia – host three-quarters of all these students, highlighting the importance of language in destination choice. In contrast, less than 1% (the lowest share among the regions) pursue their education in South and West Asia but outside of their countries of origin.

Latin America and the Caribbean

Latin America and the Caribbean has the world's second-lowest regional outbound mobility ratio at just 1%. In absolute numbers, the largest groups of mobile students come from Brazil, Colombia and Mexico. However, in terms of the percentage of tertiary enrolment, students from Argentina, Brazil and Cuba are the least mobile, with outbound ratios of less than 0.6%. In contrast, Caribbean students, mainly from small island states, are extremely likely to pursue their education outside of their countries of origin.

One-half of the region's mobile students go to North America. The United States is the top destination for all but 6 of the 41 countries. The second destination is Cuba. About 30% go to Western Europe, mostly France, the United Kingdom and Germany. Surprisingly, language does not appear to be a decisive factor in the choice of a destination. Less than one-fifth of the region's mobile students have chosen Spanish- or Portuguese-speaking countries.

North America

North America accounts for just 3% of the global total of mobile students, with 41,000 from the United States and 39,000 from Canada. Students from the United States are the least likely to study abroad, with the world's lowest outbound mobility ratio

of 0.2%. On the contrary, 3% of Canadian tertiary students are mobile. The region's outbound mobility ratio remained stable at 0.4% between 1999 and 2004.

The United States is the first destination for Canadian mobile students, followed by the United Kingdom and Australia. Mobile students from the United States tend to go to the United Kingdom and then Canada. Once again, this highlights the importance of language in selecting a host country.

Small island states

Small island states confront a unique set of challenges in their efforts to provide tertiary education (World Bank, 2005). Their populations may, for example, be too small to justify the costs of establishing national universities. Secondly, these states often lack suitably-trained nationals who can teach a full range of tertiary courses. Consequently, about 14% of the tertiary-age population from Bermuda, British Virgin Islands, Cayman Islands, Dominica and Montserrat study abroad.

Most small island states have set up joint universities through sub-regional partnerships. For example, the University of the South Pacific, located in Fiji, is based on a partnership between the Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu. The University of the West Indies (which has campuses in Barbados, Jamaica and the West Indies) is an autonomous regional institution supported by and serving 15 island states.

In both of these cases, it would be misleading to classify the students as mobile. They highlight the need to develop indicators which properly reflect multinational universities in internationally comparable statistics.

Box 6: Tracking the careers of doctorate holders

Doctorate holders are some of the most 'highly-qualified people' in any country and as such represent a vital element of human capital. They play a prominent role in scientific and technological development and are a critical part of the science and engineering (S&E) labour force worldwide. Doctorate holders also represent the outcomes of tertiary education at ISCED 6. Education at this level can demand considerable investment from a developing country.

Tracking the careers of doctorate holders and other highly-qualified people is of particular interest to developing countries. This study can measure the international mobility of highly-skilled personnel (i.e. the 'brain drain' phenomenon) which frequently results in the poorest countries in the world losing a precious resource: their most-educated people.

In developed regions, current policies seek to enhance a country's attractiveness to research talents around the world through measures such as increased funding for training, mobility and career development for researchers, as well as the improvement of the overall environment for researchers by enhancing mobility among countries or among industry and academia.

Statistics related to the career development of doctorates are being developed in a global framework, because the population of doctorate holders is highly mobile. Hence there is a need for a unique set of tracking tools that can be applied at a global level and meet both the requirements of developed countries that usually "absorb" foreign doctorates and developing countries which mostly "send" doctorates abroad.

The UIS, in cooperation with OECD and Eurostat, is producing a "Careers of Doctorate Holders (CDH)" toolkit. It comprises a series of output tabulations, methodological guidelines, a core model questionnaire and manual, as well as a detailed description of national data compilation methodologies currently applied by countries. The CDH toolkit has been developed by an expert group with representatives from more than 20 diverse countries.

The CDH toolkit has already begun to be implemented in a number of OECD and non-OECD countries including Argentina and China. This will enable policymakers, researchers and practitioners throughout the world to evaluate trends related to 'brain drain'. The idea is to facilitate the implementation of evidence-based policies in the fields of human resources development for science and technology.

**Where do mobile students go?
How does international mobility affect
host countries?**

Developed countries are increasingly competing for students in the international education market (OECD, 2005a). Although economic considerations are not the only factors in the decision to host mobile students. For example, Jordan hosts more than 5,000 students from the Palestinian Autonomous Territories. More than 10% of Germany's tertiary students are mobile, yet

there is hardly any economic gain as tuition fees are not yet widespread across the country. In these cases, mobile students might burden national education systems from a budgetary perspective. But, in the longer term, these students may bring high returns to the host countries, although not necessarily in the education sector.

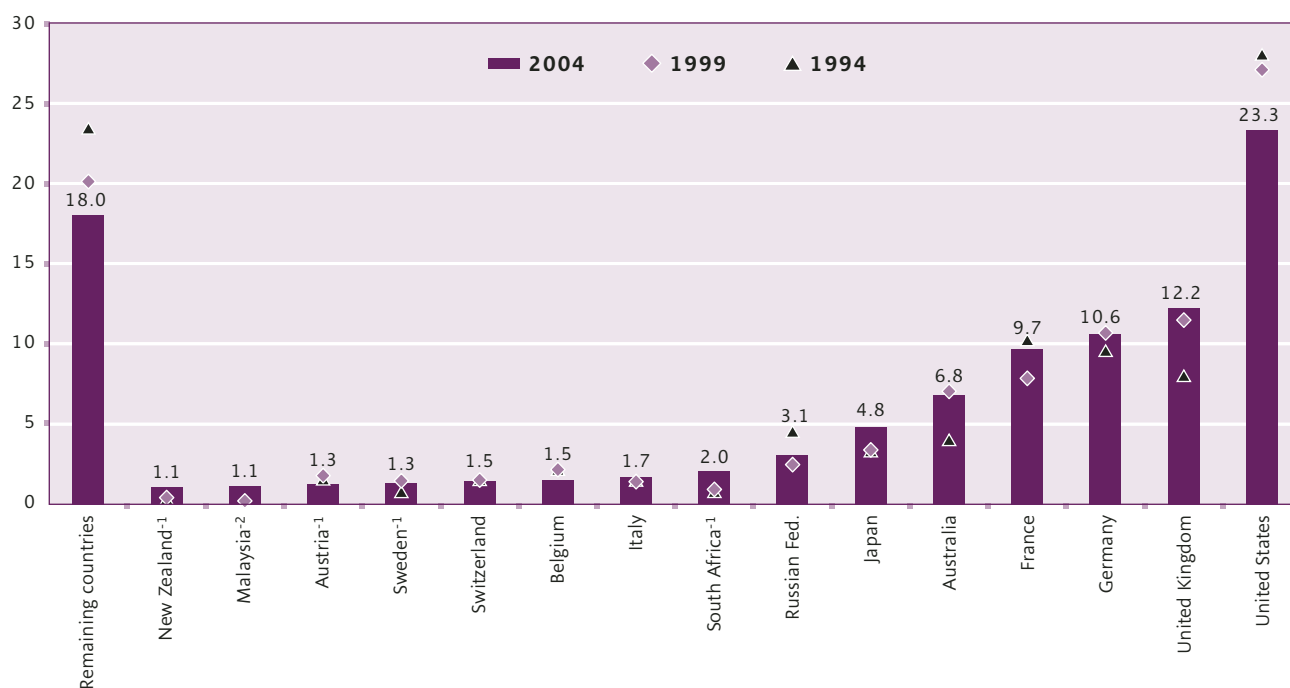
Figure 19 presents a distribution of major destination countries for mobile students and their market shares. The United States is by far the single-most important destination, hosting

23% of the global mobile student population. The United Kingdom, Germany and France follow with 12%, 11% and 10%, respectively. Australia (7%) and Japan (5%) are also major destinations. Only a few developing countries host substantial numbers of these students, notably South Africa (attracting 2%) and Malaysia with 1%.

The figure also reveals some striking shifts occurring over the past decade. In general, the 15 major host countries saw a rise in their share of internationally mobile students from 76% to 82% between 1994 and 2004. But there were important differences at the

country level. The share of mobile students going to the United States fell from 28% to 23% between 1994 and 2004. The Russian Federation experienced a decline from 4.5% to 3% between 1994 and 1999, but has since partly regained the loss.

Australia and the United Kingdom benefited the most from the expansion occurring between 1994 and 1999. Their shares of mobile students rose by almost three percentage points each. More recently (1999 to 2004), the main beneficiaries have been France and Japan, as well as two less-developed countries, South Africa and Malaysia.

FIGURE 19
Where do mobile students go?
Distribution of the world's total mobile students by country of destination, 1994, 1999 and 2004


Coverage: See Figure 13.

Notes: -1 Data refer to 2003.

-2 Data refer to 2002.

For countries not reporting in 2004, the most recent number of mobile students reported is expressed as a percentage of the world total of mobile students in 2004. Canada is not presented because the most recent year of available data is 2001 and trends cannot be compared. The trend for the United Kingdom is based on reporting on citizenship and adjusted to reporting of students by residence in 2004.

Source: UNESCO Institute for Statistics; reference year 2004: Statistical Table 9; previous years: UIS database.

To what extent can host countries accommodate or absorb mobile students? **Figure 20** presents mobile students as a percentage of total tertiary enrolment in their host countries (inbound mobility ratio). In Cyprus, Macao (China) and Qatar, inbound mobile students account for more than 20% of domestic tertiary enrolment; this means that at least one out of five tertiary students is from abroad. Most of the major host countries presented in Figure 19 also have high inbound mobility ratios: Switzerland (18%), Australia (17%), Austria (14%), New Zealand and the

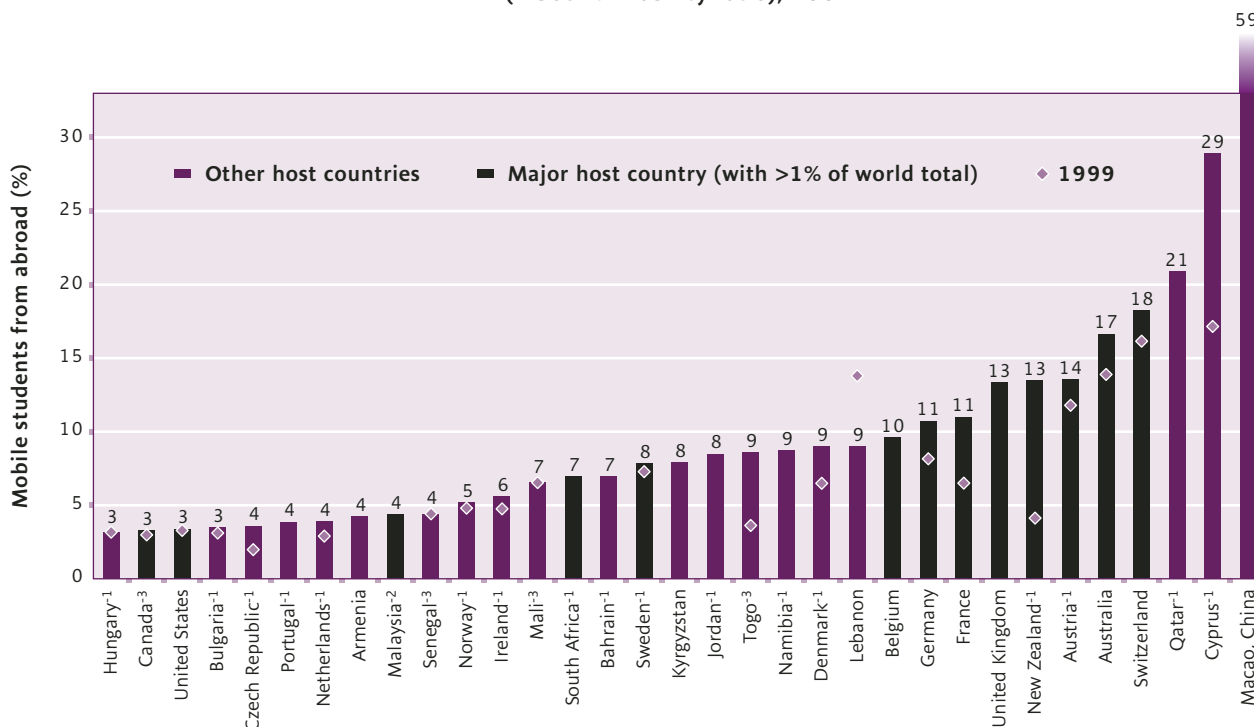
United Kingdom (13% each). Exceptions are the United States and Canada, where mobile students account for just 3% of total enrolment, in addition to Japan and the Russian Federation where rates are below 2%.

Less-developed countries can also have high percentages of mobile students compared to domestic enrolments. Mobile students from abroad account for more than 7% of total enrolment in Bahrain, Jordan, Kyrgyzstan, Lebanon, Mali, Namibia, South Africa and Togo.

FIGURE 20

Which countries receive the highest share of mobile students?

Mobile students studying in a given country as percentage of total enrolment in that country (inbound mobility ratio), 2004



Coverage: See Figure 13.

Notes: -1 Data refer to 2003.

-2 Data refer to 2002.

-3 Data refer to 2001.

Fiji is not presented because its mobile students are at the multinational University of the South Pacific.

Source: UNESCO Institute for Statistics, Statistical Table 9.

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2

Reader's guide

The following symbols are used in the Statistical Tables:

...	No data available
*	National estimation
**	UIS estimation
-	Magnitude nil or negligible
.	Not applicable
(p)	Data for the reference year or more recent years are provisional
x	Data included in another category or column
+n	Data refer to the school or financial year (or period) n years or periods after the reference year or period
-n	Data refer to the school or financial year (or period) n years or periods before the reference year or period

Important notice to readers

As of 2006, the UNESCO Institute for Statistics (UIS) has changed its convention for citing the reference year of education data and indicators in the UIS Global Education Database to the calendar year in which the academic or financial year ends.

The reference period for this report is the academic or financial year ending in 2004. Where the given year is spread across two calendar years, the year is cited according to the later year, for example 2003/04 is presented as 2004.

This change was implemented in order to facilitate the presentation of the most recent data available and to align the education data reporting with other international organizations, in particular the Organisation for Economic Co-operation and Development (OECD) and the Statistical Office of the European Union (Eurostat).

Data releases

The UIS releases data twice each year – in April and October for data on the formal education system and in April and September for literacy data. These releases are available online at www.uis.unesco.org.

Education data and indicators

All ratios are expressed as percentages - except for Pupil/Teacher Ratios (PTR) and Gender Parity Indices (GPI).

Data from countries which complete the joint UNESCO/OECD/Eurostat (UOE) questionnaires may include education programmes designed for people beyond the regular school age, i.e. programmes commonly referred to as adult education programmes. Some comparisons between these countries and the rest of the world may therefore need to be interpreted with caution. The countries which complete the UOE questionnaires include all OECD and EU Member States, Albania, Argentina, Bosnia and Herzegovina, Brazil, Bulgaria, Chile, China, Croatia, Egypt, the Former Yugoslav Republic of Macedonia, India, Indonesia, Israel, Jamaica, Liechtenstein, Jordan, Malaysia, Paraguay, Peru, Philippines, Romania, Russian Federation, Serbia and Montenegro, Sri Lanka, Thailand, Tunisia, Uruguay and Zimbabwe.

Regional averages are based on publishable data and estimates, as well as non-publishable estimates, for each country within a given region. Where the non-publishable estimates cover more than 25% of the school-age population in the region, the regional average is regarded as a UIS estimate and is marked with **. No regional averages are provided where the non-publishable estimates cover more than 75% of the school-age population.

Net enrolment rates and/or intake rates have not been produced for some countries due to the lack of reliable age by grade data.

There are cases where an indicator theoretically should not exceed 100 (one example being the net enrolment rate), but data inconsistencies may have nonetheless resulted in the indicator exceeding the theoretical limit. In those cases "capping" has been applied, while maintaining the gender ratio (*see Glossary*).

Due to rounding, Gender Parity Indices (GPI) cannot be derived from the preceding columns.

Percentage of females (%F) is included to provide the reader with information on the proportion of girls enrolled with respect to total enrolment in education. For information on gender equality, please refer to the GPI column.

Timor-Leste was recognised as an independent state on 20 May 2002. Data for previous years were not included in the data submissions for Indonesia.

Data for China do not include data for the two Special Administrative Regions: Hong Kong and Macao.

Finance

Expenditures on pre-primary education and/or from international sources – which are often comparatively small – have been treated as negligible in cases where data were in fact missing. In these cases, the totals presented may have been underestimated. The countries affected can be identified by an examination of the data presented in *Statistical Table 14*.

Data on GDP and GNI are World Bank estimates as of August 2005. GDP estimates for Aruba and Macao (China) were provided by the national authorities.

Literacy

The data in *Statistical Table 15* refer to the reference period 2000-2004. For this time interval, the latest available data point is presented by a national figure. Most of these data are obtained from national censuses and surveys that were undertaken during the reference period 2000-2004 unless otherwise indicated.

The use of one literacy rate to represent a five-year period has been adopted because literacy rates do not fluctuate substantially over the short term, and therefore, year-to-year estimates of short-term change can be unreliable in the absence of observed data. Information about the methodology used is available on the UIS website at www.uis.unesco.org. Please refer to the list of literacy definitions and the other information contained in the metadata table when interpreting the data.

Population

Population data are derived from the United Nations Population Division (UNPD) 2004 Revision. UNPD does not provide data by single year of age for countries with a total population of less than 80,000. Where no UNPD estimates were provided, national data or UIS estimates are used where available.

Population data for the following countries were provided by the Secretariat of the Pacific Community (SPC): Cook Islands, Kiribati, Marshall Islands, Palau, Tuvalu and Tokelau.

Population-based indicators are listed as missing (...) where there are no population data available.

Bhutan: Population-based indicators have been omitted due to serious concerns about the coherence between enrolment and population data.

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

Republic of Moldova: Enrolment data do not cover Transnistria, whereas the population data do. The population of Transnistria is approximately 15% of the total population of Moldova. Indicators are not internationally comparable and should be interpreted with caution.

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

Serbia and Montenegro: Enrolment data cover the republics of Serbia and Montenegro, but not Kosovo, so national population data for the same areas were used.

United Republic of Tanzania: Enrolment data do not cover Zanzibar, whereas the population data do. The population of Zanzibar is approximately 3% of the total population of Tanzania. Indicators should be interpreted with caution.

3

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

Region	Education system		Enrolment						Gross enrolment ratio				
			1999			2004			2004				
	Country or territory	Entrance age	Duration	MF	% F	% Private	MF	% F	% Private	MF	M	F	GPI
Arab States													
Algeria	4	2	35,701	49	.	56,606	48	.	5	5	5	0.97	
Bahrain	3	3	14,064	48	100	17,740	48	99	45	46	44	0.96	
Djibouti	4	2	171	60	100	800	49	77	2	2	2	0.99	
Egypt (p)	4	2	328,140	48	54	446,346 ⁻¹	48 ⁻¹	...	14 ⁻¹	14 ⁻¹	14 ⁻¹	0.95 ⁻¹	
Iraq	4	2	68,169	48	.	90,966	49	.	6	6	6	1.00	
Jordan (p)	4	2	74,380	46	100	86,065 ⁻¹	47 ⁻¹	...	30 ⁻¹	31 ⁻¹	28 ⁻¹	0.92 ⁻¹	
Kuwait	4	2	57,365	49	24	61,939	49	33	71	71	70	0.98	
Lebanon	3	3	142,991	48	78	154,214	49	76	74	75	74	0.98	
Libyan Arab Jamahiriya	4	2	10,429	48 ^{**}	.	17,181 ^{**,-1}	48 ^{**,-1}	15 ^{**,-1}	8 ^{**,-1}	8 ^{**,-1}	7 ^{**,-1}	0.96 ^{**,-1}	
Mauritania	3	3	...	...	...	4,709	...	78	2	...	...	...
Morocco	4	2	805,231	34	100	684,783	38	100	53	65	41	0.63	
Oman	4	2	7,329	45	100	7,402	46	100	6	6	6	0.91	
Palestinian Autonomous Territories	4	2	77,173	48	100	70,225	48	100	30	31	29	0.96	
Qatar	3	3	7,961	48	100	11,752	49	93	32	33	32	0.99	
Saudi Arabia	3	3	93,481	46	50	96,073	...	46	5	...	...	...
Sudan	4	2	365,723	...	90 ^{**}	445,763	50	74	23	23	23	1.03	
Syrian Arab Republic	3	3	108,319	46	67	146,403	46	73	10	11	10	0.91	
Tunisia (p)	3	3	78,012	47	88	109,060 ^{**,-1}	48 ^{**,-1}	...	22 ^{**,-1}	22 ^{**,-1}	22 ^{**,-1}	0.99 ^{**,-1}	
United Arab Emirates	4	2	64,423	48	68	78,000	48	72	64	64	63	0.99	
Yemen	3	3	12,482	45	37	15,304	46	45	1	1	1	0.87	
Central and Eastern Europe													
Albania	3	3	81,734	50	.	81,285 ⁻¹	49 ⁻¹	6 ⁻¹	49 ⁻¹	48 ⁻¹	50 ⁻¹	1.03 ⁻¹	
Belarus	3	3	263,211	47 ⁺	-	266,975	48	-	104	105	103	0.98	
Bosnia and Herzegovina	3	3	...	...	...	...	...	...	...	...	...	...
Bulgaria (p)	3	4	218,525	48	-	201,317 ⁻¹	48 ⁻¹	- ⁻¹	77 ⁻¹	77 ⁻¹	76 ⁻¹	0.99 ⁻¹	
Croatia	3	4	81,288	48	5	87,469 ⁻¹	48 ⁻¹	8 ⁻¹	47 ⁻¹	47 ⁻¹	46 ⁻¹	0.98 ⁻¹	
Czech Republic (p)	3	3	311,627	50	2	287,008 ⁻¹	49 ⁻¹	2 ⁻¹	104 ⁻¹	104 ⁻¹	104 ⁻¹	1.00 ⁻¹	
Estonia	3	4	54,574	48	1	52,355 ⁻¹	49 ⁻¹	1 ⁻¹	109 ⁻¹	110 ⁻¹	109 ⁻¹	1.00 ⁻¹	
Hungary (p)	3	4	376,135	48	3	331,707 ⁻¹	48 ⁻¹	4 ⁻¹	79 ⁻¹	81 ⁻¹	78 ⁻¹	0.97 ⁻¹	
Latvia	3	4	57,747	48	1	59,811 ⁻¹	47 ⁻¹	3 ⁻¹	75 ⁻¹	77 ⁻¹	73 ⁻¹	0.95 ⁻¹	
Lithuania	3	4	93,645	48	-	90,434 ⁻¹	48 ⁻¹	- ⁻¹	62 ⁻¹	63 ⁻¹	61 ⁻¹	0.97 ⁻¹	
Poland (p)	3	4	958,038	49	3	840,539 ⁻¹	49 ⁻¹	6 ⁻¹	51 ⁻¹	51 ⁻¹	51 ⁻¹	1.00 ⁻¹	
Republic of Moldova	3	4	103,406	48	...	94,519	48 [*]	1	50	51 [*]	50 [*]	0.97 [*]	
Romania	3	4	624,778	49	1	629,703 ⁻¹	49 ⁻¹	1 ⁻¹	76 ⁻¹	75 ⁻¹	77 ⁻¹	1.03 ⁻¹	
Russian Federation (p)	3	4	3,470,900	47 ^{**}	7 ^{**}	3,434,238 ⁻¹	47 ^{**,-1}	2 ^{**,-1}	67 ⁻¹	69 ^{**,-1}	65 ^{**,-1}	0.94 ^{**,-1}	
Serbia and Montenegro	3	4	166,181	48	.	...	...	...	...	...	...	...
Slovakia (p)	3	3	169,393	...	-	153,212 ⁻¹	48 ⁻¹	1 ⁻¹	88 ⁻¹	89 ⁻¹	87 ⁻¹	0.98 ⁻¹	
Slovenia	3	4	58,672	46	1	48,495 ⁻¹	48 ⁻¹	1 ⁻¹	68 ⁻¹	70 ⁻¹	67 ⁻¹	0.96 ⁻¹	
The Former Yugoslav Rep. of Macedonia	3	4	33,272	49	.	33,092 ⁻¹	49 ⁻¹	- ⁻¹	31 ⁻¹	31 ⁻¹	31 ⁻¹	1.01 ⁻¹	
Turkey (p)	3	3	261,159	47	6	320,038 ⁻¹	48 ⁻¹	3 ⁻¹	7 ⁻¹	8 ⁻¹	7 ⁻¹	0.95 ⁻¹	
Ukraine	3	3	1,102,589	48	-	976,781	48	-	82	83	80	0.97	
Central Asia													
Armenia	3	4	56,604	...	-	46,855	50	2	31	29	34	1.17	
Azerbaijan	3	3	111,340	46	-	109,352	48	-	28	28	28	1.01	
Georgia	3	3	74,247	48	-	74,309	51	-	49	45	52	1.15	
Kazakhstan	3	4	164,680	48	10	268,596	48	5	31	32	31	0.97	
Kyrgyzstan	3	4	47,568	43	1	49,224	49	1	12	12	12	0.99	
Mongolia	3	5	74,299	54	4	90,215	51	1	35	34	36	1.08	
Tajikistan	3	4	56,025	42	.	62,950	47	.	9	10	9	0.93	
Turkmenistan	3	4	...	...	...	...	...	...	...	...	...	...
Uzbekistan	3	4	...	...	...	615,333 ^{**}	47 ^{**}	.	28 ^{**}	29 ^{**}	27 ^{**}	0.93 ^{**}

Net enrolment rate								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2004				2004		2004			2004	Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	% F	MF	M	F		
Arab States														
3	3	3	1.00	5	5	5	0.97	2,154	81	...	...	...	26	Algeria
35	35	34	0.96	44	45	44	0.96	802 **	100 **	...	...	...	22 **	Bahrain
-	-	-	1.59	1	1	1	0.98	39	77	87	67	93	21	Djibouti
9	10	9	0.94	13 ⁻¹	13 ⁻¹	12 ⁻¹	0.94 ⁻¹	18,924 ⁻¹	99 ⁻¹	...	...	...	24 ⁻¹	Egypt (p)
5	5	5	0.98	6	6	6	1.00	5,865	100	100	-	100	16	Iraq
26	27	25	0.91	27 ⁻¹	28 ⁻¹	26 ⁻¹	0.93 ⁻¹	4,245 ⁻¹	98 ⁻¹	...	...	...	20 ⁻¹	Jordan (p)
64	63	65	1.02	59 **	59 **	58 **	0.98 **	4,685	100	100	-	100	13	Kuwait
63 **	64 **	62 **	0.97 **	72	73	71	0.98	9,498	99	10	18	10	16	Lebanon
...	...	...	...	...	...	...	...	1,796 ^{**,-1}	99 ^{**,-1}	...	...	...	10 ^{**,-1}	Libyan Arab Jamahiriya
...	...	...	...	...	...	...	...	243	100	100	-	100	19	Mauritania
45	58	32	0.56	46	56	36	0.65	39,443	52	...	...	...	17	Morocco
5	6	5	0.88	5	6	5	0.89	345	100	100	-	100	21	Oman
35	35	34	0.96	19	19	19	0.96	2,606	100	-	-	-	27	Palestinian Autonomous Territories
25	25	24	0.97	31	32	31	0.98	775	99	...	...	...	15	Qatar
5	5	5	0.90	5	...	...	...	10,049	100	72 ⁻²	- ⁻²	72 ⁻²	10	Saudi Arabia
...	...	...	...	23	23	23	1.03	13,616	96	10	21	10	33	Sudan
8	9	8	0.90	10	11	10	0.91	6,710	98	22	10	22	22	Syrian Arab Republic
14	14	13	0.95	22 ^{**,-1}	22 ^{**,-1}	22 ^{**,-1}	0.99 ^{**,-1}	5,745 ^{**,-1}	95 ^{**,-1}	...	...	...	19 ^{**,-1}	Tunisia (p)
48	49	48	0.98	45	45	45	0.98	4,218	100	50	14	50	18	United Arab Emirates
1 **	1 **	1 **	0.86 **	- ^{**,-1}	1 ^{**,-1}	- ^{**,-1}	0.94 ^{**,-1}	1,043	97	...	...	...	15	Yemen
Central and Eastern Europe														
...	...	...	...	49 ⁻¹	48 ⁻¹	50 ⁻¹	1.03 ⁻¹	3,857 ⁻¹	100 ⁻¹	...	...	...	21 ⁻¹	Albania
74	76 *	72 *	0.94 *	92	92	91	0.99	43,606	99	64	65	64	6	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
65	66	65	0.99	72 ⁻¹	72 ⁻¹	71 ⁻¹	0.98 ⁻¹	17,109 ⁻¹	100 ⁻¹	...	...	...	12 ⁻¹	Bulgaria (p)
40	40	39	0.98	46 ⁻¹	46 ⁻¹	45 ⁻¹	0.97 ⁻¹	7,143 ⁻¹	100 ⁻¹	84 ⁻¹	100 ⁻¹	84 ⁻¹	12 ⁻¹	Croatia
...	...	...	...	...	...	...	...	22,415 ⁻¹	100 ⁻¹	...	...	...	13 ⁻¹	Czech Republic (p)
73	73	72	0.98	87 ⁻¹	87 ⁻¹	88 ⁻¹	1.01 ⁻¹	6,905 ⁻¹	100 ⁻¹	...	...	...	8 ⁻¹	Estonia
77	77	77	0.99	78 ⁻¹	79 ⁻¹	77 ⁻¹	0.98 ⁻¹	34,481 ⁻¹	96 ⁻¹	...	...	...	10 ⁻¹	Hungary (p)
...	...	...	...	...	...	...	...	1,178 ⁻¹	98 ⁻¹	...	...	...	51 ⁻¹	Latvia
49	49	48	0.98	60 ⁻¹	60 ⁻¹	59 ⁻¹	0.98 ⁻¹	11,123 ⁻¹	100 ⁻¹	...	...	...	8 ⁻¹	Lithuania
49	49	49	1.01	50 ⁻¹	50 ⁻¹	50 ⁻¹	1.01 ⁻¹	53,895 ⁻¹	98 ⁻¹	...	...	...	16 ⁻¹	Poland (p)
31 **	...	...	...	48	49 *	48 *	0.97 *	9,797	100	93 ⁻¹	- ⁻¹	93 ⁻¹	10	Republic of Moldova
63	63	64	1.02	76 ⁻¹	75 ⁻¹	77 ⁻¹	1.03 ⁻¹	34,307 ⁻¹	100 ⁻¹	...	...	...	18 ⁻¹	Romania
55	...	...	...	67	...	...	...	490,146 ^{**,-1}	...	94 ^{**,-1}	...	...	7 ^{**,-1}	Russian Federation (p)
43 *	43 *	43 *	0.99 *	...	...	...	...	...	...	...	...	...	...	Serbia and Montenegro
...	...	...	...	...	...	...	...	15,528 ⁻¹	100 ⁻¹	...	...	...	10 ⁻¹	Slovakia (p)
75	79	72	0.91	68 ⁻¹	70 ⁻¹	67 ⁻¹	0.96 ⁻¹	2,651 ⁻¹	100 ⁻¹	...	...	...	18 ⁻¹	Slovenia
28	27	28	1.01	29 ⁻¹	29 ⁻¹	29 ⁻¹	1.02 ⁻¹	2,935 ⁻¹	99 ⁻¹	...	...	...	11 ⁻¹	The Former Yugoslav Rep. of Macedonia
...	...	...	...	...	...	...	...	18,921 ⁻¹	95 ⁻¹	...	...	...	17 ⁻¹	Turkey (p)
32	32	32	1.00	41	42	41	0.98	118,143	99	...	...	...	8	Ukraine
Central Asia														
...	...	...	...	...	...	...	...	5,402	100	56	20	56	9	Armenia
13	14	12	0.89	19	19	20	1.04	10,973	100	85	-	85	10	Azerbaijan
22	22	22	1.02	41	38	43	1.14	...	...	98 ⁻¹	- ⁻¹	98 ⁻¹	...	Georgia
...	...	...	...	30	31	30	0.97	25,229	99	...	...	...	11	Kazakhstan
7	7 *	6 *	0.80 *	8	8	8	0.99	...	...	36 ⁻¹	33 ⁻¹	36 ⁻¹	...	Kyrgyzstan
23	21	25	1.21	32	...	...	...	3,267	96	...	...	...	28	Mongolia
7	...	...	...	7	7	7	0.94	4,588	100	82	...	...	14	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	21 ⁻¹	...	...	...	65,762 ⁻¹	95 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	10 ⁻¹	Uzbekistan

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

Region	Education system		Enrolment						Gross enrolment ratio			
	Entrance age	Duration	1999			2004			2004			
			MF	% F	% Private	MF	% F	% Private	MF	M	F	GPI
East Asia and the Pacific												
Australia (p)	4	1	...	...	...	258,529 ⁻¹	49 ⁻¹	66 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹
Brunei Darussalam	3	3	11,306	49	66	11,877	48	67	52	52	52	1.00
Cambodia	3	3	58,148 ^{**}	50 ^{**}	22 ^{**}	94,864	49	24	9	9	9	0.99
China (p)	4	3	24,030,344	46	...	20,039,061	45 ^{**}	...	36	37 ^{**}	35 ^{**}	0.92 ^{**}
Cook Islands	4	1	422	47	25	457 ⁻¹	50 ⁻¹	22 ⁻¹	91 ^{**,-1}	87 ^{**,-1}	97 ^{**,-1}	1.11 ^{**,-1}
Democratic People's Republic of Korea	4	2	...	...	...	...	...	...	...	...	...	...
Fiji	3	3	9,223	49	...	8,628	50	100	16	15	16	1.06
Hong Kong (China), SAR	3	3	...	...	...	136,169	48	100	70	71	69	0.96
Indonesia (p)	5	2	1,525,531 ^{**}	49 ^{**}	99 ^{**}	1,845,983 ⁻¹	51 ⁻¹	99 ⁻¹	22 ⁻¹	21 ⁻¹	23 ⁻¹	1.09 ⁻¹
Japan (p)	3	3	2,962,175	49 ^{**}	65	3,047,169 ⁻¹	49 ^{**,-1}	65 ⁻¹	84 ⁻¹	83 ^{**,-1}	86 ^{**,-1}	1.03 ^{**,-1}
Kiribati	3	3	...	...	...	4,993^{**}	...	...	68^{**}	...	...	...
Lao People's Democratic Republic	3	3	36,947	52	18	41,624	50	24	8	8	9	1.05
Macao, China	3	3	17,092	47	94	11,874	48	94	92	93	91	0.98
Malaysia (p)	5	1	571,564	50	49	565,981 ⁻²	51 ⁻²	41 ⁻²	99 ⁻²	95 ⁻²	103 ⁻²	1.08 ⁻²
Marshall Islands	4	2	1,648	50	19	1,495 ^{**,-1}	49 ^{**,-1}	...	50 ^{**,-1}	49 ^{**,-1}	50 ^{**,-1}	1.02 ^{**,-1}
Micronesia (Federated States of)	3	3	3,230	...	...	...	...	...	...	...	...	...
Myanmar	3	2	41,318	...	90	...	...	...	...	...	...	...
Nauru	3	3	...	...	...	588 ⁻¹	48 ⁻¹	...	71 ^{**,-1}	71 ^{**,-1}	72 ^{**,-1}	1.02 ^{**,-1}
New Zealand (p)	3	2	100,754	49	24	101,373 ⁻¹	49 ⁻¹	49 ⁻¹	90 ⁻¹	90 ⁻¹	91 ⁻¹	1.01 ⁻¹
Niue	4	1	63	44	.	31	61	.	97 [*]	75 [*]	119 [*]	1.58 [*]
Palau	3	3	656	54	24	638	52	...	69 ⁻¹	69 ⁻¹	69 ⁻¹	1.00 ⁻¹
Papua New Guinea	6	1	53,874	47	1	95,637 ^{**,-1}	47 ^{**,-1}	...	59 ^{**,-1}	61 ^{**,-1}	57 ^{**,-1}	0.94 ^{**,-1}
Philippines (p)	5	1	593,284	50	47	756,235 ⁻¹	50 ⁻¹	46 ⁻¹	39 ⁻¹	38 ⁻¹	39 ⁻¹	1.04 ⁻¹
Republic of Korea (p)	5	1	535,217	47	75	548,050	48	78	87	86	87	1.01
Samoa	3	2	5,400 ^{**}	53 ^{**}	100 ^{**}	5,280 ^{**}	54 ^{**}	...	49 ^{**}	44 ^{**}	55 ^{**}	1.26 ^{**}
Singapore	3	3	...	...	...	...	...	...	...	...	...	...
Solomon Islands	3	3	12,872 ^{**}	48 ^{**}	...	16,469 ^{**,-1}	48 ^{**,-1}	...	41 ^{**,-1}	41 ^{**,-1}	41 ^{**,-1}	0.99 ^{**,-1}
Thailand (p)	3	3	2,745,213	49	19	2,774,799 ^{**}	49 ^{**}	...	92 ^{**}	92 ^{**}	92 ^{**}	0.99 ^{**}
Timor-Leste	4	2	...	...	...	3,935 ⁻²	...	...	11 ⁻²	...	...	...
Tokelau	3	2	...	...	...	103 ⁻¹	45 ⁻¹	.	...	...	...	...
Tonga	3	2	1,559	53	...	1,128	56	12	23	20	27	1.36
Tuvalu	3	3	...	...	...	727	50 ^{**}	...	99 [*]	98 ^{**}	100 ^{**}	1.02 ^{**}
Vanuatu	3	3	8,169	50	...	8,872 ^{**,-2}	49 ^{**,-2}	...	52 ^{**,-2}	52 ^{**,-2}	52 ^{**,-2}	1.01 ^{**,-2}
Viet Nam	3	3	2,179,349	48	49	2,175,053	48	...	47	47	46	0.98
Latin America and the Caribbean												
Anguilla	3	2	458	52	100	499	50	100	116 ^{**}	123 ^{**}	110 ^{**}	0.90 ^{**}
Antigua and Barbuda	3	2	...	...	...	...	...	...	...	...	...	...
Argentina (p)	3	3	1,191,336	50	28	1,268,831 ⁻²	50 ⁻²	28 ⁻²	62 ⁻²	61 ⁻²	62 ⁻²	1.02 ⁻²
Aruba	4	2	2,712	49	83	2,836	50	79	100 [*]	97 [*]	104 [*]	1.07 [*]
Bahamas	3	2	1,436	51	...	3,771 ^{**,-1}	49 ^{**,-1}	79 ^{**,-1}	31 ^{**,-1}	31 ^{**,-1}	31 ^{**,-1}	0.99 ^{**,-1}
Barbados	3	2	5,794	49	...	5,901	49	17	89	89	90	1.01
Belize	3	2	3,634	50	...	3,765	50	100	28	28	28	1.01
Bermuda	4	1	...	...	...	414 ⁻²	51 ⁻²	.	52 ⁻²	...	...	...
Bolivia	4	2	207,789	49	9	226,119 ^{**}	49 ^{**}	23 ^{**}	48 ^{**}	47 ^{**}	48 ^{**}	1.01 ^{**}
Brazil (p)	4	3	5,733,273	49	28	5,585,662 ⁻²	49 ⁻²	27 ⁻²	55 ⁻²	55 ⁻²	55 ⁻²	1.00 ⁻²
British Virgin Islands	3	2	455	53	100	663	49	100	93 [*]	92 [*]	93 [*]	1.01 [*]
Cayman Islands	3	2	483	46	88	580	46	92	44 ^{**}	48 ^{**}	41 ^{**}	0.87 ^{**}
Chile (p)	3	3	449,630	49	45	392,995 ⁻¹	49 ⁻¹	46 ⁻¹	50 ⁻¹	51 ⁻¹	50 ⁻¹	0.99 ⁻¹
Colombia	3	3	1,034,182	50	45	1,065,885	49	37	38	37	38	1.01
Costa Rica	4	2	69,679	49	10	102,339	49	11	64	64	65	1.01
Cuba	3	3	484,315	50	.	483,831	48	.	116	117	116	0.98

Net enrolment rate								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2004				2004		2004				2004	Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	% F	MF	M	F	2004			Country or territory
East Asia and the Pacific														
...	...	...	...	62 ⁻¹	62 ⁻¹	62 ⁻¹	1.00 ⁻¹	...	...	...	...	...	...	Australia (p)
...	...	...	...	...	...	...	...	515 ^{**}	86^{**}	...	...	...	23 ^{**}	Brunei Darussalam
5 ^{**}	5 ^{**}	5 ^{**}	1.03 ^{**}	9	9	9	1.00	3,209	99	94 ⁻²	...	...	30	Cambodia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	China (p)
...	...	...	...	...	...	...	...	26 ⁻¹	100 ⁻¹	...	...	...	18 ⁻¹	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
...	...	...	...	14	14	15	1.06	414	99	...	...	...	21	Fiji
...	...	...	...	63	64	62	0.96	8,517	99	88	51	88	16	Hong Kong (China), SAR
18 ^{**}	18 ^{**}	18 ^{**}	1.01 ^{**}	22 ⁻¹	21 ⁻¹	23 ⁻¹	1.09 ⁻¹	137,069 ⁻¹	98 ⁻¹	...	...	...	13 ⁻¹	Indonesia (p)
82	82 ^{**}	83 ^{**}	1.02 ^{**}	84 ⁻¹	83 ^{**,-1}	86 ^{**,-1}	1.03 ^{**,-1}	102,034 ⁻¹	98 ^{**,-1}	...	...	...	30 ⁻¹	Japan (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
7	7	8	1.12	8	8	8	1.06	2,507	99	78	62	78	17	Lao People's Democratic Republic
82	83	80	0.97	85	86	85	0.98	459	99	98	100	98	26	Macao, China
80	78	81	1.03	72 ⁻²	70 ⁻²	74 ⁻²	1.06 ⁻²	25,116 ⁻²	99 ⁻²	...	...	...	23 ⁻²	Malaysia (p)
...	...	...	...	48 ^{**,-2}	47 ^{**,-2}	48 ^{**,-2}	1.02 ^{**,-2}	126 ^{**,-1}	60 ^{**,-1}	100 ⁻²	100 ⁻²	100 ⁻²	12 ^{**,-1}	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Myanmar
...	...	...	...	...	...	...	...	49 ⁻²	100 ⁻²	...	...	...	13 ⁻²	Nauru
87	87	87	1.00	89 ⁻¹	89 ⁻¹	89 ⁻¹	1.01 ⁻¹	7,663 ⁻¹	99 ⁻¹	...	...	...	13 ⁻¹	New Zealand (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Niue
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	2,712 ^{**,-1}	37 ^{**,-1}	...	...	...	35 ^{**,-1}	Papua New Guinea
24 ^{**}	25 ^{**}	24 ^{**}	0.99 ^{**}	31 ^{**,-1}	32 ^{**,-1}	31 ^{**,-1}	0.97 ^{**,-1}	23,731 ⁻¹	96 ⁻¹	...	...	...	32 ⁻¹	Philippines (p)
44	44	44	1.02	48	47	48	1.02	26,141	99	...	...	...	21	Republic of Korea (p)
38 ^{**}	37 ^{**}	40 ^{**}	1.09^{**}	...	...	...	...	127 ^{**}	94^{**}	...	...	...	42 ^{**}	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Thailand (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
...	...	...	...	...	...	...	...	7 ⁻¹	100 ⁻¹	...	...	...	15 ⁻¹	Tokelau
22	14	30	2.12	...	...	...	...	...	...	...	...	...	...	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
49	47	51	1.08	...	...	...	...	...	...	...	...	...	...	Vanuatu
40	...	...	...	43 ⁻²	...	...	...	103,238 ⁻¹	100 ^{**,-1}	...	...	...	21 ⁻¹	Viet Nam
Latin America and the Caribbean														
...	...	...	...	91 ^{**,-1}	97 ^{**,-1}	85 ^{**,-1}	0.87 ^{**,-1}	38	100	66 ^{**}	- ^{**}	66 ^{**}	13	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
56	56	57	1.03	61 ⁻²	61 ⁻²	62 ⁻²	1.02 ⁻²	53,501 ⁻²	97 ⁻²	...	...	...	24 ⁻²	Argentina (p)
95 [*]	94 [*]	95 [*]	1.01 [*]	90 [*]	88 [*]	93 [*]	1.07 [*]	141	99	100	100	100	20	Aruba
12	11	12	1.09	23 ⁻²	23 ⁻²	22 ⁻²	0.99 ⁻²	...	...	60 ⁻²	- ⁻²	60 ⁻²	...	Bahamas
75	74	75	1.01	81	82	79	0.96	377 ^{**}	98 ^{**}	89 ^{**}	25 ^{**}	90 ^{**}	16 ^{**}	Barbados
26	26	27	1.02	27	27	26	0.95	222	99	7	-	7	17	Belize
...	...	...	...	37 ^{**,-2}	...	...	...	61 ⁻²	100 ⁻²	100 ⁻²	- ⁻²	100 ⁻²	7 ⁻²	Bermuda
33	33	34	1.02	39 ^{**}	39 ^{**}	39 ^{**}	1.01 ^{**}	5,529 ^{**}	92 ^{**}	79 ⁻¹	32 ⁻¹	82 ⁻¹	41 ^{**}	Bolivia
44	44	44	1.00	47 ⁻²	47 ⁻²	48 ⁻²	1.02 ⁻²	297,484 ⁻²	96 ⁻²	...	...	...	19 ⁻²	Brazil (p)
47	43	51	1.18	81 [*]	79 [*]	83 [*]	1.05 [*]	49	100	20 ^{**}	- ^{**}	20 ^{**}	14	British Virgin Islands
...	...	...	...	44 ^{**}	48 ^{**}	41 ^{**}	0.87 ^{**}	44	100	95	-	95	13	Cayman Islands
...	...	...	...	...	...	...	...	17,155 ⁻¹	99 ⁻¹	...	...	...	23 ⁻¹	Chile (p)
33	32 ^{**}	33 ^{**}	1.02 ^{**}	34	34	34	1.01	50,462	96	.. ⁻²	.. ⁻²	.. ⁻²	21	Colombia
...	...	...	...	...	...	...	...	6,255	95	91	...	...	16	Costa Rica
94	92	96	1.04	100 ⁻¹	...	...	...	27,239	100	100	-	100	18	Cuba

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

Region	Education system		Enrolment						Gross enrolment ratio			
	Entrance age	Duration	1999			2004			2004			
			MF	% F	% Private	MF	% F	% Private	MF	M	F	GPI
Dominica	3	2	2,564	52	100	1,812	52	100	65 ⁺	60 ⁺	70 ⁺	1.18 ⁺
Dominican Republic	3	3	195,346	49	45	183,549	49	43	32	31	32	1.01
Ecuador	5	1	181,147	50	39	221,197	49	47	77	76	77	1.01
El Salvador	4	3	194,043	49	22 ^{**}	245,918	50	18 ^{**}	51	50	53	1.04
Grenada	3	2	...	...	...	3,376	52	...	81 ⁺	77 ⁺	84 ⁺	1.09 ⁺
Guatemala	3	4	308,240	49	22	425,825	50	19	28	28	28	1.01
Guyana	4	2	37,088	49	1	33,390 ^{**}	49 ^{**}	...	108 ^{**}	109 ^{**}	107 ^{**}	0.99 ^{**}
Haiti	3	3	...	...	...	...	...	...	...	...	...	...
Honduras	3	3	...	...	...	189,578	50	23	33	32	34	1.04
Jamaica (p)	3	3	137,620	51	88	137,615 ⁻¹	50 ⁻¹	89 ⁻¹	81 ⁻¹	79 ⁻¹	83 ⁻¹	1.05 ⁻¹
Mexico (p)	4	2	3,360,518	50	9	3,635,903 ⁻¹	50 ⁻¹	10 ⁻¹	81 ⁻¹	81 ⁻¹	81 ⁻¹	1.01 ⁻¹
Montserrat	3	2	107	52	.	122	49	-	93 ⁺	87 ⁺	100 ⁺	1.15 ⁺
Netherlands Antilles	4	2	7,421	50	75	5,972 ^{**,-1}	49 ^{**,-1}	75 ^{**,-1}	113 ^{**,-1}	115 ^{**,-1}	111 ^{**,-1}	0.97 ^{**,-1}
Nicaragua	3	4	160,616	50	17	199,422	50	16	35	34	35	1.03
Panama	4	2	49,129	49	23	73,154	49	17	55	54	55	1.02
Paraguay (p)	3	3	122,672	50	29	138,913 ⁻²	49 ⁻²	28 ⁻²	30 ⁻²	30 ⁻²	30 ⁻²	1.01 ⁻²
Peru (p)	3	3	1,017,342	50	15	1,065,361 ⁻²	50 ⁻²	16 ⁻²	58 ⁻²	58 ⁻²	59 ⁻²	1.02 ⁻²
Saint Kitts and Nevis	3	2	...	...	...	1,910	51	61 ^{**}	101 ⁺	94 ⁺	109 ⁺	1.15 ⁺
Saint Lucia	3	2	5,582	48	100	3,957	52	100	71	67	74	1.11
Saint Vincent and the Grenadines	3	2	...	...	...	3,861	49	100	86	87	84	0.97
Suriname	4	2	...	...	...	17,049 ^{**,-1}	49 ^{**,-1}	46 ^{**,-1}	90 ^{**,-1}	90 ^{**,-1}	91 ^{**,-1}	1.01 ^{**,-1}
Trinidad and Tobago	3	2	23,300 ^{**}	50 ^{**}	100 ^{**}	29,905	49	100	86	87	86	1.00
Turks and Caicos Islands	4	2	813	54	47	886	50	63	106 ⁺	112 ⁺	100 ⁺	0.90 ⁺
Uruguay (p)	3	3	100,297	49	...	107,667 ⁻²	49 ⁻²	19 ⁻²	64 ⁻²	63 ⁻²	64 ⁻²	1.02 ⁻²
Venezuela	3	3	737,967	50	20	914,920	49	17	55	55	55	1.01
North America and Western Europe												
Andorra	3	3	...	...	...	2,614	49	2	127 ^{**}	121 ^{**}	134 ^{**}	1.11 ^{**}
Austria (p)	3	3	225,413	49	25	219,844 ⁻¹	49 ⁻¹	26 ⁻¹	88 ⁻¹	89 ⁻¹	88 ⁻¹	1.00 ⁻¹
Belgium (p)	3	3	399,443	49	56	401,975 ⁻¹	49 ⁻¹	53 ⁻¹	116 ⁻¹	117 ⁻¹	115 ⁻¹	0.99 ⁻¹
Canada (p)	4	2	528,582	49	5	494,684 ^{**,-2}	48 ^{**,-2}	8 ^{**,-2}	65 ^{**,-2}	66 ^{**,-2}	65 ^{**,-2}	0.99 ^{**,-2}
Cyprus	3	3	18,609	49	54	16,218 ⁻¹	49 ⁻¹	42 ⁻¹	60 ^{,-1}	60 ^{,-1}	60 ^{,-1}	1.00 ^{,-1}
Denmark (p)	3	4	250,629	49	27	250,123 ⁻¹	49 ⁻¹	...	90 ⁻¹	90 ⁻¹	90 ⁻¹	1.00 ⁻¹
Finland (p)	3	4	124,640	49	10	137,824 ⁻¹	49 ⁻¹	8 ⁻¹	57 ⁻¹	57 ⁻¹	57 ⁻¹	0.99 ⁻¹
France (p)	3	3	2,393,055	49	13	2,466,267 ⁻¹	49 ⁻¹	13 ⁻¹	113 ⁻¹	113 ⁻¹	113 ⁻¹	1.00 ⁻¹
Germany (p)	3	3	2,332,585	48	54	2,316,687 ⁻¹	48 ⁻¹	59 ⁻¹	99 ⁻¹	101 ⁻¹	97 ⁻¹	0.96 ⁻¹
Gibraltar	4	1	370	43	-	...	...	...	...	...	...	...
Greece (p)	4	2	142,559	49	3	142,051 ⁻¹	49 ⁻¹	3 ⁻¹	67 ⁻¹	66 ⁻¹	68 ⁻¹	1.02 ⁻¹
Holy See	.	.	.	.	.	.	.	.	.	.	.	.
Iceland (p)	3	3	14,734	48	5	16,397 ⁻¹	49 ⁻¹	8 ⁻¹	126 ⁻¹	126 ⁻¹	126 ⁻¹	1.00 ⁻¹
Ireland (p)	3	1	...	...	...	...	...	...	...	...	...	...
Israel (p)	3	3	355,027	48	7	411,550 ⁻¹	49 ⁻¹	4 ⁻¹	110 ⁻¹	110 ⁻¹	110 ⁻¹	1.00 ⁻¹
Italy (p)	3	3	1,577,696	48	30	1,623,229 ⁻¹	48 ⁻¹	31 ⁻¹	101 ⁻¹	102 ⁻¹	100 ⁻¹	0.98 ⁻¹
Liechtenstein	4	2	...	...	...	811 ⁻¹	51 ⁻¹	2 ⁻¹	...	...	...	...
Luxembourg (p)	3	3	12,145	49	5	14,791 ⁻¹	49 ⁻¹	5 ⁻¹	86 ⁻¹	85 ⁻¹	86 ⁻¹	1.01 ⁻¹
Malta	3	2	10,443	48	37	9,368 ⁻¹	49 ⁻¹	38 ⁻¹	102 ⁻¹	101 ⁻¹	104 ⁻¹	1.02 ⁻¹
Monaco	3	3	933	52	26	...	...	...	...	...	...	...
Netherlands (p)	4	2	389,986	49	69	344,488 ⁻¹	48 ⁻¹	69 ⁻¹	87 ⁻¹	88 ⁻¹	87 ⁻¹	0.99 ⁻¹
Norway (p)	3	3	138,984	50	40	149,742 ⁻¹	...	40 ⁻¹	82 ⁻¹	...	...	...
Portugal (p)	3	3	220,288	49	52	250,174 ⁻¹	49 ⁻¹	49 ⁻¹	75 ⁻¹	74 ⁻¹	76 ⁻¹	1.02 ⁻¹
San Marino	3	3	...	...	...	...	...	...	...	...	...	...
Spain (p)	3	3	1,131,251	49	32	1,281,782 ⁻¹	49 ⁻¹	35 ⁻¹	109 ⁻¹	109 ⁻¹	108 ⁻¹	1.00 ⁻¹
Sweden (p)	3	4	360,382	49	10	320,967 ⁻¹	49 ⁻¹	14 ⁻¹	80 ⁻¹	80 ⁻¹	80 ⁻¹	0.99 ⁻¹

Net enrolment rate								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2004				2004		2004			2004	Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	% F	MF	M	F		
76 **	72 **	81 **	1.12 **	56 ** ⁻¹	56 ** ⁻¹	55 ** ⁻¹	0.97 ** ⁻¹	135	100	78 **	- **	78 **	13	Dominica
30	30	30	1.02	28	28	28	1.03	8,879	96	77	72	78	21	Dominican Republic
53	52	54	1.04	62	62	63	1.01	13,285	87	72	60	73	17	Ecuador
37 **	37 **	38 **	1.02 **	46 **	45 **	47 **	1.05 **	...	...	...	...	...	...	El Salvador
...	...	...	...	80 ** ⁻¹	80 ** ⁻¹	81 ** ⁻¹	1.01 ** ⁻¹	228	99	32 ⁻¹	- ⁻¹	33 ⁻¹	15	Grenada
33	33	32	0.97	27	27	27	1.01	16,708	...	...	...	...	25	Guatemala
99 **	100 **	99 **	0.99 **	91 ⁻¹	92 ⁻¹	91 ⁻¹	1.00 ⁻¹	2,237 **	99 **	46 ⁻¹	18 ⁻¹	46 ⁻¹	15 **	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
...	...	...	...	27	26	27	1.04	9,674	94	64	53	65	20	Honduras
78	75	81	1.08	81 ** ⁻¹	79 ** ⁻¹	82 ** ⁻¹	1.05 ** ⁻¹	6,475 ⁻¹	99 ⁻¹	...	...	...	21 ⁻¹	Jamaica (p)
66	66	66	1.01	71 ⁻¹	71 ⁻¹	71 ⁻¹	1.00 ⁻¹	163,282 ⁻¹	...	...	...	...	22 ⁻¹	Mexico (p)
...	...	...	...	77 *	75 *	80 *	1.07 *	9	100	100	-	100	14	Montserrat
...	...	...	...	100 ** ⁻¹	...	...	...	309 ** ⁻¹	100 ** ⁻¹	100 ⁻²	100 ⁻²	100 ⁻²	19 ** ⁻¹	Netherlands Antilles
28	28	29	1.04	35	34	35	1.03	9,080	97	22	35	22	22	Nicaragua
37	36	37	1.01	52	51	52	1.02	4,168	96	49	15	51	18	Panama
...	...	...	...	...	...	...	...	5,423 ⁻²	88 ⁻²	...	...	...	26 ⁻²	Paraguay (p)
55	54	56	1.02	58 ⁻²	58 ⁻²	59 ⁻²	1.02 ⁻²	39,824 ⁻²	98 ⁻²	...	...	...	27 ⁻²	Peru (p)
...	...	...	...	83 ** ⁻¹	77 ** ⁻¹	90 ** ⁻¹	1.16 ** ⁻¹	278	100	46 **	- **	46 **	7	Saint Kitts and Nevis
54 **	54 **	54 **	0.99 **	57	53	61	1.14	344	100	55	-	55	12	Saint Lucia
...	...	...	...	...	...	...	...	338	100	59 **	- **	59 **	11	Saint Vincent and the Grenadines
...	...	...	...	90 ** ⁻¹	90 ** ⁻¹	91 ** ⁻¹	1.01 ** ⁻¹	704 ** ⁻¹	99 ** ⁻¹	...	...	...	24 ** ⁻¹	Suriname
50 **	49 **	51 **	1.04 **	70	70	70	1.00	2,223	100	25 **	- **	25 **	13	Trinidad and Tobago
...	...	...	...	65 *	67 *	64 *	0.96 *	75 **	100 **	63 **	- **	63 **	12 **	Turks and Caicos Islands
...	...	...	...	...	...	...	...	3,717 ⁻²	...	...	...	...	29 ⁻²	Uruguay (p)
40	40	41	1.03	49	49	50	1.02	...	...	...	...	...	...	Venezuela
North America and Western Europe														
...	...	...	...	100 ** ⁻²	...	...	...	178	92	...	...	...	15	Andorra
...	...	...	...	...	...	...	...	14,535 ⁻¹	99 ⁻¹	...	...	...	15 ⁻¹	Austria (p)
96	97	95	0.99	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	28,051 ⁻¹	99 ⁻¹	...	...	...	14 ⁻¹	Belgium (p)
66	66	66	1.01	68 ** ⁻²	68 ** ⁻²	67 ** ⁻²	0.99 ** ⁻²	27,909 ** ⁻²	68 ** ⁻²	...	...	...	18 ** ⁻²	Canada (p)
54 *	53 *	54 *	1.03 *	56 ** ⁻¹	55 ** ⁻¹	56 ** ⁻¹	1.02 ** ⁻¹	894 ⁻¹	99 ⁻¹	...	...	...	18 ⁻¹	Cyprus
88	88	89	1.01	90 ⁻¹	90 ⁻¹	90 ⁻¹	1.00 ⁻¹	...	...	...	...	...	...	Denmark (p)
49	49	48	0.99	56 ⁻¹	56 ⁻¹	56 ⁻¹	1.00 ⁻¹	11,295 ⁻¹	97 ⁻¹	...	...	...	12 ⁻¹	Finland (p)
99	99	99	1.00	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	137,174 ⁻¹	81 ⁻¹	...	...	...	18 ⁻¹	France (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Germany (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar
68	67	68	1.01	67 ⁻¹	66 ⁻¹	68 ⁻¹	1.02 ⁻¹	10,747 ⁻¹	...	...	...	...	13 ⁻¹	Greece (p)
.	.	.	.	.	.	.	.	.	.	.	.	.	.	Holy See
88	89	87	0.98	91 ⁻¹	91 ⁻¹	92 ⁻¹	1.00 ⁻¹	3,571 ⁻¹	97 ⁻¹	...	...	...	5 ⁻¹	Iceland (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ireland (p)
83	82	83	1.00	95 ⁻¹	95 ⁻¹	96 ⁻¹	1.01 ⁻¹	...	...	...	...	...	...	Israel (p)
96	97	95	0.98	99 ⁻¹	100 ⁻¹	98 ⁻¹	0.99 ⁻¹	134,231 ⁻¹	99 ⁻¹	...	...	...	12 ⁻¹	Italy (p)
...	...	...	...	...	...	...	...	68 ⁻¹	100 ⁻¹	...	...	...	12 ⁻¹	Liechtenstein
71	71	71	1.00	73 ⁻¹	72 ⁻¹	74 ⁻¹	1.02 ⁻¹	1,067 ⁻¹	98 ⁻¹	...	...	...	14 ⁻¹	Luxembourg (p)
88	89	87	0.97	88 ⁻¹	87 ⁻¹	89 ⁻¹	1.02 ⁻¹	...	...	...	...	...	...	Malta
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Monaco
98	99	98	0.99	87 ⁻¹	88 ⁻¹	87 ⁻¹	0.99 ⁻¹	...	...	...	...	...	...	Netherlands (p)
75	73	77	1.06	82 ⁻¹	...	...	...	...	...	...	...	...	...	Norway (p)
67	67	67	1.00	74 ⁻¹	73 ⁻¹	75 ⁻¹	1.03 ⁻¹	14,350 ⁻¹	92 ** ⁻¹	...	...	...	17 ⁻¹	Portugal (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	San Marino
93	93	93	1.00	96 ⁻¹	96 ⁻¹	96 ⁻¹	1.00 ⁻¹	89,607 ⁻¹	88 ⁻¹	...	...	...	14 ⁻¹	Spain (p)
78	78	78	1.01	80 ⁻¹	80 ⁻¹	80 ⁻¹	1.00 ⁻¹	33,235 ⁻¹	...	...	...	...	10 ⁻¹	Sweden (p)

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

Region	Education system		Enrolment						Gross enrolment ratio			
			1999			2004			2004			
			Entrance age	Duration	MF	% F	% Private	MF	% F	% Private	MF	M	F	GPI
Switzerland (p)	5	2	157,696	48	6	155,879 ⁻¹	49 ⁻¹	7 ⁻¹	93 ⁻¹	93 ⁻¹	94 ⁻¹	1.00 ⁻¹
United Kingdom (p)	3	2	1,155,380	49	6	1,083,589 ⁻¹	49 ⁻¹	7 ⁻¹	77 ⁻¹	77 ⁻¹	77 ⁻¹	1.01 ⁻¹
United States (p)	3	3	7,183,122	48	34	7,242,728 ⁻¹	...	40 ⁻¹	60 ⁻¹	...	...	...
South and West Asia												
Afghanistan	3	4	...	...	...	25,372 ^{**}	43 ^{**}	...	1 ^{**}	1 ^{**}	1 ^{**}	0.80 ^{**}
Bangladesh	3	3	1,824,548	50	...	1,164,846 ⁻¹	49 ⁻¹	49 ⁻¹	12 ⁻¹	11 ⁻¹	12 ⁻¹	1.01 ⁻¹
Bhutan	4	2	286	48	100	...	...	...	...	...	...	...
India	3	3	13,868,872	48	...	24,309,989 ⁻¹	49 ⁻¹	4 ⁻¹	34 ⁻¹	34 ⁻¹	34 ⁻¹	1.00 ⁻¹
Iran, Islamic Republic of	5	1	220,434	50	...	436,497	52	8	37	35	39	1.12
Maldives	3	3	12,031	48	30	13,075	49	...	48	47	49	1.03
Nepal	3	2	238,463 ^{**}	41 ^{**}	...	512,151 ⁺¹	46 ⁺¹	...	36 ⁺¹	38 ⁺¹	34 ⁺¹	0.90 ⁺¹
Pakistan	3	2	...	...	...	3,573,929	44	...	45	48	40	0.83
Sri Lanka (p)	4	1	...	...	...	...	...	...	...	...	...	...
Sub-Saharan Africa												
Angola	3	3	...	...	...	...	...	...	...	...	...	...
Benin	4	2	17,891	48	20	22,022	49	27	4	4	4	1.00
Botswana	3	3	...	...	...	...	...	...	...	...	...	...
Burkina Faso	4	3	19,850	50	34	13,861 ^{**,-2}	48 ^{**,-2}	...	1 ^{**,-2}	1 ^{**,-2}	1 ^{**,-2}	0.94 ^{**,-2}
Burundi	4	3	4,938	50	49	8,898	49	60	1	1	1	0.97
Cameroon	4	2	103,908	48	57	175,970	50	64	20	20	20	0.99
Cape Verde	3	3	...	...	...	21,003	51	-	53	52	54	1.04
Central African Republic	3	3	...	...	...	6,073 ^{**}	51 ^{**}	...	2 ^{**}	2 ^{**}	2 ^{**}	1.04 ^{**}
Chad	3	3	...	...	...	...	...	...	...	...	...	...
Comoros	3	3	1,312	51	100	2,279	48	62	3	3	3	0.96
Congo	3	3	6,033	61	85	21,647	51	79	6	5	6	1.06
Côte d'Ivoire	3	3	35,553	49	46	48,647 ^{,-1}	49 ^{,-1}	46 ^{,-1}	3 ^{,-1}	3 ^{,-1}	3 ^{,-1}	0.96 ^{,-1}
Democratic Rep. of the Congo	3	3	...	...	...	...	...	...	...	...	...	...
Equatorial Guinea	3	4	16,645	51	37	23,644 ⁻¹	...	...	40 ⁻¹	...	...	...
Eritrea	5	2	11,581	47	97	18,540	47	76	7	8	7	0.90
Ethiopia	4	3	90,321	49	100	153,280 ⁺¹	49 ⁺¹	100 ⁺¹	2 ⁺¹	2 ⁺¹	2 ⁺¹	0.95 ⁺¹
Gabon	3	3	...	...	...	15,618 ^{**,-2}	...	73 ^{**,-2}	14 ^{**,-2}	...	...	...
Gambia	3	4	28,823	47	...	30,227 ^{**}	50 ^{**}	...	18 ^{**}	18 ^{**}	19 ^{**}	1.03 ^{**}
Ghana	3	3	667,143 ^{**}	49 ^{**}	33 ^{**}	731,331 ⁺¹	50 ⁺¹	34 ⁺¹	42 ⁺¹	41 ⁺¹	42 ⁺¹	1.03 ⁺¹
Guinea	3	4	...	...	...	67,881	49	91	6	6	6	1.03
Guinea-Bissau	4	3	4,030 ^{**}	51 ^{**}	62^{**}	...	...	...	...	...	...	...
Kenya	3	3	1,187,883	50	10	1,627,721	49	...	53	54	53	0.99
Lesotho	3	3	33,310 ^{**}	52 ^{**}	100 ^{**}	41,426 ^{**}	48 ^{**}	100 ^{**}	31 ^{**}	32 ^{**}	30 ^{**}	0.94 ^{**}
Liberia	3	3	111,590	42	39	...	...	...	...	...	...	...
Madagascar	3	3	49,566 ^{**}	51 ^{**}	93 ^{**}	170,575^{**}	...	...	10^{**}	...	...	...
Malawi	3	3	...	...	...	...	...	...	...	...	...	...
Mali	3	4	21,406	51	...	31,815 ^{**,-1}	49 ^{**,-1}	...	2 ^{**,-1}	2 ^{**,-1}	2 ^{**,-1}	1.01 ^{**,-1}
Mauritius	3	2	41,711	50	85	37,356 ⁺¹	49 ⁺¹	...	95 ⁺¹	95 ⁺¹	96 ⁺¹	1.01 ⁺¹
Mozambique	3	3	...	...	...	...	...	...	...	...	...	...
Namibia	3	3	34,759	53	100	49,182 ^{**,-1}	52 ^{**,-1}	100 ^{**,-1}	29 ^{**,-1}	27 ^{**,-1}	30 ^{**,-1}	1.12 ^{**,-1}
Niger	4	3	11,564	50	33	18,234	49	30	1	1	1	1.01
Nigeria	3	3	...	...	...	1,753,413	49	...	15	15	15	1.00
Rwanda	4	3	...	...	...	19,255 ^{**,-2}	50 ^{**,-2}	100 ^{**,-2}	3 ^{**,-2}	3 ^{**,-2}	2 ^{**,-2}	0.98 ^{**,-2}
Sao Tome and Principe	4	3	4,100 ^{**}	51 ^{**}	- ^{**}	5,193	50	-	42	42	43	1.04
Senegal	4	3	24,299	50	68	54,837	52	74	6	5	6	1.11
Seychelles	4	2	3,212	49	5	2,616	49	...	102 [*]	103 [*]	100 [*]	0.98 [*]
Sierra Leone	3	3	...	...	...	...	...	...	...	...	...	...
Somalia	3	3	...	...	...	...	...	...	...	...	...	...

Net enrolment rate								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2004				2004		2004			2004	Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	% F	MF	M	F		
73	73	72	0.99	72 ⁻¹	72 ⁻¹	72 ⁻¹	1.00 ⁻¹	...	...	...	...	...	...	Switzerland (p)
75	75	75	1.00	73 ⁻¹	72 ⁻¹	73 ⁻¹	1.00 ⁻¹	44,247 ⁻¹	97 ⁻¹	...	...	...	24 ⁻¹	United Kingdom (p)
55	55	54	0.98	57 ⁻¹	...	...	...	387,640 ⁻¹	91 ⁻¹	...	...	...	19 ⁻¹	United States (p)
South and West Asia														
...	...	...	...	...	...	...	...	3,510 ^{**}	100^{**}	...	...	...	7 ^{**}	Afghanistan
...	...	...	...	11 ⁻¹	10 ⁻¹	11 ⁻¹	1.01 ⁻¹	32,064 ⁻¹	88 ⁻¹	58 ⁻¹	...	...	36 ⁻¹	Bangladesh
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bhutan
...	...	...	...	...	...	...	...	600,391 ⁻¹	90 ⁻¹	...	...	...	40 ⁻¹	India
...	...	...	...	27 ⁻¹	25 ⁻¹	29 ⁻¹	1.13 ⁻¹	24,820	89	79 ^{**,-1}	...	...	18	Iran, Islamic Republic of
42	42	42	1.00	45 ⁻²	44 ⁻²	45 ⁻²	1.02 ⁻²	499 ⁻¹	96 ⁻¹	50 ⁻¹	32 ⁻¹	51 ⁻¹	22 ⁻¹	Maldives
...	...	...	...	...	...	...	...	12,190 ^{**,-1}	41 ^{**,-1}	- ^{**,-1}	- ^{**,-1}	- ^{**,-1}	20 ^{**,-1}	Nepal
...	...	...	...	38 [*]	42 [*]	34 [*]	0.81 [*]	86,444 ^{**}	45^{**}	...	...	...	41 ^{**}	Pakistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka (p)
Sub-Saharan Africa														
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Angola
3	3	3	0.96	3	3	3	1.01	606	66	100	100	100	36	Benin
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Botswana
...	...	...	...	1 ^{**,-2}	1 ^{**,-2}	1 ^{**,-2}	0.94 ^{**,-2}	...	...	...	...	...	...	Burkina Faso
...	...	...	...	...	...	...	...	318	92	66	25	69	28	Burundi
...	...	...	...	...	...	...	...	8,882	97	61	...	...	20	Cameroon
...	...	...	...	51	50	51	1.04	969	100	7	-	7	22	Cape Verde
...	...	...	...	2 ^{**}	2 ^{**}	2 ^{**}	1.04^{**}	...	...	...	...	...	...	Central African Republic
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Chad
2	2	2	0.98	...	...	...	...	483	5	...	...	...	5	Comoros
2	1	2	1.59	6	5	6	1.06	1,120	86	28	-	33	19	Congo
...	...	...	...	3 ^{,-1}	3 ^{,-1}	3 ^{,-1}	0.96 ^{,-1}	2,097 ⁻²	87 ⁻²	100 ^{,-1}	100 ^{,-1}	100 ^{,-1}	21 ⁻²	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic Rep. of the Congo
31	30	32	1.04	39 ⁻¹	...	...	...	600 ⁻¹	80 ⁻¹	36 ⁻¹	46 ⁻¹	33 ⁻¹	39 ⁻¹	Equatorial Guinea
5	5	4	0.90	5	5	5	0.95	492	96	65	57	65	38	Eritrea
...	...	...	...	...	...	...	...	4,795 ^{**,-1}	90 ^{**,-1}	74	60	75	32 ^{**,-1}	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gabon
...	...	...	...	...	...	...	...	800 ^{**}	56^{**}	...	...	...	38 ^{**}	Gambia
...	...	...	...	27 ⁺¹	26 ⁺¹	28 ⁺¹	1.06 ⁺¹	29,014 ⁺¹	91 ⁺¹	22 ⁺¹	25 ⁺¹	22 ⁺¹	25 ⁺¹	Ghana
...	...	...	...	6	6	6	1.03	1,895	...	...	...	...	36	Guinea
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
...	...	...	...	29	29	30	1.03	70,058	87	70	54	72	23	Kenya
...	...	...	...	...	...	...	...	2,023 ^{**}	99 ^{**}	- ⁻²	- ^{**,-2}	- ^{**,-2}	20 ^{**}	Lesotho
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liberia
...	...	...	...	10^{**}	...	...	...	3,520 ^{**}	91^{**}	...	...	...	48 ^{**}	Madagascar
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Malawi
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mali
71 ^{**}	71 ^{**}	72 ^{**}	1.02 ^{**}	83	83	83	1.00	2,501 ⁺¹	100 ⁺¹	90	-	90	15 ⁺¹	Mauritius
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mozambique
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Namibia
1	1	1	1.05	1	1	1	1.00	753	99	86	64	86	24	Niger
...	...	...	...	11	11	11	0.97	...	...	...	...	...	...	Nigeria
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Rwanda
26	24	28	1.14	30	30	31	1.04	...	...	55 ⁻²	75 ⁻²	53 ⁻²	...	Sao Tome and Principe
...	...	...	...	3	3	3	1.12	1,983	80	100	100	100	28	Senegal
89	88	90	1.02	90 [*]	91 [*]	90 [*]	0.99 [*]	180 ^{**}	100 ^{**}	77 ⁻¹	- ⁻¹	77 ⁻¹	15 ^{**}	Seychelles
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia

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

Region	Education system		Enrolment						Gross enrolment ratio			
	Entrance age	Duration	1999			2004			2004			
			MF	% F	% Private	MF	% F	% Private	MF	M	F	GPI
South Africa	6	1	207,123	50	26	344,932 ⁻¹	50 ⁻¹	8 ⁻¹	33 ⁻¹	33 ⁻¹	34 ⁻¹	1.03 ⁻¹
Swaziland	3	3	...	...	...	...	...	...	...	...	...	...
Togo	3	3	11,241	50	53	13,045 ^{**}	50 ^{**}	59 ^{**}	2 ^{**}	2 ^{**}	2 ^{**}	0.98 ^{**}
Uganda	4	2	65,687 ^{**}	50 ^{**}	100 ^{**}	41,775	49	...	2	2	2	0.99
United Republic of Tanzania	5	2	...	...	...	638,591 ⁺¹	50 ⁺¹	2 ⁺¹	29 ⁺¹	29 ⁺¹	29 ⁺¹	1.02 ⁺¹
Zambia	3	4	...	...	...	...	...	...	...	...	...	...
Zimbabwe (p)	3	3	438,926 ^{**}	51 ^{**}	...	448,124 ⁻¹	45 ⁻¹	...	43 ⁻¹	47 ⁻¹	39 ⁻¹	0.82 ⁻¹
REGIONAL AVERAGES												
WORLD			111,948,368	48	...	123,599,859	48	...	37	38	37	0.97
Arab States			2,356,014	42	...	2,624,756	46	67	16	17	15	0.87
Central and Eastern Europe			8,538,057	48	...	9,176,406	47	...	58 ^{**}	59 ^{**}	56 ^{**}	0.95 ^{**}
Central Asia			1,450,454 ^{**}	47 ^{**}	...	1,481,534	48	...	27	28	26	0.95
East Asia and the Pacific			36,743,186	47	...	33,487,688	47	...	40 ^{**}	41 ^{**}	39 ^{**}	0.96 ^{**}
Latin America and the Caribbean			16,392,471	49	...	18,945,985 ^{**}	49 ^{**}	...	61 ^{**}	61 ^{**}	62 ^{**}	1.01 ^{**}
North America and Western Europe			19,152,744	48	31	19,410,469	48	...	78 ^{**}	79 ^{**}	78 ^{**}	0.98 ^{**}
South and West Asia			22,186,045	47	...	31,114,334	48	...	32	33	32	0.98
Sub-Saharan Africa			5,129,397 ^{**}	49 ^{**}	...	7,358,687 ^{**}	49 ^{**}	...	12 ^{**}	13 ^{**}	12 ^{**}	0.98 ^{**}

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

Net enrolment rate								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2004				2004		2004			2004	
MF	M	F	GPI	MF	M	F	GPI	MF	% F	MF	M	F	2004	Country or territory
6	6	6	0.99	16 ⁻¹	16 ⁻¹	16 ⁻¹	1.02 ⁻¹	...	...	...	...	...	...	South Africa
...	Swaziland
2	2	2	0.99	2 ^{**}	2 ^{**}	2 ^{**}	0.98 ^{**}	707 ^{**}	91 ^{**}	67 ⁻¹	70 ⁻¹	67 ⁻¹	18 ^{**}	Togo
2 ^{**}	2 ^{**}	2 ^{**}	1.05 ^{**}	3 ⁻²	3 ⁻²	3 ⁻²	1.04 ⁻²	...	...	77 ⁻²	56 ⁻²	81 ⁻²	...	Uganda
...	29 ⁺¹	29 ⁺¹	29 ⁺¹	1.02 ⁺¹	11,148 ⁺¹	58 ⁺¹	22 ⁺¹	16 ⁺¹	27 ⁺¹	57 ⁺¹	United Republic of Tanzania
...	Zambia
...	19,588 ⁻¹	100 ⁻¹	...	...	...	23 ⁻¹	Zimbabwe (p)
REGIONAL AVERAGES														
...	5,693,060 ^{**}	91^{**}	...	...	...	22 ^{**}	WORLD
...	133,077	83	...	...	...	20	Arab States
...	1,028,227	99^{**}	...	...	...	9	Central and Eastern Europe
...	137,790	97	...	...	...	11	Central Asia
...	1,222,864^{**}	...	...	...	...	27 ^{**}	East Asia and the Pacific
...	898,536 ^{**}	95^{**}	...	...	...	21 ^{**}	Latin America and the Caribbean
...	1,226,903	91	...	...	...	16	North America and Western Europe
...	796,210	70	...	...	...	39	South and West Asia
...	249,453 ^{**}	76^{**}	...	...	...	29 ^{**}	Sub-Saharan Africa

TABLE 2 PRIMARY EDUCATION / ISCED 1 / New entrants

Region	Education system			New entrants		Gross intake ratio			
	Compulsory education age range	Primary education		2004		2004			
		Entrance age	Duration	MF	% F	MF	M	F	GPI
Arab States									
Algeria	6-14	6	6	628,254	48	102	103	100	0.98
Bahrain	.	6	6	13,368	49	100	100	99	0.99
Djibouti	6-15	6	6	8,431	45	39	42	35	0.83
Egypt (p)	6-13	6	5	1,541,377 ^{**,-1}	49 ^{**,-1}	99 ^{**,-1}	100 ^{**,-1}	98 ^{**,-1}	0.98 ^{**,-1}
Iraq	6-11	6	6	825,557	48	107	110	103	0.94
Jordan (p)	6-15	6	6	138,602 ⁻¹	49 ⁻¹	99 ⁻¹	99 ⁻¹	100 ⁻¹	1.01 ⁻¹
Kuwait	6-13	6	4	40,735 ^{**}	49 ^{**}	97 ^{**}	96 ^{**}	97 ^{**}	1.01 ^{**}
Lebanon	6-15	6	6	71,143	49	100	100	99	0.99
Libyan Arab Jamahiriya	6-14	6	6	...	...	...	...	...	...
Mauritania	6-14	6	6	88,783	49	106	106	105	0.99
Morocco	6-14	6	6	622,538	48	98	100	96	0.96
Oman	...	6	6	44,363	49	74	74	75	1.02
Palestinian Autonomous Territories	6-15	6	4	93,305	49	84	85	84	0.99
Qatar	6-17	6	6	11,283 ^{**}	49 ^{**}	100 ^{**}	100 ^{**}	100 ^{**}	1.00 ^{**}
Saudi Arabia	6-11	6	6	402,356	49	66	66	66	1.00
Sudan	6-13	6	6	637,102	45	68	73	62	0.85
Syrian Arab Republic	6-14	6	4	542,597	48	120	122	118	0.97
Tunisia (p)	6-16	6	6	182,339 ⁻²	49 ⁻²	99 ⁻²	98 ⁻²	100 ⁻²	1.01 ⁻²
United Arab Emirates	6-14	6	5	53,692	48	89	89	88	0.99
Yemen	6-14	6	6	690,650 ^{**}	43 ^{**}	110 ^{**}	122 ^{**}	97 ^{**}	0.80 ^{**}
Central and Eastern Europe									
Albania	6-13	6	4	59,968 ⁻¹	48 ⁻¹	102 ⁻¹	103 ⁻¹	102 ⁻¹	0.99 ⁻¹
Belarus	6-16	6	4	90,546	48	102	103	102	0.99
Bosnia and Herzegovina	...	6	4	...	...	...	...	...	...
Bulgaria (p)	7-14	7	4	76,619 ⁻¹	49 ⁻¹	106 ⁻¹	106 ⁻¹	106 ⁻¹	1.00 ⁻¹
Croatia	7-14	7	4	48,544 ⁻¹	48 ⁻¹	98 ⁻¹	99 ⁻¹	97 ⁻¹	0.98 ⁻¹
Czech Republic (p)	6-15	6	5	95,450 ⁻¹	48 ⁻¹	94 ⁻¹	94 ⁻¹	93 ⁻¹	0.99 ⁻¹
Estonia	7-15	7	6	13,149 ⁻¹	49 ⁻¹	98 ⁻¹	97 ⁻¹	98 ⁻¹	1.01 ⁻¹
Hungary (p)	7-16	7	4	111,646 ⁻¹	49 ⁻¹	98 ⁻¹	99 ⁻¹	98 ⁻¹	0.99 ⁻¹
Latvia	7-15	7	4	21,501 ⁻¹	48 ⁻¹	91 ⁻¹	92 ⁻¹	90 ⁻¹	0.98 ⁻¹
Lithuania	7-15	7	4	40,828 ⁻¹	49 ⁻¹	97 ⁻¹	97 ⁻¹	97 ⁻¹	1.00 ⁻¹
Poland (p)	7-15	7	6	434,281 ⁻¹	...	95 ⁻¹	...	...	...
Republic of Moldova	7-16	7	4	47,651	48	88	89	88	0.99
Romania	7-14	7	4	235,262 ⁻¹	48 ⁻¹	107 ⁻¹	107 ⁻¹	106 ⁻¹	0.99 ⁻¹
Russian Federation (p)	6-15	7	3	1,392,657 ⁻¹	...	99 ⁻¹	...	...	...
Serbia and Montenegro	7-14	7	4	...	...	...	...	...	...
Slovakia (p)	6-15	6	4	60,315 ⁻¹	48 ⁻¹	95 ⁻¹	96 ⁻¹	94 ⁻¹	0.98 ⁻¹
Slovenia	6-14	7	4	22,413 ⁻¹	48 ⁻¹	121 ⁻¹	122 ⁻¹	120 ⁻¹	0.98 ⁻¹
The Former Yugoslav Rep. of Macedonia	7-14	7	4	28,136 ⁻¹	48 ⁻¹	97 ⁻¹	98 ⁻¹	96 ⁻¹	0.98 ⁻¹
Turkey (p)	6-14	6	6	...	...	...	...	...	...
Ukraine	6-17	6	4	456,583	49 [*]	105	105 [*]	105 [*]	1.00 [*]
Central Asia									
Armenia	6-17	7	3	43,782	49	99	96	101	1.06
Azerbaijan	6-17	6	4	136,818	47	95	96	93	0.97
Georgia	6-12	6	6	57,978	47	106	107	105	0.98
Kazakhstan	7-17	7	4	240,885	49	105	106	105	0.99
Kyrgyzstan	7-15	7	4	107,683	48	98	99	97	0.98
Mongolia	8-15	8	4	61,216	49	114	113	115	1.02
Tajikistan	7-15	7	4	163,937	48 ^{**}	96	98 ^{**}	94 ^{**}	0.96 ^{**}
Turkmenistan	7-15	7	3	...	...	...	...	...	...
Uzbekistan	7-16	7	4	596,073 ^{**}	49 ^{**}	102 ^{**}	102 ^{**}	102 ^{**}	1.00 ^{**}

Net intake rate						New entrants to primary education with ECCE experience (%)			Region
1999			2004			2004			Country or territory
MF	M	F	MF	M	F	MF	M	F	
Arab States									
77	79	76	90	91	89	3	3	3	Algeria
86	83	88	83	83	82	73	75	72	Bahrain
22	25	19	30	34	27	...	...	...	Djibouti
...	...	...	90 ^{**,-1}	91 ^{**,-1}	89 ^{**,-1}	...	...	...	Egypt (p)
79 ^{**}	83 ^{**}	75 ^{**}	82	86	79	...	...	...	Iraq
...	...	...	66 ⁻¹	65 ⁻¹	66 ⁻¹	44 ⁻¹	46 ⁻¹	42 ⁻¹	Jordan (p)
62	63	61	64 ^{**}	63 ^{**}	66 ^{**}	84 ⁻¹	84 ⁻¹	84 ⁻¹	Kuwait
75 ^{**}	77 ^{**}	74 ^{**}	79	79	78	93	93	94	Lebanon
...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
...	...	...	36 ^{**}	37 ^{**}	35 ^{**}	25	25	24	Mauritania
51	53	49	80	82	79	...	...	...	Morocco
70	69	70	53	53	54	...	...	...	Oman
...	...	...	62	63	61	...	...	...	Palestinian Autonomous Territories
...	...	...	72 ^{**}	74 ^{**}	70^{**}	...	...	...	Qatar
40	48	32	48	50	47	...	...	...	Saudi Arabia
...	...	...	38	41	35	49	52	44	Sudan
60	61	60	63	63	62	30	29	30	Syrian Arab Republic
...	...	...	83 ⁻²	83 ⁻²	84 ⁻²	...	...	...	Tunisia (p)
48	48	47	37	38	35	82	81	83	United Arab Emirates
26	31	21	...	...	...	...	...	...	Yemen
Central and Eastern Europe									
...	...	...	...	...	...	...	...	...	Albania
76	77	76	85 ⁺	86 ⁺	85 ⁺	Belarus
...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
...	...	...	...	...	...	...	...	...	Bulgaria (p)
68	69	66	71 ⁻¹	73 ⁻¹	70 ⁻¹	98 ^{,-1}	98 ^{,-1}	98 ^{,-1}	Croatia
...	...	...	...	...	...	...	...	...	Czech Republic (p)
...	...	...	...	...	...	...	...	...	Estonia
...	...	...	65 ^{**,-1}	66 ^{**,-1}	64 ^{**,-1}	...	...	...	Hungary (p)
...	...	...	...	...	...	...	...	...	Latvia
...	...	...	...	...	...	...	...	...	Lithuania
...	...	...	...	...	...	...	...	...	Poland (p)
...	...	...	...	...	...	...	...	...	Republic of Moldova
...	...	...	...	...	...	...	...	...	Romania
...	...	...	...	...	...	...	...	...	Russian Federation (p)
...	...	...	...	...	...	...	...	...	Serbia and Montenegro
...	...	...	...	...	...	...	...	...	Slovakia (p)
...	...	...	...	...	...	...	...	...	Slovenia
...	...	...	...	...	...	...	...	...	The Former Yugoslav Rep. of Macedonia
...	...	...	...	...	...	...	...	...	Turkey (p)
66	...	...	78 ⁺	78 ⁺	78 ⁺	46 ⁻²	...	...	Ukraine
Central Asia									
...	...	...	88	85	91	...	...	...	Armenia
...	...	...	63	64	62	6	6	6	Azerbaijan
69	68 ^{**}	69 ^{**}	90	90	90	2	2	2	Georgia
...	...	...	67	69	65	...	...	...	Kazakhstan
58 ⁺	59 ⁺	58 ⁺	60	61	59	14	14	14	Kyrgyzstan
83	83	82	57	58	55	...	...	...	Mongolia
66	68	65	...	...	...	...	...	...	Tajikistan
...	...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	...	...	...	...	...	Uzbekistan

TABLE 2 PRIMARY EDUCATION / ISCED 1 / New entrants

Region	Education system			New entrants		Gross intake ratio			
	Compulsory education age range	Primary education		2004		2004			
		Entrance age	Duration	MF	% F	MF	M	F	GPI
East Asia and the Pacific									
Australia (p)	5-15	5	7	277,112 ^{**,-1}	48 ^{**,-1}	105 ^{**,-1}	106 ^{**,-1}	104 ^{**,-1}	0.99 ^{**,-1}
Brunei Darussalam	5-16	6	6	7,412	48	101	103	100	0.97
Cambodia	.	6	6	494,946	47	148	154	143	0.93
China (p)	6-14	7	5	18,338,649	47	94	95	93	0.98
Cook Islands	5-15	5	6	392 ⁻¹	46 ⁻¹	80 ^{**,-1}	81 ^{**,-1}	78 ^{**,-1}	0.96 ^{**,-1}
Democratic People's Republic of Korea	6-15	6	4	...	...	...	...	...	...
Fiji	6-15	6	6	18,949	48	104	105	103	0.98
Hong Kong (China), SAR	6-14	6	6	68,017	48	98	101	95	0.94
Indonesia (p)	7-15	7	6	4,984,865 ⁻¹	49 ⁻¹	120 ⁻¹	120 ⁻¹	120 ⁻¹	1.00 ⁻¹
Japan (p)	6-15	6	6	...	...	...	...	...	...
Kiribati	...	6	6	2,935	50	126 [*]	124 [*]	127 [*]	1.02 [*]
Lao People's Democratic Republic	6-10	6	5	186,040	47	118	123	114	0.93
Macao, China	5-14	6	6	4,973	46	96	102	91	0.89
Malaysia (p)	6-11	6	6	525,296 ⁻²	49 ⁻²	92 ⁻²	93 ⁻²	92 ⁻²	1.00 ⁻²
Marshall Islands	6-14	6	6	1,618 ^{**,-1}	48 ^{**,-1}	115 ^{**,-1}	116 ^{**,-1}	113 ^{**,-1}	0.98 ^{**,-1}
Micronesia (Federated States of)	6-13	6	6	...	...	...	...	...	...
Myanmar	5-9	5	5	1,167,014 ⁺¹	49 ⁺¹	118 ⁺¹	118 ⁺¹	117 ⁺¹	0.99 ⁺¹
Nauru	5-16	6	6	267	46	97 [*]	99 [*]	95 [*]	0.97 [*]
New Zealand (p)	5-16	5	6	...	...	...	...	...	...
Niue	5-16	5	6	23	61	70 [*]	47 [*]	100 [*]	2.11 [*]
Palau	6-14	6	5	...	...	...	...	...	...
Papua New Guinea	6-14	7	6	152,446 ^{**,-1}	46 ^{**,-1}	95 ^{**,-1}	101 ^{**,-1}	90 ^{**,-1}	0.89 ^{**,-1}
Philippines (p)	6-12	6	6	2,636,773 ⁻¹	47 ⁻¹	135 ⁻¹	140 ⁻¹	130 ⁻¹	0.93 ⁻¹
Republic of Korea (p)	6-14	6	6	667,786	47	103	103	103	1.00
Samoa	5-14	5	6	5,552 ^{**}	48 ^{**}	101 ^{**}	101 ^{**}	101 ^{**}	1.00 ^{**}
Singapore	6-16	6	6	...	...	...	...	...	...
Solomon Islands	...	6	6	...	...	...	...	...	...
Thailand (p)	6-14	6	6	...	...	...	...	...	...
Timor-Leste	7-15	6	6	...	...	...	...	...	...
Tokelau	...	5	6	33 ⁻¹	61 ⁻¹	...	...	...	...
Tonga	6-14	5	6	2,919	45	119	127	112	0.88
Tuvalu	7-14	6	6	229 ^{**}	51 ^{**}	93 ^{**}	91 ^{**}	96 ^{**}	1.05 ^{**}
Vanuatu	6-12	6	6	6,897	47	121	124	118	0.96
Viet Nam	6-14	6	5	1,569,224	48	98	101	95	0.95
Latin America and the Caribbean									
Anguilla	5-17	5	7	202	54	101 ^{**}	78 ^{**}	134 ^{**}	1.72 ^{**}
Antigua and Barbuda	5-16	5	7	...	...	...	...	...	...
Argentina (p)	5-14	6	6	777,406 ⁻²	49 ⁻²	112 ⁻²	112 ⁻²	112 ⁻²	1.00 ⁻²
Aruba	6-16	6	6	1,516	48	104 [*]	106 [*]	102 [*]	0.96 [*]
Bahamas	5-16	5	6	5,655	48	92	94	89	0.95
Barbados	5-15	5	6	3,676	49	110	111	109	0.97
Belize	5-14	5	6	7,699	49	115	115	115	1.00
Bermuda	5-16	5	6	810	49	101	...	...	...
Bolivia	6-13	6	6	278,230 ^{**}	49 ^{**}	120 ^{**}	119 ^{**}	120 ^{**}	1.01 ^{**}
Brazil (p)	7-14	7	4	4,067,054 ⁻²	47 ^{**,-2}	122 ⁻²	127 ^{**,-2}	117 ^{**,-2}	0.92 ^{**,-2}
British Virgin Islands	5-16	5	7	388	45	105 [*]	113 [*]	98 [*]	0.87 [*]
Cayman Islands	5-16	5	6	557	48	86 ^{**}	88 ^{**}	83 ^{**}	0.94 ^{**}
Chile (p)	6-13	6	6	266,114 ⁻¹	49 ⁻¹	97 ⁻¹	98 ⁻¹	96 ⁻¹	0.98 ⁻¹
Colombia	5-14	6	5	1,168,269	48	123	126	120	0.95
Costa Rica	6-15	6	6	86,882	48	107	108	107	0.99
Cuba	6-14	6	6	146,792	48	104	105	103	0.98

Net intake rate						New entrants to primary education with ECCE experience (%)			Region
1999			2004			2004			Country or territory
MF	M	F	MF	M	F	MF	M	F	
East Asia and the Pacific									
...	...	...	72 ^{**,-1}	69 ^{**,-1}	74 ^{**,-1}	...	...	...	Australia (p)
...	...	...	...	...	...	88 ⁻²	88 ⁻²	88 ⁻²	Brunei Darussalam
69 ^{**}	70 ^{**}	68 ^{**}	86	88	85	12	11	13	Cambodia
...	...	...	...	...	...	...	...	...	China (p)
...	...	...	...	...	...	...	...	...	Cook Islands
...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
...	...	...	71	71	71	...	...	...	Fiji
...	...	...	70 ^{**}	73 ^{**}	67^{**}	...	...	...	Hong Kong (China), SAR
...	...	...	41 ⁻¹	41 ^{**,-1}	40 ^{**,-1}	...	...	...	Indonesia (p)
...	...	...	...	...	...	...	...	...	Japan (p)
...	...	...	...	...	...	...	...	...	Kiribati
55	56	54	61	61	61	8	8	9	Lao People's Democratic Republic
63	60	65	76	79	72	96	96	96	Macao, China
...	...	...	...	...	...	78 ⁻²	76 ⁻²	81 ⁻²	Malaysia (p)
...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
77^{**}	...	...	98 ⁻²	97 ⁻²	98 ⁻²	...	...	...	Myanmar
...	...	...	...	...	...	...	...	...	Nauru
...	...	...	...	...	...	...	...	...	New Zealand (p)
...	...	...	...	...	...	...	...	...	Niue
...	...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	...	Papua New Guinea
47 ^{**}	48 ^{**}	45 ^{**}	48 ⁻¹	45 ⁻¹	50 ⁻¹	57 ⁻¹	57 ⁻¹	57 ⁻¹	Philippines (p)
99	98	100	94 ^{**}	94 ^{**}	95^{**}	...	...	...	Republic of Korea (p)
77	77	77	...	...	...	...	...	...	Samoa
...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	...	Thailand (p)
...	...	...	...	...	...	...	...	...	Timor-Leste
...	...	...	...	...	...	...	...	...	Tokelau
50	51	49	...	...	...	...	...	...	Tonga
...	...	...	...	...	...	...	...	...	Tuvalu
...	...	...	56	57	55	...	...	...	Vanuatu
80	...	...	...	...	...	...	...	...	Viet Nam
Latin America and the Caribbean									
...	...	...	72 ^{**}	57 ^{**}	93^{**}	...	...	...	Anguilla
...	...	...	...	...	...	...	...	...	Antigua and Barbuda
...	...	...	92 ⁻²	92 ⁻²	92 ⁻²	89 ⁻²	89 ⁻²	89 ⁻²	Argentina (p)
88 [*]	89 [*]	86 [*]	84 [*]	86 [*]	81 [*]	88	89	87	Aruba
84	85	83	62	62	61	...	...	...	Bahamas
85 ^{**}	86 ^{**}	85 ^{**}	94	94	94	100	100	100	Barbados
79 ^{**}	80 ^{**}	77 ^{**}	67	68	66	...	...	...	Belize
...	...	...	...	...	...	...	...	...	Bermuda
69 ^{**}	68 ^{**}	69 ^{**}	71 ^{**}	71 ^{**}	71 ^{**}	63 ⁻¹	62 ⁻¹	63 ⁻¹	Bolivia
...	...	...	...	...	...	...	...	...	Brazil (p)
73 ^{**}	70 ^{**}	76 ^{**}	67 ^{**}	70 ^{**}	64 ^{**}	98	98	98	British Virgin Islands
...	...	...	58 ^{**}	60 ^{**}	56 ^{**}	90	90	90	Cayman Islands
...	...	...	...	...	...	...	...	...	Chile (p)
58 ^{**}	60 ^{**}	57^{**}	...	...	...	...	...	...	Colombia
...	...	...	...	...	...	81	79	83	Costa Rica
97 ^{**}	100 ^{**}	95 ^{**}	99	100	98	98	99	98	Cuba

TABLE 2 PRIMARY EDUCATION / ISCED 1 / New entrants

Region	Education system			New entrants		Gross intake ratio			
	Compulsory education age range	Primary education		2004		2004			
		Entrance age	Duration	MF	% F	MF	M	F	GPI
Dominica	5-16	5	7	1,098	47	74 *	75 *	74 *	0.98 *
Dominican Republic	5-13	6	6	211,681	46	111	118	104	0.88
Ecuador	5-14	6	6	388,233	49	135	136	134	0.99
El Salvador	7-15	7	6	206,862	48	132	134	129	0.96
Grenada	5-16	5	7	2,063 ⁻¹	49 ⁻¹	96 ^{*-1}	97 ^{*-1}	94 ^{*-1}	0.97 ^{*-1}
Guatemala	7-15	7	6	451,632	49	127	129	125	0.97
Guyana	6-15	6	6	21,409 **	49 **	140 **	140 **	140 **	1.00 **
Haiti	6-11	6	6	...	...	...	...	...	...
Honduras	6-11	6	6	243,097	49	128	129	127	0.99
Jamaica (p)	6-11	6	6	52,043 ⁻¹	48 ^{**,-1}	89 ⁻¹	90 ^{**,-1}	88 ^{**,-1}	0.98 ^{**,-1}
Mexico (p)	6-15	6	6	2,439,815 ⁻¹	49 ⁻¹	108 ⁻¹	108 ⁻¹	107 ⁻¹	0.99 ⁻¹
Montserrat	5-14	5	7	70	50	104 *	95 *	117 *	1.23 *
Netherlands Antilles	6-15	6	6	3,219 ^{**,-1}	51 ^{**,-1}	112 ^{**,-1}	109 ^{**,-1}	115 ^{**,-1}	1.06 ^{**,-1}
Nicaragua	7-12	7	6	200,116	47	140	144	135	0.94
Panama	6-11	6	6	78,584	48	119	121	118	0.97
Paraguay (p)	6-14	6	6	161,625 ⁻²	49 ⁻²	107 ⁻²	109 ⁻²	106 ⁻²	0.98 ⁻²
Peru (p)	6-16	6	6	695,754 ⁻²	49 ⁻²	114 ⁻²	113 ⁻²	114 ⁻²	1.01 ⁻²
Saint Kitts and Nevis	5-16	5	7	949	48	100 *	99 *	101 *	1.02 *
Saint Lucia	5-15	5	7	2,938	48	101	103	98	0.95
Saint Vincent and the Grenadines	5-15	5	7	2,027	48	92	94	89	0.94
Suriname	6-11	6	6	9,500 ^{**,-1}	46 ^{**,-1}	104 ^{**,-1}	109 ^{**,-1}	98 ^{**,-1}	0.90 ^{**,-1}
Trinidad and Tobago	5-11	5	7	16,502 *	49 *	96 *	97 *	96 *	0.98 *
Turks and Caicos Islands	4-16	6	6	349	54	89 *	86 *	93 *	1.09 *
Uruguay (p)	6-15	6	6	60,927 ⁻²	49 ⁻²	108 ⁻²	109 ⁻²	107 ⁻²	0.99 ⁻²
Venezuela	6-15	6	6	556,137	48	101	103	100	0.97
North America and Western Europe									
Andorra	6-16	6	6	757	47	110 **	108 **	112 **	1.04 **
Austria (p)	6-14	6	4	...	...	...	...	...	...
Belgium (p)	6-18	6	6	120,027 ^{**,-1}	49 ^{**,-1}	101 ^{**,-1}	101 ^{**,-1}	101 ^{**,-1}	1.01 ^{**,-1}
Canada (p)	6-16	6	6	387,034 ^{**,-2}	49 ^{**,-2}	97 ^{**,-2}	97 ^{**,-2}	96 ^{**,-2}	0.99 ^{**,-2}
Cyprus	6-14	6	6	9,950 ⁻¹	49 ⁻¹	99 ^{,-1}	99 ^{,-1}	99 ^{,-1}	1.00 ^{,-1}
Denmark (p)	7-16	7	6	69,165 ⁻¹	49 ⁻¹	98 ⁻¹	98 ⁻¹	98 ⁻¹	1.00 ⁻¹
Finland (p)	7-16	7	6	63,036 ⁻¹	49 ⁻¹	99 ⁻¹	100 ⁻¹	98 ⁻¹	0.98 ⁻¹
France (p)	6-16	6	5	...	...	...	...	...	...
Germany (p)	6-18	6	4	807,479 ⁻¹	49 ⁻¹	101 ⁻¹	101 ⁻¹	100 ⁻¹	1.00 ⁻¹
Gibraltar	5-14	5	6	...	...	...	...	...	...
Greece (p)	6-14	6	6	...	...	...	...	...	...
Holy See	.	.	.	.	.	.	.	.	.
Iceland (p)	6-16	6	7	4,341 ⁻¹	48 ⁻¹	97 ⁻¹	100 ⁻¹	94 ⁻¹	0.94 ⁻¹
Ireland (p)	6-15	4	8	55,995 ⁻¹	49 ⁻¹	104 ⁻¹	104 ⁻¹	104 ⁻¹	1.00 ⁻¹
Israel (p)	5-15	6	6	115,962 ⁻¹	49 ⁻¹	97 ⁻¹	97 ⁻¹	98 ⁻¹	1.02 ⁻¹
Italy (p)	6-14	6	5	532,168 ⁻¹	48 ⁻¹	98 ⁻¹	98 ⁻¹	97 ⁻¹	0.99 ⁻¹
Liechtenstein	7-16	6	5	471 ⁻¹	48 ⁻¹	...	...	...	...
Luxembourg (p)	6-15	6	6	5,689 ^{**,-1}	49 ^{**,-1}	98 ^{**,-1}	98 ^{**,-1}	99 ^{**,-1}	1.01 ^{**,-1}
Malta	5-15	5	6	4,800 ⁻¹	48 ⁻¹	99 ⁻¹	101 ⁻¹	97 ⁻¹	0.96 ⁻¹
Monaco	6-16	6	5	...	...	...	...	...	...
Netherlands (p)	6-18	6	6	193,515 ⁻¹	48 ⁻¹	98 ⁻¹	98 ⁻¹	97 ⁻¹	0.98 ⁻¹
Norway (p)	6-16	6	7	62,142 ⁻¹	49 ⁻¹	99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹
Portugal (p)	6-14	6	6	...	...	...	...	...	...
San Marino	6-14	6	5	...	...	...	...	...	...
Spain (p)	6-16	6	6	...	...	...	...	...	...
Sweden (p)	7-16	7	6	104,420 ⁻¹	48 ⁻¹	94 ⁻¹	94 ⁻¹	93 ⁻¹	0.99 ⁻¹

Net intake rate						New entrants to primary education with ECCE experience (%)			Region
1999			2004			2004			Country or territory
MF	M	F	MF	M	F	MF	M	F	
80 [*]	83 [*]	78 [*]	46 [*]	46 [*]	46 [*]	100	100	100	Dominica
60	60	60	...	...	...	...	...	...	Dominican Republic
84	83	84	85	85	85	55	54	56	Ecuador
...	...	...	59 ^{**}	59 ^{**}	59^{**}	...	...	...	El Salvador
...	...	...	61 ^{**,-1}	60 ^{**,-1}	61 ^{**,-1}	...	...	...	Grenada
57	59	54	69	70	68	80 ⁻²	78 ⁻²	82 ⁻²	Guatemala
90 ^{**}	88 ^{**}	91^{**}	...	...	...	100 ⁻¹	100 ⁻¹	100 ⁻¹	Guyana
...	...	...	...	...	...	...	...	...	Haiti
...	...	...	60	59	61	...	...	...	Honduras
...	...	...	72 ^{**,-1}	71 ^{**,-1}	74 ^{**,-1}	...	...	...	Jamaica (p)
87	87	87	89 ⁻¹	89 ⁻¹	89 ⁻¹	...	...	...	Mexico (p)
...	...	...	63 [*]	54 [*]	73 [*]	100	100	100	Montserrat
80 ^{**}	75 ^{**}	84^{**}	...	...	...	...	...	...	Netherlands Antilles
41	42	40	38	39	36	43	41	44	Nicaragua
84 ^{**}	84 ^{**}	84 ^{**}	88 ^{**}	87 ^{**}	89 ^{**}	64	63	65	Panama
...	...	...	...	...	...	74 ⁻²	73 ⁻²	75 ⁻²	Paraguay (p)
79	79	80	81 ⁻²	81 ⁻²	81 ⁻²	...	...	...	Peru (p)
...	...	...	66 ^{**}	66 ^{**}	67^{**}	...	...	...	Saint Kitts and Nevis
69 ^{**}	69 ^{**}	68^{**}	...	...	...	100 ⁻²	100 ⁻²	100 ⁻²	Saint Lucia
...	...	...	...	...	...	100	100	100	Saint Vincent and the Grenadines
...	...	...	71 ^{**,-1}	71 ^{**,-1}	71 ^{**,-1}	...	...	...	Suriname
69	69	70	68 [*]	68 [*]	68 [*]	81 [*]	80 [*]	82 [*]	Trinidad and Tobago
...	...	...	55 [*]	50 [*]	59 [*]	100	100	100	Turks and Caicos Islands
...	...	...	...	...	...	95 ⁻²	95 ⁻²	95 ⁻²	Uruguay (p)
60 ^{**}	60 ^{**}	61 ^{**}	63	63	64	...	...	...	Venezuela
									North America and Western Europe
...	...	...	54 ^{**}	53 ^{**}	56^{**}	...	...	...	Andorra
...	...	...	...	...	...	...	...	...	Austria (p)
...	...	...	...	...	...	...	...	...	Belgium (p)
...	...	...	...	...	...	...	...	...	Canada (p)
...	...	...	...	...	...	...	...	...	Cyprus
...	...	...	...	...	...	...	...	...	Denmark (p)
...	...	...	94 ^{**,-1}	94 ^{**,-1}	95 ^{**,-1}	...	...	...	Finland (p)
...	...	...	...	...	...	...	...	...	France (p)
...	...	...	...	...	...	...	...	...	Germany (p)
...	...	...	...	...	...	...	...	...	Gibraltar
...	...	...	...	...	...	...	...	...	Greece (p)
...	...	...	...	...	...	...	...	...	Holy See
...	...	...	97 ⁻¹	100 ⁻¹	94 ⁻¹	...	...	...	Iceland (p)
...	...	...	...	...	...	...	...	...	Ireland (p)
...	...	...	...	...	...	...	...	...	Israel (p)
...	...	...	95 ⁻¹	96 ⁻¹	95 ⁻¹	...	...	...	Italy (p)
...	...	...	...	...	...	...	...	...	Liechtenstein
...	...	...	...	...	...	...	...	...	Luxembourg (p)
...	...	...	...	...	...	...	...	...	Malta
...	...	...	...	...	...	...	...	...	Monaco
...	...	...	98 ⁻¹	98 ⁻¹	97 ⁻¹	...	...	...	Netherlands (p)
...	...	...	...	...	...	...	...	...	Norway (p)
...	...	...	...	...	...	...	...	...	Portugal (p)
...	...	...	...	...	...	...	...	...	San Marino
...	...	...	...	...	...	...	...	...	Spain (p)
...	...	...	...	...	...	...	...	...	Sweden (p)

TABLE 2 PRIMARY EDUCATION / ISCED 1 / New entrants

Region	Education system			New entrants		Gross intake ratio			
	Compulsory education age range	Primary education		2004		2004			
		Entrance age	Duration	MF	% F	MF	M	F	GPI
Switzerland (p)	7-15	7	6	77,240 ⁻¹	50 ⁻¹	90 ⁻¹	89 ⁻¹	92 ⁻¹	1.04 ⁻¹
United Kingdom (p)	5-16	5	6	...	...	...	...	...	...
United States (p)	6-17	6	6	...	...	...	...	...	...
South and West Asia									
Afghanistan	6-15	7	6	1,562,679	35	180	226	131	0.58
Bangladesh	6-10	6	5	4,318,487	49	130	129	131	1.02
Bhutan	6-16	6	7	...	...	...	...	...	...
India	6-14	6	5	31,183,658 ⁻¹	47 ⁻¹	132 ⁻¹	135 ⁻¹	129 ⁻¹	0.96 ⁻¹
Iran, Islamic Republic of	6-10	6	5	1,382,993	52	110	104	117	1.13
Maldives	6-12	6	7	7,491 ^{**}	49 ^{**}	83 ^{**}	83 ^{**}	83 ^{**}	1.00 ^{**}
Nepal	6-10	5	5	794,049 ⁺¹	46 ⁺¹	110 ⁺¹	115 ⁺¹	105 ⁺¹	0.91 ⁺¹
Pakistan	5-9	5	5	4,422,157 [*]	42 [*]	111 [*]	126 [*]	95 [*]	0.76 [*]
Sri Lanka (p)	5-13	5	5	322,810 ^{**,-1}	49 ^{**,-1}	98 ^{**,-1}	99 ^{**,-1}	97 ^{**,-1}	0.99 ^{**,-1}
Sub-Saharan Africa									
Angola	6-9	6	4	...	...	...	...	...	...
Benin	6-11	6	6	246,993	45	103	112	94	0.84
Botswana	6-15	6	7	47,030	48	105	108	102	0.94
Burkina Faso	7-16	7	6	272,126	46	71	76	66	0.87
Burundi	7-12	7	6	189,023	48	91	95	86	0.91
Cameroon	6-11	6	6	474,288	46	108	115	100	0.87
Cape Verde	6-11	6	6	11,450	50	90	90	89	0.99
Central African Republic	6-15	6	6	71,270 ^{,-2}	41 ^{,-2}	64 ^{,-2}	75 ^{,-2}	52 ^{,-2}	0.69 ^{,-2}
Chad	6-11	6	6	242,488 ^{**}	42 ^{**}	84 ^{**}	98 ^{**}	70 ^{**}	0.71 ^{**}
Comoros	6-13	6	6	15,326	46	70	74	66	0.89
Congo	6-16	6	6	77,915	49	65	66	63	0.95
Côte d'Ivoire	6-15	6	6	353,966 ^{,-1}	48 ^{,-1}	72 ^{,-1}	75 ^{,-1}	68 ^{,-1}	0.91 ^{,-1}
Democratic Rep. of the Congo	6-13	6	6	...	...	...	...	...	...
Equatorial Guinea	7-11	7	5	16,156	44	123 ^{,-2}	137 ^{,-2}	110 ^{,-2}	0.80 ^{,-2}
Eritrea	7-13	7	5	69,042	45	58	63	52	0.82
Ethiopia	7-12	7	4	3,142,606 ⁺¹	48 ⁺¹	141 ⁺¹	148 ⁺¹	135 ⁺¹	0.91 ⁺¹
Gabon	6-16	6	6	35,061 ^{,-1}	50 ^{,-1}	94 ^{,-1}	94 ^{,-1}	94 ^{,-1}	1.00 ^{,-1}
Gambia	...	7	6	31,093	51	81	79	83	1.04
Ghana	6-14	6	6	538,356 ⁺¹	49 ⁺¹	95 ⁺¹	94 ⁺¹	96 ⁺¹	1.02 ⁺¹
Guinea	7-12	7	6	215,213	46	83	87	79	0.92
Guinea-Bissau	7-12	7	6	...	...	...	...	...	...
Kenya	6-13	6	6	1,169,363 [*]	49 [*]	124 [*]	127 [*]	121 [*]	0.95 [*]
Lesotho	6-12	6	7	61,717	47	137	144	131	0.91
Liberia	6-15	6	6	...	...	...	...	...	...
Madagascar	6-14	6	5	896,560	49	166	168	164	0.97
Malawi	6-13	6	6	711,993	52	171	164	178	1.08
Mali	7-15	7	6	254,372	45	64	69	58	0.85
Mauritius	6-11	5	6	19,525 ⁺¹	49 ⁺¹	102 ⁺¹	102 ⁺¹	102 ⁺¹	1.00 ⁺¹
Mozambique	6-12	6	7	771,170	48	134	138	129	0.94
Namibia	6-15	6	7	58,134 ^{,-1}	49 ^{,-1}	...	...	...	...
Niger	7-12	7	6	242,047	41	59	68	51	0.75
Nigeria	6-14	6	6	4,381,849	45	116	124	107	0.86
Rwanda	7-12	7	6	455,785	50	183	183	183	1.00
Sao Tome and Principe	7-12	7	6	4,530	49	116	116	117	1.01
Senegal	7-12	7	6	283,859	50	90	89	91	1.03
Seychelles	6-15	6	6	1,323	49	116 [*]	119 [*]	113 [*]	0.94 [*]
Sierra Leone	6-12	6	6	...	...	...	...	...	...
Somalia	6-13	6	7	...	...	...	...	...	...

Net intake rate						New entrants to primary education with ECCE experience (%)			Region
1999			2004			2004			Country or territory
MF	M	F	MF	M	F	MF	M	F	
...	...	...	55 ⁻¹	55 ⁻¹	56 ⁻¹	...	...	...	Switzerland (p)
...	...	...	...	...	...	...	...	...	United Kingdom (p)
...	...	...	...	...	...	...	...	...	United States (p)
South and West Asia									
...	...	...	...	...	...	...	...	...	Afghanistan
91	91	91	96 ^{**,-1}	96 ^{**,-1}	97 ^{**,-1}	23 ⁻²	24 ⁻²	22 ⁻²	Bangladesh
...	...	...	...	...	...	...	...	...	Bhutan
...	...	...	...	...	...	...	...	...	India
44 ^{**}	44 ^{**}	43 ^{**}	90	90	90	26	26	26	Iran, Islamic Republic of
80 ^{**}	79 ^{**}	80^{**}	...	...	...	68 ⁻¹	68 ⁻¹	69 ⁻¹	Maldives
...	...	...	...	...	...	19 ⁺¹	19 ⁺¹	18 ⁺¹	Nepal
...	...	...	88 [*]	100 [*]	76 [*]	Pakistan
...	...	...	...	...	...	...	...	...	Sri Lanka (p)
Sub-Saharan Africa									
...	...	...	...	...	...	...	...	...	Angola
...	...	...	48	52	44	...	...	...	Benin
22	20	24	...	...	...	...	...	...	Botswana
19	23	16	26	29	24	3	3	3	Burkina Faso
...	...	...	35	37	34	4	3	4	Burundi
...	...	...	...	...	...	...	...	...	Cameroon
65 ^{**}	64 ^{**}	66 ^{**}	70	69	70	78	77	79	Cape Verde
...	...	...	...	...	...	...	...	...	Central African Republic
22	25	18	...	...	...	...	...	...	Chad
16	18 ^{**}	13^{**}	...	...	...	...	...	...	Comoros
...	...	...	...	...	...	10	10	11	Congo
27	30	24	27 ^{,-1}	28 ^{,-1}	26 ^{,-1}	...	...	...	Côte d'Ivoire
23	22	24	...	...	...	...	...	...	Democratic Rep. of the Congo
...	...	...	...	...	...	...	...	...	Equatorial Guinea
19	20	17	25	26	23	...	...	...	Eritrea
20	23	18	...	...	...	...	...	...	Ethiopia
...	...	...	...	...	...	...	...	...	Gabon
48 ^{**}	49 ^{**}	47^{**}	...	...	...	...	...	...	Gambia
29 ^{**}	29 ^{**}	29 ^{**}	29 ^{**,+1}	29 ^{**,+1}	30 ^{**,+1}	...	...	...	Ghana
19	20	18	35	36	35	17	17	18	Guinea
...	...	...	...	...	...	...	...	...	Guinea-Bissau
30 ^{**}	29 ^{**}	31^{**}	...	...	...	...	...	...	Kenya
28	27	29	61 ^{**}	61 ^{**}	62^{**}	...	...	...	Lesotho
...	...	...	...	...	...	...	...	...	Liberia
...	...	...	...	...	...	...	...	...	Madagascar
...	...	...	...	...	...	...	...	...	Malawi
...	...	...	23	26	21	7	7	8	Mali
72	71	74	...	...	...	100	100	100	Mauritius
18	18	17	30 ^{**}	29 ^{**}	30^{**}	...	...	...	Mozambique
52 ^{**}	51 ^{**}	54^{**}	...	...	...	...	...	...	Namibia
25	30	20	37	43	31	19 ⁻¹	19 ⁻¹	19 ⁻¹	Niger
...	...	...	72	77	67	...	...	...	Nigeria
...	...	...	91 ^{**}	90 ^{**}	92^{**}	...	...	...	Rwanda
...	...	...	...	...	...	...	...	...	Sao Tome and Principe
36	36 ^{**}	35 ^{**}	58	57	59	4	4	5	Senegal
75	74	77	...	...	...	100	100	100	Seychelles
...	...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	Somalia

TABLE 2 PRIMARY EDUCATION / ISCED 1 / New entrants

Region	Education system			New entrants		Gross intake ratio			
	Compulsory education age range	Primary education		2004		2004			
Country or territory		Entrance age	Duration	MF	% F	MF	M	F	GPI
South Africa	7-15	7	7	1,187,961 ⁻¹	48 ⁻¹	...	...	...	...
Swaziland	6-12	6	7	30,515 ⁻¹	14,734 ⁻¹	107 ⁻¹	110 ⁻¹	104 ⁻¹	0.94 ⁻¹
Togo	6-15	6	6	149,218	48	86	90	82	0.91
Uganda	6-12	6	7	1,549,540	768,785	163	164	163	1.00
United Republic of Tanzania	7-13	7	7	1,342,151 ⁺¹	50 ⁺¹	125 ⁺¹	125 ⁺¹	124 ⁺¹	0.99 ⁺¹
Zambia	7-13	7	7	380,267	50	110	110	110	1.00
Zimbabwe (p)	6-12	6	7	417,034 ⁻¹	49 ⁻¹	120 ⁻¹	122 ⁻¹	118 ⁻¹	0.97 ⁻¹

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

Net intake rate						New entrants to primary education with ECCE experience (%)			Region
1999			2004			2004			Country or territory
MF	M	F	MF	M	F	MF	M	F	
43	44	42	...	...	...	...	...	...	South Africa
42	41	44	47 ⁻¹	46 ⁻¹	47 ⁻¹	...	...	...	Swaziland
37	40	35	39	41	37	...	...	...	Togo
...	...	...	64	63	65	...	...	...	Uganda
14	13	15	90 ⁺¹	89 ⁺¹	90 ⁺¹	...	...	...	United Republic of Tanzania
35	33	36	39	38	41	16	16	16	Zambia
...	...	...	45 ⁻¹	45 ⁻¹	46 ⁻¹	...	...	...	Zimbabwe (p)

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

Region	Enrolment			Gross enrolment ratio				Net enrolment rate			
	2004			2004				1999			
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Arab States											
Algeria	4,507,703	47	.	112	116	107	0.93	91	93	89	0.96
Bahrain	82,708	49	23	104	104	104	1.00	96	95	97	1.02
Djibouti	48,713	44	15	39	44	35	0.79	28	33	24	0.73
Egypt (p)	7,874,308 ** ⁻¹	48 ** ⁻¹	9 ** ⁻¹	100 ** ⁻¹	103 ** ⁻¹	98 ** ⁻¹	0.95 ** ⁻¹	93 **	97 **	90 **	0.93 **
Iraq	4,334,609	44	.	98	108	89	0.83	85	91	78	0.85
Jordan (p)	786,154 ⁻¹	49 ⁻¹	29 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.01 ⁻¹	92	91	92	1.01
Kuwait	158,271	49	32	96	96	97	1.00	87	86	87	1.01
Lebanon	453,578	48	65	107	109	105	0.96	94 **	96 **	92 **	0.96 **
Libyan Arab Jamahiriya	743,997 ** ⁻¹	49 ** ⁻¹	3 ** ⁻¹	112 ** ⁻¹	113 ** ⁻¹	112 ** ⁻¹	1.00 ** ⁻¹	...	...	...	...
Mauritania	434,181	49	7	94	95	93	0.98	63	65	61	0.94
Morocco	4,070,182	46	5	106	111	100	0.90	72	77	66	0.86
Oman	306,210	49	4	87	88	87	1.00	80	80	80	1.00
Palestinian Autonomous Territories	388,948	49	8	93	93	93	1.00	97	96	97	1.01
Qatar	65,351	48	42	102	102	101	0.98	94	94	94	1.01
Saudi Arabia	2,385,501	48	7	67	69	66	0.96	58	60	56	0.93
Sudan	3,208,186	46	4	60	64	56	0.87	...	...	...	...
Syrian Arab Republic	2,192,764	48	4	123	126	120	0.95	92 **	95 **	88 **	0.93 **
Tunisia (p)	1,277,124 ⁻¹	48 ⁻¹	1 ⁻¹	111 ⁻¹	113 ⁻¹	109 ⁻¹	0.96 ⁻¹	94	95	92	0.98
United Arab Emirates	254,602	48	58	84	85	82	0.97	79	79	79	0.99
Yemen	3,107,801	40	2	87	102	72	0.71	57	72	42	0.59
Central and Eastern Europe											
Albania	252,829 ⁻¹	48 ⁻¹	2 ⁻¹	104 ⁻¹	105 ⁻¹	104 ⁻¹	0.99 ⁻¹	99 **	100 **	99 **	0.99 **
Belarus	403,841	48	-	101	103	99	0.97	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...
Bulgaria (p)	333,016 ⁻¹	48 ⁻¹	- ⁻¹	105 ⁻¹	106 ⁻¹	103 ⁻¹	0.98 ⁻¹	97	98	96	0.98
Croatia	192,004 ⁻¹	49 ⁻¹	- ⁻¹	94 ⁻¹	95 ⁻¹	94 ⁻¹	0.99 ⁻¹	85	86	85	0.98
Czech Republic (p)	566,581 ⁻¹	48 ⁻¹	1 ⁻¹	102 ⁻¹	103 ⁻¹	101 ⁻¹	0.98 ⁻¹	...	...	...	...
Estonia	100,171 ⁻¹	48 ⁻¹	2 ⁻¹	100 ⁻¹	102 ⁻¹	98 ⁻¹	0.96 ⁻¹	96 **	96 **	95 **	0.98 **
Hungary (p)	464,013 ⁻¹	48 ⁻¹	5 ⁻¹	99 ⁻¹	99 ⁻¹	98 ⁻¹	0.99 ⁻¹	88	88	88	0.99
Latvia	103,359 ⁻¹	48 ⁻¹	1 ⁻¹	95 ⁻¹	96 ⁻¹	94 ⁻¹	0.97 ⁻¹	...	...	...	...
Lithuania	183,542 ⁻¹	49 ⁻¹	- ⁻¹	100 ⁻¹	100 ⁻¹	99 ⁻¹	0.99 ⁻¹	95	96	95	0.99
Poland (p)	2,983,070 ⁻¹	49 ⁻¹	1 ⁻¹	100 ⁻¹	100 ⁻¹	99 ⁻¹	0.99 ⁻¹	...	...	...	...
Republic of Moldova	201,650	49	1	85	85	85	0.99	78 **	...	...	...
Romania	990,807 ⁻¹	48 ⁻¹	- ⁻¹	100 ⁻¹	101 ⁻¹	99 ⁻¹	0.98 ⁻¹	96	96	95	0.99
Russian Federation (p)	5,416,925 ⁻¹	49 ⁻¹	- ⁻¹	118 ⁻¹	118 ⁻¹	117 ⁻¹	0.99 ⁻¹	...	...	...	...
Serbia and Montenegro	...	...	...	...	...	...	...	...	...	...	...
Slovakia (p)	270,004 ⁻¹	48 ⁻¹	4 ⁻¹	100 ⁻¹	101 ⁻¹	100 ⁻¹	0.99 ⁻¹	...	...	...	...
Slovenia	87,085 ⁻¹	49 ⁻¹	- ⁻¹	111 ⁻¹	112 ⁻¹	111 ⁻¹	0.99 ⁻¹	97	98	97	0.99
The Former Yugoslav Rep. of Macedonia	116,635 ⁻¹	48 ⁻¹	- ⁻¹	98 ⁻¹	97 ⁻¹	98 ⁻¹	1.00 ⁻¹	93	94	92	0.98
Turkey (p)	7,904,361 ** ⁻¹	47 ** ⁻¹	2 ** ⁻¹	95 ** ⁻¹	98 ** ⁻¹	91 ** ⁻¹	0.94 ** ⁻¹	...	...	...	...
Ukraine	1,850,734	49	-	95	95	95	1.00	...	...	...	...
Central Asia											
Armenia	144,746	48	1	101	99	103	1.03	...	...	...	...
Azerbaijan	607,007	48	-	97	98	96	0.98	85	85	86	1.01
Georgia	362,582	48	3	95	95	95	1.00	...	...	...	...
Kazakhstan	1,079,598	49	1	109	110	109	0.99	...	...	...	...
Kyrgyzstan	444,417	49	-	98	98	98	1.00	88 *	89 *	87 *	0.99 *
Mongolia	235,730	49	3	104	104	105	1.02	90	88	91	1.04
Tajikistan	690,270	48	.	100	102	97	0.95	89	92	86	0.94
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	2,440,603 **	49 **	..	100 **	100 **	99 **	0.99 **	...	...	...	...

Net enrolment rate				Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
2004				2004		2004			2004	Country or territory
MF	M	F	GPI	MF	% F	MF	M	F		
Arab States										
97	98	95	0.98	170,031	50	98	98	99	27	Algeria
97	96	97	1.01	4,953 ^{**,-2}	76 ^{**,-2}	...	...	...	16 ^{**,-2}	Bahrain
33	36	29	0.81	1,288 ^{**,-2}	30 ^{**,-2}	...	...	...	34 ^{**,-2}	Djibouti
94 ^{**,-1}	96 ^{**,-1}	93 ^{**,-1}	0.96 ^{**,-1}	354,902 ^{**,-1}	54 ^{**,-1}	...	...	...	22 ^{**,-1}	Egypt (p)
88	94	81	0.86	211,136	72	100	100	100	21	Iraq
93 ⁻¹	92 ⁻¹	93 ⁻¹	1.01 ⁻¹	39,441 ^{**,-1}	64 ^{**,-1}	...	...	...	20 ^{**,-1}	Jordan (p)
86 ^{**}	85 ^{**}	87 ^{**}	1.03 ^{**}	12,321	86	100	100	100	13	Kuwait
93	94	93	0.99	32,082	84	13	15	13	14	Lebanon
...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
74	75	74	0.99	9,753	28	100	100	100	45	Mauritania
86 ^{**}	89 ^{**}	83 ^{**}	0.94 ^{**}	147,730	45	...	...	...	28	Morocco
78	77	79	1.02	15,747 ^{**}	62 ^{**}	100 ^{**,-2}	100 ^{**,-2}	100 ^{**,-2}	19 ^{**}	Oman
86	86	86	1.00	14,449	61	...	...	...	27	Palestinian Autonomous Territories
96	97	95	0.99	7,349	85	...	...	...	9	Qatar
53	54	53	0.98	204,434	52	...	...	...	12	Saudi Arabia
...	...	...	...	105,142 ^{**,-1}	62 ^{**,-1}	...	...	...	29 ^{**,-1}	Sudan
92	94	90	0.96	124,665 ^{**}	62 ^{**}	...	...	...	18 ^{**}	Syrian Arab Republic
97 ⁻¹	97 ⁻¹	97 ⁻¹	1.00 ⁻¹	59,297 ⁻¹	50 ⁻¹	...	...	...	22 ⁻¹	Tunisia (p)
71	72	70	0.97	16,971	83	61	70	59	15	United Arab Emirates
75 ^{**}	87 ^{**}	63 ^{**}	0.73 ^{**}	...	...	...	...	...	...	Yemen
Central and Eastern Europe										
96 ⁻¹	96 ⁻¹	95 ⁻¹	0.99 ⁻¹	11,762 ⁻¹	76 ⁻¹	...	...	...	21 ⁻¹	Albania
90	91 ^{**}	88 ^{**}	0.97 ^{**}	26,151	99	99	98	99	15	Belarus
...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
94 ⁻¹	95 ⁻¹	94 ⁻¹	0.99 ⁻¹	19,439 ⁻¹	92 ⁻¹	...	...	...	17 ⁻¹	Bulgaria (p)
87 ⁻¹	88 ⁻¹	87 ⁻¹	0.99 ⁻¹	10,832 ⁻¹	90 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	18 ⁻¹	Croatia
...	...	...	...	33,737 ⁻¹	84 ⁻¹	...	...	...	17 ⁻¹	Czech Republic (p)
95 ⁻¹	95 ⁻¹	94 ⁻¹	0.99 ⁻¹	7,702 ^{**,-2}	...	...	...	...	14 ^{**,-2}	Estonia
89 ⁻¹	90 ⁻¹	88 ⁻¹	0.99 ⁻¹	48,393 ⁻¹	84 ⁻¹	...	...	...	10 ⁻¹	Hungary (p)
...	...	...	...	7,544 ⁻¹	97 ⁻¹	...	...	...	14 ⁻¹	Latvia
92 ⁻¹	92 ⁻¹	92 ⁻¹	1.00 ⁻¹	11,800 ⁻¹	98 ⁻¹	...	...	...	16 ⁻¹	Lithuania
98 ⁻¹	98 ⁻¹	98 ⁻¹	1.00 ⁻¹	235,763 ⁻¹	85 ⁻¹	...	...	...	13 ⁻¹	Poland (p)
78	78	77	0.99	10,493	98	...	...	...	19	Republic of Moldova
90 ⁻¹	90 ⁻¹	90 ⁻¹	0.99 ⁻¹	56,635 ⁻¹	87 ⁻¹	...	...	...	17 ⁻¹	Romania
89 ⁻¹	89 ⁻¹	90 ⁻¹	1.01 ⁻¹	324,800 ^{**,-1}	98 ^{**,-1}	99 ^{**,-1}	...	...	17 ^{**,-1}	Russian Federation (p)
...	...	...	...	...	...	...	...	...	...	Serbia and Montenegro
...	...	...	...	14,680 ⁻¹	92 ⁻¹	...	...	...	18 ⁻¹	Slovakia (p)
96 ⁻¹	97 ⁻¹	96 ⁻¹	0.99 ⁻¹	6,884 ⁻¹	96 ⁻¹	...	...	...	13 ⁻¹	Slovenia
91 ⁻¹	91 ⁻¹	91 ⁻¹	1.00 ⁻¹	5,766 ⁻¹	69 ⁻¹	...	...	...	20 ⁻¹	The Former Yugoslav Rep. of Macedonia
89 ⁻¹	92 ⁻¹	87 ⁻¹	0.94 ⁻¹	...	...	...	...	...	...	Turkey (p)
82	82 [*]	82 [*]	1.00 [*]	99,515	98	100	...	...	19	Ukraine
Central Asia										
94	92	95	1.04	6,646	99	67	84	66	22	Armenia
84	85	83	0.98	42,533	85	100	100	100	14	Azerbaijan
93	93	92	0.99	16,500 ⁻¹	95 ⁻¹	97 ⁻¹	...	...	14 ⁻¹	Georgia
93	93	92	0.99	60,203	98	...	...	...	18	Kazakhstan
90	90	90	0.99	18,341	96	55	55	55	24	Kyrgyzstan
84	84	84	1.01	7,172	94	...	...	...	33	Mongolia
97	99	94	0.96	32,078	64	84	...	...	22	Tajikistan
...	...	...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	...	...	...	...	...	...	Uzbekistan

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

Region	Enrolment			Gross enrolment ratio				Net enrolment rate			
	2004			2004				1999			
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
East Asia and the Pacific											
Australia (p)	1,931,817 ⁻¹	49 ⁻¹	28 ⁻¹	102 ⁻¹	102 ⁻¹	101 ⁻¹	1.00 ⁻¹	92	92	92	1.01
Brunei Darussalam	46,382	48	36	109	109	109	1.00	...	...	...	...
Cambodia	2,762,882	47	1	137	142	131	0.92	85 ^{**}	89 ^{**}	81 ^{**}	0.91 ^{**}
China (p)	120,998,605	47	...	118	118	117	1.00	...	...	...	...
Cook Islands	2,254 ⁻¹	47 ⁻¹	19 ⁻¹	82 ^{**,-1}	83 ^{**,-1}	81 ^{**,-1}	0.98 ^{**,-1}	85 [*]	87 [*]	83 [*]	0.96 [*]
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...
Fiji	113,449	48	99	106	107	105	0.98	99	99	99	1.01
Hong Kong (China), SAR	472,863	48	93	108	111	105	0.94	...	...	...	...
Indonesia (p)	29,050,834 ⁻¹	49 ⁻¹	16 ⁻¹	116 ⁻¹	117 ⁻¹	115 ⁻¹	0.98 ⁻¹	...	...	...	...
Japan (p)	7,268,928 ⁻¹	49 ⁻¹	1 ⁻¹	100 ⁻¹	100 ⁻¹	101 ⁻¹	1.00 ⁻¹	100	100	100	1.00
Kiribati	15,611	50	...	115 [*]	113 [*]	116 [*]	1.03 [*]	88 ^{**}	88 ^{**}	88 ^{**}	1.00 ^{**}
Lao People's Democratic Republic	884,629	46	2	116	124	109	0.88	80	84	77	0.92
Macao, China	39,872	47	95	106	110	101	0.92	85	84	85	1.01
Malaysia (p)	3,009,009 ⁻²	49 ⁻²	1 ⁻²	93 ⁻²	93 ⁻²	93 ⁻²	1.00 ⁻²	98	99	97	0.98
Marshall Islands	8,907 ^{**,-1}	47 ^{**,-1}	...	113 ^{**,-1}	116 ^{**,-1}	109 ^{**,-1}	0.94 ^{**,-1}	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...
Myanmar	4,948,198 ⁺¹	50 ⁺¹	...	97 ⁺¹	96 ⁺¹	98 ⁺¹	1.02 ⁺¹	80 ^{**}	81 ^{**}	80 ^{**}	0.99 ^{**}
Nauru	1,375 ⁻¹	47 ⁻¹	...	84 ^{**,-1}	84 ^{**,-1}	83 ^{**,-1}	0.99 ^{**,-1}	...	...	...	...
New Zealand (p)	356,442 ⁻¹	48 ⁻¹	2 ⁻¹	102 ⁻¹	102 ⁻¹	102 ⁻¹	1.00 ⁻¹	99	98	99	1.01
Niue	184	51	...	87 [*]	80 [*]	95 [*]	1.19 [*]	99 [*]	99 [*]	98 [*]	1.00 [*]
Palau	2,029 ^{**}	48 ^{**}	...	114 ^{**}	119 ^{**}	109 ^{**}	0.92 ^{**}	97 ^{**}	99 ^{**}	94 ^{**}	0.94 ^{**}
Papua New Guinea	680,786 ^{**,-1}	45 ^{**,-1}	...	75 ^{**,-1}	80 ^{**,-1}	70 ^{**,-1}	0.88 ^{**,-1}	...	...	...	...
Philippines (p)	12,970,635 ⁻¹	49 ⁻¹	7 ⁻¹	113 ⁻¹	113 ⁻¹	112 ⁻¹	0.99 ⁻¹	...	...	...	...
Republic of Korea (p)	4,185,330	47	1	105	105	105	0.99	94	94	95	1.01
Samoa	31,175	48	17	100	100	100	1.00	92	92	91	0.99
Singapore	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	87,770	47	...	119	121	117	0.97	...	...	...	...
Thailand (p)	6,112,687	48	15	99	101	96	0.96	...	...	...	...
Timor-Leste	183,626 ⁻²	...	...	140 ⁻²	...	...	...	...	...	...	...
Tokelau	227 ⁻¹	50 ⁻¹	...	...	...	...	...	...	...	...	...
Tonga	17,113	47	9	115	118	112	0.95	91	92	89	0.97
Tuvalu	1,404	50	...	99 [*]	95 [*]	102 [*]	1.07 [*]
Vanuatu	38,960	48	...	118	120	116	0.97	91	91	90	0.99
Viet Nam	8,350,191	47	...	98	101	94	0.93	96	...	...	...
Latin America and the Caribbean											
Anguilla	1,433	50	11	93 ^{**}	91 ^{**}	94 ^{**}	1.03^{**}	...	...	...	...
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...	...
Argentina (p)	4,914,441 ⁻²	49 ⁻²	20 ⁻²	118 ⁻²	118 ⁻²	118 ⁻²	1.00 ⁻²	99 [*]	99 [*]	99 [*]	1.00 [*]
Aruba	10,185	48	80	114 [*]	117 [*]	111 [*]	0.95 [*]	98 [*]	97 [*]	98 [*]	1.01 [*]
Bahamas	34,040	49	20	93	93	93	1.00	89	90	89	0.99
Barbados	22,327	49	11	107	108	106	0.99	97 ^{**}	97 ^{**}	97 ^{**}	0.99 ^{**}
Belize	48,996	49	82	124	126	123	0.98	94 ^{**}	94 ^{**}	94 ^{**}	1.00 ^{**}
Bermuda	4,910 ⁻²	50 ⁻²	35 ⁻²	102 ⁻²	...	...	...	...	...	...	...
Bolivia	1,545,797 ^{**}	49 ^{**}	...	113 ^{**}	114 ^{**}	113 ^{**}	0.99 ^{**}	95	95	95	1.00
Brazil (p)	19,380,387 ⁻²	48 ⁻²	9 ⁻²	145 ⁻²	149 ⁻²	141 ⁻²	0.94 ⁻²	91	94	88	0.93
British Virgin Islands	2,824	48	19	108 [*]	110 [*]	105 [*]	0.96 [*]	96 ^{**}	95 ^{**}	97 ^{**}	1.02 ^{**}
Cayman Islands	3,361	49	33	93 ^{**}	96 ^{**}	91 ^{**}	0.95^{**}	...	...	...	...
Chile (p)	1,713,538 ⁻¹	48 ⁻¹	...	99 ⁻¹	100 ⁻¹	98 ⁻¹	0.97 ⁻¹	...	...	...	...
Colombia	5,259,033	49	17	111	112	111	0.99	88	88 ^{**}	89 ^{**}	1.01 ^{**}
Costa Rica	558,084	48	7	112	112	111	0.99	...	...	...	...
Cuba	906,293	48	...	100	103	98	0.95	98	98	98	1.00

Net enrolment rate				Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
2004				2004		2004			2004	Country or territory
MF	M	F	GPI	MF	% F	MF	M	F		
East Asia and the Pacific										
95 ⁻¹	95 ⁻¹	95 ⁻¹	1.01 ⁻¹	...	...	...	...	...	...	Australia (p)
...	...	...	...	3,528 ^{**}	74^{**}	...	...	...	13 ^{**}	Brunei Darussalam
98	100	96	0.96	50,186	41	96 ⁻²	...	...	55	Cambodia
...	...	...	...	5,747,325 ^{**}	53 ^{**}	97 ^{**,-2}	...	...	21 ^{**}	China (p)
...	...	...	...	144 ⁻¹	...	...	...	...	16 ⁻¹	Cook Islands
...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
96	97	96	0.99	4,029	57	...	...	...	28	Fiji
93 ⁺	96 ⁺	90 ⁺	0.95 ⁺	25,194	78	92	91	92	19	Hong Kong (China), SAR
95 ⁻¹	96 ⁻¹	94 ⁻¹	0.98 ⁻¹	1,431,486 ⁻¹	54 ⁻¹	...	...	...	20 ⁻¹	Indonesia (p)
100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	371,688 ⁻¹	65 ^{**,-1}	...	...	...	20 ⁻¹	Japan (p)
...	...	...	...	633	73	...	...	...	25	Kiribati
84	87	82	0.94	28,150	45	79	73	87	31	Lao People's Democratic Republic
89	91	88	0.97	1,632	89	91	77	93	24	Macao, China
93 ⁻²	93 ⁻²	93 ⁻²	1.00 ⁻²	159,041 ⁻²	68 ⁻²	...	...	...	19 ⁻²	Malaysia (p)
90 ^{**,-1}	90 ^{**,-1}	89 ^{**,-1}	0.99 ^{**,-1}	526 ^{**,-1}	34 ^{**,-1}	...	...	...	17 ^{**,-1}	Marshall Islands
...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
88 ⁺¹	87 ⁺¹	88 ⁺¹	1.02 ⁺¹	160,110 ⁺¹	81 ⁺¹	76 ⁺¹	80 ⁺¹	75 ⁺¹	31 ⁺¹	Myanmar
...	...	...	...	63 ⁻¹	95 ⁻¹	...	...	...	22 ⁻¹	Nauru
99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹	20,053 ⁻¹	84 ^{**,-1}	...	...	...	18 ⁻¹	New Zealand (p)
...	...	...	...	16	100	...	...	...	12	Niue
...	...	...	...	...	...	...	...	...	...	Palau
...	...	...	...	19,204 ^{**,-1}	39 ^{**,-1}	...	...	...	35 ^{**,-1}	Papua New Guinea
94 ⁻¹	93 ⁻¹	95 ⁻¹	1.02 ⁻¹	371,384 ⁻¹	89 ⁻¹	...	...	...	35 ⁻¹	Philippines (p)
100	100	99	0.99	139,057	73	...	...	...	30	Republic of Korea (p)
90 ^{**}	90 ^{**}	91 ^{**}	1.00 ^{**}	1,245 ^{**}	73^{**}	...	...	...	25 ^{**}	Samoa
...	...	...	...	...	...	...	...	...	...	Singapore
80	80	79	0.99	...	...	...	...	...	...	Solomon Islands
...	...	...	...	298,270 ^{**,-1}	58 ^{**,-1}	...	...	...	21 ^{**,-1}	Thailand (p)
...	...	...	...	3,612 ⁻²	30 ⁻²	...	...	...	51 ⁻²	Timor-Leste
...	...	...	...	39 ⁻¹	69 ⁻¹	...	...	...	6 ⁻¹	Tokelau
93	95	91	0.96	843	63	...	...	...	20	Tonga
...	...	...	...	73	...	...	...	...	19	Tuvalu
94	95	93	0.98	1,947	54	...	...	...	20	Vanuatu
93 ^{**,-2}	...	...	...	362,627	78	87 ⁻²	87 ⁻²	87 ⁻²	23	Viet Nam
Latin America and the Caribbean										
88 ^{**}	87 ^{**}	89 ^{**}	1.02 ^{**}	100	90	67	40	70	14	Anguilla
...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
...	...	...	...	283,403 ⁻²	86 ⁻²	...	...	...	17 ⁻²	Argentina (p)
97 ⁺	97 ⁺	96 ⁺	0.99 ⁺	552	81	100	100	100	18	Aruba
84	83	85	1.02	1,734	97	95	82	95	20	Bahamas
97	98	97	0.99	1,372 ^{**}	76 ^{**}	75 ^{**}	82 ^{**}	72 ^{**}	16 ^{**}	Barbados
95	95	96	1.01	2,109 ^{**}	72 ^{**}	51 ^{**}	51 ^{**}	52 ^{**}	23 ^{**}	Belize
...	...	...	...	548 ⁻²	88 ⁻²	100 ⁻²	100 ⁻²	100 ⁻²	9 ⁻²	Bermuda
95 ^{**}	95 ^{**}	96 ^{**}	1.01 ^{**}	64,603 ^{**}	61^{**}	...	...	...	24 ^{**}	Bolivia
92 ⁻²	...	...	...	805,841 ^{**,-2}	90 ^{**,-2}	...	...	...	24 ^{**,-2}	Brazil (p)
95 ^{**}	95 ^{**}	95 ^{**}	1.00 ^{**}	203	94	82 ^{**}	100 ^{**}	81 ^{**}	14	British Virgin Islands
87 ^{**}	89 ^{**}	85 ^{**}	0.95 ^{**}	251	81	100	98	100	13	Cayman Islands
...	...	...	...	50,261 ⁻¹	77 ⁻¹	...	...	...	34 ⁻¹	Chile (p)
83	83	84	1.01	188,147	77	...	...	...	28	Colombia
...	...	...	...	24,975	79	97	...	...	22	Costa Rica
96	97	95	0.97	88,498	77	100	100	100	10	Cuba

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

Region	Enrolment			Gross enrolment ratio				Net enrolment rate			
	2004			2004				1999			
Country or territory	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Dominica	9,872	48	30	95 [*]	96 [*]	95 [*]	0.99 [*]	94 ^{**}	95 ^{**}	93 ^{**}	0.98 ^{**}
Dominican Republic	1,281,885	48	15 ^{**}	112	115	109	0.95	84	84	85	1.01
Ecuador	1,989,665	49	28	117	117	117	1.00	97	97	98	1.01
El Salvador	1,045,485	48	10 ^{**}	114	116	112	0.97	...	...	...	...
Grenada	15,819	49	...	92 [*]	94 [*]	90 [*]	0.96 [*]
Guatemala	2,280,706	47	11	113	118	108	0.92	82	86	79	0.91
Guyana	110,882 ^{**}	49 ^{**}	...	126 ^{**}	127 ^{**}	125 ^{**}	0.99 ^{**}	98 ^{**}	98 ^{**}	97 ^{**}	0.99 ^{**}
Haiti	...	...	...	...	...	...	...	...	...	...	...
Honduras	1,257,358	49	...	113	113	113	1.00	...	...	...	...
Jamaica (p)	325,302 ⁻¹	49 ⁻¹	5 ⁻¹	93 ⁻¹	93 ⁻¹	93 ⁻¹	1.00 ⁻¹	88 ^{**}	88 ^{**}	88 ^{**}	1.00 ^{**}
Mexico (p)	14,857,191 ⁻¹	49 ⁻¹	8 ⁻¹	109 ⁻¹	110 ⁻¹	108 ⁻¹	0.98 ⁻¹	98	98	97	1.00
Montserrat	468	45	37	108 [*]	109 [*]	106 [*]	0.97 [*]
Netherlands Antilles	22,667 ^{**,-1}	49 ^{**,-1}	73 ^{**,-1}	126 ^{**,-1}	127 ^{**,-1}	124 ^{**,-1}	0.98 ^{**,-1}	...	...	...	...
Nicaragua	941,957	49	15	112	113	111	0.98	78	78	79	1.01
Panama	429,837	48	10	112	114	111	0.97	96	96	96	0.99
Paraguay (p)	962,661 ⁻²	48 ⁻²	16 ⁻²	110 ⁻²	112 ⁻²	108 ⁻²	0.96 ⁻²	...	...	...	...
Peru (p)	4,283,046 ⁻²	49 ⁻²	14 ⁻²	118 ⁻²	119 ⁻²	118 ⁻²	1.00 ⁻²	98 ^{**}	98 ^{**}	98 ^{**}	1.00 ^{**}
Saint Kitts and Nevis	6,394	50	16	101 [*]	98 [*]	105 [*]	1.07 [*]
Saint Lucia	23,821	48	3	106	108	103	0.96	91 ^{**}	91 ^{**}	91 ^{**}	0.99 ^{**}
Saint Vincent and the Grenadines	17,536	48	3	106	109	103	0.95	...	...	...	...
Suriname	64,659 ^{**,-1}	49 ^{**,-1}	48 ^{**,-1}	120 ^{**,-1}	118 ^{**,-1}	121 ^{**,-1}	1.02 ^{**,-1}	...	...	...	...
Trinidad and Tobago	137,313 [*]	49 [*]	72 [*]	102 [*]	104 [*]	101 [*]	0.97 [*]	93	93	93	1.00
Turks and Caicos Islands	2,117	51	24	94 [*]	92 [*]	95 [*]	1.03 [*]
Uruguay (p)	364,858 ⁻²	48 ⁻²	13 ⁻²	109 ⁻²	110 ⁻²	108 ⁻²	0.98 ⁻²	...	...	...	...
Venezuela	3,453,379	48	14	105	106	104	0.98	86	85	86	1.01
North America and Western Europe											
Andorra	4,264	47	1	101 ^{**}	102 ^{**}	100 ^{**}	0.98^{**}	...	...	...	...
Austria (p)	379,920 ⁻¹	49 ⁻¹	4 ⁻¹	105 ⁻¹	105 ⁻¹	104 ⁻¹	0.99 ⁻¹	...	...	...	...
Belgium (p)	761,730 ⁻¹	49 ⁻¹	54 ⁻¹	105 ⁻¹	106 ⁻¹	104 ⁻¹	0.99 ⁻¹	99	99	99	1.00
Canada (p)	2,482,315 ^{**,-2}	49 ^{**,-2}	6 ^{**,-2}	101 ^{**,-2}	101 ^{**,-2}	101 ^{**,-2}	1.01 ^{**,-2}	97	97	97	1.00
Cyprus	62,868 ⁻¹	49 ⁻¹	5 ⁻¹	98 ^{*,,-1}	97 ^{*,,-1}	98 ^{*,,-1}	1.00 ^{*,,-1}	95 [*]	95 [*]	95 [*]	1.00 [*]
Denmark (p)	419,806 ⁻¹	49 ⁻¹	...	103 ⁻¹	103 ⁻¹	103 ⁻¹	1.00 ⁻¹	97	97	97	1.00
Finland (p)	392,741 ⁻¹	49 ⁻¹	1 ⁻¹	102 ⁻¹	102 ⁻¹	101 ⁻¹	0.99 ⁻¹	99	99	98	1.00
France (p)	3,791,555 ⁻¹	49 ⁻¹	15 ⁻¹	105 ⁻¹	106 ⁻¹	105 ⁻¹	0.99 ⁻¹	99	99	99	1.00
Germany (p)	3,303,737 ⁻¹	49 ⁻¹	3 ⁻¹	99 ⁻¹	100 ⁻¹	99 ⁻¹	1.00 ⁻¹	...	...	...	...
Gibraltar	...	...	...	...	...	...	...	...	...	...	...
Greece (p)	652,052 ⁻¹	48 ⁻¹	8 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	92	92	93	1.01
Holy See	.	.	.	.	.	.	.	.	.	.	.
Iceland (p)	31,470 ⁻¹	48 ⁻¹	1 ⁻¹	101 ⁻¹	102 ⁻¹	100 ⁻¹	0.98 ⁻¹	99	100	98	0.98
Ireland (p)	447,618 ⁻¹	48 ⁻¹	1 ⁻¹	106 ⁻¹	106 ⁻¹	105 ⁻¹	0.99 ⁻¹	93	93	93	1.01
Israel (p)	769,856 ⁻¹	49 ⁻¹	.	112 ⁻¹	112 ⁻¹	112 ⁻¹	1.00 ⁻¹	98	98	98	1.00
Italy (p)	2,778,877 ⁻¹	48 ⁻¹	7 ⁻¹	101 ⁻¹	101 ⁻¹	101 ⁻¹	0.99 ⁻¹	99	99	98	0.99
Liechtenstein	2,218 ⁻¹	50 ⁻¹	3 ⁻¹	...	...	...	...	...	...	...	...
Luxembourg (p)	34,081 ⁻¹	49 ⁻¹	7 ⁻¹	99 ⁻¹	99 ⁻¹	99 ⁻¹	0.99 ⁻¹	96	95	97	1.02
Malta	31,710 ⁻¹	48 ⁻¹	37 ⁻¹	103 ⁻¹	103 ⁻¹	102 ⁻¹	0.99 ⁻¹	95	94	96	1.02
Monaco	...	...	...	...	...	...	...	...	...	...	...
Netherlands (p)	1,290,625 ⁻¹	48 ⁻¹	69 ⁻¹	108 ⁻¹	109 ⁻¹	107 ⁻¹	0.98 ⁻¹	99	100	99	0.99
Norway (p)	432,618 ⁻¹	49 ⁻¹	2 ⁻¹	99 ⁻¹	100 ⁻¹	99 ⁻¹	1.00 ⁻¹	100	100	100	1.00
Portugal (p)	767,872 ⁻¹	48 ⁻¹	11 ⁻¹	118 ⁻¹	121 ⁻¹	116 ⁻¹	0.95 ⁻¹	...	...	...	...
San Marino	...	...	...	...	...	...	...	...	...	...	...
Spain (p)	2,488,319 ⁻¹	48 ⁻¹	33 ⁻¹	107 ⁻¹	108 ⁻¹	106 ⁻¹	0.98 ⁻¹	99	...	...	...
Sweden (p)	774,888 ⁻¹	49 ⁻¹	5 ⁻¹	109 ⁻¹	108 ⁻¹	111 ⁻¹	1.03 ⁻¹	100	100	99	0.99

Net enrolment rate				Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
2004				2004		2004			2004	Country or territory
MF	M	F	GPI	MF	% F	MF	M	F		
88 ⁺	87 ⁺	88 ⁺	1.01 ⁺	519	83	64	42	68	19	Dominica
86	85	87	1.02	60,056	75	79	73	81	21	Dominican Republic
98 ^{**}	97 ^{**}	98 ^{**}	1.01 ^{**}	86,012	70	71	71	71	23	Ecuador
92 ^{**}	92 ^{**}	92 ^{**}	1.00^{**}	...	...	...	...	...	...	El Salvador
84 ⁺	84 ⁺	84 ⁺	0.99 ⁺	895	76	68 ⁻¹	66 ⁻¹	68 ⁻¹	18	Grenada
93	95	91	0.95	73,835	...	...	...	...	31	Guatemala
94 ^{**,-1}	94 ^{**,-1}	93 ^{**,-1}	0.98 ^{**,-1}	4,174 ^{**}	86 ^{**}	57 ⁻¹	57 ^{**,-1}	57 ^{**,-1}	27 ^{**}	Guyana
...	...	...	...	...	...	...	...	...	...	Haiti
91	90	92	1.02	38,212	75	87	86	88	34	Honduras
88 ⁻¹	88 ⁻¹	89 ⁻¹	1.01 ⁻¹	10,968 ⁻¹	90 ⁻¹	...	...	...	30 ⁻¹	Jamaica (p)
98 ⁻¹	98 ⁻¹	98 ⁻¹	1.00 ⁻¹	557,278 ⁻¹	63 ⁻¹	...	...	...	27 ⁻¹	Mexico (p)
94 ⁺	96 ⁺	92 ⁺	0.96 ⁺	22	100	86	-	86	21	Montserrat
...	...	...	...	1,145 ^{**,-1}	86 ^{**,-1}	100 ⁻²	100 ⁻²	100 ⁻²	20 ^{**,-1}	Netherlands Antilles
88	89	87	0.99	26,899	79	75	53	81	35	Nicaragua
98	98	98	1.00	17,882	76	74	80	72	24	Panama
...	...	...	...	35,709 ⁻²	72 ⁻²	...	...	...	27 ⁻²	Paraguay (p)
98 ⁻²	98 ⁻²	98 ⁻²	1.00 ⁻²	170,737 ⁻²	67 ⁻²	...	...	...	25 ⁻²	Peru (p)
94 ⁺	91 ⁺	98 ⁺	1.08 ⁺	367	85	55	56 ^{**}	55 ^{**}	17	Saint Kitts and Nevis
98	99	96	0.97	1,050	86	78	74	78	23	Saint Lucia
94 ^{**}	95 ^{**}	92 ^{**}	0.97 ^{**}	1,005 ^{**}	73 ^{**}	72 ^{**}	66 ^{**}	75 ^{**}	17 ^{**}	Saint Vincent and the Grenadines
92 ^{**,-1}	90 ^{**,-1}	96 ^{**,-1}	1.07 ^{**,-1}	3,324 ^{**,-1}	85 ^{**,-1}	...	...	...	19 ^{**,-1}	Suriname
92 ⁺	92 ⁺	92 ⁺	0.99 ⁺	7,839 ⁺	73 ⁺	81 ⁺	72 ⁺	84 ⁺	18 ⁺	Trinidad and Tobago
81 ⁺	78 ⁺	85 ⁺	1.08 ⁺	185	90	91 ^{**}	100 ^{**}	90 ^{**}	11	Turks and Caicos Islands
...	...	...	...	17,235 ⁻²	...	...	...	...	21 ⁻²	Uruguay (p)
92	92	92	1.01	...	...	...	...	...	...	Venezuela
North America and Western Europe										
89 ^{**}	90 ^{**}	87 ^{**}	0.97 ^{**}	337	77	...	...	...	13	Andorra
...	...	...	...	28,822 ⁻¹	90 ⁻¹	...	...	...	13 ⁻¹	Austria (p)
99 ⁻¹	99 ⁻¹	98 ⁻¹	1.00 ⁻¹	64,125 ⁻¹	78 ⁻¹	...	...	...	12 ⁻¹	Belgium (p)
...	...	...	...	142,531 ^{**,-2}	68 ^{**,-2}	...	...	...	17 ^{**,-2}	Canada (p)
96 ^{,-1}	96 ^{,-1}	96 ^{,-1}	1.00 ^{,-1}	3,319 ⁻¹	83 ⁻¹	...	...	...	19 ⁻¹	Cyprus
100 ⁻²	100 ⁻²	100 ⁻²	1.00 ⁻²	...	...	...	...	...	...	Denmark (p)
99 ⁻¹	100 ⁻¹	99 ⁻¹	1.00 ⁻¹	24,024 ⁻¹	75 ⁻¹	...	...	...	16 ⁻¹	Finland (p)
99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹	203,418 ⁻¹	81 ⁻¹	...	...	...	19 ⁻¹	France (p)
...	...	...	...	235,179 ⁻¹	83 ⁻¹	...	...	...	14 ⁻¹	Germany (p)
...	...	...	...	...	...	...	...	...	...	Gibraltar
98 ⁻¹	98 ⁻¹	98 ⁻¹	1.00 ⁻¹	54,599 ⁻¹	...	...	...	...	12 ⁻¹	Greece (p)
.	.	.	.	.	.	.	.	.	.	Holy See
99 ⁻¹	100 ⁻¹	98 ⁻¹	0.98 ⁻¹	2,982 ^{**,-1}	78 ^{**,-1}	...	...	...	11 ^{**,-1}	Iceland (p)
96 ⁻¹	96 ⁻¹	96 ⁻¹	1.00 ⁻¹	23,972 ⁻¹	...	...	...	...	19 ⁻¹	Ireland (p)
98 ⁻¹	98 ⁻¹	98 ⁻¹	1.00 ⁻¹	52,454 ⁻¹	87 ⁻¹	...	...	...	15 ⁻¹	Israel (p)
99 ⁻¹	99 ⁻¹	98 ⁻¹	0.99 ⁻¹	256,650 ⁻¹	95 ⁻¹	...	...	...	11 ⁻¹	Italy (p)
...	...	...	...	242 ⁻¹	72 ⁻¹	...	...	...	9 ⁻¹	Liechtenstein
90 ⁻¹	90 ⁻¹	91 ⁻¹	1.01 ⁻¹	2,966 ⁻¹	69 ⁻¹	...	...	...	11 ⁻¹	Luxembourg (p)
94 ⁻¹	95 ⁻¹	94 ⁻¹	0.99 ⁻¹	1,745 ⁻¹	85 ⁻¹	...	...	...	18 ⁻¹	Malta
...	...	...	...	...	...	...	...	...	...	Monaco
99 ⁻¹	100 ⁻¹	99 ⁻¹	0.99 ⁻¹	...	...	...	...	...	...	Netherlands (p)
99 ⁻¹	100 ⁻¹	99 ⁻¹	1.00 ⁻¹	42,177 ^{**,-1}	73 ^{**,-1}	...	...	...	10 ^{**,-1}	Norway (p)
99	99	99	0.99	69,109 ⁻¹	...	...	...	...	11 ⁻¹	Portugal (p)
...	...	...	...	...	...	...	...	...	...	San Marino
99 ⁻¹	100 ⁻¹	99 ⁻¹	0.99 ⁻¹	179,324 ⁻¹	70 ⁻¹	...	...	...	14 ⁻¹	Spain (p)
99 ⁻¹	100 ⁻¹	99 ⁻¹	0.99 ⁻¹	69,256 ⁻¹	80 ⁻¹	...	...	...	11 ⁻¹	Sweden (p)

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

Region	Enrolment			Gross enrolment ratio				Net enrolment rate			
	2004			2004				1999			
Country or territory	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Switzerland (p)	535,577 ⁻¹	49 ⁻¹	4 ⁻¹	103 ⁻¹	103 ⁻¹	103 ⁻¹	1.00 ⁻¹	96	96	95	0.99
United Kingdom (p)	4,488,162 ⁻¹	49 ⁻¹	5 ⁻¹	101 ⁻¹	101 ⁻¹	101 ⁻¹	1.00 ⁻¹	100	99	100	1.01
United States (p)	24,848,518 ⁻¹	49 ⁻¹	11 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	94	94	94	1.00
South and West Asia											
Afghanistan	4,430,142	29	...	93	127	56	0.44	...	...	...	...
Bangladesh	17,953,300	50	42	109	107	111	1.03	89 ⁺	89 ⁺	89 ⁺	1.00 ⁺
Bhutan	91,390 ^{**,-2}	47 ^{**,-2}	...	...	...	...	...	...	...	...	...
India	125,568,597 ⁻¹	47 ⁻¹	17 ⁻¹	107 ⁻¹	111 ⁻¹	104 ⁻¹	0.94 ⁻¹	...	...	...	...
Iran, Islamic Republic of	7,306,634	51	4	103	98	108	1.10	82 ^{**}	83 ^{**}	80 ^{**}	0.97 ^{**}
Maldives	63,300	48	...	104	105	102	0.97	97	97	98	1.01
Nepal	4,030,045 ⁺¹	46 ⁺¹	...	113 ⁺¹	118 ⁺¹	108 ⁺¹	0.91 ⁺¹	65 ⁺	72 ⁺	57 ⁺	0.79 ⁺
Pakistan	16,207,286	41	...	82	95	69	0.73	...	...	...	...
Sri Lanka (p)	1,702,035 ^{**,-1}	49 ^{**,-1}	2 ^{**,-1}	102 ^{**,-1}	102 ^{**,-1}	101 ^{**,-1}	0.99 ^{**,-1}	...	...	...	...
Sub-Saharan Africa											
Angola	...	...	...	...	...	...	...	...	...	...	...
Benin	1,319,648	43	11	99	111	86	0.77	50 ⁺	59 ⁺	40 ⁺	0.68 ⁺
Botswana	328,692	49	5 ^{**}	105	105	104	0.99	78	77	80	1.04
Burkina Faso	1,139,512	43	13	53	59	47	0.78	35	41	29	0.69
Burundi	968,488	45	2	80	87	73	0.83	...	...	...	...
Cameroon	2,979,011	46	23 ^{**}	117	126	107	0.85	...	...	...	...
Cape Verde	85,138	49	-	111	113	108	0.95	99 ^{**}	99 ^{**}	98 ^{**}	0.98 ^{**}
Central African Republic	420,712 ^{**}	41 ^{**}	...	64 ^{**}	76 ^{**}	52 ^{**}	0.69^{**}	...	...	...	...
Chad	1,124,992 ^{**}	39 ^{**}	...	71 ^{**}	86 ^{**}	56 ^{**}	0.64 ^{**}	52	64	40	0.62
Comoros	103,809	46	10	85	91	80	0.88	49	54	45	0.85
Congo	584,370	48	25	89	92	85	0.93	...	...	...	...
Côte d'Ivoire	2,046,165 ^{,-1}	44 ^{,-1}	11 ^{**,-1}	72 ^{,-1}	80 ^{,-1}	63 ^{,-1}	0.79 ^{,-1}	53	61	46	0.75
Democratic Rep. of the Congo	...	...	...	...	...	...	...	...	...	...	...
Equatorial Guinea	78,390 ⁻²	48 ⁻²	...	127 ⁻²	133 ⁻²	121 ⁻²	0.91 ⁻²	83	93	73	0.79
Eritrea	374,997	44	8	66	74	59	0.80	36	39	34	0.86
Ethiopia	8,019,287 ⁺¹	46 ⁺¹	5 ⁺¹	93 ⁺¹	101 ⁺¹	86 ⁺¹	0.86 ⁺¹	33	38	28	0.74
Gabon	281,371 ^{**}	49 ^{**}	29 ^{**}	130 ^{**}	130 ^{**}	129 ^{**}	0.99^{**}	...	...	...	...
Gambia	174,836	51	3 ^{**}	81	79	84	1.06	67	71	62	0.88
Ghana	2,929,536 ⁺¹	48 ⁺¹	21 ⁺¹	88 ⁺¹	90 ⁺¹	87 ⁺¹	0.96 ⁺¹	57 ^{**}	58 ^{**}	56 ^{**}	0.96 ^{**}
Guinea	1,147,388	43	21	79	87	71	0.81	44	51	36	0.71
Guinea-Bissau	...	...	...	...	...	...	...	45 ^{**}	53 ^{**}	37 ^{**}	0.71 ^{**}
Kenya	5,926,078	48	...	111	114	108	0.94	64	63	64	1.01
Lesotho	427,009	50	-	131	131	131	1.00	60	56	63	1.13
Liberia	...	...	...	...	...	...	...	41	47	36	0.77
Madagascar	3,366,470	49	19	134	136	131	0.96	63	63	63	1.01
Malawi	2,841,640	50	...	125	123	126	1.02	98	99	97	0.98
Mali	1,396,791	43	35	64	71	56	0.79	40 ^{**}	46 ^{**}	34 ^{**}	0.73 ^{**}
Mauritius	123,562 ⁺¹	49 ⁺¹	25 ⁺¹	102 ⁺¹	102 ⁺¹	102 ⁺¹	1.00 ⁺¹	97	96	97	1.01
Mozambique	3,569,473	45	...	95	104	86	0.83	52	58	46	0.80
Namibia	408,912 ⁻¹	50 ⁻¹	4 ⁻¹	101 ⁻¹	100 ⁻¹	102 ⁻¹	1.01 ⁻¹	73	70	76	1.08
Niger	980,033	40	4	45	52	37	0.72	24	29	20	0.68
Nigeria	21,110,707	45	...	99	107	91	0.85	...	...	...	...
Rwanda	1,752,588	51	1	119	118	120	1.02	...	...	...	...
Sao Tome and Principe	29,784	49	-	133	134	132	0.98	85	85	84	0.99
Senegal	1,382,749	48	11	76	78	74	0.95	52	55 ^{**}	48 ^{**}	0.88 ^{**}
Seychelles	9,194	49	5 ^{**}	110 ⁺	109 ⁺	110 ⁺	1.00 ⁺
Sierra Leone	1,158,399	42	...	145	169	122	0.72	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...	...	...

Net enrolment rate				Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
2004				2004		2004			2004	Country or territory
MF	M	F	GPI	MF	% F	MF	M	F		
94 ⁻¹	94 ⁻¹	94 ⁻¹	1.00 ⁻¹	...	...	...	...	...	...	Switzerland (p)
100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	262,390 ⁻¹	81 ⁻¹	...	...	...	17 ⁻¹	United Kingdom (p)
94 ⁻¹	93 ⁻¹	94 ⁻¹	1.01 ⁻¹	1,677,417 ⁻¹	88 ⁻¹	...	...	...	15 ⁻¹	United States (p)
South and West Asia										
...	...	...	...	67,983	22	...	...	...	65	Afghanistan
94 ⁺	92 ⁺	95 ⁺	1.03 ⁺	326,913	39	51 ⁻¹	55 ⁻¹	45 ⁻¹	55	Bangladesh
...	...	...	...	2,413 ^{**,-2}	36 ^{**,-2}	...	...	...	38 ^{**,-2}	Bhutan
87 ⁻¹	90 ⁻¹	84 ⁻¹	0.94 ⁻¹	3,038,204 ⁻¹	44 ⁻¹	...	...	...	41 ⁻¹	India
89	89	88	0.99	365,235	58	100	100	100	20	Iran, Islamic Republic of
90 ⁻²	89 ⁻²	90 ⁻²	1.01 ⁻²	3,644 ⁻¹	64 ⁻¹	61 ⁻¹	60 ⁻¹	61 ⁻¹	18 ⁻¹	Maldives
79 ^{**}	84 ^{**}	74 ^{**}	0.87 ^{**}	101,483 ⁺¹	30 ⁺¹	31 ⁺¹	32 ⁺¹	27 ⁺¹	40 ⁺¹	Nepal
66 ⁺	76 ⁺	56 ⁺	0.73 ⁺	432,222	45	...	...	...	37	Pakistan
99 ^{**,-1}	99 ^{**,-1}	98 ^{**,-1}	1.00 ^{**,-1}	72,654 ^{**,-1}	79 ^{**,-1}	...	...	...	23 ^{**,-1}	Sri Lanka (p)
Sub-Saharan Africa										
...	...	...	...	...	...	...	...	...	...	Angola
83	93	72	0.78	25,583	19	72	70	82	52	Benin
82 ^{**}	81 ^{**}	83 ^{**}	1.03 ^{**}	12,717	79	90 ⁻¹	86 ⁻¹	91 ⁻¹	26	Botswana
40	46	35	0.77	23,402	28	89	89	92	49	Burkina Faso
57	60	54	0.89	18,899	54	...	...	...	51	Burundi
...	...	...	...	55,266	40	69	68	69	54	Cameroon
92	92	91	0.99	3,169	67	73	65	77	27	Cape Verde
...	...	...	...	...	...	...	...	...	...	Central African Republic
57 ^{**,-1}	68 ^{**,-1}	46 ^{**,-1}	0.68 ^{**,-1}	16,228 ^{**}	10^{**}	...	...	...	69 ^{**}	Chad
...	...	...	...	2,967	33	...	...	...	35	Comoros
...	...	...	...	7,058	45	62	57	68	83	Congo
56 ^{,-1}	62 ^{,-1}	50 ^{,-1}	0.80 ^{,-1}	48,308 ^{,-1}	24 ^{,-1}	100 ^{,-1}	100 ^{,-1}	100 ^{,-1}	42 ^{,-1}	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	Democratic Rep. of the Congo
85 ⁻²	92 ⁻²	78 ⁻²	0.85 ⁻²	...	...	...	...	...	...	Equatorial Guinea
48	52	44	0.85	8,033	36	83	91	70	47	Eritrea
56 ^{**,+1}	58 ^{**,+1}	55 ^{**,+1}	0.94 ^{**,+1}	110,945 ⁺¹	45 ⁺¹	97 ⁺¹	96 ⁺¹	98 ⁺¹	72 ⁺¹	Ethiopia
...	...	...	...	7,807 ^{**}	45 ^{**}	100 ⁻¹	100 ⁻¹	100 ⁻¹	36 ^{**}	Gabon
75 ^{**}	73 ^{**}	77 ^{**}	1.06 ^{**}	4,666	31	...	...	...	37	Gambia
65 ⁺¹	65 ⁺¹	65 ⁺¹	0.99 ⁺¹	89,278 ⁺¹	31 ⁺¹	58 ⁺¹	49 ⁺¹	78 ⁺¹	33 ⁺¹	Ghana
64	69	58	0.84	25,361	24	...	...	...	45	Guinea
...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
76	76	77	1.00	149,893	44	99	98	99	40	Kenya
86	83	88	1.06	9,791	36	67	...	...	44	Lesotho
...	...	...	...	...	...	...	...	...	...	Liberia
89	89	89	1.00	64,270	60^{**}	...	...	...	52	Madagascar
95	93	98	1.05	40,587 ^{**}	46^{**}	...	...	...	70 ^{**}	Malawi
46	50	43	0.85	26,737	28	...	...	...	52	Mali
95 ^{**,+1}	94 ^{**,+1}	95 ^{**,+1}	1.02 ^{**,+1}	5,322 ⁺¹	63 ⁺¹	100	100	100	23 ⁺¹	Mauritius
71	75	67	0.90	54,721	30	...	...	...	65	Mozambique
74 ⁻¹	71 ⁻¹	76 ⁻¹	1.08 ⁻¹	14,442 ^{**,-1}	61 ^{**,-1}	50 ^{**,-2}	50 ^{**,-2}	49 ^{**,-2}	28 ^{**,-1}	Namibia
39	46	32	0.71	22,427	36	76	78	72	44	Niger
60 ^{**}	64 ^{**}	57 ^{**}	0.89 ^{**}	579,802	51	51	39	62	36	Nigeria
73	72	75	1.04	28,254	51	82	79	85	62	Rwanda
98	98	98	1.00	929	56	...	...	...	32	Sao Tome and Principe
66	68	64	0.95	32,005	24	51	51	49	43	Senegal
96 ⁺	96 ⁺	97 ⁺	1.01 ⁺	655 ^{**}	85 ^{**}	78 ⁻¹	67 ⁻¹	80 ⁻¹	14 ^{**}	Seychelles
...	...	...	...	17,327 ^{**}	30^{**}	...	...	...	67 ^{**}	Sierra Leone
...	...	...	...	...	...	...	...	...	...	Somalia

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

Region	Enrolment			Gross enrolment ratio				Net enrolment rate			
Country or territory	2004			2004				1999			
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
South Africa	7,470,476 ⁻¹	49 ⁻¹	2 ⁻¹	105 ⁻¹	107 ⁻¹	103 ⁻¹	0.97 ⁻¹	93	92	94	1.02
Swaziland	208,444 ⁻¹	48 ⁻¹	- ⁻¹	101 ⁻¹	103 ⁻¹	98 ⁻¹	0.95 ⁻¹	75	74	75	1.02
Togo	984,846	46	40	101	110	92	0.84	79	89	70	0.79
Uganda	7,152,099 ⁺¹	50 ⁺¹	9 ⁺¹	118 ⁺¹	118 ⁺¹	117 ⁺¹	1.00 ⁺¹	...	...	...	...
United Republic of Tanzania	7,541,208 ⁺¹	49 ⁺¹	1 ⁺¹	106 ⁺¹	108 ⁺¹	104 ⁺¹	0.96 ⁺¹	48	47	49	1.04
Zambia	2,251,357	49	2	99	101	97	0.96	63	64	62	0.96
Zimbabwe (p)	2,361,588 ⁻¹	49 ⁻¹	87 ⁻¹	96 ⁻¹	97 ⁻¹	95 ⁻¹	0.98 ⁻¹	81	81	82	1.01
REGIONAL AVERAGES											
WORLD	682,646,764	47	...	106	109	103	0.94	83 ^{**}	86 ^{**}	80 ^{**}	0.93 ^{**}
Arab States	36,700,011	46	6	93	98	88	0.90	77	81	73	0.89
Central and Eastern Europe	22,630,427	48	1 ⁻¹	101	103	100	0.97	...	...	...	...
Central Asia	6,375,967	49	...	102	102	101	0.99	89 ^{**}	89 ^{**}	88 ^{**}	0.99 ^{**}
East Asia and the Pacific	206,689,974	48	...	113	114	112	0.99	...	...	...	...
Latin America and the Caribbean	69,770,400 ^{**}	48 ^{**}	...	119 ^{**}	121 ^{**}	117 ^{**}	0.97 ^{**}	93	94 ^{**}	93 ^{**}	0.98 ^{**}
North America and Western Europe	51,733,447	48 ^{**}	12	102	103 ^{**}	101 ^{**}	0.98 ^{**}	97	97	97	1.00
South and West Asia	187,852,071	46	...	110	115	105	0.91	...	...	...	...
Sub-Saharan Africa	100,894,467	47	...	90	96	85	0.89	55 ^{**}	58 ^{**}	52 ^{**}	0.89 ^{**}

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

Net enrolment rate				Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
2004				2004		2004			2004	Country or territory
MF	M	F	GPI	MF	% F	MF	M	F		
89 ⁻¹	88 ⁻¹	89 ⁻¹	1.01 ⁻¹	220,950 ⁻¹	74 ⁻¹	79 ⁻¹	77 ⁻¹	79 ⁻¹	34 ⁻¹	South Africa
77 ⁻¹	76 ⁻¹	77 ⁻¹	1.01 ⁻¹	6,680 ⁻¹	75 ⁻¹	91 ⁻¹	91 ⁻¹	91 ⁻¹	31 ⁻¹	Swaziland
79	85	72	0.85	22,210	13	45	44	52	44	Togo
...	...	...	...	143,247 ⁺¹	39 ⁺¹	80	79	83	50 ⁺¹	Uganda
91 ⁺¹	92 ⁺¹	91 ⁺¹	0.98 ⁺¹	135,013 ⁺¹	48 ⁺¹	100 ⁺¹	100 ⁺¹	100 ⁺¹	56 ⁺¹	United Republic of Tanzania
80	80	80	1.00	46,414 ^{**}	48 ^{**}	100 ⁻²	100 ⁻²	100 ⁻²	49 ^{**}	Zambia
82 ⁻¹	81 ⁻¹	82 ⁻¹	1.01 ⁻¹	61,251 ⁻¹	51 ⁻¹	...	...	...	39 ⁻¹	Zimbabwe (p)
REGIONAL AVERAGES										
87 ^{**}	89 ^{**}	85 ^{**}	0.96 ^{**}	26,445,170	61	...	...	...	26	WORLD
81	85	78	0.92	1,760,960 ^{**}	57^{**}	...	...	...	21 ^{**}	Arab States
91	92	90	0.98	1,231,405 ^{**}	81^{**}	...	...	...	18 ^{**}	Central and Eastern Europe
92 ^{**}	92 ^{**}	91 ^{**}	0.98 ^{**}	308,010 ^{**}	85^{**}	...	...	...	21 ^{**}	Central Asia
92 ^{**}	93 ^{**}	92 ^{**}	0.99 ^{**}	9,469,657	57	...	...	...	22	East Asia and the Pacific
96 ^{**}	96 ^{**}	96 ^{**}	1.00 ^{**}	2,939,968 ^{**}	77^{**}	...	...	...	24 ^{**}	Latin America and the Caribbean
95	96 ^{**}	94 ^{**}	0.98 ^{**}	3,589,063	84	...	...	...	14	North America and Western Europe
89	93	86	0.92	4,768,969	45	...	...	...	39	South and West Asia
65 ^{**}	67 ^{**}	63 ^{**}	0.93 ^{**}	2,377,138 ^{**}	45^{**}	...	...	...	42 ^{**}	Sub-Saharan Africa

Expected gross intake ratio to the last grade of primary				Gross primary graduation ratio				Expected gross primary graduation ratio				Transition rate from primary to secondary (general programmes)				Region
2004				2004				2004				2003 to 2004				
MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	Country or territory
East Asia and the Pacific																
105 **,-1	105 **,-1	105 **,-1	1.00 **,-1	...	...	...	...	...	...	...	...	100 **,-1	100 **,-1	100 **,-1	1.00 **,-1	Australia (p)
...	...	...	...	85	80	90	1.06	...	...	...	...	89 **	87 **	93 **	1.07 **	Brunei Darussalam
79	81	78	0.97	...	...	...	...	...	...	...	...	83	85	80	0.94	Cambodia
99 -1	101 **,-1	97 **,-1	0.97 **,-1	...	...	...	...	...	...	...	...	97	97	97	1.00	China (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
99	102	97	0.95	...	...	...	...	...	...	...	...	99	100	99	0.99	Fiji
101	104	98	0.94	...	...	...	...	...	...	...	...	100	100	100	1.00	Hong Kong (China), SAR
104 -1	103 -1	105 -1	1.02 -1	...	...	...	...	...	...	...	...	81 -1	80 -1	83 -1	1.03 -1	Indonesia (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Japan (p)
102 *	93 *	113 *	1.21 *	...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
74	76	72	0.94	68	72	64	0.94	68	70	66	0.94	78	80	76	0.95	Lao People's Democratic Republic
...	...	...	...	106	106	105	1.00	...	...	...	...	92	89	95	1.07	Macao, China
78 -2	78 -2	78 -2	1.00 -2	...	...	...	...	...	...	...	...	...	...	...	...	Malaysia (p)
...	...	...	...	...	...	...	...	...	...	...	...	99 **,-1	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
82 **,+1	80 **,+1	84 **,+1	1.05 **,+1	74	75	74	0.99	82 **,+1	81 **,+1	83 **,+1	1.03 **,+1	72 **,+1	72 **,+1	71 **,+1	0.98 **,+1	Myanmar
25 -2	21 -2	29 -2	1.35 -2	...	...	...	...	...	...	...	...	82 -2	75 -2	89 -2	1.18 -2	Nauru
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	New Zealand (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Niue
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Palau
55 **,-1	59 **,-1	52 **,-1	0.88 **,-1	...	...	...	...	...	...	...	...	77 **,-1	77 **,-1	77 **,-1	0.99 **,-1	Papua New Guinea
99 -1	96 -1	102 -1	1.06 -1	...	...	...	...	...	...	...	...	97 -1	98 -1	97 -1	0.98 -1	Philippines (p)
103	103	103	1.00	...	...	...	...	...	...	...	...	99	99	99	1.00	Republic of Korea (p)
...	...	...	...	...	...	...	...	...	...	...	...	96 **	95 **	97 **	1.02 **	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	70 **,-1	71 **,-1	68 **,-1	0.95 **,-1	Solomon Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Thailand (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
...	...	...	...	...	...	...	...	...	...	...	...	88 -1	92 -1	82 -1	0.90 -1	Tokelau
...	...	...	...	...	...	...	...	...	...	...	...	76 **	75 **	79 **	1.05 **	Tonga
52 -2	...	...	...	...	...	...	...	...	...	...	...	69 -2	85 -2	53 -2	0.63 -2	Tuvalu
...	...	...	...	...	...	...	...	...	...	...	...	51 **	49 **	53 **	1.08 **	Vanuatu
85 **,-1	88 **,-1	82 **,-1	0.94 **,-1	...	...	...	...	...	...	...	...	100 **,-1	99 **,-1	100 **,-1	1.01 **,-1	Viet Nam
Latin America and the Caribbean																
...	...	...	...	63 **,-1	43 **,-1	80 **,-1	1.27 **,-1	...	...	...	...	100	...	...	...	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
100 -2	99 -2	102 -2	1.04 -2	...	...	...	...	...	...	...	...	94 -2	93 -2	95 -2	1.02 -2	Argentina (p)
101 *	102 *	100 *	0.98 *	90 *	91 *	90 *	1.00 *	102 *	...	...	...	99	98	100	1.02	Aruba
...	...	...	...	...	...	...	...	...	...	...	...	95 **	96 **	94 **	0.97 **	Bahamas
107	107	108	1.01	107	108	106	0.99	106	105	108	1.03	98	96	100	1.04	Barbados
...	...	...	...	87	89	86	0.98	...	...	...	...	87	85	89	1.06	Belize
96 -2	...	...	...	...	...	...	...	...	...	...	...	100 -2	...	...	...	Bermuda
100 **	102 **	98 **	0.96 **	93 -2	95 -2	90 -2	0.97 -2	84 -1	85 -1	84 -1	1.00 -1	91 **	92 **	91 **	0.99 **	Bolivia
103 -2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Brazil (p)
...	...	...	...	83 **,-1	81 **,-1	84 **,-1	1.02 **,-1	...	...	...	...	69 **,-2	62 **,-2	76 **,-2	1.22 **,-2	British Virgin Islands
...	...	...	...	...	...	...	...	...	...	...	...	91 -2	89 -2	93 -2	1.04 -2	Cayman Islands
96 -1	97 -1	95 -1	0.98 -1	...	...	...	...	...	...	...	...	96 -1	95 -1	98 -1	1.02 -1	Chile (p)
96 **	95 **	97 **	1.02 **	...	...	...	...	81 -2	78 -2	83 -2	1.06 -2	100 **	100 **	100 **	1.00 **	Colombia
96 **	96 **	96 **	0.99 **	86	84	88	1.02	90 **	90 **	90 **	1.01 **	92 **	93 **	90 **	0.97 **	Costa Rica
102	103	100	0.97	100 -1	102 -1	98 -1	0.98 -1	94 -1	95 -1	93 -1	0.97 -1	98	98	99	1.01	Cuba

TABLE 4 MEASURES OF PROGRESSION AND COMPLETION IN PRIMARY EDUCATION / ISCED 1

Region	Total number of repeaters		Percentage of repeaters			Survival rate to grade 5			Survival rate to last grade				Gross intake ratio to the last grade of primary			
	2004		2004			2003 to 2004			2003 to 2004				2004			
Country or territory	MF	% F	MF	M	F	MF	M	F	MF	M	F	GPI	MF	M	F	GPI
Dominica	429	32	4	6	3	84	86	82	84	86	83	0.97	107 *	111 *	104 *	0.93 *
Dominican Republic	93,022	36	7	9	6	59	54 **	65 **	54	49 **	60 **	1.22 **	91	88	93	1.06
Ecuador	40,294 **	43 **	2 **	2 **	2 **	76 **	75 **	77 **	73 **	72 **	73 **	1.02 **	101 **	100 **	101 **	1.01 **
El Salvador	70,251 **	41 **	7 **	8 **	6 **	73 **	71 **	75 **	70 **	68 **	72 **	1.05 **	86 **	85 **	86 **	1.01 **
Grenada	532	30	3	5	2	79 -1	73 -1	85 -1	83 -1	...	...	...	90 ?-1	90 ?-1	90 ?-1	0.99 ?-1
Guatemala	303,013	45	13	14	13	78 **	79 **	76 **	75 **	76 **	74 **	0.97 **	70	75	65	0.87
Guyana	1,609 **	39 **	1 **	2 **	1 **	64 **,-2	64 **,-2	65 **,-2	59 **,-2	62 **,-2	56 **,-2	0.90 **,-2	95 **	99 **	92 **	0.92 **
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	106,650	43	8	9	7	...	...	...	...	...	...	...	79	77	82	1.06
Jamaica (p)	9,177 -1	...	3 -1	...	...	90 -1	...	...	85 -1	...	...	...	84 -1	...	...	...
Mexico (p)	761,273 -1	39 -1	5 -1	6 -1	4 -1	93 -1	92 -1	94 -1	91 -1	90 -1	92 -1	1.02 -1	97 -1	97 -1	98 -1	1.01 -1
Montserrat	16	19	3	5	1	...	...	...	...	...	...	...	59 *	54 *	65 *	1.22 *
Netherlands Antilles	2,863 **,-1	37 **,-1	13 **,-1	16 **,-1	10 **,-1	89 -2	...	...	83 -2	...	...	...	101 **,-1	94 **,-1	107 **,-1	1.14 **,-1
Nicaragua	99,306	42	11	12	9	59 **	55 **	63 **	55 **	51 **	58 **	1.14 **	73	70	77	1.10
Panama	23,605	40	5	6	5	84 **	82 **	87 **	81 **	79 **	83 **	1.06 **	97	96	97	1.01
Paraguay (p)	72,956 -2	40 -2	8 -2	9 -2	6 -2	70 **,-2	68 **,-2	71 **,-2	64 **,-2	62 **,-2	65 **,-2	1.06 **,-2	89 -2	88 -2	90 -2	1.01 -2
Peru (p)	424,845 -2	48 -2	10 -2	10 -2	10 -2	84 -2	85 -2	83 -2	78 -2	79 -2	77 -2	0.97 -2	96 -2	97 -2	95 -2	0.98 -2
Saint Kitts and Nevis	.	.	.	.	.	...	...	...	...	...	...	...	114 *	113 *	116 *	1.03 *
Saint Lucia	559	43	2	3	2	90	89	91	...	...	...	...	102	104	99	0.95
Saint Vincent and the Grenadines	1,114	40	6	7	5	88 **,-1	...	...	79 **,-1	...	...	...	93	83	103	1.24
Suriname	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	7,138 *	39 *	5 *	6 *	4 *	100 *	...	...	96 *	...	...	...	94 *	93 *	95 *	1.02 *
Turks and Caicos Islands	116	40	5	7	4	46 -1	42 -1	51 -1	45 -1	43 -1	48 -1	1.13 -1	96 *	101 *	92 *	0.91 *
Uruguay (p)	30,486 -2	40 -2	8 -2	10 -2	7 -2	93 -2	91 -2	95 -2	92 -2	90 -2	94 -2	1.04 -2	94 -2	92 -2	97 -2	1.06 -2
Venezuela	253,767	37	7	9	6	91	89	94	89	86	92	1.07	89	87	92	1.06
North America and Western Europe																
Andorra	-	-	-	-	-	...	...	...	...	...	...	...	103 **	104 **	101 **	0.97 **
Austria (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Belgium (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Canada (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cyprus	165 -1	34 -1	-1	-1	-1	99 -1	99 -1	100 -1	99 -1	99 -1	100 -1	1.01 -1	101 ?-1	99 ?-1	103 ?-1	1.04 ?-1
Denmark (p)	. -1	. -1	. -1	. -1	. -1	100 -1	100 -1	99 -1	100 -1	100 -1	100 -1	1.00 -1	103 -1	103 -1	104 -1	1.01 -1
Finland (p)	1,773 -1	35 -1	-1	1 -1	-1	100 -1	100 -1	100 -1	100 -1	100 -1	100 -1	1.00 -1	102 -1	102 -1	102 -1	0.99 -1
France (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Germany (p)	53,383 -1	45 -1	2 -1	2 -1	2 -1	...	...	...	99 -1	98 -1	100 -1	1.01 -1	97 -1	97 -1	97 -1	1.00 -1
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Greece (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Holy See	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Iceland (p)	-1	-1	-1	-1	-1	100 -1	100 -1	99 -1	100 -1	99 -1	100 -1	1.01 -1	109 -1	108 -1	109 -1	1.01 -1
Ireland (p)	4,811 -1	42 -1	1 -1	1 -1	1 -1	99 -1	98 -1	100 -1	...	...	...	...	101 -1	101 -1	100 -1	0.99 -1
Israel (p)	13,741 -1	35 -1	2 -1	2 -1	1 -1	99 -1	100 -1	99 -1	99 -1	100 -1	99 -1	0.99 -1	101 -1	101 -1	101 -1	1.00 -1
Italy (p)	8,042 -1	38 -1	-1	-1	-1	96 -2	96 -2	97 -2	96 -2	96 -2	97 -2	1.01 -2	103 -1	103 -1	102 -1	0.99 -1
Liechtenstein	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Luxembourg (p)	1,575 **,-1	43 **,-1	5 **,-1	5 **,-1	4 **,-1	92 **,-1	91 **,-1	93 **,-1	82 **,-1	79 **,-1	85 **,-1	1.07 **,-1	81 **,-1	81 **,-1	82 **,-1	1.02 **,-1
Malta	755 -1	42 -1	2 -1	3 -1	2 -1	99 -1	99 -1	100 -1	99 -1	99 -1	100 -1	1.01 -1	103 -1	103 -1	103 -1	1.00 -1
Monaco	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands (p)	. -1	. -1	. -1	. -1	. -1	100 -1	100 -1	100 -1	98 **,-1	99 **,-1	98 **,-1	0.99 **,-1	100 **,-1	101 **,-1	99 **,-1	0.98 **,-1
Norway (p)	-1	-1	-1	-1	-1	100 -1	100 -1	99 -1	99 -1	100 -1	99 -1	0.99 -1	103 -1	102 -1	103 -1	1.00 -1
Portugal (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
San Marino	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Spain (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sweden (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Expected gross intake ratio to the last grade of primary				Gross primary graduation ratio				Expected gross primary graduation ratio				Transition rate from primary to secondary (general programmes)				Region
2004				2004				2004				2003 to 2004				
MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	Country or territory
63 *	64 *	61 *	0.95 *	105 ¹	113 ¹	97 ¹	0.93 ¹	62 *	63 *	61 *	0.98 *	94 ⁻¹	94 ⁻¹	94 ⁻¹	1.00 ⁻¹	Dominica
60	58 **	62 **	1.07 **	...	...	...	...	...	...	...	...	87 **	85 **	90 **	1.06 **	Dominican Republic
98 **	98 **	98 **	1.01 **	98 ⁻¹	97 ⁻¹	98 ⁻¹	1.01 ⁻¹	95 **	94 **	95 **	1.01 **	74	76	71	0.94	Ecuador
92 **	91 **	92 **	1.01 **	...	...	...	...	...	...	...	...	94 **	94 **	94 **	1.00 **	El Salvador
79 ¹	...	...	...	50 ¹	50 ¹	50 ¹	1.00 ¹	54 ¹	...	...	...	...	...	...	...	Grenada
95 **	98 **	93 **	0.94 **	60 ⁻²	65 ⁻²	56 ⁻²	0.92 ⁻²	61 ^{**1}	65 ^{**1}	56 ^{**1}	0.87 ^{**1}	96 **	97 **	95 **	0.98 **	Guatemala
93 ^{**2}	99 ^{**2}	87 ^{**2}	0.88 ^{**2}	106 ⁻¹	106 ^{**1}	105 ^{**1}	1.00 ^{**1}	...	...	...	...	...	...	...	...	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Honduras
...	...	...	...	...	...	...	...	...	...	...	...	97 ⁻¹	...	...	...	Jamaica (p)
98 ⁻¹	98 ⁻¹	99 ⁻¹	1.02 ⁻¹	...	...	...	...	...	...	...	...	93 ⁻¹	94 ⁻¹	92 ⁻¹	0.98 ⁻¹	Mexico (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Montserrat
90 ⁻²	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Netherlands Antilles
77 **	74 **	79 **	1.06 **	65 ⁻²	60 ⁻²	70 ⁻²	1.08 ⁻²	64 ^{**1}	61 ^{**1}	67 ^{**1}	1.10 ^{**1}	...	...	...	...	Nicaragua
97 **	95 **	98 **	1.03 **	94 ⁻²	93 ⁻²	94 ⁻²	1.01 ⁻²	94 ^{**1}	94 ^{**1}	95 ^{**1}	1.01 ^{**1}	64 **	63 **	65 **	1.03 **	Panama
68 ^{**2}	67 ^{**2}	69 ^{**2}	1.04 ^{**2}	...	...	...	...	...	...	...	...	89 ^{**2}	89 ^{**2}	88 ^{**2}	0.99 ^{**2}	Paraguay (p)
89 ⁻²	90 ⁻²	88 ⁻²	0.97 ⁻²	...	...	...	...	...	...	...	...	94 ⁻²	96 ⁻²	92 ⁻²	0.96 ⁻²	Peru (p)
...	...	...	...	116 *	116 *	115 *	1.00 *	...	...	...	...	...	...	...	...	Saint Kitts and Nevis
...	...	...	...	110 ⁻¹	113 ⁻¹	107 ⁻¹	0.97 ⁻¹	...	...	...	...	69 **	62 **	76 **	1.21 **	Saint Lucia
76 ^{**1}	...	...	...	79 ⁻¹	76 ^{**1}	82 ^{**1}	1.04 ^{**1}	...	...	...	...	74	68	78	1.15	Saint Vincent and the Grenadines
...	...	...	...	...	...	...	...	...	...	...	...	12 ^{**1}	15 ^{**1}	10 ^{**1}	0.66 ^{**1}	Suriname
93 *	...	...	...	95	93	97	1.02	...	...	...	...	97 *	96 *	99 *	1.02 *	Trinidad and Tobago
34 ¹	37 ¹	32 ¹	0.87 ¹	101 ¹	107 ¹	94 ¹	0.93 ¹	...	...	...	...	72 ⁻¹	72 ⁻¹	71 ⁻¹	0.99 ⁻¹	Turks and Caicos Islands
100 ⁻²	98 ⁻²	101 ⁻²	1.03 ⁻²	...	...	...	...	...	...	...	...	...	...	...	...	Uruguay (p)
90	88	92	1.04	91 ^{**1}	89 ^{**1}	94 ^{**1}	1.03 ^{**1}	92 **	79 ⁻¹	83 ⁻¹	1.05 ⁻¹	98	97	100	1.03	Venezuela
North America and Western Europe																
...	...	...	...	...	...	...	...	...	...	...	...	96	95	96	1.01	Andorra
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Austria (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Belgium (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Canada (p)
102 ¹	102 ¹	103 ¹	1.01 ¹	...	...	...	...	...	...	...	...	99 ⁻¹	100 ⁻¹	99 ⁻¹	0.99 ⁻¹	Cyprus
100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	...	...	...	...	...	...	...	...	100 ⁻¹	100 ⁻¹	99 ⁻¹	0.99 ⁻¹	Denmark (p)
99 ⁻¹	100 ⁻¹	98 ⁻¹	0.98 ⁻¹	...	...	...	...	...	...	...	...	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	Finland (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	France (p)
100 ⁻¹	99 ⁻¹	100 ⁻¹	1.01 ⁻¹	...	...	...	...	...	...	...	...	100 ^{**2}	100 ^{**2}	99 ^{**2}	0.99 ^{**2}	Germany (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Greece (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Holy See
99 ⁻¹	102 ⁻¹	97 ⁻¹	0.95 ⁻¹	...	...	...	...	...	...	...	...	100 ⁻¹	99 ⁻¹	100 ⁻¹	1.01 ⁻¹	Iceland (p)
...	...	...	...	...	...	...	...	...	...	...	...	100 ⁻¹	...	...	...	Ireland (p)
100 ⁻¹	100 ⁻¹	101 ⁻¹	1.00 ⁻¹	...	...	...	...	...	...	...	...	73 ⁻¹	72 ⁻¹	73 ⁻¹	1.00 ⁻¹	Israel (p)
90 ⁻²	90 ⁻²	90 ⁻²	1.00 ⁻²	...	...	...	...	...	...	...	...	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	Italy (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liechtenstein
80 ^{**1}	78 ^{**1}	83 ^{**1}	1.07 ^{**1}	...	...	...	...	...	...	...	...	...	...	...	...	Luxembourg (p)
98 ⁻¹	99 ⁻¹	97 ⁻¹	0.97 ⁻¹	...	...	...	...	...	...	...	...	91 ⁻¹	90 ⁻¹	92 ⁻¹	1.03 ⁻¹	Malta
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Monaco
96 ^{**1}	97 ^{**1}	95 ^{**1}	0.97 ^{**1}	...	...	...	...	...	...	...	...	...	...	...	...	Netherlands (p)
102 ⁻¹	103 ⁻¹	101 ⁻¹	0.98 ⁻¹	...	...	...	...	...	...	...	...	...	...	...	...	Norway (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Portugal (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	San Marino
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Spain (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sweden (p)

Expected gross intake ratio to the last grade of primary				Gross primary graduation ratio				Expected gross primary graduation ratio				Transition rate from primary to secondary (general programmes)				Region
2004				2004				2004				2003 to 2004				
MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	Country or territory
...	...	...	...	...	...	...	...	...	...	...	...	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	Switzerland (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	United Kingdom (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	United States (p)
South and West Asia																
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan
69 ⁻¹	68 ⁻¹	69 ⁻¹	1.01 ⁻¹	60 ⁻¹	57 ⁻¹	63 ⁻¹	1.06 ⁻¹	...	...	...	...	95 ⁻¹	92 ⁻¹	99 ⁻¹	1.08 ⁻¹	Bangladesh
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bhutan
110 ⁻¹	...	...	...	...	...	...	...	...	...	...	...	87 ⁻¹	85 ⁻¹	89 ⁻¹	1.05 ⁻¹	India
100	94	105	1.12	...	...	...	...	...	...	...	...	92	95	88	0.93	Iran, Islamic Republic of
...	...	...	...	...	...	...	...	...	...	...	...	63 ^{**,-1}	58 ^{**,-1}	68 ^{**,-1}	1.18 ^{**,-1}	Maldives
67 ^{**,+1}	65 ^{**,+1}	69 ^{**,+1}	1.06 ^{**,+1}	45	48	42	0.93	42 ^{**,+1}	41 ^{**,+1}	45 ^{**,+1}	1.10 ^{**,+1}	76 ^{**}	78 ^{**}	73 ^{**}	0.94 ^{**}	Nepal
...	...	...	...	42	49	34	0.82	...	...	...	...	...	...	...	...	Pakistan
...	...	...	...	...	...	...	...	...	...	...	...	97 ^{**,-1}	96 ^{**,-1}	98 ^{**,-1}	1.01 ^{**,-1}	Sri Lanka (p)
Sub-Saharan Africa																
...	...	...	...	34 ⁻²	38 ⁻²	30 ⁻²	0.89 ⁻²	...	...	...	...	...	...	...	...	Angola
65	71	58	0.82	36 ⁻¹	45 ⁻¹	26 ⁻¹	0.73 ⁻¹	54	59	50	0.85	51 ⁻¹	51 ⁻¹	51 ⁻¹	1.00 ⁻¹	Benin
90 ^{**}	90 ^{**}	89 ^{**}	1.00^{**}	...	...	...	...	...	...	...	...	99 ^{**}	100 ^{**}	98 ^{**}	0.98 ^{**}	Botswana
49	51	47	0.92	...	...	...	...	...	...	...	...	40 ^{**}	42 ^{**}	37 ^{**}	0.90 ^{**}	Burkina Faso
50	53	46	0.87	19	24	14	0.72	23	24	21	0.90	34	35	33	0.93	Burundi
61 ^{**,-1}	66 ^{**,-1}	56 ^{**,-1}	0.84 ^{**,-1}	51	55	47	0.92	55 ^{**,-1}	...	...	...	48	47	49	1.05	Cameroon
79	77	80	1.03	90	87	92	1.03	74	67	81	1.21	72	69	76	1.10	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
31 ^{**}	42 ^{**}	19 ^{**}	0.45^{**}	...	...	...	...	...	...	...	...	56 ^{**}	60 ^{**}	46 ^{**}	0.78 ^{**}	Chad
39	...	...	...	...	...	...	...	...	...	...	...	67	72	61	0.85	Comoros
31 ⁻¹	31 ⁻¹	30 ⁻¹	0.95 ⁻¹	...	...	...	...	...	...	...	...	78	78	78	0.99	Congo
...	...	...	...	...	...	...	...	...	...	...	...	40 ⁻²	42 ⁻²	36 ⁻²	0.87 ⁻²	Côte d'Ivoire
...	...	...	...	21	26	17	0.79	...	...	...	...	...	...	...	...	Democratic Rep. of the Congo
40 ^{**,-2}	46 ^{**,-2}	34 ^{**,-2}	0.74 ^{**,-2}	...	...	...	...	...	...	...	...	...	...	...	...	Equatorial Guinea
46	55	38	0.69	37 ⁻¹	43 ⁻¹	31 ⁻¹	0.83 ⁻¹	44	52	35	0.68	81	85	76	0.89	Eritrea
104 ⁺¹	107 ⁺¹	101 ⁺¹	0.95 ⁺¹	...	...	...	...	...	...	...	...	85 ⁺¹	84 ⁺¹	85 ⁺¹	1.01 ⁺¹	Ethiopia
52 ^{**,-1}	51 ^{**,-1}	54 ^{**,-1}	1.07 ^{**,-1}	...	...	...	...	...	...	...	...	...	...	...	...	Gabon
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gambia
52 ⁻¹	48 ⁻¹	56 ⁻¹	1.18 ⁻¹	58 ⁻¹	61 ⁻¹	55 ⁻¹	0.95 ⁻¹	42 ⁻¹	40 ⁻¹	45 ⁻¹	1.15 ⁻¹	97 ^{**,+1}	95 ^{**,+1}	100 ^{**,+1}	1.05 ^{**,+1}	Ghana
64	71	55	0.78	39 ⁻¹	48 ⁻¹	30 ⁻¹	0.75 ⁻¹	54	60	47	0.78	68	73	60	0.82	Guinea
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
90 ⁺	94 ⁺	87 ⁺	0.92 ⁺	95 ^{**}	94 ^{**}	97 ^{**}	1.02 ^{**}	Kenya
78	71	84	1.19	69	59	79	1.14	77	73	80	1.09	63	64	62	0.98	Lesotho
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liberia
95	95	95	1.00	35	...	...	...	81	...	...	...	55	56	55	0.98	Madagascar
55 ⁻²	57 ⁻²	53 ⁻²	0.92 ⁻²	...	...	...	...	...	...	...	...	76 ⁻²	78 ⁻²	73 ⁻²	0.93 ⁻²	Malawi
40 ⁻¹	46 ⁻¹	33 ⁻¹	0.73 ⁻¹	28	35	22	0.76	...	...	...	...	60	62	57	0.92	Mali
92 ⁻²	89 ⁻²	94 ⁻²	1.06 ⁻²	85 ⁻²	81 ⁻²	90 ⁻²	1.06 ⁻²	82 ⁻²	75 ⁻²	90 ⁻²	1.20 ⁻²	67 ^{**,+1}	61 ^{**,+1}	72 ^{**,+1}	1.19 ^{**,+1}	Mauritius
35 ⁻²	38 ⁻²	31 ⁻²	0.80 ⁻²	...	...	...	...	...	...	...	...	45 ⁻²	43 ⁻²	46 ⁻²	1.07 ⁻²	Mozambique
81 ^{**,-1}	77 ^{**,-1}	84 ^{**,-1}	1.08 ^{**,-1}	...	...	...	...	...	...	...	...	88 ^{**,-1}	87 ^{**,-1}	88 ^{**,-1}	1.01 ^{**,-1}	Namibia
41	47	34	0.72	16	19	12	0.76	24	28	20	0.71	49	51	48	0.94	Niger
32	32	33	1.01	93 ⁻¹	101 ⁻¹	84 ⁻¹	0.91 ⁻¹	35	...	...	...	...	...	...	...	Nigeria
56	54	58	1.08	17 ⁻¹	20 ⁻¹	14 ⁻¹	0.83 ⁻¹	25	27	22	0.80	...	...	...	...	Rwanda
70	67	74	1.10	...	...	...	...	...	...	...	...	55	57	53	0.93	Sao Tome and Principe
65	65	65	1.01	...	...	...	...	...	...	...	...	47	49	45	0.92	Senegal
106 ^{,-1}	103 ^{,-1}	109 ^{,-1}	1.06 ^{,-1}	...	...	...	...	...	...	...	...	95	93	97	1.05	Seychelles
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia

TABLE 4 MEASURES OF PROGRESSION AND COMPLETION IN PRIMARY EDUCATION / ISCED 1

Region	Total number of repeaters		Percentage of repeaters			Survival rate to grade 5			Survival rate to last grade				Gross intake ratio to the last grade of primary			
	2004		2004			2003 to 2004			2003 to 2004				2004			
Country or territory	MF	% F	MF	M	F	MF	M	F	MF	M	F	GPI	MF	M	F	GPI
South Africa	389,737 ⁻¹	41 ⁻¹	5 ⁻¹	6 ⁻¹	4 ⁻¹	84 ⁻¹	82 ⁻¹	87 ⁻¹	79 ⁻¹	75 ⁻¹	82 ⁻¹	1.09 ⁻¹	96 ⁻¹	94 ⁻¹	98 ⁻¹	1.04 ⁻¹
Swaziland	34,060 ⁻¹	41 ⁻¹	16 ⁻¹	19 ⁻¹	14 ⁻¹	77 ⁻¹	74 ⁻¹	80 ⁻¹	61 ⁻¹	53 ⁻¹	71 ⁻¹	1.35 ⁻¹	61 ⁻¹	58 ⁻¹	64 ⁻¹	1.10 ⁻¹
Togo	234,748	46	24	24	24	76	79	73	70	75	65	0.86	66	78	55	0.71
Uganda	1,014,325	49	14	14	14	64 ⁻²	63 ⁻²	64 ⁻²	41 ⁻²	41 ⁻²	40 ⁻²	0.96 ⁻²	57	61	53	0.88
United Republic of Tanzania	321,978 ⁺¹	50 ⁺¹	4 ⁺¹	4 ⁺¹	4 ⁺¹	76 ⁺¹	76 ⁺¹	76 ⁺¹	73 ⁺¹	74 ⁺¹	73 ⁺¹	0.99 ⁺¹	54 ⁺¹	55 ⁺¹	53 ⁺¹	0.96 ⁺¹
Zambia	156,120	48	7	7	7	98 ⁻²	...	...	87 ⁻²	...	...	...	66	71	61	0.87
Zimbabwe (p)	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	70 ^{**,-1}	68 ^{**,-1}	71 ^{**,-1}	62 ^{**,-1}	62 ^{**,-1}	63 ^{**,-1}	1.01 ^{**,-1}	80 ^{**,-1}	82 ^{**,-1}	79 ^{**,-1}	0.96 ^{**,-1}

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

Expected gross intake ratio to the last grade of primary				Gross primary graduation ratio				Expected gross primary graduation ratio				Transition rate from primary to secondary (general programmes)				Region
2004				2004				2004				2003 to 2004				
MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	Country or territory
91 ⁻¹	89 ⁻¹	92 ⁻¹	1.03 ⁻¹	...	...	...	...	...	...	...	...	95 ⁻¹	94 ⁻¹	96 ⁻¹	1.02 ⁻¹	South Africa
65 ⁻¹	58 ⁻¹	74 ⁻¹	1.27 ⁻¹	61 ⁻²	58 ⁻²	63 ⁻²	1.05 ⁻²	63 ⁻¹	55 ⁻¹	71 ⁻¹	1.30 ⁻¹	77 ⁻¹	76 ⁻¹	78 ⁻¹	1.03 ⁻¹	Swaziland
61	68	53	0.79	55 ⁻²	69 ⁻²	41 ⁻²	0.74 ⁻²	47 ⁻¹	55 ⁻¹	37 ⁻¹	0.67 ⁻¹	64	67	61	0.91	Togo
74 ⁻²	74 ⁻²	74 ⁻²	1.00 ⁻²	...	...	...	...	...	...	...	...	36 ^{**}	36 ^{**}	36 ^{**}	1.01 ^{**}	Uganda
92 ⁺¹	92 ⁺¹	91 ⁺¹	0.98 ⁺¹	54 ⁻²	53 ⁻²	54 ⁻²	1.01 ⁻²	88 ^{**,-1}	91 ^{**,-1}	85 ^{**,-1}	0.94 ^{**,-1}	33 ^{**,+1}	34 ^{**,+1}	33 ^{**,+1}	0.98 ^{**,+1}	United Republic of Tanzania
74 ⁻²	...	...	...	...	...	...	...	...	...	...	...	54 ^{**,-2}	52 ^{**,-2}	57 ^{**,-2}	1.11 ^{**,-2}	Zambia
75 ^{**,-1}	75 ^{**,-1}	74 ^{**,-1}	0.99 ^{**,-1}	...	...	...	...	...	...	...	...	70 ^{**,-1}	69 ^{**,-1}	70 ^{**,-1}	1.01 ^{**,-1}	Zimbabwe (p)

Gross enrolment ratio				Gross enrolment ratio				Net enrolment rate				Percentage of repeaters			Region
Upper secondary, all programmes				Total secondary, all programmes				Total secondary, all programmes				Total secondary, general programmes			Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	
Arab States															
57	48	66	1.37	81	78	84	1.07	66 **	65 **	68 **	1.05 **	...	...	...	Algeria
95	90	101	1.12	99	96	102	1.06	90	87	93	1.07	6	8	4	Bahrain
15	18	12	0.64	22	25	18	0.69	19 **	22 **	15 **	0.70 **	6 **,-2	6 **,-2	6 **,-2	Djibouti
76 **,-1	78 **,-1	74 **,-1	0.95 **,-1	87 **,-1	90 **,-1	84 **,-1	0.93 **,-1	79 **,-2	81 **,-2	77 **,-2	0.94 **,-2	7 **,-1	9 **,-1	6 **,-1	Egypt (p)
31	37	26	0.70	45	54	36	0.66	38	44	31	0.71	8	10	7	Iraq
78 -1	77 -1	80 -1	1.03 -1	88 -1	87 -1	89 -1	1.02 -1	82 -1	81 -1	83 -1	1.03 -1	1 **,-1	1 **,-1	1 **,-1	Jordan (p)
90	84	96	1.14	90	87	93	1.06	78 **,-2	76 **,-2	80 **,-2	1.05 **,-2	8 **	9 **	6 **	Kuwait
77	74	80	1.09	89	85	93	1.09	...	...	...	...	12	12	11	Lebanon
88 **,-1	82 **,-1	94 **,-1	1.15 **,-1	104 **,-1	101 **,-1	107 **,-1	1.06 **,-1	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
21	22	19	0.84	20	22	18	0.83	14 **	16 **	13 **	0.82 **	13	12	14	Mauritania
33	35	31	0.87	47	51	43	0.84	35 **,-1	38 **,-1	32 **,-1	0.86 **,-1	16 -1	19 -1	14 -1	Morocco
79	79	80	1.02	86	88	85	0.96	75	74	75	1.01	6	8	5	Oman
65	62	69	1.12	94	91	96	1.05	89	87	92	1.05	2	2	2	Palestinian Autonomous Territories
92	91	93	1.02	97	98	95	0.97	87	88	86	0.98	...	...	...	Qatar
66	69	62	0.90	68	72	64	0.88	52 **	54 **	51 **	0.96 **	7	7	6	Saudi Arabia
23	23	23	1.00	33	34	32	0.93	...	...	...	...	...	...	...	Sudan
30	31	29	0.96	63	65	61	0.93	58	60	56	0.93	8	9	6	Syrian Arab Republic
62 -1	56 -1	67 -1	1.20 -1	77 -1	74 -1	80 -1	1.08 -1	64 -1	61 -1	67 -1	1.11 -1	14 -1	17 -1	12 -1	Tunisia (p)
59	54	66	1.21	66	65	68	1.06	62	61	64	1.06	4	6	3	United Arab Emirates
41	57	25	0.45	48	64	31	0.48	...	...	...	...	...	...	...	Yemen
Central and Eastern Europe															
53 -1	55 -1	51 -1	0.93 -1	78 -1	79 -1	77 -1	0.97 -1	74 -1	75 -1	73 -1	0.98 -1	4 -1	5 -1	4 -1	Albania
66	61	71	1.17	93	93	94	1.01	87	87 **	88 **	1.01 **	-	-	-	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
113 -1	112 -1	114 -1	1.02 -1	99 -1	101 -1	98 -1	0.97 -1	88 -1	89 -1	87 -1	0.98 -1	2 -1	2 -1	1 -1	Bulgaria (p)
83 -1	81 -1	85 -1	1.05 -1	88 -1	87 -1	89 -1	1.02 -1	85 -1	84 -1	86 -1	1.02 -1	1 -1	1 -1	-1	Croatia
94 -1	92 -1	97 -1	1.04 -1	97 -1	96 -1	98 -1	1.03 -1	90 -1	89 -1	92 -1	1.03 -1	1 -1	1 -1	1 -1	Czech Republic (p)
87 -1	82 -1	91 -1	1.11 -1	96 -1	94 -1	98 -1	1.03 -1	88 -1	86 -1	90 -1	1.04 -1	4 -1	6 -1	3 -1	Estonia
107 -1	105 -1	108 -1	1.03 -1	103 -1	103 -1	104 -1	1.00 -1	92 -1	92 -1	92 -1	1.00 -1	2 -1	3 -1	2 -1	Hungary (p)
89 -1	88 -1	91 -1	1.03 -1	95 -1	95 -1	95 -1	1.00 -1	87 -1	87 -1	88 -1	1.01 -1	1 -1	1 -1	1 -1	Latvia
104 -1	102 -1	106 -1	1.04 -1	103 -1	103 -1	102 -1	0.98 -1	94 -1	94 -1	94 -1	1.00 -1	1 -1	1 -1	-1	Lithuania
111 -1	114 -1	108 -1	0.95 -1	105 -1	107 -1	102 -1	0.96 -1	91 -1	90 -1	93 -1	1.02 -1	1 -1	...	...	Poland (p)
63	59	66	1.12	74	72	75	1.04	69	67	70	1.05	-	-	-	Republic of Moldova
76 -1	74 -1	78 -1	1.05 -1	85 -1	85 -1	86 -1	1.02 -1	81 -1	80 -1	82 -1	1.03 -1	2 -1	3 -1	1 -1	Romania
99 -1	100 -1	97 -1	0.98 -1	93 -1	93 -1	93 -1	1.00 -1	76	73	78	...	1 **,-2	...	...	Russian Federation (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Serbia and Montenegro
85 -1	84 -1	86 -1	1.03 -1	92 -1	91 -1	92 -1	1.01 -1	88 -1	88 -1	88 -1	1.01 -1	1 -1	2 -1	1 -1	Slovakia (p)
121 -1	121 -1	121 -1	1.00 -1	112 -1	112 -1	111 -1	0.99 -1	95 -1	95 -1	96 -1	1.01 -1	1 -1	...	...	Slovenia
73 -1	74 -1	72 -1	0.97 -1	84 -1	85 -1	84 -1	0.98 -1	81 **,-2	82 **,-2	80 **,-2	0.97 **,-2	-1	1 -1	-1	The Former Yugoslav Rep. of Macedonia
82 -1	96 **,-1	67 **,-1	0.69 **,-1	85 **,-1	97 **,-1	73 **,-1	0.75 **,-1	...	...	...	...	...	...	...	Turkey (p)
92	94 *	89 *	0.95 *	93	94 *	92 *	0.98 *	84	83 *	84 *	1.00 *	-	- **	- **	Ukraine
Central Asia															
79	75	83	1.11	91	90	93	1.03	89	88	90	1.03	- **	- **	- **	Armenia
73	74	71	0.95	83	84	82	0.97	77	78	76	0.98	1	1	-	Azerbaijan
68	68	68	1.00	82	83	82	0.99	81	81	81	1.00	-	-	-	Georgia
94	95	92	0.96	98	99	97	0.98	92	93	92	0.99	-	-	-	Kazakhstan
82	81	83	1.02	88	88	88	1.01	...	...	...	...	-	-	-	Kyrgyzstan
78	70	87	1.25	90	84	95	1.14	82	77	88	1.14	-	-	-	Mongolia
52	64	40	0.62	82	89	75	0.84	79	86	73	0.85	-	- **	- **	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
87 **	91 **	83 **	0.91 **	95 **	96 **	93 **	0.97 **	...	...	...	...	-1	-1	-1	Uzbekistan

TABLE 5 SECONDARY EDUCATION / ISCED 2 and 3 / Enrolment and repeaters / 2004

Region	General secondary education		Enrolment								Gross enrolment ratio						
	Entrance age	Duration	Total secondary, all programmes			General programmes		Enrolment in technical and vocational programmes (%)			Lower secondary, all programmes						
			MF	% F	% Private	MF	% F	Total secondary	Lower secondary	Upper secondary	MF	M	F	GPI			
Country or territory																	
South Africa	14	5	4,446,841 ⁻¹	51 ⁻¹	3 ⁻¹	4,186,882 ⁻¹	52 ⁻¹	6 ⁻¹	. ⁻¹	10 ⁻¹	95 ⁻¹	92 ⁻¹	97 ⁻¹	1.06 ⁻¹			
Swaziland	13	5	62,401 ⁻¹	50 ⁻¹	- ⁻¹	61,715 ⁻¹	50 ⁻¹	1 ⁻¹	2 ⁻¹	. ⁻¹	50 ⁻¹	49 ⁻¹	51 ⁻¹	1.04 ⁻¹			
Togo	12	7	375,385	33	26	355,547	34	5	1	23	54	69	38	0.55			
Uganda	13	6	651,463 ^{**+1}	44 ^{**+1}	...	619,519 ⁺¹	44 ⁺¹	5 ^{**+1}	2 ^{**+1}	20 ^{**+1}	19 ^{**+1}	21 ^{**+1}	17 ^{**+1}	0.82 ^{**+1}			
United Republic of Tanzania	14	6	...	...	...	524,325 ⁺¹	47 ⁺¹	...	...	...	...	...	...	...
Zambia	14	5	363,613	44	4	356,681	45	2	.	5	40	43	36	0.84			
Zimbabwe (p)	13	6	758,229 ⁻¹	48 ⁻¹	...	758,229 ⁻¹	48 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	55 ⁻¹	56 ⁻¹	53 ⁻¹	0.95 ⁻¹			
REGIONAL AVERAGES																	
WORLD			503,054,515	47	...	453,824,681	47	10	2	23	78	80	76	0.94			
Arab States			27,272,195	47	6	23,458,448	47	14	3	32	79	84	74	0.88			
Central and Eastern Europe			36,879,548	48	...	29,926,385	50	19	-	45	92	93	91	0.98			
Central Asia			10,728,533	48	...	10,151,087	49	5	.	22	95	96	93	0.98			
East Asia and the Pacific			160,278,253	48	...	141,362,924	48	12	1	32	93	94	93	1.00			
Latin America and the Caribbean			57,108,671 ^{**}	51 ^{**}	...	51,398,673 ^{**}	51 ^{**}	10 ^{**}	5	19 ^{**}	100 ^{**}	97 ^{**}	102 ^{**}	1.05 ^{**}			
North America and Western Europe			62,686,626	49	16	52,639,571	50	16	2	32	103	103	104	1.01			
South and West Asia			117,524,372	44	...	116,165,014	44	1	-	3	64	69	59	0.86			
Sub-Saharan Africa			30,576,317 ^{**}	43 ^{**}	...	28,722,579	44	6 ^{**}	3 ^{**}	11 ^{**}	36 ^{**}	41 ^{**}	32 ^{**}	0.78 ^{**}			

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

Gross enrolment ratio				Gross enrolment ratio				Net enrolment rate				Percentage of repeaters			Region
Upper secondary, all programmes				Total secondary, all programmes				Total secondary, all programmes				Total secondary, general programmes			Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	
88 ⁻¹	84 ⁻¹	91 ⁻¹	1.08 ⁻¹	90 ⁻¹	87 ⁻¹	94 ⁻¹	1.07 ⁻¹	...	...	...	...	11 ⁻¹	11 ⁻¹	10 ⁻¹	South Africa
29 ⁻¹	30 ⁻¹	28 ⁻¹	0.92 ⁻¹	42 ⁻¹	42 ⁻¹	42 ⁻¹	1.01 ⁻¹	29 ⁻¹	26 ⁻¹	32 ⁻¹	1.24 ⁻¹	12 ⁻¹	12 ⁻¹	12 ⁻¹	Swaziland
17	27	8	0.29	39	52	26	0.50	...	...	...	...	23	23	22	Togo
9 ^{**+1}	11 ^{**+1}	7 ^{**+1}	0.66 ^{**+1}	16 ^{**+1}	18 ^{**+1}	14 ^{**+1}	0.79 ^{**+1}	13 ^{**+1}	14 ^{**+1}	12 ^{**+1}	0.87 ^{**+1}	2	2	2	Uganda
...	...	...	...	...	...	...	...	...	...	...	...	3 ^{**+1}	2 ^{**+1}	4 ^{**+1}	United Republic of Tanzania
16	18	13	0.71	26	29	23	0.79	24 ^{**}	27 ^{**}	21 ^{**}	0.78 ^{**}	5	5	5	Zambia
27 ⁻¹	29 ⁻¹	25 ⁻¹	0.86 ⁻¹	36 ⁻¹	38 ⁻¹	35 ⁻¹	0.91 ⁻¹	34 ⁻¹	35 ⁻¹	33 ⁻¹	0.93 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	Zimbabwe (p)
REGIONAL AVERAGES															
51	53	50	0.94	65	67	63	0.94	58 ^{**}	60 ^{**}	57 ^{**}	0.95^{**}	...	...	...	**WORLD
52	53	51	0.96	66	69	63	0.91	56 ^{**}	58 ^{**}	54 ^{**}	0.94^{**}	...	...	...	**Arab States
88	91	85	0.93	90	92	88	0.96	79	80	79	0.99	...	...	...	Central and Eastern Europe
78	82	75	0.92	90	92	88	0.96	85 ^{**}	86 ^{**}	84 ^{**}	0.97^{**}	...	...	...	**Central Asia
51	51	51	1.00	73	73	73	1.00	69^{**}	...	...	...	...	...	...	**East Asia and the Pacific
69 ^{**}	64 ^{**}	73 ^{**}	1.14 ^{**}	86 ^{**}	82 ^{**}	89 ^{**}	1.08 ^{**}	67 ^{**}	65 ^{**}	68 ^{**}	1.06^{**}	...	...	...	**Latin America and the Caribbean
99	99	100	1.01	101	101	102	1.01	91	90	92	1.02	...	...	...	North America and Western Europe
40	44	35	0.80	51	56	46	0.83	47 ^{**}	52 ^{**}	43 ^{**}	0.83^{**}	...	...	...	**South and West Asia
23 ^{**}	25 ^{**}	20 ^{**}	0.78 ^{**}	30 ^{**}	34 ^{**}	26 ^{**}	0.78 ^{**}	24 ^{**}	27 ^{**}	21 ^{**}	0.80^{**}	...	...	...	**Sub-Saharan Africa

TABLE 6 SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION / ISCED 2, 3 and 4 / Teaching staff and post-secondary non-tertiary enrolment / 2004

Region	Teaching staff						Trained teachers (%)		
	Total secondary		Lower secondary		Upper secondary		Total secondary		
	MF	% F	MF	% F	MF	% F	MF	M	F
Arab States									
Algeria	176,375 **	49 **	112,553 **	51 **	63,822 **	46 **	...	...	...
Bahrain	5,198 **,-2	54 **,-2	2,650 **,-2	55 **,-2	2,548 **,-2	53 **,-2	...	...	...
Djibouti	736 **,-2	23 **,-2	426 **,-2	23 **,-2	310 **,-2	22 **,-2	...	...	...
Egypt (p)	485,186 **,-1	41 **,-1	231,738 **,-1	45 **,-1	253,448 **,-1	39 **,-1	...	...	...
Iraq	90,825	58	60,018	59	30,807	56	100	100	100
Jordan (p)	34,294 **,-1	58 **,-1	21,835 **,-1	62 **,-1	12,459 -1	49 -1	...	...	...
Kuwait	25,290	54	12,167	55	13,123	53	100	100	100
Lebanon	43,453	52	20,786 **,-1	63 **,-1	25,422 **,-1	46 **,-1	...	...	...
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...	...
Mauritania	3,126	12	1,896 **,-1	14 **,-1	1,341 **,-1	10 **,-1	100	100	100
Morocco	100,367 **	33 **	60,010 **	36 **	40,357 **	29 **	...	...	...
Oman	18,169 **	54 **	9,931 **	51 **	8,238 **	56 **	100 **,-2	100 **,-2	100 **,-2
Palestinian Autonomous Territories	23,079	50	18,716	50	4,363	47	...	...	...
Qatar	5,356	55	2,715	56	2,641	54	...	...	...
Saudi Arabia	181,298	50	102,614	50	78,684	50	...	...	...
Sudan	52,673 **	59 **	26,089 **	66 **	26,584	53	...	...	...
Syrian Arab Republic	...	...	...	...	42,643	43	...	...	...
Tunisia (p)	58,278 **,-2	46 **,-2	27,581 **,-2	47 **,-2	30,697 **,-2	44 **,-2	...	...	...
United Arab Emirates	20,768	55	10,964	56	9,804	54	47	47	47
Yemen	...	...	...	...	...	...	...	...	...
Central and Eastern Europe									
Albania	22,424 -1	56 -1	16,028 -1	57 -1	6,396 -1	55 -1	...	...	...
Belarus	104,999	79	...	...	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...
Bulgaria (p)	57,461 -1	77 -1	26,539 -1	79 -1	30,922 -1	75 -1	...	...	...
Croatia	36,806 -1	67 -1	17,073 -1	69 -1	19,733 -1	65 -1	100 -1	100 -1	100 -1
Czech Republic (p)	93,089 -1	67 -1	39,443 -1	82 -1	53,646 -1	55 -1	...	...	...
Estonia	12,259 **,-2	...	6,355 **,-2	...	5,904 **,-2	...	...	...	...
Hungary (p)	93,964 -1	74 -1	52,131 -1	83 -1	41,833 -1	62 -1	...	...	...
Latvia	24,767 -1	82 -1	15,523 -1	85 -1	9,244 -1	77 -1	...	...	...
Lithuania	41,215 **,-1	80 **,-1	30,507 **,-1	81 **,-1	10,708 **,-1	78 **,-1	...	...	...
Poland (p)	275,967 -1	69 -1	129,595 -1	74 -1	146,372 -1	64 -1	...	...	...
Republic of Moldova	31,335	76	23,486	77	7,849	71	...	...	...
Romania	164,613 -1	66 -1	97,562 -1	68 -1	67,051 -1	63 -1	...	...	...
Russian Federation (p)	1,341,281 **,-1	80 **,-1	...	...	...	...	93 **,-1	...	...
Serbia and Montenegro	...	...	...	...	...	...	...	...	...
Slovakia (p)	51,817 -1	73 -1	28,580 -1	77 -1	23,237 -1	68 -1	...	...	...
Slovenia	15,845 -1	70 -1	7,144 -1	78 -1	8,701 -1	64 -1	...	...	...
The Former Yugoslav Rep. of Macedonia	14,005 -1	52 -1	8,128 -1	50 -1	5,877 -1	55 -1	...	...	...
Turkey (p)	...	...	...	...	152,890 -1	...	...	...	...
Ukraine	360,752	79	...	...	...	...	...	...	...
Central Asia									
Armenia	39,886	81	29,019	80	10,867	84	67	54	70
Azerbaijan	127,109	65	...	...	...	...	100 -1	100 -1	100 -1
Georgia	48,965 -1	82 -1	...	...	...	...	...	...	...
Kazakhstan	184,647	85	...	...	...	...	...	...	...
Kyrgyzstan	53,300	72	...	...	...	...	73	72	74
Mongolia	14,662	72	9,719	73	4,943	70	...	...	...
Tajikistan	61,792	45	36,938 -1	48 -1	17,975 -1	38 -1	92	...	...
Turkmenistan	...	...	...	...	...	...	...	...	...
Uzbekistan	...	...	...	...	...	...	...	...	...

Pupil/teacher ratio			Post-secondary non-tertiary education (ISCED4)		Region
Total secondary	Lower secondary	Upper secondary	Enrolment		Country or territory
			MF	% F	
Arab States					
21 **	21 **	20 **	63,774	50	Algeria
12 **,-2	14 **,-2	11 **,-2	3,256	29	Bahrain
28 **,-2	34 **,-2	19 **,-2	274	24	Djibouti
17 **,-1	20 **,-1	15 **,-1	151,992 ⁻¹	51 ⁻¹	Egypt (p)
19	19	19	48,996	36	Iraq
18 **,-1	20 **,-1	14 ⁻¹	.	.	Jordan (p)
11	11	10	10,299	60	Kuwait
8	10 **,-1	6 **,-1	.	.	Lebanon
...	...	...	...	...	Libyan Arab Jamahiriya
28	26 **,-1	26 **,-1	1,436	63	Mauritania
18 **	20 **	16 **	82,546	45	Morocco
16 **	16 **	16 **	...	...	Oman
27	28	23	...	...	Palestinian Autonomous Territories
10	11	9	.	.	Qatar
11	11	12	54,211	...	Saudi Arabia
25 **	29 **	20	.	.	Sudan
...	...	10	40,581	55	Syrian Arab Republic
20 **,-2	24 **,-2	16 **,-2	3,131 ⁻¹	39 ⁻¹	Tunisia (p)
13	16	11	.	.	United Arab Emirates
...	...	...	26,810 **	21 **	Yemen
Central and Eastern Europe					
18 ⁻¹	16 ⁻¹	21 ⁻¹	.	.	Albania
9	...	...	120,728	36	Belarus
...	...	...	.	.	Bosnia and Herzegovina
12 ⁻¹	13 ⁻¹	12 ⁻¹	3,165 ⁻¹	47 ⁻¹	Bulgaria (p)
11 ⁻¹	12 ⁻¹	10 ⁻¹	.	.	Croatia
11 ⁻¹	13 ⁻¹	9 ⁻¹	73,629 ⁻¹	49 ⁻¹	Czech Republic (p)
10 **,-2	10 **,-2	10 **,-2	11,551 ⁻¹	63 ⁻¹	Estonia
11 ⁻¹	10 ⁻¹	13 ⁻¹	83,727 ⁻¹	53 ⁻¹	Hungary (p)
11 ⁻¹	11 ⁻¹	11 ⁻¹	7,410 ⁻¹	66 ⁻¹	Latvia
11 **,-1	11 **,-1	10 **,-1	7,697 ⁻¹	62 ⁻¹	Lithuania
14 ⁻¹	13 ⁻¹	15 ⁻¹	215,739 ⁻¹	59 ⁻¹	Poland (p)
13	13	13	.	.	Republic of Moldova
13 ⁻¹	12 ⁻¹	15 ⁻¹	61,855 ⁻¹	62 ⁻¹	Romania
11 **,-1	...	...	234,174 ⁻¹	59 ⁻¹	Russian Federation (p)
...	...	...	...	...	Serbia and Montenegro
13 ⁻¹	13 ⁻¹	12 ⁻¹	6,377 ⁻¹	60 ⁻¹	Slovakia (p)
14 ⁻¹	13 ⁻¹	14 ⁻¹	1,550 ⁻¹	67 ⁻¹	Slovenia
16 ⁻¹	15 ⁻¹	16 ⁻¹	266 ⁻¹	6 ⁻¹	The Former Yugoslav Rep. of Macedonia
...	...	22 ⁻¹	.	.	Turkey (p)
12	...	...	173,465	52 *	Ukraine
Central Asia					
10	10	9	31,115	70	Armenia
9	...	...	72,598	59	Azerbaijan
9 ⁻¹	...	...	25,769	65	Georgia
11	...	...	250,935	54	Kazakhstan
14	...	...	27,154	64	Kyrgyzstan
23	24	20	1,015	48	Mongolia
16	22 ⁻¹	8 ⁻¹	28,982	53	Tajikistan
...	...	...	...	...	Turkmenistan
...	...	...	...	...	Uzbekistan

TABLE 6 SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION / ISCED 2, 3 and 4 / Teaching staff and post-secondary non-tertiary enrolment / 2004

Region	Teaching staff						Trained teachers (%)		
	Total secondary		Lower secondary		Upper secondary		Total secondary		
	MF	% F	MF	% F	MF	% F	MF	M	F
East Asia and the Pacific									
Australia (p)	...	...	...	...	...	...	...	...	...
Brunei Darussalam	4,130	57	1,798 ^{**,-2}	53 ^{**,-2}	1,666 ^{**,-2}	53 ^{**,-2}	...	...	...
Cambodia	25,160 ^{**}	31 ^{**}	18,724	33	6,436 ^{**}	26 ^{**}	99 ⁻²	99 ^{**,-2}	99 ^{**,-2}
China (p)	5,323,042 ^{**}	43 ^{**}	3,448,768 ^{**}	45 ^{**}	1,874,274 ^{**}	41 ^{**}	...	...	...
Cook Islands	126 ⁻¹	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...
Fiji	4,558 ^{**}	50 ^{**}	3,022	50	1,536 ^{**}	50 ^{**}	...	...	...
Hong Kong (China), SAR	27,922 ^{**}	56 ^{**}	14,590 ^{**}	56 ^{**}	13,332 ^{**}	56 ^{**}	...	...	...
Indonesia (p)	1,115,098 ⁻¹	41 ⁻¹	662,843 ⁻¹	42 ⁻¹	452,255 ⁻¹	39 ⁻¹	...	...	...
Japan (p)	615,158 ⁻¹	31 ^{**,-1}	259,460 ⁻¹	40 ^{**,-1}	355,698 ⁻¹	25 ^{**,-1}	...	...	...
Kiribati	622	50	312	55	310	45	...	...	...
Lao People's Democratic Republic	14,257	42	8,950	42	5,307	42	97	96	98
Macao, China	2,001	57	1,139	61	862	51	64	51	73
Malaysia (p)	129,836 ⁻²	63 ⁻²	77,081 ^{**,-2}	64 ^{**,-2}	52,755 ^{**,-2}	62 ^{**,-2}	...	...	...
Marshall Islands	387 ^{**,-1}	39 ^{**,-1}	183 ^{**,-1}	35 ^{**,-1}	204 ^{**,-1}	42 ^{**,-1}	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...
Myanmar	78,144 ⁺¹	82 ⁺¹	58,488 ⁺¹	84 ⁺¹	19,656 ⁺¹	78 ⁺¹	84 ⁺¹	84 ⁺¹	84 ⁺¹
Nauru	34 ⁻¹	53 ⁻¹	...	...	...	...	...	...	...
New Zealand (p)	35,507 ⁻¹	60 ⁻¹	15,100 ⁻¹	66 ⁻¹	20,407 ⁻¹	56 ⁻¹	...	...	...
Niue	25	68	...	...	...	...	...	...	...
Palau	...	...	...	...	...	...	...	...	...
Papua New Guinea	8,420 ^{**,-1}	37 ^{**,-1}	7,259 ⁻²	36 ⁻²	910 ⁻²	41 ⁻²	...	...	...
Philippines (p)	163,646 ⁻¹	77 ⁻¹	132,233 ⁻¹	77 ⁻¹	31,413 ⁻¹	77 ⁻¹	...	...	...
Republic of Korea (p)	206,163	49	93,895	63	112,268	37	...	...	...
Samoa	1,141 ^{**}	60 ^{**}	358 ^{**}	74 ^{**}	783 ^{**}	53 ^{**}	...	...	...
Singapore	...	...	...	...	...	...	...	...	...
Solomon Islands	...	...	...	...	...	...	...	...	...
Thailand (p)	215,798 ^{**,-1}	54 ^{**,-1}	127,185 ^{**,-1}	57 ^{**,-1}	88,613 ^{**,-1}	50 ^{**,-1}	...	...	...
Timor-Leste	1,646 ⁻²	...	1,069 ⁻²	...	577 ⁻²	...	...	...	...
Tokelau	15 ⁻²	40 ⁻²	...	...	...	...	...	...	...
Tonga	1,012 ⁻²	52 ⁻²	...	...	...	...	...	...	...
Tuvalu	...	...	...	...	...	...	...	...	...
Vanuatu	883 ^{**,-2}	36 ^{**,-2}	...	...	...	...	...	...	...
Viet Nam	390,778	65	280,943	68	109,835	57	92 ^{**,-2}	91 ^{**,-2}	92 ^{**,-2}
Latin America and the Caribbean									
Anguilla	72	71	41 ^{**}	71 ^{**}	31 ^{**}	71 ^{**}	60	71	55
Antigua and Barbuda	...	...	...	...	...	...	...	...	...
Argentina (p)	229,159 ⁻²	66 ⁻²	128,731 ⁻²	67 ⁻²	100,428 ⁻²	64 ⁻²	...	...	...
Aruba	479	51	230 ^{**}	50 ^{**}	249 ^{**}	51 ^{**}	95	95	95
Bahamas	1,700	72	877	73	823	71	97	96 ^{**}	98 ^{**}
Barbados	1,264 ^{**}	57 ^{**}	761 ^{**}	57 ^{**}	503 ^{**}	56 ^{**}	63 ^{**}	60 ^{**}	65 ^{**}
Belize	1,640 ^{**}	64 ^{**}	1,250 ^{**}	64 ^{**}	390 ^{**}	64 ^{**}	43 ^{**}	25 ^{**}	53 ^{**}
Bermuda	651 ⁻²	67 ⁻²	347 ⁻²	67 ⁻²	304 ⁻²	67 ⁻²	100 ⁻²	100 ⁻²	100 ⁻²
Bolivia	45,457 ^{**}	53 ^{**}	19,346 ^{**}	61 ^{**}	26,111 ^{**}	47 ^{**}	...	...	...
Brazil (p)	1,401,056 ⁻²	79 ⁻²	880,864 ⁻²	86 ⁻²	520,192 ⁻²	69 ⁻²	...	...	...
British Virgin Islands	184	68	114	62	70	79	69 ^{**}	71 ^{**}	68 ^{**}
Cayman Islands	239 ^{**}	54 ^{**}	109	60	130 ^{**}	48 ^{**}	100 ^{**}	99 ^{**}	100 ^{**}
Chile (p)	47,108 ^{**,-1}	63 ^{**,-1}	17,720 ^{**,-1}	77 ^{**,-1}	29,388 ^{**,-1}	55 ^{**,-1}	...	...	...
Colombia	164,340	52	121,849 ^{**}	52 ^{**}	42,491 ^{**}	50 ^{**}	...	...	...
Costa Rica	16,719	53	11,861	52	4,858	56	89	...	...
Cuba	84,467	56	43,767	65	40,700	46	79	79	78

Pupil/teacher ratio			Post-secondary non-tertiary education (ISCED4)		Region
Total secondary	Lower secondary	Upper secondary	Enrolment		Country or territory
			MF	% F	
East Asia and the Pacific					
...	...	...	180,352 ⁻¹	51 ⁻¹	Australia (p)
10	12 ^{**,-2}	10 ^{**,-2}	55 ⁻²	60 ⁻²	Brunei Darussalam
25 ^{**}	25	26 ^{**}	8,534 ⁻¹	32 ⁻¹	Cambodia
19 ^{**}	20 ^{**}	17 ^{**}	610,513	52	China (p)
15 ⁻¹	...	...	...	...	Cook Islands
...	...	...	...	...	Democratic People's Republic of Korea
22 ^{**}	22	22 ^{**}	1,017 ⁻¹	54 ⁻¹	Fiji
18 ^{**}	18 ^{**}	18 ^{**}	30,587	42	Hong Kong (China), SAR
14 ⁻¹	15 ⁻¹	13 ⁻¹	. ⁻¹	. ⁻¹	Indonesia (p)
13 ⁻¹	15 ⁻¹	12 ⁻¹	14,398 ⁻¹	63 ⁻¹	Japan (p)
19	23	14	...	...	Kiribati
27	27	26	20,597	45	Lao People's Democratic Republic
23	24	22	.	.	Macao, China
18 ⁻²	18 ^{**,-2}	18 ^{**,-2}	172,783 ⁻²	46 ⁻²	Malaysia (p)
17 ^{**,-1}	17 ^{**,-1}	17 ^{**,-1}	...	...	Marshall Islands
...	...	...	...	...	Micronesia (Federated States of)
33 ⁺¹	33 ⁺¹	33 ⁺¹	. ⁺¹	. ⁺¹	Myanmar
19 ⁻¹	...	...	...	...	Nauru
14 ⁻¹	17 ⁻¹	12 ⁻¹	41,923 ⁻¹	56 ⁻¹	New Zealand (p)
8	...	...	.	.	Niue
...	...	...	...	...	Palau
23 ^{**,-1}	24 ⁻²	15 ⁻²	. ⁻¹	. ⁻¹	Papua New Guinea
37 ⁻¹	37 ⁻¹	37 ⁻¹	452,223 ⁻¹	46 ⁻¹	Philippines (p)
18	20	16	.	.	Republic of Korea (p)
21 ^{**}	25 ^{**}	19^{**}	...	...	Samoa
...	...	...	...	...	Singapore
...	...	...	.	.	Solomon Islands
25 ^{**,-1}	24 ^{**,-1}	26 ^{**,-1}	17,302	72	Thailand (p)
28 ⁻²	28 ⁻²	29 ⁻²	. ⁻²	. ⁻²	Timor-Leste
13 ⁻² ⁻¹	. ⁻¹	Tokelau
14 ⁻²	...	...	247	54	Tonga
...	...	...	...	...	Tuvalu
14 ^{**,-2}	...	...	...	...	Vanuatu
25	24	27	.	.	Viet Nam
Latin America and the Caribbean					
16	16 ^{**}	16 ^{**}	60	72	Anguilla
...	...	...	...	...	Antigua and Barbuda
17 ⁻²	19 ⁻²	16 ⁻²	. ⁻²	. ⁻²	Argentina (p)
15	15 ^{**}	15 ^{**}	.	.	Aruba
17	17	16	...	...	Bahamas
17 ^{**}	17 ^{**}	17 ^{**}	3,620	48	Barbados
19 ^{**}	19 ^{**}	19 ^{**}	3,022	42	Belize
7 ⁻²	7 ⁻²	7 ⁻²	.	.	Bermuda
24 ^{**}	24 ^{**,-1}	24^{**}	...	...	Bolivia
19 ⁻²	20 ⁻²	18 ⁻²	. ⁻²	. ⁻²	Brazil (p)
9	11	7	1,136	69	British Virgin Islands
11 ^{**}	15	9 ^{**}	80	61	Cayman Islands
33 ^{**,-1}	34 ^{**,-1}	33 ^{**,-1}	. ⁻¹	. ⁻¹	Chile (p)
25	25 ^{**}	24 ^{**}	.	.	Colombia
18	18	16	.	.	Costa Rica
11	12	10	19,775	77	Cuba

TABLE 6 SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION / ISCED 2, 3 and 4 / Teaching staff and post-secondary non-tertiary enrolment / 2004

Region	Teaching staff						Trained teachers (%)		
	Total secondary		Lower secondary		Upper secondary		Total secondary		
	MF	% F	MF	% F	MF	% F	MF	M	F
Dominica	445	65	314	65	131	66	36	32	38
Dominican Republic	25,812	59	8,738	76	17,074	51	82	73	88
Ecuador	74,685 *	49 *	43,817 *	50 *	30,868 *	48 *	69 *	63 *	76 *
El Salvador	...	...	...	...	...	...	...	...	...
Grenada	740 ⁻¹	63 ⁻¹	500 ^{**,-1}	64 ^{**,-1}	240 ^{**,-1}	61 ^{**,-1}	31 ^{**,-1}	34 ^{**,-1}	29 ^{**,-1}
Guatemala	45,400	...	28,406	...	16,994	...	...	...	...
Guyana	4,092 **	61 **	3,041 ^{**,-1}	65 ^{**,-1}	901 ^{**,-1}	65 ^{**,-1}	57 ^{**,-1}	54 ^{**,-1}	59 ^{**,-1}
Haiti	...	...	...	...	...	...	...	...	...
Honduras	16,667	55	11,284	56	5,383	52	64	59	69
Jamaica (p)	11,315 ⁻¹	67 ⁻¹	7,674 ^{**,-2}	67 ^{**,-2}	4,127 ^{**,-2}	67 ^{**,-2}	...	...	...
Mexico (p)	594,388 ⁻¹	45 ⁻¹	360,544 ⁻¹	48 ⁻¹	233,844 ⁻¹	41 ⁻¹	...	...	...
Montserrat	30	60	19 **	58 **	11 **	64 **	70	50	83
Netherlands Antilles	1,181 ^{**,-1}	55 ^{**,-1}	762 ^{**,-1}	58 ^{**,-1}	419 ^{**,-1}	49 ^{**,-1}	100 ⁻²	100 ⁻²	100 ⁻²
Nicaragua	12,843	55	8,782	55	4,061	57	46	38	52
Panama	16,109	57	9,418	60	6,691	53	83	79	87
Paraguay (p)	43,835 ⁻²	61 ⁻²	22,463 ⁻²	62 ⁻²	21,372 ⁻²	60 ⁻²	...	...	...
Peru (p)	134,279 ⁻²	44 ⁻²	...	...	...	...	...	...	...
Saint Kitts and Nevis	421	59	282 **	59 **	139 **	60 **	35	36 **	35 **
Saint Lucia	814 **	65 **	535 **	66 **	279 **	65 **	60 **	58 **	62 **
Saint Vincent and the Grenadines	515 **	57 **	376 **	57 **	139 **	58 **	42 **	49 **	37 **
Suriname	2,714 ^{**,-1}	61 ^{**,-1}	1,936 ^{**,-1}	61 ^{**,-1}	778 ^{**,-1}	61 ^{**,-1}	...	...	...
Trinidad and Tobago	5,422 **	62 **	3,132 **	62 **	2,290 **	62 **	56 **	58 **	54 **
Turks and Caicos Islands	151 **	60 **	93 **	60 **	58 **	60 **	100 **	100 **	100 **
Uruguay (p)	18,426 ^{**,-2}	...	12,676 ⁻²	...	5,750 ^{**,-2}	...	...	...	...
Venezuela	...	...	...	...	...	...	...	...	...
North America and Western Europe									
Andorra	460	58	362 **	58 **	98 **	59 **	...	...	...
Austria (p)	72,629 ⁻¹	60 ⁻¹	42,977 ⁻¹	67 ⁻¹	29,652 ⁻¹	50 ⁻¹	...	...	...
Belgium (p)	...	...	36,425 ⁻¹	58 ⁻¹	...	...	...	...	...
Canada (p)	147,953 ^{**,-2}	68 ^{**,-2}	69,468 ^{**,-2}	68 ^{**,-2}	78,485 ^{**,-2}	68 ^{**,-2}	...	...	...
Cyprus	5,326 ⁻¹	60 ⁻¹	2,618 ⁻¹	67 ⁻¹	2,708 ⁻¹	52 ⁻¹	...	...	...
Denmark (p)	...	...	...	...	...	...	...	...	...
Finland (p)	...	...	20,326 ⁻¹	72 ⁻¹	...	...	...	...	...
France (p)	510,943 ⁻¹	58 ⁻¹	252,250 ⁻¹	64 ⁻¹	258,693 ⁻¹	52 ⁻¹	...	...	...
Germany (p)	595,388 ⁻¹	55 ⁻¹	420,402 ⁻¹	60 ⁻¹	174,986 ⁻¹	43 ⁻¹	...	...	...
Gibraltar	...	...	...	...	...	...	...	...	...
Greece (p)	83,004 ⁻¹	...	39,582 ⁻¹	...	43,422 ⁻¹	...	...	...	...
Holy See	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Iceland (p)	2,788 ^{**,-1}	62 ^{**,-1}	1,252 ^{**,-1}	78 ^{**,-1}	1,536 ^{**,-1}	48 ^{**,-1}	...	...	...
Ireland (p)	...	...	...	...	...	...	...	...	...
Israel (p)	60,914 ⁻¹	71 ⁻¹	22,762 ⁻¹	78 ⁻¹	38,152 ⁻¹	67 ⁻¹	...	...	...
Italy (p)	428,177 ⁻¹	65 ⁻¹	178,872 ⁻¹	75 ⁻¹	249,305 ⁻¹	58 ⁻¹	...	...	...
Liechtenstein	...	...	...	...	...	...	...	...	...
Luxembourg (p)	3,279 ⁻¹	43 ⁻¹	...	...	...	...	...	...	...
Malta	3,840 ⁻¹	53 ⁻¹	2,998 ⁻¹	59 ⁻¹	842 ⁻¹	31 ⁻¹	...	...	...
Monaco	...	...	...	...	...	...	...	...	...
Netherlands (p)	108,149 ⁻¹	43 ⁻¹	...	...	...	...	...	...	...
Norway (p)	44,230 ^{**,-1}	58 ^{**,-1}	19,128 ^{**,-1}	73 ^{**,-1}	25,103 ^{**,-1}	46 ^{**,-1}	...	...	...
Portugal (p)	87,302 ⁻¹	69 ^{**,-1}	41,032 ⁻¹	71 ^{**,-1}	46,270 ⁻¹	67 ^{**,-1}	...	...	...
San Marino	...	...	...	...	...	...	...	...	...
Spain (p)	274,801 ⁻¹	55 ⁻¹	150,478 ⁻¹	...	124,323 ⁻¹	...	...	...	...
Sweden (p)	72,132 ⁻¹	56 ⁻¹	35,380 ⁻¹	63 ⁻¹	36,752 ⁻¹	51 ⁻¹	...	...	...

Pupil/teacher ratio			Post-secondary non-tertiary education (ISCED4)		Region
Total secondary	Lower secondary	Upper secondary	Enrolment		Country or territory
			MF	% F	
17	17	17	1,872	60	Dominica
30	35	28	.	.	Dominican Republic
13 *	13 *	14 *	.	.	Ecuador
...	...	...	.	.	El Salvador
20 ⁻¹	19 ^{**,-1}	22 ^{**,-1}	1,100 **	66 **	Grenada
15	17	13	.	.	Guatemala
16 **	16 ^{**,-1}	16 ^{**,-1}	2,300 **	28 **	Guyana
... ⁻¹	. ⁻¹	Haiti
33	28	45	.	.	Honduras
20 ⁻¹	19 ^{**,-2}	19 ^{**,-2}	41,708 ⁻²	59 ⁻²	Jamaica (p)
17 ⁻¹	19 ⁻¹	14 ⁻¹	. ⁻¹	. ⁻¹	Mexico (p)
9	9 **	10 **	17	59	Montserrat
13 ^{**,-1}	9 ^{**,-1}	19 ^{**,-1}	445 ^{**,-1}	84 ^{**,-1}	Netherlands Antilles
32	33	31	.	.	Nicaragua
16	16	15	6,670	61	Panama
12 ⁻²	14 ⁻²	10 ⁻²	1,447 ^{,-2}	...	Paraguay (p)
19 ⁻²	...	...	...	...	Peru (p)
11	11 **	11 **	751	59	Saint Kitts and Nevis
16 **	16 **	16 **	2,127	65	Saint Lucia
20 **	20 **	20 **	1,194	65	Saint Vincent and the Grenadines
15 ^{**,-1}	15 ^{**,-1}	14 ^{**,-1}	. ⁻¹	. ⁻¹	Suriname
19 **	19 **	19 **	8,677	62	Trinidad and Tobago
10 **	10 **	10 **	580	73	Turks and Caicos Islands
18 ^{**,-2}	14 ⁻²	26 ^{**,-2}	2,564 ⁻²	35 ⁻²	Uruguay (p)
...	...	...	.	.	Venezuela
North America and Western Europe					
7	7 **	8 **	.	.	Andorra
11 ⁻¹	9 ⁻¹	13 ⁻¹	54,840 ⁻¹	61 ⁻¹	Austria (p)
...	12 ⁻¹	...	53,618 ⁻¹	49 ⁻¹	Belgium (p)
18 ^{**,-2}	17 ^{**,-2}	18 ^{**,-2}	298,071 ^{**,-2}	42 ^{**,-2}	Canada (p)
12 ⁻¹	13 ⁻¹	12 ⁻¹	. ⁻¹	. ⁻¹	Cyprus
...	...	...	1,015 ⁻¹	25 ⁻¹	Denmark (p)
...	10 ⁻¹	...	11,229 ⁻¹	46 ⁻¹	Finland (p)
11 ⁻¹	13 ⁻¹	10 ⁻¹	33,288 ⁻¹	62 ⁻¹	France (p)
14 ⁻¹	13 ⁻¹	16 ⁻¹	463,341 ⁻¹	49 ⁻¹	Germany (p)
...	...	...	...	...	Gibraltar
9 ⁻¹	9 ⁻¹	9 ⁻¹	32,813 ⁻¹	55 ⁻¹	Greece (p)
. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	Holy See
12 ^{**,-1}	11 ^{**,-1}	14 ^{**,-1}	553 ⁻¹	40 ⁻¹	Iceland (p)
...	...	...	50,957 ⁻¹	55 ⁻¹	Ireland (p)
10 ⁻¹	11 ⁻¹	9 ⁻¹	14,325 ⁻¹	51 ⁻¹	Israel (p)
11 ⁻¹	10 ⁻¹	11 ⁻¹	45,714 ⁻¹	64 ⁻¹	Italy (p)
...	...	...	102 ⁻¹	33 ⁻¹	Liechtenstein
11 ⁻¹	...	...	1,052 ⁻¹	21 ⁻¹	Luxembourg (p)
10 ⁻¹	10 ⁻¹	10 ⁻¹	344 ⁻¹	20 ⁻¹	Malta
... ⁻¹	. ⁻¹	Monaco
13 ⁻¹	...	...	6,295 ⁻¹	18 ⁻¹	Netherlands (p)
9 ^{**,-1}	9 ^{**,-1}	8 ^{**,-1}	6,150 ⁻¹	20 ⁻¹	Norway (p)
9 ⁻¹	10 ⁻¹	8 ⁻¹	. ⁻¹	. ⁻¹	Portugal (p)
...	...	...	...	...	San Marino
11 ⁻¹	13 ⁻¹	9 ⁻¹	. ⁻¹	. ⁻¹	Spain (p)
13 ⁻¹	11 ⁻¹	14 ⁻¹	11,316 ⁻¹	50 ⁻¹	Sweden (p)

TABLE 6 SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION / ISCED 2, 3 and 4 / Teaching staff and post-secondary non-tertiary enrolment / 2004

Region	Teaching staff						Trained teachers (%)		
	Total secondary		Lower secondary		Upper secondary		Total secondary		
	MF	% F	MF	% F	MF	% F	MF	M	F
Switzerland (p)	...	...	...	...	...	...	...	...	...
United Kingdom (p)	483,845 ⁻¹	60 ⁻¹	147,500 ⁻¹	59 ⁻¹	336,345 ⁻¹	60 ⁻¹	...	...	...
United States (p)	1,599,303 ⁻¹	61 ⁻¹	871,884 ⁻¹	65 ⁻¹	727,419 ⁻¹	55 ⁻¹	...	...	...
South and West Asia									
Afghanistan	...	...	26,012	32	...	...	...	...	...
Bangladesh	355,594 ⁻¹	16 ⁻¹	183,037 ⁻¹	15 ⁻¹	172,557 ⁻¹	17 ⁻¹	31 ⁻¹	30 ⁻¹	35 ⁻¹
Bhutan	...	...	...	...	...	...	...	...	...
India	2,507,357 ⁻¹	35 ⁻¹	1,297,011 ⁻¹	37 ⁻¹	1,210,346 ⁻¹	32 ⁻¹	...	...	...
Iran, Islamic Republic of	525,862	47	242,708	49	283,154	46	100	100	100
Maldives	2,088 ⁻¹	35 ⁻¹	1,781 ⁻¹	34 ⁻¹	307 ⁻¹	39 ⁻¹	81 ⁻²	79 ⁻²	86 ⁻²
Nepal	47,901 ^{**+1}	13 ^{**+1}	25,962 ⁺¹	16 ⁺¹	21,939 ^{**+1}	9 ^{**+1}	28 ⁻²	29 ⁻²	21 ⁻²
Pakistan	197,082 [*]	51 [*]	161,500 [*]	54 [*]	35,582 [*]	35 [*]
Sri Lanka (p)	117,851 ^{**+1}	63 ^{**+1}	62,527 ^{**+1}	64 ^{**+1}	55,324 ^{**+1}	62 ^{**+1}	...	...	...
Sub-Saharan Africa									
Angola	...	...	...	...	...	...	...	...	...
Benin	12,205 ^{**}	12 ^{**}	8,763 ^{**}	10 ^{**}	3,442 ^{**}	16^{**}	...	...	...
Botswana	11,845 ^{**}	47 ^{**}	6,716 ^{**+1}	47 ^{**+1}	4,924 ^{**+1}	46 ^{**+1}	93 ⁻¹	94 ⁻¹	93 ⁻¹
Burkina Faso	7,840 ^{**}	11^{**}	...	...	...	...	...	...	...
Burundi	8,047 ^{**}	21^{**}	...	...	...	...	37 ⁻¹	39 ⁻¹	28 ⁻¹
Cameroon	35,543 [*]	36^{**}	...	...	...	...	...	...	...
Cape Verde	2,193	39	1,060	39	1,133	39	61	59	64
Central African Republic	...	...	...	...	...	...	...	...	...
Chad	...	...	...	...	...	...	...	...	...
Comoros	3,111	13	1,801	16	1,310	9	51 ⁻¹	...	...
Congo	6,866 ^{**}	13 ^{**}	4,057	15	2,809 ^{**}	11^{**}	...	...	...
Côte d'Ivoire	...	...	...	...	...	...	...	...	...
Democratic Rep. of the Congo	...	...	...	...	...	...	...	...	...
Equatorial Guinea	...	...	...	...	...	...	...	...	...
Eritrea	4,058	11	2,241	10	1,817	13	50	48	64
Ethiopia	82,732 ⁺¹	17 ⁺¹	60,134 ⁺¹	19 ⁺¹	22,598 ⁺¹	10 ⁺¹	...	...	...
Gabon	...	...	2,504 ^{**+2}	17 ^{**+2}	...	...	...	...	...
Gambia	2,035	14	1,109	16	926	12	...	...	...
Ghana	71,763 ^{**+1}	18 ^{**+1}	55,958 ⁺¹	20 ⁺¹	15,805 ^{**+1}	14 ^{**+1}	...	...	...
Guinea	10,465 ^{**}	6 ^{**}	6,868 ^{**+1}	10 ^{**+1}	...	...	...	...	...
Guinea-Bissau	...	...	...	...	...	...	...	...	...
Kenya	76,709 ^{**}	38 ^{**}	28,291	44	48,418 ^{**}	34^{**}	...	...	...
Lesotho	3,456	56	2,329 ^{**+1}	56 ^{**+1}	1,217 ^{**+1}	52 ^{**+1}	85	83	86
Liberia	...	...	...	...	...	...	...	...	...
Madagascar	...	...	...	...	...	...	...	...	...
Malawi	11,360 ⁻²	24 ⁻²	7,694 ^{**+2}	25 ^{**+2}	3,666 ^{**+2}	21 ^{**+2}	...	...	...
Mali	...	...	6,878	15	...	...	...	...	...
Mauritius	7,433 ⁺¹	55 ⁺¹	...	...	...	...	...	...	...
Mozambique	...	...	...	...	...	...	...	...	...
Namibia	5,989 ^{**+1}	52 ^{**+1}	4,733 ^{**+1}	54 ^{**+1}	1,256 ^{**+1}	47 ^{**+1}	...	...	...
Niger	5,131	19	3,085	21	2,046	14	100	100	100
Nigeria	148,310	36	...	...	...	...	76	71	86
Rwanda	7,750	20	...	...	...	...	...	...	...
Sao Tome and Principe	...	...	195	14	...	...	...	...	...
Senegal	13,654	14	10,357	14	3,297	14	51	50	55
Seychelles	541 ^{**}	54 ^{**}	340 ^{**+1}	55 ^{**+1}	212 ^{**+1}	50 ^{**+1}	91 ⁻¹	90 ⁻¹	93 ⁻¹
Sierra Leone	...	...	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...

Pupil/teacher ratio			Post-secondary non-tertiary education (ISCED4)		Region
Total secondary	Lower secondary	Upper secondary	Enrolment		Country or territory
			MF	% F	
...	...	...	29,097 ⁻¹	69 ⁻¹	Switzerland (p)
19 ⁻¹	16 ⁻¹	20 ⁻¹	...	...	United Kingdom (p)
15 ⁻¹	15 ⁻¹	15 ⁻¹	423,316 ⁻¹	66 ⁻¹	United States (p)
South and West Asia					
...	16	...	4,158	63	Afghanistan
31 ⁻¹	36 ⁻¹	26 ⁻¹	25,422 ⁻¹	40 ⁻¹	Bangladesh
...	...	...	-	-	Bhutan
32 ⁻¹	37 ⁻¹	28 ⁻¹	521,538 ⁻¹	25 ⁻¹	India
20	19	20	881,044 ^{**,-1}	16 ^{**,-1}	Iran, Islamic Republic of
14 ⁻¹	15 ⁻¹	8 ⁻¹	742 ⁻¹	64 ⁻¹	Maldives
43 ^{**,+1}	56 ⁺¹	28 ^{**,+1}	. ⁺¹	. ⁺¹	Nepal
37 [*]	38 [*]	32 [*]	131,669	17	Pakistan
20 ^{**,-1}	22 ^{**,-1}	17 ^{**,-1}	. ⁻¹	. ⁻¹	Sri Lanka (p)
Sub-Saharan Africa					
...	...	...	.	.	Angola
28 ^{**}	30 ^{**}	22^{**}	...	...	Benin
14 ^{**}	17 ^{**,-1}	11 ^{**,-1}	15,506 ^{**,-1}	52 ^{**,-1}	Botswana
31^{**}	...	...	...	...	Burkina Faso
19^{**}	...	...	.	.	Burundi
33 [*]	Cameroon
23	23	23	1,098	66	Cape Verde
...	...	...	...	...	Central African Republic
...	...	...	.	.	Chad
14	16	11	734 ^{**}	46 ^{**}	Comoros
34 ^{**}	45	18 ^{**}	6,479	68	Congo
...	...	...	...	...	Côte d'Ivoire
...	...	...	.	.	Democratic Rep. of the Congo
...	...	...	.	.	Equatorial Guinea
48	55	39	1,060 ^{**}	8 ^{**}	Eritrea
54 ⁺¹	57 ⁺¹	47 ⁺¹	29,974 ^{**,+1}	39 ^{**,+1}	Ethiopia
...	31 ^{**,-2}	...	...	...	Gabon
42 ^{**}	51	31 ^{**}	1,734 ⁻¹	71 ⁻¹	Gambia
19 ^{**,+1}	18 ⁺¹	22 ^{**,+1}	18,986 ^{**,-1}	29 ^{**,-1}	Ghana
33 ^{**}	33 ^{**,-1}	...	.	.	Guinea
...	...	...	.	.	Guinea-Bissau
32 ^{**}	52	20 ^{**}	10,031 ^{**}	82 ^{**}	Kenya
26	27 ^{**,-1}	18 ^{**,-1}	638 ^{**}	50 ^{**}	Lesotho
...	...	...	.	.	Liberia
...	...	...	16,817 ^{**,-2}	34 ^{**,-2}	Madagascar
46 ^{**,-2}	51 ^{**,-2}	34 ^{**,-2}	...	...	Malawi
...	41	...	.	.	Mali
17 ^{**,+1}	...	...	8,720	22	Mauritius
...	...	...	.	.	Mozambique
24 ^{**,-1}	24 ^{**,-1}	22 ^{**,-1}	2,825 ⁻¹	.	Namibia
31	44	11	383	46	Niger
43	...	...	...	...	Nigeria
26	...	...	.	.	Rwanda
...	23	...	358	41	Sao Tome and Principe
26	27	25	...	...	Senegal
14 ^{**}	14 ^{**,-1}	13 ^{**,-1}	1,655	59	Seychelles
...	...	...	.	.	Sierra Leone
... ⁻¹	. ⁻¹	Somalia

TABLE 6 SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION / ISCED 2, 3 and 4 / Teaching staff and post-secondary non-tertiary enrolment / 2004

Region Country or territory	Teaching staff						Trained teachers (%)		
	Total secondary		Lower secondary		Upper secondary		Total secondary		
	MF	% F	MF	% F	MF	% F	MF	M	F
South Africa	149,046 ⁻¹	50 ⁻¹	67,185 ^{**,-1}	49 ^{**,-1}	81,861 ^{**,-1}	51 ^{**,-1}	89 ⁻²	88 ⁻²	90 ⁻²
Swaziland	3,684 ⁻¹	46 ⁻¹	2,359 ^{**,-1}	47 ^{**,-1}	1,325 ^{**,-1}	45 ^{**,-1}	92 ⁻¹	91 ⁻¹	93 ⁻¹
Togo	11,029	7	7,958 ^{**,-2}	10 ^{**,-2}	...	...	47	47	39
Uganda	34,016 ^{**,-1}	22 ^{**,-1}	...	...	...	...	82	81	86
United Republic of Tanzania	...	...	...	...	...	...	...	...	...
Zambia	10,719 ^{**}	27 ^{**}	6,095 ^{**}	26 ^{**}	4,624 ^{**}	28^{**}	...	...	...
Zimbabwe (p)	33,964 ⁻¹	40 ⁻¹	...	...	...	...	...	...	...
REGIONAL AVERAGES									
WORLD	26,054,551 ⁻²	52 ⁻²	...	...	...	...	...	...	...
Arab States	1,637,316 ⁻¹	46 ^{**,-1}	865,568 ^{**,-2}	48 ^{**,-2}	700,765 ^{**,-2}	41 ^{**,-2}	...	...	...
Central and Eastern Europe	3,088,732 ⁻¹	73 ⁻¹	...	...	...	...	...	...	...
Central Asia	1,046,374 ^{**}	66^{**}	...	...	...	...	...	...	...
East Asia and the Pacific	8,468,977 ⁻¹	45 ⁻¹	...	...	...	...	...	...	...
Latin America and the Caribbean	3,078,917 ⁻²	64 ⁻²	...	...	...	...	...	...	...
North America and Western Europe	4,865,994 ⁻¹	59 ⁻¹	...	...	...	...	...	...	...
South and West Asia	3,610,875 ⁻¹	36 ⁻¹	1,926,815 ⁻¹	38 ⁻¹	1,684,060 ⁻¹	...	...	...	...
Sub-Saharan Africa	1,060,471 ^{**}	30^{**}	...	...	...	...	...	...	...

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

Pupil/teacher ratio			Post-secondary non-tertiary education (ISCED4)		Region
Total secondary	Lower secondary	Upper secondary	Enrolment		Country or territory
			MF	% F	
30 ⁻¹	28 ^{**,-1}	31 ^{**,-1}	.	.	South Africa
17 ⁻¹	19 ^{**,-1}	13 ^{**,-1}	. ⁻¹	. ⁻¹	Swaziland
34	35 ^{**,-2}	...	...	...	Togo
19 ^{**,+1} ⁺¹	. ⁺¹	Uganda
... ⁻²	. ⁻²	United Republic of Tanzania
34 ^{**}	38 ^{**}	28 ^{**}	.	.	Zambia
22 ⁻¹	...	...	910 ⁻¹	11 ⁻¹	Zimbabwe (p)
REGIONAL AVERAGES					
19 ⁻²	...	...	...	...	WORLD
16 ^{**,-1}	18 ^{**,-2}	14 ^{**,-2}	...	...	Arab States
13 ⁻¹	...	...	...	...	Central and Eastern Europe
10^{**}	...	...	...	...	**Central Asia
18 ⁻¹	...	...	...	...	East Asia and the Pacific
19 ⁻²	...	...	...	...	Latin America and the Caribbean
14 ⁻¹	...	...	...	...	North America and Western Europe
31 ⁻¹	35 ⁻¹	27 ⁻¹	...	...	South and West Asia
29^{**}	...	...	...	...	**Sub-Saharan Africa

TABLE 7 UPPER SECONDARY (ISCED 3) GRADUATION AND ENTRY TO TERTIARY (ISCED 5) EDUCATION / 2004 (selected countries)

Region	Upper secondary gross graduation ratio											
	ISCED 3A (preparation for direct entry into ISCED 5A education)				ISCED 3B (preparation for direct entry into ISCED 5B education)				ISCED 3C (no direct access to ISCED 5 education, excluding short programmes)			
	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI
Arab States												
Egypt (p)	22 ⁻¹	20 ⁻¹	23 ⁻¹	1.14 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	40 ⁻¹	40 ⁻¹	40 ⁻¹	0.99 ⁻¹
Jordan (p)	70	66	75	1.14	.	.	.	.	.	.	.	.
Tunisia (p)	33	28	39	1.40	3	5	2	0.54	4	5	2	0.42
Central and Eastern Europe												
Albania (p)	35 ⁻¹	32 ⁻¹	39 ⁻¹	1.23 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Bulgaria (p)	69	69	70	1.01	.	.	.	.	.	.	.	.
Czech Republic (p)	55	46	65	1.41	-	-	-	.	32	40	23	0.58
Estonia (p)	69 ⁻¹	61 ⁻¹	77 ⁻¹	1.27 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Hungary (p)	74	65	83	1.28	.	.	.	.	21	26	15	0.60
Latvia (p)	61	57	66	1.16	-	-	-	.	7	9	4	0.47
Lithuania (p)	81	75	88	1.18	.	.	.	.	1	1	-	0.47
Poland (p)	87	82	93	1.14	.	.	.	.	.	.	.	.
Romania (p)	50 ⁻¹	44 ⁻¹	56 ⁻¹	1.25 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	24 ⁻¹	30 ⁻¹	18 ⁻¹	0.59 ⁻¹
Russian Federation (p)	54	...	...	...	11	...	...	...	18	25	10	0.41
Slovakia (p)	68	61	76	1.25	.	.	.	.	23	29	16	0.56
Slovenia (p)	34	28	41	1.45	47	43	51	1.17	-	-	-	-
The former Yugoslav Rep. of Macedonia (p)	65	62	68	1.09	.	.	.	.	.	.	.	.
Turkey (p)	51	56	47	0.84	.	.	.	.	...	...	...	...
East Asia and the Pacific												
Australia (p)	68	63	74	1.16	x	x	x	x	...	...	...	...
China (p)	17 ⁻²	19 ⁻²	15 ⁻²	0.80 ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	14 ⁻²	13 ⁻²	15 ⁻²	1.19 ⁻²
Indonesia (p)	28	27	28	1.01	15	16	13	0.84	.	.	.	.
Japan (p)	71	68	74	1.10	1	1	-	0.23	24	26	22	0.86
Malaysia (p)	20 ⁻¹	14 ⁻¹	27 ⁻¹	1.96 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	92 ⁻¹	83 ⁻¹	101 ⁻¹	1.22 ⁻¹
New Zealand (p)	66 ⁻¹	61 ⁻¹	70 ⁻¹	1.15 ⁻¹	22 ⁻¹	19 ⁻¹	25 ⁻¹	1.33 ⁻¹	42 ⁻¹	35 ⁻¹	50 ⁻¹	1.43 ⁻¹
Philippines (p)	59	53	65	1.22	.	.	.	.	.	.	.	.
Republic of Korea (p)	64 ⁺¹	64 ⁺¹	64 ⁺¹	1.00 ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	29 ⁺¹	28 ⁺¹	29 ⁺¹	1.03 ⁺¹
Thailand (p)	31	27	36	1.34	15	15	14	0.92	.	.	.	.
Latin America and the Caribbean												
Argentina (p)	43 ⁻¹	36 ⁻¹	50 ⁻¹	1.37 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Brazil (p)	61 ⁻²	53 ⁻²	69 ⁻²	1.31 ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	3 ⁻²	2 ⁻²	3 ⁻²	1.33 ⁻²
Chile (p)	66	62	70	1.13	.	.	.	.	.	.	.	.
Jamaica (p)	...	...	...	...	...	...	...	...	...	...	...	...
Mexico (p)	35	32	38	1.18	.	.	.	.	4	4	4	1.09
Paraguay (p)	43 ⁻¹	41 ⁻¹	45 ⁻¹	1.11 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	...	...	...	...
Peru (p)	68	67	69	1.02	.	.	.	.	.	.	.	.
Uruguay (p)	...	...	...	...	.	.	.	.	...	...	...	...
North America and Western Europe												
Austria (p)	15 ⁻¹	12 ⁻¹	19 ⁻¹	1.53 ⁻¹	55 ⁻¹	68 ⁻¹	42 ⁻¹	0.62 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Belgium (p)	60	55	65	1.19	.	.	.	.	19	21	18	0.86
Cyprus (p)	72	68	77	1.13	.	.	.	.	.	.	.	.
Denmark (p)	56	45	68	1.52	-	-	-	.	54	48	60	1.26
Finland (p)	92	86	98	1.15	.	.	.	.	.	.	.	.
France (p)	51	43	59	1.38	11	12	9	0.76	3	3	2	0.98
Germany (p)	34	31	38	1.22	58	59	57	0.97	.	.	.	.
Greece (p)	58	51	66	1.30	.	.	.	.	38	39	37	0.94
Iceland (p)	59 ⁻¹	44 ⁻¹	74 ⁻¹	1.69 ⁻¹	1 ⁻¹	1 ⁻¹	1 ⁻¹	1.61 ⁻¹	32 ⁻¹	41 ⁻¹	23 ⁻¹	0.55 ⁻¹
Ireland (p)	91 ⁻¹	85 ⁻¹	97 ⁻¹	1.14 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	5 ⁻¹	5 ⁻¹	6 ⁻¹	1.07 ⁻¹
Israel (p)	93	88	99	1.12	.	.	.	.	3	5	1	0.24
Italy (p)	74 ⁻¹	71 ⁻¹	77 ⁻¹	1.09 ⁻¹	3 ⁻¹	2 ⁻¹	4 ⁻¹	1.83 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Luxembourg (p)	43	36	51	1.41	8	8	7	0.94	19	22	16	0.72

Gross entry ratio to tertiary education								Region
ISCED 5A				ISCED 5B				Country or territory
MF	M	F	GPI	MF	M	F	GPI	
Arab States								
30	32	28	0.88	x	x	x	x	Egypt (p)
45	44	46	1.03	10	8	13	1.68	Jordan (p)
34	29	39	1.36	x	x	x	x	Tunisia (p)
Central and Eastern Europe								
17 ⁻¹	12 ⁻¹	22 ⁻¹	1.74 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	Albania (p)
36	33	38	1.16	5	5	6	1.22	Bulgaria (p)
39	37	42	1.14	10	7	13	1.88	Czech Republic (p)
55 ⁻¹	42 ⁻¹	68 ⁻¹	1.62 ⁻¹	32 ⁻¹	24 ⁻¹	41 ⁻¹	1.76 ⁻¹	Estonia (p)
74	66	82	1.24	10	8	12	1.56	Hungary (p)
97	...	...	...	20	...	...	...	Latvia (p)
56	46	66	1.44	22	18	26	1.42	Lithuania (p)
70	65	75	1.14	1	-	1	3.12	Poland (p)
47	41	53	1.29	5	4	5	1.29	Romania (p)
63	...	...	...	32	...	...	...	Russian Federation (p)
47	43	52	1.22	2	1	3	3.78	Slovakia (p)
38	32	44	1.41	50	47	53	1.12	Slovenia (p)
28	23	32	1.37	2	2	2	1.06	The former Yugoslav Rep. of Macedonia (p)
25	28	21	0.75	15	18	12	0.67	Turkey (p)
East Asia and the Pacific								
70	65	75	1.14	...	...	...	...	Australia (p)
12 ⁻²	...	...	...	12 ⁻²	...	...	...	China (p)
15	17	13	0.77	6	6	6	0.99	Indonesia (p)
44	50	37	0.73	33	25	42	1.69	Japan (p)
36 ⁻¹	29 ⁻¹	44 ⁻¹	1.49 ⁻¹	45 ⁻¹	43 ⁻¹	47 ⁻¹	1.09 ⁻¹	Malaysia (p)
56	47	66	1.40	30	26	35	1.36	New Zealand (p)
45	41	49	1.20	x	x	x	x	Philippines (p)
54 ⁺¹	57 ⁺¹	51 ⁺¹	0.88 ⁺¹	51 ⁺¹	49 ⁺¹	54 ⁺¹	1.11 ⁺¹	Republic of Korea (p)
41 ⁺¹	40 ⁺¹	42 ⁺¹	1.06 ⁺¹	17 ⁺¹	17 ⁺¹	17 ⁺¹	1.00 ⁺¹	Thailand (p)
Latin America and the Caribbean								
58 ⁻¹	52 ⁻¹	65 ⁻¹	1.26 ⁻¹	37 ⁻¹	24 ⁻¹	51 ⁻¹	2.16 ⁻¹	Argentina (p)
33 ⁻²	...	...	...	x	...	...	...	Brazil (p)
44	43	46	1.07	24	27	21	0.76	Chile (p)
...	...	...	...	...	...	...	...	Jamaica (p)
29	28	29	1.01	2	2	1	0.68	Mexico (p)
...	...	...	...	7 ⁻¹	4 ⁻¹	9 ⁻¹	2.04 ⁻¹	Paraguay (p)
...	...	...	...	23	21	26	1.24	Peru (p)
34 ⁻¹	26 ⁻¹	42 ⁻¹	1.60 ⁻¹	26 ⁻¹	8 ⁻¹	44 ⁻¹	5.61 ⁻¹	Uruguay (p)
North America and Western Europe								
36 ⁻¹	33 ⁻¹	40 ⁻¹	1.20 ⁻¹	9 ⁻¹	8 ⁻¹	10 ⁻¹	1.31 ⁻¹	Austria (p)
35	34	36	1.06	35	27	42	1.56	Belgium (p)
7 ⁻¹	3 ⁻¹	12 ⁻¹	3.50 ⁻¹	42 ⁻¹	46 ⁻¹	38 ⁻¹	0.83 ⁻¹	Cyprus (p)
60	46	74	1.60	25	24	26	1.09	Denmark (p)
74	66	84	1.28	.	.	.	.	Finland (p)
38 ⁻¹	31 ⁻¹	46 ⁻¹	1.50 ⁻¹	28 ⁻¹	...	...	...	France (p)
37	38	36	0.97	15	12	18	1.48	Germany (p)
32	29	36	1.26	26	25	26	1.06	Greece (p)
83 ⁻¹	61 ⁻¹	107 ⁻¹	1.76 ⁻¹	9 ⁻¹	9 ⁻¹	8 ⁻¹	0.96 ⁻¹	Iceland (p)
45	39	50	1.28	17	18	16	0.88	Ireland (p)
57	50	64	1.28	...	...	...	...	Israel (p)
55	49	62	1.26	1	1	1	1.92	Italy (p)
...	...	...	...	...	...	...	...	Luxembourg (p)

TABLE 7 UPPER SECONDARY (ISCED 3) GRADUATION AND ENTRY TO TERTIARY (ISCED 5) EDUCATION / 2004 (selected countries)

Region	Upper secondary gross graduation ratio											
	ISCED 3A (preparation for direct entry into ISCED 5A education)				ISCED 3B (preparation for direct entry into ISCED 5B education)				ISCED 3C (no direct access to ISCED 5 education, excluding short programmes)			
	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI
Country or territory												
Malta (p)	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands (p)	59	53	66	1.24	.	.	.	.	20	17	22	1.25
Norway (p)	58 ⁻¹	46 ⁻¹	70 ⁻¹	1.52 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	43 ⁻¹	46 ⁻¹	41 ⁻¹	0.89 ⁻¹
Spain (p)	44	36	52	1.45	.	.	.	.	17	17	18	1.09
Sweden (p)	73	70	77	1.09	.	.	.	.	-	1	-	0.49
Switzerland (p)	27	24	30	1.22	62	69	54	0.78	12	8	15	1.86
United Kingdom (p)	...	...	...	...	...	...	...	...	...	...	...	...
United States (p)	73	70	76	1.09	.	.	.	.	.	.	.	.
South and West Asia												
India (p)	19 ⁻¹	21 ⁻¹	17 ⁻¹	0.81 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Sub-Saharan Africa												
Zimbabwe (p)	...	...	...	...	.	.	.	.	...	...	...	...

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

Gross entry ratio to tertiary education								Region
ISCED 5A				ISCED 5B				Country or territory
MF	M	F	GPI	MF	M	F	GPI	
26	23	30	1.29	9	6	12	1.85	Malta (p)
59	55	64	1.17	.	.	.	.	Netherlands (p)
74 ⁻¹	60 ⁻¹	89 ⁻¹	1.48 ⁻¹	1 ⁻¹	1 ⁻¹	2 ⁻¹	1.42 ⁻¹	Norway (p)
46	39	54	1.39	24	23	25	1.11	Spain (p)
81	65	98	1.52	8	8	8	1.02	Sweden (p)
41	42	39	0.92	19	23	16	0.67	Switzerland (p)
60	...	...	...	33	...	...	...	United Kingdom (p)
62	55	69	1.26	x	x	x	x	United States (p)
								South and West Asia
...	...	...	...	...	...	...	...	India (p)
								Sub-Saharan Africa
2 ⁻¹	3 ⁻¹	2 ⁻¹	0.59 ⁻¹	5 ⁻¹	5 ⁻¹	4 ⁻¹	0.73 ⁻¹	Zimbabwe (p)

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

Region	Total enrolment			Gross enrolment ratio							
	2004			1999				2004			
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Arab States											
Algeria	716,452	51	...	14 **	...	...	...	20	19	20	1.08
Bahrain	18,524 **	63 **	...	21	16 **	27 **	1.76 **	34 **	25 **	45 **	1.84 **
Djibouti	1,134	45	-	-	...	...	...	2	2	1	0.82
Egypt (p)	2,153,865 ⁻¹	...	18 ⁻¹	36 **	...	...	...	29 ⁻¹	...	...	...
Iraq	412,545	36	6	11	15	8	0.54	15	19	11	0.59
Jordan (p)	186,189 ⁻¹	51 ⁻¹	37 ⁻¹	...	...	...	...	35 ⁻¹	33 ⁻¹	37 ⁻¹	1.10 ⁻¹
Kuwait	42,076 **	71 **	...	23 **	14 **	34 **	2.39 **	22 **	12 **	33 **	2.72 **
Lebanon	154,635	52	49	36	36	37	1.04	48	45	50	1.12
Libyan Arab Jamahiriya	375,028 ** ⁻¹	51 ** ⁻¹	...	53	53 **	52 **	0.98 **	56 ** ⁻¹	54 ** ⁻¹	59 ** ⁻¹	1.09 ** ⁻¹
Mauritania	9,292	24	-	5	...	...	...	3	5	2	0.31
Morocco	343,599	46	5	9	10	8	0.74	11	11	10	0.87
Oman	33,807	56	29	...	...	...	...	13	11	15	1.37
Palestinian Autonomous Territories	121,928	49	58	25	26	23	0.89	38	37	39	1.04
Qatar	8,648 **	67 **	...	25 **	13 **	41 **	3.23 **	18 **	10 **	30 **	3.05 **
Saudi Arabia	573,732	59	7	20	17	24	1.38	28	22	33	1.50
Sudan	...	...	...	6	6	6	0.92	...	...	...	...
Syrian Arab Republic	...	...	...	...	...	...	...	...	...	...	...
Tunisia (p)	263,414 ⁻¹	55 ⁻¹	- ⁻¹	17 **	17 **	17 **	0.97 **	26 ⁻¹	23 ⁻¹	29 ⁻¹	1.28 ⁻¹
United Arab Emirates	68,182 ** ⁻¹	66 ** ⁻¹	...	19 **	10 **	31 **	3.03 **	22 ** ⁻¹	12 ** ⁻¹	39 ** ⁻¹	3.24 ** ⁻¹
Yemen	192,071	26	9	10	16	4	0.28	9	14	5	0.38
Central and Eastern Europe											
Albania	43,600 ⁻¹	62 ⁻¹	- ⁻¹	16	13	18	1.40	16 ⁻¹	13 ⁻¹	20 ⁻¹	1.56 ⁻¹
Belarus	507,360	57	15	52	45	59	1.32	61	51	71	1.39
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...
Bulgaria (p)	230,513 ⁻¹	53 ⁻¹	13 ⁻¹	46	36	56	1.54	41 ⁻¹	37 ⁻¹	44 ⁻¹	1.18 ⁻¹
Croatia	121,722 ⁻¹	53 ⁻¹	3 ⁻¹	31	28	33	1.16	39 ⁻¹	35 ⁻¹	42 ⁻¹	1.19 ⁻¹
Czech Republic (p)	287,001 ⁻¹	51 ⁻¹	...	26	26	27	1.03	37 ⁻¹	36 ⁻¹	38 ⁻¹	1.07 ⁻¹
Estonia	63,625 ⁻¹	62 ⁻¹	83 ⁻¹	51	42	60	1.42	64 ⁻¹	49 ⁻¹	81 ⁻¹	1.66 ⁻¹
Hungary (p)	390,453 ⁻¹	57 ⁻¹	15 ⁻¹	33	30	37	1.24	52 ⁻¹	44 ⁻¹	60 ⁻¹	1.37 ⁻¹
Latvia	118,944 ⁻¹	62 ⁻¹	...	50	38	62	1.64	71 ⁻¹	53 ⁻¹	89 ⁻¹	1.67 ⁻¹
Lithuania	167,606 ⁻¹	60 ⁻¹	...	44	35	53	1.52	69 ⁻¹	54 ⁻¹	84 ⁻¹	1.55 ⁻¹
Poland (p)	1,983,360 ⁻¹	58 ⁻¹	28 ⁻¹	44	37	52	1.38	59 ⁻¹	49 ⁻¹	70 ⁻¹	1.42 ⁻¹
Republic of Moldova	126,885	57	20	29	25	32	1.28	32	27	37	1.37
Romania	643,911 ⁻¹	54 ⁻¹	22 ⁻¹	22	21	23	1.09	36 ⁻¹	32 ⁻¹	40 ⁻¹	1.24 ⁻¹
Russian Federation (p)	8,622,097 **	57 **	11 **	...	...	...	...	68 **	58 **	79 **	1.36 **
Serbia and Montenegro	...	...	...	34 *	31 *	37 *	1.19 *	...	...	...	...
Slovakia (p)	158,089 ⁻¹	53 ⁻¹	1 ⁻¹	26	25	28	1.11	34 ⁻¹	31 ⁻¹	37 ⁻¹	1.18 ⁻¹
Slovenia	101,458 ⁻¹	56 ⁻¹	...	53	45	61	1.36	70 ⁻¹	60 ⁻¹	81 ⁻¹	1.36 ⁻¹
The Former Yugoslav Rep. of Macedonia	45,624 ⁻¹	56 ⁻¹	- ⁻¹	22	19	24	1.28	27 ⁻¹	23 ⁻¹	31 ⁻¹	1.34 ⁻¹
Turkey (p)	1,918,483 ⁻¹	42 ⁻¹	3 ⁻¹	22	25	17	0.68	28 ⁻¹	32 ⁻¹	24 ⁻¹	0.75 ⁻¹
Ukraine	2,465,074	54 *	12	47	44	51	1.14	66	60 *	71 *	1.19 *
Central Asia											
Armenia	79,321	55	28	24	22	25	1.11	26	24	29	1.21
Azerbaijan	122,770	46	14	15	19	12	0.64	15	16	14	0.87
Georgia	155,058	51	19	36	35	37	1.07	41	41	42	1.03
Kazakhstan	664,449	57	...	25	23	26	1.16	48	40	56	1.38
Kyrgyzstan	205,224	54	7	29	28	30	1.04	40	36	43	1.19
Mongolia	108,738	62	32	26	18	34	1.88	39	29	48	1.64
Tajikistan	108,456	25	-	13	19	7	0.35	16	25	8	0.33
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	407,582 **	44 **	...	...	...	...	...	15 **	17 **	14 **	0.80 **

Distribution of students by ISCED level (%)			Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff		Region
2004			2004			2004				2004		Country or territory
5A	5B	6	5A	5B	6	MF	M	F	GPI	MF	% F	
												Arab States
77	19	4	57	26	43	...	...	...	...	26,097	32	Algeria
82 **	18 **	- **	65 **	55 **	50 **	11.7 ⁻¹	5.6 ⁻¹	18.4 ⁻¹	3.29 ⁻¹	832 **	36 **	Bahrain
62	38	.	42	49	.	0.8 ⁻¹	...	...	...	64	19	Djibouti
...	...	...	...	...	...	21.3 ⁻¹	21.6 ⁻¹	20.9 ⁻¹	0.97 ⁻¹	72,592 ⁻¹	...	Egypt (p)
78	17	5	39	22	35	10.5	12.5	8.4	0.67	18,671	35	Iraq
85 ⁻¹	14 ⁻¹	1 ⁻¹	49 ⁻¹	63 ⁻¹	26 ⁻¹	14.7 ⁻²	13.6 ⁻²	15.8 ⁻²	1.16 ⁻²	6,949 ⁻¹	20 ⁻¹	Jordan (p)
...	...	...	...	...	...	...	...	...	...	1,643 **	23 **	Kuwait
85	14	1	54	45	35	25.9	21.6	30.4	1.41	19,913	37	Lebanon
72 ^{**,-1}	26 ^{**,-1}	2 ^{**,-1}	52 ^{**,-1}	50 ^{**,-1}	38 ^{**,-1}	...	...	...	...	15,711 ^{**,-1}	...	Libyan Arab Jamahiriya
94 **	5 **	1 **	24 **	20 **	6 **	...	...	...	...	331	5	Mauritania
82	13	5	46	46	33	3.7	4.2	3.3	0.80	18,593	23	Morocco
99	.	1	56	.	22	9.4	6.7	12.5	1.87	1,144	25	Oman
90	10	.	49	49	.	15.9	14.2	17.6	1.24	4,338	15	Palestinian Autonomous Territories
98 **	1 **	- **	67 **	76 **	21 **	15.2 ⁻¹	7.2 ⁻¹	26.3 ⁻¹	3.67 ⁻¹	737 **	31 **	Qatar
84	14	2	66	18	35	15.5	11.6	19.6	1.69	25,041	34	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	...	...	Sudan
...	...	...	...	...	...	...	...	...	...	...	...	Syrian Arab Republic
73 ⁻¹	19 ⁻¹	7 ⁻¹	...	...	...	10.6 ⁻¹	...	...	...	12,937 ⁻¹	38 ⁻¹	Tunisia (p)
...	...	...	...	...	...	...	...	...	...	2,948 ^{**,-2}	...	United Arab Emirates
...	...	...	...	...	...	...	...	...	...	...	...	Yemen
												Central and Eastern Europe
99 ⁻¹	1 ⁻¹	- ⁻¹	62 ⁻¹	81 ⁻¹	- ⁻¹	10.3 ⁻¹	6.1 ⁻¹	14.1 ⁻¹	2.32 ⁻¹	1,699 ⁻¹	41 ⁻¹	Albania
67	32	1	58	56	52	32.1 ⁻¹	26.3 ⁻¹	38.2 ⁻¹	1.45 ⁻¹	42,872	55	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
92 ⁻¹	6 ⁻¹	2 ⁻¹	53 ⁻¹	57 ⁻¹	51 ⁻¹	30.5 ⁻¹	25.4 ⁻¹	35.9 ⁻¹	1.42 ⁻¹	19,104 ⁻¹	44 ⁻¹	Bulgaria (p)
66 ⁻¹	34 ⁻¹	- ⁻¹	55 ⁻¹	50 ⁻¹	36 ⁻¹	14.8 ⁻¹	11.5 ⁻¹	18.3 ⁻¹	1.59 ⁻¹	8,132 ⁻¹	37 ⁻¹	Croatia
82 ⁻¹	10 ⁻¹	7 ⁻¹	50 ⁻¹	67 ⁻¹	36 ⁻¹	17.1 ⁻¹	15.8 ⁻¹	18.5 ⁻¹	1.17 ⁻¹	22,096 ⁻¹	39 ⁻¹	Czech Republic (p)
59 ⁻¹	38 ⁻¹	2 ⁻¹	60 ⁻¹	65 ⁻¹	55 ⁻¹	20.9 ⁻¹	14.0 ⁻¹	28.0 ⁻¹	2.00 ⁻¹	6,574 ⁻¹	...	Estonia
94 ⁻¹	4 ⁻¹	2 ⁻¹	57 ⁻¹	61 ⁻¹	44 ⁻¹	33.4 ⁻¹	24.6 ⁻¹	42.6 ⁻¹	1.73 ⁻¹	23,798 ⁻¹	39 ⁻¹	Hungary (p)
80 ⁻¹	19 ⁻¹	1 ⁻¹	63 ⁻¹	55 ⁻¹	58 ⁻¹	28.4 ⁻¹	16.6 ⁻¹	40.5 ⁻¹	2.44 ⁻¹	5,360 ⁻¹	55 ⁻¹	Latvia
70 ⁻¹	29 ⁻¹	1 ⁻¹	59 ⁻¹	62 ⁻¹	58 ⁻¹	32.3 ⁻¹	23.1 ⁻¹	41.7 ⁻¹	1.81 ⁻¹	13,522 ⁻¹	53 ⁻¹	Lithuania
97 ⁻¹	1 ⁻¹	2 ⁻¹	58 ⁻¹	80 ⁻¹	47 ⁻¹	41.9 ⁻¹	31.0 ⁻¹	53.1 ⁻¹	1.71 ⁻¹	93,988 ^{**,-1}	...	Poland (p)
84	15	2	57	56	60	...	...	...	...	7,515	55	Republic of Moldova
88 ⁻¹	8 ⁻¹	4 ⁻¹	54 ⁻¹	60 ⁻¹	50 ⁻¹	24.4 ⁻¹	21.1 ⁻¹	27.9 ⁻¹	1.32 ⁻¹	29,619 ⁻¹	41 ⁻¹	Romania
75 **	23 **	...	58 **	55 **	...	37.1	...	...	...	601,354 **	54 **	Russian Federation (p)
...	...	...	...	...	...	...	...	...	...	...	...	Serbia and Montenegro
90 ⁻¹	4 ⁻¹	6 ⁻¹	53 ⁻¹	81 ⁻¹	43 ⁻¹	25.1 ⁻¹	22.7 ⁻¹	27.7 ⁻¹	1.22 ⁻¹	12,601 ⁻¹	40 ⁻¹	Slovakia (p)
50 ⁻¹	50 ⁻¹	- ⁻¹	60 ⁻¹	53 ⁻¹	- ⁻¹	19.0 ⁻¹	12.9 ⁻¹	25.4 ⁻¹	1.96 ⁻¹	3,109 ⁻¹	30 ⁻¹	Slovenia
94 ⁻¹	6 ⁻¹	- ⁻¹	57 ⁻¹	47 ⁻¹	- ⁻¹	12.5 ⁻¹	9.3 ⁻¹	15.8 ⁻¹	1.71 ⁻¹	2,635 ⁻¹	44 ⁻¹	The Former Yugoslav Rep. of Macedonia
69 ⁻¹	30 ⁻¹	1 ⁻¹	42 ⁻¹	43 ⁻¹	37 ⁻¹	13.8	15.1	12.4	0.82	76,090 ⁻¹	37 ⁻¹	Turkey (p)
75	24	1	54 *	53 *	50	...	...	...	...	187,125	...	Ukraine
												Central Asia
98	.	2	56	.	35	19.3 ⁻²	17.1 ⁻²	21.4 ⁻²	1.25 ⁻²	12,161	46	Armenia
99	.	1	46	.	27	16.2	19.1	13.3	0.69	14,271	44	Azerbaijan
99	.	1	50	.	64	...	...	...	...	14,057	49	Georgia
99	.	1	57	.	52	30.0 ⁻¹	26.9 ⁻¹	33.2 ⁻¹	1.24 ⁻¹	40,972	60	Kazakhstan
99	.	1	54	.	64	29.5	26.3	32.7	1.25	11,649	50	Kyrgyzstan
93	6	1	62	61	59	33.5	23.0	44.3	1.92	5,366 ⁻¹	53 ⁻¹	Mongolia
99	.	1	25	.	31	...	...	...	...	6,807	33	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
59 **	40 **	1 **	39 **	51 **	39 **	...	...	...	...	25,397 **	38 **	Uzbekistan

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

Region	Total enrolment			Gross enrolment ratio							
	2004			1999				2004			
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
East Asia and the Pacific											
Australia (p)	1,002,998	54	1	66	59	72	1.22	72	65	80	1.23
Brunei Darussalam	4,917 ⁺¹	66 ⁺¹	- ⁺¹	10	7	13	1.87	15 ⁺¹	10 ⁺¹	20 ⁺¹	1.98 ⁺¹
Cambodia	45,370	31	43	...	...	...	...	3	4	2	0.46
China (p)	19,417,044	44 ^{**}	...	6	...	...	...	19	21 ^{**}	17 ^{**}	0.85 ^{**}
Cook Islands	.	.	.	.	.	.	.	.	.	.	.
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...
Fiji	12,783	53	...	...	...	...	...	15	14	17	1.20
Hong Kong (China), SAR	155,761	51	3	...	...	...	...	32	33	32	0.97
Indonesia (p)	3,441,429 ⁻¹	44 ⁻¹	61 ⁻¹	...	...	...	...	16 ⁻¹	18 ⁻¹	14 ⁻¹	0.80 ⁻¹
Japan (p)	4,031,604	46	77	45	49	41	0.85	54	57	51	0.89
Kiribati	.	.	.	.	.	.	.	.	.	.	.
Lao People's Democratic Republic	33,760	38	22	2	3	2	0.49	6	7	5	0.63
Macao, China	24,815	41	67	27	31	24	0.77	69	84	54	0.65
Malaysia (p)	632,309 ⁻²	55 ⁻²	32 ⁻²	23	23	24	1.04	29 ⁻²	25 ⁻²	33 ⁻²	1.29 ⁻²
Marshall Islands	919 ^{**,-1}	56 ^{**,-1}	...	...	...	...	...	17 ^{**,-1}	15 ^{**,-1}	19 ^{**,-1}	1.30 ^{**,-1}
Micronesia (Federated States of)	...	...	...	14	...	...	...	...	...	...	...
Myanmar	555,060 ^{**,-2}	...	- ^{**,-2}	...	...	...	...	11 ^{**,-2}	...	...	...
Nauru	.	.	.	.	.	.	.	.	.	.	.
New Zealand (p)	195,511 ⁻¹	59 ⁻¹	7 ⁻¹	67	55	79	1.45	72 ⁻¹	58 ⁻¹	86 ⁻¹	1.47 ⁻¹
Niue	.	.	.	.	.	.	.	.	.	.	.
Palau	484 ^{**,-2}	63 ^{**,-2}	...	...	...	...	...	40 ^{**,-2}	27 ^{**,-2}	57 ^{**,-2}	2.15 ^{**,-2}
Papua New Guinea	...	...	...	...	...	...	...	...	...	...	...
Philippines (p)	2,427,211 ⁻¹	55 ⁻¹	66 ⁻¹	29	25	32	1.26	29 ⁻¹	26 ⁻¹	33 ⁻¹	1.28 ⁻¹
Republic of Korea (p)	3,223,431	37	81	66	83	47	0.57	89	109	67	0.61
Samoa	...	...	...	12	11	12	1.04	...	...	...	...
Singapore	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	.	.	.	.	.	.	.	.	.	.	.
Thailand (p)	2,251,453	54	18	32	30	35	1.16	41	38	44	1.17
Timor-Leste	6,349 ^{,-2}	53 ^{,-2}	...	...	...	...	...	10 ^{,-2}	8 ^{,-2}	12 ^{,-2}	1.48 ^{,-2}
Tokelau	⁻²	⁻²	⁻²	⁻²	⁻²	⁻²	⁻²
Tonga	668 ⁻¹	60 ⁻¹	...	3	3	4	1.27	6 ⁻¹	5 ⁻¹	8 ⁻¹	1.68 ⁻¹
Tuvalu	.	.	.	.	.	.	.	.	.	.	.
Vanuatu	955 ^{**}	36 ^{**}	...	4 ^{**}	...	...	...	5 ^{**}	6 ^{**}	4 ^{**}	0.58 ^{**}
Viet Nam	845,313 ^{**}	43 ^{**}	...	11	12	9	0.76	10 ^{**}	11 ^{**}	9 ^{**}	0.77 ^{**}
Latin America and the Caribbean											
Anguilla	.	.	.	.	.	.	.	.	.	.	.
Antigua and Barbuda	.	.	.	.	.	.	.	.	.	.	.
Argentina (p)	2,026,735 ⁻²	59 ⁻²	21 ⁻²	49	37	60	1.63	61 ⁻²	49 ⁻²	73 ⁻²	1.49 ⁻²
Aruba	1,704	60	13	26 [*]	24 [*]	28 [*]	1.16 [*]	29 [*]	23 [*]	34 [*]	1.51 [*]
Bahamas	.	.	.	.	.	.	.	.	.	.	.
Barbados	...	...	...	32	20	45	2.29	...	...	...	...
Belize	722	70	3	...	...	...	...	3	2	4	2.43
Bermuda	1,960 ^{**,-2}	55 ^{**,-2}	- ^{**,-2}	...	...	...	...	62 ^{**,-2}	...	...	...
Bolivia	346,056 ^{**}	...	...	33	...	...	...	41 ^{**}	...	...	...
Brazil (p)	3,582,105 ⁻²	56 ⁻²	68 ⁻²	14	13	16	1.26	20 ⁻²	17 ⁻²	23 ⁻²	1.32 ⁻²
British Virgin Islands	⁻¹	⁻¹	⁻¹	⁻¹	⁻¹	⁻¹	⁻¹
Cayman Islands	...	...	...	...	...	...	...	...	...	...	...
Chile (p)	567,114 ⁻¹	48 ⁻¹	74 ⁻¹	38	39	36	0.91	43 ⁻¹	44 ⁻¹	42 ⁻¹	0.94 ⁻¹
Colombia	1,112,574	51	55	22	21	23	1.11	27	26	28	1.09
Costa Rica	79,499 ^{**,-1}	52 ^{**,-1}	...	16	15	17	1.17	19 ^{**,-1}	18 ^{**,-1}	20 ^{**,-1}	1.16 ^{**,-1}
Cuba	235,997 ⁻¹	56 ⁻¹	- ⁻¹	20	18	21	1.18	33 ⁻¹	28 ⁻¹	38 ⁻¹	1.34 ⁻¹

Distribution of students by ISCED level (%)			Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff		Region
2004			2004			2004				2004		Country or territory
5A	5B	6	5A	5B	6	MF	M	F	GPI	MF	% F	
												East Asia and the Pacific
80	16	4	55	51	49	46.9	37.6	56.5	1.50	...	...	Australia (p)
62 ⁺¹	38 ⁺¹	- ⁺¹	68 ⁺¹	64 ⁺¹	15 ⁺¹	10.6 ⁺¹	7.3 ⁺¹	14.0 ⁺¹	1.91 ⁺¹	572 ⁺¹	36 ⁺¹	Brunei Darussalam
99	.	1	31	.	27	2.9	4.2	1.7	0.40	3,605	16	Cambodia
52	48	1	44 ^{**}	44 ^{**}	28^{**}	...	...	...	...	850,227 ^{**,-1}	45 ^{**,-1}	China (p)
.	.	.	.	.	.	.	.	.	.	.	.	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
86	12	1	52	63	43	8.3	...	...	...	...	...	Fiji
54	42	3	52	51	43	17.8	17.2	18.4	1.07	...	...	Hong Kong (China), SAR
72 ⁻¹	26 ⁻¹	2 ⁻¹	42 ⁻¹	49 ⁻¹	35 ⁻¹	9.1 ⁻¹	10.2 ⁻¹	7.9 ⁻¹	0.77 ⁻¹	233,359 ⁻¹	39 ⁻¹	Indonesia (p)
74	24	2	41	63	29	36.8	41.9	31.4	0.75	496,370	...	Japan (p)
.	.	.	.	.	.	.	.	.	.	.	.	Kiribati
41	59	.	40	37	.	1.7	2.1	1.4	0.69	1,936	34	Lao People's Democratic Republic
87	12	1	37	63	27	21.8	...	...	...	1,229	32	Macao, China
49 ⁻²	51 ⁻²	1 ⁻²	58 ⁻²	52 ⁻²	34 ⁻²	13.7 ⁻²	12.0 ⁻²	15.5 ⁻²	1.30 ⁻²	34,955 ⁻²	44 ⁻²	Malaysia (p)
14 ^{**,-1}	86 ^{**,-1}	- ^{**,-1}	57 ^{**,-1}	56 ^{**,-1}	- ^{**,-1}	...	...	...	...	49 ^{**,-1}	51 ^{**,-1}	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
99 ^{**,-2}	- ^{**,-2}	- ^{**,-2}	...	33 ^{**,-2}	...	...	...	...	...	...	...	Myanmar
.	.	.	.	.	.	.	.	.	.	.	.	Nauru
72 ⁻¹	26 ⁻¹	2 ⁻¹	59 ⁻¹	59 ⁻¹	49 ⁻¹	38.4 ⁻¹	28.4 ⁻¹	48.8 ⁻¹	1.72 ⁻¹	14,266 ⁻¹	47 ⁻¹	New Zealand (p)
.	.	.	.	.	.	.	.	.	.	.	.	Niue
100 ^{**,-2}	- ^{**,-2}	- ^{**,-2}	63 ^{**,-2}	- ^{**,-2}	- ^{**,-2}	...	...	...	...	46 ^{**,-2}	46 ^{**,-2}	Palau
...	...	...	...	...	...	...	...	...	...	...	...	Papua New Guinea
90 ⁻¹	9 ⁻¹	- ⁻¹	55 ⁻¹	53 ⁻¹	62 ⁻¹	18.9 ⁻²	14.2 ⁻²	23.7 ⁻²	1.67 ⁻²	109,979 ⁻¹	55 ⁻¹	Philippines (p)
59	40	1	37	36	29	34.4	35.0	33.9	0.97	172,572	29	Republic of Korea (p)
...	...	...	...	...	...	...	...	...	...	...	...	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	Singapore
.	.	.	.	.	.	.	.	.	.	.	.	Solomon Islands
83	17	-	54	50	62	23.6	18.6	28.6	1.54	65,548 ^{**,-1}	47 ^{**,-1}	Thailand (p)
...	...	...	...	...	...	...	...	...	...	123 ^{,-2}	9 ^{,-2}	Timor-Leste
- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	Tokelau
30 ^{**,-1}	42 ^{**,-1}	28 ^{**,-1}	34 ^{**,-1}	97 ^{**,-1}	34 ^{**,-1}	...	...	...	...	...	...	Tonga
.	.	.	.	.	.	.	.	.	.	.	.	Tuvalu
99 ^{**,-1}	.	1 ^{**,-1}	36 ^{**,-1}	.	36 ^{**,-1}	...	...	...	...	36 ^{**,-2}	...	Vanuatu
69 ^{**}	28 ^{**}	3 ^{**}	52 ^{**}	21 ^{**}	37^{**}	...	...	...	...	39,346 ^{**}	40 ^{**}	Viet Nam
												Latin America and the Caribbean
.	.	.	.	.	.	.	.	.	.	.	.	Anguilla
.	.	.	.	.	.	.	.	.	.	.	.	Antigua and Barbuda
74 ⁻²	26 ⁻²	- ⁻²	56 ⁻²	70 ⁻²	57 ⁻²	7.7 ⁻²	6.9 ⁻²	8.5 ⁻²	1.24 ⁻²	127,077 ⁻²	50 ⁻²	Argentina (p)
23	77	.	76	55	.	3.2 [*]	1.2 [*]	5.2 [*]	4.16 [*]	174	47	Aruba
.	.	.	.	.	.	.	.	.	.	.	.	Bahamas
...	...	...	...	...	...	...	...	...	...	...	...	Barbados
100	.	.	70	.	.	2.8	2.0	3.7	1.89	97	49 ^{**}	Belize
- ^{**,-2}	100 ^{**,-2}	- ^{**,-2}	- ^{**,-2}	55 ^{**,-2}	- ^{**,-2}	...	...	...	...	110 ^{**,-2}	55 ^{**,-2}	Bermuda
...	...	...	...	...	...	...	...	...	...	17,759 ^{**}	...	Bolivia
...	...	...	...	...	...	13.2 ⁻²	9.8 ⁻²	16.8 ⁻²	1.72 ⁻²	242,475 ⁻²	53 ⁻²	Brazil (p)
- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	British Virgin Islands
...	- ⁻¹	...	...	...	...	...	...	Cayman Islands
83 ⁻¹	17 ⁻¹	- ⁻¹	48 ⁻¹	46 ⁻¹	40 ⁻¹	15.8 ⁻¹	15.0 ⁻¹	16.6 ⁻¹	1.10 ⁻¹	...	...	Chile (p)
82	18	-	52	46	35	5.9	5.1	6.7	1.33	87,544 [*]	33 [*]	Colombia
85 ^{**,-1}	15 ^{**,-1}	- ^{**,-1}	54 ^{**,-1}	43 ^{**,-1}	53 ^{**,-1}	20.8	15.3	26.5	1.73	4,494 ^{**,-1}	...	Costa Rica
99 ⁻¹	- ⁻¹	1 ⁻¹	56 ⁻¹	.	37 ⁻¹	13.6	9.7	17.7	1.83	44,669 ⁻¹	37 ⁻¹	Cuba

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

Region	Total enrolment			Gross enrolment ratio								
	2004			1999				2004				
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	
Dominica
Dominican Republic	293,565 **	61 **	...	...	...	...	...	33 **	25 **	41 **	1.64 **
Ecuador	...	...	...	...	...	...	...	...	...	...	...
El Salvador	120,264	54	...	18	16	19	1.25	19	17	20	1.22	
Grenada	.	.	.	.	.	.	.	.	.	.	.
Guatemala	114,764 ** ⁻¹	43 ** ⁻¹	...	...	...	...	...	10 ** ⁻¹	11 ** ⁻¹	8 ** ⁻¹	0.72 ** ⁻¹
Guyana	6,933	65	-	...	...	...	...	9	6	12	1.91
Haiti	...	...	...	...	...	...	...	...	...	...	...
Honduras	122,874 **	59 **	...	14 **	12 **	16 **	1.29 **	16 **	13 **	20 **	1.46 **	
Jamaica (p)	45,770 ** ⁻¹	70 ** ⁻¹	...	...	...	...	...	19 ** ⁻¹	12 ** ⁻¹	26 ** ⁻¹	2.29 ** ⁻¹
Mexico (p)	2,236,791 ⁻¹	50 ⁻¹	33 ⁻¹	18	19	17	0.92	22 ⁻¹	23 ⁻¹	22 ⁻¹	0.97 ⁻¹	
Montserrat	.	.	.	...	...	...	...	...	...	...	...
Netherlands Antilles	2,285 ⁻²	60 ⁻²	...	23	22	25	1.13	24 ⁻²	19 ⁻²	28 ⁻²	1.49 ⁻²	
Nicaragua	103,577 ** ⁻¹	52 ** ⁻¹	...	...	...	...	...	18 ** ⁻¹	17 ** ⁻¹	19 ** ⁻¹	1.11 ** ⁻¹
Panama	130,026	61	19	41	31	50	1.59	46	35	57	1.59	
Paraguay (p)	146,892 ** ⁻²	58 ** ⁻²	58 ** ⁻²	13	11	15	1.38	26 ** ⁻²	22 ** ⁻²	30 ** ⁻²	1.39 ** ⁻²	
Peru (p)	831,345 ** ⁻²	51 ** ⁻²	47 ** ⁻²	...	...	...	...	32 ** ⁻²	30 ** ⁻²	33 ** ⁻²	1.07 ** ⁻²
Saint Kitts and Nevis	.	.	.	.	.	.	.	.	.	.	.
Saint Lucia	2,285	78	4	...	...	...	...	14	6	22	3.46
Saint Vincent and the Grenadines	.	.	.	.	.	.	.	.	.	.	.
Suriname	5,186 ⁻²	62 ⁻²	- ⁻²	...	...	...	...	12 ⁻²	9 ⁻²	15 ⁻²	1.62 ⁻²
Trinidad and Tobago	16,751	55	10	6	5	7	1.38	12	11	13	1.26	
Turks and Caicos Islands	6	100	-	...	...	...	...	0 *	- *	1 *	3.18 ** ⁻¹
Uruguay (p)	98,520 ** ⁻²	65 ** ⁻²	10 ** ⁻²	34 **	25 **	44 **	1.76 **	38 ** ⁻²	26 ** ⁻²	50 ** ⁻²	1.95 ** ⁻²	
Venezuela	983,217 ** ⁻¹	51 ** ⁻¹	27	...	...	...	...	39 ** ⁻¹	38 ** ⁻¹	41 ** ⁻¹	1.08 ** ⁻¹
North America and Western Europe												
Andorra	331	49	...	...	...	...	...	9 **	9 **	9 **	1.00 **
Austria (p)	229,802 ⁻¹	53 ⁻¹	...	54	52	55	1.04	49 ⁻¹	45 ⁻¹	53 ⁻¹	1.18 ⁻¹	
Belgium (p)	386,110	54	55	56	52	60	1.15	63	57	69	1.21	
Canada (p)	1,192,570 ** ⁻²	56 ** ⁻²	...	59	51	67	1.32	57 ** ⁻²	49 ** ⁻²	66 ** ⁻²	1.34 ** ⁻²	
Cyprus	18,272 ⁻¹	49 ⁻¹	...	21 *	19 *	23 *	1.25 *	32 ⁻¹	31 ⁻¹	33 ⁻¹	1.03 ⁻¹	
Denmark (p)	201,746 ⁻¹	58 ⁻¹	1 ⁻¹	56	48	64	1.33	67 ⁻¹	55 ⁻¹	79 ⁻¹	1.42 ⁻¹	
Finland (p)	291,664 ⁻¹	53 ⁻¹	11 ⁻¹	82	74	91	1.22	87 ⁻¹	79 ⁻¹	95 ⁻¹	1.20 ⁻¹	
France (p)	2,160,300	55	16	52	47	58	1.24	56	49	63	1.28	
Germany (p)	...	...	...	...	...	...	...	...	...	...	...
Gibraltar	... ⁻¹	... ⁻¹	... ⁻¹ ⁻¹	... ⁻¹	... ⁻¹	... ⁻¹	
Greece (p)	561,468 ⁻¹	51 ⁻¹	- ⁻¹	47	45	49	1.11	72 ⁻¹	68 ⁻¹	77 ⁻¹	1.14 ⁻¹	
Holy See	...	...	...	...	...	...	...	...	...	...	...
Iceland (p)	13,347 ⁻¹	64 ⁻¹	14 ⁻¹	40	30	50	1.68	62 ⁻¹	45 ⁻¹	79 ⁻¹	1.78 ⁻¹	
Ireland (p)	181,557 ⁻¹	56 ⁻¹	6 ⁻¹	45	41	49	1.20	55 ⁻¹	48 ⁻¹	63 ⁻¹	1.31 ⁻¹	
Israel (p)	301,326 ⁻¹	56 ⁻¹	84 ⁻¹	48	40	57	1.44	57 ⁻¹	49 ⁻¹	65 ⁻¹	1.33 ⁻¹	
Italy (p)	1,986,497	56	6	47	41	53	1.28	63	54	72	1.34	
Liechtenstein	440 ⁻¹	27 ⁻¹	100 ⁻¹	...	...	...	...	...	...	...	...
Luxembourg (p)	3,077 ⁻¹	53 ⁻¹	- ⁻¹	11	10	11	1.09	12 ⁻¹	11 ⁻¹	13 ⁻¹	1.18 ⁻¹	
Malta	8,946 ⁻¹	57 ⁻¹	- ⁻¹	20	18	21	1.13	30 ⁻¹	25 ⁻¹	35 ⁻¹	1.40 ⁻¹	
Monaco	.	.	.	.	.	.	.	.	.	.	.
Netherlands (p)	526,767 ⁻¹	51 ⁻¹	100 ⁻¹	50	50	50	1.01	58 ⁻¹	56 ⁻¹	60 ⁻¹	1.09 ⁻¹	
Norway (p)	212,395 ⁻¹	60 ⁻¹	15 ⁻¹	66	56	78	1.40	80 ⁻¹	63 ⁻¹	98 ⁻¹	1.55 ⁻¹	
Portugal (p)	400,831 ⁻¹	57 ⁻¹	...	45	39	51	1.30	56 ⁻¹	47 ⁻¹	64 ⁻¹	1.35 ⁻¹	
San Marino	...	...	...	...	...	...	...	...	...	...	...
Spain (p)	1,839,903	54	14	55	50	60	1.18	66	59	72	1.22	
Sweden (p)	414,657 ⁻¹	60 ⁻¹	7 ⁻¹	64	53	75	1.41	82 ⁻¹	65 ⁻¹	100 ⁻¹	1.55 ⁻¹	

Distribution of students by ISCED level (%)			Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff		Region
2004			2004			2004				2004		Country or territory
5A	5B	6	5A	5B	6	MF	M	F	GPI	MF	% F	
.	.	.	.	.	.	...	...	...	...	.	.	Dominica
91 **	8 **	1 **	65 **	25 **	40 **	...	...	...	...	11,367 **	41 **	Dominican Republic
...	...	...	...	...	...	...	...	...	...	...	...	Ecuador
89 **	11 **	- **	54 **	56 **	9 **	6.3 ⁻¹	5.4 ⁻¹	7.3 ⁻¹	1.35 ⁻¹	8,053	32	El Salvador
.	.	.	.	.	.	...	...	...	...	.	.	Grenada
95 ** ⁻¹	5 ** ⁻¹	.. ** ⁻¹	42 ** ⁻¹	66 ** ⁻¹	.	1.7 ⁻²	1.9 ⁻²	1.5 ⁻²	0.78 ⁻²	4,147 ** ⁻¹	...	Guatemala
72	28	.	62	75	.	...	...	...	...	305	46	Guyana
...	...	...	...	.	...	...	...	...	...	...	...	Haiti
91 **	9 **	- **	58 **	67 **	33 **	3.0 ⁻¹	2.4 ⁻¹	3.7 ⁻¹	1.55 ⁻¹	7,170 **	38 **	Honduras
37 ** ⁻¹	56 ** ⁻¹	7 ** ⁻¹	73 ** ⁻¹	68 ** ⁻¹	71 ** ⁻¹	...	...	...	...	2,006 ** ⁻¹	60 ** ⁻¹	Jamaica (p)
97 ⁻¹	3 ⁻¹	- ⁻¹	50 ⁻¹	41 ⁻¹	39 ⁻¹	14.4 ⁻¹	13.7 ⁻¹	15.1 ⁻¹	1.11 ⁻¹	231,558 ⁻¹	...	Mexico (p)
.	.	.	.	.	.	...	...	...	...	.	.	Montserrat
15 ⁻²	64 ⁻²	21 ⁻²	44 ⁻²	59 ⁻²	73 ⁻²	...	...	...	...	340 ** ⁻²	44 ** ⁻²	Netherlands Antilles
95 ** ⁻¹	5 ** ⁻¹	.. ** ⁻¹	52 ** ⁻¹	59 ** ⁻¹	.	3.1 ⁻²	2.5 ⁻²	3.7 ⁻²	1.51 ⁻²	6,757 ** ⁻¹	46 ** ⁻¹	Nicaragua
87	13	-	62	53	59	23.0	25.2	20.7	0.82	10,381	44	Panama
79 ** ⁻²	21 ** ⁻²	...	55 ⁻²	69 ⁻²	...	...	...	...	...	...	...	Paraguay (p)
54 ** ⁻²	46 ** ⁻²	...	47 ⁻²	56 ⁻²	...	...	...	...	...	56,070 ⁻²	...	Peru (p)
. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.	.	Saint Kitts and Nevis
86	14	.	79	71	.	1.4	0.9	1.9	2.15	173	76	Saint Lucia
.	.	.	.	.	.	...	...	...	...	.	.	Saint Vincent and the Grenadines
63 ** ⁻²	37 ** ⁻²	.. ⁻²	49 ** ⁻²	84 ** ⁻²	.	...	...	...	...	550 ** ⁻²	48 ** ⁻²	Suriname
52	34	15	60	48	57	5.1	3.9	6.4	1.67	1,720	34 **	Trinidad and Tobago
.	100	.	.	100	.	...	...	...	...	3 **	33 **	Turks and Caicos Islands
76 ** ⁻²	24 ** ⁻²	...	60 ⁻²	83 ⁻²	...	9.0 ⁻²	7.2 ⁻²	10.9 ⁻²	1.51 ⁻²	11,989 ⁻²	...	Uruguay (p)
62 ** ⁻¹	34 ** ⁻¹	4 ** ⁻¹	47 ** ⁻¹	58 ** ⁻¹	...	11.5	...	...	...	...	...	Venezuela
North America and Western Europe												
28	72	.	60	44	.	0.4 **	0.5 **	0.3 **	0.52 **	84	48	Andorra
82 ⁻¹	11 ⁻¹	7 ⁻¹	52 ⁻¹	66 ⁻¹	45 ⁻¹	19.5 ⁻¹	19.1 ⁻¹	19.9 ⁻¹	1.04 ⁻¹	28,698 ⁻¹	29 ⁻¹	Austria (p)
46	52	2	51	57	39	19.9 ⁻²	19.1 ⁻²	20.6 ⁻²	1.08 ⁻²	25,602	40	Belgium (p)
72 ** ⁻²	25 ** ⁻²	2 ** ⁻²	58 ** ⁻²	52 ** ⁻²	45 ** ⁻²	32.9 ⁻²	25.3 ⁻²	40.9 ⁻²	1.62 ⁻²	131,320 ** ⁻²	41 ** ⁻²	Canada (p)
19 ⁻¹	80 ⁻¹	1 ⁻¹	77 ⁻¹	43 ⁻¹	42 ⁻¹	4.9 ⁻¹	1.8 ⁻¹	8.2 ⁻¹	4.56 ⁻¹	1,335 ⁻¹	41 ⁻¹	Cyprus
89 ⁻¹	9 ⁻¹	2 ⁻¹	60 ⁻¹	42 ⁻¹	42 ⁻¹	38.8 ⁻¹	25.1 ⁻¹	52.8 ⁻¹	2.10 ⁻¹	...	...	Denmark (p)
93 ⁻¹	.. ⁻¹	7 ⁻¹	54 ⁻¹	40 ⁻¹	50 ⁻¹	56.2 ⁻¹	40.3 ⁻¹	72.8 ⁻¹	1.80 ⁻¹	17,988 ** ⁻¹	45 ** ⁻¹	Finland (p)
71	24	5	55	56	47	42.7	35.2	50.5	1.44	135,783	39	France (p)
...	...	...	47	61	...	21.1	20.7	21.4	1.03	290,429	34	Germany (p)
.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	Gibraltar
64 ⁻¹	33 ⁻¹	3 ⁻¹	53 ⁻¹	49 ⁻¹	43 ⁻¹	15.3 ⁻²	12.5 ⁻²	18.4 ⁻²	1.47 ⁻²	23,756 ⁻¹	...	Greece (p)
...	...	...	...	...	...	...	...	...	...	...	...	Holy See
94 ⁻¹	6 ⁻¹	.. ⁻¹	64 ⁻¹	51 ⁻¹	53 ⁻¹	46.1 ⁻¹	30.6 ⁻¹	61.9 ⁻¹	2.02 ⁻¹	1,992 ⁻¹	48 ** ⁻¹	Iceland (p)
62 ⁻¹	36 ⁻¹	2 ⁻¹	57 ⁻¹	54 ⁻¹	47 ⁻¹	37.5 ⁻¹	29.9 ⁻¹	45.4 ⁻¹	1.52 ⁻¹	12,742 ⁻¹	38 ⁻¹	Ireland (p)
78 ⁻¹	20 ⁻¹	3 ⁻¹	57 ⁻¹	51 ⁻¹	53 ⁻¹	32.0 ⁻¹	24.9 ⁻¹	39.5 ⁻¹	1.59 ⁻¹	...	...	Israel (p)
97	1	2	56	66	51	31.3 ⁻¹	26.8 ⁻¹	35.9 ⁻¹	1.34 ⁻¹	91,978	33	Italy (p)
100 ⁻¹	.. ⁻¹	.. ⁻¹	27 ⁻¹	.. ⁻¹	.. ⁻¹	...	...	...	...	...	...	Liechtenstein
60 ⁻¹	40 ⁻¹	1 ⁻¹	54 ⁻¹	52 ⁻¹	52 ⁻¹	...	...	...	...	...	...	Luxembourg (p)
78 ⁻¹	22 ⁻¹	.. ⁻¹	56 ⁻¹	62 ⁻¹	38 ⁻¹	25.0 ⁻¹	21.4 ⁻¹	28.8 ⁻¹	1.35 ⁻¹	579 ⁻¹	22 ⁻¹	Malta
.	.	.	.	.	.	.	.	.	.	.	.	Monaco
97 ⁻¹	1 ⁻¹	1 ⁻¹	51 ⁻¹	60 ⁻¹	41 ⁻¹	45.5 ⁻¹	38.4 ⁻¹	53.0 ⁻¹	1.38 ⁻¹	44,092 ⁻¹	34 ⁻¹	Netherlands (p)
95 ⁻¹	3 ⁻¹	2 ⁻¹	60 ⁻¹	51 ⁻¹	42 ⁻¹	44.3 ⁻¹	31.5 ⁻¹	57.7 ⁻¹	1.83 ⁻¹	17,903 ** ⁻¹	37 ** ⁻¹	Norway (p)
95 ⁻¹	1 ⁻¹	4 ⁻¹	57 ⁻¹	53 ⁻¹	55 ⁻¹	...	...	...	...	36,187 ⁻¹	41 ⁻¹	Portugal (p)
...	...	...	...	...	.	...	...	...	...	...	...	San Marino
82	14	4	54	51	51	36.1	28.2	44.4	1.57	140,740	38	Spain (p)
91 ⁻¹	3 ⁻¹	5 ⁻¹	61 ⁻¹	47 ⁻¹	46 ⁻¹	39.2 ⁻¹	29.0 ⁻¹	49.8 ⁻¹	1.72 ⁻¹	36,413 ⁻¹	40 ** ⁻¹	Sweden (p)

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

Region	Total enrolment			Gross enrolment ratio							
	2004			1999				2004			
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Switzerland (p)	195,947	45	21	38	44	31	0.70	47	52	42	0.80
United Kingdom (p)	2,247,441	57	100	60	56	64	1.15	60	51	70	1.37
United States (p)	16,900,471	57	24	73	63 **	83 **	1.31 **	82	69	96	1.39
South and West Asia											
Afghanistan	27,648	20	...	...	...	...	...	1	2	-	0.28
Bangladesh	877,335 ⁻¹	32 ⁻¹	58 ⁻¹	6	8	4	0.51	7 ⁻¹	9 ⁻¹	4 ⁻¹	0.50 ⁻¹
Bhutan	...	...	...	...	...	...	...	...	...	...	...
India	11,295,041 ⁻¹	38 ⁻¹	...	...	...	...	...	11 ⁻¹	14 ⁻¹	9 ⁻¹	0.67 ⁻¹
Iran, Islamic Republic of	1,954,920	51	54	19	21	17	0.80	22	21	24	1.11
Maldives	73 ⁻¹	70 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	2.37 ⁻¹
Nepal	147,123	28	...	...	...	...	...	6	8	3	0.40
Pakistan	520,666	43	12	...	...	...	...	3	4	3	0.80
Sri Lanka (p)	...	...	...	...	...	...	...	...	...	...	...
Sub-Saharan Africa											
Angola	12,982 ^{**,-1}	40 ^{**,-1}	32 ^{**,-1}	1	1	-	0.63	1 ^{**,-1}	1 ^{**,-1}	1 ^{**,-1}	0.66 ^{**,-1}
Benin	...	...	...	3	4	1	0.26	...	...	...	...
Botswana	13,221	46	100	3	3	3	0.79	6	7	6	0.85
Burkina Faso	18,868 **	22 **	...	1	2	-	0.30	2 **	3 **	1 **	0.29 **
Burundi	15,706	28	32	1	1	1	0.41	2	3	1	0.37
Cameroon	83,903 *	39 **	9 *	5	...	...	...	5 *	6 **	4 **	0.64 **
Cape Verde	3,036	53	...	2	...	...	...	6	5	6	1.10
Central African Republic	...	...	...	2	3	1	0.18	...	...	...	...
Chad	...	...	...	...	...	...	...	...	...	...	...
Comoros	1,779 **	43 **	- **	1	1	1	0.75	2 **	3 **	2 **	0.77 **
Congo	12,456 ^{**,-1}	16 ^{**,-1}	8 ^{**,-1}	4	6	1	0.26	4 ^{**,-1}	6 ^{**,-1}	1 ^{**,-1}	0.19 ^{**,-1}
Côte d'Ivoire	...	...	...	6	10	3	0.36	...	...	...	...
Democratic Rep. of the Congo	...	...	...	1 **	...	...	...	...	...	...	...
Equatorial Guinea	...	...	...	...	...	...	...	...	...	...	...
Eritrea	4,612	13	-	1	2	-	0.15	1	2	-	0.15
Ethiopia	172,111	25	23	1	1	-	0.23	2	4	1	0.34
Gabon	...	...	...	7	9	5	0.54	...	...	...	...
Gambia	1,530	19	...	1	2	-	0.29	1	2	-	0.23
Ghana	69,968	32	-	...	...	...	...	3	4	2	0.48
Guinea	17,218	16	...	...	...	...	...	2	4	1	0.20
Guinea-Bissau	...	...	...	- **	1 **	- **	0.18 **	...	...	...	...
Kenya	108,407	37	...	...	...	...	...	3	4	2	0.60
Lesotho	6,108 ⁻¹	61 ⁻¹	- ⁻¹	2	2	3	1.64	3 ⁻¹	2 ⁻¹	3 ⁻¹	1.51 ⁻¹
Liberia	...	...	...	8	13	3	0.24	...	...	...	...
Madagascar	42,143	47	8	2	2	2	0.84	3	3	2	0.90
Malawi	5,089	35	-	-	-	-	0.38	-	1	-	0.54
Mali	25,803	31	-	2	...	...	...	2	3	1	0.47
Mauritius	17,781	58	-	7	7	6	0.88	17	14	20	1.39
Mozambique	22,256	32	32	1	...	...	...	1	2	1	0.46
Namibia	11,788 ⁻¹	53 ⁻¹	...	...	...	...	...	6 ⁻¹	6 ⁻¹	7 ⁻¹	1.15 ⁻¹
Niger	8,774	27	25	...	...	...	...	1	1	0	0.40
Nigeria	1,289,656	35	...	7 **	...	...	...	10	13	7	0.55
Rwanda	25,233	39	43	1	...	...	...	3	3	2	0.62
Sao Tome and Principe	.	.	.	...	...	...	...	.	.	.	.
Senegal	52,282	...	21	3	...	...	...	5	...	...	...
Seychelles	.	.	.	.	.	.	.	.	.	.	.
Sierra Leone	9,041 ^{**,-2}	29 ^{**,-2}	...	...	...	...	...	2 ^{**,-2}	3 ^{**,-2}	1 ^{**,-2}	0.40 ^{**,-2}
Somalia	...	...	...	...	...	...	...	...	...	...	...

Distribution of students by ISCED level (%)			Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff		Region
2004			2004			2004				2004		
5A	5B	6	5A	5B	6	MF	M	F	GPI	MF	% F	Country or territory
72	20	8	47	41	39	24.0	26.0	22.1	0.85	26,234	27	Switzerland (p)
73	23	4	55	67	44	39.1	33.9	44.6	1.32	111,830	38	United Kingdom (p)
77	21	2	56	60	51	34.5	28.7	40.5	1.41	1,174,831	43	United States (p)
South and West Asia												
...	...	...	...	...	...	...	...	...	...	1,781	12	Afghanistan
91 ⁻¹	9 ⁻¹	- ⁻¹	34 ⁻¹	14 ⁻¹	28 ⁻¹	5.1 ⁻¹	6.5 ⁻¹	3.6 ⁻¹	0.55 ⁻¹	61,321 ⁻¹	15 ⁻¹	Bangladesh
...	...	...	...	...	...	...	...	...	...	...	...	Bhutan
99 ⁻¹	1 ⁻¹	1 ⁻¹	38 ⁻¹	35 ⁻¹	37 ⁻¹	...	...	...	...	428,078 ⁻¹	37 ⁻¹	India
74	25	1	55	42	25	10.1	9.9	10.3	1.04	103,226	16	Iran, Islamic Republic of
...	100 ⁻¹	...	...	70 ⁻¹	...	...	...	...	...	39 ⁻¹	67 ⁻¹	Maldives
99 ^{**}	...	1 ^{**}	28 ^{**}	...	23^{**}	...	...	...	...	...	...	Nepal
96	3	2	43	29	28	...	...	...	...	60,633	13	Pakistan
...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka (p)
Sub-Saharan Africa												
100 ^{**,-1}	...	...	40 ^{**,-1}	...	...	...	...	...	...	1,285 ^{**,-2}	20 ^{**,-2}	Angola
...	...	...	...	...	...	...	...	...	...	...	...	Benin
67	19	14	45	47	44	...	...	...	...	...	...	Botswana
...	...	...	...	...	...	...	...	...	...	561 ^{**}	...	Burkina Faso
33	67	-	25	29	19	0.4	0.7	0.2	0.34	669	14	Burundi
...	...	...	...	...	...	...	...	...	...	2,993 [*]	...	Cameroon
100	...	-	53	...	63	...	...	...	...	425	46	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
...	...	...	...	...	...	...	...	...	...	...	...	Chad
68 ^{**}	32 ^{**}	...	39 ^{**}	52^{**}	...	...	...	...	...	130 ^{**}	15 ^{**}	Comoros
84 ^{**,-1}	15 ^{**,-1}	1 ^{**,-1}	16 ^{**,-1}	13 ^{**,-1}	31 ^{**,-1}	...	...	...	...	894 ^{**,-1}	...	Congo
...	...	...	...	...	...	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	...	...	Democratic Rep. of the Congo
...	...	...	...	...	...	...	...	...	...	...	...	Equatorial Guinea
77	23	...	12	16	...	1.5	2.7	0.4	0.17	429	14	Eritrea
100	...	-	25	...	-	3.1	4.3	1.8	0.42	4,803	9	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	Gabon
100	...	...	19	...	...	1.9	3.3	0.5	0.17	134	16	Gambia
87	13	-	32	26	17	...	...	...	...	3,933	14	Ghana
...	...	...	...	...	...	...	...	...	...	1,054	5	Guinea
...	...	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
62	33	5	35	43	36	...	...	...	...	...	...	Kenya
51 ⁻¹	49 ⁻¹	...	53 ⁻¹	70 ⁻¹	...	1.1 ⁻¹	...	...	...	545 ⁻¹	50 ^{**,-1}	Lesotho
...	...	...	...	...	...	...	...	...	...	...	...	Liberia
80	18	2	47	47	44	1.0 ⁻²	1.0 ⁻²	0.9 ⁻²	0.94 ⁻²	1,560	27	Madagascar
100	...	...	35	...	...	...	...	...	...	418	32	Malawi
95	5	...	31	51	...	...	...	...	...	975	...	Mali
42	57	1	48	65	38	7.8	7.7	8.0	1.03	...	...	Mauritius
100	...	...	32	...	...	0.8	1.0	0.5	0.54	2,516	22	Mozambique
61 ⁻¹	39 ⁻¹	...	55 ⁻¹	51 ⁻¹	44 ⁻¹	3.8 ⁻¹	3.3 ⁻¹	4.3 ⁻¹	1.29 ⁻¹	898 ⁻¹	27 ⁻¹	Namibia
...	...	...	...	...	...	...	...	...	...	...	...	Niger
58 ^{**}	41	1 ^{**}	26 ^{**}	46	39^{**}	...	...	...	...	37,031	17	Nigeria
65	35	...	41	36	...	1.0	1.1	1.0	0.85	1,738	12	Rwanda
...	...	...	...	...	...	...	...	...	...	...	...	Sao Tome and Principe
...	...	...	...	...	...	...	...	...	...	...	...	Senegal
...	...	...	...	...	...	...	...	...	...	...	...	Seychelles
44 ^{**,-2}	56 ^{**,-2}	...	16 ^{**,-2}	39 ^{**,-2}	...	...	...	...	...	1,198 ^{**,-2}	15 ^{**,-2}	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	Somalia

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

Region	Total enrolment			Gross enrolment ratio							
	2004			1999				2004			
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
South Africa	717,793 ⁻¹	54 ⁻¹	...	14	13	15	1.17	15 ⁻¹	14 ⁻¹	17 ⁻¹	1.17 ⁻¹
Swaziland	6,594	52	...	5	5	4	0.86	5	5	5	1.07
Togo	...	...	...	3	5	1	0.21	...	...	...	...
Uganda	88,360	38	10	2	2 ^{**}	1 ^{**}	0.53 ^{**}	3	4	3	0.62
United Republic of Tanzania	42,948	29	...	1	1	-	0.27	1	2	1	0.41
Zambia	...	...	...	2 ^{**}	3 ^{**}	1 ^{**}	0.46^{**}	...	...	...	...
Zimbabwe (p)	55,689 ^{**,-1}	39 ^{**,-1}	10 ^{**,-1}	3^{**}	...	...	...	4 ^{**,-1}	5 ^{**,-1}	3 ^{**,-1}	0.63 ^{**,-1}
REGIONAL AVERAGES											
WORLD	131,999,450	50	...	18 ^{**}	18 ^{**}	18 ^{**}	0.97 ^{**}	24	23	24	1.03
Arab States	6,517,436	48 ^{**}	...	19	22 ^{**}	16 ^{**}	0.74 ^{**}	21	21 ^{**}	20 ^{**}	0.95 ^{**}
Central and Eastern Europe	18,509,355	55	...	39 ^{**}	36 ^{**}	43 ^{**}	1.19 ^{**}	54	48	60	1.25
Central Asia	1,883,736	51	...	19 ^{**}	20 ^{**}	18 ^{**}	0.92 ^{**}	25	24	26	1.05
East Asia and the Pacific	38,852,387	45	...	13	...	...	...	23	24	21	0.89
Latin America and the Caribbean	14,601,908 ^{**}	53 ^{**}	...	21	20	23	1.12	28 ^{**}	26 ^{**}	30 ^{**}	1.17 ^{**}
North America and Western Europe	32,868,944	56	...	61	55	68	1.23	70	60	79	1.32
South and West Asia	15,465,266	40	...	...	...	...	...	11	12	9	0.70
Sub-Saharan Africa	3,300,418 ^{**}	38 ^{**}	...	4	5 ^{**}	3 ^{**}	0.59 ^{**}	5 ^{**}	6 ^{**}	4 ^{**}	0.62 ^{**}

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

Distribution of students by ISCED level (%)			Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff		Region
2004			2004			2004				2004		
5A	5B	6	5A	5B	6	MF	M	F	GPI	MF	% F	Country or territory
87 ⁻¹	12 ⁻¹	1 ⁻¹	53 ⁻¹	64 ⁻¹	39 ⁻¹	6.4 ⁻¹	5.5 ⁻¹	7.2 ⁻¹	1.30 ⁻¹	43,023 ⁻¹	50 ⁻¹	South Africa
100	.	.	52	.	.	4.2	4.0	4.5	1.14	328	24	Swaziland
...	- ⁻¹	...	...	...	...	...	...	Togo
62	36	2	41	35	37	2.0	2.2	1.7	0.74	4,168	19	Uganda
74	20	6	30	28	27	0.4	0.8	0.1	0.07	2,516	16	United Republic of Tanzania
...	...	...	...	...	...	...	...	...	...	...	...	Zambia
38 ^{**1}	59 ^{**1}	...	32 ⁻¹	44 ⁻¹	...	...	...	...	...	...	...	Zimbabwe (p)
REGIONAL AVERAGES												
79 ^{**2}	19 ^{**2}	2 ^{**2}	...	...	...	...	...	...	...	8,475,673 ^{**}	41 ^{**}	WORLD
82 ^{**1}	14 ^{**1}	4 ^{**1}	...	...	...	...	...	...	...	258,294 ^{**}	33 ^{**}	Arab States
77 ⁻¹	21 ⁻¹	2 ^{**1}	...	...	...	...	...	...	...	1,178,868	51 ^{**}	Central and Eastern Europe
90	9	1	...	...	...	...	...	...	...	136,374	49	Central Asia
63 ⁻¹	36 ⁻¹	1 ⁻¹	...	...	...	...	...	...	...	2,412,457 ^{**}	38 ^{**}	East Asia and the Pacific
76 ^{**2}	22 ^{**2}	2 ^{**2}	...	...	...	...	...	...	...	1,147,396 ^{**}		Latin America and the Caribbean
77 ⁻¹	21 ⁻¹	3 ⁻¹	...	...	...	...	...	...	...	2,424,378	40	North America and Western Europe
95 ⁻¹	4 ⁻¹	1 ⁻¹	...	...	...	...	...	...	...	777,197	33	South and West Asia
71 ⁻¹	28 ⁻¹	1 ⁻¹	...	...	...	...	...	...	...	140,709 ^{**}	29 ^{**}	Sub-Saharan Africa

TABLE 9 INTERNATIONALLY MOBILE STUDENTS IN TERTIARY EDUCATION BY HOST COUNTRY AND REGION OF ORIGIN / 2004 (countries having more than 1000 mobile students)

Region	Students from abroad studying in given country (inbound mobile students)			Mobile students by region of origin								
	MF	% F	Inbound mobility rate (%)	Arab States	Central and Eastern Europe	Central Asia	East Asia and the Pacific	Latin America and the Caribbean	North America and Western Europe	South and West Asia	Sub-Saharan Africa	Unspecified
Arab States												
Algeria	4,677	...	0.7	...	...	...	...	...	...	...	...	4,677
Bahrain	1,331 ⁻¹	33 ⁻¹	7.0 ⁻¹	1,202 ⁻¹	3 ⁻¹	- ⁻¹	6 ⁻¹	- ⁻¹	13 ⁻¹	98 ⁻¹	6 ⁻¹	3 ⁻¹
Iraq	3,557	19	0.9	...	...	...	...	...	...	...	...	3,557
Jordan (p)	15,816 ⁻¹	...	8.5 ⁻¹	13,350 ⁻¹	165 ⁻¹	5 ⁻¹	583 ⁻¹	81 ⁻¹	1,325 ⁻¹	59 ⁻¹	205 ⁻¹	43 ⁻¹
Lebanon	13,930	50	9.0	...	...	...	...	...	...	...	...	13,930
Morocco	6,393	25	1.9	1,357	9	-	167	6	18	13	2,834	1,989
Qatar	1,633 ⁻¹	60 ⁻¹	20.9 ⁻¹	1,319 ⁻¹	13 ⁻¹	- ⁻¹	2 ⁻¹	- ⁻¹	9 ⁻¹	171 ⁻¹	38 ⁻¹	81 ⁻¹
Saudi Arabia	12,199	31	2.1	6,049	526	251	927	42	372	1,134	1,606	1,292
Tunisia (p)	2,265 ⁻¹	...	0.9 ⁻¹	...	...	...	...	...	...	...	...	2,265 ⁻¹
Central and Eastern Europe												
Belarus	2,428	...	0.5	882	145	1	737	52	179	406	26	-
Bulgaria (p)	8,025 ⁻¹	42 ⁻¹	3.5 ⁻¹	274 ⁻¹	4,961 ⁻¹	86 ⁻¹	54 ⁻¹	7 ⁻¹	2,306 ⁻¹	243 ⁻¹	94 ⁻¹	- ⁻¹
Croatia	2,836 ⁻¹	46 ⁻¹	2.3 ⁻¹	2 ⁻¹	2,646 ⁻¹	- ⁻¹	4 ⁻¹	- ⁻¹	45 ⁻¹	- ⁻¹	1 ⁻¹	138 ⁻¹
Czech Republic (p)	10,338 ⁻¹	59 ⁻¹	3.6 ⁻¹	402 ⁻¹	8,098 ⁻¹	164 ⁻¹	150 ⁻¹	98 ⁻¹	952 ⁻¹	108 ⁻¹	172 ⁻¹	194 ⁻¹
Estonia	1,090 ⁻¹	...	1.7 ⁻¹	2 ⁻¹	646 ⁻¹	6 ⁻¹	116 ⁻¹	3 ⁻¹	307 ⁻¹	6 ⁻¹	4 ⁻¹	- ⁻¹
Hungary (p)	12,226 ⁻¹	46 ⁻¹	3.1 ⁻¹	191 ⁻¹	8,445 ⁻¹	101 ⁻¹	243 ⁻¹	31 ⁻¹	2,823 ⁻¹	291 ⁻¹	101 ⁻¹	- ⁻¹
Latvia	2,390 ⁻¹	...	2.0 ⁻¹	74 ⁻¹	996 ⁻¹	35 ⁻¹	4 ⁻¹	1 ⁻¹	1,182 ⁻¹	97 ⁻¹	1 ⁻¹	- ⁻¹
Poland (p)	7,608 ⁻¹	54 ⁻¹	0.4 ⁻¹	205 ⁻¹	4,823 ⁻¹	586 ⁻¹	300 ⁻¹	71 ⁻¹	1,376 ⁻¹	53 ⁻¹	193 ⁻¹	1 ⁻¹
Republic of Moldova	2,502	35	2.0	842	1,537	11	12	-	93	5	2	-
Romania	9,730 ⁻¹	44 ⁻¹	1.5 ⁻¹	976 ⁻¹	5,863 ⁻¹	29 ⁻¹	65 ⁻¹	34 ⁻¹	2,143 ⁻¹	394 ⁻¹	204 ⁻¹	22 ⁻¹
Russian Federation (p)	75,786	...	0.9 ^{**}	-	18,047	28,959	-	-	-	-	-	28,780
Slovakia (p)	1,651 ⁻¹	38 ⁻¹	1.0 ⁻¹	315 ⁻¹	884 ⁻¹	19 ⁻¹	20 ⁻¹	14 ⁻¹	307 ⁻¹	28 ⁻¹	64 ⁻¹	- ⁻¹
Turkey (p)	12,729 ⁻¹	38 ⁻¹	0.7 ⁻¹	1,069 ⁻¹	3,687 ⁻¹	5,086 ⁻¹	228 ⁻¹	12 ⁻¹	1,536 ⁻¹	824 ⁻¹	287 ⁻¹	- ⁻¹
Ukraine	15,622	...	0.6	...	...	...	...	...	...	...	...	15,622
Central Asia												
Armenia	3,346	24	4.2	658	718	1,014	13	2	49	892	-	-
Azerbaijan	1,991	19	1.6	31	1,626	164	41	-	2	127	-	-
Georgia	1,056	...	0.7	1	258	778	2	-	17	-	-	-
Kazakhstan	8,690	...	1.3	36	2,806	3,888	718	-	14	1,200	3	25
Kyrgyzstan	16,249	54	7.9	12	1,137	14,556	118	-	-	346	-	80
Tajikistan	2,208	18	2.0	18	304	1,681	-	1	-	204	-	-
East Asia and the Pacific												
Australia (p)	166,954	45	16.6	2,481	1,536	158	102,575	1,911	16,115	23,347	5,344	13,487
Fiji	4,211	53	32.9	...	...	...	...	...	...	...	...	4,211
Hong Kong (China), SAR	3,270	48	2.1	-	-	-	3,001	-	101	56	-	112
Japan (p)	117,903	49	2.7	600	1,206	885	107,854	1,157	3,093	2,591	488	29
Macao, China	14,627	28	58.9	-	2	-	14,568	3	41	1	12	-
Malaysia (p)	27,731 ⁻²	...	4.4 ⁻²	2,156 ⁻²	228 ⁻²	176 ⁻²	18,482 ⁻²	14 ⁻²	227 ⁻²	3,654 ⁻²	1,394 ⁻²	1,400 ⁻²
New Zealand (p)	26,359 ⁻¹	50 ⁻¹	13.5 ⁻¹	69 ⁻¹	165 ⁻¹	20 ⁻¹	21,598 ⁻¹	192 ⁻¹	2,634 ⁻¹	1,501 ⁻¹	174 ⁻¹	6 ⁻¹
Philippines (p)	4,744 ⁻¹	...	0.2 ⁻¹	104 ⁻¹	14 ⁻¹	8 ⁻¹	2,925 ⁻¹	8 ⁻¹	899 ⁻¹	702 ⁻¹	73 ⁻¹	11 ⁻¹
Republic of Korea (p)	7,843	47	0.2	30	215	291	5,662	118	580	271	68	608
Thailand (p)	4,092 ⁻²	...	0.2 ⁻²	9 ⁻²	53 ⁻²	19 ⁻²	1,756 ⁻²	5 ⁻²	263 ⁻²	314 ⁻²	13 ⁻²	1,660 ⁻²
Viet Nam	1,048 ⁻¹	18 ⁻¹	0.1 ⁻¹	1 ⁻¹	12 ⁻¹	4 ⁻¹	1,031 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹
Latin America and the Caribbean												
Argentina (p)	3,261 ⁻²	...	0.2 ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	2,682 ⁻²	- ⁻²	- ⁻²	- ⁻²	579 ⁻²
Bolivia	1,142 ⁻³	...	0.5 ⁻³	- ⁻³	- ⁻³	- ⁻³	39 ⁻³	1,090 ⁻³	5 ⁻³	- ⁻³	- ⁻³	8 ⁻³
Brazil (p)	1,260 ⁻²	...	- ⁻²	2 ⁻²	11 ⁻²	- ⁻²	18 ⁻²	387 ⁻²	98 ⁻²	9 ⁻²	34 ⁻²	701 ⁻²

Region	Students from abroad studying in given country (inbound mobile students)			Mobile students by region of origin								
	MF	% F	Inbound mobility rate (%)	Arab States	Central and Eastern Europe	Central Asia	East Asia and the Pacific	Latin America and the Caribbean	North America and Western Europe	South and West Asia	Sub-Saharan Africa	Unspecified
Chile (p)	5,211 ⁻¹	...	0.9 ⁻¹	9 ⁻¹	30 ⁻¹	- ⁻¹	204 ⁻¹	2,983 ⁻¹	1,954 ⁻¹	15 ⁻¹	9 ⁻¹	7 ⁻¹
Costa Rica	1,560	...	...	2	11	1	40	1,015	445	3	-	43
Cuba	13,705	...	...	100	10	39	252	11,277	66	10	1,661	290
Mexico (p)	1,892 ⁻²	...	0.1 ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	850 ⁻²	- ⁻²	- ⁻²	1,042 ⁻²
Uruguay (p)	2,100 ⁻³	...	2.2 ^{**3}	...	...	...	...	...	...	...	...	2,100 ⁻³
Venezuela	2,472	...	...	28	15	-	10	2,060	301	7	51	-
North America and Western Europe												
Austria (p)	31,101 ⁻¹	52 ⁻¹	13.5 ⁻¹	454 ⁻¹	12,968 ⁻¹	149 ⁻¹	1,309 ⁻¹	366 ⁻¹	14,753 ⁻¹	642 ⁻¹	336 ⁻¹	124 ⁻¹
Belgium (p)	37,103	...	9.6	3,399	2,209	220	2,351	981	22,381	567	4,521	474
Canada (p)	40,033 ⁻³	44 ⁻³	3.3 ⁻³	3,359 ⁻³	1,223 ⁻³	44 ⁻³	10,949 ⁻³	3,636 ⁻³	13,117 ⁻³	2,284 ⁻³	3,742 ⁻³	1,679 ⁻³
Cyprus	5,282 ⁻¹	23 ⁻¹	28.9 ⁻¹	145 ⁻¹	454 ⁻¹	23 ⁻¹	1,099 ⁻¹	7 ⁻¹	413 ⁻¹	3,014 ⁻¹	66 ⁻¹	61 ⁻¹
Denmark (p)	18,120 ⁻¹	54 ⁻¹	9.0 ⁻¹	294 ⁻¹	2,262 ⁻¹	89 ⁻¹	1,329 ⁻¹	291 ⁻¹	5,835 ⁻¹	666 ⁻¹	557 ⁻¹	6,797 ⁻¹
Finland (p)	7,361 ⁻¹	47 ⁻¹	2.5 ⁻¹	184 ⁻¹	2,373 ⁻¹	37 ⁻¹	1,408 ⁻¹	149 ⁻¹	1,994 ⁻¹	369 ⁻¹	711 ⁻¹	136 ⁻¹
France (p)	237,587	...	11.0	76,273	20,831	1,151	21,715	9,427	37,295	2,558	41,430	26,907
Germany (p)	260,314	50	...	16,572	105,371	6,986	40,402	7,424	55,946	12,317	10,783	4,513
Greece (p)	12,456 ⁻¹	...	2.2 ⁻¹	395 ⁻¹	1,412 ⁻¹	121 ⁻¹	28 ⁻¹	16 ⁻¹	10,256 ⁻¹	24 ⁻¹	145 ⁻¹	59 ⁻¹
Ireland (p)	10,201 ⁻¹	50 ⁻¹	5.6 ⁻¹	599 ⁻¹	274 ⁻¹	21 ⁻¹	1,527 ⁻¹	79 ⁻¹	6,347 ⁻¹	644 ⁻¹	465 ⁻¹	245 ⁻¹
Italy (p)	40,641	57	2.0	2,227	15,791	118	1,038	3,285	14,429	1,067	2,363	323
Netherlands (p)	20,531 ⁻¹	54 ⁻¹	3.9 ⁻¹	2,059 ⁻¹	2,304 ⁻¹	80 ⁻¹	2,509 ⁻¹	1,320 ⁻¹	10,770 ⁻¹	640 ⁻¹	668 ⁻¹	181 ⁻¹
Norway (p)	11,060 ⁻¹	42 ⁻¹	5.2 ⁻¹	245 ⁻¹	1,634 ⁻¹	30 ⁻¹	492 ⁻¹	249 ⁻¹	4,249 ⁻¹	600 ⁻¹	738 ⁻¹	2,823 ⁻¹
Portugal (p)	15,483 ⁻¹	50 ⁻¹	3.9 ⁻¹	19 ⁻¹	254 ⁻¹	2 ⁻¹	368 ⁻¹	2,461 ⁻¹	3,253 ⁻¹	40 ⁻¹	8,814 ⁻¹	272 ⁻¹
Spain (p)	15,051	51	0.8	1,591	804	36	232	5,151	6,526	116	589	6
Sweden (p)	32,469 ⁻¹	45 ⁻¹	7.8 ⁻¹	623 ⁻¹	3,885 ⁻¹	106 ⁻¹	1,749 ⁻¹	922 ⁻¹	16,396 ⁻¹	1,072 ⁻¹	617 ⁻¹	7,099 ⁻¹
Switzerland (p)	35,705	...	18.2	1,272	3,525	120	1,281	1,575	15,369	463	1,315	10,785
United Kingdom (p)	300,056	47	13.4	13,270	9,257	903	93,639	8,793	117,713	25,041	23,569	7,871
United States (p)	572,509	...	3.4	17,631	36,176	3,078	229,577	70,235	78,477	99,115	33,583	4,637
South and West Asia												
India	7,738 ⁻¹	...	0.1 ⁻¹	843 ⁻¹	40 ⁻¹	68 ⁻¹	1,595 ⁻¹	28 ⁻¹	435 ⁻¹	2,188 ⁻¹	1,673 ⁻¹	868 ⁻¹
Iran, Islamic Republic of	1,791	42	0.1	542	71	127	70	2	18	929	32	-
Sub-Saharan Africa												
Cameroon	1,529	...	1.8 [*]	-	-	-	-	3	-	-	1,318	208
Madagascar	1,219	24	2.9	-	-	-	-	-	-	-	1,098	121
Mali	1,221 ⁻³	...	6.5 ⁻³	...	...	...	...	...	...	...	...	1,221 ⁻³
Namibia	1,026 ⁻¹	...	8.7 ⁻¹	8 ⁻¹	1 ⁻¹	- ⁻¹	5 ⁻¹	2 ⁻¹	6 ⁻¹	5 ⁻¹	938 ⁻¹	61 ⁻¹
Senegal	1,295 ⁻³	...	4.4 ⁻³	...	...	...	...	...	...	...	...	1,295 ⁻³
South Africa	49,979 ⁻¹	54 ⁻¹	7.0 ⁻¹	...	...	...	...	...	...	...	36,203 ⁻¹	13,776 ⁻¹
Togo	1,307 ⁻³	...	8.6 ⁻³	...	...	...	...	...	...	...	...	1,307 ⁻³
REGIONAL AVERAGES												
WORLD	2,455,250	...	...	177,372	298,093	72,570	700,999	145,639	486,601	194,231	193,871	185,874
Arab States	61,983	...	...	23,277	716	256	1,685	129	1,737	1,475	4,689	28,019
Central and Eastern Europe	168,015	...	...	5,434	62,394	35,090	1,993	337	14,283	2,533	1,158	44,793
Central Asia	33,958	...	...	757	7,051	22,089	1,095	3	86	2,769	3	105
East Asia and the Pacific	379,919	...	...	5,468	3,443	1,561	280,372	3,410	24,030	32,459	7,575	21,601
Latin America and the Caribbean	36,536	...	...	145	79	40	592	24,071	3,976	64	1,805	5,764
North America and Western Europe	1,704,735	...	...	140,747	224,232	13,336	413,476	117,652	441,968	151,660	135,901	65,763
South and West Asia	10,303	...	...	1,489	128	198	1,687	30	467	3,255	1,794	1,255
Sub-Saharan Africa	59,801	...	...	55	50	-	99	7	54	16	40,946	18,574

TABLE 10 INTERNATIONAL FLOWS OF MOBILE STUDENTS AT THE TERTIARY LEVEL / 2004

Region	Students from a given country studying abroad (outbound mobile students) ^a			Top five destinations (host countries) for outbound mobile students (The number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (Inbound – outbound)	
	Country or territory	MF	Outbound mobility ratio (%)			Gross outbound enrolment ratio	MF	Net flow ratio (%)
Arab States							
Algeria	24,356	3.4	0.7	France (22,250), United Kingdom (452), Germany (304), Switzerland (266), Belgium (255)	4,677	-19,679	-2.7
Bahrain	2,108	11.4 **	3.9 **	United Kingdom (871), U.S.A. (444), Saudi Arabia (153), Jordan (147) ⁻¹ , Australia (122)	1,331 ⁻¹	-777	-4.2
Djibouti	1,800	158.7	2.5	France (1,517), Morocco (73), Malaysia (56) ⁻² , India (28) ⁻¹	- ⁻²	-1,800	-158.7
Egypt (p)	6,545	0.3	0.1	U.S.A. (1,822), Germany (1,192), France (849), United Kingdom (799), Saudi Arabia (370)	...	...	...
Iraq	3,134 ⁻¹	0.8	0.1	Jordan (538) ⁻¹ , Germany (428), Sweden (294) ⁻¹ , Netherlands (211) ⁻¹ , France (188)	3,557	423	0.1
Jordan (p)	6,942	3.7	1.3	U.S.A. (1,853), United Kingdom (1,151), Germany (996), Saudi Arabia (438), Moldova (280)	15,816 ⁻¹	8,874	4.8
Kuwait	4,959	11.8 **	2.6 **	U.S.A. (1,846), Jordan (990) ⁻¹ , United Kingdom (805), Bahrain (238) ⁻¹ , Ireland (218) ⁻¹	...	...	...
Lebanon	11,286	7.3	3.5	France (4,671), U.S.A. (2,179), Germany (976), Italy (577), United Kingdom (575)	13,930	2,644	1.7
Libyan Arab Jamahiriya	3,032	0.8 **	0.5 **	United Kingdom (1,221), Malaysia (346) ⁻² , France (247), Germany (236), Canada (178) ⁻⁴	...	...	...
Mauritania	2,042	22.0	0.8	France (984), Morocco (562), Germany (196), U.S.A. (68), Saudi Arabia (58)	182	-1,860	-20.0
Morocco	51,503	15.0	1.6	France (32,802), Germany (8,305), Belgium (2,579), U.S.A. (1,835), Netherlands (1,664) ⁻¹	6,393	-45,110	-13.1
Oman	4,283	12.7	1.6	United Kingdom (1,495), Jordan (913) ⁻¹ , U.S.A. (445), Malaysia (401) ⁻² , Australia (398)	...	...	...
Palestinian Autonomous Territories	6,875 ⁻¹	5.6	2.1	Jordan (4,845) ⁻¹ , Saudi Arabia (552), Qatar (321) ⁻¹ , Turkey (277) ⁻¹ , U.S.A. (247)	-	-6,875	-5.6
Qatar	1,105	12.8 **	2.3 **	United Kingdom (420), U.S.A. (354), Jordan (80) ⁻¹ , Australia (61), Saudi Arabia (60)	1,633 ⁻¹	528	6.1
Saudi Arabia	9,318	1.6	0.4	U.S.A. (3,521), United Kingdom (2,192), Jordan (1,494) ⁻¹ , Bahrain (674) ⁻¹ , Canada (437) ⁻⁴	12,199	2,881	0.5
Sudan	2,886	1.4 **	0.1 **	Germany (542), United Kingdom (354), Malaysia (323) ⁻² , U.S.A. (279), Saudi Arabia (245)	...	...	...
Syrian Arab Republic	10,385	...	0.5	Jordan (2,279) ⁻¹ , France (2,237), Germany (1,207), Saudi Arabia (668), Armenia (630)	...	...	...
Tunisia (p)	13,983	5.3	1.4	France (9,748), Germany (1,849), Canada (635) ⁻⁴ , U.S.A. (341), Switzerland (276)	2,265 ⁻¹	-11,718	-4.4
United Arab Emirates	4,384	6.4 **	1.4 **	United Kingdom (1,633), U.S.A. (1,248), Australia (859), Ireland (113) ⁻¹ , India (68) ⁻¹	...	...	...
Yemen	6,446	3.4	0.3	Saudi Arabia (2,797), Jordan (1,390) ⁻¹ , Malaysia (480) ⁻² , United Kingdom (464), U.S.A. (284)	...	...	...
Central and Eastern Europe							
Albania	13,214	30.3	5.0	Italy (8,494), U.S.A. (916), Greece (725) ⁻¹ , Germany (625), Turkey (608) ⁻¹	458 ⁻¹	-12,756	-29.3
Belarus	10,490	2.1	1.3	Russian Fed. (6,010), Germany (1,737), Poland (1,088) ⁻¹ , France (465), U.S.A. (422)	2,428	-8,062	-1.6
Bosnia and Herzegovina	9,572 ⁻¹	...	3.4	Germany (2,801), Croatia (2,273) ⁻¹ , Austria (1,308) ⁻¹ , U.S.A. (433), Denmark (432) ⁻¹	...	...	...
Bulgaria (p)	24,619	10.7	4.4	Germany (12,116), U.S.A. (3,734), France (2,905), Austria (1,588) ⁻¹ , Turkey (948) ⁻¹	8,025 ⁻¹	-16,594	-7.2
Croatia	9,955	8.2	3.2	Germany (5,437), Italy (1,357), Austria (947) ⁻¹ , U.S.A. (660), Slovenia (425) ⁻¹	2,836 ⁻¹	-7,119	-5.8
Czech Republic (p)	6,666	2.3	0.9	Germany (2,483), U.S.A. (1,052), France (662), Austria (439) ⁻¹ , United Kingdom (359)	10,338 ⁻¹	3,672	1.3
Estonia	3,721	5.8	3.8	Russian Fed. (1,217), Germany (728), Finland (528) ⁻¹ , U.S.A. (271), Sweden (242) ⁻¹	1,090 ⁻¹	-2,631	-4.1
Hungary (p)	7,750	2.0	1.0	Germany (3,097), Austria (1,279) ⁻¹ , U.S.A. (997), France (536), United Kingdom (371)	12,226 ⁻¹	4,476	1.1
Latvia	3,730	3.1	2.2	Russian Fed. (1,022), Germany (916), U.S.A. (424), Estonia (305) ⁻¹ , United Kingdom (186)	2,390 ⁻¹	-1,340	-1.1
Lithuania	6,926	4.1	2.9	Germany (1,701), Russian Fed. (1,690), U.S.A. (691), Poland (628) ⁻¹ , Latvia (507) ⁻¹	689 ⁻¹	-6,237	-3.7
Poland (p)	28,786	1.5	0.9	Germany (15,417), France (3,270), U.S.A. (2,913), Austria (1,172) ⁻¹ , Italy (1,002)	7,608 ⁻¹	-21,178	-1.1
Republic of Moldova	7,784 ⁻¹	6.1	1.9	Romania (4,111) ⁻¹ , Russian Fed. (1,267), Germany (597), France (463), Bulgaria (382) ⁻¹	2,502	-5,282	-4.2
Romania	20,680	3.2	1.2	France (4,474), Germany (4,220), U.S.A. (3,320), Hungary (3,147) ⁻¹ , Italy (1,225)	9,730 ⁻¹	-10,950	-1.7
Russian Federation (p)	34,473	0.4 **	0.3 **	Germany (11,462), U.S.A. (5,532), France (2,597), Kazakhstan (2,177), United Kingdom (1,878)	75,786	41,313	0.5
Serbia and Montenegro	10,038	4.8 **	1.7 *	Germany (3,747), Hungary (1,194) ⁻¹ , Austria (1,007) ⁻¹ , Italy (712), France (489)	831 ⁻³	-9,207	-4.4
Slovakia (p)	14,581 ⁻¹	9.2	3.1	Czech Republic (6,938) ⁻¹ , Hungary (2,441) ⁻¹ , Germany (1,640), Austria (1,387) ⁻¹ , U.S.A. (585)	1,651 ⁻¹	-12,930	-8.2
Slovenia	2,524	2.5	1.7	Germany (628), Austria (593) ⁻¹ , Italy (326), United Kingdom (265), U.S.A. (209)	963 ⁻¹	-1,561	-1.5
The Former Yugoslav Rep. of Macedonia	5,348 ⁻¹	11.7	3.2	Bulgaria (2,690) ⁻¹ , Germany (819), U.S.A. (349), Turkey (278) ⁻¹ , Albania (177) ⁻¹	113 ⁻¹	-5,235	-11.5
Turkey (p)	52,048	2.7	0.8	Germany (27,582), U.S.A. (11,398), France (2,273), United Kingdom (1,960), Austria (1,820) ⁻¹	12,729 ⁻¹	-39,319	-2.0
Ukraine	25,188	1.0	0.7	Germany (7,618), Russian Fed. (6,841), U.S.A. (2,004), Poland (1,809) ⁻¹ , Hungary (1,005) ⁻¹	15,622	-9,566	-0.4
Central Asia							
Armenia	2,768	3.5	0.9	Russian Fed. (1,239), U.S.A. (412), Germany (371), France (290), Belgium (42)	3,346	578	0.7
Azerbaijan	4,202	3.4	0.5	Turkey (1,395) ⁻¹ , Russian Fed. (1,027), Georgia (778), Germany (311), U.S.A. (238)	1,991	-2,211	-1.8
Georgia	6,679	4.3	1.8	Germany (3,000), Russian Fed. (1,357), Armenia (932), U.S.A. (373), France (275)	1,056	-5,623	-3.6
Kazakhstan	27,356	4.1	2.0	Russian Fed. (20,098), Kyrgyzstan (3,635), Germany (876), Turkey (781) ⁻¹ , U.S.A. (538)	8,690	-18,666	-2.8
Kyrgyzstan	3,072	1.5	0.6	Turkey (784) ⁻¹ , Russian Fed. (715), Kazakhstan (544), Germany (386), U.S.A. (179)	16,249	13,177	6.4
Mongolia	4,567	4.2	1.6	Germany (1,400), U.S.A. (711), Japan (689), Kazakhstan (569), Turkey (309) ⁻¹	418	-4,149	-3.8
Tajikistan	2,233	2.1	0.3	Russian Fed. (708), Kyrgyzstan (641), Turkey (265) ⁻¹ , Kazakhstan (132), U.S.A. (117)	2,208	-25	-
Turkmenistan	4,530	...	1.0	Russian Fed. (1,385), Turkey (1,293) ⁻¹ , Kazakhstan (719), Kyrgyzstan (418), Tajikistan (303)	...	...	...
Uzbekistan	17,163	4.2 **	0.6 **	Kyrgyzstan (9,856), Russian Fed. (2,430), Kazakhstan (1,783), Tajikistan (1,277), Germany (520)	...	...	...

Region	Students from a given country studying abroad (outbound mobile students) ^a			Top five destinations (host countries) for outbound mobile students (The number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (Inbound – outbound)	
	MF	Outbound mobility ratio (%)	Gross outbound enrolment ratio			MF	Net flow ratio (%)
Country or territory	MF	Outbound mobility ratio (%)	Gross outbound enrolment ratio			MF	Net flow ratio (%)
East Asia and the Pacific							
Australia (p)	6,434	0.6	0.5	U.S.A. (2,706), United Kingdom (1,501), Canada (398) ⁻⁴ , Japan (346), Germany (324)	166,954	160,520	16.0
Brunei Darussalam	1,886	38.4	5.6	Australia (753), United Kingdom (744), Malaysia (287) ⁻² , New Zealand (25) ⁻¹ , Canada (22) ⁻⁴	198 ⁺¹	-1,688	-34.3
Cambodia	2,250	5.0	0.1	France (715), U.S.A. (330), Viet Nam (303) ⁻¹ , Japan (260), Australia (177)	40	-2,210	-4.9
China (p)	343,126	1.8	0.3	U.S.A. (87,943), Japan (76,130), United Kingdom (47,738), Australia (28,309), Germany (25,284)	...	...	...
Cook Islands	30 ⁻²	...	1.8 ^{**}	Papua New Guinea (19) ⁻⁶ , Australia (8), U.S.A. (3)	. ⁻²	-30	...
Democratic People's Republic of Korea	1,339	...	0.1	Italy (255), Germany (244), Canada (174) ⁻⁴ , United Kingdom (156)	...	...	...
Fiji	1,451	11.4	1.7	Australia (758), New Zealand (386) ⁻¹ , U.S.A. (177), United Kingdom (29), Japan (27)	4,211	2,760	21.6
Hong Kong (China), SAR	34,199	22.0	7.0	Australia (13,165), United Kingdom (10,577), U.S.A. (7,353), Canada (1,852) ⁻⁴ , Macao, China (746)	3,270	-30,929	-19.9
Indonesia (p)	31,687	0.9	0.1	Australia (10,184), U.S.A. (8,880), Malaysia (4,731) ⁻² , Germany (2,572), Japan (1,474)	377 ⁻²	-31,310	-0.9
Japan (p)	60,424	1.5	0.8	U.S.A. (40,835), United Kingdom (6,395), Australia (3,172), Germany (2,547), France (2,337)	107,030	46,606	1.2
Kiribati	125	...	1.5 [*]	U.S.A. (53), Australia (19), United Kingdom (12), Papua New Guinea (11) ⁻⁶	...	...	...
Lao People's Democratic Republic	1,463 ⁻¹	4.3	0.3	Viet Nam (700) ⁻¹ , Japan (231), France (168), Australia (117), U.S.A. (65)	215	-1,248	-3.7
Macao, China	853	3.4	2.4	U.S.A. (374), Australia (282), United Kingdom (107), Canada (45) ⁻⁴ , Portugal (20) ⁻¹	14,627	13,774	55.5
Malaysia (p)	40,884	6.5	1.9	Australia (16,094), United Kingdom (11,806), U.S.A. (6,483), Japan (1,841), New Zealand (831) ⁻¹	27,731 ⁻²	-13,153	-2.1
Marshall Islands	25	2.7 ^{**}	0.5 ^{**}	U.S.A. (24), United Kingdom (1)	...	...	...
Micronesia (Federated States of)	184	12.2	1.7	U.S.A. (182), United Kingdom (2)	...	...	...
Myanmar	2,503	0.5 ^{**}	0.1 ^{**}	U.S.A. (691), Japan (492), Malaysia (348) ⁻² , Thailand (255) ⁻² , Australia (211)	...	...	...
Nauru	1	...	0.1 [*]	United Kingdom (1)	. ⁻²	-1	...
New Zealand (p)	6,513	3.3	2.4	Australia (4,524), U.S.A. (962), United Kingdom (546), Canada (100) ⁻⁴ , Japan (85)	26,359 ⁻¹	19,846	10.2
Niue	12	...	12.8 ^{**}	U.S.A. (11), Papua New Guinea (1) ⁻⁶	. ⁻²	-12	...
Palau	95 ⁻¹	19.6 ^{**}	7.9 ^{**}	New Zealand (50) ⁻¹ , U.S.A. (45)	11 ⁻³	-84	-17.4
Papua New Guinea	896	9.1	0.2	Australia (648), New Zealand (105) ⁻¹ , United Kingdom (56), U.S.A. (32), Japan (31)	318 ⁻³	-578	-5.9
Philippines (p)	6,974	0.3	0.1	U.S.A. (3,467), United Kingdom (777), Australia (674), Japan (526), Germany (229)	4,744 ⁻¹	-2,230	-0.1
Republic of Korea (p)	95,885	3.0	2.6	U.S.A. (52,484), Japan (23,280), Germany (5,488), Australia (3,915), United Kingdom (3,482)	7,843	-88,042	-2.4
Samoa	356	30.2 ^{**}	2.3 ^{**}	New Zealand (147) ⁻¹ , U.S.A. (103), Australia (65), Japan (16), Papua New Guinea (13) ⁻⁶	132 ⁻³	-224	-19.0
Singapore	20,725	...	8.3	Australia (11,200), U.S.A. (3,955), United Kingdom (3,905), Malaysia (486) ⁻² , Canada (348) ⁻⁴	...	...	...
Solomon Islands	296 ⁻¹	...	0.7	Papua New Guinea (104) ⁻⁶ , New Zealand (93) ⁻¹ , Australia (77), U.S.A. (9), United Kingdom (6)	...	...	...
Thailand (p)	23,727	1.1	0.4	U.S.A. (8,937), Australia (5,449), United Kingdom (3,754), Japan (1,604), Germany (958)	4,092 ⁻²	-19,635	-0.9
Timor-Leste	266 ⁻¹	4.2 [*]	0.4 [*]	Portugal (229) ⁻¹ , Cuba (20), Macao, China (6), Japan (3)	...	...	...
Tokelau	-	-	. ⁻²	-	-
Tonga	394	103.7 ^{**}	3.5 ^{**}	New Zealand (152) ⁻¹ , U.S.A. (111), Australia (58), Japan (27), Papua New Guinea (23) ⁻⁶	...	...	...
Tuvalu	30 ⁻¹	...	4.4 [*]	New Zealand (23) ⁻¹ , U.S.A. (5), Italy (2)	.	-30	...
Vanuatu	149 ⁻¹	15.6 ^{**}	0.8 ^{**}	Papua New Guinea (68) ⁻⁶ , New Zealand (50) ⁻¹ , France (11), United Kingdom (7), U.S.A. (5)	...	...	...
Viet Nam	15,817	1.9 ^{**}	0.2 ^{**}	U.S.A. (3,165), France (2,950), Australia (2,619), Germany (2,006), Japan (1,340)	1,048 ⁻¹	-14,769	-1.7
Latin America and the Caribbean							
Anguilla	76	...	9.2 ^{**}	U.S.A. (62), United Kingdom (13), Cuba (1)	.	-76	...
Antigua and Barbuda	511	...	...	U.S.A. (240), Cuba (102), United Kingdom (79), Canada (41) ⁻⁴ , Jamaica (26) ⁻⁴	. ⁻²	-511	...
Argentina (p)	8,485	0.4	0.3	U.S.A. (3,644), France (838), Spain (802), Germany (519), United Kingdom (434)	3,261 ⁻²	-5,224	-0.3
Aruba	190	11.2 [*]	3.2 [*]	Cuba (94), U.S.A. (60), United Kingdom (36)	91 ⁻¹	-99	-5.8
Bahamas	2,722	...	10.1	U.S.A. (2,030), United Kingdom (223), Canada (194) ⁻⁴ , Cuba (91), Trinidad&Tobago (85)	...	...	...
Barbados	1,511	18.9	7.1	U.S.A. (569), United Kingdom (468), Trinidad&Tobago (200), Canada (126) ⁻⁴ , Jamaica (115) ⁻⁴	589 ⁻³	-922	-11.6
Belize	762	105.5	2.8	U.S.A. (501), Cuba (133), United Kingdom (44), Jamaica (33) ⁻⁴ , Germany (15)	...	...	...
Bermuda	1,081	55.2 ^{**}	34.4 ^{**}	U.S.A. (633), Canada (250) ⁻⁴ , United Kingdom (182), Australia (10), Trinidad&Tobago (3)	...	...	...
Bolivia	3,497	1.0 ^{**}	0.4 ^{**}	U.S.A. (1,004), Argentina (563) ⁻² , Cuba (468), Chile (371) ⁻¹ , Germany (219)	1,142 ⁻³	-2,355	-0.7
Brazil (p)	19,619	0.5	0.1	U.S.A. (7,799), Germany (1,801), Portugal (1,760) ⁻¹ , France (1,759), United Kingdom (1,110)	1,260 ⁻²	-18,359	-0.5
British Virgin Islands	277	...	18.5	U.S.A. (145), Jordan (56) ⁻¹ , United Kingdom (50), Germany (8), Canada (7) ⁻⁴	. ⁻²	-277	...
Cayman Islands	298	76.4 ^{**}	14.4 ^{**}	U.S.A. (191), United Kingdom (106), Iran, Isl. Rep. (1)	143 ⁻³	-155	-39.7
Chile (p)	5,873	1.0	0.4	U.S.A. (1,612), Argentina (712) ⁻² , Germany (624), France (512), Spain (427)	5,211 ⁻¹	-662	-0.1
Colombia	16,090	1.4	0.4	U.S.A. (7,533), France (1,754), Venezuela (1,206), Germany (988), Spain (797)	...	...	...
Costa Rica	1,609	2.0 ^{**}	0.4 ^{**}	U.S.A. (907), Cuba (199), Germany (119), France (70), United Kingdom (48)	1,560	-49	-
Cuba	1,131	0.5	0.2	Spain (225), U.S.A. (132), Germany (123), Italy (95), Chile (91) ⁻¹	13,705	12,574	5.3

TABLE 10 INTERNATIONAL FLOWS OF MOBILE STUDENTS AT THE TERTIARY LEVEL / 2004

Region	Students from a given country studying abroad (outbound mobile students) ^a			Top five destinations (host countries) for outbound mobile students (The number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (Inbound – outbound)	
	MF	Outbound mobility ratio (%)	Gross outbound enrolment ratio			MF	Net flow ratio (%)
Country or territory							
Dominica	642	...	14.2 *	U.S.A. (232), Cuba (211), United Kingdom (50), France (34)	.	-642	...
Dominican Republic	1,745	0.6 **	0.2 **	U.S.A. (998), Cuba (354), France (95), Spain (61), United Kingdom (35)	...	...	...
Ecuador	5,128	...	0.4	U.S.A. (2,345), Cuba (546), Germany (359), Chile (343) ⁻¹ , France (291)	...	...	...
El Salvador	2,171	1.8	0.3	U.S.A. (976), Cuba (566), France (106), Honduras (100) ⁻¹ , Chile (85) ⁻¹	525 ⁻¹	-1,646	-1.4
Grenada	442	...	4.7 *	U.S.A. (229), Cuba (93), United Kingdom (43), Trinidad&Tobago (40), Canada (16) ⁻⁴	.	-442	...
Guatemala	2,387	2.1 **	0.2 **	U.S.A. (1,030), Cuba (680), Honduras (102) ⁻¹ , Germany (98), France (85)	...	...	...
Guyana	1,019	14.7	1.3	U.S.A. (503), Cuba (260), United Kingdom (94), France (46), Canada (44) ⁻⁴	.	-1,019	-14.7
Haiti	2,994	...	0.4	U.S.A. (1,074), France (912), Cuba (704), Canada (154) ⁻⁴ , Belgium (42)	...	...	...
Honduras	2,018	1.6 **	0.3 **	U.S.A. (1,089), Cuba (654), Costa Rica (57), El Salvador (34) ⁻¹	819 ⁻¹	-1,199	-1.0
Jamaica (p)	6,833	14.9 **	2.8 **	U.S.A. (4,994), United Kingdom (979), Cuba (378), Canada (208) ⁻⁴ , Trinidad&Tobago (170)	797 ⁻³	-6,036	-13.2
Mexico (p)	21,661	1.0	0.2	U.S.A. (13,329), United Kingdom (1,973), France (1,452), Germany (977), Spain (937)	1,892 ⁻²	-19,769	-0.9
Montserrat	40	...	18.2 *	United Kingdom (28), U.S.A. (6), Trinidad&Tobago (4), Cuba (2)	.	-40	...
Netherlands Antilles	275	12.0	2.8	U.S.A. (225), Aruba (20), Australia (9), Portugal (7) ⁻¹ , Ireland (5) ⁻¹	...	...	...
Nicaragua	1,807	1.7 **	0.3 **	Cuba (546), U.S.A. (473), Costa Rica (303), Honduras (117) ⁻¹ , El Salvador (73) ⁻¹	...	...	...
Panama	1,818	1.4	0.6	U.S.A. (958), Cuba (429), El Salvador (89) ⁻¹ , Costa Rica (72), United Kingdom (39)	...	...	...
Paraguay (p)	1,655	1.1 **	0.3 **	Cuba (525), Argentina (386) ⁻² , U.S.A. (343), France (64), Chile (49) ⁻¹	...	...	...
Peru (p)	9,715	1.2 **	0.4 **	U.S.A. (3,771), Germany (902), Chile (722) ⁻¹ , Italy (687), France (498)	...	...	...
Saint Kitts and Nevis	340	...	8.7 *	U.S.A. (167), Cuba (65), Jamaica (30) ⁻⁴ , United Kingdom (27), Canada (22) ⁻⁴	.	-340	...
Saint Lucia	1,026	44.9	6.5	U.S.A. (299), Cuba (254), United Kingdom (180), Trinidad&Tobago (136), Canada (88) ⁻⁴	.	-1,026	-44.9
Saint Vincent and the Grenadines	544	...	4.4	U.S.A. (183), Cuba (136), United Kingdom (77), Trinidad&Tobago (72), Jamaica (43) ⁻⁴	. ⁻²	-544	...
Suriname	1,180 ⁻¹	22.8	2.8	Netherlands (952) ⁻¹ , U.S.A. (126), Cuba (25), Belgium (15)	...	...	...
Trinidad and Tobago	4,903	29.3	3.5	U.S.A. (3,638), United Kingdom (683), Canada (241) ⁻⁴ , Jamaica (153) ⁻⁴ , Cuba (57)	969	-3,934	-23.5
Turks and Caicos Islands	122	...	8.8 *	U.S.A. (78), United Kingdom (31), Jamaica (8) ⁻⁴ , Trinidad&Tobago (3), Mauritius (2)	-	-122	...
Uruguay (p)	1,873	1.9 **	0.7 **	U.S.A. (532), Argentina (497) ⁻² , Cuba (280), Spain (72), France (71)	2,100 ⁻³	227	0.2
Venezuela	9,569	1.0 **	0.4 **	U.S.A. (5,575), Cuba (847), Portugal (595) ⁻¹ , Spain (488), France (405)	2,472	-7,097	-0.7
North America and Western Europe							
Andorra	1,240	374.6 **	35.3 **	Spain (951), France (231), Netherlands (19) ⁻¹ , U.S.A. (9), Italy (6)	31 ⁻¹	-1,209	-365.3
Austria (p)	11,679	5.1	2.5	Germany (6,924), United Kingdom (1,308), U.S.A. (899), Switzerland (550), France (495)	31,101 ⁻¹	19,422	8.5
Belgium (p)	10,729	2.8	1.7	France (2,841), United Kingdom (2,418), Netherlands (1,987) ⁻¹ , Germany (1,021), U.S.A. (823)	26,202	15,473	4.0
Canada (p)	38,847	3.3 **	1.9 **	U.S.A. (27,017), United Kingdom (3,890), Australia (3,100), France (1,267), Germany (556)	40,033 ⁻³	1,186	0.1
Cyprus	17,381 ⁻¹	95.1 *	30.4 *	Greece (10,048) ⁻¹ , United Kingdom (4,208), U.S.A. (1,562), Bulgaria (443) ⁻¹ , Hungary (297) ⁻¹	5,282 ⁻¹	-12,099	-66.2
Denmark (p)	6,318	3.1	2.1	United Kingdom (1,662), Sweden (995) ⁻¹ , Norway (868) ⁻¹ , U.S.A. (859), Germany (697)	18,120 ⁻¹	11,802	5.8
Finland (p)	9,719 ⁻¹	3.3	2.9	Sweden (4,054) ⁻¹ , United Kingdom (1,883), Germany (1,056), U.S.A. (619), France (332)	7,361 ⁻¹	-2,358	-0.8
France (p)	53,350	2.5	1.4	Belgium (12,458), United Kingdom (11,295), U.S.A. (6,818), Germany (6,678), Belgium (6,238)	237,587	184,237	8.5
Germany (p)	56,410	...	1.2 **	United Kingdom (12,096), U.S.A. (8,745), France (6,698), Switzerland (5,823), Austria (5,657) ⁻¹	260,314	203,904	...
Gibraltar	...	...	...	...	.	.	.
Greece (p)	49,631	8.8	6.4	United Kingdom (22,826), Germany (7,577), Italy (7,159), France (2,288), U.S.A. (2,126)	12,456 ⁻¹	-37,175	-6.6
Holy See	33	...	...	Spain (13), U.S.A. (11), Germany (5), France (3), Italy (1)	...	...	...
Iceland (p)	3,007 ⁻¹	22.5	13.9	Denmark (1,081) ⁻¹ , U.S.A. (488), Sweden (434) ⁻¹ , United Kingdom (317), Norway (251) ⁻¹	580 ⁻¹	-2,427	-18.2
Ireland (p)	17,570	9.7	5.4	United Kingdom (14,713), U.S.A. (1,020), France (522), Germany (486), Australia (159)	10,201 ⁻¹	-7,369	-4.1
Israel (p)	11,974	4.0	2.3	U.S.A. (3,474), United Kingdom (1,300), Germany (1,116), Latvia (1,092) ⁻¹ , Jordan (1,060) ⁻¹	...	...	...
Italy (p)	38,544	1.9	1.2	Germany (8,111), Austria (6,149) ⁻¹ , United Kingdom (5,215), France (4,686), Holy See (4,103) ⁻⁵	40,641	2,097	0.1
Liechtenstein	670	...	...	Switzerland (503), Austria (109) ⁻¹ , Germany (19), United Kingdom (13), France (8)	...	...	...
Luxembourg (p)	6,743	219.1	27.1	Germany (2,071), France (1,709), Belgium (1,324), United Kingdom (833), Belgium (818)	652 ⁻³	-6,091	-198.0
Malta	731	8.2	2.4	United Kingdom (476), Germany (50), Spain (44), Italy (39), U.S.A. (30)	409 ⁻¹	-322	-3.6
Monaco	358	...	...	France (295), United Kingdom (31), Italy (9), U.S.A. (8), Switzerland (6)	.	-358	...
Netherlands (p)	11,440	2.2	1.3	Belgium (2,887), United Kingdom (2,473), Germany (1,876), U.S.A. (1,505), Sweden (630) ⁻¹	20,531 ⁻¹	9,091	1.7
Norway (p)	14,732	6.9	5.6	United Kingdom (3,653), Australia (3,227), Denmark (1,524) ⁻¹ , U.S.A. (1,471), Sweden (1,406) ⁻¹	11,060 ⁻¹	-3,672	-1.7
Portugal (p)	11,213	2.8	1.6	France (2,701), United Kingdom (2,649), Germany (1,922), Spain (1,377), U.S.A. (880)	15,483 ⁻¹	4,270	1.1
San Marino	931	...	...	Italy (774), United Kingdom (118), Germany (13), Belarus (10), Greece (4) ⁻¹	...	...	...
Spain (p)	25,691	1.4	0.9	United Kingdom (6,105), Germany (6,014), France (3,928), U.S.A. (3,631), Belgium (1,042)	15,051	-10,640	-0.6
Sweden (p)	13,392	3.2	2.6	United Kingdom (3,379), U.S.A. (3,116), Norway (1,107) ⁻¹ , Australia (1,049), Germany (839)	32,469 ⁻¹	19,077	4.6

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	MF	Outbound mobility ratio (%)	Gross outbound enrolment ratio			MF	Net flow ratio (%)
Switzerland (p)	9,545	5.1	2.3	Germany (2,169), U.S.A. (1,561), United Kingdom (1,467), France (1,463), Italy (1,075)	64,046	54,501	29.3
United Kingdom (p)	23,542	1.0	0.6	U.S.A. (8,439), France (2,611), Germany (2,154), Ireland (2,132) ⁻¹ , Australia (1,652)	300,056	276,514	12.3
United States (p)	41,181	0.2	0.2	United Kingdom (13,381), Canada (4,394) ⁻⁴ , Australia (3,439), Germany (3,419), France (2,687)	572,509	531,328	3.1
South and West Asia							
Afghanistan	3,096	11.2	0.1	Germany (787), Iran, Isl. Rep. (786), Turkey (210) ⁻¹ , Saudi Arabia (184), Netherlands (169) ⁻¹	...	...	...
Bangladesh	13,156	1.5	0.1	U.S.A. (3,198), Australia (2,950), United Kingdom (1,721), Cyprus (1,633) ⁻¹ , Japan (958)	385 ⁻¹	-12,771	-1.5
Bhutan	620 ⁻¹	...	...	India (227) ⁻¹ , Australia (118), Malaysia (105) ⁻² , U.S.A. (63), Thailand (28) ⁻²	...	...	...
India	123,559	1.1	0.1	U.S.A. (79,736), Australia (15,742), United Kingdom (14,625), Germany (4,237), New Zealand (1,205) ⁻¹	7,738 ⁻¹	-115,821	-1.0
Iran, Islamic Republic of	17,254	0.9	0.2	Germany (5,323), U.S.A. (2,321), France (1,441), United Kingdom (1,436), Italy (694)	1,791	-15,463	-0.8
Maldives	1,046 ⁻²	...	3.2	Malaysia (542) ⁻² , Australia (232), United Kingdom (115), New Zealand (42) ⁻¹ , India (34) ⁻¹	- ⁻¹	-1,046	...
Nepal	7,658	5.2	0.3	U.S.A. (4,384), India (801) ⁻¹ , Australia (616), United Kingdom (394), Japan (343)	...	...	...
Pakistan	18,639	3.6	0.1	U.S.A. (7,325), United Kingdom (4,378), Germany (1,186), Australia (1,100), Malaysia (613) ⁻²	389 ⁻¹	-18,250	-3.5
Sri Lanka (p)	9,203	...	0.5	United Kingdom (2,267), Australia (2,117), U.S.A. (1,964), Japan (615), India (391) ⁻¹	- ⁻¹	-9,203	...
Sub-Saharan Africa							
Angola	5,942 ⁻¹	45.8 ^{**}	0.4 ^{**}	Portugal (3,367) ⁻¹ , South Africa (839) ⁻¹ , U.S.A. (442), Namibia (354) ⁻¹ , France (205)	50 ⁻³	-5,892	-45.4
Benin	3,213	16.3 ^{**}	0.5 ^{**}	France (2,250), Germany (188), U.S.A. (168), Morocco (155), Canada (132) ⁻⁴	...	...	...
Botswana	9,471 ⁻¹	71.6	4.5	South Africa (7,012) ⁻¹ , Australia (792), United Kingdom (700), U.S.A. (488), Malaysia (152) ⁻²	...	...	...
Burkina Faso	1,596	8.5 ^{**}	0.1 ^{**}	France (703), Morocco (210), U.S.A. (191), Canada (117) ⁻⁴ , Germany (108)	...	...	...
Burundi	895	5.7	0.1	Belgium (193), France (186), Italy (99), U.S.A. (80), Germany (37)	509 ⁻²	-386	-2.5
Cameroon	15,129	18.0 [*]	1.0 [*]	Germany (5,332), France (4,963), U.S.A. (1,216), Italy (1,041), Belgium (896)	1,529	-13,600	-16.2
Cape Verde	3,436 ⁻¹	113.2	6.3	Portugal (3,011) ⁻¹ , Cuba (143), France (134), U.S.A. (52), Italy (24)	...	...	...
Central African Republic	918	14.5	0.3	France (737), U.S.A. (40), United Kingdom (29), Cameroon (18), Belgium (16)	...	...	...
Chad	2,018	33.0 ^{**}	0.3 ^{**}	Cameroon (1,165), France (421), Morocco (141), U.S.A. (95), Saudi Arabia (50)	...	...	...
Comoros	2,543	142.9 ^{**}	3.2 ^{**}	Madagascar (1,098), France (1,077), Morocco (246), Saudi Arabia (38), U.S.A. (22)	- ⁻³	-2,543	-142.9
Congo	4,559	36.6 ^{**}	1.3 ^{**}	France (3,176), Belgium (277), Morocco (205), Italy (146), Germany (118)	52	-4,507	-36.2
Côte d'Ivoire	5,833	6.0	0.4	France (3,904), U.S.A. (636), Canada (305) ⁻⁴ , Germany (266), Morocco (236)	...	...	...
Democratic Rep. of the Congo	3,956	6.6 ^{**}	0.1 ^{**}	Belgium (1,271), France (816), South Africa (378) ⁻¹ , U.S.A. (340), Burundi (276) ⁻²	...	...	...
Equatorial Guinea	737	73.5	1.9	Spain (413), Cuba (119), U.S.A. (79), Saudi Arabia (50), France (28)	...	...	...
Eritrea	835	18.1	0.2	U.S.A. (127), Jordan (120) ⁻¹ , Germany (116), Italy (105), Saudi Arabia (83)	-	-835	-18.1
Ethiopia	3,332	1.9	-	U.S.A. (1,060), Germany (566), United Kingdom (263), India (225) ⁻¹ , Norway (163) ⁻¹	...	...	...
Gabon	3,640	48.7	3.2	France (2,866), Canada (228) ⁻⁴ , Germany (150), Morocco (107), U.S.A. (105)	422 ⁻³	-3,218	-43.1
Gambia	1,211	79.2	0.9	U.S.A. (523), United Kingdom (306), Canada (225) ⁻⁴ , Saudi Arabia (29), France (22)	-	-1,211	-79.2
Ghana	8,148	11.6	0.4	U.S.A. (3,288), United Kingdom (2,798), Germany (744), Canada (222) ⁻⁴ , Denmark (106) ⁻¹	...	...	...
Guinea	2,938	17.1	0.4	France (1,263), Portugal (268) ⁻¹ , Morocco (263), U.S.A. (250), Germany (241)	371	-2,567	-14.9
Guinea-Bissau	579 ⁻¹	122.4 ^{**}	0.5 ^{**}	Portugal (348) ⁻¹ , Cuba (58), France (44), Morocco (26), Italy (25)	...	...	...
Kenya	14,123	13.0	0.4	U.S.A. (7,381), United Kingdom (3,083), Australia (1,115), India (521) ⁻¹ , Canada (341) ⁻⁴	...	...	...
Lesotho	4,537 ⁻¹	74.3	2.0	South Africa (4,366) ⁻¹ , United Kingdom (42), U.S.A. (39), Australia (15)	116 ⁻¹	-4,421	-72.4
Liberia	589	1.3	0.2	U.S.A. (411), Bulgaria (30) ⁻¹ , United Kingdom (25), Morocco (21), Saudi Arabia (15)	...	...	...
Madagascar	3,995	9.5	0.2	France (3,487), U.S.A. (109), Germany (100), Switzerland (80), Canada (41) ⁻⁴	1,219	-2,776	-6.6
Malawi	1,438	28.3	0.1	South Africa (417) ⁻¹ , United Kingdom (404), U.S.A. (399), Australia (77), Canada (22) ⁻⁴	...	...	...
Mali	2,664	10.3	0.2	France (1,523), U.S.A. (378), Morocco (214), Cuba (171), Canada (97) ⁻⁴	1,221 ⁻³	-1,443	-5.6
Mauritius	7,224	40.6	7.0	France (1,893), South Africa (1,732) ⁻¹ , United Kingdom (1,646), Australia (860), India (366) ⁻¹	75	-7,149	-40.2
Mozambique	2,366 ⁻¹	10.6	0.1	Portugal (1,066) ⁻¹ , South Africa (815) ⁻¹ , U.S.A. (93), United Kingdom (71), Australia (67)	...	...	...
Namibia	6,847 ⁻¹	58.1	3.5	South Africa (6,530) ⁻¹ , U.S.A. (95), United Kingdom (74), Australia (24), Germany (16)	1,026 ⁻¹	-5,821	-49.4
Niger	1,105	12.6	0.1	France (478), Morocco (218), U.S.A. (169), Belgium (59), Canada (45) ⁻⁴	136	-969	-11.0
Nigeria	15,138	1.2	0.1	U.S.A. (6,140), United Kingdom (5,942), Germany (630), Saudi Arabia (256), Belgium (194)	...	...	...
Rwanda	1,929	7.6	0.2	France (482), Belgium (376), U.S.A. (275), Burundi (217) ⁻² , United Kingdom (82), Germany (77)	92 ⁻³	-1,837	-7.3
Sao Tome and Principe	570 ⁻¹	...	3.3	Portugal (496) ⁻¹ , Cuba (30), France (26), U.S.A. (5), Germany (2)	.	-570	...
Senegal	10,677	20.4	1.0	France (8,329), U.S.A. (805), Morocco (435), Germany (256), Canada (246) ⁻⁴	1,295 ⁻³	-9,382	-17.9
Seychelles	457	...	6.3 [*]	United Kingdom (189), Australia (117), France (32), New Zealand (25) ⁻¹ , Mauritius (15)	- ⁻²	-457	...
Sierra Leone	853	9.4 ^{**}	0.2 ^{**}	U.S.A. (306), United Kingdom (229), Germany (63), Gambia (43) ^{**} , Saudi Arabia (32)	...	...	...
Somalia	1,139 ⁻¹	...	0.2	India (146) ⁻¹ , Malaysia (123) ⁻² , Saudi Arabia (111), United Kingdom (86), Pakistan (80) ⁻¹	...	...	...

TABLE 10 INTERNATIONAL FLOWS OF MOBILE STUDENTS AT THE TERTIARY LEVEL / 2004

Region	Students from a given country studying abroad (outbound mobile students) ^a			Top five destinations (host countries) for outbound mobile students (The number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (Inbound – outbound)	
	MF	Outbound mobility ratio (%)	Gross outbound enrolment ratio			MF	Net flow ratio (%)
South Africa	5,619	0.8	0.1	U.S.A. (1,971), United Kingdom (1,408), Australia (643), Cuba (340), Germany (196)	49,979 ⁻¹	44,360	6.2
Swaziland	2,106 ⁻¹	31.9	1.7	South Africa (1,882) ⁻¹ , U.S.A. (86), United Kingdom (67), Lesotho (17) ⁻¹ , Australia (13)	127 ⁻²	-1,979	-30.0
Togo	2,926	15.9 ^{**}	0.6 ^{**}	France (1,584), Germany (445), U.S.A. (413), Morocco (105), Canada (71) ⁻⁴	1,307 ⁻³	-1,619	-8.8
Uganda	2,454	2.8	0.1	United Kingdom (885), U.S.A. (696), Germany (121), India (93) ⁻¹ , Tanzania (82)	...	...	...
United Republic of Tanzania	3,907	9.1	0.1	U.S.A. (1,471), United Kingdom (1,053), South Africa (283) ⁻¹ , Australia (119), Germany (115)	275	-3,632	-8.5
Zambia	3,610	14.7 ^{**}	0.3 ^{**}	South Africa (1,363) ⁻¹ , U.S.A. (859), United Kingdom (541), Australia (317), Namibia (228) ⁻¹	...	...	...
Zimbabwe (p)	16,669 ⁻¹	29.9 ^{**}	1.1 ^{**}	South Africa (10,586) ⁻¹ , United Kingdom (2,741), U.S.A. (1,999), Australia (892), Namibia (71) ⁻¹	...	...	...

a Outbound ratios are calculated using the latest available data on mobile students and number of tertiary students. For details on the reference year used for tertiary students see *Statistical Table 8*.

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

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by field of education / 2004

Region	Total number of graduates		Graduates by field of education as a % of total									
			Science and technology fields						Other fields			
	MF	% F	Total		Science		Engineering, manufacturing and construction		Total		Education	
			MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Country or territory	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Arab States												
Algeria	...	...	...	...	...	...	...	...	...	...	...	...
Bahrain	2,555 ⁻¹	70 ⁻¹	19 ⁻¹	50 ⁻¹	9 ⁻¹	74 ⁻¹	10 ⁻¹	29 ⁻¹	75 ⁻¹	75 ⁻¹	12 ⁻¹	79 ⁻¹
Djibouti	192 ⁻¹	...	...	...	...	...	...	...	...	...	...	...
Egypt (p,w)	342,902 ⁻²	...	...	...	...	...	...	...	...	...	...	...
Iraq	87,849	33	29	16	4	51	26	11	71	40	16	53
Jordan (p,w)	37,825	50	25	37	15	46	10	24	72	58	12	75
Kuwait	...	...	...	...	...	...	...	...	...	...	...	...
Lebanon	23,681	54	22	38	11	49	11	26	78	58	4	94
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	...	...	...	...	...	...	...	...	...	...	...	...
Morocco	27,001	42	19	30	15	34	4	17	81	45	1	57
Oman	5,059	62	12	38	7	59	6	14	86	65	68	72
Palestinian Autonomous Territories	12,567	55	21	48	12	58	9	35	79	57	23	71
Qatar	1,386 ⁻¹	73 ⁻¹	16 ⁻¹	47 ⁻¹	11 ⁻¹	71 ⁻¹	5 ⁻¹	- ⁻¹	84 ⁻¹	78 ⁻¹	32 ⁻¹	90 ⁻¹
Saudi Arabia	81,686	53	9	39	8	45	1	7	90	54	41	78
Sudan	...	...	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	...	...	...	...	...	...	...	...	...	...	...	...
Tunisia (p,w)	26,435 ^{**,-2}	49 ^{**,-2}	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	...	...	...	...	...	...	...	...	...	...	...	...
Yemen	...	...	...	...	...	...	...	...	...	...	...	...
Central and Eastern Europe												
Albania (p)	5,202 ⁻¹	72 ⁻¹	6 ⁻¹	44 ⁻¹	2 ⁻¹	75 ⁻¹	4 ⁻¹	30 ⁻¹	94 ⁻¹	74 ⁻¹	37 ⁻¹	87 ⁻¹
Belarus	100,397	...	25	...	2	...	23	...	75	...	14	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria (p)	47,277 ⁻¹	59 ⁻¹	20 ⁻¹	42 ⁻¹	5 ⁻¹	56 ⁻¹	16 ⁻¹	38 ⁻¹	80 ⁻¹	63 ⁻¹	10 ⁻¹	75 ⁻¹
Croatia	15,959 ⁻¹	57 ⁻¹	21 ⁻¹	35 ⁻¹	7 ⁻¹	50 ⁻¹	14 ⁻¹	27 ⁻¹	79 ⁻¹	62 ⁻¹	8 ⁻¹	94 ⁻¹
Czech Republic (p)	47,178 ⁻¹	55 ⁻¹	23 ⁻¹	29 ⁻¹	7 ⁻¹	39 ⁻¹	15 ⁻¹	25 ⁻¹	70 ⁻¹	65 ⁻¹	15 ⁻¹	75 ⁻¹
Estonia (p)	9,877 ⁻¹	70 ⁻¹	17 ⁻¹	43 ⁻¹	8 ⁻¹	45 ⁻¹	9 ⁻¹	41 ⁻¹	83 ⁻¹	75 ⁻¹	12 ⁻¹	92 ⁻¹
Hungary (p)	67,606 ⁻¹	62 ⁻¹	11 ⁻¹	27 ⁻¹	3 ⁻¹	33 ⁻¹	9 ⁻¹	25 ⁻¹	89 ⁻¹	67 ⁻¹	18 ⁻¹	78 ⁻¹
Latvia (p)	20,763 ⁻¹	69 ⁻¹	13 ⁻¹	38 ⁻¹	6 ⁻¹	47 ⁻¹	7 ⁻¹	30 ⁻¹	87 ⁻¹	74 ⁻¹	17 ⁻¹	91 ⁻¹
Lithuania (p)	34,454 ⁻¹	65 ⁻¹	22 ⁻¹	36 ⁻¹	5 ⁻¹	48 ⁻¹	17 ⁻¹	32 ⁻¹	78 ⁻¹	74 ⁻¹	16 ⁻¹	84 ⁻¹
Poland (p)	477,785 ⁻¹	65 ⁻¹	12 ⁻¹	33 ⁻¹	4 ⁻¹	51 ⁻¹	8 ⁻¹	24 ⁻¹	67 ⁻¹	70 ⁻¹	13 ⁻¹	76 ⁻¹
Republic of Moldova	20,341	57	...	...	...	...	...	...	...	...	...	...
Romania (p)	137,280 ⁻¹	57 ⁻¹	24 ⁻¹	39 ⁻¹	6 ⁻¹	64 ⁻¹	18 ⁻¹	32 ⁻¹	74 ⁻¹	63 ⁻¹	5 ⁻¹	82 ⁻¹
Russian Federation (p,w)	1,706,156	...	26	...	6	...	20	...	71	...	8	...
Serbia and Montenegro	...	...	...	...	...	...	...	...	...	...	...	...
Slovakia (p)	31,852 ⁻¹	56 ⁻¹	24 ⁻¹	34 ⁻¹	9 ⁻¹	41 ⁻¹	15 ⁻¹	30 ⁻¹	76 ⁻¹	63 ⁻¹	16 ⁻¹	76 ⁻¹
Slovenia (p)	13,931 ⁻¹	61 ⁻¹	19 ⁻¹	26 ⁻¹	3 ⁻¹	39 ⁻¹	15 ⁻¹	22 ⁻¹	81 ⁻¹	69 ⁻¹	11 ⁻¹	84 ⁻¹
The Former Yugoslav Rep. of Macedonia (p)	4,524 ⁻¹	61 ⁻¹	23 ⁻¹	41 ⁻¹	7 ⁻¹	68 ⁻¹	16 ⁻¹	29 ⁻¹	77 ⁻¹	67 ⁻¹	16 ⁻¹	82 ⁻¹
Turkey (p)	311,235 ⁻¹	44 ⁻¹	22 ⁻¹	31 ⁻¹	7 ⁻¹	44 ⁻¹	15 ⁻¹	25 ⁻¹	59 ⁻¹	49 ⁻¹	16 ⁻¹	52 ⁻¹
Ukraine	580,089	...	25	...	4	...	21	...	74	...	8	...
Central Asia												
Armenia	12,029	55	7	35	-	46	7	34	64	59	13	98
Azerbaijan	28,735	41	...	...	...	...	...	...	...	...	...	...
Georgia	24,026	53	24	38	6	70	18	27	76	58	8	74
Kazakhstan	...	...	...	...	...	...	...	...	...	...	...	...
Kyrgyzstan	31,546	55	13	45	6	62	6	30	87	56	24	82
Mongolia	21,109	65	16	51	5	57	11	49	84	68	13	81
Tajikistan	12,234 ⁻²	...	18 ⁻²	...	8 ⁻²	...	10 ⁻²	...	82 ⁻²	...	14 ⁻²	...
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	...	...	...	...	...	...	...	...	...	...	...	...

Graduates by field of education as a % of total												Region
Other fields										Not known or unspecified		Country or territory
Humanities and arts		Social science, business and law		Agriculture		Health and welfare		Services				
MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	
												Arab States
...	...	...	...	...	...	...	...	...	...	...	...	Algeria
7 ⁻¹	85 ⁻¹	41 ⁻¹	69 ⁻¹	.	.-1	12 ⁻¹	84 ⁻¹	3 ⁻¹	74 ⁻¹	6 ⁻¹	64 ⁻¹	Bahrain
...	...	...	...	...	...	...	...	...	...	...	...	Djibouti
...	...	...	...	...	...	...	...	...	...	...	...	Egypt (p,w)
10	42	20	35	3	26	10	37	10	37	-	-	Iraq
15	70	32	46	2	56	10	57	-	66	3	48	Jordan (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	Kuwait
18	65	40	53	-	48	10	66	5	32	-	-	Lebanon
...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
...	...	...	...	...	...	...	...	...	...	...	...	Mauritania
31	47	46	42	-	-	4	66	-	-	-	-	Morocco
3	41	13	37	-	50	1	60	-	-	2	48	Oman
17	55	32	47	-	22	7	63	-	-	-	-	Palestinian Autonomous Territories
10 ⁻¹	92 ⁻¹	38 ⁻¹	62 ⁻¹	.-1	.-1	4 ⁻¹	100 ⁻¹	.-1	.-1	.-1	.-1	Qatar
28	29	15	39	-	-	6	44	-	60	-	58	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	...	...	Sudan
...	...	...	...	...	...	...	...	...	...	...	...	Syrian Arab Republic
...	...	...	...	...	...	...	...	...	...	...	...	Tunisia (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	United Arab Emirates
...	...	...	...	...	...	...	...	...	...	...	...	Yemen
												Central and Eastern Europe
11 ⁻¹	77 ⁻¹	25 ⁻¹	66 ⁻¹	8 ⁻¹	47 ⁻¹	11 ⁻¹	74 ⁻¹	3 ⁻¹	38 ⁻¹	.-1	.-1	Albania (p)
5	...	37	...	9	...	7	...	-	...	-	...	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
8 ⁻¹	65 ⁻¹	47 ⁻¹	62 ⁻¹	2 ⁻¹	42 ⁻¹	7 ⁻¹	70 ⁻¹	6 ⁻¹	45 ⁻¹	.-1	71 ⁻¹	Bulgaria (p)
11 ⁻¹	75 ⁻¹	31 ⁻¹	66 ⁻¹	4 ⁻¹	45 ⁻¹	9 ⁻¹	74 ⁻¹	15 ⁻¹	26 ⁻¹	.-1	.-1	Croatia
8 ⁻¹	63 ⁻¹	26 ⁻¹	59 ⁻¹	4 ⁻¹	49 ⁻¹	14 ⁻¹	78 ⁻¹	4 ⁻¹	48 ⁻¹	7 ⁻¹	40 ⁻¹	Czech Republic (p)
10 ⁻¹	76 ⁻¹	39 ⁻¹	72 ⁻¹	2 ⁻¹	54 ⁻¹	13 ⁻¹	86 ⁻¹	7 ⁻¹	49 ⁻¹	.-1	.-1	Estonia (p)
9 ⁻¹	69 ⁻¹	42 ⁻¹	65 ⁻¹	3 ⁻¹	48 ⁻¹	8 ⁻¹	79 ⁻¹	9 ⁻¹	47 ⁻¹	.-1	.-1	Hungary (p)
7 ⁻¹	81 ⁻¹	54 ⁻¹	70 ⁻¹	1 ⁻¹	48 ⁻¹	4 ⁻¹	84 ⁻¹	5 ⁻¹	45 ⁻¹	.-1	.-1	Latvia (p)
7 ⁻¹	76 ⁻¹	36 ⁻¹	70 ⁻¹	3 ⁻¹	59 ⁻¹	11 ⁻¹	84 ⁻¹	4 ⁻¹	47 ⁻¹	.-1	.-1	Lithuania (p)
7 ⁻¹	75 ⁻¹	41 ⁻¹	68 ⁻¹	2 ⁻¹	59 ⁻¹	2 ⁻¹	70 ⁻¹	4 ⁻¹	56 ⁻¹	21 ⁻¹	69 ⁻¹	Poland (p)
...	...	...	...	...	...	...	...	...	...	...	...	Republic of Moldova
11 ⁻¹	65 ⁻¹	39 ⁻¹	61 ⁻¹	2 ⁻¹	41 ⁻¹	14 ⁻¹	66 ⁻¹	3 ⁻¹	53 ⁻¹	2 ⁻¹	44 ⁻¹	Romania (p)
5	...	45	...	4	...	6	...	3	...	4	...	Russian Federation (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	Serbia and Montenegro
7 ⁻¹	52 ⁻¹	29 ⁻¹	59 ⁻¹	4 ⁻¹	37 ⁻¹	14 ⁻¹	77 ⁻¹	6 ⁻¹	39 ⁻¹	.-1	.-1	Slovakia (p)
6 ⁻¹	75 ⁻¹	44 ⁻¹	67 ⁻¹	2 ⁻¹	54 ⁻¹	10 ⁻¹	82 ⁻¹	7 ⁻¹	38 ⁻¹	.-1	.-1	Slovenia (p)
14 ⁻¹	70 ⁻¹	25 ⁻¹	63 ⁻¹	5 ⁻¹	39 ⁻¹	11 ⁻¹	72 ⁻¹	6 ⁻¹	50 ⁻¹	.-1	.-1	The Former Yugoslav Rep. of Macedonia (p)
5 ⁻¹	55 ⁻¹	23 ⁻¹	49 ⁻¹	4 ⁻¹	43 ⁻¹	6 ⁻¹	60 ⁻¹	4 ⁻¹	26 ⁻¹	19 ⁻¹	40 ⁻¹	Turkey (p)
5	...	44	...	5	...	6	...	5	...	2	...	Ukraine
												Central Asia
3	65	34	48	2	45	9	56	3	12	29	52	Armenia
...	...	...	...	...	...	...	...	...	...	...	...	Azerbaijan
23	78	32	40	3	26	10	74	2	19	-	20	Georgia
...	...	...	...	...	...	...	...	...	...	...	...	Kazakhstan
6	66	47	47	2	13	3	61	6	21	-	-	Kyrgyzstan
10	71	44	66	3	61	8	87	6	27	-	-	Mongolia
34 ⁻²	...	23 ⁻²	...	4 ⁻²	...	6 ⁻²	...	1 ⁻²	...	.-2	...	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	...	...	...	...	...	...	...	...	Uzbekistan

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by field of education / 2004

Region	Total number of graduates		Graduates by field of education as a % of total									
			Science and technology fields						Other fields			
	MF	% F	Total		Science		Engineering, manufacturing and construction		Total		Education	
			MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
East Asia and the Pacific												
Australia (p)	233,488	60	23	30	15	35	8	22	85	62	11	74
Brunei Darussalam	1,388 ⁺¹	64 ⁺¹	11 ⁺¹	42 ⁺¹	5 ⁺¹	48 ⁺¹	7 ⁺¹	38 ⁺¹	88 ⁺¹	67 ⁺¹	56 ⁺¹	65 ⁺¹
Cambodia	8,922	29	15	12	13	14	2	2	85	32	4	30
China (p,w)	1,948,080 ⁻²	...	...	...	...	...	...	...	...	...	...	...
Cook Islands	.	.	.	.	.	.	.	.	.	.	.	.
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	1,679	...	...	...	...	...	...	...	...	...	...	...
Hong Kong (China), SAR	53,104	52	28	26	12	33	16	20	47	68	9	74
Indonesia (p,w)	552,660 ⁻¹	46 ⁻¹	...	...	...	...	...	...	...	...	...	...
Japan	1,051,262	49	22	15	3	26	19	13	73	59	7	77
Kiribati	...	...	...	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	4,342	37	7	21	2	45	5	13	93	39	46	42
Macao, China	9,332	...	2	...	2	...	1	...	98	...	4	...
Malaysia (p,w)	175,417 ⁻²	52 ⁻²	...	...	...	...	...	...	...	...	...	...
Marshall Islands	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...
Myanmar	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	.	.	.	.	.	.	.	.	.	.	.	.
New Zealand	47,565 ⁻¹	61 ⁻¹	18 ⁻¹	36 ⁻¹	13 ⁻¹	38 ⁻¹	5 ⁻¹	31 ⁻¹	82 ⁻¹	67 ⁻¹	13 ⁻¹	82 ⁻¹
Niue	.	.	.	.	.	.	.	.	.	.	.	.
Palau	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...	...	...	...	...
Philippines (p,w)	384,080 ⁻¹	60 ⁻¹	21 ⁻¹	47 ⁻¹	11 ⁻¹	61 ⁻¹	10 ⁻¹	32 ⁻¹	72 ⁻¹	68 ⁻¹	20 ⁻¹	77 ⁻¹
Republic of Korea	607,605	50	39	31	11	47	28	25	61	61	8	75
Samoa	...	...	...	...	...	...	...	...	...	...	...	...
Singapore	...	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	...
Thailand (p,w)	507,092 ⁻¹	51 ⁻¹	...	...	...	...	...	...	...	...	...	...
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	.	.	.	.	.	.	.	.	.	.	.	.
Tonga	...	...	...	...	...	...	...	...	...	...	...	...
Tuvalu	.	.	.	.	.	.	.	.	.	.	.	.
Vanuatu	914 ⁻¹	36 ⁻¹	...	...	...	...	...	...	...	...	...	...
Viet Nam	117,812 ⁻¹	45 ⁻¹	18 ⁻¹	14 ⁻¹	- ⁻¹	- ⁻¹	18 ⁻¹	14 ⁻¹	77 ⁻¹	52 ⁻¹	20 ⁻¹	62 ⁻¹
Latin America and the Caribbean												
Anguilla	.	.	.	.	.	.	.	.	.	.	.	.
Antigua and Barbuda	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²
Argentina (p,w)	...	...	...	...	...	...	...	...	...	...	...	...
Aruba	220	74	15	18	.	.	15	18	85	84	13	82
Bahamas	...	...	...	...	...	...	...	...	...	...	...	...
Barbados	...	...	...	...	...	...	...	...	...	...	...	...
Belize	150	65	6	22	6	22	-	-	81	70	35	65
Bermuda	...	...	...	...	...	...	...	...	...	...	...	...
Bolivia	19,326 ⁻¹	...	...	...	...	...	...	...	...	...	...	...
Brazil (p,w)	497,598 ⁻²	62 ⁻²	13 ⁻²	37 ⁻²	7 ⁻²	43 ⁻²	6 ⁻²	31 ⁻²	81 ⁻²	67 ⁻²	27 ⁻²	82 ⁻²
British Virgin Islands	...	...	...	...	...	...	...	...	...	...	...	...
Cayman Islands	...	...	...	...	...	...	...	...	...	...	...	...
Chile (p,w)	64,364 ⁻¹	51 ⁻¹	26 ⁻¹	24 ⁻¹	1 ⁻¹	49 ⁻¹	25 ⁻¹	23 ⁻¹	74 ⁻¹	61 ⁻¹	12 ⁻¹	79 ⁻¹
Colombia	65,720 ⁻²	57 ⁻²	25 ⁻²	37 ⁻²	2 ⁻²	55 ⁻²	22 ⁻²	35 ⁻²	75 ⁻²	63 ⁻²	17 ⁻²	71 ⁻²
Costa Rica	26,463 ⁻²	62 ⁻²	12 ⁻²	30 ⁻²	6 ⁻²	36 ⁻²	6 ⁻²	24 ⁻²	88 ⁻²	67 ⁻²	34 ⁻²	79 ⁻²

Graduates by field of education as a % of total												Region
Other fields										Not known or unspecified		Country or territory
Humanities and arts		Social science, business and law		Agriculture		Health and welfare		Services				
MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	
East Asia and the Pacific												
12	66	43	55	1	44	14	78	3	49	-	71	Australia (p)
5 ⁺¹	58 ⁺¹	13 ⁺¹	64 ⁺¹	- ⁺¹	- ⁺¹	14 ⁺¹	77 ⁺¹	- ⁺¹	- ⁺¹	1 ⁺¹	67 ⁺¹	Brunei Darussalam
12	31	59	32	2	14	2	27	6	41	-	-	Cambodia
...	...	...	...	...	...	...	...	...	...	...	...	China (p,w)
.	.	.	.	.	.	.	.	.	.	.	.	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
...	...	...	...	...	...	...	...	...	...	...	...	Fiji
8	74	27	63	-	-	3	67	-	70	25	51	Hong Kong (China), SAR
...	...	...	...	...	...	...	...	...	...	...	...	Indonesia (p,w)
16	69	25	37	2	41	12	68	11	77	5	56	Japan
...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
.	.	21	46	14	19	5	61	7	14	.	.	Lao People's Democratic Republic
3	...	87	...	-	-	3	...	1	...	-	-	Macao, China
...	...	...	...	...	...	...	...	...	...	...	...	Malaysia (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	...	...	...	...	Myanmar
.	.	.	.	.	.	.	.	.	.	.	.	Nauru
14 ⁻¹	64 ⁻¹	34 ⁻¹	59 ⁻¹	2 ⁻¹	42 ⁻¹	13 ⁻¹	80 ⁻¹	6 ⁻¹	61 ⁻¹	1 ⁻¹	59 ⁻¹	New Zealand
.	.	.	.	.	.	.	.	.	.	.	.	Niue
...	...	...	...	...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	...	...	...	...	Papua New Guinea
3 ⁻¹	59 ⁻¹	34 ⁻¹	70 ⁻¹	3 ⁻¹	54 ⁻¹	7 ⁻¹	76 ⁻¹	4 ⁻¹	15 ⁻¹	7 ⁻¹	15 ⁻¹	Philippines (p,w)
18	69	19	48	1	37	9	70	7	54	.	.	Republic of Korea
...	...	...	...	...	...	...	...	...	...	...	...	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	...	...	...	...	Thailand (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
.	.	.	.	.	.	.	.	.	.	.	.	Tokelau
...	...	...	...	...	...	...	...	...	...	...	...	Tonga
.	.	.	.	.	.	.	.	.	.	.	.	Tuvalu
...	...	...	...	...	...	...	...	...	...	...	...	Vanuatu
4 ⁻¹	64 ⁻¹	43 ⁻¹	50 ⁻¹	5 ⁻¹	30 ⁻¹	4 ⁻¹	37 ⁻¹	- ⁻¹	- ⁻¹	5 ⁻¹	49 ⁻¹	Viet Nam
Latin America and the Caribbean												
.	.	.	.	.	.	.	.	.	.	.	.	Anguilla
- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	Antigua and Barbuda
...	...	...	...	...	...	...	...	...	...	...	...	Argentina (p,w)
.	.	41	73	.	.	31	99	.	.	.	.	Aruba
...	...	...	...	...	...	...	...	...	...	...	...	Bahamas
...	...	...	...	...	...	...	...	...	...	...	...	Barbados
-	-	45	72	-	-	2	100	-	-	13	53	Belize
...	...	...	...	...	...	...	...	...	...	...	...	Bermuda
...	...	...	...	...	...	...	...	...	...	...	...	Bolivia
3 ⁻²	69 ⁻²	35 ⁻²	55 ⁻²	2 ⁻²	42 ⁻²	12 ⁻²	72 ⁻²	2 ⁻²	71 ⁻²	6 ⁻²	51 ⁻²	Brazil (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	British Virgin Islands
...	...	...	...	...	...	...	...	...	...	...	...	Cayman Islands
6 ⁻¹	56 ⁻¹	41 ⁻¹	56 ⁻¹	4 ⁻¹	37 ⁻¹	10 ⁻¹	72 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	Chile (p,w)
2 ⁻²	49 ⁻²	46 ⁻²	59 ⁻²	1 ⁻²	42 ⁻²	9 ⁻²	73 ⁻²	- ⁻²	- ⁻²	- ⁻²	- ⁻²	Colombia
3 ⁻²	57 ⁻²	39 ⁻²	58 ⁻²	1 ⁻²	27 ⁻²	9 ⁻²	67 ⁻²	1 ⁻²	48 ⁻²	- ⁻²	- ⁻²	Costa Rica

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by field of education / 2004

Region	Total number of graduates		Graduates by field of education as a % of total									
			Science and technology fields						Other fields			
	MF	% F	Total		Science		Engineering, manufacturing and construction		Total		Education	
			MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Cuba	...	...	...	...	...	...	...	...	...	...	...	...
Dominica	...	...	...	...	...	...	...	...	...	...	...	...
Dominican Republic	...	...	...	...	...	...	...	...	...	...	...	...
Ecuador	...	...	...	...	...	...	...	...	...	...	...	...
El Salvador	12,545 ⁻¹	58 ⁻¹	22 ⁻¹	35 ⁻¹	6 ⁻¹	49 ⁻¹	16 ⁻¹	30 ⁻¹	78 ⁻¹	65 ⁻¹	20 ⁻¹	76 ⁻¹
Grenada	...	...	...	...	...	...	...	...	...	...	...	...
Guatemala	4,086 ⁻²	47 ⁻²	13 ⁻²	32 ⁻²	2 ⁻²	71 ⁻²	11 ⁻²	25 ⁻²	75 ⁻²	51 ⁻²	25 ⁻²	57 ⁻²
Guyana	1,123	61	21	30	12	43	9	13	79	69	19	85
Haiti	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	7,452 ⁻¹	64 ⁻¹	13 ⁻¹	48 ⁻¹	2 ⁻¹	48 ⁻¹	11 ⁻¹	48 ⁻¹	87 ⁻¹	66 ⁻¹	45 ⁻¹	76 ⁻¹
Jamaica (p,w)	...	...	...	...	...	...	...	...	...	...	...	...
Mexico	339,450 ⁻¹	52 ⁻¹	29 ⁻¹	34 ⁻¹	11 ⁻¹	45 ⁻¹	17 ⁻¹	28 ⁻¹	71 ⁻¹	59 ⁻¹	16 ⁻¹	67 ⁻¹
Montserrat	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...	...	...
Nicaragua	4,298 ⁻²	61 ⁻²	...	...	...	...	...	...	...	...	...	...
Panama	18,927	50	20	19	3	41	16	14	80	57	25	67
Paraguay (p,w)	...	...	...	...	...	...	...	...	...	...	...	...
Peru (p,w)	...	...	...	...	...	...	...	...	...	...	...	...
Saint Kitts and Nevis	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²
Saint Lucia	35	69	...	...	...	...	...	...	...	...	...	...
Saint Vincent and the Grenadines	...	...	...	...	...	...	...	...	...	...	...	...
Suriname	...	...	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	3,176	60	30	38	11	58	19	26	70	70	8	73
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...	...	...
Uruguay (p,w)	7,476 ⁻²	67 ⁻²	...	...	...	...	...	...	...	...	...	...
Venezuela	101,112	...	...	...	...	...	...	...	...	...	...	...
North America and Western Europe												
Andorra (p)	45	49	38	12	38	12	-	-	62	71	-	-
Austria (p)	29,176 ⁻¹	51 ⁻¹	28 ⁻¹	21 ⁻¹	7 ⁻¹	34 ⁻¹	21 ⁻¹	17 ⁻¹	72 ⁻¹	63 ⁻¹	17 ⁻¹	76 ⁻¹
Belgium (p)	44,922	57	20	26	9	32	11	21	80	64	19	73
Canada	...	...	...	...	...	...	...	...	...	...	...	...
Cyprus (p)	3,110 ⁻¹	55 ⁻¹	13 ⁻¹	28 ⁻¹	7 ⁻¹	42 ⁻¹	6 ⁻¹	11 ⁻¹	87 ⁻¹	59 ⁻¹	13 ⁻¹	92 ⁻¹
Denmark (p)	42,637 ⁻¹	58 ⁻¹	20 ⁻¹	30 ⁻¹	9 ⁻¹	31 ⁻¹	11 ⁻¹	30 ⁻¹	80 ⁻¹	65 ⁻¹	9 ⁻¹	71 ⁻¹
Finland (p)	38,645 ⁻¹	62 ⁻¹	30 ^{**,-1}	30 ^{**,-1}	9 ^{**,-1}	49 ^{**,-1}	21 ^{**,-1}	22 ^{**,-1}	70 ^{**,-1}	75 ^{**,-1}	7 ^{**,-1}	84 ^{**,-1}
France (p)	584,849	57	29	30	13	41	16	22	71	67	7	71
Germany (p)	319,791	53	27	24	10	35	17	17	73	63	8	77
Gibraltar	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹
Greece (p)	43,710 ⁻²	55 ⁻²	...	...	...	...	...	...	...	...	...	...
Holy See	...	...	...	...	...	...	...	...	...	...	...	...
Iceland (p)	2,516 ⁻¹	64 ⁻¹	16 ⁻¹	36 ⁻¹	11 ⁻¹	41 ⁻¹	6 ⁻¹	26 ⁻¹	84 ⁻¹	70 ⁻¹	28 ⁻¹	82 ⁻¹
Ireland (p)	53,808 ⁻¹	58 ⁻¹	29 ⁻¹	35 ⁻¹	18 ⁻¹	45 ⁻¹	12 ⁻¹	19 ⁻¹	69 ⁻¹	67 ⁻¹	7 ⁻¹	80 ⁻¹
Israel (p)	72,281 ^{**,-2}	57 ^{**,-2}	13 ^{**,-2}	35 ^{**,-2}	7 ^{**,-2}	45 ⁻²	6 ^{**,-2}	24 ⁻²	45 ^{**,-2}	68 ⁻²	10 ^{**,-2}	87 ⁻²
Italy (p)	248,710 ⁻¹	57 ⁻¹	23 ⁻¹	36 ⁻¹	8 ⁻¹	53 ⁻¹	15 ⁻¹	27 ⁻¹	77 ⁻¹	63 ⁻¹	9 ⁻¹	78 ⁻¹
Liechtenstein	61 ⁻¹	25 ⁻¹	41 ⁻¹	36 ⁻¹	18 ⁻¹	18 ⁻¹	23 ⁻¹	50 ⁻¹	59 ⁻¹	17 ⁻¹	.. ⁻¹	.. ⁻¹
Luxembourg (p)	...	...	...	...	...	...	...	...	...	...	...	...
Malta (p)	2,048 ⁻¹	55 ⁻¹	9 ⁻¹	26 ⁻¹	4 ⁻¹	36 ⁻¹	5 ⁻¹	18 ⁻¹	91 ⁻¹	58 ⁻¹	20 ⁻¹	68 ⁻¹
Monaco (p)	..	..	..	..	..	..	..	..	..	..	..	..
Netherlands (p)	89,341 ⁻¹	56 ⁻¹	16 ⁻¹	18 ⁻¹	6 ⁻¹	29 ⁻¹	11 ⁻¹	13 ⁻¹	84 ⁻¹	63 ⁻¹	18 ⁻¹	78 ⁻¹
Norway (p)	30,127 ⁻¹	61 ⁻¹	18 ⁻¹	27 ⁻¹	9 ⁻¹	29 ⁻¹	8 ⁻¹	25 ⁻¹	80 ⁻¹	68 ⁻¹	17 ⁻¹	76 ⁻¹
Portugal	68,511 ⁻¹	67 ⁻¹	19 ⁻¹	42 ⁻¹	6 ⁻¹	58 ⁻¹	13 ⁻¹	34 ⁻¹	81 ⁻¹	73 ⁻¹	22 ⁻¹	87 ⁻¹
San Marino	...	...	...	...	...	...	...	...	...	...	...	...

Graduates by field of education as a % of total												Region
Other fields										Not known or unspecified		Country or territory
Humanities and arts		Social science, business and law		Agriculture		Health and welfare		Services		MF	% F	
MF	% F	MF	% F	MF	% F	MF	% F	MF	% F			
...	...	...	...	...	...	...	...	...	...	...	...	Cuba
...	...	...	...	...	...	...	...	...	...	...	...	Dominica
...	...	...	...	...	...	...	...	...	...	...	...	Dominican Republic
...	...	...	...	...	...	...	...	...	...	...	...	Ecuador
2 ⁻¹	62 ⁻¹	38 ⁻¹	56 ⁻¹	2 ⁻¹	15 ⁻¹	17 ⁻¹	76 ⁻¹	...	43 ⁻¹	...	...	El Salvador
...	...	...	...	...	...	...	...	...	...	...	...	Grenada
...	40 ⁻²	30 ⁻²	50 ⁻²	4 ⁻²	12 ⁻²	16 ⁻²	52 ⁻²	...	...	13 ⁻²	39 ⁻²	Guatemala
6	70	48	67	2	18	5	46	...	...	...	...	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	Haiti
1 ⁻¹	30 ⁻¹	29 ⁻¹	59 ⁻¹	6 ⁻¹	29 ⁻¹	5 ⁻¹	70 ⁻¹	1 ⁻¹	78 ⁻¹	...	...	Honduras
...	...	...	...	...	...	...	...	...	...	...	...	Jamaica (p,w)
1 ⁻¹	60 ⁻¹	41 ⁻¹	56 ⁻¹	2 ⁻¹	26 ⁻¹	10 ⁻¹	67 ⁻¹	...	36 ⁻¹	...	...	Mexico
...	...	...	...	...	...	...	...	...	...	...	...	Montserrat
...	...	...	...	...	...	...	...	...	...	...	...	Netherlands Antilles
...	...	...	...	...	...	...	...	...	...	...	...	Nicaragua
5	51	39	50	1	26	7	68	3	43	...	...	Panama
...	...	...	...	...	...	...	...	...	...	...	...	Paraguay (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	Peru (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	Saint Kitts and Nevis
...	...	...	...	...	...	...	...	...	...	...	...	Saint Lucia
...	...	...	...	...	...	...	...	...	...	...	...	Saint Vincent and the Grenadines
...	...	...	...	...	...	...	...	...	...	...	...	Suriname
7	78	34	71	3	60	12	62	6	73	...	...	Trinidad and Tobago
...	...	...	...	...	...	...	...	...	...	...	...	Turks and Caicos Islands
...	...	...	...	...	...	...	...	...	...	...	...	Uruguay (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	Venezuela
												North America and Western Europe
...	...	38	59	...	...	24	91	...	...	...	...	Andorra (p)
9 ⁻¹	64 ⁻¹	28 ⁻¹	56 ⁻¹	4 ⁻¹	39 ⁻¹	11 ⁻¹	67 ⁻¹	3 ⁻¹	63 ⁻¹	...	46 ⁻¹	Austria (p)
10	62	30	54	1	52	18	77	1	42	...	...	Belgium (p)
...	...	...	...	...	...	...	...	...	...	...	...	Canada
6 ⁻¹	82 ⁻¹	42 ⁻¹	50 ⁻¹	1 ⁻¹	...	5 ⁻¹	79 ⁻¹	21 ⁻¹	45 ⁻¹	...	...	Cyprus (p)
14 ⁻¹	67 ⁻¹	27 ⁻¹	49 ⁻¹	2 ⁻¹	43 ⁻¹	26 ⁻¹	84 ⁻¹	3 ⁻¹	23 ⁻¹	...	...	Denmark (p)
13 ^{**,-1}	75 ^{**,-1}	23 ^{**,-1}	70 ^{**,-1}	2 ^{**,-1}	48 ^{**,-1}	19 ^{**,-1}	86 ^{**,-1}	7 ^{**,-1}	66 ^{**,-1}	...	...	Finland (p)
12	74	40	64	...	52	8	78	4	55	...	...	France (p)
10	68	23	49	2	37	25	75	4	53	...	...	Germany (p)
...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar
...	...	...	...	...	...	...	...	...	...	...	...	Greece (p)
...	...	...	...	...	...	...	...	...	...	...	...	Holy See
11 ⁻¹	67 ⁻¹	33 ⁻¹	57 ⁻¹	1 ⁻¹	47 ⁻¹	10 ⁻¹	84 ⁻¹	1 ⁻¹	74 ⁻¹	...	...	Iceland (p)
14 ⁻¹	68 ⁻¹	31 ⁻¹	61 ⁻¹	1 ⁻¹	43 ⁻¹	12 ⁻¹	83 ⁻¹	3 ⁻¹	48 ⁻¹	2 ⁻¹	58 ⁻¹	Ireland (p)
8 ^{**,-2}	70 ⁻²	25 ^{**,-2}	60 ⁻²	1 ^{**,-2}	54 ⁻²	3 ^{**,-2}	68 ⁻²	...	...	41 ^{**,-2}	53 ^{**,-2}	Israel (p)
13 ⁻¹	78 ⁻¹	34 ⁻¹	56 ⁻¹	2 ⁻¹	44 ⁻¹	16 ⁻¹	64 ⁻¹	3 ⁻¹	38 ⁻¹	1 ⁻¹	68 ⁻¹	Italy (p)
5 ⁻¹	...	54 ⁻¹	18 ⁻¹	...	...	...	...	...	...	...	...	Liechtenstein
...	...	...	...	...	...	...	...	...	...	...	...	Luxembourg (p)
13 ⁻¹	61 ⁻¹	46 ⁻¹	50 ⁻¹	...	67 ⁻¹	12 ⁻¹	65 ⁻¹	...	40 ⁻¹	...	...	Malta (p)
...	...	...	...	...	...	...	...	...	...	...	...	Monaco (p)
7 ⁻¹	59 ⁻¹	34 ⁻¹	51 ⁻¹	2 ⁻¹	45 ⁻¹	21 ⁻¹	76 ⁻¹	2 ⁻¹	52 ⁻¹	...	...	Netherlands (p)
8 ⁻¹	61 ⁻¹	25 ⁻¹	55 ⁻¹	1 ⁻¹	43 ⁻¹	25 ⁻¹	83 ⁻¹	3 ⁻¹	43 ⁻¹	3 ⁻¹	68 ⁻¹	Norway (p)
8 ⁻¹	67 ⁻¹	28 ⁻¹	64 ⁻¹	2 ⁻¹	61 ⁻¹	15 ⁻¹	80 ⁻¹	5 ⁻¹	58 ⁻¹	...	...	Portugal
...	...	...	...	...	...	...	...	...	...	...	...	San Marino

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by field of education / 2004

Region	Total number of graduates		Graduates by field of education as a % of total									
			Science and technology fields						Other fields			
			Total		Science		Engineering, manufacturing and construction		Total		Education	
			MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Country or territory	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Spain (p)	298,448	58	28	30	11	37	17	26	72	68	11	81
Sweden (p)	49,345 ⁻¹	61 ⁻¹	31 ⁻¹	34 ⁻¹	10 ⁻¹	46 ⁻¹	21 ⁻¹	29 ⁻¹	69 ⁻¹	73 ⁻¹	17 ⁻¹	81 ⁻¹
Switzerland (p)	60,342	44	22	16	10	22	12	11	78	52	10	74
United Kingdom (p)	595,641	58	23	31	15	37	8	20	75	66	10	73
United States (p)	2,473,299	58	12	34	7	43	5	22	72	61	11	77
South and West Asia												
Afghanistan	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	190,030 ⁻¹	33 ⁻¹	13 ⁻¹	24 ⁻¹	13 ⁻¹	24 ⁻¹	...	11 ⁻¹	85 ⁻¹	34 ⁻¹	6 ⁻¹	41 ⁻¹
Bhutan	...	...	...	...	...	...	...	...	...	...	...	...
India (p,w)	...	...	...	...	...	...	...	...	...	...	...	...
Iran, Islamic Republic of	283,162	47	37	30	13	60	24	13	60	56	6	61
Maldives	...	...	...	...	...	...	...	...	...	...	...	...
Nepal	...	...	...	...	...	...	...	...	...	...	...	...
Pakistan	...	...	...	...	...	...	...	...	...	...	...	...
Sri Lanka (p,w)	...	...	...	...	...	...	...	...	...	...	...	...
Sub-Saharan Africa												
Angola	172 ⁻²	41 ⁻²	19 ⁻²	41 ⁻²	10 ⁻²	41 ⁻²	9 ⁻²	40 ⁻²	78 ⁻²	41 ⁻²	34 ⁻²	41 ⁻²
Benin	...	...	...	...	...	...	...	...	...	...	...	...
Botswana	...	...	...	...	...	...	...	...	...	...	...	...
Burkina Faso	...	...	...	...	...	...	...	...	...	...	...	...
Burundi	1,731	25	13	10	4	16	9	7	87	28	49	27
Cameroon	...	...	...	...	...	...	...	...	...	...	...	...
Cape Verde	...	...	...	...	...	...	...	...	...	...	...	...
Central African Republic	...	...	...	...	...	...	...	...	...	...	...	...
Chad	...	...	...	...	...	...	...	...	...	...	...	...
Comoros	...	...	...	...	...	...	...	...	...	...	...	...
Congo	...	...	...	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	...	...	...	...	...	...	...	...	...	...	...	...
Democratic Rep. of the Congo	...	...	...	...	...	...	...	...	...	...	...	...
Equatorial Guinea	...	...	...	...	...	...	...	...	...	...	...	...
Eritrea	1,254	14	19	8	12	11	7	2	81	16	35	14
Ethiopia	41,364	29	13	15	7	22	6	6	87	31	23	20
Gabon	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	470	14	20	9	20	9	...	...	80	16	27	10
Ghana	...	...	...	...	...	...	...	...	...	...	...	...
Guinea	...	...	...	...	...	...	...	...	...	...	...	...
Guinea-Bissau	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	...	...	...	...	...	...	...	...	...	...	...	...
Lesotho	1,319 ⁻¹	...	4 ⁻¹	...	4 ⁻¹	...	...	...	62 ⁻¹	...	34 ⁻¹	...
Liberia	...	...	...	...	...	...	...	...	...	...	...	...
Madagascar	6,652 ⁻²	47 ⁻²	22 ⁻²	34 ⁻²	18 ⁻²	37 ⁻²	4 ⁻²	20 ⁻²	78 ⁻²	51 ⁻²	1 ⁻²	34 ⁻²
Malawi	...	...	...	...	...	...	...	...	...	...	...	...
Mali	...	...	...	...	...	...	...	...	...	...	...	...
Mauritius	4,151	53	26	33	9	51	18	24	74	60	44	61
Mozambique	2,878	35	15	23	12	26	4	13	85	38	7	26
Namibia	1,981 ⁻¹	56 ⁻¹	6 ⁻¹	35 ⁻¹	4 ⁻¹	46 ⁻¹	2 ⁻¹	11 ⁻¹	79 ⁻¹	56 ⁻¹	38 ⁻¹	52 ⁻¹
Niger	...	...	...	...	...	...	...	...	...	...	...	...
Nigeria	174,602	41	...	...	...	...	...	...	...	...	...	...
Rwanda	3,595	42	...	...	...	...	...	...	...	...	...	...
Sao Tome and Principe	...	...	...	...	...	...	...	...	...	...	...	...
Senegal	...	...	...	...	...	...	...	...	...	...	...	...

Graduates by field of education as a % of total												Region
Other fields										Not known or unspecified		Country or territory
Humanities and arts		Social science, business and law		Agriculture		Health and welfare		Services				
MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	
9	63	29	64	2	45	13	79	7	60	...	...	Spain (p)
5 ⁻¹	61 ⁻¹	21 ⁻¹	61 ⁻¹	1 ⁻¹	61 ⁻¹	23 ⁻¹	83 ⁻¹	2 ⁻¹	60 ⁻¹	...	100 ⁻¹	Sweden (p)
7	59	40	42	2	35	11	72	8	42	...	...	Switzerland (p)
15	63	31	56	1	60	18	80	1	68	2	56	United Kingdom (p)
13	60	36	55	1	49	6	76	4	56	16	60	United States (p)
												South and West Asia
...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan
33 ⁻¹	37 ⁻¹	43 ⁻¹	32 ⁻¹	1 ⁻¹	17 ⁻¹	1 ⁻¹	36 ⁻¹	...	27 ⁻¹	2 ⁻¹	30 ⁻¹	Bangladesh
...	...	...	...	...	...	...	...	...	...	...	...	Bhutan
...	...	...	...	...	...	...	...	...	...	...	...	India (p,w)
14	70	22	49	6	31	10	68	2	36	2	71	Iran, Islamic Republic of
...	...	...	...	...	...	...	...	...	...	...	...	Maldives
...	...	...	...	...	...	...	...	...	...	...	...	Nepal
...	...	...	...	...	...	...	...	...	...	...	...	Pakistan
...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka (p,w)
												Sub-Saharan Africa
...	...	37 ⁻²	41 ⁻²	...	...	8 ⁻²	38 ⁻²	...	...	3 ⁻²	40 ⁻²	Angola
...	...	...	...	...	...	...	...	...	...	...	...	Benin
...	...	...	...	...	...	...	...	...	...	...	...	Botswana
...	...	...	...	...	...	...	...	...	...	...	...	Burkina Faso
-	-	25	37	6	17	7	9	-	-	-	-	Burundi
...	...	...	...	...	...	...	...	...	...	...	...	Cameroon
...	...	...	...	...	...	...	...	...	...	...	...	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
...	...	...	...	...	...	...	...	...	...	...	...	Chad
...	...	...	...	...	...	...	...	...	...	...	...	Comoros
...	...	...	...	...	...	...	...	...	...	...	...	Congo
...	...	...	...	...	...	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	...	...	Democratic Rep. of the Congo
...	...	...	...	...	...	...	...	...	...	...	...	Equatorial Guinea
2	22	29	18	8	10	7	21	-	-	-	-	Eritrea
2	17	51	39	4	14	6	29	-	...	-	8	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	Gabon
36	21	17	15	...	...	...	...	...	...	...	...	Gambia
...	...	...	...	...	...	...	...	...	...	...	...	Ghana
...	...	...	...	...	...	...	...	...	...	...	...	Guinea
...	...	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
...	...	...	...	...	...	...	...	...	...	...	...	Kenya
7 ⁻¹	...	15 ⁻¹	...	7 ⁻¹	...	...	...	...	...	34 ⁻¹	...	Lesotho
...	...	...	...	...	...	...	...	...	...	...	...	Liberia
14 ⁻²	64 ⁻²	55 ⁻²	48 ⁻²	1 ⁻²	51 ⁻²	7 ⁻²	51 ⁻²	...	61 ⁻²	...	...	Madagascar
...	...	...	...	...	...	...	...	...	...	...	...	Malawi
...	...	...	...	...	...	...	...	...	...	...	...	Mali
3	55	25	58	1	52	1	70	-	-	-	-	Mauritius
17	33	49	41	6	33	3	73	3	8	...	...	Mozambique
3 ⁻¹	72 ⁻¹	27 ⁻¹	57 ⁻¹	5 ⁻¹	43 ⁻¹	4 ⁻¹	92 ⁻¹	2 ⁻¹	52 ⁻¹	15 ⁻¹	67 ⁻¹	Namibia
...	...	...	...	...	...	...	...	...	...	...	...	Niger
...	...	...	...	...	...	...	...	...	...	...	...	Nigeria
...	...	...	...	...	...	...	...	...	...	...	...	Rwanda
...	...	...	...	...	...	...	...	...	...	...	...	Sao Tome and Principe
...	...	...	...	...	...	...	...	...	...	...	...	Somalia

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by field of education / 2004

Region Country or territory	Total number of graduates		Graduates by field of education as a % of total										
	MF	% F	Science and technology fields						Other fields				
			Total		Science		Engineering, manufacturing and construction		Total		Education		
			MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	
Seychelles
Sierra Leone
Somalia
South Africa	109,658 ⁻¹	58 ⁻¹	16 ⁻¹	36 ⁻¹	10 ⁻¹	45 ⁻¹	7 ⁻¹	23 ⁻¹	84 ⁻¹	62 ⁻¹	23 ⁻¹	73 ⁻¹	
Swaziland	1,026	54	6	43	5	44	-	40	94	55	31	64	
Togo
Uganda	21,164	38	10	22	3	27	6	19	88	39	35	37	
United Republic of Tanzania	4,028	...	21	...	3	...	18	...	59	...	15	...	
Zambia
Zimbabwe (p,w)

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

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

Graduates by field of education as a % of total												Region
Other fields										Not known or unspecified		Country or territory
Humanities and arts		Social science, business and law		Agriculture		Health and welfare		Services				
MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	
...	...	...	...	...	...	...	...	...	...	...	...	Senegal
.	.	.	.	.	.	.	.	.	.	.	.	Seychelles
...	...	...	...	...	...	...	...	...	...	...	...	Sierra Leone
6 ⁻¹	60 ⁻¹	44 ⁻¹	56 ⁻¹	2 ⁻¹	44 ⁻¹	7 ⁻¹	71 ⁻¹	2 ⁻¹	74 ⁻¹	.	.	South Africa
12	57	38	41	3	33	10	80	-	-	-	-	Swaziland
...	...	...	...	...	...	...	...	...	...	...	...	Togo
5	39	38	41	3	16	4	40	3	54	3	64	Uganda
3	...	24	...	13	...	4	...	-	...	20	...	United Republic of Tanzania
...	...	...	...	...	...	...	...	...	...	...	...	Zambia
...	...	...	...	...	...	...	...	...	...	...	...	Zimbabwe (p,w)

TABLE 12 SCHOOL LIFE EXPECTANCY

Region	School life expectancy (approximation method) in years														
	Pre-primary education, ISCED 0			Primary to tertiary education, ISCED 1-6				Tertiary education, ISCED 5-6							
	2004			2004				1999				2004			
	MF	M	F	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI
Arab States															
Algeria	0.1	0.1	0.1	12.5 **	12.6 **	12.5 **	1.00 **	0.7 **	...	...	...	1.0 **	0.9 **	1.0 **	1.08 **
Bahrain	1.3	1.4	1.3	14.2 **	13.7 **	14.8 **	1.08 **	1.1 **	0.8 **	1.4 **	1.76 **	1.7 **	1.2 **	2.3 **	1.84 **
Djibouti	-	-	-	4.0 **	4.6 **	3.4 **	0.75 **	0.0 **	...	...	...	0.1	0.1	0.1	0.81
Egypt (p)	0.3 ⁻¹	0.3 ⁻¹	0.3 ⁻¹	11.8 ** ⁻¹	...	...	...	1.8 **	...	...	...	1.4 ** ⁻¹	...	...	...
Iraq	0.1	0.1	0.1	9.6 **	10.9 **	8.2 **	0.75 **	0.6 **	0.7 **	0.4 **	0.54 **	0.8 **	1.0 **	0.6 **	0.59 **
Jordan (p)	0.6 ⁻¹	0.6 ⁻¹	0.6 ⁻¹	13.0 ** ⁻¹	12.8 ** ⁻¹	13.1 ** ⁻¹	1.02 ** ⁻¹	...	...	...	...	1.7 ** ⁻¹	1.7 ** ⁻¹	1.8 ** ⁻¹	1.10 ** ⁻¹
Kuwait	1.4	1.4	1.4	12.5 **	11.7 **	13.3 **	1.14 **	1.2 **	0.7 **	1.7 **	2.39 **	1.1 **	0.6 **	1.7 **	2.72 **
Lebanon	2.2	2.3	2.2	14.1 **	13.9 **	14.4 **	1.04 **	1.8 **	1.8 **	1.8 **	1.04 **	2.4 **	2.2 **	2.5 **	1.12 **
Libyan Arab Jamahiriya	0.2 ** ⁻¹	0.2 ** ⁻¹	0.1 ** ⁻¹	16.2 ** ⁻¹	15.7 ** ⁻¹	16.8 ** ⁻¹	1.07 ** ⁻¹	2.6 **	2.7 **	2.6 **	0.98 **	2.8 ** ⁻¹	2.7 ** ⁻¹	2.9 ** ⁻¹	1.09 ** ⁻¹
Mauritania	0.1 **	...	...	7.5 **	7.8 **	7.2 **	0.93 **	0.3 **	...	...	...	0.2 **	0.3 **	0.1 **	0.31 **
Morocco	1.1	1.3	0.8	9.8 **	10.4 **	9.2 **	0.88 **	0.5 **	0.5 **	0.4 **	0.74 **	0.6	0.6	0.5	0.89
Oman	0.1	0.1	0.1	11.5 **	11.6 **	11.3 **	0.98 **	...	...	...	...	0.6 **	0.5 **	0.7 **	1.37 **
Palestinian Autonomous Territories	0.6	0.6	0.6	13.4	12.9	13.6	1.05	1.3	1.2	1.2	0.98	2.2	1.9	2.2	1.15
Qatar	1.0	1.0	1.0	12.7 **	12.4 **	13.2 **	1.06 **	1.3 **	0.6 **	2.0 **	3.23 **	0.9 **	0.5 **	1.5 **	3.05 **
Saudi Arabia	0.2	...	...	9.9 **	10.0 **	9.7 **	0.97 **	1.0 **	0.9 **	1.2 **	1.38 **	1.4 **	1.1 **	1.7 **	1.50 **
Sudan	0.5	0.5	0.5	...	...	...	...	0.3 **	0.3 **	0.3 **	0.92 **	...	...	...	...
Syrian Arab Republic	0.3	0.3	0.3	...	...	...	...	...	...	...	...	...	...	...	...
Tunisia (p)	0.6 ** ⁻¹	0.7 ** ⁻¹	0.6 ** ⁻¹	13.3 ** ⁻¹	13.1 ** ⁻¹	13.6 ** ⁻¹	1.04 ** ⁻¹	0.8 **	0.9 **	0.8 **	0.97 **	1.3 ** ⁻¹	1.2 ** ⁻¹	1.5 ** ⁻¹	1.28 ** ⁻¹
United Arab Emirates	1.3	1.3	1.3	10.3 ** ⁻¹	9.7 ** ⁻¹	11.2 ** ⁻¹	1.16 ** ⁻¹	0.9 **	0.5 **	1.6 **	3.03 **	1.1 ** ⁻¹	0.6 ** ⁻¹	2.0 ** ⁻¹	3.24 ** ⁻¹
Yemen	-	-	-	8.8 **	11.0 **	6.5 **	0.59 **	0.5 **	0.8 **	0.2 **	0.28 **	0.5 **	0.7 **	0.3 **	0.38 **
Central and Eastern Europe															
Albania	1.5 ⁻¹	1.4 ⁻¹	1.5 ⁻¹	11.3 ⁻¹	11.1 ⁻¹	11.3 ⁻¹	1.02 ⁻¹	0.8 **	0.6 **	0.9 **	1.40 **	0.9 ⁻¹	0.6 ⁻¹	1.1 ⁻¹	1.72 ⁻¹
Belarus	3.1	3.1	3.1	14.4	14.1	14.7	1.04	2.6 **	2.2 **	3.0 **	1.32 **	3.2	2.7	3.7	1.39
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria (p)	3.1 ⁻¹	3.1 ⁻¹	3.0 ⁻¹	13.1 ⁻¹	12.9 ⁻¹	13.1 ⁻¹	1.02 ⁻¹	2.3	1.8	2.8	1.61	2.0 ⁻¹	1.7 ⁻¹	2.2 ⁻¹	1.27 ⁻¹
Croatia	1.9 ⁻¹	1.9 ⁻¹	1.8 ⁻¹	12.9 ⁻¹	12.5 ⁻¹	13.1 ⁻¹	1.04 ⁻¹	1.5	1.3	1.6	1.23	2.0 ⁻¹	1.6 ⁻¹	2.1 ⁻¹	1.29 ⁻¹
Czech Republic (p)	3.1 ⁻¹	3.1 ⁻¹	3.0 ⁻¹	14.9 ⁻¹	14.6 ⁻¹	15.1 ⁻¹	1.03 ⁻¹	1.3 **	1.3 **	1.3 **	1.03 **	1.8 ⁻¹	1.6 ⁻¹	1.9 ⁻¹	1.20 ⁻¹
Estonia	4.3 ⁻¹	4.3 ⁻¹	4.3 ⁻¹	15.7 ⁻¹	14.3 ⁻¹	16.6 ⁻¹	1.16 ⁻¹	2.5	2.0	3.0	1.49	3.3 ⁻¹	2.2 ⁻¹	4.1 ⁻¹	1.88 ⁻¹
Hungary (p)	3.2 ⁻¹	3.2 ⁻¹	3.1 ⁻¹	15.3 ⁻¹	14.5 ⁻¹	15.8 ⁻¹	1.08 ⁻¹	1.7 **	1.5 **	1.8 **	1.24 **	2.6 ⁻¹	1.9 ⁻¹	3.0 ⁻¹	1.58 ⁻¹
Latvia	3.0 ⁻¹	3.0 ⁻¹	2.9 ⁻¹	15.2 ⁻¹	13.8 ⁻¹	16.1 ⁻¹	1.16 ⁻¹	2.5	1.7	3.1	1.77	3.6 ⁻¹	2.3 ⁻¹	4.4 ⁻¹	1.97 ⁻¹
Lithuania	2.4 ⁻¹	2.5 ⁻¹	2.4 ⁻¹	15.8 ⁻¹	14.9 ⁻¹	16.5 ⁻¹	1.10 ⁻¹	2.2	1.6	2.6	1.60	3.4 ⁻¹	2.5 ⁻¹	4.1 ⁻¹	1.68 ⁻¹
Poland (p)	2.0 ⁻¹	2.0 ⁻¹	2.0 ⁻¹	15.6 ⁻¹	14.9 ⁻¹	16.1 ⁻¹	1.08 ⁻¹	2.2 **	1.9 **	2.6 **	1.38 **	3.1 ⁻¹	2.4 ⁻¹	3.7 ⁻¹	1.55 ⁻¹
Republic of Moldova	2.0	2.0 *	2.0 *	10.3	9.8	10.6	1.08	1.4 **	1.3 **	1.6 **	1.28 **	1.6	1.3	1.9	1.43
Romania	3.0 ⁻¹	3.0 ⁻¹	3.1 ⁻¹	12.9 ⁻¹	12.5 ⁻¹	13.1 ⁻¹	1.05 ⁻¹	1.1	1.0	1.2	1.14	1.8 ⁻¹	1.5 ⁻¹	2.0 ⁻¹	1.34 ⁻¹
Russian Federation (p)	2.6 ⁻¹	2.7 ** ⁻¹	2.6 ** ⁻¹	13.2 ** ⁻¹	12.7 ** ⁻¹	13.7 ** ⁻¹	1.08 ** ⁻¹	...	...	...	...	3.3 ** ⁻¹	2.7 ** ⁻¹	3.8 ** ⁻¹	1.37 ** ⁻¹
Serbia and Montenegro	...	...	...	...	...	...	...	1.7 *	1.5 *	1.9 *	1.23 *	...	...	...	...
Slovakia (p)	2.6 ⁻¹	2.6 ⁻¹	2.6 ⁻¹	14.0 ⁻¹	13.6 ⁻¹	14.1 ⁻¹	1.04 ⁻¹	1.3 **	1.2 **	1.4 **	1.11 **	1.7 ⁻¹	1.5 ⁻¹	1.9 ⁻¹	1.29 ⁻¹
Slovenia	2.7 ⁻¹	2.8 ⁻¹	2.7 ⁻¹	16.9 ** ⁻¹	16.0 ** ⁻¹	17.4 ** ⁻¹	1.08 ** ⁻¹	2.7	2.0	3.1	1.52	3.5 ⁻¹	2.6 ⁻¹	4.0 ⁻¹	1.53 ⁻¹
The Former Yugoslav Rep. of Macedonia	1.2 ⁻¹	1.2 ⁻¹	1.2 ⁻¹	12.1 ** ⁻¹	12.0 ** ⁻¹	12.3 ** ⁻¹	1.03 ** ⁻¹	1.1	0.9	1.2	1.33	1.4 ⁻¹	1.1 ⁻¹	1.6 ⁻¹	1.39 ⁻¹
Turkey (p)	0.2 ⁻¹	0.2 ⁻¹	0.2 ⁻¹	11.4 ** ⁻¹	12.3 ** ⁻¹	10.3 ** ⁻¹	0.84 ** ⁻¹	1.2	1.2	0.9	0.78	1.4 ** ⁻¹	1.6 ** ⁻¹	1.2 ** ⁻¹	0.77 ** ⁻¹
Ukraine	2.4	2.4	2.3	13.7	13.3 *	14.0 *	1.05 *	2.4	2.2	2.5	1.18	3.4	2.9 *	3.6 *	1.25 *
Central Asia															
Armenia	1.3 **	1.2 **	1.4 **	11.3	10.9	11.7	1.08	1.2 **	1.1 **	1.2 **	1.11 **	1.3	1.2	1.4	1.19
Azerbaijan	0.8	0.8	0.8	10.8	10.9	10.7	0.98	0.8	0.9	0.6	0.64	0.8	0.8	0.7	0.86
Georgia	1.4	1.4	1.5	12.3	12.2	12.4	1.02	1.8	1.7	1.9	1.13	2.1	2.1	2.1	1.04
Kazakhstan	1.2	1.3	1.2	14.7	14.0	15.1	1.07	1.2	1.1	1.3	1.21	2.5	1.9	2.9	1.54
Kyrgyzstan	0.5	0.5	0.5	12.4	12.0	12.7	1.06	1.5	1.4	1.5	1.09	2.1	1.8	2.2	1.27
Mongolia	1.7	1.7 **	1.8 **	11.6	10.7	12.5	1.17	1.3	0.9	1.7	1.96	2.0	1.4	2.5	1.75
Tajikistan	0.4	0.4	0.4	10.7	11.7	9.7	0.83	0.7 **	1.0 **	0.3 **	0.35 **	0.9	1.2	0.4	0.35
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	1.1 **	1.1 **	1.1 **	11.4 **	11.6 **	11.2 **	0.97 **	...	...	...	...	0.8 **	0.8 **	0.7 **	0.80 **

Region	School life expectancy (approximation method) in years														
	Pre-primary education, ISCED 0			Primary to tertiary education, ISCED 1-6				Tertiary education, ISCED 5-6							
	2004			2004				1999				2004			
	MF	M	F	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI
East Asia and the Pacific															
Australia (p)	1.0 ⁻¹	1.0 ⁻¹	1.0 ⁻¹	20.7 ⁻¹	19.5 ⁻¹	20.8 ⁻¹	1.07 ⁻¹	3.3 ^{**}	3.0 ^{**}	3.6 ^{**}	1.22 ^{**}	3.6 ⁻¹	2.6 ⁻¹	3.9 ⁻¹	1.54 ⁻¹
Brunei Darussalam	1.6 ^{**}	1.6 ^{**}	1.6 ^{**}	13.9 ^{**}	13.5 ^{**}	14.3 ^{**}	1.06 ^{**}	0.5 ^{**}	0.3 ^{**}	0.6 ^{**}	1.87 ^{**}	0.7 ^{**+1}	0.5 ^{**+1}	1.0 ^{**+1}	1.98 ^{**+1}
Cambodia	0.3	0.3	0.3	10.1 ^{**}	10.8 ^{**}	9.3 ^{**}	0.86^{**}	...	...	...	...	0.2	0.2	0.1	0.46
China (p)	1.1	1.1 ^{**}	1.0 ^{**}	11.2 ^{**}	11.3 ^{**}	11.1 ^{**}	0.98 ^{**}	0.3^{**}	...	...	...	1.0 ^{**}	1.0 ^{**}	0.9 ^{**}	0.85 ^{**}
Cook Islands	0.9 ^{**1}	0.9 ^{**1}	1.0 ^{**1}	10.0 ^{**1}	10.0 ^{**1}	10.0 ^{**1}	1.00 ^{**1}	.	.	.	.	.	.	.	.
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	0.5	0.5	0.5	13.3 ^{**}	13.1 ^{**}	13.5 ^{**}	1.03^{**}	...	...	...	...	0.8 ^{**}	0.7 ^{**}	0.8 ^{**}	1.20 ^{**}
Hong Kong (China), SAR	2.1	2.2	2.1	14.3	14.5	13.9	0.96	...	...	...	...	1.5	1.3	1.5	1.12
Indonesia (p)	0.4 ⁻¹	0.4 ⁻¹	0.5 ⁻¹	11.5 ⁻¹	11.7 ⁻¹	11.3 ⁻¹	0.97 ⁻¹	...	...	...	...	0.8 ⁻¹	0.9 ⁻¹	0.7 ⁻¹	0.80 ⁻¹
Japan (p)	2.5 ⁻¹	2.5 ^{**1}	2.6 ^{**1}	14.8 ^{**1}	14.9 ^{**1}	14.6 ^{**1}	0.98 ^{**1}	2.3 ^{**}	2.4 ^{**}	2.1 ^{**}	0.85 ^{**}	2.6 ^{**1}	2.8 ^{**1}	2.4 ^{**1}	0.88 ^{**1}
Kiribati	2.0^{**}	...	...	12.6 [*]	12.0 [*]	13.2 [*]	1.11 [*]
Lao People's Democratic Republic	0.3	0.2	0.3	9.3 ^{**}	10.2 ^{**}	8.3 ^{**}	0.82 ^{**}	0.1 ^{**}	0.2	0.1 ^{**}	0.51 ^{**}	0.3 ^{**}	0.4 ^{**}	0.2 ^{**}	0.64 ^{**}
Macao, China	2.7	2.8	2.7	15.3	14.3	14.4	1.00	1.4 ^{**}	1.6 ^{**}	1.2 ^{**}	0.77 ^{**}	3.3	2.1	2.6	1.21
Malaysia (p)	1.0 ⁻²	1.0 ⁻²	1.0 ⁻²	12.3 ⁻²	11.8 ⁻²	12.8 ⁻²	1.08 ⁻²	1.2 ^{**}	1.1 ^{**}	1.2 ^{**}	1.04 ^{**}	1.5 ⁻²	1.2 ⁻²	1.7 ⁻²	1.40 ⁻²
Marshall Islands	1.0 ^{**1}	1.0 ^{**1}	1.0 ^{**1}	13.0 ^{**1}	13.0 ^{**1}	12.9 ^{**1}	0.99 ^{**1}	...	...	...	...	0.8 ^{**1}	0.7 ^{**1}	1.0 ^{**1}	1.30 ^{**1}
Micronesia (Federated States of)	...	...	...	...	...	...	...	0.7^{**}	...	...	...	...	...	...	...
Myanmar	...	...	...	7.3 ^{**2}	...	...	...	...	...	...	...	0.6 ^{**2}	...	...	...
Nauru	2.1 ^{**1}	2.1 ^{**1}	2.2 ^{**1}	7.6 ¹²	7.1 ¹²	8.2 ¹²	1.16 ¹²	.	.	.	.	.	.	.	.
New Zealand (p)	1.8 ⁻¹	1.8 ⁻¹	1.8 ⁻¹	19.1 ⁻¹	17.1 ⁻¹	20.2 ⁻¹	1.18 ⁻¹	3.4 ^{**}	2.7 ^{**}	4.0 ^{**}	1.45 ^{**}	3.6 ⁻¹	2.4 ⁻¹	4.1 ⁻¹	1.75 ⁻¹
Niue	1.0 ^{**}	0.8 ^{**}	1.2 ^{**}	12.8 ^{**2}	...	...	...	.	.	.	.	.	.	.	.
Palau	2.1 ^{**1}	2.1 ^{**1}	2.1 ^{**1}	...	...	...	...	...	...	...	...	2.0 ^{**2}	1.4 ^{**2}	2.9 ^{**2}	2.15 ^{**2}
Papua New Guinea	0.6 ^{**1}	0.6 ^{**1}	0.6 ^{**1}	...	...	...	...	...	...	...	...	...	...	...	...
Philippines (p)	0.4 ⁻¹	0.4 ⁻¹	0.4 ⁻¹	12.0 ^{**1}	11.7 ^{**1}	12.2 ^{**1}	1.05 ^{**1}	1.4 ^{**}	1.3 ^{**}	1.6 ^{**}	1.26 ^{**}	1.5 ^{**1}	1.3 ^{**1}	1.7 ^{**1}	1.28 ^{**1}
Republic of Korea (p)	0.9	0.9	0.9	16.1	16.8	15.0	0.90	3.3 ^{**}	4.2 ^{**}	2.4 ^{**}	0.57 ^{**}	4.3	5.0	3.3	0.66
Samoa	1.0 ^{**}	0.9 ^{**}	1.1^{**}	...	...	...	...	0.6 ^{**}	0.6 ^{**}	0.6 ^{**}	1.04^{**}	...	...	...	...
Singapore	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	1.2 ^{**1}	1.2 ^{**1}	1.2 ^{**1}	8.0 ^{**1}	8.4 ^{**1}	7.5 ^{**1}	0.90 ^{**1}	.	.	.	.	.	.	.	.
Thailand (p)	2.8 ^{**}	2.8 ^{**}	2.7 ^{**}	12.6 ^{**}	12.4 ^{**}	12.7 ^{**}	1.02 ^{**}	1.6 ^{**}	1.5 ^{**}	1.7 ^{**}	1.16 ^{**}	2.1	1.7	2.2	1.29
Timor-Leste	0.2 ⁻²	...	...	11.2 ^{**2}	...	...	...	...	...	...	...	0.5 ^{**2}	0.4 ^{**2}	0.6 ^{**2}	1.48 ^{**2}
Tokelau	...	...	...	...	...	...	...	.	.	.	.	.	.	.	.
Tonga	0.5	0.4	0.5	...	...	...	...	0.2 ^{**}	0.1 ^{**}	0.2 ^{**}	1.27^{**}	...	...	...	...
Tuvalu	3.0 ^{**}	3.0 ^{**}	3.0^{**}	...	...	...	...	.	.	.	.	.	.	.	.
Vanuatu	1.6 ^{**2}	1.5 ^{**2}	1.6 ^{**2}	10.5 ^{**}	10.9 ^{**}	10.1 ^{**}	0.93 ^{**}	0.2^{**}	...	...	...	0.2 ^{**}	0.3 ^{**}	0.2 ^{**}	0.58 ^{**}
Viet Nam	1.4 ^{**}	1.4 ^{**}	1.4 ^{**}	10.5 ^{**}	10.9 ^{**}	10.1 ^{**}	0.93 ^{**}	0.5 ^{**}	0.6 ^{**}	0.5 ^{**}	0.76 ^{**}	0.5 ^{**}	0.6 ^{**}	0.4 ^{**}	0.77 ^{**}
Latin America and the Caribbean															
Anguilla	2.3 ^{**}	2.5 ^{**}	2.2 ^{**}	11.9 ^{**}	11.8 ^{**}	12.3 ^{**}	1.04^{**}	.	.	.	.	.	.	.	.
Antigua and Barbuda	...	...	...	...	...	...	...	.	.	.	.	.	.	.	.
Argentina (p)	1.8 ⁻²	1.8 ⁻²	1.9 ⁻²	16.4 ⁻²	15.1 ⁻²	17.2 ⁻²	1.14 ⁻²	2.4 ^{**}	1.8 ^{**}	3.0 ^{**}	1.63 ^{**}	3.3 ⁻²	2.2 ⁻²	4.0 ⁻²	1.77 ⁻²
Aruba	2.0 [*]	1.9 [*]	2.1 [*]	13.4 [*]	13.2 [*]	13.5 [*]	1.02 [*]	1.3 ^{**}	1.2 ^{**}	1.4 ^{**}	1.16 ^{**}	1.4 [*]	1.1 [*]	1.7 [*]	1.48 [*]
Bahamas	0.6 ^{**1}	0.6 ^{**1}	0.6 ^{**1}	11.0	10.9	11.2	1.03	.	.	.	.	.	.	.	.
Barbados	1.8	1.8	1.8	...	...	...	...	1.6 ^{**}	1.0 ^{**}	2.3 ^{**}	2.29^{**}	...	...	...	...
Belize	0.6	0.6	0.6	13.3 ^{**}	13.3 ^{**}	13.3 ^{**}	1.00^{**}	...	...	...	...	0.1 ^{**}	0.1 ^{**}	0.2 ^{**}	2.43 ^{**}
Bermuda	0.5 ⁻²	...	...	15.3 ^{**2}	...	...	...	...	...	...	...	3.1 ^{**2}	...	...	...
Bolivia	1.0 ^{**}	1.0 ^{**}	1.0 ^{**}	14.3^{**}	...	...	...	1.6^{**}	...	...	...	2.0^{**}	...	...	...
Brazil (p)	1.6 ⁻²	1.6 ⁻²	1.7 ⁻²	14.6 ⁻²	14.0 ⁻²	14.9 ⁻²	1.06 ⁻²	0.7 ^{**}	0.6 ^{**}	0.8 ^{**}	1.26 ^{**}	1.1 ⁻²	0.8 ⁻²	1.3 ⁻²	1.67 ⁻²
British Virgin Islands	1.8 [*]	1.8 [*]	1.9 [*]	19.5 ^{**}	16.8 ^{**}	22.2 ^{**}	1.32^{**}	...	...	...	...	3.6 ^{**}	2.2 ^{**}	5.1 ^{**}	2.33 ^{**}
Cayman Islands	0.9 ^{**}	1.0 ^{**}	0.8^{**}	...	...	...	...	...	...	...	...	...	...	...	...
Chile (p)	1.5 ⁻¹	1.5 ⁻¹	1.5 ⁻¹	13.4 ^{**1}	13.5 ^{**1}	13.3 ^{**1}	0.98 ^{**1}	1.9 ^{**}	2.0 ^{**}	1.8 ^{**}	0.91 ^{**}	2.2 ^{**1}	2.2 ^{**1}	2.1 ^{**1}	0.94 ^{**1}
Colombia	1.1	1.1	1.1	11.5 ^{**}	11.3 ^{**}	11.8 ^{**}	1.04 ^{**}	1.1 ^{**}	1.0 ^{**}	1.2 ^{**}	1.11 ^{**}	1.3 ^{**}	1.3 ^{**}	1.4 ^{**}	1.09 ^{**}
Costa Rica	1.3	1.3	1.3	10.7 ^{**1}	10.6 ^{**1}	10.8 ^{**1}	1.03 ^{**1}	0.8 ^{**}	0.7 ^{**}	0.9 ^{**}	1.17 ^{**}	0.9 ^{**1}	0.9 ^{**1}	1.0 ^{**1}	1.16 ^{**1}
Cuba	3.5	3.5	3.5	14.4 ^{**}	14.4 ^{**}	14.3 ^{**}	0.99 ^{**}	1.0 ^{**}	0.9 ^{**}	1.1 ^{**}	1.18 ^{**}	2.7 ^{**}	2.7 ^{**}	2.7 ^{**}	1.00 ^{**}

TABLE 12 SCHOOL LIFE EXPECTANCY

Region	School life expectancy (approximation method) in years														
	Pre-primary education, ISCED 0			Primary to tertiary education, ISCED 1-6				Tertiary education, ISCED 5-6							
	2004			2004				1999				2004			
Country or territory	MF	M	F	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI
Dominica	1.3 **	1.2 **	1.4 **	13.4 **	13.2 **	13.6 **	1.03 **	.	.	.	.	.	.	.	.
Dominican Republic	1.0	0.9	1.0	12.5 **	11.9 **	13.2 **	1.11 **	...	...	...	...	1.6 **	1.3 **	2.1 **	1.64 **
Ecuador	0.8	0.8	0.8	...	...	...	...	...	...	...	...	...	...	...	...
El Salvador	1.5	1.5	1.6	11.5 **	11.6 **	11.5 **	1.00 **	0.9 **	0.8 **	1.0 **	1.25 **	0.9 **	0.8 **	1.0 **	1.22 **
Grenada	1.6 **	1.5 **	1.7 **	12.1 **	11.8 **	12.3 **	1.05 **	.	.	.	.	.	.	.	.
Guatemala	1.2	1.2	1.2	9.3 **,-1	9.9 **,-1	8.8 **,-1	0.89 **,-1	...	...	...	...	0.5 **,-1	0.6 **,-1	0.4 **,-1	0.72 **,-1
Guyana	2.2 **	2.2 **	2.1 **	12.6 **	11.6 **	13.6 **	1.17 **	...	...	...	...	0.5 **	0.3 **	0.6 **	1.91 **
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	1.0	1.0	1.0	11.0 **	10.5 **	11.5 **	1.10 **	0.7 **	0.6 **	0.8 **	1.29 **	0.8 **	0.7 **	1.0 **	1.46 **
Jamaica (p)	2.4 -1	2.4 -1	2.5 -1	11.5 **,-1	11.0 **,-1	12.0 **,-1	1.10 **,-1	...	...	...	...	0.9 **,-1	0.6 **,-1	1.3 **,-1	2.29 **,-1
Mexico (p)	1.6 -1	1.6 -1	1.6 -1	12.5 -1	12.3 -1	12.6 -1	1.02 -1	0.9 **	0.9 **	0.9 **	0.92 **	1.2 -1	1.1 -1	1.1 -1	1.03 -1
Montserrat	1.9 *	1.8 *	2.0 *	13.6 *	13.5 *	13.7 *	1.02 *	...	...	...	...	.	.	.	.
Netherlands Antilles	2.3 **,-1	2.3 **,-1	2.2 **,-1	14.3 -2	13.7 -2	14.7 -2	1.07 -2	1.2 **	1.1 **	1.2 **	1.13 **	1.1 -2	0.9 -2	1.3 -2	1.47 -2
Nicaragua	1.4	1.4	1.4	10.8 **,-1	10.6 **,-1	11.0 **,-1	1.04 **,-1	...	...	...	...	0.9 **,-1	0.8 **,-1	0.9 **,-1	1.11 **,-1
Panama	1.1	1.1	1.1	13.4 **	12.8 **	14.0 **	1.09 **	2.0 **	1.6 **	2.5 **	1.59 **	2.3 **	1.8 **	2.8 **	1.59 **
Paraguay (p)	0.9 -2	0.9 -2	0.9 -2	12.1 **,-2	12.0 **,-2	12.2 **,-2	1.02 **,-2	0.7 **	0.6 **	0.8 **	1.38 **	1.3 **,-2	1.1 **,-2	1.5 **,-2	1.41 **,-2
Peru (p)	1.7 -2	1.7 -2	1.8 -2	13.8 **,-2	13.7 **,-2	13.8 **,-2	1.01 **,-2	...	...	...	...	1.6 **,-2	1.5 **,-2	1.6 **,-2	1.07 **,-2
Saint Kitts and Nevis	2.0 **	1.9 **	2.2 **	13.4 **	13.2 **	13.7 **	1.04 **	.	.	.	.	.	.	.	.
Saint Lucia	1.4	1.3	1.5	12.5 **	12.1 **	12.9 **	1.07 **	...	...	...	...	0.7 **	0.3 **	1.1 **	3.46 **
Saint Vincent and the Grenadines	1.7 **	1.7 **	1.7 **	11.7 **	11.8 **	11.6 **	0.98 **	.	.	.	.	.	.	.	.
Suriname	1.8 **,-1	1.8 **,-1	1.8 **,-1	12.2 **,-2	11.3 **,-2	13.2 **,-2	1.17 **,-2	...	...	...	...	0.6 **,-2	0.5 **,-2	0.8 **,-2	1.62 **,-2
Trinidad and Tobago	1.7	1.7	1.7	12.3 **	12.0 **	12.5 **	1.05 **	0.3 **	0.2 **	0.3 **	1.38 **	0.7 **	0.5 **	0.8 **	1.67 **
Turks and Caicos Islands	2.1 *	2.2 *	1.9 *	12.4 **	11.4 *	13.3 **	1.17 **	...	...	...	...	- **	- **	- **	- **
Uruguay (p)	1.9 -2	1.9 -2	1.9 -2	14.9 **,-2	13.8 **,-2	15.9 **,-2	1.15 **,-2	1.7 **	1.2 **	2.2 **	1.76 **	1.9 **,-2	1.1 **,-2	2.6 **,-2	2.39 **,-2
Venezuela	1.7	1.6	1.7	11.7 **,-1	11.5 **,-1	12.0 **,-1	1.04 **,-1	...	...	...	...	2.0 **,-1	1.9 **,-1	2.0 **,-1	1.08 **,-1
North America and Western Europe															
Andorra	3.8 **	3.6 **	4.0 **	11.3 **	11.2 **	11.3 **	1.00 **	...	...	...	...	0.3 **	0.3 **	0.3 **	1.22 **
Austria (p)	2.6 -1	2.6 -1	2.6 -1	15.0 -1	14.6 -1	15.1 -1	1.04 -1	2.7 **	2.6 **	2.7 **	1.04 **	2.3 -1	1.8 -1	2.5 -1	1.38 -1
Belgium (p)	3.5 -1	3.5 -1	3.5 -1	19.1 -1	18.2 -1	19.8 -1	1.09 -1	2.8 **	2.6 **	3.0 **	1.15 **	2.9 -1	2.5 -1	3.2 -1	1.29 -1
Canada (p)	1.3 **,-2	1.3 **,-2	1.3 **,-2	15.9 **,-2	15.6 **,-2	16.3 **,-2	1.04 **,-2	2.9 **	2.5 **	3.4 **	1.32 **	2.9 **,-2	2.5 **,-2	3.3 **,-2	1.34 **,-2
Cyprus	1.8 **,-1	1.8 **,-1	1.8 **,-1	13.4 **,-1	13.3 **,-1	13.5 **,-1	1.01 **,-1	1.1 *	1.0 *	1.2 *	1.19 *	1.6 **,-1	1.6 **,-1	1.7 **,-1	1.04 **,-1
Denmark (p)	3.6 -1	3.6 -1	3.6 -1	16.6 -1	15.5 -1	17.2 -1	1.11 -1	2.8 **	2.4 **	3.2 **	1.33 **	2.9 -1	2.0 -1	3.4 -1	1.70 -1
Finland (p)	2.2 -1	2.3 -1	2.2 -1	18.3 -1	16.7 -1	19.0 -1	1.14 -1	4.1 **	3.7 **	4.5 **	1.22 **	4.4 -1	3.2 -1	4.8 -1	1.46 -1
France (p)	3.4 -1	3.4 -1	3.4 -1	15.7 -1	15.2 -1	16.1 -1	1.06 -1	2.6 **	2.3 **	2.9 **	1.24 **	2.7 -1	2.3 -1	3.1 -1	1.37 -1
Germany (p)	3.0 -1	3.0 -1	2.9 -1	...	...	...	...	...	...	...	...	...	...	...	...
Gibraltar	...	...	...	...	...	...	...	.	.	.	.	.	.	.	.
Greece (p)	1.3 -1	1.3 -1	1.4 -1	15.4 -1	15.0 -1	15.7 -1	1.05 -1	2.3 **	2.2 **	2.5 **	1.11 **	3.5 -1	3.2 -1	3.8 -1	1.16 -1
Holy See	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Iceland (p)	3.8 -1	3.8 -1	3.8 -1	18.3 -1	16.8 -1	19.4 -1	1.15 -1	2.0 **	1.5 **	2.5 **	1.68 **	3.1 -1	1.8 -1	4.0 -1	2.27 -1
Ireland (p)	...	...	...	17.3 -1	16.5 -1	17.9 -1	1.09 -1	2.4	2.0	2.6	1.29	2.8 -1	2.2 -1	3.1 -1	1.40 -1
Israel (p)	3.3 -1	3.3 -1	3.3 -1	15.6 -1	14.7 -1	15.9 -1	1.08 -1	2.8	1.9	3.2	1.70	3.1 -1	2.1 -1	3.5 -1	1.64 -1
Italy (p)	3.0 -1	3.1 -1	3.0 -1	15.7 -1	15.2 **,-1	16.0 **,-1	1.06 **,-1	2.4 **	2.1 **	2.6 **	1.28 **	2.7 -1	2.1 -1	3.1 -1	1.48 -1
Liechtenstein	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Luxembourg (p)	2.6 -1	2.6 -1	2.6 -1	13.5 **,-1	13.4 **,-1	13.7 **,-1	1.02 **,-1	0.5 **	0.5 **	0.5 **	1.09 **	0.6 **,-1	0.6 **,-1	0.7 **,-1	1.18 **,-1
Malta	2.0 -1	2.0 -1	2.1 -1	14.3 -1	13.9 -1	14.4 -1	1.04 -1	1.0	0.8	1.1	1.29	1.6 -1	1.1 -1	1.8 -1	1.72 -1
Monaco	...	...	...	...	...	...	...	.	.	.	.	.	.	.	.
Netherlands (p)	1.7 -1	1.8 -1	1.7 -1	16.6 -1	16.4 -1	16.6 -1	1.01 -1	2.5 **	2.5 **	2.5 **	1.01 **	2.7 -1	2.4 -1	2.8 -1	1.19 -1
Norway (p)	2.5 -1	...	...	17.5 -1	16.2 -1	18.3 -1	1.13 -1	3.3 **	2.8 **	3.9 **	1.40 **	3.6 -1	2.3 -1	4.3 -1	1.92 -1
Portugal (p)	2.2 -1	2.2 -1	2.3 -1	16.0 -1	15.2 -1	16.5 -1	1.08 -1	2.2 **	1.9 **	2.5 **	1.30 **	2.6 -1	2.0 -1	3.0 -1	1.55 -1
San Marino	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Spain (p)	3.2 -1	3.3 -1	3.2 -1	16.1 -1	15.4 -1	16.4 -1	1.07 -1	2.7	2.2	2.9	1.32	2.9 -1	2.3 -1	3.2 -1	1.36 -1

Region	School life expectancy (approximation method) in years														
	Pre-primary education, ISCED 0			Primary to tertiary education, ISCED 1-6				Tertiary education, ISCED 5-6							
	2004			2004				1999				2004			
	MF	M	F	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI
Sweden (p)	3.2 ⁻¹	3.2 ⁻¹	3.2 ⁻¹	18.7 ⁻¹	16.6 ⁻¹	20.4 ⁻¹	1.23 ⁻¹	3.2 ^{**}	2.6 ^{**}	3.7 ^{**}	1.41 ^{**}	3.7 ⁻¹	2.4 ⁻¹	4.5 ⁻¹	1.91 ⁻¹
Switzerland (p)	1.9 ⁻¹	1.9 ⁻¹	1.9 ⁻¹	15.1 ⁻¹	15.1 ⁻¹	14.6 ⁻¹	0.97 ⁻¹	1.9 ^{**}	2.2 ^{**}	1.5 ^{**}	0.70 ^{**}	2.1 ⁻¹	2.0 ⁻¹	1.8 ⁻¹	0.92 ⁻¹
United Kingdom (p)	1.5 ⁻¹	1.5 ⁻¹	1.5 ⁻¹	21.3 ⁻¹	19.1 ⁻¹	22.9 ⁻¹	1.20 ⁻¹	3.0 ^{**}	2.8 ^{**}	3.2 ^{**}	1.15 ^{**}	2.9 ⁻¹	2.0 ⁻¹	3.3 ⁻¹	1.62 ⁻¹
United States (p)	1.8 ⁻¹	...	...	15.8 ^{**,-1}	14.5 ^{**,-1}	16.4 ^{**,-1}	1.13 ^{**,-1}	3.7 ^{**}	3.2 ^{**}	4.2 ^{**}	1.31 ^{**}	4.1 ⁻¹	2.8 ⁻¹	4.7 ⁻¹	1.65 ⁻¹
South and West Asia															
Afghanistan	- ^{**}	- ^{**}	- ^{**}	6.7 ^{**}	9.4 ^{**}	3.8 ^{**}	0.40^{**}	...	...	...	...	0.1 ^{**}	0.1 ^{**}	-	0.28 ^{**}
Bangladesh	0.3 ⁻¹	0.3 ⁻¹	0.4 ⁻¹	9.2 ⁻¹	9.0 ⁻¹	9.3 ⁻¹	1.03 ⁻¹	0.3	0.4	0.2	0.50	0.3 ⁻¹	0.4 ⁻¹	0.2 ⁻¹	0.50 ⁻¹
Bhutan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
India	1.0 ^{**,-1}	1.0 ^{**,-1}	1.0 ^{**,-1}	9.6 ^{**,-1}	10.3 ^{**,-1}	8.8 ^{**,-1}	0.86 ^{**,-1}	...	...	...	...	0.6 ^{**,-1}	0.7 ^{**,-1}	0.5 ^{**,-1}	0.67 ^{**,-1}
Iran, Islamic Republic of	0.4 ^{**}	0.3 ^{**}	0.4 ^{**}	12.5 ^{**}	12.7 ^{**}	12.2 ^{**}	0.96 ^{**}	0.9 ^{**}	1.0 ^{**}	0.8 ^{**}	0.80 ^{**}	1.1 ^{**}	1.1 ^{**}	1.2 ^{**}	1.11 ^{**}
Maldives	1.4 ^{**}	1.4 ^{**}	1.5 ^{**}	11.2 ^{**}	11.1 ^{**}	11.4 ^{**}	1.02^{**}	.	.	.	.	-^{**}	-^{**}	-^{**}	2.37 ^{**}
Nepal	0.7 ^{**,-1}	0.8 ^{**,-1}	0.7 ^{**,-1}	8.9 ^{**,-1}	9.8 ^{**,-1}	8.0 ^{**,-1}	0.82 ^{**,-1}	...	...	...	...	0.3 ^{**}	0.4 ^{**}	0.2 ^{**}	0.40 ^{**}
Pakistan	0.9	1.0	0.8	6.2 ^{**}	7.1 ^{**}	5.2 ^{**}	0.73^{**}	...	...	...	...	0.2 ^{**}	0.2 ^{**}	0.1 ^{**}	0.80 ^{**}
Sri Lanka (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sub-Saharan Africa															
Angola	...	...	...	...	...	...	...	-	-	-	0.63 ^{**}	- ^{**,-1}	0.1 ^{**,-1}	-	0.66 ^{**,-1}
Benin	0.1	0.1	0.1	...	...	...	...	0.1 ^{**}	0.2 ^{**}	0.1 ^{**}	0.26^{**}	...	...	...	...
Botswana	...	...	...	11.9 ^{**}	11.6 ^{**}	12.2 ^{**}	1.05 ^{**}	0.1 ^{**}	0.2 ^{**}	0.1 ^{**}	0.79 ^{**}	0.3 ^{**}	0.3 ^{**}	0.3 ^{**}	0.85 ^{**}
Burkina Faso	- ^{**,-2}	- ^{**,-2}	- ^{**,-2}	4.1 ^{**}	4.7 ^{**}	3.5 ^{**}	0.74 ^{**}	0.1 ^{**}	0.1 ^{**}	-	0.30 ^{**}	0.1 ^{**}	0.1 ^{**}	-	0.29 ^{**}
Burundi	-	-	-	5.9 ^{**}	6.6 ^{**}	5.3 ^{**}	0.80 ^{**}	0.0 ^{**}	0.1 ^{**}	-	0.41 ^{**}	0.1 ^{**}	0.2 ^{**}	0.1 ^{**}	0.37 ^{**}
Cameroon	0.4 ^{**}	0.4 ^{**}	0.4 ^{**}	10.6 ^{**}	11.9 ^{**}	9.4 ^{**}	0.79 ^{**}	0.2^{**}	...	...	...	0.3 ^{**}	0.3 ^{**}	0.2 ^{**}	0.64 ^{**}
Cape Verde	1.6	1.6	1.6	11.0 ^{**}	11.0 ^{**}	11.0 ^{**}	1.01 ^{**}	0.1^{**}	...	...	...	0.3 ^{**}	0.3 ^{**}	0.3 ^{**}	1.10 ^{**}
Central African Republic	0.1 ^{**}	0.1 ^{**}	0.1^{**}	...	...	...	...	0.1 ^{**}	0.2 ^{**}	0.0 ^{**}	0.18^{**}	...	...	...	...
Chad	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Comoros	0.1 ^{**}	0.1 ^{**}	0.1 ^{**}	8.0 ^{**}	8.7 ^{**}	7.3 ^{**}	0.84 ^{**}	-	0.1 ^{**}	-	0.75 ^{**}	0.1 ^{**}	0.1 ^{**}	0.1 ^{**}	0.77 ^{**}
Congo	0.2	0.2	0.2	7.6 ^{**,-1}	8.4 ^{**,-1}	6.9 ^{**,-1}	0.82 ^{**,-1}	0.2 ^{**}	0.3 ^{**}	0.1 ^{**}	0.26 ^{**}	0.2 ^{**,-1}	0.3 ^{**,-1}	0.1 ^{**,-1}	0.19 ^{**,-1}
Côte d'Ivoire	0.1 ^{,-1}	0.1 ^{,-1}	0.1 ^{,-1}	...	...	...	...	0.3 ^{**}	0.5 ^{**}	0.2 ^{**}	0.36^{**}	...	...	...	...
Democratic Rep. of the Congo	- ^{**,-2}	- ^{**,-2}	- ^{**,-2}	...	...	...	...	0.1^{**}	...	...	...	...	...	...	...
Equatorial Guinea	1.6 ⁻¹	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Eritrea	0.1	0.2	0.1	5.6 ^{**}	6.7 ^{**}	4.5 ^{**}	0.68 ^{**}	0.1 ^{**}	0.1 ^{**}	- ^{**}	0.15 ^{**}	0.1 ^{**}	0.1 ^{**}	0.0 ^{**}	0.15 ^{**}
Ethiopia	0.1 ^{**,-1}	0.1 ^{**,-1}	0.1 ^{**,-1}	5.6 ^{**}	6.6 ^{**}	4.6 ^{**}	0.70 ^{**}	-	0.1 ^{**}	-	0.23 ^{**}	0.1 ^{**}	0.2 ^{**}	0.1 ^{**}	0.34 ^{**}
Gabon	0.4 ^{**,-2}	...	...	...	...	...	...	0.3 ^{**}	0.4 ^{**}	0.2 ^{**}	0.54^{**}	...	...	...	...
Gambia	0.7 ^{**}	0.7 ^{**}	0.7 ^{**}	7.8 ^{**}	8.0 ^{**}	7.7 ^{**}	0.96 ^{**}	0.1 ^{**}	0.1 ^{**}	-	0.29 ^{**}	0.1 ^{**}	0.1 ^{**}	0.0 ^{**}	0.23 ^{**}
Ghana	1.3 ⁺¹	1.3 ⁺¹	1.3 ⁺¹	7.7 ^{**}	8.2 ^{**}	7.2 ^{**}	0.89^{**}	...	...	...	...	0.2 ^{**}	0.2 ^{**}	0.1 ^{**}	0.48 ^{**}
Guinea	0.2	0.2	0.2	6.9	8.1	5.6	0.69	...	...	...	...	0.1	0.2	0.0	0.21
Guinea-Bissau	...	...	...	...	...	...	...	-	-	-	0.18^{**}	...	...	...	...
Kenya	1.7	1.7	1.7	9.9 ^{**}	10.2 ^{**}	9.5 ^{**}	0.93^{**}	...	...	...	...	0.1 ^{**}	0.2 ^{**}	0.1 ^{**}	0.60 ^{**}
Lesotho	0.9 ^{**}	0.9 ^{**}	0.9 ^{**}	10.9 ^{**,-1}	10.6 ^{**,-1}	11.2 ^{**,-1}	1.05 ^{**,-1}	0.1	0.1	0.1	1.54	0.2 ⁻¹	0.1 ⁻¹	0.2 ⁻¹	1.82 ⁻¹
Liberia	...	...	...	...	...	...	...	0.4 ^{**}	0.6 ^{**}	0.2 ^{**}	0.24^{**}	...	...	...	...
Madagascar	0.3 ^{**}	0.2 ^{**,-2}	0.2 ^{**,-2}	...	...	...	...	0.1 ^{**}	0.1 ^{**}	0.1 ^{**}	0.84 ^{**}	0.1 ^{**}	0.1 ^{**}	0.1 ^{**}	0.90 ^{**}
Malawi	...	...	...	9.6 ^{**}	9.8 ^{**}	9.5 ^{**}	0.97 ^{**}	-	-	-	0.38 ^{**}	- ^{**}	- ^{**}	- ^{**}	0.54 ^{**}
Mali	0.1 ^{**,-1}	0.1 ^{**,-1}	0.1 ^{**,-1}	5.4 ^{**}	6.3 ^{**}	4.5 ^{**}	0.72 ^{**}	0.1^{**}	...	...	...	0.1 ^{**}	0.1 ^{**}	0.1 ^{**}	0.47 ^{**}
Mauritius	1.9 ^{**,-1}	1.9 ^{**,-1}	1.9 ^{**,-1}	13.5 ^{**}	13.6 ^{**}	13.3 ^{**}	0.98 ^{**}	0.3 ^{**}	0.4 ^{**}	0.3 ^{**}	0.88 ^{**}	0.9 ^{**}	0.7 ^{**}	1.0 ^{**}	1.39 ^{**}
Mozambique	...	...	...	7.6 ^{**}	8.4 ^{**}	6.8 ^{**}	0.81^{**}	-	...	...	...	0.1 ^{**}	0.1 ^{**}	0.0 ^{**}	0.46 ^{**}
Namibia	0.9 ^{**,-1}	0.8 ^{**,-1}	0.9 ^{**,-1}	10.9 ^{**,-1}	10.8 ^{**,-1}	11.1 ^{**,-1}	1.03 ^{**,-1}	...	...	...	...	0.3 ^{**,-1}	0.3 ^{**,-1}	0.3 ^{**,-1}	1.15 ^{**,-1}
Niger	-	-	-	3.2 ^{**}	3.8 ^{**}	2.6 ^{**}	0.70^{**}	...	...	...	...	-^{**}	0.1 ^{**}	- ^{**}	0.40 ^{**}
Nigeria	0.4	0.4	0.4	8.8 ^{**}	9.7 ^{**}	7.9 ^{**}	0.81 ^{**}	0.3^{**}	...	...	...	0.5 ^{**}	0.7 ^{**}	0.4 ^{**}	0.55 ^{**}
Rwanda	0.1 ^{**,-2}	0.1 ^{**,-2}	0.1 ^{**,-2}	8.2 ^{**}	8.3 ^{**}	8.2 ^{**}	0.99^{**}	-	...	...	...	0.1 ^{**}	0.2 ^{**}	0.1 ^{**}	0.62 ^{**}
Sao Tome and Principe	1.2	1.2	1.3	10.1	10.1	10.1	0.99	...	...	...	...	.	.	.	.
Senegal	0.2	0.2	0.2	6.2^{**}	...	...	...	0.2^{**}	...	...	...	0.2^{**}	...	...	...
Seychelles	2.1 [*]	2.1 [*]	2.1 [*]	12.8 ^{**}	12.4 ^{**}	13.2 ^{**}	1.06^{**}	.	.	.	.	.	.	.	.

TABLE 12 SCHOOL LIFE EXPECTANCY

Region	School life expectancy (approximation method) in years														
	Pre-primary education, ISCED 0			Primary to tertiary education, ISCED 1-6				Tertiary education, ISCED 5-6							
	2004			2004				1999				2004			
	MF	M	F	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI
Sierra Leone	...	...	...	...	...	...	...	...	...	...	...	0.1 ** ⁻²	0.2 ** ⁻²	0.1 ** ⁻²	0.40 ** ⁻²
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	0.3 ⁻¹	0.3 ⁻¹	0.3 ⁻¹	13.0 ** ⁻¹	12.7 ** ⁻¹	13.0 ** ⁻¹	1.03 ** ⁻¹	0.7 **	0.7 **	0.8 **	1.17 **	0.9 ⁻¹	0.6 ⁻¹	1.0 ⁻¹	1.69 ⁻¹
Swaziland	...	...	...	9.4 ** ⁻¹	9.6 ** ⁻¹	9.2 ** ⁻¹	0.96 ** ⁻¹	0.2 **	0.3 **	0.2 **	0.86 **	0.3 **	0.3 **	0.3 **	1.07 **
Togo	0.1 **	0.1 **	0.1 **	...	...	...	...	0.2 **	0.3 **	0.1 **	0.21 **	...	...	...	...
Uganda	-	-	-	10.4 **	10.7 **	10.2 **	0.95 **	0.1 **	0.1 **	0.1 **	0.53 **	0.2 **	0.2 **	0.1 **	0.62 **
United Republic of Tanzania	0.6 ⁺¹	0.6 ⁺¹	0.6 ⁺¹	...	...	...	...	- **	- **	- **	0.27 **	0.1 **	0.1 **	0.0 **	0.41 **
Zambia	...	...	...	...	...	...	...	0.1 **	0.2 **	0.1 **	0.46 **	...	...	...	...
Zimbabwe (p)	1.3 ** ⁻¹	1.4 ** ⁻¹	1.2 ** ⁻¹	9.1 ** ⁻¹	9.3 ** ⁻¹	8.9 ** ⁻¹	0.95 ** ⁻¹	0.2 **	...	...	...	0.2 ** ⁻¹	0.2 ** ⁻¹	0.1 ** ⁻¹	0.63 ** ⁻¹
REGIONAL AVERAGES															
WORLD	1.0 ⁻¹	1.0 ⁻¹	0.9 ⁻¹	10.4 ⁻¹	10.7 ⁻¹	10.0 ⁻¹	0.94 ⁻¹	0.9 **	0.9 **	0.8 **	0.96 **	1.1 ⁻¹	1.0 ⁻¹	1.1 ⁻¹	1.05 ⁻¹
Arab States	0.4 ⁻¹	0.4 ⁻¹	0.3 ⁻¹	10.0 ** ⁻¹	10.6 ** ⁻¹	9.4 ** ⁻¹	0.89 ** ⁻¹	0.9	1.1 **	0.8 **	0.74 **	1.0 ** ⁻¹	1.0 ** ⁻¹	0.9 ** ⁻¹	0.88 ** ⁻¹
Central and Eastern Europe	1.8 ⁻¹	1.8 ⁻¹	1.7 ⁻¹	12.9 ⁻¹	12.9 ⁻¹	12.9 ⁻¹	1.00 ⁻¹	2.0 **	1.8 **	2.2 **	1.22 **	2.6 ⁻¹	2.2 ⁻¹	2.9 ⁻¹	1.29 ⁻¹
Central Asia	1.0	1.1	1.0	11.7	11.8	11.6	0.98	1.0 **	1.0 **	0.9 **	0.93 **	1.3	1.2	1.3	1.09
East Asia and the Pacific	1.0 ⁻¹	1.0 ⁻¹	1.0 ⁻¹	11.2 ⁻¹	11.4 ⁻¹	11.1 ⁻¹	0.98 ⁻¹	0.7	...	...	...	1.0 ⁻¹	1.0	0.9	0.90
Latin America and the Caribbean	1.5 ⁻²	1.5 ⁻²	1.5 ⁻²	13.1 ⁻²	12.8 ⁻²	13.2 ⁻²	1.04 ⁻²	1.1	1.0	1.1	1.12	1.3 ⁻²	1.1 ⁻²	1.4 ⁻²	1.27 ⁻²
North America and Western Europe	2.2 ⁻¹	2.3 ** ⁻¹	2.2 ** ⁻¹	16.4 ⁻¹	15.4 ⁻¹	16.9 ⁻¹	1.10 ⁻¹	3.1	2.7	3.4	1.24	3.3 ⁻¹	2.5 ⁻¹	3.8 ⁻¹	1.52 ⁻¹
South and West Asia	0.9 ⁻¹	0.9 ⁻¹	0.9 ⁻¹	9.1 ⁻¹	9.7 ⁻¹	8.4 ⁻¹	0.86 ⁻¹	...	...	...	...	0.5 ⁻¹	0.6 ⁻¹	0.4 ⁻¹	0.70 ⁻¹
Sub-Saharan Africa	0.4 **	0.4 **	0.3 **	7.6 **	8.2 **	6.9 **	0.84 **	0.2	0.2 **	0.1 **	0.58 **	0.2 **	0.3 **	0.2 **	0.60 **

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

TABLE 13 EDUCATION EXPENDITURE, SPENDING AS A % OF GROSS DOMESTIC PRODUCT AND BY NATURE / FINANCIAL YEAR ENDING IN 2004

Region	Public expenditure per student as a % of GDP per capita			Total public expenditure on education		Educational expenditure by nature of spending as a % of total educational expenditure in public institutions							
	Primary	Secondary	Tertiary	as a % of GDP	as a % of total government expenditure	Primary, secondary and post-secondary non-tertiary				Tertiary			
						Salaries, all staff	Other current	Total current	Capital	Salaries, all staff	Other current	Total current	Capital
Country or territory	Primary	Secondary	Tertiary	as a % of GDP	as a % of total government expenditure	Salaries, all staff	Other current	Total current	Capital	Salaries, all staff	Other current	Total current	Capital
Arab States													
Algeria	11.3 ** ⁻¹	17.1 ** ⁻¹	...	...	...	...	...	...	...	...	...	...	...
Bahrain	15.8 ** ⁻²	17.7 ** ⁻²	...	...	...	...	...	...	...	...	...	...	...
Djibouti	...	...	...	6.1	20.5	...	...	...	...	...	...	...	...
Egypt (p)	...	...	...	...	...	...	...	...	...	...	...	...	...
Iraq	...	...	...	...	...	...	...	...	...	...	...	...	...
Jordan (p)	15.2 ⁻²	18.0 ⁻²	...	...	...	91.2 ⁻²	4.2 ⁻²	95.4 ⁻²	4.6 ⁻²	...	...	...	...
Kuwait	25.1	27.4	172.5 **	8.2	17.4	89.4	6.4	95.8	4.2	52.8	25.7	78.5	21.5
Lebanon	...	...	14.7	2.6	12.7	...	...	...	...	97.8	1.8	99.6	0.4
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	...	...	...	3.4 **	...	...	...	...	...	...	...	...	...
Morocco	19.3	46.9	87.2	6.3	27.8	89.1	5.5	94.7	5.3	67.3	23.5	90.7	9.3
Oman	13.1 ** ⁻²	20.5 ** ⁻²	53.8 ** ⁻²	4.6 ** ⁻²	26.1 **	85.4	0.7	86.1	13.9	95.0 ⁻²	1.6 ⁻²	96.7 ⁻²	3.3 ⁻²
Palestinian Autonomous Territories	...	...	...	...	...	...	...	...	...	...	...	...	...
Qatar	...	...	...	...	...	...	...	...	...	...	...	...	...
Saudi Arabia	...	...	...	...	...	...	...	...	...	...	...	...	...
Sudan	...	...	...	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	14.5 ⁻²	26.8 ⁻²	...	...	...	69.0 ⁻²	9.1 ⁻²	78.0 ⁻²	22.0 ⁻²	...	...	...	...
Tunisia (p)	15.5 ** ⁻²	23.6 ** ⁻²	62.8 ⁻²	6.4 ⁻²	...	x	x	92.3 ** ⁻²	7.7 ** ⁻²	x	x	75.1 ⁻²	24.9 ⁻²
United Arab Emirates	7.7 ⁻²	13.3 ⁻²	...	1.6 ** ⁻²	22.5 ** ⁻²	79.5 ⁻¹	13.9 ⁻¹	93.4 ⁻¹	6.6 ⁻¹	...	...	...	...
Yemen	...	...	...	...	...	...	...	...	...	...	...	...	...
Central and Eastern Europe													
Albania	7.7 ** ⁻²	11.9 ** ⁻²	36.3 ** ⁻²	2.8 ** ⁻²	...	...	...	...	...	...	...	...	...
Belarus	13.7 **	22.9 **	27.6	5.8	13.0	67.3 **	27.7 **	94.9 **	5.1 **	54.4	40.1	94.5	5.5
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria (p)	16.2 ⁻²	19.0 ⁻²	18.7 ⁻²	3.6 ⁻²	...	73.6 ⁻²	23.0 ⁻²	96.6 ⁻²	3.4 ⁻²	63.1 ⁻²	30.5 ⁻²	93.6 ⁻²	6.4 ⁻²
Croatia	24.0 ** ⁻²	23.5 ** ⁻²	34.5 ⁻²	4.5 ⁻²	10.0 ⁻²	74.6 ** ⁻²	15.1 ** ⁻²	89.7 ** ⁻²	10.3 ** ⁻²	61.1 ⁻²	30.2 ⁻²	91.3 ⁻²	8.7 ⁻²
Czech Republic (p)	12.0 ⁻²	23.0 ⁻²	31.8 ⁻²	4.4 ⁻²	...	59.9 ⁻²	29.5 ⁻²	89.4 ⁻²	10.6 ⁻²	42.5 ⁻²	45.6 ⁻²	88.1 ⁻²	11.9 ⁻²
Estonia	19.8 ⁻²	25.5 ⁻²	24.9 ⁻²	5.7 ⁻²	...	57.3 ⁻²	26.7 ⁻²	84.0 ⁻²	16.0 ⁻²	47.5 ⁻²	48.1 ⁻²	95.7 ⁻²	4.3 ⁻²
Hungary (p)	20.8 ⁻²	21.4 ⁻²	36.1 ⁻²	5.5 ⁻²	...	71.5 ⁻²	20.6 ⁻²	92.2 ⁻²	7.8 ⁻²	54.3 ⁻²	28.3 ⁻²	82.7 ⁻²	17.3 ⁻²
Latvia	22.4 ⁻²	25.9 ⁻²	19.0 ⁻²	5.8 ⁻²	...	61.5 ⁻²	23.5 ⁻²	85.0 ⁻²	15.0 ⁻²	100.0 ⁻²	⁻²	100.0 ⁻²	⁻²
Lithuania	...	...	32.9 ⁻²	5.9 ⁻²	...	...	...	...	...	64.4 ⁻²	27.0 ⁻²	91.4 ⁻²	8.6 ⁻²
Poland (p)	23.5 ⁻²	20.8 ⁻²	22.1 ⁻²	5.6 ⁻²	12.8 ⁻²	65.8 ⁻²	26.9 ⁻²	92.7 ⁻²	7.3 ⁻²	54.9 ⁻²	41.8 ⁻²	96.7 ⁻²	3.3 ⁻²
Republic of Moldova	17.1 ** ⁻²	26.2 ** ⁻²	20.7 ⁻²	4.9 ** ⁻¹	...	57.0 ** ⁻²	36.1 ** ⁻²	93.1 ** ⁻²	6.9 ** ⁻²	25.5 ⁻²	72.4 ⁻²	97.9 ⁻²	2.1 ⁻²
Romania	9.9 ** ⁻²	15.1 ** ⁻²	26.5 ⁻²	3.5 ⁻²	...	76.3 ** ⁻²	18.0 ** ⁻²	94.3 ** ⁻²	5.7 ** ⁻²	48.8 ⁻²	34.5 ⁻²	83.3 ⁻²	16.7 ⁻²
Russian Federation (p)	...	...	...	3.8 ** ⁻²	10.7 ** ⁻²	...	...	...	...	...	...	...	...
Serbia and Montenegro	...	...	...	...	...	...	...	...	...	...	...	...	...
Slovakia (p)	11.3 ⁻²	18.8 ⁻²	31.1 ⁻²	4.3 ⁻²	...	71.4 ⁻²	23.7 ⁻²	95.1 ⁻²	4.9 ⁻²	50.6 ⁻²	39.5 ⁻²	90.1 ⁻²	9.9 ⁻²
Slovenia	...	...	26.3 ⁻²	6.0 ⁻²	...	...	...	...	...	...	...	...	...
The Former Yugoslav Rep. of Macedonia	23.6 ** ⁻²	7.7 ⁻²	23.7 ⁻²	3.5 ⁻²	...	87.1 ** ⁻²	10.6 ** ⁻²	97.8 ** ⁻²	2.2 ** ⁻²	89.1 ⁻²	9.8 ⁻²	98.9 ⁻²	1.1 ⁻²
Turkey (p)	13.9 ** ⁻²	9.4 ** ⁻²	50.3 ⁻²	3.6 ⁻²	...	89.3 ⁻²	4.2 ⁻²	93.5 ⁻²	6.5 ⁻²	55.4 ⁻²	22.6 ⁻²	78.0 ⁻²	22.0 ⁻²
Ukraine	10.4 **	15.7 **	27.1	4.6	18.3	...	...	...	...	...	...	...	...
Central Asia													
Armenia	8.9 ** ⁻²	11.1 ** ⁻²	38.3 ** ⁻²	3.2 ** ⁻²	...	...	...	...	...	...	...	...	...
Azerbaijan	7.6 ** ⁻¹	13.4 ** ⁻¹	12.8 ⁻¹	3.3 **	19.2 ⁻¹	68.1 ** ⁻²	30.5 ** ⁻²	98.6 ** ⁻²	1.4 ** ⁻²	63.2 ⁻¹	36.2 ⁻¹	99.5 ⁻¹	0.5 ⁻¹
Georgia	...	...	...	2.9	13.1	...	...	...	...	...	...	...	...
Kazakhstan	10.1 **	7.9 **	6.2	2.4	...	64.5 **	31.2 **	95.6 **	4.4 **	38.6	38.9	77.5	22.5
Kyrgyzstan	7.7 ** ⁻²	14.5 ** ⁻²	21.2 ⁻²	4.4 ** ⁻¹	...	...	...	...	...	...	...	...	...
Mongolia	15.7	14.6	25.0	5.6	...	x	x	93.9 ⁻²	6.1 ⁻²	x	x	97.3 ⁻²	2.7 ⁻²
Tajikistan	6.7 **	9.2 **	8.8	2.8	16.9	...	...	...	...	...	...	...	...

Region	Public expenditure per student as a % of GDP per capita			Total public expenditure on education		Educational expenditure by nature of spending as a % of total educational expenditure in public institutions							
	Primary	Secondary	Tertiary	as a % of GDP	as a % of total government expenditure	Primary, secondary and post-secondary non-tertiary				Tertiary			
						Salaries, all staff	Other current	Total current	Capital	Salaries, all staff	Other current	Total current	Capital
Country or territory													
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	...	...	...	...	...	...	...	...	...	...	...	...	...
East Asia and the Pacific													
Australia (p)	16.4 ⁻²	14.6 ⁻²	22.6 ⁻²	4.9 ⁻²	...	71.8 ⁻²	22.5 ⁻²	94.3 ⁻²	5.7 ⁻²	53.9 ⁻²	36.5 ⁻²	90.4 ⁻²	9.6 ⁻²
Brunei Darussalam	...	...	...	...	...	...	...	...	...	...	...	...	...
Cambodia	6.5^{**}	...	...	2.0	...	...	...	...	...	...	...	...	...
China (p)	...	...	...	...	...	...	...	...	...	...	...	...	...
Cook Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	18.5	17.2	66.9	6.4	20.0 ⁻²	...	...	...	...	...	...	...	...
Hong Kong (China), SAR	15.9	21.8	67.1	4.7	23.3	...	...	...	...	74.6	21.4	95.9	4.1
Indonesia (p)	2.9 ⁻²	5.6 ⁻²	15.6 ⁻²	1.1 ⁻²	9.0 ^{**,-2}	80.6 ⁻²	13.3 ⁻²	93.9 ⁻²	6.1 ⁻²	81.2 ⁻²	0.8 ⁻²	82.0 ⁻²	18.0 ⁻²
Japan (p)	22.1 ⁻²	21.6 ⁻²	17.1 ⁻²	3.6 ⁻²	...	79.1 ⁻²	10.3 ⁻²	89.5 ⁻²	10.5 ⁻²	56.5 ⁻²	27.9 ⁻²	84.4 ⁻²	15.6 ⁻²
Kiribati	...	...	...	16.0 ^{**,-2}	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	6.7 ^{**,-1}	...	...	2.3	11.0 ^{**,-1}	...	...	...	...	...	...	...	...
Macao, China	7.8 ^{**,-1}	...	...	2.9 ⁻¹	16.1 ⁻²	85.3 ⁻²	9.6 ⁻²	95.0 ⁻²	5.0 ⁻²	...	...	...	...
Malaysia (p)	20.2 ⁻²	28.3 ⁻²	102.4 ⁻²	8.1 ⁻²	20.3 ⁻²	49.4 ⁻²	11.0 ⁻²	60.4 ⁻²	39.6 ⁻²	18.6 ⁻²	34.4 ⁻²	53.0 ⁻²	47.0 ⁻²
Marshall Islands	28.7 ^{**,-2}	33.8 ^{**,-2}	89.9 ^{**,-2}	14.8 ^{**}	15.8 ⁻¹	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...	...
Myanmar	...	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	...	...	...	...	...	...	...	...	...	...	...	...	...
New Zealand (p)	18.5 ⁻¹	22.0 ⁻¹	35.2 ⁻¹	6.7 ⁻¹	15.1 ⁻¹	...	...	...	...	...	...	...	...
Niue	...	...	...	...	10.1 ⁻²	...	...	...	...	...	...	...	...
Palau	...	...	...	10.1 ^{**,-2}	...	...	...	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...
Philippines (p)	11.1 ⁻²	9.2 ⁻²	14.5 ⁻²	3.2 ⁻²	17.8 ⁻²	87.5 ⁻²	9.1 ⁻²	96.5 ⁻²	3.5 ⁻²	81.7 ⁻²	16.1 ⁻²	97.8 ⁻²	2.2 ⁻²
Republic of Korea (p)	16.3 ⁻²	23.7 ⁻²	...	4.2 ⁻²	15.5 ⁻²	58.7 ⁻²	22.8 ⁻²	81.5 ⁻²	18.5 ⁻²	...	...	...	...
Samoa	12.1 ^{**,-2}	...	...	4.3 ^{**,-2}	13.7 ^{**,-2}	...	...	...	...	...	...	...	...
Singapore	...	...	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Thailand (p)	13.8	13.0	22.7	4.2	27.5	...	...	...	...	...	...	...	...
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	14.5 ⁻¹	...	...	...	...	...	...	...	...
Tonga	12.2	9.4	...	4.8	13.5 ⁻¹	...	...	...	...	...	...	...	...
Tuvalu	...	...	...	...	44.0 ⁻²	...	...	...	...	...	...	...	...
Vanuatu	...	...	...	9.6 ⁻¹	...	...	...	...	...	...	...	...	...
Viet Nam	...	...	...	...	...	...	...	...	...	...	...	...	...
Latin America and the Caribbean													
Anguilla	12.2 ^{**,-1}	35.6 ^{**,-1}	...	7.4 ⁻¹	...	...	...	...	...	...	...	...	...
Antigua and Barbuda	...	...	...	3.8 ⁻²	...	89.9 ⁻²	5.2 ⁻²	95.1 ⁻²	4.9 ⁻²	- ⁻²	99.5 ⁻²	99.5 ⁻²	0.5 ⁻²
Argentina (p)	10.9 ⁻²	14.9 ⁻²	13.1 ⁻²	4.0 ⁻²	13.8 ⁻²	89.0 ⁻²	10.1 ⁻²	99.1 ⁻²	0.9 ⁻²	88.4 ⁻²	10.6 ⁻²	99.1 ⁻²	0.9 ⁻²
Aruba	12.0 [*]	18.6 [*]	29.4 [*]	4.6	15.6 ⁻²	70.8 ⁻²	2.9 ⁻²	73.8 ⁻²	26.2 ⁻²	94.9 ⁻²	5.1 ⁻²	100.0 ⁻²	- ⁻²
Bahamas	...	...	...	...	...	...	...	...	...	...	...	...	...
Barbados	23.0 ^{**}	29.9	...	7.3	17.3 ⁻¹	62.8 ^{**,-1}	22.6 ^{**,-1}	85.4 ^{**,-1}	14.6 ^{**,-1}	89.4 ⁻¹	10.4 ⁻¹	99.8 ⁻¹	0.2 ⁻¹
Belize	15.4	10.6	198.0	5.1	18.1 ⁻¹	82.8 ^{**,-1}	7.4 ^{**,-1}	90.2 ^{**,-1}	9.8 ^{**,-1}	34.1 ^{**,-1}	33.4 ^{**,-1}	67.5 ^{**,-1}	32.5 ^{**,-1}
Bermuda	...	...	...	...	...	...	...	...	...	...	...	...	...
Bolivia	16.4 ^{**}	13.0 ^{**}	35.9 ^{**}	6.4 ^{**}	18.1 ⁻¹	x	x	100.0 ⁻²	- ⁻²	x	x	100.0 ⁻²	- ⁻²
Brazil (p)	...	...	...	...	...	...	...	...	...	...	...	...	...
British Virgin Islands	8.0 [*]	11.9 [*]	...	4.7	17.8	...	...	...	...	...	...	...	...
Cayman Islands	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE 13 EDUCATION EXPENDITURE, SPENDING AS A % OF GROSS DOMESTIC PRODUCT AND BY NATURE / FINANCIAL YEAR ENDING IN 2004

Region	Public expenditure per student as a % of GDP per capita			Total public expenditure on education		Educational expenditure by nature of spending as a % of total educational expenditure in public institutions							
	Primary	Secondary	Tertiary	as a % of GDP	as a % of total government expenditure	Primary, secondary and post-secondary non-tertiary				Tertiary			
						Salaries, all staff	Other current	Total current	Capital	Salaries, all staff	Other current	Total current	Capital
Chile (p)	15.3 ⁻¹	16.3 ⁻¹	15.3 ⁻¹	4.1 ⁻¹	19.1 ⁻¹	59.5 ⁻¹	27.4 ⁻¹	86.9 ⁻¹	13.1 ⁻¹	61.7 ⁻¹	31.4 ⁻¹	93.2 ⁻¹	6.8 ⁻¹
Colombia	16.7	16.0	26.3	4.9	11.7	76.5	18.7	95.2	4.8	49.7	37.5	87.2	12.8
Costa Rica	17.1	19.7	...	4.9	18.5	x	x	100.0 ⁻²	- ⁻²	...	...	...	...
Cuba	...	...	...	...	19.4	55.5	30.1	85.6	14.4	37.7	43.7	81.4	18.6
Dominica	...	...	...	...	...	...	...	...	...	...	...	...	...
Dominican Republic	...	...	...	1.1	6.3	84.5	15.2	99.7	0.3	...	...	...	...
Ecuador	...	...	...	...	...	...	...	...	...	...	...	...	...
El Salvador	9.4 ^{**1}	9.0 ^{**1}	11.1 ⁻¹	2.8 ^{**}	20.0 ⁻²	65.3 ^{**1}	22.5 ^{**1}	87.8 ^{**1}	12.2 ^{**1}	97.2 ⁻¹	0.7 ⁻¹	98.0 ⁻¹	2.0 ⁻¹
Grenada	11.9 ^{*1}	13.1 ^{*1}	...	5.2 ⁻¹	12.9 ⁻¹	82.3 ⁻¹	8.9 ⁻¹	91.1 ⁻¹	8.9 ⁻¹	61.0 ⁻¹	20.4 ⁻¹	81.4 ⁻¹	18.6 ⁻¹
Guatemala	4.7	3.7	...	...	...	...	...	...	...	...	...	...	...
Guyana	12.0 ^{**}	17.3 ^{**}	37.1	5.5	18.4 ⁻²	51.0 ⁻²	31.1 ⁻²	82.1 ⁻²	17.9 ⁻²	50.3 ⁻²	32.3 ⁻²	82.6 ⁻²	17.4 ⁻²
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	...	...	...	...	...	...	...	...	...	...	...	...	...
Jamaica (p)	15.4 ⁻¹	24.7 ⁻¹	44.4 ^{**1}	5.3 ⁻¹	9.5 ⁻¹	82.4 ⁻¹	11.1 ⁻¹	93.6 ⁻¹	6.4 ⁻¹	60.7 ⁻²	24.0 ⁻²	84.7 ⁻²	15.3 ⁻²
Mexico (p)	14.4 ⁻²	16.2 ⁻²	49.8 ⁻²	5.3 ⁻²	...	91.9 ⁻²	5.4 ⁻²	97.3 ⁻²	2.7 ⁻²	75.2 ⁻²	22.1 ⁻²	97.3 ⁻²	2.7 ⁻²
Montserrat	10.0 ^{**2}	...	...	4.9 ^{**2}	...	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...	...	...	...
Nicaragua	9.1	10.7	...	3.1 ^{**1}	15.0 ⁻²	85.9	2.6	88.4	11.6	.	.	.	.
Panama	9.9	12.6	27.0 ^{**}	3.9 ^{**}	8.9 ^{**}	81.5 ⁻²	13.1 ⁻²	94.7 ⁻²	5.3 ⁻²	56.1 ⁻²	2.9 ⁻²	59.0 ⁻²	41.0 ⁻²
Paraguay (p)	12.3 ⁻²	13.7 ⁻²	28.2 ^{**2}	4.4 ⁻²	11.4 ⁻²	82.4 ⁻²	13.1 ⁻²	95.5 ⁻²	4.5 ⁻²	91.2 ⁻²	7.5 ⁻²	98.7 ⁻²	1.3 ⁻²
Peru (p)	6.4 ⁻²	8.7 ⁻²	14.0 ^{**2}	3.0 ⁻²	17.1 ⁻²	93.0 ⁻²	5.2 ⁻²	98.2 ⁻²	1.8 ⁻²	61.3 ⁻²	35.3 ⁻²	96.6 ⁻²	3.4 ⁻²
Saint Kitts and Nevis	7.2^{**}	...	...	4.4 ^{**}	12.7 ⁻¹	...	...	...	...	...	...	...	...
Saint Lucia	15.9	20.8	-	5.0	...	...	...	...	...	...	...	...	...
Saint Vincent and the Grenadines	29.3	...	...	11.1	20.3 ⁻²	81.7 ⁻²	6.2 ⁻²	87.9 ⁻²	12.1 ⁻²	...	...	...	...
Suriname	...	...	...	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	16.0 ^{**2}	...	...	4.3 ^{**2}	...	...	...	...	...	...	...	...	...
Turks and Caicos Islands	...	...	...	...	16.5 ⁻²	63.9 ^{**2}	9.8 ^{**2}	73.6 ^{**2}	26.4 ^{**2}	.	.	.	.
Uruguay (p)	7.9 ⁻²	9.0 ⁻²	19.0 ^{**2}	2.6 ⁻²	9.6 ⁻²	53.2 ⁻²	37.8 ⁻²	91.0 ⁻²	9.0 ⁻²	77.0 ⁻²	17.2 ⁻²	94.3 ⁻²	5.7 ⁻²
Venezuela	...	...	...	...	...	...	...	...	...	...	...	...	...
North America and Western Europe													
Andorra	...	...	...	...	...	...	...	...	...	...	...	...	...
Austria (p)	23.9 ⁻²	28.2 ⁻²	47.0 ⁻²	5.7 ⁻²	...	77.2 ⁻²	19.0 ⁻²	96.2 ⁻²	3.8 ⁻²	60.3 ⁻²	34.6 ⁻²	95.0 ⁻²	5.0 ⁻²
Belgium (p)	19.0 ⁻²	25.2 ⁻²	38.6 ⁻²	6.3 ⁻²	...	87.2 ⁻²	10.4 ⁻²	97.6 ⁻²	2.4 ⁻²	70.3 ⁻²	26.7 ⁻²	97.1 ⁻²	2.9 ⁻²
Canada (p)	...	...	...	...	...	...	...	...	...	...	...	...	...
Cyprus	20.3 ^{*2}	34.1 ^{*2}	45.1 ^{*2}	6.1 ⁻²	...	82.1 ⁻²	8.5 ⁻²	90.6 ⁻²	9.4 ⁻²	48.8 ⁻²	16.3 ⁻²	65.1 ⁻²	34.9 ⁻²
Denmark (p)	24.9 ⁻²	36.1 ⁻²	74.6 ⁻²	8.5 ⁻²	...	71.8 ⁻²	20.1 ⁻²	91.9 ⁻²	8.1 ⁻²	72.8 ⁻²	21.5 ⁻²	94.3 ⁻²	5.7 ⁻²
Finland (p)	18.3 ⁻²	27.4 ⁻²	38.1 ⁻²	6.4 ⁻²	...	59.5 ⁻²	30.5 ⁻²	90.0 ⁻²	10.0 ⁻²	58.6 ⁻²	35.8 ⁻²	94.4 ⁻²	5.6 ⁻²
France (p)	17.8 ⁻²	28.6 ⁻²	29.3 ⁻²	5.6 ⁻²	...	74.5 ⁻²	15.8 ⁻²	90.4 ⁻²	9.6 ⁻²	65.7 ⁻²	23.6 ⁻²	89.3 ⁻²	10.7 ⁻²
Germany (p)	16.7 ⁻²	22.6 ⁻²	...	4.8 ⁻²	...	78.8 ⁻²	13.5 ⁻²	92.3 ⁻²	7.7 ⁻²	65.0 ⁻²	25.4 ⁻²	90.3 ⁻²	9.7 ⁻²
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...	...
Greece (p)	15.6 ^{**2}	...	26.8 ⁻²	4.0 ⁻²	...	85.4 ^{**2}	8.0 ^{**2}	93.4 ^{**2}	6.6 ^{**2}	28.0 ⁻²	31.9 ⁻²	59.9 ⁻²	40.1 ⁻²
Holy See	...	...	...	...	...	...	...	...	...	...	...	...	...
Iceland (p)	25.3 ⁻²	23.3 ⁻²	32.5 ⁻²	7.6 ^{**2}	...	64.6 ⁻²	23.9 ⁻²	88.5 ⁻²	11.5 ⁻²	80.1 ⁻²	8.9 ⁻²	89.0 ⁻²	11.0 ⁻²
Ireland (p)	12.4 ⁻²	18.1 ⁻²	26.6 ⁻²	4.3 ⁻²	...	77.6 ⁻²	12.7 ⁻²	90.4 ⁻²	9.6 ⁻²	59.4 ⁻²	27.6 ⁻²	86.9 ⁻²	13.1 ⁻²
Israel (p)	23.0 ⁻²	23.5 ⁻²	26.6 ⁻²	7.5 ⁻²	13.7 ⁻²	68.3 ⁻²	22.7 ⁻²	91.0 ⁻²	9.0 ⁻²	53.6 ⁻²	38.4 ⁻²	92.0 ⁻²	8.0 ⁻²
Italy (p)	25.4 ⁻²	28.1 ⁻²	27.4 ⁻²	4.7 ⁻²	...	76.7 ⁻²	17.4 ⁻²	94.1 ⁻²	5.9 ⁻²	52.7 ⁻²	30.7 ⁻²	83.4 ⁻²	16.6 ⁻²
Liechtenstein	...	...	...	...	...	...	...	...	...	...	...	...	...
Luxembourg (p)	...	...	...	...	...	73.1 ⁻²	10.9 ⁻²	84.0 ⁻²	16.0 ⁻²	...	...	...	...
Malta	14.0 ⁻²	23.6 ⁻²	51.8 ⁻²	4.6 ⁻²	...	86.4 ⁻²	8.7 ⁻²	95.1 ⁻²	4.9 ⁻²	59.4 ⁻²	32.2 ⁻²	91.6 ⁻²	8.4 ⁻²
Monaco	...	...	...	...	...	90.2	2.1	92.3	7.7	.	.	.	.

Region	Public expenditure per student as a % of GDP per capita			Total public expenditure on education		Educational expenditure by nature of spending as a % of total educational expenditure in public institutions							
	Primary	Secondary	Tertiary	as a % of GDP	as a % of total government expenditure	Primary, secondary and post-secondary non-tertiary				Tertiary			
						Salaries, all staff	Other current	Total current	Capital	Salaries, all staff	Other current	Total current	Capital
Country or territory													
Netherlands (p)	18.0 ⁻²	22.9 ⁻²	39.8 ⁻²	5.1 ⁻²	...	65.9 ⁻²	27.0 ⁻²	92.9 ⁻²	7.1 ⁻²	...	...	...	...
Norway (p)	20.5 ^{**,-2}	30.7 ^{**,-2}	48.5 ⁻²	7.6 ⁻²	...	71.2 ^{**,-2}	18.3 ^{**,-2}	89.5 ^{**,-2}	10.5 ^{**,-2}	55.6 ⁻²	35.0 ⁻²	90.6 ⁻²	9.4 ⁻²
Portugal (p)	24.0 ⁻²	31.6 ⁻²	26.0 ⁻²	5.8 ⁻²	...	94.1 ⁻²	2.3 ⁻²	96.4 ⁻²	3.6 ⁻²	80.0 ⁻²	8.6 ⁻²	88.5 ⁻²	11.5 ⁻²
San Marino	...	...	...	...	...	...	...	...	...	...	...	...	...
Spain (p)	19.2 ⁻²	24.7 ⁻²	23.1 ⁻²	4.5 ⁻²	...	80.2 ⁻²	14.0 ⁻²	94.2 ⁻²	5.8 ⁻²	64.4 ⁻²	16.1 ⁻²	80.5 ⁻²	19.5 ⁻²
Sweden (p)	24.4 ⁻²	26.7 ⁻²	50.6 ⁻²	7.7 ⁻²	...	62.5 ⁻²	29.4 ⁻²	91.9 ⁻²	7.7 ⁻²	...	...	...	...
Switzerland (p)	24.3 ⁻²	29.2 ⁻²	59.9 ⁻²	5.8 ⁻²	...	76.3 ⁻²	13.6 ⁻²	90.0 ⁻²	10.0 ⁻²	68.9 ⁻²	20.3 ⁻²	89.3 ⁻²	10.7 ⁻²
United Kingdom (p)	16.3 ⁻²	15.4 ⁻²	28.8 ⁻²	5.3 ⁻²	11.5 ^{**,-2}	70.2 ⁻²	22.8 ⁻²	93.0 ⁻²	7.0 ⁻²	...	...	...	...
United States (p)	21.6 ⁻²	24.9 ⁻²	25.9 ⁻²	5.7 ⁻²	...	71.4 ⁻²	16.7 ⁻²	88.1 ⁻²	11.9 ⁻²	53.5 ⁻²	37.2 ⁻²	90.7 ⁻²	9.3 ⁻²
South and West Asia													
Afghanistan	...	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	7.0	13.5	...	2.2	15.5 ⁻¹	...	...	...	...	...	...	...	...
Bhutan	...	...	...	...	...	...	...	...	...	...	...	...	...
India	...	...	...	...	...	...	...	...	...	...	...	...	...
Iran, Islamic Republic of	10.4	11.4	26.3	4.8	17.7 ⁻¹	x	x	92.9 ⁻²	7.1 ⁻²	x	x	82.2 ⁻²	17.8 ⁻²
Maldives	...	...	...	8.1^{**}	...	...	...	...	...	...	...	...	...
Nepal	12.4 ^{**,-1}	10.5 ⁻¹	71.2 ⁻¹	3.4 ⁻¹	14.9 ⁻¹	...	...	...	...	...	...	...	...
Pakistan	...	...	...	2.0	...	...	...	...	...	...	...	...	...
Sri Lanka (p)	...	...	...	...	...	x	x	58.7 ⁻²	41.3 ⁻²	...	...	...	...
Sub-Saharan Africa													
Angola	...	...	...	...	...	...	...	...	...	...	...	...	...
Benin	12.2 ^{**,-2}	22.1 ^{**,-2}	...	3.3 ^{**,-2}	...	...	...	...	...	...	...	...	...
Botswana	...	...	...	...	...	...	...	...	...	...	...	...	...
Burkina Faso	...	...	...	...	...	...	...	...	...	...	...	...	...
Burundi	19.9	73.5	442.1	5.2	13.0 ⁻²	77.0 ⁻²	12.4 ⁻²	89.4 ⁻²	10.6 ⁻²	55.6 ⁻²	38.4 ⁻²	94.0 ⁻²	6.0 ⁻²
Cameroon	...	...	74.4 ⁺	3.8	17.2	...	...	...	...	...	...	...	...
Cape Verde	17.5	20.7	118.9	7.3	20.7	79.8	3.4	83.1	16.9	76.9	4.5	81.5	18.5
Central African Republic	...	...	...	...	...	...	...	...	...	...	...	...	...
Chad	...	...	...	...	...	...	...	...	...	...	...	...	...
Comoros	12.4 ^{**,-2}	33.9 ^{**,-2}	...	3.9 ⁻²	24.1 ⁻²	45.9 ⁻²	12.2 ⁻²	54.7 ⁻²	45.3 ⁻²	...	...	...	...
Congo	7.9 ^{**,-2}	18.3 ^{**,-2}	245.9 ⁻²	3.2 ^{**,-2}	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	...	...	...	...	...	...	...	...	...	...	...	...	...
Democratic Rep. of the Congo	...	...	...	...	...	...	...	...	...	...	...	...	...
Equatorial Guinea	...	...	...	0.6 ^{**,-1}	...	...	...	...	...	...	...	...	...
Eritrea	9.8	17.4	1105.4	3.8	...	53.3	13.1	66.4	33.6	21.7	42.0	63.7	36.3
Ethiopia	...	...	...	4.6 ^{**,-2}	...	...	...	...	...	...	...	...	...
Gabon	...	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	7.1 ^{**}	8.7 ^{**}	229.7 ^{**}	1.9 ^{**}	8.9 ⁻²	...	...	...	...	...	...	...	...
Ghana	...	...	...	...	...	...	...	...	...	...	...	...	...
Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...
Guinea-Bissau	...	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	24.7	23.8	274.7	7.0	29.2	...	...	...	...	...	...	...	...
Lesotho	20.7 ^{**,-2}	48.5 ^{**,-2}	602.0 ^{**,-2}	9.0 ^{**,-2}	...	...	...	...	...	...	...	...	...
Liberia	...	...	...	...	...	...	...	...	...	...	...	...	...
Madagascar	...	...	184.2 ⁻²	3.3	18.2	...	...	...	...	...	...	...	...
Malawi	14.0 ⁻¹	29.7 ^{**,-1}	...	6.0 ⁻¹	...	...	...	...	...	...	...	...	...
Mali	...	...	...	...	...	...	...	...	...	...	...	...	...
Mauritius	13.2 ^{**}	19.4 ^{**}	44.9 ^{**}	4.7	15.7	...	...	...	...	...	...	...	...
Mozambique	...	...	...	...	...	...	...	...	...	...	...	...	...
Namibia	21.0 ⁻¹	25.2 ⁻¹	111.1 ⁻¹	7.2 ⁻¹	...	...	...	...	...	...	...	...	...

TABLE 13 EDUCATION EXPENDITURE, SPENDING AS A % OF GROSS DOMESTIC PRODUCT AND BY NATURE / FINANCIAL YEAR ENDING IN 2004

Region	Public expenditure per student as a % of GDP per capita			Total public expenditure on education		Educational expenditure by nature of spending as a % of total educational expenditure in public institutions							
	Primary	Secondary	Tertiary	as a % of GDP	as a % of total government expenditure	Primary, secondary and post-secondary non-tertiary				Tertiary			
						Salaries, all staff	Other current	Total current	Capital	Salaries, all staff	Other current	Total current	Capital
Niger	19.0 ** ⁻²	64.3 ** ⁻²	...	2.3	...	...	...	...	...	...	...	...	...
Nigeria	...	...	...	...	...	...	...	...	...	...	...	...	...
Rwanda	...	...	...	...	...	...	...	...	...	...	...	...	...
Sao Tome and Principe	...	...	...	...	...	...	...	...	...	...	...	...	...
Senegal	...	...	...	4.0	...	...	...	...	...	...	...	...	...
Seychelles	15.9 **	17.4 **	.	5.4 **	...	74.0 ⁻¹	13.9 ⁻¹	88.0 ⁻¹	12.0 ⁻¹	.	.	.	.
Sierra Leone	...	...	...	...	...	...	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	13.6	20.2	46.8	5.4	18.1	82.6	13.4	96.0	4.0	84.3 ⁻¹	15.6 ⁻¹	100.0 ⁻¹	0.0 ⁻¹
Swaziland	11.7 **	29.0 **	260.7	6.2	...	...	...	...	...	...	...	...	...
Togo	6.7 ** ⁻²	...	...	2.6 ⁻²	13.6 ⁻²	...	...	...	...	x	x	75.7 ⁻²	24.3 ⁻²
Uganda	11.2 **	33.7 **	187.5	5.2 **	18.3 **	65.9	8.2	74.1	25.9	75.5	...	75.5	24.5
United Republic of Tanzania	...	...	...	...	...	...	...	...	...	...	...	...	...
Zambia	9.3	11.9	...	2.8	14.8	91.8	7.1	98.9	1.1	...	...	...	...
Zimbabwe (p)	...	...	...	...	...	...	...	...	...	...	...	...	...

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

TABLE 14 EDUCATION EXPENDITURE, SOURCES AS A % OF GROSS DOMESTIC PRODUCT / FINANCIAL YEAR ENDING IN 2004

Region	Expenditure on educational institutions and educational administration as a % of gross domestic product									
	All sources of funds (public, private, international)					Public sources				
	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary
Arab States										
Algeria	1.6 **,-1	1.9 **,-1	...
Bahrain	- ²	1.8 **,-2	1.6 **,-2	...
Djibouti	5.8	x	x	x	x
Egypt (p)
Iraq
Jordan (p)	- ²	2.2 ⁻²	2.1 ⁻²	...
Kuwait	8.1	0.7	1.6	2.9	2.8
Lebanon	2.6	x	x	x	0.6
Libyan Arab Jamahiriya
Mauritania
Morocco	6.4 ⁻²	.. ⁻²	2.6 ⁻²	2.8 ⁻²	0.9 ⁻²
Oman	4.3 **,-2	.. ⁻²	1.7 **,-2	2.4 **,-2	0.3 ⁻²
Palestinian Autonomous Territories
Qatar
Saudi Arabia
Sudan
Syrian Arab Republic	2.4 ⁻²	1.8 ⁻²	...
Tunisia (p)	6.4 ⁻²	- ²	2.1 **,-2	2.8 **,-2	1.5 ⁻²
United Arab Emirates	0.1 ⁻²	0.6 ⁻²	0.8 ⁻²	...
Yemen
Central and Eastern Europe										
Albania	2.8 **,-2	0.2 **,-2	0.7 **,-2	1.5 **,-2	0.5 **,-2
Belarus	5.8	1.0	0.6 **	2.7 **	1.4
Bosnia and Herzegovina
Bulgaria (p)	4.2 ⁻²	0.7 ⁻²	0.7 ⁻²	1.7 ⁻²	1.1 ⁻²	3.4 ⁻²	0.6 ⁻²	0.7 ⁻²	1.6 ⁻²	0.5 ⁻²
Croatia	4.3 ⁻²	0.4 ⁻²	1.0 **,-2	2.1 **,-2	0.7 ⁻²
Czech Republic (p)	4.4 ⁻²	0.5 ⁻²	0.7 ⁻²	2.2 ⁻²	0.9 ⁻²	4.2 ⁻²	0.4 ⁻²	0.7 ⁻²	2.1 ⁻²	0.8 ⁻²
Estonia	5.2 ⁻²	0.3 ⁻²	1.5 ⁻²	2.4 ⁻²	0.9 ⁻²
Hungary (p)	5.0 ⁻²	0.7 ⁻²	0.9 ⁻²	2.2 ⁻²	1.0 ⁻²
Latvia	6.1 ⁻²	0.7 ⁻²	1.1 ⁻²	3.0 ⁻²	1.3 ⁻²	5.4 ⁻²	0.7 ⁻²	1.1 ⁻²	2.9 ⁻²	0.7 ⁻²
Lithuania	5.5 ⁻²	x	x	x	1.2 ⁻²
Poland (p)	5.5 ⁻²	0.4 ⁻²	1.9 ⁻²	2.1 ⁻²	1.1 ⁻²
Republic of Moldova	6.1 ⁻²	x	x	x	1.6 ⁻²	4.9 ⁻²	0.9 ⁻²	0.9 **,-2	2.6 **,-2	0.5 ⁻²
Romania	3.8 ⁻²	x	x	x	0.9 ⁻²	3.4 ⁻²	0.3 ⁻²	0.5 **,-2	1.5 **,-2	0.6 ⁻²
Russian Federation (p)	3.8 **,-2	0.6 **,-2	x	x	0.7 **,-2
Serbia and Montenegro
Slovakia (p)	4.0 ⁻²	0.5 ⁻²	0.6 ⁻²	2.1 ⁻²	0.7 ⁻²
Slovenia	6.3 ⁻²	0.7 ⁻²	x	x	1.3 ⁻²	5.4 ⁻²	0.6 ⁻²	x	x	1.0 ⁻²
The former Yugoslav Rep. of Macedonia	3.3 ⁻²	0.7 **,-2	1.4 **,-2	0.8 ⁻²	0.5 ⁻²
Turkey (p)	3.8 ⁻²	-	x	x	1.1 ⁻²	3.4 ⁻²	-	1.6 ⁻²	0.7 ⁻²	1.0 ⁻²
Ukraine
Central Asia										
Armenia
Azerbaijan
Georgia
Kazakhstan	2.4	0.1	0.7 **	1.2 **	0.3
Kyrgyzstan	4.4 ⁻²	x	x	x	x
Mongolia	5.6	1.0	1.4	2.1	1.0	5.6	1.0	1.4	2.1	1.0
Tajikistan	2.8	x	x	x	x

Expenditure on educational institutions and educational administration as a % of gross domestic product						Region
Private sources					International sources	Country or territory
Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	
						Arab States
...	Algeria
...	Bahrain
...	Djibouti
...	Egypt (p)
...	Iraq
...	Jordan (p)
...	Kuwait
...	Lebanon
...	Libyan Arab Jamahiriya
...	Mauritania
...	Morocco
...	Oman
...	Palestinian Autonomous Territories
...	Qatar
...	Saudi Arabia
...	Sudan
...	Syrian Arab Republic
...	Tunisia (p)
...	United Arab Emirates
...	Yemen
						Central and Eastern Europe
...	Albania
...	Belarus
...	Bosnia and Herzegovina
0.7 ⁻²	0.1 ⁻²	- ⁻²	0.1 ⁻²	0.6 ⁻²	0.0 ⁻²	Bulgaria (p)
...	0.0 ⁻²	Croatia
0.2 ⁻²	- ⁻²	- ⁻²	- ⁻²	0.1 ⁻²	- ⁻²	Czech Republic (p)
...	Estonia
...	- ⁻²	Hungary (p)
0.7 ⁻²	- ⁻²	- ⁻²	0.1 ⁻²	0.6 ⁻²	0.0 ⁻²	Latvia
...	Lithuania
...	Poland (p)
1.2 ⁻²	X	X	X	1.1 ⁻²	- ⁻²	Republic of Moldova
0.2 ⁻²	X	X	X	0.1 ⁻²	0.1 ⁻²	Romania
...	Russian Federation (p)
...	Serbia and Montenegro
...	Slovakia (p)
0.9 ⁻²	0.1 ⁻²	X	X	0.3 ⁻²	0.0 ⁻²	Slovenia
...	The former Yugoslav Rep. of Macedonia
0.4 ⁻²	- ⁻²	X	X	0.1 ⁻²	...	Turkey (p)
...	Ukraine
						Central Asia
...	Armenia
...	Azerbaijan
...	Georgia
...	Kazakhstan
...	Kyrgyzstan
...	Mongolia
...	Tajikistan

TABLE 14 EDUCATION EXPENDITURE, SOURCES AS A % OF GROSS DOMESTIC PRODUCT / FINANCIAL YEAR ENDING IN 2004

Region	Expenditure on educational institutions and educational administration as a % of gross domestic product									
	All sources of funds (public, private, international)					Public sources				
	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary
Turkmenistan
Uzbekistan
East Asia and the Pacific										
Australia (p)	5.8 ⁻²	0.1 ⁻²	1.8 ⁻²	2.3 ⁻²	1.6 ⁻²	4.3 ⁻²	0.1 ⁻²	1.6 ⁻²	1.9 ⁻²	0.8 ⁻²
Brunei Darussalam
Cambodia	1.8 ⁻²	- ⁻²	1.2 ⁻²	x	x
China (p)
Cook Islands
Democratic People's Republic of Korea
Fiji	6.4	x	x	x	x
Hong Kong (China), SAR	4.4	x	x	x	x
Indonesia (p)	1.0 ⁻²	- ⁻²	0.4 ⁻²	0.4 ⁻²	0.3 ⁻²
Japan (p)	4.7 ⁻²	x	x	x	x	3.5 ⁻²	x	x	x	x
Kiribati
Lao People's Democratic Republic	2.7 ⁻²	x	x	x	x
Macao, China
Malaysia (p)	8.0 ⁻²	0.1 ⁻²	2.5 ⁻²	2.8 ⁻²	2.6 ⁻²
Marshall Islands	15.1 ⁻²	2.8 ⁻²	4.7 ⁻²	4.5 ⁻²	3.1 ⁻²	9.2 ⁻²	- ⁻²	4.5 ⁻²	3.9 ⁻²	0.8 ⁻²
Micronesia (Federated States of)
Myanmar
Nauru
New Zealand (p)	5.6 ⁻¹	0.2 ⁻¹	1.7 ⁻¹	2.7 ⁻¹	0.9 ⁻¹
Niue
Palau
Papua New Guinea
Philippines (p)	5.2 ⁻²	x	x	x	x	3.1 ⁻²	0.0 ⁻²	1.8 ⁻²	0.8 ⁻²	0.4 ⁻²
Republic of Korea (p)	7.1 ⁻²	x	x	x	x	4.1 ⁻²	x	x	x	x
Samoa
Singapore
Solomon Islands
Thailand (p)	3.8	x	x	x	x
Timor-Leste
Tokelau
Tonga
Tuvalu
Vanuatu
Viet Nam
Latin America and the Caribbean										
Anguilla	7.4 ⁻¹	x	x	x	x
Antigua and Barbuda	3.5 ⁻²	x	x	x	x	3.5 ⁻²	x	x	x	x
Argentina (p)	4.7 ⁻²	0.3 ⁻²	1.5 ⁻²	1.9 ⁻²	1.1 ⁻²	3.9 ⁻²	0.3 ⁻²	1.4 ⁻²	1.5 ⁻²	0.7 ⁻²
Aruba	4.1	x	x	x	x
Bahamas
Barbados	8.0 ⁻¹	0.6 ^{**,-1}	2.4 ^{**,-1}	3.2 ⁻¹	1.7 ⁻¹	7.1 ⁻¹	0.5 ^{**,-1}	2.0 ^{**,-1}	2.9 ⁻¹	1.7 ⁻¹
Belize	5.1	-	2.9	1.5	0.6
Bermuda
Bolivia
Brazil (p)
British Virgin Islands	4.3	-	1.0	0.9	2.3
Cayman Islands

Expenditure on educational institutions and educational administration as a % of gross domestic product						Region
Private sources					International sources	Country or territory
Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	
...	Turkmenistan
...	Uzbekistan
East Asia and the Pacific						
1.5 ⁻²	- ⁻²	0.2 ⁻²	0.5 ⁻²	0.8 ⁻²	-	Australia (p)
...	Brunei Darussalam
...	Cambodia
...	China (p)
...	Cook Islands
...	Democratic People's Republic of Korea
...	Fiji
...	Hong Kong (China), SAR
...	Indonesia (p)
1.2 ⁻²	0.1 ⁻²	- ⁻²	0.2 ⁻²	0.6 ⁻²	- ⁻²	Japan (p)
...	Kiribati
...	1.2 ⁻²	Lao People's Democratic Republic
...	Macao, China
...	Malaysia (p)
2.8 ⁻²	- ⁻²	0.2 ⁻²	0.2 ⁻²	2.4 ⁻²	3.2 ⁻²	Marshall Islands
...	Micronesia (Federated States of)
...	Myanmar
...	Nauru
...	0.1 ⁻¹	0.1 ⁻¹	0.3 ⁻¹	...	- ⁻¹	New Zealand (p)
...	Niue
...	Palau
...	Papua New Guinea
2.1 ⁻²	x	x	x	x	. ⁻²	Philippines (p)
2.9 ⁻²	0.1 ⁻²	0.3 ⁻²	0.7 ⁻²	1.9 ⁻²	. ⁻²	Republic of Korea (p)
...	Samoa
...	Singapore
...	Solomon Islands
...	Thailand (p)
...	Timor-Leste
...	Tokelau
...	Tonga
...	Tuvalu
...	Vanuatu
...	Viet Nam
Latin America and the Caribbean						
...	Anguilla
. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	Antigua and Barbuda
0.8 ⁻²	-	0.1 ⁻²	0.3 ⁻²	0.4 ⁻²	- ⁻²	Argentina (p)
...	- ⁻²	Aruba
...	Bahamas
0.1 ⁻¹	- ^{**,-1}	- ^{**,-1}	0.1 ⁻¹	- ⁻¹	0.7 ⁻¹	Barbados
...	Belize
...	Bermuda
...	- ⁻¹	Bolivia
...	Brazil (p)
...	British Virgin Islands
...	Cayman Islands

TABLE 14 EDUCATION EXPENDITURE, SOURCES AS A % OF GROSS DOMESTIC PRODUCT / FINANCIAL YEAR ENDING IN 2004

Region	Expenditure on educational institutions and educational administration as a % of gross domestic product									
	All sources of funds (public, private, international)					Public sources				
	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary
Country or territory										
Chile (p)	7.2 ⁻¹	0.5 ⁻¹	2.3 ⁻¹	2.2 ⁻¹	2.2 ⁻¹	4.0 ⁻¹	0.4 ⁻¹	1.6 ⁻¹	1.6 ⁻¹	0.4 ⁻¹
Colombia	7.8	x	x	x	x	4.9	x	x	x	x
Costa Rica	4.8	0.4	2.1	1.3	0.9	4.7	0.4	2.1	1.3	0.9
Cuba	...	...	...	...	...	...	...	...	...	...
Dominica	...	...	...	...	...	...	...	...	...	...
Dominican Republic	...	...	...	...	...	1.1	-	x	x	-
Ecuador	...	...	...	...	...	...	...	...	...	...
El Salvador	3.1 ⁻¹	x	x	x	x	2.8 ⁻¹	0.2 ⁻¹	1.4 ^{**,-1}	0.7 ^{**,-1}	0.2 ⁻¹
Grenada	6.4 ⁻¹	x	x	x	x	5.2 ⁻¹	x	x	x	x
Guatemala	...	...	...	...	...	...	0.1	0.8	0.2	...
Guyana	...	...	...	...	...	5.5	x	x	x	x
Haiti	...	...	...	...	...	...	...	...	...	...
Honduras	...	...	...	...	...	...	...	...	...	...
Jamaica (p)	...	...	...	...	...	5.1 ⁻¹	0.4 ⁻¹	1.9 ⁻¹	2.1 ⁻¹	0.8 ⁻¹
Mexico (p)	6.2 ⁻²	0.6 ⁻²	2.3 ⁻²	1.8 ⁻²	1.4 ⁻²	5.1 ⁻²	0.5 ⁻²	2.0 ⁻²	1.4 ⁻²	1.0 ⁻²
Montserrat	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...
Nicaragua	...	...	...	...	...	...	-	1.6	0.8	...
Panama	...	0.2	1.4	1.0	...	...	0.2	1.3	1.0	...
Paraguay (p)	6.5 ⁻²	0.4 ⁻²	2.6 ⁻²	1.9 ⁻²	1.6 ⁻²	4.4 ⁻²	0.4 ⁻²	2.1 ⁻²	1.2 ⁻²	0.7 ⁻²
Peru (p)	...	...	...	...	...	3.0 ⁻²	x	x	x	x
Saint Kitts and Nevis	3.4 ⁻²	0.4 ⁻²	1.1 ⁻²	1.9 ⁻²	...	3.2 ⁻²	0.3 ⁻²	1.1 ⁻²	1.9 ⁻²	...
Saint Lucia	...	...	...	...	...	5.0	x	x	x	x
Saint Vincent and the Grenadines	...	...	...	...	...	8.8	x	x	x	-
Suriname	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	...	...	...	...	...	...	...	...	...	...
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...
Uruguay (p)	2.8 ⁻²	0.3 ⁻²	1.0 ⁻²	0.9 ⁻²	0.6 ⁻²	2.6 ⁻²	0.3 ⁻²	0.8 ⁻²	0.9 ⁻²	0.6 ⁻²
Venezuela	...	...	...	...	...	...	...	...	...	...
North America and Western Europe										
Andorra	...	...	...	...	...	...	...	...	...	...
Austria (p)	5.7 ⁻²	0.6 ⁻²	1.1 ⁻²	2.7 ⁻²	1.1 ⁻²	5.4 ⁻²	0.4 ⁻²	1.1 ⁻²	2.6 ⁻²	1.0 ⁻²
Belgium (p)	...	...	...	...	...	6.0 ⁻²	0.6 ⁻²	1.4 ⁻²	2.7 ⁻²	1.2 ⁻²
Canada (p)	...	...	...	...	...	...	...	...	...	...
Cyprus	6.8 ⁻²	0.5 ⁻²	2.0 ⁻²	3.4 ⁻²	1.0 ⁻²	5.9 ⁻²	0.3 ⁻²	1.8 ⁻²	3.0 ⁻²	0.7 ⁻²
Denmark (p)	7.1 ⁻²	0.8 ⁻²	1.9 ⁻²	2.3 ⁻²	1.9 ⁻²	6.8 ⁻²	0.7 ⁻²	1.9 ⁻²	2.2 ⁻²	1.9 ⁻²
Finland (p)	6.0 ⁻²	0.4 ⁻²	1.4 ⁻²	2.5 ⁻²	1.8 ⁻²	5.9 ⁻²	0.3 ⁻²	1.4 ⁻²	2.5 ⁻²	1.7 ⁻²
France (p)	5.9 ⁻²	0.7 ⁻²	1.1 ⁻²	2.9 ⁻²	1.1 ⁻²	5.4 ⁻²	0.6 ⁻²	1.1 ⁻²	2.7 ⁻²	0.9 ⁻²
Germany (p)	5.3 ⁻²	0.5 ⁻²	0.7 ⁻²	2.9 ⁻²	1.1 ⁻²	4.4 ⁻²	0.4 ⁻²	0.7 ⁻²	2.3 ⁻²	1.0 ⁻²
Gibraltar	...	...	...	...	...	...	...	...	...	...
Greece (p)	...	...	...	...	...	3.9 ⁻²	x	x	x	x
Holy See	...	...	...	...	...	...	...	...	...	...
Iceland (p)	...	...	...	...	...	7.2 ^{**,-2}	0.5 ^{**,-2}	2.8 ⁻²	2.7 ⁻²	1.0 ⁻²
Ireland (p)	...	...	...	...	...	4.0 ⁻²	- ⁻²	1.4 ⁻²	1.5 ⁻²	1.0 ⁻²
Israel (p)	9.2 ⁻²	x	x	x	x	7.3 ⁻²	x	x	x	x
Italy (p)	4.9 ⁻²	0.4 ⁻²	1.2 ⁻²	2.3 ⁻²	0.9 ⁻²	4.5 ⁻²	0.4 ⁻²	1.2 ⁻²	2.2 ⁻²	0.7 ⁻²
Liechtenstein	...	...	...	...	...	...	...	...	...	...
Luxembourg (p)	...	...	...	...	...	...	...	...	...	...
Malta	4.8 ⁻²	0.4 ⁻²	1.4 ⁻²	2.3 ⁻²	0.8 ⁻²	4.2 ⁻²	0.3 ⁻²	1.2 ⁻²	2.0 ⁻²	0.7 ⁻²
Monaco	...	...	...	...	...	...	...	...	...	...

Expenditure on educational institutions and educational administration as a % of gross domestic product						Region
Private sources					International sources	Country or territory
Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	
3.3 ⁻¹	0.1 ⁻¹	0.6 ⁻¹	0.7 ⁻¹	1.8 ⁻¹	. ⁻¹	Chile (p)
2.9	x	x	x	x	.	Colombia
.	.	.	.	.	0.1	Costa Rica
...	...	...	...	...	...	Cuba
...	...	...	...	...	...	Dominica
...	...	...	...	...	0.1	Dominican Republic
...	...	...	...	...	...	Ecuador
. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	0.3 ⁻¹	El Salvador
0.3 ⁻¹	. ⁻¹	. ⁻¹	0.3 ⁻¹	. ⁻¹	0.9 ⁻¹	Grenada
...	...	...	...	...	...	Guatemala
...	...	...	...	...	...	Guyana
...	...	...	...	...	...	Haiti
...	...	...	...	...	...	Honduras
...	...	...	...	...	...	Jamaica (p)
1.2 ⁻²	0.1 ⁻²	0.3 ⁻²	0.4 ⁻²	0.4 ⁻²	. ⁻²	Mexico (p)
...	...	...	...	...	...	Montserrat
...	...	...	...	...	...	Netherlands Antilles
0.5	-	0.1	0.3	.	0.4	Nicaragua
.	.	.	.	.	...	Panama
2.1 ⁻²	0.1 ⁻²	0.5 ⁻²	0.6 ⁻²	0.9 ⁻²	. ⁻²	Paraguay (p)
...	...	...	...	...	...	Peru (p)
. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	0.1 ⁻²	Saint Kitts and Nevis
...	...	...	...	...	...	Saint Lucia
... ⁻²	Saint Vincent and the Grenadines
...	...	...	...	...	...	Suriname
...	...	...	...	...	...	Trinidad and Tobago
...	...	...	...	...	...	Turks and Caicos Islands
0.2 ⁻²	. ⁻²	0.2 ⁻²	. ⁻²	. ⁻²	0.1 ⁻²	Uruguay (p)
...	...	...	...	...	...	Venezuela
						North America and Western Europe
...	...	...	...	...	...	Andorra
0.4 ⁻²	0.1 ⁻²	. ⁻²	0.1 ⁻²	0.1 ⁻²	. ⁻²	Austria (p)
... ⁻²	Belgium (p)
...	...	...	...	...	...	Canada (p)
0.8 ⁻²	0.1 ⁻²	0.1 ⁻²	0.3 ⁻²	0.3 ⁻²	0.1 ⁻²	Cyprus
0.3 ⁻²	0.2 ⁻²	. ⁻²	0.1 ⁻²	. ⁻²	. ⁻²	Denmark (p)
0.1 ⁻²	. ⁻²	. ⁻²	. ⁻²	0.1 ⁻²	. ⁻²	Finland (p)
0.5 ⁻²	. ⁻²	. ⁻²	0.2 ⁻²	0.2 ⁻²	. ⁻²	France (p)
0.9 ⁻²	0.1 ⁻²	. ⁻²	0.6 ⁻²	0.1 ⁻²	0.0 ⁻²	Germany (p)
...	...	...	...	...	...	Gibraltar
...	...	...	...	...	...	Greece (p)
...	...	...	...	...	...	Holy See
... ⁻²	Iceland (p)
...	...	...	...	...	0.0 ⁻²	Ireland (p)
1.9 ⁻²	x	x	x	x	. ⁻²	Israel (p)
0.4 ⁻²	. ⁻²	. ⁻²	0.1 ⁻²	0.2 ⁻²	. ⁻²	Italy (p)
...	...	...	...	...	...	Liechtenstein
...	...	...	...	...	...	Luxembourg (p)
0.6 ⁻²	0.1 ⁻²	0.2 ⁻²	0.3 ⁻²	0.0 ⁻²	0.0 ⁻²	Malta
...	...	...	...	...	...	Monaco

TABLE 14 EDUCATION EXPENDITURE, SOURCES AS A % OF GROSS DOMESTIC PRODUCT / FINANCIAL YEAR ENDING IN 2004

Region	Expenditure on educational institutions and educational administration as a % of gross domestic product									
	All sources of funds (public, private, international)					Public sources				
	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary
Netherlands (p)	5.1 ⁻²	0.4 ⁻²	1.5 ⁻²	2.0 ⁻²	1.3 ⁻²	4.6 ⁻²	0.4 ⁻²	1.4 ⁻²	1.8 ⁻²	1.0 ⁻²
Norway (p)	6.7 ⁻²	x	x	x	1.4 ⁻²
Portugal (p)	5.8 ⁻²	x	x	x	x	5.7 ⁻²	x	x	x	x
San Marino
Spain (p)	4.3 ⁻²	0.4 ⁻²	1.1 ⁻²	1.8 ⁻²	0.9 ⁻²
Sweden (p)	6.9 ⁻²	0.5 ⁻²	2.1 ⁻²	2.5 ⁻²	1.8 ⁻²	6.6 ⁻²	0.5 ⁻²	2.1 ⁻²	2.4 ⁻²	1.5 ⁻²
Switzerland (p)	5.7 ⁻²	0.2 ⁻²	1.8 ⁻²	2.2 ⁻²	1.4 ⁻²
United Kingdom (p)	6.0 ⁻²	0.5 ⁻²	1.4 ⁻²	2.9 ⁻²	1.2 ⁻²	5.0 ⁻²	0.5 ⁻²	1.3 ⁻²	2.5 ⁻²	0.8 ⁻²
United States (p)	7.4 ⁻²	0.5 ⁻²	2.1 ⁻²	2.2 ⁻²	2.7 ⁻²	5.5 ⁻²	0.4 ⁻²	1.9 ⁻²	2.0 ⁻²	1.2 ⁻²
South and West Asia										
Afghanistan
Bangladesh
Bhutan
India
Iran, Islamic Republic of	4.9 ⁻¹	x	x	x	x
Maldives
Nepal	3.4 ⁻¹	x	x	x	x
Pakistan
Sri Lanka (p)
Sub-Saharan Africa										
Angola
Benin
Botswana
Burkina Faso
Burundi	3.7 ⁻²	0.0 ⁻²	1.7 ⁻²	1.3 ⁻²	0.8 ⁻²
Cameroon
Cape Verde	7.0 ^{**2}	x	x	x	x
Central African Republic
Chad
Comoros	3.9 ^{**2}	- ^{**2}	1.8 ^{**2}	1.8 ^{**2}	0.3 ^{**2}
Congo
Côte d'Ivoire
Democratic Rep. of the Congo
Equatorial Guinea	0.6 ⁻²	x	x	x	x	0.6 ⁻²	x	x	x	0.2 ⁻²
Eritrea	3.8	x	x	x	x
Ethiopia
Gabon
Gambia	1.8 ^{**}	.	0.8	0.7	0.1
Ghana
Guinea
Guinea-Bissau
Kenya	7.0	0.1	4.4	1.6	0.9
Lesotho
Liberia
Madagascar	3.3	x	x	x	x
Malawi	5.9 ⁻¹	x	x	x	x
Mali
Mauritius	3.3 ⁻²	x	x	x	x
Mozambique
Namibia	7.2 ⁻¹	0.4 ⁻¹	4.3 ⁻¹	1.9 ⁻¹	0.6 ⁻¹

Expenditure on educational institutions and educational administration as a % of gross domestic product						Region
Private sources					International sources	Country or territory
Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	
0.5 ⁻²	0.2 ⁻²	0.3 ⁻²	...	Netherlands (p)
...	Norway (p)
0.1 ⁻²	0.1 ⁻²	...	Portugal (p)
...	San Marino
...	Spain (p)
0.2 ⁻²	...	0.0 ⁻²	...	0.2 ⁻²	0.1 ⁻²	Sweden (p)
...	Switzerland (p)
0.9 ⁻²	...	0.1 ⁻²	0.4 ⁻²	0.3 ⁻²	...	United Kingdom (p)
1.9 ⁻²	0.1 ⁻²	0.2 ⁻²	0.2 ⁻²	1.5 ⁻²	...	United States (p)
						South and West Asia
...	Afghanistan
...	Bangladesh
...	Bhutan
...	India
...	Iran, Islamic Republic of
...	Maldives
...	Nepal
...	Pakistan
...	Sri Lanka (p)
						Sub-Saharan Africa
...	Angola
...	Benin
...	Botswana
...	Burkina Faso
...	Burundi
...	Cameroon
...	Cape Verde
...	Central African Republic
...	Chad
...	0.1 ⁻²	1.2 ⁻²	1.4 ⁻²	...	...	Comoros
...	Congo
...	Côte d'Ivoire
...	Democratic Rep. of the Congo
...	Equatorial Guinea
...	0.8	Eritrea
...	Ethiopia
...	Gabon
...	Gambia
...	Ghana
...	Guinea
...	Guinea-Bissau
...	Kenya
...	Lesotho
...	Liberia
...	0.6	Madagascar
...	Malawi
...	Mali
...	Mauritius
...	Mozambique
...	Namibia

TABLE 14 EDUCATION EXPENDITURE, SOURCES AS A % OF GROSS DOMESTIC PRODUCT / FINANCIAL YEAR ENDING IN 2004

Region	Expenditure on educational institutions and educational administration as a % of gross domestic product									
	All sources of funds (public, private, international)					Public sources				
	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary
Niger
Nigeria	1.0 ^{**,-1}	1.6 ^{**,-1}	0.6 ⁻¹
Rwanda
Sao Tome and Principe
Senegal
Seychelles	4.5 ⁻¹	0.5 ^{**,-1}	1.8 ^{**,-1}	2.2 ^{**,-1}	0.0 ⁻¹
Sierra Leone
Somalia
South Africa	5.3	X	X	X	X
Swaziland	4.2 ⁻²	X	X	X	...
Togo	2.4 ⁻²	X	X	X	0.3 ⁻²
Uganda
United Republic of Tanzania
Zambia	2.7	.	1.8	0.4	0.4
Zimbabwe (p)	-	3.7 ⁻²	1.9 ⁻²	...

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

Expenditure on educational institutions and educational administration as a % of gross domestic product						Region
Private sources					International sources	Country or territory
Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	
...	Niger
...	Nigeria
...	Rwanda
...	Sao Tome and Principe
...	Senegal
...	- ²	Seychelles
...	Sierra Leone
...	Somalia
...	South Africa
...	Swaziland
...	Togo
...	0.5	Uganda
...	United Republic of Tanzania
...	0.1	Zambia
...	Zimbabwe (p)

TABLE 15 ADULT AND YOUTH LITERACY / 2000-2004

Region	Adults (aged 15 and over)						Youth (aged 15 to 24)					
	Literacy rate (%)				Illiterate population		Literacy rate (%)				Illiterate population	
	MF	M	F	GPI	MF	% F	MF	M	F	GPI	MF	% F
Arab States												
Algeria	70	80	60	0.76	6,422,833	66	90	94	86	0.92	704,848	69
Bahrain	87	89	84	0.94	66,385	49	97	97	97	1.00	3,359	43
Djibouti	...	...	...	...	...	...	...	...	...	...	...	...
Egypt	71	83	59	0.71	14,210,331	71	85	90	79	0.88	2,381,708	67
Iraq	74	84	64	0.76	3,706,566	69	85	89	80	0.91	764,749	63
Jordan	90	95	85	0.89	330,010	74	99	99	99	1.00	9,592	61
Kuwait	93 ⁺¹	94 ⁺¹	91 ⁺¹	0.96 ⁺¹	138,641 ⁺¹	49 ⁺¹	100 ⁺¹	100 ⁺¹	100 ⁺¹	1.00 ⁺¹	1,094 ⁺¹	38 ⁺¹
Lebanon	...	...	...	...	...	...	...	...	...	...	...	...
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	51	60	43	0.73	731,505	60	61	68	55	0.82	198,964	58
Morocco	52	66	40	0.60	10,106,367	65	70	81	60	0.75	1,888,486	67
Oman	81	87	74	0.85	300,192	57	97	98	97	0.99	14,356	59
Palestinian Autonomous Territories	92	97	88	0.91	153,266	78	99	99	99	1.00	7,300	57
Qatar	89	89	89	0.99	66,686	29	96	95	98	1.03	4,373	24
Saudi Arabia	79	87	69	0.80	2,680,976	65	96	98	94	0.96	157,422	75
Sudan ¹	61	71	52	0.73	7,557,205	63	77	85	71	0.84	1,467,517	64
Syrian Arab Republic	80	86	74	0.86	2,347,875	65	92	94	90	0.96	332,577	62
Tunisia	74	83	65	0.78	1,878,110	68	94	96	92	0.96	117,660	67
United Arab Emirates	...	...	...	...	...	...	...	...	...	...	...	...
Yemen	...	...	...	...	...	...	...	...	...	...	...	...
Central and Eastern Europe												
Albania	99	99	98	0.99	27,879	69	99	99	99	1.00	2,996	46
Belarus	100 ⁻¹	100 ⁻¹	99 ⁻¹	1.00 ⁻¹	33,236 ⁻¹	77 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	3,132 ⁻¹	40 ⁻¹
Bosnia and Herzegovi...	97	99	94	0.95	105,717	86	100	100	100	1.00	1,144	38
Bulgaria	98	99	98	0.99	120,973	66	98	98	98	1.00	20,262	52
Croatia	98	99	97	0.98	69,429	83	100	100	100	1.00	2,172	48
Czech Republic	...	...	...	...	...	...	...	...	...	...	...	...
Estonia	100	100	100	1.00	2,609	57	100	100	100	1.00	456	40
Hungary	...	...	...	...	...	...	...	...	...	...	...	...
Latvia	100	100	100	1.00	4,927	64	100	100	100	1.00	846	43
Lithuania	100	100	100	1.00	9,955	54	100	100	100	1.00	1,486	43
Poland	...	...	...	...	...	...	...	...	...	...	...	...
Republic of Moldova	98	99	98	0.99	56,036	75	100	99	100	1.00	3,851	47
Romania	97	98	96	0.98	491,304	71	98	98	98	1.00	77,500	49
Russian Federation	99	100	99	1.00	675,976	75	100	100	100	1.00	66,675	41
Serbia and Montenegro ²	96	99	94	0.95	245,734	85	99	99	99	1.00	7,237	52
Slovakia	...	...	...	...	...	...	...	...	...	...	...	...
Slovenia	...	...	...	...	...	...	...	...	...	...	...	...
The Former Yugoslav Rep. of Macedonia	96	98	94	0.96	62,018	77	99	99	98	0.99	4,164	59
Turkey	87	95	80	0.84	6,388,706	81	96	98	93	0.95	583,143	77
Ukraine	99	100	99	0.99	229,306	80	100	100	100	1.00	14,255	42
Central Asia												
Armenia	99	100	99	0.99	13,979	76	100	100	100	1.00	1,061	37
Azerbaijan	99 ⁻¹	99 ⁻¹	98 ⁻¹	0.99 ⁻¹	66,594 ⁻¹	79 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	1,632 ⁻¹	43 ⁻¹
Georgia	...	...	...	...	...	...	...	...	...	...	...	...
Kazakhstan	100 ⁻¹	100 ⁻¹	99 ⁻¹	1.00 ⁻¹	53,049 ⁻¹	77 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	4,111 ⁻¹	40 ⁻¹
Kyrgyzstan	99 ⁻¹	99 ⁻¹	98 ⁻¹	0.99 ⁻¹	40,935 ⁻¹	74 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	2,873 ⁻¹	42 ⁻¹
Mongolia	98	98	98	1.00	36,105	56	98	97	98	1.01	12,142	34
Tajikistan	99	100	99	1.00	19,488	71	100	100	100	1.00	1,876	49
Turkmenistan	99 ⁻¹	99 ⁻¹	98 ⁻¹	0.99 ⁻¹	30,999 ⁻¹	73 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	1,522 ⁻¹	49 ⁻¹
Uzbekistan	...	...	...	...	...	...	...	...	...	...	...	...

Region	Adults (aged 15 and over)						Youth (aged 15 to 24)					
	Literacy rate (%)				Illiterate population		Literacy rate (%)				Illiterate population	
	MF	M	F	GPI	MF	% F	MF	M	F	GPI	MF	% F
East Asia and the Pacific												
Australia	...	...	...	...	...	...	...	...	...	...	...	...
Brunei Darussalam	93	95	90	0.95	17,079	65	99	99	99	1.00	695	49
Cambodia	74	85	64	0.76	2,262,169	73	83	88	79	0.90	543,225	63
China	91	95	87	0.91	87,018,720	73	99	99	99	0.99	2,259,650	63
Cook Islands	...	...	...	...	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	...	...	...	...	...	...	...	...	...	...	...	...
Hong Kong (China), SAR	...	...	...	...	...	...	...	...	...	...	...	...
Indonesia	90	94	87	0.92	15,100,434	69	99	99	99	1.00	548,979	56
Japan	...	...	...	...	...	...	...	...	...	...	...	...
Kiribati	...	...	...	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	69	77	61	0.79	969,644	64	78	83	75	0.90	225,347	59
Macao, China	91	95	88	0.92	30,602	74	100	99	100	1.00	247	26
Malaysia	89	92	85	0.93	1,722,457	64	97	97	97	1.00	119,521	48
Marshall Islands	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...
Myanmar	90	94	86	0.92	3,200,837	70	95	96	93	0.98	523,886	60
Nauru	...	...	...	...	...	...	...	...	...	...	...	...
New Zealand	...	...	...	...	...	...	...	...	...	...	...	...
Niue	...	...	...	...	...	...	...	...	...	...	...	...
Palau	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	57	63	51	0.80	1,320,694	56	67	69	64	0.93	341,826	52
Philippines	93	93	93	1.00	3,502,959	50	95	94	96	1.01	759,097	43
Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...
Samoa	...	...	...	...	...	...	...	...	...	...	...	...
Singapore	93	97	89	0.92	232,450	77	100	99	100	1.00	2,484	38
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	...
Thailand	93	95	91	0.95	3,354,254	66	98	98	98	1.00	222,736	53
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹	644 ⁻¹	47 ⁻¹	99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹	134 ⁻¹	46 ⁻¹
Tuvalu	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	74 ⁻¹	...	...	...	28,083 ⁻¹	...	...	...	...	...	...	...
Viet Nam	90 ⁻¹	94 ⁻¹	87 ⁻¹	0.93 ⁻¹	4,909,406 ⁻¹	69 ⁻¹	94 ⁻¹	94 ⁻¹	94 ⁻¹	0.99 ⁻¹	956,135 ⁻¹	52 ⁻¹
Latin America and the Caribbean												
Anguilla	...	...	...	...	...	...	...	...	...	...	...	...
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...	...	...
Argentina	97	97	97	1.00	756,287	52	99	99	99	1.00	71,379	40
Aruba	97	98	97	1.00	1,890	57	99	99	99	1.00	110	43
Bahamas	...	...	...	...	...	...	...	...	...	...	...	...
Barbados	...	...	...	...	...	...	...	...	...	...	...	...
Belize	...	...	...	...	...	...	...	...	...	...	...	...
Bermuda	...	...	...	...	...	...	...	...	...	...	...	...
Bolivia	87	93	81	0.87	683,049	74	97	99	96	0.98	43,188	72
Brazil	89	88	89	1.00	15,051,896	50	97	96	98	1.02	1,122,581	33
British Virgin Islands	...	...	...	...	...	...	...	...	...	...	...	...
Cayman Islands	...	...	...	...	...	...	...	...	...	...	...	...
Chile	96	96	96	1.00	495,479	52	99	99	99	1.00	26,253	40
Colombia	93	93	93	1.00	2,216,528	52	98	98	98	1.01	167,407	39
Costa Rica	95	95	95	1.00	137,754	47	98	97	98	1.01	17,969	40
Cuba	100	100	100	1.00	17,911	52	100	100	100	1.00	668	51

TABLE 15 ADULT AND YOUTH LITERACY / 2000-2004

Region	Adults (aged 15 and over)						Youth (aged 15 to 24)					
	Literacy rate (%)				Illiterate population		Literacy rate (%)				Illiterate population	
	MF	M	F	GPI	MF	% F	MF	M	F	GPI	MF	% F
Dominica	...	...	...	...	...	...	...	...	...	...	...	...
Dominican Republic	87	87	87	1.00	730,625	49	94	93	95	1.03	102,120	39
Ecuador	91	92	90	0.97	740,511	57	96	96	96	1.00	88,240	49
El Salvador	...	...	...	...	...	...	...	...	...	...	...	...
Grenada	...	...	...	...	...	...	...	...	...	...	...	...
Guatemala	69	75	63	0.84	2,034,504	62	82	86	78	0.91	420,916	62
Guyana	...	...	...	...	...	...	...	...	...	...	...	...
Haiti	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	80	80	80	1.01	773,274	49	89	87	91	1.05	152,497	40
Jamaica	80 ⁻¹	74 ⁻¹	86 ⁻¹	1.16 ⁻¹	339,800 ⁻¹	37 ⁻¹	...	...	...	...	...	...
Mexico	91	92	90	0.97	6,521,245	60	98	98	98	1.00	492,439	49
Montserrat	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...	...	...
Nicaragua	77	77	77	1.00	691,266	51	86	84	89	1.06	153,687	40
Panama	92	93	91	0.99	162,819	54	96	97	96	0.99	21,353	55
Paraguay	...	...	...	...	...	...	...	...	...	...	...	...
Peru	88	93	82	0.88	2,270,534	73	97	98	96	0.98	173,989	66
Saint Kitts and Nevis	...	...	...	...	...	...	...	...	...	...	...	...
Saint Lucia	...	...	...	...	...	...	...	...	...	...	...	...
Saint Vincent and the Gre...dines	...	...	...	...	...	...	...	...	...	...	...	...
Suriname	90	92	87	0.95	32,401	62	95	96	94	0.98	4,539	57
Trinidad and Tobago	...	...	...	...	...	...	...	...	...	...	...	...
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...	...	...
Uruguay	...	...	...	...	...	...	...	...	...	...	...	...
Venezuela	93	93	93	0.99	1,166,409	52	97	96	98	1.02	136,634	34
North America and Western Europe												
Andorra	...	...	...	...	...	...	...	...	...	...	...	...
Austria	...	...	...	...	...	...	...	...	...	...	...	...
Belgium	...	...	...	...	...	...	...	...	...	...	...	...
Canada	...	...	...	...	...	...	...	...	...	...	...	...
Cyprus	97	99	95	0.96	17,719	79	100	100	100	1.00	246	40
Denmark	...	...	...	...	...	...	...	...	...	...	...	...
Finland	...	...	...	...	...	...	...	...	...	...	...	...
France	...	...	...	...	...	...	...	...	...	...	...	...
Germany	...	...	...	...	...	...	...	...	...	...	...	...
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...
Greece	96	98	94	0.96	375,492	73	99	99	99	1.00	16,446	45
Holy See	...	...	...	...	...	...	...	...	...	...	...	...
Iceland	...	...	...	...	...	...	...	...	...	...	...	...
Ireland	...	...	...	...	...	...	...	...	...	...	...	...
Israel	97	98	96	0.97	135,669	74	100	100	100	1.00	2,311	100
Italy	98	99	98	0.99	784,588	64	100	100	100	1.00	12,165	47
Liechtenstein	...	...	...	...	...	...	...	...	...	...	...	...
Luxembourg	...	...	...	...	...	...	...	...	...	...	...	...
Malta	88 ⁻¹	86 ⁻¹	89 ⁻¹	1.03 ⁻¹	35,735 ⁻¹	45 ⁻¹	96 ⁻¹	94 ⁻¹	98 ⁻¹	1.04 ⁻¹	2,222 ⁻¹	27 ⁻¹
Monaco	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands	...	...	...	...	...	...	...	...	...	...	...	...
Norway	...	...	...	...	...	...	...	...	...	...	...	...
Portugal	...	...	...	...	...	...	...	...	...	...	...	...
San Marino	...	...	...	...	...	...	...	...	...	...	...	...
Spain	...	...	...	...	...	...	...	...	...	...	...	...
Sweden	...	...	...	...	...	...	...	...	...	...	...	...

Region	Adults (aged 15 and over)						Youth (aged 15 to 24)					
	Literacy rate (%)				Illiterate population		Literacy rate (%)				Illiterate population	
	MF	M	F	GPI	MF	% F	MF	M	F	GPI	MF	% F
Switzerland	...	...	...	...	...	...	...	...	...	...	...	...
United Kingdom	...	...	...	...	...	...	...	...	...	...	...	...
United States	...	...	...	...	...	...	...	...	...	...	...	...
South and West Asia												
Afghanistan	28	43	13	0.29	9,048,359	59	34	51	18	0.36	2,888,550	61
Bangladesh	...	...	...	...	...	...	...	...	...	...	...	...
Bhutan	...	...	...	...	...	...	...	...	...	...	...	...
India	61	73	48	0.65	268,426,053	65	76	84	68	0.80	46,290,248	66
Iran, Islamic Republic of	77	84	70	0.84	10,508,505	64	...	...	...	...	...	...
Maldives	96	96	96	1.00	5,992	47	98	98	98	1.00	1,088	46
Nepal	49	63	35	0.56	7,661,416	65	70	81	60	0.75	1,436,836	66
Pakistan	50 ⁺¹	63 ⁺¹	36 ⁺¹	0.57 ⁺¹	48,818,411 ⁺¹	62 ⁺¹	65 ⁺¹	76 ⁺¹	55 ⁺¹	0.72 ⁺¹	11,612,414 ⁺¹	64 ⁺¹
Sri Lanka	91	92	89	0.97	1,379,793	57	96	95	96	1.01	168,230	43
Sub-Saharan Africa												
Angola	67	83	54	0.65	2,400,678	74	72	84	63	0.75	749,460	70
Benin	35	48	23	0.49	2,717,916	60	45	59	33	0.56	828,346	61
Botswana	81	80	82	1.02	206,497	50	94	92	96	1.04	26,027	36
Burkina Faso	22	29	15	0.52	5,052,131	55	31	38	25	0.65	1,725,397	54
Burundi	59	67	52	0.78	13,727	62	73	77	70	0.92	347,541	57
Cameroon	68	77	60	0.78	2,764,066	64	...	...	...	...	...	...
Cape Verde	...	...	...	...	...	...	...	...	...	...	...	...
Central African Republic	49	65	33	0.52	1,107,082	67	59	70	47	0.67	314,764	65
Chad	26	41	13	0.31	3,206,486	61	38	56	23	0.42	954,855	64
Comoros	...	...	...	...	...	...	...	...	...	...	...	...
Congo	...	...	...	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	49	61	39	0.63	4,732,544	59	61	71	52	0.74	1,349,261	62
Democratic Rep. of the Congo	67	81	54	0.67	8,901,036	71	70	78	63	0.81	3,013,058	63
Equatorial Guinea	87	93	80	0.86	33,426	76	95	95	95	1.00	4,286	49
Eritrea	...	...	...	...	...	...	...	...	...	...	...	...
Ethiopia	...	...	...	...	...	...	...	...	...	...	...	...
Gabon	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	...	...	...	...	...	...	...	...	...	...	...	...
Ghana	58	66	50	0.75	4,893,831	60	71	76	65	0.86	1,200,166	58
Guinea	29	43	18	0.43	3,507,031	58	47	59	34	0.57	908,034	60
Guinea-Bissau	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	74	78	70	0.90	4,480,121	58	80	80	81	1.01	1,348,536	49
Lesotho	82	74	90	1.23	182,194	32	...	...	...	...	...	...
Liberia	...	...	...	...	...	...	...	...	...	...	...	...
Madagascar	71	77	65	0.85	2,609,275	60	70	73	68	0.94	923,361	54
Malawi	64 ⁻¹	75 ⁻¹	54 ⁻¹	0.72 ⁻¹	2,132,718 ⁻¹	66 ⁻¹	76 ⁻¹	82 ⁻¹	71 ⁻¹	0.86 ⁻¹	525,039 ⁻¹	62 ⁻¹
Mali	19 ⁻¹	27 ⁻¹	12 ⁻¹	0.44 ⁻¹	4,601,325 ⁻¹	56 ⁻¹	24 ⁻¹	32 ⁻¹	17 ⁻¹	0.52 ⁻¹	1,692,328 ⁻¹	54 ⁻¹
Mauritius	84	88	81	0.91	137,596	63	95	94	95	1.02	11,727	42
Mozambique	...	...	...	...	...	...	...	...	...	...	...	...
Namibia	85	87	83	0.96	163,152	57	92	91	93	1.03	28,819	42
Niger	29 ⁺¹	43 ⁺¹	15 ⁺¹	0.35 ⁺¹	5,032,652 ⁺¹	59 ⁺¹	37 ⁺¹	52 ⁺¹	23 ⁺¹	0.44 ⁺¹	1,666,738 ⁺¹	60 ⁺¹
Nigeria	...	...	...	...	...	...	...	...	...	...	...	...
Rwanda	65	71	60	0.84	1,470,747	61	78	79	77	0.98	381,968	53
Sao Tome and Principe	...	...	...	...	...	...	...	...	...	...	...	...
Senegal	39	51	29	0.57	3,672,238	61	49	58	41	0.70	1,142,354	59
Seychelles	92	91	92	1.01	4,875	50	99	99	99	1.01	128	35
Sierra Leone	35	47	24	0.52	1,971,765	60	48	59	37	0.63	522,448	61
Somalia	...	...	...	...	...	...	...	...	...	...	...	...

TABLE 15 ADULT AND YOUTH LITERACY / 2000-2004

Region	Adults (aged 15 and over)						Youth (aged 15 to 24)					
	Literacy rate (%)				Illiterate population		Literacy rate (%)				Illiterate population	
Country or territory	MF	M	F	GPI	MF	% F	MF	M	F	GPI	MF	% F
South Africa	82 ⁻¹	84 ⁻¹	81 ⁻¹	0.96 ⁻¹	4,867,391 ⁻¹	56 ⁻¹	94 ⁻¹	93 ⁻¹	94 ⁻¹	1.01 ⁻¹	530,755 ⁻¹	47 ⁻¹
Swaziland	80	81	78	0.97	117,598	57	88	87	90	1.03	26,399	45
Togo	53	69	38	0.56	1,390,844	67	74	84	64	0.76	288,190	69
Uganda	67	77	58	0.75	4,230,012	65	77	83	71	0.86	1,215,880	62
United Republic of Tanzania	69	78	62	0.80	6,194,268	63	78	81	76	0.94	1,627,813	55
Zambia	68 ⁻¹	76 ⁻¹	60 ⁻¹	0.78 ⁻¹	1,797,093 ⁻¹	63 ⁻¹	69 ⁻¹	73 ⁻¹	66 ⁻¹	0.91 ⁻¹	662,687 ⁻¹	55 ⁻¹
Zimbabwe	...	...	...	...	...	...	...	...	...	...	...	...
REGIONAL AVERAGES												
WORLD	82	87	77	0.89	780,925,967	64	87	90	84	0.93	139,013,662	62
Arab States	70	80	59	0.73	57,812,284	66	85	90	79	0.88	9,426,079	67
Central and Eastern Europe	97	99	96	0.97	9,319,847	79	99	99	98	0.99	822,859	68
Central Asia	99	100	99	0.99	381,909	72	100	100	100	1.00	46,550	48
East Asia and the Pacific	92	95	88	0.93	125,627,228	71	98	98	98	0.99	6,807,345	57
Latin America and the Caribbean	90	91	89	0.98	38,571,952	55	96	96	96	1.01	4,109,432	45
North America and Western Europe	99	99	99	1.00	6,312,007	62	99	100	99	1.00	493,146	50
South and West Asia	59	71	46	0.66	399,015,544	63	72	80	63	0.79	80,414,646	63
Sub-Saharan Africa	61	70	54	0.77	143,885,197	61	73	78	68	0.88	36,893,605	59

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

Data users are advised to refer to the list of literacy definitions and other metadata when interpreting the data at www.uis.unesco.org/GED2006

¹ Sudan: data is for North Sudan only

² Serbia and Montenegro: data exclude Kosovo and Metohia

4

ANNEX A

Glossary

Capping. Indicators that surpass a theoretical maximum of 100 are adjusted using a capping factor. Net rates in primary education are capped using a factor which takes into account the enrolment of primary school-age children in pre-primary, primary and secondary education by gender. For all other indicators regarding male, female and both sexes simultaneously, the highest value (whether that be for male or female) is set equal to 100. The other two indicators are then re-calculated so that the gender parity index of the new set of values remains the same as for the original values.

Compulsory education. Number of years or the age span during which children and young people are legally obliged to attend school.

Duration. Number of grades (years) in a given level of education.

Early Childhood Care and Education (ECCE). Programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme. ECCE programmes are normally designed for children aged three years or above and include organized learning activities that constitute on average the equivalent of at least two hours per day and 100 days a year.

Enrolment. Number of pupils or students officially enrolled in a given grade or level of education, regardless of age. Typically, these data are collected at the beginning of the school year.

Entrance age (theoretical). The age at which pupils or students would enter a given programme or level of education assuming they had started at the official entrance age for the lowest level of education, had studied full-time throughout and had progressed through the system without repeating or skipping a grade. Note that the theoretical entrance age to a given programme or level is often but not always the typical or most common entrance age.

Expenditure on education

Total public expenditure on education. The sum of the expenditure on education and education administration made by local, regional and national/central governments, including municipalities. Household contributions and intergovernmental transfers are excluded.

Current expenditure on education. Expenditure for goods and services consumed within the current year and which would be renewed if needed in the following year. It includes expenditure on: staff salaries, pensions and benefits; contracted or purchased services; other resources including books and teaching materials; welfare services; and other current expenditure, such as subsidies to students and households, furniture and minor equipment, minor repairs, fuel, telecommunications, travel, insurance and rents.

Capital expenditure on education. Expenditure for assets that last longer than one year. It includes expenditure for construction, renovation and major repairs of buildings and the purchase of heavy equipment or vehicles.

Fields of education (Broad)

Science and technology fields

Science: life sciences; physical sciences; mathematics and statistics; computer sciences.

Engineering, manufacturing and construction: engineering and engineering trades; manufacturing and processing; architecture and building.

Other fields

Agriculture: agriculture, forestry and fishery; veterinary.

Education: teacher training; education science; educational assessment.

Health and welfare: medicine; medical services; nursing; dental services; social care; social work.

Humanities and arts: religion and theology; foreign languages and cultures; native languages; other humanities such as: interpretation and translation, linguistics, comparative literature, history, archaeology, philosophy, ethics. Fine arts; performing arts; graphic and audio-visual arts; design; craft skills.

Social science, business and law: social and behavioural science; journalism and information; business and administration; law.

Services: personal services; transport services; environmental protection; security services.

Basic programmes, literacy, numeracy and personal development together with programmes whose field is unknown are classified as “not known or unspecified”.

International (or internationally mobile) students. Students who have crossed a national or territorial border for the purposes of education and are now enrolled outside their country of origin.

Graduate. A person who has successfully completed the final year of a level or sub-level of education. In some countries completion occurs as a result of passing an examination or a series of examinations. In other countries it occurs after a requisite number of course hours have been accumulated. Sometimes both types of completion occur within a country.

Gross Domestic Product (GDP). The sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes and minus any subsidies not included in the value of the products.

Gross National Income (GNI). The sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes, minus any subsidies not included in the value of the products plus net receipts of income from abroad. Since net receipts from abroad may be positive or negative, it is possible for GNI to be greater or smaller than GDP. GNI is also referred to as Gross National Product (GNP).

International Standard Classification of Education (ISCED). A classification system that provides a framework for the comprehensive statistical description of national educational systems and a methodology that translates national educational programmes into internationally comparable levels of education. The basic unit of classification in ISCED is the educational programme. ISCED also classifies programmes by field of study, programme orientation and destination.

Literacy. The ability to read and write, with understanding, a simple statement related to one's daily life. It involves a continuum of reading and writing skills, and often includes basic arithmetic skills (numeracy).

New entrants. Pupils or students entering a programme at a given level of education for the first time.

Net flow. Number of students from abroad (inbound students) studying in a given country minus the number of students from given country studying abroad (outbound students).

Orientation of educational programmes

General education. This type of programme is designed mainly to lead pupils to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing pupils for further education at the same or a higher level. These programmes are typically school-based and may or may not contain vocational elements. Successful completion of these programmes may or may not lead to an academic qualification. However, they do not typically allow successful completers to enter a particular occupation or trade or class of occupations or trades without further training. General education has a technical or vocational content of less than 25%, but pre-technical/pre-vocational programmes (i.e. programmes with a technical/vocational content of more than 25% that do not lead to a labour-market relevant vocational or technical qualification) are typically reported with general programmes.

Pre-vocational or pre-technical education. Education which is mainly designed to introduce participants to the world of work and to prepare them for entry into vocational or technical education programmes. Successful completion of such programmes does not yet lead to a labour-market relevant vocational or technical qualification. For a programme to be considered as pre-vocational or pre-technical education, at least 25% of its content has to be vocational or technical.

Technical and vocational education. This type of programme is designed mainly to lead pupils to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation or trade (or class of occupations or trades). Successful completion of such programmes normally leads to a labour-market relevant vocational qualification recognised by the competent authorities (e.g. Ministry of Education, employers' associations, etc.) in the country in which it is obtained.

Repeaters. Pupils enrolled in the same grade for a second or further year.

School-age population. Population of the age group which corresponds to the relevant level of education as indicated by theoretical entrance age and duration.

School life expectancy. The number of years a person of a given age can expect to spend within the specified levels. Indicators on pre-primary education refer to children aged 3 years; indicators on primary to tertiary education refer to children aged 4 years; indicators on tertiary education refer to persons aged 16 years.

Students

Student/pupil. A person enrolled in an educational programme.

Full-time students. Students engaged in an educational programme for a number of hours of study statutorily regarded as full-time at the particular level of education in the given country.

Part-time students. Students whose statutory study hours are less than those required of full-time students in the given level and country.

Full-time equivalent number of students. These are generally calculated in person-years. The unit for the measurement of full-time equivalence is a full-time student. Thus, a full-time student equals one full-time equivalent. The full-time equivalence of part-time students is determined by calculating the ratio of their hours studied to the statutory hours studied by a full-time student during the school year. For example, a student who studied one-third of the statutory hours of a full-time student equals one-third of a full-time equivalent student.

Teachers

Teaching staff. Persons employed full-time or part-time in an official capacity for the purpose of guiding and directing the learning experience of pupils and students, irrespective of his/her qualification or the delivery mechanism, i.e. whether face-to-face and/or at a distance. This definition excludes educational personnel who have no active teaching duties (e.g. headmasters, headmistresses or principals who do not teach) or who work occasionally or in a voluntary capacity in educational institutions (e.g. parents).

Trained teachers. Teachers who have received the minimum organized teacher-training (pre-service or in-service) required for teaching at the relevant level in the given country.

Full-time teachers. Persons engaged in teaching for a number of hours of work statutorily regarded as full-time at the particular level of education in the given country.

Part-time teachers. Teachers whose statutory working hours are less than those required of full-time teachers in the given country.

Full-time equivalent number of teachers. The equivalent is calculated in person-years. The unit for the measurement of full-time equivalence is a full-time teacher. Thus, a full-time teacher equals one full-time equivalent. The full-time equivalence of part-time teachers is determined by calculating the ratio of their hours worked to the statutory hours worked by a full-time teacher during the school year. For example, a teacher who works one-third of the statutory hours of a full-time teacher equals one-third of a full-time equivalent teacher.

5

ANNEX B

Definitions of indicators

Education finance

Educational expenditure by nature of spending as a % of total educational expenditure on public institutions, by level. The spending by nature (salaries, other current, total current or capital) expressed as a percentage of the expenditure for public educational institutions of the specified level. Salaries and other current add up to the total current expenditure. Public subsidies to the public sector and administrative costs should be excluded.

Public expenditure per student as a % of GDP per capita. Total public expenditure per student in the specified level as a percentage of GDP per capita.

Expenditure on educational institutions and educational administration as a % of GDP, by source. The expenditure coming from public, private and international sources spent on a given level of education expressed as a percentage of GDP.

Total public expenditure on education as a % of GDP. Current and capital expenditures on education by local, regional and national governments expressed as a percentage of GDP.

Total public expenditure on education as a % of total government expenditure. Current and capital expenditures on education by local, regional and national governments expressed as a percentage of total government expenditure on all sectors (including health, education, social services, etc.).

Expected gross intake ratio to the last grade of primary. The number of children in a given year, regardless of age, who are expected to reach the last grade of primary education expressed as a percentage of the population at the theoretical entrance age to primary education in the same year. It is calculated by multiplying the apparent intake ratio to primary education by the probability of survival to the last grade. It estimates the future gross intake to the last grade of primary education based on current new entrants to the first grade of primary education assuming current grade transition and repetition rates remain unchanged. It therefore predicts the effect on last grade intake of current education policies on entrance to primary education and future years of schooling.

Expected gross primary graduation ratio. The number of children in a given year, regardless of age, who are expected to graduate from primary education expressed as a percentage of the population of theoretical entrance age to primary education in the same year. It is calculated by multiplying the expected gross intake ratio to the last grade of primary by the probability that pupils reaching the last grade also graduate from it. It estimates future gross primary graduation ratios based on current new entrants to the first grade of primary education assuming current grade transition, repetition and graduation rates remain unchanged. It therefore predicts the effect on primary outputs of current education policies on entrance to primary education and future years of schooling.

Gross Intake Ratio (GIR). Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population of theoretical entrance age to primary education.

Gross intake ratio to the last grade of primary. Total number of new entrants in the last grade of primary education, regardless of age, expressed as a percentage of the population of the theoretical entrance age to the last grade. It reports the current final grade intake at primary level stemming from previous years of schooling and past education policies on entrance to primary education.

Gross primary graduation ratio. Total number of graduates from the last grade of primary education, regardless of age, expressed as a percentage of the population at the theoretical graduation age. It reports the current primary outputs stemming from previous years of schooling and past education policies on entrance to primary education.

Gross entry ratio to tertiary education. Total number of new entrants to a given group of programmes (ISCED 5A or 5B), regardless of age, expressed as a percentage of the population of theoretical entrance age to those programmes.

Gender Parity Index (GPI). Ratio of the female-to-male values of a given indicator. A GPI of 1 indicates parity between sexes.

Gross Enrolment Ratio (GER). Number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education. For the tertiary level, the population used is the five-year age group following on from the secondary school leaving age.

Gross graduation ratio. Number of graduates regardless of age in a given level or programme expressed as a percentage of the population at the theoretical graduation age for that level or programme.

Gross outbound enrolment ratio (outbound GER). Mobile students coming from a country/region as a percentage of the population of tertiary student age in their home country.

Literacy rate. The number of literate persons in a given age group, expressed as a percentage of the total population in that age group. The adult literacy rate measures literacy in persons aged 15 years and above and the youth literacy rate in persons aged between 15 and 24 years.

Mobility ratios

Inbound mobility rate. The number of students from abroad studying in a given country, as a percentage of the total tertiary enrolment in that country.

Outbound mobility ratio. The number of students from a given country studying abroad as a percentage of the total tertiary enrolment in that country.

Net Enrolment Rate (NER). Number of pupils in the theoretical age group for a given level of education enrolled in that level expressed as a percentage of the total population in that age group.

Net flow ratio. Number of students from abroad (inbound students) studying in a given country minus the number of students from given country studying abroad (outbound students) expressed as a percentage of the total number of tertiary enrolments in a given country.

Net Intake Rate (NIR). Number of new entrants in the first grade of primary education who are of the theoretical primary school entrance age, expressed as a percentage of the population of the same age.

New entrants to primary education with ECCE experience. The number of new entrants to primary education who have attended some form of organized early childhood care and education (ECCE) programmes expressed as a percentage of the total number of new entrants to primary education.

Percentage of female students. Number of female students in a given level of education as a percentage of the total number of students enrolled at that level of education.

Percentage of repeaters. Number of pupils who are enrolled in the same grade (or level) as the previous year, expressed as a percentage of the total enrolment in the given grade (or level) of education.

Percentage of trained teachers. Number of teachers who have received the minimum organized teacher-training (pre-service or in service) required for teaching at the relevant level of education in the given country, expressed as a percentage of the total number of teachers at the given level of education.

Percentage of private enrolment. Number of pupils or students at a given level of education enrolled in institutions that are not operated by a public authority but controlled and managed, whether for profit or not, by a private body such as a non-governmental organization, religious body, special interest group, foundation or business enterprise expressed as a percentage of the total number of pupils or students enrolled at the given level of education.

Percentage of technical/vocational enrolment. Number of students enrolled in technical/vocational programmes at a given level of education as a percentage of the total number of students enrolled in all programmes (technical/vocational and general) at that level.

Pupil/teacher ratio. Average number of pupils per teacher at the level of education specified in a given school year, based on headcounts for both pupils and teachers.

Regional average. Regional averages are calculated on the basis of the published data and using the best possible non-publishable estimates where no data exist. Countries are weighted with the appropriate national school-age populations.

School life expectancy, approximation method. The sum of the age-specific enrolment rates for the levels specified. To compensate for the lack of reliable data by age for tertiary the gross enrolment ratio for tertiary is multiplied by 5 and used as a proxy for the age-specific enrolment rates. At all other ISCED levels enrolment

that is not distributed by age is divided by the school-age population and multiplied by the duration of the given level before being added to the sum of the age-specific enrolment rates.

Survival rates. Survival rates are calculated on the basis of the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years. It is to be interpreted as the percentage of children who start primary education who will reach a given grade.

Transition rate from primary to secondary general education. Number of new entrants to the first grade of secondary education (general programmes only) in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of primary education in the previous year.

International Standard Classification of Education (ISCED97)

DESCRIPTION OF ISCED97 LEVELS, CLASSIFICATION CRITERIA AND SUB-CATEGORIES

0 PRE-PRIMARY LEVEL OF EDUCATION		Main criteria
Initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment.	Should be centre- or school-based, be designed to meet the educational and developmental needs of children of at least 3 years of age, and have staff that are adequately trained (i.e. qualified) to provide an educational programme for children.	
1 PRIMARY LEVEL OF EDUCATION		Main criteria
Normally designed to give pupils a sound basic education in reading, writing and mathematics.	Beginning of systematic studies characteristic of primary education, e.g. reading, writing and mathematics. Entry into the nationally designated primary institutions or programmes. The commencement of reading activities alone is not a sufficient criteria for classification of an educational programme at ISCED level 1.	
2 LOWER SECONDARY LEVEL OF EDUCATION		Main criteria
The lower secondary level of education generally continues the basic programmes of the primary level, although teaching is typically more subject-focused, often employing more specialised teachers who conduct classes in their field of specialisation.	Programmes at the start of level 2 correspond to the point where programmes are beginning to be organised in a more subject-oriented pattern, using more specialised teachers conducting classes in their field of specialisation. If this organizational transition point does not correspond to a natural split in the boundaries between national educational programmes, then programmes should be split at the point where national programmes begin to reflect this organisational change.	
3 UPPER SECONDARY LEVEL OF EDUCATION		Main criteria
The final stage of secondary education in most countries. Instruction is often more organised along subject-matter lines than at ISCED level 2 and teachers typically need to have a higher level, or more subject-specific, qualification than at ISCED 2.	National boundaries between lower secondary and upper secondary education should be the dominant factor for splitting levels 2 and 3. Admission into programmes at this level usually requires the completion of ISCED 2 for admission, or a combination of basic education and life experience that demonstrates the ability to handle ISCED 3 subject matter.	
4 POST-SECONDARY NON-TERTIARY		Main criteria
These programmes straddle the boundary between upper secondary and post-secondary education from an international point of view, even though they might clearly be considered as upper secondary or post-secondary programmes in a national context. They are often not significantly more advanced than programmes at ISCED 3 but they serve to broaden the knowledge of participants who have already completed a programme at level 3. The students are typically older than those in ISCED 3 programmes. ISCED 4 programmes typically have a duration of between 6 months and 2 years.	Students entering ISCED 4 programmes will typically have completed ISCED 3.	
5 FIRST STAGE OF TERTIARY EDUCATION		Classification criteria for level and sub-categories (5A and 5B)
ISCED 5 programmes have an educational content more advanced than those offered at levels 3 and 4.	Entry into these programmes normally requires the successful completion of ISCED level 3A or 3B or a similar qualification at ISCED level 4A.	
5A ISCED 5A programmes are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and professions with high skills requirements.	<ol style="list-style-type: none"> 1. have a minimum cumulative theoretical duration (at tertiary level) of three years; 2. typically require that the faculty have advanced research credentials; 3. may involve completion of a research project or thesis; 4. provide the level of education required for entry into a profession with high skills requirements or an advanced research programme. 	
5B ISCED 5B programmes are generally more practical/technical/occupationally specific than ISCED 5A programmes.	<ol style="list-style-type: none"> 1. are more practically oriented and occupationally specific than programmes at ISCED 5A and do not prepare students for direct access to advanced research programmes; 2. have a minimum of two years' duration; 3. the programme content is typically designed to prepare students to enter a particular occupation. 	
6 SECOND STAGE OF TERTIARY EDUCATION (LEADING TO AN ADVANCED RESEARCH QUALIFICATION)		
This level is reserved for tertiary programmes that lead to the award of an advanced research qualification. The programmes are devoted to advanced study and original research.	<ol style="list-style-type: none"> 1. requires the submission of a thesis or dissertation of publishable quality that is the product of original research and represents a significant contribution to knowledge; 2. are not solely based on course-work; 3. prepare participants for faculty posts in institutions offering ISCED 5A programmes, as well as research posts in government and industry. 	

Auxiliary criteria		Sub-categories		
Pedagogical qualifications for the teaching staff; implementation of a curriculum with educational elements.				
Auxiliary criteria				
In countries where the age of compulsory attendance (or at least the age at which virtually all students begin their education) comes after the beginning of systematic study in the subjects noted, the first year of compulsory attendance should be used to determine the boundary between ISCED 0 and ISCED 1.				
Auxiliary criteria		Destination for which the programmes have been designed to prepare students:		
<p>If there is no clear break-point for this organisational change, however, then countries should artificially split national programmes into ISCED 1 and 2 at the end of six years of primary education.</p> <p>In countries with no system break between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education should be counted as lower secondary education.</p>	A	Programmes designed to prepare students for direct access to level 3 in a sequence which would ultimately lead to tertiary education, that is, entrance to ISCED 3A or 3B.	General	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
	B	Programmes designed to prepare students for direct access to programmes at level 3C.	Vocational	Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
	C	Programmes primarily designed for direct access to the labour market at the end of this level (sometimes referred to as 'terminal' programmes).		
Modular programmes		Destination for which the programmes have been designed to prepare students:		
<p>An educational qualification is earned in a modular programme by combining blocks of courses, or modules, into a programme meeting specific curricular requirements.</p> <p>A single module, however, may not have a specific educational or labour market destination or a particular programme orientation.</p>	A	Programmes designed to provide direct access to ISCED 5A.	General	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
	B	Programmes designed to provide direct access to ISCED 5B.	Vocational	Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
	C	Programmes not designed to lead directly to ISCED 5A or 5B. Therefore, these programmes lead directly to the labour market, ISCED 4 programmes or other ISCED 3 programmes.		
Types of programmes which can fit into level 4		Destination for which the programmes have been designed to prepare students:		
<p>The first type are short vocational programmes where either the content is not considered tertiary in many countries or the programmes do not meet the duration requirement for ISCED 5B – at least two years.</p> <p>These programmes are often designed for students who have completed level 3, although a formal ISCED level 3 qualification may not be required for entry.</p> <p>The second type of programmes are nationally considered as upper secondary programmes, even though entrants to these programmes will have typically already completed another upper secondary programme (i.e. second-cycle programmes).</p>	A	Programmes designed to provide direct access to ISCED 5A or 5B.	General	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
	B	Programmes not designed to lead directly to ISCED 5A or 5B. These programmes lead directly to the labour market or other ISCED 4 programmes.	Vocational	Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
Cumulative theoretical duration at tertiary		Position in the national degree and qualifications structure		
	A	Duration categories: less than 5 years; 5 years or more.	A	Categories: First; Second or further.
	B	Duration categories: None.	B	Categories: None.



ANNEX D

Regions

Arab States

(20 countries or territories)

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

Central and Eastern Europe

(20 countries or territories)

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

Central Asia

(9 countries or territories)

Armenia; Azerbaijan; Georgia; Kazakhstan; Kyrgyzstan; Mongolia; Tajikistan; Turkmenistan; Uzbekistan

East Asia and the Pacific

(34 countries or territories)

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

Latin America and the Caribbean

(41 countries or territories)

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

**North America and Western Europe
(29 countries or territories)**

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

**South and West Asia
(9 countries or territories)**

Afghanistan; Bangladesh; Bhutan; India; Iran, Islamic Republic of; Maldives; Nepal; Pakistan; Sri Lanka

**Sub-Saharan Africa
(45 countries or territories)**

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



Online resources

Website

The printed version of the *Global Education Digest* provides a subset of internationally comparable education data which are available from UNESCO resources. Additional resources can be accessed from the UIS website (<http://www.uis.unesco.org/publications/GED2006>), including an interactive database, historical time series, additional raw data and indicators and documentation, which are regularly updated.

Time series

Indicators and raw data are provided for 1999 onwards. In addition, a selection of indicators is available according the previous ISCED classification for years between 1970 and 1997.

Additional data and indicators

The online version of the database contains much more data and indicators than are published in the printed version of the *Global Education Digest*. It covers all levels of education from pre-primary to tertiary and topics such as access, participation, progression, completion, teachers and finance, including:

- Enrolment by grade and level of education;
- Repeaters by grade; and
- Tertiary enrolment by fields of study, etc.

Data updates

The full set of UIS indicators is released annually in late April. An update is made approximately six months later, providing more recent data for some countries and final revisions to others, in particular for EU and OECD countries.

Documentation

All UIS publications are posted on the UIS website and are available in Arabic, Chinese, English, French, Russian and/or Spanish.

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9

UIS publications

Global data reports

Global Education Digest 2005 (*Arabic, English, French, Russian, Spanish*)

Global Education Digest 2004 (*Arabic, Chinese, English, French, Russian, Spanish*)

Global Education Digest 2003 (*Arabic, Chinese, English, French, Russian, Spanish*)

Regional education data reports

Regional Report on South and East Asia, 2003 (*English, French*)

Regional Report on Arab States, 2002 (*Arabic, English, French*)

Regional Report on Sub-Saharan Africa, 2001 (*English*)

Regional Report on Latin America and the Caribbean, 2001 (*English, French, Spanish*)

Good Neighbours: Caribbean Students at the Tertiary Level of Education, 2001 (*English, French*)

Thematic reports

Teachers and Educational Quality: Monitoring Global Needs for 2015, 2006 (*English*)

Children Out of School: Measuring Exclusion from Primary Education, with UNICEF, 2005 (*English, French*)

International Flows of Selected Cultural Goods and Services - 1994-2003, 2005 (*English, French*)

Education Trends in Perspective – Analysis of the World Education Indicators, 2005 Edition, with OECD (*English*)

Literacy Skills for the World of Tomorrow – Further Results from PISA 2000, with OECD (*English*) and Executive Summary, 2003 (*English, French, Spanish*)

Financing Education – Investments and Returns, with OECD (*English*) and Executive Summary, 2002 (*Arabic, Chinese, English, French, Russian, Spanish*)

Teachers for Tomorrow's Schools, with OECD (*English*) and Executive Summary, 2001 (*Arabic, English, French, Russian, Spanish*)

Out of print. Available online in PDF format only

UIS working paper series

Money Counts: Projecting Education Expenditures in Latin America and the Caribbean to the Year 2015 (*English*). Working Paper No. 3, 2005

Using International Surveys of Achievement and Literacy: A View from the Outside (*English*) Working Paper No. 2, 2004

Investing in the Future: Financing the Expansion of Educational Opportunity in Latin America and the Caribbean (*English, Spanish*). Working Paper No. 1, 2004

Technical documents

Guide to the Analysis and Use of Household Survey and Census Education Data, 2004
(*English*)

CD-ROMs

Interactive database of education indicators based on the Global Education Digest,
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GLOBAL EDUCATION DIGEST 2006

ERRATA

- 1) Page 173, Statistical Table 15 – Adult and Youth Literacy, 2000-2004, the illiterate population (MF) of Burundi should read **1,372,740**.

Region	Adults (aged 15 and over)						Youth (aged 15 to 24)					
	Literacy rate (%)				Illiterate population		Literacy rate (%)				Illiterate population	
	MF	M	F	GPI	MF	% F	MF	M	F	GPI	MF	% F
Sub-Saharan Africa												
Angola	67	83	54	0.65	2,400,678	74	72	84	63	0.75	749,460	70
Benin	35	48	23	0.49	2,717,916	60	45	59	33	0.56	828,346	61
Botswana	81	80	82	1.02	206,497	50	94	92	96	1.04	26,027	36
Burkina Faso	22	29	15	0.52	5,052,131	55	31	38	25	0.65	1,725,397	54
Burundi	59	67	52	0.78	13,727	62	73	77	70	0.92	347,541	57
Cameroon	68	77	60	0.78	2,764,066	64	...	...	...	...	...	...
Cape Verde	...	...	...	...	...	...	...	...	...	...	...	...
Central African Republic	49	65	33	0.52	1,107,082	67	59	70	47	0.67	314,764	65

- 2) Page 45, 7th paragraph, should read: "...The University of the West Indies (which has campuses in Barbados, Jamaica and **Trinidad and Tobago**) is an autonomous regional institution..."