



INSTITUTE *for* STATISTICS

GLOBAL EDUCATION DIGEST 2007

Comparing Education Statistics Across the World



UNESCO

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Comparing Education Statistics Across the World



UNESCO Institute for Statistics
Montreal, 2007

UNESCO

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Foreword

The analysis in this year's *Global Education Digest* (GED) focuses on the financing of education, especially at the primary level. As national policymakers set goals and objectives for their education systems, such as expanding access or improving quality, they need to consider the resources required and weigh them against other needs. Increasingly, policymakers look to international comparisons for guidance in whether they are investing sufficient levels of resources in education and whether they are using these resources efficiently and effectively.

As stated by the international community in the Dakar Framework for Action, “no country shall be thwarted from meeting the [EFA] goals due to lack of resources” (Education for All Forum, 2000). In response, national governments, international organizations and donors must assess the gap in levels of resources currently invested in EFA and those required to actually achieve the goals. In particular, there is significant interest in benchmarking government efforts to provide universal primary education.

The role of public financing of education is crucial. For most countries, the state plays the predominant role in the management and financing of the education system. How governments fund educational institutions is central to a number of important policy debates that have gained greater attention in the last decade, such as decentralisation and privatisation.

For this analysis, the UNESCO Institute for Statistics (UIS) draws on a wide range of data and highlights where additional information is needed to better monitor progress and guide policy decisions. It surveys how much governments invest in education, both in relation to their national income and in terms of absolute levels of expenditure. It presents new indicators to analyse spending levels across countries, most notably by reporting on expenditure in purchasing power parities. This allows for greater comparability across countries than the use of market exchange rates by reflecting actual price structures for education provision in countries.

The analysis finds that global spending on education is concentrated in a handful of more-developed countries. For example, the United States, which is home to just 4% of the world's population aged 5 to 25 years, accounts for more than one-quarter of the global education budget. The United States spends almost as much as that of all governments in six regions combined: the Arab States, Central and Eastern Europe, Central Asia, Latin America and the Caribbean, South and West Asia and sub-Saharan Africa. At the same time, governments in sub-Saharan Africa spend only 2.4% of the world's education resources for 15% of the school-age population. According

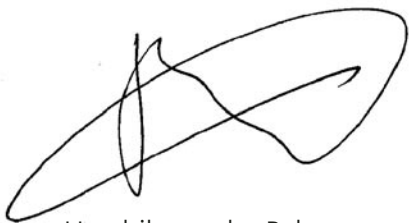
to estimates, the education budget of a single country like France, Germany or Italy outweighs the education expenditure in the entire sub-Saharan African region combined.

But the inequalities are even sharper within countries because children and young people do not have equal access to education. Some children never enter school and therefore receive no benefit from public funding for education. According to entry rates, one out of three children in sub-Saharan countries does not have access to school and, thus, public resources for education. Many other children enter school but then drop out before completing primary education. So they only benefit from a few years of public spending. On the other hand, the small group of students who go on to secondary or tertiary education receive the greatest benefit from public education funds.

International financial statistics are often criticized for shortcomings in comparability. While there is still much room for improvement, the UIS has reinforced initiatives with individual Member States to improve the quality of these data, particularly in terms of public expenditure on education. The UIS has made greater efforts to document data sources underlying finance indicators and to identify problems with definitions, as well as data gaps and areas requiring further development.

Moreover, the UIS collects data to monitor progress towards the international education-related targets, such as EFA and the Millennium Development Goals. The Institute undertakes a number of activities across countries which seek to improve the timeliness, comparability, completeness and reliability of data. For example, a series of regional workshops on education statistics are taking place in 2007 for statisticians and policymakers in Member States. These intensive exchanges lead to improvements in the scope and comparability of data by implementing international measurement standards.

This report is complemented by an interactive database which is accessible on-line at www.uis.unesco.org/publications/GED2007 or on CD-ROM (*see section on On-line Resources*). The database contains additional indicators and time series that are not presented in the print version of the Digest. Key indicators in the on-line database are updated regularly and provide access to the most timely international education data available.



Hendrik van der Pol
Director
UNESCO Institute for Statistics



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Costs and commitments in financing Education for All

INTRODUCTION

The financing of Education for All (EFA) has become a key issue in national and international efforts to achieve universal primary education by 2015. Basic education is widely recognised as an essential human right and a key to poverty alleviation and sustainable human development. Yet, some governments are unable to provide sufficient resources to provide free basic education for all. This, in turn, has highlighted the role of the international donor community in closing the gap. Measures must first better assess the capacity of governments (and societies) to mobilise needed resources. They must also reflect the demographic constraints and policy trade-offs that influence a government's ability to achieve EFA goals.

A number of studies have sought to identify country characteristics which are associated with progress towards education goals. These studies repeatedly stress the importance of ensuring a sufficient and stable source of funding for education (Colclough with Lewin, 1993; Mehrotra, 1998; Bruns, Mingat and Rakotomalala, 2003). Countries with relatively high primary gross enrolment ratios and primary completion rates generally devote a greater share of national income or government budgets to public primary education. In addition, expenditure per primary pupil also tends to be in the middle of the range (relative to GDP per capita). However, the level of public funding alone does not indicate good outcomes. Successful governments also find a balance between private and public education costs as they improve efficiency and prioritise primary school expenditure (Colclough and Al-Sammarai, 2000).

For most countries, the state plays the predominant role in the management and financing of the education system, especially at the primary level. Governments must often make difficult decisions about mobilising and allocating these resources, especially in light of rising demand from other public service sectors, such as infrastructure or health care. There is also competition within the education system. For example, universities and secondary schools often vie for the same funding as primary schools.

Policymakers also face other trade-offs when setting goals for their education systems. Would resources be better spent expanding access to schooling or improving the quality of instruction? And what levels of funding are required? Cross-national comparisons can help authorities to assess whether they are adequately investing in education and using these resources in the most effective, efficient and equitable manner.

It is difficult to link resource levels to potential educational outcomes. It is clearly not enough to simply change spending patterns to bring about a desired outcome. Education financing must be used in an effective and efficient manner for positive change. Moreover, system-level indicators (such as spending as a share of national income or GDP) do not provide a clear picture of the effective use of resources and their impact on learning. Thus, it is important to combine these indicators with measures of system performance and learning outcomes to provide greater insight.

This overview looks at four major funding issues for policymakers. The first section reviews overall levels of education funding across the world and how levels in certain countries compare to those of others with similar economic resources and student populations.

The discussion in Section 2 focuses on the costs of education in absolute and relative terms across countries. Policymakers must examine the mix of investment at different levels of education. This section looks at whether resources are concentrated in expanding access to primary education for a broader segment of the population or if the priority is higher education, where a much narrower part of the population benefits from public investment.

Section 3 presents some of the constraints and opportunities to financing primary education for all. It examines trends in demographics, education participation and progression in order to analyse the factors which influence current and future patterns of education spending.

Section 4 addresses another key concern for policymakers: the mix of public and private funding for education. It analyses the available comparative evidence on private contributions to financing education systems, the prevalence of public and privately-funded institutions, and the use of state subsidies for educational institutions through households and individuals.

1. MEASURING AVAILABLE RESOURCES AND GOVERNMENT COMMITMENT

As stated by the international community in the Dakar Framework for Action, “no country shall be thwarted from meeting the [EFA] goals due to lack of resources” (Education for All Forum, 2000). In response, national governments, international organizations and donors must assess the levels of resources currently invested in EFA and those required to actually achieve the goals. In particular, there is growing attention to benchmarking the efforts by governments in terms of resources devoted to universal primary education.

This section looks at two main indicators used to measure government commitment to education. The first consists of education expenditure as a share of national wealth or gross domestic product (GDP) per capita. This represents

the available resources for education in the broadest sense. It is then possible to better gauge government commitment by the second indicator, which represents the share of the total public budget devoted to education. It reflects the commitment of governments to education and the extent to which the sector can compete with other public spending priorities.

It is important to recognise that these indicators only reflect public education expenditure – not private investment. Only one-quarter of the world’s countries are able to provide internationally comparable data on private education expenditure (*see Statistical Table 14*). They are typically among the world’s most-developed countries. Section 4 presents a more detailed perspective on the entire range of funding sources.

In this section, patterns of government spending on education for 136 countries with available data are presented. The focus shifts from patterns in overall spending on education to the specific commitment of governments for funding primary education.

Government spending on education - Global and regional averages

The overall level of funding for education is an important issue facing policymakers. Is there sufficient funding to provide children with a good quality education? How much do countries with similar economic resources and student populations invest in education? Global and regional averages for education indicators help to provide a context for analysing country-level data.

Table 1 shows that governments of the world invested the equivalent of PPP\$ 2.5 trillion in education in 2004. This figure represents 4.4% of global GDP in PPP\$. (*See Box 1 for an explanation of PPP dollars, which are the basis for all regional figures.*)

Governments in North America and Western Europe invested the highest shares of national

resources in education: 5.6% of the regional GDP. The region is followed by the Arab States (4.9%) and sub-Saharan Africa (4.5%). The regions of Latin America and the Caribbean as well as Central and Eastern Europe are close to the world average, with 4.4% and 4.2% respectively.

By far the lowest level of public spending is found in Central Asia and in East Asia and the Pacific – both of which report only 2.8% of GDP. However, the figure for East Asia and the Pacific should be interpreted with caution as the average is based on an estimate for China for 1999.

TABLE 1
How much do the world's governments invest in education?

Public education expenditure in PPP\$ and as a percentage of regional GDP, by region, 2004

Table 1a. Public education expenditure by region, 2004

Region	Education expenditure					
	as % of GDP		PPP\$ (in billions)		% of regional total	
	Total	Primary level	Total	Primary level	Total	Primary level
Arab States	4.9	1.7	77.8	27.0	3.2	3.6
Central and Eastern Europe	4.2	1.1	164.0	41.2	6.7	5.6
Central Asia	2.8	0.6	7.7	1.8	0.3	0.2
East Asia and the Pacific	2.8	1.0	441.7	149.8	17.9	20.2
Latin America and the Caribbean	4.4	1.6	186.5	68.8	7.6	9.3
North America and Western Europe	5.6	1.5	1,355.6	372.3	55.1	50.2
South and West Asia ⁺¹	3.6	1.2	169.1	54.6	6.9	7.4
Sub-Saharan Africa	4.5	2.1	59.9	27.9	2.4	3.8
WORLD	4.4	1.3	2,462.2	741.1	100.0	100.0

Table 1b. Coverage of data on total public education expenditure by region, 2004

Region	Countries	Coverage of education expenditure						Countries with available GDP in ...	
		of world/regional GDP (in PPP\$)			of countries			PPP\$	US\$
		Total	Data for 2004	Data for 2003 or 2005	Total	Data for 2004	Data for 2003 or 2005		
Arab States	20	90.1	51.2	0.0	15	10	0	16	18
Central and Eastern Europe	20	100.0	73.2	24.5	20	9	7	19	20
Central Asia	9	70.0	61.8	3.5	7	5	1	9	9
East Asia and the Pacific	34	99.9	43.8	5.0	23	13	2	20	24
Latin America and the Caribbean	41	95.5	92.0	2.1	27	19	4	28	31
North America and Western Europe	29	100.0	91.3	4.4	23	19	1	23	23
South and West Asia ⁺¹	9	99.8	97.1	0.9	8	5	1	6	9
Sub-Saharan Africa	45	97.0	61.8	8.8	42	23	7	41	44
WORLD	207	99.1	75.3	5.5	165	103	23	162	178

Notes: Global and regional averages are weighted using national GDP in PPP\$ in 2004. Due to a lack of data, the relative weight of some countries was based on GDP in US\$ in comparison to all other countries weight based on US\$. For further details see on-line resources at www.uis.unesco.org/publications/GED2007. This table presents data for 2004 – not 2005. Therefore, these figures may differ from those found in Statistical Tables 13 and 14. Regional and global totals are calculated by multiplying the regional averages with the total regional GDP in PPP\$. Coverage for primary education differs from that for total expenditure.

⁺¹ Data refer to 2005.

Source: UNESCO Institute for Statistics database.

Differences across countries in public education expenditure as a percentage of GDP are enormous. Governments investing high levels in education spend 8 to 20 times more than low-spending countries in relative terms. In 11 countries, public expenditure on education is only 2% of GDP or lower: United Arab Emirates (1.3%) and Qatar (1.6%) in the Arab States; Indonesia (0.9%) and Cambodia (1.9%) in East Asia and the Pacific; the Dominican Republic (1.8%) and Bermuda (1.9%) in the Caribbean; and Equatorial Guinea (0.6%), Cameroon (1.8%), Zambia (2.0%), Gambia (2.0%) and Guinea (2.0%) in sub-Saharan Africa. None of

the countries in Central and Eastern Europe, Central Asia, Latin America, North America and Western Europe or South and West Asia reflect such low rates of public investment.

On the other hand, public expenditure exceeds 8% of GDP in 10 countries: Vanuatu (9.6%) and Marshall Islands (11.8%) in East Asia and the Pacific; Saint Vincent and the Grenadines (8.2%), Guyana (8.5%), Saint Kitts and Nevis (9.3%) and Cuba (9.8%) in the Caribbean; Iceland (8.1%) and Denmark (8.5%) in Western Europe; and Botswana (10.7%) and Lesotho (13.4%) in sub-Saharan Africa. (See *Statistical Table 13*.)

BOX 1 What are PPP dollars?

In order to compare the absolute costs per student or the magnitude of national education budgets, it is essential to convert local currencies into a single standard. Results can vary widely according to the method of calculation used. In most cases, national currencies are based on the U.S. dollar at the market exchange rate.

Yet, it is widely accepted that purchasing power parities (PPP) better reflect the real value of educational investments made by governments and families. PPPs are rates of currency conversion which eliminate differences in price levels among countries. This means that a given sum of money, when converted into U.S. dollars at PPP rates, will buy the same basket of goods and services in all countries.

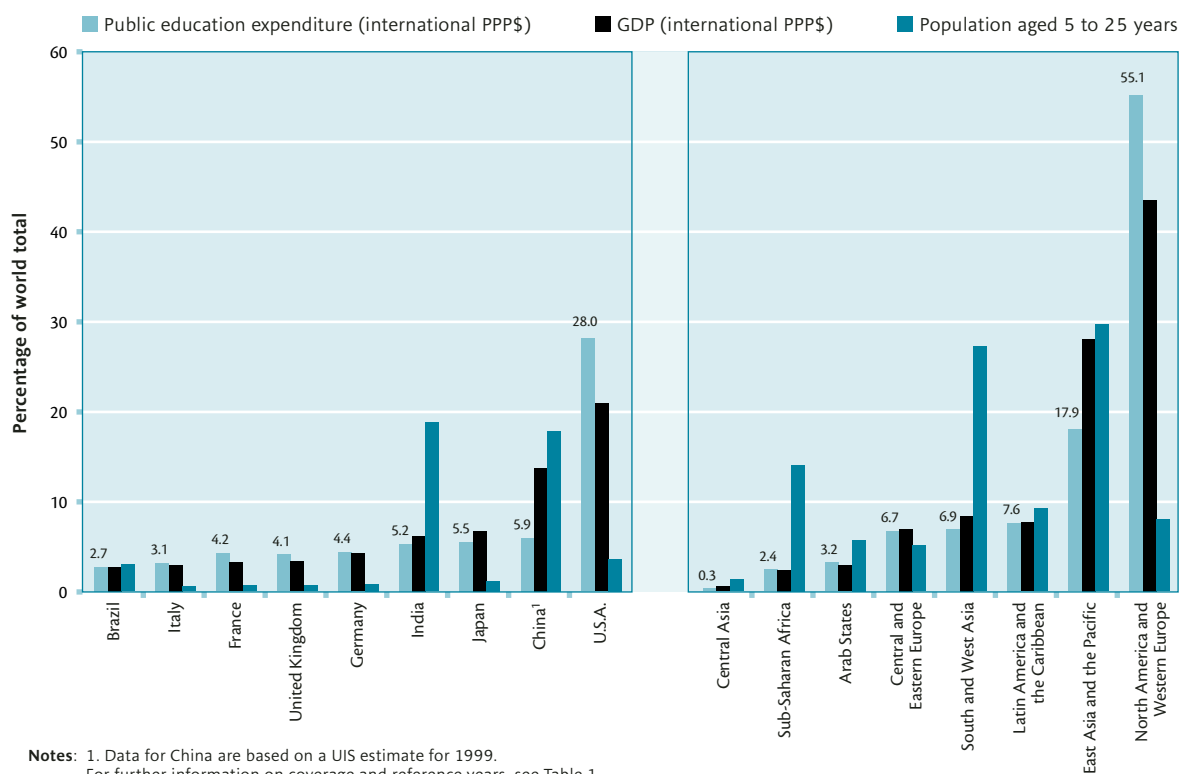
On the basis of PPPs, the global education budget in 2004 was worth the equivalent of \$2.46 trillion. This figure would fall to 1.97 trillion if converted into U.S. dollars on the basis of market exchange rates. From a policymaking perspective, this difference may not be significant. However, the choice of conversion technique can seriously distort regional and national comparisons, especially when considering inequalities among countries. For example, the educational budget for sub-Saharan Africa in US\$ represents just 1.1% of the global total, compared to 2.4% in PPP\$.

The consequences may be even greater when comparing absolute expenditure per student. To evaluate the value of educational resources, it is essential to consider the purchasing power of these funds rather than the international market price. For example, annual expenditure per primary student in Guatemala and Kenya appear to be identical at US\$ 105. But in effect, that same amount of spending will buy pupils in Kenya PPP\$ 252 worth of goods and services, compared to just PPP\$ 202 in Guatemala.

FIGURE 1

How do the global distributions of public education expenditure, national income and population compare?

Global distribution of public expenditure on education, GDP and population aged 5 to 25 years, by region and for selected countries, 2004



Notes: 1. Data for China are based on a UIS estimate for 1999. For further information on coverage and reference years, see Table 1. Sources: UNESCO Institute for Statistics database and Table 1.

The global distribution of public education spending

Figure 1 shows the percentage distribution of the world's public education spending (measured in PPP\$) by region and for selected countries. The most-developed countries in North America and Western Europe account for more than one-half of the global total of public education spending. Yet, less than 10% of the world's school-age population (from primary to tertiary levels) live in these countries.

The United States, which is home to just 4% of the global population aged 5 to 25 years, accounts for more than one-quarter of the

global public education budget. It spends as much as all governments in six global regions combined: the Arab States, Central and Eastern Europe, Central Asia, Latin America and the Caribbean, South and West Asia, and sub-Saharan Africa.

The American government spends 28% of the world's public expenditure on education, a proportion that exceeds its share of global wealth – which represents 21% of global GDP. Similar cases are seen in France, Germany and the United Kingdom, where their shares of education spending outweigh their individual proportions of the world's school-age population and global wealth.

A very different situation emerges in East Asia and the Pacific, which has the second-highest share of global public spending on education, at 18%. These governments invest less in education than their share of global wealth (28%) and the school-age population (29%). More than one-half of the region's education spending is attributed to China (home to 17% of the world's school-age population) and Japan (approximately 1% of this population). It is important to note that the regional figure is based on 1999 estimates for China, because more recent data are not available.

In Latin America and the Caribbean, there is a balance across education spending (8% of the global total), the regional share of the world's children and young people (9%) and global wealth (8%). The opposite scenario is found in South and West Asia, where 7% of the world's public education resources are spent on 28% of the school-age population.

The greatest imbalance is found in sub-Saharan Africa, where only 2.4% of the world's education resources are devoted to 15% of the school-age population. According to estimates, the education budget of a single country like France, Germany or Italy outweighs the education expenditure of all sub-Saharan African governments combined.

Public education funds and the overall size of public budgets

To gauge public commitment to education, the previous discussion focused on the size of education budgets in relation to a country's ability to generate wealth (GDP). It is also useful to compare the share of education budgets with the overall state budget. This breakdown highlights the relative importance attached to education compared to other priorities, such as health care or military defense.

The size of available public resources varies considerably across countries. Total public budgets reported by countries range from less than 10% of the national GDP in the United Arab Emirates to over 50% in countries such as Belarus, Cuba, Denmark, Jamaica, the Marshall Islands, Saint Kitts and Nevis, and Sweden. Government spending reaches over one-half of the level of national income in 15 countries. The highest shares of public spending relative to GDP are found in the Marshall Islands (75%), Saint Kitts and Nevis (74%), Jamaica (60%), Cuba (59%), Guyana (58%), Sweden (57%) and Denmark (56%).

At the other end of the spectrum, available public resources are far more limited in the United Arab Emirates, where government spending accounts for just 5% of GDP, followed by Madagascar (13%), Azerbaijan (13%), Zambia (13%) and Oman (15%).

The share of public resources that are invested in education also varies across countries. For example, less than 5% of public expenditure goes to education in Equatorial Guinea, while close to 30% is spent in Lesotho and Kenya.

Figure 2 presents the relationship between public education expenditure as a percentage of total government expenditure and total government expenditure as a percentage of GDP for 104 reporting countries.

The figure shows that in countries where total public expenditure represents a larger share of national wealth (such as France, Jamaica and Sweden), the proportion of public expenditure that is spent on education is smaller. Conversely, countries with more limited available government resources in relation to national income (such as Madagascar, Oman and Thailand) tend to spend a higher proportion of government revenue on education. With the exception of Botswana and

role is partially reflected by the overall size of available public resources. In countries where this role is weak (e.g. no infrastructure for tax collection), there is less revenue to redistribute through the funding of public services. Since, in some of these cases, education systems represent one of the few public services provided by the government, education expenditure is likely to make up a large share of the total.

Changes in national income, public expenditure and education expenditure since 1999

How has public education expenditure changed in real terms since 1999? Is it linked to changes in the levels of GDP or total public budgets? For a number of countries, it is possible to examine how education funding levels have changed in relation to trends in available resources (e.g. national income and state budgets).

Figure 3 shows trends since 1999 in GDP growth, total public spending and public education expenditure for 41 countries with available data. The change in actual education spending in absolute values for 2005 is adjusted for inflation.

Since 1999, national GDP grew in all countries presented, especially in Central and Eastern Europe, Central Asia, South and West Asia and East Asia. Yet, it grew only marginally for some more-developed countries (e.g. Argentina, Austria, Denmark, Germany, Italy, Japan and Portugal).

Thus, the rise in national income in many countries could potentially lead to more resources for education. But this ultimately depends on a government's ability to mobilise additional revenue, which almost all countries succeeded to do, except for Argentina, Guyana and Saint Lucia.

In a number of countries, public budgets grew more slowly than GDP. This is the case for Argentina and Chile, for example, where public budgets lagged behind the rise in GDP by more than 10 percentage points since 1999. To the contrary, public revenues grew faster than the economy in 25 out of the 41 countries presented and by more than 30 percentage points in Colombia, Congo, Hungary, Mauritius and Slovakia. A combination of growth in public budgets and the share devoted to education in Georgia, Tajikistan and Ukraine led to the greatest increase in education expenditure worldwide, over 80% since 1999.

The widespread growth in GDP and the even more rapid growth in public expenditure provided a good basis for expanding education budgets in many countries. In general, growth in the economy and public expenditures corresponded to increased education expenditures. Thus, while available resources help to define the parameters for public education spending, the political will to redistribute income and allocate investment in the sector differs broadly across countries.

In Bangladesh, Finland, Malaysia and Spain, education expenditure rose in parallel to total budgets, i.e. the share of public budgets spent on education did not change compared to 1999, but education expenditure grew by over 15% due to the absolute increase in state budgets.

In Colombia, Hungary and Mauritius, education spending grew by more than 25%, yet public budgets in total grew 17 to 58 percentage points faster than that.

The situation was most dramatic in Congo, Guyana and Saint Lucia, where education spending decreased in real terms by one-third compared to 1999, even though public budgets remained steady.

FIGURE 3

Does public education expenditure keep pace with growth in national wealth and changes in total government expenditure?

Change in available resources and education expenditure from 1999 to 2005

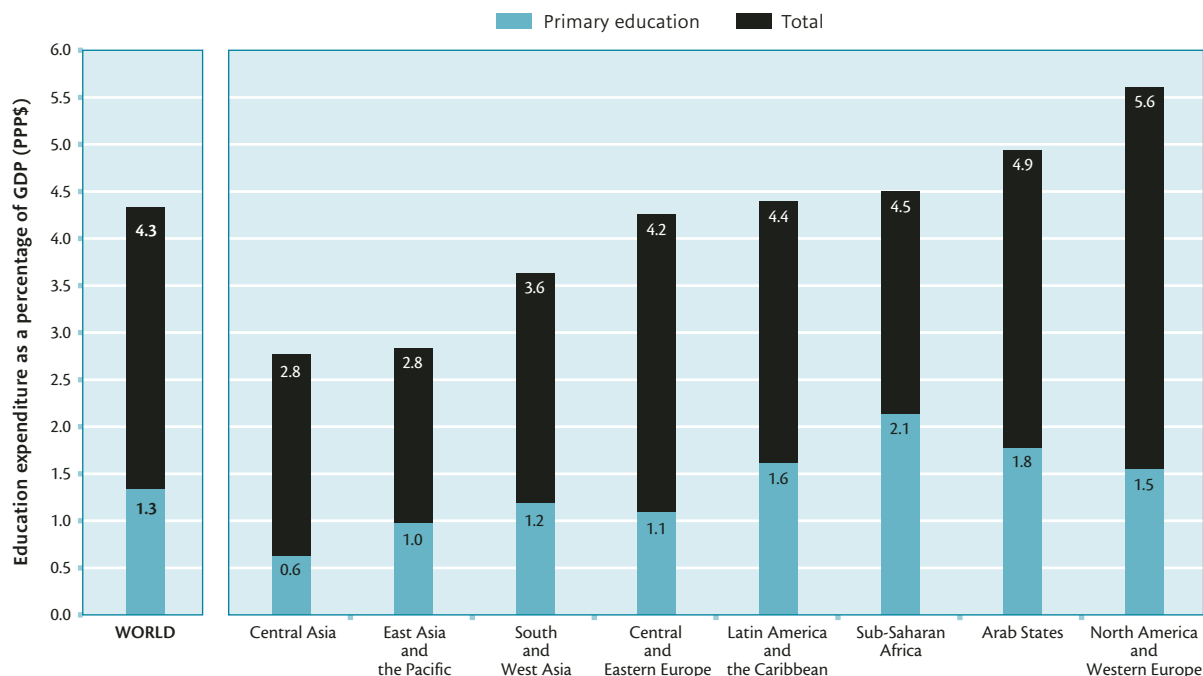


Note: All figures are adjusted for inflation.
Source: UNESCO Institute for Statistics database.

FIGURE 4

How much of regional GDP is spent on primary education?

Global and regional public expenditure on primary and total education as a percentage of GDP (PPP\$), 2004



Note: For further information on coverage and reference years, see Table 1.
Source: UNESCO Institute for Statistics, Table 1.

Investment in primary education

This section has sought to provide a broad perspective on efforts to fund education systems in general. It will now examine investment at the primary level, which is the focus of several international education goals.

As shown in **Figure 4**, almost one-third of all education financing worldwide is allocated to the primary level (PPP\$ 741 billion), which accounts for 1.3% of global GDP (PPP\$). Sub-Saharan Africa invests the greatest share –

2.1% of GDP – at the primary level. This region is followed by the Arab States and Latin America and the Caribbean.

At the opposite end of the spectrum, Central Asia spends just 0.6% of GDP on primary education. This may be partly due to variation in the duration of primary schooling – which is just four years in many of these countries, while the duration of lower secondary is longer than in other regions. This can explain the higher share of expenditure devoted to secondary rather than the primary level.

For a more detailed perspective, **Figure 5** shows expenditure on primary education as a share of the total education budget by region for selected countries.

In a number of countries, the share going towards primary education exceeds 60% (Burkina Faso, Cambodia, Cameroon, Dominican Republic and Kenya). This may reflect considerable efforts to provide basic education to relatively large school-age populations. It may also indicate that relatively few children and young people pursue higher levels of education. It may

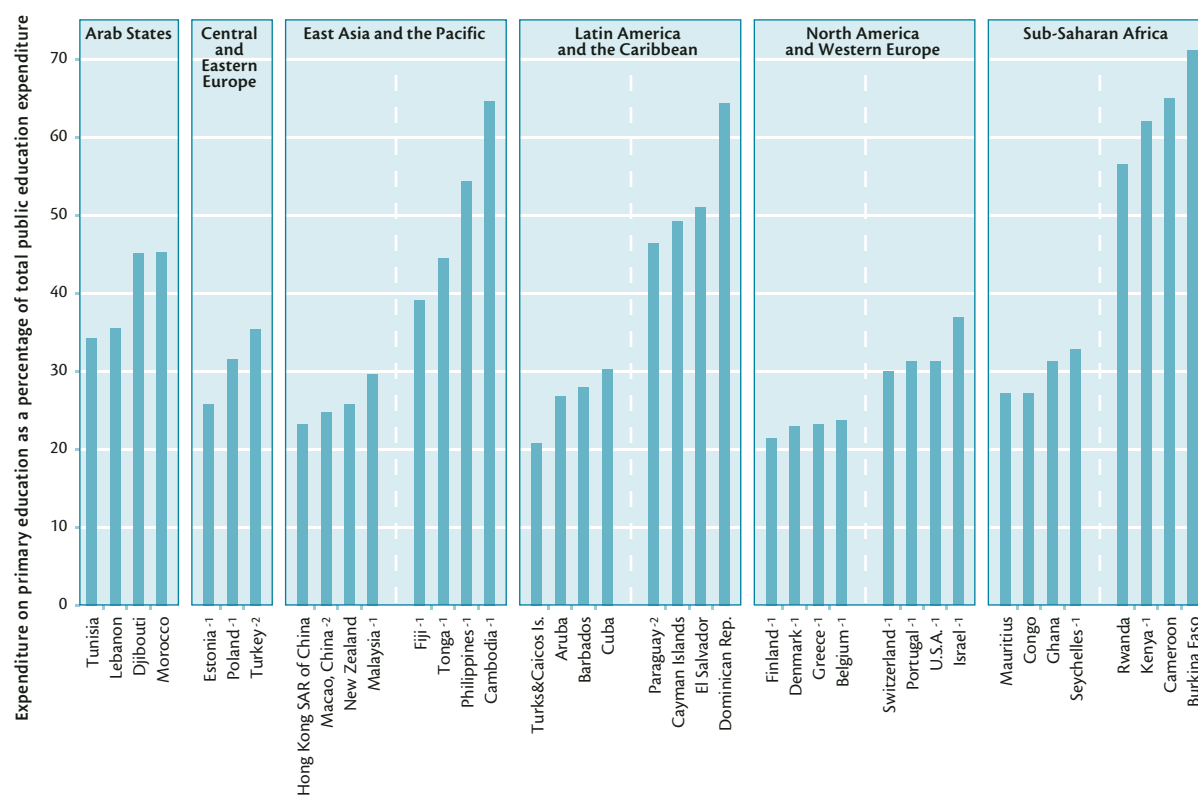
be the case that the secondary and tertiary sectors are relatively small and selective or perhaps more dependent on the private contributions of students, families and communities.

In contrast, the share of primary spending rarely reaches 35% in regions with higher levels of participation in upper secondary and tertiary education and in regions with declining numbers of primary school pupils. This is notably the case for countries in North America and Western Europe, as well as in Central and Eastern Europe.

FIGURE 5

Which countries spend the highest or lowest share of public education expenditure on primary education?

Public expenditure on primary education as a percentage of total public expenditure on education, by country, 2005



Notes: ⁻¹ Data refer to 2004; ⁻² Data refer to 2003.

Source: UNESCO Institute for Statistics, calculation based on Statistical Table 14.

2. MEASURING THE PUBLIC COSTS OF PRIMARY EDUCATION

The allocation of public budgets is ultimately the result of competing demands for limited resources. Policymakers must constantly seek a balance in the face of changing contexts: how much does the school system need and how much can the government afford to invest? Countries with rising demand for education are compelled to keep costs per student low. But other governments are less constrained by this demographic pressure and can, therefore, seek to improve the quality of education provision more broadly.

To explore these policy choices, this section will present indicators that reflect both perspectives: the cost of educating a student and the resources (per student) invested in the education system.

Expenditure per primary student

Public expenditure per student reflects the investments and costs associated with education. It covers the public contributions to the full range of expenses, including school construction and maintenance, teacher salaries, learning materials, as well as loans and scholarships for tuition and student living costs (see **Box 2**).

BOX 2 How is education expenditure defined?

UIS data on public education expenditure include the following:

Expenditure on educational institutions

Educational institutions include public and private teaching institutions and non-teaching institutions, such as ministries, local authorities, curriculum development or student welfare institutions.

Expenditure includes teacher and staff salaries, as well as pensions and allowances, school buildings, teaching materials, books, student welfare and administration of schools. At the tertiary level, expenditure also includes research and development performed at higher education institutions.

Public subsidies to the private sector

This includes scholarships, grants and loans to domestic students and those abroad for tuition and living costs. In addition, there are child allowances and special public subsidies, in cash or in kind, which are contingent upon student enrolment.

Private expenditure

This funding is limited to expenditure on educational institutions and excludes costs occurring outside institutions (e.g. school uniforms, transport, private tutoring, student living expenses and opportunity costs).

Capital versus current expenditure

Many researchers and analysts prefer to use current expenditure as the basis for calculating expenditure per student (UNESCO, 2006). Current expenditure does not include capital costs, which are generally associated with infrastructure (such as school construction, maintenance and rental fees). By excluding these costs, current expenditure better reflects the actual resources invested in pupils.

However, many countries only report total expenditure that includes capital costs. Therefore, this is used as the basis for indicators presented in this publication. All available data on current expenditure are published on the UIS website (www.uis.unesco.org).

Source: UNESCO/OECD/Eurostat, 2007.

But how can one compare costs per student among countries where there are different currencies and prices? By expressing expenditure as a percentage of GDP per capita, education budgets can be compared in relation to national income level, which is a proxy for a country's ability to generate education financing. It is also possible to directly compare the purchasing power of the funding provided for education annually through the use of international PPP\$ (see Box 1).

Figure 6 shows annual public expenditure per primary student as a percentage of GDP per capita for 122 countries with available data. There are large gaps between countries: 10 to 20 times more resources are allocated per student in high-spending countries than in those spending the least in relative terms. From a regional perspective, Central Asia has the lowest median of 9%, followed by South and West Asia at 10%¹.

In sub-Saharan Africa, the median expenditure per primary student was almost 13% of GDP per capita. But costs across countries in the region vary by almost a factor of ten: from 4% in the Congo to 35% in Burkina Faso.

A similar regional median (13%) was found in the Arab States and Latin America and the Caribbean. In the first region, expenditure ranges from 7% in Lebanon and the United Arab Emirates to 23% in Morocco and even 56% in Djibouti, which has the highest share of spending per primary student worldwide. In the second region, values span from 5% in Guatemala to 38% in Cuba.

The East Asia and the Pacific region has a median of 15%, with two countries reporting the lowest spending levels in the world. Indonesia and Myanmar invest just 3% of per capita national income annually per primary student. In contrast, costs are at least five times higher – ranging from 15% to 22% – in Australia,

Fiji, Hong Kong Special Administrative Region of China, Japan, Malaysia, New Zealand, the Republic of Korea and Thailand.

In contrast, countries in North America and Western Europe tend to spend close to a regional median of 22%. A similar pattern is also found in Central and Eastern Europe, where the median is 17%. Iceland invests the greatest share per primary student, with 27% of GDP per capita, followed closely by Cyprus, Denmark, Italy, Slovenia, Sweden and Switzerland. Even countries that fall below the median – namely the Czech Republic, Romania, Slovakia and Turkey – still make significant annual investments per primary student of about 12% to 13% of GDP per capita.

The cost differences among countries tend to rise with higher levels of education. Annual public expenditure per secondary student ranges from 3% to 5% of GDP per capita in Cameroon, Guatemala, Indonesia, Lao PDR and Myanmar. In contrast, the costs of educating a secondary student account for 40% to 50% of GDP per capita in Botswana, Cyprus, Cuba, Lesotho and Mozambique. Moreover, Burundi and Djibouti report the highest relative costs at 73% and 80% of GDP per capita respectively (see *Statistical Table 13*).

The gap widens even more dramatically at the tertiary level. Annual public spending on a tertiary student ranges from 6% of GDP per capita in Kazakhstan and 9% in the Republic of Korea and Peru to 1105% (or more than 11 times the level of GDP per capita) in Lesotho.

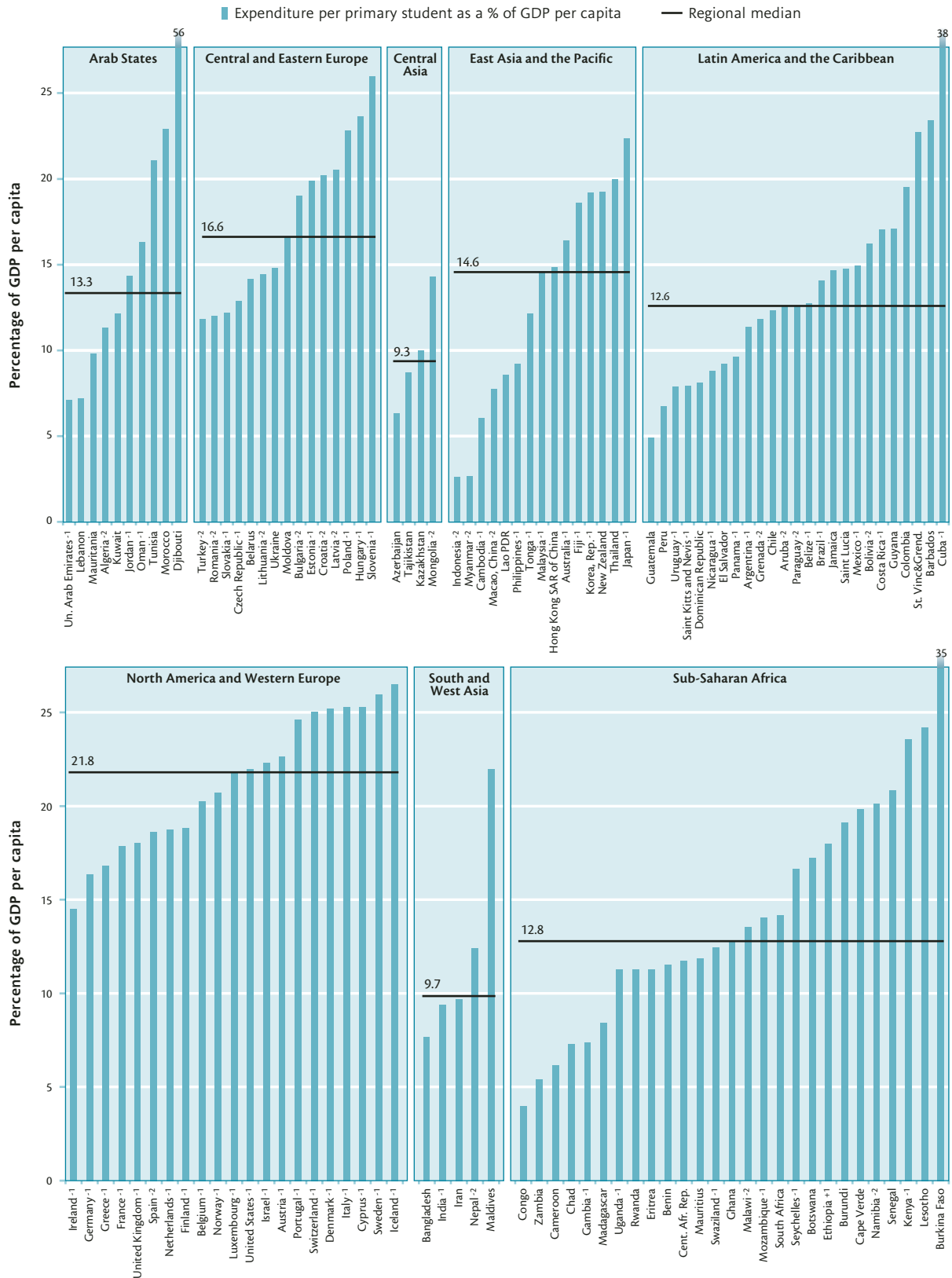
Yet, low public expenditure does not necessarily mean that schools or universities are under-resourced. In many countries, the contributions of students, families and others are extremely important, especially at the tertiary level, as the example of the Republic of Korea shows.

¹ Due to limited data coverage at the country level, it is not possible to calculate regional averages. However, the median provides a good indication of regional patterns in education spending.

FIGURE 6

Relative to national GDP, how much do governments spend per primary student?

Annual public expenditure per primary student as a percentage of GDP per capita, 2005



Notes: +1 Data refer to 2006; -1 Data refer to 2004; -2 Data to 2003.
Source: UNESCO Institute for Statistics, Statistical Table 13.

At the other extreme, the cost of educating a tertiary student is high in Djibouti, where annual per student investment represents 505% of GDP per capita, followed by Botswana (480%), Mozambique (435%) and Rwanda (409%).

It is important to consider that expenditure may be overstated for countries that subsidise internationally mobile students. For example, more than one-half of all tertiary students go abroad in Belize, Botswana, Gambia and Lesotho at considerable cost to the state (see *Statistical Table 10*).

Even when taking into account differences in national income when comparing expenditure per student across countries, the results show that poorer countries tend to provide substantially less funding per student than richer countries. **Figure 7** shows the relationship between annual expenditure per primary student expressed as a percentage of GDP per capita and the level of GDP per capita.

With the exception of the United Arab Emirates, all countries with a GDP per capita above PPP\$ 10,000 annually spend at least 11% of GDP per primary student. With the notable exceptions of Burkina Faso (35%) and Djibouti (56%), all countries that spend more than 25% of GDP per capita per primary student are relatively rich with a GDP per capita above PPP\$ 20,000.

Thus, annual spending on primary students in poorer countries represents a relatively smaller share of an already low level of GDP per capita. Figure 7 shows how this double effect amounts to very high differences in the funds invested in education across countries.

Purchasing power of education resources

The previous indicator reflects spending patterns in relative terms, but it is revealing to also consider the absolute values of these investments. By converting expenditure per student into PPP\$, it is possible to compare the purchasing power of these resources in absolute terms (see *Box 1 and Statistical Table 13*).

For example, Hungary, Kenya, Morocco and Poland spend about 23% of GDP per capita annually per primary student. Yet, the purchasing power of these investments varies considerably: the same share of resources will provide PPP\$ 250 worth of goods and services to a student in Kenya, compared to PPP\$ 1,010 in Morocco or PPP\$ 3,980 in Hungary.

Four countries invest less than PPP\$ 100 annually per student: Congo (42), Zambia (56), Madagascar (76) and Indonesia (89). Purchasing power per primary student is also extremely low (ranging from 114 to 147) in Benin, Burundi, Cambodia, Central African Republic, Chad, Eritrea, Gambia and Tajikistan.

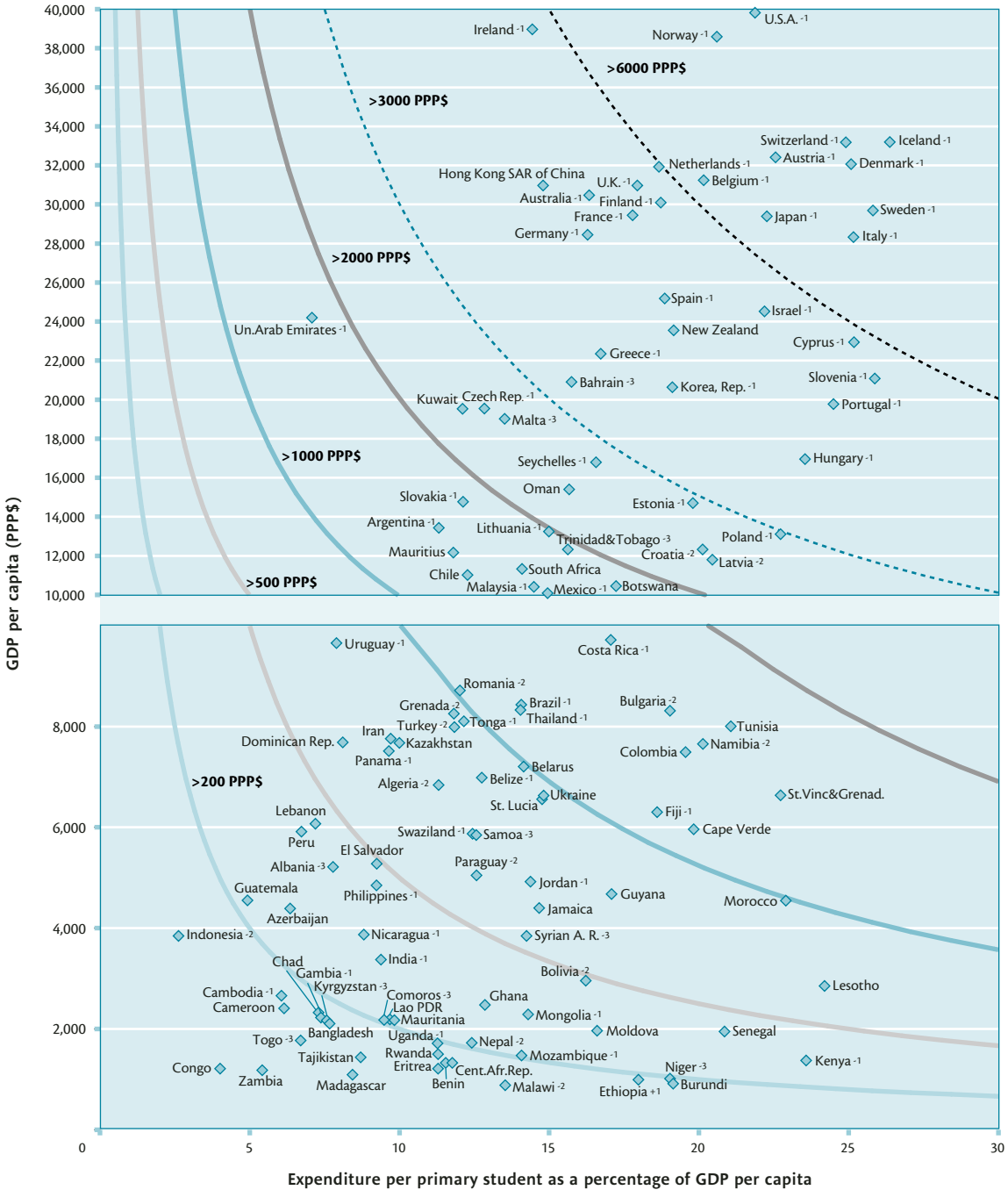
Developed countries have the highest absolute levels of education expenditure. Luxembourg spends the equivalent of PPP\$ 15,237 per primary student, though this is linked to support for tertiary students who follow programmes in other countries. Investments in Denmark, Iceland, Switzerland and the United States range from PPP\$ 8,040 to PPP\$ 8,760 annually.

Hong Kong Special Administrative Region of China reported annual spending of PPP\$ 4,630 per primary student, followed by Israel (5,440) and Cyprus (5,770). The next group of countries reports PPP\$ 1,700 to PPP\$ 2,900 and includes: Croatia, Estonia, Kuwait, Latvia, Seychelles, Tunisia and the United Arab Emirates.

FIGURE 7

How do rich and poor countries differ in terms of expenditure per student?

Annual public expenditure per primary student as a percentage of GDP per capita and in PPP\$ in relation to GDP per capita, 2005



Notes: The areas between the coloured lines in the chart indicate the different ranges of expenditure per student in PPP\$.
 +1 Data refer to 2006; -1 Data refer to 2004; -2 Data to 2003; -3 Data refer to 2002.
 Sources: UNESCO Institute for Statistics, Statistical Table 13; World Bank, 2006.

Any discussion on the absolute levels of education investments must also consider the impact of private contributions. In many less-developed countries, parents and communities directly pay for teacher salaries. In addition, schools often rely on tuition and other types of fees in diverse countries. For example, public investment per primary student is PPP\$ 1,557 in Chile. However this figure would rise by one-third to PPP\$ 2,120 if private spending was included (UNESCO-UIS/WEI, 2007).

Inequalities in the distribution of public education expenditure within countries

As shown in Figure 7, public spending on education varies widely across countries of the world, reflecting great divides in national wealth. Yet, these imbalances pale in comparison with those facing children and young adults in countries with limited resources. It is tempting to assume that resources are allocated evenly among young people, but the opposite is true: disparities within countries are stronger than those between them.

Two factors contribute to the inequalities within countries. First of all, children and young people do not have equal access to education. Some children never enter school and, therefore, receive no benefit from public funding for education. In Djibouti, for example, only 43% of children who are expected to enter primary school actually do.

Gross intake ratios are low in many sub-Saharan countries, such as Eritrea (50%), Niger (58%), the Central African Republic (59%), Congo (62%), Mali (64%) and the Democratic Republic of the Congo (67%). This suggests that in these countries one out of three children is currently denied access to school and, consequently, public resources for education (see *Statistical Table 2*).

Other children enter school but then drop out before completing their primary education. Therefore, they only benefit from a few years of public spending. This is the case for three out of four primary students in Uganda and Chad, where survival rates to the last grade of primary are 25% and 26% respectively. At least every second child starting primary school drops out in Benin, Madagascar, Malawi, Mauritania, Mozambique, Rwanda and Turks and Caicos Islands (see *Statistical Table 4 for primary school survival rates*).

On the other hand, students who continue to secondary or tertiary education derive much greater benefit from public education funds. The varying extent of these benefits is amplified by the increase in costs when students reach higher levels of education. Typically, expenditure per primary student is substantially lower than that at the secondary or tertiary level.

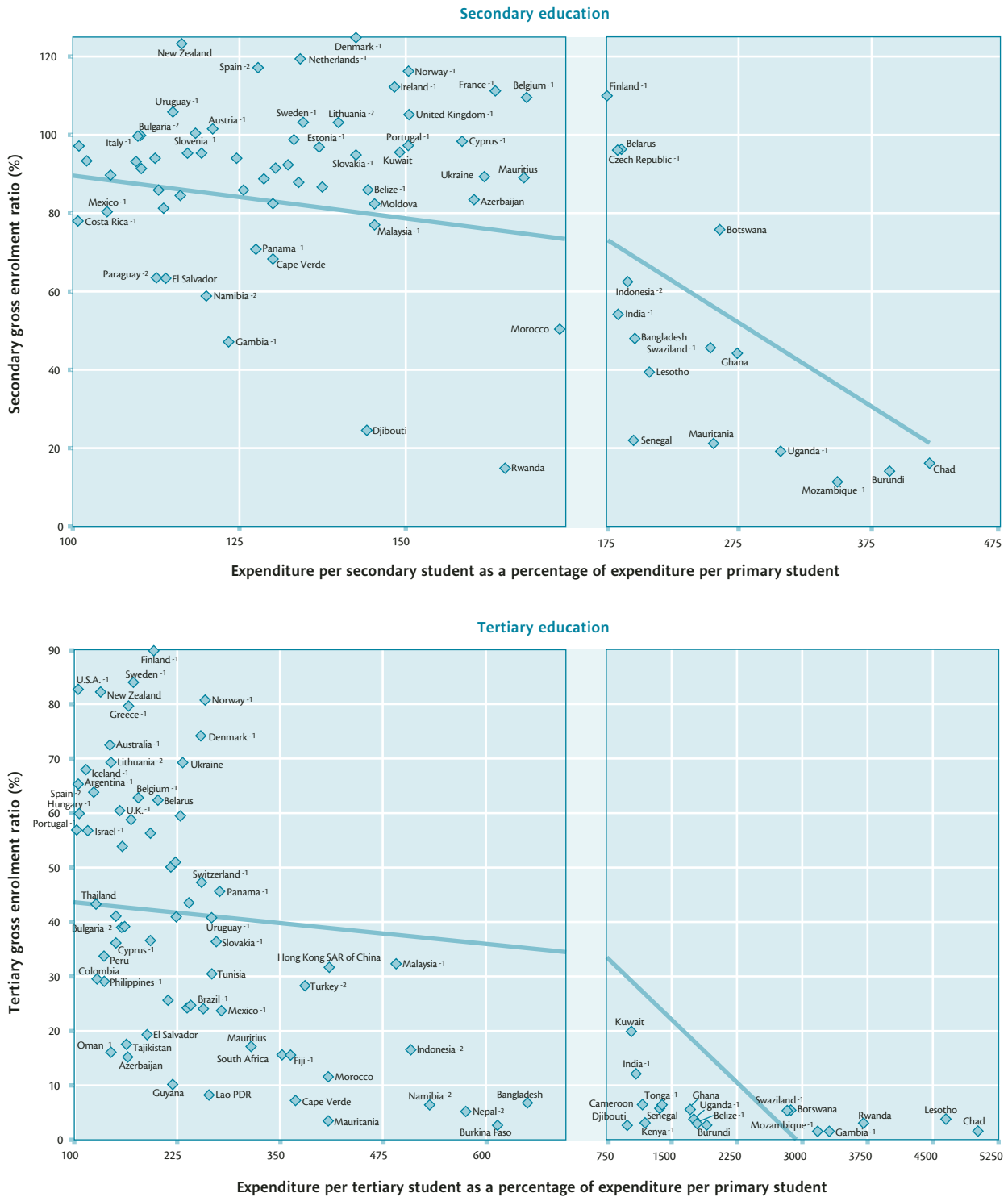
Figure 8 compares the annual cost per secondary and tertiary student relative to that of a primary student with corresponding participation rates. It shows that, for most countries with low participation rates, both levels of education follow a similar pattern of large cost increases relative to primary education. Therefore, these governments invest the most in the relatively few students who continue their education.

For example, it costs twice as much to educate a secondary student than a primary student in Burundi, Chad, Ghana, Lesotho, Mauritania, Mozambique, Swaziland and Uganda. Yet, less than one-half of the school-age children actually benefit from the increased investment, with gross enrolment ratios below 50% in these countries.

FIGURE 8

How does expenditure per student increase at higher levels of education in countries with low and high enrolment ratios?

Annual public expenditure per secondary and tertiary student as a percentage of annual expenditure per primary student and gross enrolment ratios, 2005



Notes: The relative expenditure is calculated by dividing expenditure per secondary or tertiary student by the expenditure per primary student, expressed as a percentage. This calculation can be done using expenditure as a percentage of GDP per capita or expenditure expressed in PPP\$.
 -1 Data refer to 2004; -2 data refer to 2003.

Source: UNESCO Institute for Statistics, Statistical Tables 6 and 8 and calculations based on Statistical Table 13.

Most other countries with enrolment ratios below 70% also show significant changes in the annual cost per student. Exceptions to this pattern are Cape Verde, El Salvador, Gambia, Namibia and Paraguay, where the cost of educating a secondary student is just 30% more than for a primary student. Differences in expenditure are slightly higher, but still moderate, in Djibouti, Morocco and Rwanda.

The differences in spending fall considerably in countries with high enrolment ratios (above 80%). A secondary student rarely costs more than 1.5 times that of a primary student. Exceptions to this pattern are found in Azerbaijan, Belarus, Belgium, Czech Republic, Finland, France, Mauritius and Ukraine, where expenditure per student is up to 1.8 times higher at the secondary level than the primary level.

The association between education spending and participation levels is even more marked at the tertiary level, where expenditure per student tends to rise dramatically. In countries with gross tertiary enrolment ratios above 35%, the annual public funds used to educate a tertiary student never exceeds 275% (or 2.75 times) the amount spent per primary student. Yet, in countries with tertiary enrolment ratios below 10%, the spending gap explodes: annual spending is between 5 and 50 times (5000%) more for a tertiary student than a primary student.

However, as mentioned above, it is important to consider that expenditure per tertiary student may be overstated for countries that subsidise

internationally mobile students, namely Belize, Botswana, Gambia and Lesotho. Unfortunately, the exact number of mobile students receiving state subsidies is unavailable. But, in the unlikely event that all mobile students are subsidised by their countries of origin, expenditure per tertiary student (at home and abroad) would still range from 8 to 30 times (800% and 3000%) more than the annual expenditure per primary student in these countries.

The inequities in access to public education funding are even more extreme in countries with scarce resources. The contrasting examples of Burundi and Cyprus illustrate internal disparities in how countries allocate funds across different levels of education through the use of the Lorentz curve (*see notes in Box 3*).

Figure 9 compares the distribution of public funding for Burundi to that of Cyprus. Cyprus reports high education spending in relation to its share of the school-age population and a very equal distribution of funds within the country. On the contrary, Burundi has a small education budget relative to its large school-age population and distributes the funds in a very unequal manner.

In Burundi, about 88% of primary school-age children enter this level of education (*see Statistical Table 2*). Right from the start, this means that about one in ten children will probably never benefit from any public education funding. Of those who enter primary school, 41% drop out before reaching the last grade, indicated by a

BOX 3 The Lorentz curve

Using the Lorentz curve, countries are ordered by their public education spending per school-age person. The horizontal axis presents the cumulative percentage of the youth population for each country, while the vertical axis represents the respective cumulative percentages of government spending on education.

survival rate of 59% (see *Statistical Table 4*). Using the gross intake ratio to the last grade as a proxy, it can be expected that just 52% of children complete six years of primary education.

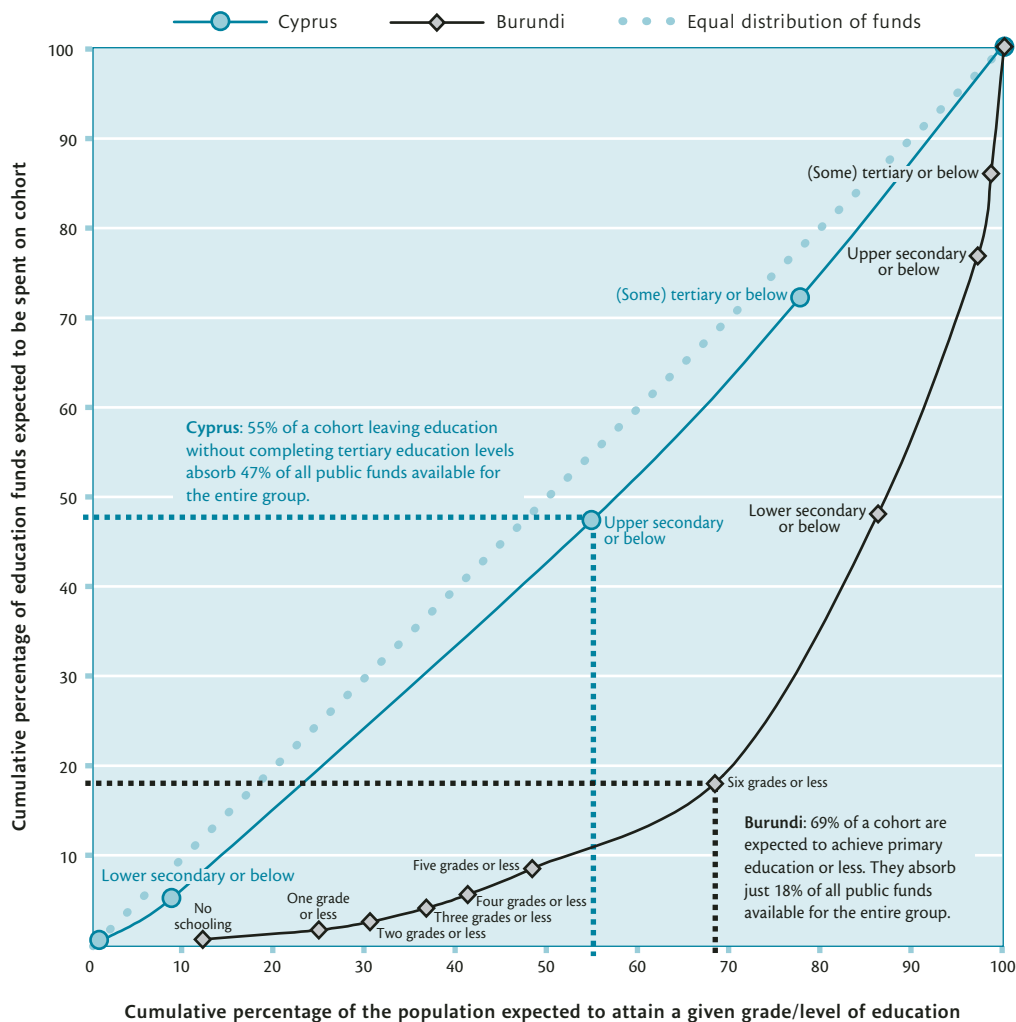
The 52% of the school-age cohort in Burundi that completes primary education will receive a cumulative public investment worth 114% of GDP

per capita (six years of schooling multiplied by 19% of GDP per capita, see *Statistical Table 13*). By comparison, children who complete an upper secondary education can expect to receive an investment representing 630% of GDP per capita. The value of the investment rises to 2380% of GDP per capita for tertiary students. So these students benefit from resources worth 20 times

FIGURE 9

How equally are public education funds distributed among children with different levels of expected education attainment?

Distribution of public funding for education in Burundi and Cyprus, 2005



Notes: The chart is based on the estimated population reaching a particular level of education. For primary and lower secondary education, the estimates are based on current entry rates, survival rates by grade of primary education and transition rates to lower secondary education (Statistical Tables 2 and 4 and UNESCO Institute for Statistics database). Enrolment ratios are used for higher education levels because most countries lack comparable graduation and entry rates (Statistical Tables 5, 7 and 8). In calculating the total amount of public education financing that each group can expect to receive during the course of their studies, the population has been broken down into the following groups: persons that are not expected to receive any education; those expected to drop out after primary grades 1, 2, 3, 4, 5, 6 or 7; followed by those expected to drop out in lower secondary, upper secondary or tertiary education.

Sources: UNESCO Institute for Statistics database and calculations based on Statistical Tables 2, 4, 5, 7 and 8.

the amount invested in a student who only completes primary education.

Figure 10 shows the distribution of educational resources for nine additional countries. These countries can be broken down into three groups.

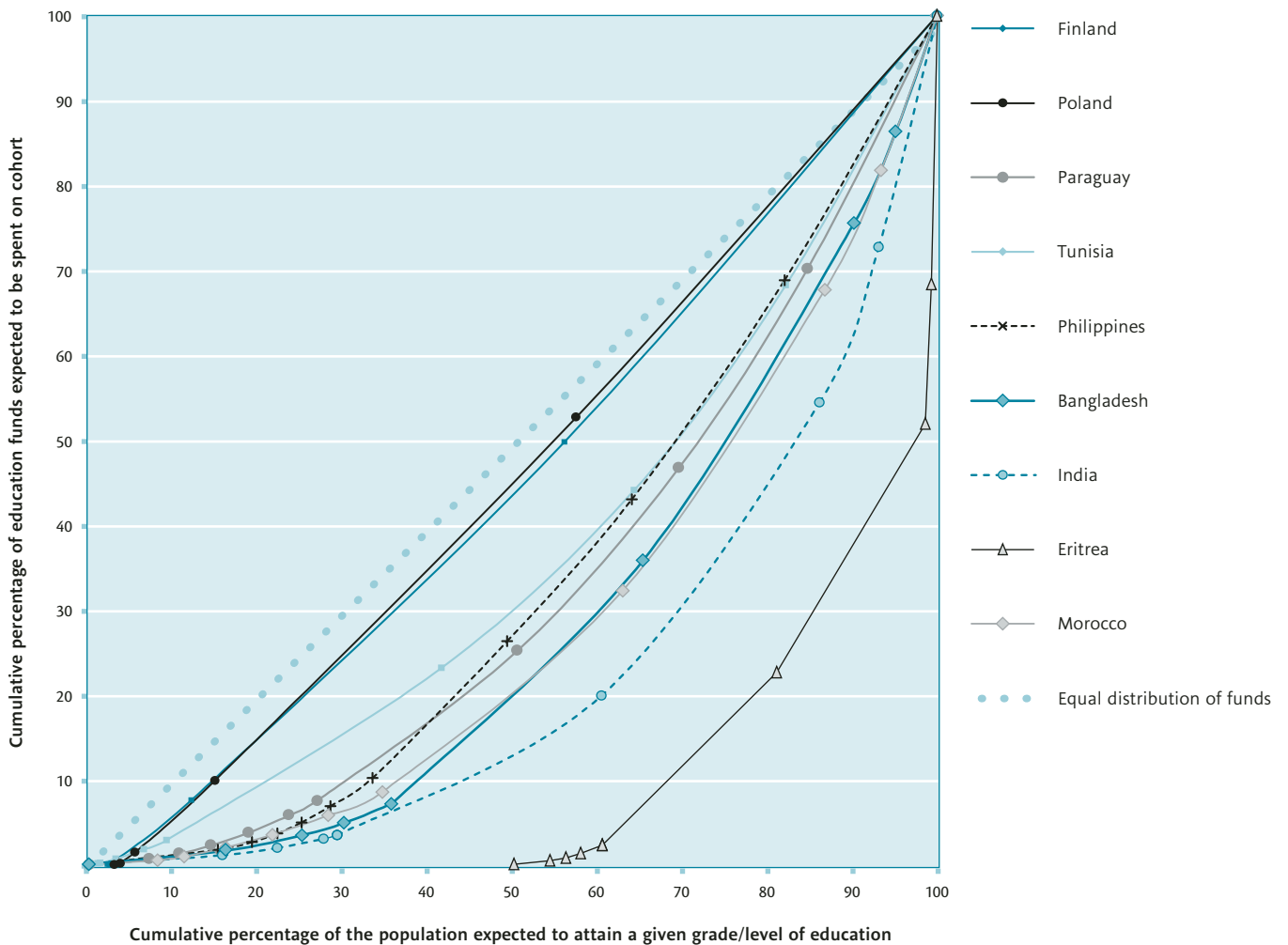
In the first group, countries such as Eritrea and India distribute funds extremely unevenly among their respective school-age populations.

In Eritrea, this is because one-half of the children never enter school and do not benefit from public funds at all. In India, this is largely because of low participation rates at higher levels of education. The majority of children do have access to low-cost primary education but are largely excluded from higher levels of education, where greater resources per student are invested. Equity issues are clearly at play given this uneven distribution of resources.

FIGURE 10

How equally is public education expenditure distributed among children with different levels of expected education attainment?

Distribution of public funding for education in nine selected countries, 2005



Note: See notes for Figure 9.
Sources: UNESCO Institute for Statistics database and calculations based on Statistical Tables 2, 4, 5, 7 and 8.

In the second group, almost all children complete primary and secondary schooling. Yet, in countries like Bangladesh and Paraguay, costs still vary considerably by level of education. However, equity issues may not be the only concern. It appears that there may be efficiency problems in the school system when there are large differences in spending across different levels of education.

Finally, in countries such as Finland and Poland, the cost differences do not seem to reflect disparities in terms of equity. Basically, the high enrolment rates at higher levels of education ensure that most children will benefit from the increased funding at some point in their school career. These countries might, however, question the efficiency of investing disproportionately at the end of a student's school career. Some of these resources might be better targeted on underperforming students in their early years of schooling.

It must be noted that the data available do not provide the same detail for higher levels of education than for primary education and, therefore, miss some of the distribution effects related to dropout during the course of secondary or tertiary studies. They also do not reflect cost differences across different fields of studies or universities.

3. CHALLENGES AND OPPORTUNITIES FOR FINANCING EDUCATION FOR ALL

Many countries aim to meet their commitment to universal primary education (UPE) by improving the coverage and quality of educational provision. However, they face very different contexts which underlie the potential to finance these goals. This section examines two inter-related factors that

influence education resource and spending issues: the demand for primary education and the internal efficiency of education provision. At the level of the education system, they represent important contexts for resource mobilisation and allocation which, in turn, shape the challenges and opportunities to improve the delivery of education services.

The demand for primary education stems from population growth and efforts to expand school systems in order to serve all school-aged children. This section examines the relative burden of youth populations across countries and changes over time in their absolute numbers. It also examines how broader demographic trends shape demand for education before projecting the required investments for countries seeking to ensure primary education for all children by 2015. In short, how much will it cost to achieve UPE in relation to current levels of expenditure?

The next step lies in evaluating how education systems use existing resources to deliver primary schooling. The organization and structure of education systems have an important impact on costs and resources. This discussion falls more within the scope of policymaking than population growth because it involves national schooling traditions and practices. It will examine how two measures of internal efficiency – student progression and completion of primary education – relate to financial resources for education. It is important to note that these measures reflect the efficiency, but not the effectiveness, of schooling systems (i.e. whether children attain basic skills and competencies).

A few country examples are presented in order to better illustrate how financial and demographic constraints shape the challenges and opportunities to achieve UPE.

Population growth, universal primary education and related resources

The share of the school-age population is an important determinant of resource levels for education. The school-age dependency ratio reflects a country's share of the population which is not of age to work and pay taxes yet is the target of public education expenditure. The higher the ratio, the smaller the number of taxpayers to provide funds for the population in need of education. An overall dependency ratio would also include those considered beyond the age to work and, thus, in need of social support.

The variation in the level of spending on primary education, shown in earlier sections, is largely due to differences in the relative size of the youth population. A country with a large proportion of school-age children will spend a higher share of its resources on education than a country with fewer children given equivalent unit costs.

That is, of course, if most school-age children actually receive educational services. This remains a distant goal in a number of countries. Indeed, education finance indicators also reflect the variation in primary participation rates: a country serving almost all of its primary school-age children can be expected to spend a higher relative share of its resources than one which provides schooling for only one-half of its school-age cohort.

Figure 11 illustrates demographic pressure and the education system's ability to respond by showing the relationship between the share of the school-age cohort among the total population and current capacity to provide primary education. System capacity is reflected by the gross enrolment ratio (GER) which represents the proportion of students, regardless of their age, relative to the school-age population. A GER of 100% means that the

education system has the theoretical capacity to cover the entire school-age population, though the indicator often exceeds 100% due to, for example, students who repeat grades. The GER is used here to assess system capacity rather than coverage of the school-age population, which is better reflected by net enrolment rates.

The figure shows that, among countries with relatively sufficient capacity, there is wide variation in the share of the school-age population. It can range from about 4% in countries such as Bulgaria and Latvia, to almost 20% in Mozambique, Swaziland and Zambia. It should be noted, however, that some of the variation is due to the fact that the duration of primary schooling (and thus the size of the age cohort) can range between four and seven years.

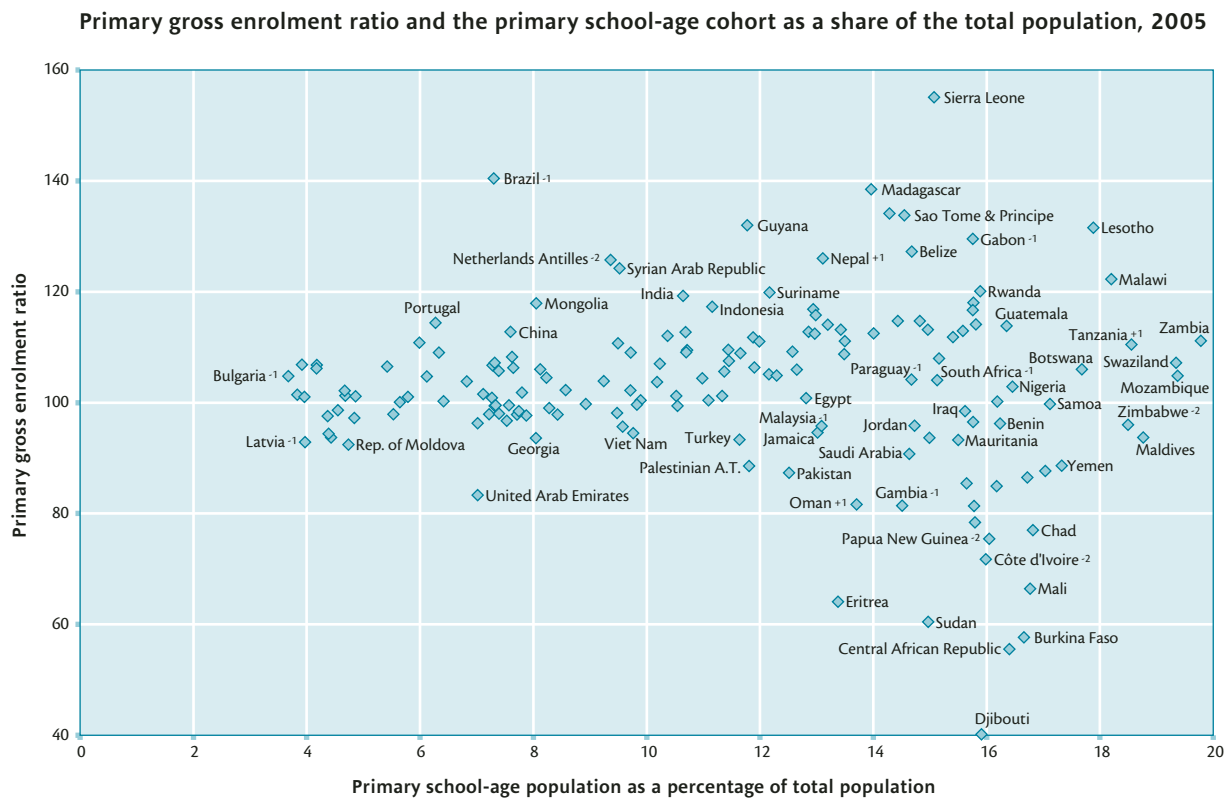
Nevertheless, every country in which youth make up less than 12% of the population has sufficient (or nearly so) capacity to meet the demand for primary education. Some countries, such as Brazil, have a relatively low youth population share but a high GER, which indicates the prevalence of grade repetition leading to over-age children enrolled in primary schools.

In countries with youth populations exceeding 12% of the total, enrolment ratios become much more varied. Djibouti and Gabon have similar shares of school-age children (16%), yet there is a large gap in their GERs, reported at 40% and 130% respectively. Very low or very high GERs reflect problems in education provision linked to either limited access or high rates of grade repetition.

The following countries have managed to provide sufficient education opportunities for their proportionately large school-age populations (13% to 18%): Belize, Gabon, Lesotho, Madagascar, Malawi, Nepal and Rwanda. These governments have been able to make significant investments to ensure that the

FIGURE 11

How do primary education systems respond to demographic pressure?



Notes: 165 countries representing 95% of the world's population.
 +1 Data refer to 2006; -1 Data refer to 2004; -2 Data refer to 2003.
Sources: UNESCO Institute for Statistics, Statistical Table 3; UN Population Division, 2004 estimates.

school systems can accommodate all of these children. However, sufficient capacity is one – albeit essential – element in the process of achieving UPE. Indeed, the efforts to expand the school system can compromise the quality of education. For example, the primary student-teacher ratio is 62:1 in Rwanda and 54:1 in Madagascar (see *Statistical Table 3*). There is also evidence of ‘queuing effects’ where children are entering school late or are repeating grades as suggested by the large numbers of children in primary education who are older than the intended primary school-age range.

Finally, another group of countries faces low school capacity and large proportions of youth

populations, as in the case of Burkina Faso, Central African Republic, Côte d’Ivoire, Djibouti, Eritrea, Mali and Sudan. In these countries, public spending on education is typically low because it targets only part of the school-age population. There is a great need to build wider access to education while monitoring and improving its quality.

As countries move towards lower population growth, the ratio of the size of school-age cohorts to the total population will ease. As education systems expand to better meet the needs of all children, resources can play an important role in ensuring that education quality is an integral part of this process.

Changes in the absolute numbers of primary students and school-age children

How the share and absolute number of the primary school-age population will change over time influence the level of resources required to meet demand for education. This is particularly important at the primary level, which is considered compulsory in almost all countries. Basically, rising numbers of school-age children generally correspond to a growing need for school places and teachers. However, a decline in the number of school-age children does not necessarily result in lower education spending, because many governments decide to invest in more targeted efforts to improve education quality or to increase participation among hard-to-reach groups (such as children with disabilities, ethnic minorities, etc.).

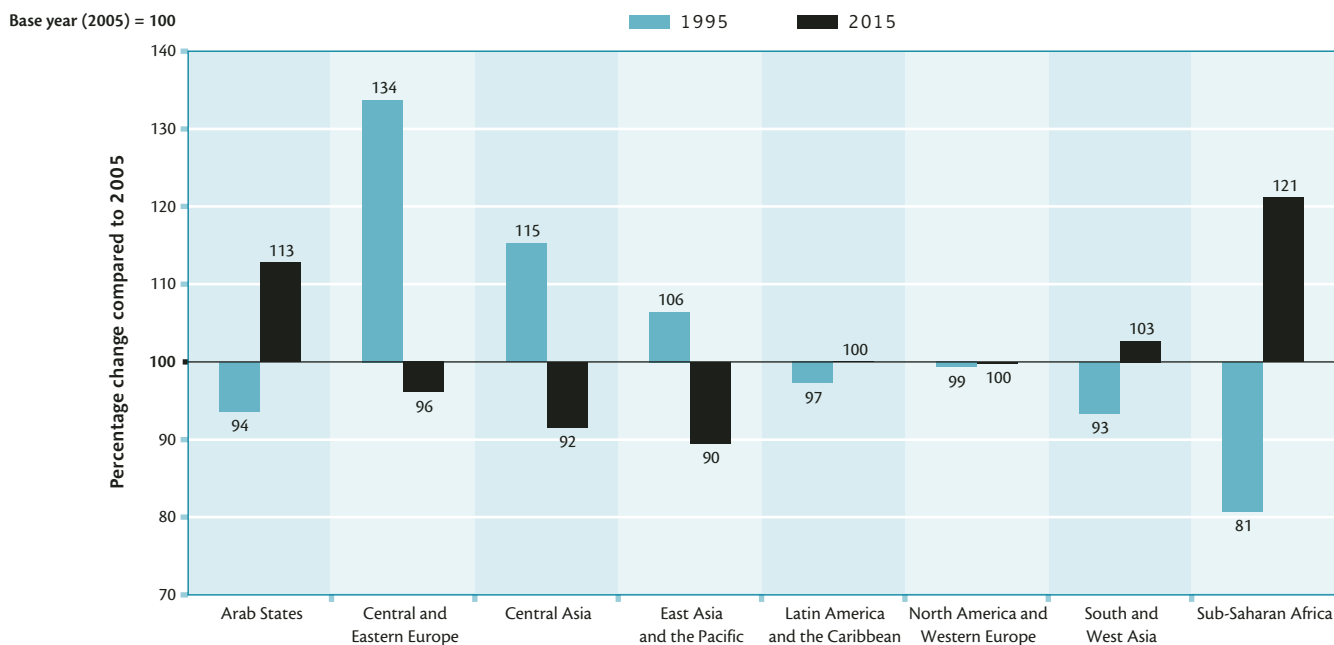
Figure 12 shows regional patterns in school-age populations for primary education between 1995 and 2015. Between 1995 and 2005, the size of the school-age population decreased dramatically in Central and Eastern Europe (by one-quarter) and Central Asia due to declines in birth rates. The number of school-age children also fell in East Asia and the Pacific.

In contrast, sub-Saharan Africa experienced the most rapid growth, with the number of school-age children rising by one-quarter. This means that there were five children in 2005 for every four in 1995. More modest growth was reported during this period in the Arab States (6%) and South and West Asia (8%). The school-age populations grew slightly in Latin America and the Caribbean and North America and Western Europe.

FIGURE 12

How are school-age populations changing across the world?

School-age population in 1995 and 2015 as a percentage of school-age population in 2005, by region



Note: Values greater than 100 for 1995 indicate a decrease in population, while values greater than 100 for 2015 indicate growing populations.

Source: UN Population Division, 2004 estimates.

Will demographic pressure ease in the near future? Figure 12 shows that population growth rates will slow between 2005 and 2015. The region which experienced the largest decline between 1995 and 2005 – Central and Eastern Europe – can expect a modest fall (4%) in the school-age population. East Asia and the Pacific will see the largest relative decline of 11%, between 2005 and 2015.

The most significant growth is expected in sub-Saharan Africa, where there will be 21% more school-age children in 2015 than in 2005. The Arab States will experience faster growth (13%) than in the previous period. However, only minor change (3%) is forecasted for South and West Asia.

From a national perspective, **Figure 13** illustrates the substantial variation in school-age population trends for a group of selected countries. For example, it shows that the

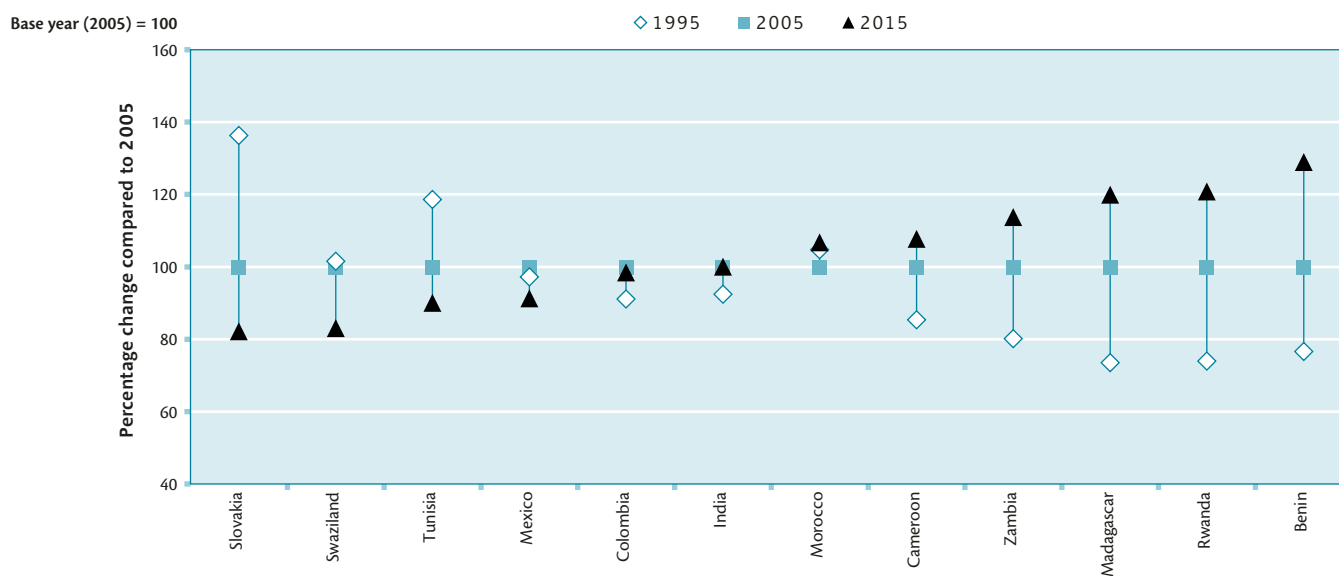
primary school-age cohort will continue to decline in Slovakia, Swaziland and Tunisia, while relatively strong growth is expected in Benin, Madagascar, Rwanda and Zambia.

It is interesting to note that several countries presented in Figure 13 managed to expand primary school capacity from 1999 to 2005, despite steady growth of the school-age population. For example, in order to raise GER from 75% to 111% in Zambia and from 74% to 96% in Benin (*see Statistical Table 3*), these countries expanded the total absolute number of students enrolled in primary education by 65% and 51% respectively. These are positive examples of progress at the national level. However, it is not certain that these countries will be able to sustain this expansion given the high rates of population growth which are expected to continue to 2015. Even if they can expand sufficiently the number of school places, they also need to focus on an efficient use of resources by reducing repetition.

FIGURE 13

Primary school-age population trends at the country level

School-age population in 1995 and 2015 as a percentage of school-age population in 2005 for 12 selected countries



Note: Values greater than 100 for 1995 indicate a decrease in population, while values greater than 100 for 2015 indicate growing populations.
Source: UN Population Division, 2004 estimates.

How will these factors influence the cost of universal primary education by 2015?

To reach the goal of UPE, countries which currently have insufficient capacity (as reflected by gross enrolment ratios below 100%) will need to expand their education systems. The associated costs are based on a number of factors. Nevertheless, it is possible to broadly assess the extent of education spending required to expand primary education based on current levels of expenditure per student.

What will it cost to sustain current levels of expenditure per student to 2015? The calculations presented here are based on changes in the primary school-age population and enrolment. It is assumed that universal primary enrolment is achieved with only moderate repetition. This means that the

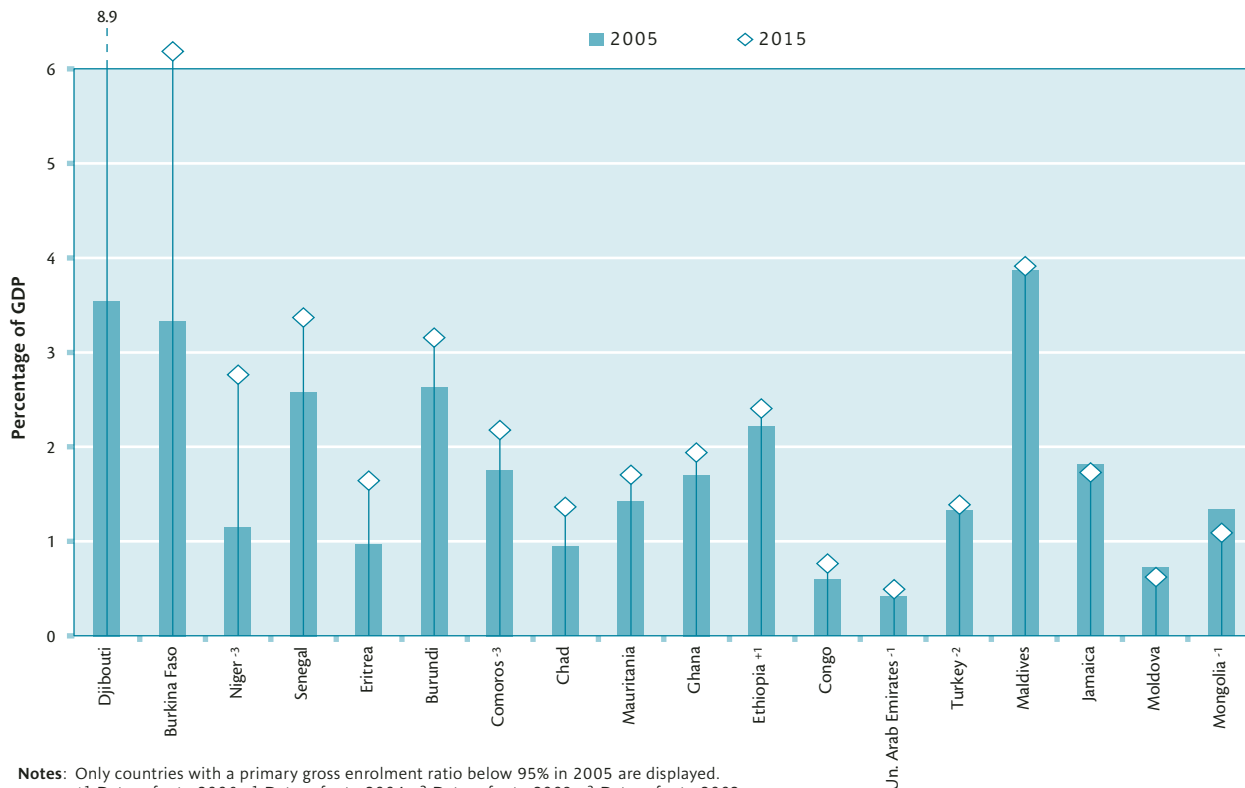
equivalent of 100% of primary school-age children are enrolled and a 10% margin of repetition is allowed. In other words, GER is assumed to be 110%, which implies a reduction in the number of repeaters where this level is exceeded.

Figure 14 shows public expenditure on primary education and estimates for 2015 for countries that need to expand their systems (i.e. GER below 95%). The estimates are based on the assumption that the annual unit cost per primary student, expressed as a share of GDP per capita, remains constant. It should be noted that these projections are based on total expenditure, including capital expenditure. It assumes that capital investment will grow at the current rate, given the need to expand educational infrastructure.

FIGURE 14

What will it cost to reach universal primary enrolment by 2015?

Current expenditure as a percentage of GDP and estimates for 2015, assuming UPE with GER of 110% and current expenditure per student or levels reaching at least 15% of GDP per capita



Notes: Only countries with a primary gross enrolment ratio below 95% in 2005 are displayed.
⁺¹ Data refer to 2006; ⁻¹ Data refer to 2004; ⁻² Data refer to 2003; ⁻³ Data refer to 2002.
 Source: UNESCO Institute for Statistics, Statistical Table 13.

To achieve UPE by 2015, total public expenditure must significantly increase in Burkina Faso (from 3.3% to 6.2% of GDP) and Djibouti (from 3.5% to 8.9%) which is not tenable. In Niger, education resources would have to double from the current 1.2% of GDP to 2.8%. This might be considered more viable than the other examples because of the relatively low target level. To reach UPE in Chad and Eritrea, education spending will have to increase by more than one-third by 2015.

At the same time, other countries require only a moderate or no increase in spending to finance UPE at current unit costs. Jamaica, Republic of Moldova and Mongolia could actually reduce their expenditure levels and still meet the goal. A modest increase of less than 20% is

required in Congo, Ethiopia, Ghana, Maldives, Mauritania, Turkey and the United Arab Emirates.

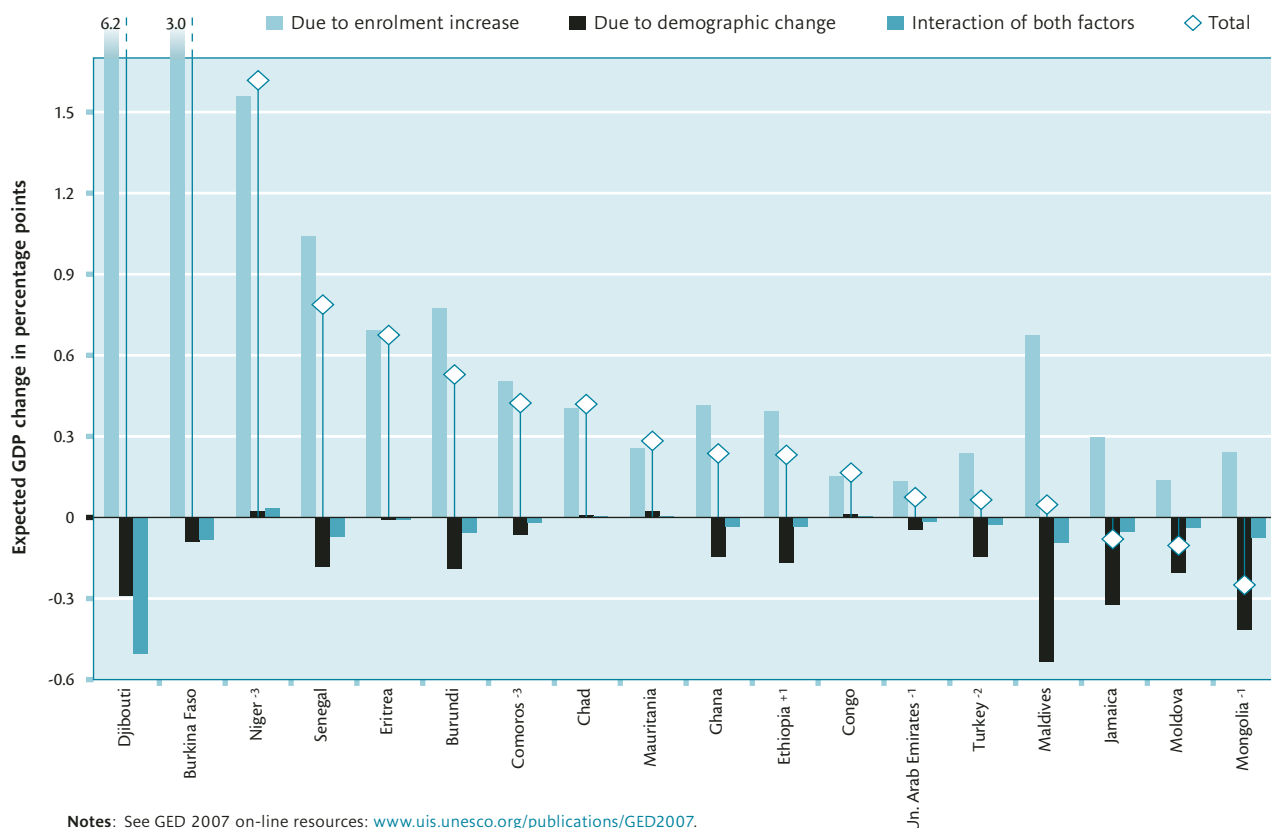
The remaining countries in Figure 14 could maintain their current levels of expenditure, provided that they reduce the percentage of repeaters among primary students. This is the case for countries like Burundi, where almost one in three primary students repeated a grade in 2005, Comoros (27% repeaters), Congo (24%) and Chad (22%).

To what extent is the projected rise in expenditure due to expected population growth or the insufficient capacity of the education system? **Figure 15** identifies the impact of these different factors in the same

FIGURE 15

What causes the projected change in education spending until 2015?

Decomposition of projected change in expenditure as a result of change in the demographic structure and enrolment levels



Notes: See GED 2007 on-line resources: www.uis.unesco.org/publications/GED2007.
 +1 Data refer to 2006; -1 Data refer to 2004; -2 Data refer to 2003; -3 Data refer to 2002.
 Source: UNESCO Institute for Statistics database.

group of countries presented in the previous graph. First, it illustrates the increase in spending (expressed in percentage points of GDP) needed for gross enrolment ratios to reach 110%, based on the current share of the school-age population. For comparative purposes, the figure shows the spending levels required to accommodate changes in the school-age population while assuming that enrolment ratios remain the same. The combined effect of both factors is illustrated also in the figure, while the diamond summarises the total projected change.

In most countries, a decrease in the share of the primary school-age population eases the financial strain involved in providing UPE. In countries such as Jamaica, Maldives, Mongolia, the Republic of Moldova and Turkey, population growth rates are so low that governments can actually maintain or decrease expenditure as a percentage of GDP, while expanding the coverage or capacity of education systems. The absolute number of children may not actually fall, but it is nevertheless growing slower than the rest of the population. This has the effect of reducing the school-age dependency ratio.

It is important to note that these models, which are driven by numbers of students, do not take into account education quality. The initial drive to expand education systems to reach all school-age children is often associated with reduced education quality. But to achieve UPE, the challenge lies not just in enrolling children in school but ensuring that they successfully complete their education.

The efficient use of resources to deliver primary schooling

Education costs are influenced by how efficiently education is provided. The discussion will turn now to student progression and completion, and the financial implications associated with children who start school but repeat grades. The indicators presented reflect how resources invested in primary education relate to the efficiency of primary schools, but do not examine the effectiveness of education systems, i.e. whether they are delivering good learning outcomes.

Figure 16 shows the relationship between system capacity and school completion through the use of proxies. The proxy for system capacity is the gross enrolment ratio: the benchmark of 110% indicates a sufficient level to enrol the school-age population and accommodate students who repeat grades. Higher GERs are typically due to the high share of repeaters (the ratio rises with the number of students older than the intended age range for primary school). Lower GERs indicate that the education system does not have the capacity to enrol the whole school-age population.

The proxy for primary completion rates is the gross intake ratio to the last grade of primary, which represents the proportion of the school-age population who complete primary education at the intended graduation age.

There are basically two groups of countries facing problems related to resources. The first group can be characterised by insufficient levels of capacity and low completion rates. Many

FIGURE 16

How is system capacity related to rates of primary completion?

Primary gross enrolment ratio and gross intake ratio to the last grade of primary, 2005



Notes: +1 Data refer to 2006; -1 Data refer to 2004; -2 Data refer to 2003.
 Source: UNESCO Institute for Statistics, Statistical Tables 3 and 4.

of these countries need to expand access to education, especially in light of demographic pressures. This is the case for Burkina Faso, Central African Republic, Djibouti and Niger. These countries do not have sufficient resources to meet demand for education nor to improve its quality, which underlies the low rates of primary completion.

The second group has sufficient capacity to reach the school-age population but many students are failing to complete primary education. The greatest difference in the indicators is found in Lesotho and Madagascar, where GERs exceed 130%, yet less than 70%

of the primary school-age population actually completes this level of education. This suggests high rates of children repeating grades and leaving school early.

This second group has managed to meet the basic infrastructure needs in order to achieve sufficient primary school capacity. However, the quality of education appears to be an issue, given the repetition and retention rates. This means that considerable resources are being used on students outside of the intended school-age population, without achieving the desired results. These children appear to be leaving school without attaining basic literacy and numeracy skills.

In both groups of countries, the number of repeaters is high. **Figure 17** illustrates the costs associated with primary students repeating grades where data are available (see *Statistical Table 4 for the proportion of repeaters at the primary level*).

In general, sub-Saharan African countries reported the highest costs associated with grade repetition. In Burundi, Namibia and Mozambique, 30%, 15% and 10% of primary students repeat a grade, respectively. These extra school years cost the equivalent of one-half to four-fifths of a percentage point of GDP. The costs are also significant in countries with moderate levels of repetition, such as Ghana and Guatemala (amounting to at least one-tenth of a GDP percentage point).

In the Asia and Pacific region, the equivalent of 0.41% of GDP is the cost of repetition in Nepal, followed by 0.25% in Lao PDR and 0.22% in Cambodia. In Latin America and the

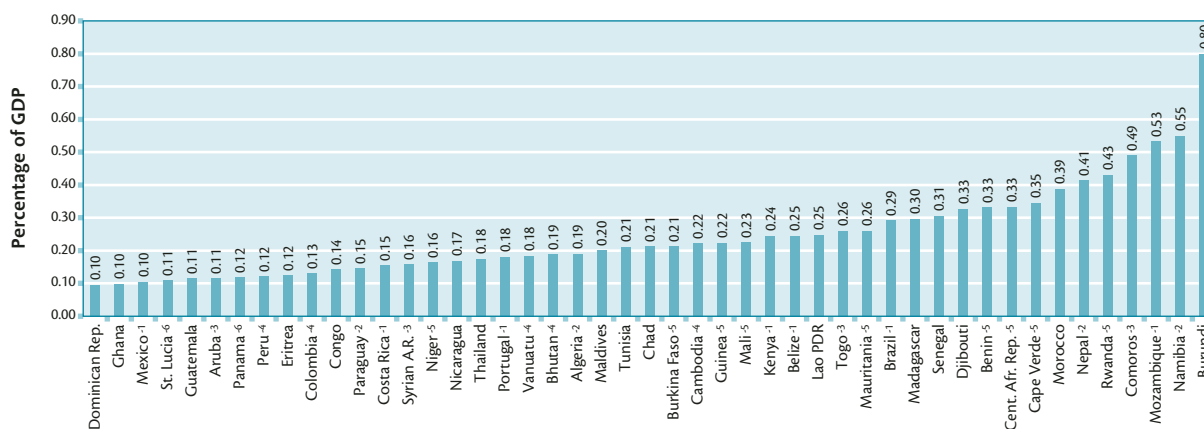
Caribbean, high costs were reported in Brazil, Belize and Nicaragua (0.29%, 0.25% and 0.17% respectively). In the Arab States, the highest figures correspond to Morocco (0.39%), Djibouti (0.33%) and Mauritania (0.26%).

The cost implications of repetition tend to rise even further at the secondary level because of generally higher unit costs. **Figure 18** shows considerable variation across countries. In Algeria (0.42%) and Brazil (0.37%), the cost of repeaters at the secondary level is greater than at the primary level. In Morocco, the costs at both levels are the same, at about 0.40%. Yet, in Mozambique, Nepal or Nicaragua, repetition at the primary level is a greater drain on resources than at the secondary level due to higher percentages of repeaters and higher enrolment ratios. In total, repetition at the primary and secondary levels costs the equivalent of 0.2 to 0.8 percentage points of GDP. This often amounts to a considerable proportion of the overall education budget.

FIGURE 17

What are the costs associated with primary grade repetition?

Cost of repetition as a percentage of GDP, 2005

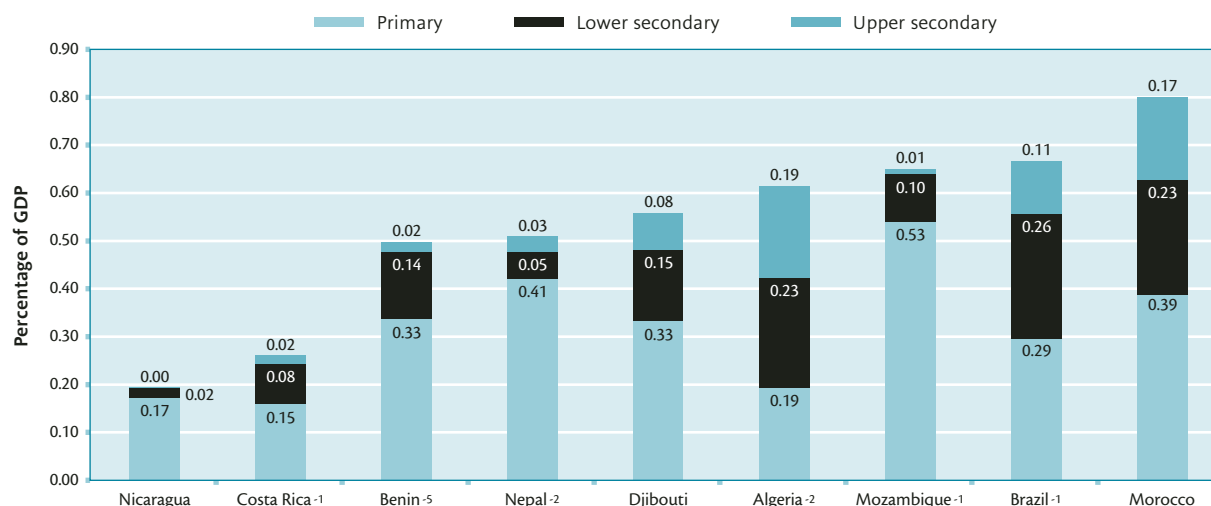


Notes: ⁻¹ Data refer to 2004; ⁻² Data refer to 2003; ⁻³ Data refer to 2002; ⁻⁴ Data refer to 2001; ⁻⁵ Data refer to 2000; ⁻⁶ Data refer to 1999.
Source: UNESCO Institute for Statistics calculations based on Statistical Tables 4 and 13.

FIGURE 18

How do the overall costs of repetition compare?

Costs of repeaters as a percentage of GDP by education level, 2005



Notes: ⁻¹ Data refer to 2004; ⁻² Data refer to 2003; ⁻⁵ Data refer to 2000.
 Source: UNESCO Institute for Statistics calculations based on Statistical Tables 4, 5 and 13.

Challenges and opportunities for financing education

The previous discussions explored how demographic trends, school capacity and the efficiency of educational provision influence the resource levels needed to achieve UPE. This section presents a few examples to summarise and better illustrate how countries face these challenges in relation to available financial and human resources.

Table 2 compares 11 sub-Saharan countries with the highest and lowest GDP per capita in US dollars in 2005. It includes five countries with the lowest measures of national income (across the continent as well as in the world), some of which have recently emerged from crises or conflicts – such as Burundi and Liberia. The six countries with the highest levels of national income per capita have experienced longer periods of relative stability.

The low levels of resources are indeed the main constraint to educational provision for the

least-developed sub-Saharan African countries. Measures of per capita GDP barely reach above US\$ 100 – or expressed in purchasing power parities, PPP\$ 800. The low level of national income constrains not only public but private contributions to education as well. These country examples reflect the great variation in terms of national income within the sub-Saharan African region, where the wealthiest country has a GDP per capita in US dollars which is 63 times higher than that of the lowest.

External assistance represents one approach to boosting the level of resources, although a comprehensive approach must be taken over the long-term. Countries such as Burundi and Liberia, for example, already receive external funding which exceeds one-half of their gross national incomes. Socio-political and economic stability are clearly required for progress. It is also essential to consider the myriad of factors that underlie the human resources required to build an operable education system. In Burundi, for example, just 59% of adults report the ability

TABLE 2
Multiple contexts influence public spending needs for education in sub-Saharan Africa

Country	GDP per capita, US\$, 2004 (WB)	GDP per capita, PPP\$, 2004 (WB)	Aid (% of GNI), 2004 (WB)	Adult literacy rate, 2000s (UIS)	Expected school-age population growth, 2005-2015, % (UNPD)	Primary GER, 1999 (UIS)	Primary GER, 2005 (UIS)	% repeaters, 2005 (UIS)	Gross intake ratio to the last grade of primary, 2005 (UIS)
Burundi	105	677	54.6	59	9	61	85	30	33
Ethiopia	113	756	23.0	36	24	59	100	7	51
Liberia	130	...	53.4	...	...	85	...	...	...
Guinea-Bissau	137	722	28.3	...	...	70	...	...	27
Malawi	153	646	25.9	64	36	139	122	20	59
South Africa	3,312	11,192	0.3	82	1	114	104	8	96
Botswana	3,668	9,945	0.5	81	-3	102	106	5	92
Gabon	3,860	6,623	0.6	84	16	132	130	34	66
Equat. Guinea	4,101	...	2.8	87	27	132	114	26	50
Mauritius	4,289	12,027	0.6	84	1	105	102	5	100
Seychelles	6,656	16,652	1.5	92	...	116	116	...	107

Sources: UNESCO Institute for Statistics database; World Bank, 2006; UN Population Division, 2004 estimates.

to read and write. So it can be a considerable challenge simply to find sufficient numbers of qualified adults who could potentially teach students in order to expand the coverage of the education system. Among the relatively wealthier countries in sub-Saharan Africa, there is a much broader base of literate adults to draw upon.

The challenges are particularly problematic for poorer countries where the size of the school-age population continues to grow at a rapid pace. Even some of the wealthier countries in the region – such as Equatorial Guinea and Gabon – are facing demographic pressure within their respective education systems. On a positive note, the alleviation of these trends has been a real opportunity for countries to make progress towards national education goals. This was the case for many countries in southern Africa, where the population growth rate has stabilised. The opportunity for governments to take advantage of the declining population cohorts has become more muted as a result of the HIV-AIDS pandemic. Thus,

the often-cited demographic dividend, which allows governments to maintain current levels of investment in order to address issues in education quality, is more difficult in reality to achieve.

Malawi is often cited as a positive example of a country with very low resources that managed to rapidly expand the capacity of its primary education system. However, there are clearly difficulties in maintaining education quality with only 6 out of 10 students reaching the last grade of primary education. Since 1999, the GER fell from 139 to 122 by 2005, which could be interpreted as improved internal efficiency. But, at the same time the percentage of repeaters rose from 14% to 20%. This suggests that the falling GER does not represent an improvement in repetition rates but an increase in the number of pupils leaving school early.

Education systems tend to perform better in the higher-income countries. The proxy measure of primary completion rates reaches 90% and

higher in this group, with the exceptions of Equatorial Guinea and Gabon. The availability of resources in these two countries presents an opportunity that should be matched by higher levels of outputs. For example, at a lower level of national income per capita, almost all children reach the last grade of primary education in Botswana. But in this respect, these countries are not achieving the performance expected given the level of national income. Greater efforts are clearly needed.

4. SOURCES AND FLOWS OF EDUCATION FUNDING

As noted at the outset, international debates concerning education financing have focused largely on public expenditure by governments and, to some extent, development agencies and donors. This is especially true for efforts to determine the resources required to achieve Education for All or the education-related targets of the Millennium Development Goals. In this context, the public sector focus is justified for it is the government's responsibility to provide access to compulsory or basic education. However, public funds reflect only part of what society as a whole invests in education.

The private sector – including individual students, households and organised groups – plays a significant role in financing schooling at all levels in many countries. However, the level of this investment is often difficult to identify and compare across countries. Many countries provide estimates of the amounts spent by households on education. But, they employ different definitions of 'education costs' and a variety of data sources, ranging from national accounts to household and school surveys.

Despite these limitations, the available data reveal considerable differences in private contributions to educational institutions across countries and by education levels. It also illustrates the extent to which private and public sources of education funding are intertwined. In many countries, a proportion of public funding goes towards private schools. At the same time, many public schools rely considerably on the private contributions of families (namely tuition fees). In addition, governments also indirectly fund educational institutions by providing subsidies to households.

This final section reviews existing data in order to provide a more comprehensive view of the different sources of education funding. It will highlight the links between the level of private contributions, prevalence of private provision and use of state subsidies to households. A further analysis of these issues by level of education brings out important policy dimensions. The ultimate aim is to provide a more complete picture of what society invests in education in order to better understand the cost and equity implications of attaining international education goals.

What a society invests in education

It is essential to consider all sources of funding for education and measure this investment using a consistent framework. To do so, it is necessary to identify what is meant by sources, flows and destinations of funding (see **Figure 19**). There are three main sources of funding for education: the public sector, the private sector and international sources. Public sector expenditure refers to funds spent by governments on educational institutions. This source can be further divided into responsibilities by different levels of government (e.g. central, regional and local).

The private sector includes contributions from individuals, households and other private entities (e.g. religious groups, firms, associations).

International sources of funding include loans and grants from multilateral organizations (e.g. development banks), bilateral aid and cooperation, and funds from international non-governmental organizations (NGOs). Typically, funds are provided through governments, but on rare occasions financing may go directly to educational institutions. Globally, international or external support comprises a small proportion of total education expenditure, although it can account for a considerable share of education resources in certain countries. **Box 4** examines how official development assistance reaches those countries furthest from achieving the international education goals.

Funds from all of these sources are destined for educational institutions that provide instructional services to individuals or education-related services to other educational institutions. For measurement purposes, three

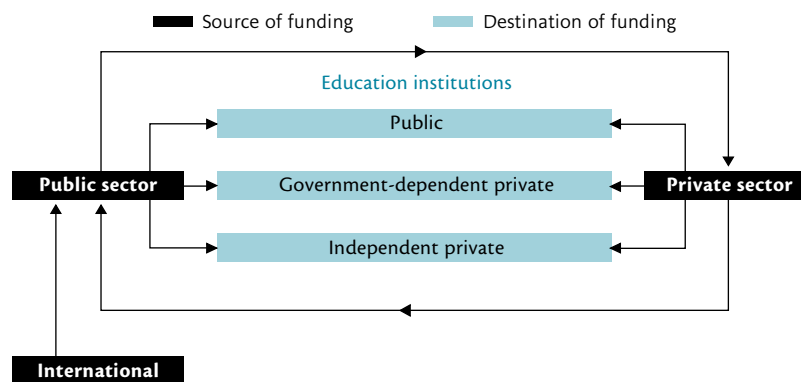
main categories of educational institutions are considered: public, government-dependent private and independent private, which are described in detail later in this section.

Expenditure flows to educational institutions may be direct or indirect. An example of a direct flow would be funds given directly to the educational institution either by the state or by households, e.g. tuition fees. An indirect flow is allocated through an intermediary. For example, the state provides a subsidy to a household which is used to pay for tuition or other fees at an educational institution.

Policymakers must balance the cost of providing quality education with available resources. Therefore, it is essential to consider all of the financial resources invested by society in education, as shown in Figure 19. The issue of private contributions raises important questions concerning the equity of education systems. Heavy reliance on private contributions is often an indication that some students may be denied access to education or specific educational services because their families are unable to pay for them.

FIGURE 19

Sources, flows and destinations of education funding



Source: UNESCO-UIS/OECD/WEI, 2003.

BOX 4 Is external aid for basic education going where it is needed most?

According to data from the OECD Development Assistance Committee (OECD-DAC), basic education aid commitments by OECD countries and multinational organizations more than doubled between 1999 and 2004, from US\$ 1.3 billion to US\$ 3.3 billion (2004 constant US\$) (UNESCO, 2006). The least-developed countries received almost one-half of this support, with the amount increasing by more than threefold over the same period.

Yet, huge gaps remain between the current level of official development assistance (ODA) and the needs of countries. There is no single method for measuring the education needs of countries. But a more comprehensive view is gained by considering a country's proportion of out-of-school children.

Figure 20 compares the amount of aid for basic education that countries receive per primary school-age child with their respective shares of out-of-school children. For the purposes of measuring ODA, basic education is defined as including early childhood, primary and basic life skills education. Overall, the vast majority of the 74 countries with available data received less than US\$ 10 per primary school-age child for basic education in 2004/2005.

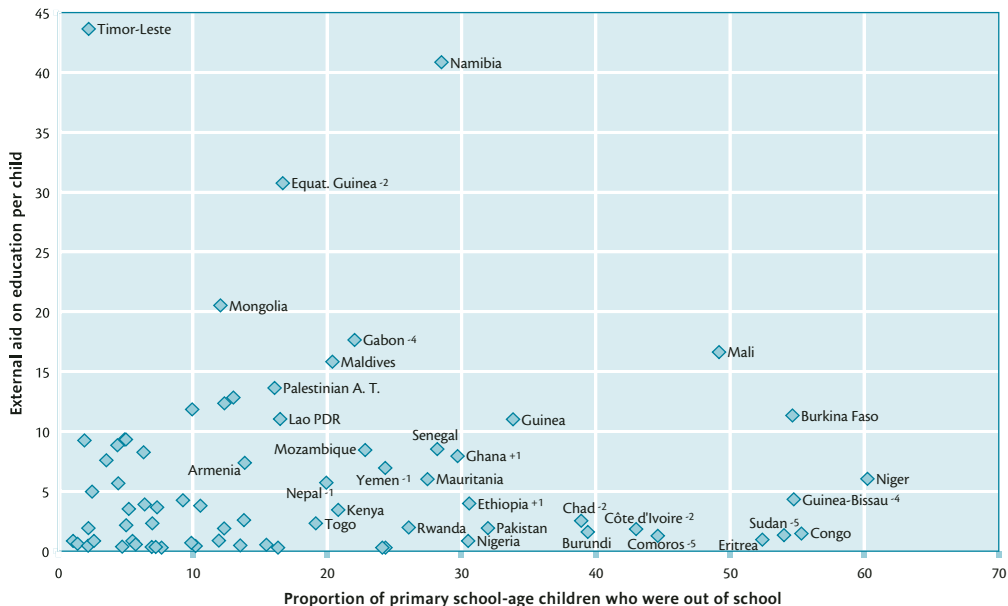
In fact, some of the countries most in need received even less support. The most extreme situations were reported in five sub-Saharan African countries: Congo, Eritrea, Guinea-Bissau, Niger and Sudan. More than one-half of the primary school-age population is currently not enrolled in school in these countries, which received less than US\$ 6 per primary school-age child in 2004/2005.

Indeed, there are a number of countries that are near to meeting the goal of providing universal primary schooling and which receive a low level of ODA for basic education on a per capita basis. There are a few exceptions. For instance, the share of out-of-school children in Timor-Leste was 2.2% and the country received on average US\$ 43.3 per primary school-age child in ODA in 2004 and 2005. In Equatorial Guinea, the share of out-of-school children was 17% and the ODA per capita was US\$ 31. But even these levels of aid can be considered to be low.

FIGURE 20

Does external support reach the countries in need?

External aid disbursements for basic education per primary school-age child in relation to the percentage of primary school-age children not enrolled in primary or secondary schools



Notes: 1. External aid disbursements per capita are the disbursements to basic education per primary school-age child. The figures represent the average of 2004 and 2005, in 2004 constant US\$.
 2. Data for out-of-school children are for 2005, except for: +1 Data refer to 2006; -1 Data refer to 2004; -2 Data refer to 2003; -4 Data refer to 2001; -5 Data refer to 2000.
 3. Two countries with very high levels of aid per child are excluded from this figure for better readability but are included in the analysis: Grenada (US\$ 296) and Solomon Islands (US\$ 87).
 Sources: OECD Development Database on Aid Activities and UNESCO Institute for Statistics database.

As previously explained, there is no single lens by which to view the funding needs of a country. Donors must consider a multitude of factors when disbursing aid. In addition, some countries most in need of external assistance have fragile institutions and, thus, have limited capacity to effectively use that support (Save the Children, 2007). Nevertheless, this figure highlights the fact that some of the countries furthest away from achieving universal primary education receive very little external assistance. This raises the risk of future generations falling even further behind in the pursuit of basic education.

Source: UNESCO/OECD/Eurostat, 2007.

Figure 21 presents public and private expenditure on education institutions as a percentage of GDP for 47 countries with available data. There is considerable variation, especially in terms of total spending (combining public and private funds). Cuba and Guyana invest more in education proportionately (9.9% and 8.9% of GDP respectively) than the top spenders among more-developed countries, such as Denmark, New Zealand, the Republic of Korea, Sweden and the United States, which range from 6.8% to 8.0% of GDP. In contrast, Indonesia and Uruguay reported the lowest levels of total education expenditure at 1.5% and 2.9% respectively.

In 14 of the 47 reporting countries, private spending on education exceeds 1% of GDP. It exceeds 2% in Israel (2.1), the United States (2.4), Colombia (2.8), the Republic of Korea (2.9) and Chile (3.1). In relative terms, private

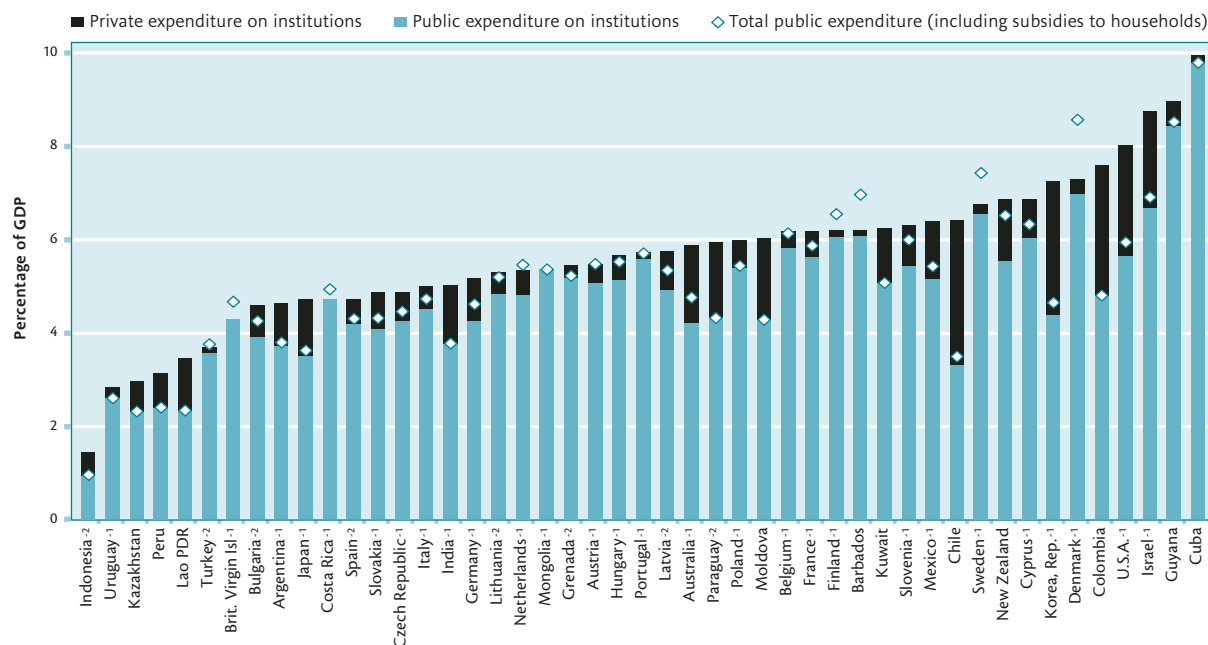
spending accounts for more than 10% of total education expenditure in more than one-half of the countries. The share rises to one-third or more in Chile, Colombia, Indonesia, the Republic of Korea and Lao PDR.

Private expenditure as a share of GDP varies by level of education (see Statistical Table 14). According to international conventions and legislation in many countries, the primary level of education should be provided free of charge. Nonetheless, private expenditure for primary schools exceeds 0.4% of GDP in five countries: Paraguay (0.4%), the Lao PDR (0.4%), Chile (0.6%), India (0.6%) and Nicaragua (1.2%). While the highest shares of private expenditure for primary education are found in less-developed countries, the highest levels of private expenditure for tertiary education are found in more-developed countries. The share for tertiary education exceeds 0.8% of GDP in six

FIGURE 21

Who pays for education?

Public and private expenditure on educational institutions, 2005



Notes: Subsidies are calculated as the difference between public expenditure on institutions and total public expenditure.

⁻¹ Data refer to 2004; ⁻² Data refer to 2003.

Source: UNESCO Institute for Statistics, Statistical Tables 13 and 14.

countries, namely Japan (0.8%), Australia (0.8%), the Republic of Moldova (1.4%), Chile (1.7%), the Republic of Korea (1.9%) and the United States (1.9%).

The role of government in education financing appears to be stronger in more developed countries than those less developed. In wealthier countries, taxpayers generally support basic education provision, while students and their families pay relatively less directly to public educational institutions providing basic education (although costs may be much higher for privately-operated schools). In many less-developed countries, students, households and communities must often assume greater responsibility for the diverse costs associated with schooling – such as school fees, textbook provision, contributions to teacher-related costs and parent-student associations.

Apart from varying government roles in financing education, the large differences in the share of total expenditure can be attributed to several other factors. First, there may simply be low levels of public spending for education. Second, there may be a greater volume of public subsidies to the private sector. Third, there may be greater private sector provision of education, especially at the tertiary level, with little or no direct state support. Finally, households may be expected to pay relatively high costs (fees or tuition) for public provision.

The case of Chile is of particular interest. The level of government spending is relatively low – 3.3% of GDP – comparable to Japan (3.5%) and Turkey (3.6%). However, the extremely high level of private funding (accounting for 48% of the total) pushes total education spending to 6.4%, which is comparable to the levels reported by Barbados (6.2), Mexico (6.4) and Sweden (6.8).

Figure 21 also highlights the levels of public subsidies to households (primarily for tuition

and student living costs), which are indicated by diamonds. However, this is a difficult area to measure, and these figures may represent an underestimate of the real value of education spending flows which are provided to educational institutions via households. The use of subsidies is most apparent in the Netherlands (0.6% of GDP), Sweden (0.9%), New Zealand (1.0%) and Denmark (1.6%).

The role of the private sector

In striving to achieve the education targets of EFA and MDGs, governments have pledged to provide compulsory primary education of good quality and free of charge. Tremendous efforts were made in recent years by some developing countries, particularly in sub-Saharan Africa, to abolish fees in public primary schools. However, a very different context surrounds tertiary education. In light of the high rates of returns for individuals who attain tertiary education, private contributions to higher levels of education can be desirable, as long as equity issues are addressed through targeted programmes.

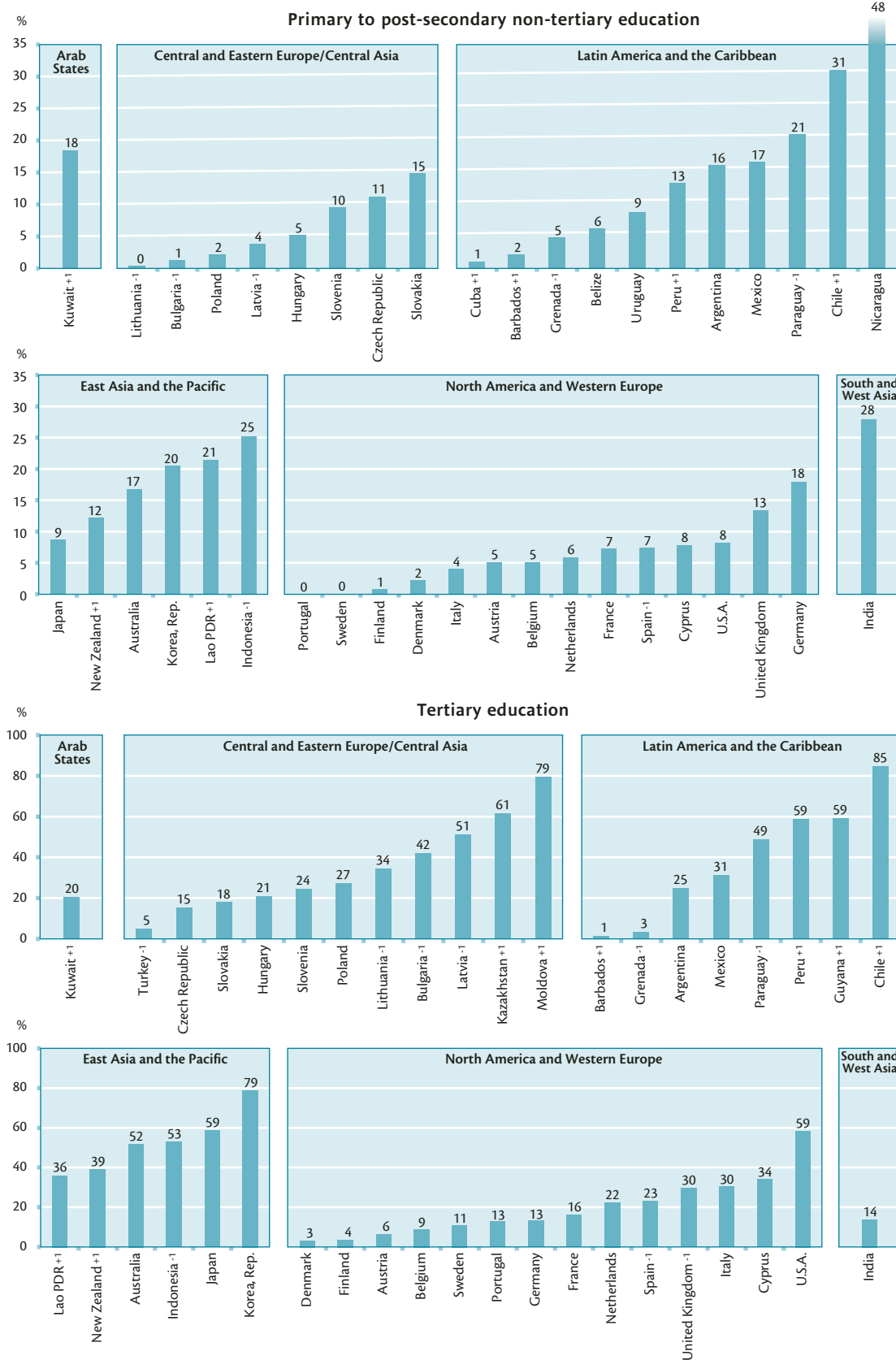
In many countries, individuals and families assume many costs for schooling, particularly – but not only – at higher levels of education. Private expenditure encompasses any direct payment to an educational institution, such as fees associated with tuition, educational services, as well as other welfare services provided to students by and at educational institutions (*see Box 5*). In general, most private spending goes towards private institutions, although a proportion is also spent on public schools.

Figure 22 presents the relative size of public and private funds for education by level. There are large differences in household expenditure per primary, secondary and post-secondary non-tertiary students combined across countries. Nicaragua reports the highest share

FIGURE 22

Where is private spending most prevalent?

Private expenditure as a percentage of total expenditure on educational institutions by education level for selected countries, 2004



Notes: ⁺¹ Data refer to 2005; ⁻¹ Data refer to 2003.
Source: UNESCO Institute for Statistics, Statistical Table 14.

(48%) of private contributions to primary, secondary and post-secondary non-tertiary education, followed by Chile (31%), India (28%), Indonesia (25%) and Lao PDR (21%). In contrast, the share of private expenditure is marginal (below 1%) in Lithuania, Portugal and Sweden.

Overall, countries tend to rely less on private funding for primary to post-secondary non-tertiary education than at the tertiary level. Indeed, the share of private funding rises sharply at the tertiary level. In Chile, 85% of tertiary funding is private, and the share exceeds 75% in the Republic of Moldova and the Republic of Korea. In 11 out of 41 countries reporting data, 50% or more of tertiary funding is private. In Italy and the United States, the proportion of private spending on tertiary education is almost five and six times higher, respectively, than at the primary to post-secondary non-tertiary levels of education combined. In the case of India, the share of private expenditure is relatively low at the tertiary level (14% of the total), where education typically benefits better-off families, while household contributions to primary and secondary education are twice as high (28%).

The balance between public and private expenditure must be closely monitored. As previously stated, systems that are overly-reliant on private contributions, especially at the primary level of education, raise the risk of excluding students from poorer families.

Private provision and education expenditure

This section discusses the range of characteristics of private schools and presents data on participation levels relative to public schools for a selected group of countries. The level of private education provision partly explains the variation in levels of private spending on education across countries, which is illustrated in Figure 22.

In policy debates, public and private schools are often represented as a clear dichotomy. Yet, in reality, the boundaries between public and private sectors are blurred. In terms of funding, some private schools receive public funds, which in some countries contribute to the provision of basic education. On the other hand, public – as well as private – institutions can require payment of tuition fees and other costs.

The term private sector encompasses very different types of institutions. It is often assumed that for-profit companies account for the largest share of private education provision. Yet, the opposite is true with mostly non-profit civil society organizations involved in most countries. Many private schools are run by religious organizations, while others respond to specific preferences of parents and students (e.g. linguistic, ethnic, college preparatory). In addition, some private schools are designed for communities under-served by public education systems. There are also a complex set of relationships between the state and education provider in terms of financial and regulatory requirements.

In order to compare schools around the world, UNESCO distinguishes between public and private education according to whether a public agency or a private entity has ultimate control over the institution, regardless of the source of funds. 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.

Understanding the funding of schools is crucial for an informed debate. Private schools are, therefore, further classified into government-dependent and independent institutions. In the case of government-dependent private schools, governments provide the majority of the budget

BOX 5 Expenditure by level of education from the household perspective

Research by UNESCO's International Institute for Educational Planning (IIEP) has examined private expenditure on education from the household perspective in four countries (see **Figure 23**). These data help to complement the UIS system-level data by showing how much households spend on education as well as different types of costs by type of school.

In the Dominican Republic, households were estimated to bear 39.1% of total spending on education in 2005. The research also revealed that households contributed 29.4% of expenditure in Benin (1998), 14.1% in Mauritania (1999), and 8.0% in France (2005). These shares of overall spending partly reflect the prevalence of the private school sector, where contributions by households are greater. Nevertheless, some of these costs were also incurred for children who attended public schools. Household expenditures on education in these countries included payments for textbooks, school meals, uniforms and tutoring.

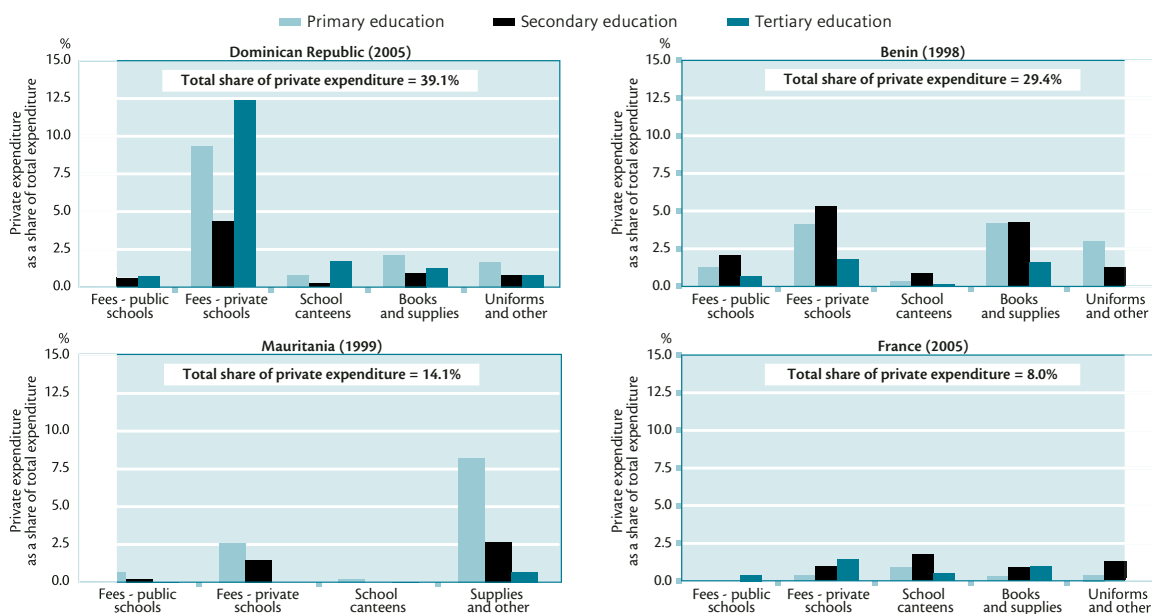
In the Dominican Republic, where 25% of students are enrolled in private schools, 75% of household expenditure on education goes towards tuition fees. Tertiary-level studies consume the largest share of this expenditure. In fact, over one-half (53%) of tertiary students are enrolled in private universities that are not subsidised by the state.

In Benin, 12% of students are enrolled in private primary schools. Nonetheless, in both private and public schools, families must purchase textbooks, supplies and uniforms, which account for one-half of household expenditure on education. Enrolment levels are low in tertiary education, thus private spending is concentrated at the primary and secondary levels.

The total share of household expenditure on education is relatively low in Mauritania at 14%, partly because of the limited size of the private sector. Books and school supplies are the most significant expenses. Furthermore, enrolment in tertiary education remains low.

In France, private schools enrol about 17% of students at all levels. The low percentage of expenditure borne by families (8%) is split across fees to private schools, payments to school canteens and purchase of supplies. Family support schemes reduce the burden on poor households.

These examples show the diversity of situations, while highlighting the need for policymakers and planners to focus on household expenditure as well as education investments by government, external agencies and other sponsoring bodies.

FIGURE 23
The diversity and magnitude of private spending on schooling by level of education —


Source: IIEP (for more information, consult www.unesco.org/iiep).

for schools that are managed by communities, individuals and private entities (e.g. religious organizations). These government contributions typically cover the costs of teacher salaries. Independent private schools generate a majority of their own budget, either by charging fees or by relying on other private entities for funding.

It is useful to consider the type of school when examining private contributions to education. In general, fees tend to be lower (or less common) in public schools and government-dependent schools than in independent private schools, especially at lower levels of education. In independent private schools, students and their families may pay for the full cost of provision (including teacher salaries and other costs). Tuition and other fees can range widely in government-dependent private schools, which in a number of countries may even provide free education.

In some countries, the state sets tuition fees for both public and private schools. In others, fees are regulated for public schools but not the private sector. In addition, parent-teacher associations often play an important role in setting fee structures, collecting payments from households and, sometimes, allocating expenditure at the primary and secondary levels.

Statistical Tables 1, 3, 5 and 8 show data on enrolment in private schools for over 170 countries. In order to illustrate the distribution of enrolment across different types of educational institutions, **Figure 24** shows data for 28 countries selected to illustrate the relative importance of the private sector as a provider of education.

In almost one-half of this geographically diverse group of countries and territories, the proportion of private primary enrolment

exceeds 10%. Macao (China) had the largest proportion of private enrolment at 96%. In countries with a high share of private enrolment at this level, government-dependent schools are typically the main provider of private education.

In Zimbabwe more than 8 out of 10 children were enrolled in government-dependent primary schools that are managed at the community level. The case of Zimbabwe highlights the role of community schools in government strategies to widen educational opportunities (UNESCO-UIS/OECD/WEI, 2003). Such community schools, organized as government-dependent private schools, are found in a number of countries. They represent an attempt to meet excess demand for basic education and are operated with the support and active involvement of the local community. The government pays teacher salaries and provides small grants, while local communities cover costs above that amount. In Zimbabwe, these schools are usually located in rural and remote locations which have traditionally been under-served and disadvantaged in terms of available resources.

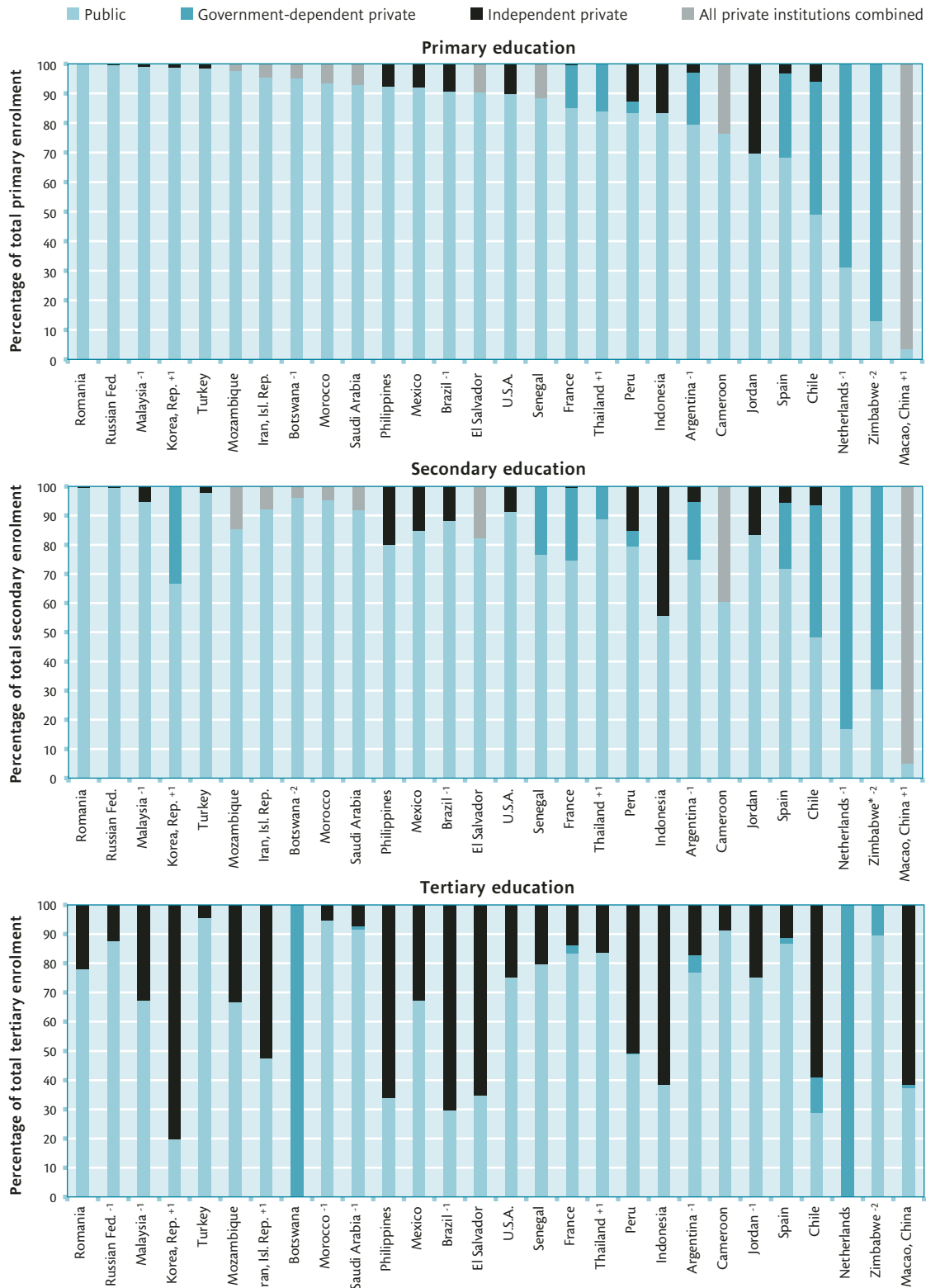
At the secondary level, private provision is generally more widespread and there is greater diversity among the different types of providers than at the primary level. Figure 24 shows that at least one in four secondary students is enrolled in private schools in 7 of the 28 countries. There are countries (e.g. Romania, the Russian Federation) where private schools are basically non-existent, but at the same time, government financial support for private secondary provision is strong in countries such as Chile, the Netherlands and the Republic of Korea.

Religious schools offer primary- and secondary-level education with an emphasis on religious content. In some cases they are not licensed or supervised by the state. In Indonesia, more than

FIGURE 24

Who are the main providers of education by level?

The distribution of enrolment by type of provider and level of education



Notes: Statistical Tables 3, 5 and 8 provide data on the percentage of enrolment in private schools for over 140 additional countries. The classification by independent and government-dependent primary and secondary schools is only available for countries completing the UNESCO/OECD/Eurostat (UOE) questionnaire or participating in the UIS/OECD World Education Indicators programme (WEI).
⁺¹ Data refer to 2006; ⁻¹ Data refer to 2004; ⁻² Data refer to 2003.

Sources: UNESCO Institute for Statistics database and Statistical Tables 3, 5 and 8; UIS/WEI, 2007.

one-quarter of lower secondary students and more than one-half of upper secondary students are enrolled in Koranic schools (UNESCO-UIS/OECD/WEI, 2003). In the Philippines, more than 4 in 10 private secondary schools are operated by religious orders of the Catholic Church or by the Association of Christian Schools and Colleges (*Ibid*). Private religious schools are mainly financed by student fees and, to some extent, by contributions from religious communities and associations.

Tertiary education has a very different profile compared to other levels of education. In general, private enrolment is higher and government support is lower than for other education levels. In 16 out of the 28 countries with available data, at least 1 out of 4 students attends a private institution. In 13 of these countries, the majority of tertiary students are enrolled in independent private institutions. The countries with the highest shares of private tertiary enrolment are the Netherlands (100%), Botswana (100%), Republic of Korea (80%), Chile (71%) and Brazil (70%).

In 24 of these 28 countries, private tertiary institutions are mainly independent. They operate with less than one-half of their core funding provided by the state. This means that access to tertiary education programmes can be highly stratified by those who can afford the costs of tuition and related living expenses (which are not necessarily reflected by educational expenditure statistics). Private tertiary provision is government-funded in only four countries: Botswana, the Netherlands, Senegal and Zimbabwe. In Argentina, Chile, France, Macao (China), Spain and Saudi Arabia, both forms of private institutions exist, but more students are enrolled in independent institutions (*see Figure 24*).

Over the entire education system, the most common scenario is that the share of private enrolment is relatively low for compulsory education but increases at the tertiary level. This is partly linked to the perception that tertiary education provides greater returns to individuals (in the form of a higher earning potential) than to society as a whole. Consequently, some governments assign greater responsibility for the funding of tertiary education to individuals and households. Once again, this situation can raise issues of equity if sufficient mechanisms are not in place for disadvantaged students.

In another model, the state plays the main role of provider across all education levels. This occurs in Morocco, Romania, the Russian Federation, Saudi Arabia and Turkey, where traditionally public services – such as education provision – were more strongly perceived as a government responsibility. In these countries, private enrolment is practically non-existent at the primary and secondary levels and relatively low for tertiary education.

Although infrequent, the private sector can play a major role across all education levels. In this scenario, the government generally provides significant support to private institutions, as in the cases of Chile and the Netherlands. Yet, the levels of support can vary. In the Netherlands, government support for the private sector rises at higher education levels. But the opposite is true in Chile, where private financing expands at the tertiary level.

There is a final example to consider, which consists of high levels of private provision at primary and secondary levels (typically with government support) and much lower

shares at the tertiary level. This suggests an under-resourced basic education system, where the private sector plays a big role in education provision. However, the extremely limited tertiary sector is almost entirely dependent on state support. This pattern is found in Zimbabwe and Cameroon.

Public funding mechanisms for education

There are different routes for public funding of education, as noted in the model of education financing (*Figure 19*). Various types of mechanisms are used to channel public funds directly to public and private educational institutions and indirectly through students and their families.

In the majority of countries, almost all education funds are used to pay directly for public institutions. Yet, alternative mechanisms are also common where funds are provided directly to private institutions. One rationale for direct public support for private education is related to meeting excess demand for education. Examples of community schools or the subcontracting of educational services to private schools are examples of public-private partnerships

In the small number of countries where data are available, the main flow of funding for primary and secondary education comes directly from governments to public institutions. There are, however, exceptions – such as in Chile (40%), India (28%) and Argentina (13%) – where a substantial share of the public education budget is channelled to private institutions (UNESCO-UIS/WEI, 2007). In Chile, this is largely due to a school voucher system that allows families to choose between public and private schools. In India, it is the result of a system by which the government

contracts private schools to help meet demand for schooling exceeding the public system.

Governments in North America and Western Europe generally rely on a range of different funding mechanisms for primary and secondary education. In particular, 18 out of 25 countries use at least 3% of public funds to support private primary and secondary institutions (9% of the budget on average) (UNESCO-UIS/WEI, 2007). These transfers constitute the main funding mechanism in Belgium, accounting for 53% of the budget for primary to post-secondary non-tertiary education (*Ibid*).

At the tertiary level of education, public funding for private institutions is less common than at lower levels. Again, Argentina (5% of public funds), India (13%) and Chile (30%) fund private higher education institutions. Direct funding of private tertiary institutions is more common in North America and Western Europe, though still rare at lower levels of education.

An important channel to finance education is through subsidies to households and students, provided in the form of scholarships, grants and loans. Subsidies assist households and students to cover education-related costs that often occur outside schools (e.g. living expenses). Governments finance institutions indirectly for several reasons. First, in countries that rely heavily on households and students to finance education, subsidies are crucial to improve access to education for disadvantaged families. Indirect financing also helps to create competition across institutions or to send students abroad for tertiary studies.

At the primary level, several countries use funds to indirectly support primary students, for example in Bangladesh, Bulgaria and

Madagascar (see **Figure 25**). But overall, the primary channel for funding is directly from the state to educational institutions.

At the secondary level, the picture changes somewhat with a larger group of countries providing subsidies to students. This is especially prevalent in: Bulgaria, Latvia and Slovenia in Central and Eastern Europe; Australia, New Zealand and Tonga in East Asia and the Pacific; Bangladesh in South Asia; Côte d'Ivoire, Lesotho and Rwanda in sub-Saharan Africa; Costa Rica, Guatemala and Jamaica in Latin America and the Caribbean; and Denmark, Ireland, Lichtenstein, Netherlands, Norway and Sweden in North America and Western Europe.

At the tertiary level, there is greater variation in the flows of funding with respect to the provision of grants, transfers and loans to households and students to help defray costs. Public subsidies to students represent 1% or less of public tertiary education budgets in many countries, such as Bolivia, Chad and Mauritania. Other countries fund a substantial share of education expenditure through subsidies: Lesotho (63%), Botswana (62%),

Gambia (58%) and Cape Verde (57%). Small states (e.g. Monaco, Saint Vincent and the Grenadines, and the Turks and Caicos Islands) are often without tertiary institutions and direct all of their public expenditure to students who pursue their studies abroad.

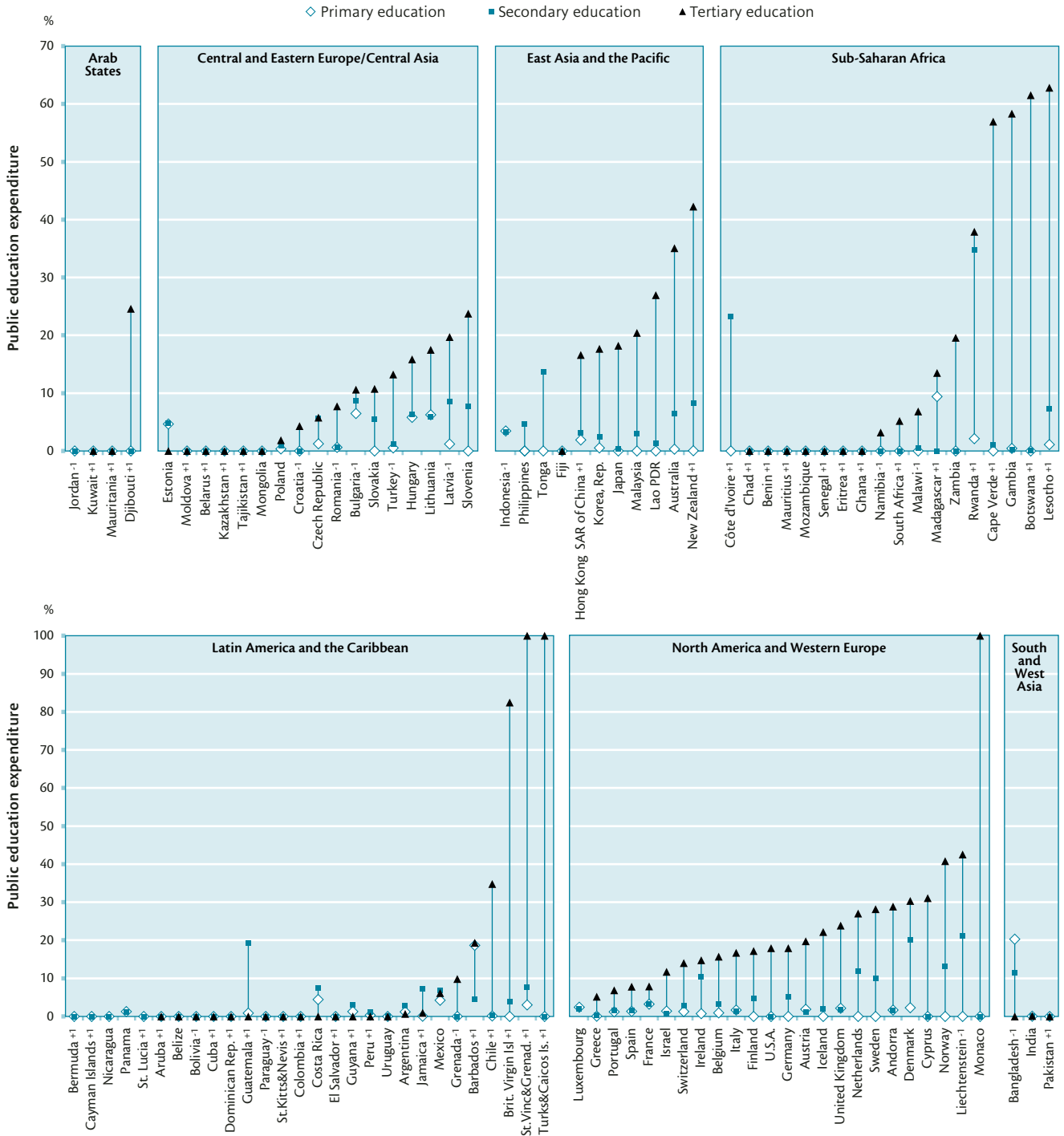
Private funding of education inevitably raises questions concerning equity. At the tertiary level, private contributions (and private providers) are much more prominent. Thus, the issue of equal access to secondary and tertiary education should be considered relatively more important in countries with high levels of socioeconomic disparities.

A high share of private funding, especially at the tertiary level, can potentially be offset by sufficient mechanisms to prevent exclusion from education. In particular, it is important to consider government subsidies, in the form of student grants or loans, when evaluating a system's capacity to address equity issues at higher levels of education. The level of private contributions to education is an important factor that demands additional research related to household costs and decisions about continuing education.

FIGURE 25

How much funding is indirectly channelled to educational institutions?

Public subsidies to households as a percentage of total public expenditure, 2004



Notes: +1 Data refer to 2005; -1 Data refer to 2003.
Source: UNESCO Institute for Statistics database.

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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

Reference period

The reference period for this report is the academic or financial year ending in 2005. Where the given year is spread across two calendar years, the year is cited according to the latest year, for example 2004/05 is presented as 2005. However, countries which complete the joint UNESCO/OECD/Eurostat (UOE) questionnaires were asked to provide the educational finance and expenditure data corresponding to the financial year ending in 2004.

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. Data releases are made available on-line 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).

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 Annex A*).

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.

Serbia and Montenegro: Data in this report were gathered through a UIS survey during 2006, at which time Serbia and Montenegro were considered to be a single Member State of UNESCO and thus are presented as such in all tables. After declaration of its status as an independent state, Montenegro became UNESCO’s 192nd Member State on 1 March 2007. Therefore, future editions of the *Global Education Digest* will present data for the two Member States separately.

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 2006. GDP estimates for Andorra, Anguilla, Aruba, Bermuda, Cayman Islands, Cuba, Iraq, Monaco, Montserrat, Oman, Turks and Caicos and United Arab Emirates were provided by the national authorities.

Literacy

Statistical Table 15 provides the latest available observed data for each respective country. These data are obtained from national censuses and/or surveys that were undertaken during the period 1995-2005 unless otherwise indicated. The literacy and illiteracy rates reflect observed national data, while the counts of the literate or illiterate populations are derived from the most recent UN population estimates.

Information about the criteria used for selecting international literacy data or the methodology are available on the UIS website at www.uis.unesco.org. Please refer to the list of literacy definitions and 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-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 the region of Transnistria, so population data for this region were excluded in order to calculate the population-based indicators.

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.



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

Region	Education system		Enrolment			Gross enrolment ratio							
	Entrance age	Duration	2005			1999				2005			
			MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Arab States													
Algeria	4	2	71,265	48	-	3	3	3	1.00	6	6	6	0.96
Bahrain	3	3	18,393	48	99	35	36	34	0.95	47	48	46	0.97
Djibouti	4	2	461	51	84	-	-	1	1.50	1	1	1	1.06
Egypt (p)	4	2	541,799	48	31	11	11	10	0.95	16	17	16	0.94
Iraq	4	2	92,769**	49**	..	5	5	5	0.98	6**	6**	6**	1.00**
Jordan (p)	4	2	92,114	47	...	29	30	27	0.91	31	32	30	0.93
Kuwait	4	2	65,311	50	37	79	78	80	1.02	73	72	74	1.03
Lebanon	3	3	150,610	48	77	67	68	66	0.97	74	75	73	0.98
Libyan Arab Jamahiriya	4	2	18,483 ⁺¹	49 ⁺¹	...	5	5**	5**	0.97**	8 ⁺¹	8 ⁺¹	8 ⁺¹	1.00 ⁺¹
Mauritania	3	3	4,856**	...	78**	...	...	...	...	2**	...	...	...
Morocco	4	2	690,568	39	100	62	81	43	0.52	54	65	42	0.65
Oman	4	2	9,516 ⁺¹	47 ⁺¹	100 ⁺¹	6	6	6	0.88	8 ⁺¹	8 ⁺¹	8 ⁺¹	0.94 ⁺¹
Palestinian Autonomous Territories	4	2	73,104	48	100	40	41	39	0.96	30	31	29	0.96
Qatar	3	3	13,667	48	94	25	26	25	0.97	36	37	36	0.96
Saudi Arabia	3	3	188,130	48	45	...	...	...	...	10	10	10	0.95
Sudan	4	2	498,248	49	71	20	...	...	...	25	25	25	1.00
Syrian Arab Republic	3	3	149,811	47	74	8	9	8	0.90	10	11	10	0.91
Tunisia (p)	3	3	109,060 ⁺⁻²	48 ⁺⁻²	...	14	14	13	0.95	22 ⁺⁻²	22 ⁺⁻²	22 ⁺⁻²	0.99 ⁺⁻²
United Arab Emirates	4	2	82,733	48	75	63	64	62	0.97	64	65	64	0.98
Yemen	3	3	17,993	45	49	1	1	1	0.86	1	1	1	0.85
Central and Eastern Europe													
Albania	3	3	79,906 ⁻¹	48 ⁻¹	5 ⁻¹	44	42	45	1.07	49 ⁻¹	49 ⁻¹	49 ⁻¹	1.00 ⁻¹
Belarus	3	3	269,126	48	5	80	82 ⁺	77 ⁺	0.95 ⁺	105	106	104	0.98
Bosnia and Herzegovina	3	3	...	...	...	...	...	...	...	...	...	...	...
Bulgaria (p)	3	4	201,145 ⁻¹	48 ⁻¹	- ⁻¹	69	69	68	0.99	78 ⁻¹	78 ⁻¹	77 ⁻¹	0.99 ⁻¹
Croatia	3	4	87,469 ⁻²	48 ⁻²	8 ⁻²	40	40	39	0.98	47 ⁻²	47 ⁻²	46 ⁻²	0.98 ⁻²
Czech Republic (p)	3	3	288,442	48	1	94	91	97	1.06	109	111	107	0.96
Estonia	3	4	52,894	49	2	90	90	89	0.99	111	111	111	1.00
Hungary (p)	3	4	325,999	48	5	80	80	79	0.98	83	84	82	0.98
Latvia	3	4	60,715 ⁻¹	48 ⁻¹	2 ⁻¹	53	54	52	0.95	79 ⁻¹	81 ⁻¹	78 ⁻¹	0.96 ⁻¹
Lithuania	3	4	88,297 ⁻¹	48 ⁻¹	- ⁻¹	51	51	50	0.97	64 ⁻¹	66 ⁻¹	63 ⁻¹	0.96 ⁻¹
Poland (p)	3	4	831,923	49	8	50	50	50	1.01	54	54	54	1.00
Republic of Moldova	3	4	99,231	48	1	46 ⁺	47 ⁺	45 ⁺	0.96 ⁺	62 ⁺	63 ⁺	61 ⁺	0.97 ⁺
Romania	3	4	644,911	49	1	63	63	64	1.02	75	75	76	1.02
Russian Federation (p)	3	4	4,422,568	47	1	67	69	65	0.94	84	86	81	0.94
Serbia and Montenegro	3	4	...	...	...	44 ⁺	44 ⁺	44 ⁺	0.99 ⁺
Slovakia (p)	3	3	152,542	48	1	83	...	...	...	95	96	93	0.97
Slovenia	3	3	41,658	48	1	75	79	72	0.91	79	81	78	0.96
The Former Yugoslav Rep. of Macedonia	3	4	33,231	49	.	28	28	28	1.01	33	33	34	1.03
Turkey (p)	3	3	434,771	48	4	6	6	6	0.94	10	10	10	0.95
Ukraine	3	3	996,481	48	3	48	49	48	0.98	86	87	84	0.96
Central Asia													
Armenia	3	4	45,971	50	1	26	...	...	...	33	30	35	1.16
Azerbaijan	3	3	108,037	48	-	22	23	21	0.89	29	29	29	1.02
Georgia	3	3	75,108	51	-	38	37	38	1.01	51	48	54	1.13

Net enrolment rate								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2005				2005		2005				2005	Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	% F	MF	M	F		
Arab States														
3	3	3	1.00	6	6	6	0.96	2,465	86	...	...	...	29	Algeria
35	35	34	0.96	46	46	45	0.97	1,251	99	...	...	...	15	Bahrain
-	-	-	1.59	1	1	1	1.25	32	47	100	100	100	14	Djibouti
9	10	9	0.94	15**	16**	15**	0.94**	22,897	99**	...	...	...	24	Egypt (p)
5	5	5	0.98	6**	6**	6**	1.00**	5,981**	100**	100 ⁻¹	- ⁻¹	100 ⁻¹	16**	Iraq
26	27	25	0.91	28	29	27	0.94	4,526	99	...	...	...	20	Jordan (p)
64	63	65	1.02	57	56	58	1.03	4,958	100	100	100	100	13	Kuwait
63**	64**	62**	0.97**	72	72	71	0.98	9,435	99	11	13	11	16	Lebanon
...	...	...	...	7 ⁺¹	7 ⁺¹	7 ⁺¹	0.99 ⁺¹	2,211 ⁺¹	97 ⁺¹	...	...	...	8 ⁺¹	Libyan Arab Jamahiriya
...	...	...	...	...	...	...	...	251**	100**	100 ⁻¹	- ⁻¹	100 ⁻¹	19**	Mauritania
45	58	32	0.56	47	57	37	0.66	39,856	54	100	100	100	17	Morocco
5	6	5	0.88	7 ⁺¹	7 ⁺¹	7 ⁺¹	0.95 ⁺¹	534** ⁺¹	100** ⁺¹	100** ⁺¹	-** ⁺¹	100** ⁺¹	18** ⁺¹	Oman
35	35	34	0.96	23	24	23	0.95	2,864	99	100	100	100	26	Palestinian Autonomous Territories
25	25	24	0.97	35	36	33	0.92	826	100	...	...	...	17	Qatar
...	...	...	...	9	10	9	0.95	...	...	...	...	...	...	Saudi Arabia
...	...	...	...	25**	25**	25**	1.00**	17,105	99	60	60	60	29	Sudan
8	9	8	0.90	10	11	10	0.91	6,818	98	16	15	16	22	Syrian Arab Republic
14	14	13	0.95	22** ⁻²	22** ⁻²	22** ⁻²	0.99** ⁻²	5,745** ⁻²	95** ⁻²	...	...	...	19** ⁻²	Tunisia (p)
48	49	48	0.98	46	46	45	0.98	4,433	100	50	80	50	19	United Arab Emirates
1**	1**	1**	0.86**	-** ⁻²	1** ⁻²	-** ⁻²	0.94** ⁻²	1,179	97	...	...	...	15	Yemen
Central and Eastern Europe														
44 ⁺¹	42 ⁺¹	46 ⁺¹	1.10 ⁺¹	47 ⁻¹	47 ⁻¹	47 ⁻¹	1.00 ⁻¹	3,792** ⁻¹	100** ⁻¹	...	...	...	21** ⁻¹	Albania
74	76 ⁺	72 ⁺	0.94 ⁺	92	92	91	0.99	43,827	99	65	65	65	6	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
65	66	65	0.99	74 ⁻¹	74 ⁻¹	73 ⁻¹	0.99 ⁻¹	17,496 ⁻¹	100 ⁻¹	...	...	...	11 ⁻¹	Bulgaria (p)
40	40	39	0.98	46 ⁻²	46 ⁻²	45 ⁻²	0.97 ⁻²	7,143 ⁻²	100 ⁻²	84 ⁻²	100 ⁻²	84 ⁻²	12 ⁻²	Croatia
90**	87**	93**	1.07**	98**	100**	97**	0.97**	22,197	100	...	...	...	13	Czech Republic (p)
73	73	72	0.98	88	88	88	1.01	7,480	100	...	...	...	7	Estonia
77	77	77	0.99	82	82	81	0.98	30,814	100	...	...	...	11	Hungary (p)
...	...	...	...	...	...	...	...	5,933 ⁻¹	99 ⁻¹	...	...	...	10 ⁻¹	Latvia
49	49	48	0.98	63 ⁻¹	64 ⁻¹	61 ⁻¹	0.97 ⁻¹	11,127 ⁻¹	100 ⁻¹	...	...	...	8 ⁻¹	Lithuania
49	49	49	1.01	53	53	53	1.01	47,220	97	...	...	...	18	Poland (p)
35**	...	...	...	60 ⁺	61 ⁺	59 ⁺	0.97 ⁺	10,003	100	89	-	89	10	Republic of Moldova
63	63	64	1.02	74	74	75	1.02	35,288	100	...	...	...	18	Romania
...	...	...	...	67 ⁻¹	...	...	...	619,385	...	94 ⁻²	...	...	7	Russian Federation (p)
43 ⁺	43 ⁺	43 ⁺	0.99 ⁺	Serbia and Montenegro
75**	...	...	...	86**	87**	84**	0.96**	11,227	100	...	...	...	14	Slovakia (p)
75	79	72	0.91	78	79	76	0.97	2,287	100	...	...	...	18	Slovenia
28	27	28	1.01	32	31	32	1.02	2,893	99	...	...	...	11	The Former Yugoslav Rep. of Macedonia
...	...	...	...	10	10	10	0.95	22,030	95	...	...	...	20	Turkey (p)
32	32	32	1.00	44	45	44	0.97	118,120	99	...	...	...	8	Ukraine
Central Asia														
...	...	...	...	...	...	...	...	4,965	100	56 ⁻¹	20 ⁻¹	56 ⁻¹	9	Armenia
13	14	12	0.89	21	20	21	1.04	10,856	100	84	90	84	10	Azerbaijan
22	22	22	1.02	43	41	46	1.13	7,783	100	97 ⁻²	- ⁻²	97 ⁻²	10	Georgia

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

Region	Education system		Enrolment			Gross enrolment ratio							
	Entrance age	Duration	2005			1999				2005			
			MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Kazakhstan	3	4	287,590	48	5	15	16	15	0.95	34	34	33	0.97
Kyrgyzstan	3	4	52,939	49	1	10	11	9	0.80	13	13	13	1.00
Mongolia	3	4	82,674	52	1	25	23	28	1.21	40	38	42	1.12
Tajikistan	3	4	61,893	47	.	8	9	7	0.76	9	10	9	0.91
Turkmenistan	3	4	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	3	4	615,333 ^{**,-1}	47 ^{**,-1}	. ^{**,-1}	...	...	...	...	28 ^{**,-1}	29 ^{**,-1}	27 ^{**,-1}	0.93 ^{**,-1}
East Asia and the Pacific													
Australia (p)	4	1	262,977	49	66	...	...	...	...	104	104	104	1.00
Brunei Darussalam	3	3	11,984	49	65	51	50	52	1.04	52	52	52	1.01
Cambodia	3	3	95,412	51	24	6 ^{**}	6 ^{**}	6 ^{**}	1.03 ^{**}	9	9	10	1.08
China (p)	4	3	20,894,002	45	...	38	39	37	0.97	38	39	36	0.92
Cook Islands	4	1	459 ^{**,-1}	50 ^{**,-1}	22 ^{**,-1}	86 ⁺	87 ⁺	85 ⁺	0.98 ⁺	91 ^{**,-1}	87 ^{**,-1}	97 ^{**,-1}	1.11 ^{**,-1}
Democratic People's Republic of Korea	4	2	...	...	...	...	...	...	...	...	...	...	...
Fiji	3	3	8,554 ^{**}	50 ^{**}	100 ^{**}	17	16	17	1.02	16 ^{**}	15 ^{**}	16 ^{**}	1.06 ^{**}
Hong Kong SAR of China	3	3	130,213	48	100	81	83	80	0.96	69	70	67	0.96
Indonesia (p)	5	2	2,831,870	50 ^{**}	99	24 ^{**}	24 ^{**}	24 ^{**}	1.01 ^{**}	34	34 ^{**}	35 ^{**}	1.03 ^{**}
Japan (p)	3	3	3,070,307	...	66	82	82 ^{**}	83 ^{**}	1.02 ^{**}	85	...	...	...
Kiribati	3	3	4,993 ^{**,-1}	...	...	...	...	...	...	75 ^{**,-1}	...	...	...
Lao People's Democratic Republic	3	3	45,328	50	26	8	8	8	1.11	9	9	9	1.05
Macao, China	3	3	10,962	49	95	89	91	86	0.95	92	92	92	0.99
Malaysia (p)	5	1	650,013 ⁻¹	51 ⁻¹	45 ⁻¹	102	100	104	1.04	119 ⁻¹	112 ⁻¹	125 ⁻¹	1.12 ⁻¹
Marshall Islands	4	2	1,495 ^{**,-2}	49 ^{**,-2}	18 ^{**,-2}	59 ^{**}	57 ^{**}	60 ^{**}	1.04 ^{**}	50 ^{**,-2}	49 ^{**,-2}	50 ^{**,-2}	1.02 ^{**,-2}
Micronesia (Federated States of) (p)	3	3	...	...	...	37	...	...	...	...	...	...	...
Myanmar	3	2	...	...	...	2	...	...	...	...	...	...	...
Nauru	3	3	588 ^{**,-1}	48 ^{**,-1}	...	46 ^{**,-1}	47 ^{**,-1}	46 ^{**,-1}	0.98 ^{**,-1}	71 ^{**,-1}	71 ^{**,-1}	72 ^{**,-1}	1.02 ^{**,-1}
New Zealand (p)	3	2	103,256	49	98	88	88	89	1.00	93	92	94	1.02
Niue	4	1	31	58	...	154 ⁺	159 ⁺	147 ⁺	0.93 ⁺
Palau	3	3	655 ^{**}	53 ^{**}	20 ^{**}	63 ⁺	56 ⁺	69 ⁺	1.23 ⁺	64 ^{**}	59 ^{**}	68 ^{**}	1.16 ^{**}
Papua New Guinea	6	1	95,637 ^{**,-2}	47 ^{**,-2}	...	35	36	35	0.96	59 ^{**,-2}	61 ^{**,-2}	57 ^{**,-2}	0.94 ^{**,-2}
Philippines (p)	5	1	808,216	50	45	31	30	32	1.05	41	41	42	1.04
Republic of Korea (p)	5	1	542,862 ⁺¹	48 ⁺¹	77 ⁺¹	80	80	80	1.00	96 ⁺¹	96 ⁺¹	95 ⁺¹	0.99 ⁺¹
Samoa	3	2	5,280 ^{**,-1}	54 ^{**,-1}	...	51 ^{**}	47 ^{**}	56 ^{**}	1.21 ^{**}	49 ^{**,-1}	44 ^{**,-1}	55 ^{**,-1}	1.26 ^{**,-1}
Singapore	3	3	...	...	...	53 ^{**}	69 ^{**}	35 ^{**}	0.50^{**}	...	...	...	...
Solomon Islands	3	3	16,469 ^{**,-2}	48 ^{**,-2}	...	35 ^{**}	35 ^{**}	35 ^{**}	1.01 ^{**}	41 ^{**,-2}	41 ^{**,-2}	41 ^{**,-2}	0.99 ^{**,-2}
Thailand (p)	3	3	2,462,356 ⁺¹	49 ⁺¹	21 ⁺¹	88	89	87	0.98	82 ⁺¹	83 ⁺¹	82 ⁺¹	0.99 ⁺¹
Timor-Leste	4	2	6,987	51	...	...	...	...	...	16	15	16	1.08
Tokelau	3	2	114 ^{**,-1}	48 ^{**,-1}	...	104 ^{**,+1}	109 ^{**,+1}	97 ^{**,+1}	0.89 ^{**,+1}	125 ^{**,-1}	126 ^{**,-1}	125 ^{**,-1}	1.00 ^{**,-1}
Tonga	3	2	1,107 ^{**}	56 ^{**}	12 ^{**}	30	27	33	1.22	23 ^{**}	20 ^{**}	27 ^{**}	1.37 ^{**}
Tuvalu	3	3	727 ⁻¹	50 ^{**,-1}	...	80 ^{**,-1}	71 ^{**,-1}	89 ^{**,-1}	1.25 ^{**,-1}	99 ^{,-1}	98 ^{**,-1}	100 ^{**,-1}	1.02 ^{**,-1}
Vanuatu	3	3	...	...	...	49	47	51	1.08	...	...	...	...
Viet Nam	3	3	2,754,094	47	58	41	42	40	0.94	60	62	57	0.91
Latin America and the Caribbean													
Anguilla	3	2	427	50	100	117 ^{**,+1}	130 ^{**,+1}	105 ^{**,+1}	0.81 ^{**,+1}	97 ^{**}	103 ^{**}	91 ^{**}	0.88 ^{**}
Antigua and Barbuda	3	2	...	...	...	...	...	...	...	...	...	...	...
Argentina (p)	3	3	1,302,895 ⁻¹	49 ⁻¹	27 ⁻¹	57	56	57	1.02	64 ⁻¹	64 ⁻¹	65 ⁻¹	1.01 ⁻¹
Aruba	4	2	2,821	49	77	97 ⁺	97 ⁺	97 ⁺	1.00 ⁺	99 ⁺	98 ⁺	99 ⁺	1.01 ⁺

Net enrolment rate								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2005				2005		2005				2005	Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	% F	MF	M	F		
9 ⁺¹	9 ⁺¹	8 ⁺¹	0.94 ⁺¹	33	33	33	0.97	26,798	99	...	...	...	11	Kazakhstan
7	7 ⁺	6 ⁺	0.80 ⁺	10	10	10	1.00	2,333	99	38	39	38	23	Kyrgyzstan
23	21	25	1.21	35	...	...	...	3,424	89	...	...	...	24	Mongolia
7	...	...	...	7	7	7	0.93	4,475	100	74	-	74	14	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	21 ⁻²	...	...	...	64,114 ^{**,-1}	95 ^{**,-1}	100 ⁻²	100 ⁻²	100 ⁻²	10 ^{**,-1}	Uzbekistan
East Asia and the Pacific														
...	...	...	...	62	62	62	1.00	...	...	...	...	...	...	Australia (p)
...	...	...	...	47	47	48	1.01	623	96	64	96	63	19	Brunei Darussalam
5 ^{**}	5 ^{**}	5 ^{**}	1.03 ^{**}	9	8	9	1.09	3,869	99	...	...	...	25	Cambodia
...	...	...	...	...	...	...	...	741,064	97	...	...	...	28	China (p)
90 ^{,-1}	97 ^{,-1}	83 ^{,-1}	0.85 ^{,-1}	...	...	...	...	26 ⁻²	100 ⁻²	...	...	...	18 ⁻²	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
...	...	...	...	14 ^{**}	14 ^{**}	15 ^{**}	1.06 ^{**}	410 ^{**}	99^{**}	...	...	...	21 ^{**}	Fiji
...	...	...	...	63	64	61	0.96	8,298	99	92	57	93	16	Hong Kong SAR of China
...	...	...	...	24 ^{**}	23 ^{**}	24 ^{**}	1.03 ^{**}	181,839	98^{**}	...	...	...	16	Indonesia (p)
82	82 ^{**}	83 ^{**}	1.02 ^{**}	85	...	...	...	105,262	98^{**}	...	...	...	29	Japan (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
7	7	8	1.12	8	8	9	1.05	2,764	99	82	61	82	16	Lao People's Democratic Republic
82	83	80	0.97	86	86	86	0.99	454	99	98	75	98	24	Macao, China
80	78	81	1.03	74 ⁻¹	72 ⁻¹	76 ⁻¹	1.07 ⁻¹	28,522 ⁻¹	96 ⁻¹	...	...	...	23 ⁻¹	Malaysia (p)
...	...	...	...	...	...	...	...	126 ^{**,-2}	60 ^{**,-2}	...	...	...	12 ^{**,-2}	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of) (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Myanmar
...	...	...	...	...	...	...	...	44 ^{**,-1}	100 ^{**,-1}	...	...	...	13 ^{**,-1}	Nauru
87	87	87	1.00	92	90	93	1.02	7,071	99	...	...	...	15	New Zealand (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Niue
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	2,712 ^{**,-2}	37 ^{**,-2}	...	...	...	35 ^{**,-2}	Papua New Guinea
24 ^{**}	25 ^{**}	24 ^{**}	0.99 ^{**}	33	33	32	0.97	24,065	97	...	...	...	34	Philippines (p)
44	44	44	1.02	51 ⁺¹	51 ⁺¹	51 ⁺¹	1.00 ⁺¹	26,871 ⁺¹	99 ⁺¹	...	...	...	20 ⁺¹	Republic of Korea (p)
38 ^{**}	37 ^{**}	40 ^{**}	1.09^{**}	...	...	...	...	127 ^{**,-1}	94 ^{**,-1}	...	...	...	42 ^{**,-1}	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	76 ⁺¹	76 ⁺¹	75 ⁺¹	0.99 ⁺¹	98,764 ⁺¹	78 ⁺¹	...	...	...	25 ⁺¹	Thailand (p)
...	...	...	...	...	...	...	...	237	97	...	...	...	29	Timor-Leste
...	...	...	...	...	...	...	...	8 ^{**,-1}	100 ^{**,-1}	...	...	...	14 ^{**,-1}	Tokelau
22	14	30	2.12	...	...	...	...	...	...	...	...	...	...	Tonga
80 ^{**,-1}	71 ^{**,-1}	89 ^{**,-1}	1.25 ^{**,-1}	...	...	...	...	...	...	...	...	...	...	Tuvalu
49	47	51	1.08	...	...	...	...	...	...	...	...	...	...	Vanuatu
40	...	...	...	...	...	...	...	155,699	98	...	...	...	18	Viet Nam
Latin America and the Caribbean														
90 ^{**,-1}	...	...	...	93 ^{**}	100 ^{**}	88 ^{**}	0.88 ^{**}	41	100	49	-	49	10	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
56	56	57	1.03	64 ⁻¹	64 ⁻¹	64 ⁻¹	1.01 ⁻¹	53,402 ^{**,-2}	97 ^{**,-2}	...	...	...	24 ^{**,-2}	Argentina (p)
95 ⁺	94 ⁺	95 ⁺	1.01 ⁺	97 ⁺	96 ⁺	97 ⁺	1.01 ⁺	144	99	100	100	100	20	Aruba

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

Region	Education system		Enrolment			Gross enrolment ratio							
	Entrance age	Duration	2005			1999				2005			
			MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Bahamas	3	2	3,771 ^{*, -2}	49 ^{*, -2}	79 ^{*, -2}	12	11	12	1.09	31 ^{*, -2}	31 ^{*, -2}	31 ^{*, -2}	0.99 ^{*, -2}
Barbados	3	2	6,132	49	17	82	83	82	0.98	93	94	93	0.99
Belize	3	2	4,412	52	96	28	27	28	1.03	33	32	34	1.09
Bermuda	4	1	...	...	...	...	...	...	...	...	...	...	...
Bolivia	4	2	236,802 ^{**}	49 ^{**}	...	45	45	45	1.01	50 ^{**}	49 ^{**}	50 ^{**}	1.01 ^{**}
Brazil (p)	4	3	6,603,265 ⁻¹	48 ⁻¹	29 ⁻¹	58	58	58	1.00	63 ⁻¹	64 ⁻¹	62 ⁻¹	0.97 ⁻¹
British Virgin Islands	3	2	638	51	100	62 ⁺	57 ⁺	66 ⁺	1.16 ⁺	90 ⁺	87 ⁺	94 ⁺	1.08 ⁺
Cayman Islands	4	1	610	50	91	107 ^{*, +1}	112 ^{*, +1}	103 ^{*, +1}	0.92 ^{*, +1}	93 ^{**}	96 ^{**}	90 ^{**}	0.94 ^{**}
Chile (p)	3	3	408,013	49	48	77	78	77	0.99	54	54	55	1.01
Colombia	3	3	1,108,409	49	38	36	36	37	1.02	39	39	39	0.99
Costa Rica	4	2	108,968	49	10	84	84	85	1.01	69	68	69	1.01
Cuba	3	3	466,790	48	.	105	104	107	1.03	113	114	112	0.98
Dominica	3	2	2,149	50	100	80 ⁺	76 ⁺	85 ⁺	1.11 ⁺	78 ⁺	74 ⁺	81 ⁺	1.09 ⁺
Dominican Republic	3	3	197,708	49	43	34	34	34	1.01	34	34	34	1.00
Ecuador	5	1	222,584 ^{**}	49 ^{**}	47 ^{**}	64	63	66	1.04	77 ^{**}	76 ^{**}	77 ^{**}	1.01 ^{**}
El Salvador	4	3	242,482	50	18	42	42	43	1.01	51	50	52	1.04
Grenada	3	2	3,400 ^{**}	52 ^{**}	...	93 ⁺	93 ⁺	93 ⁺	1.01 ⁺	81 ^{**}	77 ^{**}	84 ^{**}	1.09 ^{**}
Guatemala	3	4	436,154	49	19	46	46	45	0.97	28	28	29	1.00
Guyana	4	2	32,785	49	3	122	122	121	0.99	107	108	106	0.98
Haiti	3	3	...	...	...	...	...	...	...	...	...	...	...
Honduras	3	3	190,145 ^{**}	50 ^{**}	23 ^{**}	21 ⁺¹	21 ⁺¹	22 ⁺¹	1.05 ⁺¹	33 ^{**}	32 ^{**}	34 ^{**}	1.04 ^{**}
Jamaica (p)	3	3	154,186	50	91	78	75	81	1.08	95	94	97	1.03
Mexico (p)	4	2	4,098,406	49	13	73	72	73	1.01	93	93	94	1.01
Montserrat	3	2	137	56	.	...	...	...	...	105 ⁺	86 ⁺	126 ⁺	1.47 ⁺
Netherlands Antilles	4	2	5,972 ^{*, -2}	49 ^{*, -2}	75 ^{*, -2}	120	120	120	1.00	113 ^{*, -2}	115 ^{*, -2}	111 ^{*, -2}	0.97 ^{*, -2}
Nicaragua	3	4	213,672	49	16	28	28	29	1.04	37	37	37	1.02
Panama	4	2	83,836	49	18	39	39	39	1.01	62	62	62	1.01
Paraguay (p)	3	3	147,363 ⁻¹	49 ⁻¹	27 ⁻¹	27	27	28	1.03	31 ⁻¹	31 ⁻¹	31 ⁻¹	1.01 ⁻¹
Peru (p)	3	3	1,114,885	49	21	55	55	56	1.02	62	62	62	1.01
Saint Kitts and Nevis	3	2	1,941	52	59	132 ^{*, +1}	118 ^{*, +1}	146 ^{*, +1}	1.24 ^{*, +1}	102 ⁺	93 ⁺	112 ⁺	1.21 ⁺
Saint Lucia	3	2	4,118	50	100	66 ^{**}	66 ^{**}	67 ^{**}	1.03 ^{**}	74	73	75	1.03
Saint Vincent and the Grenadines	3	2	3,894 ^{**}	49 ^{**}	100^{**}	...	...	...	...	86 ^{**}	87 ^{**}	85 ^{**}	0.97 ^{**}
Suriname	4	2	16,990	49	45	...	...	...	...	89	88	90	1.01
Trinidad and Tobago	3	2	30,478 ⁺	49 ⁺	100 ⁺	60 ^{**}	60 ^{**}	61 ^{**}	1.01 ^{**}	87 ⁺	89 ⁺	86 ⁺	0.97 ⁺
Turks and Caicos Islands	4	2	1,083	47	65	...	...	...	...	118 ^{**}	132 ^{**}	106 ^{**}	0.80 ^{**}
Uruguay (p)	3	3	105,215 ⁻¹	49 ⁻¹	20 ⁻¹	59	59	60	1.02	62 ⁻¹	62 ⁻¹	62 ⁻¹	1.01 ⁻¹
Venezuela	3	3	974,958	49	18	45	44	45	1.03	58	58	59	1.01
North America and Western Europe													
Andorra	3	3	2,655	49	2	...	...	...	...	113 ⁺	112 ⁺	114 ⁺	1.01 ⁺
Austria (p)	3	3	216,508	49	27	83	83	82	0.99	91	92	91	0.99
Belgium (p)	3	3	412,041	49	53	110	111	110	0.98	121	121	121	1.00
Canada (p)	4	2	494,411 ^{*, -1}	49 ^{*, -1}	...	65	65	65	1.00	68 ^{*, -1}	68 ^{*, -1}	68 ^{*, -1}	1.00 ^{*, -1}
Cyprus	3	3	16,501	49	40	60 ⁺	59 ⁺	60 ⁺	1.02 ⁺	65 ⁺	66 ⁺	64 ⁺	0.97 ⁺
Denmark (p)	3	4	253,732	49	...	91	91	91	1.00	93	93	94	1.01
Finland (p)	3	4	137,431	49	8	49	49	48	0.99	59	60	59	0.99
France (p)	3	3	2,624,466	49	13	111	111	111	1.00	118	118	118	1.00

Net enrolment rate								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2005				2005		2005				2005	Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	% F	MF	M	F		
12	11	12	1.09	23 ⁺⁻²	23 ⁺⁻²	22 ⁺⁻²	0.99 ⁺⁻²	338 ⁺⁻²	100 ⁺⁻²	...	...	...	11 ⁺⁻²	Bahamas
75	74	75	1.01	87	88	85	0.97	346	95	63	29	65	18	Barbados
26	26	27	1.02	32	31	34	1.09	256	99	70 ⁺⁻¹	- ⁺⁻¹	70 ⁺⁻¹	17	Belize
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bermuda
33	33	34	1.02	41 ⁺⁻¹	40 ⁺⁻¹	41 ⁺⁻¹	1.02 ⁺⁻¹	5,790 ⁺	92 ⁺	79 ⁻²	32 ⁻²	82 ⁻²	41 ⁺	Bolivia
44	44	44	1.00	51 ⁻¹	51 ⁻¹	52 ⁻¹	1.01 ⁻¹	368,974 ⁻¹	98 ⁻¹	...	...	...	18 ⁻¹	Brazil (p)
47 ⁺	43 ⁺	51 ⁺	1.18 ⁺	82 ⁺	78 ⁺	85 ⁺	1.09 ⁺	45	100	20 ⁺⁻¹	- ⁺⁻¹	20 ⁺⁻¹	14	British Virgin Islands
62 ⁺⁻¹	64 ⁺⁻¹	60 ⁺⁻¹	0.95 ⁺⁻¹	65 ⁺	68 ⁺	62 ⁺	0.92 ⁺	52	100	100	-	100	12	Cayman Islands
51 ⁺	51 ⁺	51 ⁺	0.99 ⁺	44 ⁺	43 ⁺	44 ⁺	1.01 ⁺	19,715	98	...	...	...	21	Chile (p)
33	32 ⁺	33 ⁺	1.02 ⁺	35	35	35	1.00	49,926	96	...	...	...	22	Colombia
...	...	...	...	...	...	...	...	6,741	94	88	77 ⁻¹	89 ⁺	16	Costa Rica
94	92	96	1.04	99	100	99	0.99	27,380	100	100	-	100	17	Cuba
76 ⁺	72 ⁺	81 ⁺	1.12 ⁺	56 ⁺⁻²	56 ⁺⁻²	55 ⁺⁻²	0.97 ⁺⁻²	153	100	...	...	...	14	Dominica
30	30	30	1.02	31	31	31	1.01	8,924	96	77	71	77	22	Dominican Republic
53	52	54	1.04	62 ⁺	62 ⁺	63 ⁺	1.01 ⁺	13,368 ⁺	87 ⁺	72 ⁻¹	60 ⁻¹	73 ⁻¹	17 ⁺	Ecuador
37 ⁺	37 ⁺	38 ⁺	1.02 ⁺	44	43	45	1.04	8,866	88	100	100	100	27	El Salvador
93 ⁺	93 ⁺	93 ⁺	1.01 ⁺	80 ⁺⁻¹	76 ⁺⁻¹	83 ⁺⁻¹	1.09 ⁺⁻¹	330 ⁺	99 ⁺	10 ⁺	Grenada
33	33	32	0.97	27	27	27	1.00	17,371	...	...	...	...	25	Guatemala
99 ⁺	100 ⁺	99 ⁺	0.99 ⁺	90	91	89	0.98	2,032	99	48	21	49	16	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
21 ⁺⁻¹	21 ⁺⁻¹	22 ⁺⁻¹	1.05 ⁺⁻¹	27 ⁻¹	26 ⁻¹	27 ⁻¹	1.04 ⁻¹	9,703 ⁺	94 ⁺	64 ⁻¹	53 ⁻¹	65 ⁻¹	20 ⁺	Honduras
78	75	81	1.08	94 ⁺	93 ⁺	96 ⁺	1.04 ⁺	7,066 ⁺	98 ⁺	22 ⁺	Jamaica (p)
66	66	66	1.01	81	81	81	1.00	141,932	96	...	...	...	29	Mexico (p)
...	...	...	...	82 ⁺	9	100	100	-	100	15	Montserrat
...	...	...	...	99 ⁺⁻²	...	...	...	309 ⁺⁻²	100 ⁺⁻²	...	...	...	19 ⁺⁻²	Netherlands Antilles
28	28	29	1.04	37	37	37	1.02	8,435	96	33	24	33	25	Nicaragua
37	36	37	1.01	55	55	56	1.01	4,227	95	48	7	50	20	Panama
26	26	26	1.03	29 ⁺⁻¹	29 ⁺⁻¹	30 ⁺⁻¹	1.02 ⁺⁻¹	5,671 ⁺⁻¹	88 ⁺⁻¹	...	...	...	26 ⁺⁻¹	Paraguay (p)
55	54	56	1.02	62	62	62	1.01	45,072	97	...	...	...	25	Peru (p)
92 ⁺⁻¹	...	...	...	83 ⁺⁻²	77 ⁺⁻²	90 ⁺⁻²	1.16 ⁺⁻²	315	100	46 ⁺	- ⁺	46 ⁺	6	Saint Kitts and Nevis
52 ⁺⁻¹	51 ⁺⁻¹	53 ⁺⁻¹	1.04 ⁺⁻¹	57	56	58	1.04	358	100	56 ⁺	- ⁺	56 ⁺	12	Saint Lucia
...	...	...	...	...	...	...	...	340 ⁺	100 ⁺	59 ⁺	- ⁺	59 ⁺	11 ⁺	Saint Vincent and the Grenadines
...	...	...	...	84 ⁺	83 ⁺	85 ⁺	1.02 ⁺	717	100	...	...	...	24	Suriname
50 ⁺	49 ⁺	51 ⁺	1.04 ⁺	70 ⁺	70 ⁺	70 ⁺	1.00 ⁺	2,186 ⁺	100 ⁺	25 ⁺⁻¹	- ⁺⁻¹	25 ⁺⁻¹	14 ⁺	Trinidad and Tobago
...	...	...	...	73 ⁺	80 ⁺	68 ⁺	0.85 ⁺	87 ⁺	95 ⁺	76 ⁺	25 ⁺	78 ⁺	12 ⁺	Turks and Caicos Islands
53	52	53	1.02	54 ⁺⁻¹	54 ⁺⁻¹	54 ⁺⁻¹	1.01 ⁺⁻¹	3,926 ⁻¹	...	...	...	...	27 ⁻¹	Uruguay (p)
40	40	41	1.03	51	51	52	1.02	63,413	94	86	70	87	15	Venezuela
North America and Western Europe														
...	...	...	...	95 ⁺	96 ⁺	94 ⁺	0.98 ⁺	191	92	...	...	...	14	Andorra
79 ⁺	79 ⁺	79 ⁺	0.99 ⁺	87 ⁺	87 ⁺	86 ⁺	0.99 ⁺	15,239	99	...	...	...	14	Austria (p)
96	97	95	0.99	100	100	100	1.00	28,899	98	...	...	...	14	Belgium (p)
65	65	65	1.00	...	...	...	...	...	...	...	...	...	...	Canada (p)
54 ⁺	53 ⁺	54 ⁺	1.03 ⁺	60 ⁺	61 ⁺	60 ⁺	0.98 ⁺	894 ⁺	99 ⁺	18 ⁺	Cyprus
88	88	89	1.01	89	88	91	1.03	...	...	...	...	...	...	Denmark (p)
49	49	48	0.99	59	59	59	1.00	11,482	97	...	...	...	12	Finland (p)
99	99	99	1.00	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	138,633 ⁻¹	81 ⁻¹	...	...	...	18 ⁻¹	France (p)

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

Region	Education system		Enrolment			Gross enrolment ratio							
	Entrance age	Duration	2005			1999				2005			
			MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Germany (p)	3	3	2,232,306	48	59	93	94	93	0.98	98	98	97	0.99
Gibraltar	4	1	...	...	...	...	...	...	...	...	...	...	...
Greece (p)	4	2	141,654	49	3	68	67	68	1.01	67	66	68	1.02
Holy See	.	.	.	.	.	.	.	.	.	.	.	.	.
Iceland (p)	3	3	11,919 **	49 **	8 **	88	89	87	0.98	94 **	95 **	94 **	1.00 **
Ireland (p)	3	1	...	...	...	...	...	...	...	...	...	...	...
Israel (p)	3	3	361,068	48	4	104	105	103	0.99	92	93	92	1.00
Italy (p)	3	3	1,654,833	48	30	96	97	95	0.98	104	105	103	0.98
Liechtenstein	4	2	834 ⁻¹	52 ⁻¹	3 ⁻¹	...	...	...	...	105 ^{1,-1}	104 ^{1,-1}	106 ^{1,-1}	1.02 ^{1,-1}
Luxembourg (p)	3	3	14,800	49	6	72	73	72	0.99	86	85	86	1.00
Malta	3	2	8,551	50	39	102	103	102	0.99	101	99	103	1.05
Monaco	3	3	894 ⁻¹	...	19 ⁻¹	...	...	...	...	...	...	...	...
Netherlands (p)	4	2	355,329	48	...	98	99	98	0.99	90	91	90	0.98
Norway (p)	3	3	157,077	...	42	75	73	77	1.06	88	...	...	...
Portugal (p)	3	3	259,788	49	47	68	68	68	1.00	77	76	78	1.03
San Marino	3	3	1,075 ⁻¹ ⁻¹	...	...	...	...	...	...	...	...
Spain (p)	3	3	1,429,942	49	35	100	101	100	0.99	114	114	114	1.00
Sweden (p)	3	4	333,922	48	14	78	78	78	1.01	88	89	88	0.99
Switzerland (p)	5	2	156,157	49	8	92	92	92	1.00	99	99	98	1.00
United Kingdom (p)	3	2	808,781	49	8	79	78	79	1.00	59	58	59	1.01
United States (p)	3	3	7,361,682	47	38	59	60	58	0.97	61	64	59	0.93
South and West Asia													
Afghanistan	3	4	25,372 ^{**,-1}	43 ^{**,-1}	...	...	...	...	...	1 ^{**,-1}	1 ^{**,-1}	1 ^{**,-1}	0.80 ^{**,-1}
Bangladesh	3	3	1,108,754 ⁻¹	49 ⁻¹	52 ⁻¹	18	18	19	1.04	11 ⁻¹	11 ⁻¹	11 ⁻¹	1.01 ⁻¹
Bhutan	3	3	416	47	100	...	...	...	...	...	...	...	...
India	3	3	29,253,935	49	...	20	20	19	0.99	41	41	41	1.01
Iran, Islamic Republic of	5	1	499,180	51	8	13	13	14	1.05	46	43	48	1.11
Maldives	3	3	13,505	49	38	46	46	46	1.00	49	49	49	1.01
Nepal	3	2	391,970 ⁺¹	46 ⁺¹	...	11 **	13 **	10 **	0.73 **	27 ⁺¹	29 ⁺¹	26 ⁺¹	0.91 ⁺¹
Pakistan	3	2	4,075,258	46	...	65 ^{1,+1}	76 ^{1,+1}	53 ^{1,+1}	0.70 ^{1,+1}	50	53	48	0.90
Sri Lanka (p)	4	1	...	...	...	...	...	...	...	...	...	...	...
Sub-Saharan Africa													
Angola	3	3	...	...	...	23 ⁻¹	30 ⁻¹	16 ⁻¹	0.52 ⁻¹	...	...	...	...
Benin	4	2	27,673	50	37	4	4	4	0.97	5	5	5	1.02
Botswana	3	3	...	...	...	...	...	...	...	...	...	...	...
Burkina Faso	4	3	24,375	49	...	2	2	2	1.03	2	2	2	0.99
Burundi	4	3	12,092	49	47	1	1	1	1.01	2	2	2	0.98
Cameroon	4	2	217,579 ⁺	49 ⁺	66 ⁺	12	12	12	0.95	24 ⁺	24 ⁺	24 ⁺	0.99 ⁺
Cape Verde	3	3	21,569	50	-	51 ^{**,+1}	51 ^{**,+1}	52 ^{**,+1}	1.02 ^{**,+1}	54	54	54	1.00
Central African Republic	3	3	6,073 ^{**,-1}	51 ^{**,-1}	...	...	...	...	...	2 ^{**,-1}	2 ^{**,-1}	2 ^{**,-1}	1.04 ^{**,-1}
Chad	3	3	8,040 **	33 **	...	...	...	...	...	1 **	1 **	1 **	0.48 **
Comoros	3	3	2,331 **	48 **	62 **	2	2	2	1.07	3 **	3 **	3 **	0.96 **
Congo	3	3	23,320	51	77	2	1	2	1.59	6	6	6	1.03
Côte d'Ivoire	3	3	48,647 ^{1,-2}	49 ^{1,-2}	46 ^{**,-2}	2	2	2	0.96	3 ^{1,-2}	3 ^{1,-2}	3 ^{1,-2}	0.96 ^{1,-2}
Democratic Republic of the Congo	3	3	70,775 ^{**,-2}	50 ^{**,-2}	84 ^{**,-2}	1 ^{**,+1}	1 ^{**,+1}	1 ^{**,+1}	0.98 ^{**,+1}	1 ^{**,-2}	1 ^{**,-2}	1 ^{**,-2}	1.01 ^{**,-2}
Equatorial Guinea	3	4	25,208	45	49	31	31	32	1.04	41	45	37	0.83

Net enrolment rate								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2005				2005		2005				2005	Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	% F	MF	M	F		
...	...	...	...	...	...	...	...	189,780	98	...	...	...	12	Germany (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar
68	67	68	1.01	67	66	68	1.02	11,342	99	...	...	...	12	Greece (p)
...	...	...	...	...	...	...	...	.	.	.	.	.	.	Holy See
88	89	87	0.98	94**	95**	94**	1.00**	1,896**	97**	...	...	...	6**	Iceland (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ireland (p)
83	82	83	1.00	85	85	86	1.01	10,777	100	...	...	...	34	Israel (p)
96	97	95	0.98	99	100	98	0.98	134,361	100	...	...	...	12	Italy (p)
...	...	...	...	75 ⁻¹	72 ⁻¹	78 ⁻¹	1.09 ⁻¹	62 ⁻¹	100 ⁻¹	...	...	...	13 ⁻¹	Liechtenstein
71	71	71	1.00	84	83	84	1.01	1,089	98	...	...	...	14	Luxembourg (p)
88	89	87	0.97	86	85	88	1.04	742	98	...	...	...	12	Malta
...	...	...	...	...	...	...	...	54 ^{**,-1}	100 ^{**,-1}	...	...	...	17 ^{**,-1}	Monaco
98	99	98	0.99	90	91	90	0.98	...	...	...	...	...	...	Netherlands (p)
75	73	77	1.06	88	...	...	...	...	...	...	...	...	...	Norway (p)
67	67	67	1.00	76	75	77	1.03	16,862	98	...	...	...	15	Portugal (p)
...	...	...	...	...	...	...	...	131 ⁻¹	...	...	...	...	8 ⁻¹	San Marino
93	93	93	1.00	98	97	98	1.01	105,486	89	...	...	...	14	Spain (p)
78	78	78	1.01	88	88	88	0.99	32,769	97	...	...	...	10	Sweden (p)
73	73	72	0.99	74	74	73	0.99	10,570	98	...	...	...	15	Switzerland (p)
75	75	75	1.00	54	54	54	1.01	46,242	97	...	...	...	17	United Kingdom (p)
55	55	54	0.98	56	58	54	0.94	429,752	91	...	...	...	17	United States (p)
South and West Asia														
...	...	...	...	...	...	...	...	3,510 ^{**,-1}	100 ^{**,-1}	...	...	...	7 ^{**,-1}	Afghanistan
...	...	...	...	10 ⁻¹	10 ⁻¹	10 ⁻¹	1.01 ⁻¹	32,789 ⁻¹	90 ⁻¹	41 ⁻¹	50 ⁻¹	40 ⁻¹	34 ⁻¹	Bangladesh
...	...	...	...	...	...	...	...	18	...	...	...	...	23	Bhutan
...	...	...	...	...	...	...	...	716,973	100	...	...	...	41	India
...	...	...	...	27 ⁻²	26 ⁻²	29 ⁻²	1.13 ⁻²	18,547	89	79 ^{**,-2}	...	...	27	Iran, Islamic Republic of
42	42	42	1.00	42	42	42	1.00	516	95	41	42	41	26	Maldives
...	...	...	...	...	...	...	...	12,190 ^{**,-2}	41 ^{**,-2}	...	...	...	20 ^{**,-2}	Nepal
...	...	...	...	41	44	39	0.89	86,444 ^{**,-1}	45 ^{**,-1}	...	...	...	41 ^{**,-1}	Pakistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka (p)
Sub-Saharan Africa														
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Angola
3	3	3	0.96	3**	3**	3**	1.03**	640	71	100 ⁻¹	100 ⁻¹	100 ⁻¹	43	Benin
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Botswana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Burkina Faso
...	...	...	...	...	...	...	...	296 ⁺	88 ⁺	72 ⁺	64 ⁺	73 ⁺	41 ⁺	Burundi
...	...	...	...	...	...	...	...	7,012 ⁺	99 ⁺	51 ⁺	39 ⁺	51 ⁺	31 ⁺	Cameroon
...	...	...	...	51	51	51	1.00	936	100	8	-	8	23	Cape Verde
...	...	...	...	2 ^{**,-1}	2 ^{**,-1}	2 ^{**,-1}	1.04 ^{**,-1}	...	...	...	...	...	...	Central African Republic
...	...	...	...	...	...	...	...	213**	...	...	...	...	38**	Chad
2	2	2	0.98	...	...	...	...	494	...	...	...	...	...	Comoros
2	1	2	1.59	6	6	6	1.03	1,070	86	53	-	62	22	Congo
3 ⁺¹	3 ⁺¹	3 ⁺¹	0.96 ⁺¹	3 ⁻²	3 ⁻²	3 ⁻²	0.96 ⁻²	2,179 ⁻²	80 ⁻²	100 ⁻²	100 ⁻²	100 ⁻²	22 ⁻²	Côte d'Ivoire
...	...	...	...	1 ^{**,-2}	1 ^{**,-2}	1 ^{**,-2}	1.01 ^{**,-2}	3,075 ^{**,-2}	34 ^{**,-2}	...	...	...	23 ^{**,-2}	Democratic Republic of the Congo
31	30	32	1.04	39 ⁻²	...	...	...	600 ⁻²	80 ⁻²	36 ⁻²	46 ⁻²	33 ⁻²	39 ⁻²	Equatorial Guinea

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

Region	Education system		Enrolment			Gross enrolment ratio							
	Entrance age	Duration	2005			1999				2005			
			MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Eritrea	5	2	31,244	50	48	6	6	5	0.88	12	12	12	1.02
Ethiopia	4	3	158,311 ⁺¹	48 ⁺¹	...	1	1	1	0.97	2 ⁺¹	2 ⁺¹	2 ⁺¹	0.94 ⁺¹
Gabon	3	3	...	...	...	14 ^{**+1}	...	...	...	...	...	...	...
Gambia	3	4	30,227 ^{**,-1}	50 ^{**,-1}	100 ^{**,-1}	20	21	19	0.91	18 ^{**,-1}	18 ^{**,-1}	19 ^{**,-1}	1.03 ^{**,-1}
Ghana	3	3	996,490 ⁺¹	50 ⁺¹	...	40 ^{**}	40 ^{**}	40 ^{**}	1.02 ^{**}	56 ⁺¹	55 ⁺¹	57 ⁺¹	1.05 ⁺¹
Guinea	3	4	75,882	49	...	...	...	...	...	7	7	7	1.02
Guinea-Bissau	4	3	...	...	...	3 ^{**}	3 ^{**}	3 ^{**}	1.05^{**}	...	...	...	...
Kenya	3	3	1,643,175	49	31	44	44	44	1.00	54	54	54	0.99
Lesotho	3	3	45,036	51	100	23 ^{**}	23 ^{**}	24 ^{**}	1.08 ^{**}	34	33	35	1.06
Liberia	3	3	...	...	...	41	47	35	0.74	...	...	...	...
Madagascar	3	3	150,267 ^{**,-1}	...	...	3 ^{**}	3 ^{**}	3 ^{**}	1.02 ^{**}	9 ^{**,-1}	...	...	...
Malawi	3	3	...	...	...	...	...	...	...	...	...	...	...
Mali	3	4	45,500	49	...	1	1	1	1.09	3	3	3	1.01
Mauritius	3	2	37,356	49	83	100	99	101	1.02	95	95	96	1.01
Mozambique	3	3	...	...	...	...	...	...	...	...	...	...	...
Namibia	3	3	48,027 ^{**,-1}	52 ^{**,-1}	100 ^{**,-1}	19	18	21	1.16	29 ^{**,-1}	27 ^{**,-1}	30 ^{**,-1}	1.12 ^{**,-1}
Niger	4	3	19,597	50	32	1	1	1	1.05	1	1	1	1.05
Nigeria	3	3	1,860,271	49	...	...	...	...	...	15	15	15	0.99
Rwanda	4	3	...	...	...	2 ^{**+1}	2 ^{**+1}	2 ^{**+1}	0.97 ^{**+1}	...	...	...	...
Sao Tome and Principe	3	4	5,424	51	-	27 ^{**}	26 ^{**}	28 ^{**}	1.09 ^{**}	32	31	33	1.06
Senegal	4	3	78,812	52	68	3	3	3	1.00	8	7	8	1.11
Seychelles	4	2	2,838	51	...	109 ⁺	107 ⁺	111 ⁺	1.04 ⁺	109 ⁺	110 ⁺	109 ⁺	0.98 ⁺
Sierra Leone	3	3	...	...	...	4 ⁺¹	...	...	...	...	...	...	...
Somalia	3	3	...	...	...	...	...	...	...	...	...	...	...
South Africa	6	1	386,539 ⁻¹	50 ⁻¹	7 ⁻¹	20	20	20	1.01	37 ⁻¹	37 ⁻¹	38 ⁻¹	1.03 ⁻¹
Swaziland	3	3	14,554 ^{**}	49^{**}	...	...	...	...	...	18 ^{**}	18 ^{**}	18 ^{**}	0.99 ^{**}
Togo	3	3	13,045 ^{**,-1}	50 ^{**,-1}	59 ^{**,-1}	2	2	2	0.99	2 ^{**,-1}	2 ^{**,-1}	2 ^{**,-1}	0.98 ^{**,-1}
Uganda	4	2	30,240	50	100	4 ^{**}	4 ^{**}	4 ^{**}	1.00 ^{**}	1	1	1	1.01
United Republic of Tanzania	5	2	669,137 ⁺¹	50 ⁺¹	2 ⁺¹	...	...	...	...	30 ⁺¹	29 ⁺¹	30 ⁺¹	1.03 ⁺¹
Zambia	3	4	2 ^{,-1}	2 ^{,-1}	2 ^{,-1}	1.19 ^{,-1}
Zimbabwe (p)	3	3	448,124 ⁻²	45 ⁻²	...	41 ^{**}	40 ^{**}	41 ^{**}	1.03 ^{**}	43 ⁻²	47 ⁻²	39 ⁻²	0.82 ⁻²

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WORLD			132,141,957	48	...	33	34	33	0.96	40	40	39	0.97
Arab States			2,885,101	46	...	15	17	13	0.77	17	18	16	0.88
Central and Eastern Europe			9,321,662	48	...	49	50	48	0.97	59 ^{**}	60 ^{**}	57 ^{**}	0.96 ^{**}
Central Asia			1,482,671 ^{**}	48 ^{**}	...	22 ^{**}	23 ^{**}	22 ^{**}	0.92 ^{**}	28 ^{**}	28 ^{**}	27 ^{**}	0.95 ^{**}
East Asia and the Pacific			35,904,814	47	...	40 ^{**}	41 ^{**}	40 ^{**}	0.98 ^{**}	43	44	42	0.95
Latin America and the Caribbean			19,125,667 ^{**}	49 ^{**}	...	56	55	56	1.01	62 ^{**}	62 ^{**}	62 ^{**}	1.00 ^{**}
North America and Western Europe			19,477,757	48	...	76	76	75	0.98	79	80	78	0.97
South and West Asia			35,688,751	49	...	22	23	21	0.91	37	37	37	1.00
Sub-Saharan Africa			8,255,535 ^{**}	49 ^{**}	...	10 ^{**}	10 ^{**}	9 ^{**}	0.98 ^{**}	14 ^{**}	14 ^{**}	14 ^{**}	0.97 ^{**}

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				2005				2005		2005				2005	Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	% F	MF	M	F		
5	5	4	0.90	8	8	9	1.01	845	97	66	55	66	37	Eritrea
...	...	...	...	...	...	...	...	4,734 ^{**,+1}	91 ^{**,+1}	79	68	80	33 ^{**,+1}	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gabon
...	...	...	...	...	...	...	...	800 ^{**,-1}	56 ^{**,-1}	...	...	...	38 ^{**,-1}	Gambia
28 ^{**,+1}	27 ^{**,+1}	28 ^{**,+1}	1.04 ^{**,+1}	36 ⁺¹	35 ⁺¹	37 ⁺¹	1.05 ⁺¹	29,014	91	22	25	22	25	Ghana
...	...	...	...	6	6	6	1.02	2,436	33	...	...	...	31	Guinea
2 ⁺¹	2 ⁺¹	2 ⁺¹	1.02 ⁺¹	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
...	...	...	...	30	29	30	1.02	72,182	87	71	55	73	23	Kenya
...	...	...	...	27	26	28	1.07	2,319 ^{**}	95 ^{**}	- ^{**}	- ^{**}	- ^{**}	19 ^{**}	Lesotho
38 ⁺¹	40 ⁺¹	35 ⁺¹	0.89 ⁺¹	...	...	...	...	...	...	...	...	...	...	Liberia
3 ⁺¹	3 ⁺¹	3 ⁺¹	1.07 ⁺¹	9 ^{**,-1}	...	...	...	2,654 ^{**,-1}	91 ^{**,-1}	...	...	...	57 ^{**,-1}	Madagascar
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Malawi
...	...	...	...	...	...	...	...	1,295 ^{**,-2}	73 ^{**,-2}	...	...	...	21 ^{**,-2}	Mali
71 ^{**}	71 ^{**}	72 ^{**}	1.02 ^{**}	85	85	86	1.01	2,501	100	90	-	90	15	Mauritius
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mozambique
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Namibia
1	1	1	1.05	1	1	1	1.05	839	97	86 ⁻¹	64 ⁻¹	86 ⁻¹	23	Niger
...	...	...	...	11 ⁻¹	11 ⁻¹	11 ⁻¹	0.97 ⁻¹	...	...	...	...	...	...	Nigeria
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Rwanda
26	24	28	1.14	32	31	33	1.06	172 ^{**,-2}	94 ^{**,-2}	...	...	...	25 ^{**,-2}	Sao Tome and Principe
3 ⁺¹	3 ⁺¹	3 ⁺¹	1.04 ⁺¹	4	4	5	1.11	2,171	82	100	100	100	36	Senegal
89 [*]	88 [*]	90 [*]	1.02 [*]	96 [*]	97 [*]	95 [*]	0.99 [*]	189	100	77 ⁻²	- ⁻²	77 ⁻²	15	Seychelles
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia
6	6	6	0.99	16 ⁻²	16 ⁻²	16 ⁻²	1.02 ⁻²	11,440 ^{**,-1}	78 ^{**,-1}	...	...	...	34 ^{**,-1}	South Africa
...	...	...	...	12 ⁻¹	12 ⁻¹	12 ⁻¹	0.99 ⁻¹	451 ^{**}	75^{**}	...	...	...	32 ^{**}	Swaziland
2	2	2	0.99	2 ^{**,-1}	2 ^{**,-1}	2 ^{**,-1}	0.98 ^{**,-1}	707 ^{**,-1}	91 ^{**,-1}	67 ⁻²	70 ⁻²	67 ⁻²	18 ^{**,-1}	Togo
2 ^{**}	2 ^{**}	2 ^{**}	1.05 ^{**}	1	1	1	1.01	1,386	84	...	...	...	22	Uganda
...	...	...	...	29	29	29	1.02	14,591 ⁺¹	59 ⁺¹	17 ⁺¹	10 ⁺¹	22 ⁺¹	46 ⁺¹	United Republic of Tanzania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Zambia
...	...	...	...	...	...	...	...	19,588 ⁻²	100 ⁻²	...	...	...	23 ⁻²	Zimbabwe (p)

REGIONAL AVERAGES

...	...	...	...	...	...	...	...	6,116,947 ^{**}	94^{**}	...	...	...	22 ^{**}	WORLD
...	...	...	...	...	...	...	...	143,241	86	...	...	...	20	Arab States
...	...	...	...	...	...	...	...	1,033,913	99^{**}	...	...	...	9	Central and Eastern Europe
...	...	...	...	...	...	...	...	138,642 ^{**}	97^{**}	...	...	...	11 ^{**}	Central Asia
...	...	...	...	...	...	...	...	1,440,278	96	...	...	...	25	East Asia and the Pacific
...	...	...	...	...	...	...	...	894,188 ^{**}	96^{**}	...	...	...	21 ^{**}	Latin America and the Caribbean
...	...	...	...	...	...	...	...	1,321,159	92	...	...	...	15	North America and Western Europe
...	...	...	...	...	...	...	...	882,168	93^{**}	...	...	...	40	South and West Asia
...	...	...	...	...	...	...	...	263,357 ^{**}	74^{**}	...	...	...	31 ^{**}	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		2005		2005			
		Entrance age	Duration	MF	% F	MF	M	F	GPI
Arab States									
Algeria	6-14	6	6	597,542	48	101	102	99	0.97
Bahrain	..	6	6	13,685	49	104	104	104	1.00
Djibouti	6-15	6	6	9,460	47	43	45	40	0.89
Egypt (p)	6-14	6	6	1,659,455	48	102	104	100	0.96
Iraq	6-11	6	6	843,775 **	48 **	107 **	110 **	103 **	0.94 **
Jordan (p)	6-15	6	6	127,163	49	85	85	85	1.01
Kuwait	6-14	6	5	39,955	49	93	93	92	0.99
Lebanon	6-15	6	6	71,723	49	101	102	100	0.98
Libyan Arab Jamahiriya	6-14	6	6	...	...	...	...	...	...
Mauritania	6-14	6	6	97,356	50	112	112	113	1.01
Morocco	6-14	6	6	627,512	48	99	101	97	0.96
Oman	...-...	6	6	44,338 ⁺¹	49 ⁺¹	74 ⁺¹	74 ⁺¹	75 ⁺¹	1.01 ⁺¹
Palestinian Autonomous Territories	6-15	6	4	95,268	49	82	82	82	0.99
Qatar	6-17	6	6	12,468 **	49 **	106 **	106 **	105 **	0.99 **
Saudi Arabia	6-11	6	6	536,442	50	87	85	89	1.05
Sudan	6-13	6	6	641,609	45	67	72	62	0.86
Syrian Arab Republic	6-14	6	4	560,775	48	121	123	119	0.97
Tunisia (p)	6-16	6	6	165,445	49	100	99	101	1.01
United Arab Emirates	6-14	6	5	56,236	49	89	89	89	1.00
Yemen	6-14	6	6	690,650 ^{**,-1}	43 ^{**,-1}	110 ^{**,-1}	122 ^{**,-1}	97 ^{**,-1}	0.80 ^{**,-1}
Central and Eastern Europe									
Albania	6-13	6	4	56,427 ⁻¹	48 ⁻¹	99 ⁻¹	99 ⁻¹	99 ⁻¹	0.99 ⁻¹
Belarus	6-16	6	4	88,843	48	104	105	103	0.98
Bosnia and Herzegovina	...-...	6	4	...	...	...	...	...	...
Bulgaria (p)	7-14	7	4	72,376 ⁻¹	48 ⁻¹	106 ⁻¹	107 ⁻¹	104 ⁻¹	0.98 ⁻¹
Croatia	7-14	7	4	48,544 ⁻²	48 ⁻²	98 ⁻²	99 ⁻²	97 ⁻²	0.98 ⁻²
Czech Republic (p)	6-15	6	5	90,373	49	102	102	102	1.00
Estonia	7-15	7	6	12,293	48	101	102	99	0.97
Hungary (p)	7-16	7	4	100,107	48	96	97	95	0.98
Latvia	7-15	7	4	19,414 ⁻¹	48 ⁻¹	90 ⁻¹	90 ⁻¹	89 ⁻¹	0.99 ⁻¹
Lithuania	7-15	7	4	39,905 ⁻¹	49 ⁻¹	101 ⁻¹	101 ⁻¹	102 ⁻¹	1.01 ⁻¹
Poland (p)	7-15	7	6	404,121	49 **	97	97 **	97 **	1.00 **
Republic of Moldova	7-15	7	4	40,790	48	92 [^]	93 [^]	91 [^]	0.98 [^]
Romania	7-14	7	4	265,962 **	49 **	122 **	122 **	121 **	1.00 **
Russian Federation (p)	6-15	7	3	1,270,952	48 **	97	98 **	96 **	0.98 **
Serbia and Montenegro	7-14	7	4	...	...	...	...	...	...
Slovakia (p)	6-15	6	4	56,744	49	99	99	98	0.99
Slovenia	16-14	6	5	17,687	48	99	101	98	0.97
The Former Yugoslav Rep. of Macedonia	7-14	7	4	26,410	48	99	99	99	1.00
Turkey (p)	6-14	6	6	1,339,833	48	92	94	90	0.96
Ukraine	6-17	6	4	425,659 [^]	49 [^]	104 [^]	104 [^]	104 [^]	1.00 [^]
Central Asia									
Armenia	7-14	7	3	41,265	48	100	98	102	1.04
Azerbaijan	6-16	6	4	126,204	47	94	94	93	0.99
Georgia	6-14	6	6	53,502	48	104	103	105	1.02

Net intake rate						New entrants to primary education with ECCE experience (%)			Region
1999			2005			2005			Country or territory
MF	M	F	MF	M	F	MF	M	F	
Arab States									
77	79	76	88	89	86	3	3	3	Algeria
86	83	88	86	86	86	80	80	79	Bahrain
22	25	19	30	33	28	...	...	...	Djibouti
83 ^{**,+1}	85 ^{**,+1}	81 ^{**,+1}	92 ^{**,-1}	92 ^{**,-1}	91 ^{**,-1}	...	...	...	Egypt (p)
79 ^{**}	83 ^{**}	75 ^{**}	82 ^{**}	85 ^{**}	79^{**}	...	...	...	Iraq
68 ^{**}	67 ^{**}	69 ^{**}	60 ⁻¹	60 ⁻¹	60 ⁻¹	49 ⁻¹	...	...	Jordan (p)
62	63	61	54	54	55	77	76	78	Kuwait
75 ^{**}	77 ^{**}	74 ^{**}	75	77	74	94	94	94	Lebanon
...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
...	...	...	35	35	34	25 ⁻¹	25 ⁻¹	24 ⁻¹	Mauritania
51	53	49	81	83	79	...	...	...	Morocco
70	69	70	53 ^{**,+1}	52 ^{**,+1}	53 ^{**,+1}	...	...	...	Oman
85 ^{**,+1}	85 ^{**,+1}	85 ^{**,+1}	61 ^{**}	62 ^{**}	60^{**}	...	...	...	Palestinian Autonomous Territories
...	...	...	64 ^{**}	64 ^{**}	64^{**}	...	...	...	Qatar
...	...	...	48	47	49	...	...	...	Saudi Arabia
...	...	...	...	...	...	49 ⁻¹	52 ⁻¹	44 ⁻¹	Sudan
60	61	60	62	62	61	12	12	12	Syrian Arab Republic
...	...	...	88 ⁻¹	88 ⁻¹	89 ⁻¹	...	...	...	Tunisia (p)
48	48	47	34	34	33	79	79	79	United Arab Emirates
26	31	21	...	...	...	...	...	...	Yemen
Central and Eastern Europe									
...	...	...	...	...	...	...	...	...	Albania
76	77	76	88 ⁺	88 ⁺	87 ⁺	Belarus
...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
...	...	...	...	...	...	...	...	...	Bulgaria (p)
68	69	66	71 ⁻²	73 ⁻²	70 ⁻²	98 ^{,-2}	98 ^{,-2}	98 ^{,-2}	Croatia
...	...	...	...	...	...	...	...	...	Czech Republic (p)
...	...	...	...	...	...	...	...	...	Estonia
...	...	...	65 ^{**}	67 ^{**}	63^{**}	...	...	...	Hungary (p)
...	...	...	...	...	...	...	...	...	Latvia
...	...	...	...	...	...	...	...	...	Lithuania
...	...	...	...	...	...	...	...	...	Poland (p)
...	...	...	73 ⁺	74 ⁺	72 ⁺	Republic of Moldova
...	...	...	...	...	...	...	...	...	Romania
...	...	...	...	...	...	...	...	...	Russian Federation (p)
...	...	...	...	...	...	...	...	...	Serbia and Montenegro
...	...	...	...	...	...	...	...	...	Slovakia (p)
...	...	...	...	...	...	...	...	...	Slovenia
...	...	...	...	...	...	...	...	...	The Former Yugoslav Rep. of Macedonia
...	...	...	72 ^{**}	73 ^{**}	71^{**}	...	...	...	Turkey (p)
66	...	...	78 ⁺	78 ⁺	78 ⁺	Ukraine
Central Asia									
67 ^{**,+1}	67 ^{**,+1}	68 ^{**,+1}	75 ⁻²	73 ⁻²	77 ⁻²	...	...	...	Armenia
...	...	...	65	66	64	7	7	7	Azerbaijan
69	68 ^{**}	69 ^{**}	78	77	79	2 ⁻¹	2 ⁻¹	2 ⁻¹	Georgia

TABLE 2 PRIMARY EDUCATION / ISCED 1 / New entrants

Region	Education system			New entrants		Gross intake ratio			
	Country or territory	Compulsory education age range	Primary education		2005		2005		
Entrance age			Duration	MF	% F	MF	M	F	GPI
Kazakhstan	7-17	7	4	238,970	49	108	108	107	0.99
Kyrgyzstan	7-15	7	4	102,184	48	95	97	94	0.97
Mongolia	7-14	7	4	76,817	49	149	148	149	1.00
Tajikistan	7-15	7	4	167,388	48 **	99	101 **	97 **	0.96 **
Turkmenistan	7-15	7	3	...	...	...	...	...	...
Uzbekistan	7-15	7	4	596,073 **,-1	49 **,-1	102 **,-1	102 **,-1	102 **,-1	1.00 **,-1
East Asia and the Pacific									
Australia (p)	5-15	5	7	269,096 **	49 **	105 **	105 **	105 **	0.99 **
Brunei Darussalam	5-16	6	6	7,478	47	102	103	100	0.97
Cambodia	...-...	6	6	436,445	48	133	137	128	0.94
China (p)	6-14	7	5	17,507,608 **	47 **	91 **	92 **	89 **	0.98 **
Cook Islands	5-15	5	6	394 **,-1	46 **,-1	80 **,-1	81 **,-1	78 **,-1	0.96 **,-1
Democratic People's Republic of Korea	6-15	6	4	...	...	...	...	...	...
Fiji	6-17	6	6	18,981 **	48 **	104 **	106 **	103 **	0.98 **
Hong Kong SAR of China	6-14	6	6	61,187	48	90	93	87	0.93
Indonesia (p)	7-15	7	6	4,995,669 **	48 **	121 **	124 **	119 **	0.96 **
Japan (p)	6-15	6	6	1,172,952 **	49 **	97 **	96 **	97 **	1.01 **
Kiribati	6-15	6	6	3,033 **	50 **	115 **	114 **	115 **	1.01 **
Lao People's Democratic Republic	6-10	6	5	184,797	47	116	121	111	0.92
Macao, China	5-14	6	6	4,552	48	95	97	93	0.96
Malaysia (p)	6-11	6	6	536,886 -1	48 -1	98 -1	98 -1	97 -1	0.99 -1
Marshall Islands	6-14	6	6	1,618 **,-2	48 **,-2	115 **,-2	116 **,-2	113 **,-2	0.98 **,-2
Micronesia (Federated States of)	6-13	6	6	...	...	...	...	...	...
Myanmar	5-9	5	5	1,167,014	49	122	123	122	0.99
Nauru	6-16	6	6	...	...	...	...	...	...
New Zealand (p)	5-16	5	6	58,119 **	49 **	103 **	104 **	103 **	0.99 **
Niue	5-16	5	6	23 -1	61 -1	70 -1,-1	47 -1,-1	100 -1,-1	2.11 -1,-1
Palau	6-14	6	5	339 **	...	92 **	...	...	...
Papua New Guinea	6-14	7	6	152,446 **,-2	46 **,-2	95 **,-2	101 **,-2	90 **,-2	0.89 **,-2
Philippines (p)	6-12	6	6	2,642,483	47	135	140	131	0.94
Republic of Korea (p)	6-14	6	6	627,089 +1	48 +1	106 +1	106 +1	106 +1	1.00 +1
Samoa	5-14	5	6	5,552 **,-1	48 **,-1	101 **,-1	101 **,-1	101 **,-1	1.00 **,-1
Singapore	6-16	6	6	...	...	...	...	...	...
Solomon Islands	...-...	6	6	...	...	...	...	...	...
Thailand (p)	6-14	6	6	...	...	...	...	...	...
Timor-Leste	7-15	6	6	36,968	46	194	205	183	0.89
Tokelau	...-...	5	6	35 **,-1	69 **,-1	78 **,-1	48 **,-1	109 **,-1	2.28 **,-1
Tonga	6-14	5	6	2,889 **	45 **	121 **	128 **	113 **	0.89 **
Tuvalu	7-14	6	6	229 **,-1	51 **,-1	93 **,-1	91 **,-1	96 **,-1	1.05 **,-1
Vanuatu	6-12	6	6	6,964 **	48 **	121 **	124 **	118 **	0.96 **
Viet Nam	6-14	6	5	1,352,845	...	88	...	...	...
Latin America and the Caribbean									
Anguilla	5-17	5	7	206	52	100 **	82 **	127 **	1.56 **
Antigua and Barbuda	5-16	5	7	...	...	...	...	...	...
Argentina (p)	5-14	6	6	752,279 -1	49 -1	109 -1	110 -1	109 -1	0.99 -1
Aruba	6-16	6	6	1,483	51	101 +	97 +	105 +	1.09 +

Net intake rate						New entrants to primary education with ECCE experience (%)			Region
1999			2005			2005			Country or territory
MF	M	F	MF	M	F	MF	M	F	
69 ^{**,+1}	69 ^{**,+1}	68 ^{**,+1}	67 ⁻¹	69 ⁻¹	65 ⁻¹	...	...	...	Kazakhstan
58 [*]	59 [*]	58 [*]	58	59	56	15	16	15	Kyrgyzstan
83	83	82	75	74	76	...	...	...	Mongolia
93	95	90	...	...	...	...	...	...	Tajikistan
...	...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	85 ⁻²	85 ^{**,-2}	85 ^{**,-2}	...	...	...	Uzbekistan
									East Asia and the Pacific
...	...	...	71 ^{**}	69 ^{**}	74^{**}	...	...	...	Australia (p)
...	...	...	67	68	65	100	100 ^{**}	100 ^{**}	Brunei Darussalam
69 ^{**}	70 ^{**}	68 ^{**}	89	89	90	15	15	16	Cambodia
...	...	...	...	...	...	...	...	...	China (p)
...	...	...	...	...	...	...	...	...	Cook Islands
...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
81 ^{**,-1}	81 ^{**,-1}	80 ^{**,-1}	71 ^{**}	71 ^{**}	71^{**}	...	...	...	Fiji
...	...	...	63 [*]	65 [*]	60 [*]	Hong Kong SAR of China
41 ^{**,+1}	42 ^{**,+1}	40 ^{**,+1}	42 ^{**}	43 ^{**}	41 ^{**}	38 ^{**}	38 ^{**}	39 ^{**}	Indonesia (p)
...	...	...	...	...	...	...	...	...	Japan (p)
...	...	...	...	...	...	...	...	...	Kiribati
55	56	54	60	61	60	9	8	9	Lao People's Democratic Republic
63	60	65	75	77	74	95	95	95	Macao, China
...	...	...	...	...	...	74 ⁻¹	71 ⁻¹	78 ⁻¹	Malaysia (p)
...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
77^{**}	...	...	98 ⁻²	97 ⁻²	98 ⁻²	...	...	...	Myanmar
...	...	...	...	...	...	...	...	...	Nauru
...	...	...	100 ^{**}	100 ^{**}	100^{**}	...	...	...	New Zealand (p)
85 ^{,-1}	...	...	...	...	...	...	...	...	Niue
...	...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	...	Papua New Guinea
47 ^{**}	48 ^{**}	45 ^{**}	50 ^{**}	47 ^{**}	53 ^{**}	63	63	63	Philippines (p)
99	98	100	97 ^{**,+1}	96 ^{**,+1}	97 ^{**,+1}	...	...	...	Republic of Korea (p)
77	77	77	...	...	...	...	...	...	Samoa
...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	...	Thailand (p)
...	...	...	67	68	66	...	...	...	Timor-Leste
...	...	...	...	...	...	...	...	...	Tokelau
50	51	49	...	...	...	...	...	...	Tonga
...	...	...	...	...	...	...	...	...	Tuvalu
...	...	...	56 ⁻¹	57 ⁻¹	55 ⁻¹	...	...	...	Vanuatu
80	...	...	...	...	...	...	...	...	Viet Nam
									Latin America and the Caribbean
79 ^{**,+1}	...	...	78^{**}	...	...	100	100	100	Anguilla
...	...	...	...	...	...	...	...	...	Antigua and Barbuda
...	...	...	91 ⁻¹	91 ⁻¹	90 ⁻¹	89 ⁻¹	89 ⁻¹	89 ⁻¹	Argentina (p)
88 [*]	89 [*]	86 [*]	83 ^{**}	82 ^{**}	84 ^{**}	90	90	90	Aruba

TABLE 2 PRIMARY EDUCATION / ISCED 1 / New entrants

Region	Education system			New entrants		Gross intake ratio			
	Country or territory	Compulsory education age range	Primary education		2005		2005		
Entrance age			Duration	MF	% F	MF	M	F	GPI
Bahamas	5-16	5	6	6,143	49	101	102	101	0.99
Barbados	5-16	5	6	3,770	50	114	113	115	1.01
Belize	5-14	5	6	7,978	49	120	121	118	0.98
Bermuda	5-16	5	6	810	...	104 [*]
Bolivia	6-13	6	6	277,316 ^{**,-1}	49 ^{**,-1}	119 ^{**,-1}	119 ^{**,-1}	119 ^{**,-1}	1.00 ^{**,-1}
Brazil (p)	7-14	7	4	3,472,770 ⁻¹	...	101 ⁻¹	...	...	...
British Virgin Islands	5-16	5	7	401	50	110 [*]	109 [*]	112 [*]	1.03 [*]
Cayman Islands	5-16	5	6	562	45	86 ^{**}	98 ^{**}	75 ^{**}	0.76 ^{**}
Chile (p)	6-13	6	6	257,620	49	100	101	99	0.98
Colombia	5-14	6	5	1,151,255	47	122	126	118	0.94
Costa Rica	6-15	6	6	82,843	49	103	103	103	1.00
Cuba	6-14	6	6	145,248	49	104	105	104	0.99
Dominica	5-16	5	7	1,272	51	87 [*]	81 [*]	93 [*]	1.15 [*]
Dominican Republic	5-13	6	6	216,483	47	113	118	108	0.92
Ecuador	5-14	6	6	388,233 ⁻¹	49 ⁻¹	135 ⁻¹	136 ⁻¹	134 ⁻¹	0.99 ⁻¹
El Salvador	7-15	7	6	199,479	48	126	129	123	0.95
Grenada	5-16	5	7	2,196 ^{**}	49 ^{**}	100 ^{**}	102 ^{**}	99 ^{**}	0.96 ^{**}
Guatemala	7-15	7	6	448,210	49	124	125	122	0.98
Guyana	6-15	6	6	18,074	48	119	122	115	0.95
Haiti	6-11	6	6	...	...	...	...	...	...
Honduras	6-11	6	6	245,184 ^{**}	49 ^{**}	128 ^{**}	129 ^{**}	127 ^{**}	0.99 ^{**}
Jamaica (p)	6-11	6	6	52,116 ^{**}	48 ^{**}	93 ^{**}	94 ^{**}	92 ^{**}	0.98 ^{**}
Mexico (p)	6-15	6	6	2,365,082	49	107	108	106	0.99
Montserrat	5-14	5	7	81	54	123 [*]	103 [*]	147 [*]	1.43 [*]
Netherlands Antilles	6-15	6	6	3,219 ^{**,-2}	51 ^{**,-2}	112 ^{**,-2}	109 ^{**,-2}	115 ^{**,-2}	1.06 ^{**,-2}
Nicaragua	7-12	7	6	204,300	47	142	147	137	0.94
Panama	6-11	6	6	73,250	49	110	110	109	0.98
Paraguay (p)	6-14	6	6	163,698 ⁻¹	48 ⁻¹	107 ⁻¹	108 ⁻¹	106 ⁻¹	0.98 ⁻¹
Peru (p)	6-16	6	6	633,401	49	105	104	106	1.01
Saint Kitts and Nevis	5-16	5	7	904	49	94 [*]	91 [*]	97 [*]	1.07 [*]
Saint Lucia	5-15	5	7	2,956	49	109	109	109	1.00
Saint Vincent and the Grenadines	5-15	5	7	2,091 ^{**}	47 ^{**}	95 ^{**}	101 ^{**}	90 ^{**}	0.88 ^{**}
Suriname	6-11	6	6	9,807	49	102	102	103	1.01
Trinidad and Tobago	5-11	5	7	17,003 [*]	48 [*]	101 [*]	104 [*]	99 [*]	0.96 [*]
Turks and Caicos Islands	4-16	6	6	355	52	83 ^{**}	83 ^{**}	84 ^{**}	1.01 ^{**}
Uruguay (p)	6-15	6	6	56,320 ⁻¹	49 ⁻¹	100 ⁻¹	101 ⁻¹	99 ⁻¹	0.99 ⁻¹
Venezuela	6-15	6	6	549,739	48	100	101	98	0.97
North America and Western Europe									
Andorra	6-16	6	6	794	50	100 [*]	97 [*]	103 [*]	1.06 [*]
Austria (p)	6-14	6	4	86,574 ^{**}	48 ^{**}	106 ^{**}	107 ^{**}	105 ^{**}	0.98 ^{**}
Belgium (p)	6-18	6	6	119,743 ^{**}	49 ^{**}	105 ^{**}	104 ^{**}	105 ^{**}	1.01 ^{**}
Canada (p)	6-16	6	6	361,717 ^{**,-1}	48 ^{**,-1}	96 ^{**,-1}	96 ^{**,-1}	95 ^{**,-1}	0.99 ^{**,-1}
Cyprus	6-14	6	6	9,207	49	101 [*]	100 [*]	102 [*]	1.01 [*]
Denmark (p)	7-16	7	6	67,291	49	96	96	97	1.00
Finland (p)	7-16	7	6	59,281	49	98	98	98	1.00
France (p)	6-16	6	5	...	...	...	...	...	...

Net intake rate						New entrants to primary education with ECCE experience (%)			Region
1999			2005			2005			Country or territory
MF	M	F	MF	M	F	MF	M	F	
84	85	83	69	68	71	...	...	...	Bahamas
85 **	86 **	85 **	99	100	98	100	100	100	Barbados
79 **	80 **	77 **	65 **	66 **	64 **	...	...	...	Belize
...	...	...	...	...	...	...	...	...	Bermuda
69 **	68 **	69 **	71 **,-1	71 **,-1	71 **,-1	63 ⁻²	62 ⁻²	63 ⁻²	Bolivia
...	...	...	...	...	...	...	...	...	Brazil (p)
73 **	70 **	76 **	70 **	66 **	74 **	97	99	96	British Virgin Islands
62 ^{1,+1}	56 ^{2,+1}	68 ^{2,+1}	48 **	54 **	43 **	93	93	93	Cayman Islands
...	...	...	...	...	...	...	...	...	Chile (p)
58 **	60 **	57 **	...	...	...	...	...	...	Colombia
...	...	...	...	...	...	87	86	88	Costa Rica
97 **	100 **	95 **	100	100	99	99	99	100	Cuba
80 ⁺	83 ⁺	78 ⁺	46 ^{1,-1}	46 ^{1,-1}	46 ^{1,-1}	100 ⁻¹	100 ⁻¹	100 ⁻¹	Dominica
60	60	60	75	75	76	...	...	...	Dominican Republic
84	83	84	85 **	85 **	85 **	55 ⁻¹	54 ⁻¹	56 ⁻¹	Ecuador
35 ^{2,-1}	15 ^{2,-1}	56 ^{2,-1}	62	62	62	...	...	...	El Salvador
...	...	...	61 ^{2,-2}	60 ^{2,-2}	61 ^{2,-2}	...	...	...	Grenada
57	59	54	69	70	68	...	...	...	Guatemala
90 **	88 **	91 **	99 ^{2,-2}	100 ^{2,-2}	98 ^{2,-2}	73	70	76	Guyana
...	...	...	...	...	...	...	...	...	Haiti
49 ⁺¹	49 ⁺¹	49 ⁺¹	60 ⁻¹	59 ⁻¹	61 ⁻¹	...	...	...	Honduras
77 ^{2,+1}	75 ^{2,+1}	79 ^{2,+1}	75 **	74 **	76 **	...	...	...	Jamaica (p)
87	87	87	88 ⁻¹	88 ⁻¹	87 ⁻¹	...	...	...	Mexico (p)
...	...	...	56 **	42 **	73 **	78	114	48	Montserrat
80 **	75 **	84 **	...	...	...	...	...	...	Netherlands Antilles
41	42	40	38	40	37	45	45	45	Nicaragua
84 **	84 **	84 **	88 ^{2,-1}	87 ^{2,-1}	89 ^{2,-1}	67	66	68	Panama
...	...	...	...	...	...	75 ⁻¹	74 ⁻¹	76 ⁻¹	Paraguay (p)
79	79	80	76	75	76	58	58	57	Peru (p)
82 ^{1,+1}	79 ^{1,+1}	84 ^{1,+1}	66 ^{2,-1}	66 ^{2,-1}	67 ^{2,-1}	...	...	...	Saint Kitts and Nevis
69 **	69 **	68 **	76	77	76	...	...	...	Saint Lucia
...	...	...	62 **	66 **	58 **	100 **	100 **	100 **	Saint Vincent and the Grenadines
...	...	...	63	58	68	100	100	100	Suriname
69	69	70	68 ^{1,-1}	68 ^{1,-1}	68 ^{1,-1}	81 ^{1,-1}	80 ^{1,-1}	82 ^{1,-1}	Trinidad and Tobago
...	...	...	54 **	57 **	51 **	100	101	100	Turks and Caicos Islands
...	...	...	...	...	...	95 ⁻¹	95 ⁻¹	95 ⁻¹	Uruguay (p)
60 **	60 **	61 **	60	60	60	...	...	...	Venezuela
North America and Western Europe									
...	...	...	47 ⁺	48 ⁺	46 ⁺	Andorra
...	...	...	...	...	...	...	...	...	Austria (p)
...	...	...	...	...	...	...	...	...	Belgium (p)
...	...	...	...	...	...	...	...	...	Canada (p)
...	...	...	...	...	...	...	...	...	Cyprus
86 ⁺¹	85 ⁺¹	88 ⁺¹	72	68	76	...	...	...	Denmark (p)
...	...	...	93 **	91 **	95 **	...	...	...	Finland (p)
...	...	...	...	...	...	...	...	...	France (p)

TABLE 2 PRIMARY EDUCATION / ISCED 1 / New entrants

Region	Education system			New entrants		Gross intake ratio			
	Country or territory	Compulsory education age range	Primary education		2005		2005		
Entrance age			Duration	MF	% F	MF	M	F	GPI
Germany (p)	6-18	6	4	824,491	49	103	103	103	0.99
Gibraltar	5-14	5	6	...	...	...	...	...	...
Greece (p)	6-14	6	6	105,105	49	99	99	99	1.00
Holy See	...-...	.	.	.	.	.	.	.	.
Iceland (p)	6-16	6	7	4,164 **	48 **	97 **	100 **	95 **	0.95 **
Ireland (p)	6-15	4	8	58,068 **	49 **	103 **	103 **	103 **	0.99 **
Israel (p)	5-15	6	6	122,364	49	97	95	99	1.04
Italy (p)	6-14	6	5	546,372	48	103	103	102	0.98
Liechtenstein	...-...	6	5	380 ⁻¹	50 ⁻¹	85 ^{,-1}	86 ^{,-1}	84 ^{,-1}	0.99 ^{,-1}
Luxembourg (p)	6-15	6	6	5,724	50	99	97	102	1.04
Malta	5-15	5	6	4,299	48	93	94	92	0.99
Monaco	6-15	6	5	359 ⁻¹	...	...	...	...	...
Netherlands (p)	6-18	6	6	198,861	48	102	102	101	0.99
Norway (p)	6-16	6	7	59,303	49	97	96	97	1.01
Portugal (p)	6-14	6	6	115,921	49	104	104	105	1.01
San Marino	...-...	6	5	302 ⁻¹	...	...	...	...	...
Spain (p)	6-16	6	6	397,498	48	100	101	100	0.99
Sweden (p)	7-16	7	6	92,752 **	48 **	94 **	94 **	93 **	0.99 **
Switzerland (p)	7-15	7	6	75,027	50	91	89	94	1.05
United Kingdom (p)	5-16	5	6	...	...	...	...	...	...
United States (p)	6-17	6	6	4,051,827 **	48 **	101 **	103 **	100 **	0.98 **
South and West Asia									
Afghanistan	6-15	7	6	741,623	39	82	96	67	0.70
Bangladesh	6-10	6	5	4,318,487 ⁻¹	49 ⁻¹	130 ⁻¹	129 ⁻¹	131 ⁻¹	1.02 ⁻¹
Bhutan	6-16	6	7	14,007	49	...	...	...	...
India	6-14	6	5	32,103,915	46	136	142	130	0.92
Iran, Islamic Republic of	6-10	6	5	1,406,538	55	123	107	139	1.29
Maldives	6-12	6	7	6,223	50	68	66	71	1.07
Nepal	5-9	5	5	1,154,935 ^{,-+1}	49 ^{,-+1}	160 ^{,-+1}	160 ^{,-+1}	160 ^{,-+1}	1.00 ^{,-+1}
Pakistan	5-9	5	5	4,617,883	43	116	128	103	0.81
Sri Lanka (p)	5-13	5	5	309,187 ^{,-1}	...	95 ^{,-1}	...	...	...
Sub-Saharan Africa									
Angola	6-9	6	4	...	...	...	...	...	...
Benin	6-11	6	6	252,499	46	103	109	97	0.89
Botswana	6-15	6	7	46,685 **	48 **	105 **	108 **	102 **	0.94 **
Burkina Faso	6-15	7	6	295,426	45	75	81	69	0.85
Burundi	7-12	7	6	185,395	48	88	92	84	0.92
Cameroon	6-11	6	6	495,944 [^]	46 [^]	112 [^]	120 [^]	104 [^]	0.87 [^]
Cape Verde	6-11	6	6	11,803	49	92	94	90	0.96
Central African Republic	6-15	6	6	68,777 **	42 **	59 **	69 **	50 **	0.72 **
Chad	6-11	6	6	287,245	42	96	112	81	0.72
Comoros	6-13	6	6	15,753 **	46 **	70 **	74 **	66 **	0.89 **
Congo	6-16	6	6	77,070	50	62	62	62	1.00
Côte d'Ivoire	6-15	6	6	353,966 ^{,-2}	48 ^{,-2}	72 ^{,-2}	75 ^{,-2}	68 ^{,-2}	0.91 ^{,-2}
Democratic Republic of the Congo	6-13	6	6	1,102,365 ^{,-2}	46 ^{,-2}	67 ^{,-2}	72 ^{,-2}	61 ^{,-2}	0.84 ^{,-2}
Equatorial Guinea	7-11	7	5	14,795	48	105	109	100	0.92

Net intake rate						New entrants to primary education with ECCE experience (%)			Region
1999			2005			2005			Country or territory
MF	M	F	MF	M	F	MF	M	F	
...	...	...	...	...	...	...	...	...	Germany (p)
.	.	.	...	...	...	...	...	...	Gibraltar
97	97	96	92**	92**	93**	...	...	...	Greece (p)
...	. ⁺¹	. ⁺¹	...	.	.	.	.	.	Holy See
98	100	96	97**	99**	94**	...	...	...	Iceland (p)
...	...	...	...	...	...	...	...	...	Ireland (p)
...	...	...	...	...	...	...	...	...	Israel (p)
...	...	...	95 ⁻²	96 ⁻²	95 ⁻²	...	...	...	Italy (p)
...	...	...	...	...	...	...	...	...	Liechtenstein
...	...	...	...	...	...	...	...	...	Luxembourg (p)
...	...	...	...	...	...	...	...	...	Malta
...	...	...	...	...	...	...	...	...	Monaco
99 ⁺¹	99 ⁺¹	98 ⁺¹	98 ⁻²	98 ⁻²	97 ⁻²	...	...	...	Netherlands (p)
...	...	...	...	...	...	...	...	...	Norway (p)
...	...	...	...	...	...	...	...	...	Portugal (p)
...	...	...	...	...	...	...	...	...	San Marino
...	...	...	...	...	...	...	...	...	Spain (p)
...	...	...	...	...	...	...	...	...	Sweden (p)
...	...	...	55 ⁻²	55 ⁻²	56 ⁻²	...	...	...	Switzerland (p)
...	...	...	...	...	...	...	...	...	United Kingdom (p)
...	...	...	71**	70**	72**	...	...	...	United States (p)
South and West Asia									
...	...	...	...	...	...	...	...	...	Afghanistan
79**	79**	79**	91 ⁻¹	88 ⁻¹	93 ⁻¹	...	...	...	Bangladesh
...	...	...	...	...	...	...	...	...	Bhutan
...	...	...	...	...	...	...	...	...	India
44**	44**	43**	94	...	...	31	34	29	Iran, Islamic Republic of
80**	79**	80**	...	...	...	82	83	81	Maldives
...	...	...	...	...	...	19	19	18	Nepal
...	...	...	90	100	80	57	52	63	Pakistan
89**,-1	88**,-1	89**,-1	92**,-1	...	...	...	...	...	Sri Lanka (p)
Sub-Saharan Africa									
22**,-1	25**,-1	20**,-1	...	...	...	...	...	...	Angola
...	...	...	48**	51**	45**	...	...	...	Benin
22	20	24	...	...	...	...	...	...	Botswana
19	23	16	30	33	27	3 ⁻¹	3 ⁻¹	3 ⁻¹	Burkina Faso
28**,+1	29**,+1	28**,+1	34	36	33	3	3	3	Burundi
...	...	...	...	...	...	...	...	...	Cameroon
65**	64**	66**	75	75	75	81	80	82	Cape Verde
...	...	...	...	...	...	...	...	...	Central African Republic
22	25	18	...	...	...	...	...	...	Chad
16	18**	13**	...	...	...	...	...	...	Comoros
37**,+1	39**,+1	36**,+1	...	...	...	12	11	13	Congo
27	30	24	27 ^{-1,-2}	28 ^{-1,-2}	26 ^{-1,-2}	...	...	...	Côte d'Ivoire
23	22	24	...	...	...	...	...	...	Democratic Republic of the Congo
...	...	...	...	...	...	70	67	72	Equatorial Guinea

TABLE 2 PRIMARY EDUCATION / ISCED 1 / New entrants

Region	Education system			New entrants		Gross intake ratio			
Country or territory	Compulsory education age range	Primary education		2005		2005			
		Entrance age	Duration	MF	% F	MF	M	F	GPI
Eritrea	7-14	7	5	62,298	45	50	55	45	0.83
Ethiopia	7-12	7	4	2,775,342 ^{**+1}	47 ^{**+1}	123 ^{**+1}	129 ^{**+1}	117 ^{**+1}	0.90 ^{**+1}
Gabon	6-16	6	6	35,061 ^{**2}	50 ^{**2}	94 ^{**2}	94 ^{**2}	94 ^{**2}	1.00 ^{**2}
Gambia	7-12	7	6	33,284 ⁻²	52 ⁻²	89 ⁻²	86 ⁻²	92 ⁻²	1.07 ⁻²
Ghana	6-14	6	6	627,336 ^{**+1}	50 ^{**+1}	110 ^{**+1}	107 ^{**+1}	113 ^{**+1}	1.05 ^{**+1}
Guinea	7-12	7	6	221,772	47	85	87	81	0.93
Guinea-Bissau	7-12	7	6	...	...	...	...	...	...
Kenya	6-13	6	6	1,112,763 ^{**}	49 ^{**}	118 ^{**}	120 ^{**}	116 ^{**}	0.96 ^{**}
Lesotho	6-12	6	7	55,216	48	124	128	120	0.94
Liberia	...-...	6	6	...	...	...	...	...	...
Madagascar	6-10	6	5	993,736	49	179	182	176	0.97
Malawi	6-13	6	6	647,993	51	152	147	158	1.08
Mali	7-16	7	6	265,940	45	64	70	59	0.85
Mauritius	6-11	5	6	19,525	49	102	102	102	1.00
Mozambique	6-12	6	7	898,668	48	156	161	150	0.93
Namibia	6-15	6	7	56,020	50	100	99	101	1.02
Niger	7-12	7	6	248,208	42	58	65	51	0.77
Nigeria	6-14	6	6	4,430,509	45	116	124	107	0.87
Rwanda	7-12	7	6	448,350 ^{**}	50 ^{**}	177 ^{**}	178 ^{**}	177 ^{**}	1.00 ^{**}
Sao Tome and Principe	7-12	7	6	4,611	51	116	113	119	1.06
Senegal	7-12	7	6	291,067	50	91	90	92	1.02
Seychelles	6-15	6	6	1,403	47	115 [*]	113 [*]	118 [*]	1.05 [*]
Sierra Leone	6-12	6	6	...	...	...	...	...	...
Somalia	...-...	6	7	...	...	...	...	...	...
South Africa	7-15	7	7	1,173,323 ⁻¹	48 ⁻¹	114 ⁻¹	117 ⁻¹	111 ⁻¹	0.95 ⁻¹
Swaziland	6-12	6	7	32,138 ^{**}	48 ^{**}	119 ^{**}	122 ^{**}	115 ^{**}	0.94 ^{**}
Togo	6-15	6	6	160,632	48	91	94	88	0.93
Uganda	6-12	6	7	1,485,674	49	151	153	150	0.98
United Republic of Tanzania	6-12	7	7	1,193,011 ⁺¹	49 ⁺¹	109 ⁺¹	110 ⁺¹	108 ⁺¹	0.98 ⁺¹
Zambia	7-13	7	7	436,378	49	125	126	123	0.98
Zimbabwe (p)	6-12	6	7	417,034 ⁻²	49 ⁻²	120 ⁻²	122 ⁻²	118 ⁻²	0.97 ⁻²

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			2005			2005			Country or territory
MF	M	F	MF	M	F	MF	M	F	
19	20	17	24	25	23	...	...	...	Eritrea
20	23	18	31 ⁻¹	33 ⁻¹	30 ⁻¹	...	...	...	Ethiopia
...	...	...	...	...	...	...	...	...	Gabon
48 ^{**}	49 ^{**}	47^{**}	...	...	...	...	...	...	Gambia
29 ^{**}	29 ^{**}	29 ^{**}	34 ^{**,+1}	33 ^{**,+1}	35 ^{**,+1}	...	...	...	Ghana
19	20	18	36	37	36	17	17	18	Guinea
9 ^{**,+1}	10 ^{**,+1}	9 ^{**,+1}	...	...	...	...	...	...	Guinea-Bissau
30 ^{**}	29 ^{**}	31 ^{**}	42 ^{**,-2}	41 ^{**,-2}	43 ^{**,-2}	...	...	...	Kenya
28	27	29	59	59	60	...	...	...	Lesotho
...	...	...	...	...	...	...	...	...	Liberia
...	...	...	71	71	71	...	...	...	Madagascar
...	...	...	...	...	...	...	...	...	Malawi
...	...	...	24	26	21	7	6	7	Mali
72	71	74	90	90	91	100	100	100	Mauritius
18	18	17	50	50	49	...	...	...	Mozambique
52 ^{**}	51 ^{**}	54 ^{**}	57	56	59	. ⁻¹	. ⁻¹	. ⁻¹	Namibia
25	30	20	34	39	29	19 ⁻²	19 ⁻²	19 ⁻²	Niger
...	...	...	72 ^{**,-1}	77 ^{**,-1}	67 ^{**,-1}	...	...	...	Nigeria
...	...	...	91 ^{**,-1}	90 ^{**,-1}	92 ^{**,-1}	...	...	...	Rwanda
...	...	...	...	...	...	...	...	...	Sao Tome and Principe
36	36 ^{**}	35 ^{**}	58	58	59	4 ⁻¹	4 ⁻¹	5 ⁻¹	Senegal
75 [*]	74 [*]	77 [*]	69 ^{,-2}	67 ^{,-2}	72 ^{,-2}	100 ⁻²	100 ⁻²	100 ⁻²	Seychelles
...	...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	Somalia
43	44	42	51 ⁻¹	52 ⁻¹	51 ⁻¹	...	...	...	South Africa
42	41	44	50 ⁻¹	49 ⁻¹	51 ⁻¹	...	...	...	Swaziland
37	40	35	38	40	37	...	...	...	Togo
...	...	...	66	66	66	...	...	...	Uganda
14	13	15	90	89	90	...	...	...	United Republic of Tanzania
35	33	36	47	48	45	21	20	22	Zambia
42 ⁺¹	41 ⁺¹	43 ⁺¹	45 ⁻²	45 ⁻²	46 ⁻²	...	...	...	Zimbabwe (p)

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

Region	Enrolment			Gross enrolment ratio							
	2005			1999				2005			
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Arab States											
Algeria	4,361,744	47	-	105	110	100	0.91	112	116	107	0.93
Bahrain	83,299	49	24	105	105	105	1.01	104	105	104	0.99
Djibouti	50,651	45	15	35	40	29	0.71	40	44	36	0.82
Egypt	9,563,627	47	7	101 **	106 **	97 **	0.91 **	101	104	97	0.94
Iraq	4,430,267 **	44 **	. **	92	101	83	0.82	98 **	108 **	89 **	0.83 **
Jordan	804,904	49	30	99	99	99	1.00	96	95	96	1.01
Kuwait	202,826	48	33	100	99	101	1.01	98	99	97	0.98
Lebanon	452,607	48	66	115	117	112	0.95	106	108	105	0.97
Libyan Arab Jamahiriya	710,198 +1	49 +1	...	114	115	113	0.98	106 +1	106 +1	105 +1	0.99 +1
Mauritania	443,615	50	8	87	89	84	0.94	93	93	94	1.01
Morocco	4,022,600	46	7	87	96	78	0.81	105	111	99	0.89
Oman	287,938 +1	49 +1	5 +1	91	92	89	0.97	82 +1	81 +1	82 +1	1.01 +1
Palestinian Autonomous Territories	387,138	49	9	106	106	107	1.01	89	89	88	0.99
Qatar	69,991	49	45	105	107	103	0.96	106	106	106	0.99
Saudi Arabia	3,263,648	49	7	...	...	...	...	91	91	91	1.00
Sudan	3,278,090	46	5	51 **	55 **	47 **	0.85 **	60	65	56	0.87
Syrian Arab Republic	2,252,145	48	4	102	107	98	0.92	124	127	121	0.95
Tunisia	1,184,301	48	1	114	117	111	0.95	109	111	108	0.97
United Arab Emirates	262,807	48	61	90	91	89	0.97	83	85	82	0.97
Yemen	3,219,554	42	2	73	93	52	0.56	89	101	75	0.74
Central and Eastern Europe											
Albania	250,487 -1	48 -1	4 -1	110	111	109	0.98	106 -1	106 -1	105 -1	0.99 -1
Belarus	379,577	48	-	109	110	108	0.98	101	103	100	0.97
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...
Bulgaria	314,221 -1	48 -1	- -1	106	107	104	0.97	105 -1	106 -1	104 -1	0.98 -1
Croatia	192,004 -2	49 -2	- -2	92	93	92	0.98	94 -2	95 -2	94 -2	0.99 -2
Czech Republic	502,831	48	1	104	104	103	0.99	101	102	100	0.98
Estonia	85,539	48	2	102	104	100	0.97	100	102	99	0.97
Hungary	430,561	48	6	102	102	101	0.98	98	99	97	0.98
Latvia	92,453 -1	48 -1	1 -1	99	100	98	0.98	93 -1	94 -1	91 -1	0.97 -1
Lithuania	170,216 -1	49 -1	- -1	103	104	102	0.98	97 -1	98 -1	97 -1	0.99 -1
Poland	2,723,661	49	2	98	99	97	0.98	98	98	98	0.99
Republic of Moldova	184,159	48	1	95 ^	95 ^	95 ^	1.00 ^	92 ^	93 ^	92 ^	0.99 ^
Romania	969,185	48	-	105	105	104	0.98	107	108	106	0.99
Russian Federation	5,308,605	49	-	100	100	99	0.99	129	129	128	1.00
Serbia and Montenegro	...	...	...	104 ^	105 ^	103 ^	0.99 ^	...	...	...	...
Slovakia	242,459	48	5	103	103	102	0.99	99	99	98	0.99
Slovenia	93,156	48	-	101	102	100	0.99	101	102	100	0.99
The Former Yugoslav Rep. of Macedonia	110,149	48	.	101	102	100	0.98	98	98	98	1.00
Turkey	7,947,603 **	48 **	2 **	96 **, +1	101 **, +1	91 **, +1	0.91 **, +1	93 **	96 **	91 **	0.95 **
Ukraine	1,945,715	49	1	105	106	105	0.99	107	107	107	1.00
Central Asia											
Armenia	125,149	48	1	92 **, +1	92 **, +1	92 **, +1	1.00 **, +1	94	92	96	1.04
Azerbaijan	568,097	48	-	94	94	94	1.00	96	97	95	0.98
Georgia	337,071	48	3	98	98	98	1.00	94	93	94	1.01

Net enrolment rate								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2005				2005		2005			2005	Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	% F	MF	M	F		
Arab States														
91	93	89	0.96	97	98	95	0.98	171,471	50	99	98	99	25	Algeria
96	95	97	1.02	97	97	97	1.00	...	...	...	...	...	...	Bahrain
28	33	24	0.73	33	37	30	0.81	1,466 **	27 **	...	...	...	35 **	Djibouti
93 **	97 **	90 **	0.93 **	94 **	96 **	91 **	0.95 **	373,104 **	55 **	...	...	...	26 **	Egypt
85	91	78	0.85	88 **	94 **	81 **	0.86 **	215,795 **	72 **	100 ⁻¹	100 ⁻¹	100 ⁻¹	21 **	Iraq
92	91	92	1.01	89	88	90	1.02	39,441 **,-2	64 **,-2	...	...	...	20 **,-2	Jordan
87	86	87	1.01	87	87	86	0.99	16,815	86	100	100	100	12	Kuwait
94 **	96 **	92 **	0.96 **	92	93	92	0.99	31,752	85	14	17	14	14	Lebanon
...	...	...	...	...	...	...	...	148,476 **,+1	82 **,+1	...	...	...	5 **,+1	Libyan Arab Jamahiriya
63	65	61	0.94	72	72	72	1.00	11,001	31	100	100	100	40	Mauritania
72	77	66	0.86	86	89	83	0.94	148,438	46	100	100	100	27	Morocco
80	80	80	1.00	73 ⁺¹	73 ⁺¹	74 ⁺¹	1.02 ⁺¹	20,101 **,+1	65 **,+1	100 **,+1	100 **,+1	100 **,+1	14 **,+1	Oman
97	96	97	1.01	80	80	80	0.99	15,789	50	100	100	100	25	Palestinian Autonomous Territories
94	94	94	1.01	96	96	96	1.00	6,298	66	...	...	...	11	Qatar
...	...	...	...	78	77	79	1.03	...	...	...	...	...	...	Saudi Arabia
43 **,+1	47 **,+1	39 **,+1	0.83 **,+1	...	...	...	...	113,094	66	58	81	46	29	Sudan
92 **	95 **	88 **	0.93 **	...	...	...	...	...	...	...	...	...	...	Syrian Arab Republic
94	95	92	0.98	97	97	97	1.01	59,252	52	...	...	...	20	Tunisia
79	79	79	0.99	71	71	70	0.97	17,255	84	60	69	58	15	United Arab Emirates
57	72	42	0.59	75 **,,-1	87 **,,-1	63 **,,-1	0.73 **,,-1	...	...	...	...	...	...	Yemen
Central and Eastern Europe														
99 **	100 **	99 **	0.99 **	94 ⁻¹	94 ⁻¹	94 ⁻¹	1.00 ⁻¹	11,653 **,,-1	76 **,,-1	...	...	...	21 **,,-1	Albania
...	...	...	...	89	91 **	88 **	0.97 **	23,671	99	100	100	100	16	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
97	98	96	0.98	95 ⁻¹	96 ⁻¹	95 ⁻¹	0.99 ⁻¹	18,762 ⁻¹	93 ⁻¹	...	...	...	17 ⁻¹	Bulgaria
85	86	85	0.98	87 ⁻²	88 ⁻²	87 ⁻²	0.99 ⁻²	10,832 ⁻²	90 ⁻²	100 ⁻²	100 ⁻²	100 ⁻²	18 ⁻²	Croatia
97 **	97 **	97 **	1.00 **	92 **	91 **	93 **	1.02 **	30,952	84	...	...	...	16	Czech Republic
96 **	96 **	95 **	0.98 **	95	95	95	0.99	...	...	...	...	...	...	Estonia
88	88	88	0.99	89	90	88	0.98	41,230	96	...	...	...	10	Hungary
...	...	...	...	...	...	...	...	7,124 ⁻¹	97 ⁻¹	...	...	...	13 ⁻¹	Latvia
95	96	95	0.99	89 ⁻¹	90 ⁻¹	89 ⁻¹	1.00 ⁻¹	11,561 ⁻¹	98 ⁻¹	...	...	...	15 ⁻¹	Lithuania
96	96	96	1.00	96	96	97	1.00	235,950	85	...	...	...	12	Poland
88 **	...	...	...	86 ⁺	86 ⁺	86 ⁺	0.99 ⁺	10,259	97	...	...	...	18	Republic of Moldova
96	96	95	0.99	92 **	92 **	92 **	1.00 **	57,099	86	...	...	...	17	Romania
...	...	...	...	92 **	92 **	93 **	1.01 **	317,023 **	99 **	99 **,,-2	...	...	17 **	Russian Federation
96 **,+1	97 **,+1	96 **,+1	0.99 **,+1	...	...	...	...	...	...	...	...	...	...	Serbia and Montenegro
...	...	...	...	92 **	91 **	92 **	1.01 **	13,849	90	...	...	...	18	Slovakia
97	98	97	0.99	98	99	98	0.99	6,156	97	...	...	...	15	Slovenia
93	94	92	0.98	92	92	92	1.00	5,684	70	...	...	...	19	The Former Yugoslav Rep. of Macedonia
...	...	...	...	89	92	87	0.95	...	...	...	...	...	...	Turkey
...	...	...	...	83	83 ⁺	83 ⁺	1.00 ⁺	104,028	99	100	...	...	19	Ukraine
Central Asia														
81 **,+1	81 **,+1	82 **,+1	1.01 **,+1	79	77	81	1.05	5,904	99	77	22	78	21	Armenia
85	85	86	1.01	85	85	84	0.98	42,243	85	100	100	100	13	Azerbaijan
93 **,+1	93 **,+1	93 **,+1	1.00 **,+1	93 ⁻¹	93 ⁻¹	92 ⁻¹	0.99 ⁻¹	16,500 ⁻²	95 ⁻²	97 ⁻²	...	...	14 ⁻²	Georgia

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

Region	Enrolment			Gross enrolment ratio							
	2005			1999				2005			
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Kazakhstan	1,023,974	49	1	98	98	98	1.00	109	110	108	0.99
Kyrgyzstan	434,155	49	-	98	98	97	0.99	98	98	97	0.99
Mongolia	251,205	49	3	98	97	100	1.04	118	117	119	1.02
Tajikistan	693,078	48	.	98	101	95	0.95	101	103	99	0.96
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	2,440,603 ^{**-1}	49 ^{**,-1}	. ^{**,-1}	...	...	...	...	100 ^{**,-1}	100 ^{**,-1}	99 ^{**,-1}	0.99 ^{**,-1}
East Asia and the Pacific											
Australia	1,934,941	49	29	98	98	98	1.00	104	104	104	0.99
Brunei Darussalam	46,012	48	36	114	115	112	0.97	107	108	107	1.00
Cambodia	2,695,372	47	-	99	106	92	0.87	134	139	129	0.92
China	112,739,964	47^{**}	...	...	...	...	...	113	113 ^{**}	112 ^{**}	0.99 ^{**}
Cook Islands	2,265 ^{**,-1}	47 ^{**,-1}	19 ^{**,-1}	96 ⁺	99 ⁺	94 ⁺	0.95 ⁺	82 ^{**,-1}	83 ^{**,-1}	81 ^{**,-1}	0.98 ^{**,-1}
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...
Fiji	113,643 ^{**}	48 ^{**}	99 ^{**}	110	111	110	0.99	106 ^{**}	107 ^{**}	105 ^{**}	0.98 ^{**}
Hong Kong SAR of China	451,171	48	11	102	103	100	0.97	105	108	101	0.94
Indonesia	29,149,746	48 ^{**}	17	111 ^{**,+1}	113 ^{**,+1}	109 ^{**,+1}	0.97 ^{**,+1}	117	119 ^{**}	115 ^{**}	0.96 ^{**}
Japan	7,231,854	49	1	101	101	101	1.00	100	100	100	1.00
Kiribati	16,132	49	...	104 ⁺	104 ⁺	105 ⁺	1.01 ⁺	112 ⁺	111 ⁺	113 ⁺	1.02 ⁺
Lao People's Democratic Republic	890,821	46	2	117	126	107	0.85	116	123	108	0.88
Macao, China	37,401	47	96	100	102	97	0.96	106	111	102	0.92
Malaysia	3,159,376 ⁻¹	49 ⁻¹	1 ⁻¹	100	101	99	0.98	96 ⁻¹	96 ⁻¹	96 ⁻¹	1.00 ⁻¹
Marshall Islands	8,393 ^{**}	47 ^{**}	...	101 ^{**}	102 ^{**}	100 ^{**}	0.98 ^{**}	103 ^{**}	105 ^{**}	101 ^{**}	0.96 ^{**}
Micronesia (Federated States of)	18,793	48	...	...	...	...	...	115	116	113	0.97
Myanmar	4,948,198	50	.	88	88	87	0.99	100	99	101	1.02
Nauru	1,375 ^{**,-1}	47 ^{**,-1}	...	81 ^{**,-1}	80 ^{**,-1}	82 ^{**,-1}	1.04 ^{**,-1}	84 ^{**,-1}	84 ^{**,-1}	83 ^{**,-1}	0.99 ^{**,-1}
New Zealand	352,845	49	12	102	102	103	1.01	102	102	102	1.00
Niue	178	51	...	99 ⁺	99 ⁺	98 ⁺	1.00 ⁺
Palau	1,918 ^{**}	48 ^{**}	19 ^{**}	114 ⁺	118 ⁺	109 ⁺	0.93 ⁺	104 ^{**}	108 ^{**}	101 ^{**}	0.93 ^{**}
Papua New Guinea	680,786 ^{**,-2}	45 ^{**,-2}	...	78	81	75	0.93	75 ^{**,-2}	80 ^{**,-2}	70 ^{**,-2}	0.88 ^{**,-2}
Philippines	13,083,744	49	8	113	113	113	1.00	112	113	112	0.99
Republic of Korea	4,031,496 ⁺¹	47 ⁺¹	1 ⁺¹	95	95	96	1.01	104 ⁺¹	105 ⁺¹	104 ⁺¹	0.99 ⁺¹
Samoa	31,596 ^{**}	48 ^{**}	17 ^{**}	99	99	98	0.98	100 ^{**}	100 ^{**}	100 ^{**}	1.00 ^{**}
Singapore	290,261	48	...	...	...	...	...	...	...	...	...
Solomon Islands	72,670	47	...	88	91	85	0.93	97	99	94	0.95
Thailand	5,843,512 ⁺¹	48 ⁺¹	17 ⁺¹	94	97	92	0.95	96 ⁺¹	98 ⁺¹	94 ⁺¹	0.96 ⁺¹
Timor-Leste	177,970	47	...	...	...	...	...	151	157	145	0.92
Tokelau	243 ^{**,-1}	57 ^{**,-1}	...	101 ^{**,+1}	93 ^{**,+1}	111 ^{**,+1}	1.19 ^{**,+1}	93 ^{**,-1}	79 ^{**,-1}	107 ^{**,-1}	1.35 ^{**,-1}
Tonga	16,940 ^{**}	47 ^{**}	9 ^{**}	112	113	110	0.98	115 ^{**}	118 ^{**}	112 ^{**}	0.95 ^{**}
Tuvalu	1,404 ⁻¹	50 ⁻¹	...	98 ⁺	97 ⁺	99 ⁺	1.02 ⁺	99 ^{,-1}	95 ^{,-1}	102 ^{,-1}	1.07 ^{,-1}
Vanuatu	39,341 ^{**}	48 ^{**}	...	110	111	109	0.98	118 ^{**}	120 ^{**}	116 ^{**}	0.97 ^{**}
Viet Nam	7,773,484	47	-	108	112	104	0.93	95	98	91	0.94
Latin America and the Caribbean											
Anguilla	1,449	51	11	111 ^{**,+1}	109 ^{**,+1}	113 ^{**,+1}	1.04 ^{**,+1}	91 ^{**}	89 ^{**}	94 ^{**}	1.06 ^{**}
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...	...
Argentina	4,685,532 ⁻¹	49 ⁻¹	...	117	116	117	1.00	113 ⁻¹	113 ⁻¹	112 ⁻¹	0.99 ⁻¹
Aruba	10,250	48	79	112 ⁺	114 ⁺	111 ⁺	0.98 ⁺	114 ⁺	116 ⁺	112 ⁺	0.97 ⁺

Net enrolment rate				Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region				
1999				2005				2005		2005			Country or territory	
MF	M	F	GPI	MF	M	F	GPI	MF	% F	MF	M	F		2005
89 ^{+,+1}	89 ^{+,+1}	89 ^{+,+1}	1.00 ^{+,+1}	91	92	90	0.98	59,293	98	...	...	...	17	Kazakhstan
88 ⁺	89 ⁺	87 ⁺	0.99 ⁺	87	87	86	0.99	17,729	96	58	58	58	24	Kyrgyzstan
90	88	91	1.04	89	88	91	1.03	7,338	94	...	...	...	34	Mongolia
96 ⁺¹	100 ⁺¹	92 ⁺¹	0.93 ⁺¹	97	99	96	0.96	32,498	63	84 ⁻¹	...	...	21	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Uzbekistan
East Asia and the Pacific														
92	92	92	1.01	97	96	97	1.00	...	...	...	...	...	...	Australia
...	...	...	...	93	93	94	1.01	4,548	71	84	90	82	10	Brunei Darussalam
85 ^{..}	89 ^{..}	81 ^{..}	0.91 ^{..}	99	100	98	0.98	50,654	41	98	...	...	53	Cambodia
...	...	...	...	...	...	...	...	6,049,417 ^{..}	55^{..}	...	...	...	19 ^{..}	China
85 ⁻	87 ⁺	83 ⁻	0.96 ⁺	144 ⁻²	...	...	...	...	16 ⁻²	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
99	99	99	1.01	96 ^{..}	97 ^{..}	96 ^{..}	0.99 ^{..}	4,036 ^{..}	57^{..}	...	...	...	28 ^{..}	Fiji
...	...	...	...	93 ⁺	95 ⁺	90 ⁺	0.94 ⁺	24,591	78	93	93	93	18	Hong Kong SAR of China
94 ^{+,+1}	96 ^{+,+1}	92 ^{+,+1}	0.97 ^{+,+1}	96 ^{..}	97 ^{..}	94 ^{..}	0.96 ^{..}	1,427,974	61^{..}	...	...	...	20	Indonesia
100	100	100	1.00	100	100	100	1.00	382,738	65^{..}	...	...	...	19	Japan
97 ^{..}	96 ^{..}	98 ^{..}	1.01^{..}	...	...	...	...	654	75	...	...	...	25	Kiribati
80	84	77	0.92	84	86	81	0.95	28,299	45	83	78	89	31	Lao People's Democratic Republic
85	84	85	1.01	91	92	89	0.96	1,609	89	91	75	93	23	Macao, China
98	99	97	0.98	95 ⁻¹	96 ⁻¹	95 ⁻¹	1.00 ⁻¹	180,682 ⁻¹	67 ⁻¹	...	...	...	17 ⁻¹	Malaysia
...	...	...	...	90 ^{+,+2}	90 ^{+,+2}	89 ^{+,+2}	0.99 ^{+,+2}	526 ^{+,+2}	34 ^{+,+2}	...	...	...	17 ^{+,+2}	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
80 ^{..}	81 ^{..}	80 ^{..}	0.99 ^{..}	90	89	91	1.02	160,110	81	76	80	75	31	Myanmar
...	...	...	...	...	...	...	...	63 ^{+,+1}	95 ^{+,+1}	...	...	...	22 ^{+,+1}	Nauru
99	98	99	1.01	99	99	99	1.00	21,681	83	...	...	...	16	New Zealand
99 ⁺	99 ⁺	98 ⁺	1.00 ⁺	16 ⁻¹	100 ⁻¹	...	...	...	12 ⁻¹	Niue
97 ^{..}	99 ^{..}	94 ^{..}	0.94^{..}	...	...	...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	19,204 ^{+,+2}	39 ^{+,+2}	...	...	...	35 ^{+,+2}	Papua New Guinea
92	92	92	1.00	94	93	95	1.02	373,035	87	...	...	...	35	Philippines
94	94	95	1.01	99 ⁺¹	100 ⁺¹	99 ⁺¹	1.00 ⁺¹	144,601 ⁺¹	75 ⁺¹	...	...	...	28 ⁺¹	Republic of Korea
92	92	91	0.99	90 ^{+,+1}	90 ^{+,+1}	91 ^{+,+1}	1.00 ^{+,+1}	1,245 ^{+,+1}	73 ^{+,+1}	...	...	...	25 ^{+,+1}	Samoa
...	...	...	...	...	...	...	...	12,343	83	...	...	...	24	Singapore
...	...	...	...	63 ^{+,+2}	65 ^{+,+2}	62 ^{+,+2}	0.96 ^{+,+2}	...	...	...	...	...	...	Solomon Islands
...	...	...	...	88 ⁺¹	90 ⁺¹	86 ⁺¹	0.96 ⁺¹	312,632 ^{+,+1}	60 ^{+,+1}	...	...	...	19 ^{+,+1}	Thailand
...	...	...	...	98^{..}	...	...	...	5,211	31	...	...	...	34	Timor-Leste
...	...	...	...	...	...	...	...	42 ^{+,+1}	69 ^{+,+1}	...	...	...	6 ^{+,+1}	Tokelau
91	92	89	0.97	95 ^{..}	97 ^{..}	93 ^{..}	0.96 ^{..}	834 ^{..}	63^{..}	...	...	...	20 ^{..}	Tonga
...	...	...	...	...	...	...	...	73 ⁻¹	...	...	...	...	19 ⁻¹	Tuvalu
91	91	90	0.99	94 ^{..}	95 ^{..}	93 ^{..}	0.98 ^{..}	1,966 ^{..}	54^{..}	...	...	...	20 ^{..}	Vanuatu
96	...	...	...	88	...	...	...	360,624	78	93^{..}	...	...	22	Viet Nam
Latin America and the Caribbean														
...	...	...	...	89 ^{..}	86 ^{..}	91 ^{..}	1.06 ^{..}	94	89	68	20	74	15	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
99 ⁺	99 ⁺	99 ⁺	1.00 ⁺	99 ⁻¹	99 ⁻¹	98 ⁻¹	0.99 ⁻¹	269,588 ^{+,+2}	86 ^{+,+2}	...	...	...	17 ^{+,+2}	Argentina
98 ⁺	97 ⁺	98 ⁺	1.01 ⁺	99 ⁺	99 ⁺	100 ⁺	1.00 ⁺	567	81	100	100	100	18	Aruba

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

Region	Enrolment			Gross enrolment ratio							
	2005			1999				2005			
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Bahamas	37,050	49	28	95	96	94	0.98	101	101	101	1.00
Barbados	22,249	49	12	108	108	107	0.98	108	108	108	1.00
Belize	50,389	48	85 **	118	120	116	0.97	127	130	125	0.96
Bermuda	4,760	50	34	...	...	...	...	102 *	100 *	103 *	1.03 *
Bolivia	1,541,559 **,-1	49 **,-1	...	113	114	112	0.98	113 **,-1	113 **,-1	113 **,-1	1.00 **,-1
Brazil	18,968,584 -1	47 -1	10 -1	155	159	150	0.94	140 -1	146 -1	135 -1	0.93 -1
British Virgin Islands	2,898	48	22	112 *	113 *	110 *	0.97 *	111 *	113 *	108 *	0.96 *
Cayman Islands	3,240	48	34	108 *,+1	109 **,+1	106 **,+1	0.97 **,+1	90 **	95 **	84 **	0.89 **
Chile	1,720,951	48	51	101	102	99	0.97	104	106	101	0.96
Colombia	5,298,257	48	19	113	113	112	1.00	112	113	111	0.98
Costa Rica	542,087	48	6	108	109	107	0.98	110	110	109	0.99
Cuba	895,045	48	.	106	109	104	0.96	102	104	99	0.95
Dominica	9,441	49	30	104 *	107 *	102 *	0.95 *	92 *	93 *	92 *	0.99 *
Dominican Republic	1,289,745	48	17	113	114	112	0.98	113	115	110	0.95
Ecuador	2,000,297 **	49 **	28 **	114	114	114	1.00	117 **	117 **	117 **	1.00 **
El Salvador	1,045,484	48	10	111	113	109	0.96	113	115	111	0.96
Grenada	16,072 **	49 **	...	96 *,+1	98 *,+1	94 *,+1	0.96 *,+1	93 **	94 **	91 **	0.96 **
Guatemala	2,345,301	48	11	101	108	94	0.87	114	118	109	0.92
Guyana	116,756	49	2	119	120	118	0.98	132	133	131	0.98
Haiti	...	...	...	...	...	...	...	...	...	...	...
Honduras	1,268,150 **	49 **	...	106 +1	105 +1	107 +1	1.02 +1	113 **	113 **	113 **	1.00 **
Jamaica	326,411	49	8	93 **	93 **	93 **	1.00 **	95	95	94	1.00
Mexico	14,700,005	49	8	109	110	107	0.97	109	110	108	0.98
Montserrat	509	46	34	...	...	...	...	116 *	115 *	119 *	1.04 *
Netherlands Antilles	22,667 **,-2	49 **,-2	73 **,-2	134	139	130	0.94	126 **,-2	127 **,-2	124 **,-2	0.98 **,-2
Nicaragua	945,089	48	15	103	103	103	1.01	112	113	110	0.97
Panama	430,152	48	10	108	110	106	0.97	111	113	109	0.97
Paraguay	930,918 -1	48 -1	16 -1	113 **	115 **	111 **	0.96 **	104 -1	106 -1	103 -1	0.97 -1
Peru	4,077,361	49	16	123	123	122	0.99	112	113	112	1.00
Saint Kitts and Nevis	6,350	50	17	120 *,+1	118 *,+1	122 *,+1	1.04 *,+1	99 *	96 *	102 *	1.06 *
Saint Lucia	23,573	49	3	103	104	102	0.98	109	110	107	0.97
Saint Vincent and the Grenadines	17,858	47	3	102 +1	106 +1	99 +1	0.94 +1	111	117	105	0.90
Suriname	65,527	48	47	...	...	...	...	120	120	120	1.00
Trinidad and Tobago	129,703 *	49 *	70 **	102	102	101	0.99	100 *	102 *	99 *	0.97 *
Turks and Caicos Islands	2,220	51	30	...	...	...	...	90 **	88 **	92 **	1.04 **
Uruguay	366,205 -1	48 -1	13 -1	112	113	111	0.99	109 -1	110 -1	108 -1	0.98 -1
Venezuela	3,449,290	48	14	100	101	99	0.98	105	106	104	0.98
North America and Western Europe											
Andorra	4,085	47	2	...	...	...	...	87 *	89 *	85 *	0.95 *
Austria	362,822	49	5	102	103	102	0.99	106	106	106	1.00
Belgium	738,580	49	55	104	104	103	0.99	104	104	103	0.99
Canada	2,389,188 **,-1	49 **,-1	...	98	98	99	1.00	100 **,-1	100 **,-1	99 **,-1	1.00 **,-1
Cyprus	61,247	49	6	97 *	98 *	97 *	1.00 *	101 *	101 *	101 *	1.00 *
Denmark	414,103	49	12	102	102	102	1.00	98	98	99	1.00
Finland	381,785	49	1	99	99	99	1.00	99	100	99	0.99
France	4,015,490	48	15	107	107	106	0.99	111	111	110	0.99

Net enrolment rate				Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region				
1999				2005				2005		2005			Country or territory	
MF	M	F	GPI	MF	M	F	GPI	MF	% F	MF	M	F		2005
89	90	89	0.99	91	90	92	1.03	2,307	88	89	90	88	16	Bahamas
97	97	97	0.99	98	98	98	1.00	1,469	78	73	78	72	15	Barbados
94	94	94	1.00	94	93	96	1.03	2,127	72	51	51	52	24	Belize
...	...	...	...	98	...	...	...	571	88	100	100	100	8	Bermuda
95	95	95	1.00	95	94	96	1.01	64,426	61	...	...	...	24	Bolivia
91	...	...	...	95	95	95	1.00	887,428	90	...	...	...	21	Brazil
96	95	97	1.02	95	96	95	0.99	194	88	87	35	94	15	British Virgin Islands
96	97	96	0.99	81	86	77	0.90	253	89	99	100	99	13	Cayman Islands
90	90	89	0.98	90	90	89	0.98	66,060	78	...	...	...	26	Chile
88	88	89	1.01	87	87	87	1.00	186,898	77	...	...	...	28	Colombia
...	...	...	...	...	...	...	...	25,399	79	97	97	97	21	Costa Rica
98	98	98	1.00	97	98	96	0.98	86,827	78	100	100	100	10	Cuba
94	95	93	0.98	84	83	85	1.02	519	85	60	45	63	18	Dominica
84	84	85	1.01	88	87	88	1.01	53,015	76	88	81	90	24	Dominican Republic
97	97	98	1.01	98	97	98	1.01	86,472	70	71	71	71	23	Ecuador
81	74	87	1.17	93	93	93	1.00	35,315	70	100	100	100	30	El Salvador
86	90	82	0.91	84	84	83	0.99	909	76	67	65	68	18	Grenada
82	86	79	0.91	94	96	92	0.95	75,519	...	...	...	...	31	Guatemala
...	...	...	...	...	...	...	...	4,164	86	57	52	58	28	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
88	87	88	1.02	91	90	92	1.02	38,540	75	87	86	88	33	Honduras
88	88	88	1.00	90	90	90	1.00	11,793	89	...	...	...	28	Jamaica
98	98	97	1.00	98	98	98	1.00	519,112	66	...	...	...	28	Mexico
...	...	...	...	96	...	...	...	25	100	80	-	80	20	Montserrat
...	...	...	...	...	...	...	...	1,145	86	...	...	...	20	Netherlands Antilles
78	78	79	1.01	87	88	86	0.98	28,163	78	77	58	82	34	Nicaragua
96	96	96	0.99	98	99	98	0.99	17,751	76	90	92	89	24	Panama
90	90	90	0.99	85	85	84	0.99	33,434	72	...	...	...	28	Paraguay
98	98	98	1.00	96	96	97	1.00	177,060	64	...	...	...	23	Peru
...	...	...	...	93	91	96	1.06	360	86	58	67	57	18	Saint Kitts and Nevis
91	91	91	0.99	97	98	96	0.98	1,073	86	80	73	81	22	Saint Lucia
91	93	88	0.95	90	92	88	0.95	1,020	73	74	68	76	18	Saint Vincent and the Grenadines
...	...	...	...	94	93	96	1.04	3,520	92	...	...	...	19	Suriname
93	93	93	1.00	90	90	90	1.00	7,839	72	81	72	84	17	Trinidad and Tobago
...	...	...	...	78	75	81	1.07	148	89	82	81	83	15	Turks and Caicos Islands
94	94	94	1.00	93	92	93	1.01	17,834	...	...	...	...	21	Uruguay
86	85	86	1.01	91	91	92	1.01	184,409	81	84	70	87	19	Venezuela
														North America and Western Europe
...	...	...	...	80	81	79	0.97	356	74	...	...	...	11	Andorra
97	97	98	1.01	97	96	98	1.02	29,239	90	...	...	...	12	Austria
99	99	99	1.00	99	99	99	1.00	64,278	79	...	...	...	11	Belgium
98	98	99	1.00	...	...	...	...	...	...	...	...	...	...	Canada
95	95	95	1.00	99	99	99	1.00	3,479	83	...	...	...	18	Cyprus
97	97	97	1.00	95	95	96	1.01	...	...	...	...	...	...	Denmark
99	99	98	1.00	98	98	98	1.00	24,577	76	...	...	...	16	Finland
99	99	99	1.00	99	...	...	...	202,954	81	...	...	...	19	France

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

Region	Enrolment			Gross enrolment ratio							
	2005			1999				2005			
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Germany	3,306,136	49	3	106	106	105	0.99	101	101	101	1.00
Gibraltar	...	...	...	...	...	...	...	...	...	...	...
Greece	650,242	48	7 ^{**}	94	94	95	1.00	101	101	101	1.00
Holy See	.	.	.	.	.	.	.	.	.	.	.
Iceland	30,879 ^{**}	48 ^{**}	1 ^{**}	99	100	98	0.98	99 ^{**}	101 ^{**}	98 ^{**}	0.97 ^{**}
Ireland	454,060	49	1	103	104	103	0.99	107	108	106	0.99
Israel	784,663	49	-	112	113	112	0.99	109	109	110	1.01
Italy	2,771,247	48	7	103	103	102	0.99	102	103	102	0.99
Liechtenstein	2,266 ⁻¹	50 ⁻¹	4 ⁻¹	...	...	...	...	106 ^{1,-1}	106 ^{1,-1}	107 ^{1,-1}	1.01 ^{1,-1}
Luxembourg	35,016	49	7	100	99	100	1.01	100	100	100	1.00
Malta	29,114	47	37	106	106	106	1.01	98	101	95	0.94
Monaco	1,831 ⁻¹	...	26 ⁻¹	...	...	...	...	...	...	...	...
Netherlands	1,277,990	48	...	108	109	107	0.98	107	108	106	0.98
Norway	429,652	49	2	100	100	100	1.00	98	98	98	1.00
Portugal	752,739	48	11	124	127	121	0.96	114	117	112	0.96
San Marino	1,445 ⁻¹ ⁻¹	...	...	...	...	...	...	...	...
Spain	2,484,903	48	33	107	108	106	0.98	106	108	105	0.98
Sweden	658,461	49	7	110	108	111	1.03	97	97	97	1.00
Switzerland	524,222	49	4	104	104	104	0.99	102	102	101	0.99
United Kingdom	4,634,991	49	5	102	102	102	1.01	107	107	107	1.00
United States	24,454,602	49	10	101	100	103	1.03	99	99	99	0.99
South and West Asia											
Afghanistan	4,318,819	36	...	25	46	4	0.08	87	108	64	0.59
Bangladesh	17,953,300 ⁻¹	50 ⁻¹	42 ⁻¹	110	110	109	0.99	109 ⁻¹	107 ⁻¹	111 ⁻¹	1.03 ⁻¹
Bhutan	99,458	49	2	...	...	...	...	...	...	...	...
India	140,012,901 ^{**}	47 ^{**}	...	97	107	87	0.82	119 ^{**}	123 ^{**}	116 ^{**}	0.94 ^{**}
Iran, Islamic Republic of	7,307,056	54	5	96	98	93	0.95	111	100	122	1.22
Maldives	57,873	48	1	130	130	131	1.01	94	95	93	0.98
Nepal	4,502,697 ⁺¹	47 ⁺¹	...	114	128	98	0.77	126 ⁺¹	129 ⁺¹	123 ⁺¹	0.95 ⁺¹
Pakistan	17,257,947	42	36	71 ^{1,+1}	84 ^{**,+1}	57 ^{**,+1}	0.68 ^{**,+1}	87	99	75	0.76
Sri Lanka	1,612,318 ^{**,-1}	...	...	102 ⁻¹	104 ⁻¹	100 ⁻¹	0.97 ⁻¹	98 ^{**,-1}	...	...	...
Sub-Saharan Africa											
Angola	...	...	...	64 ^{**}	69 ^{**}	59 ^{**}	0.86^{**}	...	...	...	...
Benin	1,318,140	44	12	74	89	59	0.67	96	107	85	0.80
Botswana	330,888	49	...	102	101	102	1.00	106	107	105	0.98
Burkina Faso	1,270,837	44	14	44	52	36	0.70	58	64	51	0.80
Burundi	1,036,859	46	1	61 ^{**}	68 ^{**}	54 ^{**}	0.80 ^{**}	85	91	78	0.86
Cameroon	3,000,781 ⁺	46 ⁺	24 ⁺	89	98	80	0.82	117 ⁺	126 ⁺	107 ⁺	0.85 ⁺
Cape Verde	82,952	49	-	119	122	116	0.96	108	111	105	0.95
Central African Republic	367,983 ^{**}	40^{**}	...	...	...	...	...	56 ^{**}	67 ^{**}	44 ^{**}	0.66 ^{**}
Chad	1,262,393	40	31	64	81	47	0.58	77	92	62	0.67
Comoros	106,700 ^{**}	46 ^{**}	10 ^{**}	76	82	69	0.85	85 ^{**}	91 ^{**}	80 ^{**}	0.88 ^{**}
Congo	597,304	48	27	50	51	48	0.95	88	91	84	0.92
Côte d'Ivoire	2,046,165 ^{1,-2}	44 ^{1,-2}	11 ^{**,-2}	70	80	60	0.74	72 ^{1,-2}	80 ^{1,-2}	63 ^{1,-2}	0.79 ^{1,-2}
Democratic Republic of the Congo	5,589,634 ^{**,-2}	44 ^{**,-2}	11 ^{**,-2}	48	51	46	0.90	62 ^{**,-2}	69 ^{**,-2}	54 ^{**,-2}	0.78 ^{**,-2}
Equatorial Guinea	75,809	49	30	132	148	116	0.79	114	117	111	0.95

Net enrolment rate								Teaching staff		Trained teachers (%)			Pupil/teacher ratio	Region
1999				2005				2005		2005			2005	Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	% F	MF	M	F		
...	...	...	...	...	...	...	...	234,107	84	...	...	...	14	Germany
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar
92	92	93	1.01	99	99	99	1.00	58,777	63	...	...	...	11	Greece
...	...	...	...	...	...	...	...	.	.	.	.	.	.	Holy See
99	100	98	0.98	99 ^{**}	100 ^{**}	97 ^{**}	0.97 ^{**}	2,907 ^{**}	79^{**}	...	...	...	11 ^{**}	Iceland
93	93	93	1.01	96	96	96	1.00	25,416	84	...	...	...	18	Ireland
98	98	98	1.00	97	97	98	1.01	60,182	86	...	...	...	13	Israel
99	99	98	0.99	99	99	98	0.99	264,061	96	...	...	...	10	Italy
...	...	...	...	88 ^{1,-1}	87 ^{1,-1}	89 ^{1,-1}	1.03 ^{1,-1}	260 ⁻¹	74 ⁻¹	...	...	...	9 ⁻¹	Liechtenstein
96	95	97	1.02	95	95	95	1.01	3,091	71	...	...	...	11	Luxembourg
95	94	96	1.02	86	88	84	0.95	2,573	86	...	...	...	11	Malta
...	...	...	...	...	...	...	...	131 ^{**,-1}	80 ^{**,-1}	...	...	...	14 ^{**,-1}	Monaco
99	100	99	0.99	99	99	98	0.99	132,803	82	...	...	...	10	Netherlands
100	100	100	1.00	98	98	98	1.00	41,161 ^{**,-1}	73 ^{**,-1}	...	...	...	11 ^{**,-1}	Norway
...	...	...	...	98	98	98	1.00	71,519	82	...	...	...	11	Portugal
...	...	...	...	...	...	...	...	228 ⁻¹	...	...	...	...	6 ⁻¹	San Marino
99	...	...	...	99	100	99	0.99	180,710	69	...	...	...	14	Spain
100	100	99	0.99	96	96	96	1.00	65,516	81	...	...	...	10	Sweden
96	96	95	0.99	93	93	93	0.99	41,020	78	...	...	...	13	Switzerland
100	99	100	1.01	99	99	99	1.00	265,257	82	...	...	...	17	United Kingdom
94	94	94	1.00	92	91	93	1.01	1,730,721	89	...	...	...	14	United States
South and West Asia														
...	...	...	...	...	...	...	...	51,802	34 ^{**}	36	...	...	83	Afghanistan
89 ¹	90 ¹	89 ¹	1.00 ¹	94 ^{1,-1}	93 ^{1,-1}	96 ^{1,-1}	1.03 ^{1,-1}	352,683 ⁻¹	34 ⁻¹	48 ⁻¹	47 ⁻¹	52 ⁻¹	51 ⁻¹	Bangladesh
...	...	...	...	...	...	...	...	3,203	38	94	93	95	31	Bhutan
81 ^{**,+1}	89 ^{**,+1}	73 ^{**,+1}	0.82 ^{**,+1}	89 ^{**}	92 ^{**}	85 ^{**}	0.93 ^{**}	3,387,905 ^{**,-1}	44 ^{**,-1}	...	...	...	40 ^{**,-1}	India
82 ^{**}	83 ^{**}	80 ^{**}	0.97 ^{**}	95	91	100	1.10	380,199	61	100	100	100	19	Iran, Islamic Republic of
97	97	98	1.01	79	79	79	1.00	2,882	66	64	60	66	20	Maldives
65 ¹	72 ¹	57 ¹	0.79 ¹	78 ^{1,-2}	83 ^{1,-2}	73 ^{1,-2}	0.87 ^{1,-2}	113,385 ^{**,+1}	30 ^{**,+1}	31	32	27	40 ^{**,+1}	Nepal
...	...	...	...	68	77	59	0.76	450,136	46	86	94	76	38	Pakistan
...	...	...	...	97 ^{**,-1}	...	...	...	71,669 ^{**,-1}	79 ^{**,-1}	...	...	...	22 ^{**,-1}	Sri Lanka
Sub-Saharan Africa														
53 ^{**,-1}	57 ^{**,-1}	49 ^{**,-1}	0.86 ^{**,-1}	...	...	...	...	...	...	...	...	...	...	Angola
50 ¹	59 ¹	40 ¹	0.68 ¹	78	86	70	0.81	28,148	18	72 ⁻¹	70 ⁻¹	82 ⁻¹	47	Benin
78	77	80	1.04	85 ^{**}	85 ^{**}	84 ^{**}	1.00 ^{**}	13,057	78	97	96	97	25	Botswana
35	41	29	0.69	45	50	40	0.79	26,938	29	88	87	91	47	Burkina Faso
43 ^{**,+1}	47 ^{**,+1}	39 ^{**,+1}	0.84 ^{**,+1}	60	63	58	0.91	21,289	55	88	83	91	49	Burundi
...	...	...	...	...	...	...	...	62,280 ¹	40 ¹	63 ¹	59 ¹	68 ¹	48 ¹	Cameroon
99 ^{**}	99 ^{**}	98 ^{**}	0.98 ^{**}	90	91	89	0.98	3,190	66	78	71	81	26	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
52	64	40	0.62	61 ^{**,-2}	72 ^{**,-2}	50 ^{**,-2}	0.69 ^{**,-2}	19,989	12	27	21	70	63	Chad
49	54	45	0.85	...	...	...	...	3,050 ^{**}	33^{**}	...	...	...	35 ^{**}	Comoros
...	...	...	...	44	39	48	1.20	7,214 ^{**}	45 ^{**}	62 ⁻¹	57 ⁻¹	68 ⁻¹	83 ^{**}	Congo
53	61	46	0.75	56 ^{1,-2}	62 ^{1,-2}	50 ^{1,-2}	0.80 ^{1,-2}	48,308 ^{1,-2}	24 ^{1,-2}	100 ^{1,-2}	100 ^{1,-2}	100 ^{1,-2}	42 ^{1,-2}	Côte d'Ivoire
...	...	...	...	...	...	...	...	162,797 ^{**,-2}	26 ^{**,-2}	...	...	...	34 ^{**,-2}	Democratic Republic of the Congo
83	93	73	0.79	81 ⁻²	85 ⁻²	77 ⁻²	0.90 ⁻²	2,307 ⁻²	30 ⁻²	...	...	...	32 ⁻²	Equatorial Guinea

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

Region	Enrolment			Gross enrolment ratio							
	2005			1999				2005			
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Eritrea	377,512	44	8	57	62	51	0.82	64	71	57	0.81
Ethiopia	8,778,741 ⁺¹	47 ⁺¹	...	59	72	45	0.62	100 ⁺¹	107 ⁺¹	94 ⁺¹	0.88 ⁺¹
Gabon	281,371 ^{..-1}	49 ^{..-1}	29 ^{..-1}	132	132	132	1.00	130 ^{..-1}	130 ^{..-1}	129 ^{..-1}	0.99 ^{..-1}
Gambia	174,836 ⁻¹	51 ⁻¹	3 ⁻¹	80	86	74	0.85	81 ⁻¹	79 ⁻¹	84 ⁻¹	1.06 ⁻¹
Ghana	3,130,575 ⁺¹	48 ⁺¹	15 ⁺¹	76	79	72	0.92	94 ⁺¹	94 ⁺¹	93 ⁺¹	0.98 ⁺¹
Guinea	1,206,743	44	...	57	68	45	0.65	81	88	74	0.84
Guinea-Bissau	...	...	...	70 ^{**}	84 ^{**}	56 ^{**}	0.67^{**}	...	...	...	...
Kenya	6,075,706	49	4	93	94	92	0.97	114	116	112	0.96
Lesotho	422,278	50	-	105	101	110	1.08	132	132	131	1.00
Liberia	...	...	...	85	97	72	0.74	...	...	...	...
Madagascar	3,597,731	49	19	94	95	92	0.97	138	141	136	0.96
Malawi	2,867,993	50	1	139	143	136	0.95	122	121	124	1.02
Mali	1,505,903	43	37	51	59	43	0.72	66	74	59	0.80
Mauritius	123,562	49	25	105	105	106	1.00	102	102	102	1.00
Mozambique	3,942,829	46	2	69	79	59	0.74	105	114	96	0.85
Namibia	404,198	50	5	104	103	105	1.02	99	99	100	1.01
Niger	1,064,056	41	4	29	34	23	0.68	47	54	39	0.73
Nigeria	22,267,407	45	...	93	102	83	0.82	103	111	95	0.86
Rwanda	1,723,997 ^{**}	51 ^{**}	...	99	100	98	0.98	120 ^{**}	119 ^{**}	121 ^{**}	1.02 ^{**}
Sao Tome and Principe	30,468	49	-	106	108	105	0.98	134	135	132	0.98
Senegal	1,444,163	49	12	61	66 ^{**}	57 ^{**}	0.86 ^{**}	78	80	77	0.97
Seychelles	9,204	48	...	116 [*]	117 [*]	116 [*]	0.99 [*]	116 [*]	115 [*]	116 [*]	1.01 [*]
Sierra Leone	...	...	...	65 ⁺¹	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...	...	...
South Africa	7,444,142 ⁻¹	49 ⁻¹	2 ⁻¹	114	116	113	0.98	104 ⁻¹	106 ⁻¹	102 ⁻¹	0.96 ⁻¹
Swaziland	214,054 ^{**}	48 ^{**}	...	100	102	98	0.95	107 ^{**}	111 ^{**}	104 ^{**}	0.93 ^{**}
Togo	996,707	46	42	112	127	96	0.75	100	108	92	0.85
Uganda	7,223,879	50	9	126	132	120	0.92	119	119	119	1.00
United Republic of Tanzania	7,959,884 ⁺¹	49 ⁺¹	1 ⁺¹	64	64	64	1.00	110 ⁺¹	112 ⁺¹	109 ⁺¹	0.97 ⁺¹
Zambia	2,565,419	48	3	75	78	72	0.92	111	114	108	0.95
Zimbabwe	2,361,588 ⁻²	49 ⁻²	87 ⁻²	98	100	97	0.97	96 ⁻²	97 ⁻²	95 ⁻²	0.98 ⁻²

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WORLD	688,784,276	47	...	100 ^{**}	104 ^{**}	96 ^{**}	0.92 ^{**}	107	110	104	0.95
Arab States	39,344,836 ^{**}	47 ^{**}	...	90	96	84	0.88	95	100	91	0.91
Central and Eastern Europe	22,502,834	48	...	100 ^{**}	102 ^{**}	98 ^{**}	0.96 ^{**}	104	105	102	0.98
Central Asia	6,172,449 ^{**}	49 ^{**}	...	99 ^{**}	99 ^{**}	98 ^{**}	0.99 ^{**}	102 ^{**}	103 ^{**}	101 ^{**}	0.99 ^{**}
East Asia and the Pacific	197,675,525	48	...	112 ^{**}	112 ^{**}	111 ^{**}	0.99 ^{**}	110	111	109	0.98
Latin America and the Caribbean	69,071,563 ^{**}	48 ^{**}	...	121	123	119	0.97	118 ^{**}	120 ^{**}	115 ^{**}	0.96 ^{**}
North America and Western Europe	51,654,136	49	...	103	102	103	1.01	102	102	102	0.99
South and West Asia	192,700,176	47	...	94	103	85	0.82	113	116	109	0.93
Sub-Saharan Africa	109,662,758	47	...	80	86	74	0.86	97	102	91	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		
1999				2005				2005					2005	Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	% F	MF	M	F		
36	39	34	0.86	47	51	43	0.86	7,942	40	84	92	71	48	Eritrea
33	38	28	0.74	68 ⁺¹	71 ⁺¹	66 ⁺¹	0.93 ⁺¹	121,452 ^{+,+1}	45 ^{+,+1}	97	96	98	72 ^{+,+1}	Ethiopia
...	...	...	...	...	...	...	...	7,807 ^{+,+1}	45 ^{+,+1}	100 ⁻²	100 ⁻²	100 ⁻²	36 ^{+,+1}	Gabon
67	71	62	0.88	77 ^{+,+2}	77 ^{+,+2}	77 ^{+,+2}	0.99 ^{+,+2}	4,956 ⁻¹	35 ⁻¹	58 ⁻¹	...	...	35 ⁻¹	Gambia
57 ⁺	58 ⁺	56 ⁺	0.96 ⁺	69 ⁺¹	69 ⁺¹	70 ⁺¹	1.01 ⁺¹	88,461 ⁺¹	44 ⁺¹	56 ⁺¹	...	...	35 ⁺¹	Ghana
44	51	36	0.71	66	70	61	0.87	26,897	24	68	68	68	45	Guinea
45 ⁺	53 ⁺	37 ⁺	0.71 ⁺	Guinea-Bissau
64	63	64	1.01	80	80	80	1.01	153,678 ⁺	45 ⁺	99 ⁻¹	98 ⁻¹	99 ⁻¹	40 ⁺	Kenya
60	56	63	1.13	87	84	89	1.06	10,153	78	64	46	69	42	Lesotho
41	47	36	0.77	...	...	...	...	...	...	...	...	...	...	Liberia
63	63	63	1.01	92	93	92	1.00	67,137	60	36	30	40	54	Madagascar
98	99	97	0.98	95	92	97	1.05	...	...	...	...	...	...	Malawi
40 ⁺	46 ⁺	34 ⁺	0.73 ⁺	51	56	45	0.81	27,688	26	...	...	...	54	Mali
91	90	91	1.01	95	94	96	1.02	5,531	63	100	100	100	22	Mauritius
52	58	46	0.80	79	82	75	0.91	59,434	30	60	57	67	66	Mozambique
73	70	76	1.08	72	69	74	1.07	13,113	67	92	83	97	31	Namibia
24	29	20	0.68	40	46	33	0.73	24,362	37	76 ⁻¹	78 ⁻¹	72 ⁻¹	44	Niger
61 ⁺	67 ⁺	56 ⁺	0.84 ⁺	68 ⁺	72 ⁺	64 ⁺	0.88 ⁺	598,981	51	50	39	60	37	Nigeria
...	...	...	...	74 ⁺	72 ⁺	75 ⁺	1.04 ⁺	27,793 ⁺	51 ⁺	82 ⁻¹	79 ⁻¹	85 ⁻¹	62 ⁺	Rwanda
85	85	84	0.99	97	97	96	0.99	990	55	...	...	...	31	Sao Tome and Principe
52	55 ⁺	48 ⁺	0.88 ⁺	69	70	67	0.97	34,656	25	100	100	100	42	Senegal
...	...	...	...	99 ^{+,+1}	99 ^{+,+1}	100 ^{+,+1}	1.01 ^{+,+1}	671	85	78 ⁻²	67 ⁻²	80 ⁻²	14	Seychelles
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia
93	92	94	1.02	87 ⁻¹	87 ⁻¹	87 ⁻¹	1.00 ⁻¹	208,877 ^{+,+1}	76 ^{+,+1}	79 ⁻²	77 ⁻²	79 ⁻²	36 ^{+,+1}	South Africa
75	74	75	1.02	80 ⁺	79 ⁺	80 ⁺	1.01 ⁺	6,625 ⁺	73 ⁺	91 ⁻¹	89 ⁻¹	91 ⁻¹	32 ⁺	Swaziland
79	89	70	0.79	78	84	72	0.86	29,668	12	37	37	38	34	Togo
...	...	...	...	...	...	...	...	139,641	39	85	84	86	52	Uganda
48	47	49	1.04	98 ⁺¹	99 ⁺¹	97 ⁺¹	0.99 ⁺¹	151,882 ⁺¹	48 ⁺¹	100 ⁺¹	100 ⁺¹	100 ⁺¹	52 ⁺¹	United Republic of Tanzania
63	64	62	0.96	89	89	89	1.00	50,224	48	51	Zambia
81	81	82	1.01	82 ⁻²	81 ⁻²	82 ⁻²	1.01 ⁻²	61,251 ⁻²	51 ⁻²	39 ⁻²	Zimbabwe

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83 ⁺	86 ⁺	80 ⁺	0.93 ⁺	87 ⁺	89 ⁺	85 ⁺	0.96 ⁺	27,103,087 ⁺	62 ⁺	25 ⁺	WORLD
79	83	75	0.90	83 ⁺	86 ⁺	80 ⁺	0.93 ⁺	1,802,311 ⁺	58 ⁺	22 ⁺	Arab States
89 ⁺	91 ⁺	88 ⁺	0.97 ⁺	91	92	90	0.98	1,248,904 ⁺	81 ⁺	18 ⁺	Central and Eastern Europe
...	...	...	...	90 ⁺	90 ⁺	89 ⁺	0.99 ⁺	290,108 ⁺	84 ⁺	21 ⁺	Central Asia
...	...	...	...	94 ⁺	94 ⁺	93 ⁺	0.99 ⁺	9,758,681	59	...	...	...	20	East Asia and the Pacific
92	93 ⁺	91 ⁺	0.98 ⁺	95 ⁺	95 ⁺	95 ⁺	1.00 ⁺	2,971,428 ⁺	77 ⁺	23 ⁺	Latin America and the Caribbean
96	97	96	1.00	95	95	96	1.01	3,681,197	84	...	...	...	14	North America and Western Europe
...	...	...	...	86	89	82	0.92	...	...	...	...	...	...	South and West Asia
57	60	54	0.90	70 ⁺	73 ⁺	67 ⁺	0.92 ⁺	2,461,370 ⁺	45 ⁺	45 ⁺	Sub-Saharan Africa

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			
	2005		2005			2004 to 2005			2004 to 2005				2005			
	MF	% F	MF	M	F	MF	M	F	MF	M	F	GPI	MF	M	F	GPI
Arab States																
Algeria	487,441	35	11	14	8	96	94	97	93	91	95	1.04	96	96	95	0.99
Bahrain	2,329	40	3	3	2	99	100	98	99	100	97	0.97	101	101	102	1.01
Djibouti	4,676	44	9	9	9	...	...	...	...	...	...	...	32	36	27	0.76
Egypt (p)	205,731	34	2	3	2	94^{**}	...	...	94^{**}	...	...	...	98	102	93	0.92
Iraq	353,211 ^{**}	36 ^{**}	8 ^{**}	9 ^{**}	7 ^{**}	81 ^{**}	87 ^{**}	73 ^{**}	70 ^{**}	78 ^{**}	61 ^{**}	0.78 ^{**}	74 ^{**}	85 ^{**}	63 ^{**}	0.74 ^{**}
Jordan (p)	15,578	51	2	2	2	99 ⁻¹	99 ⁻¹	99 ⁻¹	98 ⁻¹	98 ⁻¹	98 ⁻¹	1.00 ⁻¹	95 ^{**}	95 ^{**}	95 ^{**}	1.00 ^{**}
Kuwait	3,955	42	2	2	2	...	...	...	99	100	99	0.99	100	104	97	0.94
Lebanon	45,587	40	10	12	8	93	91	96	90	86	93	1.08	90	88	91	1.03
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	44,807	51	10	10	10	53	51	55	39	38	41	1.08	45	46	43	0.94
Morocco	511,881	38	13	15	10	79	81	77	73	75	70	0.93	80	84	77	0.92
Oman	1,709 ⁺¹	64 ⁺¹	1 ⁺¹	1 ⁺¹	1 ⁺¹	100 ⁺¹	100 ⁺¹	100 ⁺¹	99 ⁺¹	100 ⁺¹	99 ⁺¹	0.99 ⁺¹	93 ⁺¹	94 ⁺¹	91 ⁺¹	0.97 ⁺¹
Palestinian Autonomous Territories	2,664	47	1	1	1	...	...	...	98	99	97	0.99	98	98	98	1.00
Qatar	1,894 ^{**}	30 ^{**}	3 ^{**}	4 ^{**}	2^{**}	...	...	...	...	...	...	...	98 ^{**}	97 ^{**}	99 ^{**}	1.03 ^{**}
Saudi Arabia	164,999	51	5	5	5	96	100	93	97	100	94	0.94	85	85	86	1.01
Sudan	56,314	55	2	1	2	79	78	79	74	73	75	1.03	50	53	46	0.87
Syrian Arab Republic	164,607	42	7	8	6	...	...	...	94	94	95	1.02	111	112	109	0.97
Tunisia (p)	100,750	37	9	10	7	97	97	97	94	93	95	1.02	99	99	100	1.01
United Arab Emirates	4,898	40	2	2	2	97	96	97	97	96	97	1.01	76	78	75	0.96
Yemen	134,613 ⁻¹	35 ^{**,-1}	4 ^{**,-1}	5 ^{**,-1}	4 ^{**,-1}	73 ^{**,-1}	78 ^{**,-1}	67 ^{**,-1}	67 ^{**,-1}	72 ^{**,-1}	60 ^{**,-1}	0.83 ^{**,-1}	62 ^{**,-1}	78 ^{**,-1}	46 ^{**,-1}	0.58 ^{**,-1}
Central and Eastern Europe																
Albania	5,377 ⁻¹	38 ⁻¹	2 ⁻¹	3 ⁻¹	2 ⁻¹	...	...	...	90 ⁻¹	89 ⁻¹	91 ⁻¹	1.03 ⁻¹	97 ⁻¹	97 ⁻¹	97 ⁻¹	1.00 ⁻¹
Belarus	262	48 [*]	-	- [*]	- [*]	99	100 [*]	98 [*]	0.98 [*]	100	102 [*]	97 [*]	0.95 [*]
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria (p)	7,109 ⁻¹	39 ⁻¹	2 ⁻¹	3 ⁻¹	2 ⁻¹	...	...	...	94 ⁻¹	93 ⁻¹	94 ⁻¹	1.01 ⁻¹	98 ⁻¹	99 ⁻¹	97 ⁻¹	0.98 ⁻¹
Croatia	714 ⁻²	42 ⁻²	1 ⁻²	1 ⁻²	1 ⁻²	...	...	...	100 ⁻²	99 ⁻²	100 ⁻²	1.01 ⁻²	91 ⁻²	92 ⁻²	91 ⁻²	0.99 ⁻²
Czech Republic (p)	5,404	39	1	1	1	98	98	99	98	98	99	1.01	102	103	102	0.99
Estonia	1,336	25	2	2	1	99	98	99	99	99	99	1.00	104	106	103	0.97
Hungary (p)	9,129	38	2	3	2	...	...	...	98	98	98	1.01	94	94	94	0.99
Latvia	2,504 ⁻¹	28 ⁻¹	3 ⁻¹	4 ⁻¹	2 ⁻¹	...	...	...	98 ⁻¹	99 ⁻¹	98 ⁻¹	0.99 ⁻¹	92 ⁻¹	93 ⁻¹	92 ⁻¹	0.99 ⁻¹
Lithuania	1,065 ⁻¹	34 ⁻¹	1 ⁻¹	1 ⁻¹	1 ⁻¹	...	...	...	99 ⁻¹	98 ⁻¹	99 ⁻¹	1.01 ⁻¹	98 ⁻¹	99 ⁻¹	97 ⁻¹	0.99 ⁻¹
Poland (p)	18,751	20	1	1	-	99	...	...	99	...	...	...	97	...	...	...
Republic of Moldova	475	32	-	-	-	...	...	...	91	90	91	1.00	92 [*]	93 [*]	91 [*]	0.98 [*]
Romania	21,914	39	2	3	2	...	...	...	...	...	...	...	98 ^{**}	98 ^{**}	97 ^{**}	0.99 ^{**}
Russian Federation (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Serbia and Montenegro	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Slovakia (p)	6,405	44	3	3	2	...	...	...	97	97	98	1.01	94	94	94	1.00
Slovenia	433	38	-	1	-	...	...	...	99 ⁻²	98 ⁻²	99 ⁻²	1.01 ⁻²	102 ⁻²	103 ⁻²	102 ⁻²	0.99 ⁻²
The Former Yugoslav Rep. of Macedonia	195	42	-	-	-	...	...	...	98	98	99	1.01	97	96	98	1.02
Turkey (p)	237,543	51	3 ^{**}	3 ^{**}	3 ^{**}	97	97	97	94	95	93	0.97	87	91	83	0.91
Ukraine	2,098	...	-	...	...	...	...	...	80 ^{**,-2}	79 ^{**,-2}	80 ^{**,-2}	1.01 ^{**,-2}	95 ^{**,-2}	94 ^{**,-2}	95 ^{**,-2}	1.01 ^{**,-2}
Central Asia																
Armenia	195	46	-	-	-	...	...	...	96 ⁻²	96 ⁻²	96 ⁻²	1.00 ⁻²	91	89	92	1.04
Azerbaijan	1,650	48	-	-	-	...	...	...	98	98	98	1.00	94	95	93	0.99
Georgia	951	34	-	-	-	79	76	83	75	71	80	1.12	87	86	87	1.01

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
2005				2005				2005				2004 to 2005				Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	
Arab States																
94	94	95	1.01	86 ⁻¹	86 ⁻¹	86 ⁻¹	1.00 ⁻¹	90 ⁻¹	88 ⁻¹	91 ⁻¹	1.03 ⁻¹	79	76	83	1.09	Algeria
105	106	103	0.97	...	...	...	...	...	...	...	...	97	95	99	1.04	Bahrain
...	...	...	...	26	31	22	0.82	...	...	...	...	71	74	67	0.90	Djibouti
103^{**}	...	...	...	...	...	...	...	...	...	...	...	77 ^{**}	72 ^{**}	82 ^{**}	1.13 ^{**}	Egypt (p)
75 ^{**}	86 ^{**}	63 ^{**}	0.74 ^{**}	72 ⁻¹	82 ⁻¹	62 ⁻¹	0.86 ⁻¹	...	...	...	...	70 ^{**}	73 ^{**}	66 ^{**}	0.91 ^{**}	Iraq
...	...	...	...	...	...	...	...	...	...	...	...	97	96	97	1.01	Jordan (p)
...	...	...	...	89	88	91	1.02	...	...	...	...	95	93	97	1.04	Kuwait
91	88	94	1.06	87	84	90	1.03	...	...	...	...	86	83	88	1.06	Lebanon
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
44	42	46	1.08	12	14	11	0.88	23	23	23	0.98	46	48	43	0.90	Mauritania
72	76	68	0.89	64	69	59	0.92	62	67	56	0.84	78	79	78	0.99	Morocco
75 ⁺¹	75 ⁺¹	74 ⁺¹	0.99 ⁺¹	93	93	92	0.99	72	72	72	1.01	98 ⁺¹	99 ⁺¹	98 ⁺¹	0.99 ⁺¹	Oman
80	81	80	0.98	...	...	...	...	...	...	...	...	100	100	100	1.00	Palestinian Autonomous Territories
...	...	...	...	70 ⁻²	70 ⁻²	69 ⁻²	0.99 ⁻²	...	...	...	...	95 ^{**}	91 ^{**}	99 ^{**}	1.09 ^{**}	Qatar
86	86	85	0.99	84	84	85	1.01	...	...	...	...	95	93	97	1.04	Saudi Arabia
50	53	47	0.89	...	...	...	...	...	...	...	...	90	88	91	1.04	Sudan
114	115	113	0.99	...	...	...	...	...	...	...	...	95	94	95	1.01	Syrian Arab Republic
94	92	95	1.03	...	...	...	...	...	...	...	...	88	86	90	1.05	Tunisia (p)
86	86	86	1.00	75	75	74	0.99	86	85	86	1.00	97	97	98	1.02	United Arab Emirates
74 ^{**,-1}	88 ^{**,-1}	59 ^{**,-1}	0.66 ^{**,-1}	...	...	...	...	...	...	...	...	...	...	...	...	Yemen
Central and Eastern Europe																
89 ⁻¹	88 ⁻¹	90 ⁻¹	1.02 ⁻¹	...	...	...	...	...	...	...	...	100 ^{**,-1}	100 ^{**,-1}	99 ^{**,-1}	0.99 ^{**,-1}	Albania
104	106 ⁺	102 ⁺	0.96 ⁺	91	92	90	0.99	102	102 ⁺	102 ⁺	1.00 ⁺	100	99 ⁺	100 ⁺	1.01 ⁺	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
99 ⁻¹	99 ⁻¹	98 ⁻¹	0.99 ⁻¹	...	...	...	...	...	...	...	...	96 ⁻¹	96 ⁻¹	96 ⁻¹	1.00 ⁻¹	Bulgaria (p)
98 ⁻²	99 ⁻²	97 ⁻²	0.99 ⁻²	...	...	...	...	...	...	...	...	100 ⁻²	100 ⁻²	100 ⁻²	1.00 ⁻²	Croatia
100	100	100	1.01	...	...	...	...	...	...	...	...	100	99	100	1.01	Czech Republic (p)
100	101	98	0.97	...	...	...	...	...	...	...	...	97	96	99	1.03	Estonia
94	95	93	0.98	...	...	...	...	...	...	...	...	99 ^{**}	99 ^{**}	99 ^{**}	1.00 ^{**}	Hungary (p)
88 ⁻¹	89 ⁻¹	88 ⁻¹	0.98 ⁻¹	...	...	...	...	...	...	...	...	98 ⁻¹	97 ⁻¹	99 ⁻¹	1.01 ⁻¹	Latvia
100 ⁻¹	99 ⁻¹	100 ⁻¹	1.01 ⁻¹	...	...	...	...	...	...	...	...	99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹	Lithuania
96	...	...	...	...	...	...	...	...	...	...	...	99^{**}	...	...	...	Poland (p)
83 ⁺	84 ⁺	83 ⁺	0.98 ⁺	90 ⁺	91 ⁺	89 ⁺	0.99 ⁺	99	99	98	0.99	Republic of Moldova
94 ^{**}	94 ^{**}	94 ^{**}	1.00^{**}	...	...	...	...	...	...	...	...	98	98	98	1.00	Romania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Russian Federation (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Serbia and Montenegro
96	96	96	1.00	...	...	...	...	...	...	...	...	98	98	99	1.00	Slovakia (p)
120 ⁻²	120 ⁻²	119 ⁻²	0.99 ⁻²	...	...	...	...	...	...	...	...	99 ^{**,-2}	100 ^{**,-2}	99 ^{**,-2}	0.99 ^{**,-2}	Slovenia
97	96	98	1.02	...	...	...	...	...	...	...	...	100	100	99	0.99	The Former Yugoslav Rep. of Macedonia
87	90	84	0.93	...	...	...	...	...	...	...	...	92	93	90	0.97	Turkey (p)
79 ^{**,-2}	79 ^{**,-2}	79 ^{**,-2}	1.00 ^{**,-2}	105	...	...	...	...	...	...	...	100 ⁻¹	100 ^{**,-1}	100 ^{**,-1}	1.00 ^{**,-1}	Ukraine
Central Asia																
...	...	...	...	86	86	87	1.01	...	...	...	...	99 ^{**,-1}	98 ^{**,-1}	100 ^{**,-1}	1.02 ^{**,-1}	Armenia
92	92	91	0.99	87	89	86	0.98	91	90	92	1.02	99	99	99	0.99	Azerbaijan
78	73	84	1.14	70	...	...	...	...	...	...	...	98 ⁻²	98 ⁻²	99 ⁻²	1.00 ⁻²	Georgia

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			
	2005		2005			2004 to 2005			2004 to 2005				2005			
Country or territory	MF	% F	MF	M	F	MF	M	F	MF	M	F	GPI	MF	M	F	GPI
Kazakhstan	1,123	29	-	-	-	...	...	...	99	99	100	1.00	114	115	113	0.99
Kyrgyzstan	390	29	-	-	-	...	...	...	97	97	97	1.00	97	97	98	1.01
Mongolia	1,095	47	-	-	-	...	...	...	92	90	95	1.05	97	94	99	1.05
Tajikistan	1,488	48**	-	-**	-**	...	...	...	98	97**	99**	1.03**	102	104**	100**	0.96**
Turkmenistan	-	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	- ⁻¹	...*	-** ⁻¹	-** ⁻¹	-** ⁻¹	...	...	...	96** ⁻²	96** ⁻²	96** ⁻²	0.99** ⁻²	97** ⁻¹	97** ⁻¹	96** ⁻¹	1.00** ⁻¹
East Asia and the Pacific																
Australia (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Brunei Darussalam	1,036	30	2	3	1	100	99	100	99	99	99	1.00	107	103	111	1.08
Cambodia	373,095	42	14	15	12	63	62	65	57	56	58	1.05	...	...	...	...
China (p)	352,827**	40**	-**	-**	-**	...	...	...	...	...	...	...	...	...	...	...
Cook Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	2,448**	34**	2**	3**	2**	99 ⁻¹	100 ⁻¹	97 ⁻¹	96 ⁻¹	97 ⁻¹	95 ⁻¹	0.97 ⁻¹	104**	104**	104**	1.00**
Hong Kong SAR of China	3,974	39	1	1	1	100	99	100	99	99	100	1.01	110	112	107	0.95
Indonesia (p)	1,334,636**	38**	5**	6**	4**	89**	92**	87**	85**	88**	83**	0.94**	101**	101**	102**	1.01**
Japan (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kiribati	.**	.**	.**	.**	.**	82 ⁻¹	76 ⁻¹	88 ⁻¹	81 ⁻¹	75 ⁻¹	89 ⁻¹	1.18 ⁻¹	129**	132**	125**	0.94**
Lao People's Democratic Republic	170,873	43	19	20	18	63	64	62	63	64	62	0.98	76	80	72	0.89
Macao, China	2,272	31	6	8	4	...	...	...	...	...	...	...	96	96	96	1.00
Malaysia (p)	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	98 ⁻²	99 ⁻²	98 ⁻²	98 ⁻²	98 ⁻²	97 ⁻²	0.99 ⁻²	92 ⁻¹	92 ⁻¹	92 ⁻¹	1.00 ⁻¹
Marshall Islands	.**	.**	.**	.**	.**	...	...	...	...	...	...	...	125** ⁻²	123** ⁻²	128** ⁻²	1.04** ⁻²
Micronesia (Federated States of) (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Myanmar	16,186	50	-	-	-	70	68	72	70	68	72	1.06	79	78	80	1.03
Nauru	- ⁻¹	...*	-** ⁻¹	-** ⁻¹	-** ⁻¹	...	...	...	...	...	...	...	75** ⁻²	76** ⁻²	74** ⁻²	0.97** ⁻²
New Zealand (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Niue	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	...	...	...	...	...	...	...	81 ⁻¹	89 ⁻¹	74 ⁻¹	0.83 ⁻¹
Palau	90	...	5**	...	...	...	...	...	...	...	...	...	115**	...	...	...
Papua New Guinea	- ⁻²	...*	-** ⁻²	-** ⁻²	-** ⁻²	68** ⁻²	68** ⁻²	68** ⁻²	58** ⁻²	59** ⁻²	58** ⁻²	0.99** ⁻²	54** ⁻²	58** ⁻²	50** ⁻²	0.86** ⁻²
Philippines (p)	291,747	34	2	3	2	75	71	80	72	66	77	1.17	97	93	100	1.08
Republic of Korea (p)	76 ⁺¹	46 ⁺¹	- ⁺¹	- ⁺¹	- ⁺¹	99 ⁺¹	99 ⁺¹	99 ⁺¹	99 ⁺¹	99 ⁺¹	99 ⁺¹	1.00 ⁺¹	101 ⁺¹	102 ⁺¹	100 ⁺¹	0.98 ⁺¹
Samoa	283 ⁻¹	35** ⁻¹	1** ⁻¹	1** ⁻¹	1** ⁻¹	...	...	...	...	...	...	...	96** ⁻¹	94** ⁻¹	98** ⁻¹	1.04** ⁻¹
Singapore	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Thailand (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	. ⁻¹	. ⁻¹	.** ⁻¹	.** ⁻¹	.** ⁻¹	...	...	...	...	...	...	...	98** ⁻¹	40** ⁻¹	152** ⁻¹	3.81** ⁻¹
Tonga	...	...	...	...	...	77** ⁻²	75** ⁻²	80** ⁻²	...	...	...	...	...	...	...	...
Tuvalu	. ⁻¹	.** ⁻¹	.** ⁻¹	.** ⁻¹	.** ⁻¹	...	...	...	...	...	...	...	103** ⁻¹	94** ⁻¹	113** ⁻¹	1.20** ⁻¹
Vanuatu	4,200**	...	11**	...	...	78**	...	...	71**	...	...	...	87**	...	...	...
Viet Nam	78,235	...	1	...	...	87** ⁻²	87** ⁻²	86** ⁻²	87** ⁻²	87** ⁻²	86** ⁻²	0.99** ⁻²	94	...	...	...
Latin America and the Caribbean																
Anguilla	5	20	-	1	-	97	94	100	93	...	...	...	78**	72**	83**	1.15**
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Argentina (p)	303,755 ⁻¹	39 ⁻¹	6 ⁻¹	8 ⁻¹	5 ⁻¹	97 ⁻¹	96 ⁻¹	98 ⁻¹	96 ⁻¹	94 ⁻¹	97 ⁻¹	1.03 ⁻¹	99 ⁻¹	97 ⁻¹	102 ⁻¹	1.05 ⁻¹
Aruba	954	41	9	11	8	97	96	99	98	96	99	1.04	93*	91*	95*	1.04*

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
2005				2005				2005				2004 to 2005				Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	
107	108	107	0.99	109	110	108	0.99	106	107	106	0.99	100	100	100	1.00	Kazakhstan
92	94	91	0.97	91	90	92	1.01	90	93	88	0.94	99	98	100	1.02	Kyrgyzstan
...	...	...	...	95 ⁻¹	92 ⁻¹	99 ⁻¹	1.04 ⁻¹	98 ⁻¹	...	...	...	97	96	99	1.03	Mongolia
97	98 ^{**}	96 ^{**}	0.98 ^{**}	92 ⁻¹	94 ⁻¹	90 ⁻¹	0.98 ⁻¹	95 ⁻¹	98 ^{**,-1}	92 ^{**,-1}	0.94 ^{**,-1}	98	98 ^{**}	97 ^{**}	0.98 ^{**}	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	...	...	...	...	...	...	...	...	100 ^{**,-2}	100 ^{**,-2}	99 ^{**,-2}	0.99 ^{**,-2}	Uzbekistan
East Asia and the Pacific																
...	...	...	...	...	...	...	...	...	...	...	...	100 ^{**,-2}	100 ^{**,-2}	100 ^{**,-2}	1.00 ^{**,-2}	Australia (p)
101	102	99	0.97	93	89	97	1.05	76	72	80	1.12	90	87	93	1.06	Brunei Darussalam
...	...	...	...	...	...	...	...	...	...	...	...	82	84	80	0.95	Cambodia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	China (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
...	...	...	...	...	...	...	...	...	...	...	...	99 ^{**}	97 ^{**}	100 ^{**}	1.03 ^{**}	Fiji
92	95	90	0.95	...	...	...	...	...	...	...	...	100	100	100	1.00	Hong Kong SAR of China
104 ^{**}	109 ^{**}	99 ^{**}	0.91^{**}	...	...	...	...	...	...	...	...	78 ^{**}	79 ^{**}	78 ^{**}	1.00 ^{**}	Indonesia (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Japan (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
73	77	69	0.90	68 ⁻¹	72 ⁻¹	64 ⁻¹	0.94 ⁻¹	68 ⁻¹	70 ⁻¹	66 ⁻¹	0.94 ⁻¹	78	80	75	0.94	Lao People's Democratic Republic
...	...	...	...	91	93	89	0.98	...	...	...	...	88	86	91	1.06	Macao, China
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Malaysia (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of) (p)
86	83	88	1.05	75 ⁻¹	75 ⁻¹	74 ⁻¹	0.99 ⁻¹	85 ⁻¹	83 ⁻¹	86 ⁻¹	1.04 ⁻¹	72 ^{**}	72 ^{**}	71 ^{**}	0.98 ^{**}	Myanmar
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nauru
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	New Zealand (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Niue
...	...	...	...	...	...	...	...	...	...	...	...	89 ^{**}	89 ^{**}	88 ^{**}	0.99 ^{**}	Palau
55 ^{**,-2}	59 ^{**,-2}	52 ^{**,-2}	0.88 ^{**,-2}	...	...	...	...	...	...	...	...	77 ^{**,-2}	77 ^{**,-2}	77 ^{**,-2}	0.99 ^{**,-2}	Papua New Guinea
97	93	101	1.09	...	...	...	...	...	...	...	...	92	91	92	1.01	Philippines (p)
104 ⁺¹	105 ⁺¹	104 ⁺¹	1.00 ⁺¹	...	...	...	...	...	...	...	...	99 ⁺¹	99 ⁺¹	99 ⁺¹	1.00 ⁺¹	Republic of Korea (p)
...	...	...	...	...	...	...	...	...	...	...	...	96 ^{**,-1}	95 ^{**,-1}	97 ^{**,-1}	1.02 ^{**,-1}	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	70 ^{**,-2}	71 ^{**,-2}	68 ^{**,-2}	0.95 ^{**,-2}	Solomon Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Thailand (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
...	...	...	...	...	...	...	...	...	...	...	...	88 ⁻²	92 ⁻²	82 ⁻²	0.90 ⁻²	Tokelau
...	...	...	...	...	...	...	...	...	...	...	...	81 ^{**}	78 ^{**}	84 ^{**}	1.07 ^{**}	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
85^{**}	...	...	...	...	...	...	...	...	...	...	...	53 ^{**}	50 ^{**}	55 ^{**}	1.09 ^{**}	Vanuatu
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Viet Nam
Latin America and the Caribbean																
97^{**}	...	...	...	83 ^{**}	92 ^{**}	76 ^{**}	0.92 ^{**}	96^{**}	...	...	...	98	100	96	0.96	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
105 ⁻¹	104 ⁻¹	106 ⁻¹	1.02 ⁻¹	95 ⁻¹	93 ⁻¹	96 ⁻¹	1.03 ⁻¹	Argentina (p)
98 ⁺	92 ⁻	105 ⁺	1.13 ⁺	90 ^{,-1}	91 ^{,-1}	90 ^{,-1}	1.00 ^{,-1}	102 ^{,-1}	98	97	100	1.03	Aruba

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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			
	2005		2005			2004 to 2005			2004 to 2005				2005			
	MF	% F	MF	M	F	MF	M	F	MF	M	F	GPI	MF	M	F	GPI
Bahamas	.	.	.	.	.	99 **	...	...	...	...	...	...	102	100	103	1.03
Barbados	.	.	.	.	.	98	96	100	98	...	...	...	102	101	104	1.03
Belize	5,834	42	12	13	10	...	...	...	...	...	...	...	106	106	105	1.00
Bermuda	.	.	.	.	.	93	...	...	89	...	...	...	97 *	...	...	...
Bolivia	24,726 ⁻¹	45 ^{**,-1}	2 ^{**,-1}	2 ^{**,-1}	1 ^{**,-1}	85 ^{**,-1}	85 ^{**,-1}	85 ^{**,-1}	82 ^{**,-1}	83 ^{**,-1}	81 ^{**,-1}	0.97 ^{**,-1}	101 ^{**,-1}	102 ^{**,-1}	99 ^{**,-1}	0.97 ^{**,-1}
Brazil (p)	3,821,264 ⁻¹	...	21 ⁻¹	...	...	...	...	...	80 ⁻¹	...	...	...	105 ⁻¹	...	...	...
British Virgin Islands	197	35	7	9	5	...	...	...	...	...	...	...	99 *	93 *	105 *	1.12 *
Cayman Islands	7	14	-	-	-	78	77	78	78	...	...	...	102 **	97 **	107 **	1.11 **
Chile (p)	38,274	36	2	3	2	99 ⁻¹	99 ⁻¹	99 ⁻¹	98 ⁻¹	98 ⁻¹	98 ⁻¹	1.00 ⁻¹	123	130	116	0.89
Colombia	217,564	42	4	5	4	81	78	84	81	78	84	1.07	97	95	99	1.04
Costa Rica	38,972	40	7	8	6	87	84	90	84	81	87	1.07	92	91	93	1.02
Cuba	4,630	28	1	1	-	97	96	98	97	96	98	1.02	94	95	93	0.98
Dominica	329	33	3	5	2	93	94	91	89	...	...	...	109 *	111 *	108 *	0.98 *
Dominican Republic	104,949	36	8	10	6	86	...	...	83	...	...	...	92	88	96	1.09
Ecuador	40,294 ⁻¹	43 ^{**,-1}	2 ^{**,-1}	2 ^{**,-1}	2 ^{**,-1}	76 ^{**,-1}	75 ^{**,-1}	77 ^{**,-1}	73 ^{**,-1}	72 ^{**,-1}	73 ^{**,-1}	1.02 ^{**,-1}	101 ^{**,-1}	100 ^{**,-1}	101 ^{**,-1}	1.01 ^{**,-1}
El Salvador	67,059	40	6	7	5	69 **	67 **	72 **	66 **	65 **	68 **	1.06 **	87	86	87	1.01
Grenada	553	39	3 **	4 **	3 **	79 ⁻²	73 ⁻²	85 ⁻²	83 ⁻²	...	...	...	93 **	93 **	92 **	0.99 **
Guatemala	293,285	44	13	13	12	68	70	66	63	64	61	0.94	74	79	69	0.88
Guyana	1,077	40	1	1	1	...	...	...	...	...	...	...	126	125	127	1.01
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	107,565 **	43 **	8 **	9 **	7 **	70 **	67 **	73 **	62 **	59 **	64 **	1.08 **	79 **	77 **	81 **	1.06 **
Jamaica (p)	9,121 **	40 **	3 **	3 **	2 **	89 ⁻²	86 ⁻²	92 ⁻²	86 ⁻²	82 ⁻²	91 ⁻²	1.10 ⁻²	82 **	81 **	84 **	1.03 **
Mexico (p)	682,138	38	5	6	4	94	93	94	92	91	92	1.02	100	99	100	1.02
Montserrat	34	44	7	7	6	...	...	...	...	...	...	...	111 *	113 *	107 *	0.95 *
Netherlands Antilles	2,863 ⁻²	37 ^{**,-2}	13 ^{**,-2}	16 ^{**,-2}	10 ^{**,-2}	...	...	...	...	...	...	...	101 ^{**,-2}	94 ^{**,-2}	107 ^{**,-2}	1.14 ^{**,-2}
Nicaragua	93,105	42	10	11	9	54	51	56	51	48	54	1.11	76	73	80	1.09
Panama	24,265	39	6	7	5	85	85	86	82	82	83	1.01	97	97	97	1.00
Paraguay (p)	62,382 ⁻¹	39 ⁻¹	7 ⁻¹	8 ⁻¹	5 ⁻¹	81 ⁻¹	79 ⁻¹	83 ⁻¹	76 ⁻¹	74 ⁻¹	79 ⁻¹	1.06 ⁻¹	89 ⁻¹	88 ⁻¹	89 ⁻¹	1.02 ⁻¹
Peru (p)	364,447	48	9	9	9	90	90	90	85	86	85	0.99	99	99	98	0.99
Saint Kitts and Nevis	.	.	.	.	.	...	...	...	...	...	...	...	109 *	110 *	108 *	0.98 *
Saint Lucia	648	45	3	3	3	96	96	96	96	95	97	1.02	96	98	93	0.94
Saint Vincent and the Grenadines	725	35	4	5	3	88 ^{**,-2}	...	...	79 ^{**,-2}	...	...	...	92 **	81 **	104 **	1.28 **
Suriname	13,274	43	20	22	18	...	...	...	...	...	...	...	87	78	97	1.25
Trinidad and Tobago	6,784 *	41 *	5 *	6 *	4 *	91 *	90 *	92 *	84 *	80 *	87 *	1.09 *	91 *	89 *	93 *	1.04 *
Turks and Caicos Islands	65	46	3	3	3	46 ⁻²	42 ⁻²	51 ⁻²	45 ⁻²	43 ⁻²	48 ⁻²	1.13 ⁻²	92 **	93 **	91 **	0.98 **
Uruguay (p)	27,318 ⁻¹	39 ⁻¹	7 ⁻¹	9 ⁻¹	6 ⁻¹	91 ⁻¹	90 ⁻¹	93 ⁻¹	90 ⁻¹	88 ⁻¹	91 ⁻¹	1.04 ⁻¹	91 ⁻¹	90 ⁻¹	92 ⁻¹	1.02 ⁻¹
Venezuela	233,700	37	7	8	5	91	88	95	89	85	93	1.10	92	89	95	1.06
North America and Western Europe																
Andorra	-	...	-	-	-	...	...	...	...	...	...	...	60 *	61 *	58 *	0.94 *
Austria (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Belgium (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Canada (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cyprus	145	44	-	-	-	99	100	98	100	100	99	0.99	100 *	100 *	100 *	1.00 *
Denmark (p)	.	.	.	.	.	93	93	93	92	92	92	1.00	99	99	99	1.00
Finland (p)	1,731	31	-	1	-	99	99	100	99	99	100	1.01	100	100	99	0.99
France (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
2005				2005				2005				2004 to 2005				Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	
...	...	...	...	...	...	...	...	...	...	...	...	98 **	100 **	96 **	0.96 **	Bahamas
...	...	...	...	107 ⁻¹	108 ⁻¹	106 ⁻¹	0.99 ⁻¹	106 ⁻¹	105 ⁻¹	108 ⁻¹	1.03 ⁻¹	99	100	99	0.99	Barbados
...	...	...	...	87 ⁻¹	89 ⁻¹	86 ⁻¹	0.98 ⁻¹	...	...	...	...	90	91	90	0.99	Belize
...	...	...	...	...	...	...	...	...	...	...	...	98	...	...	...	Bermuda
98 **,-1	99 **,,-1	97 **,,-1	0.98 **,,-1	74 ⁻¹	75 ⁻¹	73 ⁻¹	0.99 ⁻¹	...	...	...	...	90 **,,-1	90 **,,-1	90 **,,-1	1.00 **,,-1	Bolivia
82 ⁻¹	...	...	...	...	...	...	...	...	...	...	...	81 ⁻¹	...	...	...	Brazil (p)
...	...	...	...	83 ^{,-2}	81 ^{,-2}	84 ^{,-2}	1.02 ^{,-2}	...	...	...	...	92	94	89	0.95	British Virgin Islands
67 **	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Cayman Islands
...	...	...	...	...	...	...	...	...	...	...	...	97	96	98	1.03	Chile (p)
99	98	99	1.01	86 ⁻¹	85 ⁻¹	88 ⁻¹	1.02 ⁻¹	...	...	...	...	100	100	100	1.00	Colombia
86	83	89	1.07	82	81	84	1.02	80	77	83	1.08	97	...	...	...	Costa Rica
101	101	102	1.01	95	96	94	0.99	...	...	...	...	99	98	99	1.01	Cuba
77 ⁺	105 ^{,-2}	113 ^{,-2}	97 ^{,-2}	0.93 ^{,-2}	69 ^{,-2}	...	...	...	99	99	98	0.99	Dominica
94	...	...	...	...	...	...	...	...	...	...	...	88	83	92	1.10	Dominican Republic
98 **,,-1	98 **,,-1	98 **,,-1	1.01 **,,-1	100 ⁻¹	99 ⁻¹	101 ⁻¹	1.01 ⁻¹	95 **,,-1	94 **,,-1	95 **,,-1	1.01 **,,-1	73 **	76 **	71 **	0.94 **	Ecuador
84 **	84 **	84 **	1.00 **	60	58	63	1.04	60 **	59 **	61 **	1.03 **	93 **	93 **	93 **	1.00 **	El Salvador
...	...	...	...	50 ^{,-2}	50 ^{,-2}	50 ^{,-2}	1.00 ^{,-2}	54 ^{,-2}	...	...	...	...	...	...	...	Grenada
77	81	74	0.92	...	...	...	...	...	...	...	...	94 **,,-1	95 **,,-1	92 **,,-1	0.97 **,,-1	Guatemala
...	...	...	...	106 ⁻²	106 **,,-2	105 **,,-2	1.00 **,,-2	...	...	...	...	...	...	...	...	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
79 **	77 **	82 **	1.06 **	...	...	...	...	...	...	...	...	...	...	...	...	Honduras
...	...	...	...	...	...	...	...	...	...	...	...	99 **	100 **	97 **	0.97 **	Jamaica (p)
98	98	98	1.00	...	...	...	...	...	...	...	...	94	95	93	0.98	Mexico (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Montserrat
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Netherlands Antilles
72	71	74	1.04	69 ⁻¹	65 ⁻¹	73 ⁻¹	1.06 ⁻¹	...	...	...	...	...	...	...	...	Nicaragua
90	91	90	0.99	96	97	96	1.00	90	90	90	1.00	65	64	65	1.03	Panama
82 ⁻¹	81 ⁻¹	83 ⁻¹	1.03 ⁻¹	...	...	...	...	...	...	...	...	90 ⁻¹	90 ⁻¹	90 ⁻¹	1.00 ⁻¹	Paraguay (p)
90	90	89	1.00	...	...	...	...	...	...	...	...	95	96	94	0.97	Peru (p)
...	...	...	...	116 ^{,-1}	116 ^{,-1}	115 ^{,-1}	1.00 ^{,-1}	...	...	...	...	90 **,,-1	...	...	...	Saint Kitts and Nevis
105	104	106	1.02	99	101	96	0.97	...	...	...	...	71 **	63 **	79 **	1.26 **	Saint Lucia
...	...	...	...	112	125	99	0.89	...	...	...	...	81	76	85	1.12	Saint Vincent and the Grenadines
...	...	...	...	...	...	...	...	...	...	...	...	12 **,,-2	15 **,,-2	10 **,,-2	0.66 **,,-2	Suriname
85 ⁺	83 ⁺	86 ⁺	1.04 ⁺	95 ⁻¹	93 ⁻¹	97 ⁻¹	1.02 ⁻¹	...	...	...	...	93 ⁺	94 ⁺	92 ⁺	0.98 ⁺	Trinidad and Tobago
...	...	...	...	99 **,,-1	107 **,,-1	91 **,,-1	0.92 **,,-1	...	...	...	...	88	84	92	1.10	Turks and Caicos Islands
89 ⁻¹	88 ⁻¹	91 ⁻¹	1.03 ⁻¹	...	...	...	...	...	...	...	...	81 ⁻¹	75 ⁻¹	87 ⁻¹	1.17 ⁻¹	Uruguay (p)
89	86	92	1.06	...	...	...	...	...	...	...	...	99	98	99	1.01	Venezuela
North America and Western Europe																
...	...	...	...	...	...	...	...	...	...	...	...	96 ⁻¹	95 ⁻¹	96 ⁻¹	1.01 ⁻¹	Andorra
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Austria (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Belgium (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Canada (p)
...	...	...	...	...	...	...	...	...	...	...	...	100	100	99	0.99	Cyprus
89	89	89	1.00	...	...	...	...	...	...	...	...	100	100	99	0.99	Denmark (p)
98	98	99	1.02	...	...	...	...	...	...	...	...	100	100	100	1.00	Finland (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	France (p)

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			
	2005		2005			2004 to 2005			2004 to 2005				2005			
Country or territory	MF	% F	MF	M	F	MF	M	F	MF	M	F	GPI	MF	M	F	GPI
Germany (p)	45,262	45	1	1	1	...	...	...	99	99	100	1.01	94	94	94	1.00
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Greece (p)	3,804	41	1	1	-	99	98	100	99	98	100	1.02	100	100	101	1.00
Holy See	.	.	.	.	.	...	...	...	...	...	...	...	...	...	...	...
Iceland (p)	-	...	-	-	-	100 ⁻²	100 ⁻²	99 ⁻²	100 ⁻²	99 ⁻²	100 ⁻²	1.01 ⁻²	97 ^{**}	97 ^{**}	96 ^{**}	0.99 ^{**}
Ireland (p)	3,869 ^{**}	43 ^{**}	1 ^{**}	1 ^{**}	1 ^{**}	100 ⁻²	100 ⁻²	100 ⁻²	...	...	...	...	103 ^{**}	103 ^{**}	103 ^{**}	1.00 ^{**}
Israel (p)	12,763	31	2	2	1	100	100	100	100	100	100	1.00	101	101	101	1.00
Italy (p)	6,412	35	-	-	-	100	100	100	100	100	100	1.00	100	100	99	0.99
Liechtenstein	- ⁻¹	...	- ⁻¹	- ⁻¹	- ⁻¹	...	...	...	...	...	...	...	98 ^{1,-1}	98 ^{1,-1}	98 ^{1,-1}	1.01 ^{1,-1}
Luxembourg (p)	1,540	43	4	5	4	92 ^{**,-2}	91 ^{**,-2}	93 ^{**,-2}	82 ^{**,-2}	79 ^{**,-2}	85 ^{**,-2}	1.07 ^{**,-2}	77	75	79	1.05
Malta	745	40	3	3	2	99 ⁻²	99 ⁻²	100 ⁻²	99 ⁻²	99 ⁻²	100 ⁻²	1.01 ⁻²	95	97	93	0.96
Monaco	- ⁻¹	...	- ⁻¹	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands (p)	.	.	.	.	.	100 ⁻²	100 ⁻²	100 ⁻²	98 ^{**,-2}	99 ^{**,-2}	98 ^{**,-2}	0.99 ^{**,-2}	100 ^{**,-2}	101 ^{**,-2}	99 ^{**,-2}	0.98 ^{**,-2}
Norway (p)	.	.	.	.	.	100	100	100	100	100	100	1.00	99	100	98	0.99
Portugal (p)	76,722 ^{**}	...	10^{**}	...	...	...	...	...	...	...	...	...	104 ⁻¹	102 ^{**,-1}	107 ^{**,-1}	1.06 ^{**,-1}
San Marino	- ⁻¹	...	- ⁻¹	...	...	...	...	...	...	...	...	...	...	...	...	...
Spain (p)	56,013 ^{**}	40 ^{**}	2 ^{**}	3 ^{**}	2 ^{**}	100 ^{**}	100 ^{**}	100 ^{**}	100 ^{**}	100 ^{**}	100 ^{**}	1.00 ^{**}	108 ^{**}	109 ^{**}	107 ^{**}	0.99 ^{**}
Sweden (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Switzerland (p)	8,544	44	2	2	1	...	...	...	...	...	...	...	95	94	96	1.02
United Kingdom (p)	-	...	-	-	-	...	...	...	...	...	...	...	...	...	...	...
United States (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South and West Asia																
Afghanistan	702,368	30	16	18	14	...	...	...	...	...	...	...	32	46	18	0.39
Bangladesh	1,263,548 ⁻¹	49 ⁻¹	7 ⁻¹	7 ⁻¹	7 ⁻¹	65 ⁻¹	63 ⁻¹	67 ⁻¹	65 ⁻¹	63 ⁻¹	67 ⁻¹	1.07 ⁻¹	76 ⁻¹	74 ⁻¹	79 ⁻¹	1.06 ⁻¹
Bhutan	9,565	45	10	10	9	...	...	...	...	...	...	...	...	...	...	...
India	4,756,733	46	3 ^{**}	3 ^{**}	3 ^{**}	73	73	73	73	73	73	1.00	90	94	86	0.91
Iran, Islamic Republic of	149,791	37	2	3	1	88 ⁻²	88 ⁻²	87 ⁻²	88 ⁻²	88 ⁻²	87 ⁻²	0.99 ⁻²	96	91	100	1.10
Maldives	3,001	41	5	6	4	92	89	96	...	...	...	...	127	129	126	0.97
Nepal	926,045 ⁺¹	47 ^{1,+1}	21 ⁺¹	21 ^{1,+1}	20 ^{1,+1}	79 ⁺¹	75 ^{1,+1}	83 ^{1,+1}	79 ⁺¹	75 ^{1,+1}	83 ^{1,+1}	1.10 ^{1,+1}	76 ⁺¹	80 ^{1,+1}	72 ^{1,+1}	0.91 ^{1,+1}
Pakistan	528,554	36	3	3	3	70	68	72	70	68	72	1.07	63	73	52	0.72
Sri Lanka (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sub-Saharan Africa																
Angola	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Benin	221,246	44	17	17	17	52	53	50	46	48	44	0.91	65	78	52	0.66
Botswana	15,775 ^{**}	44 ^{**}	5 ^{**}	5 ^{**}	4 ^{**}	90 ^{**,-1}	89 ^{**,-1}	92 ^{**,-1}	85 ^{**,-1}	83 ^{**,-1}	88 ^{**,-1}	1.06 ^{**,-1}	93 ^{**}	74 ^{**}	113 ^{**}	1.54 ^{**}
Burkina Faso	151,568	43	12	12	12	76	75	76	69	68	70	1.03	31	35	27	0.76
Burundi	315,277	46	30	30	30	67	66	68	59	57	61	1.07	36	40	31	0.78
Cameroon	773,189 ¹	45 ¹	26 ¹	26 ¹	25 ¹	64 ^{**,-2}	64 ^{**,-2}	63 ^{**,-2}	59 ^{**,-2}	60 ^{**,-2}	58 ^{**,-2}	0.97 ^{**,-2}	62 ^{**}	68 ^{**}	57 ^{**}	0.83 ^{**}
Cape Verde	12,797	40	15	18	13	93	...	...	88	...	...	...	81	79	83	1.05
Central African Republic	112,241 ^{**}	41 ^{**}	31 ^{**}	30 ^{**}	31^{**}	...	...	...	...	...	...	...	23 ^{**}	29 ^{**}	16 ^{**}	0.57 ^{**}
Chad	283,462	42	22	22	24	33	34	32	26	27	23	0.85	32	42	21	0.50
Comoros	28,938 ^{**}	44 ^{**}	27 ^{**}	28 ^{**}	26 ^{**}	80 ^{**}	79 ^{**}	81 ^{**}	72 ^{**}	69 ^{**}	74 ^{**}	1.07 ^{**}	51 ^{**}	52 ^{**}	49 ^{**}	0.95 ^{**}
Congo	143,033	46	24	25	23	66 ⁻²	65 ⁻²	67 ⁻²	55 ⁻²	55 ⁻²	55 ⁻²	1.00 ⁻²	57	60	55	0.92
Côte d'Ivoire	359,948 ⁻²	45 ^{1,-2}	18 ^{1,-2}	17 ^{1,-2}	18 ^{1,-2}	...	...	...	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	911,289 ⁻²	45 ^{**,-2}	16 ^{**,-2}	16 ^{**,-2}	17 ^{**,-2}	...	...	...	...	...	...	...	39 ^{**,-2}	47 ^{**,-2}	31 ^{**,-2}	0.67 ^{**,-2}
Equatorial Guinea	19,380	49	26	26	26	...	...	...	...	...	...	...	54	56	53	0.95

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
2005				2005				2005				2004 to 2005				Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	
102	102	102	1.00	...	...	...	...	...	...	...	...	99	99	99	1.00	Germany (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar
98	97	100	1.02	...	...	...	...	...	...	...	...	100 **	99 **	100 **	1.01 **	Greece (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Holy See
...	...	...	...	...	...	...	...	...	...	...	...	100 ⁻¹	100 ⁻¹	99 ⁻¹	0.99 ⁻¹	Iceland (p)
...	...	...	...	...	...	...	...	...	...	...	...	99	...	...	...	Ireland (p)
98	97	100	1.04	...	...	...	...	...	...	...	...	73	74	73	0.99	Israel (p)
...	...	...	...	...	...	...	...	...	...	...	...	100	100	99	0.99	Italy (p)
...	...	...	...	...	...	...	...	...	...	...	...	98 ⁻¹	...	...	...	Liechtenstein
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Luxembourg (p)
...	...	...	...	...	...	...	...	...	...	...	...	93	90	97	1.08	Malta
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Monaco
96 **,-2	97 **,-2	95 **,-2	0.97 **,-2	...	...	...	...	...	...	...	...	98 **,-1	96 **,-1	100 **,-1	1.04 **,-1	Netherlands (p)
98	98	98	1.01	...	...	...	...	...	...	...	...	100	100	100	1.00	Norway (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Portugal (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	San Marino
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Spain (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sweden (p)
...	...	...	...	...	...	...	...	...	...	...	...	100	99	100	1.01	Switzerland (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	United Kingdom (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	United States (p)
South and West Asia																
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan
85 ⁻¹	82 ⁻¹	89 ⁻¹	1.09 ⁻¹	67 ⁻¹	62 ⁻¹	73 ⁻¹	1.09 ⁻¹	71 ⁻¹	67 ⁻¹	76 ⁻¹	1.14 ⁻¹	89 ⁻¹	86 ⁻¹	92 ⁻¹	1.06 ⁻¹	Bangladesh
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bhutan
99	104	95	0.91	...	...	...	...	...	...	...	...	85	87	83	0.96	India
...	...	...	...	...	...	...	...	...	...	...	...	90	95	86	0.90	Iran, Islamic Republic of
...	...	...	...	38 ⁻¹	37 ⁻¹	40 ⁻¹	1.04 ⁻¹	...	...	...	...	78	75	82	1.10	Maldives
...	...	...	...	45 ⁻¹	48 ⁻¹	42 ⁻¹	0.93 ⁻¹	...	...	...	...	77 **,-1	79 **,-1	74 **,-1	0.94 **,-1	Nepal
81	87	75	0.86	45	51	38	0.85	56	60	52	0.87	69	67	72	1.07	Pakistan
...	...	...	...	...	...	...	...	...	...	...	...	97 **,-2	96 **,-2	98 **,-2	1.01 **,-2	Sri Lanka (p)
Sub-Saharan Africa																
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Angola
48	52	42	0.81	40 ⁻¹	50 ⁻¹	30 ⁻¹	0.75 ⁻¹	54 ⁻¹	59 ⁻¹	50 ⁻¹	0.85 ⁻¹	51 ⁻²	51 ⁻²	51 ⁻²	1.00 ⁻²	Benin
...	...	...	...	86 ⁻¹	...	...	...	83 **,-1	...	...	...	95 **	95 **	95 **	1.00 **	Botswana
52	55	48	0.87	...	...	...	...	...	...	...	...	46	47	44	0.93	Burkina Faso
52	52	52	0.98	19 ⁻¹	24 ⁻¹	14 ⁻¹	0.72 ⁻¹	23 ⁻¹	24 ⁻¹	21 ⁻¹	0.90 ⁻¹	33	35	30	0.85	Burundi
...	...	...	...	59 ⁺	64 ⁺	53 ⁺	0.90 ⁺	45 ⁺	43 ⁺	47 ⁺	1.11 ⁺	Cameroon
81	...	...	...	104	105	104	0.99	76	...	...	...	73	68	77	1.13	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
25	30	19	0.62	...	...	...	...	...	...	...	...	51 **	56 **	42 **	0.75 **	Chad
50 **	51 **	49 **	0.96 **	...	...	...	...	...	...	...	...	63 **	70 **	55 **	0.78 **	Comoros
...	...	...	...	...	...	...	...	...	...	...	...	58 **	58 **	58 **	1.00 **	Congo
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	21 ⁻¹	26 ⁻¹	17 ⁻¹	0.79 ⁻¹	...	...	...	...	...	...	...	...	Democratic Republic of the Congo
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Equatorial Guinea

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			
	2005		2005			2004 to 2005			2004 to 2005				2005			
Country or territory	MF	% F	MF	M	F	MF	M	F	MF	M	F	GPI	MF	M	F	GPI
Eritrea	48,629	44	13	13	13	79	83	74	79	83	74	0.89	51	58	44	0.75
Ethiopia	613,724 ⁺¹	42 ^{**,+1}	7 ^{**,+1}	8 ^{**,+1}	6 ^{**,+1}	...	...	...	73	72	75	1.03	55	61	49	0.80
Gabon	96,273 ⁻²	48 ^{**,-2}	34 ^{**,-2}	35 ^{**,-2}	34 ^{**,-2}	69 ^{**,-2}	68 ^{**,-2}	71 ^{**,-2}	56 ^{**,-2}	54 ^{**,-2}	57 ^{**,-2}	1.07 ^{**,-2}	66 ^{**,-2}	65 ^{**,-2}	68 ^{**,-2}	1.04 ^{**,-2}
Gambia	16,960 ⁻²	47 ^{**,-2}	10 ^{**,-2}	10 ^{**,-2}	9 ^{**,-2}	...	...	...	...	...	...	...	...	...	...	...
Ghana	170,777	47	6	6	6	63 ⁻²	62 ⁻²	65 ⁻²	60 ⁻²	55 ⁻²	65 ⁻²	1.18 ⁻²	72	75	69	0.91
Guinea	104,696	46	9	8	9	76	78	73	71	73	67	0.92	55	64	45	0.70
Guinea-Bissau	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	354,066 ^{**}	47 ^{**}	6 ^{**}	6 ^{**}	6 ^{**}	83 ^{**}	81 ^{**}	85 ^{**}	84 ^{**}	...	...	...	95 ^{**}	96 ^{**}	94 ^{**}	0.98 ^{**}
Lesotho	80,077	44	19	21	17	73	...	...	61	...	...	...	67	55	79	1.43
Liberia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Madagascar	657,484	47	18	19	18	43	43	43	43	43	43	1.00	58	58	58	1.00
Malawi	578,121	49	20	21	20	42	44	41	34	35	32	0.91	57	58	57	0.97
Mali	279,855	44	19	18	19	87	90	83	80	84	74	0.88	38	45	31	0.68
Mauritius	5,965	43	5	5	4	97	97	97	96	95	96	1.01	97	97	98	1.02
Mozambique	409,401	45	10	11	10	62	66	58	46	49	42	0.87	42	49	35	0.70
Namibia	61,185	42	15	17	13	86	84	88	76	73	79	1.07	74	70	77	1.11
Niger	56,861	42	5	5	6	65	66	64	60	61	58	0.96	28	34	22	0.66
Nigeria	639,075 ^{**}	46 ^{**}	3 ^{**}	3 ^{**}	3 ^{**}	73 ^{**,-1}	71 ^{**,-1}	75 ^{**,-1}	63 ^{**,-1}	61 ^{**,-1}	64 ^{**,-1}	1.04 ^{**,-1}	80 ^{**}	87 ^{**}	73 ^{**}	0.84 ^{**}
Rwanda	324,685 ^{**}	51 ^{**}	19 ^{**}	19 ^{**}	19 ^{**}	46 ⁻¹	43 ⁻¹	49 ⁻¹	31 ⁻¹	30 ⁻¹	32 ⁻¹	1.08 ⁻¹	39 ^{**}	40 ^{**}	38 ^{**}	0.97 ^{**}
Sao Tome and Principe	7,152	46	23	24	22	76	76	77	68	68	68	0.99	77	75	80	1.07
Senegal	171,209	48	12	12	12	73	75	71	64	66	62	0.93	50	54	47	0.87
Seychelles	.	.	.	.	.	99 ⁻²	97 ⁻²	100 ⁻²	99 ⁻²	98 ⁻²	100 ⁻²	1.02 ⁻²	115 [*]	112 [*]	117 [*]	1.04 [*]
Sierra Leone	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	592,581 ⁻¹	46 ⁻¹	8 ⁻¹	8 ⁻¹	8 ⁻¹	82 ⁻¹	82 ⁻¹	83 ⁻¹	77 ⁻¹	75 ⁻¹	79 ⁻¹	1.06 ⁻¹	99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹
Swaziland	34,587 ^{**}	41 ^{**}	16 ^{**}	18 ^{**}	14 ^{**}	77 ⁻²	74 ⁻²	80 ⁻²	61 ⁻²	53 ⁻²	71 ⁻²	1.35 ⁻²	64 ^{**}	62 ^{**}	66 ^{**}	1.07 ^{**}
Togo	228,473	47	23	23	23	75	79	70	68	74	62	0.83	65	76	54	0.71
Uganda	949,517 ^{**}	50 ^{**}	13 ^{**}	13 ^{**}	13 ^{**}	49 ^{**}	49 ^{**}	49 ^{**}	25 ^{**}	26 ^{**}	25 ^{**}	0.99 ^{**}	56 ^{**}	59 ^{**}	53 ^{**}	0.90 ^{**}
United Republic of Tanzania	388,323 ⁺¹	50 ⁺¹	5 ⁺¹	5 ⁺¹	5 ⁺¹	85 ⁺¹	84 ⁺¹	86 ⁺¹	79 ⁺¹	78 ⁺¹	81 ⁺¹	1.04 ⁺¹	72 ⁺¹	73 ⁺¹	70 ⁺¹	0.97 ⁺¹
Zambia	162,765	46	6	7	6	...	...	...	...	...	...	...	78	89	66	0.74
Zimbabwe (p)	.	.	.	.	.	70 ^{**,-2}	68 ^{**,-2}	71 ^{**,-2}	62 ^{**,-2}	62 ^{**,-2}	63 ^{**,-2}	1.01 ^{**,-2}	80 ^{**,-2}	82 ^{**,-2}	79 ^{**,-2}	0.96 ^{**,-2}

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
2005				2005				2005				2004 to 2005				Country or territory
MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	
39	46	33	0.74	37 ⁻²	43 ⁻²	31 ⁻²	0.83 ⁻²	51 ⁻²	57 ⁻²	44 ⁻²	0.76 ⁻²	89	91	85	0.93	Eritrea
...	...	...	...	...	...	...	...	...	...	...	...	85 ^{**,+1}	85 ^{**,+1}	86 ^{**,+1}	1.01 ^{**,+1}	Ethiopia
52 ^{**,-2}	51 ^{**,-2}	54 ^{**,-2}	1.07 ^{**,-2}	...	...	...	...	...	...	...	...	...	...	...	...	Gabon
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gambia
...	...	...	...	58 ⁻²	61 ⁻²	55 ⁻²	0.95 ⁻²	42 ⁻²	40 ⁻²	45 ⁻²	1.15 ⁻²	87 ⁻²	87 ⁻²	87 ⁻²	1.00 ⁻²	Ghana
60	64	55	0.86	36	44	27	0.76	...	...	...	...	64	68	58	0.86	Guinea
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
99^{**}	...	...	...	79 ⁻¹	82 ⁻¹	76 ⁻¹	0.96 ⁻¹	...	...	...	...	...	...	...	...	Kenya
76	...	...	...	69 ⁻¹	59 ⁻¹	79 ⁻¹	1.14 ⁻¹	77 ⁻¹	73 ⁻¹	80 ⁻¹	1.09 ⁻¹	66	67	65	0.96	Lesotho
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liberia
76	78	75	0.97	44	...	...	...	61	...	...	...	54	56	53	0.95	Madagascar
51	52	51	0.98	...	...	...	...	...	...	...	...	74	77	72	0.93	Malawi
51	59	44	0.74	27	21	34	1.24	41	48	34	0.70	57	63	48	0.76	Mali
98	97	98	1.01	...	...	...	...	...	...	...	...	64	60	69	1.16	Mauritius
71	78	63	0.81	...	...	...	...	...	...	...	...	53	51	56	1.09	Mozambique
76	73	79	1.09	66 ⁻²	62 ⁻²	70 ⁻²	1.06 ⁻²	...	...	...	...	78	76	79	1.04	Namibia
35	40	29	0.74	16 ⁻¹	19 ⁻¹	12 ⁻¹	0.76 ⁻¹	24 ⁻¹	28 ⁻¹	20 ⁻¹	0.71 ⁻¹	59	63	53	0.84	Niger
...	...	...	...	77 ⁻¹	84 ⁻¹	70 ⁻¹	0.90 ⁻¹	...	...	...	...	...	...	...	...	Nigeria
...	...	...	...	17 ⁻²	20 ⁻²	14 ⁻²	0.83 ⁻²	15 ⁻²	18 ⁻²	12 ⁻²	0.65 ⁻²	...	...	...	...	Rwanda
79	77	81	1.04	...	...	...	...	...	...	...	...	56	57	55	0.98	Sao Tome and Principe
58	59	56	0.96	29	25	33	1.14	31	32	29	0.89	49 ^{**}	52 ^{**}	46 ^{**}	0.89 ^{**}	Senegal
...	...	...	...	...	...	...	...	...	...	...	...	95 ⁻¹	93 ⁻¹	97 ⁻¹	1.05 ⁻¹	Seychelles
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia
88 ⁻¹	87 ⁻¹	88 ⁻¹	1.01 ⁻¹	...	...	...	...	...	...	...	...	90 ⁻¹	89 ⁻¹	91 ⁻¹	1.03 ⁻¹	South Africa
...	...	...	...	...	...	...	...	...	...	...	...	89 ^{**}	89 ^{**}	89 ^{**}	0.99 ^{**}	Swaziland
62	70	54	0.77	62 ⁻¹	75 ⁻¹	50 ⁻¹	0.80 ⁻¹	54 ⁻¹	62 ⁻¹	46 ⁻¹	0.74 ⁻¹	67	70	63	0.90	Togo
39 ^{**}	39 ^{**}	38 ^{**}	0.97^{**}	...	...	...	...	...	...	...	...	37 ^{**}	37 ^{**}	38 ^{**}	1.02 ^{**}	Uganda
87 ⁺¹	86 ⁺¹	88 ⁺¹	1.02 ⁺¹	...	...	...	...	...	...	...	...	46 ^{**,+1}	47 ^{**,+1}	45 ^{**,+1}	0.96 ^{**,+1}	United Republic of Tanzania
...	...	...	...	...	...	...	...	...	...	...	...	55	54	57	1.05	Zambia
75 ^{**,-2}	75 ^{**,-2}	74 ^{**,-2}	0.99 ^{**,-2}	...	...	...	...	...	...	...	...	70 ^{**,-2}	69 ^{**,-2}	70 ^{**,-2}	1.01 ^{**,-2}	Zimbabwe (p)

TABLE 5 SECONDARY EDUCATION / ISCED 2 and 3 / Enrolment and repeaters / 2005

Region	Education system		Enrolment									Gross enrolment ratio			
	Secondary general education		Total secondary, all programmes			General programmes		Enrolment in technical and vocational programmes (%)				Lower secondary, all programmes			
	Entrance age	Duration	MF	% F	% Private	MF	% F	Total secondary	Lower secondary	Upper secondary	MF	M	F	GPI	
Arab States															
Algeria	12	6	3,755,821 **	51 **	- **	3,291,971	52	12 **	8 **	21 **	108 **	111 **	105 **	0.95 **	
Bahrain	12	6	71,645	50	16	55,907	53	22	.	48	101	101	101	1.01	
Djibouti	12	7	30,142	40	23	27,821	39	8	3	19	29	34	23	0.67	
Egypt (p)	12	6	8,177,320	47	4	5,933,065	48	27	3	57	96	100	92	0.92	
Iraq	12	6	1,751,164 **	39 **	. **	1,611,514 **	40 **	8 **	. **	23 **	57 **	69 **	44 **	0.64 **	
Jordan (p)	12	6	625,682	49	...	594,733	50	5	.	18	93	93	93	1.01	
Kuwait	11	7	248,895	50	...	234,073	51	6	4	9	93	94	91	0.97	
Lebanon	12	6	362,366	52	53	313,729	53	13	4	26	99	95	103	1.09	
Libyan Arab Jamahiriya	12	6	726,794 +1	54 +1	...	...	...	22 **,-2	- **,-2	49 **,-2	114 +1	112 +1	116 +1	1.03 +1
Mauritania	12	7	92,796	46	13	89,540	46	4	2	6	20	22	19	0.86	
Morocco	12	6	1,952,456 **	45 **	5 **	1,834,766	45	6 **	3 **	12 **	65 **	70 **	59 **	0.83 **	
Oman	12	6	299,484 +1	48 +1	1 +1	299,484 +1	48 +1	. +1	. +1	. +1	93 +1	95 +1	91 +1	0.95 +1	
Palestinian Autonomous Territories	10	8	685,585	50	4	679,695	51	1	.	5	106	104	109	1.05	
Qatar	12	6	55,705	49	32	55,186	50	1	.	2	102	104	99	0.96	
Saudi Arabia	12	6	2,732,249	48	8	2,646,629	49	3	3	3	87	88	87	0.99	
Sudan	12	5	1,369,735	48	10	1,351,934	48	1	.	3	46	49	43	0.89	
Syrian Arab Republic	10	8	2,389,383	47	4	2,267,027	48	5	.	28	90	93	86	0.93	
Tunisia (p)	12	7	1,239,468	51	5	1,136,657	52	8	10	6	105	105	105	0.99	
United Arab Emirates	11	7	284,978	49	42	283,621	49	-	.	1	70	71	68	0.95	
Yemen	12	6	1,455,216	32	2	1,445,167	32	1	.	2	53	69	36	0.52	
Central and Eastern Europe															
Albania	10	8	397,056 -1	48 -1	3 -1	373,027 -1	49 -1	6 -1	. -1	17 -1	99 -1	100 -1	99 -1	0.99 -1	
Belarus	10	7	928,488	49	-	923,798	49	1	.	2	109	111	107	0.96	
Bosnia and Herzegovina	10	8	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria (p)	11	7	704,678 -1	48 -1	1 -1	496,064 -1	52 -1	30 -1	1 -1	55 -1	88 -1	91 -1	85 -1	0.93 -1	
Croatia	11	8	399,845 -2	49 -2	1 -2	254,335 -2	51 -2	36 -2	. -2	74 -2	94 -2	95 -2	93 -2	0.98 -2	
Czech Republic (p)	11	8	975,284	49	7	592,713	51	39	-	79	99	99	100	1.01	
Estonia	13	6	124,493	49	2	105,340	52	15	-	31	111	114	108	0.95	
Hungary (p)	11	8	960,215	49	10	829,232	50	14	1	27	98	99	97	0.99	
Latvia	11	8	275,586 -1	49 -1	1 -1	235,289 -1	51 -1	15 -1	1 -1	37 -1	99 -1	100 -1	98 -1	0.98 -1	
Lithuania	11	8	448,764 -1	49 -1	- -1	410,567 -1	50 -1	9 -1	3 -1	25 -1	102 -1	103 -1	100 -1	0.97 -1	
Poland (p)	13	6	3,444,903	49	2	2,631,314	52	24	-	45	100	101	99	0.98	
Republic of Moldova	11	7	382,577	50	1	359,881	51	6	.	22	88 *	88 *	87 *	1.00 *	
Romania	11	8	2,089,646	49	1	1,396,306	52	33	.	65	97	98	96	0.98	
Russian Federation (p)	10	7	12,433,155	49	1	10,409,673	51	16	.	43	88	87	88	1.00	
Serbia and Montenegro	11	8	...	...	...	...	...	...	...	...	...	...	...	...
Slovakia (p)	10	9	662,659	49	8	435,802	51	34	1	74	97	98	97	0.99	
Slovenia	11	8	181,299	49	1	119,511	52	34	.	62	98	98	97	0.99	
The Former Yugoslav Rep. of Macedonia	11	8	214,005	48	1	155,946	50	27	.	61	94	94	94	1.01	
Turkey (p)	12	5	5,075,720 **	44 **	2 **	4,036,069 **	46 **	20 **	. **	38	86 **	93 **	80 **	0.86 **	
Ukraine	10	7	4,042,827	47	-	3,723,247	48	8	.	24	87	92	83	0.91	
Central Asia															
Armenia	10	7	365,400	50	1	362,707	50	1	.	3	93	93	94	1.01	
Azerbaijan	10	7	1,069,980	48	-	1,066,920	48	-	.	1	89	90	87	0.97	
Georgia	12	5	315,428	49	...	306,930	50	3	.	8	95	95	94	0.99	

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			
MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	MF	M	F		Country or territory
Arab States															
58 ^{**}	49 ^{**}	67 ^{**}	1.36 ^{**}	83 ^{**}	80 ^{**}	86 ^{**}	1.07 ^{**}	66 ^{**,-1}	65 ^{**,-1}	68 ^{**,-1}	1.05 ^{**,-1}	23	26	20	Algeria
96	90	102	1.13	99	96	102	1.06	90	87	93	1.07	7	8	6	Bahrain
17	21	13	0.63	24	29	19	0.66	23 ^{**}	27 ^{**}	18 ^{**}	0.66 ^{**}	8	9	8	Djibouti
75	78	72	0.93	86	89	82	0.92	82 ^{**}	85 ^{**}	79 ^{**}	0.92 ^{**}	9	11	8	Egypt (p)
31 ^{**}	37 ^{**}	26 ^{**}	0.70 ^{**}	45 ^{**}	54 ^{**}	35 ^{**}	0.66 ^{**}	38 ^{**}	44 ^{**}	31 ^{**}	0.71 ^{**}	8 ^{**}	10 ^{**}	7 ^{**}	Iraq
76	74	77	1.04	87	87	88	1.02	79	77	80	1.04	2	2	2	Jordan (p)
98	89	107	1.20	95	92	98	1.06	...	...	...	...	4	5	3	Kuwait
78	74	83	1.11	89	85	93	1.10	...	...	...	...	11	11	10	Lebanon
97 ⁺¹	80 ⁺¹	115 ⁺¹	1.44 ⁺¹	105 ⁺¹	96 ⁺¹	115 ⁺¹	1.21 ⁺¹	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
21	22	19	0.84	21	22	19	0.85	15	17	14	0.85	15	14	15	Mauritania
35 ^{**}	37 ^{**}	33 ^{**}	0.88 ^{**}	50 ^{**}	54 ^{**}	46 ^{**}	0.85 ^{**}	35 ^{**,-2}	38 ^{**,-2}	32 ^{**,-2}	0.86 ^{**,-2}	17	19	14	Morocco
83 ⁺¹	84 ⁺¹	82 ⁺¹	0.97 ⁺¹	88 ⁺¹	90 ⁺¹	86 ⁺¹	0.96 ⁺¹	77 ⁺¹	77 ⁺¹	77 ⁺¹	1.00 ⁺¹	1 ⁺¹	1 ⁺¹	1 ⁺¹	Oman
76	70	81	1.16	99	96	102	1.07	95	92	98	1.06	2	2	2	Palestinian Autonomous Territories
98	98	98	1.00	100	101	99	0.98	90	91	89	0.98	9 ^{**}	13 ^{**}	6 ^{**}	Qatar
88	91	84	0.93	88	89	86	0.96	66	63 ^{**}	68 ^{**}	1.08 ^{**}	7	7	6	Saudi Arabia
26	26	26	1.00	34	35	33	0.94	...	...	...	...	...	...	...	Sudan
32	32	31	0.97	68	70	65	0.94	62	64	60	0.94	8	9	6	Syrian Arab Republic
69	62	76	1.22	84	80	88	1.09	...	...	...	...	16	19	14	Tunisia (p)
56	51	62	1.22	64	62	66	1.05	57	56	59	1.06	4	6	3	United Arab Emirates
40	55	25	0.46	47	62	31	0.49	...	...	...	...	...	...	...	Yemen
Central and Eastern Europe															
56 ⁻¹	59 ⁻¹	54 ⁻¹	0.92 ⁻¹	78 ⁻¹	79 ⁻¹	77 ⁻¹	0.96 ⁻¹	74 ^{**,-1}	75 ^{**,-1}	73 ^{**,-1}	0.98 ^{**,-1}	3 ⁻¹	4 ⁻¹	3 ⁻¹	Albania
68	63	73	1.18	95	95	96	1.01	89	88 ^{**}	89 ^{**}	1.01 ^{**}	-	- [*]	- [*]	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
119 ⁻¹	120 ⁻¹	118 ⁻¹	0.98 ⁻¹	102 ⁻¹	104 ⁻¹	100 ⁻¹	0.96 ⁻¹	88 ⁻¹	90 ⁻¹	87 ⁻¹	0.98 ⁻¹	2 ⁻¹	2 ⁻¹	1 ⁻¹	Bulgaria (p)
83 ⁻²	81 ⁻²	85 ⁻²	1.05 ⁻²	88 ⁻²	87 ⁻²	89 ⁻²	1.02 ⁻²	85 ⁻²	84 ⁻²	86 ⁻²	1.02 ⁻²	1 ⁻²	1 ⁻²	- ⁻²	Croatia
93	91	94	1.03	96	95	97	1.02	...	...	...	...	1	1	1	Czech Republic (p)
92	88	96	1.09	101	100	101	1.01	91	90	93	1.02	3	3	2	Estonia
94	94	94	1.00	96	96	96	0.99	90	90	90	1.00	3 ^{**}	3 ^{**}	2 ^{**}	Hungary (p)
93 ⁻¹	92 ⁻¹	95 ⁻¹	1.03 ⁻¹	97 ⁻¹	97 ⁻¹	96 ⁻¹	1.00 ⁻¹	...	...	...	...	2 ⁻¹	3 ⁻¹	1 ⁻¹	Latvia
103 ⁻¹	102 ⁻¹	105 ⁻¹	1.02 ⁻¹	102 ⁻¹	103 ⁻¹	101 ⁻¹	0.98 ⁻¹	94 ⁻¹	93 ⁻¹	94 ⁻¹	1.00 ⁻¹	1 ⁻¹	1 ⁻¹	1 ⁻¹	Lithuania
99	99	99	1.01	99	100	99	0.99	93	92	94	1.01	2	...	...	Poland (p)
69 [*]	65 [*]	74 [*]	1.14 [*]	82 [*]	80 [*]	83 [*]	1.03 [*]	76 [*]	75 [*]	77 [*]	1.03 [*]	-	-	-	Republic of Moldova
77	75	78	1.04	85	85	86	1.01	80	79	82	1.03	2	3	1	Romania
100	102	98	0.96	92	93	91	0.99	...	...	...	...	1	...	...	Russian Federation (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Serbia and Montenegro
92	91	94	1.03	95	94	95	1.01	...	...	...	...	1	2	1	Slovakia (p)
101	101	101	1.00	100	100	99	1.00	94	94	95	1.01	1	3	-	Slovenia
75	77	73	0.94	84	85	83	0.98	82	83	81	0.98	1	1	-	The Former Yugoslav Rep. of Macedonia
68	76	59	0.78	75 ^{**}	83 ^{**}	68 ^{**}	0.82 ^{**}	67 ^{**}	72 ^{**}	61 ^{**}	0.85 ^{**}	2 ^{**}	2 ^{**}	1 ^{**}	Turkey (p)
92	94	89	0.94	89	92	85	0.92	79	82 [*]	77 [*]	0.94 [*]	-	Ukraine
Central Asia															
76	73	80	1.10	88	87	89	1.03	84	83	86	1.03	-	-	-	Armenia
68	70	67	0.96	83	84	81	0.96	78	79	76	0.97	1	1	-	Azerbaijan
66	64	67	1.05	83	82	83	1.01	81 ⁻¹	81 ⁻¹	81 ⁻¹	1.00 ⁻¹	-	1	-	Georgia

TABLE 5 SECONDARY EDUCATION / ISCED 2 and 3 / Enrolment and repeaters / 2005

Region	Education system		Enrolment								Gross enrolment ratio			
	Secondary general education		Total secondary, all programmes			General programmes		Enrolment in technical and vocational programmes (%)			Lower secondary, all programmes			
	Entrance age	Duration	MF	% F	% Private	MF	% F	Total secondary	Lower secondary	Upper secondary	MF	M	F	GPI
Kazakhstan	11	7	2,039,911	49	1	1,938,112	49	5	.	18	104	105	104	0.99
Kyrgyzstan	11	7	721,205	49	1	692,724	50	4	.	16	90	90	90	1.00
Mongolia	11	6	339,249	52	4	318,765	53	6	.	20	100	96	105	1.09
Tajikistan	11	7	984,410	45	.	960,215	45	2	.	13	92	98	87	0.89
Turkmenistan	10	7	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	11	7	4,234,948 ^{**,-1}	49 ^{**,-1}	. ^{**,-1}	3,856,525 ^{**,-1}	49 ^{**,-1}	9 ^{**,-1}	. ^{**,-1}	36 ^{**,-1}	98 ^{**,-1}	98 ^{**,-1}	97 ^{**,-1}	0.99 ^{**,-1}
East Asia and the Pacific														
Australia (p)	12	6	2,491,457	48	27	1,463,786	50	41	22	62	114	114	114	1.00
Brunei Darussalam	12	7	43,900	49	13	40,890	49	7	.	15	115	118	112	0.95
Cambodia	12	6	631,508 ^{**,-1}	40 ^{**,-1}	...	616,089 ⁻¹	40 ⁻¹	2 ^{**,-1}	. ⁻¹	9 ^{**,-1}	44 ⁻¹	50 ⁻¹	37 ⁻¹	0.74 ⁻¹
China (p)	12	6	100,631,925	48 ^{**}	...	87,000,158	47 ^{**}	14	1	37	101	101 ^{**}	101 ^{**}	1.00 ^{**}
Cook Islands	11	7	1,901 ^{**,-1}	49 ^{**,-1}	19 ^{**,-1}	1,901 ^{**,-1}	49 ^{**,-1}	. ⁻²	. ⁻²	. ⁻²	85 ^{**,-1}	88 ^{**,-1}	81 ^{**,-1}	0.93 ^{**,-1}
Democratic People's Republic of Korea	10	6	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	12	7	101,741 ^{**}	50 ^{**}	92 ^{**}	98,942 ^{**}	51 ^{**}	3 ^{**}	. ^{**}	8 ^{**}	100 ^{**}	98 ^{**}	102 ^{**}	1.04 ^{**}
Hong Kong SAR of China	12	7	498,354	49	12	488,005	50	2	.	4	109	112	106	0.95
Indonesia (p)	13	6	15,993,187	49 ^{**}	44	13,829,119	50 ^{**}	14	.	34	77	76 ^{**}	77 ^{**}	1.02 ^{**}
Japan (p)	12	6	7,710,439	49	19	6,716,591	50	13	.	25	101	101	101	1.00
Kiribati	12	6	11,331	52	...	11,331	52	-	. ^{**}	- ^{**}	110 ^{**}	106 ^{**}	114 ^{**}	1.07 ^{**}
Lao People's Democratic Republic	11	6	393,856	42	2	388,044	43	1	-	3	56	63	50	0.79
Macao, China	12	6	46,539	49	94	44,129	50	5	5	6	117	118	115	0.97
Malaysia (p)	12	7	2,583,993 ⁻¹	52 ⁻¹	5 ⁻¹	2,435,781 ⁻¹	52 ⁻¹	6 ⁻¹	. ⁻¹	14 ⁻¹	95 ⁻¹	93 ⁻¹	98 ⁻¹	1.05 ⁻¹
Marshall Islands	12	6	5,901 ^{**}	50 ^{**}	...	5,901 ^{**}	50 ^{**}	. ^{**}	. ^{**}	. ^{**}	105 ^{**}	106 ^{**}	104 ^{**}	0.98 ^{**}
Micronesia (Federated States of) (p)	12	6	13,634	49	...	...	...	...	.	...	106	101	110	1.09
Myanmar	10	6	2,589,312	49	.	2,589,312	49	-	.	-	45	45	44	0.98
Nauru	12	6	645 ^{**,-1}	50 ^{**,-1}	...	645 ^{**,-1}	50 ^{**,-1}	. ^{**,-1}	...	...	...	...	...	...
New Zealand (p)	11	7	526,152	50	22	...	...	...	.	...	108	108	108	1.00
Niue	11	6	206	...	...	206	...	.	...	...	...	...	...	...
Palau	11	7	2,269 ^{**}	50 ^{**}	27 ^{**}	2,269 ^{**}	50 ^{**}	. ^{**}	. ^{**}	. ^{**}	118 ^{**}	123 ^{**}	113 ^{**}	0.92 ^{**}
Papua New Guinea	13	6	190,321 ^{**,-2}	41 ^{**,-2}	...	173,214 ^{**,-2}	42 ^{**,-2}	9 ^{**,-2}	9 ^{**,-2}	10 ^{**,-2}	35 ^{**,-2}	38 ^{**,-2}	30 ^{**,-2}	0.79 ^{**,-2}
Philippines (p)	12	4	6,352,482	52	20	6,352,482	52	.	.	.	87	84	91	1.09
Republic of Korea (p)	12	6	3,786,224 ⁺¹	47 ⁺¹	33 ⁺¹	3,283,120 ⁺¹	47 ⁺¹	13 ⁺¹	. ⁺¹	28 ⁺¹	98 ⁺¹	98 ⁺¹	99 ⁺¹	1.00 ⁺¹
Samoa	11	7	24,242 ^{**}	51 ^{**}	32 ^{**}	24,242 ^{**}	51 ^{**}	. ^{**}	. ^{**}	. ^{**}	100 ^{**}	100 ^{**}	100 ^{**}	1.00 ^{**}
Singapore	12	6	241,964	49	...	214,319	50	11	12	4	...	...	...	...
Solomon Islands	12	7	22,487	43	...	22,487	43	.	.	.	47	50	44	0.88
Thailand (p)	12	6	4,530,029 ⁺¹	51 ⁺¹	15 ⁺¹	3,826,601 ⁺¹	52 ⁺¹	16 ⁺¹	. ⁺¹	40 ⁺¹	87 ⁺¹	87 ⁺¹	87 ⁺¹	1.00 ⁺¹
Timor-Leste	12	6	74,822	49	...	72,022	49	4	.	11	71	70	71	1.02
Tokelau	11	5	175 ^{**,-1}	45 ^{**,-1}	...	175 ^{**,-1}	45 ^{**,-1}	. ^{**,-1}	...	...	...	...	...	...
Tonga	11	6	14,032 ⁻¹	49 ^{**,-1}	...	12,911 ⁻¹	51 ⁻¹	8 ⁻¹	3 ^{**,-1}	18 ^{**,-1}	93 ^{**,-1}	95 ^{**,-1}	91 ^{**,-1}	0.95 ^{**,-1}
Tuvalu	12	6	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	12	7	13,837 ⁻¹	45 ⁻¹	...	10,591 ⁻¹	49 ⁻¹	23 ⁻¹	...	...	47 ^{**,-1}	47 ^{**,-1}	48 ^{**,-1}	1.03 ^{**,-1}
Viet Nam	11	7	9,939,319	49	10 ^{**}	9,472,815	48	5	.	14	88	90	86	0.95
Latin America and the Caribbean														
Anguilla	12	5	1,024	50	.	972 ^{**}	51 ^{**}	5 ^{**}	.	12 ^{**}	81 ^{**}	83 ^{**}	79 ^{**}	0.95 ^{**}
Antigua and Barbuda	12	5	...	...	...	...	...	...	...	...	...	...	...	...
Argentina (p)	12	6	3,516,365 ⁻¹	51 ⁻¹	...	2,246,373 ⁻¹	50 ⁻¹	36 ⁻¹	. ⁻¹	90 ⁻¹	102 ⁻¹	100 ⁻¹	103 ⁻¹	1.03 ⁻¹
Aruba	12	5	7,116	51	91	5,988	53	16	6	25	116 ⁺	121 ⁺	111 ⁺	0.92 ⁺

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	
86	88	83	0.94	99	100	97	0.97	92	92	91	0.99	-	-	-	Kazakhstan
77	76	78	1.03	86	86	87	1.01	80	80	81	1.01	-	-	-	Kyrgyzstan
82	73	91	1.24	94	88	100	1.14	78	73	83	1.14	3	3	3	Mongolia
54	67	41	0.61	82	89	74	0.83	80	86	73	0.85	-	-	-	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
87 ^{**,-1}	91 ^{**,-1}	83 ^{**,-1}	0.91 ^{**,-1}	95 ^{**,-1}	96 ^{**,-1}	93 ^{**,-1}	0.97 ^{**,-1}	- ⁻²	- ⁻²	- ⁻²	Uzbekistan
East Asia and the Pacific															
217	228	205	0.90	148	152	144	0.95	86 ^{**}	86 ^{**}	87 ^{**}	1.01 ^{**}	- ⁻²	- ⁻²	- ⁻²	Australia (p)
80	74	86	1.16	96	94	98	1.04	87	85	90	1.05	9	10	7	Brunei Darussalam
15 ^{**,-1}	20 ^{**,-1}	11 ^{**,-1}	0.57 ^{**,-1}	29 ^{**,-1}	35 ^{**,-1}	24 ^{**,-1}	0.69 ^{**,-1}	24 ^{**}	27 ^{**}	22 ^{**}	0.84 ^{**}	4	5	3	Cambodia
50	50 ^{**}	50 ^{**}	1.01 ^{**}	74	74 ^{**}	74 ^{**}	1.00^{**}	...	...	...	...	-^{**,-1}	- ^{**,-1}	- ^{**,-1}	China (p)
54 ^{**,-1}	49 ^{**,-1}	61 ^{**,-1}	1.24 ^{**,-1}	72 ^{**,-1}	72 ^{**,-1}	73 ^{**,-1}	1.02 ^{**,-1}	...	...	...	...	...	...	...	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
70 ^{**}	67 ^{**}	74 ^{**}	1.11 ^{**}	88 ^{**}	85 ^{**}	91 ^{**}	1.07 ^{**}	83 ^{**}	80 ^{**}	85 ^{**}	1.06 ^{**}	3 ^{**}	3 ^{**}	3 ^{**}	Fiji
72	73	71	0.98	87	89	85	0.96	80 ⁺	81 ⁺	78 ⁺	0.97 ⁺	4	5	4	Hong Kong SAR of China
50	51 ^{**}	48 ^{**}	0.95 ^{**}	63	63 ^{**}	63 ^{**}	0.99 ^{**}	58 ^{**}	59 ^{**}	58 ^{**}	0.99 ^{**}	- ^{**}	1 ^{**}	- ^{**}	Indonesia (p)
102	102	102	1.00	102	101	102	1.00	100^{**}	...	...	...	...	...	...	Japan (p)
65 ^{**}	57 ^{**}	73 ^{**}	1.26 ^{**}	87 ⁺	82 ⁺	93 ⁺	1.13 ⁺	68 ^{**}	65 ^{**}	71 ^{**}	1.10^{**}	...	...	...	Kiribati
37	43	31	0.72	47	53	40	0.76	38	41	35	0.85	3	4	2	Lao People's Democratic Republic
80	75	85	1.13	97	96	99	1.04	78	75	81	1.08	10	12	8	Macao, China
60 ⁻¹	53 ⁻¹	67 ⁻¹	1.26 ⁻¹	76 ⁻¹	72 ⁻¹	81 ⁻¹	1.14 ⁻¹	76 ⁻¹	71 ⁻¹	81 ⁻¹	1.14 ⁻¹	...	...	...	Malaysia (p)
63 ^{**}	60 ^{**}	66 ^{**}	1.10 ^{**}	76 ^{**}	75 ^{**}	78 ^{**}	1.05 ^{**}	74 ^{**,-2}	72 ^{**,-2}	77 ^{**,-2}	1.06 ^{**,-2}	...	...	...	Marshall Islands
75	74	77	1.05	85	83	88	1.07	...	...	...	...	...	...	...	Micronesia (Federated States of) (p)
31	31	31	1.02	40	41	40	0.99	37	38	37	0.98	2 ^{**}	2 ^{**}	2 ^{**}	Myanmar
...	...	...	...	48 ^{**,-1}	46 ^{**,-1}	50 ^{**,-1}	1.07 ^{**,-1}	...	...	...	...	...	...	...	Nauru
141	132	151	1.14	123	119	127	1.07	...	...	...	...	...	...	...	New Zealand (p)
...	- ⁻¹	- ⁻¹	- ⁻¹	Niue
87 ^{**}	77 ^{**}	98 ^{**}	1.28 ^{**}	101 ^{**}	97 ^{**}	105 ^{**}	1.08^{**}	...	...	...	...	8 ^{**}	9 ^{**}	6 ^{**}	Palau
6 ^{**,-2}	7 ^{**,-2}	5 ^{**,-2}	0.70 ^{**,-2}	26 ^{**,-2}	29 ^{**,-2}	23 ^{**,-2}	0.79 ^{**,-2}	...	...	...	...	-^{**,-2}	- ^{**,-2}	- ^{**,-2}	Papua New Guinea
79	71	87	1.21	85	81	90	1.12	61	55	66	1.20	2	3	1	Philippines (p)
93 ⁺¹	93 ⁺¹	93 ⁺¹	1.00 ⁺¹	96 ⁺¹	95 ⁺¹	96 ⁺¹	1.00 ⁺¹	94 ⁺¹	94 ⁺¹	94 ⁺¹	1.01 ⁺¹	- ⁺¹	- ⁺¹	- ⁺¹	Republic of Korea (p)
72 ^{**}	65 ^{**}	79 ^{**}	1.20 ^{**}	80 ^{**}	76 ^{**}	85 ^{**}	1.12 ^{**}	66 ^{**,-1}	62 ^{**,-1}	70 ^{**,-1}	1.14 ^{**,-1}	3 ^{**,-1}	3 ^{**,-1}	3 ^{**,-1}	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Singapore
16	18	13	0.73	29	32	27	0.83	26 ^{**,-2}	28 ^{**,-2}	24 ^{**,-2}	0.86 ^{**,-2}	- ^{**,-2}	- ^{**,-2}	- ^{**,-2}	Solomon Islands
55 ⁺¹	51 ⁺¹	59 ⁺¹	1.15 ⁺¹	71 ⁺¹	69 ⁺¹	72 ⁺¹	1.05 ⁺¹	64 ⁺¹	62 ⁺¹	66 ⁺¹	1.07 ⁺¹	...	...	...	Thailand (p)
34	34	33	0.96	52	52	52	1.00	...	...	...	...	...	...	...	Timor-Leste
...	...	...	...	101 ^{**,-1}	107 ^{**,-1}	94 ^{**,-1}	0.88 ^{**,-1}	...	...	...	...	-^{**,-1}	- ^{**,-1}	- ^{**,-1}	Tokelau
108 ^{**,-1}	91 ^{**,-1}	127 ^{**,-1}	1.39 ^{**,-1}	98 ⁻¹	94 ^{**,-1}	102 ^{**,-1}	1.08 ^{**,-1}	68 ^{**,-1}	61 ^{**,-1}	75 ^{**,-1}	1.23 ^{**,-1}	11 ^{**}	11 ^{**}	11 ^{**}	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
32 ^{**,-1}	41 ^{**,-1}	24 ^{**,-1}	0.58 ^{**,-1}	41 ⁻¹	44 ⁻¹	38 ⁻¹	0.86 ⁻¹	39 ^{**,-1}	42 ^{**,-1}	36 ^{**,-1}	0.86 ^{**,-1}	- ^{**}	- ^{**}	- ^{**}	Vanuatu
59	58	60	1.03	76	77	75	0.97	69 ^{**}	71 ^{**}	68 ^{**}	0.96 ^{**}	1	...	...	Viet Nam
Latin America and the Caribbean															
98 ^{**}	97 ^{**}	99 ^{**}	1.01 ^{**}	87 ^{**}	88 ^{**}	86 ^{**}	0.97 ^{**}	81 ^{**}	83 ^{**}	79 ^{**}	0.96 ^{**}	- ^{**}	- ^{**}	- ^{**}	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
70 ⁻¹	66 ⁻¹	74 ⁻¹	1.13 ⁻¹	86 ⁻¹	83 ⁻¹	89 ⁻¹	1.07 ⁻¹	79 ⁻¹	76 ⁻¹	82 ⁻¹	1.07 ⁻¹	13 ⁻¹	15 ⁻¹	11 ⁻¹	Argentina (p)
85 ⁺	79 ⁺	91 ⁺	1.16 ⁺	97 ⁺	96 ⁺	99 ⁺	1.03 ⁺	76 ⁺	75 ⁺	78 ⁺	1.05 ⁺	15	17	13	Aruba

TABLE 5 SECONDARY EDUCATION / ISCED 2 and 3 / Enrolment and repeaters / 2005

Region	Education system		Enrolment								Gross enrolment ratio			
	Secondary general education		Total secondary, all programmes			General programmes		Enrolment in technical and vocational programmes (%)			Lower secondary, all programmes			
	Entrance age	Duration	MF	% F	% Private	MF	% F	Total secondary	Lower secondary	Upper secondary	MF	M	F	GPI
Bahamas	11	6	32,089	50	29	32,089	50	.	.	.	96	97	94	0.96
Barbados	11	5	21,418	49	5	21,345	49	-	-	-	112	114	111	0.97
Belize	11	6	31,377 **	50 **	...	27,925	50	11 **	9 **	19	97 **	98 **	96 **	0.98 **
Bermuda	11	7	4,756	52	40	4,756	52	.	.	.	96 *	93 *	99 *	1.06 *
Bolivia	12	6	1,048,881 ⁻²	48 ⁻²	...	999,281 ⁻²	48 ⁻²	5 ** ⁻²	11 ** ⁻²	. ⁻²	106 ** ⁻²	106 ** ⁻²	106 ** ⁻²	1.01 ** ⁻²
Brazil (p)	11	7	25,127,503 ⁻¹	52 ⁻¹	12 ⁻¹	24,409,935 ⁻¹	52 ⁻¹	3 ⁻¹	. ⁻¹	7 ⁻¹	114 ⁻¹	112 ⁻¹	117 ⁻¹	1.04 ⁻¹
British Virgin Islands	12	5	1,882	54	9	1,566	53	17	6	38	113 *	102 *	123 *	1.21 *
Cayman Islands	11	6	2,824	48	25	2,824	48	.	.	.	114 **	121 **	107 **	0.88 **
Chile (p)	12	6	1,630,099	49	52	1,232,426	51	24	.	39	99	101	98	0.98
Colombia	11	6	4,297,228	52	24	4,014,334	51	7	.	26	85	82	89	1.08
Costa Rica	12	5	347,244	50	...	286,414	50	18	15	23	95	93	96	1.03
Cuba	12	6	937,493	49	.	668,881	51	29	3	57	101	103	99	0.96
Dominica	12	5	7,476	50	33	7,218	49	3	5	.	125 *	134 *	117 *	0.87 *
Dominican Republic	12	6	808,352	54	25	768,351	54	5	.	8	83	78	88	1.14
Ecuador	12	6	999,713 **	49 **	33 **	775,862 **	48 **	22 **	. **	53 **	69 **	71 **	68 **	0.97 **
El Salvador	13	6	524,202	50	18	416,339	49	21	.	58	78	78	78	1.00
Grenada	12	5	13,675 ⁺	50 ⁺	...	13,000 ⁺	50 ⁺	5 ⁺	. **	13 ⁺	102 **	104 **	100 **	0.96 **
Guatemala	13	5	754,496	48	74	532,701	46	29	.	90	56	60	51	0.86
Guyana	12	5	70,615	50	...	63,803 **	51 **	10 **	8 **	15	126	125	127	1.01
Haiti	12	7	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	12	5	565,535 **	55 **	...	354,156 **	54 **	37 **	30 **	46 **	60 **	56 **	64 **	1.14 **
Jamaica (p)	12	5	246,332	50	6	246,332	50	-	.	-	94	94	93	1.00
Mexico (p)	12	6	10,564,404	51	15	9,080,217	50	14	16	10	104	100	108	1.07
Montserrat	12	5	298	49	.	298	49	.	.	.	123 *	124 *	121 *	0.97 *
Netherlands Antilles	12	6	15,268 ** ⁻²	52 ** ⁻²	81 ** ⁻²	9,180 ** ⁻²	51 ** ⁻²	40 ** ⁻²	47 ** ⁻²	34 ** ⁻²	116 ** ⁻²	120 ** ⁻²	112 ** ⁻²	0.94 ** ⁻²
Nicaragua	13	5	437,853	53	27	415,273	53	5	1	14	75	72	78	1.08
Panama	12	6	256,224	51	15	157,889	52	38	30	51	85	84	86	1.03
Paraguay (p)	12	6	526,001 ⁻¹	50 ⁻¹	20 ⁻¹	478,787 ⁻¹	50 ⁻¹	9 ⁻¹	. ⁻¹	22 ⁻¹	75 ⁻¹	75 ⁻¹	75 ⁻¹	1.00 ⁻¹
Peru (p)	12	5	2,691,311	50	22	2,412,334	48	10	15	.	104	102	106	1.04
Saint Kitts and Nevis	12	5	3,939 **	51 **	3 **	3,939 **	51 **	. **	. **	. **	99 **	106 **	92 **	0.87 **
Saint Lucia	12	5	13,786	54	4	13,029	55	5	9	.	81	74	88	1.18
Saint Vincent and the Grenadines	12	5	9,780	55	25	9,393	56	4	6	.	90	83	96	1.16
Suriname	12	6	45,818	56	20	24,307	61	47	41	61	94	86	104	1.21
Trinidad and Tobago	12	5	97,080 ⁺	50 ⁺	24 ⁺	96,188 ⁺	51 ⁺	1 **	. ⁺	2 **	82 ⁺	81 ⁺	83 ⁺	1.02 ⁺
Turks and Caicos Islands	12	5	1,686 **	48 **	16 **	1,558	48	8 **	.	19 **	86 **	89 **	84 **	0.95 **
Uruguay (p)	12	6	339,057 ⁻¹	53 ⁻¹	11 ⁻¹	287,223 ⁻¹	54 ⁻¹	15 ⁻¹	11 ⁻¹	20 ⁻¹	110 ⁻¹	106 ⁻¹	115 ⁻¹	1.08 ⁻¹
Venezuela	12	5	2,028,388	52	25	1,950,729	52	4	.	13	86	83	89	1.08
North America and Western Europe														
Andorra	12	6	3,737	50	4	3,506	50	6	.	24	97 *	94 *	100 *	1.06 *
Austria (p)	10	8	781,292	48	10	481,324	50	38	.	79	104	105	104	0.99
Belgium (p)	12	6	814,539	48	68	485,087	51	40	13	55	116	119	113	0.94
Canada (p)	12	6	2,999,244 ** ⁻¹	48 ** ⁻¹ ** ⁻¹	...	100 ** ⁻¹	101 ** ⁻¹	100 ** ⁻¹	0.99 ** ⁻¹
Cyprus	12	6	64,293	49	13	59,985	51	7	.	14	97 *	97 *	97 *	1.00 *
Denmark (p)	13	6	464,952	49	13	339,586	51	27	.	54	119	118	121	1.02
Finland (p)	13	6	430,596	50	7	307,491	52	29	.	53	101	101	101	1.00
France (p)	11	7	6,036,192	49	25	4,441,447	51	26	3	56	115	116	114	0.98

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	
85	82	87	1.06	90	90	91	1.00	84	83	85	1.02	.	.	.	Bahamas
114	112	117	1.04	113	113	113	1.00	96	96	97	1.01	.	.	.	Barbados
56	52	61	1.18	84 **	83 **	85 **	1.02 **	71 **	71 **	72 **	1.01 **	7	8	6	Belize
83 *	78 *	88 *	1.12 *	89 *	85 *	93 *	1.09 *	...	...	...	...	.	.	.	Bermuda
79 ⁻²	81 ⁻²	77 ⁻²	0.94 ⁻²	88 ⁻²	90 ⁻²	87 ⁻²	0.97 ⁻²	73 **,-1	73 **,-1	72 **,-1	0.99 **,-1	3 **,-1	4 **,-1	3 **,-1	Bolivia
94 ⁻¹	86 ⁻¹	103 ⁻¹	1.19 ⁻¹	106 ⁻¹	101 ⁻¹	111 ⁻¹	1.10 ⁻¹	78 ⁻¹	75 ⁻¹	81 ⁻¹	1.08 ⁻¹	22 ⁻¹	...	...	Brazil (p)
91 *	85 *	97 *	1.13 *	104 *	96 *	113 *	1.18 *	88 **	82 **	95 **	1.16 **	12	16	8	British Virgin Islands
88 **	89 **	88 **	0.98 **	102 **	106 **	98 **	0.92 **	96 **	99 **	92 **	0.92 **	-	-	-	Cayman Islands
86	85	88	1.03	91	90	91	1.01	...	...	...	...	3	3	2	Chile (p)
63	57	68	1.19	78	74	82	1.11	...	...	...	...	3 **,-1	3 **,-1	2 **,-1	Colombia
57	53	61	1.16	79	77	82	1.06	...	...	...	...	10	11	8	Costa Rica
87	84	89	1.06	94	93	94	1.00	87	87	88	1.02	1	1	-	Cuba
81 *	73 *	89 *	1.22 *	107 *	109 *	106 *	0.97 *	92 **	92 **	92 **	1.00 **	9	11	8	Dominica
65	57	72	1.27	71	64	78	1.21	53	47	59	1.24	4	5	3	Dominican Republic
52 **	51 **	54 **	1.05 **	61 **	61 **	61 **	1.00 **	52 ⁻¹	52 ⁻¹	53 ⁻¹	1.01 ⁻¹	4 **	5 **	3 **	Ecuador
46	44	48	1.09	63	62	64	1.03	53 **	52 **	54 **	1.04 **	3	4	2	El Salvador
97 *	89 *	104 *	1.17 *	100 *	99 *	102 *	1.03 *	79 **	78 **	80 **	1.02 **	5 *	6 *	3 *	Grenada
44	44	44	1.01	51	54	49	0.91	34 **,-1	35 **,-1	32 **,-1	0.92 **,-1	3 **,-1	4 **,-1	3 **,-1	Guatemala
66	64	67	1.05	102	101	103	1.02	...	...	...	...	...	...	...	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
75 **	63 **	87 **	1.39 **	65 **	58 **	73 **	1.24 **	...	...	...	...	...	...	...	Honduras
77	73	81	1.11	87	86	89	1.03	78 **	77 **	80 **	1.05 **	1 **	2 **	1 **	Jamaica (p)
55	54	57	1.06	80	78	83	1.07	65	64	66	1.04	2	3	1	Mexico (p)
106 *	91 *	125 *	1.38 *	116 *	111 *	123 *	1.10 *	96 ⁻¹	...	...	...	-	-	-	Montserrat
71 **,-2	63 **,-2	79 **,-2	1.25 **,-2	87 **,-2	83 **,-2	90 **,-2	1.09 **,-2	77 **,-2	73 **,-2	81 **,-2	1.10 **,-2	...	...	...	Netherlands Antilles
53	46	60	1.31	66	62	71	1.15	43	40	46	1.15	6	7	5	Nicaragua
55	52	59	1.15	70	68	73	1.07	64	61	67	1.09	5	6	4	Panama
52 ⁻¹	51 ⁻¹	53 ⁻¹	1.04 ⁻¹	64 ⁻¹	63 ⁻¹	64 ⁻¹	1.02 ⁻¹	...	...	...	...	1 ⁻¹	1 ⁻¹	1 ⁻¹	Paraguay (p)
72	73	71	0.96	92	91	92	1.01	70	70	69	0.99	6	7	5	Peru (p)
86 **	78 **	94 **	1.20 **	94 **	95 **	93 **	0.98 **	86 **	87 **	85 **	0.99 **	- **	- **	- **	Saint Kitts and Nevis
73	65	82	1.26	78	71	85	1.21	68 **	61 **	76 **	1.24 **	- **	- **	- **	Saint Lucia
54	44	64	1.46	75	67	83	1.24	64 **	57 **	71 **	1.23 **	8	11	6	Saint Vincent and the Grenadines
73	54	93	1.71	87	75	100	1.33	75 **	63 **	87 **	1.39 **	- **,-2	- **,-2	- **,-2	Suriname
79 *	77 *	81 *	1.06 *	81 *	79 *	82 *	1.04 *	69 **	68 **	70 **	1.03 **	1 *	1 *	1 *	Trinidad and Tobago
85 **	89 **	82 **	0.92 **	86 **	89 **	83 **	0.94 **	70 **	72 **	69 **	0.96 **	2	1	2	Turks and Caicos Islands
100 ⁻¹	89 ⁻¹	111 ⁻¹	1.25 ⁻¹	105 ⁻¹	98 ⁻¹	113 ⁻¹	1.16 ⁻¹	...	...	...	...	11 ⁻¹	13 ⁻¹	9 ⁻¹	Uruguay (p)
57	51	63	1.25	74	70	79	1.13	63	59	67	1.15	8	10	6	Venezuela
North America and Western Europe															
70 *	61 *	80 *	1.31 *	88 *	83 *	93 *	1.12 *	76 *	73 *	80 *	1.10 *	- ⁻¹	- ⁻¹	- ⁻¹	Andorra
100	105	96	0.92	102	105	100	0.95	...	...	...	...	...	...	...	Austria (p)
107	108	106	0.98	110	112	108	0.97	97	97	98	1.01	...	...	...	Belgium (p)
134 **,-1	137 **,-1	132 **,-1	0.97 **,-1	117 **,-1	119 **,-1	116 **,-1	0.98 **,-1	...	...	...	...	...	...	...	Canada (p)
96 *	94 *	98 *	1.03 *	97 *	96 *	97 *	1.02 *	94 *	93 *	95 *	1.02 *	2	2	1	Cyprus
130	127	133	1.05	124	122	126	1.03	92	91	93	1.03	1	1	1	Denmark (p)
121	116	126	1.09	111	108	113	1.05	95	95	95	1.01	-	-	-	Finland (p)
117	115	118	1.03	116	116	116	1.00	99	98	100	1.02	8	...	...	France (p)

TABLE 5 SECONDARY EDUCATION / ISCED 2 and 3 / Enrolment and repeaters / 2005

Region	Education system		Enrolment								Gross enrolment ratio			
	Secondary general education		Total secondary, all programmes			General programmes		Enrolment in technical and vocational programmes (%)			Lower secondary, all programmes			
	Entrance age	Duration	MF	% F	% Private	MF	% F	Total secondary	Lower secondary	Upper secondary	MF	M	F	GPI
Germany (p)	10	9	8,267,636	48	8	6,477,468	50	22	1	60	102	103	102	1.00
Gibraltar	11	4	...	...	...	...	...	...	...	...	...	...	...	...
Greece (p)	12	6	715,537	48	6	578,203	50	19	.	36	99	101	98	0.97
Holy See	.	3	.	.	.	.	.	.	.	.	.	.	.	.
Iceland (p)	13	7	32,888 **	50 **	4 **	25,583 **	52 **	22 **	. **	39 **	105 **	105 **	105 **	1.00 **
Ireland (p)	12	5	317,337	51	1	266,835	50	16	2	33	106	104	108	1.04
Israel (p)	12	6	610,341	49	-	485,782	50	20	-	35	77	77	77	1.00
Italy (p)	11	8	4,507,408	48	5	2,837,999	53	37	.	61	106	107	104	0.97
Liechtenstein	11	7	3,273 ⁻¹	45 ⁻¹	4 ⁻¹	1,975 ⁻¹	50 ⁻¹	36 ⁻¹	3 ⁻¹	72 ⁻¹	104 ⁻¹	101 ⁻¹	106 ⁻¹	1.05 ⁻¹
Luxembourg (p)	12	7	35,946	50	18	24,611	51	32	.	62	102	101	103	1.03
Malta	11	7	38,961	49	29	34,603	51	11	.	42	104	101	107	1.06
Monaco	11	7	3,078 ⁻¹	...	23 ⁻¹	2,600 ⁻¹	...	16 ⁻¹	. ⁻¹	36 ⁻¹	...	...	...	...
Netherlands (p)	12	6	1,410,249	48	...	684,909	51	51	38	68	130	133	127	0.96
Norway (p)	13	6	403,026	49	7	271,099	51	33	.	61	102	102	102	1.00
Portugal (p)	12	6	669,529	51	15	559,226	53	16	3	33	110	108	112	1.03
San Marino	11	8 ⁻¹	...	...	...	...	...
Spain (p)	12	6	3,107,816	50	28	2,620,502	50	16	-	43	122	123	122	1.00
Sweden (p)	13	6	735,494	49	10	534,159	50	27	.	58	104	104	104	1.00
Switzerland (p)	13	7	574,783	47	7	395,219	51	31	.	65	112	111	113	1.01
United Kingdom (p)	11	7	5,747,422	49	30 **	4,414,562	49	23	.	39	103	103	102	1.00
United States (p)	12	6	24,431,934	49	9	24,431,934	49	.	.	.	102	103	101	0.98
South and West Asia														
Afghanistan	13	6	651,453	23	...	642,442	24	1	.	5	22	32	11	0.35
Bangladesh	11	7	10,354,760 ⁻¹	50 ⁻¹	96 ⁻¹	10,186,996 ⁻¹	50 ⁻¹	2 ⁻¹	. ⁻¹	4 ⁻¹	64 ⁻¹	61 ⁻¹	68 ⁻¹	1.10 ⁻¹
Bhutan	13	6	42,144	47	8	41,514	47	1	.	8	...	...	...	...
India	11	7	89,461,794	43	...	87,982,408 **	43 **	2 **	1 **	2	75	80	68	0.85
Iran, Islamic Republic of	11	7	9,942,201	47	8 **	9,066,387	48	9	.	16	86	90	82	0.91
Maldives	13	5	28,878 ^{**,-1}	52 ^{**,-1}	11 ^{**,-1}	27,763 ⁻¹	53 ⁻¹	4 ^{**,-1}	. ⁻¹	41 ^{**,-1}	108 ⁻¹	98 ⁻¹	118 ⁻¹	1.20 ⁻¹
Nepal	10	7	1,983,561 ^{**,+1}	45 ^{**,+1}	...	1,961,973 ⁺¹	46 ⁺¹	1 ^{**,+1}	. ⁺¹	4 ^{**,+1}	66 ⁺¹	70 ⁺¹	63 ⁺¹	0.89 ⁺¹
Pakistan	10	7	7,244,911	41	25	7,090,683	41	2	-	19	33	38	28	0.73
Sri Lanka (p)	10	8	2,332,326 ^{**,-1}	49 ^{**,-1}	...	...	...	...	. ^{**,-1}	...	95 ^{**,-1}	94 ^{**,-1}	97 ^{**,-1}	1.04 ^{**,-1}
Sub-Saharan Africa														
Angola	10	7	...	...	...	...	...	...	...	...	...	...	...	...
Benin	12	7	435,449 **	35 **	25 **	377,618	34	13 **	3 **	43 **	41 **	51 **	30 **	0.58 **
Botswana	13	5	169,727 ^{**,-1}	51 ^{**,-1}	...	158,558 ⁻¹	52 ⁻¹	7 ^{**,-1}	. ⁻¹	21 ^{**,-1}	87 ⁻¹	84 ⁻¹	89 ⁻¹	1.07 ⁻¹
Burkina Faso	13	7	295,412	41	39	272,980	40	8	3	26	19	22	16	0.73
Burundi	13	7	173,717 **	43 **	12 **	159,240	42	8 **	3 **	26 **	17 **	20 **	15 **	0.76 **
Cameroon	12	7	1,197,505 †	44 †	40 †	816,070 †	48 †	32 †	22 **	51 **	49 **	52 **	47 **	0.91 **
Cape Verde	12	6	51,672	52	-	49,010	52	5	3	10	90	87	92	1.06
Central African Republic	12	7	...	...	...	...	...	...	...	...	...	...	...	...
Chad	12	7	236,754 **	25 **	...	233,433 **	25 **	1 **	- **	5 **	19 **	28 **	10 **	0.35 **
Comoros	12	7	43,349 **	43 **	41 **	43,181 **	43 **	- **	. **	1 **	41 **	47 **	35 **	0.75 **
Congo	12	7	235,294 ^{**,-1}	46 ^{**,-1}	22 ^{**,-1}	191,857 ⁻¹	45 ⁻¹	18 ^{**,-1}	10 ⁻¹	47 ^{**,-1}	50 ⁻¹	53 ⁻¹	47 ⁻¹	0.88 ⁻¹
Côte d'Ivoire	12	7	...	...	...	...	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	12	6	1,655,023 ^{**,-2}	37 ^{**,-2}	...	1,212,184 ^{**,-2}	36 ^{**,-2}	27 ^{**,-2}	16 ^{**,-2}	36 ^{**,-2}	30 ^{**,-2}	37 ^{**,-2}	23 ^{**,-2}	0.63 ^{**,-2}
Equatorial Guinea	12	7	...	...	...	...	...	...	...	...	...	...	...	...

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	
96	98	93	0.95	100	101	99	0.98	...	...	...	...	3	3	2	Germany (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar
104	105	104	0.98	102	103	101	0.98	91	90	92	1.02	4	6	3	Greece (p)
.	.	.	.	.	.	.	.	...	...	...	...	.	.	.	Holy See
110 **	108 **	113 **	1.05 **	108 **	107 **	109 **	1.03 **	88 **	87 **	89 **	1.03 **	...	...	...	Iceland (p)
123	114	132	1.16	113	108	118	1.09	88	85	91	1.06	2	2	2	Ireland (p)
108	109	107	0.99	92	93	92	0.99	89	89	89	1.01	2	3	1	Israel (p)
96	96	96	1.00	99	100	99	0.99	92	92	93	1.01	3	4	2	Italy (p)
123 ^{1,-1}	144 ^{1,-1}	100 ^{1,-1}	0.70 ^{1,-1}	112 ^{1,-1}	120 ^{1,-1}	104 ^{1,-1}	0.87 ^{1,-1}	65 ^{1,-1}	62 ^{1,-1}	69 ^{1,-1}	1.11 ^{1,-1}	- ¹	- ¹	- ¹	Liechtenstein
88	84	92	1.10	94	91	97	1.06	82	79	85	1.08	.- ²	.- ²	.- ²	Luxembourg (p)
89	91	86	0.94	99	98	101	1.03	84	84	83	0.98	1	2	1	Malta
...	...	...	...	...	...	...	...	...	...	...	...	-¹	...	...	Monaco
107	106	107	1.01	119	120	117	0.98	87	86	88	1.02	5	5	4	Netherlands (p)
127	126	127	1.01	114	114	114	1.01	97	97	97	1.01	...	...	...	Norway (p)
88	81	96	1.19	99	94	104	1.10	83	79	87	1.11	...	...	...	Portugal (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	San Marino
127	117	137	1.17	124	121	127	1.05	98	97	100	1.03	...	...	...	Spain (p)
102	101	102	1.01	103	103	103	1.00	99	99	100	1.01	...	...	...	Sweden (p)
81	87	74	0.85	94	98	91	0.93	84	87	81	0.93	2	3	2	Switzerland (p)
107	104	110	1.05	105	104	107	1.03	95	94	97	1.04	...	...	...	United Kingdom (p)
88	86	90	1.05	95	94	95	1.02	89	88	90	1.03	...	...	...	United States (p)
South and West Asia															
10	15	4	0.28	16	24	8	0.33	...	...	...	...	...	...	...	Afghanistan
34 ⁻¹	35 ⁻¹	32 ⁻¹	0.94 ⁻¹	47 ⁻¹	47 ⁻¹	48 ⁻¹	1.03 ⁻¹	44 ⁻¹	44 ⁻¹	45 ⁻¹	1.04 ⁻¹	9 ⁻¹	10 ⁻¹	8 ⁻¹	Bangladesh
...	...	...	...	...	...	...	...	...	...	...	...	6	5	7	Bhutan
43	49	36	0.74	57	63	50	0.80	...	...	...	...	5 ^{**,-1}	5 ^{**,-1}	4 ^{**,-1}	India
77	78	75	0.96	81	83	78	0.94	77	79	75	0.94	...	...	...	Iran, Islamic Republic of
18 ^{**,-1}	21 ^{**,-1}	15 ^{**,-1}	0.70 ^{**,-1}	73 ^{**,-1}	68 ^{**,-1}	78 ^{**,-1}	1.14 ^{**,-1}	63 **	60 **	66 **	1.10 **	7	7	7	Maldives
24 ^{**,+1}	26 ^{**,+1}	22 ^{**,+1}	0.87 ^{**,+1}	43 ^{**,+1}	46 ^{**,+1}	40 ^{**,+1}	0.89 ^{**,+1}	...	...	...	...	12 ^{**,-2}	11 ^{**,-2}	13 ^{**,-2}	Nepal
11	12	10	0.83	27	31	23	0.74	21 **	24 **	18 **	0.74 **	2	2	2	Pakistan
70 ^{**,-1}	72 ^{**,-1}	69 ^{**,-1}	0.96 ^{**,-1}	83 ^{**,-1}	82 ^{**,-1}	83 ^{**,-1}	1.00 ^{**,-1}	...	...	...	...	...	...	...	Sri Lanka (p)
Sub-Saharan Africa															
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Angola
20 **	27 **	14 **	0.52 **	33 **	41 **	23 **	0.57 **	...	...	...	...	23 ^{**,-1}	23 ^{**,-1}	24 ^{**,-1}	Benin
58 ^{**,-1}	57 ^{**,-1}	58 ^{**,-1}	1.02 ^{**,-1}	75 ^{**,-1}	73 ^{**,-1}	77 ^{**,-1}	1.05 ^{**,-1}	60 **	57 **	62 **	1.09 **	1 ^{**,-1}	.- ^{**,-1}	1 ^{**,-1}	Botswana
7	9	5	0.60	14	16	12	0.70	11	13	9	0.70	23	22	25	Burkina Faso
8 **	9 **	6 **	0.68 **	13 **	15 **	11 **	0.74 **	...	...	...	...	22	21	24	Burundi
37 **	46 **	28 **	0.61 **	44 [†]	49 [†]	39 [†]	0.80 [†]	17 [†]	16 [†]	17 [†]	Cameroon
45	43	47	1.10	68	65	70	1.07	58	55	60	1.09	23	24	22	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
10 **	16 **	4 **	0.26 **	16 **	23 **	8 **	0.33 **	11 ^{**,-2}	16 ^{**,-2}	5 ^{**,-2}	0.33 ^{**,-2}	19 **	19 **	21 **	Chad
27 **	30 **	24 **	0.78 **	35 **	40 **	30 **	0.76 **	...	...	...	...	16 **	15 **	18 **	Comoros
21 ^{**,-1}	25 ^{**,-1}	17 ^{**,-1}	0.69 ^{**,-1}	39 ^{**,-1}	42 ^{**,-1}	35 ^{**,-1}	0.84 ^{**,-1}	...	...	...	...	24 **	...	...	Congo
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Côte d'Ivoire
18 ^{**,-2}	23 ^{**,-2}	12 ^{**,-2}	0.54 ^{**,-2}	22 ^{**,-2}	28 ^{**,-2}	16 ^{**,-2}	0.58 ^{**,-2}	...	...	...	...	...	...	...	Democratic Republic of the Congo
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Equatorial Guinea

TABLE 5 SECONDARY EDUCATION / ISCED 2 and 3 / Enrolment and repeaters / 2005

Region	Education system		Enrolment								Gross enrolment ratio			
	Secondary general education		Total secondary, all programmes			General programmes		Enrolment in technical and vocational programmes (%)			Lower secondary, all programmes			
	Entrance age	Duration	MF	% F	% Private	MF	% F	Total secondary	Lower secondary	Upper secondary	MF	M	F	GPI
Eritrea	12	7	216,944	37	6	215,080	37	1	.	2	44	54	34	0.64
Ethiopia	11	8	5,185,429 ⁺¹	41 ⁺¹	...	5,061,872 ⁺¹	40 ⁺¹	2 ⁺¹	. ⁺¹	9 ⁺¹	49 ⁺¹	56 ⁺¹	41 ⁺¹	0.73 ⁺¹
Gabon	12	7	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	13	6	84,768 ⁻¹	45 ⁻¹	39 ⁻¹	84,768 ⁻¹	45 ⁻¹	1 ^{**,-2}	. ⁻²	2 ^{**,-2}	59 ⁻¹	63 ⁻¹	56 ⁻¹	0.90 ⁻¹
Ghana	12	6	1,409,373 ⁺¹	46 ⁺¹	14 ⁺¹	1,377,907 ⁺¹	46 ⁺¹	2 ⁺¹	. ⁺¹	9 ⁺¹	65 ⁺¹	68 ⁺¹	61 ⁺¹	0.91 ⁺¹
Guinea	13	7	423,479 ^{**}	33 ^{**}	...	415,711	33	2 ^{**}	.	7 ^{**}	37	48	26	0.54
Guinea-Bissau	13	5	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	12	6	2,464,042 ^{**}	49 ^{**}	6 ^{**}	2,449,729	49	1 ^{**}	-	2 ^{**}	91	92	91	0.99
Lesotho	13	5	94,460	56	2	93,060	56	1	1	3	48	42	54	1.31
Liberia	12	6	...	...	...	...	...	...	...	...	...	...	...	...
Madagascar	11	7	...	...	...	592,834	50	...	...	...	28 ^{**}	28 ^{**}	28 ^{**}	0.98 ^{**}
Malawi	12	6	515,462	45	15	515,462	45	.	.	.	40	43	36	0.85
Mali	13	6	429,716	37 ^{**}	26	387,520	37 ^{**}	10	.	37	33	40	26	0.64
Mauritius	11	7	127,891 ^{**}	49 ^{**}	...	110,287	52	14 ^{**}	15	12 ^{**}	99	98	100	1.02
Mozambique	13	5	305,877	41	15	280,590	42	8	8	11	19	23	16	0.70
Namibia	13	5	148,104	53	5	148,104	53	.	.	.	72	67	78	1.17
Niger	13	7	181,641	39	11	177,033	39	3	.	15	12	14	10	0.69
Nigeria	12	6	6,397,581	45	...	6,397,581	45	-	-	...	37	40	34	0.87
Rwanda	13	6	203,822 ^{**}	48 ^{**}	...	131,139 ^{**}	48 ^{**}	36 ^{**}	24 ^{**}	56 ^{**}	18 ^{**}	19 ^{**}	17 ^{**}	0.89 ^{**}
Sao Tome and Principe	13	5	8,091	51	-	8,012	51	1	.	3	71	66	75	1.14
Senegal	13	7	405,899	42	23	401,040	42	1 ^{**}	.	5 ^{**}	28	31	24	0.78
Seychelles	12	5	7,520	48	...	7,894	48	.	.	.	101 [*]	102 [*]	100 [*]	0.98 [*]
Sierra Leone	12	6	...	...	...	...	...	...	...	...	...	...	...	...
Somalia	13	5	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	14	5	4,593,492 ⁻¹	52 ⁻¹	3 ⁻¹	4,317,903 ⁻¹	52 ⁻¹	6 ⁻¹	. ⁻¹	10 ⁻¹	97 ⁻¹	94 ⁻¹	99 ⁻¹	1.06 ⁻¹
Swaziland	13	5	67,849 ^{**}	49 ^{**}	...	67,849 ^{**}	49 ^{**}	- ^{**}	- ^{**}	. ^{**}	53 ^{**}	53 ^{**}	54 ^{**}	1.02 ^{**}
Togo	12	7	399,038 ^{**}	34 ^{**}	28 ^{**}	377,156	35	5 ^{**}	1 ^{**}	21 ^{**}	54	69	39	0.57
Uganda	13	6	760,337 ^{**}	44 ^{**}	...	728,393	45	4 ^{**}	1 ^{**}	18 ^{**}	22 ^{**}	24 ^{**}	20 ^{**}	0.84 ^{**}
United Republic of Tanzania	14	6	...	...	...	524,325	47	...	...	...	...	...	...	...
Zambia	14	5	408,971 ^{**}	45 ^{**}	...	401,202	46	2 ^{**}	.	5 ^{**}	44	47	41	0.87
Zimbabwe (p)	13	6	758,229 ⁻²	48 ⁻²	...	758,229 ⁻²	48 ⁻²	. ⁻²	. ⁻²	. ⁻²	55 ⁻²	56 ⁻²	53 ⁻²	0.95 ⁻²

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WORLD			512,553,149	47	...	461,279,624	47	10	2	23	79	81	76	0.94
Arab States			28,178,284 ^{**}	47 ^{**}	...	24,585,852	47	13 ^{**}	3 ^{**}	28 ^{**}	81	86	76	0.89
Central and Eastern Europe			34,927,563	48	...	28,302,393	50	19	-	44	92	93	90	0.96
Central Asia			10,679,154 ^{**}	48 ^{**}	...	10,086,110 ^{**}	49 ^{**}	6 ^{**}	. ^{**}	22 ^{**}	95 ^{**}	97 ^{**}	94 ^{**}	0.98 ^{**}
East Asia and the Pacific			162,016,260	48	...	142,032,240	48	12	1	32	93	93	93	1.00
Latin America and the Caribbean			58,503,526 ^{**}	51 ^{**}	...	52,541,169 ^{**}	51 ^{**}	10 ^{**}	5 ^{**}	19 ^{**}	100 ^{**}	98 ^{**}	102 ^{**}	1.05 ^{**}
North America and Western Europe			63,210,128	49	...	53,649,747	50	15	2	30	105	106	104	0.99
South and West Asia			121,870,312	44	...	118,954,922	44	2	1	4	66	70	61	0.86
Sub-Saharan Africa			33,167,922 ^{**}	44 ^{**}	...	31,127,191	44	6 ^{**}	2 ^{**}	13 ^{**}	38 ^{**}	43 ^{**}	34 ^{**}	0.80 ^{**}

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			
MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	Country or territory
21	27	14	0.52	31	40	23	0.59	25	30	20	0.67	9	10	8	Eritrea
19 ⁺¹	24 ⁺¹	14 ⁺¹	0.58 ⁺¹	35 ⁺¹	41 ⁺¹	28 ⁺¹	0.69 ⁺¹	32 ⁺⁺¹	38 ⁺⁺¹	26 ⁺⁺¹	0.70 ⁺⁺¹	9	10	8	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gabon
33 ⁻¹	39 ⁻¹	27 ⁻¹	0.69 ⁻¹	47 ⁻¹	51 ⁻¹	42 ⁻¹	0.82 ⁻¹	45 ⁺⁻¹	49 ⁺⁻¹	41 ⁺⁻¹	0.83 ⁺⁻¹	...	...	...	Gambia
24 ⁺¹	27 ⁺¹	22 ⁺¹	0.81 ⁺¹	45 ⁺¹	48 ⁺¹	42 ⁺¹	0.88 ⁺¹	38 ⁺⁺¹	40 ⁺⁺¹	36 ⁺⁺¹	0.91 ⁺⁺¹	2 ⁺⁻²	2 ⁺⁻²	2 ⁺⁻²	Ghana
21 ⁺⁺	27 ⁺⁺	14 ⁺⁺	0.52 ⁺⁺	30 ⁺⁺	39 ⁺⁺	21 ⁺⁺	0.53 ⁺⁺	24 ⁺⁺	31 ⁺⁺	17 ⁺⁺	0.55 ⁺⁺	16	17	14	Guinea
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
28 ⁺⁺	29 ⁺⁺	26 ⁺⁺	0.90 ⁺⁺	49 ⁺⁺	50 ⁺⁺	48 ⁺⁺	0.95 ⁺⁺	42 ⁺⁺	42 ⁺⁺	42 ⁺⁺	1.01 ⁺⁺	Kenya
25	23	27	1.15	39	34	43	1.26	25	19	30	1.56	11	11	11	Lesotho
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liberia
...	...	...	...	...	...	...	...	...	...	...	...	12	13	12	Madagascar
15	18	13	0.73	28	31	25	0.81	24	25	22	0.88	6	5	8	Malawi
13	16 ⁺⁺	10 ⁺⁺	0.58 ⁺⁺	24	29 ⁺⁺	18 ⁺⁺	0.62 ⁺⁺	Mali
80 ⁺⁺	81 ⁺⁺	78 ⁺⁺	0.96 ⁺⁺	88 ⁺⁺	89 ⁺⁺	88 ⁺⁺	0.99 ⁺⁺	82 ⁺⁺	81 ⁺⁺	82 ⁺⁺	1.02 ⁺⁺	11	12	10	Mauritius
4	5	3	0.62	14	16	11	0.69	7	8	6	0.79	17	16	18	Mozambique
29	28	30	1.07	56	52	60	1.15	39	33	44	1.34	13	12	13	Namibia
4	4	3	0.63	9	10	7	0.68	8	9	6	0.71	18	18	18	Niger
31	34	28	0.81	34	37	31	0.84	27	29	25	0.87	4 ⁻²	4 ⁻²	4 ⁻²	Nigeria
10 ⁺⁺	11 ⁺⁺	10 ⁺⁺	0.89 ⁺⁺	14 ⁺⁺	15 ⁺⁺	13 ⁺⁺	0.89 ⁺⁺	Rwanda
27	27	27	0.98	44	43	46	1.08	32	30	34	1.11	33	31	35	Sao Tome and Principe
12	15 ⁺⁺	10 ⁺⁺	0.67 ⁺⁺	21	24	18	0.75	17 ⁺⁺	19 ⁺⁺	15 ⁺⁺	0.75 ⁺⁺	12 ⁺⁺	12 ⁺⁺	13 ⁺⁺	Senegal
112 ⁻	111 ⁻	113 ⁻	1.01 ⁻	105 ⁻	106 ⁻	105 ⁻	0.99 ⁻	97 ⁻	94 ⁻	100 ⁻	1.06 ⁻	.	.	.	Seychelles
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia
91 ⁻¹	87 ⁻¹	95 ⁻¹	1.09 ⁻¹	93 ⁻¹	90 ⁻¹	97 ⁻¹	1.07 ⁻¹	...	...	...	...	14 ⁻¹	15 ⁻¹	14 ⁻¹	South Africa
32 ⁺⁺	35 ⁺⁺	30 ⁺⁺	0.84 ⁺⁺	45 ⁺⁺	46 ⁺⁺	44 ⁺⁺	0.96 ⁺⁺	33 ⁺⁺	31 ⁺⁺	35 ⁺⁺	1.13 ⁺⁺	10 ⁻¹	10 ⁻¹	10 ⁻¹	Swaziland
20 ⁺⁺	31 ⁺⁺	10 ⁺⁺	0.31 ⁺⁺	40 ⁺⁺	54 ⁺⁺	27 ⁺⁺	0.51 ⁺⁺	21	21	20	Togo
10 ⁺⁺	12 ⁺⁺	8 ⁺⁺	0.68 ⁺⁺	19 ⁺⁺	21 ⁺⁺	17 ⁺⁺	0.81 ⁺⁺	15 ⁺⁺	16 ⁺⁺	14 ⁺⁺	0.90 ⁺⁺	2 ⁻¹	2 ⁻¹	2 ⁻¹	Uganda
...	...	...	...	...	...	...	...	...	...	...	...	3 ⁺⁻¹	2 ⁺⁻¹	4 ⁺⁻¹	United Republic of Tanzania
17 ⁺⁺	20 ⁺⁺	15 ⁺⁺	0.73 ⁺⁺	28 ⁺⁺	31 ⁺⁺	25 ⁺⁺	0.82 ⁺⁺	26 ⁺⁺	29 ⁺⁺	23 ⁺⁺	0.80 ⁺⁺	5	5	5	Zambia
27 ⁻²	29 ⁻²	25 ⁻²	0.86 ⁻²	36 ⁻²	38 ⁻²	35 ⁻²	0.91 ⁻²	34 ⁻²	35 ⁻²	33 ⁻²	0.93 ⁻²	. ⁻²	. ⁻²	. ⁻²	Zimbabwe (p)

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53	55	51	0.94	66	68	64	0.94	59 ⁺⁺	60 ⁺⁺	57 ⁺⁺	0.95 ⁺⁺	WORLD
54	55	53	0.96	68	71	65	0.92	58 ⁺⁺	60 ⁺⁺	56 ⁺⁺	0.94 ⁺⁺	Arab States
87	89	84	0.95	89	91	87	0.96	81 ⁺⁺	82 ⁺⁺	80 ⁺⁺	0.98 ⁺⁺	Central and Eastern Europe
76 ⁺⁺	80 ⁺⁺	73 ⁺⁺	0.91 ⁺⁺	90 ⁺⁺	92 ⁺⁺	88 ⁺⁺	0.96 ⁺⁺	84 ⁺⁺	86 ⁺⁺	83 ⁺⁺	0.97 ⁺⁺	Central Asia
55	54	55	1.01	74	74	74	1.00	70 ⁺⁺	70 ⁺⁺	70 ⁺⁺	1.00 ⁺⁺	East Asia and the Pacific
73 ⁺⁺	68 ⁺⁺	77 ⁺⁺	1.13 ⁺⁺	88 ⁺⁺	84 ⁺⁺	91 ⁺⁺	1.08 ⁺⁺	68 ⁺⁺	66 ⁺⁺	70 ⁺⁺	1.07 ⁺⁺	Latin America and the Caribbean
99	97	100	1.03	102	102	102	1.01	92	91	92	1.02	...	...	...	North America and Western Europe
41	46	36	0.78	53	57	48	0.83	...	...	...	...	...	...	...	South and West Asia
24 ⁺⁺	27 ⁺⁺	21 ⁺⁺	0.78 ⁺⁺	32 ⁺⁺	35 ⁺⁺	28 ⁺⁺	0.79 ⁺⁺	25 ⁺⁺	28 ⁺⁺	23 ⁺⁺	0.82 ⁺⁺	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 / 2005

Region	Teaching staff					
	Total secondary		Lower secondary		Upper secondary	
	MF	% F	MF	% F	MF	% F
Arab States						
Algeria	176,375 ^{**,-1}	49 ^{**,-1}	112,553 ^{**,-1}	51 ^{**,-1}	63,822 ^{**,-1}	46 ^{**,-1}
Bahrain	...	...	...	...	...	...
Djibouti	...	...	...	...	...	...
Egypt (p)	491,752 ^{**}	41 ^{**}	221,681 ^{**}	45 ^{**}	270,071 ^{**}	38 ^{**}
Iraq	93,219 ^{**}	58 ^{**}	61,338 ^{**}	59 ^{**}	31,881 ^{**}	56 ^{**}
Jordan (p)	34,294 ^{**,-2}	58 ^{**,-2}	21,835 ^{**,-2}	62 ^{**,-2}	12,459 ⁻²	49 ⁻²
Kuwait	24,062	53	12,300	53	11,762	53
Lebanon	41,272	51	19,107	60	22,165	44
Libyan Arab Jamahiriya	152,338 ^{**,+1}	77 ^{**,+1}	79,009 ^{**,+1}	82 ^{**,+1}	73,329 ⁺¹	71 ⁺¹
Mauritania	2,995	13	1,896 ^{**,-2}	14 ^{**,-2}	1,341 ^{**,-2}	10 ^{**,-2}
Morocco	100,367 ^{**,-1}	33 ^{**,-1}	60,010 ^{**,-1}	36 ^{**,-1}	40,357 ^{**,-1}	29 ^{**,-1}
Oman	19,276 ^{**,+1}	52 ^{**,+1}	12,415 ^{**,+1}	54 ^{**,+1}	6,861 ^{**,+1}	48 ^{**,+1}
Palestinian Autonomous Territories	24,668	...	20,439	51	4,229	...
Qatar	4,814	56	2,742	54	2,072	58
Saudi Arabia	...	...	...	...	...	...
Sudan	63,682	56	29,622	67	34,060	46
Syrian Arab Republic	...	...	...	...	43,717	46 ^{**}
Tunisia (p)	71,882	45	34,579 ⁻¹	49 ⁻¹	34,255 ⁻¹	39 ⁻¹
United Arab Emirates	21,795	55	11,832	56	9,963	53
Yemen	55,862 ^{**,-2}	21 ^{**,-2}	...	...	...	...
Central and Eastern Europe						
Albania	22,560 ^{**,-1}	56 ^{**,-1}	16,028 ⁻²	57 ⁻²	6,396 ⁻²	55 ⁻²
Belarus	103,997	80	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...
Bulgaria (p)	57,609 ⁻¹	77 ⁻¹	25,909 ⁻¹	80 ⁻¹	31,700 ⁻¹	75 ⁻¹
Croatia	36,806 ⁻²	67 ⁻²	17,073 ⁻²	69 ⁻²	19,733 ⁻²	65 ⁻²
Czech Republic (p)	75,821 ⁻¹	68 ^{**,-1}	37,071 ⁻¹	82 ^{**,-1}	38,750 ⁻¹	55 ^{**,-1}
Estonia	...	...	...	...	...	...
Hungary (p)	90,360 ^{**}	71 ^{**}	49,533	78	40,827 ^{**}	63 ^{**}
Latvia	24,989 ⁻¹	82 ⁻¹	15,167 ⁻¹	85 ⁻¹	9,822 ⁻¹	78 ⁻¹
Lithuania	42,030 ⁻¹	81 ⁻¹	30,507 ^{**,-2}	81 ^{**,-2}	10,708 ^{**,-2}	78 ^{**,-2}
Poland (p)	271,100 ^{**}	69 ^{**}	131,477	73	139,623 ^{**}	66 ^{**}
Republic of Moldova	30,920	75	23,102	76	7,818	73
Romania	161,551	66	93,069	68	68,482	64
Russian Federation (p)	1,306,099 ^{**}	...	...	...	...	...
Serbia and Montenegro	...	...	...	...	...	...
Slovakia (p)	50,526	73	26,872	76	23,654	69
Slovenia	16,173	71	7,867	78	8,306	64
The Former Yugoslav Rep. of Macedonia	14,550	53	8,580	51	5,970	56
Turkey (p)	...	...	...	...	136,099	41
Ukraine	349,222	79	...	...	...	...
Central Asia						
Armenia	35,502	81	25,826	80	9,676	85
Azerbaijan	127,591	65	...	...	...	...
Georgia	48,965 ⁻²	82 ⁻²	...	...	...	...

Trained teachers (%)			Pupil/teacher ratio			Post-secondary non-tertiary education (ISCED4)		Region
Total secondary			Total secondary	Lower secondary	Upper secondary	Enrolment		Country or territory
MF	M	F				MF	% F	
Arab States								
...	...	...	21 ^{**,-1}	21 ^{**,-1}	20 ^{**,-1}	70,049 ^{**}	57 ^{**}	Algeria
...	...	...	...	...	...	3,126	33	Bahrain
...	...	...	...	...	...	239	21	Djibouti
...	...	...	17 ^{**}	20 ^{**}	14 ^{**}	190,248	49 ^{**}	Egypt (p)
100 ⁻¹	100 ⁻¹	100 ⁻¹	19 ^{**}	19 ^{**}	19 ^{**}	50,704 ^{**}	36 ^{**}	Iraq
...	...	...	18 ^{**,-2}	20 ^{**,-2}	14 ⁻²	.	.	Jordan (p)
100	100	100	10	12	9	9,222	57	Kuwait
...	...	...	9	11	7	.	.	Lebanon
...	...	...	5 ^{**,+1}	5 ^{**,+1}	5 ⁺¹	...	...	Libyan Arab Jamahiriya
100 ⁻¹	100 ⁻¹	100 ⁻¹	31	26 ^{**,-2}	26 ^{**,-2}	3,256	38	Mauritania
...	...	...	19 ^{**,-1}	20 ^{**,-1}	17 ^{**,-1}	97,349 ^{**}	44 ^{**}	Morocco
100 ^{**,+1}	100 ^{**,+1}	100 ^{**,+1}	16 ^{**,+1}	13 ^{**,+1}	20 ^{**,+1}	.. ⁺¹	.. ⁺¹	Oman
...	...	...	28	28	29	...	...	Palestinian Autonomous Territories
...	...	...	12	11	13	.	.	Qatar
...	...	...	...	...	...	117,601	32	Saudi Arabia
80	78	82	22	26	18	.	.	Sudan
...	...	...	...	...	10	34,976	52	Syrian Arab Republic
...	...	...	17	19 ⁻¹	16 ⁻¹	7,254	27 ^{**}	Tunisia (p)
46	47	46	13	15	11	.	.	United Arab Emirates
...	...	...	25 ^{**,-2}	...	...	27,381	24	Yemen
Central and Eastern Europe								
...	...	...	18 ^{**,-1}	16 ⁻²	21 ⁻²	.. ⁻¹	.. ⁻¹	Albania
...	...	...	9	...	...	113,953	35	Belarus
...	...	...	...	...	...	.	.	Bosnia and Herzegovina
...	...	...	12 ⁻¹	13 ⁻¹	12 ⁻¹	2,772 ⁻¹	38 ⁻¹	Bulgaria (p)
100 ⁻²	100 ⁻²	100 ⁻²	11 ⁻²	12 ⁻²	10 ⁻²	.. ⁻²	.. ⁻²	Croatia
...	...	...	13 ⁻¹	14 ⁻¹	12 ⁻¹	21,574	40	Czech Republic (p)
...	...	...	...	...	...	10,762	62	Estonia
...	...	...	11 ^{**}	10	12 ^{**}	56,761	46	Hungary (p)
...	...	...	11 ⁻¹	11 ⁻¹	11 ⁻¹	6,108 ⁻¹	71 ⁻¹	Latvia
...	...	...	11 ⁻¹	11 ^{**,-2}	10 ^{**,-2}	8,994 ⁻¹	58 ⁻¹	Lithuania
...	...	...	13 ^{**}	13	13 ^{**}	72,169	62	Poland (p)
...	...	...	12	12	13	23,714	56	Republic of Moldova
...	...	...	13	11	16	48,693	63	Romania
93 ^{**,-2}	...	...	10^{**}	...	...	205,454	55	Russian Federation (p)
...	...	...	...	...	...	...	...	Serbia and Montenegro
...	...	...	13	13	13	3,007	42	Slovakia (p)
...	...	...	11	10	12	1,738	67	Slovenia
...	...	...	15	14	16	-	-	The Former Yugoslav Rep. of Macedonia
...	...	...	...	...	20	.	.	Turkey (p)
...	...	...	12	...	...	187,690	50	Ukraine
Central Asia								
77	75	77	10	10	10	30,483	69	Armenia
100 ⁻²	100 ⁻²	100 ⁻²	8	...	...	74,297	60	Azerbaijan
...	...	...	9 ⁻²	...	...	26,902	65	Georgia

TABLE 6 SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION / ISCED 2, 3 and 4 / Teaching staff and post-secondary non-tertiary enrolment / 2005

Region	Teaching staff					
	Total secondary		Lower secondary		Upper secondary	
	MF	% F	MF	% F	MF	% F
Kazakhstan	185,571	85	...	...	...	...
Kyrgyzstan	53,754	72	...	...	...	...
Mongolia	15,141	72	10,171	73	4,970	71
Tajikistan	59,922	45	36,938 ⁻²	48 ⁻²	17,975 ⁻²	38 ⁻²
Turkmenistan	...	...	...	...	...	...
Uzbekistan	...	...	...	...	...	...
East Asia and the Pacific						
Australia (p)	...	...	...	...	...	...
Brunei Darussalam	4,350 [*]	58 [*]	2,233 [*]	58 [*]	2,117 [*]	58 [*]
Cambodia	25,160 ^{**,-1}	31 ^{**,-1}	19,223	33	...	...
China (p)	5,509,229 ^{**}	45 ^{**}	3,448,768 ^{**,-1}	45 ^{**,-1}	1,865,591 ^{**,-1}	41 ^{**,-1}
Cook Islands	126 ⁻²	...	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...
Fiji	4,558 ^{**,-1}	50 ^{**,-1}	3,031 ^{**}	50^{**}	...	...
Hong Kong SAR of China	...	...	14,496 ^{**}	56^{**}	...	...
Indonesia (p)	1,354,085	43 ^{**}	751,093	43 ^{**}	602,992	44 ^{**}
Japan (p)	610,372	...	258,342	...	352,030	...
Kiribati	665	47	334 ^{**}	52 ^{**}	331 ^{**}	42 ^{**}
Lao People's Democratic Republic	15,891	42	10,580 ^{**}	41 ^{**}	5,311 ^{**}	44 ^{**}
Macao, China	2,077	58	1,136	63	941	52
Malaysia (p)	148,824 ^{**,-1}	64 ^{**,-1}	86,906 ^{**,-1}	64 ^{**,-1}	61,918 ^{**,-1}	63 ^{**,-1}
Marshall Islands	387 ^{**,-2}	39 ^{**,-2}	183 ^{**,-2}	35 ^{**,-2}	204 ^{**,-2}	42 ^{**,-2}
Micronesia (Federated States of) (p)	...	...	...	...	...	...
Myanmar	78,144	82	58,488	84	19,656	78
Nauru	34 ^{**,-1}	53 ^{**,-1}	...	...	...	...
New Zealand (p)	35,766	61	16,957	65	18,809	57
Niue	25 ⁻¹	68 ⁻¹	...	...	...	...
Palau	...	...	...	...	...	...
Papua New Guinea	8,420 ^{**,-2}	37 ^{**,-2}	...	...	...	...
Philippines (p)	167,749	76	117,097	76	50,652	77
Republic of Korea (p)	209,915 ⁺¹	51 ⁺¹	97,681 ⁺¹	64 ⁺¹	112,234 ⁺¹	39 ⁺¹
Samoa	1,141 ^{**,-1}	60 ^{**,-1}	358 ^{**,-1}	74 ^{**,-1}	783 ^{**,-1}	53 ^{**,-1}
Singapore	14,039	65	11,495	67	2,544	58
Solomon Islands	...	...	...	...	...	...
Thailand (p)	193,639 ^{**,+1}	54 ^{**,+1}	109,430 ^{**,+1}	55 ^{**,+1}	84,209 ^{**,+1}	53 ^{**,+1}
Timor-Leste	3,160	25 ^{**}	1,810	26	1,350	24 ^{**}
Tokelau	25 ^{**,-1}	100 ^{**,-1}	19 ^{**,-2}	42 ^{**,-2}	8 ^{**,-2}	38 ^{**,-2}
Tonga	...	...	...	...	...	...
Tuvalu	...	...	...	...	...	...
Vanuatu	...	...	...	...	...	...
Viet Nam	415,579	64	295,056	68	120,523	53
Latin America and the Caribbean						
Anguilla	82 ^{**}	62^{**}	...	...	...	...
Antigua and Barbuda	...	...	...	...	...	...
Argentina (p)	202,321 ^{**,-2}	66 ^{**,-2}	109,837 ^{**,-2}	67 ^{**,-2}	92,484 ^{**,-2}	64 ^{**,-2}
Aruba	502	52	243 ^{**}	52 ^{**}	259 ^{**}	52 ^{**}

Trained teachers (%)			Pupil/teacher ratio			Post-secondary non-tertiary education (ISCED4)		Region
Total secondary			Total secondary	Lower secondary	Upper secondary	Enrolment		Country or territory
MF	M	F				MF	% F	
...	11	...	...	336,728	53	Kazakhstan
76	74	77	13	...	...	31,178	64	Kyrgyzstan
...	22	23	21	1,540	41	Mongolia
92 ⁻¹	16	22 ⁻²	8 ⁻²	29,562	56	Tajikistan
...	Turkmenistan
...	Uzbekistan
East Asia and the Pacific								
...	160,834	53	Australia (p)
85 ⁺	84 ⁺	86 ⁺	10 ⁺	10 ⁺	10 ⁺	3	-	Brunei Darussalam
...	25 ^{**,-1}	28	...	8,534 ⁻²	32 ⁻²	Cambodia
...	18 ^{**}	20 ^{**,-1}	17 ^{**,-1}	610,513 ⁻¹	52 ⁻¹	China (p)
...	15 ⁻²	...	...	...	...	Cook Islands
...	Democratic People's Republic of Korea
...	22 ^{**,-1}	22 ^{**}	...	1,017 ⁻²	54 ⁻²	Fiji
...	18 ^{**}	...	32,669	43	Hong Kong SAR of China
...	12	13	10	.	.	Indonesia (p)
...	13	14	11	14,013	62	Japan (p)
...	17	21 ^{**}	13^{**}	...	...	Kiribati
91	89	92	25	23 ^{**}	28 ^{**}	26,093	44	Lao People's Democratic Republic
67	53	76	22	23	21	.	.	Macao, China
...	17 ^{**,-1}	17 ^{**,-1}	18 ^{**,-1}	189,905 ⁻¹	46 ⁻¹	Malaysia (p)
...	17 ^{**,-2}	17 ^{**,-2}	17 ^{**,-2}	...	...	Marshall Islands
...	Micronesia (Federated States of) (p)
84	84	84	33	33	33	.	.	Myanmar
...	19 ^{**,-1}	...	...	...	...	Nauru
...	15	15	14	37,185	52	New Zealand (p)
...	8 ⁻¹	...	...	.	.	Niue
...	Palau
...	23 ^{**,-2} ⁻²	. ⁻²	Papua New Guinea
...	38	42	28	589,184	52	Philippines (p)
...	18 ⁺¹	21 ⁺¹	16 ⁺¹	. ⁺¹	. ⁺¹	Republic of Korea (p)
...	21 ^{**,-1}	25 ^{**,-1}	19 ^{**,-1}	...	...	Samoa
...	17	19	11	.	.	Singapore
...	Solomon Islands
...	23 ^{**,+1}	25 ^{**,+1}	21 ^{**,+1}	18,351 ^{**}	72 ^{**}	Thailand (p)
...	24	28	18	.	.	Timor-Leste
...	7 ^{**,-1}	7 ^{**,-2}	8 ^{**,-2}	. ⁻¹	. ⁻¹	Tokelau
...	243 ^{**}	53 ^{**}	Tonga
...	Tuvalu
...	Vanuatu
94 ^{**}	24	23	27	.	.	Viet Nam
Latin America and the Caribbean								
83 ^{**}	81 ^{**}	84 ^{**}	12^{**}	...	...	58	74	Anguilla
...	Antigua and Barbuda
...	17 ^{**,-2}	19 ^{**,-2}	16 ^{**,-2}	. ⁻¹	. ⁻¹	Argentina (p)
92	91	92	14	14 ^{**}	14 ^{**}	.	.	Aruba

TABLE 6 SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION / ISCED 2, 3 and 4 / Teaching staff and post-secondary non-tertiary enrolment / 2005

Region	Teaching staff					
	Total secondary		Lower secondary		Upper secondary	
	MF	% F	MF	% F	MF	% F
Bahamas	2,365	73	1,030	77	1,335	69
Barbados	1,348 **	57 **	785 **	57 **	563 **	57 **
Belize	1,680 **	64 **	1,270 **	64 **	410 **	63 **
Bermuda	682	67	323	69	359	65
Bolivia	44,904 **,-1	53 **,-1	19,460 **,-1	61 **,-1	25,444 **,-1	47 **,-1
Brazil (p)	1,570,514 -1	80 -1	945,340 -1	87 -1	625,174 -1	70 -1
British Virgin Islands	203	67	121	67	82	68
Cayman Islands	275 **	52 **	140	61	135 **	44 **
Chile (p)	65,813	63	23,241	78	42,572	54
Colombia	164,194	52	121,849 **,-1	52 **,-1	42,491 **,-1	50 **,-1
Costa Rica	16,355 **,-2	54 **,-2	11,382 **,-2	54 **,-2	4,973 **,-2	55 **,-2
Cuba	84,827	55	46,352	64	38,475	46
Dominica	496	58	355	57	141	62
Dominican Republic	30,583	62	12,394	76	18,189	52
Ecuador	74,923 **	49 **	43,893 **	50 **	31,027 **	48 **
El Salvador	21,083	49	13,236	53	7,847	44
Grenada	886	59	611	60	275	57
Guatemala	47,904	...	29,828	...	18,076	...
Guyana	3,915 **	63 **	2,901 **	64 **	1,014 **	63 **
Haiti	...	...	...	...	...	...
Honduras	16,989 **	55 **	11,492 **	56 **	5,493 **	52 **
Jamaica (p)	13,336 **	68 **	...	...	...	...
Mexico (p)	593,451	47	356,540	49	236,911	43
Montserrat	26	65	17 **	65 **	9 **	67 **
Netherlands Antilles	1,181 **,-2	55 **,-2	762 **,-2	58 **,-2	419 **,-2	49 **,-2
Nicaragua	12,980	57	8,668	56	4,312	59
Panama	16,392	57	9,522	60	6,870	54
Paraguay (p)	44,440 **,-1	62 **,-1	20,335 -2	64 -2	22,828 -2	61 -2
Peru (p)	160,856	44	...	...	...	...
Saint Kitts and Nevis	397 **	60 **	246 **	60 **	151 **	60 **
Saint Lucia	803	63	523 **	63 **	280 **	63 **
Saint Vincent and the Grenadines	547	58	396 **	57 **	151 **	60 **
Suriname	3,296	62	1,962	67	1,334	56
Trinidad and Tobago	5,896 **	62 **	3,441 **	62 **	2,455 **	62 **
Turks and Caicos Islands	186 **	62 **	114 **	61 **	72 **	64 **
Uruguay (p)	23,403 -2	...	13,409 -1	...	4,840 -1	...
Venezuela	187,737	63	115,665	65	72,072	60
North America and Western Europe						
Andorra	482	59	414	61	68	51
Austria (p)	71,135	61	42,402	68	28,733	51
Belgium (p)	81,130 **	57 **	36,425 -2	58 -2	...	...
Canada (p)	...	...	...	...	...	...
Cyprus	5,715 **	60 **	2,795 -1	67 -1	2,941 -1	53 -1
Denmark (p)	...	...	...	...	...	...
Finland (p)	34,733 **	67 **	20,861	72	13,872 **	59 **
France (p)	511,278 -1	59 -1	244,652 -1	65 -1	266,626 -1	53 -1

Trained teachers (%)			Pupil/teacher ratio			Post-secondary non-tertiary education (ISCED4)		Region
Total secondary			Total secondary	Lower secondary	Upper secondary	Enrolment		Country or territory
MF	M	F				MF	% F	
91	90	91	14	17	11	1,920	52	Bahamas
60 **	60 **	60 **	16 **	16 **	16 **	3,433	45	Barbados
43 **,-1	25 **,-1	53 **,-1	19 **	19 **	16 **	3,300 **	42 **	Belize
100	100	100	7	7	7	.	.	Bermuda
...	...	...	...	...	24 **,-1	...	...	Bolivia
...	...	...	16 ⁻¹	16 ⁻¹	16 ⁻¹	. ⁻¹	. ⁻¹	Brazil (p)
70 **	70 **	71 **	9	10	8	153	56	British Virgin Islands
100 **	99 **	100 **	10 **	12	9 **	57	54	Cayman Islands
...	...	...	25	26	24	.	.	Chile (p)
...	...	...	26	25 **,-1	24 **,-1	.	.	Colombia
...	...	...	19 **,-2	19 **,-2	18 **,-2	.	.	Costa Rica
100	100	100	11	11	12	13,260	70	Cuba
31	27	34	15	15	16	1,768	68	Dominica
85	77	90	26	26	27	.	.	Dominican Republic
69 **,-1	63 **,-1	76 **,-1	13 **	13 **	14 **	. **	. **	Ecuador
100	100	100	25	25	24	.	.	El Salvador
35	39	33	15 ⁺	14 **	18 ⁺	1,100 **,-1	66 **,-1	Grenada
...	...	...	16	17	14	.	.	Guatemala
55 **	46 **	60 **	18 **	18 **	18 **	2,321	74	Guyana
... ⁻¹	. ⁻¹	Haiti
64 ⁻¹	59 ⁻¹	69 ⁻¹	33 **	28 **	45 **	.	.	Honduras
...	...	...	18 **	...	...	66,263	60	Jamaica (p)
...	...	...	18	20	15	.	.	Mexico (p)
50	11	71	11	11 **	12 **	30	53	Montserrat
...	...	...	13 **,-2	9 **,-2	19 **,-2	445 **,-2	84 **,-2	Netherlands Antilles
53	44	59	34	35	32	.	.	Nicaragua
83	79	86	16	16	15	14,685	66	Panama
...	...	...	12 **,-1	15 ⁻²	9 ⁻²	1,600 ⁻¹	...	Paraguay (p)
...	...	...	17	...	...	...	...	Peru (p)
39 **	47 **	33 **	10 **	10 **	10 **	584	59 **	Saint Kitts and Nevis
58	52	61	17	17 **	18 **	1,846	44	Saint Lucia
55	58	53	18	17 **	19 **	1,553	67	Saint Vincent and the Grenadines
...	...	...	14	17	10	677	86	Suriname
56 **,-1	58 **,-1	54 **,-1	16 **	16 **	16 **	8,341 ⁺	62 ⁺	Trinidad and Tobago
100 **	100 **	100 **	9 **	9 **	9 **	593 **	66 **	Turks and Caicos Islands
...	...	...	15 ⁻²	13 ⁻¹	33 ⁻¹	3,671 ⁻¹	37 ⁻¹	Uruguay (p)
83	76	86	11	12	9	.	.	Venezuela
North America and Western Europe								
...	...	...	8	7	14	.	.	Andorra
...	...	...	11	9	13	73,363	60	Austria (p)
...	...	...	10 **	12 ⁻²	...	27,060	61	Belgium (p)
...	...	...	...	...	...	...	...	Canada (p)
...	...	...	11 **	12 ⁻¹	11 ⁻¹	.	.	Cyprus
...	...	...	...	...	...	1,107	26	Denmark (p)
...	...	...	12 **	10	17 **	-	-	Finland (p)
...	...	...	11 ⁻¹	13 ⁻¹	10 ⁻¹	35,217	68	France (p)

TABLE 6 SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION / ISCED 2, 3 and 4 / Teaching staff and post-secondary non-tertiary enrolment / 2005

Region	Teaching staff					
	Total secondary		Lower secondary		Upper secondary	
	MF	% F	MF	% F	MF	% F
Germany (p)	595,635	56	418,898	60	176,737	46
Gibraltar	...	...	...	...	...	...
Greece (p)	86,365	56	43,391	64	42,974	47
Holy See	.	.	.	.	.	.
Iceland (p)	2,957 **	63 **	1,318 **	79 **	1,639	50
Ireland (p)	...	...	...	...	...	...
Israel (p)	61,446 **	71 **	22,796	77	...	...
Italy (p)	427,646	66	182,940	75	244,706	60
Liechtenstein	562 **,-1	47 **,-1	288 -1	47 -1	...	...
Luxembourg (p)	3,493	45	...	...	3,493	45
Malta	3,920	57	3,399	60	521	36
Monaco	354 **,-1	66 **,-1	...	...	...	...
Netherlands (p)	107,410	45	...	...	...	...
Norway (p)	45,505 **,-1	58 **,-1	19,628 **,-1	73 **,-1	25,877 **,-1	47 **,-1
Portugal (p)	93,803	69	36,800 -1	71 -1	49,058 -1	68 -1
San Marino	...	...	125 -1	69 -1	...	...
Spain (p)	280,030	56	160,172	...	119,858	...
Sweden (p)	76,125	58	38,262	64	37,863	51
Switzerland (p)	...	...	31,370	48	...	...
United Kingdom (p)	387,532	61	152,541	61	234,991	61
United States (p)	1,634,890	63	907,790	68	727,100	56
South and West Asia						
Afghanistan	...	...	32,325	...	...	...
Bangladesh	378,276 -1	18 -1	186,247 -1	17 -1	192,029 -1	19 -1
Bhutan	1,499	31 **	1,073	31	426	31 **
India	2,586,211 -1	34 -1	1,312,384 -1	37 -1	1,273,827 -1	31 -1
Iran, Islamic Republic of	530,190	48	236,425	49	293,765	47
Maldives	2,088 -2	35 -2	2,067	36	...	...
Nepal	52,528 -2	14 -2	24,701 **,-1	16 **,-1	...	...
Pakistan	197,082 -1,-1	51 -1,-1	161,500 -1,-1	54 -1,-1	35,582 -1,-1	35 -1,-1
Sri Lanka (p)	119,491 **,-1	63 **,-1	67,085 **,-1	64 **,-1	52,406 **,-1	62 **,-1
Sub-Saharan Africa						
Angola	...	...	...	...	...	...
Benin	20,101 **	11 **	...	...	...	...
Botswana	11,845 **,-1	47 **,-1	...	...	...	...
Burkina Faso	8,471 **,-1	11 **,-1	...	...	...	...
Burundi	8,047 **,-1	21 **,-1	...	...	...	...
Cameroon	48,497 *	26 *	...	...	...	...
Cape Verde	2,241	40	1,512	40	729	40
Central African Republic	...	...	...	...	...	...
Chad	6,921 **	...	...	...	...	...
Comoros	3,138 **	13 **	1,828 **	16 **	1,310 **	9 **
Congo	6,866 **,-1	13 **,-1	4,191 **	15 **	...	...
Côte d'Ivoire	...	...	...	...	...	...
Democratic Republic of the Congo	113,904 **,-2	9 **,-2	...	...	...	...
Equatorial Guinea	...	...	...	...	...	...

Trained teachers (%)			Pupil/teacher ratio			Post-secondary non-tertiary education (ISCED4)		Region
Total secondary			Total secondary	Lower secondary	Upper secondary	Enrolment		Country or territory
MF	M	F				MF	% F	
...	14	13	16	491,449	48	Germany (p)
...	Gibraltar
...	8	8	9	36,599	54	Greece (p)
.	Holy See
...	11 **	11 **	12 **	182 ⁻¹	26 ⁻¹	Iceland (p)
...	61,186	37	Ireland (p)
...	10 **	11	...	12,306	46	Israel (p)
...	11	10	11	57,906	55	Italy (p)
...	6 **,-1	6 ⁻¹	...	127 ⁻¹	37 ⁻¹	Liechtenstein
...	10	...	5	931	19	Luxembourg (p)
...	10	8	20	2,275	33	Malta
...	9 **,-1 ⁻¹	. ⁻¹	Monaco
...	13	...	...	7,399	29	Netherlands (p)
...	9 **,-1	9 **,-1	8 **,-1	5,431	18	Norway (p)
...	7	10 ⁻¹	6 ⁻¹	2,175	32	Portugal (p)
...	6 ⁻¹	...	...	...	San Marino
...	11	12	9	.	.	Spain (p)
...	10	10	9	6,605	47	Sweden (p)
...	9	...	25,231	69	Switzerland (p)
...	15	15	14	...	...	United Kingdom (p)
...	15	15	15	438,754	69	United States (p)
South and West Asia								
...	14	...	4,158 ⁻¹	63 ⁻¹	Afghanistan
32 ⁻¹	31 ⁻¹	35 ⁻¹	27 ⁻¹	34 ⁻¹	21 ⁻¹	70,130 ⁻¹	25 ⁻¹	Bangladesh
...	28	32	20	881	30	Bhutan
...	32 ⁻¹	37 ⁻¹	28 ⁻¹	512,560	30	India
100	100	100	19	19	19	881,044 ^{**,-2}	16 ^{**,-2}	Iran, Islamic Republic of
...	14 ⁻²	14	...	742 ⁻²	64 ⁻²	Maldives
...	35 ⁻²	56 ^{**,+1} ⁺¹	. ⁺¹	Nepal
...	37 ^{,-1}	38 ^{,-1}	32 ^{,-1}	153,878 ^{**}	17 ^{**}	Pakistan
...	20 ^{**,-1}	20 ^{**,-1}	19 ^{**,-1}	. ⁻¹	. ⁻¹	Sri Lanka (p)
Sub-Saharan Africa								
...	Angola
...	22^{**}	...	...	...	...	Benin
93 ⁻²	94 ⁻²	93 ⁻²	14 ^{**,-1}	...	...	15,506 ^{**,-2}	52 ^{**,-2}	Botswana
...	31 ^{**,-1}	...	...	14,603	28	Burkina Faso
37 ⁻²	39 ⁻²	28 ⁻²	19 ^{**,-1}	...	...	.	.	Burundi
...	25 ⁺	9,738 ⁺	47 ⁺	Cameroon
62	60	65	23	23	23	711	69	Cape Verde
...	Central African Republic
...	34^{**}	...	...	.^{**}	.^{**}	Chad
51 ⁻²	14 ^{**}	16 ^{**}	11 ^{**}	734 ^{**,-1}	46 ^{**,-1}	Comoros
...	34 ^{**,-1}	45 ^{**}	...	6,686 ^{**}	68 ^{**}	Congo
...	Côte d'Ivoire
...	15 ^{**,-2}	...	...	.^{**,-2}	. ^{**,-2}	Democratic Republic of the Congo
...	Equatorial Guinea

TABLE 6 SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION / ISCED 2, 3 and 4 / Teaching staff and post-secondary non-tertiary enrolment / 2005

Region	Teaching staff					
	Total secondary		Lower secondary		Upper secondary	
Country or territory	MF	% F	MF	% F	MF	% F
Eritrea	4,225	11	2,449	10	1,776	13
Ethiopia	95,590 **,+1	17 **,+1	60,134	19	22,598	10
Gabon	...	...	...	...	...	...
Gambia	2,035 ⁻¹	14 ⁻¹	1,109 ⁻¹	16 ⁻¹	926 ⁻¹	12 ⁻¹
Ghana	73,866 ⁺¹	27 ⁺¹	56,485 ⁺¹	29 ⁺¹	17,381 ⁺¹	19 ⁺¹
Guinea	11,888 **	5 **	6,868 **, -2	10 **, -2	...	...
Guinea-Bissau	...	...	...	...	...	...
Kenya	78,096 **	38 **	25,794 ⁻²	47 ⁻²	47,841 **, -2	37 **, -2
Lesotho	3,553	56	2,329 **, -2	56 **, -2	1,217 **, -2	52 **, -2
Liberia	...	...	...	...	...	...
Madagascar	...	...	...	...	...	...
Malawi	...	...	...	...	...	...
Mali	...	...	8,350	15	...	...
Mauritius	7,433	55	...	...	...	...
Mozambique	9,509 **	18 **	7,416 **	19 **	2,093 **	14 **
Namibia	5,896	50	4,733 **, -2	54 **, -2	1,256 **, -2	47 **, -2
Niger	5,131 ⁻¹	19 ⁻¹	3,085 ⁻¹	21 ⁻¹	2,046 ⁻¹	14 ⁻¹
Nigeria	159,283	36	...	...	...	...
Rwanda	7,764 **	20 **	...	...	...	...
Sao Tome and Principe	373 **	13 **	195 ⁻¹	14 ⁻¹	...	...
Senegal	15,394 **	14 **	10,357 ⁻¹	14 ⁻¹	3,297 ⁻¹	14 ⁻¹
Seychelles	589	56	340 **, -2	55 **, -2	212 **, -2	50 **, -2
Sierra Leone	...	...	...	...	...	...
Somalia	...	...	...	...	...	...
South Africa	149,375 ⁻¹	52 ⁻¹	...	...	...	...
Swaziland	3,754 **	49 **	2,359 **, -2	47 **, -2	1,325 **, -2	45 **, -2
Togo	13,469 **	7 **	7,785 **, -1	7 **, -1	3,244 **, -1	7 **, -1
Uganda	36,336 **	22 **	...	...	...	...
United Republic of Tanzania	...	...	...	...	...	...
Zambia	...	...	...	...	...	...
Zimbabwe (p)	33,964 ⁻²	40 ⁻²	...	...	...	...

REGIONAL AVERAGES

WORLD	28,465,963 **	53 **	...	...	...	...
Arab States	1,705,350 **	49 **	...	...	...	...
Central and Eastern Europe	2,987,331 **	74 **	...	...	...	...
Central Asia	1,069,305 **	67 **	...	...	...	...
East Asia and the Pacific	9,149,578	46	...	...	...	...
Latin America and the Caribbean	3,435,932 **	65 **	...	...	...	...
North America and Western Europe	4,807,257	60	...	...	...	...
South and West Asia	...	...	...	...	...	...
Sub-Saharan Africa	1,168,953 **	29 **	...	...	...	...

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

Trained teachers (%)			Pupil/teacher ratio			Post-secondary non-tertiary education (ISCED4)		Region
Total secondary			Total secondary	Lower secondary	Upper secondary	Enrolment		Country or territory
MF	M	F				MF	% F	
51	49	67	51	57	44	492	74	Eritrea
51	51	52	54 ^{**,+1}	57	47	30,960 ^{**,+1}	39 ^{**,+1}	Ethiopia
...	...	...	...	...	...	...	...	Gabon
...	...	...	42 ⁻¹	51 ⁻¹	31 ⁻¹	1,801 ^{**,-1}	71 ^{**,-1}	Gambia
74 ^{**,+1}	83 ^{**,+1}	48 ^{**,+1}	19 ⁺¹	18 ⁺¹	21 ⁺¹	24,920 ⁺¹	47 ⁺¹	Ghana
...	...	...	36 ^{**}	33 ^{**,-2}	...	.	.	Guinea
...	...	...	...	...	...	...	...	Guinea-Bissau
...	...	...	32 ^{**}	51 ⁻²	19 ^{**,-2}	10,203 ^{**}	82 ^{**}	Kenya
...	...	...	27	27 ^{**,-2}	18 ^{**,-2}	654 ^{**}	50 ^{**}	Lesotho
...	...	...	...	...	...	...	...	Liberia
...	...	...	...	...	...	.	.	Madagascar
...	...	...	...	...	...	...	...	Malawi
...	...	...	...	38	...	.	.	Mali
...	...	...	17^{**}	...	...	7,083	23	Mauritius
...	...	...	32 ^{**}	36 ^{**}	18 ^{**}	.	.	Mozambique
97	...	...	25	24 ^{**,-2}	22 ^{**,-2}	3,225	34	Namibia
30 ^{,-1}	30 ^{,-1}	30 ^{,-1}	31 ⁻¹	44 ⁻¹	11 ⁻¹	454	41	Niger
...	...	...	40	...	...	-	...	Nigeria
...	...	...	26^{**}	...	...	.^{**}	.^{**}	Rwanda
...	...	...	22 ^{**}	23 ⁻¹	...	427	44	Sao Tome and Principe
51 ⁻¹	50 ⁻¹	55 ⁻¹	26 ^{**}	27 ⁻¹	25 ⁻¹	...	...	Senegal
91 ⁻²	90 ⁻²	93 ⁻²	13	14 ^{**,-2}	13 ^{**,-2}	1,837	57	Seychelles
...	...	...	...	...	...	.	.	Sierra Leone
...	...	...	...	...	...	...	...	Somalia
...	...	...	31 ⁻¹	...	...	181,062 ⁻¹	40 ⁻¹	South Africa
99 ⁻¹	99 ⁻¹	99 ⁻¹	18 ^{**}	19 ^{**,-2}	13 ^{**,-2}	745 ^{**}	48 ^{**}	Swaziland
47 ⁻¹	47 ⁻¹	39 ⁻¹	30 ^{**}	40 ^{**,-1}	21 ^{**,-1}	...	...	Togo
82 ⁻¹	81 ⁻¹	86 ⁻¹	21^{**}	...	...	.	.	Uganda
...	...	...	...	...	...	...	...	United Republic of Tanzania
...	...	...	...	...	...	.	.	Zambia
...	...	...	22 ⁻²	...	...	910 ⁻²	11 ⁻²	Zimbabwe (p)

REGIONAL AVERAGES

...	...	...	18^{**}	...	...	...	...	WORLD
...	...	...	17^{**}	...	...	...	...	Arab States
...	...	...	12^{**}	...	...	...	...	Central and Eastern Europe
...	...	...	10^{**}	...	...	...	...	Central Asia
...	...	...	18	...	...	...	...	East Asia and the Pacific
...	...	...	17^{**}	...	...	...	...	Latin America and the Caribbean
...	...	...	13	...	...	...	...	North America and Western Europe
...	...	...	...	...	...	...	...	South and West Asia
...	...	...	28^{**}	...	...	...	...	Sub-Saharan Africa

7 UPPER SECONDARY (ISCED 3) GRADUATION AND ENTRY TO TERTIARY (ISCED 5) EDUCATION / 2005 (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 ⁻²	20 ⁻²	23 ⁻²	1.14 ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	40 ⁻²	40 ⁻²	40 ⁻²	0.99 ⁻²
Jordan (p)	41	32	49	1.55	.	.	.	.	.	.	.	.
Tunisia (p)	32	26	39	1.48	8	...	...	...	x	x	x	x
Central and Eastern Europe												
Albania (p)	35 ⁻²	32 ⁻²	39 ⁻²	1.23 ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²
Bulgaria (p)	73	72	74	1.03	.	.	.	.	.	.	.	.
Czech Republic (p)	55 ⁻¹	46 ⁻¹	65 ⁻¹	1.41 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	1.36 ⁻¹	32 ⁻¹	40 ⁻¹	23 ⁻¹	0.58 ⁻¹
Estonia (p)	72	65	79	1.23	.	.	.	.	.	.	.	.
Hungary (p)	70	63	78	1.24	.	.	.	.	19	24	14	0.60
Latvia (p)	61 ⁻¹	57 ⁻¹	66 ⁻¹	1.16 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	1.29 ⁻¹	7 ⁻¹	9 ⁻¹	4 ⁻¹	0.47 ⁻¹
Lithuania (p)	81 ⁻¹	75 ⁻¹	88 ⁻¹	1.18 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	1 ⁻¹	1 ⁻¹	. ⁻¹	0.47 ⁻¹
Poland (p)	90	84	97	1.16	.	.	.	.	12	16	8	0.51
Romania (p)	52	45	58	1.28	.	.	.	.	44	54	34	0.63
Russian Federation (p)	57	...	...	...	12	...	...	...	18	25	10	0.41
Slovakia (p)	74	67	81	1.20	.	.	.	.	22	28	16	0.56
Slovenia (p)	34	27	42	1.57	47	43	50	1.16	-	-	-	-
The Former Yugoslav Rep. of Macedonia (p)	67	66	68	1.04	.	.	.	.	.	.	.	.
Turkey (p)	51 ⁻¹	56 ⁻¹	47 ⁻¹	0.84 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	...	...	...	...
East Asia and the Pacific												
Australia (p)	69 ⁻²	64 ⁻²	75 ⁻²	1.16 ⁻²	x	x	x	x	54 ⁻²	57 ⁻²	51 ⁻²	0.89 ⁻²
China (p)	...	...	...	...	...	...	...	...	...	...	...	...
Indonesia (p)	23	23	23	0.98	15	17	13	0.81	.	.	.	.
Japan (p)	71	68	75	1.10	1	1	-	0.22	24	26	22	0.84
Malaysia (p)	21 ⁻¹	14 ⁻¹	28 ⁻¹	2.09 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	96 ⁻¹	86 ⁻¹	108 ⁻¹	1.26 ⁻¹
New Zealand (p)	66 ⁻²	61 ⁻²	70 ⁻²	1.15 ⁻²	22 ⁻²	19 ⁻²	25 ⁻²	1.33 ⁻²	42 ⁻²	35 ⁻²	50 ⁻²	1.43 ⁻²
Philippines (p)	62	56	69	1.24	.	.	.	.	.	.	.	.
Republic of Korea (p)	63 ⁺¹	63 ⁺¹	63 ⁺¹	1.01 ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	. ⁺¹	27 ⁺¹	27 ⁺¹	27 ⁺¹	1.02 ⁺¹
Thailand (p)	43	39	47	1.19	14	14	13	0.94	.	.	.	.
Latin America and the Caribbean												
Argentina (p)	42 ⁻¹	36 ⁻¹	49 ⁻¹	1.38 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Brazil (p)	64 ⁻²	56 ⁻²	72 ⁻²	1.29 ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²
Chile (p)	66 ⁻¹	62 ⁻¹	70 ⁻¹	1.13 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Jamaica (p)	...	...	...	...	...	...	...	...	...	...	...	...
Mexico (p)	36	32	39	1.19	.	.	.	.	4	4	4	1.07
Paraguay (p)	42 ⁻¹	39 ⁻¹	46 ⁻¹	1.18 ⁻¹	. ⁻¹	.	. ⁻¹	. ⁻¹	...	...	...	...
Peru (p)	73	74	73	0.99	.	.	.	.	.	.	.	.
Uruguay (p)	...	...	...	...	...	...	...	...	...	...	...	...
North America and Western Europe												
Austria (p)	16	13	20	1.57	54	66	41	0.62	-	-	-	0.44
Belgium (p)	60 ⁻¹	55 ⁻¹	65 ⁻¹	1.19 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	19 ⁻¹	21 ⁻¹	18 ⁻¹	0.86 ⁻¹
Canada (p)	...	...	...	...	...	...	...	...	...	...	...	...
Cyprus (p)	79 ⁻¹	76 ⁻¹	82 ⁻¹	1.08 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Denmark (p)	57	47	69	1.47	.	.	.	.	50	43	57	1.31
Finland (p)	133 ⁻¹	114 ⁻¹	152 ⁻¹	1.34 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹

Gross entry ratio to tertiary education								Region
ISCED 5A				ISCED 5B				Country or territory
MF	M	F	GPI	MF	M	F	GPI	
Arab States								
33	x	x	...	...	...	...	...	Egypt (p)
45	44	46	1.04	11	8	14	1.71	Jordan (p)
34 ⁻¹	29 ⁻¹	39 ⁻¹	1.36 ⁻¹	x	x	x	x	Tunisia (p)
Central and Eastern Europe								
28 ⁻¹	22 ⁻¹	35 ⁻¹	1.62 ⁻¹	– ⁻¹	– ⁻¹	1 ⁻¹	4.15 ⁻¹	Albania (p)
37	34	40	1.17	7	6	7	1.11	Bulgaria (p)
42	40	45	1.10	9	5	12	2.27	Czech Republic (p)
53	41	66	1.61	33	24	42	1.74	Estonia (p)
74	63	86	1.37	11	8	14	1.75	Hungary (p)
97 ⁻¹	...	...	...	20 ⁻¹	...	...	...	Latvia (p)
56 ⁻¹	46 ⁻¹	66 ⁻¹	1.44 ⁻¹	22 ⁻¹	18 ⁻¹	26 ⁻¹	1.42 ⁻¹	Lithuania (p)
77	71	83	1.18	1	–	1	4.02	Poland (p)
53	48	58	1.22	4	4	5	1.23	Romania (p)
65	...	...	...	32	...	...	...	Russian Federation (p)
60	53	68	1.28	2	2	3	1.07	Slovakia (p)
41	33	49	1.47	51	49	54	1.11	Slovenia (p)
31	28	35	1.26	3	3	3	0.92	The Former Yugoslav Rep. of Macedonia (p)
26	29	23	0.81	18	21	15	0.70	Turkey (p)
East Asia and the Pacific								
85	76	94	1.24	2	2	2	0.85	Australia (p)
...	...	...	...	...	...	...	...	China (p)
11	11	10	0.93	5	4	5	1.38	Indonesia (p)
44	51	37	0.72	33	25	41	1.62	Japan (p)
28 ⁻¹	22 ⁻¹	34 ⁻¹	1.55 ⁻¹	28 ⁻¹	26 ⁻¹	30 ⁻¹	1.15 ⁻¹	Malaysia (p)
85	68	102	1.51	51	43	60	1.40	New Zealand (p)
44 ⁻¹	40 ⁻¹	49 ⁻¹	1.20 ⁻¹	x	x	x	x	Philippines (p)
55 ⁺¹	57 ⁺¹	52 ⁺¹	0.90 ⁺¹	51 ⁺¹	49 ⁺¹	54 ⁺¹	1.11 ⁺¹	Republic of Korea (p)
52 ⁺¹	50 ⁺¹	54 ⁺¹	1.08 ⁺¹	19 ⁺¹	19 ⁺¹	18 ⁺¹	0.92 ⁺¹	Thailand (p)
Latin America and the Caribbean								
59 ⁻¹	53 ⁻¹	64 ⁻¹	1.21 ⁻¹	33 ⁻¹	21 ⁻¹	49 ⁻¹	2.30 ⁻¹	Argentina (p)
42 ⁻¹	37 ⁻¹	48 ⁻¹	1.31 ⁻¹	3 ⁻¹	4 ⁻¹	2 ⁻¹	0.59 ⁻¹	Brazil (p)
44 ⁻¹	43 ⁻¹	46 ⁻¹	1.07 ⁻¹	24 ⁻¹	27 ⁻¹	21 ⁻¹	0.76 ⁻¹	Chile (p)
...	...	...	...	...	...	...	...	Jamaica (p)
29	28	29	1.01	2	2	2	0.70	Mexico (p)
...	...	...	...	3 ⁻¹	2 ⁻¹	5 ⁻¹	2.21 ⁻¹	Paraguay (p)
...	...	...	...	22	19	24	1.24	Peru (p)
37 ⁻¹	28 ⁻¹	46 ⁻¹	1.67 ⁻¹	18 ⁻¹	6 ⁻¹	31 ⁻¹	5.37 ⁻¹	Uruguay (p)
North America and Western Europe								
39	36	43	1.21	9	7	11	1.44	Austria (p)
34	30	39	1.31	34	30	39	1.32	Belgium (p)
...	...	...	...	...	...	...	...	Canada (p)
9	4	13	3.37	43	48	39	0.82	Cyprus (p)
62	48	75	1.56	27	27	27	1.03	Denmark (p)
73	63	84	1.34	.	.	.	.	Finland (p)

TABLE 7 UPPER SECONDARY (ISCED 3) GRADUATION AND ENTRY TO TERTIARY (ISCED 5) EDUCATION / 2005 (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												
France (p)	34	27	41	1.52	...	...	...	...	...	...	...	...
Germany (p)	36	31	40	1.29	57	59	55	0.93	.	.	.	.
Greece (p)	63 ⁺¹	55 ⁺¹	71 ⁺¹	1.29 ⁺¹	.	.	.	.	42 ⁺¹	47 ⁺¹	36 ⁺¹	0.77 ⁺¹
Iceland (p)	60 ⁻¹	45 ⁻¹	76 ⁻¹	1.70 ⁻¹	1 ⁻¹	1 ⁻¹	2 ⁻¹	2.85 ⁻¹	37 ⁻¹	43 ⁻¹	31 ⁻¹	0.71 ⁻¹
Ireland (p)	94	87	101	1.16	.	.	.	.	6	6	6	1.06
Israel (p)	90	85	94	1.11	.	.	.	.	3	5	1	0.22
Italy (p)	76	73	79	1.08	2	2	3	2.15	.	.	.	.
Luxembourg (p)	44	34	54	1.59	9	10	8	0.80	22	24	21	0.88
Malta (p)	26	18	34	1.86	...	...	...	...	...	...	...	...
Netherlands (p)	59	52	66	1.26	.	.	.	.	20	17	22	1.25
Norway (p)	60	48	73	1.53	.	.	.	.	43	45	42	0.94
Portugal (p)	54	45	63	1.41	x	x	x	x	x	x	x	x
Spain (p)	44 ⁻¹	36 ⁻¹	52 ⁻¹	1.45 ⁻¹	.	.	.	.	17 ⁻¹	17 ⁻¹	18 ⁻¹	1.09 ⁻¹
Sweden (p)	73 ⁻¹	70 ⁻¹	77 ⁻¹	1.09 ⁻¹	.	.	.	.	.	1 ⁻¹	.	0.49 ⁻¹
Switzerland (p)	26	24	28	1.16	63	71	55	0.77	10	8	13	1.75
United Kingdom (p)	...	...	...	...	...	...	...	...	...	...	...	...
United States (p)	73 ⁻¹	70 ⁻¹	76 ⁻¹	1.09 ⁻¹	.	.	.	.	.	.	.	.
South and West Asia												
India (p)	20 ⁻¹	22 ⁻¹	18 ⁻¹	0.81 ⁻¹	.	.	.	.	.	.	.	1.24 ⁻¹
Sri Lanka (p)	...	...	...	...	...	...	...	...	...	...	...	...
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	
38 ⁻²	31 ⁻²	46 ⁻²	1.50 ⁻²	28 ⁻²	25 ⁻²	44 ⁻²	1.76 ⁻²	France (p)
35	35	35	0.99	13	11	16	1.55	Germany (p)
44	39	48	1.22	13	13	13	1.00	Greece (p)
77 ⁻¹	55 ⁻¹	100 ⁻¹	1.80 ⁻¹	8 ⁻¹	8 ⁻¹	7 ⁻¹	0.92 ⁻¹	Iceland (p)
47 ⁻¹	42 ⁻¹	53 ⁻¹	1.27 ⁻¹	18 ⁻¹	19 ⁻¹	17 ⁻¹	0.87 ⁻¹	Ireland (p)
54	50	59	1.19	25	23	27	1.16	Israel (p)
58	51	66	1.29	-	-	-	-	Italy (p)
...	...	...	...	...	...	...	...	Luxembourg (p)
50	43	57	1.32	10	9	11	1.32	Malta (p)
61	56	66	1.18	.	.	.	.	Netherlands (p)
79	65	93	1.42	1	1	-	0.88	Norway (p)
...	...	...	...	...	...	...	...	Portugal (p)
44	38	51	1.36	24	23	26	1.12	Spain (p)
78	65	93	1.43	8	7	8	1.20	Sweden (p)
39	39	39	1.01	18	22	15	0.68	Switzerland (p)
52	46	59	1.30	30	20	40	2.00	United Kingdom (p)
62	55	70	1.27	x	x	x	x	United States (p)
								South and West Asia
...	...	...	...	...	...	...	...	India (p)
...	...	...	...	...	...	...	...	Sri Lanka (p)
								Sub-Saharan Africa
2 ⁻²	3 ⁻²	2 ⁻²	0.59 ⁻²	5 ⁻²	5 ⁻²	4 ⁻²	0.73 ⁻²	Zimbabwe (p)

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

Region	Total enrolment			Gross enrolment ratio							
	2005			1999				2005			
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Arab States											
Algeria	716,452 ⁻¹	51 ⁻¹	...	14^{**}	...	...	...	20 ⁻¹	19 ⁻¹	20 ⁻¹	1.08 ⁻¹
Bahrain	18,841	68	-	21	16 ^{**}	27 ^{**}	1.76 ^{**}	36	22	50	2.23
Djibouti	1,696	42	-	-	-	-	1.05	2	3	2	0.73
Egypt (p)	2,594,186^{**}	...	...	36^{**}	...	...	...	34^{**}	...	...	...
Iraq	424,908 ^{**}	36 ^{**}	...	11	15	8	0.54	15 ^{**}	19 ^{**}	11 ^{**}	0.59 ^{**}
Jordan (p)	217,823	50	20	28 ⁺¹	26 ⁺¹	30 ⁺¹	1.13 ⁺¹	39	38	40	1.06
Kuwait	34,829	66	27	23 ^{**}	14 ^{**}	34 ^{**}	2.39 ^{**}	18	11	25	2.19
Lebanon	165,730	53	50	36	36	37	1.04	51	47	54	1.15
Libyan Arab Jamahiriya	375,028 ^{**,-2}	51 ^{**,-2}	...	53	53 ^{**}	52 ^{**}	0.98 ^{**}	56 ^{**,-2}	54 ^{**,-2}	59 ^{**,-2}	1.09 ^{**,-2}
Mauritania	8,758	25	-	5	...	...	...	3	5	2	0.33
Morocco	366,879	45	5	9	10	8	0.74	11	12	10	0.85
Oman	48,483	51	28	...	...	...	...	18	18	19	1.09
Palestinian Autonomous Territories	127,214 ^{**}	50 ^{**}	...	25	26	23	0.89	38 ^{**}	37 ^{**}	39 ^{**}	1.04 ^{**}
Qatar	9,760	68	...	25 ^{**}	13 ^{**}	41 ^{**}	3.23 ^{**}	19	10	33	3.45
Saudi Arabia	603,671	58	...	20	17	24	1.38	28	23	34	1.47
Sudan	...	...	...	6	6	6	0.92	...	...	...	...
Syrian Arab Republic	...	...	...	...	...	...	...	...	...	...	...
Tunisia (p)	314,569	57	1	17 ^{**}	17 ^{**}	17 ^{**}	0.97 ^{**}	30	26	35	1.37
United Arab Emirates	68,182 ^{**,-2}	66 ^{**,-2}	...	19 ^{**}	10 ^{**}	31 ^{**}	3.03 ^{**}	22 ^{**,-2}	12 ^{**,-2}	39 ^{**,-2}	3.24 ^{**,-2}
Yemen	201,043	26	15	10	16	4	0.28	9	14	5	0.37
Central and Eastern Europe											
Albania	53,014 ⁻¹	62 ⁻¹	1 ⁻¹	16	13	18	1.40	19 ⁻¹	15 ⁻¹	23 ⁻¹	1.57 ⁻¹
Belarus	528,508	57	14	52	45	59	1.32	62	53	72	1.37
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...
Bulgaria (p)	228,468 ⁻¹	52 ⁻¹	14 ⁻¹	46	36	56	1.54	41 ⁻¹	38 ⁻¹	44 ⁻¹	1.16 ⁻¹
Croatia	121,722 ⁻²	53 ⁻²	3 ⁻²	31	28	33	1.16	39 ⁻²	35 ⁻²	42 ⁻²	1.19 ⁻²
Czech Republic (p)	336,307	53	9	26	26	27	1.03	48	44	52	1.16
Estonia	67,760	62	82	51	42	60	1.42	66	50	82	1.66
Hungary (p)	436,012	58	15	33	30	37	1.24	65	53	78	1.46
Latvia	127,656 ⁻¹	62 ⁻¹	98 ⁻¹	50	38	62	1.64	74 ⁻¹	55 ⁻¹	94 ⁻¹	1.72 ⁻¹
Lithuania	182,656 ⁻¹	60 ⁻¹	7 ⁻¹	44	35	53	1.52	73 ⁻¹	57 ⁻¹	89 ⁻¹	1.56 ⁻¹
Poland (p)	2,118,081	58	29	44	37	52	1.38	63	53	74	1.41
Republic of Moldova	118,528	59	18	33 ⁺	29 ⁺	38 ⁺	1.30 ⁺	34 ⁺	27 ⁺	41 ⁺	1.48 ⁺
Romania	738,806	55	22	22	21	23	1.09	45	40	50	1.26
Russian Federation (p)	9,019,556 ^{**}	57 ^{**}	12^{**}	...	...	...	...	71 ^{**}	60 ^{**}	82 ^{**}	1.36 ^{**}
Serbia and Montenegro	...	...	...	34 ⁺	31 ⁺	37 ⁺	1.19 ⁺
Slovakia (p)	181,419	55	2	26	25	28	1.11	41	36	46	1.29
Slovenia	112,228	58	8	53	45	61	1.36	81	67	96	1.43
The Former Yugoslav Rep. of Macedonia	49,364	57	...	22	19	24	1.28	30	25	35	1.38
Turkey (p)	2,106,351	42	4	22	25	17	0.68	31	36	26	0.74
Ukraine	2,604,875	54	...	47	44	51	1.14	69	63	75	1.20
Central Asia											
Armenia	86,629	55	26	24	22	25	1.11	28	25	31	1.22
Azerbaijan	128,634	47	17	15	19	12	0.64	15	16	14	0.90
Georgia	174,255	50	20	36	35	37	1.07	46	45	47	1.04

Distribution of students by ISCED level (%)			Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff		Region
2005			2005			2005				2005		Country or territory
5A	5B	6	5A	5B	6	MF	M	F	GPI	MF	% F	
												Arab States
77 ⁻¹	19 ⁻¹	4 ⁻¹	57 ⁻¹	26 ⁻¹	43 ⁻¹	...	...	...	...	26,097 ⁻¹	32 ⁻¹	Algeria
92	8	-	69	52	30	19	10	28	2.80	756 ^{**}	41 ^{**}	Bahrain
69	31	.	39	48	.	1	1	1	0.86	96	21	Djibouti
...	...	...	...	...	...	23 ⁻¹	...	...	...	80,658 ^{**,-1}	...	Egypt (p)
78 ^{**}	17 ^{**}	5 ^{**}	39 ^{**}	22 ^{**}	35 ^{**}	11 ⁻¹	13 ⁻¹	8 ⁻¹	0.67 ⁻¹	19,231 ^{**}	35 ^{**}	Iraq
88	11	1	49	61	28	22	21	23	1.12	8,251	21	Jordan (p)
98	.	2	66	.	51	...	...	...	...	2,045	27	Kuwait
84	15	1	54	47	35	27	21	32	1.51	20,764	37	Lebanon
72 ^{**,-2}	26 ^{**,-2}	2 ^{**,-2}	52 ^{**,-2}	50 ^{**,-2}	38 ^{**,-2}	...	...	...	...	15,711 ^{**,-2}	...	Libyan Arab Jamahiriya
96	4	.	25	13	.	...	...	...	...	356	4	Mauritania
77	17	5	46	45	32	4	4	4	0.88	19,374	24	Morocco
79 ^{**}	20 ^{**}	1 ^{**}	54 ^{**}	41 ^{**}	22^{**}	...	...	...	...	2,991	29	Oman
90 ^{**}	10 ^{**}	.	50 ^{**}	49 ^{**}	.	16 ⁻¹	14 ⁻¹	18 ⁻¹	1.24 ⁻¹	4,526 ^{**}	15 ^{**}	Palestinian Autonomous Territories
97 ^{**}	3 ^{**}	1	68 ^{**}	87 ^{**}	39	15 ⁻²	7 ⁻²	26 ⁻²	3.67 ⁻²	664	32	Qatar
84	14	2	65	21	40	15	10	21	2.07	26,836	33	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	...	...	Sudan
...	...	...	...	...	...	...	...	...	...	...	...	Syrian Arab Republic
...	...	...	...	...	...	11 ⁻¹	9 ⁻¹	13 ⁻¹	1.37 ⁻¹	16,671	40	Tunisia (p)
...	...	...	...	...	...	...	...	...	...	...	...	United Arab Emirates
...	...	-	...	...	31	...	...	...	...	6,062 ^{**}	16 ^{**}	Yemen
												Central and Eastern Europe
99 ⁻¹	1 ⁻¹	- ⁻¹	62 ⁻¹	73 ⁻¹	- ⁻¹	10 ⁻²	6 ⁻²	14 ⁻²	2.32 ⁻²	2,066 ^{**,-1}	41 ^{**,-1}	Albania
69	30	1	58	55	53	32 ⁻²	26 ⁻²	38 ⁻²	1.45 ⁻²	41,715	56	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
91 ⁻¹	7 ⁻¹	2 ⁻¹	52 ⁻¹	57 ⁻¹	51 ⁻¹	24 ⁻¹	20 ⁻¹	28 ⁻¹	1.42 ⁻¹	20,944 ⁻¹	45 ⁻¹	Bulgaria (p)
66 ⁻²	34 ⁻²	- ⁻²	55 ⁻²	50 ⁻²	36 ⁻²	15 ⁻²	11 ⁻²	18 ⁻²	1.59 ⁻²	8,132 ⁻²	37 ⁻²	Croatia
83	10	7	52	68	37	21 ⁻¹	19 ⁻¹	23 ⁻¹	1.23 ⁻¹	24,298	40	Czech Republic (p)
62	36	3	62	62	53	29	18	41	2.26	6,842 ^{**}	49 ^{**}	Estonia
93	5	2	58	64	45	44	31	57	1.85	25,413	39	Hungary (p)
87 ⁻¹	12 ⁻¹	1 ⁻¹	63 ⁻¹	55 ⁻¹	58 ⁻¹	40 ⁻¹	23 ⁻¹	58 ⁻¹	2.58 ⁻¹	5,716 ⁻¹	55 ⁻¹	Latvia
70 ⁻¹	29 ⁻¹	1 ⁻¹	59 ⁻¹	62 ⁻¹	56 ⁻¹	33 ⁻¹	23 ⁻¹	44 ⁻¹	1.86 ⁻¹	13,415 ⁻¹	53 ⁻¹	Lithuania
97	1	2	57	81	48	43	31	55	1.78	95,143	41	Poland (p)
98	-	2	59	-	61	...	...	...	...	5,909	54	Republic of Moldova
91	6	3	55	56	47	31	26	36	1.41	30,857	43	Romania
76 ^{**}	22 ^{**}	...	58	54	...	42^{**}	...	...	...	624,916	54	Russian Federation (p)
...	...	...	...	...	...	...	...	...	...	...	...	Serbia and Montenegro
92	3	6	56	64	41	30	25	35	1.36	12,709	42	Slovakia (p)
50	49	1	61	55	46	23	15	31	2.01	4,475	33	Slovenia
94	6	-	57	50	-	15	10	21	2.09	2,922	44	The Former Yugoslav Rep. of Macedonia
69	29	1	43	39	40	...	...	...	...	82,096	38	Turkey (p)
78	21	1	54	53	52	...	...	...	...	187,402	...	Ukraine
												Central Asia
98	.	2	56	.	36	20	18	22	1.21	12,459	46	Armenia
99	.	1	47	.	27	17	19	15	0.80	15,145	42	Azerbaijan
99	.	1	50	.	65	...	...	...	...	12,651	46	Georgia

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

Region	Total enrolment			Gross enrolment ratio							
	2005			1999				2005			
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Kazakhstan	753,181	58	...	25	23	26	1.16	53	44	62	1.42
Kyrgyzstan	220,460	55	7	29	28	30	1.04	41	37	46	1.25
Mongolia	123,824	61	32	26	18	34	1.88	41	32	51	1.62
Tajikistan	119,317	26	-	14	20	7	0.35	17	26	9	0.35
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	407,582 **,-1	44 **,-1	...	...	...	...	...	15 **,-1	17 **,-1	14 **,-1	0.80 **,-1
East Asia and the Pacific											
Australia (p)	1,015,060	54	2	66	59	72	1.22	72	64	80	1.25
Brunei Darussalam	5,023	67	-	12	8	16	1.97	15	10	20	2.02
Cambodia	56,810	31	56	2 +1	3 +1	1 +1	0.33 +1	3	5	2	0.46
China (p)	21,335,646	47	...	6	...	...	...	20	21	20	0.95
Cook Islands	.	.	...	.	.	.	.	.	.	.	.
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...
Fiji	12,717 **	53 **	...	...	...	...	...	15 **	14 **	17 **	1.20 **
Hong Kong SAR of China	152,294	51	4	...	...	...	...	31	32	31	0.95
Indonesia (p)	3,640,270 **	44 **	...	...	...	...	...	17 **	19 **	15 **	0.79 **
Japan (p)	4,038,302	46	80	45	49	41	0.85	55	59	52	0.89
Kiribati	.	.	...	.	.	.	.	.	.	.	.
Lao People's Democratic Republic	47,424	41	31	2	3	2	0.49	8	9	7	0.72
Macao, China	23,420	43	63	27	31	24	0.77	61	71	52	0.73
Malaysia (p)	731,077 -1	55 -1	33 -1	23	23	24	1.04	32 -1	28 -1	36 -1	1.31 -1
Marshall Islands	919 **,-2	56 **,-2	...	...	...	...	...	17 **,-2	15 **,-2	19 **,-2	1.30 **,-2
Micronesia (Federated States of) (p)	...	...	...	14	...	...	...	...	...	...	...
Myanmar	...	...	...	7 **	5 **	9 **	1.60 **	...	...	...	...
Nauru	.	.	...	.	.	.	.	.	.	.	.
New Zealand (p)	239,983	59	9	67	55	79	1.45	82	66	99	1.50
Niue	.	.	...	.	.	.	.	.	.	.	.
Palau	...	...	...	41 **,+1	25 **,+1	58 **,+1	2.35 **,+1	...	...	...	...
Papua New Guinea	...	...	...	2 **	3 **	1 **	0.55 **	...	...	...	...
Philippines (p)	2,402,649	54	66	29	25	32	1.26	28	25	31	1.23
Republic of Korea (p)	3,210,184 +1	37 +1	80 +1	66	83	47	0.57	91 +1	111 +1	70 +1	0.63 +1
Samoa	...	...	...	12	11	12	1.04	...	...	...	...
Singapore	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	.	.	...	.	.	.	.	.	.	.	.
Thailand (p)	2,338,572 +1	51 +1	16 +1	32	30	35	1.16	43 +1	42 +1	44 +1	1.06 +1
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...
Tokelau	.	.	...	.	.	.	.	.	.	.	.
Tonga	657 **,-1	60 **,-1	...	3	3	4	1.27	6 **,-1	5 **,-1	8 **,-1	1.67 **,-1
Tuvalu	.	.	...	.	.	.	.	.	.	.	.
Vanuatu	955 **,-1	36 **,-1	...	4 **	...	...	...	5 **,-1	6 **,-1	4 **,-1	0.58 **,-1
Viet Nam	1,354,543	41	10	11	12	9	0.76	16	19	13	0.71
Latin America and the Caribbean											
Anguilla	33	76	100	.	.	.	.	3 **	2 **	5 **	3.11 **
Antigua and Barbuda	.-1	.-1	...	.	.	.	.	.-1	.-1	.-1	.-1
Argentina (p)	2,127,113 -1	58 -1	22 -1	49	37	60	1.63	65 -1	54 -1	76 -1	1.41 -1
Aruba	2,106	60	13	26 +	24 +	28 +	1.16 +	34 +	27 +	40 +	1.49 +

Distribution of students by ISCED level (%)			Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff		Region
2005			2005			2005				2005		Country or territory
5A	5B	6	5A	5B	6	MF	M	F	GPI	MF	% F	
99	.	1	58	.	55	30 ⁻²	27 ⁻²	33 ⁻²	1.24 ⁻²	42,333	61	Kazakhstan
99	.	1	55	.	62	30	26	35	1.33	13,337	54	Kyrgyzstan
94	5	1	62	59	61	34	23	45	1.95	8,018	55	Mongolia
99	.	1	26	.	29	...	...	...	...	7,303	32	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
59 ^{**,-1}	40 ^{**,-1}	1 ^{**,-1}	39 ^{**,-1}	51 ^{**,-1}	39 ^{**,-1}	...	...	...	...	25,397 ^{**,-1}	38 ^{**,-1}	Uzbekistan
East Asia and the Pacific												
80	16	4	55	52	50	48 ⁻²	39 ⁻²	58 ⁻²	1.50 ⁻²	...	...	Australia (p)
60	39	-	69	64	13	11 ⁻¹	7 ⁻¹	14 ⁻¹	1.91 ⁻¹	590	39	Brunei Darussalam
99 ^{**}	.	1 ^{**}	32 ^{**}	.	27 ^{**}	3 ⁻¹	4 ⁻¹	2 ⁻¹	0.40 ⁻¹	2,498	16 ^{**}	Cambodia
51 ^{**}	48 ^{**}	1	47 ^{**}	47 ^{**}	31^{**}	...	...	...	...	1,223,374 ^{**}	43 ^{**}	China (p)
.	.	.	.	.	.	..^{**,-1}	.. ^{**,-1}	.. ^{**,-1}	.. ^{**,-1}	.	.	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
86 ^{**}	12 ^{**}	1 ^{**}	52 ^{**}	63 ^{**}	43 ^{**}	8 ⁻¹	...	...	...	...	...	Fiji
53	44	3	53	49	43	18	17	19	1.10	...	...	Hong Kong SAR of China
73 ^{**}	26 ^{**}	2 ^{**}	42 ^{**}	49 ^{**}	35 ^{**}	5	5	5	1.00	271,891	39 ^{**}	Indonesia (p)
74	24	2	41	62	29	38	42	33	0.78	496,528	17 ^{**}	Japan (p)
.	.	.	.	.	.	...	...	...	...	.	.	Kiribati
45	55	.	42	41	.	2	2	1	0.63	2,287	31	Lao People's Democratic Republic
86	13	2	40	62	24	24	18	28	1.53	1,521	32	Macao, China
54 ⁻¹	45 ⁻¹	1 ⁻¹	58 ⁻¹	52 ⁻¹	38 ⁻¹	15 ⁻¹	12 ⁻¹	19 ⁻¹	1.60 ⁻¹	41,871 ⁻¹	47 ⁻¹	Malaysia (p)
14 ^{**,-2}	86 ^{**,-2}	.. ^{**,-2}	57 ^{**,-2}	56 ^{**,-2}	.. ^{**,-2}	...	...	...	...	49 ^{**,-2}	51 ^{**,-2}	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of) (p)
...	...	...	...	...	...	...	...	...	...	...	...	Myanmar
.	.	.	.	.	.	..^{,-1}	.. ^{,-1}	.. ^{,-1}	.. ^{,-1}	.	.	Nauru
73	25	2	59	58	52	50	37	63	1.71	15,053	50	New Zealand (p)
.	.	.	.	.	.	..^{,-1}	.. ^{,-1}	.. ^{,-1}	.. ^{,-1}	.	.	Niue
...	...	...	...	...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	...	...	...	...	Papua New Guinea
89	11	-	54	53	61	19	14	24	1.68	112,941 ^{**}	56 ^{**}	Philippines (p)
61 ⁺¹	38 ⁺¹	1 ⁺¹	37 ⁺¹	37 ⁺¹	33 ⁺¹	36 ⁺¹	36 ⁺¹	37 ⁺¹	1.03 ⁺¹	190,521 ⁺¹	31 ⁺¹	Republic of Korea (p)
...	...	...	...	...	...	...	...	...	...	...	...	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	Singapore
.	.	.	.	.	.	...	...	...	...	.	.	Solomon Islands
83 ⁺¹	17 ⁺¹	.. ⁺¹	52 ⁺¹	48 ⁺¹	54 ⁺¹	...	...	...	...	70,405 ^{**,+1}	51 ^{**,+1}	Thailand (p)
...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
.	.	.	.	.	.	..^{,-1}	.. ^{,-1}	.. ^{,-1}	.. ^{,-1}	.	.	Tokelau
30 ^{**,-1}	42 ^{**,-1}	28 ^{**,-1}	34 ^{**,-1}	95 ^{**,-1}	36 ^{**,-1}	...	...	...	...	...	...	Tonga
.	.	.	.	.	.	.	.	.	.	.	.	Tuvalu
...	...	...	...	...	...	...	...	...	...	...	...	Vanuatu
67	30	3	47	29	28	...	...	...	...	47,646	40	Viet Nam
Latin America and the Caribbean												
52	48	.	71	81	.	2 ^{**,-2}	.. ^{**,-2}	4 ^{**,-2}	.. ⁻²	24	54	Anguilla
.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹ ⁻¹	.. ⁻¹	Antigua and Barbuda
74 ⁻¹	26 ⁻¹	.. ⁻¹	55 ⁻¹	67 ⁻¹	56 ⁻¹	11 ⁻²	9 ⁻²	13 ⁻²	1.44 ⁻²	131,470 ^{**,-2}	50 ^{**,-2}	Argentina (p)
30	70	.	73	54	.	3 ^{,-1}	1 ^{,-1}	5 ^{,-1}	4.16 ^{,-1}	228	45	Aruba

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

Region	Total enrolment			Gross enrolment ratio								
	2005			1999				2005				
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	
Bahamas	.	.	...	.	.	.	.	.	.	.	.	.
Barbados	...	...	...	33	20	46	2.29	...	...	...	...	...
Belize	722 ⁻¹	70 ⁻¹	3 ⁻¹	...	...	...	...	3 ⁻¹	2 ⁻¹	4 ⁻¹	2.43 ⁻¹	...
Bermuda	...	...	...	...	...	...	...	...	...	...	...	...
Bolivia	346,056 ^{**,-1}	...	...	33	...	...	...	41 ^{**,-1}	...	...	...	...
Brazil (p)	4,275,027 ⁻¹	56 ⁻¹	70 ⁻¹	14	13	16	1.26	24 ⁻¹	21 ⁻¹	27 ⁻¹	1.32 ⁻¹	...
British Virgin Islands	1,200 ^{**}	69 ^{**}	...	60 ⁺	36 ⁺	86 ⁺	2.40 ⁺	75 ^{**}	46 ^{**}	106 ^{**}	2.28 ^{**}	...
Cayman Islands	...	...	...	19 ^{**,+1}	10 ^{**,+1}	28 ^{**,+1}	2.79 ^{**,+1}	...	...	...	...	...
Chile (p)	663,694	48	...	38	39	36	0.91	48	49	47	0.96	...
Colombia	1,223,594	51	50	22	21	23	1.11	29	28	31	1.09	...
Costa Rica	110,717 ^{**}	54 ^{**}	...	16	15	17	1.17	25 ^{**}	23 ^{**}	28 ^{**}	1.26 ^{**}	...
Cuba	471,858	62 ⁺	-	20	18	21	1.18	61	46 ⁺	78 ⁺	1.72 ⁺	...
Dominica ⁺	. ⁺	. ⁺	. ⁺	. ⁺	. ⁺	. ⁺	. ⁺	. ⁺
Dominican Republic	293,565 ^{**,-1}	61 ^{**,-1}	...	...	...	...	...	33 ^{**,-1}	25 ^{**,-1}	41 ^{**,-1}	1.64 ^{**,-1}	...
Ecuador	...	...	...	...	...	...	...	...	...	...	...	...
El Salvador	122,431	55	65	18	16	19	1.25	19	17	21	1.23	...
Grenada ⁺	. ⁺	. ⁺	. ⁺	. ⁺	. ⁺	. ⁺	. ⁺	. ⁺
Guatemala	114,764 ^{**,-2}	43 ^{**,-2}	...	...	...	...	...	10 ^{**,-2}	11 ^{**,-2}	8 ^{**,-2}	0.72 ^{**,-2}	...
Guyana	7,278	68	-	...	...	...	...	10	6	13	2.13	...
Haiti	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	122,874 ^{**,-1}	59 ^{**,-1}	...	14 ^{**}	12 ^{**}	16 ^{**}	1.29 ^{**}	16 ^{**,-1}	13 ^{**,-1}	20 ^{**,-1}	1.46 ^{**,-1}	...
Jamaica (p)	45,770 ^{**,-2}	70 ^{**,-2}	...	15 ⁺¹	11 ⁺¹	20 ⁺¹	1.82 ⁺¹	19 ^{**,-2}	12 ^{**,-2}	26 ^{**,-2}	2.29 ^{**,-2}	...
Mexico (p)	2,384,858	50	33	18	19	17	0.92	24	24	24	0.99	...
Montserrat ⁺	. ⁺	. ⁺	. ⁺	. ⁺
Netherlands Antilles	...	...	...	23	22	25	1.13	...	...	...	...	...
Nicaragua	103,577 ^{**,-2}	52 ^{**,-2}	...	...	...	...	...	18 ^{**,-2}	17 ^{**,-2}	19 ^{**,-2}	1.11 ^{**,-2}	...
Panama	126,242	61	21	41	31	50	1.59	44	34	55	1.63	...
Paraguay (p)	149,120 ^{**,-1}	57 ^{**,-1}	...	13	11	15	1.38	24 ^{**,-1}	21 ^{**,-1}	28 ^{**,-1}	1.34 ^{**,-1}	...
Peru (p)	909,315 ^{**}	50 ^{**}	51^{**}	...	...	...	...	33 ^{**}	33 ^{**}	34 ^{**}	1.03 ^{**}	...
Saint Kitts and Nevis ⁺	. ⁺	. ⁺	. ⁺	. ⁺	. ⁺	. ⁺	. ⁺	. ⁺
Saint Lucia	2,197	74	4	...	...	...	...	14	7	20	2.80	...
Saint Vincent and the Grenadines	.	.	...	.	.	.	.	.	.	.	.	.
Suriname	...	...	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	16,920 ^{**}	56 ^{**}	...	6	5	7	1.38	12 ^{**}	11 ^{**}	14 ^{**}	1.27 ^{**}	...
Turks and Caicos Islands	.	.	...	.	.	.	.	.^{**}	.^{**}	.^{**}	.^{**}	.^{**}
Uruguay (p)	103,431 ^{**,-1}	66 ^{**,-1}	...	34 ^{**}	25 ^{**}	44 ^{**}	1.76 ^{**}	41 ^{**,-1}	27 ^{**,-1}	55 ^{**,-1}	2.03 ^{**,-1}	...
Venezuela	1,049,780 ^{,-1}	...	42 ^{,-1}	28 ⁺¹	23 ⁺¹	34 ⁺¹	1.46 ⁺¹	41 ^{,-1}	...	...	...	...
North America and Western Europe												
Andorra	342	51	...	...	...	...	...	8 ⁺	8 ⁺	9 ⁺	1.06 ⁺	...
Austria (p)	244,410	54	13	54	52	55	1.04	50	46	55	1.20	...
Belgium (p)	389,547	54	55	56	52	60	1.15	63	56	70	1.24	...
Canada (p)	1,326,711 ^{**,-1}	56 ^{**,-1}	...	60	51	69	1.34	62 ^{**,-1}	53 ^{**,-1}	72 ^{**,-1}	1.36 ^{**,-1}	...
Cyprus	20,078	52	68	21 ⁺	19 ⁺	23 ⁺	1.25 ⁺	33 ⁺	31 ⁺	35 ⁺	1.13 ⁺	...
Denmark (p)	232,255	57	1	56	48	64	1.33	80	67	94	1.39	...
Finland (p)	305,996	54	10	82	74	91	1.22	92	83	101	1.21	...
France (p)	2,187,383	55	16	52	47	58	1.24	56	49	64	1.29	...

Distribution of students by ISCED level (%)			Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff		Region
2005			2005			2005				2005		Country or territory
5A	5B	6	5A	5B	6	MF	M	F	GPI	MF	% F	
.	.	.	.	.	.	...	...	...	...	.	.	Bahamas
...	...	...	...	...	...	...	...	...	...	...	...	Barbados
100 ⁻¹	. ⁻¹	. ⁻¹	70 ⁻¹	. ⁻¹	. ⁻¹	3 ⁻¹	2 ⁻¹	4 ⁻¹	1.89 ⁻¹	97	49 ^{**}	Belize
...	...	...	...	...	...	...	...	...	...	69	...	Bermuda
...	...	...	...	...	...	...	...	...	...	17,759 ^{**,-1}	...	Bolivia
94 ⁻¹	4 ⁻¹	3 ⁻¹	57 ⁻¹	35 ⁻¹	56 ⁻¹	...	...	...	...	313,720 ⁻¹	44 ⁻¹	Brazil (p)
67 ^{**}	33 ^{**}	. ^{**}	75 ^{**}	56^{**}	.^{**}	...	...	...	...	110 ^{**}	55 ^{**}	British Virgin Islands
...	...	...	...	...	...	...	...	...	...	...	...	Cayman Islands
67	33	-	52	40	39	28 ⁻¹	26 ⁻¹	30 ⁻¹	1.15 ⁻¹	...	...	Chile (p)
75	25	-	57	35	41	6 ⁻¹	5 ⁻¹	7 ⁻¹	1.33 ⁻¹	93,673	34	Colombia
...	...	...	...	...	...	21 ⁻¹	15 ⁻¹	27 ⁻¹	1.73 ⁻¹	4,494 ^{**,-2}	...	Costa Rica
99	.	1	62 ⁺	.	44	14	10	19	1.83	91,087	59	Cuba
.	.	.	.	.	.	...	...	...	...	.	.	Dominica
91 ^{**,-1}	8 ^{**,-1}	1 ^{**,-1}	65 ^{**,-1}	25 ^{**,-1}	40 ^{**,-1}	...	...	...	...	11,367 ^{**,-1}	41 ^{**,-1}	Dominican Republic
...	...	...	...	...	...	...	...	...	...	...	...	Ecuador
88	12	-	55	54	13	8	6	9	1.41	8,070	34	El Salvador
.	.	.	.	.	.	...	...	...	...	.	.	Grenada
95 ^{**,-2}	5 ^{**,-2}	. ^{**,-2}	42 ^{**,-2}	66 ^{**,-2}	. ^{**,-2}	...	...	...	...	4,147 ^{**,-2}	...	Guatemala
81	19	.	65	78	.	6 ⁻¹	5 ⁻¹	7 ⁻¹	1.39 ⁻¹	578	44	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	Haiti
91 ^{**,-1}	9 ^{**,-1}	- ^{**,-1}	58 ^{**,-1}	67 ^{**,-1}	33 ^{**,-1}	3 ⁻²	2 ⁻²	4 ⁻²	1.55 ⁻²	7,170 ^{**,-1}	38 ^{**,-1}	Honduras
37 ^{**,-2}	56 ^{**,-2}	7 ^{**,-2}	73 ^{**,-2}	68 ^{**,-2}	71 ^{**,-2}	...	...	...	...	2,006 ^{**,-2}	60 ^{**,-2}	Jamaica (p)
96	3	1	51	42	40	14 ⁻¹	14 ⁻¹	15 ⁻¹	1.05 ⁻¹	251,253	...	Mexico (p)
.	.	.	.	.	.	...	...	...	...	.	.	Montserrat
...	...	...	...	...	...	...	...	...	...	...	...	Netherlands Antilles
95 ^{**,-2}	5 ^{**,-2}	. ^{**,-2}	52 ^{**,-2}	59 ^{**,-2}	. ^{**,-2}	...	...	...	...	6,757 ^{**,-2}	46 ^{**,-2}	Nicaragua
89	11	-	62	55	57	22	12	31	2.51	11,431	47	Panama
87 ^{**,-1}	13 ^{**,-1}	...	55 ⁻¹	67 ⁻¹	...	...	...	...	...	...	...	Paraguay (p)
58 ^{**}	42 ^{**}	...	45	57	...	...	...	...	...	...	...	Peru (p)
.	.	.	.	.	.	...	...	...	...	.	.	Saint Kitts and Nevis
75	25	.	80	56	.	4	2	6	2.78	174	48	Saint Lucia
.	.	.	.	.	.	.	.	.	.	.	.	Saint Vincent and the Grenadines
...	...	...	...	...	...	...	...	...	...	...	...	Suriname
51 ^{**}	34 ^{**}	15 ^{**}	60 ^{**}	48 ^{**}	58 ^{**}	5 ⁻¹	4 ⁻¹	6 ⁻¹	1.67 ⁻¹	1,800 ^{**}	33 ^{**}	Trinidad and Tobago
.	.	.	.	.	.	.^{-1,-1}	. ^{-1,-1}	. ^{-1,-1}	. ^{-1,-1}	.	.	Turks and Caicos Islands
73 ^{**,-1}	27 ^{**,-1}	...	60 ⁻¹	83 ⁻¹	...	9 ⁻²	7 ⁻²	11 ⁻²	1.54 ⁻²	12,806 ⁻¹	...	Uruguay (p)
61 ^{,-1}	...	...	...	...	...	11 ⁻¹	...	...	...	81,884 ^{,-1}	...	Venezuela
North America and Western Europe												
27	73	.	60	48	.	- [*]	- [*]	- [*]	0.50 ⁺	88 ^{**}	47 ^{**}	Andorra
83	10	6	53	68	45	22	20	24	1.16	29,815 ^{**,-1}	29 ^{**,-1}	Austria (p)
46	52	2	51	58	40	...	...	...	...	25,774	41	Belgium (p)
73 ^{**,-1}	24 ^{**,-1}	3 ^{**,-1}	58 ⁻¹	52 ^{**,-1}	46 ⁻¹	35 ⁻¹	26 ⁻¹	44 ⁻¹	1.68 ⁻¹	...	...	Canada (p)
21	77	1	76	46	50	6 ^{,-1,-1}	2 ^{,-1,-1}	10 ^{,-1,-1}	4.36 ^{,-1,-1}	1,406 ^{**}	42 ^{**}	Cyprus
84	14	2	59	47	45	53	37	68	1.84	...	...	Denmark (p)
93	-	7	54	32	51	53 ⁻¹	38 ⁻¹	68 ⁻¹	1.78 ⁻¹	18,605	46	Finland (p)
72	24	4	55	56	48	35	31	40	1.29	135,783 ⁻¹	39 ⁻¹	France (p)

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

Region	Total enrolment			Gross enrolment ratio								
	2005			1999				2005				
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	
Germany (p)	2,362,197
Gibraltar
Greece (p)	646,587	51	-	47	45	49	1.11	89	83	95	1.14	
Holy See
Iceland (p)	15,529 **	65 **	13 **	40	30	50	1.68	71 **	50 **	93 **	1.85 **	
Ireland (p)	186,561	55	8	45	41	49	1.20	59	52	67	1.27	
Israel (p)	310,937	56	85	48	40	57	1.44	58	50	66	1.34	
Italy (p)	2,014,998	57	6	47	41	53	1.28	66	56	76	1.36	
Liechtenstein	532 ⁻¹	27 ⁻¹	...	...	...	...	...	25 ^{-1,-1}	36 ^{-1,-1}	14 ^{-1,-1}	0.37 ^{-1,-1}
Luxembourg (p)	3,042 ^{**,-1}	53 ^{**,-1}	- ^{**,-1}	11	10	11	1.09	12 ^{**,-1}	11 ^{**,-1}	13 ^{**,-1}	1.18 ^{**,-1}	
Malta	9,441	56	-	20	18	21	1.13	32	27	37	1.36	
Monaco	.	.	...	.	.	.	.	.	.	.	.
Netherlands (p)	564,983	51	...	50	50	50	1.01	61	58	63	1.08	
Norway (p)	213,940	60	14	66	56	78	1.40	80	63	97	1.54	
Portugal (p)	380,937	56	26	45	39	51	1.30	56	49	64	1.30	
San Marino	...	...	...	...	...	...	...	...	...	...	...
Spain (p)	1,809,353	54	13	55	50	60	1.18	67	60	74	1.22	
Sweden (p)	426,723	60	7	64	53	75	1.41	82	64	100	1.55	
Switzerland (p)	199,696	46	22	38	44	31	0.70	47	52	43	0.84	
United Kingdom (p)	2,287,541	57	100	60	56	64	1.15	60	50	70	1.39	
United States (p)	17,272,044	57	25	73	63 **	83 **	1.31 **	83	69	97	1.40	
South and West Asia												
Afghanistan	27,648 ⁻¹	20 ⁻¹	...	...	...	...	...	1 ⁻¹	2 ⁻¹	- ⁻¹	0.28 ⁻¹
Bangladesh	911,600	33	47	6	8	4	0.51	6	8	4	0.53	
Bhutan	...	...	...	...	...	...	...	...	...	...	...
India	11,777,296	39	...	10 ⁺¹	12 ⁺¹	8 ⁺¹	0.65 ⁺¹	11	13	9	0.70	
Iran, Islamic Republic of	2,126,274	51	54	19	21	17	0.80	24	23	25	1.09	
Maldives	73 ^{**,-1}	70 ^{**,-1}	...	.	.	.	.	- ^{**,-1}	- ^{**,-1}	- ^{**,-1}	2.37 ^{**,-1}
Nepal	147,123 ⁻¹	28 ⁻¹	...	4 ⁺¹	6 ⁺¹	2 ⁺¹	0.40 ⁺¹	6 ⁻¹	8 ⁻¹	3 ⁻¹	0.40 ⁻¹	
Pakistan	782,621	45	8	...	...	...	...	5	5	4	0.88
Sri Lanka	...	...	...	...	...	...	...	...	...	...	...
Sub-Saharan Africa												
Angola	12,982 ^{**,-2}	40 ^{**,-2}	32 ^{**,-2}	1	1	-	0.63	1 ^{**,-2}	1 ^{**,-2}	1 ^{**,-2}	0.66 ^{**,-2}	
Benin	...	...	...	3	4	1	0.26	...	...	...	...
Botswana	10,950	50	100	3	3	3	0.79	5	5	5	1.00	
Burkina Faso	27,942	31	17	1	2	-	0.30	2	3	1	0.45	
Burundi	16,889 **	28 **	32 **	1	1	1	0.41	2 **	3 **	1 **	0.38 **	
Cameroon	99,864 [^]	40 [^]	9 [^]	5	...	...	...	6 [^]	7 [^]	5 [^]	0.66 [^]
Cape Verde	3,910	51	52	2	...	...	...	7	7	7	1.04
Central African Republic	6,270 **	...	- **	2	3	1	0.18	2 **	...	...	...
Chad	10,468 **	13 **	...	1 ⁺¹	1 ⁺¹	- ⁺¹	0.17 ⁺¹	1 **	2 **	- **	0.14 **	
Comoros	1,779 ^{**,-1}	43 ^{**,-1}	- ^{**,-1}	1	1	1	0.75	2 ^{**,-1}	3 ^{**,-1}	2 ^{**,-1}	0.77 ^{**,-1}	
Congo	12,456 ^{**,-2}	16 ^{**,-2}	8 ^{**,-2}	4	6	1	0.26	4 ^{**,-2}	6 ^{**,-2}	1 ^{**,-2}	0.19 ^{**,-2}	
Côte d'Ivoire	...	...	...	6	10	3	0.36	...	...	...	...
Democratic Republic of the Congo	...	...	...	1 **	...	...	...	...	...	...	...
Equatorial Guinea	...	...	...	3 ⁺¹	4 ⁺¹	2 ⁺¹	0.43 ⁺¹	...	...	...	...

Distribution of students by ISCED level (%)			Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff		Region
2005			2005			2005				2005		Country or territory
5A	5B	6	5A	5B	6	MF	M	F	GPI	MF	% F	
...	...	...	48	60	...	21	20	21	1.07	287,251	34	Germany (p)
. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.	.	Gibraltar
61	35	3	53	49	43	23	16	31	1.97	27,161	36	Greece (p)
...	...	...	...	...	...	...	...	...	...	...	...	Holy See
95 ^{**}	5 ^{**}	.. ^{**}	65 ^{**}	49 ^{**}	54 ^{**}	53 ⁻¹	33 ⁻¹	72 ⁻¹	2.19 ⁻¹	1,782	45	Iceland (p)
67	30	3	58	49	48	41	33	50	1.51	11,628	39	Ireland (p)
80	17	3	57	54	52	34	26	42	1.60	...	...	Israel (p)
97	1	2	57	60	51	48	40	56	1.41	94,371	34	Italy (p)
100 ⁻¹	.. ⁻¹	.. ⁻¹	27 ⁻¹	.. ⁻¹	.. ⁻¹	9 ^{..-1}	14 ^{..-1}	5 ^{..-1}	0.38 ^{..-1}	...	...	Liechtenstein
60 ^{**,-1}	40 ^{**,-1}	1 ^{**,-1}	54 ^{**,-1}	52 ^{**,-1}	52 ^{**,-1}	...	...	...	...	...	...	Luxembourg (p)
85	14	1	56	57	30	26	20	32	1.56	825	23 ^{**}	Malta
. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.	.	Monaco
99	.	1	51	.	41	46 ⁻¹	39 ⁻¹	53 ⁻¹	1.35 ⁻¹	44,656	35	Netherlands (p)
97	1	2	60	57	43	47	32	62	1.92	18,425 ^{**,-1}	37 ^{**,-1}	Norway (p)
94	1	5	56	56	56	37	24	51	2.14	36,773	42	Portugal (p)
...	...	...	...	...	.	...	...	...	...	...	...	San Marino
82	14	4	54	51	51	36 ⁻¹	28 ⁻¹	44 ⁻¹	1.57 ⁻¹	144,973	39	Spain (p)
91	4	5	61	50	48	48 ⁻¹	35 ⁻¹	61 ⁻¹	1.76 ⁻¹	37,684	43	Sweden (p)
73	18	8	48	41	39	27	27	27	1.00	34,076	32	Switzerland (p)
73	23	4	55	66	44	40	34	46	1.34	122,305	40	United Kingdom (p)
77	21	2	57	60	51	...	...	...	...	1,208,213	43	United States (p)
South and West Asia												
...	...	...	...	...	...	...	...	...	...	1,781 ⁻¹	12 ⁻¹	Afghanistan
91	9	..	35	20	28	5 ⁻²	7 ⁻²	4 ⁻²	0.55 ⁻²	52,297	15	Bangladesh
...	...	...	...	...	...	...	...	...	...	...	...	Bhutan
100	.	..	39	.	41	...	...	...	...	538,769 ⁻¹	40 ⁻¹	India
71	28	1	55	41	25	13	12	15	1.24	115,340	19	Iran, Islamic Republic of
.. ^{**,-1}	100 ^{**,-1}	.. ^{**,-1}	.. ^{**,-1}	70 ^{**,-1}	.. ^{**,-1}	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	39 ⁻²	67 ⁻²	Maldives
99 ^{**,-1}	.. ^{**,-1}	1 ^{**,-1}	28 ^{**,-1}	.. ^{**,-1}	23 ^{**,-1}	...	...	...	...	...	...	Nepal
97	2	1	46	29	28	...	...	...	...	69,298 [*]	17 [*]	Pakistan
...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka
Sub-Saharan Africa												
100 ^{**,-2}	.. ^{**,-2}	.. ^{**,-2}	40 ^{**,-2}	.. ^{**,-2}	.. ^{**,-2}	...	...	...	...	...	...	Angola
...	...	...	...	...	...	...	...	...	...	...	...	Benin
94	6	..	52	16	..	...	...	...	...	529	37	Botswana
...	...	...	...	...	...	...	...	...	...	1,984	6	Burkina Faso
33 ^{**}	67 ^{**}	.. ^{**}	25 ^{**}	29 ^{**}	19 ^{**}	.. ⁻¹	1 ⁻¹	.. ⁻¹	0.34 ⁻¹	719 ^{**}	14 ^{**}	Burundi
...	...	...	...	...	...	...	...	...	...	3,173	...	Cameroon
100	.	..	51	.	63	...	...	...	...	485	41	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
...	...	...	...	...	...	...	...	...	...	1,100 ^{**}	3 ^{**}	Chad
68 ^{**,-1}	32 ^{**,-1}	.. ^{**,-1}	39 ^{**,-1}	52 ^{**,-1}	.. ^{**,-1}	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	130 ^{**,-1}	15 ^{**,-1}	Comoros
84 ^{**,-2}	15 ^{**,-2}	1 ^{**,-2}	16 ^{**,-2}	13 ^{**,-2}	31 ^{**,-2}	...	...	...	...	894 ^{**,-2}	...	Congo
...	...	...	...	...	...	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	...	...	Democratic Republic of the Congo
...	...	...	...	...	...	...	...	...	...	...	...	Equatorial Guinea

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

Region	Total enrolment			Gross enrolment ratio							
	2005			1999				2005			
	MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Eritrea	4,612 ⁻¹	13 ⁻¹	...	1	2	-	0.15	1 ⁻¹	2 ⁻¹	- ⁻¹	0.15 ⁻¹
Ethiopia	191,165	24	25	1	1	-	0.23	3	4	1	0.32
Gabon	...	...	...	7	9	5	0.54	...	...	...	...
Gambia	1,530 ⁻¹	19 ⁻¹	...	1	2	-	0.29	1 ⁻¹	2 ⁻¹	- ⁻¹	0.23 ⁻¹
Ghana	110,184 ⁺¹	34 ⁺¹	- ⁺¹	3 ⁺¹	4 ⁺¹	1 ⁺¹	0.34 ⁺¹	5 ⁺¹	6 ⁺¹	3 ⁺¹	0.53 ⁺¹
Guinea	23,788	19	...	...	...	...	...	3	5	1	0.24
Guinea-Bissau	...	...	...	-^{**}	1 ^{**}	- ^{**}	0.18^{**}	...	...	...	...
Kenya	108,407 ⁻¹	37 ⁻¹	...	3 ⁺¹	4 ⁺¹	2 ⁺¹	0.54 ⁺¹	3 ⁻¹	4 ⁻¹	2 ⁻¹	0.60 ⁻¹
Lesotho	7,918	57	...	2	2	3	1.64	3	3	4	1.27
Liberia	...	...	...	8	13	3	0.24	...	...	...	...
Madagascar	44,948	47	8	2	2	2	0.84	3	3	2	0.89
Malawi	5,089 ⁻¹	35 ⁻¹	- ⁻¹	-	-	-	0.38	- ⁻¹	1 ⁻¹	- ⁻¹	0.54 ⁻¹
Mali	32,609	31 ^{**}	-	2	2	1	0.47	3	3 ^{**}	2 ^{**}	0.47 ^{**}
Mauritius	16,852	55	...	7	7	6	0.88	17	15	19	1.26
Mozambique	28,298	33	33	1	...	...	...	1	2	1	0.49
Namibia	12,197 ⁻¹	53 ⁻¹	...	7 ⁻¹	6 ⁻¹	7 ⁻¹	1.15 ⁻¹	6 ⁻¹	6 ⁻¹	7 ⁻¹	1.15 ⁻¹
Niger	10,799	30	32	...	...	...	...	1	1	1	0.45
Nigeria	1,289,656 ⁻¹	35 ⁻¹	...	7	7	6	0.78	10 ⁻¹	13 ⁻¹	7 ⁻¹	0.55 ⁻¹
Rwanda	26,378 ^{**}	39 ^{**}	43 ^{**}	1	...	...	...	3 ^{**}	3 ^{**}	2 ^{**}	0.62 ^{**}
Sao Tome and Principe	.	.	.	.	.	.	.	.	.	.	.
Senegal	59,127 ⁺	...	20 ⁺	3	...	...	...	5 ⁺
Seychelles	.	.	.	.	.	.	.	.	.	.	.
Sierra Leone	...	...	...	...	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...	...	...
South Africa	735,073	55	...	14	13	15	1.17	15	14	17	1.22
Swaziland	5,897	52	-	5	5	4	0.86	4	4	5	1.06
Togo	...	...	...	3	5	1	0.21	...	...	...	...
Uganda	88,360 ⁻¹	38 ⁻¹	10 ⁻¹	2	2 ^{**}	1 ^{**}	0.53 ^{**}	3 ⁻¹	4 ⁻¹	3 ⁻¹	0.62 ⁻¹
United Republic of Tanzania	51,080 ^{**}	32 ^{**}	...	1	1	-	0.27	1 ^{**}	2 ^{**}	1 ^{**}	0.48 ^{**}
Zambia	...	...	...	2 ^{**}	3 ^{**}	1 ^{**}	0.46^{**}	...	...	...	...
Zimbabwe (p)	55,689 ^{**,-2}	39 ^{**,-2}	10 ^{**,-2}	3^{**}	...	...	...	4 ^{**,-2}	5 ^{**,-2}	3 ^{**,-2}	0.63 ^{**,-2}

REGIONAL AVERAGES

WORLD	137,870,387	50	...	18 ^{**}	18 ^{**}	18 ^{**}	0.97 ^{**}	24	24	25	1.05
Arab States	6,782,048	49 ^{**}	...	19	22 ^{**}	16 ^{**}	0.74 ^{**}	21	21 ^{**}	21 ^{**}	1.00 ^{**}
Central and Eastern Europe	19,388,595	55	...	39 ^{**}	36 ^{**}	43 ^{**}	1.19 ^{**}	57	51	63	1.25
Central Asia	2,060,035 ^{**}	51 ^{**}	...	19 ^{**}	20 ^{**}	18 ^{**}	0.92 ^{**}	27 ^{**}	26 ^{**}	28 ^{**}	1.08 ^{**}
East Asia and the Pacific	41,576,196	47	...	13	15 ^{**}	11 ^{**}	0.76 ^{**}	24	25	23	0.93
Latin America and the Caribbean	15,293,181 ^{**}	54 ^{**}	...	21	20	23	1.12	29 ^{**}	27 ^{**}	32 ^{**}	1.17 ^{**}
North America and Western Europe	33,422,094	56	...	61	55	68	1.23	70	60	80	1.33
South and West Asia	15,842,175	41	...	...	...	...	...	11	12	9	0.74
Sub-Saharan Africa	3,506,063 ^{**}	38 ^{**}	...	4	4 ^{**}	3 ^{**}	0.68 ^{**}	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
2005			2005			2005				2005		Country or territory
5A	5B	6	5A	5B	6	MF	M	F	GPI	MF	% F	
77 ⁻¹	23 ⁻¹	. ⁻¹	12 ⁻¹	16 ⁻¹	. ⁻¹	2 ⁻¹	3 ⁻¹	. ⁻¹	0.17 ⁻¹	429 ⁻¹	14 ⁻¹	Eritrea
98	.	2	25	.	9	2	3	1	0.32	4,847	10	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	Gabon
100 ⁻¹	. ⁻¹	. ⁻¹	19 ⁻¹	. ⁻¹	. ⁻¹	2 ⁻¹	3 ⁻¹	1 ⁻¹	0.17 ⁻¹	134 ⁻¹	16 ⁻¹	Gambia
75 ⁺¹	25 ⁺¹	. ⁺¹	34 ⁺¹	32 ⁺¹	17 ⁺¹	...	...	...	...	3,899 ⁺¹	11 ⁺¹	Ghana
...	...	...	...	...	...	...	...	...	...	1,069	4	Guinea
...	...	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
62 ⁻¹	33 ⁻¹	5 ⁻¹	35 ⁻¹	43 ⁻¹	36 ⁻¹	...	...	...	...	...	...	Kenya
51	49	.	58	56	.	...	...	...	...	558	...	Lesotho
...	...	...	...	...	...	...	...	...	...	...	...	Liberia
79	18	3	48	46	40	1	1	1	0.88	1,763	31	Madagascar
100 ⁻¹	. ⁻¹	. ⁻¹	35 ⁻¹	. ⁻¹	. ⁻¹	...	...	...	...	418 ⁻¹	32 ⁻¹	Malawi
95 ^{**}	5 ^{**}	.	31 ^{**}	51^{**}	.	...	...	...	...	1,112 ^{**}	...	Mali
51	48	1	51	61	38	10	10	11	1.06	...	...	Mauritius
100	.	.	33	.	.	1 ⁻¹	1 ⁻¹	1 ⁻¹	0.54 ⁻¹	3,009	21	Mozambique
61 ⁻¹	39 ⁻¹	. ⁻¹	55 ⁻¹	51 ⁻¹	44 ⁻¹	4 ⁻²	3 ⁻²	4 ⁻²	1.29 ⁻²	898 ⁻²	27 ⁻²	Namibia
65	35	...	21	46	...	...	...	...	...	726	6	Niger
58 ^{**,-1}	41 ⁻¹	1 ^{**,-1}	26 ^{**,-1}	46 ⁻¹	39 ^{**,-1}	...	...	...	...	37,031 ⁻¹	17 ⁻¹	Nigeria
65 ^{**}	35 ^{**}	. ^{**}	41 ^{**}	35 ^{**}	. ^{**}	1 ⁻¹	1 ⁻¹	1 ⁻¹	0.85 ⁻¹	1,817 ^{**}	12 ^{**}	Rwanda
.	.	.	.	.	.	.	.	.	.	.	.	Sao Tome and Principe
...	...	...	...	...	...	...	...	...	...	...	...	Senegal
. [*]	. [*]	. [*]	. [*]	.	.	Seychelles
...	...	...	...	...	.	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	Somalia
62	37	1	55	55	41	5	4	6	1.38	43,336	50	South Africa
100	.	.	52	.	.	4 ⁻¹	4 ⁻¹	4 ⁻¹	1.15 ⁻¹	432	36	Swaziland
...	...	...	...	...	...	...	...	...	...	...	...	Togo
62 ⁻¹	36 ⁻¹	2 ⁻¹	41 ⁻¹	35 ⁻¹	37 ⁻¹	2 ⁻¹	2 ⁻¹	2 ⁻¹	0.74 ⁻¹	4,168 ⁻¹	19 ⁻¹	Uganda
78 ^{**}	17 ^{**}	6 ^{**}	33	33	27 ^{**}	. ⁻¹	1 ⁻¹	. ⁻¹	0.07 ⁻¹	2,735	17	United Republic of Tanzania
...	...	...	...	...	...	...	...	...	...	...	...	Zambia
38 ^{**,-2}	59 ^{**,-2}	...	32 ⁻²	44 ⁻²	...	...	...	...	...	...	...	Zimbabwe (p)

REGIONAL AVERAGES

76	22	2	50	50	43^{**}	...	...	...	...	8,814,534 ^{**}	41 ^{**}	WORLD
82 ^{**}	14 ^{**}	4 ^{**}	52 ^{**}	35 ^{**}	40^{**}	...	...	...	...	269,938 ^{**}	34 ^{**}	Arab States
79	19	2 ^{**}	56	52	45^{**}	...	...	...	...	1,210,659	50	Central and Eastern Europe
91	9	1	51	52	50	...	...	...	...	140,817 ^{**}	49 ^{**}	Central Asia
62	37	1	47	47	34	...	...	...	...	2,560,973	37	East Asia and the Pacific
83 ^{**}	15 ^{**}	1 ^{**}	54 ^{**}	53 ^{**}	50	...	...	...	...	1,207,093 ^{**}	...	Latin America and the Caribbean
78	19	3	55	59	48	...	...	...	...	2,491,787	40	North America and Western Europe
95	5	1	41	38	36	...	...	...	...	787,772 ^{**}	33 ^{**}	South and West Asia
65 ^{**}	33 ^{**}	2 ^{**}	34 ^{**}	45 ^{**}	32^{**}	...	...	...	...	145,495 ^{**}	28 ^{**}	Sub-Saharan Africa

TABLE 9 INTERNATIONALLY MOBILE STUDENTS IN TERTIARY EDUCATION BY HOST COUNTRY AND REGION OF ORIGIN / 2005 (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
Arab States						
Algeria	4,677 ⁻¹	...	0.7 ⁻¹	...	...	...
Iraq	3,557 ⁻¹	19 ⁻¹	0.9 ⁻¹	...	...	...
Jordan (p)	21,481	27	9.9	17,358	125	11
Lebanon	14,073	53	8.5	...	...	...
Morocco	4,958	29	1.4	1,091	11	-
Qatar	2,378	61	24.4	1,966	-	-
Saudi Arabia	12,999	33	2.2	6,894	476	252
Tunisia (p)	2,338 ⁻¹	...	0.8 ⁻¹	...	...	...
Central and Eastern Europe						
Belarus	3,597	...	0.7	1,033	108	4
Bulgaria (p)	8,286 ⁻¹	41 ⁻¹	3.6 ⁻¹	286 ⁻¹	5,516 ⁻¹	112 ⁻¹
Croatia	2,836 ⁻²	46 ⁻²	2.3 ⁻²	2 ⁻²	2,646 ⁻²	- ⁻²
Czech Republic (p)	18,522	...	5.5	549	12,305	412
Estonia	1,061	56	1.6	4	347	4
Hungary (p)	13,601	46	3.1	197	8,591	91
Latvia	1,298 ⁻¹	...	1.0 ⁻¹	70 ⁻¹	971 ⁻¹	32 ⁻¹
Poland (p)	10,185	53	0.5	312	5,760	725
Moldova	2,264	35	1.9	387	785	216
Romania	10,812	...	1.5	1,335	6,531	32
Russian Fed. (p)	90,450	...	1.0 ^{**}	...	17,544	31,337
Slovakia (p)	1,607	45	0.9	176	940	22
Slovenia	1,088	...	1.0	3	930	-
Turkey (p)	18,166	29	0.9	1,025	3,851	4,884
Ukraine	23,259	...	0.9	4,701	5,039	784
Central Asia						
Armenia	3,778	44	4.4	647	579	1,205
Azerbaijan	2,521	15	2.0	165	547	1,548
Kazakhstan	9,153	...	1.2	24	3,172	3,191
Kyrgyzstan	23,565	61	10.7	12	1,254	21,544
Tajikistan	1,001	40	0.8	-	89	806
East Asia and the Pacific						
Australia (p)	207,264	46	20.4	3,724	2,247	212
Fiji	4,211 ⁻¹	53 ^{**,-1}	32.9 ⁻¹	...	...	...
China, Hong Kong	3,817	50	2.5	-	-	-
Japan (p)	125,917	49	3.1	555	1,239	983
Macao, China	12,711	30	54.3	-	1	-
Malaysia (p)	30,407 ⁻²	...	4.2 ⁻²	2,463 ⁻²	233 ⁻²	240 ⁻²
New Zealand (p)	40,774	50	17.0	147	297	30
Philippines (p)	4,836	...	0.2	211	18	5
Korea, Rep. (p)	15,497 ⁺¹	47 ⁺¹	0.5 ⁺¹	50 ⁺¹	300 ⁺¹	486 ⁺¹
Viet Nam	2,053	21	0.2	9	11	12
Latin America and the Caribbean						
Brazil (p)	1,246 ⁻²	...	0.0 ⁻²	3 ⁻²	6 ⁻²	...
Chile (p)	1,966	...	0.3	5	14	1
Costa Rica	1,560 ⁻¹	...	1.4 ⁻¹	2 ⁻¹	11 ⁻¹	1 ⁻¹

Mobile students by region of origin						Region
East Asia and the Pacific	Latin America and the Caribbean	North America and Western Europe	South and West Asia	Sub-Saharan Africa	Unspecified	Host country or territory
						Arab States
...	...	...	...	...	4,677 ⁻¹	Algeria
...	...	...	...	...	3,557 ⁻¹	Iraq
613	368	1,818	80	199	909	Jordan (p)
...	...	...	...	...	14,073	Lebanon
105	1	21	6	3,245	478	Morocco
-	-	-	-	28	384	Qatar
1,514	38	415	955	2,020	435	Saudi Arabia
...	...	...	...	...	2,338 ⁻¹	Tunisia (p)
						Central and Eastern Europe
1,020	38	131	1,024	239	-	Belarus
61 ⁻¹	9 ⁻¹	2,002 ⁻¹	212 ⁻¹	88 ⁻¹	- ⁻¹	Bulgaria (p)
4 ⁻²	- ⁻²	45 ⁻²	- ⁻²	1 ⁻²	138 ⁻²	Croatia
433	159	1,477	151	253	2,783	Czech Republic (p)
120	2	458	12	2	112	Estonia
298	35	3,794	447	148	-	Hungary (p)
5 ⁻¹	- ⁻¹	102 ⁻¹	115 ⁻¹	3 ⁻¹	- ⁻¹	Latvia
516	83	2,216	273	293	7	Poland (p)
260	-	541	-	74	1	Moldova
128	28	1,965	498	268	27	Romania
...	...	...	...	...	41,569	Russian Fed. (p)
23	18	368	13	47	-	Slovakia (p)
6	7	117	10	3	12	Slovenia
219	7	1,416	977	291	3,548	Turkey (p)
6,117	-	-	2,356	-	4,262	Ukraine
						Central Asia
13	2	49	1,283	-	-	Armenia
114	-	129	4	14	-	Azerbaijan
1,199	2	31	1,521	12	1	Kazakhstan
199	-	-	449	-	107	Kyrgyzstan
2	-	2	102	-	-	Tajikistan
						East Asia and the Pacific
122,278	2,448	22,753	31,851	7,331	14,420	Australia (p)
...	...	...	...	...	4,211 ⁻¹	Fiji
3,534	-	107	43	-	133	China, Hong Kong
114,676	1,188	3,582	3,158	509	27	Japan (p)
12,610	1	79	2	18	-	Macao, China
19,441 ⁻²	29 ⁻²	278 ⁻²	5,810 ⁻²	1,579 ⁻²	334 ⁻²	Malaysia (p)
32,525	255	4,986	1,917	203	414	New Zealand (p)
2,728	89	802	903	58	22	Philippines (p)
12,381 ⁺¹	146 ⁺¹	600 ⁺¹	701 ⁺¹	117 ⁺¹	716 ⁺¹	Korea, Rep. (p)
2,016	2	1	2	-	-	Viet Nam
						Latin America and the Caribbean
16	364 ⁻²	75 ⁻²	17 ⁻²	58 ⁻²	707 ⁻²	Brazil (p)
50	1,088	803	1	3	1	Chile (p)
40 ⁻¹	1,015 ⁻¹	445 ⁻¹	3 ⁻¹	. ⁻¹	43 ⁻¹	Costa Rica

TABLE 9 INTERNATIONALLY MOBILE STUDENTS IN TERTIARY EDUCATION BY HOST COUNTRY AND REGION OF ORIGIN / 2005 (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
Host country or territory						
Cuba	14,414	...	3.1	102	10	39
Venezuela	2,472 ⁻¹	...	0.2 ⁻¹	28 ⁻¹	15 ⁻¹	- ⁻¹
North America and Western Europe						
Austria (p)	33,707 ⁻¹	52 ⁻¹	14.1 ⁻¹	444 ⁻¹	14,537 ⁻¹	168 ⁻¹
Belgium (p)	21,054	59	5.4	172	567	13
Canada (p)	132,982 ^{-1**}	...	...	...	...	...
Cyprus	4,895	...	24.4	166	506	24
Denmark (p)	10,251	59	4.4	59	478	33
Finland (p)	8,442	45	2.8	178	2,685	57
France (p)	236,518	...	10.8	73,733	21,023	1,177
Germany (p)	259,797	50	...	16,709	105,986	7,651
Greece (p)	15,690	55	2.4	446	2,093	146
Ireland (p)	12,887	50	6.9	639	495	7
Italy (p)	44,921	57	2.2	2,483	17,792	129
Netherlands (p)	26,387	55	4.7	539	1,696	66
Norway (p)	13,400	44	6.3	336	2,202	73
Portugal (p)	17,010	50	4.5	100	404	5
Spain (p)	45,603	52	2.5	5,185	3,331	116
Sweden (p)	19,966	...	4.7	10	1,034	23
Switzerland (p)	36,792	45	18.4	1,258	5,286	176
United Kingdom (p)	318,399	47	13.9	13,810	11,768	967
U.S.A. (p)	590,128	...	3.4	16,526	38,229	3,248
South and West Asia						
India	7,589 ⁻¹	...	0.1 ⁻¹	1,215 ⁻¹	32 ⁻¹	74 ⁻¹
Iran, Isl. Rep.	1,932	35	0.1	606	68	86
Sub-Saharan Africa						
Cameroon	1,595	...	1.6 [*]
Madagascar	1,226	25	2.7	-	-	-
Namibia	1,026 ⁻²	...	8.7 ⁻²	8 ⁻²	1 ⁻²	. ⁻²
South Africa	50,449	...	6.9	-	...	...
REGIONAL AVERAGES						
WORLD	2,728,480	...	...	180,731	314,887	83,832
Arab States	67,440	...	...	27,507	615	584
Central and Eastern Europe	209,356	...	...	10,215	73,014	38,663
Central Asia	40,993	...	...	849	6,215	28,307
East Asia and the Pacific	452,853	...	...	7,173	4,409	1,987
Latin America and the Caribbean	33,987	...	...	143	58	41
North America and Western Europe	1,851,018	...	...	132,864	230,409	14,087
South and West Asia	10,658	...	...	1,925	117	163
Sub-Saharan Africa	62,175	...	...	55	50	-

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

Mobile students by region of origin						Region
East Asia and the Pacific	Latin America and the Caribbean	North America and Western Europe	South and West Asia	Sub-Saharan Africa	Unspecified	Host country or territory
270	11,867	69	11	1,668	378	Cuba
10 ⁻¹	2,060 ⁻¹	301 ⁻¹	7 ⁻¹	51 ⁻¹	- ⁻¹	Venezuela
						North America and Western Europe
1,580 ⁻¹	386 ⁻¹	15,471 ⁻¹	718 ⁻¹	336 ⁻¹	67 ⁻¹	Austria (p)
1,056	222	10,912	322	585	7,205	Belgium (p)
...	...	...	...	...	132,982 ^{-1**}	Canada (p)
1,247	12	523	2,338	79	-	Cyprus
1,247	187	7,617	235	213	182	Denmark (p)
1,726	195	2,133	570	844	54	Finland (p)
24,942	9,648	33,556	2,646	42,854	26,939	France (p)
42,616	7,743	52,543	11,569	10,396	4,584	Germany (p)
32	44	12,704	38	181	6	Greece (p)
2,777	92	6,331	761	571	1,214	Ireland (p)
986	3,558	13,768	1,210	2,690	2,305	Italy (p)
3,307	592	9,637	281	497	9,772	Netherlands (p)
822	325	4,474	886	1,125	3,157	Norway (p)
259	2,418	2,954	40	10,819	11	Portugal (p)
894	22,720	11,656	397	1,263	41	Spain (p)
737	192	7,643	42	109	10,176	Sweden (p)
1,657	1,521	23,374	660	1,586	1,274	Switzerland (p)
99,367	8,537	119,423	30,085	26,161	8,281	United Kingdom (p)
240,746	71,065	81,294	103,270	33,549	2,231	U.S.A. (p)
						South and West Asia
1,575 ⁻¹	22 ⁻¹	563 ⁻¹	2,043 ⁻¹	1,521 ⁻¹	544 ⁻¹	India
59	-	16	1,061	36	-	Iran, Isl. Rep.
						Sub-Saharan Africa
...	...	...	...	...	1,595	Cameroon
-	.	-	-	1,089	137	Madagascar
5 ⁻²	2 ⁻²	6 ⁻²	5 ⁻²	938 ⁻²	61 ⁻²	Namibia
...	...	...	...	35,094	15,355	South Africa

REGIONAL AVERAGES

766,351	157,789	472,607	214,744	192,877	342,794	WORLD
2,314	412	2,292	1,108	5,575	27,033	Arab States
9,239	393	15,692	6,134	1,712	52,465	Central and Eastern Europe
1,801	4	232	3,381	26	109	Central Asia
324,579	4,164	33,532	44,724	9,835	22,450	East Asia and the Pacific
440	23,305	2,823	60	1,845	5,272	Latin America and the Caribbean
426,223	129,485	417,400	156,079	133,916	210,585	North America and Western Europe
1,656	22	593	3,242	1,646	1,294	South and West Asia
99	4	43	16	38,322	23,586	Sub-Saharan Africa

TABLE 10 INTERNATIONAL FLOWS OF MOBILE STUDENTS AT THE TERTIARY LEVEL / 2005

Region	Students from a given country studying abroad (outbound mobile students)			Top five destinations (host countries) for outbound mobile students (The number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (Inbound – outbound)	
	MF	Outbound mobility ratio (%)	Gross outbound enrolment ratio			MF	Net flow ratio (%)
Country or territory							
Arab States							
Algeria	25,513	3.5	0.7	France (22,228), Canada (1,161) ⁻³ , United Kingdom (544), Germany (256), Switzerland (240)	4,677 ⁻¹	-20,739 ⁻¹	-2.7 ⁻¹
Bahrain	2,514	12.9	4.7	United Kingdom (964), U.S.A. (394), Jordan (371), Australia (187), Saudi Arabia (158)	797	-1,717	-9.1
Djibouti	2,110	130.8	2.8	France (1,740), Morocco (91), Malaysia (81) ⁻² , Canada (54) ⁻³ , Saudi Arabia (29)	-	-2,110	-124.4
Egypt (p)	6,992	0.3 ^{**}	0.1	U.S.A. (1,644), Germany (1,035), France (886), United Kingdom (804), Saudi Arabia (479)	...	...	...
Iraq	3,563	0.9 ^{**}	0.1	Jordan (924), Germany (454), Turkey (209), France (199), Norway (190)	3,557 ⁻¹	1,345 ⁻¹	0.3 ⁻¹
Jordan (p)	8,549	4.1	1.5	U.S.A. (1,832), Ukraine (1,352), United Kingdom (1,296), Germany (919), Saudi Arabia (529)	21,481	12,932	5.9
Kuwait	5,454	17.3	2.8	U.S.A. (1,796), Jordan (1,507), United Kingdom (885), Ireland (244), Canada (191) ⁻³	...	...	...
Lebanon	12,732	7.8	3.9	France (4,695), U.S.A. (2,131), Germany (1,068), Canada (1,049) ⁻³ , Italy (590)	14,073	1,341	0.8
Libyan Arab Jamahiriya	3,049	0.7 ^{**,-2}	0.4	United Kingdom (1,306), Germany (264), France (246), Malaysia (183) ⁻² , Italy (131)	...	...	...
Mauritania	2,350	27.4	0.9	France (978), Morocco (401), Germany (245), Jordan (86), Saudi Arabia (73)	182 ^{**,-1}	-2,252 ^{**,-1}	-25.7 ^{**,-1}
Morocco	50,637	14.0	1.6	France (29,859), Germany (8,227), Spain (4,547), Canada (2,696) ⁻³ , U.S.A. (1,641)	4,958	-45,679	-12.5
Oman	4,546	9.5	1.7	Jordan (1,310), United Kingdom (1,152), Australia (470), Malaysia (412) ⁻² , U.S.A. (370)	...	...	...
Palestinian Autonomous Territories	7,729	6.6 ^{**}	2.3	Jordan (5,572), Qatar (440), Saudi Arabia (292), U.S.A. (280), Turkey (214)	- ⁻¹	-7,017 ⁻¹	-5.5 ⁻¹
Qatar	1,328	16.3	2.5	United Kingdom (509), U.S.A. (303), Australia (148), Jordan (143), Saudi Arabia (61)	2,378	1,050	10.8
Saudi Arabia	9,784	1.7	0.5	U.S.A. (3,170), United Kingdom (2,438), Jordan (2,314), Canada (484) ⁻³ , Australia (446)	12,999	3,215	0.5
Sudan	3,197	...	0.1	Malaysia (507) ⁻² , Germany (460), United Kingdom (339), Saudi Arabia (334), Australia (313)	...	...	...
Syrian Arab Republic	13,454	...	0.6	Jordan (2,963), France (2,323), Ukraine (1,549), Germany (1,343), Saudi Arabia (818)	...	...	...
Tunisia (p)	15,488	5.0	1.5	France (9,750), Germany (2,057), Canada (1,136) ⁻³ , Ukraine (585), Romania (414)	2,338 ⁻¹	-12,833 ⁻¹	-4.1 ⁻¹
United Arab Emirates	5,168	6.8 ^{**,-2}	1.4	United Kingdom (1,803), U.S.A. (1,209), Australia (976), Canada (368) ⁻³ , India (232) ⁻¹	...	...	...
Yemen	6,756	3.7	0.3	Saudi Arabia (3,384), Jordan (1,218), Malaysia (496) ⁻² , Germany (263), U.S.A. (249)	...	...	...
Central and Eastern Europe							
Albania	15,290	26.6 ⁻¹	5.4	Italy (9,724), Greece (1,252), U.S.A. (905), Germany (658), Turkey (605)	483 ⁻¹	-13,160 ⁻¹	...
Belarus	11,276	2.2	1.3	Russian Fed. (5,977), Germany (2,001), Poland (1,370), France (518), U.S.A. (450)	3,597	-7,679	-1.5
Bosnia and Herzegovina	9,464 ^{**}	...	3.4 ^{**}	Germany (2,830), Croatia (2,273) ⁻² , Austria (1,732) ⁻¹ , Turkey (495), U.S.A. (375)	...	...	...
Bulgaria (p)	26,272	10.7 ⁻¹	4.8	Germany (12,913), U.S.A. (3,806), France (2,903), Austria (1,696) ⁻¹ , Turkey (1,111)	8,286 ⁻¹	-16,696 ⁻¹	...
Croatia	10,042	8.3 ⁻²	3.2	Germany (5,140), Italy (1,222), Austria (1,073) ⁻¹ , U.S.A. (705), Slovenia (532)	2,836 ⁻²	-7,217 ⁻²	...
Czech Republic (p)	7,057	1.9	1.0	Germany (2,439), U.S.A. (942), France (654), United Kingdom (606), Austria (500) ⁻¹	18,522	11,465	3.4
Estonia	3,580	5.5	3.5	Russian Fed. (1,057), Germany (776), Finland (599), U.S.A. (296), United Kingdom (187)	1,061	-2,519	-3.7
Hungary (p)	7,777	1.6	1.2	Germany (2,881), Austria (1,344) ⁻¹ , U.S.A. (976), France (601), United Kingdom (584)	13,601	5,824	1.3
Latvia	3,483	2.8 ⁻¹	2.0	Germany (919), Russian Fed. (884), U.S.A. (426), United Kingdom (271), Estonia (174)	1,298 ⁻¹	-2,132 ⁻¹	...
Lithuania	6,514	3.6 ⁻¹	2.5	Germany (1,729), Russian Fed. (1,376), U.S.A. (663), Poland (558), Latvia (538) ⁻¹	738 ⁻¹	-5,661 ⁻¹	...
Poland (p)	31,455	1.5	0.9	Germany (15,893), France (3,217), U.S.A. (2,988), United Kingdom (2,183), Austria (1,357) ⁻¹	10,185	-21,270	-1.0
Republic of Moldova	10,009	8.8	2.9	Romania (4,834), Russian Fed. (1,328), Ukraine (1,097), Germany (704), France (519)	2,264	-7,745	-6.5
Romania	21,672	2.7	1.3	Germany (4,520), France (4,320), U.S.A. (3,360), Hungary (3,171), Italy (1,521)	10,812	-10,860	-1.5
Russian Federation (p)	39,382	0.4 ^{**}	0.3	Germany (12,158), U.S.A. (5,299), Ukraine (3,673), France (2,672), Kazakhstan (2,516)	90,450	51,068	0.6
Serbia and Montenegro	9,765	...	1.7 ^{**}	Germany (2,769), Hungary (1,132), Austria (1,095) ⁻¹ , Italy (752), Switzerland (670)	...	...	...
Slovakia (p)	18,747	9.9	4.2	Czech Republic (10,119), Hungary (2,341), Germany (1,707), Austria (1,515) ⁻¹ , U.S.A. (636)	1,607	-17,140	-9.4

Region	Students from a given country studying abroad (outbound mobile students)			Top five destinations (host countries) for outbound mobile students (The number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (Inbound – outbound)	
	MF	Outbound mobility ratio (%)	Gross outbound enrolment ratio			MF	Net flow ratio (%)
Country or territory							
Slovenia	2,735 **	2.3 **	2.0 **	Germany (623), Austria (619) ⁻¹ , U.S.A. (320), United Kingdom (317), Italy (305)	1,088	-1,647	-1.5
The Former Yugoslav Rep. of Macedonia	7,068 **	14.3 **	4.3 **	Bulgaria (3,135) ⁻¹ , Germany (1,450), U.S.A. (398), Romania (357), Turkey (304)	272	-6,796	-13.8
Turkey (p)	50,416	2.4	0.7	Germany (25,421), U.S.A. (13,029), France (2,283), Austria (2,018) ⁻¹ , United Kingdom (1,913)	18,166	-32,250	-1.5
Ukraine	26,879	1.0	0.7	Germany (8,455), Russian Fed. (6,922), Poland (2,470), U.S.A. (1,912), Hungary (1,294)	23,259	-3,620	-0.1
Central Asia							
Armenia	3,486	4.2	1.1	Russian Fed. (1,582), U.S.A. (428), Germany (391), Bahrain (295), France (279)	3,778	292	0.3
Azerbaijan	4,013	3.4	0.5	Turkey (1,503), Russian Fed. (1,258), Germany (357), U.S.A. (263), France (178)	2,521	-1,492	-1.2
Georgia	7,129	4.2	1.9	Germany (3,269), Russian Fed. (1,381), Armenia (1,117), U.S.A. (355), France (306)	213	-6,916	-4.0
Kazakhstan	29,071	4.1	2.0	Russian Fed. (20,780), Kyrgyzstan (4,436), Germany (975), Turkey (732), U.S.A. (498)	9,153	-19,918	-2.6
Kyrgyzstan	2,906	1.4	0.5	Russian Fed. (838), Turkey (718), Germany (446), Kazakhstan (216), U.S.A. (193)	23,565	20,659	9.4
Mongolia	5,162	4.6	1.7	Germany (1,458), U.S.A. (803), Japan (766), Kazakhstan (652), Turkey (413)	762	-4,400	-3.6
Tajikistan	2,778	2.5	0.4	Russian Fed. (1,160), Kyrgyzstan (810), Turkey (186), U.S.A. (165), Kazakhstan (132)	1,001	-1,777	-1.5
Turkmenistan	6,293	...	1.2	Azerbaijan (1,541), Russian Fed. (1,148), Turkey (1,116), Ukraine (784), Kazakhstan (577)	...	...	...
Uzbekistan	23,170	4.4 ** ⁻¹	0.8	Kyrgyzstan (15,955), Russian Fed. (3,190), Kazakhstan (1,563), Germany (621), U.S.A. (435)	...	...	...
East Asia and the Pacific							
Australia (p)	9,542	1.0	0.7	U.S.A. (2,777), New Zealand (2,742), United Kingdom (1,611), Canada (414) ⁻³ , Japan (337)	207,264	197,722	19.5
Brunei Darussalam	2,455	49.9	7.3	Australia (827), United Kingdom (798), Saudi Arabia (435), Malaysia (241) ⁻² , New Zealand (47)	164	-2,291	-45.6
Cambodia	2,355	5.0	0.1	France (612), Viet Nam (390), U.S.A. (348), Japan (278), Australia (198)	40 ⁻¹	-2,284 ⁻¹	-4.0 ⁻¹
China (p)	394,669	2.0	0.4	U.S.A. (92,370), Japan (83,264), United Kingdom (52,677), Australia (40,316), Germany (27,129)	...	...	...
Cook Islands	13	...	...	Australia (10), U.S.A. (3)	. ⁻¹	...	...
Democratic People's Republic of Korea	5,043	...	...	Canada (1,381) ⁻³ , Philippines (1,192), New Zealand (1,189), France (269), Germany (246)	...	...	...
Fiji	2,024	15.8 **	2.4	Australia (1,215), New Zealand (450), U.S.A. (192), United Kingdom (33), Japan (30)	4,211 ⁻¹	2,564 ⁻¹	20.2 ⁻¹
Hong Kong SAR of China	34,663	22.8	7.1	Australia (13,525), United Kingdom (10,780), U.S.A. (7,499), Canada (1,330) ⁻³ , Macao, China (894)	3,817	-30,846	-20.3
Indonesia (p)	32,717	0.9 **	0.2	Australia (11,302), U.S.A. (8,105), Malaysia (5,634) ⁻² , Germany (2,574), Japan (1,414)	432 ⁻¹	-31,620 ⁻¹	-0.9 ⁻¹
Japan (p)	65,229	1.5	0.9	U.S.A. (44,092), United Kingdom (6,179), Australia (3,976), Germany (2,470), France (2,152)	125,917	60,688	1.5
Kiribati	107	.	1.1	U.S.A. (33), Australia (20), New Zealand (14), Germany (10), United Kingdom (10)	. ⁻¹	-132 ⁻¹	...
Lao People's Democratic Republic	2,191	5.0	0.4	Viet Nam (1,448), Japan (255), France (151), Australia (115), U.S.A. (66)	174	-2,017	-4.3
Macao, China	981	4.7	2.6	U.S.A. (400), Australia (303), United Kingdom (144), Canada (35) ⁻³ , Hong Kong SAR of China (25)	12,711	11,730	50.1
Malaysia (p)	45,055	5.9 ⁻¹	1.9	Australia (18,538), United Kingdom (11,474), U.S.A. (6,415), Japan (1,915), Ukraine (1,338)	30,407 ⁻²	-12,384 ⁻²	...
Marshall Islands	118	...	...	U.S.A. (95), Philippines (13), Australia (4), New Zealand (3), United Kingdom (2)	...	...	...
Micronesia (Federated States of) (p)	...	...	...	...	...	...	...
Myanmar	2,732 **	...	0.1 **	U.S.A. (680), Japan (579), Malaysia (458) ⁻² , Australia (278), Thailand (255) ⁻³	...	...	...
Nauru ⁻¹	...	...
New Zealand (p)	7,361	3.3	2.5	Australia (5,309), U.S.A. (940), United Kingdom (560), Canada (110) ⁻³ , Japan (69)	40,774	33,413	13.9
Niue	12	.	...	U.S.A. (6), Australia (5), Spain (1)	. ⁻¹	-11 ⁻¹	...
Palau	48	...	3.4	...	...	...	...
Papua New Guinea	900	...	0.2	Australia (660), New Zealand (95), United Kingdom (52), U.S.A. (37), Japan (33)	...	...	...
Philippines (p)	7,693	0.3	0.1	U.S.A. (3,688), Australia (1,017), United Kingdom (955), Japan (552), Germany (216)	4,836	-2,857	-0.1

TABLE 10 INTERNATIONAL FLOWS OF MOBILE STUDENTS AT THE TERTIARY LEVEL / 2005

Region	Students from a given country studying abroad (outbound mobile students)			Top five destinations (host countries) for outbound mobile students (The number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (Inbound – outbound)	
	Country or territory	MF	Outbound mobility ratio (%)			Gross outboard enrolment ratio	MF	Net flow ratio (%)
Republic of Korea (p)	97,395	2.9	2.7	U.S.A. (55,731), Japan (22,571), Germany (5,282), Australia (4,889), United Kingdom (3,846)	15,497 ⁺¹	...	...
Samoa	401	...	2.4	U.S.A. (128), New Zealand (117), Australia (79), Japan (12), United Kingdom (3)	...	...	...
Singapore	20,413	...	7.6	Australia (11,206), U.S.A. (3,937), United Kingdom (3,628), Malaysia (469) ⁻² , Canada (364) ⁻³	...	...	...
Solomon Islands	333 ^{**}	..	0.7 ^{**}	Australia (105), New Zealand (64), U.S.A. (20), Spain (4), United Kingdom (2)	.. ⁻²	-321 ⁻²	...
Thailand (p)	23,714	1.0	0.4	U.S.A. (9,021), Australia (5,014), United Kingdom (3,940), Japan (1,631), Germany (1,023)	...	...	...
Timor-Leste	281	...	0.3	Portugal (107), Australia (80), Malaysia (26) ⁻² , Cuba (20), U.S.A. (17)	...	...	...
Tokelau	1	...	...	Australia (1)	.	...	...
Tonga	587	79.6 ^{**,-1}	5.5	New Zealand (257), U.S.A. (152), Australia (90), Japan (34), United Kingdom (11)	...	...	...
Tuvalu	55^{**}	..	...	New Zealand (18), Australia (15), Italy (2), U.S.A. (1), Spain (1)	.. ⁻¹	-47 ⁻¹	...
Vanuatu	219 ^{**}	...	1.1 ^{**}	Australia (40), Philippines (37), New Zealand (31), France (16), U.S.A. (7)	...	...	...
Viet Nam	20,527	1.6	0.2	U.S.A. (3,833), France (3,735), Australia (3,055), Germany (2,504), Japan (1,563)	2,053	-18,474	-1.4
Latin America and the Caribbean							
Anguilla	83	264.4 ^{**}	8.3 ^{**}	U.S.A. (64), United Kingdom (13), Canada (4) ⁻³ , Australia (1), Cuba (1)	.. ⁻¹	-80 ⁻¹	-242.4 ⁻¹
Antigua and Barbuda	598	...	...	U.S.A. (213), Cuba (100), United Kingdom (81), Jordan (55), Canada (51) ⁻³	...	...	...
Argentina (p)	10,514	0.5 ⁻¹	0.3	U.S.A. (3,513), Spain (3,133), France (779), Germany (485), Italy (416)	...	...	...
Aruba	99	5.1	1.6	U.S.A. (73), United Kingdom (19), Australia (3), Canada (2) ⁻³ , Cuba (1)	40	-59	-2.8
Bahamas	2,549	.	9.0	U.S.A. (1,711), Canada (306) ⁻³ , United Kingdom (232), Cuba (88), Trinidad&Tobago (85) ⁻¹	...	...	...
Barbados	1,600 ^{**}	...	7.7 ^{**}	U.S.A. (516), United Kingdom (479), Trinidad&Tobago (200) ⁻¹ , Canada (165) ⁻³ , Jamaica (115) ⁻⁵	...	...	...
Belize	763	115.1 ⁻¹	2.7	U.S.A. (469), Cuba (146), United Kingdom (46), Jamaica (33) ⁻⁵ , Barbados (14) ⁻²	.. ⁻¹	-819 ⁻¹	...
Bermuda	1,176 ^{**}	191.9 ^{**}	34.6 ^{**}	U.S.A. (516), Canada (436) ⁻³ , United Kingdom (188), Australia (23), Barbados (9) ⁻²	...	...	...
Bolivia	3,990	1.1 ^{**,-1}	0.5	U.S.A. (1,053), Argentina (709) ⁻² , Cuba (604), Spain (526), Germany (221)	...	...	...
Brazil (p)	20,778	0.5 ⁻¹	0.1	U.S.A. (7,566), France (1,846), Spain (1,837), Portugal (1,796), Germany (1,776)	1,246 ⁻²	-19,013 ⁻²	...
British Virgin Islands	332	29.0 ^{**}	20.9	U.S.A. (195), Philippines (62), United Kingdom (49), Canada (9) ⁻³ , Germany (5)	.. ⁻¹	-219 ⁻¹	-18.3 ⁻¹
Cayman Islands	311	...	...	U.S.A. (175), United Kingdom (113), Canada (20) ⁻³ , New Zealand (2), Australia (1)	...	...	...
Chile (p)	8,679	1.4	0.6	U.S.A. (3,436), Spain (1,414), Argentina (745) ⁻² , Germany (619), France (531)	1,966	-6,713	-1.0
Colombia	19,903	1.7	0.5	U.S.A. (7,660), Spain (4,242), France (1,783), Venezuela (1,206) ⁻¹ , Germany (1,090)	...	...	...
Costa Rica	1,716	1.6 ^{**}	0.4	U.S.A. (935), Cuba (204), Germany (116), Spain (115), France (64)	1,560 ⁻¹	-126 ⁻¹	-0.1 ⁻¹
Cuba	1,688	0.4	0.2	Spain (818), U.S.A. (198), Germany (119), Italy (103), France (84)	14,414	12,726	2.7
Dominica	768	.	13.1	U.S.A. (333), Cuba (187), France (55), United Kingdom (47), Trinidad&Tobago (34) ⁻¹	.. ⁻¹	-661 ⁻¹	...
Dominican Republic	2,183	0.7 ^{**,-1}	0.2	U.S.A. (907), Spain (491), Cuba (356), Canada (169) ⁻³ , France (55)	...	...	...
Ecuador	6,668	...	0.5	U.S.A. (2,274), Spain (1,718), Cuba (669), Germany (382), France (294)	...	...	...
El Salvador	2,303	1.8	0.4	U.S.A. (1,005), Cuba (565), Spain (172), France (106), Honduras (100) ⁻²	534	-1,769	-1.4
Grenada	437	.	3.9	U.S.A. (219), Cuba (76), United Kingdom (50), Trinidad&Tobago (40) ⁻¹ , Canada (27) ⁻³	.. ⁻¹	-454 ⁻¹	...
Guatemala	2,485	2.0 ^{**,-2}	0.2	U.S.A. (1,083), Cuba (682), Spain (127), Honduras (102) ⁻² , Germany (99)	...	...	...
Guyana	738	9.5	1.0	U.S.A. (461), United Kingdom (103), France (49), Canada (37) ⁻³ , Jamaica (18) ⁻⁵	43	-695	-9.5
Haiti	3,618	...	0.4	U.S.A. (1,047), France (1,026), Cuba (746), Canada (692) ⁻³ , Switzerland (23)	...	...	...
Honduras	2,326	1.7 ^{**,-1}	0.3	U.S.A. (1,191), Cuba (720), Spain (130), Costa Rica (57) ⁻¹ , Germany (48)	819 ⁻²	-1,093 ⁻²	...
Jamaica (p)	6,535	14.2 ^{**,-2}	2.6	U.S.A. (4,562), United Kingdom (938), Cuba (375), Canada (205) ⁻³ , Trinidad&Tobago (170) ⁻¹

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	MF	Outbound mobility ratio (%)	Gross outbound enrolment ratio			MF	Net flow ratio (%)
Mexico (p)	25,073	1.1	0.3	U.S.A. (13,644), Spain (3,200), United Kingdom (1,843), France (1,440), Canada (1,266) ⁻³	...	...	...
Montserrat	46	...	...	United Kingdom (26), U.S.A. (14), Trinidad&Tobago (4) ⁻¹ , Cuba (2)	.. ⁻¹	...	...
Netherlands Antilles	298	...	2.3	U.S.A. (212), Jordan (27), Aruba (24), Canada (17) ⁻³ , Australia (8)	...	...	...
Nicaragua	2,099	1.6 ^{**,-2}	0.3	U.S.A. (703), Cuba (553), Costa Rica (303) ⁻¹ , Honduras (117) ⁻² , Spain (109)	...	...	...
Panama	2,001	1.6	0.7	U.S.A. (1,053), Cuba (478), Spain (95), Costa Rica (72) ⁻¹ , El Salvador (57)	...	...	...
Paraguay (p)	1,861 ^{**}	1.2 ^{**,-1}	0.3 ^{**}	Cuba (684), Argentina (420) ⁻² , U.S.A. (319), Spain (96), France (58)	...	...	...
Peru (p)	11,579	1.3 ^{**}	0.4	U.S.A. (3,792), Spain (2,273), Germany (899), Italy (782), France (506)	...	...	...
Saint Kitts and Nevis	436 ^{**}	.. ^{**}	10.2 ^{**}	U.S.A. (205), Cuba (61), United Kingdom (44), Barbados (36) ⁻² , Jamaica (30) ⁻⁵	.. ⁻¹	-382 ⁻¹	...
Saint Lucia	1,093 ^{**}	50.8 ^{**}	6.8 ^{**}	U.S.A. (360), Cuba (204), United Kingdom (180), Trinidad&Tobago (136) ⁻¹ , Canada (93) ⁻³	.. ⁻¹	-1,071 ⁻¹	-48.7 ⁻¹
Saint Vincent and the Grenadines	549 ^{**}	.. ^{**}	4.2 ^{**}	U.S.A. (183), Cuba (82), United Kingdom (73), Trinidad&Tobago (72) ⁻¹ , Barbados (45) ⁻²	...	...	...
Suriname	557	...	1.2	Netherlands (352), U.S.A. (96), France (56), United Kingdom (6), Venezuela (5) ⁻¹	...	...	...
Trinidad and Tobago	4,716	27.5 ^{**}	3.4	U.S.A. (3,060), United Kingdom (767), Canada (371) ⁻³ , Jamaica (153) ⁻⁵ , Barbados (150) ⁻²	969 ⁻¹	-4,219 ⁻¹	-24.9 ⁻¹
Turks and Caicos Islands	247	.. ^{**}	13.5 ^{**}	U.S.A. (175), United Kingdom (40), Jamaica (8) ⁻⁵ , Barbados (5) ⁻² , Canada (4) ⁻³	.. ⁻¹	-140 ⁻¹	...
Uruguay (p)	2,290 ^{**}	2.0 ^{**,-1}	0.9 ^{**}	U.S.A. (549), Argentina (496) ⁻² , Spain (457), Cuba (327), France (76)	...	...	...
Venezuela	10,694	1.0 ⁻¹	0.4	U.S.A. (5,514), Spain (1,739), Cuba (948), Portugal (504), France (396)	2,472 ⁻¹	-8,232 ⁻¹	...
North America and Western Europe							
Andorra	968	339.4	23.5	Spain (724), France (193), U.S.A. (11), Brazil (9) ⁻¹ , Canada (7) ⁻³	31 ^{**,-2}	-873 ^{**,-2}	-255.3 ^{**,-2}
Austria (p)	11,716	4.9	2.4	Germany (6,257), United Kingdom (1,326), U.S.A. (924), Switzerland (882), France (398)	33,707 ⁻¹	21,461 ⁻¹	8.8 ⁻¹
Belgium (p)	10,063	2.6	1.6	France (2,623), United Kingdom (2,400), Netherlands (1,088), Germany (997), U.S.A. (776)	21,054	10,991	2.8
Canada (p)	42,386	3.0 ^{**,-1}	2.0	U.S.A. (29,391), United Kingdom (4,192), Australia (3,789), France (1,210), Germany (571)	...	...	...
Cyprus	21,313	112.2	35.3	Greece (12,426), United Kingdom (5,676), U.S.A. (1,385), Bulgaria (542) ⁻¹ , Hungary (280)	4,895	-16,418	-81.8
Denmark (p)	5,646	2.3	2.0	United Kingdom (1,661), U.S.A. (926), Norway (899), Germany (589), France (272)	10,251	4,605	2.0
Finland (p)	5,968	1.9	1.8	United Kingdom (1,754), Germany (934), U.S.A. (595), Sweden (557), Estonia (401)	8,442	2,474	0.8
France (p)	52,156	2.4	1.3	United Kingdom (11,685), Belgium (7,583), U.S.A. (6,847), Germany (6,545), Canada (6,195) ⁻³	236,518	184,362	8.4
Germany (p)	63,280	2.8	1.3	United Kingdom (12,553), U.S.A. (9,024), Switzerland (7,864), Netherlands (6,753), Austria (6,116) ⁻¹	259,797	196,517	8.3
Gibraltar	633	...	...	United Kingdom (619), U.S.A. (9), Australia (4), Moldova (1)	.. ⁻²	...	...
Greece (p)	42,804	6.2	5.9	United Kingdom (19,685), Germany (6,552), Italy (6,390), U.S.A. (2,125), France (2,040)	15,690	-27,114	-4.2
Holy See	33	...	...	Spain (18), U.S.A. (8), Germany (3), Australia (2), France (1)	...	...	...
Iceland (p)	2,327	15.1 ^{**}	10.7	Denmark (804), U.S.A. (453), United Kingdom (346), Norway (264), Germany (135)	489 ⁻¹	-1,764 ⁻¹	-11.4 ⁻¹
Ireland (p)	19,462	10.0	6.2	United Kingdom (16,345), U.S.A. (1,019), Australia (482), France (458), Germany (418)	12,887	-6,575	-3.5
Israel (p)	11,992	3.9	2.2	U.S.A. (3,471), Jordan (1,695), Germany (1,225), United Kingdom (1,122), Italy (1,002)	...	...	...
Italy (p)	40,135 ^{**}	1.9 ^{**}	1.3 ^{**}	Germany (7,702), Austria (6,240) ⁻¹ , United Kingdom (5,317), Switzerland (4,469), Holy See (4,103) ⁻⁶	44,921	4,786	0.2
Liechtenstein	686	146.2 ⁻¹	...	Switzerland (483), Austria (125) ⁻¹ , Germany (19), Denmark (15), United Kingdom (14)	412 ⁻¹	-373 ⁻¹	...
Luxembourg (p)	6,575	204.3 ^{**,-1}	27.0	Germany (2,198), France (1,670), Belgium (996), United Kingdom (822), Austria (334) ⁻¹	...	...	...
Malta	854	9.0	2.9	United Kingdom (590), Australia (53), Germany (41), Spain (36), Italy (36)	605	-249	-2.6
Monaco	356	...	...	France (274), United Kingdom (35), Italy (14), U.S.A. (9), Malaysia (8) ⁻²	.. ⁻¹	-363 ⁻¹	...
Netherlands (p)	10,511	1.9	1.1	United Kingdom (2,432), Germany (1,703), Belgium (1,589), U.S.A. (1,540), France (571)	26,387	15,876	2.8
Norway (p)	12,706	6.0	4.7	United Kingdom (3,343), Australia (2,437), Denmark (1,529), U.S.A. (1,477), Germany (763)	13,400	694	0.3

TABLE 10 INTERNATIONAL FLOWS OF MOBILE STUDENTS AT THE TERTIARY LEVEL / 2005

Region	Students from a given country studying abroad (outbound mobile students)			Top five destinations (host countries) for outbound mobile students (The number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (Inbound – outbound)	
	Country or territory	MF	Outbound mobility ratio (%)			Gross outboard enrolment ratio	MF	Net flow ratio (%)
Portugal (p)	12,646	3.1	1.9	United Kingdom (2,785), France (2,554), Spain (2,292), Germany (1,746), U.S.A. (890)	17,010	4,364	1.1
San Marino	871	...	...	Italy (789), Malta (47), United Kingdom (16), Holy See (4) ⁻⁶ , Venezuela (3) ⁻¹	...	...	...
Spain (p)	24,958	1.3	0.9	United Kingdom (6,001), Germany (5,669), U.S.A. (3,668), France (3,448), Switzerland (1,649)	45,603	20,645	1.1
Sweden (p)	13,602	3.3	2.6	United Kingdom (3,431), U.S.A. (3,244), Norway (1,130), Australia (1,100), Germany (772)	19,966	6,364	1.5
Switzerland (p)	9,781	5.0	2.3	Germany (2,167), United Kingdom (1,501), France (1,471), U.S.A. (1,422), Italy (1,057)	36,792	27,011	13.5
United Kingdom (p)	26,102	1.2	0.7	U.S.A. (8,602), Australia (5,412), France (2,299), Germany (1,962), Denmark (1,394)	318,399	292,297	12.8
United States (p)	46,289	0.3	0.2	United Kingdom (14,385), Canada (7,225) ⁻³ , Australia (3,935), Germany (3,363), France (2,429)	590,128	543,839	3.1
South and West Asia							
Afghanistan	3,288	10.8 ⁻¹	0.1	Iran, Isl. Rep. (953), Germany (735), Turkey (230), Saudi Arabia (193), U.S.A. (162)	...	...	...
Bangladesh	14,513	1.7	0.1	Australia (3,606), U.S.A. (2,881), Malaysia (2,136) ⁻² , United Kingdom (1,947), Japan (1,110)	748	-13,765	-1.5
Bhutan	601^{**}	...	...	India (174) ⁻¹ , Australia (165), U.S.A. (73), Japan (56), Thailand (28) ⁻³	...	...	...
India	139,356	1.2	0.1	U.S.A. (84,044), Australia (22,039), United Kingdom (16,685), Germany (4,339), New Zealand (1,563)	7,589 ⁻¹	-117,853 ⁻¹	-1.0 ⁻¹
Iran, Islamic Republic of	19,262	1.0	0.2	Germany (4,412), U.S.A. (2,351), United Kingdom (1,752), France (1,491), Ukraine (1,230)	1,932	-17,330	-0.8
Maldives	1,016 ⁻²	1,391.8 ⁻²	3.1 ⁻²	Malaysia (562) ⁻² , Australia (227), United Kingdom (152), New Zealand (51), Saudi Arabia (25)	- ⁻²	-1,016 ⁻²	-1391.8 ⁻²
Nepal	8,884	5.3 ⁻¹	0.3	U.S.A. (5,077), Australia (727), India (681) ⁻¹ , United Kingdom (458), Japan (457)	...	...	...
Pakistan	21,172	2.9	0.1	U.S.A. (6,576), United Kingdom (6,547), Australia (1,545), Germany (1,262), Malaysia (1,159) ⁻²	389 ⁻²	-18,240 ⁻²	-2.3 ⁻²
Sri Lanka (p)	10,449	...	0.6	Australia (2,726), United Kingdom (2,419), U.S.A. (2,081), Japan (765), Malaysia (381) ⁻²	- ⁻²	-9,666 ⁻²	...
Sub-Saharan Africa							
Angola	7,010	45.9 ^{**,-2}	0.4	Portugal (4,258), South Africa (992), U.S.A. (450), Namibia (354) ⁻² , United Kingdom (193)	...	...	...
Benin	3,414	...	0.4	France (2,340), Canada (202) ⁻³ , U.S.A. (188), Germany (185), Morocco (165)	...	...	...
Botswana	9,246	87.3	4.3	South Africa (6,889), Australia (765), United Kingdom (688), U.S.A. (353), Malaysia (160) ⁻²	654	-8,592	-78.5
Burkina Faso	1,841	7.1	0.2	France (853), U.S.A. (289), Morocco (204), Canada (160) ⁻³ , Germany (113)	880	-961	-3.4
Burundi	794 ^{**}	5.5 ^{**}	0.1 ^{**}	France (193), Canada (131) ⁻³ , U.S.A. (86), Germany (37), Holy See (37) ⁻⁶	...	...	...
Cameroon	15,523	16.5	0.9	Germany (5,393), France (5,043), U.S.A. (1,425), Italy (1,364), Canada (491) ⁻³	1,595	-13,928	-13.9
Cape Verde	4,293	117.3	7.6	Portugal (3,835), Cuba (137), France (133), Spain (56), U.S.A. (42)	...	...	...
Central African Republic	839	13.9 ^{**}	0.2	France (671), Canada (35) ⁻³ , U.S.A. (33), Cameroon (18) ⁻¹ , United Kingdom (17)	...	...	...
Chad	2,103 ⁻¹	21.7 ⁻¹	0.3 ⁻¹	Cameroon (1,165) ⁻¹ , France (439), Morocco (148), Canada (89) ⁻³ , U.S.A. (78)	...	...	...
Comoros	2,599	148.8 ^{**,-1}	3.2	France (1,131), Madagascar (1,089), Morocco (223), Saudi Arabia (44), Malaysia (25) ⁻²	...	...	...
Congo	4,594	37.6 ^{**,-2}	1.3	France (3,066), Canada (276) ⁻³ , Morocco (233), Italy (169), Germany (110)	52 ⁻¹	-4,531 ⁻¹	...
Côte d'Ivoire	5,902	...	0.3	France (3,816), U.S.A. (650), Canada (483) ⁻³ , Germany (249), Morocco (237)	...	...	...
Democratic Republic of the Congo	3,106	...	0.1	France (807), South Africa (671), U.S.A. (337), Burundi (276) ⁻³ , Canada (152) ⁻³	...	...	...
Equatorial Guinea	933	...	2.1	Spain (528), Cuba (191), U.S.A. (109), France (27), Morocco (20)	...	...	...
Eritrea	891	17.3 ⁻¹	0.2	U.S.A. (203), Jordan (108), Germany (102), Italy (91), Saudi Arabia (88)	...	...	...
Ethiopia	3,625	2.0	0.1	U.S.A. (1,179), Germany (523), India (351) ⁻¹ , United Kingdom (235), Norway (227)	...	...	...
Gabon	3,857	...	2.9	France (2,998), Canada (260) ⁻³ , Germany (164), U.S.A. (151), Morocco (123)	...	...	...
Gambia	954	66.5 ⁻¹	0.7	U.S.A. (465), United Kingdom (339), Saudi Arabia (29), Canada (17) ⁻³ , Germany (15)	- ⁻¹	-982 ⁻¹	...
Ghana	8,336	7.4	0.4	U.S.A. (3,252), United Kingdom (3,035), Germany (621), Canada (274) ⁻³ , Finland (131)	...	...	...
Guinea	3,328	14.6	0.4	France (1,499), Morocco (329), U.S.A. (235), Germany (231), Canada (207) ⁻³	513 ^{**}	-2,815 ^{**}	-11.8 ^{**}

Region	Students from a given country studying abroad (outbound mobile students)			Top five destinations (host countries) for outbound mobile students (The number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (Inbound – outbound)	
	MF	Outbound mobility ratio (%)	Gross outbound enrolment ratio			MF	Net flow ratio (%)
Country or territory							
Guinea-Bissau	640	...	0.5	Portugal (360), Spain (82), Cuba (54), France (43), Italy (20)	...	...	...
Kenya	13,913	13.4 ⁻¹	0.4	U.S.A. (7,027), United Kingdom (2,977), Australia (1,230), India (442) ⁻¹ , Canada (396) ⁻³	...	...	...
Lesotho	3,994	52.6	1.7	South Africa (3,826), U.S.A. (43), United Kingdom (30), Cuba (17), Australia (16)	116 ⁻²	-4,414 ⁻²	-55.7 ⁻²
Liberia	620	...	0.2	U.S.A. (358), Malaysia (103) ⁻² , Saudi Arabia (26), United Kingdom (23), Morocco (17)	...	...	...
Madagascar	4,171	9.8	0.2	France (3,626), U.S.A. (133), Switzerland (91), Canada (79) ⁻³ , Germany (78)	1,226	-2,945	-6.6
Malawi	1,635	30.7 ⁻¹	0.1	South Africa (559), United Kingdom (440), U.S.A. (392), Australia (78), Norway (25)	...	...	...
Mali	2,897	9.5	0.2	France (1,559), U.S.A. (360), Morocco (295), Canada (211) ⁻³ , Cuba (172)	...	...	...
Mauritius	7,331	40.8	7.3	France (1,940), United Kingdom (1,660), South Africa (1,553), Australia (951), India (370) ⁻¹	75 ⁻¹	-7,178 ⁻¹	-42.6 ⁻¹
Mozambique	2,884	10.7	0.2	Portugal (1,345), South Africa (906), U.S.A. (111), United Kingdom (87), Australia (78)	...	...	...
Namibia	6,369	64.9 ⁻¹	3.1	South Africa (6,061), United Kingdom (71), U.S.A. (69), Australia (30), India (22) ⁻¹	1,026 ⁻²	-5,815 ⁻²	...
Niger	1,598	15.8	0.1	France (630), U.S.A. (244), Morocco (199), Canada (75) ⁻³ , Saudi Arabia (45)	167 ^{**}	-1,431 ^{**}	-13.3 ^{**}
Nigeria	18,210	1.2 ⁻¹	0.1	United Kingdom (8,147), U.S.A. (6,617), Germany (562), Saudi Arabia (298), Canada (252) ⁻³	...	...	...
Rwanda	1,636 ^{**}	6.8 ^{**}	0.2 ^{**}	France (504), Burundi (217) ⁻³ , Canada (207) ⁻³ , U.S.A. (199), Norway (85)	...	...	...
Sao Tome and Principe	688	.	3.6	Portugal (581), Cuba (34), France (23), Morocco (9), U.S.A. (8)	.	-688	...
Senegal	11,210	20.4	1.0	France (8,766), U.S.A. (757), Morocco (530), Canada (319) ⁻³ , Germany (254)	...	...	...
Seychelles	542	.	7.3	United Kingdom (201), Australia (181), New Zealand (31), India (26) ⁻¹ , France (26)	.	-542	...
Sierra Leone	996	...	0.2	U.S.A. (322), United Kingdom (282), Germany (65), Moldova (64), Gambia (43) ⁻⁵	...	...	...
Somalia	1,054 ^{**}	...	0.1 ^{**}	Malaysia (176) ⁻² , Saudi Arabia (147), United Kingdom (97), Pakistan (80) ⁻² , Italy (73)	...	...	...
South Africa	6,389	0.9	0.1	U.S.A. (1,775), Australia (1,578), United Kingdom (1,531), Cuba (344), Portugal (176)	50,449	44,060	6.0
Swaziland	2,703	49.8	2.1	South Africa (2,423), U.S.A. (100), United Kingdom (70), Bahrain (32), Lesotho (17) ⁻²	...	...	...
Togo	3,191	...	0.5	France (1,733), U.S.A. (537), Germany (407), Canada (130) ⁻³ , Morocco (123)	...	...	...
Uganda	2,373	2.8 ⁻¹	0.1	United Kingdom (890), U.S.A. (660), Germany (121), Australia (90), Norway (82)	...	...	...
United Republic of Tanzania	3,913	8.1 ^{**}	0.1	U.S.A. (1,391), United Kingdom (986), South Africa (395), Australia (130), Canada (113) ⁻³	275 ⁻¹	-3,627 ⁻¹	-7.1 ⁻¹
Zambia	3,680	...	0.3	South Africa (1,311), U.S.A. (829), United Kingdom (547), Australia (418), Namibia (228) ⁻²	...	...	...
Zimbabwe (p)	15,677	30.6 ^{**,-2}	1.0	South Africa (9,507), United Kingdom (2,658), U.S.A. (1,770), Australia (1,279), Namibia (71) ⁻²	...	...	...

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 / 2005

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	MF	% F
Arab States												
Algeria	...	...	...	...	...	...	...	...	...	...	...	...
Bahrain	3,184	68	20	54	10	81	10	28	71	71	8	67
Djibouti	280	45	...	...	...	...	.	.	...	...	.	.
Egypt (p,w)	...	...	...	...	...	...	...	...	...	...	...	...
Iraq	87,849 ⁻¹	33 ⁻¹	29 ⁻¹	16 ⁻¹	4 ⁻¹	51 ⁻¹	26 ⁻¹	11 ⁻¹	71 ⁻¹	40 ⁻¹	16 ⁻¹	53 ⁻¹
Jordan (p,w)	42,294	56	28	35	19	49	9	3	68	65	16	100
Kuwait	...	...	...	...	...	...	...	...	...	...	...	...
Lebanon	25,700	54	21	29	8	45	13	19	79	60	5	92
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	2,602	25	5	28	5	28	-	-	29	24	-	-
Morocco	48,162	42	15	27	9	31	6	23	68	46	12	50
Oman	8,280	60	...	...	...	...	...	...	...	...	...	...
Palestinian Autonomous Territories	12,567 ⁻¹	55 ⁻¹	21 ⁻¹	48 ⁻¹	12 ⁻¹	58 ⁻¹	9 ⁻¹	35 ⁻¹	79 ⁻¹	57 ⁻¹	23 ⁻¹	71 ⁻¹
Qatar	1,149	34	...	...	...	...	...	...	...	...	...	...
Saudi Arabia	82,659	52	18	40	16	46	3	4	77	55	28	74
Sudan	...	...	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	...	...	...	...	...	...	...	...	...	...	...	...
Tunisia (p,w)	28,565 ⁻²	...	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	...	...	...	...	...	...	...	...	...	...	...	...
Yemen	...	...	...	...	...	...	...	...	...	...	...	...
Central and Eastern Europe												
Albania (p)	5,202 ⁻²	72 ⁻²	6 ⁻²	44 ⁻²	2 ⁻²	75 ⁻²	4 ⁻²	30 ⁻²	94 ⁻²	74 ⁻²	37 ⁻²	87 ⁻²
Belarus	102,033	58	25	...	2	...	23	...	75	...	14	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria (p)	45,957 ⁻¹	58 ⁻¹	21 ⁻¹	42 ⁻¹	5 ⁻¹	56 ⁻¹	16 ⁻¹	37 ⁻¹	79 ⁻¹	63 ⁻¹	8 ⁻¹	76 ⁻¹
Croatia	15,959 ⁻²	57 ⁻²	21 ⁻²	35 ⁻²	7 ⁻²	50 ⁻²	14 ⁻²	27 ⁻²	79 ⁻²	62 ⁻²	8 ⁻²	94 ⁻²
Czech Republic (p)	54,341 ⁻¹	58 ⁻¹	22 ⁻¹	29 ⁻¹	8 ⁻¹	39 ⁻¹	15 ⁻¹	24 ⁻¹	74 ⁻¹	68 ⁻¹	20 ⁻¹	77 ⁻¹
Estonia (p)	11,793	70	20	44	11	48	10	39	80	77	11	92
Hungary (p)	75,101	65	...	...	...	...	...	...	...	...	...	...
Latvia (p)	23,852 ⁻¹	69 ⁻¹	13 ⁻¹	33 ⁻¹	5 ⁻¹	39 ⁻¹	8 ⁻¹	28 ⁻¹	87 ⁻¹	75 ⁻¹	17 ⁻¹	89 ⁻¹
Lithuania (p)	38,095 ⁻¹	66 ⁻¹	22 ⁻¹	36 ⁻¹	5 ⁻¹	44 ⁻¹	17 ⁻¹	33 ⁻¹	78 ⁻¹	75 ⁻¹	15 ⁻¹	83 ⁻¹
Poland (p)	501,393	66	14	37	7	44	7	30	86	71	18	79
Republic of Moldova	16,061	59	...	...	...	...	...	...	...	...	...	...
Romania (p)	156,565	57	23	40	5	61	18	34	75	63	3	78
Russian Federation (p,w)	1,813,340	...	...	...	...	...	...	...	...	...	...	...
Serbia and Montenegro	...	...	...	...	...	...	...	...	...	...	...	...
Slovakia (p)	36,337	57	26	35	9	41	17	32	74	65	15	76
Slovenia (p)	15,787	62	18	26	4	44	14	21	82	70	10	82
The Former Yugoslav Rep. of Macedonia (p)	5,687	66	23	47	8	67	14	35	77	71	18	82
Turkey (p)	258,858 ⁻¹	44 ⁻¹	29 ⁻¹	30 ⁻¹	9 ⁻¹	45 ⁻¹	19 ⁻¹	23 ⁻¹	71 ⁻¹	49 ⁻¹	21 ⁻¹	52 ⁻¹
Ukraine	470,873	...	24	...	3	...	21	...	74	...	9	...
Central Asia												
Armenia	12,029 ⁻¹	55 ⁻¹	7 ⁻¹	35 ⁻¹	- ⁻¹	46 ⁻¹	7 ⁻¹	34 ⁻¹	64 ⁻¹	59 ⁻¹	13 ⁻¹	98 ⁻¹
Azerbaijan	31,558	44	...	...	...	...	...	...	...	...	...	...
Georgia	24,026 ⁻¹	53 ⁻¹	24 ⁻¹	38 ⁻¹	6 ⁻¹	70 ⁻¹	18 ⁻¹	27 ⁻¹	76 ⁻¹	58 ⁻¹	8 ⁻¹	74 ⁻¹

Graduates by field of education as a % of total												Region
Other fields										Not known or unspecified		Country or territory
Humanities and arts		Social science, business and law		Agriculture		Health and welfare		Services				
MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	
												Arab States
...	...	...	...	...	...	...	...	...	...	...	...	Algeria
9	85	40	64	.	.	10	85	5	76	9	77	Bahrain
...	...	...	...	.	.	.	.	...	...	...	...	Djibouti
...	...	...	...	...	...	...	...	...	...	...	...	Egypt (p,w)
10 ⁻¹	42 ⁻¹	20 ⁻¹	35 ⁻¹	3 ⁻¹	26 ⁻¹	10 ⁻¹	37 ⁻¹	10 ⁻¹	37 ⁻¹	- ⁻¹	- ⁻¹	Iraq
10	90	28	44	2	60	11	48	-	63	4	57	Jordan (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	Kuwait
16	72	44	53	-	43	11	67	3	35	-	-	Lebanon
...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
12	25	17	23	-	-	-	-	-	-	66	25	Mauritania
18	53	31	39	1	19	5	59	1	56	17	41	Morocco
...	...	...	...	...	...	...	...	...	...	...	...	Oman
17 ⁻¹	55 ⁻¹	32 ⁻¹	47 ⁻¹	- ⁻¹	22 ⁻¹	7 ⁻¹	63 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	Palestinian Autonomous Territories
...	...	...	...	...	...	...	...	...	...	...	...	Qatar
30	46	13	40	-	-	5	45	-	100	5	57	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	...	...	Sudan
...	...	...	...	...	...	...	...	...	...	...	...	Syrian Arab Republic
...	...	...	...	...	...	...	...	...	...	100 ⁻²	...	Tunisia (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	United Arab Emirates
...	...	...	...	...	...	...	...	...	...	...	...	Yemen
												Central and Eastern Europe
11 ⁻²	77 ⁻²	25 ⁻²	66 ⁻²	8 ⁻²	47 ⁻²	11 ⁻²	74 ⁻²	3 ⁻²	38 ⁻²	- ⁻²	- ⁻²	Albania (p)
5	...	37	...	9	...	7	...	3	...	-	...	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
8 ⁻¹	65 ⁻¹	48 ⁻¹	62 ⁻¹	2 ⁻¹	43 ⁻¹	6 ⁻¹	70 ⁻¹	7 ⁻¹	49 ⁻¹	- ⁻¹	- ⁻¹	Bulgaria (p)
11 ⁻²	75 ⁻²	31 ⁻²	66 ⁻²	4 ⁻²	45 ⁻²	9 ⁻²	74 ⁻²	15 ⁻²	26 ⁻²	- ⁻²	- ⁻²	Croatia
8 ⁻¹	62 ⁻¹	28 ⁻¹	63 ⁻¹	3 ⁻¹	55 ⁻¹	11 ⁻¹	80 ⁻¹	4 ⁻¹	47 ⁻¹	3 ⁻¹	32 ⁻¹	Czech Republic (p)
11	82	37	72	2	56	11	92	8	59	-	-	Estonia (p)
...	...	...	...	...	...	...	...	...	...	...	...	Hungary (p)
6 ⁻¹	82 ⁻¹	55 ⁻¹	71 ⁻¹	1 ⁻¹	49 ⁻¹	4 ⁻¹	85 ⁻¹	4 ⁻¹	45 ⁻¹	- ⁻¹	- ⁻¹	Latvia (p)
7 ⁻¹	77 ⁻¹	39 ⁻¹	72 ⁻¹	3 ⁻¹	55 ⁻¹	11 ⁻¹	84 ⁻¹	3 ⁻¹	54 ⁻¹	- ⁻¹	- ⁻¹	Lithuania (p)
7	77	46	69	2	60	7	69	6	56	-	-	Poland (p)
...	...	...	...	...	...	...	...	...	...	...	...	Republic of Moldova
10	68	46	63	2	40	11	62	3	52	2	43	Romania (p)
...	...	...	...	...	...	...	...	...	...	...	...	Russian Federation (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	Serbia and Montenegro
6	55	29	62	4	42	14	80	7	41	-	-	Slovakia (p)
5	73	45	68	2	56	11	85	7	43	-	-	Slovenia (p)
13	75	27	68	4	38	10	77	6	53	-	-	The Former Yugoslav Rep. of Macedonia (p)
7 ⁻¹	59 ⁻¹	27 ⁻¹	48 ⁻¹	4 ⁻¹	39 ⁻¹	8 ⁻¹	62 ⁻¹	6 ⁻¹	26 ⁻¹	- ⁻¹	- ⁻¹	Turkey (p)
5	...	42	...	5	...	8	...	5	...	2	...	Ukraine
												Central Asia
3 ⁻¹	65 ⁻¹	34 ⁻¹	48 ⁻¹	2 ⁻¹	45 ⁻¹	9 ⁻¹	56 ⁻¹	3 ⁻¹	12 ⁻¹	29 ⁻¹	52 ⁻¹	Armenia
...	...	...	...	...	...	...	...	...	...	...	...	Azerbaijan
23 ⁻¹	78 ⁻¹	32 ⁻¹	40 ⁻¹	3 ⁻¹	26 ⁻¹	10 ⁻¹	74 ⁻¹	2 ⁻¹	19 ⁻¹	- ⁻¹	20 ⁻¹	Georgia

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by field of education / 2005

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	MF	% F
Kazakhstan	...	...	...	...	...	...	...	...	...	...	...	...
Kyrgyzstan	33,331	57	14	57	7	57	7	57	86	57	27	57
Mongolia	22,397	65	17	51	6	59	12	48	82	68	12	80
Tajikistan	14,570	23	...	...	...	...	...	...	...	...	...	...
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	...	...	...	...	...	...	...	...	...	...	...	...
East Asia and the Pacific												
Australia (p)	250,479 ⁻²	56 ⁻²	21 ⁻²	30 ⁻²	14 ⁻²	35 ⁻²	8 ⁻²	22 ⁻²	79 ⁻²	62 ⁻²	10 ⁻²	74 ⁻²
Brunei Darussalam	1,699	65	11	44	5	51	6	39	88	68	58	69
Cambodia	8,922 ⁻¹	29 ⁻¹	15 ⁻¹	12 ⁻¹	13 ⁻¹	14 ⁻¹	2 ⁻¹	2 ⁻¹	85 ⁻¹	32 ⁻¹	4 ⁻¹	30 ⁻¹
China (p,w)	...	...	...	...	...	...	...	...	...	...	...	...
Cook Islands	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	1,679 ⁻¹	...	...	...	...	...	...	...	...	...	...	...
Hong Kong SAR of China	41,513	52	36	26	16	31	20	21	60	68	12	73
Indonesia (p,w)	612,975 ⁻¹	48 ⁻¹	...	...	...	...	...	...	...	...	...	...
Japan	1,059,386	49	21	15	3	26	18	13	73	59	7	77
Kiribati	...	...	...	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	5,220	34	16	13	2	41	14	10	84	37	29	46
Macao, China	6,210	43	5	19	4	21	1	11	95	44	6	70
Malaysia (p,w)	202,705 ⁻¹	55 ⁻¹	45 ⁻¹	43 ⁻¹	21 ⁻¹	49 ⁻¹	23 ⁻¹	37 ⁻¹	55 ⁻¹	66 ⁻¹	11 ⁻¹	70 ⁻¹
Marshall Islands	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...
Myanmar	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	.	.	...	...	...	...	...	...	...	...	...	...
New Zealand	54,009	61	...	...	...	...	...	...	...	...	...	...
Niue	.	.	...	...	...	...	...	...	...	...	...	...
Palau	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...	...	...	...	...
Philippines (p,w)	387,108	61	...	...	...	...	...	...	...	...	...	...
Republic of Korea	607,982 ⁺¹	49 ⁺¹	37 ⁺¹	29 ⁺¹	7 ⁺¹	43 ⁺¹	29 ⁺¹	26 ⁺¹	63 ⁺¹	61 ⁺¹	8 ⁺¹	76 ⁺¹
Samoa	...	...	...	...	...	...	...	...	...	...	...	...
Singapore	...	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	.	.	...	...	...	...	...	...	...	...	...	...
Thailand (p,w)	481,895 ⁻¹	50 ⁻¹	...	...	...	...	...	...	...	...	...	...
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Tonga	...	...	...	...	...	...	...	...	...	...	...	...
Tuvalu	.	.	...	...	...	...	...	...	...	...	...	...
Vanuatu	914 ⁻²	36 ⁻²	...	...	...	...	...	...	...	...	...	...
Viet Nam	182,489	42	21	20	-	-	21	20	76	49	34	60
Latin America and the Caribbean												
Anguilla	4 ⁻²	100 ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	100 ⁻²	100 ⁻²	100 ⁻²	100 ⁻²
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...	...	...
Argentina (p,w)	79,649 ⁻²	58 ⁻²	...	...	...	...	...	...	...	...	...	...
Aruba	245	63	...	...	...	...	...	...	...	...	...	...

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	
...	...	...	...	...	...	...	...	...	...	...	...	Kazakhstan
7	57	44	57	1	57	2	57	5	57	-	-	Kyrgyzstan
10	72	43	66	3	57	7	86	6	30	1	57	Mongolia
...	...	...	...	...	...	...	...	...	...	...	...	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	...	...	...	...	...	...	...	...	Uzbekistan
												East Asia and the Pacific
11 ⁻²	66 ⁻²	40 ⁻²	55 ⁻²	1 ⁻²	44 ⁻²	13 ⁻²	78 ⁻²	3 ⁻²	49 ⁻²	- ⁻²	71 ⁻²	Australia (p)
6	53	10	62	-	-	14	76	-	-	1	56	Brunei Darussalam
12 ⁻¹	31 ⁻¹	59 ⁻¹	32 ⁻¹	2 ⁻¹	14 ⁻¹	2 ⁻¹	27 ⁻¹	6 ⁻¹	41 ⁻¹	- ⁻¹	- ⁻¹	Cambodia
...	...	...	...	...	...	...	...	...	...	...	...	China (p,w)
. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
...	...	...	...	...	...	...	...	...	...	...	...	Fiji
10	73	33	64	-	-	5	70	1	63	4	53	Hong Kong SAR of China
...	...	...	...	...	...	...	...	...	...	...	...	Indonesia (p,w)
15	70	25	37	2	40	12	67	11	76	5	59	Japan
...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
19	40	15	42	11	16	3	58	7	15	-	-	Lao People's Democratic Republic
7	81	75	36	-	-	5	73	2	67	-	-	Macao, China
13 ⁻¹	61 ⁻¹	22 ⁻¹	66 ⁻¹	3 ⁻¹	76 ⁻¹	5 ⁻¹	63 ⁻¹	1 ⁻¹	55 ⁻¹	- ⁻¹	- ⁻¹	Malaysia (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	...	...	...	...	Myanmar
...	...	...	...	...	...	...	...	...	...	...	...	Nauru
...	...	...	...	...	...	...	...	...	...	...	...	New Zealand
...	...	...	...	...	...	...	...	...	...	...	...	Niue
...	...	...	...	...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	...	...	...	...	Papua New Guinea
...	...	...	...	...	...	...	...	...	...	100	61	Philippines (p,w)
18 ⁺¹	69 ⁺¹	20 ⁺¹	49 ⁺¹	1 ⁺¹	42 ⁺¹	10 ⁺¹	71 ⁺¹	6 ⁺¹	48 ⁺¹	- ⁺¹	- ⁺¹	Republic of Korea
...	...	...	...	...	...	...	...	...	...	...	...	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	...	...	100 ⁻¹	50 ⁻¹	Thailand (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	Tokelau
...	...	...	...	...	...	...	...	...	...	...	...	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
...	...	...	...	...	...	...	...	...	...	...	...	Vanuatu
4	26	30	45	5	30	3	26	-	-	3	39	Viet Nam
												Latin America and the Caribbean
. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
...	...	...	...	...	...	...	...	...	...	...	...	Argentina (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	Aruba

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by field of education / 2005

Region	Total number of graduates		Graduates by field of education as a % of total									
			Science and technology fields						Other fields			
	Country or territory		Total		Science		Engineering, manufacturing and construction		Total		Education	
			MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Bahamas	...	...	...	...	...	...	...	...	...	...	...	...
Barbados	...	...	...	...	...	...	...	...	...	...	...	...
Belize	150 ⁻¹	65 ⁻¹	6 ⁻¹	22 ⁻¹	6 ⁻¹	22 ⁻¹	— ⁻¹	— ⁻¹	81 ⁻¹	70 ⁻¹	35 ⁻¹	65 ⁻¹
Bermuda	...	...	...	...	...	...	...	...	...	...	...	...
Bolivia	19,326 ⁻²	...	...	...	...	...	...	...	...	...	...	...
Brazil (p,w)	563,965 ⁻²	62 ⁻²	13 ⁻²	37 ⁻²	7 ⁻²	42 ⁻²	5 ⁻²	30 ⁻²	81 ⁻²	66 ⁻²	26 ⁻²	81 ⁻²
British Virgin Islands	...	...	...	...	...	...	...	...	...	...	...	...
Cayman Islands	...	...	...	...	...	...	...	...	...	...	...	...
Chile (p,w)	106,456 ⁻¹	52 ⁻¹	25 ⁻¹	25 ⁻¹	9 ⁻¹	33 ⁻¹	16 ⁻¹	20 ⁻¹	75 ⁻¹	61 ⁻¹	13 ⁻¹	80 ⁻¹
Colombia	131,844	52	25	37	2	62	23	35	75	57	14	67
Costa Rica	...	...	...	...	...	...	...	...	...	...	...	...
Cuba	78,529	...	...	...	...	...	...	...	...	...	...	...
Dominica	...	...	...	...	...	...	...	...	...	...	...	...
Dominican Republic	...	...	...	...	...	...	...	...	...	...	...	...
Ecuador	...	...	...	...	...	...	...	...	...	...	...	...
El Salvador	13,962	58	22	34	9	47	13	26	78	65	14	77
Grenada	...	...	...	...	...	...	...	...	...	...	...	...
Guatemala	...	...	...	...	...	...	...	...	...	...	...	...
Guyana	1,750	67	...	...	...	...	...	...	...	...	...	...
Haiti	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	7,452 ⁻²	64 ⁻²	13 ⁻²	48 ⁻²	2 ⁻²	48 ⁻²	11 ⁻²	48 ⁻²	87 ⁻²	66 ⁻²	45 ⁻²	76 ⁻²
Jamaica (p,w)	...	...	...	...	...	...	...	...	...	...	...	...
Mexico	380,413	55	27	33	12	43	16	26	72	63	11	85
Montserrat	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...	...	...
Nicaragua	...	...	...	...	...	...	...	...	...	...	...	...
Panama	17,509	68	19	45	7	55	11	38	81	73	27	79
Paraguay (p,w)	...	...	...	...	...	...	...	...	...	...	...	...
Peru (p,w)	...	...	...	...	...	...	...	...	...	...	...	...
Saint Kitts and Nevis	...	...	...	...	...	...	...	...	...	...	...	...
Saint Lucia	110	74	...	...	...	...	...	...	...	...	...	...
Saint Vincent and the Grenadines	.	.	...	...	...	...	...	...	...	...	...	...
Suriname	...	...	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	3,176 ⁻¹	60 ⁻¹	30 ⁻¹	38 ⁻¹	11 ⁻¹	58 ⁻¹	19 ⁻¹	26 ⁻¹	70 ⁻¹	70 ⁻¹	8 ⁻¹	73 ⁻¹
Turks and Caicos Islands	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Uruguay (p,w)	7,511 ⁻¹	67 ⁻¹	...	...	...	...	...	...	...	...	...	...
Venezuela	101,112 ⁻¹	...	...	...	...	...	...	...	...	...	...	...
North America and Western Europe												
Andorra (p)	63	48	35	14	35	14	—	—	65	66	—	—
Austria (p)	32,925	52	30	23	10	36	20	17	69	64	14	78
Belgium (p)	44,922 ⁻¹	57 ⁻¹	20 ⁻¹	26 ⁻¹	9 ⁻¹	32 ⁻¹	11 ⁻¹	21 ⁻¹	80 ⁻¹	64 ⁻¹	19 ⁻¹	73 ⁻¹
Canada	...	...	...	...	...	...	...	...	...	...	...	...
Cyprus (p)	3,547 ⁻¹	60 ⁻¹	13 ⁻¹	37 ⁻¹	10 ⁻¹	43 ⁻¹	3 ⁻¹	20 ⁻¹	87 ⁻¹	... ⁻¹	13 ⁻¹	87 ⁻¹
Denmark (p)	49,704	59	19	34	8	33	11	35	81	65	9	74
Finland (p)	39,270 ⁻¹	62 ⁻¹	30 ⁻¹	30 ⁻¹	9 ⁻¹	49 ⁻¹	21 ⁻¹	22 ⁻¹	70 ⁻¹	76 ⁻¹	7 ⁻¹	83 ⁻¹
France (p)	664,711	56	27	28	12	36	15	22	73	66	2	78

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	
...	...	...	...	...	...	...	...	...	...	...	...	Bahamas
...	...	...	...	...	...	...	...	...	...	...	...	Barbados
.. ⁻¹	.. ⁻¹	45 ⁻¹	72 ⁻¹	.. ⁻¹	.. ⁻¹	2 ⁻¹	100 ⁻¹	.. ⁻¹	.. ⁻¹	13 ⁻¹	53 ⁻¹	Belize
...	...	...	...	...	...	...	...	...	...	...	...	Bermuda
...	...	...	...	...	...	...	...	...	...	...	...	Bolivia
3 ⁻²	67 ⁻²	36 ⁻²	54 ⁻²	2 ⁻²	42 ⁻²	12 ⁻²	73 ⁻²	2 ⁻²	70 ⁻²	6 ⁻²	56 ⁻²	Brazil (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	British Virgin Islands
...	...	...	...	...	...	...	...	...	...	...	...	Cayman Islands
5 ⁻¹	59 ⁻¹	34 ⁻¹	54 ⁻¹	4 ⁻¹	38 ⁻¹	12 ⁻¹	77 ⁻¹	6 ⁻¹	47 ⁻¹	.. ⁻¹	.. ⁻¹	Chile (p,w)
3	51	48	52	1	37	9	73	-	-	-	-	Colombia
...	...	...	...	...	...	...	...	...	...	...	...	Costa Rica
...	...	...	...	...	...	...	...	...	...	...	...	Cuba
...	...	...	...	...	...	...	...	...	...	...	...	Dominica
...	...	...	...	...	...	...	...	...	...	...	...	Dominican Republic
...	...	...	...	...	...	...	...	...	...	...	...	Ecuador
2	67	44	58	1	27	17	75	.	.	.	.	El Salvador
...	...	...	...	...	...	...	...	...	...	...	...	Grenada
...	...	...	...	...	...	...	...	...	...	...	...	Guatemala
...	...	...	...	...	...	...	...	...	...	...	...	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	Haiti
1 ⁻²	30 ⁻²	29 ⁻²	59 ⁻²	6 ⁻²	29 ⁻²	5 ⁻²	70 ⁻²	1 ⁻²	78 ⁻²	.. ⁻²	.. ⁻²	Honduras
...	...	...	...	...	...	...	...	...	...	...	...	Jamaica (p,w)
4	58	44	59	2	33	8	64	3	61	1	56	Mexico
...	...	...	...	...	...	...	...	...	...	...	...	Montserrat
...	...	...	...	...	...	...	...	...	...	...	...	Netherlands Antilles
...	...	...	...	...	...	...	...	...	...	...	...	Nicaragua
4	69	36	69	1	35	9	81	4	64	-	-	Panama
...	...	...	...	...	...	...	...	...	...	...	...	Paraguay (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	Peru (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	Saint Kitts and Nevis
...	...	...	...	...	...	...	...	...	...	...	...	Saint Lucia
...	...	...	...	...	...	...	...	...	...	...	...	Saint Vincent and the Grenadines
...	...	...	...	...	...	...	...	...	...	...	...	Suriname
7 ⁻¹	78 ⁻¹	34 ⁻¹	71 ⁻¹	3 ⁻¹	60 ⁻¹	12 ⁻¹	62 ⁻¹	6 ⁻¹	73 ⁻¹	...	...	Trinidad and Tobago
.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	Turks and Caicos Islands
...	...	...	...	...	...	...	...	...	...	100 ⁻¹	67 ⁻¹	Uruguay (p,w)
...	...	...	...	...	...	...	...	...	...	...	...	Venezuela
North America and Western Europe												
-	-	44	57	-	-	21	85	-	-	-	-	Andorra (p)
9	64	30	58	3	40	10	69	3	65	-	31	Austria (p)
10 ⁻¹	62 ⁻¹	30 ⁻¹	54 ⁻¹	1 ⁻¹	52 ⁻¹	18 ⁻¹	77 ⁻¹	1 ⁻¹	42 ⁻¹	.. ⁻¹	.. ⁻¹	Belgium (p)
...	...	...	...	...	...	...	...	...	...	...	...	Canada
8 ⁻¹	...	38 ⁻¹	66 ⁻¹	1 ⁻¹	...	5 ⁻¹	74 ⁻¹	22 ⁻¹	38 ⁻¹	...	...	Cyprus (p)
13	66	29	52	2	40	24	84	3	18	...	...	Denmark (p)
13 ⁻¹	74 ⁻¹	23 ⁻¹	71 ⁻¹	2 ⁻¹	50 ⁻¹	19 ⁻¹	85 ⁻¹	6 ⁻¹	72 ⁻¹	.. ⁻¹	.. ⁻¹	Finland (p)
12	72	42	64	1	50	12	71	4	49	-	-	France (p)

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by field of education / 2005

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
Germany (p)	343,874	53	27	24	11	36	16	17	72	64	7	77
Gibraltar	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²
Greece (p)	59,872	61	27	41	15	43	12	39	73	69	10	79
Holy See	...	...	...	...	...	...	...	...	...	...	...	...
Iceland (p)	2,838 ⁻¹	67 ⁻¹	16 ⁻¹	38 ⁻¹	11 ⁻¹	42 ⁻¹	5 ⁻¹	30 ⁻¹	84 ⁻¹	72 ⁻¹	28 ⁻¹	85 ⁻¹
Ireland (p)	59,650	56	28	30	16	42	12	15	72	66	6	79
Israel (p)	76,726 ^{**,-1}	57 ^{**,-1}	...	...	...	...	...	...	...	...	...	...
Italy (p)	379,933	59	22	37	7	54	15	29	78	65	10	84
Liechtenstein	73 ⁻¹	23 ⁻¹	5 ⁻¹	50 ⁻¹	...	...	5 ⁻¹	50 ⁻¹	95 ⁻¹	22 ⁻¹	...	...
Luxembourg (p)	...	...	...	...	...	...	...	...	...	...	...	...
Malta (p)	2,741	61	8	30	4	32	4	28	92	63	23	86
Monaco (p)	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹
Netherlands (p)	106,684	56	16	20	7	25	8	16	84	63	17	80
Norway (p)	31,929	62	16	26	8	29	8	23	84	69	19	74
Portugal	70,023	65	23	40	10	48	13	34	77	72	16	83
San Marino	...	...	...	...	...	...	...	...	...	...	...	...
Spain (p)	298,448 ⁻¹	58 ⁻¹	28 ⁻¹	30 ⁻¹	11 ⁻¹	37 ⁻¹	17 ⁻¹	26 ⁻¹	72 ⁻¹	68 ⁻¹	11 ⁻¹	81 ⁻¹
Sweden (p)	59,359 ⁻¹	61 ⁻¹	29 ⁻¹	34 ⁻¹	9 ⁻¹	46 ⁻¹	20 ⁻¹	29 ⁻¹	71 ⁻¹	73 ⁻¹	16 ⁻¹	79 ⁻¹
Switzerland (p)	63,372	43	23	17	9	26	14	10	77	50	9	72
United Kingdom (p)	633,042	58	22	31	14	37	8	20	77	66	11	74
United States (p)	2,557,595	58	17	31	9	40	7	19	83	63	11	78
South and West Asia												
Afghanistan	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	190,030 ⁻²	33 ⁻²	13 ⁻²	24 ⁻²	13 ⁻²	24 ⁻²	...	11 ⁻²	85 ⁻²	34 ⁻²	6 ⁻²	41 ⁻²
Bhutan	...	...	...	...	...	...	...	...	...	...	...	...
India (p,w)	...	...	...	...	...	...	...	...	...	...	...	...
Iran, Islamic Republic of	366,321	49	35	32	11	65	24	17	63	57	4	58
Maldives	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²	. ⁻²
Nepal	...	...	...	...	...	...	...	...	...	...	...	...
Pakistan	...	...	...	...	...	...	...	...	...	...	...	...
Sri Lanka (p,w)	...	...	...	...	...	...	...	...	...	...	...	...
Sub-Saharan Africa												
Angola	...	...	...	...	...	...	...	...	...	...	...	...
Benin	...	...	...	...	...	...	...	...	...	...	...	...
Botswana	...	...	...	...	...	...	...	...	...	...	...	...
Burkina Faso	...	...	...	...	...	...	...	...	...	...	...	...
Burundi	1,731 ⁻¹	25 ⁻¹	13 ⁻¹	10 ⁻¹	4 ⁻¹	16 ⁻¹	9 ⁻¹	7 ⁻¹	87 ⁻¹	28 ⁻¹	49 ⁻¹	27 ⁻¹
Cameroon	...	...	...	...	...	...	...	...	...	...	...	...
Cape Verde	...	...	...	...	...	...	...	...	...	...	...	...
Central African Republic	...	...	...	...	...	...	...	...	...	...	...	...
Chad	...	...	...	...	...	...	...	...	...	...	...	...
Comoros	...	...	...	...	...	...	...	...	...	...	...	...
Congo	...	...	...	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	...	...	...	...	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	...	...	...	...	...	...	...	...	...	...	...	...
Equatorial Guinea	...	...	...	...	...	...	...	...	...	...	...	...

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	
10	69	24	50	2	39	24	75	4	55	-	46	Germany (p)
.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	Gibraltar
13	82	28	67	4	53	10	76	8	43	-	-	Greece (p)
...	...	...	...	...	...	...	...	...	...	...	...	Holy See
11 ⁻¹	69 ⁻¹	34 ⁻¹	60 ⁻¹	1 ⁻¹	52 ⁻¹	10 ⁻¹	84 ⁻¹	1 ⁻¹	76 ⁻¹	- ⁻¹	- ⁻¹	Iceland (p)
23	67	30	58	1	51	11	82	2	42	-	-	Ireland (p)
...	...	...	...	...	...	...	...	...	...	...	...	Israel (p)
15	76	35	57	2	45	14	64	2	46	1	58	Italy (p)
23 ⁻¹	12 ⁻¹	71 ⁻¹	25 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	Liechtenstein
...	...	...	...	...	...	...	...	...	...	...	...	Luxembourg (p)
10	59	43	53	-	100	17	61	-	70	-	-	Malta (p)
.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	.. ⁻¹	Monaco (p)
8	61	38	52	2	47	17	76	2	58	-	48	Netherlands (p)
7	60	26	55	1	55	26	84	5	51	1	65	Norway (p)
9	69	26	65	2	61	18	80	6	59	-	-	Portugal
...	...	...	...	...	...	...	...	...	...	...	...	San Marino
9 ⁻¹	63 ⁻¹	29 ⁻¹	64 ⁻¹	2 ⁻¹	45 ⁻¹	13 ⁻¹	79 ⁻¹	7 ⁻¹	60 ⁻¹	- ⁻¹	33 ⁻¹	Spain (p)
6 ⁻¹	63 ⁻¹	22 ⁻¹	59 ⁻¹	1 ⁻¹	58 ⁻¹	25 ⁻¹	84 ⁻¹	2 ⁻¹	66 ⁻¹	- ⁻¹	75 ⁻¹	Sweden (p)
7	59	40	43	3	20	10	76	8	35	-	100	Switzerland (p)
15	63	31	56	1	61	18	81	1	66	1	57	United Kingdom (p)
13	60	38	56	1	48	13	81	6	55	-	-	United States (p)
												South and West Asia
...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan
33 ⁻²	37 ⁻²	43 ⁻²	32 ⁻²	1 ⁻²	17 ⁻²	1 ⁻²	36 ⁻²	- ⁻²	27 ⁻²	2 ⁻²	30 ⁻²	Bangladesh
...	...	...	...	...	...	...	...	...	...	...	...	Bhutan
...	...	...	...	...	...	...	...	...	...	...	...	India (p,w)
16	71	28	51	5	32	9	72	2	39	3	68	Iran, Islamic Republic of
.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	.. ⁻²	Maldives
...	...	...	...	...	...	...	...	...	...	...	...	Nepal
...	...	...	...	...	...	...	...	...	...	...	...	Pakistan
...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka (p,w)
												Sub-Saharan Africa
...	...	...	...	...	...	...	...	...	...	...	...	Angola
...	...	...	...	...	...	...	...	...	...	...	...	Benin
...	...	...	...	...	...	...	...	...	...	...	...	Botswana
...	...	...	...	...	...	...	...	...	...	...	...	Burkina Faso
- ⁻¹	- ⁻¹	25 ⁻¹	37 ⁻¹	6 ⁻¹	17 ⁻¹	7 ⁻¹	9 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	Burundi
...	...	...	...	...	...	...	...	...	...	...	...	Cameroon
...	...	...	...	...	...	...	...	...	...	...	...	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
...	...	...	...	...	...	...	...	...	...	...	...	Chad
...	...	...	...	...	...	...	...	...	...	...	...	Comoros
...	...	...	...	...	...	...	...	...	...	...	...	Congo
...	...	...	...	...	...	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	...	...	Democratic Republic of the Congo
...	...	...	...	...	...	...	...	...	...	...	...	Equatorial Guinea

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by field of education / 2005

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
Eritrea	1,254 ⁻¹	14 ⁻¹	19 ⁻¹	8 ⁻¹	12 ⁻¹	11 ⁻¹	7 ⁻¹	2 ⁻¹	81 ⁻¹	16 ⁻¹	35 ⁻¹	14 ⁻¹
Ethiopia	29,581	24	15	11	7	14	8	8	85	26	21	15
Gabon	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	470 ⁻¹	14 ⁻¹	20 ⁻¹	9 ⁻¹	20 ⁻¹	9 ⁻¹	.	.	80 ⁻¹	16 ⁻¹	27 ⁻¹	10 ⁻¹
Ghana	...	...	...	...	...	...	...	...	...	...	...	...
Guinea	...	...	...	...	...	...	...	...	...	...	...	...
Guinea-Bissau	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	...	...	...	...	...	...	...	...	...	...	...	...
Lesotho	1,319 ⁻²	...	4 ⁻²	...	4 ⁻²	...	.	...	62 ⁻²	...	34 ⁻²	...
Liberia	...	...	...	...	...	...	...	...	...	...	...	...
Madagascar	10,766	46	21	29	14	37	7	14	79	51	1	47
Malawi	...	...	...	...	...	...	...	...	...	...	...	...
Mali	...	...	...	...	...	...	...	...	...	...	...	...
Mauritius	6,364	62	20	36	8	53	12	24	62	59	23	62
Mozambique	3,615	30	12	13	8	17	4	7	79	34	15	32
Namibia	1,981 ⁻²	56 ⁻²	6 ⁻²	35 ⁻²	4 ⁻²	46 ⁻²	2 ⁻²	11 ⁻²	79 ⁻²	56 ⁻²	38 ⁻²	52 ⁻²
Niger	...	...	...	...	...	...	...	...	...	...	...	...
Nigeria	174,602 ⁻¹	41 ⁻¹	...	...	...	...	...	...	...	...	...	...
Rwanda	3,595 ⁻¹	42 ⁻¹	...	...	...	...	...	...	...	...	...	...
Sao Tome and Principe	.	.	.	.	.	.	.	.	.	.	.	.
Senegal	...	...	...	...	...	...	...	...	...	...	...	...
Seychelles	.	.	.	.	.	.	.	.	.	.	.	.
Sierra Leone	...	...	...	...	...	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	120,385	59	17	37	9	46	7	25	83	63	24	74
Swaziland	1,035	55	6	51	3	52	3	50	94	55	29	56
Togo	...	...	...	...	...	...	...	...	...	...	...	...
Uganda	21,164 ⁻¹	38 ⁻¹	10 ⁻¹	22 ⁻¹	3 ⁻¹	27 ⁻¹	6 ⁻¹	19 ⁻¹	88 ⁻¹	39 ⁻¹	35 ⁻¹	37 ⁻¹
United Republic of Tanzania	4,028 ⁻¹	...	21 ⁻¹	...	3 ⁻¹	...	18 ⁻¹	...	59 ⁻¹	...	15 ⁻¹	...
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
Humanities and arts		Social science, business and law		Other fields						Not known or unspecified		Country or territory
				Agriculture		Health and welfare		Services				
MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	
2 ⁻¹	22 ⁻¹	29 ⁻¹	18 ⁻¹	8 ⁻¹	10 ⁻¹	7 ⁻¹	21 ⁻¹	– ⁻¹	– ⁻¹	– ⁻¹	– ⁻¹	Eritrea
3	18	45	28	5	16	10	46	.	.	–	32	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	Gabon
36 ⁻¹	21 ⁻¹	17 ⁻¹	15 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	Gambia
...	...	...	...	...	...	...	...	...	...	...	...	Ghana
...	...	...	...	...	...	...	...	...	...	...	...	Guinea
...	...	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
...	...	...	...	...	...	...	...	...	...	...	...	Kenya
7 ⁻²	...	15 ⁻²	...	7 ⁻²	...	– ⁻²	...	– ⁻²	...	34 ⁻²	...	Lesotho
...	...	...	...	...	...	...	...	...	...	...	...	Liberia
19	53	53	51	2	32	3	49	–	45	–	48	Madagascar
...	...	...	...	...	...	...	...	...	...	...	...	Malawi
...	...	...	...	...	...	...	...	...	...	...	...	Mali
22	70	16	41	1	68	–	–	–	–	18	100	Mauritius
17	31	36	38	6	30	2	52	4	19	9	18	Mozambique
3 ⁻²	72 ⁻²	27 ⁻²	57 ⁻²	5 ⁻²	43 ⁻²	4 ⁻²	92 ⁻²	2 ⁻²	52 ⁻²	15 ⁻²	67 ⁻²	Namibia
...	...	...	...	...	...	...	...	...	...	...	...	Niger
...	...	...	...	...	...	...	...	...	...	...	...	Nigeria
...	...	...	...	...	...	...	...	...	...	...	...	Rwanda
.	.	.	.	.	.	.	.	.	.	.	.	Sao Tome and Principe
...	...	...	...	...	...	...	...	...	...	...	...	Senegal
.	.	.	.	.	.	.	.	.	.	.	.	Seychelles
...	...	...	...	...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	Somalia
6	63	42	57	2	45	8	72	2	71	–	–	South Africa
16	61	36	50	7	49	5	74	1	38	.	.	Swaziland
...	...	...	...	...	...	...	...	...	...	...	...	Togo
5 ⁻¹	39 ⁻¹	38 ⁻¹	41 ⁻¹	3 ⁻¹	16 ⁻¹	4 ⁻¹	40 ⁻¹	3 ⁻¹	54 ⁻¹	3 ⁻¹	64 ⁻¹	Uganda
3 ⁻¹	...	24 ⁻¹	...	13 ⁻¹	...	4 ⁻¹	...	– ⁻¹	...	20 ⁻¹	...	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 and secondary education, ISCED 1-3			
	2005			2005			
	MF	M	F	MF	M	F	GPI
Arab States							
Algeria	0.1	0.1	0.1	11.6 ^{**}	11.7 ^{**}	11.6 ^{**}	0.99 ^{**}
Bahrain	1.4	1.4	1.4	12.2	12.1	12.4	1.02
Djibouti	-	-	-	4.1	4.7	3.5	0.75
Egypt (p)	0.3	0.3	0.3	11.2	11.6	10.8	0.93
Iraq	0.1 ^{**}	0.1 ^{**}	0.1 ^{**}	8.7 ^{**}	9.8 ^{**}	7.5 ^{**}	0.77 ^{**}
Jordan (p)	0.6	0.6	0.6	10.1	10.1	10.2	1.02
Kuwait	1.4	1.4	1.5	11.5	11.4	11.7	1.03
Lebanon	2.2	2.2	2.2	11.7	11.6	11.9	1.02
Libyan Arab Jamahiriya	0.2 ⁺¹	0.2 ⁺¹	0.2 ⁺¹	12.6 ⁺¹	12.0 ⁺¹	13.2 ⁺¹	1.10 ⁺¹
Mauritania	0.1^{**}	...	...	7.3	7.4	7.2	0.97
Morocco	1.1	1.3	0.8	9.3 ^{**}	9.8 ^{**}	8.7 ^{**}	0.88 ^{**}
Oman	0.2 ⁺¹	0.2 ⁺¹	0.2 ⁺¹	10.2 ⁺¹	10.3 ⁺¹	10.1 ⁺¹	0.98 ⁺¹
Palestinian Autonomous Territories	0.6	0.6	0.6	11.5	11.2	11.7	1.04
Qatar	1.1	1.1	1.1	12.3	12.4	12.2	0.99
Saudi Arabia	0.3	0.3	0.3	11.1	11.2	10.9	0.98
Sudan	0.5	0.5	0.5	5.4	5.7	5.1	0.89
Syrian Arab Republic	0.3	0.3	0.3	10.4	10.7	10.1	0.94
Tunisia (p)	0.6 ^{**,-2}	0.7 ^{**,-2}	0.6 ^{**,-2}	12.4 ^{**}	12.2 ^{**}	12.6 ^{**}	1.03 ^{**}
United Arab Emirates	1.3	1.3	1.3	8.6	8.6	8.7	1.01
Yemen	- ^{**}	- ^{**}	- ^{**}	8.3	10.1	6.4	0.64
Central and Eastern Europe							
Albania	1.5 ⁻¹	1.5 ⁻¹	1.5 ⁻¹	10.5 ⁻¹	10.6 ⁻¹	10.3 ⁻¹	0.97 ⁻¹
Belarus	3.1	3.2	3.1	10.7	10.7	10.6	0.99
Bosnia and Herzegovina	...	...	...	...	...	...	...
Bulgaria (p)	3.1 ⁻¹	3.1 ⁻¹	3.1 ⁻¹	11.2 ⁻¹	11.4 ⁻¹	11.1 ⁻¹	0.97 ⁻¹
Croatia	1.9 ⁻²	1.9 ⁻²	1.8 ⁻²	10.9 ⁻²	10.9 ⁻²	11.0 ⁻²	1.01 ⁻²
Czech Republic (p)	3.3	3.3	3.2	12.6	12.5	12.6	1.01
Estonia	4.4	4.4	4.4	12.1	12.1	12.1	1.00
Hungary (p)	3.3	3.4	3.3	11.6	11.7	11.6	0.99
Latvia	3.2 ⁻¹	3.2 ⁻¹	3.1 ⁻¹	11.4 ⁻¹	11.4 ⁻¹	11.3 ⁻¹	0.99 ⁻¹
Lithuania	2.6 ⁻¹	2.6 ⁻¹	2.5 ⁻¹	12.1 ⁻¹	12.2 ⁻¹	12.1 ⁻¹	0.99 ⁻¹
Poland (p)	2.1	2.1	2.1	11.8	11.8	11.8	1.00
Republic of Moldova	2.5 ⁺	2.5 ⁺	2.4 ⁺	9.5 ⁺	9.4 ⁺	9.5 ⁺	1.01 ⁺
Romania	3.0	3.0	3.0	11.2	11.2	11.2	1.00
Russian Federation (p)	3.3	3.4	3.2	9.9	9.9	9.9	0.99
Serbia and Montenegro	...	...	...	...	...	...	...
Slovakia (p)	2.8	2.9	2.8	12.4	12.3	12.4	1.00
Slovenia	2.4	2.4	2.3	13.0	13.1	13.0	0.99
The Former Yugoslav Rep. of Macedonia	1.3	1.3	1.3	10.7	10.8	10.6	0.99
Turkey (p)	0.3	0.3	0.3	9.4 ^{**}	9.9 ^{**}	8.8 ^{**}	0.89 ^{**}
Ukraine	2.5	2.6	2.5	10.2	10.5	10.0	0.95
Central Asia							
Armenia	1.3 ^{**}	1.2 ^{**}	1.4 ^{**}	9.1	8.9	9.2	1.03
Azerbaijan	0.9	0.9	0.9	9.6	9.7	9.4	0.97
Georgia	1.5	1.4	1.6	9.6	9.6	9.7	1.01

School life expectancy (approximation method) in years								Region
Primary to tertiary education, ISCED 1-6								Country or territory
1999				2005				
MF	M	F	GPI	MF	M	F	GPI	
Arab States								
...	...	...	...	12.7 **	12.6 **	12.8 **	1.02 **	Algeria
13.1 **	12.6 **	13.7 **	1.09 **	14.3 **	13.5 **	15.1 **	1.11 **	Bahrain
3.2 **	3.7 **	2.7 **	0.71 **	4.2 **	4.9 **	3.6 **	0.75 **	Djibouti
12.5 **	...	...	...	13.0 **	...	...	...	Egypt (p)
8.2 **	9.4 **	7.0 **	0.74 **	9.6 **	10.9 **	8.2 **	0.75 **	Iraq
12.6 **, +1	12.4 **, +1	12.8 **, +1	1.03 **, +1	12.1 **	12.0 **	12.3 **	1.02 **	Jordan (p)
13.7 **	13.0 **	14.4 **	1.11 **	12.7 **	12.2 **	13.2 **	1.09 **	Kuwait
13.2 **	13.0 **	13.3 **	1.02 **	14.3 **	14.0 **	14.6 **	1.04 **	Lebanon
...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
6.9 **	...	...	...	7.5 **	7.7 **	7.3 **	0.95 **	Mauritania
8.0 **	8.9 **	7.1 **	0.80 **	10.0 **	10.7 **	9.3 **	0.88 **	Morocco
...	...	...	...	...	...	...	...	Oman
12.0	11.9	12.0	1.01	13.4 **	13.2 **	13.7 **	1.04 **	Palestinian Autonomous Territories
12.9 **	12.2 **	13.8 **	1.13 **	13.2 **	12.9 **	13.9 **	1.08 **	Qatar
...	...	...	...	12.8 **	12.7 **	12.8 **	1.01 **	Saudi Arabia
4.7 **	...	...	...	...	...	...	...	Sudan
...	...	...	...	...	...	...	...	Syrian Arab Republic
12.9 **	13.0 **	12.7 **	0.98 **	14.0 **	13.6 **	14.4 **	1.06 **	Tunisia (p)
11.2 **	10.7 **	12.0 **	1.12 **	...	...	...	...	United Arab Emirates
7.7 **	10.4 **	4.8 **	0.46 **	8.8 **	10.8 **	6.7 **	0.62 **	Yemen
Central and Eastern Europe								
11.1 **	11.1 **	11.0 **	0.99 **	11.4 **, -1	11.4 **, -1	11.5 **, -1	1.01 **, -1	Albania
13.5 **	13.3 **	13.8 **	1.04 **	14.6	14.3	14.9	1.04	Belarus
...	...	...	...	...	...	...	...	Bosnia and Herzegovina
13.0	12.6	13.3	1.06	13.3 ⁻¹	13.3 ⁻¹	13.2 ⁻¹	0.99 ⁻¹	Bulgaria (p)
12.0	11.9	12.2	1.02	12.9 ⁻²	12.7 ⁻²	13.1 ⁻²	1.03 ⁻²	Croatia
13.5 **	13.4 **	13.6 **	1.01 **	15.0	14.8	15.2	1.03	Czech Republic (p)
14.5	14.0	15.0	1.07	16.1	15.1	17.1	1.13	Estonia
13.9 **	13.7 **	14.2 **	1.04 **	15.1	14.6	15.7	1.07	Hungary (p)
13.7	12.9	14.4	1.11	15.4 ⁻¹	14.4 ⁻¹	16.3 ⁻¹	1.14 ⁻¹	Latvia
14.1	13.6	14.6	1.07	16.0 ⁻¹	15.3 ⁻¹	16.7 ⁻¹	1.09 ⁻¹	Lithuania
14.5	14.1	14.9	1.05	15.2	14.6	15.7	1.08	Poland (p)
11.3 **	11.1 **	11.6 **	1.04 **	11.6 [^]	11.1 [^]	12.0 [^]	1.08 [^]	Republic of Moldova
11.9	11.7	12.0	1.02	13.6	13.3	13.9	1.04	Romania
...	...	...	...	13.5 **	13.0 **	14.1 **	1.08 **	Russian Federation (p)
13.3 [^]	13.3 [^]	13.4 [^]	1.01 [^]	Serbia and Montenegro
13.2 **	13.0 **	13.3 **	1.02 **	14.4	14.2	14.7	1.04	Slovakia (p)
14.8 **	14.4 **	15.3 **	1.06 **	17.0 **	16.4 **	17.7 **	1.08 **	Slovenia
11.9	11.9	11.9	1.00	12.2	12.0	12.4	1.03	The Former Yugoslav Rep. of Macedonia
...	...	...	...	11.0 **	11.7 **	10.2 **	0.87 **	Turkey (p)
12.6 **	12.4 **	12.8 **	1.03 **	14.0	14.0	14.1	1.01	Ukraine
Central Asia								
10.4 **, +1	10.2 **, +1	10.6 **, +1	1.04 **, +1	11.0	10.5	11.5	1.09	Armenia
10.1	10.2	10.0	0.98	10.8	10.9	10.7	0.98	Azerbaijan
11.6 **	11.5 **	11.6 **	1.00 **	12.3	12.2	12.5	1.03	Georgia

TABLE 12 SCHOOL LIFE EXPECTANCY

Region	School life expectancy (approximation method) in years						
	Pre-primary education, ISCED 0			Primary and secondary education, ISCED 1-3			
	2005			2005			
	MF	M	F	MF	M	F	GPI
Kazakhstan	1.3	1.4	1.3	11.4	11.5	11.3	0.98
Kyrgyzstan	0.5	0.5	0.5	10.0	10.0	10.0	1.00
Mongolia	1.6	1.5 **	1.7 **	10.2	9.8	10.6	1.08
Tajikistan	0.4	0.4	0.4	9.8	10.3	9.1	0.88
Turkmenistan	...	...	...	...	...	...	...
Uzbekistan	1.1 **,-1	1.1 **,-1	1.1 **,-1	10.6 **,-1	10.8 **,-1	10.5 **,-1	0.98 **,-1
East Asia and the Pacific							
Australia (p)	1.0	1.0	1.0	16.2	16.4	15.9	0.97
Brunei Darussalam	1.6	1.6	1.6	13.1	13.0	13.3	1.02
Cambodia	0.3	0.3	0.3	9.9 **,-1	10.6 **,-1	9.2 **,-1	0.87 **,-1
China (p)	1.1	1.2	1.1	10.1	10.1 **	10.1 **	1.00 **
Cook Islands	0.9 **,-1	0.9 **,-1	1.0 **,-1	9.9 **,-1	9.9 **,-1	9.8 **,-1	0.99 **,-1
Democratic People's Republic of Korea	...	...	...	...	...	...	...
Fiji	0.5 **	0.5 **	0.5 **	12.5 **	12.4 **	12.6 **	1.02 **
Hong Kong SAR of China	2.1	2.1	2.0	12.4	12.7	12.1	0.95
Indonesia (p)	0.7	0.7 **	0.7 **	10.8	11.0 **	10.7 **	0.97 **
Japan (p)	2.6	...	...	12.1	12.1	12.1	1.00
Kiribati	2.2 **,-1	...	...	12.1 *	11.7 *	12.5 *	1.07 *
Lao People's Democratic Republic	0.3	0.3	0.3	8.8	9.6	8.0	0.83
Macao, China	2.7	2.7	2.7	12.0	12.2	11.8	0.97
Malaysia (p)	1.2 -1	1.1 -1	1.3 -1	11.0 -1	10.6 -1	11.3 -1	1.06 -1
Marshall Islands	1.0 **,-2	1.0 **,-2	1.0 **,-2	10.9 **	10.9 **	10.8 **	0.99 **
Micronesia (Federated States of) (p)	...	...	...	12.1	12.0	12.2	1.01
Myanmar	...	...	...	7.4	7.4	7.4	1.01
Nauru	2.1 **,-1	2.1 **,-1	2.2 **,-1	7.9 **,-1	7.8 **,-1	8.0 **,-1	1.03 **,-1
New Zealand (p)	1.9	1.8	1.9	14.9	14.6	15.2	1.04
Niue	1.0 **,-1	0.8 **,-1	1.2 **,-1	11.1 -1	10.8 -1	11.6 -1	1.08 -1
Palau	1.9 **	1.8 **	2.1 **	12.3 **	12.2 **	12.4 **	1.02 **
Papua New Guinea	0.6 **,-2	0.6 **,-2	0.6 **,-2	6.0 **,-2	6.4 **,-2	5.5 **,-2	0.85 **,-2
Philippines (p)	0.4	0.4	0.4	10.3	10.1	10.4	1.03
Republic of Korea (p)	1.0 +1	1.0 +1	1.0 +1	12.0 +1	12.0 +1	12.0 +1	1.00 +1
Samoa	1.0 **,-1	0.9 **,-1	1.1 **,-1	11.7 **	11.4 **	12.0 **	1.05 **
Singapore	...	...	...	...	...	...	...
Solomon Islands	1.2 **,-2	1.2 **,-2	1.2 **,-2	8.1	8.4	7.7	0.92
Thailand (p)	2.5 +1	2.5 +1	2.4 +1	10.0 +1	10.0 +1	10.0 +1	1.00 +1
Timor-Leste	0.3 **	0.3 **	0.3 **	11.9	12.2	11.5	0.95
Tokelau	2.5 **,-1	2.5 **,-1	2.5 **,-1	10.8 **,-1	10.2 **,-1	11.4 **,-1	1.12 **,-1
Tonga	0.5 **	0.4 **	0.5 **	13.0 -1	12.9 **,-1	13.1 **,-1	1.01 **,-1
Tuvalu	3.0 **,-1	3.0 **,-1	3.0 **,-1	...	...	...	...
Vanuatu	...	...	...	10.0 -1	10.4 -1	9.7 -1	0.94 -1
Viet Nam	1.8 **	1.9 **	1.7 **	10.0	10.2	9.8	0.96
Latin America and the Caribbean							
Anguilla	1.9 **	2.1 **	1.8 **	10.8 **	10.8 **	10.9 **	1.01 **
Antigua and Barbuda	...	...	...	...	...	...	...
Argentina (p)	1.9 -1	1.9 -1	1.9 -1	11.9 -1	11.8 -1	12.1 -1	1.02 -1
Aruba	2.0 *	2.0 *	2.0 *	11.8 *	11.9 *	11.8 *	0.99 *

School life expectancy (approximation method) in years								Region
Primary to tertiary education, ISCED 1-6								Country or territory
1999				2005				
MF	M	F	GPI	MF	M	F	GPI	
12.0	11.8	12.2	1.03	15.3	14.9	15.8	1.06	Kazakhstan
11.5	11.4	11.7	1.03	12.4	12.1	12.8	1.05	Kyrgyzstan
8.7 ^{**}	7.8 ^{**}	9.6 ^{**}	1.23 ^{**}	12.5	11.5	13.4	1.16	Mongolia
9.7 ^{**}	10.6 ^{**}	8.9 ^{**}	0.84 ^{**}	11.0	12.0	9.9	0.82	Tajikistan
...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	11.4 ^{**,-1}	11.6 ^{**,-1}	11.2 ^{**,-1}	0.97 ^{**,-1}	Uzbekistan
East Asia and the Pacific								
20.0 ^{**}	19.8 ^{**}	20.3 ^{**}	1.02 ^{**}	20.3	20.2	20.4	1.01	Australia (p)
13.5 ^{**}	13.2 ^{**}	13.9 ^{**}	1.05 ^{**}	13.9 ^{**}	13.5 ^{**}	14.3 ^{**}	1.05 ^{**}	Brunei Darussalam
7.6 ^{**,+1}	8.4 ^{**,+1}	6.7 ^{**,+1}	0.80 ^{**,+1}	10.1 ^{**,-1}	10.9 ^{**,-1}	9.3 ^{**,-1}	0.86 ^{**,-1}	Cambodia
...	...	...	...	11.2 ^{**}	11.2 ^{**}	11.1 ^{**}	0.99 ^{**}	China (p)
10.6 ^{**}	10.5 ^{**}	10.6 ^{**}	1.01 ^{**}	10.0 ^{**,-1}	10.0 ^{**,-1}	10.0 ^{**,-1}	1.00 ^{**,-1}	Cook Islands
...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
...	...	...	...	13.3 ^{**}	13.1 ^{**}	13.5 ^{**}	1.03 ^{**}	Fiji
...	...	...	...	14.3	14.7	13.9	0.94	Hong Kong SAR of China
...	...	...	...	11.7 ^{**}	11.9 ^{**}	11.4 ^{**}	0.96 ^{**}	Indonesia (p)
14.4 ^{**}	14.6 ^{**}	14.3 ^{**}	0.98 ^{**}	14.9 ^{**}	15.0 ^{**}	14.7 ^{**}	0.98 ^{**}	Japan (p)
11.7 [*]	11.2 [*]	12.2 [*]	1.08 [*]	12.2 [*]	11.8 [*]	12.7 [*]	1.07 [*]	Kiribati
8.4 ^{**}	9.4 ^{**}	7.4 ^{**}	0.78 ^{**}	9.4 ^{**}	10.3 ^{**}	8.5 ^{**}	0.83 ^{**}	Lao People's Democratic Republic
12.1 ^{**}	12.4 ^{**}	11.9 ^{**}	0.96 ^{**}	15.1	16.0	14.4	0.90	Macao, China
12.3 ^{**}	12.1 ^{**}	12.4 ^{**}	1.03 ^{**}	13.1 ⁻¹	12.6 ⁻¹	13.6 ⁻¹	1.09 ⁻¹	Malaysia (p)
...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	Micronesia (Federated States of) (p)
6.8 ^{**}	6.8 ^{**}	6.9 ^{**}	1.02^{**}	...	...	...	...	Myanmar
8.4 ^{**,-1}	8.1 ^{**,-1}	8.6 ^{**,-1}	1.06 ^{**,-1}	7.9 ^{**,-1}	7.8 ^{**,-1}	8.0 ^{**,-1}	1.03 ^{**,-1}	Nauru
17.5 ^{**}	16.8 ^{**}	18.2 ^{**}	1.08 ^{**}	19.8	18.8	20.8	1.11	New Zealand (p)
11.9 [*]	11.5 [*]	12.4 [*]	1.08 [*]	11.1 ^{,-1}	10.8 ^{,-1}	11.6 ^{,-1}	1.08 ^{,-1}	Niue
14.5 ^{**,+1}	13.7 ^{**,+1}	15.4 ^{**,+1}	1.13 ^{**,+1}	...	...	...	...	Palau
6.0 ^{**}	6.3 ^{**}	5.6 ^{**}	0.88^{**}	...	...	...	...	Papua New Guinea
11.6 ^{**}	11.4 ^{**}	11.9 ^{**}	1.04 ^{**}	12.0 ^{**}	11.7 ^{**}	12.3 ^{**}	1.05 ^{**}	Philippines (p)
15.0	15.8	14.1	0.89	16.4 ⁺¹	17.4 ⁺¹	15.4 ⁺¹	0.89 ⁺¹	Republic of Korea (p)
12.3 ^{**}	12.1 ^{**}	12.5 ^{**}	1.04^{**}	...	...	...	...	Samoa
...	...	...	...	...	...	...	...	Singapore
7.1	7.5	6.6	0.88	8.1	8.4	7.7	0.92	Solomon Islands
...	...	...	...	12.2 ^{**,+1}	12.1 ^{**,+1}	12.2 ^{**,+1}	1.01 ^{**,+1}	Thailand (p)
...	...	...	...	...	...	...	...	Timor-Leste
10.9 ^{**,+1}	10.5 ^{**,+1}	11.4 ^{**,+1}	1.09 ^{**,+1}	10.8 ^{**,-1}	10.2 ^{**,-1}	11.4 ^{**,-1}	1.12 ^{**,-1}	Tokelau
13.3 ^{**}	13.0 ^{**}	13.5 ^{**}	1.04 ^{**}	13.4 ^{**,-1}	13.3 ^{**,-1}	13.6 ^{**,-1}	1.03 ^{**,-1}	Tonga
11.0 ^{**,-1}	11.5 ^{**,-1}	10.4 ^{**,-1}	0.91 ^{**,-1}	...	...	...	...	Tuvalu
9.1^{**}	...	...	...	10.5 ^{**,-1}	10.9 ^{**,-1}	10.1 ^{**,-1}	0.93 ^{**,-1}	Vanuatu
10.3 ^{**}	10.7 ^{**}	9.8 ^{**}	0.91 ^{**}	10.8 ^{**}	11.1 ^{**}	10.4 ^{**}	0.94 ^{**}	Viet Nam
Latin America and the Caribbean								
13.5 ^{**,+1}	13.4 ^{**,+1}	13.7 ^{**,+1}	1.02 ^{**,+1}	11.2 ^{**}	11.1 ^{**}	11.6 ^{**}	1.05 ^{**}	Anguilla
...	...	...	...	...	...	...	...	Antigua and Barbuda
15.1 ^{**}	14.4 ^{**}	15.9 ^{**}	1.11 ^{**}	15.4 ⁻¹	14.7 ⁻¹	16.1 ⁻¹	1.10 ⁻¹	Argentina (p)
13.3 ^{**}	13.2 ^{**}	13.4 ^{**}	1.02 ^{**}	13.5 [*]	13.2 [*]	13.7 [*]	1.03 [*]	Aruba

TABLE 12 SCHOOL LIFE EXPECTANCY

Region	School life expectancy (approximation method) in years						
	Pre-primary education, ISCED 0			Primary and secondary education, ISCED 1-3			
	2005			2005			
	MF	M	F	MF	M	F	GPI
Bahamas	0.6 ^{**-2}	0.6 ^{**-2}	0.6 ^{**-2}	11.5	11.5	11.5	1.00
Barbados	1.9	1.9	1.9	12.1	12.1	12.1	1.00
Belize	0.7	0.6	0.7	12.7 ^{**}	12.8 ^{**}	12.6 ^{**}	0.98 ^{**}
Bermuda	...	...	...	12.3 ⁺	11.9 ⁺	12.7 ⁺	1.06 ⁺
Bolivia	1.0 ^{**}	1.0 ^{**}	1.0 ^{**}	12.3 ⁻²	12.4 ⁻²	12.2 ⁻²	0.98 ⁻²
Brazil (p)	1.9 ⁻¹	1.9 ⁻¹	1.9 ⁻¹	12.9 ⁻¹	12.8 ⁻¹	13.1 ⁻¹	1.02 ⁻¹
British Virgin Islands	1.8 ⁺	1.7 ⁺	1.9 ⁺	13.0 ⁺	12.7 ⁺	13.3 ⁺	1.04 ⁺
Cayman Islands	0.9 ^{**}	1.0 ^{**}	0.9 ^{**}	11.5 ^{**}	12.0 ^{**}	10.9 ^{**}	0.91 ^{**}
Chile (p)	1.6	1.6	1.6	11.7	11.8	11.6	0.98
Colombia	1.2	1.2	1.2	10.4	10.2	10.6	1.04
Costa Rica	1.4	1.4	1.4	10.5	10.4	10.5	1.02
Cuba	3.4	3.4	3.4	11.7	11.8	11.6	0.98
Dominica	1.6 ^{**}	1.5 ^{**}	1.6 ^{**}	11.9 ⁺	12.0 ⁺	11.7 ⁺	0.98 ⁺
Dominican Republic	1.0	1.0	1.0	11.0	10.8	11.3	1.05
Ecuador	0.8 ^{**}	0.8 ^{**}	0.8 ^{**}	10.7 ^{**}	10.7 ^{**}	10.7 ^{**}	1.00 ^{**}
El Salvador	1.5	1.5	1.5	10.6	10.7	10.6	0.98
Grenada	1.6 ^{**}	1.5 ^{**}	1.7 ^{**}	11.6 ^{**}	11.7 ^{**}	11.6 ^{**}	0.99 ^{**}
Guatemala	1.2	1.2	1.2	9.6	10.0	9.1	0.91
Guyana	2.1	2.2	2.1	13.0	13.0	13.0	1.00
Haiti	...	...	...	...	...	...	...
Honduras	1.0 ^{**}	1.0 ^{**}	1.0 ^{**}	10.2 ^{**}	9.8 ^{**}	10.5 ^{**}	1.07 ^{**}
Jamaica (p)	2.9	2.8	2.9	10.1	10.0	10.1	1.01
Mexico (p)	1.9	1.9	1.9	11.4	11.3	11.5	1.01
Montserrat	2.1 ⁺	1.7 ⁺	2.5 ⁺	14.0 ⁺	13.7 ⁺	14.4 ⁺	1.06 ⁺
Netherlands Antilles	2.3 ^{**,-2}	2.3 ^{**,-2}	2.2 ^{**,-2}	12.9 ^{**,-2}	12.7 ^{**,-2}	13.0 ^{**,-2}	1.02 ^{**,-2}
Nicaragua	1.5	1.5	1.5	10.1	10.0	10.2	1.03
Panama	1.2	1.2	1.2	10.9	10.9	11.0	1.01
Paraguay (p)	0.9 ⁻¹	0.9 ⁻¹	0.9 ⁻¹	10.1 ⁻¹	10.2 ⁻¹	10.1 ⁻¹	0.99 ⁻¹
Peru (p)	1.9	1.9	1.9	11.4	11.4	11.5	1.01
Saint Kitts and Nevis	2.0 ^{**}	1.9 ^{**}	2.2 ^{**}	11.6 ^{**}	11.5 ^{**}	11.8 ^{**}	1.02 ^{**}
Saint Lucia	1.5	1.4	1.5	11.6	11.3	11.8	1.05
Saint Vincent and the Grenadines	1.7 ^{**}	1.7 ^{**}	1.7 ^{**}	11.4	11.4	11.5	1.00
Suriname	1.8	1.8	1.8	12.6	11.8	13.4	1.13
Trinidad and Tobago	1.8 ⁺	1.8 ⁺	1.7 ⁺	11.0 ⁺	11.0 ⁺	11.0 ⁺	1.00 ⁺
Turks and Caicos Islands	2.3 ^{**}	2.6 ^{**}	2.1 ^{**}	9.7 ^{**}	9.8 ^{**}	9.7 ^{**}	0.99 ^{**}
Uruguay (p)	1.9 ⁻¹	1.9 ⁻¹	1.9 ⁻¹	12.9 ⁻¹	12.6 ⁻¹	13.3 ⁻¹	1.06 ⁻¹
Venezuela	1.8	1.7	1.8	10.0	9.9	10.2	1.03
North America and Western Europe							
Andorra	3.4 ⁺	3.4 ⁺	3.4 ⁺	10.5 ⁺	10.3 ⁺	10.7 ⁺	1.03 ⁺
Austria (p)	2.7	2.7	2.7	12.4	12.6	12.2	0.97
Belgium (p)	3.6	3.6	3.6	12.8	13.0	12.7	0.98
Canada (p)	1.4 ^{**,-1}	1.4 ^{**,-1}	1.4 ^{**,-1}	13.0 ^{**,-1}	13.1 ^{**,-1}	12.9 ^{**,-1}	0.98 ^{**,-1}
Cyprus	1.9 ⁺	2.0 ⁺	1.9 ⁺	11.8 ⁺	11.8 ⁺	11.9 ⁺	1.01 ⁺
Denmark (p)	3.7	3.7	3.7	13.4	13.4	13.5	1.01
Finland (p)	2.4	2.4	2.3	12.6	12.5	12.7	1.02
France (p)	3.5	3.5	3.5	13.6	13.6	13.6	1.00

School life expectancy (approximation method) in years								Region
Primary to tertiary education, ISCED 1-6								Country or territory
1999				2005				
MF	M	F	GPI	MF	M	F	GPI	
11.1	11.2	10.9	0.97	11.9 ^{**}	11.9 ^{**}	11.9 ^{**}	1.00 ^{**}	Bahamas
14.0 ^{**}	13.4 ^{**}	14.6 ^{**}	1.09^{**}	...	...	...	...	Barbados
...	...	...	...	...	...	...	...	Belize
...	...	...	...	...	...	...	...	Bermuda
13.5^{**}	...	...	...	14.3 ^{**,-2}	...	...	...	Bolivia
14.2 ^{**}	13.9 ^{**}	14.4 ^{**}	1.04 ^{**}	14.3 ⁻¹	14.0 ⁻¹	14.6 ⁻¹	1.04 ⁻¹	Brazil (p)
15.9 ^{**}	15.0 ^{**}	16.8 ^{**}	1.12 ^{**}	17.3 ^{**}	15.5 ^{**}	19.1 ^{**}	1.24 ^{**}	British Virgin Islands
13.2 ^{**,+1}	12.8 ^{**,+1}	13.6 ^{**,+1}	1.06 ^{**,+1}	...	...	...	...	Cayman Islands
12.8 ^{**}	12.9 ^{**}	12.7 ^{**}	0.99 ^{**}	14.1 ^{**}	14.3 ^{**}	14.0 ^{**}	0.98 ^{**}	Chile (p)
11.1 ^{**}	10.8 ^{**}	11.4 ^{**}	1.05 ^{**}	11.9 ^{**}	11.6 ^{**}	12.1 ^{**}	1.04 ^{**}	Colombia
10.3 ^{**}	10.2 ^{**}	10.4 ^{**}	1.03 ^{**}	11.7 ^{**}	11.5 ^{**}	12.0 ^{**}	1.04 ^{**}	Costa Rica
12.3 ^{**}	12.1 ^{**}	12.4 ^{**}	1.02 ^{**}	14.9 ^{**}	14.2 ^{**}	15.6 ^{**}	1.10 ^{**}	Cuba
12.3 ^{**}	11.7 ^{**}	13.0 ^{**}	1.11 ^{**}	13.1 ^{**}	12.8 ^{**}	13.4 ^{**}	1.05 ^{**}	Dominica
...	...	...	...	...	...	...	...	Dominican Republic
...	...	...	...	...	...	...	...	Ecuador
10.7 ^{**}	10.9 ^{**}	10.6 ^{**}	0.97 ^{**}	11.6	11.6	11.6	1.00	El Salvador
...	...	...	...	12.1 ^{**}	12.0 ^{**}	12.2 ^{**}	1.02 ^{**}	Grenada
...	...	...	...	...	...	...	...	Guatemala
...	...	...	...	13.6 ^{**}	13.4 ^{**}	13.9 ^{**}	1.04 ^{**}	Guyana
...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	...	...	...	Honduras
11.5 ^{**,+1}	11.3 ^{**,+1}	11.7 ^{**,+1}	1.04 ^{**,+1}	...	...	...	...	Jamaica (p)
11.6 ^{**}	11.7 ^{**}	11.5 ^{**}	0.98 ^{**}	12.7	12.6	12.7	1.01	Mexico (p)
...	...	...	...	14.6 ⁺	14.2 ⁺	15.2 ⁺	1.07 ⁺	Montserrat
15.3 ^{**}	15.0 ^{**}	15.6 ^{**}	1.04^{**}	...	...	...	...	Netherlands Antilles
...	...	...	...	...	...	...	...	Nicaragua
12.6 ^{**}	12.1 ^{**}	13.1 ^{**}	1.08 ^{**}	13.4 ^{**}	12.7 ^{**}	14.0 ^{**}	1.10 ^{**}	Panama
11.1 ^{**}	11.0 ^{**}	11.1 ^{**}	1.00 ^{**}	11.5 ^{**,-1}	11.4 ^{**,-1}	11.7 ^{**,-1}	1.02 ^{**,-1}	Paraguay (p)
...	...	...	...	13.6 ^{**}	13.4 ^{**}	13.8 ^{**}	1.03 ^{**}	Peru (p)
14.2 ^{**,+1}	13.5 ^{**,+1}	14.8 ^{**,+1}	1.10 ^{**,+1}	12.3 ^{**}	12.1 ^{**}	12.5 ^{**}	1.04 ^{**}	Saint Kitts and Nevis
...	...	...	...	12.8 ^{**}	12.3 ^{**}	13.3 ^{**}	1.08 ^{**}	Saint Lucia
11.0 ^{**,+1}	10.6 ^{**,+1}	11.4 ^{**,+1}	1.07 ^{**,+1}	12.0 ^{**}	11.8 ^{**}	12.2 ^{**}	1.04 ^{**}	Saint Vincent and the Grenadines
...	...	...	...	...	...	...	...	Suriname
11.9 ^{**}	11.7 ^{**}	12.1 ^{**}	1.03 ^{**}	11.9 ^{**}	11.8 ^{**}	12.1 ^{**}	1.03 ^{**}	Trinidad and Tobago
...	...	...	...	11.4 ^{**}	10.9 ^{**}	11.8 ^{**}	1.08 ^{**}	Turks and Caicos Islands
13.9 ^{**}	13.1 ^{**}	14.8 ^{**}	1.13 ^{**}	15.0 ^{**,-1}	14.0 ^{**,-1}	16.1 ^{**,-1}	1.15 ^{**,-1}	Uruguay (p)
10.5 ^{**,+1}	10.0 ^{**,+1}	11.0 ^{**,+1}	1.10 ^{**,+1}	...	...	...	...	Venezuela
								North America and Western Europe
...	...	...	...	10.8 ⁺	10.6 ⁺	10.9 ⁺	1.03 ⁺	Andorra
15.3 ^{**}	15.3 ^{**}	15.2 ^{**}	0.99 ^{**}	15.5	15.4	15.7	1.03	Austria (p)
17.8 ^{**}	17.4 ^{**}	18.2 ^{**}	1.05 ^{**}	16.1 ^{**}	15.8 ^{**}	16.4 ^{**}	1.03 ^{**}	Belgium (p)
15.9 ^{**,-1}	15.6 ^{**,-1}	16.3 ^{**,-1}	1.04 ^{**,-1}	16.4 ^{**,-1}	16.0 ^{**,-1}	16.9 ^{**,-1}	1.05 ^{**,-1}	Canada (p)
12.5 ⁺	12.4 ⁺	12.7 ⁺	1.03 ⁺	13.5 ⁺	13.3 ⁺	13.7 ⁺	1.02 ⁺	Cyprus
16.1 ^{**}	15.6 ^{**}	16.6 ^{**}	1.07 ^{**}	16.9	16.3	17.5	1.08	Denmark (p)
17.3 ^{**}	16.6 ^{**}	18.0 ^{**}	1.08 ^{**}	17.1	16.6	17.7	1.07	Finland (p)
15.7 ^{**}	15.4 ^{**}	16.0 ^{**}	1.03 ^{**}	16.5	16.1	16.8	1.04	France (p)

TABLE 12 SCHOOL LIFE EXPECTANCY

Region	School life expectancy (approximation method) in years						
	Pre-primary education, ISCED 0			Primary and secondary education, ISCED 1-3			
	2005			2005			
	MF	M	F	MF	M	F	GPI
Germany (p)	2.9	3.0	2.9	12.9	13.0	12.9	0.99
Gibraltar	...	...	...	...	...	...	...
Greece (p)	1.3	1.3	1.4	12.1	12.2	12.0	0.99
Holy See	.	.	.	.	.	.	.
Iceland (p)	2.8 **	2.8 **	2.8 **	14.5 **	14.5 **	14.5 **	1.00 **
Ireland (p)	...	...	...	14.1	13.9	14.3	1.03
Israel (p)	2.8	2.8	2.8	12.2	12.1	12.2	1.00
Italy (p)	3.1	3.1	3.1	13.0	13.1	13.0	0.99
Liechtenstein	2.0 ^{1,-1}	2.0 ^{1,-1}	2.1 ^{1,-1}	13.2 ^{1,-1}	13.6 ^{1,-1}	12.7 ^{1,-1}	0.93 ^{1,-1}
Luxembourg (p)	2.6	2.6	2.6	12.6	12.4	12.9	1.03
Malta	2.0	1.9	2.0	12.8	12.8	12.8	1.00
Monaco	...	...	...	...	...	...	...
Netherlands (p)	1.8	1.8	1.8	13.6	13.8	13.5	0.98
Norway (p)	2.6	...	...	13.8	13.8	13.8	1.00
Portugal (p)	2.3	2.3	2.3	12.7	12.6	12.8	1.02
San Marino	...	...	...	...	...	...	...
Spain (p)	3.4	3.4	3.4	13.5	13.4	13.5	1.01
Sweden (p)	3.5	3.6	3.5	12.0	12.0	12.0	1.00
Switzerland (p)	2.0	2.0	2.0	12.7	13.0	12.5	0.96
United Kingdom (p)	1.2	1.2	1.2	13.8	13.7	13.9	1.01
United States (p)	1.8	1.9	1.8	11.6	11.6	11.6	1.00
South and West Asia							
Afghanistan	- ^{1,-1}	- ^{1,-1}	- ^{1,-1}	6.2	8.0	4.4	0.54
Bangladesh	0.3 ¹	0.3 ¹	0.3 ¹	8.7 ¹	8.6 ¹	8.8 ¹	1.03 ¹
Bhutan	...	...	...	...	...	...	...
India	1.2 **	1.2 **	1.2 **	9.9 **	10.5 **	9.3 **	0.88 **
Iran, Islamic Republic of	0.5 **	0.4 **	0.5 **	11.1	10.7	11.4	1.06
Maldives	1.5	1.5	1.5	11.1 ^{1,-1}	11.0 ^{1,-1}	11.2 ^{1,-1}	1.02 ^{1,-1}
Nepal	0.5 ^{1,+1}	0.6 ^{1,+1}	0.5 ^{1,+1}	9.4 ^{1,+1}	9.7 ^{1,+1}	9.0 ^{1,+1}	0.93 ^{1,+1}
Pakistan	1.0	1.1	1.0	6.3	7.2	5.4	0.75
Sri Lanka (p)	...	...	...	11.5 ^{1,-1}	...	...	...
Sub-Saharan Africa							
Angola	...	...	...	...	...	...	...
Benin	0.1	0.1	0.1	8.1 **	9.4 **	6.8 **	0.72 **
Botswana	...	...	...	11.1 ^{1,-1}	11.1 ^{1,-1}	11.1 ^{1,-1}	1.01 ^{1,-1}
Burkina Faso	0.1 **	0.1 **	0.1 **	4.4	5.0	3.9	0.77
Burundi	0.1 **	0.1 **	0.1 **	6.2 **	6.7 **	5.6 **	0.83 **
Cameroon	0.5 **	0.5 **	0.5 **	10.3 ¹	11.3 ¹	9.4 ¹	0.83 ¹
Cape Verde	1.6	1.6	1.6	10.6	10.6	10.5	0.99
Central African Republic	0.1 ^{1,-1}	0.1 ^{1,-1}	0.1 ^{1,-1}	...	...	...	...
Chad	- **	- **	- **	5.9 **	7.5 **	4.4 **	0.58 **
Comoros	0.1 **	0.1 **	0.1 **	7.9 **	8.6 **	7.2 **	0.84 **
Congo	0.2	0.2	0.2	8.7 ^{1,-1}	9.3 ^{1,-1}	8.2 ^{1,-1}	0.88 ^{1,-1}
Côte d'Ivoire	0.1 ^{1,-2}	0.1 ^{1,-2}	0.1 ^{1,-2}	...	...	...	...
Democratic Republic of the Congo	- ^{1,-2}	- ^{1,-2}	- ^{1,-2}	5.3 ^{1,-2}	6.2 ^{1,-2}	4.4 ^{1,-2}	0.72 ^{1,-2}
Equatorial Guinea	1.6 **	1.8 **	1.5 **	...	...	...	...

School life expectancy (approximation method) in years								Region
Primary to tertiary education, ISCED 1-6								Country or territory
1999				2005				
MF	M	F	GPI	MF	M	F	GPI	
16.1 **	16.3 **	15.9 **	0.98 **	15.9 **	15.9 **	15.8 **	0.99 **	Germany (p)
...	...	...	...	...	...	...	...	Gibraltar
13.8	13.5	14.1	1.05	16.6	16.3	16.9	1.03	Greece (p)
...	...	...	...	...	...	...	...	Holy See
16.7	16.1	17.3	1.08	18.1 **	17.1 **	19.1 **	1.12 **	Iceland (p)
16.4 **	15.9 **	16.8 **	1.05 **	18.0	17.7	18.2	1.03	Ireland (p)
15.0 **	14.6 **	15.4 **	1.05 **	15.4	15.0	15.8	1.06	Israel (p)
14.9 **	14.6 **	15.1 **	1.03 **	16.1	15.7	16.6	1.05	Italy (p)
...	...	...	...	14.6 **,-1	15.7 **,-1	13.5 **,-1	0.86 **,-1	Liechtenstein
13.1 **	13.1 **	13.2 **	1.01 **	...	...	...	...	Luxembourg (p)
13.8 +1	13.7 +1	13.8 +1	1.01 +1	14.8	14.7	14.9	1.01	Malta
...	...	...	...	...	...	...	...	Monaco
16.5 **	16.8 **	16.3 **	0.97 **	16.6	16.7	16.5	0.99	Netherlands (p)
17.2	16.7	17.7	1.06	17.5	16.8	18.2	1.08	Norway (p)
15.7 **	15.4 **	16.1 **	1.05 **	15.3	14.8	15.8	1.06	Portugal (p)
...	...	...	...	...	...	...	...	San Marino
15.9	15.5	16.2	1.05	16.4	16.0	16.8	1.05	Spain (p)
19.1 **	17.5 **	20.7 **	1.19 **	15.9	15.1	16.7	1.10	Sweden (p)
15.1 **	15.7 **	14.5 **	0.92 **	15.3	15.6	14.9	0.95	Switzerland (p)
16.0	15.8	16.1	1.02	16.7	16.2	17.2	1.06	United Kingdom (p)
15.7 **	...	...	...	15.9 **	15.2 **	16.6 **	1.09 **	United States (p)
								South and West Asia
...	...	...	...	...	...	...	...	Afghanistan
9.2 **	9.3 **	9.1 **	0.98 **	9.0 -1	9.0 -1	9.0 -1	1.00 -1	Bangladesh
...	...	...	...	...	...	...	...	Bhutan
8.8 **,+1	9.9 **,+1	7.6 **,+1	0.76 **,+1	10.5 **	11.2 **	9.7 **	0.87 **	India
11.5 **	12.1 **	10.9 **	0.90 **	12.8 **	12.7 **	12.8 **	1.01 **	Iran, Islamic Republic of
11.8 **	11.7 **	11.9 **	1.01 **	11.2 **,-1	11.1 **,-1	11.4 **,-1	1.02 **,-1	Maldives
8.8 **,+1	9.9 **,+1	7.5 **,+1	0.75 **,+1	...	...	...	...	Nepal
...	...	...	...	6.6 **	7.5 **	5.6 **	0.75 **	Pakistan
...	...	...	...	...	...	...	...	Sri Lanka (p)
								Sub-Saharan Africa
3.7 **	4.0 **	3.4 **	0.85 **	...	...	...	...	Angola
6.3 **	7.9 **	4.8 **	0.61 **	...	...	...	...	Benin
11.1 **	11.1 **	11.2 **	1.01 **	11.7 **,-1	11.6 **,-1	11.8 **,-1	1.02 **,-1	Botswana
3.5 **	4.2 **	2.8 **	0.67 **	4.6 **	5.2 **	4.0 **	0.76 **	Burkina Faso
...	...	...	...	6.3 **	6.9 **	5.7 **	0.82 **	Burundi
7.7 **	...	...	...	10.7 **	11.7 **	9.6 **	0.82 **	Cameroon
...	...	...	...	11.0 **	11.0 **	11.0 **	1.00 **	Cape Verde
...	...	...	...	...	...	...	...	Central African Republic
5.0 **,+1	6.6 **,+1	3.5 **,+1	0.53 **,+1	6.0 **	7.6 **	4.4 **	0.58 **	Chad
6.5 **	7.1 **	5.9 **	0.84 **	...	...	...	...	Comoros
7.5 **,+1	8.3 **,+1	6.7 **,+1	0.81 **,+1	...	...	...	...	Congo
6.2 **	7.4 **	4.9 **	0.66 **	...	...	...	...	Côte d'Ivoire
4.3 **	...	...	...	...	...	...	...	Democratic Republic of the Congo
9.0 **,+1	9.7 **,+1	8.2 **,+1	0.85 **,+1	...	...	...	...	Equatorial Guinea

TABLE 12 SCHOOL LIFE EXPECTANCY

Region	School life expectancy (approximation method) in years						
	Pre-primary education, ISCED 0			Primary and secondary education, ISCED 1-3			
	2005			2005			
	MF	M	F	MF	M	F	GPI
Eritrea	0.2	0.2	0.2	5.6	6.6	4.6	0.70
Ethiopia	0.1 ^{..+1}	0.1 ^{..+1}	0.1 ^{..+1}	6.9 ⁺¹	7.8 ⁺¹	6.1 ⁺¹	0.79 ⁺¹
Gabon	...	...	...	...	...	...	...
Gambia	0.7 ^{..-1}	0.7 ^{..-1}	0.7 ^{..-1}	7.7 ⁻¹	7.8 ⁻¹	7.6 ⁻¹	0.97 ⁻¹
Ghana	1.7 ⁺¹	1.7 ⁺¹	1.8 ⁺¹	8.4 ⁺¹	8.6 ⁺¹	8.2 ⁺¹	0.95 ⁺¹
Guinea	0.3	0.3	0.3	7.2 ^{..}	8.3 ^{..}	6.0 ^{..}	0.73 ^{..}
Guinea-Bissau	...	...	...	...	...	...	...
Kenya	1.7	1.7	1.7	9.9 ^{..}	10.2 ^{..}	9.7 ^{..}	0.96 ^{..}
Lesotho	1.0	1.0	1.0	11.0	10.8	11.2	1.04
Liberia	...	...	...	...	...	...	...
Madagascar	0.3 ^{..-1}	...	...	...	...	...	...
Malawi	...	...	...	9.4	9.5	9.2	0.97
Mali	0.1 ^{..}	0.1 ^{..}	0.1 ^{..}	5.5	6.3 ^{..}	4.7 ^{..}	0.74 ^{..}
Mauritius	1.9	1.9	1.9	12.3 ^{..}	12.4 ^{..}	12.3 ^{..}	0.99 ^{..}
Mozambique	...	...	...	8.4	9.2	7.6	0.82
Namibia	0.9 ^{..-1}	0.8 ^{..-1}	0.9 ^{..-1}	10.1	10.0	10.3	1.03
Niger	-	-	-	3.4	3.9	2.8	0.72
Nigeria	0.5 ^{..}	0.5 ^{..}	0.5 ^{..}	8.5	9.2	7.8	0.84
Rwanda	...	...	...	8.1 ^{..}	8.1 ^{..}	8.1 ^{..}	1.00 ^{..}
Sao Tome and Principe	1.3	1.2	1.3	10.2	10.3	10.2	1.00
Senegal	0.2	0.2	0.2	6.2	6.5	5.9	0.91
Seychelles	2.2 [^]	2.2 [^]	2.2 [^]	12.2 [^]	12.2 [^]	12.2 [^]	1.00 [^]
Sierra Leone	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...
South Africa	0.4 ⁻¹	0.4 ⁻¹	0.4 ⁻¹	12.0 ⁻¹	11.9 ⁻¹	12.0 ⁻¹	1.00 ⁻¹
Swaziland	0.5 ^{..}	0.5 ^{..}	0.5 ^{..}	9.7 ^{..}	10.0 ^{..}	9.4 ^{..}	0.94 ^{..}
Togo	0.1 ^{..-1}	0.1 ^{..-1}	0.1 ^{..-1}	9.0 ^{..}	10.5 ^{..}	7.5 ^{..}	0.72 ^{..}
Uganda	-	-	-	9.8 ^{..}	10.0 ^{..}	9.6 ^{..}	0.96 ^{..}
United Republic of Tanzania	0.6 ^{..+1}	0.6 ^{..+1}	0.6 ^{..+1}	...	...	...	...
Zambia	...	...	...	9.4 ^{..}	9.8 ^{..}	9.0 ^{..}	0.92 ^{..}
Zimbabwe (p)	1.3 ^{..-2}	1.4 ^{..-2}	1.2 ^{..-2}	8.9 ⁻²	9.1 ⁻²	8.7 ⁻²	0.96 ⁻²

REGIONAL AVERAGES

WORLD	1.1	1.1	1.1	9.8	10.1	9.5	0.94
Arab States	0.4	0.4	0.4	9.6	10.1	9.1	0.90
Central and Eastern Europe	2.1	2.1	2.0	10.3	10.5	10.0	0.96
Central Asia	1.1 ^{..}	1.1 ^{..}	1.0 ^{..}	10.3 ^{..}	10.4 ^{..}	10.1 ^{..}	0.97 ^{..}
East Asia and the Pacific	1.1	1.2	1.1	10.3	10.3	10.2	0.99
Latin America and the Caribbean	1.7 ^{..}	1.7 ^{..}	1.7 ^{..}	11.6 ^{..}	11.6 ^{..}	11.7 ^{..}	1.01 ^{..}
North America and Western Europe	2.2	2.3	2.2	12.5	12.5	12.5	1.00
South and West Asia	1.0	1.0	1.0	9.3	9.8	8.7	0.89
Sub-Saharan Africa	0.4 ^{..}	0.4 ^{..}	0.4 ^{..}	7.9 ^{..}	8.5 ^{..}	7.2 ^{..}	0.85 ^{..}

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

School life expectancy (approximation method) in years								Region
Primary to tertiary education, ISCED 1-6								Country or territory
1999				2005				
MF	M	F	GPI	MF	M	F	GPI	
4.5 **	5.1 **	3.9 **	0.75 **	...	...	...	...	Eritrea
3.8 **	4.8 **	2.9 **	0.60 **	...	...	...	...	Ethiopia
11.9 **	12.3 **	11.5 **	0.94 **	...	...	...	...	Gabon
7.0 **	7.8 **	6.1 **	0.78 **	7.8 ** ⁻¹	7.9 ** ⁻¹	7.7 ** ⁻¹	0.97 ** ⁻¹	Gambia
7.4 ** ⁺¹	7.9 ** ⁺¹	6.9 ** ⁺¹	0.87 ** ⁺¹	8.7 ** ⁺¹	9.0 ** ⁺¹	8.4 ** ⁺¹	0.93 ** ⁺¹	Ghana
...	...	...	...	7.4 **	8.6 **	6.1 **	0.71 **	Guinea
5.5 ** ⁺¹	6.7 ** ⁺¹	4.2 ** ⁺¹	0.64 ** ⁺¹	...	...	...	...	Guinea-Bissau
8.4 ** ⁺¹	8.6 ** ⁺¹	8.3 ** ⁺¹	0.96 ** ⁺¹	...	...	...	...	Kenya
9.3	8.8	9.8	1.10	11.2 **	11.0 **	11.4 **	1.04 **	Lesotho
8.1 **	9.6 **	6.5 **	0.68 **	...	...	...	...	Liberia
6.0 **	6.2 **	5.9 **	0.96 **	...	...	...	...	Madagascar
11.1 **	11.8 **	10.4 **	0.88 **	...	...	...	...	Malawi
4.0 **	4.8 **	3.2 **	0.67 **	5.7 **	6.5 **	4.8 **	0.73 **	Mali
12.1 **	12.2 **	12.0 **	0.98 **	13.5 **	13.7 **	13.4 **	0.98 **	Mauritius
5.4 **	...	...	...	8.5 **	9.3 **	7.6 **	0.82 **	Mozambique
11.8 ** ⁻¹	11.6 ** ⁻¹	12.0 ** ⁻¹	1.04 ** ⁻¹	...	...	...	...	Namibia
...	...	...	...	3.5 **	4.0 **	2.9 **	0.71 **	Niger
7.7 **	8.4 **	7.0 **	0.82 **	...	...	...	...	Nigeria
6.8 **	...	...	...	8.2 **	8.2 **	8.2 **	0.99 **	Rwanda
...	...	...	...	10.4	10.5	10.4	0.99	Sao Tome and Principe
5.0 **	...	...	...	6.5 **	...	...	...	Senegal
14.0 *	13.9 *	14.2 *	1.02 *	13.4 **	13.2 **	13.6 **	1.03 **	Seychelles
...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	Somalia
13.3 **	13.1 **	13.5 **	1.03 **	13.1 ** ⁻¹	13.0 ** ⁻¹	13.2 ** ⁻¹	1.01 ** ⁻¹	South Africa
9.8 **	10.1 **	9.5 **	0.94 **	9.9 **	10.2 **	9.6 **	0.94 **	Swaziland
9.1 **	11.1 **	7.1 **	0.64 **	...	...	...	...	Togo
10.1 **	10.8 **	9.5 **	0.88 **	...	...	...	...	Uganda
5.1 **	5.2 **	5.1 **	0.97 **	...	...	...	...	United Republic of Tanzania
6.5 **	6.9 **	6.1 **	0.88 **	...	...	...	...	Zambia
9.7 **	...	...	...	9.1 ** ⁻²	9.3 ** ⁻²	8.9 ** ⁻²	0.95 ** ⁻²	Zimbabwe (p)

REGIONAL AVERAGES

9.8 **	10.3 **	9.4 **	0.91 **	10.9 **	11.2 **	10.6 **	0.94 **	WORLD
9.8 **	10.6 **	9.1 **	0.86 **	10.8	11.3 **	10.2 **	0.91 **	Arab States
12.2 **	12.3 **	12.0 **	0.98 **	13.0	13.0	13.0	1.00	Central and Eastern Europe
11.0 **	11.1 **	10.8 **	0.97 **	11.9 **	12.0 **	11.7 **	0.98 **	Central Asia
...	...	...	...	11.5	11.6	11.5	0.99	East Asia and the Pacific
12.5	12.4 **	12.6 **	1.02 **	13.1 **	12.9 **	13.3 **	1.03 **	Latin America and the Caribbean
15.8	15.4 **	16.2 **	1.06 **	16.1	15.6	16.6	1.06	North America and Western Europe
...	...	...	...	9.8	10.4	9.1	0.87	South and West Asia
6.6	7.2 **	5.9 **	0.82 **	8.1 **	8.8 **	7.4 **	0.84 **	Sub-Saharan Africa

TABLE 13 PUBLIC EXPENDITURE ON EDUCATION AND EXPENDITURE ON EDUCATION BY NATURE OF SPENDING / FINANCIAL YEAR ENDING IN 2005 OR LATEST YEAR AVAILABLE

Region	Public expenditure per student						Total public expenditure on education	
	as a % of GDP per capita			in PPP US\$			as a % of GDP	as a % of total government expenditure
	Primary	Secondary	Tertiary	Primary	Secondary	Tertiary		
Arab States								
Algeria	11.3 ^{**,-2}	17.1 ^{**,-2}	...	703 ^{**,-2}	1,066 ^{**,-2}	...	...	...
Bahrain	...	...	...	...	...	...	...	...
Djibouti	55.5 ^{**}	79.9 ^{**}	504.8 ^{**}	1,120 ^{**}	1,612 ^{**}	10,190 ^{**}	7.9	27.3
Egypt (p)	...	...	...	...	...	...	...	...
Iraq	...	...	...	...	...	...	...	...
Jordan (p)	14.4 ⁻¹	17.4 ⁻¹	...	695 ⁻¹	840 ⁻¹	...	...	...
Kuwait	12.2	18.1	116.4	2,618	3,897	25,060	5.1	12.7
Lebanon	7.2 ^{**}	7.6 ^{**}	15.9	436 ^{**}	460 ^{**}	964	2.6	11.0
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...
Mauritania	9.8 ^{**}	24.7 ^{**}	39.9 ^{**}	219 ^{**}	549 ^{**}	889	2.3	...
Morocco	22.9	39.6 ^{**}	93.0	1,012	1,750 ^{**}	4,113	6.7	27.2
Oman	16.3 ⁻¹	15.5 ⁻¹	23.3 ⁻¹	2,489 ⁻¹	2,369 ⁻¹	3,555	3.6	24.2
Palestinian Autonomous Territories	...	...	...	...	...	...	...	...
Qatar	...	...	...	...	...	...	1.6 ^{**,-1}	...
Saudi Arabia	...	...	...	...	...	...	6.8 ⁻¹	27.6 ⁻¹
Sudan	...	...	...	...	...	...	...	...
Syrian Arab Republic	...	...	...	...	...	...	...	...
Tunisia (p)	21.1 ^{**}	24.4 ^{**}	55.8	1,748 ^{**}	2,026 ^{**}	4,634	7.3	20.8
United Arab Emirates	7.1 ⁻¹	9.3 ⁻¹	...	1,709 ⁻¹	2,227 ⁻¹	...	1.3 ^{**}	27.4 ^{**}
Yemen	...	...	...	...	...	...	...	...
Central and Eastern Europe								
Albania	...	...	...	...	...	...	...	...
Belarus	14.1 ^{**}	25.3 ^{**}	28.3	1,115 ^{**}	1,992 ^{**}	2,228	6.0	11.3
Bosnia and Herzegovina	...	...	...	...	...	...	...	...
Bulgaria (p)	19.0 ⁻²	20.9 ⁻²	28.3 ⁻²	1,428 ⁻²	1,571 ⁻²	2,127 ⁻²	4.2 ⁻²	...
Croatia	20.2 ^{**,-2}	26.0 ^{**,-2}	31.5 ⁻²	2,363 ^{**,-2}	3,035 ^{**,-2}	3,681 ⁻²	4.7 ⁻²	10.0 ⁻²
Czech Republic (p)	12.9 ⁻¹	23.4 ⁻¹	30.6 ⁻¹	2,508 ⁻¹	4,555 ⁻¹	5,952 ⁻¹	4.4 ⁻¹	10.0 ⁻¹
Estonia	19.9 ⁻¹	26.5 ⁻¹	18.8 ⁻¹	2,896 ⁻¹	3,851 ⁻¹	2,741 ⁻¹	5.3 ⁻¹	14.9 ⁻¹
Hungary (p)	23.7 ⁻¹	23.8 ⁻¹	24.7 ⁻¹	3,978 ⁻¹	4,007 ⁻¹	4,148 ⁻¹	5.5 ⁻¹	11.1 ⁻¹
Latvia	20.6 ⁻²	24.5 ⁻²	14.4 ⁻²	2,175 ⁻²	2,591 ⁻²	1,528 ⁻²	5.3 ⁻²	15.4 ⁻²
Lithuania	14.4 ⁻²	20.1 ⁻²	20.6 ⁻²	1,720 ⁻²	2,403 ⁻²	2,456 ⁻²	5.2 ⁻²	15.7 ⁻²
Poland (p)	22.8 ⁻¹	20.9 ⁻¹	21.5 ⁻¹	3,041 ⁻¹	2,788 ⁻¹	2,861 ⁻¹	5.4 ⁻¹	12.7 ⁻¹
Republic of Moldova	16.6 ^{**}	24.1 ^{**}	12.9	317 ^{**}	460 ^{**}	246	4.3	21.1
Romania	12.0 ^{**,-2}	13.5 ^{**,-2}	22.9 ⁻²	919 ^{**,-2}	1,036 ^{**,-2}	1,753 ⁻²	3.4 ⁻²	...
Russian Federation (p)	...	...	10.8 ^{**,-1}	...	...	...	3.6 ^{**,-1}	12.9 ^{**,-1}
Serbia and Montenegro	...	...	...	...	...	...	...	...
Slovakia (p)	12.2 ⁻¹	17.3 ⁻¹	32.9 ⁻¹	1,781 ⁻¹	2,534 ⁻¹	4,817 ⁻¹	4.3 ⁻¹	10.8 ⁻¹
Slovenia	26.0 ^{**,-1}	30.7 ^{**,-1}	25.9 ⁻¹	5,451 ^{**,-1}	6,443 ^{**,-1}	5,433 ⁻¹	6.0 ⁻¹	12.6 ⁻²
The Former Yugoslav Rep. of Macedonia	...	...	...	...	...	...	...	...
Turkey (p)	11.8 ^{**,-2}	14.8 ^{**,-2}	44.7 ⁻²	837 ^{**,-2}	1,049 ^{**,-2}	3,163 ⁻²	3.7 ⁻²	...
Ukraine	14.8 ^{**}	23.9 ^{**}	34.1	1,008 ^{**}	1,628 ^{**}	2,318	6.4	18.9
Central Asia								
Armenia	...	...	...	...	...	...	...	...
Azerbaijan	6.3 ^{**}	10.2 ^{**}	10.4	356 ^{**}	570 ^{**}	581	2.5	19.6
Georgia	...	...	...	...	...	...	2.9 ⁻¹	13.1 ⁻¹

Educational expenditure by nature of spending as a % of total educational expenditure in public institutions								Region
Primary, secondary and post-secondary non-tertiary				Tertiary				Country or territory
Salaries, all staff	Other current	Total current	Capital	Salaries, all staff	Other current	Total current	Capital	
								Arab States
...	...	...	...	...	...	...	...	Algeria
...	...	...	...	...	...	...	...	Bahrain
...	...	...	...	...	...	...	...	Djibouti
...	...	...	...	...	...	...	...	Egypt (p)
...	...	...	...	...	...	...	...	Iraq
90.2 ⁻¹	5.5 ⁻¹	95.7 ⁻¹	4.3 ⁻¹	...	...	...	...	Jordan (p)
88.4	8.5	96.9	3.1	50.8	33.2	84.0	16.0	Kuwait
...	...	...	...	97.8	1.8	99.6	0.4	Lebanon
...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
...	...	...	...	...	...	...	...	Mauritania
89.6	5.5	95.1	4.9	72.3	19.8	92.2	7.8	Morocco
85.4 ⁻¹	0.7 ⁻¹	86.1 ⁻¹	13.9 ⁻¹	...	...	...	...	Oman
...	...	...	...	...	...	...	...	Palestinian Autonomous Territories
...	...	...	...	...	...	...	...	Qatar
...	...	...	...	...	...	...	...	Saudi Arabia
...	...	...	...	...	...	...	...	Sudan
...	...	...	...	...	...	...	...	Syrian Arab Republic
...	...	...	...	...	...	...	...	Tunisia (p)
78.8 ⁻¹	14.5 ⁻¹	93.3 ⁻¹	6.7 ⁻¹	...	...	...	...	United Arab Emirates
...	...	...	...	...	...	...	...	Yemen
								Central and Eastern Europe
...	...	...	...	...	...	...	...	Albania
69.5 ^{**}	25.5 ^{**}	94.9 ^{**}	5.1 ^{**}	55.3	38.9	94.2	5.8	Belarus
...	...	...	...	...	...	...	...	Bosnia and Herzegovina
72.9 ⁻²	24.1 ⁻²	97.0 ⁻²	3.0 ⁻²	55.8 ⁻²	38.2 ⁻²	94.1 ⁻²	5.9 ⁻²	Bulgaria (p)
74.3 ^{**,-2}	17.2 ^{**,-2}	91.5 ^{**,-2}	8.5 ^{**,-2}	68.4 ⁻²	24.6 ⁻²	93.0 ⁻²	7.0 ⁻²	Croatia
56.8 ⁻¹	34.6 ⁻¹	91.4 ⁻¹	8.6 ⁻¹	45.9 ⁻¹	40.7 ⁻¹	86.7 ⁻¹	13.3 ⁻¹	Czech Republic (p)
...	...	91.0 ⁻¹	9.0 ⁻¹	...	...	99.5 ⁻¹	0.5 ⁻¹	Estonia
75.1 ⁻¹	19.8 ⁻¹	94.9 ⁻¹	5.1 ⁻¹	60.8 ⁻¹	26.4 ⁻¹	87.3 ⁻¹	12.7 ⁻¹	Hungary (p)
69.8 ⁻²	21.0 ⁻²	90.8 ⁻²	9.2 ⁻²	61.1 ⁻²	33.3 ⁻²	94.4 ⁻²	5.6 ⁻²	Latvia
80.3 ⁻²	15.4 ⁻²	95.6 ⁻²	4.4 ⁻²	63.7 ⁻²	29.0 ⁻²	92.7 ⁻²	7.3 ⁻²	Lithuania
68.2 ⁻¹	26.3 ⁻¹	94.4 ⁻¹	5.6 ⁻¹	54.4 ⁻¹	33.2 ⁻¹	87.6 ⁻¹	12.4 ⁻¹	Poland (p)
67.0 ^{**}	27.1 ^{**}	94.1 ^{**}	5.9 ^{**}	61.8	33.0	94.8	5.2	Republic of Moldova
75.2 ^{**,-2}	20.3 ^{**,-2}	95.5 ^{**,-2}	4.5 ^{**,-2}	66.4 ⁻²	11.2 ⁻²	77.6 ⁻²	22.4 ⁻²	Romania
...	...	...	...	...	...	...	...	Russian Federation (p)
...	...	...	...	...	...	...	...	Serbia and Montenegro
64.7 ⁻¹	31.0 ⁻¹	95.7 ⁻¹	4.3 ⁻¹	41.1 ⁻¹	50.4 ⁻¹	91.4 ⁻¹	8.6 ⁻¹	Slovakia (p)
72.4 ^{**,-1}	17.6 ^{**,-1}	90.0 ^{**,-1}	10.0 ^{**,-1}	64.0 ⁻¹	26.8 ⁻¹	90.8 ⁻¹	9.2 ⁻¹	Slovenia
...	...	...	...	...	...	...	...	The Former Yugoslav Rep. of Macedonia
81.5 ^{**,-2}	4.9 ^{**,-2}	86.5 ^{**,-2}	13.5 ^{**,-2}	60.9 ⁻²	22.0 ⁻²	82.9 ⁻²	17.1 ⁻²	Turkey (p)
...	...	...	...	...	...	...	...	Ukraine
								Central Asia
...	...	...	...	...	...	...	...	Armenia
69.6 ^{**}	27.7 ^{**}	97.2 ^{**}	2.8 ^{**}	60.4	38.2	98.6	1.4	Azerbaijan
...	...	...	...	...	...	...	...	Georgia

TABLE 13 PUBLIC EXPENDITURE ON EDUCATION AND EXPENDITURE ON EDUCATION BY NATURE OF SPENDING / FINANCIAL YEAR ENDING IN 2005 OR LATEST YEAR AVAILABLE

Region	Public expenditure per student						Total public expenditure on education	
	as a % of GDP per capita			in PPP US\$			as a % of GDP	as a % of total government expenditure
	Primary	Secondary	Tertiary	Primary	Secondary	Tertiary		
Kazakhstan	10.0 **	7.9 **	5.7	851 **	672 **	485	2.3	...
Kyrgyzstan	...	...	...	...	...	...	4.4 **,-2	...
Mongolia	14.3 -1	13.2 -1	22.8 -1	293 -1	272 -1	468 -1	5.3 -1	...
Tajikistan	8.7 **	11.3 **	14.1	114 **	148 **	184	3.5	18.0
Turkmenistan	...	...	...	...	...	...	...	...
Uzbekistan	...	...	...	...	...	...	...	...
East Asia and the Pacific								
Australia (p)	16.4 -1	15.0 -1	23.2 -1	4,976 -1	4,539 -1	7,041 -1	4.7 -1	...
Brunei Darussalam	...	...	...	...	...	...	...	...
Cambodia	6.1 **,-1	...	77.5 -1	147 **,-1	...	1,877 -1	1.9 -1	...
China (p)	...	...	...	...	...	...	...	...
Cook Islands	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...
Fiji	18.6 -1	17.2 -1	67.1 -1	1,068 -1	991 -1	3,854 -1	6.4 -1	...
Hong Kong SAR of China	14.9	19.9	60.6	4,631	6,192	18,884	4.2	23.0
Indonesia (p)	2.6 -2	4.9 -2	13.3 -2	89 -2	171 -2	465 -2	0.9 -2	...
Japan (p)	22.4 -1	22.3 -1	20.5 -1	6,231 -1	6,214 -1	5,704 -1	3.6 -1	9.8 -1
Kiribati	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	8.6	4.0	22.4	187	88	490	2.3	11.7
Macao, China	7.8 **,-2	...	...	...	...	...	2.3 -1	14.0 -1
Malaysia (p)	14.6 -1	21.1 -1	71.1 -1	1,496 -1	2,170 -1	7,310 -1	6.2 -1	25.2 -1
Marshall Islands	...	...	...	...	...	...	11.8 **,-1	15.8 -2
Micronesia (Federated States of)	...	...	...	...	...	...	...	...
Myanmar	2.7 -2	2.9 -2	...	...	...	...	...	...
Nauru	...	...	...	...	...	...	...	...
New Zealand (p)	19.2	22.4	25.1	4,609	5,116	6,093	6.5	20.9 -2
Niue	...	...	...	...	...	...	...	...
Palau	...	...	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...
Philippines (p)	9.2 -1	9.0 -1	12.4 -1	434 -1	442 -1	575 -1	2.7 -1	16.4 -1
Republic of Korea (p)	19.2 -1	25.0 -1	9.0 -1	3,910 -1	5,165 -1	1,841 -1	4.6 -1	16.5 -1
Samoa	...	...	...	...	...	...	...	...
Singapore	...	...	...	...	...	...	...	...
Solomon Islands	...	...	...	...	...	...	...	...
Thailand (p)	20.0	10.1	24.9	1,709	867	2,132	4.2	25.0
Timor-Leste	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	14.5 -2
Tonga	12.2 -1	9.4 -1	159.0 -1	954 **,-1	...	...	4.8 -1	13.5 -2
Tuvalu	...	...	...	...	...	...	...	...
Vanuatu	...	...	...	...	...	...	9.6 -2	...
Viet Nam	...	...	...	...	...	...	...	...
Latin America and the Caribbean								
Anguilla	...	...	...	...	...	...	7.4 -2	...
Antigua and Barbuda	...	...	...	...	...	...	...	...
Argentina (p)	11.4 -1	15.6 -1	11.7 -1	1,511 -1	2,075 -1	1,561 -1	3.8 -1	13.1 -1
Aruba	12.5 **,-2	...	...	...	...	...	5.1	15.4

Educational expenditure by nature of spending as a % of total educational expenditure in public institutions								Region
Primary, secondary and post-secondary non-tertiary				Tertiary				Country or territory
Salaries, all staff	Other current	Total current	Capital	Salaries, all staff	Other current	Total current	Capital	
80.1 ^{**}	13.7 ^{**}	93.8 ^{**}	6.2 ^{**}	54.0	28.4	82.5	17.5	Kazakhstan
...	...	...	...	...	...	...	...	Kyrgyzstan
...	...	...	...	...	...	...	...	Mongolia
...	...	...	...	...	...	...	...	Tajikistan
...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	...	...	...	...	Uzbekistan
								East Asia and the Pacific
72.5 ⁻¹	22.1 ⁻¹	94.6 ⁻¹	5.4 ⁻¹	54.2 ⁻¹	36.7 ⁻¹	90.9 ⁻¹	9.1 ⁻¹	Australia (p)
...	...	...	...	...	...	...	...	Brunei Darussalam
...	...	...	...	...	...	...	...	Cambodia
...	...	...	...	...	...	...	...	China (p)
...	...	...	...	...	...	...	...	Cook Islands
...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
...	...	...	...	...	...	...	...	Fiji
...	...	...	...	73.5	22.3	95.8	4.2	Hong Kong SAR of China
80.6 ⁻²	13.3 ⁻²	93.9 ⁻²	6.1 ⁻²	81.1 ⁻²	0.8 ⁻²	82.0 ⁻²	18.0 ⁻²	Indonesia (p)
79.4 ⁻¹	10.5 ⁻¹	89.8 ⁻¹	10.2 ⁻¹	46.8 ⁻¹	38.0 ⁻¹	84.8 ⁻¹	15.2 ⁻¹	Japan (p)
...	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	...	...	...	Lao People's Democratic Republic
...	...	...	...	...	...	...	...	Macao, China
62.7 ⁻¹	23.1 ⁻¹	85.9 ⁻¹	14.1 ⁻¹	41.7 ⁻¹	47.3 ⁻¹	89.0 ⁻¹	11.0 ⁻¹	Malaysia (p)
...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	Myanmar
...	...	...	...	...	...	...	...	Nauru
...	...	...	...	...	...	...	...	New Zealand (p)
...	...	...	...	...	...	...	...	Niue
...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	Papua New Guinea
88.0 ⁻¹	8.6 ⁻¹	96.5 ⁻¹	3.5 ⁻¹	79.0 ⁻¹	18.7 ⁻¹	97.7 ⁻¹	2.3 ⁻¹	Philippines (p)
58.6 ⁻¹	20.4 ⁻¹	78.9 ⁻¹	21.1 ⁻¹	44.6 ⁻¹	37.5 ⁻¹	82.1 ⁻¹	17.9 ⁻¹	Republic of Korea (p)
...	...	...	...	...	...	...	...	Samoa
...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	Thailand (p)
...	...	...	...	...	...	...	...	Timor-Leste
...	...	...	...	...	...	...	...	Tokelau
...	...	...	...	...	...	...	...	Tonga
...	...	...	...	...	...	...	...	Tuvalu
...	...	...	...	...	...	...	...	Vanuatu
...	...	...	...	...	...	...	...	Viet Nam
								Latin America and the Caribbean
...	...	...	...	...	...	...	...	Anguilla
...	...	...	...	...	...	...	...	Antigua and Barbuda
87.1 ⁻¹	11.9 ⁻¹	99.0 ⁻¹	1.0 ⁻¹	89.5 ⁻¹	10.4 ⁻¹	99.8 ⁻¹	0.2 ⁻¹	Argentina (p)
95.0	4.6	99.6	0.4	92.2	6.9	99.1	0.9	Aruba

TABLE 13 PUBLIC EXPENDITURE ON EDUCATION AND EXPENDITURE ON EDUCATION BY NATURE OF SPENDING / FINANCIAL YEAR ENDING IN 2005 OR LATEST YEAR AVAILABLE

Region	Public expenditure per student						Total public expenditure on education	
	as a % of GDP per capita			in PPP US\$			as a % of GDP	as a % of total government expenditure
	Primary	Secondary	Tertiary	Primary	Secondary	Tertiary		
Bahamas	...	...	...	...	...	...	...	...
Barbados	23.4 **	27.6	...	...	...	...	6.9	16.4
Belize	12.7 ⁻¹	18.4 ⁻¹	218.4 ⁻¹	893 ⁻¹	1,287 ⁻¹	15,301 ⁻¹	5.4 ⁻¹	18.1 ⁻²
Bermuda	...	...	...	...	...	...	1.9 ⁻¹	...
Bolivia	16.2 ⁻²	13.0 ⁻²	36.0 ⁻²	421 ⁻²	339 ⁻²	935 ⁻²	6.4 ⁻²	18.1 ⁻²
Brazil (p)	14.1 ⁻¹	12.7 ⁻¹	35.9 ⁻¹	1,152 ⁻¹	1,040 ⁻¹	2,938 ⁻¹	4.4 ⁻¹	...
British Virgin Islands	...	...	...	...	...	...	4.7 ⁻¹	12.4
Cayman Islands	...	...	...	...	...	-	...	...
Chile (p)	12.3	13.6	11.9	1,557	1,714	1,507	3.5	18.5 ⁻¹
Colombia	19.5	18.4	24.6	1,519	1,426	1,915	4.8	11.1
Costa Rica	17.0 ⁻¹	17.1 ⁻¹	36.1 ⁻¹	1,614 ⁻¹	1,623 ⁻¹	3,420 ⁻¹	4.9 ⁻¹	18.5 ⁻¹
Cuba	37.6 ⁻¹	41.1 ⁻¹	59.0 ⁻¹	...	...	...	9.8	16.6
Dominica	...	...	...	...	...	...	...	...
Dominican Republic	8.1 **	5.8 **	...	614 **	439 **	...	1.8	9.7
Ecuador	...	...	...	...	...	...	...	...
El Salvador	9.2 **	10.5 **	17.2 **	490 **	557 **	914 **	2.8	...
Grenada	11.8 ⁻²	13.0 ⁻²	...	910 ⁻²	1,000 ⁻²	...	5.2 ⁻²	12.9 ⁻²
Guatemala	4.9	3.7	...	220	165	...	...	...
Guyana	17.1	16.2	37.2	772	734	1,681	8.5	14.5
Haiti	...	...	...	...	...	...	...	...
Honduras	...	...	...	...	...	...	...	...
Jamaica (p)	14.7	21.5	...	610	897	...	5.3	8.8
Mexico (p)	14.9 ⁻¹	15.7 ⁻¹	41.3 ⁻¹	1,486 ⁻¹	1,559 ⁻¹	4,111 ⁻¹	5.4 ⁻¹	25.6 ⁻¹
Montserrat	...	...	...	...	...	...	3.3 ⁻¹	...
Netherlands Antilles	...	...	...	...	...	...	...	...
Nicaragua	8.8 ⁻¹	10.4 ⁻¹	...	321 ⁻¹	378 ⁻¹	...	...	...
Panama	9.6 ⁻¹	12.3 ⁻¹	26.5 ^{**,-1}	708 ⁻¹	901 ⁻¹	1,945 ^{**,-1}	3.8 ^{**,-1}	8.9 ^{**,-1}
Paraguay (p)	12.6 ⁻²	14.1 ⁻²	30.1 ^{**,-2}	580 ⁻²	651 ⁻²	1,389 ^{**,-2}	4.3 ⁻²	10.8 ⁻²
Peru (p)	6.7	8.9 **	9.0 **	419	553 **	562 **	2.4	13.7
Saint Kitts and Nevis	7.9 ^{**,-1}	...	...	1,069 ^{**,-1}	...	...	9.3	12.7 ⁻²
Saint Lucia	14.8	19.1	-	941	1,218	-	5.8	16.9
Saint Vincent and the Grenadines	22.7	29.7	...	1,528	2,161	...	8.2	16.1
Suriname	...	...	...	...	...	...	...	...
Trinidad and Tobago	...	...	...	...	...	...	...	...
Turks and Caicos Islands	...	...	...	...	...	...	...	11.8
Uruguay (p)	7.9 ⁻¹	9.1 ⁻¹	20.9 ^{**,-1}	746 ⁻¹	856 ⁻¹	1,976 ^{**,-1}	2.6 ⁻¹	7.9 ⁻²
Venezuela	...	...	...	...	...	...	...	...
North America and Western Europe								
Andorra	...	...	...	...	...	...	2.6 ⁻¹	...
Austria (p)	22.7 ⁻¹	27.4 ⁻¹	48.9 ⁻¹	7,316 ⁻¹	8,836 ⁻¹	15,768 ⁻¹	5.5 ⁻¹	10.8 ⁻¹
Belgium (p)	20.3 ⁻¹	34.0 ⁻¹	35.7 ⁻¹	6,299 ⁻¹	10,575 ⁻¹	11,088 ⁻¹	6.1 ⁻¹	12.2 ⁻¹
Canada (p)	...	...	...	...	...	...	...	...
Cyprus	25.3 ⁻¹	40.0 ⁻¹	37.6 ⁻¹	5,770 ⁻¹	9,130 ⁻¹	8,581 ⁻¹	6.3 ⁻¹	14.4 ⁻¹
Denmark (p)	25.2 ⁻¹	35.9 ⁻¹	63.4 ⁻¹	8,044 ⁻¹	11,444 ⁻¹	20,245 ⁻¹	8.5 ⁻¹	15.3 ⁻¹
Finland (p)	18.8 ⁻¹	32.9 ⁻¹	36.6 ⁻¹	5,636 ⁻¹	9,847 ⁻¹	10,977 ⁻¹	6.5 ⁻¹	12.8 ⁻¹
France (p)	17.9 ⁻¹	29.2 ⁻¹	34.1 ⁻¹	5,236 ⁻¹	8,545 ⁻¹	9,996 ⁻¹	5.9 ⁻¹	10.9 ⁻¹

Educational expenditure by nature of spending as a % of total educational expenditure in public institutions								Region
Primary, secondary and post-secondary non-tertiary				Tertiary				Country or territory
Salaries, all staff	Other current	Total current	Capital	Salaries, all staff	Other current	Total current	Capital	
...	...	...	...	...	...	...	...	Bahamas
74.9 ^{**}	19.4 ^{**}	94.2 ^{**}	5.8 ^{**}	91.0	8.6	99.5	0.5	Barbados
82.8 ^{**,-2}	7.4 ^{**,-2}	90.2 ^{**,-2}	9.8 ^{**,-2}	34.1 ^{**,-2}	33.4 ^{**,-2}	67.5 ^{**,-2}	32.5 ^{**,-2}	Belize
...	...	...	...	...	...	...	...	Bermuda
...	- ⁻²	- ⁻²	Bolivia
66.3 ⁻¹	27.7 ⁻¹	93.9 ⁻¹	6.1 ⁻¹	72.2 ⁻¹	24.5 ⁻¹	96.7 ⁻¹	3.3 ⁻¹	Brazil (p)
99.3	0.7	100.0	-	-	-	-	-	British Virgin Islands
...	...	...	...	...	...	...	...	Cayman Islands
86.5	10.6	97.1	2.9	59.1	33.1	92.1	7.9	Chile (p)
76.5 ⁻¹	18.7 ⁻¹	95.2 ⁻¹	4.8 ⁻¹	49.7 ⁻¹	37.5 ⁻¹	87.2 ⁻¹	12.8 ⁻¹	Colombia
...	...	97.2 ^{**,-1}	2.8 ^{**,-1}	...	...	...	...	Costa Rica
54.5	31.3	85.8	14.2	43.2	41.5	84.7	15.3	Cuba
...	...	...	...	...	...	...	...	Dominica
75.7	24.2	99.9	0.1	2.3 ⁻¹	64.0 ⁻¹	66.3 ⁻¹	33.7 ⁻¹	Dominican Republic
...	...	...	...	...	...	...	...	Ecuador
66.0	26.7	92.7	7.3	97.9	0.8	98.8	1.2	El Salvador
82.3 ⁻²	8.9 ⁻²	91.1 ⁻²	8.9 ⁻²	61.0 ⁻²	20.4 ⁻²	81.4 ⁻²	18.6 ⁻²	Grenada
...	...	...	...	...	...	...	...	Guatemala
58.6	25.4	84.0	16.0	71.1	20.4	91.5	8.5	Guyana
...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	...	...	...	Honduras
91.2	4.4	95.6	4.4	96.8	2.9	99.7	0.3	Jamaica (p)
92.1 ⁻¹	4.8 ⁻¹	96.9 ⁻¹	3.1 ⁻¹	72.6 ⁻¹	24.3 ⁻¹	96.9 ⁻¹	3.1 ⁻¹	Mexico (p)
...	...	...	...	...	...	...	...	Montserrat
...	...	...	...	...	...	...	...	Netherlands Antilles
90.2	1.3	91.6	8.4	...	...	...	...	Nicaragua
96.7	0.6	97.2	2.8	...	...	...	...	Panama
83.1 ⁻²	12.3 ⁻²	95.5 ⁻²	4.5 ⁻²	91.1 ⁻²	8.0 ⁻²	99.1 ⁻²	0.9 ⁻²	Paraguay (p)
86.8 ^{**}	8.0 ^{**}	94.7 ^{**}	5.3 ^{**}	57.0	15.3	72.3	27.7	Peru (p)
49.6	14.4	64.0	36.0	-	-	-	-	Saint Kitts and Nevis
77.8 ⁻¹	21.4 ⁻¹	99.3 ⁻¹	0.7 ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	- ⁻¹	Saint Lucia
65.9	6.5	72.4	27.6	x	x	100.0	.	Saint Vincent and the Grenadines
...	...	...	...	...	...	...	...	Suriname
...	...	...	...	...	...	...	...	Trinidad and Tobago
77.3 ^{**}	7.2 ^{**}	84.5 ^{**}	15.5 ^{**}	-	-	-	-	Turks and Caicos Islands
63.7 ⁻¹	21.8 ⁻¹	85.5 ⁻¹	14.5 ⁻¹	81.3 ⁻¹	14.5 ⁻¹	95.8 ⁻¹	4.2 ⁻¹	Uruguay (p)
...	...	...	...	...	...	...	...	Venezuela
								North America and Western Europe
...	...	...	...	...	...	...	...	Andorra
75.7 ⁻¹	20.2 ⁻¹	95.9 ⁻¹	4.1 ⁻¹	57.8 ⁻¹	36.5 ⁻¹	94.2 ⁻¹	5.8 ⁻¹	Austria (p)
87.4 ⁻¹	9.5 ⁻¹	97.0 ⁻¹	3.0 ⁻¹	77.0 ⁻¹	19.9 ⁻¹	96.9 ⁻¹	3.1 ⁻¹	Belgium (p)
...	...	...	...	...	...	...	...	Canada (p)
82.3 ⁻¹	7.9 ⁻¹	90.2 ⁻¹	9.8 ⁻¹	54.6 ⁻¹	25.2 ⁻¹	79.9 ⁻¹	20.1 ⁻¹	Cyprus
72.9 ⁻¹	19.9 ⁻¹	92.8 ⁻¹	7.2 ⁻¹	73.0 ⁻¹	21.4 ⁻¹	94.4 ⁻¹	5.6 ⁻¹	Denmark (p)
59.0 ⁻¹	30.1 ⁻¹	89.1 ⁻¹	10.9 ⁻¹	59.7 ⁻¹	34.4 ⁻¹	94.1 ⁻¹	5.9 ⁻¹	Finland (p)
74.4 ⁻¹	15.2 ⁻¹	89.6 ⁻¹	10.4 ⁻¹	71.6 ⁻¹	16.7 ⁻¹	88.2 ⁻¹	11.8 ⁻¹	France (p)

TABLE 13 PUBLIC EXPENDITURE ON EDUCATION AND EXPENDITURE ON EDUCATION BY NATURE OF SPENDING / FINANCIAL YEAR ENDING IN 2005 OR LATEST YEAR AVAILABLE

Region	Public expenditure per student						Total public expenditure on education	
	as a % of GDP per capita			in PPP US\$			as a % of GDP	as a % of total government expenditure
	Primary	Secondary	Tertiary	Primary	Secondary	Tertiary		
Germany (p)	16.4 ⁻¹	21.8 ⁻¹	...	4,631 ⁻¹	6,160 ⁻¹	...	4.6 ⁻¹	9.8 ⁻¹
Gibraltar	...	...	...	...	...	...	...	...
Greece (p)	16.8 ^{**,-1}	23.0 ⁻¹	27.6 ⁻¹	3,731 ^{**,-1}	5,102 ⁻¹	6,124 ⁻¹	4.3 ⁻¹	8.5 ⁻¹
Holy See	...	...	...	...	...	...	...	...
Iceland (p)	26.5 ⁻¹	25.0 ⁻¹	29.8 ⁻¹	8,761 ⁻¹	8,261 ⁻¹	9,845 ⁻¹	8.1 ⁻¹	16.6 ⁻¹
Ireland (p)	14.5 ⁻¹	21.5 ⁻¹	24.3 ⁻¹	5,628 ⁻¹	8,335 ⁻¹	9,424 ⁻¹	4.8 ⁻¹	14.0 ⁻¹
Israel (p)	22.3 ⁻¹	22.7 ⁻¹	25.6 ⁻¹	5,436 ⁻¹	5,538 ⁻¹	6,243 ⁻¹	6.9 ⁻¹	13.7 ⁻²
Italy (p)	25.3 ⁻¹	27.7 ⁻¹	23.1 ⁻¹	7,126 ⁻¹	7,808 ⁻¹	6,511 ⁻¹	4.7 ⁻¹	9.6 ⁻¹
Liechtenstein	...	...	...	...	...	...	...	...
Luxembourg (p)	21.8 ^{**,-1}	24.1 ⁻¹	...	15,237 ^{**,-1}	16,871 ⁻¹	...	...	...
Malta	...	...	...	...	...	...	...	...
Monaco	...	...	...	...	...	...	4.4 ⁻¹	...
Netherlands (p)	18.8 ⁻¹	25.1 ⁻¹	42.6 ⁻¹	5,962 ⁻¹	7,984 ⁻¹	13,533 ⁻¹	5.4 ⁻¹	11.2 ⁻¹
Norway (p)	20.7 ⁻¹	31.1 ⁻¹	53.2 ⁻¹	7,960 ⁻¹	11,953 ⁻¹	20,456 ⁻¹	7.7 ⁻¹	16.6 ⁻¹
Portugal (p)	24.6 ⁻¹	37.0 ⁻¹	24.9 ⁻¹	4,832 ⁻¹	7,255 ⁻¹	4,890 ⁻¹	5.7 ⁻¹	11.5 ⁻¹
San Marino	...	...	...	...	...	...	...	...
Spain (p)	18.6 ⁻²	23.8 ⁻²	22.7 ⁻²	4,489 ⁻²	5,727 ⁻²	5,479 ⁻²	4.3 ⁻²	11.2 ⁻²
Sweden (p)	25.9 ⁻¹	34.9 ⁻¹	44.1 ⁻¹	7,664 ⁻¹	10,299 ⁻¹	13,035 ⁻¹	7.4 ⁻¹	12.9 ⁻¹
Switzerland (p)	25.0 ⁻¹	28.1 ⁻¹	63.3 ⁻¹	8,270 ⁻¹	9,275 ⁻¹	20,901 ⁻¹	6.0 ⁻¹	13.0 ⁻²
United Kingdom (p)	18.0 ⁻¹	27.1 ⁻¹	27.7 ⁻¹	5,276 ⁻¹	7,927 ⁻¹	8,100 ⁻¹	5.4 ⁻¹	12.1 ⁻¹
United States (p)	22.0 ⁻¹	25.7 ⁻¹	27.6 ⁻¹	8,243 ⁻¹	9,644 ⁻¹	10,365 ⁻¹	5.6 ⁻¹	15.3 ⁻¹
South and West Asia								
Afghanistan	...	...	...	...	...	...	...	...
Bangladesh	7.7 ^{**}	14.7	49.7	...	...	1,009	2.5	14.2
Bhutan	...	...	...	...	...	...	...	...
India	9.4 ^{**,-1}	16.8 ⁻¹	94.7 ⁻¹	278 ^{**,-1}	517 ⁻¹	2,712 ⁻¹	3.8 ⁻¹	10.7 ⁻²
Iran, Islamic Republic of	9.7	11.0	22.8	719	815	1,691	4.7	22.8
Maldives	22.0	...	...	...	...	...	7.1	15.0
Nepal	12.4 ^{**,-2}	10.5 ⁻²	71.1 ⁻²	173 ^{**,-2}	146 ⁻²	990 ⁻²	3.4 ⁻²	14.9 ⁻²
Pakistan	...	...	...	...	...	...	2.3	10.9
Sri Lanka (p)	...	...	...	...	...	...	...	...
Sub-Saharan Africa								
Angola	...	...	...	...	...	...	...	...
Benin	11.5^{**}	...	...	129^{**}	...	...	3.5 ^{**}	14.1 ^{**}
Botswana	17.2	44.0 ^{**}	479.9	...	...	...	10.7	21.5
Burkina Faso	34.7	21.6	212.3	424	264	2,593	4.7	16.6
Burundi	19.1	73.3 ^{**}	348.8 ^{**}	125	479 ^{**}	2,278 ^{**}	5.1	17.7
Cameroon	6.1 ^ˆ	2.6 ^ˆ	66.6 ^ˆ	...	...	...	1.8 ^ˆ	8.6 ^ˆ
Cape Verde	19.8	25.7	72.7	1,293	1,679	4,741	6.6	25.4
Central African Republic	11.8^{**}	...	...	135^{**}	...	...	...	...
Chad	7.3	30.1 ^{**}	359.9 ^{**}	132	545 ^{**}	6,504 ^{**}	2.1	10.1
Comoros	...	...	...	...	...	...	...	...
Congo	4.0^{**}	...	...	42^{**}	...	...	2.2	8.1
Côte d'Ivoire	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	...	...	...	...	...	...	...	...
Equatorial Guinea	...	...	...	...	...	...	0.6 ^{**,-2}	4.0 ^{**,-2}

Educational expenditure by nature of spending as a % of total educational expenditure in public institutions								Region
Primary, secondary and post-secondary non-tertiary				Tertiary				Country or territory
Salaries, all staff	Other current	Total current	Capital	Salaries, all staff	Other current	Total current	Capital	
79.3 ⁻¹	13.8 ⁻¹	93.2 ⁻¹	6.8 ⁻¹	64.8 ⁻¹	26.4 ⁻¹	91.2 ⁻¹	8.8 ⁻¹	Germany (p)
...	...	...	...	...	...	...	...	Gibraltar
78.7 ^{**,-1}	6.3 ^{**,-1}	85.0 ^{**,-1}	15.0 ^{**,-1}	27.1 ⁻¹	39.6 ⁻¹	66.7 ⁻¹	33.3 ⁻¹	Greece (p)
...	...	...	...	...	...	...	...	Holy See
68.1 ⁻¹	21.1 ⁻¹	89.2 ⁻¹	10.8 ⁻¹	73.4 ⁻¹	18.1 ⁻¹	91.5 ⁻¹	8.5 ⁻¹	Iceland (p)
77.5 ⁻¹	15.3 ⁻¹	92.7 ⁻¹	7.3 ⁻¹	70.4 ⁻¹	24.3 ⁻¹	94.7 ⁻¹	5.3 ⁻¹	Ireland (p)
71.7 ⁻¹	19.8 ⁻¹	91.5 ⁻¹	8.5 ⁻¹	58.0 ⁻¹	30.7 ⁻¹	88.7 ⁻¹	11.3 ⁻¹	Israel (p)
75.1 ⁻¹	18.0 ⁻¹	93.0 ⁻¹	7.0 ⁻¹	59.3 ⁻¹	29.5 ⁻¹	88.8 ⁻¹	11.2 ⁻¹	Italy (p)
...	...	...	...	...	...	...	...	Liechtenstein
69.4 ^{**,-1}	11.0 ^{**,-1}	80.5 ^{**,-1}	19.5 ^{**,-1}	...	...	...	...	Luxembourg (p)
...	...	...	...	...	...	...	...	Malta
90.2 ⁻¹	2.1 ⁻¹	92.3 ⁻¹	7.7 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	Monaco
64.4 ⁻²	27.7 ⁻²	92.1 ⁻²	7.9 ⁻²	...	...	...	...	Netherlands (p)
69.8 ⁻¹	18.5 ⁻¹	88.4 ⁻¹	11.6 ⁻¹	55.3 ⁻¹	34.1 ⁻¹	89.3 ⁻¹	10.7 ⁻¹	Norway (p)
93.0 ⁻¹	4.5 ⁻¹	97.5 ⁻¹	2.5 ⁻¹	68.5 ⁻¹	25.1 ⁻¹	93.7 ⁻¹	6.3 ⁻¹	Portugal (p)
...	...	...	...	...	...	...	...	San Marino
79.2 ⁻²	13.1 ⁻²	92.3 ⁻²	7.7 ⁻²	63.8 ⁻²	16.0 ⁻²	79.8 ⁻²	20.2 ⁻²	Spain (p)
66.0 ⁻¹	26.8 ⁻¹	92.8 ⁻¹	7.2 ⁻¹	60.2 ⁻¹	39.8 ⁻¹	100.0 ⁻¹	.. ⁻¹	Sweden (p)
77.1 ⁻¹	13.5 ⁻¹	90.6 ⁻¹	9.4 ⁻¹	70.2 ⁻¹	20.4 ⁻¹	90.7 ⁻¹	9.3 ⁻¹	Switzerland (p)
63.8 ⁻¹	28.2 ⁻¹	92.1 ⁻¹	7.9 ⁻¹	...	...	...	...	United Kingdom (p)
72.0 ⁻¹	16.9 ⁻¹	88.9 ⁻¹	11.1 ⁻¹	55.6 ⁻¹	33.8 ⁻¹	89.4 ⁻¹	10.6 ⁻¹	United States (p)
								South and West Asia
...	...	...	...	...	...	...	...	Afghanistan
...	...	...	...	...	...	...	...	Bangladesh
...	...	...	...	...	...	...	...	Bhutan
83.3 ⁻¹	11.3 ⁻¹	94.6 ⁻¹	5.4 ⁻¹	98.8 ⁻¹	0.1 ⁻¹	99.0 ⁻¹	1.0 ⁻¹	India
...	...	...	...	...	...	...	...	Iran, Islamic Republic of
...	...	...	...	...	...	...	...	Maldives
...	...	...	...	...	...	...	...	Nepal
...	...	...	...	...	...	...	...	Pakistan
...	...	...	...	...	...	...	...	Sri Lanka (p)
								Sub-Saharan Africa
...	...	...	...	...	...	...	...	Angola
...	...	...	...	...	...	...	...	Benin
...	...	...	...	...	...	...	...	Botswana
...	...	...	...	...	...	...	...	Burkina Faso
62.9 ⁻¹	6.9 ⁻¹	69.8 ⁻¹	30.2 ⁻¹	40.6 ⁻¹	55.4 ⁻¹	95.9 ⁻¹	4.1 ⁻¹	Burundi
...	...	...	...	...	...	...	...	Cameroon
79.5 ^{**}	2.0 ^{**}	81.5 ^{**}	18.5 ^{**}	76.9 ⁻¹	4.5 ⁻¹	81.5 ⁻¹	18.5 ⁻¹	Cape Verde
...	...	...	...	...	...	...	...	Central African Republic
...	...	...	...	...	...	...	...	Chad
...	...	...	...	...	...	...	...	Comoros
...	...	...	...	...	...	...	...	Congo
...	...	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	Democratic Republic of the Congo
...	...	...	...	...	...	...	...	Equatorial Guinea

TABLE 13 PUBLIC EXPENDITURE ON EDUCATION AND EXPENDITURE ON EDUCATION BY NATURE OF SPENDING / FINANCIAL YEAR ENDING IN 2005 OR LATEST YEAR AVAILABLE

Region	Public expenditure per student						Total public expenditure on education	
	as a % of GDP per capita			in PPP US\$			as a % of GDP	as a % of total government expenditure
	Primary	Secondary	Tertiary	Primary	Secondary	Tertiary		
Eritrea	11.3	15.4	...	114	156	...	5.4	...
Ethiopia	18.0 ⁺¹	8.1 ⁺¹	...	180 ⁺¹	81 ⁺¹	...	6.1 ⁺¹	17.5 ⁺¹
Gabon	...	...	...	...	...	...	...	...
Gambia	7.4 ^{**,-1}	9.1 ^{**,-1}	238.0 ^{**,-1}	142 ^{**,-1}	175 ^{**,-1}	4,586 ^{**,-1}	2.0 ^{**,-1}	...
Ghana	12.8	34.5 ^{**}	209.8	309	830 ^{**}	5,041	5.4	...
Guinea	...	...	244.1	...	...	5,567	2.0	...
Guinea-Bissau	...	...	...	...	...	...	...	...
Kenya	23.6 ⁻¹	23.5 ⁻¹	262.6 ⁻¹	252 ⁻¹	233 ^{**,-1}	2,865 ⁻¹	6.7 ⁻¹	29.2 ⁻¹
Lesotho	24.2 ^{**}	49.0 ^{**}	1,104.8^{**}	...	...	...	13.4	29.8
Liberia	...	...	...	...	...	...	...	...
Madagascar	8.4	...	175.0	76	...	1,570	3.2	25.3
Malawi	13.5 ⁻²	28.6 ^{**,-2}	...	...	...	...	5.8 ⁻²	...
Mali	...	...	...	...	...	...	4.3	14.8
Mauritius	11.8	19.8	37.1	1,427	2,243 ^{**}	4,371	4.5	14.3
Mozambique	14.1 ⁻¹	48.4 ⁻¹	435.3 ⁻¹	175 ⁻¹	602 ⁻¹	5,413 ⁻¹	3.7 ⁻¹	19.5 ⁻¹
Namibia	20.1 ⁻²	24.1 ⁻²	106.6 ⁻²	1,343 ⁻²	1,442 ⁻²	6,409 ⁻²	6.9 ⁻²	...
Niger	...	...	...	...	...	...	2.3 ⁻¹	...
Nigeria	...	...	...	...	...	...	...	...
Rwanda	11.3 ^{**}	18.6 ^{**}	408.8 ^{**}	150 ^{**}	248 ^{**}	5,451 ^{**}	3.8	12.2
Sao Tome and Principe	...	...	...	...	...	...	...	...
Senegal	20.8 ^{**}	39.8 ^{**}	267.6 ^{**}	376 ^{**}	718 ^{**}	...	5.4	18.9
Seychelles	16.6 ^{**,-1}	17.6 ^{**,-1}	...	2,803 ^{**,-1}	2,968 ^{**,-1}	...	5.4 ^{**,-1}	...
Sierra Leone	...	...	...	...	...	...	3.8 ^{**}	...
Somalia	...	...	...	...	...	...	...	...
South Africa	14.2	17.6	49.6	...	...	...	5.4	17.9
Swaziland	12.4 ^{**,-1}	30.9 ^{**,-1}	341.5 ^{**,-1}	587 ^{**,-1}	1,378 ^{**,-1}	15,073 ⁻¹	6.2 ⁻¹	...
Togo	...	...	...	...	...	...	...	...
Uganda	11.3 ^{**,-1}	34.0 ^{**,-1}	188.8 ⁻¹	166 ^{**,-1}	445 ^{**,-1}	...	5.2 ^{**,-1}	18.3 ^{**,-1}
United Republic of Tanzania	...	...	...	...	...	...	...	...
Zambia	5.4	8.2 ^{**}	...	56	86 ^{**}	...	2.0	14.8 ⁻¹
Zimbabwe (p)	...	...	...	...	...	...	...	...

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

Educational expenditure by nature of spending as a % of total educational expenditure in public institutions								Region
Primary, secondary and post-secondary non-tertiary				Tertiary				Country or territory
Salaries, all staff	Other current	Total current	Capital	Salaries, all staff	Other current	Total current	Capital	
58.6	14.3	72.9	27.1	9.9	54.7	64.6	35.4	Eritrea
...	...	...	...	...	...	...	...	Ethiopia
...	...	...	...	...	...	...	...	Gabon
...	...	...	...	...	...	...	...	Gambia
...	...	...	...	...	...	...	...	Ghana
...	...	...	...	...	...	...	...	Guinea
...	...	...	...	...	...	...	...	Guinea-Bissau
...	...	...	...	...	...	...	...	Kenya
...	...	...	...	...	...	...	...	Lesotho
...	...	...	...	...	...	...	...	Liberia
47.6	16.2	63.8	36.2	21.1	48.1	69.2	30.8	Madagascar
...	...	...	...	...	...	...	...	Malawi
...	...	...	...	...	...	...	...	Mali
...	...	...	...	...	...	...	...	Mauritius
89.7 ⁻¹	7.7 ⁻¹	97.4 ⁻¹	2.6 ⁻¹	...	...	...	...	Mozambique
...	...	...	...	...	...	...	...	Namibia
...	...	...	...	...	...	...	...	Niger
...	...	...	...	...	...	...	...	Nigeria
...	...	...	...	...	...	...	...	Rwanda
...	...	...	...	...	...	...	...	Sao Tome and Principe
...	...	...	...	...	...	...	...	Senegal
74.0 ⁻²	13.9 ⁻²	88.0 ⁻²	12.0 ⁻²	...	50.0 ⁻²	50.0 ⁻²	50.0 ⁻²	Seychelles
...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	Somalia
85.8	10.4	96.2	3.8	9.2	90.6	99.9	0.1	South Africa
...	...	...	...	...	...	...	...	Swaziland
...	...	...	...	...	...	...	...	Togo
65.9 ⁻¹	8.2 ⁻¹	74.1 ⁻¹	25.9 ⁻¹	x	x	75.5 ⁻¹	24.5 ⁻¹	Uganda
...	...	...	...	...	...	...	...	United Republic of Tanzania
91.8 ⁻¹	7.1 ⁻¹	98.9 ⁻¹	1.1 ⁻¹	9.8 ⁻¹	85.4 ⁻¹	95.2 ⁻¹	4.8 ⁻¹	Zambia
...	...	...	...	...	...	...	...	Zimbabwe (p)

TABLE 14 EXPENDITURE ON EDUCATIONAL INSTITUTIONS AS A % OF GROSS DOMESTIC PRODUCT, BY SOURCES OF FUNDS / FINANCIAL YEAR ENDING IN 2005 OR LATEST YEAR AVAILABLE

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
Arab States								
Algeria	...	...	...	...	...	...	...	1.6 ** ⁻²
Bahrain	...	...	...	...	...	...	...	...
Djibouti	...	...	...	...	...	7.5	- **	3.5 **
Egypt (p)	...	...	...	...	...	...	...	...
Iraq	...	...	...	...	...	...	...	...
Jordan (p)	- ** ⁻¹	2.2 ** ⁻¹
Kuwait	6.2	0.6	1.3	2.2	2.1	5.1	0.5	1.0
Lebanon	...	...	...	...	...	2.6	x	0.9 **
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...
Mauritania	...	...	...	...	...	2.3 **	-	1.4 **
Morocco	...	...	...	...	...	6.7	.	3.1
Oman	...	...	...	...	...	3.6 **	.	1.8 **
Palestinian Autonomous Territories	...	...	...	...	...	...	...	...
Qatar	...	...	...	...	...	...	...	...
Saudi Arabia	...	...	...	...	...	...	...	...
Sudan	...	...	...	...	...	...	...	...
Syrian Arab Republic	...	...	...	...	...	...	...	...
Tunisia (p)	...	...	...	...	...	7.3	-	2.5 **
United Arab Emirates	...	...	...	...	...	1.6 ** ⁻¹	0.1 ⁻¹	0.4 ⁻¹
Yemen	...	...	...	...	...	...	...	...
Central and Eastern Europe								
Albania	...	...	...	...	...	...	...	...
Belarus	...	...	...	...	...	6.0	1.0	0.5 **
Bosnia and Herzegovina	...	...	...	...	...	...	...	...
Bulgaria (p)	4.6 ⁻²	0.7 ⁻²	0.8 ⁻²	1.8 ⁻²	1.4 ⁻²	3.9 ⁻²	0.7 ⁻²	0.8 ⁻²
Croatia	...	...	...	...	...	4.6 ⁻²	0.4 ⁻²	0.9 ** ⁻²
Czech Republic (p)	4.9 ⁻¹	0.5 ⁻¹	0.7 ⁻¹	2.5 ⁻¹	1.1 ⁻¹	4.2 ⁻¹	0.4 ⁻¹	0.7 ⁻¹
Estonia	...	...	...	...	...	5.1 ⁻¹	0.3 ⁻¹	1.3 ⁻¹
Hungary (p)	5.7 ⁻¹	0.8 ⁻¹	1.0 ⁻¹	2.5 ⁻¹	1.1 ⁻¹	5.1 ⁻¹	0.8 ⁻¹	1.0 ⁻¹
Latvia	5.8 ⁻²	0.7 ⁻²	0.9 ⁻²	2.8 ⁻²	1.3 ⁻²	4.9 ⁻²	0.7 ⁻²	0.9 ⁻²
Lithuania	5.3 ⁻²	0.7 ⁻²	0.7 ⁻²	2.5 ⁻²	1.3 ⁻²	4.8 ⁻²	0.7 ⁻²	0.7 ⁻²
Poland (p)	6.0 ⁻¹	0.6 ⁻¹	1.7 ⁻¹	2.1 ⁻¹	1.5 ⁻¹	5.4 ⁻¹	0.5 ⁻¹	1.7 ⁻¹
Republic of Moldova	6.0 **	0.8 **	0.8 **	2.6 **	1.8 **	4.3	0.8	0.7 **
Romania	...	...	...	...	...	3.4 ⁻²	0.3 ⁻²	0.5 ** ⁻²
Russian Federation (p)	...	...	...	...	...	...	...	...
Serbia and Montenegro	...	...	...	...	...	...	...	...
Slovakia (p)	4.9 ⁻¹	0.5 ⁻¹	0.7 ⁻¹	2.4 ⁻¹	1.1 ⁻¹	4.1 ⁻¹	0.4 ⁻¹	0.6 ⁻¹
Slovenia	6.3 ⁻¹	0.6 ⁻¹	1.3 ** ⁻¹	3.0 ** ⁻¹	1.4 ⁻¹	5.4 ⁻¹	0.5 ⁻¹	1.2 ** ⁻¹
The Former Yugoslav Rep. of Macedonia	...	...	...	...	...	...	...	...
Turkey (p)	3.7 ⁻²	-	1.4 ** ⁻²	1.2 ** ⁻²	1.1 ⁻²	3.6 ⁻²	-	1.3 ** ⁻²
Ukraine	...	...	...	...	...	6.4 **	0.7 **	0.6 **
Central Asia								
Armenia	...	...	...	...	...	...	...	...
Azerbaijan	...	...	...	...	...	2.5 **	0.2 **	0.4 **
Georgia	...	...	...	...	...	...	...	...

Expenditure on educational institutions and educational administration as a % of gross domestic product								Region
Public sources		Private sources					International sources	Country or territory
Secondary and post-secondary non-tertiary	Tertiary	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	
								Arab States
1.9 ^{**,-2}	...	...	...	...	...	...	...	Algeria
...	...	...	...	...	...	...	...	Bahrain
3.2 ^{**}	0.8^{**}	...	...	...	...	...	...	Djibouti
...	...	...	...	...	...	...	...	Egypt (p)
...	...	...	...	...	...	...	...	Iraq
2.0 ^{**,-1}	...	...	...	...	...	...	...	Jordan (p)
1.8	1.6	1.2	0.1	0.3	0.4	0.4	.	Kuwait
0.8 ^{**}	0.7	...	...	...	...	...	...	Lebanon
...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
0.8 ^{**}	0.1^{**}	...	...	...	...	...	...	Mauritania
2.6	1.1	...	...	...	...	...	...	Morocco
1.5 ^{**}	0.3^{**}	...	...	...	...	...	...	Oman
...	...	...	...	...	...	...	...	Palestinian Autonomous Territories
...	...	...	...	...	...	...	...	Qatar
...	...	...	...	...	...	...	...	Saudi Arabia
...	...	...	...	...	...	...	...	Sudan
...	...	...	...	...	...	...	...	Syrian Arab Republic
3.0 ^{**}	1.8	...	...	...	...	...	...	Tunisia (p)
0.6 ⁻¹	0.4 ^{,-1}	...	...	...	...	...	...	United Arab Emirates
...	...	...	...	...	...	...	...	Yemen
								Central and Eastern Europe
...	...	...	...	...	...	...	...	Albania
2.9 ^{**}	1.5	...	...	...	...	...	...	Belarus
...	...	...	...	...	...	...	...	Bosnia and Herzegovina
1.7 ⁻²	0.7 ⁻²	0.7 ⁻²	0.1 ⁻²	...	...	0.6 ⁻²	...	Bulgaria (p)
2.3 ^{**,-2}	0.8 ⁻²	...	...	...	...	...	...	Croatia
2.2 ⁻¹	0.9 ⁻¹	0.6 ⁻¹	0.1 ⁻¹	0.1 ⁻¹	0.3 ⁻¹	0.2 ⁻¹	...	Czech Republic (p)
2.5 ⁻¹	0.9 ⁻¹	...	...	...	...	...	...	Estonia
2.3 ⁻¹	0.9 ⁻¹	0.5 ⁻¹	0.1 ⁻¹	0.1 ⁻¹	0.1 ⁻¹	0.2 ⁻¹	...	Hungary (p)
2.7 ⁻²	0.6 ⁻²	0.8 ⁻²	...	...	0.1 ⁻²	0.7 ⁻²	0.1 ⁻²	Latvia
2.5 ⁻²	0.8 ⁻²	0.5 ⁻²	...	...	...	0.5 ⁻²	0.1 ⁻²	Lithuania
2.0 ⁻¹	1.1 ⁻¹	0.6 ⁻¹	0.1 ⁻¹	...	0.1 ⁻¹	0.4 ⁻¹	...	Poland (p)
2.4 ^{**}	0.4	1.7 ^{**}	x	x	x	1.4 ^{**}	...	Republic of Moldova
1.4 ^{**,-2}	0.6 ⁻²	...	...	...	...	...	...	Romania
...	...	...	...	...	...	...	...	Russian Federation (p)
...	...	...	...	...	...	...	...	Serbia and Montenegro
2.0 ⁻¹	0.9 ⁻¹	0.8 ⁻¹	0.1 ⁻¹	0.1 ⁻¹	0.4 ⁻¹	0.2 ⁻¹	...	Slovakia (p)
2.7 ^{**,-1}	1.0 ⁻¹	0.9 ⁻¹	0.1 ⁻¹	0.1 ^{**,-1}	0.3 ^{**,-1}	0.3 ⁻¹	...	Slovenia
...	...	...	...	...	...	...	...	The Former Yugoslav Rep. of Macedonia
1.2 ^{**,-2}	1.1 ⁻²	0.1 ⁻²	...	...	...	0.1 ⁻²	...	Turkey (p)
2.5 ^{**}	1.9^{**}	...	...	...	...	...	...	Ukraine
								Central Asia
...	...	...	...	...	...	...	...	Armenia
1.4 ^{**}	0.2^{**}	...	...	...	...	...	...	Azerbaijan
...	...	...	...	...	...	...	...	Georgia

TABLE 14 EXPENDITURE ON EDUCATIONAL INSTITUTIONS AS A % OF GROSS DOMESTIC PRODUCT, BY SOURCES OF FUNDS / FINANCIAL YEAR ENDING IN 2005 OR LATEST YEAR AVAILABLE

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
Kazakhstan	3.0 ^{**}	0.1 ^{**}	0.7 ^{**}	1.3 ^{**}	0.7 ^{**}	2.3	0.1	0.7 ^{**}
Kyrgyzstan	...	...	...	...	...	...	...	...
Mongolia	5.3 ⁻¹	1.0 ⁻¹	1.3 ⁻¹	2.0 ⁻¹	1.0 ⁻¹	5.3 ⁻¹	1.0 ⁻¹	1.3 ⁻¹
Tajikistan	...	...	...	...	...	3.5	0.1	0.9 ^{**}
Turkmenistan	...	...	...	...	...	...	...	...
Uzbekistan	...	...	...	...	...	...	...	...
East Asia and the Pacific								
Australia (p)	5.9 ⁻¹	0.2 ⁻¹	1.8 ⁻¹	2.3 ⁻¹	1.6 ⁻¹	4.2 ⁻¹	0.1 ⁻¹	1.6 ⁻¹
Brunei Darussalam	...	...	...	...	...	...	...	...
Cambodia	...	...	...	...	...	1.9 ⁻¹	x	1.2 ^{**,-1}
China (p)	...	...	...	...	...	...	...	...
Cook Islands	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...
Fiji	...	...	...	...	...	6.4 ⁻¹	x ⁻¹	x ⁻¹
Hong Kong SAR of China	...	...	...	...	...	3.9	0.1	1.0
Indonesia (p)	1.5 ⁻²	- ⁻²	0.4 ⁻²	0.6 ⁻²	0.5 ⁻²	0.9 ⁻²	- ⁻²	0.3 ⁻²
Japan (p)	4.7 ⁻¹	0.2 ⁻¹	1.3 ⁻¹	1.6 ⁻¹	1.3 ⁻¹	3.5 ⁻¹	0.1 ⁻¹	1.3 ⁻¹
Kiribati	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	4.7	0.1	2.6	1.0	0.4	2.3	-	1.3
Macao, China	...	...	...	...	...	2.9 ^{**,-2}	x	0.7 ^{**,-2}
Malaysia (p)	...	...	...	...	...	5.8 ⁻¹	0.1 ⁻¹	1.8 ⁻¹
Marshall Islands	...	...	...	...	...	...	...	...
Micronesia (Federated States of) (p)	...	...	...	...	...	...	...	...
Myanmar	...	...	...	...	...	...	...	0.3 ^{**,-2}
Nauru	...	...	...	...	...	...	...	...
New Zealand (p)	6.8	0.3	1.8	3.2	1.4	5.5	0.2	1.7
Niue	...	...	...	...	...	...	...	...
Palau	...	...	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...
Philippines (p)	...	...	...	...	...	2.7 ⁻¹	- ⁻¹	1.5 ⁻¹
Republic of Korea (p)	7.2 ⁻¹	0.1 ⁻¹	1.9 ⁻¹	2.5 ⁻¹	2.4 ⁻¹	4.4 ⁻¹	0.1 ⁻¹	1.6 ⁻¹
Samoa	...	...	...	...	...	...	...	...
Singapore	...	...	...	...	...	...	...	...
Solomon Islands	...	...	...	...	...	...	...	...
Thailand (p)	...	...	...	...	...	3.8	0.6	1.9
Timor-Leste	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...
Tonga	...	...	...	...	...	4.4 ⁻¹	- ⁻¹	2.1 ⁻¹
Tuvalu	...	...	...	...	...	...	...	...
Vanuatu	...	...	...	...	...	...	...	...
Viet Nam	...	...	...	...	...	...	...	...
Latin America and the Caribbean								
Anguilla	...	...	...	...	...	7.4 ⁻²	x ⁻²	x ⁻²
Antigua and Barbuda	...	...	...	...	...	...	...	...
Argentina (p)	4.6 ⁻¹	0.5 ⁻¹	1.6 ⁻¹	1.7 ⁻¹	0.9 ⁻¹	3.7 ⁻¹	0.3 ⁻¹	1.4 ⁻¹
Aruba	...	...	...	...	...	4.5	x	x

Expenditure on educational institutions and educational administration as a % of gross domestic product								Region
Public sources		Private sources					International sources	Country or territory
Secondary and post-secondary non-tertiary	Tertiary	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	
1.2 ^{**}	0.3	0.6	0.1	-	-	0.5	...	Kazakhstan
...	...	...	...	...	...	...	...	Kyrgyzstan
2.0 ⁻¹	1.0 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	Mongolia
1.9 ^{**}	0.3	...	...	...	...	...	...	Tajikistan
...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	...	...	...	...	Uzbekistan
								East Asia and the Pacific
1.8 ⁻¹	0.8 ⁻¹	1.7 ⁻¹	0.2 ⁻¹	0.2 ⁻¹	0.5 ⁻¹	0.8 ⁻¹	. ⁻¹	Australia (p)
...	...	...	...	...	...	...	...	Brunei Darussalam
x	0.3 ⁻¹	...	...	...	...	...	...	Cambodia
...	...	...	...	...	...	...	...	China (p)
...	...	...	...	...	...	...	...	Cook Islands
...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
x ⁻¹	x ⁻¹	...	...	...	...	...	...	Fiji
1.4	1.1	...	...	...	...	...	...	Hong Kong SAR of China
0.4 ⁻²	0.2 ⁻²	0.5 ⁻²	. ⁻²	. ⁻²	0.2 ⁻²	0.3 ⁻²	...	Indonesia (p)
1.4 ⁻¹	0.5 ⁻¹	1.2 ⁻¹	0.1 ⁻¹	. ⁻¹	0.2 ⁻¹	0.8 ⁻¹	. ⁻¹	Japan (p)
...	...	...	...	...	...	...	...	Kiribati
0.5	0.2	1.1	-	0.4	0.3	0.1	1.2	Lao People's Democratic Republic
x	x	...	...	...	...	...	...	Macao, China
2.2 ⁻¹	1.7 ⁻¹	...	...	...	...	...	...	Malaysia (p)
...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	Micronesia (Federated States of) (p)
0.1 ^{**,-2}	0.3 ^{**,-2}	...	...	...	...	...	...	Myanmar
...	...	...	...	...	...	...	...	Nauru
2.7	0.9	1.3	0.1	0.1	0.5	0.6	-	New Zealand (p)
...	...	...	...	...	...	...	...	Niue
...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	Papua New Guinea
0.7 ⁻¹	0.4 ⁻¹ ⁻¹	Philippines (p)
1.9 ⁻¹	0.5 ⁻¹	2.9 ⁻¹	0.1 ⁻¹	0.3 ⁻¹	0.6 ⁻¹	1.9 ⁻¹	. ⁻¹	Republic of Korea (p)
...	...	...	...	...	...	...	...	Samoa
...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	Solomon Islands
0.7	0.6	1.8 ⁻¹	...	...	...	...	...	Thailand (p)
...	...	...	...	...	...	...	...	Timor-Leste
...	...	...	...	...	...	...	...	Tokelau
1.3 ⁻¹	1.0 ⁻¹	...	...	...	...	...	...	Tonga
...	...	...	...	...	...	...	...	Tuvalu
...	...	...	...	...	...	...	...	Vanuatu
...	...	...	...	...	...	...	...	Viet Nam
								Latin America and the Caribbean
x ⁻²	. ⁻²	...	...	...	...	...	...	Anguilla
...	...	...	...	...	...	...	...	Antigua and Barbuda
1.4 ⁻¹	0.6 ⁻¹	0.9 ⁻¹	0.2 ⁻¹	0.2 ⁻¹	0.3 ⁻¹	0.2 ⁻¹	. ⁻¹	Argentina (p)
x	x	...	...	...	...	...	0.4	Aruba

TABLE 14 EXPENDITURE ON EDUCATIONAL INSTITUTIONS AS A % OF GROSS DOMESTIC PRODUCT, BY SOURCES OF FUNDS / FINANCIAL YEAR ENDING IN 2005 OR LATEST YEAR AVAILABLE

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
Bahamas	...	...	...	...	...	...	...	...
Barbados	6.6	0.5 **	1.8 **	2.5	1.8	6.1	0.4 **	1.6 **
Belize	...	- ⁻¹	2.3 ⁻¹	2.6 ⁻¹	...	5.4 ⁻¹	- ⁻¹	2.3 ⁻¹
Bermuda	...	...	...	...	...	1.9 ⁻¹	0.1 ** ⁻¹	0.8 ** ⁻¹
Bolivia	...	...	...	...	...	6.4 ⁻²	0.2 ⁻²	2.8 ⁻²
Brazil (p)	...	...	...	...	...	4.3 ⁻¹	0.4 ⁻¹	1.4 ⁻¹
British Virgin Islands	4.4 ⁻¹	- ⁻¹	1.0 ⁻¹	0.9 ⁻¹	2.4 ⁻¹	4.3 ⁻¹	- ⁻¹	1.0 ⁻¹
Cayman Islands	...	...	...	...	...	...	...	...
Chile (p)	6.4	0.5	1.9	2.0	2.0	3.3	0.3	1.3
Colombia	7.6	0.1 **	2.6 **	2.5 **	1.6	4.8	0.1 **	2.3 **
Costa Rica	4.8 ⁻¹	0.4 ⁻¹	2.1 ⁻¹	1.3 ⁻¹	0.9 ⁻¹	4.7 ⁻¹	0.4 ⁻¹	2.1 ⁻¹
Cuba	9.9	0.9	3.0	3.8	2.2	9.8	0.8	3.0
Dominica	...	...	...	...	...	...	...	...
Dominican Republic	...	...	...	...	...	1.8	x **	x **
Ecuador	...	...	...	...	...	...	...	...
El Salvador	...	...	...	...	...	2.8 **	0.2 **	1.4 **
Grenada	6.3 ⁻²	0.3 ⁻²	2.3 ⁻²	2.8 ⁻²	0.5 ⁻²	5.2 ⁻²	0.3 ⁻²	1.9 ⁻²
Guatemala	...	...	...	...	...	...	0.1	0.9
Guyana	10.1	0.8	2.9	2.1	0.9	8.4	0.8	2.3
Haiti	...	...	...	...	...	...	...	...
Honduras	...	...	...	...	...	...	...	...
Jamaica (p)	...	...	...	...	...	5.1	0.3	1.8
Mexico (p)	6.4 ⁻¹	0.7 ⁻¹	2.4 ⁻¹	1.9 ⁻¹	1.3 ⁻¹	5.1 ⁻¹	0.5 ⁻¹	2.1 ⁻¹
Montserrat	...	...	...	...	...	2.8 ⁻¹	0.3 ⁻¹	1.2 ⁻¹
Netherlands Antilles	...	...	...	...	...	...	...	...
Nicaragua	...	0.1 ⁻¹	3.1 ⁻¹	2.2 ⁻¹	- ⁻¹	1.5 ⁻¹
Panama	...	0.2 ⁻¹	1.3 ⁻¹	1.0 ⁻¹	...	...	0.2 ⁻¹	1.3 ⁻¹
Paraguay (p)	5.9 ⁻²	0.4 ⁻²	2.4 ⁻²	1.7 ⁻²	1.4 ⁻²	4.3 ⁻²	0.3 ⁻²	2.0 ⁻²
Peru (p)	3.2	0.3	1.1	1.0 **	0.7	2.4	0.2	1.0
Saint Kitts and Nevis	...	...	...	...	...	9.3	x	x
Saint Lucia	...	...	...	...	...	5.8	x	x
Saint Vincent and the Grenadines	...	...	...	...	...	7.6	x	x
Suriname	...	...	...	...	...	...	...	...
Trinidad and Tobago	...	...	...	...	...	...	...	...
Turks and Caicos Islands	...	...	...	...	...	...	...	...
Uruguay (p)	2.9 ⁻¹	0.3 ⁻¹	1.0 ⁻¹	1.0 ⁻¹	0.6 ⁻¹	2.6 ⁻¹	0.2 ⁻¹	0.8 ⁻¹
Venezuela	...	...	...	...	...	...	...	...
North America and Western Europe								
Andorra	...	...	...	...	...	2.5 ⁻¹	0.5 ⁻¹	0.7 ⁻¹
Austria (p)	5.4 ⁻¹	0.5 ⁻¹	1.0 ⁻¹	2.7 ⁻¹	1.2 ⁻¹	5.1 ⁻¹	0.3 ⁻¹	1.0 ⁻¹
Belgium (p)	6.2 ⁻¹	0.6 ⁻¹	1.5 ⁻¹	2.7 ⁻¹	1.3 ⁻¹	5.8 ⁻¹	0.6 ⁻¹	1.4 ⁻¹
Canada (p)	...	...	...	...	...	...	...	...
Cyprus	6.9 ⁻¹	0.4 ⁻¹	2.0 ⁻¹	3.4 ⁻¹	1.0 ⁻¹	6.0 ⁻¹	0.3 ⁻¹	1.9 ⁻¹
Denmark (p)	7.3 ⁻¹	0.9 ⁻¹	1.9 ⁻¹	2.5 ⁻¹	1.8 ⁻¹	7.0 ⁻¹	0.7 ⁻¹	1.9 ⁻¹
Finland (p)	6.2 ⁻¹	0.4 ⁻¹	1.4 ⁻¹	2.6 ⁻¹	1.8 ⁻¹	6.0 ⁻¹	0.4 ⁻¹	1.4 ⁻¹
France (p)	6.2 ⁻¹	0.7 ⁻¹	1.1 ⁻¹	3.0 ⁻¹	1.4 ⁻¹	5.6 ⁻¹	0.7 ⁻¹	1.1 ⁻¹

Expenditure on educational institutions and educational administration as a % of gross domestic product								Region
Public sources		Private sources					International sources	Country or territory
Secondary and post-secondary non-tertiary	Tertiary	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	
...	...	...	...	...	...	...	...	Bahamas
2.3	1.8	0.1	– ^{**}	– ^{**}	0.1	–	0.4	Barbados
2.3 ⁻¹	0.6 ⁻¹	...	– ⁻¹	– ⁻¹	0.3 ⁻¹	...	...	Belize
1.0 ^{**,-1}	– ⁻¹	...	...	...	...	...	...	Bermuda
1.5 ⁻²	1.4 ⁻²	– ⁻²	Bolivia
1.7 ⁻¹	0.7 ⁻¹	...	...	...	...	...	...	Brazil (p)
0.9 ⁻¹	2.3 ⁻¹	– ⁻¹	– ⁻¹	– ⁻¹	– ⁻¹	– ⁻¹	0.1 ⁻¹	British Virgin Islands
...	...	...	...	...	...	...	...	Cayman Islands
1.4	0.3	3.1	0.2	0.6	0.6	1.7	.	Chile (p)
1.7 ^{**}	0.7	2.8	x	x	x	x	.	Colombia
1.3 ⁻¹	0.9 ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	0.1 ⁻¹	Costa Rica
3.8	2.2	0.2	0.1	0.1	–	–	–	Cuba
...	...	...	...	...	...	...	...	Dominica
x ^{**}	x^{**}	...	...	...	...	...	0.1	Dominican Republic
...	...	...	...	...	...	...	...	Ecuador
0.8 ^{**}	0.3^{**}	...	...	...	...	...	0.2	El Salvador
2.1 ⁻²	0.5 ⁻²	0.3 ⁻²	– ⁻²	– ⁻²	0.3 ⁻²	– ⁻²	0.9 ⁻²	Grenada
0.2	...	...	...	...	...	...	–	Guatemala
1.5	0.4	0.5	–	–	–	0.5	1.1	Guyana
...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	...	...	...	Honduras
1.9	1.2	...	...	...	...	...	...	Jamaica (p)
1.5 ⁻¹	0.9 ⁻¹	1.2 ⁻¹	0.1 ⁻¹	0.3 ⁻¹	0.4 ⁻¹	0.4 ⁻¹	– ⁻¹	Mexico (p)
1.1 ⁻¹	– ⁻¹	...	...	...	...	...	...	Montserrat
...	...	...	...	...	...	...	...	Netherlands Antilles
0.8 ⁻¹	...	2.7	0.1	1.2	1.4	–	–	Nicaragua
1.0 ⁻¹ ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	. ⁻¹	–	Panama
1.2 ⁻²	0.7 ⁻²	1.6 ⁻²	0.1 ⁻²	0.4 ⁻²	0.4 ⁻²	0.7 ⁻²	. ⁻²	Paraguay (p)
0.8 ^{**}	0.3	0.7	–	0.1	0.2	0.4	–	Peru (p)
x	x	...	...	...	...	...	...	Saint Kitts and Nevis
x	x	...	...	...	...	...	0.2	Saint Lucia
x	x	...	...	...	...	.	0.9	Saint Vincent and the Grenadines
...	...	...	...	...	...	...	...	Suriname
...	...	...	...	...	...	...	...	Trinidad and Tobago
...	...	...	...	...	...	...	...	Turks and Caicos Islands
0.9 ⁻¹	0.6 ⁻¹	0.2 ⁻¹	– ⁻¹	0.2 ⁻¹	– ⁻¹	. ⁻¹	0.1 ⁻¹	Uruguay (p)
...	...	...	...	...	...	...	...	Venezuela
								North America and Western Europe
0.6 ⁻¹	0.1 ⁻¹	...	...	...	...	...	...	Andorra
2.6 ⁻¹	1.1 ⁻¹	0.4 ⁻¹	0.1 ⁻¹	– ⁻¹	0.1 ⁻¹	0.1 ⁻¹	. ⁻¹	Austria (p)
2.5 ⁻¹	1.1 ⁻¹	0.4 ⁻¹	– ⁻¹	0.1 ⁻¹	0.1 ⁻¹	0.1 ⁻¹	– ⁻¹	Belgium (p)
...	...	...	...	...	...	...	...	Canada (p)
3.1 ⁻¹	0.7 ⁻¹	0.8 ⁻¹	0.1 ⁻¹	0.1 ⁻¹	0.3 ⁻¹	0.4 ⁻¹	– ⁻¹	Cyprus
2.4 ⁻¹	1.8 ⁻¹	0.3 ⁻¹	0.2 ⁻¹	– ⁻¹	0.1 ⁻¹	0.1 ⁻¹	– ⁻¹	Denmark (p)
2.6 ⁻¹	1.7 ⁻¹	0.1 ⁻¹	– ⁻¹	– ⁻¹	– ⁻¹	0.1 ⁻¹	...	Finland (p)
2.7 ⁻¹	1.1 ⁻¹	0.5 ⁻¹	– ⁻¹	0.1 ⁻¹	0.2 ⁻¹	0.2 ⁻¹	– ⁻¹	France (p)

TABLE 14 EXPENDITURE ON EDUCATIONAL INSTITUTIONS AS A % OF GROSS DOMESTIC PRODUCT, BY SOURCES OF FUNDS / FINANCIAL YEAR ENDING IN 2005 OR LATEST YEAR AVAILABLE

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
Germany (p)	5.2 ⁻¹	0.5 ⁻¹	0.7 ⁻¹	2.8 ⁻¹	1.1 ⁻¹	4.2 ⁻¹	0.4 ⁻¹	0.7 ⁻¹
Gibraltar	...	...	...	...	...	...	...	...
Greece (p)	...	...	...	...	...	4.2 ⁻¹	0.2 ^{**,-1}	1.0 ^{**,-1}
Holy See	...	...	...	...	...	...	...	...
Iceland (p)	...	...	...	...	...	7.7 ⁻¹	0.5 ⁻¹	2.8 ⁻¹
Ireland (p)	...	...	...	...	...	4.3 ⁻¹	- ⁻¹	1.6 ⁻¹
Israel (p)	8.7 ⁻¹	x ⁻¹	x ⁻¹	x ⁻¹	x	6.7 ⁻¹	x ⁻¹	x ⁻¹
Italy (p)	5.0 ⁻¹	0.5 ⁻¹	1.2 ⁻¹	2.3 ⁻¹	1.0 ⁻¹	4.5 ⁻¹	0.4 ⁻¹	1.2 ⁻¹
Liechtenstein	...	...	...	...	...	...	...	...
Luxembourg (p)	...	...	...	...	...	...	0.6 ^{**,-1}	1.6 ^{**,-1}
Malta	...	...	...	...	...	...	...	...
Monaco	...	...	...	...	...	4.3 ⁻¹	x ⁻¹	x ⁻¹
Netherlands (p)	5.3 ⁻¹	0.4 ⁻¹	1.5 ⁻¹	2.1 ⁻¹	1.3 ⁻¹	4.8 ⁻¹	0.4 ⁻¹	1.5 ⁻¹
Norway (p)	...	...	...	...	...	6.3 ⁻¹	0.3 ⁻¹	1.9 ⁻¹
Portugal (p)	5.7 ⁻¹	0.4 ⁻¹	1.8 ⁻¹	2.3 ⁻¹	1.0 ⁻¹	5.6 ⁻¹	0.4 ⁻¹	1.8 ⁻¹
San Marino	...	...	...	...	...	...	...	...
Spain (p)	4.7 ⁻²	0.5 ⁻²	1.2 ⁻²	1.8 ⁻²	1.2 ⁻²	4.2 ⁻²	0.5 ⁻²	1.1 ⁻²
Sweden (p)	6.8 ⁻¹	0.5 ⁻¹	2.0 ⁻¹	2.5 ⁻¹	1.8 ⁻¹	6.5 ⁻¹	0.5 ⁻¹	2.0 ⁻¹
Switzerland (p)	...	...	...	...	...	5.7 ⁻¹	0.2 ⁻¹	1.8 ⁻¹
United Kingdom (p)	...	0.4 ⁻¹	1.5 ⁻¹	3.0 ⁻¹	...	5.1 ⁻¹	0.4 ⁻¹	1.4 ⁻¹
United States (p)	8.0 ⁻¹	0.5 ⁻¹	2.0 ⁻¹	2.3 ⁻¹	3.2 ⁻¹	5.6 ⁻¹	0.3 ⁻¹	1.9 ⁻¹
South and West Asia								
Afghanistan	...	...	...	...	...	...	...	...
Bangladesh	...	...	...	...	...	2.3	0.1 ^{**}	0.8 ^{**}
Bhutan	...	...	...	...	...	...	...	...
India	5.0 ⁻¹	0.1 ⁻¹	1.9 ⁻¹	1.9 ⁻¹	1.2 ⁻¹	3.8 ⁻¹	- ⁻¹	1.2 ⁻¹
Iran, Islamic Republic of	...	...	...	...	...	4.7	-	x
Maldives	...	...	...	...	...	7.1 ^{**}	- ^{**}	x
Nepal	...	...	...	...	...	3.4 ⁻²	0.2 ^{**,-2}	1.9 ^{**,-2}
Pakistan	...	...	...	...	...	2.3	x	x
Sri Lanka (p)	...	...	...	...	...	...	...	...
Sub-Saharan Africa								
Angola	...	...	...	...	...	...	...	...
Benin	...	...	...	...	...	...	-	1.8 ^{**}
Botswana	...	...	...	...	...	8.8	-	3.2
Burkina Faso	...	...	...	...	...	4.6	-	3.3
Burundi	...	...	...	...	...	5.1 ^{**}	- ^{**}	2.6 ^{**}
Cameroon	...	...	...	...	...	1.8 ⁻¹	-	1.1
Cape Verde	...	...	...	...	...	6.3	0.1 ^{**}	3.2 ^{**}
Central African Republic	...	...	...	...	...	...	-	1.1 ^{**}
Chad	...	...	...	...	...	2.1	-	0.9
Comoros	...	...	...	...	...	...	...	...
Congo	...	...	...	...	...	2.2	0.1 ^{**}	0.6 ^{**}
Côte d'Ivoire	...	...	...	...	...	...	...	0.1 ^{**}
Democratic Republic of the Congo	...	...	...	...	...	...	...	...
Equatorial Guinea	...	...	...	...	...	...	...	...

Expenditure on educational institutions and educational administration as a % of gross domestic product								Region
Public sources		Private sources					International sources	Country or territory
Secondary and post-secondary non-tertiary	Tertiary	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	
2.2 ⁻¹	1.0 ⁻¹	0.9 ⁻¹	0.1 ⁻¹	– ⁻¹	0.6 ⁻¹	0.1 ⁻¹	– ⁻¹	Germany (p)
...	...	...	...	...	...	...	...	Gibraltar
1.5 ⁻¹	1.4 ⁻¹	...	...	...	...	...	...	Greece (p)
...	...	...	...	...	...	...	...	Holy See
2.8 ⁻¹	1.2 ⁻¹	...	...	...	...	...	...	Iceland (p)
1.7 ⁻¹	1.0 ⁻¹	– ⁻¹	Ireland (p)
x ⁻¹	x ⁻¹	2.1 ⁻¹	x ⁻¹	x ⁻¹	x ⁻¹	x ⁻¹	– ⁻¹	Israel (p)
2.2 ⁻¹	0.7 ⁻¹	0.5 ⁻¹	– ⁻¹	– ⁻¹	0.1 ⁻¹	0.3 ⁻¹	– ⁻¹	Italy (p)
...	...	...	...	...	...	...	...	Liechtenstein
1.8 ⁻¹	...	...	...	...	...	...	...	Luxembourg (p)
...	...	...	...	...	...	...	...	Malta
x ⁻¹	. ⁻¹	...	...	...	...	...	...	Monaco
1.9 ⁻¹	1.0 ⁻¹	0.5 ⁻¹	– ⁻¹	0.1 ⁻¹	0.2 ⁻¹	0.3 ⁻¹	– ⁻¹	Netherlands (p)
2.4 ⁻¹	1.5 ⁻¹	...	...	...	...	...	...	Norway (p)
2.3 ⁻¹	0.9 ⁻¹	0.1 ⁻¹	– ⁻¹	– ⁻¹	– ⁻¹	0.1 ⁻¹	– ⁻¹	Portugal (p)
...	...	...	...	...	...	...	...	San Marino
1.7 ⁻²	0.9 ⁻²	0.5 ⁻²	0.1 ⁻²	0.1 ⁻²	0.1 ⁻²	0.3 ⁻²	– ⁻²	Spain (p)
2.5 ⁻¹	1.5 ⁻¹	0.2 ⁻¹	– ⁻¹	– ⁻¹	– ⁻¹	0.2 ⁻¹	0.1 ⁻¹	Sweden (p)
2.1 ⁻¹	1.4 ⁻¹	...	...	...	0.6 ⁻² ⁻¹	Switzerland (p)
2.5 ⁻¹	0.8 ⁻¹	...	– ⁻¹	0.1 ⁻¹	0.5 ⁻¹	...	– ⁻¹	United Kingdom (p)
2.1 ⁻¹	1.3 ⁻¹	2.4 ⁻¹	0.1 ⁻¹	0.2 ⁻¹	0.2 ⁻¹	1.9 ⁻¹	. ⁻¹	United States (p)
								South and West Asia
...	...	...	...	...	...	...	...	Afghanistan
1.1	0.3	...	...	...	...	...	...	Bangladesh
...	...	...	...	...	...	...	...	Bhutan
1.4 ⁻¹	1.0 ⁻¹	1.3 ⁻¹	– ⁻¹	0.6 ⁻¹	0.4 ⁻¹	0.2 ⁻¹	– ⁻¹	India
x	x	...	...	...	...	...	.	Iran, Islamic Republic of
x	x	...	...	...	...	...	...	Maldives
0.7 ⁻²	0.3 ⁻²	...	...	...	...	...	...	Nepal
x	x	...	...	...	...	...	...	Pakistan
...	...	...	...	...	...	...	...	Sri Lanka (p)
								Sub-Saharan Africa
...	...	...	...	...	...	...	...	Angola
...	...	...	...	...	...	...	...	Benin
4.2	1.1	...	...	...	...	...	...	Botswana
0.8	0.3	...	...	...	...	...	...	Burkina Faso
1.7 ^{**}	0.8^{**}	...	...	...	...	...	...	Burundi
0.2	0.4 ^ˆ	...	...	...	...	...	...	Cameroon
2.7 ^{**}	0.2^{**}	...	...	...	...	...	1.0	Cape Verde
...	...	...	...	...	...	...	...	Central African Republic
0.7	0.4	...	...	...	...	...	...	Chad
...	...	...	...	...	...	...	...	Comoros
1.0 ^{**}	0.6^{**}	...	...	...	...	...	...	Congo
0.4	...	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	Democratic Republic of the Congo
...	...	...	...	...	...	...	...	Equatorial Guinea

TABLE 14 EXPENDITURE ON EDUCATIONAL INSTITUTIONS AS A % OF GROSS DOMESTIC PRODUCT, BY SOURCES OF FUNDS / FINANCIAL YEAR ENDING IN 2005 OR LATEST YEAR AVAILABLE

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
Eritrea	5.4	x	x
Ethiopia	6.1 ⁺¹	. ⁺¹	x ⁺¹
Gabon
Gambia	1.9 ^{**-1}	. ⁻¹	0.9 ⁻¹
Ghana	5.4	0.2	1.7
Guinea	2.0	x	x
Guinea-Bissau
Kenya	6.7 ⁻¹	0.1 ⁻¹	4.2 ⁻¹
Lesotho	10.1	-	5.7 ^{**}
Liberia
Madagascar	...	-	3.0	-	1.5
Malawi	5.7 ⁻²	- ⁻²	3.2 ⁻²
Mali
Mauritius	4.5	x	x
Mozambique	3.7 ⁻¹	...	2.6 ⁻¹
Namibia	6.9 ⁻²	0.4 ⁻²	4.2 ⁻²
Niger
Nigeria	1.0 ^{**,-2}
Rwanda	3.2	-	2.1
Sao Tome and Principe
Senegal	5.4 ^{**}	0.1 ^{**}	2.6 ^{**}
Seychelles	5.4 ^{**,-1}	0.5 ^{**,-1}	1.8 ^{**,-1}
Sierra Leone
Somalia
South Africa	5.3	x	x
Swaziland	6.2 ^{**,-1}	- ^{**,-1}	2.3 ^{**,-1}
Togo
Uganda	5.2 ^{**,-1}	. ^{**,-1}	3.2 ^{**,-1}
United Republic of Tanzania
Zambia	1.8 ^{**}	-	1.2 ^{**}
Zimbabwe (p)

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
Public sources		Private sources					International sources	Country or territory
Secondary and post-secondary non-tertiary	Tertiary	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	
x	x	...	...	...	...	...	0.8 ⁻¹	Eritrea
x ⁺¹	x ⁺¹	...	...	...	...	...	...	Ethiopia
...	...	...	...	...	...	...	...	Gabon
0.7 ⁻¹	0.1 ⁻¹	...	...	...	...	...	...	Gambia
2.3	1.1	...	...	...	...	...	...	Ghana
x	0.6	...	...	...	...	...	...	Guinea
...	...	...	...	...	...	...	...	Guinea-Bissau
1.6 ⁻¹	0.9 ⁻¹	3.3 ^{**,-2}	0.4 ⁻²	0.8 ⁻²	1.6 ^{**,-2}	0.5 ^{**,-2}	...	Kenya
2.5 ^{**}	1.8^{**}	...	...	...	...	...	...	Lesotho
...	...	...	...	...	...	...	...	Liberia
0.7	0.4	...	-	...	...	...	0.7	Madagascar
1.2 ⁻²	1.0 ⁻²	...	...	...	...	...	...	Malawi
...	...	...	...	...	...	...	1.0	Mali
x	x	...	...	...	...	...	...	Mauritius
0.6 ⁻¹	0.5 ⁻¹	...	...	...	...	...	...	Mozambique
1.8 ⁻²	0.6 ⁻²	...	...	...	...	...	...	Namibia
...	...	...	...	...	...	...	...	Niger
1.6 ^{**,-2}	0.6 ⁻²	...	...	...	...	...	...	Nigeria
0.3	0.7	...	...	...	...	...	...	Rwanda
...	...	...	...	...	...	...	...	Sao Tome and Principe
1.4 ^{**}	1.4^{**}	...	...	...	...	...	...	Senegal
2.2 ^{**,-1}	0.9 ^{**,-1}	...	...	...	...	...	...	Seychelles
...	...	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	Somalia
x	x	...	...	...	...	...	-	South Africa
1.9 ^{**,-1}	1.7 ^{**,-1}	...	...	...	...	...	...	Swaziland
...	...	...	...	...	...	...	...	Togo
1.3 ^{**,-1}	0.6 ^{**,-1}	...	...	...	...	...	0.5 ⁻¹	Uganda
...	...	...	...	...	...	...	...	United Republic of Tanzania
0.3 ^{**}	0.3^{**}	...	...	...	...	...	0.1 ⁻¹	Zambia
...	...	...	...	...	...	...	...	Zimbabwe (p)

TABLE 15 ADULT AND YOUTH LITERACY / 1995-2005

Region	Reference year	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	2002	70	80	60	0.76	6,422,833	66	90	94	86	0.92	704,848	69
Bahrain	2001	87	89	84	0.94	66,385	49	97	97	97	1.00	3,359	43
Djibouti	...	...	...	...	...	...	...	...	...	...	...	...	...
Egypt	2005	71	83	59	0.71	14,210,331	71	85	90	79	0.88	2,381,708	67
Iraq	2000	74	84	64	0.76	3,706,566	69	85	89	80	0.91	764,749	63
Jordan	2005	91	95	87	0.91	312,205	71	99	99	99	1.00	11,658	47
Kuwait	2005	93	94	91	0.96	138,641	49	100	100	100	1.00	1,094	38
Lebanon	...	...	...	...	...	...	...	...	...	...	...	...	...
Libyan Arab Jamahiriya	2004	84 **	93 **	75 **	0.81 **	633,110 **	77 **	98 **	100 **	96 **	0.97 **	26,072 **	88 **
Mauritania	2000	51	60	43	0.73	731,505	60	61	68	55	0.82	198,964	58
Morocco	2004	52	66	40	0.60	10,106,367	65	70	81	60	0.75	1,888,486	67
Oman	2003	81	87	74	0.85	300,192	57	97	98	97	0.99	14,356	59
Palestinian Autonomous Territories	2004	92	97	88	0.91	147,892	78	99	99	99	1.00	7,017	57
Qatar	2004	89	89	89	0.99	66,686	29	96	95	98	1.03	4,373	24
Saudi Arabia	2004	83	88	76	0.87	2,594,744	60	96	97	95	0.98	182,958	62
Sudan ⁵	2000	61	71	52	0.73	7,557,205	63	77	85	71	0.84	1,467,517	64
Syrian Arab Republic	2004	81	88	74	0.84	2,248,005	68	92	95	90	0.95	325,058	64
Tunisia	2004	74	83	65	0.78	1,878,110	68	94	96	92	0.96	117,660	67
United Arab Emirates	2004	89 **	89 **	88 **	0.99 **	376,821 **	29 **	97 **	98 **	95 **	0.98 **	22,387 **	56 **
Yemen	2004	54 **	73 **	35 **	0.47 **	4,974,456 **	70 **	75 **	91 **	59 **	0.65 **	1,073,982 **	81 **
Central and Eastern Europe													
Albania	2001	99	99	98	0.99	27,879	69	99	99	99	1.00	2,996	46
Belarus	1999	100	100	99	1.00	33,236	77	100	100	100	1.00	3,132	40
Bosnia and Herzegovina	2000	97	99	94	0.95	105,717	86	100	100	100	1.00	1,144	38
Bulgaria	2001	98	99	98	0.99	120,973	66	98	98	98	1.00	20,262	52
Croatia	2001	98	99	97	0.98	69,429	83	100	100	100	1.00	2,172	48
Czech Republic	...	...	...	...	...	...	...	...	...	...	...	...	...
Estonia	2000	100	100	100	1.00	2,609	57	100	100	100	1.00	456	40
Hungary	...	...	...	...	...	...	...	...	...	...	...	...	...
Latvia	2000	100	100	100	1.00	4,927	64	100	100	100	1.00	846	43
Lithuania	2001	100	100	100	1.00	9,955	54	100	100	100	1.00	1,486	43
Poland	...	...	...	...	...	...	...	...	...	...	...	...	...
Republic of Moldova	2004	99 **	100	99	0.99	31,969 **	79 **	100 **	100 **	100 **	1.00 **	2,425 **	49 **
Romania	2002	97	98	96	0.98	491,304	71	98	98	98	1.00	77,500	49
Russian Federation	2002	99	100	99	1.00	675,976	75	100	100	100	1.00	66,675	41
Serbia and Montenegro ³	2002	96	99	94	0.95	246,463	85	99	99	99	1.00	7,259	52
Slovakia	...	...	...	...	...	...	...	...	...	...	...	...	...
Slovenia	2004	100 **	100 **	100 **	1.00 **	5,575 **	56 **	100 **	100 **	100 **	1.00 **	411 **	39 **

Region	Reference year	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
The Former Yugoslav Rep. of Macedonia	2002	96	98	94	0.96	62,018	77	99	99	98	0.99	4,164	59
Turkey	2004	87	95	80	0.84	6,388,706	81	96	98	93	0.95	583,143	77
Ukraine	2001	99	100	99	0.99	229,306	80	100	100	100	1.00	14,255	42
Central Asia													
Armenia	2001	99	100	99	0.99	13,979	76	100	100	100	1.00	1,061	37
Azerbaijan	1999	99	99	98	0.99	66,594	79	100	100	100	1.00	1,632	43
Georgia	...	...	...	...	...	...	...	...	...	...	...	...	...
Kazakhstan	1999	100	100	99	1.00	53,049	77	100	100	100	1.00	4,111	40
Kyrgyzstan	1999	99	99	98	0.99	40,935	74	100	100	100	1.00	2,873	42
Mongolia	2000	98	98	98	1.00	36,105	56	98	97	98	1.01	12,142	34
Tajikistan	2000	99	100	99	1.00	19,488	71	100	100	100	1.00	1,876	49
Turkmenistan	1995	99	99	98	0.99	30,999	73	100	100	100	1.00	1,522	49
Uzbekistan	...	...	...	...	...	...	...	...	...	...	...	...	...
East Asia and the Pacific													
Australia	...	...	...	...	...	...	...	...	...	...	...	...	...
Brunei Darussalam	2001	93	95	90	0.95	17,079	65	99	99	99	1.00	695	49
Cambodia	2004	74	85	64	0.76	2,262,169	73	83	88	79	0.90	543,225	63
China	2000	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 SAR of China	...	...	...	...	...	...	...	...	...	...	...	...	...
Indonesia	2004	90	94	87	0.92	15,100,434	69	99	99	99	1.00	548,979	56
Japan	...	...	...	...	...	...	...	...	...	...	...	...	...
Kiribati	...	...	...	...	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	2001	69	77	61	0.79	969,644	64	78	83	75	0.90	225,347	59
Macao, China	2001	91	95	88	0.92	30,602	74	100	99	100	1.00	247	26
Malaysia	2000	89	92	85	0.93	1,722,457	64	97	97	97	1.00	119,521	48
Marshall Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...	...
Myanmar	2000	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	2000	57	63	51	0.80	1,320,694	56	67	69	64	0.93	341,826	52
Philippines	2003	93	92	94	1.02	3,787,296	44	95	94	97	1.03	804,804	34
Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...
Samoa	2004	99 **	99 **	98 **	0.99 **	1,558 **	58 **	99 **	99 **	99 **	1.00 **	219 **	44 **

TABLE 15 ADULT AND YOUTH LITERACY / 1995-2005

Region	Reference year	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
Singapore	2000	93	97	89	0.92	232,451	77	100	99	100	1.00	2,485	38
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Thailand	2000	93	95	91	0.95	3,354,254	66	98	98	98	1.00	222,736	53
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	1996	99	99	99	1.00	644	47	99	99	99	1.00	134	46
Tuvalu	...	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	1999	74	...	...	...	28,083	...	...	...	...	...	...	...
Viet Nam	1999	90	94	87	0.93	4,909,406	69	94	94	94	0.99	956,135	52
Latin America and the Caribbean													
Anguilla	...	...	...	...	...	...	...	...	...	...	...	...	...
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...	...	...	...
Argentina	2001	97	97	97	1.00	756,287	52	99	99	99	1.00	71,379	40
Aruba	2000	97	98	97	1.00	1,890	57	99	99	99	1.00	110	43
Bahamas	...	...	...	...	...	...	...	...	...	...	...	...	...
Barbados	...	...	...	...	...	...	...	...	...	...	...	...	...
Belize	...	...	...	...	...	...	...	...	...	...	...	...	...
Bermuda	...	...	...	...	...	...	...	...	...	...	...	...	...
Bolivia	2001	87	93	81	0.87	683,049	74	97	99	96	0.98	43,188	72
Brazil	2004	89	88	89	1.00	15,051,896	50	97	96	98	1.02	1,122,581	33
British Virgin Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Cayman Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Chile	2002	96	96	96	1.00	495,479	52	99	99	99	1.00	26,253	40
Colombia	2005	93	93	93	1.00	2,250,832	51	98	98	98	1.01	172,016	39
Costa Rica	2000	95	95	95	1.00	137,754	47	98	97	98	1.01	17,969	40
Cuba	2002	100	100	100	1.00	17,911	52	100	100	100	1.00	668	51
Dominica	...	...	...	...	...	...	...	...	...	...	...	...	...
Dominican Republic	2002	87	87	87	1.00	730,625	49	94	93	95	1.03	102,120	39
Ecuador	2001	91	92	90	0.97	740,511	57	96	96	96	1.00	88,240	49
El Salvador	2004	81 **	82 **	79 **	0.96 **	859,731 **	56 **	88 **	87 **	90 **	1.04 **	152,121 **	41 **
Grenada	...	...	...	...	...	...	...	...	...	...	...	...	...
Guatemala	2002	69	75	63	0.84	2,034,504	62	82	86	78	0.91	420,916	62
Guyana	...	...	...	...	...	...	...	...	...	...	...	...	...
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	2001	80	80	80	1.01	773,274	49	89	87	91	1.05	152,497	40
Jamaica ²	1999	80	74	86	1.16	339,800	37	...	...	...	...	...	...
Mexico	2005	92	93	90	0.97	6,173,958	61	98	98	98	1.00	479,761	50
Montserrat	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	2004	96 **	96 **	96 **	1.00 **	5,419 **	55 **	98 **	98 **	98 **	1.00 **	516 **	48 **

Region	Reference year	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
Nicaragua	2001	77	77	77	1.00	691,266	51	86	84	89	1.06	153,687	40
Panama	2000	92	93	91	0.99	162,819	54	96	97	96	0.99	21,353	55
Paraguay	2004	93 **	94 **	93 **	0.98 **	242,878 **	56 **	96 **	96 **	96 **	1.00 **	50,339 **	47 **
Peru	2005	88	94	82	0.88	2,259,087	74	97	98	96	0.98	155,771	64
Saint Kitts and Nevis	...	...	...	...	...	...	...	...	...	...	...	...	...
Saint Lucia	...	...	...	...	...	...	...	...	...	...	...	...	...
Saint Vincent and the Grenadines	...	...	...	...	...	...	...	...	...	...	...	...	...
Suriname	2004	90	92	87	0.95	32,401	62	95	96	94	0.98	4,539	57
Trinidad and Tobago	2004	98 **	99 **	98 **	0.99 **	16,561 **	68 **	99 **	99 **	99 **	1.00 **	1,472 **	49 **
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Uruguay	1996	97	96	97	1.01	78,307	44	99	98	99	1.01	7,597	34
Venezuela	2001	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	2001	97	99	95	0.96	17,719	79	100	100	100	1.00	246	40
Denmark	...	...	...	...	...	...	...	...	...	...	...	...	...
Finland	...	...	...	...	...	...	...	...	...	...	...	...	...
France	...	...	...	...	...	...	...	...	...	...	...	...	...
Germany	...	...	...	...	...	...	...	...	...	...	...	...	...
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...	...
Greece	2001	96	98	94	0.96	375,492	73	99	99	99	1.00	16,446	45
Holy See	...	...	...	...	...	...	...	...	...	...	...	...	...
Iceland	...	...	...	...	...	...	...	...	...	...	...	...	...
Ireland	...	...	...	...	...	...	...	...	...	...	...	...	...
Israel	...	...	...	...	...	...	...	...	...	...	...	...	...
Italy	2001	98	99	98	0.99	784,588	64	100	100	100	1.00	12,165	47
Liechtenstein	...	...	...	...	...	...	...	...	...	...	...	...	...
Luxembourg	...	...	...	...	...	...	...	...	...	...	...	...	...
Malta	1995	88	86	89	1.03	35,735	45	96	94	98	1.04	2,222	27
Monaco	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands	...	...	...	...	...	...	...	...	...	...	...	...	...
Norway	...	...	...	...	...	...	...	...	...	...	...	...	...
Portugal	2004	94 **	96 **	92 **	0.96 **	542,005 **	68 **	100 **	100 **	100 **	1.00 **	5,446 **	45 **
San Marino	...	...	...	...	...	...	...	...	...	...	...	...	...
Spain	...	...	...	...	...	...	...	...	...	...	...	...	...
Sweden	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE 15 ADULT AND YOUTH LITERACY / 1995-2005

Region	Reference year	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	2000	28	43	13	0.29	9,048,359	59	34	51	18	0.36	2,888,550	61
Bangladesh	2001	47	54	41	0.76	43,394,375	55	64	67	60	0.90	9,663,223	53
Bhutan	...	...	...	...	...	...	...	...	...	...	...	...	...
India ¹	2001	61	73	48	0.65	268,426,053	65	76	84	68	0.80	46,290,248	66
Iran, Islamic Republic of	2005	82	88	77	0.87	8,693,117	65	97	98	97	0.99	451,339	62
Maldives	2000	96	96	96	1.00	5,992	47	98	98	98	1.00	1,088	46
Nepal	2001	49	63	35	0.56	7,661,416	65	70	81	60	0.75	1,436,836	66
Pakistan	2005	50	64	35	0.55	48,596,735	63	65	77	53	0.69	11,726,582	65
Sri Lanka ⁴	2001	91	92	89	0.97	1,379,793	57	96	95	96	1.01	168,230	43
Sub-Saharan Africa													
Angola	2001	67	83	54	0.65	2,400,678	74	72	84	63	0.75	749,460	70
Benin	2002	35	48	23	0.49	2,717,916	60	45	59	33	0.56	828,346	61
Botswana	2003	81	80	82	1.02	206,497	50	94	92	96	1.04	26,027	36
Burkina Faso	2005	24	31	17	0.53	5,309,665	55	33	40	26	0.66	1,809,863	55
Burundi	2000	59	67	52	0.78	1,372,740	62	73	77	70	0.92	347,541	57
Cameroon	2001	68	77	60	0.78	2,764,066	64	...	...	...	...	...	...
Cape Verde	...	...	...	...	...	...	...	...	...	...	...	...	...
Central African Republic	2000	49	65	33	0.52	1,107,082	67	59	70	47	0.67	314,764	65
Chad	2000	26	41	13	0.31	3,206,486	61	38	56	23	0.42	954,855	64
Comoros	...	...	...	...	...	...	...	...	...	...	...	...	...
Congo	...	...	...	...	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	2000	49	61	39	0.63	4,732,544	59	61	71	52	0.74	1,349,261	62
Democratic Rep. of the Congo	2001	67	81	54	0.67	8,901,036	71	70	78	63	0.81	3,013,058	63
Equatorial Guinea	2000	87	93	80	0.86	33,426	76	95	95	95	1.00	4,286	49
Eritrea	...	...	...	...	...	...	...	...	...	...	...	...	...
Ethiopia ²	2004	36	50	23	0.46	26,632,229	61	50	62	39	0.62	7,522,247	62
Gabon	2004	84 ^{''}	88 ^{''}	80 ^{''}	0.90 ^{''}	130,167 ^{''}	63 ^{''}	96 ^{''}	97 ^{''}	95 ^{''}	0.98 ^{''}	11,115 ^{''}	62 ^{''}
Gambia	...	...	...	...	...	...	...	...	...	...	...	...	...
Ghana	2000	58	66	50	0.75	4,893,831	60	71	76	65	0.86	1,200,166	58
Guinea	2003	29	43	18	0.43	3,507,031	58	47	59	34	0.57	908,034	60
Guinea-Bissau	...	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	2000	74	78	70	0.90	4,480,121	58	80	80	81	1.01	1,348,536	49
Lesotho	2001	82	74	90	1.23	182,194	32	...	...	...	...	...	...
Liberia	...	...	...	...	...	...	...	...	...	...	...	...	...
Madagascar	2000	71	77	65	0.85	2,609,275	60	70	73	68	0.94	923,361	54

Region	Reference year	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
Malawi	1998	64	75	54	0.72	2,132,718	66	76	82	71	0.86	525,039	62
Mali	2003	24	33	16	0.49	4,996,188	57	...	...	...	...	...	...
Mauritius	2000	84	88	81	0.91	138,251	63	95	94	95	1.02	11,727	42
Mozambique	1997	39	55	25	0.46	5,730,378	66	47	59	37	0.61	1,747,460	64
Namibia	2001	85	87	83	0.96	163,152	57	92	91	93	1.03	28,819	42
Niger	2005	29	43	15	0.35	5,031,921	59	37	52	23	0.44	1,666,738	60
Nigeria	2004	69 ^{**}	78 ^{**}	60 ^{**}	0.77 ^{**}	22,061,331 ^{**}	65 ^{**}	84 ^{**}	87 ^{**}	81 ^{**}	0.94 ^{**}	4,192,764 ^{**}	58 ^{**}
Rwanda	2000	65	71	60	0.84	1,470,747	61	78	79	77	0.98	381,968	53
Sao Tome and Principe	2001	85	92	78	0.85	12,728	75	95	96	95	0.99	1,629	56
Senegal	2002	39	51	29	0.57	3,672,238	61	49	58	41	0.70	1,142,354	59
Seychelles	2002	92	91	92	1.01	4,875	50	99	99	99	1.01	128	35
Sierra Leone	2004	35	47	24	0.52	1,979,854	60	48	60	37	0.63	519,388	61
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	1996	82	84	81	0.96	4,867,391	56	94	93	94	1.01	530,755	47
Swaziland	2000	80	81	78	0.97	117,598	57	88	87	90	1.03	26,399	45
Togo	2000	53	69	38	0.56	1,390,844	67	74	84	64	0.76	288,190	69
Uganda	2002	67	77	58	0.75	4,230,012	65	77	83	71	0.86	1,215,880	62
United Republic of Tanzania	2002	69	78	62	0.80	6,194,268	63	78	81	76	0.94	1,627,813	55
Zambia	1999	68	76	60	0.78	1,797,093	63	69	73	66	0.91	662,687	55
Zimbabwe	2004	89 ^{**}	93 ^{**}	86 ^{**}	0.93 ^{**}	818,864 ^{**}	66 ^{**}	98 ^{**}	97 ^{**}	98 ^{**}	1.00 ^{**}	74,049 ^{**}	45 ^{**}

REGIONAL AVERAGES

WORLD	2005	82	87	77	0.89	774,218,139	64	88	91	84	0.93	135,769,284	62
Arab States	2005	70	81	60	0.74	56,898,520	67	85	91	80	0.88	9,239,434	68
Central and Eastern Europe	2005	97	99	96	0.97	8,923,390	79	99	99	98	0.99	832,134	68
Central Asia	2005	99	100	99	0.99	378,983	72	100	100	100	1.00	46,026	47
East Asia and the Pacific	2005	92	95	88	0.93	125,895,616	70	98	98	98	0.99	6,850,438	56
Latin America and the Caribbean	2005	90	91	89	0.98	38,195,092	55	96	96	96	1.01	4,111,467	44
North America and Western Europe	2005	99	99	99	1.00	5,814,337	61	99	100	99	1.00	506,494	52
South and West Asia	2005	60	71	47	0.67	387,818,306	63	75	82	67	0.81	72,836,295	64
Sub-Saharan Africa	2005	59	69	50	0.73	150,293,894	62	69	75	64	0.85	41,346,997	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/GED2007

- ¹ India: three sub-divisions viz. Mao Maram, Paomata and Purul of Senapati district of Manipur are excluded.
- ² Ethiopia, Jamaica: data are based on a Literacy Assessment.
- ³ Serbia and Montenegro: data exclude Kosovo and Metohia.
- ⁴ Sri Lanka: data represent 18 of 25 districts.
- ⁵ Sudan: data are for North Sudan only.

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».

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.

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.

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.

Purchasing Power Parity (PPP). Purchasing power parities (PPPs) are the currency exchange rates that equalise the purchasing power of different currencies. This means that a given sum of money, when converted into US dollars at the PPP rate (PPP dollars), will buy the same basket of goods and services in all countries. In other words, PPPs are the rates of currency conversion which eliminate the differences in price levels among countries. Thus, comparisons between countries reflect only differences in the volume of goods and services purchased.

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 school entrance age can expect to spend within the specified levels.

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.

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

Public expenditure per student by level (PPP US\$). Total public expenditure per student in the specified level expressed in US dollars adjusted by purchasing power parity terms.

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.

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

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

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.

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 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 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 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.

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.

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. The 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.

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.

For a complete version of the ISCED97 classification, please see <http://www.uis.unesco.org/publications/ISCED97>

Auxiliary criteria	Sub-categories		
Pedagogical qualifications for the teaching staff; implementation of a curriculum with educational elements.			
Auxiliary criteria			
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:	Programme orientation	
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. 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.	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
	B	Programmes designed to prepare students for direct access to programmes at level 3C.	Vocational
	C	Programmes primarily designed for direct access to the labour market at the end of this level (sometimes referred to as 'terminal' programmes).	
			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.
			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.
Modular programmes	Destination for which the programmes have been designed to prepare students:	Programme orientation	
An educational qualification is earned in a modular programme by combining blocks of courses, or modules, into a programme meeting specific curricular requirements. A single module, however, may not have a specific educational or labour market destination or a particular programme orientation.	A	Programmes designed to provide direct access to ISCED 5A.	General
	B	Programmes designed to provide direct access to ISCED 5B.	Vocational
	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.	
			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.
			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.
Types of programmes which can fit into level 4	Destination for which the programmes have been designed to prepare students:	Programme orientation	
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. 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. 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).	A	Programmes designed to provide direct access to ISCED 5A or 5B.	General
	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 is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
			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
	B	Duration categories: None.	B
			Categories: First; Second or further.
			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

ANNEX **E** On-line 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/GED2007>), 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.

Alert service

You may subscribe to the UIS alert service in order to receive e-mail notifications of new products and reports.

CD-Rom

Most electronic resources and a detailed set of raw data and indicators are available on the *Global Education Digest* CD-Rom. To order a copy, please send your request to: publications@uis.unesco.org.



Global data reports

Global Education Digest 2006 (*Arabic, English, French, Russian, Spanish*)

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

Education Counts: Benchmarking Progress in 19 WEI Countries, 2007 (*English*)

Education Counts: Benchmarking Progress in 19 WEI Countries, 2006 (*English*)

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 on-line in PDF format only

UIS working paper series

Education Equity and Public Policy: Comparing Results from 16 Countries (*English*),
Working Paper No. 6, 2006

Learning Divides - Ten Policy Questions About the Performance and Equity of Schools and Schooling Systems (*English*), Working Paper No. 5, 2006

Where is the "Education" in Conditional Cash Transfers in Education? (*English*), Working Paper No. 4, 2006

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, 2007, 2006, 2005, 2004, 2003

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