

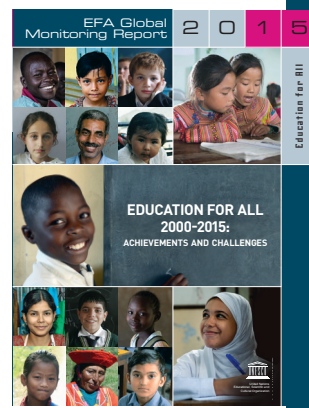


United Nations
Educational, Scientific and
Cultural Organization

Small Island Developing States Overview

Small Island Developing States (SIDS)¹ are a group of 39 countries that share the common characteristics of small size, isolation and vulnerability to natural and environment disasters. Since 2000, most of the SIDS have made progress towards Education for All (EFA). More children have had access to pre-primary, primary and secondary education. Gender disparities have been reduced, and several of these countries have achieved gender parity, particularly at the primary education level. Despite improvements, levels of participation in education and levels of adult literacy remain low in a number of the SIDS. Poor educational quality remains another challenge in many countries, as are persisting geographic, socio-economic and ethnic disparities in education. These inequalities must be redressed as the world is defining a new education agenda, and for children, youth and adults to benefit equally from the opportunities education provides, regardless of the circumstances of birth.

1. See Table 2 for countries and territories in this EFA region.



In reviewing progress since 2000, this overview of SIDS summarizes findings in response to key questions addressed by the 2015 *EFA Global Monitoring Report* (GMR): What are the main EFA achievements and failures? Which countries advanced fastest? Which faced difficulties? Which policy initiatives promoted access of both girls and boys to education and improved its quality, especially for the most disadvantaged groups and areas? Have governments and the international community provided adequate support? The 2015 GMR shows that despite progress, education for all remains unfinished business in the Small Island Developing States. This must be taken into account in the post-2015 education agenda.

EFA progress and challenges

Goal 1: Early childhood care and education

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Child mortality and nutrition

- In half the SIDS with data for 2015, child mortality rates are about 22 per 1,000 live births or above. However, there are huge differences across countries, with the under-5 mortality rates ranging from 2 per 1,000 live births in Singapore to almost 150 in Guinea-Bissau.
- The under-5 mortality rate decreased between 2000 and 2015 in all the SIDS with data. Progress was noticeable in countries such as Guinea-Bissau, Haiti, Maldives, Solomon Islands and Timor-Leste. Despite improvements

in child survival, only a few countries, such as Cabo Verde, Maldives, Singapore and Timor-Leste, are likely to reach the fourth Millennium Development Goal (MDG) of reducing child mortality rate by two-thirds between 1990 and 2015.

- Having a skilled birth attendant present during childbirth is critically important for the survival and health of both mother and child. An alarming degree of disparity in access exists between the poorest and richest women in many countries. In Haiti, while access to skilled birth attendants by the poorest women increased from nearly 4% to 11% between 2000 and 2012, it was one eighth the level of the access by the richest women (83%).
- Substantial variations in child malnutrition also persist across countries, with stunting rates of children under age 5 ranging from less than 5% in Jamaica to 58% in Timor-Leste. In general, all of the few countries with data made progress in reducing the percentage of stunted children since the 1990s. In some, like Comoros, Maldives and Sao Tome and Principe, progress was stronger after 2000.

Pre-primary education

- Since 2000, early childhood education services have expanded considerably. Overall participation in pre-primary education improved in most SIDS with data. Gross enrolment ratios (GERs) increased in more than three-quarters of the 23 countries with data, notably in the Cook Islands and Tonga, where the level of participation in pre-primary education more than doubled from 1999, increasing from 43% to nearly 95%, and from 29% to about 71% in 2012, respectively. Antigua and Barbuda has also increased its GER significantly from 57% to almost 89% between 1999 and 2012. However, pre-primary GERs decreased in several countries, including in Guyana, Saint Lucia and Samoa where the ratios dropped by more than fifteen percentage points.
- Despite overall positive trends, in more than half of SIDS with data, the average pre-primary GER was still below 75%, albeit with major variations across countries, ranging from less than 7% in Guinea-Bissau to more than 100% in Cuba, Mauritius and Seychelles.
- Among the twenty-four countries with data, projections indicated that by 2015, 14 would have a GER above 80%, 5 more than in 2012; 1, Vanuatu, would be at an intermediate level with a GER between

70% and 79%; and 9 would have a low GER between 30% and 69%, or a very low GER of below 30%.

- Living in a rural area and/or being poor and marginalized reduces a child's chances of attending pre-primary school. In Suriname, about 20% of rural children aged 36–59 months were attending some form of organized early childhood care and education programme in 2010, less than half the rate of urban children (44%). Inequality in attendance due to poverty was even greater, with only 16% of the poorest children attending, compared to 63% among children from the richest households.

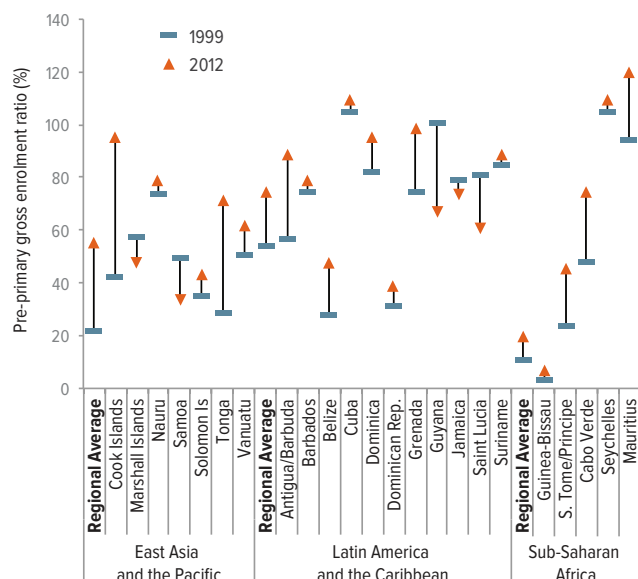
Private sector involvement

- Cost is a major reason for low access to ECCE programmes. Despite government commitment under EFA to expand ECCE 'especially for the most vulnerable and disadvantaged', its provision and funding are often left up to the non-state sector. This is also the case in SIDS countries, where the share of private sector in total pre-primary enrolment was 60% or above in 2012 in half of the countries with data. Variations across countries were major, with private enrolment non-existent in Cuba and Nauru while it accounted for all pre-primary enrolment in Saint Lucia, Samoa and Tonga.
- Private sector involvement in pre-primary education has increased noticeably since 1999 in countries such as the Cook Islands, the Dominican Republic, Guinea-Bissau and Sao Tome and Principe. In Sao Tome and Principe, the share of private enrolment rose from nil to nearly 16% between 1999 and 2013, while it increased by 22 percentage points to 84% in 2010 in Guinea-Bissau, the country with the lowest pre-primary GER among the SIDS. On the other hand, pre-primary enrolment in private institutions has slightly decreased in several countries including Mauritius and Suriname.
- In Maldives, enrolment in private institutions accounted for nearly 94% of total pre-primary enrolment in 2012. However, the country has arrived at public-private partnerships, usually involving state funding for private provision, though often with some fees as well.

Good quality ECCE

- Teachers are the main determinants of quality and their professional qualifications influence the quality of classroom interaction more than the physical

Figure 1: Changes in pre-primary education gross enrolment ratios in SIDS, 1999 to 2012



setting and resourcing do. In more than half the 23 SIDS countries with data, pre-primary pupil/teacher ratios (PTR) were about 16:1 or above in 2012. The ratios ranged from 10:1 in Saint Lucia and Samoa to 29:1 in Guinea-Bissau.

- Pupil/teacher ratio has decreased in two-thirds of the countries with data since 1999. Samoa experienced the greatest decline among the SIDS, with its PTR decreasing from 42 pupils per teacher in 2000 to 10 in 2012. PTR increased in the remaining countries, in particular in Antigua and Barbuda, where the ratio rose by almost 15 pupils per teacher, from 6 pupils per preschool teacher to 21 between 2000 and 2012.
- Among the sixteen SIDS with data for 2012, the percentage of trained teachers ranged from below 19% in Dominica to 100% in Cuba, Mauritius and Tonga. Most of the few countries with data have improved the percentage of teachers with training, with the Dominican Republic and Maldives experiencing the greatest increases between 1999 and 2012, from 54% to 85%, and from 47% to almost 89%, respectively. On the other hand, over the same period Dominica experienced the greatest decline across the SIDS: the share of trained teachers dropped from 75% to 19%.
- To achieve quality in ECCE, teachers must receive the high quality training necessary to fulfil the required

qualifications. Singapore is a leader in East Asia in training early childhood professionals. Starting in 2001, its Preschool Qualification Accreditation Committee developed a framework for early childhood educator training and accredited training courses; more stringent requirements were added in 2013.

- Curriculum, pedagogy and culture all influence the quality of preschooling in addition to teachers. Jamaica offers an example of how countries have improved curriculum and pedagogy for ECCE, taking a developmental approach and separating curriculum by age (0 to 3 and 4 to 5 years).

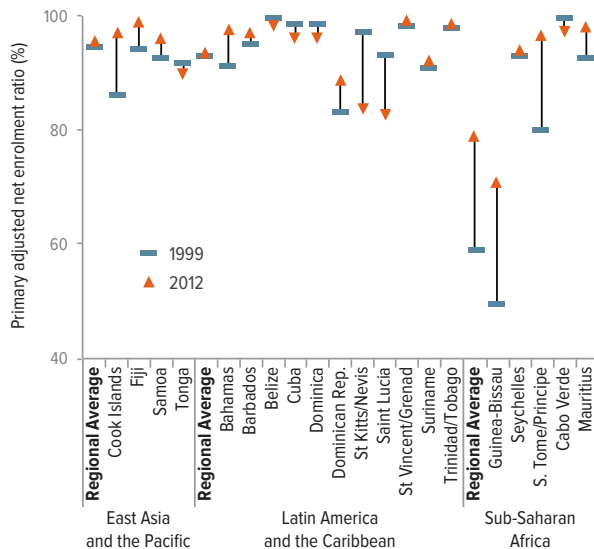
Goal 2: Universal primary education

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

School participation

- Since 1999, participation in primary education, as measured by the adjusted net enrolment ratio (ANER) has improved in the majority of the SIDS with data. Progress was particularly marked in the Cook Islands, Guinea-Bissau and Sao Tome and Principe where ANER increased by more than ten percentage points. In Guinea-Bissau, the level of participation rose from 49% to nearly 71% between 2000 and 2010, while the Cook Islands and Sao Tome and Principe either achieved universal primary enrolment over the period or moved close to it. However, some countries experienced a decline in their ANER, with especially noticeable decreases in Saint Kitts and Nevis and Saint Lucia. The former moved away from the target it had achieved by 1999.
- In 2012, primary ANERs were 96% or above in half of the countries with data. Yet, important differences were observed between countries with the ratio ranging from 71% in Guinea-Bissau to almost 100% in the Marshall Islands. Trend projections for 23 countries with data indicated that by 2015, 15 would achieve or be close to universal primary enrolment with an ANER of 97% or above, 7 would be at an intermediate position with an ANER between 80% and 94%, and only 1 country, Guyana, would be far from the target, with an ANER less than 80%.
- The number of primary school-age children out of school declined between 1999 and 2012 in nearly two-thirds of the SIDS with data. Among countries

Figure 2: Changes in primary education adjusted net enrolment ratios in SIDS, 1999 to 2012



where at least 20% of children did not go to school in 2000, Haiti more than halved the number of children who had never been to school between 2000 and 2012 overcoming the consequences of a severe earthquake, food crisis and floods.

Primary school completion

- The rate of survival to the last grade of primary education across the SIDS was 89% or above in half of the countries with data in 2011. The survival rate to the last grade was particularly low in Saint Vincent and the Grenadines, Sao Tome and Principe, and Solomon Islands where less than 70% of children who enter primary school reached the last grade. On the other hand, almost all primary school pupils reached the last grade in Mauritius. Survival rates to the last grade improved in the majority of the 14 countries with data, particularly in Belize, Guyana and Fiji, where the rates increased by more than 14 percentage points since 1999 to reach 91%, 92% and 97% in 2011, respectively.

Inequalities within countries

- Progress towards UPE is not always uniform. Poverty, ethnicity and location affect primary school participation and attainment. Yet, some countries have made significant progress in access to schooling for the poor. Of the few SIDS with data, the primary attainment rate of children from the poorest

households increased in the Dominican Republic, Haiti, Sao Tome and Principe, and Suriname. Progress was sizeable in Suriname where the attainment rate rose from 28% to 63% between 2000 and 2010. In Haiti, the rate of youth from the poorest households attaining primary school level has also increased significantly since 2000; however, only 25% were doing so in 2010 compared with the average primary attainment rate of 60%.

Goal 3: Youth and adult skills

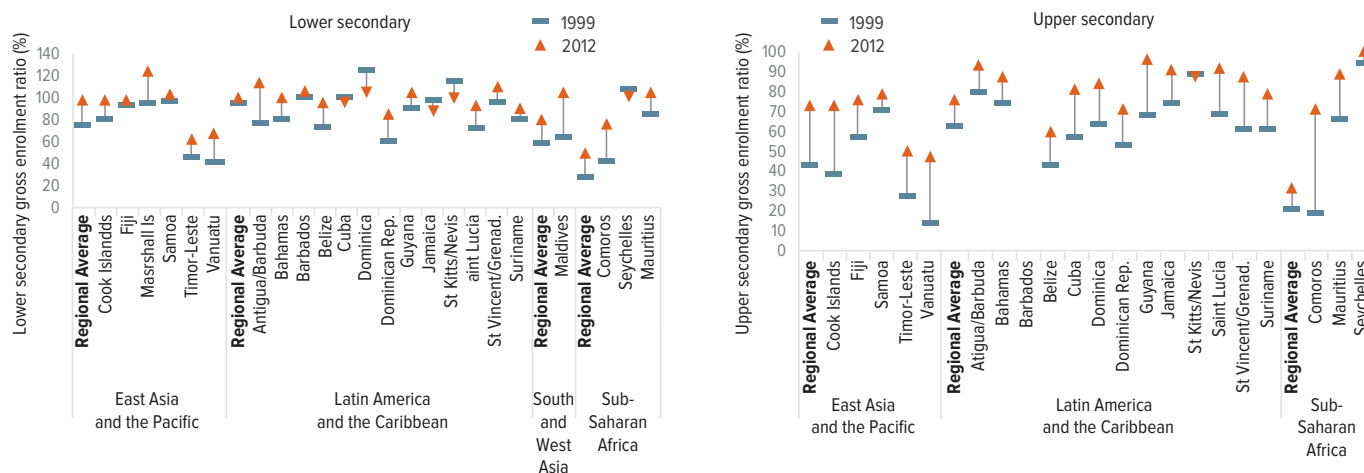
Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

Transition to and participation in secondary education

- The lower secondary education GER increased by 30 percentage points or more in Antigua and Barbuda, Comoros, Maldives and the Marshall Islands. In Maldives, the lower secondary GER rose from nearly 65% to 104% between 1999 and 2012. Large increases were also observed at the upper secondary level in Comoros, the Cook Islands and Vanuatu. In Comoros, the upper secondary GER increased by nearly 52 percentage points, from 19% in 1999 to almost 71% in 2012.
- In 2012, the median GER across the SIDS with data was 99% at the lower secondary level and about 79% in upper secondary education. Yet, significant variations across countries were observed. At lower secondary level, the GERs ranged from 62% in Timor-Leste to more than 100% in Grenada and the Marshall Islands. In upper secondary education, the lowest participation level was reported in Papua New Guinea with a GER of only 22%, and the highest in Barbados with a GER of about 103% in 2011.

Inequality in lower secondary education

- Inequality in access to secondary education persists and marginalized groups are the most affected. In Haiti, the transition rate from primary to lower secondary of the poorest adolescents has increased from 62% to 86% between 2000 and 2012. The transition rate of the richest adolescents rose from 87% to nearly 99% in the same time period.

Figure 3: Changes in lower and upper secondary gross enrolment ratios in SIDS, 1999 to 2012

Technical and vocational skills

- Despite greater attention to technical and vocational education and training (TVET) in recent years, and clearer understanding and definitions of the skills involved, this type of programme remains of low priority in many countries. In 2012, the share of technical and vocational education (TVE) in total secondary enrolment was below 4% in half of SIDS countries with data. TVE programmes did not exist in several SIDS countries, most of which were in the Caribbean and the Pacific, though they accounted for nearly 27% of total secondary enrolment in Cuba and up to 43% in Suriname. The share of TVE in total secondary enrolment has decreased in some countries, including in Dominica where it dropped by 14 percentage points from 19% in 1999 to less than 5% in 2011. Meanwhile, more secondary school students enrolled in TVE programmes in several SIDS over the period, including in Belize, the Cook Islands and Timor-Leste, where their proportion increased by more than 4 percentage points in each country.

Goal 4: Adult literacy

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

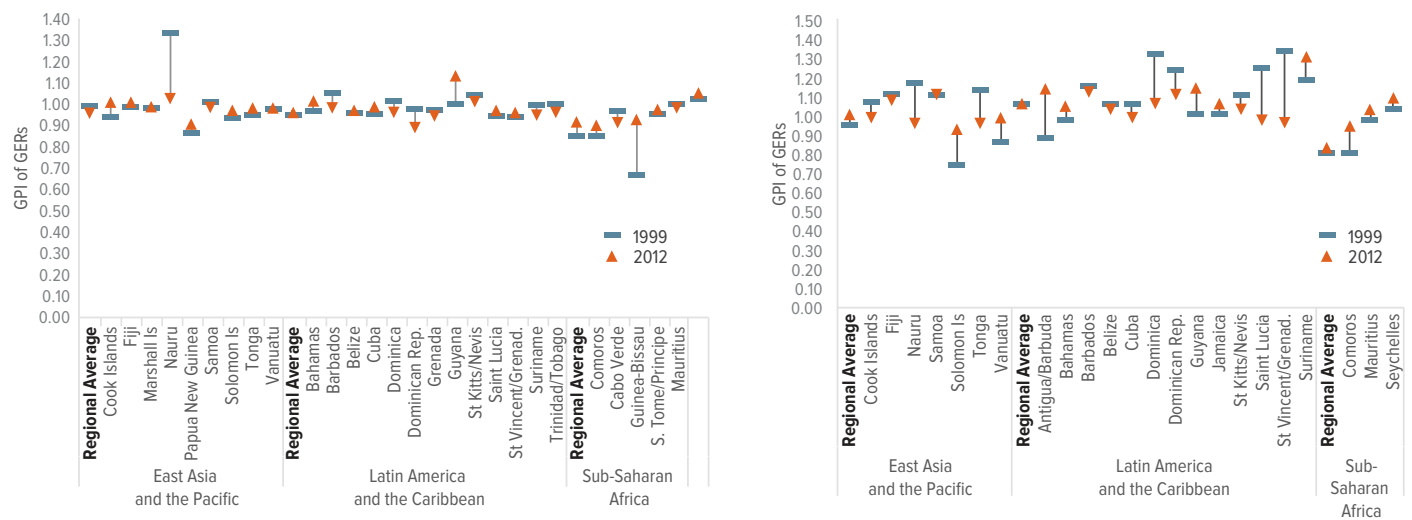
Adult literacy rates and illiterates

- The estimated adult literacy rate across the SIDS was about 91% or below in half of the countries with data in 2012, with the rate varying greatly from 49% in Haiti to close to 100% in Cuba and Palau.

- Adult literacy rates increased in the vast majority of countries with data, with the greatest increases, by 15 percentage points or more, experienced in Guinea-Bissau and Timor-Leste. In Timor-Leste, the adult literacy rate went from about 38% to 58% between 2001 and 2010, and from 41% to 57% in Guinea-Bissau between 2000 and 2012.

- Despite overall positive trends, projections indicate that of the few countries with data, only two, Singapore and Suriname would have reached the goal 4 target of halving their 2000 adult illiteracy rate by 2015. Of the rest, 3 countries would be close to the target, with decreases in adult illiteracy rates ranging from 40% to 49%, 3 would fall into an intermediate position with a reduction of 30% to 39%, while 2 countries, Comoros and Papua New Guinea, would still be far from the target, having reduced illiteracy by less than 30%. These two countries, together with others, such as Guinea-Bissau, Haiti, Sao Tome and Principe, and Timor-Leste, still have adult literacy rates below 80%. Meanwhile, rates above 97% are reported in countries like Cuba, Maldives, Samoa, Tonga, and Trinidad and Tobago.

- The Dakar Framework made explicit reference for goal 4 to be reached 'especially for women'. Gender parity in adult literacy has been achieved in the majority of SIDS countries with data. However, gender disparity in adult literacy at the expense of women remains in some countries, including Guinea-Bissau and Sao Tome and Principe, where less than 80 adult women are literate for every 100 adult men. Gender disparity at the expense of men is observed in Guyana and Jamaica.

Figure 4: Gender parity indices in the primary and secondary gross enrolment ratios in SIDS, 1999 and 2012

Direct assessment of literacy

- Countries and international agencies are conducting more sophisticated investigations to gauge not only whether adults are 'literate' or 'illiterate' but also their level of literacy and the consequences for individuals and societies.
- To date, most literacy data are based on non-tested measures or self- or third-party declarations that tend to understate the extent of illiteracy. Findings from direct literacy assessments are more accurate. Indeed, comparisons between projections of adult literacy rates based on self-assessments show substantial differences from those based on direct assessments. For example, in Sao Tome and Principe the gap between the 2 types of assessments was 12 percentage points for males (94% vs 82%), and 20 percentage points for females (88% vs 68%), showing that the country is even further from universal adult literacy than officially estimated based on self-assessments.

Goal 5: Gender parity and equality

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

Gender disparities in primary education

- Projections for the 28 SIDS countries with data indicate that 19, or more than two-thirds, would have

achieved gender parity in primary education by 2015, with gender parity indices (GPI) of 0.97–1.03, or they would be close to the target with GPIs of 0.95–0.96 or 1.04–1.05. Nine countries would be at an intermediate position with GPIs of 0.80–0.94 or 1.06–1.25.

- Since 1999, most SIDS have reduced gender disparities with several, such as Barbados, the Cook Islands, Nauru, Solomon Islands and Tonga, achieving gender parity by 2012. In Nauru, while many fewer boys were enrolled in primary school than girls in 1999, both sexes were at par by 2012. Gender parity was still not achieved in Guinea-Bissau by 2012, but the country has experienced the greatest reduction in gender disparities across the SIDS with data, with the GPI increasing from 0.67 in 1999 to nearly 0.93 in 2012. Meanwhile, some countries that had reached the gender parity target in 1999 have been moving away from it, either slightly, as in Suriname, or more significantly, as in the Dominican Republic or Guyana. In Guyana, the situation of boys has deteriorated; they are now under-represented in primary school enrolment as the GPI increased from 1.01 to 1.13 between 1999 and 2012.
- When enrolled, girls stand an equal or better chance than boys of continuing to the upper grades of primary school. Even in countries where girls suffer from some disadvantage at the point of initial intake, survival rates to grade 5 among enrolled children generally show gender gaps at the expense of boys. This is the case in the Dominican Republic where less than 95 girls have access to primary school to 100 boys, but boys are much more likely to drop out

before reaching grade 5, with a survival rate GPI of 1.06 in 2011.

- Poverty deepens gender disparities in attaining primary education. This is often at the expense of boys, as in the Dominican Republic even though gender disparity in primary attainment at the expense of the poorest boys declined since 2000. In Haiti, wide disparities have emerged, with the poorest boys now less likely to complete primary education than the poorest girls, while the richest boys are as likely as girls to attain primary education.

Gender disparities in secondary education

- Gender disparities are wider and more varied in secondary education. Of the 28 SIDS with data, projections for 2015 indicate that only 12, or about 43%, would have reached gender parity at this level or be close to the target, while 15 would be in an intermediate position and 1 (Suriname) would be far from it. In most of these latter countries, gender gaps are at the expense of boys and have either emerged, remained or even widened between 1999 and 2012. For example, in Suriname the GPI went from 1.19 to 1.31 between 2001 and 2011, while in Antigua and Barbuda gender disparities are now at the expense of boys with the GPI increasing from 0.89 in 2000 to 1.15 in 2012.
- Gender disparities in secondary education have been reduced between 1999 and 2012 in many countries, including those where the disparity was at the expense of girls like Comoros, Solomon Islands and Vanuatu, or those where the disparity was at the expense of boys like in Cuba, Nauru, Saint Lucia, Saint Vincent and the Grenadines, and Tonga.
- Poor primary attainment and dropout from secondary education reinforce disparity. In Jamaica, boys in low income urban settings often drop out to work in semi-skilled jobs that do not require completing secondary education because they believe education does not offer a guarantee of future employment. Economic hardship also enhances susceptibility to gang membership and violence, often underpinned by a lack of educated male role models and perceptions of schooling as unmanly.

Gender equality

- Achieving gender equality in education requires not only that girls and boys have an equal chance to participate in education, but also that students benefit from a gender-sensitive learning environment.

- The proportion of female teachers is typically an indicator of progress towards gender equality. In 2012, female teachers accounted for about 78% or more of the total primary school teaching staff in one-half of SIDS countries with data, with significant variations. In 2010 in Guinea-Bissau, only 22% of primary school teachers were female, while the percentage was more than 95% in Tonga.
- The proportion of female teachers is lower at secondary level. In 2012, the average share of female secondary school teachers was 60% among the SIDS with data, ranging from 20% in Sao Tome and Principe in 2011 to 76% in Bahamas in 2010.
- School-related gender-based violence seriously undermines attempts to achieve gender equality in education. In some of the SIDS in Latin America and the Caribbean, studies have largely focused on physical violence, including the spillover effects of gang violence in schools. Yet broad social tolerance for family and community violence, especially against women, provides the social context for sexual violence against girls by male students and teachers.
- Subject choice can limit labour market opportunities. In the few SIDS countries with data available, the share of female tertiary students in science ranged from nil in Seychelles in 2012 to about 74% in Palau in 2013. In the field of engineering/manufacturing and construction, the percentage ranged from nil in Barbados in 2010 to 44% in Comoros in 2012.

Goal 6: Quality of education

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Monitoring progress in learning outcomes

- More and more countries have been carrying out national learning assessments. Of SIDS countries with data, 54% carried out at least 1 national assessment between 2000 and 2013, ranging from 1 national assessment in countries such as Comoros, Seychelles and Tonga to 28 national assessments in Singapore. The proportion of SIDS that carried out national assessments over the 2000–2013 period is more than double the percentage in the 1990s (23%). National assessments are predominantly curriculum-based and subject-oriented in contrast to international assessments, which focus on cross-curricular knowledge, skills or competencies.

- In addition to the growing use of national assessments, countries have increasingly joined cross-national comparisons of student achievement such as PIRLS, PISA, SACMEQ, SERCE/TERCE and TIMSS.

Learning outcomes

- Comparing SERCE (2006) and TERCE (2013) results, the rural–urban gap in Latin America and the Caribbean has been reduced overall, although some gaps persisted in 2013, as in the Dominican Republic.
- Participation in cross-national learning assessments, such as PISA, has also helped build national capacity for using data through the drafting of national reports, analysing results and assessing a wider range of skills. Results of these assessments also inform policies and interventions. For instance, in Mauritius and Seychelles, SACMEQ assessments catalysed widespread public debate about the extent of grade repetition and private tutoring. In Seychelles, the discovery of wide learning disparities between schools prompted a change in policy away from streaming by ability.

Investing in teachers

- The total number of primary school teachers increased between 1999 and 2012 in two-thirds of the 27 SIDS with data. In 2012, the median primary school pupil/teacher ratio was 21:1 across the SIDS with data. PTRs ranged from 9:1 in Cuba to nearly 52:1 in Guinea-Bissau, indicating a significant teacher shortage in this country. The primary PTRs decreased in the vast majority of countries with data, particularly in Timor-Leste where the average number of pupils per teacher almost halved from nearly 62:1 to 31:1 between 2001 and 2011. Guinea-Bissau and Samoa are among the few countries that experienced an increase in their PTRs, by 8 and 6 pupils per teacher respectively to 52:1 and 30:1.
- Teacher training remains an issue in many countries. The median percentage of trained primary teachers across the SIDS with data was about 74% in 2012, but was only 39% in Guinea-Bissau, already suffering from a shortage of teachers. On the other hand, all primary school teachers had received training in Cuba, Fiji and Mauritius. In almost all 14 countries with data for both 1999 and 2012, the percentage of trained primary school teachers increased, in particular in the Bahamas, Guyana, and Saint Vincent and the Grenadines where increases of 18 or more

percentage points were registered. In the Bahamas, the percentage of trained primary school teachers rose from 58% to nearly 92% between 1999 and 2010.

- The poor status of teachers in some countries is also linked to their salaries. For example, in Guinea-Bissau, teachers do not earn enough to lift their families above the poverty line.

Government policies and actions to accelerate progress towards EFA goals since 2000

Varying policy approaches have been designed and implemented over the past 15 years to expand quality ECCE programmes, increase equitable access to education, improve school completion and education quality, and promote gender equality. Box 1 indicates some of the policies and strategies that governments in the Small Island Developing States have developed to tackle the twin challenges of equity and quality.

Financing Education for All

Mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in education.

Domestic expenditure on education

- In 2012, of the 19 SIDS with data, about half spent less than 5% of their GNP on education. Among these countries is Timor-Leste that reported the lowest percentage of GNP spent on education (2.2% in 2011), as well as Antigua and Barbuda, Mauritius and Singapore. Meanwhile, six countries devoted more than 6% of their national income on education, including Cuba, which spent the highest share, up to 13% in 2010. The share of national income devoted to education decreased between 1999 and 2012 in most of the 14 SIDS with data, including in Guyana and Saint Lucia where it declined by 6 and nearly 4 percentage points, respectively.
- In 2012, the share of total government expenditure on education was about 15% or above in the majority of countries with data. Yet, the percentage varied greatly across countries: Antigua and Barbuda allocated less than 7% of its total government expenditure on

Box 1: Examples of policies implemented over the past 15 years to:**INCREASE ACCESS**

- **Reducing costs:** Cash transfer programmes to vulnerable households were pioneered in Latin America and have been used in many countries to meet the demand for education and increase access to and participation in school. In Mauritius, the government provides cash transfers that are conditional on children's enrolment at age 4, and it provides quality assurance for private centres. This has resulted in a pre-primary gross enrolment ratio of 120% in 2012, up from 94% in 1999.

PROMOTE GENDER EQUALITY

- ▶ **Addressing gender disparity at the expenses of boys:** Since 2000, countries such as Belize, Jamaica, and Trinidad and Tobago have introduced several stand-alone policies and interventions. These include strategies to mainstream technical and vocational subjects into the curriculum, school and community-based programmes to tackle youth crime and violence, and mentoring initiatives. In Jamaica, a government programme providing education grants to vulnerable households introduced higher payments for boys enrolled in secondary school as a response to boys' lower attainment, thus benefiting boys from poorer households who are at greater risk of leaving school. Strategies and small-scale interventions in teaching and learning that have the potential to tackle boys' low achievement include approaches that foster active learning, individual mentoring and target-setting, and a school ethos that promotes

respect and cooperation. In Seychelles, the very large gender differences in reading performance in the SACMEQ II and III assessments – boys underperformed girls by 48 points in SACMEQ III – were attributed to 'within-school streaming', a practice that is said to give negative labels to those in lower classes and to reinforce poor performance. Efforts to 'de-stream' classes so student groupings were of mixed ability and gender-balanced were reported to have met with some initial success.

- ▶ **Enhancing gender-sensitivity among teachers:** In Trinidad and Tobago, the Commonwealth of Learning, in partnership with UNICEF, supports gender-sensitive, child-friendly schooling approaches in pre-service and in-service teacher education. Some governments have also made efforts to include gender training in formal teacher education policy and programmes. Papua New Guinea's 2009–2014 Gender Equity Strategic Plan calls for gender equity to inform all pre-service and in-service teacher training.

IMPROVE QUALITY

- ▶ **Improving teachers' status:** In several East Asian countries, induction programmes have been introduced to help new teachers cope with the practicalities of teaching, managing groups and adjusting to the school environment. Most programmes provide classroom release time for new teachers to participate in induction activities and allow for the training of mentor teachers. In Singapore, new primary teachers attend formal

induction programmes at both the national and the school level and receive guidance from experienced mentors or senior teachers during their first two years.

- ▶ **School feeding programmes:** School feeding programmes help ensure that children who attend school remain healthy. In Guyana, an evaluation of community-based school feeding programmes between 2007 and 2009 found that enrolment increased by 16% and attendance by 4.3% at participating schools.
- ▶ **Fostering child-friendly schools:** One of the most important requirements for better quality in education is an improved learning environment, encompassing the physical school infrastructure and interaction between children and teachers. In the past 15 years, several countries have adopted the UNICEF child-friendly school model. The model emphasizes the school as a place that provides learning opportunities relevant to life and livelihood, in a healthy, safe environment that is inclusive and protective, is sensitive to gender equity and equality, and involves the participation of students, families and communities. The model has offered an entry point for overcoming disadvantage and enhancing equity; for example, it was successfully used for indigenous children in Belize. Evaluation of child-friendly schools, including in Guyana, highlighted challenges to effective implementation such as poor school infrastructure and a lack of maintenance.

education in 2009, compared with about 19% in Jamaica and Sao Tome and Principe, and up 22% in Belize in 2010. The share of the budget allocated to education declined in half of the countries with data. This was particularly the case in countries such as Guyana and Saint Lucia where the share decreased by more than 12 percentage points from 1999 to 2012, from nearly 23% to 10% and from 26% to nearly 12%, respectively.

- Education expenditure allocation is not equitable. Primary education was a priority in the 13 SIDS with data, receiving more

than 40% of the total education expenditure in 2012, and up to 55% in Vanuatu in 2009. On the other hand, the share going to pre-primary education was below 1%.

International development assistance

- Levels of aid to basic education in 2012 were US\$297 million for the 37 out of 39 SIDS countries with data. The annual growth rates of aid disbursements to basic education averaged nearly 7% per annum between 2002 and 2012.

Abbreviations

ANER: adjusted net enrolment ratio. ANER measures the proportion of children of primary school age who are enrolled either in primary or in secondary schools.

ECCE: early childhood care and education. ECCE are 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 usually designed for children from age 3 and include organized learning activities that constitute, on average, the equivalent of at least 2 hours per day and 100 days per year.

EDI: EFA Development Index. EDI is a composite index aimed at measuring overall progress towards EFA. At present, the EDI incorporates four of the six EFA goals – universal primary education, adult literacy, gender parity and equality, and education quality – each with a proxy indicator. The index value is the arithmetic mean of the four indicators and ranges from 0 to 1.

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

GNP: gross national product. GNP is the gross domestic product plus net receipts of income from abroad. As these receipts may be positive or negative, GNP may be

greater or smaller than GDP. This latter indicator is the sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes and minus any subsidies not included in the value of the products.

GPI: gender parity index. GPI is the ratio of female to male values of a given indicator. A GPI between 0.97 and 1.03 indicates parity between the genders. A GPI below 0.97 indicates a disparity in favour of males. A GPI above 1.03 indicates a disparity in favour of females.

PIRLS: Progress in Reading Literacy Study.

PISA: Programme for International Student Assessment.

PPP: Purchasing power parity. An exchange rate adjustment that accounts for price differences between countries, allowing international comparisons of real output and income.

SACMEQ: Southern and Eastern Africa Consortium for Monitoring Educational Quality.

SERCE: Second Regional Comparative and Explanatory Study.

TERCE: Third Regional Comparative and Explanatory Study.

TIMSS: Trends in International Mathematics and Science Study.

Table 1: Education for all development index (EDI) and prospects for education for all goals 1, 2, 4 and 5

MEAN DISTANCE TO EFA OVERALL ACHIEVEMENT AS MEASURED BY THE EDUCATION FOR ALL DEVELOPMENT INDEX (EDI), 2012	
Overall EFA achieved (EDI between 0.97 and 1.00)	(1) Cuba
Close to overall EFA (EDI between 0.95 and 0.96)	(3): Bahamas, Mauritius and Samoa
Intermediate position (EDI between 0.80 and 0.94)	(10): Barbados, Belize, Cabo Verde, Dominican Republic, Fiji, Guyana, Timor-Leste, Saint Lucia, Sao Tome and Principe and Seychelles
Far from overall EFA (EDI below 0.80)	None
Not included in the EDI calculation (insufficient or no data)	(25): Antigua and Barbuda, Comoros, Cook Islands, Dominica, Grenada, Guinea-Bissau, Haiti, Jamaica, Kiribati, Maldives, Marshall Islands, Micronesia (Federated States of), Nauru, Niue, Palau, Papua New Guinea, Saint Kitts and Nevis, Saint Vincent and the Grenadines, Singapore, Solomon Islands, Suriname, Tonga, Trinidad and Tobago, Tuvalu and Vanuatu
PROSPECTS FOR EDUCATION FOR ALL GOALS 1, 2, 4 AND 5	
Goal 1 – Likelihood of countries achieving a pre-primary gross enrolment ratio of at least 80% by 2015	
High level (GER: 80% and above)	(14): Antigua and Barbuda, Barbados, Cabo Verde, Cook Islands, Cuba, Dominica, Grenada, Jamaica, Maldives, Mauritius, Nauru, Seychelles, Suriname and Trinidad and Tobago
Intermediate level (GER: 70–79%)	(1): Vanuatu
Low level (GER: 30–69%)	(8): Belize, Dominican Republic, Guyana, Marshall Islands, Saint Lucia, Sao Tome and Principe, Solomon Islands and Samoa
Very low level (GER: <30%)	(1): Fiji
Not included in the prospects analysis (insufficient or no data)	(15): Bahamas, Comoros, Guinea-Bissau, Haiti, Kiribati, Micronesia (Federated States of), Niue, Palau, Papua New Guinea, Saint Kitts and Nevis, Saint Vincent and the Grenadines, Singapore, Timor-Leste, Tonga and Tuvalu
Goal 2 – Country prospects for achieving universal primary enrolment by 2015	
Target reached (ANER: 97% and above)	(13): Bahamas, Barbados, Belize, Cabo Verde, Cook Islands, Cuba, Fiji, Grenada, Marshall Islands, Mauritius, Sao tome and Principe, Saint Vincent and the Grenadines and Trinidad and Tobago
Close to target (ANER: 95–96%)	(2): Samoa and Seychelles
Intermediate position (ANER: 80–94%)	(7): Dominica, Dominican Republic, Maldives, Saint Lucia, Saint Kitts and Nevis, Suriname and Tonga
Far from target (ANER: <80%)	(1): Guyana
Not included in the prospects analysis (insufficient or no comparable data)	(16): Antigua and Barbuda, Comoros, Haiti, Guinea-Bissau, Jamaica, Kiribati, Micronesia (Federated States of), Nauru, Niue, Palau, Papua New Guinea, Singapore, Solomon Islands, Timor-Leste, Tuvalu and Vanuatu
Goal 4 – Country prospects for achieving the adult literacy target of halving the adult illiteracy rate by 2015 ¹	
Adult literacy rate: 97% and above	(5): Cuba, Maldives, Samoa, Trinidad and Tobago and Tonga
Target achieved (adult illiteracy halved or reduced by more)	(2): Singapore and Suriname
Close to target (adult illiteracy rate reduced by 40–49%)	(3): Jamaica, Mauritius and Timor-Leste
Intermediate position (adult illiteracy rate reduced by 30–39%)	(3): Cabo Verde, Dominican Republic and Guinea-Bissau
Far from target (adult illiteracy rate reduced by less than 30%)	(2): Comoros and Papua New Guinea
Not included in the prospects analysis (insufficient or no comparable data)	(24): Antigua and Barbuda, Bahamas, Barbados, Belize, Cook Islands, Dominica, Fiji, Grenada, Guyana, Haiti, Kiribati, Marshall Islands, Micronesia (Federated States of), Nauru, Niue, Palau, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Sao Tome and Principe, Seychelles, Solomon Islands, Tuvalu and Vanuatu
Goal 5 – Country prospects for achieving gender parity in primary and secondary education by 2015	
<i>Gender parity in primary education</i>	
Target reached (GPI: 0.97-1.03)	(16): Bahamas, Barbados, Belize, Cook Islands, Cuba, Dominica, Fiji, Marshall Islands, Mauritius, Nauru, Saint Kitts and Nevis, Samoa, Sao Tome and Principe, Seychelles, Solomon Islands, Tonga and Vanuatu
Close to target (GPI: 0.95-0.96 or 1.04-1.05)	(3): Maldives, Saint Lucia and Trinidad and Tobago
Intermediate position (GPI: 0.80-0.94 or 1.06-1.25)	(9): Cabo Verde, Comoros, Dominican Republic, Grenada, Guyana, Kiribati, Papua New Guinea, Saint Vincent and the Grenadines and Suriname
Far from target (GPI <0.80 or >1.25)	None
Not included in the prospects analysis (insufficient or no data)	(11): Antigua and Barbuda, Guinea-Bissau, Haiti, Jamaica, Micronesia (Federated States of), Niue, Palau, Singapore, Timor-Leste, Turks and Caicos and Tuvalu
<i>Gender parity in secondary education</i>	
Target reached (GPI: 0.97-1.03)	(10): Cuba, Comoros, Cook Islands, Dominica, Grenada, Nauru, Saint Lucia, Saint Kitts and Nevis, Timor-Leste and Vanuatu
Close to target (GPI: 0.95-0.96 or 1.04-1.05)	(2): Bahamas and Tonga
Intermediate position (GPI: 0.80-0.94 or 1.06-1.25)	(15): Antigua and Barbuda, Barbados, Belize, Cabo Verde, Dominican Republic, Fiji, Guyana, Jamaica, Kiribati, Mauritius, Saint Vincent and the Grenadines, Samoa, Sao tome and Principe, Seychelles and Solomon Islands
Far from target (GPI <0.80 or >1.25)	(1): Suriname
Not included in the prospects analysis (insufficient or no data)	(11): Guinea-Bissau, Haiti, Maldives, Marshall Islands, Micronesia (Federated States of), Niue, Palau, Papua New Guinea, Singapore, Trinidad and Tobago and Tuvalu

1: Countries included are those where the adult literacy rate estimated in the period 1995–2004 was lower than 95%, and where both the baseline estimates and the 2015 projections are based on the method of self-declaration or declaration on behalf of others.

Table 2: Small Island Developing States, selected education indicators

Country or territory	Total population (000)	GNP per capita PPP (US\$)	Compulsory education Age group	EFA Development Index (EDI)	Adult literacy								Early childhood care and education							
					Adult literacy rate (15 and over)				Adult illiterates (15 and over)				Child survival and well-being		Pre-primary education		Primary adjusted NER		Out-of-school children ²	
					Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (000)	% Female	Total (000)	% Female	Under-5 mortality rate (%)	Moderate or severe or stunting (%)	Total (%)	Total (%)	Total (%)	Total (%)	Total (000)	
					1995–2004 ¹	2005–2012 ¹	1995–2004 ¹	2005–2012 ¹	2000	2015	2008–2012 ²	1999	2012	1999	2012	1999	2012	1999		
East Asia and The Pacific																				
Cook Islands	21	...	5-15	...	...	...	...	...	...	...	...	...	...	...	43	95	86	97	0.4	
Fiji	893	4,690	6-17	0.933	...	...	...	...	...	...	...	...	26	19	...	15	...	94	99	6
Kiribati	106	3,870	6-14	...	...	...	...	...	...	...	...	...	67	38	...	...	...	...	...	...
Marshall Islands	53	...	6-14	...	...	...	...	...	...	...	...	...	...	...	...	57	48	...	100	...
Micronesia (Federated States of)	519	3,920	6-14	...	...	...	...	...	...	...	...	...	40	26	...	36	...	...	...	...
Nauru	10	...	6-16	...	...	...	...	...	...	...	...	...	...	...	24	74	79	...	76	...
Niue	1	...	5-16	...	...	...	...	...	...	...	...	...	...	...	...	154	...	...	...	...
Palau	21	16,870	6-17	...	...	100	1.00	...	...	...	...	...	...	...	...	63	...	...	...	...
Papua New Guinea	7,632	2,740	.	...	57	0.80	63	0.92	1374	57	1,638	53	79	60	44	...	...	...	87	...
Samoa	193	4,250	5-14	0.958	99	0.99	99	1.00	2	59	1	57	34	22	...	50	34	93	96	2.1
Singapore	5,619	60,110	6-14	...	93	0.92	96	0.96	229	77	161	79	4	2	...	...	...	...	...	...
Solomon Islands	584	2,130	.	...	77	0.82	...	...	54	65	...	...	78	44	33	35	43	...	...	...
Timor-Leste	1,173	6,230	6-15	0.816	38	0.66	58	0.83	273	55	237	56	101	43	58	...	...	...	92	...
Tonga	106	5,020	6-14	...	99	1.00	99	1.00	0.6	47	0.6	48	29	23	...	29	71	91	90	1.3
Tuvalu	10	...	6-15	...	...	...	...	...	...	...	...	...	...	...	10	96	...	...	...	...
Vanuatu	264	4,300	.	...	...	...	...	...	...	...	...	...	48	26	26	51	61	98	...	0.7
Latin America and The Caribbean																				
Antigua and Barbuda	92	18,920	5-16	...	99	1.01	99	1.01	0.6	30	0.7	29	17	10	...	57	89	...	85	...
Bahamas	388	29,020	5-16	0.964	...	...	...	...	...	...	...	...	19	13	...	11	...	91	98	3
Barbados	287	25,670	5-16	0.940	...	...	...	...	...	...	...	...	18	11	...	75	79	95	97	1.1
Belize	348	7,630	5-14	0.928	...	...	...	...	...	...	...	...	24	14	19	28	47	100	99	0.1
Cuba	11,249	...	6-16	0.981	100	1.00	100	1.00	18	52	15	52	9	5	...	105	109	99	97	15
Dominica	73	11,980	5-16	...	...	...	...	...	...	...	...	...	...	...	...	82	95	98	96	0.2
Dominican Republic	10,652	9,660	5-14	0.891	87	1.00	91	1.01	766	49	664	48	42	26	10	31	39	83	89	203
Grenada	107	10,350	5-16	...	...	...	...	...	...	...	...	...	17	12	...	75	99	100	...	0.0
Guyana	808	3,340	6-15	0.860	...	...	85	1.06	...	...	74	43	47	33	18	100	66	...	75	...
Haiti	10,604	1,220	6-11	...	59	0.87	49	0.84	2259	56	2,994	56	99	63	22	...	...	...	...	...
Jamaica	2,813	...	6-14	...	80	1.16	87	1.12	341	36	250	32	33	23	5	79	75	93	...	25
Saint Kitts and Nevis	55	17,630	5-16	...	...	...	...	...	...	...	...	...	...	...	...	...	96	97	84	0.2
Saint Lucia	185	11,300	5-15	0.909	...	...	...	...	...	...	...	...	20	13	...	81	61	93	83	1.7
Saint Vincent and the Grenadines	109	10,870	5-16	...	...	...	...	...	...	...	...	...	27	21	...	...	...	98	99	0.3
Suriname	548	8,380	7-12	...	90	0.95	95	0.99	36	62	20	57	34	21	9	85	88	91	92	5
Trinidad and Tobago	1,347	22,860	6-12	...	98	0.99	99	0.99	17	69	13	66	36	29	...	60	...	98	99	4
South and West Asia																				
Maldives	358	7,560	...	...	96	1.00	98	1.00	6	48	3	49	53	11	19	56	...	98	...	1.1
Sub-Saharan Africa																				
Cabo Verde	508	4,930	6-11	0.916	80	0.86	85	0.89	59	67	50	68	39	18	...	48	75	99	97	0.4
Comoros	770	1,210	6-14	...	68	0.85	76	0.88	96	59	100	60	113	88	30	3	...	68	...	25
Guinea-Bissau	1,788	1,100	7-13	...	41	0.48	57	0.63	415	64	420	65	186	150	32	4	7	49	71	100
Mauritius	1,254	15,060	5-16	0.955	84	0.91	89	0.94	138	63	105	63	19	12	...	94	120	93	98	9
Sao Tome and Principe	203	1,810	6-11	0.833	85	0.85	70	0.75	12	75	30	68	80	61	29	23	45	80	97	5
Seychelles	94	25,580	6-15	0.942	92	1.01	92	1.01	5	48	6	46	14	9	...	105	110	93	94	0.6

Primary education							Secondary education												Education finance						
Out-of-school children ²	GPI of GER		Survival rate to last grade		Pupil/teacher ratio ²		GER												Total public expenditure on education as % of GNP	Total aid disbursements to education (Constant 2012 US\$ million)	Total aid disbursements to basic education (Constant 2012 US\$ million)	Total aid disbursements to basic education per primary school age child (Constant 2012 US\$)			
	Total	(F/M)	(F/M)	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total							
(000)	(F/M)	(F/M)	(%)	(%)			(%)	(F/M)	(%)	(F/M)	(%)	(F/M)	(%)	(F/M)	(%)	(F/M)	(%)	(F/M)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
2012	1999	2012	1999	2011	1999	2012	1999	2012	1999	2012	1999	2012	1999	2012	1999	2012	1999	2012	1999	2012	2012	2012	2012		
0.05	0.95	1.01	...	...	18	15	80	0.99	99	0.96	39	1.29	74	1.08	60	1.08	88	1.00	...	3.1	5	3	1,984
1.3	0.99	1.01	82	97	28	28	94	1.09	98	1.09	57	1.15	76	1.15	78	1.11	88	1.11	5.3	4.3	24	5	54		
...	1.01	...	69	...	25	...	47	1.25	...	...	76	1.22	...	...	61	1.23	...	...	6.7	...	15	8	653
0.02	0.99	0.99	...	...	15	...	95	1.06	125	1.15	53	1.08	...	...	68	1.06	...	...	11.0	...	28	24	2,828
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6.2	...	48	45	2,956
0.3	1.33	1.03	...	...	21	...	...	...	78	0.93	...	...	58	1.09	47	1.17	72	0.97	...	...	5	1	714
...	1.00	...	...	...	16	...	91	0.88	...	...	63	0.89	...	...	98	1.10	...	...	...	...	5	3	20,259
...	0.93	...	...	...	15	...	101	0.97	...	...	101	1.15	...	...	101	1.07	...	...	8.7	...	1	0	341
165	0.86	0.91	...	...	35	...	...	...	73	0.80	...	...	22	0.68	...	...	40	0.76	...	...	103	46	36
1.1	1.00	1.00	90	90	24	30	98	1.05	103	1.02	71	1.15	78	1.16	79	1.11	86	1.11	4.5	...	25	10	356		
...	3.3	3.1	
...	0.93	0.98	...	63	19	24	...	...	72	0.99	...	...	29	0.86	26	0.75	48	0.94	...	8.9	30	11	346
16	...	0.95	...	84	62	31	46	...	62	1.02	27	...	50	1.01	36	...	57	1.02	...	2.2	35	12	62		
1.6	0.95	0.99	91	...	21	21	112	1.08	...	...	92	1.30	...	...	105	1.14	104	0.97	5.2	...	13	6	406
...	...	...	...	...	19	...	96	1.11	...	...	39	0.98	...	...	80	1.10	...	...	...	...	4	1	970
...	0.98	0.99	69	...	24	22	42	0.90	67	1.09	13	0.79	47	0.84	30	0.88	60	1.00	6.3	5.2	22	11	310		
...	
1.6	...	0.93	...	...	19	14	77	0.85	114	0.91	79	0.95	93	1.83	78	0.89	105	1.15	3.4	2.6	0	0	43
0.7	0.97	1.02	...	89	14	14	81	0.89	98	1.03	74	1.10	88	1.08	78	0.99	93	1.05	2.9	...	...	...	...
0.6	1.04	0.99	91	93	18	13	102	1.08	106	1.08	118	1.17	103	1.18	108	1.12	105	1.12	4.4	5.8	-	-	-		
0.4	0.96	0.97	74	91	23	22	74	1.03	96	1.02	44	1.23	60	1.15	64	1.07	84	1.05	5.7	7.1	3	2	56		
28	0.97	0.99	95	96	12	9	100	0.99	100	0.98	57	1.21	81	1.04	79	1.06	90	1.00	6.9	13.0	7	1	8		
0.3	1.02	0.97	79	88	20	16	126	1.30	106	1.01	63	1.45	84	1.18	101	1.33	97	1.07	5.5	...	1	0	105		
137	0.98	0.91	71	79	31	24	61	1.16	84	1.04	53	1.29	72	1.17	56	1.24	76	1.12	2.0	...	33	19	26		
...	0.97	0.97	...	...	20	16	...	...	121	0.94	...	...	89	1.25	...	...	108	1.03	...	...	0	0	33
32	1.01	1.13	65	92	27	23	92	1.13	104	1.13	68	0.79	96	1.20	83	1.01	101	1.15	9.3	3.2	3	2	25		
...	94	54	66	
...	1.00	...	85	82	...	23	97	0.98	88	1.00	74	1.06	89	1.15	88	1.01	89	1.06	5.2	6.4	11	5	...		
1.1	1.04	1.01	74	74	19	15	116	1.06	99	0.99	89	1.19	87	1.14	105	1.10	94	1.04	4.9	...	4	2	596		
4	0.95	0.97	...	90	24	17	73	1.29	91	0.94	68	1.21	91	1.05	71	1.26	91	0.99	7.7	4.2	4	2	202		
0.1	0.95	0.96	...	69	20	16	97	1.29	110	0.87	61	1.47	88	1.16	83	1.34	101	0.96	7.2	5.3	6	3	487		
5	0.99	0.96	...	...	20	15	80	1.03	90	1.10	61	1.71	79	1.80	73	1.19	85	1.31	...	...	2	0	40
2	0.99	0.97	89	89	21	...	82	1.07	...	...	...	...	...	...	...	...	...	...	2.9	...	-	-	-
...	1.01	...	...	83	24	11	65	1.09	104	1.01	3	0.74	...	...	42	1.08	...	...	...	8.0	2	1	...
2	0.96	0.91	89	89	29	23	...	...	115	1.11	...	...	72	1.33	67	...	93	1.19	6.0	5.2	26	1	22
...	0.85	0.91	...	...	35	28	43	0.83	75	0.92	19	0.76	71	1.03	33	0.81	73	0.96	...	...	13	1	11
70	0.67	0.93	...	...	44	52	22	0.55	...	...	11	0.53	...	...	18	0.55	...	...	5.6	...	8	4	16
2	1.00	0.99	98	97	26	21	88	1.00	105	0.99	66	0.97	89	1.09	75	0.98	96	1.04	4.0	3.4	28	9	86		
0.9	0.97	0.98	...	66	36	31	...	...	108	1.13	...	...	36	1.01	...	...	80	1.11	...	9.5	8	2	53
0.5	1.03	1.05	96	94	15	13	107	1.03	102	1.03	94	1.05	100	1.20	102	1.04	101	1.09	5.5	3.8	2	1	102		

Country or territory	Total population (000)	GNP per capita PPP (US\$)	Compulsory education	EFA Development Index (EDI)	Adult literacy								Early childhood care and education									
					Adult literacy rate (15 and over)				Adult illiterates (15 and over)				Child survival and well-being			Pre-primary education			Primary adjusted NER		Out-of-school children ²	
					Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (000)	% Female	Total (000)	% Female	Under-5 mortality rate (%)	Moderate or severe and stunting (%)	GER		Total (%)	Total (%)	Total (%)	Total (%)	Total (%)	Total (000)
					1995–2004 ¹		2005–2012 ¹		1995–2004 ¹		2005–2012 ¹		2000	2015	2008–2012 ¹	1999	2012	1999	2012	1999	2012	1999
					Sum	Median	Weighted average				Sum	% F	Sum	% F	Weighted average	Median	Weighted average	Weighted average	Weighted average	Sum		
East Asia and the Pacific	2 280 457	4,730	...	...	92	0.93	95	0.96	127,020	70	88,067	70	34	19	...	38	68	95	96	11,883
East Asia	2 236 926	7,635	...	...	92	0.93	95	0.96	125,443	71	86,212	71	34	19	32	38	67	95	96	11,474
Pacific	43 531	4,300	...	...	...	...	...	...	...	...	...	...	35	25	...	67	93	88	94	409
Latin America and the Caribbean	625 207	10,610	...	...	90	0.98	92	0.99	38,488	55	33,030	55	36	21	...	54	74	93	94	3,999
Caribbean	18 287	11,300	...	...	72	0.96	69	0.96	2,826	54	3,457	54	78	50	...	...	...	74	71	583
Latin America	606 920	9,990	...	...	90	0.98	93	0.99	35,662	56	29,573	55	34	20	18	55	76	94	95	3,416
South and West Asia	1 793 616	3,350	...	...	59	0.66	63	0.70	390,219	63	409,909	64	86	51	37	22	55	78	94	36,697
Sub-Saharan Africa	943 062	1,590	...	...	57	0.71	59	0.75	156,736	62	186,902	61	158	103	33	11	20	59	79	42,283
World	7 291 097	8,370	...	...	82	0.89	84	0.91	786,523	64	780,682	64	75	49	25	33	54	84	91	105,769

Sources: EFA Global Monitoring Report 2015, statistical and aid tables; UNESCO Institute for Statistics database; CRS online database.

Note: See source tables in the EFA Global Monitoring Report 2015 for detailed country notes.

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

2. Data reflect the actual number of children not enrolled at all, derived from the age-specific or adjusted net enrolment ratio (ANER) of primary school age children, which measures the proportion of those who are enrolled either in primary or in secondary schools.

3. Based on headcounts of pupils and teachers.

4. Values for total aid disbursements to education and to basic education for regional and other country groups do not always sum up to world totals because some aid is not allocated by region or country.

(-) Magnitude nil or negligible

(.) The category is not applicable or does not exist.

(...) No data available.

Primary education								Secondary education												Education finance					
Out-of-school children ²	GPI of GER		Survival rate to last grade		Pupil/teacher ratio ³		GER												Total public expenditure on education as % of GNP	Total aid disbursements to education (Constant 2012 US\$ million)	Total aid disbursements to basic education (Constant 2012 US\$ million)	Total aid disbursements to basic education per primary school age child (Constant 2012 US\$)			
	Total		Total	Total	Lower secondary education				Upper secondary education				Total secondary education												
	(000)	(F/M)	(F/M)	(%)	(%)			Total	GPI	Total	GPI	Total	GPI	Total	GPI	Total	GPI	(%)					(F/M)	(%)	(F/M)
2012	1999	2012	1999	2011	1999	2012	1999	2012		1999	2012		1999	2012		1999	2012	1999	2012	2012	2012	2012			
Sum	Weighted average		Median		Weighted average		Weighted average				Weighted average				Weighted average				Median		Sum		Weighted average		
6,923	0.99	0.99	85	92	24	19	75	0.94	97	1.02	43	0.95	73	1.01	61	0.94	84	1.01	5.1	3.4	2,008	644	5		
6,686	0.99	0.99	86	93	24	19	75	0.94	97	1.02	42	0.95	72	1.01	60	0.94	84	1.01	3.3	3.0	...	...	...
238	0.97	0.97	...	...	20	...	91	0.99	102	0.95	142	1.00	102	0.95	109	0.99	102	0.95	6.3	...	...	...	...
3,763	0.96	0.97	77	77	26	21	95	1.03	98	1.03	63	1.14	76	1.14	80	1.07	88	1.07	4.5	4.9	868	330	7		
650	0.98	0.99	43	...	29	...	65	1.00	73	1.05	34	0.98	47	1.09	50	0.99	60	1.06	...	...	...	...	...
3,113	0.96	0.97	78	79	26	21	95	1.03	99	1.03	64	1.14	77	1.14	81	1.07	89	1.07	4.0	4.7	...	...	...
9,814	0.83	1.00	64	64	36	35	60	0.78	81	0.98	32	0.69	51	0.88	44	0.75	64	0.93	3.6	3.9	1,843	947	5		
29,639	0.85	0.92	58	58	42	42	29	0.82	50	0.86	20	0.82	32	0.80	25	0.82	41	0.84	3.9	4.9	3,486	1,615	12		
57,788	0.92	0.97	75	75	26	24	71	0.92	85	0.98	45	0.91	62	0.96	59	0.91	73	0.97	4.5	5.0	12,584	5,079	8		



United Nations
Educational, Scientific and
Cultural Organization

Regional Overview: Small Island Developing States



e-mail: efareport@unesco.org

Tel.: +33 1 45 68 09 52

Fax: +33 1 45 68 56 41

www.efareport.unesco.org

ED/EFA/MRT/2015/RO/07REV