EDUCATION COUNTS
Benchmarking Progress in 19 WEI Countries

WORLD EDUCATION INDICATORS – 2006

The vital role of education as a catalyst for national development has been widely recognised. Given the rapidly evolving nature of social and economic trends in today's world, education systems must be able to quickly and effectively respond to these challenges. But the impact of education is also paramount for individuals and households. This is clearly seen in the rising demand for education and the concomitant pressure to improve its relevance and quality.

The World Education Indicators (WEI) programme helps to assess progress towards meeting these demands through the use of international comparisons. While accounting for the conditions which contextualise and shape policies, international comparisons provide a useful benchmark for progress and highlight where and how policies have successfully achieved sought-after results in other parts of the world.

This report marks the first in a new series for the WEI programme. It provides education indicators on an annual basis in parallel to the *Education at a Glance* series, which reports similar data for OECD Member States. It presents and interprets leading education indicators for the 2004 school year on educational attainment, finance, participation, as well as teachers and the learning environment for 63 countries which comprise 72% of the world's population.

Countries participating in the WEI programme are: Argentina, Brazil, Chile, Egypt, India, Indonesia, Jamaica, Jordan, Malaysia, Paraguay, Peru, Philippines, the Russian Federation, Sri Lanka, Thailand, Tunisia, Uruguay and Zimbabwe.

The report and data can be accessed at
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UNESCO Institute for Statistics
Montreal, 2006

UNESCO

The constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO) was adopted by 20 countries at the London Conference in November 1945 and entered into effect on November 4, 1946. The Organization currently has 191 Member States and six Associate Members.

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The UNESCO Institute for Statistics (UIS) is the statistical office of UNESCO and is the UN depository for global statistics in the fields of education, science and technology, culture and communication.

The UIS was established in 1999. It was created to improve UNESCO's statistical programme and to develop and deliver the timely, accurate and policy-relevant statistics needed in today's increasingly complex and rapidly changing social, political and economic environments.

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Foreword

Given the rapidly evolving nature of social and economic trends in today's world, education systems must be able to quickly and effectively respond to new challenges. But the impact of education is also paramount for individuals and households. This is clearly seen in the rising demand for education and the concomitant pressure to improve its relevance and quality.

One way that governments and societies can assess their progress towards meeting these challenges and demands is through the use of international comparisons. While it is important to carefully present the conditions which help to contextualize and shape policies, comparisons to similar countries can provide a useful benchmark for development. They can also highlight where and how policies have successfully achieved sought-after results in other parts of the world.

The main aim of the World Education Indicators (WEI) programme is to establish a comparative perspective on key policy issues to better monitor education systems. In particular, most WEI countries are close to achieving universal primary education. Consequently, they are increasingly focused on improving education quality and access to higher levels of education. Thus the WEI programme aims to address these new information needs as countries shift to more advanced stages of educational development.

The programme has sought to: develop indicator methodologies based upon a common set of policy concerns where cross-national comparisons add value; review methods and data collection instruments and set the direction for future developmental work and analysis.

This publication marks the first in a new series for the WEI programme. It will provide education indicators on an annual basis in parallel to the *Education at a Glance* series, which reports similar data for the Organisation for Economic Co-operation and Development (OECD) Member States.

The publication consists of five thematic sections which present and interpret leading education indicators for WEI countries primarily in the 2004 school year on educational attainment, finance, participation as well as teachers and the learning environment. It analyses comparable education indicators not only for the WEI participating countries, and for OECD countries, but also for middle-income or transition non-OECD countries that provide data based on the UNESCO/OECD/Eurostat (UOE) comparative methodology. The report provides comparable education indicators for 63 countries covering 72% of the world's population.

The thematic sections are complemented with tables presenting the statistical data as well as the International Standard Classification of Education Systems (ISCED) mappings used to translate indicators of national education systems into international ones. This information can be accessed on-line at *www.uis.unesco.org/publications/wei2006*.

The WEI programme has made tremendous strides in the last decade which have resulted in regular indicator reports, four international thematic reports and numerous national studies which have covered a wide range of education policy issues. On a positive note, several countries, namely Brazil and Chile, have been accepted to take part in the Indicators of National Education Systems (INES) project of the OECD.

In another sign of its success, the WEI programme has been mainstreamed into the UNESCO Institute for Statistics (UIS) regular programme of work. Consequently, the organisational secretariat for the programme is now hosted solely by the UIS. Despite this change in roles, the OECD will continue to provide key indicators for its Member States for the purpose of comparison to WEI countries in future editions of this publication. In addition, there is the possibility of developing collaborative projects between the OECD, UIS and WEI countries.

In response to these changes, the WEI project will be increasingly driven by national contexts, issues and policies in participating countries. This will enable the national partners to lead the programme into new directions in data development and policy analysis which better reflect their priorities.

Key products to be released in the coming year include an international report, as well as national reports based on the Survey of Primary Schools. In 2006, 12 WEI countries have completed this large-scale survey of primary schools, which focuses on how schools and classrooms are organised. The survey will close a major gap in the comparative data on education, which had been identified by national participants.

The WEI programme is now entering a new phase, with a more streamlined design to deliver quality data while generating innovative analytical approaches. This brings the programme one step closer to its ultimate goal: informed decision-making.

Hendrik van der Pol
Director
UNESCO Institute for Statistics

Acknowledgements

This report is the result of a collective effort by the 19 countries participating in the World Education Indicators (WEI) programme and the UNESCO Institute for Statistics (UIS).

This publication is possible thanks to the work and coordination of various individuals and units within the UIS. The overall preparation of this report was the responsibility of Michael Bruneforth and John Pacifico, under the supervision of Albert Motivans, Chief of Section, Analysis and Information. The data presented in the tables were collected and processed by a team consisting of: Hugo Castellano, Tin Nam Ho, Saïd Ould Voffal and Ioulia Sementchouk.

The report was authored by Michael Bruneforth, Manuel Cardoso, Albert Motivans, John Pacifico and Yanhong Zhang. The report was edited by Amy Otchet and Aurélie Acoca provided statistical support. Katja Frostell and Ian Denison coordinated the production of the publication. Contributions were also made by Alison Kennedy, Simon Ellis, Mark Falvo, Kristina Pfander and other staff of the UNESCO Institute for Statistics.

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We would like to acknowledge the vital role of national coordinators, their staff and experts in the work of the WEI programme as well as the preparation of this publication. We greatly appreciate their many valuable contributions.

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Reader's guide

Definitions and methods

The World Education Indicators (WEI) programme places great importance on the cross-national comparability of indicators presented in this report. To accomplish this, participating countries have sought to base the collection of data on a common set of definitions, instructions and methods that were derived from the OECD Indicators of National Education Systems (INES) programme.

The annexes to this report, which are also available via the UNESCO Institute for Statistics (UIS) website at *www.uis.unesco.org/publications/wei2006,* provide definitions and methods that are useful for the interpretation of the data presented.

There are four annexes:

- **Annex A1** provides general notes pertaining to the coverage, the reference periods and the main sources of the data.
- **Annex A2** provides definitions and technical notes regarding the indicators presented in this publication.
- **Annex A3** provides a cross-reference between tables and technical notes.
- **Annex A4** documents the classification of the 19 WEI countries' educational programmes according to the 1997 International Standard Classification of Education (ISCED97).

The statistical tables are presented at the end of each relevant analytical section. The tables are also available via the UIS website at *www.uis.unesco.org/publications/wei2006* in an electronic format (Excel), along with additional data tables, including data by gender or additional age groups and data on public subsidies for households and other private entities as a percentage of total public expenditure on education and GDP.

Data sources

Data on graduates, personnel, entrants, enrolment and education finance are based on the annual UNESCO-UIS/OECD/Eurostat (UOE) data collection on education statistics. Data on educational attainment, teacher salaries and curricula are derived from the UOE questionnaires designed specifically for WEI countries. For OECD countries, these data are collected by the OECD INES networks B and C.

For WEI countries, the full documentation for national data sources and calculation methods are provided in Annexes A1 and A2 at *www.uis.unesco.org/publications/wei2006*.

For OECD and WEI countries participating in the OECD INES project (Brazil, Chile and the Russian Federation), indicators and data are a subset of those presented in the OECD 2006 edition of *Education at a Glance* (EAG) and were provided by the OECD. For further details and indicators not included in this report, please see *www.oecd.org/edu/eag2006*. Indicators presented in this publication but not in OECD EAG are calculated by the UIS and are indicated as such in the tables.

For other UOE countries, indicators are calculated by the UIS based on submissions to the UOE questionnaire.

The source for economic background data for non-OECD countries is based on the World Bank World Development Indicators 2006.

For WEI countries, population data collected are, for the most part, based on national census data. For other UOE countries, United Nations Population Division (UNPD) population estimates, 2004 revision, are used.

Classification of educational programmes and levels

In order to enhance the comparability of the indicators, countries participating in the WEI programme have adopted ISCED97 *(http://www.uis.unesco.org/publications/isced97).*

While using comparable data is a prerequisite for the validity of international comparisons, it often poses challenges for the interpretation of indicators within the national institutional context. This is because the implementation of internationally-comparable standards and classifications requires countries to report data in a way that may not reflect national institutional structures. For example, education that is classified as ISCED Level 1 (primary level of education) may differ from the national definition of primary education, e.g. number of grades covered.

For some countries, grades typically associated with primary or basic education according to their national systems are classified as lower secondary education in order to facilitate more accurate international comparisons.

Readers are thus invited to refer to the categorisation of national educational programmes according to ISCED97, provided in Annex A4, in order to better assess the data from a national context.

Similarly, readers should be aware that the use of international definitions and methods for the coverage of education data and the calculation of indicators may yield different estimates from those obtained with national sources and methods.

Reference period

This report presents the most recent data provided by countries. Generally, the reference period is the academic year ending in 2004 and the financial year 2003. Where the academic year is spread across two calendar years, the academic year 2003/04 is presented as 2004.

In the analytical sections, all academic data are referred to as 2004 despite the differences noted here. The statistical tables provide details on the reference period, indicating the beginning and end of the academic year for each country.

Coverage of the data

Although a lack of data still limits the scope of some indicators in WEI countries, the coverage extends, in principle, to the entire national education system regardless of the ownership or sponsorship of the institutions concerned and regardless of education delivery mechanisms.

All types of students and all age groups are meant to be included in the data: children (including those classified as exceptional), adults, nationals, foreigners, as well as students in open distance learning, special education programmes and educational programmes organised by ministries other than the

Ministry of Education, provided that the main goal of the programme is the educational development of the individual. However, vocational and technical training in the workplace, with the exception of combined school- and work-based programmes which are explicitly deemed to be part of the education system, are excluded from the education expenditure and enrolment data.

Educational activities classified as "adult" or "non-regular" are covered, provided that the activities involve studies or have subject matter content similar to "regular" education studies or that the underlying programmes lead to qualifications similar to those gained through corresponding regular educational programmes. Courses for adults that are primarily for general interest, personal enrichment, leisure or recreation are excluded.

Symbols for missing data

Six symbols are employed in the tables and graphs to denote missing data:

a	Data are not applicable because the category does not apply
n	Magnitude is nil
n.	Magnitude is negligible
...	Data are not available
-	Data are not requested from countries
x (y)	Data are included in another category/column (y) of the table

Country groupings

The UOE data collection on education statistics is completed by 63 countries worldwide. For comparison purposes, UOE member countries were divided into three groups: WEI countries, OECD countries and other UOE countries.

Calculation of international means

The WEI and OECD country means, which are often provided as a benchmark, are calculated as the unweighted mean of the data values of WEI or OECD countries for which data are available or can be estimated. The country means, therefore, refer to an average of data values at the level of national systems and do not take into account the absolute size of the education system in each country. The terms mean and average are used as synonyms in the text.

How to compare WEI with OECD countries using box plots

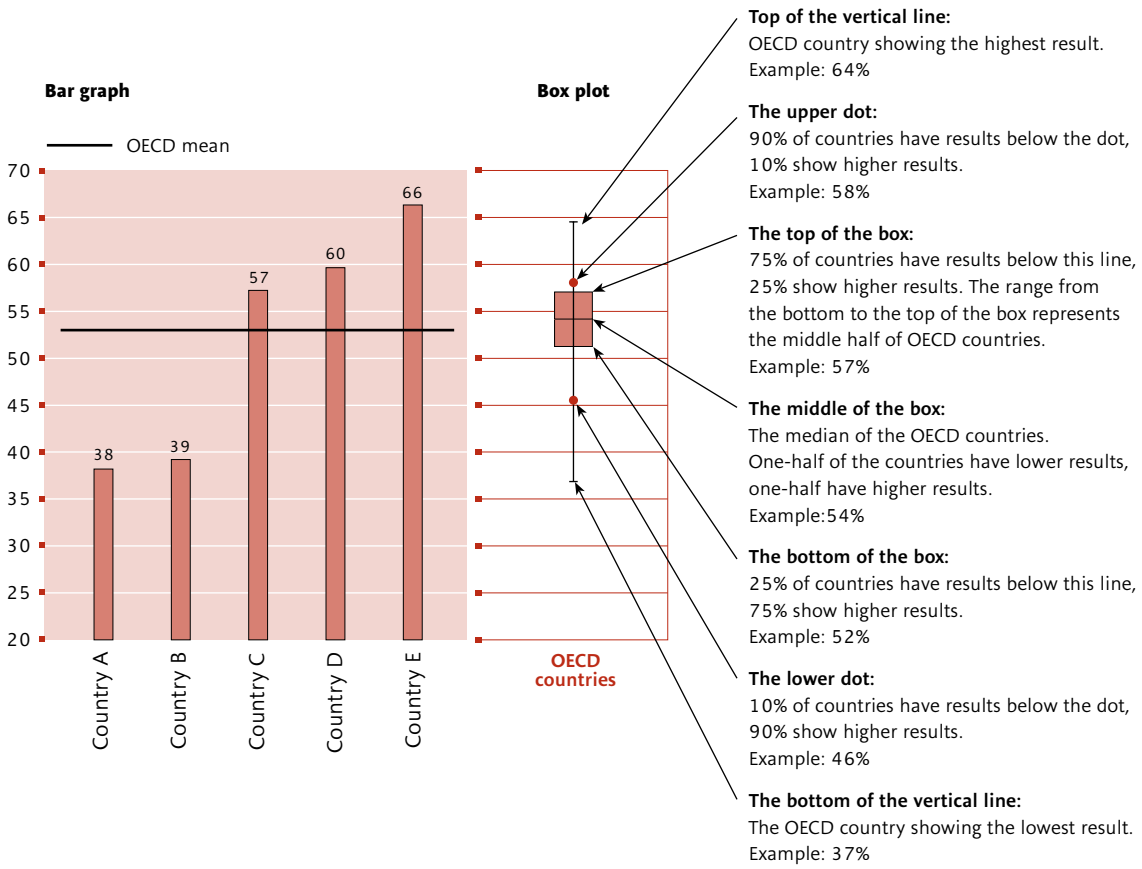
Comparing groupings, such as OECD and WEI countries, only on the basis of averages masks variation across countries in each group. Due to space limitations, all OECD countries could not be included in the figures; therefore, a box plot showing the full distribution of OECD countries has been provided for many of the figures for purposes of comparison.

As shown in the example below, the average of OECD countries, represented by the line in the bar chart of WEI countries, is 53%. Turning to the box plot, the vertical line represents the full range of values, from the OECD country with the lowest result (37%) to the one with the highest (64%). It is important to note, however, that the highest or lowest results are typically outliers. The two dots present the range in which eight out of 10 OECD countries fall. The lower dot shows that 90% of OECD countries

have a result above 46%, while the top dot shows that 90% of all OECD countries fall short of 58%. The shaded box indicates the range of results for the middle half of OECD countries, ranging from 52% to 57%; the centre of the box represents the median for all OECD countries. The top quarter of OECD countries fall between the top of the box and the top of the vertical line; the lower quarter, between the bottom of the box and the bottom of the vertical line.

A comparative reading of the chart shows that the two lowest WEI countries have higher results than the lowest OECD country, but fall well short of results shown by nine out of 10 OECD countries. Countries C, D and E fall into the top quarter of OECD countries and have results which are equal to or higher than the top of the box (57%). Country D exceeds even the results of 90% of all OECD countries, and country E shows results exceeding the highest OECD country (66% vs. 64%).

EXAMPLE



1 The outputs of education systems

Introduction

This section presents a set of indicators that measure the outputs of education systems in WEI and OECD countries. These output measures are linked to concepts like human capital and related policy questions, such as whether the skill levels of adult and youth populations of a country are sufficient to sustain economic growth and human development.

Educational outputs can be understood in terms of flows (the number of people completing their education in a given year) and stocks (the accumulated educational attainment levels of an adult population).

Inflows represent the current outputs of the educational system, representing people that entered the education system in the previous 10 to 15 years. Increasing flows of new graduates help to improve the educational attainment profile of a population, but improvements may also be the result of mortality among older (and less-educated) population groups.

The educational attainment[1] of the adult population is a measure of stock. Stocks represent the historical accumulation of education system outputs (*i.e.* those of decades past), which are often used as a proxy for human capital in models that are intended to explain and predict economic growth. It can also be related to changes in population dynamics, social cohesion and political culture.

The graduation ratio is a flow measure. This flow can also be considered as a transition from the education system to the labour force. The orientation (general or vocational), destination (further education or the job market) and other characteristics of graduates provide insight concerning the future composition of the labour force, especially in terms of skills.

a. Educational attainment of the adult population

In most WEI countries, more than one-third of the population aged 25 to 64 has completed at least upper secondary schooling, compared to more than two-thirds, on average, in OECD countries.

In contrast to the situation in OECD countries, many adults in WEI countries have not completed primary education. More than one-quarter have not completed this level of schooling in Brazil (28%), Paraguay (34%) and Thailand (45%), as shown in **Figure 1.1.** However, this proportion drops to 10% and below in other WEI countries, such as Argentina, Malaysia, the Russian Federation and Uruguay.

In eight out of 12 WEI countries, more than one-half of the adult population has at least a lower secondary education and more than 30% has completed upper secondary or a higher level of schooling (*see* ***Table 1.a***). However, Indonesia (23%), Paraguay (24%) and Thailand (23%) still fall short of this benchmark of 30%.

At the upper end of the spectrum, 89% of 25- to 64-year-olds in the Russian Federation have at least an upper secondary education, similar to that in the Czech Republic (89%), Norway (88%) and the United States (88%), which have the highest figures among OECD countries.

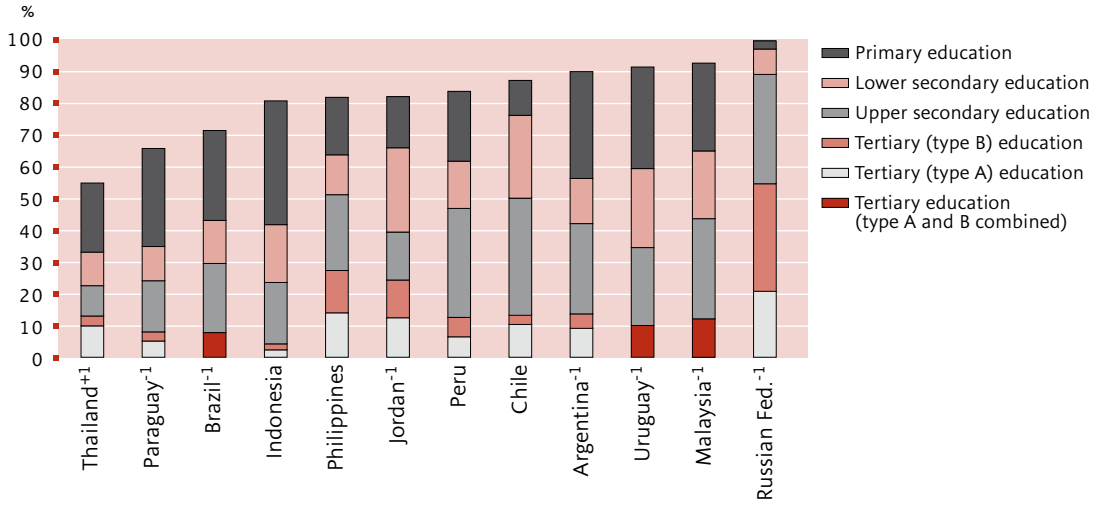
The proportion of the adult population having completed a tertiary programme ranges from less than 10% in Brazil, Indonesia and Paraguay to 27% in the Philippines and 55% in the Russian Federation – which outperforms Canada (45%), the OECD country with the highest value. The OECD average at this level of education is 25%.

1. As defined for this report, educational attainment only includes formal schooling due to the lack of internationally comparable data on non-formal education.

FIGURE 1.1

Educational attainment of the adult population

Distribution of the population between the ages of 25 and 64 years by highest level of education completed



Countries are ranked in ascending order by percentage of persons having attained at least primary education.

Notes: The residual between the bar and 100% represents the share having no or incomplete primary education.
Post-secondary non-tertiary education is included in upper secondary education.
Data refer to 2004 except: +1 Data refer to 2005; -1 Data refer to 2003.

Source: UNESCO Institute for Statistics, Table 1.a.

b. Educational attainment by age group

The level of educational attainment is generally improving among younger population groups in WEI countries.

In general, WEI countries have made progress towards achieving universal primary education. They have also steadily improved the rates of secondary and tertiary attainment from one generation to the next. While there is a clear need for continued improvement in order to reach the OECD benchmark, younger generations are increasingly better-educated in these countries.

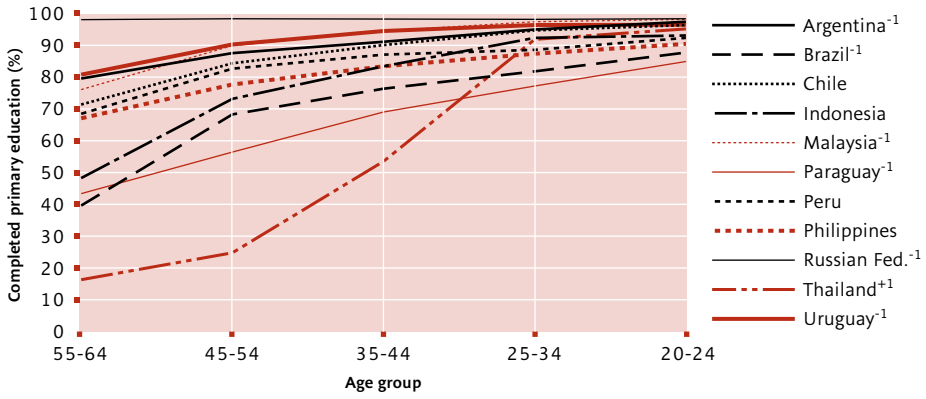
One measure of change lies in the difference between educational attainment levels across population cohorts. This reflects the outputs of the education systems at different points in time. However, it may understate levels of attainment in younger cohorts, where the completion of a certain education level is later than expected due to late entry, repetition or the completion of an adult education programme.

The most notable progress has occurred in primary educational attainment, as shown in **Figure 1.2**. In Thailand, only 16% of 55- to 64-year-olds (who would have been in the education system about 50 years ago) have completed primary education. The proportion rose to 25% for the cohort educated ten years later (45- to 54-year-olds) and then more than doubled (54%) for the 35- to 44-year-olds. Today in WEI countries, on average 95% of the population between the ages of 15 and 19 years has completed primary education.

FIGURE 1.2

Primary completion among the adult population

Percentage of the population with at least primary education, by age group



Notes: Data refer to 2004 except: +1 Data refer to 2005; -1 Data refer to 2003.

Source: UNESCO Institute for Statistics, Table 1.b.

Brazil has also made dramatic strides. Comparing age cohorts educated roughly between 1960 and 1980, the proportion of adolescents with a primary education nearly doubled from 40% to 76% before rising again to 90% for today's young persons (15- to 19-years-old). Similar progress has been reported in Paraguay, although the country had not yet reached the threshold of 90% in 2004.

By comparing the results for 20- to 24-year-olds and 45- to 54-year-olds, it is clear that younger generations are also more likely to have completed upper secondary schooling in most WEI countries (*see* ***Table 1.b***). The fastest growth has been recorded in Malaysia, where the proportion of people with an upper secondary education increased from 30% for 45- to 54-year-olds to 73% for 20- to 24-year-olds. In contrast, no progress has been made in Uruguay, where the percentage for 20- to 24-year-olds (37%) is not substantially different from the generation of their parents (45- to 54-year-olds).

In general, WEI countries have slightly outpaced OECD countries in improving rates of upper secondary educational attainment. In the space of 20 years, the number of adults with this level of education grew by 14 percentage points, compared to 13 percentage points for OECD countries. However, WEI countries still lag behind in terms of the overall levels of attainment. For example, one-half of adults aged 25 to 34 years have an upper secondary education in WEI countries, compared to the OECD average of 77%.

On average, 31% of 25- to 34-year-olds attained tertiary education in OECD countries.

The Philippines (33%) and the Russian Federation (56%) are the only WEI countries to exceed this level. While the WEI average is 19% for this age group, it is less than 10% in Brazil, Indonesia and Uruguay. Yet, it is important to note the remarkable pace of growth reported in the past 20 years. For example, the percentage of people aged 25 to 34 years who completed tertiary education in Malaysia, the Philippines and Thailand is at least eight percentage points higher than that of the cohort educated 20 years prior (between the ages of 45 and 54 years).

To sum up, situations vary widely in terms of attainment by education level. Almost every WEI country approaches universal primary attainment among younger cohorts. At the secondary level of education, the situation is more heterogeneous, with some countries making progress and others lagging behind. At the tertiary level, some countries show exceptional progress, while others may be suffering from: efficiency problems, decline or stagnation in participation, the negative impact of "brain drain" or a combination of factors.

c. Gender differences in educational attainment

While men in Indonesia, Jordan, Malaysia, Peru and Thailand have higher levels of education than women, in the remaining WEI and in many OECD countries, women are better educated.

Gender differences in OECD countries have mostly disappeared in basic education enrolment, with practically everyone attaining this level. However, a somewhat different pattern emerges at higher levels of educational attainment. Less than one-third of reporting OECD countries are close to gender parity, in terms of the percentage of men and women with a tertiary degree. In the remaining countries, differences favour women more often than men.

The picture in WEI countries is varied. **Figure 1.3** shows the distribution of the population by gender and level of educational attainment and expresses attainment rates among women relative to those of men.

As noted, a substantial share of the population between the ages of 25 to 64 years has never attended school in a number of WEI countries. In all WEI countries, the proportion of unschooled women is either equal to or greater than men. In Peru, the small proportion of unschooled women (6.2%) is nevertheless greater than that of men (1.8%). Similar differences are found in Malaysia and Thailand. Yet, in Brazil, which has one of the largest shares of people without a complete primary education, there is virtually no gender difference among those with little or no schooling.

In terms of both primary and lower secondary completion, the gender gap favours men by six percentage points or more in Indonesia, Jordan, Malaysia, Peru and Thailand. A similar gap is found at the upper secondary level in Indonesia, Jordan and Peru.

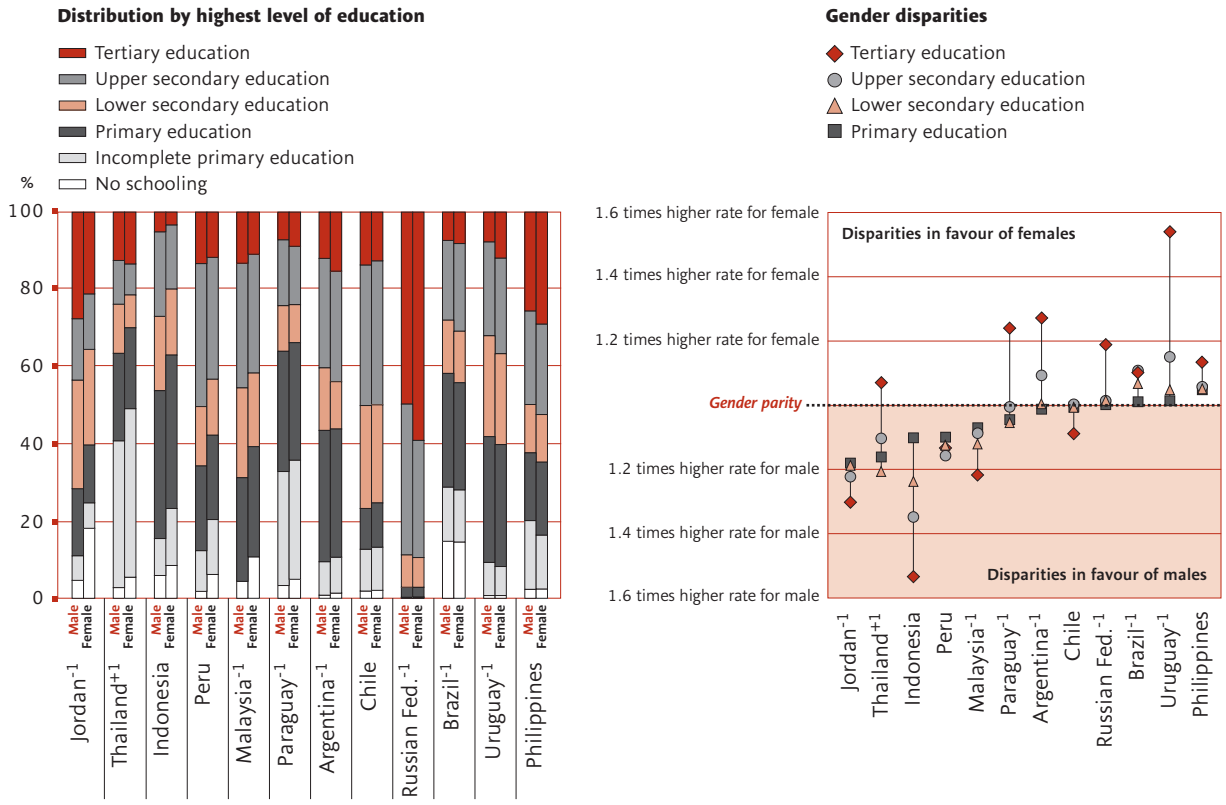
Gender differences typically become more pronounced at higher levels of education. For example, in Indonesia and Malaysia, the percentage of men who completed primary education is 1.1 times higher than that of women. Yet for tertiary education, the share of men with tertiary qualifications is 1.5 times higher than that of women in Indonesia and 1.2 times in Malaysia.

The opposite is found in countries where females tend to be better educated. In Uruguay, the gender gap favouring females increases

FIGURE 1.3

Gender disparities in primary and tertiary completion

Distribution of the population between the ages of 25 and 64 years by highest level of education completed; and gender disparities for the proportion of the population between these ages by level of education



Countries are ranked in ascending order by gender disparities at the primary level.

Notes: Post-secondary non-tertiary education is included in upper secondary education.
Data refer to 2004 except: +1 Data refer to 2005; -1 Data refer to 2003.

Source: UNESCO Institute for Statistics, Table 1.c.

substantially from primary (where gender parity has been achieved) to secondary education. The percentage of women who complete tertiary education is 1.5 times higher than that of men: 11.9% compared to 7.7%.

A number of OECD countries have gender disparities of a similar or larger magnitude than WEI countries. In Switzerland, the percentage of males with a tertiary degree is almost twice that of females; in the Republic of Korea and Turkey, the percentage for men is 1.5 times higher than for women. In contrast, the percentage of women with a tertiary degree is more than 25% higher than men in Finland, Portugal and New Zealand.

Finally, in some countries the gender disparity at the tertiary level varies by type of programme.

In Argentina, Chile and Jordan, men outnumber women in type A and advanced research programmes, while the opposite is found in type B programmes, which are defined as "occupationally-specific/practically-oriented" and tend to be shorter in duration (*see* ***Table 1.c***).

d. Relative size of school-age population

Large school-age populations in WEI countries can strain primary and secondary education systems.

The size of the school-age population varies by country and has implications for both the educational system and the potential human capital of a society. Large proportions of school-age populations present both a challenge and an opportunity for many WEI countries. To begin with, they put pressure on the capacity of primary and secondary schooling systems. Yet, by succeeding to provide children and adolescents with a quality education, WEI countries can steadily build a highly-skilled labour force for the future. This situation contrasts sharply with that of OECD countries, many of which are grappling with the effects of declining school-age cohorts (*e.g.* a diminished tax base to support a growing elderly population).

In 15 out of 19 WEI countries, 18% to 25% of the population is between the ages of five and 14 years, when children are expected to be in either primary or lower secondary school. This proportion is lower in almost all OECD countries, with the exceptions of Mexico and Turkey. It is important to note that the WEI average of 20% masks considerable differences among countries: from 11% in the Russian Federation, about 15% in China, Thailand and Uruguay, to 25% in India and Jordan (*see* ***Table 1.d***).

The proportion of the population between the ages of 15 and 19 years (corresponding to upper secondary education) is also somewhat larger in WEI countries, where it ranges from 7% to 13%, compared to 5% to 10% in OECD countries.

e. Upper secondary graduation ratios

In WEI countries, upper secondary graduation ratios tend to be lower and more concentrated in general programmes than in OECD countries.

In nine out of 14 WEI countries, graduates (of any age) from upper secondary education represent more than one-half of the population at the typical graduation age (*see* ***Figure 1.4***). Four countries – Brazil, Jordan, Malaysia and the Russian Federation – have reached 70%, as in the case of 18 out of 22 OECD countries. However, several countries fall well below this mark: Argentina, Indonesia, Paraguay and Tunisia share a value of 43% and India reports 22%.

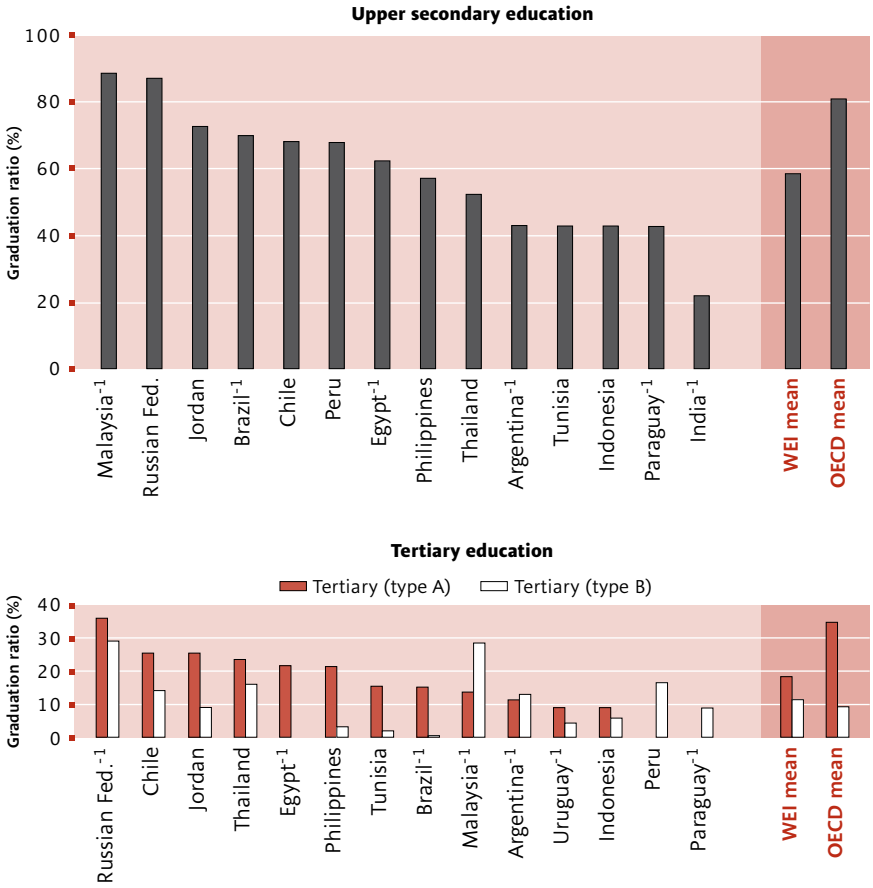
As in most OECD countries, females are more likely than males to complete upper secondary education in the 13 WEI countries for which data are available, with the exceptions of India and Indonesia (*see* ***Table 1.e***). Females in Argentina or Brazil, for example, are at least 30% more likely than males to complete this level of education. Chances for completion are at least 20% greater for women in the Philippines and Thailand and at least 10% higher in Chile, Jordan, Malaysia, Paraguay and Tunisia.

Overall, WEI countries have been steadily expanding access to upper secondary education. Most of these programmes are designed to prepare students for university-type programmes (ISCED 5A), although some may include vocational content, as in the case of Argentina and Chile. Vocational and pre-vocational education exists in all WEI countries, with the exception of Peru and the Philippines. In Egypt, the graduation ratio from vocational education

FIGURE 1.4

Graduation ratios in upper secondary and tertiary education

Number of graduates, regardless of age, as a percentage of the population at the typical age of graduation



Countries are ranked in descending order by percentage of graduates.

Notes: Data refer to 2004 except: -1 Data refer to 2003.

Sources: UNESCO Institute for Statistics, Tables 1.e and 1.f; OECD countries: OECD (2006).

(40%) surpasses that from general education (22%). Graduation ratios exceeded 30% in Argentina, Chile and the Russian Federation.

However, while the average graduation ratio from upper secondary general education is the same (47%) in WEI and OECD countries, vocational education is generally less common in the former group. The average WEI graduation ratio for vocational education is just 16% compared to 44% in OECD countries. This may also reflect the broader coverage of secondary education in OECD as compared to WEI countries.

f. Graduation ratios in tertiary education

The WEI average graduation ratio is substantially lower than the OECD average for theoretical tertiary programmes but slightly higher for more occupationally-oriented tertiary programmes.

The average graduation ratio for theoretical tertiary programmes (type A) in OECD countries is 35%, compared to 19% for the 12 reporting WEI countries (*see* ***Table 1.f*** *and Figure 1.4*). It ranges from less than 10% in Indonesia and Uruguay to more than 25% in Chile and Jordan and 36% in the Russian Federation.

For practically oriented/occupationally-specific programmes (type B), the WEI average graduation ratio is 12%, which exceeds the OECD average of 9%. Yet, there are considerable differences among countries: from 29% in Malaysia and the Russian Federation to less than 5% in Brazil, the Philippines, Tunisia and Uruguay.

The well-developed tertiary systems in Chile, the Russian Federation and Thailand have led to high graduation ratios in both type A and B programmes. In contrast, Brazil, Indonesia, Tunisia and Uruguay report low graduation ratios from both types of programmes. Systems in Jordan and the Philippines stress type A programmes, while those of Argentina and Malaysia concentrate more on type B programmes.

Turning to advanced research programmes, eight out of 10 WEI countries with comparable data have graduation ratios below 0.5%, as is the case for just three out of 29 OECD countries: Iceland, Mexico and Turkey. However, Brazil and the Russian Federation come close to or reach the OECD average of 1.3%.

g. Female graduates in tertiary education

In WEI and OECD countries, women account for more than one-half of tertiary graduates on average.

Women form the majority of tertiary graduates in almost all WEI countries with comparable data. They account for 55% of graduates from first degree type A programmes, which is close to the OECD average of 57%. Indonesia and Jordan report 44% and 45%, respectively – compared to 63% in Brazil, followed closely by Malaysia (62%), Thailand (60%) and Uruguay (60%).

The same pattern is observed for tertiary type B programmes: women are more likely than men to graduate in 10 of the 12 reporting WEI countries (except in Brazil and Thailand). In fact, the WEI average of 58% exceeds slightly that of the OECD (57%) (*see* ***Table 1.g***). Women account for two-thirds of all graduates from professional programmes in Argentina, Jordan, Paraguay and Uruguay.

The percentage of female graduates is lower for tertiary advanced research programmes, with the WEI average of 46%, indicating that a majority of doctoral graduates are male. However, there are considerable differences among countries, and women graduates outnumber men in Argentina (accounting for 59%), Brazil (56%), the Philippines (61%) and Thailand (55%). However, the opposite is true in Chile (where women account for 34% of the total), Indonesia (38%), Jordan (29%) and Malaysia (36%).

1

STATISTICAL TABLES

The outputs of education systems

TABLE 1.a EDUCATIONAL ATTAINMENT OF THE ADULT POPULATION / Distribution of the population aged 25 to 64 years, by highest level of education attained

WEI countries	Year	No Schooling	Incomplete primary	Primary	Lower secondary	Upper secondary	Tertiary (type B) education	Tertiary (type A) and advanced research programmes	Unknown
		1	2	3	4	5	6	7	8
Argentina	2003	1.1	8.9	33.5	14.2	28.4	4.6	9.1	0.2
Brazil	2003	14.6	13.6	28.3	13.5	21.8	x(7)	7.8	a
Chile	2004	2.0	11.0	11.0	26.0	36.9	2.8	10.3	a
Indonesia	2003/04	7.2	12.1	39.0	18.2	19.3	1.9	2.3	a
Jordan	2002/03	11.6	6.5	16.1	26.4	15.1	11.9	12.4	n
Malaysia[1]	2003	7.5	a	27.6	21.3	31.5	x(7)	12.1	a
Paraguay	2003	4.1	30.2	30.8	10.8	16.1	2.8	5.2	n.
Peru	2004	4.0	12.4	21.9	14.9	34.3	6.1	6.4	n
Philippines	2003/04	2.4	15.9	18.1	12.5	23.8	13.3	14.0	n
Russian Federation	2002/03	0.2	0.1	2.5	8.0	34.3	33.8	20.8	a
Thailand	2004/05	4.1	40.6	21.7	10.5	9.6	3.0	9.9	0.5
Uruguay	2003	0.7	8.0	32.0	24.8	24.5	9.9	x(6)	n
WEI mean	**2004**	**3.6**	**11.2**	**27.1**	**16.8**	**24.6**	**7.5**	**9.2**	**0.1**
OECD countries									
Australia	2004	x(4)	x(4)	x(4)	35.9	33.3	8.9	21.9	a
Austria	2003/04	x(4)	x(4)	x(4)	19.8	61.9	9.2	9.2	a
Belgium	2003/04	x(3)	x(3)	16.3	19.4	33.9	16.8	12.6	a
Canada	2003/04	x(3)	x(3)	5.1	10.5	39.7	22.4	22.2	a
Czech Republic	2003/04	x(3)	x(3)	n	10.7	76.7	x(7)	12.3	a
Denmark	2003/04	x(3)	x(3)	1.4	15.6	50.6	7.2	24.9	a
Finland	2003/04	x(3)	x(3)	12.9	9.6	43.3	16.9	17.1	a
France	2003/04	x(3)	x(3)	15.1	19.6	41.3	9.6	14.3	a
Germany	2003/04	x(3)	x(3)	2.3	13.8	59.0	10.3	14.7	a
Greece	2003/04	x(3)	x(3)	30.5	10.8	37.9	6.0	14.2	a
Hungary	2003/04	x(3)	x(3)	2.1	22.6	58.6	n	16.3	a
Iceland	2003/04	x(3)	x(3)	3.4	29.4	39.3	4.3	23.5	a
Ireland	2003/04	x(3)	x(3)	18.3	18.7	34.7	10.5	17.3	a
Italy	2003/04	x(3)	x(3)	18.7	32.4	37.5	x(7)	10.8	a
Japan	2002/03	x(4)	x(4)	x(4)	16.0	47.0	17.0	21.0	a
Luxembourg	2003/04	x(3)	x(3)	18.9	3.5	54.7	9.4	13.5	a
Mexico	2003/04	x(3)	x(3)	51.1	26.4	6.1	2.0	14.4	a
Netherlands	2003/04	x(3)	x(3)	8.3	20.9	41.5	2.4	26.4	a
New Zealand	2004	x(4)	x(4)	x(4)	22.4	52.4	7.7	17.6	a
Norway	2003/04	x(3)	x(3)	n	11.3	56.5	2.4	29.4	a
Poland	2003/04	x(4)	x(4)	x(4)	16.1	68.2	x(7)	15.7	a
Portugal	2003/04	x(3)	x(3)	60.7	14.1	12.6	x(7)	12.5	a
Republic of Korea	2004/05	x(3)	x(3)	12.6	12.9	44.0	8.4	22.0	a
Slovakia	2003/04	x(3)	x(3)	0.6	14.7	72.2	0.6	11.7	a
Spain	2003/04	x(3)	x(3)	28.0	26.6	18.5	7.5	18.5	a
Sweden	2003/04	x(3)	x(3)	6.8	10.3	48.4	15.2	19.3	a
Switzerland	2003/04	x(3)	x(3)	3.0	12.0	56.0	10.0	18.0	a
Turkey	2003/04	x(3)	x(3)	64.2	9.7	17.0	x(7)	9.1	a
United Kingdom	2003/04	x(3)	x(3)	n	15.4	55.4	8.9	20.3	a
United States	2003/04	x(3)	x(3)	4.5	7.5	48.9	9.3	29.7	a
OECD mean	**2004**	**x(3)**	**x(3)**	**12.8**	**17.0**	**44.9**	**7.4**	**17.7**	**a**
Other UOE countries									
Israel	2003/04	x(4)	x(4)	x(4)	21.0	33.6	15.9	29.4	a

Note: Post-secondary non-tertiary education is included in upper secondary education.

1. Post-secondary non-tertiary education is not included in upper secondary education but in tertiary education.

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.

Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 1.b **EDUCATIONAL ATTAINMENT OF THE ADULT POPULATION BY AGE GROUP** / Percentage of the population that has attained a specific level of education

		Age group						
		25-64	15-19	20-24	25-34	35-44	45-54	55-64
	Year	1	2	3	4	5	6	7
At least completed primary education								
Argentina	2003	90	97	98	95	91	88	80
Brazil	2003	71	90	88	82	76	68	40
Chile	2004	87	98	97	95	90	85	71
Indonesia	2003/04	81	97	93	93	84	73	48
Malaysia	2003	93	99	98	98	95	90	76
Paraguay	2003	66	87	85	77	69	56	43
Peru	2004	84	92	93	89	87	83	69
Philippines	2003/04	82	90	91	88	84	78	67
Russian Federation	2002/03	98	99	99	98	99	99	98
Thailand	2004/05	55	97	95	92	54	25	16
Uruguay	2003	91	97	97	97	95	90	81
WEI mean	**2004**	**81**	**95**	**94**	**91**	**84**	**76**	**63**
At least completed lower secondary education								
Argentina	2003	56	67	74	68	58	51	38
Brazil	2003	43	55	66	54	47	38	15
Chile	2004	76	93	94	89	82	72	50
Indonesia	2003/04	42	60	63	55	42	31	17
Malaysia	2003	65	93	88	83	71	49	26
Paraguay	2003	35	48	58	44	37	27	20
Peru	2004	62	...	69	70	66	58	44
Philippines	2003/04	64	80	82	74	66	55	40
Russian Federation	2002/03	96	93	97	98	98	97	88
Thailand	2004/05	33	73	74	50	33	20	13
Uruguay	2003	59	66	72	70	64	57	42
WEI mean	**2004**	**57**	**73**	**76**	**69**	**60**	**51**	**36**
At least completed upper secondary education								
Argentina	2003	42	19	58	52	43	38	28
Brazil	2003	30	12	44	38	32	27	11
Chile	2004	50	...	74	64	52	44	32
Indonesia	2003/04	23	9	36	32	24	17	8
Malaysia	2003	44	68	73	59	47	30	16
Paraguay	2003	24	8	41	31	25	18	14
Peru	2004	47	32	52	54	49	44	32
Philippines	2003/04	51	38	67	61	53	43	31
Russian Federation	2002/03	89	48	88	92	95	90	72
Thailand	2004/05	23	14	50	34	23	14	8
Uruguay	2003	34	8	37	38	37	35	25
WEI mean	**2004**	**42**	**25**	**56**	**50**	**44**	**36**	**25**
OECD mean	**2004**	**67**	**...**	**...**	**77**	**71**	**64**	**53**
Completed tertiary education								
Argentina	2003	14	n.	3	15	15	14	9
Brazil	2003	8	n	3	8	9	9	4
Chile	2004	13	...	8	18	13	11	9
Indonesia	2003/04	4	n.	2	5	5	4	2
Malaysia	2003	12	6	25	17	12	8	5
Paraguay	2003	8	n	3	10	8	7	5
Peru	2004	13	...	7	16	13	11	7
Philippines	2003/04	27	16	40	33	27	23	18
Russian Federation	2002/03	55	6	39	56	59	55	45
Thailand	2004/05	13	n.	14	18	13	10	6
Uruguay	2003	10	n	2	9	12	11	8
WEI mean	**2004**	**16**	**3**	**13**	**19**	**17**	**15**	**11**
OECD mean	**2004**	**25**	**...**	**...**	**31**	**27**	**23**	**18**

Notes: Data by gender are available at *www.uis.unesco.org/publications/wei2006*.
Data for OECD countries are available at *www.oecd.org/edu/eag2006,* Tables A1.2a and A1.3a.
Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 1.C **EDUCATIONAL ATTAINMENT OF THE ADULT POPULATION BY GENDER** / Distribution of the population aged 25 to 64 years, by highest level of education attained

WEI countries	Year	Gender	No Schooling	Incomplete primary	Primary	Lower secondary	Upper secondary	Tertiary (type B) education	Tertiary (type A) and advanced research programmes	Unknown
			1	2	3	4	5	6	7	8
Argentina	2003	Male	0.8	8.6	33.9	16.2	28.3	2.4	9.6	0.2
		Female	1.3	9.3	33.1	12.3	28.5	6.6	8.6	0.2
Brazil	2003	Male	14.7	13.9	29.1	13.8	20.6	x(7)	7.4	a
		Female	14.4	13.3	27.5	13.3	22.8	x(7)	8.1	a
Chile	2004	Male	1.9	10.7	10.6	26.6	36.4	2.5	11.3	a
		Female	2.0	11.2	11.4	25.4	37.3	3.1	9.5	a
Indonesia	2003/04	Male	5.9	9.5	38.3	19.3	21.9	2.2	2.9	a
		Female	8.5	14.8	39.7	17.1	16.6	1.7	1.7	a
Jordan	2002/03	Male	4.7	6.3	17.4	28.2	15.9	10.2	17.4	n
		Female	18.1	6.6	14.9	24.8	14.4	13.5	7.6	n
Malaysia[1]	2003	Male	4.4	a	26.8	23.3	32.2	x(7)	13.3	a
		Female	10.7	a	28.5	19.1	30.8	x(7)	10.9	a
Paraguay	2003	Male	3.3	29.5	31.2	11.8	17.1	2.1	5.0	n
		Female	4.9	30.8	30.5	9.8	15.1	3.6	5.3	n
Peru	2004	Male	1.8	10.5	22.0	15.4	37.1	6.0	7.3	a
		Female	6.2	14.2	21.9	14.5	31.6	6.1	5.6	a
Philippines	2003/04	Male	2.3	17.8	17.5	12.6	24.3	14.0	11.6	n
		Female	2.4	14.0	18.8	12.4	23.4	12.6	16.3	n
Russian Federation	2002/03	Male	0.2	0.1	2.5	8.4	38.9	30.0	19.6	a
		Female	0.2	0.1	2.5	7.7	30.2	37.2	21.8	a
Thailand	2004/05	Male	2.8	37.7	22.6	12.6	11.2	3.4	9.1	0.6
		Female	5.4	43.5	20.9	8.5	8.0	2.7	10.7	0.4
Uruguay	2003	Male	0.7	8.6	32.5	26.2	24.3	7.7	x(6)	n
		Female	0.7	7.5	31.5	23.6	24.8	11.9	x(6)	n
WEI mean	**2004**	**Male**	**2.2**	**10.7**	**27.2**	**17.9**	**25.7**	**6.7**	**9.5**	**0.1**
		Female	**4.9**	**11.7**	**26.9**	**15.7**	**23.6**	**8.3**	**8.9**	**0.1**
OECD countries										
Australia	2004	Male	x(4)	x(4)	x(4)	30.3	40.7	8.2	20.9	a
		Female	x(4)	x(4)	x(4)	41.4	26.1	9.7	22.9	a
Austria	2003/04	Male	x(4)	x(4)	x(4)	14.7	63.6	11.0	10.7	a
		Female	x(4)	x(4)	x(4)	24.8	60.2	7.3	7.7	a
Belgium	2003/04	Male	x(3)	x(3)	15.5	20.1	34.8	13.4	15.4	a
		Female	x(3)	x(3)	17.4	18.9	32.9	20.2	11.0	a
Canada	2003/04	Male	x(3)	x(3)	5.1	11.3	42.2	19.1	22.3	a
		Female	x(3)	x(3)	5.2	9.7	37.3	25.7	22.1	a
Czech Republic	2003/04	Male	x(3)	x(3)	n	6.5	79.4	x(7)	13.9	a
		Female	x(3)	x(3)	n	15.0	74.1	x(7)	10.8	a
Denmark	2003/04	Male	x(3)	x(3)	1.2	14.4	53.7	8.3	21.6	a
		Female	x(3)	x(3)	1.5	16.9	47.0	6.0	28.3	a
Finland	2003/04	Male	x(3)	x(3)	14.2	9.9	45.8	12.6	17.3	a
		Female	x(3)	x(3)	11.6	9.2	40.8	21.3	16.4	a
France	2003/04	Male	x(3)	x(3)	13.6	19.2	44.4	8.6	14.2	a
		Female	x(3)	x(3)	16.5	20.0	38.4	10.5	14.4	a
Germany	2003/04	Male	x(3)	x(3)	2.1	10.4	58.3	12.0	17.2	a
		Female	x(3)	x(3)	2.5	17.2	59.6	8.5	12.1	a
Greece	2003/04	Male	x(3)	x(3)	27.7	12.3	37.8	6.4	15.0	a
		Female	x(3)	x(3)	33.3	9.3	38.0	5.6	13.4	a
Hungary	2003/04	Male	x(3)	x(3)	1.8	18.8	63.5	n	15.4	a
		Female	x(3)	x(3)	2.3	26.2	54.0	n	17.1	a
Iceland	2003/04	Male	x(3)	x(3)	3.0	24.1	46.9	3.1	23.9	a
		Female	x(3)	x(3)	3.9	34.8	31.6	5.5	24.1	a

OECD countries	Year	Gender	No Schooling	Incomplete primary	Primary	Lower secondary	Upper secondary	Tertiary (type B) education	Tertiary (type A) and advanced research programmes	Unknown
			1	2	3	4	5	6	7	8
Ireland	2003/04	Male	x(3)	x(3)	19.7	20.5	32.3	9.3	18.2	a
		Female	x(3)	x(3)	16.9	17.0	37.0	11.7	17.0	a
Italy	2003/04	Male	x(3)	x(3)	15.6	35.7	37.7	x(7)	10.4	a
		Female	x(3)	x(3)	21.8	29.1	37.3	0.5	11.2	a
Japan	2002/03	Male	x(4)	x(4)	x(4)	16.4	44.3	8.8	30.6	a
		Female	x(4)	x(4)	x(4)	15.8	48.8	24.2	11.3	a
Luxembourg	2003/04	Male	x(3)	x(3)	17.9	2.8	53.0	9.5	16.8	a
		Female	x(3)	x(3)	20.0	4.2	56.5	9.3	10.1	a
Mexico	2003/04	Male	x(3)	x(3)	48.0	29.7	2.9	2.0	17.4	a
		Female	x(3)	x(3)	53.8	23.4	8.9	2.0	11.8	a
Netherlands	2003/04	Male	x(3)	x(3)	7.4	18.5	42.3	2.6	29.2	a
		Female	x(3)	x(3)	9.3	23.4	40.6	2.1	24.3	a
New Zealand	2004	Male	x(4)	x(4)	x(4)	21.2	56.5	3.9	18.4	a
		Female	x(4)	x(4)	x(4)	23.5	48.4	11.3	16.8	a
Norway	2003/04	Male	x(3)	x(3)	n	11.3	58.4	3.2	26.8	a
		Female	x(3)	x(3)	n	11.3	54.5	1.6	31.8	a
Poland	2003/04	Male	x(4)	x(4)	x(4)	14.9	71.0	x(7)	14.1	a
		Female	x(4)	x(4)	x(4)	17.2	65.6	x(7)	17.3	a
Portugal	2003/04	Male	x(3)	x(3)	61.2	15.6	12.5	x(7)	10.2	a
		Female	x(3)	x(3)	60.3	12.7	12.3	x(7)	14.7	a
Republic of Korea	2004/05	Male	x(3)	x(3)	8.3	11.1	44.4	8.8	27.4	a
		Female	x(3)	x(3)	17.0	14.8	43.6	8.1	16.6	a
Slovakia	2003/04	Male	x(3)	x(3)	0.6	9.9	76.8	n	12.1	a
		Female	x(3)	x(3)	0.6	19.2	67.9	0.9	11.4	a
Spain	2003/04	Male	x(3)	x(3)	26.6	27.8	18.8	8.4	17.4	a
		Female	x(3)	x(3)	29.4	25.3	18.3	6.5	19.7	a
Sweden	2003/04	Male	x(3)	x(3)	7.6	11.5	49.2	14.3	17.4	a
		Female	x(3)	x(3)	5.9	9.1	47.6	16.2	21.3	a
Switzerland	2003/04	Male	x(3)	x(3)	3.0	10.0	52.1	14.0	23.4	a
		Female	x(3)	x(3)	3.7	14.7	62.4	5.8	13.3	a
Turkey	2003/04	Male	x(3)	x(3)	57.4	12.0	19.9	x(7)	10.7	a
		Female	x(3)	x(3)	72.5	7.0	13.5	x(7)	7.1	a
United Kingdom	2003/04	Male	x(3)	x(3)	n	13.8	56.6	8.4	21.2	a
		Female	x(3)	x(3)	n	17.0	54.1	9.5	19.4	a
United States	2003/04	Male	x(3)	x(3)	5.0	8.0	48.5	8.2	30.2	a
		Female	x(3)	x(3)	4.1	7.1	49.2	10.3	29.3	a
OECD mean	**2004**	**Male**	**x(3)**	**x(3)**	**12.1**	**16.1**	**46.3**	**6.8**	**18.7**	**a**
		Female	**x(3)**	**x(3)**	**13.6**	**17.8**	**43.5**	**8.0**	**16.8**	**a**
Other UOE countries										
Israel	2003/04	Male	x(4)	x(4)	x(4)	22.1	34.7	14.7	28.5	a
		Female	x(4)	x(4)	x(4)	19.9	32.6	17.2	30.3	a

Note: Post-secondary non-tertiary education is included in upper secondary education.

[1.] Post-secondary non-tertiary education is not included in upper secondary education but in tertiary education.

Sources: UNESCO/UIS WEI (*www.uis.unesco.org/publications/wei2006*); OECD countries: OECD 2006 (*www.oecd.org/edu/eag2006*).

Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 1.d **RELATIVE SIZE OF SCHOOL-AGE POPULATION** / School-age population as a percentage of total population and as a percentage of the population aged 20 years and older

		School-age population as a % of total population			School-age population as a % of the population aged 20 years and older		
		5-14	15-19	20-29	5-14	15-19	20-29
WEI countries	Year	1	2	3	4	5	6
Argentina	2003	18	9	17	28	13	26
Brazil	2003	20	10	17	32	16	28
Chile	2004	18	9	15	29	14	24
China	2002/03	16	9	16	24	12	23
Egypt	2003/04	21	12	20	37	21	34
India	2003/04	25	10	17	48	19	33
Indonesia	2003/04	20	10	19	33	16	31
Jamaica	2002/03	21	9	16	36	16	27
Jordan	2003/04	25	11	20	47	21	38
Malaysia	2003	21	10	17	37	17	30
Paraguay	2003	24	11	17	44	21	32
Peru	2004	22	10	18	38	18	31
Philippines	2003/04	24	11	16	47	20	31
Russian Federation	2003/04	11	9	16	15	12	21
Sri Lanka	2004	18	10	17	28	15	27
Thailand	2004/05	15	7	17	21	10	24
Tunisia	2003/04	20	11	19	32	18	31
Uruguay	2003	16	8	15	24	11	23
Zimbabwe	2002	24	13	20	51	28	43
WEI mean	**2004**	**20**	**10**	**17**	**34**	**17**	**29**
OECD countries[1]							
Australia	2004	14	7	14	18	9	19
Austria	2003/04	11	6	13	15	8	16
Belgium	2002/03	12	6	13	15	8	16
Canada	2001/02	13	7	14	17	9	18
Czech Republic	2003/04	11	7	16	14	8	21
Denmark	2003/04	13	5	12	17	7	16
Finland	2003/04	12	6	13	16	8	17
France	2003/04	12	6	13	16	9	17
Germany	2003/04	10	6	12	13	7	15
Greece	2003/04	10	6	15	15	8	22
Hungary	2003/04	11	6	16	14	8	20
Iceland	2003/04	15	7	15	22	10	21
Ireland	2003/04	14	8	17	19	10	23
Italy	2003/04	10	5	13	12	6	16
Japan	2003/04	9	5	13	12	7	17
Luxembourg	2003/04	13	6	12	17	8	16
Mexico	2003/04	22	10	19	37	18	32
Netherlands	2003/04	12	6	12	16	8	16
New Zealand	2004	15	7	13	21	10	19
Norway	2003/04	14	6	12	18	8	17
Poland	2003/04	12	8	16	17	11	22
Portugal	2003/04	10	6	15	13	8	19
Republic of Korea	2004/05	14	6	16	19	9	22
Slovakia	2003/04	13	8	17	17	11	23
Spain	2003/04	10	6	16	12	7	20
Sweden	2003/04	13	6	12	17	8	16
Switzerland	2003/04	11	6	12	15	7	16
Turkey	2003/04	19	9	19	31	14	31
United Kingdom	2003/04	13	6	12	17	9	16
United States	2003/04	14	7	14	20	10	19
OECD mean	**2004**	**13**	**7**	**14**	**17**	**9**	**19**

Other UOE countries	Year	School-age population as a % of total population			School-age population as a % of the population aged 20 years and older		
		5-14	15-19	20-29	5-14	15-19	20-29
		1	2	3	4	5	6
Albania	2003/04	19	10	15	31	16	24
Bosnia and Herzegovina	2003/04	12	7	15	16	9	19
Bulgaria	2003/04	10	7	15	12	9	19
Croatia	2003/04	11	6	14	14	8	18
Cyprus	2003/04	14	8	15	20	11	21
Estonia	2003/04	11	8	14	14	11	19
Israel	2003/04	18	8	16	28	13	25
Latvia	2003/04	11	8	14	14	11	18
Liechtenstein	2002/03	12	6	13	16	8	17
Lithuania	2003/04	13	8	14	17	11	18
Malta	2003/04	13	7	15	17	10	20
Romania	2003/04	11	8	16	14	10	21
Slovenia	2003/04	10	6	15	12	8	19
The FYR of Macedonia	2003/04	14	8	16	20	11	22

[1] Calculated by UNESCO Institute for Statistics.

Source: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*.

Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 1.e **UPPER SECONDARY GRADUATION RATIOS** / Upper secondary graduates as a percentage of the population at the typical age of graduation (gross ratios), by programme destination, orientation and gender

		Total			Programme destination			
					ISCED 3A [designed for entry to tertiary (type A) education]		ISCED 3B [designed for entry to tertiary (type B) education]	
		M + F	Males	Females	M + F	Females	M + F	Females
WEI countries	Year	1	2	3	4	5	6	7
Argentina	2003	43.0	36.4	49.8	43.0	49.8	a	a
Brazil	2003	70.0	60.7	79.8	64.5	73.4	a	a
Chile	2004	68.3	64.3	72.5	68.3	72.5	a	a
Egypt	2002/03	62.5	60.0	65.1	22.1	24.0	a	a
India	2002/03	21.9	23.1	20.4	21.2	19.9	a	a
Indonesia	2003/04	42.9	44.3	41.5	28.0	28.0	14.9	13.5
Jordan	2003/04	72.8	69.5	76.3	70.2	76.0	a	a
Malaysia	2003	88.8	83.1	94.6	18.8	24.7	a	a
Paraguay	2003	42.8	40.3	45.4	42.8	45.4	a	a
Peru	2004	68.0	67.4	68.6	68.0	68.6	a	a
Philippines	2003/04	57.2	51.8	62.8	57.2	62.8	a	a
Russian Federation	2003/04	87.3	x(1)	x(1)	54.7	x(4)	11.1	x(6)
Thailand	2003/04	52.4	47.3	57.8	35.6	41.4	16.9	16.4
Tunisia	2003/04	42.9	40.0	45.9	35.3	41.0	3.7	2.6
WEI mean	**2004**	**58.6**	**52.9**	**60.0**	**45.0**	**48.3**	**3.3**	**2.5**
OECD countries								
Australia	2004	...	...	...	69.6	75.4	x(8)	x(9)
Belgium[1]	2003/04	...	...	...	62.0	67.0	a	a
Czech Republic	2003/04	86.5	85.4	87.8	55.0	64.5	n	n
Denmark	2002/03	90.4	80.9	100.2	58.1	70.3	a	a
Finland	2002/03	89.6	83.8	95.6	89.6	95.6	a	a
France	2002/03	81.2	78.1	84.4	51.4	59.7	11.2	9.6
Germany	2003/04	98.9	96.7	101.3	36.5	40.2	61.5	60.3
Greece	2003/04	...	...	...	59.5	67.6	a	a
Hungary	2003/04	86.1	82.1	90.2	71.2	79.6	a	a
Iceland	2003/04	84.1	72.1	95.9	60.5	75.0	1.1	1.6
Ireland	2003/04	92.4	85.8	99.4	90.7	97.4	a	a
Italy	2003/04	81.4	79.8	83.0	74.6	77.6	2.8	3.7
Japan	2003/04	91.4	90.4	92.4	67.8	71.0	0.8	n
Luxembourg	2003/04	69.4	66.3	72.7	41.6	48.9	7.3	7.1
Mexico	2003/04	37.7	34.4	41.1	34.0	37.2	a	a
Netherlands	2003/04	...	...	...	58.2	64.8	a	a
New Zealand	2004	74.6	64.8	85.0	x(1)	x(3)	x(1)	x(3)
Norway	2003/04	99.9	86.3	114.1	66.0	79.6	a	a
Poland	2003/04	79.3	70.4	88.5	81.9	87.3	a	a
Portugal	2003/04	...	...	...	53.5	61.9	x(4)	x(5)
Republic of Korea	2004/05	96.1	96.0	96.3	66.2	66.0	a	a
Slovakia	2003/04	83.2	80.9	85.5	66.4	73.8	a	a
Spain	2003/04	66.1	58.1	74.7	44.9	53.6	a	a
Sweden	2003/04	77.9	74.9	81.1	77.4	80.8	a	a
Switzerland	2003/04	89.2	88.5	90.0	26.7	29.9	61.5	55.0
Turkey	2003/04	52.8	56.8	48.6	52.8	48.6	a	a
United States	2003/04	75.4	71.8	79.2	75.4	79.2	a	a
OECD mean	**2004**	**81.1**	**76.6**	**85.8**	**61.2**	**67.4**	**6.1**	**5.7**

Programme destination				Programme orientation		
ISCED 3C (long)		ISCED 3C (short)		General programmes	Pre-vocational/ vocational programmes	
M + F	Females	M + F	Females	M + F	M + F	
8	9	10	11	12	13	**WEI countries**
a	a	a	a	9.8	33.2	Argentina
a	a	a	a	63.0	1.6	Brazil
a	a	a	a	36.8	31.5	Chile
40.3	41.0	a	a	22.1	40.3	Egypt
0.1	0.1	a	a	...	...	India
a	a	a	a	28.0	14.9	Indonesia
a	a	2.6	0.3	57.0	15.7	Jordan
81.2	88.7	2.3	1.0	105.1	2.3	Malaysia
...	...	a	a	33.3	9.4	Paraguay
a	a	a	a	68.0	a	Peru
a	a	a	a	57.2	a	Philippines
18.0	x(8)	3.5	x(10)	54.7	32.7	Russian Federation
a	a	a	a	35.6	16.9	Thailand
3.6	2.1	a	a	35.3	7.6	Tunisia
11.0	**11.0**	**0.6**	**0.1**	**46.6**	**15.9**	**WEI mean**
						OECD countries
54.2	51.1	x(8)	x(9)	69.6	54.2	Australia
20.0	18.0	17.0	22.0	37.0	62.0	Belgium[1]
31.4	23.0	n	n	18.3	68.7	Czech Republic
56.1	62.6	a	a	58.1	56.3	Denmark
a	a	a	a	51.6	75.2	Finland
38.1	32.9	2.5	2.5	33.2	69.9	France
a	a	1.0	1.0	36.5	62.5	Germany
37.1	36.0	x(8)	x(9)	59.5	39.1	Greece
19.5	14.5	x(8)	x(9)	71.2	20.5	Hungary
37.2	30.2	15.2	17.0	60.6	52.2	Iceland
5.8	5.9	a	a	66.2	34.4	Ireland
a	a	19.4	17.8	29.0	66.7	Italy
22.8	21.1	x(8)	x(9)	67.8	23.6	Japan
18.3	15.3	2.2	0.7	27.5	41.8	Luxembourg
3.7	3.9	a	a	34.0	3.8	Mexico
19.6	21.9	21.6	18.4	34.5	65.6	Netherlands
x(1)	x(3)	x(1)	x(3)	x(1)	x(1)	New Zealand
45.0	46.3	...	...	66.0	45.0	Norway
a	a	6.5	6.6	42.9	45.2	Poland
x(4)	x(5)	x(4)	x(5)	39.9	13.5	Portugal
29.9	30.3	a	a	66.2	29.9	Republic of Korea
21.6	15.3	1.0	1.6	21.6	67.5	Slovakia
17.8	18.7	7.4	8.1	44.9	25.3	Spain
0.5	n	a	a	37.4	40.5	Sweden
11.7	15.5	...	...	29.5	70.4	Switzerland
...	...	a	a	34.3	18.5	Turkey
a	a	a	a	75.4	a	United States
20.4	**19.3**	**4.9**	**5.0**	**46.6**	**44.3**	**OECD mean**

TABLE 1.e **UPPER SECONDARY GRADUATION RATIOS** / Upper secondary graduates as a percentage of the population at the typical age of graduation (gross ratios), by programme destination, orientation and gender

Other UOE countries	Year	Total			Programme destination			
					ISCED 3A [designed for entry to tertiary (type A) education]		ISCED 3B [designed for entry to tertiary (type B) education]	
		M + F	Males	Females	M + F	Females	M + F	Females
		1	2	3	4	5	6	7
Albania	2002/03	37.2	35.2	39.2	35.2	38.8	a	a
Bulgaria	2003/04	69.3	69.1	69.6	69.2	69.5	a	a
Croatia	2003/04	84.3	82.4	86.4	53.9	62.6	...	...
Cyprus	2003/04	72.3	68.0	76.8	72.3	76.8	a	a
Estonia	2003/04	67.2	61.8	72.8	66.1	72.8	a	a
Israel	2003/04	92.6	89.4	96.0	89.8	94.9	a	a
Latvia	2003/04	68.5	66.4	70.6	61.5	66.0	0.3	0.3
Lithuania	2003/04	82.0	75.7	88.7	81.4	88.3	a	a
Romania	2003/04	72.0	72.8	71.1	49.6	54.4	a	a
Slovenia	2003/04	94.1	87.9	100.6	34.4	40.8	46.8	50.6
The FYR of Macedonia	2003/04	72.6	73.4	71.6	64.2	67.1	a	a

See Table A2.1 of *Education at a Glance 2006,* for notes on OECD countries *(www.oecd.org/edu/eag2006)*.
Notes: ISCED 3C (long) is similar in duration to typical 3A or 3B programmes. ISCED 3C (short) is shorter than duration of typical 3A or 3B programmes.
1. Excludes the German-speaking community of Belgium.
Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

Programme destination				Programme orientation		
ISCED 3C (long)		ISCED 3C (short)		General programmes	Pre-vocational/ vocational programmes	
M + F	Females	M + F	Females	M + F	M + F	Other UOE countries
8	9	10	11	12	13	
n	n	1.9	0.3	31.5	5.9	Albania
a	a	0.2	0.1	37.7	31.6	Bulgaria
a	a	32.6	25.4	20.8	63.6	Croatia
a	a	a	a	62.9	9.4	Cyprus
a	a	1.1	n	52.2	15.4	Estonia
2.8	1.1	a	a	58.8	33.8	Israel
6.7	4.2	a	a	47.1	21.4	Latvia
n.	n.	a	a	69.4	13.0	Lithuania
0.4	0.3	a	a	24.4	47.5	Romania
n	n	33.8	28.0	32.0	82.1	Slovenia
a	a	8.5	4.7	25.9	0.8	The FYR of Macedonia

TABLE 1.f GRADUATION RATIOS IN TERTIARY EDUCATION / Tertiary graduates as a percentage of the population at the typical age of graduation (gross ratios), by programme destination and gender

		First 5B degree			First 5A degree			Advanced research programme		
		Total	Male	Female	Total	Male	Female	Total	Male	Female
WEI countries	Year	1	2	3	4	5	6	7	8	9
Argentina	2003	13.0	7.4	18.6	11.3	9.3	13.4	0.1	0.1	0.1
Brazil[1]	2003	0.5	0.6	0.3	15.1	11.2	19.0	1.1	0.9	1.2
Chile[1]	2004	14.3	13.8	14.8	25.7	23.5	28.0	0.1	0.1	0.1
Egypt	2002/03	...	...	...	21.6	21.4	21.9	0.3	x(7)	x(7)
Indonesia	2003/04	5.8	5.4	6.1	8.9	10.1	7.8	0.2	0.3	0.2
Jordan	2003/04	9.0	5.8	12.5	25.4	27.0	23.6	0.2	0.3	0.1
Malaysia	2003	28.5	26.9	30.1	13.7	10.4	17.0	0.2	0.3	0.2
Paraguay	2003	8.8	5.1	12.7	...	...	...	...	...	...
Peru	2004	16.5	13.2	19.8	...	...	...	...	...	...
Philippines	2003/04	3.2	2.6	3.8	21.4	17.0	25.9	0.1	0.1	0.1
Russian Federation[1]	2002/03	29.1	x(1)	x(1)	36.0	x(4)	x(4)	1.3	1.5	1.1
Thailand	2003/04	16.0	20.6	11.2	23.5	18.4	28.8	0.1	n.	0.1
Tunisia	2003/04	1.9	1.4	2.4	15.4	14.4	16.5	...	...	...
Uruguay	2003	4.3	1.9	6.7	9.0	7.1	10.9	...	...	...
WEI mean	**2004**	**11.6**	**8.7**	**11.6**	**18.9**	**15.4**	**19.3**	**0.4**	**0.4**	**0.3**
OECD countries										
Australia	2004	...	...	...	46.4	x(4)	x(4)	1.7	x(7)	x(7)
Austria	2003/04	7.1	x(1)	x(1)	19.6	x(4)	x(4)	2.1	x(7)	x(7)
Belgium	2003/04	...	...	...	...	...	...	1.1	x(7)	x(7)
Canada	2003/04	...	...	...	...	...	...	0.8	x(7)	x(7)
Czech Republic[2]	2003/04	4.9	x(1)	x(1)	19.7	x(4)	x(4)	1.1	x(7)	x(7)
Denmark	2002/03	11.2	x(1)	x(1)	45.3	x(4)	x(4)	1.0	x(7)	x(7)
Finland	2002/03	0.8	x(1)	x(1)	47.8	x(4)	x(4)	1.8	x(7)	x(7)
France	2002/03	19.3	x(1)	x(1)	26.0	x(4)	x(4)	1.1	x(7)	x(7)
Germany	2003/04	10.2	x(1)	x(1)	20.6	x(4)	x(4)	2.1	x(7)	x(7)
Greece	2003/04	...	...	...	...	...	...	0.8	x(7)	x(7)
Hungary	2003/04	3.5	x(1)	x(1)	28.8	x(4)	x(4)	0.6	x(7)	x(7)
Iceland	2003/04	5.3	x(1)	x(1)	50.0	x(4)	x(4)	0.2	x(7)	x(7)
Ireland	2003/04	20.1	x(1)	x(1)	37.4	x(4)	x(4)	1.1	x(7)	x(7)
Italy[3]	2003/04	0.5	x(1)	x(1)	36.8	x(4)	x(4)	0.7	x(7)	x(7)
Japan	2003/04	26.5	x(1)	x(1)	36.1	x(4)	x(4)	0.8	x(7)	x(7)
Mexico	2003/04	...	...	...	...	...	...	0.1	x(7)	x(7)
Netherlands	2003/04	a	a	a	40.2	x(4)	x(4)	1.4	x(7)	x(7)
New Zealand	2004	21.0	x(1)	x(1)	48.4	x(4)	x(4)	1.1	x(7)	x(7)
Norway	2003/04	3.0	x(1)	x(1)	45.4	x(4)	x(4)	1.1	x(7)	x(7)
Poland	2003/04	0.2	x(1)	x(1)	44.8	x(4)	x(4)	0.9	x(7)	x(7)
Portugal	2003/04	8.3	x(1)	x(1)	32.8	x(4)	x(4)	2.5	x(7)	x(7)
Republic of Korea	2004/05	...	...	...	...	...	...	1.1	x(7)	x(7)
Slovakia[2]	2003/04	3.1	x(1)	x(1)	27.7	x(4)	x(4)	1.1	x(7)	x(7)
Spain	2003/04	17.2	x(1)	x(1)	32.6	x(4)	x(4)	1.2	x(7)	x(7)
Sweden	2003/04	4.3	x(1)	x(1)	37.4	x(4)	x(4)	3.1	x(7)	x(7)
Switzerland	2003/04	10.9	x(1)	x(1)	25.9	x(4)	x(4)	2.7	x(7)	x(7)
Turkey	2003/04	...	x(1)	x(1)	10.8	x(4)	x(4)	0.2	x(7)	x(7)
United Kingdom[4]	2003/04	16.3	x(1)	x(1)	39.3	x(4)	x(4)	1.9	x(7)	x(7)
United States	2003/04	9.3	x(1)	x(1)	33.6	x(4)	x(4)	1.3	x(7)	x(7)
OECD mean	**2004**	**9.2**	**x(1)**	**x(1)**	**34.8**	**x(4)**	**x(4)**	**1.3**	**x(7)**	**x(7)**

Other UOE countries	Year	First 5B degree			First 5A degree			Advanced research programme		
		Total	Male	Female	Total	Male	Female	Total	Male	Female
		1	2	3	4	5	6	7	8	9
Albania	2002/03	0.5	0.2	0.9	10.3	6.1	14.1	...	...	...
Bulgaria	2002/03	3.2	2.4	4.0	31.0	25.8	36.5	0.3	0.3	0.4
Croatia	2003/04	12.7	10.2	15.4	14.6	11.4	17.9	0.6	0.7	0.5
Cyprus	2003/04	18.8	16.9	20.8	5.4	2.1	8.8	0.1	0.1	0.1
Estonia	2003/04	22.5	11.2	34.0	20.8	12.4	29.4	1.1	0.9	1.4
Israel	2003/04	...	...	...	31.8	x(4)	x(4)	1.3	x(7)	x(7)
Latvia	2003/04	10.5	7.3	13.8	39.9	22.5	58.0	0.3	0.2	0.3
Lithuania	2003/04	27.4	15.3	40.1	33.4	23.4	43.8	0.7	0.6	0.8
Malta	2003/04	7.0	5.8	8.4	22.8	18.9	27.0	0.1	0.1	n.
Romania	2003/04	4.1	3.0	5.2	29.9	25.1	35.0	0.7	0.7	0.7
Slovenia	2003/04	27.3	21.6	33.2	21.4	15.1	27.9	1.2	1.4	1.0
The FYR of Macedonia	2003/04	0.9	0.7	1.0	14.1	9.7	18.7	0.2	0.2	0.2

See Table A3.1 of *Education at a Glance, 2006,* for notes on OECD countries *(www.oecd.org/edu/eag2006)*.

1. Calculated by UNESCO Institute for Statistics.
2. Gross graduation ratio may include some double-counting for tertiary (type A and type B) programmes.
3. Year of reference 2002/03 for advanced research programmes.
4. The graduation ratio for tertiary (type B) programmes includes some graduates who have previously graduated at this level and it therefore represents an over-estimate of first-time graduation.

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.

Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 1.g PERCENTAGE OF TERTIARY QUALIFICATIONS AWARDED TO WOMEN BY TYPE OF TERTIARY PROGRAMME / Number of female graduates as a percentage of total graduates by type of tertiary programme

		Tertiary (type B)		Tertiary (type A)		
		First degree	Second degree	First degree	Second degree	Advanced research degree
WEI countries	**Year**	**1**	**2**	**3**	**4**	**5**
Argentina	2003	71	a	59	46	59
Brazil[1]	2003	35	x(3)	63	x(3)	56
Chile	2004	51	a	54	46	34
Egypt	2002/03	...	a	49	...	...
Indonesia	2003/04	54	...	44	...	38
Jordan	2003/04	66	a	45	...	29
Malaysia	2003	52	a	62	52	36
Paraguay	2003	71	61	...	...	...
Peru	2004	59	a	...	a	...
Philippines	2003/04	58	a	59	62	61
Thailand	2003/04	35	a	60	53	55
Tunisia	2003/04	62	...	53	...	...
Uruguay	2003	77	a	60	a	...
WEI mean	**2004**	**58**	**...**	**55**	**...**	**46**
OECD countries						
Australia	2004	53	43	59	51	46
Austria	2003/04	52	85	51	36	40
Belgium[2]	2003/04	62	85	52	54	34
Canada	2003/04	56	x(1)	61	55	43
Czech Republic	2003/04	73	40	54	65	36
Denmark	2002/03	45	a	64	56	36
Finland	2002/03	27	a	63	60	49
France	2002/03	57	a	58	53	42
Germany	2003/04	61	a	50	a	39
Greece	2003/04	60	x(1)	64	52	38
Hungary	2003/04	65	...	63	65	43
Iceland	2003/04	62	a	68	57	50
Ireland	2003/04	54	48	59	62	46
Italy[3]	2003/04	66	a	58	59	51
Japan	2003/04	65	a	42	28	25
Mexico	2003/04	43	a	52	48	38
Netherlands	2003/04	a	a	56	59	39
New Zealand	2004	58	a	62	60	49
Norway	2003/04	58	a	63	49	40
Poland	2003/04	81	a	63	69	47
Portugal	2003/04	59	a	69	65	55
Republic of Korea	2004/05	52	44	49	38	24
Slovakia	2003/04	75	a	56	53	45
Spain	2003/04	53	a	60	...	47
Sweden	2003/04	53	a	62	83	43
Switzerland	2003/04	44	47	47	35	37
Turkey	2003/04	40	a	46	47	38
United Kingdom	2003/04	67	x(1)	56	55	43
United States	2003/04	60	a	57	58	48
OECD mean	**2004**	**57**	**56**	**57**	**54**	**42**

WEI countries	Year	Tertiary (type B)		Tertiary (type A)		Advanced research degree
		First degree	Second degree	First degree	Second degree	
		1	2	3	4	5
Bulgaria	2002/03	61	a	57	63	52
Croatia	2003/04	59	a	60	47	42
Cyprus	2003/04	54	56	80	62	62
Estonia	2003/04	75	a	70	69	62
Israel	2003/04	...	a	60	59	50
Latvia	2003/04	65	a	71	68	58
Liechtenstein	2003/04	a	a	29	19	11
Lithuania	2003/04	71	a	64	62	57
Malta	2003/04	58	a	58	56	20
Romania	2003/04	63	a	57	56	49
Slovenia	2003/04	60	54	64	54	41
The FYR of Macedonia	2003/04	56	a	65	40	48

1. Calculated by UNESCO Institute for Statistics.
2. Excludes tertiary (type B) second degree programmes (Belgium: for the Flemish community only).
3. Year of reference 2002/03 for advanced research programmes (column 5).

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

2 Sources and flows of education expenditure

Introduction

The financing of education constitutes a major concern for policymakers at the national level and, in many cases, at the state and municipal levels. To set realistic objectives for their education systems, policymakers must evaluate the resources required and weigh them against other needs. They also increasingly consider international comparisons to determine whether they are making adequate investments in education and using their financial resources efficiently. These comparisons must be based upon accurate and comparable data from other countries.

However, incomplete and inconsistent coverage of education expenditure remains problematic. While many countries maintain relatively complete data on public expenditure, they do not collect information on expenditure by households, private schools or other private entities (such as foundations, enterprises, religious groups, labour unions, etc.). This omission can understate actual levels of expenditure in countries with large private education sectors or where tuition fees are common.

Even within the public sector, incomplete coverage persists in a number of areas, in terms of education programmes (*e.g.* expenditure on pre-primary or adult education) or where countries do not maintain complete records of spending at all government levels. These omissions can result in a substantial under-reporting of expenditure where certain types of education programmes are prevalent or where regional or local governments play a major role in education financing.

The national context should be considered, especially when making international comparisons of education funding. The differences in the shares of expenditure are related to a number of factors. For example, spending levels are related to the scope in coverage of the education system. Countries close to achieving universal primary education can expect to spend more per additional pupil to reach the last 10% of pupils. In addition, participation tends to fall at the upper secondary and tertiary levels, which are relatively more costly in some countries.

The efficiency of the education system will also influence expenditure: less-efficient schools will incur greater costs for the same number of pupils. Finally, the distribution of the school-age population must be taken into account. In WEI countries, a large proportion of the population lives in rural areas, especially in the Asian region, *e.g.* Thailand (68%), Sri Lanka (79%) and India (71%)[1]. Highly-dispersed populations require a greater number of smaller schools, which can be relatively more costly. These are just some of the factors which are important for interpreting education finance indicators.

a. Total education expenditure as a share of GDP

Malaysia and Tunisia devote a substantially greater share of their economic resources to education than almost all OECD countries – and at least three times more than Indonesia and Uruguay, the WEI countries investing the least.

The overall level of funding for education is an important issue facing policymakers. Is there sufficient funding to provide children with quality education? Are countries with similar economic resources and student populations investing more or less? How much money would be needed to support education at an average or a superior level, compared to these countries?

1. World Bank (2006), *World Development Indicators,* World Bank, Washington, D.C.

To address these questions, this section examines total expenditure on educational institutions as a share of Gross Domestic Product (GDP), which reflects the level of investment in relation to a country's wealth. This indicator represents a summary measure of what a society invests in education and thus includes both public and private sources of funding.

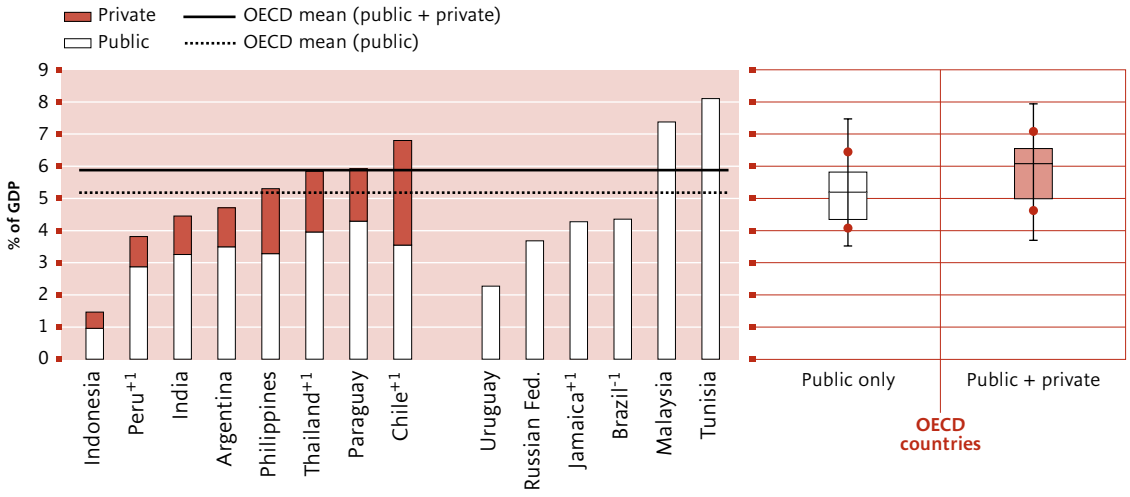
The distribution of spending across education levels provides a useful reflection of national priorities. Are resources for education being invested more heavily to improve education quality at the primary level or to maintain access to education for a broader segment of the population? Are resources concentrated in tertiary education, where the benefits of this investment may be more narrowly targeted on the economic and social elite? Are sufficient resources being invested in secondary education to meet the range of new demands from information societies and knowledge economies?

For WEI countries, in 2003 the average public and private education expenditure was 4.0% and 1.6% of GDP respectively. Assuming that countries only reporting public expenditure have similar levels of private expenditure as countries with this data, WEI countries spend in total about 5.6% of GDP on education, compared to a slightly higher average of 5.9% for OECD countries (5.2% from public sources and 0.7% from private sources). However, the gap in spending is even more apparent in absolute terms (*see* ***Figure 2.1***).

FIGURE 2.1

Expenditure on educational institutions as a percentage of GDP

Total expenditure on educational institutions by public and private sources of funds, 2003



Countries are ranked in ascending order by expenditure.

Notes: Countries reporting public expenditure only are shown separately to the right.
+1 Data refer to 2004; -1 Data refer to 2002.

Sources: UNESCO Institute for Statistics, Table 2.a.i; OECD countries: OECD (2006).

There is considerable variation especially among WEI countries. Expenditure in Tunisia (8.1%) and Malaysia (7.4%) exceeds that of the top OECD spenders (Denmark, Iceland, Mexico, New Zealand, the Republic of Korea and the United States, ranging from 6.8% to 8.0%). Furthermore, the figures reported for Tunisia and Malaysia would be even higher if data concerning private investment were available. Chile also reports high spending, 6.8% in total.

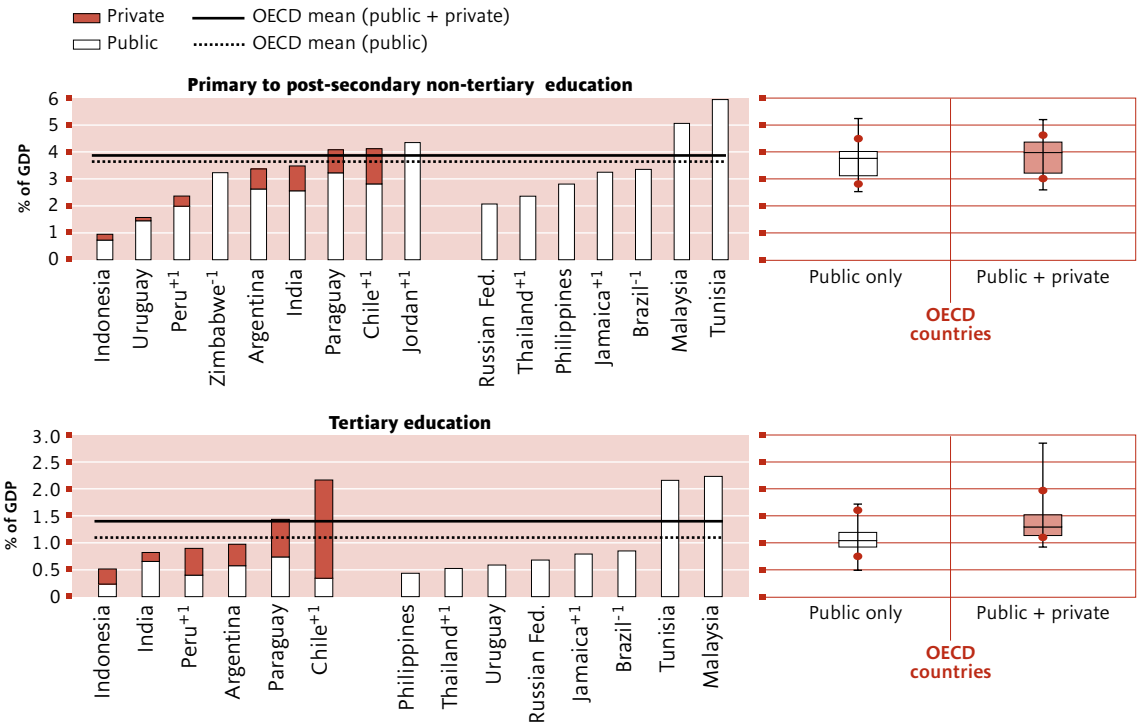
In contrast, four out of 14 WEI countries with available data spend less than 4% of GDP on educational institutions, with the lowest levels found in Indonesia (1.5%) and Uruguay (2.3%, reflecting only public funds). Both invest far less than the lowest-spending OECD countries: Greece (4.2%) and Turkey (3.7%).

At the primary to post-secondary non-tertiary levels of education, most WEI and OECD countries spend approximately 3% to 5% of GDP (*see **Figure 2.2***). However, the lowest shares were found in Indonesia (0.9%) and Uruguay (1.6%), both of which fell far below the WEI and OECD averages of 3.5% (3.0% public plus 0.5% private)

FIGURE 2.2

Expenditure on educational institutions as a percentage of GDP by level of education

Total expenditure on educational institutions for primary to post-secondary non-tertiary and tertiary education by public and private sources of funds, 2003



Countries are ranked in ascending order by total expenditure.

Notes: Countries reporting public expenditure only are shown separately to the right.
+1 Data refer to 2004; -1 Data refer to 2002.

Sources: UNESCO Institute for Statistics, Table 2.a.i; OECD countries: OECD (2006).

and 3.9% (3.6% public and 0.3% private), respectively. On the other hand, public expenditure alone in Malaysia (5.1%) and Tunisia (5.9%) reaches and exceeds the total in the highest-spending OECD countries: Iceland, New Zealand, Switzerland and the United Kingdom (ranging from 4.6% to 5.2%).

A comparison of WEI and OECD countries at the tertiary level is limited due to the lack of data on private expenditure. The average expenditure for OECD countries is 1.4% of GDP (1.1% for public and 0.4% for private). In comparison, public expenditure in WEI countries accounts for 0.8% of GDP, while private expenditure in five out of six countries with data accounts for 0.2% to 0.7% of GDP. Only two OECD countries – Italy and Slovakia – spend less than 1% of GDP. Yet, this is the case for three of the six WEI countries reporting both public and private expenditure: India (0.8%), Indonesia (0.5%) and Peru (0.9%). In addition, the Philippines, Thailand and Uruguay report public expenditures at just 0.6% of GDP or below. At the opposite end of the spectrum, Chile, Malaysia and Tunisia spend the most on tertiary institutions: 2.2% of GDP. This percentage could be substantially higher if private expenditure was taken into account for the latter two. These three WEI countries spend, relative to GDP, more than all OECD countries, except for Canada (2.4%), the Republic of Korea (2.6%) and the United States (2.9%).

b. Distribution of public and private expenditure on education

WEI countries typically rely more than OECD countries on private funding for education, which accounts on average for 28% of total expenditure.

Another important issue related to education spending is the source of funds: public versus private. The latter comprises families, students, enterprises, foundations and religious organizations. This perspective leads to an array of questions about the mix of public and private funding for education.

In many OECD countries, the role of government in financing education appears to be stronger than in WEI countries. Taxpayers support basic education provision, while students and their families pay relatively low tuition fees. WEI countries typically rely more on private funds, accounting on average for 28% of total expenditure at all education levels – which is more than twice the OECD average of 12%. However, there is considerable variation among countries, ranging from 49% in Chile, 47% in Jamaica and 38% in the Philippines to 8% in Uruguay (*see* ***Figure 2.3***). Jordan reports private expenditure as not applicable. In comparison, only four out of 28 OECD countries have similar shares of private spending: Australia (26%), Japan (26%), the Republic of Korea (40%) and the United States (28%) (*see* ***Table 2.b.i***).

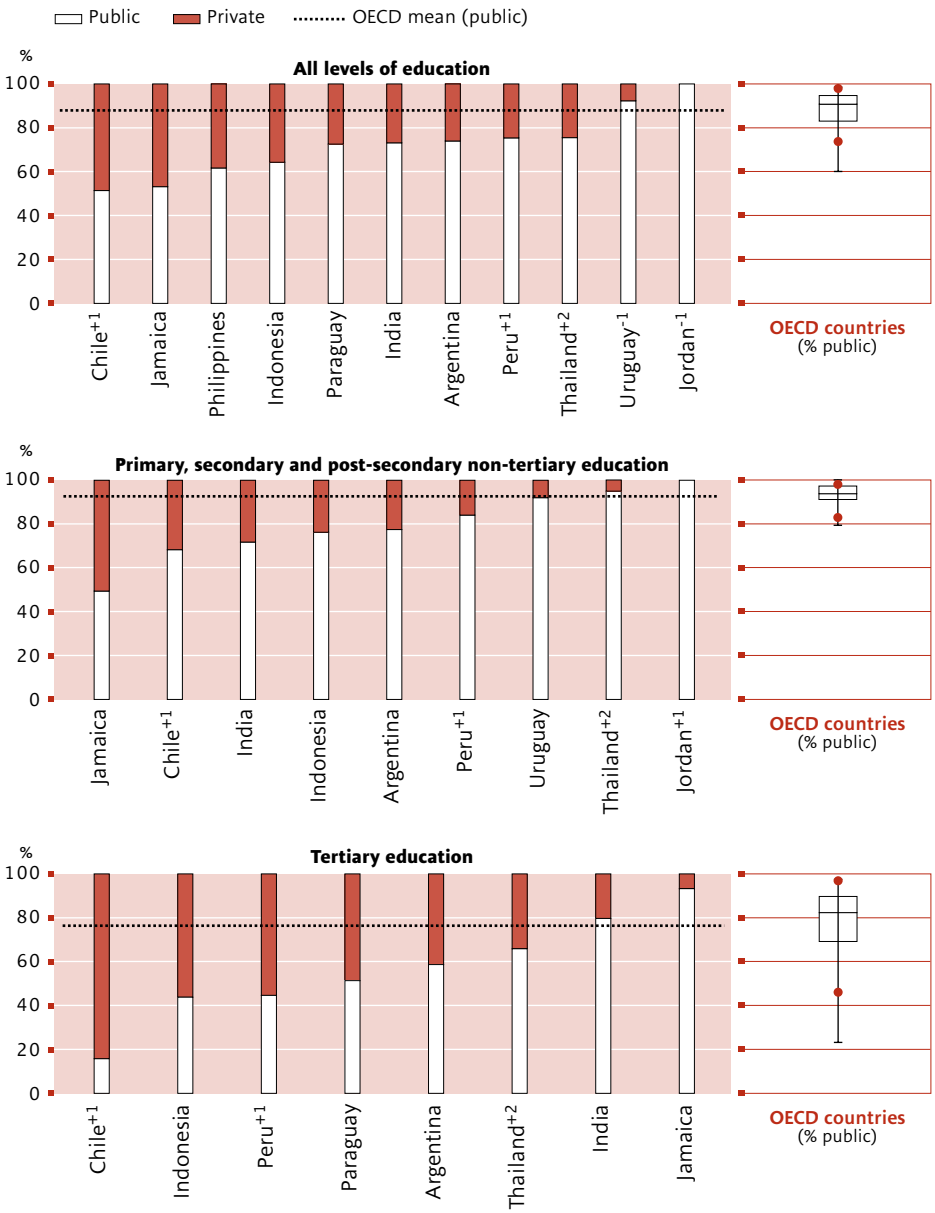
Overall, WEI and OECD countries tend to rely less on private funding in primary to post-secondary non-tertiary education than at the tertiary level (*see* ***Table 2.b.ii***). Jamaica reports the highest share (51%) of private contributions to primary, secondary and post-secondary non-tertiary education, followed by Chile (32%), India (28%) and Indonesia (24%). In contrast, private funding at these levels accounts for only 8% of expenditure in Uruguay and 5% in Thailand (and is reported as not applicable in Jordan). In comparison, the OECD average is 7%, with only four countries exceeding 15%: Australia (16%), Germany (18%), Mexico (17%) and the Republic of Korea (21%).

The share of private funding rises at the tertiary level. In Chile, 84% of tertiary funding is private. The share exceeds 50% in Indonesia and Peru.

FIGURE 2.3

Relative shares of public and private expenditure

Public and private expenditure on educational institutions as a percentage of total expenditure, primary to post-secondary non-tertiary education and tertiary education, 2003



Countries are ranked in ascending order by percentage of public expenditure.

Notes: +2 Data refer to 2005; +1 Data refer to 2004; -1 Data refer to 2002.

Sources: UNESCO Institute for Statistics, Tables 2.b.i and 2.b.ii; OECD countries: OECD (2006).

On average, WEI countries rely on private funding for 43% of tertiary costs. The exceptions are India and Jamaica, with just 20% and 7%, respectively. This is even more remarkable since both countries greatly rely on private funding for primary to post-secondary non-tertiary education. In contrast, tertiary students receive stronger public support. Overall, the state tends to play a more important role in tertiary financing than in OECD countries, with the average share at just 24%. However, this masks considerable variation, with notable exceptions such as Australia (52%), Japan (60%), the Republic of Korea (77%) and the United States (57%).

c. Public expenditure on education as a percentage of total public spending

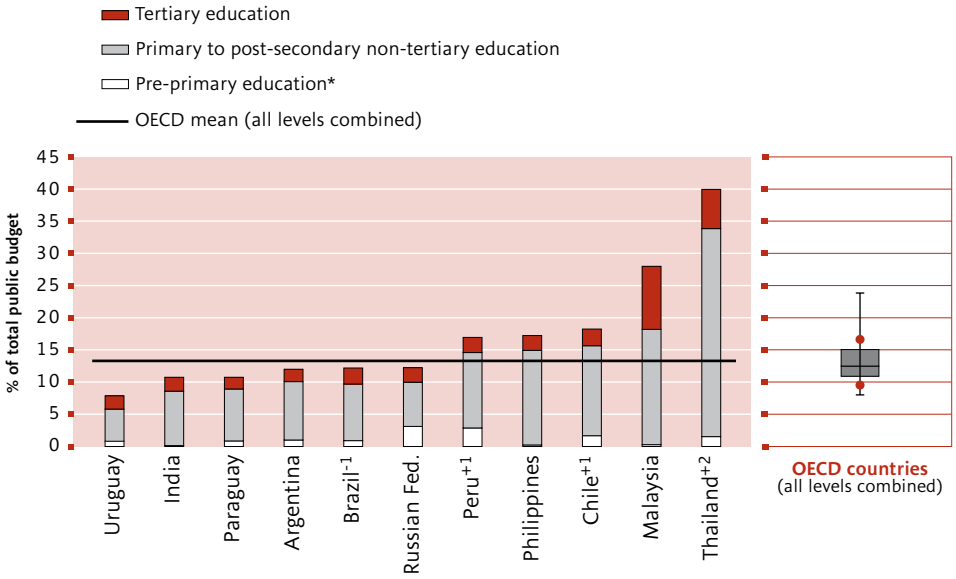
WEI countries devote more of their public budgets to education than OECD countries. In particular, the governments of Malaysia and Thailand invest the largest shares – more than 28% – of any country in either group.

The share of the total public budget devoted to education reflects the commitment of governments to education and the extent to which the sector can compete with other public spending priorities.

FIGURE 2.4

Public expenditure on education as a percentage of total public expenditure

Total public expenditure on education, including subsidies to the private sector, as a percentage of total public expenditure, 2003



Countries are ranked in ascending order by percentage of public expenditure on education.

Notes: * Pre-primary education includes expenditure not allocated by level.
+2 Data refer to 2005; +1 Data refer to 2004; -1 Data refer to 2002.

Sources: UNESCO Institute for Statistics, Table 2.c; OECD countries: OECD (2006).

On average, WEI countries devote 17% of their public budgets to education, which is more than in OECD countries, at 13%. OECD countries spend less than 16% of their public budgets on education, with the exceptions of Mexico (24%), New Zealand (23%) and Iceland (17%). Yet, five out of 11 reporting WEI countries spend 17% or more on education. In particular, Thailand invests the largest share (40%), followed by Malaysia (28%) (*see* ***Figure 2.4***).

At the opposite end of the spectrum, Uruguay spends the lowest share (8%) of its public budget on education of any WEI or OECD country. India and Paraguay also devote relatively small shares, with 11% each. This is just two-thirds of the WEI average, but still more than that reported by the Czech Republic, Germany, Greece and Italy.

d. Public funding mechanisms

WEI countries tend to fund public educational institutions directly rather than supporting private institutions or student loan schemes, for example, which are more common in OECD countries. However, Chile's use of a voucher system is an exception.

Different kinds of mechanisms are used to channel public funds to educational institutions, students and their families. The most common option is to fund public schools and universities directly. However, governments can also fund private institutions and indirectly fund education by helping students and their families to pay tuitions fees, for example, or to help with the costs (board and tuition) of studying abroad.

The indicator presented in this section is designed to assist policymakers to monitor the different flows of education financing as they address diverse questions, including: Are there mechanisms in place to support public and private needs related to education? How much do countries provide in terms of direct support to public or private educational institutions? How much do governments channel to education indirectly, *i.e.* via households and students?

In most WEI countries, the flow of funding goes directly from governments to public institutions (primary to post-secondary non-tertiary). In six out of 12 reporting countries, no public funding is available to private institutions. In contrast, a substantial share of the public education budget is channelled to private institutions in Chile (39%), India (28%) and Argentina (12%). In Chile, this is largely due to a school voucher system allowing families to choose between public and private schools.

Furthermore, indirect funding (to help students and families with tuition fees, for example) is negligible in seven out of 12 WEI countries. Only Argentina, Brazil, Indonesia and Jamaica make use of this funding mechanism and spend 2% to 5% of the total budget on grants, scholarships, loans and other transfer schemes, mainly for secondary education (*see* ***Figure 2.5***).

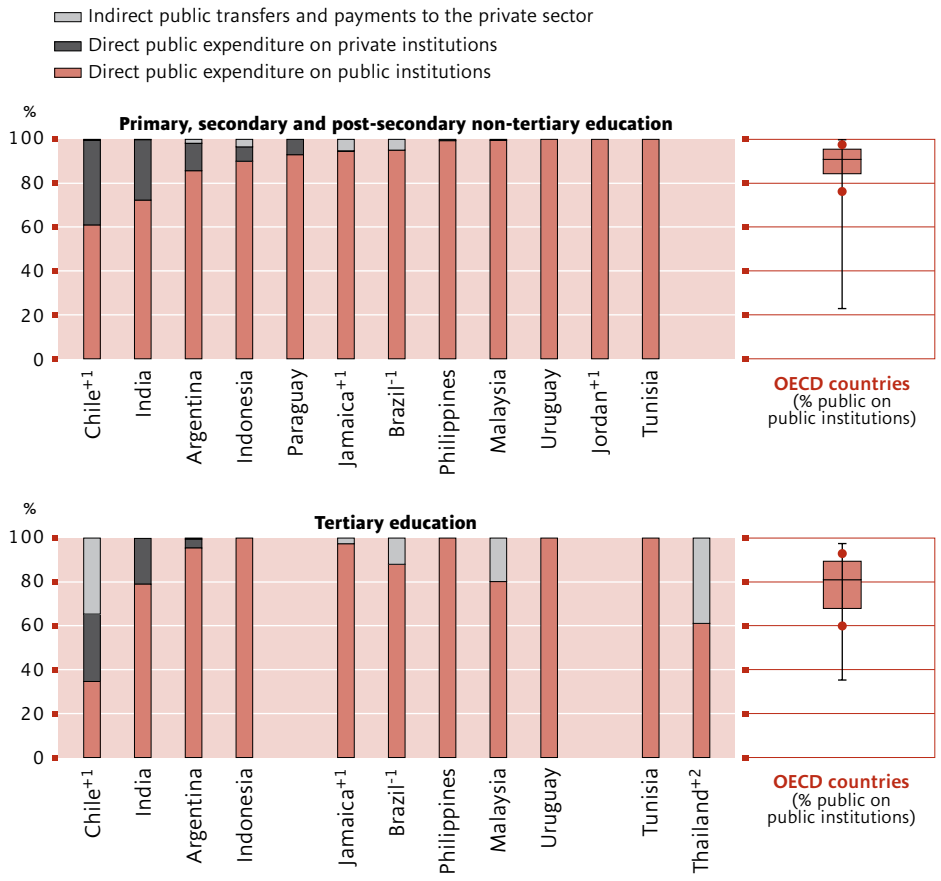
In contrast, OECD countries rely on different kinds of funding mechanisms. In particular, 22 out of 27 countries use at least 1% of public funds to support private primary and secondary institutions (representing on average 11% of the budget). These transfers constitute the main funding mechanism in the Netherlands, accounting for 71% of the budget for primary to post-secondary non-tertiary education, and 53% in Belgium.

At the tertiary level, there is greater variation in the flows of funding to WEI educational institutions. In Chile, 31% of the budget for this level of education goes directly to private institutions. This is the case for 21% of the budget in India and 4% in Argentina. Yet, governments in seven WEI countries do not support private institutions at all.

FIGURE 2.5

Flows of public funds to educational institutions

Public expenditure on education by destination of funds and level of education, 2003



Countries are ranked in ascending order by share of public funds spent on public institutions at the primary to post-secondary non-tertiary levels.

Notes: +2 Data refer to 2005; +1 Data refer to 2004; -1 Data refer to 2002.

Sources: UNESCO Institute for Statistics, Table 2.d; OECD countries: OECD (2006).

Some WEI countries also provide grants, transfers and loans to households and students to help defray costs at the tertiary level. These schemes account for an average of 10% of the budgets for tertiary institutions, compared to 17% in OECD countries. Thailand (39%), Chile (35%) and Malaysia (20%) spend the largest proportions of their tertiary education budget in this way (*see Figure 2.5*).

But overall, direct financing of public institutions remains the dominant funding mechanism among WEI countries. In comparison, OECD countries devote larger shares of the public tertiary budgets to private institutions (on average 11%) and to indirect schemes, such as grants and loans to students (average 17%).

2

STATISTICAL TABLES

Sources and flows of education expenditure

TABLE 2.a.i EXPENDITURE ON EDUCATIONAL INSTITUTIONS AS A PERCENTAGE OF GDP BY SOURCE OF FUNDS / Expenditure by level of education and source of funds

		Primary, secondary and post-secondary non-tertiary education			Tertiary education			All levels of education		
		Public[1]	Private[2]	Total	Public[1]	Private[2]	Total	Public[1]	Private[2]	Total
WEI countries	Financial year	1	2	3	4	5	6	7	8	9
Argentina[3]	2003	2.6	0.7	3.4	0.6	0.4	1.0	3.5	1.2	4.7
Brazil[3]	2002	3.4	...	...	0.8	...	...	4.4	...	...
Chile	2004	2.8	1.3	4.1	0.3	1.8	2.2	3.5	3.3	6.8
India[3]	2003	2.6	0.9	3.5	0.7	0.2	0.8	3.3	1.2	4.5
Indonesia[3]	2003	0.7	0.2	0.9	0.2	0.3	0.5	1.0	0.5	1.5
Jamaica	2003/04	3.2	...	...	0.8	...	...	4.3	...	...
Jordan	2004	4.3	a	4.3	...	...	...	...	...	...
Malaysia	2003	5.1	...	...	2.2	...	...	7.4	...	...
Paraguay[3]	2003	3.2	0.9	4.1	0.7	0.7	1.4	4.3	1.6	5.9
Peru[3]	2004	2.0	0.4	2.4	0.4	0.5	0.9	2.9	0.9	3.8
Philippines	2003	2.8	x(8)	x(9)	0.4	x(8)	x(9)	3.3	2.0	5.3
Russian Federation	2003	2.1	...	...	0.7	...	...	3.7	...	...
Thailand[3]	2003/04	2.4	x(8)	x(9)	0.5	x(8)	x(9)	4.0	1.9	5.8
Tunisia	2003	5.9	...	...	2.2	...	...	8.1	...	...
Uruguay[3]	2003	1.4	0.1	1.6	0.6	...	...	2.3	...	...
Zimbabwe	2002	3.2	n	3.2	...	...	...	...	...	...
WEI mean	**2003**	**3.0**	**0.5**	**3.1**	**0.8**	**...**	**...**	**4.0**	**1.6**	**4.8**
OECD countries										
Australia	2003	3.4	0.7	4.1	0.8	0.8	1.5	4.3	1.5	5.8
Austria	2003	3.7	0.1	3.8	1.1	0.1	1.1	5.2	0.3	5.5
Belgium	2003	4.0	0.1	4.1	1.2	0.1	1.3	5.9	0.2	6.1
Canada	2001/02	3.2	0.3	3.6	1.3	1.0	2.4	4.6	1.3	5.9
Czech Republic	2003	2.9	0.2	3.1	0.9	0.2	1.1	4.3	0.4	4.7
Denmark	2003	4.1	0.1	4.3	1.7	0.1	1.8	6.7	0.3	7.0
Finland	2003	3.9	n	4.0	1.7	0.1	1.8	6.0	0.1	6.1
France	2003	4.0	0.3	4.2	1.1	0.2	1.4	5.8	0.5	6.3
Germany	2003	2.9	0.6	3.5	1.0	0.1	1.1	4.4	0.9	5.3
Greece	2003	2.6	0.2	2.8	1.2	n	1.3	4.0	0.2	4.2
Hungary	2003	3.5	0.2	3.7	1.0	0.3	1.3	5.5	0.6	6.1
Iceland	2003	5.2	n	5.2	1.1	0.1	1.2	7.5	0.5	8.0
Ireland	2003	3.1	0.1	3.2	1.0	0.1	1.2	4.1	0.3	4.4
Italy	2003	3.5	0.1	3.6	0.7	0.2	0.9	4.6	0.4	5.1
Japan	2002/03	2.7	0.3	3.0	0.5	0.8	1.3	3.5	1.2	4.8
Luxembourg	2003	4.0	...	...	...	...	...	...	...	...
Mexico	2003	3.8	0.7	4.5	0.9	0.4	1.3	5.6	1.2	6.8
Netherlands	2003	3.2	0.2	3.4	1.1	0.3	1.3	4.6	0.4	5.0
New Zealand	2003/04	4.5	0.5	4.9	0.9	0.6	1.5	5.7	1.2	6.8
Norway	2003	4.6	...	...	1.5	0.1	1.5	6.5	0.1	6.6
Poland	2003	4.2	0.1	4.4	1.0	0.5	1.5	5.8	0.7	6.4
Portugal	2003	4.2	n	4.2	1.0	0.1	1.1	5.8	0.1	5.9
Republic of Korea	2003	3.5	0.9	4.4	0.6	2.0	2.6	4.6	2.9	7.5
Slovakia	2003	2.8	0.3	3.1	0.8	0.1	0.9	4.3	0.5	4.7
Spain	2003	2.8	0.2	3.0	0.9	0.3	1.2	4.2	0.5	4.7
Sweden	2003	4.5	n	4.5	1.6	0.2	1.8	6.5	0.2	6.7
Switzerland	2003	4.0	0.6	4.6	1.6	...	...	6.0	0.6	6.5
Turkey	2002	2.5	0.1	2.6	1.1	0.1	1.1	3.6	0.1	3.7
United Kingdom	2002/03	4.0	0.6	4.6	0.8	0.3	1.1	5.1	1.0	6.1
United States	2002/03	3.9	0.3	4.2	1.2	1.6	2.9	5.4	2.1	7.5
OECD mean	**2003**	**3.6**	**0.3**	**3.9**	**1.1**	**0.4**	**1.4**	**5.2**	**0.7**	**5.9**

Other UOE countries	Financial year	Primary, secondary and post-secondary non-tertiary education			Tertiary education			All levels of education		
		Public[1]	Private[2]	Total	Public[1]	Private[2]	Total	Public[1]	Private[2]	Total
		1	2	3	4	5	6	7	8	9
Albania[3]	2002	2.3	...	...	0.5	...	...	2.8	...	...
Bulgaria	2003	2.5	0.0	2.5	0.8	0.6	1.3	4.0	0.7	4.6
Croatia[3]	2003	3.2	...	...	0.8	...	...	4.6	...	...
Cyprus	2003	5.5	0.4	5.8	0.8	0.7	1.6	6.7	1.2	7.8
Estonia	2003	4.1	...	...	1.0	...	...	5.4	...	...
Israel	2003	4.6	0.2	4.8	1.3	0.7	2.0	7.0	1.5	8.5
Latvia[3]	2003	3.7	0.2	3.8	0.7	0.7	1.3	5.0	0.8	5.8
Lithuania[3]	2003	3.3	0.0	3.3	0.9	0.5	1.3	4.9	0.5	5.3
Malta[3]	2002	3.1	0.5	3.7	0.8	0.0	0.8	4.2	0.6	4.8
Romania[3]	2003	2.0	...	...	0.7	...	...	3.6	...	...
Slovenia	2003	4.0	0.4	4.3	1.0	0.3	1.3	5.6	0.8	6.4
The FYR of Macedonia[3]	2003	2.8	...	...	0.4	...	...	3.3	...	...

1. Including public subsidies to households attributable for educational institutions. Including direct expenditure on educational institutions from international sources. Expenditure from international sources maybe substantial in some countries.
2. Net of public subsidies attributable to educational institutions.
3. Public subsidies to households not included in public expenditure but in private expenditure.

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.

Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 2.a.ii **EXPENDITURE ON EDUCATIONAL INSTITUTIONS AS A PERCENTAGE OF GDP** / Expenditure on educational institutions from public and private sources[1], by level of education

			Primary, secondary and post-secondary non-tertiary education				Tertiary education			
WEI countries	Financial year	Pre-primary (children aged 3 and older)	Primary and lower secondary	Upper secondary	Post-secondary non-tertiary	Total (cols. 2+3+4)	Type B programmes	Type A and advanced research programmes	Total tertiary (cols. 6+7)	All levels of education[2]
		1	2	3	4	5	6	7	8	9
Argentina	2003	0.4	2.6	0.8	a	3.4	0.5	0.5	1.0	4.7
Brazil	2002	0.3	2.5	0.7	a	3.2	x(8)	x(8)	0.8	4.4
Chile	2004	0.5	2.8	1.4	a	4.1	0.3	1.9	2.2	6.8
India	2003	0.1	2.2	1.3	n.	3.6	x(8)	x(8)	0.8	4.5
Indonesia	2003	n.	0.7	0.3	a	0.9	x(8)	x(8)	0.5	1.5
Jamaica	2003/04	0.2	2.5	0.6	n.	3.1	0.3	0.5	0.8	4.1
Jordan	2004	n.	3.7	0.6	a	4.3	...	...	...	...
Malaysia[3]	2003	0.1	2.3	2.7	n.	5.1	0.5	1.7	2.2	7.4
Paraguay	2003	0.4	3.2	0.9	x(3)	4.1	0.2	1.2	1.4	5.9
Peru	2004	0.3	2.4	x(2)	n.	2.4	0.2	0.7	0.9	3.8
Philippines	2003	n.	2.6	0.2	0.1	2.8	x(8)	x(8)	0.4	5.3
Russian Federation	2003	0.5	x(5)	x(5)	x(5)	2.1	0.1	0.5	0.7	3.7
Thailand	2003/04	x(9)	x(9)	x(9)	x(9)	x(9)	x(9)	x(9)	x(9)	5.8
Tunisia	2003	...	x(3)	5.9	a	5.9	x(8)	x(8)	2.2	8.1
Uruguay	2003	0.3	1.3	0.3	x(3)	1.6	x(8)	x(8)	0.6	2.4
Zimbabwe	2002	...	x(5)	x(5)	x(5)	3.2	...	...	...	...
WEI mean	**2003**	**0.2**	**2.4**	**1.3**	**n.**	**3.3**	**...**	**1.0**	**1.1**	**4.9**
OECD countries										
Australia	2003	0.1	3.1	0.9	0.1	4.1	0.2	1.4	1.5	5.8
Austria	2003	0.5	2.5	1.3	n	3.8	0.1	1.1	1.1	5.5
Belgium[3]	2003	0.6	1.5	2.6	x(3)	4.1	x(8)	x(8)	1.3	6.1
Canada	2001/02	x(5)	x(5)	x(5)	x(6)	3.6	0.9	1.4	2.4	5.9
Czech Republic	2003	0.4	1.8	1.2	0.1	3.1	0.1	1.0	1.1	4.7
Denmark	2003	0.8	3.0	1.2	x(3,8)	4.3	x(8)	x(8)	1.8	7.0
Finland	2003	0.4	2.6	1.4	x(3)	4.0	n	1.8	1.8	6.1
France	2003	0.7	2.6	1.6	n	4.2	0.3	1.1	1.4	6.3
Germany	2003	0.5	2.1	1.3	0.2	3.5	0.1	1.1	1.1	5.3
Greece[3]	2003	x(5)	1.2	1.5	0.1	2.8	0.2	1.0	1.3	4.2
Hungary	2003	0.8	2.1	1.6	x(3)	3.7	0.1	1.3	1.3	6.1
Iceland	2003	0.9	x(5)	x(5)	x(3,8)	5.2	...	1.2	1.2	8.0
Ireland	2003	...	2.4	0.7	0.2	3.2	x(8)	x(8)	1.2	4.4
Italy	2003	0.5	2.2	1.4	0.1	3.6	n	0.9	0.9	5.1
Japan	2002/03	0.2	2.1	0.9	x(3,8)	3.0	0.2	1.0	1.3	4.8
Luxembourg	2003	x(5)	2.9	1.0	x(5)	4.0	...	...	...	...
Mexico	2003	0.8	3.5	0.9	a	4.5	x(8)	x(8)	1.3	6.8
Netherlands	2003	0.4	2.6	0.7	n	3.4	...	1.3	1.3	5.0
New Zealand	2003/04	0.3	3.1	1.6	0.2	4.9	0.3	1.3	1.5	6.8
Norway	2003	0.3	3.0	1.5	x(3)	4.6	x(8)	x(8)	1.5	6.6
Poland	2003	0.6	2.9	1.3	n	4.4	x(8)	x(8)	1.5	6.4
Portugal	2003	0.4	3.0	1.2	...	4.2	x(8)	x(8)	1.1	5.9
Republic of Korea	2003	0.2	3.0	1.4	a	4.4	0.6	2.0	2.6	7.5
Slovakia	2003	0.6	1.8	1.2	x(3)	3.1	x(3)	0.9	0.9	4.7
Spain	2003	0.5	3.0	x(2)	x(2)	3.0	0.2	1.0	1.2	4.7
Sweden	2003	0.5	3.2	1.3	n	4.5	x(8)	x(8)	1.8	6.7
Switzerland	2003	0.2	2.8	1.7	0.1	4.6	n	1.6	1.6	6.5
Turkey	2002	...	1.8	0.8	a	2.6	x(8)	x(8)	1.1	3.7
United Kingdom[3]	2002/03	0.4	1.5	3.1	x(3)	4.6	x(8)	x(8)	1.1	6.1
United States	2002/03	0.4	3.1	1.1	...	4.2	x(8)	x(8)	2.9	7.5
OECD mean	**2003**	**0.5**	**2.5**	**1.4**	**0.1**	**3.9**	**0.2**	**1.2**	**1.4**	**5.9**

Other UOE countries	Financial year	Pre-primary (children aged 3 and older)	Primary, secondary and post-secondary non-tertiary education				Tertiary education			All levels of education[2]
			Primary and lower secondary	Upper secondary	Post-secondary non-tertiary	Total (cols. 2+3+4)	Type B programmes	Type A and advanced research programmes	Total tertiary (cols. 6+7)	
		1	2	3	4	5	6	7	8	9
Bulgaria	2003	0.7	1.6	0.9	n.	2.5	0.1	1.3	1.4	4.6
Croatia	2003	0.4	2.1	1.1	a	3.2	n.	0.8	0.8	4.6
Cyprus	2003	0.5	4.0	1.9	a	5.8	0.5	1.1	1.6	7.9
Israel	2003	0.9	2.5	2.2	n	4.8	0.4	1.5	2.0	8.5
Latvia	2003	0.7	2.6	1.1	0.1	3.8	0.3	1.0	1.3	5.9
Lithuania	2003	...	...	...	...	...	0.3	1.1	1.4	5.4
Malta	2002	0.4	3.2	0.5	n.	3.7	x(8)	x(8)	0.8	4.8
Romania	2003	0.3	1.3	0.7	n.	2.0	x(8)	x(8)	0.7	3.6
Slovenia	2003	0.7	3.0	1.4	...	4.3	x(8)	x(8)	1.3	6.4

1. Including international sources.
2. This may not equal the sum of figures for all ISCED levels because of expenditure not allocated by level.
3. Column 2 refers only to primary education and column 3 refers to all secondary education.

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 2.b.i RELATIVE PROPORTIONS OF PUBLIC AND PRIVATE EXPENDITURE ON EDUCATIONAL INSTITUTIONS / Distribution of public and private sources of funds for educational institutions after transfers from public sources

WEI countries	Financial year	Public sources	Private sources			Private, of which subsidised
			Household expenditure	Expenditure of other private entities	All private sources[1]	
		1	2	3	4	5
Argentina	2003	74.0	24.4	1.6	26.0	...
Chile	2004	51.4	46.3	2.3	48.6	0.8
India	2003	73.1	25.0	1.8	26.9	...
Indonesia	2003	64.3	32.5	3.3	35.7	...
Jamaica	2002/03	53.2	46.7	n.	46.8	5.7
Jordan	2002	100.0	a	a	a	a
Paraguay	2003	72.5	27.5	a	27.5	...
Peru	2004	75.4	24.6	...	24.6	...
Philippines	2003	61.7	38.3	...	38.3	0.9
Thailand	2004/05	75.5	24.5	...	24.5	...
Uruguay	2002	92.3	7.1	0.6	7.7	a
WEI mean	**2003**	**72.1**	**27.0**	**...**	**27.9**	**...**
OECD countries						
Australia	2003	73.9	19.6	6.5	26.1	0.2
Austria	2003	94.5	2.5	2.9	5.5	0.9
Belgium	2003	94.2	4.9	0.9	5.8	1.8
Canada	2001/02	77.4	10.4	12.2	22.6	0.4
Czech Republic	2003	92.1	2.8	5.1	7.9	...
Denmark	2003	95.5	4.5	n	4.5	...
Finland	2003	97.9	x(4)	x(4)	2.1	n
France	2003	90.4	7.1	2.6	9.6	1.5
Germany	2003	82.6	x(4)	11.0	17.4	n
Greece	2003	94.5	4.9	0.6	5.5	...
Hungary	2003	90.8	3.4	5.8	9.2	n
Iceland	2003	91.0	9.0	...	9.0	n
Ireland	2003	93.0	6.6	0.4	7.0	n
Italy	2003	91.9	6.4	1.7	8.1	0.9
Japan	2002/03	74.1	23.1	2.8	25.9	...
Mexico	2003	81.3	18.5	0.2	18.7	1.0
Netherlands	2003	90.4	5.8	3.8	9.6	0.9
New Zealand	2003/04	83.0	16.6	0.5	17.0	...
Norway	2003	98.4	1.6	...	1.6	...
Poland	2003	89.4	10.6	...	10.6	...
Portugal	2003	98.3	1.7	...	1.7	...
Republic of Korea	2003	60.0	32.0	8.1	40.0	0.9
Slovakia	2003	90.2	7.3	2.5	9.8	...
Spain	2003	88.6	10.5	0.9	11.4	0.5
Sweden	2003	97.1	0.1	2.8	2.9	a
Turkey	2003	96.7	1.4	1.8	3.3	n
United Kingdom	2002/03	84.0	13.9	2.1	16.0	0.1
United States	2002/03	72.3	19.9	7.8	27.7	...
OECD mean	**2003**	**88.0**	**...**	**...**	**12.0**	**0.5**

Other UOE countries	Financial year	Public sources	Private sources			Private, of which subsidised
			Household expenditure	Expenditure of other private entities	All private sources[1]	
		1	2	3	4	5
Bulgaria	2003	85.3	14.1	0.6	14.7	a
Cyprus	2003	82.8	15.8	1.4	17.2	9.6
Israel	2003	80.2	15.1	4.7	19.8	2.3
Latvia	2003	85.5	13.5	1.0	14.5	...
Liechtenstein	2003	100.0	n	n	n	...
Lithuania	2003	91.2	6.4	2.4	8.8	...
Malta	2002	86.6	13.0	0.4	13.4	...
Slovenia	2003	86.3	11.5	2.2	13.7	n

1. Including subsidies attributable to payments to educational institutions received from public sources.
Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 2.b.ii RELATIVE PROPORTIONS OF PUBLIC AND PRIVATE EXPENDITURE ON EDUCATIONAL INSTITUTIONS BY LEVEL OF EDUCATION / Distribution of public and private sources of funds for educational institutions after transfers from public sources

		Pre-primary education (for children aged 3 years and older)					Primary, secondary and post-secondary non-tertiary education				
			Private sources					Private sources			
WEI countries	Financial year	Public sources	Household expenditure	Expenditure of other private entities	All private sources[1]	Private, of which subsidised	Public sources	Household expenditure	Expenditure of other private entities	All private sources[1]	Private, of which subsidised
		1	2	3	4	5	6	7	8	9	10
Argentina	2003	81.7	18.3	n	18.3	...	77.6	22.4	n	22.4	...
Chile	2004	65.5	34.5	0.1	34.5	n	68.3	28.3	3.3	31.7	n
India	2003	72.9	23.9	3.2	27.1	...	71.8	25.9	2.2	28.2	...
Indonesia	2003	5.3	94.7	...	94.7	...	76.2	22.3	1.4	23.8	...
Jamaica	2002/03	49.8	50.2	...	50.2	1.1	49.5	50.5	...	50.5	5.2
Jordan	2004	100.0	a	a	a	a	100.0	a	a	a	a
Malaysia	2003	90.0	10.0	...	10.0	a	...	...	...	...	a
Paraguay	2003	81.3	18.7	a	18.7	n	...	...	a	...	...
Peru	2004	78.3	21.7	...	21.7	...	84.1	15.9	...	15.9	...
Thailand	2004/05	x(6)	x(7)	...	x(9)	...	95.0	5.1	...	5.1	...
Uruguay	2003	86.2	13.8	a	13.8	a	92.0	8.0	a	8.0	n
WEI mean	**2003**	**71.1**	**28.6**	**...**	**28.9**	**...**	**79.4**	**19.8**	**...**	**20.6**	**...**
OECD countries											
Australia	2003	71.7	27.8	0.6	28.3	n	83.7	13.7	2.6	16.3	n
Austria	2003	78.8	8.2	13.0	21.2	0.4	97.2	0.8	2.0	2.8	0.7
Belgium	2003	97.2	2.8	...	...	0.3	95.9	4.1	...	...	1.2
Canada	2001/02	x(6)	x(7)	x(8)	x(9)	...	91.3	3.7	5.0	8.7	...
Czech Republic	2003	95.0	1.5	3.4	5.0	...	94.5	1.4	4.1	5.5	...
Denmark	2003	81.0	19.0	n	19.0	...	97.5	2.5	...	2.5	...
Finland	2003	91.1	x(4)	x(4)	8.9	n	99.2	x(9)	x(9)	0.8	n
France	2003	95.6	4.4	n	4.4	n	92.4	6.0	1.6	7.6	1.5
Germany	2003	72.1	x(4)	x(4)	27.9	n	82.1	x(9)	16.3	17.9	n
Greece	2003	x(6)	x(7)	x(8)	x(9)	...	93.0	7.0	...	7.0	...
Hungary	2003	93.7	4.7	1.6	6.3	n	94.9	2.6	2.5	5.1	n
Iceland	2003	66.5	33.5	...	33.5	n	98.4	1.6	...	1.6	n
Ireland	2003	...	...	...	...	...	96.2	x(9)	x(9)	3.8	...
Italy	2003	90.6	9.4	n	9.4	0.3	97.1	2.8	0.1	2.9	n
Japan	2002/03	50.6	42.7	6.7	49.4	...	91.3	7.7	0.9	8.7	...
Luxembourg	2003	...	...	...	...	...	...	...	...	...	...
Mexico	2003	85.9	14.0	0.1	14.1	0.3	83.5	16.3	0.1	16.5	1.1
Netherlands	2003	97.0	0.6	2.4	3.0	a	94.1	4.2	1.7	5.9	0.7
New Zealand	2003/04	61.2	34.0	4.8	38.8	...	90.5	9.1	0.4	9.5	...
Norway	2003	84.6	15.4	...	15.4	n	...	...	...	...	...
Poland	2003	85.5	14.5	...	14.5	...	96.9	3.1	...	3.1	...
Portugal	2003	...	...	...	...	...	99.9	0.1	...	0.1	...
Republic of Korea	2003	31.7	65.7	2.5	68.3	3.7	79.3	19.1	1.6	20.7	0.9
Slovakia	2003	85.5	14.0	0.5	14.5	a	91.8	6.9	1.4	8.2	...
Spain	2003	87.2	12.8	...	12.8	n	93.4	6.6	...	6.6	n
Sweden	2003	100.0	n	n	n	n	99.9	0.1	a	0.1	a
Switzerland	2003	...	...	...	...	...	86.4	n	13.6	13.6	0.7
Turkey	2003	...	...	...	...	...	97.4	...	2.6	2.6	a
United Kingdom	2002/03	94.6	5.4	n	5.4	a	86.5	13.5	n	13.5	n
United States	2002/03	76.6	x(4)	x(4)	23.4	a	91.9	x(9)	x(9)	8.1	a
OECD mean	**2003**	**81.5**	**...**	**...**	**18.5**	**0.3**	**92.7**	**...**	**...**	**7.4**	**0.4**

Tertiary education					
	Private sources				
Public sources	Household expenditure	Expenditure of other private entities	All private sources[1]	Private, of which subsidised	
11	12	13	14	15	**WEI countries**
58.7	33.5	7.8	41.3	...	Argentina
15.8	83.3	0.9	84.2	2.9	Chile
79.7	20.3	...	20.3	...	India
43.8	49.4	6.8	56.2	...	Indonesia
93.2	6.3	0.5	6.8	75.8	Jamaica
...	...	a	...	...	Jordan
...	...	...	...	a	Malaysia
51.4	48.6	a	48.6	...	Paraguay
44.6	55.4	...	55.4	...	Peru
65.9	34.1	...	34.1	...	Thailand
...	...	a	...	...	Uruguay
56.6	**41.4**	**...**	**43.4**	...	**WEI mean**
					OECD countries
48.0	34.8	17.2	52.0	0.9	Australia
92.7	5.9	1.4	7.3	1.6	Austria
86.7	8.8	4.5	13.3	4.7	Belgium
56.4	20.6	23.0	43.6	0.9	Canada
83.3	7.3	9.4	16.7	...	Czech Republic
96.7	3.3	n	3.3	...	Denmark
96.4	x(4)	x(4)	3.6	n	Finland
81.3	11.8	6.9	18.7	2.3	France
87.1	x(4)	x(4)	12.9	n	Germany
97.4	0.4	2.2	2.6	...	Greece
78.5	5.3	16.2	21.5	n	Hungary
88.7	11.3	...	11.3	n	Iceland
83.8	14.7	1.5	16.2	4.2	Ireland
72.1	18.9	9.0	27.9	4.5	Italy
39.7	60.3	x(2)	60.3	...	Japan
...	...	...	...	...	Luxembourg
69.1	30.4	0.5	30.9	0.8	Mexico
78.6	11.5	9.9	21.4	1.5	Netherlands
61.5	38.5	...	38.5	...	New Zealand
96.7	3.3	...	3.3	...	Norway
69.0	31.0	...	31.0	...	Poland
91.5	8.5	...	8.5	...	Portugal
23.2	56.7	20.2	76.8	0.7	Republic of Korea
86.2	6.0	7.8	13.8	...	Slovakia
76.9	19.4	3.7	23.1	2.0	Spain
89.0	n	11.0	11.0	a	Sweden
...	...	...	...	...	Switzerland
95.2	4.8	...	4.8	...	Turkey
70.2	18.5	11.2	29.8	0.6	United Kingdom
42.8	36.7	20.4	57.2	...	United States
76.4	**...**	**...**	**23.6**	**1.5**	**OECD mean**

TABLE 2.b.ii RELATIVE PROPORTIONS OF PUBLIC AND PRIVATE EXPENDITURE ON EDUCATIONAL INSTITUTIONS BY LEVEL OF EDUCATION / Distribution of public and private sources of funds for educational institutions after transfers from public sources

Other UOE countries	Financial year	Pre-primary education (for children aged 3 years and older)					Primary, secondary and post-secondary non-tertiary education				
		Public sources	Private sources			Private, of which subsidised	Public sources	Private sources			Private, of which subsidised
			Household expenditure	Expenditure of other private entities	All private sources[1]			Household expenditure	Expenditure of other private entities	All private sources[1]	
		1	2	3	4	5	6	7	8	9	10
Bulgaria	2003	90.2	9.8	n.	9.8	a	98.7	1.3	0.1	1.3	a
Cyprus	2003	78.7	10.0	11.3	21.3	n	93.6	5.4	1.0	6.4	n
Israel	2003	78.0	20.5	1.5	22.0	...	93.8	4.3	1.8	6.2	1.4
Latvia	2003	99.1	0.7	0.2	0.9	...	95.9	3.4	0.6	4.1	...
Liechtenstein	2003	100.0	n	n	n	...	100.0	n	n	n	...
Lithuania	2003	...	...	...	...	...	99.6	n.	0.3	0.4	...
Malta	2002	84.5	15.5	n	15.5	n	85.3	14.7	...	14.7	...
Slovenia	2003	81.4	18.5	0.1	18.6	n.	90.3	8.4	1.3	9.7	9.1

Notes: To calculate private funds net of subsidies, subtract public subsidies (columns 5, 10, 15) from private funds (columns 4, 9, 14).
To calculate total public funds, including public subsidies, add public subsidies (columns 5, 10, 15) to direct public funds (columns 1, 6, 11).
1. Including subsides attributable to payments to educational institutions received from public sources.
Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

Tertiary education					
	Private sources				
Public sources	Household expenditure	Expenditure of other private entities	All private sources[1]	Private, of which subsidised	
11	12	13	14	15	**Other UOE countries**
56.9	41.1	2.0	43.1	a	Bulgaria
43.9	56.1	n	56.1	14.7	Cyprus
59.3	29.6	11.1	40.7	5.6	Israel
46.9	50.7	2.4	53.1	...	Latvia
100.0	n	n	n	...	Liechtenstein
64.8	26.4	8.8	35.2	...	Lithuania
93.9	3.4	2.7	6.1	...	Malta
76.0	17.9	6.1	24.0	1.2	Slovenia

TABLE 2.C

TOTAL PUBLIC EXPENDITURE ON EDUCATION / Public expenditure on educational institutions plus public subsidies to households as a percentage of total public expenditure and as a percentage of GDP, by level of education

		Public expenditure[1] on education as a percentage of total public expenditure			Public expenditure[1] on education as a percentage of GDP		
		Primary, secondary and post-secondary non-tertiary education	Tertiary education	All levels of education	Primary, secondary and post-secondary non-tertiary education	Tertiary education	All levels of education
WEI countries	Financial year	1	2	3	4	5	6
Argentina	2003	9.0	1.9	12.0	2.7	0.6	3.5
Brazil	2002	8.8	2.5	12.2	3.4	1.0	4.7
Chile	2004	14.0	2.6	18.3	2.8	0.5	3.7
India	2003	8.4	2.2	10.7	2.6	0.7	3.3
Indonesia	2003	...	...	...	0.8	0.3	1.1
Jamaica	2003/04	...	...	...	3.4	0.8	4.5
Jordan	2004	...	...	...	4.2	...	...
Malaysia	2003	17.9	9.8	28.0	5.1	2.8	8.0
Paraguay[2]	2003	8.1	1.8	10.8	3.2	0.7	4.3
Peru	2004	11.7	2.4	17.0	2.0	0.4	2.9
Philippines	2003	14.7	2.3	17.2	2.7	0.4	3.2
Russian Federation	2003	6.9	2.3	12.3	2.1	0.7	3.7
Thailand[2]	2004/05	32.3	6.1	40.0	...	...	...
Tunisia	2003	...	...	...	5.9	2.2	8.1
Uruguay	2003	5.0	2.0	7.9	1.4	0.6	2.2
WEI mean	**2003**	**12.4**	**3.3**	**16.9**	**3.0**	**0.9**	**4.1**
OECD countries							
Australia	2003	...	...	...	3.6	1.1	4.8
Austria	2003	7.5	2.5	10.8	3.8	1.3	5.5
Belgium	2003	7.9	2.6	11.8	4.0	1.3	6.1
Canada	2001/02	8.2	4.3	12.5	3.3	1.7	5.0
Czech Republic	2003	5.7	1.8	8.5	3.1	0.9	4.5
Denmark	2003	8.8	4.5	15.1	4.8	2.5	8.3
Finland	2003	8.0	4.1	12.8	4.1	2.1	6.5
France	2003	7.5	2.2	11.0	4.0	1.2	5.9
Germany	2003	6.3	2.5	9.7	3.1	1.2	4.7
Greece	2003	5.3	2.5	8.0	2.6	1.5	4.3
Hungary	2003	...	...	...	3.7	1.2	5.9
Iceland	2003	11.9	2.9	17.0	5.6	1.4	7.8
Ireland	2003	...	...	...	3.2	1.1	4.4
Italy	2003	7.4	1.6	9.9	3.6	0.8	4.9
Japan	2002/03	7.9	1.8	10.7	2.7	0.6	3.7
Luxembourg	2003	8.9	...	...	4.1	...	...
Mexico	2003	16.3	4.0	23.8	4.0	1.0	5.8
Netherlands	2003	...	...	...	3.4	1.3	5.1
New Zealand	2003/04	16.1	5.5	22.6	4.8	1.6	6.8
Norway	2003	9.9	4.8	15.7	4.8	2.3	7.6
Poland	2003	...	...	...	4.2	1.1	5.8
Portugal	2003	8.9	2.2	12.4	4.2	1.1	5.9
Republic of Korea	2003	11.5	2.0	15.0	3.5	0.6	4.6
Slovakia	2003	7.3	2.2	11.2	2.9	0.9	4.4
Spain	2003	...	...	...	2.8	1.0	4.3
Sweden	2003	8.3	3.7	12.8	4.8	2.2	7.5
Switzerland	2003	8.8	3.5	13.0	4.1	1.6	6.0
Turkey	2003	...	...	...	2.5	1.2	3.7
United Kingdom	2002/03	8.8	2.4	11.9	4.0	1.1	5.4
United States	2002/03	10.4	4.0	15.2	3.9	1.5	5.7
OECD mean	**2003**	**9.0**	**3.1**	**13.3**	**3.8**	**1.3**	**5.5**

Other UOE countries	Financial year	Public expenditure[1] on education as a percentage of total public expenditure			Public expenditure[1] on education as a percentage of GDP		
		Primary, secondary and post-secondary non-tertiary education	Tertiary education	All levels of education	Primary, secondary and post-secondary non-tertiary education	Tertiary education	All levels of education
		1	2	3	4	5	6
Albania	2002	...	...	...	2.2	0.5	2.6
Bulgaria	2003	...	...	...	2.7	0.8	4.3
Croatia	2003	...	...	...	3.2	0.9	4.7
Cyprus	2003	...	...	...	5.5	1.6	7.5
Estonia	2003	...	...	...	4.3	1.1	5.7
Israel	2003	8.9	2.5	13.7	4.6	1.3	7.0
Latvia	2003	...	...	...	3.9	0.7	5.4
Lithuania	2003	...	...	...	3.5	1.0	5.3
Malta	2002	...	...	...	3.3	0.9	4.6
Romania	2003	...	...	...	2.0	0.7	3.6
Slovenia	2003	...	...	...	4.2	1.4	6.1
The FYR of Macedonia	2003	...	...	...	2.9	0.5	3.4

[1.] Public expenditure presented in this table includes public subsidies to households for living costs, which are not spent on educational institutions. Thus the figures presented here exceed those on public spending on institutions found in Table 2.a.i.

[2.] Excludes post-secondary non-tertiary education.

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.

Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 2.d **DISTRIBUTION OF TOTAL PUBLIC EXPENDITURE ON EDUCATION BY DESTINATION OF FUNDS** / Public expenditure on education transferred to educational institutions and public transfers to the private sector as a percentage of total public expenditure on education, by level of education

		Primary, secondary and post-secondary non-tertiary education			Tertiary education		
		Direct public expenditure on public institutions	Direct public expenditure on private institutions	Indirect public transfers and payments to the private sector	Direct public expenditure on public institutions	Direct public expenditure on private institutions	Indirect public transfers and payments to the private sector
WEI countries	Financial year	1	2	3	4	5	6
Argentina	2003	85.7	12.5	1.8	95.4	4.1	0.4
Brazil	2002	95.0	a	5.0	88.0	a	12.0
Chile	2004	61.0	38.5	0.5	34.6	30.7	34.6
India	2003	72.4	27.5	0.1	78.9	20.9	0.2
Indonesia	2003	90.1	6.6	3.4	100.0	n	...
Jamaica	2003/04	94.6	0.1	5.2	97.5	a	2.5
Jordan	2004	100.0	a	a	...	...	...
Malaysia	2003	99.5	a	0.5	80.2	a	19.8
Paraguay	2003	93.0	7.0	...	...	...	...
Philippines	2003	99.4	a	0.6	100.0	a	n
Thailand	2004/05	...	...	...	61.2	x(4)	38.8
Tunisia	2003	100.0	a	a	100.0	a	a
Uruguay	2003	99.9	a	0.1	100.0	a	n
WEI mean	**2003**	**90.9**	**7.7**	**1.6**	**85.1**	**5.1**	**9.9**
OECD countries							
Australia	2003	77.1	19.7	3.1	65.0	n	35.0
Austria	2003	98.4	0.3	1.3	81.3	0.7	18.0
Belgium	2003	44.8	52.7	2.5	35.2	48.9	15.8
Canada	2001/02	98.1	1.9	...	77.6	0.4	22.0
Czech Republic	2003	91.5	3.6	4.9	92.8	1.0	6.2
Denmark	2003	79.3	6.4	14.3	67.8	n	32.2
Finland	2003	90.8	5.9	3.3	74.4	7.7	17.9
France	2003	84.3	12.6	3.1	86.6	5.2	8.2
Germany	2003	83.2	12.0	4.8	81.6	1.2	17.2
Greece	2003	99.7	a	0.3	94.0	a	6.0
Hungary	2003	85.1	9.2	5.7	80.5	4.7	14.7
Iceland	2003	95.0	1.4	3.6	68.0	7.9	24.1
Ireland	2003	95.6	n	4.4	86.2	n	13.8
Italy	2003	95.2	2.8	2.0	81.2	1.8	17.0
Japan	2002/03	96.3	3.5	0.2	68.6	12.8	18.6
Luxembourg	2003	97.7	...	2.3	...	...	...
Mexico	2003	94.6	n	5.3	94.1	n	5.9
Netherlands	2003	22.9	70.6	6.5	a	74.1	25.9
New Zealand	2003/04	89.0	3.7	7.3	55.1	1.5	43.4
Norway	2003	88.0	6.4	5.6	59.6	3.7	36.7
Portugal	2003	92.5	6.1	1.4	97.4	...	2.6
Republic of Korea	2003	82.8	15.4	1.8	61.9	33.5	4.6
Slovakia	2003	93.8	4.2	2.0	91.5	a	8.5
Spain	2003	84.6	14.1	1.3	90.1	2.0	7.9
Sweden	2003	87.3	6.4	6.3	66.9	4.7	28.4
Switzerland	2003	90.5	7.3	2.2	93.6	4.5	2.0
Turkey	2003	99.2	...	0.8	86.7	0.1	13.2
United Kingdom	2002/03	76.7	23.2	0.2	a	75.3	24.7
United States	2002/03	99.8	0.2	a	70.3	11.8	17.8
OECD mean	**2003**	**86.7**	**10.7**	**3.4**	**71.7**	**11.2**	**17.4**

Other UOE countries	Financial year	Primary, secondary and post-secondary non-tertiary education			Tertiary education		
		Direct public expenditure on public institutions	Direct public expenditure on private institutions	Indirect public transfers and payments to the private sector	Direct public expenditure on public institutions	Direct public expenditure on private institutions	Indirect public transfers and payments to the private sector
		1	2	3	4	5	6
Bulgaria	2003	91.9	a	8.1	89.4	a	10.6
Croatia	2003	99.9	0.1	...	95.7	n	4.3
Cyprus	2003	99.8	0.2	n	44.0	n	56.0
Estonia	2003	94.9	1.1	3.9	28.0	56.6	15.4
Israel	2003	73.8	24.7	1.5	5.1	84.9	10.1
Latvia	2003	93.1	0.1	6.8	3.6	76.7	19.7
Liechtenstein	2003	87.5	n	12.5	a	57.5	42.5
Lithuania	2003	94.5	x(1)	5.5	82.7	0.2	17.1
Malta	2002	77.7	15.7	6.5	74.8	a	25.2
Romania	2003	99.3	n	0.7	92.3	n	7.7
Slovenia	2003	93.3	0.9	5.8	72.6	2.0	25.4
The FYR of Macedonia	2003	99.4	n	0.6	86.2	a	13.8

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

3 Levels and uses of education expenditure

Introduction

Several important concerns of policymakers with respect to the financing of education are related to pupil spending levels and the use of resources. How is money allocated to different purposes? What is the mix of capital investment and current spending? What share of expenditure is used to pay teachers or to cover non-staff-related costs? Is this adequate to develop and/or maintain education quality?

This section examines measures of educational expenditure per student, in absolute terms as well as relative to national income and by level of education. While measures of resources in absolute terms show that WEI countries fall behind OECD countries, a very different picture emerges by taking into account their capacities to invest, as measured by national income.

a. Educational expenditure per student

In almost every WEI country, absolute expenditure per student from primary to secondary education falls short of the levels reported by OECD countries.

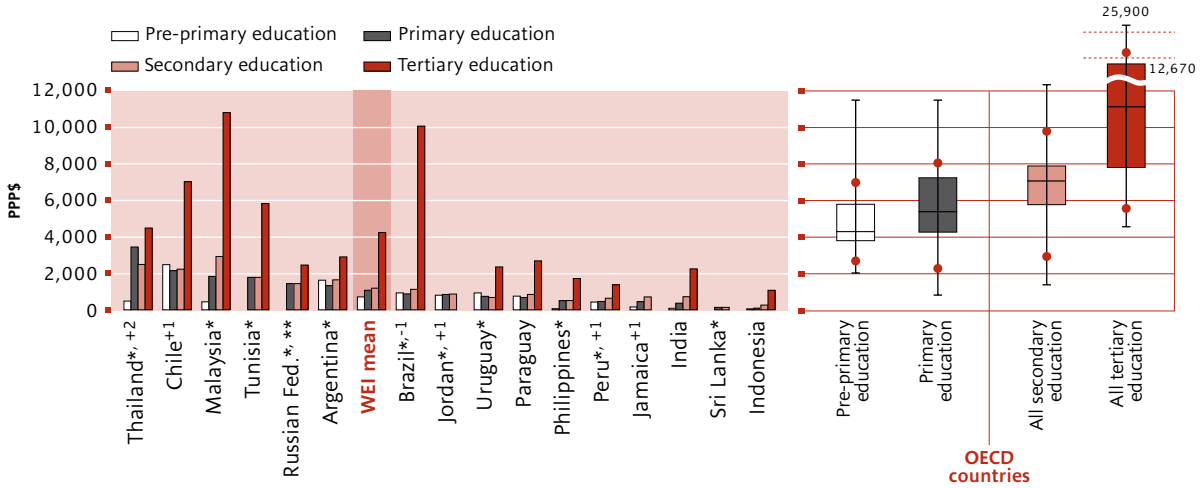
Expenditure per student is a key measure of a country's investment in its children and youth. It includes the costs associated with teachers, teaching materials, equipment and related factors. For international comparisons, expenditure levels have been converted into Purchasing Power Parities (PPP), which are international units used to reflect the amount required to purchase the same goods and services in any country in a given year.

Figure 3.1 presents WEI levels of expenditure per student alongside the OECD distribution for this indicator. In short, pupils in most WEI countries

FIGURE 3.1

Expenditure per student in PPP$ by level of education

Annual public and private expenditure per student in US$ converted into PPP, by level of education, 2003



Countries are ranked in descending order by expenditure per primary student.

Notes: * Public institutions only.
** Based on public expenditure only.
+2 Data refer to 2005; +1 Data refer to 2004; -1 Data refer to 2002.

Sources: UNESCO Institute for Statistics, Table 3.a; OECD countries: OECD (2006).

can expect far less investment than their counterparts in even the lowest-spending OECD countries. However, there is considerable variation among WEI countries.

At the pre-primary level, three WEI countries – India, Indonesia and the Philippines – invest less than PPP$ 100 per pupil, which is just 2% of the OECD average. Argentina, Brazil and Uruguay represent the top range. Chile leads the WEI group with PPP$ 2,470 invested per pupil, which exceeds that of Mexico, the lowest-spending OECD country. On average, WEI countries invest PPP$ 707 per pre-primary pupil, compared to PPP$ 4,508 in OECD countries.

At the primary level, OECD countries spend on average five times more than WEI countries (PPP$ 5,450 compared to PPP$ 1,066). This gap is particularly dramatic for the lowest-spending WEI countries: Indonesia (PPP$ 92), as well as India, Jamaica, Peru and Sri Lanka. However, Tunisia (PPP$ 1,776) and Malaysia (PPP$ 1,830) exceed the levels of Turkey and Mexico. Chile (PPP$ 2,140) has reached the spending level of the Czech Republic and Slovakia. Thailand is by far the WEI leader, investing PPP$ 3,442 per primary pupil, which exceeds spending in Hungary and Poland.

At the secondary level, WEI countries spend, on average, less than one-sixth of that by OECD countries: PPP$ 1,183 compared to PPP$ 6,962. The lowest-spending levels are found in Sri Lanka (PPP$ 139), followed by Indonesia, the Philippines and Peru. At the other end of the scale, Malaysia invests PPP$ 2,920 per pupil, which is similar to Poland and Slovakia. Thailand, Chile, Tunisia, and Argentina reach or exceed levels in Mexico and Turkey.

Expenditure per student increases substantially at the tertiary level of education, especially among WEI countries. Clearly, many students, teachers and researchers are searching beyond their home countries for the best education and work opportunities. This forces higher education systems to compete internationally and to offer internationally comparable salaries and equipment. Consequently, the gap between OECD and WEI countries narrows considerably at this level of education.

On average, WEI countries spend PPP$ 4,225 per tertiary student, about 40% of the OECD average of PPP$ 11,254. Exceptionally high levels are reported by Brazil (PPP$ 10,054) and Malaysia (PPP$ 10,792). Chile, Thailand and Tunisia have reached the levels reported by Greece, Poland and Slovakia. However, expenditure per tertiary student falls well short of the WEI and OECD averages in India, Indonesia, Peru, the Philippines and Uruguay.

b. Educational expenditure per student relative to GDP per capita

WEI countries tend to spend relatively less on primary and secondary education than OECD countries. However, they invest considerably more per tertiary student.

Substantial differences in expenditure per student in PPP$, as shown by the previous indicator, are not surprising given differences in national wealth. By comparing expenditure per student as a percentage of the Gross Domestic Product (GDP), it is possible to take into account these differences. Yet even after adjusting for national wealth, WEI countries tend to spend substantially less per student at the primary and secondary levels than OECD countries.

At the primary level of education, WEI expenditure per student ranges from 3% of GDP per capita in Indonesia and Sri Lanka, 8% in Peru to 18% in Chile and Jordan and 19% in Malaysia.

However, Tunisia clearly leads the group, investing 25% of GDP per capita per pupil. It surpasses the OECD average (20%) as well as levels reported by most of the group's leading countries, such as Japan (23%), Switzerland (24%) and the United States (22%).

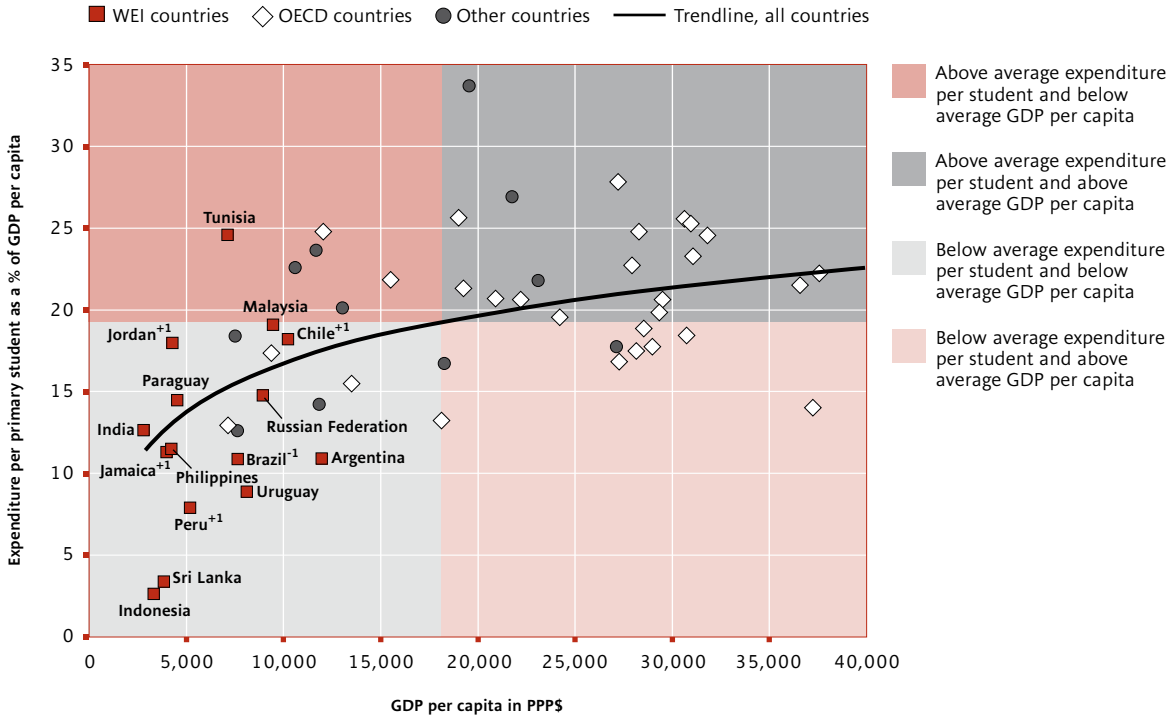
Figure 3.2 shows that, in general, richer countries tend to spend more of their wealth on education than poorer countries. Nevertheless, considerable differences are reported. India has a similar per capita income to Indonesia but spends, in relative terms, four times more of that income per primary student. Jordan spends twice as much as Peru, even though they have close to equal levels of national income per capita.

In general, the higher the per capita income, the higher the share of wealth invested in secondary education. Once again, there are notable exceptions. Malaysia spends 31% of GDP per capita per secondary student, more than all

FIGURE 3.2

Expenditure per primary student as a percentage of GDP per capita

Annual public and private expenditure per student as a percentage of GDP and GDP per capita in PPP$, 2003



Notes: +1 Data refer to 2004; -1 Data refer to 2002.

Sources: UNESCO Institute for Statistics, Table 3.b; OECD countries: OECD (2006).

OECD and WEI countries, except for Luxembourg, Portugal, the Republic of Korea and Switzerland. India and Tunisia spend 25% of their GDP per capita per secondary student, just short of the OECD average of 26%. In contrast, Sri Lanka spends just 4%, Indonesia and Uruguay spend 8%, while Peru and the Philippines report 11% and 12% respectively (*see* ***Table 3.b***).

A dramatically different situation emerges at the tertiary level, where WEI countries spend more than OECD countries: on average 58% of GDP per capita compared to 43%. In general, countries with lower levels of national income tend to spend more per tertiary student. Brazil and Malaysia spend 127% and 113% of GDP per capita, respectively, twice that of OECD countries reporting the highest levels, such as Canada (66%), Switzerland (78%) and the United States (64%). Even the lowest spending countries – Argentina (26%) and Peru (24%) – reach more than one-half of the OECD average.

c. Differences in expenditure per student by education level

WEI costs per student rise far more from basic to tertiary education than in almost every OECD country; a ten-fold increase is reported in Brazil and Indonesia.

Policymakers face difficult decisions in balancing limited funds for education. By examining the allocation of funds by educational level, we can gain insight into a country's priorities and their implications in terms of equity. For example, expenditure levels tend to rise for higher levels of education due to the economies of scale implicit in basic education and the costs associated with the more specialised staff and facilities associated with post-secondary education. Yet, at the same time, participation rates drop sharply in post-secondary education for most WEI countries (*see* ***Table 4.b***). So only a small number of students benefit from the education which is provided at much higher costs.

To illustrate these trade-offs, **Figure 3.3** shows expenditure per pre-primary, secondary and tertiary student expressed as a percentage of expenditure per primary student.

Allocation patterns vary widely across countries. In Chile, Jordan, the Philippines and Sri Lanka, unit costs of primary and secondary pupils are nearly the same and secondary costs are lower in Thailand and Uruguay. Yet the costs per secondary pupil are three times higher than those for a primary pupil in Indonesia (283%) as well as in Malaysia and Jamaica (160% each).

In the case of India, expenditure per upper secondary student is 321% that of a primary or lower secondary pupil. With the exception of India and Indonesia, the differences in costs between primary and secondary pupils among WEI countries are comparable to those found in the OECD group.

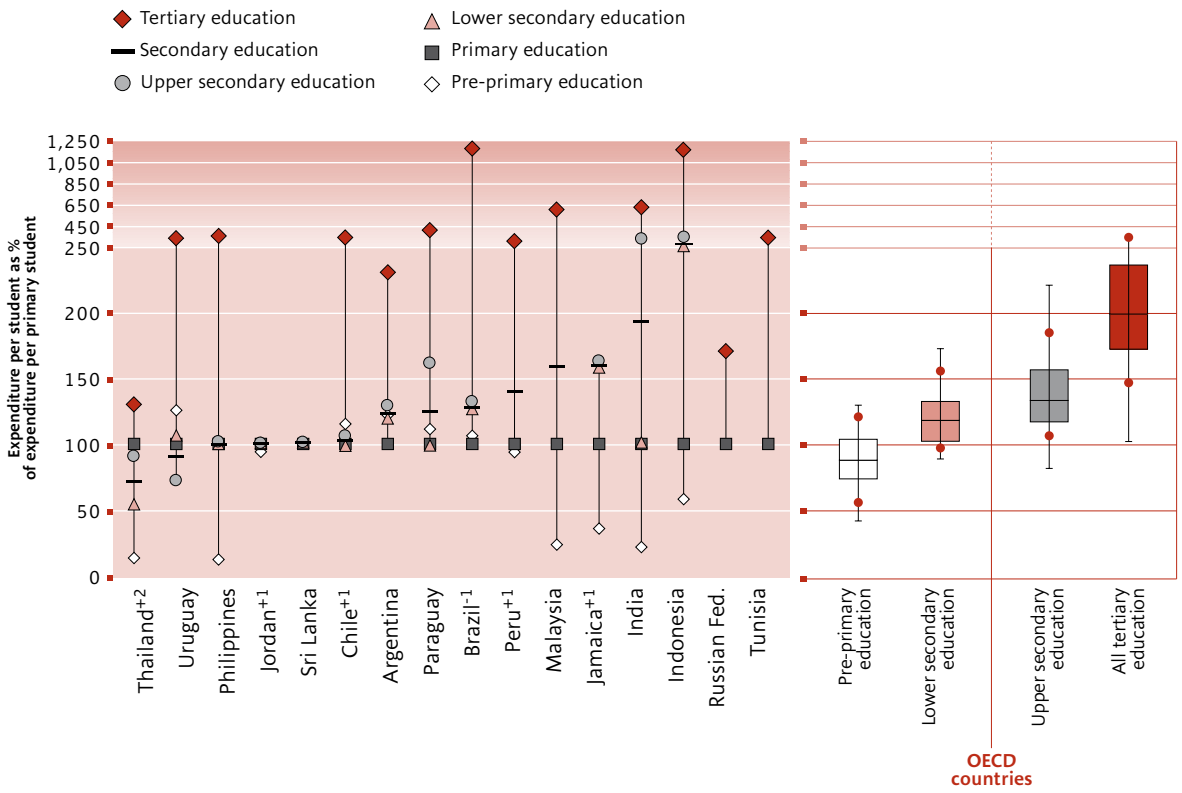
To better understand the implications of these patterns, consider the case of Thailand, which is the only WEI country with expenditure per primary student reaching OECD standards (*see Figure 3.1*). Clearly, basic education is a high priority. So to offset this high level of investment, the government has apparently decided not to raise spending on lower and upper secondary education. Even Thailand's spending at the tertiary level is relatively low: investment per primary student is only 30% less than that for every tertiary student. In Uruguay, expenditure per secondary student is lower than that at the primary level, although spending in general is very low.

This measure also highlights deficits in financing for pre-primary education. The unit costs of

FIGURE 3.3

Expenditure per student by level of education

Annual expenditure per student as a percentage of annual expenditure per primary student, by level of education, 2003



Countries are ranked in ascending order by relative expenditure per secondary student.

Notes: +2 Data refer to 2005; +1 Data refer to 2004; -1 Data refer to 2002.

Sources: UNESCO Institute for Statistics, Table 3.c.i; OECD countries: OECD (2006).

early childhood education are less than one-quarter of that spent per primary pupil in India, Malaysia, the Philippines and Thailand. In contrast, Latin American WEI countries report unit costs exceeding that for primary education. Uruguay spends one-quarter more per pupil for early childhood education than at the primary level.

The costs of education rise dramatically at the tertiary level in almost all WEI countries: in 10 out of 13 countries with available data, expenditure per tertiary student is at least three times higher than that per primary pupil. In comparison, only four out of 28 OECD countries report such an increase (Canada, the Czech Republic, Mexico and Switzerland).

In relative terms, a tertiary student costs six times more than a primary pupil in India and Malaysia. Expenditure per tertiary student is 11 times higher than that at the primary level in Brazil and Indonesia. This pattern may raise concerns about equity. In Brazil for example, tertiary students account for just 2% of the total but receive 19% of all education funding. In Indonesia, 7% of all students are allocated 35% of total education expenditure (*see* ***Table 3.c.ii***).

d. Use of funds by level of education

Expenditure on teaching materials, student welfare and other current non-staff costs in WEI countries are, on average, six percentage points below that of OECD countries.

The extent to which educational expenditure is divided among different types of goods and services directly affects the quality of education, conditions of school infrastructure and the capacity of the system to absorb increased enrolments.

This indicator reflects the breakdown between capital and current expenditure on educational institutions. Examples of capital expenditure include the costs of construction, renovation and major repair of school buildings. Current expenditure refers to goods and services consumed within the financial year.

There are three categories of current expenditure: compensation of teachers, compensation of other staff and other spending, such as maintenance and rental fees for school buildings, purchase of teaching and learning materials, electricity consumption, telecommunications, as well as student boarding and welfare services.

Current expenditure generally exceeds capital expenditure, mainly due to staff costs. However, the magnitude can vary by educational level. For the primary to post-secondary non-tertiary levels, current expenditure accounts for an average of 91% of total spending in WEI countries. This is very close to the OECD average of 92%.

However, there are marked differences among countries, ranging from 66% in Malaysia to 95% or more in Argentina, Paraguay, Peru, the Philippines and Zimbabwe (*see* ***Figure 3.4***).

Personnel (teaching and non-teaching) costs are the largest item of current expenditure in all WEI and OECD countries, amounting to an average of 86% and 80%, respectively, for the primary to post-secondary non-tertiary levels. These costs account for 90% or more of current expenditure in Jamaica, Jordan, Peru, the Philippines and Zimbabwe. In contrast, the proportions drop to 59% in Uruguay and 75% in Chile.

Current expenditure allocations also reflect the different personnel structures of education systems. Some countries rely on teachers for a wide range of tasks unrelated to classroom activities, while others hire specialised staff for counselling or administrative responsibilities. In Argentina and Uruguay, about 14% of current expenditure (primary to post-secondary non-tertiary combined) is devoted to non-teaching staff costs. In contrast, the proportions fall to 0.3% and 5.4%, respectively, in Jordan and the Philippines.

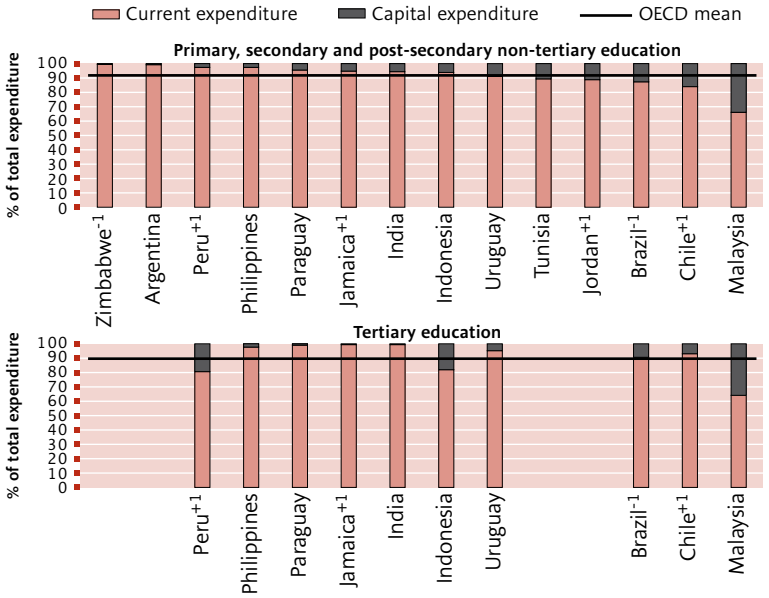
Personnel costs can significantly reduce the resources available for teaching materials and other forms of support. The WEI average for non-personnel expenditure (14%) is six percentage points below that of OECD countries (20%). Lower investment in these resources can negatively affect education quality.

FIGURE 3.4

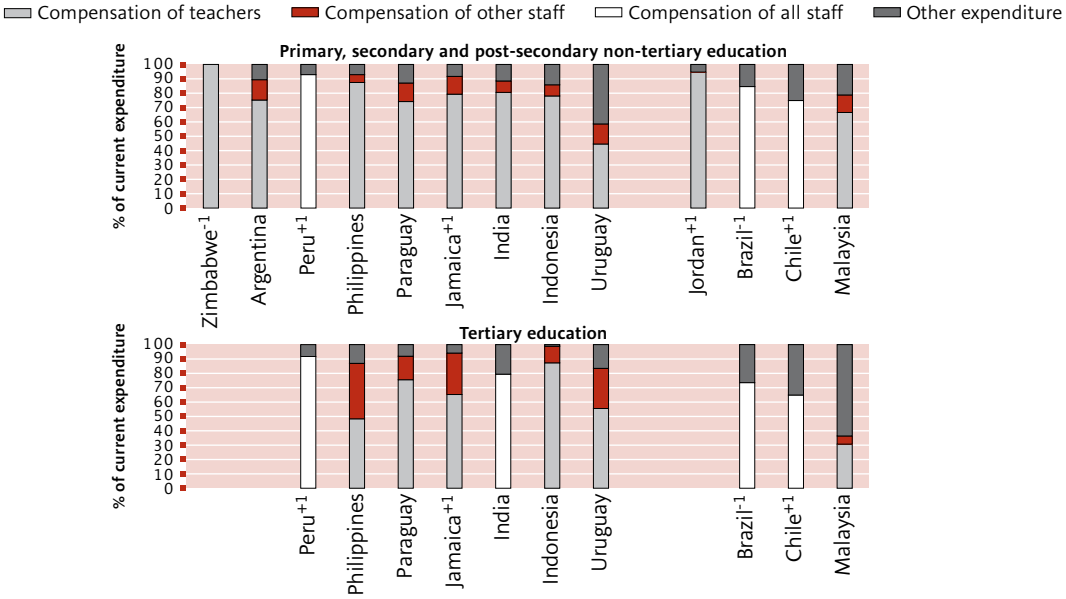
Expenditure by resource category

Expenditure on educational institutions by capital and current expenditure and by category of current expenditure by level of education, 2003

Current and capital expenditure



Compensation of staff and other current expenditure



Countries are ranked in descending order by share of current expenditure in primary, secondary and post-secondary non-tertiary education.

Notes: +1 Data refer to 2004; -1 Data refer to 2002.

Sources: UNESCO Institute for Statistics, Table 3.d; OECD countries: OECD (2006).

However, differences among WEI countries are striking. Non-personnel costs represent 42% of the total current expenditure in Uruguay, substantially more than in the Czech Republic and Finland (35% each), the OECD countries with the highest shares. It is important to note, however, that Uruguay spends very little per student, thus, the high proportion of current expenditure can be explained by low teacher costs. In contrast, Jordan, Peru and the Philippines spend 7% or less on current non-personnel expenditure.

Resource allocation patterns vary widely among WEI countries at the tertiary level. Capital expenditure accounts for a significant proportion of the total in Malaysia (36%), Peru (19%) and Indonesia (18%). Yet in most other WEI countries, the share is substantially smaller, with five countries spending less than 5% on capital expenditure: India, Jamaica, Paraguay, the Philippines and Uruguay.

Tertiary staff costs represent, on average, 80% of the current expenditure in WEI countries. This is high compared to the OECD average of 66%. A possible explanation for this gap is that OECD countries tend to spend more on research facilities and resources in tertiary institutions than WEI countries, which can raise the proportion of the current expenditure spent on non-salary costs.

3

STATISTICAL TABLES

Levels and uses of education expenditure

TABLE 3.a ANNUAL EXPENDITURE ON EDUCATIONAL INSTITUTIONS PER STUDENT / In equivalent US dollars (PPP), by level of education, based on full-time equivalents

				Secondary education				Tertiary education (including R&D activities)			
WEI countries	Financial year	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	All secondary education	Post-secondary non-tertiary education	All tertiary education	Tertiary (type B) education	Tertiary (type A) & advanced research programmes	Primary to tertiary education
		1	2	3	4	5	6	7	8	9	10
Argentina[1,2]	2003	1,616	1,324	1,588	1,716	1,636	a	2,896	2,208	3,180	1,625
Brazil[1]	2002	926	870	1,105	1,152	1,121	a	10,054	x(7)	x(7)	1,242
Chile	2004	2,470	2,139	2,124	2,281	2,225	a	7,011	3,128	8,382	2,876
India	2003	82	368	375	1,182	712	1,058	2,243	x(7)	x(7)	586
Indonesia	2003	54	92	231	312	261	a	1,073	x(7)	x(7)	219
Jamaica	2003/04	161	443	702	723	709	88	...	...	...	...
Jordan[1]	2004	797	846	859	856	858	a	...	...	...	...
Malaysia[1]	2003	439	1,830	x(5)	x(5)	2,920	6,903	10,792	12,005	10,492	3,031
Paraguay	2003	749	672	670	1,088	843	...	2,678	2,275	2,768	904
Peru[1]	2004	427	454	x(5)	x(5)	639	...	1,368	891	1,646	584
Philippines[1]	2003	64	500	504	512	505	1,968	1,718	x(7)	x(7)	565
Russian Federation[1]	2003	...	x(5)	x(5)	x(5)	1,436	x(5)	2,451	1,733	2,741	1,600
Sri Lanka[1]	2003	...	136	139	139	139	...	...	...	...	...
Thailand[1]	2004/05	481	3,442	2,044	3,140	2,484	...	4,474	16,194	3,935	3,170
Tunisia[1]	2003	...	x(3)	1,776	x(3)	x(3)	a	5,817	x(7)	x(7)	2,177
Uruguay[1]	2003	924	735	787	537	670	x(4)	2,351	x(7)	x(7)	865
WEI mean	**2003**	**707**	**1,066**	**1,119**	**1,275**	**1,183**	**...**	**4,225**	**x(7)**	**x(7)**	**1,496**
OECD countries											
Australia	2003	...	5,494	7,442	8,362	7,788	7,341	12,406	7,792	13,331	7,527
Austria	2003	6,205	7,139	8,719	9,189	8,943	x(4)	12,344	10,382	12,507	9,063
Belgium	2003	4,663	6,180	x(5)	x(5)	7,708	x(5)	11,824	x(7)	x(7)	7,831
Canada[1]	2001/02	x(5)	x(5)	x(5)	x(5)	6,482	x(8)	19,992	23,780	18,567	8,641
Czech Republic	2003	2,660	2,273	3,939	4,241	4,088	2,051	6,774	3,339	7,185	3,898
Denmark	2003	4,824	7,814	7,958	8,401	8,183	x(4, 7)	14,014	x(7)	x(7)	9,154
Finland	2003	4,069	5,321	8,608	6,654	7,402	x(5)	12,047	3,985	12,060	7,578
France	2003	4,744	4,939	7,603	9,992	8,653	5,195	10,704	8,925	11,303	7,807
Germany	2003	4,865	4,624	5,627	10,232	7,173	10,097	11,594	6,299	12,457	7,368
Greece	2003	x(2)	4,218	x(5)	x(5)	4,954	4,181	4,924	2,602	6,071	4,686
Hungary[1]	2003	3,985	3,286	3,269	4,620	3,948	x(4)	8,576	8,427	8,583	4,427
Iceland	2003	6,781	7,752	7,475	6,459	6,898	x(4, 7)	8,023	...	8,023	7,438
Ireland	2003	...	4,760	6,329	6,428	6,374	5,759	9,341	x(7)	x(7)	6,118
Italy[1]	2003	6,116	7,366	7,688	8,108	7,938	...	8,764	7,443	8,777	7,963
Japan	2002/03	3,766	6,350	6,991	7,552	7,283	x(4, 7)	11,556	7,638	12,913	7,789
Luxembourg	2003	x(2)	11,481	16,754	17,364	17,078	...	...	...	...	...
Mexico	2003	2,069	1,656	1,495	2,790	1,918	a	5,774	x(7)	x(7)	2,095
Netherlands	2003	5,497	5,836	7,566	6,271	6,996	5,723	13,444	...	13,537	7,501
New Zealand	2003/04	4,325	4,841	4,803	6,730	5,693	8,016	8,832	6,064	9,738	5,963
Norway	2003	3,895	7,977	9,208	12,380	10,919	x(5)	13,772	x(7)	x(7)	10,105
Poland[1]	2003	3,269	2,859	2,693	3,184	2,951	6,866	4,589	...	4,653	3,221
Portugal[1]	2003	4,489	4,503	6,158	6,022	6,094	a	7,200	x(7)	x(7)	5,611
Republic of Korea	2003	2,628	4,098	5,425	7,442	6,410	a	7,089	4,021	9,138	5,733
Slovakia	2003	2,641	2,020	2,106	2,737	2,401	x(4)	4,678	x(4)	4,678	2,602
Spain	2003	4,151	4,829	x(5)	x(5)	6,418	x(5)	8,943	7,997	9,131	6,346
Sweden	2003	4,091	7,291	7,446	7,848	7,662	2,867	16,073	x(7)	x(7)	8,792
Switzerland[1]	2003	3,558	8,131	9,538	15,014	12,209	8,485	25,900	7,579	27,682	12,071
Turkey[1]	2003	...	869	a	1,428	1,428	a	...	x(7)	x(7)	1,266
United Kingdom	2002/03	7,153	5,851	x(5)	x(5)	7,290	x(5)	11,866	x(7)	x(7)	7,376
United States	2002/03	7,755	8,305	9,156	10,105	9,590	...	24,074	x(7)	x(7)	12,023
OECD mean	**2003**	**4,508**	**5,450**	**6,560**	**7,582**	**6,962**	**...**	**11,254**	**x(7)**	**x(7)**	**6,827**

Other UOE countries	Financial year	Pre-primary education	Primary education	Secondary education			Post-secondary non-tertiary education	Tertiary education (including R&D activities)			Primary to tertiary education
				Lower secondary education	Upper secondary education	All secondary education		All tertiary education	Tertiary (type B) education	Tertiary (type A) & advanced research programmes	
		1	2	3	4	5	6	7	8	9	10
Bulgaria	2003	2,182	1,383	1,409	1,522	1,467	2,204	4,084	3,800	4,104	1,851
Croatia[1]	2003	3,131	2,763	2,763	2,901	2,808	a	3,890	x(7)	x(7)	2,977
Cyprus	2003	4,829	5,861	9,322	9,683	9,501	a	10,474	5,484	17,354	8,174
Estonia[1]	2003	1,131	2,628	3,424	3,685	3,542	4,023	5,212	x(7)	x(7)	3,263
Israel	2003	3,718	5,017	x(5)	x(5)	5,959	3,723	11,945	8,372	12,941	6,436
Lithuania	2003	3,407	1,685	2,311	2,328	2,316	2,890	4,094	3,065	4,463	739
Malta	2002	2,798	3,053	4,630	4,179	4,532	2,418	8,328	x(7)	x(7)	4,239
Romania	2003	800	969	969	1,252	1,057	...	2,370	x(7)	x(7)	1,225
Slovenia	2003	5,488	6,589	6,589	4,437	5,743	...	7,684	x(7)	x(7)	6,114
The FYR of Macedonia[1]	2003	x(2)	1,115	1,115	1,070	1,102	a	1,220	x(7)	x(7)	1,115

1. Public institutions only.

2. Data on tertiary and for all levels combined refer to 2002.

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 3.b ANNUAL EXPENDITURE ON EDUCATIONAL INSTITUTIONS PER STUDENT RELATIVE TO GDP PER CAPITA / By level of education, based on full-time equivalents

				Secondary education				Tertiary education (including R&D activities)			
	Financial year	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	All secondary education	Post-secondary non-tertiary education	All tertiary education	Tertiary (type B) education	Tertiary (type A) & advanced research programmes	Primary to tertiary education
WEI countries		1	2	3	4	5	6	7	8	9	10
Argentina[1,2]	2003	13	11	13	14	14	a	26	20	29	15
Brazil[1]	2002	12	11	14	15	14	a	127	x(7)	x(7)	16
Chile	2004	21	18	18	20	19	a	60	27	72	25
India	2003	3	13	13	41	25	37	77	x(7)	x(7)	20
Indonesia	2003	2	3	7	9	8	a	32	x(7)	x(7)	6
Jamaica	2003/04	4	11	18	19	18	2	...	...	...	...
Jordan[1]	2004	17	18	18	18	18	a	...	...	...	...
Malaysia[1]	2003	5	19	x(5)	x(5)	31	72	113	126	110	32
Paraguay	2003	16	15	15	24	18	...	58	49	60	20
Peru[1]	2004	8	8	x(5)	x(5)	11	...	24	16	29	10
Philippines[1]	2003	1	12	12	12	12	46	40	x(7)	x(7)	13
Russian Federation[1]	2003	...	x(5)	x(5)	x(5)	16	x(5)	27	19	31	18
Sri Lanka[1]	2003	...	3	4	4	4	...	...	...	...	...
Tunisia[1]	2003	...	x(3)	25	x(3)	x(3)	a	81	x(7)	x(7)	30
Uruguay[1]	2003	11	9	10	7	8	x(4)	29	x(7)	x(7)	11
WEI mean	**2003**	**9**	**13**	**15**	**18**	**16**	**...**	**58**	**x(7)**	**x(7)**	**18**
OECD countries											
Australia	2003	...	18	24	27	25	24	40	25	43	24
Austria	2003	20	23	28	30	29	x(4)	40	34	41	29
Belgium	2003	15	21	x(5)	x(5)	26	x(5)	39	x(7)	x(7)	26
Canada[1]	2001/02	x(5)	x(5)	x(5)	x(5)	21	x(8)	66	78	61	28
Czech Republic	2003	15	13	23	25	24	12	39	19	42	23
Denmark	2003	16	25	26	27	27	x(4,7)	46	x(7)	x(7)	30
Finland	2003	14	19	30	23	26	x(5)	43	14	43	27
France	2003	17	17	27	35	30	18	38	31	40	28
Germany	2003	18	17	20	37	26	37	42	23	45	27
Greece	2003	x(2)	21	x(5)	x(5)	24	20	24	13	30	23
Hungary[1]	2003	26	22	22	31	26	x(4)	57	56	57	29
Iceland	2003	22	25	24	21	22	x(4,7)	26	...	26	24
Ireland	2003	...	14	19	19	19	17	27	x(7)	x(7)	18
Italy[1]	2003	23	28	29	31	30	...	33	28	33	30
Japan	2002/03	13	23	25	27	26	x(4,7)	41	27	46	28
Luxembourg	2003	x(2)	21	x(5)	x(5)	31	x(5)	...	...	...	...
Mexico	2003	22	17	16	29	20	a	60	x(7)	x(7)	22
Netherlands	2003	17	18	24	20	22	18	42	...	43	24
New Zealand	2003/04	18	21	20	29	24	34	38	26	41	25
Norway	2003	10	21	25	33	29	x(5)	37	x(7)	x(7)	27
Poland[1]	2003	28	25	23	27	25	59	40	...	40	28
Portugal[1]	2003	25	26	35	34	35	a	41	x(7)	x(7)	...
Republic of Korea	2003	14	21	28	39	33	a	37	21	47	30
Slovakia	2003	20	15	16	21	18	x(4)	36	x(4)	x(4)	20
Spain	2003	17	19	x(5)	x(5)	26	x(5)	36	32	37	26
Sweden	2003	14	25	25	27	26	10	54	x(7)	x(7)	30
Switzerland[1]	2003	11	24	29	45	37	26	78	23	83	36
Turkey[1]	2003	...	13	a	21	21	a	...	x(7)	x(7)	19
United Kingdom	2002/03	24	20	x(5)	x(5)	25	x(5)	40	x(7)	x(7)	25
United States	2002/03	21	22	24	27	26	...	64	x(7)	x(7)	32
OECD mean	**2003**	**18**	**20**	**23**	**28**	**26**	**...**	**43**	**x(7)**	**x(7)**	**26**

Other UOE countries	Financial year	Pre-primary education	Primary education	Secondary education			Post-secondary non-tertiary education	Tertiary education (including R&D activities)			Primary to tertiary education
				Lower secondary education	Upper secondary education	All secondary education		All tertiary education	Tertiary (type B) education	Tertiary (type A) & advanced research programmes	
		1	2	3	4	5	6	7	8	9	10
Bulgaria	2003	29	18	19	20	20	29	54	51	55	25
Croatia[1]	2003	27	24	24	25	24	a	33	x(7)	x(7)	25
Cyprus	2003	22	27	43	44	44	a	48	25	80	38
Estonia[1]	2003	9	20	26	28	27	31	40	36	...	25
Israel	2003	16	22	x(5)	x(5)	26	16	52	36	56	28
Latvia	2002	31	23	25	27	25	32	35	47	33	27
Lithuania	2003	29	14	20	20	20	24	35	26	38	6
Malta	2002	15	17	25	23	25	13	46	x(7)	x(7)	23
Romania	2003	10	13	13	16	14	...	31	x(7)	x(7)	16
Slovenia	2003	28	34	34	23	29	...	39	...	39	31
The FYR of Macedonia[1]	2003	x(2)	18	18	17	18	a	19	x(7)	x(7)	18

1. Public institutions only.
2. Data on tertiary and for all levels combined refer to 2002.

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 3.c.i ANNUAL EXPENDITURE ON EDUCATIONAL INSTITUTIONS PER STUDENT BY LEVEL OF EDUCATION RELATIVE TO PRIMARY EDUCATION

				Secondary education				Tertiary education (including R&D activities)			
WEI countries	Financial year	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	All secondary education	Post-secondary non-tertiary education	All tertiary education	Tertiary (type B) education	Tertiary (type A) & advanced research programmes	Primary to tertiary education
		1	2	3	4	5	6	7	8	9	10
Argentina[1,2]	2003	122	100	120	130	124	a	230	175	252	129
Brazil[1]	2002	107	100	127	133	129	a	1,156	x(7)	x(7)	143
Chile	2004	115	100	99	107	104	a	328	146	392	134
India	2003	22	100	102	321	193	287	609	x(7)	x(7)	159
Indonesia	2003	58	100	250	338	283	a	1,161	x(7)	x(7)	237
Jamaica	2003/04	36	100	158	163	160	20	...	...	...	...
Jordan[1]	2004	94	100	102	101	101	a	...	...	...	...
Malaysia[1]	2003	24	100	x(5)	x(5)	160	377	590	656	573	166
Paraguay	2003	111	100	100	162	125	...	398	338	412	134
Peru[1]	2004	94	100	x(5)	x(5)	141	...	302	196	363	129
Philippines[1]	2003	13	100	101	102	101	394	343	x(7)	x(7)	113
Russian Federation[1]	2003	...	...	...	...	...	x(5)	171	121	191	111
Sri Lanka[1]	2003	...	100	102	102	102	...	...	...	...	...
Thailand[1]	2004/05	14	100	59	91	72	...	130	470	114	92
Tunisia[1]	2003	...	...	...	...	...	a	328	x(7)	x(7)	123
Uruguay[1]	2003	126	100	107	73	91	x(4)	320	x(7)	x(7)	118
WEI mean	**2003**	**66**	**100**	**108**	**120**	**111**	**...**	**467**	**x(7)**	**x(7)**	**138**
OECD countries											
Australia	2003	...	100	135	152	142	134	226	142	243	137
Austria	2003	87	100	122	129	125	x(4)	173	145	175	127
Belgium	2003	75	100	x(5)	x(5)	125	x(5)	191	x(7)	x(7)	127
Canada[1]	2001/02	...	...	...	...	...	x(8)	308	367	286	133
Czech Republic	2003	117	100	173	187	180	90	298	147	316	171
Denmark	2003	62	100	102	108	105	x(4, 7)	179	x(7)	x(7)	117
Finland	2003	76	100	162	125	139	x(5)	226	75	227	142
France	2003	96	100	154	202	175	105	217	181	229	158
Germany	2003	105	100	122	221	155	218	251	136	269	159
Greece	2003	x(2)	100	x(5)	x(5)	117	99	117	62	144	111
Hungary[1]	2003	121	100	99	141	120	x(4)	261	256	261	135
Iceland	2003	87	100	96	83	89	x(4, 7)	103	...	103	96
Ireland	2003	...	100	133	135	134	121	196	x(7)	x(7)	129
Italy[1]	2003	83	100	104	110	108	...	119	101	119	108
Japan	2002/03	59	100	110	119	115	x(4, 7)	182	120	203	123
Luxembourg	2003	x(2)	100	146	151	149	...	...	...	...	...
Mexico	2003	125	100	90	168	116	a	349	x(7)	x(7)	126
Netherlands	2003	94	100	130	107	120	98	230	...	232	129
New Zealand	2003/04	89	100	99	139	118	166	182	125	201	123
Norway	2003	49	100	115	155	137	x(5)	173	x(7)	x(7)	127
Poland[1]	2003	114	100	94	111	103	240	161	...	163	113
Portugal[1]	2003	100	100	137	134	135	a	160	x(7)	x(7)	125
Republic of Korea	2003	64	100	132	182	156	a	173	98	223	140
Slovakia	2003	131	100	104	136	119	x(4)	232	x(4)	232	129
Spain	2003	86	100	x(5)	x(5)	133	x(5)	185	166	189	131
Sweden	2003	56	100	102	108	105	39	220	x(7)	x(7)	121
Switzerland[1]	2003	44	100	117	185	150	104	319	93	340	148
Turkey[1]	2003	...	100	a	164	164	a	...	x(7)	x(7)	146
United Kingdom	2002/03	122	100	x(5)	x(5)	125	x(5)	203	x(7)	x(7)	126
United States	2002/03	93	100	110	122	115	...	290	x(7)	x(7)	145
OECD mean	**2003**	**83**	**100**	**120**	**139**	**128**	**...**	**206**	**x(7)**	**x(7)**	**125**

Other UOE countries	Financial year	Pre-primary education	Primary education	Secondary education			Post-secondary non-tertiary education	Tertiary education (including R&D activities)			Primary to tertiary education
				Lower secondary education	Upper secondary education	All secondary education		All tertiary education	Tertiary (type B) education	Tertiary (type A) & advanced research programmes	
		1	2	3	4	5	6	7	8	9	10
Bulgaria	2003	158	100	102	110	106	159	295	275	297	134
Croatia[1]	2003	113	100	100	105	102	a	141	x(7)	x(7)	108
Cyprus	2003	82	100	159	165	162	a	179	94	296	139
Estonia[1]	2003	43	100	130	140	135	153	198	x(7)	x(7)	124
Israel	2003	74	100	x(5)	x(5)	119	74	238	167	258	128
Lithuania	2003	202	100	137	138	137	171	243	182	265	44
Malta	2002	92	100	152	137	148	79	273	x(7)	x(7)	139
Romania	2003	83	100	100	129	109	...	244	x(7)	x(7)	126
Slovenia	2003	83	100	100	67	87	...	117	x(7)	x(7)	93
The FYR of Macedonia[1]	2003	x(2)	100	100	96	99	a	109	x(7)	x(7)	100

1. Public institutions only.
2. Data on tertiary and for all levels combined refer to 2002.

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 3.c.ii DISTRIBUTION OF EXPENDITURE ON EDUCATIONAL INSTITUTIONS COMPARED TO THE DISTRIBUTION OF STUDENTS ENROLLED BY LEVEL OF EDUCATION / Percentages

		Pre-primary education (for children aged 3 years and older)		Primary education		Secondary education						Post-secondary non-tertiary education	
						Lower secondary education		Upper secondary education		All secondary education			
	Financial year	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs[1]	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs
WEI countries		1		2		3		4		5		6	
Argentina[2]	2002	6	9	29	44	15	22	21	14	36	36	a	a
Brazil[2]	2002	7	10	28	41	29	32	16	15	45	48	a	a
Chile	2004	8	9	30	39	11	14	20	25	30	39	a	a
India	2003	2	10	36	53	13	19	30	14	43	33	n.	n.
Indonesia	2003	1	4	25	58	22	20	18	12	39	32	a	a
Jamaica	2003/04	6	...	34	...	26	...	14	...	40	...	1	...
Jordan[2]	2004	n.	5	52	47	33	26	15	10	48	36	a	a
Malaysia[2]	2003	1	5	32	50	x(5)	x(5)	x(5)	x(5)	36	36	1	x(8)
Paraguay	2003	7	8	40	54	13	17	15	12	28	30	...	...
Peru[2]	2004	9	12	37	49	32	19	x(5)	11	32	30	n.	...
Philippines[2]	2003	n.	2	59	58	20	22	5	5	25	28	2	2
Russian Federation[2]	2003	15	...	x(5)	...	x(5)	...	x(5)	...	56	...	x(5)	...
Thailand[2]	2004/05	2	...	44	...	12	...	12	...	25	...	a	...
Tunisia	2003	...	1	...	46	...	23	...	20	...	43	...	n.
Uruguay	2003	12	11	34	41	19	21	11	18	30	39	x(4)	n.
WEI mean	**2003**	**5**	**7**	**34**	**48**	**17**	**20**	**14**	**13**	**37**	**36**	**n.**	**n.**
OECD countries													
Australia	2003	2	3	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	71	81	x(5)	x(5)
Austria	2003	9	13	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	69	72	x(5)	x(5)
Belgium	2003	10	16	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	67	71	x(5)	x(5)
Canada[2]	2001/02	x(5)	5	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	61	76	x(5)	x(5)
Czech Republic	2003	9	13	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	65	74	x(5)	x(5)
Denmark	2003	12	21	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	61	64	x(5)	x(5)
Finland	2003	6	11	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	65	72	x(5)	x(5)
France	2003	11	17	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	67	68	x(5)	x(5)
Germany	2003	10	14	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	66	73	x(5)	x(5)
Greece	2003	x(5)	7	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	67	66	x(5)	x(5)
Hungary[2]	2003	15	16	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	59	72	x(5)	x(5)
Iceland	2003	11	13	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	66	74	x(5)	x(5)
Italy[2]	2003	9	12	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	70	70	x(5)	x(5)
Japan	2002/03	4	8	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	62	72	x(5)	x(5)
Mexico	2003	11	12	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	66	81	x(5)	x(5)
Netherlands	2003	7	10	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	67	77	x(5)	x(5)
New Zealand	2002/03	4	6	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	72	79	x(5)	x(5)
Norway	2003	5	11	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	70	72	x(5)	x(5)
Poland[2]	2003	9	9	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	70	76	x(5)	x(5)
Portugal	2003	7	11	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	70	71	x(5)	x(5)
Republic of Korea	2003	2	5	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	58	67	x(5)	x(5)
Slovakia	2003	12	12	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	65	76	x(5)	x(5)
Spain	2003	11	16	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	63	67	x(5)	x(5)
Sweden	2003	7	15	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	66	72	x(5)	x(5)
Switzerland	2003	4	11	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	67	78	x(5)	x(5)
Turkey[2]	2003	...	2	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	71	90	x(5)	x(5)
United Kingdom	2002/03	6	6	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	75	82	x(5)	x(5)
United States	2002/03	6	8	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	56	73	x(5)	x(5)
OECD mean	**2003**	**8**	**11**	**x(5)**	**x(5)**	**x(5)**	**x(5)**	**x(5)**	**x(5)**	**66**	**74**	**x(5)**	**x(5)**

Tertiary education (including R&D activities)						Not allocated by level		All levels of education		
All tertiary education		Tertiary (type B) education		Tertiary (type A) & advanced research programmes						
Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	
7		8		9		10		11		**WEI countries**
19	12	10	5	10	7	10	a	100	100	Argentina[2]
19	2	x(7)	x(7)	x(7)	x(7)	n	a	100	100	Brazil[2]
32	13	4	3	28	10	n	n	100	100	Chile
18	4	x(7)	n.	x(7)	4	n.	n	100	100	India
35	7	x(7)	x(7)	x(7)	x(7)	a	a	100	100	Indonesia
20	...	7	...	12	...	a	...	100	...	Jamaica
...	12	...	1	...	11	n	n	100	100	Jordan[2]
30	8	7	2	24	7	n.	n	100	100	Malaysia[2]
24	8	4	1	20	7	n	n	100	100	Paraguay
14	6	3	2	11	4	9	2	100	100	Peru[2]
14	11	x(7)	x(7)	x(7)	x(7)	n	n	100	100	Philippines[2]
18	...	4	...	15	...	11	...	100	...	Russian Federation[2]
12	...	2	...	10	...	18	...	100	...	Thailand[2]
...	10	...	7	...	3	n	n	...	100	Tunisia
24	9	x(7)	1	x(7)	8	a	a	100	100	Uruguay
22	**9**	**3**	**2**	**10**	**5**	**3**	**n.**	**100**	**100**	**WEI mean**
										OECD countries
27	16	x(7)	x(7)	x(7)	x(7)	n.	n.	100	100	Australia
21	15	x(7)	x(7)	x(7)	x(7)	n	n	100	100	Austria
21	13	x(7)	x(7)	x(7)	x(7)	2	n	100	100	Belgium
39	17	x(7)	x(7)	x(7)	x(7)	n	n	100	98	Canada[2]
23	13	x(7)	x(7)	x(7)	x(7)	3	n	100	100	Czech Republic
25	15	x(7)	x(7)	x(7)	x(7)	3	n	100	100	Denmark
29	17	x(7)	x(7)	x(7)	x(7)	n	n	100	100	Finland
22	15	x(7)	x(7)	x(7)	x(7)	1	n	100	100	France
23	13	x(7)	x(7)	x(7)	x(7)	2	n.	100	100	Germany
30	27	x(7)	x(7)	x(7)	x(7)	3	n	100	100	Greece
23	12	x(7)	x(7)	x(7)	x(7)	4	n	100	100	Hungary[2]
14	13	x(7)	x(7)	x(7)	x(7)	9	n	100	100	Iceland
21	18	x(7)	x(7)	x(7)	x(7)	n	n	100	100	Italy[2]
26	18	x(7)	x(7)	x(7)	x(7)	7	1	100	100	Japan
20	7	x(7)	x(7)	x(7)	x(7)	3	n	100	100	Mexico
25	14	x(7)	x(7)	x(7)	x(7)	n	n	100	100	Netherlands
22	15	x(7)	x(7)	x(7)	x(7)	2	n	100	100	New Zealand
23	16	x(7)	x(7)	x(7)	x(7)	2	n	100	100	Norway
21	15	x(7)	x(7)	x(7)	x(7)	n	n	100	100	Poland[2]
19	18	x(7)	x(7)	x(7)	x(7)	3	n	100	100	Portugal
34	28	x(7)	x(7)	x(7)	x(7)	5	n	100	100	Republic of Korea
20	11	x(7)	x(7)	x(7)	x(7)	3	n	100	100	Slovakia
26	17	x(7)	x(7)	x(7)	x(7)	n	n	100	100	Spain
26	13	x(7)	x(7)	x(7)	x(7)	n	n	100	100	Sweden
28	11	x(7)	x(7)	x(7)	x(7)	2	n	100	100	Switzerland
29	8	x(7)	x(7)	x(7)	x(7)	n	n	100	100	Turkey[2]
19	12	x(7)	x(7)	x(7)	x(7)	a	a	100	100	United Kingdom
39	19	x(7)	x(7)	x(7)	x(7)	a	n	100	100	United States
25	**15**	**x(7)**	**x(7)**	**x(7)**	**x(7)**	**2**	**n**	**100**	**100**	**OECD mean**

TABLE 3.c.ii DISTRIBUTION OF EXPENDITURE ON EDUCATIONAL INSTITUTIONS COMPARED TO THE DISTRIBUTION OF STUDENTS ENROLLED BY LEVEL OF EDUCATION / Percentages

Other UOE countries	Financial year	Pre-primary education (for children aged 3 years and older)		Primary education		Secondary education						Post-secondary non-tertiary education	
						Lower secondary education		Upper secondary education		All secondary education			
		Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs[1]	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs
		1		2		3		4		5		6	
Bulgaria	2003	16	14	17	23	18	24	21	26	38	50	n.	n.
Croatia	2003	9	...	46	...	x(5)	...	x(5)	...	23	...	a	a
Cyprus	2003	6	10	28	37	23	19	23	19	46	38	a	a
Estonia[2]	2003	7	15	30	29	27	19	24	16	51	36	4	3
Israel	2003	10	18	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	57	68	x(5)	x(5)
Latvia	2003	12	...	16	...	29	...	19	...	48	...	1	...
Liechtenstein	2003	9	...	37	...	36	...	6	...	43	...	1	...
Lithuania	2003	...	11	...	21	...	39	...	13	...	52	...	1
Malta	2002	8	11	28	38	38	33	9	9	47	43	n.	1
Romania[2]	2003	8	...	36	...	x(5)	...	x(5)	...	21	...	n.	...
Slovenia	2003	10	11	...	x(3)	48	44	21	28	68	72	x(4)	x(4)
The FYR of Macedonia	2003	x(2)	6	63	29	x(5)	30	x(5)	24	24	54	a	n.

1. FTEs = full-time equivalents.
2. Public institutions only.

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

Tertiary education (including R&D activities)										
All tertiary education		Tertiary (type B) education		Tertiary (type A) & advanced research programmes		Not allocated by level		All levels of education		
Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	Proportion of expenditure on educational institutions	Proportion of students enrolled, based on FTEs	
7		8		9		10		11		**Other UOE countries**
29	13	2	1	27	12	n	n	100	100	Bulgaria
18	...	1	...	17	...	3	...	100	...	Croatia
20	15	6	9	14	6	n	n	100	100	Cyprus
7	18	6	6	1	11	1	n	100	100	Estonia[2]
23	13	x(7)	x(7)	x(7)	x(7)	10	2	100	100	Israel
23	...	6	...	17	...	a	...	100	...	Latvia
9	...	a	...	9	...	1	...	100	...	Liechtenstein
...	15	...	4	...	11	...	n	...	100	Lithuania
17	8	x(7)	1	x(7)	7	a	a	100	100	Malta
18	...	x(7)	...	x(7)	...	16	...	100	...	Romania[2]
22	17	x(7)	x(7)	x(7)	x(7)	n.	...	100	100	Slovenia
13	11	x(7)	1	x(7)	11	a	a	100	100	The FYR of Macedonia

TABLE 3.d EXPENDITURE ON EDUCATIONAL INSTITUTIONS BY RESOURCE CATEGORY AND BY LEVEL OF EDUCATION / Distribution of total and current expenditure on educational institutions from public and private sources by resource category and by level of education

		Primary, secondary and post-secondary non-tertiary education					
		Percentage of total expenditure		Percentage of current expenditure			
		Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current
WEI countries	**Financial year**	**1**	**2**	**3**	**4**	**5**	**6**
Argentina[1]	2003	99.2	0.8	75.2	14.2	89.4	10.6
Brazil	2002	87.3	12.7	x(5)	x(5)	84.6	15.4
Chile[1]	2004	84.1	15.9	x(5)	x(5)	74.9	25.1
India	2003	94.4	5.6	80.6	8.0	88.5	11.5
Indonesia[1]	2003	93.9	6.1	78.0	7.8	85.8	14.2
Jamaica	2003/04	94.9	5.1	79.3	12.4	91.7	8.3
Jordan[1]	2004	88.9	11.1	94.4	0.3	94.7	5.3
Malaysia[1]	2003	66.2	33.8	66.6	12.2	78.8	21.2
Paraguay[1]	2003	95.5	4.5	74.1	13.0	87.1	12.9
Peru[1]	2004	97.4	2.6	x(5)	x(5)	92.9	7.1
Philippines[1]	2003	97.3	2.7	87.5	5.4	92.9	7.1
Tunisia [1,2]	2003	89.3	10.7	...	...	...	...
Uruguay[1]	2003	91.0	9.0	44.6	13.9	58.5	41.5
Zimbabwe	2002	99.5	0.5	100.0	a	100.0	a
WEI mean	**2003**	**91.4**	**8.6**	**x(5)**	**x(5)**	**86.1**	**13.9**
OECD countries							
Australia	2003	92.1	7.9	60.0	16.9	76.8	23.2
Austria	2003	96.8	3.2	68.5	9.9	78.6	21.4
Belgium	2003	97.2	2.8	71.2	18.7	89.9	10.1
Canada[1]	2001/02	97.3	2.7	61.2	15.1	76.3	23.7
Czech Republic	2003	92.5	7.5	48.7	16.1	64.8	35.2
Denmark	2003	92.4	7.6	51.9	26.6	78.4	21.6
Finland	2003	89.6	10.4	53.9	11.4	65.3	34.7
France	2003	91.5	8.5	57.0	23.1	80.1	19.9
Germany	2003	93.0	7.0	x(5)	x(5)	83.9	16.1
Greece	2003	87.1	12.9	x(5)	x(5)	93.7	6.3
Hungary[1]	2003	94.4	5.6	x(5)	x(5)	80.5	19.5
Iceland	2003	94.5	5.5	x(5)	x(5)	67.1	32.9
Ireland[1]	2003	91.9	8.1	75.8	8.2	84.0	16.0
Italy[1]	2003	93.5	6.5	66.2	18.7	84.8	15.2
Japan	2002/03	89.4	10.6	x(5)	x(5)	87.4	12.6
Luxembourg[1]	2003	81.5	18.5	72.8	12.2	85.0	15.0
Mexico[1]	2003	97.2	2.8	81.7	11.9	93.6	6.4
Netherlands	2003	94.2	5.8	x(5)	x(5)	76.7	23.3
Norway	2003	87.3	12.8	x(5)	x(5)	80.8	19.2
Poland[1]	2003	95.0	5.0	x(5)	x(5)	70.0	30.0
Portugal[1]	2003	97.1	2.9	80.6	15.1	95.7	4.3
Republic of Korea	2003	81.1	18.9	62.9	7.9	70.8	29.2
Slovakia	2003	93.8	6.2	53.9	16.5	70.4	29.6
Spain	2003	91.1	8.9	74.6	10.6	85.2	14.8
Sweden	2003	92.8	7.2	50.9	19.0	69.8	30.2
Switzerland[1]	2003	90.0	10.0	72.2	12.8	85.0	15.0
Turkey[1]	2003	86.5	13.5	x(5)	x(5)	94.3	5.7
United Kingdom	2002/03	91.9	8.1	53.0	21.8	74.8	25.2
United States	2002/03	88.8	11.2	55.4	25.7	81.1	18.9
OECD mean	**2003**	**91.8**	**8.2**	**63.6**	**15.9**	**80.2**	**19.8**

Tertiary education						
Percentage of total expenditure		Percentage of current expenditure				
Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current	
7	8	9	10	11	12	**WEI countries**
...	...	...	...	...	...	Argentina[1]
90.6	9.4	x(11)	x(11)	73.6	26.4	Brazil
93.1	6.9	x(11)	x(11)	65.0	35.0	Chile[1]
99.4	0.6	x(11)	x(11)	79.4	20.6	India
82.0	18.0	87.2	11.8	99.0	1.0	Indonesia[1]
99.4	0.6	65.3	28.8	94.1	5.9	Jamaica
...	...	...	...	...	...	Jordan[1]
64.2	35.8	30.8	5.7	36.5	63.5	Malaysia[1]
99.1	0.9	75.6	16.3	91.9	8.1	Paraguay[1]
80.7	19.3	x(11)	x(11)	91.8	8.2	Peru[1]
97.7	2.3	48.4	38.5	86.9	13.1	Philippines[1]
...	...	...	...	...	...	Tunisia [1,2]
95.2	4.8	55.5	28.0	83.5	16.5	Uruguay[1]
...	...	...	...	...	...	Zimbabwe
90.1	**9.9**	**x(11)**	**x(11)**	**80.2**	**19.8**	**WEI mean**
						OECD countries
94.7	5.3	31.8	27.8	59.6	40.4	Australia
96.9	3.1	41.5	15.6	57.1	42.9	Austria
97.3	2.7	55.3	15.1	70.4	29.6	Belgium
96.2	3.8	33.1	34.2	67.3	32.7	Canada[1]
87.0	13.0	25.7	25.9	51.6	48.4	Czech Republic
94.2	5.8	52.0	25.4	77.4	22.6	Denmark
94.7	5.3	35.2	28.0	63.2	36.8	Finland
89.3	10.7	51.7	28.4	80.1	19.9	France
90.9	9.1	x(11)	x(11)	71.4	28.6	Germany
59.2	40.8	x(11)	x(11)	52.2	47.8	Greece
85.2	14.8	x(11)	x(11)	69.6	30.4	Hungary[1]
85.0	15.0	x(11)	x(11)	76.8	23.2	Iceland
95.1	4.9	46.8	23.9	70.8	29.2	Ireland[1]
86.7	13.3	40.4	19.8	60.2	39.8	Italy[1]
83.6	16.4	x(11)	x(11)	64.5	35.5	Japan
...	...	...	...	...	...	Luxembourg[1]
94.8	5.2	59.0	18.3	77.3	22.7	Mexico[1]
95.2	4.8	x(11)	x(11)	74.6	25.4	Netherlands
90.5	9.5	x(11)	x(11)	62.8	37.2	Norway
89.2	10.8	x(11)	x(11)	58.2	41.8	Poland[1]
94.9	5.1	x(11)	x(11)	72.8	27.2	Portugal[1]
90.5	9.5	30.5	12.8	43.3	56.7	Republic of Korea
89.9	10.1	28.6	19.3	47.9	52.1	Slovakia
80.6	19.4	58.5	20.5	79.0	21.0	Spain
...	...	x(11)	x(11)	59.7	40.3	Sweden
89.6	10.4	53.6	24.9	78.4	21.6	Switzerland[1]
82.9	17.1	73.5	...	73.5	26.5	Turkey[1]
97.2	2.8	32.4	25.9	58.3	41.7	United Kingdom
90.4	9.6	24.2	31.3	55.5	44.5	United States
89.7	**10.3**	**43.0**	**23.4**	**65.5**	**34.5**	**OECD mean**

TABLE 3.d

EXPENDITURE ON EDUCATIONAL INSTITUTIONS BY RESOURCE CATEGORY AND BY LEVEL OF EDUCATION / Distribution of total and current expenditure on educational institutions from public and private sources

Other UOE countries	Financial year	Primary, secondary and post-secondary non-tertiary education					
		Percentage of total expenditure		Percentage of current expenditure			
		Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current
		1	2	3	4	5	6
Bulgaria[1]	2003	97.0	3.0	60.3	14.3	74.7	25.3
Croatia[2]	2003	91.5	8.5	x(5)	x(5)	81.2	18.8
Cyprus	2003	86.9	13.1	81.8	8.0	89.8	10.2
Estonia[1,2]	2003	90.0	10.0	...	...	...	...
Israel	2003	92.1	7.9	x(5)	x(5)	75.4	24.6
Latvia	2003	90.8	9.2	x(5)	x(5)	76.9	23.1
Lithuania	2003	97.3	2.7	43.3	31.5	74.9	25.1
Malta	2002	91.4	8.6	66.9	24.1	91.0	9.0
Romania[1]	2003	95.5	4.5	x(5)	x(5)	78.7	21.3
Slovenia	2003	89.7	10.3	45.8	32.8	78.5	21.5
The FYR of Macedonia[1,2]	2003	97.8	2.2	x(5)	x(5)	88.7	11.3

1. Public institutions only.
2. Public expenditure on educational institutions.

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

Tertiary education						
Percentage of total expenditure		Percentage of current expenditure				
Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current	
7	8	9	10	11	12	**Other UOE countries**
93.4	6.6	39.0	18.3	57.4	42.6	Bulgaria[1]
93.0	7.0	x(11)	x(11)	73.5	26.5	Croatia[2]
87.2	12.8	29.7	10.3	40.0	60.0	Cyprus
98.7	1.3	...	...	...	...	Estonia[1,2]
89.9	10.1	x(11)	x(11)	73.6	26.4	Israel
93.1	6.9	x(11)	x(11)	64.7	35.3	Latvia
91.7	8.3	37.9	30.2	68.1	31.9	Lithuania
91.6	8.4	40.0	24.8	64.8	35.2	Malta
77.6	22.4	x(11)	x(11)	85.5	14.5	Romania[1]
91.5	8.5	31.6	37.3	68.9	31.1	Slovenia
98.9	1.1	x(11)	x(11)	90.1	9.9	The FYR of Macedonia[1,2]

4 Access to education, participation and progression

Introduction

An essential part of any country's economic and social development strategy lies in ensuring that the population has access to and participates in a wide range of quality education. To begin with, early childhood programmes can help to offset socio-economic disadvantages among children. Primary and lower secondary education provide pupils with basic skills and knowledge. Upper secondary education offers more specialised learning opportunities to young people and helps them become productive members of society. Finally, tertiary education prepares the next generation of highly skilled professionals and, if sufficiently flexible, can encourage adults to pursue knowledge and new skills at different stages in life.

This section presents indicators that provide a better understanding of access to and participation in formal education, as well as the progression of students from pre-primary to tertiary education in WEI countries.

a. Pre-primary education expectancy

Children in WEI countries can expect to spend an average of 1.4 years in pre-primary education, which is close to two-thirds of the OECD average.

This indicator represents the number of years of pre-primary education that a child can expect to receive, assuming that current trends continue.

In WEI countries, a child of pre-school age can now expect to spend an average of 1.4 years in pre-primary education (*see* ***Table 4.a***), compared to 2.3 years in OECD countries. Furthermore, in the Russian Federation a child can expect to receive nearly three and a half years (3.4) of pre-primary education, a duration achieved by just a few OECD countries. Close to three years of early childhood education has been reported by Jamaica and two to three years in Brazil and Thailand. A half-year or less is reported for Egypt, Indonesia, the Philippines and Tunisia, as well as two OECD countries, Ireland and Turkey.

There are no gender differences in participation reported at this level of education in any of the WEI countries.

b. Overall education expectancy

Children in WEI countries can expect to spend almost 14 years in school, compared to the OECD average of about 17 years.

School life expectancy is defined as the total number of years of education that a child at age five can expect to receive in the future, based upon current enrolment trends. It indicates the average duration of schooling and not the number of grades reached. As with any average, school life expectancy masks differences within the population (*i.e.* some children never go to school and others spend more than 20 years in the system).

This indicator can reflect the potential attainment of the adult population in the near future, but should not be used to forecast attainment levels without adjusting for rates of repetition (*see* ***Table 4.e***).

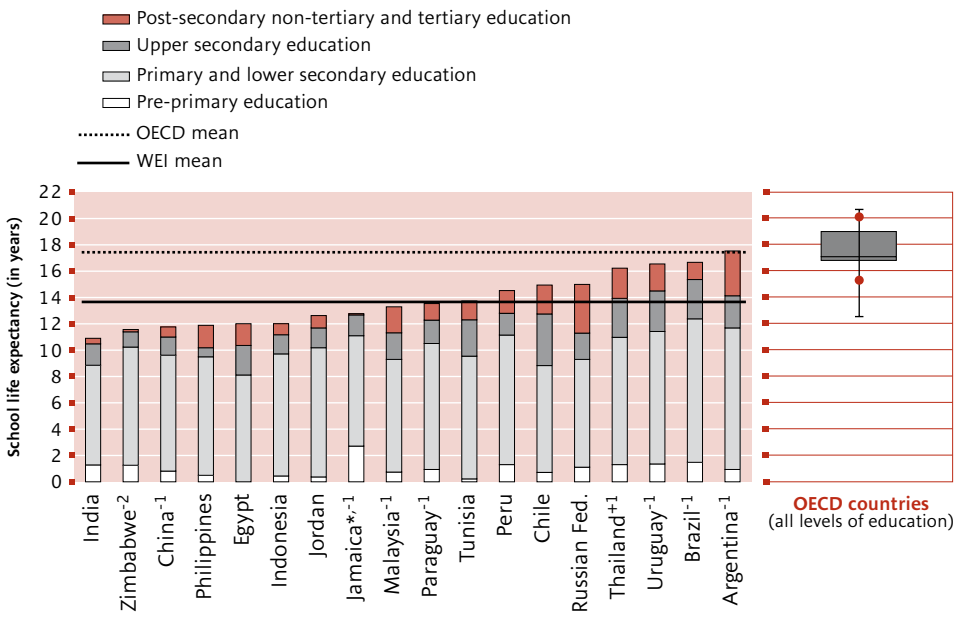
The average school life expectancy in WEI countries in 2004 was 13.7 years, almost four years less than the OECD average of 17.4. With the exception of India (10.9), the average school life expectancy exceeds 11 years in all WEI countries (*see* ***Figure 4.1***). The highest levels are found in Argentina (17.5 years), Brazil (16.7) and Uruguay (16.6).

Argentina is also the only WEI country to exceed the OECD average. Most other WEI countries fall below levels reported in all but a few OECD countries, such as Turkey and Mexico with 12.6 and 13.4 years respectively.

FIGURE 4.1

School life expectancy

Expected years of schooling for a five-year-old child under current conditions, 2004



Countries are ranked in ascending order by school life expectancy.

Notes: * School life expectancy for Jamaica excludes tertiary enrolment but includes pre-primary enrolment for children younger than five years.

+1 Data refer to 2005; -1 Data refer to 2003; -2 Data refer to 2002.

Sources: UNESCO Institute for Statistics, Table 4.b; OECD countries: OECD (2006).

It is important to note that high rates of grade repetition can inflate school life expectancy. In Brazil, more than one out of six primary and secondary students repeat a grade, which translates into more than two years of school life expectancy. One year of school life expectancy can be attributed to repeated school years in Tunisia and Uruguay (*see Table 4.e*).

The school life expectancy indicator also takes into account enrolment data concerning formal adult education programmes at all levels (*i.e.* many adults complete their primary and secondary education later in life). In fact nearly one-third of Thai upper secondary students are enrolled in adult education programmes, which is equivalent to roughly one year of school life expectancy (*see* ***Table 4.b***). These students are also prominent in Argentina, Brazil, Chile, Paraguay and Peru, accounting for about one-tenth of the upper secondary school life expectancies.

Adult education programmes account for considerably higher shares of upper secondary enrolment in OECD countries, such as the United Kingdom (54% adult), Sweden (36%), Belgium (28%) and Finland (25%). These comparisons

must be made with caution, however. Many WEI countries may offer adult courses that are not considered to be part of the formal education system.

On average, a five-year-old girl in a WEI country can expect to pursue her education for slightly longer (0.2 of a year) than a boy of the same age. In OECD countries, the advantage for girls is more pronounced (0.8 of a year). The opposite trend, which favours boys, is reported in only seven out of 17 WEI countries. Overall, the most substantial differences are found in India (11.4 years for boys versus 10.4 years for girls) and Zimbabwe (12.1 years for boys versus 11.1 years for girls).

c. Tertiary education expectancy

Young people in WEI countries can expect to receive 1.6 years of tertiary education, compared to three years in OECD countries.

Tertiary school life expectancy can provide insight into future levels of educational attainment and, thus, human capital. It is useful as a summary measure which can be compared across countries.

A young person in a WEI country can expect to spend an average of 1.6 years in tertiary education, compared to three years in an OECD country (*see* ***Table 4.c***). Argentina and the Russian Federation (3.4 years each) are the only WEI countries to exceed the OECD average. Yet in the case of Argentina, long school life expectancy does not translate into above average tertiary graduation ratios. This may indicate deficits in system efficiency. Yet it is also related to a substantial share of enrolments in part-time programmes, which help to facilitate lifelong learning and to address the needs of individuals from disadvantaged backgrounds.

A young person can expect to receive at least two years of tertiary education in Chile, Thailand and Uruguay. However, the duration is much shorter in Zimbabwe and India (0.2 and 0.4 years respectively).

In general, women tend to spend slightly more time in tertiary studies than men in WEI countries. Marked differences (about a year) favouring female students are reported in Uruguay and the Russian Federation.

Tertiary education can be classified into two types of educational programmes. ISCED type A programmes are largely theoretically-based and lead to advanced research programmes or highly-skilled professions. The more occupationally-specific type B programmes are of shorter duration (two to three years) and are designed to lead directly to the labour market.

It is, therefore, not surprising that tertiary education expectancy is longer for type A programmes (1.3 years on average) than for type B programmes (0.4 years on average). For example, type A expectancy in Thailand is 1.9 years, compared to 0.4 years for type B. A similar trend is found in Argentina and Uruguay.

d. How universal is education provision?

On average, WEI countries enrol almost all children for at least eight years, compared to at least 11 years in OECD countries.

The previously discussed indicators concerning school life expectancy reflect the average duration of an individual's enrolment in education. Clearly, these averages mask considerable differences. It is therefore useful to look more closely at enrolment rates by age (single-year age cohorts). In this discussion, education is considered universal across the age range for which enrolment rates exceed 90%.

Figure 4.2 indicates the ages in which most children are in school. In Brazil, 90% or more of children between the ages of seven and 16 years are enrolled in school (*i.e.* for ten years), followed by Argentina, Chile, Jordan, Malaysia and Uruguay where education provision is universal for nine years. However, this is the case for only six years in the Philippines and four years in India.

For the Russian Federation, enrolment by age in upper secondary vocational programmes is not available. Consequently, the net enrolment rate for 15- and 16-year-olds has been underestimated. If this were not the case, the duration of universal education would have probably increased from eight to 10 years in the Russian Federation.

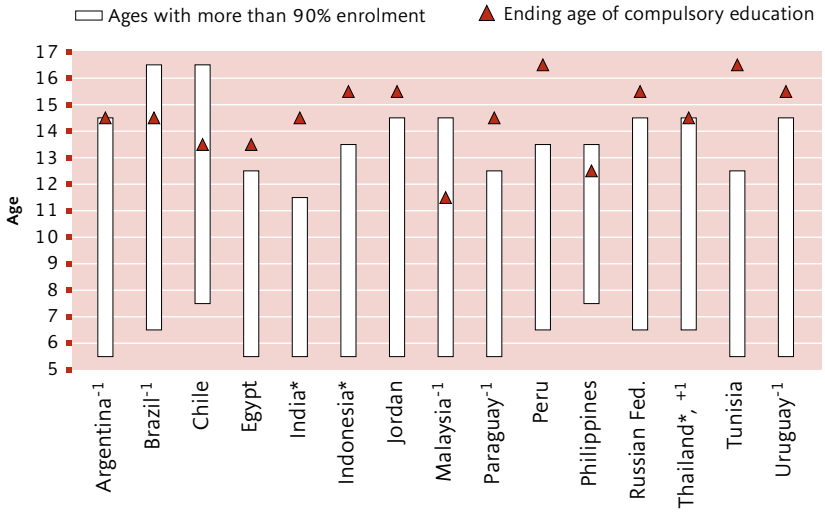
In the majority of OECD countries, enrolment rates exceed 90% for at least 12 continuous years, indicating that very few children leave school without at least 12 years of education (*see* ***Table 4.d.i***). In contrast, most WEI countries provide between seven and nine years of universal education.

In fact, all WEI countries have legal standards concerning the duration of compulsory schooling. With the exceptions of Jamaica, Malaysia, the Philippines and Zimbabwe, lower secondary education is considered to be compulsory. However, about one-half of these countries fail to meet their own standards. In India, Peru and Tunisia, more than 10% of children are not enrolled in the last three

FIGURE 4.2

Age range of universal primary and secondary education

Age range in which over 90% of children are enrolled in school and ending age of compulsory education, 2004



Notes: * Age range is not continuous for India, where less than 90% of the population is enrolled at ages eight and 10, as well as for Indonesia and Thailand, where less than 90% of the population is enrolled at age 12.

+1 Data refer to 2005; -1 Data refer to 2003.

Source: UNESCO Institute for Statistics, Table 4.d.i.

or more years of compulsory education. This highlights the gap between the educational policies or commitments made by these countries and the actual situations faced by many children and their families.

e. Primary and secondary grade repetition

Students spend an average of more than two years repeating grades in Brazil and more than one year in Tunisia and Uruguay. However, repetition is relatively rare in China, Indonesia, Jamaica, Jordan, the Philippines and the Russian Federation.

Overall, during the course of primary and secondary education, pupils in Brazil can expect to spend 2.3 years repeating grades while pupils in Argentina, Peru, Tunisia and Uruguay can lose about one year to repetition (*see* ***Table 4.e***). In contrast, repetition is very unusual in China, Indonesia, Jamaica, Jordan, the Philippines and the Russian Federation.

About 4.2% of primary students repeat grades in WEI countries, compared to the OECD average of 1.5%. With more than one out of six primary pupils repeating the current grade, Brazil has by far the highest percentage of repeaters (18.3%) among WEI countries. It is followed by Uruguay (8.3%), Peru (7.5%), Tunisia (7.3%), Paraguay (7.1%) and Argentina (6.2%). The two OECD countries with the highest levels of repetition are Mexico (4.8%) and Luxembourg (4.3%). China (0.3%) and the Russian Federation (0.7%) report the lowest levels among WEI countries.

Similar trends are found in lower secondary education with an average of 4.6% in WEI countries and 1.2% in OECD countries. 16.6% of pupils repeat these grades in Brazil, followed by Tunisia (14.6%) and Uruguay (13.1%). Egypt (8.7%) and Argentina (7.2%) also exceed the WEI average. At the opposite end of the spectrum, repetition is less common in China (0.2%), Indonesia (0.4%), Jamaica (0.7%) and the Russian Federation (0.8%).

The level of repetition falls somewhat at the upper secondary level (3.5%) among WEI countries, compared to 1.3% in the OECD. Yet some countries report considerably higher levels, notably Brazil (17.7%) and Tunisia (12.3%). Argentina, India and Uruguay also exceed the WEI average, with about 5% each.

f. Secondary and tertiary entry ratios

On average, three out of four children in WEI countries begin upper secondary education, while almost 40% enter the tertiary level.

Almost all children in WEI countries complete primary education and over 90% begin lower secondary education, with the exceptions of Indonesia (81%), Paraguay (87%) and Zimbabwe (68%).

Participation in upper secondary education is now the norm rather than the exception in many countries, as reflected by the WEI average entry rate of 74%. In 15 WEI countries, at least every second child enters upper secondary education. This is the case for virtually every child in Chile, the Russian Federation and Uruguay (*see* ***Table 4.f***).

Entry ratios to tertiary education are also high. A number of WEI countries reported ratios exceeding those of the OECD, where every second young person enters tertiary type A programmes. In the Russian Federation and Argentina, this is the case for 64% and 59%, respectively, of young people. Ratios exceed 40% in Brazil, Chile, the Philippines and Thailand. In Egypt, Malaysia, Tunisia and Uruguay, every third young person starts this level of education.

Entry into type B programmes is also widespread. In Argentina, Malaysia and the Russian Federation, between 34% and 41% of young people at the typical entry age begin type B programmes. It should be noted that data on type A and B programmes cannot be added together for a "total" tertiary ratio since they may refer to programmes of different entry ages.

Zimbabwe has the lowest ratios, with new entrants to tertiary type A and type B programmes representing just 2% and 4%, respectively, of the relevant age group.

g. Patterns of upper secondary enrolment

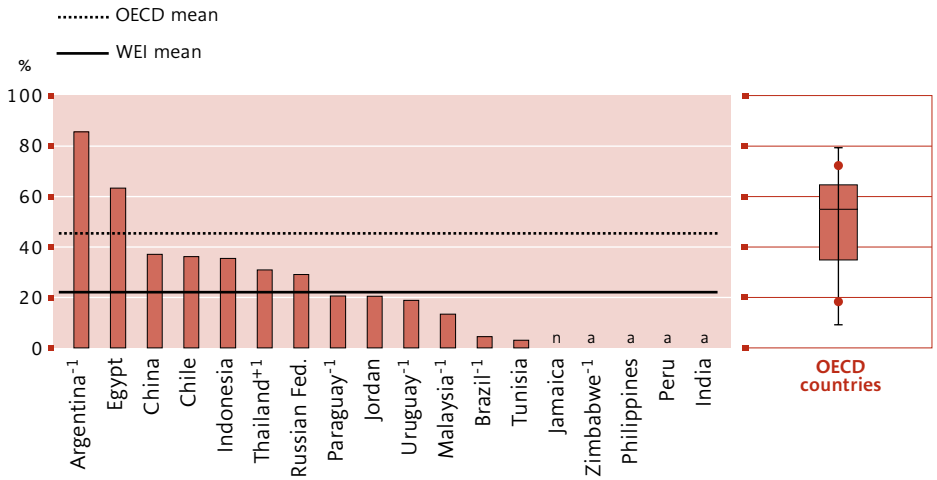
Slightly more than one out of five WEI upper secondary students are enrolled in technical and vocational programmes, which is about one-half of the OECD average.

Most WEI and OECD countries offer students a choice in upper secondary programmes, which provide qualifications for continuing education or to enter the job market. These programmes can be divided into three categories according

FIGURE 4.3

Technical and vocational education

Enrolment in upper secondary technical and vocational education as a percentage of total upper secondary enrolment, 2004



Countries are ranked in descending order by percentage of enrolment in technical and vocational education.

Notes: +1 Data refer to 2005; -1 Data refer to 2003.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

Sources: UNESCO Institute for Statistics, Table 4.g; OECD countries: OECD (2006).

to ISCED. In short, ISCED 3A programmes lead to 'university-style' tertiary institutions, while 3B programmes also lead to higher education but of a more vocational or technical nature. Finally, ISCED 3C programmes are designed to prepare students for the labour market.

More than three out of four upper secondary students pursue 3A programmes in WEI countries, compared to about two out of three OECD students. All upper secondary education programmes in Argentina, Brazil, Chile, Peru and the Philippines enable students to pursue theoretically-based (type A) tertiary education. Among OECD countries, this is the case only for Finland, Portugal and the United States.

Just four WEI countries offer 3B programmes. They attract about one-third of upper secondary students in Indonesia and Thailand.

One out of six WEI students is enrolled in some form of 3C programme. These courses are extremely common in Zimbabwe (90%) and Malaysia (83%), where students first obtain an O-level certificate, which can lead to another upper secondary education programme before tertiary studies.

It is important to note that the previous discussion reflects only the destination and not the orientation or nature of the programmes. For example, even though a 3A programme prepares students for theoretically-based (type A) tertiary education, it can have vocational content, as in the case of Argentina or Chile.

In terms of programme orientation, slightly more than one in five WEI upper secondary students are enrolled in technical and vocational education, which is about one-half of the OECD average (*see* ***Table 4.g***).

However, there is considerable variation among WEI countries. Argentina (86%) and Egypt (63%) have the highest shares of vocational students followed by China (37%), Chile (36%) and Indonesia (36%). In contrast, vocational programmes are not offered at the upper secondary level in India, Jamaica, Peru, the Philippines and Zimbabwe (*see* ***Figure 4.3***).

h. Female participation in education

Female participation is strongest in tertiary education but lags at the secondary level.

There has been strong and steady progress over recent decades in ensuring that girls have equal access to education. These efforts must continue. At the same time, some countries must also address low levels of participation among males at the secondary and tertiary levels.

As shown in **Table 4.h**, there is a relatively small difference (six and four percentage points respectively) between the minimum and maximum values of female enrolment in pre-primary and primary education. However, China and India, the two countries with the largest populations have the lowest share (47%) of girls enrolled in primary school. The highest share (51%) was reported by Sri Lanka, which is the only WEI country with more girls than boys enrolled in primary education.

At the lower secondary level of education, male and female enrolment is balanced in most WEI and OECD countries, indicated by the average of 49% for both groups of countries. However, in India and Tunisia, only 44% and 46%, respectively, of lower secondary pupils are girls.

Girls account for one-half of upper secondary students in both WEI and OECD countries. However, these averages mask considerable variation in the range of 14 to 17 percentage points. Among WEI countries, India has the lowest share of female enrolment at 41%, followed by

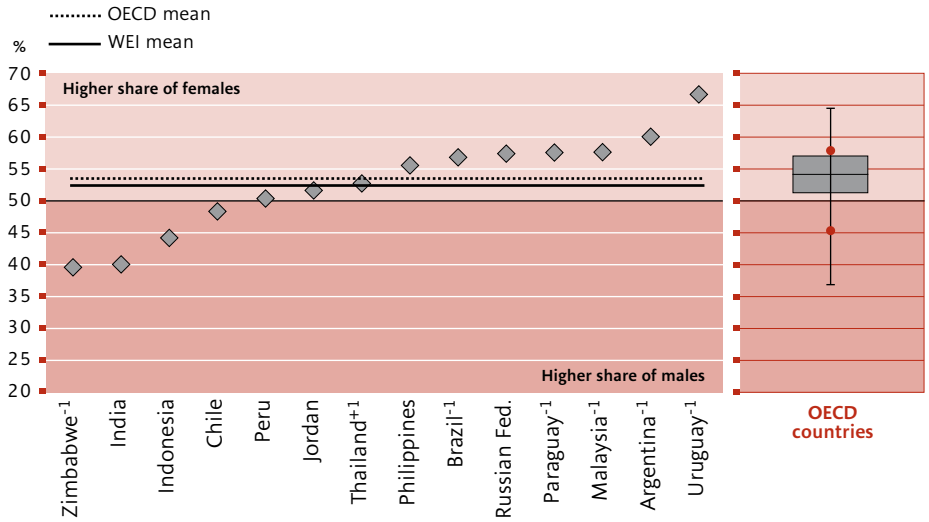
Zimbabwe (46%). Turning to OECD countries, Turkey (39%), Switzerland (45%) and Austria (46%) have fewer girls than boys enrolled, while the opposite is true in Sweden (56%) and the United Kingdom (56%), where disparities favour girls.

Women tend to outnumber men at the tertiary level, accounting on average for 52% of students in WEI countries and 53% in OECD countries. Once again, there are substantial differences behind these averages, especially for WEI countries as shown in **Figure 4.4**. The following have the largest shares of female tertiary students: Uruguay (66%), Argentina (60%), Malaysia (57%), Paraguay (57%) and the Russian Federation (57%). At the opposite end of the spectrum, women are at a disadvantage in Zimbabwe (39%), India (40%) and Indonesia (44%).

FIGURE 4.4

Female participation in tertiary education

Share of female students in tertiary education, 2004



Countries are ranked in ascending order by their share of female students.

Notes: +1 Data refer to 2005; -1 Data refer to 2003.

Sources: UNESCO Institute for Statistics, Table 4.h; OECD countries: OECD (2006).

4

STATISTICAL TABLES

Access to education, participation and progression

TABLE 4.a **PRE-PRIMARY EDUCATION EXPECTANCY** / Expected years of pre-primary education under current conditions

		M+F	Males	Females
WEI countries	Year	1	2	3
Argentina	2003	1.8	1.8	1.8
Brazil	2003	2.2	2.2	2.1
Chile	2004	1.4	1.4	1.4
China	2002/03	1.1	x(1)	x(1)
Egypt	2003/04	0.3	0.3	0.3
India	2003/04	1.3	1.3	1.3
Indonesia	2003/04	0.5	0.4	0.5
Jamaica	2002/03	2.9	2.9	2.9
Jordan	2003/04	0.7	0.7	0.7
Malaysia	2003	1.1	1.0	1.1
Paraguay	2003	1.2	1.1	1.2
Peru	2004	1.8	1.8	1.8
Philippines	2003/04	0.5	0.5	0.5
Russian Federation	2003/04	3.4	x(1)	x(1)
Thailand	2004/05	2.5	2.6	2.5
Tunisia	2003/04	0.2	0.2	0.2
Uruguay	2003	1.8	1.8	1.8
Zimbabwe	2002	1.3	1.3	1.2
WEI mean	**2004**	**1.4**	**1.3**	**1.3**
OECD countries[1]				
Australia	2004	1.0	1.0	1.0
Austria	2003/04	2.6	2.6	2.6
Belgium	2003/04	3.4	3.5	3.4
Canada	2001/02	1.1	1.1	1.1
Czech Republic	2003/04	3.2	3.3	3.2
Denmark	2003/04	3.7	3.7	3.7
Finland	2003/04	2.4	2.4	2.4
France	2003/04	3.4	3.4	3.4
Germany	2003/04	2.8	2.9	2.8
Greece	2003/04	1.4	1.4	1.4
Hungary	2003/04	3.4	3.4	3.4
Iceland	2003/04	2.8	2.9	2.8
Ireland	2003/04	0.1	n	0.1
Italy	2003/04	3.1	3.1	3.0
Japan	2003/04	2.6	x(1)	x(1)
Luxembourg	2003/04	2.5	2.5	2.5
Mexico	2003/04	1.7	1.7	1.8
Netherlands	2003/04	1.7	1.7	1.7
New Zealand	2004	1.8	1.8	1.8
Norway	2003/04	2.6	x(1)	x(1)
Poland	2003/04	2.1	2.1	2.1
Portugal	2003/04	2.3	2.3	2.4
Republic of Korea	2004/05	0.9	0.9	0.9
Slovakia	2003/04	2.8	2.8	2.7
Spain	2003/04	3.4	3.4	3.4
Sweden	2003/04	3.6	3.6	3.6
Switzerland	2003/04	2.0	2.0	2.0
Turkey	2003/04	0.3	0.3	0.2
United Kingdom	2003/04	1.2	1.2	1.2
United States	2003/04	1.9	2.0	1.9
OECD mean	**2004**	**2.3**	**2.2**	**2.2**

Other UOE countries	Year	M+F	Males	Females
		1	2	3
Albania	2003/04	1.5	1.5	1.5
Bulgaria	2003/04	3.1	3.2	3.1
Croatia	2003/04	1.9	1.9	1.9
Cyprus	2003/04	1.6	1.6	1.6
Estonia	2003/04	4.5	4.5	4.5
Israel	2002/03	3.1	3.1	3.1
Latvia	2003/04	3.3	3.3	3.2
Liechtenstein	2002/03	2.0	2.0	2.0
Lithuania	2003/04	2.7	2.8	2.7
Malta	2003/04	2.1	2.0	2.2
Romania	2003/04	3.0	2.9	3.0
Slovenia	2003/04	2.4	2.4	2.3
The FYR of Macedonia	2003/04	1.3	1.3	1.3

1. Calculated by UNESCO Institute for Statistics.

Source: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*.

Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 4.b **EDUCATION EXPECTANCY** / Expected years of education under current conditions (excluding education for children under the age of five)

		Full-time and part-time									
		All levels of education			Primary and lower secondary education	Upper secondary education	Post-secondary non-tertiary education	Tertiary education	Enrolment in adult education as % of total[1]		
		M+F	Males	Females	M+F				Primary	Lower secondary	Upper secondary
WEI countries	Year	1	2	3	4	5	6	7	8	9	10
Argentina	2003	17.5	16.7	18.3	10.8	2.4	a	3.4	2.8	14.3	8.5
Brazil	2003	16.7	16.0	17.3	10.9	3.0	a	1.3	8.1	10.2	9.8
Chile	2004	15.0	15.1	14.8	8.1	3.9	a	2.2[1]	0.7	2.1	9.7
China	2002/03	11.8	...	...	8.8	1.4	n.	0.7	...	...	...
Egypt	2003/04	12.0	12.1	11.7	8.1	2.2	0.1	1.5	...	...	...
India	2003/04	10.9	11.4	10.4	7.6	1.6	n.	0.4	...	...	...
Indonesia	2003/04	12.0	12.2	11.9	9.3	1.5	a	0.8	n	n	n
Jamaica[2]	2002/03	12.8	12.8	12.7	8.4	1.6	0.1	...	...	...	...
Jordan	2003/04	12.6	12.6	12.7	9.8	1.5	a	0.9	...	...	...
Malaysia	2003	13.3	12.7	13.9	8.5	2.0	0.4	1.6	...	...	...
Paraguay	2003	13.6	13.4	13.7	9.6	1.8	n.	1.3	2.4	0.5	9.2
Peru	2004	14.5	14.5	14.6	9.8	1.7	0.0	1.7	1.1	7.9	9.6
Philippines	2003/04	11.9	11.5	12.2	9.0	0.7	0.3	1.4	0.3	a	...
Russian Federation	2003/04	15.0	...	...	8.2	2.0	0.1	3.6	...	n	...
Sri Lanka[3]	2003	12.2	12.1	12.4	9.5	2.7	a	...	...	...	...
Thailand	2004/05	16.2	16.4	16.1	9.7	3.0	0.0	2.3	2.2	16.8	31.3
Tunisia	2003/04	13.7	13.4	14.1	9.3	2.8	n.	1.4	...	...	...
Uruguay	2003	16.6	15.5	17.6	10.1	3.1	0.1	2.0	...	...	...
Zimbabwe	2002	11.6	12.1	11.1	9.0	1.1	n.	0.2	...	...	...
WEI mean	**2004**	**13.7**	**13.6**	**13.8**	**9.2**	**2.1**	**0.1**	**1.5**	**...**	**...**	**...**
OECD countries											
Australia	2004	20.7	20.4	20.9	11.7	4.4	0.6	3.6	...	...	...
Austria	2003/04	16.3	16.1	16.4	8.2	3.8	0.7	2.3	...	...	...
Belgium[4]	2003/04	19.6	19.0	20.2	9.4	5.7	0.4	3.0	...	31.8	28.3
Canada	2001/02	...	...	...	...	...	0.3	2.9	...	2.4	9.4
Czech Republic	2003/04	17.0	16.9	17.1	9.0	3.7	0.6	2.1	a	0.2	2.4
Denmark	2003/04	19.0	18.1	19.8	9.6	4.3	n.	3.2	a	a	15.0
Finland	2003/04	20.0	19.3	20.7	9.0	4.7	0.2	4.5	n	1.0	25.0
France	2003/04	16.8	16.5	17.1	9.5	3.3	n.	2.8	a	a	0.6
Germany	2003/04	17.4	17.5	17.3	10.2	3.0	0.5	2.3	a	0.4	a
Greece	2003/04	16.9	16.6	17.3	9.0	3.0	0.2	3.9	...	...	...
Hungary	2003/04	17.6	17.2	18.0	8.1	4.2	0.6	2.9	0.1	0.6	13.9
Iceland	2003/04	19.7	18.5	20.9	9.9	5.3	0.1	3.5	n	n	13.8
Ireland	2003/04	17.2	17.0	17.5	10.8	2.4	1.1	2.9	a	a	3.2
Italy	2003/04	17.0	16.6	17.3	8.4	4.7	0.1	2.9	0.8	2.4	a
Japan	2003/04	...	...	...	9.1	3.0	...	...	a	a	a
Luxembourg	2003/04	14.2	14.1	14.3	9.2	3.6	0.2	...	n	0.6	2.7
Mexico	2003/04	13.4	13.2	13.6	9.7	1.6	a	1.2	a	a	a
Netherlands	2003/04	17.4	17.5	17.3	10.4	3.2	n.	2.7	a	1.1	4.0
New Zealand	2004	19.1	18.2	20.1	10.2	4.0	0.6	4.2	...	...	...
Norway[5]	2003/04	18.4	16.7	18.2	9.9	3.9	0.1	3.6	...	2.3	...
Poland	2003/04	17.0	16.6	17.5	9.0	3.4	0.4	3.3	n.	0.7	17.0
Portugal	2003/04	17.1	16.6	17.6	10.5	3.0	n.	2.6	2.8	7.1	20.5
Republic of Korea	2004/05	16.6	17.5	15.7	8.9	2.9	a	4.3	n.	0.2	0.3
Slovakia	2003/04	15.7	15.5	15.9	8.8	3.7	0.1	1.9	n	n	2.9

		Full-time and part-time									
		All levels of education			Primary and lower secondary education	Upper secondary education	Post-secondary non-tertiary education	Tertiary education	Enrolment in adult education as % of total[1]		
		M+F	Males	Females	M+F				Primary	Lower secondary	Upper secondary
OECD countries	**Year**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Spain	2003/04	17.2	16.6	17.7	11.0	2.2	a	3.0	4.7	n	n
Sweden	2003/04	20.3	18.8	21.8	9.8	4.7	0.1	3.8	7.9	7.6	36.1
Switzerland	2003/04	16.8	17.1	16.5	9.6	3.2	0.3	2.1	...	...	...
Turkey	2003/04	12.6	13.3	11.2	7.7	3.1	a	1.5	2.9	a	22.8
United Kingdom	2003/04	20.7	19.2	22.2	9.1	8.8	x(5)	2.8	0.0	0.0	53.5
United States	2003/04	16.9	16.3	17.6	9.1	2.7	0.1	4.1	...	...	...
OECD mean	**2004**	**17.4**	**17.0**	**17.8**	**9.5**	**3.8**	**0.3**	**3.0**	**...**	**3.2**	**14.3**
Other UOE countries											
Albania	2003/04	14.0	x(1)	x(1)	x(1)	2.5	a	0.9	...	...	...
Bulgaria	2003/04	15.4	15.5	15.3	8.1	3.6	n.	2.1	...	...	...
Croatia	2003/04	14.4	14.1	14.7	7.8	3.5	a	2.0	...	0.2	1.3
Cyprus	2003/04	12.7	12.7	12.7	7.8	2.5	a	1.6	a	0.6	2.3
Estonia	2003/04	18.6	17.7	19.6	9.9	2.7	0.5	3.3	a	a	a
Israel	2003/04	15.7	15.4	16.1	8.5	3.1	0.1	2.9	n	n	n
Latvia	2003/04	17.8	16.9	18.8	9.1	2.8	0.2	3.8	n	n	n
Liechtenstein	2002/03	15.5	16.8	14.3	9.2	3.6	0.2	0.9	...	...	...
Lithuania	2003/04	17.8	17.1	18.5	10.3	2.1	0.2	3.7	n.	1.9	9.7
Malta	2003/04	15.4	15.4	15.3	11.5	2.1	0.1	1.3	...	...	...
Romania	2003/04	15.5	15.2	15.8	8.6	3.0	0.2	2.0	n	n	n
Slovenia	2003/04	18.3	17.7	18.9	9.3	4.4	n.	3.7	0.2	2.3	17.5
The FYR of Macedonia	2003/04	13.3	13.2	13.5	7.9	3.0	n.	1.4	0.1	0.3	...

Note: More data by gender are available at *www.uis.unesco.org/publications/wei2006*.

1. Calculated by UNESCO Institute for Statistics.

2. The total excludes tertiary education. Jamaica hosts one campus of the University of the West Indies, which serves students from the whole region.

3. Excludes pre-primary education.

4. Excludes the German-speaking community of Belgium.

5. The total (males + females) includes five-year-olds but is not reported in the distribution of five-year-olds by sex.

* See Annex 3 of *Education at a Glance 2006* for notes *(www.oecd.org/edu/eag2006)*.

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.

Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 4.c **EXPECTED YEARS IN TERTIARY EDUCATION** / Expected years under current conditions, by gender and mode of study

		Tertiary (type B) education			Tertiary (type A) education			Total tertiary education (type A, B and advanced research programmes)		
		Full-time and part-time		Full-time	Full-time and part-time		Full-time	Full-time and part-time		Full-time
		M + F	Females	M + F	M + F	Females	M + F	M + F	Females	M + F
WEI countries	Year	1	2	3	4	5	6	7	8	9
Argentina	2003	0.9	1.2	0.9	2.5	2.6	n	3.4	3.8	0.9
Brazil[1]	2003	...	...	...	1.3	1.4	x(9)	1.3	1.5	1.3
Chile	2003	0.4	0.3	0.4	1.8	1.8	1.8	2.2	2.1	2.2
China	2002/03	0.4	...	0.2	0.4	...	0.3	0.7	...	0.5
Egypt	2003/04	x(4)	x(5)	x(7)	1.5	1.3	x(4)	1.5	1.3	x(7)
India	2003/04	x(4)	x(5)	x(6)	0.4	0.3	0.4	0.4	0.3	0.4
Indonesia	2003/04	0.2	0.2	0.2	0.6	0.5	0.6	0.8	0.7	0.8
Jordan	2003/04	0.2	...	0.2	1.6	...	1.6	1.9	...	1.9
Malaysia	2003	0.8	0.9	0.8	0.8	0.9	0.8	1.6	1.8	1.6
Paraguay	2003	0.2	0.3	0.2	1.0	1.1	...	1.3	1.5	...
Peru	2004	0.7	0.8	0.7	1.0	0.9	1.0	1.7	1.6	1.6
Philippines	2003/04	0.1	0.1	0.1	1.2	1.4	1.2	1.4	1.5	1.4
Russian Federation[1]	2002/03	0.8	0.9	0.6	2.5	2.9	1.4	3.4	3.9	2.0
Thailand	2004/05	0.4	0.4	x(1)	1.9	2.0	x(4)	2.3	2.4	x(7)
Tunisia	2003/04	x(4)	x(5)	x(6)	1.4	1.6	1.4	1.4	1.6	1.4
Uruguay	2003	0.5	0.9	0.5	1.5	1.7	1.5	2.0	2.6	2.0
Zimbabwe	2002	0.1	0.1	0.1	0.1	n.	0.1	0.2	0.1	0.2
WEI mean	**2004**	**0.4**	**0.5**	**0.4**	**1.3**	**1.4**	**0.9**	**1.6**	**1.8**	**1.3**
OECD countries										
Australia	2004	0.6	0.6	0.2	2.8	3.2	1.9	3.6	3.9	2.2
Austria	2003/04	0.3	0.3	x(1)	1.9	2.0	1.9	2.3	2.5	x(7)
Belgium[2]	2003/04	1.6	1.8	1.1	1.4	1.4	1.4	3.0	3.3	2.5
Canada	2001/02	0.7	0.8	0.6	2.1	2.5	1.5	2.9	3.3	2.1
Czech Republic	2003/04	0.2	0.3	0.2	1.8	1.8	1.7	2.1	2.2	2.1
Denmark	2003/04	0.4	0.4	0.3	2.7	3.3	2.7	3.2	3.7	3.0
Finland	2003/04	n	n	n	4.2	4.6	2.6	4.5	4.9	2.6
France	2003/04	0.7	0.7	0.7	2.0	2.2	2.0	2.8	3.1	2.8
Germany	2003/04	0.3	0.4	0.3	2.0	1.9	2.0	2.3	2.3	2.3
Greece	2003/04	1.4	1.4	1.4	2.4	2.8	2.4	3.9	4.3	3.9
Hungary	2003/04	0.2	0.2	0.1	2.7	3.2	1.5	2.9	3.4	1.6
Iceland	2003/04	0.2	0.2	0.1	3.3	4.3	2.4	3.5	4.5	2.5
Ireland	2003/04	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	2.9	3.3	2.2
Italy	2003/04	n	n	n	2.8	3.2	2.8	2.9	3.3	2.9
Mexico	2003/04	n	n	n	1.1	1.1	1.1	1.2	1.2	1.2
Netherlands	2003/04	a	a	a	2.7	2.8	2.3	2.7	2.8	2.3
New Zealand	2004	1.0	1.2	0.4	3.1	3.7	1.6	4.2	4.9	2.0
Norway	2003/04	0.1	0.1	0.1	3.4	4.2	2.5	3.6	4.3	2.6
Poland	2003/04	n	n	n	3.2	3.8	1.9	3.3	3.9	2.0
Portugal	2003/04	n	n	n	2.5	2.9	2.5	2.6	3.0	2.6
Republic of Korea	2004/05	1.7	1.3	1.7	2.6	2.0	2.6	4.3	3.4	4.3
Slovakia	2003/04	0.1	0.1	n	1.7	1.9	1.1	1.9	2.0	1.2
Spain	2003/04	0.4	0.5	0.4	2.5	2.8	2.2	3.0	3.4	2.8
Sweden	2003/04	0.1	0.1	0.1	3.5	4.2	1.8	3.8	4.6	2.1
Switzerland	2003/04	0.4	0.3	0.1	1.5	1.4	1.4	2.1	1.9	1.6
Turkey	2003/04	0.4	0.3	0.4	1.1	0.9	1.1	1.5	1.3	1.5
United Kingdom	2003/04	0.6	0.8	0.2	2.1	2.3	1.5	2.8	3.2	1.8
United States	2003/04	0.9	1.1	0.4	3.2	3.6	2.0	4.1	4.8	2.5
OECD mean	**2004**	**0.5**	**0.5**	**0.3**	**2.4**	**2.7**	**1.9**	**3.0**	**3.3**	**2.3**

Other UOE countries	Year	Tertiary (type B) education			Tertiary (type A) education			Total tertiary education (type A, B and advanced research programmes)		
		Full-time and part-time		Full-time	Full-time and part-time		Full-time	Full-time and part-time		Full-time
		M + F	Females	M + F	M + F	Females	M + F	M + F	Females	M + F
		1	2	3	4	5	6	7	8	9
Albania	2003/04	n.	n.	n.	0.9	1.1	0.7	0.9	1.2	0.7
Bulgaria	2003/04	0.1	0.2	0.1	1.9	2.0	1.3	2.1	2.2	1.4
Croatia	2003/04	0.7	0.7	0.4	1.3	1.5	1.0	2.0	2.2	1.4
Cyprus	2003/04	1.3	1.1	1.2	0.3	0.5	0.3	1.6	1.6	1.5
Estonia	2003/04	1.2	1.6	1.0	2.0	2.5	1.6	3.3	4.2	2.7
Israel	2003/04	0.5	0.5	0.5	2.3	2.7	1.9	2.9	3.3	2.5
Latvia	2003/04	0.5	0.5	0.2	3.3	4.2	2.2	3.8	4.8	2.4
Liechtenstein	2002/03	a	a	a	0.9	0.5	0.1	0.9	0.5	0.1
Lithuania	2003/04	1.0	1.3	0.5	2.6	3.1	1.6	3.7	4.4	2.1
Malta	2003/04	0.2	0.2	0.1	1.1	1.3	1.0	1.3	1.5	1.1
Romania	2003/04	0.1	0.2	0.1	1.8	2.0	1.4	2.0	2.3	1.6
Slovenia	2003/04	1.8	2.0	0.9	1.9	2.3	1.5	3.7	4.3	2.4
The FYR of Macedonia	2003/04	0.1	0.1	0.1	1.3	1.6	1.1	1.4	1.7	1.2

1. Calculated by UNESCO Institute for Statistics.
2. Excludes the German-speaking community of Belgium.

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 4.d.i

AGE RANGE OF UNIVERSAL PRIMARY AND SECONDARY EDUCATION / Number of years and age range at which over 90% are enrolled in primary and secondary education[1]

WEI countries	Year	Ending age of compulsory education (in years)	Number of years at which over 90% of the population is enrolled	Age range at which over 90% of the population is enrolled (in years)
		1	2	3
Argentina	2003	14	9	6-14
Brazil	2003	14	10	7-16
Chile	2004	13	9	8-16
China	2003/04	14	...	...
Egypt	2003/04	13	7	6-12
India[2]	2003/04	14	4	6-11
Indonesia[3]	2003/04	15	7	6-13
Jamaica	2003/04	11	...	...
Jordan	2003/04	15	9	6-14
Malaysia	2003	11	9	6-14
Paraguay	2003	14	7	6-12
Peru	2004	16	7	7-13
Philippines	2003/04	12	6	8-13
Russian Federation	2003/04	15	8	7-14
Sri Lanka	2004	13	...	...
Thailand[3]	2004/05	14	7	7-14
Tunisia	2003/04	16	7	6-12
Uruguay	2003	15	9	6-14
Zimbabwe	2003	12	...	...
WEI mean	**2004**	**14**	**8**	
OECD countries[4]				
Australia	2004	15	12	5-16
Austria	2003/04	14	12	6-17
Belgium	2003/04	18	13	6-18
Canada	2001/02	16	...	...
Czech Republic	2003/04	15	13	6-18
Denmark[5]	2003/04	16	9	7-16
Finland	2003/04	16	13	6-18
France	2003/04	16	12	6-17
Germany	2003/04	18	12	6-17
Greece	2003/04	14	12	6-19
Hungary	2003/04	16	10	7-16
Iceland	2003/04	16	11	6-16
Ireland	2003/04	15	12	5-16
Italy	2003/04	14	10	6-15
Japan	2003/04	15	12	6-17
Luxembourg	2003/04	15	10	6-15
Mexico	2003/04	15	8	6-13
Netherlands	2003/04	18	11	6-16
New Zealand	2004	16	12	5-16
Norway	2003/04	16	12	6-17
Poland	2003/04	15	11	7-17
Portugal	2003/04	14	10	6-15
Republic of Korea	2004/05	14	12	6-17
Slovakia	2003/04	15	11	6-16

OECD countries[4]	Year	Ending age of compulsory education (in years)	Number of years at which over 90% of the population is enrolled	Age range at which over 90% of the population is enrolled (in years)
		1	2	3
Spain	2003/04	16	11	6-16
Sweden	2003/04	16	12	7-18
Switzerland	2003/04	15	10	7-16
Turkey	2003/04	14	6	8-13
United Kingdom	2003/04	16	12	5-16
United States	2003/04	17	12	6-16
OECD mean	**2004**	**16**	**11**	
Other UOE countries				
Albania	2002/03	13	7	6-12
Bulgaria	2003/04	14	9	7-15
Croatia	2003/04	14	9	8-16
Cyprus[6]	2003/04	14	2	9-11
Estonia	2003/04	15	10	7-16
Israel	2003/04	15	12	6-17
Latvia	2003/04	15	11	7-17
Liechtenstein[7]	2002/03	16	11	6-18
Lithuania	2003/04	15	11	7-17
Malta	2003/04	15	9	7-15
Romania	2003/04	14	9	7-15
Slovenia	2003/04	14	11	7-17
The FYR of Macedonia	2003/04	...	8	7-14

1. Data are not comparable with Indicator C1.2 in *Education at a Glance 2006*. Here pre-primary is excluded.
2. Age range is not continuous, less than 90% of the population is enrolled at ages 8 and 10.
3. Age range is not continuous, less than 90% of the population is enrolled at age 12.
4. Calculated by UNESCO Institute for Statistics.
5. Age range is not continuous, less than 90% of the population is enrolled at age 14.
6. Age range is not continuous, less than 90% of the population is enrolled at age 10.
7. Age range is not continuous, less than 90% of the population is enrolled at ages 8 and 15.

Source: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 4.d.ii **TRANSITION CHARACTERISTICS BY SINGLE YEAR OF AGE, 13- TO 20-YEAR-OLDS** / Net enrolment rates by level of education in public and private institutions (based on headcounts)

		Age 13	Age 14	Age 15	Age 16	Age 17		
		All levels combined	All levels combined	All levels combined	All levels combined	Secondary education	Post-secondary non-tertiary education	Tertiary education
WEI countries	Year	1	2	3	4	5	6	7
Argentina	2003	100	96	90	84	72	a	2
Brazil	2003	96	96	97	86	80	a	1
Chile	2004	99	101	98	92	83	a	n
China	2002/03	89	83	46	9	...	...	...
Egypt	2003/04	87	81	78	61	35	...	...
India	2003/04	45	...	...	...	...	...	...
Indonesia	2003/04	97	79	65	55	57	a	n
Jamaica	2002/03	91	84	78	70	34	5	...
Jordan	2003/04	93	92	88	77	58	a	...
Malaysia	2003	90	95	84	83	23	13	16
Paraguay	2003	86	77	70	61	52	n	n.
Peru	2004	93	87	88	79	39	...	5
Philippines	2003/04	108	70	69	55	24	...	...
Russian Federation	2003/04	94	94	84	...	16	...	...
Sri Lanka	2003	96	87	81	62	42	a	...
Thailand	2004/05	100	97	88	69	62	...	1
Tunisia	2003/04	89	79	...	...	...	...	...
Uruguay	2003	91	101	87	77	66	n.	n.
Zimbabwe	2002	...	47	52	50	36	...	n
WEI mean	**2004**	**93**	**86**	**79**	**67**	**49**	**...**	**2**
OECD countries[1]								
Australia	2004	99	100	98	93	80	1	4
Austria	2003/04	99	99	92	91	77	13	n.
Belgium[2]	2003/04	100	100	102	102	104	n.	1
Canada	2001/02	...	...	...	...	...	6	4
Czech Republic	2003/04	100	100	100	100	98	n.	n.
Denmark	2003/04	103	83	97	93	86	n.	n.
Finland	2003/04	99	99	99	96	95	n.	n.
France	2003/04	100	100	99	96	89	n.	2
Germany	2003/04	99	100	99	97	91	n	1
Greece	2003/04	95	96	92	97	68	n	n
Hungary	2003/04	99	106	99	95	89	1	n.
Iceland	2003/04	99	99	99	93	83	n	n.
Ireland	2003/04	102	99	106	97	76	5	6
Italy	2003/04	101	101	95	88	81	a	a
Japan	2003/04	100	103	101	97	95	a	...
Luxembourg	2003/04	95	93	90	84	81	n	...
Mexico	2003/04	92	83	61	50	38	a	3
Netherlands	2003/04	102	100	102	97	81	n.	6
New Zealand	2004	100	99	96	86	67	2	4
Norway	2003/04	98	99	99	94	93	n.	n.
Poland	2003/04	99	98	98	97	94	n.	x(10)
Portugal	2003/04	104	102	93	79	74	n	a
Republic of Korea	2004/05	94	99	95	98	93	a	2
Slovakia	2003/04	99	99	99	95	89	n.	n.
Spain	2003/04	101	103	100	92	81	a	n.
Sweden	2003/04	100	100	99	97	97	n.	n.
Switzerland	2003/04	100	100	98	91	86	1	n.
Turkey	2003/04	90	65	61	53	31	a	4
United Kingdom	2003/04	99	100	102	94	81	x(5)	2
United States	2003/04	104	107	97	92	83	...	3
OECD mean	**2004**	**99**	**98**	**95**	**91**	**82**	**1**	**2**

Age 18			Age 19			Age 20			
Secondary education	Post-secondary non-tertiary education	Tertiary education	Secondary education	Post-secondary non-tertiary education	Tertiary education	Secondary education	Post-secondary non-tertiary education	Tertiary education	
8	9	10	11	12	13	14	15	16	**WEI countries**
31	a	19	16	a	29	8	a	30	Argentina
59	a	5	40	a	9	27	a	11	Brazil
61	a	...	20	a	...	6	a	...	Chile
...	...	...	...	...	...	...	...	...	China
n.	...	...	n.	...	...	n.	...	...	Egypt
...	...	...	...	...	...	n	n	42	India
34	a	22	11	a	28	3	a	25	Indonesia
8	2	...	1	1	...	n	n	...	Jamaica
12	a	...	2	a	...	n	a	...	Jordan
14	12	23	n.	7	24	n.	1	21	Malaysia
43	...	1	15	...	2	8	...	4	Paraguay
21	...	8	11	...	10	6	...	10	Peru
10	...	...	5	...	...	5	...	...	Philippines
1	...	...	...	...	...	...	...	...	Russian Federation
18	a	...	4	a	...	1	a	...	Sri Lanka
48	...	8	10	...	42	1	...	48	Thailand
...	...	...	...	...	...	...	...	...	Tunisia
46	n.	5	24	1	11	14	1	14	Uruguay
18	...	n	10	...	...	n	...	...	Zimbabwe
26	**...**	**...**	**11**	**...**	**...**	**5**	**...**	**...**	**WEI mean**
									OECD countries[1]
38	3	26	25	3	35	20	3	37	Australia
47	24	5	18	14	14	6	5	21	Austria
48	7	36	23	8	46	13	3	48	Belgium[2]
...	7	19	...	5	37	...	2	37	Canada
82	5	4	35	12	23	7	8	34	Czech Republic
81	n.	n.	60	n.	4	36	n.	12	Denmark
93	n	n.	34	n.	18	17	n.	32	Finland
52	n.	28	25	n.	40	10	n.	43	France
83	n.	3	42	18	10	20	14	18	Germany
17	3	56	34	3	58	n	4	60	Greece
54	10	13	20	18	30	10	12	35	Hungary
75	n.	n.	69	n.	1	39	n.	17	Iceland
29	17	37	3	15	41	1	13	42	Ireland
71	a	6	18	1	35	6	1	36	Italy
3	...	...	1	...	...	...	...	...	Japan
69	n.	...	51	1	...	30	1	...	Luxembourg
18	a	12	8	a	17	4	a	18	Mexico
59	n.	19	37	n.	28	25	n.	33	Netherlands
27	4	25	12	3	35	9	3	40	New Zealand
85	n.	n.	40	1	13	19	1	29	Norway
86	n.	1	39	6	30	17	9	41	Poland
45	n.	19	28	n.	26	15	n.	30	Portugal
12	a	57	1	a	69	n.	a	64	Republic of Korea
79	n.	3	31	1	22	4	1	28	Slovakia
41	a	28	22	a	36	12	a	38	Spain
94	n.	1	29	1	13	19	1	24	Sweden
76	2	2	46	3	8	20	4	16	Switzerland
16	a	13	x(8)	a	20	...	a	21	Turkey
38	x(8)	23	23	x(11)	32	18	x(14)	34	United Kingdom
21	...	36	5	...	45	1	...	46	United States
53	**3**	**17**	**28**	**4**	**28**	**14**	**3**	**33**	**OECD mean**

TABLE 4.d.ii **TRANSITION CHARACTERISTICS BY SINGLE YEAR OF AGE, 13- TO 20-YEAR-OLDS** / Net enrolment rates by level of education in public and private institutions (based on headcounts)

Other UOE countries	Year	Age 13	Age 14	Age 15	Age 16	Age 17		
		All levels combined	All levels combined	All levels combined	All levels combined	Secondary education	Post-secondary non-tertiary education	Tertiary education
		1	2	3	4	5	6	7
Albania	2002/03	88	85	62	48	40	a	n
Bulgaria	2003/04	104	102	95	85	81	n	n.
Croatia	2003/04	100	...	...	97	85	a	n
Cyprus	2003/04	85	83	79	80	69	a	3
Estonia	2003/04	...	...	107	97	86	n.	n.
Israel	2003/04	104	104	102	95	88	n.	n.
Latvia	2003/04	102	100	102	97	91	1	n.
Liechtenstein	2002/03	95	101	81	...	...	n	n
Lithuania	2003/04	100	95	95	98	96	n.	n.
Malta	2003/04	106	104	107	70	60	n.	n.
Romania	2003/04	108	109	93	81	65	n.	a
Slovenia	2003/04	103	103	107	104	96	n.	n.
The FYR of Macedonia	2003/04	94	96	85	80	72	n	n

Notes: Net enrolment rates by single year of age for 3- to 16-year-olds are available at *www.uis.unesco.org/publications/wei2006*.
Data for OECD countries are available at *www.oecd.org/edu/eag2006*, Table C1.3.
1. Calculated by UNESCO Institute for Statistics for ages 13, 14 and 15.
2. Excludes the German-speaking community of Belgium.
Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

Age 18			Age 19			Age 20			
Secondary education	Post-secondary non-tertiary education	Tertiary education	Secondary education	Post-secondary non-tertiary education	Tertiary education	Secondary education	Post-secondary non-tertiary education	Tertiary education	
8	9	10	11	12	13	14	15	16	**Other UOE countries**
17	a	6	6	a	11	4	a	12	Albania
65	n.	6	14	n.	25	1	n.	28	Bulgaria
47	a	14	5	a	39	1	a	35	Croatia
11	a	16	2	a	17	1	a	16	Cyprus
59	3	13	18	10	34	7	9	40	Estonia
18	n.	8	2	1	12	1	1	13	Israel
64	2	14	26	4	37	10	2	41	Latvia
90	n.	1	36	1	2	3	4	6	Liechtenstein
75	2	12	23	6	47	9	4	51	Lithuania
36	1	1	20	1	18	14	1	21	Malta
42	1	12	9	2	28	4	3	27	Romania
82	1	5	31	3	42	...	...	48	Slovenia
43	...	8	2	...	25	n.	...	24	The FYR of Macedonia

TABLE 4.e

GRADE REPETITION AT PRIMARY AND SECONDARY EDUCATION LEVELS / Percentage of students repeating current grade, by level and gender, and expected years of repetition in primary and secondary education

		Primary education			Lower secondary education			Upper secondary education			Expected years of repetition
		M+F	Males	Females	M+F	Males	Females	M+F	Males	Females	M+F
WEI countries	Year	1	2	3	4	5	6	7	8	9	10
Argentina	2003	6.2	7.3	5.0	7.2	8.5	5.8	5.3	6.6	4.2	0.8
Brazil	2003	18.3	x(1)	x(1)	16.6	x(4)	x(4)	17.7	x(7)	x(7)	2.3
Chile	2004	2.4	3.0	1.8	2.1	2.7	1.4	1.9	2.1	1.7	0.3
China	2003/04	0.3	0.3	0.3	0.2	0.2	0.1	0.5	0.6	0.4	n.
Egypt	2003/04	4.0	5.0	2.9	8.7	9.8	7.5	1.0	1.3	0.6	0.5
India	2003/04	3.1	3.2	3.0	4.8	5.0	4.7	4.5	5.2	3.4	0.3
Indonesia	2003/04	2.9	2.9	2.9	0.4	0.6	0.2	0.2	0.3	0.1	0.2
Jamaica	2003/04	2.8	3.3	2.3	0.7	0.9	0.4	3.1	3.9	2.2	0.2
Jordan	2003/04	1.0	1.0	1.1	3.2	3.2	3.2	0.7	0.8	0.5	0.2
Malaysia	2003	a	a	a	a	a	a	...	...	...	...
Paraguay	2003	7.1	8.3	5.8	1.2	1.6	0.8	0.5	0.7	0.3	0.4
Peru	2004	7.5	7.8	7.3	5.1	6.1	4.0	2.6	3.2	2.0	0.7
Philippines	2003/04	2.1	2.8	1.5	2.1	3.3	1.0	0.8	1.2	0.4	0.2
Russian Federation[1]	2003/04	0.7	x(1)	x(1)	0.8	x(4)	x(4)	0.1	x(7)	x(7)	0.1
Sri Lanka	2003	0.8	0.9	0.7	1.0	1.1	0.7	...	...	...	...
Tunisia	2003/04	7.3	8.7	5.7	14.6	19.2	11.8	12.3	13.2	11.5	1.3
Uruguay	2003	8.3	9.7	6.9	13.1	14.6	11.7	4.8	5.5	4.3	1.1
Zimbabwe	2003	a	a	a	a	a	a	a	a	a	n
WEI mean	**2004**	**4.2**	**4.6**	**3.7**	**4.6**	**5.2**	**3.9**	**3.5**	**3.9**	**3.1**	**0.5**
OECD countries[2]											
Czech Republic	2003/04	1.1	1.2	0.9	1.1	1.4	0.8	0.1	0.1	0.1	0.1
Denmark	2003/04	...	...	...	0.7	0.8	0.6	0.3	0.4	0.3	...
Finland	2003/04	0.4	0.5	0.3	0.5	0.6	0.5	a	a	a	n.
Germany	2003/04	1.5	1.6	1.3	3.3	3.8	2.9	0.7	0.7	0.6	0.3
Hungary	2003/04	2.2	2.6	1.7	2.2	2.8	1.5	2.7	3.1	2.3	0.3
Iceland	2003/04	n	n	n	n	n	n	...	...	...	...
Ireland	2003/04	1.0	1.1	0.9	0.4	0.4	0.3	4.7	4.4	4.9	0.2
Italy	2003/04	0.3	0.4	0.2	3.1	4.2	1.9	1.2	1.1	1.3	0.2
Luxembourg	2003/04	4.3	4.8	3.8	...	...	...	...	...	...	...
Mexico	2003/04	4.8	5.8	3.8	1.0	1.5	0.5	3.3	4.0	2.7	0.4
Netherlands	2003/04	...	...	...	1.9	2.0	1.7	2.4	2.5	2.3	...
Norway	2003/04	n	n	n	n	n	n	...	...	...	...
Poland	2003/04	0.6	0.9	0.2	2.0	3.0	0.9	0.5	x(7)	x(7)	0.1
Republic of Korea	2004/05	n.	n.	n.	n.	n.	n.	n.	n.	n.	n.
Slovakia	2003/04	2.6	2.8	2.4	1.7	2.1	1.3	0.1	0.1	0.1	0.2
Switzerland	2003/04	1.6	1.7	1.4	1.7	1.9	1.6	1.4	1.3	1.5	0.2
Turkey	2003/04	2.7	2.3	3.1	a	a	a	0.5	0.6	0.4	0.2
OECD mean	**2004**	**1.5**	**1.7**	**1.3**	**1.2**	**1.5**	**0.9**	**1.3**	**1.4**	**1.3**	**0.2**

Other UOE countries	Year	Primary education			Lower secondary education			Upper secondary education			Expected years of repetition
		M+F	Males	Females	M+F	Males	Females	M+F	Males	Females	M+F
		1	2	3	4	5	6	7	8	9	10
Albania	2002/03	2.8	3.2	2.4	4.0	4.2	3.7	4.0	4.5	3.4	0.4
Bulgaria	2003/04	2.3	2.7	1.8	2.4	3.0	1.8	0.2	0.2	0.1	0.2
Croatia	2003/04	0.3	0.4	0.3	0.5	0.7	0.2	0.2	0.2	0.2	n.
Cyprus	2003/04	0.3	0.3	0.2	1.8	2.6	0.9	1.5	1.7	1.2	0.1
Estonia	2003/04	2.0	3.0	1.0	5.0	6.4	3.4	1.0	1.0	0.9	0.3
Israel	2003/04	1.6	2.0	1.1	0.7	1.0	0.5	2.3	3.4	1.1	0.2
Latvia	2003/04	2.7	3.7	1.6	2.8	3.8	1.6	0.8	1.2	0.5	0.3
Lithuania	2003/04	0.6	0.8	0.4	1.0	1.4	0.5	0.7	0.9	0.5	0.1
Malta	2003/04	2.0	2.4	1.6	0.6	0.7	0.5	2.5	2.4	2.6	0.2
Romania	2003/04	2.4	2.9	2.0	2.6	3.5	1.7	0.1	0.1	0.1	0.2
Slovenia	2003/04	0.5	0.6	0.4	0.9	1.3	0.5	0.7	x(7)	x(7)	0.1
The FYR of Macedonia	2003/04	0.2	0.2	0.1	0.5	0.7	0.4	0.1	0.1	0.2	n.

1. Public institutions only.
2. Calculated by UNESCO Institute for Statistics.
Source: UNESCO/UIS WEI (*www.uis.unesco.org/publications/wei2006*).
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 4.f ENTRY RATIOS INTO LOWER AND UPPER SECONDARY AND TERTIARY EDUCATION / Gross entry ratios into secondary and tertiary education, by gender

		Lower secondary education			Upper secondary education			Tertiary (type B) education			Tertiary (type A) education		
		M+F	Males	Females	M+F	Males	Females	M+F	Males	Females	M+F	Males	Females
WEI countries	Year	1	2	3	4	5	6	7	8	9	10	11	12
Argentina	2003	102	99	104	79	75	84	37	24	51	59	52	65
Brazil	2003	104	x(1)	x(1)	73	x(4)	x(4)	2	3	1	41	35	47
Chile	2004	99	99	99	100	99	101	24	27	21	44	43	46
Egypt	2002/03	99	101	97	79	80	78	x(10)	x(11)	x(12)	31	32	29
India	2003/04	...	...	...	52	58	46	...	...	...	...	...	...
Indonesia	2003/04	81	81	81	53	51	54	6	6	6	15	17	13
Jordan	2003/04	96	96	95	77	76	78	...	...	...	...	...	...
Malaysia	2003	...	...	...	...	...	...	41	40	43	34	28	40
Paraguay	2003	87	88	87	65	64	66	6	4	9	...	...	...
Peru	2004	97	98	95	82	84	81	23	20	25	...	...	...
Philippines	2003/04	...	...	...	65	59	71	x(10)	x(11)	x(12)	43	39	47
Russian Federation	2003/04	94	x(1)	x(1)	100	x(4)	x(4)	34	x(7)	x(7)	64	x(10)	x(10)
Thailand	2004/05	99	99	99	68	78	58	20	19	20	48	46	50
Tunisia	2003/04	90	89	91	68	61	75	x(10)	x(11)	x(12)	33	28	38
Uruguay	2003	109	103	115	98	90	106	26	8	44	34	26	42
Zimbabwe	2002	68	73	63	56	x(4)	x(4)	4	5	4	2	3	1
WEI mean	**2004**	**94**	**93**	**93**	**74**	**73**	**75**	**20**	**16**	**22**	**37**	**32**	**38**
OECD countries[1,2]													
Australia	2004	-	-	-	...	...	...	...	...	...	70	65	74
Austria[3]	2003/04	-	-	-	...	...	...	9	7.5	10.4	37	33	41
Belgium[4]	2003/04	-	-	-	...	...	...	35	28	42	34	33	35
Czech Republic	2003/04	-	-	-	104	105	103	10	7	13	38	36	41
Denmark	2003/04	-	-	-	106	101	111	21	20	21	55	43	68
Finland	2003/04	-	-	-	...	...	...	a	a	a	73	65	82
Germany[3]	2003/04	-	-	-	...	...	...	16	13	19	37	38	37
Greece	2003/04	-	-	-	102	103	102	26	26	27	33	30	37
Hungary	2003/04	-	-	-	116	116	116	9	7	11	68	61	76
Iceland	2003/04	-	-	-	112	104	121	8	8	8	79	56	102
Ireland[5]	2003/04	-	-	-	101	96	106	17	18	15	44	39	50
Italy[6]	2003/04	-	-	-	103	103	103	1	1	1	55	49	62
Japan[6]	2003/04	-	-	-	103	103	104	32	24	41	43	49	36
Luxembourg	2003/04	-	-	-	99	98	100	...	...	...	...	...	...
Mexico	2003/04	-	-	-	105	105	105	2	2	1	29	28	29
Netherlands	2003/04	-	-	-	67	67	68	a	a	a	56	52	61
New Zealand	2004	-	-	-	...	...	...	51	45	57	89	74	104
Norway	2003/04	-	-	-	98	96	101	1	1	1	69	58	80
Poland	2003/04	-	-	-	...	...	...	1	n	1	71	66	76
Portugal	2003/04	-	-	-	99	103	95	...	...	...	...	...	...
Republic of Korea[6]	2004/05	-	-	-	...	...	...	46	44	48	48	52	45
Slovakia	2003/04	-	-	-	97	95	98	2	1	4	47	42	52
Spain	2003/04	-	-	-	...	...	...	22	20	23	44	37	52
Sweden	2003/04	-	-	-	...	...	...	8	8	8	79	64	94
Switzerland	2003/04	-	-	-	100	103	98	17	20	14	38	39	38
Turkey	2003/04	-	-	-	77	87	66	16	19	13	26	29	22
United Kingdom	2003/04	-	-	-	...	...	...	28	...	...	52	...	...
United States	2003/04	-	-	-	98	101	96	x(4)	x(5)	x(6)	63	56	71
OECD mean	**2004**	**-**	**-**	**-**	**99**	**99**	**100**	**16**	**14**	**16**	**53**	**48**	**59**

Other UOE countries	Year	Lower secondary education			Upper secondary education			Tertiary (type B) education			Tertiary (type A) education		
		M+F	Males	Females	M+F	Males	Females	M+F	Males	Females	M+F	Males	Females
		1	2	3	4	5	6	7	8	9	10	11	12
Albania	2003/04	-	-	-	64	65	54	n.	n.	1	27	20	34
Bulgaria	2003/04	-	-	-	87	89	84	5	5	6	36	33	38
Croatia	2003/04	-	-	-	100	101	99	34	35	33	50	45	55
Cyprus	2003/04	-	-	-	85	84	86	53	64	41	7	3	11
Estonia	2003/04	-	-	-	102	101	103	33	24	43	52	38	65
Israel	2003/04	-	-	-	97	96	97	...	...	...	56	49	63
Latvia	2003/04	-	-	-	107	x(4)	x(4)	...	...	...	...	...	...
Lithuania	2003/04	-	-	-	...	...	...	21	17	24	53	44	62
Malta	2003/04	-	-	-	137	162	112	9	6	12	27	24	30
Romania	2003/04	-	-	-	92	91	93	4	4	5	49	44	54
Slovenia	2003/04	-	-	-	104	102	107	51	48	54	39	32	45
The FYR of Macedonia	2003/04	-	-	-	82	86	77	2	2	2	28	24	33

* See Table C2.1 of *Education at a Glance 2006* for notes on OECD countries *(www.oecd.org/edu/eag2006)*.

1. Calculated by UNESCO Institute for Statistics for upper secondary education.

2. Tertiary rates as sum of net entry rate for each year of age for tertiary education.

3. Entry rate for tertiary (type B) programmes calculated as gross entry ratio.

4. Excludes the German-speaking community of Belgium.

5. Full-time entrants only.

6. Entry rate for tertiary (type A and type B) programmes calculated as gross entry ratio.

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.

Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 4.g **UPPER SECONDARY ENROLMENT PATTERNS** / Distribution of enrolment in public and private institutions by programme destination and orientation

WEI countries	Year	Programme destination			Programme orientation		
		ISCED 3A	ISCED 3B	ISCED 3C	General	Pre-vocational	Vocational
		1	2	3	4	5	6
Argentina	2003	100.0	a	a	14.4	a	85.6
Brazil	2003	100.0	a	a	95.5	a	4.5
Chile	2004	100.0	a	a	63.9	a	36.1
China	2003/04	63.0	a	37.0	63.0	a	37.0
Egypt[1]	2003/04	36.7	a	63.3	36.7	a	63.3
India	2003/04	99.9	a	0.1	99.9	0.1	a
Indonesia	2003/04	64.5	35.5	a	64.5	a	35.5
Jamaica	2003/04	...	...	...	100.0	a	n
Jordan	2003/04	95.5	a	4.5	79.5	a	20.5
Malaysia	2003	16.9	a	83.1	86.7	a	13.3
Paraguay	2003	99.5	a	0.5	79.4	a	20.6
Peru	2004	100.0	a	a	100.0	a	a
Philippines	2003/04	100.0	a	a	100.0	a	a
Russian Federation	2003/04	58.5	12.4	29.1	58.5	12.4	29.1
Thailand	2004/05	69.1	30.9	n	69.1	a	30.9
Tunisia	2003/04	94.3	2.6	3.1	94.3	2.6	3.1
Uruguay	2003	89.6	a	10.4	81.2	a	18.8
Zimbabwe	2003	10.2	a	89.8	100.0	a	a
WEI mean	**2004**	**76.4**	**4.8**	**18.8**	**77.0**	**0.8**	**22.1**
OECD countries							
Australia	2004	37.5	a	62.5	37.5	a	62.5
Austria	2003/04	44.2	47.3	8.5	21.4	6.2	72.4
Belgium	2003/04	51.8	a	48.2	31.8	a	68.2
Czech Republic	2003/04	69.1	0.4	30.4	20.6	0.2	79.3
Denmark	2003/04	53.2	a	46.8	53.2	a	46.8
Finland	2003/04	100.0	a	a	39.9	a	60.1
France	2003/04	67.9	a	32.1	43.5	a	56.5
Germany	2003/04	38.8	60.6	0.7	38.8	a	61.2
Greece	2003/04	66.0	a	34.0	66.0	a	34.0
Hungary	2003/04	77.1	a	22.9	76.3	11.6	12.1
Iceland	2003/04	49.1	0.4	50.5	61.5	1.2	37.2
Ireland	2003/04	72.8	a	27.2	66.5	33.5	a
Italy	2003/04	80.4	3.3	16.4	37.2	37.3	25.5
Japan	2003/04	75.4	0.8	23.8	75.4	0.8	23.8
Luxembourg	2003/04	59.3	15.7	24.9	36.1	a	63.9
Mexico	2003/04	89.5	a	10.5	89.5	a	10.5
Netherlands	2003/04	60.1	a	39.9	30.9	a	69.1
Norway	2003/04	39.5	a	60.5	39.5	a	60.5
Poland	2003/04	90.2	a	9.8	50.5	a	49.5
Portugal	2003/04	100.0	a	a	71.5	19.4	9.1
Republic of Korea	2004/05	70.5	a	29.5	70.5	a	29.5
Slovakia	2003/04	79.8	a	20.2	25.9	a	74.1
Spain	2003/04	61.3	n	38.7	61.3	n	38.7
Sweden	2003/04	92.6	a	7.4	46.6	a	53.4
Switzerland	2003/04	30.7	62.1	7.2	35.2	a	64.8
Turkey	2003/04	91.5	a	8.5	62.7	a	37.3
United Kingdom	2003/04	46.0	x(1)	54.0	28.5	x(6)	71.5
United States	2003/04	100.0	a	a	100.0	a	a
OECD mean	**2004**	**67.7**	**7.1**	**25.5**	**50.7**	**4.1**	**45.4**

Other UOE countries	Year	Programme destination			Programme orientation		
		ISCED 3A	ISCED 3B	ISCED 3C	General	Pre-vocational	Vocational
		1	2	3	4	5	6
Albania	2003/04	84.6	10.6	4.9	83.1	a	16.9
Bulgaria	2003/04	99.8	a	0.2	44.8	a	55.2
Croatia	2003/04	71.7	x(1)	28.3	25.7	a	74.3
Cyprus	2003/04	100.0	a	a	86.6	a	13.4
Estonia	2003/04	99.5	a	0.5	70.1	a	29.9
Israel	2003/04	96.4	a	3.6	64.8	a	35.2
Latvia	2003/04	90.3	0.2	9.5	63.2	a	36.8
Liechtenstein	2003/04	98.9	n	1.1	21.2	1.1	77.7
Lithuania	2003/04	99.3	a	0.7	75.2	0.1	24.7
Malta	2003/04	40.0	21.8	38.2	45.0	a	55.0
Romania	2003/04	73.1	a	26.9	35.2	a	64.8
Slovenia	2003/04	31.4	44.2	24.4	31.4	n	68.6
The FYR of Macedonia	2003/04	90.1	a	9.9	39.5	a	60.5

1. Excludes Al-Azhar institutions.

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.

Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 4.h **FEMALE PARTICIPATION IN EDUCATION** / Female enrolment as a percentage of total enrolment, by level of education

WEI countries	Year	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	All secondary education	All tertiary education	Tertiary (type B) education	Tertiary (type A) & advanced research programmes
		1	2	3	4	5	6	7	8
Argentina	2003	49	49	50	52	51	60	70	56
Brazil	2003	49	48	50	54	52	56	32	57
Chile	2004	49	48	49	49	49	48	42	50
China	2003/04	...	47	47	48	47	...	...	...
Egypt[1]	2003/04	48	48	48	48	48	...	...	42
India	2003/04	49	47	44	41	43	40	...	40
Indonesia	2003/04	51	49	50	48	49	44	49	42
Jamaica	2003/04	50	49	49	51	50	...	...	...
Jordan	2003/04	47	49	49	50	49	51	61	50
Malaysia	2003	52	49	50	55	52	57	57	57
Paraguay	2003	49	48	49	50	50	57	68	55
Peru	2004	49	49	48	48	48	50	56	45
Philippines	2003/04	50	49	51	53	52	55	53	55
Russian Federation	2003/04	46	49	49	48	49	57	55	58
Sri Lanka	2004	...	51	50	48	49	...	...	...
Thailand	2004/05	49	48	48	48	48	52	47	53
Tunisia	2003/04	49	48	46	53	49	...	...	...
Uruguay	2003	49	48	51	55	52	66	85	60
Zimbabwe	2003	...	49	49	46	48	39	44	32
WEI mean	**2004**	**49**	**48**	**49**	**50**	**49**	**52**	**55**	**50**
OECD countries[2]									
Australia	2004	49	49	49	47	48	54	51	55
Austria	2003/04	48	49	48	46	47	53	66	52
Belgium	2003/04	49	49	52	50	51	54	57	50
Canada	2001/02	49	49	48	49	49	56	52	58
Czech Republic	2003/04	48	48	49	50	49	51	66	50
Denmark	2003/04	49	49	49	53	51	58	48	59
Finland	2003/04	49	49	49	53	51	53	45	53
France	2003/04	49	49	49	50	49	55	56	55
Germany	2003/04	48	49	49	47	48	49	61	47
Greece	2003/04	49	48	48	49	48	52	49	53
Hungary	2003/04	48	48	48	49	49	57	62	57
Iceland	2003/04	49	48	49	52	50	65	49	65
Ireland	2003/04	51	48	50	52	51	55	52	57
Italy	2003/04	48	48	48	49	48	56	66	56
Japan	2003/04	...	49	49	49	49	46	63	40
Luxembourg	2003/04	49	49	49	51	50	...	...	...
Mexico	2003/04	50	49	51	51	51	50	41	50
Netherlands	2003/04	48	48	48	50	49	51	a	51
New Zealand	2004	49	48	48	53	51	57	57	57
Norway	2003/04	...	49	49	50	49	60	55	60
Poland	2003/04	49	49	48	48	48	58	81	57
Portugal	2003/04	49	48	49	53	51	56	54	56
Republic of Korea	2004/05	48	47	47	47	47	37	37	37
Slovakia	2003/04	48	48	49	50	49	54	78	53
Spain	2003/04	49	50	49	52	50	54	51	54
Sweden	2003/04	48	50	50	56	53	60	48	60
Switzerland	2003/04	49	49	49	45	47	45	41	46
Turkey	2003/04	48	47	a	39	39	41	39	43
United Kingdom	2003/04	49	49	49	56	54	57	67	54
United States	2003/04	48	48	50	49	49	57	60	56
OECD mean	**2004**	**49**	**49**	**49**	**50**	**49**	**53**	**55**	**53**

Other UOE countries	Year	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	All secondary education	All tertiary education	Tertiary (type B) education	Tertiary (type A) & advanced research programmes
		1	2	3	4	5	6	7	8
Albania	2003/04	48	48	48	47	48	62	78	62
Bulgaria	2003/04	48	48	47	48	48	52	57	52
Croatia	2003/04	48	49	49	50	50	54	50	56
Cyprus	2003/04	49	49	48	50	49	48	41	74
Estonia	2003/04	48	48	48	51	49	62	63	61
Israel	2003/04	48	49	49	49	49	56	51	57
Latvia	2003/04	48	48	48	49	49	62	55	63
Liechtenstein	2003/04	52	50	50	40	46	27	a	27
Lithuania	2003/04	48	49	48	50	49	60	62	59
Malta	2003/04	50	48	49	41	47	56	60	55
Romania	2003/04	49	48	49	50	49	55	57	55
Slovenia	2003/04	47	49	48	49	49	57	53	60
The FYR of Macedonia	2003/04	48	48	48	48	48	57	48	58

1. Excluding Al-Azhar institutions in primary and secondary education.
2. Calculated by UNESCO Institute for Statistics.
Source: UNESCO/UIS WEI (*www.uis.unesco.org/publications/wei2006*).
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

5 Teachers and the learning environment

Introduction

Policymakers the world over are faced with the challenge of attracting talented and qualified individuals to the teaching force, while providing suitable support and motivation to teachers already in classrooms. Effective policies must address the environment in which teachers work and students learn. This section presents a series of indicators which help to inform policies that shape the demand for and supply of teachers. These measures include: pupil-teacher ratios, class size, statutory pupil instructional hours and teaching hours, the age composition of the teaching force by level of education and teacher salaries.

Debates over public and private schools generally focus on the achievement gaps between the two. International comparisons have typically reported on only two types of schools – public and private. However, it is critical to further distinguish private schools funded by the state and those that are not. In many cases, private schools that are funded by the state share similar characteristics with public schools. In light of these issues, this section begins by examining the relative size of the public and two types of private educational providers by level of education in WEI countries.

a. Enrolment in public and private schools

The vast majority of pupils are enrolled in public schools in most WEI and OECD countries.

UNESCO distinguishes between public and private education according to whether a public agency or a private entity funds and has ultimate control over the institution. Ultimate control is decided with reference to who has the power to determine the general policies and activities of the institution and to appoint the officers who manage it. Private schools are further classified between government-dependent private and independent private institutions. In the case of government-dependent private schools, governments remain the main funding source but schools are privately-managed. Independent private schools are both privately managed and financed (*see Section 2*).

It is important to note that this section examines the size of the private sector in terms of the relative share of enrolled pupils. Therefore it does not reflect the size and coverage of the school-age population.

In WEI countries as a whole, public schools enrol the vast majority of students at the primary (81.4%), lower secondary (84.9%) and upper secondary (78.4%) levels. The WEI mean for the public share of primary enrolment is lower than that of the OECD (89.1%), but is similar to that for lower (82.5%) and upper secondary education (79.5%) (*see* ***Figure 5.1***).

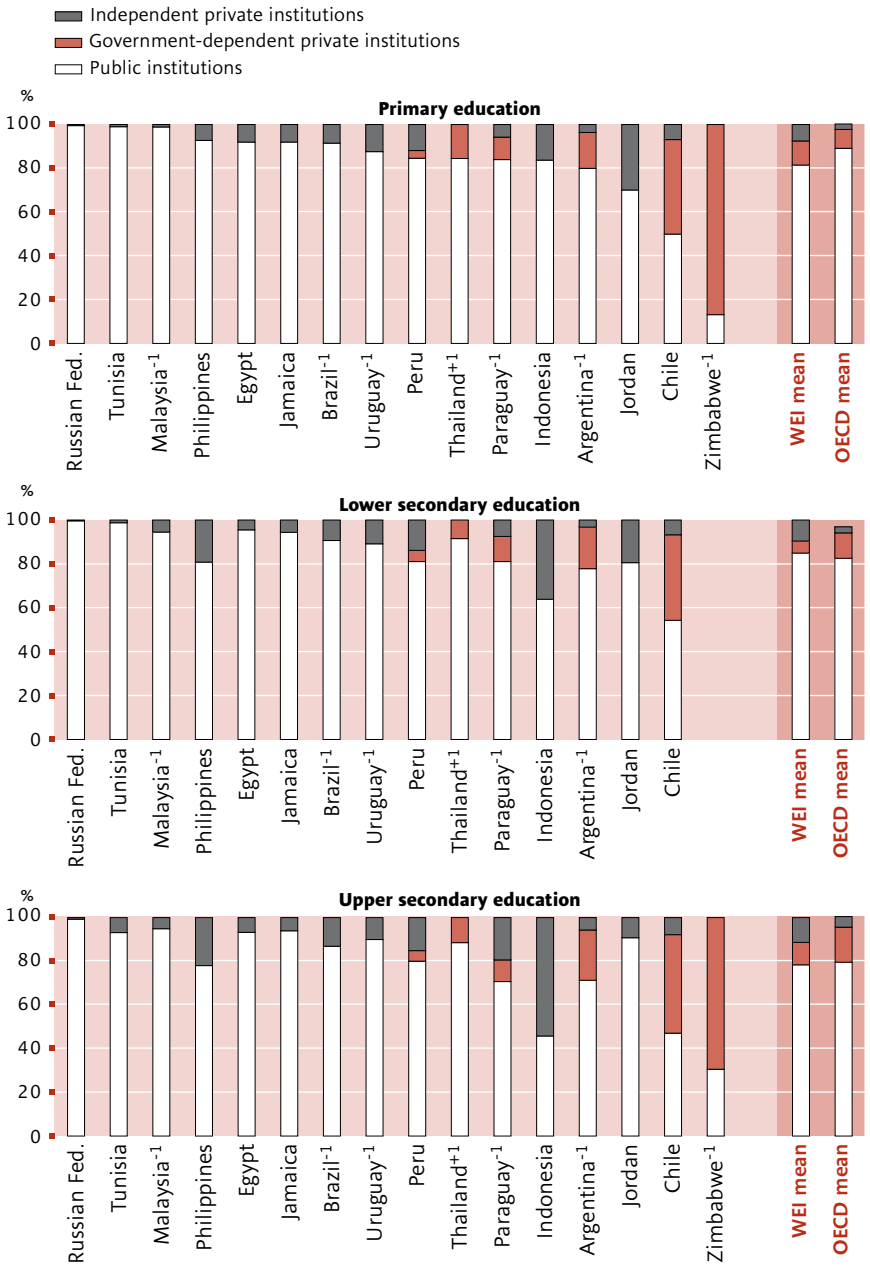
Nonetheless, there is considerable variation among WEI countries. While virtually all primary students attend public schools in Malaysia, the Russian Federation and Tunisia, only five out of 10 primary students in Chile are in public schools, and seven out of 10 in Jordan. The most extreme case is that of Zimbabwe, where only about 13% of pupils are in public schools, and the remainder are in government-supported but privately-managed primary schools (*see* ***Table 5.a***).

Countries also vary by education level. In most WEI countries, the proportion of pupils enrolled in public schools decreases at higher levels of education. This is notably the case for Argentina, Brazil, Indonesia and the Philippines. Yet the share of public provision is high across all education levels in Malaysia, the Russian Federation and Tunisia.

FIGURE 5.1

Public and private schools

Share of enrolment by type of institutions and level of education, 2004



Countries are ranked in descending order by share of enrolment in public primary schools.

Notes: +1 Data refer to 2005; -1 Data refer to 2003.

Sources: UNESCO Institute for Statistics, Table 5.a; OECD countries: OECD (2006).

From the perspective of the private sector, the enrolment share of government-dependent private schools partly reflects the extent to which private institutions are publicly funded. In general, higher enrolment shares in these types of schools correspond to higher transfers of public funding to the private sector, as in the case of Chile and Zimbabwe – the two countries with the largest shares of enrolment in government-dependent private schools. On the other hand, the transfer of public funds to the private sector is generally limited in countries like Indonesia and Jordan, where there are sizeable shares of enrolment in independent private schools (*see Table 5.a*).

In Latin America, many governments (*e.g.* Argentina, Chile, Paraguay and Peru) channel public funds to private schools, but this is not the case in Brazil and Uruguay. However, the relative importance of different kinds of schools varies considerably. In the case of Peru, 5% or less of primary and secondary students are enrolled in government-dependent private schools. Yet in Chile, this figure rises to 43% at the primary level and 45% at the upper secondary level, (compared to 47% of students enrolled in public schools). More detailed information concerning educational financing is provided in Section 2.

b. Enrolment in public and private tertiary institutions

WEI countries rely far more on private tertiary institutions than OECD countries. Furthermore, most are financially independent, whereas government-subsidised institutions are more common in OECD countries.

As shown in **Table 5.b,** 39% of all WEI tertiary students are enrolled in private institutions, compared to the OECD average of 25%. While the private sector plays a greater role as a whole in WEI countries, the majority of students still attend public institutions. In particular, this is the case for at least seven out of 10 students in Argentina, Jordan, Malaysia, the Russian Federation, Thailand, Uruguay and Zimbabwe.

However, the opposite is true for five out of the 13 WEI countries with available data. Chile has the highest proportion (75.3%) of tertiary students attending private institutions, followed by Brazil (69.3%), the Philippines (65.7%), Indonesia (65.2%) and Paraguay (58.5%) (*see Table 5.b*).

There are marked differences between private institutions in WEI and OECD countries. In the former, private institutions are almost exclusively funded privately. In contrast, OECD countries tend to channel public funds to private institutions: students attending government-dependent private institutions account for one-half of total private enrolment, compared to 7% in WEI countries.

Private institutions in WEI countries tend to offer more technical and vocationally oriented programmes (type B), which is similar to OECD countries.

c. Pupil-teacher ratios

The WEI average pupil-teacher ratio is 24:1 at the primary level and 20:1 at the secondary level, both of which exceed the OECD mean.

The number and distribution of teachers are important policy parameters helping to determine the quality of education. The pupil-teacher ratio is a commonly used indicator that reflects the human resource capacity of an education system.

In WEI countries, there is an average of 24 primary students per teacher compared

to 17 per teacher in OECD countries. At the secondary level, the WEI mean is 20:1 compared to 13:1 for the OECD (*see* ***Table 5.c***). However, there is considerable variation among WEI countries. In Malaysia, Paraguay and the Russian Federation, there are 17 primary students per teacher, which is the OECD mean at this level of education. However, there are more than twice as many students per teacher in the Philippines (35), Zimbabwe (39) and India (40) (*see* ***Figure 5.2***).

At the secondary level, there are only 10 students per teacher in the Russian Federation, which is far below the OECD mean and that of a number of OECD countries. The ratio is also relatively low in Jordan (14:1), Paraguay (15:1) and Uruguay (15:1). In contrast, there are 38 secondary students per teacher in the Philippines and 33:1 in Chile (*see Table 5.c*).

The higher pupil-teacher ratios at the primary level are partly due to the fact that secondary education is generally subject-oriented and, hence, requires a greater number of specialised teachers.

d. Average class size

Class size varies greatly among WEI countries, with 43 pupils in primary school classes in Egypt, compared to just 16 in the Russian Federation, which is less than in many OECD countries.

The relationship between class size and the quality of education has sparked considerable debate among policymakers and researchers. Some argue that smaller classes allow teachers to tailor instruction better to the needs of individual students. However, research in this area is ambiguous. Furthermore, there are policy trade-offs involved in reducing class size, such as the considerable expense of hiring more teachers. An alternative approach is to increase the working hours of teachers, although this may reduce their time for preparation and other non-instructional tasks. A third option lies in reducing the instructional time of students at the risk of compromising education quality.

Here, a class is defined as a group of students who follow a common course of study. The indicator for the average class size of a country is obtained by dividing the total number of students by the total number of classes. In terms of national averages, class sizes are generally greater than suggested by pupil-teacher ratios. It is important to note that the actual class size varies widely across schools, jurisdictions, and between rural and urban areas.

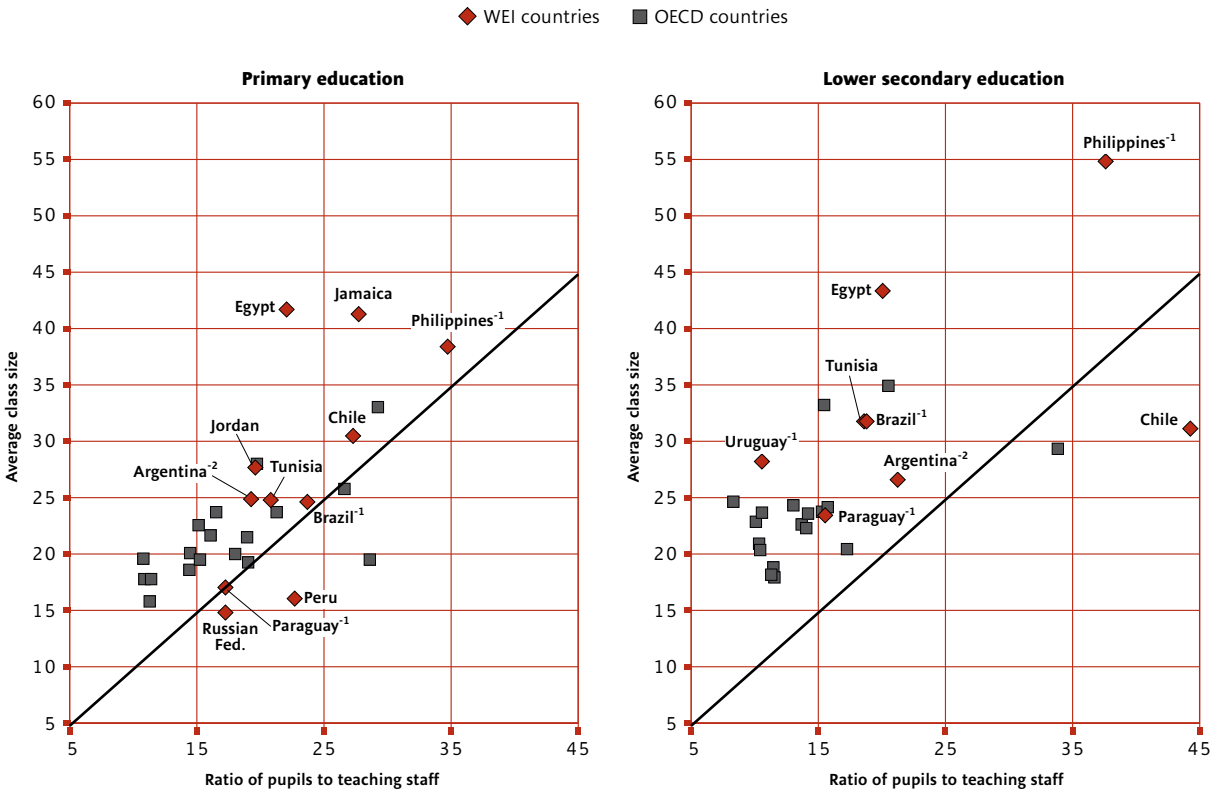
As shown in **Table 5.d**, a typical primary school class in a WEI country has 28 students, compared to the OECD mean of 21. However, these averages mask wide variations, especially among WEI countries (*see Figure 5.2*). In Egypt, there is an average of 43 students in primary classes, which is 2.5 times higher than in the Russian Federation (16). Relatively small class sizes are found in Latin American countries, such as Argentina (26), Brazil (25), Paraguay (18) and Peru (17), although not in Jamaica (42) (*see Figure 5.2*). However, primary classes are generally much larger in Asian countries, notably the Philippines (39) and China (35).

There is also variation by school type. Public school teachers generally have larger classes than their counterparts in the independent private sector in a majority of WEI countries. However, this is not the case for government-dependent primary schools in countries reporting data (with the exception of Egypt). For example, on average there are 31 pupils in public primary classes in Chile, compared to 34 in government-

FIGURE 5.2

Class size and pupil-teacher ratios

Average class size and pupil-teacher ratios for primary and lower secondary education, 2004



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

Sources: UNESCO Institute for Statistics, Tables 5.c and 5.d; OECD countries: OECD (2006).

dependent private schools, but only 24 in private independent schools. The same pattern is found in Paraguay and Peru. In Thailand, the average class size in government-dependent private schools is 36 students, compared to 22 in public schools. Private primary teachers in the Russian Federation have by far the smallest average class size (10) in both WEI and OECD countries (*see Table 5.d*).

Lower secondary teachers in WEI countries have average classes of 34 students, compared to the OECD mean of 24. Once again, there are substantial differences among countries: there are about 56 students per class in China and the Philippines, while in Latin America class size ranges from 24 to 33.

While pupil-teacher ratios tend to decrease from primary to lower secondary education,

the opposite is true for class size. At this level, more teachers are needed for longer hours of instruction and preparation. Consequently, a typical lower secondary school teacher has a class of 34 compared to 28 at the primary level.

To varying degrees, this pattern is found in all WEI countries, except for Jamaica. In China, for example, there are 22 more students in lower secondary classes than in primary classes. The difference amounts to five students or less in Argentina, Chile, Egypt, India (in public institutions), Jordan and the Russian Federation.

Lower secondary public schools also tend to have larger classes than in the independent private sector. This difference amounts to ten students or more in Egypt, Peru, the Russian Federation and Tunisia. In Chile and Thailand, the average class size in government-dependent private schools is somewhat larger than in public schools.

e. Statutory instructional time for students

Students in Chile and Indonesia receive on average about 7,000 hours of instruction between the ages of nine and 14, compared to less than 5,000 in Argentina, Brazil, the Russian Federation and Uruguay.

Policymakers often try to raise the level of student learning by increasing the number of instructional hours for students. This can imply greater financial costs (by hiring more teachers) or expense in terms of education quality (by increasing the working hours of existing teachers). In any event, it is not enough to simply increase instructional time to ensure desirable learning outcomes.

WEI countries vary widely in terms of their statutory instructional hours for students. For example, according to the WEI mean, a typical 10-year-old student should receive 909 hours of instruction time per year (*see* ***Table 5.e***). But in Chile, such a student would receive 1,140 hours per year, compared to just 791 hours in the Russian Federation.

As shown in **Figure 5.3** and Table 5.e, instructional hours generally increase with the age of students as they move to higher grades. The WEI mean is about 882 hours per year for nine-year-old students, 909 hours for 10-year-olds and 1,031 hours for 13-year-olds. Again, there is considerable variation among countries. Instructional time for 12- to 14-year-olds students rose by 35% in Paraguay, 30% in Peru and 28% in Malaysia when compared to nine- to 11-year-olds. In contrast, Brazilian and Jamaican students between the ages of nine to 14 all receive the same amount of instruction.

Another perspective is gained by considering the cumulative instructional time by age group (in this case, nine to 14 years). In Indonesia, students in this age group receive an average of about 7,200 hours of instruction, which is similar to the situation in Chile (almost 7,000 hours) and India and Malaysia (approximately 6,500 hours). In contrast, this measure falls to less than 5,000 hours for students in Argentina, Brazil, the Russian Federation and Uruguay.

f. Teaching hours in public schools

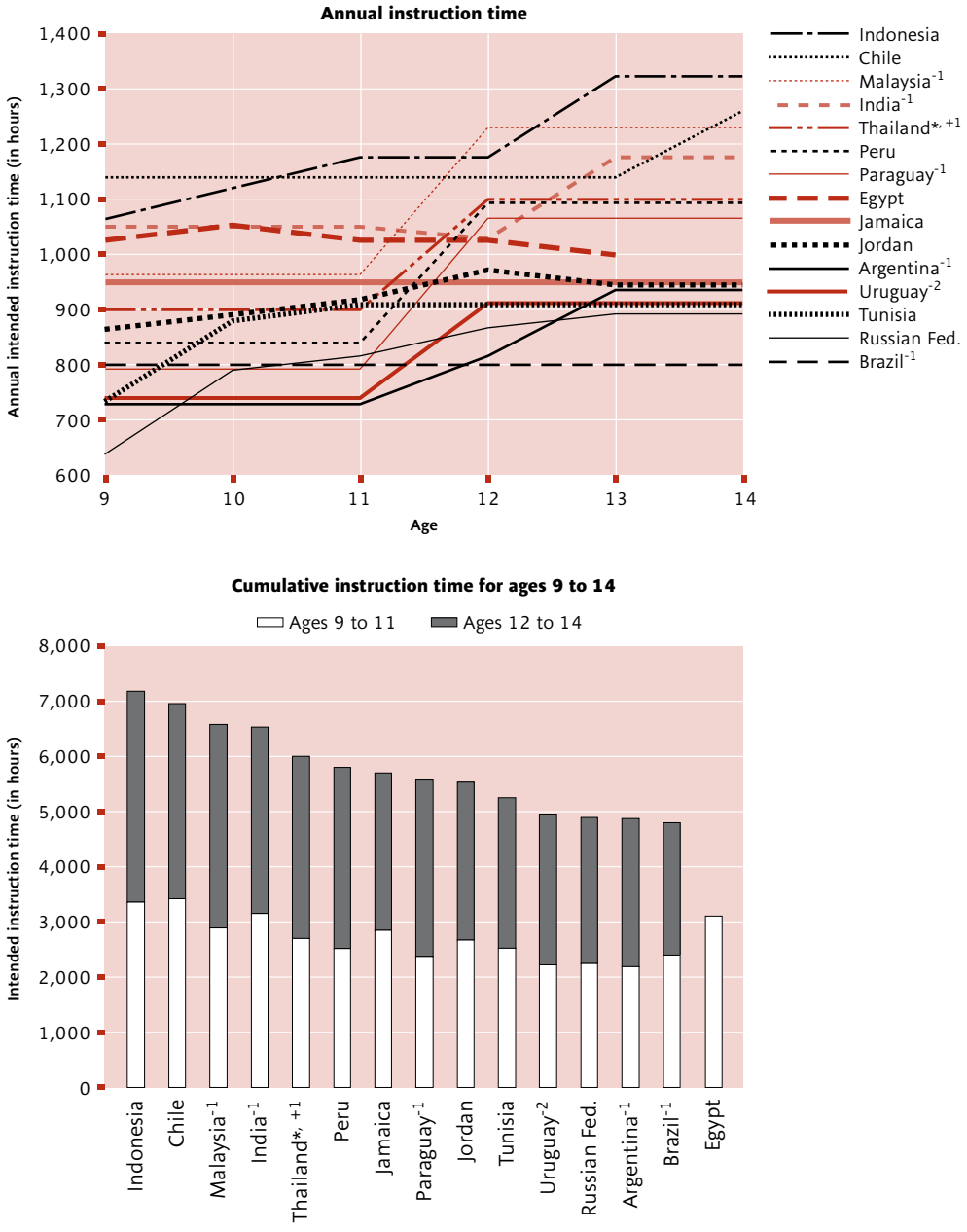
Across WEI countries, primary teachers provide instruction for an average of 872 hours per year, which is slightly more than their counterparts at the secondary level.

This section refers to teaching hours, which is distinct from the working hours of a teacher, which includes time spent on administrative, preparatory and other tasks. The number of teaching hours represents a norm – what teachers are meant to do – rather than the

FIGURE 5.3

Instructional time for students

Annual and cumulative intended instruction in hours for 9- to 14-year-old students in public schools, 2004



Countries are ranked in descending order by their cumulative instructional time.

Notes: * The data submitted were a range; the mean value is shown.

+1 Data refer to 2005; -1 Data refer to 2003; -2 Data refer to 2002.

Source: UNESCO Institute for Statistics, Table 5.e.

actual numbers of hours provided. Thus, it represents a policy intention and its enforcement may vary from school to school.

Across WEI countries, teachers in public primary schools provide instruction for an average of 872 hours per year (*see* ***Table 5.f***).

Yet, what is asked of teachers varies across WEI countries. In India, Indonesia and the Philippines, primary teachers instruct for more than 1,000 hours a year, compared to 656 and 660 hours in the Russian Federation and Uruguay, respectively.

The teaching load also varies according to the level of education. On average, WEI primary teachers instruct for longer hours (872) than their counterparts at the lower and upper secondary levels (864 and 858 hours, respectively). Yet, a very different picture emerges at the country level.

As shown in Table 5.f, the 17 WEI countries for which data are available can be divided into three groups. In the first group, teaching hours are the same (or nearly so) for primary, lower and upper secondary education. These countries include Brazil, Chile, Jamaica, Jordan, Malaysia and the Philippines. In the second group, primary school teachers have longer teaching hours than their counterparts at the secondary level, as in the case of Egypt, Indonesia, Peru, Tunisia and Uruguay. Finally, in the third group, secondary teachers face heavier workloads than primary teachers, which is the case for Argentina, India, Paraguay, the Russian Federation and Sri Lanka.

g. Age distribution of teachers

WEI countries have younger primary and secondary teachers than OECD countries.

The age distribution of the teaching force can reflect the share of relatively new and less experienced teachers as well as teachers nearing retirement age. Thus it is a useful indicator for helping to manage the entire force.

WEI countries have relatively young teaching forces at all levels of education. In Indonesia and Paraguay, almost one-half of primary teachers are below the age of 30. This is also the case for at least 25% of teachers in Argentina, Brazil, Jamaica, Jordan and Malaysia. In contrast, one out of six primary school teachers is under 30 in a typical OECD country (*see* ***Table 5.g***).

At the lower and upper secondary levels, more than one-half of the teaching forces are below 40 years of age in the majority of WEI countries with the exception of Chile and Sri Lanka (at both levels) and Brazil (at the upper secondary level). This is the case for very few OECD countries, with on average only 37% of lower secondary teachers and 32% at the upper secondary level below the age of 40.

h. Teacher salary scales

While OECD teachers earn more in absolute terms, WEI countries pay their teachers more relative to their national income.

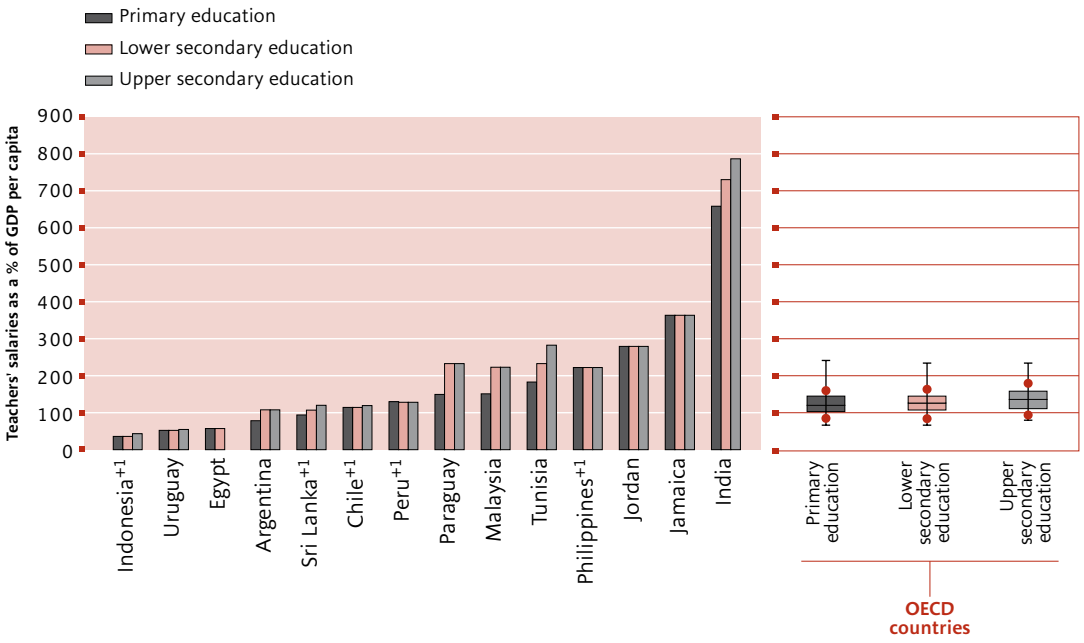
To attract and maintain a qualified teaching force, governments must provide financial compensation and benefit packages that are comparable to other skilled occupations. In fact, teacher salaries constitute the single most significant educational expenditure. Nevertheless, the salaries and benefit packages reflect a series of trade-offs associated with the costs of maintaining acceptable pupil-teacher ratios, statutory instructional hours and related factors.

Two indicators are commonly used for international comparisons. The first compares

FIGURE 5.4

Teachers' salaries

Annual statutory gross salaries as a percentage of GDP per capita after 15 years of experience (with minimum training) by level of education, 2003



Countries are ranked in ascending order by primary teachers' salaries.

Note: +1 Data refer to 2004.

Sources: UNESCO Institute for Statistics, Table 5.h.ii; OECD countries: OECD (2006).

the absolute level of teacher salaries, based on statutory salary scales that are converted into a common unit of measurement using Purchasing Power Parities (PPP) to better account for differences in the cost of living across countries. Salaries are also compared as a percentage of the Gross Domestic Product (GDP) per capita.

To compare salary levels across WEI countries, the mid-career point of the teacher salary scale is used as a proxy for average levels of compensation. According to this measure, the highest paid teachers earn 15 times more than the lowest paid. In India, the gross salary for a primary teacher is almost PPP$ 19,000 compared to PPP$ 1,270 in Indonesia and PPP$ 2,150 in Egypt. Malaysia and Thailand offer a mid-range salary of PPP$ 14,500. On average, WEI primary teachers earned PPP$ 9,645 annually, which is just over one-quarter of the OECD average of PPP$ 35,099 (*see* ***Table 5.h.i***).

While OECD teachers earn more in absolute terms, WEI countries pay their teachers more relative to their national income. Primary

teachers with 15 years of experience earn on average 183% of GDP per capita in WEI countries, compared to 130% in OECD countries. While eight out of 10 OECD countries pay these teachers between 95% and 170% of the national Gross Domestic Product (GDP) per capita, the range is far wider among WEI countries: from 36% in Indonesia and 52% in Uruguay to 364% in Jamaica and 658% in India (*see* ***Figure 5.4***).

In Jamaica, Jordan, Peru, the Philippines and Thailand, the salaries of teachers are the same across education levels. Primary and lower secondary teachers earned similar salaries in Chile, Egypt, Indonesia and Uruguay. This is also the case for lower and upper secondary teachers in Argentina, Malaysia and Paraguay. But salaries increase progressively at higher levels of education in India, Sri Lanka and Tunisia (*see* ***Table 5.h.i***).

5

STATISTICAL TABLES

Teachers and the learning environment

TABLE 5.a PRIMARY AND SECONDARY STUDENTS ENROLLED IN PUBLIC AND PRIVATE INSTITUTIONS / Distribution of students by type of institution and mode of study

		Type of institution									Mode of study	
		Primary education			Lower secondary education			Upper secondary education			Primary and secondary education	
		Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Full-time	Part-time
WEI countries	**Year**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Argentina	2003	79.9	16.5	3.6	77.9	18.9	3.2	71.3	23.1	5.6	100.0	a
Brazil	2003	91.5	a	8.5	90.7	a	9.3	86.8	a	13.2	...	...
Chile	2004	50.0	43.1	6.9	54.3	38.9	6.8	47.1	45.1	7.7	100.0	a
China	2003/04	...	...	...	...	...	...	...	...	...	96.8	3.2
Egypt	2003/04	92.0	x(3)	8.0	95.5	x(6)	4.5	93.2	x(9)	6.8	100.0	a
India	2003/04	...	...	...	...	...	...	...	...	...	100.0	a
Indonesia	2003/04	83.7	a	16.3	63.9	a	36.1	45.8	a	54.2	100.0	a
Jamaica	2003/04	92.0	a	8.0	94.3	a	5.7	94.0	a	6.0	100.0	a
Jordan	2003/04	70.1	a	29.9	80.5	a	19.5	90.8	a	9.2	100.0	a
Malaysia	2003	98.9	a	1.1	94.6	a	5.4	95.0	a	5.0	100.0	a
Paraguay	2003	83.9	10.3	5.8	81.1	11.4	7.5	70.7	9.9	19.3	100.0	a
Peru	2004	84.7	3.5	11.9	81.0	5.1	13.8	80.1	4.8	15.1	100.0	a
Philippines	2003/04	92.8	a	7.2	80.8	a	19.2	78.0	a	22.0	100.0	a
Russian Federation	2003/04	99.5	a	0.5	99.7	a	0.3	99.3	a	0.7	100.0	n
Sri Lanka	2004	...	...	...	...	...	...	...	...	...	100.0	a
Thailand	2004/05	84.5	15.5	x(2)	91.5	8.5	x(5)	88.6	11.4	x(8)	97.8	2.2
Tunisia	2003/04	99.0	a	1.0	98.7	a	1.3	93.1	a	6.9	100.0	a
Uruguay	2003	87.6	a	12.4	89.1	a	10.9	89.9	a	10.1	100.0	a
Zimbabwe	2003	13.1	86.9	a	...	...	...	30.6	69.4	a	100.0	a
WEI mean	**2004**	**81.4**	**11.0**	**7.6**	**84.9**	**5.5**	**9.6**	**78.4**	**10.2**	**11.4**	**99.7**	**0.3**
OECD countries												
Australia	2004	71.3	28.7	a	64.6	35.4	a	74.5	25.5	a	77.2	22.8
Austria	2003/04	95.5	4.5	x(2)	92.2	7.8	x(5)	89.2	10.8	x(8)	...	...
Belgium	2003/04	45.3	54.7	n	43.4	56.6	n	41.5	58.5	n	82.1	17.9
Canada	2001/02	...	...	...	...	...	...	...	...	...	100.0	a
Czech Republic	2003/04	98.9	1.1	a	98.2	1.8	a	87.1	12.9	a	99.9	0.1
Denmark	2003/04	88.3	11.7	a	76.6	23.4	a	97.7	2.3	a	95.6	4.4
Finland	2003/04	98.8	1.2	a	95.9	4.1	a	89.1	10.9	a	100.0	a
France	2003/04	85.3	14.7	a	78.6	21.2	0.2	69.4	29.8	0.8	100.0	a
Germany	2003/04	97.1	2.9	x(2)	92.7	7.3	x(5)	92.1	7.9	x(8)	99.8	0.2
Greece	2003/04	92.5	a	7.5	94.6	a	5.4	93.8	a	6.2	97.4	2.6
Hungary	2003/04	94.1	5.9	a	93.3	6.7	a	85.0	15.0	a	94.7	5.3
Iceland	2003/04	98.9	1.1	n	99.2	0.8	n	94.1	5.5	0.4	92.5	7.5
Ireland	2003/04	99.0	a	1.0	100.0	a	n	98.6	a	1.4	99.9	0.1
Italy	2003/04	93.1	a	6.9	96.5	a	3.5	94.6	0.6	4.8	99.1	0.9
Japan	2003/04	99.1	a	0.9	93.8	a	6.2	69.7	a	30.3	98.7	1.3
Luxembourg	2003/04	93.1	0.7	6.2	80.1	12.4	7.5	84.3	8.2	7.5	100.0	n
Mexico	2003/04	91.9	a	8.1	87.4	a	12.6	78.9	a	21.1	100.0	a
Netherlands	2003/04	31.1	68.9	a	24.1	75.9	a	7.9	92.1	a	98.7	1.3
New Zealand	2004	88.1	9.8	2.1	84.0	11.3	4.7	76.1	20.0	3.9	91.9	8.1
Norway	2003/04	98.1	1.9	x(2)	97.7	2.3	x(5)	89.8	10.2	x(8)	99.0	1.0
Poland	2003/04	98.6	0.3	1.1	97.9	0.6	1.6	91.2	0.6	8.3	94.3	5.7
Portugal	2003/04	89.8	2.5	7.8	88.5	6.4	5.1	82.4	4.4	13.1	100.0	a
Republic of Korea	2004/05	98.7	a	1.3	80.2	19.8	a	49.6	50.4	a	...	...
Slovakia	2003/04	95.5	4.5	n	94.7	5.3	n	91.3	8.7	n	99.0	1.0
Spain	2003/04	68.0	28.7	3.3	67.6	29.3	3.1	77.1	12.1	10.8	93.8	6.2
Sweden	2003/04	94.4	5.6	a	93.7	6.3	a	93.4	6.5	a	89.7	10.3
Switzerland	2003/04	96.2	1.3	2.4	92.9	2.4	4.7	93.2	3.1	3.8	99.8	0.2
Turkey	2003/04	98.5	a	1.5	a	a	a	98.2	a	1.8	100.0	a
United Kingdom	2003/04	95.0	a	5.0	93.6	0.6	5.8	25.7	71.5	2.8	73.2	26.8
United States	2003/04	89.7	a	10.3	91.2	a	8.8	91.2	a	8.8	100.0	a
OECD mean	**2004**	**89.1**	**8.6**	**2.5**	**82.5**	**11.6**	**2.7**	**79.5**	**16.1**	**4.8**	**95.6**	**4.4**

Other UOE countries	Year	Type of institution									Mode of study	
		Primary education			Lower secondary education			Upper secondary education			Primary and secondary education	
		Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Full-time	Part-time
		1	2	3	4	5	6	7	8	9	10	11
Albania	2002/03	97.6	a	2.4	97.7	a	2.3	95.3	a	4.7	100.0	n
Bulgaria	2003/04	99.6	a	0.4	99.8	a	0.2	98.6	a	1.4	100.0	n.
Croatia	2003/04	99.8	n	0.2	99.8	n	0.2	97.8	n	2.2	100.0	n
Cyprus	2003/04	94.4	a	5.6	87.6	a	12.4	87.2	a	12.8	100.0	n
Estonia	2003/04	98.0	a	2.0	98.5	a	1.5	97.6	a	2.4	100.0	n.
Israel	2003/04		a	a	100.0	a	a	100.0	a	a	100.0	a
Latvia	2003/04	99.0	a	1.0	99.3	a	0.7	98.1	a	1.9	100.0	n.
Liechtenstein	2003/04	96.3	n	3.7	92.8	n	7.2	98.9	1.1	n	100.0	n
Lithuania	2003/04	99.6	a	0.4	99.6	a	0.4	99.7	a	0.3	100.0	n.
Malta	2003/04	61.7	25.1	13.2	63.6	28.5	7.9	92.7	6.2	1.1	100.0	a
Romania	2003/04	99.8	a	0.2	99.9	a	0.1	98.7	a	1.3	100.0	a
Slovenia	2003/04	99.9	0.1	n	99.9	0.1	n	96.1	1.7	2.2	99.8	0.2
The FYR of Macedonia	2003/04		a	a	100.0	a	a	98.9	0.1	1.0	99.9	0.1

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 5.b TERTIARY STUDENTS ENROLLED IN PUBLIC AND PRIVATE INSTITUTIONS / Distribution of students by type of institution and mode of study

		Tertiary (type B) education			Tertiary (type A) and advanced research programmes		
		Type of institution			Type of institution		
		Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private
WEI countries	Year	1	2	3	4	5	6
Argentina	2003	58.0	30.2	11.8	85.0	a	15.0
Brazil	2003	33.9	a	66.1	30.6	a	69.4
Chile	2004	9.4	5.6	85.0	30.1	21.3	48.6
Egypt[1]	2003/04	...	...	...	82.9	x(6)	17.1
India	2003/04	...	...	...	...	...	...
Indonesia	2003/04	42.5	a	57.5	32.2	a	67.8
Jordan	2003/04	47.9	a	52.1	78.8	a	21.2
Malaysia	2003	63.9	a	36.1	74.0	a	26.0
Paraguay	2003	30.6	7.4	62.0	44.0	a	56.0
Peru	2004	42.0	0.8	57.2	57.1	a	42.9
Philippines	2003/04	39.1	a	60.9	33.7	a	66.3
Russian Federation	2003/04	95.5	a	4.5	87.0	a	13.0
Thailand	2004/05	59.7	a	40.3	87.4	a	12.6
Tunisia	2003/04	...	...	...	...	...	...
Uruguay	2003	98.3	a	1.7	87.6	a	12.4
Zimbabwe	2003	90.7	9.3	a	88.1	12.0	a
WEI mean	**2004**	**54.7**	**4.1**	**41.2**	**64.2**	**2.4**	**33.5**
OECD countries[2]							
Australia	2004	97.1	2.9	n	99.6	n	0.4
Austria	2003/04	69.4	30.6	n	90.3	9.7	n
Belgium	2003/04	47.6	52.4	n	41.4	58.6	n
Canada	2001/02	...	...	...	...	...	...
Czech Republic	2003/04	67.9	31.3	0.8	95.3	a	4.7
Denmark	2003/04	99.1	0.9	a	98.9	1.1	a
Finland	2003/04	70.4	29.6	a	89.4	10.6	a
France	2003/04	72.0	8.5	19.6	87.3	0.8	11.9
Germany	2003/04	63.9	36.1	x(2)	100.0	a	a
Greece	2003/04	100.0	a	a	100.0	a	a
Hungary	2003/04	60.4	39.6	a	85.8	14.2	a
Iceland	2003/04	60.5	39.5	n	87.9	12.1	n
Ireland	2003/04	92.8	a	7.2	92.8	a	7.2
Italy	2003/04	85.2	a	14.8	93.7	a	6.3
Japan	2003/04	8.8	a	91.2	27.6	a	72.4
Mexico	2003/04	96.3	a	3.7	66.1	a	33.9
Netherlands	2003/04	a	a	a	n	100.0	a
New Zealand	2004	73.8	26.2	n	97.9	2.1	n
Norway	2003/04	64.2	35.8	x(2)	86.2	13.8	x(5)
Poland	2003/04	79.2	n	20.8	71.4	a	28.6
Portugal	2003/04	50.0	a	50.0	73.3	a	26.7
Republic of Korea	2004/05	15.0	a	85.0	22.5	a	77.5
Slovakia	2003/04	87.3	12.7	n	99.1	n	0.9
Spain	2003/04	77.5	15.8	6.7	87.8	n	12.2
Sweden	2003/04	65.1	34.9	a	93.8	6.2	a
Switzerland	2003/04	30.0	38.7	31.3	90.8	7.5	1.7
Turkey	2003/04	98.0	a	2.0	95.3	a	4.7
United Kingdom	2003/04	a	100.0	n	a	100.0	n
United States	2003/04	85.4	a	14.6	73.6	a	26.4
OECD mean	**2004**	**64.9**	**19.1**	**13.4**	**76.7**	**12.0**	**11.7**

Total tertiary			Mode of study				
Type of institution			Tertiary (type B) education		Tertiary (type A) and advanced research programmes		
Public	Government-dependent private	Independent private	Full-time	Part-time	Full-time	Part-time	
7	8	9	10	11	12	13	**WEI countries**
77.9	8.0	14.2	100.0	a	a	100.0	Argentina
30.7	a	69.3	...	...	...	...	Brazil
24.7	17.2	58.1	100.0	a	100.0	a	Chile
...	...	...	...	...	...	...	Egypt[1]
...	...	...	...	...	100.0	a	India
34.8	a	65.2	100.0	a	100.0	a	Indonesia
75.3	a	24.7	100.0	a	100.0	n	Jordan
68.9	a	31.1	99.9	0.1	94.5	5.5	Malaysia
41.5	1.4	57.1	100.0	a	...	...	Paraguay
50.5	0.3	49.2	100.0	a	...	...	Peru
34.3	a	65.7	100.0	a	100.0	a	Philippines
89.0	a	11.0	69.2	30.8	55.0	45.0	Russian Federation
83.1	a	16.9	...	...	...	...	Thailand
...	...	...	100.0	a	100.0	a	Tunisia
90.3	a	9.7	100.0	a	100.0	a	Uruguay
89.7	10.3	a	86.4	13.6	...	...	Zimbabwe
60.8	**2.9**	**36.3**	**96.3**	**3.7**	**85.0**	**15.0**	**WEI mean**
							OECD countries[2]
99.2	0.5	0.3	35.8	64.2	67.5	32.5	Australia
88.1	11.9	n	...	...	100.0	n	Austria
...	...	...	68.8	31.2	93.4	6.6	Belgium
...	...	...	87.5	12.5	70.1	29.9	Canada
92.5	3.2	4.3	95.9	4.1	95.9	4.1	Czech Republic
98.9	1.1	a	63.3	36.7	98.4	1.6	Denmark
89.4	10.6	a	100.0	a	56.8	43.2	Finland
83.6	2.6	13.7	100.0	a	100.0	a	France
...	...	...	83.2	16.8	100.0	a	Germany
100.0	a	a	100.0	a	100.0	a	Greece
84.5	15.5	a	78.9	21.1	52.4	47.6	Hungary
86.6	13.4	n	53.4	46.6	75.1	24.9	Iceland
92.8	a	7.2	60.0	40.0	84.2	15.8	Ireland
93.6	a	6.4	100.0	n	100.0	n	Italy
23.0	a	77.0	97.2	2.8	89.9	10.1	Japan
67.0	a	33.0	100.0	a	100.0	a	Mexico
n	100.0	a	a	a	81.4	18.6	Netherlands
92.0	8.0	n	36.2	63.8	50.8	49.2	New Zealand
...	...	...	79.6	20.4	71.7	28.3	Norway
71.5	n	28.5	100.0	a	59.3	40.7	Poland
73.0	a	27.0	...	...	...	...	Portugal
19.5	a	80.5	...	...	...	...	Republic of Korea
98.8	0.4	0.8	48.2	51.8	65.1	34.9	Slovakia
86.4	2.2	11.4	99.1	0.9	88.6	11.4	Spain
92.7	7.3	a	93.5	6.5	51.4	48.6	Sweden
78.7	13.7	7.6	21.9	78.1	90.3	9.7	Switzerland
96.1	a	3.9	100.0	a	100.0	a	Turkey
a	100.0	n	24.9	75.1	71.2	28.8	United Kingdom
76.1	a	23.9	48.2	51.8	64.4	35.6	United States
75.4	**11.6**	**13.0**	**72.1**	**24.0**	**80.7**	**19.3**	**OECD mean**

TABLE 5.b **TERTIARY STUDENTS ENROLLED IN PUBLIC AND PRIVATE INSTITUTIONS** / Distribution of students by type of institution and mode of study

Other UOE countries	Year	Tertiary (type B) education			Tertiary (type A) and advanced research programmes		
		Type of institution			Type of institution		
		Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private
		1	2	3	4	5	6
Albania	2002/03	100.0	a	n	...	a	...
Bulgaria	2003/04	77.5	a	22.5	86.3	a	13.7
Croatia	2003/04	90.6	n	9.4	99.7	n	0.3
Cyprus	2003/04	12.4	a	87.6	100.0	a	a
Estonia	2003/04	47.6	22.4	30.0	n	85.4	14.6
Israel	2003/04	35.3	64.7	n	11.2	78.1	10.7
Latvia	2003/04	17.2	45.6	37.2	n	75.4	24.6
Liechtenstein	2003/04	a	a	a	n	91.7	8.3
Lithuania	2003/04	83.4	a	16.6	97.2	a	2.8
Malta	2003/04	100.0	a	a	100.0	a	a
Romania	2003/04	96.2	a	3.8	77.4	a	22.6
Slovenia	2003/04	86.5	7.2	6.3	...	...	...
The FYR of Macedonia	2003/04	100.0	a	a	...	a	a

1. Excludes Al-Ahzar institutions.
2. Calculated by UNESCO Institute for Statistics for total tertiary (columns 7, 8 and 9).

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

Total tertiary			Mode of study				
Type of institution			Tertiary (type B) education		Tertiary (type A) and advanced research programmes		
Public	Government-dependent private	Independent private	Full-time	Part-time	Full-time	Part-time	
7	8	9	10	11	12	13	**Other UOE countries**
100.0	a	n	100.0	n	...	...	Albania
85.6	a	14.4	69.6	30.4	69.7	30.3	Bulgaria
96.6	n	3.4	56.0	44.0	78.1	21.9	Croatia
29.6	a	70.4	89.2	10.8	100.0	n	Cyprus
17.7	62.0	20.3	80.4	19.6	83.4	16.6	Estonia
15.3	75.8	8.9	...	...	82.3	17.7	Israel
2.0	71.9	26.1	53.8	46.2	67.2	32.8	Latvia
n	91.7	8.3	a	a	n	100.0	Liechtenstein
93.3	a	6.7	50.8	49.2	63.2	36.8	Lithuania
100.0	a	a	49.8	50.2	88.6	11.4	Malta
78.7	a	21.3	88.4	11.6	76.8	23.2	Romania
93.1	3.7	3.2	47.6	52.4	...	...	Slovenia
100.0	a	a	69.8	30.2	...	...	The FYR of Macedonia

TABLE 5.C **PUPIL-TEACHER RATIOS** / Pupils to teaching staff ratios by level of education, calculations based on full-time equivalents

								Tertiary education		
		Pre-primary education	Primary education	Lower secondary education	Upper secondary education	All secondary education	Post-secondary non-tertiary education	All tertiary education	Tertiary (type B) education	Tertiary (type A) & advanced research programmes
WEI countries	Year	1	2	3	4	5	6	7	8	9
Argentina[1]	2002	22.6	19.1	21.3	17.9	19.8	a	16.0	33.7	9.9
Brazil	2003	18.3	23.5	18.8	18.3	18.6	a	13.3	x(7)	x(7)
Chile	2004	21.4	27.1	44.3	26.8	33.3	a	...	...	...
Egypt	2003/04	24.2	21.9	20.1	14.4	17.0	...	...	...	...
India	2002/03	40.5	39.9	37.1	27.5	32.4	34.8	22.2	22.0	22.2
Indonesia	2003/04	15.9	23.1	18.8	17.2	18.2	a	16.6	x(7)	x(7)
Jamaica	2003/04	22.1	27.5	x(5)	x(5)	19.1	...	...	...	...
Jordan	2003/04	20.4	19.4	x(2)	13.6	13.6	a	...	...	...
Malaysia[2]	2003	19.8	17.4	x(5)	x(5)	16.5	22.1	15.3	13.2	15.8
Paraguay	2003	18.5	17.0	15.6	13.3	14.6	...	...	11.1	...
Peru	2004	23.5	22.5	x(5)	x(5)	16.2	...	32.1	x(7)	x(7)
Philippines	2003/04	31.4	34.5	37.6	37.2	37.5	22.4	21.3	x(7)	x(7)
Russian Federation	2003/04	...	17.0	x(5)	x(5)	10.3	x(5)	13.4	11.7	14.0
Sri Lanka	2004	...	22.5	19.8	19.2	19.5	a	...	...	...
Tunisia	2003/04	19.4	20.6	18.6	16.6	17.6	...	20.0	x(7)	x(7)
Uruguay	2003	27.7	20.8	10.6	26.7	14.7	...	8.0	11.3	7.2
Zimbabwe	2003	...	38.6	x(5)	x(5)	22.1	...	...	...	...
WEI mean	**2004**	**23.3**	**24.3**	**23.9**	**20.7**	**20.1**	**...**	**17.8**	**...**	**...**
OECD countries										
Australia[3]	2004	...	16.4	x(5)	x(5)	12.3	...	...	...	15.5
Austria	2003/04	17.4	15.1	10.4	11.0	10.7	9.8	14.8	6.6	16.1
Belgium	2003/04	15.6	12.9	10.6	9.2	9.6	x(4)	19.4	x(7)	x(7)
Czech Republic	2003/04	13.4	17.9	13.5	12.6	13.1	17.9	17.9	17.6	18.0
Denmark	2003/04	6.9	x(4)	11.3	...	...	...	...	...	...
Finland	2003/04	12.7	16.3	10.0	16.2	13.1	x(4)	12.4	x(4)	12.4
France	2003/04	18.8	19.4	14.1	10.3	12.1	...	17.8	13.0	19.4
Germany	2003/04	13.9	18.8	15.6	13.9	15.1	14.9	12.7	13.3	12.6
Greece	2003/04	12.7	11.3	8.2	8.4	8.3	7.0	28.1	23.2	31.7
Hungary	2003/04	10.5	10.7	10.2	12.3	11.2	12.7	15.6	23.5	15.3
Iceland	2003/04	7.3	x(4)	11.4	11.1	11.3	n	10.9	x(7)	x(7)
Ireland	2003/04	14.0	18.3	x(5)	x(5)	14.3	x(5)	13.7	14.0	13.5
Italy	2003/04	12.5	10.7	10.3	11.5	11.0	...	21.6	5.1	22.5
Japan	2003/04	17.7	19.6	15.3	13.2	14.1	x(4,7)	11.0	8.5	12.3
Luxembourg[4]	2003/04	...	...	x(5)	x(5)	9.0	...	...	...	...
Mexico	2003/04	28.3	28.5	33.7	25.2	30.3	a	15.1	13.3	15.2
Netherlands	2003/04	x(2)	15.9	x(5)	x(5)	15.8	x(6)	13.6	x(7)	x(7)
New Zealand	2004	9.4	16.7	17.3	12.5	14.7	11.6	15.2	11.7	16.9
Norway[4]	2003/04	...	11.9	10.5	9.6	10.0	x(4)	12.0	x(7)	x(7)
Poland	2003/04	...	...	...	...	...	...	...	...	18.5
Portugal	2003/04	16.5	11.1	10.0	7.3	8.4	...	13.5	x(7)	x(7)
Republic of Korea	2004/05	20.8	29.1	20.4	15.9	17.9	a	25.2	x(7)	x(7)
Slovakia	2003/04	12.5	18.9	13.9	14.2	14.0	9.4	10.9	10.2	11.0
Spain	2003/04	13.9	14.3	12.9	8.0	10.8	a	11.7	7.4	13.3
Sweden	2003/04	11.2	12.1	11.9	14.0	12.9	23.4	9.0	x(7)	x(7)
Switzerland[4]	2003/04	18.2	14.3	11.2	11.1	11.2	...	...	...	...
Turkey	2003/04	18.7	26.5	a	16.9	16.9	a	16.8	55.6	13.4
United Kingdom[3,5]	2003/04	17.6	21.1	17.1	12.3	14.4	x(4)	17.8	x(7)	x(7)
United States	2003/04	14.5	15.0	15.2	16.0	15.5	21.5	15.8	x(7)	x(7)
OECD mean	**2004**	**14.8**	**16.9**	**13.7**	**12.7**	**13.3**	**12.8**	**15.5**	**15.9**	**16.3**

Other UOE countries	Year	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	All secondary education	Post-secondary non-tertiary education	Tertiary education		
								All tertiary education	Tertiary (type B) education	Tertiary (type A) & advanced research programmes
		1	2	3	4	5	6	7	8	9
Croatia	2003/04	...	...	...	...	...	a	34.7	49.2	26.4
Cyprus	2003/04	18.7	17.8	12.1	11.3	11.7	a	...	16.8	13.2
Estonia	2003/04	7.3	...	...	...	...	...	...	14.0	14.1
Israel	2003/04	30.2	16.9	14.1	12.2	13.0	...	...	...	...
Latvia	2003/04	13.9	14.9	12.8	12.1	12.6	12.2	...	...	...
Liechtenstein	2003/04	15.5	10.3	8.1	7.9	8.1	4.9	...	...	...
Lithuania	2003/04	8.2	11.0	8.7	...	...	12.2	...	11.2	14.3
Malta	2003/04	68.2	19.0	10.2	10.1	10.2	...	...	...	...
Romania	2003/04	18.4	17.8	13.4	16.8	14.8	52.8	20.2	...	18.8
Slovenia	2003/04	16.3	15.2	11.8	14.3	13.1	27.6	24.6	...	14.2
The FYR of Macedonia	2003/04	11.3	...	...	18.0	...	...	...	97.2	16.8

1. Tertiary (type A) education includes public institutions only.
2. Tertiary (type B) education includes public institutions only.
3. Includes only general programmes in upper secondary education.
4. Public institutions only.
5. The ratio of students to contact staff refers to public institutions only.

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 5.d **AVERAGE CLASS SIZE** / Average class size by type of institution and level of education, calculations based on number of students and number of classes

		Primary education				Lower secondary education (general programmes)			
		Public institutions	Government-dependent private institutions	Independent private institutions	Total public and private institutions	Public institutions	Government-dependent private institutions	Independent private institutions	Total public and private institutions
WEI countries	Year	1	2	3	4	5	6	7	8
Argentina	2003	25.3	26.9	26.6	25.6	27.0	28.4	27.2	27.3
Brazil	2003	26.4	a	18.5	25.4	33.4	a	26.2	32.5
Chile	2004	30.6	34.0	23.5	31.2	31.5	34.1	24.7	31.8
China	2003/04	34.7	a	36.1	34.7	57.2	a	49.0	56.8
Egypt	2003/04	42.7	37.0	34.2	42.5	44.5	40.1	29.7	44.1
India	2002/03	39.9	...	...	...	39.0	...	...	...
Jamaica	2002/03	42.0	a	...	42.0	32.0	a	...	32.0
Jordan	2003/04	28.7	a	27.8	28.4	30.6	a	29.7	30.4
Malaysia	2003	30.5	a	...	...	34.2	a	...	...
Paraguay	2003	17.6	21.0	15.9	17.8	24.9	25.4	17.7	24.2
Peru	2004	17.0	27.0	14.0	16.8	31.0	32.0	19.0	28.5
Philippines	2003/04	39.6	a	33.6	39.1	56.7	a	51.4	55.6
Russian Federation	2003/04	15.6	a	9.7	15.6	19.6	a	9.9	19.5
Sri Lanka	2004	25.3	...	a	...	29.5	...	a	...
Thailand	2004/05	22.3	36.4	a	23.8	34.8	39.0	a	35.2
Tunisia	2003/04	25.6	a	23.2	25.6	32.8	a	18.4	32.5
Uruguay	2003	19.5	a	...	...	29.5	a	25.1	28.9
WEI mean	**2004**	**28.4**	**...**	**23.9**	**28.3**	**34.6**	**...**	**27.3**	**34.2**
OECD countries									
Australia	2004	24.2	24.5	a	24.3	24.4	25.7	a	24.9
Austria	2003/04	20.1	20.7	x(2)	20.1	24.3	24.4	x(6)	24.3
Belgium (Fr.)	2003/04	20.3	21.1	a	20.6	20.8	...	a	...
Czech Republic	2003/04	20.6	16.9	a	20.6	23.2	21.5	a	23.2
Denmark	2003/04	19.8	17.3	a	19.5	19.6	18.2	a	19.4
France	2003/04	...	...	...	...	24.0	25.1	13.0	24.1
Germany	2003/04	22.0	23.0	x(2)	22.1	24.7	25.9	x(6)	24.7
Greece	2003/04	18.1	a	21.7	18.3	25.2	a	24.3	25.2
Hungary	2003/04	20.3	18.9	a	20.2	21.5	21.6	a	21.5
Iceland	2003/04	17.1	14.3	n	17.1	18.5	14.6	n	18.5
Ireland	2003/04	23.9	a	...	...	19.8	a	...	...
Italy	2003/04	18.3	a	19.7	18.4	20.9	a	21.4	20.9
Japan	2003/04	28.5	a	33.9	28.6	33.7	a	36.0	33.8
Luxembourg	2003/04	15.6	20.5	21.0	15.8	19.4	20.4	21.7	19.7
Mexico	2003/04	19.9	a	22.7	20.1	30.1	a	27.2	29.9
Netherlands	2003/04	x(4)	x(4)	a	22.2	...	...	a	...
Norway	2003/04	a	a	a	a	a	a	a	a
Poland	2003/04	20.6	11.3	11.9	20.4	24.6	26.7	14.6	24.3
Portugal	2003/04	16.0	25.0	19.9	16.4	23.3	24.6	24.4	23.5
Republic of Korea	2004/05	33.6	a	33.4	33.6	35.7	34.7	a	35.5
Slovakia	2003/04	19.9	19.6	n	19.9	22.8	23.1	n	22.9
Spain	2003/04	19.3	24.6	22.0	20.7	24.0	27.4	22.7	24.9
Switzerland	2003/04	19.3	14.1	16.3	19.2	18.9	18.9	16.1	18.7
Turkey	2003/04	26.7	a	14.8	26.4	a	a	a	a
United Kingdom	2003/04	26.0	a	10.7	24.3	22.5	16.9	10.1	21.0
United States	2003/04	23.6	a	19.4	23.1	24.9	a	19.3	24.3
OECD mean	**2004**	**21.5**	**19.3**	**20.6**	**21.4**	**23.8**	**23.0**	**20.9**	**24.1**

Other UOE countries	Year	Primary education				Lower secondary education (general programmes)			
		Public institutions	Government-dependent private institutions	Independent private institutions	Total public and private institutions	Public institutions	Government-dependent private institutions	Independent private institutions	Total public and private institutions
		1	2	3	4	5	6	7	8
Albania	2002/03	24.9	a	14.3	24.4	27.2	a	14.9	26.7
Bulgaria	2002/03	20.3	n	9.2	20.2	22.4	n	9.3	22.3
Cyprus	2003/04	21.3	a	17.0	21.0	24.9	a	21.3	24.4
Estonia	2003/04	20.5	a	14.0	20.3	23.6	a	14.0	23.3
Israel	2003/04	26.5	a	a	26.5	31.5	a	a	31.5
Liechtenstein	2002/03	15.3	n	12.7	15.2	16.0	n	14.8	15.9
Lithuania	2003/04	15.0	a	11.7	14.9	22.2	a	15.6	22.2
Malta	2003/04	20.3	27.4	20.2	21.7	22.4	25.9	21.6	23.2
Romania	2003/04	18.6	a	14.3	18.6	21.0	a	16.8	21.0
Slovenia	2003/04	18.3	21.0	n	18.3	20.9	21.3	n	20.9
The FYR of Macedonia	2003/04	21.3	a	a	21.3	23.6	a	a	23.6

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 5.e INTENDED INSTRUCTION TIME FOR STUDENTS IN PUBLIC INSTITUTIONS / Total intended instruction time per year in hours for nine to 14 year-olds

WEI countries	Year	Ages						Total for ages 9-11 (cols. 1+2+3)	Total for ages 12-14 (cols. 4+5+6)	Duration per session in minutes
		9	10	11	12	13	14			
		1	2	3	4	5	6	7	8	9
Argentina	2003	729	729	729	816	936	936	2,187	2,688	45
Brazil	2003	800	800	800	800	800	800	2,400	2,400	60
Chile	2004	1,140	1,140	1,140	1,140	1,140	1,260	3,420	3,540	45
Egypt	2003/04	1,026	1,053	1,026	1,026	999	...	3,105	...	45
India	2002/03	1,051	1,051	1,051	1,029	1,176	1,176	3,152	3,381	35
Indonesia	2003/04	1,064	1,120	1,176	1,176	1,323	1,323	3,360	3,822	40
Jamaica	2003/04	950	950	950	950	950	950	2,850	2,850	40
Jordan	2003/04	864	891	918	972	945	945	2,673	2,862	45
Malaysia	2003	964	964	964	1,230	1,230	1,230	2,891	3,690	30
Paraguay	2003	792	792	792	1,066	1,066	1,066	2,376	3,198	40
Peru	2004	840	840	840	1,094	1,094	1,094	2,520	3,281	45
Russian Federation	2003/04	638	791	816	867	893	893	2,244	2,652	45
Thailand	2004/05	800-1,000	800-1,000	800-1,000	1,000-1,200	1,000-1,200	1,000-1,200	2,400-3,000	3,000-3,600	50
Tunisia	2003/04	733	880	909	909	909	909	2,523	2,728	55
Uruguay	2002	740	740	740	912	912	912	2,220	2,736	60
WEI mean	**2004**	**882**	**909**	**917**	**1,006**	**1,031**	**1,042**	**2,708**	**3,081**	**45**

Note: Data on instruction time per subject as a percentage of total compulsory instruction time are available at *www.uis.unesco.org/publications/wei2006*.
Source: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 5.f THE ORGANIZATION OF TEACHERS' INSTRUCTIONAL TIME / Teaching time and weeks per year in public institutions, by level of education

		Teaching hours per year			Teaching weeks per year		
		Primary education	Lower secondary education	Upper secondary education (general programmes)	Primary education	Lower secondary education	Upper secondary education (general programmes)
WEI countries	Year	1	2	3	4	5	6
Argentina	2003	810	900	900	38	38	38
Brazil	2003	860	880	860	40	40	40
Chile	2004	873	873	873	40	40	40
Egypt	2003/04	812	812	609	38	38	38
India	2002/03	1,013	1,125	1,125	52	52	52
Indonesia	2003/04	1,260	738	738	44	44	44
Jamaica	2003/04	950	950	950	38	38	38
Jordan	2003/04	810	810	810	36	36	36
Malaysia	2003	761	763	763	42	42	42
Paraguay	2003	752	837	940	39	39	39
Peru	2004	810	540	540	38	38	38
Philippines	2003/04	1,182	1,182	1,182	40	40	40
Russian Federation	2003/04	656	946	946	34	35	35
Sri Lanka	2004	987	1,260	1,260	42	42	42
Thailand	2004/05	800-1,000	1,000-1,200	1,122	40	40	40
Tunisia	2003/04	735	548	548	32	30	30
Uruguay	2003	660	427	427	37	36	36
WEI mean	**2004**	**872**	**864**	**858**	**39**	**39**	**39**
OECD countries							
Australia	2004	874	809	809	40	40	40
Austria	2003/04	792	622	602	38	38	38
Belgium (Fl.)	2003/04	803	718	673	37	37	37
Belgium (Fr.)	2003/04	722	724	664	37	37	37
Canada	2003/04	809	644	614	40	40	40
Czech Republic	2003/04	640	640	560	42	42	42
Denmark	2003/04	...	...	...	38	38	38
Finland	2003/04	680	595	553	38	38	38
France	2003/04	918	639	614	35	35	35
Germany	2003/04	793	751	705	40	40	40
Greece	2003/04	780	583	559	40	38	38
Hungary	2003/04	777	555	555	37	37	37
Iceland	2003/04	653	653	560	36	36	36
Ireland	2003/04	946	735	735	37	33	33
Italy	2003/04	726	594	594	33	33	33
Japan	2003/04	648	534	466	35	35	35
Luxembourg	2003/04	774	642	642	36	36	36
Mexico	2003/04	800	1,047	848	41	41	36
Netherlands	2003/04	930	750	750	40	37	37
New Zealand	2004	985	968	950	39	39	38
Norway	2003/04	741	656	524	38	38	37
Poland	2003/04	677	677	677	39	39	39
Portugal	2003/04	880	660	586	36	36	36
Republic of Korea	2004/05	828	565	550	37	37	37
Scotland	2003/04	950	893	893	38	38	38
Spain	2003/04	880	581	564	37	37	36
Turkey	2003/04	639	a	567	38	a	38
United States	2003/04	1,080	1,080	1,080	36	36	36
OECD mean	**2004**	**805**	**704**	**663**	**38**	**37**	**37**

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 5.g AGE DISTRIBUTION OF TEACHERS / Percentage of teachers in public and private institutions, by level of education and age group (based on headcounts)

		Primary education						Lower secondary education					
		< 30	30-39	40-49	50-59	> 60	Unknown	< 30	30-39	40-49	50-59	> 60	Unknown
WEI countries	**Year**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Argentina	2002	30.5	31.4	27.2	10.0	0.9	n	24.4	34.6	27.0	11.7	2.4	n
Brazil	2003	29.3	34.7	25.2	9.7	1.2	n	21.4	36.9	28.3	12.0	1.4	n
Chile	2004	10.7	22.1	28.4	29.9	8.9	n	10.7	22.1	28.4	29.9	8.9	n
Indonesia	2003/04	51.6	34.9	9.8	3.7	a	n	14.2	50.2	21.5	12.6	1.4	n
Jamaica	2003/04	26.1	21.5	27.2	23.8	1.4	n	x(13)	x(14)	x(15)	x(16)	x(17)	x(18)
Jordan	2003/04	35.9	38.2	19.9	6.0	n	n	x(1)	x(2)	x(3)	x(4)	x(5)	x(6)
Malaysia	2003	26.1	42.2	23.4	8.3	n.	n	x(13)	x(14)	x(15)	x(16)	x(17)	x(18)
Paraguay	2003	42.5	37.7	14.4	4.3	1.0	n	35.8	38.1	19.4	5.6	1.1	n
Sri Lanka	2004	8.4	37.8	35.2	18.5	n	n	6.9	36.0	35.9	21.2	n	n
WEI mean	**2004**	**29.0**	**33.4**	**23.4**	**12.7**	**1.5**	**n**	**18.9**	**36.3**	**26.7**	**15.5**	**2.6**	**n**
OECD countries[1]													
Austria	2003/04	12.7	26.8	38.7	21.3	0.6	n	7.5	21.4	46.9	22.8	0.5	0.8
Belgium	2003/04	23.0	26.5	30.1	19.1	1.3	n	14.8	22.3	31.5	28.6	2.9	n
Denmark	2003/04	...	...	...	...	...	n	11.6	24.1	23.6	35.0	5.8	n
Finland	2003/04	14.0	32.2	29.4	23.3	1.1	n	10.5	28.1	28.4	31.1	2.0	n
France	2003/04	15.9	28.8	32.5	22.5	0.3	n	15.1	28.3	21.9	33.6	1.1	n
Germany	2003/04	6.8	18.5	23.7	43.0	8.0	n.	4.6	13.2	22.7	49.9	9.6	n.
Greece	2003/04	12.4	45.6	28.3	13.4	0.4	n	5.1	22.6	46.3	19.4	6.7	n
Hungary	2003/04	15.9	31.8	35.0	14.8	1.4	1.0	13.6	25.6	32.9	22.1	2.6	3.2
Iceland	2003/04	13.4	29.7	28.6	22.0	6.3	n	x(1)	x(2)	x(3)	x(4)	x(5)	x(6)
Ireland	2003/04	23.1	19.8	28.6	23.3	5.1	a	x(13)	x(14)	x(15)	x(16)	x(17)	x(18)
Italy	2003/04	0.9	15.9	32.4	34.4	4.9	11.5	0.1	5.0	24.1	53.0	6.0	11.9
Luxembourg	2003/04	28.2	23.9	22.8	24.1	1.0	n	...	...	...	...	...	...
Netherlands	2003/04	20.2	20.1	32.5	24.9	2.3	n	...	...	...	...	...	...
New Zealand	2004	14.2	20.2	29.5	26.3	6.4	3.4	13.5	19.6	28.1	25.8	6.6	6.4
Norway	2003/04	10.8	28.0	23.5	29.4	8.2	n	10.8	28.0	23.5	29.5	8.2	n
Portugal	2003/04	16.5	24.8	32.9	23.4	2.3	n	15.3	34.9	31.3	16.2	2.3	n
Republic of Korea	2004/05	26.7	29.6	24.1	18.4	1.2	n	19.1	33.7	36.9	9.4	0.9	n
Slovakia	2003/04	22.1	24.9	24.8	22.6	5.7	n	22.1	24.8	24.8	22.6	5.7	n
Spain	2003/04	12.7	22.2	32.1	28.4	4.5	n	8.6	34.6	33.2	19.7	3.9	n
Sweden	2003/04	9.4	20.8	23.6	36.0	10.1	n	14.0	26.2	23.3	26.9	9.6	n
Switzerland	2003/04	21.1	22.3	30.7	23.0	2.5	0.4	14.0	23.8	30.2	27.1	4.0	0.9
United Kingdom	2003/04	22.5	23.8	23.9	28.9	0.9	n	18.7	25.1	26.6	28.5	1.1	n
OECD mean	**2004**	**16.3**	**25.5**	**28.9**	**24.9**	**3.6**	**0.7**	**12.2**	**24.5**	**29.8**	**27.8**	**4.4**	**1.3**
Other UOE countries													
Cyprus	2003/04	45.7	46.3	5.7	1.9	0.3	n	18.6	24.8	40.2	15.9	0.5	n
Israel	2003/04	20.6	33.0	28.9	16.4	1.1	n.	12.0	32.1	31.6	22.7	1.6	n.
Latvia	2003/04	16.5	31.3	29.9	15.9	6.4	a	16.6	23.8	31.0	18.4	10.2	a
Liechtenstein	2003/04	20.8	25.4	34.6	16.9	2.3	n	12.2	22.6	24.7	18.1	2.4	20.1
Lithuania	2003/04	12.0	34.0	31.8	17.6	4.6	n	15.9	25.5	31.9	18.8	7.9	n
Malta	2003/04	36.4	20.0	14.3	26.4	2.9	n	34.5	28.5	14.6	20.8	1.7	n
Romania	2003/04	30.7	22.9	26.4	19.4	0.6	a	27.2	19.9	18.5	31.6	2.8	a
Slovenia	2003/04	15.7	33.7	36.9	12.6	0.5	0.5	11.0	26.0	36.1	20.5	1.6	4.9
The FYR of Macedonia	2003/04	10.5	30.7	30.2	25.4	3.2	n	9.8	24.0	32.1	30.0	4.1	n

Note: Data on the gender distribution of teachers are available at *www.uis.unesco.org/publications/wei2006*.

1. Calculated by UNESCO Institute for Statistics.

Source: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*.

Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

Upper secondary education						
< 30	30-39	40-49	50-59	> 60	Unknown	
13	14	15	16	17	18	**WEI countries**
24.5	34.6	26.8	11.7	2.4	n	Argentina
14.2	32.0	35.6	15.3	2.8	n	Brazil
12.2	27.0	32.1	22.6	6.1	n	Chile
16.4	48.5	24.7	9.0	1.5	n	Indonesia
30.0	27.7	26.2	15.0	1.1	n	Jamaica
24.4	42.9	24.2	8.6	n	n	Jordan
20.0	46.1	27.5	6.4	n.	n	Malaysia
32.8	38.7	20.6	6.2	1.6	n	Paraguay
5.2	34.5	39.2	21.1	n	n	Sri Lanka
20.0	**36.9**	**28.5**	**12.9**	**1.7**	**n**	**WEI mean**
						OECD countries[1]
5.4	24.5	40.9	24.8	1.4	2.9	Austria
14.2	22.6	32.0	28.4	2.9	n	Belgium
...	...	...	...	...	...	Denmark
5.7	23.1	31.7	32.9	6.5	n	Finland
9.9	29.4	26.4	33.0	1.3	n	France
3.6	22.4	34.0	32.9	6.9	0.2	Germany
4.8	22.1	42.9	25.3	4.9	n	Greece
15.5	23.0	23.2	21.4	5.1	11.8	Hungary
5.6	19.2	30.3	30.8	14.1	n	Iceland
11.7	25.4	28.3	28.2	6.5	a	Ireland
0.1	5.9	33.3	38.7	5.3	16.7	Italy
16.8	25.9	25.7	29.7	2.0	n	Luxembourg
10.5	16.9	32.2	36.1	4.3	n	Netherlands
7.0	11.1	16.6	16.2	4.2	44.8	New Zealand
3.5	18.5	26.8	39.5	11.7	n	Norway
16.4	36.3	29.9	15.2	2.3	n	Portugal
15.9	29.8	40.6	12.5	1.2	n	Republic of Korea
14.9	23.5	33.6	22.4	5.8	n	Slovakia
...	...	...	...	...	...	Spain
7.3	19.0	24.1	36.0	13.7	n	Sweden
8.8	24.5	31.4	29.1	6.2	n	Switzerland
12.4	22.5	30.7	32.7	1.7	n	United Kingdom
9.5	**22.3**	**30.7**	**28.3**	**5.4**	**3.8**	**OECD mean**
						Other UOE countries
15.3	23.1	41.6	19.5	0.5	n	Cyprus
10.5	27.9	29.9	26.2	5.3	n.	Israel
13.1	21.0	30.9	22.8	12.2	a	Latvia
...	...	...	...	...	...	Liechtenstein
...	...	...	...	...	...	Lithuania
22.4	28.6	22.3	22.3	4.4	n	Malta
20.9	24.4	25.3	26.3	3.1	a	Romania
10.2	37.3	30.3	19.3	2.8	n	Slovenia
15.1	29.8	28.4	23.2	3.4	n	The FYR of Macedonia

TABLE 5.h.i

TEACHERS' SALARIES / Teachers' salaries in US dollars (PPP) at starting salary, after 15 years of experience and at the top of the salary scale, with minimum level of training, by level of education

		Primary education			Lower secondary education			Upper secondary education (general programmes)		
		Starting salary	Salary after 15 years of experience	Salary at top of scale	Starting salary	Salary after 15 years of experience	Salary at top of scale	Starting salary	Salary after 15 years of experience	Salary at top of scale
WEI countries	Year	1	2	3	4	5	6	7	8	9
Argentina	2003	6,459	8,997	10,771	8,781	12,399	14,925	8,781	12,399	14,925
Chile	2004	10,922	12,976	17,500	10,922	12,976	17,500	10,922	13,579	18,321
Egypt	2002/03	1,029	2,148	...	1,029	2,148	...	...	...	...
India	2002/03	11,547	18,927	...	14,024	20,999	22,826	17,036	22,610	26,943
Indonesia	2003/04	800	1,266	2,412	800	1,266	2,412	832	1,524	2,412
Jamaica	2002/03	11,200	13,854	13,854	11,200	13,854	13,854	11,200	13,854	13,854
Jordan	2002/03	8,537	11,846	29,813	8,537	11,846	29,813	8,537	11,846	29,813
Malaysia	2003	14,604	14,604	19,751	21,482	21,482	32,601	21,482	21,482	32,601
Paraguay	2003	6,804	6,804	6,804	10,613	10,613	10,613	10,613	10,613	10,613
Peru	2004	7,302	7,302	7,302	7,241	7,241	7,241	7,241	7,241	7,241
Philippines	2003/04	9,314	10,281	11,072	9,314	10,281	11,072	9,314	10,281	11,072
Sri Lanka	2004	2,903	3,694	3,694	2,903	4,222	4,222	3,694	4,750	4,750
Thailand	2004/05	5,922	14,554	27,757	5,922	14,554	27,757	5,922	14,554	27,757
Tunisia	2002/03	12,969	13,109	14,893	16,501	16,659	18,847	20,085	20,274	22,695
Uruguay	2003	4,023	4,315	5,042	4,023	4,315	5,042	4,225	4,531	5,294
WEI mean	**2004**	**7,622**	**9,645**	**13,128**	**8,886**	**10,990**	**15,623**	**9,992**	**12,110**	**16,307**
OECD countries										
Australia	2004	29,712	43,991	43,991	30,062	44,139	44,139	30,062	44,139	44,139
Austria	2003/04	25,446	33,644	50,782	26,448	36,000	53,149	26,801	37,035	56,307
Belgium (Fl.)	2003/04	28,168	39,050	47,279	28,168	39,463	48,118	34,959	50,476	60,679
Belgium (Fr.)	2003/04	26,335	36,643	44,500	26,547	37,471	45,903	33,084	48,200	58,140
Czech Republic	2003/04	15,222	19,994	25,291	15,222	19,994	25,291	15,259	20,800	26,356
Denmark	2003/04	33,693	37,925	37,925	33,693	37,925	37,925	33,092	46,500	46,500
England	2003/04	28,769	42,046	42,046	28,769	42,046	42,046	28,769	42,046	42,046
Finland	2003/04	27,922	32,541	32,541	32,407	38,318	38,318	34,825	43,526	43,526
France	2003/04	23,112	31,090	45,872	25,570	33,548	48,451	25,928	33,906	48,845
Germany	2003/04	37,718	46,935	48,938	39,132	48,167	50,284	42,321	51,883	54,211
Greece	2003/04	23,700	28,646	34,540	23,700	28,646	34,540	23,700	28,646	34,540
Hungary	2003/04	11,340	14,512	19,348	11,340	14,512	19,348	12,789	17,913	23,930
Iceland	2003/04	19,350	22,396	24,948	19,350	22,396	24,948	24,948	30,605	32,153
Ireland	2003/04	26,674	44,185	50,071	27,587	44,185	50,071	27,587	44,185	50,071
Italy	2003/04	23,753	28,731	34,951	25,595	31,291	38,370	25,595	32,168	40,113
Japan	2003/04	24,469	45,753	58,373	24,469	45,753	58,373	24,469	45,761	60,104
Luxembourg	2003/04	46,306	63,769	94,380	66,712	83,390	115,899	66,712	83,390	115,899
Mexico	2003/04	12,665	16,669	27,606	16,239	21,192	34,979	...	...	...
Netherlands	2003/04	31,235	40,588	45,341	32,380	44,669	49,760	32,703	59,762	65,910
New Zealand	2004	18,641	36,063	36,063	18,641	36,063	36,063	18,641	36,063	36,063
Norway	2003/04	29,618	35,420	36,679	29,618	35,420	36,679	29,618	35,420	36,679
Poland	2003/04	6,394	10,263	10,652	6,394	10,263	10,652	6,394	10,263	10,652
Portugal	2003/04	19,189	31,635	49,644	19,189	31,635	49,644	19,189	31,635	49,644
Republic of Korea	2004/05	28,569	48,875	78,472	28,449	48,754	78,351	28,449	48,754	78,351
Scotland	2003/04	28,603	45,616	45,616	28,603	45,616	45,616	28,603	45,616	45,616
Spain	2003/04	31,381	36,342	45,334	35,098	40,663	50,162	35,792	41,552	51,225
Sweden	2003/04	25,152	29,522	33,849	25,963	30,420	34,477	26,991	31,772	36,575
Switzerland	2003/04	39,285	51,956	62,260	42,445	55,115	66,189	53,340	69,061	81,462
Turkey	2003/04	16,678	18,416	20,768	a	a	a	15,683	17,421	19,773
United States	2003/04	32,703	39,740	...	31,439	40,088	...	31,578	40,043	...
OECD average	**2004**	**25,727**	**35,099**	**42,347**	**27,560**	**37,488**	**45,277**	**28,892**	**40,295**	**48,197**

Sources: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*; OECD countries: OECD 2006 *(www.oecd.org/edu/eag2006)*.
Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

TABLE 5.h.ii

TEACHERS' SALARIES IN RELATIVE TERMS / Teachers' salaries in US dollars (PPP) as a percentage of GDP per capita, at starting salary, after 15 years of experience and at the top of the salary scale, with minimum level of training, by level of education

		Primary education			Lower secondary education			Upper secondary education (general programmes)		
		Starting salary	Salary after 15 years of experience	Salary at top of scale	Starting salary	Salary after 15 years of experience	Salary at top of scale	Starting salary	Salary after 15 years of experience	Salary at top of scale
WEI countries	Year	1	2	3	4	5	6	7	8	9
Argentina	2003	56	78	94	76	108	130	76	108	130
Chile	2004	96	114	154	96	114	154	96	119	161
Egypt	2002/03	27	57	...	27	57	...	...	...	...
India	2002/03	402	658	...	488	730	794	592	786	937
Indonesia	2003/04	23	36	68	23	36	68	23	43	68
Jamaica	2002/03	294	364	364	294	364	364	294	364	364
Jordan	2002/03	201	279	702	201	279	702	201	279	702
Malaysia	2003	151	151	205	223	223	338	223	223	338
Paraguay	2003	149	149	149	233	233	233	233	233	233
Peru	2004	130	130	130	128	128	128	128	128	128
Philippines	2003/04	201	222	239	201	222	239	201	222	239
Sri Lanka	2004	74	94	94	74	107	107	94	120	120
Tunisia	2002/03	181	183	208	230	232	263	280	283	317
Uruguay	2003	49	52	61	49	52	61	51	55	64
WEI mean	**2004**	**145**	**183**	**206**	**167**	**206**	**275**	**192**	**228**	**292**
OECD countries[1]										
Australia	2004	92	136	136	93	136	136	93	136	136
Austria	2003/04	78	103	156	81	111	163	82	114	173
Belgium (Fl.)	2003/04	90	124	151	90	126	153	111	161	193
Belgium (Fr.)	2003/04	84	117	142	85	119	146	105	154	185
Czech Republic	2003/04	82	107	136	82	107	136	82	112	141
Denmark	2003/04	105	118	118	105	118	118	103	145	145
England	2003/04	93	136	136	93	136	136	93	136	136
Finland	2003/04	94	109	109	109	129	129	117	146	146
France	2003/04	80	107	158	88	116	167	89	117	168
Germany	2003/04	131	163	170	136	167	175	147	180	188
Greece	2003/04	110	133	160	110	133	160	110	133	160
Hungary	2003/04	71	91	121	71	91	121	80	112	150
Iceland	2003/04	60	69	77	60	69	77	77	94	99
Ireland	2003/04	73	122	138	76	122	138	76	122	138
Italy	2003/04	87	105	128	94	115	140	94	118	147
Japan	2003/04	83	155	197	83	155	197	83	155	203
Luxembourg	2003/04	77	106	157	111	139	193	111	139	193
Mexico	2003/04	125	164	272	160	209	345	...	...	...
Netherlands	2003/04	95	123	137	98	135	151	99	181	200
New Zealand	2004	76	147	147	76	147	147	76	147	147
Norway	2003/04	73	87	90	73	87	90	73	87	90
Poland	2003/04	52	83	86	52	83	86	52	83	86
Portugal	2003/04	106	175	274	106	175	274	106	175	274
Republic of Korea	2004/05	138	237	380	138	236	380	138	236	380
Scotland	2003/04	93	148	148	93	148	148	93	148	148
Spain	2003/04	121	140	175	136	157	194	138	161	198
Sweden	2003/04	81	95	109	83	98	111	87	102	117
Switzerland	2003/04	113	150	179	122	159	191	154	199	235
Turkey	2003/04	221	244	275	a	a	a	207	230	261
United States	2003/04	82	100	...	79	101	...	79	101	...
OECD average	**2004**	**95**	**130**	**157**	**97**	**132**	**159**	**102**	**142**	**170**

1. Calculated by UNESCO Institute for Statistics.

Source: UNESCO/UIS WEI *(www.uis.unesco.org/publications/wei2006)*.

Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.