

EDUCATION COUNTS

Benchmarking Progress in 19 WEI Countries

WORLD EDUCATION INDICATORS – 2007



UNESCO Institute for Statistics
Montreal, 2007

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 192 Member States and six Associate Members.

The main objective of UNESCO is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication in order to foster universal respect for justice, the rule of law, and the human rights and fundamental freedoms that are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.

To fulfil its mandate, UNESCO performs five principal functions: 1) prospective studies on education, science, culture and communication; 2) the advancement, transfer and sharing of knowledge through research, training and teaching activities; 3) standard-setting actions for the preparation and adoption of internal instruments and statutory recommendations; 4) expertise through technical co-operation to Member States for their development policies and projects; and 5) the exchange of specialized information.

UNESCO is headquartered in Paris, France.

The UNESCO Institute for Statistics

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.

The UIS is based in Montreal, Canada.

Published in 2007 by:

UNESCO Institute for Statistics

P.O. Box 6128, Succursale Centre-Ville

Montreal, Quebec H3C 3J7

Canada

Tel: (1 514) 343-6880

Fax: (1 514) 343-6882

Email: publications@uis.unesco.org

<http://www.uis.unesco.org>

ISBN 978-92-9189-049-1

© UNESCO-UIS 2007

Photo credit: © UN Photo by Sanjeev Kumar

Design: Tam Fung-Kwan

Printed by: Imprimerie L'Empreinte

Ref: UIS/AP/07-01

The ideas and opinions expressed in this publication are those of the authors and are not necessarily those of UNESCO and do not commit the Organization.

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities or concerning the delimitation of its frontiers or boundaries.

To access the electronic version of data tables, see www.uis.unesco.org/publications/wei2007.

■ Foreword

In the midst of large-scale social and economic shifts, the global education landscape is changing. Some countries are experiencing great gains in the numbers of tertiary level students and graduates. As a result, the historic balance – or, arguably, imbalance – between more-developed and developing nations is shifting in terms of educational outputs and the accumulation of human capital.

In 2005, more students entered and graduated from universities in the 19 countries participating in the World Education Indicators (WEI) programme than in the 30 Member States of the Organisation for Economic Co-operation and Development (OECD) combined. For example, in 2005 the number of tertiary level graduates in China was twice that of the United States, which has traditionally been the world leader. Despite rapid progress in some WEI countries, however, they still face challenges at all levels of the education system and many fall short of the goal of universal compulsory education.

One way in which governments and societies can assess the performance of their education systems is through the use of international comparisons. This analysis provides useful benchmarks for development, especially when national conditions, such as population size, are taken into account to provide context. The data also highlight where national policies have achieved positive results.

The WEI programme helps to assess progress and challenges in national education systems from an international perspective. The programme has served participating countries since 1997 as a forum for developing indicator methodologies based on a common set of policy concerns and added value of cross-national comparisons. It has reviewed methods and data collection instruments and set the direction for future development work and analysis that seeks to fill gaps in existing knowledge.

Education Counts provides comparable education indicators on an annual basis, not only for WEI participating countries and OECD Member States, but also for middle-income non-OECD countries that provide data based on the UNESCO/OECD/Eurostat (UOE) comparative methodology. Thus, the report covers 63 countries at different stages of development, comprising 71% of the world's population and producing over 90% of the global GDP¹.

This edition of the report consists of five thematic sections that present and interpret leading education indicators for WEI countries, primarily in the 2005 school year – educational attainment, finance, participation, teachers and the learning environment. The statistical data tables are also accessible online at www.uis.unesco.org/publications/wei2007.

The UNESCO Institute for Statistics (UIS) supports and maintains the secretariat for the WEI programme. The OECD provides key indicators for its Member States for inclusion in **Education Counts**, in addition to reporting similar data in parallel in the OECD *Education at a Glance* series.

Further to the core indicator work of the WEI programme, national teams also participate in special projects. One example is the Survey of Primary Schools; 12 WEI countries have completed this large-scale survey of primary schools, which focuses on how these schools “function”. The resulting

¹. In addition to WEI and OECD countries, the report covers data for Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Estonia, Israel, Latvia, Liechtenstein, Lithuania, Malta, Romania, Slovenia and FYR Macedonia.

international report and database, which are scheduled for release in 2008, will provide important policy insights at the level of the individual school and instructional setting. In the coming year, special efforts will also focus on improving measures of teachers and teaching.

Led by national partners and reflecting their policy priorities, the WEI programme will continue to deliver important results to participating countries – high-quality, comparative data on education and innovative analytical approaches – that contribute to more informed decision-making.

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

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 was prepared by the Education Indicators and Analysis Unit of the UIS which is headed by Albert Motivans. The preparation of this report was the responsibility of Aurélie Acoca, under the supervision of Michael Bruneforth.

The report was made possible through the work and coordination of various individuals and units within the UIS. The chapters were authored by Michael Bruneforth, Juan Cruz Perusia, Thomas Smith and Peter Wallet, with additional contributions by Aurélie Acoca. The data presented in the tables were collected and processed by Hugo Castellano, Ghania Djafri, Tin Nam Ho, Olivier Labé, Ioulia Sementchouk and Mélanie Smuga. The report was edited by Jane Foy and Katja Frostell coordinated its production. Contributions were also made by Albert Motivans, John Pacifico, Saïd Ould Voffal, Yanhong Zhang and other staff of the UIS.

We would like to express our gratitude to Kate Lancaster and Andreas Schleicher of the Organisation for Economic Co-operation and Development (OECD) for sharing indicators from the publication *Education at a Glance 2007* in advance of its release.

We appreciate the work by the statisticians in OECD and other UOE countries who took the time to respond to the joint UIS/OECD/Eurostat data collection on education systems. We would like to especially acknowledge the vital role of WEI national coordinators, their staff and experts in the work of the WEI programme, as well as in the preparation of this publication. We greatly appreciate their many valuable contributions.

Ms. Marta Kisilevsky (Argentina)
Ms. Marcela Jáuregui (Argentina)
Ms. Carmilva Souza Flores (Brazil)
Mr. César Fabian Muñoz (Chile)
Ms. Li Yanli (China)
Mr. Mohammed Abdul Salam Ragheb (Egypt)
Mr. Chander Kant (India)
Ms. Siti Sofia (Indonesia)
Ms. Ida Kintamani Hermawan (Indonesia)
Ms. Barbara Allen (Jamaica)
Mr. Shirlee Morgan (Jamaica)
Ms. Najah Muhammad Hasan (Jordan)
Ms. Khalijah Mohammad (Malaysia)
Ms. Dalila Noemí Zarza Paredes (Paraguay)
Ms. Patricia Valdivia Huaranga (Peru)
Ms. Cholly Yolanda Farro Peña (Peru)
Mr. Germán Reaño Álvarez (Peru)
Mr. Ramon C. Bacani (Philippines)
Ms. Ester Dijamco (Philippines)
Mr. Mark Agranovitch (Russian Federation)
Ms. Anna Fateeva (Russian Federation)
Mr. Su Wijeratna (Sri Lanka)
Mr. Prabath Nalaka Ilapperuma (Sri Lanka)
Ms. Sirivarn Svastiwat (Thailand)
Ms. Wattana Artidtieng (Thailand)
Mr. Mohsen Ktari (Tunisia)
Mr. Abdelmajid Benhassine (Tunisia)
Mr. Diego José Hernández López (Uruguay)
Ms. Mara Pérez Torrano (Uruguay)
Mr. Langton Tambandini (Zimbabwe)

Table of contents

Foreword	3
Acknowledgements	5
List of figures and statistical tables	8
Reader's guide	11
Section 1. The outputs of education systems: Graduation from upper secondary and tertiary education	15
a. Graduation ratios in upper secondary education	15
b. Graduation ratios in tertiary education	18
c. Female graduates in tertiary education	19
Section 2. Sources and flows of education expenditure	35
a. Total education expenditure as a share of GDP	35
b. Distribution of public and private expenditure on education	40
c. Public expenditure on education as a percentage of total public spending	40
d. Public funding mechanisms	42
Section 3. Levels and uses of education expenditure	61
a. Educational expenditure per student	61
b. Educational expenditure per student relative to GDP per capita	63
c. Differences in expenditure per student by education level	64
d. Use of funds by nature of spending	66
Section 4. Access to education, participation and progression	85
a. Pre-primary education expectancy	85
b. Overall education expectancy	85
c. Tertiary education expectancy	88
d. How universal is education provision?	89
e. Secondary and tertiary entry ratios	90
f. Patterns of upper secondary enrolment	92
g. Male and female participation in education	93
Section 5. Teachers and the learning environment	117
a. Enrolment in public and private primary and secondary schools	117
b. Enrolment in public and private tertiary institutions	119
c. Pupil-teacher ratios	120
d. Average class size	120
e. Statutory instructional time for students	121
f. Teaching hours in public schools	122
g. Age distribution of teachers	124
h. Teacher salary scales	124

List of figures and statistical tables

Figures

Figure 1.1	Graduation ratios in upper secondary education	16
Figure 1.2	Changes in upper secondary graduation	17
Figure 1.3	Graduation ratios in tertiary education	19
Figure 1.4	Share of female graduates in tertiary education by type of programme	20
Figure 2.1	Expenditure on educational institutions as a percentage of GDP	37
Figure 2.2	Expenditure on educational institutions as a percentage of GDP by level of education	38
Figure 2.3	Relative shares of public and private expenditure	39
Figure 2.4	Public expenditure on education as a percentage of total public expenditure	41
Figure 2.5	Flows of public funds to educational institutions	43
Figure 3.1	Expenditure per student in PPP\$ by level of education	62
Figure 3.2	Expenditure per primary student as a percentage of GDP per capita	64
Figure 3.3	Expenditure per student by level of education	65
Figure 3.4	Expenditure by resource category	67
Figure 4.1	School life expectancy	86
Figure 4.2	Age range of universal primary and secondary education	90
Figure 4.3	The number of new entrants to tertiary (type A) education	91
Figure 4.4	Gender pattern in educational participation	93
Figure 5.1	Public and private schools	118
Figure 5.2	Instructional time for students	123
Figure 5.3	Teacher salaries	125
Figure 5.4	Cost of teaching time	126

Statistical tables

Table 1.a	Upper secondary graduation ratios	22
Table 1.b	Graduation ratios in tertiary education	26
Table 1.c	Percentage of tertiary qualifications awarded to women by type of tertiary programme	28
Table 1.d	Educational attainment of the adult population	30
Table 1.e	Educational attainment of the adult population by age group	31
Table 1.f	Educational attainment of the adult population by gender	32
Table 2.a.i	Expenditure on educational institutions as a percentage of GDP by source of funds	46
Table 2.a.ii	Expenditure on educational institutions as a percentage of GDP	48
Table 2.b.i	Relative proportions of public and private expenditure on educational institutions	50
Table 2.b.ii	Relative proportions of public and private expenditure on educational institutions by level of education	52
Table 2.c	Total public expenditure on education	56
Table 2.d	Distribution of total public expenditure on education by destination of funds	58
Table 3.a	Annual expenditure on educational institutions per student	70
Table 3.b	Annual expenditure on educational institutions per student relative to GDP per capita	72

Table 3.c.i	Annual expenditure on educational institutions per student by level of education relative to primary education	74
Table 3.c.ii	Distribution of expenditure on educational institutions compared to the distribution of students enrolled by level of education	76
Table 3.d	Expenditure on educational institutions by resource category and by level of education	80
Table 4.a	Pre-primary education expectancy	96
Table 4.b	Education expectancy	98
Table 4.c	Expected years in tertiary education	100
Table 4.d.i	Age range of universal primary and secondary education	102
Table 4.d.ii	Transition characteristics by single year of age, 13- to 20-year-olds	104
Table 4.e	Grade repetition at primary and secondary education levels	108
Table 4.f	Entry ratios into lower and upper secondary and tertiary education	110
Table 4.g	Upper secondary enrolment patterns	112
Table 4.h	Female participation in education	114
Table 5.a	Primary and secondary students enrolled in public and private institutions	130
Table 5.b	Tertiary students enrolled in public and private institutions	132
Table 5.c	Pupil-teacher ratios	136
Table 5.d	Average class size	138
Table 5.e	Intended instruction time for students in public institutions	140
Table 5.f	The organization of teachers' instructional time	141
Table 5.g	Age distribution of teachers	142
Table 5.h.i	Teacher salaries	144
Table 5.h.ii	Teacher salaries in relative terms	145

■ 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 available via the UNESCO Institute for Statistics (UIS) website at www.uis.unesco.org/publications/wei2007, 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/wei2007 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 and OECD partner 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/wei2007.

For WEI countries participating in the OECD INES project (Brazil, Chile and the Russian Federation), OECD countries and further OECD partner countries (Estonia, Israel and Slovenia), indicators and data are a subset of those presented in the OECD 2007 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/eag2007. 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 2007.

For WEI countries, population data were provided by national authorities. For Egypt (2004/05), India (2004/05), Zimbabwe (2003) and other UOE countries, United Nations Population Division (UNPD) population estimates, 2004 revision, are used. For the Philippines (2004/05), Sri Lanka (2004) and Tunisia (2004/05), national population data were used as a basis for estimates by the UIS.

Classification of educational programmes and levels

In order to enhance the comparability of the indicators, countries participating in the WEI programme have adopted ISCED97 (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 2005 and the financial year 2004. Where the academic year is spread across two calendar years, the academic year 2004/05 is presented as 2005.

In the analytical sections, all academic data are referred to as 2005 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

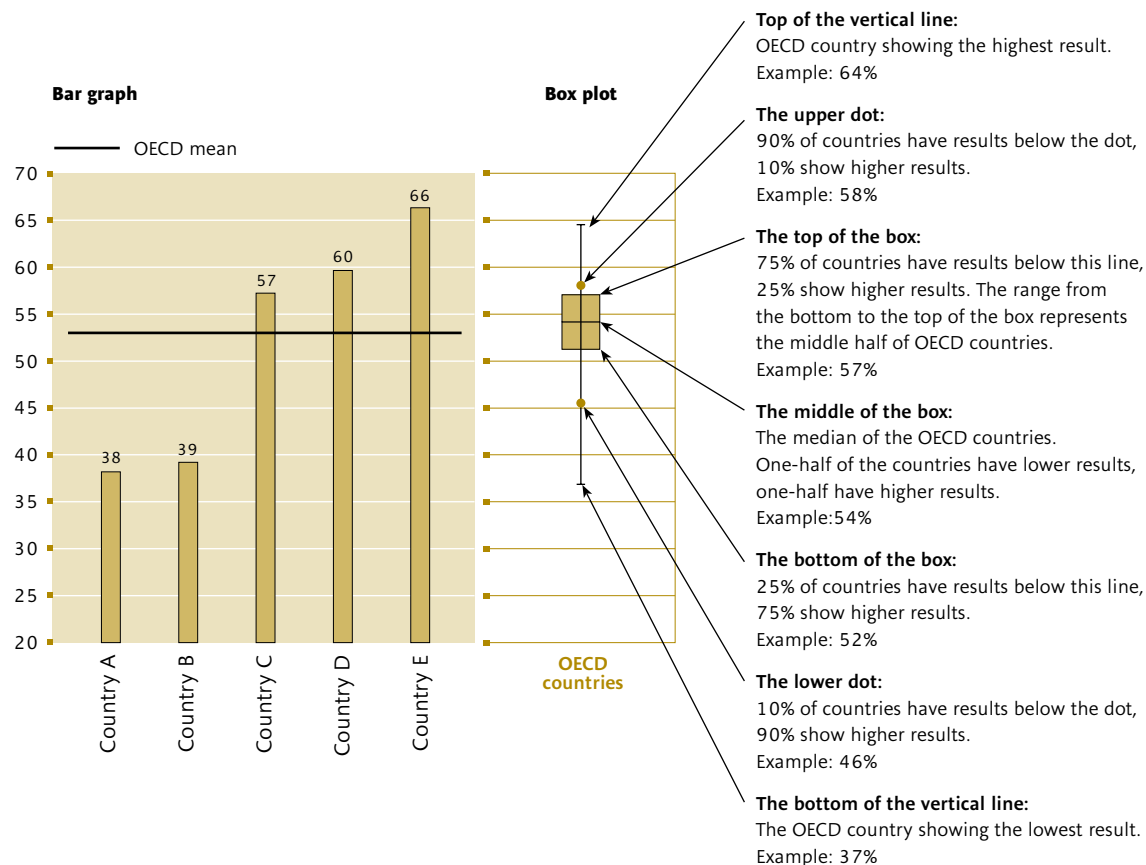
Comparing groupings, such as OECD and WEI countries, only on the basis of averages masks variation across countries in each group. Due to space limitations, all OECD countries could not be included in the figures; therefore, a box plot showing the full distribution of OECD countries has been provided 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: Graduation from upper secondary and tertiary education

Introduction

Graduation ratios from upper secondary and tertiary education are important indicators because they represent the current outputs of formal education systems. Increasing the flow of new graduates improves the educational attainment profile of the population and thus improves the human capital of the nation.

The most common indicator is the gross graduation ratio, which is interpreted as a proxy for the *share* of the graduation-age population that completes an education programme. This ratio is calculated by dividing the total number of graduates from an education programme or level by the total population of typical graduation age.

This section presents highlights of the analysis of upper secondary and tertiary graduation ratios in WEI countries. The data are also benchmarked against fully comparable indicators for OECD countries.

Further examination of the characteristics of graduates – *e.g.* orientation (general or vocational), destination (further education or the labour market) – provides additional insights about the future composition of the labour force, especially in terms of skills.

a. Graduation ratios in upper secondary education

The upper secondary graduation ratio in most WEI countries is substantially lower than in almost all OECD countries. The WEI average graduation ratio of 60.5% falls 22 percentage points short of the OECD mean. Relatively low numbers of graduates from technical and vocational education is one potential explanation for this gap.

In 10 out of 15 WEI countries reporting graduation data, the gross graduation ratio for upper secondary education exceeds 50%; the

average ratio for all 15 countries is 60.5%, almost 22 percentage points below the OECD mean. In addition, the disparity within the WEI group of countries, *i.e.* the difference between top and bottom countries, is much higher than within the OECD group. For example, the mid-range of WEI countries (*i.e.* the two middle quarters) covers almost 30 percentage points, while the OECD inter-quartile range covers less than one-half of that.

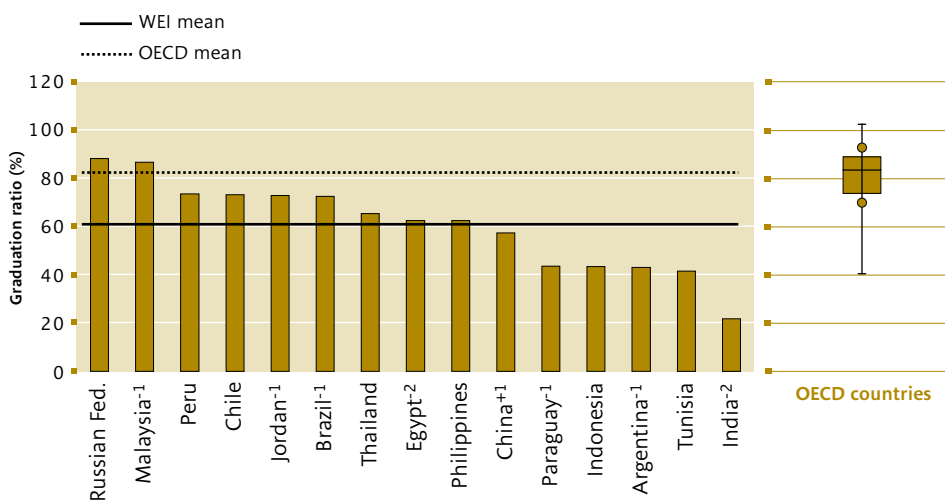
Only two WEI countries have graduation ratios higher than the OECD average: the Russian Federation at 88.2% and Malaysia at 86.6% (*see Figure 1.1*). Another group of WEI countries – Brazil, Chile, Jordan and Peru – report graduation ratios of more than 70%, coming close to or matching OECD countries with low graduation ratios, such as the United States at 76% and Spain and New Zealand at 72%. Meanwhile, the WEI countries reporting the lowest graduation ratios are Argentina, Indonesia and Paraguay each at 43%, Tunisia at 42% and India at 22%. It should be noted, however, that low graduation ratios related to initial or formal education can be partially offset by adult education. This is especially the case for Argentina, where WEI figures exclude adult education, which would add about 8.5 percentage points to the upper secondary graduation ratio.

The gender difference in completion of upper secondary education continues a historical shift towards women. In eight WEI countries for which data are available, female graduation ratios are higher than those of males. In Argentina, Malaysia and the Philippines, the gender gap is more than 10 percentage points in favour of women (*see Table 1.a*). Only in India, Indonesia and Tunisia are females at a clear disadvantage with males, attaining about 10% higher graduation ratios. In Peru, the advantage is minor with male graduation at 74.1% and females at 72.9%.

FIGURE 1.1

Graduation ratios in upper secondary education

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



Countries are ranked in descending order by graduation ratios.

Notes: Data refer to 2005 except: ⁺¹ Data refer to 2006; ⁻¹ Data refer to 2004; ⁻² Data refer to 2003.

Sources: UNESCO Institute for Statistics, Table 1.a; OECD countries: OECD, 2007.

Graduation data also provide evidence of trends in human capital through comparison with the educational attainment of young women and men in the population. This involves contrasting the current gross graduation ratio with the percentage of the population that is between 25 and 34 years old and has attained at least upper secondary education (see **Figure 1.2**). In other words, this means to compare current output of upper secondary education with those between 1988 and 1997. However, these results should be used with caution due to the limitations inherent in comparing different types of indicators – one being a ratio and the other a rate.

Data analysis indicates that almost all WEI countries show substantial improvements in

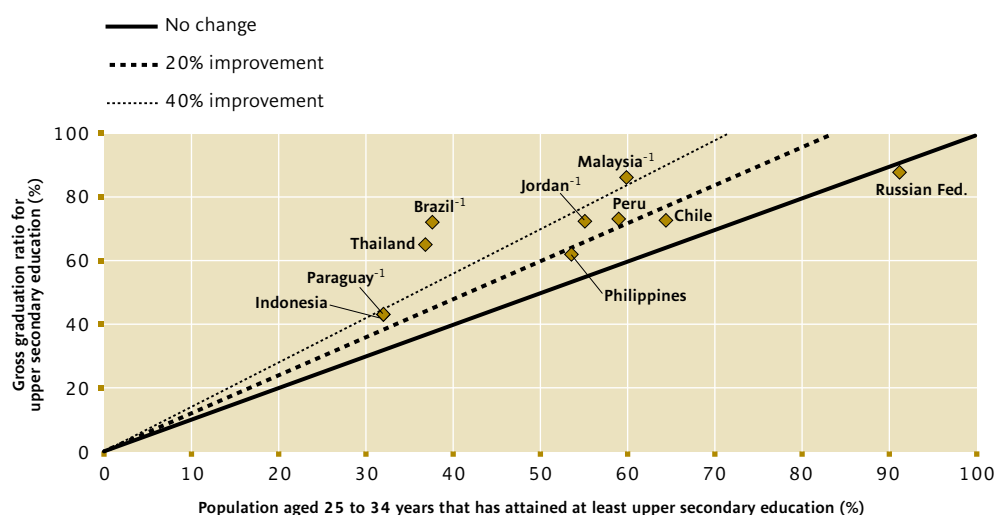
upper secondary graduation over that time period. For example, far more people in Brazil, Malaysia and Thailand attain upper secondary degrees today than one or two decades ago; current graduation ratios in these countries are at least 40% greater than the percentage of the reference-age population with upper secondary or higher levels of education. Only the Russian Federation shows no progress in this regard, but educational attainment and graduation ratios have long been and remain at very high levels in this country (see **Tables 1.a and 1.e**).

International comparisons make it possible to analyse upper secondary education programmes with respect to factors such as orientation (general or technical/vocational) and destination

FIGURE 1.2

Changes in upper secondary graduation

Current gross graduation ratios in upper secondary education and percentage of the population between the ages of 25 and 34 years with at least that level of education



Notes: Data refer to 2005 except: ¹ Data refer to 2004.

Sources: UNESCO Institute for Statistics, Table 1.a and 1.e; OECD countries: OECD, 2007.

(further education or the job market). Most graduates in WEI countries come from general programmes with the exception of Argentina, China and Egypt. The relatively low number of graduates from technical and vocational programmes is a distinctive characteristic of the organization of education in WEI countries compared to OECD countries. In fact, this difference explains a substantial part of the gap in graduation ratios between the two groups of countries. While the graduation ratios for general programmes are almost the same in WEI and OECD countries, the average graduation ratio for technical and vocational programmes is much lower for WEI (17.8%) than for OECD (48.0%) (see *Tables 1.a*).

In both WEI and OECD countries, upper secondary graduates mainly complete type A programmes, *i.e.* programmes designed to prepare students for theoretically-based tertiary education. Yet, there are also a significant number of graduates from type C programmes, *i.e.* those that do not qualify for direct access to higher education as is the case in China, Egypt, Malaysia and the Russian Federation. It should be noted, however, that type C programmes vary in nature in different countries. For example in Egypt, these programmes are intended to be a final education stage; they are designed primarily to provide individuals with the necessary skills to participate in the labour market. In other countries, such as Malaysia, these programmes

represent only one part of the upper secondary cycle and completion can lead to further education – but only at the same level. One characteristic that all C programmes share is that they do not lead to direct access to higher education (see *Table 1.a*).

b. Graduation ratios in tertiary education

The average graduation ratio for tertiary type A programmes in WEI countries is 19.7%, just more than one-half of the OECD average. Yet, with 5.7 million graduates, WEI countries trained more people at this level than all OECD countries combined.

In WEI countries, the number of graduates from tertiary type A programmes averages 19.7% of the population of typical graduation age. This is just more than half of the average of OECD countries at 36.4%. Among WEI countries reporting data, the Russian Federation stands out with the exceptionally high graduation ratio of 42.9%, which ranks it among the top six OECD countries. Among other WEI countries, Jordan and Thailand report the strongest likelihood of tertiary graduation with values of 31.2% and 25.4% respectively. Egypt with 23% and the Philippines with 19% also have relatively high graduation ratios, matching OECD countries that have low graduation ratios such as Austria and Germany with 20% each. In general, however, WEI countries are still far behind OECD countries, three-quarters of which have graduation ratios greater than 30%. The lowest ratios among WEI countries are found in Argentina and China with 12% each and Indonesia and Uruguay with 11% each (see *Figure 1.3* and *Table 1.b*).

Yet, despite lower graduation ratios, the sheer numbers of young people living in WEI countries – especially in populous nations like Brazil, China

and the Russian Federation – mean the absolute number completing tertiary type A education exceeds the total number of newly-trained academics in OECD countries. This marks a major change in the global education landscape.

WEI countries, even with the gap of data from India, report a total of 5.7 million graduates, slightly more than the total of 5.2 million graduates reported by OECD countries. As a consequence of strong growth in tertiary education, China became the country with the most tertiary graduates in the world – 2.4 million in 2006. This is more than the top three OECD countries combined: the United States (1.4 million), Japan (0.6 million) and France (0.3 million). In addition, the Russian Federation had more than one million graduates in the year; and Brazil and Indonesia together trained another one million graduates.

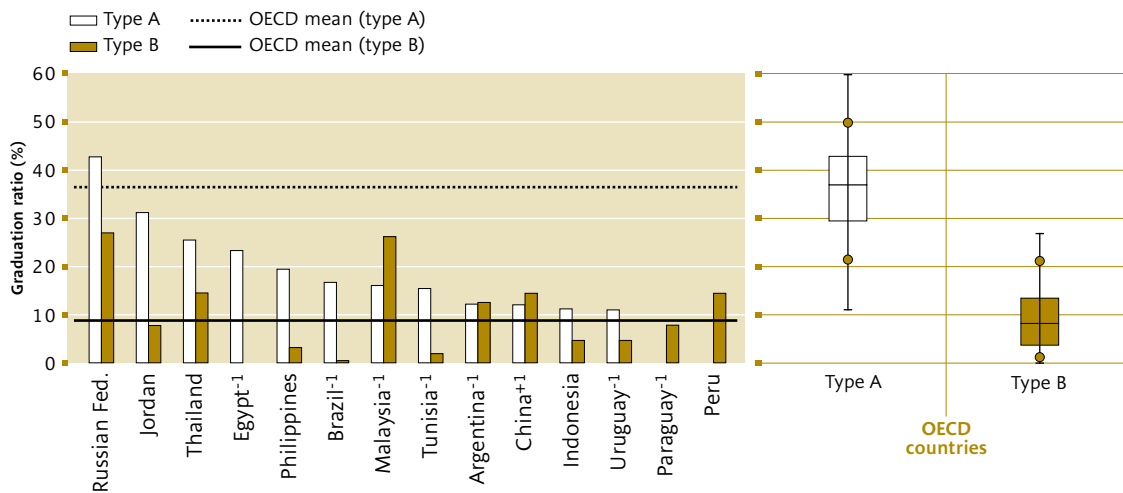
Tertiary type B programmes, which have a more occupational or practical orientation, contribute further to training at the tertiary level. These programmes play a bigger role in tertiary graduation in WEI countries than in OECD countries. Type B graduation ratios average 10.7% in WEI countries. Type B ratios also exceed type A graduation ratios in Argentina (13%), China (14%) and Malaysia (26%). This constitutes a structural difference compared with OECD countries where type B programmes are relatively less important than type A programmes in all countries reporting data.

Graduation ratios in advanced research programmes are, on average, 0.4% in the nine WEI countries for which comparable data are available. This value is well below the 1.3% mean for OECD countries. However, in the WEI group, the Russian Federation and Brazil also reported high values, 1.5% and 1.3% respectively (see *Table 1.b*).

FIGURE 1.3

Graduation ratios in tertiary education

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



Countries are ranked in descending order by graduation ratios in type A programmes.

Notes: Data refer to 2005 except: ⁺¹ Data refer to 2006; ⁻¹ Data refer to 2004.
Sources: UNESCO Institute for Statistics, Tables 1.b; OECD countries: OECD, 2007.

c. Female graduates in tertiary education

Women outnumber men among tertiary type A graduates in most WEI and OECD countries. Yet, men still dominate advanced research programmes.

Similar to OECD countries, WEI countries see a strong trend that tertiary studies attract more women than men. On average, women account for 56% of type A and 55% of type B graduates in WEI countries, and 58% and 57% respectively in OECD countries. Yet, this female advantage is smaller for second degrees (e.g. Master’s programmes) and is not observed in advanced research programmes (PhD programmes) where women average 44% and 43% of graduates

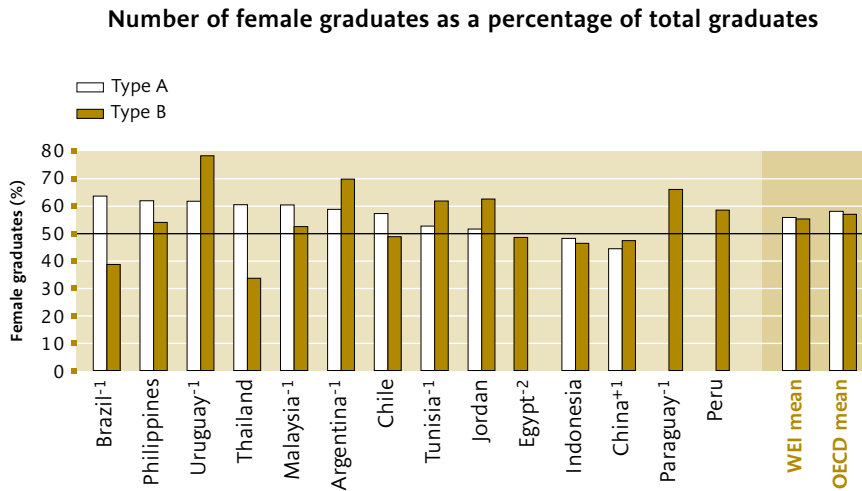
in WEI and OECD countries respectively (see *Figure 1.4 and Table 1.c*).

Looking at the data by country, women and men have an almost equal share (48% to 53%) of graduates from first tertiary type A programmes in Egypt, Indonesia, Jordan and Tunisia. China is the only WEI country reporting data where women represent a substantially lower share (44%) of such graduates. On the contrary, there are approximately three women for every two men graduating from first tertiary type A programmes in Malaysia, the Philippines, Thailand and Uruguay. In Brazil, almost two out of three graduates are female.

In many WEI countries, gender patterns differ among type A, type B and advanced programmes,

FIGURE 1.4

Share of female graduates in tertiary education by type of programme



Countries are ranked in descending order by share of female graduates in type A programmes.

Notes: Data refer to 2005 except: ⁺¹ Data refer to 2006; ⁻¹ Data refer to 2004; ⁻² Data refer to 2003.

Sources: UNESCO Institute for Statistics, Table 1.c; OECD countries: OECD, 2007.

but in Argentina and the Philippines a female majority of graduates persists across all types and levels of tertiary education, even in advanced research programmes. The proportion of women graduating from tertiary type B programmes is relatively low in Brazil (39%) and Thailand (34%) but this contrasts with the high graduation of women in tertiary type A programmes (64% and 60% respectively).

1

STATISTICAL TABLES

The outputs of education systems

TABLE 1.a 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

	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
WEI countries								
Argentina ¹	2004	43.0	36.0	50.4	43.0	50.4	a	a
Brazil	2004	72.5	x(1)	x(1)	63.6	72.5	9.0	11.3
Chile	2005	73.2	69.3	77.3	73.2	77.3	a	a
China	2005/06	57.3	...	...	26.5	...	x(4)	...
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	2004/05	43.4	45.6	41.2	28.2	27.6	15.2	13.5
Jordan	2003/04	72.8	69.5	76.3	70.2	76.0	a	a
Malaysia	2004	86.6	79.3	94.3	19.8	26.6	a	a
Paraguay	2004	43.5	40.0	47.1	43.5	47.1	a	a
Peru	2005	73.5	74.1	72.9	73.5	72.9	a	a
Philippines	2004/05	62.4	56.8	68.1	62.4	68.1	a	a
Russian Federation	2004/05	88.2	x(1)	x(1)	55.3	x(4)	11.7	x(6)
Thailand	2004/05	65.4	60.9	70.1	49.5	54.6	15.9	15.6
Tunisia	2004/05	41.5	44.1	38.8	33.1	38.8	8.4	x(6)
WEI mean	2005	60.5	58.5	62.7	45.7	49.2	4.3	4.3
OECD countries								
Australia	2005	...	...	...	69.5	75.7	x(8)	x(9)
Austria	2004/05	...	...	...	16.0	19.6	52.1	39.7
Belgium ²	2004/05	...	...	...	60.4	65.9	a	a
Czech Republic	2004/05	89.1	87.8	90.5	57.6	67.6	0.4	0.5
Denmark	2004/05	86.4	76.9	96.3	59.0	70.5	a	a
Finland	2003/04	95.1	88.9	101.5	95.1	101.5	a	a
Germany	2004/05	99.7	97.6	101.9	38.1	42.9	60.7	58.3
Greece	2004/05	102.4	99.5	105.7	62.8	71.2	a	a
Hungary	2004/05	84.3	81.3	87.3	67.7	74.7	a	a
Iceland	2004/05	79.7	68.2	91.6	55.5	67.5	1.3	1.7
Ireland	2004/05	90.7	83.6	98.1	89.4	96.6	a	a
Italy	2004/05	81.6	80.3	83.0	74.1	77.2	2.3	3.2
Japan	2004/05	93.1	92.1	94.1	69.3	72.8	0.8	0.3
Luxembourg	2004/05	75.7	69.8	81.8	42.6	52.1	9.0	7.9
Mexico	2004/05	40.4	37.1	43.6	36.5	39.6	a	a
Netherlands	2004/05	...	...	...	58.2	65.1	a	a
New Zealand	2005	71.9	61.5	82.8	x(1)	x(3)	x(1)	x(3)
Norway	2004/05	92.9	82.2	104.3	61.3	75.0	a	a
Poland	2004/05	86.4	80.8	92.2	84.9	90.9	a	a
Portugal	2004/05	...	...	...	53.8	63.3	x(4)	x(5)
Republic of Korea	2004/05	93.0	93.7	92.3	65.2	64.6	a	a
Slovakia	2004/05	83.5	80.8	86.4	70.6	77.2	a	a
Spain	2004/05	72.1	64.6	80.0	44.3	52.6	a	a
Sweden	2004/05	77.7	74.5	81.1	77.2	80.7	a	a
Switzerland	2004/05	88.7	89.9	87.5	26.2	28.6	62.5	55.4
Turkey	2004/05	47.7	50.8	44.5	47.7	44.5	a	a
United Kingdom	2004/05	86.2	82.8	89.9	...	...	...	...
United States	2004/05	75.5	69.7	81.6	...	...	...	...
OECD mean	2005	82.3	78.0	86.9	59.3	65.5	8.2	7.3

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	
a	a	a	a	9.8	33.2		WEI countries Argentina^{1}
a	a	a	a	63.6	9.0	Brazil
a	a	a	a	38.4	34.8	Chile
15.2	...	16.8	...	25.7	31.6	China
40.3	41.0	a	a	22.1	40.3	Egypt
0.1	0.1	a	a	...	...	India
a	a	a	a	28.2	15.2	Indonesia
a	a	2.6	0.3	57.0	15.7	Jordan
84.1	93.1	2.5	1.2	109.3	2.6	Malaysia
...	...	a	a	34.0	9.5	Paraguay
a	a	a	a	73.5	a	Peru
a	a	a	a	62.4	a	Philippines
17.8	10.2	3.5	2.0	55.3	33.0	Russian Federation
a	a	a	a	49.5	15.9	Thailand
x(6)	x(7)	x(6)	x(7)	33.1	8.4	Tunisia
12.1	12.3	1.8	0.3	47.3	17.8	WEI mean
OECD countries						
36.7	41.2	x(8)	x(9)	69.5	36.7	Australia
n	n	2.2	3.7	16.0	54.5	Austria
19.4	18.1	15.6	20.2	36.3	59.1	Belgium ²
31.1	22.4	a	a	19.0	70.1	Czech Republic
50.9	58.0	n	n	59.0	51.4	Denmark
a	a	a	a	52.7	81.5	Finland
a	a	0.9	0.7	38.1	61.5	Germany
40.0	34.8	x(8)	x(9)	62.8	40.9	Greece
18.9	13.9	x(8)	x(9)	67.7	19.7	Hungary
37.4	29.2	16.8	21.4	56.2	53.8	Iceland
5.5	5.7	81.4	64.5	64.0	100.0	Ireland
a	a	20.5	18.7	29.2	66.8	Italy
23.0	21.1	x(8)	x(9)	69.3	23.9	Japan
21.5	19.8	2.8	2.1	27.8	48.4	Luxembourg
3.9	4.0	a	a	36.5	3.9	Mexico
19.5	21.7	21.8	18.1	34.1	65.9	Netherlands
x(1)	x(3)	x(1)	x(3)	x(1)	x(1)	New Zealand
43.4	42.4	...	...	61.3	43.4	Norway
12.7	8.5	a	a	55.3	41.5	Poland
x(4)	x(5)	x(4)	x(5)	40.6	13.2	Portugal
27.8	27.7	a	a	65.2	27.8	Republic of Korea
20.8	14.8	1.0	1.4	22.6	70.4	Slovakia
17.7	18.9	18.7	20.4	44.3	36.4	Spain
0.5	0.4	n	n	36.0	41.7	Sweden
10.4	13.5	...	...	29.7	69.4	Switzerland
a	a	...	...	30.7	17.1	Turkey
...	...	...	...	...	...	United Kingdom
...	...	...	...	...	...	United States
18.4	17.3	10.7	10.1	45.0	48.0	OECD mean

TABLE 1.a **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

[continued]

Other UOE countries	Year	Programme destination						
		Total			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	2004/05	75.5	75.3	75.8	72.7	73.7	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	2004/05	...	...	...	74.9	82.2	a	a
Israel	2004/05	89.0	86.2	91.9	86.2	91.0	a	a
Latvia	2004/05	75.1	69.3	81.3	68.4	77.0	0.1	0.1
Lithuania	2004/05	77.1	71.8	82.6	76.6	82.3	a	a
Romania	2004/05	...	...	...	51.6	58.1	a	a
Slovenia	2004/05	83.2	83.3	83.2	34.0	41.9	46.3	49.9
The FYR of Macedonia	2004/05	76.1	79.3	72.8	67.0	68.5	a	a

See Table A2.1 of *Education at a Glance 2007* for notes on OECD countries (www.oecd.org/edu/eag2007).

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 Data do not include graduates from adult education programmes.

² Excludes the German-speaking community of Belgium.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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

Programme destination				Programme orientation		Other UOE countries
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	
n	n	1.9	0.3	31.5	5.7		Albania
a	a	2.9	2.1	42.6	33.0	Bulgaria
a	a	32.6	25.4	20.8	63.6	Croatia
a	a	a	a	62.9	9.4	Cyprus
a	a	a	a	57.2	17.7	Estonia
2.8	1.0	a	a	57.2	31.8	Israel
6.6	4.2	a	a	54.9	20.2	Latvia
0.5	0.4	a	a	64.7	12.4	Lithuania
...	...	a	a	...	...	Romania
n	n	32.3	27.6	31.8	79.9	Slovenia
a	a	9.1	4.3	27.9	48.2	The FYR of Macedonia

TABLE 1.b 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

WEI 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
Argentina	2004	12.5	7.5	17.7	12.1	9.9	14.4	0.1	0.1	0.1
Brazil ¹	2004	0.8	1.0	0.6	16.7	12.4	21.0	1.3	1.1	1.4
Chile	2005	...	...	...	...	...	...	0.1	x(7)	x(7)
China	2005/06	14.4	...	...	12.0	...	...	...	...	...
Egypt	2003/04	...	...	...	23.3	x(4)	x(4)	0.3	x(7)	x(7)
Indonesia	2004/05	4.6	5.0	4.3	11.2	11.7	10.7	...	...	...
Jordan	2004/05	7.7	5.7	9.8	31.2	28.9	33.6	0.2	0.4	0.1
Malaysia	2004	26.1	24.5	27.9	16.0	12.6	19.5	0.2	0.2	0.2
Paraguay	2004	7.8	5.2	10.4	...	...	...	...	...	...
Peru	2005	14.4	11.9	16.9	...	...	...	...	...	...
Philippines	2004/05	3.2	2.9	3.4	19.4	14.8	23.9	0.1	0.1	0.1
Russian Federation ¹	2004/05	27.0	x(1)	x(1)	42.9	x(4)	x(4)	1.5	x(7)	x(7)
Thailand	2004/05	14.5	18.9	9.9	25.4	19.8	31.2	0.1	0.1	0.1
Tunisia	2003/04	1.9	1.4	2.4	15.4	14.4	16.5	...	...	...
Uruguay	2004	4.7	2.0	7.4	11.0	8.3	13.7	...	...	...
WEI mean	2005	10.7	9.8	11.7	19.7	17.6	22.7	0.4	...	...
OECD countries²										
Australia	2005	...	...	...	59.4	x(4)	x(4)	1.7	x(7)	x(7)
Austria ⁴	2004/05	7.6	x(1)	x(1)	20.4	x(4)	x(4)	2.0	x(7)	x(7)
Belgium	2004/05	...	x(1)	x(1)	...	...	...	1.2	x(7)	x(7)
Czech Republic ⁵	2004/05	5.7	x(1)	x(1)	24.9	x(4)	x(4)	1.2	x(7)	x(7)
Denmark	2004/05	10.1	x(1)	x(1)	45.5	x(4)	x(4)	1.2	x(7)	x(7)
Finland	2003/04	0.2	x(1)	x(1)	47.3	x(4)	x(4)	2.0	x(7)	x(7)
Germany ⁴	2004/05	10.7	x(1)	x(1)	19.9	x(4)	x(4)	2.4	x(7)	x(7)
Greece ⁵	2004/05	12.2	x(1)	x(1)	24.9	x(4)	x(4)	0.7	x(7)	x(7)
Hungary ⁵	2004/05	3.7	x(1)	x(1)	36.2	x(4)	x(4)	0.7	x(7)	x(7)
Iceland	2004/05	3.5	x(1)	x(1)	56.3	x(4)	x(4)	0.3	x(7)	x(7)
Ireland ³	2004/05	23.6	x(1)	x(1)	38.2	x(4)	x(4)	1.2	x(7)	x(7)
Italy ³	2004/05	n	x(1)	x(1)	41.0	x(4)	x(4)	1.0	x(7)	x(7)
Japan ³	2004/05	27.0	x(1)	x(1)	36.1	x(4)	x(4)	0.9	x(7)	x(7)
Mexico ³	2004/05	...	...	...	...	...	...	0.1	x(7)	x(7)
Netherlands ³	2004/05	n	x(1)	x(1)	42.1	x(4)	x(4)	1.5	x(7)	x(7)
New Zealand ⁶	2005	21.2	x(1)	x(1)	51.3	x(4)	x(4)	1.1	x(7)	x(7)
Norway	2004/05	1.7	x(1)	x(1)	40.7	x(4)	x(4)	1.2	x(7)	x(7)
Poland	2004/05	0.1	x(1)	x(1)	45.1	x(4)	x(4)	0.9	x(7)	x(7)
Portugal ³	2004/05	8.6	x(1)	x(1)	32.3	x(4)	x(4)	2.6	x(7)	x(7)
Republic of Korea	2004/05	...	...	...	...	...	...	1.1	x(7)	x(7)
Slovakia	2004/05	2.3	x(1)	x(1)	30.1	x(4)	x(4)	1.3	x(7)	x(7)
Spain ⁵	2004/05	17.2	x(1)	x(1)	32.7	x(4)	x(4)	1.0	x(7)	x(7)
Sweden	2004/05	4.5	x(1)	x(1)	37.7	x(4)	x(4)	2.2	x(7)	x(7)
Switzerland ⁴	2004/05	7.8	x(1)	x(1)	27.4	x(4)	x(4)	3.1	x(7)	x(7)
Turkey ⁵	2004/05	...	...	...	11.2	x(4)	x(4)	0.2	x(7)	x(7)
United Kingdom ^{3, 7}	2004/05	17.4	x(1)	x(1)	39.4	x(4)	x(4)	2.0	x(7)	x(7)
United States ³	2004/05	9.9	x(1)	x(1)	34.2	x(4)	x(4)	1.3	x(7)	x(7)
OECD mean	2005	8.9	x(1)	x(1)	36.4	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	0.6	0.2	0.9	10.3	6.1	14.1	...	...	...
Bulgaria	2004/05	3.8	3.0	4.6	23.8	19.2	28.7	0.4	0.5	0.4
Cyprus	2003/04	18.8	16.8	20.9	5.4	2.1	8.8	0.1	0.1	0.1
Estonia ¹	2004/05	21.2	11.0	31.7	28.4	17.6	39.5	0.7	0.8	0.6
Israel ²	2004/05	...	...	...	34.8	x(4)	x(4)	1.3	x(7)	x(7)
Latvia	2004/05	12.5	7.8	17.3	45.0	24.7	66.2	0.4	0.3	0.4
Lithuania	2004/05	27.0	17.1	37.4	38.9	26.1	52.2	0.8	0.6	0.9
Malta	2004/05	11.8	6.6	17.4	25.7	20.0	31.7	0.1	0.2	n
Romania	2004/05	3.4	2.5	4.4	31.7	26.4	37.2	1.0	1.0	1.0
Slovenia ²	2004/05	23.6	x(1)	x(1)	17.8	x(4)	x(4)	1.2	x(7)	x(7)
The FYR of Macedonia	2004/05	0.8	0.7	0.9	15.4	10.1	21.1	0.3	0.3	0.3

See Table A3.1 of *Education at a Glance 2007*, for notes on OECD countries (www.oecd.org/edu/eag2007).

¹ Calculated by the UNESCO Institute for Statistics.

² Tertiary rates as sum of net graduation rate for single year of age.

³ Gross graduation ratio is calculated for all programmes destination.

⁴ Gross graduation ratio is calculated for Tertiary 5B.

⁵ Gross graduation rate is calculated for tertiary 5A and 5B.

⁶ Gross graduation rate is calculated for advanced research programme.

⁷ 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/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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

TABLE 1.C **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

WEI countries	Year	Tertiary (type B)		Tertiary (type A)		Advanced research degree
		First degree	Second degree	First degree	Second degree	
		1	2	3	4	
Argentina	2004	70	...	59	44	52
Brazil	2004	39	x(1)	64	x(3)	56
Chile	2005	49	a	57	40	38
China	2005/06	47	...	44	...	37
Egypt	2002/03	...	a	49	...	...
Indonesia	2004/05	46	...	48	...	...
Jordan	2004/05	63	a	52	48	20
Malaysia	2004	52	a	60	62	41
Paraguay	2004	66	56	...	...	...
Peru	2005	58	a	...	a	...
Philippines	2004/05	54	a	62	61	60
Thailand	2004/05	34	a	60	55	50
Tunisia	2003/04	62	...	53	...	...
Uruguay	2004	78	a	62	a	...
WEI mean	2005	55	...	56	...	44
OECD countries						
Australia	2005	53	39	59	47	47
Austria	2004/05	49	81	53	44	44
Belgium ¹	2004/05	62	86	54	57	37
Canada	2003/04	...	...	62	56	44
Czech Republic	2004/05	72	34	55	57	34
Denmark	2004/05	45	a	64	55	41
Finland	2003/04	32	a	63	64	47
Germany	2004/05	61	a	51	48	40
Greece	2004/05	61	a	64	53	36
Hungary	2004/05	67	a	64	68	43
Iceland	2004/05	58	a	69	58	57
Ireland	2004/05	49	49	59	60	45
Italy	2004/05	58	a	58	64	52
Japan	2004/05	63	a	43	28	26
Mexico	2004/05	44	a	56	49	39
Netherlands	2004/05	a	a	57	58	38
New Zealand	2005	59	n	62	59	49
Norway	2004/05	56	a	65	52	40
Poland	2004/05	85	a	63	70	47
Portugal	2004/05	59	41	67	68	57
Republic of Korea	2004/05	52	46	49	38	26
Slovakia	2004/05	82	a	57	53	47
Spain	2004/05	53	a	60	69	47
Sweden	2004/05	55	a	64	77	44
Switzerland	2004/05	40	48	48	36	36
Turkey	2004/05	39	a	46	47	40
United Kingdom	2004/05	67	x(1)	56	56	43
United States	2004/05	61	a	57	58	49
OECD mean	2005	57	47	58	55	43

Other UOE countries	Year	Tertiary (type B)		Tertiary (type A)		Advanced research degree
		First degree	Second degree	First degree	Second degree	
		1	2	3	4		5
Albania	2002/03	83	...	72	...	...
Bulgaria	2004/05	59	a	59	60	48
Croatia	2003/04	59	a	60	47	42
Cyprus	2003/04	54	56	80	62	62
Estonia	2004/05	74	a	69	68	44
Israel	2004/05	...	a	60	58	52
Latvia	2004/05	68	...	72	69	59
Liechtenstein	2003/04	a	a	29	19	11
Lithuania	2004/05	68	a	66	67	59
Malta	2003/04	58	...	58	56	20
Romania	2004/05	63	a	57	56	49
Slovenia	2004/05	60	53	66	54	48
The FYR of Macedonia	2004/05	57	a	67	59	48

¹: Excludes the German-speaking community of Belgium.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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

TABLE 1.d 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 ¹	2004	1.1	9.0	33.6	14.2	28.4	4.5	9.1	0.2
Brazil	2003	x(3)	x(3)	56.9	13.5	21.8	x(7)	7.8	a
Chile	2004	x(3)	x(3)	24.0	26.0	36.9	2.8	10.3	a
Indonesia	2004/05	8.0	15.4	37.3	17.4	16.9	2.0	2.9	n
Jordan	2004/05	10.0	4.1	11.2	25.0	23.8	12.3	13.5	0.1
Malaysia ²	2004	7.3	...	27.1	21.0	31.8	x(7)	12.8	a
Paraguay	2004	4.1	29.5	32.5	10.5	16.2	4.5	2.9	n.
Peru	2005	6.3	17.1	21.2	6.8	30.6	9.3	8.7	n.
Philippines	2004/05	2.4	15.9	18.2	12.5	23.6	13.3	14.0	n
Russian Federation	2002/03	x(3)	x(3)	3.1	8.0	34.3	x(7)	20.8	a
Thailand	2005/06	4.2	40.0	21.5	10.3	10.0	3.1	10.5	0.5
Uruguay	2004	0.6	7.7	30.4	25.1	26.1	10.2	x(6)	n
WEI mean	2005	4.9	17.6	26.6	16.0	25.3	5.9	8.3	0.1
OECD countries									
Australia	2005	x(3)	x(3)	9.1	25.8	33.3	9.0	22.7	a
Austria	2004/05	x(4)	x(4)	x(4)	19.4	62.8	8.7	9.1	a
Belgium	2004/05	x(3)	x(3)	15.4	18.5	35.1	17.3	13.3	a
Canada	2004/05	x(3)	x(3)	4.9	9.9	39.2	22.8	23.3	a
Czech Republic	2004/05	x(3)	x(3)	n	9.9	76.9	x(7)	13.1	a
Denmark	2004/05	x(3)	x(3)	1.3	16.0	49.1	7.6	25.6	a
Finland	2004/05	x(3)	x(3)	11.4	9.9	43.8	16.6	18.1	a
France	2004/05	x(3)	x(3)	14.4	19.3	41.4	10.0	14.8	a
Germany	2004/05	x(3)	x(3)	3.1	13.8	58.6	9.7	14.8	a
Greece	2004/05	x(3)	x(3)	29.4	10.9	38.4	6.7	14.2	a
Hungary	2004/05	x(3)	x(3)	1.8	21.8	59.3	n	16.6	a
Iceland	2004/05	x(3)	x(3)	2.7	27.7	39.0	4.7	25.9	a
Ireland	2004/05	x(3)	x(3)	17.2	18.2	35.9	10.6	18.0	a
Italy	2004/05	x(3)	x(3)	17.2	32.1	38.5	0.5	11.6	a
Japan	2004/05	x(5)	x(5)	x(5)	x(5)	60.1	17.7	22.3	a
Luxembourg	2004/05	x(3)	x(3)	18.8	9.5	45.2	9.6	17.0	a
Mexico	2004/05	x(3)	x(3)	49.9	28.7	6.4	1.1	13.8	a
Netherlands	2004/05	x(3)	x(3)	7.5	20.6	41.7	1.8	28.3	a
New Zealand	2005	x(4)	x(4)	x(4)	21.3	51.6	7.4	19.7	a
Norway	2004/05	x(3)	x(3)	n	22.4	44.5	2.4	30.3	a
Poland	2004/05	x(4)	x(4)	x(4)	14.9	68.2	x(7)	16.9	a
Portugal	2004/05	x(3)	x(3)	58.8	14.7	13.6	x(7)	12.8	a
Republic of Korea	2005/06	x(3)	x(3)	11.9	12.6	43.9	8.9	22.7	a
Slovakia	2004/05	x(3)	x(3)	0.7	13.6	72.0	0.8	12.7	a
Spain	2004/05	x(3)	x(3)	24.5	26.7	20.5	8.3	19.9	a
Switzerland	2004/05	x(3)	x(3)	3.3	9.8	58.1	9.7	19.0	a
Turkey	2004/05	x(3)	x(3)	62.6	10.1	17.5	x(7)	9.7	a
United Kingdom	2004/05	x(3)	x(3)	n	14.4	55.9	8.8	20.8	a
United States	2004/05	x(3)	x(3)	4.7	7.6	48.7	9.4	29.6	a
OECD mean	2005	x(3)	x(3)	12.8	16.6	44.8	7.2	18.5	a
Other UOE countries									
Estonia	2004/05	x(3)	x(3)	0.8	10.1	55.8	11.1	22.2	a
Israel	2004/05	x(4)	x(4)	x(4)	20.8	33.4	16.0	29.8	a
Slovenia	2004/05	x(3)	x(3)	2.5	17.2	60.1	9.6	10.6	a

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

¹ Includes only urban areas.

² 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/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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

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

	Year	Age group						
		25-64	15-19	20-24	25-34	35-44	45-54	55-64
		1	2	3	4	5	6	7
At least completed primary education								
Argentina ¹	2004	90	97	98	95	91	88	80
Brazil ²	2003	71	90	88	82	76	68	40
Chile ²	2004	87	98	97	95	90	85	71
Indonesia	2004/05	77	96	95	93	83	71	45
Jordan	2004/05	86	98	94	92	89	79	58
Malaysia	2004	93	99	98	97	95	90	78
Paraguay	2004	66	88	86	78	71	58	41
Peru	2005	77	93	91	86	80	71	53
Philippines	2004/05	82	90	91	88	84	78	66
Russian Federation ²	2002/03	98	99	99	98	99	99	98
Thailand	2005/06	55	97	95	93	58	26	17
Uruguay	2004	92	96	97	96	95	92	82
WEI mean	2005	81	95	94	91	84	75	61
At least completed lower secondary education								
Argentina ¹	2004	56	67	74	68	58	51	38
Brazil ²	2003	43	55	66	54	47	38	15
Chile ²	2004	76	93	94	89	82	72	50
Indonesia	2004/05	39	65	70	57	43	29	14
Jordan	2004/05	75	93	89	84	79	63	40
Malaysia	2004	66	93	89	83	72	51	27
Paraguay	2004	34	51	58	46	35	25	18
Peru	2005	55	68	76	67	57	48	31
Philippines	2004/05	63	80	82	74	66	55	39
Russian Federation ²	2002/03	96	93	97	98	98	97	88
Thailand	2005/06	34	73	75	53	34	21	13
Uruguay	2004	61	66	73	72	65	60	45
WEI mean	2005	58	74	78	70	61	50	35
At least completed upper secondary education								
Argentina ¹	2004	42	19	58	52	43	38	28
Brazil ²	2003	29	12	44	38	32	26	11
Chile ²	2004	50	...	74	64	52	44	31
Indonesia	2004/05	22	13	41	32	25	15	7
Jordan	2004/05	50	38	58	55	54	42	26
Malaysia	2004	45	72	74	60	48	32	17
Paraguay	2004	24	11	41	32	24	17	12
Peru	2005	49	34	68	59	50	42	27
Philippines	2004/05	51	38	67	61	53	43	30
Russian Federation ²	2002/03	88	48	88	91	94	89	71
Thailand	2005/06	24	12	51	37	24	15	9
Uruguay	2004	36	9	38	40	39	37	28
WEI mean	2005	42	27	58	51	44	36	24
OECD mean	2005	68	...	...	77	71	64	54
Completed tertiary education								
Argentina ¹	2004	14	n.	3	15	15	14	9
Brazil ²	2003	8	n.	3	8	9	9	4
Chile ²	2004	13	...	8	18	12	11	9
Indonesia	2004/05	5	n.	3	6	6	4	2
Jordan	2004/05	26	n.	20	27	30	24	13
Malaysia	2004	13	9	28	18	12	9	5
Paraguay	2004	7	n.	4	10	7	5	4
Peru	2005	18	n.	10	20	19	15	12
Philippines	2004/05	27	16	40	33	27	28	18
Russian Federation ²	2002/03	54	6	39	55	58	54	44
Thailand	2005/06	14	n.	15	20	13	10	6
Uruguay	2004	10	n.	2	9	11	11	9
WEI mean	2005	15	1	12	17	16	14	10
OECD mean	2005	8	...	...	10	9	8	6

Notes: Data by gender are available at (www.uis.unesco.org/publications/wei2007).

¹: Includes only urban areas.

²: Calculated by the UNESCO Institute for Statistics.

Data for OECD countries are available at (www.oecd.org/edu/eag2007), Tables A1.2a and A1.3a.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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

TABLE 1.f 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	Incomplete	Primary	Lower	Upper	Tertiary	Tertiary	Unknown
			Schooling	primary		secondary	secondary	(type B) education	(type A) and advanced research programmes	
			1	2	3	4	5	6	7	8
Argentina ¹	2004	Male	0.8	8.6	34.0	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	x(3)	x(3)	58.2	13.8	20.6	x(7)	7.4	a
		Female	x(3)	x(3)	55.8	13.3	22.8	x(7)	8.1	a
Chile	2004	Male	x(3)	x(3)	23.3	26.6	36.4	2.5	11.3	a
		Female	x(3)	x(3)	24.7	25.4	37.3	3.1	9.5	a
Indonesia	2004/05	Male	5.5	13.3	36.0	19.0	20.5	2.1	3.7	n
		Female	10.6	17.6	38.6	15.8	13.4	1.9	2.1	n
Jordan	2004/05	Male	6.2	3.9	11.3	26.1	26.1	10.5	15.9	0.1
		Female	14.2	4.4	11.0	23.8	21.3	14.3	10.9	0.1
Malaysia ²	2004	Male	4.4	...	26.5	23.1	32.5	x(7)	13.6	a
		Female	10.4	...	27.7	18.8	31.1	x(7)	12.1	a
Paraguay	2004	Male	3.4	28.5	33.0	11.6	17.0	4.3	2.2	n.
		Female	4.7	30.4	31.9	9.3	15.4	4.7	3.5	0.1
Peru	2005	Male	2.2	14.8	22.0	7.7	34.7	9.0	9.6	n.
		Female	10.5	19.4	20.4	5.9	26.5	9.5	7.7	n.
Philippines	2004/05	Male	2.3	17.9	17.6	12.6	23.9	14.1	11.6	n
		Female	2.4	14.0	18.8	12.4	23.4	12.6	16.4	n
Russian Federation	2002/03	Male	x(3)	x(3)	3.1	8.4	38.9	30.0	19.6	a
		Female	x(3)	x(3)	3.1	7.7	30.2	37.2	21.8	a
Thailand	2005/06	Male	2.8	37.5	22.4	12.1	11.6	3.5	9.6	0.5
		Female	5.6	43.8	21.2	8.9	8.7	2.8	8.5	0.5
Uruguay	2004	Male	0.5	7.9	31.0	26.4	26.3	7.9	x(6)	n
		Female	0.6	7.5	30.0	23.9	25.9	12.2	x(6)	n
WEI mean	2005	Male	2.4	12.3	26.8	17.1	26.7	7.1	8.5	0.1
		Female	5.1	13.9	26.6	14.9	24.0	9.3	7.7	0.1
OECD countries										
Australia	2005	Male	x(3)	x(3)	8.5	21.6	39.6	7.8	22.5	a
		Female	x(3)	x(3)	9.7	30.0	27.2	10.2	22.9	a
Austria	2004/05	Male	x(4)	x(4)	x(4)	14.2	65.4	9.9	10.4	a
		Female	x(4)	x(4)	x(4)	24.6	60.3	7.4	7.7	a
Belgium	2004/05	Male	x(3)	x(3)	14.2	19.5	36.4	13.9	16.0	a
		Female	x(3)	x(3)	16.7	17.4	33.7	20.7	11.2	a
Canada	2004/05	Male	x(3)	x(3)	4.8	10.8	41.7	19.4	23.2	a
		Female	x(3)	x(3)	4.9	8.9	36.7	26.1	23.4	a
Czech Republic	2004/05	Male	x(3)	x(3)	n	6.1	79.1	x(7)	14.5	a
		Female	x(3)	x(3)	n	13.6	74.6	x(7)	11.6	a
Denmark	2004/05	Male	x(3)	x(3)	1.5	15.4	52.1	8.7	22.2	a
		Female	x(3)	x(3)	1.2	16.6	46.0	6.4	29.5	a
Finland	2004/05	Male	x(3)	x(3)	12.8	10.5	46.4	12.5	17.4	a
		Female	x(3)	x(3)	9.9	9.2	41.3	20.7	18.7	a
France	2004/05	Male	x(3)	x(3)	12.9	18.8	44.6	9.0	14.5	a
		Female	x(3)	x(3)	15.8	19.8	38.3	10.9	14.5	a
Germany	2004/05	Male	x(3)	x(3)	2.8	10.7	57.7	11.6	17.2	a
		Female	x(3)	x(3)	3.5	16.9	59.4	7.9	12.5	a
Greece	2004/05	Male	x(3)	x(3)	26.6	12.6	38.2	7.4	14.8	a
		Female	x(3)	x(3)	32.2	9.3	38.6	6.1	13.5	a
Hungary	2004/05	Male	x(3)	x(3)	1.5	18.1	64.5	n	15.3	a
		Female	x(3)	x(3)	2.1	25.2	54.5	n	17.7	a
Iceland	2004/05	Male	x(3)	x(3)	2.8	22.8	47.1	2.7	24.5	a
		Female	x(3)	x(3)	2.7	32.7	30.8	6.7	27.2	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	2004/05	Male	x(3)	x(3)	18.7	19.7	34.0	9.1	18.5	a
		Female	x(3)	x(3)	15.7	16.7	36.9	12.2	18.0	a
Italy	2004/05	Male	x(3)	x(3)	14.2	35.4	38.3	n	11.0	a
		Female	x(3)	x(3)	20.1	28.8	38.2	0.5	12.2	a
Japan	2004/05	Male	x(5)	x(5)	x(5)	x(5)	58.6	9.6	31.9	a
		Female	x(5)	x(5)	x(5)	x(5)	61.6	25.7	12.8	a
Luxembourg	2004/05	Male	x(3)	x(3)	17.3	8.2	45.6	8.8	20.1	a
		Female	x(3)	x(3)	20.4	10.8	44.8	10.3	13.8	a
Mexico	2004/05	Male	x(3)	x(3)	46.4	31.9	3.6	0.9	17.2	a
		Female	x(3)	x(3)	53.0	26.0	8.8	1.3	10.9	a
Netherlands	2004/05	Male	x(3)	x(3)	6.6	18.2	42.6	2.0	30.7	a
		Female	x(3)	x(3)	8.5	23.2	40.8	1.6	25.5	a
New Zealand	2005	Male	x(4)	x(4)	x(4)	20.5	55.4	4.0	20.1	a
		Female	x(4)	x(4)	x(4)	22.0	47.9	10.7	19.4	a
Norway	2004/05	Male	x(3)	x(3)	n	21.2	48.5	3.3	26.7	a
		Female	x(3)	x(3)	n	23.7	40.5	1.6	33.7	a
Poland	2004/05	Male	x(4)	x(4)	x(4)	14.0	71.2	x(7)	14.8	a
		Female	x(4)	x(4)	x(4)	15.8	65.2	x(7)	19.0	a
Portugal	2004/05	Male	x(3)	x(3)	59.5	16.3	13.6	x(7)	10.6	a
		Female	x(3)	x(3)	58.2	13.2	13.6	x(7)	15.0	a
Republic of Korea	2004/05	Male	x(3)	x(3)	7.9	10.9	44.3	9.0	27.9	a
		Female	x(3)	x(3)	16.0	14.3	43.5	8.8	17.4	a
Slovakia	2004/05	Male	x(3)	x(3)	0.7	9.3	75.6	n	13.7	a
		Female	x(3)	x(3)	0.7	17.8	68.6	1.1	11.6	a
Spain	2004/05	Male	x(3)	x(3)	23.2	28.0	20.6	9.5	18.6	a
		Female	x(3)	x(3)	25.7	25.5	20.4	7.2	20.7	a
Sweden	2004/05	Male	x(3)	x(3)	7.4	11.1	56.5	6.4	18.6	a
		Female	x(3)	x(3)	5.6	8.7	51.4	11.7	22.6	a
Switzerland	2004/05	Male	x(3)	x(3)	2.9	7.2	52.4	13.5	24.0	a
		Female	x(3)	x(3)	3.7	12.3	63.9	6.0	14.1	a
Turkey	2004/05	Male	x(3)	x(3)	55.3	12.6	20.8	x(7)	11.3	a
		Female	x(3)	x(3)	71.5	7.1	13.6	x(7)	7.7	a
United Kingdom	2004/05	Male	x(3)	x(3)	n	13.4	56.8	8.3	21.5	a
		Female	x(3)	x(3)	n	15.5	54.9	9.4	20.1	a
United States	2004/05	Male	x(3)	x(3)	5.2	7.9	49.0	8.3	29.7	a
		Female	x(3)	x(3)	4.2	7.2	48.5	10.5	29.6	a
OECD mean	2005	Male	x(3)	x(3)	11.8	15.6	46.7	6.5	19.3	a
		Female	x(3)	x(3)	13.4	17.1	43.5	8.1	17.8	a
Other UOE countries										
Estonia	2004/05	Male	x(3)	x(3)	1.1	11.8	60.0	7.5	19.7	a
		Female	x(3)	x(3)	0.6	8.5	52.1	14.3	24.4	a
Israel	2004/05	Male	x(4)	x(4)	x(4)	22.4	34.1	14.6	28.9	a
		Female	x(4)	x(4)	x(4)	19.4	32.7	17.4	30.6	a
Slovenia	2004/05	Male	x(3)	x(3)	2.5	14.4	65.5	8.4	9.2	a
		Female	x(3)	x(3)	2.5	20.1	54.6	10.9	12.0	a

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

1. Includes only urban areas.

2. 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/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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

2

Sources and flows of education expenditure

Introduction

Financing education is a major concern for stakeholders, especially policy-makers at the national level and, in many cases, at state and municipal levels. To set realistic objectives for education systems, decision-makers must evaluate the resources required and weigh them against other demands. Decision-makers also increasingly take international comparisons into consideration to determine whether they are making adequate investments in education and using financial resources efficiently. These comparisons must be based on accurate and comparable data from other countries.

However, incomplete and inconsistent coverage of education expenditure data 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 (*e.g.* foundations, enterprises, religious groups and labour unions). Currently, fewer than one-half of WEI countries provide data on private expenditure on educational institutions, and only six can do so by level of education. This information gap means that reported expenditure on education can be greatly understated in countries where the private education sector is sizeable or tuition fees are common.

Incomplete data coverage of education expenditure also persists in a number of areas in the public sector. For example, expenditure on pre-primary or adult education is not always included when such programmes are run by ministries other than education, *e.g.* family welfare or labour departments. In addition, some countries do not maintain complete records of spending at *all* government levels. Again, this omission can result in substantial under-

reporting of expenditure in countries where regional or local governments play a major role in education financing.

It is also important, especially when making international comparisons, to recognise that decisions on education funding are made in a context. A number of inter-related factors affect differences in levels and shares of expenditure, *i.e.* the coverage of an education system affects spending. More specifically, countries that are close to achieving universal primary education can expect to spend far more per pupil to reach the last 10% of the school-age population than is invested in pupils already enrolled.

The efficiency of the education system will also influence expenditure: less efficient schools incur greater costs for the same number of pupils. Policy-makers must also consider growth in participation at different levels of education. For example, many WEI countries are close to achieving universal primary education, but participation tends to decline at lower and upper secondary levels, which are often more costly.

a. Total education expenditure as a share of GDP

Most WEI countries devote a substantially smaller share of national income to educational institutions than do OECD countries. Only Chile, Paraguay and Thailand exceed the OECD average. However, Malaysia and Tunisia have greater public investment in education than most OECD countries.

The overall level of funding for educational institutions is an important concern for decision-makers. Is funding sufficient to provide children with quality education? Are countries with similar economic resources and student populations investing more or less in education? How much money is needed to support

education at a comparable or superior level to these countries?

This section addresses these questions by examining total expenditure on educational institutions as a share of total domestic income (GDP), which reflects investment in education in relation to a country's wealth. In other words, this indicator represents a summary measure of what a society invests in education – overall and by level of education – relative to its domestic income. Ideally, the measure includes both public and private sources of funding for education, but only 8 out of 19 WEI countries can provide sufficient data of this type. This indicator excludes private expenditure outside schools and universities and, therefore, understates private investment in education.

The distribution of spending across education levels is a useful reflection of national priorities. Are education resources invested more 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 benefits may target economic and social elites? Are adequate resources being invested in secondary education to meet the new demands of information societies and knowledge economies?

In WEI countries reporting relevant data, the average public and private education expenditure in 2004 was 3.8% and 1.5% of GDP respectively. Assuming that countries which only report public expenditure have similar levels of private expenditure, WEI countries altogether spend about 5.3% of GDP on education, compared to a slightly higher average of 5.7% for OECD countries (5.0% from public sources and 0.7% from private sources) (see **Table 2.a.i**). Given the lower national GDP in WEI countries, however,

the gap in spending is even more apparent in absolute terms.

There is considerable variation in education expenditure as a share of GDP among countries, especially in the WEI group. Chile spends 6.4% of GDP on education, almost one-half of which is private expenditure. Paraguay and Thailand also match the OECD average of 5.7% of GDP. All other WEI countries reporting public and private expenditure fall short of OECD average spending. Education expenditure in Peru (3.4%) and Indonesia (1.5%) fall short of any other reporting country, WEI or OECD (see **Figure 2.1**).

Even though private expenditure data are not available for Tunisia, this country can still be identified as having the highest education expenditure as a share of GDP among WEI countries and most likely among OECD countries as well. Public expenditure alone, at 7.3% in Tunisia, reaches *total* expenditure of the group of top OECD spenders (Denmark, Iceland, New Zealand, the Republic of Korea, Sweden and the United States) which ranges from 6.7% to 8.0%. Malaysia can also be considered a top spender among WEI countries with an education expenditure of 5.8% of GDP.

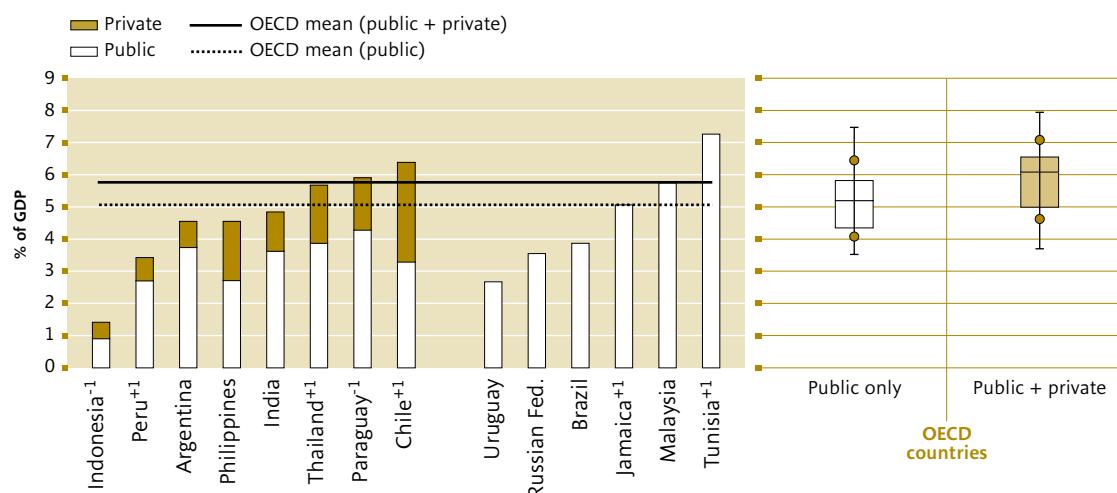
Such high public investment in education make Malaysia and Tunisia exceptional among WEI countries. Also Jamaica approaches the OECD average for public spending (5%). In all other WEI countries, public spending on education as a share of GDP is substantially below the OECD benchmark by one or more percentage points. Public expenditure in Indonesia, Peru, the Philippines and Uruguay are below any OECD or WEI country.

At the primary and secondary levels of education, most WEI and OECD countries spend about 3.0% to 4.5% of GDP (see **Figure 2.2**).

FIGURE 2.1

Expenditure on educational institutions as a percentage of GDP

Total expenditure on educational institutions by public and private source of funds, 2004



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 2005; ⁻¹ Data refer to 2003.

Sources: UNESCO Institute for Statistics, Table 2.a.i; OECD countries: OECD, 2007.

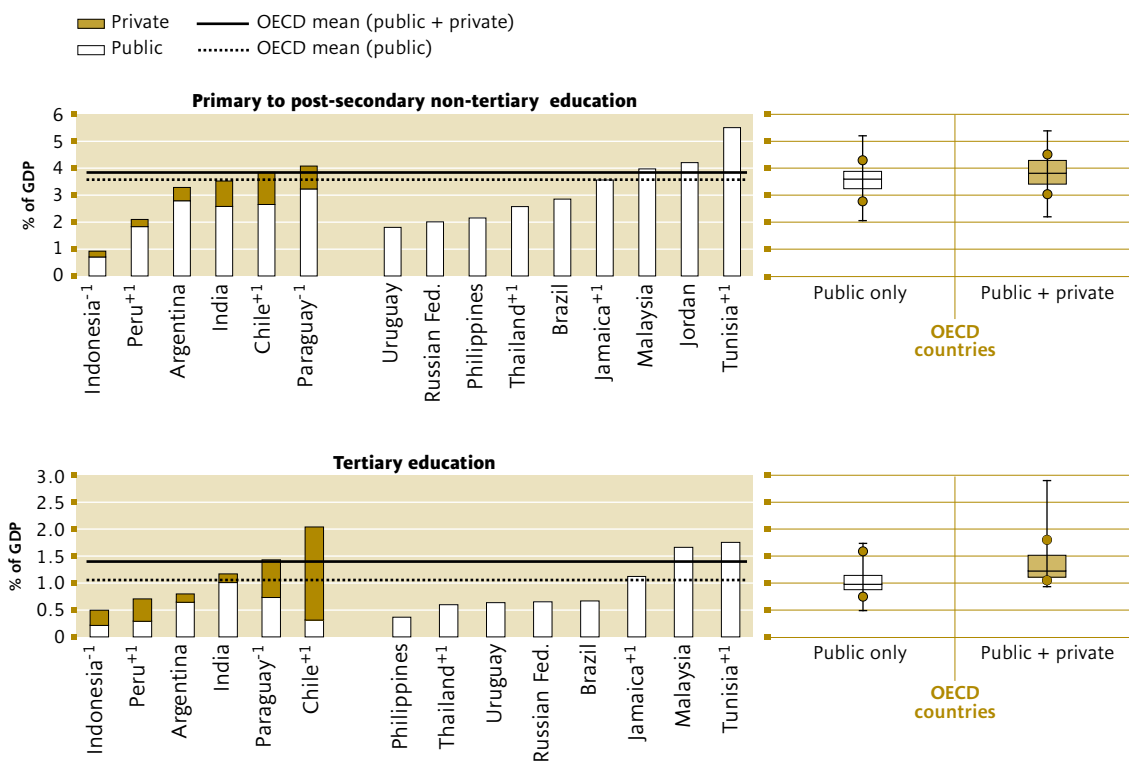
The lowest shares of GDP invested are found in Indonesia (0.9%) and Peru (2.2%). On the other hand, primary- and secondary-level expenditure in Tunisia (5.5%, public only) exceeds that of the top-ranking OECD countries, Iceland and New Zealand. Public and private spending on primary and secondary education is well above the OECD average in Jordan (4.2%, public only), Paraguay (4.1%) and Malaysia (4.0%, public only) with levels similar to spending in countries such as Belgium, Finland, France and the United State. This relatively high spending is even more remarkable given that participation in secondary education in WEI countries tends to be lower than in OECD countries (see *Table 4.b*).

Comparison of WEI and OECD countries at the tertiary level is limited. This is due to the lack of data on private expenditure, which is assumed to make up a higher share of tertiary education than primary, secondary and post-secondary non-tertiary education. The average expenditure for OECD countries is 1.4% of GDP with public expenditure accounting for 1.0% and private expenditure for 0.4%. In comparison, public expenditure in WEI countries amounts to 0.8% of GDP, with private expenditure accounting for 0.2% to 0.7% of GDP in five out of six countries reporting data. Only one OECD country – Italy – spends less than 1% of GDP. Yet, this is the case for one-half of the six WEI countries reporting

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 source of funds, 2004



Countries are ranked for each level in ascending order by total expenditure.

Notes: Countries reporting public expenditure only are shown separately to the right.
⁺¹ Data refer to 2005; ⁻¹ Data refer to 2003.

Sources: UNESCO Institute for Statistics, Table 2.a.i; OECD countries: OECD, 2007.

public and private expenditure: Argentina (0.8%), Peru (0.7%) and Indonesia (0.5%). In addition, the Philippines, Thailand and Uruguay report public expenditure of just 0.6% or less of GDP.

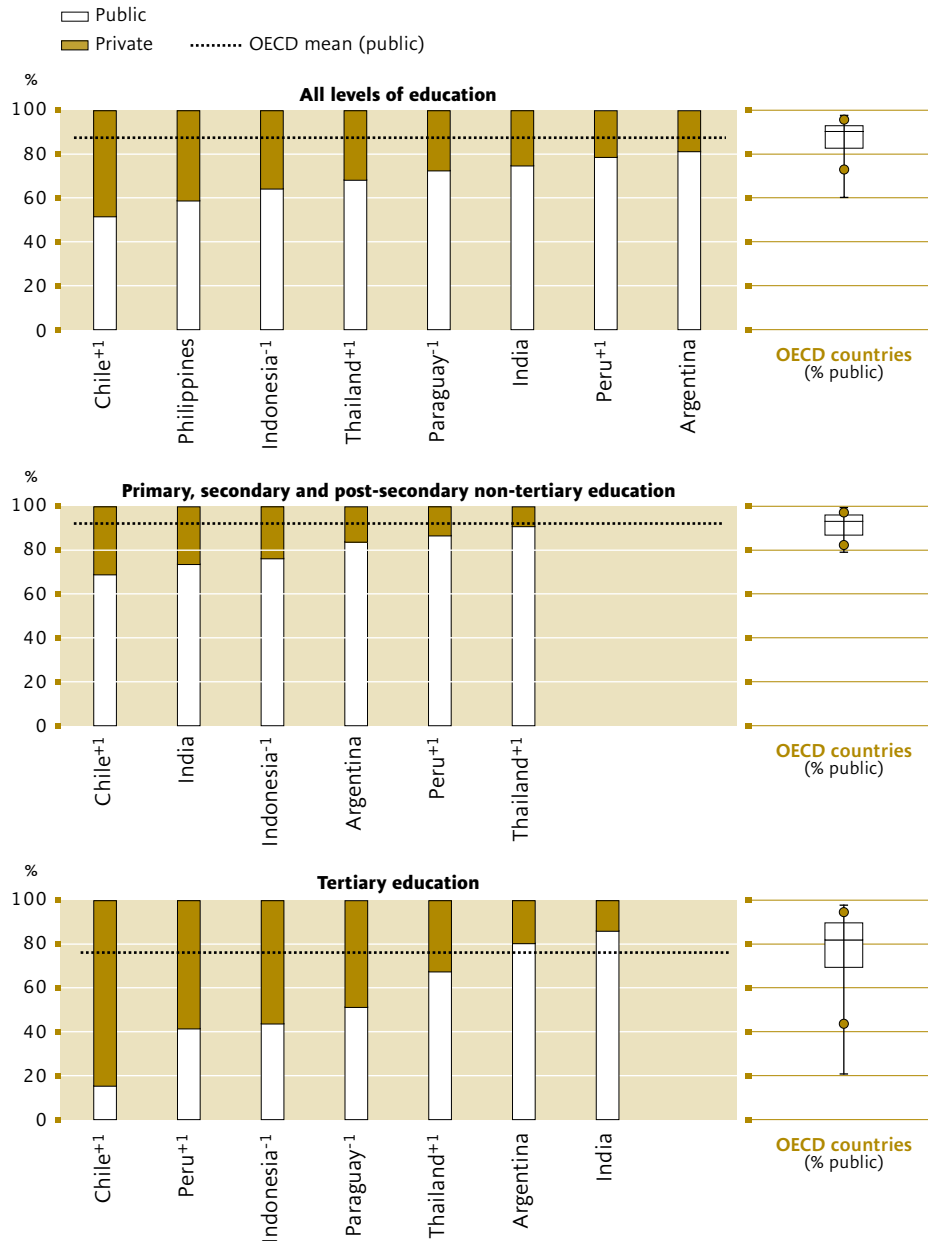
At the opposite end of the spectrum, public and private expenditure in Chile accounts for 2.0% of GDP; public expenditure in Malaysia (1.7%) and Tunisia (1.8%) compares to public spending in

Denmark and Finland, the OECD countries with the highest share of GDP spent by governments on tertiary education. However, the example of Chile shows that comparisons based on public expenditure only can be misleading. Using public expenditure only, Chile is among the lowest spending countries at 0.3% of GDP. However, taking private expenditure into account (1.7% of GDP), Chile has the highest spending on tertiary education among WEI countries.

FIGURE 2.3

Relative shares of public and private expenditure

Public and private expenditure on educational institutions as a percentage of the total expenditure, primary to post-secondary non-tertiary education and tertiary education, 2004



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

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

Sources: UNESCO Institute for Statistics, Tables 2.b.i and 2.b.ii; OECD countries: OECD, 2007.

b. Distribution of public and private expenditure on education

WEI countries typically rely much more than OECD countries on private funding for educational institutions, which accounts on average for 31% of total expenditure.

This indicator examines data on education funding from private sources, such as families, students, enterprises, foundations and religious organizations. The indicator can be used to explore an array of questions such as: Who is currently paying for education? Who should pay in the future? What is the mix of public and private funding for education?

In many OECD countries, the redistributive role of government in terms of funding education appears to be stronger than in WEI countries. Taxes are used to support education so individual students and their families pay relatively low tuition fees. WEI countries rely more on private funds which account on average for 31% of total expenditure at all education levels – more than twice the OECD average of 13%. *All* WEI countries exceed the OECD average for private spending on education and rank with the five OECD countries that have the highest share of private funding. The share of private funding of educational institutions ranges from 48% in Chile, 41% in the Philippines and 36% in Indonesia to 20% in Argentina (see **Figure 2.3**). Among OECD countries, only the Republic of Korea (39.5%), the United States (31.6%), Australia (27.0%) and Japan (25.8%) report similarly high ratios.

Overall, both WEI and OECD countries tend to rely less on private funding at primary to post-secondary non-tertiary levels than at the tertiary level (see **Table 2.b.ii**). Chile reports the highest share (31%) of private contributions to primary, secondary and post-secondary non-tertiary

education, followed by India (27%), Indonesia (24%) and Argentina (16%). In contrast, private funding at these education levels accounts for only 9% of expenditure in Thailand. In comparison, the OECD average is 8% with only five countries reaching 15%: Slovakia (15%), Mexico (17%), Australia (17%), Germany (18%) and the Republic of Korea (21%).

The share of private funding rises at the tertiary level. In Chile, 85% of tertiary funding is private; in Indonesia and Peru the share exceeds 50%. On average, the seven WEI countries reporting data rely on private funding for 46% of tertiary costs. India is the exception with just 14% of tertiary spending dependent on private resources. This is even more remarkable, since funding for primary, secondary and post-secondary non-tertiary education in India relies strongly on private expenditure. Overall, the state tends to play a more important role in tertiary financing in WEI countries than in OECD countries where the average share is just 24%. However, this masks considerable variation among OECD countries, including notable exceptions such as Australia (53%), Japan (59%), the United States (65%) and the Republic of Korea (79%).

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

WEI countries tend to devote more of their public budgets to education than OECD countries. In particular, the governments of Malaysia and Thailand invest the largest shares – one-quarter – 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 competes with other public spending priorities.

On average, the 11 WEI countries reporting data devote 16% of their public budgets to education, more than the OECD average of 13%. There are, however, wide differences in spending in both groups of countries. The countries devoting the highest shares of public budgets to education are Malaysia and Thailand (both at 25%) among WEI countries and Mexico (23%) and New Zealand (21%) among OECD countries. These levels are two to three times greater than countries with the relatively smallest education budgets: the WEI countries Jamaica (9%), Paraguay and Uruguay (11% each) and the OECD countries Greece (9%) and

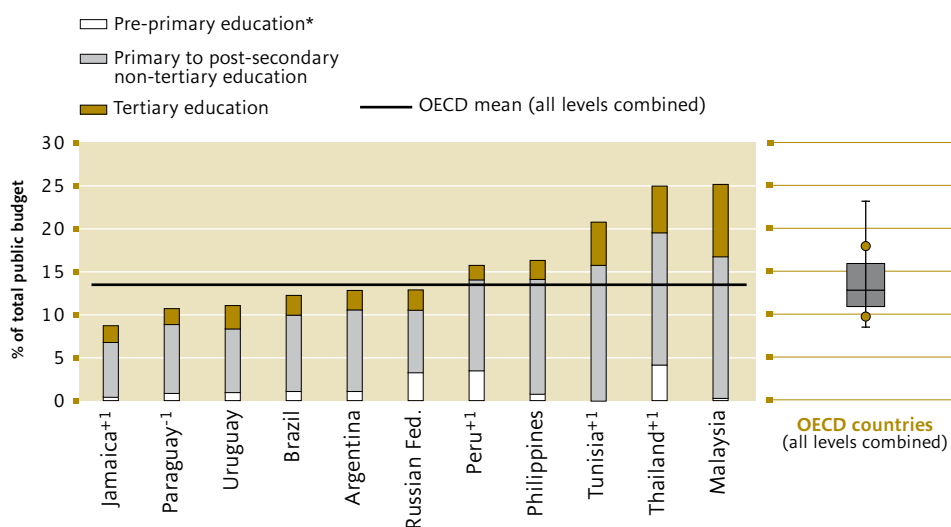
the Czech Republic, Germany, Italy and Japan (10% each) (see **Figure 2.4** and **Table 2.c**).

Providing education is one of the core functions of government. However, when explaining differences among countries in the share of the public budget devoted to education, it is important to consider the *total* size of the public budget. Countries that have relatively low tax revenues spend relatively more of the revenues on education, while countries with wider tax bases can support more functions. For example, in Jamaica the total government budget accounts for 59% of GDP compared to just 17% in Thailand.

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, 2004



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

Notes: * Pre-primary education includes expenditure not allocated by level.

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

Sources: UNESCO Institute for Statistics, Table 2.c; OECD countries: OECD, 2007.

d. Public funding mechanisms

WEI countries tend to fund public educational institutions directly rather than the more common practice in OECD countries of supporting private institutions or student loan schemes. Chile is an exception with its reliance on a voucher system.

Governments can use different mechanisms to channel public funds to educational institutions, students and their families. The most common option is to fund public schools and universities directly. Governments can also fund private institutions or fund education indirectly by helping students and their families to pay tuition fees or to subsidise the costs (board and tuition) of studying abroad.

The indicator presented in this section is designed to help decision-makers monitor the different flows of education financing as they address different questions such as: Are mechanisms in place to support public and private needs related to education? How much do governments 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 for primary, secondary and post-secondary non-tertiary education goes directly from governments to public institutions. In 5 out of 12 WEI countries reporting data, no or almost 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 (40%), India (28%) and Argentina (13%). In Chile, this is largely due to a school voucher system that allows families to choose between public and private schools.

Furthermore, providing funds to families and households to support student living costs or pay educational institutions is negligible in 6 out of 13 WEI countries reporting data. Only Brazil, Indonesia, Jamaica, Malaysia, the Philippines and Thailand use this funding mechanism, spending from 1.5% to 4% of the total budget for primary, secondary and post-secondary non-tertiary education on grants, scholarships, loans and other transfer schemes, mainly for secondary education (*see Figure 2.5*).

In contrast, many more OECD countries rely on different kinds of funding mechanisms. In particular, 18 out of 25 countries use at least 3% of public funds to support private primary, secondary and post-secondary non-tertiary institutions (9% of the budget on average). These transfers constitute the main funding mechanism in Belgium, accounting for 53% of the budget for primary and secondary education (*see Table 2.d*).

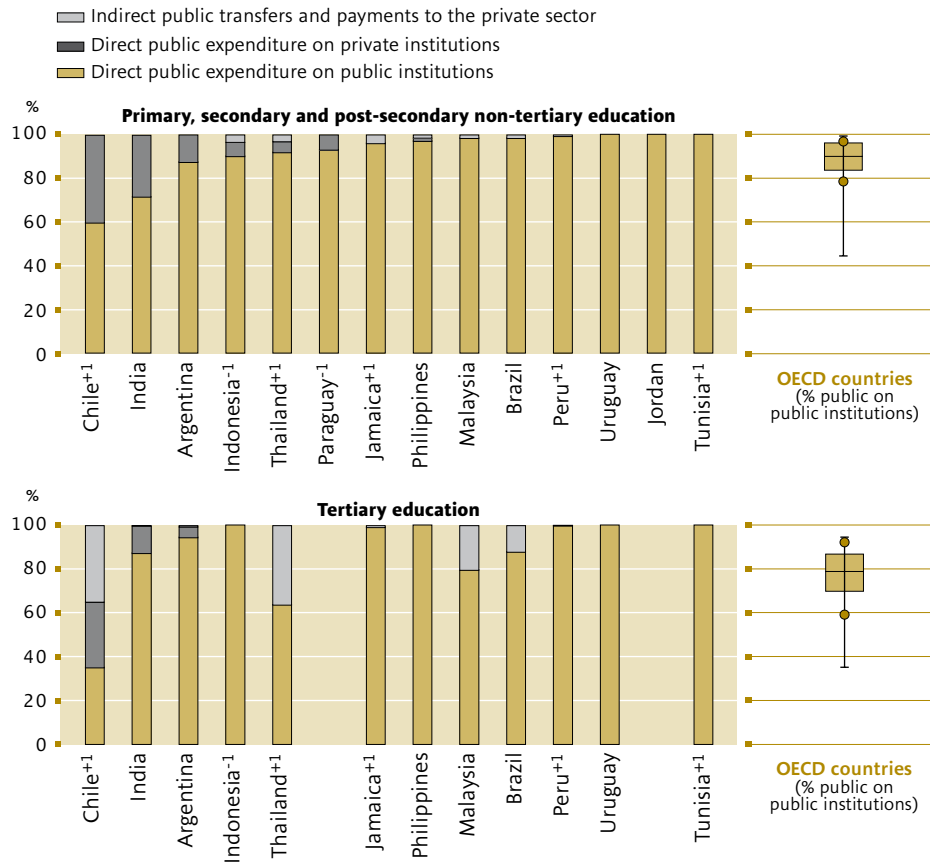
Public funding of private institutions is less common at the tertiary level of education than at lower levels. Only three WEI countries fund private higher education institutions: Argentina (5% of public funds), India (13%) and Chile (30%). Directly funding private tertiary education institutions is more common in OECD countries, although still less common than at lower levels of education.

WEI countries fall into two groups with respect to the provision of grants, transfers and loans to households and students to help defray costs at the tertiary level. Public subsidies to students represent 1% or less of public tertiary education budgets in Argentina, India, Jamaica, Peru, Tunisia and Uruguay. The remaining WEI countries fund a substantial share of education expenditure through subsidies: Brazil (12%), Malaysia (20%), Chile (35%) and Thailand (36%) (*see Figure 2.5*).

FIGURE 2.5

Flows of public funds to educational institutions

Public expenditure on education by destination of funds and level of education, 2004



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

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

Sources: UNESCO Institute for Statistics, Table 2.d; OECD countries: OECD, 2007.

Overall, however, direct financing of public tertiary institutions remains the dominant funding mechanism among WEI countries, accounting on average for 87% of the budget. In comparison, OECD countries devote a smaller share of the public tertiary budget to public institutions (on average 74%), leaving 8% for private institutions and 18% for grants and loans to students.

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

WEI 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
Argentina	2004	2.8	0.5	3.3	0.6	0.2	0.8	3.8	0.8	4.6
Brazil ³	2004	2.9	...	...	0.7	...	...	3.9	...	...
Chile	2005	2.7	1.2	3.8	0.3	1.7	2.0	3.3	3.1	6.4
India ³	2003/04	2.6	0.9	3.5	1.0	0.2	1.2	3.6	1.2	4.9
Indonesia ³	2003	0.7	0.2	0.9	0.2	0.3	0.5	0.9	0.5	1.5
Jamaica	2004/05	3.6	...	...	1.1	...	...	5.0	...	...
Jordan	2004	4.2	...	...	...	...	...	...	...	...
Malaysia	2004	4.0	...	...	1.7	...	...	5.8	...	...
Paraguay ³	2003	3.2	0.9	4.1	0.7	0.7	1.4	4.3	1.6	5.9
Peru	2005	1.8	0.3	2.2	0.3	0.4	0.7	2.7	0.7	3.4
Philippines ³	2004	2.2	x(8)	x(9)	0.4	x(8)	x(9)	2.7	1.9	4.6
Russian Federation	2004	2.0	...	...	0.7	...	...	3.6	...	...
Thailand ³	2004/05	2.6	x(8)	x(9)	0.6	x(8)	x(9)	3.9	1.8	5.7
Tunisia	2005	5.5	...	...	1.8	...	...	7.3	...	...
Uruguay	2004	1.8	...	...	0.6	...	...	2.7	...	...
WEI mean	2004	2.8	...	...	0.8	...	...	3.8	1.5	5.3
OECD countries										
Australia	2004	3.5	0.7	4.2	0.8	0.8	1.6	4.3	1.6	5.9
Austria	2004	3.6	0.2	3.7	1.1	0.1	1.2	5.0	0.4	5.4
Belgium	2004	4.0	0.2	4.1	1.2	0.1	1.2	5.8	0.2	6.1
Czech Republic	2004	2.8	0.4	3.2	0.9	0.2	1.1	4.2	0.6	4.9
Denmark	2004	4.2	0.1	4.3	1.8	0.1	1.8	6.9	0.3	7.2
Finland	2004	3.9	n	3.9	1.7	0.1	1.8	6.0	0.1	6.1
France	2004	3.9	0.2	4.1	1.2	0.2	1.3	5.7	0.4	6.1
Germany	2004	2.8	0.6	3.5	1.0	0.1	1.1	4.3	0.9	5.2
Greece	2004	2.1	0.1	2.2	1.1	n	1.1	3.3	0.2	3.4
Hungary	2004	3.3	0.2	3.5	0.9	0.2	1.1	5.1	0.5	5.6
Iceland	2004	5.2	0.2	5.4	1.1	0.1	1.2	7.2	0.7	8.0
Ireland	2004	3.3	0.1	3.4	1.0	0.1	1.2	4.3	0.3	4.6
Italy	2004	3.3	0.1	3.4	0.7	0.3	0.9	4.4	0.5	4.9
Japan	2003/04	2.7	0.3	2.9	0.5	0.8	1.3	3.5	1.2	4.8
Luxembourg	2004	3.8	...	...	...	...	...	...	...	...
Mexico	2004	3.6	0.7	4.3	0.9	0.4	1.3	5.2	1.2	6.4
Netherlands	2004	3.3	0.2	3.4	1.0	0.3	1.3	4.6	0.5	5.1
New Zealand	2004/05	4.4	0.6	5.0	0.9	0.6	1.4	5.6	1.3	6.9
Norway	2004	4.2	...	...	1.4	...	...	6.2	...	...
Poland	2004	3.7	0.1	3.8	1.1	0.4	1.5	5.4	0.6	6.0
Portugal	2004	3.8	n	3.8	0.9	0.1	1.0	5.3	0.1	5.4
Republic of Korea	2004	3.5	0.9	4.4	0.5	1.8	2.3	4.4	2.8	7.2
Slovakia	2004	2.6	0.5	3.0	0.9	0.2	1.1	4.0	0.8	4.8
Spain	2004	2.8	0.2	3.0	0.9	0.3	1.2	4.2	0.6	4.7
Sweden	2004	4.5	n	4.5	1.6	0.2	1.8	6.5	0.2	6.7
Switzerland	2004	3.9	0.6	4.5	1.6	...	...	5.9	...	...
Turkey	2004	2.9	0.2	3.1	0.9	0.1	1.0	3.8	0.3	4.1
United Kingdom	2003/04	3.8	0.6	4.4	0.8	0.3	1.1	5.0	1.0	5.9
United States	2003/04	3.7	0.4	4.1	1.0	1.9	2.9	5.1	2.3	7.4
OECD mean	2004	3.6	0.3	3.8	1.0	0.4	1.4	5.0	0.7	5.7

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	2002	2.4	...	...	0.5	...	...	2.9	...	...
Bulgaria	2003	2.5	n.	2.5	0.8	0.6	1.2	4.0	0.7	4.5
Croatia	2003	3.2	...	...	0.8	...	...	4.6	...	...
Cyprus	2004	5.0	0.4	5.3	0.7	0.3	1.0	6.1	0.8	6.6
Estonia	2004	3.7	...	...	0.9	...	...	4.9	...	...
Israel	2004	4.4	0.3	4.7	1.1	0.9	1.9	6.6	1.8	8.3
Latvia	2003	3.6	0.2	3.6	0.6	0.7	1.1	5.0	0.8	5.6
Lithuania	2004	3.3	n.	3.1	0.9	0.5	1.1	4.8	0.5	5.0
Malta	2002	3.0	0.5	3.5	0.7	n.	0.6	4.1	0.6	4.6
Romania	2004	1.9	...	...	0.6	...	...	3.2	...	...
Slovenia	2004	3.9	0.4	4.3	1.1	0.3	1.4	5.4	0.9	6.3

¹ Including public subsidies to households attributable to educational institutions. Including direct expenditure on educational institutions from international sources. Expenditure from international sources may be 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/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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 sources¹, by level of education

WEI 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)	
Argentina	2004	0.5	2.6	0.7	a	3.3	0.3	0.5	0.9	4.6
Chile	2005	0.5	2.5	1.3	a	3.8	0.4	1.6	2.0	6.4
India	2003/04	0.1	2.5	1.1	n.	3.6	x(8)	x(8)	1.2	4.9
Indonesia	2003	n.	0.7	0.3	a	0.9	x(8)	x(8)	0.5	1.5
Jordan	2004	...	3.6	0.6	a	4.2	...	...	...	...
Malaysia	2004	0.1	...	...	...	...	...	...	...	...
Paraguay	2003	0.4	3.2	0.9	x(3)	4.1	0.2	1.2	1.4	5.9
Peru	2005	0.3	2.2	x(2)	n.	2.2	0.2	0.5	0.7	3.5
WEI mean³	2004	0.3	2.5	...	...	3.0	...	...	1.0	4.3
OECD countries										
Australia	2004	0.1	3.2	0.9	0.1	4.2	0.1	1.5	1.6	5.9
Austria	2004	0.5	2.4	1.4	n	3.7	0.1	1.2	1.2	5.4
Belgium	2004	0.6	x(5)	x(5)	x(5)	4.1	x(8)	x(8)	1.2	6.1
Czech Republic	2004	0.5	1.9	1.2	0.1	3.2	0.1	1.0	1.1	4.9
Denmark	2004	0.9	3.0	1.3	x(3,6)	4.3	x(8)	x(8)	1.8	7.2
Finland	2004	0.4	2.5	1.4	x(3)	3.9	n	1.8	1.8	6.1
France	2004	0.7	2.6	1.5	n	4.1	0.3	1.1	1.3	6.1
Germany	2004	0.5	2.0	1.2	0.2	3.5	0.1	1.0	1.1	5.2
Greece	2004	x(3)	x(5)	x(5)	x(5)	2.2	0.2	0.9	1.1	3.4
Hungary	2004	0.8	2.1	1.2	0.2	3.5	n	1.0	1.1	5.6
Iceland	2004	0.7	3.8	x(2)	x(2)	5.4	x(8)	x(8)	1.2	8.0
Ireland	2004	n	2.5	0.7	0.2	3.4	x(8)	x(8)	1.2	4.6
Italy	2004	0.5	2.1	1.3	0.1	3.4	n	0.9	0.9	4.9
Japan	2003/04	0.2	2.1	0.9	x(3,6)	2.9	0.2	1.1	1.3	4.8
Mexico	2004	0.7	3.4	0.8	a	4.3	x(8)	x(8)	1.3	6.4
Netherlands	2004	0.4	2.6	0.8	n	3.4	a	1.3	1.3	5.1
New Zealand	2004/05	0.3	3.2	1.6	0.2	5.0	0.2	1.2	1.4	6.9
Poland	2004	0.6	2.7	1.1	0.1	3.8	n	1.5	1.5	6.0
Portugal	2004	0.4	2.8	1.0	...	3.8	0.3	0.7	1.0	5.4
Republic of Korea	2004	0.1	3.0	1.4	a	4.4	0.5	1.8	2.3	7.2
Slovakia	2004	0.5	1.8	1.3	x(3)	3.0	x(3)	1.1	1.1	4.8
Spain	2004	0.6	x(5)	x(5)	a	3.0	x(8)	x(8)	1.2	4.7
Sweden	2004	0.5	3.1	1.3	n	4.5	x(8)	x(8)	1.8	6.7
Switzerland	2004	0.2	2.8	1.7	0.1	4.5	...	...	...	...
Turkey	2004	...	2.2	0.9	a	3.1	x(8)	x(8)	1.0	4.1
United Kingdom	2003/04	0.4	x(5)	x(5)	x(5)	4.4	x(8)	x(8)	1.1	5.9
United States	2003/04	0.4	3.0	1.0	...	4.1	x(8)	x(8)	2.9	7.4
OECD mean	2004	0.5	2.5	1.3	0.1	3.8	0.1	1.2	1.4	5.8

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	2004	0.4	3.7	1.8	a	5.5	0.5	0.6	1.0	6.9
Israel	2004	0.9	2.5	2.2	n	4.7	0.4	1.5	1.9	8.3
Latvia	2003	0.7	2.6	1.1	0.1	3.8	0.3	1.0	1.3	5.8
Lithuania	2004	0.7	2.6	0.7	0.1	3.3	0.3	1.1	1.4	5.3
Malta	2002	0.4	3.1	0.4	n.	3.6	x(8)	x(8)	0.8	4.7
Romania	2004	0.3	1.2	0.7	n.	1.9	x(8)	x(8)	0.6	3.2
Slovenia	2004	0.6	3.0	1.3	x(3)	4.3	x(8)	x(8)	1.4	6.3

¹ Including international sources.

² This may not equal the sum of figures for all ISCED levels due to expenditure not being allocated by level.

³ This average may differ from the average shown in Table 2.a.i because countries reporting public only are not considered.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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	2004	81.3	18.7	...	19.9	4.0
Chile	2005	51.6	46.2	2.2	48.4	0.8
India	2003/04	74.8	23.4	1.7	25.2	...
Indonesia	2003	64.3	32.5	3.3	35.7	...
Paraguay	2003	72.5	27.5	a	27.5	...
Peru	2005	78.7	21.3	n	21.3	...
Philippines	2004	58.8	41.2	...	41.2	1.7
Thailand	2004/05	68.3	31.7	...	31.7	...
WEI mean	2004	68.8	30.3	1.0	31.3	...
OECD countries						
Australia	2004	73.0	20.3	6.7	27.0	0.2
Austria	2004	92.8	4.1	3.2	7.2	2.1
Belgium	2004	94.3	4.8	0.9	5.7	1.8
Czech Republic	2004	87.3	9.1	3.6	12.7	...
Denmark	2004	95.6	4.4	n	4.4	...
Finland	2004	97.9	x(4)	x(4)	2.1	n
France	2004	91.2	6.5	2.3	8.8	1.6
Germany	2004	82.3	x(4)	x(4)	17.7	n
Greece	2004	95.3	4.2	0.5	4.7	...
Hungary	2004	90.7	3.6	5.7	9.3	n
Iceland	2004	90.6	9.4	...	9.4	...
Ireland	2004	92.9	6.6	0.5	7.1	...
Italy	2004	90.4	7.2	2.4	9.6	n
Japan	2003/04	74.2	23.2	2.6	25.8	...
Mexico	2004	80.5	19.3	0.2	19.5	1.0
Netherlands	2004	90.1	5.9	4.0	9.9	0.9
New Zealand	2004/05	80.7	18.8	0.5	19.3	...
Poland	2004	90.1	9.9	...	9.9	...
Portugal	2004	97.5	2.5	...	2.5	...
Republic of Korea	2004	60.5	30.1	9.4	39.5	0.9
Slovakia	2004	84.0	11.2	4.8	16.0	a
Spain	2004	87.1	12.1	0.8	12.9	0.5
Sweden	2004	97.0	0.1	2.9	3.0	a
Turkey	2004	92.6	2.6	4.8	7.4	a
United Kingdom	2003/04	83.9	14.0	2.1	16.1	n
United States	2003/04	68.4	20.0	11.6	31.6	...
OECD mean	2004	87.0	~	~	13.0	0.6

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	2004	87.8	10.8	1.4	12.2	6.5
Israel	2004	76.4	16.7	6.9	23.6	2.2
Latvia	2003	85.5	13.5	1.0	14.5	...
Liechtenstein	2003	100.0	n	n	n	...
Lithuania	2004	91.0	7.1	1.9	9.0	...
Malta	2002	86.6	13.0	0.4	13.4	...
Slovenia	2004	86.3	11.8	1.9	13.7	0.6

¹: Including subsidies attributable to payments to educational institutions received from public sources.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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

	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	
WEI countries		1	2	3	4	5	6	7	8	9	10
Argentina	2004	65.3	34.7	n	34.7	0.9	83.9	16.1	n	16.1	5.7
Chile	2005	66.2	33.7	0.1	33.8	...	68.9	28.0	3.1	31.1	...
India	2003/04	64.1	33.0	2.9	35.9	...	73.7	26.9	n	26.9	...
Indonesia	2003	5.3	94.7	...	94.7	...	76.2	22.3	1.4	23.8	...
Malaysia	2004	92.4	7.6	...	7.6	a	...	...	...	...	...
Paraguay	2003	81.3	18.7	a	18.7	n	...	...	a	...	...
Peru	2005	85.8	14.2	n	14.2	n	86.8	13.2	x(7)	13.2	...
Thailand	2004/05	x(6)	x(7)	...	x(9)	...	90.9	9.1	...	9.1	...
WEI mean	2004	65.8	33.8	...	34.2	...	80.1	19.3	...	15.5	...
OECD countries											
Australia	2004	69.3	30.0	0.7	30.7	n	83.2	14.1	2.7	16.8	n
Austria	2004	70.0	13.9	16.1	30.0	14.4	95.3	2.6	2.1	4.7	0.6
Belgium	2004	97.1	2.9	...	...	0.3	94.9	5.1	...	...	1.2
Czech Republic	2004	87.3	9.3	3.3	12.7	...	88.6	8.6	2.8	11.4	...
Denmark	2004	81.1	18.9	n	18.9	...	97.8	2.2	...	2.2	...
Finland	2004	91.1	x(4)	x(4)	8.9	n	99.2	x(9)	x(9)	0.8	n
France	2004	95.8	4.2	n	4.2	n	92.7	5.9	1.4	7.3	1.7
Germany	2004	71.8	x(4)	x(4)	28.2	n	81.9	x(9)	x(9)	18.1	n
Greece	2004	x(6)	x(7)	x(8)	x(9)	...	93.8	6.2	n	6.2	...
Hungary	2004	93.9	4.3	1.8	6.1	n	94.7	2.7	2.6	5.3	n
Iceland	2004	64.9	35.1	...	35.1	n	96.5	3.5	...	3.5	n
Ireland	2004	...	...	...	...	...	96.4	x(9)	x(9)	3.6	...
Italy	2004	90.8	9.2	n	9.2	0.4	96.1	3.9	0.1	3.9	n
Japan	2003/04	50.0	43.1	6.8	50.0	a	91.3	7.7	1.0	8.7	...
Mexico	2004	80.5	19.4	0.1	19.5	0.2	83.4	16.5	0.1	16.6	1.1
Netherlands	2004	96.2	0.6	3.1	3.8	a	94.1	4.3	1.7	5.9	0.9
New Zealand	2004/05	57.6	34.9	7.5	42.4	...	87.5	12.2	0.2	12.5	...
Norway	2004	86.3	13.7	...	13.7	n	...	...	...	...	...
Poland	2004	87.1	12.9	...	12.9	n	97.6	2.4	...	2.4	...
Portugal	2004	...	...	...	...	...	99.9	0.1	...	0.1	...
Republic of Korea	2004	37.9	59.6	2.5	62.1	6.0	79.5	17.8	2.7	20.5	0.8
Slovakia	2004	79.0	19.9	1.1	21.0	a	85.1	10.8	4.1	14.9	a
Spain	2004	82.5	17.5	...	17.5	n	92.5	7.5	...	7.5	n
Sweden	2004	100.0	n	n	n	n	99.9	0.1	a	0.1	a
Switzerland	2004	...	...	...	...	...	86.4	n	13.6	13.6	0.8
Turkey	2004	...	...	...	...	...	93.4	0.2	6.4	6.6	a
United Kingdom	2003/04	94.9	5.1	n	5.1	a	86.6	13.4	n	13.4	n
United States	2003/04	75.4	x(4)	x(4)	24.6	a	91.3	x(9)	x(9)	8.7	a
OECD mean	2004	80.0	~	~	20.0	1.1	91.8	~	~	8.3	0.4

Tertiary education					
Public sources	Private sources			Private, of which subsidised	
	Household expenditure	Expenditure of other private entities	All private sources ¹		
11	12	13	14	15	WEI countries
80.4	19.6	...	26.5	1.5	Argentina
15.5	83.7	0.9	84.5	2.5	Chile
86.1	13.9	...	13.9	...	India
43.8	49.4	6.8	56.2	...	Indonesia
...	...	...	...	...	Malaysia
51.4	48.6	a	48.6	...	Paraguay
41.5	58.5	n	58.5	...	Peru
67.5	32.5	...	32.5	...	Thailand
55.2	43.7	...	45.8	...	WEI mean
OECD countries					
47.2	35.6	17.2	52.8	0.8	Australia
93.7	4.8	1.6	6.3	2.0	Austria
90.4	5.1	4.5	9.6	4.7	Belgium
84.7	9.2	6.1	15.3	...	Czech Republic
96.7	3.3	n	3.3	a	Denmark
96.3	x(14)	x(14)	3.7	n	Finland
83.9	9.8	6.4	16.1	2.2	France
86.4	x(14)	x(14)	13.6	n	Germany
97.9	0.4	1.7	2.1	...	Greece
79.0	6.6	14.4	21.0	n	Hungary
90.9	9.1	...	9.1	...	Iceland
82.6	15.6	1.8	17.4	4.4	Ireland
69.4	18.4	12.2	30.6	4.6	Italy
41.2	x(14)	x(14)	58.8	...	Japan
68.9	30.6	0.5	31.1	0.8	Mexico
77.6	12.0	10.4	22.4	1.4	Netherlands
60.8	39.2	...	39.2	...	New Zealand
...	...	...	...	...	Norway
72.9	27.1	...	...	...	Poland
86.0	14.0	...	14.0	...	Portugal
21.0	55.6	23.3	79.0	0.3	Republic of Korea
81.3	9.7	9.0	18.7	a	Slovakia
75.9	20.8	3.3	24.1	1.9	Spain
88.4	n	11.6	11.6	a	Sweden
...	...	...	...	...	Switzerland
90.0	10.0	...	10.0	a	Turkey
69.6	19.4	11.1	30.4	n	United Kingdom
35.4	35.1	29.5	64.6	...	United States
75.7	~	~	24.3	1.3	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

[continued]

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	...	98.7	1.3	0.1	1.3	...
Cyprus	2004	82.6	11.7	5.8	17.4	...	92.4	6.6	1.0	7.6	...
Israel	2005	77.2	20.7	2.1	22.8	n	91.9	4.9	3.2	8.1	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	2004	100.0	n	n	n	...	99.5	n	0.4	0.5	...
Malta	2002	84.5	15.5	n	15.5	...	85.7	14.8	...	...	...
Slovenia	2004	81.1	18.9	0.1	18.9	...	90.4	9.0	0.5	9.6	...

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 subsidies attributable to payments to educational institutions received from public sources.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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

Tertiary education					
Public sources	Private sources			Private, of which subsidised	
	Household expenditure	Expenditure of other private entities	All private sources ¹		
11	12	13	14	15	Other UOE countries
56.9	41.1	2.0	43.1	...	Bulgaria
65.0	33.4	1.6	35.0	...	Cyprus
49.6	34.4	16.1	50.4	5.4	Israel
46.9	50.7	2.4	53.1	...	Latvia
100.0	n	n	n	...	Liechtenstein
65.5	28.0	6.5	34.5	...	Lithuania
93.9	3.4	2.7	6.1	...	Malta
75.7	17.3	7.1	24.3	...	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

	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
WEI countries							
Argentina	2004	9.5	2.2	12.9	2.8	0.7	3.7
Brazil	2004	8.9	2.3	12.3	2.9	0.8	4.0
Chile	2005	...	...	...	2.7	0.5	3.5
India	2003/04	...	...	...	2.6	1.0	3.6
Indonesia	2003	...	...	...	0.7	0.2	0.9
Jamaica	2004/05	6.4	1.9	8.8	3.8	1.1	5.1
Malaysia	2004	16.5	8.4	25.2	4.1	2.1	6.2
Paraguay ²	2003	8.1	1.8	10.8	3.2	0.7	4.3
Peru	2005	10.6	1.7	15.8	1.8	0.3	2.8
Philippines	2004	13.4	2.2	16.4	2.2	0.4	2.7
Russian Federation	2004	7.3	2.4	12.9	2.0	0.7	3.6
Thailand	2004/05	15.4	5.4	25.0	2.7	0.9	4.3
Tunisia	2005	15.8	5.0	20.8	5.5	1.8	7.3
Uruguay	2004	7.4	2.7	11.1	1.7	0.6	2.6
WEI mean	2004	10.8	3.3	15.6	2.8	0.8	3.9
OECD countries							
Australia	2004	...	...	...	3.6	1.1	4.8
Austria	2004	7.2	2.8	10.8	3.6	1.4	5.4
Belgium	2004	...	...	...	4.0	1.3	6.0
Czech Republic	2004	6.7	2.1	10.0	3.0	1.0	4.4
Denmark	2004	8.9	4.6	15.3	4.9	2.5	8.4
Finland	2004	8.0	4.1	12.8	4.0	2.1	6.4
France	2004	7.4	2.3	10.9	3.9	1.2	5.8
Germany	2004	6.3	2.5	9.8	3.0	1.2	4.6
Greece	2004	5.3	2.9	8.5	2.1	1.2	3.3
Hungary	2004	...	...	...	3.5	1.0	5.4
Iceland	2004	11.8	3.1	17.0	5.3	1.4	7.6
Ireland	2004	10.7	3.3	14.0	3.6	1.1	4.7
Italy	2004	7.0	1.6	9.6	3.4	0.8	4.6
Japan	2003/04	7.2	1.8	9.8	2.7	0.7	3.6
Luxembourg	2004	9.1	...	...	3.9	...	...
Mexico	2004	16.1	4.0	23.1	3.8	0.9	5.4
Netherlands	2004	7.5	2.9	11.1	3.5	1.4	5.2
New Zealand	2004/05	15.1	4.9	21.0	4.7	1.5	6.5
Norway	2004	10.0	5.3	16.6	4.6	2.4	7.6
Poland	2004	...	...	...	3.7	1.2	5.4
Portugal	2004	8.3	1.8	11.4	3.9	0.8	5.3
Republic of Korea	2004	12.7	2.1	16.5	3.6	0.6	4.6
Slovakia	2004	11.6	4.3	18.2	2.7	1.0	4.2
Spain	2004	7.2	2.5	11.0	2.8	1.0	4.3
Sweden	2004	8.3	3.7	12.9	4.7	2.1	7.4
Switzerland	2004	8.7	3.6	13.0	4.0	1.7	6.0
Turkey	2004	...	...	...	2.9	1.1	4.0
United Kingdom	2003/04	8.7	2.3	11.7	3.9	1.0	5.3
United States	2003/04	10.1	3.5	14.4	3.7	1.3	5.3
OECD mean	2004	9.2	3.1	13.4	3.7	1.3	5.4

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	7.0	1.5	8.4	2.4	0.5	2.9
Bulgaria	2003	...	...	...	2.7	0.8	4.2
Croatia	2003	...	...	...	3.2	0.9	4.7
Cyprus	2004	...	...	...	5.0	0.9	6.3
Estonia	2004	11.2	2.6	14.9	3.8	0.9	5.1
Israel	2004	8.9	2.2	13.4	4.4	1.1	6.6
Latvia	2003	11.2	2.1	15.4	3.9	0.7	5.3
Lithuania	2004	...	...	...	3.5	1.1	5.2
Malta	2002	7.3	2.1	10.1	3.2	0.9	4.5
Romania	2004	...	...	...	1.9	0.7	3.3
Slovenia	2004	8.7	2.8	12.6	4.1	1.4	6.0
The FYR of Macedonia	2003	14.0	2.5	16.4	...	...	...

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 2a.i.

²: Excludes post-secondary non-tertiary education.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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

WEI 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
Argentina	2004	87.5	12.5	n	94.4	4.9	0.7
Brazil	2004	98.4	n	1.6	87.9	n	12.1
Chile	2005	59.7	40.1	0.2	35.1	30.0	34.8
India	2003/04	71.6	28.3	0.1	87.2	12.6	0.1
Indonesia	2003	90.1	6.6	3.4	100.0	n	...
Jamaica	2004/05	95.9	0.1	3.9	99.0	n	1.0
Jordan	2004	100.0	a	a	...	...	...
Malaysia	2004	98.4	...	1.6	79.6	...	20.4
Paraguay	2003	93.0	7.0	...	...	...	...
Peru	2005	99.2	x(1)	0.8	99.8	x(4)	0.2
Philippines	2004	97.1	1.5	1.5	100.0	a	...
Thailand	2004/05	91.8	5.0	3.1	63.8	x(4)	36.2
Tunisia	2005	100.0	a	a	100.0	a	a
Uruguay	2004	100.0	a	n.	100.0	a	n.
WEI mean	2004	91.6	7.1	1.3	87.2	2.2	10.6
OECD countries							
Australia	2004	75.9	20.3	3.8	67.3	n	32.7
Austria	2004	98.0	0.5	1.5	75.2	5.0	19.8
Belgium	2004	44.5	52.9	2.5	35.5	48.8	15.7
Czech Republic	2004	91.6	3.7	4.7	93.3	1.0	5.8
Denmark	2004	80.9	6.0	13.1	69.7	a	30.3
Finland	2004	90.5	6.4	3.2	75.5	7.3	17.2
France	2004	84.0	12.6	3.4	86.7	5.4	7.9
Germany	2004	84.0	11.1	4.9	80.9	1.2	17.9
Greece	2004	99.7	a	0.3	94.8	a	5.2
Hungary	2004	84.1	9.8	6.1	78.8	5.4	15.8
Iceland	2004	97.2	1.8	1.0	73.0	4.8	22.2
Ireland	2004	90.8	n	9.2	85.2	n	14.8
Italy	2004	97.0	1.3	1.6	81.1	2.2	16.7
Japan	2003/04	96.3	3.5	0.2	69.7	12.1	18.2
Luxembourg	2004	97.8	...	2.2	...	...	...
Mexico	2004	94.6	n	5.3	93.9	n	6.1
New Zealand	2004/05	89.5	3.7	6.8	56.4	1.3	42.3
Norway	2004	86.1	6.2	7.7	56.0	3.2	40.8
Portugal	2004	91.9	6.7	1.4	94.6	...	5.4
Republic of Korea	2004	82.3	16.1	1.5	69.9	12.4	17.7
Slovakia	2004	89.8	5.9	4.3	89.3	a	10.7
Spain	2004	84.1	14.5	1.5	90.2	1.9	7.8
Sweden	2004	87.1	6.9	5.9	67.0	4.8	28.2
Switzerland	2004	90.5	7.3	2.2	79.9	6.0	14.0
Turkey	2004	99.4	...	0.6	80.7	...	19.3
United Kingdom	2003/04	78.9	19.1	2.0	a	76.1	23.9
United States	2003/04	99.8	0.2	a	71.1	8.2	20.7
OECD mean	2004	88.4	8.7	3.6	73.7	8.0	18.4

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	92.0	a	8.0	89.4	a	10.6
Croatia	2003	99.9	0.1	...	95.7	...	4.3
Cyprus	2004	99.6	0.4	n	68.9	n	31.1
Estonia	2004	95.0	0.4	4.6	30.4	69.6	n
Israel	2004	73.6	25.0	1.5	5.1	83.2	11.7
Latvia	2003	92.9	0.1	7.0	3.6	76.7	19.7
Liechtenstein	2003	87.6	n	12.4	a	57.5	42.5
Lithuania	2004	...	...	...	82.2	0.4	17.5
Malta	2002	77.7	15.7	6.6	74.8	a	25.2
Romania	2004	98.5	...	1.5	92.8	...	7.2
Slovenia	2004	93.9	0.6	5.5	76.0	0.2	23.7
The FYR of Macedonia	2003	99.4	...	0.6	86.2	...	13.8

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007). Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

3

Levels and uses of education expenditure

Introduction

One valuable way to assess a country's investment in education is to compare expenditure per student. This indicator is a key measure of a country's investment in its children and youth. As discussed in Section 2, *total* expenditure on education depends upon the interplay of complex factors, *e.g.* the number of children to be served by the school system, which, in turn, depends on enrolment rates and the size of the school-age population. Expenditure per student is a more direct measure of the level of resources available to schools. Given the urge to link differences in the quality of education to financial resources of schools, expenditure per student is an important indicator.

Decision-makers face a variety of education-related questions: For what different purposes is money being used? 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 the approach adequate to maintain and/or develop the quality of education?

This section examines measures of educational expenditure per student in absolute terms and relative to national income, as well as by level of education. WEI countries trail OECD countries, not only when educational resources are measured in absolute terms, but also when a country's capacity to invest (as measured by national income) is taken into account for primary and secondary education.

Expenditure per student on educational institutions covers both public and private funds. However, despite the importance of this indicator, the data needed to conduct analysis and inform decision-making are not available in many countries. So, a number of WEI countries and almost all other developing countries

lack the evidence to assess their societies' investments in education.

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 on educational institutions per student includes the public and private 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 that reflect the amount required to purchase the same goods and services in any country in a given year.

Analysis of the data reported shows that pupils in most WEI countries can expect far less investment in their education than their counterparts in even the lowest-spending OECD countries. However, there is considerable variation among countries (*see Figure 3.1*).

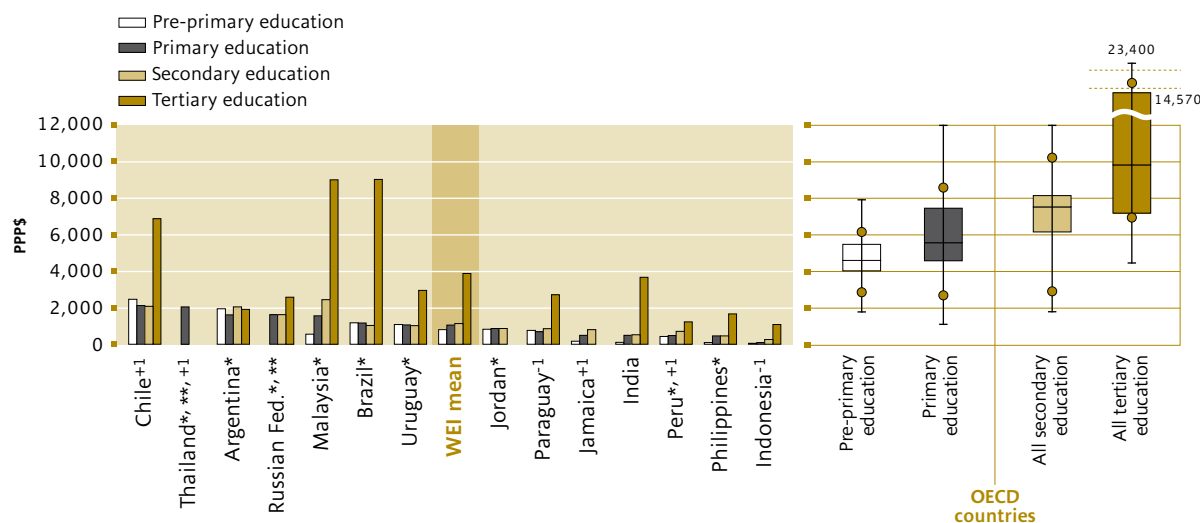
At the pre-primary level, 3 out of 12 WEI countries reporting data – India, Indonesia and the Philippines – invest PPP\$ 100 or less per pupil which is just 2% of the OECD average. Chile leads the WEI group with PPP\$ 2,460 invested per pupil, which exceeds that of Mexico, the lowest-spending OECD country. Also Argentina, Brazil and Uruguay belong to the top of the WEI range. At this level, WEI countries invest an average of PPP\$ 802 per pupil, approximately one-sixth of the OECD average of PPP\$ 4,741.

At the primary level, the 14 WEI countries reporting data spend an average of PPP\$ 1,050 per pupil, less than one-fifth of the OECD average of PPP\$ 5,832. This gap is particularly marked for the lowest-spending WEI countries: Indonesia (PPP\$ 93), as well as India, Jamaica,

FIGURE 3.1

Expenditure per student in PPP\$ by level of education

Annual public and private expenditure per student on educational institutions in US\$ converted into PPP, by level of education, 2004



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

Notes: * Public institutions only.

** Based on public expenditure only.

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

Sources: UNESCO Institute for Statistics, Table 3.a; OECD countries: OECD, 2007.

Peru and the Philippines. However, Argentina (PPP\$ 1,605), Malaysia (PPP\$ 1,552) and Brazil (PPP\$ 1,159) exceed the spending of OECD nation Turkey. Chile (PPP\$ 2,120) and Thailand (PPP\$ 2,047) have spending levels equal to Mexico and Slovakia.

At the secondary level, the difference in spending between WEI and OECD countries is even more pronounced: OECD countries spend an average of PPP\$ 7,276 per student, 6.5 times more than the WEI average of PPP\$ 1,131. The lowest spending levels among WEI countries occur in Indonesia (PPP\$ 262), followed by the Philippines and India. At the other end of the WEI range, Malaysia – the

top WEI spender at this level – invests PPP\$ 2,439 per pupil, coming close to OECD nations Poland and Slovakia. Argentina and Chile spend twice the WEI average and exceed spending in OECD countries Mexico and Turkey.

Expenditure per student increases substantially at the tertiary level of education, especially among WEI countries. Higher education markets are much more international in character with a significant share of students, teachers and researchers looking beyond their home countries for the best education and work opportunities. This forces governments to enable their higher education institutions to compete internationally and to

offer attractive reputations, facilities and financial supports for both staff and students. In this context, the gap between OECD and WEI countries narrows considerably. On average, WEI countries reporting data spend PPP\$ 3,877 per tertiary student, about one-third of the OECD average of PPP\$ 11,100. In Chile, spending per student (PPP\$ 6,873) exceeds that of OECD countries, such as the Czech Republic, Greece and Slovakia. Brazil (PPP\$ 9,019) and Malaysia (PPP\$ 8,997) exceed one-third of all OECD countries and reach the levels of Iceland and New Zealand.

b. Educational expenditure per student relative to GDP per capita

Relative to national wealth, WEI countries tend to spend 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 described in indicator 3.a, are not surprising given differences in national wealth. By comparing expenditure per student as a percentage of GDP, it is possible to take these differences into account. However, even after adjusting for national wealth, WEI countries tend to spend substantially less per student at the primary and secondary levels than do OECD countries.

At the primary level, WEI expenditure per student ranges from 3% of GDP per capita in Indonesia and 8% in Peru to approximately 17% in Chile, India and Jordan. Yet, even those top-spending WEI countries lag behind the OECD average and surpass just 3 out of 26 OECD countries reporting data: the Czech Republic, Ireland and Turkey. Among WEI countries, Thailand reports exceptionally high expenditure per student relative to GDP per capita of 24%, four points above the OECD average and comparable to countries such as Austria, Denmark and Poland.

The data show a tendency among both the WEI and OECD groups for countries with lower national incomes to mobilise an even smaller share of that income per primary and secondary student (*see Figure 3.2*). Nonetheless, considerable differences are evident: India has a per capita income similar to Indonesia but it spends, in relative terms, six times more of that income per primary student. Jordan spends twice as much as Peru, even though these WEI countries have almost equal levels of national income per capita.

The pattern is similar for secondary education (*see Table 3.b*). The higher per capita income is, the higher the share of wealth that is invested in secondary education. Yet, differences across WEI countries are smaller than at the primary level of education. Spending ranges from 8% in Indonesia, through the Philippines (10%), Brazil, Peru and Uruguay (at 11% each) to 20% in Jamaica and 24% in Malaysia. The latter is the only WEI country to approach OECD average spending per secondary student.

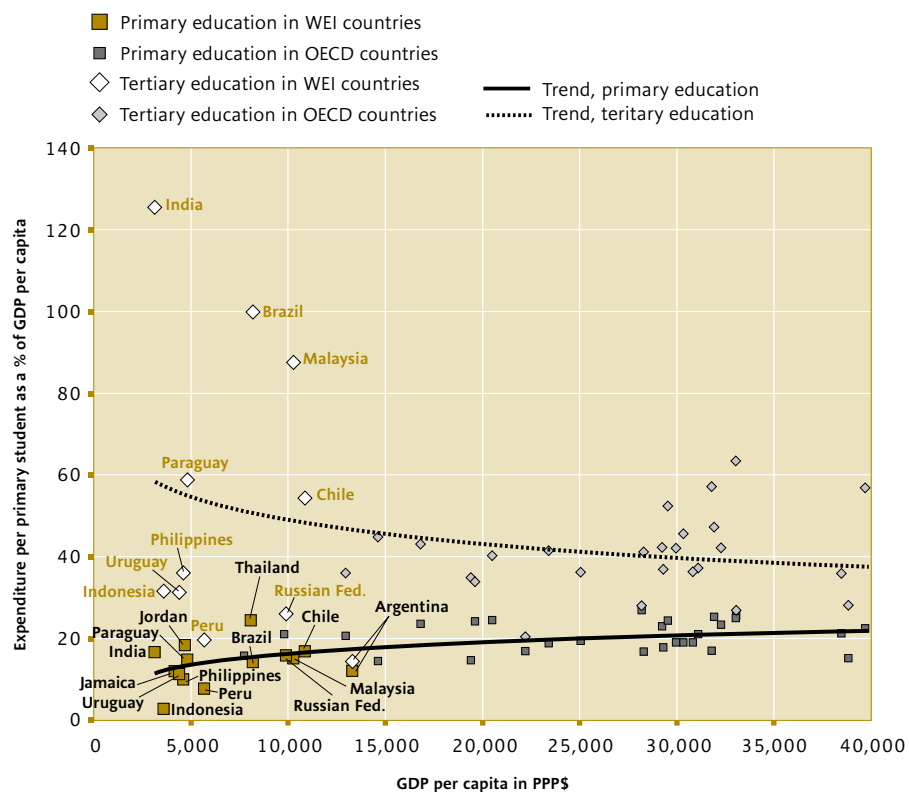
A substantially different situation emerges at the tertiary level, where WEI countries spend more than OECD countries relative to national income – 53% of GDP per capita on average and 40% respectively. In general, countries with lower levels of national income tend to spend more per tertiary student. India spends 126% of GDP per capita per tertiary student, twice that of OECD countries reporting the highest levels: Switzerland (63%) and the United States and Mexico (57% each). Brazil and Malaysia spend 100% and 88% of GDP per capita respectively, twice the OECD average (40%).

With the exception of Argentina (14%), even the lowest-spending WEI countries, such as Peru (20%), attain at least one-half of the OECD average.

FIGURE 3.2

Expenditure per primary student as a percentage of GDP per capita

Annual public and private expenditure per student on educational institutions as a percentage of GDP and GDP per capita in PPP\$, 2004



Sources: UNESCO Institute for Statistics, Table 3.b; OECD countries: OECD, 2007; World Bank.

c. Differences in expenditure per student by education level

From the primary to the tertiary level of education, costs per student increase far more in WEI countries than in almost every OECD country. The increase is sevenfold or more in Brazil, India and Indonesia.

Decision-makers face challenging decisions in balancing limited funds for education. Examining the allocation of funds by education level provides insight into a country's priorities and the implications for equity in education.

For example, expenditure levels tend to rise for higher levels of education simply due to the economies of scale implicit in primary and lower secondary education and the higher costs associated with the 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 relatively small number of students benefit from the higher education provided at much higher costs.

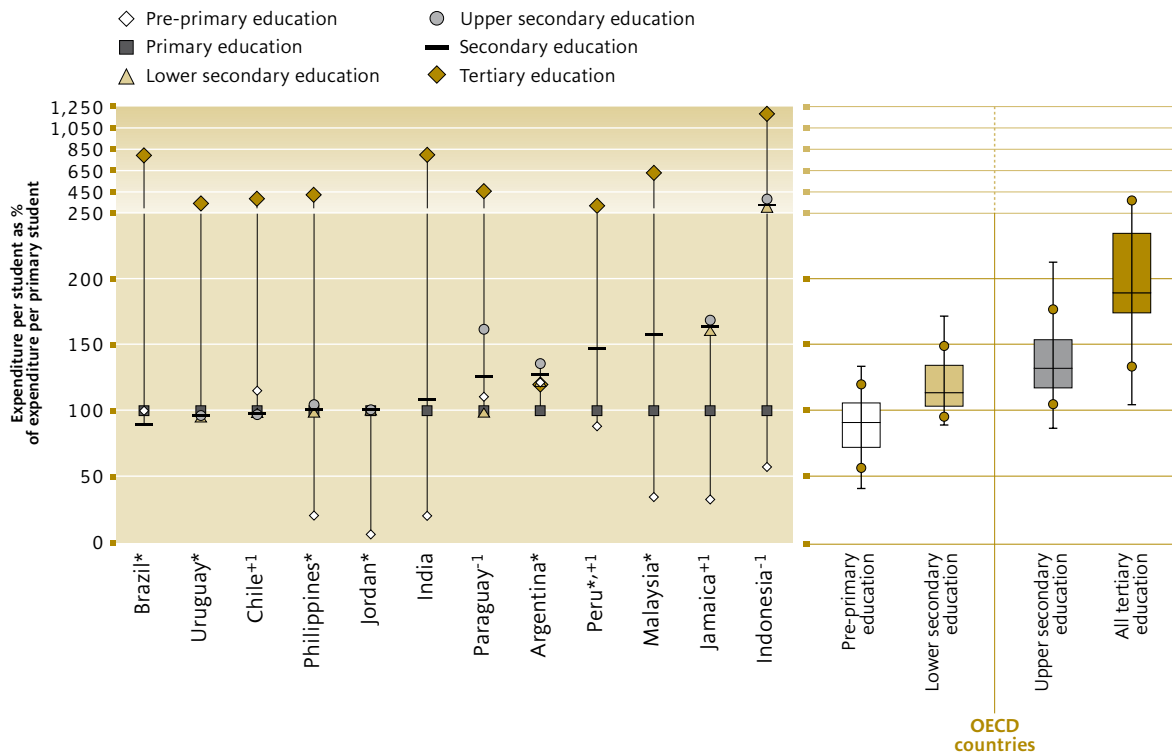
Figure 3.3 shows expenditure per pre-primary, secondary and tertiary student expressed as a percentage of expenditure per primary student. Allocation patterns vary widely across countries. In one-half of the 12 WEI countries reporting data – Brazil, Chile, India, Jordan, the Philippines and Uruguay – only small change can be observed in unit costs when going from primary to secondary education. Yet, costs per

secondary pupil are almost three times higher than per primary pupil in Indonesia (283%) and substantially greater in Jamaica (164%) and Malaysia (157%). With the exception of Indonesia, the cost difference between primary and secondary pupils in WEI countries is comparable to the OECD group in which France (172%) and the Czech Republic (171%) report the highest differences.

FIGURE 3.3

Expenditure per student by level of education

Annual expenditure per student on educational institutions as a percentage of annual expenditure per primary student, by level of education, 2004



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

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

Sources: UNESCO Institute for Statistics, Table 3.c.i; OECD countries: OECD, 2007.

Comparing expenditures at the primary level highlights the deficits in financing for pre-primary education. The unit costs of early childhood education in Jordan, India and the Philippines are less than one-quarter of those spent per primary pupil. In contrast, Latin American WEI countries report unit costs exceeding those of primary education. Argentina spends one-fifth more per pre-primary pupil than primary pupil.

As discussed, costs for higher education services are more strongly shaped by international markets, while costs and salaries at lower levels of education are more closely linked to national price structures. Consequently, education costs rise substantially at the tertiary level in almost all WEI countries: in 7 out of 10 countries reporting data expenditure per tertiary student is at least three times higher than per primary pupil. In comparison, only 2 out of 27 OECD countries report such a big increase (Slovakia and Mexico).

In relative terms, a tertiary student costs six to seven times more than a primary pupil in Brazil (7.8), India (7.5) and Malaysia (5.8). In Indonesia, due to the very low cost for primary students, expenditure per tertiary student is 11 times higher. This pattern raises questions about equity. For example, tertiary students in India comprise just 4% of total full-time equivalent enrolment but receive 24% of all education funding. In Indonesia, 7% of all students receive 35% of total education expenditure (see *Table 3.c.ii*).

d. Use of funds by nature of spending

Expenditure on teaching materials, student welfare and other non-staff costs in primary and secondary schools in WEI countries are, on average, six percentage points below that of OECD countries. The lower share of resources for non-staff-related expenditure may risk education quality.

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 enrolment.

This indicator reflects the breakdown between capital and current expenditure on educational institutions. Examples of capital expenditure include 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, this magnitude can vary by educational level. For primary to post-secondary non-tertiary levels, current expenditure accounts for an average of 94% of total spending in WEI countries. This is slightly higher than the OECD average of 91%. WEI countries report ratios ranging from 86% in Malaysia and Uruguay to 97% or more in Argentina, Chile and the Philippines (see *Figure 3.4*).

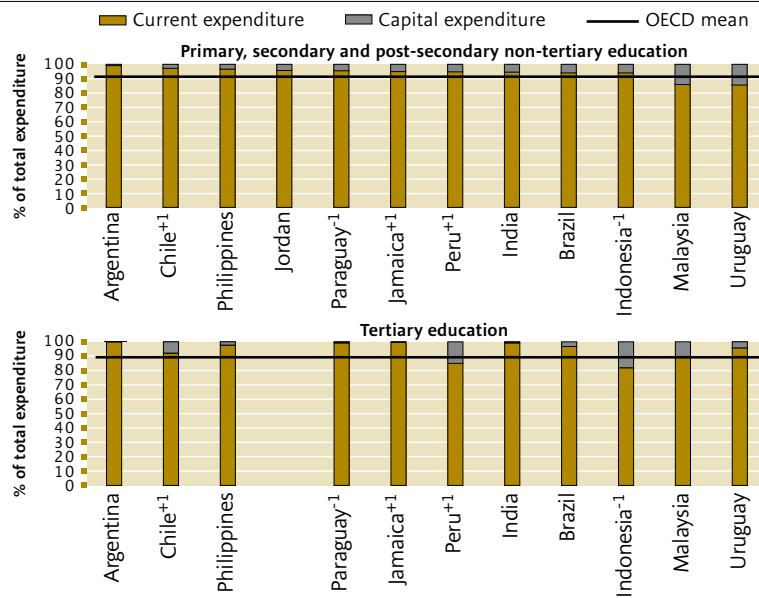
Staff costs (teaching and non-teaching) claim the largest part of current expenditure in all WEI and OECD countries, averaging 86% and 80% respectively for primary to post-secondary non-tertiary levels. Among WEI countries, these costs account for 90% or more of current expenditure in Jamaica, Jordan, Peru and the Philippines, but less than 75% in Brazil, Malaysia and Uruguay.

FIGURE 3.4

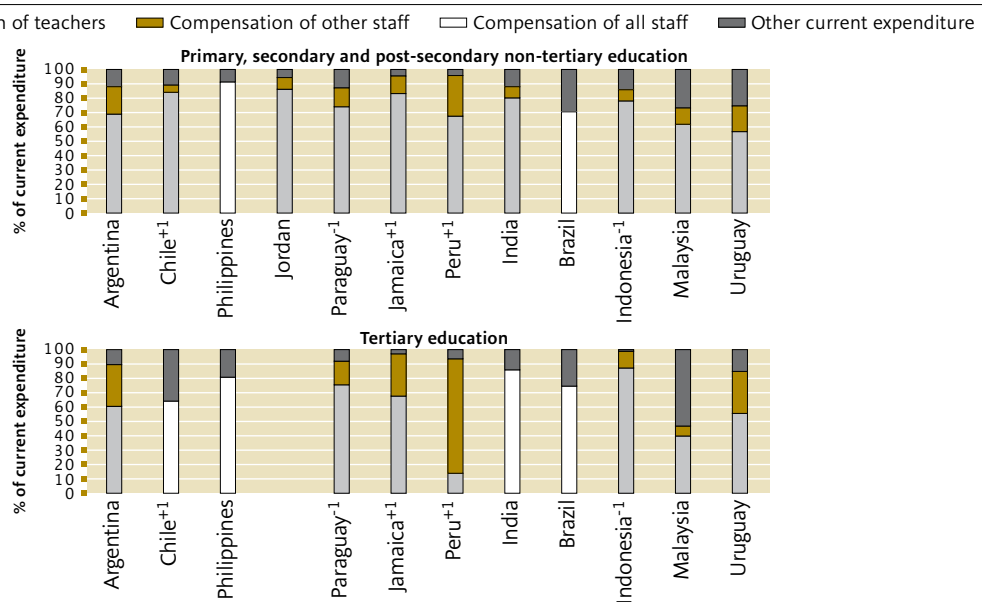
Expenditure by resource category

Expenditure on educational institutions by capital and current expenditure and by category of current expenditure by level of education, 2004

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 2005; ⁻¹ Data refer to 2003.

Sources: UNESCO Institute for Statistics, Table 3.d; OECD countries: OECD, 2007.

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. The highest share of current expenditure on primary to post-secondary non-tertiary education that is devoted to paying non-teaching staff is in Peru (28%), Argentina (19%) and Uruguay (18%). In contrast, India and Indonesia both report 8%, and Chile, 5%.

The costs of human resources can significantly reduce the funds available for teaching materials and other forms of educational 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 impact the quality of education. However, differences among WEI countries in this regard are notable. Non-personnel costs represent more than one-quarter of all current expenditure on primary to post-secondary non-tertiary education in Brazil, Malaysia and Uruguay, and less than 15% in all other WEI countries. The highest share of non-salary costs, more than one-third, is found in the Czech Republic, Finland and Slovakia.

Resource allocation patterns vary widely among WEI countries at the tertiary level. Non-staff costs range from 53% in Malaysia and 36% in Chile to less than 10% in Paraguay (8%), Peru (6%), Jamaica (3%) and Indonesia (1%). The WEI average of 17% of current expenditure is low compared to the OECD average of 34%. One possible explanation for the gap among countries and regions is that some countries tend to spend more on research and development at higher education institutions, resulting in an increase of the proportions 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

WEI 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
Argentina ¹	2004	1,939	1,605	1,971	2,179	2,048	a	1,905	2,302	1,815	1,819
Brazil ¹	2004	1,171	1,159	1,172	801	1,033	a	9,019	x(4)	9,019	1,303
Chile	2005	2,460	2,120	2,106	2,062	2,077	a	6,873	4,371	8,090	2,864
India	2003/04	104	484	x(5)	x(5)	524	1,415	3,668	x(7)	x(7)	637
Indonesia	2003	54	93	232	313	262	a	1,077	x(7)	x(7)	220
Jamaica	2004/05	164	486	783	820	796	74	...	...	...	...
Jordan ¹	2004	817	855	872	865	870	a	...	...	...	...
Malaysia ¹	2004	554	1,552	x(5)	x(5)	2,439	7,872	8,997	6,876	9,708	2,523
Paraguay	2003	759	681	678	1,101	854	...	2,712	2,304	2,803	915
Peru ¹	2005	428	479	x(5)	x(5)	703	...	1,222	933	1,384	613
Philippines ¹	2004	99	458	456	480	461	1,475	1,661	x(7)	x(7)	520
Russian Federation ¹	2004	...	x(5)	x(5)	x(5)	1,615	x(5)	2,562	1,863	2,840	1,775
Thailand ^{1,2}	2004/05	...	2,047	...	...	...	...	...	...	...	...
Uruguay ¹	2004	1,077	1,063	1,018	1,027	1,022	x(4)	2,948	x(7)	x(7)	1,230
WEI mean	2004	802	1,050	...	...	1,131	...	3,877	...	...	1,311
OECD countries											
Australia	2004	...	5,776	7,747	8,853	8,160	7,969	14,036	8,425	15,000	8,053
Austria	2004	6,106	7,669	8,969	9,962	9,446	x(4)	13,959	10,072	14,281	9,803
Belgium	2004	4,915	6,636	x(5)	x(5)	7,751	x(5)	11,842	x(7)	x(7)	8,019
Czech Republic	2004	3,178	2,791	4,769	4,790	4,779	2,191	6,752	3,273	7,142	4,484
Denmark	2004	5,323	8,081	8,224	9,466	8,849	x(4,7)	15,225	x(7)	x(7)	9,766
Finland	2004	4,282	5,581	8,918	6,555	7,441	x(5)	12,505	8,729	12,507	7,798
France	2004	4,938	5,082	7,837	9,883	8,737	4,081	10,668	9,113	11,195	7,880
Germany	2004	5,489	4,948	6,082	10,459	7,576	10,573	12,255	6,413	13,218	7,802
Greece	2004	x(2)	4,595	x(5)	x(5)	5,213	5,688	5,593	2,549	7,199	5,135
Hungary ¹	2004	4,231	3,841	3,433	3,968	3,692	6,351	7,095	5,089	7,198	4,326
Iceland	2004	6,114	8,434	8,284	7,330	7,721	x(4,7)	8,881	x(7)	x(7)	8,264
Ireland	2004	4,948	5,422	6,943	7,309	7,110	5,169	10,211	x(7)	x(7)	6,713
Italy ¹	2004	5,971	7,390	7,657	7,971	7,843	...	7,723	8,378	7,716	7,723
Japan	2003/04	3,945	6,551	7,325	7,883	7,615	x(4,7)	12,193	7,619	13,777	8,148
Luxembourg ¹	2004	x(2)	13,458	18,036	17,731	17,876	...	...	...	...	...
Mexico	2004	1,794	1,694	1,602	2,564	1,922	a	5,778	x(7)	x(7)	2,128
Netherlands	2004	5,807	6,222	7,948	7,037	7,541	6,624	13,846	a	13,846	7,999
New Zealand	2004/05	5,112	5,190	5,334	7,424	6,299	5,412	8,866	5,791	9,834	6,298
Norway	2004	4,327	8,533	9,476	12,498	11,109	x(5)	14,997	x(7)	x(7)	10,721
Poland ¹	2004	4,045	3,130	2,822	2,949	2,889	3,147	4,412	2,756	4,471	3,323
Portugal ¹	2004	4,461	4,681	6,359	5,962	6,168	...	7,741	x(7)	x(7)	5,809
Republic of Korea	2004	2,520	4,490	6,057	7,485	6,761	a	7,068	4,263	8,600	5,994
Slovakia	2004	2,575	2,073	2,389	3,155	2,744	x(4)	6,535	x(4)	6,535	3,058
Spain	2004	4,617	4,965	x(5)	x(5)	6,701	a	9,378	8,363	9,582	6,599
Sweden	2004	4,417	7,469	7,836	8,218	8,039	3,437	16,218	x(7)	x(7)	9,085
Switzerland ¹	2004	3,581	8,570	9,197	15,368	12,176	8,401	21,966	5,971	23,395	11,883
Turkey ¹	2004	...	1,120	a	1,808	1,808	a	...	...	...	1,527
United Kingdom	2003/04	7,924	5,941	x(5)	x(5)	7,090	x(5)	11,484	x(7)	x(7)	7,270
United States	2003/04	7,896	8,805	9,490	10,468	9,938	...	22,476	x(7)	x(7)	12,092
OECD mean	2004	4,741	5,832	6,909	7,884	7,276	4,315	11,100	~	~	7,061

Other UOE countries	Financial year	Pre-primary education 1	Primary education 2	Secondary education			Post- secondary non-tertiary education 6	Tertiary education (including R&D activities)			Primary to tertiary education 10
				Lower secondary education 3	Upper secondary education 4	All secondary education 5		All tertiary education 7	Tertiary (type B) education 8	Tertiary (type A) & advanced research programmes 9	
Bulgaria	2003	2,183	1,384	1,410	1,523	1,468	2,205	4,086	3,803	4,107	1,853
Cyprus	2004	4,730	6,184	9,555	10,288	9,922	a	10,076	5,934	23,479	8,367
Estonia ¹	2004	1,186	2,894	3,579	3,670	3,623	3,717	4,552	4,194	a	3,402
Israel	2004	4,278	5,192	x(5)	x(5)	6,066	4,272	11,289	8,673	11,922	6,540
Malta	2002	2,712	2,959	4,488	4,050	4,393	2,344	8,072	x(7)	x(7)	4,109
Romania ¹	2004	862	1,101	x(5)	x(5)	1,303	384	2,446	x(7)	x(7)	1,339
Slovenia ¹	2004	6,369	x(3)	7,428	5,062	6,525	x(4)	8,011	x(7)	x(7)	6,824

¹. Public institutions only.

². Public expenditure only.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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

WEI 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
Argentina ¹	2004	15	12	15	16	15	a	14	17	14	14
Brazil ¹	2004	13	13	13	9	11	a	100	x(4)	100	14
Chile	2005	19	17	17	16	16	a	54	35	64	23
India	2003/04	4	17	x(5)	x(5)	18	48	126	x(7)	x(7)	22
Indonesia	2003	2	3	7	9	8	a	32	x(7)	x(7)	6
Jamaica	2004/05	4	12	19	20	20	2	...	...	...	...
Jordan ¹	2004	17	18	19	18	19	a	...	...	...	...
Malaysia ¹	2004	5	15	x(5)	x(5)	24	77	88	67	94	25
Paraguay	2003	16	15	15	24	19	...	59	50	61	20
Peru ¹	2005	7	8	x(5)	x(5)	11	...	20	15	22	10
Philippines ¹	2004	2	10	10	10	10	32	36	x(7)	x(7)	11
Russian Federation ¹	2004	...	x(5)	x(5)	x(5)	16	x(5)	26	19	29	18
Thailand ^{1,2}	2004/05	...	24	...	...	...	...	...	...	...	...
Uruguay ¹	2004	11	11	11	11	11	x(4)	31	x(7)	x(7)	13
WEI mean	2004	10	14	...	...	15	...	53	...	...	16
OECD countries											
Australia	2004	...	19	25	29	26	26	45	27	49	26
Austria	2004	18	23	27	30	28	x(4)	42	30	43	29
Belgium	2004	15	21	x(5)	x(5)	24	x(5)	37	x(7)	x(7)	25
Czech Republic	2004	16	14	25	25	25	11	35	17	37	23
Denmark	2004	16	25	25	29	27	x(4,7)	47	x(7)	x(7)	30
Finland	2004	14	19	30	22	25	x(5)	42	29	42	26
France	2004	17	18	27	34	30	14	37	31	39	27
Germany	2004	18	17	20	35	25	35	41	21	44	26
Greece	2004	x(2)	17	x(5)	x(5)	19	21	20	9	26	19
Hungary ¹	2004	26	23	21	24	22	38	43	31	44	26
Iceland	2004	18	25	25	22	23	x(4,7)	27	x(7)	x(7)	25
Ireland	2004	14	15	19	20	19	14	28	x(7)	x(7)	18
Italy ¹	2004	22	27	28	29	28	...	28	30	28	28
Japan	2003/04	14	23	25	27	26	x(4,7)	42	26	48	28
Luxembourg ¹	2004	x(2)	21	28	27	28	x(5)	...	...	...	...
Mexico	2004	18	17	16	25	19	a	57	x(7)	x(7)	21
Netherlands	2004	17	19	24	21	22	20	41	a	41	24
New Zealand	2004/05	21	21	21	30	25	22	36	23	40	25
Norway	2004	10	20	23	30	27	x(5)	36	x(7)	x(7)	26
Poland ¹	2004	31	24	22	23	22	24	34	27	34	25
Portugal ¹	2004	23	24	33	31	32	...	40	x(7)	x(7)	30
Republic of Korea	2004	12	22	29	36	33	a	34	21	42	29
Slovakia	2004	18	14	16	22	19	x(4)	45	x(4)	45	21
Spain	2004	18	19	x(5)	x(5)	26	a	36	32	37	25
Sweden	2004	14	24	25	26	26	11	52	x(7)	x(7)	29
Switzerland ¹	2004	10	25	26	44	35	24	63	17	67	34
Turkey ¹	2004	...	16	a	25	25	a	...	x(7)	x(7)	21
United Kingdom	2003/04	25	19	x(5)	x(5)	22	x(5)	36	x(7)	x(7)	23
United States	2003/04	20	22	24	26	25	...	57	x(7)	x(7)	30
OECD mean	2004	18	20	23	28	25	16	40	23	41	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
Cyprus	2004	21	27	42	45	44	a	44	26	103	37
Estonia ¹	2004	8	20	25	25	25	26	32	29	n	24
Israel	2004	17	21	x(5)	x(5)	25	17	46	35	49	27
Malta	2002	15	16	25	22	24	13	44	x(7)	x(7)	23
Romania ¹	2004	10	13	x(5)	x(5)	15	5	29	x(7)	x(7)	16
Slovenia ¹	2004	30	x(3)	34	24	30	x(4)	37	x(7)	x(7)	32

¹. Public institutions only.

². Public expenditure only.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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

WEI 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
Argentina ¹	2004	121	100	123	136	128	a	119	143	113	113
Brazil ¹	2004	101	100	101	69	89	a	778	x(4)	778	112
Chile	2005	116	100	99	97	98	a	324	206	382	135
India	2003/04	21	100	x(5)	x(5)	108	292	757	x(7)	x(7)	132
Indonesia	2003	58	100	250	338	283	a	1 161	x(7)	x(7)	237
Jamaica	2004/05	34	100	161	169	164	15	...	...	...	...
Jordan ¹	2004	95	100	102	101	102	a	...	...	...	...
Malaysia ¹	2004	36	100	x(5)	x(5)	157	507	580	443	625	163
Paraguay	2003	111	100	100	162	125	...	398	338	412	134
Peru ¹	2005	89	100	x(5)	x(5)	147	...	255	195	289	128
Philippines ¹	2004	22	100	99	105	101	322	363	x(7)	x(7)	113
Thailand ^{1,2}	2004/05	...	100	...	...	...	...	...	...	...	...
Uruguay ¹	2004	101	100	96	97	96	x(4)	277	x(7)	x(7)	116
WEI mean	2004	76	100	...	...	133	...	501	...	...	138
OECD countries											
Australia	2004	...	100	134	153	141	138	243	146	260	139
Austria	2004	80	100	117	130	123	x(4)	182	131	186	128
Belgium	2004	74	100	x(5)	x(5)	117	x(5)	178	x(7)	x(7)	121
Czech Republic	2004	114	100	171	172	171	78	242	117	256	161
Denmark	2004	66	100	102	117	110	x(4,7)	188	x(7)	x(7)	121
Finland	2004	77	100	160	117	133	x(5)	224	156	224	140
France	2004	97	100	154	194	172	80	210	179	220	155
Germany	2004	111	100	123	211	153	214	248	130	267	158
Greece	2004	x(2)	100	x(5)	x(5)	113	124	122	55	157	112
Hungary ¹	2004	110	100	89	103	96	165	185	132	187	113
Iceland	2004	72	100	98	87	92	x(4,7)	105	x(7)	x(7)	98
Ireland	2004	91	100	128	135	131	95	188	x(7)	x(7)	124
Italy	2004	81	100	104	108	106	...	105	113	104	105
Japan	2003/04	60	100	112	120	116	x(4,7)	186	116	210	124
Luxembourg ¹	2004	x(2)	100	134	132	133	...	...	...	...	...
Mexico	2004	106	100	95	151	113	a	341	x(7)	x(7)	126
Netherlands	2004	93	100	128	113	121	106	223	a	223	129
New Zealand	2004/05	99	100	103	143	121	104	171	112	189	121
Norway	2004	51	100	111	146	130	x(5)	176	x(7)	x(7)	126
Poland ¹	2004	129	100	90	94	92	101	141	88	143	106
Portugal ¹	2004	95	100	136	127	132	...	165	x(7)	x(7)	124
Republic of Korea	2004	56	100	135	167	151	a	157	95	192	133
Slovakia	2004	124	100	115	152	132	x(4)	315	x(4)	315	147
Spain	2004	93	100	x(5)	x(5)	135	a	189	168	193	133
Sweden	2004	59	100	105	110	108	46	217	x(7)	x(7)	122
Switzerland ¹	2004	42	100	107	179	142	98	256	70	273	139
Turkey ¹	2004	...	100	a	161	161	a	...	...	...	136
United Kingdom	2003/04	133	100	x(5)	x(5)	119	x(5)	193	x(7)	x(7)	122
United States	2003/04	90	100	108	119	113	...	255	x(7)	x(7)	137
OECD mean	2004	88	100	119	138	127	113	200	121	212	129

Other UOE countries	Financial year	Pre-primary education 1	Primary education 2	Secondary education			Post- secondary non-tertiary education 6	Tertiary education (including R&D activities)			Primary to tertiary education 10
				Lower secondary education 3	Upper secondary education 4	All secondary education 5		All tertiary education 7	Tertiary (type B) education 8	Tertiary (type A) & advanced research programmes 9	
Bulgaria	2003	158	100	102	110	106	159	295	275	297	134
Cyprus	2004	76	100	155	166	160	a	163	96	380	135
Estonia ¹	2004	41	100	124	127	125	128	157	145	a	118
Israel	2004	82	100	x(5)	x(5)	117	82	217	167	230	126
Malta	2002	92	100	152	137	148	79	273	x(7)	x(7)	139
Romania ¹	2004	78	100	x(5)	x(5)	118	35	222	x(7)	x(7)	122

¹. Public institutions only.

². Public expenditure only.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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

WEI countries	Financial year	Pre-primary education (for children aged 3 years and older)		Primary education		Secondary education						Post-secondary non-tertiary 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	Lower secondary education		Upper secondary education		All secondary 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		
		1	2	3		4		5		6			
Argentina ²	2004	8	8	37	40	22	20	14	13	37	33	a	a
Brazil ²	2004	9	10	34	37	28	31	12	19	40	50	a	a
Chile	2005	8	9	29	38	10	14	18	25	28	38	a	a
India	2003/04	2	10	44	54	17	19	12	14	29	32	n.	n.
Indonesia	2003	1	4	25	58	22	20	18	12	39	32	a	a
Jamaica	2004/05	5	19	31	41	25	20	14	11	39	31	1	8
Paraguay	2003	7	8	40	54	13	17	15	12	28	30	...	...
Peru ²	2005	8	12	35	49	32	20	0	10	...	30	n.	...
Philippines ²	2004	n.	2	59	57	19	22	5	6	25	28	2	2
Russian Federation ²	2004	15	...	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	56	84	x(5)	x(5)
Uruguay ²	2004	10	11	36	41	17	21	15	18	33	39	x(4)	n.
WEI mean	2004	7	9	37	47	21	20	16	20	35	39	...	...
OECD countries													
Australia	2004	...	3	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	...	81	x(5)	x(5)
Austria	2004	9	13	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	68	72	x(5)	x(5)
Belgium	2004	10	15	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	68	71	x(5)	x(5)
Canada	2003/04	...	...	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	...	...	x(5)	x(5)
Czech Republic	2004	10	13	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	66	72	x(5)	x(5)
Denmark	2004	12	20	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	60	65	x(5)	x(5)
Finland	2004	6	11	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	64	72	x(5)	x(5)
France	2004	12	17	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	67	68	x(5)	x(5)
Germany	2004	10	13	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	67	73	x(5)	x(5)
Greece	2004	x(2)	x(2)	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	65	71	x(5)	x(5)
Hungary ²	2004	15	16	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	60	71	x(5)	x(5)
Iceland	2004	9	13	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	68	74	x(5)	x(5)
Ireland	2004	n.	n.	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	74	83	x(5)	x(5)
Italy ²	2004	9	12	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	72	70	x(5)	x(5)
Japan	2003/04	4	8	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	62	72	x(5)	x(5)
Luxembourg	2004	...	...	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	...	...	x(5)	x(5)
Mexico	2004	10	12	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	67	80	x(5)	x(5)
Netherlands	2004	7	10	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	68	76	x(5)	x(5)
New Zealand	2004/05	5	6	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	73	79	x(5)	x(5)
Norway	2004	5	12	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	68	72	x(5)	x(5)
Poland ²	2004	11	9	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	67	75	x(5)	x(5)
Portugal ²	2004	6	8	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	69	76	x(5)	x(5)
Republic of Korea	2004	2	5	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	61	67	x(5)	x(5)
Slovakia	2004	10	13	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	63	77	x(5)	x(5)
Spain	2004	12	17	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	62	66	x(5)	x(5)
Sweden	2004	8	15	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	66	72	x(5)	x(5)
Switzerland ²	2004	4	11	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	69	78	x(5)	x(5)
Turkey ²	2004	...	2	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	...	90	x(5)	x(5)
United Kingdom	2003/04	6	4	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	75	83	x(5)	x(5)
United States	2003/04	6	9	x(5)	x(5)	x(5)	x(5)	x(5)	x(5)	58	72	x(5)	x(5)
OECD mean	2004	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)										
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		WEI countries
18	18	4	5	14	13	n	n	100	100	Argentina ²
17	3	x(7)	n.	x(7)	2	n	n	100	100	Brazil ²
36	15	7	5	28	10	n	n	100	100	Chile
24	4	x(7)	x(7)	x(7)	x(7)	n.	n	100	100	India
35	7	x(7)	x(7)	x(7)	x(7)	a	a	100	100	Indonesia
24	...	5	...	19	...	n	n	100	100	Jamaica
24	8	4	1	20	7	n	n	100	100	Paraguay
11	6	3	2	8	4	14	2	100	100	Peru ²
14	11	x(7)	1	x(7)	9	a	n	100	100	Philippines ²
18	16	4	5	15	12	10	...	100	100	Russian Federation ²
22	9	x(7)	1	x(7)	8	a	a	100	100	Uruguay ²
22	10	...	...	20	8	2	n.	100	100	WEI mean
OECD countries										
...	16	x(7)	x(7)	x(7)	x(7)	...	n.	...	100	Australia
22	15	x(7)	x(7)	x(7)	x(7)	a	a	100	100	Austria
20	13	x(7)	x(7)	x(7)	x(7)	2	n	100	100	Belgium
...	...	x(7)	x(7)	x(7)	x(7)	...	...	...	...	Canada
22	14	x(7)	x(7)	x(7)	x(7)	3	n	100	100	Czech Republic
25	15	x(7)	x(7)	x(7)	x(7)	2	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)	n	n	100	100	France
22	13	x(7)	x(7)	x(7)	x(7)	2	n.	100	100	Germany
33	29	x(7)	x(7)	x(7)	x(7)	3	n	100	100	Greece
20	13	x(7)	x(7)	x(7)	x(7)	4	n	100	100	Hungary ²
15	13	x(7)	x(7)	x(7)	x(7)	8	n	100	100	Iceland
26	17	x(7)	x(7)	x(7)	x(7)	n	n	100	100	Ireland
19	19	x(7)	x(7)	x(7)	x(7)	n	n	100	100	Italy ²
27	19	x(7)	x(7)	x(7)	x(7)	7	1	100	100	Japan
...	...	x(7)	x(7)	x(7)	x(7)	...	...	...	...	Luxembourg
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
21	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)	3	n	100	100	Norway
22	15	x(7)	x(7)	x(7)	x(7)	n	n	100	100	Poland ²
21	16	x(7)	x(7)	x(7)	x(7)	4	n	100	100	Portugal ²
32	28	x(7)	x(7)	x(7)	x(7)	5	n	100	100	Republic of Korea
23	11	x(7)	x(7)	x(7)	x(7)	3	n	100	100	Slovakia
25	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
25	12	x(7)	x(7)	x(7)	x(7)	2	n	100	100	Switzerland ²
...	9	x(7)	x(7)	x(7)	x(7)	n	n	...	100	Turkey ²
19	12	x(7)	x(7)	x(7)	x(7)	n	a	100	100	United Kingdom
36	19	x(7)	x(7)	x(7)	x(7)	n	n	100	100	United States
24	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

[continued]

Other UOE countries	Financial year	Pre-primary education (for children aged 3 years and older)		Primary education		Secondary education						Post-secondary non-tertiary 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	Lower secondary education		Upper secondary education		All secondary 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		
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	2004	6	9	29	36	24	19	26	19	50	38	a	a
Estonia ²	2004	8	15	29	27	27	19	25	17	52	36	4	3
Israel	2004	10	...	29	...	x(5)	...	x(5)	...	27	...	n.	...
Latvia	2003	12	...	16	...	29	...	19	...	48	...	1	...
Liechtenstein	2003	9	...	37	...	36	...	6	...	43	...	1	...
Lithuania	2004	...	10	...	19	...	39	...	14	...	52	...	1
Malta	2002	8	11	28	38	38	33	9	9	47	43	n.	1
Romania ²	2004	9	15	37	48	x(5)	x(5)	x(5)	x(5)	22	24	n.	1
Slovenia	2004	10	10	x(3)	44	48	x(5)	21	x(5)	69	27	x(4)	x(4)
The FYR of Macedonia ²	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/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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
15	17	7	9	8	8	n	n	100	100	Cyprus
6	19	6	7	n.	12	1	n	100	100	Estonia ²
23	...	4	...	20	...	10	...	100	...	Israel
23	...	6	...	17	...	a	...	100	...	Latvia
9	...	a	...	9	...	1	...	100	...	Liechtenstein
...	17	...	4	...	13	...	n	...	100	Lithuania
17	8	x(7)	1	x(7)	7	a	a	100	100	Malta
20	13	x(7)	1	x(7)	12	12	...	100	100	Romania ²
21	19	x(7)	x(7)	x(7)	x(7)	n	n	100	100	Slovenia
13	11	x(7)	1	x(7)	11	a	a	100	100	The FYR of Macedonia ²

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

WEI 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
Argentina ¹	2004	99.0	1.0	68.9	19.1	88.0	12.0
Brazil ¹	2004	93.9	6.1	x(5)	x(5)	70.5	29.5
Chile ¹	2005	97.1	2.9	84.2	4.9	89.1	10.9
India	2003/04	94.6	5.4	80.2	7.8	88.0	12.0
Indonesia ¹	2003	93.9	6.1	78.0	7.8	85.8	14.2
Jamaica	2004/05	94.9	5.1	83.2	12.2	95.4	4.6
Jordan	2004	95.7	4.3	86.2	8.1	94.3	5.7
Malaysia ¹	2004	85.9	14.1	61.8	11.3	73.1	26.9
Paraguay ¹	2003	95.5	4.6	74.1	13.0	87.1	12.9
Peru ¹	2005	94.8	5.2	67.5	28.4	95.8	4.2
Philippines ¹	2004	96.5	3.5	x(5)	x(5)	91.1	8.9
Uruguay ¹	2004	85.5	14.5	56.6	17.9	74.5	25.5
WEI mean	2004	93.9	6.1	74.1	13.0	86.1	13.9
OECD countries							
Australia	2004	92.1	7.9	60.2	16.8	77.0	23.0
Austria	2004	95.6	4.4	67.0	10.2	77.2	22.8
Belgium	2004	97.8	2.2	70.3	18.5	88.9	11.1
Czech Republic	2004	91.9	8.1	47.0	14.3	61.3	38.7
Denmark	2004	92.9	7.1	52.3	26.3	78.6	21.4
Finland	2004	89.4	10.6	54.4	11.6	66.0	34.0
France	2004	90.4	9.6	57.6	23.1	80.7	19.3
Germany ¹	2004	93.2	6.8	x(5)	x(5)	85.1	14.9
Greece ¹	2004	85.0	15.0	x(5)	x(5)	92.7	7.3
Hungary ¹	2004	94.9	5.1	x(5)	x(5)	79.1	20.9
Iceland	2004	89.4	10.6	x(5)	x(5)	76.2	23.8
Ireland ¹	2004	92.7	7.3	75.4	8.1	83.6	16.4
Italy ¹	2004	93.0	7.0	62.5	18.2	80.7	19.3
Japan	2003/04	89.5	10.5	x(5)	x(5)	87.4	12.6
Luxembourg ¹	2004	80.1	19.9	74.9	11.2	86.2	13.8
Mexico ¹	2004	96.9	3.1	84.4	10.7	95.0	5.0
Netherlands	2004	92.7	7.3	x(5)	x(5)	79.1	20.9
Norway	2004	87.8	12.2	x(5)	x(5)	80.3	19.7
Poland ¹	2004	94.4	5.6	x(5)	x(5)	72.2	27.8
Portugal ¹	2004	97.6	2.4	84.2	11.3	95.5	4.5
Republic of Korea	2004	81.5	18.5	66.8	7.9	74.7	25.3
Slovakia ¹	2004	96.0	4.0	50.8	16.3	67.1	32.9
Spain	2004	92.2	7.8	70.7	11.4	82.2	17.8
Sweden	2004	92.8	7.2	52.1	18.5	70.6	29.4
Switzerland ¹	2004	90.6	9.4	72.1	13.0	85.1	14.9
Turkey ¹	2004	77.8	22.2	x(5)	x(5)	88.3	11.7
United Kingdom	2003/04	91.1	8.9	49.0	20.7	69.7	30.3
United States	2003/04	88.9	11.1	55.3	25.7	81.0	19.0
OECD mean	2004	91.0	9.0	63.5	15.5	80.1	19.9

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
99.8	0.2	60.6	29.0	89.6	10.4	Argentina ¹
96.7	3.3	x(11)	x(11)	74.6	25.4	Brazil ¹
92.1	7.9	x(11)	x(11)	64.1	35.9	Chile ¹
99.2	0.8	x(11)	x(11)	85.8	14.2	India
82.0	18.0	87.2	11.8	99.0	1.0	Indonesia ¹
99.7	0.3	67.6	29.5	97.1	2.9	Jamaica
...	...	...	...	...	...	Jordan
89.0	11.0	39.9	6.9	46.8	53.2	Malaysia ¹
99.1	0.9	75.6	16.3	91.9	8.1	Paraguay ¹
84.9	15.1	13.9	79.6	93.6	6.4	Peru ¹
97.7	2.3	x(11)	x(11)	80.9	19.1	Philippines ¹
95.8	4.2	55.5	29.4	84.9	15.1	Uruguay ¹
94.2	5.8	...	...	82.6	17.4	WEI mean
						OECD countries
90.9	9.1	31.8	27.8	59.7	40.3	Australia
94.5	5.5	43.3	13.9	57.2	42.8	Austria
96.9	3.1	54.0	24.1	78.1	21.9	Belgium
87.3	12.7	30.1	20.9	51.0	49.1	Czech Republic
94.4	5.6	52.1	25.2	77.3	22.7	Denmark
94.2	5.8	35.0	28.1	63.1	36.9	Finland
88.7	11.3	52.7	26.5	79.2	20.8	France
91.2	8.8	x(11)	x(11)	71.0	29.0	Germany ¹
66.7	33.3	x(11)	x(11)	40.6	59.4	Greece ¹
87.3	12.7	x(11)	x(11)	69.7	30.3	Hungary ¹
92.0	8.0	x(11)	x(11)	79.4	20.6	Iceland
94.7	5.3	49.3	25.1	74.4	25.6	Ireland ¹
88.8	11.2	45.4	21.4	66.8	33.2	Italy ¹
85.0	15.0	x(11)	x(11)	61.0	39.0	Japan
...	...	...	...	...	...	Luxembourg ¹
96.9	3.1	60.2	14.8	75.0	25.0	Mexico ¹
95.3	4.7	x(11)	x(11)	74.5	25.5	Netherlands
88.8	11.2	x(11)	x(11)	63.7	36.3	Norway
87.6	12.4	x(11)	x(11)	62.1	37.9	Poland ¹
90.2	9.8	x(11)	x(11)	73.2	26.8	Portugal ¹
80.9	19.1	38.2	14.1	52.3	47.7	Republic of Korea
91.4	8.6	29.0	15.9	44.9	55.1	Slovakia ¹
81.6	18.4	59.1	19.9	79.0	21.0	Spain
...	...	x(11)	x(11)	60.1	39.9	Sweden
90.7	9.3	40.8	36.6	77.5	22.5	Switzerland ¹
82.3	17.7	x(11)	x(11)	71.5	28.5	Turkey ¹
95.0	5.0	32.3	25.7	58.0	42.0	United Kingdom
87.6	12.4	29.7	36.9	66.6	33.4	United States
89.3	10.7	42.7	23.6	66.2	33.8	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
by resource category and by level of education

[continued]

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	2003	97.0	3.0	60.3	14.3	74.7	25.3
Croatia ¹	2003	91.5	8.5	x(5)	x(5)	81.2	18.8
Cyprus	2004	90.1	9.9	81.3	8.8	90.1	9.9
Estonia ¹	2004	91.0	9.0	...	...	...	...
Israel	2004	92.7	7.3	x(5)	x(5)	77.5	22.5
Latvia	2003	90.8	9.2	x(5)	x(5)	76.9	23.1
Lithuania	2004	95.9	4.1	38.5	33.9	72.4	27.6
Malta	2002	91.4	8.6	66.9	24.1	91.0	9.0
Romania ¹	2004	96.2	3.8	x(5)	x(5)	76.6	23.4
Slovenia ¹	2004	90.0	10.0	49.6	30.9	80.4	19.6
The FYR of Macedonia ¹	2003	97.8	2.2	x(5)	x(5)	88.7	11.3

¹ Public institutions only.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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
93.0	7.0	x(11)	x(11)	73.5	26.5	Croatia ¹
85.4	14.6	49.4	16.1	65.5	34.5	Cyprus
99.5	0.5	...	...	...	...	Estonia ¹
91.0	9.0	x(11)	x(11)	75.3	24.7	Israel
93.1	6.9	x(11)	x(11)	64.7	35.3	Latvia
90.4	9.6	41.3	29.8	71.1	28.9	Lithuania
91.6	8.4	40.0	24.8	64.8	35.2	Malta
91.3	8.7	x(11)	x(11)	77.3	22.7	Romania ¹
90.8	9.2	36.6	34.0	70.5	29.5	Slovenia ¹
98.9	1.1	x(11)	x(11)	90.1	9.9	The FYR of Macedonia ¹

4

Access to education, participation and progression

Introduction

An essential part of any country's economic and social development lies in ensuring that the population has access to and participates in a wide range of quality education.

- Pre-primary education programmes can help offset socio-economic disadvantages among children by preparing them for primary education and helping them gain the most from their formal learning experiences.
- Primary and lower secondary education provide the foundation of all academic learning and embed the skills for lifelong learning.
- Upper secondary education offers more specialised learning opportunities to young people, including preparation for tertiary level programmes or readiness for active participation in the economy.
- Finally, tertiary education prepares young people to become the next generation of highly-skilled professionals, but it should also be flexible enough to encourage and accommodate adults in the pursuit of greater knowledge and new skills.

This section examines a group of indicators that helps assess the overall situation of WEI countries with regard to access to and participation in formal education, as well as the progression of students from pre-primary to tertiary education.

a. Pre-primary education expectancy

Children in WEI countries can expect to spend an average of 1.5 years in pre-primary education, almost 10 months less than the OECD average.

This indicator presents the number of years of pre-primary education that a child can expect to receive if current trends continue. All children, enrolled or not, are counted in the average

expectancy of a country; those never enrolled are counted as “zero years” in the calculation.

In WEI countries, a child of pre-school age can expect to spend an average of 1.5 years in pre-primary education (see **Table 4.a**) compared to an average of 2.3 years in OECD countries. The longest pre-primary education, by far, is reported by the Russian Federation and Thailand at 3.4 years and 3.3 years respectively – more than one year longer (or 30% more) than all other WEI countries. Pre-primary education expectancy is 1.9 years to 2.2 years in most Latin American WEI countries, close to the OECD average. In contrast, Egypt reports less than four months of pre-primary education expectancy, similar to OECD countries Ireland and Turkey.

WEI countries reported no noticeable gender differences in participation at this level of education with the exception of Zimbabwe, where girls can expect 1.3 years of pre-primary education compared to 1.6 years for boys or 23% longer than girls participate. Gender differences in OECD and other UOE countries are also negligible.

b. Overall education expectancy

Children in WEI countries can expect to spend about 14 years in school, about four years less than in an average OECD country. The gap is largely explained by WEI countries lagging behind in upper secondary and tertiary education.

School life expectancy is defined as the total number of years of formal education that a child at age 5 can expect to receive in the future, based on current enrolment trends. It indicates the average duration of schooling and not the number of grades attained. Like any average, school life expectancy masks differences within the population (e.g. some children never go to school and others spend more than 20 years in the system).

This indicator is unable to forecast the educational attainment of the population. However, by adjusting for rates of repetition (see **Table 4.e**), it can reflect the potential attainment of the adult population in the near future.

The average school life expectancy in WEI countries in 2005 was 14.1 years, almost four years less than the average in OECD countries (17.7 years). With the exception of Zimbabwe (10.5 years), the average school life expectancy exceeds 11 years in all WEI countries (see **Figure 4.1**).

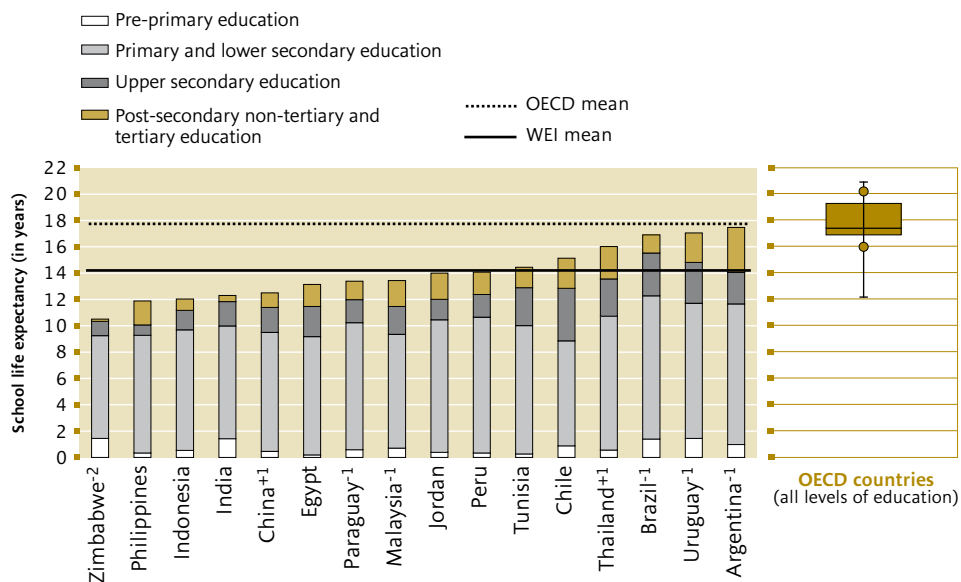
No WEI country reports an education expectancy that exceeds the OECD average of 17.7 years, but the top WEI countries reporting data have a school life expectancy of 17 years and more: Argentina, Brazil and Uruguay. Most other WEI countries fall below the levels in all but a few OECD countries, such as Mexico and Turkey with 13.8 years and 12.2 years respectively.

The difference in school expectancy between WEI and OECD countries is largely explained by the fact that WEI countries lag behind at upper

FIGURE 4.1

School life expectancy

Expected years of schooling for a 5-year-old child under current conditions, 2005



Countries are ranked in ascending order by school life expectancy.

Notes: ⁺¹ Data refer to 2006; ⁻¹ Data refer to 2004; ⁻² Data refer to 2003.

Sources: UNESCO Institute for Statistics, Table 4.b; OECD countries: OECD, 2007.

secondary and tertiary levels. While WEI and OECD averages are very close for primary and lower secondary education, 9.3 years and 9.5 years respectively, young persons in OECD countries can expect to spend, on average, 1.6 years longer in upper secondary education and 1.4 years longer in tertiary education (see **Table 4.b**).

In terms of gender analysis, a 5-year-old girl in a WEI country can expect on average to spend close to 4 months more (0.3 years) in education than a boy of the same age. In OECD countries, the advantage for girls is much more pronounced at 10 months (0.8 years). In Argentina and Uruguay, girls can expect to stay on average two full years longer in education than boys; and in Malaysia one full year. The opposite trend, which favours boys, is reported in only 3 out of 11 WEI countries with comparable data by gender. The most substantial differences favouring boys are found in India (13.0 years for boys and 11.6 years for girls) and Zimbabwe (10.9 years for boys and 10.2 years for girls).

High rates of grade repetition impact the overall duration of education by inflating participation beyond the designed length of schooling. Students in Brazil spend an average of 2.7 years repeating grades in primary and secondary education, while students in Tunisia spend 1.5 years repeating.

It is important to note that grade repetition inflates school life expectancy. Overall, during the course of primary and secondary education, pupils in Brazil can expect to spend 2.7 years repeating grades, and in Tunisia, 1.5 years. Pupils in Argentina, Peru and Uruguay lose about one full year repeating grades (see **Table 4.e**). In contrast, repetition is non-existent or relatively

unusual in Chile, China, Jordan, the Philippines, the Russian Federation and Thailand. Meanwhile, automatic promotion is applied at primary and lower secondary levels in Malaysia and Zimbabwe.

At the primary level, 4.1% of students repeat a grade in WEI countries, compared to the OECD average of 1.5%. With more than one in six primary pupils repeating their current grades, Brazil has by far the highest percentage of repeaters (18.6%) among WEI countries. Peru (8.8%), Tunisia (8.5%), Uruguay (7.5%) and Argentina and Paraguay (6.3% each) follow. Only two reporting OECD countries have repetition rates that come even close: Mexico (4.6%) and Luxembourg (4.4%). It should, however, be noted that data on repeaters are not available for about one-half of OECD countries. China (0.3%) and the Russian Federation (0.6%) have the lowest share of repeaters among WEI countries.

Trends are similar in lower secondary education with a repetition average of 4.6% in WEI countries and 1.7% in OECD countries. The WEI average masks a wide range of repetition values among countries in the group: Brazil (18.6%), Tunisia (15.5%) and Uruguay (13.4%) at the higher end; Egypt (10.4%), Argentina (7.9%) and Peru (6.5%) at mid-range; the Russian Federation (0.8%), Jamaica (0.7%), Indonesia (0.4%) at the lower end; and, with repetition an infrequent occurrence, China and Thailand (0.1% each).

Repetition levels among WEI countries fall somewhat at the upper secondary level with a WEI average of 3.7% compared to the OECD average of 1.5%. Yet, some WEI countries still report considerable repetition rates at this level, e.g. Brazil (19.6%) and Tunisia (14.6%).

Participation in formal adult education programmes contributes substantially to school life expectancy in many countries. For example, in Tunisia, 16% of primary students are enrolled in adult education programmes; in the United Kingdom, 54% of upper secondary students are enrolled in programmes designed for adults.

Serving lifelong learning needs is an increasingly important role for education systems. School life expectancy takes this into account by including enrolment in formal adult education programmes at all levels (see **Table 4.b**). At the primary level, the share in adult education is quite low – typically less than 10% for both WEI and OECD countries. The one exception is Tunisia, where 16.1% of students in primary education are enrolled in adult education.

At the secondary level, the share of enrolment in adult education increases. In Jordan, one-fifth of lower secondary enrolment is in programmes designed for adults. In Thailand, slightly more than one-third of upper secondary students are enrolled in adult education programmes – equivalent to about one year of school life expectancy. These students are also prominent (*i.e.* over 10%) in Brazil (10.5%), Argentina (10.8%) and China (13.3%).

By comparison, in OECD countries, enrolment in adult education programmes account for considerably higher shares of upper secondary enrolment, *e.g.* the United Kingdom (54%), Sweden (35%), Belgium (32%) and Finland (31%). However, these comparisons should be considered with caution. Many countries offer adult education courses that are not considered to be part of the formal education system and are, therefore, not reported in data collection on formal education.

c. Tertiary education expectancy

Young people in WEI countries can expect to receive 1.7 years of tertiary education on average compared to 3.1 years on average in OECD countries.

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

A young person in a WEI country can expect to spend an average of 1.7 years in tertiary education, compared to 3.1 years in an OECD country (see **Table 4.c**). Argentina and the Russian Federation, with 3.4 years and 3.9 years respectively, are the only WEI countries that exceed the OECD average. Yet, in Argentina, a lengthy school life expectancy does not translate into above-average tertiary graduation ratios (see **Table 1.b**).

A young person can expect to receive at least two years of tertiary education in Chile, Jordan, Thailand and Uruguay. On the contrary, young people in Indonesia, India and Zimbabwe have little chance of pursuing this level of education. In these countries, a high share never participates in tertiary education, so average tertiary school life expectancy is low – 0.9 years, 0.5 years and 0.2 years respectively.

In general, women in WEI countries can expect to spend slightly more time than men in tertiary studies. However, marked gender differences in favour of female students (amounting to a year or so in school life expectancy) are reported in Argentina, the Russian Federation and Uruguay.

Tertiary education can be classified into two types of programmes: i) type A programmes are largely theoretically-based and designed

to lead to advanced research programmes or highly skilled professions; and ii) type B programmes are more occupationally-specific, shorter in duration (two to three years) and 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 (0.5 year on average). For example, type A expectancy in Thailand is 2.0 years compared to 0.4 for type B. Similar scenarios are found in Argentina, Chile, Jordan, Paraguay, the Philippines, the Russian Federation, Tunisia and Uruguay.

d. How universal is education provision?

On average, WEI countries enrol almost all children in school for at least 7 years compared to at least 11 years in OECD countries.

Indicators on school life expectancy reflect the average duration for which an average person is enrolled in education. Clearly, these averages mask considerable differences among individuals. Yet, the primary goal of education systems is to provide adequate minimum education to *all* children; education is considered universal when enrolment rates for the age range exceed 90%. It is useful then to examine enrolment rates by age (single-year age cohorts) (see **Figure 4.2**).

Most WEI countries achieve between seven and nine years of universal education. In Argentina, Brazil, Jordan, Malaysia and Peru, almost all children (90% or more) are enrolled for nine years; in Chile, China, Thailand and Uruguay, for eight years. However, in India (five years), Sri Lanka (four years) and Egypt and Indonesia (two years each), the duration of school

attendance is *less* than the duration of primary education programmes. These countries should be concerned that a substantial number of children are already excluded from education at such a young age; many lack sufficient schooling to master minimum standards for reading and mathematics.

In the Russian Federation, enrolment data by age in upper secondary vocational programmes are unavailable so the net enrolment rate for 15 and 16-year-olds is underestimated. This information gap has likely resulted in the duration of universal education being reported as 10 years instead of eight years.

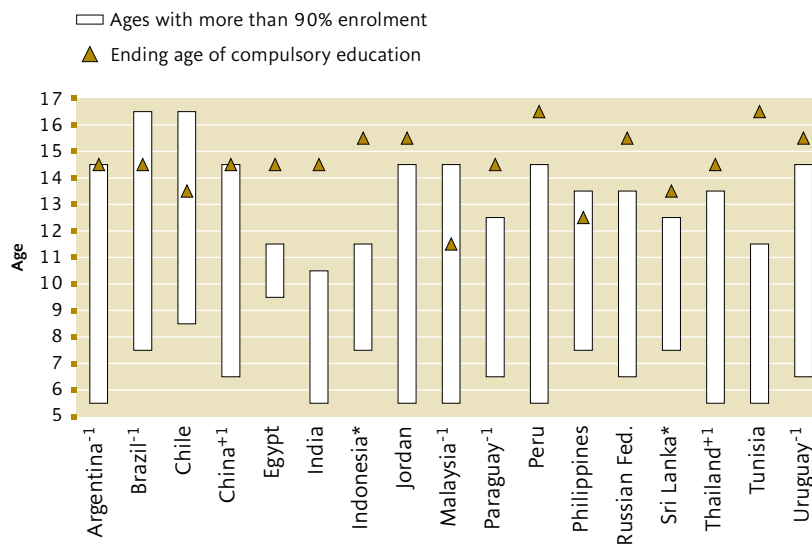
In the majority of OECD countries, enrolment rates exceed 90% for at least 11 continuous years of schooling, indicating that relatively few children leave school without at least 11 years of education (see **Table 4.d.i**). There are two exceptions: Turkey and Mexico attain 90% enrolment for just four years and eight years respectively.

Education should be expected to be universal, *i.e.* involving 90% of eligible persons, for at least the duration of nationally-defined compulsory education. In fact, all WEI countries have legal standards concerning the duration of compulsory schooling (see **Figure 4.2**). With the exception of Jamaica, Malaysia, the Philippines and Zimbabwe, lower secondary education is considered to be compulsory in WEI countries (see **Table 4.d.i**). 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 or more years of compulsory education. This highlights the gap between national commitments and educational policies, and the actual situation faced by many children and their families.

FIGURE 4.2

Age range of universal primary and secondary education

Age range in which more than 90% of children are enrolled in school and ending age of compulsory education, 2005



Notes: * Age range is not continuous for Indonesia, where less than 90% of the population is enrolled at ages 9 and 10, as well as for Sri Lanka, where less than 90% of the population is enrolled at age 9.

⁺¹ Data refer to 2006; ⁻¹ Data refer to 2004.

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

e. Secondary and tertiary entry ratios

On average, three out of four children in WEI countries begin upper secondary education, and almost 40% enter tertiary type A education. In absolute terms, WEI countries combined have more entrants to tertiary education than all OECD countries together, 8.5 million compared to 7.7 million.

Among WEI countries, an average 89% of children enter lower secondary education, making participation in this level of education the norm. Yet, a substantial share of children is still excluded from this level of education in countries that have low entry rates: the Philippines (85%), Indonesia (81%) and Zimbabwe (56%).

Upper secondary education is also the norm in many WEI countries as reflected in the WEI average entry ratio of 72% to this level of education. In all 16 countries reporting data, at least every second child enters upper secondary education, though the range is considerable. In the Russian Federation, almost every child enters upper secondary school. Egypt, Jordan, Peru and Uruguay report that four out of five children start upper secondary education. In contrast, only every second child enters upper secondary school in Zimbabwe (50%), Indonesia (53%) and India (54%). All OECD countries, except Mexico and Turkey, report entry rates of more than 90% (see **Table 4.f**).

Entry ratios to tertiary education are also on the rise. A number of WEI countries report higher entry ratios to tertiary type A programmes than the OECD average of every second young person entering such programmes. This is the case in Argentina (59%), Thailand (63%) and the Russian Federation (67%). Ratios exceed 40% in Brazil (42%) and Chile (48%). In Egypt, Malaysia, Tunisia and Uruguay, every third person starts this level of education.

Current data on new entrants to tertiary type A education mark a historic change in the global education landscape: the numbers of young academics who study in developing countries now outnumber new academics from developed countries. In absolute numbers, WEI countries reported 8.5 million students starting tertiary type A studies in the reference year, compared to almost 8 million new students in OECD countries (see *Figure 4.3*). The WEI number excludes India

which could not report data, and therefore it must be assumed that the difference between OECD and WEI numbers is even higher. A trio of WEI countries report more than 1 million entrants every year: Brazil (1.5 million), the Russian Federation (1.7 million) and China (2.8 million).

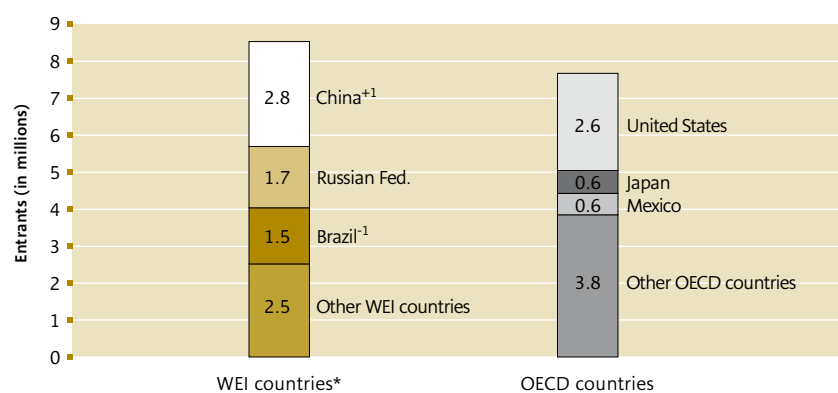
Entry into type B programmes is also widespread but to a lesser degree overall. In Argentina, Chile, Malaysia and the Russian Federation, between 33% and 41% of young people of typical entry age begin type B programmes. (It should be noted that type A and B data cannot be added together for a total tertiary ratio since individuals may start studies of both programme types.)

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 population.

FIGURE 4.3

Number of new entrants to tertiary (type A) education

Absolute number of first-time entrants to tertiary (type A) education, in millions, 2005



Notes: * The total for WEI countries excludes India, Jamaica, Paraguay, Peru, Sri Lanka and Thailand.

⁺¹ Data refer to 2006; ⁻¹ Data refer to 2004.

Source: UNESCO Institute for Statistics database.

f. Patterns of upper secondary enrolment

In an average WEI country, just more than one in five upper secondary students is enrolled in technical and vocational education, which is about one-half of the OECD average.

Most WEI and OECD countries offer students a choice in upper secondary programmes that can be thought of as a pathway leading to higher education or a pathway leading to the labour market. These programmes can be divided into three categories: i) type A programmes lead to “university-style” tertiary institutions; ii) type B programmes also lead to higher education but of a more vocational or technical nature; and iii) type C programmes are designed to prepare students for the labour market or to further studies that are no more academically advanced than upper secondary. Some countries offer programmes at the post-secondary non-tertiary level that are little more advanced than upper secondary programmes, but they serve to broaden the knowledge of participants who have already completed an upper secondary programme.

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

Only five WEI countries offer type B upper secondary programmes. These programmes attract approximately one-third of upper secondary students in Indonesia and Thailand.

Slightly more than one out of six WEI upper secondary students is enrolled in some form of type C programme. These courses are very common in Zimbabwe (90%) and Malaysia (81%), countries that follow the British education model where students first obtain an “O-level” certificate that can lead to another upper secondary education programme, an “A-level” certificate, that qualifies them for tertiary studies.

It is important to note that this discussion reflects only the destination and not the orientation or nature of the programmes. For example, even though a type A secondary programme prepares students for type A tertiary education, it can have a vocational curriculum.

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

However, there is considerable variation among WEI countries. Argentina (85%) and Egypt (57%) have the highest shares of vocational students, followed by Chile (36%) and Indonesia (34%). In contrast, vocational programmes are not offered at the upper secondary level in Jamaica, Peru, the Philippines and Zimbabwe.

Vocational programmes are commonly associated with labour-market entry. However, the case of Argentina shows that vocational programmes are not necessarily terminal and can be designed to provide access to further education. In Argentina, all upper secondary students are enrolled in type A programmes, most of them (85%) in technical and vocational programmes. Entry ratios to tertiary are 59% and 34% respectively in type A and type B programmes, indicating that many graduates

from vocational programmes continue studies at the tertiary level (see **Table 4.f**)

Yet, in some WEI countries, vocational programmes *are* terminal and their completion points graduates to the labour market, *e.g.* Egypt and the Russian Federation. In Egypt, 57% of upper secondary students are enrolled in vocational programmes (second-highest after Argentina) and they are all enrolled in programmes leading to the labour market without further options to study at higher levels.

g. Male and female participation in education

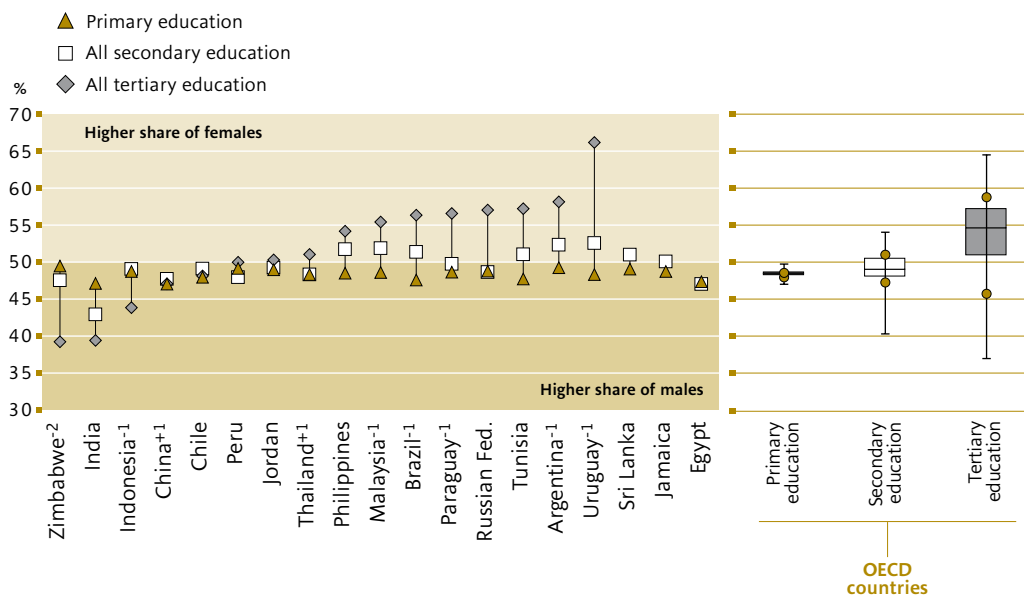
Female participation is strongest in tertiary education but continues to lag at the secondary level.

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

FIGURE 4.4

Gender pattern in educational participation

Percentage share of female students by level of education, 2005



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

Notes: ⁺¹ Data refer to 2006; ⁻¹ Data refer to 2004; ⁻² Data refer to 2003.

Sources: UNESCO Institute for Statistics, Table 4.h; OECD countries: OECD, 2007.

There is a relatively small difference (six and two percentage points respectively) between the minimum and maximum values of female enrolment in pre-primary and primary education (see **Table 4.h**). China, Egypt and India have the lowest share (47% each) of girls enrolled in primary school. The highest share is 49%, which shows that no WEI country reports more girls than boys in primary education.

At the lower and upper secondary levels of education, male and female enrolment is balanced in most WEI and OECD countries, indicated by the averages of 49% and 50% respectively for both groups of countries. However, in India, only 41% of upper secondary pupils are girls. Averages at the upper secondary level mask considerable variation in female shares, in the range of 14 to 16 percentage points.

Three patterns emerge when looking at trends between primary and tertiary shares of females.

The first includes countries where there are no or only small gender disparities at all levels of education (see **Figure 4.4**). In this group, Chile and China report a small advantage for males, while Jordan, Peru and Thailand report gender parity.

The second pattern consists of countries where a male advantage is more pronounced at the tertiary level than the primary level. This group includes Indonesia, with females making up 44% of tertiary enrolment, and India and Zimbabwe, each with 39% female students.

The third group of countries report that women outnumber men in tertiary education, even though the inverse may have been true at the primary level. In Uruguay, there are two female students for each male student in tertiary institutions; in Argentina, four female students for every three males.

OECD countries seem to follow the same trend as the last group of WEI countries when looking at the three levels of education together (see **Figure 4.4**). There is almost no disparity between male and female students at the primary level, but at the tertiary level the differences within countries are very important (28 percentage points between the lowest and the highest value).

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

WEI countries	Year	M+F	Males	Females
		1	2	3
Argentina	2004	1.9	1.9	1.9
Brazil	2004	2.0	2.0	2.0
Chile	2005	1.4	1.4	1.4
China	2005/06	1.2	...	...
Egypt	2004/05	0.3	0.3	0.3
India	2004/05	1.4	1.4	1.4
Indonesia	2004/05	0.7	x(1)	x(1)
Jordan	2004/05	0.7	0.7	0.7
Malaysia	2004	1.1	1.1	1.2
Paraguay	2004	1.0	1.0	1.0
Peru	2005	2.2	2.2	2.2
Philippines	2004/05	0.4	0.4	0.4
Russian Federation	2004/05	3.4	x(1)	x(1)
Thailand	2005/06	3.3	3.2	3.3
Tunisia	2004/05	...	...	...
Uruguay	2004	2.0	2.0	2.1
Zimbabwe	2003	1.5	1.6	1.3
WEI mean	2005	1.5	1.5	1.5
OECD countries¹				
Australia	2005	1.0	1.0	1.0
Austria	2004/05	2.7	2.7	2.7
Belgium	2004/05	3.6	3.6	3.5
Canada	2003/04	1.0	1.1	1.0
Czech Republic	2004/05	3.2	3.3	3.2
Denmark	2004/05	3.8	3.8	3.8
Finland	2004/05	2.4	2.4	2.4
France	2004/05	3.3	3.3	3.3
Germany	2004/05	2.9	2.9	2.9
Greece	2004/05	1.4	1.4	1.4
Hungary	2004/05	3.4	3.4	3.4
Iceland	2003/04	2.8	2.9	2.8
Ireland	2004/05	n.	n.	n.
Italy	2004/05	3.0	3.1	3.0
Japan	2004/05	2.6	x(1)	x(1)
Luxembourg	2004/05	2.6	2.6	2.6
Mexico	2004/05	1.8	1.8	1.8
Netherlands	2004/05	1.7	1.7	1.7
New Zealand	2005	1.8	1.8	1.8
Norway	2004/05	2.6	x(1)	x(1)
Poland	2004/05	2.2	2.2	2.2
Portugal	2004/05	2.3	2.3	2.4
Republic of Korea	2005/06	0.9	0.9	0.9
Slovakia	2004/05	2.8	2.9	2.8
Spain	2004/05	3.4	3.4	3.4
Sweden	2004/05	3.6	3.6	3.6
Switzerland	2004/05	2.0	2.0	2.0
Turkey	2004/05	0.3	0.3	0.3
United Kingdom	2004/05	1.2	1.2	1.2
United States	2004/05	1.9	2.0	1.8
OECD mean	2005	2.3	2.3	2.3

Other UOE countries	Year	M+F	Males	Females
		1	2	3
Albania	2003/04	1.5	1.5	1.5
Bulgaria	2004/05	3.2	3.2	3.2
Croatia	2003/04	1.9	1.9	1.9
Cyprus	2004/05	1.9	1.9	1.9
Estonia	2004/05	4.5	4.5	4.5
Israel	2004/05	2.6	2.7	2.6
Latvia	2004/05	3.4	3.4	3.4
Liechtenstein	2002/03	2.0	2.0	2.0
Lithuania	2004/05	2.8	2.9	2.8
Malta	2004/05	2.0	2.0	2.1
Romania	2004/05	3.0	3.0	3.0
Slovenia	2004/05	2.4	2.4	2.3
The FYR of Macedonia	2004/05	1.4	1.3	1.4

¹. Calculated by the UNESCO Institute for Statistics.

Source: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007).

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)

WEI countries	Year	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
		1	2	3	4	5	6	7	8	9	10
Argentina	2004	17.5	16.5	18.5	10.7	2.4	a	3.4	2.8	13.8	10.8
Brazil	2004	17.0	16.5	17.2	10.9	3.3	a	1.4	7.6	10.9	10.5
Chile	2005	15.2	15.3	15.0	8.0	4.0	a	2.3	0.6	2.0	9.2
China	2005/06	12.5	...	...	9.1	1.9	n	1.1	2.7	0.8	13.3
Egypt	2004/05	13.2	...	...	9.0	2.3	0.1	1.6	...	...	...
India	2004/05	12.3	13.0	11.6	8.6	1.9	n	0.5	...	...	...
Indonesia	2004/05	12.1	...	...	9.2	1.5	a	0.9	0.2	3.6	0.3
Jordan	2004/05	14.0	...	...	10.1	1.6	a	2.0	...	21.5	...
Malaysia	2004	13.5	13.0	14.0	8.7	2.1	0.4	1.6	...	...	...
Paraguay	2004	13.4	13.2	13.6	9.7	1.8	n	1.4	5.6	0.8	6.7
Peru	2005	14.1	14.0	14.2	10.3	1.7	...	1.7	1.0	7.5	9.8
Philippines	2004/05	11.9	11.7	12.2	9.0	0.8	0.4	1.5	0.2	...	...
Russian Federation	2003/04	...	...	...	8.3	2.1	x(5)	3.9	...	n	...
Sri Lanka	2005	...	...	...	8.3	2.6	a	...	...	...	...
Thailand	2005/06	16.1	16.1	16.1	10.2	2.8	x(7)	2.5	2.9	18.0	34.7
Tunisia	2004/05	14.5	...	...	9.8	2.9	n	1.5	16.1	a	a
Uruguay	2004	17.1	16.1	18.1	10.3	3.1	0.1	2.2	...	...	...
Zimbabwe	2003	10.5	10.9	10.2	7.8	1.1	n	0.2	...	...	...
WEI mean	2005	14.1	14.0	14.3	9.3	2.2	...	1.7	4.0	7.9	...
OECD countries											
Australia	2005	20.9	20.6	21.2	11.7	4.3	0.6	3.6	...	...	...
Austria	2004/05	16.4	16.2	16.5	8.1	3.9	0.7	2.3	...	...	...
Belgium ²	2004/05	19.8	19.0	20.5	9.4	5.9	0.4	3.0	...	33.0	31.7
Canada	2003/04	...	...	...	...	...	...	...	1.1	n.	8.5
Czech Republic	2004/05	17.2	16.9	17.4	9.0	3.7	0.6	2.3	n	0.2	2.5
Denmark	2004/05	19.1	18.4	19.9	9.5	4.2	n	3.4	a	a	12.1
Finland	2004/05	20.6	19.9	21.3	9.0	5.1	0.3	4.6	n	0.9	30.6
France	2004/05	16.7	16.4	17.0	9.6	3.3	0.1	2.7	a	a	0.7
Germany	2004/05	17.4	17.5	17.3	10.2	3.0	0.6	2.3	a	0.4	a
Greece	2004/05	17.7	17.5	18.0	9.1	3.2	0.2	4.4	n.	0.9	0.1
Hungary	2004/05	17.8	17.3	18.3	8.1	4.3	0.6	3.1	0.1	0.5	13.1
Iceland	2004/05	20.0	18.7	21.3	9.9	5.3	0.2	3.6	...	...	...
Ireland	2004/05	17.4	17.0	17.8	10.8	2.5	1.2	2.9	a	a	3.5
Italy	2004/05	17.1	16.7	17.5	8.4	4.7	0.1	3.0	0.7	2.1	a
Japan	2004/05	...	...	...	9.1	3.0	...	...	a	a	a
Luxembourg	2004/05	...	...	...	9.2	3.6	0.2	...	n	0.8	4.0
Mexico	2004/05	13.8	13.7	14.0	10.0	1.7	a	1.3	a	a	a
Netherlands	2004/05	17.5	17.6	17.4	10.4	3.3	n	2.8	a	0.7	3.5
New Zealand	2005	19.4	18.5	20.3	10.2	4.4	0.6	4.1	...	...	...
Norway ³	2004/05	18.3	16.7	18.1	9.9	3.8	0.1	3.6	...	2.4	...
Poland	2004/05	17.8	17.3	18.2	9.0	3.5	0.4	3.4	n.	0.7	15.1
Portugal	2004/05	17.0	16.5	17.5	10.4	3.0	n	2.6	2.5	4.7	18.7
Republic of Korea	2005/06	16.8	17.7	15.8	9.0	2.9	a	4.5	n.	0.2	0.3
Slovakia	2004/05	16.0	15.7	16.3	8.8	3.8	0.1	2.1	n	n	3.2
Spain	2004/05	17.2	16.7	17.8	11.0	2.3	a	3.0	5.2	n	n
Sweden	2004/05	20.3	18.9	21.8	9.8	4.7	0.1	3.8	8.4	7.7	35.2
Switzerland	2004/05	16.8	17.1	16.5	9.6	3.2	0.3	2.1	...	...	...
Turkey	2004/05	12.2	13.2	11.1	7.6	2.7	a	1.6	2.5	a	18.7
United Kingdom	2004/05	20.9	19.4	22.4	9.1	9.0	x(5)	2.8	a	a	54.1
United States	2004/05	17.0	16.3	17.8	9.2	2.7	0.1	4.2	...	...	...
OECD mean	2005	17.7	17.3	18.1	9.5	3.8	0.3	3.1	...	3.2	13.5

Other UOE countries	Year	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	
		1	2	3	4	5	6	7	8	9	10
Albania	2002/03	12.0	12.0	12.1	8.4	2.1	a	0.9	...	...	...
Bulgaria	2004/05	15.7	15.7	15.6	8.0	3.7	n	2.2	a	1.5	0.8
Croatia	2003/04	14.4	14.1	14.7	7.8	3.5	a	2.0	...	0.2	1.3
Cyprus	2004/05	14.5	14.4	14.6	9.0	2.9	a	1.7	a	0.6	2.4
Estonia	2004/05	18.5	17.5	19.4	9.5	2.8	0.5	3.4	a	a	a
Israel	2004/05	15.7	15.4	16.1	8.5	3.1	0.1	3.0	n	n	n
Latvia	2004/05	18.0	17.0	19.2	9.2	3.0	0.1	3.9	n	0.1	0.1
Liechtenstein	2002/03	15.5	16.8	14.3	9.2	3.6	0.2	0.9	...	...	...
Lithuania	2004/05	18.0	17.2	18.8	10.2	2.1	0.2	3.9	n.	1.9	9.9
Malta	2004/05	15.2	15.1	15.4	11.2	1.8	0.4	1.6	...	...	...
Romania	2004/05	15.7	15.4	16.0	8.6	3.2	0.2	2.2	0.1	...	...
Slovenia	2004/05	17.9	17.2	18.6	8.8	4.2	n	3.9	0.2	2.3	15.7
The FYR of Macedonia	2004/05	13.5	13.3	13.7	7.9	3.0	n	1.5	0.1	0.3	n

Note: See Annex 3 of *Education at a Glance 2007* for notes (www.oecd.org/edu/eag2007).

¹. Calculated by the UNESCO Institute for Statistics.

². Excludes the German-speaking community of Belgium.

³. The total (males + females) includes 5-year-olds but is not reported in the distribution of 5-year-olds by sex.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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

	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
WEI countries		1	2	3	4	5	6	7	8	9
Argentina	2004	0.9	1.1	...	2.6	2.6	...	3.4	4.1	...
Brazil ¹	2004	x(4)	x(5)	x(6)	1.3	1.4	1.3	1.4	1.5	1.4
Chile ¹	2005	0.8	0.7	0.8	1.7	1.8	1.7	2.5	2.4	2.5
China	2005/06	0.5	...	0.3	0.5	...	0.4	1.1	...	0.8
Egypt	2003/04	x(4)	x(5)	x(6)	1.5	1.3	x(4)	1.5	1.3	x(7)
India	2004/05	x(4)	x(5)	x(6)	0.4	0.4	0.4	0.5	0.4	0.5
Indonesia	2004/05	0.2	...	0.2	0.7	...	0.7	0.9	...	0.9
Jordan	2004/05	0.2	0.3	0.2	1.7	1.8	1.7	2.0	2.1	2.0
Malaysia	2004	0.7	0.7	0.7	0.9	1.0	0.8	1.6	1.8	1.5
Paraguay	2004	0.1	0.2	0.1	1.3	1.4	1.3	1.4	1.6	1.4
Peru	2005	0.7	0.8	0.7	1.0	0.9	1.0	1.7	1.7	1.7
Philippines	2004/05	0.2	0.2	0.2	1.3	1.4	1.3	1.5	1.6	1.5
Russian Federation ¹	2004/05	1.1	1.1	0.8	2.8	3.3	1.5	3.9	4.5	2.3
Thailand	2005/06	0.4	0.4	0.4	2.0	2.1	2.0	2.5	2.6	2.5
Tunisia	2004/05	0.1	...	0.1	1.3	...	1.3	1.5	...	1.5
Uruguay	2004	0.6	0.9	0.6	1.6	1.8	1.6	2.2	2.9	2.2
Zimbabwe	2003	0.1	0.1	0.1	0.1	n	x(4)	0.2	0.1	0.1
WEI mean	2005	0.5	0.6	0.4	1.3	1.5	1.2	1.7	2.0	1.5
OECD countries										
Australia	2005	0.6	0.6	0.2	2.9	3.2	2.0	3.6	4.0	2.3
Austria	2004/05	0.2	0.3	x(1)	1.9	2.0	1.9	2.3	2.5	x(7)
Belgium ²	2004/05	1.6	1.8	1.1	1.4	1.5	1.3	3.0	3.4	2.5
Canada	2003/04	...	...	...	2.1	2.4	1.6	...	...	...
Czech Republic	2004/05	0.2	0.3	0.2	1.9	2.0	1.8	2.3	2.5	2.2
Denmark	2004/05	0.5	0.4	0.3	2.9	3.5	2.7	3.4	4.0	3.1
Finland	2004/05	n	n	n	4.3	4.7	2.6	4.6	5.0	2.6
France	2004/05	0.6	0.7	0.6	1.9	2.2	1.9	2.7	3.0	2.7
Germany	2004/05	0.3	0.4	0.3	1.9	1.9	1.9	2.3	2.3	2.2
Greece	2004/05	1.7	1.7	1.7	2.6	3.0	2.6	4.4	4.7	4.4
Hungary	2004/05	0.2	0.2	0.1	2.8	3.4	1.6	3.1	3.7	1.7
Iceland	2003/04	0.1	0.1	0.1	3.4	4.5	2.6	3.6	4.7	2.7
Ireland	2004/05	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	2.9	3.3	2.2
Italy	2004/05	n	n	n	2.9	3.4	2.9	3.0	3.5	3.0
Mexico	2004/05	n	n	n	1.2	1.2	1.2	1.3	1.2	1.3
Netherlands	2004/05	n	n	n	2.8	2.9	2.4	2.8	2.9	2.4
New Zealand	2005	1.1	1.2	0.4	3.0	3.5	1.8	4.1	4.8	2.3
Norway	2004/05	n	n	n	3.5	4.2	2.6	3.6	4.3	2.7
Poland	2004/05	n	n	n	3.3	3.8	1.9	3.4	3.9	2.0
Portugal	2004/05	n	n	n	2.5	2.8	2.5	2.6	3.0	2.6
Republic of Korea	2005/06	1.7	1.3	1.7	2.7	2.2	2.7	4.5	3.5	4.5
Slovakia	2004/05	0.1	0.1	0.0	1.9	2.2	1.2	2.1	2.3	1.3
Spain	2004/05	0.4	0.5	0.4	2.5	2.8	2.2	3.0	3.3	2.7
Sweden	2004/05	0.2	0.2	0.1	3.4	4.2	1.8	3.8	4.6	2.0
Switzerland	2004/05	0.4	0.3	0.1	1.6	1.5	1.4	2.1	2.0	1.7
Turkey	2004/05	0.5	0.4	0.5	1.1	1.0	1.1	1.6	1.4	1.6
United Kingdom	2004/05	0.6	0.8	0.2	2.1	2.3	1.5	2.8	3.2	1.8
United States	2004/05	0.9	1.1	0.4	3.2	3.7	2.1	4.2	4.9	2.6
OECD mean	2005	0.5	0.5	0.3	2.5	2.8	2.0	3.1	3.4	2.4

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
Bulgaria	2004/05	0.2	0.2	0.1	2.0	2.1	1.4	2.2	2.3	1.5
Croatia	2003/04	0.7	0.7	0.4	1.3	1.5	1.0	2.0	2.2	1.4
Cyprus	2004/05	1.3	1.2	1.1	0.4	0.5	0.4	1.7	1.8	1.5
Estonia	2004/05	1.2	1.5	0.9	2.1	2.6	1.7	3.4	4.3	2.7
Israel	2004/05	0.5	0.5	0.5	2.4	2.7	1.9	3.0	3.3	2.5
Latvia	2004/05	0.5	0.6	0.2	3.3	4.3	2.1	3.9	5.0	2.3
Liechtenstein	2002/03	a	a	a	0.9	0.5	0.1	0.9	0.5	0.1
Lithuania	2004/05	1.1	1.4	0.5	2.7	3.3	1.6	3.9	4.7	2.1
Malta	2004/05	0.2	0.3	0.1	1.4	1.6	1.6	1.6	1.9	1.7
Romania	2004/05	0.1	0.1	0.1	2.0	2.2	1.6	2.2	2.4	1.7
Slovenia	2004/05	1.9	2.1	0.9	2.0	2.5	1.6	3.9	4.7	2.5
The FYR of Macedonia	2004/05	0.1	0.1	0.1	1.4	1.7	1.2	1.5	1.7	1.3

¹. Calculated by the UNESCO Institute for Statistics.

². Excludes the German-speaking community of Belgium.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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 education¹

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	2004	14	9	6-14
Brazil	2004	14	9	8-16
Chile	2005	13	8	9-16
China	2005/06	14	8	7-14
Egypt	2004/05	14	2	10-11
India	2004/05	14	5	6-10
Indonesia ²	2004/05	15	2	8-11
Jamaica	2004/05	11	...	...
Jordan	2004/05	15	9	6-14
Malaysia	2004	11	9	6-14
Paraguay	2004	14	6	7-12
Peru	2005	16	9	6-14
Philippines	2004/05	12	6	8-13
Russian Federation	2004/05	15	7	7-13
Sri Lanka ³	2005	13	4	8-12
Thailand	2005/06	14	8	6-13
Tunisia	2004/05	16	6	6-11
Uruguay	2004	15	8	7-14
Zimbabwe	2003	12	...	...
WEI mean	2005	14	7	
OECD countries⁴				
Australia	2005	15	11	6-16
Austria	2004/05	14	10	7-16
Belgium	2004/05	18	12	6-17
Canada	2003/04	16	...	...
Czech Republic	2004/05	15	11	7-17
Denmark	2004/05	16	9	8-16
Finland	2004/05	16	12	7-18
France	2004/05	16	11	6-16
Germany	2004/05	18	11	7-17
Greece	2004/05	14	11	6-16
Hungary	2004/05	16	11	7-17
Iceland	2003/04	16	11	6-16
Ireland	2004/05	15	12	5-16
Italy ⁵	2004/05	14	9	6-15
Japan	2004/05	15	12	6-17
Luxembourg	2004/05	15	9	6-14
Mexico	2004/05	15	8	6-13
Netherlands	2004/05	18	11	6-16
New Zealand	2005	16	11	5-15
Norway	2004/05	16	12	6-17
Poland	2004/05	15	12	7-18
Portugal	2004/05	14	10	6-15
Republic of Korea	2005/06	14	12	6-17
Slovakia	2004/05	15	11	7-17
Spain	2004/05	16	11	6-16
Sweden	2004/05	16	12	7-18
Switzerland	2004/05	15	10	7-16
Turkey	2004/05	14	4	8-11
United Kingdom	2004/05	16	12	5-16
United States	2004/05	17	10	7-16
OECD mean	2005	16	11	

Other UOE 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
Albania	2003/04	13	6	7-12
Bulgaria	2004/05	14	9	7-15
Croatia	2003/04	14	9	8-16
Cyprus	2004/05	14	11	6-16
Estonia	2004/05	15	11	7-17
Israel	2004/05	15	10	7-16
Latvia	2004/05	15	10	8-17
Liechtenstein ⁶	2002/03	16	9	7-17
Lithuania	2004/05	15	11	7-17
Malta	2004/05	15	8	6-13
Romania	2004/05	14	9	7-15
Slovenia	2004/05	14	12	6-17
The FYR of Macedonia	2004/05	14	8	7-14

¹. Data are not comparable with Indicator C2.1 in *Education at a Glance 2007*. Here pre-primary education is excluded.

². Age range is not continuous, less than 90% of the population is enrolled at age 9 and 10.

³. Age range is not continuous, less than 90% of the population is enrolled at age 9.

⁴. Calculated by the 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 8 and 15.

Source: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007).

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)

	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
WEI countries								
Argentina	2004	106	97	85	80	72	a	3
Brazil	2004	97	99	98	87	83	a	1
Chile	2005	97	99	100	95	89	a	n
China	2005/06	96	94	60	38	32	...	1
Egypt	2004/05	83	86	80	59	35	...	...
India	2004/05	41	...	...	...	...	...	...
Indonesia	2004/05	89	78	55	47	51	a	n
Jamaica	2002/03	91	84	78	70	34	5	...
Jordan	2004/05	98	94	90	80	60	a	...
Malaysia	2004	95	91	87	82	24	18	15
Paraguay	2004	89	80	73	66	54	n	1
Peru	2005	101	96	90	82	37	...	5
Philippines	2004/05	107	72	71	57	25	...	...
Russian Federation	2004/05	96	88	...	...	...	...	47
Sri Lanka	2005	88	79	76	...	33	a	...
Thailand	2005/06	108	82	59	52	36	...	n
Tunisia	2003/04	89	79	...	...	...	...	...
Uruguay	2004	92	101	85	78	66	n.	n.
Zimbabwe	2003	...	38	45	45	35	...	...
WEI Mean	2005	92	85	77	68	48	...	7
OECD countries¹								
Australia	2005	99	99	99	93	80	1	4
Austria	2004/05	99	99	95	92	77	14	n.
Belgium ²	2004/05	100	100	102	101	99	n.	1
Czech Republic	2004/05	100	100	100	100	97	n.	n.
Denmark	2004/05	102	99	98	93	85	n.	n.
Finland	2004/05	99	99	99	96	95	n.	n.
France	2004/05	100	100	98	97	89	n.	2
Germany	2004/05	104	103	103	96	92	n	1
Greece	2004/05	98	95	96	101	75	n.	16
Hungary	2004/05	101	104	100	96	92	n.	n.
Iceland	2004/05	...	...	...	94	83	n	n.
Ireland	2004/05	102	101	105	96	76	6	6
Italy	2004/05	102	98	94	88	83	n.	a
Japan	2004/05	101	100	103	97	95	a	...
Luxembourg	2004/05	96	91	89	82	78	n	...
Mexico	2004/05	95	84	68	54	41	a	3
Netherlands	2004/05	99	97	96	95	83	n.	6
New Zealand	2005	100	100	96	87	70	2	3
Norway	2004/05	99	98	99	94	92	n	n.
Poland	2004/05	99	99	98	97	95	n.	n
Portugal	2004/05	104	102	92	80	76	n.	a
Republic of Korea	2005/06	100	95	95	95	93	a	1
Slovakia	2004/05	99	98	99	95	90	n	n.
Spain	2004/05	100	102	100	94	82	a	n.
Sweden	2004/05	100	103	96	97	98	n.	n.
Switzerland	2004/05	100	100	98	90	86	1	n.
Turkey	2004/05	89	67	62	55	28	a	5
United Kingdom	2004/05	100	100	101	94	80	x(5)	2
United States	2004/05	99	102	95	96	83	...	4
OECD Mean	2005	100	97	96	91	83	1	2

Age 18			Age 19			Age 20			WEI countries
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	
32	a	18	14	a	28	7	a	31	Argentina
60	a	5	39	a	9	27	a	12	Brazil
61	a	...	20	a	...	6	a	...	Chile
18	...	7	5	...	16	1	...	18	China
...	...	...	...	...	...	...	...	...	Egypt
...	...	...	...	...	...	n	n	45	India
31	a	18	8	a	22	2	a	20	Indonesia
8	2	...	1	1	...	n	n	...	Jamaica
11	a	...	1	a	...	n	a	...	Jordan
18	12	19	1	5	27	n.	1	22	Malaysia
41	...	6	13	...	14	6	...	18	Paraguay
19	...	8	12	...	11	6	...	9	Peru
10	...	...	4	...	...	...	...	...	Philippines
...	...	49	...	...	44	...	...	38	Russian Federation
...	a	...	...	a	...	...	a	...	Sri Lanka
8	...	22	1	...	21	n.	...	1	Thailand
...	...	...	...	...	...	...	...	...	Tunisia
43	n.	5	25	1	12	14	...	14	Uruguay
18	...	...	11	...	...	n	...	...	Zimbabwe
27	...	16	11	...	20	5	...	21	WEI Mean
OECD countries¹									
39	3	27	26	3	35	20	2	37	Australia
47	24	5	19	15	14	6	6	21	Austria
47	6	35	23	7	47	6	2	48	Belgium ²
82	4	1	36	12	21	7	8	34	Czech Republic
81	n.	n.	61	n.	4	37	n.	13	Denmark
93	n.	n.	34	n.	20	18	n.	32	Finland
51	n.	27	25	1	39	10	1	41	France
83	n.	2	41	19	10	20	15	18	Germany
18	2	61	...	4	71	n.	5	73	Greece
57	9	13	21	16	32	11	12	37	Hungary
75	n.	n.	68	n.	1	38	n.	17	Iceland
30	25	35	3	17	42	1	14	42	Ireland
72	n	8	9	1	35	6	1	37	Italy
3	...	...	1	...	...	...	...	...	Japan
67	n.	...	42	n.	...	24	1	...	Luxembourg
19	a	13	25	a	17	4	a	19	Mexico
58	n.	20	39	n.	29	25	n.	34	Netherlands
27	4	25	13	4	34	9	3	38	New Zealand
85	n.	n.	40	1	14	19	1	29	Norway
92	n.	1	38	7	32	16	9	43	Poland
47	n.	19	27	n.	26	15	n.	30	Portugal
8	a	63	1	a	72	n.	a	65	Republic of Korea
79	n.	3	35	1	24	7	1	32	Slovakia
42	a	27	23	a	36	13	a	38	Spain
94	n.	2	30	1	14	21	1	23	Sweden
76	2	2	46	3	8	19	4	16	Switzerland
17	a	14	x(8)	a	21	...	a	23	Turkey
37	x(8)	23	24	x(11)	31	19	x(14)	33	United Kingdom
22	...	39	4	...	49	n	...	47	United States
53	3	17	28	4	29	14	3	34	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)

[continued]

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	2004/05	101	102	96	87	79	n.	n.
Croatia	2003/04	100	...	...	97	85	a	n
Cyprus	2004/05	102	101	97	91	79	a	7
Estonia	2004/05	...	...	109	97	92	n.	n.
Israel	2004/05	103	102	100	95	90	n.	2
Latvia	2003/04	102	102	99	97	93	1	n.
Liechtenstein	2002/03	95	101	81	...	...	n	n
Lithuania	2004/05	100	100	95	93	93	n.	n.
Malta	2004/05	95	89	75	84	66	7	n.
Romania	2004/05	99	102	95	85	...	n.	a
Slovenia	2004/05	106	102	102	98	94	n.	n.
The FYR of Macedonia	2004/05	95	100	80	82	74	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/wei2007).

¹ Calculated by the 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/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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
71	n.	4	16	n.	26	2	n.	32	Bulgaria
47	a	14	5	a	39	1	a	35	Croatia
13	a	17	2	a	21	1	a	22	Cyprus
70	2	10	21	9	37	9	9	40	Estonia
18	n.	9	2	n.	12	1	1	13	Israel
77	1	7	30	2	36	10	1	42	Latvia
90	n.	1	36	1	2	3	4	6	Liechtenstein
80	1	9	24	6	45	9	6	50	Lithuania
30	8	16	8	7	23	5	4	23	Malta
...	n.	12	...	2	30	5	3	29	Romania
84	n.	5	29	3	44	...	...	50	Slovenia
44	...	9	2	...	27	n.	...	25	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

WEI 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
Argentina	2004	6.3	7.5	5.0	7.9	9.6	6.3	6.2	7.9	4.9	0.9
Brazil ¹	2004	18.6	x(1)	x(1)	18.6	x(4)	x(4)	19.6	x(7)	x(7)	2.7
Chile ¹	2005	2.2	2.7	1.7	2.0	2.5	1.4	1.9	2.1	1.7	0.2
China	2005/06	0.3	0.3	0.2	0.1	0.2	0.1	0.4	0.5	0.3	n.
Egypt	2004/05	2.2	2.7	1.5	10.4	11.7	9.0	2.1	2.7	1.3	0.5
India	2004/05	3.3	3.4	3.3	4.7	5.0	4.3	4.6	5.2	3.7	0.4
Indonesia ²	2004/05	4.1	5.5	3.6	0.4	0.7	0.3	0.3	0.5	0.3	0.3
Jamaica	2003/04	2.8	3.3	2.3	0.7	0.9	0.4	3.1	3.9	2.2	...
Jordan	2004/05	1.9	1.8	2.0	2.7	2.7	2.6	0.4	0.6	0.2	0.2
Malaysia	2004	a	a	a	a	a	a	...	...	...	...
Paraguay	2004	6.3	7.5	5.1	1.1	1.4	0.7	0.4	0.6	0.3	0.5
Peru	2005	8.8	9.1	8.6	6.5	7.7	5.2	4.3	5.0	3.5	0.9
Philippines	2004/05	2.2	2.9	1.6	2.0	3.1	1.0	0.8	1.2	0.4	0.2
Russian Federation ^{1,3}	2004/05	0.6	x(1)	x(1)	0.8	x(4)	x(4)	0.1	x(7)	x(7)	0.1
Sri Lanka	2005	0.8	0.9	0.7	1.1	1.3	0.8	...	...	...	...
Thailand	2005/06	1.9	2.5	1.4	0.1	0.1	0.1	n.	n.	n.	0.1
Tunisia	2004/05	8.5	10.2	6.6	15.5	18.7	12.0	14.6	15.3	13.9	1.5
Uruguay	2004	7.5	8.8	6.0	13.4	14.7	12.1	4.7	5.3	4.1	1.1
Zimbabwe	2003	a	a	a	a	a	a	a	a	a	n
WEI mean	2005	4.1	4.7	3.6	4.6	5.3	4.0	3.7	4.2	3.3	0.6
OECD countries¹											
Czech Republic	2004/05	1.1	1.3	0.9	1.1	1.4	0.7	0.1	0.1	0.1	0.1
Denmark	2004/05	...	...	...	0.6	0.7	0.5	0.4	0.4	0.4	...
Finland	2004/05	0.5	0.6	0.3	0.5	0.6	0.4	a	a	a	n
France	2004/05	...	...	...	6.1	...	...	5.3	...	...	...
Germany	2004/05	1.4	1.5	1.3	3.2	3.6	2.7	0.7	0.7	0.6	0.3
Greece	2004/05	0.6	0.7	0.5	4.1	5.4	2.6	3.2	3.5	2.8	0.3
Hungary	2004/05	2.1	2.5	1.7	2.2	2.9	1.5	2.4	2.7	2.0	0.3
Iceland	2003/04	n	n	n	n	n	n	...	...	...	...
Ireland	2004/05	0.8	0.9	0.7	0.2	0.2	0.2	2.5	2.7	2.3	0.1
Italy	2004/05	0.2	0.3	0.2	3.2	4.3	1.9	1.2	1.1	1.3	0.2
Luxembourg	2004/05	4.4	4.9	3.9	...	...	...	...	...	...	...
Mexico	2004/05	4.6	5.6	3.6	1.1	1.6	0.5	3.1	3.8	2.5	0.4
Netherlands	2004/05	...	...	...	1.9	2.1	1.8	2.5	2.6	2.4	...
Norway	2004/05	n	n	n	n	n	n	...	...	...	...
Poland	2004/05	0.7	1.1	0.3	2.3	3.4	1.0	0.8	x(7)	x(7)	0.1
Republic of Korea	2005/06	n.	n.	n.	n.	n.	n.	n.	n.	n.	n
Slovakia	2004/05	2.6	2.9	2.4	1.7	2.1	1.3	0.1	0.1	0.1	0.2
Spain	2003/04	2.1	2.6	1.7	...	...	...	...	...	...	...
Switzerland	2004/05	1.6	1.8	1.5	1.7	1.8	1.5	1.5	1.4	1.7	0.2
Turkey	2004/05	2.7	2.7	2.8	a	a	a	0.6	0.7	0.5	0.2
OECD mean	2005	1.5	1.7	1.3	1.7	2.0	1.3	1.5	1.6	1.4	...

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	2003/04	2.1	2.6	1.7	3.4	3.8	3.1	2.4	3.4	1.2	0.2
Bulgaria	2004/05	2.3	2.7	2.0	2.6	3.1	2.0	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	2004/05	0.2	0.3	0.2	1.5	2.2	0.7	1.3	1.7	1.0	0.1
Estonia	2004/05	1.6	2.3	0.8	3.8	4.7	2.8	0.6	0.5	0.6	0.2
Israel	2004/05	1.6	2.2	1.0	1.0	0.9	1.0	2.4	3.7	1.0	0.2
Latvia	2004/05	3.0	4.1	1.9	5.1	6.9	3.1	1.2	1.6	0.7	0.4
Lithuania	2004/05	0.7	0.9	0.5	0.9	1.3	0.4	0.2	0.2	0.1	0.1
Malta	2004/05	2.6	2.9	2.2	0.6	0.7	0.5	2.8	2.9	2.6	0.2
Romania	2004/05	2.3	2.7	1.8	2.6	3.4	1.7	0.1	0.1	0.1	0.2
Slovenia	2004/05	0.5	0.6	0.4	0.6	0.8	0.4	0.9	x(7)	x(7)	n.
The FYR of Macedonia	2004/05	0.2	0.2	0.2	0.6	0.7	0.5	0.2	0.2	0.1	n.

¹. Calculated by the UNESCO Institute for Statistics.

². Including Madrasah school (Ministry of Religious Affairs)

³. Public institutions only.

Source: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007).

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

WEI 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
Argentina	2004	102	99	105	73	68	77	34	21	50	59	53	66
Brazil ¹	2004	...	...	...	76	x(4)	x(4)	3	4	2	42	37	48
Chile	2005	...	...	...	...	...	...	37	42	31	48	46	50
China	2005/06	...	...	...	59	...	...	13	...	...	11	...	...
Egypt	2002/03	99	101	97	79	80	78	x(10)	x(11)	x(12)	31	32	29
India	2004/05	...	...	...	54	61	47	...	...	...	...	...	...
Indonesia	2003/04	81	81	81	53	51	54	6	6	6	15	17	13
Jamaica	2004/05	...	...	...	76	x(4)	x(4)	...	...	...	...	...	...
Jordan	2004/05	...	...	...	82	80	83	...	...	...	...	...	...
Malaysia	2003	...	...	...	...	...	...	41	40	43	34	28	40
Paraguay	2004	90	90	89	65	65	66	3	2	5	...	...	...
Peru	2005	92	93	91	83	86	81	21	19	24	...	...	...
Philippines	2004/05	85	82	88	77	70	84	...	...	...	...	...	...
Russian Federation	2004/05	...	...	...	103	x(4)	x(4)	33	x(7)	x(7)	67	x(10)	x(10)
Thailand	2005/06	101	99	103	73	64	81	23	23	22	63	60	67
Tunisia	2003/04	90	89	91	68	61	75	x(10)	x(11)	x(12)	33	28	38
Uruguay	2004	...	...	...	82	77	87	18	6	30	36	27	45
Zimbabwe	2003	56	57	55	50	x(4)	x(4)	4	5	4	2	3	2
WEI mean	2005	89	88	89	72	70	74	20	17	22	37	33	40
OECD countries^{1,2}													
Australia	2005	-	-	-	...	...	...	...	...	...	82	74	91
Austria ³	2004/05	-	-	-	...	...	...	9	7	10	37	34	41
Belgium ⁴	2004/05	-	-	-	94	92	95	34	29	38	33	29	38
Czech Republic	2004/05	-	-	-	107	107	107	8	5	12	41	39	44
Denmark	2004/05	-	-	-	97	88	106	23	23	23	57	45	69
Finland	2004/05	-	-	-	...	...	...	a	a	a	73	63	84
Germany ³	2004/05	-	-	-	...	...	...	14	11	17	36	36	36
Greece	2004/05	-	-	-	100	101	100	13	13	13	43	39	48
Hungary	2004/05	-	-	-	116	116	116	11	8	13	68	57	78
Iceland	2004/05	-	-	-	...	...	...	7	7	7	74	53	96
Ireland ⁵	2004/05	-	-	-	...	...	...	14	15	13	45	39	51
Italy ⁶	2004/05	-	-	-	102	96	109	a	a	a	56	49	64
Japan ^{3,6}	2004/05	-	-	-	105	105	106	30	23	38	41	47	34
Luxembourg	2004/05	-	-	-	109	111	107	...	...	...	...	...	...
Mexico	2004/05	-	-	-	71	70	71	2	2	2	30	30	30
Netherlands	2004/05	-	-	-	...	...	...	n	n	n	59	54	63
New Zealand	2005	-	-	-	98	96	100	48	41	54	79	64	93
Norway	2004/05	-	-	-	...	...	...	n	1	n	76	63	89
Poland ^{3,6}	2004/05	-	-	-	92	92	92	1	n	1	76	70	83
Republic of Korea ^{3,6}	2005/06	-	-	-	97	97	98	48	46	50	51	54	47
Slovakia	2004/05	-	-	-	97	97	98	2	2	3	59	52	67
Spain	2004/05	-	-	-	...	...	...	22	21	23	43	37	51
Sweden	2004/05	-	-	-	...	...	...	7	7	8	76	64	89
Switzerland	2004/05	-	-	-	101	103	100	16	19	13	37	36	38
Turkey	2004/05	-	-	-	75	85	66	19	22	16	27	30	24
United Kingdom	2004/05	-	-	-	...	...	...	28	19	36	51	45	58
United States	2004/05	-	-	-	97	92	102	x(4)	x(5)	x(6)	64	56	71
OECD mean	2005	-	-	-	97	97	98	15	13	16	54	48	61

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	2004/05	-	-	-	85	89	82	6	6	7	37	34	40
Croatia	2003/04	-	-	-	100	101	99	34	35	33	50	45	55
Cyprus	2004/05	-	-	-	101	100	102	44	50	38	9	4	13
Estonia ^{3,6}	2004/05	-	-	-	104	102	106	34	25	44	55	43	68
Israel	2004/05	-	-	-	92	90	94	25	24	26	55	51	59
Latvia	2004/05	-	-	-	103	x(4)	x(4)	...	...	...	...	...	...
Lithuania	2004/05	-	-	-	...	...	...	21	18	24	48	41	56
Malta	2004/05	-	-	-	...	...	...	10	9	12	52	45	59
Romania	2004/05	-	-	-	93	92	95	4	4	5	51	46	56
Slovenia	2004/05	-	-	-	111	110	113	49	46	52	40	33	49
The FYR of Macedonia	2004/05	-	-	-	80	84	75	3	3	3	32	28	36

Note: See Table C2.4 of *Education at a Glance 2007* for notes on OECD countries (www.oecd.org/edu/eag2007).

¹. Calculated by the 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) programmes calculated as gross entry ratio.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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	2004	100.0	a	a	14.9	a	85.1
Brazil	2004	100.0	a	a	93.5	a	6.5
Chile	2005	100.0	a	a	63.9	a	36.1
China	2005/06	54.8	x(1)	45.2	54.1	45.9	x(5)
Egypt	2004/05	42.9	a	57.1	42.9	a	57.1
India	2004/05	98.0	a	2.0	98.0	a	2.0
Indonesia	2004/05	65.7	34.3	a	65.7	a	34.3
Jamaica	2004/05	...	...	...	100.0	a	n
Jordan	2004/05	96.0	a	4.0	82.5	a	17.5
Malaysia	2004	18.8	a	81.2	86.4	a	13.6
Paraguay	2004	99.5	a	0.5	79.4	a	20.6
Peru	2005	100.0	a	a	100.0	a	a
Philippines	2004/05	100.0	a	a	100.0	a	a
Russian Federation	2004/05	57.0	13.3	29.7	57.0	13.3	29.7
Thailand	2005/06	72.8	27.2	n	72.8	a	27.2
Tunisia	2004/05	93.6	3.4	3.0	93.6	3.4	3.0
Uruguay	2004	86.0	a	14.0	80.4	a	19.6
Zimbabwe	2003	10.2	a	89.8	100.0	a	a
WEI mean	2005	76.2	4.6	19.2	77.0	3.5	19.6
OECD countries							
Australia	2005	38.5	a	61.5	38.5	a	61.5
Austria	2004/05	43.6	47.1	9.3	21.5	6.2	72.3
Belgium ¹	2004/05	49.5	a	50.5	30.4	a	69.6
Czech Republic	2004/05	70.3	0.4	29.3	20.5	0.1	79.4
Denmark	2004/05	52.1	a	47.9	52.1	a	47.9
Finland	2004/05	100.0	a	a	36.1	a	63.9
France	2004/05	57.5	10.4	32.1	43.6	a	56.4
Germany	2004/05	39.7	59.7	0.6	39.7	a	60.3
Greece	2004/05	64.0	a	36.0	64.0	a	36.0
Hungary	2004/05	76.8	a	23.2	75.9	10.9	13.2
Iceland	2004/05	50.6	0.6	48.8	63.2	1.6	35.2
Ireland	2004/05	71.4	a	28.6	65.7	30.5	3.8
Italy	2004/05	80.8	2.9	16.3	38.5	36.6	24.9
Japan	2004/05	75.3	0.9	23.9	75.3	0.9	23.9
Luxembourg	2004/05	59.6	15.5	24.8	36.6	a	63.4
Mexico	2004/05	89.8	a	10.2	89.8	a	10.2
Netherlands	2004/05	61.8	a	38.2	31.8	a	68.2
Norway	2004/05	39.2	a	60.8	39.2	a	60.8
Poland	2004/05	88.3	a	11.7	55.0	a	45.0
Portugal	2004/05	100.0	a	a	69.0	20.5	10.5
Republic of Korea	2005/06	71.5	a	28.5	71.5	a	28.5
Slovakia	2004/05	80.7	a	19.3	25.8	a	74.2
Spain	2004/05	57.4	n	42.6	57.4	n	42.6
Sweden	2004/05	94.8	a	5.2	46.4	0.8	52.7
Switzerland	2004/05	30.5	62.1	7.4	35.3	a	64.7
Turkey	2004/05	90.7	a	9.3	57.8	a	42.2
United Kingdom ²	2004/05	43.6	x(1)	56.4	27.8	x(6)	72.2
United States	2004/05	100.0	x(1)	x(1)	100.0	x(4)	x(4)
OECD mean	2005	67.1	7.7	26.7	50.3	4.2	47.5

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	2004/05	99.0	a	1.0	45.4	a	54.6
Croatia	2003/04	71.7	x(1)	28.3	25.7	a	74.3
Cyprus	2004/05	100.0	a	a	86.5	a	13.5
Estonia	2004/05	100.0	a	a	69.0	a	31.0
Israel	2004/05	95.9	a	4.1	65.0	a	35.0
Latvia	2004/05	91.1	0.1	8.8	64.5	a	35.5
Liechtenstein	2003/04	98.9	n	1.1	21.2	1.1	77.7
Lithuania	2004/05	99.4	a	0.6	74.7	x(4)	25.3
Malta	2004/05	57.6	x(1)	42.4	57.6	a	42.4
Romania	2004/05	72.8	a	27.2	34.8	a	65.2
Slovenia	2004/05	32.6	44.4	23.0	32.6	n	67.4
The FYR of Macedonia	2004/05	90.5	a	9.5	39.4	a	60.6

¹. Excludes the German-speaking community of Belgium.

². Includes post-secondary, non-tertiary education.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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	2004	49	49	51	54	52	58	69	55
Brazil	2004	48	48	50	53	51	56	35	57
Chile	2005	49	48	48	49	49	48	40	52
China	2005/06	45	47	47	48	48	47	49	45
Egypt	2004/05	48	47	47	47	47	...	...	...
India	2004/05	49	47	44	41	43	39	...	39
Indonesia	2003/04	51	49	50	48	49	44	49	42
Jamaica	2004/05	50	49	49	52	50	...	...	...
Jordan	2004/05	47	49	49	50	49	50	61	49
Malaysia	2004	51	49	50	54	52	55	52	58
Paraguay	2004	49	49	49	50	50	57	67	55
Peru	2005	49	49	48	48	48	50	57	45
Philippines	2004/05	50	49	51	54	52	54	53	54
Russian Federation	2004/05	47	49	49	48	49	57	54	58
Sri Lanka	2005	...	49	50	53	51	...	...	...
Thailand	2005/06	49	48	48	49	48	51	48	52
Tunisia	2004/05	49	48	49	54	51	57	...	...
Uruguay	2004	49	48	51	55	53	66	83	60
Zimbabwe	2003	...	49	49	46	48	39	44	32
WEI Mean	2005	49	48	49	50	49	52	54	50
OECD countries¹									
Australia	2005	49	49	49	46	48	54	53	55
Austria	2004/05	49	49	48	47	48	54	68	52
Belgium	2004/05	49	49	52	51	52	54	58	51
Canada	2003/04	49	49	48	48	48	...	...	58
Czech Republic	2004/05	48	48	49	50	49	53	68	51
Denmark	2004/05	49	49	49	52	51	57	47	59
Finland	2004/05	49	49	49	52	51	54	32	54
France	2004/05	49	48	49	50	49	55	56	55
Germany	2004/05	48	49	49	47	48	50	60	48
Greece	2004/05	49	48	48	48	48	51	49	53
Hungary	2004/05	48	48	48	49	49	58	64	58
Iceland	2003/04	49	48	49	52	50	65	49	65
Ireland	2004/05	45	49	50	53	51	55	49	57
Italy	2004/05	48	48	48	49	48	57	60	57
Japan	2004/05	...	49	49	49	49	46	62	41
Luxembourg	2004/05	49	49	49	51	50	...	...	...
Mexico	2004/05	49	49	51	51	51	50	42	51
Netherlands	2004/05	48	48	48	49	49	51	a	51
New Zealand	2005	49	49	48	52	50	59	58	59
Norway	2004/05	...	49	49	49	49	60	57	60
Poland	2004/05	49	49	48	48	48	58	81	57
Portugal	2004/05	49	48	49	53	51	56	56	56
Republic of Korea	2005/06	48	47	47	47	47	37	37	37
Slovakia	2004/05	48	48	49	50	49	55	64	55
Spain	2004/05	49	50	49	53	50	54	51	54
Sweden	2004/05	48	50	50	54	52	60	50	60
Switzerland	2004/05	49	49	49	45	47	46	41	47
Turkey	2004/05	48	47	a	40	40	42	39	43
United Kingdom	2004/05	49	49	49	56	54	57	66	54
United States	2004/05	47	49	48	50	49	57	60	56
OECD Mean	2005	48	49	49	50	49	54	55	54

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	...	...	...
Bulgaria	2004/05	48	48	47	48	48	52	55	52
Croatia	2003/04	48	49	49	50	50	54	50	56
Cyprus	2004/05	49	49	49	49	49	52	46	74
Estonia	2004/05	49	48	47	51	49	62	62	61
Israel	2004/05	48	49	49	49	49	56	54	56
Latvia	2004/05	48	48	48	50	49	63	59	64
Liechtenstein	2003/04	52	50	50	40	46	27	...	27
Lithuania	2004/05	48	49	48	50	49	60	60	60
Malta	2004/05	50	47	50	47	49	56	57	56
Romania	2004/05	49	48	48	50	49	55	56	55
Slovenia	2004/05	48	48	48	49	49	58	55	61
The FYR of Macedonia	2004/05	49	48	49	47	48	57	50	57

¹. Calculated by the UNESCO Institute for Statistics.

Source: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007).

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

5

Teachers and the learning environment

Introduction

Attracting and maintaining effective teachers are challenges for education systems worldwide. Conditions, such as class size, working hours and salaries, affect the supply of teachers and the quality of the teacher pool, as well as the overall cost of education. International indicators on teacher working conditions and the factors that shape them can help decision-makers see alternatives to the policies in place in their countries.

This section presents a series of indicators that both shape and reflect the demand for and supply of teachers. These measures include pupil-teacher ratio, class size, statutory pupil instructional hours and teaching hours, the age composition of the teaching force by level of education and the level of statutory teacher salaries.

While public provision of education is the dominant model throughout the world, education provided through the private sector is becoming increasingly important in a number of countries. International comparisons have typically divided schools into two basic types – public and private – based on their management. It is also important, however, to distinguish between private schools funded by the state and those that are not. These distinctions are important because both the source of funding and the source of school management influence the working conditions of teachers.

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. 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 and independent private institutions. In the case of government-dependent private schools, governments are the main funding source but schools are managed by private (*i.e.* non-governmental) organizations. Independent private schools are both privately managed and financed.

a. Enrolment in public and private primary and secondary schools

While the vast majority of pupils are enrolled in public schools in most WEI and OECD countries, provision of education by the private sector is substantial in a number of countries.

While changes in the size and the coverage of the school-age population can influence the demand for and supply of private schooling, this section focuses on the current size of the private sector in terms of the relative share of enrolled pupils.

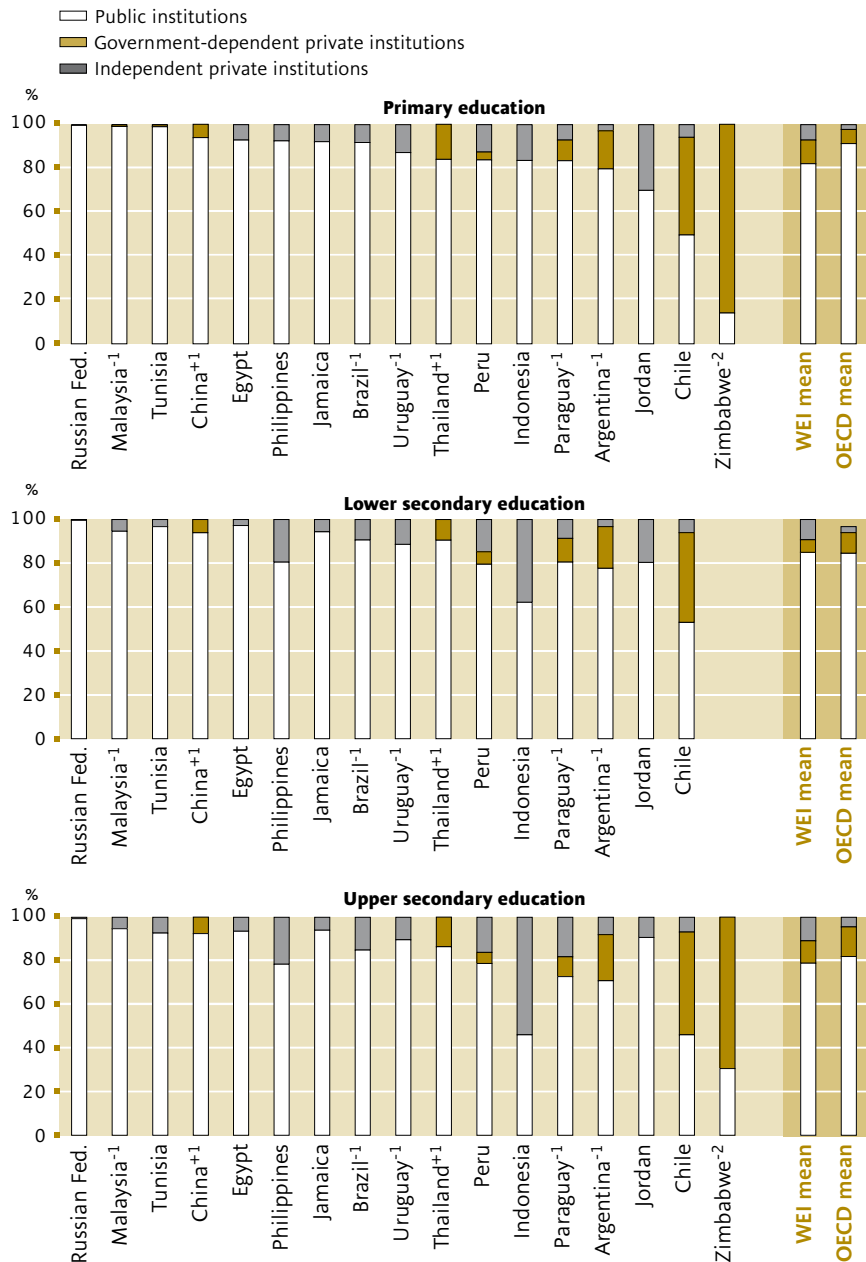
In WEI countries as a whole, public schools enrol the vast majority of students at the primary (81.9%), lower secondary (85.1%) and upper secondary (78.9%) levels. The WEI mean for the public share of primary enrolment is lower than that of the OECD average (91.1%), but it is similar to those for lower (84.6%) and upper secondary education (81.9%) (*see Figure 5.1 and Table 5.a*).

Among WEI countries, however, there is considerable variation in the proportion of students attending government-dependent and independent private institutions. While virtually all primary students attend public schools in Malaysia, the Russian Federation and Tunisia, more than one-half of all primary students in Chile are in private schools, most of which are government-dependent. In Jordan, 30% of primary students are enrolled in independent private schools. The most

FIGURE 5.1

Public and private schools

Share of enrolment by type of institutions and level of education, 2005



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

Notes: ⁺¹ Data refer to 2006; ⁻¹ Data refer to 2004; ⁻² Data refer to 2003.

Sources: UNESCO Institute for Statistics, Table 5.a; OECD countries: OECD, 2007.

extreme case is Zimbabwe, where 87% of pupils attend government-dependent private schools. Argentina, Indonesia, Paraguay, Peru, Thailand, and Uruguay report between 10% and 21% of primary students enrolled in private schools, with only Indonesia, Peru and Uruguay having more than 10% in independent private schools (see **Table 5.a**).

Across most WEI countries that have a significant private sector in education, the proportion of pupils enrolled in public schools tends to decrease at higher levels of education. The gap in the percentage of students enrolled in private primary versus upper secondary schools reaches 10 percentage points or more in Indonesia, Paraguay and the Philippines. Yet, the share of public provision remains at 90% or more across all education levels in China, Egypt, Jamaica, Malaysia, the Russian Federation and Tunisia.

How private enrolment is split between government-dependent and independent private schools is influenced by the amount of money directed to the private sector in general. For example, enrolment shares in government-dependent private schools are high in Chile, the country with the highest transfers of public funding to the private sector. In contrast, relatively little public funding is transferred to the private sector in Indonesia and Jordan, and all of their primary level enrolment is in independent private schools (see **Table 5.a**).

In Latin America, a number of governments (*e.g.* Argentina, Chile, Paraguay and Peru) channel public funds to private schools, although Brazil and Uruguay do not. However, the relative share of different kinds of private schools varies considerably. In the case of Peru, 6% or less of primary and secondary students are enrolled in government-dependent private schools, while

in Chile, it is more than 40%. (See Section 2 for more information on educational financing.)

b. Enrolment in public and private tertiary institutions

It is more common for tertiary students in WEI countries to enrol in private institutions than is the case in OECD countries. However, enrolment in government-subsidized private institutions is more common in OECD countries.

On average, nearly 40% of tertiary students in WEI countries are enrolled in private institutions, compared to the OECD average of just 24%. Chile and Brazil have the greatest shares of tertiary students attending private institutions (71.1% and 70.3% respectively), followed by the Philippines (65.9%), Indonesia (61.6%), and Paraguay (59.5%) (see **Table 5.b**).

While the private sector plays a greater role at the tertiary level in WEI countries than in OECD countries, the majority of students still attend public institutions. At least 7 out of 10 tertiary students in Argentina, Jordan, the Russian Federation, Thailand, Uruguay and Zimbabwe attend public institutions.

Further, while it is common in OECD countries for students to attend government-dependent private institutions, particularly in the Netherlands and the United Kingdom, private enrolment in WEI countries is almost exclusively in independent private institutions (Argentina, Chile and Zimbabwe are the exceptions with between 6% and 12% of tertiary students enrolled in government-dependent private institutions).

As in OECD countries, WEI tertiary students enrolled in occupationally-oriented programmes (type B) are more likely to be enrolled in private institutions than in public institutions.

c. Pupil-teacher ratios

The average WEI 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 ratio of students to teaching staff is an indicator of the human resources investment in education and, as demand for education increases, decision-makers often have to consider trade-offs in their investment decisions. Smaller pupil-teacher ratios must be weighed against variables, such as higher salaries for teachers, the amount of statutory instructional time, larger class sizes, greater investment in instructional technology and increased use of support staff and para-professionals (whose salaries are typically less than teachers). Pupil-teacher ratios also reflect investment in teaching staff who serve students outside of the regular classroom, e.g. in a special education programme.

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. For example, at the secondary level in Malaysia and Paraguay, there are 17 students per teacher – which is the same as the OECD mean at this level of education. However, there are more than twice as many primary students per teacher in the Philippines (35) and Zimbabwe (39).

At the secondary level, there are only 11 students per teacher in the Russian Federation, which is less than the OECD mean and the ratio in a number of OECD countries. The relation is also comparatively low in Jordan (14:1), Paraguay (15:1) and Uruguay (15:1). In contrast, there are 38 secondary students per teacher in the Philippines (see **Table 5.c**).

It is important to note that the ratio of pupils to teachers is not the same as average class size. The relationship between pupil-teacher ratio and average class size is affected by many factors: the number of hours that a student attends class each day; the length of a teacher's working day; the number of classes or students for whom a teacher is responsible; the division of a teacher's time between instruction and non-instructional activities (e.g. planning or preparing for instruction); the practice of team teaching; and whether a school runs multiple shifts with the same teachers working in different shifts.

d. Average class size

Class size varies greatly among WEI countries, with 42 pupils in primary school classes in Egypt and Jamaica, compared to just 16 pupils per class in the Russian Federation – which is less than in many OECD countries.

The relationship between class size and student achievement has been demonstrated in some large-scale studies. The results tend to suggest that classes need to be quite small (e.g. 16 or 17 students) but that may only be important in early primary grades and may not generalise to developing countries. Furthermore, there are policy trade-offs involved in reducing class size substantially, including the considerable expense of hiring additional teachers, as well as maintaining the quality of the pool of teachers as demand increases.

For this indicator, a class is defined as a group of students who follow a common course of study. The average class size of a country is calculated 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, as noted in Section 5.c.

The WEI mean class size is 28 students (see **Table 5.d**), compared to the OECD mean of 22. These averages mask wide variation, however, especially among WEI countries. For example, in Egypt and Jamaica there are an average of 42 students in primary classes, which is about 2.5 times higher than in the Russian Federation (16 students). Relatively small class sizes are found in Latin American countries, such as Argentina (26), Brazil (25), Paraguay (18) and Peru (17), although less so in Chile (31) (see **Table 5.d**). Primary classes tend to be much larger in a number of Asian countries, notably the Philippines (39) and China (36).

There is also variation in class size by school type. Public school teachers in WEI countries tend to have larger classes than their counterparts in the independent private sector, with a difference in average class size of five students or more in Brazil, Chile, Egypt and the Russian Federation. Class size in government-dependent private primary schools, however, tends to be larger than in public primary schools. For example, in Peru and Thailand the average class in government-dependent private institutions has eight students or more than in public schools. Private primary teachers in the Russian Federation have the smallest average class size (10) by far among both WEI and OECD countries (see **Table 5.d**).

At the lower secondary level, WEI countries have average classes of 34 students compared to the OECD mean of 24. As is the case at the primary level, there are substantial differences in class size among countries. There are more than 50 students per class in China and the Philippines, while Latin American classes range from 24 to 32 students. Again, the smallest average class size is in the Russian Federation (19).

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

the class size tends to increase. A typical lower secondary school teacher in a WEI country has a class of 34 students, compared to 28 at the primary level. To varying degrees, this pattern is found in all WEI countries, except for Jamaica, where lower secondary class sizes are smaller, and Egypt, where class sizes are about the same as at the primary level. In China, for example, there are 20 more students, on average, in lower secondary classes than in primary classes, and the difference is 10 or more students in Indonesia, Peru, the Philippines, Thailand and Uruguay (in public institutions).

Lower secondary schools in the public sector also tend to have larger classes than in the independent private sector. This difference amounts to nine students or more in Egypt, Peru, the Philippines, the Russian Federation and Tunisia. In Argentina, Chile and Thailand the average class size in government-dependent private schools is somewhat larger (two students or more) 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 9 and 14, compared to less than 5,000 hours in Argentina, Brazil, the Russian Federation and Uruguay.

Instructional time is a key educational resource, setting an upper limit on the time that students have contact with teachers in a structured environment. Decision-makers can try to increase the “opportunity to learn” by increasing the number of instructional hours for students. However, increasing instructional time typically leads to increased financial costs (by hiring more teachers or paying them to teach for

longer hours) or expense in terms of education quality (by decreasing teachers' preparation and collaboration time). WEI countries vary widely in terms of statutory instructional hours for students. For example, the intended instructional time for a typical 10-year-old public school student ranges from around 800 hours per year in Argentina, Brazil, Paraguay, the Russian Federation and Uruguay to 1,100 hours or more in Chile, Egypt, and Indonesia (see **Table 5.e**).

Instructional hours generally increase with the age of students as they move to higher grades (see **Figure 5.2** and **Table 5.e**). The WEI mean is about 892 hours per year for 9-year-old students, 918 hours for 10-year-olds and 1,032 hours for 13-year-olds. There is considerable country variation in the average increase per year between the ages of 9 and 14. For example, intended instructional time actually declines by 57 hours in Egypt between ages 9 and 14 but increases by 250 hour or more in Indonesia, Malaysia, Paraguay and the Russian Federation. Meanwhile, hours of instruction stay the same for students between the ages of 9 and 14 in Brazil (800 hours per year) and Jamaica (950 hours).

Another way to assess which countries dedicate the most instructional time across these ages is to compare the cumulative instructional time across age groups (in this case, ages 9 to 14). 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), Egypt (6,800 hours) and India and Malaysia (approximately 6,500 hours). In contrast, cumulative instructional time is less than 5,000 hours for students in Argentina, Brazil, the Russian Federation and Uruguay.

f. Teaching hours in public schools

At the primary level of school, teaching hours range across WEI countries from 735 hours per year or less in the Russian Federation, Tunisia and Uruguay to more than 1,000 hours per year in India, Indonesia and the Philippines. Teaching hours tend to decrease at the upper secondary level, although in Argentina, India and Thailand they increase.

This indicator shows the number of hours per year that a full-time classroom teacher is expected to spend teaching. Teaching time is a subset of total working time as it excludes time spent on administrative, preparatory and other tasks. The number of teaching hours represents a norm – what teachers are intended to do – rather than the actual numbers of hours that teachers worked in a particular year. Increasing teaching time is one way that countries can try to increase instructional time, although if total work hours are not increased proportionately teachers can be left with less time to prepare lessons, review and grade student work, collaborate with other teachers, or complete other professional or administrative activities. Across WEI countries, teachers in public primary schools provide instruction for an average of 868 hours per year (see **Table 5.f**).

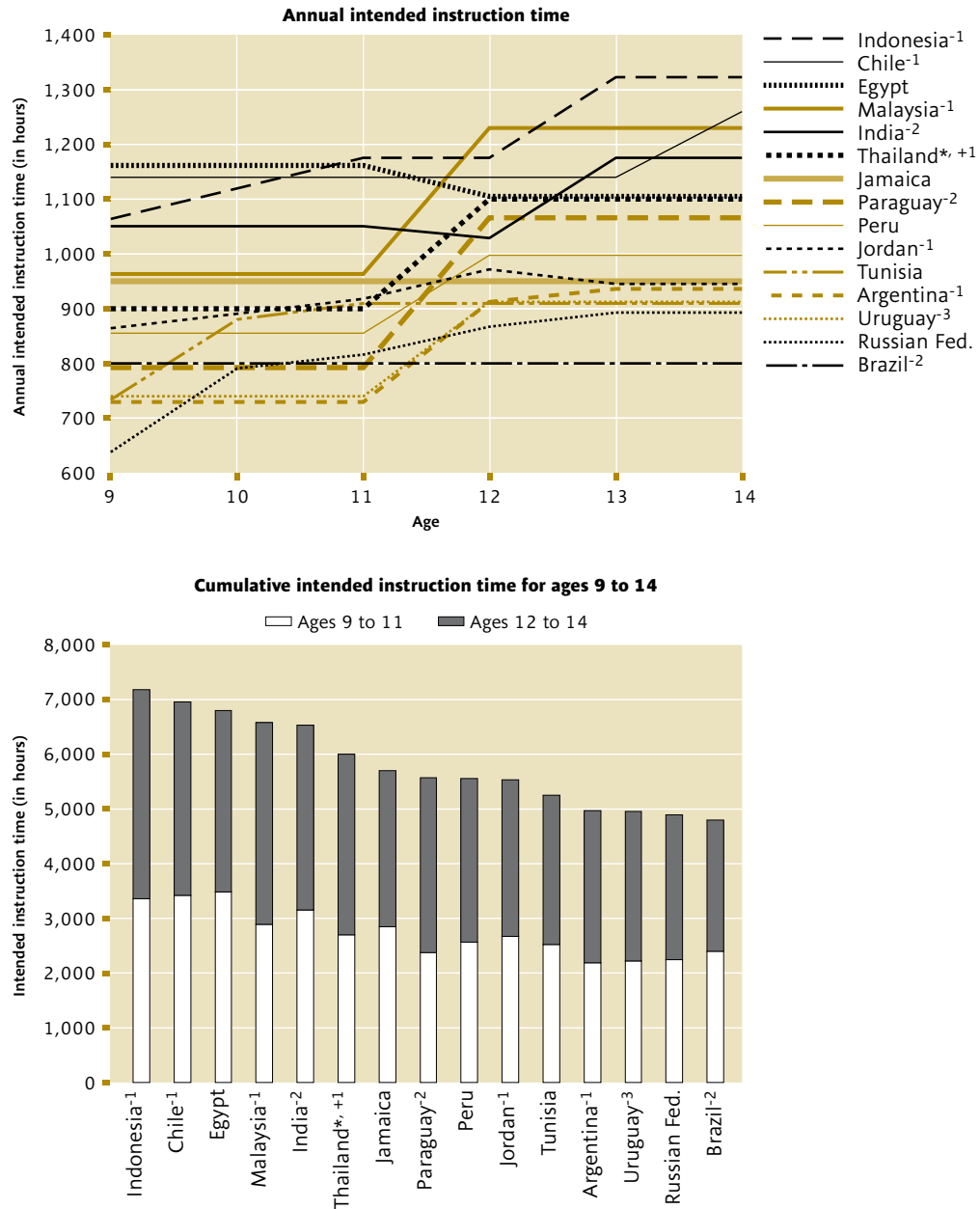
The amount of time that teachers are expected to spend teaching varies widely across WEI countries. In India, Indonesia and the Philippines, primary teachers instruct for more than 1,000 hours a year, compared to 656 hours in the Russian Federation. The teaching load also varies by level of education. On average, WEI primary teachers instruct for longer hours (868) than their counterparts at lower and upper secondary levels (848 and 860 hours respectively).

The 17 WEI countries reporting data for this indicator can be divided into three groups (see **Table 5.f**). In the first group, teaching hours

FIGURE 5.2

Instructional time for students

Annual and cumulative intended instruction time in hours for 9 to 14-year-old students in public schools, 2005



Notes: * The data submitted were a range; the mean value is shown.
⁺¹ Data refer to 2006; ⁻¹ Data refer to 2004; ⁻² Data refer to 2003; ⁻³ Data refer to 2002.
 Source: UNESCO Institute for Statistics, Table 5.e.

are the same 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 do their counterparts at the secondary level, as in Egypt, Indonesia, Peru, Tunisia and Uruguay. Finally, in the third group, secondary teachers face heavier instructional loads than primary teachers do, as in Argentina, India, Paraguay, the Russian Federation, Sri Lanka and Thailand. Indonesia has the largest difference in expected teaching hours between the primary and secondary levels, with primary teachers expected to work 1,260 hours per year and secondary teachers 738 hours per year.

g. Age distribution of teachers

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

Data on the age distribution of teachers can be used to anticipate potential changes in the composition of the teaching force. Moreover, teacher age provides a proxy for the overall “experience” of a teaching force based on the assumption that older teachers have accrued greater years of service. An older age profile may reflect more experience, but a younger age profile can indicate a higher level of pre-service training. This is particularly true where standards have been raised over time and young teachers entering the profession are likely to have higher qualifications or more training than their older and more experienced counterparts. However, experience also comes at a cost. An older age profile may be associated with the higher wages and benefits that accrue with years of service.

WEI countries have relatively young teaching forces at all levels of education. In Indonesia and Paraguay, more than 40% of primary teachers

are below the age of 30 years. Between 24% and 40% of teachers are under age 30 in Brazil, Jamaica, Jordan and Malaysia. In contrast, only 16% of primary school teachers are under 30 in a typical OECD country (see **Table 5.g**).

At the lower and upper secondary levels, 7 out of 10 WEI countries providing data on teacher age had about one-half or more of the teaching force below age 40. Exceptions to this pattern are Chile and Sri Lanka (at both levels) and Argentina (at the upper secondary level). In contrast, very few OECD countries have as many teachers below the age of 40 – on average only 38% of lower secondary teachers and 35% of upper secondary teachers.

h. Teacher salary scales

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

Teacher salary levels influence the ability of countries to attract and retain a qualified teaching force. Setting salaries and benefit packages at an optimal level to attract teachers of sufficient quality is just one component of a series of trade-offs made by decision-makers to achieve the right balance of cost and quality. Others include setting the minimum requirements to become a teacher, adequate pupil-teacher ratios, class sizes and statutory instructional and teaching hours.

Two indicators are commonly used for international comparisons of teacher salaries. The first compares the absolute level of teacher salaries, based on statutory salary scales that are converted into PPP\$ to better account for differences in the cost of living across countries. The second compares salaries as a percentage of GDP per capita. This is a measure of the level

of investment in teachers relative to a country's ability to finance educational expenditures. 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.

Across WEI countries, salaries for teachers with 15 years of experience range from less than PPP\$ 4,000 in Egypt and Indonesia to more than PPP\$ 13,000 in India, Jamaica, Malaysia, Thailand and Tunisia. On average, WEI primary teachers with 15 years of experience earned PPP\$ 10,152 annually, which is less than one-third of the OECD average salary of PPP\$ 37,603 (see *Table 5.h.i*).

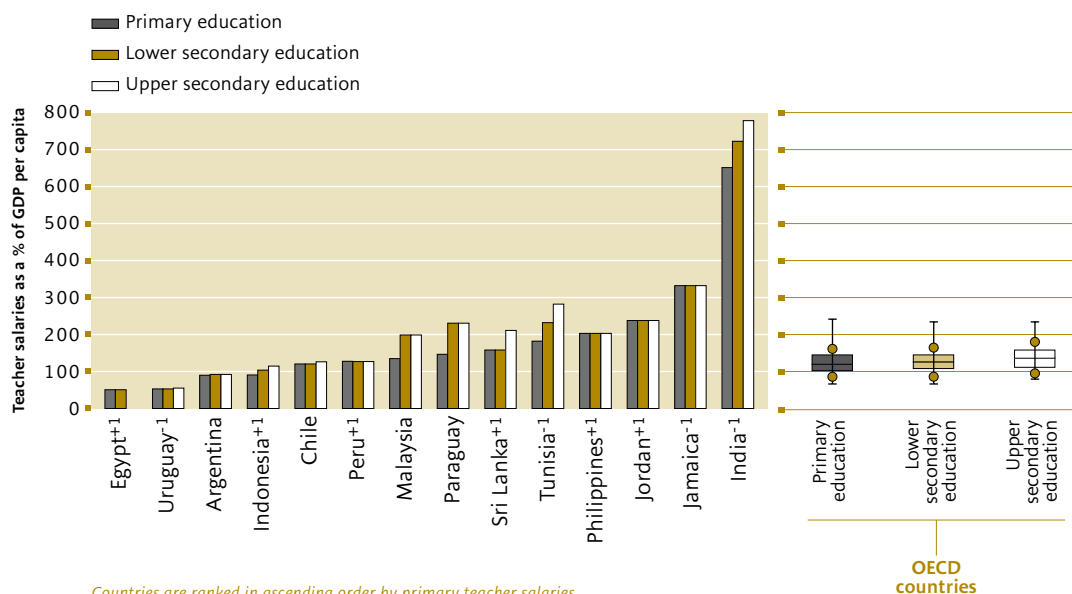
While OECD teachers earn more in absolute terms, WEI countries pay their teachers more, relative to national income. Primary teachers with 15 years of experience earn on average 184% of GDP per capita in WEI countries, compared to 135% in OECD countries. While 8 out of 10 OECD countries pay primary teachers between 95% and 170% of GDP per capita, the range is far greater among WEI countries, from 51% in Egypt and 53% in Uruguay to 332% in Jamaica and 651% in India (see *Figure 5.3*).

In Jamaica, Jordan, Peru and the Philippines, the salaries of teachers are about the same across education levels. Primary and lower secondary teachers earn similar salaries in Chile, Egypt,

FIGURE 5.3

Teacher salaries

Annual statutory gross salaries as a percentage of GDP per capita after 15 years of experience (with minimum training) by level of education, 2004



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

Sources: UNESCO Institute for Statistics, Table 5.h.ii; OECD countries: OECD, 2007.

Sri Lanka and Uruguay. This is also the case for lower and upper secondary teachers in Argentina, Malaysia and Paraguay. However, salaries increase progressively at higher levels of education in India, Indonesia and Tunisia (see *Table 5.h.i*).

The difference between starting salaries and salaries after 15 years of experience is an indicator of how much countries pay for the experience teachers gain from teaching. Improved opportunities for earnings growth can have a positive impact on teacher retention. On average across WEI countries, salaries for primary teachers with 15 years of experience are 32% higher than starting salaries. The difference ranges from no change in Paraguay and Peru

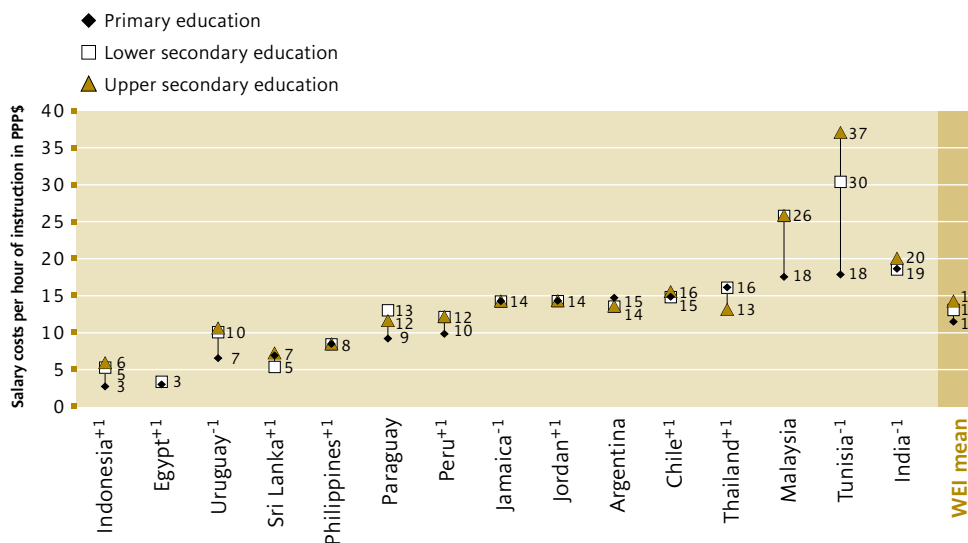
to 66% in Malaysia, 107% in Egypt and 146% in Thailand. In most WEI countries, the growth rates for salaries are similar for primary, lower secondary and, generally, upper secondary teachers.

Finally, an alternative indicator of the cost of teaching time is the statutory salary for a classroom teacher with 15 years of experience relative to the number of hours per year that the teacher is expected to spend teaching students (see *Figure 5.4*). Although this measure does not adjust salaries for the amount of time that teachers spend in all teaching-related activities, it does provide a comparative estimate of the cost of an hour of instructional time. Among WEI countries, the average salary

FIGURE 5.4

Cost of teaching time

Teacher salaries in PPP\$ after 15 years of experience (with minimum training), by level of education, 2004



Countries are ranked in ascending order by salary costs per hour of instruction in primary education.

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

Source: UNESCO Institute for Statistics, Tables 5.f and 5.h.i.

after 15 years is PPP\$ 11 per teaching hour in primary education, PPP\$ 13 in lower secondary education and PPP\$ 14 in upper secondary education. In OECD countries, the averages are PPP\$ 47, PPP\$ 57 and PPP\$ 65 for primary, lower and upper secondary levels respectively.

For primary education, Egypt (PPP\$ 3), Indonesia (PPP\$ 3), Sri Lanka and Uruguay (PPP\$ 7 each) have relatively low salary costs per hour of instruction, while costs are PPP\$ 14 or higher in Argentina, Chile, India, Jamaica, Jordan, Malaysia, Thailand and Tunisia. The average cost per instructional hour increased by PPP\$ 2 between primary and lower secondary levels, although the increase was much higher than that in Malaysia (from PPP\$ 18 to PPP\$ 26) and Tunisia (from PPP\$ 18 to PPP\$ 30). The average gain in salary costs per hour of instruction were even less between lower secondary and upper secondary education, increasing from PPP\$ 13 to PPP\$ 14. Tunisia had the largest gain between these two levels (more than PPP\$ 6), while salary costs per hour of instructional time fell by PPP\$ 3 between lower and upper secondary in Thailand.

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

	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
WEI countries												
Argentina	2004	79.5	17.5	3.0	77.7	19.0	3.3	70.8	21.1	8.1	100.0	a
Brazil	2004	91.6	a	9.4	90.7	a	9.4	84.9	a	15.6	...	...
Chile	2005	49.1	44.9	6.0	53.1	41.0	5.9	46.0	47.1	6.9	100.0	a
China	2005/06	93.8	6.2	x(2)	94.0	6.0	x(5)	92.4	7.6	x(8)	100.0	a
Egypt	2004/05	92.7	x(1)	7.3	97.2	x(4)	2.8	93.6	x(7)	6.4	100.0	a
Indonesia	2004/05	83.4	a	16.6	62.2	a	37.8	46.0	a	54.0	100.0	a
Jamaica	2004/05	92.0	a	8.0	94.3	a	5.7	94.0	a	6.0	100.0	a
Jordan	2004/05	69.6	a	30.4	80.4	a	19.6	90.7	a	9.3	100.0	a
Malaysia	2004	99.1	a	0.9	94.7	a	5.3	94.7	a	5.3	100.0	a
Paraguay	2004	83.2	9.5	7.3	80.7	10.7	8.7	72.7	9.1	18.2	100.0	a
Peru	2005	83.6	3.7	12.8	79.7	5.6	14.7	78.8	5.1	16.2	100.0	a
Philippines	2004/05	92.4	a	7.6	80.6	a	19.4	78.4	a	21.6	100.0	a
Russian Federation	2004/05	99.5	a	0.5	99.6	a	0.4	99.3	a	0.7	100.0	n.
Thailand	2005/06	83.8	16.2	x(2)	90.7	9.3	x(5)	86.5	13.5	x(8)	97.1	2.9
Tunisia	2004/05	98.9	a	1.1	96.7	a	3.3	92.7	a	7.3	100.0	a
Uruguay	2004	87.0	a	13.0	88.6	a	11.4	89.6	a	10.4	100.0	a
Zimbabwe	2003	13.1	86.9	a	...	...	...	30.6	69.4	a	100.0	a
WEI mean	2005	81.9	10.9	7.3	85.1	5.7	9.2	78.9	10.2	10.9	99.8	0.2
OECD countries												
Australia	2005	70.9	29.1	a	67.4	32.6	a	78.9	21.0	0.1	77.7	22.3
Austria	2004/05	95.3	4.7	x(2)	92.2	7.8	x(5)	88.2	11.8	x(8)	...	...
Belgium ¹	2004/05	45.4	54.6	...	43.1	56.9	...	42.5	57.5	...	80.1	19.9
Canada	2004/05	...	...	...	...	...	...	...	...	...	100.0	a
Czech Republic	2004/05	98.8	1.2	n	98.1	1.9	n	86.9	13.1	n	99.9	0.1
Denmark	2004/05	87.9	12.1	a	76.2	23.8	a	98.0	2.0	a	96.5	3.5
Finland	2004/05	98.7	1.3	a	95.9	4.1	a	86.4	13.6	a	100.0	a
France	2004/05	84.9	14.6	0.5	78.7	21.0	0.3	69.9	29.3	0.9	100.0	a
Germany	2004/05	96.9	3.1	x(2)	92.4	7.6	x(5)	91.7	8.3	x(8)	99.8	0.2
Greece	2004/05	92.8	a	7.2	94.7	a	5.3	94.3	a	5.7	97.6	2.6
Hungary	2004/05	93.6	6.4	a	92.7	7.3	a	84.6	15.4	a	94.9	5.1
Iceland	2004/05	98.9	1.1	n	99.4	0.6	n	91.6	8.0	0.5	92.2	7.8
Ireland	2004/05	99.0	a	1.0	100.0	a	n	98.7	a	1.3	99.9	0.1
Italy	2004/05	93.1	a	6.9	96.4	a	3.6	94.7	0.7	4.7	99.2	0.8
Japan	2004/05	99.0	a	1.0	93.5	a	6.5	69.4	a	30.6	98.8	1.2
Luxembourg	2004/05	93.1	0.7	6.2	80.2	12.2	7.6	83.7	8.1	8.2	99.9	0.1
Mexico	2004/05	92.0	a	8.0	87.8	a	12.2	79.5	a	20.5	100.0	a
Netherlands	2004/05	...	...	a	...	...	a	...	...	a	99.0	1.0
New Zealand	2005	87.9	10.0	2.1	83.6	11.5	4.9	73.2	22.3	4.5	91.0	9.0
Norway	2004/05	98.1	1.9	x(2)	97.6	2.4	x(5)	89.8	10.2	x(8)	99.1	0.9
Poland	2004/05	98.3	0.4	1.2	97.6	0.6	1.7	91.4	0.7	7.9	94.9	5.1
Portugal	2004/05	89.7	2.6	7.7	88.4	6.8	4.8	82.5	4.9	12.6	100.0	a
Republic of Korea	2004/05	98.7	a	1.3	80.8	19.2	a	50.6	49.4	a	...	...
Slovakia	2004/05	95.1	4.9	n	94.5	5.5	n	88.5	11.5	n	98.9	1.1
Spain	2004/05	68.2	28.4	3.3	68.1	29.0	3.0	78.4	11.4	10.2	92.0	8.0
Sweden	2004/05	94.0	6.0	a	92.4	6.9	a	92.3	7.7	a	89.4	10.6
Switzerland	2004/05	96.2	1.3	2.5	92.9	2.5	4.6	93.0	3.1	3.9	99.8	0.2
Turkey	2004/05	98.4	a	1.6	a	a	a	97.9	a	2.1	97.8	2.2
United Kingdom	2004/05	94.7	a	5.3	94.1	0.7	6.1	24.9	72.3	2.7	72.4	27.6
United States	2004/05	89.7	a	10.3	91.3	a	8.7	91.4	a	8.6	100.0	a
OECD mean	2005	91.1	6.6	2.6	84.6	9.3	2.8	81.9	13.7	5.0	95.4	4.6

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	2003/04	96.0	a	4.0	98.6	a	1.4	94.6	a	5.4	100.0	a
Bulgaria	2004/05	99.6	a	0.4	98.5	a	1.5	97.8	a	2.2	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	2004/05	94.2	a	5.8	86.7	a	13.3	86.6	a	13.4	100.0	n
Estonia	2004/05	98.0	a	2.0	98.5	a	1.5	97.5	a	2.5	96.7	3.3
Israel	2004/05	100.0	a	a	100.0	a	a	100.0	a	a	100.0	a
Latvia	2004/05	98.9	a	1.1	99.2	a	0.8	98.0	a	2.0	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	2004/05	99.6	a	0.4	99.6	a	0.4	99.7	a	0.3	100.0	n.
Malta	2004/05	63.3	23.3	13.4	63.6	28.1	8.3	92.5	6.3	1.2	100.0	a
Romania	2004/05	99.8	a	0.2	99.9	a	0.1	99.0	a	1.0	100.0	a
Slovenia	2004/05	99.9	0.1	n	99.9	0.1	n	96.0	3.7	0.3	93.0	7.0
The FYR of Macedonia	2004/05	100.0	a	a	100.0	a	a	98.7	0.3	1.1	99.9	0.1

¹: Excludes the German-speaking community of Belgium.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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

WEI 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
Argentina	2004	56.1	22.5	21.4	84.2	a	15.8
Brazil	2004	29.7	a	70.3	29.7	a	70.3
Chile	2005	7.3	3.0	89.7	39.3	16.5	44.1
China	2005/06	...	...	...	...	...	...
Egypt	2004/05	...	...	...	82.7	x(6)	17.3
India	2004/05	...	...	...	...	...	...
Indonesia	2004/05	46.2	a	53.8	36.0	a	64.0
Jordan	2003/04	47.9	a	52.1	78.8	a	21.2
Malaysia	2004	60.4	a	39.6	73.0	a	27.0
Paraguay	2004	32.6	4.3	63.1	41.7	a	58.3
Peru	2005	40.9	1.1	58.0	54.8	a	45.2
Philippines	2004/05	38.0	a	62.0	33.7	a	66.3
Russian Federation	2003/04	96.1	a	3.9	85.1	a	14.9
Thailand	2005/06	66.8	a	33.2	87.1	a	12.9
Tunisia	2004/05	...	a	...	...	a	...
Uruguay	2004	97.9	a	2.1	87.4	a	12.6
Zimbabwe	2003	90.7	9.3	a	88.1	12.0	a
WEI mean	2005	54.7	2.9	42.2	64.4	1.9	33.6
OECD countries¹							
Australia	2005	97.7	1.3	1.1	98.6	n	1.4
Austria	2004/05	68.7	31.3	n	89.3	10.7	n
Belgium ²	2004/05	47.0	53.0	...	42.8	57.2	...
Canada	2003/04	...	...	...	...	...	...
Czech Republic	2004/05	67.2	31.5	1.3	93.6	n	6.4
Denmark	2004/05	99.1	0.9	a	98.9	1.1	a
Finland	2004/05	92.6	7.4	a	89.6	10.4	a
France	2004/05	71.9	8.4	19.7	87.3	0.7	12.0
Germany ³	2004/05	64.2	35.8	x(2)	96.3	3.7	x(5)
Greece	2004/05	100.0	a	a	100.0	a	a
Hungary	2004/05	61.2	38.8	a	86.3	13.7	a
Iceland	2004/05	66.8	33.2	n	86.6	13.4	n
Ireland	2004/05	92.5	a	7.5	92.5	a	7.5
Italy	2004/05	84.8	a	15.2	93.7	a	6.3
Japan	2004/05	7.3	a	92.7	24.4	a	75.6
Mexico	2004/05	95.9	a	4.1	66.3	a	33.7
Netherlands	2004/05	n	n	a	...	...	a
New Zealand	2005	69.8	28.5	1.7	98.0	1.9	0.1
Norway	2004/05	53.8	46.2	x(2)	86.6	13.4	x(5)
Poland	2004/05	77.8	n	22.2	70.5	a	29.5
Portugal	2004/05	56.0	a	44.0	74.3	a	25.7
Republic of Korea	2004/05	15.8	a	84.2	22.4	a	77.6
Slovakia	2004/05	89.8	10.2	n	98.0	n	2.0
Spain	2004/05	78.4	15.7	5.9	88.0	n	12.0
Sweden	2004/05	62.4	37.6	a	93.9	6.1	a
Switzerland	2004/05	30.4	38.9	30.8	91.3	7.1	1.6
Turkey	2004/05	97.5	a	2.5	94.8	a	5.2
United Kingdom	2004/05	a	100.0	n	a	100.0	n
United States	2004/05	84.8	a	15.2	72.6	a	27.4
OECD mean	2005	65.5	18.5	13.9	79.1	8.9	13.0

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
77.0	5.7	17.2	100.0	a	100.0	a	Argentina
29.7	a	70.3	...	...	...	...	Brazil
28.8	12.1	59.1	100.0	a	100.0	a	Chile
...	...	...	65.8	34.2	75.6	24.4	China
...	...	...	...	...	...	...	Egypt
...	...	...	...	...	100.0	n	India
38.4	a	61.6	100.0	a	100.0	a	Indonesia
75.3	a	24.7	100.0	a	100.0	n	Jordan
67.4	a	32.6	99.7	0.3	93.4	6.6	Malaysia
40.5	0.5	58.9	100.0	a	100.0	...	Paraguay
48.9	0.5	50.6	100.0	a	100.0	...	Peru
34.1	a	65.9	100.0	a	100.0	a	Philippines
87.8	a	12.2	70.6	29.4	55.1	44.9	Russian Federation
83.7	a	16.3	...	...	...	...	Thailand
...	a	...	100.0	a	100.0	a	Tunisia
90.2	a	9.8	100.0	a	100.0	a	Uruguay
89.7	10.3	a	86.4	13.6	...	...	Zimbabwe
60.9	2.1	36.9	94.0	6.0	94.2	6.9	WEI mean
							OECD countries¹
98.5	0.2	1.3	38.3	61.7	68.1	31.9	Australia
87.2	12.8	n	...	...	...	...	Austria
45.0	55.0	n	69.5	30.5	92.2	7.8	Belgium ²
...	...	...	...	...	74.8	25.2	Canada
91.1	3.0	5.9	95.5	4.5	96.1	3.9	Czech Republic
98.9	1.1	n	54.7	45.3	92.9	7.1	Denmark
89.6	10.4	a	100.0	a	56.2	43.8	Finland
83.6	2.5	13.9	100.0	a	100.0	a	France
91.5	8.5	x(8)	83.3	16.7	96.2	3.8	Germany ³
100.0	a	a	100.0	a	100.0	a	Greece
84.9	15.1	a	76.8	23.2	52.9	47.1	Hungary
86.6	13.4	n	46.1	53.9	76.5	23.5	Iceland
92.5	a	7.5	59.5	40.5	84.4	15.6	Ireland
93.6	a	6.4	100.0	n	100.0	n	Italy
20.3	a	79.7	97.0	3.0	90.0	10.0	Japan
67.3	a	32.7	100.0	a	100.0	a	Mexico
n	100.0	a	...	...	82.2	17.8	Netherlands
90.9	8.6	0.5	41.5	58.5	59.8	40.2	New Zealand
86.2	13.8	x(8)	80.7	19.3	72.2	27.8	Norway
70.5	n	29.5	100.0	a	60.6	39.4	Poland
74.1	a	25.9	...	...	...	...	Portugal
19.9	a	80.1	...	...	...	...	Republic of Korea
97.8	0.3	2.0	49.3	50.7	63.7	36.3	Slovakia
86.7	2.2	11.2	98.6	1.4	89.0	11.0	Spain
92.5	7.5	a	84.5	15.5	50.5	49.5	Sweden
78.1	12.6	6.9	23.1	76.9	90.2	9.8	Switzerland
95.6	a	4.4	100.0	a	100.0	a	Turkey
a	100.0	n	24.4	75.6	71.5	28.5	United Kingdom
75.2	a	24.8	48.7	51.3	64.8	35.2	United States
74.9	12.8	11.2	73.8	26.2	80.2	19.8	OECD mean

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

[continued]

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	2003/04	100.0	a	a	99.2	a	0.8
Bulgaria	2004/05	66.1	a	33.9	85.0	a	15.0
Croatia	2003/04	90.6	n	9.4	99.7	n	0.3
Cyprus	2004/05	12.5	a	87.5	100.0	a	a
Estonia	2004/05	49.8	17.1	33.1	a	85.4	14.6
Israel	2004/05	34.3	65.7	a	11.6	78.0	10.5
Latvia	2004/05	26.5	38.0	35.5	n	73.2	26.8
Liechtenstein	2003/04	...	...	...	n	91.7	8.3
Lithuania	2004/05	82.0	a	18.0	96.9	a	3.1
Malta	2003/04	100.0	a	a	100.0	a	a
Romania	2004/05	96.7	a	3.3	76.8	a	23.2
Slovenia	2004/05	85.9	6.6	7.5	97.8	0.4	1.7
The FYR of Macedonia	2004/05	100.0	a	n	93.9	n	6.1

¹ Calculated by the UNESCO Institute for Statistics for total tertiary (columns 7, 8 and 9).

² Excludes the German-speaking community of Belgium.

³ Excludes advanced research programmes.

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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	
99.2	a	0.8	100.0	a	68.7	31.3	Albania
83.6	a	16.4	67.6	32.4	70.3	29.7	Bulgaria
96.6	n	3.4	56.0	44.0	78.1	21.9	Croatia
32.2	a	67.8	88.7	11.3	100.0	n	Cyprus
17.8	61.0	21.2	78.7	21.3	81.5	18.5	Estonia
15.5	75.9	8.7	100.0	a	82.3	17.7	Israel
3.5	68.6	27.9	42.0	58.0	64.2	35.8	Latvia
n	91.7	8.3	...	...	n	100.0	Liechtenstein
92.6	a	7.4	46.8	53.2	60.8	39.2	Lithuania
100.0	a	a	49.8	50.2	88.6	11.4	Malta
78.0	a	22.0	89.7	10.3	75.9	24.1	Romania
92.0	3.4	4.6	46.5	53.5	80.1	19.9	Slovenia
94.3	a	5.7	71.3	28.7	84.4	15.6	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

WEI 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
Argentina ¹	2002	22.6	19.1	21.3	17.9	19.8	a	11.7	33.7	9.9
Brazil	2004	17.6	22.9	18.1	17.6	17.9	a	13.6	x(7)	x(7)
Chile	2005	20.8	25.9	25.9	26.6	26.3	a	...	...	...
China	2005/06	22.9	18.3	17.1	18.4	17.6	...	...	10.5	...
Egypt	2003/04	24.2	21.9	20.1	14.4	17.0	...	...	...	...
Indonesia	2004/05	29.6	27.3	24.1	22.0	23.2	a	...	...	...
Jamaica	2003/04	22.1	27.5	x(5)	x(5)	19.1	...	...	...	...
Jordan	2003/04	20.4	19.4	x(2)	13.6	...	a	...	...	...
Malaysia	2004	21.2	17.2	x(5)	x(5)	17.0	25.4	...	...	...
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	2004/05	...	35.1	42.0	28.3	37.9	26.0	...	...	...
Russian Federation ²	2004/05	...	...	...	11.2	...	x(4)	13.4	11.2	14.4
Sri Lanka	2004	...	22.5	19.8	19.2	19.5	a	...	...	...
Tunisia	2004/05	19.0	20.0	...	...	...	...	16.9	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	2005	22.3	23.5	21.4	19.1	19.8	...	...	...	...
OECD countries										
Australia ^{3,4}	2005	...	16.2	x(5)	x(5)	12.1	...	...	...	15.0
Austria	2004/05	17.0	14.1	10.6	11.3	10.9	10.7	15.3	7.5	16.3
Belgium	2004/05	16.1	12.8	9.4	9.9	9.8	x(4)	19.6	x(7)	x(7)
Czech Republic	2004/05	13.5	17.5	13.5	12.8	13.2	16.9	19.0	16.9	19.2
Denmark	2004/05	6.6	x(3)	11.9	...	...	...	...	...	...
Finland	2004/05	12.5	15.9	10.0	18.0	13.9	x(4)	12.5	x(4)	12.5
France	2004/05	19.3	19.4	14.2	10.3	12.2	...	17.3	x(7)	x(7)
Germany	2004/05	13.9	18.8	15.5	14.0	15.1	16.3	12.2	11.6	12.3
Greece	2004/05	12.5	11.1	7.9	8.8	8.3	7.4	30.2	23.2	35.8
Hungary	2004/05	10.7	10.6	10.4	12.2	11.2	12.8	15.9	24.8	15.5
Iceland	2004/05	...	x(3)	11.3	10.8	11.2	x(4,9)	11.0	x(7)	x(7)
Ireland	2004/05	13.9	17.9	x(5)	x(5)	15.5	x(6)	17.4	x(7)	x(7)
Italy	2004/05	12.4	10.6	10.1	11.0	10.7	...	21.4	8.5	21.7
Japan	2004/05	17.4	19.4	15.1	13.0	13.9	x(4,9)	11.0	8.5	12.3
Luxembourg ⁴	2004/05	...	...	x(5)	x(5)	9.0	...	...	...	...
Mexico	2004/05	28.9	28.3	33.7	25.8	30.6	a	14.9	13.7	15.0
Netherlands	2004/05	x(2)	15.9	x(5)	x(5)	16.2	x(5)	...	...	14.3
New Zealand	2005	9.8	18.1	16.8	12.9	14.8	15.8	16.3	13.9	17.2
Poland	2004/05	17.9	11.7	12.7	12.9	12.8	11.0	18.2	12.5	18.3
Portugal	2004/05	15.4	10.8	8.2	8.0	8.1	...	13.2	x(7)	x(7)
Republic of Korea	2005/06	20.2	28.0	20.8	16.0	18.2	a	...	...	...
Slovakia	2004/05	13.6	18.9	14.1	14.3	14.2	10.9	11.7	12.5	11.7
Spain	2004/05	14.1	14.3	12.5	8.1	10.6	a	10.6	7.0	11.9
Sweden	2004/05	11.9	12.2	12.0	14.0	13.0	18.5	8.9	x(7)	x(7)
Switzerland ^{3,4}	2004/05	18.3	14.6	11.7	10.5	11.4	...	...	...	...
Turkey	2004/05	19.7	25.8	a	16.2	16.2	a	17.3	52.7	13.6
United Kingdom	2004/05	16.3	20.7	17.0	11.8	14.1	x(4)	18.2	x(7)	x(7)
United States ³	2004/05	14.5	14.9	15.1	16.0	15.5	21.5	15.7	x(7)	x(7)
OECD mean	2005	15.3	16.7	13.7	13.0	13.4	14.2	15.8	16.4	16.4

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
Albania	2002/03	21.1	21.5	16.4	19.1	17.2	a	20.4	4.7	21.6
Bulgaria	2002/03	11.8	17.2	13.3	11.9	12.6	18.3	12.7	8.7	13.1
Croatia	2002/03	11.7	18.0	12.6	11.7	12.2	a	16.2	31.9	13.0
Cyprus	2003/04	18.7	17.8	12.1	11.3	11.7	a	15.9	16.8	13.2
Estonia	2004/05	7.3	...	...	...	...	...	14.9	13.3	15.9
Israel	2004/05	27.8	17.3	13.4	13.4	13.4	...	...	...	...
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	2004/05	8.4	11.3	8.8	...	...	11.2	13.9	15.2	13.5
Malta	2003/04	...	19.0	10.2	10.1	10.2	...	...	...	...
Romania	2004/05	18.3	17.4	12.4	16.0	14.0	...	...	...	17.2
Slovenia	2004/05	9.6	15.0	11.1	14.6	12.9	x(4)	23.0	x(7)	x(7)
The FYR of Macedonia	2004/05	11.5	...	...	...	...	...	...	...	16.2

1. Tertiary (type A) education includes public institutions only.

2. Excludes general programmes in upper secondary education.

3. Includes only general programmes in upper secondary education.

4. Public institutions only (for Australia, at ISCED level 5A/6 only).

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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

WEI 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
Argentina	2004	25.5	28.5	22.3	25.9	27.4	29.7	23.6	27.7
Brazil	2004	25.9	a	18.7	25.0	32.7	a	25.9	31.9
Chile	2005	30.2	33.5	23.5	31.0	31.1	33.5	24.6	31.5
China	2005/06	35.3	39.9	x(2)	35.5	56.3	51.0	x(6)	55.9
Egypt	2004/05	43.3	x(1)	34.0	42.4	39.8	x(5)	29.4	39.2
India	2002/03	39.9	...	...	...	39.0	...	...	...
Indonesia	2004/05	25.7	a	24.6	25.6	39.0	a	33.6	37.4
Jamaica	2002/03	42.0	a	...	42.0	32.0	a	...	32.0
Jordan	2004/05	28.1	a	26.7	27.7	30.6	a	29.1	30.3
Malaysia	2004	30.2	a	...	...	33.6	a	...	...
Paraguay	2004	17.5	21.1	16.3	17.7	24.1	25.6	21.8	24.0
Peru	2005	17.0	25.0	14.0	16.7	30.0	31.0	18.0	27.4
Philippines	2004/05	39.4	a	38.6	39.3	53.9	a	44.2	51.7
Russian Federation	2004/05	15.6	a	9.9	15.6	18.9	a	9.6	18.8
Sri Lanka	2005	25.2	...	...	...	29.2	...	...	...
Thailand	2005/06	21.9	36.0	x(2)	23.4	35.4	38.7	x(6)	35.8
Tunisia	2004/05	25.0	a	23.4	25.0	32.5	a	18.8	32.2
Uruguay	2003	19.5	a	...	...	29.5	a	25.1	...
WEI Mean	2005	28.2	...	22.9	28.0	34.2	...	25.3	34.0
OECD countries									
Australia	2005	24.0	24.1	a	24.0	24.5	25.5	a	24.9
Austria	2004/05	20.0	20.7	x(2)	20.1	24.1	24.8	x(6)	24.2
Belgium (Fr.)	2004/05	20.4	21.2	a	20.8	20.4	...	a	...
Czech Republic	2004/05	20.6	16.9	a	20.5	23.5	21.2	a	23.4
Denmark	2004/05	19.9	16.8	a	19.5	19.9	18.3	a	19.7
France	2004/05	...	...	...	...	23.4	25.0	13.1	23.7
Germany	2004/05	22.0	23.1	x(2)	22.0	24.7	25.8	x(6)	24.7
Greece	2004/05	19.6	a	21.4	19.7	24.5	a	24.7	24.5
Hungary	2004/05	20.1	19.1	a	20.0	21.4	21.5	a	21.4
Iceland	2004/05	18.5	13.3	...	18.4	19.8	12.0	...	19.7
Ireland	2003/04	24.3	a	...	...	19.7	a	...	...
Italy	2004/05	18.3	a	19.1	18.3	20.9	a	21.4	20.9
Japan	2004/05	28.3	a	33.7	28.4	33.4	a	35.7	33.5
Luxembourg	2004/05	15.6	20.0	19.1	15.8	19.2	20.1	21.3	19.5
Mexico	2004/05	19.8	a	21.9	19.9	30.0	a	26.4	29.7
Netherlands	2004/05	x(4)	x(4)	a	22.0	...	...	a	...
Norway	2004/05	a	a	a	a	a	a	a	a
Poland	2004/05	20.6	12.1	12.0	20.4	25.1	27.0	15.2	24.9
Portugal	2004/05	18.2	24.8	20.7	18.5	22.5	24.2	22.3	22.6
Republic of Korea	2005/06	32.6	a	32.3	32.6	36.0	34.8	a	35.7
Slovakia	2004/05	19.9	19.2	...	19.8	23.0	22.9	...	23.0
Spain	2004/05	19.4	24.2	23.8	20.8	23.8	27.0	24.1	24.7
Switzerland	2004/05	19.5	14.5	15.5	19.4	19.1	21.1	18.7	19.1
Turkey	2004/05	27.5	a	16.2	27.2	a	a	a	a
United Kingdom	2004/05	25.8	a	10.7	24.2	24.3	18.4	9.2	22.1
United States	2004/05	23.6	a	19.4	23.1	24.9	a	19.3	24.3
OECD mean	2005	21.7	19.2	20.4	21.5	23.8	23.0	21.0	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	...	9.2	20.2	22.4	...	9.3	22.3
Cyprus	2003/04	21.3	a	17.0	21.0	24.9	a	21.3	24.4
Estonia	2004/05	19.9	a	15.2	19.7	23.0	a	15.1	22.8
Israel	2004/05	26.6	a	a	26.6	31.7	a	a	31.7
Liechtenstein	2002/03	15.3	...	12.7	15.2	16.0	...	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	2004/05	18.4	a	13.1	18.4	20.6	a	14.1	20.5
Slovenia	2004/05	18.2	17.3	...	18.2	20.6	21.0	...	20.6
The FYR of Macedonia	2004/05	21.5	...	...	21.5	24.2	...	...	24.2

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007). 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			
Argentina	2004	729	729	729	912	936	936	2,187	2,784	45
Brazil ¹	2003	800	800	800	800	800	800	2,400	2,400	60
Chile ¹	2004	1,140	1,140	1,140	1,140	1,140	1,260	3,420	3,540	45
Egypt	2004/05	1,162	1,162	1,162	1,105	1,105	1,105	3,485	3,315	50
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	2004/05	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	2004	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	2005	855	855	855	998	998	998	2,565	2,993	45
Russian Federation ¹	2004/05	638	791	816	867	893	893	2,244	2,652	45
Thailand	2005/06	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	2004/05	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	2005	892	918	927	1,011	1,032	1,040	2,736	3,083	46

Note: Data on instruction time per subject as a percentage of total compulsory instruction time are available at (www.uis.unesco.org/publications/wei2007).

¹ Calculated by the UNESCO Institute for Statistics.

Source: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007).

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

WEI countries	Year	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)
		1	2	3	4	5	6
Argentina	2004	810	900	900	38	38	38
Brazil	2004	800	800	800	40	40	40
Chile	2004	873	873	873	40	40	40
Egypt	2004/05	756	662	567	34	34	34
India	2002/03	1,013	1,125	1,125	52	52	52
Indonesia	2004/05	1,260	738	738	44	44	44
Jamaica	2004/05	950	950	950	38	38	38
Jordan	2004/05	810	810	810	36	36	36
Malaysia	2004	792	792	792	41	41	41
Paraguay	2004	764	850	955	39	39	39
Peru	2005	810	648	648	38	38	38
Philippines	2004/05	1,182	1,182	1,182	40	40	40
Russian Federation	2004/05	656	946	946	34	35	35
Sri Lanka	2004	987	1,260	1,260	42	42	42
Thailand	2005/06	800-1,000	800-1,000	1,104	40	40	40
Tunisia	2004/05	735	548	548	32	30	30
Uruguay	2004	660	427	427	37	36	36
WEI Mean	2005	868	848	860	39	39	39
OECD countries							
Australia	2005	888	810	810	40	40	40
Austria	2004/05	774	607	589	38	38	38
Belgium (Fl.)	2004/05	806	720	675	37	37	37
Belgium (Fr.)	2004/05	722	724	664	37	37	37
Czech Republic	2004/05	813	647	617	40	40	40
Denmark	2004/05	640	640	560	42	42	42
Finland	2004/05	677	592	550	38	38	38
France	2004/05	918	639	625	35	35	35
Germany	2004/05	808	758	717	40	40	40
Greece	2004/05	780	583	559	40	38	38
Hungary	2004/05	777	555	555	37	37	37
Iceland	2004/05	671	671	560	36	36	35
Ireland	2004/05	915	735	735	37	33	33
Italy	2004/05	735	601	601	40	38	38
Japan	2004/05	578	505	429	35	35	35
Luxembourg	2004/05	774	642	642	36	36	36
Mexico	2004/05	800	1,047	848	41	41	36
Netherlands	2004/05	930	750	750	40	37	37
New Zealand	2005	985	968	950	39	39	38
Norway	2004/05	741	656	524	38	38	37
Portugal	2004/05	855	564	513	36	36	36
Republic of Korea	2005/06	810	570	553	37	37	37
Scotland	2004/05	893	893	893	38	38	38
Spain	2004/05	880	713	693	37	37	36
Turkey	2004/05	639	a	567	37	a	37
United States	2004/05	1,080	1,080	1,080	36	36	36
OECD mean	2005	803	707	664	38	38	37

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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)

	Year	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		1	2	3	4	5	6	7	8	9	10	11	12
Argentina	2004	14.3	41.7	28.0	12.8	3.1	n	16.3	35.0	30.0	14.7	4.0	n
Brazil ¹	2004	28.6	36.2	24.5	9.6	1.0	n	20.5	33.0	31.8	13.4	1.4	n
Chile	2005	11.6	21.8	27.6	29.6	9.4	a	11.6	21.8	27.6	29.6	9.4	a
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	2004/05	24.6	22.5	25.4	26.0	1.4	n	x(13)	x(14)	x(15)	x(16)	x(17)	x(18)
Jordan	2004/05	36.9	37.1	19.8	6.1	x(4)	n	x(1)	x(2)	x(3)	x(4)	x(5)	x(6)
Malaysia	2004	24.4	41.1	25.1	9.2	0.2	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
Philippines	2004/05	7.6	24.1	24.8	27.5	16.0	n	13.5	35.9	28.2	18.9	3.5	n
Sri Lanka	2005	7.3	30.7	39.9	21.3	0.7	n	6.0	30.7	37.9	24.8	0.6	n
WEI mean	2005	25.0	32.8	23.9	15.0	3.3	n	...	...	...	...	...	...
OECD countries													
Austria	2004/05	11.2	25.1	39.1	24.0	0.6	a	7.5	20.3	46.9	24.8	0.6	a
Belgium ²	2004/05	22.7	27.0	29.9	19.2	1.3	a	16.0	22.7	29.9	28.7	2.7	a
Denmark	2004/05	x(7)	x(8)	x(9)	x(10)	x(11)	a	11.1	25.5	22.9	34.6	5.9	a
Finland ^{2,3}	2004/05	13.4	31.9	29.7	23.9	1.2	a	10.6	28.2	27.9	31.2	2.2	a
France	2004/05	16.2	29.7	31.9	21.9	0.3	a	14.8	28.9	21.4	33.5	1.3	a
Germany	2004/05	6.8	19.7	21.1	43.7	8.7	a	4.7	14.1	19.3	51.3	10.5	a
Greece	2004/05	12.4	40.7	32.5	11.1	3.2	a	5.4	23.9	41.6	26.9	2.2	a
Hungary	2004/05	14.1	30.9	36.5	17.1	1.4	a	12.9	26.0	34.1	24.1	2.9	a
Iceland ²	2004/05	x(7)	x(8)	x(9)	x(10)	x(11)	a	12.1	29.7	29.4	22.3	6.5	a
Ireland ²	2004/05	24.4	20.3	26.6	23.8	4.8	a	x(13)	x(14)	x(15)	x(16)	x(17)	a
Italy	2004/05	0.8	16.4	36.1	40.9	5.8	a	n	5.4	24.8	61.8	8.0	a
Japan	2004/05	10.1	26.4	40.8	22.3	0.4	a	9.7	30.4	42.7	16.6	0.6	a
Luxembourg ⁴	2004/05	29.1	24.3	21.8	24.2	0.6	a	x(13)	x(14)	x(15)	x(16)	x(17)	a
Netherlands ^{2,5}	2004/05	20.2	20.0	30.7	26.4	2.6	a	x(13)	x(14)	x(15)	x(16)	x(17)	a
New Zealand	2005	14.3	22.1	29.2	27.4	7.0	a	14.2	21.7	28.5	28.0	7.5	a
Poland	2004/05	13.1	31.8	39.8	13.8	1.4	a	18.2	35.8	30.9	13.8	1.3	a
Portugal	2004/05	17.8	25.8	30.2	23.8	2.4	a	14.7	34.3	31.4	17.1	2.4	a
Republic of Korea	2005/06	25.6	30.3	23.9	18.8	1.3	a	18.5	31.2	39.1	10.3	0.9	a
Slovakia	2004/05	17.1	34.2	23.2	22.2	3.3	a	17.9	21.9	22.3	30.6	7.4	a
Spain	2004/05	14.5	22.3	32.1	27.2	3.8	a	7.6	31.9	35.1	21.5	4.0	a
Sweden	2004/05	7.7	21.3	22.9	36.2	12.0	a	12.3	27.6	23.4	26.0	10.6	a
Switzerland ^{4,6}	2004/05	20.6	22.0	29.7	24.8	2.9	a	14.2	24.2	29.4	27.9	4.3	a
United Kingdom	2004/05	22.9	24.6	22.7	28.8	1.0	a	19.8	25.9	25.0	28.3	1.2	a
United States	2004/05	18.4	24.0	25.2	28.4	4.0	a	17.2	24.7	26.3	27.7	4.1	a
OECD mean	2005	16.1	26.0	29.8	25.0	3.2	a	13.0	25.4	30.1	27.9	4.1	a
Other UOE countries													
Bulgaria	2004/05	6.9	35.7	39.6	17.1	0.6	n	10.0	27.2	34.6	25.8	2.4	n
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	2004/05	20.9	33.8	27.4	16.6	1.2	a	10.0	31.6	31.4	24.9	2.1	a
Latvia	2004/05	16.5	31.3	30.0	15.9	6.4	a	16.5	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	2004/05	10.1	33.8	32.4	18.5	5.2	n	14.7	24.8	32.1	19.9	8.5	n
Malta	2004/05	33.9	20.2	17.7	24.1	4.1	n	32.5	27.9	15.2	23.5	0.9	n
Romania	2004/05	28.6	24.8	24.0	21.6	0.9	a	26.8	20.9	17.9	30.9	3.5	a
Slovenia	2004/05	14.8	34.0	38.6	12.1	0.4	a	12.2	27.2	37.6	21.5	1.6	a
The FYR of Macedonia	2004/05	9.2	29.3	33.1	24.9	3.5	n	10.6	22.1	33.5	29.0	4.8	n

Note: Data on the gender distribution of teachers are available at (www.uis.unesco.org/publications/wei2007).

¹ Calculated by UNESCO Institute for Statistics.

² Upper secondary education includes post-secondary non-tertiary education (or part of post-secondary non-tertiary for Iceland).

³ Upper secondary education includes tertiary type B education.

⁴ Public institutions only.

⁵ Primary education includes pre-primary education.

⁶ Upper secondary education includes general programmes only.

Sources: UNESCO/UIS WEI: (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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
13.1	31.3	32.4	17.9	5.4	n	Argentina
19.7	34.7	28.2	16.3	1.1	n	Brazil ¹
12.6	27.1	31.2	22.8	6.4	a	Chile
16.4	48.5	24.7	9.0	1.5	n	Indonesia
29.7	27.9	25.0	16.5	1.0	n	Jamaica
27.0	42.0	23.6	7.3	x(16)	n	Jordan
19.6	44.6	28.6	7.0	0.1	n	Malaysia
32.8	38.7	20.6	6.2	1.6	n	Paraguay
13.5	35.9	28.2	18.9	3.5	n	Philippines
4.0	28.5	41.4	25.4	0.6	n	Sri Lanka
18.9	35.9	28.4	14.7	2.1	n	WEI mean
OECD countries						
6.0	25.0	41.6	25.9	1.5	a	Austria
14.8	22.6	30.5	29.2	2.8	a	Belgium ²
...	...	...	...	...	a	Denmark
5.5	22.6	31.5	32.9	7.6	a	Finland ^{2,3}
8.9	29.2	26.5	33.8	1.6	a	France
3.7	22.7	32.7	33.5	7.2	a	Germany
5.6	24.4	41.1	26.6	2.3	a	Greece
16.8	27.0	25.6	24.4	6.1	a	Hungary
6.4	18.3	31.0	31.2	13.1	a	Iceland ²
11.4	25.2	26.9	29.3	7.2	a	Ireland ²
n	6.0	37.7	48.8	7.3	a	Italy
9.0	26.1	36.9	25.4	2.6	a	Japan
18.0	25.0	25.9	28.9	2.2	a	Luxembourg ⁴
10.2	16.9	30.8	37.3	4.9	a	Netherlands ^{2,5}
13.1	20.6	28.6	29.7	8.0	a	New Zealand
14.6	31.0	27.1	22.5	4.8	a	Poland
16.2	35.9	29.7	15.8	2.4	a	Portugal
14.8	28.4	41.5	13.9	1.3	a	Republic of Korea
13.4	20.7	29.4	29.4	7.1	a	Slovakia
x(7)	x(8)	x(9)	x(10)	x(11)	a	Spain
6.7	19.9	24.3	33.8	15.4	a	Sweden
7.5	24.2	31.6	29.9	6.9	a	Switzerland ^{4,6}
13.4	23.2	29.0	32.4	2.0	a	United Kingdom
15.2	24.1	25.7	29.5	5.5	a	United States
11.0	23.6	31.2	29.3	5.4	a	OECD mean
Other UOE countries						
12.0	26.4	32.2	26.4	3.0	n	Bulgaria
15.3	23.1	41.6	19.5	0.5	n	Cyprus
10.7	27.4	28.6	26.7	6.7	a	Israel
12.8	21.0	30.6	24.2	11.4	a	Latvia
n	6.5	4.3	2.2	n	87.0	Liechtenstein
...	...	...	...	...	...	Lithuania
23.6	25.0	21.7	28.6	1.2	n	Malta
21.5	24.8	24.3	25.8	3.5	a	Romania
9.6	36.1	30.9	20.6	2.8	a	Slovenia
13.6	30.6	26.7	25.6	3.6	n	The FYR of Macedonia

TABLE 5.h.i **TEACHER SALARIES / Teacher 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**

WEI countries	Year	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
		1	2	3	4	5	6	7	8	9
Argentina	2004	9,499	11,935	13,693	9,734	12,201	14,134	9,734	12,201	14,134
Chile	2005	10,922	12,976	17,500	10,922	12,976	17,500	10,922	13,579	18,321
Egypt	2004/05	1,088	2,258	...	1,088	2,258	...	...	...	...
India	2002/03	11,507	18,860	17,811	13,975	20,926	22,747	16,977	22,531	26,849
Indonesia	2004/05	2 733	3,459	3,941	2,913	3,941	4,281	3,373	4,364	4,756
Jamaica	2002/03	10,950	13,545	13,545	10,950	13,545	13,545	10,950	13,545	13,545
Jordan	2004/05	8,372	11,572	28,748	8,372	11,572	28,748	8,372	11,572	28,748
Malaysia	2004	8,389	13,899	18,798	11,680	20,445	31,028	11,680	20,445	31,028
Paraguay	2004	7,038	7,038	7,038	11,109	11,109	11,109	11,109	11,109	11,109
Peru	2005	7,956	7,956	7,956	7,893	7,893	7,893	7,893	7,893	7,893
Philippines	2004/05	9,060	10,001	10,770	9,060	10,001	10,770	9,060	10,001	10,770
Sri Lanka	2005	5,006	6,826	7,964	5,006	6,826	7,964	6,826	9,101	10,239
Thailand	2004/05	5,902	14,504	27,662	5,902	14,504	27,662	5,902	14,504	27,662
Tunisia	2002/03	12,988	13,128	14,915	16,525	16,683	18,874	20,115	20,304	22,728
Uruguay	2003	4,035	4,327	5,057	4,035	4,327	5,057	4,237	4,544	5,309
WEI mean	2005	7,696	10,152	13,957	8,611	11,280	15,808	9,796	12,550	16,649
OECD countries										
Australia	2005	30,858	44,423	44,423	31,092	44,526	44,526	31,092	44,526	44,526
Austria	2004/05	27,094	35,823	53,938	28,379	38,805	56,139	28,589	39,531	59,151
Belgium (Fl)	2004/05	29,270	41,007	50,001	29,270	41,007	50,001	36,327	52,451	63,054
Belgium (Fr)	2004/05	27,754	38,901	47,452	27,865	39,335	48,190	34,729	50,601	61,039
Czech Republic	2004/05	18,654	24,423	29,078	18,654	24,423	29,078	18,955	24,868	29,663
Denmark	2004/05	34,517	38,911	38,911	34,517	38,911	38,911	33,902	47,374	47,374
England	2004/05	29,992	43,835	43,835	29,992	43,835	43,835	29,992	43,835	43,835
Finland	2004/05	27,806	32,406	32,406	32,273	38,159	38,159	34,681	43,346	43,346
France	2004/05	23,212	31,224	46,071	25,711	33,723	48,692	25,960	33,974	48,967
Germany	2004/05	40,125	49,930	52,062	41,630	51,240	53,493	45,022	55,195	57,671
Greece	2004/05	25,823	31,439	37,772	25,823	31,439	37,772	25,823	31,439	37,772
Hungary	2004/05	11,818	15,622	20,682	11,818	15,622	20,682	13,706	19,541	25,508
Iceland	2004/05	24,134	27,295	31,925	24,134	27,295	31,925	25,952	31,966	33,917
Ireland	2004/05	28,198	46,709	52,930	28,198	46,709	52,930	28,198	46,709	52,930
Italy	2004/05	24,224	29,301	35,641	26,108	31,917	39,135	26,108	32,813	40,917
Japan	2004/05	25,593	47,855	61,054	25,593	47,855	61,054	25,593	47,863	62,865
Luxembourg	2004/05	49,219	67,779	100,314	70,908	88,634	123,187	70,908	88,634	123,187
Mexico	2004/05	12,753	16,784	27,824	16,351	21,347	35,286	...	...	...
Netherlands	2004/05	32,195	41,835	46,734	33,298	45,960	51,207	33,630	61,511	67,848
New Zealand	2005	19,071	36,894	36,894	19,071	36,894	36,894	19,071	36,894	36,894
Norway	2004/05	31,382	35,058	39,044	31,382	35,058	39,044	33,589	37,778	40,950
Portugal	2004/05	19,704	32,275	50,634	19,704	32,275	50,634	19,704	32,275	50,634
Republic of Korea	2005/06	30,183	51,641	82,915	30,058	51,516	82,790	30,058	51,516	82,790
Scotland	2004/05	30,213	48,205	48,205	30,213	48,205	48,205	30,213	48,205	48,205
Spain	2004/05	31,847	37,056	46,623	35,840	41,588	51,904	36,611	42,552	53,120
Sweden	2004/05	26,234	30,802	35,750	26,756	31,585	36,153	28,387	34,108	38,785
Switzerland	2004/05	40,657	52,743	63,899	46,751	60,061	72,706	54,973	70,300	83,900
Turkey	2004/05	17,909	19,577	21,623	a	a	a	18,179	19,847	21,893
United States	2004/05	33,521	40,734	...	32,225	41,090	...	32,367	41,044	...
OECD mean	2005	27,723	37,603	45,666	29,772	40,322	48,983	31,154	43,239	51,879

Sources: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007); OECD countries: OECD, 2007 (www.oecd.org/edu/eag2007).

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

TABLE 5.h.ii **TEACHER SALARIES IN RELATIVE TERMS / Teacher 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**

WEI countries	Year	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
		1	2	3	4	5	6	7	8	9
Argentina	2004	71	90	103	73	92	106	73	92	106
Chile ¹	2004	101	120	162	101	120	162	101	126	170
Egypt	2004/05	24	51	...	24	51	...	...	...	...
India	2002/03	397	651	615	483	723	786	586	778	927
Indonesia	2004/05	72	91	104	77	104	113	89	115	125
Jamaica	2002/03	268	332	332	268	332	332	268	332	332
Jordan	2004/05	172	238	591	172	238	591	172	238	591
Malaysia	2004	82	135	183	114	199	302	114	199	302
Paraguay	2004	146	146	146	231	231	231	231	231	231
Peru	2005	128	128	128	127	127	127	127	127	127
Philippines	2004/05	184	203	219	184	203	219	184	203	219
Sri Lanka	2005	116	158	185	116	158	185	158	211	237
Tunisia	2002/03	180	182	207	230	232	262	279	282	316
Uruguay	2003	49	53	62	49	53	62	52	55	65
WEI mean	2005	142	184	234	161	204	267	187	230	288
OECD countries¹										
Australia	2005	100	144	144	101	144	144	101	144	144
Austria	2004/05	82	108	162	85	117	169	86	119	178
Czech Republic	2004/05	96	126	150	96	126	150	98	128	153
Denmark	2004/05	107	120	120	107	120	120	105	147	147
Finland	2004/05	93	109	109	108	128	128	116	145	145
France	2004/05	80	108	159	89	116	168	89	117	169
Germany	2004/05	134	167	174	139	171	179	150	184	193
Greece	2004/05	93	114	136	93	114	136	93	114	136
Hungary	2004/05	72	95	125	72	95	125	83	118	154
Iceland	2004/05	73	82	96	73	82	96	78	96	102
Ireland	2004/05	77	128	145	77	128	145	77	128	145
Italy	2004/05	87	106	128	94	115	141	94	118	147
Japan	2004/05	88	165	211	88	165	211	88	165	217
Luxembourg	2004/05	76	105	155	109	137	190	109	137	190
Mexico	2004/05	126	165	274	161	210	348	...	...	...
Netherlands	2004/05	96	125	139	99	137	153	100	183	202
New Zealand	2005	77	149	149	77	149	149	77	149	149
Norway	2004/05	75	84	93	75	84	93	80	90	98
Portugal	2004/05	102	167	262	102	167	262	102	167	262
Republic of Korea	2005/06	146	249	400	145	249	400	145	249	400
Spain	2004/05	122	142	179	138	160	199	141	164	204
Sweden	2004/05	84	99	115	86	102	116	91	110	125
Switzerland	2004/05	117	152	184	135	173	209	158	202	242
Turkey	2004/05	248	271	300	a	a	a	252	275	304
United States	2004/05	85	103	...	81	104	...	82	103	...
OECD mean	2005	101	135	171	101	137	175	108	148	183

¹ Calculated by the UNESCO Institute for Statistics.

Source: UNESCO/UIS WEI (www.uis.unesco.org/publications/wei2007).

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