



SOUTH AND EAST ASIA
regional report

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

Published in 2003 by
UNESCO Institute for Statistics
C.P. 6128
Succursale Centre-Ville
Montreal, Quebec, H3C 3J7
Canada

Design : Maro Haas, Le Pré St Gervais France
Graphs : SEP, Nîmes France
Printing : International Civil Aviation Organization, Montreal
Photo credits : UNESCO/D. Roger

Ref: UIS/AP/03-01

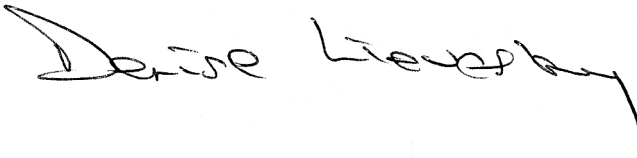
© UNESCO Institute for Statistics 2003

One of the key ways of meeting the challenges of the twenty-first century is to guarantee the benefits of education for all by ensuring that education systems work in an equitable, efficient and effective manner. Education statistics and indicators, which monitor trends and facilitate the critical assessment of policies, play a vital part in this process and they can provide valuable information for the formulation of sound policies. In this respect, governments are paying even greater attention to comparative policy analysis. Co-operation at the international level can help countries to identify ways in which access to education might be widened, the quality of educational provision might be improved and more attention paid to improving learning outcomes. A comparative framework can also assist countries to manage their teaching and learning processes more effectively. In a number of countries these imperatives have resulted in renewed efforts to strengthen the collection and reporting of comparative education statistics and indicators.

A significant role of the UNESCO Institute for Statistics (UIS) is to assist Member States to collect, analyse and disseminate internationally comparable education indicators in order to inform policy debates. Following its creation in 1999, the UIS has carried out far-reaching consultations with both national and international users and producers of education statistics in order to identify information needs and to develop a strategy to meet these needs.

One part of this strategy has been the implementation of a re-designed data collection instrument on the basis of which a survey is conducted each year by the UIS since 2000. The aim of this is to build a set of comparable cross-national education indicators. A series of regional workshops were organized and led by UIS each year from 2000 to 2003 to consult educational experts within Member States and to build better support for this global effort. These workshops also aimed to raise awareness of data collection methodologies and tools, such as the International Standard Classification of Education (ISCED97), to provide a common framework for harmonizing national education data. The workshops provide regional forums for the discussion of problems associated with data collection and management, and exploration of possible solutions.

This report represents one of the outcomes of this major effort. Not only are the indicators cited in this report based on data provided by countries, but the topics chosen also reflect some of the priority policy issues raised by national participants. The UNESCO Institute for Statistics would like to take this opportunity to thank these participants and their colleagues for their valued contributions to these surveys and also staff of the United Nations Statistics and Population Divisions, the Organisation of Economic Co-operation and Development (OECD) and the World Bank for providing key supplementary data.



Denise Lievesley

Director, UNESCO Institute for Statistics

FOREWORD

Introduction	6	2. Access and participation by level of education	40
Reader's guide	8	2.1 Pre-primary education (ISCED 0)	40
1. Regional background	10	2.2 Primary education (ISCED 1)	42
Economic, social and demographic overview	10	2.3 Secondary education (ISCED 2 and 3)	52
Country profiles	15	2.4 Post-secondary non-tertiary education (ISCED 4)	56
• Interpreting the country profiles	15	2.5 Tertiary education (ISCED 5)	56
• Country profiles	17	3. Teaching staff	61
		4. Expenditure on education	65
		Annexes	69
		Annex 1	70
		• Tables A1, A2, A3, A4, A5, A6	
		Annex 2	81
		• Definitions of indicators	
		Annex 3	83
		• Glossary	
		Annex 4	86
		• ISCED97	
		Acknowledgements	88

Introduction

The UNESCO Institute for Statistics (UIS) initiated *Survey 2000* as the first step in a long-term process in order to improve data quality and standardise data collection in the field of education. Since then, three rounds of data collection have been conducted. The data in this report are a result of the most recent data collection, *Survey 2002* and refer to the 2000/2001 school year.

For the purpose of this report, the region referred to as South and East Asia is composed of 22 countries and territories that are divided into two subgroups. South and West Asia refers to Afghanistan, Bangladesh, Bhutan, India, the Islamic Republic of Iran, the Maldives, Nepal, Pakistan and Sri Lanka. East Asia refers to Brunei Darussalam, Cambodia, China, Indonesia, the Democratic People's Republic of Korea, the Lao People's Democratic Republic, Macao (China), Malaysia, Myanmar, the Philippines, Thailand, Timor-Leste¹ and Viet Nam.

Experts in education statistics from these countries participated in four regional workshops held in Bangkok (July 2000), Vientiane (June 2001), Bangkok (March 2002) and New Delhi (April 2003). These workshops provided an opportunity to improve the international classification of various national educational programmes, to discuss the statistical questionnaires in order to ensure their correct interpretation, to review the results of previous surveys and finally to launch the next survey. The workshops made

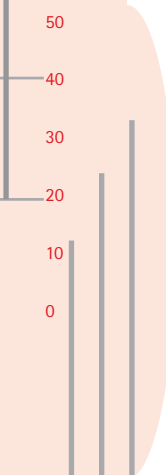
¹ Timor-Leste was recognised as an independent state on 20 May 2002, became a member of UNESCO on 3 June 2003, and has been added to this group even though no data are presently available. Education statistics from Timor-Leste are not and have never been included in the national data submitted by Indonesia.

it possible to discuss the need for policy-relevant information that may require the collection of other data or the calculation of new indicators. National representatives also presented reports on the education issues that were considered to be of the highest priority in their country. Many of the issues identified during workshop presentations and discussions are addressed in this first UIS report for South and East Asia. It presents information from the third survey (*Survey 2002*) and the World Education Indicators (WEI) programme of which seven countries are participating members: China, India, Indonesia, Malaysia, the Philippines, Sri Lanka and Thailand.

This report has four sections:

- ◆ Section 1 presents the main demographic, economic and social aspects of the region, including selected socio-economic indicators. Country profiles present key data and indicators for each country.
- ◆ Section 2 examines access to schooling and participation of pupils and students by gender at each education level from early childhood education to tertiary-level programmes.
- ◆ Sections 3 and 4 present indicators related to teaching staff and education finance, respectively.

The Annexes include summary statistical tables that contain data and indicators used in the publication as well as definitions of indicators, a glossary of terms and a more detailed description of the International Standard Classification of Education (ISCED97). The UIS and the countries participating in its regional project in South and East Asia will continue to progress with the development of indicators and associated analyses. It is hoped that these efforts will help governments in the region implement improvements in their national systems and continue to develop education programmes that will help students of all ages to achieve their full potential.



Education statistics 2003

Reader's guide

The data on pupils, students, teachers and education expenditure presented in this publication are gathered mainly from official national responses to questionnaires on education statistics from the UNESCO Institute for Statistics (UIS) for the school and financial years beginning in 2000, unless otherwise specified. These education statistics refer to all formal schools in the country and cover both public and private institutions. Unrecognised schools or institutions are not included in the counts and can represent up to 20% of primary school enrolment in some of the region's most populated countries such as India and Pakistan. It is therefore important to note that the exclusion of children enrolled in unrecognised schools may distort the number of children in and out-of-school.

Data coverage remains a significant problem for several countries where data by age, grade, repeaters and data for some types of institutions are not available or partial. Estimates are made for countries with missing data wherever possible.

The availability of data varies with the level of education and the type of provision. Figures for numbers of schools, pupils enrolled and teachers are generally available when educational institutions are the responsibility of the Ministry of Education. However, it is less likely when educational programmes are provided by another Ministry, local communities or councils, religious bodies, Non-Governmental Organizations (NGOs), or other private entities. In these cases, the data may not be communicated systematically to the Ministry of Education or Central Statistical Office and are therefore rarely captured by international statistics. In many countries, technical vocational education is administered by ministries other than that of education (for example, Ministries of Labour, Agriculture or Trade and Industry) and by private business or community groups. This may account for the difficulty of collecting complete data on this type of education.

With the exception of India, the Democratic People's Republic of Korea, Timor-Leste and Sri Lanka, all countries provided data for the 2000/2001 school year. In the case of India and Sri Lanka, data for the latest available year (1999/2000 and 1998/1999, respectively) are analysed.

The data are supplemented by demographic and economic statistics collected by other international organizations including, in particular, the United Nations Statistics and Population Divisions and the World Bank. The indicators on access and participation analysed in this publication have been calculated using the 2000 revision of population estimates produced by the United Nations Population Division. The results may differ from those published by individual countries because of differences between national population estimates and those of the United Nations.

The data on education presented in this publication were reported in the UIS's annual surveys on education, the most recent being *Survey 2002*. However, for the following countries, China, India, Indonesia, Malaysia, the Philippines, Sri Lanka and Thailand, education data were collected via surveys carried out in the framework of the World Education Indicators (WEI) project administered jointly by the UIS and the OECD. The two surveys (WEI and *Survey 2002*) aim to collect

broadly speaking the same core set of statistics on education but there are some minor differences in coverage between them. Both surveys (WEI and *Survey 2000*) are based on concepts and definitions from the 1997 version of the International Standard Classification of Education (ISCED97). ISCED97 is the international taxonomy for classifying educational levels according to their content, which allows for greater comparability of data across countries.

In principle, special needs education offered either in regular schools or in separate schools is also included at the relevant ISCED97 levels. The data on teachers refer to both full-time and part-time teaching staff with active teaching duties. School-based personnel who have no active teaching duties, such as librarians, careers advisers or student counsellors, administrative staff, non-teaching head teachers or principals, etc., are generally excluded.

In tables and charts throughout the publication, countries are ranked either by the indicators presented or in alphabetical order of their official English names. For the purposes of brevity, the following short names are used in the figures and tables in the report:

Brunei:	Brunei Darussalam
DPR Korea:	The Democratic People's Republic of Korea
Iran:	The Islamic Republic of Iran
Lao PDR:	The Lao People's Democratic Republic
Macao:	Macao, China

In addition, Macao, China is referred to as Macao in the text in order to avoid confusion with China, and for the sake of simplicity, the term "country" is used in this report when referring to either a sovereign state or a territory.

Where numbers and percentages have been rounded, totals and subtotals may not always correspond exactly to the sum of the national figures.

In order to calculate regional totals and population-weighted averages, estimates were made for countries with missing data. Therefore, unless otherwise stated, regional averages take into account all countries.

Symbols used in this publication:

-	Magnitude nil
0 or 0.0	Magnitude greater than nil but less than half of unit employed
...	Data not available
.	Category not applicable
*	National estimate
**	UIS estimate
./.	Data included elsewhere under another category

1. Regional background Economic, social and demographic overview

Education in South and East Asia is replete with contrasts conditioned by the extreme diversity among the twenty-two countries in the region, ranging from the Philippines in the East to Afghanistan and the Islamic Republic of Iran in the West. The northern boundary lies along the Amur River, which separates China and the Russian Federation, and the southern boundary is located on the shores of the newly independent Timor-Leste, near Australia. Thirteen countries in this region are located in East and South East Asia and the remaining nine are in South and West Asia.

Climatic, geographic and geological diversity sustain diverse economies and social systems, as varied as those of nomadic grazing, subsistence farming, large-scale cash crop plantations, oil and mineral extraction to hi-tech industrial and commercial centres.

In terms of social development, East Asia has experienced great progress in recent decades, driven by strong political commitment to education-based economic development. In South and West Asia, however, recent wars and violent conflicts have destroyed infrastructures and institutions.

Demographic and social characteristics

Population dynamics and demographic structure are key determinants of the demand for social services, including education, and are therefore important factors to be considered in education planning and subsequently the attainment of Education for All. South and East Asia includes five of the

Table 1 - Selected economic, social and demographic indicators, 2000/2001

Country or territory	Population		Infant mortality rate (0/00) 1995-2000	Life expectancy at birth (years) 1995-2000		Urban population (%) 2000	GDP per capita (US\$) 1990-2000
	Total (000) 2000	Average annual growth rate (%) 1990-2000		Total	Female		
Afghanistan	21 765	4.6	165	43	43	21.9	...
Bangladesh	137 439	2.2	79	58	58	25.0	4.1
Bhutan	2 085	2.1	63	61	62	7.1	5.1
Brunei Darussalam	328	2.4	10	75	78	72.2	...
Cambodia	13 104	3.1	83	56	59	16.9	11.1
China	1 275 133	1.0	41	70	70	35.8	11.1
DPR Korea	22 268	1.1	45	63	66	60.2	...
India	1 008 937	1.8	73	62	63	27.7	3.1
Indonesia	212 092	1.5	48	66	67	41.0	2.1
Iran	70 330	1.8	44	68	69	64.0	...
Lao PDR	5 279	2.4	97	54	54	19.3	...
Macao	444	1.8	...	...	...	98.8	6.1
Malaysia	22 218	2.2	12	73	75	57.4	6.1
Maldives	291	3.0	46	65	64	27.6	15.1
Myanmar	47 749	1.6	92	56	58	27.7	...
Nepal	23 043	2.4	83	57	57	11.8	4.1
Pakistan	141 256	2.5	95	59	59	33.1	4.1
Philippines	75 653	2.1	34	69	71	58.6	6.1
Sri Lanka	18 924	1.1	23	72	75	22.8	7.1
Thailand	62 806	1.3	25	70	73	19.8	3.1
Timor-Leste	737	...	...	...	...	7.5	...
Viet Nam	78 137	1.7	40	68	70	24.1	...

Sources: United Nations Population Division, UNAIDS, World Bank and Human Development Report 2002

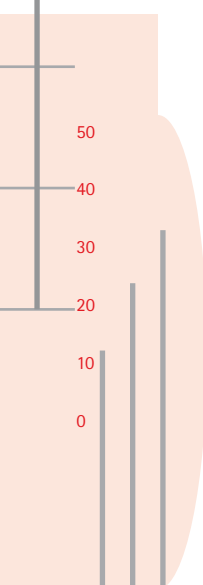
world's most populated countries (Bangladesh, China, India, Indonesia and Pakistan). The total population of the region was 3.24 billion in the year 2000, accounting for more than half of the world's population. China and India together, account for more than 2.28 billion or 70% of the region's population. Population size in each country ranges from 291,000 (the Maldives) to 1.28 billion (China).

In East Asia, population growth rates have decreased significantly over the last decade, down to around 1% per annum. Simultaneously, average life expectancy at birth has increased in this sub-region, where the weighted regional average is 68 years. The infant mortality rate has come down to 35 per 1000 live births. In other words, fewer children are born, but they live longer than ever before.

Population growth rates remain high in South and West Asia, particularly in Afghanistan

(4.6%), the Maldives (3.0%) and Pakistan (2.5%). With high infant mortality rates (75 per 1000 live births), average life expectancy at birth is much shorter in South and West Asia, where the weighted regional average is 61 years. In Afghanistan, Bangladesh, Nepal and Pakistan, the average life expectancy is below 60 years of age.

Asia is the most densely populated region of the world with the highest population density along the coasts of East and South Asia. Urban dwellers constitute more than 30% of the population in Brunei Darussalam, China, Indonesia, the Islamic Republic of Iran, the Democratic People's Republic of Korea, Macao, Malaysia, Pakistan and the Philippines. However, the vast majority of the Asian population lives in the countryside outside the reach of the main transport and communication services. In many countries, rural dwellers constitute more than 70% of



Education statistics 2003

the population, reaching as high as 90% or more in Bhutan, Nepal and Timor-Leste.

Provision of education in sparsely populated rural areas is more difficult and therefore more expensive in terms of unit costs. The cost per person for education is much less when people are concentrated in dense urban settlements than when they are distributed thinly across remote rural areas. Moreover, rural dwellers are distant from the political influence enjoyed by the middle class in urban centres. Hence, social disparities, including access to quality education, remain a great challenge.

HIV/AIDS

The spread of HIV/AIDS has contributed to declines in human development in the 1990s. Unchecked, this disease can unravel years of progress in economic and social development and leave millions of children orphaned or sick. Children affected by HIV/AIDS are more likely to drop out of school in order to look after sick parents or to work. Children with HIV/AIDS may suffer emotionally and psychologically, affecting their ability to learn. The number of teachers suffering from HIV/AIDS can lead to teacher shortages, teacher absenteeism or a decline in the quality of education as teachers find it more difficult to carry out their duties. It is estimated that by 2010, Asia may surpass Africa as the most affected region in terms of absolute numbers of people living with HIV/AIDS. Faced with this pandemic, governments will be forced to pull resources away from the education sector and to pay for health care. Among the 13 countries for which data are available, 3% of female youth (15-24 year-olds) in Cambodia, 2% in Thailand and 1% in India are affected with HIV/AIDS. The figures for women are approximately twice that of men.

Economic trends

The largest share of employment in most Asian countries is attributed to agriculture, which includes subsistence farming and cash

crops, such as rubber, rice, tea, fruits, etc. GNP per capita (in current US\$) in the region ranges from \$240 in Nepal to \$14,580 in Macao, with the majority of countries averaging less than \$1000. Among countries for which data are available, GNP average annual growth rate during the last decade ranged from around 3-4% in India, Indonesia and Thailand to over 10% in Cambodia, China and the Maldives.

The leading economies of the region (China, Malaysia, Thailand) are heading toward a more industrialized economy, while some (Brunei Darussalam, Indonesia, the Islamic Republic of Iran) rely on oil as their main source of income. The most industrialized countries in the region have strong manufacturing and service sectors, which make up 50% to 75% of the domestic economy. A significant contributing factor to the generally positive trend in the region is symbolized by China's admission to the World Trade Organization, which required fundamental reforms in many policy areas. Examples of such success have infused optimism in the region, despite the 1997 financial crisis, which has been followed by a steady recovery in East Asia. Many countries have undertaken economic reform measures, as well as political restructuring, to encourage growth in the private sector.

However, this generally positive trend is only a partial picture, as GNP figures are missing for such countries as Afghanistan, Brunei Darussalam, the Islamic Republic of Iran, the Democratic People's Republic of Korea, the Lao People's Democratic Republic, Myanmar, Timor-Leste and Vietnam where there have been severe economic problems. Moreover, a cautionary view may be warranted where apparent success was bought at the expense of heavy external debt. Total external debt as percentage of the GNP has reached 7.2% in Malaysia, 8.5% in the Philippines, 11.6% in Thailand and 13.2% in Indonesia.

Moreover, the lagging economies in South and West Asia, such as Afghanistan, Bangladesh, the Islamic Republic of Iran and Pakistan are facing complex economic and social problems, such as political instability, population pressure, low economic performance, large trade and budget deficit. Under such

circumstances, it would be difficult for public or private institutions to sustain the provision of improved education and other social services to their people.

Overall, economic development has been uneven in this region. During the last decade, according to the World Bank, the number of people globally living on less than a dollar a day dropped from 30% to 23%, but the improvement has largely been due to improvements in China and India, the world's most populous countries. In East Asia, the share dropped from 31% to 16%; and in South Asia, from 45% to 37%. Nevertheless, among all the people in the world living on less than a dollar a day, 24% live in East Asia and the Pacific and 42% in South Asia, most concentrated in Bangladesh, India, Nepal and Pakistan.

The Human Development Index (HDI), a composite of national income, life expectancy and literacy, is a summary measure of the human condition. On this scale, most of the countries in this region are ranked as having medium human development with East Asian countries (e.g. Brunei Darussalam, Malaysia Thailand) on the higher end; and South Asian countries (Bhutan, Bangladesh, Nepal, Pakistan) on the lower end.

Education in the region

This section highlights some contexts for education policy that are faced by decision-makers in the region.

Language of instruction

Very few countries in the region are linguistically homogenous. Because of this, the language of instruction is a critical issue. During the initial period of nation building, one vision was aimed at creating one nation out of a linguistically and ethnically diverse group of people. The State adopted one language as the official language or in some cases two languages, depending on the political power of the language groups. Consequently, the official language also

became the language of instruction in the schools, especially at the secondary school level and above. In many former colonies where there were several local languages, the continuation of the colonial language was a convenient compromise. It avoided internal conflict, identified the new country as a member of a wider community of countries and was supported by those who were mostly trained in the colonial language and hoped that their children would continue their higher education in Europe.

Consequently, social mobility required learning at least three languages - the mother tongue; the national lingua franca, usually the language of the dominant ethnic group; and the language of instruction - to gain access to education at higher levels and civil service employment.

Provision of teaching and learning materials for the national curriculum in all languages spoken in the country is not financially feasible. Where one ethnic group has had a clear majority, the language of the group could replace the colonial language. Where no group had a clear majority, two languages were sometimes adopted as the official languages of the State and the languages of instruction.

Policy-makers in the region are aware that mother tongue instruction is important for early childhood learning. To the extent financially feasible, countries are producing teaching and learning materials for primary school education in the major languages spoken, while minorities tend to be assimilated into the main groups. Minorities, poor or rich, are therefore faced with a dilemma, as education in their own language will not enhance their social mobility and career opportunities in society.

Literacy

Among adults, the literacy rate (15 years and older) is estimated to be about 86%² in East Asia, leaving about 180 million illiterate adults, of which 72% are women. In South and West Asia the adult literacy rate is 55%. About 412 million adults are illiterate in this

² The regional average presented here contains data from the Pacific region as well as from East Asia.

sub-region, of which 61% are women. Most of the illiterates today are elderly people, many of who had no access to education in their youth.

Among the 18 countries for which literacy estimates are available, seven countries have attained 90% or above for both men and women. The gender gap is greater in countries with low levels of literacy. Thus, the South Asian countries of Bangladesh, India, Nepal and Pakistan have low literacy rates and large gender gaps. For example, young men of Nepal and Pakistan have literacy rates in the 70% range, while those of young women are only in the 40% range.

However, literacy rates among young women (15-24 years) reflect great progress. For example, whereas the increase in literacy rate between 1990 and 2000 is about 24% among Nepalese women, it is about 10% among Nepalese men.

Quantity and quality

With affordability as the foremost criteria, available resources are focused on a quantitative expansion of primary school education with a very narrow curriculum. In the absence of formal educational

opportunities, non-formal education is the main form of provision for poor and rural dwellers. This provision has taken three major types: religious and moral instruction and some basic education at temples, mosques and churches; vocational training through trade apprenticeship; and non-formal education delivered through Community Learning Centres, where various practical skills are taught to special target groups. South Asia has many tales of success with training and micro-credit programmes in income-generating activities for poor women. There are also basic education equivalency courses for those who missed or lack access to formal education.

To improve educational opportunities and quality in Asia, it will be important to make progress on Education for All by enhancing educational quality, improving the curriculum, teacher/learner interaction, enhancing measures pertaining to the learners, the content, the teaching-learning processes, the learning environments and the outcomes. Increasing attention is focusing on the need to build an enabling environment for the implementation of this agenda, in which a strategic starting point is the capacity of the government for good governance and knowledge management for economic and social development and peaceful conflict resolution.

Interpreting the country profiles

Data sources

Area: Database from United Nations Internet site.

Demographic data: United Nations Population Division, 2000 revision.

GNP and GDP: World Bank, 2002 revision.

Literacy: UNESCO Institute for Statistics, estimates and projections based on data compiled from national population censuses and revised in July 2002.

Education data: UNESCO Institute for Statistics, annual education surveys.

Explanatory notes

All statistics refer to the 2000/2001 school year unless stated otherwise.

General information

The *area* refers to the surface of each country, i.e. the total number of square kilometres, expressed in thousands.

The *total population* and the *average annual growth rate* refer to the total population in each country for the year of reference, expressed in thousands, and to the average annual growth of the population for 1990-2000, expressed as a percentage.

The *life expectancy at birth* refers to the theoretical number of years a newborn will live if the age-specific mortality rates in the year of birth are taken as constant. It is the sum of the mortality rates for all ages combined. The life expectancies at birth presented in this report refer to the period 1995-2000.

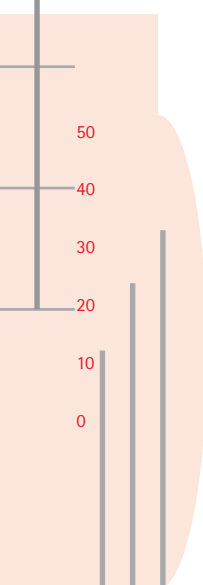
The *average number of children per female* refers to the theoretical number of births to a woman during her child-bearing years taking the given year's age-specific birth rates as constant. It is the sum of the age-specific birth rates for all women of childbearing age (15-49 years).

The *infant mortality rate* refers to the average annual number of deaths of infants under 1 year of age per 1,000 live births in the period 1995 to 2000.

The *estimated literacy rate* refers to the number of literate adults expressed as a percentage of the total adult population aged 15 years and above. A person is considered literate if he/she can read and write with understanding a simple statement related to his/her daily life.

The *national currency* is the currency in circulation in each country in the reference year.

The *GDP per capita* is the Gross Domestic Product expressed in current United States dollars divided by the total population.



Education statistics 2003

Public expenditure on education as a percentage of GDP is the total public expenditure on education at every level of administration according to the constitution of the country, i.e. central, regional and local authorities, expressed as a percentage of the Gross Domestic Product.

Public expenditure on education as a percentage of total government expenditure is the total public expenditure on education at every level of administration according to the constitution of the country, i.e. central, regional and local authorities, expressed as a percentage of total government expenditure on all sectors (including health, education, social services etc).

Graphs and tables

Pupils enrolled in primary education (ISCED level 1) compared to the population of official school age
This graph shows the number of primary pupils of all ages and the proportion of children of official primary school age who are enrolled in primary education.

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education
The bar chart shows the gender-specific gross enrolment ratios by ISCED level of education. The overall ratios (for males and females combined) are indicated by the line graph (see [Annex 2 for definitions of indicators](#)). The table presents raw data for each ISCED level on the total numbers of pupils and teachers, the percentage of female students and teachers, the number of institutions, the breakdown by level of education of public expenditure on education and the percentage of current expenditure on education devoted to teachers' salaries and other remunerations.

Structure of the education system according to ISCED97

This graph presents information on the current structure of the education system in each country. The various national programmes of education are classified according to ISCED97 by level of education (0, 1, 2 etc) and programme destination (A, B or C). See [Annexes 3 and 4](#) for a more detailed explanation of ISCED97.

A brief summary of the ISCED levels is given below to aid interpretation (wherever possible, the national names of programmes in English have been retained):

ISCED 0	pre-primary education
ISCED 1	primary education (or the first stage of basic education)
ISCED 2	lower secondary education (or the second stage of basic education)
ISCED 3	upper secondary education
ISCED 4	post-secondary non-tertiary education
ISCED 5	first stage of tertiary education
ISCED 6	second stage of tertiary education (leading to an advanced research qualification)

An age scale indicates the theoretical ages for each programme and is shaded in order to represent the duration of compulsory education in each country.

Country profiles

Afghanistan
 Bangladesh
 Bhutan
 Brunei Darussalam
 Cambodia
 China
 Democratic People's Republic of Korea
 India
 Indonesia
 Iran, Islamic Republic of
 Lao People's Democratic Republic
 Macao, China
 Malaysia
 Maldives
 Myanmar
 Nepal
 Pakistan
 Philippines
 Sri Lanka
 Thailand
 Timor-Leste
 Viet Nam

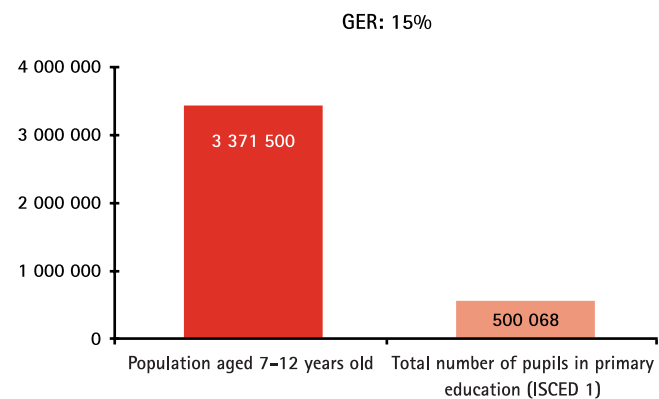
General information

Area in km ² :	652 000
Total population (000):	21 765
- Average annual growth rate (%):	4.6
Life expectancy at birth (years):	43
Urban population (%):	22
Infant mortality rate (‰):	165
Literacy rate M (%):	...
Literacy rate F (%):	...
School life expectancy:	...
GDP per capita (US\$):	...
Public expenditure on education as a % of - GDP:	...
- Total government expenditure:	...
National currency:	Afghani

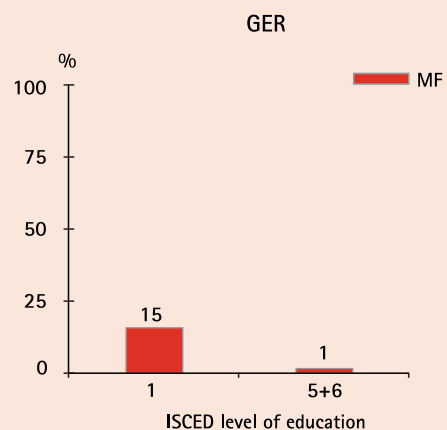
Afghanistan

2000

Total number of pupils in primary education (ISCED 1) compared to the population of official primary school age (7-12)

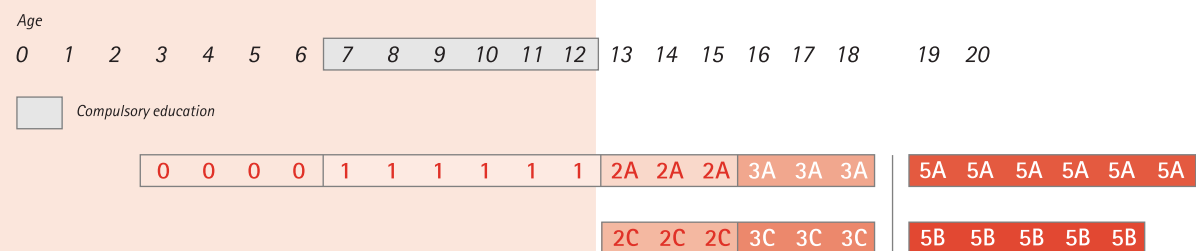


Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	500 068	...	...	19 796
	% F	...	...	...	...	...
Teachers	MF	...	11 708	...	...	...
	% F	...	...	...	...	...
Distribution of public expenditure on education (%)		...	...	...	...	...

Structure of the education system according to ISCED97



- 0 Kindergarten
- 1 Primary
- 2A Middle secondary
- 2C Technical middle secondary
- 3A Upper secondary
- 3C Technical upper secondary

- 5A Bachelor's and Master's Degrees
- 5B Engineering and polytechnic

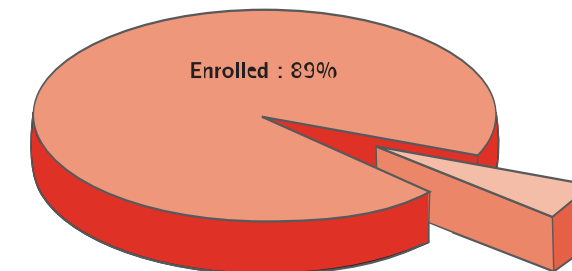
General information

Area in km ² :	144 000
Total population (000):	137 439
- Average annual growth rate (%):	2.2
Life expectancy at birth (years):	58
Urban population (%):	25
Infant mortality rate (‰):	79
Literacy rate M (%):	49
Literacy rate F (%):	30
School life expectancy:	8
GDP per capita (US\$):	370
Public expenditure on education as a % of - GDP:	2.5
- Total government expenditure:	15.7
National currency:	Taka

Bangladesh

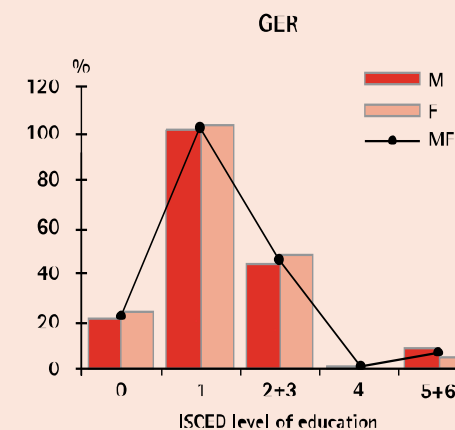
2000

Primary net enrolment ratio (%)



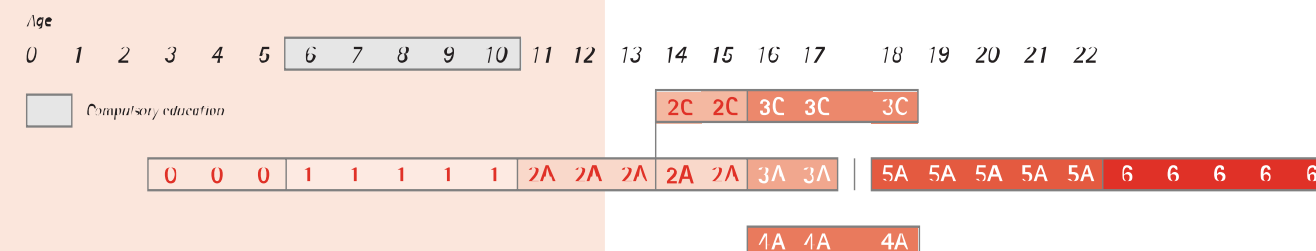
Population aged 6-10 years old: 17 624 580

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	2 710 475	17 667 985	10 329 065	18 084	878 537
	% F	52	49	50	43	34
Teachers	MF	69 199	309 341	269 237	1 148	47 137
	% F	34	34	14	36	19
Distribution of public expenditure on education (%)		8.6	38.1	43.0	0.2	10.1

Structure of the education system according to ISCED97



- 0 Pre-primary
- 1 Primary
- 2A Secondary
- 2C Trade certificate in vocational training institute
- 3A Higher secondary
- 3C Diploma in Commerce, Diploma in Textile

- 1A Diploma in Nursing
- 5A Bachelor's and Master's Degrees
- 6 Ph.D Degree

General information

Area in km ² :	47 000
Total population (000):	2 085
- Average annual growth rate (%):	2.1
Life expectancy at birth (years):	61
Urban population (%):	7
Infant mortality rate (‰):	63
Literacy rate M (%):	...
Literacy rate F (%):	...
School life expectancy:	**2
GDP per capita (US\$):	590
Public expenditure on education as a % of	
- GDP:	5.2
- Total government expenditure:	12.9
National currency:	Ngultrum

Bhutan

2000

Primary net enrolment ratio (%)

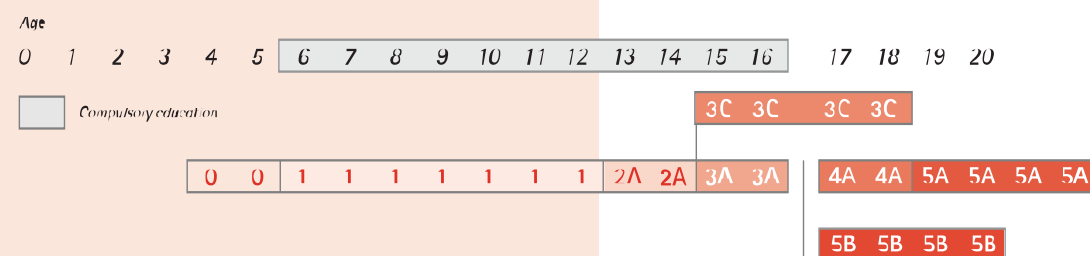
This figure is not shown due to inconsistencies between enrolment and population data

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

This figure is not shown due to inconsistencies between enrolment and population data

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	358	85 097	23 390	2 616	**1 837
	% F	49	46	45	36	**34
Teachers	MF	16	2 089	717	121	**161
	% F	50	34	34	37	**27
Distribution of public expenditure on education (%)		.	...	...	...	...

Structure of the education system according to ISCED97



- 0 Nursery school
- 1 Primary school
- 2A Junior high school
- 3A Middle secondary
- 3C Arts and crafts technical institute
- 4A Higher secondary
- 5A Bachelor's and Master's Degrees, PGCE
- 5B Bachelor's Degree

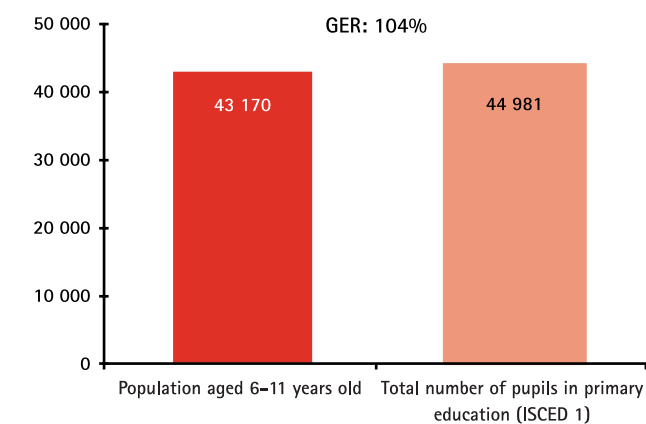
General information

Area in km ² :	5 800
Total population (000):	328
- Average annual growth rate (%):	2.4
Life expectancy at birth (years):	75
Urban population (%):	72
Infant mortality rate (‰):	10
Literacy rate M (%):	95
Literacy rate F (%):	88
School life expectancy:	...
GDP per capita (US\$):	...
Public expenditure on education as a % of	
- GDP:	4.8
- Total government expenditure:	**9.1
National currency:	Bruneian Dollar

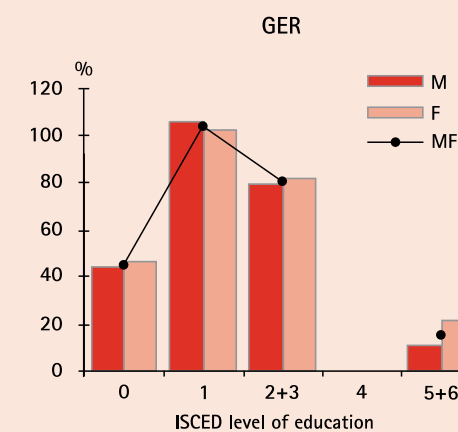
Brunei Darussalam

2000

Total number of pupils in primary education (ISCED 1) compared to the population of official primary school age (6-11)

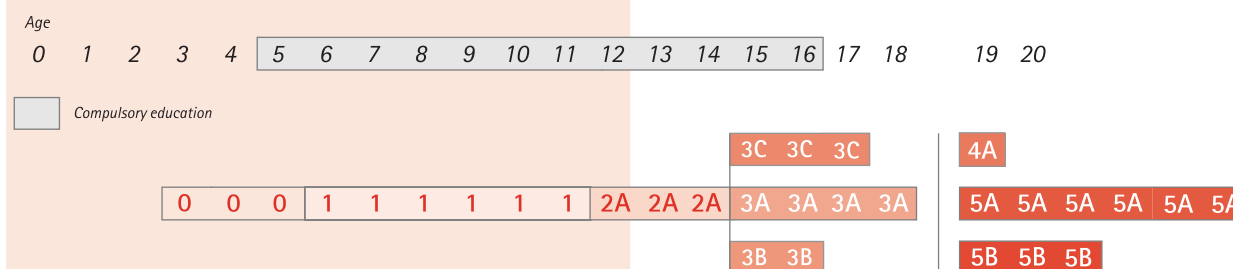


Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	9 837	44 981	35 945	...	3 984
	% F	49	47	50	...	65
Teachers	MF	...	3 753	...	...	483
	% F	...	69	...	...	34
Distribution of public expenditure on education (%)		...	...	...	...	...

Structure of the education system according to ISCED97



- 0 Pre-primary
- 1 Primary
- 2A Lower secondary, Pre-vocational
- 3A Upper secondary (O Level, A Level)
- 3B Technical certificates, OND/ONC
- 3C N Level, Arts and crafts certificate
- 4A Foundation course
- 5A Bachelor's Degree, PGCE, Master's Degree
- 5B Diploma of primary education, Religious teacher training, General Nursing

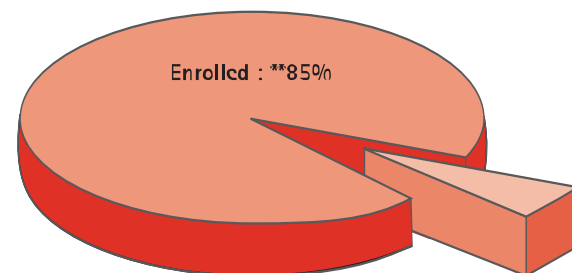
General information

Area in km ² :	181 000
Total population (000):	13 104
- Average annual growth rate (%):	3.1
Life expectancy at birth (years):	56
Urban population (%):	17
Infant mortality rate (‰):	83
Literacy rate M (%):	80
Literacy rate F (%):	57
School life expectancy:	7.7
GDP per capita (US\$):	260
Public expenditure on education as a % of	
- GDP:	1.9
- Total government expenditure:	10.1
National currency:	Riel

Cambodia

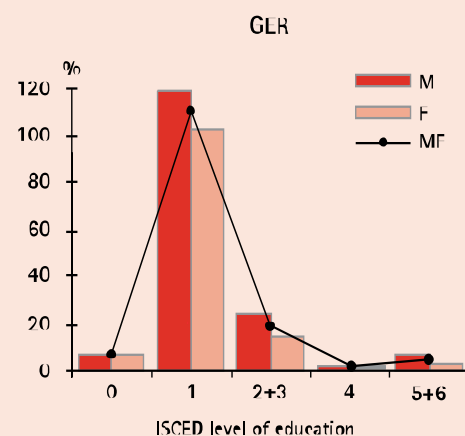
2000

Primary net enrolment ratio (%)



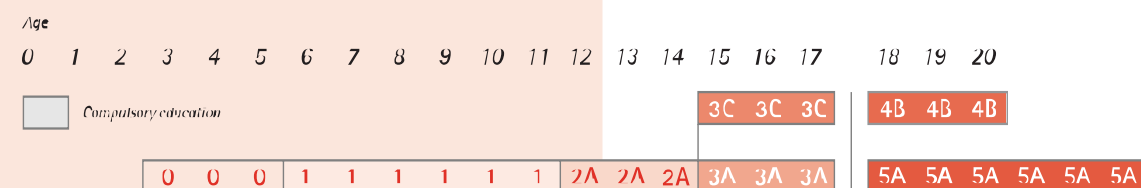
Population aged 6-11 years old: 2 207 140

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	79 325	2 431 142	396 876	6 456	25 416
	% F	51	46	36	33	27
Teachers	MF	3 325	45 914	20 288	1 114	2 124
	% F	98	39	29	25	18
Distribution of public expenditure on education (%)		**2.6	**62.6	**23.6	6.2	4.9

Structure of the education system according to ISCED97



- 0 Pre-school
- 1 Primary
- 2A Lower secondary
Fine Arts, Music, Drama (Ministry of Culture)
- 3A Upper secondary general
Fine Arts, Music, Drama (Ministry of Culture)
- 3C Vocational training
- 4B Technical secondary
- 5A Bachelor's Degree

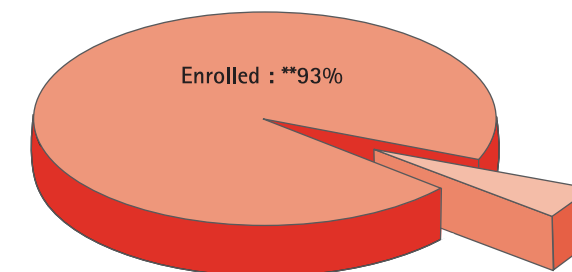
General information

Area in km ² :	9 597 000
Total population (000):	1 275 133
- Average annual growth rate (%):	1.0
Life expectancy at birth (years):	70
Urban population (%):	36
Infant mortality rate (‰):	41
Literacy rate M (%):	92
Literacy rate F (%):	78
School life expectancy:	...
GDP per capita (US\$):	840
Public expenditure on education as a % of	
- GDP:	...
- Total government expenditure:	...
National currency:	Yuan

China

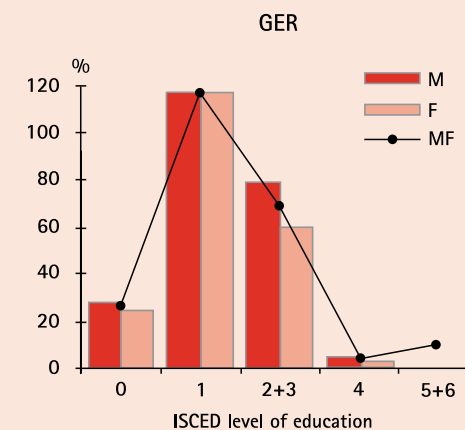
2000

Primary net enrolment ratio (%)



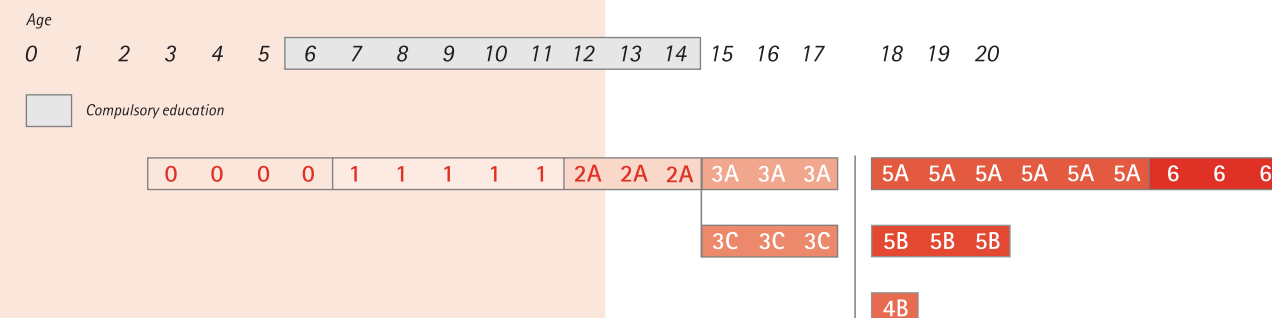
Population aged 7-11 years old: 110 498 883

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	20 218 371	125 756 891	90 722 796	691 812	12 143 723
	% F	45	47	41	36	...
Teachers	MF	...	6 430 774	4 792 771	230 022	679 888
	% F	...	53	43	...	45
Distribution of public expenditure on education (%)		...	...	...	...	...

Structure of the education system according to ISCED97



- 0 Pre-school
- 1 Primary
- 2A Junior secondary
- 3A Senior secondary
- 3C Vocational senior secondary
- 4B Post-secondary non-tertiary
- 5A Bachelor's and Master's Degrees
- 5B Non-university tertiary
- 6 Doctorate

Democratic People's Republic of Korea 2000

General information

Area in km ² :	121 000
Total population (000):	22 268
- Average annual growth rate (%):	1.1
Life expectancy at birth (years):	63
Urban population (%):	60
Infant mortality rate (‰):	45
Literacy rate M (%):	...
Literacy rate F (%):	...
School life expectancy:	...
GDP per capita (US\$):	...
Public expenditure on education as a % of - GDP:	...
- Total government expenditure:	...
National currency:	Won

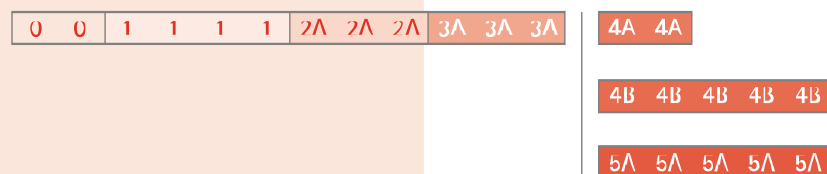
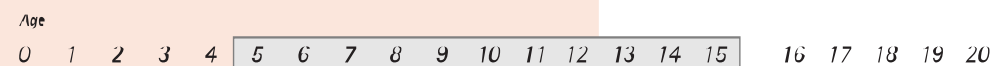
Primary net enrolment ratio (%)

(Information not available)

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

(Information not available)

Structure of the education system according to ISCED97



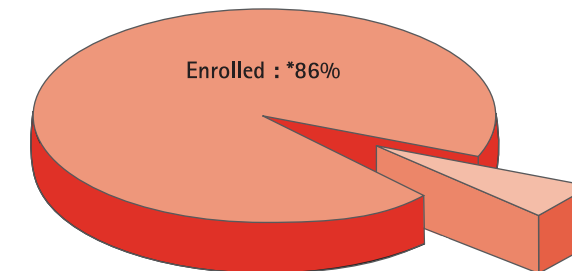
0 Kindergarten	1A Vocational school
1 Primary	4B International programs for workers
2A Middle school	5A University
3A High school	

India 1999

General information

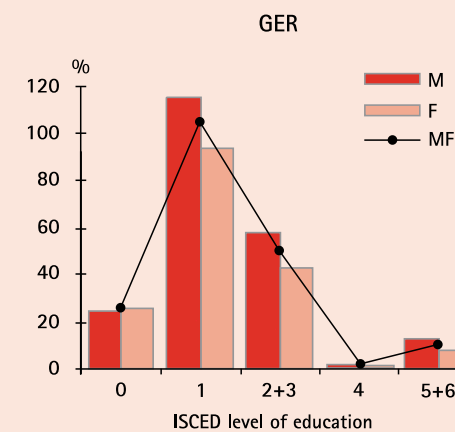
Area in km ² :	3 287 000
Total population (000):	1 008 937
- Average annual growth rate (%):	1.8
Life expectancy at birth (years):	62
Urban population (%):	28
Infant mortality rate (‰):	73
Literacy rate M (%):	68
Literacy rate F (%):	45
School life expectancy:	...
GDP per capita (US\$):	450
Public expenditure on education as a % of - GDP:	4.1
- Total government expenditure:	12.7
National currency:	Rupee

Primary net enrolment ratio (%)



Population aged 6-10 years old: 111 855 953

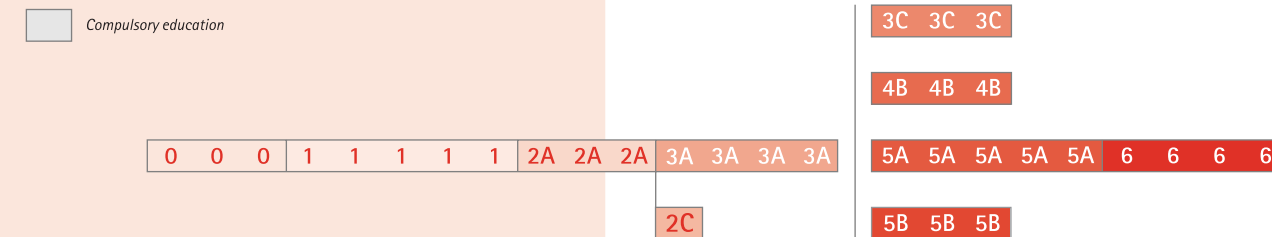
Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	17 843 942	113 612 541	71 030 516	382 579	9 404 460
	% F	49	44	40	18	38
Teachers	MF	504 079	*2 840 314	2 112 548	9 564	399 023
	% F	84	*36	34	40	37
Distribution of public expenditure on education (%) [◇]		1.0	30.0	37.8	0.9	17.5

[◇] Expenditure not distributed : 12.7%

Structure of the education system according to ISCED97



0 Nursery school, Kindergarten	4B Diploma and technical education
1 Primary	5A Bachelor's, Bachelor of Education, LLB, Master's
2A Upper primary	5B Technical Bachelor's Degree
2C Industrial Training Institute (ITI)	6 Master of Philosophy, Doctorate
3A High school / Senior secondary	
3C Junior basic teacher training, Nursing certificate	

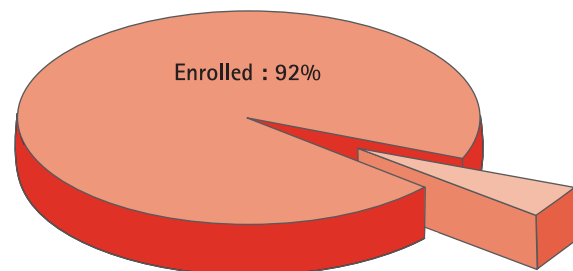
General information

Area in km ² :	1 905 000
Total population (000):	212 092
- Average annual growth rate (%):	1.5
Life expectancy at birth (years)	66
Urban population (%):	41
Infant mortality rate (‰):	48
Literacy rate M (%):	92
Literacy rate F (%):	82
School life expectancy:	...
GDP per capita (US\$):	570
Public expenditure on education as a % of	
- GDP:	1.5
- Total government expenditure:	9.6
National currency:	Rupiah

Indonesia

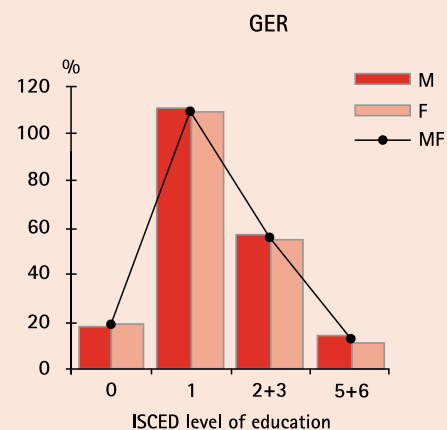
2000

Primary net enrolment ratio (%)



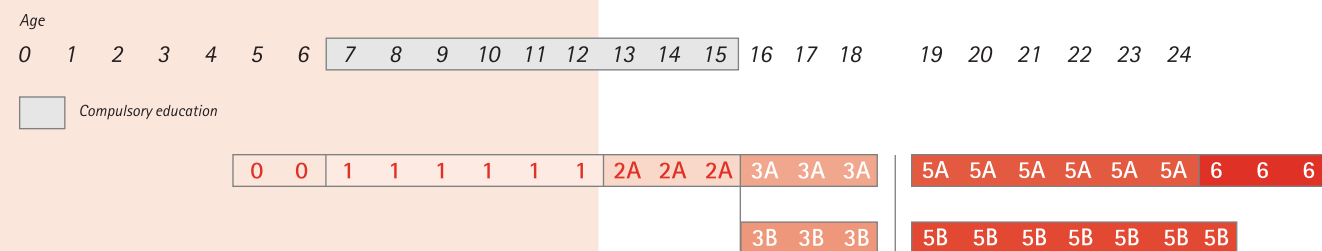
Population aged 7-12 years old: 26 081 279

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	1 628 167	28 690 131	14 828 085	.	3 017 887
	% F	50	49	49	.	43
Teachers	MF	102 503	1 289 720	1 040 081	.	217 403
	% F	98	52	40	.	41
Distribution of public expenditure on education (%)		0.1	38.2	38.8	.	22.9

Structure of the education system according to ISCED97



- 0** Kindergarten
- 1** Primary
- 2A** Junior secondary
- 3A** Senior secondary general
- 3B** Senior secondary technical
- 5A** Graduate diploma (SI), Master's (SII)
- 5B** Diploma I-IV, Specialist I
- 6** Specialist II, Doctorate (SIII)

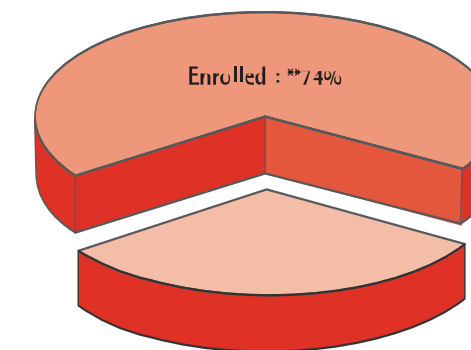
General information

Area in km ² :	1 633 000
Total population (000):	70 330
- Average annual growth rate (%):	1.8
Life expectancy at birth (years):	68
Urban population (%):	64
Infant mortality rate (‰):	44
Literacy rate M (%):	83
Literacy rate F (%):	69
School life expectancy:	...
GDP per capita (US\$):	1680
Public expenditure on education as a % of	
- GDP:	4.4
- Total government expenditure:	20.1
National currency:	Rial

Iran, Islamic Republic of

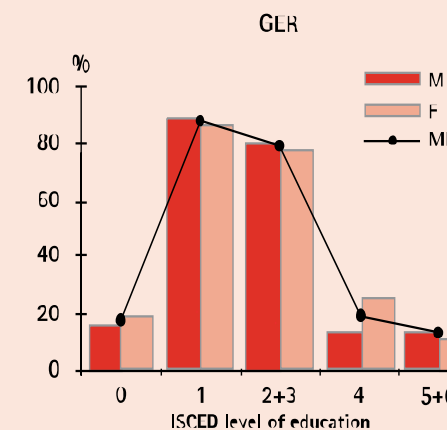
2000

Primary net enrolment ratio (%)



Population aged 6-10 years old: 9 221 180

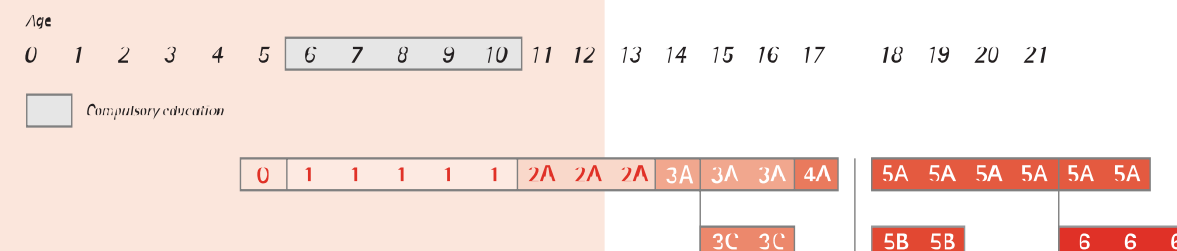
Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	286 903	7 968 437	9 090 866	413 610	733 527
	% F	50	48	47	61	47
Teachers	MF	**7 357	**320 975	...	**10 918	16 747
	% F	**97	**54	...	...	18
Distribution of public expenditure on education (%)		-	**26.6	34.8	2.6	19.4

◇ Expenditure not distributed : 16.6%

Structure of the education system according to ISCED97



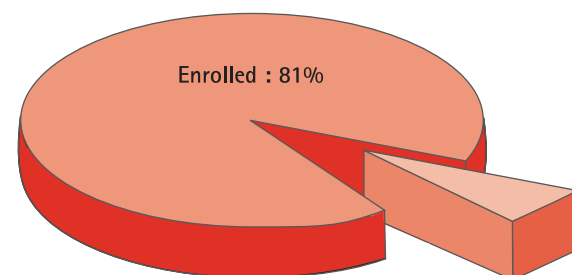
- 0** Pre-primary
- 1** Primary
- 2A** Guidance school
- 3A** Secondary
- 3C** Technical/vocational: Kar-e-Danesh
- 4A** Pre university
- 5A** Bachelor's and Master's Degrees
- 5B** Professional Qualification Degree
- 6** Ph.D Degree

Lao People's Democratic Republic 2000

General information

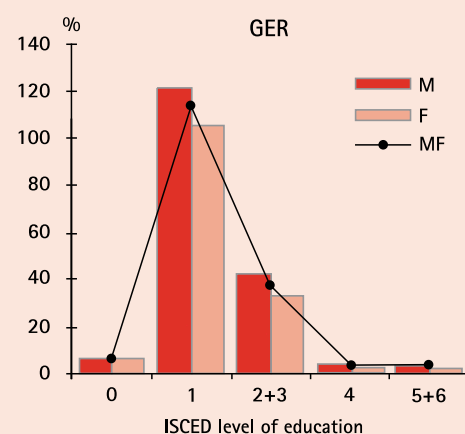
Area in km ² :	237 000
Total population (000):	5 279
- Average annual growth rate (%):	2.4
Life expectancy at birth (years):	54
Urban population (%):	19
Infant mortality rate (‰):	97
Literacy rate M (%):	76
Literacy rate F (%):	53
School life expectancy:	8
GDP per capita (US\$):	290
Public expenditure on education as a % of - GDP:	2.3
- Total government expenditure:	8.8
National currency:	Kip

Primary net enrolment ratio (%)



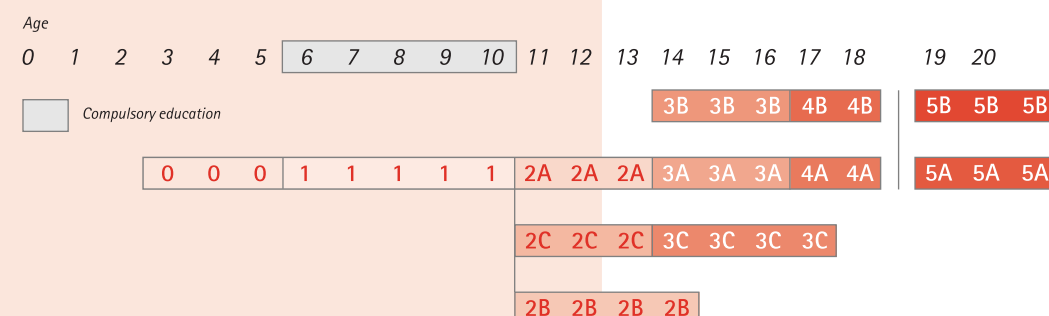
Population aged 6-10 years old: 732 320

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	37 110	828 113	288 443	9 330	16 621
	% F	51	45	41	41	37
Teachers	MF	2 259	27 665	12 686	635	1 372
	% F	100	44	41	35	24
Distribution of public expenditure on education (%)		**3.1	**44.2	**20.5	**12.5	**19.8

Structure of the education system according to ISCED97



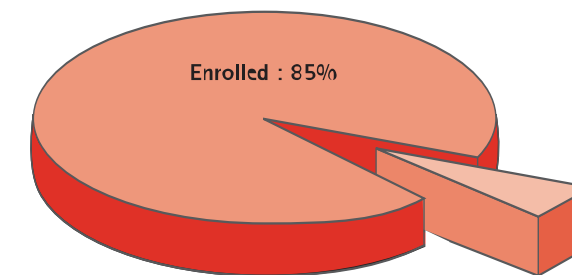
0	Pre-primary	4A	Pre-university
1	Primary	4B	Technical
2A	Lower secondary	5A	Bachelor's Degree
2B	Teacher training	5B	Bachelor's Degree
2C	Vocational		
3A	Upper secondary		
3B	Teacher training		
3C	Vocational		

Macao, China 2000

General information

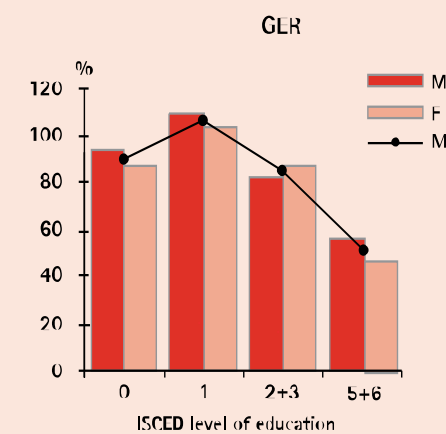
Area in km ² :	21
Total population (000):	444
- Average annual growth rate (%):	1.8
Life expectancy at birth (years):	...
Urban population (%):	99
Infant mortality rate (‰):	...
Literacy rate M (%):	97
Literacy rate F (%):	91
School life expectancy:	14
GDP per capita (US\$):	14 580
Public expenditure on education as a % of - GDP:	3.6
- Total government expenditure:	13.9
National currency:	Pataca

Primary net enrolment ratio (%)



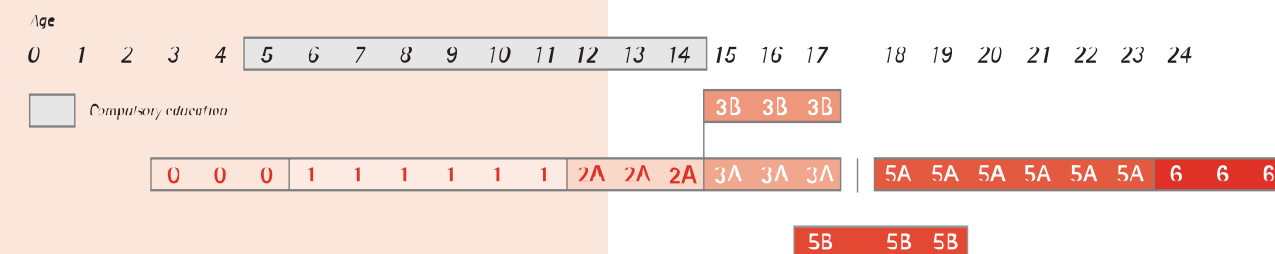
Population aged 6-11 years old: 44 140

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	14 847	45 816	39 201	.	13 996
	% F	47	47	50	.	45
Teachers	MF	194	1 613	1 621	.	939
	% F	100	89	57	.	36
Distribution of public expenditure on education (%)		**8.9	**28.9	**29.1	.	**33.1

Structure of the education system according to ISCED97



0	Pre-school	5A	Bachelor's and Master's Degrees
1	Primary	5B	Bacharelato
2A	Lower secondary (technical and vocational)	6	Doctorate
3A	Upper secondary		
3B	Technical and vocational		

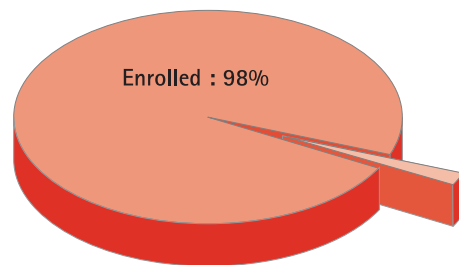
General information

Area in km ² :	330 000
Total population (000):	22 218
- Average annual growth rate (%):	2.2
Life expectancy at birth (years):	73
Urban population (%):	57
Infant mortality rate (‰):	12
Literacy rate M (%):	91
Literacy rate F (%):	83
School life expectancy:	12
GDP per capita (US\$):	3 380
Public expenditure on education as a % of - GDP:	6.2
- Total government expenditure:	...
National currency:	Ringgit

Malaysia

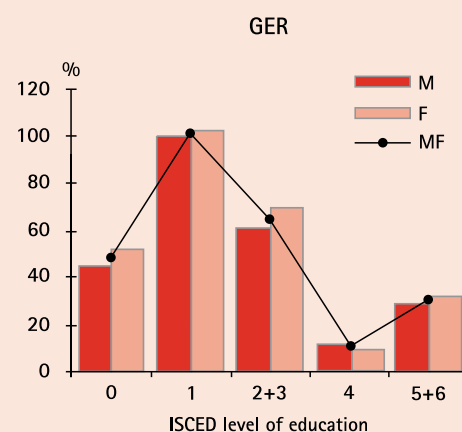
2000

Primary net enrolment ratio (%)



Population aged 6-11 years old: 3 064 610

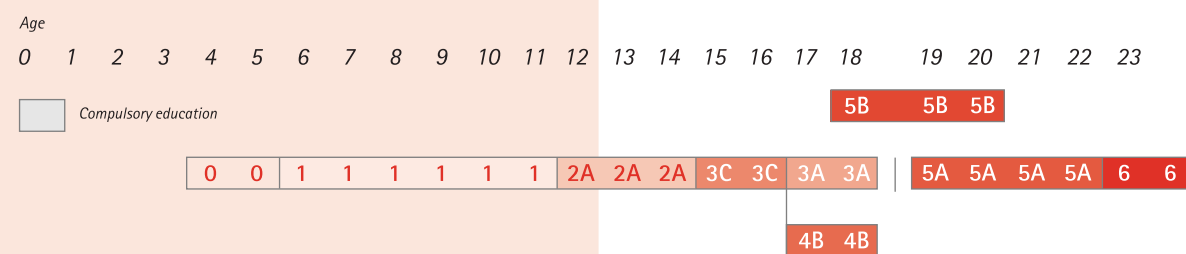
Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	549 754	3 017 902	2 205 426	91 906	549 205
	% F	53	49	51	47	51
Teachers	MF	20 078	**159 375	**120 002	...	20 473
	% F	100	**65	**62	...	38
Distribution of public expenditure on education (%) [◇]		1.0	27.2	34.5	3.0	32.1

[◇] Expenditure not distributed : 2.3%

Structure of the education system according to ISCED97



- 0 Pre-school
- 1 Primary
- 2A Remove class, Lower secondary
- 3A Pre-university
- 3C Upper secondary, academic stream
- 4B Teacher training, Skills training
- 5A Bachelor, Master
- 5B Diploma in Teaching, Polytechnic
- 6 Doctorate
- Upper secondary, technical and vocational

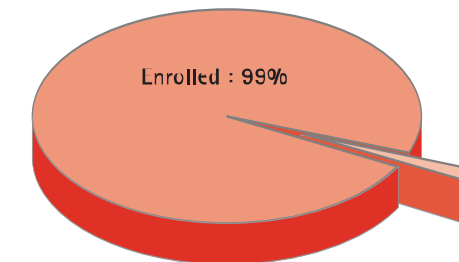
General information

Area in km ² :	300
Total population (000):	291
- Average annual growth rate (%):	3.0
Life expectancy at birth (years):	65
Urban population (%):	28
Infant mortality rate (‰):	46
Literacy rate M (%):	97
Literacy rate F (%):	97
School life expectancy:	...
GDP per capita (US\$):	1 960
Public expenditure on education as a % of - GDP:	...
- Total government expenditure:	...
National currency:	Rufiyaa

Maldives

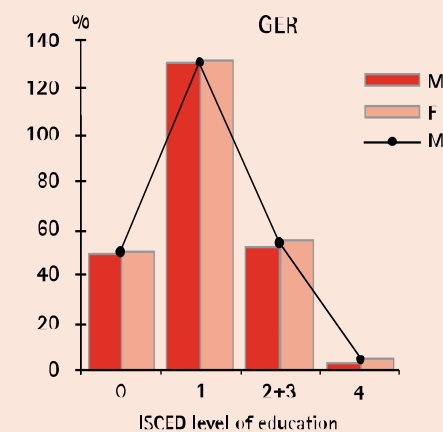
2000

Primary net enrolment ratio (%)



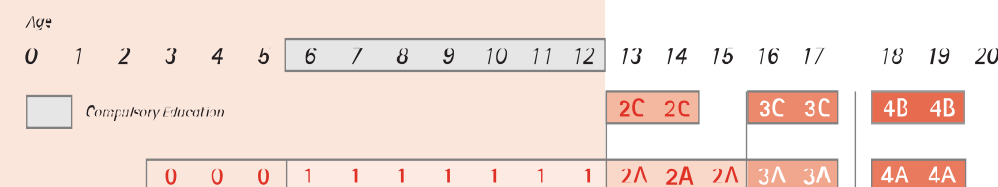
Population aged 6-12 years old: 56 060

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	12 894	73 522	20 046	545	.
	% F	49	49	51	52	.
Teachers	MF	111	3 218	1 310	181	.
	% F	94	60	29	66	.
Distribution of public expenditure on education (%)		...	...	...	...	.

Structure of the education system according to ISCED97



- 0 Pre-school
- 1 Primary
- 2A Secondary
- 2C Technical/vocational education
- 3A Higher secondary
- 3C Technical/vocational education
- 4A Technical/vocational education
- 4B Technical/vocational education

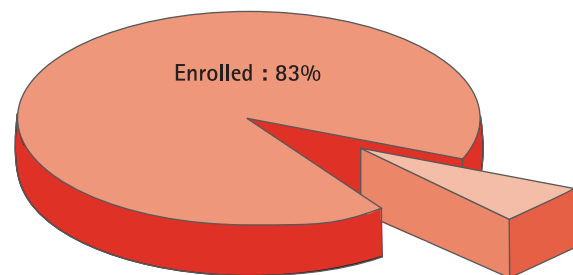
General information

Area in km ² :	677 000
Total population (000):	47 749
- Average annual growth rate (%):	1.6
Life expectancy at birth (years):	56
Urban population (%):	28
Infant mortality rate (‰):	92
Literacy rate M (%):	89
Literacy rate F (%):	80
School life expectancy:	*7
GDP per capita (US\$):	...
Public expenditure on education as a % of - GDP:	1.4
- Total government expenditure:	*18.1
National currency:	Kyat

Myanmar

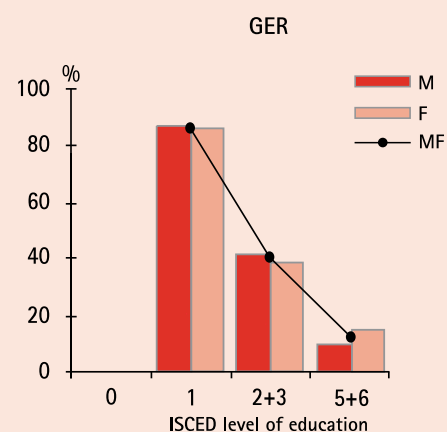
2000

Primary net enrolment ratio (%)



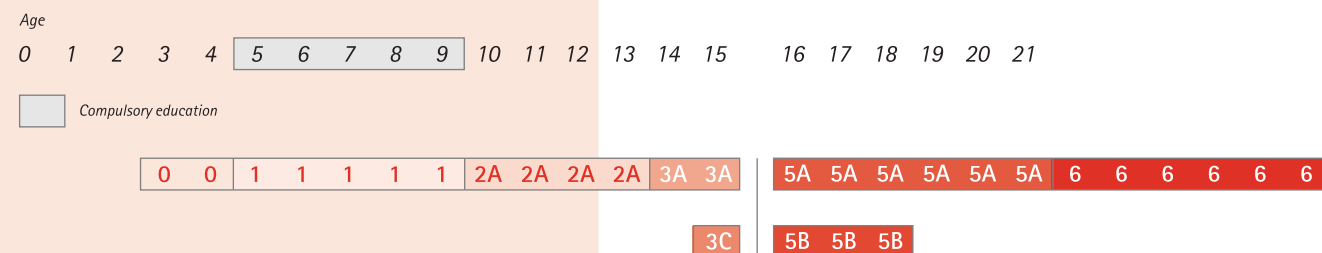
Population aged 5-9 years old: 5 373 210

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	4 781 543	**2 317 834	.	553 456
	% F	...	49	**48	.	**63
Teachers	MF	**1 912	148 231	**75 272	.	10 522
	% F	...	74	**77	.	**70
Distribution of public expenditure on education (%)		-	**46.6	**27.0	.	26.4

Structure of the education system according to ISCED97



- 0 Pre-primary
- 1 Basic education: primary
- 2A Basic education: lower secondary (middle school)
- 3A Basic education: upper secondary (high school)
- 3C Nurse/midwife training
- 5A Bachelor's and Master's Degrees
- 5B Diploma in Agriculture
- 6 Ph.D Degree

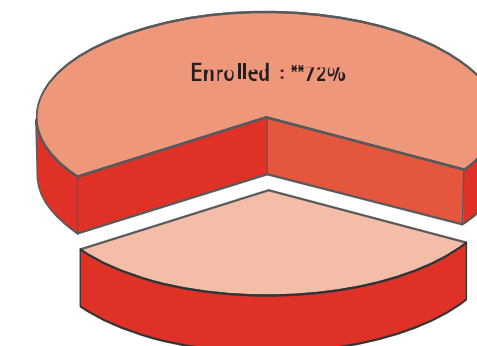
General information

Area in km ² :	147 000
Total population (000):	23 043
- Average annual growth rate (%):	2.4
Life expectancy at birth (years):	57
Urban population (%):	12
Infant mortality rate (‰):	83
Literacy rate M (%):	59
Literacy rate F (%):	24
School life expectancy:	...
GDP per capita (US\$):	240
Public expenditure on education as a % of - GDP:	3.7
- Total government expenditure:	11.1
National currency:	Rupee

Nepal

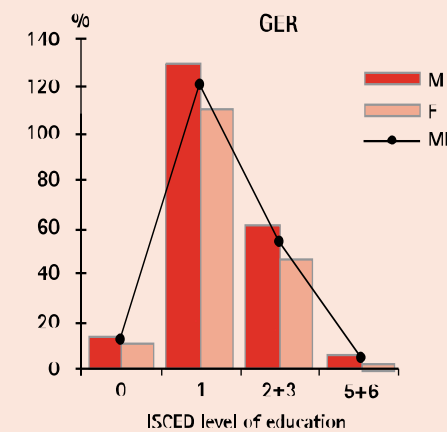
2000

Primary net enrolment ratio (%)



Population aged 6-10 years old: 3 065 450

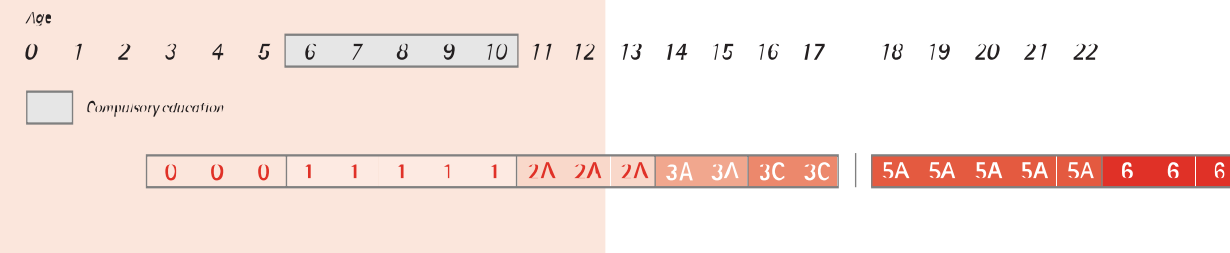
Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	257 968	3 623 150	**1 349 909	.	103 290
	% F	43	44	**41	.	**20
Teachers	MF	11 785	97 879	**45 655	.	...
	% F	36	25	**10	.	...
Distribution of public expenditure on education (%)		-	60.0	24.6	.	11.9

◇ Expenditure not distributed : 3.4%

Structure of the education system according to ISCED97



- 0 Pre-primary
- 1 Primary
- 2A Lower secondary
- 3A Secondary
- 3C Vocational education
- 5A Bachelor's and Master's Degrees
- 6 Doctorate

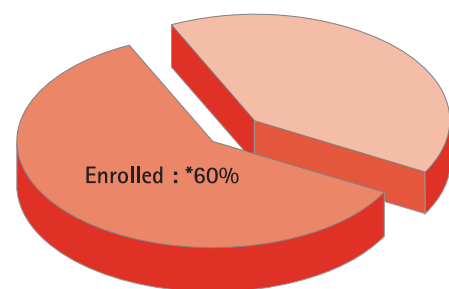
General information

Area in km ² :	796 000
Total population (000):	141 256
- Average annual growth rate (%):	2.5
Life expectancy at birth (years):	59
Urban population (%):	33
Infant mortality rate (‰):	95
Literacy rate M (%):	57
Literacy rate F (%):	28
School life expectancy:	...
GDP per capita (US\$):	440
Public expenditure on education as a % of - GDP:	**1.8
- Total government expenditure:	**7.8
National currency:	Rupee

Pakistan

2000

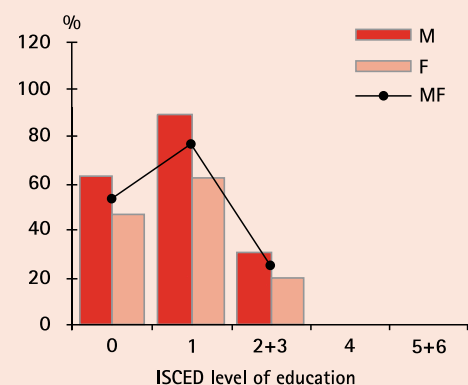
Primary net enrolment ratio (%)



Population aged 5-9 years old: 19 535 170

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

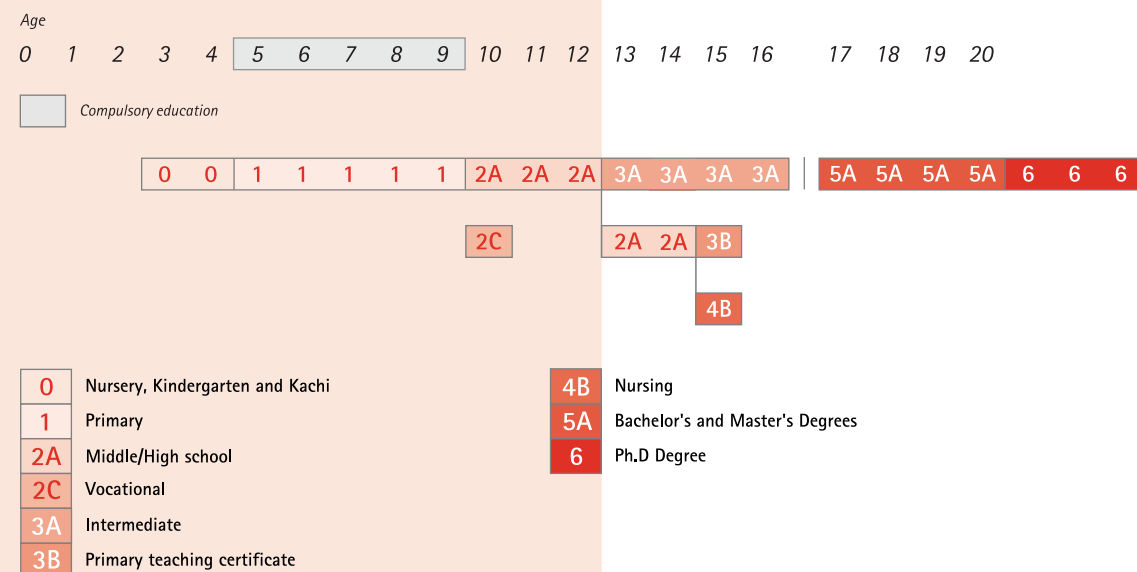
GER



Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	*4 689 134	*14 561 580	*5 772 141	...	...
	% F	*41	*41	*39	...	...
Teachers	MF	...	*329 764	...	...	...
	% F	...	*37	...	...	...
Distribution of public expenditure on education (%)		...	...	...	...	...

Structure of the education system according to ISCED97



- 0 Nursery, Kindergarten and Kachi
- 1 Primary
- 2A Middle/High school
- 2C Vocational
- 3A Intermediate
- 3B Primary teaching certificate

- 4B Nursing
- 5A Bachelor's and Master's Degrees
- 6 Ph.D Degree

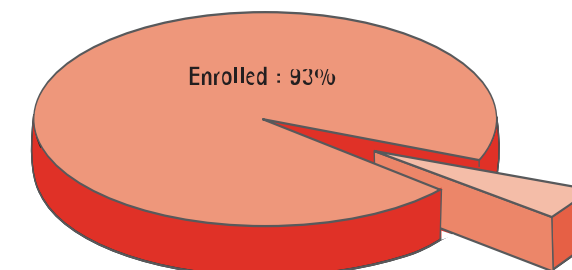
General information

Area in km ² :	300 000
Total population (000):	75 653
- Average annual growth rate (%):	2.1
Life expectancy at birth (years):	69
Urban population (%):	59
Infant mortality rate (‰):	34
Literacy rate M (%):	95
Literacy rate F (%):	95
School life expectancy:	**11
GDP per capita (US\$):	1 040
Public expenditure on education as a % of - GDP:	3.5
- Total government expenditure:	...
National currency:	Peso

Philippines

2000

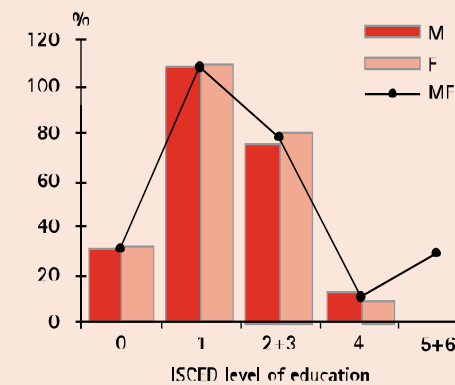
Primary net enrolment ratio (%)



Population aged 6-11 years old: 11 330 280

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

GER

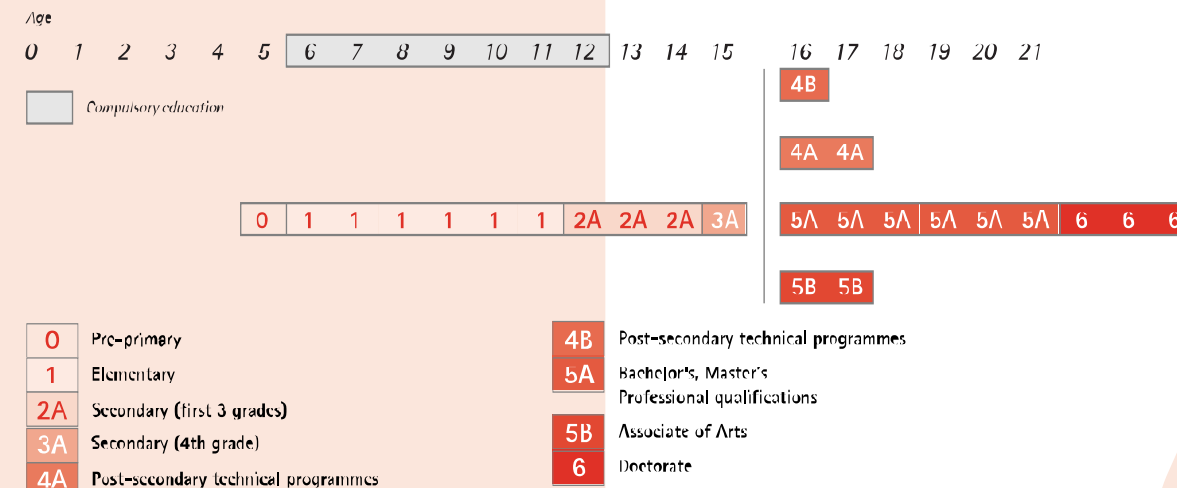


Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	592 289	12 759 918	5 386 434	286 316	2 432 002
	% F	50	49	51	40	...
Teachers	MF	19 678	362 427	148 033	...	93 958
	% F	97	87	76	...	...
Distribution of public expenditure on education (%)		0.1	60.5	21.8	1.8	13.8

◇ Expenditure not distributed : 2.0%

Structure of the education system according to ISCED97



- 0 Pre-primary
- 1 Elementary
- 2A Secondary (first 3 grades)
- 3A Secondary (4th grade)
- 4A Post-secondary technical programmes

- 4B Post-secondary technical programmes
- 5A Bachelor's, Master's Professional qualifications
- 5B Associate of Arts
- 6 Doctorate

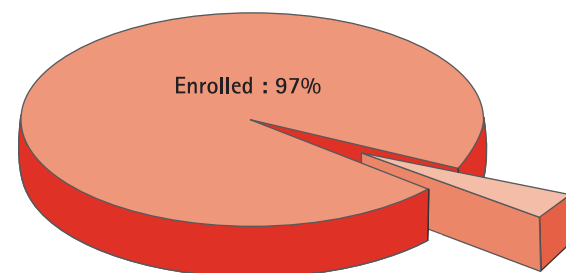
General information

Area in km ² :	66 000
Total population (000):	18 924
- Average annual growth rate (%):	1.1
Life expectancy at birth (years):	72
Urban population (%):	23
Infant mortality rate (‰):	23
Literacy rate M (%):	94
Literacy rate F (%):	89
School life expectancy:	...
GDP per capita (US\$):	850
Public expenditure on education as a % of - GDP:	3.1
- Total government expenditure:	...
National currency:	Rupee

Sri Lanka

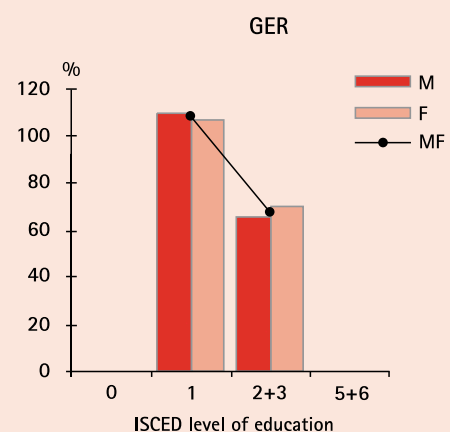
1998

Primary net enrolment ratio (%)



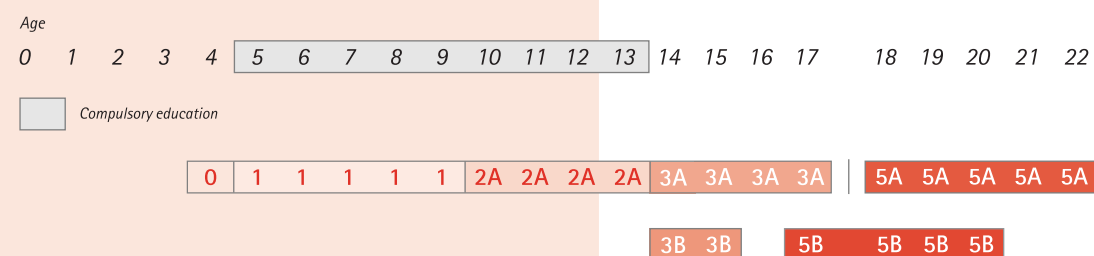
Population aged 5-9 years old: 1 701 430

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	1 801 933	**2 135 075	.	...
	% F	...	48	**51	.	...
Teachers	MF	...	...	...	.	...
	% F	...	...	...	.	...
Distribution of public expenditure on education (%)		...	...	...	.	...

Structure of the education system according to ISCED97



0	Pre-school	5A	Collegiate, Bachelor, Master
1	Primary	5B	Collegiate
2A	Junior secondary	6	Doctorate
3A	Senior secondary (O Level, A Level)		
3B	Certificates		

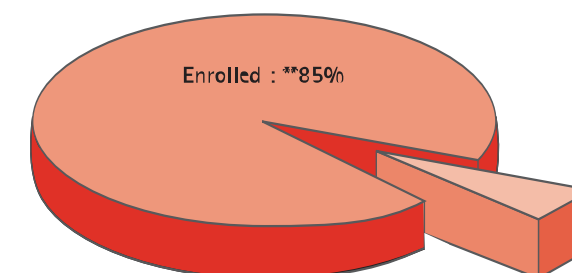
General information

Area in km ² :	513 000
Total population (000):	62 806
- Average annual growth rate (%):	1.3
Life expectancy at birth (years):	70
Urban population (%):	20
Infant mortality rate (‰):	25
Literacy rate M (%):	97
Literacy rate F (%):	94
School life expectancy:	...
GDP per capita (US\$):	2 000
Public expenditure on education as a % of - GDP:	5.4
- Total government expenditure:	31.0
National currency:	Baht

Thailand

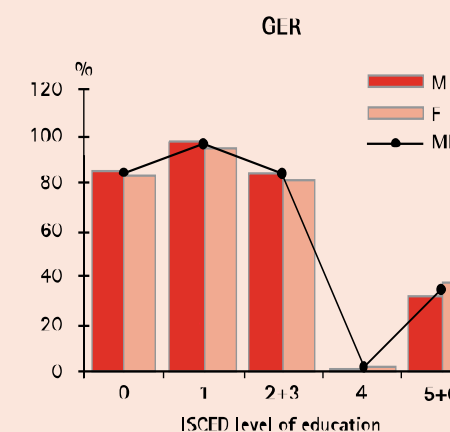
2000

Primary net enrolment ratio (%)



Population aged 6-11 years old: 6 516 540

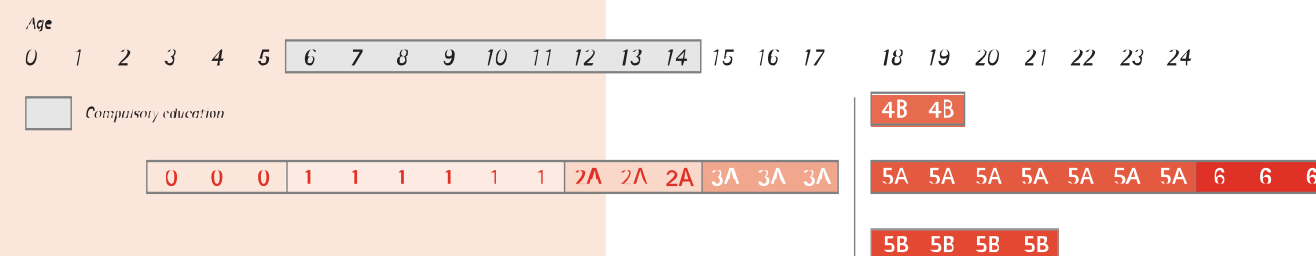
Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	2 769 826	6 179 325	5 577 364	19 976	2 095 694
	% F	49	48	48	64	53
Teachers	MF	...	...	...	...	...
	% F	...	...	...	...	...
Distribution of public expenditure on education (%)		10.9	32.2	21.9	...	20.3

◇ Expenditure not distributed : 14.6%

Structure of the education system according to ISCED97



0	Pre-primary	5A	Bachelor's and Master's Degrees
1	Primary	5B	Vocational education diploma, Technical Bachelor's Degree
2A	Lower secondary general	6	Doctorate
3A	Upper secondary general		
4B	Post-secondary non-tertiary		

General information

Area in km ² :	15 007
Total population (000):	737
- Average annual growth rate (%):	...
Life expectancy at birth (years):	...
Urban population (%):	7
Infant mortality rate (‰):	...
Literacy rate M (%):	...
Literacy rate F (%):	...
School life expectancy:	...
GDP per capita (US\$):	...
Public expenditure on education as a % of - GDP:	...
- Total government expenditure:	...
National currency:	Dollar

Timor-Leste

2000

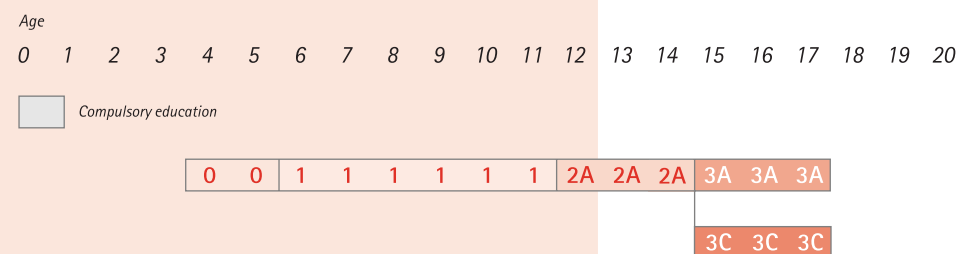
Primary net enrolment ratio (%)

(Information not available)

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

(Information not available)

Structure of the education system according to ISCED97



0	Pre-primary
1	Primary
2A	Junior high school
3A	Senior high school
3C	Senior vocational high school

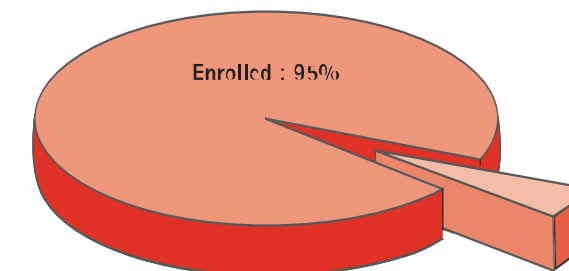
General information

Area in km ² :	332 000
Total population (000):	78 137
- Average annual growth rate (%):	1.7
Life expectancy at birth (years):	68
Urban population (%):	24
Infant mortality rate (‰):	40
Literacy rate M (%):	94
Literacy rate F (%):	91
School life expectancy:	10
GDP per capita (US\$):	390
Public expenditure on education as a % of - GDP:	...
- Total government expenditure:	...
National currency:	Dong

Viet Nam

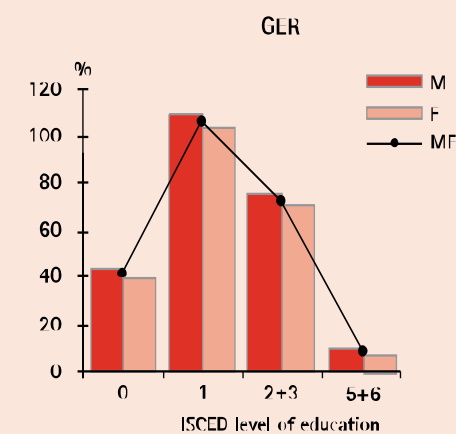
2000

Primary net enrolment ratio (%)



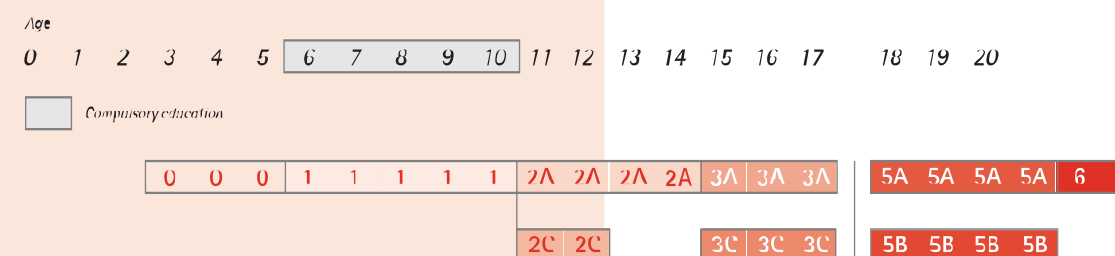
Population aged 6-10 years old: 9 232 390

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education					
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6	
Pupils	MF	2 203 194	9 751 434	8 321 194	.	749 914	
	% F	47	48	47	.	42	
Teachers	MF	99 843	347 833	309 218	.	32 977	
	% F	100	78	65	.	38	
Distribution of public expenditure on education (%)		...	...	...	.	...

Structure of the education system according to ISCED97



0	Pre-school	5A	Higher education
1	Primary	5B	Higher education (4 to 6 years)
2A	Lower secondary	6	Post-graduate education
2C	Vocational training		
3A	Upper secondary		
3C	Secondary technical and vocational		

2. Access and participation by level of education

2.1 Pre-primary education (ISCED 0)

Early Childhood Development (ECD) programmes include both pre-primary education corresponding to ISCED level 0 and all other school- or centre-based programmes involving organised and systematic learning activities.

The importance of Early Childhood Development programmes was highlighted both at the World Conference on Education for All (Jomtien, 1990) and at the World Education Forum (Dakar, 2000). Programmes at this level aim at encouraging children aged three and above to learn while focusing on their emotional, cognitive and social development.

High enrolment rates at this level are often associated with high enrolment rates in primary education, and children who participate in Early Childhood Development or pre-primary programmes tend to repeat less and progress better in primary education.³ Furthermore, Early Childhood Development programmes have a positive impact on the enrolment and retention of girls in primary schools. By providing care for younger children, they enable girls to attend school and mothers to enter the labour market.⁴

In the majority of countries in South and East Asia, pre-primary education begins at three years of age and typically lasts for three years (Annex 1, Table A1). Entry ages vary in Bhutan, Indonesia, the Democratic People's Republic of Korea, Malaysia, Myanmar and Pakistan, however all six countries have programmes that last for two years. Programmes in the Islamic Republic of Iran, the Philippines and Sri Lanka begin at age five and last for one year.

³ *The State of the World's Children, UNICEF (2001).*
⁴ *Ibid.*

Many countries in South and East Asia have taken initiatives to increase participation in Early Childhood Development programmes. However, the first goal of the Dakar Framework for Action⁵ is far from being reached, particularly amongst the poorest or most populated countries. Furthermore, within countries, children in urban areas are more likely than children in rural areas to benefit from formal pre-primary education programmes. Given the multiple benefits associated with pre-primary education, the expansion of Early Childhood Development programmes is especially critical in this region.

Participation in pre-primary education

Participation is measured by the gross enrolment ratio (GER), which is calculated by dividing the total number of children enrolled, regardless of age, in pre-primary education by the total number of children in the relevant age group. This indicator measures the general level of participation in pre-primary education as well as the country's capacity to prepare young children for the next level of education.

Gross enrolment ratios vary widely amongst the countries in South and East Asia (Figure 2.1). In Cambodia, less than 7% of children between the ages of three and five are enrolled in pre-primary education as opposed to 90% in Macao. The median gross enrolment ratio in South and East Asia is 28%. Macao and Thailand stand out with gross enrolment ratios of 90% and 83%, respectively, while Pakistan,⁶ the Maldives, Malaysia, Brunei Darussalam and Viet Nam have ratios ranging from 43% to 55%. Bangladesh, China, India and the Philippines have ratios close to or at the median. Finally, Cambodia, Indonesia, the Islamic Republic of Iran, Nepal, and the Lao People's Democratic Republic have rates well below the median.

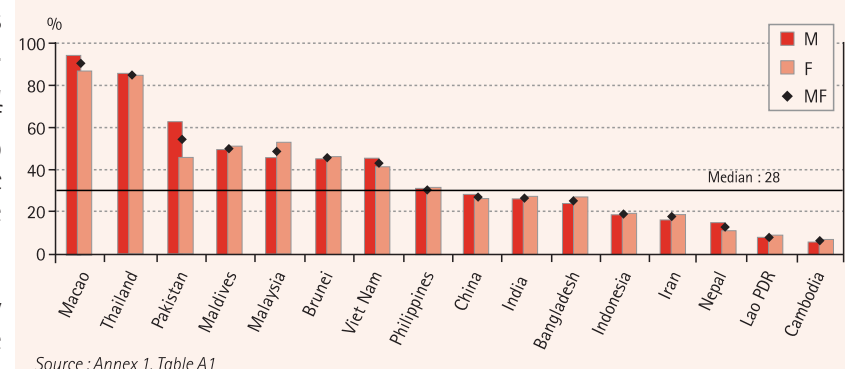
Provision of pre-primary education by private institutions is quite common.

Out of fourteen countries for which data are available, about half or more of the pupils are enrolled in private institutions. In Bhutan, Indonesia and Macao, the provision of pre-primary education is almost exclusively private whereas in India, only 3% of pre-primary school pupils are enrolled in private institutions (Annex 1, Table A1). The remaining eight countries are unable to disaggregate enrolment data, but report that enrolment in private institutions is included.

Changes in participation between 1990 and 2000

During the last decade, most countries in South and East Asia have improved or at least maintained their participation rates in pre-primary education. Eight countries, for which data comparable in terms of ISCED97 classification are available, enable us to examine the change in gross enrolment ratios from 1990 to 2000 (Figure 2.2). Every country experienced an increase in enrolment ratios, ranging from one percentage point in the Lao People's Democratic Republic to 40 percentage points in Thailand. The marginal increase in Cambodia, Indonesia and the Lao People's Democratic Republic suggests that pre-primary education remains elusive for most young children in these countries, whereas in Macao, an already high gross enrolment ratio in 1990 increased by one percentage point. Caution must be exercised when analysing these data as changes in enrolment may be partially due to better coverage of pre-primary programmes and institutions as compared to 1990.

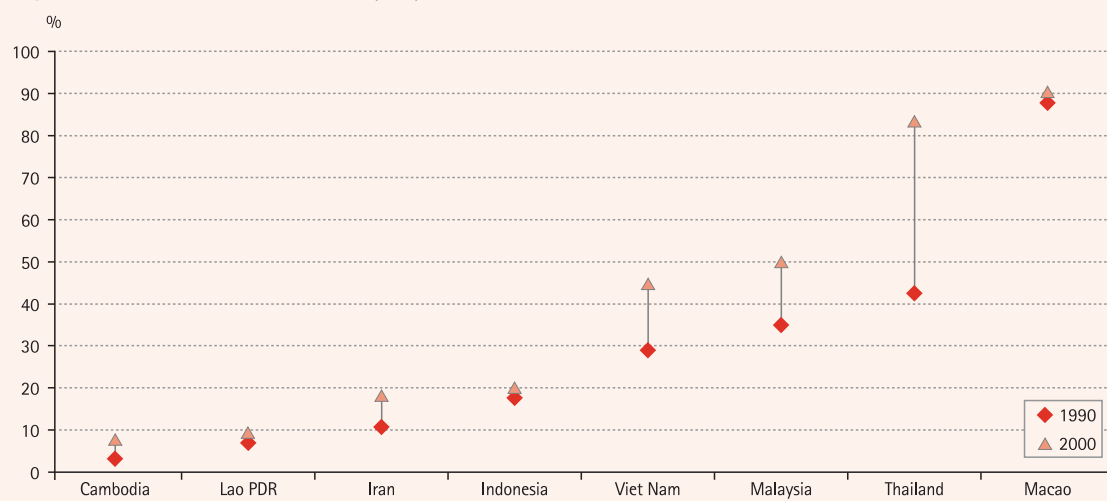
Figure 2.1 – Gross enrolment ratios in pre-primary education by gender, 2000/2001



Source: Annex 1, Table A1

⁵ *Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.*
⁶ *Total enrolment in pre-primary education in Pakistan includes Kachi programmes which were previously included in primary enrolment.*

Figure 2.2 - Gross enrolment ratios in pre-primary education, 1990 and 2000



Sources: Annex 1, Table A1 and UIS database

Gender equality in pre-primary education

Gender equality is measured by the gender parity index (GPI), which is simply the gross enrolment ratio for girls divided by that of boys. A value below 1 indicates disparities in favour of boys whereas a value near 1 indicates equality, and disparities in favour of girls are indicated by a value that is greater than 1.

In the majority of countries, for which data are available, female participation is higher than that of males (Figure 2.3). In Bangladesh and Malaysia, the data indicate that boys participate much less than girls in pre-primary education. This apparent disadvantage to boys must be interpreted with caution; boys at this level are often enrolled in religious schools for which data may be missing. The low participation rates

for girls in Nepal and Pakistan (gender parity index of 0.79 and 0.74, each), indicate that girls in these two countries are still far behind boys in terms of participation in pre-primary education, a pattern that repeats itself in primary school and beyond.

2.2 Primary education (ISCED 1)

Primary education, or the first stage of basic education, is designed to give students a sound basic knowledge in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural sciences, social sciences, art and music. In principle, this level covers six years of full-time schooling.

Universal Primary Education (UPE) implies that every child has access to and completes free and compulsory primary education of good quality. The World Education Forum (Dakar, 2000) and the Millennium Development Goals (New York, 2000) both identified the achievement of Universal Primary Education and the elimination of gender disparity by 2015 as priorities for the global community. The benefits

Figure 2.3 - Gender parity indices (GPI) for gross enrolment ratios in pre-primary education, 2000/2001



Source: Annex 1, Table A1

of achieving these goals are key factors in the development of nations and individuals.

The last decade has seen rapid growth in overall enrolment rates in Asia. Despite this progress, the 2002 Education for All (EFA) Global Monitoring Report identified a number of countries that are at risk of not achieving Universal Primary Education and/or gender equality as defined by the Dakar Framework for Action. The achievement of Universal Primary Education is measured by net enrolment rates that exceed 95% and gender equality goals are considered met when gender parity indices fall between 0.97 and 1.03.⁷ On this basis, three countries, India, Nepal and Pakistan are considered at serious risk of not achieving either goal while Bangladesh, Bhutan, China, Indonesia, the Islamic Republic of Iran, the Lao People's Democratic Republic and Sri Lanka may not achieve at least one of the goals.⁸ Finally, Malaysia, the Maldives, Myanmar, the Philippines, Thailand and Viet Nam have a high chance of achieving or have achieved Universal Primary Education and consequently the Millennium Development Goals for education.⁹

Primary education corresponds with the beginning of compulsory education in most countries in this region (Annex 1, Table A7). In 10 countries, primary education is the only level of education that is compulsory with a median duration of 5 years. Compulsory education includes both primary and lower secondary education and lasts for a median duration of 9 years in China, India, Indonesia, Macao, Sri Lanka and Thailand. Bhutan, Brunei Darussalam and the Democratic People's Republic of Korea have the longest duration of compulsory education at 11, 12 and 11 years, respectively. Cambodia and Malaysia are the only countries that have no compulsory education legislation. However both countries will or have implemented such legislation since this survey was done. At the time of this report, there was no information available on compulsory education for Timor-Leste.

The official entry age into primary education varies from 5 years of age in Myanmar, Pakistan and Sri Lanka, to 7 years of age in Afghanistan, China and Indonesia. In most countries, primary education begins officially at age 6. The duration of primary education

varies from 4 to 7 years, with the majority of countries having durations of 5 or 6 years (10 and 9 countries, respectively). It is important to note that within China and India, regional differences in entry ages make it difficult to generalize the entry age at a particular level of education and may distort the calculation of enrolment rates.

Enrolment in private institutions accounts for less than 20% of primary enrolment in the 12 out of 15 countries for which data are available (Annex 2, Table 2). In Macao, the vast majority of children (94%) are enrolled in private schools, while in Bangladesh and Brunei Darussalam, a relatively high percentage of students attend private institutions (39% and 35%, respectively).

Access to primary education

Apparent (gross) and net intake rates are used to measure the level of access to the first grade of primary education. The apparent intake rate (AIR) is calculated by dividing the number of new entrants to the first grade of primary education, regardless of age, by the population at the official primary school entrance age. The net intake rate (NIR) is based on the number of new entrants to the first grade of primary school who are of the official entry age, expressed as a percentage of the population of the corresponding age. In general, high intake rates indicate a high degree of access to primary education.

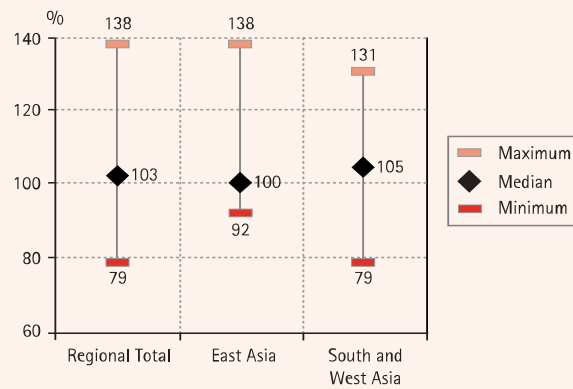
Apparent (gross) intake rates in primary education

Approximately 73 million¹⁰ children entered primary school for the first time in the school year 2000/2001 (Annex 1, Table A6). The apparent intake rate for the region as a whole is 111% and is greater in South and West Asia (119%) than in East Asia (101%).

Apparent intake rates in South and West Asia, vary from 79% in the Islamic Republic of Iran to 131% in India, while in East Asia, the rates vary from 92% in Macao to 138% in Cambodia (Figure 2.4).

⁷ EFA Global Monitoring Report, UNESCO (2002)⁸ Ibid.⁹ Ibid.¹⁰ The regional averages presented here must be interpreted with great care, as they are largely affected by the AIR for India, which accounts for a considerable proportion of the region's population.

Figure 2.4 - Variations in apparent intake rates in primary education by region, 2000/2001



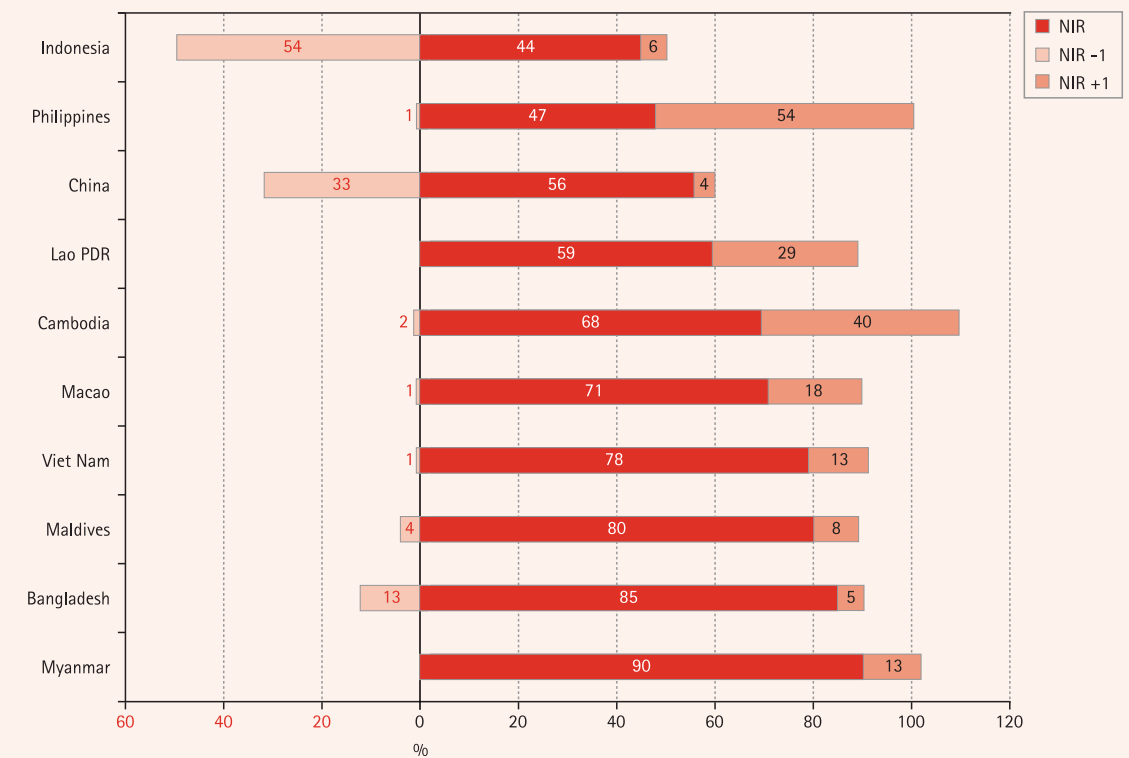
Source: Annex 1, Table A2

In both regions, high apparent intake rates reflect a large number of new entrants who are above or below the official entry age. Children may enter primary school later than the official entry age for a variety of reasons including economic hardship, child labour and distance from school. Apparent intake rates above 100% can also be seen as a sign of concerted efforts to educate all children and to increase the overall level of basic education in the population by enrolling over-aged or out-of-school children.

Net intake rates in primary education

Net intake rates for the 11 countries that provided data vary from an estimated 38% in the Islamic Republic of Iran to 90% in Myanmar (Annex 1, Table A2). These data confirm that many children in South and East Asia enter primary school one year older or younger than the official entry age (Figure 2.5). In the Philippines more children enter primary school one year later than at the official entry age (54% versus 47%). Despite a change in legislature,¹¹ a significant number of children are still entering school at the age of seven. In the Lao People's Democratic Republic and Cambodia, 29% and 40% of children are one year older than the official entry age. Indonesia stands out as the only country in the region where intake rates are highest one year prior to the official entry age, indicating that more children enrol at age 6 rather than age 7. Even though the theoretical entry age to primary education is seven years old, children can and do enter at the age of six after completing kindergarten. In China, the official entry age differs by province; therefore, 33% of children entered at age 6 whilst 56% entered at age 7 in 2000/2001.

Figure 2.5 - Net intake rates at the official age (NIR), at one year younger (NIR-1) and at one year older (NIR+1), 2000/2001



Sources: Annex 1, Table A2 and UIS database

¹¹ The Philippines changed from an official entry age of seven to six years in 1997.

Gender parity in intake rates

Eliminating gender inequalities begins with equal access to the first year in primary education. Gender equality is measured by a gender parity index of about 1.00. The gender parity index for the apparent intake rate in South and East Asia (Table 2.1) as a whole falls below this benchmark (0.92), with a great disparity between South and West Asia (0.84) and East Asia (1.03). The examination of individual countries shows that Pakistan and India, South and West Asia's most populated countries, explain the low regional gender parity index.

The comparison of gender parity indices for the apparent and net intake rates show that Bangladesh, Brunei Darussalam, the Islamic Republic of Iran, Macao, Malaysia, the Maldives, Myanmar and Sri Lanka have achieved gender parity in terms of access to primary education (Figure 2.6). In Cambodia, Indonesia, the Philippines, Thailand and Viet Nam, GPIs are above 0.90 signalling that gender disparity is to some extent in favour of

boys. Finally, girls in India, the Lao People's Democratic Republic, Nepal and Pakistan have significantly less access to primary education than boys. A comparison of gross and net intake rates reveals an interesting pattern in the Lao People's Democratic Republic and the Philippines. Although boys in these countries are more likely to enrol in primary education than girls as indicated by the gross intake ratio, girls are more likely to enrol at the official starting age, as indicated by the net intake ratio. This indicates that boys are more often over-aged than girls when enrolling in primary education.

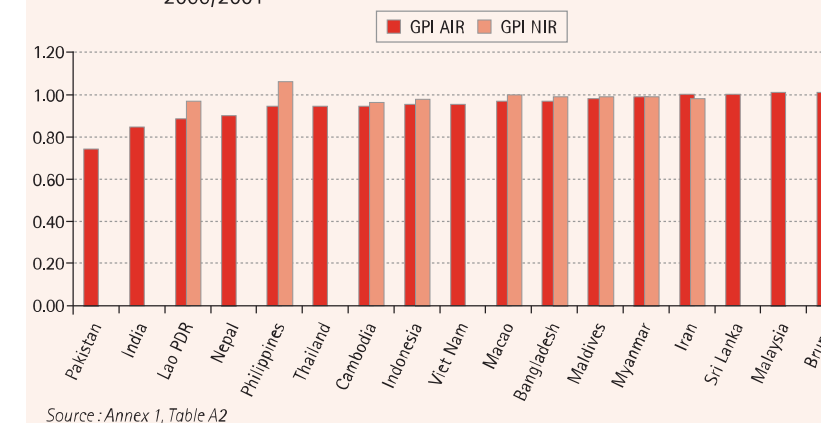
Several countries in the region, including India, Nepal and Pakistan have implemented programmes to encourage girls' access and participation in schooling through scholarships, free access to school for girls, improved school environment and the recruitment of female teachers. In addition, some countries have opened schools that cater only to girls while others have mandated that all primary schools be co-educational.

Table 2.1 - Apparent intake rates to grade 1 of primary education by gender and gender parity indices (GPI), 2000/2001

	Apparent intake rate (%)			GPI (F/M)
	MF	M	F	
South and West Asia	119	129	109	0.84
East Asia	101	100	103	1.03
Regional Total	111	115	106	0.92

Source: Annex 1, Table A6

Figure 2.6 - Gender parity indices for apparent (GPI AIR) and net intake (GPI NIR) rates, 2000/2001



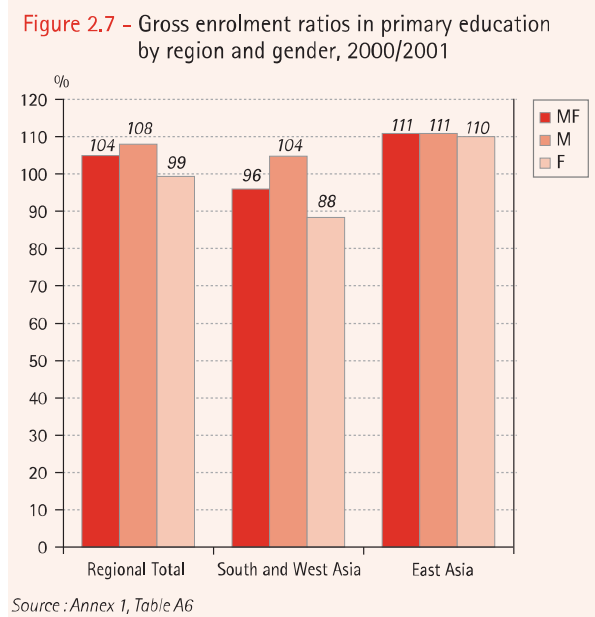
Source: Annex 1, Table A2

Participation in primary education

The level of participation in primary education can be measured by two indicators: the gross enrolment ratio (GER) and the net enrolment ratio (NER). The gross enrolment ratio represents the total enrolment regardless of age, expressed as a percentage of the eligible official primary school-age population. This ratio can often exceed 100% because of late entrance or repetition and is an indication of the theoretical capacity of an education system to accommodate all children of the official primary school age. The net enrolment ratio corresponds to the enrolment in primary education of the official primary school age group expressed as a percentage of the corresponding population. Net enrolment ratios are a more pertinent indicator when measuring or monitoring Universal Primary Education (UPE); the participation of all children of the official primary school age is a key component in achieving UPE. Net enrolment ratios can also be used to calculate the number of children of the official primary school age who are currently out of school. It should be noted that even in the most developed countries, NERs rarely reach 100%. A marginal difference between gross and net enrolment ratios indicates that the level of over- or under-age enrolment is at a minimum. Both indicators should be interpreted when assessing progress towards the goal of universal primary education.

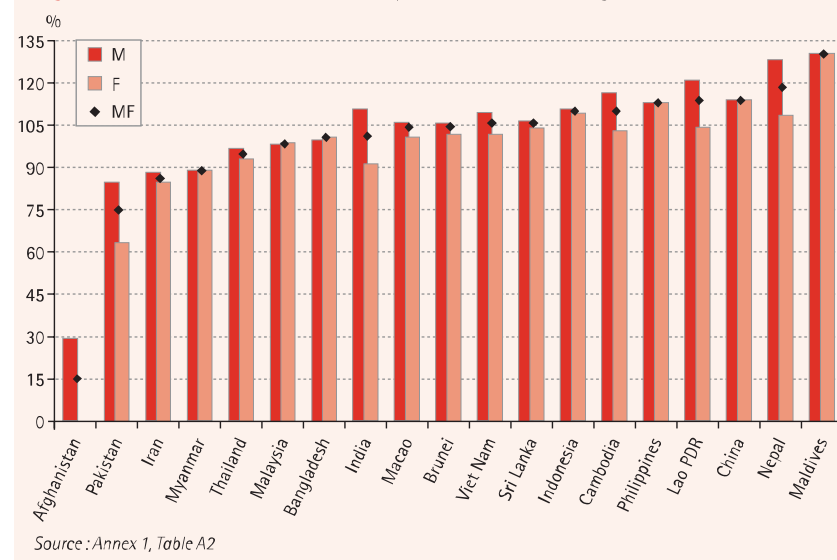
Gross enrolment ratios in primary education

It is estimated that in South and East Asia 357 million children of all ages are enrolled in primary education, of which 192 million are boys and 165 million are girls (Annex 1, Table A6). The regional gross enrolment ratios range from 96% in South and West Asia to 111% in East Asia (Figure 2.7). In East Asia, boys and girls participate almost equally in primary education, whereas in South and West Asia the gender gap is much higher and shows that girls are disadvantaged when compared to boys (88% as opposed to 104%).



Source: Annex 1, Table A6

Figure 2.8 - Gross enrolment ratios in primary education by gender, 2000/2001



Source: Annex 1, Table A2

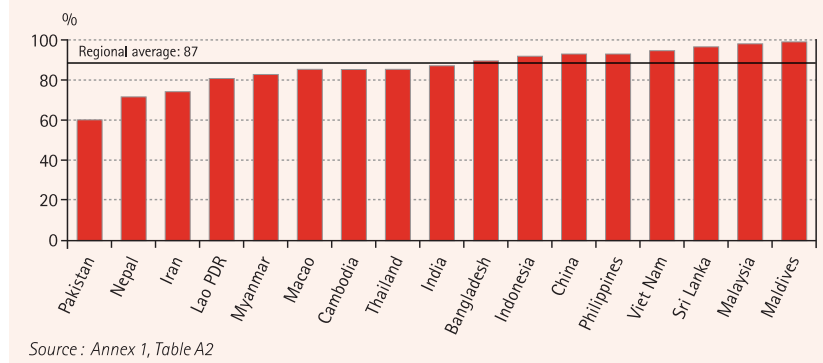
Gross enrolment ratios vary widely among countries. In South and West Asia, gross enrolment ratios range from 15% in Afghanistan to 131% in the Maldives. In East Asia, they vary from 89% in Myanmar to 114% in China. Gross enrolment ratios in the majority of South and East Asian countries are greater than 100% indicating that these countries have the capacity to enrol all children of the official age in primary education (Figure 2.8).

Net enrolment ratios in primary education

The number of enrolled pupils of official primary school age is 299 million, yielding a net enrolment ratio of 87% for the region as a whole (Annex 1, Table A6). The difference between the gross and the net enrolment ratios indicates that many children in the system are over-(and/or under-) age. The goal of primary education for all remains a challenge for South and West Asia where the regional net enrolment ratio is 81%, while East Asia, with a ratio of 92%, seems to be on track for achieving Universal Primary Education by 2015.

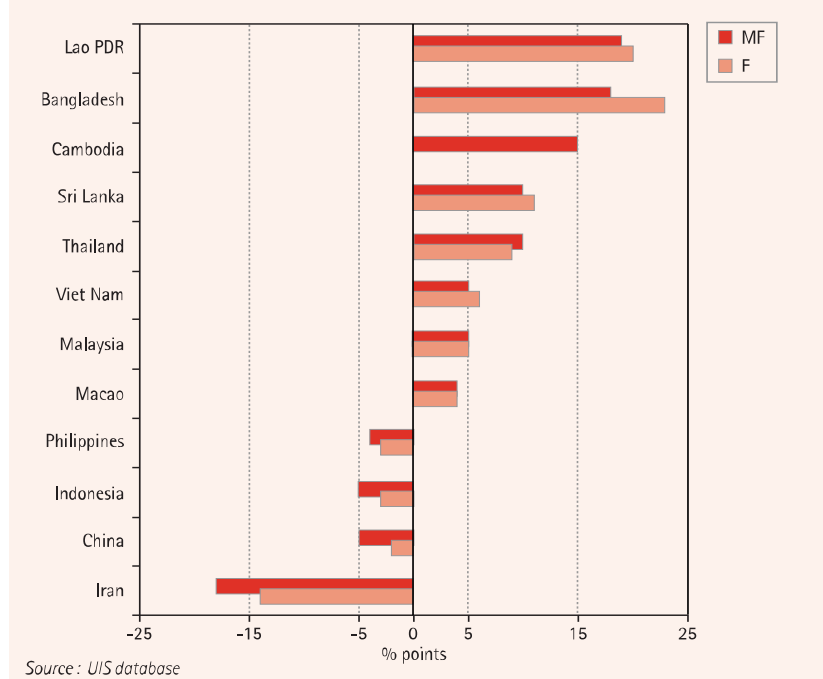
Net enrolment ratios vary from 60% in Pakistan to 99% in the Maldives (Figure 2.9). Malaysia, the Maldives and Sri Lanka are on the verge of achieving Universal Primary Education (NER>95%). The Islamic Republic of Iran, Nepal and Pakistan, with NERs well below 80%, will require major efforts to reach the goal of Universal Primary Education by 2015. If current trends continue, the NERs of the remaining countries indicate that they are on the way to achieving this goal.

Figure 2.9 - Net enrolment ratios in primary education, 2000/2001



Source: Annex 1, Table A2

Figure 2.10 - Changes in net enrolment ratios from 1990 to 2000



Source: UIS database

percentage points (Figure 2.10). Viet Nam, Malaysia and Macao, experienced an increase of about 5 percentage points. In the remaining four countries, China, Indonesia, the Islamic Republic of Iran and the Philippines, net enrolment ratios decreased over this period. The Islamic Republic of Iran (92% to 74%) experienced the most dramatic decline over this decade.

The same pattern of increase or decrease in female enrolment is observed for most countries where data are available. In half of the countries, female enrolment has increased more than male enrolment. In Iran, the net enrolment ratio for girls has decreased from 88% in 1990 to 73% a decade later.

Changes in net enrolment ratios from 1990 to 2000

The last decade has seen both positive and negative changes in the levels of net enrolment ratios in this region.¹² In five countries, the Lao People's Democratic Republic, Bangladesh, Cambodia, Sri Lanka and Thailand, net enrolment ratios rose between 10 and 20

¹² Caution must be exercised when comparing data from the following countries due to changes in their educational systems, as reflected by their ISCED mappings, over this period: Cambodia and the Maldives changed the duration of primary education from 5 to 7 years in 1996 and from 5 to 7 years in 1997, respectively. The Philippines changed the entry age to primary education from 7 to 6 years of age in 1997.

Out-of-school children

The number of out-of-school children is defined as the number of children of the official primary school age population who are not currently enrolled in primary education. It is calculated by subtracting the number of pupils enrolled in primary education who are of the official primary school age from the total population of this age group.

In South and East Asia as a whole, an estimated 46 million primary school age children are out of school,¹³ and more girls (28 million) than boys (18 million) are excluded from primary education (Annex 1, Table A6). 32 million out-of-school children are in South and West Asia and 14 million in East Asia.

Worldwide there are an estimated 104 million children out of school. South and East Asia has the largest share of out-of-school children at 45% of the worldwide total (Figure 2.11). Once again, there are wide differences between South and West Asia and East Asia - East Asia accounts for 13%, whereas South and West Asia accounts for 31% of the total number of children out of school.

Figure 2.12 describes the number of out-of-school children as a percentage of the regional total. This figure highlights the fact that the number of out-of-school children is clearly influenced by the region's most populated countries: China, India and Pakistan. Furthermore, most of the out-of-school girls can be found in India, while in China more boys than girls are out of school.

The estimates show that, despite relatively high participation rates as seen earlier, a tremendous effort will have to be made in order to ensure that out-of-school children are systematically included in primary education.

Figure 2.11 - Out-of-school children by region, 2000/2001

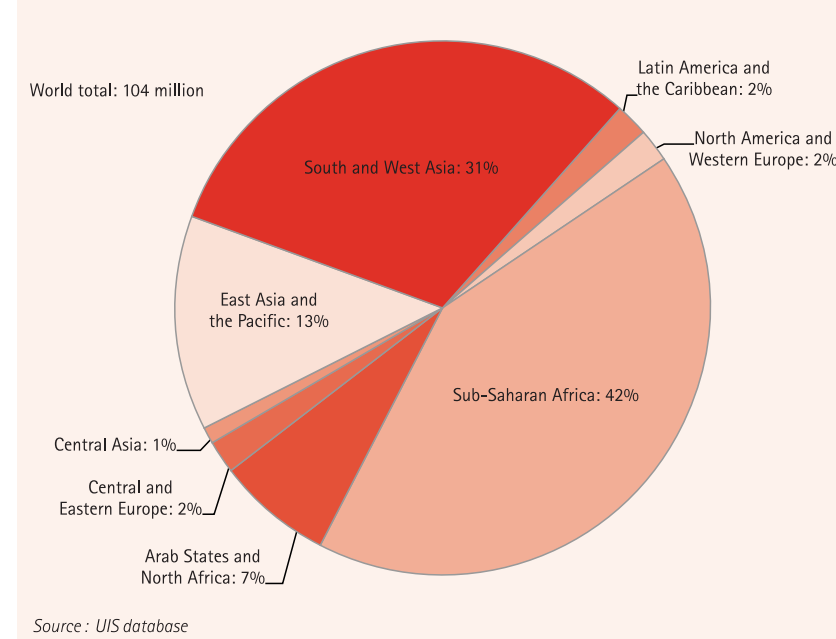
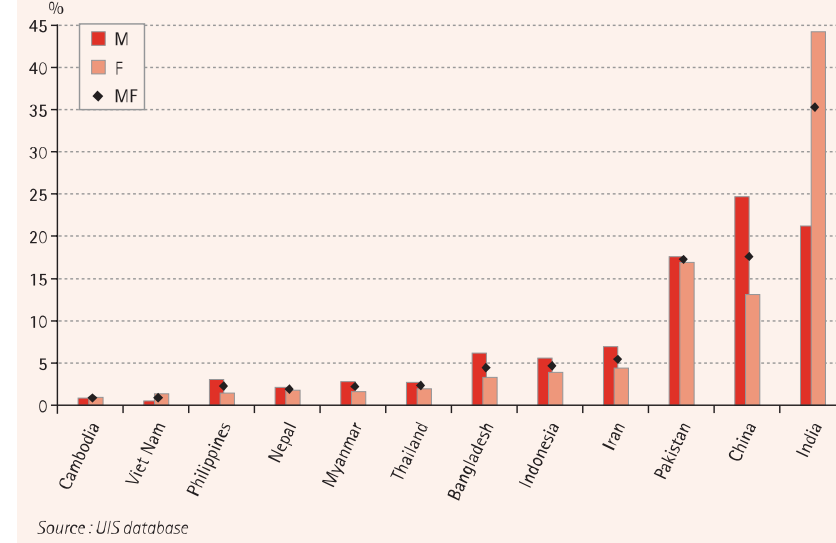


Figure 2.12 - Out-of-school children as a percentage of the regional total by gender, 2000/2001



Gender parity in participation rates

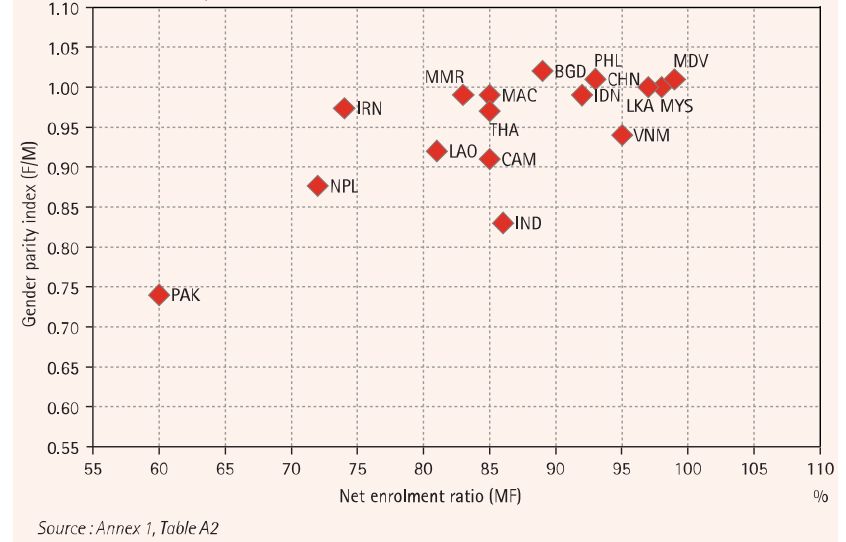
The elimination of gender disparity in participation rates remains a challenge for some countries in this region. In South and East Asia as a whole, the gross enrolment ratio for girls is 9 percentage points lower than that of boys (Figure 2.7), resulting in a gender parity index of 0.92. Gender disparity is more pronounced in South and West Asia, with gross enrolment ratios of 88% and 104% for girls and boys respectively (GPI of 0.84). In East Asia, girls and boys participate almost equally in primary education (110% and 111%). The same pattern, as seen in earlier indicators with respect to gender, emerges when examining net enrolment ratios. Namely, South and West Asian girls are disadvantaged compared to boys at this level of education (GPI of 0.84) and East Asia has managed overall to achieve gender parity (GPI of 0.99).

An increase in the level of enrolment tends to be associated with a reduction in gender disparity. However, even among countries with similar levels of net enrolment ratios, there can be substantial variation in gender parity (Figure 2.13). With the exception of Viet Nam, countries with net enrolment ratios above 90% have achieved gender parity. Cambodia and India, with relatively high net enrolment ratios, have gender disparity, while the Islamic Republic of Iran and Myanmar have achieved gender parity but have net enrolment ratios of 74% and 83%, respectively. Finally, Nepal and Pakistan have low net enrolment ratios that are strongly in favour of boys.

Internal efficiency of the primary education system

The challenge of attaining Universal Primary Education is not only to ensure that all

Figure 2.13 - Net enrolment ratios and gender parity indices in primary education, 2000/2001



children are enrolled in school but that the system functions efficiently so that most children complete the primary school cycle. Therefore, analysis must also focus on the efficiency and quality of the primary school system. This section examines two indicators that measure the efficiency and quality of primary education: repetition rates and survival rates. Efficiency in the primary education system, is reflected by low repetition rates and high survival rates.

Repetition in primary education

Repetition rates measure the proportion of pupils enrolled in a given grade in a given school year who studied in the same grade the previous school year. Repetition rates are derived by analysing data on enrolment and repeaters by grade for two consecutive years and are calculated by dividing the number of repeaters in a school year (2000) by the number of pupils enrolled in the same grade in the previous school year (1999).

High repetition rates place a strain on the capacity and resources of education systems. The presence of a large number of repeaters affects a school system's capacity to enrol otherwise out-of-school children. Furthermore, the inclusion of repeaters does not in general promote better learning outcomes, as pupils that repeat tend to drop out before

¹³ These numbers must be interpreted with caution, as they do not take into account those children enrolled at other levels of education or in unrecognised schools. Furthermore the different sources and timing of population and enrolment data may also lead to an underestimate. In addition, late or early entry into primary education may impact these numbers. A better measure of out-of-school children uses age-specific enrolment ratios, which account for all children enrolled at any level of education. This measure is currently not used due to the lack of data by age for every level of education in many countries.

completing their education. The rate of repetition is also affected by how strictly achievement standards are enforced or by the application of an 'automatic promotion' policy from one grade to the next. On the other hand, low repetition may reflect a policy of encouraging access without attention to educational quality. Therefore, cross-national comparisons of repetition rates must be interpreted with care.

The overall level of repetition in the region is relatively low, with a median¹⁴ repetition rate of six. However, this median hides major differences amongst countries; in Brunei Darussalam and Malaysia, because of policies of automatic promotion, there is no repetition

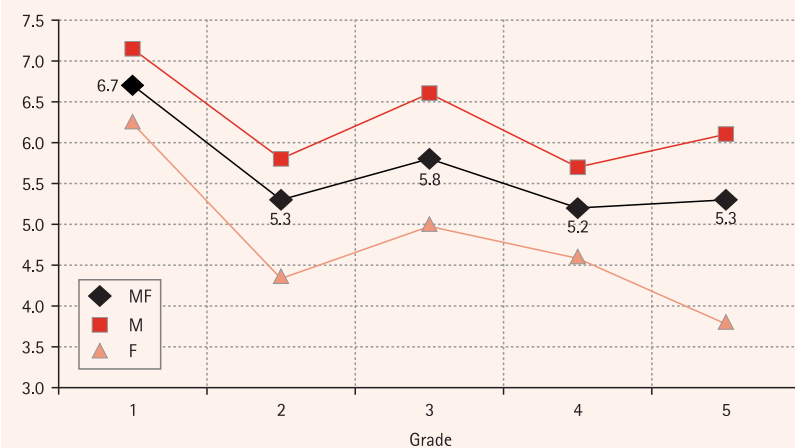
in primary education, whereas in Nepal, the Lao People's Democratic Republic, Cambodia and Bhutan, median repetition rates range from 12 to 15.

Figure 2.14 and Table 2.2 show that repetition rates vary by grade with the highest repetition rate usually occurring at grade 1, followed by grade 3 and grade 5. Nepal, the Lao People's Democratic Republic, and Cambodia have the highest repetition rates at grade 1, with dramatic decreases at subsequent grades. In Bhutan, repetition rates remain stable at each grade of primary education. Finally, higher repetition rates at higher grades are found in Macao where repetition increases until grade 5 and decreases at grade 6.

The data also indicate that boys tend to repeat more than girls. The fact that boys repeat more may partly explain the higher levels of participation in primary school among boys, as shown earlier.

In conclusion, the combination of a number of factors, such as learning difficulties, inadequate teacher training, high educational standards, or other conditions under which the schools operate, may account for higher repetition rates. Furthermore, these issues must be addressed if all children are to receive a quality education. Many countries have undertaken policies to reduce the number of repeaters by prohibiting or limiting grade repetition. Brunei Darussalam and Malaysia follow a policy of automatic promotion whereas China limits grade repetition to 5% of the total enrolment.

Figure 2.14 - Median repetition rates in primary education by grade and gender, 1999/2000



Source: UIS database

Table 2.2 - Repetition rates (MF) in primary education by grade, 1999/2000

Country or territory	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Nepal	46**	16	12	12	10	.
Lao PDR	34	20	12	8	5	.
Cambodia	29	18	15	9	6	3
Bhutan	16	15	15	12	15	13
Indonesia	12**	8**	7**	5**	3**	-
Thailand	10**	4**	4**	...	...	1**
Iran	8	5	4	4	3	.
Bangladesh	7	6	8	7	5	.
Viet Nam	6	3	2	2	-	.
Macao	2	3	6	8	11	9
China	2	1	-	-	-	-
Myanmar	1	1	1	-	-	.

Source: UIS database

¹⁴ The median repetition rate is based on data for 20 out of 22 countries. Estimates that are not published in this report are used in the calculation and the data in Table 2.3 does not correspond to the medians presented in Figure 2.13.

Survival rate to grade five

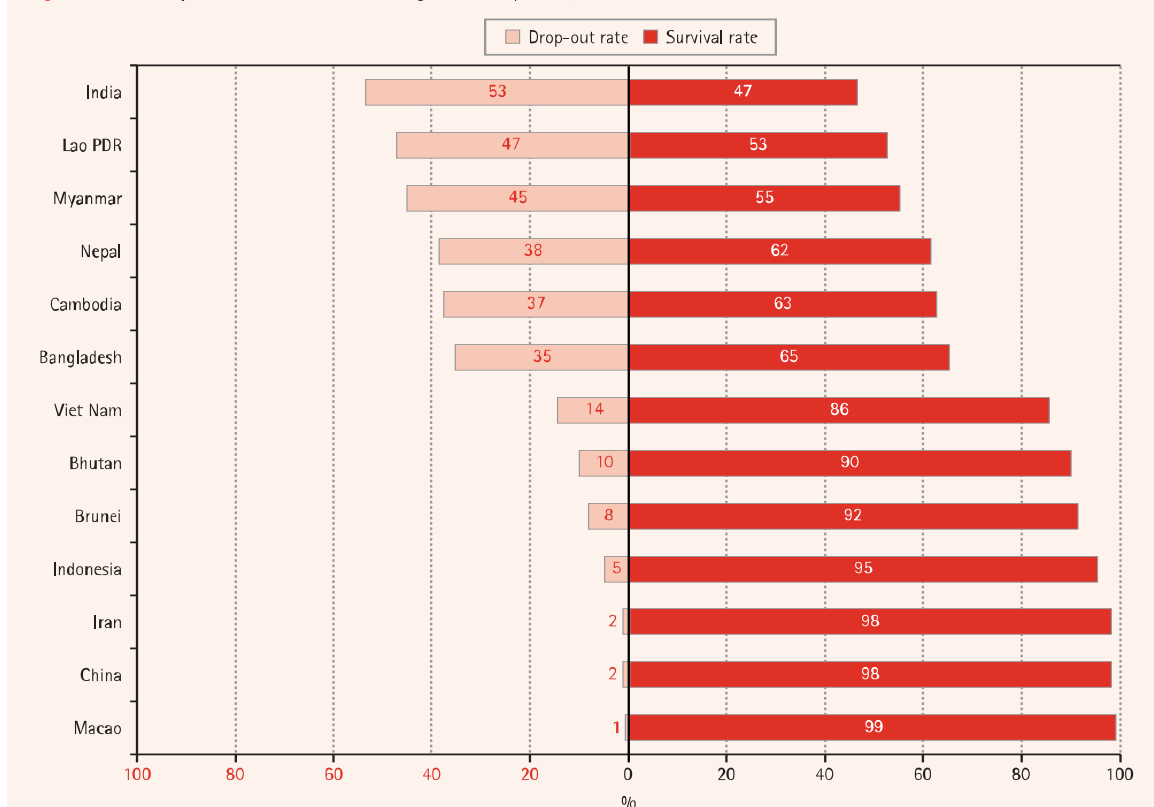
The survival rate to grade five is defined as the percentage of a cohort of pupils who start primary school in grade 1 of a given year and who eventually reach grade 5. Survival rates are commonly used to assess the holding power and internal efficiency of an education system. In essence, these rates measure the percentage of children who complete grade 4 and reach grade 5. The completion of four grades of primary education has been identified as the minimum requirement for a sustainable level of literacy. Conversely, the residual of survival to grade 5 measures the magnitude of drop-out. Survival rates should be analysed in relation to intake rates since a country may have high survival rates among a small percentage of children who have access to primary school.

In India, the Lao People's Democratic Republic and Myanmar only half of the children who enter primary school will reach grade 5, indicating a drop-out rate of 53%, 47% and 45%, respectively (Figure 2.15). Nepal, Cambodia and Bangladesh follow closely

behind with survival rates ranging from 62% to 65%. It is not surprising to note that, with the exception of Myanmar and India, these are also the countries with the highest repetition rates. This supports research that high repetition rates are often related to high drop-out rates. Survival rates are much higher in Viet Nam (86%), Bhutan (90%), Brunei Darussalam (92%), Indonesia (95%), the Islamic Republic of Iran (98%), China (98%) and Macao (99%), demonstrating that in these countries most children who enter primary education are likely to reach grade 5 and that drop-out rates are at a minimum. With the exception of Bhutan and the Islamic Republic of Iran, these are also the countries with the highest intake and participation rates in primary education in the region.

Once girls are in school, they are more likely to reach grade 5 and, as seen earlier, repeat less. With the exception of India, the remaining countries - for which gender disaggregated data are available - demonstrate that the percentage of girls reaching grade 5 is higher than or equal to that of boys (Table 2.3). In Bangladesh,

Figure 2.15 - Drop-out and survival rate to grade 5 of primary education, 1999/2000



Source: Annex 1, Table A2

Indonesia and Nepal survival rates for girls are more than 10 percentage points higher than those of boys.

The apparent advantage to girls in terms of progression must take into account that in most countries girls have less access than boys to primary education (Table 2.3). In Bangladesh, Indonesia, the Lao People's Democratic Republic and Nepal, survival rates are higher for girls than boys, yet girls have lower intake rates than boys. Girls in India are disadvantaged in terms of progression and access, whereas in Brunei Darussalam, the Islamic Republic of Iran and Myanmar, girls and boys have equal access to primary education and progress equally well through the system. The fact that boys repeat more and are less likely to complete four grades of primary education represents a growing policy concern in this region.

Table 2.3 - Gender parity in survival rates to grade 5 (SR5) and gender parity in apparent intake rates (AIR), 2000/2001

Country or territory	GPI in SR5	GPI in AIR
Nepal	1.23	0.90
Bangladesh	1.16	0.97
Indonesia	1.11 **	0.95
Lao PDR	1.02	0.88
Macao	1.01	0.97
Brunei	1.00	1.01

2.3 Secondary education (ISCED 2 and 3)

Secondary education is usually subject-oriented and requires that teachers be more specialised and qualified than at the primary level. For the purpose of international comparison, programmes at this level are composed of two cycles: lower secondary education (ISCED 2) and upper secondary education (ISCED 3). Lower secondary education is typically designed to complete the provision of basic education of the primary level while introducing more subject-focused

teaching. Upper secondary education often begins at the end of full-time compulsory education where it exists. Subject matter at this level is more specialised than at ISCED level 2 therefore requiring teachers with higher qualifications.

The Dakar Framework for Action reaffirms that Education for All must extend further than primary education. Improved provision at other levels of education further contributes to social gains and economic growth. Increases in enrolment at the primary level will increase the demand for secondary schools as the achievement of Universal Primary Education will require that more children get sufficient access to lower and upper secondary education. Furthermore, in addition to training the next generation of primary school teachers, secondary education enables children and young adults to specialize in fields of education that are pertinent to the labour market or to enter tertiary education.

For many countries in the region, the provision and expansion of primary education are still priorities and governments facing the costs of educating all children of primary school age find it difficult to expand secondary education as well. These countries need to ensure that the system is capable of absorbing the increasing numbers of students who complete primary education in order that they acquire the advanced skills necessary to enter the work force. In certain countries, entrance to secondary education requires not only a certificate of successful completion of primary studies, but also success in a competitive entry process due to the limited number of places in secondary education.

Transition from primary to secondary education

Transition rates are defined as the number of new entrants admitted to the first grade of secondary education in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of primary education in the previous year. This indicator assesses the degree of access or transition from one level to another.

The difference between enrolment ratios at the primary and secondary levels is very high in many countries, indicating that even though many children are enrolled in primary education, very few will have a chance to enrol in lower secondary education. While Cambodia, the Lao People's Democratic Republic and Nepal have made remarkable strides in increasing participation rates in primary education (gross enrolment ratios exceed 110%), their participation rates in lower secondary education remain low (Figure 2.16). On the other hand, Brunei Darussalam, the Islamic Republic of Iran, Macao, Malaysia and Thailand have far smaller differences in enrolment between the two levels of education.

Transition rates are very high in Brunei Darussalam (96%), Viet Nam (93%) and the Islamic Republic of Iran (90%). Myanmar has the lowest transition rate amongst the countries studied. With the exception of Thailand (84%), countries with low transition rates also have low levels of gross enrolment in secondary education, a trend which may indicate that there are a limited number of places at the secondary level or that pupils tend to discontinue their studies after primary school.

Participation in secondary education

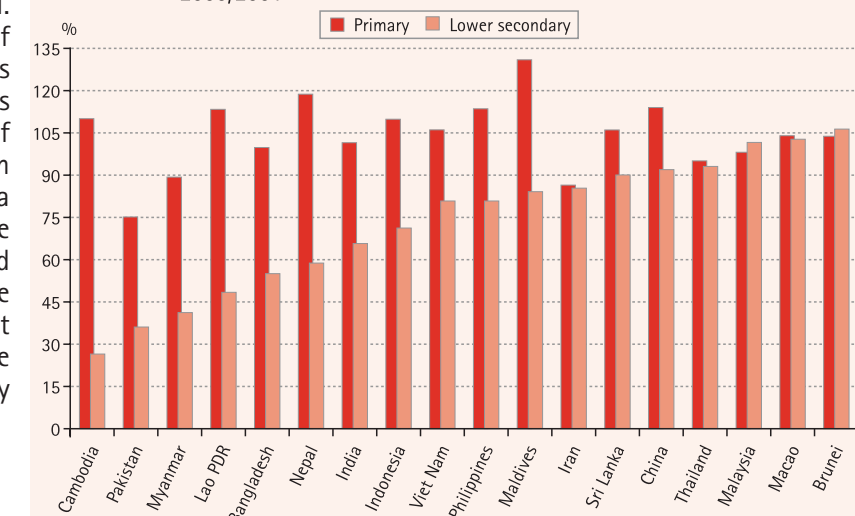
An estimated 233 million pupils of all ages are enrolled in secondary education in South and East Asia as a whole (Annex 1, Table A6). In other words, roughly one out of every two eligible young adults is enrolled in secondary education. Secondary education is more widespread in East

Asia than in South and West Asia (66% as opposed to 47%). In both regions, fewer girls are enrolled than boys, with a marginal difference between the two regions.

The distribution of students by type of programme varies significantly; general programmes account for most enrolment (98% in South and West Asia and 83% in East Asia) while technical and vocational education only represent 2% of enrolment in South and West Asia and 17% in East Asia.

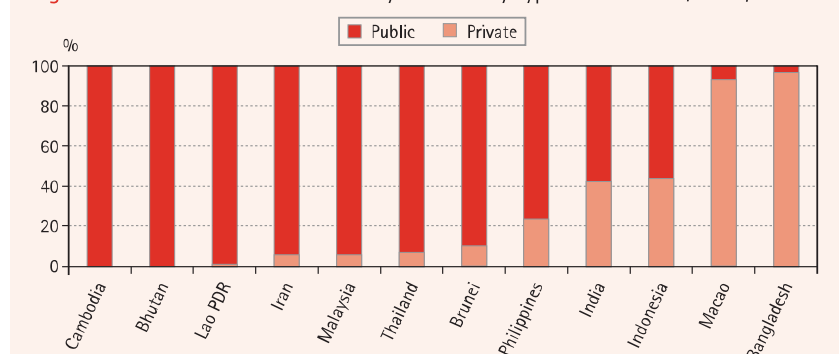
The provision of secondary education is for the most part public (Figure 2.17). In Bhutan, Cambodia, the Islamic Republic of Iran, the Lao People's Democratic Republic, Malaysia and Thailand, secondary education is mostly provided by the public sector with private institutions accounting for less than 7% of total enrolment. The provision of secondary

Figure 2.16 - Gross enrolment ratios in primary and lower secondary education, 2000/2001



Sources: Annex 1, Table A2 and UIS database

Figure 2.17 - Distribution of secondary students by type of institution, 2000/2001



Source: Annex 1, Table A2

education by the private sector is higher in the Philippines (23%), India (42%) and Indonesia (43%). In Bangladesh (96%) and Macao (93%), most pupils are enrolled in private institutions.

Gross enrolment ratios in lower and upper secondary education

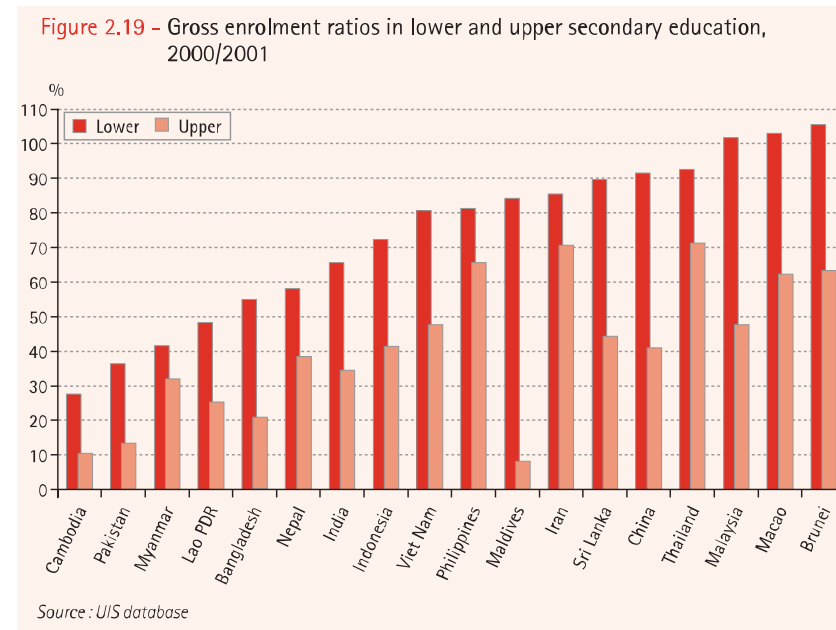
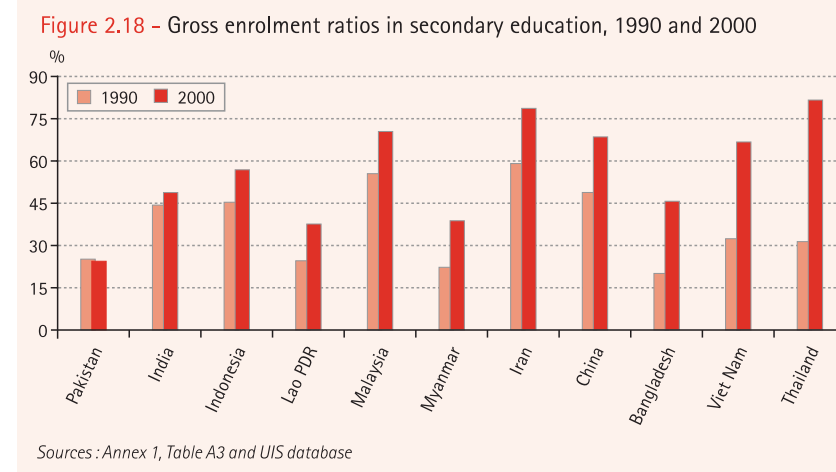
Participation in secondary education (lower and upper secondary combined) is still relatively marginal for some countries in the region. The 1990s have seen some growth in the gross enrolment ratios of the 11 countries where comparable data in terms of ISCED97 are available (Figure 2.18). Pakistan and India,

with gross enrolment ratios of 25% and 49%, have seen little if no improvement over the last decade. Indonesia, the Lao People's Democratic Republic and Malaysia have increased participation ratios by more than 10 percentage points, while in Myanmar, the Islamic Republic of Iran and China ratios have increased by more than 15 percentage points. The most remarkable improvement is seen in Bangladesh, Thailand and Viet Nam where gross enrolment ratios have more than doubled in the last decade.

More than half of the reporting countries in the region have gross enrolment ratios exceeding 80% (Figure 2.19) in lower secondary education. In Brunei Darussalam, Macao and Malaysia, ratios are already at 100%, while in Thailand and Sri Lanka ratios exceed 90%. On the other hand, in 4 out of 18 countries, enrolment ratios at this level are below 50%, with the lowest level of participation in Cambodia and Pakistan, 27% and 37%, respectively.

Gross enrolment ratios at the upper secondary level vary from 71% in Thailand and the Islamic Republic of Iran to below 15% in Pakistan, Cambodia and the Maldives. While in a few countries enrolment ratios drop only slightly from lower to upper secondary education, as in the Islamic Republic of Iran, the Philippines and Myanmar, in the majority of countries, the difference is substantial.

The comparison of enrolment rates in lower and upper secondary education must take into account the differing durations of each level and compulsory education policies within countries.



The average duration of lower and upper secondary is three years in most countries of the region (Annex 1, Table A7). In China, India, Indonesia, Macao, Sri Lanka and Thailand, lower secondary education is compulsory whereas in Bhutan, Brunei Darussalam and the Democratic People's Republic of Korea, compulsory education includes both upper and lower secondary.

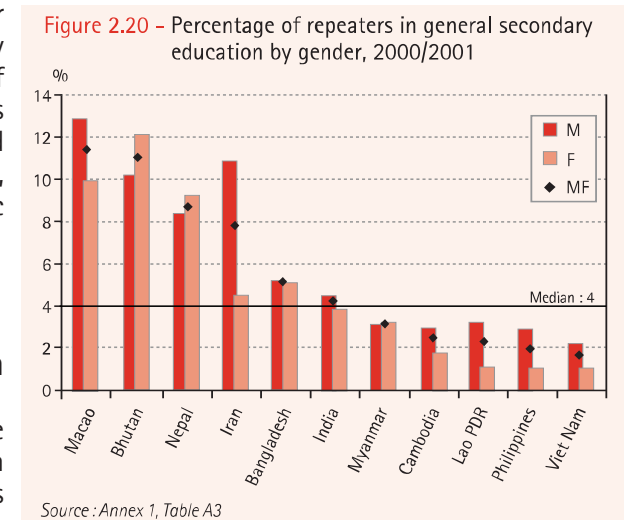
Repetition in secondary education

This section examines the percentage of repeaters in general secondary education as a measure of efficiency of the school system. Eleven countries provided data on repeaters in secondary education.

The percentage of repeaters is generally lower at this level when compared to primary education. The median percentage of repeaters in general secondary education is relatively low at 4% (Figure 2.20). Bhutan and Macao have the highest repetition rates (11%, each), followed by Nepal (9%) and the Islamic Republic of Iran (8%).

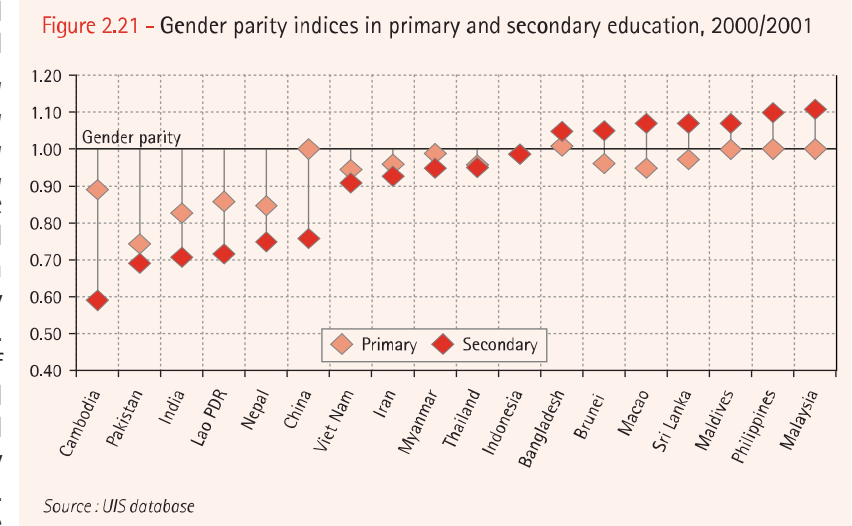
only country where girls participate equally in primary education, indicated by a gender parity index (GPI) of 1.00, but much less in secondary education (GPI of 0.76). In Cambodia, India, the Lao People's Democratic Republic, Nepal and Pakistan, girls participate much less than boys in primary education, and consequently, significantly more boys are enrolled at the secondary level.

There is clearly a link between transition rates, equity in primary education and in secondary education. The available data for transition rates, shown earlier (Annex 1, Table A2), indicate that, with the exception of Cambodia, the Lao People's Democratic Republic and Thailand, almost as many girls as boys are admitted to secondary school after completing their primary education.



Gender disparity in secondary education

Girls account for approximately 43% of the total enrolment in secondary education (Annex 1, Table A6). The proportion of girls is only slightly higher in East Asia than in South and West Asia (43% as opposed to 41%). Bangladesh, Brunei Darussalam, Indonesia, Macao, Malaysia, the Maldives, Sri Lanka and the Philippines have reached gender parity in both primary and secondary education (Figure 2.21). In the Islamic Republic of Iran, Myanmar, Thailand and Viet Nam, girls and boys are almost equally represented at each level. China stands out as the



The percentage of repeaters is almost equal among the genders in Bangladesh, India and Myanmar (Figure 2.20). With the exception of Bhutan and Nepal, where girls repeat more than boys, the same trend as in primary is observed; boys have higher repetition rates than girls.

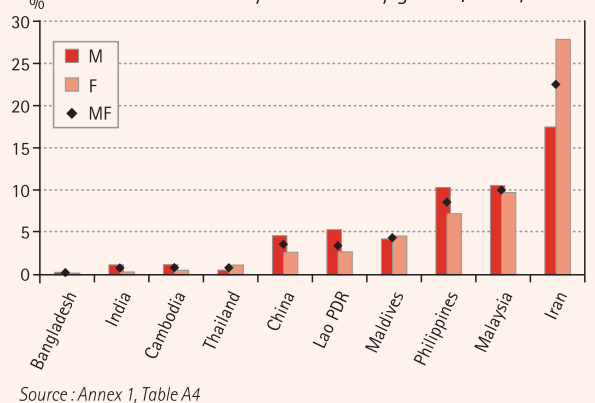
In order to improve girls' participation at the secondary level, policies need to be more gender sensitive. Authorities in Cambodia, for example, recognise the need to prioritise gender equity issues in education and, as such, have come up with affirmative actions to supplement existing scholarship and incentives programmes for girls from poor and remote minority areas.¹⁵ These actions include incentives for female teachers to go to remote areas, gender quotas for teachers, and programmes designed to sensitise parents and communities about the importance of girls' schooling.¹⁶

2.4 Post-secondary non-tertiary education (ISCED 4)

Post-secondary non-tertiary education captures programmes that straddle the boundary between upper-secondary and post-secondary education from an international point of view, even though they might be classified as upper-secondary or post-secondary programmes in a national context.

In the 19 countries for which data are available, post-secondary non-tertiary education generally represents a small sector of post-secondary education. A third of all countries do not offer any programmes at this level, and in another six countries, the proportion of enrolment in post-secondary non-tertiary programmes is less than 15%. However, some countries do not fit in with this picture. In the Islamic Republic of Iran and the Lao People's Democratic Republic, every third student is enrolled in a post-secondary non-tertiary programme, and in Bhutan, every second. The Maldives is one of the few small island states without a university and therefore post-secondary education is the highest level of education.

Figure 2.22 - Gross enrolment ratios in post-secondary non-tertiary education by gender, 2000/2001



Source: Annex 1, Table A4

Women represent 50% or more of the total enrolment in only 3 out of 8 reporting countries. The percentage of females enrolled ranges from 18% to 64% at this level of education (Annex 1, Table A4). The higher enrolment of men can partially be explained by the fact that programmes at the post-secondary non-tertiary level are mostly vocational. In a number of countries, higher participation of men at this level is counterbalanced by higher participation of women at the tertiary level.

Gross enrolment ratios vary greatly between countries and within the region (Figure 2.22), ranging from 0.2% in Bangladesh to 22.6% in the Islamic Republic of Iran. This range increases when one examines the ratios by gender. For men, they range from 0.2% to 17.4%, a range of approximately 17%; while for women, the gross enrolment ratio ranges from 0.2% to 27.9%.

2.5 Tertiary Education (ISCED 5 and 6)

Programmes at the tertiary level include those that are theoretical or research-based (e.g. history, philosophy, mathematics, etc.) or give access to professions which require high-level skills (e.g. medicine, dentistry, architecture, etc.) and programmes that are technical or occupationally specific. The latter are classified as ISCED level 5A and ISCED level 6, while the former are classified as ISCED level 5B. ISCED levels 5A and 6 programmes are typically but not exclusively offered at universities.

Tertiary education plays a critical role in human development throughout the world. It is at this level that civil servants, doctors, engineers, lawyers, nurses, teachers, researchers, social scientists and countless other professionals acquire the high-level skills necessary to enter the work force and to ultimately contribute to society. In addition, education at this level aids in the elimination of poverty through better employment opportunities and the expansion of basic education systems, through the training of teachers and the use of new or innovative techniques in curriculum development.

Unlike in the rest of the countries in this region, no tertiary education is offered in the Maldives. Here, students typically obtain tertiary level education and training abroad, partially supported through fellowships.

Enrolment in tertiary education is a function of both eligibility and the capacity of the tertiary system of education. In total, there are approximately 33 million students enrolled in tertiary education (Table 2.4) in this region. Of this total, 61% are men, indicating that there exists a large gender gap in enrolment at the tertiary level of education. East Asian countries accounted for approximately two-thirds of total enrolment, in large measure due to China, where the total tertiary enrolment exceeds that of all the countries of South and West Asia combined (12.1 and 11.3 million students, respectively).

In the majority of countries, more students are enrolled in ISCED 5A (Annex 1, Table A4) than ISCED 6 or 5B. The exceptions to this include Bhutan (76%) and the Lao People's Democratic Republic (59%) where the majority of students are enrolled in ISCED 5B programmes. Enrolment

is quite small at the second stage of tertiary education (ISCED 6) where the proportion of students ranges from 0.2%, in Bangladesh and Thailand, to a high of 2.4% of all tertiary enrolment in Viet Nam. The median percentage for this region is 0.6%.

Figure 2.23 shows the gender distribution at the tertiary level of education (ISCED 5 and 6). Women represent the larger proportion of enrolment in only four (Brunei Darussalam, Malaysia, Myanmar and Thailand) of the 14 countries for which data are available. This data indicate that gender gaps exist in many countries and that an examination of women's access to higher education is needed.

The proportion of women enrolled at each of the three levels of tertiary education varies considerably among countries and among levels within countries (Annex 1, Table A4). Women's enrolment accounts for between 20% (Nepal) to 64% (Myanmar) of all enrolment in ISCED level 6, a range of 44 percentage points. This compares to a range of 45 percentage points in ISCED 5A (20% in Nepal to 65% in Brunei Darussalam) and 53% in ISCED 5B (19% to 72% for Viet Nam and Macao, respectively). The median figures for the percentage of women students are 40%, 38% and 33% for ISCED levels 5A, 5B and 6, respectively. In Myanmar and Viet Nam, a high proportion of females in ISCED 5A programmes is counterbalanced by a majority

Table 2.4 - Number of students in tertiary education by gender and region, 2000/2001

	Number of students (000)	Distribution by gender (%)		Number of countries reporting
		M	F	
South and West Asia	11 345	62	38	7/9
East Asia	21 602	60	40	11/13
Regional Total	32 947	61	39	18/22

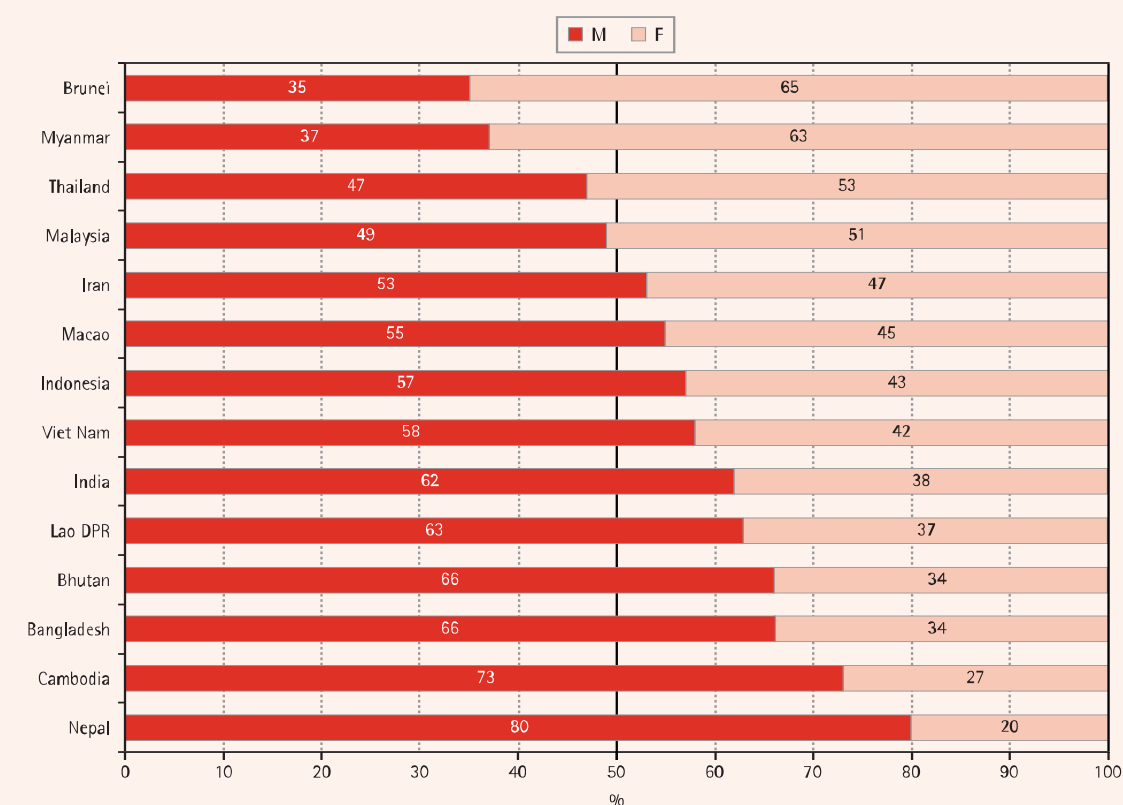
Source: UIS database

of male students at the 5B programmes. The opposite can be observed in Macao.

¹⁵ 'Promoting Gender Equity in Education', Ministry of Education, Youth and Sport, Cambodia, http://www.moeys.gov.kh/education_sector_support_program/ESSP/ESSP_appraisal_report/operational_programs/promoting.htm, accessed 29 June 2003.

¹⁶ Ibid.

Figure 2.23 - Distribution of enrolment by gender in tertiary education, 2000/2001



Source: Annex 1, Table A4

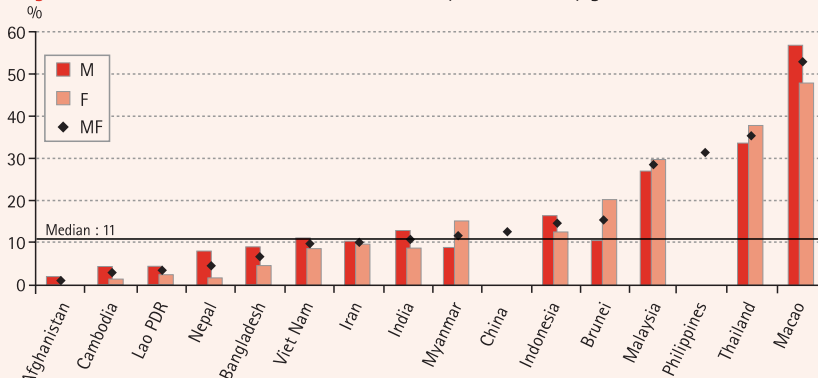
Gross enrolment ratios in tertiary education

Gross enrolment ratios range from 1% in Afghanistan to 52% in Macao (Figure 2.24). The median for the region is 11%. It should be noted that the level of participation is dependent on many factors, such as the capacity of the tertiary education system, the nature of tertiary programmes, existing labour market conditions and national policies.

Graduates by field of study

The number of graduates by field of study is a good indication of the number of people with high skills entering into the labour force. The number of graduates is also a function of the size of the programmes and consequently is directly related to the number of persons enrolled. Countries participating in the World Education Indicators project are not represented in this section, as the WEI questionnaire does not collect data on graduates by field of study.

Figure 2.24 - Gross enrolment ratios in tertiary education by gender, 2000/2001



Source: Annex 1, Table A4

Macao. The exception is Brunei Darussalam, where this field accounts for only 7% of their graduates, while Education accounts for 49% of all graduates.

for only 35% of enrolment in Engineering, Manufacturing and Construction in 2000/01, they represent 42% of the graduates that same year. The other country in the region

Table 2.5 - Distribution of graduates by broad field of study, 2000/2001

Country or territory	Total graduates	Distribution of graduates by broad field of study (%)									
		Education	Humanities and Arts	Social sciences, Business and Law	Science	Engineering, Manufacturing and Construction	Agriculture	Health and Welfare	Services	General programmes	Unspecified
Brunei	1 138	49	7	7	5	6	.	23	.	.	2
Iran	122 297	5	12	20	10	25	7	18	2	-	-

Table 2.6 - Percentage of female graduates in each broad field of study, 2000/2001

Country or territory	Education	Humanities and Arts	Social sciences, Business and Law	Science	Engineering, Manufacturing and Construction	Agriculture	Health and Welfare	Services	General programmes	Unspecified
Brunei	64	56	58	56	42	.	72	.	.	73
Iran	48	63	42	50	9	33	60	13	64	.
Lao PDR	42	44	32	34	10	23	48	19	.	46
Viet Nam	53	51	49	.	17	20	33	.	42	.

Source: UIS database

In Brunei Darussalam, women represent the majority of graduates in six of the seven fields of study (Table 2.6). Although women account

where the majority of graduates in more than half of the fields of study are women is the Islamic Republic of Iran.

3. Teaching staff

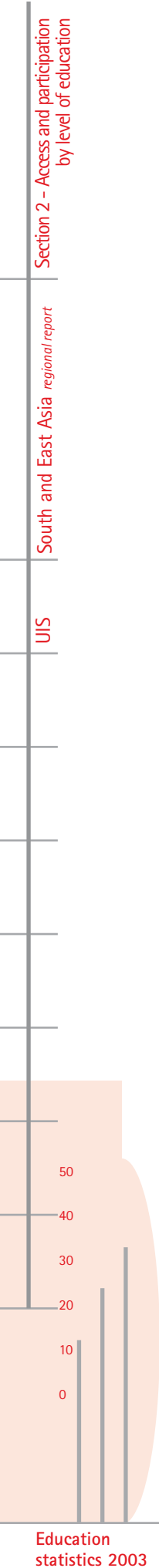
Being able to quantify the demand and supply of teachers, as well as the conditions under which teachers work, is crucial for monitoring the quality of education. As access to schooling expands, the focus of education policy is shifting to issues of quality and the reduction of disparities throughout the education system. Primary school teachers are often the first and only contact that children have with education, and thus, motivated and well-trained teachers can have a major impact on learning outcomes. In addition, the expansion of education, especially to remote and rural areas, greatly depends on the availability of a trained teaching force. Not only are teachers important in classrooms, but they also play an important role in the community and are often involved in other activities that are not directly related to teaching, such as the running of censuses and elections or advising people on how to deal with government.

Pupil-teacher ratios

Pupil-teacher ratios measure the average number of pupils per teacher for a given level of education. In calculating this indicator, other educational personnel, such as administrators and support staff, are not taken into account. It is important to note that the indicator calculated here is based on the headcounts of teachers and not on full-time equivalent numbers of teachers. This report only focuses on pupil-teacher ratios at the pre-primary and primary levels, which are considered more relevant, since unlike at higher levels, teachers are usually responsible for one class at a time.

Pupil-teacher ratios have long been considered a crude indicator of educational quality. It can be argued that lower pupil-teacher ratios allow for smaller classes, which

SECTION 3



enable teachers to focus on individual students thereby improving their scholastic performance.

It is estimated that there are 13 million teachers (Annex 1, Table A6) in South and East Asia, with the majority of teachers in East Asia (9 million), and that for every 27 children, there is one teacher. However, when looking at South and West Asia alone, the picture is quite different with an estimated 40 pupils for each teacher (Table 3.1). These data indicate that at present this region has half of the teachers required if pupil-teacher ratios are to match those of East Asia (21:1) and only two-thirds if a more reasonable goal of 27 pupils to one teacher is implemented.

Furthermore, many more teachers will need to be recruited in order to achieve Universal Primary Education by 2015, especially where the pupil-teacher ratio is already quite high.

The pupil-teacher ratios reported vary between levels of education. At the pre-primary level, this ratio ranges from a low of 16:1 pupils per teacher in the Lao People's Democratic Republic and Indonesia to a high of 39:1 pupils per teacher in Bangladesh and the Islamic Republic of Iran (Annex 1, Table A2). Pupil-teacher ratios at the primary level are generally lower in East Asia than in South and West Asia (Table 3.1). The average pupil-teacher ratio in East Asia is 21:1 and ranges from a low of 12:1 in Brunei Darussalam to high of 53:1 in Cambodia.

In South and West Asia, the regional average is quite high at 40:1 and varies from 23:1 to 57:1 pupils per teacher.

High pupil-teacher ratios in South and West Asia may be related to the practice of double-shift teaching. This tends to over-estimate the number of pupils per teacher by not accounting for the split in the two shifts but also indicates that pupils have fewer contact hours with teachers.

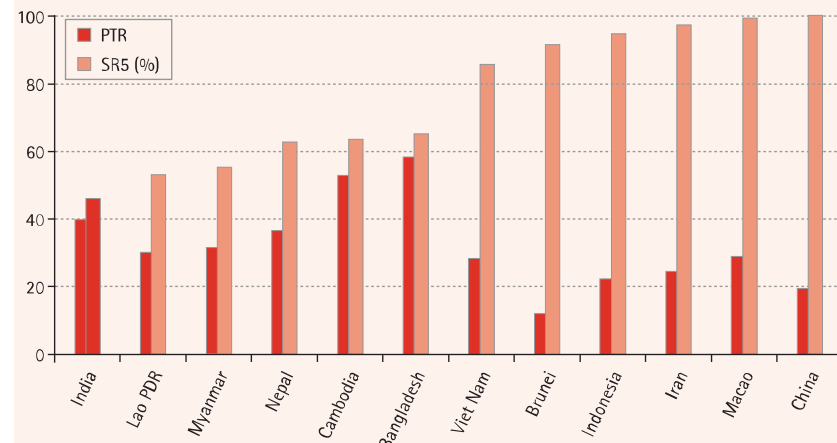
High pupil-teacher ratios may be associated with low levels of retention. In general, countries with pupil-teacher ratios of less than 30:1 (Brunei Darussalam, China, Indonesia, the Islamic Republic of Iran, Macao and Viet Nam) have higher survival rates and fewer dropouts. Conversely, countries with high pupil-teacher ratios (more than 30:1) have low survival rates and high dropout rates (Figure 3.1).

Table 3.1 - Pupil/teacher ratio in primary education by region and country, 2000/2001

South and West Asia	Pupil/teacher ratio	East Asia	Pupil/teacher ratio
Afghanistan	43	Brunei	12
Bangladesh	57	Cambodia	53
Bhutan	41	China	20
India	40 *	Indonesia	22
Iran	25**	Lao PDR	30
Maldives	23	Macao	28
Nepal	37	Malaysia	19**
Pakistan	44 *	Myanmar	32
		Philippines	35
		Viet Nam	28
Regional average	40	Regional average	21

Source: Annex 1, Table A2

Figure 3.1 - Pupil-teacher ratio (PTR) and survival rate to grade 5 (SR5) in primary education



Source: Annex 1, Table A2

Percentage of female teachers

The presence of female teachers especially at the pre-primary and primary levels is often an incentive for parents to send their girls to school. Many countries have implemented programmes to increase the numbers of female teachers in order to increase the attendance and enrolment of girls in school.

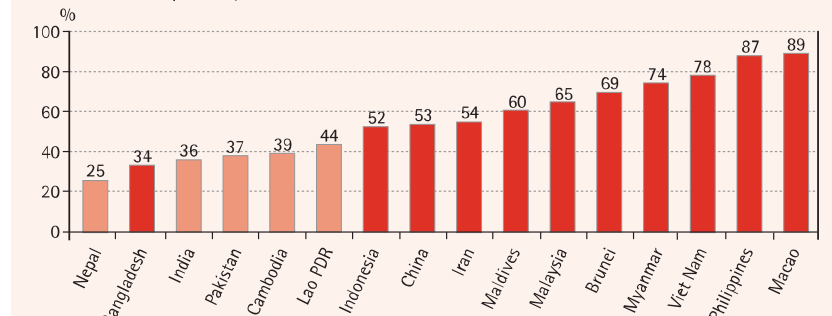
In South and West Asia, only 38% of primary school teachers are female as compared to 56% in East Asia (Table 3.2). At the secondary level, the percentage of female teachers decreases to 35% and 45%, respectively. Finally, the percentage of female teachers at the tertiary level is slightly lower at 33% in South and West Asia and 42% in East Asia.

In general, the proportion of female teachers declines at each higher level of education. For most countries reporting data, women represent more than 90% of all pre-primary teachers. In Bangladesh, only 34% of teachers are female as opposed to the Lao People's Democratic Republic, Macao, Malaysia and Viet Nam where all teachers at this level are reported to be female. In the majority of countries, female teachers outnumber male teachers at the primary level (Annex 1, Table A2).

In Nepal, only 1 in 4 primary school teachers is female whereas in Macao almost 9 out of every 10 primary teachers are female. The percentage of female teachers is lower at the secondary level and ranges from 10% in Nepal to 77% in Myanmar. Female teachers account for less than 50% of the total teaching staff in secondary education in the majority of countries.

The data on gender parity in primary school participation rates, seen earlier, suggest that the presence of female teachers contributes to gender parity (Figure 3.2). With the exception of Bangladesh where only 1 in 3 primary school teachers are female and yet the goal of gender parity has been reached (1.01), the data demonstrate that gender parity is more likely when at least half of the teachers are female. In India, the Lao People's Democratic Republic, Nepal and Pakistan, the percentage of female teachers is less than 50% and gender parity in gross enrolment ratios is low. The example of Bangladesh highlights the fact that many factors, such as mother's education, societal perceptions and/or other governmental policies to encourage girls' schooling, may contribute to gender parity.

Figure 3.2 - Percentage of female teachers and gender parity in gross enrolment ratios in primary education, 2000/2001



Source: Annex 1, Table A1

Note: GPIs >0.94 are highlighted in red

Table 3.2 - Number of teachers and percentage of females at each by level of education by region, 2000/2001

	Teaching staff at each level of education							
	Pre-primary		Primary		Secondary		Tertiary	
	Total (000)	% F	Total (000)	% F	Total (000)	% F	Total (000)	% F
Regional Total	1 657	86	13 147	50	10 040	42	1 635	39
South and West Asia	707	71	3 981	38	3 220	35	507	33
East Asia	950	97	9 166	56	6 820	45	1 128	42
Number of countries	20/22		22/22		22/22		18/22	

Source: UIS database

Teacher qualifications

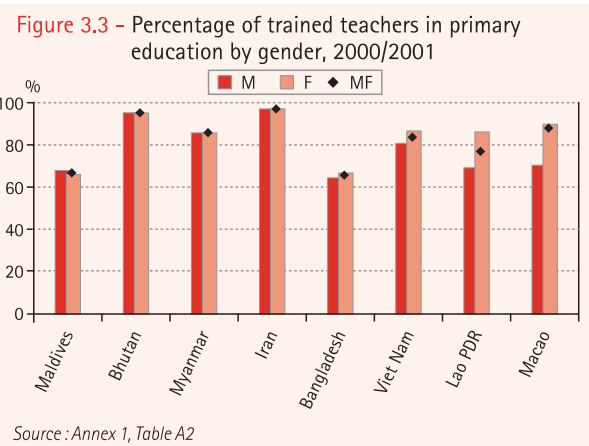
Teacher qualifications are measured by the number of teachers who are certified as receiving the minimum organised teacher-training (pre-service or in-service) required for teaching at the relevant level of education, expressed as a percentage of the total number of teachers at that level. The type of qualification or training required is determined by national authorities and varies greatly from country to country; therefore, international comparisons should be made with care.

The development of a quality education system requires an adequately trained teaching force. Countries in this region have to provide a sufficient number of teachers for all primary school children and at the same time improve the quality of education at this level through the proper training of teachers. In recent years, countries faced with the demand for more teachers have had to deploy untrained teachers to work in remote areas or to hire the 'most qualified person' in a community to teach. These practices may be necessary for the moment but will need to be monitored in order to ensure that children are actually benefiting from such an education.

The proportion of trained teachers at the pre-primary level varies from 47% in the Maldives to 98% in Cambodia (Annex 1, Table A1). At the primary level, in the few countries that provide data, most teachers have training

that is nationally required as the minimum (Annex 1, Table A2). In Bangladesh and the Maldives, about 65% of teachers are trained, whereas for the remaining nine countries for which data are available, over 75% of teachers are trained. Finally, at the secondary level, the percentage of trained teachers ranges from 53% in Malaysia and Indonesia to 96% in the Lao People's Democratic Republic (Annex 1, Table A3).

The primary level of education offers the most robust data on teacher qualifications by gender and is therefore the only level considered here. In Bhutan, the Islamic Republic of Iran and Myanmar, an equal proportion of male and female teachers is qualified, whereas in the Lao People's Democratic Republic and Macao, more women than men are trained (Figure 3.3).



4. Expenditure on education

Ensuring that all children gain a quality education requires adequate expenditure on education. Schools cannot function effectively without basic amenities, such as water, classrooms and electricity. Teachers cannot teach effectively without adequate salaries, training (in-service and pre-service) and infrastructure. Children cannot learn effectively without schoolbooks, trained teachers and a relevant curriculum. All of the above require financing. The international community¹⁷ has declared "no government seriously committed to achieving Education for All will be thwarted in this achievement by lack of resources." Therefore, the monitoring of education finance data are crucial in terms of assessing countries' efforts towards achieving Education for All. In addition, monitoring expenditure on education is necessary in order to make efficient use of existing resources and to determine where additional resources are needed.

The share of expenditure allocated to education is one indication of the relative importance that a government places on education, the funding priority that it gives to each level of education and the identification of potential needs for additional resources in order to further develop the education system. However, data on education finance and expenditure that are complete, reliable and comparable at the international level are often missing or improperly reported. Data on expenditure from public sources such as the central, regional and local government are more available than those on expenditure from private sources, such as religious organizations, NGOs, private companies or donors. Furthermore, most countries have very little information on household expenditure on education which, if too high, may discourage families from sending their children to school. Due to the lack of data on expenditure from private sources, only public expenditure is covered here.

¹⁷The Global Initiative Towards Education for All – A Framework for Mutual Understanding, UNESCO (2001)

Total public expenditure on education as a percentage of gross domestic product (GDP)

Total public expenditure on education (current and capital expenditures combined), expressed as a percentage of gross domestic product (GDP), measures the proportion of national income allocated to education while allowing international comparisons to be made.

The percentage of GDP devoted to education varies considerably between countries and ranges from 1.4% to 6.2% (Figure 4.1). Ten countries (Bangladesh, Cambodia, Indonesia, the Lao People's Democratic Republic, Macao, Nepal, Myanmar, Pakistan, the Philippines and Sri Lanka) devote less than 4.0% of their GDP to education, four of them, less than 2.0%. India, the Islamic Republic of Iran, Brunei

Darussalam, Bhutan and Thailand allocate between 4.1% and 5.4% of their GDP to education. Finally, at 6.2% Malaysia spends the highest percentage of its GDP on education.

Public expenditure on education as a percentage of total government expenditure

Public expenditure on education as a percentage of total government expenditure measures the share of public expenditure devoted to education in a given year relative to the perceived value of other public spending. This indicator assesses the priority that governments place on education compared to other sectors. However, the figures for total government expenditure are less comparable internationally than those for GDP, since the relative size of the public sector differs by country.

In the 13 countries for which data are available, the share of education in the government budget ranges from 7.8% to 31.0% (Figure 4.2). This percentage is between 10% and 16% in six countries (Bangladesh, Bhutan, Cambodia, India, Nepal and Macao) and less than 10% in four countries (Brunei Darussalam, Indonesia, the Lao People's Democratic Republic and Pakistan). Education receives close to or more than 20% of the government budget in the Islamic Republic of Iran, Myanmar and Thailand.

In general, the share of the government budget allocated to education is often proportional to that of the GDP allocated to education. However there

are exceptions, for example, in Myanmar education as a component of GDP (1.4%) is the lowest in the region, but it is quite high when considered as a share of total public expenditure (18.1%). Whereas in Brunei Darussalam, the opposite is found - a far from negligible percentage of GDP allocated to education (4.8%) is contrasted with the proportion of government spending on all sectors (9.1%).

Current expenditure on education (which typically covers teacher remuneration, the purchase of educational materials, rents, etc.) as a percentage of total government expenditure ranges from 52.7% of total expenditure in the Lao People's Democratic Republic to 98.3% in Brunei Darussalam (Annex 1, Table A4). Eight countries allocate approximately 75% of their expenditure to current or operating costs, whereas the remaining five countries devote one-third or more of all expenditure to capital spending: the Lao People's Democratic Republic (47.3%), Bangladesh (38.3%), Malaysia (34.0%), Myanmar (33.5%) and Bhutan (32.4%). High capital costs indicate that money is being devoted to the construction and/or renovation of buildings or the purchase of vehicles, and generally indicate that the country's education system is being expanded to meet increased demand caused by education reform or the introduction of Universal Primary Education.

Public expenditure per student by level of education expressed as a percentage of GDP per capita

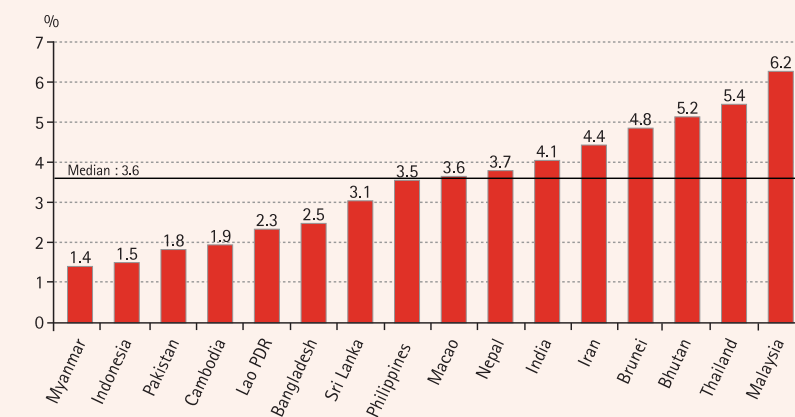
Public expenditure per student by level of education expressed as a percentage of GDP per capita measures the average cost of a student in relation to the country's GDP per capita. This indicator is an approximate measure of a country's ability to pay for

education and has the advantage of avoiding the international comparison difficulties that arise from the conversion of expenditures into a common currency.

Expenditure per student, for all levels of education together, is between 7% and 23% of GDP per capita in the 11 countries for which estimates are considered reliable (Figure 4.3). In Cambodia, Indonesia and Myanmar, costs per student relative to per capita income at less than 10%, are the lowest in the region. The remaining countries spend between 11% and 23% of their GDP per capita on education.

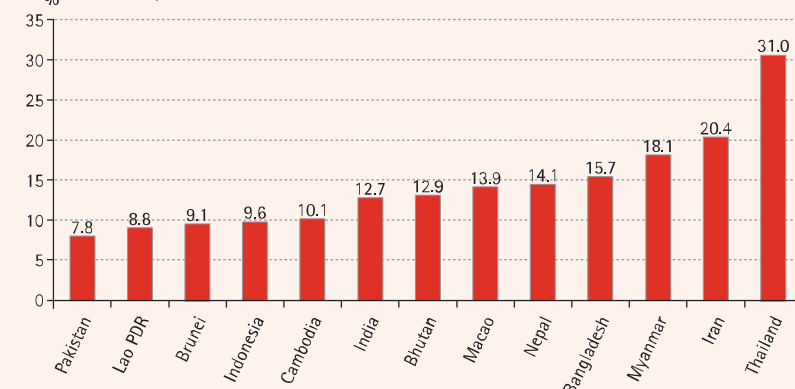
Spending per student varies according to level of education. With the exception of Thailand and the Philippines, where expenditure per student on secondary is lower than primary education, the expenditure per student increases with each level and is highest at the tertiary level. The relative cost of a primary school student ranges from 4% of GDP per capita in Indonesia to 18% in Thailand. The average cost per student is considerably higher at the tertiary level in all but one (the Philippines) of the countries, shown in Figure 4.3. In some countries (India, the Islamic Republic of Iran, Nepal and Malaysia), tertiary education is extremely expensive, ranging from 75% to 99% of GDP per capita. This may be due to the higher operating cost associated with tertiary education, such as the relatively small number of students which translate into high unit costs, the allocation of bursaries for students to continue their education abroad, and the costs of highly trained teachers.

Figure 4.1 - Public expenditure on education as a percentage of GDP, 2000/2001



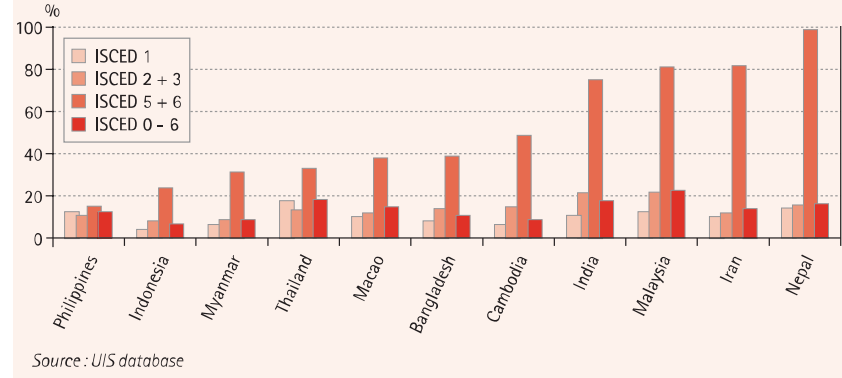
Source: Annex 1, Table A5

Figure 4.2 - Public expenditure on education as a percentage of total government expenditure on all sectors, 2000/2001



Source: Annex 1, Table A5

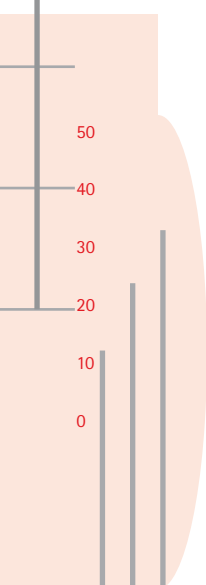
Figure 4.3 - Public expenditure on education per student as a percentage of GDP per capita by ISCED level, 2000/2001



Source: UIS database

ANNEXES

- **ANNEX 1** - Statistical tables
- **ANNEX 2** - Definitions of indicators
- **ANNEX 3** - Glossary
- **ANNEX 4** - ISCED97



Education statistics 2003

ANNEX 1

Statistical tables

Table A1
Pre-primary education (ISCED 0), 2000/2001

Country or territory	Pre-primary education							
	Entrance age	Duration (years)	Number of institutions	School-age population (000)		Enrolment		
				Total	F	Total	F	% Private
Afghanistan	3	4	...	2 679	1 300	...	...	...
Bangladesh	3	3	...	10 996	5 352	2 710 475	1 398 605	...
Bhutan ⁵	4	2	9	124	61	358	174	100
Brunei	3	3	192	22	11	9 837	4 867	61
Cambodia	3	3	1 987	1 208	595	79 325	40 477	30
China	3	4	...	76 262	36 012	20 218 371	9 175 228	...
DPR Korea	4	2	...	824	403	...	...	...
India ¹	3	3	...	69 139	33 436	17 843 942	8 768 955	3
Indonesia	5	2	...	8 650	4 249	1 628 167	815 111	99
Iran	5	1	7 382	1 690	821	286 903	144 365	10
Lao PDR	3	3	...	475	233	37 110	19 028	20
Macao	3	3	72	16	8	14 847	7 025	92
Malaysia	4	2	...	1 124	547	549 754	289 904	48
Maldives	3	3	148	26	13	12 894	6 324	34
Myanmar	3	2	...	2 193	1 083	...	...	...
Nepal	3	3	...	2 039	988	257 968	110 161	84
Pakistan ⁶	3	2	...	8 520	4 131	4 689 134*	1 919 023*	...
Philippines	5	1	...	1 961	959	592 289	296 209	48
Sri Lanka ²	4	1	...	326	160	...	...	...
Thailand	3	3	...	3 326	1 641	2 769 826	1 352 066	19
Timor-Leste	4	2	...	38	19	...	...	...
Viet Nam	3	3	8 995	5 101	2 510	2 203 194	1 040 122	51

1. Data refer to 1999/2000

2. Data refer to 1998/1999

5. Population based indicators are not shown for Bhutan, due to inconsistencies between enrolment and demographic data.

6. Kachi programmes are included in pre-primary enrolment figures. These programmes are aimed at 4 year olds and last for one year.

Pre-primary education												Country or territory
Gross enrolment ratio (%)			Net enrolment ratio (%)			Teaching staff			Trained teachers (%)		Pupil/teacher ratio	
Total	M	F	Total	M	F	Total	F	% F	Total	F		
...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan
25	23	26	...	...	...	69 499	23 444 **	34**	...	...	39	Bangladesh
...	...	...	...	...	...	16	8	50	...	...	22	Bhutan ⁵
45	45	46	...	...	...	...	...	...	...	...	...	Darussalam
7	6	7	6	5	6	3 325	3 262	98	...	...	24	Cambodia
27	27	25	...	...	...	...	...	...	...	...	...	China
...	...	...	...	...	...	...	...	...	...	...	...	DPR Korea
26	25	26	...	...	...	504 079	423 426	84	...	...	35	India ¹
19	18	19	19	18	19	102 503	100 509	98	71*	...	16	Indonesia
17	16	18	...	...	...	7 357**	7 136**	97**	...	...	39**	Iran
8	7	8	7	7	8	2 259	2 253	100	82	82	16	Lao PDR
90	94	87	83	86	81	494	494	100	96	96	30	Macao
49	45	53	49	45	53	20 078	20 078	100	...	...	27	Malaysia
50	49	51	48	48	49	411	386	94	47	49	31	Maldives
...	...	...	...	...	...	1 912**	...	...	...	...	...	Myanmar
13	14	11	...	...	...	11 785	4 231	36	...	...	22	Nepal
55*	63*	46*	...	...	...	...	...	...	...	...	...	Pakistan ⁶
30	30	31	24	24	24	19 678	19 064	97	...	...	30	Philippines
...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka ²
83	84	82	72	72	71	...	...	...	...	...	...	Thailand
...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
43	45	41	43**	...	...	99 643	99 643	100	56	56	22	Viet Nam

ANNEX 1

Statistical tables

Table A2
Primary education (ISCED 1), 2000/2001

Country or territory	Primary education																
	Entrance age	Duration (years)	School-age population (000)		Enrolment			Apparent intake rate (%)				Net intake rate (%)					
			Total	F	Total	F	% Priv.	Total	M	F	GPI (F/M)	Total	M	F	GPI (F/M)		
Afghanistan	7	6	3 372	1 630	500 068	-	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	6	5	17 625	8 560	17 667 985	8 635 287	39	113	115	112	0.97	85	86	85	0.99	...	...
Bhutan ⁵	6	7	400	196	85 097	39 251	2	...	...	...	...	...	...	...	...	...	...
Brunei	6	6	43	21	44 981	21 359	35	100	100	101	1.01	...	...	...	...	...	...
Cambodia	6	6	2 207	1 089	2 431 142	1 124 960	1	138	142	134	0.94	68	70	67	0.96	...	...
China ³	7	5	110 499	52 322	125 756 891	59 537 749	...	95	...	...	...	56**	...	...	...	...	...
DPR Korea	6	4	1 643	803	...	...	...	...	...	...	...	...	...	...	...	...	...
India ^{1,4}	6	5	111 856	53 978	113 612 541	49 509 252	17	131	142	119	0.84	...	...	...	...	...	...
Indonesia	7	6	26 081	12 825	28 690 131	13 949 676	16	111	114	108	0.95	44	45	44	0.98	...	...
Iran	6	5	9 221	4 476	7 968 437	3 792 588	4	79	79	79	1.00	38**	38**	38**	0.98	...	...
Lao PDR	6	5	732	360	828 113	375 726	2	122	130	113	0.88	59	60	58	0.97	...	...
Macao	6	6	44	21	45 816	21 653	94	92	94	91	0.97	71	71	71	1.00	...	...
Malaysia	6	6	3 065	1 491	3 017 902	1 470 793	3	96	96	97	1.01	...	...	...	...	...	...
Maldives	6	7	56	27	73 522	35 764	2	94	95	93	0.98	80	81	80	0.99	...	...
Myanmar	5	5	5 373	2 660	4 781 543	2 359 458	.	115	115	115	0.99	90	90	90	0.99	...	...
Nepal	6	5	3 065	1 479	3 623 150	1 597 570	...	115	121	109	0.90	...	...	...	...	...	...
Pakistan	5	5	19 535	9 459	145 615 80*	5 973 314*	...	95**	109**	80**	0.74	...	...	...	...	...	...
Philippines	6	6	11 330	5 546	12 759 918	6 240 637	7	130	134	125	0.94	47	46	49	1.06	...	...
Sri Lanka ²	5	5	1 701	837	1 801 933	873 911	...	105	105	105	1.00	...	...	...	...	...	...
Thailand	6	6	6 517	3 224	6 179 325	2 988 328	13	93**	96**	90**	0.94	...	...	...	...	...	...
Timor-Leste	6	6	134	66	...	...	...	...	...	...	...	...	...	...	...	...	...
Viet Nam	6	5	9 232	4 549	9 751 434	4 646 911	0,3	100	103**	98**	0.95	78**	...	...	...	...	...

1. Data refer to 1999/2000

2. Data refer to 1998/1999

3. Children can enter primary education at age 6 or 7.

4. Projected at the national level (593 districts) on the basis of age-wise data collected for ISCED 1 in 193 districts under District Information System on Education (DISE).

5. Population based indicators are not shown for Bhutan, due to inconsistencies between enrolment and demographic data.

Country or territory	Primary education																
	Gross enrolment ratio (%)				Net enrolment ratio (%)				Teaching staff			Percentage of trained teachers		Pupil/teacher ratio	Survival rate to grade 5 (%)	Transition rate (%)	
	Total	M	F	GPI (F/M)	Total	M	F	GPI (F/M)	Total	F	% F	Total	F				
Afghanistan	15	29	-	...	...	...	...	...	11 708	...	...	...	...	43	...	...	Afghanistan
Bangladesh	100	100	101	1.01	89	88	90	1.02	309 341	104 349	34	65	66	57	65	82	Bangladesh
Bhutan ⁵	...	...	...	...	...	...	...	...	2 068	713	34	95	95	41	90	84	Bhutan ⁵
Brunei	104	106	102	0.96	...	...	...	...	3 753	2 600	69	...	...	12	92	96**	Brunei
Cambodia	110	117	103	0.88	85**	89**	82**	0.91	45 914	17 994	39	...	...	53	63	76	Cambodia
China ³	114	114	114	1.00	93**	92**	93**	1.01	6 430 774	3 397 742	53	97**	...	20	98	...	China ³
DPR Korea	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	DPR Korea
India ¹	102	111	92	0.83	86**	93*	77*	0.83	2 840 314*	1 010 868*	36*	...	...	40*	47**	...	India ¹
Indonesia	110	111	109	0.98	92	93	92	0.99	1 289 720	673 718	52	94**	...	22	95**	80**	Indonesia
Iran	86	88	85	0.96	74**	74**	73**	0.98	320 975**	173 409**	54**	96**	96**	25**	98	90	Iran
Lao PDR	113	121	104	0.86	81	85	78	0.92	27 665	12 103	44	76	86	30	53	74	Lao PDR
Macao	104	106	101	0.95	85	85	84	0.99	1 613	1 431	89	87	89	28	99	85	Macao
Malaysia	98	98	99	1.00	98	98	99	1.00	159 375**	102 956**	65**	...	...	19**	...	...	Malaysia
Maldives	131	131	131	1.00	99	99	99	1.01	3 246	1 959	60	66	66	23	...	...	Maldives
Myanmar	89	89	89	0.99	83	83	83	0.99	148 231	109 634	74	85	85	32	55	66	Myanmar
Nepal	118	128	108	0.85	72**	77**	67**	0.87	97 879	24 770	25	...	...	37	62	72	Nepal
Pakistan	75*	85*	63*	0.74	60*	69*	51*	0.74	329 764*	122 449*	37*	...	...	44*	...	...	Pakistan
Philippines	113	113	113	1.00	93	92	93	1.01	362 427	316 226	87	...	...	35	...	...	Philippines
Sri Lanka ²	106	107	104	0.97	97	97	97	1.00	...	...	...	...	...	...	...	...	Sri Lanka ²
Thailand	95	97	93	0.96	85**	87**	84**	0.97	...	...	...	...	...	...	...	84**	Thailand
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
Viet Nam	106	109	102	0.94	95	98**	92**	0.94	347 833	272 380	78	85	86	28	86	93	Viet Nam

ANNEX 1

Statistical tables

Table A3
Secondary education (ISCED 2 and 3), 2000/2001

Country or territory	Secondary education											
	General secondary education		School-age population (000)		Students enrolled in secondary education						Country or territory	
	Entrance age	Duration (years)	Total	F	Total			General		Technical and vocational		
					Total	F	% Priv.	Total	F	Total		F
Afghanistan	13	6	2 860	1 377	...	...	...	...	...	...	...	Afghanistan
Bangladesh	11	7	22 585	10 939	10 329 065	5 131 448	95.7	10 223 908	5 105 414	105 157	26 034	Bangladesh
Bhutan ⁵	13	4	197	97	23 390	10 449	0.3	23 390	10 449	.	.	Bhutan ⁵
Brunei	12	7	44	21	35 945	17 901	10.4	33 689	17 169	2 256	732	Brunei
Cambodia	12	6	2 124	1 048	396 876	141 469	0.1	389 020	138 393	7 856	3 076	Cambodia
China	12	6	132 994	63 485	90 722 796	37 077 906	...	...	...	...	...	China
DPR Korea	10	6	2 283	1 115	...	...	...	...	...	...	...	DPR Korea
India ¹	11	7	145 849	70 158	71 030 516	28 113 035	42.4	70 412 400	27 986 847	618 116	126 188	India ¹
Indonesia	13	6	26 015	12 828	14 828 085	7 233 748	42.7	...	...	...	...	Indonesia
Iran	11	6	11 644	5 676	9 090 866	4 276 799	5.5	8 332 723	4 011 864	758 143	264 935	Iran
Lao PDR	11	6	768	378	288 443	118 218	0.8	284 424	116 897	4 019	1 321	Lao PDR
Macao	12	6	47	23	39 201	19 681	93.3	36 723	18 544	2 478	1 137	Macao
Malaysia	12	7	3 136	1 525	2 205 426	1 128 390	5.8	2 073 915	1 074 273	131 511	54 117	Malaysia
Maldives	13	5	36	18	20 046	10 256	...	18 892	9 792	1 154	464	Maldives
Myanmar	10	6	6 008	2 982	2 317 834**	1 119 416**	...	2 301 919	1 114 511	15 915**	4 905**	Myanmar
Nepal	11	5	2 666	1 281	1 349 909**	553 012**	...	1 330 360	548 947	19 549**	4 065**	Nepal
Pakistan	10	7	23 514	11 389	5 772 141*	2 244 887*	...	5 697 141*	2 227 887*	75 000*	17 000*	Pakistan
Philippines	12	4	6 969	3 417	5 386 434	2 764 728	22.7	5 386 434	2 764 728	.	.	Philippines
Sri Lanka ²	10	8	2 960	1 457	2 135 075**	1 085 184**	...	2 110 075	1 075 184	...	...	Sri Lanka ²
Thailand	12	6	6 808	3 376	5 577 364	2 696 391	6.6	4 942 483	2 390 908	634 881	305 483	Thailand
Timor-Leste	12	6	132	63	...	...	...	...	...	...	...	Timor-Leste
Viet Nam	11	7	12 406	6 126	8 321 194	3 920 745	...	8 120 969	3 812 960	200 225	107 785	Viet Nam

1. Data refer to 1999/2000

2. Data refer to 1998/1999

5. Population based indicators are not shown for Bhutan, due to inconsistencies between enrolment and demographic data.

Secondary education													Country or territory	
Gross enrolment ratio (%)			Net enrolment ratio (%)			Percentage of repeaters in general education			Teaching staff		Trained teachers (%)			Pupil/teacher ratio
Total	M	F	Total	M	F	Total	M	F	Total	F	Total	F		
...	...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan	
46	45	47	43	42	44	5	5	5	269 237	36 394	...	...	38	Bangladesh
...	...	...	...	...	...	11	10	12	717	245	95	95	33	Bhutan ⁵
82	80	85	...	...	...	...	...	...	...	...	...	...	...	Brunei
19	24	13	17**	21**	12**	3	3	2	20 286	5 804	...	...	20	Cambodia
68	77	58	...	...	...	...	...	...	4 792 771	2 042 744	...	...	19	China
...	...	...	...	...	...	...	...	...	...	...	...	...	...	DPR Korea
49	57	40	...	...	...	4	4	4	2 112 548	723 857	...	...	34	India ¹
57	58	56	...	...	...	...	...	...	1 040 081	417 499	53**	...	14	Indonesia
78	81	75	...	...	...	8	11	4	...	...	...	...	...	Iran
38	44	31	30	33	27	2	3	1	12 686	5 139	96	97	23	Lao PDR
84	82	87	69	66	73	11	13	10	1 621	917	59	67	24	Macao
70	67	74	70	67	74	...	...	...	120 002**	74 376**	53**	...	18**	Malaysia
55	53	57	...	...	...	...	...	...	1 310	384	...	...	15	Maldives
39**	40**	38**	37**	38**	35**	3	3	3	75 272**	58 194**	...	...	31**	Myanmar
51**	58**	43**	...	...	...	9	8	9	45 655**	4 539**	...	...	30**	Nepal
25*	29*	20*	...	...	...	...	...	...	...	...	...	...	...	Pakistan
77	74	81	53	48	57	2	3	1	148 033	113 063	...	...	36	Philippines
72**	70**	74**	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka ²
82	84	80	...	...	...	...	...	...	...	...	...	...	...	Thailand
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
67	70	64	62	...	...	2	2**	1**	309 218	201 081	91	91	27	Viet Nam

ANNEX 1

Statistical tables

Table A4
Post-secondary non-tertiary education (ISCED 4) and tertiary education (ISCED 5 and 6), 2000/2001

Country or territory	Post-secondary non-tertiary education								
	Theoretical entrance age	Average duration (years)	School-age population (000)		Students enrolled		Gross enrolment ratio (%)		
			Total	F	Total	F	Total	M	F
Afghanistan	.	.	.	.	.	.	.	.	.
Bangladesh	16	3	9 077	4 390	18 084	7 801	0.2	0.2	0.2
Bhutan ⁵	17	2	88	43	2 616	932	...	...	...
Brunei	19	1	6	3	...	...	...	...	...
Cambodia	18	3	801	397	6 456	2 159	0.8	1.1	0.5
China	18	1	19 387	9 326	691 812	245 644	3.6	4.4	2.6
DPR Korea	16	2	730	357	...	...	...	...	...
India ¹	18	3	56 627	27 167	382 579	68 825	0.7	1.1	0.3
Indonesia	.	.	.	.	.	.	.	.	.
Iran	17	1	1 832	901	413 610	251 409	22.6	17.4	27.9
Lao PDR	17	2	216	107	9 330	3 785	4.3	5.1	3.6
Macao	.	.	.	.	.	.	.	.	.
Malaysia	17	2	908	442	91 906	43 157	10.1	10.5	9.8
Maldives	18	2	13	6	545	282	4.4	4.2	4.5
Myanmar	.	.	.	.	.	.	.	.	.
Nepal	.	.	.	.	.	.	.	.	.
Pakistan	15	1	3 168	1 534	...	...	...	...	...
Philippines	16	2	3 294	1 617	286 316	115 159	8.7	10.2	7.1
Sri Lanka ²	.	.	.	.	.	.	.	.	.
Thailand	18	2	2 351	1 170	19 976	12 749	0.8	0.6	1.1
Timor-Leste	.	.	.	.	.	.	.	.	.
Viet Nam	.	.	.	.	.	.	.	.	.

Tertiary education															Country or territory	
School-age population (000)		Students enrolled		Gross enrolment ratio (%)			Distribution of students by ISCED level			Percentage of female students in each ISCED level			Teaching staff			
Total	F	Total	F	Total	M	F	Level 5A	Level 5B	Level 6	Level 5A	Level 5B	Level 6	Total	F		% F
1 923	924	19 796	-	1	2	-	...	...	...	...	...	...	...	...	...	Afghanistan
13 296	6 431	878 537	297 265	7	8	5	877 099	.	1 438	34	.	24	47 137	8 934	19	Bangladesh
199	98	1 837**	631**	...	...	...	432**	1 405**	.	32**	35**	.	164**	44**	27**	Bhutan ⁵
26	13	3 984	2 580	15	10	20	2 160	1 824	.	65	65	.	483	163	34	Brunei
895	447	25 416	6 950	3	4	2	25 416	.	.	27	.	.	2 124	378	18	Cambodia
96 283	46 507	12 143 723	...	13	...	...	6 628 711	5 429 127	85 885	...	...	...	679 888	308 485	45	China
1 625	796	...	...	...	...	...	...	...	...	...	...	...	...	...	...	DPR Korea
89 658	42 985	9 404 460	3 552 026	10	13	8	9 274 687	74 754	55 019	38	34	36	399 023	147 525	37	India ¹
20 704	10 213	3 017 887	1 293 089	15	16	13	2 275 326	688 762	53 799	42	47	34	217 403	88 618	41	Indonesia
7 400	3 633	733 527	346 342	10	10	10	581 994	140 851	10 682	51	35	24	46 747	8 595	18	Iran
500	247	16 621	6 094	3	4	2	6 750	9 871	.	35	38	.	1 372	333	24	Lao PDR
27	13	13 996	6 236	52	56	48	11 389	2 548	59	39	72	29	939	339	36	Macao
1 950	957	549 205	280 078	28	27	29	279 847	263 960	5 398	56	46	42	20 473	7 797	38	Malaysia
27	13	.	.	.	.	.	.	.	.	.	.	.	.	.	.	Maldives
4 800	2 392	553 456	351 104**	12	8**	15**	549 671	2 600	1 185	64**	33	64**	10 522	7 374**	70**	Myanmar
2 234	1 073	103 290	20 658**	5	7**	2**	102 557	.	733	20**	.	20**	...	...	...	Nepal
13 311	6 479	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Pakistan
7 793	3 830	2 432 002	...	31	...	...	2 188 067	232 623	11 312	...	...	...	93 956	...	...	Philippines
1 704	838	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka ²
5 941	2 977	2 095 694	1 102 962	35	33	37	1 634 365	458 089	3 240	53	51	51	...	...	...	Thailand
49	21	.	.	.	.	.	.	.	.	.	.	.	.	.	.	Timor-Leste
7 706	3 827	749 914	315 267	10	11	8	532 736**	199 415**	17 763**	51	19	32	32 977	12 434	38	Viet Nam

1. Data refer to 1999/2000

2. Data refer to 1998/1999

5. Population based indicators are not shown for Bhutan, due to inconsistencies between enrolment and demographic data.

ANNEX 1

Statistical tables

Table A5
Public expenditure on education, 2000/2001

Country or territory	Public expenditure on education			Distribution of public expenditure on education by ISCED level (%)				
	As a % of Gross Domestic Product	As a % of total government expenditure	Current expenditure as a % of total exp.	Levels 0 and 1	Levels 2 and 3	Level 4	Levels 5 and 6	Not allocated by level
Afghanistan	...	...	...	...	...	.	...	...
Bangladesh	2.5	15.7	61.7	46.7**	43.0**	0.2**	10.1	-
Bhutan	5.2	12.9	67.6	.	...	...	...	-
Brunei	4.8	9.1**	98.3	...	...	...	...	-
Cambodia	1.9	10.1	89.7	65.2**	23.6**	6.2	4.9	-
China	...	...	...	...	...	...	...	...
DPR Korea	...	...	...	...	...	...	...	...
India ¹	4.1	12.7	98.0**	31.0	37.8	0.9	17.5	12.7
Indonesia	1.5	9.6	87.9**	38.3	38.8	.	22.9	-
Iran	4.4	20.4	90.8	26.7**	34.8	2.6	19.4	16.6
Lao PDR	2.3	8.8	52.7	47.3**	20.5**	12.5**	19.8**	-
Macao	3.6	13.9	...	37.8**	29.1**	.	33.1**	-
Malaysia	6.2	...	66.0**	28.1	34.5	3.0	32.1	2.3
Maldives	...	...	...	...	...	...	.	-
Myanmar	1.4	18.1**	66.5	46.6**	27.0**	.	26.4	-
Nepal	3.7	14.1	74.6	60.0	24.6	.	11.9	3.4
Pakistan	1.8**	7.8**	...	...	...	...	...	-
Philippines	3.5	...	90.9**	60.6	21.8	1.8	13.8	2.0
Sri Lanka ²	3.1	...	75.4	...	...	.	...	...
Thailand	5.4	31.0	...	43.2	21.9	...	20.3	14.6
Timor-Leste	...	...	...	...	...	.	.	...
Viet Nam	...	...	...	...	...	.	...	-

1. Data refer to 1999/2000

2. Data refer to 1998/1999

Table A6
Regional data and indicators, 2000/2001






Region		Enrolment			Apparent intake rate (%)				Gross enrolment ratio (%)				Net enrolment ratio (%)				Number of out-of-school children (000)			Teaching staff		
		Total (000)	% F	% general education	New entrants (000)	MF	M	F	GPI (F/M)	MF	M	F	GPI (F/M)	MF	M	F	GPI (F/M)	MF	M	F	MF	% F
Regional Total	Primary	357 109	46	.	73 191	111	115	106	0.92	104	108	99	0.92	87	83	83	0.92	45 931	17 982	27 949	13 147	50
	Secondary	233 276	43	89	.	.	.	.	.	56	63	50	0.79	50	21	21	0.74	...	...	...	10 040	42
East Asia	Primary	196 586	48	.	32 671	101	100	103	1.03	111	111	110	0.99	92	92	92	1.00	13 736	6 983	6 752	9 166	56
	Secondary	132 407	43	83	.	.	.	.	.	66	73	60	0.82	...	...	...	...	...	...	...	6 820	45
South and West Asia	Primary	160 524	44	.	40 520	119	129	109	0.84	96	104	88	0.84	81	74	74	0.85	32 195	10 998	21 197	3 981	38
	Secondary	100 870	41	98	.	.	.	.	.	47	53	40	0.76	...	...	...	...	...	...	...	3 220	35

ANNEX 1

Statistical tables

Table A7
Education systems according to ISCED97, 2000/2001

Country or territory	Ages																
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Afghanistan	0	0	0	0	1	1	1	1	1	1	2	2	2	3	3	3	
Bangladesh	0	0	0	1	1	1	1	1	2	2	2	2	2	3	3		
Bhutan		0	0	1	1	1	1	1	1	1	2	2	3	3			
Brunei	0	0	0	1	1	1	1	1	1	2	2	2	3	3	3	3	
Cambodia	0	0	0	1	1	1	1	1	1	2	2	2	3	3	3		
China	0	0	0	0	1	1	1	1	1	2	2	2	3	3	3		
DPR Korea		0	0	1	1	1	1	2	2	2	3	3	3				
India	0	0	0	1	1	1	1	1	2	2	2	3	3	3	3		
Indonesia			0	0	1	1	1	1	1	1	2	2	2	3	3	3	
Iran			0	1	1	1	1	1	2	2	2	3	3	3			
Lao PDR	0	0	0	1	1	1	1	1	2	2	2	3	3	3			
Macao	0	0	0	1	1	1	1	1	1	2	2	2	3	3	3		
Malaysia		0	0	1	1	1	1	1	1	2	2	2	3	3	3	3	
Maldives	0	0	0	1	1	1	1	1	1	1	2	2	2	3	3		
Myanmar	0	0	1	1	1	1	1	2	2	2	2	3	3				
Nepal	0	0	0	1	1	1	1	1	2	2	2	3	3				
Pakistan	0	0	1	1	1	1	1	2	2	2	3	3	3	3			
Philippines			0	1	1	1	1	1	1	2	2	2	3				
Sri Lanka		0	1	1	1	1	1	2	2	2	2	3	3	3	3		
Thailand	0	0	0	1	1	1	1	1	1	2	2	2	3	3	3		
Timor-Leste		0	0	1	1	1	1	1	1	2	2	2	3	3	3		
Viet Nam	0	0	0	1	1	1	1	1	2	2	2	2	3	3	3		

	Compulsory education
	ISCED 0 (Pre-primary)
	ISCED 1 (Primary)
	ISCED 2 (Lower secondary)
	ISCED 3 (Upper secondary)

Definitions of indicators

(Average) **Annual Growth Rate (of population)**. The average annual growth of the population during the period 1995 to 2000, expressed as a percentage.

Apparent intake rate in primary education. Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

Current expenditure per student as a percentage of GDP per capita. Public current expenditure per pupil (or student), at each level of education, expressed as a percentage of GDP per capita.

Current expenditure on education as a percentage of total expenditure on education. Public current expenditure on education expressed as a percentage of total government expenditure on all sectors (current and capital).

Gender parity index. Ratio of the female-to-male value of a given indicator. A GPI of 1 indicates parity between sexes; a GPI less than 1 indicates a disparity in favour of boys; whereas a GPI greater than 1 indicates a disparity in favour of girls.

Gross enrolment ratio. Number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the relevant official age-group.

Gross enrolment ratio in tertiary education. Total enrolment in tertiary education regardless of age, expressed as a percentage of the population in the five-year age group following on from the secondary-school leaving age.

GDP per capita. The gross domestic product (GDP) in current US dollars divided by the total population.

Infant mortality rate. The annual number of deaths of infants under 1 year of age per 1,000 live births in a given year.

Life expectancy at birth. The theoretical number of years a newborn will live if the age-specific mortality rates in the year of birth are assumed to be constant. It is the sum of mortality rates for all ages combined. The life expectancies presented in this report refer to the period 1995-2000.

(Estimated) **Literacy rate**. The number of literate adults expressed as a percentage of the total adult population aged 15 years and above. A person is considered literate if he/she can read and write with understanding a simple statement related to his/her daily life.

Net enrolment ratio. Number of pupils in the official age group for a given level of education enrolled in that level expressed as a percentage of the total population in that age group.

Net intake rate in primary education. Number of pupils at the official school entrance age who are new entrants into the first grade of primary education, expressed as a percentage of the population of official admission age to primary education.

Percentage of a cohort reaching Grade 5, or survival rate to Grade 5. Percentage of children starting primary school who eventually attain grade 5.

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

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

Public expenditure on education as a percentage of GDP. Current and capital public expenditure on education at every level of administration, i.e. central, regional and local authorities, expressed as a percentage of the Gross Domestic Product.

Public expenditure on education as a percentage of total government expenditure. Total public expenditure on education at every level of administration, i.e. central, regional and local authorities, expressed as a percentage of total government expenditure on all sectors (including health, education, social services etc).

Pupil/teacher ratio. Average number of pupils per teacher at the level of education specified in a given school year. The calculation of the pupil/teacher ratio in this document is based on head counts of teachers and pupils.

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

Total fertility rate or the average number of children per female. Theoretical number of births to a woman during her childbearing years taking the given year's age-specific birth rates as constant. It is the sum of age-specific birth rates for all women of childbearing age (15-49).

School life expectancy. Number of years a child is expected to remain at school, or university, including years spent on repetition. It is the sum of the age-specific enrolment ratios for primary, secondary, post-secondary non-tertiary and tertiary education.

Glossary

Basic education. The whole range of educational activities that take place in different settings and that aim to meet basic learning needs as defined in the World Declaration on Education for All (Jomtien, Thailand, 1990). It thus comprises both formal schooling (primary and sometimes lower secondary) as well as a wide variety of non-formal and informal

public and private educational activities offered to meet the defined basic learning needs of groups of people of all ages.

Compulsory education. The age-span during which children and young people are legally obliged to attend school.

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

Early childhood development (ECD) programmes. Programmes which offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme. Early childhood development programmes are normally designed for children aged three years or above and include organized learning activities that constitute on average the equivalent of at least 2 hours per day and 100 days per year.

Enrolment. Number of pupils or students enrolled in a given level of education, regardless of age.

(Theoretical) **Entrance age.** The age at which pupils or students would enter a given programme or level of education assuming they had started at the official entrance age for the lowest level of education, had studied full-time throughout and had progressed through the system without repeating a grade or skipping a grade. Note that the theoretical entrance age to a given programme or level may be very different from the actual or even the typical or most common entrance age.

Expenditure on education:

Public expenditure on education. Current and capital expenditures on education by local, regional and national governments, including municipalities. Household contributions are normally excluded.

Current expenditure on education. Expenditure for goods and services consumed within the current year and which would need to be renewed if there were a need for prolongation the following year. It includes expenditure on: staff salaries and benefits; contracted or purchased services; other resources including books and teaching materials; welfare services; and other current expenditure such as furniture and equipment, minors repairs, fuel, telecommunications, travel, insurance and rents.

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

Fields of study in tertiary or higher education:

General programmes: basic programmes; literacy and numeracy; personal development.

Education: teacher training and education science; and educational assessment.

Humanities and arts: humanities; religion and theology; fine and applied arts.

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

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

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

Agriculture: agriculture, forestry and fishery; veterinary.

Health and welfare: medical sciences and health-related services; social services.

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

Other unspecified or unknown.

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

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

Institutions:

Private institutions. Schools, colleges or universities that are controlled and managed by a non-governmental organization (church, trade union, business enterprise or other NGO) whether or not they receive financial support from public authorities.

Public institutions. Schools, colleges or universities that are controlled and managed by a public education authority or agency (national/federal, state/provincial, or local), whatever the origin of its financial resources.

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

Orientation of educational programmes:

General education. Education which is mainly designed to lead participants to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing participants for further (additional) education at the same or a higher level. Successful completion of these programmes may or may not provide the participants with

a labour market relevant qualification at this level. These programmes are typically school-based. Programmes with a general orientation and not focusing on a particular specialization should be classified in this category.

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

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

Out-of-school children. Children in the official primary school age-group who are not enrolled in primary education.

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

School-age population. Population of the age group which officially corresponds to the relevant level of education.

School drop-outs. Pupils who drop out from a given grade or cycle or level of education in a given school-year. It is assumed in this report that drop-out rates are the converse of survival rates.

Teachers:

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

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

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

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

Universal primary education (UPE). Full enrolment of all children in the primary school age-group, i.e. 100% net enrolment ratio.

ANNEX 4

ISCED97

0 PRE-PRIMARY LEVEL OF EDUCATION	Main criteria
Initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment.	Should be centre or school-based, be designed to meet the educational and developmental needs of children of at least 3 years of age, and have staff that are adequately trained (i.e. qualified) to provide an educational programme for children.
1 PRIMARY LEVEL OF EDUCATION	Main criteria
Normally designed to give pupils a sound basic education in reading, writing and mathematics.	Beginning of systematic studies characteristic of primary education, e.g. reading, writing and mathematics. Entry into the nationally designated primary institutions or programmes. The commencement of reading activities alone is not a sufficient criteria for classification of an educational programmes at ISCED level 1.
2 LOWER SECONDARY LEVEL OF EDUCATION	Main criteria
The lower secondary level of education generally continues the basic programmes of the primary level, although teaching is typically more subject-focused, often employing more specialized teachers who conduct classes in their field of specialization.	Programmes at the start of level 2 correspond to the point where programmes are beginning to be organized in a more subject-oriented pattern, using more specialized teachers conducting classes in their field of specialization. If this organizational transition point does not correspond to a natural split in the boundaries between national educational programmes, then programmes should be split at the point where national programmes begin to reflect this organizational change.
3 UPPER SECONDARY LEVEL OF EDUCATION	Main criteria
The final stage of secondary education in most countries. Instruction is often more organized along subject-matter lines than at ISCED level 2 and teachers typically need to have a higher level, or more subject-specific, qualification than at ISCED 2.	National boundaries between lower secondary and upper secondary education should be the dominant factor for splitting levels 2 and 3. Admission into programmes at this level usually require the completion of ISCED 2 for admission, or a combination of basic education and life experience that demonstrates the ability to handle ISCED 3 subject matter.
4 POST-SECONDARY NON-TERTIARY	Main criteria
These programmes straddle the boundary between upper secondary and post-secondary education from an international point of view, even though they might clearly be considered as upper secondary or post-secondary programmes in a national context. They are often not significantly more advanced than programmes at ISCED 3 but they serve to broaden the knowledge of participants who have already completed a programme at level 3. The students are typically older than those in ISCED 3 programmes. ISCED 4 programmes typically have a duration of between 6 months and 2 years.	Students entering ISCED 4 programmes will typically have completed ISCED 3.
5 FIRST STAGE OF TERTIARY EDUCATION	Classification criteria for level and sub-categories (5A and 5B)
ISCED 5 programmes have an educational content more advanced than those offered at levels 3 and 4.	Entry to these programmes normally requires the successful completion of ISCED level 3A or 3B or a similar qualification at ISCED level 4A.
5A ISCED 5A programmes are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and professions with high skills requirements.	1. have a minimum cumulative theoretical duration (at tertiary level) of three years; 2. typically require that the faculty have advanced research credentials; 3. may involve completion of a research project or thesis; 4. provide the level of education required for entry into a profession with high skills requirements or an advanced research programme.
5B ISCED 5B programmes are generally more practical/technical/occupationally specific than ISCED 5A programmes.	1. are more practically oriented and occupationally specific than programmes at ISCED 5A and do not prepare students for direct access to advanced research programmes; 2. have a minimum of two years' duration; 3. the programme content is typically designed to prepare students to enter a particular occupation.
6 SECOND STAGE OF TERTIARY EDUCATION (LEADING TO AN ADVANCED RESEARCH QUALIFICATION)	
This level is reserved for tertiary programmes that lead to the award of an advanced research qualification. The programmes are devoted to advanced study and original research.	1. requires the submission of a thesis or dissertation of publishable quality that is the product of original research and represents a significant contribution to knowledge; 2. are not solely based on course-work; 3. prepare participants for faculty posts in institutions offering ISCED 5A programmes, as well as research posts in government and industry.

Auxiliary criteria	Sub-categories	
Pedagogical qualifications for the teaching staff; implementation of a curriculum with educational elements.		
Auxiliary criteria	Sub-categories	
In countries where the age of compulsory attendance (or at least the age at which virtually all students begin their education) comes after the beginning of systematic study in the subjects noted, the first year of compulsory attendance should be used to determine the boundary between ISCED 0 and ISCED 1.		
Auxiliary criteria	Destination for which the programmes have been designed to prepare students:	Programme orientation
If there is no clear break-point for this organizational change, however, then countries should artificially split national programmes into ISCED 1 and 2 at the end of 6 years of primary education.	A Programmes designed to prepare students for direct access to level 3 in a sequence which would ultimately lead to tertiary education, that is, entrance to ISCED 3A or 3B.	General Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes
In countries with no system break between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education should be counted as lower secondary education.	B Programmes designed to prepare students for direct access to programmes at level 3C. C Programmes primarily designed for direct access to the labour market at the end of this level (sometimes referred to as 'terminal' programmes).	Vocational Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
Modular programmes	Destination for which the programmes have been designed to prepare students:	Programme orientation
An educational qualification is earned in a modular programme by combining blocks of courses, or modules, into a programme meeting specific curricular requirements.	A Programmes designed to provide direct access to ISCED 5A.	General Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
A single module, however, may not have a specific educational or labour market destination or a particular programme orientation.	B Programmes designed to provide direct access to ISCED 5B. C Programmes not designed to lead directly to ISCED 5A or 5B. Therefore, these programmes lead directly to the labour market, ISCED 4 programmes or other ISCED 3 programmes.	Vocational Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
Types of programmes which can fit into level 4	Destination for which the programmes have been designed to prepare students:	Programme orientation
The first type are short vocational programmes where either the content is not considered "tertiary" in many countries or the programmes do not meet the duration requirement for ISCED 5B - at least 2 years.	A Programmes designed to provide direct access to ISCED 5A or 5B.	General Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
These programmes are often designed for students who have completed level 3, although a formal ISCED level 3 qualification may not be required for entry.	B Programmes not designed to lead directly to ISCED 5A or 5B. These programmes lead directly to the labour market or other ISCED 4 programmes.	Vocational Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
The second type of programmes are nationally considered as upper secondary programmes, even though entrants to these programmes will have typically already completed another upper secondary programme (i.e. second-cycle programmes).		
	Cumulative theoretical duration at tertiary	Position in the national degree and qualifications structure
	A Duration categories: less than 5 years; 5 years or more.	A Categories: First; Second or further.
	B Duration categories: None.	B Categories: None.

Acknowledgements

This Regional Report is based on data provided by the countries covered in this report within the framework of *Survey 2000*. We would like to take this opportunity to express our gratitude to all those who, in each country, took the time to respond to the UIS questionnaires as well as our requests for clarification, for their participation in the *Survey 2000* regional workshops and for their comments and suggestions concerning the content of this publication. We would also like to express our thanks to the international organizations, in particular the United Nations Statistics and Population Divisions, the World Bank, the Organisation for Economic Co-operation and Development (OECD) and other specialized institutions, that supplied additional information and statistics to complement those gathered directly by the UIS.

This report was prepared by Anuja Singh and José Pessoa. Thanks go to Michael Bruneforth, Simon Ellis, Camilla Gidlöf, Tin Nam Ho, Albert Motivans, Nyi Nyi Thuang and Ko-Chih Tung for their valuable input.