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Acronyms

GDP	Gross domestic product
GER	Gross enrolment ratio
GPI	Gender Parity Index
ICT	Information and communication technology
ILO	International Labour Organization
IMF	International Monetary Fund
ISCED	International Standard Classification of Education
LAMP	Literacy Assessment and Monitoring Programme
LDC	Least developed country
LSIS	Lao PDR Social Indicator Survey
MDGs	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
MOU	Memorandum of understanding
MLE	Multilingual education
MTB-MLE	Mother tongue-based multilingual education
NASA	National Assessment of Student Achievement (Nepal)
NEQMAP	Network on Education Quality Monitoring in Asia-Pacific
NFE	Non-formal education
NGO	Non-governmental organization
NSA	National Student Assessment (Bangladesh)
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
PTR	Pupil-teacher ratio
RTE	Right to Education (India)
SBM	School-Based Management
SEAMEO	Southeast Asian Ministers of Education Organization
TIMSS	Trends in International Mathematics and Science Study
TVET	Technical and vocational education and training
UIS	UNESCO Institute for Statistics
UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNICEF EAPRO	UNICEF East Asia and Pacific Regional Office
UNICEF ROSA	UNICEF Regional Office for South Asia
UPE	Universal Primary Education

Preface

In view of the 2015 deadline for achieving the Education for All (EFA) goals, in July 2013, UNESCO invited Member States to undertake systematic reviews of EFA progress. These reviews were designed to chart national progress towards all six EFA goals and prepare national EFA review reports.

In the Asia-Pacific region, UNESCO Bangkok, with support from UNESCO Field Offices, coordinated the national EFA reviews in collaboration with EFA partners, in particular, UNICEF East Asia and Pacific Regional Office (EAPRO), UNICEF Regional Office for South Asia (ROSA), and UNICEF country offices. Two capacity development workshops were organized to support the EFA reviewers from ministries of education. A group of reviewers composed of UNESCO and UNICEF colleagues, and EFA partners was engaged in reviewing the draft EFA reports. The national EFA review teams were provided with detailed feedback upon completion of the technical reviews.

Following a rigorous, yearlong process of documentation, data collection, analysis and consultation, countries submitted their national EFA reports in June 2014. The reviews have been a country-led and highly participatory process involving wider consultation amongst key government stakeholders, CSOs, development partners, teachers, and academics. The participation of Member States in the reviews has been historic with 40 of the 46 Member States undertaking the reviews: South and West Asia – Afghanistan, Bangladesh, Bhutan, India, Islamic Republic of Iran, Maldives, Nepal, Pakistan and Sri Lanka; Central Asia – Kazakhstan and Uzbekistan; East Asia – China, Democratic People’s Republic of Korea, Japan, Mongolia and Republic of Korea; South-East Asia – Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste, and Viet Nam; and the Pacific – Australia, Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, New Zealand, Niue, Papua New Guinea, Samoa, Solomon Islands, Tuvalu and Vanuatu.

The national EFA reports provide a quantitative account of progress towards the six EFA goals. They also examine enabling and constraining factors, and offer a way forward for developing a post-2015 education agenda. This report provides a comprehensive analysis of the region’s socio-economic, demographic, political and technological contexts, including emerging development challenges and aspirations. These contextual factors combined with the region’s diversity and dynamism present both challenges and opportunities in defining the post-2015 education agenda. Thus, they are deserving of review and reflection.

The region has seen remarkable progress across the six EFA goals, and none more particularly than Goal 2 and Goal 5, universal primary education and gender equality, respectively. It must be acknowledged, however, that substantial challenges remain for virtually all countries to meet the goals set at the 2000 World Education Forum in Dakar, Senegal. The EFA agenda, thus, remains a ‘work-in-progress’, and countries should continue to strengthen their efforts to achieve the six EFA goals. While it is encouraging to see the significant headway made by every country, it is also important to acknowledge and question why it is that in a majority of countries, many of the old problems of illiteracy, exclusion, marginalization, poor learning outcomes and poor teacher supply still continue to undermine the significant achievements made thus far.



This regional synthesis report has been prepared by analysing and consolidating findings of the national EFA reports. Its purpose is to elucidate the major achievements, trends and issues arising from the analysis. In this regard, this EFA synthesis report serves as a reflective review of the overall achievements and impact of the EFA movement and provides a platform to clearly identify core lessons that will contribute towards the development of the post-2015 education agenda.

The findings of this Regional Synthesis contributed to the 'Asia-Pacific Regional Education Conference (APREC)' that was held in Bangkok on 6–8 August 2014. That conference included a session that took stock of the region's progress in achieving the EFA goals, examined issues, challenges and priorities for education beyond 2015, and offered regional recommendations for future goals and targets and the strategies needed to achieve them.



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7

Introduction

1.1 Overall development context and regional trends

The Asia-Pacific region is home to 4.3 billion people, constituting as much as 60 per cent of the world's population (UNESCAP, 2013). Since 2000, the Asia-Pacific region has had considerable success by measure of the Millennium Development Goals, particularly, in reducing poverty. Despite rapid economic growth, social development, and technological advances, the Asia-Pacific region continues to face significant challenges, especially in providing good governance, improving the quality of life, and reducing inequalities at the regional, sub-regional, and country level. Addressing these challenges will be central to the post-2015 development agenda and vital to the region's prosperity.

Changes in the Economy and Labour Market

Over several decades, the Asia-Pacific economy has been steadily growing and this trend is expected to continue with healthy labour markets and increasing integration within the region (IMF, 2014). In 1990, the region constituted a little more than 21 per cent of the world's GDP. According to data collected in 2011, the Asia-Pacific region accounts for 30 per cent of the world's GDP even with the exclusion of Japan, the Republic of Korea and Australia, which were calculated in the OECD country group (UNESCO Bangkok, 2014; World Bank, 2014).

Economic growth is linked to changes in the labour market of the Asia-Pacific region. According to the International Labour Organization (ILO, 2013), the region is experiencing a rapid change in its employment structure. For instance, in South-East Asia and the Pacific, the share of employment in agriculture decreased from 49.6 per cent to 41.5 per cent, while the share of employment in the industry and service sectors increased from 16.4 per cent to 19.0 per cent, and 34.0 per cent to 39.6 per cent, respectively.

These shifts in employment structures are intensified by greater regional integration in the Asia-Pacific. The regional economic cooperation and integration via the introduction of the Association of Southeast Asian Nations (ASEAN) Economic Community (AEC) in 2015 is expected to exert a significant impact on the economic and labour landscapes of many countries (UNESCO Bangkok, 2014).

Demographic Changes

According to the United Nations' World Youth Report (2013), the Asia-Pacific region comprises the largest share of the world's youth population at approximately 60 per cent. This youth population has been an important driver of economic development in many countries, underscoring



the importance of preparing youth for the world of work through education. However, lowering birth rates and the waning “demographic dividend” may prove to hamper economic growth.

Furthermore, the region needs to cope with the increasing mobility within countries, as well as within the region and beyond, as cities are expanding with people from rural areas migrating to urban areas. Migration leads to the rise of diverse and multicultural communities, a shift in which education systems – through the inculcation of values education – undoubtedly have a role to play. High mobility is projected to continue along with the efforts of universities in the region to attract foreign students.

Another noticeable demographic pattern within the region is rapid urbanization, especially in East and North-East Asia.¹ More than half of the world’s mega-cities (13 out of 22) are in the Asia-Pacific region. This trend toward urbanization will likely continue, bringing with it new opportunities and challenges for education, and eventually for inclusive and sustainable development.

Continual Disasters and Conflicts

Since 2000, the Asia-Pacific region has experienced more natural disasters than any other region in the world. These natural disasters cause significant development challenges. For instance, more than 1.6 billion people have been affected by natural disasters and their governments have been subsequently faced with an increasing burden of rehabilitating affected areas (Jha and Stanton-Geddes, 2013). At the same time, armed conflicts in the region have undermined economic growth, reinforced poverty, displaced populations, and diverted resources from productive investment in classrooms to unproductive military spending (UNESCO, 2011). Persisting instability, threats to sustainable livelihoods and tensions among and within nations reinforce the critical role of education in mitigating these challenges.

1.2 Education Development Context and Regional Challenges

Though geographically large and culturally diverse, the Asia-Pacific region has several common challenges for its education development. Among these are issues and challenges relating to equity, quality and governance. Regionally, there have been great gains in improving access to basic education at the primary and lower secondary education levels, in increasing funding for education, and in addressing gender disparity. However, a closer look at the results within countries shows there is still great variation and opportunity for improvement.

While, in general, there has been an increase in enrolment in post-basic education across the region, many countries face the challenge of ensuring inclusive transition to higher levels of education. A number of factors continue to inhibit equitable participation in post-basic education including the demographic profiles of learners (e.g. gender, language, religion, ethnicity and social class), government policies (e.g. language of instruction, fee structure and scholarship/incentives) and environmental factors (e.g. geographical location and quality of education provision) (UNESCO, 2010). Addressing equity and equality in education thus remains a major priority and is necessary to ensure the fulfilment of each and every EFA goal.

1 The United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) includes the following countries as part of their East and North-East Asia sub-regional grouping: China, Democratic People’s Republic of Korea, Japan, Mongolia, Republic of Korea and Russian Federation, and two associate members, Hong Kong SAR and Macao SAR (China).

Strengthening the quality of education and learning is another important issue across the region. Along with the international assessments, such as the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS), the issue of quality of learning requires due focus. Results from these tests demonstrate that many countries may not be sufficiently educating students and equipping them with the necessary foundational skills to lead prosperous and fulfilling lives. Challenges persist as regards the quality of teachers and the relevance of school curricula, in particular, in Indonesia, Lao PDR, Myanmar, and Uzbekistan. It is also an often observed disconnect between what is taught in schools and what is actually needed to acquire a decent job and succeed in society. In this context, the “21st century skills”² are in increasing demand and need to be further implemented in the curricula of education systems across the region

Many education systems focus on the provision of primary education often with important implications for other education sub-sectors, such as early childhood education, secondary education, and higher education. In some countries, government policies may need to address insufficient financing in these other levels of education. Due to the progress in EFA, as well as evolving socio-economic factors, demand for secondary and tertiary education is growing. An increase in educational attainment leads to increased lifetime earnings, not to mention a healthier and longer life. Therefore, governments will need to rethink funding priorities to ensure balanced education development.

1.3 Major National Policy Directions for Education Development

Influenced by the EFA goals and in light of emerging challenges, countries across the region have put effort into improving several key aspects in education. Increased emphases have been placed on wider access to education, expansion of early childhood education, improvement of the quality of education, and inclusive education.

Wider Access to Education

Governments across the region have endeavoured to achieve universal primary education and make it accessible through free provision. Many countries, such as China, India, Indonesia, Bangladesh, Viet Nam, Fiji, Malaysia, Iran (Islamic Republic of), Nepal and Thailand, have placed significant effort in devising strategies aimed at achieving universal participation in basic education. Many of these countries have achieved positive results. Over time, the countries have thus increasingly turned their attention to improving participation rates in secondary and higher education. For instance, the availability of places in universities and colleges in South Asia, South-East Asia and East Asia grew by an average of at least 10 per cent each year between 2000 and 2007. Looking forward, many countries in the region are setting higher education participation rate targets of between 30 and 60 per cent by the year 2020 or 2025 (ADB, 2012).

2 Various terminologies are used within the international research community to refer to non-academic skills, non-cognitive skills, 21st century skills or transversal competencies as reflected in the reports of countries and economies. All terms broadly refer to encompass skills, competencies, values, and attitudes required for the holistic development of learners, including, but not limited to: collaboration, self-discipline, resourcefulness, and respect for the environment (UNESCO, 2014 – ERI-Net Synthesis Report).



Early Childhood Care and Education (ECCE)

In recognizing the importance of ECCE, countries of the Asia-Pacific region have both developed and strengthened their national ECCE policies while improving child survival and nutrition, particularly in India, Mongolia, Philippines, Samoa, and Viet Nam. Overall, the gross enrolment ratios³ for pre-primary education increased significantly from 2000 to 2012 in all sub-regions of Asia-Pacific, especially in South and West Asia.

Quality of Education

Many countries have initiated policies and programmes to improve the quality of their education systems, especially through a focus on learning outcomes. To address the seemingly apparent disconnect between curriculum, pedagogy and the skills necessary to succeed in a globalized and interconnected environment, many countries have introduced policy reforms and innovations in education. Examples of integrating 21st century skills in education policy and practice can be observed across the region, from Japan's 'Zest for Life' to Indonesia's 'Life Skills Education' to the 'Alternative Learning System' in the Philippines, all of which aim to help improve skills development in non-formal and informal sectors.

School Management

To support the delivery of quality education, many countries also have endeavoured to ensure better management and governance of education systems and schools. Many countries have decentralized their educational management, and some countries have introduced School-Based Management (SBM) systems, which commonly involve both the community and schools directly in the management and development of curriculum. Countries, such as Cambodia, Lao PDR and Myanmar developed policies for 'Child Friendly Schools' (CFS), which aim to build responsible participatory governance and strengthen community ties with the education sector.

Improving Girls' Participation in Education

While progress towards girls' participation has been made, access is still a crucial issue across the region. The Asia-Pacific region on the whole has achieved gender parity at the primary level, but is still lagging at the secondary and tertiary level. Countries are tackling this issue by introducing targeted measures aimed at promoting equity. For example, governments in Bangladesh, India, Nepal and Pakistan have introduced several initiatives to help improve the participation of girls in school. These range from providing monthly stipends or scholarships to attract girls to school, to providing food to girls in reward for high attendance. 'Child Friendly Schools' in Cambodia have also improved the provision of female only toilets, access to girls counselling services, scholarships for girls at the secondary school level and female specific dormitories, resulting in marked improvements in the attendance rate of girls since 2000. Although the focus has been on girls, it should be mentioned that, in some countries, boys are at a disadvantage. For example, more girls in the region are now enrolled in secondary schools than boys.

3 The GER is used because data by age are difficult to collect, especially for pre-primary education.

1.4 The relevance of EFA (in 2000, and currently, according to development status and the situation of education in countries of the region)

When the six EFA goals were launched in 2000, the socio-economic and education development of countries in the Asia-Pacific region were, and continue to be, at varying stages and thus, the relevance of EFA was perceived in accordance to their socio-economic development needs. EFA has been relevant to most countries in the region, having provided a useful framework for national education development strategies. Most national EFA review reports give evidence that they have incorporated some elements of the EFA framework into their national education development frameworks and plans. In view of this, EFA is a commonly accepted framework for national dialogue between governments and citizens, between governments and international development agencies, and between governments and civil society organizations.

In low-income countries, in particular, where infrastructure and public spending on education have been limited, EFA has provided an important framework to education development. The EFA goals were launched at a time when primary completion rates, enrolment rates and literacy rates were particularly low in many of these countries. The few schools that were available in rural areas lacked adequate teaching and learning resources and facilities. In these countries, the EFA movement contributed to raising the political profile of Universal Primary Education (UPE). Much of the planning and education financing in these countries were to support UPE.

Likewise, some countries were in politically difficult situations, or in conflict, and did not have the capacity to respond to all six EFA goals by the target deadline of 2015. Considering the realities in their countries, the target deadline was adjusted to a later date, as is the case for Afghanistan where the country aims to achieve the education goals by 2020.

In view of the significant progress made over the past decade in these countries as presented in Chapter 2 of this report, the relevance of EFA and the commitment and partnerships of and between governments, civil society organizations (CSOs), international development agencies, communities and private stakeholders have played a significant role in boosting efforts in education. Today, more young people are entering school and completing the primary level, and more children are transitioning to the secondary level. Schools are now available in rural and remote areas where the poorest and most marginalized people live. Governments have also made the necessary efforts to equip schools with the necessary facilities and incentive programmes to attract and retain both boys and girls in school.

Many middle-income countries with progressive education and development policies, on the other hand, had already achieved or were close to achieving many of the EFA goals when they were launched. However, despite successes in providing basic education to the majority, the most difficult task remains how to provide access to education for the hardest to reach populations and to adults with low levels of educational attainment. Additionally, in some middle-income countries including Malaysia and Mongolia, girls have been outperforming boys and, thus, addressing gender equality and equity has been more relevant than focusing specifically on the promotion of girls' education.



In contrast to low-income countries, most middle-income countries have experienced a sharp decline in fertility rates, and have therefore commonly prioritized post-primary education as well as improving the quality of education at all levels, including TVET. While some countries, like Malaysia, performed well on quality indicators such as pupil/teacher ratios and the percentage of qualified teachers, these figures have not always been reflected in learning outcomes, thereby raising questions as to the efficacy of EFA indicators in assessing quality education.

Today, the proportion of 15–24 year olds in middle-income countries is higher than ever. Attention has now shifted to equipping these youth with the skills and knowledge to enter the workforce. If successful, this focus will help ensure that the growing “youth bulge” will provide dividends in these emerging economies. Still, the broad spectrum of EFA goals remains highly relevant to these countries. In order to respond to the pressures of urbanization, globalization and the ubiquity of technology, middle-income countries not only face the challenge of expanding access to education, but must also find ways to improve learning outcomes, ensure the relevance of education to the urban and rural labour markets and reduce rural-urban divides.

On the other hand, countries such as Japan, the Republic of Korea and Singapore had already achieved most EFA goals by 2000. Expanding on EFA and moving forward, these countries face a range of new challenges similar to middle-income economies. These include, but are not limited to, the changing nature of society, changing market needs, and demands for a more holistic education. Fertility rates are declining in these countries and more women are participating in the labour market. These developments have implications on family dynamics, where countries, such as the Republic of Korea, have given more focus to ECCE. At the same time, a number of countries continue to experience the effects of migration with the influx of migrant workers. This has re-introduced issues of illiteracy and the need for greater cooperation to foster appreciation for cultural diversity and tolerance.

Notably also, high-income countries transitioning to knowledge-based economies⁴ continue to focus on improving the quality and relevance of education, and in doing, have shifted their focus to equipping their citizens with a broader range of skills, values and attributes, such as critical thinking, creativity, and empathy. These countries are commonly concerned with harnessing the potential of information and communication technologies (ICTs) to enhance learning. Climate change and disasters impact all facets of education, including the physical placement of schools, teachers and students. Even post-disaster, the school community and the livelihood of families remain affected. The East Asia and Pacific region stands out as one of the world’s most disaster prone regions with the world’s second highest number of fragile and conflict-affected States. More than 70 per cent of the world’s natural disasters occur in this region. As such, countries, including Japan and those in the Pacific, have taken measures to integrate elements of education for sustainable development (ESD) and disaster risk reduction (DRR) into their curriculum.

EFA remains relevant to education systems in many Asia-Pacific countries as they continue to face the challenges of providing basic education to hard-to-reach or disadvantaged groups, expanding post-basic education to provide employable skills to meet labour market demands, providing second-chance learning opportunities to out-of-school children, ensuring that education provided at all levels yields better learning outcomes, and recalibrating their education systems towards a more holistic education that is interesting and attractive to learners.

4 According to the OECD, a knowledge based economy is an expression that describes the trends in advanced economies towards greater dependence on knowledge, information and high skill levels, and the increasing need for ready access to all of these by the private and public sectors (Source: <http://stats.oecd.org/glossary/detail.asp?ID=6864>)





Tracking the Progress towards Achieving the EFA Goals

This chapter provides a quantitative analysis of progress made by countries in the Asia-Pacific region towards achieving the six EFA goals. The chapter compares the status of the region vis-à-vis global progress towards achieving the different goals.

To ensure the international comparability and quality of the data, data from the UNESCO Institute for Statistics (UIS) are used to analyze the progress of EFA in the region. As there are some limitations to UIS data in terms of providing disaggregated analysis to measure the disparity among socio-economic and geographical locations, whenever possible national data from country reports have been used to show the specific progress, achievements and features in the countries. The report also uses household survey data, such as the Multiple Indicator Cluster Survey (MICS) and the Demographic and Health Survey (DHS). With available data, attempts have been made to analyze countries' EFA progress in the following sub-regions: Central Asia, East Asia and the Pacific, and South and West Asia. Progress is shown in different periods of time (2000, 2005 and 2012) to track progress for the last decade.

Overall progress of EFA in the Asia-Pacific region

Most of the countries in Asia-Pacific show tremendous progress in achieving EFA Goal 2, universal primary education. There is also significant progress in the region in achieving gender parity at all levels of education (EFA Goal 5). But progress in ECCE, life skills, literacy and quality of learning (goals 1, 3, 4 and 6) is not that significant and countries in the region need to give more focus on those goals even beyond 2015.

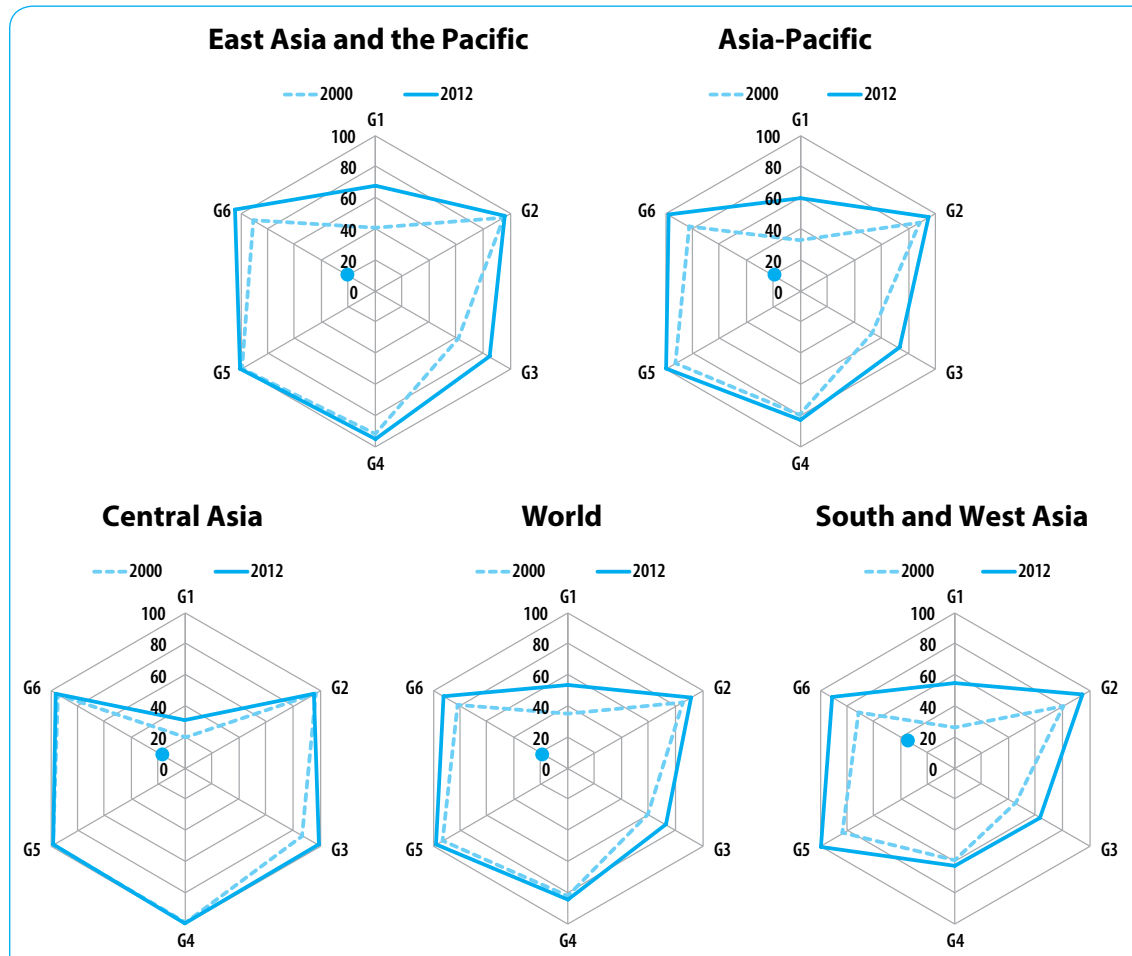
EFA progress by sub-regions

Even though Asia-Pacific saw mixed progress among the countries and the sub-regions, available indicators show that the countries in the region have managed to develop more holistic education programmes. Figure 1 summarizes the EFA progress for each sub-region.

The progress shown by the differences between the two colored lines, and the achievement shown by the 2012 line moving closer to the 100 per cent target for each goal, are quite different for each sub-region and also when compared with the average for the Asia-Pacific region.



Figure 1: Global and regional progress synthesis of the six EFA goals between 2000 and 2012



Note: Goal 1 is represented by the gross enrolment ratio (GER) in pre-primary education, Goal 2 by the adjusted net enrolment rate (ANER) at the primary level, Goal 3 by the GER at the secondary level, Goal 4 by the adult literacy rate, Goal 5 by the gender parity index (GPI) of the ANER at the primary level and Goal 6 by the gross intake rate in the last grade of primary (proxy of completion). The red dot represents the pupil-teacher ratio (PTR) of primary education in Goal 6.

Source: UNESCO Institute for Statistics Data Centre, July 2014.

● **Central Asia**

With the exception of ECCE (goal 1), Central Asia has performed very well on some of the EFA indicators. In 2012, almost all countries in the sub-region were able to provide primary and lower secondary education to almost all primary and lower secondary age children. These countries were also able to greatly reduce their adults' illiteracy populations and achieve gender parity at all levels of education. The sub-region was also able to secure enough teachers, which is vital for learning. Finally, by 2012, more students who started primary education were completing the full primary cycle.

● **East Asia and the Pacific**

The East Asia and Pacific sub-region is close to achieving EFA Goal 4, and has made notable progress on EFA Goal 6 (gross intake rate). When EFA was launched in 2000, this sub-region already had a good start. Primary education was almost universal and there was equal participation of boys and girls at this level. Since 2012, this trend remains true at all levels of education. In 2012, the sub-region was also able to provide enough teachers for meaningful teaching and learning



process. Significant progress can also be seen in ECCE, but it is not enough. Less than 70 per cent of children are enrolled in pre-primary education in 2012. The secondary gross enrolment ratio also has improved in the region over this period, but there is still a long journey ahead to provide all children with basic foundation skills through secondary education.

- **South and West Asia**

In 2000, South and West Asia needed the most efforts to achieve the six EFA goals. Since then, the sub-region has made significant progress in increasing access to pre-primary and primary education by bringing both boys and girls into schools. In 2012, more students who started their primary education tended to complete the full primary cycle. The sub-region was able to bring the PTR to around 35:1, showing their commitment to providing enough teachers for meaningful learning. Unfortunately, the progress in this sub-region for goals 3 and 4 is not enough. The literacy situation has not changed much with still a huge number of illiterate adults. And, even though progress can be seen in ECCE/pre-primary education, the sub-region has a long way to go in providing pre-primary education to all its children.

2.1 EFA Goal 1: Early Childhood Care and Education (ECCE)

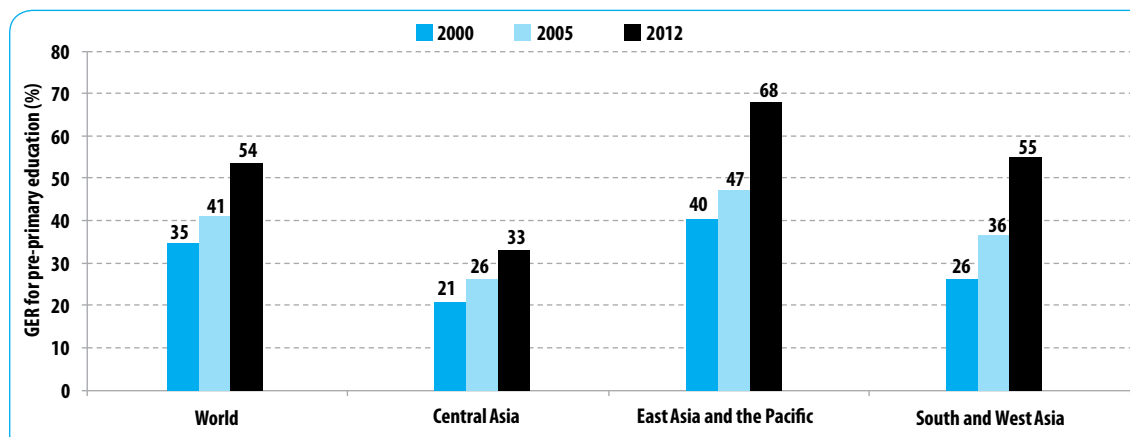
Comprehensive early childhood care and education foster young children's physical, cognitive and socio-emotional development at a time when children's brains are developing, with long-term benefits for children. It is therefore vital that families have access to adequate health care, along with support to make the right choices for mothers and babies. The under-five mortality rate fell from 9 per cent in 1990 to 5 per cent in 2012. However, an unacceptably high number of children suffer from malnutrition and ill health, and fail to reach their development potential. The stunting (moderate and severe) rate stood at 25 per cent between 2008 and 2012 (UNICEF, 2014b). This section assesses the region's progress on ECCE, particularly pre-primary education with access/participation, inequality and quality of such programmes.

2.1.1 Access and participation to pre-primary education

Since 2000, access to early childhood education services has expanded considerably. As shown in figure 2, the world average GER for pre-primary education increased from 35 per cent in 2000 to 54 per cent in 2012. In 2012, almost 67 million more children were enrolled in pre-primary education than in 2000 globally (see annex, Statistical Table 1). In all sub-regions of the Asia-Pacific region, the GERs increased, with South and West Asia making the biggest gain, where it doubled from 26 per cent in 2000 to 55 per cent in 2012. In East Asia and the Pacific also, the gross enrolment ratios increased from 40 per cent in 2000 to 68 per cent in 2012.



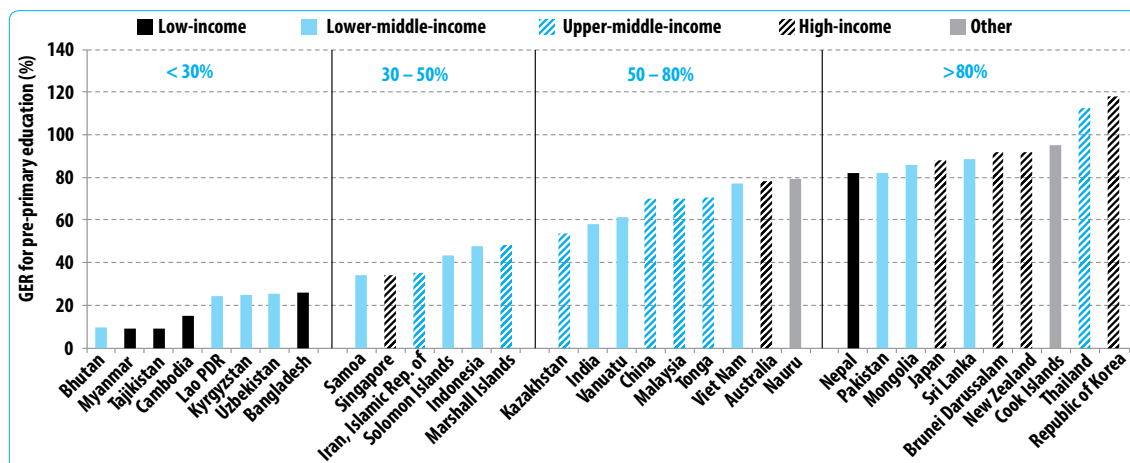
Figure 2: Gross enrolment ratios (GER) in pre-primary education by region in 2000, 2005 and 2012



Source: Statistical Table 1, UNESCO Institute for Statistics, July 2014.

Central Asia experienced the smallest increase in participation in pre-primary education with an increase in the GER of 12 percentage points (from 21 to 33 per cent) between 2000 and 2012. In 2012, almost 70 per cent of children were not enrolled in pre-primary education in Central Asia. However, this low sub-regional average hides significant growth in enrolment in several countries. For example, between 2005 and 2012, GERs increased in Kazakhstan by 25 percentage points to 58 per cent, while in Kyrgyzstan enrolment almost doubled (reaching 25 per cent in 2012). Mongolia has led the way in the region by increasing enrolment in pre-primary education by 40 percentage points to 86 per cent. In contrast, enrolment in Tajikistan remains unchanged since 2005 at 9 per cent.

Figure 3: Gross enrolment ratios (GER) in pre-primary education by income levels in selected countries in 2012



Note: Cook Islands and Nauru are not categorized by World Bank.

Source: Statistical Table 1, UNESCO Institute for Statistics, July 2014.

Detailed analysis within countries shows varied progress in the GER of pre-primary education. In the Asia-Pacific region, only ten of the thirty-three countries with available data recorded a GER of 80 per cent or more in 2012 (figure 3). Of these ten countries that achieved the goal, five are

classified as either high-income⁵ (Brunei Darussalam, Japan, New Zealand and the Republic of Korea) or upper-middle-income economies (Thailand). Encouragingly though, low and lower-middle-income countries such as Mongolia, Nepal, Pakistan and Sri Lanka recorded strong improvements. Most of the upper-middle income countries such as China, Kazakhstan, Malaysia and Tonga, recorded GERs of between 50 and 80 per cent, which suggests that the 80 per cent is within reach. In contrast, lower-middle-income countries such as Indonesia, Samoa and Solomon Islands recorded GERs of between 30 and 50 per cent, and along with those countries whose ratios were even lower, will have to exert a concerted effort in the future to ensure that the vast majority of children have access to and participate in pre-primary education.

The percentage of new entrants into primary grade one with ECCE experience is a proxy to measure the school readiness, as participation in quality ECCE programmes is a strong predictor of academic achievement. Although global and regional aggregate data are not available for this indicator in 2012, data are available for seventeen countries/territories in the Asia-Pacific region. For example, in 2012, countries/territories where more than 50 per cent of children entered primary school with some form of ECCE were: Nepal (56 per cent), Indonesia, Mongolia and Vanuatu (70 per cent), China and Maldives (92 per cent), Macao SAR of China (95 per cent) and Malaysia, Nauru, Pakistan and Sri Lanka (100 per cent). It is also worth noting that some countries made dramatic progress during the last decade. In Kyrgyzstan in 2000, only 6 per cent of new entrants to primary grade one had some ECCE experience. However, this figure more than doubled to 15 per cent in 2005 and increased further, reaching 21 per cent in 2012. Similarly, the percentage of new entrants to grade one with ECCE experience in Lao PDR increased by 25 percentage points from 2005 to 2012 and in Nepal by 37 percentage points for the same period (see annex, Statistical Table 1).

2.1.1.1 Inequality in access and participation by wealth quintiles

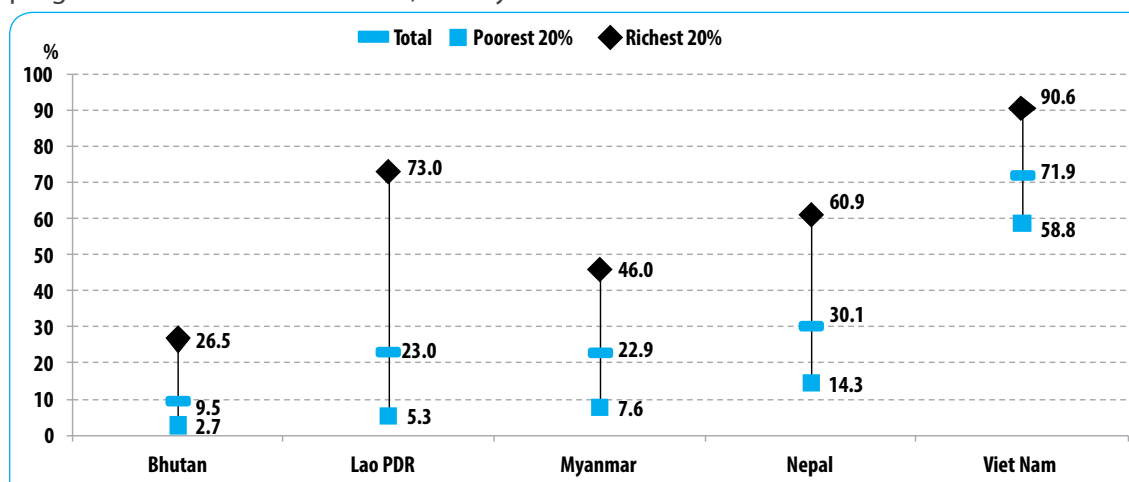
Despite overall progress across the region, significant disparities can be seen between different groups within countries. In this section, the assessment will focus on disparities between groups with different economic status. Gender inequality will be discussed in the section entitled: 'Goal 5: Gender parity and equality in education'.

Figure 4 shows that children from economically disadvantaged groups are more likely to be denied the opportunity to participate in ECCE programmes. According to the Lao PDR Social Indicator Survey (LSIS 2011–12), only 5.3 per cent of children from families in the poorest quintile participated in early childhood education programmes compared to 73 per cent of children from the richest quintile. Similarly, the difference in participation between the richest and the poorest quintiles stood at 23.8 percentage points in Bhutan, 31.8 percentage points in Viet Nam, 38.4 percentage points in Myanmar, and 46.6 percentage points in Nepal (figure 4).

5 Note: Economic status is categorized by World Bank standards. (Low-income economies: \$1,035 or less; Lower-middle-income economies: \$1,036 to \$4,085; Upper-middle-income economies: \$4,086 to \$12,615; High-income economies: \$12,616 or more) <http://data.worldbank.org/about/country-and-lending-groups>, accessed on July 2014.



Figure 4: Percentage of children aged 3–4 years who attended an early childhood education programme in selected countries, latest year available



Source: UNICEF global database, July 2014. Based on: Bhutan: MICS 2010, Lao PDR: MICS 2011-12, Myanmar: MICS 2009-10, Nepal: DHS 2011, Viet Nam: MICS 2010.

Further data from Lao PDR show that children from the poorest wealth quintiles are less likely to begin primary school with appropriate pre-primary experience. In 2012, 66.6 per cent of children from families in the highest wealth quintile received pre-school experience before entering primary school compared to only 10.3 per cent in the lowest quintile, reflecting a significant gap (56.3 percentage points) between rich and poor. This positive correlation between family income and pre-primary experience is evident in every wealth quintile with 15.1, 26.7 and 44.1 per cent of children entering grade one with pre-primary experience in the second, third and fourth income quintile, respectively (Lao PDR, 2014). Similarly, evidence from Sri Lanka indicates that children from the poorest families are more likely to be stunted than children from the richest families. In 2011, the proportion of children under five years of age who were stunted stood at 28.5 per cent with lowest wealth quintiles, followed by 22.2 per cent in the second, 19.2 per cent in the third, 15.7 per cent in the fourth and 10.4 per cent in the highest wealth quintiles (Sri Lanka, 2014).

2.1.2 Teacher quality in pre-primary education

Providing high quality pre-primary education requires qualified and trained teachers in adequate numbers. Of the fifteen countries/territories in the Asia-Pacific region with available data for 2012, seven recorded that more than 90 per cent of their teachers were trained (including 100 per cent in Cambodia, Tonga and Uzbekistan, 99 per cent in Viet Nam, 94 per cent in Mongolia, 93 per cent in Macao SAR of China and 91 per cent in Lao PDR). Similarly, in 2012, the majority of pre-primary teachers in the Cook Islands (82 per cent), Maldives (89 per cent), Nepal (87 per cent) and Tajikistan (87 per cent) were trained. In contrast, in the same year, only 65 per cent of teachers in Brunei Darussalam, 59 per cent in Myanmar, 46 per cent in Kyrgyzstan and 40 per cent in the Solomon Islands were trained (see annex, Statistical Table 6).

In 2012, the average PTR in pre-primary education was 21:1 globally, 11:1 in Central Asia and 22:1 in East Asia and the Pacific.⁶ The efforts of many countries in the region to recruit more teachers during the last decade is reflected in the declining PTRs over time (see annex, Statistical Table 6).

⁶ Note: Data are not available for South and West Asia.

Box 1: Lack of information system on ECCE

The lack of adequate monitoring system for ECCE and pre-primary education hinders tracking the progress in many countries in the region. In most of the countries, ECCE and pre-primary education are not part of compulsory education and do not have a regular data collection mechanism. Collecting data on ECCE programmes is also often complicated by involvement of different ministries and agencies and the existence of the different types of ECCE programmes such as home-based, community-based and centre-based programmes. A systematic data collection and monitoring mechanism should be established at the national level to effectively monitor the progress in ECCE and pre-primary education to improve the management of the sub sector.

Source: Based on statistical review of the Draft National EFA 2015 report in preparation of the Regional Technical Feedback Workshop held in Bangkok, 29–30 April 2014.

2.2 EFA Goal 2: Universal Primary Education (UPE)

Universal primary education is to ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minority groups, have access to a completely free and compulsory education of good quality. Although many countries in the Asia-Pacific region have already achieved universal primary education, some countries are likely to miss the goal. In 2012, nearly 58 million children were still out of school globally with 17 million in the Asia-Pacific region (see annex, Statistical Table 4). In contrast, South and West Asia experienced the fastest decline in the number of children out of the school, contributing about half of the global reduction in the total number of out of school children between 2000 and 2012. This section focuses on children's enrolment in primary school in the region. It also presents country case studies to highlight examples of inequality in participation in primary education.

2.2.1 Access and participation to primary education

Globally, the adjusted net enrolment rate (ANER)⁷ increased from 85 per cent in 2000 to 91 per cent in 2012, which is almost half of the improvement required to meet the target of universal primary education. In Asia-Pacific's sub-regions, the greatest gains were made in South and West Asia, where the ANER increased from 80 per cent in 2000 to 94 per cent in 2012. Still, the rates stood below 100 per cent in all three sub-regions with 95 per cent in Central Asia and 96 per cent in East Asia and the Pacific (see annex, Statistical Table 2).

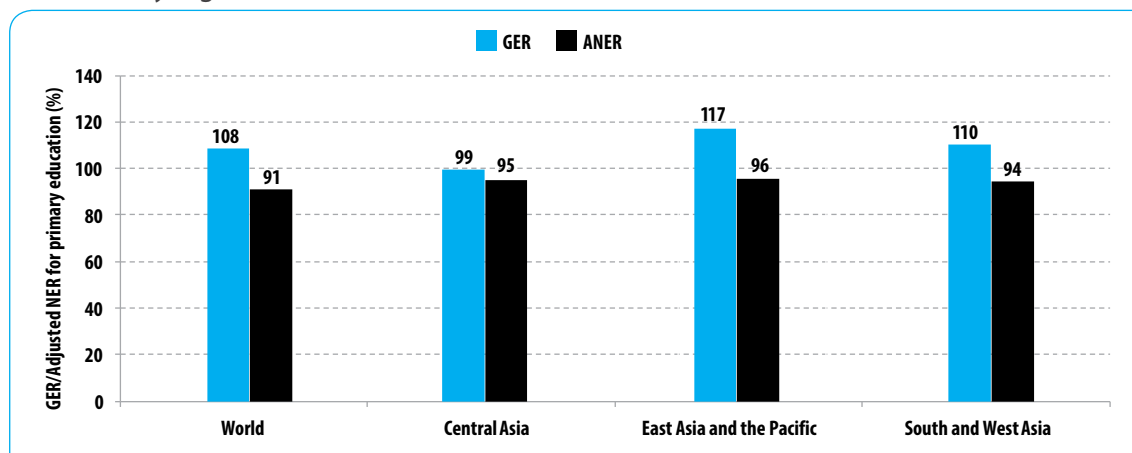
Moreover, the gap between GERs and ANERs⁸ remains wide in some regions. This is the case in South and West Asia where the difference between the GER and ANER is 16 percentage points (with GER at 110 per cent and ANER at 94 per cent), indicating that more students are repeating within primary education and fewer children are enrolled at the right age. The situation is even worse in East Asia and the Pacific, with GER at 117 per cent and ANER of 96 per cent, showing 21 percentage points difference in 2012 (figure 5).

⁷ The ANER in primary is the total number of students of the official primary school age group who are enrolled at primary or secondary education, expressed as a percentage of the corresponding population.

⁸ The GER is defined as the number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education. A high GER generally indicates a high degree of participation, whether the pupils belong to the official age group or not. On the other hand, ANER gives more precise measure of the participation of the official primary school age population to the education system. It reflects the actual level of achievement of the Universal Primary Education (UPE) goal. When the ANER is compared with the GER, the difference between the two highlights the incidence of under-aged and over-aged enrolment.



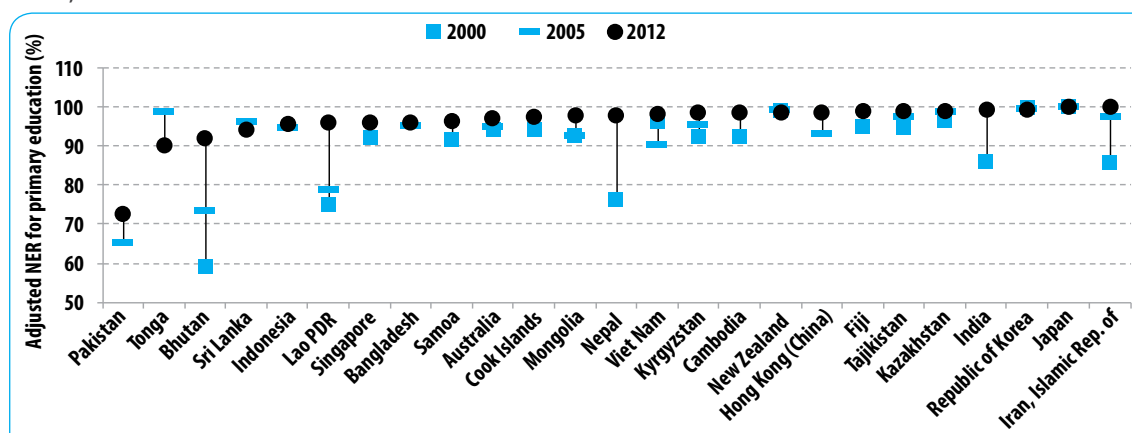
Figure 5: Gross enrolment ratios (GER) and adjusted net enrolment rates (ANER) in primary education by region in 2012



Source: Statistical Table 2, UNESCO Institute for Statistics, July 2014.

From a regional perspective, gaps still remain between GER and ANER in primary education. However, significant progress has been made in some Asia-Pacific countries as reflected in changes of ANERs over the last decade.

Figure 6: Adjusted net enrolment rates (ANER) in primary education in selected countries in 2000, 2005 and 2012



Note: Countries are ranked based on the data for 2012.

Source: Statistical Table 2, UNESCO Institute for Statistics, July 2014.

According to figure 6, Bhutan has made huge progress in increasing the rate of enrolment in primary education, with the ANER increasing from 59 per cent in 2000 to 92 per cent in 2012. Similarly, Lao PDR's ANER increased from 75 to 96 per cent, Nepal from 76 to 98 per cent and the Islamic Republic of Iran from 86 to 100 per cent. Conversely, Tonga's ANER decreased from 99 per cent in 2005 to 90 per cent in 2012.⁹

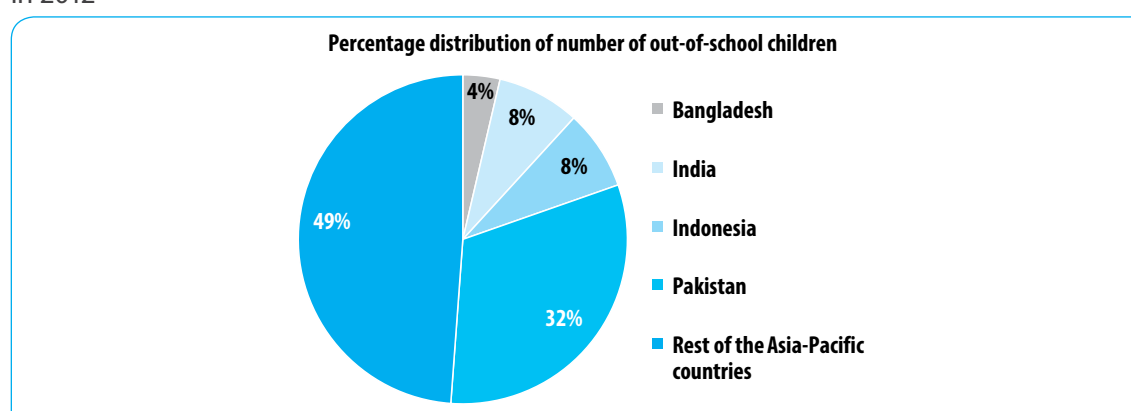
In spite of the progress made in most countries where the enrolment rate is approaching 100 percent, progress has been slow in others. For example, in Pakistan the adjusted net enrolment rate stood at 72 per cent in 2012, indicating that almost one in three primary school aged children was not enrolled in school.

⁹ Note: In fact, the number of out-of-school children in Tonga increased from 180 in 2005 to 1,600 in 2012 (see annex, Statistical Table 4). However, the accuracy of numbers from the Pacific region is constrained by small populations and rising emigration, which may cause a 'statistical artifact', exaggerating the real condition.

South and West Asia has made considerable gains in terms of reducing the number of out-of-school children by two-thirds, from 34 million in 2000 to 10 million in 2012. Similarly, the number of out-of-school children reduced from 11 million to 6.9 million in East Asia and the Pacific for the same years, while there were small changes in Central Asia (see annex, Statistical Table 4).

Of the 17 million out-of-school children in the Asia-Pacific region in 2012, 8.7 million were from four E9¹⁰ countries, namely, Bangladesh, India, Indonesia and Pakistan, which accounted for more than half of the total number of out-of-school children (see annex, Statistical Table 4). However, India has shown tremendous improvement over the last decade, having reduced the number of out-of-school children by one-eighth, from 17 million in 2000 to 1.4 million in 2011. Similarly, although the difference is very slight, Bangladesh, Indonesia and Pakistan have made progress in reducing the number of out-of-school children at the primary level (see annex, Statistical Table 4).

Figure 7: Percentage distribution of number of out-of-school children in Asia-Pacific regions in 2012



Note: The NER stood at 101.2 per cent in Luangprabang Province, since migration of many novices (young monks) were counted as students but not counted in head of population.

Source: Lao PDR, Draft National EFA 2015 report.

2.2.1.1 Disparity among the provinces in primary education

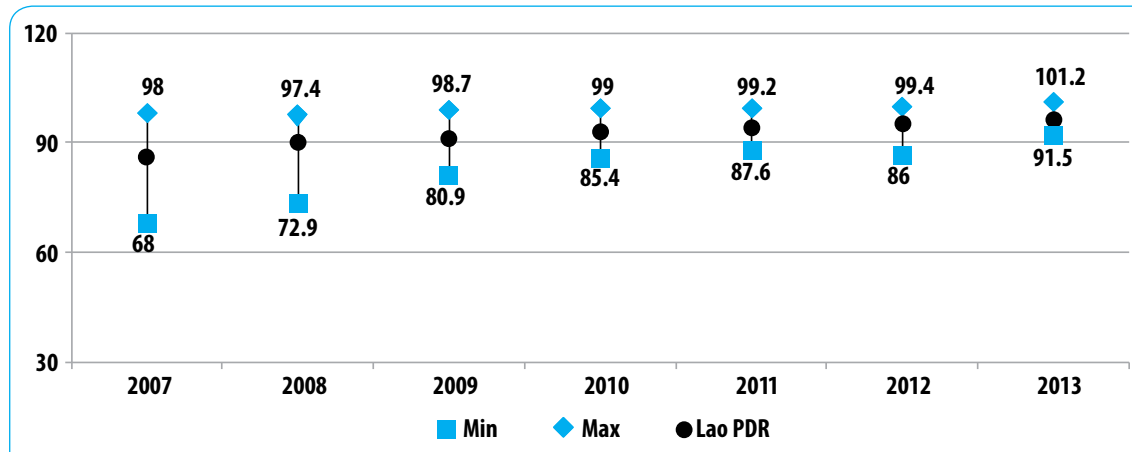
While significant progress has been made towards universal access and participation in primary education as measured nationally and regionally, inequalities within countries have also been decreasing in some countries.

For example, the average net enrolment rate in Lao PDR has been increasing steadily and is expected to reach 98 per cent by 2015 (Lao PDR, 2014). This national average, however, hides the disparities that exist between rates of enrolment in different provinces. Lao PDR has made significant gains towards ensuring that increases in access and participation in primary education are experienced throughout the country. To this end, Lao PDR has reduced the gap between the province with the highest NER and that with the lowest, from 30 percentage points in 2007 to 9.7 percentage points in 2013.

10 Note: The E9 is a forum of nine countries, which was formed to achieve the goals of UNESCO's Education for All (EFA) initiative. The "E" stands for education and the "9" represents the following nine countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan, representing over half of the world's population and 70 per cent of the world's illiterate adults. E-9 Initiative was launched in 1993 at the EFA Summit in New Delhi, India. E-9 Initiative has become a forum for the countries to discuss their experiences related to education, exchange best practices, and monitor EFA-related progress. (Wikipedia, July 2014. [http://en.wikipedia.org/wiki/E9_\(countries\)](http://en.wikipedia.org/wiki/E9_(countries)))



Figure 8: Disparity in primary NER in Lao PDR



Source: Statistical Table 4, UNESCO Institute for Statistics, July 2014. Percentage is calculated by UIS-AIMS.

Box 2: India – Sarva Shiksha Abhiyan (SSA)

In response to the grim education situation throughout India in the mid-1980s, the country re-examined and reframed their national educational goals and strategies a part of the National Policy on Education in 1986, thereby setting the goal of free and compulsory education for all children aged 6–14.

In 2001–02, the Indian Government launched the Sarva Shiksha Abhiyan (SSA) programme at the national level as a single umbrella programme absorbing all individual education projects. The SSA was a collaborative effort of the central, state and local governments. Civil society organizations (CSOs), including those with their origins in the voluntary sector; non-profit groups set up as foundations, as well as those that are part of profit-making companies; and private sector organizations had significant roles in the programme.

Evaluations of earlier education projects informed the design of this new programme. The intention of the programme was to provide a wide but convergent framework for decentralized planning and implementation of all central and state government initiatives in elementary education. Three major time-bound targets, similar to EFA goals 2, 5 and 6, were adopted.

The SSA initiative was different from earlier projects as it was to be implemented across all districts of India, and the target was to ensure all children participated in eight years of education in place of the earlier goal of five years.

Following the enactment of the Right of Children to Free and Compulsory Education Act in 2009, the second phase of the SSA was extended until 2011-12. In these years, the objectives and strategies of the SSA were reviewed and revised. Over a period of ten years the SSA was co-funded by the central government, the state governments and donor partners.

In the context of such challenges, India’s progress since then towards achieving the EFA Goals has been remarkable. A 2010 evaluation study on SSA by the Programme Evaluation Organization (PEO) under the Planning Commission reports impressive results of SSA. The study covered 11 states for both rural and urban samples. More than 98 per cent of the sampled rural habitants had access to elementary schools within 3 km. from their home. A total of 93 per cent of the sampled slum children reported to have access to neighbourhood schools within 1 km. As a result, the number of unserved habitations in the sampled villages declined across all states, leading to an increased GER among the sampled districts, from 89 per cent in 2003 to 93 per cent in 2007. School enrolment rose to 18 per cent in the sample slum area during the same period. Moreover, from this initiative, there has been improvement in the enrolment of girls in schools, with a gender parity ratio of 0.89 in the sampled rural schools and 0.82 in the sampled slum schools. The enrolment of different-abled children also increased from 0.43 per cent to 1.17 per cent in the sampled rural areas. While SSA has been a large success, the quality of education has been a major concern under SSA.

Source: Country Case Study on Promising EFA Practices in Asia-Pacific (India), UNESCO Bangkok, 2015; Evaluation Report of Sarva Shiksha Abhiyan, Programme Evaluation Organization, Planning Commission, Government of India, 2010.



2.2.2 Quality and efficiency of primary education

Table 1: Survival rates to the last grade of primary education by region, 2000, 2005 and 2011

	Survival rates (%)		
	2000	2005	2011
World	75	75	75
Central Asia	96	98	98
East Asia and the Pacific	88	89	92
South and West Asia	62	64	64

Source: UNESCO Institute for Statistics Data Centre, July 2014.

Despite improvements in getting children into school, the dropout rate before the last grade of primary education remains a serious problem in many low and middle income countries. The chances of children completing the primary cycle have hardly changed since 2000. Globally, in 2011, around 75 per cent of those who started primary school reached the last grade (survival rate). However, in South and West Asia, fewer than two out of three children who enter primary school manage to reach the last grade. Although the average survival rates for Central Asia and East Asia and the Pacific countries stood at 98 and 92 per cent, respectively, in 2011, the variation among the countries was enormous. For instance, in 2011, the survival rates to the last grade of primary education in Cambodia and Lao PDR were 66 and 70 per cent, respectively. In Japan and the Republic of Korea, more than 99 per cent of students reached the last grade of primary (see annex, Statistical Table 2).

2.3 EFA Goal 3: Life Skills and Lifelong Learning

The third EFA goal has been one of the most neglected, in part because no targets or indicators were set to monitor its progress. Although this goal tends to receive some criticism for being too vague to allow robust estimations of achievement, this section will focus on progress of learning and life skills for youth and adults in three parts: Secondary education, Technical and Vocational Education and Training (TVET) and non-formal education.

2.3.1 Secondary education

Secondary education is an important vehicle that helps to deliver equitable access to appropriate learning as well as life skills programmes (UNESCO and UNICEF, 2013). Although it is defined in different ways in countries across the region, on average, it lasts six years but can span from four to seven years. The most effective route to acquire foundation skills is through lower secondary schooling (UNESCO, 2013/4). Therefore, it is essential to monitor progress of enrolment, increases or decreases in the number of out-of-school adolescents, and rates of transition from primary to lower secondary schools to ensure the quality of education.

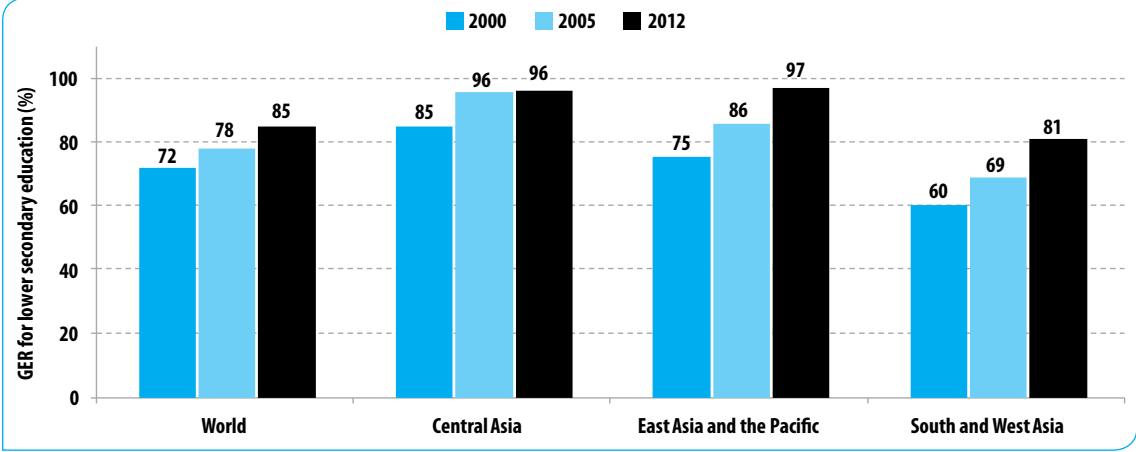
2.3.1.1 Participation in lower secondary education has increased

Globally, access to lower secondary school – a prerequisite for acquiring the foundation skills necessary for decent work (UNESCO, 2013/4) has improved significantly during the last decade, especially in the Asia-Pacific region. The world average of lower secondary GER increased from 72 to 85 per cent between 2000 and 2012. The fastest growth was in East Asia and the Pacific, where the GER increased from 75 per cent in 2000 to 97 per cent in 2012. Enrolment in South and



West Asia and Central Asia also showed improvements of 21 percentage points and 11 percentage points, respectively, during the last decade. While there has been an improvement at the global level, variation in rates of enrolment among countries in the Asia-Pacific region remains high.

Figure 9: Gross enrolment ratios (GER) in lower secondary education by region in 2000, 2005 and 2012



Source: Statistical Table 3, UNESCO Institute for Statistics, July 2014.

2.3.1.2 More children are joining secondary education after completing primary

Primary education is no longer enough to give young people a chance for decent work (UNESCO, 2012). Technological change is demanding that youth and young adults have stronger foundational skills to work in most skilled and semi-skilled professions. Many countries in the region have shown progress in improving the transition rate from primary level to lower secondary level. However, children from some of the low and lower-middle income countries scarcely have a chance to continue to proper secondary education.

Data from UIS show progress between 2000 and 2011 in transition rates from primary to secondary general education in selected Asia-Pacific countries/territories. While transition rates in most of the countries/territories reached more than 90 per cent in 2011, rates in Cambodia, Lao PDR, Myanmar, Nepal, Pakistan, Solomon Islands and Vanuatu remained low. Despite low transition rates, governments have continuously invested in efforts to improve this area over the last decade. In Lao PDR, the transition rate increased from 78 per cent in 2000 to 84 per cent in 2011, and in Pakistan, it increased from 73 per cent in 2005 to 80 per cent in 2011. Likewise, registered increments over 2000–2011 were noted in Vanuatu (44 percentage points), Myanmar (11 percentage points), Macao SAR of China (7 percentage points) and Nepal (6 percentage points) (see annex, Statistical Table 6).

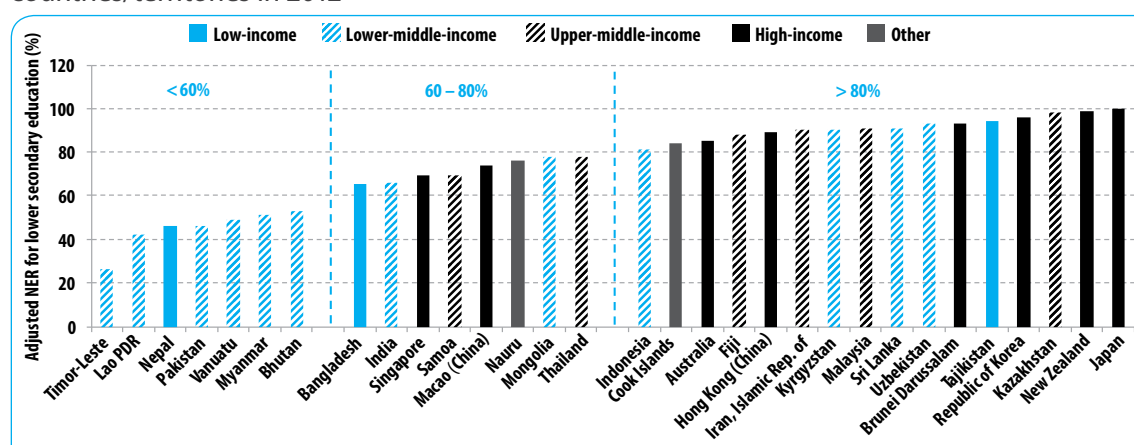
2.3.1.3 Out-of-school adolescents are still an issue in many countries

Even though, the improvement in GER in lower secondary level is very encouraging, many countries are still struggling to bring all the lower secondary aged children into school. Figure 10 shows the ANERs in selected countries for 2012. While no clear target was set in 2000 to guide an assessment of global success in promoting universal lower secondary education, looking at the achievement of the countries, they can be classified into three categories – countries with a) an ANER of more than 80 per cent at the lower secondary level; b) ANERs between 60 and 80 per cent and c) ANERs of less than 60 per cent at the lower secondary level. Consequently, out of 31 countries



with available data in 2012, the ANER in 16 countries reached more than 80 per cent. In addition, some of the lower/upper-middle-income countries such as Fiji, Indonesia, Islamic Republic of Iran, Kazakhstan, Kyrgyzstan, Malaysia, Sri Lanka and Uzbekistan showed as great progress as the high-income countries (see annex, Statistical Table 3). However, eight countries/territories, Bangladesh, India, Macao SAR of China, Mongolia, Nauru, Samoa, Singapore and Thailand are lagging behind, with adjusted net enrolment rates between 60 and 80 per cent. Meanwhile, countries including Bhutan (53 per cent), Lao PDR (42 per cent), Myanmar (51 per cent), Nepal (46 per cent), Pakistan (46 per cent), Timor-Leste (26 per cent) and Vanuatu (49 per cent) have not made enough progress towards improving the participation rate of children in lower secondary education.

Figure 10: Adjusted net enrolment rates (ANER) in lower secondary education in selected countries/territories in 2012



Note: The Cook Islands and Nauru are not categorized by the World Bank.

Source: Statistical Table 3, UNESCO Institute for Statistics, July 2014.

The high number of lower secondary school-aged out-of-school adolescents remains an obstacle for some countries towards achieving EFA goal 3. In 2012, out of 62.9 million out-of-school adolescents globally, 26.5 million (42 per cent of the total) were from South and West Asia, 7.4 million (12 per cent) from East Asia and the Pacific and 0.4 million (0.6 per cent) from Central Asia. Although the total number of out-of-school adolescents has fallen since 2000 from 96.9 million to 62.9 million, this decline has slowed considerably since 2005. This has resulted in a growing number of young people who need access to second-chance programmes if they are to acquire foundation skills.

In 2012, out of 34.3 million out-of-school adolescents in Asia-Pacific countries, 26.9 million were from five countries: Bangladesh (2.2 million), India (16.4 million), Indonesia (1.7 million), Pakistan (6.5 million) and Uzbekistan (0.18 million) (see annex, Statistical Table 4).

To improve the efficiency of the education system, retaining learners until the last grade of lower secondary education is important. Out of 30 countries with available data in 2011, 21 countries reached more than 90 per cent of survival rate to the last grade of lower secondary general education. However, a few countries, namely Bangladesh (84 per cent), the Cook Islands (88 per cent), Fiji (83 per cent), the Solomon Islands (85 per cent) and Viet Nam (83 per cent) registered slow progress. Cambodia (63 per cent), Lao PDR (70 per cent), Myanmar (69 per cent) and Vanuatu (71 per cent) achieved relatively low survival rates, requiring further efforts (see annex, Statistical Table 3).



2.3.1.4 Adult population's level of education attainment is increasing

A higher proportion of the adult (25+ years-old) population with high education attainment is a proxy to better quality of human resources available in a given country.

According to UIS data, levels of educational attainment differ widely between countries. Of eleven countries with available data, eight countries (China, Indonesia, Malaysia, Mongolia, Pakistan, Republic of Korea, Thailand and Tonga) had cohorts of their population with no schooling. In Pakistan, the no-schooling cohort rate stood at 49 per cent, indicating that about half of the population aged 25 years and older never received any formal education. Similarly, 35 per cent of Thailand's population aged 25 years and older did not complete primary [International Standard Classification of Education (ISCED) 1], 11 per cent completed primary (ISCED 2) and 14 per cent finished upper secondary (ISCED 3).

Post-secondary education (ISCED 4–6) is the main contributor of high-quality human resources that contribute to economic productivity. It is thus important to ensure that talented students have access to post-secondary training institutions. In most of the high-income countries in the region, such as Australia, Republic of Korea and Singapore, more than 35 per cent of the adult population have post-secondary education. However, most of the upper-middle-income countries, such as Malaysia, Thailand and Tonga, have a lower proportion of adults with post-secondary education (16, 13 and 17 per cent, respectively). Countries such as China, Indonesia and Pakistan have less than 10 per cent.¹¹

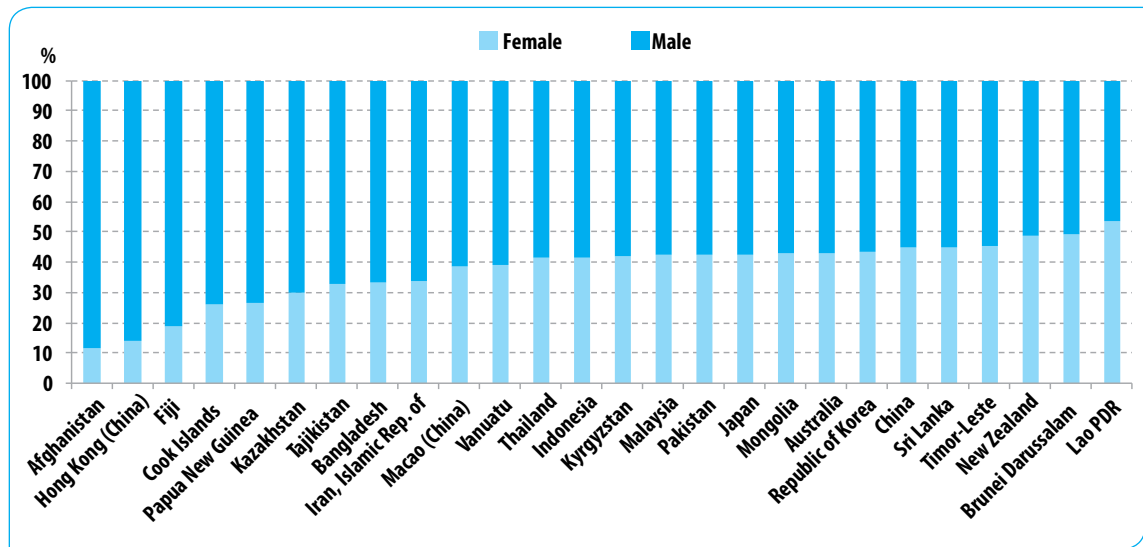
2.3.2 Technical and Vocational Education and Training (TVET)

Available information indicates that the share of technical and vocational education in total secondary enrolment has remained constant at 10 per cent since 2000, with relatively small variations in regional trends. The highest increase was 6 percentage points between 2000 and 2012 in Central Asia (see annex, Statistical Table 3).

In terms of levels of participation in technical and vocational programmes as part of secondary education (ISCED 2–3), the figure varies between countries. Of 26 countries/territories with available data in 2012, data for 15 countries/territories (Afghanistan, Bangladesh, Cook Islands, Fiji, Hong Kong SAR of China, Kazakhstan, Kyrgyzstan, Lao PDR, Macao SAR of China, Malaysia, Pakistan, Papua New Guinea, Sri Lanka, Tajikistan and Timor-Leste) indicated that less than 10 per cent of secondary school students enrolled in technical and vocational programmes. On the other hand, in nine countries, including Brunei Darussalam, Indonesia, Islamic Republic of Iran, Japan, Mongolia, New Zealand, Republic of Korea, Thailand and Vanuatu, between 10 and 20 per cent of students enrolled. In Australia and China, the proportion of students enrolled in technical and vocational programmes was high at 35 and 21 per cent, respectively, in 2012 (see annex, Statistical Table 3). For more detailed analysis, figure 11 below shows the percentage of female and male students enrolled in technical and vocational programmes in Asia-Pacific countries/territories in 2012.

¹¹ Note: Data are available from UIS Data Centre, July 2014.

Figure 11: Percentage of female/male students enrolled in technical and vocational programmes in selected countries/territories in 2012



Source: Statistical Table 3, UNESCO Institute for Statistics, July 2014.

Generally, participation in secondary level TVET is largely dominated by males. As shown in figure 11, the difference between female and male students' participation is severe. Girls are less likely than boys to enrol in the technical and vocational programmes. For instance, in Afghanistan, the proportion of female students enrolled in technical and vocational programmes in 2012 stood at 12 per cent, while the enrolment rate for males was 88 per cent. Similarly, in 2012, the proportion of females enrolled was 14 per cent in Hong Kong SAR of China, 19 per cent in Fiji, 26 per cent in the Cook Islands, and 27 per cent in Papua New Guinea.

2.3.3 Non-formal education

Non-formal education (NFE) has been a key strategy for many countries in providing educational opportunities to youth and adults who are outside the formal education system. NFE programmes are varied in nature, duration, content and type.

Most countries in the region have established two or more of the four types of non-formal education programme: a) literacy and post-literacy programmes, b) equivalency programmes, c) vocational training programmes, and d) life skills and livelihood development programmes.



Box 3: Philippines – Kariton Klasrum (Pushcart Classroom) Initiative

The Kariton Klasrum (Pushcart Classroom) initiative in the Philippines contributes towards the achievement of EFA Goal 2 (Universal Primary Education) and Goal 3 (Meeting learning needs of youth and adults) in the country. This initiative focuses on providing education services to children and youth who do not have access to formal education, have dropped out of school, or are at risk of dropping out. It is based around the use of *karitons* (pushcarts) as mobile classrooms. The *karitons*, operated by teenage volunteers, take basic education to street children and out-of-school youth in urban slums and other disadvantaged areas. The Kariton Klasrum initiative is a component of a larger programme (K4: Kariton Klasrum, Klinik, Kantin) that provides literacy and numeracy classes through the *karitons* and also provides healthcare services and food to the children and youth that participate in the classes, so as to meet their basic needs and facilitate their learning.

This innovative programme was started by a group of high-school students who recognized the value of education for avoiding a life of crime and poverty, and who saw a need for assistance among children and youth in their local area. The founders of Kariton Klasrum recognized that in order to reach the unreached, it is necessary to address the variety of factors that keep children and youth out of school, and to offer flexible alternatives to bridge the gaps. The initiative began on a small scale in 1997. It was adopted by the Philippine Department of Education in 2011 and replicated in modified forms in various locations within the Philippines. The initiative has also been implemented in adapted forms in Indonesia and Kenya.

Source: Country Case Study on Promising EFA Practices in Asia-Pacific (Philippines), UNESCO Bangkok, 2014.

2.3.3.1 Expansion of Community Learning Centres

Table 2: Number of CLCs in Asia-Pacific countries, 2008–2012

Country	Number of CLCs/learning centres
Bangladesh	5,000
Bhutan	885
Cambodia	321
Indonesia	18,439
Iran, Islamic Rep. of	3,500
Kazakhstan	7
Kyrgyzstan	147
Lao PDR	300
Myanmar	3,040 ¹²
Nepal	1,900
Pakistan	150
Philippines	522
Thailand	8,057
Uzbekistan	10
Viet Nam	10,877

Source: UNESCO and UNICEF, 2012; Draft National EFA 2015 report from the different countries.

Community Learning Centres (CLCs) are institutions established to organize various NFE programmes at the local level. These CLCs are generally managed by local communities, and are used to plan and organize different programmes based on local needs. Many countries in Asia-Pacific have established or expanded the number of CLCs that offer these programmes, which

¹² Note: Non-formal education sector flyer, 2012.

shows the growing demand for NFE programmes and a growing commitment towards NFE in the region.

Bangladesh, Bhutan, Indonesia, Nepal, the Philippines, Thailand and Viet Nam have been expanding the number of CLCs, or learning centres, in order to reach out to the most disadvantaged groups in order to provide basic literacy, vocational and life skills in many communities.

The number of CLCs has risen dramatically, especially in Viet Nam. In 2002, there were only 680 centres. This number rose to over 7,384 in 2006 and to 9,990 centres in 2010. In 2013, the number increased to 10,877. The number of participants of CLC programmes increased from 250,000 in 2006 to 13,598,416 in 2013.

In 2000, there were less than 20 CLCs in Nepal. By 2007, the number of CLCs in Nepal increased to 205, and to more than 1,900 in 2012.

Box 4: Lack of information system of EFA Goal 3

As discussed in this section, EFA Goal 3 is composed of different components — secondary education, TVET and NFE and life skills education programmes. Many countries do not have proper data collection systems for TVET, and those countries which have a system do not cover many TVET programmes. Thus, it is difficult for countries to report the progress on TVET. Similarly, many NFE and life skills programmes have been developed and implemented in the countries. But, due to the lack of data collection and reporting mechanisms, the contributions of NFE and other life skills programmes to EFA Goal 3 are difficult for many countries to report.

Source: Based on the statistical review of draft national EFA 2015 reports of participating Member States in Asia-Pacific.

2.4 EFA Goal 4: Adult Literacy

Literacy is the foundation of lifelong learning. There are still 781 million adults¹³ in the world in 2012 who can neither read nor write. Globally, there was a mere 2 percentage point improvement in the adult literacy rate from 2000 to 2012. Almost two-thirds of illiterate adults are women.

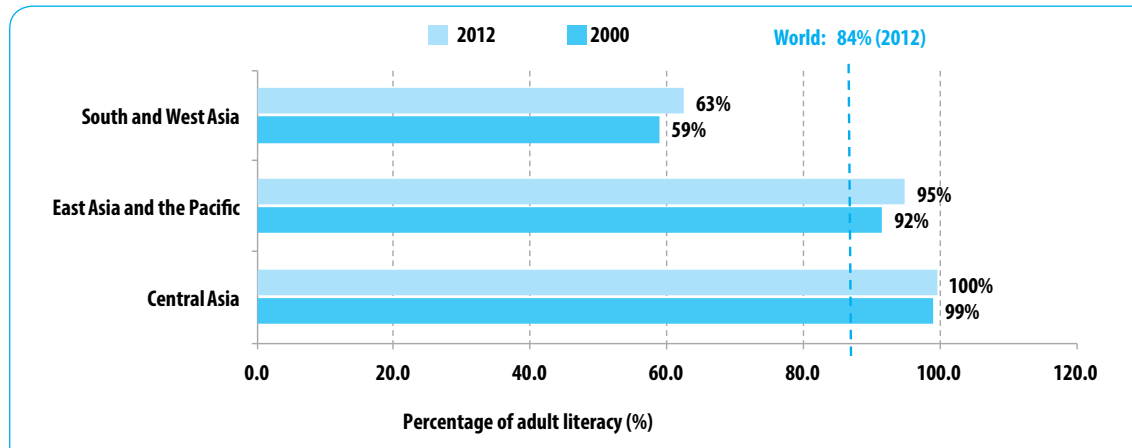
2.4.1 Overview of global and regional adult literacy and illiteracy

At the global scale and over the past decade, the adult literacy rate has been slowly improving, having slightly increased from 82 per cent in 2000 to 84 per cent in 2012 (Figure 12). At the sub-regional level, Central Asia is close to achieving universal adult literacy, with almost 100 per cent of the adult population classified as being literate in 2012. East Asia and the Pacific is on the right track to achieving the goal, as the overall literacy rate increased by three percentage points since 2000, to 95 per cent in 2012. However, South and West Asia is far below the world average. In fact, this sub-region is one of the main contributors to the high illiteracy statistics in the Asia-Pacific region. The literacy rate in South and West Asia rose by four percentage points from 59 per cent in 2000 to 63 per cent in 2012. This rate needs to be at least 80 per cent by 2015 if the region is to achieve 50 per cent improvement in the adult literacy level from the 2000 level.

¹³ In this section, adult population is defined as people aged 15 and above.



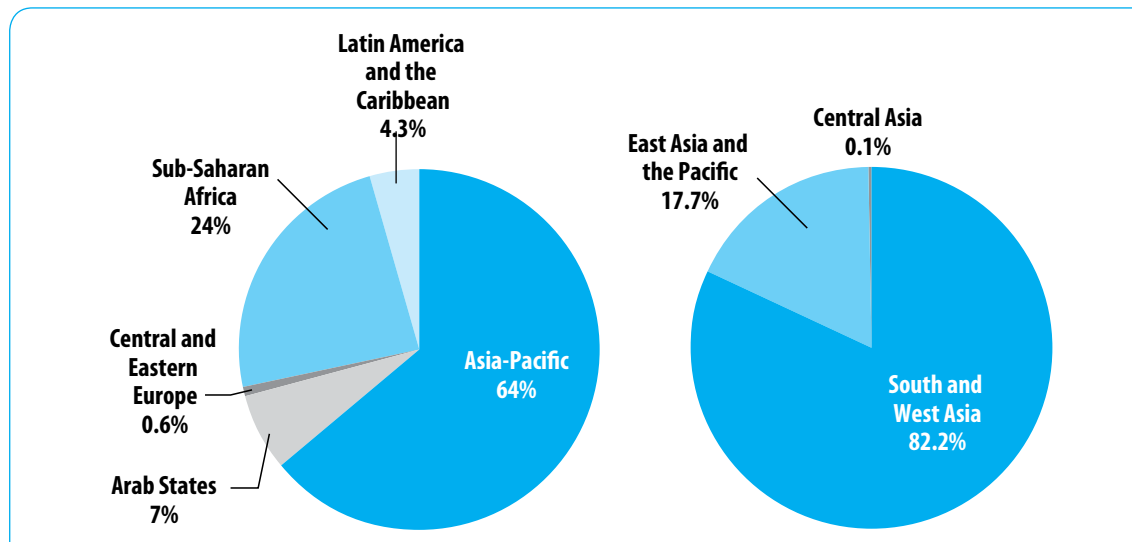
Figure 12: Trends of adult literacy in the Asia-Pacific sub-regions in 2000 and 2012



Source: Statistical Table 5, UNESCO Institute for Statistics, July 2014.

The distribution of the illiterate adult population is uneven around the world. The Asia-Pacific region has the largest illiterate population in the world (equivalent to 64 per cent), followed by Sub-Saharan Africa (24 per cent) and the Arab States (7 per cent). As of 2012, 499 million of the 781 million illiterate adults in the world resided in the Asia-Pacific region. Within the region, more than 82.2 per cent of illiterate adults are located in South and West Asia, 17.7 per cent are in East-Asia and the Pacific, and 0.1 per cent is in Central Asia (figure 13).

Figure 13: Distribution of illiterate adults by region and sub-region in Asia-Pacific in 2012



Source: Statistical Table 5, UNESCO Institute for Statistics, July 2014.

In the Asia-Pacific region, the number of illiterate adults fell by 19.5 million (or 4 per cent) between 2000 and 2012. In the East Asia and Pacific sub-region alone, the number of illiterate adults fell by 38.9 million (or 31 per cent) between 2000 and 2012. However, during the same period, in South and West Asia the number of illiterate adults increased. In 2012, the sub-region had 19.7 million more illiterate adults (equivalent to a 5 per cent increase) compared to 2000. Globally, this increase in South and West Asia, combined with the increase in sub-Saharan Africa almost offset the gains made elsewhere in the world, resulting in a relatively small decrease in the number of illiterate adults, 5.9 million (equivalent to 1 per cent) between 2000 and 2012 (see annex, Statistical Table 5).

2.4.2 Country progress toward achieving the goal

Countries/territories in the Asia-Pacific region have varied in their progress towards their literacy goals. Figure 14 illustrates the trajectories of progress on EFA goal 4 in selected countries. Based on the current level of achievement in adult literacy, countries/territories can be categorized into three groups: (1) high performers (>90 per cent), (2) medium performers (75–90 per cent) and (3) low performers (<75 per cent).

The first group includes twelve countries/territories that exhibit an adult literacy rate of 90 per cent or higher in 2012. Of these countries/territories, seven (including Brunei Darussalam, China, Macao SAR of China, Republic of Marshall Islands, the Philippines, Singapore and Thailand) are very close to achieving universal adult literacy. The remaining five countries, namely, Indonesia, Malaysia, Myanmar, Sri Lanka and Viet Nam have made great improvement, yet further efforts to improve rates of literacy are required if they are to reach the EFA goal by 2015.

The second group consists of four countries with literacy rates ranging from 75 to 90 per cent. The Islamic Republic of Iran has already achieved its country-specific goal; however it is imperative that the country keeps making progress towards universal adult literacy. Lao PDR, Solomon Islands and Vanuatu need to accelerate literacy initiatives in order to reach their individual targets by 2015. Judging from the population size of the countries, there is a possibility that these countries could achieve the country-specific goal on time if extra attention is given to the issue.

The third group is composed of nine countries: Afghanistan, Bangladesh, Bhutan, Cambodia, India, Nepal, Pakistan, Papua New Guinea and Timor-Leste. These countries display low literacy rates and very little progress in recent years, except for Bhutan. Many countries in this group also face problems of low enrolment and high dropout rates in primary education. This will make it difficult to attain higher rates of adult literacy in the future.

Box 5: New Zealand – Reading Together Project

The New Zealand Ministry of Education's 'Reading Together Project' is being implemented from 2012–2015 and supports 600–700 schools in New Zealand to effectively implement and sustain the Reading Together Programme. This programme promotes informed help by involving parents/adults in their children's reading and engagement in learning. The project targets Māori whānau (extended family) and tamariki (children). The project is focused on supporting Pasifika families and children. To date, 37.5 per cent of the students at the participating schools are Māori, and 39.1 per cent of the adults attending Reading Together workshops at the participating schools in 2012 were Māori. In addition, 20.6 per cent of the adults attending Reading Together workshops at these schools in 2012 were Pasifika. While the adults attending Reading Together workshops in 2012 were 82 per cent female and 18 per cent male, the children subsequently benefiting were distributed equally across both genders and included both older and younger siblings. Many adults attending the workshops indicated English as a second language (an estimated 20 per cent) or had low literacy/reading levels (at least 10 per cent).

The Reading Together Programme has helped schools to meet targets in reading, and thus, have a place in the school's overall literacy programme. The programme also helps build a learning partnership between the school and parents/whānau (extended family). Based on an independent analysis of the project and an early analysis of the impact on student reading performance, the results are positive.

Some verbatim examples of feedback from parents attending the Reading Together Programme in 2012:

"He is up a level in class. He is reading Roald Dahl and loves it. He is bringing a lot more books home."

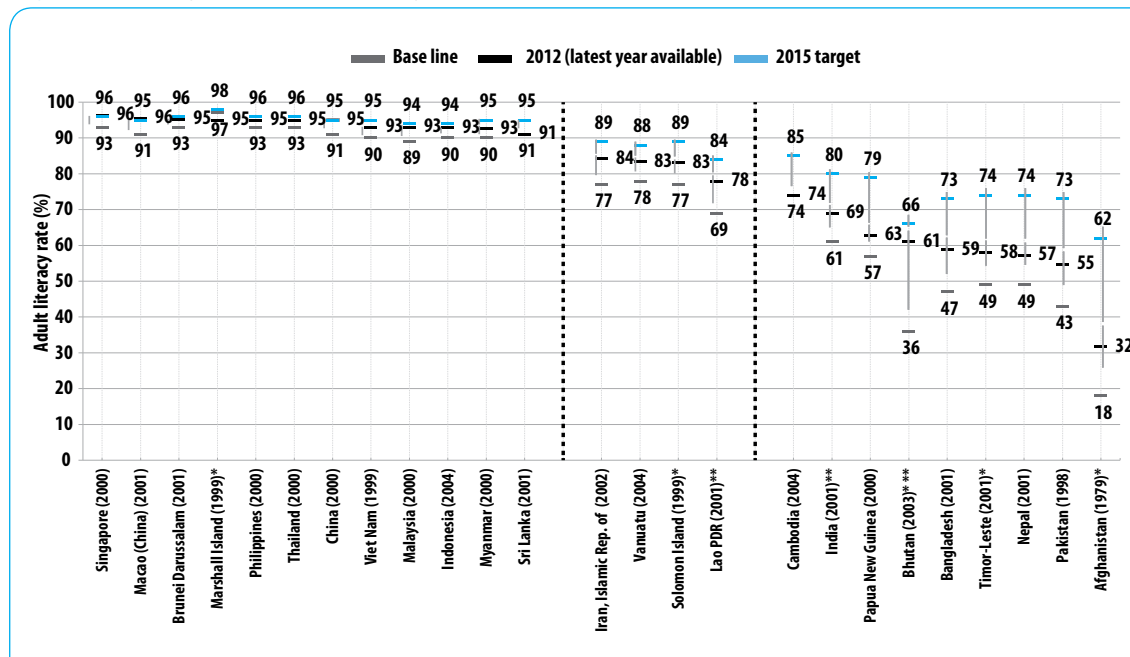


"Reading is a much happier and relaxed time in our household and we have noticed his ability to read improving all the time."

"My teen is trying to be more involved in reading to the little ones and listening to them read. We will now be joining the library and coming as a family weekly."

Source: Ministry of Education, New Zealand, 2013.

Figure 14: Progress towards EFA goal 4 in selected Asia-Pacific countries in 2012



Notes: * Data is collected by UIS-AIMS. ** 2011 UIS projections used (UIS Data Centre).

Source: Statistical Table 5, UNESCO Institute for Statistics, July 2014.

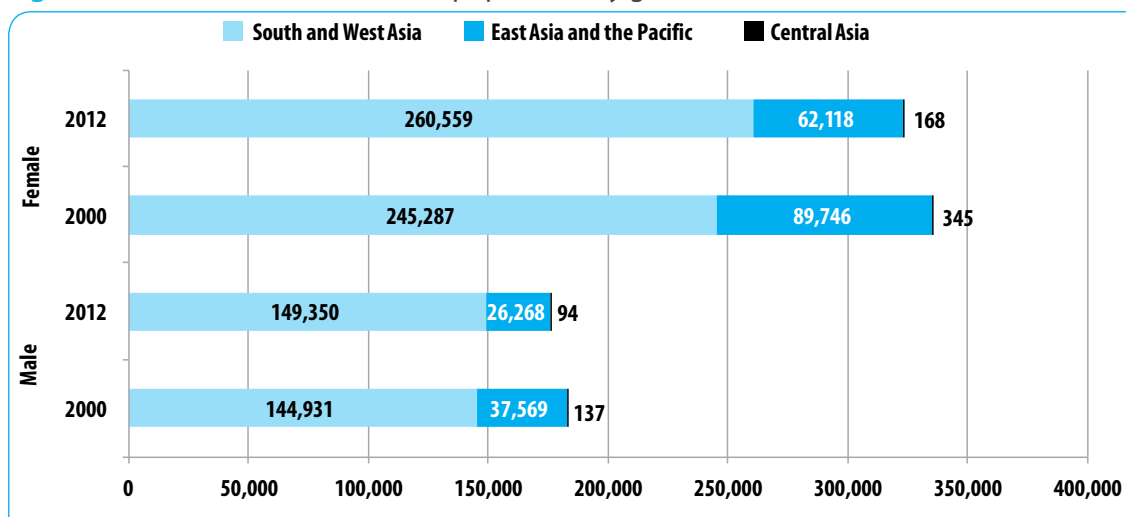
2.4.3 Gender and literacy

In the last decade, the region has witnessed a reduction in the number of females who are illiterate (equivalent to 4 per cent decrease from 2000). It is observed that Central Asia and East Asia and the Pacific have succeeded in reducing the size of the female illiterate population by 51 per cent and 31 per cent,¹⁴ respectively, between 2000 and 2012. This is a significant achievement, especially in light of the somewhat smaller reductions in the populations of illiterate males (31 per cent and 30 per cent in Central Asia and East Asia and the Pacific, respectively) during the same period. Despite this progress, there were still 147 million more women who cannot read or write than men in the Asia-Pacific region in 2012.

14 Note: Figure is calculated by UIS-AIMS.



Figure 15: Number of illiterate adult population by gender in 2000 and 2012 (in thousands)



Source: UNESCO Institute for Statistics Data Centre, July 2014.

Progress toward gender parity varies from one subregion to another. Central Asia has already achieved gender parity for adult literacy rates with a GPI of 1.00. East Asia and the Pacific had a GPI of 0.96 in 2012, which is a positive step towards achieving universal adult literacy for both sexes. In contrast, the GPI of adult literacy in South and West Asia was very low in 2012 at only 0.70 indicating that women are significantly disadvantaged when it comes to accessing and participating in educational opportunities both as children and as adults. Moreover, national level analysis shows that gender represents a significant barrier to literacy in Asia-Pacific countries. Disparities in adult literacy rates range from one percentage point in favour of women in Palau, to over 27 percentage points in favour of men in Afghanistan. Similarly, Nepal has a gender gap greater than 24 percentage points in favour of men.

Box 6: Literacy gap among social groups and geographical location: Case of Viet Nam

Despite recent improvements in adult literacy at the national level, there are big differences in rates of literacy between social groups and geographical locations in Viet Nam. On average, ethnic minority groups and people who live in rural areas have lower rates of literacy than the national average.

The national average adult literacy rate was 89.1 per cent in 2012. However, the rate was only 73.1 per cent for ethnic minorities, which is 16 percentage points less than the national average. A gap is also visible between the rural and urban populations, with an average adult literacy rate in rural areas that was 7.2 percentage points lower than that in the urban area.

Table 3: Adult literacy rate by social groups and geographical location, 2002–2012

	National	Ethnic Minority	Rural	Urban	Male	Female	GPI
2002	86.2	67.8	84.1	92.6	90.7	82.1	0.91
2004	87.9	72.3	86.0	93.4	92.3	83.8	0.91
2006	88.5	73.4	86.8	93.1	92.7	84.6	0.91
2008	89.0	74.1	87.1	93.5	93.0	85.2	0.92
2010	88.8	73.0	86.7	93.6	92.4	85.5	0.92
2012	89.1	73.1	86.9	94.1	92.6	85.8	0.93

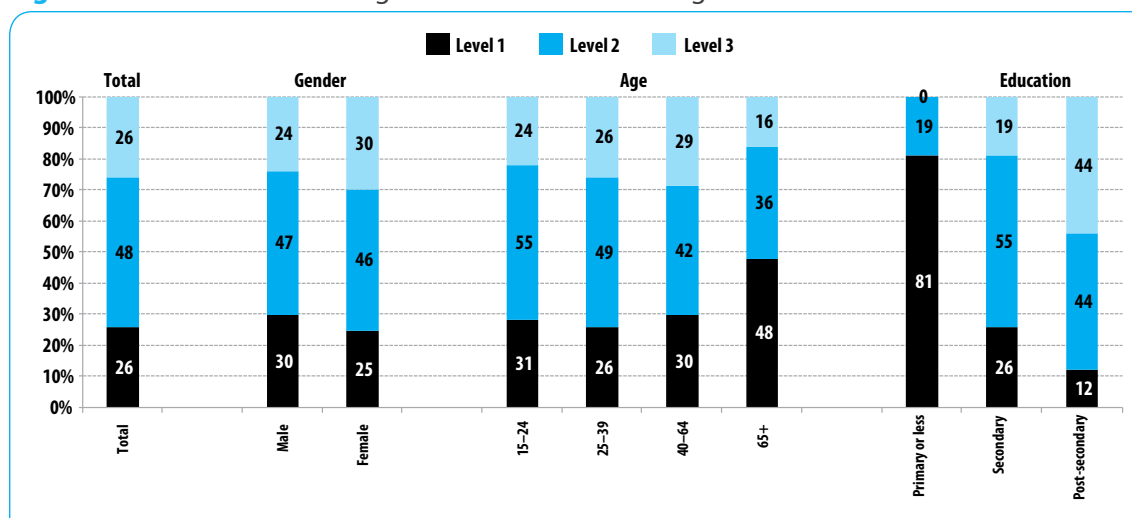
Source: Viet Nam, Draft National EFA 2015 report.



2.4.4 Literacy as continuum: understanding beyond self-reported literacy rate

The traditional measurement of literacy through self-reporting of literacy cannot determine the literacy skill level of the target groups. The UNESCO Institute for Statistics has developed and launched a programme called the Literacy Assessment and Monitoring Program (LAMP) to build methodologies and capacities of countries to measure literacy skill levels of the adult population through literacy skill assessments. According to the survey conducted in Mongolia on skills in reading comprehension, about 26 per cent of the adult population is at level 1 (having minimum skills to get information and derive meaning), 49 per cent is at level 2 (understanding short passage and academic words and sentences) and 26 per cent is at level 3 (able to read long passages and generate information from the text) (figure 16).

Figure 16: Overview of reading skills assessment in Mongolia



Source: UIS, 2013.

In terms of gender, an overview of reading comprehension shows that 30 per cent of female participants have level 3 reading skills, compared to 24 per cent of males. With regard to age, participants aged 40 to 64 are the most likely to have level 3 skills, while participants aged 65 and above have the lowest likelihood. By education level, 81 per cent of participants who have completed primary or less education have level 1 reading skills. Of those who have completed secondary education, 26 per cent of participants still recorded level 1 reading skills. The results show that even in a country like Mongolia, where the national literacy rate was as high as 98 per cent in 2012, the level of reading skills still varies within the population.

2.4.5 Access and participation in literacy programmes

Literacy programmes differ from country to country in terms of their content, duration and approach. Most of the literacy programmes not only deal with reading, writing and arithmetic skills, but integrate functional contents to make learning more useful for adults. Table 4 shows the number of literacy learners in some of the countries in the region for different years.

Table 4: Learners enrolled in literacy programmes in selected countries, 2000–2013

Country	2000–2006	2007	2008	2009	2010	2011	2012	2013
Afghanistan	...	...	380,528	674,688	613,470	500,185	575,155	463,917
Bhutan	14,674	14,436	...	...	12,901	12,968	13,360	9,628
Cambodia	548,249	55,379	58,771	52,078	30,806	34,964	35,425	...
Indonesia	...	...	600,010	1,088,890	437,830	347,017	200,000	188,320
Viet Nam	...	...	34,494	...	30,171	...	49,910	...
Samoa	...	654	330	2,055	3,374	8,027	6,030	8,561

Source: Draft National 2015 EFA report from different countries.

Regarding female participation, most countries recorded more females than males participating in literacy programmes. For example, in Cambodia, more than 61 per cent of literacy learners were female, and in Bhutan, females made up more than 74 per cent of learners in 2012. In contrast, in Afghanistan, females represented only 44 per cent of the total number of learners in 2013.

Box 7: Indonesia: Literacy for Life Skills and Entrepreneurship Initiative

Indonesia's Literacy for Life Skills and Entrepreneurship initiative is a national programme that contributes towards the achievement of EFA Goal 3 (meeting learning needs of youth and adults) and EFA Goal 4 (adult literacy). The programme stemmed from the government-initiated "National Movement to hasten Compulsory Nine-Year Basic Education and the Fight against Illiteracy" and evolved into a community-based initiative that is advanced at the local level via community learning centres. The contributions of the initiative to increasing literacy rates in Indonesia were recognized in 2012 with the awarding of the UNESCO King Sejong Literacy Prize to the programme. The initiative not only promotes literacy, but also provides entrepreneurship training to youth and adults, enabling thousands of Indonesians to learn the skills required to launch small businesses.

Source: Country Case Study on EFA Promising Practices (Indonesia), UNESCO Bangkok, 2015.

Although countries have been implementing literacy programmes to tackle illiteracy, the coverage of such programmes is very small. In Afghanistan, only 4.2 per cent of the total number of illiterate adults accessed literacy programmes in 2013. Some countries with large populations of illiterate adults have developed and implemented literacy campaigns to provide literacy skills *en mass*. For example, Nepal implemented a literacy campaign intended to reach more than seven million illiterate adults by 2015 in order to achieve the goal of adult literacy (MOE Nepal, 2014). Similarly, India has also been implementing a significant number of literacy programmes under their Saakshar Bharat (literate India) campaign to provide basic education to more than 70 million illiterate females in the country (MHRD India, 2014).

Box 8: Tracking the learners' access, participation and completion is a challenge

Countries in the region organize many types of literacy programmes to provide literacy skills to their illiterate and neo-literate adults. However, many countries lack data management systems to monitor aspects of such programmes including enrolment, completers, graduates, and teachers. There is a need to have a workable monitoring system which can collect and produce data on literacy programmes to ensure that adults have accessed and successfully completed quality literacy programmes in the countries.

Source: Based on the statistical review of draft national EFA 2015 reports of participating Member States in Asia-Pacific.



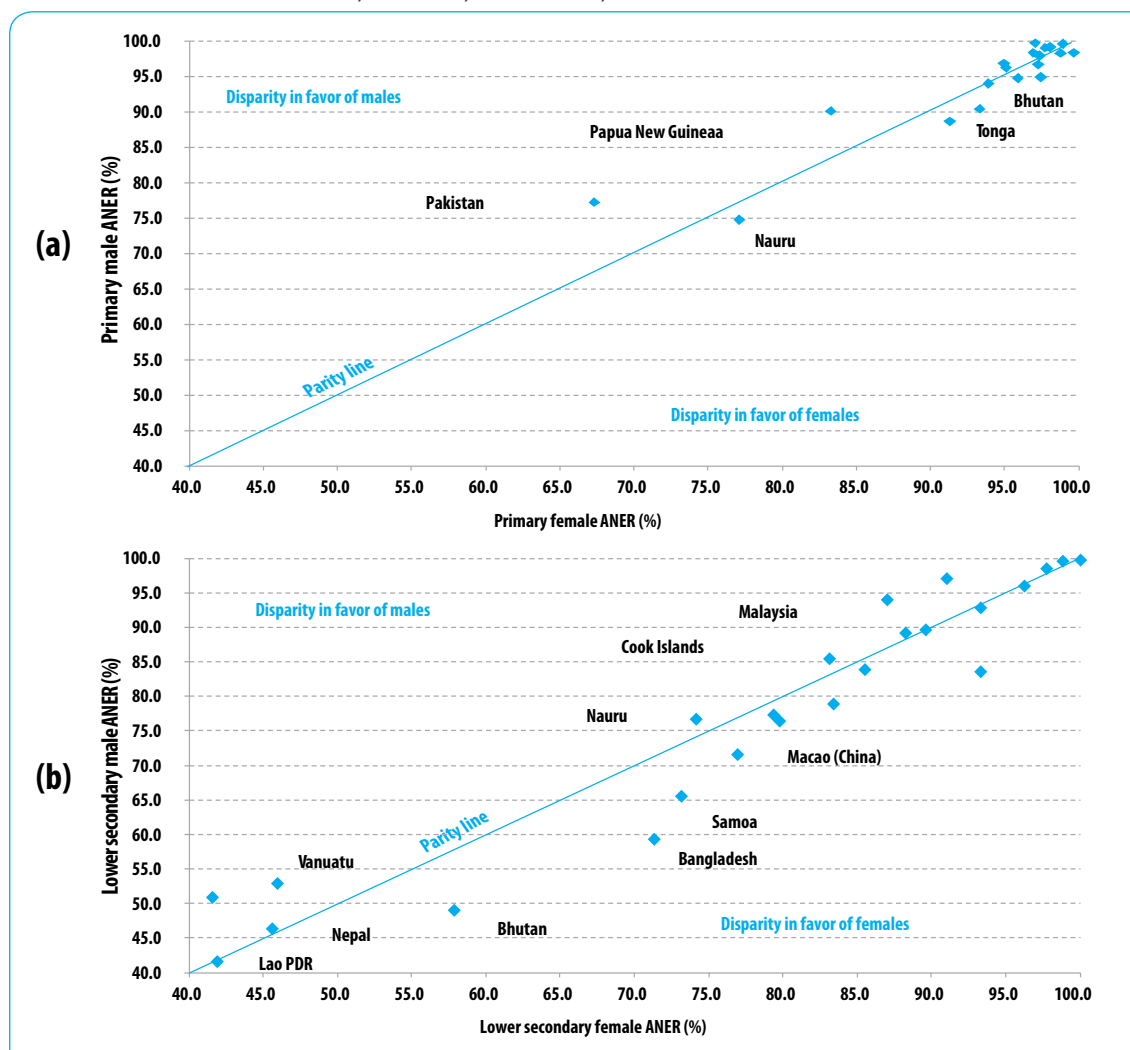
2.5 EFA Goal 5: Gender Parity and Equality in Education

Gender parity, ensuring an equal enrolment ratio of girls and boys, is the first step towards the fifth EFA goal. The full goal – gender equality – also demands appropriate schooling environments, practices free of discrimination, and equal opportunities for boys and girls to realize their potentials (UNESCO, 2013/4).

2.5.1 Gender disparity in access and participation

One of the easiest and most accurate ways to monitor gender disparity in terms of access and participation is to compare the enrolment rates between girls and boys. Figure 17 shows the distribution of adjusted net enrolment rates for primary and lower secondary schools for girls and boys. The diagonal line describes a situation where girls and boys are in parity. For instance, if the value of the male adjusted net enrolment rate is bigger than the female adjusted net enrolment rate, the ratio point will be placed above the diagonal line, meaning that more boys are enrolled at the right age than girls.

Figure 17: Adjusted net enrolment rates (ANER) for primary and lower secondary level in selected countries/territories, females, and males, in 2012

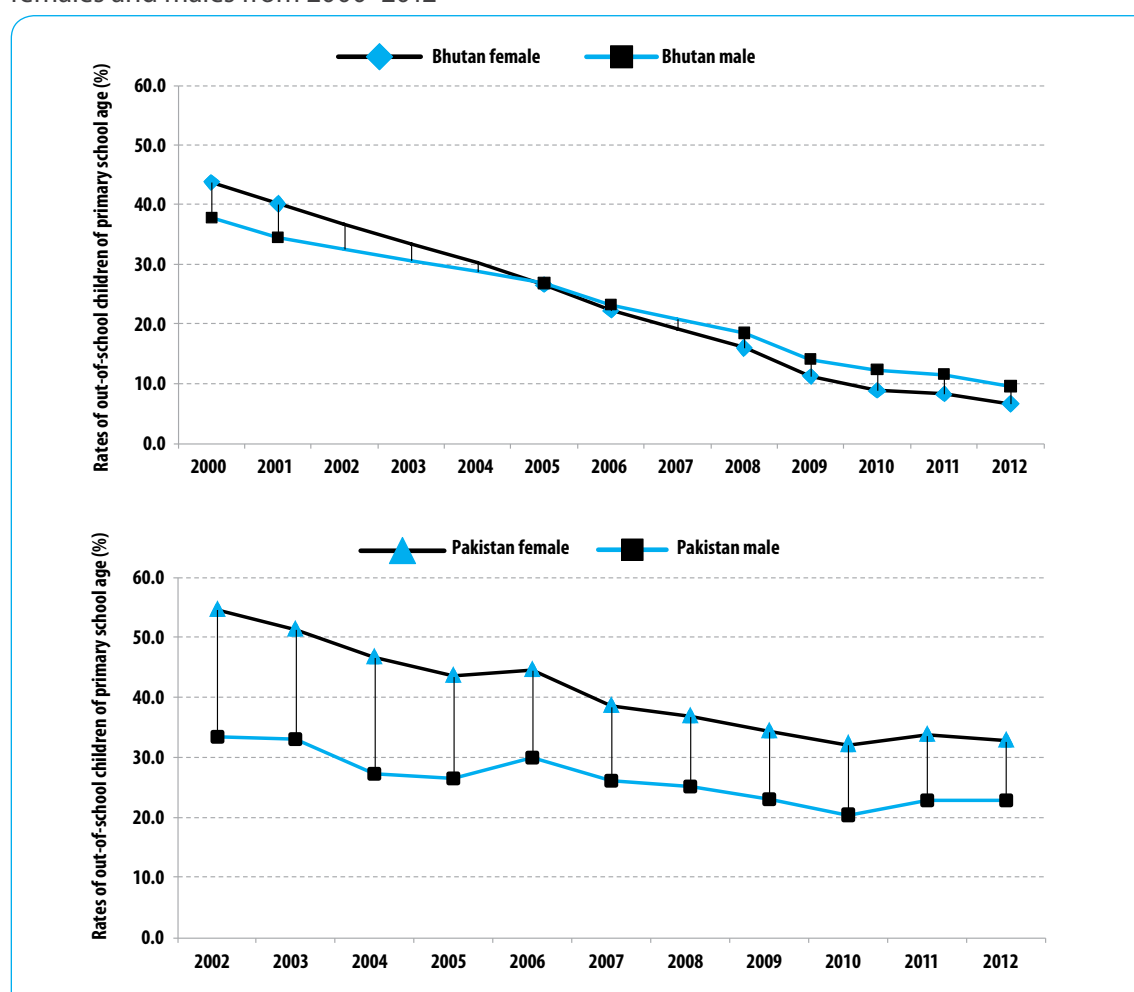


Source: Statistical Table 2 and 3, UNESCO Institute for Statistics, July 2014.

In terms of participation, gender parity at the primary level is not anymore an issue as of 2012 in most countries in the Asia-Pacific region. As shown in figure 17(a), most countries are near the parity line (diagonal) with an ANER around 100 per cent. However, a few countries, including Pakistan and Papua New Guinea, are still far from achieving parity. In Pakistan, the adjusted primary NER stood at 67 and 77 per cent for females and males, respectively, in 2012, resulting in a GPI of 0.87, indicating that for every ten boys at the primary age in primary education, eight girls were enrolled.

Yet, the story is quite different when it comes to lower secondary level ANERs. Despite showing a pattern of gender parity at the lower secondary level (see figure 17(b)) in some countries, the pattern spreads widely. More than half of the countries' ANER stood below 90 per cent for both females and males. Not only is gender parity an issue for those countries, but achieving appropriate enrolment rates remains the biggest priority. For instance, in Bangladesh, the rate stood at 71 per cent for girls and 59 per cent for boys, indicating that more girls than boys are enrolled at the right age in lower secondary level. While various factors may influence this phenomenon, it is clear that low ANERs translate into high rates of out-of-school adolescents. In fact, the number of male out-of-school adolescents stood at 1.5 million in Bangladesh, an exceptionally large number compared to the 0.7 million female out-of-school adolescents in 2010. Several more countries in Asia-Pacific share this gender inequality situation of out-of-school children/adolescents.

Figure 18: Rates of out-of-school children of primary school age in Bhutan and Pakistan, for females and males from 2000–2012



Source: Statistical Table 4 and UNESCO Institute for Statistics Data Centre, July 2014.



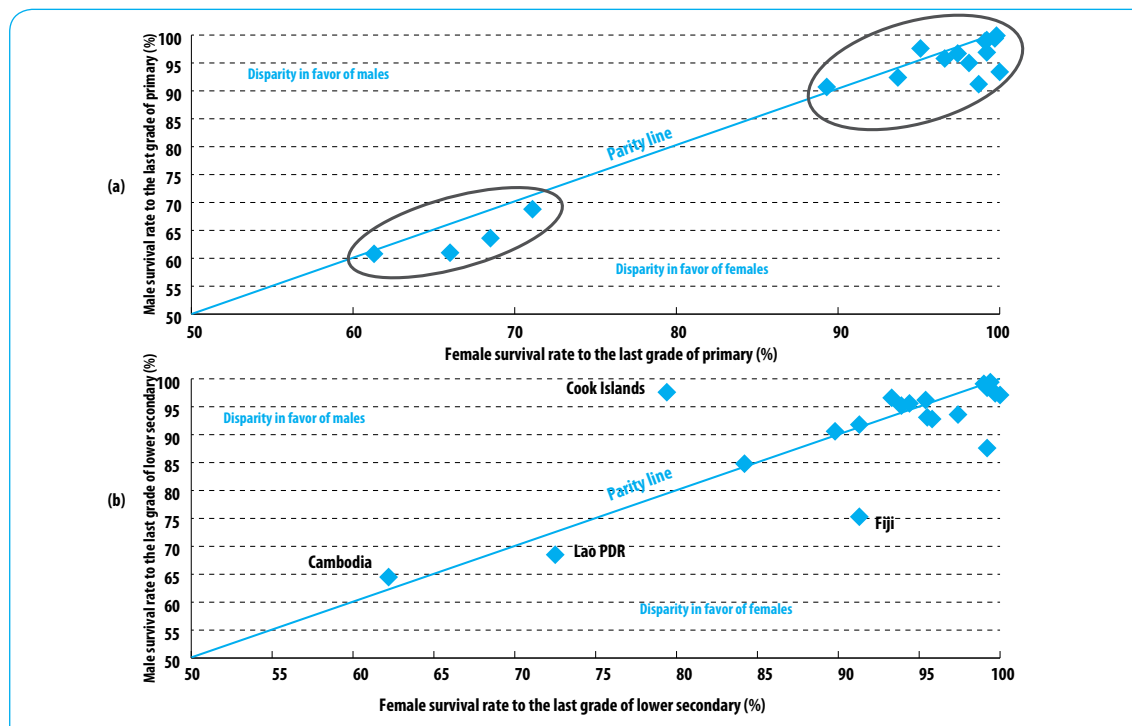
Figure 18 shows the gender gap between female and male out-of-school children in Bhutan and Pakistan using time series. Although the gender gap is not severe in Bhutan for the overall period, it should be noted that the pattern has changed since 2005. In 2000, the percentage of female out-of-school children exceeded males by 6 percentage points (44 per cent for females and 38 per cent for males), whereas in 2012, males exceeded females by 3 percentage points (7 per cent for females and 10 per cent for males). In 2005, the rate stood at 27 per cent for both female and male children.

In Pakistan, out-of-school children rates and gender inequality are serious issues. Although there has been progress in narrowing the gender gap since 2002, the issue still remains serious with a 10 percentage point difference in 2012. Compared to the 2012 out-of school rates of other countries in the Asia-Pacific region, the rate in Pakistan is highest with 33 per cent for females, followed by Nauru at 23 per cent, Papua New Guinea at 17 per cent, Uzbekistan at 10 per cent and Timor-Leste and Tonga at 9 per cent¹⁵ (see annex, Statistical Table 4).

2.5.2 Different patterns of gender disparity in survival rates

As shown in figure 19 (a), most countries are close to achieving gender parity in terms of the survival rate to the last grade of primary education. The two patterns clearly show that many countries are close to the parity line. Furthermore, the countries in the upper-right part of the figure have also achieved a survival rate to the last grade of primary level of more than 90 per cent for both sexes. But, some countries (in the bottom-left part of the figure) have been struggling to get all primary age children into school. For both sexes, less than 70 per cent of the children reach the last grade of primary. For those countries (Cambodia, Lao PDR, Pakistan and the Solomon Islands), it is important to concentrate not only on gender inequality, but also on improving survival rates.

Figure 19: Survival rates to the last grade of primary/lower secondary education in selected countries, female and male in 2011



Source: Statistical Table 2 for primary level data and UIS Data Centre for lower secondary level data, UNESCO Institute for Statistics, July 2014.

15 Note: These countries are selected as they had a high rate of out-of-school children.

Unlike the primary level, disparity still exists in survival rates to the last grade of lower secondary level (figure 19 (b) in a few countries. For example, the survival rate in Fiji stood at 91 per cent for female students and 75 per cent for male students in 2011, indicating more females survive in lower secondary education than males. On the contrary, although having a small population, the Cook Islands' survival rate stood at 79 per cent for female students and 98 per cent for male students, meaning more males survive in lower secondary school.

While we cannot precisely compare patterns of survival rates between primary and lower secondary education (due to lack of data and different population), gender parity appears to be less of a priority in primary education than lower secondary education. However, at the primary level, some countries need to focus more on increasing survival rates.

2.5.3 Gender disparity in teachers

Most of the subregions and countries achieved gender parity in terms of access and participation. However, reducing gender disparities in teachers is still a big challenge in many countries.

In some countries, such as Nepal, females are under-represented in teaching. On the other hand, there are education systems where male teachers are almost non-existent at the primary level as is the case in Kazakhstan and Mongolia. In Brunei Darussalam, there were more women teachers at the pre-primary and primary levels (94 and 76 per cent, respectively) in 2012, but their presence in secondary education and TVET was only 66 per cent (Brunei Darussalam, 2015).

2.6 EFA Goal 6: Quality of education

The Asia-Pacific region has witnessed great progress in basic education access and participation, gender parity, and literacy; however, there is growing concern about the quality of learning at different levels of education programmes. There is little evidence to suggest that the quality in education has improved in the region.

2.6.1 Teacher Quality

There is no doubt that the quality of education very much depends on the quality of the teachers. The availability of an adequate number of teachers for all the levels of education, their qualifications and pre-service and in-service training ensures the quality of student learning in the classrooms.

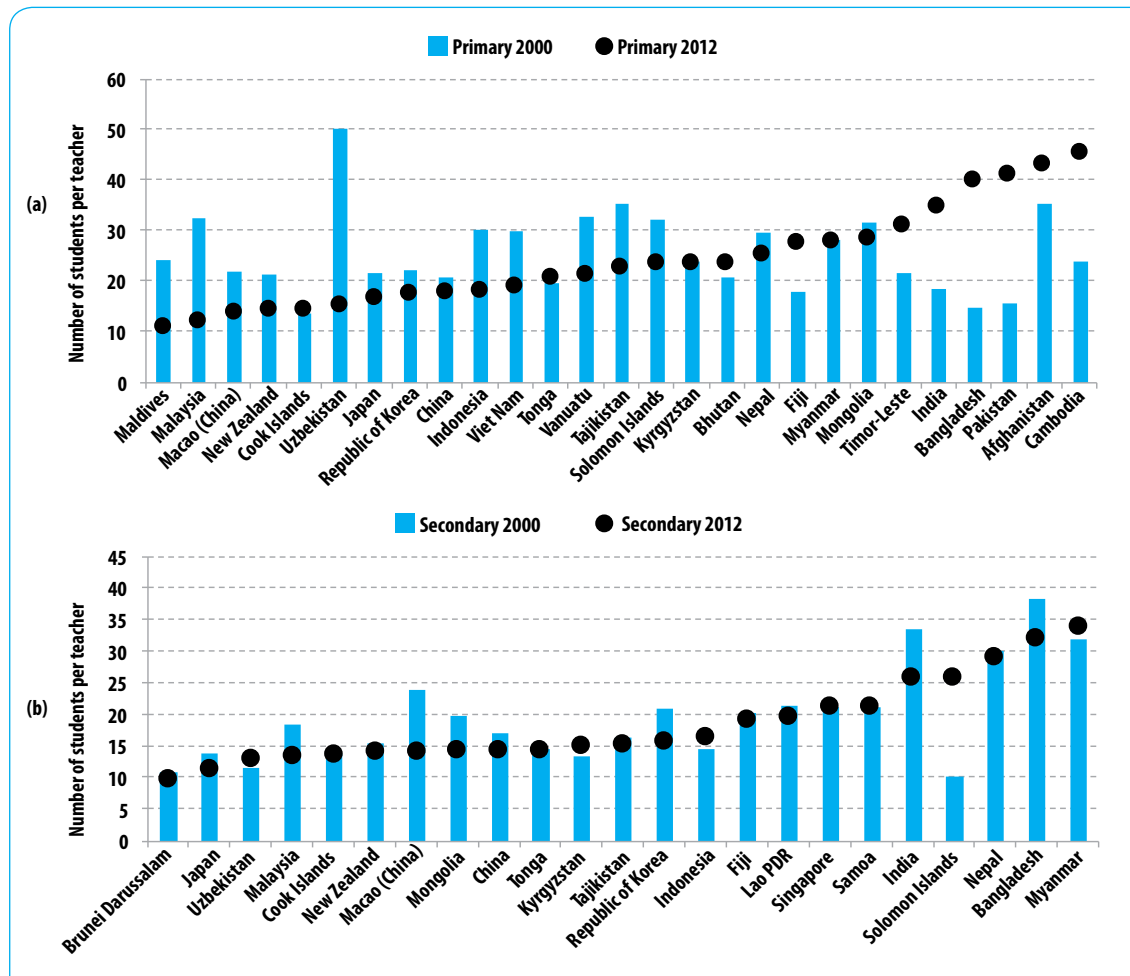
2.6.1.1 Pupil-teacher ratio at national level

Evidence suggests that students are able to accomplish effective learning in a smaller classroom, and that the quality of instruction deteriorates as the number of students per teacher increases. Thus, it is strongly advised in many countries to lower the student-to-teacher ratio by increasing the relative number of teachers.¹⁶

¹⁶ Note: In the EFA-FTI indicative framework, the highest benchmark for the pupil-teacher ratio is recommended to be 40:1.



Figure 20: Pupil-teacher ratio in primary and secondary schools in selected countries/territories in 2000 and 2012



Note: Countries are ranked by their data for 2012.

Source: Statistical Table 6, UNESCO Institute for Statistics, July 2014.

In the Asia-Pacific region, the pupil-teacher ratio is moderate as the majority of countries were below the recommended international benchmark of 40 students per teacher in primary schools in 2012. Most countries have been able to decrease the pupil-teacher ratio since 2000. However, the ratio has increased in some countries, including Afghanistan, Bangladesh, Bhutan, Cambodia, the Cook Islands, Fiji, India, Pakistan, Timor-Leste and Tonga (figure 20 (a)).

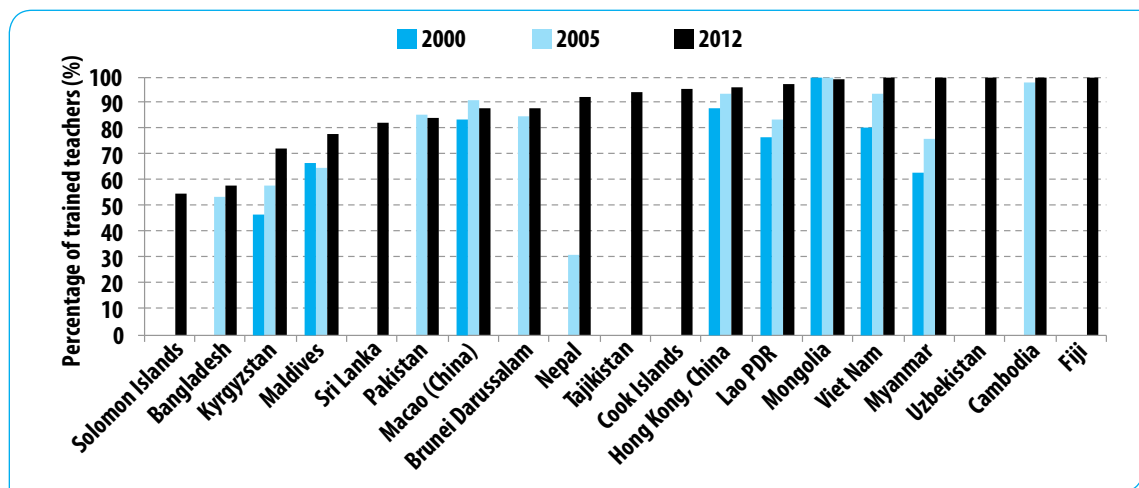
At the secondary level, the pupil-teacher ratio is relatively low compared to that of primary level. Even the countries that recorded the highest ratio in 2000, Bangladesh and India, reduced the pupil-teacher ratio, respectively, to 32:1 and 26:1 by 2012 (figure 20 (b)).

On the other hand, patterns of deployment of teachers differ between primary and secondary schools because some teachers only teach a specific subject in secondary schools. Moreover, it is frequently reported that some secondary schools are short of teachers in specific subjects. Accordingly, any generalized conclusion between primary and secondary education in terms of the pupil-teacher ratio needs careful consideration.

2.6.1.2 Trained teachers

For effective instruction to take place, it is essential that teachers join the teaching profession with the required level of education and training, and continue to receive in-service training. The minimum level of education and training required to become a teacher at different levels of education varies among countries in the region. Many countries/territories in East Asia have experienced a dramatic increase in the number of trained primary school teachers since 2000. Cambodia, Cook Islands, Fiji, Hong Kong SAR of China, Lao PDR, Mongolia, Myanmar, Uzbekistan and Viet Nam have succeeded in reaching 95 per cent or more of trained primary school teachers in 2012 (figure 21). However, some countries still have problems with a sizeable proportion of untrained teachers. At the primary level, only 54, 58, 72 and 77 per cent of teachers had been trained in Solomon Islands, Bangladesh, Kyrgyzstan and Maldives, respectively, in 2012 (figure 21).

Figure 21: Proportion of trained teachers in primary education in selected countries/territories in 2000, 2005 and 2012



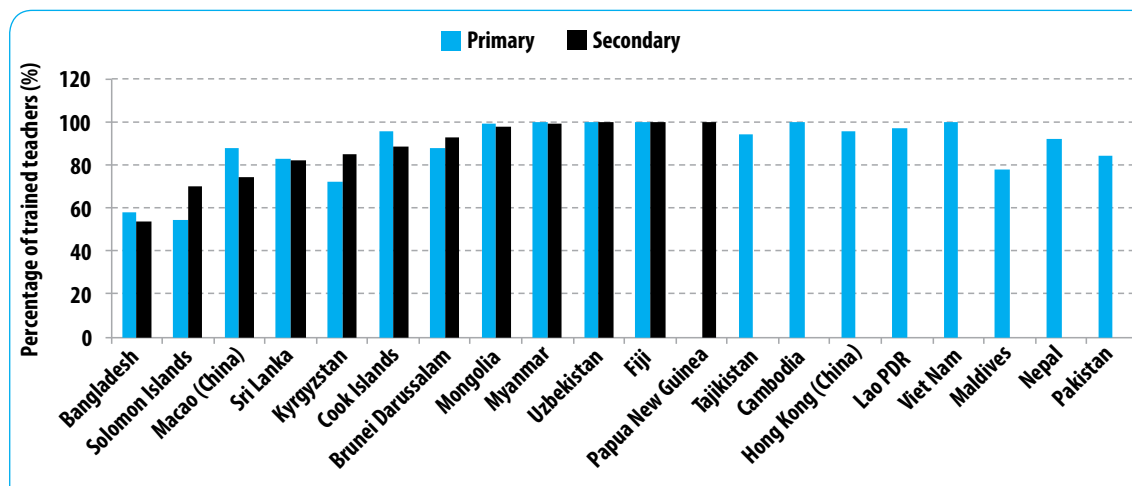
Note: Countries are ranked by their data for 2012.

Source: Statistical Table 6, UNESCO Institute for Statistics, July 2014.

Generally, many countries in the region have more difficulty gaining qualified secondary school teachers, with only Fiji, Mongolia, Myanmar, Papua New Guinea and Uzbekistan having 95 per cent or more trained secondary school teachers in 2012 (Figure 22). Furthermore, there are a variety of patterns involved with acquiring trained school teachers in the region. For example, some countries, such as Brunei Darussalam, Kyrgyzstan and the Solomon Islands have a higher ratio of qualified secondary school teachers than that of primary school teachers, while other countries/territories, including Bangladesh, the Cook Islands, Macao SAR of China, Mongolia and Myanmar find it easier to secure trained primary school teachers than secondary school teachers.



Figure 22: Proportion of trained teachers in primary and secondary education in selected countries/territories in 2012



Note: Countries are ranked on their data for secondary trained teachers.

Source: Statistical Table 6, UNESCO Institute for Statistics, July 2014.

That being said, the ability of certain countries in the region to recruit, train and retain teachers has proven to be challenging. Simply obtaining a suitable number of teachers by 2015 remains a large concern in some countries (see Box 9), and maintaining the quality of current and future teachers presents an additional problem.

Box 9: Millions of teachers missing at the primary level

Globally, an extra 1.6 million teachers will be needed in classrooms to achieve universal primary education (UPE) by 2015. According to new projections developed by the UNESCO Institute for Statistics (UIS) to better inform planning and policy-making, this number will rise to 3.3 million by 2030. Teachers play a critical role in enabling students to achieve good learning outcomes within effective education systems. While their ability to positively shape a child’s learning experience depends on a myriad of factors, the first step towards good learning outcomes is to ensure that there are enough teachers in classrooms. This is the purpose of UIS projections, which do not indicate what will happen but rather what governments should make happen in order to provide every child access to good quality primary education.

Table 5: Number of teachers needed to achieve UPE, by region

Region	No. of primary teachers in 2011 ('000)	New teaching posts needed to achieve UPE			
		By 2015	By 2020	By 2025	By 2030
Central Asia	340	26	68	64	45
East Asia and the Pacific	10,378	57	52	65	90
South and West Asia	5,000	130	187	187	196
World	28,870	1,577	2,381	2,886	3,335

Note: The figures do not include teachers needed to fill vacancies due to attrition.

Sources: UIS eAtlas Projecting Teacher Demand and calculation using the UIS Data Centre, June 2014.

2.6.2 Student Learning Outcomes

In recent years, governments in the Asia-Pacific region have been paying more attention to improving student learning outcomes. Learning assessments allow the measurement of progress and potential areas of improvement of student learning in school. Learning assessments also help the design and implementation of education policies and practices to enhance the overall quality

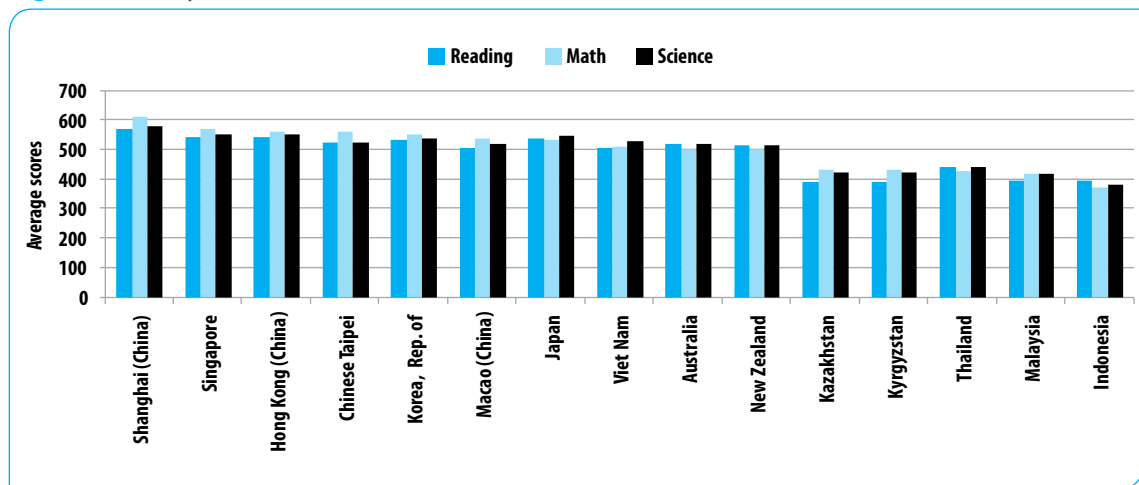


of education. Hence, governments strive to strengthen assessment activities in order to derive useful information on student learning and achievement.

2.6.2.1 International student outcome assessment

In recent years, the number of countries participating in large scale international assessments, such as the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) has increased in the Asia-Pacific region. This is evidence that there is a growing interest and commitment to monitoring the quality of schools. In 2012, fourteen countries in the region participated in PISA, and thirteen countries participated in TIMSS in 2011.

Figure 23: 15-year olds’ achievement in PISA in selected countries/territories in 2012



Note: OECD refers to Taiwan Province of China as Chinese Taipei.

Source: OECD, Programme for International Student Assessment 2012 database.

Learning outcomes are quantified in order to measure the success of teachers and other factors that affect students’ performance in the classroom. Figure 23 displays the performance of children in the 2012 PISA from fourteen Asia-Pacific countries in reading, mathematics and science. In 2012, the average scores of OECD countries/territories for mathematics, reading and science were 594, 496 and 501, respectively. Shanghai scored the highest in the world by a wide margin (Figure 23). Australia, Chinese Taipei, Hong Kong SAR of China, Japan, New Zealand, Republic of Korea, Singapore and Viet Nam also returned favourable results well above the OECD average. However, Indonesia, Kazakhstan, Malaysia and Thailand all scored below the OECD average in all three subjects. Stagnating improvements in learning outcomes for developing countries is a major concern. Trends in average scores in PISA reading, mathematics and science in selected Asia-Pacific countries are presented in Annex 1.

2.6.2.2 National assessment of learning achievements: Bangladesh and Nepal

Bangladesh’s National Student Assessment (NSA), which is carried out under the auspices of the Directorate of Primary Education (DPE), is intended to be a monitoring tool of learning achievements. A sample of primary school students at the end of grade 3 and grade 5 is tested every alternate year on their capabilities in Bangla and mathematics. According to the 2011 NSA results from grade 3 and 5 in government primary schools and registered non-government primary schools, only 25 per cent of students mastered class 5 Bangla competencies and 33 per cent of students mastered class 5 mathematics competencies. The remaining students completed primary education with



short expectations of knowledge and competencies in Bangla and mathematics. In class 3, 67 per cent of students mastered class 3 mathematics competencies. These results indicate that a significant number of students are falling short of achieving relevant competencies in the early grades of primary education (Bangladesh, 2015).

In Nepal, the National Assessment of Student Achievement (NASA) is carried out to track the progress of students' performance. According to the results from grade 8 NASA in mathematics, Nepali and social science, significant variations between the achievement across gender, ethnicities, linguistic communities and schools were found. For example, while some students could not respond to any single test item and achieved a zero, others achieved as high as 90 per cent. Also, while the average score of the highest performing school was over 90 per cent, the average score of the lowest performing school was below 15 per cent. According to the NASA results, 'institutional schools' did better than the 'community schools'¹⁷ (Nepal, 2015).

Box 10: Bangladesh – The SLIP Initiative

The School-Level Improvement Plan, re-named the School Learning Improvement Plan (SLIP) under the Primary Education Development Programme (PEDP) III, is intended to improve learning outcomes and primary enrolment and completion rates through encouraging decentralization, increasing local input into school management and enhancing relations between schools and local communities. As of 2013, SLIP is operational in the government primary schools (GPS) of 280 of the 469 sub-districts in the country.

PEDP II envisaged decentralization as an implementation strategy for improving quality and equity in primary education. The aim was to encourage active involvement of stakeholders at the grassroots level in planning, implementing and monitoring educational activities for children. SLIP promotes a bottom-up planning process, as does the process of preparing an Upazila Primary Education Plan (UPEP) in each *upazila* (sub-district). The expectation was to establish a system of preparing Annual Operational Plans (AOP) based on the consolidation of UPEPs, reflecting the needs identified through SLIP and situation analyses in each sub-district. PEDP III aims to take the SLIP initiative further and promote the decentralization of a more extensive set of education functions.

The SLIP initiative was supported by the provision of school-level improvement planning grants, which were continued and scaled up under PEDP III. In financial year 2012/13, 31,807 schools, comprising 20,800 GPS and 11,007 registered non-governmental primary schools (RNGPS), were each provided with SLIP grants of BDT 30,000, approximately USD 400, covering 53 districts and 280 sub-districts (a total allocation of BDT 955 million or USD 12 million). Fifty sub-districts in 26 districts were also provided with training and with funding for UPEP preparation costs at the rate of BDT 10,000 per sub-district, approximately USD 120 each (a total of BDT 500,000 or USD 6,300). Monitoring of the SLIP initiative is mainly undertaken by the UEOs, School Social Audit Committees, District Education Offices and, occasionally, by officials of the DPE.

This initiative has become an effective vehicle for promoting participation and accountability of community stakeholders in school performance and learning improvement. Funds distributed among the schools have made school management committees (SMCs) more confident in planning and management of their schools. An overall improvement in educational achievement was noticed among the schools in which SMCs have taken a lead role in the preparation and implementation of school learning improvement plans. By decentralizing many school management functions and making schools responsive and accountable to parents and local communities, the SLIP initiative has helped to lay the groundwork for further significant progress in his area.

Sources: Country Case Study on Promising EFA Practices in Asia-Pacific (Bangladesh), UNESCO Bangkok, 2015.

17 Note: In Nepal, there are two types of schools: community and institutional. Community schools receive regular government grants, whereas institutional schools are funded by school's own or other non-governmental sources. Institutional schools are organized either as a non-profit trust or as a company. However, in practical terms, schools are mainly of two types; public (community) and private (institutional) (Wikipedia, 2014).

2.6.2.3 Efforts to assess learning outcomes at the community level: The ASER Centre

While education assessment has been attracting a great deal of international attention, recent years have seen a growing interest in measuring education outcomes and processes at the community level. The ASER Centre was established in 2008 as an autonomous unit within the Pratham network to keep track of the outcomes of India's social sector programmes. Since 2005, the former body of the ASER Centre has been conducting a nationwide survey to assess children's ability in reading and arithmetic every year. It is the largest community-based household survey in India, deploying 25,000 volunteers to monitor the learning levels of 70,000 children in 15,000 villages. ASER is also being conducted in Pakistan. An assessment framework that ASER Centre has been practicing is known as the ASER reading and arithmetic tools. The details of assessment indicators are summarized in table 6.

Table 6: The ASER reading and arithmetic tools

Reading		Arithmetic	
Letters	Set of commonly used letters	Number Recognition I	Randomly chosen numbers between 1–9
Words	Common familiar words with 2 letters and 1 or 2 matras	Number Recognition II	Randomly chosen numbers between 10–99
Level 1	Set of 4 simple linked sentences, each having no more than 4–5 words	Subtraction	2 digit numerical problems with borrowing
Level 2	Short story with 7–10 sentences	Division	3 digit by 1 digit numerical problems

Source: ASER Centre, 2014.

Box 11: Need of better monitoring system for learning achievements

Measuring quality in education requires strong coordination among different departments and agencies, especially when the achievements of learning outcomes are done separately from the regular administrative data collection. Very few countries are able to report on student's learning achievement for the national EFA 2015 review report. Country capacity should be developed to monitor these very important aspects of education in a transparent and reliable manner. Comparability is also a concern with regard to learning achievements at the regional and international level.

Source: Based on the statistical review of draft national EFA 2015 reports of participating Member States in Asia-Pacific.

2.7 Summing up

Data clearly shows that countries in the Asia-Pacific region have made tremendous progress towards achieving the six EFA goals, though there are many remaining issues and challenges.

Goal 2 on universal primary education and Goal 5 on gender equality are the most successful goals, with huge progress in enrolment and reduction in gender disparities in access and participation to primary education. Countries in the region also saw significant progress in ECCE (Goal 1), and lower secondary and secondary education enrolment (Goal 3). For adult literacy (Goal 4), some countries were able to meet the target, however, many will not achieve this goal by 2015.



Review of EFA Strategies in the Region

This chapter provides a short assessment of the strategies that governments put in place to achieve EFA in the region, and then analyzes what factors may have enabled or constrained the progress.

3.1 Assessment of EFA Strategies

From the analysis in Chapter two, it is clear that the region has made encouraging signs of progress in improving access to primary education and in achieving gender parity. However, the overall picture of EFA in the region is mixed; progress is slow, irregular and uneven. It should be noted that progress has been significant in countries with sustained economic growth, a high level of political commitment, good policies, strong governance and effective partnerships amongst the various stakeholders.

Multisectoral approach

The development of a country's education sector is intricately linked to other sectors. While factors within the education system are critical, many external factors also affect education sector performance. The extent to which intersectoral coordination is ensured amongst various sectors (e.g. labour, education/human resources, finance, planning, and health) will have a positive impact on educational outcomes. For instance, progress in Goal 1 is very much a function of coordination between health, social welfare and education sectors and how effectively various stakeholders are able to work together. A review of national EFA strategies reveals that in most countries these cross-sectoral approaches are lacking.

The Dakar Framework for Action called for promoting EFA policies within a sustainable and well-integrated sector framework linking it to poverty reduction and development strategies. Despite high priority placed on basic education, much was left to develop primary education within broader approaches to education, strengthening planning and implementation processes and linking education to broader policy and budgetary framework. Evidently, synergies between strategies for promoting education and those for reducing poverty have not been adequately explored.

Holistic approach to EFA and the whole education sector

For the most part, UPE is understood to represent EFA, which in fact, constitutes six goals. The holistic nature of EFA from a lifelong learning perspective has therefore, not been kept intact. While distinctive elements of EFA are critical, the totality and integrity of the six EFA goals has been missed due to several factors, including: 1) the focus of the international aid discourse on education-related MDGs rather than on the EFA goals, 2) the fragmentation of structures, programmes and activities along with weak coordination at the country level, and 3) insufficient

management capacity in the education sector. It should also be mentioned that some EFA goals, such as Goal 3 and Goal 6 are open to a range of different interpretations. These goals lacked specificity, clear definition and measurable indicators. This created difficulty in both planning and implementation. The fragmented focus on specific EFA goals also prevented addressing key education issues beyond the EFA goals and taking a whole sector approach. As most countries made efforts to achieve primary education for all, expanding and improving the quality of secondary and tertiary education systems has become the weak link in the education chain, lacking a whole sector approach.

Box 12: China's Nutrition Improvement Project for Students to Provide Compulsory Education in Rural Areas

In 2011, the Ministry of Education, the Ministry of Finance and the National Committee of Development and Reform of China initiated a long-term project to improve the nutrition and health status of the students who suffer from poor nutrition, malnutrition and other problems. The central government provided subsidies for food at a rate of three yuan per day per student for 200 school days per year. These students (30 million) were enrolled in nine-year compulsory education in the remote and poverty-stricken rural areas of China. The national pilot projects were carried out in poor areas of the country. The projects focused on areas with minority groups and on border areas.

Up to the beginning of 2013, the coverage rate for the targeted schools and students benefitting from the Nutrition Improvement Project was 100 per cent. Based on an assessment conducted by the China Foundation for Development Research, there was been a rapid decrease of hunger among students; the phenomenon of feeling hungry all the time has disappeared. The satisfaction level among parents and students from poverty-stricken areas regarding the Nutrition Improvement Project is over 91 per cent. This initiative has advanced the retention rate for students going through compulsory education in the pilot project areas and improved the nutrition status for students.

The assessment also included a physical monitoring of 4,781 students going through compulsory education in the 18 pilot provinces covered by the project. Results show that the average height and weight for all the groups of girls and boys in 2013 were greater than the data provided by the Centre for Disease Control in 2012. Specifically, for boys, their average height has increased by two cc and the average weight increased by 1,000 grams. For girls, their average height increased by one cc and their average weight increased by 1,000 grams.

Source: Ministry of Education, China, 2013.

Role of civil society organizations

The Asia-Pacific region has seen unprecedented involvement of CSOs in the delivery of educational services. The Dakar Framework for Action advocated for the greater role of learners, teachers, parents, communities, non-governmental organizations (NGOs) and other organizations in the formulation, implementation and monitoring of education development strategies. It also called upon governments to engage CSOs in dialogue, decision-making and innovation around the goals of basic education. Quality dialogues and partnerships among stakeholders, including national governments, bilateral and multi-lateral organizations, NGOs, the private sector, schools, teachers, communities and parents, in designing, implementing, monitoring and evaluating policies, programmes and activities should increase. Gaps are noted between the stated intentions of governments to consult widely with stakeholders and the actual consultation carried out. There are often cases of mutual mistrust and distrust between governments and CSOs. The role of CSOs at key stages of planning has been found to be minimal. Governments have shown reluctance to acknowledge the work done by CSOs. For example, the Annual Survey of Educational Results (ASER) conducted by Pratham, a prominent NGO in the last decade to ascertain the quality of learning in India's schools has attracted considerable international interest and stimulated national



interventions to address unsatisfactory learning outcomes, yet this hardly warrants a mention in the report. This is also true in other countries in South Asia.

Governance reform

A responsive, participatory and accountable system of governance is central to achieving the EFA goals. The Dakar Framework for Action noted the urgency of reform in education management and called for a departure from a “highly centralized, standardized and common-driven forms of management to more decentralized and participatory decision-making, implementation and monitoring” (p. 19). Throughout the region, the role of good governance has been debated in improving the efficiency and effectiveness of education programmes. Many countries, including Indonesia, India, Nepal, Republic of Korea and Viet Nam, gradually strengthened more participatory governance initiatives involving decentralization, broader participation of communities and local bodies, teacher accountability and school-based management. A careful review of national EFA reports suggests that government efforts to improve education decentralization has sometimes resulted in side effects, such as high costs, corruption and widening disparities, some of which have stemmed from the lack of additional measures and regulatory mechanisms to address potential governance risks.

Rights-based, inclusive, pro-poor strategies

The essence of EFA is to ensure that each child has equal opportunity to receive a complete full cycle of basic education. To achieve this ambitious goal, countries need inclusive, pro-poor, targeted interventions. Chapter 2 of this report suggests that while every country has made progress, every country has had difficulty reaching the most disadvantaged children. In almost every country, the five to ten per cent of children who are out-of-school are girls, children with disabilities, ethnic minority children, rural children, migrant children, stateless children and other vulnerable groups. By and large, EFA strategies adopted by countries do not pay special attention to the principles of equality and non-discrimination in education. Education policies, despite the rhetoric of equality and inclusion, do not enhance the rights of girls, minorities, children with disabilities and other vulnerable/disadvantaged groups. Countries including Bangladesh, India, Nepal, Lao PDR, Cambodia, Viet Nam, Malaysia, Sri Lanka, that have successfully integrated a rights-based approach and inclusive strategies to education have been able to address exclusion and marginalization. A lack of attention to produce and use disaggregated data to monitor progress among marginalized groups also played a big part in this problem. In the absence of disaggregated data, countries cannot properly identify, track and monitor the participation of excluded groups.

Access and quality tension

An assessment of EFA strategies shows that many developing countries have difficulty striking a balance between access and quality. National EFA reports show an important imbalance between access and quality, with predominant emphasis on access in most countries where enrolment is still low. These countries are still struggling to enrol a large number of children in their school system. The focus of educational planning in these countries is more on ‘massification’ (the bringing of more children to the schools) without necessarily installing effective quality enhancing and quality assuring interventions. Countries including China, Malaysia and Viet Nam, that have succeeded in reconciling access (or equity) and quality, did so through careful policy choices and serious supportive measures. The fact that education systems that perform the best in international learning assessments are those systems with little learning disparities among their students indicates that achieving equitable quality is not only possible but desirable. Evidence suggests that despite the tension, it is possible to sharpen the focus on quality by focusing

on teachers, teacher development, learning materials, instruction, mediation, and developing supportive learning environments.

Proper targeting, monitoring and accountability

Experience from successful initiatives across the region has demonstrated that carefully derived targets, and a focus on the outcomes of programmes, including the holding of organizations or individuals accountable for reaching them, are strong determinants of success. China's success in raising its enrolment and retention rates is related to its proper targeting, monitoring and holding of local governments and institutions accountable. Where targets are set individually for separate social groupings – rural children, children of poor families and urban slum households, members of marginalized ethnic or language groups, the disabled, orphans, migrants, and so on, and followed up by well-resourced policies and programmes, chances of success are likely. India's Sarva Shiksha Abhiyan sets enrolment and retention targets separately for girls, scheduled caste children and scheduled tribe children and resources are provided for programmes to reach them. Many other countries have done the same.

Statistical systems and indicators

Reliable data and indicators are essential for tracking the progress of the EFA goals, building solid policies and strategies, and assessing their effectiveness. The success of EFA depends, among others, on the national capacity to collect, analyze and process education data and provide the information needed to influence and rigorously monitor the directions for the EFA goals. Most countries in the region continue to have issues of data availability, as well as the capacity to collect, analyze and use statistics. While reviewing the national EFA reports, in addition to the problem of data availability, technical issues are associated with defining several of the indicators currently used in monitoring the six EFA goals. Data are often plagued with transparency concerns and comparability problems. Indicators often come with considerable time and validity lags. Quality monitoring has posed a particular challenge. The second EFA goal, achieving universal primary education, is not only about access to school but also about learning. Education indicators useful for measuring progress toward the quality goal have remained elusive, particularly when it comes to learning outcomes and the processes that lead to such outcomes.

Overall, EFA strategies adopted by countries in the region are not without challenges. There is much to learn from this experience which will be discussed separately in this report.

3.2 Enabling and constraining factors

In reviewing the EFA country reports for the Asia-Pacific region, it is important to note that there are internal and external factors that can enable or constrain the achievement of the EFA goals. For the purposes of this report, enabling factors are those influences that assist in facilitating further education progress and development. Constraining factors are those circumstances or influences that may restrain or stifle education development and progress.

3.2.1 Enabling factors

Integration of EFA in national plans

There has been unprecedented government commitment for education development in all countries, regardless of income level, as demonstrated through the integration of the EFA goals



and targets into national policy and planning. This is most pronounced in developing countries. Multiple countries in the Asia-Pacific region addressed the focus on EFA in their national and strategic government plans, including Mongolia in East Asia; Afghanistan, Bangladesh, Bhutan, India, Iran, and Nepal in South Asia; and Lao PDR, Myanmar, Philippines, Cambodia, Indonesia and Thailand in South-East Asia. Most notably, the majority of Pacific Member States included EFA as a government priority, enacted new education legislation and policies, and developed EFA National Plans of Action. These Pacific countries include Fiji, Marshall Islands, Nauru, Samoa, and Tuvalu. Furthermore, continued government commitment to the expanded vision of education for all is manifest in East Asia with the Democratic People's Republic of Korea, Japan, and the Republic of Korea; and in South-East Asia with Singapore, Malaysia, and Brunei Darussalam. In the end, all Member States in the region have expressed tremendous government commitment to, and support for, quality education. There are also cases where new goals and targets have been added to address specific policy priorities. Nepal, for example, added its seventh EFA goal to ensure mother tongue-based education for ethnic minority children.

Legal and policy commitment to free and compulsory education

Government commitment to free and compulsory education is considered one of the primary enabling factors for educational development and the successful progress towards achieving the EFA goals. The Philippines and India in particular, highlight the importance of strong political will and commitment in fostering effective and rapid advancement towards EFA goals in their respective EFA country reports. India, in fact, asserts their 86th Constitution Amendment Act passed in December 2002, which made free and compulsory education a fundamental right for all children (ages 6-14), is the most important enabling factor that has served to expedite educational progress towards meeting EFA goals. Furthermore, India's subsequent legislation, the Right of Children to Free and Compulsory Education (RTE) Act 2009 (operative 1 April 2010), added legal strength and "time-bound targets" that further accelerated movements toward meeting EFA goals. Free and compulsory education has been lengthened and/or instituted across the Asia-Pacific region, with some countries planning to extend compulsory education in the future. In 2012, the Democratic People's Republic of Korea enacted universal 12-year free and compulsory education. The Republic of Korea plans to include three additional years of free education on top of its nine years of free and compulsory education by 2017.

Fair public spending on education

An important indicator of a government's commitment to education is increased and targeted public spending invested in educational initiatives, and effective and efficient education spending. Government concerns with economic, political and social development in their respective countries led directly to increases in education budgets in the region. Thus, the phenomenon of increased free and compulsory education, as previously discussed directly, resulted in increased public expenditure in the vast majority of Asia-Pacific countries.

Across the region, increased public spending in education after 2000 allowed for vast improvements in education infrastructure to be made. This included new schools and new student boarding facilities being built; existing schools being improved; access to clean water and toilets (for both girls and boys), and walled classrooms being provided. In Thailand, the government established 12-year free education in 2007 and 15-year free education in 2009. This involved investing a sizeable proportion of the government's budget for education. In South Asia, all countries have benefited from improvements in educational infrastructure. This expansion in infrastructure has directly led to improvements in access across the region, and this is highlighted clearly in multiple

country reports. Bhutan's country report states that enrolment increased by approximately 41 per cent specifically due to "major expansion for school infrastructure and facilities" (Bhutan, p. 19). This marked expansion in schools and facilities opens the doors to more students, especially girls and the disadvantaged, to access education. Nepal and Afghanistan also experienced tremendous expansion in schools since 2000 and 2002, respectively.

Implementation of inclusive approaches in education

The implementation and use of mother tongue languages in primary education curricula across Asia-Pacific has sought to improve education (e.g. decrease drop-out and repetition rates) as well as respect various cultures and language traditions. Thus, for countries with diverse populations, mother tongue language policies have gained impetus, most notably in the Pacific countries, as well as in South and West Asia and South-East Asia. Countries in South and West Asia, particularly Afghanistan and Nepal, have sought to institute and provide robust mother tongue educational initiatives and curriculum reforms. Nepal's report notes that because the country has more than 123 languages, mother tongue-based instruction should be available to students in primary education, and there should be no cultural, ethnic or caste discrimination. In this regard, Nepal has made some efforts in implementing multilingual education (MLE) legal provisions and regulations. The Philippines incorporated a comprehensive Mother Tongue-Based Multilingual Education (MTB MLE) policy that was implemented nationwide in their statistical year 2012–2013. This policy requires all elementary schools to "use their own dialect or mother tongue as the medium of instruction and offer a subject of the same in grades one to three" (p.46). The implementation of MLE across the region, especially in the first three or four years of primary education, have aided in producing marked increases in school attendance, retention, and survival rates of students.

Increased efforts and plans towards the provision of education for children with disabilities and difficult circumstances have also been made throughout the Asia-Pacific region. Increased attention has been given to inclusive education and what this entails for children with disabilities, girls, ethnic minorities, as well as the urban and rural poor. Sri Lanka notes that their country provides 850 special education units in government schools and 25 assisted special schools to meet the needs of 52,782 students of the 5–14 age group. Sri Lanka is also exploring the inclusion of students with disabilities into regular schools. Bhutan has taken steps to be more inclusive by conducting disability assessment surveys in 2010-2011 to assess the risk of disability in children aged 2–9. In Nepal, it is recognized that more attention needs to be paid to those with disabilities and other disadvantaged groups, and that cultural stigmas associated with disability should be addressed. Across the Asia-Pacific region, there has been an increase in awareness of the importance of inclusive education, and efforts ensuring that those with disabilities and the marginalized are not excluded and have access to a quality education.

3.2.2 Constraining factors

Despite government commitment to achieving EFA, and strong partnerships among non-state and state entities, constraining factors at the system and operational levels continue to hamper efforts. The factors that have impeded further progress in EFA in the region include, but are not limited to, budgetary constraints, poverty, poor governance and weak coordination, shortage of human resources, geographical and cultural barriers, insecurities due to natural disasters and/or conflict, low internal efficiency and underdeveloped monitoring and evaluation systems.



Budgetary constraints and the reliance on external funding

Many countries, especially the least developed countries (LDCs), continue to struggle against unfavourable macroeconomic situations and limited financial allocations to education. In terms of governance, inadequate policy coordination and weak linkages between education and related sectors, such as health, social welfare and labour, exist in many countries in the region. The advancement of education development has been crippled by weak efforts to enforce and apply legal commitment, regulation, accountability, and transparency at all levels. Budget constraints directly affect the attainment of the EFA goals and are recognized across the region. However, every country, especially the Pacific Islands, South Asia, and much of South-East Asia still face formidable and ongoing public funding constraints for education.

Poverty

Poverty is highlighted as the primary constraint for education and the obtaining of EFA initiatives across the Asia-Pacific region. The national EFA 2015 review reports of Afghanistan, Bhutan, and Nepal state that poverty presents grave barriers to education. Opportunity and hidden costs of education prevent poor families from sending their children to school. Cambodia, Myanmar, and the Philippines also admit and struggle with poverty's effects on education. In Myanmar, it is reported that "26 per cent of the population (is) living below the national poverty line (2009–2010)" (Myanmar, p. 1). The Philippines indicated that the "24 per cent of those not attending school is due to financial constraints" (p. 54). Poverty continues to constrain EFA progress as the urban or rural poor lack access to schools and certainly to quality education, and they are at a greater risk of dropping out due to their/family need for them to enter the workforce/child labour.

Weak governance and coordination of partnerships

In addition to weak governance, such as insufficient capacity, transparency and accountability in education management, the lack of clearly defined government leadership and coordination mechanisms and partnerships has resulted in poor coordination and harmonization of donor support and partnerships between governments, and non-government organizations and the private sector. The combination of the above has perpetuated the shortage of human and technical capacities, which in essence, is another hindrance to providing access and quality education to all. The education system in many countries continues to suffer from the lack of trained and qualified teachers, planners, and managers, including in policy development, curriculum reform, monitoring and evaluation.

Lack of schools and insufficient school infrastructure

The lack of schools and insufficient school infrastructure leads to issues of accessibility in much of South and West Asia, and the Pacific, as well. In South and West Asia, although improvements in infrastructure have been made, there are still problems with school mapping, a lack of schools and poor infrastructure in Afghanistan, Bangladesh, Nepal, and Pakistan. In South-East Asia, shortcomings in schools and facilities are reported in Cambodia, Lao PDR, Myanmar and Timor-Leste.

Teachers: Shortage, quality and absenteeism

In the Asia-Pacific region, the stark shortage of qualified teachers presents a serious constraint to meeting the EFA goals. These teacher capacity gaps are seen especially in the Asian countries with larger populations (China, India, Indonesia, Pakistan, and Bangladesh). In India, with a growing population of over 1.2 billion, it is admitted that it is "difficult to keep pace with [the] expanding

demand for education” (India, p. 99). As populations continue to grow, some developing countries must not only catch-up with present educational needs, but they must also plan for future expansion in education systems that will have exponentially more students who will need trained and qualified teachers and education administrators. Thus, in several countries of the region, there is great need for more trained and qualified teachers to enter the workforce as the shortage of qualified teachers remains one of the key constraints to accessing quality education in Asia and the Pacific.

Another constraint to reaching the EFA goals in Asia-Pacific is the lack of teacher attendance and poor teacher support (financial and/or professional). These two issues are often linked, because teacher absenteeism is often a result of teachers not being provided with the necessary professional supervision and support, as well as sufficient financial compensation. It also shows weaknesses in the governance system. Teacher absenteeism affects both the quality of education and student access to education. According to Bangladesh’s draft national EFA 2015 review report, the “teacher absenteeism rate is 12–13 per cent (with half on leave) with additional high levels of lateness among rural primary school teachers. Nearly 50 per cent of teachers in government-funded schools and Ibtedayee madrassas are late in school at any one time (Sommers, 2013)” (p. 44). The phenomenon of ghost teachers which is associated with poor monitoring mechanisms is another serious issue in several countries including in Pakistan, India and Nepal.

Insufficient focus on quality of learning

An additional constraint to attaining the EFA goals, especially as concerns the quality of education, is the presence of multi-shift schools in much of South and South-East Asia, as well as Mongolia. This has led to poor quality of learning. In Bangladesh, the average classroom time is reported as “one of the lowest in the world, set officially at 578 hours per year, but actual hours are often less.” (Bangladesh, p. 44) According to DPE data, “in Bangladesh, almost 80 per cent of schools run on double-shifts, students in grades 1–3 attend in the morning and students from grades 4 and 5 attend in the afternoon (Bangladesh, p. 44).” In addition, Afghanistan, Bangladesh, Cambodia also report multi-shift education. This often leads to a high prevalence of drop-outs and repetition.

Geographical barriers

Geographical barriers, including long distances to schools and remoteness also present constraints to access to education. In the Pacific and in Sri Lanka, the island realities present difficulties in access to schools, as well as constraints concerning the additional costs incurred due to the geographical barriers confronted by island nations. In countries such as Nepal, Bhutan, Mongolia and Afghanistan, mountainous and remote areas continue to prevent access to schools and constitute deterrents to teachers. In Nepal, it is reported that 46.7 per cent of those age fifteen and above have never attended school. The Nepal report states that, “7,828,022 (32.7 per cent) of population are still far from any kind of educational intervention and have remained illiterate” (Nepal, p.49).



Box 13: Bhutan – Establishment of Extended Classrooms (ECRs)

Long walking distance to schools has and continues to be a major problem especially in rural and remote locations in Bhutan. To ensure that education is made accessible within one hour walking distance in these communities, including in the areas where the number of children does not justify a school, the Government (Ministry of Education) initiated the establishment of extended classrooms (ECRs) as part of their 10th Five Year plan (2008-2013). ECRs were established across 19 of the 20 districts in the country, offering primary education from pre-primary (PP) to grade 3. After completing grade 3, students move to a nearby boarding primary school to continue their education. As of 2012, there were 109 ECRs in the country with an enrolment of 3,251 students (1,711-m; 1,540-f) between six and nine years of age, or three per cent of primary students in Bhutan. These children were from rural and remote areas, and from nomadic and highland communities.

For cost-effectiveness, ECRs are run in existing institutions such as monasteries, NFE centres, outreach clinics, etc. Basic facilities including drinking water and toilet facilities are provided to ensure a healthy and conducive teaching-learning environment. As a result of ECRs, the primary enrolment rate has increased, especially in the rural and remote areas. As a strategy, ECRs have also been effective in closing the gender gap in primary education.

Source: Ministry of Education, Bhutan, 2013.

Cultural and religious barriers

Cultural and religious barriers in the region, as well as related ethnic and gender disparities continue to exert constraints to accessing an education, especially as concerns girls, castes, indigenous peoples, the urban poor, the rural poor, and those with disabilities. In Afghanistan and Pakistan, misinterpretation of cultural and religious beliefs has continued to prevent many girls from accessing schools and safe learning environments. The National EFA Report of Afghanistan notes that “schools for girls have been attacked, hundreds of teachers educating girls have been threatened or killed, and girls have been physically harmed while attending or walking to or from school” (p.40). In Lao PDR, married female students are not allowed to continue formal studies and training. Additionally, across South, South-East, and East Asia cultural stigmas associated with disability may prevent parents from admitting a child for testing/medical care and/or sending their child(ren) with disabilities to school. The discrimination of castes, indigenous groups, and the poor continues most notably in South Asia and South-East Asia. In South Asia, child marriage remains pervasive, often leading to girls dropping out of school without completing a full cycle of basic education. As a result of misinterpretation of cultural and religious barriers, many are denied education opportunity, which constrains the attainment of EFA goals in these countries.

Low internal efficiency

Low internal efficiency indicators (high dropout rates, high repetition rates, low survival rates), in varying degrees and at various stages (primary and/or secondary) are found throughout the region. Dropout and low retention rates continue to be constraining factors in South-East Asia (Cambodia, Lao PDR, Malaysia, Myanmar, and the Philippines); in South and West Asia (Afghanistan, Bangladesh, Bhutan, India, Nepal, and Pakistan); in the Pacific (Fiji, Nauru Samoa, Tuvalu and Vanuatu); and in East Asia (Mongolia).

Insecurity due to natural disasters, climate change, and/or conflict

Insecurity due to continuing conflict and political instability in South and West Asia, specifically Afghanistan, Pakistan, and Sri Lanka, continue to inhibit progress towards attaining the EFA goals. Conflicts in South-East Asia, notably in Myanmar, Southern Thailand, and Southern Philippines also constrain efforts towards reaching the EFA goals. Attacks on teachers are of particular concern

in Afghanistan, Pakistan, and in Southern Thailand. Furthermore, due to insecurity issues in Afghanistan, including increased attacks on schools, 500 schools in 10 provinces remain closed. This translates to thousands of students without access to education.

Insecurity due to climate change and natural disasters is also a significant concern. The effects of climate change, and subsequent natural hazards, are especially recognized in the Pacific countries as water levels continue to rise. No region in the Asia-Pacific region seems to be immune from insecurity due to natural disasters. Typhoons, earthquakes, flooding, and landslides affect educational infrastructures and educational attainment. Thus, climate change and natural disasters continue to present challenging constraints to education, and ultimately create the need for education plans which incorporate emergency preparedness and resilience.

Lack of monitoring and evaluation systems and capacity

While many countries have established monitoring and evaluation systems, many of them are still underdeveloped both in terms of monitoring of sector performance and in teaching and learning, particularly for ECCE, literacy and non-formal education. Mongolia, for example, indicated the need to introduce a proper education management information system (EMIS) to see the impact of learning inputs to determine planning and resource allocation decisions. To date, formative learning assessments at the primary level in several countries are lacking. Afghanistan, on the other hand, reported the lack of a comprehensive monitoring mechanism and evidence-based research to strengthen accountability systems and to feed into decision-making for a number of areas including ECCE and literacy. Samoa reported the difficulties teachers at all levels face in monitoring and evaluating students' progress and adjusting their teaching accordingly, especially for learners with special needs.

Governments have overlooked the fundamentals of education, the need for strategic mitigation and funds, and the inherent aspects of education and the nature of their interaction. More specifically, governments have been placing emphasis on the goals and targets rather than the fundamentals of school reform, which encompass curriculum reform, teacher training, pedagogy, assessment and school management. Poor financial management points to the failure of governments to target resource allocation to reduce disparities and makes evident the lack of measures to mitigate the misuse and leakage of funds for education. Lastly, synergies between access and quality and between equity and quality are missing.

3.3 Lessons learned and best practices

In Asia-Pacific, the changing economic and employment structures have been accompanied by a move towards regional integration in a world that is becoming more economically interconnected. With the changing economic and employment structures, as well as the changing demographic patterns and technological advances, countries are now focused on providing good quality education for all and ensuring that citizens have the necessary skills and competencies to respond to social changes.

Lessons Learned

1. A key lesson learned is that strong government leadership and commitment is necessary to education development. Directing policy-making, setting objectives, mobilizing domestic and international funds, and creating a supportive atmosphere are conducive to advancing the EFA



agenda. Governments support, guide and monitor the work of decentralized bodies and local communities who play a central role in transforming EFA objectives into learning outcomes.

2. Bridging policy and implementation is another key. National ownership of internationally agreed goals is important, but at the same time these goals should be localized, guiding the work of local actors such as schools, communities, teachers, families and learners. Too often education policies and objectives falter in implementation. Given the nature of the EFA goals and targets that are externally set, it is important that internationally agreed goals are properly contextualized within the country's socio-economic, political, cultural and bureaucratic traditions, structures and processes. Whether or not a policy will succeed or fail depends on how effectively the enabling factors support the implementation. Furthermore, there should be proper alignment between international goals and targets and national priorities, policies and programmes.
3. Education for All is, in other words, "All for Education". While the obligation of governments to ensure equitable learning opportunities for all is unequivocal, strong and genuine partnerships among governments and various non-governmental stakeholders, as well as the wider community, are essential in ensuring the right of every person to education. Partnerships should be encouraged at all levels (global, regional, national and local) amongst different stakeholders.
4. Greater involvement of non-state stakeholders in the planning, implementation and monitoring of education programmes is critical for achieving national education objectives. The private sector has historically been mistrusted by the public institutions in the education development process. Cognizant of the increasing contribution to education, governments will gain by encouraging, supporting, clarifying and regulating the private sector's involvement in education development.
5. Clear definition of goals, targets and indicators helps improve the monitoring of progress and assess the effectiveness of policies. Goals that are clearly defined and measurable are likely to be carried through. To the extent possible, targets need to be quantifiable and clearly time-bound. Indicators need to be disaggregated to monitor the reduction of inequities in education.
6. It is not enough to set goals. A strong accountability framework should be in place defining how the internationally set education development goals will be accounted at the national and local levels, and what actions will be needed to turn the global and national commitments into results. A clearly articulated framework should hold key institutions and bodies accountable for their performance. All actors, including governments, civil society, teachers, local bodies, and schools should be accountable for honouring their commitments.
7. The EFA experience has demonstrated that effective governance forms a basis for achieving the EFA goals and it has a bearing on how the goals will be translated into outcomes and how stakeholders will be involved in the decision-making process.
8. Growing education inequality and exclusion, which is further exacerbated by growing economic inequality, can hinder inclusive education development. The gaps between boys and girls, men and women and between social groups can further widen if targeted interventions and progressive investment are not undertaken to address marginalization.
9. Both national and international tests are indicating that children are not learning enough. Poor families bear the burden of poor quality education as it is in under-funded, under-resourced public schools in disadvantaged and under-privileged communities where quality is particularly poor. The approach of EFA has largely been promoting access without assuring quality

enhancing measures and it has resulted in millions of learners without reading and writing skills despite four or more years of schooling. A low quality of education is equal to no education at all. Therefore, national education policies should ensure an adequate supply of qualified, trained and motivated teachers, create a safe, child friendly and supportive learning atmosphere, equip schools adequate learning resources and support learners with additional support as needed. The focus of monitoring should be on learning outcomes, not access or participation.



4

Emerging Regional Challenges and Post-2015 Education Priorities

4.1 Regional Trends and their Implications for Education

Since 2012, various expert meetings and consultations on education for the post-2015 development agenda have been organized in Asia-Pacific at regional, sub-regional and national levels. Some of these meetings have focused on specific themes in education, such as ESD and ECCE. In this process, debates on education post-2015 were situated in the broader context of rapidly transforming societies in the Asia-Pacific region. Participants have pointed out various trends that characterize the region, such as rapid economic and social changes, shifting demographics, technological advancements and environmental degradation, and discussed their implications for education.

In the economic sphere, for example, the fast transformation of economies and labour markets make education and training for pre-established job profiles increasingly difficult. Regional economic integration leads to freer flow of people and increased skills mobility, resulting in growing demands for education to equip young people with the skills and aptitudes necessary in the ever-globalizing economy. Countries in the region are also turning their attention to the regional harmonization of qualification frameworks and diploma recognition.

Not only is globalization of the economy a significant issue, but also increasing migration, both international and intra-national, fuelled by conflicts, natural disasters and widening wealth disparities. This implies that learners must be prepared for work and live not only within the community in which they were born but also well beyond it. Education systems need to be able to respond to the needs of increasingly diverse, multi-cultural and multilingual learners. Demographic changes – youth bulges in some countries and ageing populations in others – demand lifelong learning perspectives in educational policies. Technological advancement opens new opportunities for teaching and learning, while concerns over climate change, environmental degradation and increasing inter- and intra-national conflicts stoke interests in the role of education in promoting global citizenship, peace, and sustainable development.

4.2 Emerging Issues and Challenges for Education in the Asia-Pacific Region

Discussions on post-2015 education in the context of various regional trends have led to the view that education systems need to transform themselves in order to respond to the requirements of fast-changing, ever-globalizing, knowledge-based societies and support their sustainable development while also leveraging and taking into account the diversity of people, traditions, cultures, languages and the social fabric of the Asia-Pacific region. The discussions also yielded a general agreement that, while significant progress has been made towards achieving the EFA goals in the region—and universal enrolment in primary education, in particular—the post-2015 education agenda also needs to address both the current EFA goals that are yet to be achieved, as well as newly arising issues and challenges posed by emerging trends.

The following list highlights some of the persistent and emerging issues and challenges for education in the region as identified through the consultation process:

- Significant, sometimes widening, disparities, both between and within countries, in enrolment, retention, progression and learning outcomes, often on the basis of gender, socio-economic status, ethnicity, language, geographical location, and disability.
- Rapidly increasing demands for post-basic education and pre-primary education, hence the urgent need to increase equitable access to all levels of education from early childhood to higher education and adult learning.
- Insufficient quality of education to effectively and efficiently support and improve learning for all learners.
- Poor quality of teachers and teaching often due to gaps between policy and practice, a lack of systematic teacher training and development, and non-conducive work environments for teachers.
- Disconnects between what is taught in schools and education programmes and what is needed for effective participation in an increasingly inter-connected and rapidly changing world.
- A lack of long-term commitment to and sustained and well-resourced action for education.
- Poor and opaque governance of education, including non-transparency, weak accountability, corruption and malpractice.

4.3 Key Concepts to Underpin Education Post-2015

As a part of the worldwide consultation on the post-2015 development agenda led by the United Nations, and held adjacent to the 13th Regional Meeting of National EFA Coordinators, the Regional Thematic Consultation on Education in the Post-2015 Development Agenda was co-organized by UNESCO and UNICEF in Bangkok, Thailand from 29 February to 1 March 2013. Supported by various non-governmental and civil society organizations, the meeting brought together 120 participants from 21 countries representing a wide array of stakeholders. Prior to the meeting, preparatory consultations were carried out with communities, associations and networks at the grass-roots level in order to reflect broad-based civil society voices in the regional consultation.



Through the consultation, a broad consensus emerged that the orientation for education post-2015 needs to go beyond EFA goals and address all levels of education, giving focus to learning, while incorporating transformative and inclusive approaches. Furthermore, the participants agreed that access, equity, quality, relevance and lifelong learning should be the key concepts to underpin education post-2015. These key concepts for education post-2015, identified through this consultation, are summarized below.

- ***Lifelong Learning***

Lifelong learning should be considered a key, guiding principle in furthering education development and reform. Learning is a continuous process that occurs throughout life from early childhood to adulthood. It is also a “life-wide” process, acquired across various spheres of life, in and out of school, through various delivery modes—formal, non-formal and informal.

- ***Access and participation***

Equitable and inclusive access to quality learning should be ensured for all – children, youth and adults – at all levels of education. Education policy priorities need to begin with early childhood care and education and go beyond primary schooling to post-primary education, higher education and vocational training.

- ***Equity***

Greater focus should be placed on addressing inequity, inequality and exclusion. The root causes of disparities, not only in terms of access to quality education but also in terms of learning outcomes, should be addressed. Gender equality should be further emphasized. Those who missed formal schooling and lack foundational skills, such as basic literacy and numeracy, should also be given special attention in the post-2015 education agenda. The eventual aim is to eradicate all forms of exclusion, marginalization and discrimination in education.

- ***Quality education and learning***

In order to improve learning, the quality of education in all of its aspects must be addressed. This encompasses the learning process, content, environment and outcomes. Quality education requires a professional and committed teaching force that is able to respond to diverse learning needs and is supported by effective and safe learning environments, as well as competent school leadership. Also central to quality education are inclusive and relevant curricula, as well as a supportive pedagogy that enables the achievement of meaningful and relevant learning outcomes, and an inclusive and participatory monitoring and assessment system.

- ***Relevance of learning***

There is a need for all people—children, youth and adults, especially those from disadvantaged groups and persons with disabilities—to acquire relevant skills that combine the generic, technical and vocational in order to prepare them for decent work and a better life in a rapidly changing world. The future increasingly requires that every person acquire “non-cognitive” skills as well as transversal competencies and attitudes, so as to be more creative and innovative, and be able to adapt, assimilate to changes, and live together in peace. Education systems should therefore promote among learners the formation of values and attitudes such as embracing diversity, non-discrimination, sympathy, communication, conflict resolution, and environmental awareness so as to enable children, young people and adults to participate actively and responsibly in their communities and in the increasingly interconnected world.



- **Governance and financing**

Ensuring sufficient investment to foster holistic development of education systems is a prerequisite for ensuring equitable learning opportunities. The post-2015 agenda on education should therefore indicate a fixed percentage of fiscal revenue as a benchmark for governments to achieve. Clear and progressive targets should be set for domestic investment in education, including early childhood care and education programmes; technical vocational education and training; and non-formal education. Responsible and participatory governance is required to strengthen transparent and accountable education systems; to reduce and eventually eliminate corruption, malpractice, and inequalities in access to quality learning; and to improve the efficiency and effectiveness of policy implementation. Accountability frameworks need to be put in place at all levels, from the school level to the national level.

4.4 Priority Areas for Action for Education Post-2015 in National EFA Review Reports

In their reports of national EFA reviews, countries of the Asia-Pacific region identified their priority areas for action for education post-2015. The identified areas echo the broad consensus that emerged through the regional debates on the post-2015 education agenda, while also going into more specific action areas that reflect the respective country contexts analyzed through the national EFA review processes. Below is a list of areas mentioned in national EFA review reports as priorities for education post-2015.

- **Beyond Universal Primary Education**

Having made great progress in primary education enrolment in the last decades, countries in the region are shifting their focus beyond primary education. For some countries, the priority is ECCE, while for others it is secondary education, higher education, and/or TVET. Some countries also aim to build a lifelong learning society.

- **Addressing inequity, exclusion, marginalization**

Whether developing or developed, countries in the Asia-Pacific region are keen to address inequality in educational opportunities, support learners who tend to be marginalized and excluded, and make education systems more equitable and inclusive. For some countries, gender parity is still an unrealized goal. Many countries stress the importance of addressing the difficulties learners with disabilities face, while others also give priorities to supporting those in poverty, migrants, minorities, and/or rural populations.

- **Teachers**

All countries refer to teachers as an important area to be addressed for education post-2015. For some countries, it is about increasing the remuneration of teachers. For many others, strengthening the capacity of teachers and increasing the number of qualified teachers is important. Some countries also mention the need to improve the gender balance among teachers.

- **School infrastructure**

Inadequate school infrastructure and facilities are the major issues that need to be addressed for many countries to ensure an environment conducive to learning. In areas that face extreme natural disasters or those that are ridden by armed conflicts, rebuilding damaged or destroyed



schools and school communities requires significant long-term investments that most countries cannot easily afford.

- ***Diversification of pathways to learning***

The scope of attention of countries in the Asia-Pacific region is broadening to include the diversification of pathways to learning in addition to the expansion of school education. Some countries are increasingly recognizing the role of non-formal education, particularly to provide alternative pathways and flexible education programmes. Countries are also integrating ICTs to expand this area.

- ***Skills and competencies***

The priority skills for learners to acquire are different by country. For countries with a large number of people without sufficient literacy skills, literacy remains a top priority.

- ***Broadening partnerships***

Many countries express the need to engage more partners in education. NGOs have been key players in education in South Asia. There are efforts to strengthen school-community collaboration and involve business and industry.



5

Conclusions and Recommendations

5.1 Summary of major findings

This chapter provides a snapshot of the key findings of this report. Despite uneven and mixed progress across the six EFA goals, countries have made notable gains towards achieving EFA Goal 2, universal primary education. While gender parity has been achieved at the primary level in many countries, more needs to be done at the secondary and higher education levels. When it comes to the more nebulous EFA goals concerning ECCE and life skills, and even literacy, analysis of the data reveals disappointing results, and thus, much work remains beyond 2015 in these areas. Additionally, governments should increase their focus on the quality and relevance of education and ensure that more holistic and sector-wide approaches are exercised in education policy and planning.

EFA Goal 1: Early Childhood Care and Education (ECCE)

Since 2000, access to early childhood education services has expanded considerably, with the biggest gains having been made in South and West Asia, followed by East Asia and the Pacific. Central Asia experienced the smallest increase in participation in pre-primary education. Despite increased access to ECCE, there are huge disparities between groups when it comes to participation in ECCE programmes. For example, in Lao PDR, children from the poorest wealth quintiles are less likely to begin primary school with appropriate pre-primary experience. Moreover, UNICEF reports that an exceptionally high number of children suffer from ill health with under-five mortality rates falling from 9 per cent in 1990 to 5 per cent in 2012 (UNICEF, 2014b). While data on developments in ECCE is lacking, the available data on the quality of pre-primary education indicate that improvements have been made. More teachers have been trained and the number of pupils per teacher has been lowered in several countries over the years. Overall, considering the recent scientific findings on the potential of ECCE, governments should work towards strengthening ECCE, providing at least one year of free pre-primary education and integrate holistic approaches to ECCE programmes.

EFA Goal 2: Universal primary education (UPE)

Although UPE has received the most attention compared to other EFA goals and has made the most progress, albeit uneven, achieving quality UPE is likely to be missed by a wide margin. The persisting gaps between the GERs and ANERs are a serious concern, especially in East Asia and the Pacific, and South and West Asia. This means that many students are still repeating grades in primary education and fewer children are enrolled at the right age.



The number of out-of-school children in the Asia-Pacific region has been reduced significantly. However, in 2012, there were still 17 million out-of-school children in the region. More than half (8.7 million) were living in just four E9 countries (Bangladesh, India, Indonesia and Pakistan). The chances of children completing the primary cycle have hardly changed since 2000. Dropping out before the last grade of primary education remains a serious problem in many middle and low income countries, and disparities continue to persist within countries. More effort is needed from governments and development partners to implement targeted initiatives to retain and attract marginalized children, and ensure that all children are learning and transitioning to the next level.

EFA Goal 3: Life Skills and Continuous Learning

Lower secondary education is the level where foundation skills can be consolidated; skills that are necessary for a decent life and work. However, compared to all the EFA goals, EFA Goal 3 has been the most neglected, perhaps due in part to the lack of explicit targets and indicators to formulate policy and monitor its progress. As more and more countries succeed in providing access to primary education to all children, attention is now moving towards secondary education. In view of this, there has been progress in the areas of access and transition to, and participation in, lower secondary education. Yet, many countries, such as Bangladesh, Lao PDR, Mongolia, Nepal, Pakistan, Samoa and Thailand still struggle to provide children with increased access to lower secondary education. This directly translates to a high number of out-of-school adolescents and the need for governments to find a way to bring these young adults back into a learning programme.

As we move towards knowledge-based economies, and in view of the rapidly changing labour market, countries must also invest more in post-secondary education for both youth and adults to ensure that human resources are shaped and defined for economic productivity. Some countries are suffering from a shortage of skills in particular areas, while others are not able to generate enough jobs to accommodate labour market entrants. In the Asia-Pacific region, and consistent with the increasing needs for highly skilled human resources, high-income countries are more likely to increase participation in post-secondary education. And, while TVET is playing a bigger role in enabling people to acquire the necessary skills to find employment, preference for general secondary education is greater given the persistent low profile of TVET. This preference is due in part to the availability of TVET programmes in rural areas, and the value and perception of TVET by youth and families when comparing the economic and income opportunities TVET may offer. In Asia-Pacific, males tend to participate more in TVET programmes than females.

In addition to secondary education and TVET, the acquisition of life skills and continuous learning are supported by non-formal education (NFE), which offers a range of programmes including literacy and post-literacy programmes, equivalency programmes, vocational training programmes, and life skills and livelihood skills development programmes. NFE has been a key strategy for many of the countries in the Asia-Pacific region to support the furthering of educational opportunities to youth and adults who are outside the formal education system. Countries such as Bhutan, Brunei Darussalam, India, Indonesia, Philippines and Thailand have been at the forefront of providing education to out-of-school children and youth. There is, however, a lack of information about these programmes which makes it difficult to report on progress.

EFA Goal 4: Adult literacy

Adult literacy rates in the Asia-Pacific region have improved over the past decade, however, rates in South and West Asia are far below the world average. As of 2012, 499 million of the 781 million illiterate adults in the world live in the Asia-Pacific region. Within the region, 82.2 per cent of



illiterate adults are in South and West Asia, 17.7 per cent are in East-Asia and the Pacific and 0.1 per cent in Central Asia.

On the other hand, the Asia-Pacific region has witnessed a reduction in the percentage of illiterate females. Despite this progress, in 2012 there were still 147 million more women than men in the region not able to read or write. National level statistics show striking disparities between males and females in literacy. In Viet Nam, despite improvements in adult literacy at the national level, there are big differences in rates of literacy between social groups and those living in different locations. On average, ethnic minority groups and people who live in rural areas have lower rates of literacy than the national average. In most countries, female participation rates in literacy programmes are higher than male participation rates. Even though countries have been providing programmes to tackle illiteracy, the coverage of such programmes is very small, pointing to the need for strong policy interventions to achieve the adult literacy goal by 2015. Many governments have yet to realize the correlation between adult literacy and increased participation in basic education.

EFA Goal 5: Gender parity and equality in education

Data show that most countries in the region have made strides toward gender equality, with most countries either having reached or surpassed gender parity, particularly at the primary level. Another indicator, gender parity in terms of survival rate to the last grade of primary education, also shows a positive trend. However, large disparities remain, especially at the lower secondary and upper secondary levels. Reducing gender disparities in teachers is still a big challenge in many countries. In some countries, such as Pakistan and Nepal, females are under-represented in teaching, while there are education systems including that in Kazakhstan and Mongolia, where male teachers are almost non-existent at the primary level. Simultaneously, some countries, such as the Philippines, Bangladesh, Sri Lanka and Mongolia, are experiencing the opposite, where boys are at a disadvantage in terms of enrolment and performance in school.

EFA Goal 6: Quality of education

Since 2000, many developing countries in Asia-Pacific have focused their efforts on providing access to education, dedicating their investments to universalizing schooling more so than focusing on quality. As a result of education development efforts in the past decade, the quality of education is now a major concern for all countries. Although more children are enrolled in school, the quality of education and learning remains a serious concern in many education systems and thus, a sizeable number of children are not learning enough in schools and there aren't enough trained and qualified teachers to teach at all levels of education. Results of learning assessments, such as the 2012 PISA, indicate that the learning outcomes of developing countries have stagnated and thus, are a major concern. In addition to the quality factor, the relevance of what is being taught is equally important and an area of growing concern in many countries. To respond to the rapid changes and developments in the world, and thus, to the different needs and demands of the labour market and societies of the 21st century, countries are paying more attention to the gap between what should be taught in schools and what is actually being taught.



5.2 Key recommendations for national governments for future education development

1. Governments should provide and enforce constitutional guarantee for free and compulsory basic education for all. As the Universal Declaration of Human Rights, the 1960 UNESCO Convention against Discrimination in Education and a host of other legal instruments stipulate, discrimination in education is a violation of human rights. However, in many countries there is still no constitutional guarantee of free and compulsory basic education and in other countries such guarantees in their constitutions are yet to be translated in actual practice. International and national legal instruments can enhance education not just by setting standards for public policy, but also by enabling people to claim entitlements.
2. More national commitment to bridging policy and financing is required for effective implementation. As the national EFA reports have revealed, nationally owned policies and programmes supported and backed by effective financing have a stronger chance of being effectively implemented. It is advisable that governments strengthen and maintain their legal and political commitments to education development through appropriate strategies, adequate financial allocations and the provision of sufficient human and technical resources.
3. A holistic and sector-wide approach to education policy, planning and management should be adopted to ensure balanced education development. Consideration of the interactions between sub-sectors will help maximize synergies and strengthen nationally-owned policy implementation and sustainable education development. Developing technical and institutional capacities in education planning and management is a necessary condition to sector-wide policy implementation and development coordination.
4. Greater attention should be placed on the quality of education, and in particular, on learning outcomes, contents of learning, and teaching and learning practices. Improving the quality of education and learning is only possible by ensuring an adequate supply of qualified, well-trained and motivated teachers and school leaders. This involves improving teacher training, the conditions of service, deployment and support for professional development. This also means ensuring positive, safe and healthy learning environments. In addition, it is important that the great potentials of ICTs are harnessed to help improve learning, increase access to educational opportunities and support teacher development, while recognizing that ICTs, in and of themselves, are not the only solution to all challenges in education.
5. It is necessary to strengthen the relevance of education to society and intensify approaches to skills development in education through appropriate policies and interventions. In view of recent socio-economic and demographic transformations, technological advancements, shifting labour markets, growing youth unemployment and migration trends, it is all the more important to equip youth and adults with adequate skills to live and thrive in society, and to participate in social processes. To this end, governments should ensure that young people and adults have appropriate learning opportunities, including formal and non-formal technical and vocational education and training relevant to the world of work. More than ever, young people need to be equipped with creativity, employability and technical skills and competencies in order to be active, responsible citizens and find decent jobs.
6. A focus on equity should be fully reflected in education policies, strategies and government budgets so as to address the needs of disadvantaged children, youth and adults. Reaching



marginalized and disadvantaged groups of learners will require innovative, flexible and mobile interventions and effective partnering with non-state education actors and communities. Governments should commit to addressing disparities and inequalities by developing inclusive education policies, targeted interventions and programmes that are well aligned with broader national development objectives.

7. Governments should establish appropriate governance and accountability mechanisms to support the delivery of high quality education. Strong partnerships with multiple actors including governments, community bodies, households and the private sector are key to developing national education systems. Cross-sectoral and integrated interventions in education that bring together social and protection programmes, including health programmes for the most marginalized, are also needed.
8. Governments should invest their resources in strengthening monitoring and evaluation systems. Major gaps have been noted in the way in which educational data is gathered, analyzed and used. In most countries, educational planning suffers from a dearth of the most basic information. There is a critically large gap in the extent to which learning outcomes are monitored. The need for more disaggregated data has been well recognized for better-targeted planning and monitoring. The gaps in information make it difficult to devise appropriate policies, plans and initiatives, as well as to subsequently judge the extent to which specific initiatives have been effective. There is a critical need to strengthen national capacity in this field.

5.3 New Perspectives of International Cooperation for Education Development in the Region

Recent developments and changing global and regional realities have given rise to new actors and new forms of partnership modalities that have implications for education development in the region.

The emergence of the middle-income countries

The region is home to an increasing number of rapidly emerging economies and middle-income countries. The emergence of these economies has led to a global economy with multiple poles. Economies in many of the region's lower income countries have grown strongly as a result of regional and global integration, new policy environment, availability of cheap labour and a host of other factors. These countries are increasingly gaining more voice and influence regionally and globally. The whole notion of 'North' and 'South' is constantly changing and the division is getting blurred.

The rapid economic development that is taking place in a number of developing countries and a growing awareness among these countries of their role in international and regional cooperation has led to a significant increase in South-South cooperation. In contrast with traditional North-South cooperation, South-South initiatives involve countries with shared development challenges and suggest more equal partnerships between donor and recipient countries. Most recently, China and India have started supporting developing nations in Asia and Africa both bilaterally and through international cooperation. The emergence of new donors offers opportunities and it will also be necessary to bring new players within the agreed framework of cooperation. Middle-



income countries, such as Indonesia, Malaysia and Thailand, have supported countries within the ASEAN region in the education sector. The SAARC countries also have increasing cooperation in education.

The role of non-state actors

In Asia-Pacific, CSOs have played a key role in both advocacy activities as well as service delivery. Philanthropic and charitable foundations are increasingly engaged in the education sector, and have played a large part in resource provision and cooperation alongside traditional development partners. The non-state sector is asserting its right to exercise a larger role in education development. The role of the private sector in aiding the development of poor countries and/or communities has received increased attention. The Asia-Pacific region has benefitted immensely from corporate social responsibility (CSR) activities initiated in other regions. The changing economic landscape has also given rise to CSR activities within the region.

The diversity of partners has also brought forth new forms of partnerships. Multi-stakeholder partnerships have proven very effective in mobilizing multiple actors/partners for joint action.

Academic/research institutions

In many countries, universities and research institutions are increasingly playing a significant role in knowledge creation, in-country capacity building and cross-country knowledge dissemination. Previously, higher education institutes have not participated in the EFA movement as much as they should have. Today, there is a wide range of collaboration between universities on academic research, teacher training programmes, joint degree programmes, and student exchange programmes. These networks should prove to be extremely useful for promoting the larger education goals and objectives in the 2015 agenda.

Regional networks

The Asia-Pacific region has seen a number of advocacy and knowledge networks in education: Asia-Pacific Regional Network for Early Childhood (ARNEC), Asia South Pacific Association for Basic and Adult Education (ASPBAE), Education Research Institutes Networks in the Asia-Pacific (ERI-Net), Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP), and the Multilingual Education (MLE) working group. These networks are useful in joint advocacy, information exchanges, knowledge production and sharing in processes of regional and inter-regional cooperation.

Regional/sub-regional cooperation

Regional and sub-regional cooperation and integration have evolved to give rise to important players in determining the multinational development agenda at all levels, including education. For example, the ASEAN roadmap for the attainment of Millennium Development Goals (MDGs) adopted by ASEAN countries facilitated closer intra- and inter-sectoral collaboration among these countries, whereby countries are collectively helping each other in accelerating progress towards the MDGs. The Southeast Asian Ministers of Education Organization Council (SEAMEO), composed of the ministers of education of eleven Southeast Asian countries, has played an important role in mobilizing Member States' efforts and initiatives towards the attainment of MDGs and EFA goals. SEAMEO and ASEAN-China Centre (ACC) signed a memorandum of understanding (MOU) for the establishment of a general framework for cooperation on the development and promotion of education and culture in Southeast Asia and the People's Republic of China. Similar initiatives are being taken and implemented in relation to several other regional forums, such as the Shanghai

Cooperation Organization (SCO), the Asia-Pacific Economic Cooperation (APEC), and the Pacific Council.

The above evolving landscape of international and regional cooperation calls for changes in the architecture and management of education, and a shift in types and modalities of partnerships. In this new and diverse environment, it is essential to reinforce internationally agreed principles and goals. In all partnerships, commitment should be reaffirmed for the implementation of international norms and frameworks. There is an urgent need for an agreed framework that can facilitate greater transparency, impact and accountability in these global and regional partnerships.

UNESCO should use its expertise and network in advancing multi-stakeholder approaches for development to serve as an enhanced broker of partnerships. UNESCO is in a unique position to forge these innovative partnerships, bringing together stakeholders from all around the world and all corners of society: government, private sector, civil society, and the academic and scientific communities and in using its agencies at the national and regional levels to support the policy development and programmatic efforts of governments. Such creative partnerships can assist in building bridges across the economic, social and environmental dimensions of sustainable development to implement a truly holistic approach.



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Annex

Annex 1: Formal Framework for the assessment activities¹⁸

	Formal Policy Framework for the Assessment Activity			Official Budget for the Assessment Activity			Official Teacher Training Programme on Assessment				
	Classroom Assessments	Examinations	Large-scale, System-level Assessment (National)	Examinations	Large-scale, System-level Assessment (National)	Large-scale, System-level Assessment (International)	Classroom Assessments		Examinations		Large-scale, System-level Assessment (National)
							Pre	In	In	Tasks	
Cambodia		o	o	o	o					o	o
China	o*						o	**	o		
– Hong Kong		o	o	o	o	o	o	o**	o	o	o
– Shanghai		o	o	o	o	o	o				
Indonesia	o	o	o		o	o	o	o	o	o	o
Japan			o	o	o	o	o	**		o	o
Korea, Rep. of	o	o	o	o	o	o	o	**		o	o
Lao PDR	o*	o	o	o	o	o	o			o	o
Malaysia	o	o	o	o	o	o	o	o	o	o	o
Mongolia	o	o	o				o	o**	o	o	o
Philippines					o		o		o		o
Singapore	o*			o		o	o	**		o	
Thailand	o*	o	o	o	o	o	o	o**	o	o	o
Viet Nam		o	o	o	o		o	o**	o	o	o

Notes: *Non-binding, but official document such as a set of assessment principles, standards, or recommendations

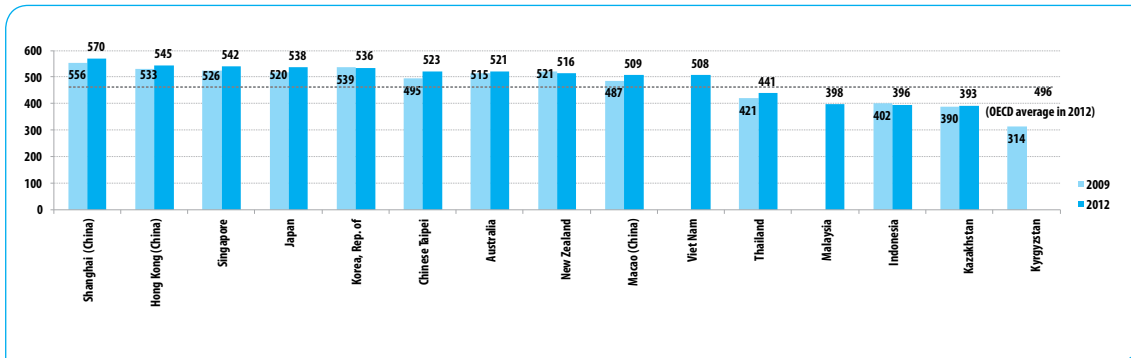
**Widespread (covering two-thirds or more of all schools) audit or supervision system to review and evaluate the quality of classroom assessment activities

18 Source: Patrinos, Harry Anthony. 2012. Strengthening education quality in East Asia: System Assessment and Benchmarking for Education Results (SABER). Systems Approach for Better Education Results (SABER) country report, 2012. Washington D.C.: World Bank.

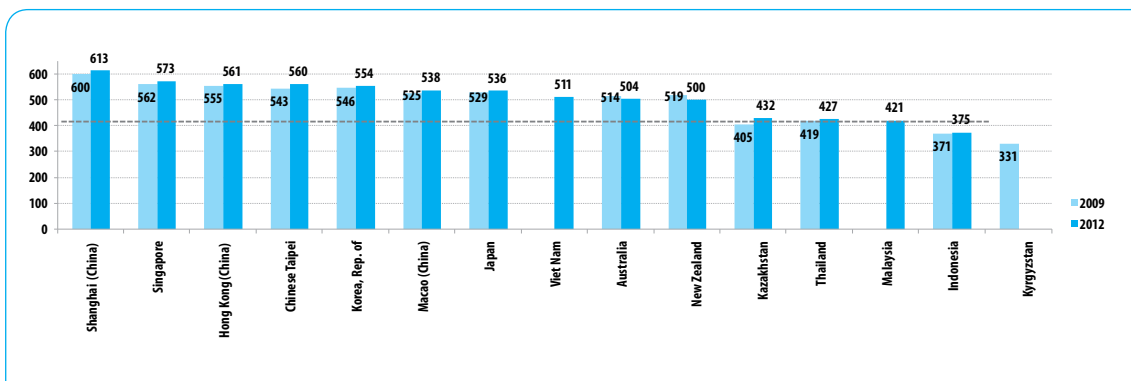


Annex 2: Trends of average scores in PISA reading, mathematics and science in the selected countries in 2009 and 2012¹⁹

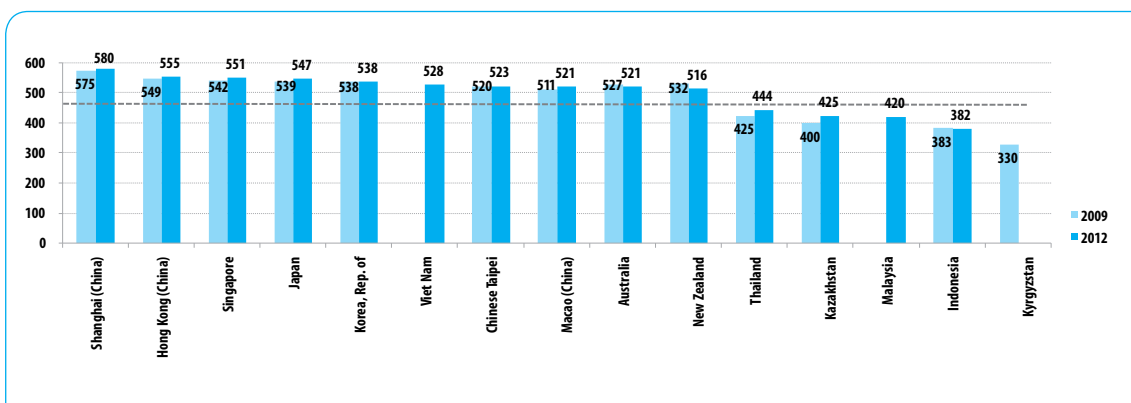
Reading



Mathematics



Science



19 Note: data is not available for the empty bars.

Sources: OECD. 2013. PISA 2012 Results: What Students Know and Can Do. Volume 1: Student Performance in Mathematics, Reading and Science. Paris: OECD.

OECD. 2010. PISA 2009 Results: What Students Know and Can do. Volume 1: Student Performance in Reading, Mathematics and Science. Paris: OECD.



Annex 3: National curricula with specific objectives on basic computer skills in primary and secondary education in 2012

	Primary	Lower Secondary	Upper Secondary		Primary	Lower Secondary	Upper Secondary
Australia	o	o	o	Singapore	o	o	o
Bangladesh	o	o	o	Thailand	o	o	o
China	o	o	o	Bhutan	x	o	o
Hong Kong (China)	o	o	o	Lao PDR	x	o	o
Macao (China)	o	o	o	Philippines	x	o	o
Indonesia	o	o	o	Samoa	...	o	o
Iran, Islamic Rep. of	o	o	o	Cambodia	x	x	o
Japan	o	o	o	Myanmar	x	x	o
Malaysia	o	o	o	Nepal	x	x	o
Maldives	o	o	o	Sri Lanka	x	x	o
Mongolia	o	o	o	Kazakhstan	...	...	o
New Zealand	o	o	o	Kyrgyzstan	x	o	x

Notes: o Officially implemented
 x Not officially implemented
 ... Data is not available

Source: UNESCO Institute for Statistics (UIS). 2014. Information and communication technology (ICT) in Education in Asia: A comparative analysis of ICT integration and e-readiness in schools across Asia. Montreal: UIS.



Annex 4: Sub-regions and countries covered by the Regional EFA Review

The Regional EFA Review uses the UNESCO regional and sub-regional groupings. UNESCO has forty-nine Member States and Associate Members in the Asia-Pacific region, which have been grouped into the following sub-regions:

- **Central Asia (6 countries):**

Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan, Uzbekistan

- **East Asia (17 countries/territories):**

Brunei Darussalam, Cambodia, China, Democratic People's Republic of Korea, Hong Kong (China), Indonesia, Japan, Lao People's Democratic Republic, Macao (China), Malaysia, Myanmar, Philippines, Republic of Korea, Singapore, Thailand, Timor-Leste, Viet Nam

- **Pacific (17 countries/territories):**

Australia, Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia (Federated States of), Nauru, New Zealand, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu

- **South and West Asia (9 countries):**

Afghanistan, Bangladesh, Bhutan, India, Iran (Islamic Republic of), Maldives, Nepal, Pakistan, Sri Lanka

Annex 5: Statistical Table

Pre-primary Education

Country or territory	Region	Reference year	Enrolment			Gross enrolment ratio (%)				Net enrolment rate (%)				New entrants into primary grade 1 with early childhood development experience (%)		
			MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	MF	M	F
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Central Asia																
Kazakhstan		2012	711 ⁺¹	49 ⁺¹	8 ⁺¹	58 ⁺¹	58 ⁺¹	58 ⁺¹	1.00 ⁺¹	58 ⁺¹	58 ⁺¹	58 ⁺¹	1.00 ⁺¹	...	...	...
		2005	288	48	5	33	33	33	0.99	32	32	32	0.99	...	...	...
		2000	215	47	8	21	22	20	0.95	...	...	...	...	...	...	...
Kyrgyzstan		2012	106	50	3	25	24	25	1.02	21	21	21	1.02	21	20	21
		2005	53	49	1	13	13	13	1.01	10	10	11	1.01	15	16	15
		2000	46	49	1	10	10	10	0.99	7	7	7	0.99	6	7	6
Mongolia		2012	133	50	7	86	85	86	1.01	65	64	65	1.01	70	68	72
		2005	83	52	1	46	44	48	1.09	40	...	...	...	...	...	...
		2000	79	50	4	29	29	30	1.02	27	27	28	1.02	...	...	...
Tajikistan		2012	62 ⁻¹	44 ⁻¹	- ¹	9 ⁻¹	10 ⁻¹	8 ⁻¹	0.83 ⁻¹	7 ⁻¹	7 ⁻¹	6 ⁻¹	0.83 ⁻¹	2 ⁻¹	2 ⁻¹	2 ⁻¹
		2005	62	47	.	9	9	8	0.92	7	7	6	0.93	...	...	...
		2000	52	45	.	7	8	7	0.85	6	...	...	...	...	...	...
Turkmenistan		2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan		2012	523 ⁻¹	49 ⁻¹	1 ⁻¹	25 ⁻¹	25 ⁻¹	25 ⁻¹	1.00 ⁻¹	19 ⁻¹	19 ⁻¹	19 ⁻¹	1.00 ⁻¹	...	...	...
		2005	575	48	...	26	27	26	0.97	...	...	...	...	...	...	...
		2000	609	48	...	24	24	23	0.95	...	...	...	...	...	...	...
East Asia																
Brunei Darussalam		2012	13	49	75	92	92	91	1.00	64	63	64	1.01	...	...	...
		2005	12	49	65	86	85	87	1.02	71	71	72	1.01	99**	99**	100**
		2000	9.9	49	61	71	70	72	1.04	...	...	...	...	95	94	95
Cambodia		2012	139	50	13	15	15	15	1.05	14	14	15	1.05	23 ⁻²	23 ⁻²	24 ⁻²
		2005	95	51	24	11	11	12	1.09	10	10	11	1.10	15	15	16
		2000	65	50	23	6	6	7	1.05	5	5	5	1.05	...	...	...
China		2012	34,244	46	49	70	70	70	1.00	...	...	...	...	92 ⁻¹	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	23,263	46	...	39	39	38	0.97	...	...	...	...	...	...	...
Democratic People's Republic of Korea		2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hong Kong SAR of China		2012	159	48	99	...	...	...	...	...	...	...	...	...	...	...
		2005	153	48**	100	90	90**	91**	1.00**	82**	82**	82**	1.00**	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Indonesia		2012	4,687	49	97	48	47	48	1.04	33	33	32	0.99	70	73	67
		2005	2,832	50**	99	32	31**	33**	1.04**	22**	22**	23**	1.04**	...	...	...
		2000	2,094**	50**	99**	24**	24**	25**	1.04**	...	...	...	...	...	...	...

Country or territory	Region	Reference year	Enrolment			Gross enrolment ratio (%)				Net enrolment rate (%)				New entrants into primary grade 1 with early childhood development experience (%)		
			MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	MF	M	F
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Japan		2012	2,851	...	71	88	...	...	...	88	...	...	...	...	...	...
		2005	3,070	...	66	88	...	...	...	88	...	...	...	...	...	...
		2000	2,983	...	65	85	...	...	...	85	...	...	...	...	...	...
Lao People's Democratic Republic		2012	113	50	23	24	24	25	1.05	24	23	24	1.05	34	34	35
		2005	42	50	...	9	9	9	1.05	9	9	9	1.05	9	8	9
		2000	38	52	17	7	7	8	1.11	7	7	7	1.11	...	...	...
Macao, China		2012	12	48	97	...	...	...	...	...	...	...	...	95	94	96
		2005	11	49	95	...	...	...	...	...	...	...	...	...	...	...
		2000	16	48	92	90	92	88	0.96	82	84	81	0.97	98	98	98
Malaysia		2012	713 ⁻¹	49 ⁻¹	35 ⁻¹	70 ⁻¹	73 ⁻¹	68 ⁻¹	0.92 ⁻¹	62 ⁻¹	65 ⁻¹	59 ⁻¹	0.91 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹
		2005	668	51	43	63	62	65	1.04	59	58	60	1.03	76	74	79
		2000	550	...	48	51	...	...	...	51	...	...	...	...	...	...
Myanmar		2012	159 ⁻²	51 ⁻²	61 ⁻²	9 ⁻²	9 ⁻²	9 ⁻²	1.05 ⁻²	9 ⁻²	9 ⁻²	9 ⁻²	1.05 ⁻²	20 ⁻²	19 ⁻²	21 ⁻²
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Philippines		2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2005	808	50	45	38	37	38	1.04	30	30	29	0.97	63	63	63
		2000	514	...	49	26	...	...	...	...	...	...	...	...	...	...
Republic of Korea		2012	1,529 ⁻¹	48 ⁻¹	83 ⁻¹	118 ⁻¹	118 ⁻¹	117 ⁻¹	1.00 ⁻¹	89 ⁻¹	90 ⁻¹	89 ⁻¹	1.00 ⁻¹	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Singapore		2012	3.5	50	100	34	32	36	1.10	23	22	24	1.09	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	5.4	54	100	52	46	59	1.28	35*	31*	39*	1.25*	60	56*	65*
Thailand		2012	2,804 ⁺¹	48 ⁺¹	23 ⁺¹	119 ⁺¹	120 ⁺¹	117 ⁺¹	0.98 ⁺¹	93 ⁺¹	93 ⁺¹	92 ⁺¹	0.98 ⁺¹	...	...	...
		2005	2,712 ^{**}	49 ^{**}	...	95 ^{**}	95 ^{**}	95 ^{**}	1.00^{**}	...	...	...	...	...	...	...
		2000	2,752	49	19	93	92	93	1.01	...	...	...	...	...	...	...
Timor-Leste		2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2005	7.0	51	...	10	9	10	1.09	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Viet Nam		2012	3,320	47	21	77	79	75	0.95	74	...	...	...	...	...	...
		2005	2,333	47	...	61	63	58	0.93	59	...	...	...	...	...	...
		2000	2,124	48	51	40	40	40	0.98	39	...	...	...	...	...	...
Pacific																
Australia		2012	218 ⁻²	48 ⁻²	78	78 ⁻²	79 ⁻²	77 ⁻²	0.98 ⁻²	51 ⁻²	51 ⁻²	51 ⁻²	0.98 ⁻²	...	...	...
		2005	222	49	79	85	85	85	1.00	60	60	60	1.00	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cook Islands		2012	0.48	50	35	95 ⁺	93 ⁺	97 ⁺	1.05 ⁺
		2005	0.47	45	19	82 ⁺	86 ⁺	77 ⁺	0.89 ⁺	100	100	100
		2000	0.47	46	...	60 ⁺	61 ⁺	58 ⁺	0.95 ⁺
Fiji		2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Country or territory	Region	Reference year	Enrolment			Gross enrolment ratio (%)				Net enrolment rate (%)				New entrants into primary grade 1 with early childhood development experience (%)		
			MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	MF	M	F
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	6.5	49	...	11	11	11	1.03	...	...	...	...	...	...	...
Kiribati		2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Marshall Islands		2012	1.4 ⁻¹	50 ⁻¹	18 ⁻¹	48 ⁻¹	46 ⁻¹	49 ⁻¹	1.06 ⁻¹	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)		2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nauru		2012	0.61	43	.	79 ⁺	86 ⁺	71 ⁺	0.82 ⁺	66 ⁺	71 ⁺	62 ⁺	0.88 ⁺	100	100	100
		2005	0.62	49	...	101 ⁺	107 ⁺	94 ⁺	0.88 ⁺
		2000	0.65	45	...	74 ⁺	79 ⁺	69 ⁺	0.88 ⁺
New Zealand		2012	116	50	99	92	90	93	1.04	90	88	92	1.04	...	...	...
		2005	103	49	98	92	91	92	1.01	90	90	91	1.01	...	...	...
		2000	101	49	...	86	86	86	1.00	84	84	84	1.00	...	...	...
Niue		2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2005	0.03	58	...	94 ⁺	130 ⁺	78 ⁺	0.60 ⁺
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Palau		2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	0.63	51	19	59 ⁺	56 ⁺	62 ⁺	1.10 ⁺
Papua New Guinea		2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Samoa		2012	3.5	50	100	34	32	36	1.10	23	22	24	1.09	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	5.4	54	100	52	46	59	1.28	35 ⁺	31 ⁺	39 ⁺	1.25 ⁺	60	56 ⁺	65 ⁺
Solomon Islands		2012	21	48	23	43	43	43	1.00	30	30	31	1.01	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	13	48	...	35	35	35	1.00	...	...	...	...	...	...	...
Tokelau		2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	0.09	42	.	99 ⁺	107 ⁺	90 ⁺	0.84 ⁺
Tonga		2012	1.9	48	100	71	71	70	0.99	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	1.6 ^{**}	53 ^{**}	...	29 ^{**}	26 ^{**}	31 ^{**}	1.20 ^{**}	21 ^{**}	14 ^{**}	29 ^{**}	2.07^{**}	...	...	...
Tuvalu		2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2005	0.63	48	...	91 ⁺	87 ⁺	95 ⁺	1.09 ⁺	91 ⁺	87 ⁺	95 ⁺	1.09 ⁺
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Country or territory	Region	Reference year	Enrolment			Gross enrolment ratio (%)				Net enrolment rate (%)				New entrants into primary grade 1 with early childhood development experience (%)		
			MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	MF	M	F
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Vanuatu		2012	11 ⁻²	49 ⁻²	...	61 ⁻²	61 ⁻²	61 ⁻²	1.01 ⁻²	43 ⁻²	42 ⁻²	44 ⁻²	1.05 ⁻²	70 ⁻²	70 ⁻²	71 ⁻²
		2005	13	...	...	76	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South and West Asia																
Afghanistan		2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh		2012	2,376 ⁻¹	48 ⁻¹	49 ⁻¹	26 ⁻¹	26 ⁻¹	25 ⁻¹	0.98 ⁻¹	24 ^{*-1}	24 ^{*-1}	23 ^{*-1}	0.98 ^{*-1}	...	...	...
		2005	1,101	49	...	11	11	11	1.02	...	...	...	...	45	44	46
		2000	1,694	50	...	17	17	17	1.02	...	...	...	...	...	...	...
Bhutan		2012	2.6	48	40	9	10	9	0.96	...	...	...	...	...	...	...
		2005	0.42	47	100	1	1	1	0.93	...	...	...	...	...	...	...
		2000	0.36	49	100	1	1	1	0.97	1	1	1	1.10	...	...	...
India		2012	42,859 ⁻¹	49 ⁻¹	...	58 ⁻¹	57 ⁻¹	60 ⁻¹	1.05 ⁻¹	...	...	...	...	...	...	...
		2005	29,254	49	...	40	39	41	1.06	...	...	...	...	...	...	...
		2000	17,844	49	3	25	24	25	1.07	...	...	...	...	...	...	...
Iran (Islamic Republic of)		2012	416	49	25 ⁻¹	35	35	36	1.03	...	...	...	...	39 [*]	37 [*]	41 [*]
		2005	499	51	8	46	44	49	1.12	...	...	...	...	...	...	...
		2000	252	50	13	17	17	18	1.04	...	...	...	...	...	...	...
Maldives		2012	22	49	94	...	...	...	...	...	...	...	...	92	93	91
		2005	14	49	...	71	70	71	1.00	60	61	60	0.99	82	83	81
		2000	13	49	...	61	60	62	1.04	59	58	60	1.04	91	91	92
Nepal		2012	1,053 ⁺¹	48 ⁺¹	24 ⁺¹	84 ⁺¹	85 ⁺¹	83 ⁺¹	0.97 ⁺¹	...	...	...	...	56 ⁺¹	55 ⁺¹	56 ⁺¹
		2005	512	46	...	36	38	35	0.92	...	...	...	...	19	19	18
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pakistan		2012	6,784	45	...	82	87	77	0.89	...	...	...	...	100 ⁻¹	100 ⁻¹	100 ⁻¹
		2005	4,075	46	...	49	51	47	0.92	40	42	38	0.91	57	52	63
		2000	5,160 [*]	40 [*]	...	63 [*]	73 [*]	52 [*]	0.71 [*]
Sri Lanka		2012	327	49	80 ⁻¹	89	89	89	1.00	...	...	...	...	100	100	100
		2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
REGIONAL AVERAGES																
World		2012	183,864 ^{**}	47 ^{**}	...	54 ^{**}	55 ^{**}	53 ^{**}	0.97^{**}	...	...	...	...	...	...	...
		2005	134,642	47	...	41	42	40	0.97	...	...	...	...	...	...	...
		2000	116,682	48	...	35	35	34	0.98	...	...	...	...	...	...	...
Arab States		2012	4,309 ^{**}	48 ^{**}	...	25 ^{**}	26 ^{**}	25 ^{**}	0.98^{**}	...	...	...	...	...	...	...
		2005	2,811	46	...	17	18	16	0.88	...	...	...	...	...	...	...
		2000	2,437	44	...	16	17	14	0.81	...	...	...	...	...	...	...
Central and Eastern Europe		2012	12,172	48	...	74	75	74	0.98	...	...	...	...	...	...	...
		2005	9,301	48	...	61	62	59	0.96	...	...	...	...	...	...	...
		2000	9,105	48	...	52	53	51	0.96	...	...	...	...	...	...	...
Central Asia		2012	1,886 ^{**}	49 ^{**}	...	33 ^{**}	33 ^{**}	33 ^{**}	1.00^{**}	...	...	...	...	...	...	...

Region Country or territory	Reference year	Enrolment			Gross enrolment ratio (%)				Net enrolment rate (%)				New entrants into primary grade 1 with early childhood development experience (%)		
		MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	MF	M	F
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
	2005	1,387	49	...	26	26	26	0.99	...	...	...	...	...	...	...
	2000	1,321	48	...	21	21	20	0.96	...	...	...	...	...	...	...
East Asia and the Pacific	2012	53,503	44	...	68	71	64	0.90	...	...	...	...	...	...	...
	2005	35,880**	45**	...	47**	50**	45**	0.90**	...	...	...	...	...	...	...
	2000	36,264	47	...	40	41	40	0.97	...	...	...	...	...	...	...
Latin America and the Caribbean	2012	21,496	49	...	75	74	75	1.00	...	...	...	...	...	...	...
	2005	19,420	49	...	64	64	64	1.00	...	...	...	...	...	...	...
	2000	16,733	49	...	56	56	56	1.01	...	...	...	...	...	...	...
North America and Western Europe	2012	22,867	48	...	89	89	88	0.98	...	...	...	...	...	...	...
	2005	19,653	48	...	81	82	80	0.97	...	...	...	...	...	...	...
	2000	19,052	49	...	76	76	76	1.00	...	...	...	...	...	...	...
South and West Asia	2012	53,517**	48**	...	55**	54**	56**	1.02**	...	...	...	...	...	...	...
	2005	35,756	49	...	36	36	37	1.03	...	...	...	...	...	...	...
	2000	25,492	47	...	26	26	26	0.98	...	...	...	...	...	...	...
Sub-Saharan Africa	2012	14,114**	50**	...	20**	19**	20**	1.00**	...	...	...	...	...	...	...
	2005	10,433	49	...	17	17	17	1.00	...	...	...	...	...	...	...
	2000	6,278**	49**	...	11**	12**	11**	0.96**	...	...	...	...	...	...	...

Primary Education

Region Country or territory	Reference year	Enrolment			Gross enrolment ratio (%)				Net enrolment rate (adjusted) (%)				Survival rates to the last grade of primary education (%)			
		MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Central Asia																
Kazakhstan	2012	1,057 ⁺¹	49 ⁺¹	1 ⁺¹	106 ⁺¹	106 ⁺¹	107 ⁺¹	1.01 ⁺¹	99 ^{**,+1}	98 ^{**,+1}	100 ^{**,+1}	1.02 ^{**,+1}	99	99	99	1.00
	2005	1,024	49	1	104	104	104	1.00	99	98	99	1.01	100	99	101	1.01
	2000	1,208	49	-	99	98	99	1.01	96**	95**	98**	1.03**	96**	98**	93**	0.95**
Kyrgyzstan	2012	405	49	1	106	107	105	0.98	98	99	98	0.99	97 ⁻¹	97 ⁻¹	97 ⁻¹	1.01 ⁻¹
	2005	434	49	-	99	99	98	0.99	95	95	96	1.00	99	97	100	1.03
	2000	466	49	-	96	97	95	0.98	92**	92**	92**	1.00**	93	94	92	0.98
Mongolia	2012	257	49	5	117	119	115	0.97	98	98	97	0.99	93 ⁻¹	92 ⁻¹	94 ⁻¹	1.01 ⁻¹
	2005	251	49	3	98	98	98	1.00	92	92	93	1.01	...	...	...	...
	2000	253	50	1	99	98	100	1.01	93	92	94	1.02	89	86	92	1.07
Tajikistan	2012	663	48	1 ⁻¹	100	101	98	0.98	98 ⁻¹	100 ⁻¹	97 ⁻¹	0.97 ⁻¹	100 ⁻¹	99 ⁻¹	101 ⁻¹	1.02 ⁻¹
	2005	693	48	.	99	101	97	0.97	97	99	96	0.97	100	...	...	...
	2000	692	47	.	95	99	92	0.93	94	98	91	0.93	96	...	...	...
Turkmenistan	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Region Country or territory	Reference year	Enrolment			Gross enrolment ratio (%)				Net enrolment rate (adjusted) (%)				Survival rates to the last grade of primary education (%)			
		MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Uzbekistan	2012	1,948 ⁻¹	48 ⁻¹	. ⁻¹	93 ⁻¹	95 ⁻¹	92 ⁻¹	0.97 ⁻¹	91 ⁻¹	93 ⁻¹	90 ⁻¹	0.97 ⁻¹	99 ⁻²	99 ⁻²	99 ⁻²	1.01 ⁻²
	2005	2,383	49	...	97	98	96	0.98	...	...	...	...	99	98	99	1.01
	2000	2,602	49	...	99	100	99	1.00	...	...	...	...	98	99	97	0.98
East Asia																
Brunei Darussalam	2012	43	48	37	95	96	95	0.98	96	96	95	0.99	99 ⁻¹	100 ⁻¹	98 ⁻¹	0.97 ⁻¹
	2005	46	48	36	111	112	111	0.99	...	...	...	...	98	98	99	1.01
	2000	45	47	35	111	113	109	0.97	...	...	...	...	...	...	...	...
Cambodia	2012	2,195	48	2	124	127	121	0.95	98	100	97	0.97	66 ⁻¹	64 ⁻¹	69 ⁻¹	1.08 ⁻¹
	2005	2,695	47	-	134	138	129	0.93	...	...	...	...	55	54	57	1.06
	2000	2,248	46	2	106	113	99	0.88	92	98	87	0.89	55	56	53	0.95
China	2012	99,540	46	6	128	128	128	1.00	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hong Kong SAR of China	2012	326	48	18	101	102	100	0.98	99 [*]	99 [*]	98 [*]	0.99 [*]	103 ^{*, -1}	103 ^{*, -1}	103 ^{*, -1}	1.00 ^{*, -1}
	2005	451	48	11	96	97	95	0.98	93 [*]	94 [*]	92 [*]	0.99 [*]
	2000	497	48	...	98	100	96	0.97	...	...	...	...	...	...	...	...
Indonesia	2012	30,784	48	17	109	109	109	1.00	95	95	96	1.01	95 ⁻¹	...	...	...
	2005	29,150	48 ^{**}	17	110	111 ^{**}	108 ^{**}	0.98 ^{**}	95 ^{**}	96 ^{**}	94 ^{**}	0.98^{**}	...	...	...	...
	2000	28,509	...	16	110	...	...	...	...	...	...	...	...	...	...	...
Japan	2012	6,924	49	1	102	102	102	1.00	100	...	...	...	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹
	2005	7,232	49	1	102	102	102	1.00	100	...	...	...	100	100	100	1.00
	2000	7,529	49	1	101	101	101	1.00	100	...	...	...	100	100	100	1.00
Lao People's Democratic Republic	2012	884	48	4	123	126	119	0.95	96	97	95	0.98	70 ⁻¹	69 ⁻¹	71 ⁻¹	1.03 ⁻¹
	2005	891	46	2	109	116	102	0.88	79	81	76	0.94	62	63	62	0.99
	2000	832	45	2	106	114	97	0.85	75	78	72	0.92	53	53	54	1.02
Macao, China	2012	23	48	97	...	...	...	...	...	...	...	...	...	...	...	...
	2005	37	47	96	105	108	101	0.94	89	90	89	0.99	...	...	...	...
	2000	47	47	94 ^{**}	103	103	103	0.99	86	84	87	1.04	...	...	...	...
Malaysia	2012	2,924 ⁻¹	49 ⁻¹	2 ⁻¹	...	...	...	...	...	...	...	...	...	...	...	...
	2005	3,202	49	1	101	105	98	0.94	97	...	...	...	89	89	90	1.01
	2000	3,026	49	...	98	98	98	1.00	98	98	98	1.00	...	...	...	...
Myanmar	2012	5,126 ⁻²	50 ⁻²	. ⁻²	114 ⁻²	115 ⁻²	114 ⁻²	0.99 ⁻²	...	...	...	...	...	...	...	...
	2005	4,948	50	.	104	103	104	1.00	...	...	...	...	72	...	...	...
	2000	4,858	49	.	98	99	97	0.98	...	...	...	...	55	55	55	1.00
Philippines	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	13,084	49	8	107	107	106	0.99	89	88	91	1.03	70	66	75	1.14
	2000	12,708	...	7	110	...	...	...	...	...	...	...	...	...	...	...
Republic of Korea	2012	2,959	48	2	103	103	102	0.99	99	100	99	0.99	99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹

Region Country or territory	Reference year	Enrolment			Gross enrolment ratio (%)				Net enrolment rate (adjusted) (%)				Survival rates to the last grade of primary education (%)			
		MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Singapore	2005	4,031	47	1	102	102	101	0.99	99	100	99	0.99	99	99	99	1.00
	2000	4,030	47	1	102	102	102	1.01	100	100	100	1.00	99	99	99	1.00
	2012	30	49	17	105	105	105	1.00	96	95	97	1.03	90 ⁻¹	91 ⁻¹	89 ⁻¹	0.98 ⁻¹
	2005	31	48	...	109	109	110	1.01	...	...	...	...	85	...	...	...
Thailand	2000	28	48	16	97	96	97	1.02	92	90	93	1.03	96	...	...	...
	2012	4,801 ⁺¹	48 ⁺¹	21 ⁺¹	93 ⁺¹	95 ⁺¹	91 ⁺¹	0.95 ⁺¹	...	...	...	...	...	...	...	...
Timor-Leste	2005	5,975	48	16	98	99	97	0.97	...	...	...	...	...	...	...	...
	2000	6,101	48	13	98	99	96	0.97	...	...	...	...	97	96	99	1.04
	2012	242 ⁻¹	48 ⁻¹	13 ⁻¹	125 ⁻¹	128 ⁻¹	122 ⁻¹	0.95 ⁻¹	92 ⁻¹	92 ⁻¹	91 ⁻¹	0.98 ⁻¹	86 ⁻²	84 ⁻²	87 ⁻²	1.04 ⁻²
	2005	178	47	...	94	98	90	0.91	...	...	...	...	...	...	...	...
Viet Nam	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	7,101	49	1	105	104	105	1.01	98	...	...	...	98 ⁻¹	...	...	...
	2005	7,773	47	-	97	100	95	0.95	90	...	...	...	92^{**}	...	...	...
	2000	10,063	48	-	107	110	105	0.95	96^{**}	...	...	...	86	86	85	0.99
Pacific																
Australia	2012	2,083	49	31	105	105	105	1.00	97	97	97	1.01	...	...	...	...
	2005	1,935	49	29	102	102	101	1.00	95 ^{**}	94 ^{**}	95 ^{**}	1.01^{**}	...	...	...	...
	2000	1,906	49	27	100	101	100	1.00	94 ^{**}	94 ^{**}	94 ^{**}	1.01^{**}	...	...	...	...
Cook Islands	2012	1.9	49	24	108 [*]	107 [*]	109 [*]	1.01 [*]	97 ^{*-1}	95 ^{*-1}	98 ^{*-1}	1.04 ^{*-1}	...	...	...	...
	2005	2.2	48	20	112 [*]	110 [*]	113 [*]	1.03 [*]
Fiji	2000	2.4	47	...	105 [*]	105 [*]	106 [*]	1.01 [*]	94 ^{**}	93 ^{**}	96 ^{**}	1.03^{**}	...	...	...	...
	2012	103	48	...	105	104	105	1.01	99 ⁻¹	98 ⁻¹	100 ⁻¹	1.02 ⁻¹	100 ⁻¹	98 ⁻¹	101 ⁻¹	1.03 ⁻¹
Kiribati	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	16	49	...	117	116	119	1.02	...	...	...	...	...	...	...	...
Marshall Islands	2000	15	48	...	110	112	109	0.97	...	...	...	...	...	...	...	...
	2012	8.5 ⁻¹	48 ⁻¹	18 ⁻¹	105 ⁻¹	106 ⁻¹	105 ⁻¹	0.99 ⁻¹	100 ⁻¹	...	...	...	...	...	...	...
Micronesia (Federated States of)	2005	8.1	54	...	116	103	130	1.26	...	...	...	...	83	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	2005	19	48	...	111	113	110	0.97	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	1.3	51	.	94 [*]	93 [*]	96 [*]	1.03 [*]	76 [*]	75 [*]	77 [*]	1.03 [*]
New Zealand	2005	1.8	48	...	125 [*]	122 [*]	129 [*]	1.05 [*]
	2000	1.6	53	...	99 [*]	86 [*]	115 [*]	1.33 [*]
	2012	348	49	2	99	98	99	1.00	99	98	99	1.01	...	...	...	...
Niue	2005	353	49	12	100	100	99	0.99	99 ^{**}	99 ^{**}	99 ^{**}	0.99^{**}	...	...	...	...
	2000	360	49	...	99	99	100	1.00	99 ^{**}	99 ^{**}	99 ^{**}	1.00^{**}	...	...	...	...
Palau	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	0.18	51	...	112 [*]	119 [*]	106 [*]	0.89 [*]
	2000	0.25	...	...	118 [*]

Region Country or territory	Reference year	Enrolment			Gross enrolment ratio (%)				Net enrolment rate (adjusted) (%)				Survival rates to the last grade of primary education (%)			
		MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Papua New Guinea	2000	1.9	48	18	113*	115*	111*	0.97*	...	...	...	...	...	...	...	...
	2012	1,427	46	-	114	119	109	0.91	87	90	83	0.92	...	...	...	...
	2005	532	44	...	58	62	53	0.85	...	...	...	...	...	...	...	...
Samoa	2000	560	45	...	71	76	66	0.86	...	...	...	...	...	...	...	...
	2012	30	49	17	105	105	105	1.00	96	95	97	1.03	90 ⁻¹	91 ⁻¹	89 ⁻¹	0.98 ⁻¹
	2005	31	48	...	109	109	110	1.01	...	...	...	...	85	...	...	...
Solomon Islands	2000	28	48	16	97	96	97	1.02	92	90	93	1.03	96	...	...	...
	2012	121	48	25	141	142	140	0.98	...	...	...	...	63 ⁻¹	61 ⁻¹	66 ⁻¹	1.08 ⁻¹
	2005	75	47	...	101	104	98	0.94	76**	77**	74**	0.96**	...	...	...	...
Tokelau	2000	57	46	...	86	90	83	0.92	...	...	...	...	...	...	...	...
	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	2000	0.25	48	.	105*	98*	113*	1.15*	...	...	...	...	...	...	...	...
	2012	17	48	15	109	109	108	0.99	90**	89**	91**	1.03**	...	...	...	...
	2005	17	47	...	112	113	110	0.97	99	...	...	...	91	90	92	1.02
Tuvalu	2000	17	47	...	109	112	106	0.95	...	...	...	...	95	...	...	...
	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	1.5	48	...	100*	101*	98*	0.96*	...	...	...	...	...	...	...	...
Vanuatu	2000	1.5	48	...	105*	103*	107*	1.04*	...	...	...	...	...	...	...	...
	2012	42 ⁻²	47 ⁻²	...	122 ⁻²	123 ⁻²	122 ⁻²	0.99 ⁻²	...	...	...	...	...	...	...	...
	2005	39	48	26	118	119	116	0.97	99	...	...	...	...	...	...	...
	2000	36	48	3	120	122	119	0.97	99**	...	...	...	...	...	...	...
South and West Asia																
Afghanistan	2012	5,768	41	2	104	121	87	0.72	...	...	...	...	...	...	...	...
	2005	4,319	36	...	98	123	71	0.58	...	...	...	...	...	...	...	...
	2000	749	-	...	21	42	-	-	...	...	...	...	...	...	...	...
Bangladesh	2012	18,432 ⁻¹	50 ⁻¹	42 ⁻¹	114 ⁻¹	111 ⁻¹	118 ⁻¹	1.06 ⁻¹	96 ⁻²	94 ⁻²	98 ⁻²	1.05 ⁻²	...	...	...	...
	2005	16,219	50	42	99	96	101	1.05	95	92	98	1.06	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bhutan	2012	111	50	3	112	111	113	1.02	92	90	93	1.03	100 ⁻¹	96 ⁻¹	104 ⁻¹	1.08 ⁻¹
	2005	99	49	2	95	96	94	0.97	73	73	73	1.00	84	81	88	1.08
	2000	85	46	2	78	83	73	0.87	59	62	56	0.90	81	78	85	1.09
India	2012	137,747 ⁻¹	48 ⁻¹	...	113 ⁻¹	111 ⁻¹	114 ⁻¹	1.02 ⁻¹	99 ⁻¹	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	113,613	44	17	96	104	88	0.84	86**	93**	78**	0.84**	59	59	59	0.99
Iran (Islamic Republic of)	2012	5,747	48	8	106	107	105	0.99	100*	...	...	...	96 ⁻¹	96 ⁻¹	97 ⁻¹	1.01 ⁻¹
	2005	6,207	48	...	101	102	100	0.98	97**	98**	96**	0.98**	...	...	...	...
	2000	8,288	48	3	101	104	98	0.94	86**	87**	84**	0.96**	98	98	97	0.99
Maldives	2012	39	48	3	...	...	...	...	...	...	...	...	88 ⁻¹	...	...	...
	2005	58	48	1	116	117	114	0.98	98	98	98	1.01	...	...	...	...
	2000	74	49	2	134	133	134	1.00	99**	98**	99**	1.01**	...	...	...	...

Region Country or territory	Reference year	Enrolment			Gross enrolment ratio (%)				Net enrolment rate (adjusted) (%)				Survival rates to the last grade of primary education (%)			
		MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	MF	M	F	GPI
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Nepal	2012	4,577 ⁺¹	50 ⁺¹	15 ⁺¹	135 ⁺¹	130 ⁺¹	141 ⁺¹	1.08 ⁺¹	98**	98**	97**	0.99**	55	55	56	1.02
	2005	4,030	46	15	120	125	114	0.92	...	...	...	...	...	...	...	...
Pakistan	2000	3,780	43	...	126	142	110	0.78	76**	84**	68**	0.81**	...	...	...	...
	2012	18,119	44	34	93	99	86	0.87	72*	77*	67*	0.87*	61 ⁻¹	61 ⁻¹	61 ⁻¹	1.01 ⁻¹
	2005	17,258	42	36	84	94	72	0.77	65*	73*	57*	0.77*	...	...	...	...
Sri Lanka	2000	13,987*	39**	...	70*	83**	57**	0.68**	...	...	...	...	...	...	...	...
	2012	1,752	49	3	98	99	98	1.00	94	94	94	1.00	100 ⁻¹	97 ⁻¹	104 ⁻¹	1.07 ⁻¹
	2005	1,611	49	-	98	98	98	1.00	96	95	96	1.01	99	99	99	1.00
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
REGIONAL AVERAGES																
World	2012	705,696	48	13**	108	110	107	0.97	91**	92**	90**	0.98**	...	...	...	...
	2005	677,948	47	11**	105	107	102	0.95	89**	90**	87**	0.96**	...	...	...	...
	2000	655,589	47	10**	98	102	94	0.92	85**	88**	82**	0.93**	...	...	...	...
Arab States	2012	42,761	47	8**	104	107	100	0.93	89**	91**	87**	0.96**	...	...	...	...
	2005	39,192	47	6	98	102	93	0.91	85	88**	82**	0.93**	...	...	...	...
Central and Eastern Europe	2000	35,464	46	6**	92	98	86	0.87	81	85	77	0.91	...	...	...	...
	2012	19,712	49	2	100	100	100	1.00	96	96	96	1.00	...	...	...	...
	2005	21,190	48	1	100	101	99	0.98	95	95	94	0.99	...	...	...	...
Central Asia	2000	23,750	48	1**	102	104	100	0.97	94**	95**	93**	0.97**	...	...	...	...
	2012	5,479**	48**	1**	99**	100**	99**	0.99**	95**	95**	94**	0.99**	...	...	...	...
	2005	6,121	49	1**	98	99	97	0.98	94**	95**	94**	0.99**	...	...	...	...
East Asia and the Pacific	2000	6,747	49	-**	98	99	98	0.99	95**	95**	95**	0.99**	...	...	...	...
	2012	184,708	47	8	117	118	116	0.99	96**	96**	96**	1.00**	...	...	...	...
	2005	197,670**	48**	6**	111**	112**	111**	0.99**	95**	95**	94**	0.99**	...	...	...	...
Latin America and the Caribbean	2000	222,451**	48**	4**	105**	105**	104**	0.99**	95**	95**	95**	0.99**	...	...	...	...
	2012	64,959	48	18	109	110	107	0.97	94**	93**	94**	1.00**	...	...	...	...
	2005	68,845	48	15	115	117	113	0.97	94	95	94	0.99	...	...	...	...
North America and Western Europe	2000	70,045	48	14	119	121	116	0.96	94	95	93	0.98	...	...	...	...
	2012	51,353	49	10	101	101	100	0.99	96	96	96	1.00	...	...	...	...
	2005	51,521	49	11	102	102	101	0.99	96	96	97	1.01	...	...	...	...
South and West Asia	2000	52,686	49	12	103	103	102	0.99	98	98	98	1.00	...	...	...	...
	2012	192,650**	48**	...	110**	110**	111**	1.00**	94**	94**	94**	1.00**	...	...	...	...
	2005	181,500**	46**	...	105**	108**	102**	0.95**	90**	93**	87**	0.93**	...	...	...	...
Sub-Saharan Africa	2000	157,697	44	19	92	100	84	0.84	80	87	73	0.84	...	...	...	...
	2012	144,075	47	11**	102	106	98	0.92	79**	82**	76**	0.93**	...	...	...	...
	2005	111,908	47	10**	95	100	89	0.88	71	74	68	0.92	...	...	...	...
	2000	86,751	46	10**	83	89	76	0.85	61	65	57	0.88	...	...	...	...

Secondary Education

Region Country or territory	Reference year	Enrolment			Gross enrolment ratio in lower secondary (ISCED 2) (%)				Net enrolment rate (adjusted) in lower secondary (ISCED 2) (%)				Students in secondary education (ISCED 2-3) enrolled in technical and vocational programme		Survival rates to the last grade of lower secondary education (%)			
		MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	%	% F	MF	M	F	GPI
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Central Asia																		
Kazakhstan	2012	1,643	48	1	103 ⁺¹	103 ⁺¹	103 ⁺¹	0.99 ⁺¹	98	98	98	0.99	7	30	99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹
	2005	2,040	49	1	100	100	99	0.99	98	98	98	1.00	5	34	99	99	99	1.00
	2000	2,003	50	1	94	92	96	1.05	96 ^{**}	93 ^{**}	98 ^{**}	1.05 ^{**}	4	36	...	...	...	...
Kyrgyzstan	2012	683 ^{*-1}	49 ^{*-1}	2 ^{*-1}	93	93	93	0.99	90 ^{*-1}	90 ^{*-1}	90 ^{*-1}	1.00 ^{*-1}	9 ^{*-1}	42 ^{*-1}	95 ⁻¹	96 ⁻¹	94 ⁻¹	0.99 ⁻¹
	2005	721	49	1	91	91	90	0.99	88	89	88	0.99	4	36	93	91	95	1.04
	2000	659	50	-	83	82	84	1.03	...	...	...	...	4	36	91	94	89	0.95
Mongolia	2012	291	50	9	93	92	95	1.02	78	76	80	1.04	14	43	94 ⁻¹	93 ⁻¹	95 ⁻¹	1.03 ⁻¹
	2005	339	52	4	96	93	99	1.06	89 ^{**}	86 ^{**}	93 ^{**}	1.08 ^{**}	6	50	93	90	96	1.06
	2000	226	55	-	74	68	81	1.19	74 ^{**}	67 ^{**}	80 ^{**}	1.20 ^{**}	4	51	93	90	96	1.07
Tajikistan	2012	1,055	46	1 ⁻¹	95	98	92	0.94	94 ⁻¹	97 ⁻¹	91 ⁻¹	0.93 ⁻¹	1	33	95 ⁻¹	97 ⁻¹	93 ⁻¹	0.97 ⁻¹
	2005	984	45	.	91	96	86	0.89	90	96	85	0.89	2	27	93	...	...	...
	2000	795	46	.	83	87	78	0.90	83	87	78	0.90	3	32	86	...	...	...
Turkmenistan	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	2012	4,370 ⁻¹	49 ⁻¹	. ⁻¹	95 ⁻¹	95 ⁻¹	94 ⁻¹	0.98 ⁻¹	93 ⁻¹	94 ⁻¹	92 ⁻¹	0.98 ⁻¹	...	...	95 ⁻²	95 ⁻²	96 ⁻²	1.02 ⁻²
	2005	4,516	48	...	98	98	97	0.98	...	...	...	...	17	47	96	96	97	1.01
	2000	3,566	49	...	84	84	83	0.99	...	...	...	...	11	44	94	96	93	0.96
East Asia																		
Brunei Darussalam	2012	52	48	15	110	111	109	0.98	93	93	93	1.00	11	50	99 ⁻¹	98 ⁻¹	99 ⁻¹	1.01 ⁻¹
	2005	44	49	13	113	117	109	0.92	89	87	91	1.05	7	41	95	94	96	1.02
	2000	35	50	11	108	110	107	0.97	...	...	...	...	5	36	...	...	...	...
Cambodia	2012	...	...	...	63	63	63	1.00	...	...	...	...	...	...	63 ⁻¹	65 ⁻¹	62 ⁻¹	0.96 ⁻¹
	2005	...	...	...	50	55	44	0.80	...	...	...	...	...	...	64	66	61	0.91
	2000	351	35	1	22	28	16	0.56	14	17	12	0.68	2	39	66	72	57	0.79
China	2012	95,004	47	11	104	102	105	1.02	...	...	...	...	21	45	97 ⁻²	96 ⁻²	98 ⁻²	1.02 ⁻²
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	81,488	...	...	76	...	...	...	...	...	...	...	15	...	...	...	...	...
Democratic People's Republic of Korea	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hong Kong SAR of China	2012	487	48	16	98	100	96	0.96	89 [*]	89 [*]	88 [*]	0.99 [*]	1	14	98 ^{*-1}	97 ^{*-1}	100 ^{*-1}	1.02 ^{*-1}
	2005	498	49	12	96	97	95	0.98	83 [*]	83 [*]	83 [*]	1.00 [*]	2	15	99	98	100	1.02
	2000	...	...	...	88	89	87	0.98	...	...	...	...	...	...	...	...	...	...
Indonesia	2012	21,446	50	42	91	89	93	1.04	81	79	83	1.06	19	42	95 ⁻¹	95 ⁻¹	94 ⁻¹	0.99 ⁻¹

Region Country or territory	Reference year	Enrolment			Gross enrolment ratio in lower secondary (ISCED 2) (%)				Net enrolment rate (adjusted) in lower secondary (ISCED 2) (%)				Students in secondary education (ISCED 2-3) enrolled in technical and vocational programme		Survival rates to the last grade of lower secondary education (%)			
		MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	%	% F	MF	M	F	GPI
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
	2005	15,993	49**	44	74	73**	75**	1.02**	62**	62**	63**	1.02**	14	42	97**	95**	100**	1.05**
	2000	14,720	...	...	71	...	...	...	...	...	...	...	13	43	...	...	...	...
Japan	2012	7,288	49	19	101	101	101	1.00	100	100	100	1.00	12	43	...	...	...	...
	2005	7,710	49	19	100	100	100	1.00	100	...	...	...	13	43	...	...	...	...
	2000	8,782	49	18	103	103	103	1.00	...	...	...	...	13	45	...	...	...	...
Lao People's Democratic Republic	2012	515	46	3	58	62	55	0.89	42	42	42	1.01	1	54	70 ⁻¹	68 ⁻¹	72 ⁻¹	1.06 ⁻¹
	2005	394	42	2	51	57	45	0.79	27	27	28	1.03	1	37	76**	76**	75**	0.99**
	2000	265	41	1	45	52	37	0.72	20	21	20	0.96	1	36	73	73	74	1.02
Macao, China	2012	36	48	96	108	111	106	0.96	74	72	77	1.07	4	39	95 ⁻¹	94 ⁻¹	97 ⁻¹	1.04 ⁻¹
	2005	47	49	94	123	124	122	0.98	73	70	77	1.10	5	46	96	94	98	1.04
	2000	35	50	93	103	100	105	1.05	65	60	70	1.16	6	45	94	92	96	1.04
Malaysia	2012	2,628 ⁻¹	51 ⁻¹	5 ⁻¹	92 ⁻¹	96 ⁻¹	88 ⁻¹	0.91 ⁻¹	91	94	87	0.92	7 ⁻¹	42 ⁻¹	91 ⁻²	88 ⁻²	95 ⁻²	1.08 ⁻²
	2005	2,489	51	3	91	93	90	0.96	91	93	89	0.97	6	43	94	91	96	1.05
	2000	2,205	51	6	92	90	94	1.04	92	90	94	1.04	6	41	85	83	86	1.04
Myanmar	2012	2,852 ⁻²	51 ⁻²	. ⁻²	58 ⁻²	57 ⁻²	59 ⁻²	1.03 ⁻²	51	50	52	1.03	. ⁻²	. ⁻²	69 ⁻³	65 ⁻³	74 ⁻³	1.14 ⁻³
	2005	2,589	49	.	50	51	49	0.96	44	45	43	0.96	-	.	78	77	78	1.01
	2000	2,268	51	.	40	39	40	1.01	33	33	33	1.01	-	.	74	84	64	0.76
Philippines	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	6,352	52	20	85	81	89	1.09	55	50	61	1.22	.	.	77	72	81	1.12
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Republic of Korea	2012	3,783	47	31	100	100	100	0.99	96	96	96	1.00	10	44	99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹
	2005	3,786	47	33	98	99	98	1.00	96	96	96	1.00	13	46	99	99	99	1.00
	2000	3,959	48	40	102	101	102	1.01	96	95	97	1.02	19	49	99	99	99	1.00
Singapore	2012	26	50	33	103	102	105	1.02	69	65	73	1.12	.	.	98 ⁻¹	97 ⁻¹	100 ⁻¹	1.03 ⁻¹
	2005	24	51	32**	100	98	102	1.04	...	...	...	...	.	.	95	...	...	...
	2000	22	50	32	97	96	99	1.04	75	71	81	1.14	.	.	100	100	100	1.00
Thailand	2012	4,786	51	16	99	98	99	1.00	78	77	79	1.03	15	42	...	...	...	...
	2005	4,533	51**	13	87	86	88	1.02	...	...	...	...	15	44**	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Timor-Leste	2012	108 ⁻¹	50 ⁻¹	26 ⁻¹	62 ⁻¹	61 ⁻¹	63 ⁻¹	1.02 ⁻¹	26	24	29	...	6 ⁻¹	46 ⁻¹	99 ⁻²	100 ⁻²	98 ⁻²	0.99 ⁻²
	2005	75	49	...	...	...	...	...	...	...	...	...	4	40	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Viet Nam	2012	...	...	...	92	92	92	1.00	...	...	...	...	...	...	83 ⁻¹	...	...	...
	2005	...	...	...	89	91	87	0.96	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	80	83	76	0.92	69**	...	...	...	...	...	78**	...	...	...
Pacific																		
Australia	2012	2,377	47	36	111	114	109	0.96	85	84	85	1.02	35	43	...	...	...	...
	2005	2,497	48	27	113	112	113	1.00	86**	85**	87**	1.02**	27	45	...	...	...	...
	2000	2,589	49	24	118	117	119	1.01	...	...	...	...	47	47	...	...	...	...

Region Country or territory	Reference year	Enrolment			Gross enrolment ratio in lower secondary (ISCED 2) (%)				Net enrolment rate (adjusted) in lower secondary (ISCED 2) (%)				Students in secondary education (ISCED 2-3) enrolled in technical and vocational programme		Survival rates to the last grade of lower secondary education (%)			
		MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	%	% F	MF	M	F	GPI
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Cook Islands	2012	1.9	48	14 ⁻¹	99 [*]	101 [*]	97 [*]	0.96 [*]	84 [*]	85 [*]	83 [*]	0.97 [*]	4	26	88 ⁻¹	98 ⁻¹	79 ⁻¹	0.81 ⁻¹
	2005	1.9	49	14	...	...	...	...	92 [*]	88 [*]	96 [*]	1.09 [*]
	2000	1.7	51	...	89 [*]	86 [*]	92 [*]	1.07 [*]	87 ^{**}	82 ^{**}	93 ^{**}	1.13 ^{**}	.	.	85	90	81	0.90
Fiji	2012	97	51	...	98	94	102	1.09	88	84	93	1.12	1	19	83 ⁻¹	75 ⁻¹	91 ⁻¹	1.21 ⁻¹
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	98	51	...	93	90	96	1.07	86 ^{**}	83 ^{**}	89 ^{**}	1.08 ^{**}	3	40	...	...	...	...
Kiribati	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	12	52	...	106	103	110	1.07	84 ^{**}	83 ^{**}	86 ^{**}	1.04^{**}	...	...	...	...	...	...
	2000	7.5	55	...	46	40	52	1.29	...	...	...	...	...	...	...	...	...	...
Marshall Islands	2012	...	...	...	125	117	134	1.15	...	...	...	...	...	...	...	...	...	...
	2005	5.3	49	...	104	107	102	0.96	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	14	49	...	99	94	104	1.10	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	2012	0.95	47	.	78 [*]	81 [*]	75 [*]	0.93 [*]	76 [*]	77 [*]	74 [*]	0.97 [*]
	2005	0.60	51	...	...	...	...	...	...	...	...	...	.	.	...	...	...	...
	2000	0.66	54	...	...	...	...	...	...	...	...	...	.	.	...	...	...	...
New Zealand	2012	501	50	10	105	106	104	0.99	99	100	99	0.99	14	49	...	...	...	...
	2005	526	50	22	103	104	102	0.99	...	...	...	...	...	...	...	...	...	...
	2000	444	50	10	102	102	101	0.99	...	...	...	...	...	...	...	...	...	...
Niue	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	0.21	48	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	0.26	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Palau	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	2.4	...	...	104 [*]
	2000	1.9	48	29	92 [*]	89 [*]	96 [*]	1.08 [*]
Papua New Guinea	2012	378	41	1	73	80	64	0.80	...	...	...	...	8	27	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Samoa	2012	26	50	33	103	102	105	1.02	69	65	73	1.12	.	.	98 ⁻¹	97 ⁻¹	100 ⁻¹	1.03 ⁻¹
	2005	24	51	32 ^{**}	100	98	102	1.04	...	...	...	...	.	.	95	...	...	...
	2000	22	50	32	97	96	99	1.04	75	71	81	1.14	.	.	100	100	100	1.00
Solomon Islands	2012	42	47	30	72	72	72	0.99	...	...	...	...	.	.	85 ⁻¹	85 ⁻¹	84 ⁻¹	0.99 ⁻¹
	2005	22	43	...	46	49	43	0.88	...	...	...	...	.	.	...	...	...	...
	2000	14	42	...	35	38	31	0.81	11	12	10	0.84	.	.	...	...	...	...
Tokelau	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Region Country or territory	Reference year	Enrolment			Gross enrolment ratio in lower secondary (ISCED 2) (%)				Net enrolment rate (adjusted) in lower secondary (ISCED 2) (%)				Students in secondary education (ISCED 2-3) enrolled in technical and vocational programme		Survival rates to the last grade of lower secondary education (%)			
		MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	%	% F	MF	M	F	GPI
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Tonga	2000	0.18	49	.	102*	97*	107*	1.11*	...	...	...	...	.	.	...	...	...	...
	2012	15 ⁻¹	47 ⁻¹	65 ⁻¹	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tuvalu	2000	15	49	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	20 ⁻²	49 ⁻²	...	67 ⁻²	64 ⁻²	70 ⁻²	1.09 ⁻²	49	46	53	1.14	10 ⁻²	39 ⁻²	71 ⁻³	74 ⁻³	69 ⁻³	0.93 ⁻³
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	80	85	75	0.88
	2000	10	52	27	45	41	50	1.24	51**	47**	56**	1.19**	18	41	...	...	...	...
South and West Asia																		
Afghanistan	2012	2,416	35	2	63	80	46	0.57	...	...	...	...	1	12	...	...	...	...
	2005	651	23	...	26	38	13	0.34	...	...	...	...	1	10	...	...	...	...
Bangladesh	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	12,187	52	94	71	63	79	1.25	65	59	71	1.20	4	33	84 ⁻²	83 ⁻²	85 ⁻²	1.01 ⁻²
	2005	10,109	51	96	64	60	68	1.13	61	57	65	1.13	2	30	75	75	75	1.00
Bhutan	2000	10,329	50	96	64	60	69	1.14	62	58	66	1.13	1	25	81	74	88	1.18
	2012	66	51	10	86	82	90	1.10	53	49	58	1.18	-	.	90 ⁻¹	91 ⁻¹	90 ⁻¹	0.99 ⁻¹
	2005	42	47	8	55	56	54	0.95	31	30	33	1.08	1	34	84	85	83	0.98
India	2000	25	44	...	41	44	37	0.82	19	19	19	1.00	-	.	78	79	78	0.98
	2012	113,728 ⁻¹	46 ⁻¹	...	86 ⁻¹	87 ⁻¹	86 ⁻¹	0.99 ⁻¹	66	67	66	0.99	...	...	97 ⁻²	96 ⁻²	98 ⁻²	1.02 ⁻²
	2005	89,462	43**	...	73	78	68	0.88	...	...	...	...	1	20**	...	...	...	...
Iran (Islamic Republic of)	2000	71,031	40	42	62	71	52	0.73	...	...	...	...	1	20	...	...	...	...
	2012	7,118	48	12	101	104	98	0.94	90*	90*	90*	1.00*	11	34	96 ^{*-1}	96 ^{*-1}	95 ^{*-1}	0.99 ^{*-1}
	2005	9,066	48	9**	96	101	92	0.91	...	...	...	...	10	38	...	...	...	...
Maldives	2000	9,955	47	...	94	101	87	0.87	...	...	...	...	7	38	87	84	89	1.06
	2012	...	...	...	104	104	105	1.01	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	122	113	132	1.16	...	...	...	...	...	...	79	76	82	1.08
Nepal	2000	20	51	17	81	77	85	1.10	36**	33**	39**	1.18**	2	45	...	...	...	...
	2012	3,089 ⁺¹	51 ⁺¹	...	89 ⁺¹	85 ⁺¹	93 ⁺¹	1.09 ⁺¹	46**	46**	46**	0.98**	...	.	94 ⁻¹	93 ⁻¹	96 ⁻¹	1.03 ⁻¹
	2005	2,054	45**	27	78	85	72	0.85	...	...	...	...	1	22**	...	...	...	...
Pakistan	2000	1,348	40	...	55	65	46	0.71	...	...	...	...	1	21	85	86	84	0.98
	2012	10,372	41	31	49	54	44	0.82	46	51	42	0.82	4	43	92 ⁻¹	92 ⁻¹	91 ⁻¹	0.99 ⁻¹
	2005	6,852	...	26	38	44	32	0.73	...	...	...	...	2	...	...	...	...	...
Sri Lanka	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	2,590	51	7	99	99	100	1.01	91	90	92	1.02	6	45	93 ⁻¹	88 ⁻¹	99 ⁻¹	1.13 ⁻¹
	2005	...	...	...	101	101	102	1.01	...	...	...	...	...	...	92	90	94	1.04
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Region Country or territory	Reference year	Enrolment			Gross enrolment ratio in lower secondary (ISCED 2) (%)				Net enrolment rate (adjusted) in lower secondary (ISCED 2) (%)				Students in secondary education (ISCED 2-3) enrolled in technical and vocational programme		Survival rates to the last grade of lower secondary education (%)			
		MF (000)	% F	% Private	MF	M	F	GPI	MF	M	F	GPI	%	% F	MF	M	F	GPI
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
REGIONAL AVERAGES																		
World	2012	552,444	48	22**	85	85	84	0.98	...	...	...	...	10	44	...	...	...	...
	2005	507,363	47	20**	78	80	76	0.95	...	...	...	...	10	45	...	...	...	...
	2000	449,883	47**	19**	72	75	69	0.92	...	...	...	...	10**	45**	...	...	...	...
Arab States	2012	31,329	47	7**	89	93	85	0.92	...	...	...	...	9	40	...	...	...	...
	2005	27,960	47	6**	83	88	78	0.89	...	...	...	...	12	43	...	...	...	...
	2000	23,304	46	7**	77	83	71	0.86	...	...	...	...	15**	44**	...	...	...	...
Central and Eastern Europe	2012	30,276	48	3	97	97	96	0.99	...	...	...	...	22	41	...	...	...	...
	2005	36,124	48	2	89	91	87	0.96	...	...	...	...	19	40	...	...	...	...
	2000	40,935**	48**	2**	93	94	92	0.97	...	...	...	...	18**	39**	...	...	...	...
Central Asia	2012	10,056**	48**	3**	96**	97**	95**	0.98**	...	...	...	...	13**	46**	...	...	...	...
	2005	11,106	48	2**	96	97	95	0.98	...	...	...	...	10	45	...	...	...	...
	2000	9,658	49	2**	85	85	85	1.00	...	...	...	...	7	41	...	...	...	...
East Asia and the Pacific	2012	158,258	48	17	97	96	97	1.02	...	...	...	...	17	44	...	...	...	...
	2005	158,575**	48**	14**	86**	86**	86**	1.00**	...	...	...	...	12**	49**	...	...	...	...
	2000	135,990	47**	...	75	77**	74**	0.96**	...	...	...	...	14**	47**	...	...	...	...
Latin America and the Caribbean	2012	60,732	51	19	98	97	100	1.03	...	...	...	...	10	53	...	...	...	...
	2005	58,502	51	19	99	98	101	1.04	...	...	...	...	8	52	...	...	...	...
	2000	55,077**	51**	18**	98	97	99	1.03	...	...	...	...	9**	54**	...	...	...	...
North America and Western Europe	2012	61,163	49	14	103	104	103	0.99	...	...	...	...	13	42	...	...	...	...
	2005	62,889	49	13	104	105	104	0.99	...	...	...	...	15	44	...	...	...	...
	2000	61,007	49	13	102	102	102	1.00	...	...	...	...	13	45	...	...	...	...
South and West Asia	2012	152,002**	46**	...	81**	81**	80**	0.98**	...	...	...	...	-	.	...	...	...	...
	2005	120,683	44	...	69	73	65	0.88	...	...	...	...	2	30	...	...	...	...
	2000	101,181	41	42	60	67	53	0.79	...	...	...	...	2	29	...	...	...	...
Sub-Saharan Africa	2012	48,628**	45**	19**	50**	53**	46**	0.86**	...	...	...	...	6**	40**	...	...	...	...
	2005	31,525	44	17**	38	43	34	0.79	...	...	...	...	6	39	...	...	...	...
	2000	22,730	44	...	30	33	27	0.80	...	...	...	...	7	36	...	...	...	...

Out-of-School Children

Country or territory	Region	Reference year	Number out-of-school children of primary school age		Rates of out-of-school children of primary school age (%)			Number of out-of-school adolescents of lower secondary school age		Rates of out-of-school adolescents of lower secondary school age (%)		
			MF (000)	% F	MF	M	F	MF (000)	% F	MF	M	F
			(1)	(2)	(3)	(4)	(5)	(7)	(8)	(9)	(10)	(11)
Central Asia												
Kazakhstan		2012	13 ^{**,+1}	14 ^{**,+1}	1 ^{**,+1}	2 ^{**,+1}	- ^{**,+1}	14	68	1	1	2
		2005	12	28	1	2	1	2.1	...	-	...	...
		2000	44 ^{**}	32 ^{**}	4 ^{**}	5 ^{**}	2 ^{**}	33 ^{**}	...	2^{**}	...	...
Kyrgyzstan		2012	6.2	69	2	1	2	47 ^{,-1}	49 ^{,-1}	9 ^{,-1}	9 ^{,-1}	9 ^{,-1}
		2005	20	48	5	5	4	57	53	10	9	10
		2000	37 ^{**}	50 ^{**}	8 ^{**}	8 ^{**}	8^{**}	...	...	...	...	...
Mongolia		2012	5.2	64	2	2	3	0.41	...	-	...	...
		2005	19	45	8	8	7	12 ^{**}	20 ^{**}	5 ^{**}	8 ^{**}	2 ^{**}
		2000	18	43	7	8	6	53 ^{**}	35 ^{**}	22 ^{**}	28 ^{**}	15 ^{**}
Tajikistan		2012	13 ⁻¹	87 ⁻¹	2 ⁻¹	- ⁻¹	3 ⁻¹	50 ⁻¹	78 ⁻¹	6 ⁻¹	2 ⁻¹	9 ⁻¹
		2005	18	81	3	1	4	78	79	9	4	14
		2000	40	79	6	2	9	143	61	17	13	22
Turkmenistan		2012	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
Uzbekistan		2012	178 ⁻¹	57 ⁻¹	9 ⁻¹	7 ⁻¹	10 ⁻¹	181 ⁻¹	55 ⁻¹	6 ⁻¹	6 ⁻¹	7 ⁻¹
		2005	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
East Asia												
Brunei Darussalam		2012	1.9	55	4	4	5	0.01	...	-	...	...
		2005	...	...	...	...	...	0.39	46	2	2	2
		2000	...	...	...	...	...	...	...	...	...	...
Cambodia		2012	29	90	2	-	3	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	165	84	8	2	13	901	51	86	83	88
China		2012	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea		2012	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
Hong Kong SAR of China		2012	4.6 [*]	67 [*]	1 [*]	1 [*]	2 [*]	16 [*]	55 [*]	8 [*]	7 [*]	9 [*]
		2005	32 [*]	53 [*]	7 [*]	6 [*]	8 [*]	29 [*]	50 [*]	11 [*]	11 [*]	11 [*]
		2000	...	...	...	...	...	...	...	...	...	...
Indonesia		2012	1,336	42	5	5	4	1,674	43	13	14	11
		2005	1,380 ^{**}	59 ^{**}	5 ^{**}	4 ^{**}	6 ^{**}	2,858 ^{**}	48 ^{**}	22 ^{**}	22 ^{**}	22 ^{**}
		2000	...	...	...	...	...	...	...	...	...	...
Japan		2012	5.6	...	-	...	...	4.0	...	-	...	...
		2005	0.10	...	-	...	...	11	...	-	...	...
		2000	2.2	...	-	...	...	...	...	...	...	...

Country or territory	Region	Reference year	Number out-of-school children of primary school age		Rates of out-of-school children of primary school age (%)			Number of out-of-school adolescents of lower secondary school age		Rates of out-of-school adolescents of lower secondary school age (%)		
			MF (000)	% F	MF	M	F	MF (000)	% F	MF	M	F
			(1)	(2)	(3)	(4)	(5)	(7)	(8)	(9)	(10)	(11)
Lao People's Democratic Republic		2012	30	60	4	3	5	178	54	29	26	31
		2005	174	55	21	19	24	133	59	28	22	33
		2000	198	56	25	22	28	118	62	29	22	36
Macao, China		2012	...	...	...	...	...	2.2	47	13	14	13
		2005	3.8	51	11	10	11	0.98	46	5	5	4
		2000	6.5	42	14	16	13	1.0	36	4	5	3
Malaysia		2012	...	...	...	...	...	154 ⁻¹	71 ⁻¹	9 ⁻¹	6 ⁻¹	13 ⁻¹
		2005	94	...	3	...	...	127	61	8	6	10
		2000	67	48	2	2	2	108	36	7	9	5
Myanmar		2012	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
Philippines		2012	...	...	...	...	...	...	...	...	...	...
		2005	1,294	43	11	12	9	436	35	8	10	5
		2000	...	...	...	...	...	...	...	...	...	...
Republic of Korea		2012	22	69	1	-	1	3.9	...	-	...	...
		2005	25	...	1	...	...	34	49	2	2	2
		2000	9.9	...	-	...	...	16	...	1	...	...
Singapore		2012	1.1	32	4	5	3	0.10	...	1	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	2.5	39	8	10	7	0.33	7	4	7	1
Thailand		2012	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
Timor-Leste		2012	16 ⁻¹	54 ⁻¹	8 ⁻¹	8 ⁻¹	9 ⁻¹	34 ⁻¹	50 ⁻¹	34 ⁻¹	33 ⁻¹	34 ⁻¹
		2005	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
Viet Nam		2012	122	...	...	...	...	...	...	...	...	...
		2005	772	...	10	...	...	...	...	...	...	...
		2000	381 ^{**}	...	4^{**}	...	...	1,186 ^{**}	...	16^{**}	...	...
Pacific												
Australia		2012	61	44	3	3	3	28	51	2	2	3
		2005	101 ^{**}	46 ^{**}	5 ^{**}	6 ^{**}	5 ^{**}	27 ^{**}	46 ^{**}	2 ^{**}	3 ^{**}	2 ^{**}
		2000	111 ^{**}	46 ^{**}	6 ^{**}	6 ^{**}	6^{**}	...	...	...	...	...
Cook Islands		2012	0.06 ^{*-1}	24 ^{*-1}	3 ^{*-1}	5 ^{*-1}	2 ^{*-1}	0.15 [*]	55 [*]	13 [*]	11 [*]	14 [*]
		2005	...	...	...	...	...	0.05 [*]	...	4 [*]
		2000	0.13 ^{**}	34 ^{**}	6 ^{**}	7 ^{**}	4 ^{**}	0.07 ^{**}	...	5^{**}	...	...
Fiji		2012	1.1 ⁻¹	9 ⁻¹	1 ⁻¹	2 ⁻¹	- ⁻¹	2.5	...	4	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	6.0 ^{**}	48 ^{**}	5 ^{**}	5 ^{**}	5 ^{**}	4.2 ^{**}	33 ^{**}	6 ^{**}	8 ^{**}	4 ^{**}
Kiribati		2012	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...

Country or territory	Region	Reference year	Number out-of-school children of primary school age		Rates of out-of-school children of primary school age (%)			Number of out-of-school adolescents of lower secondary school age		Rates of out-of-school adolescents of lower secondary school age (%)		
			MF (000)	% F	MF	M	F	MF (000)	% F	MF	M	F
			(1)	(2)	(3)	(4)	(5)	(7)	(8)	(9)	(10)	(11)
Marshall Islands		2012	0.02 ⁻¹	...	- ¹	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)		2012	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
Nauru		2012	0.3 [*]	48 [*]	24 [*]	25 [*]	23 [*]	0.03 [*]	...	3 [*]
		2005	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
New Zealand		2012	5.3	40	1	2	1	0.96	...	-	...	...
		2005	3.2 ^{**}	70 ^{**}	1 ^{**}	1 ^{**}	1^{**}	...	...	...	...	...
		2000	3.7 ^{**}	41 ^{**}	1 ^{**}	1 ^{**}	1^{**}	...	...	...	...	...
Niue		2012	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
Palau		2012	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
Papua New Guinea		2012	165	61	13	10	17	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
Samoa		2012	1.1	32	4	5	3	0.10	...	1	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	2.5	39	8	10	7	0.33	7	4	7	1
Solomon Islands		2012	...	...	...	...	...	...	...	...	...	...
		2005	18 ^{**}	51 ^{**}	24 ^{**}	23 ^{**}	26^{**}	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
Tokelau		2012	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
Tonga		2012	1.6 ^{**}	41 ^{**}	10 ^{**}	11 ^{**}	9^{**}	...	...	...	...	...
		2005	0.18	...	1	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
Tuvalu		2012	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...
Vanuatu		2012	...	...	...	...	...	...	...	...	...	...
		2005	0.28	...	1	...	...	...	...	...	...	...
		2000	0.20 ^{**}	...	1^{**}	...	...	3.3 ^{**}	40 ^{**}	18 ^{**}	21 ^{**}	15 ^{**}
South and West Asia												
Afghanistan		2012	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...

Country or territory	Region	Reference year	Number out-of-school children of primary school age		Rates of out-of-school children of primary school age (%)			Number of out-of-school adolescents of lower secondary school age		Rates of out-of-school adolescents of lower secondary school age (%)		
			MF (000)	% F	MF	M	F	MF (000)	% F	MF	M	F
			(1)	(2)	(3)	(4)	(5)	(7)	(8)	(9)	(10)	(11)
Bangladesh		2000	...	...	...	...	...	...	...	...	...	...
		2012	621 ^{*, -2}	20 ^{*, -2}	4 ^{*, -2}	6 ^{*, -2}	2 ^{*, -2}	2,206 ^{*, -2}	32 ^{*, -2}	22 ^{*, -2}	30 ^{*, -2}	15 ^{*, -2}
		2005	780	18	5	8	2	3,237	43	33	37	29
Bhutan		2000	...	...	...	...	...	...	...	...	...	...
		2012	8.0	40	8	10	7	8.3	35	14	18	10
		2005	28	49	27	27	27	21	52	34	33	35
India		2000	44	53	41	38	44	28	53	48	45	52
		2012	1,387 ⁻¹	...	1 ⁻¹	...	...	16,396 ⁻¹	48 ⁻¹	23 ⁻¹	23 ⁻¹	23 ⁻¹
		2005	...	...	...	...	...	...	...	...	...	...
Iran (Islamic Republic of)		2000	16,948 ^{**}	74 ^{**}	14 ^{**}	7 ^{**}	22^{**}	...	...	...	...	...
		2012	3.5 [*]	...	- [*]	146 [*]	61 [*]	5 [*]	3 [*]	6 [*]
		2005	172 ^{**}	65 ^{**}	3 ^{**}	2 ^{**}	4^{**}	...	...	...	...	...
Maldives		2000	1,167 ^{**}	54 ^{**}	14 ^{**}	13 ^{**}	16^{**}	...	...	...	...	...
		2012	...	...	...	...	...	...	...	...	...	...
		2005	0.99	40	2	2	2	...	...	...	...	...
Nepal		2000	0.75 ^{**}	29 ^{**}	1 ^{**}	2 ^{**}	1 ^{**}	0.70 ^{**}	32 ^{**}	3 ^{**}	4 ^{**}	2 ^{**}
		2012	82	54 ^{**}	2	2 ^{**}	3 ^{**}	122 ^{**}	...	6^{**}	...	...
		2005	...	...	...	...	...	...	...	...	...	...
Pakistan		2000	709 ^{**}	66 ^{**}	24 ^{**}	16 ^{**}	32^{**}	...	...	...	...	...
		2012	5,370 [*]	57 [*]	28 [*]	23 [*]	33 [*]	6,461	52	54	49	58
		2005	7,165 [*]	60 [*]	35 [*]	27 [*]	43 [*]
Sri Lanka		2000	...	...	...	...	...	...	...	...	...	...
		2012	108	50	6	6	6	94 ⁻¹	43 ⁻¹	7 ⁻¹	8 ⁻¹	6 ⁻¹
		2005	74	45	4	5	4	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...
REGIONAL AVERAGES												
World		2012	57,839 ^{**}	53 ^{**}	9 ^{**}	8 ^{**}	10	62,946 ^{**}	50 ^{**}	17 ^{**}	16 ^{**}	17 ^{**}
		2005	73,320 ^{**}	57 ^{**}	11 ^{**}	10 ^{**}	13	77,770 ^{**}	52 ^{**}	20 ^{**}	18 ^{**}	21 ^{**}
		2000	99,777 ^{**}	58 ^{**}	15 ^{**}	12 ^{**}	18	96,930 ^{**}	53 ^{**}	25 ^{**}	22 ^{**}	27 ^{**}
Arab States		2012	4,467 ^{**}	58 ^{**}	11 ^{**}	9 ^{**}	13	2,949 ^{**}	58 ^{**}	13 ^{**}	11 ^{**}	16 ^{**}
		2005	6,067	60 ^{**}	15	12 ^{**}	18	3,634 ^{**}	59 ^{**}	17 ^{**}	14 ^{**}	21 ^{**}
Central and Eastern Europe		2000	7,401	59	19	15	23	4,567 ^{**}	59 ^{**}	24 ^{**}	19 ^{**}	29 ^{**}
		2012	827	48	4	4	4	850 ^{**}	49 ^{**}	5 ^{**}	5 ^{**}	5 ^{**}
		2005	1,112	54	5	5	6	2,347 ^{**}	52 ^{**}	10 ^{**}	9 ^{**}	11 ^{**}
Central Asia		2000	1,441 ^{**}	59 ^{**}	6 ^{**}	5 ^{**}	7	3,052 ^{**}	50 ^{**}	11 ^{**}	11 ^{**}	11 ^{**}
		2012	295 ^{**}	52 ^{**}	5 ^{**}	5 ^{**}	6	403 ^{**}	55 ^{**}	6 ^{**}	5 ^{**}	6 ^{**}
		2005	348 ^{**}	54 ^{**}	6 ^{**}	5 ^{**}	6	366 ^{**}	57 ^{**}	4 ^{**}	4 ^{**}	5 ^{**}
East Asia and the Pacific		2000	348 ^{**}	52 ^{**}	5 ^{**}	5 ^{**}	5	...	...	...	...	...
		2012	6,928 ^{**}	47 ^{**}	4 ^{**}	4 ^{**}	4	7,426 ^{**}	46 ^{**}	8 ^{**}	8 ^{**}	8 ^{**}
		2005	9,400 ^{**}	52 ^{**}	5 ^{**}	5 ^{**}	6	15,161 ^{**}	44 ^{**}	13 ^{**}	14 ^{**}	12 ^{**}
Latin America and the Caribbean		2000	11,099 ^{**}	50 ^{**}	5 ^{**}	5 ^{**}	5	24,521 ^{**}	45 ^{**}	20 ^{**}	21 ^{**}	19 ^{**}
		2012	3,810 ^{**}	47 ^{**}	6 ^{**}	7 ^{**}	6	2,858 ^{**}	48 ^{**}	8 ^{**}	8 ^{**}	7 ^{**}

Country or territory	Region	Reference year	Number out-of-school children of primary school age		Rates of out-of-school children of primary school age (%)			Number of out-of-school adolescents of lower secondary school age		Rates of out-of-school adolescents of lower secondary school age (%)		
			MF (000)	% F	MF	M	F	MF (000)	% F	MF	M	F
			(1)	(2)	(3)	(4)	(5)	(7)	(8)	(9)	(10)	(11)
		2005	3,343	53	6	5	6	3,150**	45**	9**	9**	8**
		2000	3,661	58	6	5	7	3,670**	50**	10**	10**	10**
	North America and Western Europe	2012	2,060	47	4	4	4	888	50	3	3	3
		2005	1,789	43	4	4	3	523	57	2	1	2
		2000	976	48	2	2	2	1,037	40	3	4	3
	South and West Asia	2012	9,814**	48**	6**	6**	6	26,474**	48**	26**	26**	26**
		2005	16,922**	65**	10**	7**	13	31,300**	53**	31**	28**	34**
		2000	33,849	66	20	13	27	38,009**	57**	38**	32**	45**
	Sub-Saharan Africa	2012	29,639**	56**	21**	18**	24	21,098**	54**	33**	31**	36**
		2005	34,338	55	29	26	32	21,288**	56**	40**	35**	45**
		2000	41,001	54	39	35	43	21,201**	57**	45**	38**	51**

Literacy

Country or territory	Region	Reference year	Adult (15 years and older)						Youth (15 to 24 years)					
			Literacy rate				Illiterate population		Literacy rate				Illiterate population	
			MF	M	F	GPI	MF (000)	% F	MF	M	F	GPI	MF (000)	% F
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)			
Central Asia														
Kazakhstan		2012	...	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...
Kyrgyzstan		2012	...	...	...	...	...	...	...	...	...	...	...
		2005	...	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...
Mongolia		2012	98 ⁻²	98 ⁻²	98 ⁻²	1.00 ⁻²	35 ⁻²	48 ⁻²	98 ⁻²	98 ⁻²	99 ⁻²	1.01 ⁻²	9.1 ⁻²	35 ⁻²
		2005	...	...	...	...	...	...	...	...	...	...	...	...
		2000	98	98	98	1.00	35	56	98	97	98	1.01	12	34
Tajikistan		2012	100**	100**	100**	1.00**	13**	64**	100**	100**	100**	1.00**	2.2**	45**
		2005	...	...	...	...	...	...	...	...	...	...	...	...
		2000	99	100	99	1.00	19	71	100	100	100	1.00	1.9	49
Turkmenistan		2012	100**	100**	100**	1.00**	14**	66**	100**	100**	100**	1.00**	1.8**	31**
		2005	...	...	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan		2012	99**	100**	99**	1.00**	106**	68**	100**	100**	100**	1.00**	3.6**	6**
		2005	...	...	...	...	...	...	...	...	...	...	...	...
		2000	99	99	98	0.99	211	70	100	100	100	1.00	6.4	41
East Asia														
Brunei Darussalam		2012	95**	97**	94**	0.96**	14**	68**	100**	100**	100**	1.00**	0.15**	55**
		2005	...	...	...	...	...	...	...	...	...	...	...	...
		2000	...	...	...	...	...	...	...	...	...	...	...	...

Region Country or territory	Reference year	Adult (15 years and older)						Youth (15 to 24 years)					
		Literacy rate				Illiterate population		Literacy rate				Illiterate population	
		MF	M	F	GPI	MF (000)	% F	MF	M	F	GPI	MF (000)	% F
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Cambodia	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
China	2012	95 ⁻²	97 ⁻²	93 ⁻²	0.95 ⁻²	53,881 ⁻²	73 ⁻²	100 ⁻²	100 ⁻²	100 ⁻²	1.00 ⁻²	863 ⁻²	54 ⁻²
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	91	95	87	0.91	86,314	72	99	99	99	0.99	2,308	64
Democratic People's Republic of Korea	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Hong Kong SAR of China	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Indonesia	2012	93 ⁻¹	96 ⁻¹	90 ⁻¹	0.94 ⁻¹	12,318 ⁻¹	69 ⁻¹	99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹	497 ⁻¹	51 ⁻¹
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Japan	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	73	82	63	0.77	947	69	84	89	79	0.88	199	66
	2000	70	81	58	0.72	922	70	81	88	74	0.84	205	68
Macao, China	2012	96 ⁻¹	98 ⁻¹	94 ⁻¹	0.96 ⁻¹	21 ⁻¹	76 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	1.00 ⁻¹	0.29 ⁻¹	48 ⁻¹
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Malaysia	2012	93 ⁻²	95 ⁻²	91 ⁻²	0.95 ⁻²	1,427 ⁻²	68 ⁻²	98 ⁻²	98 ⁻²	98 ⁻²	1.00 ⁻²	90 ⁻²	50 ⁻²
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	89	92	85	0.93	1,764	64	97	97	97	1.00	122	49
Myanmar	2012	93 ^{**}	95 ^{**}	90 ^{**}	0.95 ^{**}	2,908 ^{**}	67 ^{**}	96 ^{**}	96 ^{**}	96 ^{**}	1.00 ^{**}	377 ^{**}	53 ^{**}
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	90	94	86	0.92	3,337	70	95	96	93	0.98	556	61
Philippines	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	93	93	93	1.00	3,533	50	95	94	96	1.01	758	43
Republic of Korea	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Singapore	2012	99 ^{**}	99 ^{**}	99 ^{**}	1.00 ^{**}	1.3 ^{**}	57 ^{**}	100 ^{**}	99 ^{**}	100 ^{**}	1.00 ^{**}	0.17 ^{**}	38 ^{**}
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Thailand	2012	96 ⁻²	96 ⁻²	96 ⁻²	1.00 ⁻²	1,897 ⁻²	51 ⁻²	97 ⁻²	97 ⁻²	97 ⁻²	1.00 ⁻²	323 ⁻²	50 ⁻²

Region Country or territory	Reference year	Adult (15 years and older)						Youth (15 to 24 years)					
		Literacy rate				Illiterate population		Literacy rate				Illiterate population	
		MF	M	F	GPI	MF (000)	% F	MF	M	F	GPI	MF (000)	% F
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
	2005	94	96	92	0.96	3,309	67	98	98	98	1.00	206	54
	2000	93	95	91	0.95	3,480	66	98	98	98	1.00	217	53
Timor-Leste	2012	58 ⁻²	64 ⁻²	53 ⁻²	0.83 ⁻²	237 ⁻²	56 ⁻²	80 ⁻²	80 ⁻²	79 ⁻²	0.98 ⁻²	47 ⁻²	52 ⁻²
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Viet Nam	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	90	94	87	0.92	5,451	70	95	96	94	0.98	836	57
Pacific													
Australia	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Cook Islands	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Kiribati	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Marshall Islands	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
New Zealand	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Niue	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Palau	2012	100 ⁺¹	99 ⁺¹	100 ⁺¹	1.00 ⁺¹	...	...	100 ⁺¹	100 ⁺¹	100 ⁺¹	1.00 ⁺¹	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	2012	63 ^{**}	65 ^{**}	60 ^{**}	0.92 ^{**}	1,638 ^{**}	53 ^{**}	71 ^{**}	67 ^{**}	76 ^{**}	1.13 ^{**}	398 ^{**}	41 ^{**}
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	57	63	51	0.80	1,374	57	67	69	64	0.93	366	53

Region Country or territory	Reference year	Adult (15 years and older)						Youth (15 to 24 years)					
		Literacy rate				Illiterate population		Literacy rate				Illiterate population	
		MF	M	F	GPI	MF (000)	% F	MF	M	F	GPI	MF (000)	% F
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Samoa	2012	99**	99**	99**	1.00**	1.3**	57**	100**	99**	100**	1.00**	0.17**	38**
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	2012	99 ⁻¹	99 ⁻¹	99 ⁻¹	1.00 ⁻¹	0.40 ⁻¹	47 ⁻¹	99 ⁻¹	99 ⁻¹	100 ⁻¹	1.00 ⁻¹	0.11 ⁻¹	42 ⁻¹
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Tuvalu	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	2012	83**	85**	82**	0.96**	26**	55**	95**	95**	95**	1.00**	2.4**	49**
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
South and West Asia													
Afghanistan	2012	32 ⁻¹	45 ⁻¹	18 ⁻¹	0.39 ⁻¹	10,336 ⁻¹	60 ⁻¹	47 ⁻¹	62 ⁻¹	32 ⁻¹	0.52 ⁻¹	3,022 ⁻¹	63 ⁻¹
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	2012	59**	62**	55**	0.88**	44,302**	54**	80**	78**	82**	1.05**	6,237**	45**
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Bhutan	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	53	65	39	0.59	201	59	74	80	68	0.85	38	58
	2000	...	...	...	...	...	...	...	...	...	...	...	...
India	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Iran (Islamic Republic of)	2012	84	89	79	0.89	9,150	66	98	98	98	0.99	292	58
	2005	82	88	77	0.87	9,086	65	97	98	97	0.99	473	63
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Maldives	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	96	96	96	1.00	6	48	98	98	98	1.00	1.04	47
Nepal	2012	57**,-1	71**,-1	47**,-1	0.66**,-1	7,228**,-1	67**,-1	82**,-1	89**,-1	77**,-1	0.87**,-1	913**,-1	70**,-1
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Pakistan	2012	55 ⁻¹	67 ⁻¹	42 ⁻¹	0.63 ⁻¹	51,802 ⁻¹	63 ⁻¹	71 ⁻¹	78 ⁻¹	63 ⁻¹	0.81 ⁻¹	11,036 ⁻¹	61 ⁻¹
	2005	50	64	35	0.55	48,752	63	65	77	53	0.69	11,643	66
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Sri Lanka	2012	91 ⁻²	93 ⁻²	90 ⁻²	0.97 ⁻²	1,363 ⁻²	59 ⁻²	98 ⁻²	98 ⁻²	99 ⁻²	1.01 ⁻²	61 ⁻²	38 ⁻²

Region Country or territory	Reference year	Adult (15 years and older)						Youth (15 to 24 years)					
		Literacy rate				Illiterate population		Literacy rate				Illiterate population	
		MF	M	F	GPI	MF (000)	% F	MF	M	F	GPI	MF (000)	% F
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
REGIONAL AVERAGES													
World	2012	84	89	80	0.91	781,237	64	89	92	87	0.94	125,597	61
	2000	82	87	77	0.89	787,094	64	87	91	84	0.93	139,010	62
Arab States	2012	78	85	69	0.81	51,774	66	90	93	86	0.93	6,938	64
	2000	67	77	56	0.73	57,936	65	83	89	77	0.87	9,620	65
Central and Eastern Europe	2012	99	99	98	0.99	4,288	78	100	100	99	1.00	289	60
	2000	97	99	96	0.97	8,574	80	99	99	98	0.99	780	68
Central Asia	2012	100	100	99	1.00	262	64	100	100	100	1.00	28	34
	2000	99	99	99	0.99	482	72	100	100	100	1.00	32	39
East Asia and the Pacific	2012	95	97	93	0.96	88,386	70	99	99	99	1.00	4,270	51
	2000	92	95	88	0.93	127,314	70	98	98	98	0.99	6,716	57
Latin America and the Caribbean	2012	92	93	92	0.99	33,267	55	98	98	98	1.00	2,351	45
	2000	90	91	89	0.98	38,765	55	96	96	97	1.01	3,819	45
North America and Western Europe	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
South and West Asia	2012	63	74	52	0.70	409,909	64	80	86	74	0.86	62,119	64
	2000	59	70	47	0.66	390,219	63	74	81	66	0.81	76,065	63
Sub-Saharan Africa	2012	59	68	50	0.75	186,902	61	69	75	63	0.84	49,331	59
	2000	57	68	48	0.71	156,736	62	68	75	62	0.82	41,683	61

Quality

Region Country or territory	Reference year	Effective transition rate from primary to secondary education (general programmes) (%)			Trained teachers in pre-primary (%)			Pupil-teacher ratio in pre-primary	Trained teachers in primary (%)			Pupil-teacher ratio in primary	Trained teachers in secondary (%)			Pupil-teacher ratio in secondary
		MF	M	F	MF	M	F		MF	M	F		MF	M	F	
		(1)	(2)	(3)	(4)	(5)	(6)		(8)	(9)	(10)		(12)	(13)	(14)	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Central Asia																
Kazakhstan	2012	100 ⁻¹	100 ⁻¹	100 ⁻¹	...	...	...	9 ⁺¹	...	...	...	16 ⁺¹	...	...	...	9
	2005	100	100	100	...	...	...	11	...	...	...	17	...	...	...	11
	2000	99 ^{**}	100 ^{**}	98^{**}	...	...	...	...	...	...	...	...	...	...	...	...
Kyrgyzstan	2012	99 ⁻¹	99 ⁻¹	99 ⁻¹	46 ⁻¹	48 ⁻¹	46 ⁻¹	27 ⁻¹	72	73	72	24	85 ⁻²	77 ⁻²	86 ⁻²	15 ^{+,-2}
	2005	100	100	100	38	39	38	23	58	58	58	24	76	74	77	13
	2000	99	100	97	32	.	32	18	46	46	46	24	...	...	...	13
Mongolia	2012	99 ⁻¹	98 ⁻¹	99 ⁻¹	94	85	94	27	99	100	99	29	98 ⁻²	96 ⁻²	98 ⁻²	14 ⁻²
	2005	97	96	99	100	100	100	24	100	100	100	34	100	100	100	22
	2000	97	96	99	100	100	100	26	100	100	100	33	100	100	100	20

Region Country or territory	Reference year	Effective transition rate from primary to secondary education (general programmes) (%)			Trained teachers in pre-primary (%)			Pupil-teacher ratio in pre-primary	Trained teachers in primary (%)			Pupil-teacher ratio in primary	Trained teachers in secondary (%)			Pupil-teacher ratio in secondary
		MF	M	F	MF	M	F		MF	M	F		MF	M	F	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Tajikistan	2012	99 ⁻¹	100 ⁻¹	98 ⁻¹	87 ⁻¹	.	87 ⁻¹	13 ⁻¹	94	94	94	23	...	...	...	15 ⁻¹
	2005	98	...	...	74	.	74	14	...	...	...	21	...	...	...	16
	2000	97	...	...	...	...	...	10	...	...	...	22	...	...	...	16
Turkmenistan	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	2012	99 ⁻²	100 ⁻²	98 ⁻²	100 ⁻¹	100 ⁻¹	100 ⁻¹	9 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	16 ⁻¹	100 ⁻¹	100 ⁻¹	100 ⁻¹	13 ⁻¹
	2005	100	100	100	...	...	...	9	...	...	...	20	...	...	...	13
	2000	99	100	97	...	...	...	10	...	...	...	21	...	...	...	12
East Asia																
Brunei Darussalam	2012	100 ⁻¹	99 ⁻¹	100 ⁻¹	65	81	64	14	88	94	86	11	92	93	92	10
	2005	99	100	99	64	96	63	19	84	90	82	10	85	84	86	10
	2000	...	...	...	...	...	...	21*	...	...	...	14*	...	...	...	11
Cambodia	2012	81 ⁻¹	80 ⁻¹	82 ⁻¹	100	100	100	28	100	100	100	46	...	...	...	...
	2005	83	85	81	...	...	...	25	98	...	...	53	...	...	...	...
	2000	79	83	72	...	...	...	28	...	...	...	50	...	...	...	18
China	2012	...	...	...	...	...	...	23	...	...	...	18	...	...	...	15
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	27	...	...	...	...	...	...	...	17
Democratic People's Republic of Korea	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hong Kong SAR of China	2012	100 ^{0,-1}	100 ^{0,-1}	100 ^{0,-1}	...	...	...	...	96	95	96	14	...	...	...	...
	2005	100	100	100	...	...	...	...	93	93	93	18	...	...	...	...
	2000	...	...	...	...	...	...	...	87	88	87	22	...	...	...	...
Indonesia	2012	96 ⁻¹	97 ⁻¹	96 ⁻¹	...	...	...	15	...	...	...	19	...	...	...	17
	2005	89**	88**	89**	...	...	...	16	...	...	...	20	...	...	...	12
	2000	...	...	...	...	...	...	17**	...	...	...	22	...	...	...	15
Japan	2012	...	...	...	...	...	...	26	...	...	...	17	...	...	...	12
	2005	...	...	...	...	...	...	29	...	...	...	19	...	...	...	13
	2000	...	...	...	...	...	...	31	...	...	...	21	...	...	...	14
Lao People's Democratic Republic	2012	84 ⁻¹	86 ⁻¹	82 ⁻¹	91	90	91	19	97	97	98	27	...	...	...	20 ⁻¹
	2005	81**	83**	77**	82	61	82	15	83	78	89	31	91	89	92	25
	2000	78	81	74	83	83	83	17	77	70	86	30	98	97	98	21
Macao, China	2012	100 ⁻¹	100 ⁻¹	100 ⁻¹	93	90	93	17	88	77	90	14	74	67	80	14
	2005	97	95	99	98	75	98	24	91	75	93	23	67	53	76	22
	2000	93	94	91	94	100	94	30	84	63	86	30	60	52	67	24
Malaysia	2012	100 ⁻²	100 ⁻²	99 ⁻²	...	...	...	19 ⁻¹	...	...	...	12 ⁻¹	...	...	...	14 ⁻¹

Region Country or territory	Reference year	Effective transition rate from primary to secondary education (general programmes) (%)			Trained teachers in pre-primary (%)			Pupil-teacher ratio in pre-primary	Trained teachers in primary (%)			Pupil-teacher ratio in primary	Trained teachers in secondary (%)			Pupil-teacher ratio in secondary
		MF	M	F	MF	M	F		MF	M	F		MF	M	F	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
	2005	99	100	98	...	...	...	23	...	...	...	17	...	...	...	16
	2000	...	...	...	...	...	...	27	...	...	...	20	...	...	...	18**
Myanmar	2012	77 ⁻³	77 ⁻³	77 ⁻³	59 ⁻²	56 ⁻²	59 ⁻²	17 ⁻²	100 ⁻²	100 ⁻²	100 ⁻²	28 ⁻²	99 ⁻²	99 ⁻²	99 ⁻²	34 ⁻²
	2005	74**	...	...	...	...	...	...	76	80	75	31	84	84	84	33
	2000	66	67	65	...	...	...	...	63	63	63	33	70	73	69	32
Philippines	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	99	100	98	...	...	...	34	...	...	...	35	...	...	...	38
	2000	...	...	...	...	...	...	...	...	...	...	35	...	...	...	...
Republic of Korea	2012	100 ⁻¹	100 ⁻¹	100 ⁻¹	...	...	...	21 ⁻¹	...	...	...	18	...	...	...	16
	2005	99	99	99	...	...	...	...	...	...	...	28	...	...	...	18
	2000	99	99	99	...	...	...	...	...	...	...	32	...	...	...	21
Singapore	2012	98 ⁻¹	98 ⁻¹	97 ⁻¹	...	...	...	10	...	...	...	30 ⁻²	...	...	...	21 ⁻²
	2005	98	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	98	96	100	...	...	...	42**	...	...	...	24	...	...	...	21
Thailand	2012	...	...	...	...	...	...	29	...	...	...	16	...	...	...	20 ⁻¹
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	25	...	...	...	21	...	...	...	...
Timor-Leste	2012	95 ⁻²	94 ⁻²	95 ⁻²	...	...	...	...	...	...	...	31 ⁻¹	...	...	...	24 ⁻¹
	2005	...	...	...	...	...	...	29	...	...	...	...	...	...	...	24
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Viet Nam	2012	100 ⁻¹	...	...	99 ⁻¹	...	...	19	100	100	100	19	...	...	...	...
	2005	...	...	...	...	...	...	...	93**	...	...	22	...	...	...	...
	2000	93	94	92	51	...	51	22	80	74	82	30	...	...	...	...
Pacific																
Australia	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cook Islands	2012	96 ⁻¹	100 ⁻¹	92 ⁻¹	82	...	82	17	95	96	95	15	88 ⁻¹	80 ⁻¹	95 ⁻¹	14 ⁻¹
	2005	...	...	...	61	...	67	21	...	...	...	16	97	100	95	16
	2000	...	...	...	...	...	...	17	...	...	...	18	...	...	...	14
Fiji	2012	94 ⁻¹	91 ⁻¹	97 ⁻¹	...	...	...	...	100	100	100	28	100	100	100	19
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	98	100	97	...	...	...	21	...	...	...	28	...	...	...	20**
Kiribati	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	94	91	95	25	67	65	69	17
	2000	...	...	...	...	...	...	...	...	...	...	32	...	...	...	...
Marshall Islands	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Region Country or territory	Reference year	Effective transition rate from primary to secondary education (general programmes) (%)			Trained teachers in pre-primary (%)			Pupil-teacher ratio in pre-primary	Trained teachers in primary (%)			Pupil-teacher ratio in primary	Trained teachers in secondary (%)			Pupil-teacher ratio in secondary
		MF	M	F	MF	M	F		MF	M	F		MF	M	F	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	16	...	...	...	28	...	...	...	15
	2000	...	...	...	...	...	...	13	...	...	...	21	...	...	...	17
New Zealand	2012	...	...	...	...	...	...	11	...	...	...	15	...	...	...	14
	2005	...	...	...	...	...	...	15	...	...	...	16	...	...	...	15
	2000	...	...	...	...	...	...	14	...	...	...	18	...	...	...	16
Niue	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8
	2000	...	...	...	...	...	...	...	...	...	...	15	...	...	...	8
Palau	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	10	...	...	...	16	...	...	...	15
Papua New Guinea	2012	...	...	...	...	...	...	...	...	...	...	...	100	100	100	27
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	35**	...	...	...	...
Samoa	2012	98 ⁻¹	98 ⁻¹	97 ⁻¹	...	...	...	10	...	...	...	30 ⁻²	...	...	...	21 ⁻²
	2005	98	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	98	96	100	...	...	...	42**	...	...	...	24	...	...	...	21
Solomon Islands	2012	89 ⁻¹	90 ⁻¹	88 ⁻¹	40	34	41	17	54	55	54	24	70	69	72	26
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10**
Tokelau	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	92	...	...	...	...	...	11	...	...	...	10	...	...	...	16
Tonga	2012	...	...	...	100	.	100	11	...	...	...	21	...	...	...	15 ⁻¹
	2005	94	...	...	...	...	...	...	...	...	...	20	...	...	...	...
	2000	...	...	...	...	...	...	15**	...	...	...	22	...	...	...	15
Tuvalu	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	20	...	...	...	...
Vanuatu	2012	89 ⁻³	90 ⁻³	89 ⁻³	...	...	...	14 ⁻²	...	...	...	22 ⁻²	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	45	44	46	...	...	...	...	...	...	...	23	...	...	...	25
South and West Asia																
Afghanistan	2012	...	...	...	...	...	...	...	...	...	...	44 ⁻¹	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	2012	95 ^{,-2}	...	...	...	...	...	...	58 ⁻¹	60 ⁻¹	56 ⁻¹	40 ⁻¹	53	52	60	32
	2005	...	...	...	...	...	...	...	53	53	54	47	...	...	...	24
	2000	...	...	...	...	...	...	24	...	...	...	...	30	28	42	38

Region Country or territory	Reference year	Effective transition rate from primary to secondary education (general programmes) (%)			Trained teachers in pre-primary (%)			Pupil-teacher ratio in pre-primary	Trained teachers in primary (%)			Pupil-teacher ratio in primary	Trained teachers in secondary (%)			Pupil-teacher ratio in secondary
		MF	M	F	MF	M	F		MF	M	F		MF	M	F	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Bhutan	2012	99 ⁻¹	98 ⁻¹	100 ⁻¹	...	...	...	11	...	...	...	24	...	...	...	20
	2005	97	96	98	...	...	...	23	94	93	95	31	...	...	...	28
	2000	94	92	95	94	100	88	22	95	95	95	41	...	...	...	...
India	2012	92 ⁻²	92 ⁻²	92 ⁻²	...	...	...	...	...	...	...	35 ⁻¹	...	...	...	26 ⁻¹
	2005	...	...	...	...	...	...	41	...	...	...	...	...	...	...	...
	2000	91	92	88	...	...	...	35	...	...	...	40*	...	...	...	34
Iran (Islamic Republic of)	2012	97 ^{,-1}	97 ^{,-1}	97 ^{,-1}	...	...	...	...	...	...	...	...	...	...	...	...
	2005	89	94	84	...	...	...	27	...	...	...	22	...	...	...	...
	2000	92	93	92	...	...	...	23	...	...	...	26	...	...	...	...
Maldives	2012	99 ⁻¹	...	...	89	18	93	25	77	82	76	11	...	...	...	...
	2005	95	92	98	41	42	41	26	64	60	66	20	...	...	...	...
	2000	...	...	...	47	24	49	31	66	68	66	23	...	...	...	15
Nepal	2012	86	86	86	87 ⁺¹	46 ⁺¹	91 ⁺¹	23 ⁺¹	92 ⁺¹	92 ⁺¹	92 ⁺¹	26 ⁺¹	...	...	...	29 ⁺¹
	2005	...	...	...	...	...	...	42	31	32	27	40	...	...	...	...
	2000	80	79	81	...	...	...	...	...	...	...	38	...	...	...	30
Pakistan	2012	80 ⁻¹	80 ⁻¹	80 ⁻¹	...	...	...	...	84	92	75	41	...	...	...	21*
	2005	73	71	77	...	...	...	...	86	94	76	38	...	...	...	23*
	2000	...	...	...	...	...	...	...	...	...	...	33**	...	...	...	...
Sri Lanka	2012	98 ⁻¹	97 ⁻¹	100 ⁻¹	...	...	...	...	82 ⁻¹	...	...	24	82 ⁻¹	...	...	17
	2005	99	99	100	...	...	...	...	...	...	...	22	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
REGIONAL AVERAGES																
World	2012	92**	92**	91**	...	...	...	21**	...	...	...	24**	...	...	...	17**
	2005	91**	91**	90**	...	...	...	21	...	...	...	25**	...	...	...	18**
	2000	88**	89**	87**	...	...	...	20	...	...	...	26	...	...	...	18
Arab States	2012	...	...	91**	...	...	...	20**	...	...	...	19**	...	...	...	...
	2005	91**	92**	91**	...	...	...	19	...	...	...	22	...	...	...	16**
	2000	90	90	90	...	...	...	19**	...	...	...	22	...	...	...	16
Central and Eastern Europe	2012	99	100**	99**	...	...	...	11	...	...	...	17	...	...	...	11
	2005	98	99**	98**	...	...	...	9	...	...	...	17	...	...	...	12
	2000	96	97**	95**	...	...	...	8	...	...	...	18**	...	...	...	12**
Central Asia	2012	99**	100**	99**	...	...	...	11**	...	...	...	16**	...	...	...	12**
	2005	99	100	99	...	...	...	11	...	...	...	19	...	...	...	13
	2000	98	99	97	...	...	...	10	...	...	...	21	...	...	...	12**
East Asia and the Pacific	2012	...	...	...	...	...	...	22	...	...	...	19	...	...	...	16
	2005	94**	95**	94**	...	...	...	23**	...	...	...	20**	...	...	...	18**
	2000	87**	88**	86**	...	...	...	25	...	...	...	24**	...	...	...	18
Latin America and the Caribbean	2012	97**	98**	95**	...	...	...	18	...	...	...	21	...	...	...	16
	2005	95**	...	94**	...	...	...	21	...	...	...	23	...	...	...	16

Region Country or territory	Reference year	Effective transition rate from primary to secondary education (general programmes) (%)			Trained teachers in pre-primary (%)			Pupil-teacher ratio in pre-primary	Trained teachers in primary (%)			Pupil-teacher ratio in primary	Trained teachers in secondary (%)			Pupil-teacher ratio in secondary
		MF	M	F	MF	M	F		MF	M	F		MF	M	F	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
North America and Western Europe	2000	93	...	...	...	...	...	21	...	...	...	25	...	...	...	19**
	2012	...	...	...	...	...	...	13	...	...	...	14	...	...	...	13
	2005	...	...	...	...	...	...	15	...	...	...	14	...	...	...	13
South and West Asia	2000	...	...	...	...	...	...	17	...	...	...	15	...	...	...	13
	2012	91**	90**	91**	...	...	...	...	...	...	...	35**	...	...	...	25**
	2005	88**	90**	87**	...	...	...	37	...	...	...	40**	...	...	...	29**
Sub-Saharan Africa	2000	88	89	87	...	...	...	31	...	...	...	39	...	...	...	32
	2012	77**	79**	76**	...	...	...	28**	...	...	...	42	...	...	...	25**
	2005	75**	75**	74**	...	...	...	30**	...	...	...	44	...	...	...	27
	2000	...	...	...	...	...	...	28**	...	...	...	43	...	...	...	26

Finance

Region Country or territory	Reference year	Government expenditure on education as % of GDP (%)	Public expenditure on education as % of total government expenditure (%)	Public expenditure by education level as % of government expenditure on education (%)						Government expenditure per student (Constant PPP\$)				
				Pre-primary	Primary	Secondary	Post-secondary non-tertiary	Tertiary	Other	Primary	Secondary	Post-secondary non-tertiary	Tertiary	
				(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
Central Asia														
Kazakhstan	2012
	2005	2	10	4	...	...	4	12	5	...	...	343	487
Kyrgyzstan	2000	3	...	...	...	...	...	...	...	...	...	...	...
	2012	7 ⁻¹	19 ⁻¹	8 ⁻¹	...	...	8 ⁻²	16 ⁻²	14 ⁻¹	...	...	...	...
	2005	5	...	6	...	...	9	19	13	...	...	1,316	377
Mongolia	2000	4	...	6	...	...	-	15	14	...	...	-	211
	2012	5 ⁻¹	12 ⁻¹	24 ⁻¹	33 ⁻¹	30 ⁻¹	9 ⁻¹	4 ⁻¹	- ⁻¹	888 ⁻¹	785 ⁻¹	4,901 ⁻¹	161 ⁻¹	
Tajikistan	2000	6	16	...	...	...	...	...	...	...	...	...	...
	2012	4	16	5	...	...	2	11	6	...	...	...	406
	2005	4	...	4	...	...	4	7	9	...	...	...	169
Turkmenistan	2000	2	12	...	...	...	...	...	...	...	...	...	...
	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	2000	...	...	...	...	...	...	...	...	...	...	...	...
	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
East Asia	2000	...	...	...	...	...	...	...	...	...	...	...	...
	2012	3 ⁺¹	10	- ²	29 ⁻²	30 ⁺¹	9 ⁺¹	34 ⁺¹	14 ⁺¹	2,515 ⁻²	3,827 ⁻²	46,857 ⁻²	15,715 ⁻²	
	2005	...	...	...	...	...	...	...	...	...	...	...	...

Region Country or territory	Reference year	Government expenditure on education as % of GDP (%)	Public expenditure on education as % of total government expenditure (%)	Public expenditure by education level as % of government expenditure on education (%)						Government expenditure per student (Constant PPP\$)			
				Pre-primary	Primary	Secondary	Post-secondary non-tertiary	Tertiary	Other	Primary	Secondary	Post-secondary non-tertiary	Tertiary
				(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
	2000	4	9	...	...	...	...	...	-	...	...	...	...
Cambodia	2012	3 ⁻²	13 ⁻²	2 ⁻²	42 ⁻²	18 ⁻²	13 ⁻²	15 ⁻²	11 ⁻²	147 ⁻²	...	3,609 ⁻²	593 ⁻²
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	2	11	3 ^{**}	63 ^{**}	...	6	...	-	53 ^{**}	...	1,853	...
China	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Hong Kong SAR of China	2012	4	18	4	19	34	3	33	7	7,098	8,668	17,810	15,192
	2005	4	23	2	23	34	4	28	8	4,744	6,342	10,334	17,278
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Indonesia	2012	4	18	2	42	26	.	17	13	582	521	.	1,181
	2005	3 ^{**}	15^{**}	...	...	...	.	...	...	...	...	.	...
	2000	...	...	...	...	...	.	...	...	...	...	.	...
Japan	2012	4	9	3	33	38	-	20	6	8,165	8,838	-	8,752
	2005	3	10	3	36	38	-	17	6	6,456	6,508	-	5,586
	2000	4	10	3	35	40	...	15	7	5,246	5,131	...	4,293
Lao People's Democratic Republic	2012	3 ⁻²	13 ⁻²	...	...	...	...	...	...	...	...	...	...
	2005	2	14	2	63	...	...	...	...	165	...	...	...
	2000	2	7	...	...	...	2	12	23	...	...	147	840
Macao, China	2012	3 ⁻¹ ⁻¹	60 ⁻¹	. ⁻¹	...	...	...	...
	2005	2	...	...	...	...	.	46	...	...	...	.	8,200
	2000	4	...	8 ^{**}	25 ^{**}	25 ^{**}	.	28	14	1,774 ^{**}	2,386 ^{**}	.	12,826
Malaysia	2012	6 ⁻¹	21 ⁻¹	2 ⁻¹	29 ⁻¹	31 ⁻¹	2 ⁻¹	37 ⁻¹	- ⁻¹	2,737 ⁻¹	3,179 ⁻¹	5,306 ⁻¹	9,753 ⁻¹
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	6	21	1	27	35	3	32	2	1,187	2,069	4,314	7,718
Myanmar	2012	1 ⁻¹	4 ⁻¹	- ⁻¹	50 ⁻¹	24 ⁻¹	7 ⁻¹	19 ⁻¹	. ⁻¹	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	1	2	...	...	...	...	...	...	...	...	...	...
Philippines	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	2	12	-	52	27	2	13	6	253	269	172	339
	2000	3	15	-	60	22	2	14	2	287	246	381	345
Republic of Korea	2012	5 ⁻¹	25 ⁻¹	3 ⁻¹	30 ⁻¹	38 ⁻¹	. ⁻¹	16 ⁻¹	13 ⁻¹	6,641 ⁻¹	7,011 ⁻¹	. ⁻¹	3,491 ⁻¹
	2005	4	20	2	35	42	.	14	8	3,994	4,987	.	1,978
	2000	...	...	...	...	...	.	...	...	...	...	.	...

Region Country or territory	Reference year	Government expenditure on education as % of GDP (%)	Public expenditure on education as % of total government expenditure (%)	Public expenditure by education level as % of government expenditure on education (%)						Government expenditure per student (Constant PPP\$)			
				Pre-primary	Primary	Secondary	Post-secondary non-tertiary	Tertiary	Other	Primary	Secondary	Post-secondary non-tertiary	Tertiary
				(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Singapore	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	4	11	2**	32**	30**	-**	36	-	205**	240**	49**	3,436
Thailand	2012	8	32	14	38	35	...	9	4	3,698	3,614	...	1,883
	2005	4	20	14	...	...	-	22	3	...	...	...	1,730
	2000	5	27	11	32	22	...	20	15	883	...	...	1,786
Timor-Leste	2012	9 ⁻¹	8 ⁻¹	- ⁻¹	...	...	...	20 ⁻¹	- ⁻¹	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Viet Nam	2012	6 ⁻²	21 ⁻²	11 ⁻²	32 ⁻²	38 ⁻²	4 ⁻²	15 ⁻²	- ⁻²	845 ⁻²	...	...	1,327 ⁻²
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Pacific													
Australia	2012	5 ⁻¹	14 ⁻¹	2 ⁻¹	36 ⁻¹	37 ⁻¹	2 ⁻¹	23 ⁻¹	- ⁻¹	8,380 ⁻¹	7,476 ⁻¹	3,818 ⁻¹	8,335 ⁻¹
	2005	5	14	1	35	40	2	22	1	5,838	5,188	3,467	7,067
	2000	5	14	1	34	39	2	23	1	4,411	3,678	2,368	6,838
Cook Islands	2012	3 ⁻¹	...	...	...	...	9 ⁻¹	...	-	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	7	51	36	6	...	...	...	...	...	...
Fiji	2012	4 ⁻¹	15 ⁻¹	- ⁻¹	44 ⁻¹	16 ⁻¹	26 ⁻¹	13 ⁻¹	- ⁻¹	753 ⁻¹	272 ⁻¹	...	...
	2005	5	19	...	...	...	...	...	...	...	...	...	...
	2000	6	20	...	...	...	...	14	...	...	...	...	...
Kiribati	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	11	15	...	39	...	...	...	...	514	...	...	...
Marshall Islands	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	7**	10**	...	...	...	...	...	...	...	...	...	...
Nauru	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
New Zealand	2012	7	19	7	26	39	3	25	-	7,692	7,975	5,685	10,016
	2005	6	19	3	26	43	4	23	2	4,687	5,202	6,294	6,195
	2000	...	...	...	...	...	...	...	...	4,036	4,518	3,733	...
Niue	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...

Region Country or territory	Reference year	Government expenditure on education as % of GDP (%)	Public expenditure on education as % of total government expenditure (%)	Public expenditure by education level as % of government expenditure on education (%)						Government expenditure per student (Constant PPP\$)			
				Pre-primary	Primary	Secondary	Post-secondary non-tertiary	Tertiary	Other	Primary	Secondary	Post-secondary non-tertiary	Tertiary
				(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Palau	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	7**	14**	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Samoa	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	4	11	2**	32**	30**	-**	36	-	205**	240**	49**	3,436
Solomon Islands	2012	10 ⁻²	17 ⁻²	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	5	23	...	...	...	...	...	...	...	...	...	...
Tuvalu	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	7	28	-	37	49	-	7	7	453	2,094	2	4,982
South and West Asia													
Afghanistan	2012	...	...	...	...	...	...	...	...	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	2012	...	...	-¹	...	...	...	...	-¹	...	...	...	...
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	2	18	-	46	36**	-**	10	-	...	86**	218**	343
Bhutan	2012	5 ⁻¹	11 ⁻¹	- ¹	32 ⁻¹	57 ⁻¹	1 ⁻¹	11 ⁻¹	.. ⁻¹	527 ⁻¹	1,745 ⁻¹	9,034 ⁻¹	3,706 ⁻¹
	2005	7	20	-	22	51	...	14	13	337	...	...	...
	2000	6	13	...	...	...	...	...	...	...	...	...	...
India	2012	3	11	1	23	37	1	38	-	242 ⁻¹	462 ⁻¹	322 ⁻¹	1,996 ⁻¹
	2005	3	11	1	36	43	1	20	-	...	335	939	1,162
	2000	4	16	1	38	40	1	20	.	214	366	2,033	1,398
Iran (Islamic Republic of)	2012	4	16	1	25	41	5	28	-	1,501	1,976	979	2,130
	2005	5	16	1	22	35	3	15	24	1,018	1,075	...	2,033
	2000	4	19	...	...	...	...	...	...	...	...	...	...

Country or territory	Reference year	Government expenditure on education as % of GDP (%)	Public expenditure on education as % of total government expenditure (%)	Public expenditure by education level as % of government expenditure on education (%)						Government expenditure per student (Constant PPP\$)			
				Pre-primary	Primary	Secondary	Post-secondary non-tertiary	Tertiary	Other	Primary	Secondary	Post-secondary non-tertiary	Tertiary
				(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Maldives	2012	6	14	...	...	...	-	9	-	...	...	-	...
	2005	6	13	...	54	...	...	...	...	859	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...
Nepal	2012	5 ⁻²	23 ⁻²	...	...	...	...	11 ⁻²	...	...	...	...	...
	2005	3	24	...	...	...	...	...	...	...	...	...	...
	2000	3 ^{**}	...	- ^{**}	55 ^{**}	22 ^{**}	.	19 ^{**}	4 ^{**}	78 ^{**}	87 ^{**}	.	1,071 ^{**}
Pakistan	2012	2	10	...	...	...	...	...	...	...	...	...	...
	2005	2	12	...	...	...	...	...	...	...	...	...	...
	2000	2	8	...	...	...	...	...	...	...	...	...	...
Sri Lanka	2012	2	9	-	24	51	7	19	-	294	422	...	1,486
	2005	...	...	...	...	...	...	...	...	...	...	...	...
	2000	...	...	...	...	...	...	...	...	...	...	...	...

Symbol:

... No data available

** "For country data: UIS estimation

For regional averages: Partial imputation due to incomplete country coverage (between 25% to 75% of the population)"

* National estimation

- Magnitude nil

. Not applicable

x⁺ⁿ Data refer to the school or financial year n years after the reference year

x⁻ⁿ Data refer to the school or financial year n years prior the reference year

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