



ARAB STATES

regional report

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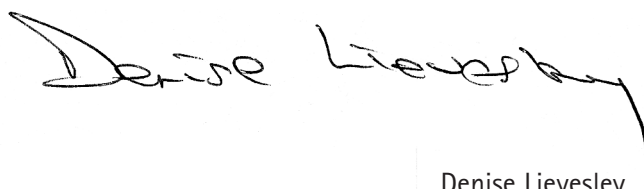
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One of the key ways of meeting the challenges of the twenty-first century is to guarantee the benefits of education for all by ensuring that education systems work in an equitable, efficient and effective manner. Education statistics and indicators,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

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

One part of this strategy has been the implementation of a re-designed data collection instrument on the basis of which a survey is conducted each year by the UIS since 2000. The aim of this is to build a set of comparable cross-national education indicators. A series of regional workshops were organized and led by UIS each year from 2000 to 2002 to consult educational experts within Member States and to build better support for this global effort. These workshops also aimed to raise awareness of data collection methodologies and tools, such as the International Standard Classification of Education (ISCED), to provide a common framework for harmonizing national education data. The workshops provide regional forums for the discussion of problems associated with data collection and management, and exploration of possible solutions.

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



Denise Lievesley
Director, UNESCO Institute for Statistics

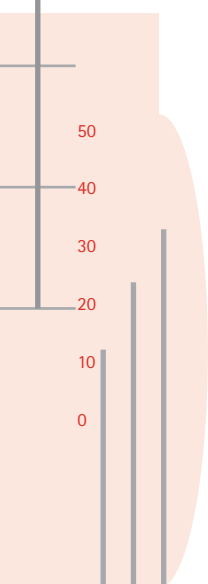
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Introduction

The UNESCO Institute for Statistics launched *Survey 2001* as an important step in a long-term process aimed at improving data quality and standardizing data collection in the field of education. That process began with the Survey 2000 exercise, the first conducted by the Institute since it was established in 1999. For that first survey, twenty countries/territories were grouped under the title "the Arab States". Three in this group belong geographically to sub-Saharan Africa, five to North Africa and the rest to Asia. The countries which make up this group are: Algeria, Bahrain, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, the Libyan Arab Jamahiriya, Mauritania, Morocco, Oman, the Palestinian Autonomous Territories, Qatar, Saudi Arabia, Sudan, the Syrian Arab Republic, Tunisia, the United Arab Emirates, and Yemen.

Experts in education statistics from these countries participated in three regional workshops held in Beirut (Lebanon) in June 2000, Rabat (Morocco) in April 2001 and Damascus (Syrian Arab Republic) in March 2002. These workshops provided an opportunity to improve the international classification of the various national educational programmes and to review the new statistical questionnaires so as to ensure their correct interpretation. The workshops made it possible to discuss the need for information that was of relevance to policy, which could require the collection of further data or the calculation of new indicators. National representatives also presented reports on the education issues which were considered to be of the highest priority in their country.



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INTRODUCTION

Many of the issues identified during workshop presentations and discussions are addressed in this first UIS report for the Arab States. It presents statistical information from *Survey 2001* conducted by the UIS using data from countries taking part in the workshops, as well as from other countries such as Tunisia, Jordan and Egypt which participate in the joint UNESCO/OECD programme on World Education Indicators (WEI).

This report has four sections as follows:

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

The Annexes include summary statistical tables that contain data and indicators used in the publication as well as definitions of indicators, a glossary of terms and a more detailed description of the International Standard Classification of Education (ISCED97).

Although this report is limited in scope and content, it is published in the knowledge that the UIS and the countries participating in its regional project in the Arab States will continue to develop indicators and associated forms of analyses. The UIS hopes that these efforts will help governments in the region to implement improvements in their national systems and to continue to develop education programmes that will help students of all ages achieve their full potential.

Reader's guide

The data on pupils, students, teachers and education expenditure presented in this publication are gathered mainly from official national responses to questionnaires on education statistics from the UNESCO Institute for Statistics (UIS) for the school and financial years beginning in 1999, unless otherwise specified. They are supplemented by demographic and economic statistics collected by other international organizations including, in particular, the United Nations Statistics and Population Divisions and the World Bank. The indicators on access and participation analysed in this publication have been calculated using the 2000 revision of population estimates produced by the United Nations Population Division.

The data on education presented in this publication were reported in the UIS's own annual surveys on education, the most recent being *Survey 2001*. However, for Tunisia, Egypt and Jordan, education data were collected via surveys carried out under the auspices of the World Bank-funded World Education Indicators (WEI) project administered jointly by the UIS and OECD.

While the two surveys (WEI and *Survey 2001*) aim to collect, broadly speaking, the same core set of statistics on education, there are some differences in coverage between them. For example, the WEI questionnaires do not collect data on the distribution, by field of study, of numbers in technical and occupational secondary education and in tertiary or higher education. By contrast, the WEI surveys collect more details than *Survey 2001* on the working conditions of teachers, on demographic data, and on the economically active population.

Category	Value
1	12
2	24
3	33

Education
statistics 2002

Both surveys (WEI and *Survey 2001*) use concepts and definitions from the 1997 version of the International Standard Classification of Education (ISCED97).

ISCED97 is a framework for the compilation and presentation of internationally comparable statistics and indicators on education. It is a multi-purpose system, designed for education policy analysis and decision-making, whatever the structure of the national education system and whatever the stage of economic development of a country. It can be utilized for statistics on many different aspects of education such as pupil enrolment, human and financial resources invested in education or the educational attainment of the population. The basic concepts and definitions of ISCED97 have been designed to be universally valid and invariant to the particular circumstances of a national education system.

The statistics in this report refer to both public and private education according to the levels of education defined in ISCED97.

In principle, special needs education offered either in regular schools or in special schools is also included at the relevant ISCED97 levels. The data on teachers refer to both full-time and part-time teaching staff with active teaching duties. School-based personnel who have no active teaching duties are generally excluded.

In this study, the term country refers both to independent countries and to territories.

Where numbers and percentages have been rounded, totals and subtotals may not always correspond exactly to the sum of the elements of which they are composed.

Symbols used in this publication:

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

1. Regional background

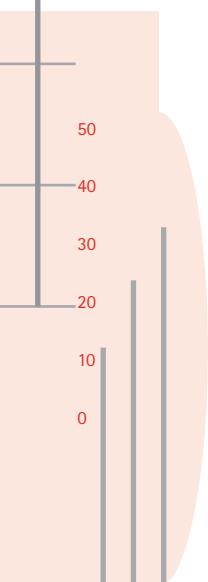
Demographic, economic and social overview

The Arab States region is composed of twenty countries and is marked by major demographic, economic and social differences. Geographically, the region extends from Mauritania in the west to Iraq in the east, and from the Syrian Arab Republic in the north to Sudan in the south. Twelve of the region's countries belong geographically to West Asia, five to North Africa and three to sub-Saharan Africa. In constitutional terms, with the exception of the Palestinian Autonomous Territories whose status is unique, eight countries are monarchies and eleven are republics. The main feature all these lands have in common is the Arabic language.

Population

In 1999 the Arab States registered 270 million inhabitants. A quarter of the total population of the region lives in Egypt, one of the nine most populous countries (E9). Half the region's population is found in five countries with populations ranging from 19 million to 30 million (Algeria, Iraq, Morocco, Saudi Arabia and Sudan) and the remaining quarter live in the other fourteen countries, ten of which have fewer than 5 million inhabitants each, three of them (Bahrain, Djibouti and Qatar) only just over half a million.

The rate of population growth varies considerably from country to country: the estimated mean growth rate over the last decade ranges from 1.5 in Tunisia to 4.8 in Yemen. Kuwait is a unique instance of



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Table A - Selected economic, social and demographic indicators, 1999/2000

Country or territory	Total population 1999	Population growth rate (%) 1990-1999	Total fertility rate 1995-2000	Urban population (as % of total)		GDP per capita current US\$ 1999	Estimated illiteracy rate 15+ (1999)	
				1990	1999		M	F
Algeria	29 755 000	2.0	3.3	52	60	1 609	25	45
Bahrain	627 420	2.8	2.6	88	92	...	9	19
Djibouti	616 670	2.3	6.1	80	83	...	25	47
Egypt	66 693 160	1.9	3.4	44	45	1 337	34	57
Iraq	22 335 310	2.9	...	72	76	...	45	77
Jordan	4 785 290	4.4	4.7	68	74	1 687	5	17
Kuwait	1 847 800	-1.6	2.9	96	97	16 010	17	21
Lebanon	3 437 870	2.7	2.3	84	89	...	8	20
Libyan Arab Jamahiriya	5 174 810	2.1	3.8	82	87	...	10	34
Mauritania	2 582 310	2.9	6.0	44	56	371	50	71
Morocco	29 333 500	2.0	3.4	48	55	1 193	39	65
Oman	2 457 240	3.6	5.9	62	82	...	21	41
Palestinian Auton. Terr.	3 074 000	...	...	...	...	...	...	...
Qatar	555 400	2.3	3.7	90	92	...	20	18
Saudi Arabia	19 644 480	2.7	6.2	79	85	7 095	18	35
Sudan	30 423 490	2.3	4.9	27	35	319	32	55
Syrian Arab Republic	15 777 660	2.7	4.0	50	54	1 228	12	41
Tunisia	9 360 490	1.5	2.3	58	65	2 238	20	41
United Arab Emirates	2 558 170	2.7	3.2	81	85	...	26	22
Yemen	17 619 780	4.8	7.6	23	24	387	34	76

Sources: Demographic data from the UN Population Division and the UNDP.
Economic data from the World Bank.
Illiteracy rates from the UNESCO Institute for Statistics, 2002.

negative growth (-1.6), suggesting that this country has actually undergone a shrinkage of population since the Gulf War.¹ Overall, the region's population increased relatively quickly, the mean growth rate exceeding 2% in three-quarters of the countries. The fertility rate is also high: more than 3 children per woman in three countries out of four; this rate varies from 2.3 (Tunisia, Lebanon) to 7.6 in Yemen. The region also has a very young population: 39% of the total are under 14 years of age. The Gulf states receive a great number of immigrants, mainly from the countries of South and South-East Asia, but also from countries of the Middle East.

The greater part of the region's population lives in urban areas, especially in the case of the Gulf states, where over 85% of the population live in towns or cities. Nevertheless, a very considerable proportion

of the inhabitants of Egypt, Sudan, Yemen and the Maghreb (Algeria, Morocco and Tunisia) still lives in rural areas where the economy is mainly based on farming. In certain countries of the region, some parts of the population are nomadic, moving frequently from place to place in search of pasture for their animals. This is the case, for instance, of the nomadic populations of Sudan and Mauritania.

The economy

Many of the region's economies are to a great extent based on the international oil trade; this is particularly true of the six Gulf kingdoms, which as a group account for no less than 45% of world oil reserves. Oil is also fundamental to the economies of Iraq, Algeria and the Libyan Arab Jamahiriya. Economic

¹ In fact the population fell each year from 1990 to 1996, and the trend has begun to reverse, starting in 1997 and is now steadily upwards.

production in the other countries is mainly agricultural, though there are mineral resources, and contributions from emigrant workers in Europe in the case of the Maghreb countries, and tourism in Egypt and Tunisia.

In addition to large trade flows in goods and services among the countries of the region, there is a great deal of labour migration to the oil-producing countries. These movements of migrant workers are encouraged by the common language and reasonably similar cultures.

Levels of per capita income are very uneven in this region. The highest per capita GNP (US\$ 16 010 in Kuwait) is nearly 50 times the lowest (US\$ 319 in Sudan). Debt servicing is a heavy burden on some countries economies, especially in the Maghreb, where significant portions of the national budget are devoted to the repayment of foreign debt (33% in Algeria, 28% in Morocco, 23% in Tunisia).

According to the global *Human Development Report 2001*,² half the Arab countries are classified as "medium human development" (HDI values between 0.5 and 0.8), four in the "high" category (Bahrain, Kuwait, Qatar and United Arab Emirates), and four in the "low" (Djibouti, Mauritania, Sudan and Yemen). Iraq and the Palestinian Autonomous Territories were not classified.

In order to encourage their economies and reduce the burden on state budgets, many countries in the region are increasingly giving the private sector a greater role in production. Nevertheless, the public sector remains the principal economic actor in this region. Unemployment affects many of the active population in most of these countries, including a particularly high proportion of

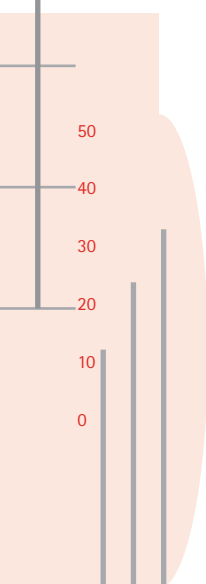
graduates. In the Gulf states, on the other hand, foreign workers form a large part of the labour force. It is worth noting that more and more women are participating in the labour market, though in general they have lesser-paid jobs than do men. Over the two last decades, women's participation in the economy has increased considerably, above all in the Gulf states.³

Education

One man in three in the Arab States is illiterate, and one woman in two. Iraq has the highest illiteracy rate (61%), while Jordan has the lowest, with only 12%. The countries where female illiteracy rates are highest are Iraq, Morocco, Mauritania and Yemen.

The countries of the region have made considerable investments in education since the 1960s. In 1997 their spending on education was estimated, on average, at 5.4% of their GNP. This commitment has paid off, for school life expectancy in the region grew between 1960 and 1985 by two and a half years on average, and many of the region's countries are now close to the objective of universal primary education. Djibouti, Oman, Saudi Arabia and Sudan, however, are well behind in terms of that objective.

Substantial efforts should continue to be made in the region in order to improve levels of access to and participation in education, not least at pre-primary level for both sexes and at secondary level for girls. In view of demographic pressures, real improvements in education systems may only be possible with heavy financial support and some rationalization of material and human resources.



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² UNDP Human Development Report 2001, New York, 2001

³ UNESCWA/UNDP: Women and Men in the Arab Countries: Employment, 2002

Interpreting the country profiles

Data sources

Area: Database from United Nations Internet site.

Demographic data: United Nations Population Division, 2000 revision.

GNP and GDP: World Bank, 2001 revision.

Literacy: UNESCO Institute for Statistics, estimates and projections based on data compiled from national population censuses and revised in 2000.

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

Explanatory notes

All statistics refer to the reference year unless stated otherwise.

General information

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

The *total population* and the *average annual growth rate* refer to the total population in each country for the year of reference, expressed in thousands, and to the average annual growth of the population for 1990–1999, expressed as a percentage.

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

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

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

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

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

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

Graphs and tables

Pupils enrolled in primary education (ISCED level 1) compared to the population of official school age

This graph shows the number of primary school pupils of all ages and the proportion of children of official primary school age who are enrolled in primary education.

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

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

Structure of the education system according to ISCED97

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

A brief summary of the ISCED levels is given below to aid interpretation:

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

An age scale is included to indicate the theoretical ages for each programme and, in the shaded area, the age range during which education is compulsory in each country.

Country profiles

Algeria
Bahrain
Djibouti
Egypt
Iraq
Jordan
Kuwait
Lebanon
Libyan Arab Jamahiriya
Mauritania
Morocco
Oman
Palestinian Autonomous Territories
Qatar
Saudi Arabia
Sudan
Syrian Arab Republic
Tunisia
United Arab Emirates
Yemen

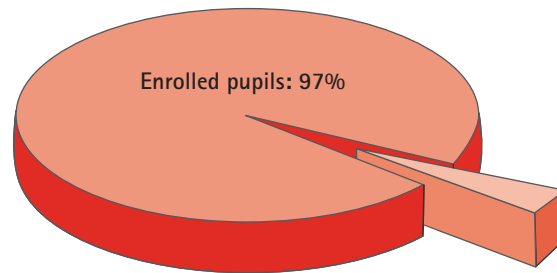
General information

Area in km ² :	2 382 000
Total population (000):	29 755
- Average annual growth rate (%) 1990-99:	2.0
Life expectancy at birth (years):	71
Urban population (%):	60
Infant mortality rate 1995-2000 (‰):	50
Estimated literacy rate M (%):	75
Estimated literacy rate F (%):	55
School life expectancy:	...
GDP per capita (US\$):	1 609
Public expenditure on education as a % of	
- GDP:	...
- Total government expenditure:	...
National currency:	Dinar
Official language:	Arabic

1999

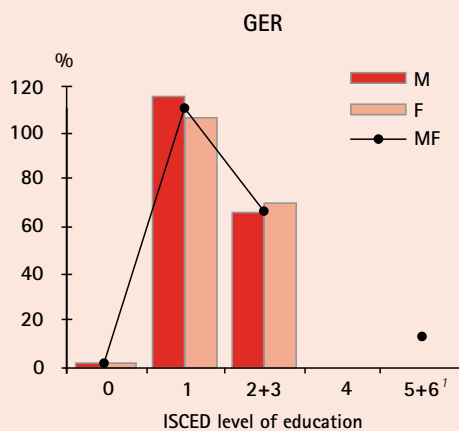
Algeria

Primary net enrolment ratio (%)



Population aged 6-11 years: 4 234 550

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

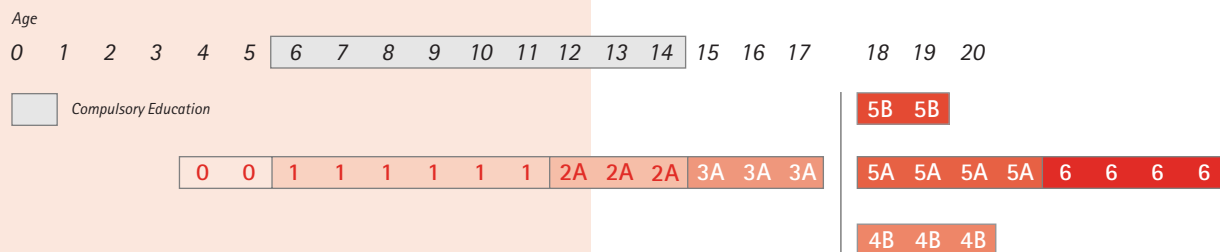


1. Data refer to 1998/99.

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	38 773	4 843 313	2 817 710	...	**456 358 ¹
	% F	49	47	51	...	...
Teachers	MF	1 443	170 562	156 022	...	**16 260 ¹
	% F	88	46	47	...	**23 ¹
Distribution of public expenditure on education (%)		...	...	...	...	...

1. Data refer to 1998/99.

Structure of the education system according to ISCED97



- 0** Preparatory education
- 1** Basic education (1st and 2nd cycle)
- 2A** Basic education (3rd cycle-intermediate)
- 3A** General secondary education
Technical secondary education
- 4B** Vocational training
- 5A** Bachelor's degree, School of Engineers, Master's degree
- 5B** Higher professional
- 6** Doctorate

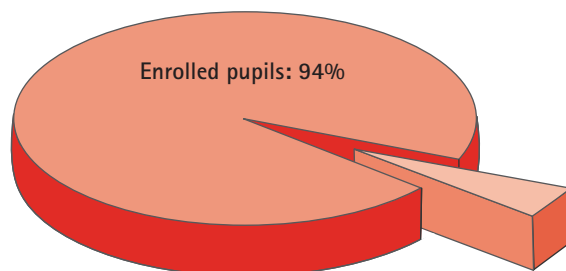
General information

Area in km ² :	690
Total population (000):	627
- Average annual growth rate (%) 1990-99:	2.8
Life expectancy at birth (years)	73
Urban population (%):	92
Infant mortality rate 1995-2000 (‰):	16
Estimated literacy rate M (%):	91
Estimated literacy rate F (%):	82
School life expectancy:	...
GDP per capita (US\$):	...
Public expenditure on education as a % of	
- GDP:	3.5
- Total government expenditure:	12.1
National currency:	Dinar
Official language:	Arabic

1999

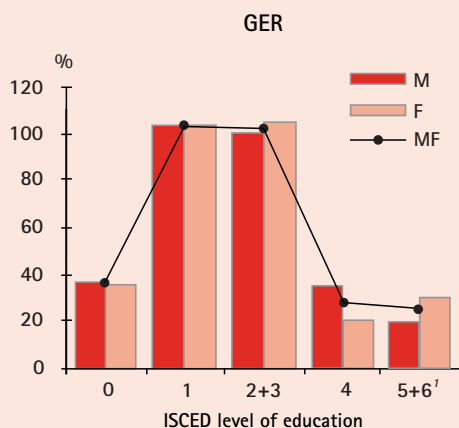
Bahrain

Primary net enrolment ratio (%)



Population aged 6-11 years: 75 850

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

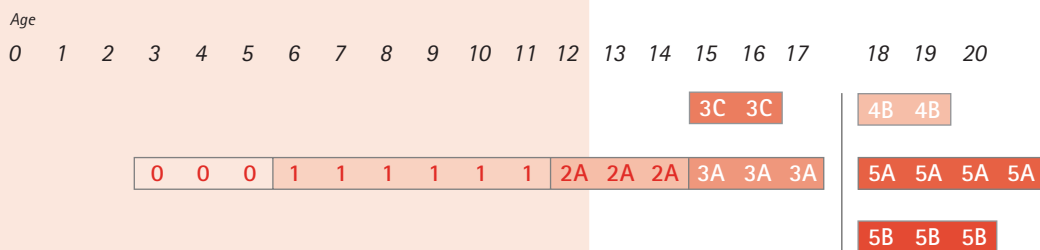


1. Data refer to 1998/99.

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	14 493	77 720	65 422	5 734	11 048 ¹
	% F	48	49	50	35	60 ¹
Teachers	MF	691	4 363	4 583	...	...
	% F	100	75	56	...	...
Distribution of public expenditure on education (%)		...	...	...	...	...

1. Data refer to 1998/99.

Structure of the education system according to ISCED97



- 0** Kindergarden
Special education programme
- 1** General primary education
Religious primary education
- 2A** General intermediate education
Religious intermediate education
- 3A** General secondary education
Religious secondary education
Commercial secondary education
Industrial secondary education
Applied secondary education

- 3C** Vocational training
- 4B** Training programme
Tourism and hospitality programme
Continued education programme
- 5A** Bachelor's degree
Higher diploma
Master's degree
- 5B** Bachelor's in nursing

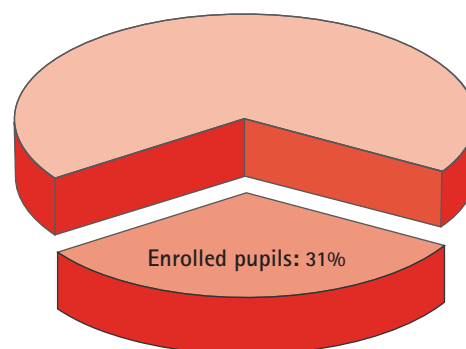
General information

1999

Djibouti

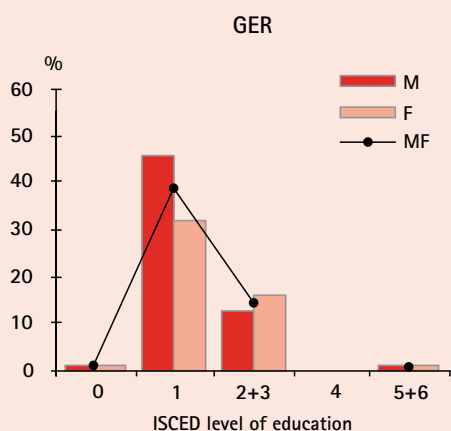
Area in km ² :	23 000
Total population (000):	617
- Average annual growth rate (%) 1990-99:	2.3
Life expectancy at birth (years)	47
Urban population (%):	83
Infant mortality rate 1995-2000 (‰):	117
Estimated literacy rate M (%):	75
Estimated literacy rate F (%):	53
School life expectancy:	...
GDP per capita (US\$):	...
Public expenditure on education as a % of	
- GDP:	...
- Total government expenditure:	...
National currency:	Franc
Official language:	Arabic

Primary net enrolment ratio (%)



Population aged 6-11 years: 103 310

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



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	214	38 106	14 214	.	190
	% F	55	42	56	.	47
Teachers	MF	6	1192	664	.	20
	% F	100	19	21	.	30
Distribution of public expenditure on education (%)		...	...	...	.	...

Structure of the education system according to ISCED97



- 0** Pre-school education
- 1** Primary education
- 2A** General secondary education (First cycle)
Vocational secondary education (First cycle)
- 3A** General secondary education (2nd cycle)
Vocational secondary education (2nd cycle)

- 5A** DEUG
- 5B** BTS

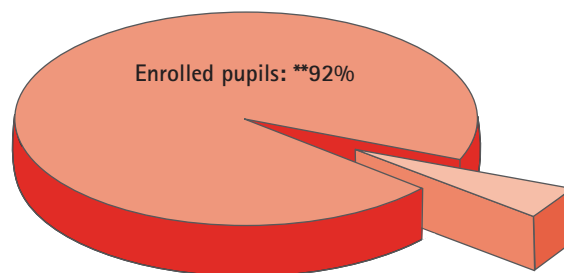
General information

Area in km ² :	1 000 000
Total population (000):	66 693
- Average annual growth rate (%) 1990-99:	1.9
Life expectancy at birth (years):	67
Urban population (%):	45
Infant mortality rate 1995-2000 (‰):	51
Estimated literacy rate M (%):	66
Estimated literacy rate F (%):	43
School life expectancy:	...
GDP per capita (US\$):	1 337
Public expenditure on education as a % of	
- GDP:	**4.1
- Total government expenditure:	...
National currency:	Pound
Official language:	Arabic

1999

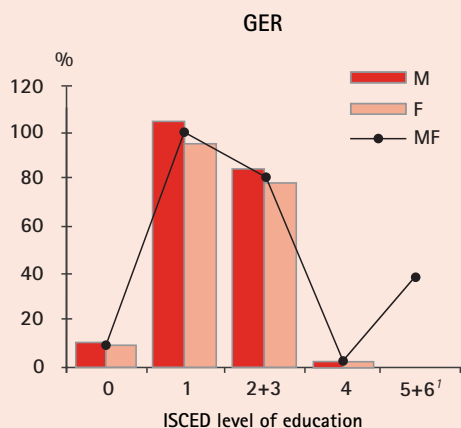
Egypt

Primary net enrolment ratio (%)



Population aged 6-10 years: 7 950 740

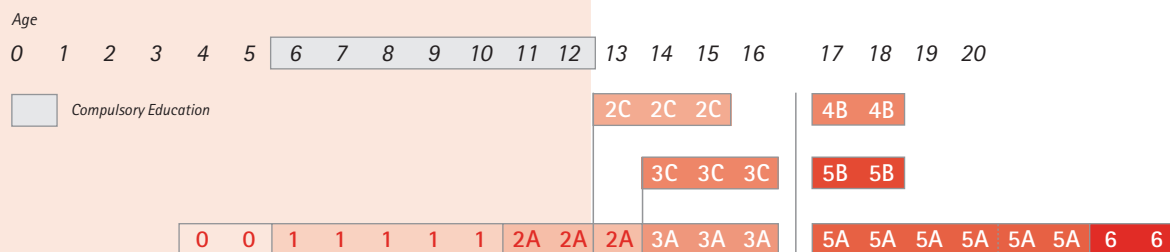
Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	354 435	**7 947 488	**8 028 170	45 667	**2 447 088 ¹
	% F	48	**47	**47	38	...
Teachers	MF	**14 769	**345 828	**473 713	...	...
	% F	99	**52	**40	...	...
Distribution of public expenditure on education (%)		...	...	...	...	...

1. Data refer to 1998/99.

Structure of the education system according to ISCED97



- 0 Pre-primary
- 1 Primary
- 2A Preparatory school
- 2C Vocational school
- 3A General secondary education
- 3C Technical Education

- 4B Industrial, Commercial and Technical institutes¹
- 5A Bachelor's degree, Licence, Master's degree
- 5B Higher industrial, commercial and technical programmes
Community service
- 6 Doctorate

1. For the WEI survey (World Education Indicators), programme 4B is classified as 4C in accordance with their classification.

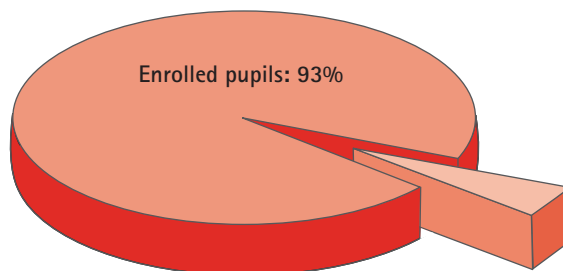
General information

Area in km ² :	438 300
Total population (000):	22 335
- Average annual growth rate (%) 1990-99:	2.9
Life expectancy at birth (years):	59
Urban population (%):	76
Infant mortality rate 1995-2000 (‰):	92
Estimated literacy rate M (%):	55
Estimated literacy rate F (%):	23
School life expectancy:	10.3
GDP per capita (US\$):	...
Public expenditure on education as a % of	
- GDP:	...
- Total government expenditure:	...
National currency:	Dinar
Official language:	Arabic

1999

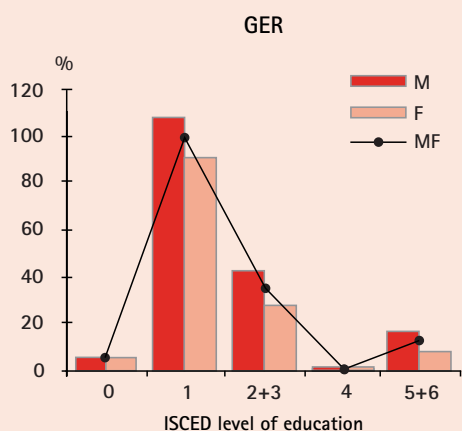
Iraq

Primary net enrolment ratio (%)



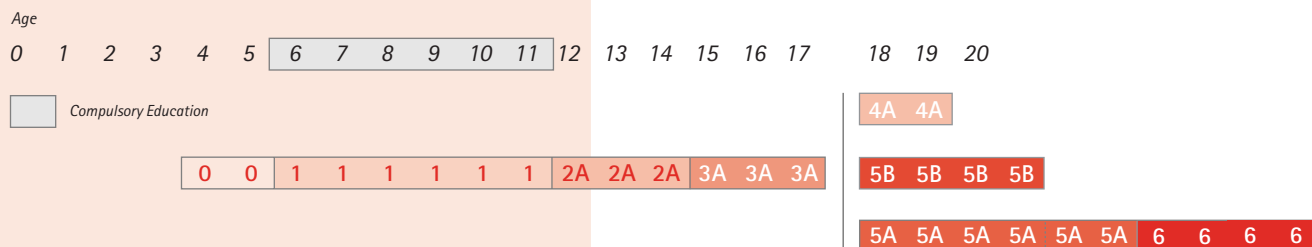
Population aged 6-11 years: 3 583 190

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



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	72 154	3 639 362	1 224 353	11 284	288 670
	% F	49	44	37	44	34
Teachers	MF	4 868	170 141	62 034	1859	12 068
	% F	100	72	69	63	30
Distribution of public expenditure on education (%)		...	...	...	...	...

Structure of the education system according to ISCED97



- 0 Kindergarten
- Pre-primary education
- 1 Primary education
- 2A Basic education
- 3A General secondary education
- Vocational secondary education

- 4A Vocational institutes
- 5A Bachelor's and Master's degrees
- 5B Higher professional degree
- 6 Doctorate

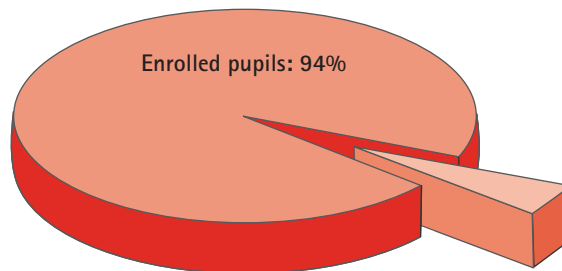
General information

Area in km ² :	89 210
Total population (000):	4 785
- Average annual growth rate (%) 1990-99:	4.4
Life expectancy at birth (years):	71
Urban population (%):	74
Infant mortality rate 1995-2000 (‰):	27
Estimated literacy rate M (%):	95
Estimated literacy rate F (%):	83
School life expectancy:	...
GDP per capita (US\$):	1 687
Public expenditure on education as a % of	
- GDP:	5.0
- Total government expenditure:	...
National currency:	Dinar
Official language:	Arabic

1999

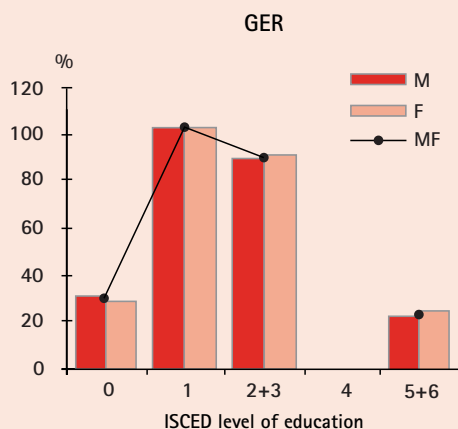
Jordan

Primary net enrolment ratio (%)



Population aged 6-11 years: 717 730

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

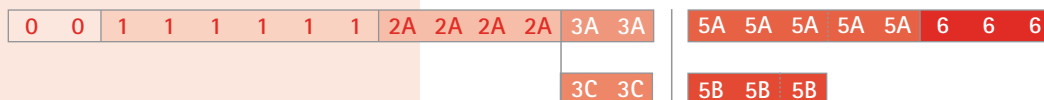


		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	80 257	723 508	583 535	.	142 190
	% F	46	49	50	.	51
Teachers	MF	3 668	...	...	.	4 755
	% F	100	...	...	.	...
Distribution of public expenditure on education (%)		0.1	41.7	39.6	.	18.7

Structure of the education system according to ISCED97

Age
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Compulsory Education



- 0 Kindergarden
- 1 Basic education - Primary
- 2A Basic education - Preparatory
- 3A Comprehensive secondary education
- 3C Applied secondary education

- 5A Bachelor's degree
Education diploma, Master's degree
- 5B Technology diploma, community college diploma
- 6 Doctorate

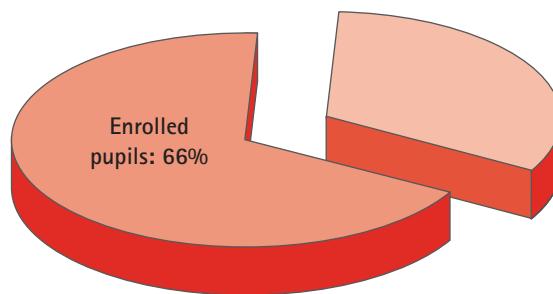
General information

Area in km ² :	17 820
Total population (000):	1 848
- Average annual growth rate (%) 1990-99:	-1.6
Life expectancy at birth (years):	77
Urban population (%):	97
Infant mortality rate 1995-2000 (‰):	12
Estimated literacy rate M (%):	84
Estimated literacy rate F (%):	79
School life expectancy:	...
GDP per capita (US\$):	16 010
Public expenditure on education as a % of	
- GDP:	...
- Total government expenditure:	...
National currency:	Dinar
Official language:	Arabic

1999

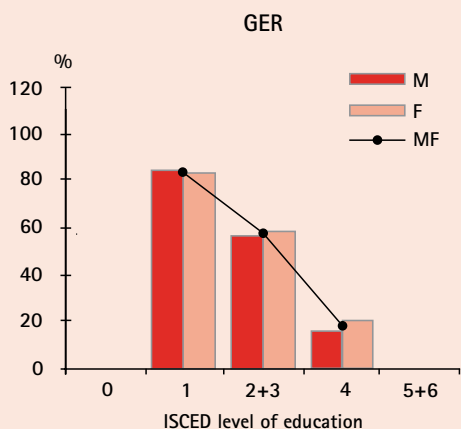
Kuwait

Primary net enrolment ratio (%)



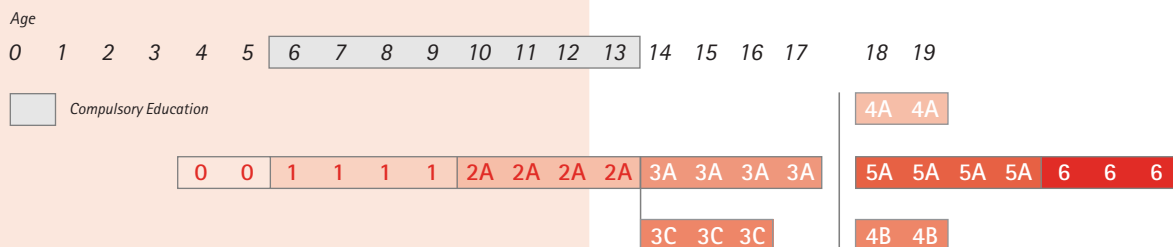
Population aged 6-9 years: 165 300

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



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	140 182	239 997	16 751	...
	% F	...	49	50	55	...
Teachers	MF	...	10 176	21 800	...	...
	% F	...	74	55	...	...
Distribution of public expenditure on education (%)		...	...	...	...	...

Structure of the education system according to ISCED97



- 0 Kindergarten
- 1 Primary education
- 2A Intermediate cycle
- 3A Secondary education
- 3C Vocational education

- 4A Commercial studies
Technical institutes
- 4B Specialized training
- 5A University education, Master's degree
- 6 Doctorate

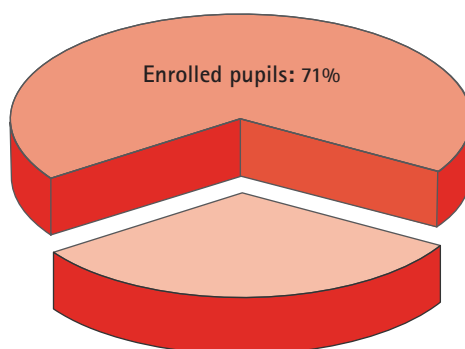
General information

Area in km ² :	10 400
Total population (000):	3 438
- Average annual growth rate (%) 1990-99:	2.7
Life expectancy at birth (years):	70
Urban population (%):	89
Infant mortality rate 1995-2000 (‰):	20
Estimated literacy rate M (%):	92
Estimated literacy rate F (%):	80
School life expectancy:	...
GDP per capita (US\$):	...
Public expenditure on education as a % of - GDP:	2.0
- Total government expenditure:	**9.2
National currency:	Pound
Official language:	Arabic

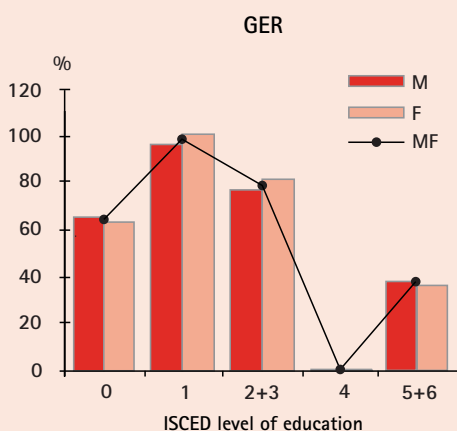
1999

Lebanon

Primary net enrolment ratio (%)



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

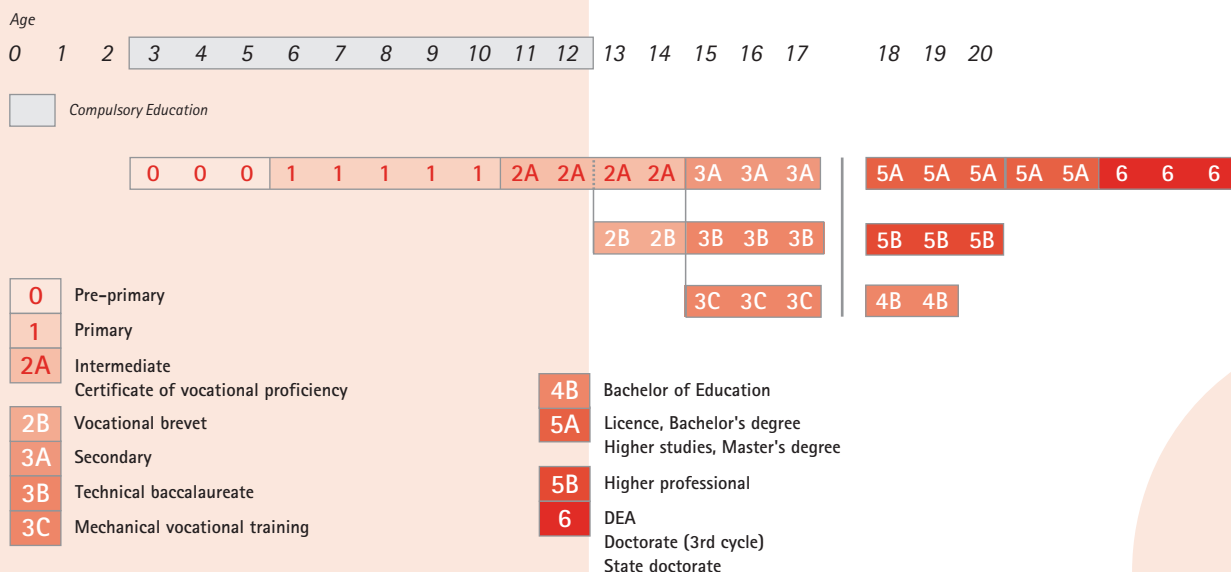


		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	149 006	384 539	383 217	392	116 014
	% F	48	48	51	63	52
Teachers	MF	10 364	20 571	**32 446	...	8 820
	% F	81	81	**53	...	27
Distribution of public expenditure on education (%)		.1 ¹	59.8 ¹	18.8 ¹	...	15.5

1. Data for levels 0 and 2 are included in level 1.

Expenditure not allocated: 0.8%

Structure of the education system according to ISCED97



General information

Area in km ² :	1 760 000
Total population (000):	5 175
- Average annual growth rate (%) 1990-99:	2.1
Life expectancy at birth (years):	71
Urban population (%):	87
Infant mortality rate 1995-2000 (‰):	28
Estimated literacy rate M (%):	90
Estimated literacy rate F (%):	67
School life expectancy:	...
GDP per capita (US\$):	...
Public expenditure on education as a % of	
- GDP:	...
- Total government expenditure:	...
National currency:	Dinar
Official language:	Arabic

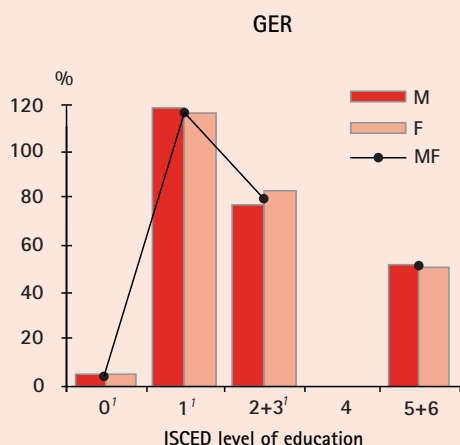
Lybian Arab Jamahiriya

1999

Primary net enrolment ratio (%)

The net enrolment ratio figure is not shown due to lack of enrolment data by age.

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

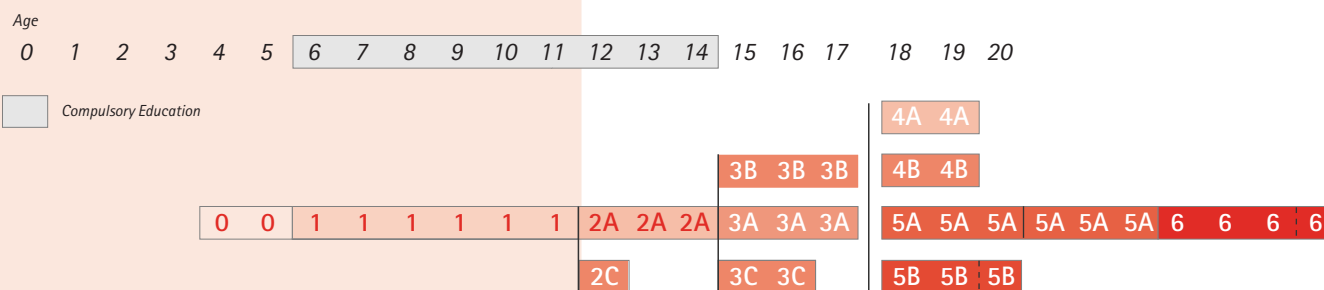


1. Data refer to 1998/99.

		Level of education				
		ISCED 0 ¹	ISCED 1 ¹	ISCED 2+3 ¹	ISCED 4	ISCED 5+6
Pupils	MF	10 429	821 775	642 090	...	290 060
	% F	**48	48	**52	...	49
Teachers	MF	1 247	97 334	90 737	...	12 422
	% F	100	**53	**25	...	13
Distribution of public expenditure on education (%)		...	...	...	...	...

1. Data refer to 1998/99.

Structure of the education system according to ISCED97



- 0 Kindergarten
- 1 First stage of basic education
- 2A Second stage of basic education
- 2C Vocational education
- 3A General secondary education
Specialized secondary education¹
- 3B Vocational institutes
- 3C Preparatory training

- 4A Comprehensive institutes
- 4B Training programmes
Specialized education
- 5A Bachelor's degree
Medicine
- 5B Comprehensive higher institutes
- 6 Master's degree
Ph. D

1. Four years duration.

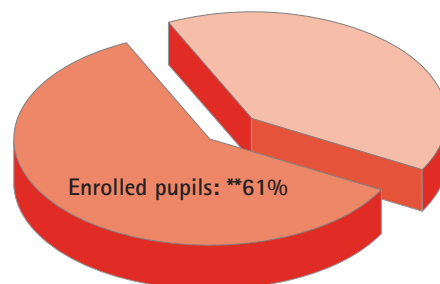
General information

Area in km ² :	1 026 000
Total population (000):	2 582
- Average annual growth rate (%) 1990-99:	2.9
Life expectancy at birth (years):	54
Urban population (%):	56
Infant mortality rate 1995-2000 (‰):	106
Estimated literacy rate M (%):	50
Estimated literacy rate F (%):	30
School life expectancy:	...
GDP per capita (US\$):	371
Public expenditure on education as a % of - GDP:	**3
- Total government expenditure:	...
National currency:	Ouguiya
Official language:	Arabic

1999

Mauritania

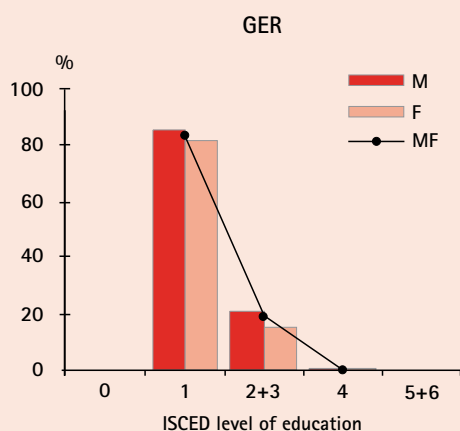
Primary net enrolment ratio¹ (%)



Population aged 6-11 years: 409 400

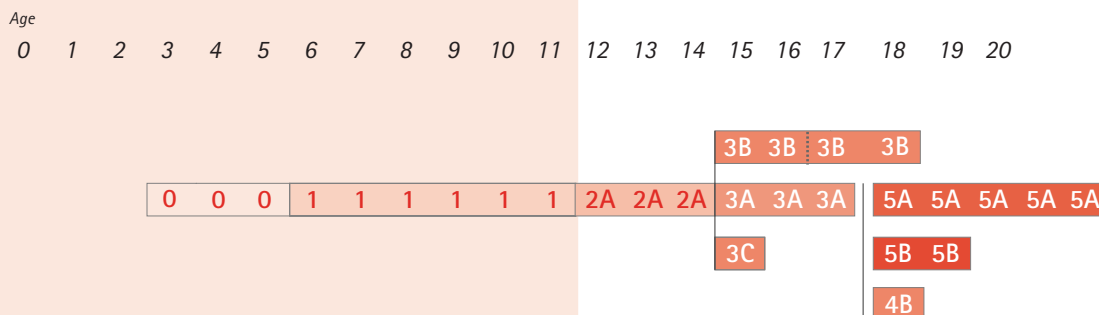
1. Data refer to 1998/99.

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



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	355 822	65 606	350	...
	% F	...	48	42	26	...
Teachers	MF	...	7 909	2 449	47	...
	% F	...	26	11	9	...
Distribution of public expenditure on education (%)		...	...	...	...	...

Structure of the education system according to ISCED97



- 0** Pre-primary education
- 1** Basic education
- 2A** First cycle of secondary education
- 3A** Second cycle of secondary education
- 3B** Second cycle of technical education (3 years): Technical Bacc
Second cycle of technical education (short): BET → Brevet tech.
- 3C** Commercial college

- 4B** College education: CAP
- 5A** Faculty of arts, economy, law and sciences:
DEUG, Bachelor's, Master's, CAPES
Higher college: CAPPCC
- 5B** Higher technical education: BTS

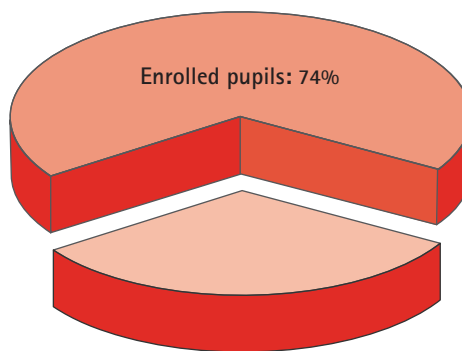
General information

Area in km ² :	446 600
Total population (000):	29 334
- Average annual growth rate (%) 1990-99:	2
Life expectancy at birth (years):	67
Urban population (%):	55
Infant mortality rate 1995-2000 (‰):	52
Estimated literacy rate M (%):	61
Estimated literacy rate F (%):	35
School life expectancy:	8.2
GDP per capita (US\$):	1 193
Public expenditure on education as a % of	
- GDP:	5
- Total government expenditure:	27
National currency:	Dirham
Official language:	Arabic

1999

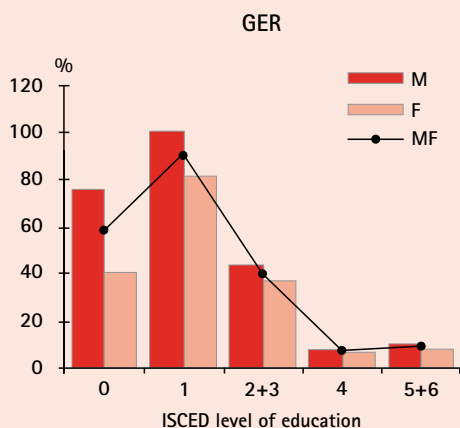
Morocco

Primary net enrolment ratio (%)



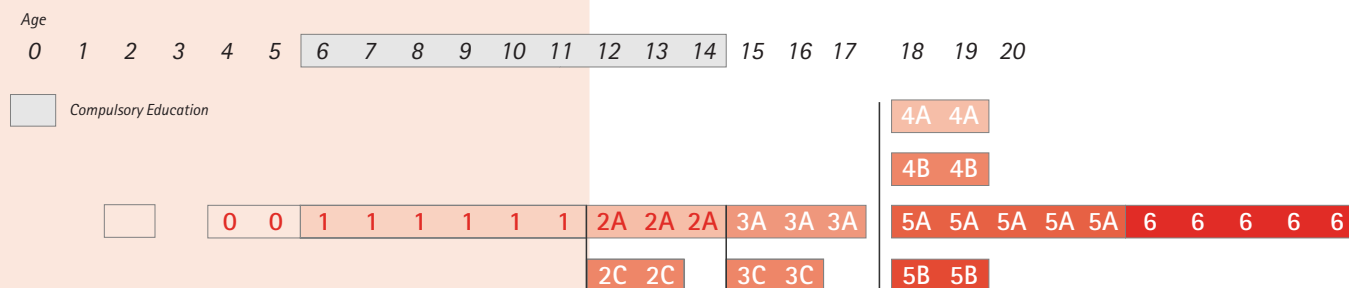
Population aged 6-11 years: 4 057 830

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



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	802 225	3 669 605	1 541 100	64 063	276 375
	% F	35	45	44	45	42
Teachers	MF	43 952	127 582	90 799	...	18 082
	% F	43	37	32	...	20
Distribution of public expenditure on education (%)		...	...	...	...	...

Structure of the education system according to ISCED97



- 0 Early childhood development
- 0 Pre-school education
- 1 Primary education
- 2A Lower secondary education
- 2C Vocational education Specialization level
- 3A General secondary education Technical secondary education
- 3C Vocational education Qualification level

- 4A Teachers training and pedagogical centers
- 4B Professional education Technician level
- 5A Bachelor's Diplomas in engineering, medicine, pharmacy, dentistry and interpretation, Preparatory classes for grandes écoles
- 5B Higher technical Brevet University diploma in technology
- 6 DEA, DESS, Doctorate

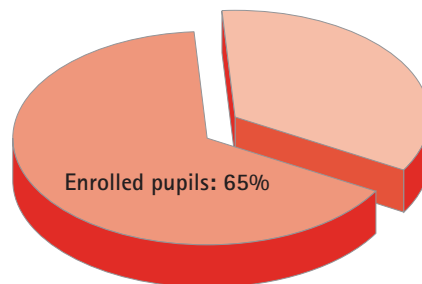
General information

Area in km ² :	212 500
Total population (000):	2 457
- Average annual growth rate (%) 1990-99:	3.6
Life expectancy at birth (years):	73
Urban population (%):	82
Infant mortality rate 1995-2000 (‰):	27
Estimated literacy rate M (%):	79
Estimated literacy rate F (%):	59
School life expectancy:	...
GDP per capita (US\$):	...
Public expenditure on education as a % of	
- GDP:	...
- Total government expenditure:	...
National currency:	Riyal
Official language:	Arabic

1999

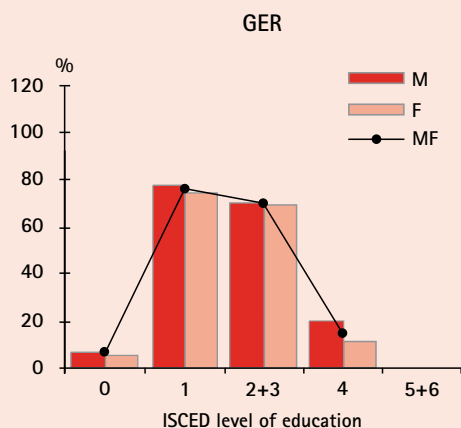
Oman

Primary net enrolment ratio (%)



Population aged 6-11 years: 431 050

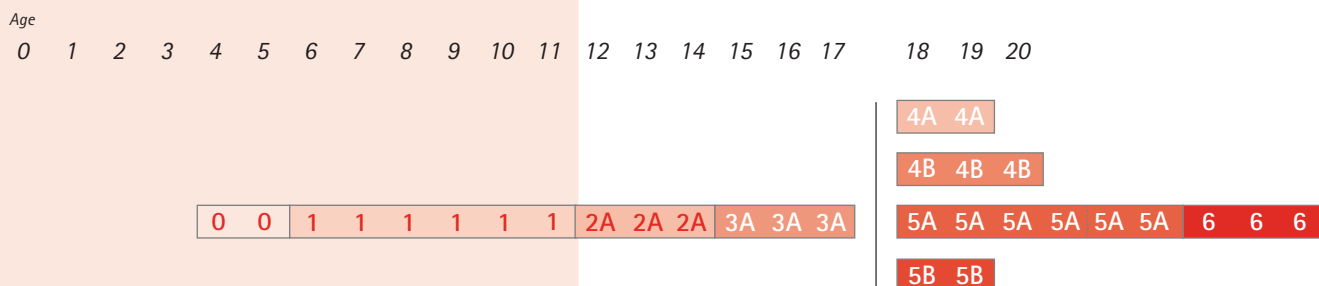
Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	7 348	315 976	242 533	**16 198	7 630 ¹
	% F	46	48	49	**36	49 ¹
Teachers	MF	383	12 598	13 528	...	767 ¹
	% F	100	54	50	...	24 ¹
Distribution of public expenditure on education (%)		...	...	...	...	...

1. Data refer to Qaboos University only.

Structure of the education system according to ISCED97



- 0 Kindergarten
- 1 Primary education
- 2A Preparatory education
- 3A Secondary education
- 4A Private institutes
Teachers training centers
- 4B Vocational training, industrial colleges,
nursing institutes, financial institutes

- 5A Bachelor's degree, Education colleges, Master's degree
- 5B Diploma
- 6 Doctorate

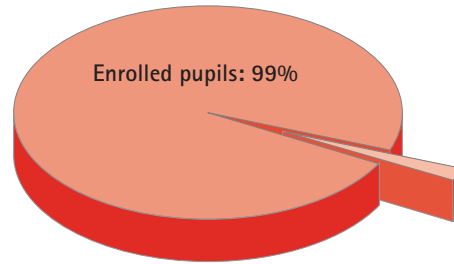
General information

Area in km ² :	...
Total population (000):	3 074
- Average annual growth rate (%) 1990-99:	...
Life expectancy at birth (years):	...
Urban population (%):	...
Infant mortality rate 1995-2000 (‰):	24
Estimated literacy rate M (%):	...
Estimated literacy rate F (%):	...
School life expectancy:	...
GDP per capita (US\$):	...
Public expenditure on education as a % of	...
- GDP:	...
- Total government expenditure:	...
National currency:	...
Official language:	Arabic

Palestinian Autonomous Territories

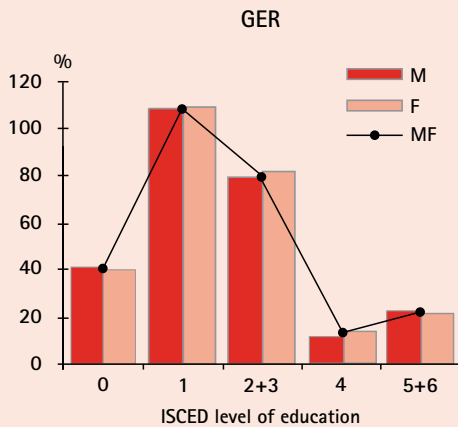
1999

Primary net enrolment ratio (%)



Population aged 6-10 years: 357 400

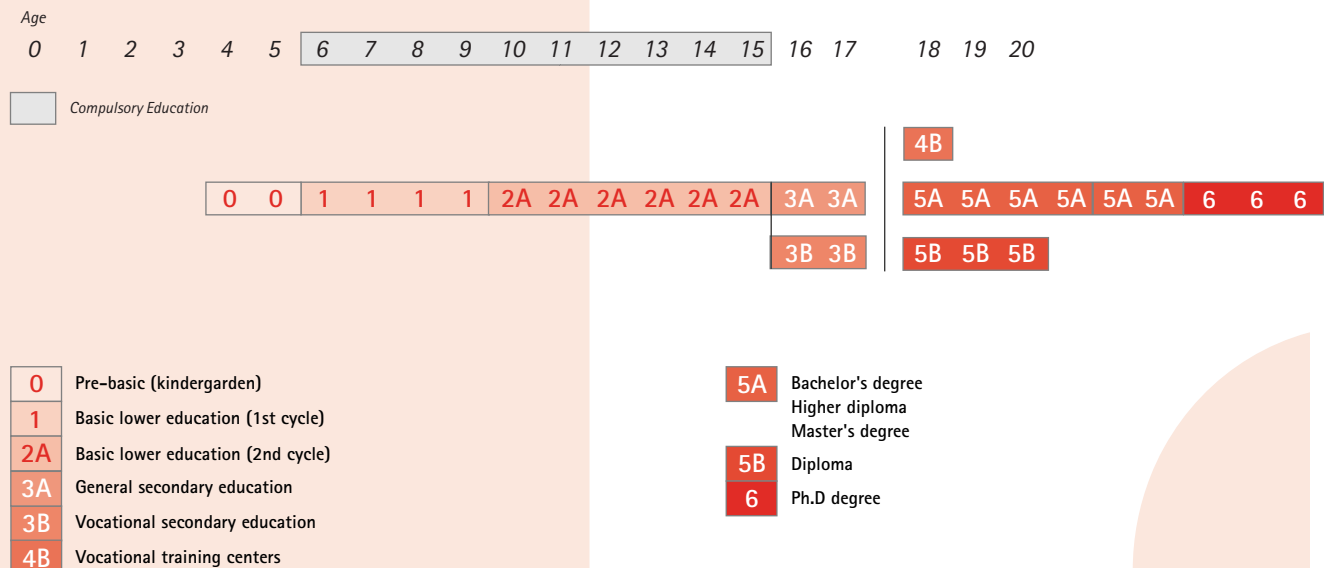
Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	77 402	388 162	477 378	**6 928	71 207
	% F	48	49	50	**55	47
Teachers	MF	3 515	. ¹	24 708 ¹	...	3 390
	% F	99	. ¹	52 ¹	...	14
Distribution of public expenditure on education (%)		...	...	...	...	...

1. Data for level 1 are included in levels 2+3.

Structure of the education system according to ISCED97



- 0 Pre-basic (kindergarten)
- 1 Basic lower education (1st cycle)
- 2A Basic lower education (2nd cycle)
- 3A General secondary education
- 3B Vocational secondary education
- 4B Vocational training centers

- 5A Bachelor's degree
Higher diploma
Master's degree
- 5B Diploma
- 6 Ph.D degree

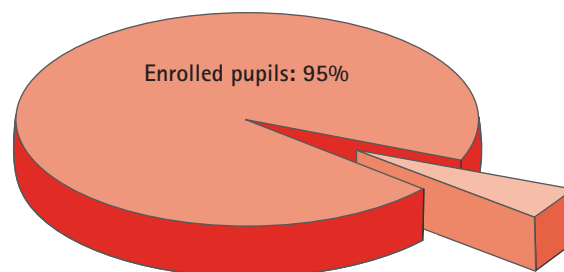
General information

Area in km ² :	11 000
Total population (000):	555
- Average annual growth rate (%) 1990-99:	2.3
Life expectancy at birth (years):	75
Urban population (%):	92
Infant mortality rate 1995-2000 (‰):	14
Estimated literacy rate M (%):	80
Estimated literacy rate F (%):	82
School life expectancy:	...
GDP per capita (US\$):	...
Public expenditure on education as a % of	
- GDP:	...
- Total government expenditure:	...
National currency:	Riyal
Official language:	Arabic

1999

Qatar

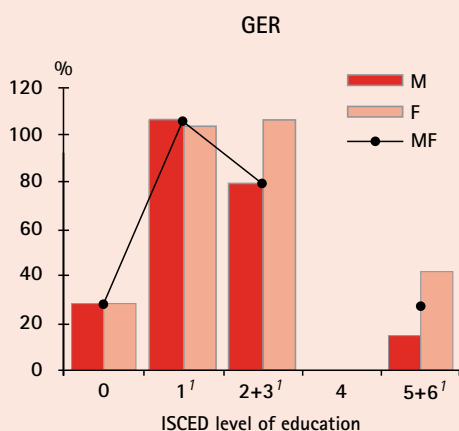
Primary net enrolment ratio¹ (%)



Population aged 6-11 years: 57 560

1. Data refer to 1998/99.

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

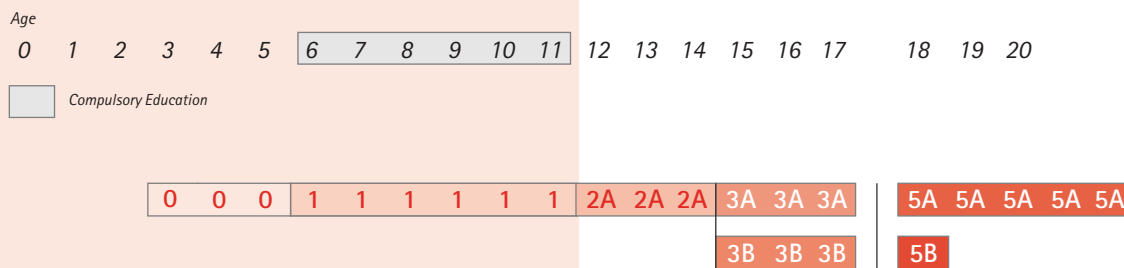


1. Data refer to 1998/99.

		Level of education				
		ISCED 0	ISCED 1 ¹	ISCED 2+3 ¹	ISCED 4	ISCED 5+6 ¹
Pupils	MF	8 830	60 989	44 403	.	**8 880
	% F	47	53	56	.	**72
Teachers	MF	2 930	4 648	**4 370	.	**652
	% F	72	75	**57	.	**32
Distribution of public expenditure on education (%)		...	...	...	.	...

1. Data refer to 1998/99.

Structure of the education system according to ISCED97



- 0** Kindergarden
- 1** Primary education
- 2A** General preparatory education
Religious preparatory education
- 3A** General secondary education
Religious secondary education
- 3B** Business secondary education
Industrial secondary education

- 5A** University education
- 5B** Teacher education colleges

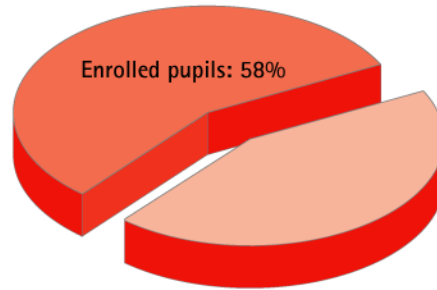
General information

Area in km ² :	2 150 000
Total population (000):	19 644
- Average annual growth rate (%) 1990-99:	2.7
Life expectancy at birth (years):	72
Urban population (%):	85
Infant mortality rate 1995-2000 (‰):	25
Estimated literacy rate M (%):	82
Estimated literacy rate F (%):	65
School life expectancy:	...
GDP per capita (US\$):	7 095
Public expenditure on education as a % of	
- GDP:	**9.5
- Total government expenditure:	...
National currency:	Riyal
Official language:	Arabic

1999

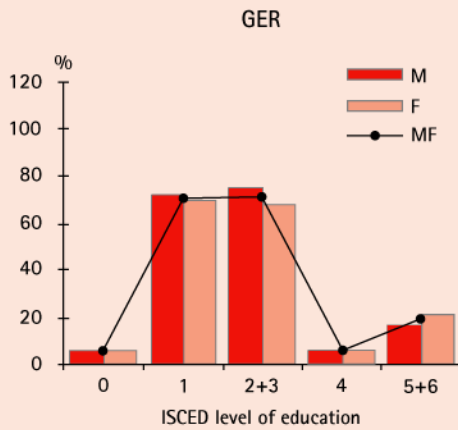
Saudi Arabia

Primary net enrolment ratio (%)



Population aged 6-11 years: 3 340 380

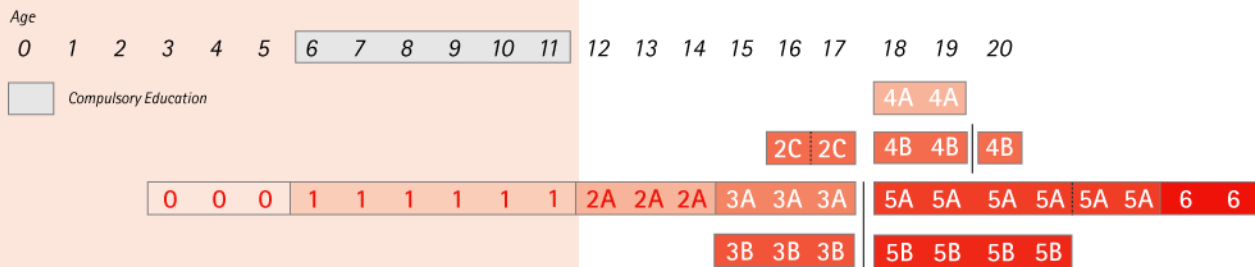
Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	94 148	2 285 328	1 861 755	**36 905	404 094
	% F	46	48	46	**48	56
Teachers	MF	8 981	190 654	146 252	...	20 293
	% F	100	53	51	...	35
Distribution of public expenditure on education (%)		. ¹	. ¹	83.1 ^{1,2}	.	16.9 ²

1. Data for levels 0 and 1 are included in levels 2+3.
2. Data refer to 1998/99.

Structure of the education system according to ISCED97



- 0** Kindergarden
- 1** Primary cycle
- 2A** Intermediate cycle
- 2C** Vocational training centers
- 3A** Secondary education
- Vocational secondary institutes
- 3B** Commercial secondary institutes
- 4A** Intermediate faculty

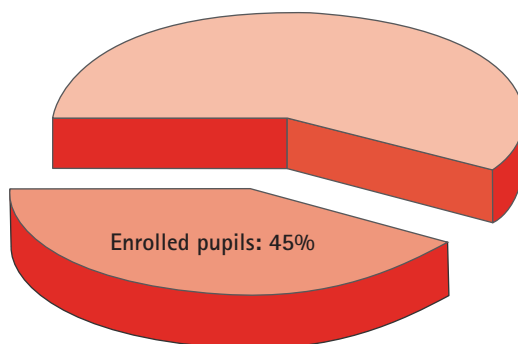
- 4B** Teachers training centers
- Vocational faculty
- 5A** Theoretical and practical colleges
- Teachers college
- Colleges for girls
- 5B** Technical colleges
- Health colleges
- 6** Higher diploma
- Master of Arts and Sciences
- Doctorate

General information

Area in km ² :	2 500 000
Total population (000):	30 423
- Average annual growth rate (%) 1990-99:	2.3
Life expectancy at birth (years):	56
Urban population (%):	35
Infant mortality rate 1995-2000 (‰):	86
Estimated literacy rate M (%):	68
Estimated literacy rate F (%):	45
School life expectancy:	...
GDP per capita (US\$):	319
Public expenditure on education as a % of	
- GDP:	...
- Total government expenditure:	...
National currency:	Pound
Official language:	Arabic

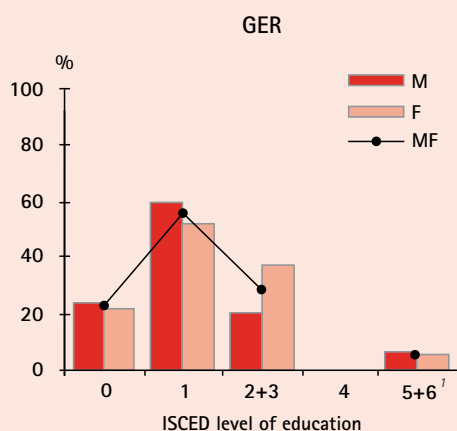
Sudan

Primary net enrolment ratio (%)



Population aged 6-10 years: 4 662 500

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

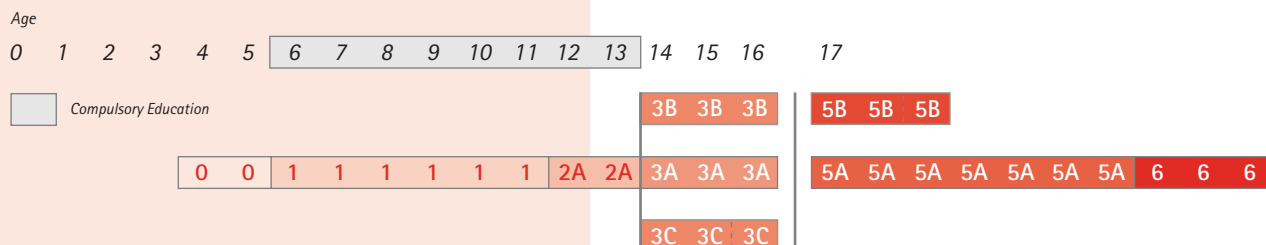


1. Data refer to 1998/99.

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	386 505	2 566 503	979 514	.	200 538 ¹
	% F	47	45	62	.	47 ¹
Teachers	MF	12 960	**96 050	**42 513	.	4 407 ¹
	% F	84	**63	**54	.	23 ¹
Distribution of public expenditure on education (%)		...	...	...	.	...

1. Data refer to 1998/99.

Structure of the education system according to ISCED97



- 0** Pre-school education
- 1** Basic education first cycle
- 2A** Basic education second cycle
- 3A** General secondary education
- 3B** Technical secondary education
- 3C** Vocational secondary education

- 5A** Higher Education: Diploma 1 and 2, Bachelor's and Master's degrees
- 5B** Higher Education Diploma
- 6** Doctorate

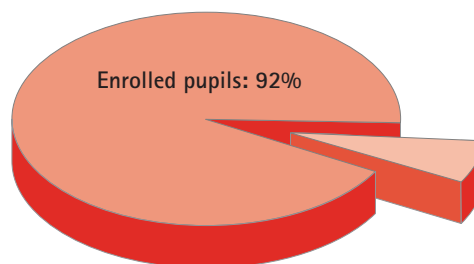
General information

Area in km ² :	185 200
Total population (000):	15 778
- Average annual growth rate (%) 1990-99:	2.7
Life expectancy at birth (years):	69
Urban population (%):	54
Infant mortality rate 1995-2000 (‰):	27
Estimated literacy rate M (%):	88
Estimated literacy rate F (%):	59
School life expectancy:	...
GDP per capita (US\$):	1 228
Public expenditure on education as a % of	
- GDP:	3.4
- Total government expenditure:	9.9
National currency:	Pound
Official language:	Arabic

Syrian Arab Republic

1999

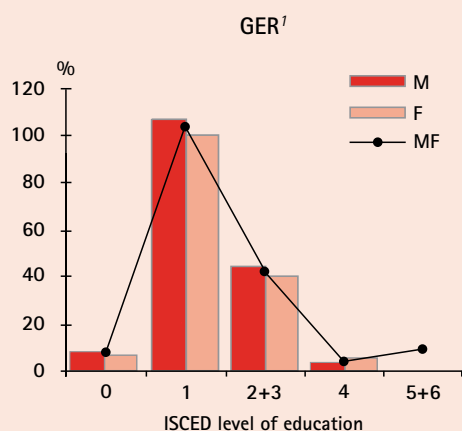
Primary net enrolment ratio¹ (%)



Population aged 6-11 years: 2 646 230

1. Data refer to 1998/99.

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



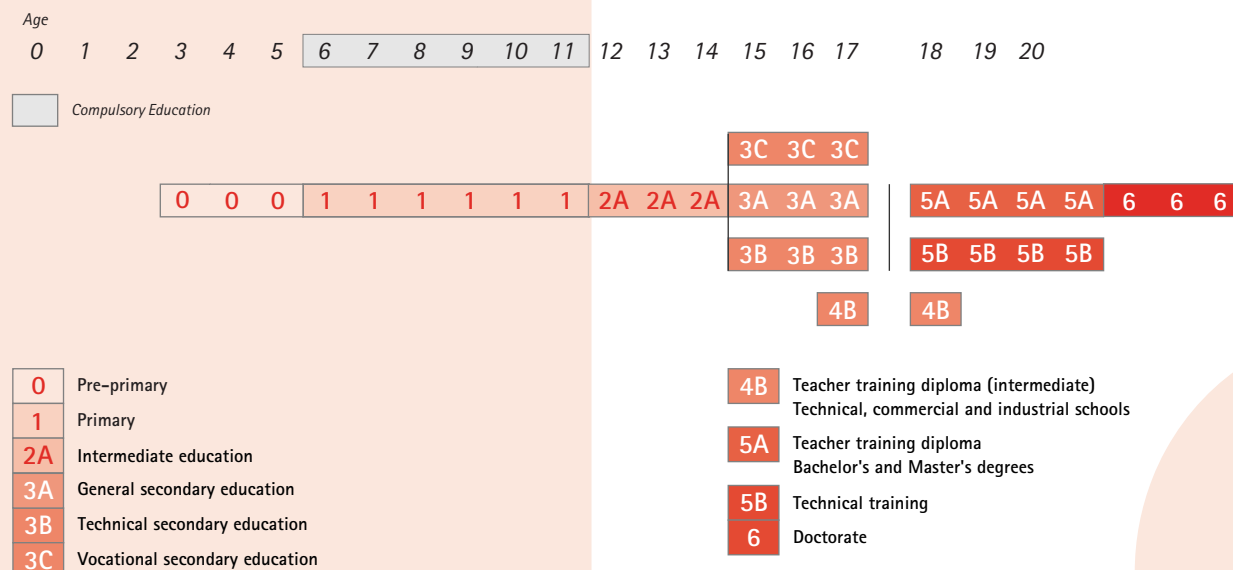
1. Data refer to 1998/99.

Level of education¹

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	1 083 319	2 738 084	1 029 779	25 840	**94 110
	% F	46	47	47	61	**4 300
Teachers	MF	4 601	119 517	**70 184	3 521	...
	% F	96	65	**47	57	...
Distribution of public expenditure on education (%)		...	...	...	...	...

1. Data refer to 1998/99.

Structure of the education system according to ISCED97¹



- 0** Pre-primary
- 1** Primary
- 2A** Intermediate education
- 3A** General secondary education
- 3B** Technical secondary education
- 3C** Vocational secondary education
- 4B** Teacher training diploma (intermediate)
Technical, commercial and industrial schools
- 5A** Teacher training diploma
Bachelor's and Master's degrees
- 5B** Technical training
- 6** Doctorate

1. ISCED mapping is based on 1998/99 data.

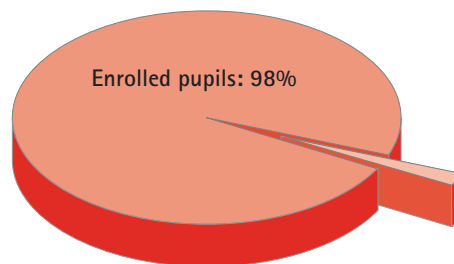
General information

Area in km ² :	163 600
Total population (000):	9 360
- Average annual growth rate (%) 1990-99:	1.5
Life expectancy at birth (years):	73
Urban population (%):	65
Infant mortality rate 1995-2000 (‰):	30
Estimated literacy rate M (%):	80
Estimated literacy rate F (%):	59
School life expectancy:	14
GDP per capita (US\$):	2 238
Public expenditure on education as a % of - GDP:	**7.5
- Total government expenditure:	...
National currency:	Dinar
Official language:	Arabic

1999

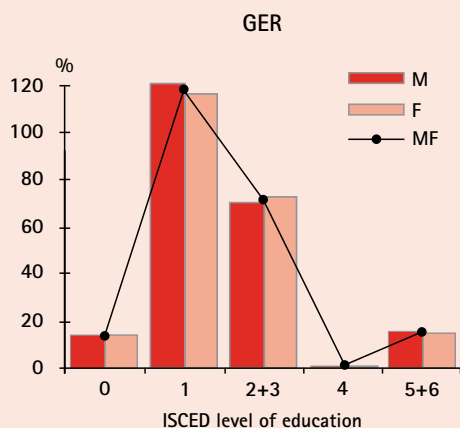
Tunisia

Primary net enrolment ratio (%)



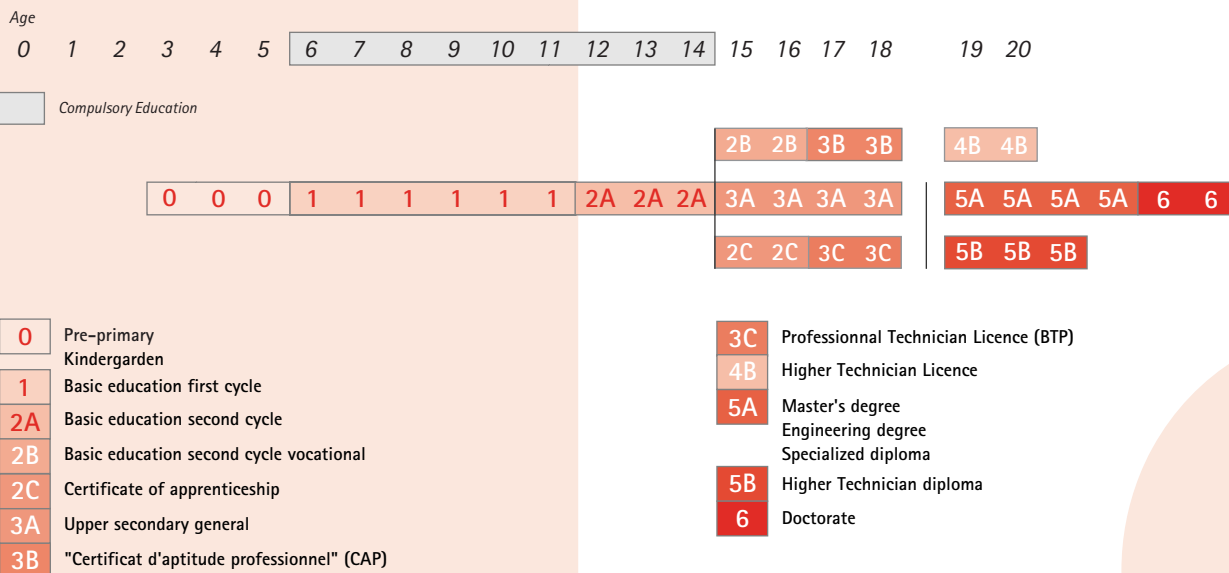
Population aged 6-11 years: 1 196 490

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



		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	85 540	1 413 795	1 087 818	1 308	180 044
	% F	48	47	50	43	**48
Teachers	MF	4 192	60 912	56 843	...	9 370
	% F	96	50	40	...	...
Distribution of public expenditure on education (%)		**0.1	32.6	44.2	...	23.1

Structure of the education system according to ISCED97



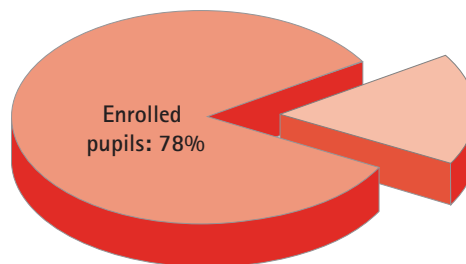
General information

Area in km ² :	83 600
Total population (000)::	2 558
- Average annual growth rate (%) 1990-99:	2.7
Life expectancy at birth (years):	75
Urban population (%):	85
Infant mortality rate 1995-2000 (‰):	12
Estimated literacy rate M (%):	74
Estimated literacy rate F (%):	78
School life expectancy:	...
GDP per capita (US\$):	...
Public expenditure on education as a % of	
- GDP:	...
- Total government expenditure:	21
National currency:	Dirham
Official language:	Arabic

1999

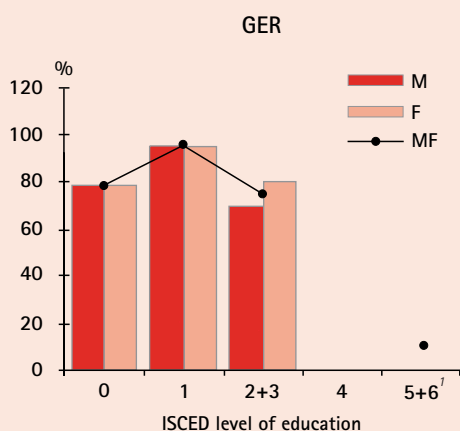
United Arab Emirates

Primary net enrolment ratio (%)



Population aged 6-11 years: 289 250

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



1. Data refer to 1998/99.

Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	65 835	273 144	210 002	.	**21 000 ¹
	% F	48	48	50	.	...
Teachers	MF	3 536	16 481	16 399	.	**1 615 ¹
	% F	100	74	55	.	...
Distribution of public expenditure on education (%)		...	...	...	.	...

1. Data refer to 1998/99.

Structure of the education system according to ISCED97

Age 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Compulsory Education

0 0 1 1 1 1 1 1 2A 2A 2A 3A 3A 3A 5A 5A 5A 5A

- 0 Kindergarden
- 1 Primary education
- 2A Preparatory education
- 3A Secondary general education
Secondary technical education

5A Bachelor's and Master's degrees

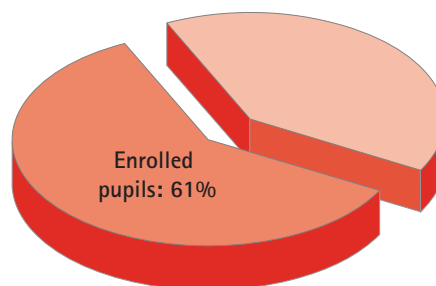
General information

Area in km ² :	128 000
Total population (000):	17 620
- Average annual growth rate (%) 1990-99:	4.8
Life expectancy at birth (years):	56
Urban population (%):	24
Infant mortality rate 1995-2000 (‰):	74
Estimated literacy rate M (%):	66
Estimated literacy rate F (%):	24
School life expectancy:	...
GDP per capita (US\$):	387
Public expenditure on education as a % of	
- GDP:	...
- Total government expenditure:	...
National currency:	Riyal
Official language:	Arabic

1999

Yemen

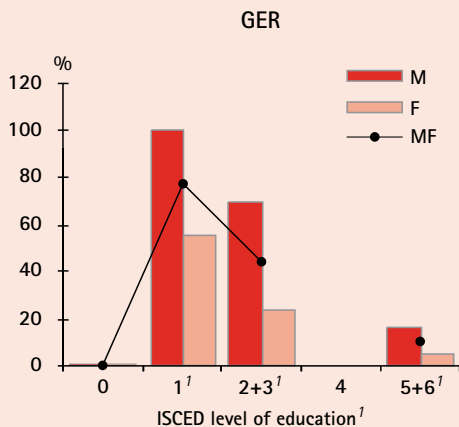
Primary net enrolment ratio¹ (%)



Population aged 6-11 years: 2 970 330

1. Data refer to 1998/99.

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

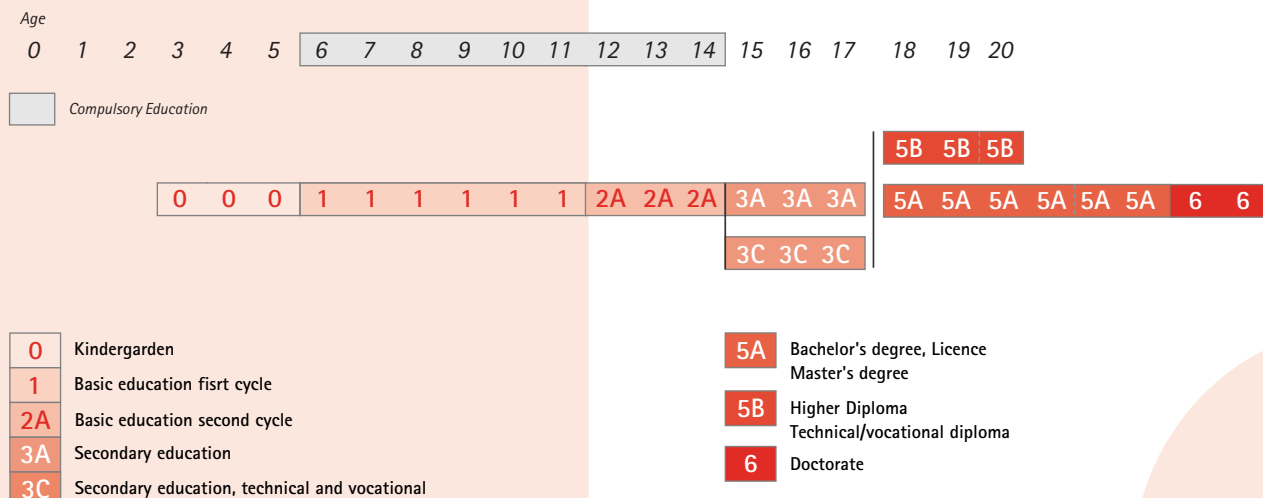


1. Data refer to 1998/99.

		Level of education				
		ISCED 0	ISCED 1 ¹	ISCED 2+3 ¹	ISCED 4	ISCED 5+6 ¹
Pupils	MF	**12 606	2 302 787	1 041 816	.	164 166
	% F	**45	35	26	.	21
Teachers	MF	**762	132 258 ²	18 728 ²	.	4 948
	% F	**93	20 ²	18 ²	.	1
Distribution of public expenditure on education (%)		...	...	...	.	...

1. Data refer to 1998/99.
2. Data for level 2 are included in level 1.

Structure of the education system according to ISCED97¹



1. ISCED mapping is based on 1998/99 data.

2. Access and participation by level of education

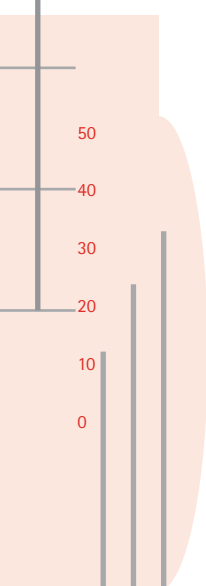
2.1 Pre-primary education (ISCED 0)

2.1.1 Data coverage

Early Childhood Development Programmes (ECD) cover pre-primary education corresponding to ISCED level 0, and also all other school- or centre-based programmes involving organized activities aimed at encouraging children to learn and for their emotional and social development.

The development of such programmes was identified as a priority at the World Education Forum held in Dakar, Senegal, in April 2000. The aim of education at this level is to provide a first contact with the education system; children can also acquire the preliminary foundations for learning to read, write and calculate. ECD programmes also provide opportunities for teachers and institutions to introduce other programmes -health, hygiene and nutrition. Furthermore, these programmes enable women to return sooner to the labour market or take up their studies again, which makes a contribution to greater gender equality. Lastly, attending a pre-school institution can have a positive effect on entry into primary school.

In those countries where pre-primary education is the responsibility of the Ministry of Education, data for numbers of schools, pupils enrolled and teachers are generally available. However this is often not the case where pre-primary education is provided by another ministry (Health, Social Services, etc.) or by community organizations. In these cases, the data are not communicated systematically to the Ministry of Education,



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the main point of contact from which the UNESCO Institute for Statistics collects its data on education. As for the other ECD programmes, they are generally organized by local authorities or community organizations, and making a proper count is difficult. This applies to Koranic schools among others, a form of education which is very important in the Arab region and, indeed, which in certain countries provides the bulk of pre-primary education. For *Survey 2001*, Morocco was the only country that provided data on these programmes.

The data on ECD programmes analysed in this report therefore concern pre-primary education (ISCED level 0) almost exclusively.

2.1.2 General overview

Some 2,4 million children were enrolled in the region during the school year 1999/2000, which is nearly 16% of all children of the appropriate pre-school ages (Annex I, Table A6). Of these 2.4 million, a little over 1 million are girls, giving a gross enrolment ratio (GER) of approximately 14%, while the GER for boys is nearly 17%. The demographic preponderance of Yemen, Algeria, Saudi Arabia and Egypt, all of which have relatively low GERs, does much to explain the low average for the whole region. Similarly, the very great difference between girls' and boys' participation in Morocco accentuates the gender disparity of the region.

Private schools play a fundamental role in pre-primary education in this region: 79% of those enrolled attend this type of school (Annex I, Table A6), though the percentage varies significantly from country to country. In one-third of the region's countries (Djibouti, Morocco, Oman, Jordan, the

Palestinian Autonomous Territories, Qatar and Bahrain), pre-primary education is only provided by the private sector, while in Algeria and Iraq the whole of this type of education is the province of public institutions.

2.1.3 Breakdown by country

With the exception of Mauritania, the Syrian Arab Republic, Kuwait and the Libyan Arab Jamahiriya, all the other countries of the region have provided data on enrolment in pre-primary education. In the case of Yemen, estimates can be made of numbers enrolled at this level of education, based on data for the school year 1998/99. The gross enrolment ratios (GER) range from 0.4% in Djibouti to 78.4% in the United Arab Emirates (Annex I, Table A1). Two groups of countries stand out so far as this ratio is concerned: the United Arab Emirates, Morocco and Lebanon are clearly ahead of the rest with GERs of over 55%, while at the other extreme the ratios for Djibouti, Algeria, Yemen, Saudi Arabia, Oman and Iraq are barely above 6% (Figure 2.1).

A study of the difference between gross enrolment ratios (GER) and net enrolment ratios (NER) brings out the extent to which the official ages for enrolment and the ages

Figure 2.1 - Gross enrolment ratios in pre-primary education by gender, 1999/2000

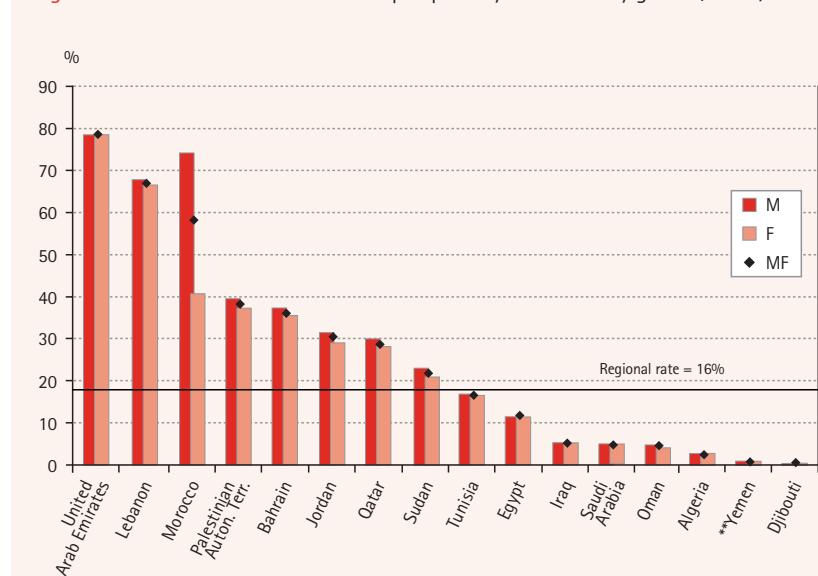
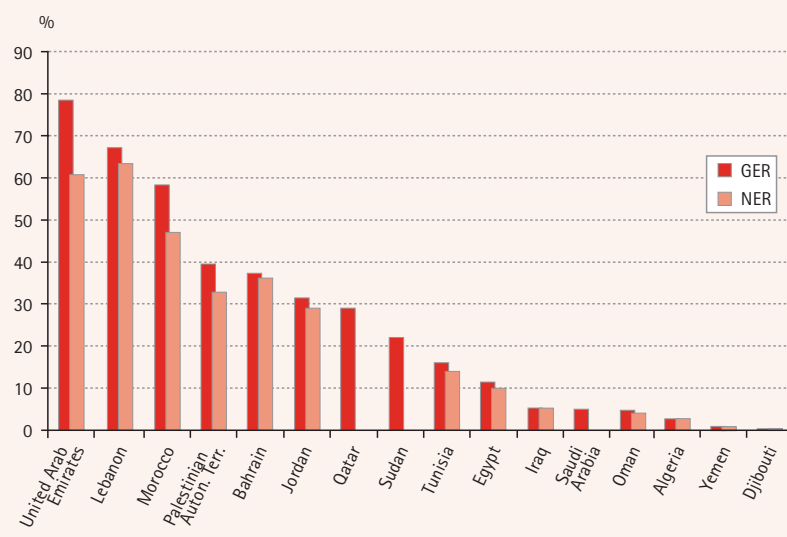


Figure 2.2 - Gross and net enrolment ratios in pre-primary education, 1999/2000



which in a great many countries corresponds to compulsory education, the other being the first stage of secondary education (ISCED 2). With the exception of Bahrain, Mauritania, Oman, Qatar and Saudi Arabia, compulsory education, covering these two levels of education, exists in all the countries of the region.

The availability and quality of data are better for primary education

of children actually enrolled are out of alignment (Figure 2.2). The observed differences are greatest in Morocco and the United Arab Emirates. In the case of Morocco, the gap exists because children older than the official pre-primary age attend in relatively high numbers, while in the United Arab Emirates, it is because younger children do so.

So far as gender differences are concerned, calculation of the Gender Parity Index (GPI) reveals that some countries have as many girls as boys enrolled (Iraq, Algeria, Tunisia, United Arab Emirates). The other countries have GPIs ranging between Oman's 0.87 and Lebanon's 0.98, except for Morocco, which with a GPI of 0.55, appears to be very far behind in gender equality.

than for the other levels. Most of the region's countries have provided data on total numbers, the only exceptions being Egypt, Qatar, the Syrian Arab Republic and Yemen. Generally, though, the availability of data giving the breakdown of total numbers by age and grade (year of study) is limited. Where possible, estimates based on data for the school year 1998/99 have been used for the purpose of calculating certain country or regional indicators.

2.2.1 Access to primary education

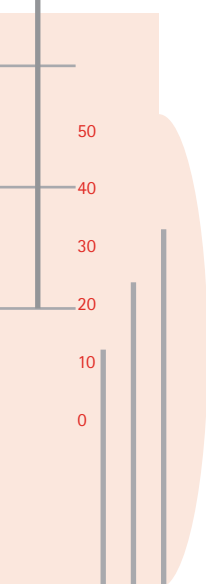
The official age for entry into primary education is 6 years old in all the countries of the region, and duration is six years except in Lebanon and Egypt (five years), and Kuwait and the Palestinian Autonomous Territories (four years).

In comparing countries' enrolment ratios, it is important to take account of the differences in the duration of education. Shorter durations generally mean high enrolment ratios, since enrolment is at its highest in the earliest grades.

Two valuable indicators for describing an education system are the gross (or apparent) and net intake rates. The apparent intake rate

2.2 Primary education (ISCED 1)

Primary education is a priority for the countries of this region, all of which have subscribed to the goal of Universal Primary Education by 2015 proclaimed at Dakar in 2000, and, indeed, outlined as early as the 1990 World Declaration on Education (Jomtien, Thailand). Primary education is generally one component of "basic school education",



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(AIR) describes the number of children of all ages entering the first primary grade as a percentage of the population of the official age for primary entrance. Apparent intake rates of over 100% indicate that children older or younger than the official age are being admitted to this grade. The net intake rate (NIR), by contrast, measures entry into primary education among children of the official entrance age. Major differences between the apparent intake rate and the NIR reveal a significant difference between the official entrance age and the actual ages of entry, and may indicate delays in getting children enrolled. When the apparent intake rate is below 100%, this is a sign that the theoretical capacity to accommodate demand is still insufficient and affects participation in primary education.

Fifteen countries out of the twenty provided the data needed to calculate their apparent intake rates and also the data on distribution by age which make it possible to calculate the NIRs. The countries which did not provide these data are Mauritania, the Libyan Arab Jamahiriya, Qatar, the Syrian Arab Republic and Yemen.

Apparent intake rate

In the region as a whole, just over 5 million children (taking all ages together) entered primary school for the first time in 1999/2000; this corresponds to an apparent intake rate for the region of 91% (Table 2.1). The apparent intake rate for boys was 94%, while for girls it was 88%. More than half the countries which provided data have apparent intake rates of over 100%.

The highest apparent intake rate (116%) was in Iraq and is accounted for

by a comparatively large proportion (25%) of new entrants being admitted at an earlier or later age than the official primary entrance age: 9% of new entrants in this country were only 5 years old, and 16% were 7 or over. Morocco's high rate can be explained by the presence of a large proportion (32%) of 7-year-olds among the new intake; here, the official age for entry into primary education was lowered from 7 to 6 with effect from the school year 1998/99. In the United Arab Emirates, 42% of the new primary intake were 5-year-olds.

Among the countries with apparent intake rates below 100%, the lowest rate was found in Djibouti (32%). In the other countries, apparent intake rates range from 54% in Sudan to 98% in Bahrain (Table 2.1).

The apparent intake rate also shows quite large gender differences (Table 2.1): the mean rate for boys (94%) is 6 percentage points higher than for girls (88%). Some countries, though, report parity between the sexes in access to primary education: Bahrain, Jordan, Oman, the Palestinian Autonomous Territories, Tunisia and the United Arab Emirates. Djibouti, Sudan and Iraq are the

Table 2.1 – Apparent intake rates to grade 1 of primary education by gender and gender parity indices (GPI), 1999/2000

Country or territory	Apparent intake rates (%)			GPI (F/M)
	MF	M	F	
Algeria	103	104	101	0.98
Bahrain	98	98	99	1.00
Djibouti	32	37	28	0.77
Egypt	**96	**97	**94	**0.97
Iraq	116	123	109	0.89
Jordan	106	105	106	1.00
Lebanon	87	88	86	0.97
Morocco	107	110	104	0.95
Oman	69	69	69	1.00
Palestinian Auton. Territories	110	110	110	1.00
Saudi Arabia	67	67	66	0.98
Sudan	54	59	48	0.82
Tunisia	105	105	105	1.00
United Arab Emirates	108	108	108	1.00
Arab States	91	94	88	0.94

countries where girls' access to primary education is poorest by comparison with that of boys, with gender parity indices of 0.77, 0.82 and 0.89, respectively. As for the other countries, the GPIs there are very close to unity.

grade during the school year 1999/2000 (Annex I, Table A6). This average hides wide disparities among the countries of the region. Thus the difference between the lowest net intake rate (Lebanon, 8%) and the highest (the Palestinian Autonomous Territories, 91%) is 83 percentage points. Half the countries providing data have NIRs of less than 60% (Figure 2.3).

Net intake rate

In the Arab region as a whole, a little under two-thirds of all children of the official primary entrance age in fact entered the first

The difference between the apparent and net intake rates for the whole region (27 percentage points) can largely be

accounted for by certain countries' rather high net intake rates at the official age plus or minus one year ("NIR+1" or "NIR-1") (Figure 2.4).

For instance, although the official primary entrance age is 6 throughout the region, the NIR+1 for Lebanon is 69% while the

Figure 2.3 - Net intake rates in primary education by gender, 1999/2000

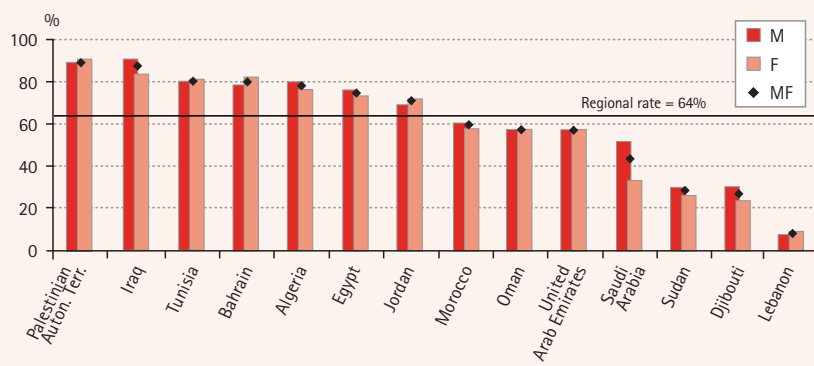
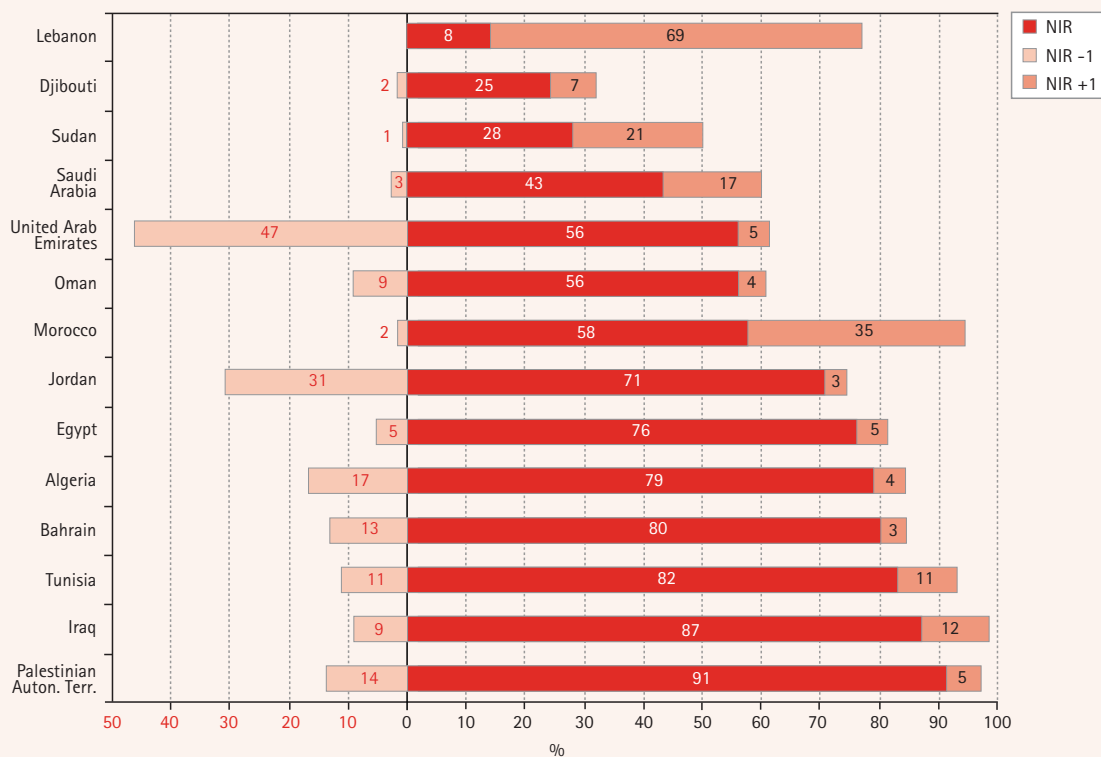


Figure 2.4 - Net intake rates at the official age (NIR), at one year younger (NIR-1) and at one year older (NIR+1), 1999/2000



NIR-1 for the United Arab Emirates is 47%. Other countries have similar situations, though to a lesser extent: Morocco (NIR+1 of 35%) and Jordan (NIR-1 of 31%).

Insufficient access to primary education at the official age is still widespread in the region, since more than a third of children of the primary age groups were still not enrolled in primary schools in 1999/2000 (Annex I, Table A6). Overall, girls are less likely to have access to primary education at the official age than boys (this is the case in Iraq, Saudi Arabia and Djibouti), though there are countries where they have the same or easier access (Palestinian Autonomous Territories, Tunisia, Bahrain, Lebanon, Oman, Jordan and United Arab Emirates).

2.2.2 Participation in primary education

Two indicators are used to measure the extent of participation in primary education: the gross enrolment ratio (GER) and the net enrolment ratio (NER). The former is the number of children enrolled, whatever their age, as a percentage of the total population of official primary school age. This ratio may be higher to 100% due to younger children being enrolled in primary school, or older ones, including "repeaters". The latter indicator is the percentage of the official primary school age group that in fact attends primary school. The NER, which cannot exceed 100%, is a more useful indicator than the GER, since it provides a measure of the proximity to universal primary education (the objective of Education For All in 2015).

Sixteen countries out of the twenty provided the data needed for calculation of the GER, and fifteen of those provided the breakdown by age which allows the NER to be determined. The countries for which GERs could not be calculated are the Libyan Arab Jamahiriya, Qatar, the Syrian Arab Republic

and Yemen, while a net enrolment ratio could not be calculated for Mauritania.

Just over 35 million pupils were enrolled in primary education in the Arab region during the school year 1999/2000, of whom 54% were boys (Annex I, Table A6). Nearly 94% of the total were enrolled in public schools, but private primary education is well established in Lebanon (66% of all pupils), the United Arab Emirates (45%), Kuwait (31%), Jordan (30%) and to a lesser extent in Bahrain (19%).

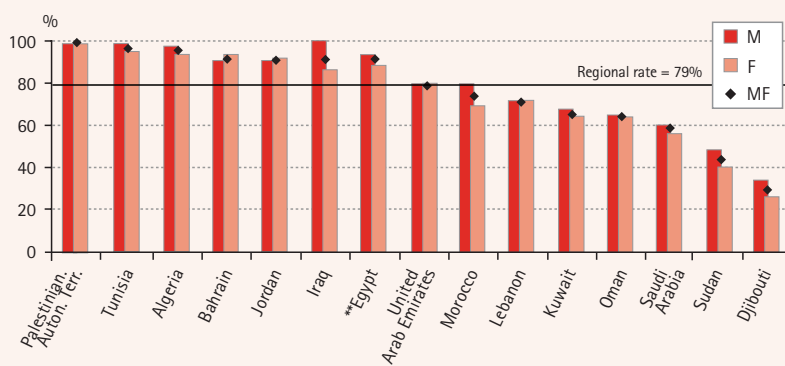
Gross enrolment ratio

The region's overall gross enrolment ratio is 91%, indicating a good theoretical capacity to accommodate demand at primary level in this region. Girls' participation is less at this level of education than is boys': their gross enrolment ratio is 12 percentage points lower (Annex I, Table A6). These regional averages hide great differences among countries, with a range of 81 percentage points between the highest gross enrolment ratio (Tunisia, 118%) and the lowest (Djibouti, 37%) (Annex I, Table A2).

Half the countries have ratios of over 100%, the highest GERs being in Tunisia (118%), Algeria (114%) and the Palestinian Autonomous Territories (109%). By contrast, Saudi Arabia and Sudan have comparatively low ratios (68% and 55% respectively), and, with their very large populations of primary school-age, these two countries bring down the regional average.

As seen above from the overall figures, girls (GER 85%) tend to be enrolled less than boys (97%) in the region as a whole. Nevertheless, in certain countries as many girls are enrolled as boys, or even more: in the Palestinian Autonomous Territories, Jordan, the United Arab Emirates and Bahrain, GPIs are at parity or above.

Figure 2.5 - Net enrolment ratios in primary education by gender, 1999/2000



Number of children out-of-school

The net enrolment ratios at primary level make it possible to estimate the number of children of school age who are not in fact enrolled in primary school. Using the data from the fifteen countries which supplied them, and estimates for the five

others, it has been calculated that the Arab States region had some 8 million children out-of-school during 1999/2000, almost 60% of whom were girls (Figure 2.6).

These numbers should be interpreted with caution, however, for they take no account of certain forms of schooling (for instance, special needs establishments), nor of possible differences in timing between the start of the school year and the date for which the population estimate is made. The reference date for population estimates is generally in July, while the official age for school entrance is determined in terms of children's ages at the start of the new school year. Moreover, where a considerable proportion of children begin their primary education before the official age, these children may be finishing primary education before the expected age as well, which may distort the estimate of numbers of children out-of-school.

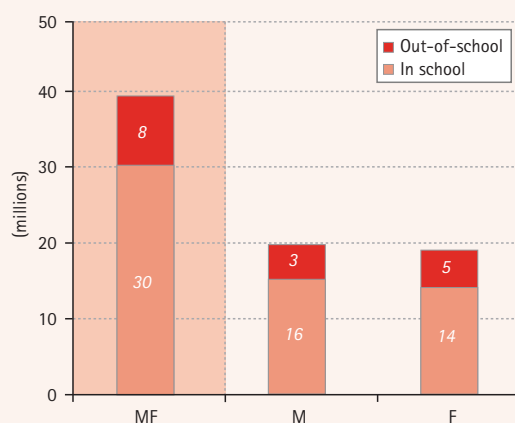
Net enrolment ratio

Nearly one child in five of official primary school-age was still not enrolled in primary school in 1999/2000, girls more than boys. One girl in four is not enrolled in school (Annex I, Table A6).

Quite large differences among countries are found: as Figure 2.5 shows, there is a range of 69 percentage points between the highest net enrolment ratio (the Palestinian Autonomous Territories, 99%) and the lowest (Djibouti, 30%). Some countries are comparatively close to the objective of Universal Primary Education (the Palestinian Autonomous Territories, Tunisia, Algeria, Bahrain, Jordan, Iraq, Egypt). On the other hand, it will take major efforts in Saudi Arabia (57%), Sudan (44%) and Djibouti (30%) to reach this objective in 2015.

The net enrolment ratio in primary education also varies by gender. The differences are slightly less than in the case of the gross enrolment ratio, as we may see from the gender parity indices for the whole region (0.88 for the GER and 0.90 in the case of the NER). Five countries report noticeably better net enrolment ratios for girls (the Palestinian Autonomous Territories, Bahrain, Jordan, United Arab Emirates and Lebanon), while the greatest gender disparity is that in favour of boys in Djibouti (GPI of 0.75).

Figure 2.6 - Number of children of primary school-age in and out-of-school, 1999/2000



2.2.3 The effectiveness of primary education

Any discussion of how well an education system is working must consider not only its capacity to accommodate all the children of school age, but also the extent to which pupils are able to complete their schooling. The number of repeaters and drop-outs needs to be kept as low as possible, for drop-outs mean a lower level of participation in education, while repeaters generate extra costs for equipment and teaching staff, reducing the education system's capacity to accommodate all children.

The internal effectiveness indicators used here are the "percentage of repeaters" and the "survival rate to Grade 5".

The region's median percentage of repeaters was 7% (9% for boys and 6% for girls) (Table 2.2). These averages conceal wide differences among countries: the lowest rate of repeating was 1% (Jordan) and the highest 16% (Tunisia). The countries of the Maghreb (Algeria, Morocco and Tunisia), together with Djibouti, Iraq and Sudan, have the highest rates among the countries studied. For the region as a whole, the percentage of repeaters varies from 6% in the sixth grade to 9% in the fifth (Figure 2.7). As Table 2.2 shows, the percentage of repeaters is higher among boys than among girls in all the countries, with the exception of Sudan.

The survival rate to Grade 5 is another useful internal effectiveness indicator. It is the percentage of a cohort reaching (primary) Grade 5, and allows us to evaluate the number of drop-outs for each level of education. It is calculated from an estimate (using the reconstituted cohort method) based on the numbers of children repeating a grade and of

children going on to the next, for two consecutive school years (in this case 1998/99 and 1999/2000). Twelve countries provided the data needed for calculating this survival rate.

Most of the countries have fairly high survival rates, which means that few pupils drop out of primary school before the fifth grade. As Table 2.3 shows, nine countries out of the twelve have survival rates of over 90%, the median being 93%. Interruption of schooling

Table 2.2 - Percentage of repeaters in primary education by gender, 1999/2000

Country or territory	Percentage of repeaters		
	MF	M	F
Algeria	14	18	10
Bahrain	4	5	4
Djibouti	14	15	14
Egypt	**5	**7	**4
Iraq	12	14	10
Jordan	1	1	1
Kuwait	3	3	3
Lebanon	9	10	7
Morocco	12	14	10
Oman	7	9	6
Palestinian Auton. Territories	2	2	2
Saudi Arabia	5	7	4
Sudan	11	11	12
Tunisia	16	18	14
United Arab Emirates	3	4	3
Median	7	9	6

Figure 2.7 - Median percentages of repeaters by grade and by gender, 1999/2000

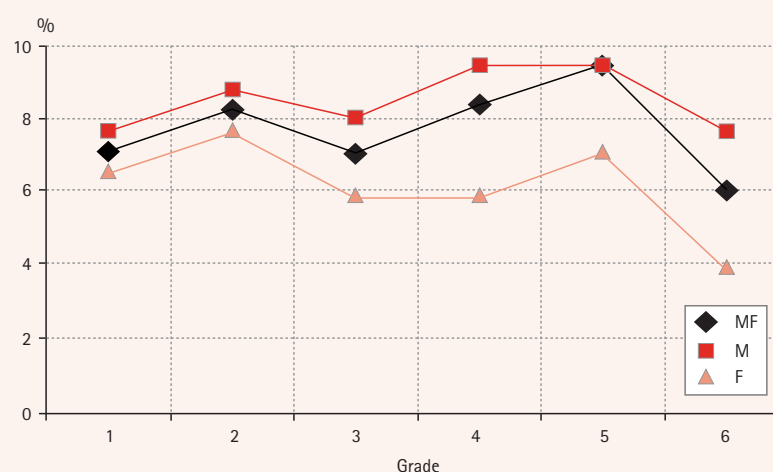


Table 2.3 – Survival rates to grade 5 of primary education by gender, 1998/99

Country or territory	Survival rates (%)		
	MF	M	F
Algeria	95	94	96
Bahrain	96	95	96
Djibouti	77	71	85
Jordan	98	97	97
Kuwait ¹	94	93	95
Lebanon	91	88	95
Morocco	82	82	82
Oman	94	94	94
Saudi Arabia	95	95	95
Sudan	**87	**86	**88
Tunisia	92	91	93
United Arab Emirates	92	93	92
Median	93	93	94

1. Calculation of survival rate to grade 4 of primary education.

before primary Grade 5 seems to affect more boys than girls, for the percentage of girls reaching the fifth grade is higher than that of boys.

2.3 Secondary education (ISCED 2 and 3)

In all the Arab States, secondary education is composed of two cycles. Its duration varies from five to eight years, but in most of the countries it is six years. The first stage, or ISCED 2, typically lasts three years, except in Jordan, Kuwait, Lebanon and Djibouti where it lasts four, the Palestinian Autonomous Territories (six) and Sudan (two). For the second stage, or ISCED 3, the typical duration is also three years, though four countries have either shorter cycles (Jordan and the Palestinian Autonomous Territories, two years) or longer ones (Tunisia and Kuwait, four years).

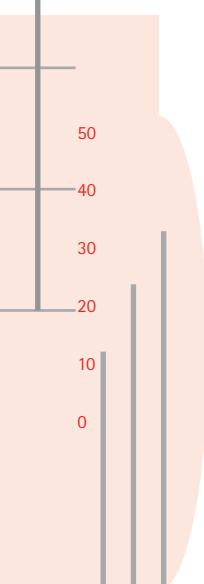
The educational content of the first stage of secondary education (ISCED 2) is designed to complete the basic education begun in primary school. It requires more specialized

teachers, each taking responsibility for a particular subject. The end of level 2 often coincides with that of compulsory schooling in the countries where it exists. Lastly, it is after this level that first choices between general and technical studies may be made.

ISCED level 3 normally begins at the end of compulsory schooling, or after approximately nine years of full-time education from the start of primary school. In this region the official age for entrance to this level is generally 15 or 16, with the exception of Kuwait, Sudan and Egypt, where it is 14. Completion of this stage opens access to tertiary education or entry into the labour market with further general, technical or vocational training. In almost all countries, pupils may follow either a general programme (level 3A), a technical one (3B) or a vocational one (3C), the only exceptions being Kuwait and Oman where only general education is available at this level.

2.3.1 Participation in secondary education

Data coverage for secondary education varies according to the type of programme. It is relatively good in the case of general education because these programmes are organized by the country's Ministry of Education. The data supplied are sometimes partial, however, as they may cover only the public schools or not offer a breakdown by sex or grade. In some countries technical education does not come under the Education Ministry but under other ministries (Labour, Agriculture, or Trade and Industry, for instance), and this can make it harder to collect the data. For the purposes of this report, sixteen countries out of the twenty provided the data needed for calculating the indicators of participation in secondary education, and for other countries it has been necessary to make estimates in order to calculate them.



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Numbers in secondary education

In 1999/2000, just above 22.5 million pupils of all ages were enrolled in secondary education in the region, or almost 60% of the population of the official age for this level. Out of this total, just under 10.6 million, or 47%, were girls (Annex I, Table A6). The gross enrolment ratio for girls is 5 percentage points below that for boys.

Secondary education in this region is essentially general: 95% of the total are enrolled in this type of programme.

As with primary education, secondary education is for the most part public in the Arab States: 93% of pupils enrolled were at public schools (Annex I, Table A6). Private secondary schools are well established, though, in Lebanon (53% of all pupils) and, to a lesser extent, in the United Arab Emirates (32%), Kuwait (27%), Jordan (16%) and Bahrain (13%).

Gross enrolment ratio

There are great differences among countries in the extent of participation in secondary education. The range between the lowest gross enrolment ratio (Djibouti, just under 15%) and the highest (Bahrain, 102%) is 87 percentage points. Four other countries besides Djibouti have relatively low gross enrolment ratios: Mauritania (18%), Sudan (29%), Iraq (38%) and Morocco (39%). All the other countries' gross enrolment ratios in secondary education are above 50% (Annex I, Table A3).

The transition from primary to secondary school

As Figure 2.8 shows, secondary education is still generally less widespread than primary. In some countries the differences between the GERs at the two levels are particularly wide. This is the case in Iraq, Mauritania, Sudan and Djibouti and, to a lesser extent, in Algeria, Tunisia, Kuwait and Morocco. By contrast, the secondary ratio is as high as the primary in Saudi Arabia and Bahrain, indicating similar participation at both levels of education.

The comparison above is still a somewhat rudimentary one, since the gross enrolment ratios in question refer to the same school year. To obtain a more accurate idea of actual losses between primary and secondary education, it is important to investigate the rate of transition from primary to secondary school, an indicator which is defined as the proportion of pupils enrolled in the highest

Figure 2.8 - Gross enrolment ratios in primary and secondary education, 1999/2000



primary grade in a given year who move into the lowest secondary grade (ISCED 2) the next year. To calculate this indicator, data on the numbers in the top primary grade and on numbers in the bottom secondary one, for two consecutive school years (in this case, 1998/99 and 1999/2000) are needed. Nine countries provided the necessary data for calculating the rate of transition from primary to secondary school (Table 2.4).

From Table 2.4 we can see very high transition rates in Bahrain, Jordan, Oman, the Palestinian Autonomous Territories and the United Arab Emirates and, to a lesser extent, in Morocco and Sudan. In Algeria and Tunisia only two pupils in three made the move from primary to secondary school between the two

school years in question. We also note that, with the exception of Sudan, the transition rates for girls are equal to those for boys, or higher, in those countries where gender-disaggregated data are available.

Net enrolment ratio

The median net enrolment ratio for the ten countries which provided data is 68%. With the exception of Morocco and Iraq, where this ratio is relatively low (around 30%), the net enrolment ratios found in the region are of the order of 60% or more, the highest ratio being in Bahrain where 82% of young people of secondary-school age attend secondary school.

Net enrolment ratios for girls are generally higher than those for boys, indicating greater secondary participation by girls of the appropriate age than by boys. However, proportionally fewer girls of official age are enrolled than boys in Iraq, Morocco and Egypt (Table 2.5).

2.3.2 Repetition in secondary education

The internal effectiveness of secondary education is measured here in terms of the percentage of repeaters. Data availability is even poorer here than for primary education, and it has been necessary to make estimates in order to calculate percentages of repeaters in certain countries.

Percentages of repeaters at secondary level are higher than in primary education in all countries, and exceed 7% in most. There are many repeaters in the Maghreb (Algeria 28%; Tunisia 18%; and

Table 2.4 - Transition rates from primary to general secondary education by gender, 1998/99

Country or territory	Transition rates (%)		
	MF	M	F
Algeria	66	62	71
Bahrain	98	97	100
Jordan	97	97	97
Morocco	81	...	...
Oman	95	93	97
Palestinian Auton. Territories	96	95	97
Sudan	**81	**86	**76
Tunisia	**68	**67	**70
United Arab Emirates	96	95	97

Table 2.5 - Net enrolment ratios in secondary education by gender and gender parity indices (GPI), 1999/2000

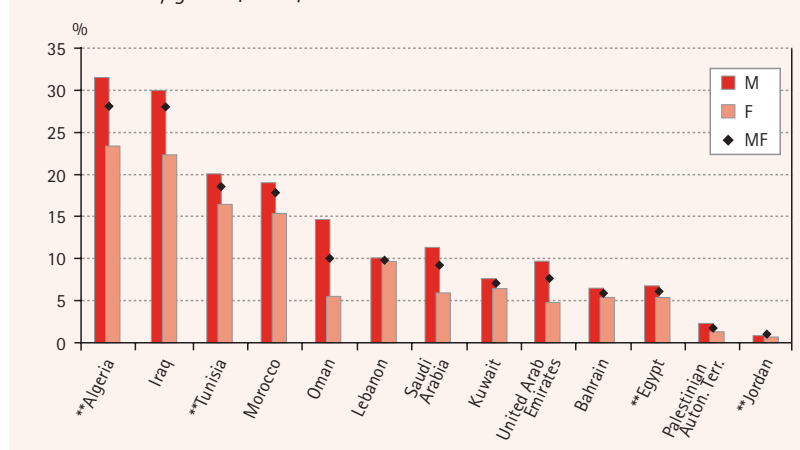
Country or territory	Net enrolment ratios (%)			GPI (F/M)
	MF	M	F	
Algeria	**59	**57	**60	**1.05
Bahrain	82	77	87	1.13
Egypt	**79	**81	**77	**0.95
Iraq	33	40	26	0.66
Jordan	76	73	78	1.07
Morocco	30	33	27	0.83
Oman	59	58	59	1.01
Palestinian Auton. Territories	77	75	79	1.06
Tunisia	**68	**66	**70	**1.06
United Arab Emirates	67	63	72	1.14
Median	68	65	71	1.06

50
40
30
20
10
0

Morocco 17%) and also in Iraq (27%). By contrast, there are very few in Jordan (1%) or in the Palestinian Autonomous Territories (2%). The remaining countries show percentages of repeaters ranging from 6% to 10%.

As with primary education, girls are less likely to repeat than boys. As Figure 2.9 shows, the percentage of girl repeaters is lower than the overall percentage in all the countries which supplied data.

Figure 2.9 – Percentage of repeaters in general secondary education by gender, 1999/2000



Tunisia), and it was possible to make estimates based on data for the school year 1998/99 in the case of three further countries (Oman, the Palestinian Autonomous Territories and Saudi Arabia).

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

Post-secondary non-tertiary education corresponds to ISCED level 4, and data for this region are presented here for the first time. This type of education covers programmes which, by their content and duration, do not belong at the secondary level, nor at the tertiary. Post-secondary education is generally designed to provide short (6 months to 2 years) technical or vocational training courses. Sometimes these programmes can also be intended as a preparation for tertiary education for students leaving secondary school without getting the normal certificate.

Of the sixteen countries reporting programmes at the post-secondary level, eight gave data on numbers enrolled at this level (Bahrain, Egypt, Iraq, Kuwait, Lebanon, Mauritania, Morocco and

From a study of Table 2.6, we can see that post-secondary students in Iraq, Lebanon, Mauritania and Tunisia all follow general programmes, while those in Bahrain, Morocco and the Palestinian Autonomous Territories are enrolled in technical or vocational programmes. In Oman and Saudi Arabia students are almost equally divided between general programmes and technical or vocational ones, while technical programmes predominate in Kuwait.

Table 2.6 – Students enrolled in post-secondary non-tertiary education (ISCED 4) and distribution by type of programme, 1999/2000

Country or territory	Number of students in ISCED 4	Distribution by type of programme (%)	
		General	Tech./voc.
Bahrain	5 734	8	92
Egypt	45 667	...	...
Iraq	11 284	100	.
Kuwait	16 751	35	65
Lebanon	392	100	.
Mauritania	350	100	.
Morocco	64 063	.	100
Oman	**16 198	**56	**44
Palestinian Auton. Territories	**6 928	.	100
Saudi Arabia	**36 905	**48	**52
Tunisia	1 308	100	.

Participation in post-secondary education

The level of participation in post-secondary education is not very high in this region. Gross enrolment ratios are fairly low for this type of programme (from 0.3% to 29%), since the post-secondary age groups generally coincide with those of the first two years of tertiary education.

The countries where the highest post-secondary GERs are found are Bahrain (29%), Kuwait (19%), Oman (17%) and the Palestinian Autonomous Territories (12%). In the other countries the gross enrolment ratios do not exceed 5%. Women generally participate less than men in this type of education, as we can see from the gender parity indices (Table 2.7).

2.5 Tertiary education (ISCED 5 and 6)

In the modern economy, increasingly dependent on knowledge and technological innovation, tertiary education is essential for social and individual development. In the ISCED97 classification, this level, entry to which is by successful completion of secondary education or by achieving a comparable level in post-secondary education, is divided into two cycles. The first (or ISCED level 5) is composed of two types of programmes: those which are mainly theory-based and provide access to advanced research (5A); and those – generally shorter – with mainly practical content and designed more as a preparation for the labour market (5B). The second stage of tertiary education

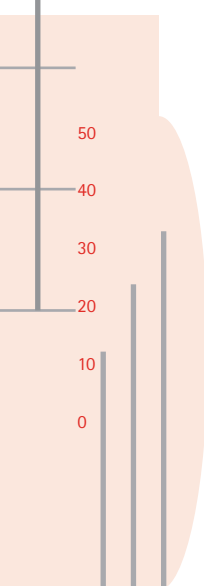
Table 2.7 - Gross enrolment ratios in post-secondary non-tertiary education by gender and gender parity indices (GPI), 1999/2000

Country or territory	Gross enrolment ratios (%)			GPI (F/M)
	MF	M	F	
Bahrain	29	37	21	0.57
Egypt	2	2	1	0.64
Iraq	1	1	1	0.83
Kuwait	19	17	22	1.30
Lebanon	0.3	0.2	0.4	1.77
Mauritania	1	1	0.3	0.36
Morocco	5	6	5	0.83
Oman	**17	**21	**12	**0.57
Palestinian Auton. Territories	**12	**11	**13	**1.28
Saudi Arabia	**5	**5	**5	**1.04
Tunisia	0.3	0.4	0.3	0.78

(ISCED level 6) consists of programmes leading to the award of an advanced research qualification (doctorate or higher).

Data coverage for tertiary education is poorer than for the other levels; few countries provided data for this level of education. Furthermore, a great many students from this region go abroad (especially to Europe and North America, or elsewhere in the Arab States) to complete their training, to specialize or to do advanced study. These students are not included in the statistics gathered by the Institute, so that participation in tertiary education is underestimated here, since only the students enrolled in their country's own institutions are counted.

Each of the region's twenty countries has at least one institution of tertiary education. For the university year 1999/2000, only nine of the twenty countries provided data on tertiary education, and the data supplied are not detailed enough to give a breakdown by field of study or ISCED level. Estimates had to be made, largely based on the data for 1998/99 where responses on tertiary education were more detailed than in 1999/2000, in order to calculate regional totals and the indicators for some countries.



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2.5.1. Numbers of students in tertiary education

Some 5 million students were enrolled in tertiary education courses in the region's institutions during the academic year 1999/2000. Of this total, just over 2 million were female students, or nearly 40%. The estimated gross enrolment ratio in tertiary education for the region is 19% (22% for boys and 17% for girls).

Overall, in the nine countries where data broken down by sex are available, there are more men in tertiary education (53% of all students) than women. The proportion of

women students varies from country to country, ranging from 34% in Iraq to 55% in Saudi Arabia (Figure 2.10).

2.5.2. Participation in tertiary education

There are major differences among countries in the extent of participation in tertiary education, as Table 2.8 shows. The Libyan Arab Jamahiriya, with a gross enrolment ratio of 51%, is far ahead of the others in participation in tertiary education, while participation is lowest in Djibouti (0.4%). The gross enrolment ratio at this level is also

low in Morocco (just over 9%).

Women's participation in tertiary education is less than that of men in Iraq, Djibouti, Morocco and the Palestinian Autonomous Territories. In the other countries which supplied gender-disaggregated data, their participation is at least as widespread as that of men (Table 2.8).

Figure 2.10 – Distribution by gender of enrolments in tertiary education, 1999/2000

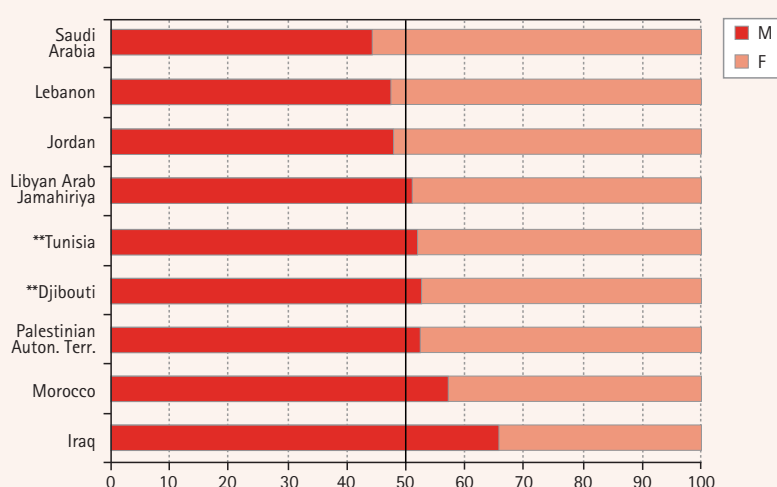


Table 2.8 – Gross enrolment ratios in tertiary education by gender and gender parity indices (GPI), 1999/2000

Country or territory	Gross enrolment ratios (%)			GPI (F/M)
	MF	M	F	
Djibouti	**0.4	**0.4	**0.3	0.85
Iraq	14	17	9	0.54
Jordan	29	27	31	1.14
Lebanon	37	35	38	1.08
Libyan Arab Jamahiriya	51	52	51	0.98
Morocco	9	11	8	0.76
Palestinian Auton. Territories	26	27	25	0.93
Saudi Arabia	22	20	25	1.29
Tunisia	19	**20	**19	0.95
Median	22	20	25	1.25

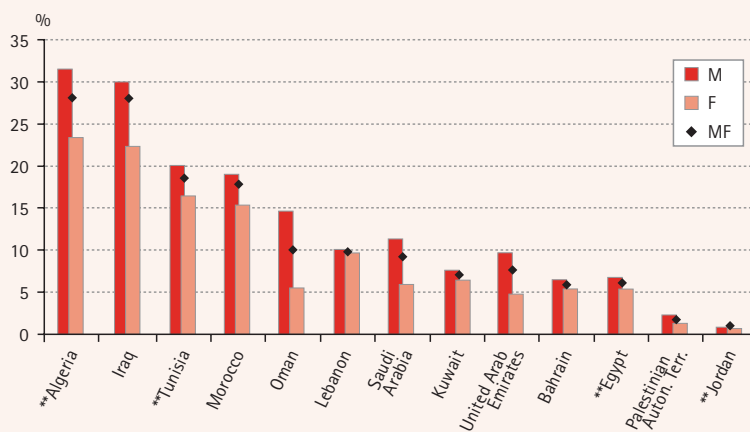
2.5.3. Distribution of tertiary students by field of study

Six countries provided data on the distribution of tertiary students by field of study. Social Science, Business and Law are the disciplines pursued by the majority of students in half the countries, while few are studying Agriculture or Services (Table 2.9).

Education is the most common field of tertiary study in Saudi Arabia (50% of students), but few students are enrolled in this field in Morocco and in Lebanon (2%), where there is a greater tendency to study Social Science, Business and Law. In the Libyan Arab

Jamahiriya, students are almost equally divided among the different disciplines, though few, if any, are studying Services or Agriculture. In the Palestinian Autonomous Territories, one-third of enrolments are in Social Sciences, Business and Law.

Figure 2.9 - Percentage of repeaters in general secondary education by gender, 1999/2000



3. Teaching staff

The quality of any education system largely depends on the teaching that pupils and students receive. In order to develop an education system, it is necessary to recruit a sufficient number of teachers with the necessary skills. The better trained the teachers, the greater the prospects of the education system reaching its goals. Moreover, teachers' pay and the costs of teacher training take the lion's share of state spending on education, so that any policy aimed at improving the quality of education must take account of staffing levels, teacher qualifications and pay.

3.1 Teaching staff by level of education and by sex

The coverage and quality of the data vary greatly from country to country and within individual countries according to the level of education. In the Arab States region, there are many data available on teachers in the case of pre-primary, primary and secondary education, but often data are insufficient for post-secondary and tertiary levels. Data for two education levels are sometimes aggregated: for instance, the number of teachers at ISCED levels 1 and 2 (primary and first stage of secondary schooling). In these cases estimates are made, based on the information available, for the purpose of calculating the number of teachers who work at each level.

Teaching is in general full-time in pre-primary as well as primary school, both for the pupils and for the teachers. In the case of secondary and tertiary education, courses may be full-time or part-time, but the data that would allow calculation of full-time equivalents (pupils and teachers) are not available.

The presence of a large proportion of women among the teaching staff contributes to women's greater socio-economic integration and can in some countries contribute to better enrolment ratios for girls. The proportion of women teachers in the region varies significantly according to the level of education under consideration (Annex I, Table A6). Women are a great majority (three quarters) of the teaching staff at the pre-primary level. In primary schools they slightly outnumber the men (52%), but at secondary level the proportion of women teachers is 7 percentage points below that of men. As for tertiary education, here the data supplied by the region's countries for the school year 1999/2000 do not enable us to give a breakdown of teachers by gender, but data for the year 1998/99 showed that the proportion of women teachers at tertiary level was approximately 25%.

The proportion of women teachers also varies from country to country and in the same country according to level of education. The percentage of women teachers in pre-primary education ranges from 43% in Morocco to almost 100% (in Saudi Arabia, Iraq, Kuwait, Jordan, Oman, in the Palestinian Autonomous Territories and the United Arab Emirates). The proportion of women teachers in primary education ranges from 19% in Djibouti to 81% in Lebanon. In secondary schools the lowest percentage of women among the teaching staff is found in Mauritania (only 10%), while in Iraq the women outnumber the men (68%).

3.2 Training of teachers

The level of training of teaching staff is established according to national standards which vary from country to country. These standards correspondent in most cases to the possession of an academic qualification coupled with appropriate teacher training.

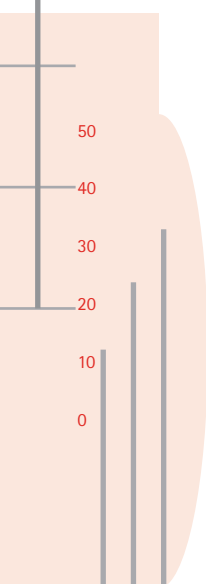
Teachers with these qualifications are classified as "qualified" or "trained".

The data gathered by the UNESCO Institute for Statistics on trained teachers cover all the levels with the exception of tertiary education. In this report, the analysis of the data on trained teachers will concern only the pre-primary and primary levels, since for the others the data are not of a sufficiently high quality for any such analysis.

An examination of Figure 3.1 reveals that among the countries which supplied data on pre-primary teachers, Lebanon alone has a fairly low proportion of trained teachers (around 20%, for both sexes). In the other countries the proportion of trained teachers is 50% or more. In the United Arab Emirates the proportion of pre-primary teachers with the required qualifications is approximately 50% for both sexes together. Nearly 70% of male pre-primary teachers in this country are trained, but these represent under 1% of all pre-primary teachers. In Saudi Arabia, where all the pre-primary teaching staff are women, 60% of them are trained. For the four other countries, the teaching staff is almost entirely made up of trained female teachers.

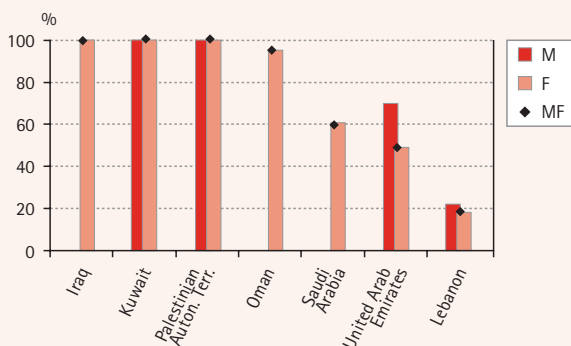
Out of the twenty countries in this region, eight provided data for trained teachers in primary schools. From Figure 3.2 we see that all primary teachers in Iraq, Kuwait and Oman have the required qualifications for teaching at this level, while trained teachers are in the majority at primary level in Algeria and Saudi Arabia (around 95%), and to a lesser extent in Sudan, the United Arab Emirates and Djibouti. In Lebanon, on the other hand, only one primary teacher in five has the required qualifications.

Turning to gender differences in training, in general as many women primary teachers as men are trained. In Saudi Arabia, Sudan and the United Arab Emirates, the percentage of men teachers who have received training is higher than that of women, while in Djibouti and Algeria it is the other way around.



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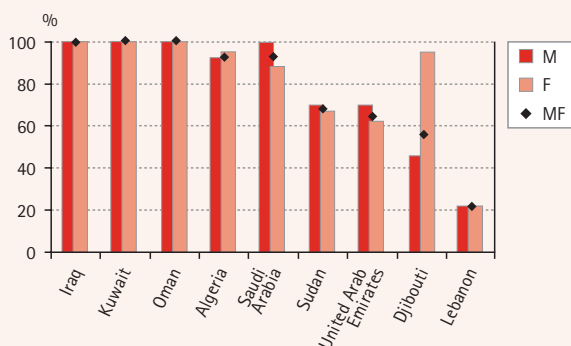
Figure 3.1 - Percentage of trained teachers in pre-primary education by gender, 1999/2000



3.3 Pupil/teacher ratio, primary level

The pupil/teacher ratio is the number of pupils per teacher. The lower this number, the more time a teacher can devote to each pupil individually, which makes for better teaching and learning. Conversely, when this number is high, this means that teachers have crowded classes which makes learning conditions very difficult.

Figure 3.2 - Percentage of trained teachers in primary education by gender, 1999/2000



Pupil/teacher ratios are a more relevant indicator for primary education than for the other levels as this level of education is a priority for most countries. They are less appropriate to secondary and tertiary education, where different teachers teach different subjects. Our study of pupil/teacher ratios will therefore only deal with the primary level.

The pupil/teacher ratio in primary education varies greatly over this region, ranging from 12 in Saudi Arabia to 45 in Mauritania. The median for the fifteen countries which supplied data is 23 pupils per teacher. The Gulf states (all except Oman), have the lowest pupil/teacher ratios in the region, with fewer than 20 pupils per teacher (Table 3.1).

Table 3.1 - Pupil/teacher ratios in primary education, 1999/2000

Country or territory	Pupil/teacher ratios
Algeria	28
Bahrain	**18
Djibouti	**32
Egypt	**23
Iraq	21
Kuwait	14
Lebanon	19
Mauritania	45
Morocco	29
Oman	25
Palestinian Auton. Territories	**31
Saudi Arabia	12
Sudan	**27
Tunisia	23
United Arab Emirates	17
Median	23

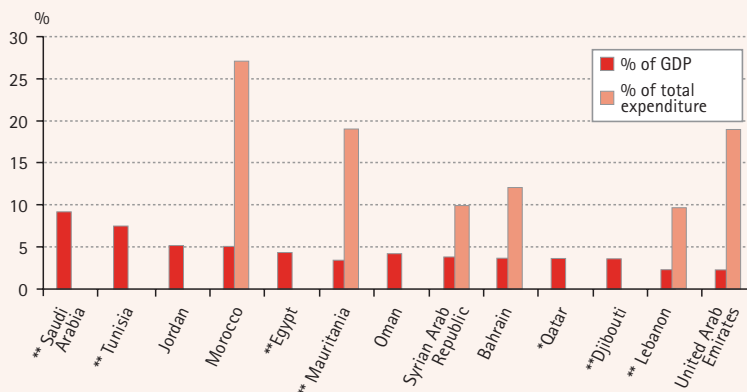
4. Education finance and spending

The quality and coverage of education cannot improve without adequate and dependable financial resources. The efforts that countries make in this direction can be measured by the proportion of public spending allocated to education. As with other aspects of education, the assessment of these efforts depends entirely on the availability of data on the financing of education and on their reliability. However, it is difficult to obtain statistics on education finance which are reliable, complete and suitable for international comparison. Data from private sources such as households, businesses or non-governmental organizations (NGOs) are not, in general, available. Moreover, data on spending by ministries other than the national Education Ministry, or by local government or independent bodies (universities, for instance), are not always fully recorded; nor are the available data always conveniently broken down by type of expenditure (current or capital) and level of education. Consequently the education expenditure data analysed in this report only concern spending from public funds. It should be noted that the coverage and the quality of data on education finance and spending in the region only allow us to make very general observations.

Public expenditure on education as a percentage of GDP

Public expenditure on education expressed as a percentage of GDP measures the share of a country's resources devoted to education. This indicator shows, in terms that are suited to international comparison, a nation's political will to invest in education. Nine of the region's countries provided data that enable this indicator to be calculated.

Figure 4.1 - Public expenditure on education as a percentage of GDP and as a percentage of total government expenditure, 1999/2000¹



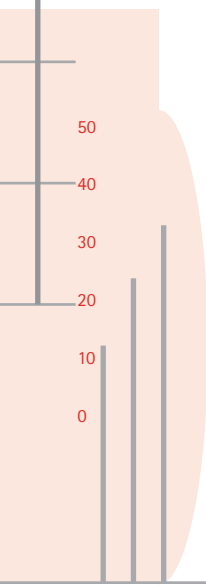
1. Data refer to 1998/99 for Oman, Qatar, Djibouti and United Arab Emirates.

Among the countries providing data on their education expenditure, Saudi Arabia (9.5% of GDP) and Tunisia (7.5% of GDP) stand out as devoting high proportions of their GDP to education. On the other hand, the United Arab Emirates, Lebanon and Mauritania, with percentages of around 2% to 3%, are the three countries which allocate the lowest proportions of their GDP to education. Percentages for the other countries range from 3.4% in the Syrian Arab Republic to almost 5% in Morocco (Figure 4.1).

Total public spending on education as a percentage of total government expenditure

This is the share of the government budget that goes to education. It is, in theory, a better indicator than the previous one of the priority given to education by comparison with other sectors (health, defence, etc.), but the data on national

budgets are less comparable, internationally, than GDP. Among the five countries of the region for which data were available, Morocco devotes the greatest proportion of its government budget (approximately 27%) to education, which gets a fifth of such budgets in the United Arab Emirates and approximately a tenth in each of the three other countries providing data (Bahrain, the Syrian Arab Republic, and Lebanon).



Education statistics 2002

ANNEXES

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

Table A1
Pre-primary education (ISCED 0), 1999/2000

Country or territory	Pre-primary education							
	Entrance age	Duration (years)	Number of institutions	School-age population		Enrolment		
				Total	F	Total	F	% Private
Algeria	4	2	...	1 398 410	682 990	38 773	18 856	.
Bahrain	3	3	...	39 250	19 320	14 493	6 983	99
Djibouti	3	3	3	58 820	29 200	214	118	100
Egypt	4	2	...	3 095 930	1 512 960	354 435	168 752	51
Iraq	4	2	...	1 257 480	615 180	72 154	35 259	.
Jordan	4	2	...	262 110	127 640	80 257	**37 143	100
Kuwait	4	2	222	61 080	30 100	...	...	...
Lebanon	3	3	2 028	223 210	109 260	149 006	72 013	77
Libyan Arab Jamahiriya	4	2	...	213 750	104 250	...	...	...
Mauritania	3	3	...	249 170	124 080	...	...	...
Morocco	4	2	...	1 382 880	678 330	802 225	277 879	100
Oman	4	2	5	152 090	74 640	7 348	3 349	100
Palestinian Auton. Terr.	4	2	843	197 910	96 530	77 402	36 802	100
Qatar	3	3	...	30 830	15 090	8 830	4 149	100
Saudi Arabia	3	3	...	1 820 200	890 090	94 148	43 678	50
Sudan	4	2	8 562	1 738 280	852 490	386 505	183 163	90
Syrian Arab Republic	3	3	...	1 254 860	613 010	...	...	...
Tunisia	3	3	...	540 710	261 830	85 540	41 134	85
United Arab Emirates	4	2	105	83 920	40 590	65 835	31 689	68
Yemen	3	3	...	1 400 950	684 700	**12 609	**5 478	...

ANNEX 1

Statistical tables

Pre-primary education												Country or territory
Gross enrolment ratio (%)			Net enrolment ratio (%)			Teaching staff			Percentage of trained teachers		Pupil/teacher ratio	
Total	M	F	Total	M	F	Total	F	% F	Total	F		
3	3	3	3	3	3	1 443	1 269	88	...	...	27	Algeria
37	38	36	36	37	36	**691	**689	**100	...	...	**21	Bahrain
0	0	0	0	0	0	**6	**6	**100	...	...	**36	Djibouti
11	12	11	10	11	10	**14 769	**14 567	**99	...	...	**24	Egypt
6	6	6	6	6	6	4 868	4 868	100	100	100	15	Iraq
31	**32	**29	28	29	27	3 668	3 662	100	...	...	22	Jordan
...	...	...	...	...	...	3 800	3 798	100	100	100	16	Kuwait
67	68	66	64	65	64	10 364	8 432	81	19	18	14	Lebanon
...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
...	...	...	...	...	...	...	...	...	...	...	...	Mauritania
58	74	41	47	59	34	43 952	18 978	43	...	...	18	Morocco
5	5	4	4	5	4	383	383	100	94	94	19	Oman
39	40	38	34	35	32	3 515	3 492	99	100	100	22	Palestinian Auton. Terr.
29	30	27	...	...	...	2 930	2 115	72	...	...	...	Qatar
5	5	5	...	...	...	8 981	8 981	100	61	61	10	Saudi Arabia
22	23	21	...	...	...	12 960	10 951	84	...	...	30	Sudan
...	...	...	...	...	...	...	...	...	...	...	...	Syrian Arab Republic
16	16	16	14	12	16	4 192	4 025	96	...	...	20	Tunisia
78	79	78	61	61	61	3 536	3 529	100	50	50	19	United Arab Emirates
**1	**1	**1	...	...	...	**762	**709	**93	...	...	**17	Yemen

Table A2
Primary education (ISCED 1), 1999/2000

Country or territory	Primary education														
	Entrance age	Duration (years)	Number of institutions	School-age population		Enrolment			Apparent intake rate (%)			Net intake rate (%)			
				Total	F	Total	F	% Priv.	Total	M	F	Total	M	F	
Algeria	6	6	...	4 234 550	2 066 640	4 843 313	2 264 608	.	103	104	101	79	81	78	
Bahrain	6	6	...	75 850	37 000	77 720	38 004	19	98	98	99	80	79	82	
Djibouti	6	6	79	103 310	51 360	38 106	16 005	7	32	37	28	25	29	22	
Egypt	6	5	...	7 950 740	3 883 740	**7 947 488	3 728 390	8	**96	**97	**94	76	77	74	
Iraq	6	6	...	3 583 190	1 753 380	3 639 362	1 600 852	.	116	123	109	87	90	83	
Jordan	6	6	...	717 730	349 930	723 508	353 429	30	106	105	106	71	70	71	
Kuwait	6	4	271	165 300	81 380	140 182	68 612	31	...	...	...	...	...	...
Lebanon	6	5	2 177	383 770	188 170	384 539	184 362	66	87	88	86	8	7	9	
Libyan Arab Jamahiriya	6	6	...	677 170	330 650	...	...	...	...	...	...	...	...	...
Mauritania	6	6	...	421 890	210 420	355 822	172 181	3	...	...	...	...	...	...
Morocco	6	6	6 565	4 057 830	1 991 850	3 669 605	1 644 204	5	107	110	104	58	60	57	
Oman	6	6	399	431 050	212 260	315 976	151 564	5	69	69	69	56	56	56	
Palestinian Auton. Terr.	6	4	...	357 400	174 160	388 162	189 853	9	110	110	110	91	90	91	
Qatar	6	6	...	58 650	28 610	...	...	...	...	...	...	...	...	...
Saudi Arabia	6	6	...	3 340 380	1 633 410	2 285 328	1 095 964	6	67	67	66	43	51	34	
Sudan	6	6	...	4 662 500	2 289 340	2 566 503	1 158 618	2	54	59	48	28	30	26	
Syrian Arab Republic	6	6	...	2 620 130	1 284 710	...	...	...	...	...	...	...	...	...
Tunisia	6	6	...	1 196 490	583 350	1 413 795	670 629	1	105	105	105	82	81	82	
United Arab Emirates	6	6	287	289 250	138 760	273 144	130 714	45	108	108	108	56	56	56	
Yemen	6	6	...	3 151 660	1 537 380	...	...	...	...	...	...	...	...	...

1. Survival rate to Grade 4.

ANNEX 1

Statistical tables

Primary education															Country or territory			
Gross enrolment ratio (%)			Net enrolment ratio (%)			Percentage of repeaters			Teaching staff			Percentage of trained teachers		Pupil/teacher ratio		Survival rate to Grade 5	Transition rate (%)	
Total	M	F	Total	M	F	Total	M	F	Total	F	% F	Total	F					
114	119	110	97	99	96	14	18	10	170 562	78 662	46	95	97	28	95	66	Algeria	
102	102	103	94	93	95	4	5	4	**4 363	**3 254	**75	...	...	**18	96	98	Bahrain
37	43	31	31	35	26	14	15	14	**1 192	**221	**19	56	95	**32	77	...	Djibouti	
**100	**104	**96	**92	**95	**90	**5	**7	**4	**345 828	**181 345	**52	...	...	**23	...	...	Egypt
102	111	91	93	100	86	12	14	10	170 141	123 296	72	100	100	21	...	...	Iraq
101	**101	**101	94	93	94	1	1	1	...	...	...	...	...	...	98	97	Jordan
85	85	84	66	68	65	3	3	3	10 176	7 521	74	100	100	14	94 ¹	...	Kuwait	
100	102	98	71	71	71	9	10	7	20 571	16 648	81	22	22	19	91	...	Lebanon	
...	Libyan Arab Jamahiriya
84	87	82	...	...	...	...	...	...	7 909	2 087	26	...	...	45	...	...	Mauritania
90	98	83	74	79	70	12	14	10	127 582	46 568	37	...	...	29	82	81	Morocco
73	75	71	65	66	65	7	9	6	12 598	6 815	54	100	100	25	94	95	Oman	
109	108	109	99	99	99	2	2	2	**12 494	**6 356	**51	...	...	**31	...	96	Palestinian Auton. Terr.
...	Qatar
68	70	67	58	60	56	5	7	4	190 654	100 854	53	93	87	12	95	...	Saudi Arabia	
55	59	51	45	49	41	11	11	12	**96 050	**60 194	**63	70	68	**27	**87	**81	Sudan	
...	Syrian Arab Republic
118	121	115	98	99	97	16	18	14	60 912	30 244	50	...	...	23	92	**68	Tunisia
94	95	94	78	78	79	3	4	3	16 481	12 142	74	65	63	17	92	96	United Arab Emirates	
...	Yemen

Table A3
Secondary education (ISCED 2 and 3), 1999/2000

Country or territory	Secondary education										
	General secondary education		School-age population		Students enrolled						
	Entrance age	Duration (years)			Total			General		Technical and Vocational	
			MF	F	MF	F	% Priv.	MF	F	MF	F
Algeria	12	6	4 211 780	2 059 080	2 817 710	1 425 127	.	2 732 268	1 396 496	85 442	28 631
Bahrain	12	6	64 140	31 120	65 422	32 678	13	55 279	28 838	10 143	3 840
Djibouti	12	7	96 410	48 090	14 214	7 979	10	12 972	7 460	1 242	519
Egypt	11	6	9 611 080	4 681 360	**8 028 170	**3 777 480	...	...	...	...	...
Iraq	12	6	3 195 410	1 558 820	1 224 353	453 232	.	1 148 645	440 021	75 708	13 211
Jordan	12	6	665 660	325 020	583 535	**289 116	16	**542 001	**273 860	41 534	15 256
Kuwait	10	8	431 870	211 890	239 997	118 849	27	235 852	117 233	4 145	1 616
Lebanon	11	7	489 990	241 510	383 217	197 084	53	343 575	181 352	39 642	15 732
Libyan Arab Jamahiriya	12	6	810 240	397 260	...	...	...	...	...	...	...
Mauritania	12	6	356 190	177 320	65 606	27 332	...	63 735	26 720	1 871	612
Morocco	12	6	3 917 590	1 925 560	1 541 100	673 005	5	1 440 988	628 604	100 112	44 401
Oman	12	6	357 790	177 020	242 533	119 076	1	242 533	119 076	.	.
Palestinian Auton. Terr.	10	8	591 840	288 180	477 378	239 245	5	474 480	238 554	2 898	691
Qatar	12	6	50 600	24 610	...	...	...	...	...	...	...
Saudi Arabia	12	6	2 718 820	1 328 050	1 861 755	861 137	3	1 828 594	856 870	33 161	4 276
Sudan	12	5	3 400 970	1 672 030	979 514	604 500	9	953 806	595 048	25 708	9 452
Syrian Arab Republic	12	6	2 535 160	1 248 540	...	...	...	...	...	...	...
Tunisia	12	7	1 458 920	712 940	1 087 818	543 272	8	999 057	497 290	88 761	45 982
United Arab Emirates	12	6	282 400	131 510	210 002	105 000	32	208 289	105 000	1 713	.
Yemen	12	6	2 267 970	1 104 590	...	...	...	...	...	...	...

ANNEX 1

Statistical tables

Secondary education													Country or territory
Gross enrolment ratio (%)			Net enrolment ratio (%)			Percentage of repeaters in general education			Teaching staff		Percentage of trained teachers	Pupil/teacher ratio	
MF	M	F	MF	M	F	MF	M	F	MF	F	MF		
67	65	69	**59	**57	**60	28	31	24	156 022	73 743	97	18	Algeria
102	99	105	82	77	87	6	7	6	4 583	2 555	...	**14	Bahrain
15	13	17	...	...	...	...	...	...	664	141	...	**21	Djibouti
**84	**86	**81	**79	**81	**77	6	8	5	473 713	188 676	...	**17	Egypt
38	47	29	33	40	26	27	30	23	62 034	42 581	100	20	Iraq
88	**86	**89	76	73	78	1	1	1	...	...	...	...	Jordan
56	55	56	...	...	...	7	8	6	21 800	12 078	100	11	Kuwait
78	75	82	...	...	...	10	11	9	**32 446	**17 046	...	**12	Lebanon
...	...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
18	21	15	...	...	...	...	...	...	2 449	260	...	27	Mauritania
39	44	35	30	33	27	17	19	15	90 799	29 373	...	**17	Morocco
68	68	67	59	58	59	10	14	6	13 528	6 714	100	18	Oman
81	78	83	77	75	79	2	3	2	**15 101	**7 554	...	**32	Palestinian Auton. Terr.
...	...	...	...	...	...	...	...	...	...	...	...	...	Qatar
68	72	65	...	...	...	9	12	6	146 252	74 794	86	13	Saudi Arabia
29	22	36	...	...	...	...	...	...	42 513	23 021	...	**23	Sudan
...	...	...	...	...	...	...	...	...	...	...	...	...	Syrian Arab Republic
75	73	76	**68	**66	**70	18	20	17	56 843	22 762	...	19	Tunisia
74	70	80	67	63	72	7	9	5	16 399	8 971	50	13	United Arab Emirates
...	...	...	...	...	...	...	...	...	...	...	...	...	Yemen

Table A4
Post-secondary non-tertiary education (ISCED 4) and tertiary education (ISCED 5 and 6), 1999/2000

Country or territory	Post-secondary non-tertiary education								
	Theoretical entrance age	Average duration (years)	School-age population		Enrolment		Gross enrolment ratio (%)		
			MF	F	MF	F	MF	M	F
Algeria	18	3	1 980 030	970 170	...	...	...	...	...
Bahrain	18	2	19 810	9 700	5 734	2 026	29	27	21
Djibouti	.	.	.	.	.	.	.	.	.
Egypt	17	2	2 886 750	1 399 630	45 667	17 244	2	2	1
Iraq	18	2	912 300	443 740	11 284	4 968	1	1	1
Jordan	.	.	.	.	.	.	.	.	.
Kuwait	18	2	87 180	42 270	16 751	9 202	19	17	22
Lebanon	18	2	128 960	63 990	392	248	0.3	0.2	0.4
Libyan Arab Jamahiriya	18	2	382 640	188 150	...	...	...	...	...
Mauritania	18	1	53 970	26 830	350	91	0.6	1.0	0.3
Morocco	18	2	1 241 810	610 380	64 063	28 605	5	6	5
Oman	18	2	96 640	47 970	**16 198	**5 823	**17	**21	**12
Palestinian Auton. Terr.	18	1	58 100	28 200	**6 928	**3 785	**12	**11	**13
Qatar	.	.	.	.	.	.	.	.	.
Saudi Arabia	18	2	764 800	375 460	**36 905	**17 724	**5	**5	**5
Sudan	.	.	.	.	.	.	.	.	.
Syrian Arab Republic	17	2	743 690	366 760	...	...	...	...	...
Tunisia	19	2	396 200	193 570	1 308	564	0.3	0.4	0.3
United Arab Emirates	.	.	.	.	.	.	.	.	.
Yemen	.	.	.	.	.	.	.	.	.

1. Data refer to Qaboos University.

2. Data include students in the first long cycle only.

ANNEX 1

Statistical tables

Tertiary education															Country or territory		
School-age population		Enrolment		Gross enrolment ratio (%)			Distribution of students by ISCED level			Percentage of female students in each ISCED level			Teaching staff				
MF	F	MF	F	MF	M	F	Level 5A	Level 5B	Level 6	Level 5A	Level 5 B	Level 6	MF	F		% F	
3 131 070	1 534 130	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Algeria
46 400	22 520	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bahrain
52 920	26 890	190	89	0.4	0.4	0.3	59 ²	131 ²	-	24	57	-	**20	**6	**30	...	Djibouti
6 532 830	3 163 560	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Egypt
2 126 640	1 036 190	288 670	98 306	14	17	9	...	...	...	...	...	...	12 068	3 677	30	...	Iraq
496 870	238 670	142 190	73 098	29	27	31	112 085	29 707	398	47	68	25	4 755	...	...	...	Jordan
181 260	86 360	59 666	29 067	...	...	...	...	...	...	...	...	...	...	...	...	...	Kuwait
316 330	157 300	116 014	60 007	37	35	38	103 060	12 145	809	53	39	32	8 820	2 360	27	...	Lebanon
566 890	278 870	290 060	141 041	51	52	51	188 363	94 434	7 263	51	45	42	12 422	1 573	13	...	Libyan Arab Jamahiriya
238 770	119 190	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mauritania
2 960 310	1 453 730	276 375	116 898	9	11	8	256 359	5 683	14 333	43	33	31	18 082	3 640	20	...	Morocco
215 060	106 790	7 530 ¹	3 660 ¹	...	...	...	...	...	...	...	...	...	767 ¹	181 ¹	24 ¹	...	Oman
274 370	133 100	71 207	33 123	26	27	25	66 050	5 157	-	46	54	-	3 390	464	14	...	Palestinian Auton. Terr.
31 530	14 460	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Qatar
1 800 550	891 640	404 094	225 995	22	20	25	...	...	...	...	...	...	20 293	7 107	35	...	Saudi Arabia
2 974 780	1 466 820	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sudan
1 611 300	794 200	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Syrian Arab Republic
933 090	457 590	180 044	86 942	19	20	19	150 188	19 522	10 334	**49	**40	**49	9 370	...	...	...	Tunisia
178 080	73 600	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	United Arab Emirates
1 554 730	757 800	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Yemen

Table A5
Public expenditure on education, 1999/2000

Country or territory	Public expenditure on education			Distribution of public expenditure on education by ISCED level (%)				
	As a % of Gross Domestic Product	As a % of total government expenditure	Current expenditure as a % of total exp.	Levels 0 and 1	Levels 2 and 3	Level 4	Levels 5 and 6	Not allocated by level
Algeria	...	...	...	...	...	...	...	...
Bahrain	3.5	12.1	97.0	...	...	...	...	...
Djibouti	...	...	...	...	...	...	...	...
Egypt	**4.1	...	...	...	...	...	...	...
Iraq	...	...	...	...	...	...	...	...
Jordan	5.0	...	...	41.8	39.6	.	18.7	-
Kuwait	...	...	...	...	...	...	...	...
Lebanon	2.0	**9.2	89.6	59.8 ¹	18.8 ¹	...	15.5	0.8
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...
Mauritania	**3.0	...	...	...	...	...	...	...
Morocco	5.0	27.2	91.2	...	...	...	...	...
Oman	...	...	...	...	...	...	...	...
Palestinian Auton. Terr.	...	...	...	...	...	...	...	...
Qatar	...	...	...	...	...	...	...	...
Saudi Arabia	**9.5	...	...	...	...	...	...	-
Sudan	...	...	...	...	...	...	...	...
Syrian Arab Republic	3.4	9.9	82.9	...	...	...	...	...
Tunisia	**7.5	...	...	**32.7	44.2	.	23.1	-
United Arab Emirates	...	20.7	92.3	...	...	...	...	...
Yemen	...	...	...	...	...	...	...	...

1. Data on level 2 expenditure are included in level 1.

ANNEX 1

Statistical tables

Table A6
Regional data and indicators, 1999/2000

	Enrolment				Net intake rate at the first grade of primary (%)				Gross enrolment ratio (%)				Net enrolment ratio (%)				Teaching staff	
	Total (000)	% F	% Private	% general education	MF	M	F	GPI (F/M)	MF	M	F	GPI (F/M)	MF	M	F	GPI (F/M)	Total	% F
Pre-primary	2 430	43	79	.	.	.	.	.	16	17	14	0.82	14	16	13	0.83	126 843	76
Primary	35 073	46	6	.	64	66	61	0.93	91	97	85	0.88	79	83	75	0.90	1 635 838	52
Secondary	22 580	47	7	95	.	.	.	.	60	63	58	0.92	68	63	70	1.10	1 403 765	43

Definitions of indicators

(Average) **Annual Growth Rate (of population)**. The average annual growth of the population during the period 1990–2000, expressed as a percentage.

Apparent intake rate in primary education. Number of new entrants into first grade of primary education, regardless of age, expressed as a percentage of the population of official entrance age to primary education.

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

Gender parity index. Ratio of female to male values of a given indicator.

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

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

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

Gross national product per capita. The gross national product in current US dollars divided by the total population.

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

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

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

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

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

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

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

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

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

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

Pupil/teacher ratio. Average number of pupils per teacher at the level of education specified in a given school year. When data are available the calculation of the pupil/teacher ratio is based on teachers and pupils expressed in full-time equivalents.

Transition rate to secondary education. Number of pupils admitted to the first grade of secondary education in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of primary education in the previous year.

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

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

Glossary

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

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

Compulsory education. Number of years or the age-span during which children and young people are legally obliged to attend school.

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

Early childhood development (ECD) programmes. Programmes which offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme. Early childhood development programmes are normally designed for children aged 3 years or above and include organized learning activities that constitute on average the equivalent of at least 2 hours per day and 100 days per year.

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

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

Expenditure on education:

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

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

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

Fields of study in tertiary or higher education:

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

Education: teacher training and education science.

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

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

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

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

Agriculture: agriculture, forestry and fishery; veterinary.

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

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

Other unspecified or unknown.

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

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

Institutions:

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

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

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

Orientation of educational programmes:

General education. Designed mainly to lead pupils to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing pupils for further (additional) education at the same or a higher level. Such programmes are typically school-based and may or may not contain vocational elements. Successful completion of

such programmes may or may not lead to an academic qualification that pupils will be able to utilize on the labour market. However, they do not typically allow successful completers to enter a particular occupation or trade or class of occupations or trades without further training.

Technical and vocational education. Designed mainly to prepare pupils for direct entry into a particular occupation or trade (or class of occupations or trades). Successful completion of such programmes normally leads to a labour-market relevant vocational qualification recognized by the competent authorities in the country in which it is obtained (e.g. Ministry of Education, employers' associations, etc.).

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

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

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

School drop-outs. Pupils who drop out from a given grade or cycle or level of education in a given school-year.

Teachers:

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

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

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

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

Full-time equivalent number of teachers. These are generally calculated in person-years. The unit for the measurement of full-time equivalents is full-time employment. Thus, a full-time teacher equals one full-time equivalent. The full-time equivalence of part-time teachers is determined by calculating the ratio of their hours worked to the statutory hours worked by a full-time teacher during the school year. For example, a teacher who works one-third of the statutory hours of a full-time teacher equals one-third of a full-time equivalent.

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

ANNEX 4

ISCED97

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

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

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