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

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

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

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

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

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

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

Experts in education statistics from these countries participated in four regional workshops held in Bangkok (July 2000), Vientiane (June 2001), Bangkok (March 2002) and New Delhi (April 2003). These workshops provided an opportunity to improve the international classification of various national educational programmes, to discuss the statistical questionnaires in order to ensure their correct interpretation, to review the results of previous surveys and finally to launch the next survey. The workshops made it possible to discuss the need for policy-relevant information that may require the collection of other data or the calculation of new indicators. National representatives also presented reports on the education issues that were considered to be of the highest priority in their country. Many of the issues identified during workshop presentations and discussions are addressed in this first UIS report for South and East Asia. It presents information from the third survey (Survey 2002) and the World Education Indicators (WEI) programme of which seven countries are participating members: China, India, Indonesia, Malaysia, the Philippines, Sri Lanka and Thailand.

This report has four sections:

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

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

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

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

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

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

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

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

The data on education presented in this publication were reported in the UIS's annual surveys on education, the most recent being Survey 2002. However, for the following countries, China, India, Indonesia, Malaysia, the Philippines, Sri Lanka and Thailand, education data were collected via surveys carried out in the framework of the World Education Indicators (WEI) project administered jointly by the UIS and the OECD. The two surveys (WEI and Survey 2002) aim to collect broadly speaking the same core set of statistics on education but there are some minor differences in coverage between them. Both surveys (WEI and Survey 2002) are based on concepts and definitions from the 1997 version of the International Standard Classification of Education (ISCED97). ISCED97 is the international taxonomy for classifying educational levels according to their content, which allows for greater comparability of data across countries.

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

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

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

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

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

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

Symbols used in this publication:

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

Economic, social and demographic overview

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

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

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

Demographic and social characteristics

Population dynamics and demographic structure are key determinants of the demand for social services, including education, and are therefore important factors to be considered in education planning and subsequently the attainment of Education for All. South and East Asia includes five of the world’s most populated countries (Bangladesh, China, India, Indonesia and Pakistan). The total population of the region was 3.24 billion in the year 2000, accounting for more than half of the world’s population. China and India together, account for more than 2.28 billion or 70% of the region’s population. Population size in each country ranges from 290,000 (the Maldives) to 1.28 billion (China).

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

In South and West Asia, however, recent wars and violent conflicts have destroyed infrastructures and institutions. The northern boundary lies along the Amur River, which separates China and the Russian Federation, and the southern boundary is located on the shores of the newly independent Timor-Leste, near Australia. Thirteen countries in this region are located in South and East Asia and the remaining nine are in South and West Asia.

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

Asia is the most densely populated region of the world with the highest population density along the coasts of East and South Asia. Urban dwellers constitute more than 30% of the population in Brunei Darussalam, China, Indonesia, the Islamic Republic of Iran, the Democratic People’s Republic of Korea, Macao, Malaysia, Pakistan and the Philippines. However, the vast majority of the Asian population lives outside the reach of the main transport and communication services. In many countries, rural dwellers constitute more than 70% of...
the population, reaching as high as 90% or more in Bhutan, Nepal and Timor-Leste.

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

HIV/AIDS

The spread of HIV/AIDS has contributed to declines in human development in the 1990s. Unchecked, this disease can unravel years of progress in economic and social development and leave millions of children orphaned or poorly educated and poor or rich, are therefore faced with a dilemma, as education in their own language will not enhance their social mobility and political power of the language groups.

During the initial period of nation building, very few countries in the region are ranked as having two or more languages of the State and the languages of instruction - to gain access to education at higher levels and civil service employment.

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

Education in the region

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

Language of instruction

Very few countries in the region are linguistically homogenous. Because of this, the language of instruction is a critical issue. During the initial period of nation building, one vision was aimed at creating one nation out of a linguistically and ethnically diverse group of people. The State adopted one language as the official language or in some cases, two languages depending on the membership of the political language groups. Consequently, the official language also became the language of instruction in the schools, especially at the secondary school level and above. In many former colonies where there were several local languages, the continuation of the colonial language was a convenient compromise. It avoided internal conflict, identified the new country as a member of a wider community of countries and was supported by those who were mostly trained in the colonial languages and hoped that their children would continue their higher education in Europe.

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

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

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Literacy

Among adults, the literacy rate (15 years and older) is estimated to be about 86% in East Asia, leaving about 180 million illiterate adults, of which 72% are women. In South and West Asia the adult literacy rate is 55%. About 412 million adults are illiterate in this
sub-region, of which 61% are women. Most of the illiterates today are elderly people, many of who had no access to education in their youth.

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

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

Quantity and quality
With affordability as the foremost criteria, available resources are focused on a quantitative expansion of primary school education with a very narrow curriculum. In the absence of formal educational opportunities, non-formal education is the main form of provision for poor and rural dwellers. This provision has taken three major types: religious and moral instruction and some basic education at temples, mosques and churches; vocational training through trade apprenticeship; and non-formal education delivered through Community Learning Centres, where various practical skills are taught to special target groups. South Asia has many tales of success with training and micro-credit programmes in income-generating activities for poor women. There are also basic education equivalency courses for those who missed or lack access to formal education.

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

Interpreting the country profiles

Data sources

Area: Database from United Nations Internet site.


GNP and GDP: World Bank, 2002 revision.

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

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

Explanatory notes

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

General information

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

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

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

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

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

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

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

The GDP per capita is the Gross Domestic Product expressed in current United States dollars divided by the total population.
Public expenditure on education as a percentage of GDP is the total public expenditure on education at every level of administration according to the constitution of the country, i.e. central, regional and local authorities, expressed as a percentage of the Gross Domestic Product.

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

Graphs and tables

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

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

Structure of the education system according to ISCED97

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

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

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

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

Bhutan

2000

Primary net enrolment ratio (%)

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

Level of education

<table>
<thead>
<tr>
<th>ISCED 0</th>
<th>ISCED 1</th>
<th>ISCED 2-3</th>
<th>ISCED 4</th>
<th>ISCED 5-6</th>
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<tr>
<td>M</td>
<td>108</td>
<td>66,827</td>
<td>23,350</td>
<td>7,116</td>
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<tr>
<td>% F</td>
<td>49</td>
<td>44</td>
<td>45</td>
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<td>Teachers</td>
<td>18</td>
<td>2,080</td>
<td>717</td>
<td>121</td>
</tr>
<tr>
<td>% F</td>
<td>55</td>
<td>54</td>
<td>56</td>
<td>57</td>
</tr>
</tbody>
</table>

Distribution of public expenditure on education (%)

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 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Nursery school, Primary school, Junior high school, Middle secondary, Upper secondary, Technical and further education, Vocational, University

Brunei Darussalam

2000

Area in km²: 5,800

Total population (000): 328

- Average annual growth rate (%): 2.4

Life expectancy at birth (years): 75

Urban population (%): 72

Infant mortality rate (%): 10

Literacy rate M (%): 95

Literacy rate F (%): 88

School life expectancy: -

GDP per capita (US$): -

Public expenditure on education as a % of GDP: -

- Total government expenditure: -

National currency: Bruneian Dollar

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

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 0 0 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Primary, Pre-primary, Foundation course, Bachelor's Degree, Nurse/助產士, Diploma of primary education, Polytechnic, Bachelor's Degree, Master's Degree, Foundation course, General Nursing

GER: 104%
Democratic People's Republic of Korea

2000

General information

Area in km²: 121 000
Total population (2000): 22 269
- Average annual growth rate (%): 1.7
Life expectancy at birth (years): 69
Urban population (%): 60
Infant mortality rate (%): 46
Literacy rate: M (%): --
Literacy rate F (%): --
School life expectancy: --
GDP per capita (US$): --
Government expenditure on education as a % of:
- GDP: --
- Total government expenditure: --
National currency: Won

Primary net enrollment ratio (%)

Information not available

Dysfunctional ratios (GER: enrollment, teaching staff and public expenditure on education)

Information not available

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
Comprehensive education
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Kindergarten
High school
Vocational school
International program for workers
University

India

1999

General information

Area in km²: 3 287 000
Total population (2000): 1 086 897
- Average annual growth rate (%): 1.9
Life expectancy at birth (years): 62
Urban population (%): 28
Infant mortality rate (%): 73
Literacy rate: M (%): 68
Literacy rate F (%): 45
School life expectancy: 4.1
GDP per capita (US$): 450
Public expenditure on education as a % of:
- GDP: 4.7
- Total government expenditure: 12.7
National currency: Rupee

Population aged 6-10 years old: 111 855 953

Enrolled: 98%

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

Level of education

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
Comprehensive education
3C 3C 3C 48 48 48
Kindergarten
Primary
Upper primary
Industrial training institute (ITI)
High school / Senior secondary
Junior basic teacher training, Nursing certificate
Diploma and technical education
Bachelor's, Bachelor of Education, LL.B, Master's
Technical Bachelor's degree
Master of Philosophy, Doctorate
**Lao People's Democratic Republic**

**2000**

- **Primary net enrolment ratio (%)**
  - Enrolled: 81%

- **Population aged 6–10 years old:** 732,320

**Macao, China**

**2000**

- **Primary net enrolment ratio (%)**
  - Enrolled: 85%

- **Population aged 6–11 years old:** 44,140

---

**Area in km²:** 237,000

- **Total population (000):** 5,279
  - Average annual growth rate (%): 2.4
  - Life expectancy at birth (years): 54
  - Urban population (%): 49
  - Infant mortality rate (per 1,000): 10
  - Literacy rate M (%): 76
  - Literacy rate F (%): 53
  - School life expectancy: 8
  - GDP per capita (US$): 290
  - Public expenditure on education as a % of GNP: 2.3
  - Total government expenditure: 8.0
  - National currency: Kip

---

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

- **Level of education**
  - Pupils: M 57,110, F 62,410, Total 129,520
  - Teachers: M 2,259, F 2,785, Total 5,044

- **Distribution of public expenditure on education (%)**
  - Pre-primary: 10, Primary: 55, Lower secondary: 35, Upper secondary: 5
  - Technical: 3, Bachelor's degree: 10

---

**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 21 22 23 24

- **Compulsory education:** 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

- **Post-compulsory education:**
  - Pre-primary: 1, Primary: 2A, Lower secondary: 2B, Upper secondary: 3A, Technical: 3B, Vocational: 3C
  - Technical: 3A, Bachelor's degree: 4A, Bachelor's and Master's degrees: 5A

---

**General information**

- **Area in km²:** 21
- **Total population (000):** 444
- **Average annual growth rate (%):** 2.4
- **Life expectancy at birth (years):** 76
- **Urban population (%):** 31
- **Infant mortality rate (per 1,000):** 2.6
- **Literacy rate M (%):** 97
- **Literacy rate F (%):** 91
- **School life expectancy:** 14
- **GDP per capita (US$):** 14,500
- **Public expenditure on education as a % of GNP:** 2.2
- **Total government expenditure:** 31.2
- **National currency:** Pataca
**Malaysia**

**General information**
- Area in km²: 330,000
- Total population (2000): 22,118
- Average annual growth rate (%): 2.2
- Life expectancy at birth (years): 73
- Urban population (%): 57
- Infant mortality rate (‰): 12
- Literacy rate M (%): 91
- Literacy rate F (%): 83
- School life expectancy: 12 years
- GDP per capita (US$): 3,380
- Public expenditure on education as a % of GDP: 6.2
- Total government expenditure on education: —
- National currency: Ringgit

**Population aged 6-11 years old: 3,064,610**

**DPI levels of education**

<table>
<thead>
<tr>
<th>Level of education</th>
<th>d</th>
<th>c</th>
<th>b</th>
<th>a</th>
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**Structure of the education system according to ISCED97**

- **Pre-school**
- **Primary**
- **Secondary**
- **Higher education**
- **Technical/vocational education**

**Primary net enrolment ratio (%)**

**Maldives**

**General information**
- Area in km²: 300
- Total population (2000): 291
- Average annual growth rate (%): 3.0
- Life expectancy at birth (years): 64
- Urban population (%): 28
- Infant mortality rate (‰): 46
- Literacy rate M (%): 97
- Literacy rate F (%): 97
- School life expectancy: —
- GDP per capita (US$): 1,060
- Public expenditure on education as a % of GDP: —
- Total government expenditure on education: —
- National currency: Rufiyaa

**Population aged 6-11 years old: 56,060**

**DPI levels of education**

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</tbody>
</table>

**Structure of the education system according to ISCED97**

- **Pre-school**
- **Primary**
- **Secondary**
- **Technical/vocational education**
Pakistan 2000

Population aged 6-9 years old: 19,535,170

Primary net enrolment ratio (%)

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

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

Complimentary education

Primary

Secondary

Bachelor's and Master's Degrees

Ph.D. Degree

Structure of the education system according to ISCED97
Timor-Leste

2000

General information

Area in km²: 15 007
Total population (2000): 737
- Average annual growth rate (%): --
- Life expectancy at birth (years): --
- Rural population (%): 7
- Infant mortality rate (%): --
- Literacy rate M (%): --
- Literacy rate F (%): --
- School life expectancy: --
- per capita (US$): --
- Public expenditure on education as a % of GDP: --
- Total government expenditure: --
- National currency: Dollar

Primary net enrolment ratio (%)

Information not available

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

Information not available

Structure of the education system according to ISCED 1997

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

Primary education

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

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

South and East Asia regional report

General information

Viet Nam

2000

Area in km²: 332 000
Total population (2000): 78 137
- Average annual growth rate (%): 1.7
- Life expectancy at birth (years): 69
- Urban population (%): 24
- Infant mortality rate (%): 40
- Literacy rate M (%): 94
- Literacy rate F (%): 91
- School life expectancy: 10
- per capita (US$): 390
- Public expenditure on education as a % of GDP: --
- Total government expenditure: --
- National currency: Dong

Primary net enrolment ratio (%)

Population aged 5-10 years old: 9 237 390

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

Information not available

Structure of the education system according to ISCED 1997

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

Primary education

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

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

Higher education

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

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

Postgraduate education

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

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

Secretory technical and vocational
2. Access and participation by level of education

2.1 Pre-primary education (ISCED 0)

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

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

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

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

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

Participation in pre-primary education

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

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

Finally, Cambodia, Indonesia, the Islamic Republic of Iran, Nepal, and the Lao People’s Democratic Republic have ratios well below the median.

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

Changes in participation between 1990 and 2000

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

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

In the majority of countries, for which data are available, female participation is higher than that of males (Figure 2.3). In Bangladesh and Malaysia, the data indicate that boys participate much less than girls in pre-primary education. This apparent disadvantage to boys must be interpreted with caution; boys at this level are often enrolled in religious schools for which data with caution; boys at this level are often enrolled in religious schools for which data may be missing. The low participation rates for girls in Nepal and Pakistan (gender parity index of 0.79 and 0.74, each), indicate that girls in these two countries are still far behind boys in terms of participation in pre-primary education, a pattern that repeats itself in primary school and beyond.

2.2 Primary education (ISCED 1)

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

Universal Primary Education (UPE) implies that every child has access to and completes free and compulsory primary education of good quality. The World Education Forum (Dakar, 2000) and the Millennium Development Goals (New York, 2000) both identified the achievement of Universal Primary Education and the elimination of gender disparities as priorities for the global community. The benefits of achieving these goals are key factors in the development of nations and individuals.

The last decade has seen rapid growth in overall enrolment rates in Asia. Despite this progress, the 2002 Education for All (EFA) Global Monitoring Report identified a number of countries that are at risk of not achieving Universal Primary Education and/or gender equality as defined by the Dakar Framework for Action. The achievement of Universal Primary Education is measured by net enrolment rates that exceed 95% and gender equality goals are considered met when gender parity indices fall between 0.97 and 1.03. On this basis, three countries, India, Nepal and Pakistan are considered at serious risk of not achieving either goal while Bangladesh, Bhutan, China, Indonesia, the Islamic Republic of Iran, the Lao People's Democratic Republic and Sri Lanka may not achieve at least one of the goals. Finally, Malaysia, the Maldives, Myanmar, the Philippines, Thailand and Vietnam have a high chance of achieving or have achieved Universal Primary Education and consequently the Millennium Development Goals for education.

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

The official entry age into primary education varies from 5 years of age in Myanmar, Pakistan and Sri Lanka, to 7 years of age in Afghanistan, China and Indonesia. In most countries, primary education begins officially at age 6. The duration of primary education varies from 4 to 7 years, with the majority of countries having durations of 5 or 6 years (10 and 9 countries, respectively). It is important to note that within China and India, regional differences in entry ages make it difficult to generalize the entry age at a particular level of education and may distort the calculation of enrolment rates.

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

Access to primary education

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

Apparent (gross) intake rates in primary education

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

Apparent intake rates in South and West Asia, vary from 79% in the Islamic Republic of Iran to 131% in India, while in East Asia, the rates vary from 92% in Macao to 138% in Cambodia (Figure 2.4).
In both regions, high apparent intake rates reflect a large number of new entrants who are above or below the official entry age. Children may enter primary school later than the official entry age for a variety of reasons including economic hardship, child labour and distance from school. Apparent intake rates above 100% can also be seen as a sign of concerted efforts to educate all children and to increase the overall level of basic education in the population by enrolling over-aged or out-of-school children.

### Net intake rates in primary education

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

### Gender parity in intake rates

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

The comparison of gender parity indices for the apparent and net intake rates show that Bangladesh, Brunei Darussalam, the Islamic Republic of Iran, Macao, Malaysia, the Maldives, Myanmar and Sri Lanka have achieved gender parity in terms of access to primary education (Figure 2.6). In Cambodia, Indonesia, the Philippines, Thailand and Viet Nam, GPIs are above 0.90 signaling that gender disparity is to some extent in favour of boys. Finally, girls in India, the Lao People’s Democratic Republic, Nepal and Pakistan have significantly less access to primary education than boys. A comparison of gross and net intake rates reveals an interesting pattern in the Lao People’s Democratic Republic and the Philippines. Although boys in these countries are more likely to enrol in primary education than girls as indicated by the gross intake ratio, girls are more likely to enrol at the official starting age, as indicated by the net intake ratio. This indicates that boys are more often over-aged than girls when enrolling in primary education.

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

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

Gross enrolment ratios in primary education

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

Net enrolment ratios in primary education

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

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

Changes in net enrolment ratios from 1990 to 2000

The last decade has seen both positive and negative changes in the levels of net enrolment ratios in this region. In five countries, the Lao People’s Democratic Republic, Bangladesh, Cambodia, Sri Lanka and Thailand, net enrolment ratios rose between 10 and 20 percentage points (Figure 2.10). Viet Nam, Malaysia and Macao, experienced an increase of about 5 percentage points. In the remaining four countries, China, Indonesia, the Islamic Republic of Iran and the Philippines, net enrolment ratios decreased over this period. The Islamic Republic of Iran (92% to 74%) experienced the most dramatic decline over this decade.

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

Caution must be exercised when comparing data from the following countries due to changes in their educational systems, as reflected by their ISCED mappings, over this period: Cambodia and the Maldives changed the duration of primary education from 5 to 7 years in 1996 and from 5 to 7 years in 1997, respectively. The Philippines changed the entry age to primary education from 7 to 6 years of age in 2007.
Out-of-school children

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

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

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

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

Gender parity in participation rates

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

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

Internal efficiency of the primary education system

The challenge of attaining Universal Primary Education is not only to ensure that all children are enrolled in school but that the system functions efficiently so that most children complete the primary school cycle. Therefore, analysis must also focus on the efficiency and quality of the primary school system. This section examines two indicators that measure the efficiency and quality of primary education: repetition rates and survival rates. Efficiency in the primary education system, is reflected by low repetition rates and high survival rates.

Repetition in primary education

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

High repetition rates place a strain on the capacity and resources of education systems. The presence of a large number of repeaters affects a school system's capacity to enrol otherwise out-of-school children. Furthermore, the inclusion of repeaters does not in general promote better learning outcomes, as pupils that repeat tend to drop out before...
in primary education, whereas in Nepal, the Lao People’s Democratic Republic, Cambodia and Bhutan, median repetition rates range from 12 to 15.

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

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

In conclusion, the combination of a number of factors, such as learning difficulties, inadequate teacher training, high educational standards, or other conditions under which the schools operate, may account for higher repetition rates. Furthermore, these issues must be addressed if all children are to receive a quality education. Many countries have undertaken policies to reduce the number of repeaters by prohibiting or limiting grade repetition.

Survival rate to grade five

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

In India, the Lao People’s Democratic Republic and Myanmar only half of the children who enter primary school will reach grade 5, indicating a drop-out rate of 53%, 47% and 45%, respectively (Figure 2.15). Nepal, Cambodia and Bangladesh follow closely behind with survival rates ranging from 62% to 65%. It is not surprising to note that, with the exception of Myanmar and India, these are also the countries with the highest repetition rates. This supports research that high repetition rates are often related to high drop-out rates. Survival rates are much higher in Viet Nam (86%), Bhutan (90%), Brunei Darussalam (92%), Indonesia (95%), the Islamic Republic of Iran (98%), China (98%) and Macao (99%), demonstrating that in these countries most children who enter primary education are likely to reach grade 5 and that drop-out rates are at a minimum. With the exception of Bhutan and the Islamic Republic of Iran, these are also the countries with the highest intake and participation rates in primary education in the region.

Once girls are in school, they are more likely to reach grade 5 and, as seen earlier, repeat less. With the exception of India, the remaining countries - for which gender disaggregated data are available - demonstrate that the percentage of girls reaching grade 5 is higher than or equal to that of boys (Table 2.3). In Bangladesh,
Indonesia and Nepal survival rates for girls are more than 10 percentage points higher than those of boys. The apparent advantage to girls in terms of progression must take into account that in most countries girls have less access than boys to primary education (Table 2.3). In Bangladesh, Indonesia, the Lao People's Democratic Republic and Nepal, survival rates are higher for girls than boys, yet girls have lower intake rates than boys. Girls in India are disadvantaged in terms of progression and access, whereas in Brunei Darussalam, the Islamic Republic of Iran and Myanmar, girls and boys have equal access to primary education and progress equally well through the system. The fact that boys repeat more and are less likely to complete four grades of primary education represents a growing policy concern in this region.

### Table 2.3 - Gender parity in survival rates to grade 3 (SKS) and secondary parity in primary intake rates (MAT), 2000/2001

<table>
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<tr>
<th>Country or territory</th>
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<td>Brunei</td>
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2.3 Secondary education (ISCED 2 and 3)

Secondary education is usually subject-oriented and requires that teachers be more specialised and qualified than at the primary level. For the purpose of international comparison, programmes at this level are composed of two cycles: lower secondary education (ISCED 2) and upper secondary education (ISCED 3). Lower secondary education is typically designed to complete the provision of basic education of the primary level while introducing more subject-focused teaching. Upper secondary education often begins at the end of full-time compulsory education where it exists. Subject matter at this level is more specialised than at ISCED level 2 therefore requiring teachers with higher qualifications.

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

Transition rates are very high in Brunei Darussalam (96%), Viet Nam (83%) and the Islamic Republic of Iran (89%). Myanmar (86%) has the lowest transition rate amongst the countries studied. With the exception of Thailand (84%), countries with low transition rates also have low levels of gross enrolment in secondary education, a trend which may indicate that there are a limited number of places at the secondary level or that pupils tend to discontinue their studies after primary school.

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

Participation in secondary education

An estimated 233 million pupils of all ages are enrolled in secondary education in South and East Asia as a whole (Annex 1, Table A6). In other words, roughly one out of every two eligible young adults is enrolled in secondary education. Secondary education is more widespread in East Asia than in South and West Asia (66% as opposed to 47%). In both regions, fewer girls are enrolled than boys, with a marginal difference between the two regions.

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

The provision of secondary education is for the most part public (Figure 2.17). In Bhutan, Cambodia, the Islamic Republic of Iran, the Lao People's Democratic Republic, Malaysia and Thailand, secondary education is mostly provided by the public sector with private institutions accounting for less than 7% of total enrolment. The provision of secondary education in Indonesia and Nepal survival rates for girls are more than 10 percentage points higher than those of boys. The apparent advantage to girls in terms of progression must take into account that in most countries girls have less access than boys to primary education (Table 2.3). In Bangladesh, Indonesia, the Lao People's Democratic Republic and Nepal, survival rates are higher for girls than boys, yet girls have lower intake rates than boys. Girls in India are disadvantaged in terms of progression and access, whereas in Brunei Darussalam, the Islamic Republic of Iran and Myanmar, girls and boys have equal access to primary education and progress equally well through the system. The fact that boys repeat more and are less likely to complete four grades of primary education represents a growing policy concern in this region.

### Table 2.3 - Gender parity in survival rates to grade 3 (SKS) and secondary parity in primary intake rates (MAT), 2000/2001

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<td>Brunei</td>
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</table>

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

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

Transition from primary to secondary education

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

Participation in secondary education

An estimated 233 million pupils of all ages are enrolled in secondary education in South and East Asia as a whole (Annex 1, Table A6). In other words, roughly one out of every two eligible young adults is enrolled in secondary education. Secondary education is more widespread in East Asia than in South and West Asia (66% as opposed to 47%). In both regions, fewer girls are enrolled than boys, with a marginal difference between the two regions.

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

Gross enrolment ratios in lower and upper secondary education

Participation in secondary education (lower and upper secondary combined) is still relatively marginal for some countries in the region. The 1990s have seen some growth in the gross enrolment ratios of the 11 countries where comparable data in terms of ISCED97 are available (Figure 2.18). Pakistan and India, with gross enrolment ratios of 25% and 49%, have seen little if no improvement over the last decade. Indonesia, the Lao People’s Democratic Republic and Malaysia have increased participation ratios by more than 10 percentage points, while in Bhutan, the Islamic Republic of Iran and China ratios have increased by more than 15 percentage points. The most remarkable improvement is seen in Bangladesh, Thailand and Viet Nam where gross enrolment ratios have more than doubled in the last decade.

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

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

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

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

Repetition in secondary education

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

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

Gender disparity in secondary education

Girls account for approximately 43% of the total enrolment in secondary education (Annex 1, Table A6). The proportion of girls is only slightly higher in East Asia than in South and West Asia (43% as opposed to 41%). Bangladesh, Brunei Darussalam, Indonesia, Macao, Malaysia, the Maldives, Sri Lanka and the Philippines have reached gender parity in both primary and secondary education (Figure 2.21). In the Islamic Republic of Iran, Myanmar, Thailand and Viet Nam, girls and boys are almost equally represented at each level. China stands out as the only country where girls participate equally in primary education, indicated by a gender parity index (GPI) of 1.00, but much less in secondary education (GPI of 0.76). In Cambodia, India, the Lao People’s Democratic Republic, Nepal and Pakistan, girls participate much less than boys in primary education, and consequently, significantly more boys are enrolled at the secondary level.

There is clearly a link between transition rates, equity in primary education and in secondary education. The available data for transition rates, shown earlier (Annex 1, Table A2), indicate that, with the exception of Cambodia, the Lao People’s Democratic Republic and Thailand, almost as many girls as boys are admitted to secondary school after completing their primary education.
The percentage of repeaters is almost equal among the genders in Bangladesh, India and Myanmar (Figure 2.20). With the exception of Bhutan and Nepal, where girls repeat more than boys, the same trend as in primary is observed; boys have higher repetition rates than girls.

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

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

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

In the 19 countries for which data are available, post-secondary non-tertiary education generally represents a small sector of post-secondary education. A third of all countries do not offer any programmes at this level, and in another six countries, the proportion of enrolment in post-secondary non-tertiary programmes is less than 15%. However, some countries do not fit in with this picture. In the Islamic Republic of Iran and the Lao People's Democratic Republic, every third student is enrolled in a post-secondary non-tertiary programme, and in Bhutan, every second. The Democratic Republic of the Congo, every third student is enrolled in tertiary education (Table 2.4) in this region. Of this total, 61% are men, indicating that there exists a large gender gap in enrolment at the tertiary level of education. East Asian countries accounted for approximately two-thirds of total enrolment, in large measure due to China, where the total tertiary enrolment exceeds that of all the countries of South and West Asia combined (12.1 and 11.3 million students, respectively).

#### 2.5 Tertiary Education (ISCED 5 and 6)

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

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

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

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

In the majority of countries, more students are enrolled in ISCED 5A (Annex 1, Table A4) than ISCED 6 or 5B. The exceptions to this include Bhutan (76%) and the Lao People's Democratic Republic (59%) where the majority of students are enrolled in ISCED 5B programmes. Enrolment is quite small at the second stage of tertiary education (ISCED 6) where the proportion of students ranges from 0.2%, in Bangladesh and Thailand, to a high of 2.4% of all tertiary enrolment in Viet Nam. The median percentage for this region is 0.68%.

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

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

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15. “Promoting Gender Equity in Education”, Ministry of Education, Youth and Sport, Cambodia.  
Gross enrolment ratios in tertiary education

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

Graduates by field of study

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

Graduates from Social Sciences, Business and Law programmes account for the largest proportion of graduates in four of the five countries reporting data (Table 2.5). They represent from 19% of all graduates in the Lao People’s Democratic Republic to 75% of all graduates in Macao. The exception is Brunei Darussalam, where this field accounts for only 7% of their graduates, while Education accounts for 49% of all graduates.

In Brunei Darussalam, women represent the majority of graduates in six of the seven fields of study (Table 2.6). Although women account for only 35% of enrolment in Engineering, Manufacturing and Construction in 2000/01, they represent 42% of the graduates that same year. The other country in the region...
Being able to quantify the demand and supply of teachers, as well as the conditions under which teachers work, is crucial for monitoring the quality of education. As access to schooling expands, the focus of education policy is shifting to issues of quality and the reduction of disparities throughout the education system. Primary school teachers are often the first and only contact that children have with education, and thus, motivated and well-trained teachers can have a major impact on learning outcomes. In addition, the expansion of education, especially to remote and rural areas, greatly depends on the availability of a trained teaching force. Not only are teachers important in classrooms, but they also play an important role in the community and are often involved in other activities that are not directly related to teaching, such as the running of censuses and elections or advising people on how to deal with government.

Pupil-teacher ratios

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

Pupil-teacher ratios have long been considered a crude indicator of educational quality. It can be argued that lower pupil-teacher ratios allow for smaller classes, which
Furthermore, many more teachers will need to be recruited in order to achieve Universal Primary Education by 2015, especially where the pupil-teacher ratio is already quite high.

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

In South and West Asia, the regional average is quite high at 40:1 and varies from 23:1 to 57:1 pupils per teacher. High pupil-teacher ratios in South and West Asia may be related to the practice of double-shift teaching. This tends to over-estimate the number of pupils per teacher by not accounting for the split in the two shifts but also indicates that pupils have fewer contact hours with teachers. High pupil-teacher ratios may be associated with low levels of retention. In general, countries with pupil-teacher ratios of less than 30:1 (Brunei Darussalam, China, Indonesia, the Islamic Republic of Iran, Macao and Viet Nam) have higher survival rates and fewer dropouts. Conversely, countries with high pupil-teacher ratios (more than 30:1) have low survival rates and high dropout rates (Figure 3.1).

Percentage of female teachers

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

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

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

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

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

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

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

The proportion of trained teachers at the pre-primary level varies from 47% in the Maldives to 98% in Cambodia (Annex 1, Table A1). At the primary level, in the few countries that provide data, most teachers have training that is nationally required as the minimum (Annex 1, Table A2). In Bangladesh and the Maldives, about 65% of teachers are trained, whereas for the remaining nine countries for which data are available, over 75% of teachers are trained. Finally, at the secondary level, the percentage of trained teachers ranges from 53% in Malaysia and Indonesia to 96% in the Lao People’s Democratic Republic (Annex 1, Table A3).

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

Figure 3.3 - Percentage of trained teachers in primary education by gender, 2002/2003

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

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

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

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

The percentage of GDP devoted to education varies considerably between countries and ranges from 1.4% to 6.2% (Figure 4.1). Ten countries (Bangladesh, Cambodia, Indonesia, the Lao People’s Democratic Republic, Macao, Nepal, Myanmar, Pakistan, the Philippines and Sri Lanka) devote less than 4.0% of their GDP to education, four of them, less than 2.0%. India, the Islamic Republic of Iran, Brunei Darussalam, Bhutan and Thailand allocate between 4.1% and 5.4% of their GDP to education. Finally, at 6.2% Malaysia spends the highest percentage of its GDP on education.

Public expenditure on education as a percentage of total government expenditure

Public expenditure on education as a percentage of total government expenditure measures the share of public expenditure devoted to education in a given year relative to the perceived value of other public spending. This indicator assesses the priority that governments place on education compared to other sectors. However, the figures for total government expenditure are less comparable internationally than those for GDP, since the relative size of the public sector differs by country. In the 13 countries for which data are available, the share of education in the government budget ranges from 7.8% to 31.0% (Figure 4.2). This percentage is between 10% and 16% in six countries (Bangladesh, Bhutan, Cambodia, India, Nepal and Macao) and less than 10% in four countries (Brunei Darussalam, Indonesia, the Lao People’s Democratic Republic and Pakistan). Education receives close to or more than 20% of the government budget in the Islamic Republic of Iran, Myanmar and Thailand.

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

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

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

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

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

### Statistical tables

### Pre-primary education

#### Table: A1

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1. Data refer to 1999/2000
2. Data refer to 1998/1999
3. Population-based statistics are not shown for Bhutan, due to inaccessibility between central and administrative data.
4. Each programme is divided in pre-primary component (groups). These programmes are available at 3 year old and last for one year.
## ANNEX 1

### Statistical tables

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

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<th>Country or territory</th>
<th>Extracted age</th>
<th>Duration (years)</th>
<th>Scholl-age production (5000)</th>
<th>Apparent intake rate (%)</th>
<th>Feet intake rate (%)</th>
<th>PLL</th>
<th>BP</th>
<th>GPR (%)</th>
<th>M</th>
<th>F</th>
<th>GPA (%)</th>
<th>M</th>
<th>F</th>
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<th>F</th>
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1. Data refer to 2000/2001
2. Data refer to 1994/1995
3. Children over primary education at age 4 or 7.
4. Figures calculated at the national level (15 districts) on the basis of age-sex data collected from ICED 1 in 153 districts under District Information System on Education (DISE).
### ANNEX 1

#### Statistical tables

**Table A8:** Secondary education (ISCED 2 and 3), 2000/2001

<table>
<thead>
<tr>
<th>Country or territory</th>
<th>Gross enrolment rates (%)</th>
<th>Net enrolment rates (%)</th>
<th>Percentage of males in secondary education</th>
<th>Teaching staff</th>
<th>Pupil teacher ratios</th>
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1. Data refer to 1999/2000
2. Data refer to 1999/2000
3. Population based indicators are not shown for Bhutan, due to inconsistencies between enrolment and demographic data.
ANNEX 1
Statistical tables

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

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1. Data refer to 1999/2000
2. Data refer to 1997/1998
3. Population base indicator are not shown for Bhutan, due to inconsistencies between enrollment and demographic data.
**ANNEX 1**

Statistical tables

### Table A6

**Public expenditure on education, 2000/2001**

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<th>Country or territory</th>
<th>Public expenditure on education</th>
<th>Distribution of public expenditure on education by ISCED level (%)</th>
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<td>% of total government expenditure</td>
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<td>12.0</td>
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<td>8.1%</td>
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<tr>
<td>Cambodia</td>
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<td>10.1%</td>
</tr>
<tr>
<td>China</td>
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<tr>
<td>DPR Korea</td>
<td>…</td>
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</tr>
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1. Data refer to 1998/1999

### Table A6

**Regional data and indicators, 2000/2001**

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<th>Apparent intake rate (%)</th>
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1. Data refer to 1998/1999

2. Data refer to 1998/1999
ANNEX 1
Statistical tables

Table A7
Education systems according to ISCED, 2000/2001

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Definitions of indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Expenditure on education:

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

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

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

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

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

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

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

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

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

Agriculture: agriculture, forestry and fishery; veterinary.

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

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

Other unspecified or unknown.

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

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

Institutions:

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

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

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

Orientation of educational programmes:

General education. Education which is mainly designed to lead participants to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing participants for further (additional) education at the same or a higher level. Successful completion of these programmes may or may not provide the participants with a labour market relevant qualification at this level. These programmes are typically school-based. Programmes with a general orientation and not focusing on a particular specialization should be classified in this category.

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

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

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

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

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

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

Teachers:

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

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

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

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

Universal primary education (UPE). Full enrolment of all children in the primary school age-group, i.e. 100% net enrolment ratio.
ANNEX 4

ISCED97

1. PRE-PRIMARY LEVEL OF EDUCATION
Main criteria
Initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment.

2. PRIMARY LEVEL OF EDUCATION
Main criteria
Usually designed to give pupils a sound basic education in reading, writing and mathematics.

3. LOWER SECONDARY LEVEL OF EDUCATION
Main criteria
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.

4. 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.

5. FIRST STAGE OF TERTIARY EDUCATION
Classification criteria for level and sub-categories (A and B)
ISCED 5 programme have an educational content more advanced than those offered at levels 3 and 4.

6. SECOND STAGE OF TERTIARY EDUCATION (LEADING TO AN ADVANCED RESEARCH QUALIFICATION)
Main criteria
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.

Annexes

South and East Asia regional report

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Acknowledgements

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

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