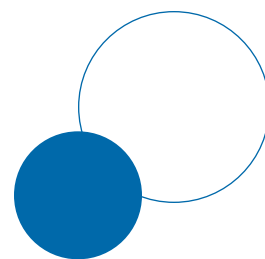


GLOBAL EDUCATION DIGEST 2003

Comparing Education Statistics Across the World



UNESCO Institute for Statistics, Montréal, 2003

UNESCO

The constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO) was adopted by 20 countries at the London Conference in November 1945 and entered into effect on 4 November 1946. The Organization currently has 189 Member States.

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

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

UNESCO is headquartered in Paris, France.

The UNESCO Institute for Statistics

The UNESCO Institute for Statistics (UIS) is the statistical office of UNESCO and is the UN depository for global statistics in the fields of education, science and technology, culture and communication.

UIS was established in 1999. It was created to improve UNESCO's statistical programme and to develop and deliver the timely, accurate and policy-relevant statistics needed in today's increasingly complex and rapidly changing social, political and economic environments.

UIS is based in Montréal, Canada.

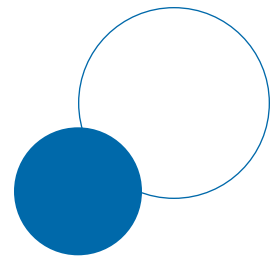
Published in 2003 by

UNESCO Institute for Statistics
P.O. Box 6128, Succursale Centre-Ville
Montreal, Quebec H3C 3J7
Canada
Tel: (1 514) 343-6880
Fax: (1 514) 343-6882
Email: uis@unesco.org
<http://www.uis.unesco.org>

© UIS 2003

Design: JCNicholls Design
Printing: St. Joseph Print Group
Photo credits: ©UNESCO/D.Roger, ©UNESCO/A.Abbé
Ref: UIS/SD/03-01

FOREWORD



The knowledge, skills and capabilities needed to meet the challenges of the 21st century depend upon education systems that distribute learning opportunities equitably and that make efficient use of human and financial resources. Accurate, reliable and timely education statistics are fundamental to enabling education systems to achieve these aims.

For many countries still struggling to break out of widespread poverty and to achieve universal primary education, statistics provide a measure of progress, enabling them to set priorities for using scarce resources. For more developed countries, education statistics help governments to respond to the ever-quicken pace of globalisation, technological advance and economic change.

The UNESCO Institute for Statistics (UIS) is the guardian of international education statistics. At the heart of the Institute's mandate is assistance to Member States to collect, analyse and disseminate internationally-comparable education indicators that inform policies and monitor their outcomes. Since its creation in 1999, the UIS has carried out far-reaching consultations with both national and international users and producers of education statistics to identify information needs and to develop a strategy to meet these needs. In addition, the UIS has led a series of technical workshops across the globe which have raised awareness of data collection methodologies and tools, and provided a common framework for harmonising national education data.

As a result, response rates to the UNESCO questionnaire have improved and, very importantly, the indicators are becoming more timely and comparable. However, the UIS is still facing many challenges. One of these is to consolidate the quality of existing education data to ensure that they are better aligned with today's indicators. This is vital for the accurate monitoring of progress. Another challenge is to incorporate education data from different sources to



achieve better estimates of missing data, which represent a considerable gap in our knowledge. For the first time, as part of the WEI programme, the UIS together with its partners will soon be collecting, as a complement to aggregated administrative data, individual- and school-level data that will inform national policies based on a comparative approach.

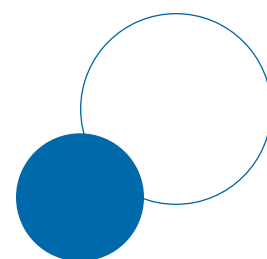
This new annual digest is a solid first step in the process of making data more useful, bringing together data on education systems throughout the world on a comparable basis. Data are collected and presented according to the International Standard Classification of Education (ISCED97). This comparative framework allows countries to benchmark their progress against neighbouring or similar countries and provides a lens to interpret the outcomes of education reforms from different parts of the world. The digest reports data for the school years 1999/2000 and 2000/2001 and the accompanying CD-Rom includes data for 1998/1999.

In what will become a regular feature, the digest also presents analysis of a current topic relevant to the state of global education statistics. In this issue the focus is upon measures of primary access, participation and completion, which comprise the main indicators used to monitor progress towards international development goals.

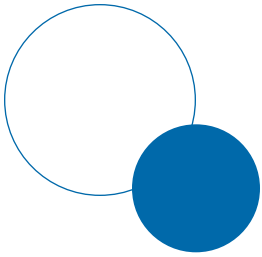
The data found here are the product of the cooperation and commitment of national statisticians worldwide, whose valuable contributions and comments have greatly enhanced our understanding of their education systems.

Denise Lievesley
Director, UNESCO Institute for Statistics

CONTENTS



Foreword	3
Contents	5
Acknowledgments	6
The State of Global Education Statistics: Measuring Progress Towards Universal Primary Education	7
Reader's Guide	21
Statistical Tables	25
1. Pre-primary education, ISCED 0	26
2. Primary education, ISCED 1	36
3. Secondary education, ISCED 2, ISCED 3 and ISCED 4	62
4. Tertiary education, ISCED 5 and ISCED 6	82
5. Number of foreign student by hosting country and continent of origin, 2000/2001	92
6. Tertiary education, ISCED 5 and 6. Graduates by fields of education, 2000/2001	94
7. Education expenditure	104
Annexes	
A. Glossary	115
B. Definitions of Indicators	119
C. International Standard Classification of Education (ISCED97)	121
D. Regions	124



ACKNOWLEDGMENTS

This Global Education Digest is based on data provided by the countries or territories covered in this publication. We would like to express our gratitude to all those statisticians, who in each country and territory took the time to respond to the UIS or UOE questionnaires as well as our requests for clarification, for their participation in 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), Eurostat and other specialized institutions, that supplied additional information and statistics to complement those gathered directly by the UIS.

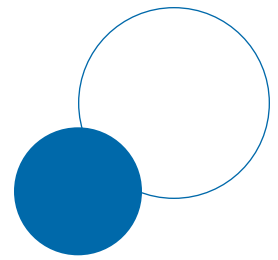
The production of this publication was coordinated by Rosario García Calderón and Jens Johansen, under the direction of Simon Ellis, Douglas Lynd and Albert Motivans.

Special thanks go to the survey operations team that has worked to improve the education database since the creation of the Institute in Montreal: Catherine Bélanger, Camilla Gidlöf, Monica Githaiga, Sirina Kerim-Dikeni, Weixin Lu, Patrik Maheux, Lucy Hong Mei, John Pacifico, Ioulia Sementchouk, Anuja Singh, Pierre Varly and Saïd Ould Voffal.

Other input and contributions were provided by Claude Akpabie, Saïd Belkachla, Michael Bruneforth, Doug Drew, Ernesto Fernández Polcuch, Katja Frostell, Marcela Chiang-Sam Garduño, César Guadalupe, Ivan Guentchev, Adriano Miele, José Pessoa, Yanhong Zhang and all other staff in the UIS.

THE STATE OF GLOBAL EDUCATION STATISTICS

Measuring Progress Towards Universal Primary Education



By 2015...all children...will have access to and complete free and compulsory primary education of good quality.

[Dakar Framework for Action, 2000]

The focus of basic education must, therefore, be on actual learning acquisition and outcome, rather than exclusively upon enrolment, continued participation in organized programmes and completion of certification requirements.

[Article IV, Jomtien Declaration, 1990]

More than a decade ago, the Education for All (EFA) movement was born of the notion that access to basic education of good quality is a fundamental human right. Numerous studies have shown that educational participation can result in improvements in individual living conditions, such as better health or increased income. At a national level, higher levels of educational attainment among the population have economic and social benefits for both individuals and society as a whole.

It is because education is so important in and of itself that it is recognised as a human right, as witnessed not only by the Dakar Framework for Action but by internationally binding agreements, such as the Convention on the Rights of the Child. Measures of this right must address access to quality learning opportunities that lead to the acquisition of knowledge, skills and attitudes.



The EFA goals represent a broad and comprehensive set of education-related aims, ranging from early childhood development through to adult learning and literacy. One of the flagship goals is the attainment of Universal Primary Education (UPE) in all countries of the world. It proposes that all children have the opportunity to participate in primary education where they should acquire basic skills, such as reading, writing and numeracy. Governments have committed themselves to ensuring that all children have access to and complete primary education by 2015 while international agencies seek to monitor progress towards UPE.

While marking the progress that has been achieved, recent EFA assessments have highlighted the difficulties that many countries, particularly those in Africa and South Asia, have encountered in trying to reach these goals. Global estimates by the UNESCO Institute for Statistics (UIS) indicate that some 104 million children of primary school age are not enrolled in school. Improving education will require new efforts to expand access to primary education and to improve educational quality and learning outcomes. The types of indicators used to monitor progress thus must respond to a broad range of policy questions.

BOX 1. EDUCATION FOR ALL AND MILLENNIUM DEVELOPMENT EDUCATION-RELATED GOALS

The World Education Conference in Dakar in 2000 chose six main goals as the follow-up to the Education for All 2000 Assessment. These goals include expanding early-childhood care and education, promoting learning opportunities for young people and adults, raising adult literacy, and improving all aspects of education quality so that recognized and measurable learning outcomes are achieved by all.

With respect to Universal Primary Education, there are three main goals:

Goal 2: Free and compulsory education of good quality. Ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and are able to complete primary education that is free, compulsory and of good quality.

Goal 5: Eliminate gender disparities. Eliminate gender disparities in primary and secondary education by 2005 and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6: Enhance educational quality. Improve all aspects of the quality of education and ensure excellence

of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

An assessment of the state of education was conducted in 2000 (the EFA 2000 Assessment) using 18 indicators. Since then efforts have been focused on consolidating the original set of indicators into a core set of 15 for which all countries should be able to provide the data on an annual basis. The UNESCO Institute for Statistics is responsible for monitoring EFA goals based on data collected from Member States and the provision of accurate and timely comparative data for the global EFA Monitoring Report.

The Millennium Development Compact incorporates 8 goals and a total of 48 monitoring indicators. The main goals and indicators related to education focus on Universal Primary Education and draw upon similar EFA goals:

Goal 2: Achieve Universal Primary Education.

Target 3: Ensure that, by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling.

The attention given to education statistics in the international community has increased sharply in the last few years. In addition to renewed efforts to monitor national progress through the Education for All movement (www.unesco.org/education/efa), the Millennium Development Compact of 2000 (www.developmentgoals.org) included education as a key part of a broad set of development goals (see Box 1). The UNESCO Institute for Statistics provides education data for both initiatives.

The need for a wide range of indicators

The 1990 Jomtien Declaration points out that progress must be measured using outcomes rather than concentrating exclusively on access to education and progression through the education system, which assume that learning acquisition is actually taking place. Direct measures of learning outcomes show us that, particularly in some less developed countries, the quality of education provision is poor and often pupils do not achieve basic literacy, even after completing primary education. Thus, moni-

Monitoring indicators: Net enrolment ratio in primary education; proportion of pupils starting grade 1 who reach grade 5; literacy rates among 15 to 24-year-olds.

Goal 3: Promote gender equality and empower women.

Target 4: Eliminate gender disparity in primary and secondary education preferably by 2005 and to all levels of education no later than 2015.

Monitoring indicators: Ratios of girls to boys in primary, secondary and tertiary education; ratio of literate females to literate males aged 15–24 years.

The World Bank's Fast Track Initiative aims to concentrate donor efforts on the achievement of Universal Primary Education for a selected group of countries which have been judged to be able to achieve universal primary education and have met the criteria of having prepared realistic national plans. The World Bank has used a range of indicators to monitor progress of this programme, which will result in strong partnership to assist these countries in implementing their plans including the release of additional funds for education. The indicative framework consists of the following indicators:

- Average annual teacher salary (as a multiple of per capita GDP);
- Pupil-teacher ratio;
- Spending on inputs other than teachers (as a percentage of primary education recurrent spending);
- Average repetition rate;
- Unit construction cost of school/classroom;
- Government revenues (as a percentage of GDP);
- Education recurrent spending (as a percentage of government revenues);
- Primary education recurrent spending (as a percentage of total education recurrent spending); and
- Private enrolments (as percentage of total).

The UIS is in discussions with the World Bank to ensure that, as far as possible, the cross-nationally comparable data take account of the needs of the Fast Track Initiative and that countries are supported to provide the additional information required for their own national purposes. Of course, the UIS remit extends beyond the aims of this initiative, and as explained above, must provide a wider range of indicators to cover all of the EFA goals.



toring progress in terms of access, progression and completion needs to be accompanied by strategies to better measure learning outcomes in countries.

The development and implementation of new indicators require time and national expertise, and these resources have to be balanced against those that support more immediate requirements for data. Trade-offs are inevitable, especially when many countries are still struggling to produce even the most basic monitoring information about their educational systems.

At present, there are great pressures for education statistics to monitor current trends, and national political mobilisation and high-stakes donor initiatives hang in the balance. Thus a parallel strategy is needed that improves and exploits education data which are more readily available and comparable, primarily on participation, progression and completion, while at the same time, advances an agenda for the direct assessment of outcomes in less developed countries.

While measures of access, participation or completion are not measures of achievement, they do provide very valuable information about primary education in a country, and once children are in school, about some of the characteristics of education systems that are amenable to policy change. This information can inform policies that create more effective, equitable and efficient educational systems.

Policymakers need a range of robust indicators that provide different types of information on access, participation and completion that are comparable but also sensitive to change in various national contexts. National education policy presents complexities that can only be addressed by a comprehensive 'toolkit' of indicators which addresses all aspects of national policy, while including the agreed internationally-harmonised indicators to allow benchmarking against other countries. It is vital to ensure that each of the measures best meet the needs for

data quality (e.g. reliability, accuracy, timeliness), whether they refer to enrolment, progression or completion.

The principal indicators for monitoring progress towards Universal Primary Education relate to access and participation (net intake and enrolment rates) and progression or completion (survival rates or gross intake rate into last year of primary education). They all provide important perspectives into the coverage and functioning of education systems. All of these indicators are presented in this report and can be used to present a rich picture of access and participation in education, not only at the primary level but from pre-primary to tertiary. The policy vision on progress towards Universal Primary Education should not be limited to one or two indicators.

There is a danger in drawing too many conclusions from changes in a single indicator or from its relationship to other variables, whether a net enrolment rate or some measure of completion. The original 18 EFA indicators represented different aspects of the education process, and all of these aspects are considered important to the overall vision of EFA. The inter-relationship of different parts of the education system is also important. Thus, indicators developed to monitor other EFA goals are relevant for UPE. For example, indicators on participation in pre-primary education help to establish whether children have received preparation, which may enable better achievement in primary education, while indicators related to the literacy of young adults help to establish whether the knowledge of basic skills has been sustained after completion of primary education.

In reflecting on the lessons from monitoring EFA in the 1990s, a general perception was that greater political attention was paid towards increasing the quantity (i.e. expanding access) rather than the quality of education. As a result, it was felt by some that indicators based on enrolment rates, either net or gross, received disproportionate attention in

terms of measuring progress and that this came at the expense of results of other key EFA indicators, which included the progression and completion of schooling, the quality of education and learning outcomes. The simple lesson is that a single measure will never appropriately cover progress towards UPE and a more comprehensive approach is necessary. Each indicator has a distinct set of advantages and limitations that should be carefully weighed.

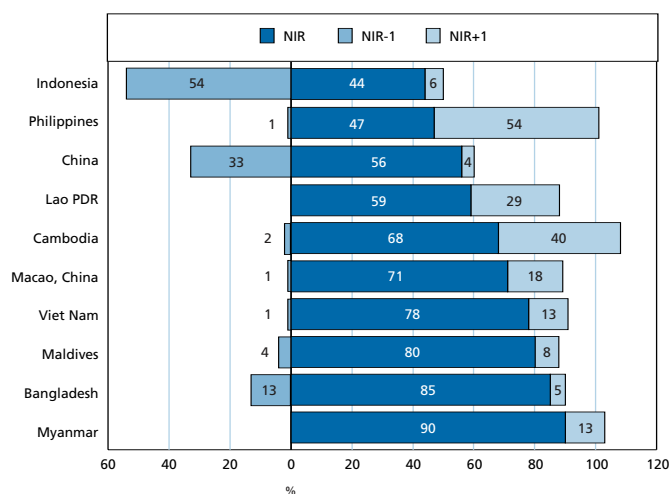
For example, the welcome emphasis on indicators of outcome should not lead us to overlook the use of indicators of access. With over 104 million school-age children not enrolled in school, intake rates have an immediate significance for policymakers at national and international level. 'Out-of-school children' are often concentrated in particular social groups or remote areas. Low intake for particular groups should still remain a top national priority even where overall national policy is focusing on educational quality and outcomes. Problems of gender disparity and discrimination often begin with access to schooling. Once girls are able to enrol at school, they are often more likely than boys to remain in education. While issues of educational quality and outcome are high on government agendas, they must ensure that children get to school in the first place, and this preferably at the right age.

Enrolment rates are among the most commonly-cited participation indicators, although they are most valuable as a complement to other indicators. Enrolment is neither a measure of actual school attendance nor a measure of learning outcomes. Data are typically collected at the beginning of the school year and compiled by national ministries of education. There are problems of quality of these data in many countries.

Gross enrolment rates measure the total volume of education provided by a system. As such, they indicate the capacity of educational systems to provide the necessary school facilities for the official school-age population. Gross enrolment rates of above

100% are not uncommon and can indicate that children outside of the official age ranges are attending school. It is not possible to make evaluative judgements about the desirability of such gross enrolment rates without an understanding of the education system – are the rates high because children are allowed to enter school early; because children who missed out in the past on education are being encouraged to catch up; or perhaps because of significant amounts of repetition of school years by children who are not achieving appropriate levels of education to move ahead? As Figure 1 shows, countries even within the same region may have very different practices with respect to the inclusion of children outside the official age ranges.

Figure 1. Net intake rate (NIR) to primary education, by age of entrance relative to the official entry age 2000/2001



Source: UNESCO Institute for Statistics, *Regional Report on South and East Asia* (forthcoming)

It is important to appreciate that neither national gross nor net enrolment rates capture completely the equity of the available capacity. For example, rural areas may still not have good access to education even when the national gross enrolment rate is above 100 (Guadalupe and Louzano, 2003).

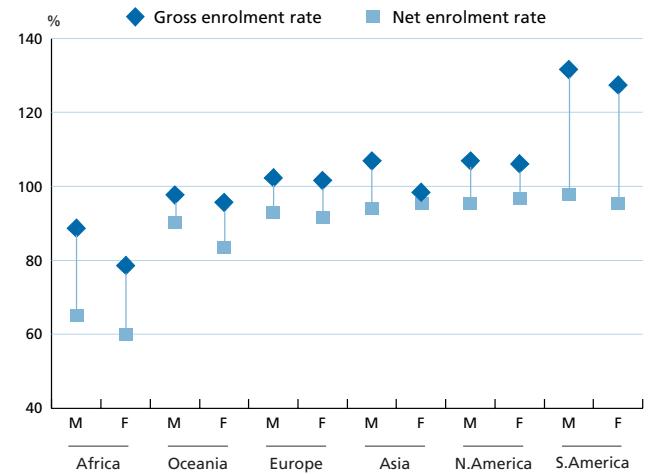
Net enrolment rates, which measure the enrolment of children of the appropriate ages, can currently be calculated for about two-thirds of countries in the world. The lack of available data by grade and age of pupils is the main reason that the indicator cannot be calculated for other countries. It is of concern that the other third are unable to provide the data to calculate the indicator because the building blocks of the indicator (year of age, gender, and grade) represent fundamental information required to manage education systems. The UIS is therefore working with countries to improve their ability to calculate this indicator or to estimate it. Net enrolment provides the best picture of whether children of the appropriate age group are enrolled in the appropriate level of schooling.

Figure 2 provides both net and gross enrolment rates by region, which can be compared with the national rates provided in the tables of this publication. Major differences between the two measures can be explained by factors such as late entry into school or repetition.

A wide range of data sources

The previous section concentrated on the use of a range of data produced by the administrative systems of national education ministries. But it is also vital to utilise data from a range of other sources in order to obtain a fuller, more comprehensive picture of education trends. In education, as in health and other sectors, administrative data can be used alongside data from other sources to help monitor and formulate public policy. It is, however, important to stress that the use of other data must not be at the expense of administrative data. Flexible and sustainable education management information systems are a critical tool for processing statistical information, but even more fundamental for managing the education system in a country. The great challenge is to improve national capacity so that countries themselves can collect, produce

Figure 2. Primary net and gross enrolment rates by gender and region, 2000/2001



Source: UNESCO Institute for Statistics

and interpret indicators within a culture of better governance and accountability.

The important analytical potential of data collected through household- and school-based surveys is well recognised in some countries and is of special value in the measurement of progress towards UPE (see Box 2). Household survey data are a valuable complement to administrative data, since they present the opportunity to examine more closely individual-level differences in educational participation – related to gender, location, ethnic group and household characteristics.

As an increasing number of surveys, collecting data on education participation, have been conducted in developing countries and as co-ordination efforts have been undertaken to try to harmonise some of the key variables, an international database of education indicators reached a critical mass by the late 1990s. The number of developing countries covered by USAID’s Demographic and Health Surveys (DHS), UNICEF Multiple Indicator Cluster Surveys (MICS),

and the World Bank's Living Standards Measurement Surveys (LSMS) is large and growing.

Because of the increase in the quantity and cross-national comparability of data, the interest in analysing these data has intensified. For the most part, education indicators are derived from multi-purpose surveys, which are not education surveys per se, but broad surveys including several hundred questions with only a handful focused on education. Whereas this gives the advantage that education data can be related to many other variables, it can mean that the design of the surveys is not optimal for the collection of education data. For example, this may mean that the survey fieldwork is not timed to coincide with a specific point in the school year, resulting in inconsistent estimates of school participation, e.g. more children attend at the beginning of the school year than at the end of the school year and seasonality effects of children not attending school in order to help with harvests.

Indicators of progression and completion

Since 2001 there has been a great deal of debate on the appropriate indicators for measuring progression and completion of primary education, and it is worth singling out this area for further discussion. Monitoring the progression of primary students is complicated by the need to take account of grade repetition and school dropout. Currently there is no cross-national measure of primary school completion which is accepted by countries and which can be measured in a harmonised way across a large number of countries. This remains an important challenge for the future.

This global digest presents two relevant indicators – survival rate to grade 5 and gross enrolment in final year of primary education (ISCED 1), but further study of completion is required as subsequent paragraphs will make clear.

Survival rate to grade 5

The UIS calculates a measure of completion of four years of education. More explicitly, this is the survival rate to grade five or the proportion of pupils starting grade 1 who reach grade 5. This indicator was included as part of the EFA2000 assessment and is one of the Millennium Development Goal indicators. The survival rate is an indicator of the probability that children who enter the educational system reach a specific grade, typically grade five. Grade five serves as an international benchmark for a minimum duration of primary education. This ensures that the indicator is as comparable as possible across national systems of different duration by focusing on internationally accepted minimal standards.

The indicator measures progression in the educational system as opposed to access (intake) or participation (enrolment). However, currently survival rates can only be calculated for about 40% of countries, as it requires reliable data for two consecutive years. Renewed efforts are taking place at the UIS to improve the coverage of countries for this indicator.

The indicator undoubtedly has drawbacks in that it can lead to an overestimation of the completion rate because some students that have started a grade may not finish it. In this way it is a more accurate estimate of completion of four years of education than of five. Since the indicator refers to enrolled pupils only, it can be weighted by intake or enrolment rates.

Primary completion rate

Increasingly there is interest in a measure of primary school 'graduation'. However, the concept of primary 'graduation' is not clear. Across the world there are many different concepts of primary graduation and an internationally-comparable measure

BOX 2. SURVEY-BASED APPROACHES TO MEASURING PARTICIPATION

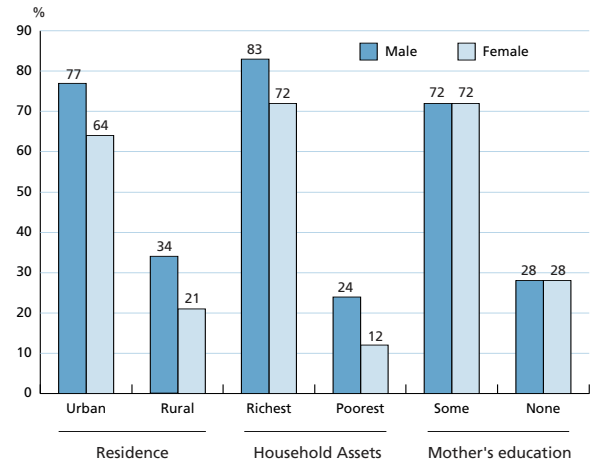
An important advantage of household survey data is that they provide the characteristics of school-age children who are not participating in education. Administrative data typically provide data for only those children who have enrolled in school, and often provide limited information about children who are enrolled but who are not attending school. As Figure 3 shows, there are often sizable differences in educational participation depending upon the population subgroup. In Guinea, children who live in rural areas or in households that score low on the household asset index, as well as those who have a mother with no education, are much less likely to report having attended school in the last year. Moreover there are important interactions with residence, well-being and gender. One in eight girls from poor households attend school, compared to one in four boys from poor households.

This type of information is helpful in targeting national policy efforts, although it is important to appreciate that the survey data may also be weak in relation to severely disadvantaged groups since these are frequently under-represented in household surveys even in the most developed countries. In less developed countries, the coverage of disadvantaged groups, such as migrants, refugees, the homeless, those in orphanages and other institutions, or people from ethnic minorities, is even more difficult and thus results may underestimate the scope of a problem such as out-of-school children.

As indicated above, a further advantage of surveys is the possibility to inquire about attendance at school. However, this is not as straightforward as it might appear and often surveys will produce markedly different estimates of attendance because of differences in the methodology or because of differences in the survey timing in relation to the school year.

Figure 4 presents the proportion of primary school-age children who were out of school in Kenya according to different data sources. The dark blue diamonds represent figures based on administrative data and the light blue squares represent figures based on survey estimates. It is apparent that there is a large gap in information. There are no international quality-assured

Figure 3. Net attendance ratios by household characteristics, Guinea, 1998

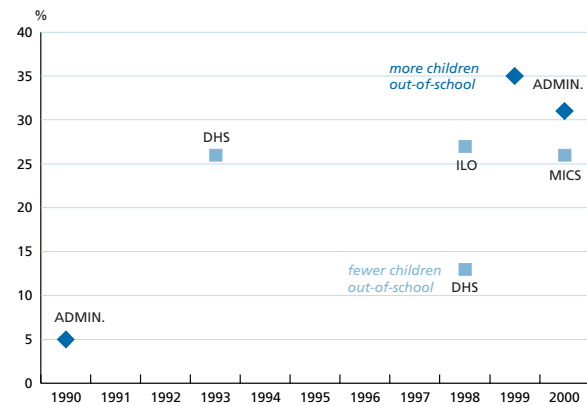


Source: FASAF, UNESCO Institute for Statistics, UNICEF, USAID and ORC Macro (2003).

administrative data available between 1991 and 1998, but these administrative data seem to indicate a worsening situation from 5% out of school in 1990 up to 35% in 1999, with a fall in the number of out-of-school children more recently to 31% in 2000. Two DHS surveys conducted during this period seem to show a different trend. These survey estimates show the proportion of out-of-school children declined by one half: from 26% in 1993 to 13% in 1998. In 1993, the odds of being out of school for rural children were 24% higher than that for urban children, but in 1998 no significant difference was found. This result seems to indicate that the reduction of the total proportion of out-of-school population benefited rural children (Thiam, 2003).

Which are we to take as the best representation of trends in Kenya? Additional data may help to answer this question. Survey estimates from two other surveys, conducted by the ILO (1998) and UNICEF (2000), used a similar methodology to that of the DHS. They both provided estimates that were very similar to that of the first DHS survey in 1993 and not too different from the administrative-based figures available for 1999 and 2000. Taking either the mean or modal value of the five observations between 1998 and 2000 would result in a

Figure 4. Proportion of primary school-age children out-of-school in Kenya, 1990 to 2000



Source: Administrative data (enrolment): UNESCO Institute for Statistics; Survey estimates (attendance): ILO (1998), UNICEF (2000) and Macro International/USAID (1993 and 1998).

figure still quite a bit higher than the 1990 benchmark. Further analysis is needed in order to understand why different sources produce such different results.

All data are subject to error. In the case of survey data, sampling errors can be high particularly if, for reasons of field administration, the samples were tightly clustered. But, perhaps more importantly and far less explored, are biases introduced by non-sampling error. For example, the translation of questions into many different languages can change the meaning and thus may affect responses, response effects such as the possible reluctance of a parent to admit that their child is not in school, response effects introduced by interviewers with insufficient experience, etc. There are also problems related to collecting age data by completed year, and the timing and duration of surveys, which have not been designed as specific education surveys.

The errors in administrative data are also of concern though they may have a different impact on the data. In many countries the administrative data can be incomplete, especially for private educational institutions and for schools in remote areas. The population data used in calculating enrolment rates may be out of date or not correspond to the education data in some key ways.

There may be incentives for those who complete the survey forms to report data in a particular way, such as over-reporting of enrolment.

These comments are not made in order to de-value the data which are available but in order to emphasise the need for resources to collect high quality data, to create a greater understanding of the limitations of different sources of information, and to promote the need for multiple sources of information in order to generate a greater understanding of the situation of education in a country. In particular, caution must be exercised in interpreting one figure or in concluding that the change over time is accurately measured by the difference between two figures, given that such change might be an artefact of differences in the methodology.

Countries often do not play a sufficiently large role in incorporating survey data in national policymaking. It is very unfortunate, when surveys are driven by international agencies seeking their own data, that the survey design has not taken account of national needs and the data are not exploited within the country. International survey efforts may provide an immediate indicator for the short term (although not always a conclusive one, as shown in the case of Kenya), but they should also be balanced alongside more long-term goals of building capacity within countries to monitor their own educational systems. Greater resources are needed to ensure that all data collected in a country have a greater positive impact on the national capacity to design, collect and analyse the data. Ensuring that the data from administrative and survey sources are publicly available is a critical and minimal condition in ensuring their value to countries.

For more on using education indicators from household surveys, see FASAF/UNESCO Institute for Statistics/UNICEF/Macro International/USAID (2003), and for a detailed examination of the methodological challenges of conducting household surveys in developing countries and the implications for interpreting survey-based education indicators, see UN Statistics Division (2003).



of primary graduation is still far from being a reality. Completion of primary is often based on teacher assessment (similar to any other grade) rather than any type of examination. Many countries do hold public examinations, and there may not be an outcome such as an exam or school leavers' certificate as in secondary education. In some countries the public examinations are intended as placement tests where the number of places in the secondary institutions is limited. In those cases the number of graduates is effectively a measure of the secondary levels capacity and not of the graduates' capabilities.

An attempt to capture a primary school completion rate has been popularised by the World Bank. It is the number of pupils of any age completing the primary cycle as a percentage of the number of children at the theoretical graduation age. This has become known as a graduation rate. Ideally this approach aims to assess the proportion of children who have achieved a basic level of skills.

However due to the lack of available data, the World Bank has used a proxy indicator for this which is calculated based on the number of children enrolled in the last year of primary education, net of repeaters, divided by the number of children in the official age for primary completion. Dependent on data availability, the enrolment data may relate to beginning of the year or end of the year data.¹ This indicator is readily available, but more often on the basis of enrolment in the last year of primary school rather than on the basis of successful achievement at the end of primary school.

This indicator has limited value as an internationally-comparable indicator of educational progress

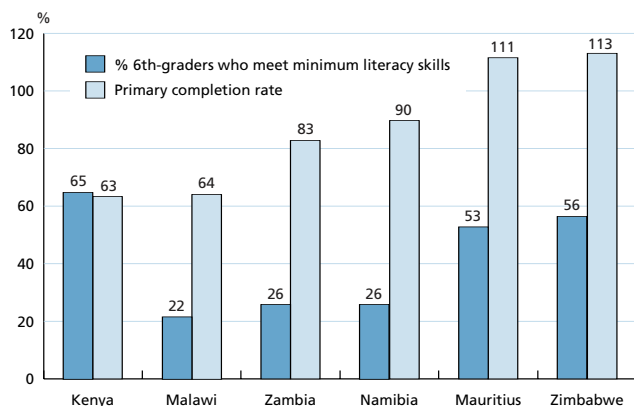
since the duration of what countries call a primary cycle ranges from 3 to 10 years. Applying ISCED level 1 makes the duration of primary education more similar, but the data are less meaningful from the national perspective. The UIS is committed to working with countries to develop their capacities to collect better measures of graduation and completion data for their primary education cycle and to explore the possibility of extending these indicators to reflect the ISCED rather than national systems.

Primary education corresponds generally to the level 1 programmes that, according to ISCED97, aim to "give students a sound basic education in reading, writing and mathematics." An alternative to using graduation is to set a certain number of years as a benchmark, typically 4–6 years, a period of learning which is generally considered sufficient to ensure that basic literacy skills are attained and retained.

Assessments of reading literacy among pupils in the last year of primary school in six countries in Southern Africa show that far too few pupils achieve minimum literacy skill levels. As shown in Figure 5, direct measures of skills can bear little relation to measures of completion (or other participation measures as well). Thus, Kenya has the lowest rate of completion according to World Bank staff estimates. In 1999, 63% of pupils were completers, which was the lowest rate among the six countries. But, pupils in Kenya were more likely to have achieved acceptable learning outcomes than pupils in other countries, even compared to Zimbabwe where the completion rate was almost twice as high as in Kenya.

¹ Some have compared this indicator to the OECD methodology for measuring the secondary graduation rate. However, the OECD approach extends far beyond the calculation of a simple ratio. The OECD methodology places strong emphasis on the cross-national comparability of education indicators and would not accept nationally-specific definitions in place of international ones, and would only use actual graduation data not enrolments.

Figure 5. The proportion of pupils who meet minimum standards for reading literacy and primary completion in the mid- to late-1990s



Sources: Literacy skills: Sacmeq assessments, 1995: Mauritius, Namibia, Zambia, Zimbabwe; 1998: Kenya, Malawi; Completion rate: World Bank, 2003. 1995: Zambia; 1997: Mauritius, Namibia, Zimbabwe; 1999: Kenya, Malawi.

This underscores the importance of using different indicators in combination, as well as the importance of developing direct measures of learning outcome. It would be a tragedy for the 47% of students who, despite completing almost six years of schooling, have not attained basic reading skills if we judge that Mauritius has met the requirements of universal primary education because it has a completion rate of 111. This would be even more true for the pupils from the poorest households, of whom less than one in three achieved minimum reading literacy skills (Kulpoo, 1998, p.71).

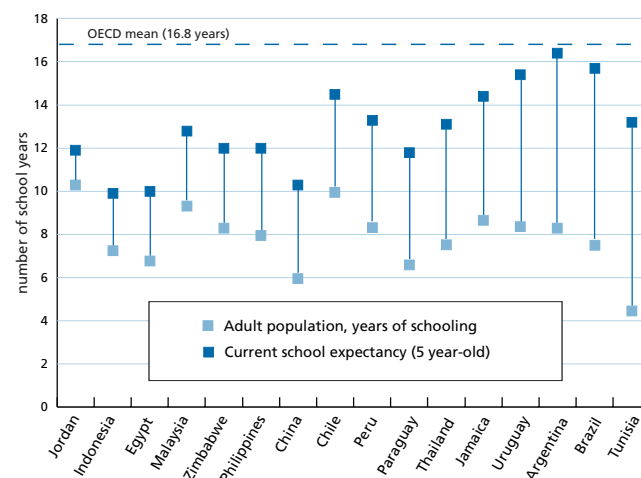
Thus whilst existing measures of survival and completion are valuable measures of access and progression in education, they should not be interpreted as measures of learning outcome.

Other measures of educational participation

Education for All has prioritised primary education, and thus this has been a focus of this chapter in the first UIS Global Education Digest. Future digests will explore other important aspects of education

statistics, such as the expected average length of schooling for the current population of children entering school. In some non-OECD countries this is changing fast and is approaching the levels achieved in OECD countries. Figure 6 shows the situation of sixteen of the countries which participate in the World Education Indicators project of the UIS in collaboration with OECD and with funding from the World Bank. The fast rate of change can be illustrated by comparing the average number of years of schooling of the adult population compared to that expected for current five-year-olds. This illustrates too the need for the international statistics to remain relevant to a wide range of countries in very varying circumstances.

Figure 6. Current years of schooling and future school life expectancy in WEI countries, 2000



Source: UNESCO/OECD/WEI, 2003.

Notes: Adults: Average years of schooling in the ages 15–64 population. School expectancy: The number of years of schooling that a 5-year-old could expect at prevailing levels of educational participation. Data are sorted by the difference in the number of school years between the two measures.

Developing approaches to measuring learning outcomes

There are many and increasing pressures on developing countries to collect data on educational outcomes. Some of these pressures come about through a greater awareness of cross-national studies and an interest in some countries to emulate



others. The understanding of the value of such studies in the development and evaluation of educational policy needs to be strengthened.

It is recognised that pictures of countries are partially misleading if they only concentrate on the inputs to the educational system without looking at quality, efficiency and whether children are properly equipped for the sorts of lives they have to lead. So, for example, reporting on the widening of access to education, say, needs to be alongside an examination of whether this has been achieved at the expense of the quality of the education being received.

Within the EFA context, the Dakar Framework for Action emphasized the need for better outcome measures. Therefore the existing interest in collecting assessment data of knowledge and skills amongst children and adults has been re-inforced. Because countries are held accountable within the EFA framework, the data are needed not just for reasons of internal policy but also of international monitoring. The international pressures on the UIS are to collect such data on a systematic basis across a wider range of countries than hitherto, but data collection exercises have to be designed in the full knowledge that there are many weak educational statistical systems – we cannot even obtain regular data on basic education inputs from some countries.

The choice facing countries

Measuring and monitoring learning outcomes can play a key role in improving education quality through monitoring the quality of national educational systems, institutions and instructional settings. Results of learning achievement examinations in reading, mathematics and sciences have been increasingly emphasized as desired measures of primary school outcomes. However, assessment can take place at different levels and for different purposes.

A national assessment of schools is designed to determine national standards and is usually conducted using a representative sample of students. This is distinct from public examinations, which are typically carried out at the national or regional level among students reaching a specific grade or educational level. Generally, the purpose of public examinations is to certify the level of achievement of individual students and/or to select students for the next level of the education system. A national assessment, on the other hand, is not concerned with the performance of identifiable students but is typically carried out with the intention of raising or maintaining standards and providing information that can be used to guide system-level policy choices and identify schools in need of support. Often assessment results are used to assign accountability for outcomes.

National assessments can be specific to a particular country or may be part of an international programme. Since many aspects of the design of an international assessment are standardised across countries, including the particular instruments for testing the students, they may not reflect national interests as well as national assessments. However, the advantage of being able to compare conditions of learning and teaching, and student achievement across countries can outweigh the lack of national specificity. Some countries choose to carry out both sorts of assessment.

Statisticians and policymakers, particularly in less developed countries where resources are tight, may find it hard to determine which assessment would best suit their needs. There are many initiatives, both international and regional, and it is hard to evaluate these different approaches in order to determine whether they should participate in any of them. Further guidance is needed to countries to help them to: a) judge the value of participating in assessment studies at all; and b) evaluate the relative merits and weaknesses of the large range of different methodologies for student and adult

assessment. It is also important to help them to determine whether they should focus on one type of study which might be repeated over time or whether a better strategy is to use different studies in combination with one another.

A key question for many countries is what are the benefits of having cross-nationally comparable data? The best approach might be to begin with a country-specific project. Some initiatives have concentrated on assisting countries to develop studies which are designed with their specific needs in mind, and this local relevance is given priority over cross-national harmonisation. How can we help countries make such a choice? To what extent is it important that assessment closely mirrors curricula and how should countries determine the relative priorities of school-based versus home-based assessment?

An important issue is the extent to which different circumstances of countries in some parts of the world mean that they require different methodologies. In particular this leads to questions about whether some of the methodologies developed in more developed countries can be adapted for other countries (at a very simple level, for example, is it appropriate to test 15-year-olds at school if a low proportion of 15-year-olds are in school?).

Potential participants in cross-national studies also have questions about the resources (human as well as financial) needed to carry out the different studies, the opportunity costs of doing so, and the ways in which such studies might fit into national educational plans (and other plans such as Poverty Reduction Strategy Papers). We might consider what advice we can give concerning the political commitment needed in order for studies to contribute to informed decision-making in countries and how the misuse of assessment data can be guarded against.

The UIS exists to support countries, especially those in the developing world, to build statistical systems

which are appropriate to their policy needs and which also meet their international obligations. An important aspect of this is helping national statisticians and policymakers to identify the ways in which student and adult assessment is relevant to their own education policies and planning and the value of such measures in relation to international monitoring. Since some countries have inadequate resources for data collection, it is vital that they are offered assistance in prioritising their statistical work in order to ensure that they use such resources effectively.

Conclusion

This introductory chapter has served to contextualise the figures presented in the data tables. It has been argued that policymakers require a rich range of complementary data rather than a restricted set of indicators. Indeed, different countries may require different sets of indicators depending on policy priorities. In the measurement of UPE, they are likely to choose a set of indicators that address access, participation, progression and outcome.

The data presented are mostly derived from administrative sources, and the potential for using other sources has also been highlighted. Indeed, where UIS presents its own estimates in the tables below, we have sometimes drawn on such sources to make these calculations.

Finally the issue of measuring learning outcome has been discussed. It has been concluded that countries need to consider carefully which achievement measure would be most appropriate to them, and the UIS has called for more transparency in testing methods which will enable countries to make a better decision.

Above all, we would stress that UIS is committed to supporting countries in deciding what indicators they require and in helping them to collect and use these effectively. The Institute has recently intro-

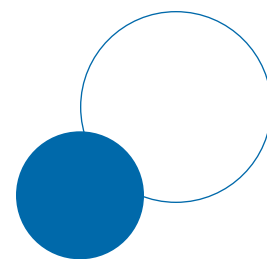


duced a programme of capacity building and is actively seeking more resources so that we are able to improve the support we give to Member States in monitoring education in order to achieve Education for All.

References

- Belkachla, Saïd (2002), "Measuring completion in primary education," UIS, mimeo.
- Bruns, Barbara, Alain Mingat and Ramahatra Rakatomalala (2003), *Achieving universal primary education by 2015: a chance for every child*, Washington DC: The World Bank.
- Ellis, Simon (2003), "Achieving the Millennium Development Goals 2 and 3: Measuring the gap and gaps in measurement of education," Paper prepared for the Millennium Development Goals Task Force on Education, July 2003, UIS, mimeo.
- FASAF, UNESCO Institute for Statistics, UNICEF, USAID, and ORC Macro (2003), *Guide to the analysis and use of household survey and census education data*, Montreal: UIS.
- Filmer, Deon and Lant Pritchett (1999), "Household wealth and educational attainment: Evidence from 35 countries", *Population and Development Review* 25(1).
- Gardner, Robert (1998), "Education," *Demographic and Health Surveys Comparative Studies*, No. 29, Calverton, MD: Macro International.
- Guadalupe, César and Paula Louzano (2003), "Measuring universal primary completion in Latin America," UNESCO OREALC, mimeo.
- Huebler Fredrich and Edilberto Loaiza (2003), "Primary education in Africa at the end of the millennium: empirical evidence from recent household surveys," UNICEF, mimeo.
- Langsten and Hassan (forthcoming), "Monitoring education for all: an integrated structure to assess progress and assist policy-making," Social Research Centre, American University in Cairo.
- OECD/UNESCO Institute for Statistics (2003a), *Financing education – investments and returns*, Montreal: UNESCO Institute for Statistics.
- OECD/UNESCO Institute for Statistics (2003b), *Literacy for the world of tomorrow – further results from PISA2000*, Montreal: UIS.
- Thiam, Mamadou (2003), "Trends in out-of-school children in 16 countries," UIS, mimeo.
- UNESCO (2002), *Education for all: is the world on track?*, Paris: UNESCO.
- UNESCO (2000), *The Dakar Framework for Action, Education for All: Meeting our Collective Commitments*, Paris: UNESCO.
- UNESCO Institute for Statistics (forthcoming), *Regional Report: South and East Asia*, Montreal: UIS.
- UNESCO Institute for Statistics (2002), *Report on the meeting and proposals for the future development of EFA indicators*, Paris: UNESCO.
- UNESCO Institute for Statistics (2001), *Education for all 2000 assessment: statistical document*, Paris: UNESCO.
- UN Statistics Division (2003), *Technical Guide to household surveys in developing countries*, New York: UNSD.

READER'S GUIDE



The following symbols are used on the Statistical Tables:

...	No data available
*	National estimation
**	UIS estimation
–	Magnitude nil or negligible
na	Not applicable

All ratios are expressed as percentages (except for the pupil/teacher ratio).

When one year only is indicated in a column heading it refers to the start of the school and/or financial year, i.e. 1999 refers to the school/financial year 1999/2000.

Drastic changes in enrolment from one year to the next in any given country may occur for a number of social, political and/or economic reasons.

In some cases, data has been adjusted to comply with the ISCED97 classification.

Net Enrolment Ratios and/or Intake Rates have not been produced for some countries due to lack of accurate/reliable Age by Grade distribution.

There are cases where an indicator theoretically could not exceed 100 (one example being the net enrolment ratio), but inconsistencies between the population and enrolment data nonetheless resulted



in the indicator exceeding the theoretical limit. In those cases capping was applied, while maintaining the gender balance.

Due to rounding procedures, Gender Parity Index (GPI) and Change numbers cannot be derived from the preceding columns. The columns for GPI and change are based on the data by gender and the data for the two previous years respectively. They are therefore subject to the same reservations as those underlying data, i.e. if one year is observed data and the next year is a UIS estimate the resulting change will effectively be a UIS estimate.

Percentage of Females (%F) is included to provide the reader information on the number of girls enrolled with respect to total enrolment in school. For information on gender equality, please refer to the GPI column.

The standard indicator produced by UIS is Survival Rate to Grade 5, but Survival Rate to Grade 4 has been included as well, since in some countries this represents the end of the primary cycle.

Timor-Leste was recognised as an independent state on 20 May 2002. Data for previous years were not included in the data submissions for Indonesia.

Data do not include data from institutions not recognised by the national authorities. This in particular should be considered when interpreting data for Bangladesh, India and Pakistan.

Data for China do not include data for the two Special Administrative Regions: Hong Kong and Macao.

The data presented in these tables do not include the following 12 territories: Falkland Islands, American Samoa, Faeroe Islands, French Guyana, French Polynesia, Guadeloupe, Guam, Martinique, New Caledonia, Puerto Rico, Reunion, U.S. Virgin Islands.

Data on GDP are World Bank estimates as of August 2002.

Population

Population data are provided by the United Nations Population Division (UNPD) 2000 Revision. UNPD do not provide data by single year of age for countries with a population of less than 140,000. Where the total population is less than 140,000 national data were used where available.

Education indicators are listed as missing (...) where there is no population data available.

Population based indicators have been omitted due to serious concerns about the population data for Bhutan and Armenia.

Croatia: The population data do not seem to reflect the actual population in Croatia reliably. New population data will be used in future publications. Indicators are not internationally comparable and should be interpreted with caution.

Cyprus: Enrolment data for Cyprus do not include schools in the area of the island not controlled by the government. The population data used for the calculation of indicators was provided by the government of Cyprus and only cover the population living in the government-controlled area.

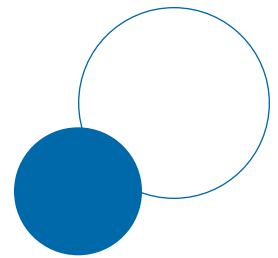
Moldova: The enrolment data do not cover Transnistria, whereas the population data do. The population of Transnistria is approx. 16% of the total population of Moldova. Indicators are not internationally comparable and should be interpreted with caution.

Serbia & Montenegro: The enrolment data do not cover Kosovo, whereas the population data do. The population of Kosovo is approx. 10% of the to-

tal population of Serbia & Montenegro. Indicators are not internationally comparable and should be interpreted with caution. For data on Kosovo, see "Statistics on education in Kosovo 2001", Statistical Office of Kosovo/UNICEF/TA-DEST, Pristina, 2001.

Tanzania: The enrolment data do not cover Zanzibar, whereas the population data do. The population of Zanzibar is approx. 3% of the total population of Tanzania. Indicators are not internationally comparable and should be interpreted with caution.

TABLES



1. Pre-primary education, ISCED 0
2. Primary education, ISCED 1. Progression and Completion
3. Secondary education, ISCED 2, 3 and 4
4. Tertiary education, ISCED 5 and 6
5. Number of foreign student by hosting country and continent of origin, 2000/2001 (countries having more than 1000 students)
6. Tertiary education, ISCED 5 and 6. Graduates by fields of education, 2000/2001
7. Education expenditure

TABLE 1: PRE-PRIMARY EDUCATION, ISCED 0

Regions Country or territory	Education System		Enrolment			Gross Enrolment Ratio									
	Theoretical entrance age	Theoretical duration (years)	2000/2001			1999/2000			2000/2001			Change 1999 to 2000	GPI		
			MF	% F	% Private	MF	M	F	MF	M	F	MF	1999/2000	2000/2001	
Africa															
Algeria	4	2	46,670	49	na	3	3	3	3	3	3	1	0.99	1.00	
Angola	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Benin	4	2	25,010	49	31	7	7	7	6	6	6	-1	0.94	0.95	
Botswana	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Burkina Faso	4	3	13,241	51	...	** 2	** 2	** 2	1	1	1	-1	1.01	1.07	
Burundi	4	3	7,616	49	52	* 1	* 1	* 1	1	1	1	-	0.95	0.95	
Cameroon	4	2	125,674	50	60	10	10	11	14	14	14	4	1.13	1.01	
Cape Verde	3	3	19,810	51	...	...	...	...	56	55	58	...	...	1.06
Central African Republic	4	2	...	...	...	...	...	...	...	...	...	...	...	...
Chad	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Comoros	3	3	...	...	...	2	** 2	** 2	...	...	...	...	1.08	...
Congo	3	3	9,636	51	75	3	2	3	3	3	3	-	1.47	1.06	
Côte d'Ivoire	3	3	41,592	49	46	3	3	3	3	3	3	-	0.97	0.98	
Democratic Rep. of the Congo	3	3	40,432	49	...	...	...	...	1	1	1	...	...	0.99
Djibouti	3	3	213	59	100	...	...	...	...	...	...	...	1.25	1.44
Egypt	4	2	383,616	48	48	11	12	11	12	13	12	1	0.95	0.95	
Equatorial Guinea	3	4	16,654	63	...	30	29	31	29	21	37	-1	1.05	1.74	
Eritrea	5	2	12,436	47	95	6	6	5	6	6	5	-	0.93	0.91	
Ethiopia	4	3	109,358	49	...	2	2	2	2	2	2	-	0.93	0.97	
Gabon	3	3	15,568	** 50	68	...	...	...	14	** 14	** 15	...	...	1.01
Gambia	4	3	...	...	...	** 20	** 21	** 19	...	...	...	...	0.90	...
Ghana	4	2	647,126	49	33	62	63	62	59	60	59	-3	0.99	0.99	
Guinea	3	4	...	...	...	...	...	...	...	...	...	...	...	...
Guinea-Bissau	4	3	...	...	...	4	4	4	...	...	...	...	1.05	...
Kenya	3	3	1,096,629	49	...	45	45	45	42	42	41	-4	1.00	0.98	
Lesotho	3	3	30,540	50	100	...	...	...	18	18	18	...	...	1.03
Liberia	3	3	...	...	...	70	74	65	...	...	...	...	0.89	...
Libyan Arab Jamahiriya	4	2	17,232	49	5	...	...	...	8	8	8	...	...	1.01
Madagascar	3	3	52,751	51	94	3	3	3	3	3	3	-	1.02	1.02	
Malawi	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Mali	4	3	15,106	49	...	1	1	1	1	1	1	-	0.96	0.99	
Mauritania	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Mauritius	4	2	39,232	50	83	96	95	97	90	89	92	-6	1.02	1.03	
Morocco	4	2	742,287	35	100	58	74	41	53	68	38	-5	0.55	0.57	
Mozambique	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Namibia	3	3	** 35,318	** 53	...	21	20	23	** 21	** 20	** 23	-	1.15	1.15	
Niger	4	3	12,300	49	36	1	1	1	1	1	1	-	1.02	0.98	
Nigeria	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Rwanda	4	3	18,399	50	...	...	...	...	3	3	3	...	...	0.99
Sao Tome and Principe	6	1	4,431	52	...	...	...	...	...	...	...	...	...	...
Senegal	4	3	31,650	67	73	3	3	3	4	2	5	1	1.06	2.05	
Seychelles	4	2	3,065	48	5	...	...	...	...	...	...	...	...	...
Sierra Leone	3	3	17,162	44	59	4	4	4	4	5	4	-	1.07	0.78	
Somalia	3	3	...	...	...	...	...	...	...	...	...	...	...	...

Table 1: Pre-Primary Education, ISCED O

Net Enrolment Ratio							Teaching Staff		% Trained Teachers			Pupil/Teacher Ratio		Regions Country or territory
1999/2000			2000/2001			Change 1999 to 2000	2000/2001		2000/2001			1999/2000	2000/2001	
MF	M	F	MF	M	F	MF	MF	% F	MF	M	F			
Africa														
3	3	3	3	3	3	1	1,662	88	...	...	...	27	28	Algeria
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Angola
...	...	...	...	...	...	...	836	72	...	...	...	...	30	Benin
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Botswana
...	...	...	1	1	1	...	458	66	...	...	...	** (a) 40	29	Burkina Faso
...	...	...	...	...	...	...	* 231	* 93	...	...	...	* 28	* 33	Burundi
7	7	7	...	...	...	...	5,310	97	...	...	...	22	24	Cameroon
...	...	...	54	52	55	...	799	** 97	...	...	...	...	25	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Chad
...	...	...	...	...	...	...	...	...	...	...	...	26	...	Comoros
3	2	3	3	3	3	-	677	100	...	...	...	10	14	Congo
3	3	3	3	3	3	-	2,056	80	91	90	91	22	20	Côte d'Ivoire
...	...	...	...	...	...	...	1,630	88	...	...	...	...	25	Democratic Rep. of the Congo
-	-	-	-	-	-	-	9	100	...	...	...	** 31	24	Djibouti
10	11	10	12	12	12	2	** 17,327	** 99	** 86	...	...	** 24	** 22	Egypt
30	29	30	...	...	...	...	596	82	...	...	...	...	28	Equatorial Guinea
4	5	4	4	4	4	-	326	98	65	50	65	37	38	Eritrea
...	...	...	...	...	...	...	3,214	92	62	54	63	35	34	Ethiopia
...	...	...	...	...	...	...	515	98	...	...	...	...	30	Gabon
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gambia
** 32	** 28	** 35	** 30	** 27	** 34	-2	26,540	91	24	18	24	25	24	Ghana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guinea
3	3	3	...	...	...	...	...	...	...	...	...	21	...	Guinea-Bissau
...	...	...	...	...	...	...	42,609	* 55	...	...	...	27	26	Kenya
...	...	...	...	...	...	...	1,636	99	...	...	...	...	19	Lesotho
50	53	47	...	...	...	...	...	...	...	...	...	36	...	Liberia
...	...	...	...	...	...	...	2,352	100	...	...	...	...	7	Libyan Arab Jamahiriya
3	3	3	3	3	3	-	** 2,931	** 98	...	...	...	** 18	** 18	Madagascar
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Malawi
...	...	...	...	...	...	...	600	89	...	...	...	22	25	Mali
...	...	...	...	...	...	...	267	99	...	...	...	...	...	Mauritania
** 62	** 62	** 63	59	58	59	-4	2,448	100	...	...	...	16	16	Mauritius
47	59	34	45	55	34	-2	41,513	46	...	...	...	18	18	Morocco
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mozambique
...	...	...	...	...	...	...	** 1,314	** 88	...	...	...	27	** 27	Namibia
1	1	1	1	1	1	-	578	98	100	100	100	18	21	Niger
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nigeria
...	...	...	...	...	...	...	527	86	...	...	...	...	35	Rwanda
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sao Tome and Principe
3	3	3	3	2	3	-	1,427	82	100	100	100	19	22	Senegal
...	...	...	...	...	...	...	206	100	80	...	80	16	15	Seychelles
4	4	4	3	3	3	-1	910	83	76	95	73	24	19	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia

TABLE 1: PRE-PRIMARY EDUCATION, ISCED 0

Regions Country or territory	Education System		Enrolment			Gross Enrolment Ratio								
	Theoretical entrance age	Theoretical duration (years)	2000/2001			1999/2000			2000/2001			Change 1999 to 2000	GPI	
			MF	% F	% Private	MF	M	F	MF	M	F	MF	1999/2000	2000/2001
South Africa	6	1	320,637	50	11	22	22	22	34	34	34	12	1.00	1.00
Sudan	4	2	349,306	** 49	90	22	23	21	20	** 20	** 20	-3	0.94	1.01
Swaziland	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Togo	3	3	10,484	50	62	2	2	2	2	2	2	-	1.06	1.00
Tunisia	5	1	...	...	...	16	16	16	...	...	...	...	0.99	...
Uganda	4	2	69,922	50	100	** 4	** 4	** 4	4	4	4	-	0.99	1.00
United Republic of Tanzania	5	2	...	...	...	...	...	...	...	...	...	...	...	...
Zambia	3	4	...	...	...	...	...	...	...	...	...	...	...	...
Zimbabwe	3	3	437,454	51	...	...	...	...	36	36	37	...	...	1.03
America, North														
Anguilla	3	2	** 460	** 48	...	...	...	...	...	...	...	...	...	...
Antigua and Barbuda	3	2	...	...	...	...	...	...	...	...	...	...	...	...
Aruba	4	2	2,867	49	...	101	102	99	98	98	98	-2	0.97	1.00
Bahamas	3	2	...	...	...	15	** 15	** 16	...	...	...	...	1.09	...
Barbados	3	2	5,460	51	...	79	78	81	80	78	83	1	1.04	1.07
Belize	3	2	3,714	51	100	31	** 31	** 31	31	30	32	-	1.03	1.06
Bermuda	4	1	437	54	na	...	...	...	...	...	...	...	...	...
British Virgin Islands	3	2	571	44	...	...	...	...	...	...	...	...	...	...
Canada	4	2	507,356	49	8	64	64	64	64	65	64	-	0.99	0.99
Cayman Islands	3	2	647	53	93	...	...	...	...	...	...	...	...	...
Costa Rica	5	1	74,288	49	16	82	82	82	87	87	87	5	0.99	1.00
Cuba	3	3	474,314	49	na	104	103	106	109	108	110	4	1.03	1.02
Dominica	3	2	2,300	50	...	...	...	...	...	...	...	...	...	...
Dominican Republic	3	3	** 211,405	** 49	...	37	37	38	** 38	** 38	** 38	1	1.01	1.01
El Salvador	4	3	203,133	50	...	** 40	** 39	** 41	44	43	44	3	1.05	1.03
Grenada	3	2	...	...	...	...	...	...	...	...	...	...	...	...
Guatemala	5	2	351,825	49	20	46	46	46	51	51	51	5	0.99	1.01
Haiti	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	4	3	120,141	50	...	...	...	...	21	21	22	...	...	1.05
Jamaica	3	3	134,615	49	...	88	87	90	82	82	83	-6	1.04	1.02
Mexico	4	2	3,423,608	50	10	76	75	77	77	76	78	1	1.03	1.03
Montserrat	3	2	112	57	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	4	2	6,519	49	...	98	97	99	89	89	90	-9	1.01	1.01
Nicaragua	3	4	166,886	50	...	27	26	27	27	26	27	-	1.04	1.04
Panama	4	2	56,993	49	22	41	40	41	47	47	48	7	1.02	1.02
Saint Kitts and Nevis	3	2	2,365	51	** 68	...	...	...	...	...	...	...	...	...
Saint Lucia	3	2	4,201	49	...	64	61	67	62	60	63	-2	1.09	1.05
Saint Vincent and the Grenadines	3	2	2,537	48	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	3	2	22,741	38	...	60	** 60	** 60	63	...	...	3	0.99	...
Turks and Caicos Islands	4	2	1,020	52	59	...	...	...	...	...	...	...	...	...
United States	3	3	7,538,720	45	...	59	59	58	61	65	56	2	0.97	0.86

Table 1: Pre-Primary Education, ISCED 0

Net Enrolment Ratio							Teaching Staff		% Trained Teachers			Pupil/Teacher Ratio		Regions
1999/2000			2000/2001			Change 1999 to 2000	2000/2001		2000/2001			1999/2000	2000/2001	Country or territory
MF	M	F	MF	M	F	MF	MF	% F	MF	M	F			
6	6	6	18	18	18	12	...	...	...	...	...	...	...	South Africa
...	...	...	20	** 20	** 20	...	12,985	84	45	45	45	30	27	Sudan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Swaziland
2	2	2	2	2	2	-	646	93	61	82	60	17	16	Togo
14	12	16	...	...	...	...	4,532	96	** 100	...	...	20	...	Tunisia
** 3	** 3	** 3	3	3	3	-	2,847	70	86	77	89	** 25	25	Uganda
...	...	...	...	...	...	...	...	...	...	...	...	...	...	United Republic of Tanzania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Zambia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Zimbabwe
America, North														
...	...	...	...	...	...	...	33	97	55	100	53	14	** 14	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	6	...	Antigua and Barbuda
99	100	97	84	84	84	-14	112	99	100	100	100	26	26	Aruba
** 15	** 15	** 16	...	...	...	...	...	...	...	...	...	** 9	...	Bahamas
71	69	74	71	68	74	-1	** 235	** 97	** 82	** 75	** 82	** 17	** 23	Barbados
...	...	...	30	29	31	...	210	98	68	25	69	19	18	Belize
...	...	...	...	...	...	...	61	100	100	-	100	...	7	Bermuda
...	...	...	...	...	...	...	** 56	** 100	...	...	...	13	** 10	British Virgin Islands
64	64	64	64	65	64	-	28,613	68	...	...	...	...	18	Canada
...	...	...	...	...	...	...	45	100	...	...	...	12	14	Cayman Islands
56	56	56	59	59	60	4	3,983	96	...	...	...	19	19	Costa Rica
93	92	94	97	96	99	4	25,802	100	100	-	100	19	18	Cuba
...	...	...	...	...	...	...	130	100	...	...	...	15	18	Dominica
33	32	33	...	...	...	...	** 9,629	** 94	...	...	...	22	** 22	Dominican Republic
...	...	...	40	...	...	...	7,624	...	...	...	...	...	27	El Salvador
...	...	...	...	...	...	...	147	100	28	-	28	...	...	Grenada
33	33	33	37	37	37	5	15,454	...	...	...	...	26	23	Guatemala
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
...	...	...	21	** 21	** 22	...	6,167	...	...	...	...	...	** 19	Honduras
...	...	...	82	81	83	...	5,683	** 99	** 67	...	...	24	24	Jamaica
69	68	70	69	68	70	-	...	...	...	...	...	22	...	Mexico
...	...	...	...	...	...	...	9	100	100	-	100	15	12	Montserrat
91	90	92	** 86	** 85	** 88	-5	307	100	100	-	100	20	21	Netherlands Antilles
26	26	27	27	26	27	-	6,426	97	29	11	30	26	26	Nicaragua
38	38	38	46	45	46	8	2,962	98	55	21	56	** 20	19	Panama
...	...	...	...	...	...	...	285	100	...	...	...	9	8	Saint Kitts and Nevis
49	46	51	47	46	48	-2	362	** 99	...	...	...	12	12	Saint Lucia
...	...	...	...	...	...	...	** 162	** 99	...	...	...	** 18	** 16	Saint Vincent and the Grenadines
** 53	** 53	** 53	** 52	...	...	-1	1,758	100	20	-	20	13	13	Trinidad and Tobago
...	...	...	...	...	...	...	74	95	...	...	...	** 16	14	Turks and Caicos Islands
54	53	54	57	61	52	3	337,488	95	...	...	...	22	22	United States

TABLE 1: PRE-PRIMARY EDUCATION, ISCED 0

Regions Country or territory	Education System		Enrolment			Gross Enrolment Ratio								
	Theoretical entrance age	Theoretical duration (years)	2000/2001			1999/2000			2000/2001			Change 1999 to 2000	GPI	
			MF	% F	% Private	MF	M	F	MF	M	F	MF	1999/2000	2000/2001
America, South														
Argentina	3	3	1,256,709	50	28	57	57	58	60	60	61	3	1.02	1.02
Bolivia	4	2	217,926	49	...	** 45	** 45	** 46	46	46	47	1	1.02	1.01
Brazil	4	3	6,012,240	49	28	60	60	60	63	63	63	3	1.00	1.00
Chile	4	2	450,978	49	46	77	77	76	77	78	77	1	0.99	1.00
Colombia	3	3	1,070,482	49	41	36	36	36	37	37	37	1	1.02	1.02
Ecuador	5	1	199,588	50	41	66	65	67	69	68	70	3	1.03	1.03
Guyana	4	2	...	...	...	117	118	117	...	...	...	...	0.99	...
Paraguay	3	3	...	...	...	83	82	84	...	...	...	...	1.03	...
Peru	3	3	1,103,662	50	15	59	58	60	64	64	65	5	1.02	1.02
Suriname	4	2	15,650	49	...	...	...	...	97	97	96	...	...	0.99
Uruguay	3	3	106,049	50	20	59	59	60	63	62	63	3	1.02	1.02
Venezuela	3	3	** 800,857	** 49	...	48	48	49	** 48	** 48	** 49	-	1.02	1.02
Asia														
Afghanistan	3	4	...	-	...	...	...	...	...	...	...	...	...	...
Armenia	3	4	44,646	51	1	...	...	...	...	...	...	...	...	...
Azerbaijan	3	3	108,335	49	na	23	23	24	24	24	24	1	1.04	1.01
Bahrain	3	3	15,200	48	99	37	38	36	39	40	38	2	0.96	0.94
Bangladesh	3	3	2,710,475	52	...	24	22	25	25	23	26	1	1.12	1.12
Bhutan	4	2	358	49	100	...	...	...	...	...	...	...	...	...
Brunei Darussalam	3	3	9,837	49	61	52	51	52	45	45	46	-6	1.03	1.02
Cambodia	3	3	79,325	51	30	6	5	6	7	6	7	1	1.05	1.07
China	3	4	20,218,371	45	...	28	29	28	27	27	25	-2	0.96	0.93
Cyprus	3	3	17,552	49	47	57	57	57	60	60	60	3	1.01	1.00
Dem. People's Rep. of Korea	4	2	...	...	...	...	...	...	...	...	...	...	...	...
Georgia	3	3	72,790	** 48	-	37	38	37	39	** 39	** 39	1	0.99	0.99
Hong Kong (China), SAR	3	3	160,921	48	...	...	...	...	75	75	75	...	...	0.99
India	3	3	...	...	...	26	25	26	...	...	...	...	1.03	...
Indonesia	5	2	1,628,167	50	99	19	18	19	19	18	19	-	1.04	1.04
Iran, Islamic Republic of	5	1	286,903	50	10	14	14	15	17	16	18	3	1.06	1.07
Iraq	4	2	...	...	-	6	6	6	...	...	...	...	1.00	...
Israel	3	3	392,170	48	7	106	106	106	113	113	112	7	0.99	0.99
Japan	3	3	3,000,398	** 49	65	84	** 84	** 84	84	** 84	** 84	-	1.00	1.00
Jordan	4	2	...	...	...	31	32	29	...	...	...	...	0.91	...
Kazakhstan	3	4	133,217	48	12	11	12	11	13	13	13	2	0.94	0.96
Kuwait	4	2	61,570	49	28	98	99	97	113	114	112	15	0.98	0.98
Kyrgyzstan	3	3	45,768	49	1	14	14	13	14	15	14	1	0.96	0.96
Lao People's Democratic Republic	3	3	37,110	51	20	8	8	8	8	7	8	-	1.10	1.09
Lebanon	3	3	155,357	48	74	67	68	66	71	72	70	4	0.98	0.98
Macao, China	3	3	14,847	47	92	90	93	88	90	94	87	-	0.95	0.93
Malaysia	4	2	549,754	53	48	52	51	53	49	45	53	-3	1.04	1.18
Maldives	3	3	12,894	49	34	47	48	47	50	49	51	2	1.00	1.02
Mongolia	3	5	79,294	51	3	27	27	28	29	27	30	1	1.04	1.11
Myanmar	3	2	...	...	...	** 2	...	...	...	...	...	...	...	...

Table 1: Pre-Primary Education, ISCED O

Net Enrolment Ratio							Teaching Staff		% Trained Teachers			Pupil/Teacher Ratio		Regions Country or territory
1999/2000			2000/2001			Change 1999 to 2000	2000/2001		2000/2001			1999/2000	2000/2001	
MF	M	F	MF	M	F	MF	MF	% F	MF	M	F			
America, South														
57	56	58	** 60	** 60	** 61	3	59,622	* 96	** 83	...	...	24	21	Argentina
** 34	** 33	** 34	36	36	36	2	5,130	93	79	66	80	** 42	42	Bolivia
46	46	46	49	49	49	3	320,841	98	** 87	...	...	19	19	Brazil
40	40	40	41	41	42	2	18,579	99	** 91	...	...	...	24	Chile
32	** 32	** 33	33	** 33	** 34	1	53,357	94	...	...	...	18	20	Colombia
54	54	55	57	56	58	3	13,755	87	84	74	85	15	15	Ecuador
97	94	99	...	...	...	...	...	...	...	...	...	17	...	Guyana
60	59	61	...	...	...	...	...	...	...	...	...	...	...	Paraguay
59	58	59	61	61	62	3	...	...	...	...	...	...	...	Peru
...	...	...	** 57	** 58	** 55	...	696	** 99	100	** 100	** 100	...	22	Suriname
43	42	43	45	44	46	2	3,741	...	...	...	...	31	28	Uruguay
44	...	...	** 44	...	...	-	...	...	...	...	...	...	...	Venezuela
Asia														
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Armenia
15	15	16	16	16	16	1	11,092	...	...	...	...	10	10	Azerbaijan
36	37	36	** 39	** 40	** 38	3	719	100	...	...	...	** 21	21	Bahrain
...	...	...	...	...	...	...	69,499	** 34	...	...	...	38	39	Bangladesh
...	...	...	...	...	...	...	16	50	...	...	...	22	22	Bhutan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Brunei Darussalam
5	5	5	6	5	6	1	3,325	98	...	...	...	28	24	Cambodia
...	...	...	...	...	...	...	...	...	...	...	...	26	...	China
53	53	54	56	56	56	2	855	98	...	...	...	18	21	Cyprus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Dem. People's Rep. of Korea
...	...	...	22	** 22	** 22	...	6,958	** 100	...	...	...	11	10	Georgia
...	...	...	74	74	73	...	9,159	99	...	...	...	...	18	Hong Kong (China), SAR
...	...	...	...	...	...	...	...	...	...	...	...	35	...	India
19	18	19	19	18	19	-	102,503	98	** 71	...	...	17	16	Indonesia
...	...	...	...	...	...	...	** 7,357	** 97	...	...	...	** 39	** 39	Iran, Islamic Republic of
6	6	6	...	...	...	...	...	...	...	...	...	15	...	Iraq
84	84	85	90	90	90	6	...	...	...	...	...	...	...	Israel
84	** 84	** 84	84	...	...	-	98,584	...	...	...	...	31	30	Japan
28	29	27	...	...	...	...	...	...	...	...	...	22	...	Jordan
8	8	8	9	9	9	1	20,466	26	...	...	...	8	** 7	Kazakhstan
79	80	78	93	94	93	15	4,249	100	...	...	...	16	14	Kuwait
7	7	6	7	7	7	-	3,627	100	45	-	45	12	13	Kyrgyzstan
8	7	8	7	7	8	-	2,259	100	82	50	82	17	16	Lao People's Democratic Republic
** 65	** 65	** 64	** 69	** 69	** 68	4	8,347	99	...	...	...	14	19	Lebanon
83	85	81	83	86	81	-	494	100	96	-	96	30	30	Macao, China
48	47	49	49	45	53	1	20,078	100	...	...	...	...	27	Malaysia
44	43	44	48	48	49	5	411	94	47	24	49	31	31	Maldives
25	25	26	27	25	28	1	3,085	99	98	...	...	26	26	Mongolia
...	...	...	...	...	...	...	** 1,912	...	...	...	...	...	...	Myanmar

TABLE 1: PRE-PRIMARY EDUCATION, ISCED 0

Regions Country or territory	Education System		Enrolment			Gross Enrolment Ratio								
	Theoretical entrance age	Theoretical duration (years)	2000/2001			1999/2000			2000/2001			Change 1999 to 2000	GPI	
			MF	% F	% Private	MF	M	F	MF	M	F	MF	1999/2000	2000/2001
Nepal	3	3	257,968	43	84	...	...	...	13	14	11	...	...	0.79
Oman	4	2	7,310	46	100	5	5	4	5	5	5	-	0.87	0.90
Pakistan	3	2	* 4,689,134	* 41	...	* 62	* 72	* 51	* 55	* 63	* 46	-7	0.71	0.74
Palestinian Autonomous Territories	4	2	69,247	47	100	39	40	38	34	35	33	-5	0.95	0.94
Philippines	5	1	592,289	50	48	...	...	...	30	30	31	...	...	1.05
Qatar	3	3	9,291	47	100	29	30	27	30	31	29	1	0.92	0.93
Republic of Korea	5	1	546,752	47	78	79	79	78	80	80	80	1	0.99	1.00
Saudi Arabia	3	3	91,427	47	49	5	5	5	5	5	5	-	0.90	0.93
Singapore	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Sri Lanka	4	1	...	...	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	3	3	121,289	47	66	9	10	9	10	10	9	1	0.92	0.93
Tajikistan	3	4	53,409	45	na	8	9	7	9	9	8	1	0.85	0.84
Thailand	3	3	2,769,826	49	19	83	84	83	83	84	82	-	0.99	0.98
Timor-Leste	4	2	...	...	...	...	...	...	...	...	...	...	...	...
Turkey	3	3	258,706	48	6	...	...	...	6	6	6	...	...	0.94
Turkmenistan	3	4	...	...	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	4	2	67,749	48	69	78	79	78	84	84	84	6	0.99	1.00
Uzbekistan	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Viet Nam	3	3	2,203,194	47	51	40	41	39	43	45	41	3	0.96	0.92
Yemen	3	3	** 7,622	** 47	** 32	...	...	...	** -	** -	** -	...	...	0.92
Europe														
Albania	3	3	82,290	50	2	41	40	43	43	42	45	2	1.09	1.07
Andorra	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Austria	3	3	223,366	49	26	81	81	81	83	83	83	1	1.00	1.00
Belarus	3	3	254,595	...	...	82	* 84	* 80	86	...	...	4	0.94	...
Belgium	3	3	400,805	49	54	111	112	111	113	114	113	2	0.99	0.99
Bosnia and Herzegovina	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria	3	4	200,449	48	-	67	67	67	68	68	67	1	0.99	0.99
Croatia	3	4	84,023	48	6	40	41	39	40	41	39	-	0.97	0.96
Czech Republic	3	3	288,173	49	2	91	91	91	92	92	92	1	1.00	1.00
Denmark	3	4	250,696	49	...	92	92	92	90	90	90	-2	1.00	1.00
Estonia	3	4	52,533	48	1	93	93	92	102	103	102	9	0.99	0.98
Finland	3	4	137,985	49	7	49	49	49	54	54	54	5	0.99	1.00
France	3	3	2,443,116	49	13	113	113	113	114	115	114	2	1.00	1.00
Germany	3	3	2,398,104	48	59	96	98	94	103	104	103	7	0.96	0.99
Gibraltar	4	1	471	47	24	...	...	...	...	...	...	...	...	...
Greece	4	2	147,046	49	4	72	71	73	72	71	73	-	1.02	1.03
Holy See	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hungary	3	4	353,100	48	4	80	80	79	79	80	79	-	0.98	0.98
Iceland	3	3	14,711	49	6	110	110	110	109	110	109	-1	0.99	0.99
Ireland	4	2	2,782	51	42	...	...	...	3	3	3	...	...	1.09
Italy	3	3	1,576,562	48	27	95	96	95	96	97	96	1	1.00	0.99
Latvia	3	4	53,060	47	1	57	59	56	59	61	58	2	0.95	0.94
Liechtenstein	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Table 1: Pre-Primary Education, ISCED 0

Net Enrolment Ratio							Teaching Staff		% Trained Teachers			Pupil/Teacher Ratio		Regions Country or territory
1999/2000			2000/2001			Change 1999 to 2000	2000/2001		2000/2001			1999/2000	2000/2001	
MF	M	F	MF	M	F	MF	MF	% F	MF	M	F			
...	...	...	...	...	...	...	11,785	36	...	...	...	...	22	Nepal
4	5	4	4	4	4	-	391	100	...	...	...	19	19	Oman
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Pakistan
34	35	32	14	14	13	-20	3,460	98	...	...	...	22	20	Palestinian Autonomous Territories
...	...	...	24	24	24	...	19,678	97	...	...	...	...	30	Philippines
...	...	...	** 29	** 30	** 28	...	539	99	...	...	...	...	17	Qatar
45	45	45	45	45	45	-	23,731	100	...	...	...	24	23	Republic of Korea
...	...	...	5	5	5	...	9,427	100	...	...	...	10	10	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka
9	10	9	10	10	9	1	4,943	99	...	...	...	26	25	Syrian Arab Republic
4	** 5	** 4	** 5	** 5	** 4	-	4,793	** 56	...	...	...	10	11	Tajikistan
71	71	70	72	72	71	1	...	...	...	...	...	25	...	Thailand
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkey
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
61	61	61	64	64	64	3	3,691	100	...	...	...	19	18	United Arab Emirates
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Uzbekistan
39	...	...	** 43	...	...	3	99,643	100	56	-	56	22	22	Viet Nam
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Yemen
Europe														
41	40	43	43	42	45	2	3,862	100	...	...	...	21	21	Albania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Andorra
69	68	70	70	69	71	1	...	...	...	...	...	** 16	...	Austria
76	* 78	* 74	80	66	95	4	52,459	** 99	...	...	...	5	5	Belarus
** 97	** 97	** 96	...	...	...	...	27,118	92	...	...	...	** 13	15	Belgium
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
64	64	64	64	65	64	-	17,537	100	...	...	...	11	11	Bulgaria
34	34	33	34	35	33	-	6,374	100	81	94	81	13	13	Croatia
70	70	70	71	71	71	1	...	...	...	...	...	18	...	Czech Republic
89	88	90	90	90	90	1	45,364	...	...	...	...	5	6	Denmark
75	75	75	82	83	81	7	6,577	100	...	...	...	8	8	Estonia
49	49	49	53	53	53	4	10,859	97	...	...	...	12	13	Finland
100	100	99	100	100	100	-	132,447	80	...	...	...	** 19	18	France
72	73	71	79	78	80	7	124,029	95	...	...	...	19	19	Germany
...	...	...	...	...	...	...	21	100	81	-	81	23	22	Gibraltar
72	71	73	72	71	73	-	** 10,139	...	...	...	...	** 16	** 15	Greece
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Holy See
80	80	79	79	79	78	-1	32,044	100	...	...	...	12	11	Hungary
87	87	87	89	89	88	1	...	...	...	...	...	5	...	Iceland
...	...	...	...	...	...	...	149	94	...	...	...	...	19	Ireland
95	95	95	95	95	94	-	123,384	98	...	...	...	13	13	Italy
56	57	54	58	59	56	2	1,241	98	...	...	...	44	43	Latvia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liechtenstein

TABLE 1: PRE-PRIMARY EDUCATION, ISCED 0

Regions Country or territory	Education System		Enrolment			Gross Enrolment Ratio								
	Theoretical entrance age	Theoretical duration (years)	2000/2001			1999/2000			2000/2001			Change 1999 to 2000	GPI	
			MF	% F	% Private	MF	M	F	MF	M	F	MF	1999/2000	2000/2001
Lithuania	3	4	87,959	48	-	52	53	51	52	53	51	-	0.96	0.97
Luxembourg	4	2	13,822	40	5	117	132	101	119	138	99	2	0.77	0.72
Malta	3	2	9,847	48	38	100	101	99	100	101	99	-	0.98	0.98
Monaco	3	3	978	49	25	...	...	...	...	...	...	...	...	...
Netherlands	4	2	384,078	48	69	98	98	97	97	98	96	-	0.99	0.98
Norway	3	3	144,605	50	40	77	75	80	79	77	82	2	1.06	1.06
Poland	3	4	885,416	49	4	49	49	50	49	49	50	-	1.01	1.00
Portugal	3	3	238,778	49	51	68	68	68	70	69	71	2	1.00	1.03
Republic of Moldova	3	4	77,539	** 49	na	...	...	...	35	** 35	** 35	...	...	1.00
Romania	3	4	611,036	49	1	68	67	69	73	72	74	5	1.03	1.03
Russian Federation	4	3	3,472,984	** 47	...	...	...	...	87	** 90	** 85	...	...	0.94
San Marino	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Serbia and Montenegro	3	4	161,064	49	na	29	29	29	31	30	31	1	1.00	1.01
Slovakia	3	3	156,419	48	1	82	...	...	81	83	80	-1	...	0.97
Slovenia	3	4	55,730	48	1	75	81	69	75	76	74	-	0.86	0.97
Spain	3	3	1,167,090	49	34	98	98	99	102	101	103	3	1.02	1.02
Sweden	3	4	329,820	49	12	74	74	74	75	75	74	1	0.99	0.99
Switzerland	5	2	156,364	49	8	95	95	94	95	96	95	1	0.99	0.99
The Former Yugoslav Rep. of Macedonia	3	4	34,547	48	...	29	29	29	29	29	29	-	1.01	1.00
Ukraine	3	4	...	...	...	...	...	...	...	...	...	...	...	...
United Kingdom	3	2	1,187,270	49	6	79	79	79	81	81	81	2	1.00	1.00
Oceania														
Australia	4	1	258,000	** 49	** 63	...	...	...	98	** 98	** 98	...	...	1.00
Cook Islands	4	1	** 422	** 47	...	86	87	85	** 86	** 86	** 85	-	0.98	0.99
Fiji	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Kiribati	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Marshall Islands	5	1	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	5	1	...	...	...	...	...	...	...	...	...	...	...	...
New Zealand	3	2	...	...	...	...	...	...	...	...	...	...	...	...
Niue	4	1	...	...	na	154	159	147	...	...	...	...	0.93	...
Palau	3	3	** 632	** 51	...	59	56	62	** 58	** 55	** 60	-1	1.10	1.10
Papua New Guinea	6	1	...	...	...	** 18	** 19	** 18	...	...	...	...	0.94	...
Samoa	3	2	** 3,153	** 51	...	35	34	37	** 36	** 34	** 38	-	1.10	1.09
Solomon Islands	5	1	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	3	2	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	3	2	** 1,562	** 54	...	31	27	35	** 31	** 27	** 35	-	1.30	1.30
Tuvalu	3	3	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	4	2	** 8,285	** 50	...	73	70	77	** 73	** 70	** 77	-	1.10	1.09

Table 1: Pre-Primary Education, ISCED 0

Net Enrolment Ratio							Teaching Staff		% Trained Teachers			Pupil/Teacher Ratio		Regions
1999/2000			2000/2001			Change 1999 to 2000	2000/2001		2000/2001			1999/2000	2000/2001	Country or territory
MF	M	F	MF	M	F	MF	MF	% F	MF	M	F			
...	...	...	50	50	49	...	11,561	99	...	...	...	8	8	Lithuania
95	94	97	95	94	95	-1	751	97	...	...	...	...	18	Luxembourg
88	89	87	86	87	86	-1	930	99	...	...	...	11	11	Malta
...	...	...	...	...	...	...	40	100	...	...	...	...	24	Monaco
98	98	97	97	98	96	-	...	...	...	...	...	...	...	Netherlands
77	75	79	79	77	81	2	...	...	...	...	...	5	...	Norway
49	48	49	48	48	49	-	73,749	97	...	...	...	12	12	Poland
67	67	67	68	67	69	1	12,934	99	...	...	...	18	18	Portugal
...	...	...	23	** 23	** 22	...	8,508	** 95	...	...	...	...	9	Republic of Moldova
...	...	...	73	72	74	...	34,023	100	...	...	...	17	18	Romania
...	...	...	...	...	...	...	608,651	** 99	...	...	...	...	6	Russian Federation
...	...	...	...	...	...	...	...	...	...	...	...	8	...	San Marino
...	...	...	30	30	30	...	11,912	...	95	...	...	14	14	Serbia and Montenegro
65	...	...	64	64	64	-1	15,642	100	...	...	...	10	10	Slovakia
** 74	** 76	** 71	75	76	74	1	3,123	93	...	...	...	...	18	Slovenia
91	90	91	93	92	94	2	75,040	93	...	...	...	16	16	Spain
74	74	73	...	...	...	...	35,522	97	...	...	...	...	9	Sweden
73	74	73	...	...	...	...	9,633	99	...	...	...	** 16	16	Switzerland
27	27	27	27	27	27	1	2,962	99	...	...	...	11	12	The Former Yugoslav Rep. of Macedonia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ukraine
75	75	75	...	...	...	...	48,964	97	...	...	...	23	24	United Kingdom
Oceania														
...	...	...	49	** 49	** 49	...	...	...	...	...	...	...	...	Australia
...	...	...	...	...	...	...	** 31	** 100	...	...	...	14	** 14	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Fiji
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nauru
...	...	...	...	...	...	...	7,466	99	...	...	...	...	...	New Zealand
...	...	...	...	...	...	...	6	100	...	...	...	10	...	Niue
...	...	...	...	...	...	...	** 64	** 98	...	...	...	10	** 10	Palau
...	...	...	...	...	...	...	...	...	...	...	...	** 34	...	Papua New Guinea
31	30	32	...	...	...	...	** 143	** 98	...	...	...	...	** 22	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tokelau
22	14	32	...	...	...	...	** 86	** 100	...	...	...	18	** 18	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
* 70	* 67	* 74	...	...	...	...	** 477	** 82	...	...	...	** 17	** 17	Vanuatu

Symbols and Footnotes

** UIS estimation

* National Estimation

(a) Policy change: Implementation of programme for improving the quality of education and recruitment of teachers.

... Missing Value

- Magnitude Nil or Negligible

na Category Not Applicable

TABLE 2: PRIMARY EDUCATION, ISCED 1

Regions Country or territory	Education System		Enrolment							Gross (Apparent) Intake Ratio		
	Theoretical entrance age	Theoretical duration (years)	1999/2000			2000/2001			% change 1999 to 2000	1999/2000		
			MF	% F	% Private	MF	% F	% Private	MF	MF	M	F
Africa												
Algeria	6	6	4,843,313	47	na	4,720,950	47	na	-3	103	104	101
Angola	6	4	** 1,057,071	** 46	...	** 1,178,485	** 47	...	11	** 64	** 69	** 59
Benin	6	6	932,424	40	10	1,054,936	41	8	13	** 107	** 121	** 92
Botswana	6	7	322,478	50	5	324,283	50	5	1	115	116	114
Burkina Faso	7	6	852,160	41	11	901,321	41	...	6	45	52	38
Burundi	7	6	* 710,364	* 44	...	750,589	44	1	6	70	77	62
Cameroon	6	6	2,237,083	46	27	(c) 2,689,052	46	26	20	81	88	74
Cape Verde	6	6	...	...	...	90,640	49	...	...	...	...	...
Central African Republic	6	6	...	...	...	* 457,401	* 41	...	...	...	...	...
Chad	6	6	913,547	38	28	984,224	39	...	8	81	94	68
Comoros	6	6	93,421	** 45	11	** 97,706	** 46	...	5	** 77	** 84	** 69
Congo	6	6	418,707	48	15	500,921	48	18	20	** 72	** 76	** 67
Côte d'Ivoire	6	6	1,943,501	43	...	2,046,861	43	11	5	72	80	63
Democratic Rep. of the Congo	6	6	...	...	...	...	...	...	...	...	...	...
Djibouti	6	6	38,106	42	7	42,692	43	11	12	32	37	28
Egypt	6	5	** 7,947,488	** 47	** 8	** 7,856,340	** 47	** 8	-1	** 96	** 97	** 94
Equatorial Guinea	7	5	73,307	45	...	72,791	48	...	-1	...	...	...
Eritrea	7	5	295,941	45	10	298,691	45	9	1	67	75	60
Ethiopia	7	6	5,847,259	39	5	6,650,841	41	...	14	99	114	83
Gabon	6	6	** 270,549	** 50	...	265,714	50	28	-2	...	...	...
Gambia	7	6	154,664	46	3	156,839	48	2	1	** 93	** 95	** 90
Ghana	6	6	2,560,880	47	17	2,477,990	47	17	-3	91	93	88
Guinea	7	6	790,497	40	16	853,623	41	19	8	64	69	59
Guinea-Bissau	7	6	150,041	40	19	...	...	...	...	112	128	95
Kenya	6	7	** 5,415,840	** 49	...	** 5,699,956	** 49	...	5	** 104	** 106	** 102
Lesotho	6	7	365,251	52	...	(c) 411,045	51	...	13	96	95	97
Liberia	6	6	...	...	...	...	...	...	...	...	...	...
Libyan Arab Jamahiriya	6	6	...	...	...	766,087	49	2	...	...	...	...
Madagascar	6	5	2,208,321	49	23	2,307,500	49	22	4	112	114	110
Malawi	6	6	...	...	...	...	...	...	...	(c) 177	(c) 175	(c) 180
Mali	7	6	1,016,575	42	7	1,127,360	42	...	11	56	64	49
Mauritania	6	6	355,822	48	3	360,677	48	...	1	** 84	** 84	** 84
Mauritius	6	6	133,489	49	24	135,237	49	24	1	99	97	101
Morocco	6	6	3,669,605	45	5	3,842,000	46	5	5	107	110	104
Mozambique	6	5	2,108,790	43	2	2,315,547	43	2	10	102	110	93
Namibia	6	7	383,267	50	4	389,434	50	...	2	103	102	105
Niger	7	6	579,486	39	4	656,589	40	4	13	44	52	36
Nigeria	6	6	...	...	...	...	...	...	...	...	...	...
Rwanda	7	6	1,431,657	50	...	1,475,572	50	...	3	162	162	161
Sao Tome and Principe	7	6	...	...	...	22,264	48	...	...	...	...	...
Senegal	7	6	1,107,712	46	11	1,159,721	47	11	5	90	92	88
Seychelles	6	6	10,014	49	5	10,026	49	4	-	...	...	...
Sierra Leone	6	6	...	...	...	...	...	...	...	...	...	...
Somalia	6	7	...	...	...	...	...	...	...	...	...	...

Table 2: Primary Education, ISCED 1

Gross (Apparent) Intake Ratio									Net Intake Ratio									Regions
2000/2001			Change 1999 to 2000			GPI		1999/2000			2000/2001			Change 1999 to 2000			Country or territory	
MF	M	F	MF	M	F	1999/2000	2000/2001	MF	M	F	MF	M	F	MF	M	F		
Africa																		
(b) 87	(b) 88	(b) 86	-15	-15	-15	0.98	0.98	79	81	78	81	82	80	2	1	2	Algeria	
** 74	** 79	** 69	10	10	10	0.86	0.88	** 17	** 18	** 17	...	...	...	...	...	...	Angola
110	125	94	3	4	3	0.76	0.75	...	...	...	...	...	...	...	...	...	Benin
115	116	114	-	1	-1	0.99	0.98	23	21	25	23	22	25	1	1	-	Botswana	
47	54	40	2	2	2	0.72	0.73	21	24	17	21	25	17	-	-	-	Burkina Faso	
76	84	69	7	7	6	0.81	0.82	28	29	26	** 31	** 31	** 30	3	2	4	Burundi	
(c) 125	(c) 134	(c) 116	44	46	42	0.84	0.86	...	...	...	...	...	...	...	...	...	Cameroon
116	114	117	...	...	...	...	1.03	...	...	...	...	...	...	...	...	...	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
82	94	70	1	-	2	0.72	0.75	27	32	23	28	32	24	-	-	-	Chad	
** 78	** 83	** 72	1	-	3	0.83	0.86	...	...	...	...	...	...	...	...	...	Comoros
81	84	78	9	8	11	0.89	0.93	** 43	** 45	** 40	...	...	...	...	...	...	Congo
68	75	61	-4	-5	-2	0.79	0.82	28	31	24	** 26	** 29	** 23	-2	-2	-1	Côte d'Ivoire	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic Rep. of the Congo
** 42	** 46	** 37	9	9	9	0.77	0.80	23	27	20	** 27	** 30	** 24	4	3	4	Djibouti	
** 98	** 99	** 96	2	1	2	0.96	0.97	** 83	** 85	** 81	** 86	** 88	** 85	3	3	4	Egypt	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Equatorial Guinea
64	69	58	-3	-5	-1	0.8	0.84	20	22	19	** 26	** 28	** 24	6	6	6	Eritrea	
95	106	83	-4	-7	-	0.73	0.78	25	27	22	26	27	24	1	-	2	Ethiopia	
100	100	99	...	...	...	...	0.98	...	...	...	...	...	...	...	...	...	Gabon
...	...	...	...	...	...	0.95	...	** 45	** 46	** 44	...	...	...	...	...	...	Gambia
86	88	85	-4	-5	-4	0.95	0.96	** 31	** 31	** 31	** 29	** 29	** 29	-1	-2	-1	Ghana	
68	74	63	4	5	3	0.86	0.85	...	...	...	...	...	...	...	...	...	Guinea
...	...	...	...	...	...	0.75	...	** 33	** 38	** 29	...	...	...	...	...	...	Guinea-Bissau
** 112	** 112	** 111	8	6	9	0.97	1.00	** 30	** 30	** 31	...	...	...	...	...	...	Kenya
(c) 183	(c) 191	(c) 174	86	96	77	1.02	0.91	25	25	26	(c) 54	** (c) 62	** (c) 47	29	37	21	Lesotho	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liberia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
112	114	110	-	-1	-	0.96	0.97	...	...	...	...	...	...	...	...	...	Madagascar
...	...	...	...	...	...	1.03	...	...	...	...	...	...	...	...	...	...	Malawi
** 62	** 71	** 54	6	7	5	0.77	0.76	...	...	...	...	...	...	...	...	...	Mali
92	94	91	8	10	6	1.01	0.96	...	...	...	28	28	27	...	...	...	Mauritania
97	97	97	-2	-1	-4	1.04	1.01	25	25	26	25	24	25	-1	-	-1	Mauritius	
106	108	104	-1	-2	-	0.95	0.97	58	60	57	(b) 66	(b) 68	(b) 65	8	8	8	Morocco	
110	118	102	8	7	9	0.84	0.86	18	18	17	21	22	21	4	4	4	Mozambique	
103	102	105	-	-	-	1.03	1.03	** 59	** 57	** 61	** 58	** 57	** 60	-	-	-	Namibia	
46	54	38	2	2	3	0.68	0.71	29	34	23	31	36	25	2	2	2	Niger	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nigeria
125	123	126	-37	-40	-35	0.99	1.03	...	...	...	** 65	** 63	** 67	...	...	...	Rwanda
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sao Tome and Principe
82	82	81	-8	-10	-7	0.96	0.99	...	...	...	...	...	...	...	...	...	Senegal
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Seychelles
...	...	...	...	...	...	...	...	80	82	79	...	...	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia

TABLE 2: PRIMARY EDUCATION, ISCED 1

Regions Country or territory	Education System		Enrolment						Gross (Apparent) Intake Ratio			
	Theoretical entrance age	Theoretical duration (years)	1999/2000			2000/2001			% change 1999 to 2000	1999/2000		
			MF	% F	% Private	MF	% F	% Private	MF	MF	M	F
South Africa	7	7	7,935,221	49	2	7,444,802	49	2	-6	** 125	** 125	** 124
Sudan	6	6	2,566,503	45	2	2,799,783	45	4	9	54	59	48
Swaziland	6	7	213,041	49	...	** 216,977	** 49	...	2	118	121	116
Togo	6	6	914,919	44	37	945,103	44	40	3	103	109	97
Tunisia	6	6	1,413,795	47	1	1,373,904	48	1	-3	105	105	105
Uganda	6	7	...	...	...	6,559,013	48	...	...	...	...	...
United Republic of Tanzania	7	7	4,189,816	50	-	** 4,280,012	** 50	...	2	70	70	69
Zambia	7	7	1,555,707	48	...	1,589,544	48	...	2	81	80	82
Zimbabwe	6	7	2,460,323	49	88	2,460,669	49	...	-	103	105	101
America, North												
Anguilla	5	7	1,539	50	6	1,489	49	...	-3	...	...	...
Antigua and Barbuda	5	7	13,025	62	38	...	...	...	...	...	...	...
Aruba	6	6	9,263	49	82	9,436	49	...	2	110	109	112
Bahamas	5	6	** 33,145	** 48	...	...	...	...	...	** 111	** 115	** 107
Barbados	5	6	24,476	49	10	24,225	49	...	-1	102	102	102
Belize	5	6	44,788	48	...	45,246	48	87	1	138	141	134
Bermuda	5	6	...	...	...	4,959	50	34	...	...	...	...
British Virgin Islands	5	7	2,883	50	17	2,775	52	...	-4	...	...	...
Canada	6	6	2,428,620	49	6	2,456,436	49	6	1	...	...	...
Cayman Islands	5	6	3,435	50	37	3,549	49	39	3	...	...	...
Costa Rica	6	6	552,280	48	...	551,465	48	7	-	102	103	102
Cuba	6	6	1,045,578	48	na	1,006,888	48	na	-4	98	99	97
Dominica	5	7	11,774	48	26	11,430	48	...	-3	...	...	...
Dominican Republic	6	6	** 1,363,609	** 48	...	** 1,385,972	** 48	...	2	142	148	135
El Salvador	7	6	** 944,021	** 48	...	940,457	48	...	-	** 128	** 131	** 126
Grenada	5	7	16,178	49	...	15,974	48	...	-1	...	...	...
Guatemala	7	6	1,823,989	46	...	1,909,389	47	13	5	131	133	128
Haiti	6	6	...	...	...	...	...	...	...	...	...	...
Honduras	7	6	...	...	...	1,094,792	50	...	...	...	...	...
Jamaica	6	6	326,846	...	5	328,496	49	5	1	101	101	100
Mexico	6	6	14,765,603	49	7	14,792,528	49	8	-	113	113	114
Montserrat	5	7	330	44	37	413	45	...	25	...	...	...
Netherlands Antilles	6	6	24,911	48	75	23,650	46	...	-5	** 101	** 99	** 104
Nicaragua	7	6	830,206	49	16	838,437	49	...	1	143	146	139
Panama	6	6	393,030	48	10	400,408	48	10	2	114	114	114
Saint Kitts and Nevis	5	7	6,922	49	15	6,563	48	** 15	-5	...	...	...
Saint Lucia	5	7	24,999	48	** 3	24,719	48	...	-1	110	110	111
Saint Vincent and the Grenadines	6	6	20,372	47	...	18,200	48	...	-11	...	...	...
Trinidad and Tobago	5	7	168,532	49	5	155,360	49	...	-8	96	98	94
Turks and Caicos Islands	6	6	2,018	48	18	2,176	49	20	8	...	...	...
United States	6	6	24,973,176	48	12	25,297,600	49	12	1	...	...	...

Table 2: Primary Education, ISCED 1

Gross (Apparent) Intake Ratio									Net Intake Ratio									Regions
2000/2001			Change 1999 to 2000			GPI		1999/2000			2000/2001			Change 1999 to 2000			Country or territory	
MF	M	F	MF	M	F	1999/2000	2000/2001	MF	M	F	MF	M	F	MF	M	F		
...	...	...	...	...	...	0.99	...	** 40	** 41	** 39	** 37	** 39	** 36	-3	-2	-3	South Africa
...	...	...	...	...	...	0.82	...	28	30	26	...	...	...	...	...	...	Sudan
** 120	** 123	** 117	2	2	1	0.96	0.95	50	49	51	...	...	...	...	...	...	Swaziland
111	119	104	8	10	7	0.89	0.87	43	46	41	47	50	44	3	4	3	Togo	
105	103	106	-	-1	1	1.00	1.02	82	81	82	89	84	94	7	3	12	Tunisia	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Uganda
** 70	** 70	** 70	-	-	-	0.99	0.99	13	12	14	...	...	...	...	...	...	United Republic of Tanzania
86	85	87	5	5	5	1.02	1.02	36	35	37	** 38	** 37	** 40	2	2	2	Zambia	
106	108	105	4	3	4	0.97	0.97	40	39	40	39	38	40	-	-	-	Zimbabwe	
...		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	America, North
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
101	102	100	-9	-7	-11	1.02	0.99	86	81	92	** 91	** 93	** 90	5	12	-2	Aruba	
...	...	...	...	...	...	0.92	...	** 80	** 81	** 79	...	...	...	...	...	...	Bahamas
107	108	107	5	6	4	1.01	0.99	81	80	83	85	85	85	4	5	2	Barbados	
119	118	120	-19	-22	-15	0.96	1.01	** 84	** 86	** 82	** 77	** 77	** 78	-7	-9	-4	Belize	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bermuda
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	British Virgin Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Canada
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Cayman Islands
101	102	100	-2	-1	-3	1.00	0.98	59	58	60	61	61	61	2	2	1	Costa Rica	
99	100	97	-	1	-	0.98	0.97	92	94	90	** 94	** 94	** 93	2	1	3	Cuba	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Dominica
** 145	** 151	** 138	3	3	3	0.91	0.91	63	63	62	** 63	** 63	** 63	-	-	-	Dominican Republic	
...	...	...	...	...	...	0.96	...	...	...	...	...	...	...	...	...	...	El Salvador
** 94	...	...	...	...	...	...	...	...	...	...	** 54	...	...	...	...	...	Grenada
128	130	126	-3	-4	-3	0.96	0.97	56	58	54	61	62	59	4	4	5	Guatemala	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
139	139	139	...	...	...	...	1.00	...	...	...	49	49	49	...	...	...	Honduras
101	101	101	-	-	-	1.00	1.00	** 82	** 80	** 84	** 82	** 80	** 85	-	-	-	Jamaica	
113	113	113	-	-	-	1.00	1.00	...	...	...	** 84	** 83	** 86	...	...	...	Mexico
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Montserrat
** 99	** 100	** 99	-2	1	-5	1.04	0.98	** 90	** 88	** 92	** 88	** 89	** 87	-2	1	-5	Netherlands Antilles	
140	144	135	-3	-2	-4	0.95	0.94	40	41	39	40	41	39	-	-	-	Nicaragua	
115	115	115	1	1	2	0.99	1.00	** 86	** 85	** 86	** 86	** 86	** 87	1	1	1	Panama	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Saint Kitts and Nevis
103	102	104	-7	-8	-7	1.00	1.01	78	77	79	72	71	73	-5	-6	-5	Saint Lucia	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Saint Vincent and the Grenadines
95	97	94	-1	-1	-	0.96	0.97	** 68	** 68	** 67	** 66	** 66	** 67	-1	-3	-	Trinidad and Tobago	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turks and Caicos Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	United States

TABLE 2: PRIMARY EDUCATION, ISCED 1

Regions Country or territory	Education System		Enrolment							Gross (Apparent) Intake Ratio		
	Theoretical entrance age	Theoretical duration (years)	1999/2000			2000/2001			% change 1999 to 2000	1999/2000		
			MF	% F	% Private	MF	% F	% Private	MF	MF	M	F
America, South												
Argentina	6	6	4,820,908	49	20	4,898,224	49	20	2	114	114	114
Bolivia	6	6	** 1,457,141	** 49	** 9	1,492,023	49	...	2	** 130	** 129	** 130
Brazil	7	4	20,939,076	48	8	20,211,506	48	8	-3	...	...	...
Chile	6	6	1,804,612	48	45	1,798,515	49	45	-	97	97	96
Colombia	6	5	5,162,260	49	...	5,221,018	49	19	1	134	137	131
Ecuador	6	6	1,925,420	49	...	1,955,060	49	23	2	135	136	134
Guyana	6	6	108,909	49	...	...	...	...	...	124	127	121
Paraguay	6	6	** 951,481	** 48	** 15	** 966,476	** 48	** 15	2	** 122	** 125	** 120
Peru	6	6	4,349,594	49	13	4,338,080	49	13	-	128	128	128
Suriname	6	6	...	...	...	64,852	49	...	...	...	...	...
Uruguay	6	6	...	...	...	360,834	49	14	...	107	107	107
Venezuela	6	6	3,328,067	49	** 9	** 3,347,120	** 49	...	1	103	104	102
Asia												
Afghanistan	7	6	959,809	...	...	500,068	-	...	-48	...	...	...
Armenia	7	3	...	...	...	155,423	49	1	...	...	...	...
Azerbaijan	6	4	696,823	49	na	693,760	48	na	-	** 100	** 98	** 102
Bahrain	6	6	77,720	49	19	79,407	49	20	2	** 99	** 99	** 99
Bangladesh	6	5	17,621,731	49	...	17,667,985	49	39	-	112	113	111
Bhutan	6	7	81,156	46	2	85,097	46	2	5	...	...	...
Brunei Darussalam	6	6	45,822	47	36	44,981	47	35	-2	105	106	104
Cambodia	6	6	2,248,109	46	2	(c) 2431142	46	1	8	122	126	118
China	7	5	130,132,548	48	...	125,756,891	47	...	-3	93	...	...
Cyprus	6	6	63,952	49	4	63,637	49	4	-	101	100	101
Dem. People's Rep. of Korea	6	4	...	...	...	...	...	...	...	...	...	...
Georgia	6	4	298,352	49	2	276,389	49	2	-7	93	94	91
Hong Kong (China), SAR	6	6	...	...	...	493,979	48	...	...	...	...	...
India	6	5	113,612,541	44	17	...	...	...	...	131	142	119
Indonesia	7	6	** 28,201,934	** 48	** 7	28,690,131	49	16	2	** 110	** 113	** 106
Iran, Islamic Republic of	6	5	8,287,537	48	3	7,968,437	48	4	-4	79	79	79
Iraq	6	6	3,639,362	44	na	...	...	na	...	116	123	109
Israel	6	6	738,610	49	-	748,580	49	...	1	...	...	...
Japan	6	6	7,528,907	49	1	7,394,582	49	1	-2	...	...	...
Jordan	6	6	723,508	49	30	...	...	...	...	106	105	106
Kazakhstan	7	4	1,208,320	49	...	1,190,069	49	1	-2	...	...	...
Kuwait	6	4	140,182	49	31	141,419	49	31	1	102	104	101
Kyrgyzstan	6	4	466,250	49	-	459,721	49	1	-1	103	104	102
Lao People's Democratic Republic	6	5	831,521	45	2	828,113	45	2	-	125	132	117
Lebanon	6	6	384,539	48	66	(e) 453,986	48	64	18	87	88	86
Macao, China	6	6	47,486	47	94	45,816	47	94	-4	90	93	87
Malaysia	6	6	3,032,987	48	6	3,017,902	49	3	-	...	...	...
Maldives	6	7	74,050	49	3	73,522	49	2	-1	99	98	99
Mongolia	8	4	253,441	50	1	250,437	50	2	-1	108	107	109
Myanmar	5	5	4,857,955	49	na	4,781,543	49	na	-2	112	110	114

Table 2: Primary Education, ISCED 1

Gross (Apparent) Intake Ratio									Net Intake Ratio									Regions
2000/2001			Change 1999 to 2000			GPI		1999/2000			2000/2001			Change 1999 to 2000			Country or territory	
MF	M	F	MF	M	F	1999/2000	2000/2001	MF	M	F	MF	M	F	MF	M	F		
America, South																		
111	111	111	-3	-3	-3	1.00	1.00	** 92	** 92	** 92	...	...	...	...	...	...	Argentina
122	121	123	-8	-8	-8	1.01	1.01	** 68	** 68	** 68	67	66	68	-1	-2	-	Bolivia	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Brazil
97	97	96	-	-	-	0.99	0.99	** 37	** 37	** 37	** 37	** 37	** 37	-	-	-	Chile	
135	138	132	1	1	1	0.96	0.96	** 57	** 58	** 56	** 59	** 60	** 57	1	2	1	Colombia	
137	137	136	1	1	2	0.99	0.99	** 82	** 81	** 82	** 82	** 80	** 83	-	-1	-	Ecuador	
...	...	...	...	...	...	0.95	...	90	92	89	...	...	...	...	...	...	Guyana
** 120	** 122	** 118	-3	-3	-2	0.96	0.97	** 69	** 67	** 70	** 71	** 70	** 72	2	3	2	Paraguay	
124	123	124	-4	-4	-4	1.01	1.01	85	85	85	** 89	** 89	** 89	4	4	5	Peru	
** 117	** 132	** 102	...	...	...	...	0.77	...	...	...	** 75	** 79	** 71	...	...	...	Suriname
** 104	** 103	** 104	-4	-4	-3	1.00	1.01	45	44	45	** 37	** 35	** 38	-8	-9	-7	Uruguay	
** 104	** 102	** 105	-	-2	3	0.99	1.03	63	63	64	** 64	** 62	** 66	-	-1	2	Venezuela	
Asia																		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Armenia
** 99	** 101	** 98	-1	3	-4	1.04	0.98	** 88	** 86	** 89	** 87	** 88	** 86	-1	2	-3	Azerbaijan	
** 99	** 99	** 99	-	-	-	1.00	1.01	** 81	** 80	** 82	83	82	84	2	2	2	Bahrain	
113	115	112	1	2	-	0.99	0.97	84	83	84	85	86	85	1	2	-	Bangladesh	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bhutan
100	100	101	-4	-6	-3	0.97	1.01	...	...	...	...	...	...	...	...	...	Brunei Darussalam
(c) 138	(c) 142	(c) 134	16	17	16	0.94	0.94	69	71	68	68	70	67	-1	-2	-1	Cambodia	
95	...	...	3	...	...	...	...	** 65	...	...	** (d) 56	...	...	-8	...	...	China
100	100	100	-1	-1	-1	1.01	1.00	...	...	...	...	...	...	...	...	...	Cyprus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Dem. People's Rep. of Korea
88	89	87	-4	-5	-4	0.97	0.98	73	74	72	73	73	72	-	-	-	Georgia	
106	** 107	** 105	...	...	...	...	0.98	...	...	...	...	...	...	...	...	...	Hong Kong (China), SAR
...	...	...	...	...	...	0.84	...	...	...	...	...	...	...	...	...	...	India
111	114	108	2	1	2	0.93	0.95	** 40	** 41	** 39	44	45	44	4	4	5	Indonesia	
79	79	79	-1	-	-1	1.00	1.00	38	39	38	** 38	** 38	** 38	-	-	-	Iran, Islamic Republic of	
...	...	...	...	...	...	0.89	...	...	...	...	...	...	...	...	...	...	Iraq
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Israel
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Japan
...	...	...	...	...	...	1.00	...	71	70	71	...	...	...	...	...	...	Jordan
106	106	105	...	...	...	...	1.00	...	...	...	** 68	** 69	** 67	...	...	...	Kazakhstan
119	119	119	17	16	18	0.98	1.00	67	68	66	83	83	83	16	15	17	Kuwait	
105	107	103	2	3	1	0.98	0.96	* 34	...	...	...	...	...	...	...	...	Kyrgyzstan
122	130	113	-3	-3	-3	0.88	0.88	59	60	59	59	60	58	-	-	-	Lao People's Democratic Republic	
90	91	89	3	2	3	0.97	0.98	** 70	** 71	** 69	76	77	75	6	6	6	Lebanon	
92	94	91	3	1	4	0.94	0.97	67	67	67	71	71	71	3	3	4	Macao, China	
96	96	97	...	...	...	...	1.01	...	...	...	...	...	...	...	...	...	Malaysia
94	95	93	-5	-3	-6	1.01	0.98	** 84	** 84	** 85	80	81	80	-4	-3	-5	Maldives	
103	103	103	-5	-4	-5	1.02	1.01	74	74	74	71	71	71	-3	-2	-3	Mongolia	
115	115	115	3	5	1	1.03	0.99	81	80	82	90	90	90	9	10	7	Myanmar	

TABLE 2: PRIMARY EDUCATION, ISCED 1

Regions Country or territory	Education System		Enrolment							Gross (Apparent) Intake Ratio		
	Theoretical entrance age	Theoretical duration (years)	1999/2000			2000/2001			% change 1999 to 2000	1999/2000		
			MF	% F	% Private	MF	% F	% Private	MF	MF	M	F
Nepal	6	5	** 3,527,477	** 43	...	3,623,150	44	...	3	** 108	** 120	** 95
Oman	6	6	315,976	48	5	316,889	48	4	-	69	69	69
Pakistan	5	5	* 13,987,198	...	* 35	* 14,561,580	* 41	...	4	...	...	...
Palestinian Autonomous Territories	6	4	388,162	49	9	398,978	49	9	3	110	110	110
Philippines	6	6	...	...	...	12,759,918	49	7	...	...	...	...
Qatar	6	6	...	...	...	62,465	49	39	...	...	...	...
Republic of Korea	6	6	3,945,977	47	1	4,030,413	47	1	2	106	106	106
Saudi Arabia	6	6	2,285,328	48	6	2,308,460	48	7	1	67	67	66
Singapore	6	6	...	...	...	...	...	...	...	...	...	...
Sri Lanka	5	5	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	6	6	2,774,922	47	4	2,835,023	47	4	2	116	118	114
Tajikistan	7	4	691,891	47	na	680,100	47	na	-2	105	** 108	** 101
Thailand	6	6	6,100,647	48	13	6,179,325	48	13	1	** 93	** 97	** 90
Timor-Leste	6	6	...	...	...	...	...	...	...	...	...	...
Turkey	6	6	** 7,850,103	** 47	** 2	** 8,014,733	** 47	** 2	2	...	...	...
Turkmenistan	7	4	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	6	6	273,144	48	45	280,248	48	47	3	108	108	108
Uzbekistan	6	4	...	...	...	...	...	...	...	...	...	...
Viet Nam	6	5	10,063,025	48	...	9,751,434	48	-	-3	108	** 110	** 106
Yemen	6	6	...	...	...	** 2,643,512	** 38	** 1	...	...	...	...
Europe												
Albania	6	4	283,249	48	na	274,233	49	2	-3	101	102	101
Andorra	6	5	...	...	...	...	...	...	...	...	...	...
Austria	6	4	392,407	48	4	392,339	48	4	-	** 106	** 107	** 105
Belarus	6	4	599,732	48	-	** 551,486	** 49	** -	-8	...	...	...
Belgium	6	6	773,742	49	54	771,889	49	54	-	...	...	...
Bosnia and Herzegovina	6	4	...	...	...	...	...	...	...	...	...	...
Bulgaria	7	4	392,876	48	...	374,361	48	-	-5	100	101	98
Croatia	7	4	199,084	49	-	195,638	49	-	-2	86	87	86
Czech Republic	6	5	644,956	49	1	630,680	48	1	-2	103	102	103
Denmark	7	6	384,197	49	11	395,870	49	...	3	102	102	102
Estonia	7	6	123,406	48	1	117,289	48	2	-5	102	103	101
Finland	7	6	388,063	49	1	392,150	49	1	1	101	102	100
France	6	5	3,884,560	49	15	3,837,902	49	15	-1	98	** 98	** 97
Germany	6	4	3,655,859	49	2	3,519,051	49	2	-4	100	101	100
Gibraltar	5	6	** 2,366	** 48	...	2,377	48	4	-	...	...	...
Greece	6	6	645,313	48	7	636,460	48	6	-1	...	...	...
Holy See	...	...	...	...	...	...	...	...	...	...	...	...
Hungary	7	4	500,946	48	5	489,768	48	5	-2	102	104	100
Iceland	6	7	31,282	48	1	31,786	49	1	2	99	97	101
Ireland	6	6	392,323	48	...	...	...	...	...	99	99	99
Italy	6	5	2,836,333	49	7	2,810,337	48	7	-1	100	100	100
Latvia	7	4	134,919	48	...	125,634	49	1	-7	102	102	102
Liechtenstein	6	5	...	...	...	...	...	...	...	...	...	...

Table 2: Primary Education, ISCED 1

Gross (Apparent) Intake Ratio									Net Intake Ratio									Regions
2000/2001			Change 1999 to 2000			GPI		1999/2000			2000/2001			Change 1999 to 2000			Country or territory	
MF	M	F	MF	M	F	1999/2000	2000/2001	MF	M	F	MF	M	F	MF	M	F		
(c) 115	(c) 121	(c) 109	7	-	14	0.78	0.90	...	...	...	...	...	...	...	...	Nepal	
67	67	67	-2	-2	-2	1.00	1.00	56	56	56	54	54	54	-2	-2	-2	Oman	
** 95	** 109	** 80	...	...	...	...	0.74	...	...	...	...	...	...	...	...	Pakistan	
105	104	105	-6	-6	-5	1.00	1.01	91	90	91	80	80	80	-11	-11	-11	Palestinian Autonomous Territories	
130	134	125	...	...	...	...	0.94	...	...	...	47	46	49	...	...	...	Philippines
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Qatar
103	103	102	-3	-2	-4	1.01	0.99	...	...	...	...	...	...	...	...	...	Republic of Korea
** 68	** 68	** 67	1	1	1	0.98	0.98	** 43	** 51	** 34	** 44	** 53	** 35	1	2	1	Saudi Arabia	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka
121	123	120	6	6	6	0.97	0.97	** 63	** 63	** 63	62	63	61	-1	-	-2	Syrian Arab Republic	
102	** 105	** 99	-3	-3	-2	0.93	0.94	** 96	** 100	** 93	** 95	** 98	** 92	-2	-2	-1	Tajikistan	
** 93	** 96	** 90	-	-1	-	0.93	0.94	** 54	** 55	** 52	...	...	...	...	...	...	Thailand
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkey
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
119	118	120	11	10	12	1.00	1.02	56	56	56	61	59	62	5	3	7	United Arab Emirates	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Uzbekistan
100	** 103	** 98	-7	-7	-8	0.96	0.95	87	...	...	** 78	...	...	-9	...	...	Viet Nam
** 85	** 97	** 74	...	...	...	...	0.76	...	...	...	** 28	** 33	** 24	...	...	...	Yemen
...		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Europe
102	102	101	-	-	-	0.99	0.98	** 79	** 79	** 79	** 79	** 79	** 79	-	-	-	Albania	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Andorra
** 107	** 108	** 106	1	1	1	0.98	0.98	...	...	...	...	...	...	...	...	...	Austria
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Belgium
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
101	102	100	1	1	2	0.98	0.99	...	...	...	...	...	...	...	...	...	Bulgaria
87	88	87	1	1	1	0.99	0.99	62	62	61	64	65	63	2	2	2	Croatia	
** 102	** 102	** 101	-1	-	-2	1.01	0.99	...	...	...	** 50	** 47	** 53	...	...	...	Czech Republic
100	100	100	-2	-2	-1	0.99	1.00	87	86	88	...	...	...	...	...	...	Denmark
97	99	95	-5	-4	-6	0.99	0.96	...	...	...	...	...	...	...	...	...	Estonia
98	98	98	-3	-4	-2	0.98	1.00	...	...	...	** 93	** 93	** 94	...	...	...	Finland
...	...	...	...	...	...	0.99	...	...	...	...	...	...	...	...	...	...	France
100	101	100	-	-	-	1.00	0.99	...	...	...	...	...	...	...	...	...	Germany
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Greece
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Holy See
99	99	98	-3	-4	-2	0.97	0.98	...	...	...	** 62	** 64	** 61	...	...	...	Hungary
97	98	96	-2	1	-6	1.04	0.98	98	96	100	96	97	95	-2	1	-5	Iceland	
101	101	101	2	2	2	0.99	0.99	...	...	...	...	...	...	...	...	...	Ireland
95	96	95	-5	-5	-5	0.99	0.99	...	...	...	** 93	** 94	** 93	...	...	...	Italy
96	97	96	-5	-5	-5	1.00	0.99	...	...	...	...	...	...	...	...	...	Latvia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liechtenstein

TABLE 2: PRIMARY EDUCATION, ISCED 1

Regions Country or territory	Education System		Enrolment							Gross (Apparent) Intake Ratio		
	Theoretical entrance age	Theoretical duration (years)	1999/2000			2000/2001			% change 1999 to 2000	1999/2000		
			MF	% F	% Private	MF	% F	% Private	MF	MF	M	F
Lithuania	7	4	218,181	49	...	211,650	49	-	-3	104	104	104
Luxembourg	6	6	32,458	49	7	33,266	49	7	2	** 99	** 99	** 99
Malta	5	6	34,261	49	36	33,530	48	37	-2	101	99	103
Monaco	6	5	2,008	48	30	1,985	49	30	-1	...	...	...
Netherlands	6	6	1,278,581	48	69	1,282,041	48	68	-	99	99	98
Norway	6	7	419,805	49	2	426,475	49	2	2	...	...	...
Poland	7	6	** 3,398,868	** 48	** 1	3,221,253	48	1	-5	98	** 98	** 98
Portugal	6	6	810,996	48	10	801,545	48	10	-1	...	...	...
Republic of Moldova	7	4	...	...	na	236,763	49	na	...	...	...	...
Romania	7	4	1,189,058	48	na	1,090,172	48	-	-8	98	99	98
Russian Federation	7	3	6,138,300	49	-	5,702,348	49	-	-7	...	...	...
San Marino	6	5	1,249	48	...	...	...	...	...	...	...	...
Serbia and Montenegro	7	4	389,314	49	...	381,439	49	na	-2	...	...	...
Slovakia	6	4	309,399	49	4	300,189	49	4	-3	102	103	101
Slovenia	7	4	86,850	49	-	86,388	49	-	-1	94	88	101
Spain	6	6	2,539,995	48	33	2,505,203	48	33	-1	...	...	...
Sweden	7	6	775,706	49	3	786,027	49	4	1	...	...	...
Switzerland	7	6	538,372	49	3	537,744	49	3	-	97	95	99
The Former Yugoslav Rep. of Macedonia	7	4	126,606	48	...	123,661	48	...	-2	100	101	99
Ukraine	7	4	...	...	...	...	...	...	...	...	...	...
United Kingdom	5	6	4,631,623	49	5	4,596,110	49	5	-1	...	...	...
Oceania												
Australia	5	7	1,885,341	49	27	1,905,951	49	27	1	...	...	...
Cook Islands	5	6	2,594	46	...	** 2,594	** 46	...	-	131	125	139
Fiji	6	6	...	...	...	** 114,709	** 48	...	...	...	...	...
Kiribati	6	6	** 17,557	** 49	...	...	...	...	...	...	...	...
Marshall Islands	6	6	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	6	6	...	...	...	...	...	...	...	...	...	...
Nauru	6	6	...	...	...	...	...	...	...	...	...	...
New Zealand	5	6	360,621	49	2	359,555	49	2	-	98	99	98
Niue	5	6	268	46	na	...	...	na	...	105	79	137
Palau	6	5	1,942	48	...	** 1,942	** 48	...	-	117	116	118
Papua New Guinea	7	6	** 591,410	** 45	...	...	...	...	...	...	...	...
Samoa	5	6	27,297	48	...	** 27,336	** 48	...	-	115	117	112
Solomon Islands	6	6	...	...	...	...	...	...	...	...	...	...
Tokelau	6	5	...	...	...	...	...	...	...	...	...	...
Tonga	5	6	16,783	46	7	** 16,817	** 46	...	-	111	111	110
Tuvalu	6	6	...	...	...	...	...	...	...	...	...	...
Vanuatu	6	6	34,333	48	...	** 34,820	** 48	...	1	** 108	** 107	** 108

Table 2: Primary Education, ISCED 1

Gross (Apparent) Intake Ratio									Net Intake Ratio									Regions
2000/2001			Change 1999 to 2000			GPI		1999/2000			2000/2001			Change 1999 to 2000			Country or territory	
MF	M	F	MF	M	F	1999/2000	2000/2001	MF	M	F	MF	M	F	MF	M	F		
98	99	97	-6	-5	-7	1.01	0.99	...	...	...	...	...	...	...	...	Lithuania
99	98	101	-	-2	3	0.99	1.04	...	...	...	86	84	89	...	...	Luxembourg
101	102	99	-	4	-3	1.04	0.97	...	...	...	...	...	...	...	...	Malta
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Monaco
99	99	98	-	-	-	0.99	0.99	...	...	...	** 99	** 99	** 98	...	...	Netherlands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Norway
98	** 98	** 97	-	-1	-	0.99	1.00	...	...	...	...	...	...	...	...	Poland
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Portugal
92	** 92	** 91	...	...	...	...	0.98	...	...	...	...	...	...	...	...	Republic of Moldova
102	102	102	4	4	4	0.99	0.99	...	...	...	...	...	...	...	...	Romania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Russian Federation
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	San Marino
67	65	68	...	...	...	...	1.04	...	...	...	...	...	...	...	...	Serbia and Montenegro
100	100	100	-2	-3	-2	0.99	1.00	...	...	...	** 53	** 49	** 56	...	...	Slovakia
106	106	106	12	19	5	1.15	1.00	...	...	...	...	...	...	...	...	Slovenia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Spain
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sweden
94	92	96	-3	-3	-3	1.04	1.04	...	...	...	** 59	** 59	** 59	...	...	Switzerland
97	97	98	-3	-4	-1	0.98	1.01	...	...	...	...	...	...	...	...	The Former Yugoslav Rep. of Macedonia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ukraine
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	United Kingdom
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Oceania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Australia
** 131	...	...	-	...	...	1.11	...	...	...	...	...	...	...	...	...	Cook Islands
** 111	** 114	** 109	...	...	...	...	0.96	...	...	...	...	...	...	...	...	Fiji
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nauru
...	...	...	...	...	...	1.00	...	...	...	...	...	...	...	...	...	New Zealand
...	...	...	...	...	...	1.73	...	...	...	...	...	...	...	...	...	Niue
** 115	** 114	** 116	-2	-3	-2	1.01	1.02	...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Papua New Guinea
** 116	** 118	** 113	1	1	1	0.96	0.96	84	84	85	...	...	...	...	...	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tokelau
** 111	** 111	** 110	-	-	-	0.99	1.00	52	52	51	...	...	...	...	...	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
** 108	** 107	** 108	-	-	-	1.01	1.01	...	...	...	...	...	...	...	...	Vanuatu

Symbols and Footnotes

** UIS estimation

(b) Policy change

(d) Children can enter primary at the age of 6 or 7.

* National Estimation

(c) Policy change: Introduction of free universal primary education

(e) Policy change: Increase due to duration of primary being extended by one year

... Missing Value

- Magnitude Nil or Negligible

na Category Not Applicable

TABLE 2 / cont'd: PRIMARY EDUCATION, ISCED 1

Regions Country or territory	Gross Enrolment Ratio										Net Enrolment Ratio							
	1999/2000			2000/2001			Change 1999 to 2000			GPI		1999/2000			2000/2001			
	MF	M	F	MF	M	F	MF	M	F	1999/ 2000	2000/ 2001	MF	M	F	MF	M	F	
Africa																		
Regional average	82	87	77	84	89	79	1	1	1	0.88	0.89	61	64	58	62	65	60	
Algeria	114	119	110	112	116	107	-2	-3	-2	0.92	0.92	97	99	96	98	100	97	
Angola	** 68	** 73	** 63	** 74	** 78	** 69	6	5	6	0.87	0.88	** 27	** 29	** 25	** 37	** 39	** 35	
Benin	86	103	69	95	113	78	10	11	8	0.67	0.68	** 70	** 83	** 57	...	...	...
Botswana	108	108	108	108	108	108	-	-	-	1.00	1.00	84	82	85	84	82	86	
Burkina Faso	43	51	35	44	52	37	1	1	2	0.70	0.71	35	41	28	36	42	29	
Burundi	* 62	* 69	* 56	65	73	58	3	3	2	0.80	0.80	** 44	** 49	** 40	54	59	49	
Cameroon	91	98	84	(c) 108	(c) 115	(c) 100	17	17	16	0.85	0.87	...	...	...	...	...	...
Cape Verde	...	...	...	139	140	137	...	...	...	...	0.98	...	...	...	100	100	100
Central African Republic	...	...	...	* 75	* 89	* 61	...	...	...	...	0.69	...	...	...	** 55	** 64	** 45
Chad	70	87	53	73	90	57	3	2	4	0.61	0.63	57	69	45	58	70	47	
Comoros	84	** 91	** 76	** 86	** 92	** 80	2	1	4	0.84	0.87	** 55	** 60	** 50	** 56	** 60	** 52	
Congo	84	88	79	97	101	93	13	13	13	0.90	0.92	...	...	...	...	...	...
Côte d'Ivoire	75	86	64	79	89	68	4	4	4	0.75	0.76	56	65	48	62	71	54	
Democratic Rep. of the Congo	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Djibouti	37	43	31	40	46	35	3	3	4	0.73	0.76	31	35	26	** 33	** 37	** 28	
Egypt	** 100	** 104	** 96	** 100	** 103	** 96	-	-1	-	0.93	0.93	** 92	** 95	** 90	** 93	** 95	** 90	
Equatorial Guinea	125	137	112	120	126	115	-4	-11	2	0.82	0.91	79	88	70	72	76	68	
Eritrea	61	67	55	59	65	54	-2	-2	-1	0.82	0.82	40	43	37	41	44	38	
Ethiopia	58	71	46	64	76	52	6	6	7	0.65	0.69	43	49	36	47	53	41	
Gabon	** 151	** 152	** 151	144	144	143	-8	-8	-8	0.99	0.99	...	...	...	** 88	** 89	** 87
Gambia	84	91	77	82	86	78	-1	-4	2	0.85	0.91	70	75	65	** 69	** 71	** 66	
Ghana	84	88	79	80	84	76	-3	-4	-3	0.90	0.91	63	65	61	58	60	57	
Guinea	63	75	51	67	78	56	4	3	5	0.68	0.72	49	56	41	47	52	41	
Guinea-Bissau	83	99	66	...	...	...	...	...	...	0.67	...	54	63	45	...	...	...
Kenya	** 89	** 90	** 88	** 94	** 95	** 93	5	4	5	0.98	0.99	** 65	** 65	** 66	** 69	** 68	** 69	
Lesotho	104	99	108	(c) 115	(c) 112	(c) 118	11	13	9	1.09	1.05	58	55	62	(c) 78	(c) 75	(c) 82	
Liberia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Libyan Arab Jamahiriya	...	...	...	116	115	117	...	...	...	...	1.02	...	...	...	...	...	...
Madagascar	102	104	100	103	105	101	1	1	1	0.96	0.96	66	66	67	68	67	68	
Malawi	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mali	57	66	48	61	71	51	4	6	3	0.73	0.72	...	...	...	...	...	...
Mauritania	84	87	82	83	86	80	-1	-1	-2	0.94	0.93	** 59	** 61	** 58	** 64	** 66	** 62	
Mauritius	108	108	109	109	109	108	-	1	-	1.00	1.00	94	94	94	95	95	95	
Morocco	90	98	83	94	101	88	4	3	5	0.84	0.87	74	79	70	** 78	** 82	** 74	
Mozambique	85	98	73	92	104	79	6	6	6	0.75	0.76	50	55	46	54	59	50	
Namibia	113	112	114	112	112	113	-1	-1	-1	1.02	1.01	80	77	82	82	79	84	
Niger	32	39	26	35	42	29	3	3	3	0.67	0.68	27	32	22	30	36	24	
Nigeria	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Rwanda	122	124	121	119	119	118	-4	-5	-3	0.98	0.99	** 97	** 97	** 97	...	...	...
Sao Tome and Principe	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Senegal	73	78	68	75	79	70	2	1	2	0.87	0.89	** 62	** 66	** 58	** 63	** 66	** 60	
Seychelles	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sierra Leone	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Table 2 / cont'd: Primary Education, ISCED 1

/cont'd			Teaching Staff				% Trained Teachers	Pupil/Teacher Ratio		% Repeaters						Regions
Change 1999 to 2000			1999/2000		2000/2001		2000/2001			1999/2000			2000/2001			Country or territory
MF	M	F	MF	% F	MF	% F	MF	1999/2000	2000/2001	MF	M	F	MF	M	F	
Africa																
Regional average																
2	2	2														
1	1	1	170,562	46	169,559	47	...	28	28	14	18	10	13	15	10	Algeria
10	9	10	** 36,450	** 30	** 33,478	** 41	...	** 29	** 35	...	...	...	...	...	...	Angola
...	...	...	17,710	22	19,710	20	...	53	54	** 20	** 20	** 20	20	20	20	Benin
1	1	1	11,950	81	12,135	81	89	27	27	3	4	3	3	4	3	Botswana
1	1	1	17,435	** 24	19,007	23	80	49	47	17	** 17	** 17	18	18	18	Burkina Faso
9	9	9	* 12,511	* 57	* 14,955	* 54	...	* 57	* 50	25	24	26	25	24	25	Burundi
...	...	...	32,246	37	42,873	36	...	69	63	27	27	26	24	25	24	Cameroon
...	...	...	...	...	3,214	64	...	...	28	...	...	...	12	** 13	** 10	Cape Verde
...	...	...	...	...	** 6,223	** 18	...	...	** 74	...	...	...	...	...	...	Central African Republic
2	1	2	13,313	10	13,819	10	...	69	71	25	24	25	26	25	26	Chad
1	-	2	** 2,536	** 21	** 2,723	** 17	...	** 37	** 36	** 26	** 26	** 25	** 26	** 26	** 25	Comoros
...	...	...	6,923	37	9,880	41	...	60	51	27	28	27	25	26	24	Congo
6	6	6	43,204	20	44,424	20	99	45	46	24	23	25	22	22	23	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic Rep. of the Congo
2	2	2	** 1,192	...	** 1,199	** 28	...	** 32	** 36	14	15	14	14	14	14	Djibouti
-	-	1	** 345,828	** 52	** 352,911	** 53	** 100	** 23	** 22	** 5	** 7	** 4	** 5	** 6	** 4	Egypt
-7	-12	-3	1,691	24	1,754	26	...	43	42	...	...	...	...	...	...	Equatorial Guinea
1	1	1	6,229	37	6,668	41	70	48	45	19	19	20	14	14	14	Eritrea
4	3	5	...	...	121,077	30	70	...	55	6	6	8	7	7	8	Ethiopia
...	...	...	...	...	5,399	48	95	...	49	...	...	...	37	38	36	Gabon
-1	-4	1	4,328	28	4,186	29	73	36	37	** 11	** 11	** 10	...	...	...	Gambia
-5	-5	-4	75,799	34	75,087	35	69	34	33	5	5	5	5	5	5	Ghana
-2	-4	-	17,340	26	19,244	25	...	46	44	23	23	24	20	20	21	Guinea
...	...	...	3,405	20	...	...	...	44	...	24	24	24	...	...	...	Guinea-Bissau
3	3	4	184,785	42	** 191,068	** 42	...	** 29	** 30	...	...	...	...	...	...	Kenya
20	20	20	8,225	80	8,578	80	74	44	48	20	23	18	18	20	16	Lesotho
...	...	...	12,966	28	...	...	...	...	...	...	...	...	...	...	...	Liberia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
1	1	1	46,051	61	** 46,482	** 54	...	48	** 50	28	29	27	30	31	29	Madagascar
...	...	...	45,812	40	47,840	38	51	...	...	...	...	...	...	...	...	Malawi
...	...	...	15,567	22	17,788	23	...	65	63	17	17	18	** 19	** 18	** 19	Mali
5	5	4	7,909	26	8,636	24	...	45	42	** 15	** 15	** 16	15	15	15	Mauritania
-	1	-	5,107	54	5,178	55	100	26	26	4	4	3	4	5	4	Mauritius
4	3	5	127,582	37	136,558	41	...	29	28	12	14	10	13	14	11	Morocco
4	4	5	34,293	25	36,187	26	...	61	64	24	23	24	24	23	24	Mozambique
2	2	2	12,062	67	12,327	67	36	32	32	12	14	11	13	15	11	Namibia
4	5	3	14,249	32	15,668	33	84	41	42	12	12	12	10	10	10	Niger
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nigeria
...	...	...	26,499	53	28,698	51	...	54	51	29	29	29	36	36	36	Rwanda
...	...	...	...	...	649	62	...	...	34	...	...	...	...	...	...	Sao Tome and Principe
1	1	2	21,755	23	22,813	22	100	51	51	14	14	13	14	14	14	Senegal
...	...	...	682	85	684	86	81	15	15	-	-	-	-	-	-	Seychelles
...	...	...	14,924	40	14,875	38	...	...	...	...	...	...	...	...	...	Sierra Leone

TABLE 2 / cont'd: PRIMARY EDUCATION, ISCED 1

Regions Country or territory	Gross Enrolment Ratio									Net Enrolment Ratio							
	1999/2000			2000/2001			Change 1999 to 2000			GPI		1999/2000			2000/2001		
	MF	M	F	MF	M	F	MF	M	F	1999/ 2000	2000/ 2001	MF	M	F	MF	M	F
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	119	121	117	111	115	108	-7	-6	-8	0.96	0.95	** 95	** 94	** 95	** 89	** 90	** 88
Sudan	55	59	51	59	64	54	4	4	3	0.85	0.85	** 46	** 50	** 42	** 49	** 54	** 45
Swaziland	125	128	121	** 125	** 128	** 121	-	-	-	0.95	0.95	93	92	94	** 93	** 92	** 94
Togo	124	139	109	124	138	110	-	-1	2	0.78	0.80	90	100	81	91	100	82
Tunisia	118	121	115	117	120	115	-1	-1	-	0.95	0.96	98	99	97	99	100	99
Uganda	...	...	...	136	143	129	...	...	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	63	63	63	** 63	** 63	** 63	-	-	-	1.00	1.00	47	46	48	** 47	** 46	** 48
Zambia	79	81	76	78	80	76	-1	-1	-	0.94	0.95	66	67	66	66	66	65
Zimbabwe	97	98	95	95	96	93	-2	-2	-2	0.97	0.97	80	80	80	80	80	80
America, North																	
Regional average	106	107	105	106	107	106	1	-	1	0.98	0.99	96	95	96	96	95	97
Anguilla	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aruba	113	115	111	111	113	109	-2	-2	-2	0.96	0.97	100	100	99	97	98	96
Bahamas	** 91	** 92	** 89	...	...	...	...	...	...	0.97	...	** 83	** 86	** 79	...	...	...
Barbados	109	109	108	110	110	110	1	1	2	0.99	1.00	100	99	100	100	99	100
Belize	127	130	125	128	130	126	1	-	1	0.96	0.97	100	100	100	** 98	** 96	** 100
Bermuda	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
British Virgin Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Canada	99	98	99	100	100	100	1	1	1	1.00	1.00	99	98	99	** 100	** 100	** 100
Cayman Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Costa Rica	108	109	106	107	108	105	-1	-1	-1	0.97	0.97	91	91	91	91	91	91
Cuba	104	106	102	102	104	100	-2	-2	-2	0.96	0.96	99	100	99	97	98	97
Dominica	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Dominican Republic	** 121	** 123	** 120	** 124	** 126	** 122	3	3	3	0.97	0.97	** 91	** 90	** 91	** 93	** 92	** 93
El Salvador	** 112	** 113	** 110	109	112	107	-2	-2	-3	0.97	0.96	** 81	** 75	** 87	...	...	...
Grenada	96	...	...	95	...	...	-2	...	...	...	...	** 73	...	...	** 84	...	...
Guatemala	100	105	94	102	106	98	2	1	4	0.89	0.92	81	84	78	84	86	82
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	...	...	...	106	105	107	...	...	...	...	1.02	...	...	...	88	87	88
Jamaica	99	...	...	100	100	99	1	...	...	...	0.99	94	94	94	95	95	95
Mexico	113	114	113	113	114	113	-	-	-	0.99	0.99	99	99	100	99	99	100
Montserrat	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	113	115	111	107	114	100	-6	-1	-11	0.96	0.87	95	95	96	91	96	86
Nicaragua	104	104	105	104	103	104	-1	-1	-1	1.01	1.01	79	79	80	81	80	81
Panama	110	111	108	112	113	110	2	2	2	0.97	0.97	98	98	98	100	100	100
Saint Kitts and Nevis	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Saint Lucia	114	117	111	112	115	109	-2	-2	-2	0.95	0.95	100	100	100	100	99	100
Saint Vincent and the Grenadines	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	104	105	103	100	101	99	-4	-3	-4	0.99	0.98	93	93	93	92	92	92
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
United States	100	101	99	101	101	101	1	-	1	0.98	1.00	95	95	95	95	94	96

Table 2 / cont'd: Primary Education, ISCED 1

/cont'd			Teaching Staff				% Trained Teachers	Pupil/Teacher Ratio		% Repeaters						Regions
Change 1999 to 2000			1999/2000		2000/2001		2000/2001			1999/2000			2000/2001			Country or territory
MF	M	F	MF	% F	MF	% F	MF	1999/2000	2000/2001	MF	M	F	MF	M	F	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia
-6	-5	-7	226,577	78	222,487	75	...	35	33	...	...	...	** 8	** 9	** 7	South Africa
3	4	3	** 96,050	** 63	...	...	...	** 27	...	11	11	12	...	...	...	Sudan
-	-	-	6,425	75	** 6,544	** 75	...	33	** 33	17	19	14	** 17	** 20	** 14	Swaziland
-	-	1	24,424	13	27,523	12	80	37	34	27	27	27	24	24	24	Togo
1	1	1	60,912	50	60,541	50	** 94	23	23	16	18	14	14	16	12	Tunisia
...	...	...	** 113,266	** 33	110,366	** 33	...	...	...	...	...	...	...	...	...	Uganda
-	-	-	103,731	45	** 105,964	** 45	...	40	** 40	3	3	3	** 3	** 3	** 3	United Republic of Tanzania
-1	-1	-	32,866	49	35,348	50	100	47	45	** 6	** 6	** 6	6	6	6	Zambia
-1	-	-1	59,973	47	66,440	48	...	41	37	...	...	...	...	...	...	Zimbabwe
America, North																
Regional average																
-	-	1	...	...	...	...	...	...	...	** -	** -	** -	** -	** -	** -	Anguilla
...	...	...	77	90	79	90	77	20	19	...	...	...	...	...	...	Antigua and Barbuda
...	...	...	695	79	...	...	...	19	...	...	...	...	...	...	...	Aruba
-3	-2	-3	486	78	498	79	100	19	19	8	9	6	8	10	7	Bahamas
...	...	...	** 2,400	** 55	...	...	...	** 14	...	...	...	...	...	...	...	Barbados
-	-	-	** 1,407	** 75	1,522	** 77	** 82	** 17	16	...	...	...	...	...	...	Belize
-2	-4	-	1,921	64	1,983	65	41	23	23	10	11	8	10	11	8	Bermuda
...	...	...	...	...	536	89	100	...	9	...	...	...	...	...	...	British Virgin Islands
...	...	...	164	87	167	89	...	18	17	3	** 3	** 2	** 2	** 1	** 2	Canada
1	1	1	161,532	68	141,045	68	...	15	17	...	...	...	...	...	...	Cayman Islands
...	...	...	237	87	234	85	...	14	15	...	...	...	...	...	...	Costa Rica
-	-	-	20,232	80	22,111	80	...	27	25	9	10	8	8	9	7	Cuba
-2	-2	-2	90,920	83	93,758	83	100	11	11	1	2	1	1	2	1	Dominica
...	...	...	602	80	552	81	68	20	21	** 2	** 3	** 2	2	2	2	Dominican Republic
2	2	2	** 33,670	** 75	** 34,222	** 75	...	** 40	** 40	** 5	** 6	** 4	** 5	** 6	** 4	El Salvador
...	...	...	...	...	36,708	...	...	...	26	** 8	** 8	** 7	...	...	...	Grenada
11	...	...	796	76	765	76	70	20	21	** 6	** 8	** 5	** 6	** 8	** 5	Guatemala
3	3	4	47,816	...	58,641	...	...	38	33	15	16	14	14	15	14	Haiti
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Honduras
...	...	...	...	...	32,144	...	...	...	34	...	...	...	...	...	...	Jamaica
1	1	1	** 10,553	...	9,767	** 87	** 80	** 31	34	5	7	4	5	6	4	Mexico
-	-	-	584,936	...	542,729	63	...	25	27	6	7	5	5	7	4	Montserrat
...	...	...	20	75	20	90	95	16	21	1	** 1	** 1	...	...	...	Netherlands Antilles
-4	2	-9	1,419	** 84	1,335	82	100	18	18	...	...	...	...	...	...	Nicaragua
1	1	1	24,144	83	23,510	82	73	34	36	5	5	4	5	6	4	Panama
2	2	2	15,069	75	16,187	75	75	26	25	6	7	5	6	7	5	Saint Kitts and Nevis
...	...	...	356	83	355	88	56	19	18	...	...	...	...	...	...	Saint Lucia
-	-	-	1,091	** 83	1,107	84	...	** 23	22	...	...	...	** -	** -	** -	Saint Vincent and the Grenadines
...	...	...	** 767	...	** 761	** 66	...	** 27	** 24	...	...	...	...	...	...	Trinidad and Tobago
-	-1	-	8,122	76	7,866	74	78	21	20	8	8	7	6	7	5	Turks and Caicos Islands
...	...	...	** 107	** 93	123	88	100	** 19	18	1	1	-	(f) 9	(f) 10	(f) 8	United States
-	-	1	1,663,979	86	1,638,001	86	...	15	15	...	...	...	...	...	...

TABLE 2 / cont'd: PRIMARY EDUCATION, ISCED 1

Regions Country or territory	Gross Enrolment Ratio										Net Enrolment Ratio							
	1999/2000			2000/2001			Change 1999 to 2000			GPI		1999/2000			2000/2001			
	MF	M	F	MF	M	F	MF	M	F	1999/ 2000	2000/ 2001	MF	M	F	MF	M	F	
America, South																		
Regional average	131	133	129	130	132	127	-2	-2	-2	0.97	0.97	96	97	95	97	98	95	
Argentina	119	119	119	120	120	120	1	2	1	1.00	1.00	* 100	* 100	* 100	* 100	* 100	* 99	
Bolivia	** 116	** 117	** 115	116	117	115	-	-	-	0.98	0.99	** 98	** 98	** 98	** 97	** 97	** 97	
Brazil	159	163	154	155	159	150	-4	-4	-4	0.94	0.94	97	100	93	97	100	93	
Chile	104	105	102	103	104	101	-1	-1	-1	0.97	0.98	89	89	88	89	89	88	
Colombia	113	113	112	112	113	112	-	-	-	1.00	1.00	88	** 88	** 88	** 89	** 89	** 88	
Ecuador	114	114	114	115	115	115	1	1	1	0.99	1.00	98	97	98	99	99	100	
Guyana	120	122	118	...	...	...	...	...	...	0.97	...	98	99	97	...	...	...
Paraguay	** 113	** 115	** 111	** 113	** 115	** 111	-	-	-	0.96	0.96	** 91	** 91	** 92	** 92	** 92	** 92	
Peru	128	128	127	127	128	126	-1	-1	-	0.99	0.99	** 100	** 100	** 100	100	100	100	
Suriname	...	...	...	127	127	126	...	...	...	...	1.00	...	...	...	** 98	** 97	** 100
Uruguay	...	...	...	109	110	109	...	...	...	...	0.98	...	...	...	** 90	** 90	** 91
Venezuela	102	103	101	** 102	** 103	** 101	-	-	-	0.98	0.98	88	88	88	** 88	** 87	** 89	
Asia																		
Regional average	104	108	99	103	107	98	-1	-1	-1	0.92	0.92	88	92	85	87	90	84	
Afghanistan	29	...	...	15	29	-	-14	...	...	...	...	...	...	...	...	...	...
Armenia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Azerbaijan	98	97	99	100	101	100	2	4	1	1.02	0.99	** 91	** 90	** 93	** 93	** 93	** 93	
Bahrain	102	102	103	103	103	103	1	1	-	1.00	1.00	** 94	** 93	** 96	** 96	** 95	** 97	
Bangladesh	101	101	101	100	100	101	-1	-1	-	1.00	1.01	89	89	89	89	88	90	
Bhutan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Brunei Darussalam	107	110	104	104	106	102	-3	-4	-2	0.95	0.96	...	...	...	...	...	...
Cambodia	102	109	95	110	117	103	8	7	8	0.87	0.88	89	94	83	** 85	** 89	** 82	
China	116	116	117	114	114	114	-2	-2	-3	1.01	1.00	...	...	...	** 93	** 92	** 93
Cyprus	97	97	97	97	97	97	-	-	-	1.00	1.00	95	95	96	95	95	95	
Dem. People's Rep. of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Georgia	99	99	98	95	95	96	-3	-3	-3	1.00	1.00	...	...	...	95	95	95
Hong Kong (China), SAR	...	...	...	109	110	109	...	...	...	...	0.99	...	...	...	* 99	* 99	* 98
India	102	111	92	...	...	...	...	...	...	0.83	...	*(g)86	*(g)93	*(g)77	...	...	...
Indonesia	** 108	** 110	** 106	110	111	109	2	1	3	0.97	0.98	** 91	** 93	** 90	92	93	92	
Iran, Islamic Republic of	88	89	86	86	88	85	-1	-1	-1	0.96	0.96	75	75	74	** 74	** 74	** 73	
Iraq	102	111	91	...	...	...	...	...	...	0.82	...	93	100	86	...	...	...
Israel	114	115	114	114	114	114	-	-1	-	0.99	1.00	** 100	** 100	** 100	100	100	100	
Japan	101	101	101	101	101	101	-	-	-	1.00	1.00	100	100	100	100	100	100	
Jordan	101	101	101	...	...	...	...	...	...	1.00	...	94	93	94	...	...	...
Kazakhstan	96	96	96	99	99	98	3	3	2	1.01	0.99	...	...	...	89	89	88
Kuwait	85	85	84	94	95	93	9	10	9	0.99	0.98	66	68	65	83	84	82	
Kyrgyzstan	102	103	100	101	103	100	-	-	-1	0.97	0.96	82	82	82	82	84	81	
Lao People's Democratic Republic	115	124	106	113	121	104	-2	-3	-2	0.85	0.86	82	85	78	81	85	78	
Lebanon	100	102	98	99	101	97	-1	-2	-1	0.96	0.97	** 86	** 86	** 85	** 87	** 87	** 86	
Macao, China	104	106	101	104	106	101	-	-	-	0.96	0.95	86	86	86	85	85	84	
Malaysia	101	102	100	98	98	99	-3	-4	-2	0.98	1.00	99	100	98	98	98	99	
Maldives	134	133	134	131	131	131	-3	-2	-3	1.01	1.00	100	99	100	99	99	99	

Table 2 / cont'd: Primary Education, ISCED 1

/cont'd			Teaching Staff				% Trained Teachers	Pupil/Teacher Ratio		% Repeaters						Regions
Change 1999 to 2000			1999/2000		2000/2001		2000/2001			1999/2000			2000/2001			Country or territory
MF	M	F	MF	% F	MF	% F	MF	1999/2000	2000/2001	MF	M	F	MF	M	F	
America, South																
Regional average																
-	-	-	221,495	88	244,412	* 89	** 67	22	20	6	7	5	6	7	5	Argentina
-1	-1	-1	** 59,036	** 61	** 61,546	** 61	** 74	** 25	** 24	** 2	** 2	** 2	** 4	** 4	** 4	Bolivia
-	-	-	807,053	93	815,079	93	** 92	26	25	24	24	24	25	** 25	** 25	Brazil
-	-	-	56,424	77	57,265	78	** 92	32	31	2	3	2	2	2	2	Chile
-	1	-	214,911	77	197,374	77	...	24	26	5	6	5	5	6	5	Colombia
2	1	2	82,809	68	84,758	68	87	23	23	2	3	2	2	2	2	Ecuador
...	...	...	4,153	85	...	...	...	26	...	2	3	2	...	...	...	Guyana
1	1	1	...	...	...	...	...	...	...	8	9	7	8	9	7	Paraguay
-	-	-	...	...	149,526	62	** 78	...	29	10	10	10	11	11	10	Peru
...	...	...	...	...	3,253	82	100	...	20	...	...	...	** 11	** 6	** 17	Suriname
...	...	...	17,929	** 92	17,384	...	...	...	21	8	9	6	9	10	7	Uruguay
-	-	-	...	...	...	...	...	...	...	** 7	** 8	** 5	** 7	** 8	** 5	Venezuela
Asia																
Regional average																
-1	-1	-1	...	...	...	...	...	32	43	...	...	...	...	...	...	Afghanistan
...	...	...	30,202	...	11,708	...	...	...	...	...	...	...	-	-	-	Armenia
2	3	-	37,469	83	40,523	84	...	19	17	** -	** -	** -	...	...	...	Azerbaijan
2	2	1	** 4,363	** 75	** 4,606	** 74	...	** 18	** 17	4	5	4	4	5	4	Bahrain
-1	-1	-	312,245	33	309,341	34	65	56	57	6	7	6	6	7	6	Bangladesh
...	...	...	1,946	32	2,068	34	95	42	41	12	12	12	13	14	13	Bhutan
...	...	...	...	...	3,753	69	...	...	12	na	na	na	na	na	na	Brunei Darussalam
-3	-5	-2	44,852	39	45,914	39	...	50	53	** 19	** 20	** 18	16	17	16	Cambodia
...	...	...	** 6,692,731	** 53	6,430,774	53	** 97	** 19	20	-	...	...	1	...	...	China
-	-	-	4,146	59	3,701	75	...	15	17	-	-	-	-	-	-	Cyprus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Dem. People's Rep. of Korea
...	...	...	17,714	95	17,732	92	...	17	16	-	** -	** -	-	-	-	Georgia
...	...	...	...	...	22,845	77	...	...	22	...	...	...	1	** 1	** 1	Hong Kong (China), SAR
...	...	...	* 2,840,314	* 36	...	...	...	* 40	...	4	4	4	...	...	...	India
1	-	2	** 1,256,426	** 54	1,289,720	52	** 94	** 22	22	** 6	** 6	** 6	6	6	6	Indonesia
-1	-1	-1	** 322,571	** 54	** 320,975	** 54	** 96	** 26	** 25	5	7	4	5	6	4	Iran, Islamic Republic of
...	...	...	170,141	72	...	...	...	21	...	12	14	10	...	...	...	Iraq
-	-	-	...	...	61,294	83	...	...	12	...	...	...	...	...	...	Israel
-	-	-	363,880	...	362,605	...	...	21	20	...	...	...	...	...	...	Japan
...	...	...	...	...	...	...	...	...	...	1	1	1	...	...	...	Jordan
...	...	...	...	...	63,569	97	...	...	19	...	...	...	-	-	-	Kazakhstan
17	16	18	10,176	74	9,518	85	...	14	15	3	3	3	3	3	3	Kuwait
-	1	-	19,284	94	18,783	95	48	24	24	-	-	-	-	-	-	Kyrgyzstan
-	-1	-	27,592	43	27,665	44	76	30	30	20	21	18	20	21	18	Lao People's Democratic Republic
1	1	1	20,571	81	26,719	86	...	19	17	9	10	7	7	8	6	Lebanon
-1	-1	-1	1,578	88	1,613	89	87	30	28	7	9	5	7	8	5	Macao, China
-1	-2	-	151,711	64	** 159,375	** 65	...	20	** 19	na	na	na	na	na	na	Malaysia
-1	-1	-1	3,051	60	3,246	60	66	24	23	...	...	...	...	...	...	Maldives

TABLE 2 / cont'd: PRIMARY EDUCATION, ISCED 1

Regions Country or territory	Gross Enrolment Ratio									Net Enrolment Ratio							
	1999/2000			2000/2001			Change 1999 to 2000			GPI		1999/2000			2000/2001		
	MF	M	F	MF	M	F	MF	M	F	1999/ 2000	2000/ 2001	MF	M	F	MF	M	F
Mongolia	99	97	100	99	97	101	-	-	-	1.04	1.04	90	88	91	89	87	91
Myanmar	91	91	91	89	89	89	-2	-2	-2	0.99	0.99	83	84	83	83	83	83
Nepal	** 118	** 131	** 104	118	128	108	-	-3	4	0.80	0.85	* 71	* 78	* 65	** 72	** 77	** 67
Oman	73	75	71	72	74	71	-1	-1	-1	0.95	0.96	65	66	65	65	65	64
Pakistan	* 73	...	...	* 75	* 85	* 63	1	...	...	...	0.74	...	...	...	* 60	* 69	* 51
Palestinian Autonomous Territories	109	108	109	108	107	109	-1	-1	-	1.01	1.01	99	99	99	97	96	98
Philippines	...	...	...	113	113	113	...	...	...	...	1.00	...	...	...	93	92	93
Qatar	...	...	...	105	105	104	...	...	...	...	1.00	...	...	...	...	...	...
Republic of Korea	99	98	99	101	101	101	2	3	2	1.01	1.01	97	97	98	99	99	100
Saudi Arabia	68	70	67	68	69	66	-1	-1	-1	0.96	0.96	58	60	56	** 58	** 60	** 56
Singapore	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sri Lanka	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	106	110	102	109	113	105	3	3	4	0.92	0.93	** 95	** 98	** 91	** 96	** 99	** 94
Tajikistan	105	109	101	104	108	100	-	-	-	0.93	0.93	96	100	92	96	100	92
Thailand	94	96	91	95	97	93	1	1	1	0.95	0.96	...	...	...	** 85	** 87	** 84
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Turkey	** 101	** 106	** 96	** 101	** 105	** 96	-	-1	-	0.91	0.92	...	...	...	...	...	...
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	94	95	94	99	99	99	5	5	5	1.00	1.00	78	78	79	87	86	87
Uzbekistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Viet Nam	108	111	104	106	109	102	-2	-2	-2	0.94	0.94	96	...	...	95	** 98	** 92
Yemen	...	...	...	** 79	** 96	** 61	...	...	...	...	0.63	...	...	...	** 67	** 84	** 49
Europe																	
Regional average	102	103	102	102	102	102	-	-	-	0.99	0.99	94	94	95	95	94	95
Albania	109	110	109	107	107	107	-2	-3	-2	0.99	1.00	100	100	99	98	98	97
Andorra	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Austria	103	104	103	104	104	103	1	-	1	0.99	0.99	91	90	91	91	90	92
Belarus	111	112	109	** 109	** 109	** 108	-2	-2	-1	0.98	0.99	** 99	** 100	** 98	** 99	** 100	** 99
Belgium	105	105	104	105	105	104	-	-	-	0.99	0.99	** 100	** 100	** 100	100	100	100
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria	104	105	102	103	105	102	-	-	-	0.97	0.97	95	96	94	94	95	93
Croatia	88	88	87	88	89	88	-	-	-	0.99	0.99	81	82	81	82	82	81
Czech Republic	104	104	104	104	105	104	-	-	-	0.99	0.99	90	90	90	90	90	90
Denmark	102	102	102	102	102	102	-	-	-	1.00	1.00	99	99	99	...	...	...
Estonia	103	105	101	103	105	101	-	-	-	0.96	0.96	98	98	97	98	98	97
Finland	101	101	100	102	102	101	1	1	1	0.99	1.00	100	100	99	100	100	100
France	105	106	105	105	106	104	-	-	-	0.99	0.99	100	100	100	100	100	100
Germany	105	106	105	104	104	104	-2	-2	-2	1.00	1.00	87	86	87	...	...	...
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Greece	99	99	99	99	99	99	-	-	-	1.00	1.00	97	97	97	97	97	97
Holy See	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hungary	103	104	103	102	103	101	-1	-1	-1	0.98	0.99	90	90	90	90	91	90
Iceland	101	102	101	102	102	102	1	-	2	0.99	1.00	99	100	99	100	100	100
Ireland	119	120	119	...	...	...	...	...	...	0.99	...	** 90	** 90	** 90	...	...	...

Table 2 / cont'd: Primary Education, ISCED 1

/cont'd			Teaching Staff				% Trained Teachers	Pupil/Teacher Ratio		% Repeaters						Regions
Change 1999 to 2000			1999/2000		2000/2001		2000/2001			1999/2000			2000/2001			Country or territory
MF	M	F	MF	% F	MF	% F	MF	1999/2000	2000/2001	MF	M	F	MF	M	F	
-1	-1	-1	7,778	94	7,755	92	93	33	32	1	1	1	1	1	-	Mongolia
-	-	-	148,254	75	148,231	74	85	33	32	1	1	1	1	1	1	Myanmar
1	-	3	99,382	24	97,879	25	...	** 35	37	** 25	** 24	** 25	24	24	24	Nepal
-	-1	-	12,598	54	13,394	58	...	25	24	7	9	6	6	7	5	Oman
...	...	...	332,022	35	* 329,764	* 37	...	* 42	* 44	...	...	...	...	...	...	Pakistan
-2	-3	-2	** 12,494	** 51	** 12,881	** 54	...	** 31	** 31	2	2	2	2	2	2	Palestinian Autonomous Territories
...	...	...	...	...	362,427	87	...	...	35	...	...	...	2	2	1	Philippines
...	...	...	...	...	4,961	64	...	...	13	...	...	...	...	...	...	Qatar
2	2	2	122,449	67	125,477	70	...	32	32	...	...	...	...	...	...	Republic of Korea
-	-	-	190,654	53	195,201	52	...	12	12	5	7	4	5	7	4	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka
2	1	2	111,983	68	117,540	68	...	25	24	7	8	6	7	8	6	Syrian Arab Republic
-	-	-	31,672	59	31,216	60	...	22	22	-	** -	** -	-	** -	** -	Tajikistan
...	...	...	293,391	64	...	...	...	21	...	4	3	4	** 4	** 4	** 4	Thailand
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkey
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
8	8	9	16,481	74	17,573	74	...	17	16	3	4	3	3	4	3	United Arab Emirates
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Uzbekistan
-1	...	...	340,871	78	347,833	78	85	30	28	3	** 4	** 3	3	3	3	Viet Nam
...	...	...	...	...	...	...	...	...	...	...	...	...	** 9	** 11	** 6	Yemen
Europe																
Regional average																
-2	-2	-2	12,551	75	12,607	73	...	23	22	4	5	3	4	5	3	Albania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Andorra
-	-	-	** 29,160	** 89	...	...	...	** 13	...	** 2	** 2	** 1	** 2	** 2	** 1	Austria
-	-	1	32,940	99	32,166	99	100	18	** 17	1	** 1	** 1	-	** -	** -	Belarus
-	-	-	** 57,714	** 82	63,626	78	...	** 13	12	...	...	...	...	...	...	Belgium
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
-1	-1	-1	23,798	89	21,161	92	...	17	18	3	4	2	2	3	2	Bulgaria
-	1	-	10,605	89	10,707	89	...	19	18	-	1	-	-	1	-	Croatia
-	-	-	38,196	84	35,611	84	...	17	18	1	1	1	1	1	1	Czech Republic
...	...	...	37,956	64	39,854	64	...	10	10	...	...	...	...	...	...	Denmark
-	-	-	8,616	86	8,315	86	...	14	14	2	3	1	2	3	1	Estonia
-	-	1	23,763	71	25,231	72	...	16	16	-	1	-	1	1	-	Finland
-	-	-	** 207,627	** 80	204,727	80	...	** 19	19	4	** 4	** 4	...	...	...	France
...	...	...	239,206	81	238,345	82	...	15	15	2	2	2	2	2	2	Germany
...	...	...	105	83	115	74	100	** 23	21	...	...	...	...	...	...	Gibraltar
-	-	1	** 48,104	...	** 50,012	...	...	** 13	** 13	...	...	...	...	...	...	Greece
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Holy See
-	1	-	46,777	85	46,475	86	...	11	11	2	2	2	3	3	2	Hungary
1	-	1	** 2,861	** 77	...	...	...	** 11	...	...	...	...	...	...	...	Iceland
...	...	...	** 18,172	** 74	21,862	81	...	** 22	...	** 2	** 2	** 1	...	...	...	Ireland

TABLE 2 / cont'd: PRIMARY EDUCATION, ISCED 1

Regions Country or territory	Gross Enrolment Ratio									Net Enrolment Ratio							
	1999/2000			2000/2001			Change 1999 to 2000			GPI		1999/2000			2000/2001		
	MF	M	F	MF	M	F	MF	M	F	1999/ 2000	2000/ 2001	MF	M	F	MF	M	F
Italy	101	102	101	101	101	100	-1	-	-1	1.00	0.99	100	100	100	100	100	100
Latvia	101	102	100	100	101	100	-1	-1	-1	0.98	0.99	93	93	93	92	92	92
Liechtenstein	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lithuania	101	101	100	101	102	101	-	1	-	0.99	0.99	94	94	94	95	95	94
Luxembourg	100	99	101	101	101	101	1	1	-	1.02	1.00	96	95	97	97	96	97
Malta	106	106	107	106	106	106	-	-	-1	1.01	1.00	99	98	100	98	98	98
Monaco	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands	108	109	107	108	109	106	-	-	-	0.98	0.98	100	100	99	99	100	99
Norway	101	101	101	101	101	102	-	-	-	1.00	1.00	100	100	100	100	100	100
Poland	** 101	** 102	** 99	100	100	99	-1	-2	-	0.97	0.99	** 97	** 97	** 97	98	98	98
Portugal	123	125	120	121	122	120	-1	-3	-	0.96	0.98	...	...	...	...	...	...
Republic of Moldova	...	...	...	84	84	84	...	...	...	...	1.00	...	...	...	** 78	** 79	** 78
Romania	102	103	101	99	100	98	-3	-3	-3	0.98	0.98	93	93	93	93	93	93
Russian Federation	109	109	108	109	109	108	-	-	-	0.99	0.99	...	...	...	...	...	...
San Marino	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Serbia and Montenegro	66	65	67	66	66	67	-	-	-	1.02	1.02	** 51	** 50	** 51	50	50	51
Slovakia	103	103	102	103	103	103	-	-	-	0.99	0.99	...	...	...	89	89	90
Slovenia	97	96	98	100	101	100	3	5	2	1.02	0.99	93	92	94	93	94	93
Spain	105	105	105	105	105	105	-	-	-	0.99	0.99	100	100	100	100	99	100
Sweden	109	108	111	110	109	111	1	1	1	1.03	1.02	100	100	99	100	100	99
Switzerland	108	108	107	107	108	107	-	-	-	0.99	0.99	99	100	99	99	99	99
The Former Yugoslav Rep. of Macedonia	100	101	100	99	99	99	-2	-2	-1	0.99	1.00	94	94	93	92	92	92
Ukraine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
United Kingdom	99	99	99	99	99	99	-	-	-	1.00	1.00	99	99	99	99	99	99
Oceania																	
Regional average	96	97	95	97	98	96	-	1	-	0.98	0.98	92	92	91	92	93	91
Australia	101	101	101	102	102	102	1	1	1	1.00	1.00	95	94	95	96	95	96
Cook Islands	96	99	94	** 96	** 98	** 93	-	-	-	0.95	0.95	85	87	83	** 85	** 86	** 83
Fiji	...	...	...	** 109	** 110	** 108	...	...	...	...	0.98	...	...	...	** 99	** 99	** 99
Kiribati	** 128	** 127	** 129	...	...	...	...	...	...	1.02	...	...	...	...	...	...	...
Marshall Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
New Zealand	101	101	101	100	100	100	-1	-1	-1	1.00	1.00	100	100	100	99	99	99
Niue	99	99	98	...	...	...	...	...	...	1.00	...	99	99	98	...	...	...
Palau	113	115	111	** 111	** 113	** 109	-2	-2	-2	0.97	0.97	98	100	97	** 98	** 100	** 97
Papua New Guinea	** 84	** 88	** 80	...	...	...	...	...	...	0.91	...	** 84	** 88	** 80	...	...	...
Samoa	103	104	101	** 103	** 105	** 101	-	-	-	0.97	0.97	97	98	95	** 97	** 98	** 95
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	113	113	112	** 113	** 113	** 112	-	-	-	0.98	0.99	91	92	90	** 91	** 92	** 90
Tuvalu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	109	109	108	** 108	** 109	** 108	-	-	-	0.99	0.99	90	90	89	** 89	** 90	** 89

Symbols and Footnotes

** UIS estimation

(c) Policy change: Introduction of free universal primary education

* National Estimation

(f) Policy change: The pass mark required to transfer to secondary was raised from 40% to 50% in 2000.

Table 2 / cont'd: Primary Education, ISCED 1

/cont'd	Teaching Staff						% Trained Teachers	Pupil/Teacher Ratio		% Repeaters						Regions Country or territory
	1999/2000		2000/2001		2000/2001	1999/2000				2000/2001						
	MF	M	F	MF	% F	MF	% F	MF	1999/2000	2000/2001	MF	M	F	MF	M		F
-	-	-	258,827	95	262,675	95	...	11	11	-	1	-	-	-	-	Italy
-1	-1	-1	8,935	97	8,379	97	...	15	15	2	3	1	2	3	1	Latvia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liechtenstein
-	1	-	13,265	98	13,265	98	...	16	16	1	1	1	1	1	-	Lithuania
1	1	-	...	...	2,834	67	...	...	12	...	...	...	...	...	...	Luxembourg
-1	-	-2	1,790	86	1,783	86	...	19	19	2	2	2	2	3	2	Malta
...	...	...	...	...	89	87	...	...	22	...	...	...	...	...	...	Monaco
-	-	-	...	...	130,974	78	...	...	10	...	...	...	...	...	...	Netherlands
-	-	-	...	...	...	...	...	...	...	...	...	...	...	...	...	Norway
1	1	1	...	...	289,113	83	...	...	11	1	1	-	1	1	-	Poland
...	...	...	61,258	82	61,908	82	...	13	13	...	...	...	...	...	...	Portugal
...	...	...	...	...	11,648	95	...	...	20	...	...	...	** 1	** 1	** 1	Republic of Moldova
-	-	-	** 60,524	...	...	...	...	** 20	...	3	4	3	3	4	3	Romania
...	...	...	330,220	99	330,220	99	...	19	17	...	...	...	...	...	...	Russian Federation
...	...	...	233	91	...	...	...	5	...	...	...	...	...	...	...	San Marino
-	-1	-	19,346	82	19,204	82	100	20	20	...	...	...	1	...	...	Serbia and Montenegro
...	...	...	17,602	90	15,419	93	...	18	19	2	3	2	2	3	2	Slovakia
-	1	-1	...	...	6,874	95	...	...	13	1	1	1	1	1	1	Slovenia
-	-	-	174,638	69	175,135	71	...	15	14	...	...	...	...	...	...	Spain
-	-	-	65,528	80	68,949	80	...	12	11	...	...	...	...	...	...	Sweden
-	-	-	** 39,506	** 72	39,460	73	...	** 14	14	2	2	1	2	2	2	Switzerland
-1	-2	-1	5,884	67	5,729	68	...	22	22	-	-	-	-	-	-	The Former Yugoslav Rep. of Macedonia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ukraine
-	-	-	248,148	81	252,705	82	...	19	18	...	...	...	...	...	...	United Kingdom
Oceania																
Regional average																
-	1	-	...	...	...	...	...	...	...	...	...	...	...	...	...	Australia
-	-	-	144	86	** 144	** 86	...	18	** 18	3	...	...	** 3	...	...	Cook Islands
...	...	...	...	...	** 3,965	** 57	** 97	...	** 29	...	...	...	...	...	...	Fiji
...	...	...	** 720	** 64	...	...	...	** 24	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nauru
-1	-1	-1	23,446	78	22,990	81	...	15	16	...	...	...	...	...	...	New Zealand
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Niue
-	-	-	...	...	...	...	...	...	...	...	...	...	...	...	...	Palau
...	...	...	** 16,433	** 38	...	...	...	** 36	...	** 5	** 5	** 5	...	...	...	Papua New Guinea
-	-	-	** 1,137	** 72	** 1,139	** 72	...	** 24	** 24	1	1	1	** 1	** 1	** 1	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tokelau
-	-	-	803	67	** 805	** 67	...	21	** 21	9	8	9	** 9	** 8	** 9	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
-	-	-	1,576	44	** 1,598	** 44	...	22	** 22	** 11	** 12	** 10	** 11	** 12	** 10	Vanuatu

/cont'd

(g) Projected at the National level (593 districts) on the basis of age-wise data collected for ISCED1 level in 193 districts under the District Information System on Education (DISE).

... Missing Value
- Magnitude Nil or Negligible
na Category Not Applicable

TABLE 2 / cont'd: MEASURES OF PROGRESSION AND COMPLETION

Regions Country or territory	Survival Rate to grade 4						Survival Rate to grade 5						Gross Intake Rate in last grade of primary (ISCED 1)					
	1998/1999 to 1999/2000			1999/2000 to 2000/2001			1998/1999 to 1999/2000			1999/2000 to 2000/2001			1999/2000			2000/2001		
	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F
Africa																		
Algeria	97	97	98	98	98	99	95	94	96	97	97	98	...	...	...	95	95	95
Angola ^x	...	...	...	** 69	** 68	** 71	...	...	...	...	...	...	...	...	...	** 39	** 42	** 36
Benin	...	...	...	90	94	85	...	...	...	84	89	78	** 38	** 50	** 26	43	56	30
Botswana	89	88	91	89	87	90	88	84	91	87	84	89	97	93	100	96	93	98
Burkina Faso	77	76	78	77	76	79	68	67	70	69	68	71	24	29	20	25	30	20
Burundi	...	...	...	63	65	62	...	...	...	58	59	58	25	28	23	26	29	23
Cameroon	** 87	** 81	** 95	...	...	...	** 81	** 72	** 93	...	...	...	53	56	49	...	...	...
Cape Verde	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	119	**113	**125
Central African Republic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Chad	65	68	61	65	67	61	55	58	50	54	58	48	24	34	14	27	38	16
Comoros	...	...	...	** 83	** 76	** 92	...	...	...	** 77	** 68	** 90	** 44	** 46	** 41	** 45	** 47	** 43
Congo	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	56	57	55
Côte d'Ivoire	...	...	...	82	81	82	...	...	...	78	78	77	40	49	31	...	...	...
Democratic Rep. of the Congo	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Djibouti	81	76	89	...	...	...	77	71	85	...	...	...	33	39	27	...	...	...
Egypt	...	...	...	** 99	** 99	**100	...	...	...	** 99	** 99	** 99	** 97	**100	** 93	** 94	** 97	** 91
Equatorial Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Eritrea	...	...	...	69	69	69	...	...	...	61	61	60	40	44	36	39	43	36
Ethiopia	57	56	58	68	68	68	51	51	53	64	64	64	25	32	17	30	40	21
Gabon	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	65	53	77
Gambia	** 79	** 85	** 73	...	...	...	** 69	** 75	** 63	...	...	...	** 57	** 65	** 48	...	...	...
Ghana	...	...	...	75	75	74	...	...	...	66	67	65	68	74	63	65	70	61
Guinea	94	99	87	94	100	86	87	92	79	84	90	77	33	45	21	36	48	24
Guinea-Bissau	** 46	** 50	** 41	...	...	...	** 38	** 41	** 34	...	...	...	31	40	22	...	...	...
Kenya	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lesotho	76	71	81	82	78	85	69	62	76	75	68	80	66	56	76	64	53	74
Liberia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Madagascar	59	59	60	46	45	48	51	51	52	...	...	...	37	36	37	...	...	...
Malawi	...	...	...	...	...	...	...	...	...	...	...	...	64	68	61	...	...	...
Mali	** 85	** 86	** 85	...	...	...	** 79	** 80	** 79	...	...	...	30	38	23	** 34	** 43	** 24
Mauritania	** 75	** 76	** 73	71	76	66	** 65	** 68	** 62	61	68	55	** 49	** 53	** 46	47	50	43
Mauritius	...	...	...	...	...	...	...	...	...	...	...	...	107	107	107	110	111	109
Morocco	87	87	87	85	84	86	82	82	82	80	79	81	57	64	51	59	64	53
Mozambique	57	61	53	58	62	54	46	49	42	43	47	37	33	41	25	33	42	25
Namibia	89	87	91	95	94	95	83	80	87	92	92	93	93	88	99	89	83	95
Niger	...	...	...	80	82	77	...	...	...	74	76	71	18	22	15	19	24	15
Nigeria	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Rwanda	58	60	56	51	50	52	45	48	43	39	38	40	28	30	26	30	32	28
Sao Tome and Principe	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Senegal	...	...	...	77	79	75	...	...	...	72	75	69	42	48	35	47	53	40
Seychelles	...	...	...	99	...	...	...	...	...	99	...	...	...	...	...	...	...	...
Sierra Leone	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Table 2 / cont'd: Measures of Progression and Completion

Regions Country or territory	Survival Rate to grade 4						Survival Rate to grade 5						Gross Intake Rate in last grade of primary (ISCED 1)					
	1998/1999 to 1999/2000			1999/2000 to 2000/2001			1998/1999 to 1999/2000			1999/2000 to 2000/2001			1999/2000			2000/2001		
	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	...	...	...	** 74	** 76	** 71	...	...	...	** 65	** 66	** 63	...	...	...	...	...	...
Sudan	** 83	** 85	** 81	...	...	...	** 87	** 86	** 88	...	...	...	42	44	40	...	...	...
Swaziland	** 81	** 76	** 86	** 88	** 83	** 92	** 76	** 70	** 81	** 84	** 83	** 85	82	79	85	** 81	** 78	** 84
Togo	...	...	...	79	82	76	...	...	...	74	78	69	73	92	54	79	98	61
Tunisia	95	95	95	96	96	96	92	91	93	93	92	94	91	92	90	92	93	92
Uganda	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	86	86	87	** 90	** 89	** 91	81	79	83	** 82	** 80	** 83	54	53	55	** 54	** 53	** 55
Zambia	86	91	81	88	91	86	78	83	73	81	83	78	62	68	56	60	64	55
Zimbabwe	...	...	...	...	...	...	...	...	...	...	...	...	92	94	89	...	...	...
America, North																		
Anguilla	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aruba	97	98	97	97	94	100	97	97	96	98	96	100	97	97	96	94	89	100
Bahamas	...	...	...	...	...	...	...	...	...	...	...	...	** 77	** 72	** 82	...	...	...
Barbados	93	95	92	100	100	100	94	96	92	98	100	96	100	102	98	111	111	111
Belize	80	77	83	85	83	87	78	76	79	81	82	81	105	107	103	106	104	109
Bermuda	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
British Virgin Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Canada	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cayman Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Costa Rica	...	...	...	85	82	89	...	...	...	80	77	84	85	83	86	86	85	88
Cuba	95	95	96	97	97	98	94	94	94	95	95	96	100	101	100	98	99	98
Dominica	92	** 88	** 96	88	89	88	91	** 85	** 98	86	87	85	...	...	...	...	...	...
Dominican Republic	80	77	83	...	...	...	** 75	** 71	** 79	...	...	...	** 80	** 75	** 84	** 81	** 77	** 86
El Salvador	** 79	** 77	** 81	...	...	...	** 71	** 69	** 72	...	...	...	** 80	** 79	** 80	...	...	...
Grenada	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Guatemala	...	...	...	62	62	63	...	...	...	56	55	58	52	56	47	56	60	52
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Jamaica	...	...	...	98	98	99	...	...	...	89	87	91	88	85	91	83	80	87
Mexico	91	90	92	90	90	91	89	88	90	88	88	89	101	100	101	101	100	102
Montserrat	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...	...	...	** 85	** 84	** 87	...	...	...
Nicaragua	...	...	...	59	55	63	...	...	...	48	45	53	71	68	74	70	66	74
Panama	...	...	...	93	93	94	...	...	...	92	92	92	95	95	94	97	97	96
Saint Kitts and Nevis	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Saint Lucia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Saint Vincent and the Grenadines	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	99	99	100	98	97	100	100	99	100	98	97	100	93	92	94	86	86	87
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
United States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE 2 / cont'd: MEASURES OF PROGRESSION AND COMPLETION

Regions Country or territory	Survival Rate to grade 4						Survival Rate to grade 5						Gross Intake Rate in last grade of primary (ISCED 1)					
	1998/1999 to 1999/2000			1999/2000 to 2000/2001			1998/1999 to 1999/2000			1999/2000 to 2000/2001			1999/2000			2000/2001		
	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F
America, South																		
Argentina	97	96	98	92	91	92	95	93	96	90	90	90	101	99	103	100	99	102
Bolivia	**85	**85	**85	**85	**86	**84	**82	**83	**81	**83	**84	**81	**99	**103	**95	**101	**103	**98
Brazil ^x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	111	**111	**111
Chile	100	100	100	100	100	100	100	100	100	100	100	100	100	101	99	100	101	100
Colombia	72	69	75	70	68	73	69	66	72	67	64	69	91	89	94	91	89	93
Ecuador	81	80	81	81	80	82	77	77	77	78	76	79	99	98	99	100	99	100
Guyana	96	100	93	...	...	...	95	100	90	...	...	...	110	107	112	...	...	...
Paraguay	**77	**76	**78	**82	**81	**84	**70	**69	**71	**78	**76	**80	**86	**84	**87	**88	**88	**89
Peru	90	90	90	90	90	90	88	88	88	87	88	87	106	107	104	105	106	103
Suriname	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	**108	**111	**105
Uruguay	87	86	88	90	92	88	86	83	89	91	93	88	97	95	98	99	97	101
Venezuela	94	92	96	...	...	...	91	88	94	...	...	...	85	82	88	**84	**84	**84
Asia																		
Afghanistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Armenia ^x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Azerbaijan ^x	**100	**100	**100	...	...	...	...	...	...	...	...	...	**94	**94	**94	99	98	99
Bahrain	**99	**99	**99	**98	**100	**97	**97	**97	**98	**99	**100	**98	**96	**94	**98	**96	**94	**98
Bangladesh	**72	**68	**76	72	68	76	**65	**60	**71	65	60	70	77	75	79	76	73	79
Bhutan	91	91	92	93	92	93	87	86	89	90	89	92	...	...	...	...	...	...
Brunei Darussalam	...	...	...	92	93	92	...	...	...	92	92	92	113	115	110	111	113	108
Cambodia	**67	**69	**65	71	71	72	**57	**59	**54	63	63	63	**46	**52	**41	51	57	45
China	100	...	...	99	...	...	99	...	...	98	...	...	106	...	...	103	...	...
Cyprus	...	...	...	100	99	100	...	...	...	99	99	100	98	98	97	98	98	98
Dem. People's Rep. of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Georgia ^x	99	99	100	96	95	98	...	...	...	...	...	...	99	98	99	100	100	101
Hong Kong (China), SAR	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	107	**106	**108
India	**52	**55	**48	...	...	...	**47	**51	**42	...	...	...	77	86	68	...	...	...
Indonesia	...	...	...	**97	**94	**100	...	...	...	**95	**91	**100	**93	**93	**92	94	93	94
Iran, Islamic Republic of	...	...	...	98	99	98	...	...	...	98	98	97	84	85	83	86	87	84
Iraq	...	...	...	...	...	...	...	...	...	...	...	...	56	62	50	...	...	...
Israel	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Japan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Jordan	98	98	98	...	...	...	98	98	97	...	...	...	98	98	99	...	...	...
Kazakhstan ^x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	93	94	93
Kuwait ^x	94	93	95	95	95	95	...	...	...	...	...	...	72	72	72	70	70	70
Kyrgyzstan ^x	*94	*94	93	93	93	92	...	...	...	...	...	...	98	99	97	97	99	96
Lao People's Democratic Republic	61	61	60	59	58	60	54	55	54	53	53	54	72	77	65	72	77	67
Lebanon	95	90	100	99	98	100	91	88	95	97	95	99	89	89	90	88	86	89
Macao, China	...	...	...	100	100	100	...	...	...	99	99	100	97	94	101	99	96	101
Malaysia	...	...	...	...	...	...	...	...	...	...	...	...	104	105	104	109	108	109
Maldives	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mongolia ^x	87	85	90	89	86	92	...	...	...	...	...	...	86	83	89	90	87	93

Table 2 / cont'd: Measures of Progression and Completion

Regions Country or territory	Survival Rate to grade 4						Survival Rate to grade 5						Gross Intake Rate in last grade of primary (ISCED 1)					
	1998/1999 to 1999/2000			1999/2000 to 2000/2001			1998/1999 to 1999/2000			1999/2000 to 2000/2001			1999/2000			2000/2001		
	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F
Myanmar	...	...	...	64	65	64	...	...	...	55	55	55	73	75	72	71	72	71
Nepal	...	...	...	71	67	76	...	...	...	62	57	70	72	80	62	70	77	64
Oman	97	98	97	98	98	98	94	94	94	96	95	97	66	68	65	66	66	65
Pakistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Palestinian Autonomous Territories ^x	99	100	99	99	97	100	...	...	...	...	...	...	103	102	104	106	105	107
Philippines	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	105	100	110
Qatar	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...	95	94	96	98	98	99
Saudi Arabia	97	97	97	95	95	95	95	95	95	94	94	94	66	66	65	68	70	66
Singapore	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sri Lanka	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	94	94	94	94	94	93	92	92	91	92	92	92	85	89	82	87	90	83
Tajikistan ^x	97	**100	**94	96	**98	**93	...	...	...	...	...	...	99	**104	**94	103	**107	**99
Thailand	**95	**94	**97	...	...	...	**94	**92	**96	...	...	...	**83	**85	**82	**85	**87	**84
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Turkey	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Turkmenistan ^x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	94	95	94	98	99	98	92	93	92	98	98	98	81	80	82	82	81	82
Uzbekistan ^x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Viet Nam	87	...	...	89	...	...	83	...	...	86	...	...	97	...	...	103	...	...
Yemen	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	**65	**86	**42
Europe																		
Albania ^x	**98	**95	**100	90	86	94	...	...	...	...	...	...	104	103	106	103	102	104
Andorra	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Austria ^x	**97	**95	**98	**94	**93	**95	...	...	...	...	...	...	**99	**99	**99	**100	**99	**100
Belarus ^x	**99	**99	**100	...	...	...	...	...	...	...	...	...	**102	**103	**100	...	...	...
Belgium	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina ^x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria ^x	93	93	93	95	95	95	...	...	...	...	...	...	98	98	98	102	103	101
Croatia ^x	100	99	100	100	100	99	...	...	...	...	...	...	86	87	85	88	88	88
Czech Republic	99	98	99	**100	**100	**100	98	98	99	**99	**100	**98	100	100	101	**104	**104	**103
Denmark	...	...	...	...	...	...	...	...	...	...	...	...	102	102	101	102	103	102
Estonia	99	99	100	100	100	99	99	99	99	99	100	99	91	92	90	98	98	97
Finland	100	100	100	100	99	100	100	100	100	99	99	100	97	97	98	103	102	103
France	99	**98	**99	...	...	...	98	**98	**97	...	...	...	98	**98	**97	...	...	...
Germany ^x	99	99	100	99	99	100	...	...	...	...	...	...	105	105	105	105	105	105
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Greece	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Holy See	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hungary ^x	...	...	...	94	94	95	...	...	...	...	...	...	...	...	...	100	101	100
Iceland	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	108	110	106
Ireland	96	95	97	98	97	99	95	94	97	98	98	99	91	91	91	95	95	95
Italy	99	98	100	99	99	98	97	95	98	99	100	98	100	100	100	103	104	103

TABLE 2 / cont'd: MEASURES OF PROGRESSION AND COMPLETION

Regions Country or territory	Survival Rate to grade 4						Survival Rate to grade 5						Gross Intake Rate in last grade of primary (ISCED 1)					
	1998/1999 to 1999/2000			1999/2000 to 2000/2001			1998/1999 to 1999/2000			1999/2000 to 2000/2001			1999/2000			2000/2001		
	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F
Latvia ^x	97	97	97	98	98	98	...	...	...	...	...	...	98	98	97	99	98	99
Liechtenstein	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lithuania ^x	99	99	100	99	100	98	...	...	...	...	...	...	95	95	94	99	99	99
Luxembourg	...	...	...	...	...	...	...	...	...	...	...	...	** 80	** 75	** 84	85	82	87
Malta	100	100	100	99	100	99	99	100	99	99	99	100	107	105	109	105	105	106
Monaco	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands	...	...	...	...	...	...	...	...	...	...	...	...	97	98	97	98	98	97
Norway	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Poland	...	...	...	99	** 99	** 99	...	...	...	99	** 99	** 99	95	96	94	97	** 98	** 97
Portugal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Republic of Moldova ^x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	79	** 79	** 80
Romania ^x	96	95	96	94	94	95	...	...	...	...	...	...	102	102	102	95	95	94
Russian Federation	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
San Marino	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Serbia and Montenegro ^x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	64	...	...
Slovakia ^x	97	96	98	97	97	98	...	...	...	...	...	...	98	98	97	102	102	102
Slovenia ^x	100	100	100	...	...	...	...	...	...	...	...	...	96	98	95	96	95	97
Spain	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sweden	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	101	101	101
Switzerland	...	...	...	99	100	99	...	...	...	100	100	99	98	97	100	99	99	100
The Former Yugoslav Rep. of Macedonia ^x	97	96	99	97	96	97	...	...	...	...	...	...	100	100	99	99	100	98

Table 2 / cont'd: Measures of Progression and Completion

Regions Country or territory	Survival Rate to grade 4						Survival Rate to grade 5						Gross Intake Rate in last grade of primary (ISCED 1)					
	1998/1999 to 1999/2000			1999/2000 to 2000/2001			1998/1999 to 1999/2000			1999/2000 to 2000/2001			1999/2000			2000/2001		
	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F
Ukraine ^x
United Kingdom
Oceania																		
Australia
Cook Islands	56	...	...	...	...	...	51	...	...	...	...	...	88	...	...	...	...	...
Fiji	**101	**102	**100
Kiribati
Marshall Islands
Micronesia (Federated States of)
Nauru
New Zealand	99	99	99	...	...	...
Niue
Palau	99	107	90	** 97	**104	** 89
Papua New Guinea
Samoa	83	82	84	...	...	...	83	89	77	...	...	...	95	101	90	** 95	**101	** 89
Solomon Islands
Tokelau
Tonga	97	96	99	** 97	** 96	** 99
Tuvalu
Vanuatu	** 87	** 88	** 87	...	...	...	** 83	** 84	** 81	** 82	** 81	** 83	** 82	** 81	** 82

Symbols and Footnotes

** UIS estimation

* National Estimation

x For those countries where primary education is of 4 years duration survival rate to grade 5 appears as missing (...).

... Missing Value

- Magnitude Nil or Negligible

na Category Not Applicable

TABLE 3: SECONDARY EDUCATION, ISCED 2 AND 3

Regions	General secondary education		Enrolment											
			All programmes				General programmes				Technical/Vocational Programmes			
	Country or territory	Theoretical entrance age	Theoretical duration (years)	1999/2000		2000/2001		1999/2000		2000/2001		1999/2000		2000/2001
MF				% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Africa														
Algeria	12	6	2,817,710	51	2,991,232	51	2,732,268	51	2,906,695	51	...	...	84,537	34
Angola	10	7	** 339,702	** 43	** 399,712	** 45	** 272,584	** 47	** 320,600	** 47	...	...	** 79,112	** 39
Benin	12	7	229,228	31	...	...	208,885	31	233,177	31	20,343	37	...	...
Botswana	13	5	** 152,148	** 52	** 156,289	** 51	** 148,106	** 52	** 152,105	** 52	4,042	27	4,184	28
Burkina Faso	13	7	189,689	39	199,278	39	174,501	38	181,882	38	15,188	52	17,396	51
Burundi	13	7	** 87,110	** 45	** 113,427	** 44	* 81,273	* 46	104,885	45	** 5,837	** 36	** 8,542	** 32
Cameroon	12	7	...	...	...	...	** 554,830	** 47	...	...	...	...	...	...
Cape Verde	12	6	...	...	** 45,545	** 50	...	...	44,748	** 49	...	...	...	...
Central African Republic	12	7	...	...	...	...	...	...	...	...	...	...	...	...
Chad	12	7	137,269	22	...	...	133,959	22	...	...	3,310	32	...	...
Comoros	12	7	** 24,324	** 44	...	...	24,208	** 45	...	...	** 116	** 24	49	12
Congo	12	7	...	...	** 197,184	** 46	150,938	39	176,857	45	...	...	** 20,327	** 52
Côte d'Ivoire	12	7	** 619,969	** 38	** 663,636	** 35	599,080	38	639,460	35	...	...	...	...
Democratic Rep. of the Congo	12	6	...	...	...	...	...	...	...	...	...	...	...	...
Djibouti	12	7	15,812	39	18,808	38	14,570	39	17,528	38	1,242	42	1,280	37
Egypt	11	6	** 8,028,170	** 47	** 8,323,597	** 47	...	...	** 5,902,864	** 48	...	...	** 2,420,734	** 45
Equatorial Guinea	12	7	** 20,679	** 30	...	...	** 19,457	** 29	...	...	1,222	40	1,322	38
Eritrea	12	6	135,209	41	142,124	42	133,943	41	140,515	42	1,266	20	1,609	22
Ethiopia	13	6	1,194,792	40	** 1,495,445	** 40	1,187,054	40	** 1,486,806	** 40	7,738	22	8,639	23
Gabon	12	7	...	...	** 101,681	** 48	...	...	94,113	49	...	...	** 7,568	** 35
Gambia	14	6	** 52,366	** 40	56,179	41	** 52,366	** 40	56,179	41	na	na	na	na
Ghana	12	6	** 1,056,351	** 44	1,031,402	45	1,042,521	44	1,017,312	45	** 13,830	** 12	14,090	12
Guinea	13	7	...	...	...	...	196,651	27	232,567	28	...	...	...	...
Guinea-Bissau	13	5	25,736	35	...	...	24,867	36	...	...	869	27	...	...
Kenya	13	5	** 1,131,030	** 48	** 1,251,205	** 48	** 1,114,530	** 48	** 1,234,567	** 48	16,500	40	** 16,638	** 40
Lesotho	13	5	73,620	57	74,133	54	72,437	57	72,812	54	1,183	57	1,321	55
Liberia	12	6	...	...	...	...	...	...	...	...	...	...	...	...
Libyan Arab Jamahiriya	12	6	...	...	...	...	...	...	...	...	...	...	245,165	51
Madagascar	11	7	...	...	...	...	354,254	49	382,474	50	...	...	...	...
Malawi	12	5	** 557,627	** 41	** 487,975	** 43	** 556,322	** 41	** 486,787	** 43	1,305	3	** 1,188	** 4
Mali	13	6	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	12	6	65,606	42	76,658	47	63,735	42	74,742	47	1,871	33	1,916	36
Mauritius	12	7	104,070	49	105,432	48	95,187	51	95,448	51	8,883	22	9,984	** 21
Morocco	12	6	1,541,100	44	...	...	1,440,988	44	1,503,534	44	100,112	44	...	...
Mozambique	11	7	303,323	40	352,083	39	276,097	41	332,036	40	27,226	28	20,047	28
Namibia	13	5	116,131	53	124,196	53	116,131	53	124,196	53	na	na	na	na
Niger	13	7	** 106,182	** 39	** 108,033	** 39	99,780	39	102,145	39	** 6,402	** 39	** 5,888	** 43
Nigeria	12	6	...	...	...	...	...	...	...	...	...	...	...	...
Rwanda	13	6	** 113,561	** 49	161,086	50	** 97,500	** 48	141,163	50	** 16,061	** 52	19,923	48
Sao Tome and Principe	13	6	...	...	** 11,163	** 52	...	...	10,963	52	...	...	** 200	** 40
Senegal	13	7	...	...	** 262,738	** 40	245,122	39	256,286	40	...	...	...	...
Seychelles	12	5	7,788	50	7,742	51	7,788	50	7,742	51	na	na	na	na
Sierra Leone	12	6	...	...	155,567	45	136,861	45	134,113	41	...	...	21,454	71
Somalia	13	5	...	...	...	...	...	...	...	...	...	...	...	...

Table 3: Secondary Education, ISCED 2 and 3

Gross Enrolment Ratio									Net Enrolment Ratio						Regions Country or territory	
All Programmes									All Programmes							
1999/2000			2000/2001			Change 1999 to 2000	GPI		1999/2000			2000/2001				Change 1999 to 2000
MF	M	F	MF	M	F	MF	1999/2000	2000/2001	MF	M	F	MF	M	F		MF
Africa																
67	65	69	71	68	73	4	1.07	1.08	** 59	** 57	** 60	** 62	** 60	** 63	3	Algeria
** 15	** 18	** 13	** 18	** 19	** 16	2	0.77	0.83	...	...	...	...	...	...	...	Angola
22	30	14	...	...	...	...	0.45	...	17	24	11	...	...	...	...	Benin
** 79	** 76	** 81	** 79	** 77	** 82	1	1.08	1.06	** 59	** 54	** 63	** 59	** 55	** 63	-	Botswana
10	12	8	10	12	8	-	0.64	0.64	** 8	** 10	** 7	** 8	** 10	** 6	-	Burkina Faso
** 8	** 9	** 7	** 10	** 12	** 9	2	0.81	0.77	...	...	...	...	...	...	...	Burundi
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Cameroon
...	...	...	** 76	** 75	** 77	...	...	1.02	...	...	...	...	...	...	...	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
11	18	5	...	...	...	...	0.28	...	8	12	4	...	...	...	...	Chad
** 21	** 23	** 18	...	...	...	...	0.82	...	...	...	...	...	...	...	...	Comoros
...	...	...	** 42	** 46	** 38	...	...	0.83	...	...	...	...	...	...	...	Congo
** 22	** 28	** 17	** 23	** 30	** 17	1	0.61	0.55	...	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic Rep. of the Congo
16	20	13	19	23	14	2	0.65	0.62	...	...	...	** 17	** 20	** 13	...	Djibouti
** 84	** 86	** 81	** 86	** 88	** 83	2	0.94	0.94	** 79	** 81	** 77	** 79	** 80	** 77	-	Egypt
** 31	** 43	** 19	...	...	...	...	0.43	...	** 26	** 37	** 16	...	...	...	...	Equatorial Guinea
28	33	23	28	33	24	-	0.70	0.71	23	25	20	22	25	19	-	Eritrea
15	18	12	** 18	** 22	** 14	3	0.67	0.66	** 14	** 16	** 11	** 13	** 15	** 10	-1	Ethiopia
...	...	...	** 60	** 61	** 58	...	...	0.94	...	...	...	...	...	...	...	Gabon
** 35	** 42	** 28	37	44	31	3	0.65	0.70	...	...	...	29	34	23	...	Gambia
** 38	** 42	** 33	36	40	32	-2	0.79	0.81	** 32	** 35	** 29	** 31	** 33	** 28	-1	Ghana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guinea
20	26	14	...	...	...	...	0.54	...	...	...	...	...	...	...	...	Guinea-Bissau
** 28	** 30	** 27	** 31	** 32	** 29	2	0.91	0.91	** 21	** 22	** 21	** 23	** 23	** 23	2	Kenya
33	28	38	33	30	36	-	1.37	1.20	19	14	24	21	16	26	2	Lesotho
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liberia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Madagascar
** 42	** 49	** 35	** 36	** 40	** 31	-6	0.71	0.76	** 29	** 33	** 26	** 25	** 27	** 23	-4	Malawi
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mali
18	21	15	21	22	20	3	0.72	0.88	...	...	...	** 14	** 16	** 13	...	Mauritania
75	75	74	77	79	75	2	0.98	0.94	** 66	** 67	** 65	64	63	65	-2	Mauritius
39	44	35	...	...	...	...	0.80	...	30	33	27	...	...	...	...	Morocco
10	13	8	12	14	9	1	0.65	0.64	8	10	7	9	11	8	1	Mozambique
60	56	63	62	58	65	2	1.12	1.13	34	29	40	38	32	44	4	Namibia
** 7	** 8	** 5	** 6	** 8	** 5	-	0.65	0.66	...	...	...	5	6	4	...	Niger
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nigeria
** 11	** 11	** 10	14	14	14	3	0.94	0.98	...	...	...	...	...	...	...	Rwanda
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sao Tome and Principe
...	...	...	** 18	** 21	** 14	...	...	0.66	...	...	...	...	...	...	...	Senegal
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Seychelles
...	...	...	26	29	24	...	...	0.82	24	26	22	...	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia

TABLE 3: SECONDARY EDUCATION, ISCED 2 AND 3

Regions	General secondary education		Enrolment												
			All programmes				General programmes				Technical/Vocational Programmes				
	Country or territory	Theoretical entrance age	Theoretical duration (years)	1999/2000		2000/2001		1999/2000		2000/2001		1999/2000		2000/2001	
				MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
South Africa	14	5	** 4,237,043	** 53	4,141,946	52	4,078,846	53	3,943,618	53	** 158,197	** 44	198,328	42	
Sudan	12	5	979,514	...	...	...	953,806	...	...	...	24,708	38	...	...
Swaziland	13	5	** 61,956	** 50	...	...	61,551	50	** 62,301	** 50	** 405	** 49	...	...
Togo	12	7	** 259,054	** 31	** 288,764	** 31	243,590	31	269,776	31	...	...	** 18,988	** 27
Tunisia	12	7	1,087,818	50	1,143,082	50	999,057	50	1,064,140	50	88,761	52	78,942	49	
Uganda	13	6	** 479,814	** 39	...	...	** 440,535	** 40	...	...	** 39,279	** 30	...	...
United Republic of Tanzania	14	6	** 271,146	** 45	** 279,162	** 45	247,579	46	** 254,876	** 46	** 23,567	** 31	** 24,286	** 31	
Zambia	14	5	** 296,459	** 45	** 283,160	** 44	** 289,420	** 45	276,301	45	** 7,039	** 41	** 6,859	** 38	
Zimbabwe	13	6	834,880	47	844,183	47	834,880	47	...	...	na	na	...	...
America, North															
Anguilla	12	5	** 1,180	** 51	1,152	51	1,130	51	1,096	51	** 50	** 62	56	57	
Antigua and Barbuda	12	5	5,276	72	...	...	4,576	53	...	...	700	37	...	...
Aruba	12	5	6,178	51	6,428	51	5,239	54	5,352	54	939	33	1,076	37	
Bahamas	11	6	** 44,137	** 48	...	...	25,120	49	...	...	** 19,017	** 47	...	...
Barbados	11	5	21,016	50	20,866	49	21,016	50	20,752	50	...	...	114	24
Belize	11	6	** 24,135	** 51	24,331	51	23,235	** 51	23,431	51	** 900	** 61	900	61	
Bermuda	11	7	...	...	4,566	51	...	...	4,566	51	na	na	na	na
British Virgin Islands	12	5	1,556	50	** 1,682	** 50	1,556	50	** 1,562	** 51	...	...	** 120	** 35
Canada	12	6	2,511,517	49	2,621,457	49	2,511,517	49	2,519,080	49	...	...	102,377	36
Cayman Islands	11	6	2,342	49	2,336	48	2,342	49	2,336	48	na	na	na	na	
Costa Rica	12	5	212,945	52	255,643	51	166,349	52	206,751	51	46,596	50	48,892	50	
Cuba	12	6	789,927	50	836,642	50	587,641	53	609,881	53	202,286	40	226,761	42	
Dominica	12	5	7,429	53	7,456	52	6,299	56	6,499	55	1,130	33	957	33	
Dominican Republic	12	6	** 653,558	** 55	** 664,277	** 55	** 617,206	** 55	** 627,328	** 55	36,352	58	** 36,948	** 58	
El Salvador	13	6	** 409,576	...	429,579	...	...	...	...	...	...	...	...	...
Grenada	12	5	9,392	** 54	8,312	...	9,392	** 54	8,312	...	na	na	na	na	
Guatemala	13	5	434,912	45	503,884	47	302,822	44	359,126	45	132,090	49	144,758	51	
Haiti	12	7	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	13	6	...	...	...	...	...	...	** 310,053	** 43	...	...	...	...
Jamaica	12	5	228,764	49	227,703	** 51	228,764	49	227,205	** 51	-	-	498	56	
Mexico	12	6	9,094,103	50	9,357,144	51	7,726,904	49	7,943,901	50	1,367,199	56	1,413,243	56	
Montserrat	12	5	284	49	297	47	284	49	297	47	-	-	-	-	
Netherlands Antilles	12	5	14,418	52	14,640	53	7,978	59	9,086	57	6,440	44	5,554	45	
Nicaragua	13	5	** 321,493	** 54	333,210	53	304,169	54	315,354	53	** 17,324	** 56	17,856	56	
Panama	12	6	230,034	51	234,153	51	128,725	50	134,177	52	101,309	51	99,976	49	
Saint Kitts and Nevis	12	5	4,768	50	** 5,403	** 54	** 4,182	** 50	** 4,892	** 51	** 586	** 53	511	63	
Saint Lucia	12	5	** 12,831	** 54	13,265	57	** 18,024	** 55	12,894	57	519	45	371	51	
Saint Vincent and the Grenadines	12	5	10,096	53	9,756	54	** 7,939	** 57	** 9,616	** 54	** 2,157	** 39	** 140	** 37	
Trinidad and Tobago	12	5	111,333	51	112,467	51	** 109,333	** 51	112,467	51	** 2,000	** 50	...	...
Turks and Caicos Islands	12	5	1,089	53	1,201	53	1,089	53	1,201	53	na	na	na	na	
United States	12	6	22,593,562	49	23,087,042	49	22,593,562	49	23,087,042	49	...	...	...	...

Table 3: Secondary Education, ISCED 2 and 3

Gross Enrolment Ratio										Net Enrolment Ratio						Regions Country or territory
All Programmes										All Programmes						
1999/2000			2000/2001			Change 1999 to 2000	GPI		1999/2000			2000/2001			Change 1999 to 2000	
MF	M	F	MF	M	F	MF	1999/2000	2000/2001	MF	M	F	MF	M	F	MF	
** 90	** 85	** 95	87	83	91	-3	1.11	1.09	** 64	** 60	** 67	** 63	** 60	** 67	2	South Africa
29	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sudan
** 60	** 60	** 60	...	...	...	...	1.00	...	** 44	** 40	** 47	...	...	...	...	Swaziland
** 36	** 50	** 22	** 39	** 54	** 24	3	0.44	0.45	...	...	...	...	...	...	...	Togo
75	73	76	78	76	80	4	1.04	1.05	** 68	** 66	** 70	** 70	** 69	** 72	2	Tunisia
** 15	** 18	** 12	...	...	...	...	0.64	...	** 12	** 14	** 10	...	...	...	...	Uganda
** 6	** 6	** 5	** 6	** 6	** 5	-	0.81	0.81	** 5	** 5	** 5	** 5	** 5	** 5	-	United Republic of Tanzania
** 25	** 28	** 23	** 24	** 26	** 21	-2	0.82	0.81	** 21	** 22	** 19	** 19	** 20	** 18	-1	Zambia
45	48	43	44	47	42	-1	0.88	0.88	42	44	40	** 40	** 42	** 39	-2	Zimbabwe
America, North																
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
100	99	102	97	95	100	-3	1.03	1.05	80	78	82	72	70	74	-8	Aruba
** 128	** 131	** 126	...	...	...	...	0.96	...	** 86	** 85	** 87	...	...	...	...	Bahamas
101	99	103	102	101	102	1	1.04	1.01	90	90	89	85	86	84	-5	Barbados
** 74	** 71	** 78	74	71	77	-	1.09	1.08	** 62	** 60	** 64	63	61	66	1	Belize
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bermuda
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	British Virgin Islands
103	102	103	106	107	106	4	1.02	0.99	98	98	98	** 98	** 98	** 98	-	Canada
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Cayman Islands
51	48	54	60	58	63	9	1.12	1.09	43	41	46	49	47	52	6	Costa Rica
82	80	84	85	83	87	3	1.04	1.05	80	78	81	82	80	84	3	Cuba
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Dominica
** 59	** 52	** 66	** 59	** 53	** 67	-	1.26	1.26	** 40	** 35	** 45	** 40	** 35	** 45	-	Dominican Republic
** 51	...	...	54	...	...	3	...	...	...	...	...	...	...	...	...	El Salvador
71	...	...	63	...	...	-9	...	...	...	...	...	** 46	...	...	...	Grenada
33	35	30	37	39	35	4	0.87	0.92	** 23	** 24	** 22	** 26	** 27	** 25	3	Guatemala
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Honduras
84	85	82	83	** 82	** 85	-	0.96	1.04	** 75	** 73	** 76	74	73	76	-	Jamaica
73	72	75	75	73	77	2	1.04	1.05	** 57	** 57	** 58	** 60	** 57	** 62	2	Mexico
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Montserrat
83	79	88	84	78	89	-	1.12	1.13	68	63	73	66	57	75	-2	Netherlands Antilles
** 53	** 48	** 58	54	50	58	1	1.19	1.18	...	...	...	36	33	38	...	Nicaragua
69	67	71	69	67	71	-	1.07	1.06	** 61	** 58	** 64	** 62	** 59	** 65	1	Panama
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Saint Kitts and Nevis
** 84	** 78	** 91	89	77	100	4	1.16	1.31	** 67	** 62	** 73	71	62	80	3	Saint Lucia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Saint Vincent and the Grenadines
79	76	81	81	78	84	2	1.07	1.07	66	64	67	71	68	73	5	Trinidad and Tobago
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turks and Caicos Islands
95	94	95	95	95	96	1	1.01	1.01	87	86	88	88	87	89	1	United States

TABLE 3: SECONDARY EDUCATION, ISCED 2 AND 3

Regions	General secondary education		Enrolment											
			All programmes				General programmes				Technical/Vocational Programmes			
	Country or territory	Theoretical entrance age	Theoretical duration (years)	1999/2000		2000/2001		1999/2000		2000/2001		1999/2000		2000/2001
MF				% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
America, South														
Argentina	12	6	3,722,449	51	3,832,258	51	2,868,065	52	2,844,693	52	854,384	47	987,509	49
Bolivia	12	6	** 842,937	** 48	874,669	48	** 793,630	** 47	** 800,629	** 47	** 49,307	** 60	** 74,040	** 58
Brazil	11	7	24,982,899	52	26,096,870	52	23,462,345	51	25,094,296	51	1,520,554	61	1,002,574	65
Chile	12	6	1,396,631	50	1,391,283	50	1,026,615	51	1,013,325	51	370,016	47	377,958	47
Colombia	11	6	3,589,425	52	3,568,889	52	3,589,425	52	3,568,889	52	na	na	na	na
Ecuador	12	6	917,245	50	936,406	50	741,066	48	751,240	48	176,179	56	185,166	55
Guyana	12	5	92,430	49	...	...	61,695	52	...	...	30,735	43	...	...
Paraguay	12	6	425,214	50	459,260	50	394,078	50	424,621	50	31,136	49	34,639	49
Peru	12	5	...	...	** 2,375,796	** 47	2,089,970	48	2,235,524	48	...	...	...	...
Suriname	12	5	...	...	41,875	53	...	...	22,262	58	...	...	19,613	48
Uruguay	12	6	...	...	303,883	52	...	...	244,486	55	...	...	59,397	42
Venezuela	12	5	1,522,225	53	** 1,543,613	** 54	1,481,096	54	** 1,501,904	** 54	41,129	48	** 41,709	** 53
Asia														
Afghanistan	13	6	...	...	...	...	...	...	...	...	...	...	...	...
Armenia	10	7	...	...	389,131	51	...	...	384,165	51	...	...	4,966	35
Azerbaijan	10	7	945,393	49	1,020,131	48	922,697	49	997,187	48	22,696	35	22,944	37
Bahrain	12	6	65,422	50	66,536	50	55,279	52	55,144	52	...	...	11,392	40
Bangladesh	11	7	9,912,318	49	10,329,065	50	9,806,527	49	10,223,908	50	105,791	24	105,157	25
Bhutan	13	4	20,123	44	23,390	45	20,123	44	23,390	45	-	-	-	-
Brunei Darussalam	12	7	34,426	51	35,945	50	32,365	52	33,689	51	2,061	38	2,256	32
Cambodia	12	6	351,431	35	396,876	36	343,382	35	389,020	36	8,049	39	7,856	39
China	12	6	86,516,712	40	90,722,796	41	...	...	...	...	...	...	...	...
Cyprus	12	6	63,677	49	64,065	49	59,285	52	59,568	52	4,392	16	4,497	16
Dem. People's Rep. of Korea	10	6	...	...	...	...	...	...	...	...	...	...	...	...
Georgia	10	7	467,249	49	...	...	426,884	49	433,156	50	40,365	47	...	...
Hong Kong (China), SAR	12	7	...	...	477,522	...	...	...	466,710	...	...	...	10,812	11
India	11	7	71,030,516	40	...	...	70,412,400	40	...	...	618,116	20	...	...
Indonesia	13	6	** 14,263,912	** 48	14,828,085	49	** 12,210,019	** 49	...	...	** 2,053,893	** 43	...	...
Iran, Islamic Republic of	11	6	9,181,276	47	9,090,866	47	8,493,508	48	8,332,723	48	687,768	37	758,143	35
Iraq	12	6	1,224,353	37	...	...	1,148,645	38	...	...	75,708	17	...	...
Israel	12	6	587,663	49	594,210	49	474,326	51	478,786	51	113,337	39	115,424	39
Japan	12	6	8,782,114	49	8,605,812	49	7,637,639	50	7,480,437	50	1,144,475	45	1,125,375	45
Jordan	12	6	583,535	** 50	...	...	542,001	** 51	...	...	41,534	37	...	...
Kazakhstan	11	7	2,002,880	50	2,031,675	49	1,913,017	50	1,945,586	49	89,863	36	86,089	37
Kuwait	10	8	239,997	50	** 243,757	** 50	235,852	50	239,520	50	4,145	39	** 4,237	** 39
Kyrgyzstan	10	7	...	...	683,832	50	633,863	51	657,291	50	...	...	26,541	36
Lao People's Democratic Republic	11	6	264,586	41	288,443	41	260,797	41	284,424	41	3,789	36	4,019	33
Lebanon	12	6	383,217	51	322,136	52	343,575	53	282,177	53	39,642	40	39,959	41
Macao, China	12	6	35,565	51	39,201	50	33,375	51	36,723	50	2,190	45	2,478	46
Malaysia	12	7	2,176,863	51	2,205,426	51	2,052,047	51	2,073,915	52	124,816	44	131,511	41
Maldives	13	5	14,988	51	20,046	51	14,988	51	18,892	52	na	na	1,154	40
Mongolia	12	6	235,099	55	259,888	54	216,597	55	** 247,751	** 55	...	...	12,177	51
Myanmar	10	6	** 2,284,224	** 51	** 2,317,834	** 48	2,268,402	51	2,301,919	48	** 15,822	** 32	** 15,915	** 31

Table 3: Secondary Education, ISCED 2 and 3

Gross Enrolment Ratio									Net Enrolment Ratio						Regions Country or territory	
All Programmes									All Programmes							
1999/2000			2000/2001			Change 1999 to 2000	GPI		1999/2000			2000/2001				Change 1999 to 2000
MF	M	F	MF	M	F	MF	1999/2000	2000/2001	MF	M	F	MF	M	F		MF
America, South																
94	91	97	97	94	100	3	1.07	1.07	76	73	79	* 79	* 77	* 82	3	Argentina
** 78	** 81	** 76	80	81	78	1	0.93	0.96	...	...	...	** 68	** 69	** 67	...	Bolivia
103	98	109	108	103	114	5	1.11	1.10	68	66	71	71	69	74	3	Brazil
87	87	88	85	85	86	-2	1.02	1.02	...	...	...	75	73	76	...	Chile
71	67	75	70	67	73	-1	1.11	1.10	54	** 52	** 57	** 57	** 54	** 59	2	Colombia
57	56	57	57	57	58	1	1.02	1.02	47	46	48	48	47	49	1	Ecuador
116	117	115	...	...	...	...	0.99	...	86	84	89	...	...	...	...	Guyana
57	56	58	60	59	61	3	1.04	1.03	** 45	** 44	** 46	** 47	** 45	** 48	2	Paraguay
...	...	...	** 86	** 89	** 82	...	...	0.93	...	...	...	** 65	** 67	** 64	...	Peru
...	...	...	87	80	94	...	...	1.18	...	...	...	** 61	** 55	** 67	...	Suriname
...	...	...	98	92	105	...	...	1.14	...	...	...	** 70	** 66	** 74	...	Uruguay
** 59	** 54	** 65	59	54	65	-	1.19	1.20	50	46	55	** 50	** 46	** 55	-	Venezuela
Asia																
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Armenia
80	80	80	85	86	84	5	1.00	0.97	...	...	...	...	...	...	...	Azerbaijan
102	99	105	101	98	105	-1	1.06	1.07	88	85	92	** 92	** 89	** 95	4	Bahrain
45	44	45	46	45	47	1	1.01	1.05	42	42	42	43	42	44	1	Bangladesh
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bhutan
81	78	85	82	80	85	1	1.09	1.05	...	...	...	...	...	...	...	Brunei Darussalam
17	22	12	19	24	13	1	0.55	0.57	16	20	11	** 17	** 21	** 12	1	Cambodia
67	77	56	68	77	58	2	0.73	0.76	...	...	...	...	...	...	...	China
93	92	94	93	93	94	-	1.02	1.01	88	87	89	88	87	89	-	Cyprus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Dem. People's Rep. of Korea
78	77	78	...	...	...	...	1.02	...	** 73	** 72	** 73	...	...	...	...	Georgia
...	...	...	78	...	...	...	...	...	...	...	...	* 70	...	...	...	Hong Kong (China), SAR
49	57	40	...	...	...	...	0.71	...	...	...	...	...	...	...	...	India
** 55	** 56	** 54	57	58	56	2	0.95	0.98	** 48	** 49	** 46	...	...	...	...	Indonesia
80	83	77	78	81	75	-2	0.92	0.93	...	...	...	...	...	...	...	Iran, Islamic Republic of
38	47	29	...	...	...	...	0.62	...	33	40	26	...	...	...	...	Iraq
93	93	93	93	94	93	-	1.00	0.99	** 88	** 87	** 89	88	88	89	-	Israel
102	101	103	102	102	103	-	1.01	1.01	** 99	** 99	** 100	100	...	...	-	Japan
88	** 86	** 89	...	...	...	...	1.03	...	...	...	...	...	...	...	...	Jordan
87	87	87	88	90	87	2	1.01	0.97	...	...	...	83	84	82	...	Kazakhstan
56	55	56	** 56	** 55	** 57	-	1.02	1.04	...	...	...	...	...	...	...	Kuwait
...	...	...	86	86	86	...	...	1.00	...	...	...	...	...	...	...	Kyrgyzstan
36	42	29	38	44	31	2	0.70	0.72	29	32	25	30	33	27	2	Lao People's Democratic Republic
78	75	82	76	72	79	-3	1.09	1.10	...	...	...	...	...	...	...	Lebanon
80	77	83	84	82	87	4	1.08	1.07	66	63	69	69	66	73	3	Macao, China
70	67	74	70	67	74	-	1.10	1.11	...	...	...	70	67	74	...	Malaysia
43	41	44	55	53	57	13	1.07	1.07	31	29	33	...	...	...	...	Maldives
64	58	71	70	63	77	6	1.23	1.22	59	53	65	64	58	70	5	Mongolia
** 38	** 37	** 39	** 39	** 40	** 38	-	1.06	0.95	** 34	** 33	** 35	** 37	** 38	** 35	2	Myanmar

TABLE 3: SECONDARY EDUCATION, ISCED 2 AND 3

Regions	General secondary education		Enrolment											
			All programmes				General programmes				Technical/Vocational Programmes			
	Country or territory	Theoretical entrance age	Theoretical duration (years)	1999/2000		2000/2001		1999/2000		2000/2001		1999/2000		2000/2001
MF				% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Nepal	11	5	1,319,191	40	** 1,349,909	** 41	1,300,728	41	1,330,360	41	18,463	21	** 19,549	** 21
Oman	12	6	242,533	49	254,496	49	242,533	49	254,496	49	na	na	na	na
Pakistan	10	7	...	...	* 5,772,141	* 39	* 5,924,652	* 39	* 5,697,141	* 39	...	...	* 75,000	* 23
Palestinian Autonomous Territories	10	8	477,378	50	510,214	51	474,480	50	506,609	51	...	...	3,605	25
Philippines	12	4	...	...	5,386,434	51	...	...	5,386,434	51	...	...	...	...
Qatar	12	6	...	...	46,931	50	...	...	46,153	51	...	...	778	...
Republic of Korea	12	6	4,176,780	48	3,958,702	48	** 3,316,630	** 48	3,205,115	48	** 860,150	** 49	753,587	49
Saudi Arabia	12	6	1,861,755	46	1,914,465	46	1,828,594	47	1,878,114	47	33,161	13	35,503	11
Singapore	12	4	...	...	...	...	...	...	...	...	...	...	...	...
Sri Lanka	10	8	...	...	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	12	6	1,069,040	47	1,124,752	46	955,290	46	1,010,157	46	113,750	51	114,595	48
Tajikistan	11	7	798,701	46	847,445	45	771,553	46	822,995	45	** 23,827	** 32	24,450	34
Thailand	12	6	...	...	5,577,364	48	...	...	4,942,483	48	...	...	634,881	48
Timor-Leste	12	6	...	...	...	...	...	...	...	...	...	...	...	...
Turkey	12	6	** 4,370,320	** 40	...	...	** 3,240,714	** 43	...	...	1,129,606	31	...	...
Turkmenistan	11	7	...	...	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	12	6	210,002	50	220,134	50	208,289	50	218,475	50	...	...	1,659	...
Uzbekistan	10	7	...	...	...	...	...	...	...	...	...	...	...	...
Viet Nam	11	7	** 7,970,977	** 47	8,321,194	47	7,743,132	47	8,120,969	47	** 227,845	** 40	200,225	54
Yemen	12	6	...	...	...	...	...	...	** 1,239,070	** 28	...	...	...	...
Europe														
Albania	10	8	363,689	49	377,198	49	349,188	49	** 360,854	** 50	14,501	31	** 16,344	** 30
Andorra	11	7	...	...	...	...	...	...	...	...	...	...	...	...
Austria	10	8	748,659	48	749,135	48	486,937	50	486,054	50	261,722	43	263,081	44
Belarus	10	7	** 1,128,607	** 49	** 980,603	** 50	** 1,122,461	** 49	** 974,882	** 50	6,146	37	5,721	40
Belgium	12	6	...	...	...	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	10	8	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria	11	7	696,073	48	695,474	48	...	...	509,339	52	...	...	186,135	38
Croatia	11	8	420,689	50	415,522	50	264,008	51	260,162	51	156,681	47	155,360	47
Czech Republic	11	8	957,763	49	1,004,130	50	610,443	51	615,582	51	347,320	47	388,548	47
Denmark	13	6	426,149	50	...	...	306,271	52	...	...	119,878	46	...	...
Estonia	13	6	116,886	50	118,980	50	...	...	101,266	52	...	...	17,714	34
Finland	13	6	490,454	51	493,187	51	328,649	52	322,721	52	161,805	48	170,466	50
France	11	7	5,928,745	49	5,876,047	49	4,422,962	51	4,414,655	51	1,505,783	44	1,461,392	44
Germany	10	9	8,307,277	48	8,387,525	48	6,571,431	50	6,647,052	50	1,735,846	43	1,740,473	43
Gibraltar	11	4	1,483	48	1,550	49	1,471	48	1,550	49	...	...	...	...
Greece	12	6	738,744	49	743,462	49	619,100	51	608,947	50	119,644	43	134,515	44
Holy See	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hungary	11	8	1,001,855	49	...	...	951,034	50	949,704	50	50,821	35	...	...
Iceland	13	7	32,133	51	32,186	50	25,557	54	25,037	54	6,576	36	7,149	38
Ireland	12	5	...	...	...	...	...	...	...	...	...	...	...	...
Italy	11	8	4,404,331	48	4,473,362	48	3,768,263	48	3,745,799	49	636,068	44	688,093	45
Latvia	11	8	266,498	50	274,193	49	226,513	51	234,184	** 51	39,985	39	40,009	** 40
Liechtenstein	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Table 3: Secondary Education, ISCED 2 and 3

Gross Enrolment Ratio										Net Enrolment Ratio						Regions Country or territory
All Programmes										All Programmes						
1999/2000			2000/2001			Change 1999 to 2000	GPI		1999/2000			2000/2001			Change 1999 to 2000	
MF	M	F	MF	M	F	MF	1999/2000	2000/2001	MF	M	F	MF	M	F	MF	
51	58	43	** 51	** 58	** 43	-	0.73	0.75	...	...	...	...	...	...	...	Nepal
68	68	67	68	69	67	-	0.98	0.98	59	58	59	59	59	60	1	Oman
...	...	...	* 25	* 29	* 20	...	...	0.68	...	...	...	...	...	...	...	Pakistan
81	78	83	83	80	86	2	1.06	1.08	77	75	79	78	75	81	1	Palestinian Autonomous Territories
...	...	...	77	74	81	...	...	1.10	...	...	...	53	48	57	...	Philippines
...	...	...	89	86	92	...	...	1.06	...	...	...	...	...	...	...	Qatar
97	98	97	94	94	94	-3	1.00	1.00	94	94	94	91	91	91	-3	Republic of Korea
68	72	65	68	71	64	-1	0.90	0.90	...	...	...	51	52	50	...	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka
42	44	40	43	46	41	1	0.91	0.89	38	39	36	39	41	37	1	Syrian Arab Republic
76	82	70	79	86	71	3	0.86	0.83	73	78	68	76	82	69	3	Tajikistan
...	...	...	82	84	80	...	...	0.95	...	...	...	...	...	...	...	Thailand
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
** 58	** 67	** 48	...	...	...	...	0.71	...	...	...	...	...	...	...	...	Turkey
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
74	70	80	75	71	80	1	1.15	1.12	67	63	72	67	64	72	-	United Arab Emirates
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Uzbekistan
** 65	** 69	** 62	67	70	64	2	0.90	0.91	** 62	** 65	** 58	62	...	...	1	Viet Nam
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Yemen
Europe																
76	75	77	78	77	80	3	1.03	1.03	** 71	** 70	** 73	74	73	75	2	Albania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Andorra
99	101	97	99	101	97	-	0.96	0.96	** 89	** 89	** 89	** 89	** 89	** 88	-	Austria
** 96	** 97	** 95	** 84	** 83	** 86	-12	0.98	1.03	** 82	** 82	** 81	** 76	** 76	** 76	-6	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Belgium
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
92	93	91	94	95	93	2	0.98	0.98	86	87	85	** 88	** 88	** 87	2	Bulgaria
83	82	85	83	82	85	-	1.04	1.04	79	78	80	79	78	80	-	Croatia
88	87	89	95	93	96	7	1.02	1.03	...	...	...	** 88	** 88	** 89	...	Czech Republic
128	125	131	...	...	...	...	1.05	...	89	88	91	...	...	...	...	Denmark
107	105	108	(h) 92	(h) 91	(h) 92	-15	1.03	1.01	90	87	93	83	82	84	-7	Estonia
124	119	130	126	120	133	1	1.09	1.11	** 95	** 94	** 96	** 95	** 94	** 95	-	Finland
109	109	109	108	107	108	-1	1.00	1.01	93	92	94	** 92	** 91	** 93	-	France
99	100	99	99	100	99	-	0.99	0.99	** 88	** 87	** 88	** 89	** 89	** 89	1	Germany
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar
95	93	96	98	98	99	4	1.03	1.02	86	84	88	87	86	89	1	Greece
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Holy See
99	98	99	...	...	...	...	1.01	...	87	87	88	...	...	...	...	Hungary
109	105	113	109	105	113	-	1.08	1.07	...	...	...	83	81	86	...	Iceland
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ireland
93	95	91	96	97	95	3	0.96	0.97	** 88	** 89	** 86	** 91	** 90	** 91	3	Italy
89	88	90	91	90	92	2	1.03	1.01	** 85	** 84	** 86	** 87	** 87	** 87	2	Latvia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liechtenstein

TABLE 3: SECONDARY EDUCATION, ISCED 2 AND 3

Regions	General secondary education		Enrolment												
			All programmes				General programmes				Technical/Vocational Programmes				
	Country or territory	Theoretical entrance age	Theoretical duration (years)	1999/2000		2000/2001		1999/2000		2000/2001		1999/2000		2000/2001	
				MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Lithuania	11	8	421,120	49	433,054	49	...	...	389,460	50	...	...	43,594	36
Luxembourg	12	7	32,996	50	33,606	50	22,143	51	22,434	51	10,853	49	11,172	49	
Malta	11	7	36,081	49	36,243	48	32,445	51	31,957	51	3,636	26	4,286	25	
Monaco	11	7	2,929	51	2,971	48	2,454	52	2,505	49	475	42	466	44	
Netherlands	12	6	1,379,253	48	1,402,928	48	914,305	49	915,096	49	464,948	45	487,832	46	
Norway	13	6	371,659	49	369,943	49	249,365	52	250,293	52	122,294	45	119,650	45	
Poland	13	6	** 3,916,560	** 49	3,973,962	48	** 2,158,502	** 55	2,248,392	54	1,758,058	41	1,725,570	40	
Portugal	12	6	831,193	51	813,172	50	732,703	51	698,734	51	98,490	45	114,438	44	
Republic of Moldova	11	7	...	...	** 413,029	** 50	...	...	** 390,614	** 51	...	...	22,415	35
Romania	11	8	2,225,691	49	2,248,802	49	1,652,581	51	1,656,337	51	573,110	43	592,465	43	
Russian Federation	10	7	...	...	13,857,896	51	...	...	...	...	...	...	...	...
San Marino	11	8	988	48	...	...	...	...	...	...	...	...	...	...
Serbia and Montenegro	11	8	784,526	49	761,255	49	510,212	51	494,126	51	274,314	47	267,129	47	
Slovakia	10	9	671,670	49	663,555	49	465,041	50	457,945	50	206,629	49	205,610	48	
Slovenia	11	8	218,251	50	224,747	49	133,717	52	134,339	51	84,534	47	...	...
Spain	12	6	3,245,950	50	3,183,282	50	2,836,761	50	2,751,086	50	409,189	51	432,196	50	
Sweden	13	6	933,669	55	928,424	54	651,191	54	635,159	53	282,478	57	293,265	57	
Switzerland	13	7	549,369	47	553,618	47	369,895	51	373,462	51	179,474	39	180,156	40	
The Former Yugoslav Rep. of Macedonia	11	8	221,961	48	222,081	48	162,296	50	** 162,994	** 50	59,665	43	** 59,087	** 43	
Ukraine	11	7	...	...	...	...	...	...	...	...	...	...	...	...
United Kingdom	11	7	8,298,776	52	8,374,404	53	4,255,837	49	4,322,915	49	4,042,939	56	4,051,489	56	
Oceania															
Australia	12	6	2,491,404	49	2,589,474	49	...	...	1,376,306	50	...	...	1,213,168	47
Cook Islands	11	8	1,751	50	** 1,751	** 50	1,751	50	** 1,751	** 50	...	...	...	...
Fiji	12	7	...	...	** 96,837	** 51	...	...	** 95,107	** 51	...	...	** 1,730	** 31
Kiribati	12	5	...	...	...	...	...	...	...	...	...	...	...	...
Marshall Islands	12	6	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	12	6	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	12	6	...	...	...	...	...	...	...	...	...	...	...	...
New Zealand	11	7	436,901	50	443,882	50	...	...	** 373,766	** 50	...	...	** 70,116	** 52
Niue	11	6	268	54	...	...	268	54	...	...	...	...	...	...
Palau	11	7	1,901	48	** 1,900	** 48	1,901	48	** 1,900	** 48	na	na	na	na	
Papua New Guinea	13	6	** 135,619	** 40	...	...	** 119,604	** 42	...	...	** 16,015	** 27	...	...
Samoa	11	7	21,748	50	** 21,780	** 50	21,748	50	** 21,780	** 50	na	na	na	na	
Solomon Islands	12	7	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	11	6	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	11	6	14,710	50	** 14,740	** 50	13,814	51	** 13,842	** 51	896	41	** 897	** 41	
Tuvalu	12	6	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	12	8	10,023	43	** 10,346	** 43	8,358	48	** 8,627	** 48	1,665	23	** 1,718	** 23	

Table 3: Secondary Education, ISCED 2 and 3

Gross Enrolment Ratio										Net Enrolment Ratio						Regions Country or territory
All Programmes										All Programmes						
1999/2000			2000/2001			Change 1999 to 2000	GPI		1999/2000			2000/2001			Change 1999 to 2000	
MF	M	F	MF	M	F	MF	1999/2000	2000/2001	MF	M	F	MF	M	F	MF	
93	94	93	95	96	95	2	0.99	0.99	88	87	88	** 89	** 88	** 89	1	Lithuania
95	93	98	94	92	97	-1	1.05	1.06	82	80	85	78	75	81	-4	Luxembourg
89	89	89	90	91	89	1	1.00	0.97	** 80	** 78	** 81	** 80	** 79	** 81	-	Malta
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Monaco
124	127	122	124	126	122	-	0.96	0.97	** 92	** 92	** 92	** 90	** 90	** 90	-2	Netherlands
117	116	118	115	113	116	-2	1.02	1.02	** 95	** 95	** 96	95	95	95	-	Norway
** 98	** 99	** 98	101	103	100	3	0.99	0.97	** 88	** 86	** 90	91	89	92	3	Poland
112	108	116	114	111	117	2	1.07	1.06	** 87	** 84	** 91	** 85	** 82	** 89	-2	Portugal
...	...	...	** 71	** 70	** 72	...	...	1.03	...	...	...	** 68	** 67	** 69	...	Republic of Moldova
80	80	81	82	82	83	2	1.01	1.01	76	75	77	80	79	81	4	Romania
...	...	...	83	80	86	...	...	1.07	...	...	...	...	...	...	...	Russian Federation
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	San Marino
61	59	62	59	58	61	-1	1.05	1.04	...	...	...	...	...	...	...	Serbia and Montenegro
87	86	87	87	87	88	1	1.02	1.01	...	...	...	** 75	** 75	** 75	...	Slovakia
101	99	102	106	105	107	6	1.03	1.02	91	89	93	** 96	** 95	** 97	5	Slovenia
113	110	116	116	113	119	3	1.06	1.05	** 91	** 90	** 92	** 94	** 92	** 95	3	Spain
153	135	172	149	132	166	-4	1.27	1.26	96	94	98	...	...	...	...	Sweden
100	103	96	100	103	96	-	0.93	0.94	88	91	86	88	90	85	-	Switzerland
84	85	82	84	85	83	1	0.97	0.97	** 81	** 82	** 80	...	...	...	...	The Former Yugoslav Rep. of Macedonia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ukraine
157	146	169	156	144	169	-1	1.16	1.17	94	92	95	94	93	95	-	United Kingdom
Oceania																
156	156	157	161	160	161	4	1.00	1.01	** 87	** 86	** 88	** 90	** 88	** 91	3	Australia
60	58	63	** 60	** 58	** 63	-	1.08	1.08	59	57	61	** 59	** 57	** 61	-	Cook Islands
...	...	...	** 80	** 77	** 83	...	...	1.09	...	...	...	** 76	** 73	** 79	...	Fiji
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nauru
113	110	116	112	109	116	-1	1.06	1.06	...	...	...	** 92	** 91	** 93	...	New Zealand
98	93	103	...	...	...	...	1.10	...	93	91	96	...	...	...	...	Niue
86	85	88	** 84	** 83	** 86	-2	1.03	1.03	...	...	...	...	...	...	...	Palau
** 21	** 24	** 18	...	...	...	...	0.77	...	...	...	...	...	...	...	...	Papua New Guinea
76	73	80	** 75	** 73	** 79	-1	1.09	1.08	68	66	71	** 68	** 65	** 71	-1	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tokelau
100	97	103	** 100	** 97	** 103	-	1.07	1.07	70	68	73	** 70	** 68	** 73	-	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
29	31	26	** 28	** 31	** 26	-	0.83	0.84	...	...	...	...	...	...	...	Vanuatu

Symbols and Footnotes:

** UIS estimation

* National Estimation

(h) Reclassification of programmes in ISCED mapping

... Missing Value

- Magnitude Nil or Negligible

na Category Not Applicable



TABLE 3 / cont'd: SECONDARY EDUCATION, ISCED 2, 3 AND 4

Regions Country or territory	Secondary (ISCED 2 and 3)									
	Teaching Staff				% Trained teachers		Pupil/Teacher ratio	% Repeaters		
	1999/2000		2000/2001		2000/2001			2000/2001		
	MF	% F	MF	% F	MF		2000/2001	MF	M	F
Africa										
Algeria	156,022	47	157,725	48	...		19	...	...	...
Angola	** 18,042	** 29	** 19,798	** 29	...		** 20	...	...	...
Benin	9,803	12	...	...	...		...	22	22	22
Botswana	10,713	44	9,407	46	87		** 17	1	-	1
Burkina Faso	** 6,541	** 17	** 6,432	** 20	...		** 31	** 25	** 25	** 27
Burundi	...	...	** 5,459	** 22	...		** 21	33	28	39
Cameroon	...	...	...	...	...		...	...	...	...
Cape Verde	...	...	...	...	...		...	18	19	17
Central African Republic	...	...	...	...	...		...	...	...	...
Chad	4,260	** 4	...	...	...		...	...	...	...
Comoros	...	...	...	...	...		...	...	...	...
Congo	...	...	** 7,668	** 9	...		** 26	24	23	24
Côte d'Ivoire	** 21,564	** 14	** 23,184	...	...		** 29	16	16	16
Democratic Rep. of the Congo	...	...	...	...	...		...	...	...	...
Djibouti	** 664	** 21	** 791	** 18	...		** 24	6	6	6
Egypt	** 473,713	** 40	** 490,648	** 40	** 83		** 17	** 7	** 8	** 6
Equatorial Guinea	836	5	...	...	...		...	...	...	...
Eritrea	2,501	12	2,710	10	62		52	20	18	24
Ethiopia	...	...	...	...	...		...	** 12	** 10	** 16
Gabon	...	...	...	...	...		...	22	22	21
Gambia	2,391	15	2,207	17	89		25	...	...	...
Ghana	54,254	23	55,549	23	74		19	3	3	3
Guinea	...	...	...	...	...		...	21	22	20
Guinea-Bissau	** 1,226	** 5	...	...	...		...	...	...	...
Kenya	** 43,320	** 35	** 48,019	** 35	...		** 26	...	...	...
Lesotho	...	...	** 3,250	** 51	...		** 23	9	8	9
Liberia	6,765	20	...	...	...		...	...	...	...
Libyan Arab Jamahiriya	...	...	...	...	...		...	...	...	...
Madagascar	...	...	...	...	...		...	18	18	17
Malawi	...	...	** 12,782	** 20	** 27		** 38	...	...	...
Mali	...	...	...	...	...		...	...	...	...
Mauritania	2,449	11	2,749	10	...		28	14	14	15
Mauritius	** 5,319	** 47	** 5,436	** 48	...		** 19	13	14	12
Morocco	** 90,799	** 32	...	...	...		...	18	20	15
Mozambique	...	...	...	...	...		...	22	21	24
Namibia	4,882	46	** 5,164	** 46	...		** 24	11	10	12
Niger	** 4,537	** 18	** 4,589	** 17	...		** 24	21	21	22
Nigeria	...	...	...	...	...		...	...	...	...
Rwanda	...	...	...	...	...		...	13	12	15
Sao Tome and Principe	...	...	...	...	...		...	...	...	...
Senegal	...	...	** 11,182	** 12	...		** 23	15	15	16
Seychelles	** 556	** 54	** 535	** 53	...		** 14	-	-	-
Sierra Leone	...	...	5,840	27	...		27	8	7	9
Somalia	...	...	...	...	...		...	...	...	...

Table 3 / cont'd: Secondary Education, ISCED 2, 3 and 4

Transition from ISCED 1 to ISCED 2 general programmes (%)							Post-secondary non-tertiary education (ISCED 4)					Regions Country or territory
1998/9 to 1999/00			1999/00 to 2000/1			Change 1999 to 2000	Enrolment					
MF	M	F	MF	M	F		1999/2000		2000/2001		% change 1999 to 2000	
						MF	% F	MF	%F	MF		
Africa												
66	62	71	77	74	82	11	...	...	...	...	...	Algeria
...	...	...	...	...	...	...	na	na	na	na	na	Angola
...	...	...	58	57	59	...	...	...	...	...	...	Benin
96	95	96	96	97	96	1	8,996	44	12,565	47	40	Botswana
38	39	38	** 36	** 37	** 35	-2	...	...	...	...	...	Burkina Faso
...	...	...	** 22	** 24	** 20	...	...	...	...	...	...	Burundi
...	...	...	** 27	** 28	** 25	...	...	...	...	...	...	Cameroon
...	...	...	...	...	...	...	...	...	518	...	...	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
47	48	44	...	...	...	...	...	...	...	...	...	Chad
...	...	...	...	...	...	...	84	** 35	...	...	...	Comoros
...	...	...	** 91	** 95	** 87	...	...	...	...	...	...	Congo
...	...	...	40	41	37	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	...	...	Democratic Rep. of the Congo
42	43	42	49	50	48	7	...	-	...	...	...	Djibouti
...	...	...	...	...	...	...	45,667	38	** 128,813	** 47	182	Egypt
...	...	...	...	...	...	...	...	...	...	...	...	Equatorial Guinea
...	...	...	81	82	79	...	316	24	1,318	23	317	Eritrea
92	92	93	96	96	96	4	4,813	44	6,224	40	29	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	Gabon
84	84	83	89	88	90	5	** 84	** 98	** 93	** 98	11	Gambia
...	...	...	82	81	83	...	...	...	18,549	34	na	Ghana
52	53	49	56	56	54	4	...	...	...	...	...	Guinea
** 63	** 66	** 58	...	...	...	...	na	na	na	na	na	Guinea-Bissau
** 66	** 68	** 63	75	78	72	9	67,314	44	...	...	...	Kenya
54	56	53	53	54	52	-1	1,264	68	538	31	-57	Lesotho
75	77	72	...	...	...	...	...	...	...	...	...	Liberia
...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
47	49	46	47	47	46	-1	...	...	...	...	...	Madagascar
...	...	...	82	84	80	...	...	...	13,633	...	...	Malawi
** 53	** 53	** 52	51	54	47	-1	...	...	...	...	...	Mali
...	...	...	38	41	36	...	350	26	547	42	56	Mauritania
64	61	67	60	57	64	-3	2,109	26	2,650	24	26	Mauritius
81	79	83	82	81	83	1	64,063	45	...	...	...	Morocco
51	50	52	56	55	56	5	na	na	na	na	na	Mozambique
84	83	84	83	83	83	-1	1,610	21	2,053	31	28	Namibia
30	30	29	31	31	30	1	348	26	133	15	-62	Niger
...	...	...	...	...	...	...	...	...	...	...	...	Nigeria
...	...	...	...	...	...	...	...	...	...	...	...	Rwanda
...	...	...	...	...	...	...	...	...	77	31	...	Sao Tome and Principe
35	** 36	** 33	39	40	37	4	...	...	...	...	...	Senegal
99	100	97	99	100	98	-	2,007	54	1,818	58	-9	Seychelles
...	...	...	...	...	...	...	23,665	50	40,105	57	69	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	Somalia



TABLE 3 / cont'd: SECONDARY EDUCATION, ISCED 2, 3 AND 4

Regions Country or territory	Secondary (ISCED 2 and 3)									
	Teaching Staff				% Trained teachers		Pupil/Teacher ratio	% Repeaters		
	1999/2000		2000/2001		2000/2001			2000/2001		
	MF	% F	MF	% F	MF		2000/2001	MF	M	F
South Africa	** 144,999	** 50	** 140,856	** 50	...		** 29	17	18	16
Sudan	** 42,513	** 54	...	...	...		...	...	...	...
Swaziland	...	...	...	...	...		...	...	...	...
Togo	** 8,230	** 11	** 9,339	** 10	...		** 31	20	20	19
Tunisia	56,843	40	** 61,931	** 40	** 61		** 18	15	17	14
Uganda	** 25,745	** 21	...	...	...		...	...	...	...
United Republic of Tanzania	...	...	...	...	...		...	...	...	...
Zambia	** 10,130	** 27	...	...	...		...	13	12	15
Zimbabwe	...	...	34,162	48	...		25	...	...	...
America, North										
Anguilla	** 69	** 65	** 65	** 65	...		** 18	...	...	...
Antigua and Barbuda	394	71	...	...	...		...	...	...	...
Aruba	** 397	** 49	** 428	** 50	** 100		** 15	11	12	11
Bahamas	** 1,710	** 45	...	...	...		...	...	...	...
Barbados	** 1,215	** 49	** 1,224	** 49	** 71		** 17	...	...	...
Belize	996	64	1,066	65	41		23	7	8	6
Bermuda	...	...	645	67	100		7	...	...	...
British Virgin Islands	** 148	** 61	** 150	** 65	...		** 11	8	10	7
Canada	** 142,973	** 69	147,890	68	...		18	...	...	...
Cayman Islands	252	54	** 245	** 56	...		** 10	...	...	...
Costa Rica	** 11,836	** 52	** 13,568	** 53	...		** 19	8	9	7
Cuba	66,122	61	73,627	61	94		11	1	2	1
Dominica	** 346	** 67	** 374	** 67	** 32		** 20	11	14	7
Dominican Republic	** 23,392	** 58	** 23,776	** 58	...		** 28	** 3	** 4	** 2
El Salvador	...	...	...	...	...		...	...	...	...
Grenada	** 406	** 59	** 439	** 62	** 30		** 19	** 8	...	...
Guatemala	32,831	...	35,910	...	...		14	** 4	** 4	** 3
Haiti	...	...	...	...	...		...	...	...	...
Honduras	...	...	...	...	...		...	...	...	...
Jamaica	** 12,340	...	...	...	** 86		...	2	3	1
Mexico	462,880	...	452,051	45	...		21	2	3	2
Montserrat	** 26	** 73	** 23	** 65	...		** 13	...	...	...
Netherlands Antilles	** 1,108	** 50	** 1,141	** 52	...		** 13	...	...	...
Nicaragua	* 10,371	* 56	* 10,413	* 56	* 45		** 32	6	7	5
Panama	14,380	55	14,404	56	82		16	** 5	** 5	** 4
Saint Kitts and Nevis	** 330	** 55	** 376	** 58	** 35		** 14	...	...	...
Saint Lucia	** 760	** 62	** 734	** 59	...		** 18	...	...	...
Saint Vincent and the Grenadines	** 406	** 62	** 405	** 60	...		** 24	...	...	...
Trinidad and Tobago	** 5,559	** 54	** 5,484	** 51	** 55		** 21	3	3	4
Turks and Caicos Islands	** 130	** 62	** 133	** 62	...		** 9	3	3	2
United States	1,546,890	56	1,522,620	56	...		15	...	...	...

Table 3 / cont'd: Secondary Education, ISCED 2, 3 and 4

Transition from ISCED 1 to ISCED 2 general programmes (%)							Post-secondary non-tertiary education (ISCED 4)					Regions Country or territory
1998/9 to 1999/00			1999/00 to 2000/1			Change 1999 to 2000	Enrolment					
MF	M	F	MF	M	F		1999/2000		2000/2001		% change 1999 to 2000	
						MF	% F	MF	%F	MF		
** 93	** 92	** 94	92	91	93	-1	142,199	44	...	...	...	South Africa
** 81	** 86	** 76	...	...	...	...	na	na	na	na	na	Sudan
** 80	** 79	** 81	** 92	** 92	** 93	12	na	na	na	na	na	Swaziland
...	...	...	66	68	62	...	...	...	...	...	...	Togo
** 68	** 67	** 70	75	74	77	7	1,308	43	2,909	39	122	Tunisia
...	...	...	...	...	...	...	na	na	na	na	na	Uganda
17	18	17	...	...	...	...	...	...	...	...	...	United Republic of Tanzania
** 46	** 44	** 48	44	43	44	-2	na	na	na	na	na	Zambia
...	...	...	...	...	...	...	871	22	3,441	...	295	Zimbabwe
America, North												
100	99	100	...	...	...	...	56	57	na	na	na	Anguilla
...	...	...	...	...	...	...	1,288	63	...	...	...	Antigua and Barbuda
99	99	100	98	97	100	-1	124	41	na	na	na	Aruba
** 85	** 84	** 87	...	...	...	...	...	...	...	...	...	Bahamas
99	98	100	99	100	98	-	3,240	42	3,543	47	9	Barbados
86	84	90	86	84	88	-1	832	29	...	...	...	Belize
...	...	...	...	...	...	...	na	na	na	na	na	Bermuda
97	** 95	** 100	80	67	97	-18	na	na	669	63	na	British Virgin Islands
...	...	...	...	...	...	...	339,010	44	313,805	43	-7	Canada
* 99	* 100	* 97	93	94	91	-6	...	...	30	67	...	Cayman Islands
...	...	...	81	81	80	...	8,339	51	na	na	na	Costa Rica
94	92	96	95	93	96	-	21,123	71	21,286	81	1	Cuba
89	90	88	87	82	91	-3	692	60	718	61	4	Dominica
** 88	** 85	** 90	** 81	** 79	** 84	-6	na	na	na	na	na	Dominican Republic
...	...	...	...	...	...	...	na	na	na	na	na	El Salvador
...	...	...	...	...	...	...	1,089	43	1,062	38	-2	Grenada
...	...	...	94	94	94	...	na	na	na	na	na	Guatemala
...	...	...	...	...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	...	...	na	na	na	na	na	Honduras
...	...	...	** 94	** 96	** 92	...	5,494	64	36,038	...	556	Jamaica
...	...	...	90	91	89	...	na	na	na	na	na	Mexico
...	...	...	...	...	...	...	na	na	62	65	na	Montserrat
51	47	55	...	...	...	...	243	76	** 243	** 76	-	Netherlands Antilles
...	...	...	99	100	97	...	...	...	...	...	...	Nicaragua
...	...	...	** 54	** 55	** 52	...	na	na	na	na	na	Panama
...	...	...	91	83	100	...	891	66	1,254	70	41	Saint Kitts and Nevis
...	...	...	...	...	...	...	na	na	1,027	55	na	Saint Lucia
...	...	...	92	100	84	...	904	64	896	56	-1	Saint Vincent and the Grenadines
...	...	...	96	96	96	...	7,790	62	8,134	62	4	Trinidad and Tobago
49	** 50	** 49	69	61	78	19	** 259	** 69	436	66	68	Turks and Caicos Islands
...	...	...	...	...	...	...	1,553,645	58	1,672,523	57	8	United States



TABLE 3 / cont'd: SECONDARY EDUCATION, ISCED 2, 3 AND 4

Regions Country or territory	Secondary (ISCED 2 and 3)									
	Teaching Staff				% Trained teachers		Pupil/Teacher ratio	% Repeaters		
	1999/2000		2000/2001		2000/2001			2000/2001		
	MF	% F	MF	% F	MF		2000/2001	MF	M	F
America, South										
Argentina	340,725	71	311,323	* 69	** 65		12	** 7	** 8	** 5
Bolivia	** 39,753	** 53	** 39,192	** 52	** 77		** 22	** 4	** 5	** 4
Brazil	1,104,371	79	1,179,722	79	** 79		22	18	** 18	** 18
Chile	48,395	62	51,246	63	** 88		27	3	3	2
Colombia	** 200,027	** 49	** 185,588	** 50	...		** 19	4	5	3
Ecuador	** 78,544	** 50	** 79,231	** 47	** 73		** 12	4	5	4
Guyana	** 4,642	** 61	...	...	...		...	...	...	...
Paraguay	...	...	...	...	...		...	1	2	1
Peru	...	...	** 114,363	** 44	** 76		** 21	5	6	4
Suriname	...	...	2,731	** 58	100		15	...	...	...
Uruguay	18,986	** 72	20,778	...	...		15	13	16	10
Venezuela	...	...	...	...	...		...	** 10	** 11	** 8
Asia										
Afghanistan	...	...	...	...	...		...	...	...	...
Armenia	...	...	...	...	...		...	-	-	-
Azerbaijan	** 119,024	** 63	** 122,941	** 63	...		** 8	...	...	...
Bahrain	** 4,583	** 56	** 4,826	** 55	...		** 14	8	9	6
Bangladesh	264,945	13	269,237	14	...		38	5	5	5
Bhutan	772	32	717	34	95		33	11	10	12
Brunei Darussalam	...	...	...	...	...		...	...	...	...
Cambodia	19,030	27	20,286	29	...		20	3	3	2
China	4,572,065	43	4,792,771	43	...		19	...	...	...
Cyprus	...	53	5,031	57	...		13	2	3	1
Dem. People's Rep. of Korea	...	...	...	...	...		...	...	...	...
Georgia	62,517	76	...	...	...		...	-	1	-
Hong Kong (China), SAR	...	...	...	...	...		...	5	** 5	** 5
India	2,112,548	34	...	...	...		...	...	...	...
Indonesia	** 903,706	** 42	1,040,081	40	** 53		14	...	...	...
Iran, Islamic Republic of	** 393,885	** 43	...	...	...		...	8	11	4
Iraq	62,034	69	...	...	...		...	...	...	...
Israel	...	...	72,369	72	...		8	...	...	...
Japan	628,376	...	622,207	...	...		14	...	...	...
Jordan	...	...	...	...	...		...	...	...	...
Kazakhstan	...	...	** 170,991	** 84	...		** 12	-	-	-
Kuwait	21,800	55	** 23,311	** 55	...		** 10	10	12	8
Kyrgyzstan	...	...	50,064	69	...		14	-	-	-
Lao People's Democratic Republic	12,402	40	12,686	41	96		23	2	3	1
Lebanon	...	...	** 43,959	** 52	...		** 7	6	7	5
Macao, China	1,481	57	1,621	57	59		24	11	13	10
Malaysia	...	...	** 120,002	** 62	** 53		** 18	...	...	...
Maldives	874	25	1,310	29	...		15	...	...	...
Mongolia	11,341	69	12,333	86	89		21	10	10	10
Myanmar	** 72,106	** 76	** 75,272	** 77	...		** 31	3	3	3

Table 3 / cont'd: Secondary Education, ISCED 2, 3 and 4

Transition from ISCED 1 to ISCED 2 general programmes (%)							Post-secondary non-tertiary education (ISCED 4)					Regions Country or territory
1998/9 to 1999/00			1999/00 to 2000/1			Change 1999 to 2000	Enrolment					
MF	M	F	MF	M	F		1999/2000		2000/2001		% change 1999 to 2000	
						MF	MF	% F	MF	%F	MF	
America, South												
** 94	** 93	** 95	...	...	...	...	na	na	na	na	na	Argentina
** 89	** 88	** 90	** 88	** 87	** 88	-1	...	...	...	...	...	Bolivia
...	...	...	...	...	...	...	...	...	...	...	...	Brazil
** 95	** 94	** 97	98	97	98	2	na	na	na	na	na	Chile
94	94	94	92	92	92	-2	4,658	78	6,390	77	37	Colombia
* 68	* 70	* 66	70	72	68	2	21,665	56	21,655	55	-	Ecuador
...	...	...	...	...	...	...	2,312	77	...	...	...	Guyana
** 87	** 87	** 87	** 93	** 94	** 92	6	na	na	...	...	na	Paraguay
92	94	91	93	95	91	1	...	...	260,176	66	...	Peru
...	...	...	...	...	...	...	na	na	na	na	na	Suriname
...	...	...	85	85	85	...	na	na	na	na	na	Uruguay
94	94	94	** 92	** 92	** 92	-2	na	na	na	na	na	Venezuela
Asia												
...	...	...	...	...	...	...	na	na	na	na	na	Afghanistan
...	...	...	...	...	...	...	...	...	26,091	72	...	Armenia
97	96	99	** 98	** 98	** 97	1	na	na	na	na	na	Azerbaijan
** 99	** 100	** 99	** 99	** 99	** 100	-	5,734	35	6,121	33	7	Bahrain
** 79	** 73	** 85	82	77	87	3	17,034	45	18,084	43	6	Bangladesh
88	88	87	84	84	84	-3	1,359	32	2,616	36	92	Bhutan
97	98	95	** 96	** 97	** 94	-1	na	na	...	...	na	Brunei Darussalam
** 77	** 82	** 71	76	81	70	-1	6,410	28	6,456	33	1	Cambodia
...	...	...	...	...	...	...	744,923	50	691,812	36	-7	China
100	100	100	** 100	** 100	** 99	-	na	na	na	na	na	Cyprus
...	...	...	...	...	...	...	...	...	...	...	...	Dem. People's Rep. of Korea
...	...	...	98	98	98	...	...	...	44,339	51	...	Georgia
...	...	...	...	...	...	...	...	...	31,314	41	...	Hong Kong (China), SAR
...	...	...	...	...	...	...	382,579	18	...	...	...	India
...	...	...	** 80	** 80	** 80	...	na	na	na	na	na	Indonesia
...	...	...	90	90	90	...	396,018	60	413,610	61	4	Iran, Islamic Republic of
...	...	...	...	...	...	...	11,284	44	...	...	...	Iraq
...	...	...	...	...	...	...	10,881	51	11,439	49	5	Israel
...	...	...	...	...	...	...	13,232	62	13,599	63	3	Japan
97	97	97	...	...	...	...	na	na	na	na	na	Jordan
...	...	...	...	...	...	...	142,485	60	168,189	59	18	Kazakhstan
97	97	96	97	97	98	-	16,751	55	...	...	...	Kuwait
...	...	...	99	100	97	...	26,585	65	26,415	65	-1	Kyrgyzstan
71	73	68	74	76	71	3	10,799	39	9,330	41	-14	Lao People's Democratic Republic
85	84	87	93	88	98	8	392	63	408	62	4	Lebanon
84	83	85	85	85	84	1	na	na	na	na	na	Macao, China
...	...	...	...	...	...	...	89,916	42	91,906	47	2	Malaysia
...	...	...	...	...	...	...	na	na	545	52	na	Maldives
94	92	96	89	87	90	-6	1,994	60	1,623	51	-19	Mongolia
** 68	** 66	** 71	66	67	65	-2	na	na	na	na	na	Myanmar



TABLE 3 / cont'd: SECONDARY EDUCATION, ISCED 2, 3 AND 4

Regions Country or territory	Secondary (ISCED 2 and 3)								
	Teaching Staff				% Trained teachers	Pupil/Teacher ratio	% Repeaters		
	1999/2000		2000/2001		2000/2001		2000/2001		
	MF	% F	MF	% F	MF	2000/2001	MF	M	F
Nepal	44,620	11	** 45,655	** 10	...	** 30	9	8	9
Oman	13,528	50	14,422	49	...	18	9	13	6
Pakistan	...	...	...	...	...	...	...	...	...
Palestinian Autonomous Territories	** 15,101	** 50	** 16,746	** 50	...	** 30	2	3	2
Philippines	...	...	148,033	76	...	36	2	3	1
Qatar	...	...	** 6,899	** 65	...	** 7	...	...	...
Republic of Korea	188,751	41	188,327	44	...	21	...	...	...
Saudi Arabia	146,252	51	156,178	50	...	12	7	9	5
Singapore	...	...	...	...	...	...	...	...	...
Sri Lanka	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	** 58,477	** 45	** 62,816	** 51	...	** 18	11	12	9
Tajikistan	** 52,740	** 41	** 54,593	** 42	...	** 16	1	** 1	** 1
Thailand	242,892	60	...	...	...	...	...	...	...
Timor-Leste	...	...	...	...	...	...	...	...	...
Turkey	...	...	...	...	...	...	...	...	...
Turkmenistan	...	...	...	...	...	...	...	...	...
United Arab Emirates	16,399	55	16,950	54	...	13	5	7	4
Uzbekistan	...	...	...	...	...	...	...	...	...
Viet Nam	** 289,544	** 64	309,218	65	91	27	2	** 2	** 1
Yemen	...	...	...	...	...	...	...	...	...
Europe									
Albania	22,250	54	22,280	54	...	17	6	7	5
Andorra	...	...	...	...	...	...	...	...	...
Austria	** 75,678	...	...	...	...	...	** 2	** 3	** 2
Belarus	** 105,023	** 77	** 105,312	** 78	...	** 9	-	** -	** -
Belgium	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...
Bulgaria	59,270	75	57,166	77	...	12	2	2	1
Croatia	35,762	65	36,954	66	...	11	1	1	-
Czech Republic	70,756	68	...	...	...	...	1	1	1
Denmark	44,587	48	43,921	48	...	...	...	...	...
Estonia	11,938	81	11,833	82	...	10	4	5	2
Finland	38,876	63	38,416	63	...	13	-	1	-
France	502,510	55	506,304	60	...	12	** 9	...	...
Germany	578,376	53	588,329	54	...	14	** 3	** 4	** 3
Gibraltar	124	59	132	58	100	12	...	...	...
Greece	** 75,689	...	** 78,963	...	...	** 9	...	...	...
Holy See	...	...	...	...	...	...	...	...	...
Hungary	...	...	103,575	71	...	...	...	...	...
Iceland	** 2,602	** 58	...	...	...	...	...	...	...
Ireland	...	...	** 37,321	** 58	...	...	** 2	** 2	** 2
Italy	** 412,421	** 65	441,168	65	...	10	...	...	...
Latvia	24,819	80	24,386	81	...	11	1	1	-
Liechtenstein	...	...	...	...	...	...	...	...	...

Table 3 / cont'd: Secondary Education, ISCED 2, 3 and 4

Transition from ISCED 1 to ISCED 2 general programmes (%)							Post-secondary non-tertiary education (ISCED 4)					Regions Country or territory
1998/9 to 1999/00			1999/00 to 2000/1			Change 1999 to 2000	Enrolment					
MF	M	F	MF	M	F		1999/2000		2000/2001		% change 1999 to 2000	
						MF	% F	MF	%F	MF		
...	...	...	72	71	73	...	na	na	na	na	na	Nepal
95	93	97	96	95	98	2	** 16,198	** 36	...	...	...	Oman
...	...	...	...	...	...	...	...	...	...	...	...	Pakistan
96	95	97	96	95	98	-	** 6,928	** 55	...	...	...	Palestinian Autonomous Territories
...	...	...	...	...	...	...	...	...	286,316	40	...	Philippines
...	...	...	...	...	...	...	na	na	na	na	na	Qatar
...	...	...	100	100	100	...	na	na	na	na	na	Republic of Korea
97	100	94	96	100	92	-1	** 36,905	** 48	37,641	41	2	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka
69	70	67	70	72	69	2	28,314	61	33,128	60	17	Syrian Arab Republic
97	** 97	** 97	97	** 97	** 97	-	** 23,164	** 50	25,335	44	9	Tajikistan
** 88	** 87	** 89	** 84	** 88	** 81	-4	8,389	67	19,976	64	138	Thailand
...	...	...	...	...	...	...	na	na	na	na	na	Timor-Leste
...	...	...	...	...	...	...	na	na	na	na	na	Turkey
...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
96	95	97	98	98	99	2	...	...	na	na	na	United Arab Emirates
...	...	...	...	...	...	...	...	...	...	...	...	Uzbekistan
** 93	...	...	93	...	...	-	na	na	na	na	na	Viet Nam
...	...	...	...	...	...	...	...	...	** 19,126	** 16	...	Yemen
Europe												
** 93	** 93	** 93	94	93	95	1	na	na	na	na	na	Albania
...	...	...	...	...	...	...	...	...	...	...	...	Andorra
...	...	...	** 95	** 91	** 100	...	56,478	56	57,470	56	2	Austria
** 99	** 98	** 99	** 99	** 98	** 99	-	56,701	41	130,020	38	129	Belarus
...	...	...	...	...	...	...	47,814	54	47,106	54	-1	Belgium
...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
...	...	...	97	97	97	...	6,798	56	5,111	48	-25	Bulgaria
100	100	100	100	99	100	-	...	...	...	...	...	Croatia
...	...	...	99	99	99	...	49,824	43	36,919	42	-26	Czech Republic
100	100	100	...	...	...	...	3,510	22	1,166	39	-67	Denmark
96	93	98	96	94	98	-	9,016	64	11,817	63	31	Estonia
100	99	100	100	100	100	-	...	...	...	...	...	Finland
** 99	** 99	** 98	99	...	...	-	23,270	63	23,708	62	2	France
100	100	100	99	99	99	-1	459,664	48	...	...	...	Germany
...	...	...	...	...	...	...	882	46	...	...	...	Gibraltar
...	...	...	...	...	...	...	...	...	...	...	...	Greece
...	...	...	...	...	...	...	...	...	...	...	...	Holy See
99	100	99	100	99	100	-	95,734	52	96,386	52	1	Hungary
...	...	...	...	...	...	...	397	25	284	27	-28	Iceland
...	...	...	...	...	...	...	41,555	57	48,138	55	16	Ireland
97	93	100	100	100	100	3	38,560	49	32,748	58	-15	Italy
98	98	99	...	...	...	...	5,990	63	7,103	58	19	Latvia
...	...	...	...	...	...	...	...	...	...	...	...	Liechtenstein



TABLE 3 / cont'd: SECONDARY EDUCATION, ISCED 2, 3 AND 4

Regions Country or territory	Secondary (ISCED 2 and 3)									
	Teaching Staff				% Trained teachers		Pupil/Teacher ratio	% Repeaters		
	1999/2000		2000/2001		2000/2001			2000/2001		
	MF	% F	MF	% F	MF		2000/2001	MF	M	F
Lithuania	37,706	79	37,706	79	...		11	1	1	-
Luxembourg	...	...	...	...	...		...	...	...	...
Malta	3,646	52	3,625	51	...		10	** 1	** 1	** 1
Monaco	...	...	276	58	...		11	...	...	...
Netherlands	** 93,924	...	...	...	...		...	** 5	** 5	** 5
Norway	...	...	...	...	...		...	...	...	...
Poland	...	...	300,973	66	...		13	...	...	...
Portugal	84,869	68	83,651	69	...		10	** 2	** 2	** 2
Republic of Moldova	...	...	30,518	74	...		** 14	** 1	** 1	** 1
Romania	** 171,419	...	...	...	...		...	2	3	1
Russian Federation	...	...	** 873,992	** 76	...		** 16	...	...	...
San Marino	...	70	...	...	...		...	...	...	...
Serbia and Montenegro	50,143	60	56,360	61	100		14	2	...	...
Slovakia	56,881	71	53,909	71	...		12	...	...	...
Slovenia	...	...	17,360	68	...		13	2	3	1
Spain	** 402,506	** 51	** 406,964	** 52	...		** 8	...	...	...
Sweden	65,075	56	66,862	56	...		14	...	...	...
Switzerland	** 50,287	** 39	** 48,111	** 40	...		** 12	...	...	...
The Former Yugoslav Rep. of Macedonia	11,555	49	13,571	51	...		16	...	...	...
Ukraine	...	...	...	...	...		...	...	...	...
United Kingdom	461,813	59	471,380	59	...		18	...	...	...
Oceania										
Australia	...	...	...	...	...		...	...	...	...
Cook Islands	...	...	...	...	...		...	** 4	...	...
Fiji	...	...	** 5,712	** 49	** 82		** 17	...	...	...
Kiribati	...	...	...	...	...		...	...	...	...
Marshall Islands	...	...	...	...	...		...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...		...	...	...	...
Nauru	...	...	...	...	...		...	...	...	...
New Zealand	34,498	55	34,506	57	...		13	...	...	...
Niue	...	...	...	...	...		...	...	...	...
Palau	** 166	** 57	...	...	...		...	...	...	...
Papua New Guinea	** 6,096	** 35	...	...	...		...	...	...	...
Samoa	** 1,093	** 56	** 1,094	** 56	...		** 20	** 3	** 3	** 2
Solomon Islands	...	...	...	...	...		...	...	...	...
Tokelau	...	...	...	...	...		...	...	...	...
Tonga	...	...	...	...	...		...	** 10	** 14	** 6
Tuvalu	...	...	...	...	...		...	...	...	...
Vanuatu	381	47	** 393	** 47	...		** 26	...	...	...

Table 3 / cont'd: Secondary Education, ISCED 2, 3 and 4

Transition from ISCED 1 to ISCED 2 general programmes (%)							Post-secondary non-tertiary education (ISCED 4)					Regions Country or territory
1998/9 to 1999/00			1999/00 to 2000/1			Change 1999 to 2000	Enrolment					
MF	M	F	MF	M	F		1999/2000		2000/2001		% change 1999 to 2000	
						MF	% F	MF	%F	MF		
...	5,551	68	6,720	65	21	Lithuania
...	856	20	865	22	1	Luxembourg
91	89	94	** 86	** 85	** 87	-5	931	24	731	14	-21	Malta
...	na	na	na	na	na	Monaco
...	99	98	100	...	25,661	41	28,240	42	10	Netherlands
...	6,940	31	6,723	24	-3	Norway
...	99	...	...	...	187,518	63	182,305	63	-3	Poland
...	na	na	na	na	na	Portugal
...	na	na	na	na	na	Republic of Moldova
...	94,700	64	82,117	62	-13	Romania
...	1,609,571	40	1,609,571	40	-	Russian Federation
...	1,066	49	...	...	...	San Marino
...	6,500	5	6,500	5	-	Serbia and Montenegro
** 99	** 98	** 99	98	98	99	-	5,767	65	6,324	65	10	Slovakia
97	100	95	...	...	...	...	433	59	634	61	46	Slovenia
...	153,695	49	75,319	50	-51	Spain
...	12,902	49	13,020	50	1	Sweden
100	100	100	100	100	100	-	21,748	71	22,480	71	3	Switzerland
...	150	13	600	7	300	The Former Yugoslav Rep. of Macedonia
...	Ukraine
...	na	na	na	na	na	United Kingdom
Oceania												
...	155,008	48	162,885	50	5	Australia
88	94	82	...	...	...	...	39	69	** 39	** 69	-	Cook Islands
...	na	na	na	Fiji
...	Kiribati
...	Marshall Islands
...	na	na	...	...	na	Micronesia (Federated States of)
...	Nauru
...	16,339	46	18,643	47	14	New Zealand
...	na	na	na	na	na	Niue
...	Palau
...	na	na	na	na	na	Papua New Guinea
92	92	92	** 93	** 87	** 100	1	603	37	** 604	** 37	-	Samoa
...	na	na	na	na	na	Solomon Islands
...	na	na	na	na	na	Tokelau
80	76	85	** 75	** 75	** 75	-5	285	71	** 286	** 70	-	Tonga
...	Tuvalu
...	712	53	** 722	** 53	1	Vanuatu

Symbols and Footnotes:

- ** UIS estimation
- * National Estimation
- ... Missing Value
- Magnitude Nil or Negligible
- na Category Not Applicable

TABLE 4: TERTIARY EDUCATION, ISCED 5 AND 6

Regions Country or territory	1999/2000									2000/2001				
	Total enrolment		Distribution of students by ISCED level (%)			% female by ISCED level			Total enrolment		Distribution of students by ISCED level (%)			
	MF	% F	5A	5B	6	5A	5B	6	MF	% F	5A	5B	6	
Africa														
Algeria	...	...	...	...	...	...	...	...	...	...	...	...	...
Angola	7,845	39	100	...	...	39	...	...	...	...	...	...	...
Benin	18,753	20	82	18	-	19	24	23	...	...	...	...	...
Botswana	6,332	42	73	27	-	41	46	...	7,651	47	89	10	-	
Burkina Faso	...	...	...	...	...	...	...	...	...	...	...	...	...
Burundi	6,132	27	64	35	1	27	27	11	6,289	27	66	34	-	
Cameroon	** 65,697	...	...	...	...	...	...	...	68,495	...	...	...	...
Cape Verde	...	...	...	...	...	...	...	...	...	...	...	...	...
Central African Republic	6,323	16	78	10	12	14	10	35	...	...	...	...	...
Chad	5,901	15	89	7	4	14	28	20	...	...	...	...	...
Comoros	714	** 42	64	36	...	** 34	** 56	...	...	...	...	...	...
Congo	15,629	24	85	15	...	25	19	...	13,403	12	80	19	1	
Côte d'Ivoire	...	...	...	...	...	...	...	...	...	...	...	...	...
Democratic Rep. of the Congo	...	...	...	...	...	...	...	...	...	...	...	...	...
Djibouti	** 190	** 47	** 31	** 69	na	** 24	** 57	na	496	42	47	53	na	
Egypt	...	...	...	...	...	...	...	...	...	...	...	...	...
Equatorial Guinea	1,003	30	88	12	na	33	8	na	...	...	...	...	na
Eritrea	4,135	14	100	...	...	14	...	...	5,505	13	100	...	...
Ethiopia	67,732	22	100	...	-	22	...	...	87,431	21	100	...	...
Gabon	...	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	...	...	...	...	...	...	...	...	...	...	...	...	...
Ghana	54,658	25	55	40	5	26	24	23	64,098	29	58	37	5	
Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...
Guinea-Bissau	463	16	...	100	...	...	16	...	...	...	...	...	...
Kenya	89,016	35	50	47	3	34	37	33	98,583	44	47	50	3	
Lesotho	** 4,470	** 62	** 79	** 21	...	** 60	** 68	...	4,976	63	...	...	...
Liberia	...	...	...	...	...	...	...	...	...	...	...	...	...
Libyan Arab Jamahiriya	290,060	49	65	33	3	51	45	42	** 287,172	** 48	** 66	** 32	** 3	
Madagascar	32,156	46	84	13	3	46	48	48	31,386	45	79	19	1	
Malawi	...	...	...	...	...	27	...	...	...	...	...	...	...
Mali	...	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	...	...	...	...	...	...	...	...	9,033	17	95	5	...
Mauritius	8,256	45	50	48	1	47	43	44	12,481	57	38	59	2	
Morocco	276,375	42	93	2	5	43	33	31	310,258	44	84	11	5	
Mozambique	** 9,303	** 44	...	...	...	...	...	...	** 9,774	** 44	...	...	...
Namibia	9,561	55	34	66	...	55	55	...	...	...	...	...	...
Niger	...	...	...	...	...	...	...	...	13,400	25	84	15	1
Nigeria	...	...	...	...	...	...	...	...	...	...	...	...	...
Rwanda	...	...	...	...	...	...	...	...	12,802	34	...	...	...
Sao Tome and Principe	na	na	na	na	na	na	na	na	181	36	100	...	...
Senegal	...	...	...	...	...	...	...	...	...	...	...	...	...
Seychelles	na	na	na	na	na	na	na	na	na	na	na	na	na	
Sierra Leone	...	...	...	...	...	...	...	...	8,795	29	44	56	...
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...

Table 4: Tertiary education, ISCED 5 and 6

/ cont'd			Gross Enrolment Ratio (ISCED 5 and 6)							Teaching Staff				Regions	
% female by ISCED level			1999/2000			2000/2001			GPI		1999/2000		2000/2001		Country or territory
5A	5B	6	MF	M	F	MF	M	F	1999/2000	2000/2001	MF	% F	MF	% F	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Africa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Algeria
...	...	...	1	1	1	...	...	...	0.63	...	796	20	** 823	** 20	Angola
...	...	...	4	6	1	...	...	...	0.24	...	638	9	...	...	Benin
49	34	50	4	5	3	5	5	4	0.74	0.89	...	...	...	...	Botswana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Burkina Faso
29	24	8	1	2	1	1	2	1	0.35	0.36	524	...	507	9	Burundi
...	...	...	** 5	...	...	5	...	...	...	...	3,011	...	2,926	** 14	Cameroon
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Cape Verde
...	...	...	2	3	1	...	...	...	0.19	...	325	9	...	...	Central African Republic
...	...	...	1	2	-	...	...	...	0.17	...	409	5	...	...	Chad
...	...	...	1	** 1	** 1	...	...	...	0.73	...	76	...	...	...	Comoros
13	9	17	6	9	3	5	9	1	0.30	0.13	645	5	685	5	Congo
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic Rep. of the Congo
28	54	na	** -	** -	** -	1	1	1	0.85	0.70	** 20	** 30	40	15	Djibouti
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Egypt
...	...	na	3	4	2	...	...	...	0.43	...	206	16	...	...	Equatorial Guinea
13	...	...	1	2	-	2	3	-	0.17	0.15	250	10	255	12	Eritrea
21	...	...	1	2	1	2	2	1	0.28	0.27	2,497	6	3,232	8	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gabon
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gambia
30	27	23	3	4	1	3	5	2	0.33	0.40	2,518	13	3,501	12	Ghana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guinea
...	...	...	-	1	-	...	...	...	0.18	...	31	19	...	...	Guinea-Bissau
49	39	32	3	4	2	3	3	3	0.54	0.77	...	...	...	...	Kenya
...	...	...	** 2	** 2	** 3	3	2	3	1.64	1.76	342	...	380	...	Lesotho
...	...	...	...	...	...	...	...	...	...	...	723	16	** 728	** 16	Liberia
49	48	** 42	51	52	51	** 49	** 50	** 48	0.98	0.96	12,422	...	11,639	13	Libyan Arab Jamahiriya
46	44	49	2	2	2	2	2	2	0.86	0.84	1,727	...	1,410	30	Madagascar
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Malawi
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mali
17	20	...	...	...	...	4	6	1	...	0.20	...	...	301	...	Mauritania
48	64	34	8	8	7	11	10	13	0.84	1.36	...	...	...	...	Mauritius
44	45	32	9	11	8	10	11	9	0.76	0.80	18,082	20	17,670	22	Morocco
...	...	...	** 1	** 1	** -	** 1	** 1	** -	0.79	0.79	...	...	...	...	Mozambique
...	...	...	6	5	7	...	...	...	1.24	...	533	27	...	...	Namibia
24	30	25	...	...	...	1	2	1	...	0.34	...	...	806	** 15	Niger
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nigeria
...	...	...	...	...	...	2	2	1	...	0.50	...	...	1,311	15	Rwanda
36	...	...	na	na	na	...	...	...	na	...	na	na	27	33	Sao Tome and Principe
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Senegal
na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	Seychelles
16	39	...	...	...	...	2	3	1	...	0.40	...	...	1,165	15	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia

TABLE 4: TERTIARY EDUCATION, ISCED 5 AND 6

Regions Country or territory	1999/2000									2000/2001					
	Total enrolment		Distribution of students by ISCED level (%)			% female by ISCED level			Total enrolment		Distribution of students by ISCED level (%)				
	MF	% F	5A	5B	6	5A	5B	6	MF	% F	5A	5B	6		
South Africa	632,911	54	91	8	1	53	68	37	644,763	55	84	15	1		
Sudan	...	...	...	...	...	...	...	...	...	...	...	...	...
Swaziland	4,738	49	...	...	...	...	...	...	** 4,761	** 47	** 82	** 18	...
Togo	15,171	17	98	2	...	17	2	...	...	...	...	...	...
Tunisia	180,044	...	83	11	6	...	...	...	207,388	** 48	81	12	7
Uganda	55,767	34	47	50	3	37	31	26	63,165	34	57	43	-		
United Republic of Tanzania	18,867	21	65	34	2	18	26	24	21,960	24	...	...	...
Zambia	...	...	...	...	...	...	...	...	** 24,553	** 32	** 58	** 41	** 1
Zimbabwe	** 42,775	...	...	...	...	...	...	...	** 48,894	** 37	...	...	...
America, North															
Anguilla	...	...	...	...	...	...	...	...	...	...	...	...	...
Antigua and Barbuda	...	...	...	...	...	...	...	...	na	na	na	na	na
Aruba	1,578	61	26	74	na	78	55	na	1,578	61	26	74	na		
Bahamas	...	...	...	...	...	...	...	...	...	...	...	...	...
Barbados	** 8,078	** 72	** 49	** 45	** 6	65	82	** 56	** 7,979	** 71	** 49	** 45	** 6		
Belize	...	...	...	...	...	...	...	...	...	...	...	...	...
Bermuda	** 1,942	** 55	...	...	...	...	...	...	1,942	55	...	100	...
British Virgin Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Canada	1,220,651	56	72	26	2	58	52	45	1,212,161	56	...	...	...
Cayman Islands	...	...	...	...	na	...	...	na	390	75	79	21	na
Costa Rica	** 60,242	** 53	** 94	** 2	** 4	** 52	** 29	** 89	61,654	53	94	2	** 4		
Cuba	158,810	53	75	...	25	61	...	30	178,020	52	72	...	28		
Dominica	...	...	...	...	...	...	...	...	...	...	...	...	...
Dominican Republic	...	...	...	...	...	...	...	...	...	...	...	...	...
El Salvador	...	...	...	...	...	...	...	...	118,491	55	75	15	9
Grenada	...	...	...	...	...	...	...	...	...	...	...	...	...
Guatemala	...	...	...	...	...	...	...	...	...	...	...	...	...
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	...	...	...	...	...	...	...	...	90,620	56	93	5	2
Jamaica	35,995	65	36	57	7	65	65	66	42,502	** 65	34	61	6		
Mexico	1,962,763	49	97	2	-	49	40	38	2,047,895	49	97	3	-		
Montserrat	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	2,561	56	34	66	na	59	54	na	2,433	58	36	64	na		
Nicaragua	...	...	...	...	...	...	...	...	...	...	...	...	...
Panama	** 89,352	** 62	...	...	...	...	...	...	...	...	...	...	...
Saint Kitts and Nevis	na	na	na	na	na	na	na	na	na	na	na	na	na		
Saint Lucia	...	...	...	...	...	...	...	...	...	...	...	...	...
Saint Vincent and the Grenadines	...	...	...	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	7,737	59	81	17	1	58	69	46	8,614	60	83	15	1		
Turks and Caicos Islands	12	75	na	100	na	na	75	na	12	75	na	100	na		
United States	13,202,880	56	77	21	2	56	56	42	13,595,580	56	76	22	2		

Table 4: Tertiary education, ISCED 5 and 6

/ cont'd			Gross Enrolment Ratio (ISCED 5 and 6)							Teaching Staff				Regions	
% female by ISCED level			1999/2000			2000/2001			GPI		1999/2000		2000/2001		Country or territory
5A	5B	6	MF	M	F	MF	M	F	1999/2000	2000/2001	MF	% F	MF	% F	
53	67	38	15	14	16	15	14	17	1.16	1.23	...	...	41,022	39	South Africa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sudan
** 48	** 42	...	5	5	5	** 5	** 6	** 5	0.93	0.87	351	35	** 360	** 35	Swaziland
...	...	...	4	6	1	...	...	...	0.20	...	...	...	...	...	Togo
** 49	** 40	** 49	19	...	...	22	** 22	** 21	...	0.97	9,370	...	11,412	35	Tunisia
37	30	...	3	4	2	3	4	2	0.51	0.52	3,362	20	4,062	19	Uganda
...	...	...	1	1	-	...	...	...	0.26	...	2,064	14	2,192	14	United Republic of Tanzania
** 38	** 23	** 14	...	...	...	** 2	** 3	** 2	...	0.47	...	...	...	...	Zambia
...	...	...	** 4	...	...	** 4	** 5	** 3	...	0.60	...	...	...	...	Zimbabwe
America, North															
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Anguilla
na	na	na	...	...	...	na	na	na	...	na	2	...	na	na	Antigua and Barbuda
78	55	na	29	24	35	29	24	35	1.46	1.49	164	45	164	45	Aruba
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bahamas
66	77	** 56	** 38	** 21	** 56	** 38	** 22	** 55	2.63	2.45	663	** 46	** 592	** 51	Barbados
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Belize
...	55	...	...	...	...	...	...	...	...	...	...	...	107	53	Bermuda
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	British Virgin Islands
...	...	...	60	52	69	59	51	68	1.33	1.34	128,628	...	133,477	41	Canada
72	86	na	...	...	...	...	...	...	...	...	19	42	22	32	Cayman Islands
53	29	** 89	** 16	** 15	** 18	16	15	18	1.20	1.21	...	...	...	...	Costa Rica
61	...	30	21	19	23	25	23	26	1.20	1.14	23,705	48	22,687	48	Cuba
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Dominica
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Dominican Republic
53	63	55	...	...	...	18	16	19	...	1.24	...	...	7,285	32	El Salvador
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Grenada
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guatemala
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
56	59	41	...	...	...	15	13	17	...	1.31	...	...	5,549	36	Honduras
** 65	** 65	** 66	14	10	18	16	** 11	** 22	1.88	1.89	1,751	...	1,719	55	Jamaica
49	42	38	20	20	19	21	21	20	0.95	0.96	201,534	...	208,692	...	Mexico
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Montserrat
59	57	na	16	14	18	15	12	17	1.26	1.38	267	...	319	46	Netherlands Antilles
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nicaragua
...	...	...	** 35	** 26	** 44	...	...	...	1.67	...	** 4,972	...	...	...	Panama
na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	Saint Kitts and Nevis
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Saint Lucia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Saint Vincent and the Grenadines
59	67	48	6	5	7	6	5	8	1.49	1.53	540	32	540	32	Trinidad and Tobago
na	75	na	...	...	...	...	...	...	...	...	** 10	** 40	** 11	** 36	Turks and Caicos Islands
56	55	43	72	62	81	73	63	83	1.31	1.32	1,027,830	...	** 1,029,824	** 41	United States

TABLE 4: TERTIARY EDUCATION, ISCED 5 AND 6

Regions Country or territory	1999/2000									2000/2001					
	Total enrolment		Distribution of students by ISCED level (%)			% female by ISCED level			Total enrolment		Distribution of students by ISCED level (%)				
	MF	% F	5A	5B	6	5A	5B	6	MF	% F	5A	5B	6		
America, South															
Argentina	1,600,882	62	74	26	–	58	71	60	...	...	...	...	...
Bolivia	252,706	...	92	8	–	...	...	...	278,763	...	91	7	2
Brazil	2,456,961	56	...	...	...	...	...	...	2,781,328	56	...	...	...
Chile	450,952	47	80	18	2	47	47	40	452,177	47	80	18	2		
Colombia	877,944	52	78	17	5	53	49	53	934,085	52	78	16	6		
Ecuador	...	...	...	...	...	...	...	...	...	...	...	...	...
Guyana	...	...	...	...	...	...	...	...	...	...	...	...	...
Paraguay	** 66,065	...	** 67	** 33	–	49	73	...	** 83,041	** 57	** 66	** 34	–		
Peru	...	...	...	...	...	...	...	...	...	...	...	...	...
Suriname	...	...	...	...	...	...	...	...	...	...	...	...	...
Uruguay	91,175	** 63	72	26	2	60	73	** 63	97,541	64	74	24	3		
Venezuela	668,109	59	...	...	...	...	...	...	** 681,174	** 59	...	...	...
Asia															
Afghanistan	...	...	...	...	...	...	...	...	19,796	...	...	...	...
Armenia	...	...	...	...	...	...	...	...	68,704	55	98	...	2
Azerbaijan	156,832	47	74	25	1	40	68	30	163,305	49	73	26	1		
Bahrain	...	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	726,701	32	...	...	...	...	...	...	878,537	34	100	...	–
Bhutan	** 1,479	** 36	** 24	** 76	...	** 32	** 38	...	** 1,837	** 34	** 24	** 76	...		
Brunei Darussalam	3,705	66	50	50	...	65	67	...	3,984	65	54	46	...		
Cambodia	22,108	25	100	...	...	25	...	...	25,416	27	100	...	...
China	9,398,581	** 33	54	45	1	** 33	** 33	24	12,143,723	...	55	45	1		
Cyprus	10,414	57	25	75	...	77	50	...	11,934	58	23	76	1		
Dem. People's Rep. of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...
Georgia	137,046	49	99	...	1	49	...	55	140,627	49	99	...	1		
Hong Kong (China), SAR	...	...	...	...	...	...	...	...	128,052	50	66	31	3
India	9,404,460	38	99	1	1	38	34	36	...	...	...	...	...
Indonesia	...	...	...	...	...	...	...	...	3,017,887	43	75	23	2
Iran, Islamic Republic of	678,652	44	81	18	2	47	34	25	733,527	47	79	19	1		
Iraq	288,670	34	...	...	...	...	...	...	...	...	...	...	...
Israel	255,891	57	78	20	3	58	55	51	270,979	57	76	22	3		
Japan	3,982,069	45	72	27	1	37	67	25	3,972,468	45	73	26	2		
Jordan	142,190	51	79	21	–	47	68	25	...	...	...	...	...
Kazakhstan	370,321	54	99	na	1	54	na	51	** 445,651	** 54	** 99	na	** 1		
Kuwait	...	...	...	...	...	...	...	...	...	...	...	...	...
Kyrgyzstan	...	...	...	...	...	...	...	...	190,508	51	99	...	1
Lao People's Democratic Republic	14,074	34	43	57	...	34	34	...	16,621	37	41	59	...		
Lebanon	116,014	52	89	10	1	53	39	32	134,018	52	88	11	1		
Macao, China	7,471	...	...	...	...	...	...	...	13,996	45	81	18	–
Malaysia	473,357	50	51	48	1	52	48	27	549,205	51	51	48	1		
Maldives	na	na	na	na	na	na	na	na	na	na	na	na	na		
Mongolia	74,025	64	93	6	1	64	67	54	84,970	63	94	5	1		
Myanmar	...	...	...	...	...	...	...	...	553,456	** 63	99	–	–

Table 4: Tertiary education, ISCED 5 and 6

/ cont'd			Gross Enrolment Ratio (ISCED 5 and 6)									Teaching Staff				Regions
% female by ISCED level			1999/2000			2000/2001			GPI		1999/2000		2000/2001		Country or territory	
5A	5B	6	MF	M	F	MF	M	F	1999/2000	2000/2001	MF	% F	MF	% F		
America, South																
...	70	...	48	36	60	...	...	...	1.64	...	99,020	...	112,721	54	Argentina
...	...	...	33	...	...	36	...	...	...	...	13,324	...	12,809	...	Bolivia
...	...	...	15	13	17	17	14	19	1.26	1.29	173,836	...	183,194	41	Brazil
47	46	40	38	39	36	38	39	36	0.91	0.92	...	...	...	...	Chile
53	47	49	22	21	23	23	22	24	1.11	1.09	86,166	34	85,743	32	Colombia	
...	...	...	...	...	...	...	...	...	...	...	...	...	15,271	...	Ecuador
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guyana
50	70	...	** 14	...	...	** 17	** 14	** 19	...	1.36	1,844	...	...	...	Paraguay
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Peru
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Suriname
60	75	** 64	34	** 24	** 43	36	26	47	1.76	1.83	11,209	...	11,245	...	Uruguay	
...	...	...	29	24	35	** 29	** 24	** 35	1.46	1.46	53,590	38	...	...	Venezuela
Asia																
...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	Afghanistan
55	...	37	...	...	...	...	...	...	...	...	...	...	11,254	47	Armenia
42	70	34	22	23	21	23	23	22	0.93	0.99	17,441	45	18,598	47	Azerbaijan	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bahrain
34	...	24	6	7	4	7	8	5	0.51	0.55	50,476	14	47,137	19	Bangladesh	
** 32	** 35	...	...	...	...	...	...	...	...	...	** 171	...	** 164	** 27	Bhutan
65	65	...	15	9	20	15	10	20	2.11	1.99	498	32	483	34	Brunei Darussalam	
27	...	...	3	4	1	3	4	2	0.34	0.38	1,664	19	2,124	18	Cambodia
...	...	...	10	** 12	** 6	13	...	...	0.52	...	...	...	679,888	45	China
77	52	54	20	17	22	22	19	25	1.29	1.35	1,082	...	1,134	...	Cyprus	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Dem. People's Rep. of Korea
49	...	51	34	34	34	35	35	34	1.00	0.99	13,597	49	14,470	50	Georgia	
51	50	38	...	...	...	25	24	25	...	1.06	...	...	** 10,063	** 18	Hong Kong (China), SAR
...	...	...	10	13	8	...	...	...	0.66	...	399,023	37	...	...	India
42	47	34	...	...	...	15	16	13	...	0.77	212,823	...	217,403	41	Indonesia
51	35	24	10	11	9	10	10	10	0.82	0.93	45,540	18	46,747	18	Iran, Islamic Republic of	
...	...	...	14	17	9	...	...	...	0.54	...	12,068	30	...	...	Iraq
58	53	52	50	42	59	53	44	62	1.42	1.39	...	...	...	...	Israel
38	66	26	46	50	42	48	51	44	0.85	0.85	472,629	...	477,161	...	Japan	
...	...	...	29	27	31	...	...	...	1.14	...	4,755	...	...	...	Jordan
54	na	** 51	26	24	28	** 31	** 28	** 34	1.19	1.19	26,996	56	29,577	58	Kazakhstan	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kuwait
51	...	62	...	...	...	41	40	42	...	1.04	...	...	9,960	37	Kyrgyzstan
35	38	...	3	4	2	3	4	2	0.53	0.59	1,152	...	1,372	24	Lao People's Democratic Republic	
54	39	32	37	35	38	42	40	44	1.08	1.09	8,820	27	9,459	30	Lebanon	
39	72	29	29	...	...	52	56	48	...	0.84	835	...	939	36	Macao, China
56	46	42	25	24	25	28	27	29	1.03	1.08	...	...	20,473	38	Malaysia
na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	Maldives	
63	68	59	29	21	37	33	24	42	1.79	1.74	6,642	47	6,575	49	Mongolia	
** 64	33	** 64	...	...	...	12	** 8	** 15	...	1.75	8,232	80	10,522	** 70	Myanmar

TABLE 4: TERTIARY EDUCATION, ISCED 5 AND 6

Regions Country or territory	1999/2000									2000/2001					
	Total enrolment		Distribution of students by ISCED level (%)			% female by ISCED level			Total enrolment		Distribution of students by ISCED level (%)				
	MF	% F	5A	5B	6	5A	5B	6	MF	% F	5A	5B	6		
Nepal	...	...	...	...	...	...	...	...	103,290	** 20	99	...	1
Oman	...	...	...	...	...	...	...	...	19,297	58	98	...	2
Pakistan	...	...	...	...	...	...	...	...	...	...	...	...	...
Palestinian Autonomous Territories	71,207	47	93	7	...	46	54	...	80,543	47	94	6	na		
Philippines	...	...	...	...	...	...	...	...	2,432,002	...	90	10	-
Qatar	...	...	...	na	na	...	na	na	7,808	73	100	na	na
Republic of Korea	2,837,880	35	59	40	1	35	36	24	3,003,498	36	58	41	1		
Saudi Arabia	404,094	56	86	12	2	58	42	38	...	...	...	...	...
Singapore	...	...	...	...	...	...	...	...	...	...	...	...	...
Sri Lanka	...	...	...	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	...	...	...	...	...	...	...	...	...	...	...	...	...
Tajikistan	79,978	25	99	...	1	25	...	28	78,540	24	99	...	1		
Thailand	1,900,272	54	75	25	-	56	50	50	2,095,694	53	78	22	-		
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...	...	...
Turkey	1,015,412	40	77	21	2	40	38	35	1,607,388	41	75	24	1		
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	...	...	...	...	...	...	...	...	...	...	...	...	...
Viet Nam	732,187	42	73	26	2	51	17	30	749,914	42	** 71	** 27	** 2		
Yemen	...	...	...	...	...	...	...	...	...	...	...	...	...
Europe															
Albania	40,125	60	97	3	...	59	82	...	40,859	61	97	3	...		
Andorra	...	...	...	...	...	...	...	...	...	...	...	...	...
Austria	261,229	51	81	10	9	50	65	42	264,669	52	81	10	9		
Belarus	377,167	56	70	29	1	56	57	46	437,995	56	64	34	1		
Belgium	355,748	52	47	51	2	49	56	14	359,265	53	47	51	2		
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria	261,321	57	92	7	1	57	65	47	247,006	56	92	7	1		
Croatia	96,798	53	73	27	...	55	46	...	104,168	52	71	29	...		
Czech Republic	253,695	50	81	13	6	48	69	35	260,044	50	83	11	7		
Denmark	189,162	57	54	44	2	51	64	42	** 191,645	** 56	...	...	...
Estonia	53,613	58	84	13	2	56	72	55	57,778	60	85	12	3		
Finland	...	...	...	...	...	...	...	...	...	...	...	...	...
France	2,015,344	54	71	24	5	55	53	47	2,031,743	54	71	25	5		
Germany	...	...	...	...	...	45	64	...	...	...	...	...	...
Gibraltar	na	na	na	na	na	na	na	na	na	na	na	na	na		
Greece	422,317	50	67	32	-	51	49	40	478,205	51	65	32	2		
Holy See	...	...	...	...	...	...	...	...	...	...	...	...	...
Hungary	307,071	54	97	1	1	54	62	42	330,549	55	96	2	2		
Iceland	9,667	62	91	9	-	64	45	33	10,184	63	91	8	-		
Ireland	160,611	54	58	41	2	55	53	45	166,600	55	61	38	2		
Italy	1,770,002	56	98	2	1	56	58	49	1,812,325	56	96	2	1		
Latvia	91,237	63	92	7	1	65	50	52	102,783	62	88	11	1		
Liechtenstein	...	...	...	...	...	...	...	...	...	...	...	...	...

Table 4: Tertiary education, ISCED 5 and 6

/ cont'd			Gross Enrolment Ratio (ISCED 5 and 6)							Teaching Staff				Regions	
% female by ISCED level			1999/2000			2000/2001			GPI		1999/2000		2000/2001		Country or territory
5A	5B	6	MF	M	F	MF	M	F	1999/2000	2000/2001	MF	% F	MF	% F	
** 20	...	** 20	...	...	...	5	** 7	** 2	...	0.27	...	...	...	...	Nepal
58	...	22	...	...	...	8	7	10	...	1.40	...	...	...	...	Oman
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Pakistan
47	57	na	26	27	25	29	29	28	0.92	0.96	3,390	...	3,667	13	Palestinian Autonomous Territories
...	...	...	...	...	...	31	...	...	...	...	...	...	93,956	...	Philippines
73	na	na	...	...	...	25	13	38	...	2.97	...	...	595	34	Qatar
36	36	25	72	90	52	78	97	57	0.58	0.59	136,875	...	144,185	...	Republic of Korea
...	...	...	22	20	25	...	...	...	1.29	...	20,293	35	...	...	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Syrian Arab Republic
24	...	39	15	22	7	14	21	7	0.34	0.32	5,854	29	5,665	33	Tajikistan
53	51	51	32	29	34	35	33	37	1.17	1.11	50,639	...	...	...	Thailand
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
40	44	36	15	18	12	24	27	20	0.70	0.73	65,204	...	...	...	Turkey
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	United Arab Emirates
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Uzbekistan
** 51	** 19	** 32	10	11	8	10	11	8	0.72	0.74	30,309	38	32,977	38	Viet Nam
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Yemen
Europe															
61	80	...	15	11	18	15	11	19	1.58	1.69	2,937	...	3,030	...	Albania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Andorra
51	67	43	56	54	59	58	54	62	1.10	1.14	** 26,516	...	...	...	Austria
56	56	48	49	43	55	56	49	63	1.29	1.29	39,195	51	40,470	...	Belarus
49	57	36	57	54	61	58	54	62	1.13	1.16	** 22,756	...	23,041	38	Belgium
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
56	61	50	43	36	50	41	35	47	1.40	1.35	24,620	...	21,489	...	Bulgaria
54	48	...	30	28	33	33	30	35	1.16	1.14	7,563	34	7,701	35	Croatia
49	69	36	29	28	29	30	29	31	1.03	1.05	20,010	...	21,024	40	Czech Republic
...	...	...	56	47	65	** 59	** 50	** 68	1.38	1.35	...	...	...	...	Denmark
58	76	56	53	43	63	58	45	70	1.45	1.55	5,707	...	6,538	...	Estonia
...	...	...	...	...	...	...	...	...	...	...	...	...	** 17,105	** 45	Finland
55	53	47	53	47	58	54	48	59	1.23	1.23	117,740	...	127,155	46	France
46	63	...	...	...	...	...	...	...	...	...	274,210	31	272,850	31	Germany
na	na	na	na	na	na	na	na	na	...	...	na	na	na	na	Gibraltar
52	50	43	55	53	56	63	60	66	1.05	1.10	** 18,824	...	** 23,944	...	Greece
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Holy See
55	57	41	37	33	40	40	35	45	1.22	1.27	21,249	...	22,873	37	Hungary
64	45	38	46	35	58	49	36	62	1.68	1.74	** 1,658	...	** 1,747	** 43	Iceland
57	52	45	46	42	51	48	42	53	1.24	1.27	** 10,901	...	11,332	42	Ireland
56	57	51	47	41	53	50	43	57	1.30	1.32	75,081	...	80,775	39	Italy
63	51	56	56	41	72	63	48	79	1.77	1.65	...	...	5,429	...	Latvia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liechtenstein

TABLE 4: TERTIARY EDUCATION, ISCED 5 AND 6

Regions Country or territory	1999/2000									2000/2001					
	Total enrolment		Distribution of students by ISCED level (%)			% female by ISCED level			Total enrolment		Distribution of students by ISCED level (%)				
	MF	% F	5A	5B	6	5A	5B	6	MF	% F	5A	5B	6		
Lithuania	121,904	60	68	31	2	58	65	55	135,923	60	69	30	2		
Luxembourg	2,437	** 54	...	...	...	...	...	...	2,533	53	58	42	...
Malta	6,315	53	83	17	-	53	57	7	7,422	55	83	16	-		
Monaco	na	na	na	na	na	na	na	na	na	na	na	na	na		
Netherlands	487,649	50	98	2	1	50	54	42	504,042	50	97	1	2		
Norway	190,943	58	91	8	1	60	43	47	189,947	59	91	7	2		
Poland	1,579,571	58	97	1	1	57	81	44	1,774,985	58	98	1	1		
Portugal	373,745	...	92	5	3	...	...	...	387,703	57	94	3	3
Republic of Moldova	...	...	...	...	...	...	...	...	102,825	56	79	19	2
Romania	452,621	52	92	8	...	51	58	...	533,152	54	91	9	...		
Russian Federation	...	...	...	...	...	...	...	...	7,224,014	56	66	33	2
San Marino	942	58	14	86	...	59	58	...	...	...	...	...	...
Serbia and Montenegro	233,043	53	73	26	-	55	47	36	208,689	54	75	24	-		
Slovakia	135,914	50	91	4	5	50	78	38	143,909	51	90	4	5		
Slovenia	83,816	56	54	46	...	59	53	...	91,494	56	51	49	...		
Spain	1,828,987	53	88	9	4	53	50	51	1,833,527	52	86	11	3		
Sweden	346,878	58	90	4	6	60	48	43	358,020	59	90	4	6		
Switzerland	156,879	43	70	22	8	44	42	34	163,373	43	71	21	8		
The Former Yugoslav Rep. of Macedonia	...	...	...	...	...	59	...	...	40,246	56	94	6	...
Ukraine	...	...	...	...	...	...	...	...	...	...	...	...	...
United Kingdom	2,024,138	54	66	30	4	53	58	41	2,067,349	55	65	31	4		
Oceania															
Australia	845,636	54	73	24	3	56	51	46	845,132	54	74	23	3		
Cook Islands	na	na	na	na	na	na	na	na	na	na	na	na	na		
Fiji	...	...	...	...	...	...	...	...	...	...	...	...	...
Kiribati	...	...	...	...	...	...	...	...	...	...	...	...	...
Marshall Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	na	na	na	na	na	na	na	na	na	na	na	na	na		
New Zealand	167,308	59	73	25	2	58	64	45	171,962	59	73	25	2		
Niue	na	na	na	na	na	na	na	na	na	na	na	na	na		
Palau	** 480	** 64	** 100	...	...	** 64	...	...	480	64	100	...	...
Papua New Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...
Samoa	1,871	47	8	92	na	44	48	na	** 1,874	** 47	** 8	** 92	na		
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	364	55	30	42	28	31	93	24	...	...	...	...	...
Tuvalu	...	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	...	...	...	...	...	...	...	...	...	...	...	...	...

Table 4: Tertiary education, ISCED 5 and 6

/ cont'd			Gross Enrolment Ratio (ISCED 5 and 6)							Teaching Staff				Regions		
% female by ISCED level			1999/2000			2000/2001			GPI		1999/2000		2000/2001		Country or territory	
5A	5B	6	MF	M	F	MF	M	F	1999/2000	2000/2001	MF	% F	MF	% F		
58	64	55	47	37	56	52	42	63	1.53	1.51	...	...	12,940	...	Lithuania
46	63	...	9	** 8	** 10	9	8	10	1.24	1.19	142	...	...	...	Luxembourg
54	61	12	21	19	24	25	22	28	1.22	1.30	591	...	609	...	Malta	
na	na	na	na	na	na	na	na	na	...	...	na	na	na	na	Monaco
51	55	43	52	51	53	55	53	57	1.04	1.07	** 34,593	...	44,443	32	Netherlands	
61	42	39	68	56	82	70	56	85	1.46	1.52	14,612	...	15,499	36	Norway	
58	81	44	50	42	59	56	46	66	1.41	1.44	85,971	...	87,857	2	Poland	
57	57	57	47	50	43	58	...	1.37	Portugal
55	57	52	...	...	...	28	24	31	...	1.29	...	...	7,268	52	Republic of Moldova
53	63	...	23	22	25	27	25	30	1.12	1.20	26,977	40	27,959	39	Romania	
57	55	44	...	...	...	64	56	72	...	1.29	547,405	...	** 542,126	...	Russian Federation
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	San Marino
55	49	36	29	27	32	26	23	29	1.21	1.24	11,970	38	11,639	38	Serbia and Montenegro	
51	78	38	29	28	30	30	29	32	1.05	1.09	12,211	...	12,332	39	Slovakia	
59	53	...	56	47	64	61	52	70	1.35	1.35	...	...	2,818	...	Slovenia
53	49	40	58	53	62	59	55	64	1.18	1.15	107,032	...	119,279	38	Spain	
60	49	44	66	54	79	70	56	85	1.46	1.52	29,851	...	30,937	39	Sweden	
44	42	36	40	44	35	42	47	37	0.78	0.78	26,773	...	27,341	27	Switzerland	
57	43	...	...	...	30	24	21	28	...	1.32	2,937	...	2,737	...	The Former Yugoslav Rep. of Macedonia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ukraine
54	58	42	58	52	64	60	53	67	1.24	1.27	94,360	...	96,450	34	United Kingdom	
Oceania																
56	50	47	63	57	70	63	57	70	1.24	1.24	...	...	...	...	Australia
na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	Cook Islands	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Fiji
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	Nauru	
58	62	47	66	53	80	69	55	84	1.51	1.52	11,381	...	11,252	...	New Zealand	
na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	Niue	
64	...	...	** 32	** 23	** 41	31	22	40	1.80	1.81	** 44	** 45	44	45	Palau
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Papua New Guinea
** 44	** 48	na	11	11	11	** 11	** 11	** 11	1.06	1.05	170	41	** 170	** 41	Samoa	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tokelau
...	...	...	4	3	4	...	...	...	1.28	...	71	21	** 71	** 21	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Vanuatu

Symbols and Footnotes:

** UIS estimation

... Missing Value

- Magnitude Nil or Negligible

na Category Not Applicable



TABLE 5: NUMBER OF FOREIGN STUDENTS BY HOSTING COUNTRY AND CONTINENT OF ORIGIN, 2000/2001 (countries having more than 1000 foreign students)

Regions Hosting country or territory	Number of foreign students		Foreign students as % of Tertiary Enrolment	Continent of origin						
	MF	% F		Africa	America, North	America, South	Asia	Europe	Oceania	Unspecified
Africa										
Morocco	4,502	17	1	2,818	2	1	504	25	...	1,152
South Africa	(m) 15,494	46	2	11,305	247	70	1,405	2,365	102	-
Tunisia	(j) 2,535	...	1	1,869	...	...	233	65	...	368
America, North										
Canada	(o) 40,033	...	3	5,842	6,790	1,296	14,414	9,578	516	1,597
Cuba	8,626	...	7	2,280	4,296	1,818	220	12	-	-
Mexico	1,943	...	-	24	1,180	568	41	124	6	-
Trinidad and Tobago	1,211	44	14	15	1,015	43	68	59	2	9
United States	* 475,169	42	3	29,677	49,502	28,142	294,230	69,607	4,010	1
America, South										
Argentina	(l) 3,255	...	1	...	...	2,598	...	...	...	657
Chile	3,477	...	1	7	968	1,890	139	439	34	-
Uruguay	2,100	...	2	...	...	2,100	...	...	...	-
Asia										
Cyprus	2,472	39	21	105	29	2	1,595	734	7	-
Hong Kong (China), SAR	1,882	42	2	6	36	4	1,665	70	101	-
Iran, Islamic Republic of	1,036	19	-	41	4	2	960	29	-	-
Japan	63,637	45	2	676	1,474	761	58,170	2,106	443	7
Jordan	(n) 12,155	...	9	650	148	19	11,077	252	9	-
Kazakhstan	5,982	...	1	8	1	...	4,984	932	...	57
Lebanon	14,770	52	11	...	...	...	...	...	...	14,770
Macao, China	7,576	30	54	...	...	...	...	...	...	7,576
Malaysia	18,892	...	3	1,552	67	24	16,217	553	57	422
Philippines	2,323	...	-	69	503	4	1,656	63	28	-
Qatar	1,617	61	21	169	6	-	1,354	10	...	78
Republic of Korea	3,373	42	-	50	241	64	2,828	159	29	2
Saudi Arabia	(n) 7,567	26	2	2,200	89	20	4,690	423	5	140
Tajikistan	2,577	...	3	1	na	na	2,453	123	na	-
Thailand	2,508	...	-	19	113	4	1,445	147	30	750
Turkey	16,656	27	1	410	31	6	10,944	5,234	31	-

Table 5: Number of foreign students by hosting country and continent of origin, 2000/2001

Regions Hosting country or territory	Number of foreign students		Foreign students as % of Tertiary Enrolment	Continent of origin						
	MF	% F		Africa	America, North	America, South	Asia	Europe	Oceania	Unspecified
Europe										
Austria	31,682	51	12	965	554	320	3,885	25,777	29	152
Belarus	1,794	32	–	136	2	20	1,497	139	na	–
Belgium	38,150	49	11	10,973	485	646	2,609	22,690	17	730
Bulgaria	8,130	41	3	146	20	10	1,555	6,399	...	–
Croatia	2,720	...	3	5	7	1	8	2,590	2	107
Czech Republic	7,750	45	3	239	102	82	727	5,199	1	1,400
Denmark	12,547	55	7	382	307	123	1,027	5,881	51	4,776
Finland	6,288	43	2	716	294	69	1,666	3,465	27	51
France	± 147,402	...	7	75,465	5,242	4,253	19,828	41,404	200	1,010
Germany	199,132	48	10	19,394	5,387	4,265	67,658	100,359	323	1,746
Hungary	(j) 11,242	44	3	175	435	15	1,602	8,975	1	39
Ireland	(k) 8,207	52	5	415	2,044	21	1,399	4,247	81	–
Italy	29,228	55	2	2,186	612	1,233	3,463	20,857	26	851
Latvia	7,917	...	8	12	24	4	7,124	753	...	–
Netherlands	16,589	49	3	2,559	348	1,079	3,308	9,205	42	48
Norway	8,834	46	5	733	393	149	1,017	5,067	21	1,454
Poland	(i) 6,659	51	–	296	451	57	1,081	4,669	9	96
Portugal	(n) 11,177	50	3	6,093	601	1,846	142	2,314	25	156
Republic of Moldova	2,578	26	3	81	1	...	1,046	1,450	...	–
Romania	11,669	42	2	691	155	33	1,681	9,086	4	19
Russian Federation	64,103	...	1	...	...	...	28,013	15,852	...	20,238
Slovakia	1,690	39	1	133	18	11	390	1,138	...	–
Spain	39,944	55	2	4,013	2,645	6,604	1,131	25,490	39	22
Sweden	26,304	...	7	641	1,387	572	2,303	16,155	209	5,037
Switzerland	27,765	44	17	1,802	697	866	2,175	21,070	58	1,097
Ukraine	(m) 18,312	...	1	–	–	–	–	–	–	18,312
United Kingdom	* 225,722	48	11	18,134	18,564	2,926	74,400	109,454	1,790	454
Oceania										
Australia	105,764	47	13	3,102	4,409	819	67,849	11,175	6,104	12,306
New Zealand	8,210	51	5	112	559	87	5,573	758	1,121	–

Symbols and Footnotes:

- (i) Data refer to ISCED level 5A only.
- (j) Data refer to ISCED 5A and 6 only.
- (k) Full-time only.
- (l) Data refer to ISCED 5B only
- (m) Data refer to 1998/1999 school year
- (n) Data for 1999/2000 school year.
- (o) Data refer to 1999/2000 school year. Data excludes ISCED 5B.
- * National Estimation
- ± Partial data, covers 82.4% of total number of students.
- ... Missing Value
- Magnitude Nil or Negligible
- na Category Not Applicable



TABLE 6: TERTIARY EDUCATION, ISCED 5 AND 6. GRADUATES BY FIELDS OF EDUCATION, 2000/2001

Regions Country or territory	Total number of graduates		Graduates by fields of education as a % of total								
			General programmes		Education		Humanities and Arts		Social Science, Business and Law		
	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	
Africa											
Algeria
Angola
Benin
Botswana
Burkina Faso
Burundi	762	38	–	–	33	38	11	28	46	45	
Cameroon
Cape Verde
Central African Republic
Chad
Comoros
Congo
Côte d'Ivoire
Democratic Rep. of the Congo
Djibouti	496	42	–	–	–	–	7	53	50	51	
Egypt ^W	na	na	...	...	...	...	...	...	...
Equatorial Guinea
Eritrea	902	13	17	23	15	12	13	9	13	20	
Ethiopia
Gabon
Gambia
Ghana
Guinea
Guinea-Bissau
Kenya
Lesotho
Liberia
Libyan Arab Jamahiriya
Madagascar
Malawi
Mali
Mauritania
Mauritius
Morocco
Mozambique
Namibia
Niger	821	27	na	na	10	21	10	25	27	44	
Nigeria
Rwanda
Sao Tome and Principe	na	na	na	na	na	na	na	na	na	na	
Senegal
Seychelles	na	na	na	na	na	na	na	na	na	na	
Sierra Leone

Table 6: Tertiary education, ISCED 5 and 6. Graduates by fields of education, 2000/2001

Graduates by fields of education as a % of total												Regions Country or territory
Science		Engineering, Manufacturing and Construction		Agriculture		Health and Welfare		Services		Not Known or Unspecified		
MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	
												Africa
...	Algeria
...	Angola
...	Benin
...	Botswana
...	Burkina Faso
-	-	4	-	-	-	6	26	-	-	-	-	Burundi
...	Cameroon
...	Cape Verde
...	Central African Republic
...	Chad
...	Comoros
...	Congo
...	Côte d'Ivoire
...	Democratic Rep. of the Congo
25	23	3	-	-	-	-	-	-	-	15	44	Djibouti
...	Egypt ^W
...	Equatorial Guinea
13	11	18	6	8	14	4	6	na	na	-	-	Eritrea
...	Ethiopia
...	Gabon
...	Gambia
...	Ghana
...	Guinea
...	Guinea-Bissau
...	Kenya
...	Lesotho
...	Liberia
...	Libyan Arab Jamahiriya
...	Madagascar
...	Malawi
...	Mali
...	Mauritania
...	Mauritius
...	Morocco
...	Mozambique
...	Namibia
19	8	na	na	14	31	15	35	6	-	na	na	Niger
...	Nigeria
...	Rwanda
na	na	na	na	na	na	na	na	na	na	na	na	Sao Tome and Principe
...	Senegal
na	na	na	na	na	na	na	na	na	na	na	na	Seychelles
...	Sierra Leone



TABLE 6: TERTIARY EDUCATION, ISCED 5 AND 6. GRADUATES BY FIELDS OF EDUCATION, 2000/2001

Regions Country or territory	Total number of graduates		Graduates by fields of education as a % of total							
			General programmes		Education		Humanities and Arts		Social Science, Business and Law	
	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Somalia	...	...	...	...	...	...	...	...	...	...
South Africa	...	...	...	...	...	...	...	...	...	...
Sudan	...	...	...	...	...	...	...	...	...	...
Swaziland	...	...	...	...	...	...	...	...	...	...
Togo	...	...	...	...	...	...	...	...	...	...
Tunisia ^w	18,842	48	...	...	...	...	...	...	...	...
Uganda	...	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	...	...	...	...	...	...	...	...	...	...
Zambia	...	...	...	...	...	...	...	...	...	...
Zimbabwe ^w	6,011	...	na	na	...	...	...	...	...	...
America, North										
Anguilla	na	na	na	na	na	na	na	na	na	na
Antigua and Barbuda	na	na	na	na	na	na	na	na	na	na
Aruba	274	...	na	na	15	73	na	na	48	...
Bahamas	...	...	...	...	...	...	...	...	...	...
Barbados	(**) 920	66	...	...	...	...	...	...	...	...
Belize	...	...	...	...	...	...	...	...	...	...
Bermuda	99	77	1	-	na	na	20	75	43	95
British Virgin Islands	...	...	...	...	...	...	...	...	...	...
Canada	...	...	na	na	...	...	...	...	...	...
Cayman Islands	...	...	...	...	...	...	...	...	...	...
Costa Rica	9,590	60	-	50	39	79	4	62	31	53
Cuba	16,769	66	...	...	...	...	...	...	...	...
Dominica	...	...	...	...	...	...	...	...	...	...
Dominican Republic	...	...	...	...	...	...	...	...	...	...
El Salvador	...	...	...	...	...	...	...	...	...	...
Grenada	...	...	...	...	...	...	...	...	...	...
Guatemala	...	...	...	...	...	...	...	...	...	...
Haiti	...	...	...	...	...	...	...	...	...	...
Honduras	2,594	74	...	...	...	...	...	...	...	...
Jamaica ^w	6,062	71	na	na	...	...	...	...	...	...
Mexico	311,937	52	na	na	17	66	3	58	43	56
Montserrat	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	(**) 572	19	...	...	...	...	...	...	...	...
Nicaragua	...	...	...	...	...	...	...	...	...	...
Panama	...	...	...	...	...	...	...	...	...	...
Saint Kitts and Nevis	na	na	na	na	na	na	na	na	na	na
Saint Lucia	...	...	...	...	...	...	...	...	...	...
Saint Vincent and the Grenadines	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	2,299	63	na	na	31	73	9	79	26	67
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...
United States	2,174,141	57	na	na	12	76	12	61	41	57

Table 6: Tertiary education, ISCED 5 and 6. Graduates by fields of education, 2000/2001

Graduates by fields of education as a % of total												Regions Country or territory
Science		Engineering, Manufacturing and Construction		Agriculture		Health and Welfare		Services		Not Known or Unspecified		
MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	
...	...	...	...	...	...	...	...	...	...	...	...	Somalia
...	...	...	...	...	...	...	...	...	...	...	...	South Africa
...	...	...	...	...	...	...	...	...	...	...	...	Sudan
...	...	...	...	...	...	...	...	...	...	...	...	Swaziland
...	...	...	...	...	...	...	...	...	...	...	...	Togo
...	...	...	...	...	...	...	...	...	...	...	...	Tunisia ^w
...	...	...	...	...	...	...	...	...	...	...	...	Uganda
...	...	...	...	...	...	...	...	...	...	...	...	United Republic of Tanzania
...	...	...	...	...	...	...	...	...	...	...	...	Zambia
...	...	...	...	...	...	...	...	...	...	...	...	Zimbabwe ^w
												America, North
na	na	na	na	na	na	na	na	na	na	na	na	Anguilla
na	na	na	na	na	na	na	na	na	na	na	na	Antigua and Barbuda
na	na	22	15	na	na	15	95	na	na	na	na	Aruba
...	...	...	...	...	...	...	...	...	...	...	...	Bahamas
...	...	...	...	...	...	...	...	...	...	...	...	Barbados
...	...	...	...	...	...	...	...	...	...	...	...	Belize
5	60	10	10	na	na	12	100	8	50	-	-	Bermuda
...	...	...	...	...	...	...	...	...	...	...	...	British Virgin Islands
...	...	...	...	...	...	...	...	...	...	...	...	Canada
...	...	...	...	...	...	...	...	...	...	...	...	Cayman Islands
7	39	7	22	3	24	9	57	1	34	-	-	Costa Rica
...	...	...	...	...	...	...	...	...	...	...	...	Cuba
...	...	...	...	...	...	...	...	...	...	...	...	Dominica
...	...	...	...	...	...	...	...	...	...	...	...	Dominican Republic
...	...	...	...	...	...	...	...	...	...	...	...	El Salvador
...	...	...	...	...	...	...	...	...	...	...	...	Grenada
...	...	...	...	...	...	...	...	...	...	...	...	Guatemala
...	...	...	...	...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	...	...	...	...	...	...	...	Honduras
...	...	...	...	...	...	...	...	...	...	...	...	Jamaica ^w
10	45	15	23	2	41	8	63	2	47	na	na	Mexico
...	...	...	...	...	...	...	...	...	...	...	...	Montserrat
...	...	...	...	...	...	...	...	...	...	...	...	Netherlands Antilles
...	...	...	...	...	...	...	...	...	...	...	...	Nicaragua
...	...	...	...	...	...	...	...	...	...	...	...	Panama
na	na	na	na	na	na	na	na	na	na	na	na	Saint Kitts and Nevis
...	...	...	...	...	...	...	...	...	...	...	...	Saint Lucia
...	...	...	...	...	...	...	...	...	...	...	...	Saint Vincent and the Grenadines
9	66	13	27	5	55	6	54	-	-	-	-	Trinidad and Tobago
...	...	...	...	...	...	...	...	...	...	...	...	Turks and Caicos Islands
9	44	8	19	2	48	12	79	3	40	-	56	United States



TABLE 6: TERTIARY EDUCATION, ISCED 5 AND 6. GRADUATES BY FIELDS OF EDUCATION, 2000/2001

Regions Country or territory	Total number of graduates		Graduates by fields of education as a % of total							
			General programmes		Education		Humanities and Arts		Social Science, Business and Law	
	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
America, South										
Argentina ^w	...	...	na	na	...	...	...	...	...	...
Bolivia	20,729	40	...	...	24	...	2	...	33	...
Brazil ^w	347,978	61	na	na	...	...	...	...	...	...
Chile ^w	53,417	46	na	na	...	...	...	...	...	...
Colombia	...	...	...	...	...	...	...	...	...	...
Ecuador	...	...	...	...	...	...	...	...	...	...
Guyana	...	...	...	...	...	...	...	...	...	...
Paraguay ^w	12,135	68	na	na	...	...	...	...	...	...
Peru ^w	...	...	na	na	...	...	...	...	...	...
Suriname	...	...	...	...	...	...	...	...	...	...
Uruguay ^w	7,629	66	na	na	...	...	...	...	...	...
Venezuela	...	...	...	...	...	...	...	...	...	...
Asia										
Afghanistan	...	...	...	...	...	...	...	...	...	...
Armenia	11,104	53	-	-	11	75	7	72	11	37
Azerbaijan	36,140	49	...	...	...	...	...	...	...	...
Bahrain	...	...	...	...	...	...	...	...	...	...
Bangladesh	...	...	...	...	...	...	...	...	...	...
Bhutan	...	...	...	...	...	...	...	...	...	...
Brunei Darussalam	1,138	64	na	na	49	64	7	56	7	58
Cambodia	...	...	...	-	...	...	...	...	...	...
China ^w	1,948,080	...	na	na	...	...	...	...	...	...
Cyprus	...	...	...	...	...	...	...	...	...	...
Dem. People's Rep. of Korea	...	...	...	...	...	...	...	...	...	...
Georgia	20,355	55	-	-	8	68	25	80	31	37
Hong Kong (China), SAR	...	...	...	...	...	...	...	...	...	...
India ^w	...	...	na	na	...	...	...	...	...	...
Indonesia ^w	476,971	45	na	na	...	...	...	...	...	...
Iran, Islamic Republic of	122,297	40	-	64	5	48	12	63	20	42
Iraq	...	...	...	...	...	...	...	...	...	...
Israel	40,090	61	na	na	18	89	13	69	42	58
Japan	1,067,878	49	na	na	7	76	17	73	25	34
Jordan ^w	...	...	na	na	...	...	...	...	...	...
Kazakhstan	...	...	...	...	...	...	...	...	...	...
Kuwait	...	...	...	...	...	...	...	...	...	...
Kyrgyzstan	18,292	53	...	-	14	87	8	71	46	46
Lao People's Democratic Republic	2,924	34	na	na	19	42	19	44	19	32
Lebanon	16,414	53	na	na	3	86	19	69	42	53
Macao, China	4,809	...	...	...	7	...	3	...	75	...
Malaysia ^w	na	na	na	na	na	na	na	na	na	na
Maldives	na	na	na	na	na	na	na	na	na	na
Mongolia	14,868	66	na	na	16	80	10	71	33	70

Table 6: Tertiary education, ISCED 5 and 6. Graduates by fields of education, 2000/2001

Graduates by fields of education as a % of total											Regions	
Science		Engineering, Manufacturing and Construction		Agriculture		Health and Welfare		Services		Not Known or Unspecified		Country or territory
MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	
												America, South
...	...	...	...	...	...	...	...	...	...	...	...	Argentina ^w
5	...	11	...	6	...	17	...	...	...	2	...	Bolivia
...	...	...	...	...	...	...	...	...	...	...	...	Brazil ^w
...	...	...	...	...	...	...	...	...	...	...	...	Chile ^w
...	...	...	...	...	...	...	...	...	...	...	...	Colombia
...	...	...	...	...	...	...	...	...	...	...	...	Ecuador
...	...	...	...	...	...	...	...	...	...	...	...	Guyana
...	...	...	...	...	...	...	...	...	...	...	...	Paraguay ^w
...	...	...	...	...	...	...	...	...	...	...	...	Peru ^w
...	...	...	...	...	...	...	...	...	...	...	...	Suriname
...	...	...	...	...	...	...	...	...	...	...	...	Uruguay ^w
...	...	...	...	...	...	...	...	...	...	...	...	Venezuela
												Asia
...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan
2	48	11	21	4	26	8	51	2	10	45	** 61	Armenia
...	...	...	...	...	...	...	...	...	...	...	...	Azerbaijan
...	...	...	...	...	...	...	...	...	...	...	...	Bahrain
...	...	...	...	...	...	...	...	...	...	...	...	Bangladesh
...	...	...	...	...	...	...	...	...	...	...	...	Bhutan
5	56	6	42	na	na	23	72	na	na	2	73	Brunei Darussalam
...	...	...	...	...	...	...	...	...	...	...	...	Cambodia
...	...	...	...	...	...	...	...	...	...	...	...	China ^w
...	...	...	...	...	...	...	...	...	...	...	...	Cyprus
...	...	...	...	...	...	...	...	...	...	...	...	Dem. People's Rep. of Korea
6	71	16	30	3	46	10	77	1	31	-	-	Georgia
...	...	...	...	...	...	...	...	...	...	...	...	Hong Kong (China), SAR
...	...	...	...	...	...	...	...	...	...	...	...	India ^w
...	...	...	...	...	...	...	...	...	...	...	...	Indonesia ^w
10	50	25	9	7	33	18	60	2	13	-	-	Iran, Islamic Republic of
...	...	...	...	...	...	...	...	...	...	...	...	Iraq
12	44	10	23	1	57	5	71	na	na	na	na	Israel
3	25	19	12	2	40	11	71	11	79	4	55	Japan
...	...	...	...	...	...	...	...	...	...	...	...	Jordan ^w
...	...	...	...	...	...	...	...	...	...	...	...	Kazakhstan
...	...	...	...	...	...	...	...	...	...	...	...	Kuwait
8	60	12	36	2	20	5	62	4	24	2	63	Kyrgyzstan
3	34	11	10	10	23	6	48	5	19	6	46	Lao People's Democratic Republic
9	48	14	22	1	56	10	63	2	43	-	50	Lebanon
2	...	1	...	...	...	10	...	2	...	...	...	Macao, China
na	na	na	na	na	na	na	na	na	na	na	na	Malaysia ^w
na	na	na	na	na	na	na	na	na	na	na	na	Maldives
5	64	15	45	3	67	6	89	6	27	6	62	Mongolia



TABLE 6: TERTIARY EDUCATION, ISCED 5 AND 6. GRADUATES BY FIELDS OF EDUCATION, 2000/2001

Regions Country or territory	Total number of graduates		Graduates by fields of education as a % of total							
			General programmes		Education		Humanities and Arts		Social Science, Business and Law	
	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Myanmar	...	...	...	...	...	...	...	...	...	...
Nepal	...	...	...	...	...	...	...	...	...	...
Oman	2,598	41	na	na	75	44	5	32	6	24
Pakistan	...	...	...	...	...	...	...	...	...	...
Palestinian Autonomous Territories	11,602	50	...	-	10	70	22	61	35	39
Philippines ^w	351,078	61	na	na	...	...	...	...	...	...
Qatar	1,320	73	na	na	36	90	10	93	30	59
Republic of Korea	519,719	49	na	na	7	76	18	68	21	48
Saudi Arabia	...	...	...	...	...	...	...	...	...	...
Singapore	...	...	...	...	...	...	...	...	...	...
Sri Lanka ^w	...	...	na	na	...	...	...	...	...	...
Syrian Arab Republic	...	...	...	...	...	...	...	...	...	...
Tajikistan	13,893	...	...	...	10	...	25	...	28	...
Thailand ^w	465,818	58	na	na	...	...	...	...	...	...
Timor-Leste	...	...	...	...	...	...	...	...	...	...
Turkey	241,464	43	na	na	15	45	7	51	24	47
Turkmenistan	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	...	...	...	...	...	...	...	...	...	...
Uzbekistan	...	...	...	...	...	...	...	...	...	...
Viet Nam	121,292	43	5	42	19	53	5	51	50	49
Yemen	...	...	...	...	...	...	...	...	...	...
Europe										
Albania	4,618	...	na	na	36	...	14	...	29	...
Andorra	...	...	...	...	...	...	...	...	...	...
Austria	27,099	52	na	na	21	79	8	59	26	53
Belarus	...	...	...	...	...	...	...	...	...	...
Belgium	70,202	56	na	na	14	71	11	63	31	56
Bosnia and Herzegovina	...	...	na	na	...	...	...	...	...	...
Bulgaria	47,504	63	na	na	12	80	8	65	45	68
Croatia	14,339	...	...	...	7	...	10	...	25	...
Czech Republic	43,629	55	na	na	14	75	7	62	30	58
Denmark	39,017	56	na	na	9	71	13	68	24	47
Estonia	7,600	65	na	na	9	91	10	76	45	69
Finland	36,141	55	na	na	7	82	12	74	23	58
France	...	...	na	na	...	...	...	...	...	...
Germany	296,640	52	na	na	9	78	11	66	21	44
Gibraltar	na	na	na	na	na	na	na	na	na	na
Greece	...	...	na	na	...	...	...	...	...	...
Holy See	...	...	...	...	...	...	...	...	...	...
Hungary	57,882	61	na	na	21	77	9	67	39	64
Iceland	...	...	na	na	...	...	...	...	...	...
Ireland	...	...	na	na	...	...	...	...	...	...
Italy	202,309	56	na	na	5	78	15	76	37	55

Table 6: Tertiary education, ISCED 5 and 6. Graduates by fields of education, 2000/2001

Graduates by fields of education as a % of total											Regions	
Science		Engineering, Manufacturing and Construction		Agriculture		Health and Welfare		Services		Not Known or Unspecified		Country or territory
MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	
...	...	...	...	...	...	...	...	...	...	...	...	Myanmar
...	...	...	...	...	...	...	...	...	...	...	...	Nepal
3	32	6	11	2	83	3	64	na	na	na	na	Oman
...	...	...	...	...	...	...	...	...	...	...	...	Pakistan
14	55	7	21	1	24	10	59	-	19	2	74	Palestinian Autonomous Territories
...	...	...	...	...	...	...	...	...	...	...	...	Philippines ^w
15	70	5	-	na	na	4	86	na	na	-	100	Qatar
8	47	32	28	2	34	8	69	4	50	...	...	Republic of Korea
...	...	...	...	...	...	...	...	...	...	...	...	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka ^w
...	...	...	...	...	...	...	...	...	...	...	...	Syrian Arab Republic
14	...	11	...	4	...	8	...	1	...	...	...	Tajikistan
...	...	...	...	...	...	...	...	...	...	...	...	Thailand ^w
...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
8	44	17	25	4	42	7	55	3	37	14	46	Turkey
...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	...	...	...	...	...	...	...	...	United Arab Emirates
...	...	...	...	...	...	...	...	...	...	...	...	Uzbekistan
-	-	13	17	4	20	4	33	-	-	-	-	Viet Nam
...	...	...	...	...	...	...	...	...	...	...	...	Yemen
Europe												
2	...	4	...	2	...	13	...	1	...	-	-	Albania
...	...	...	...	...	...	...	...	...	...	...	...	Andorra
7	39	21	15	3	39	10	68	3	65	-	42	Austria
...	...	...	...	...	...	...	...	...	...	...	...	Belarus
8	31	11	18	2	38	21	74	2	56	-	62	Belgium
...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
4	57	15	36	2	40	7	70	6	52	-	-	Bulgaria
8	...	19	...	5	...	11	...	16	...	-	-	Croatia
10	25	11	29	4	47	15	79	3	51	5	36	Czech Republic
8	33	14	26	2	44	26	82	3	22	na	na	Denmark
6	45	12	27	2	44	11	87	6	42	-	-	Estonia
8	37	20	20	3	12	22	74	6	64	-	-	Finland
...	...	...	...	...	...	...	...	...	...	...	...	France
9	33	17	17	2	34	27	72	4	52	-	40	Germany
na	na	na	na	na	na	na	na	na	na	na	na	Gibraltar
...	...	...	...	...	...	...	...	...	...	...	...	Greece
...	...	...	...	...	...	...	...	...	...	...	...	Holy See
3	33	8	27	4	46	8	77	10	38	na	na	Hungary
...	...	...	...	...	...	...	...	...	...	...	...	Iceland
...	...	...	...	...	...	...	...	...	...	...	...	Ireland
8	54	15	28	2	43	18	61	1	49	-	53	Italy



TABLE 6: TERTIARY EDUCATION, ISCED 5 AND 6. GRADUATES BY FIELDS OF EDUCATION, 2000/2001

Regions Country or territory	Total number of graduates		Graduates by fields of education as a % of total							
			General programmes		Education		Humanities and Arts		Social Science, Business and Law	
	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Latvia	20,308	55	na	na	20	76	6	83	57	48
Liechtenstein	...	...	na	na	...	...	...	...	...	...
Lithuania	27,471	64	na	na	16	84	8	78	32	69
Luxembourg	...	...	na	na	...	...	...	...	...	...
Malta	2,003	52	na	na	26	67	8	54	41	48
Monaco	na	na	na	na	na	na	na	na	na	na
Netherlands	81,603	55	na	na	17	76	7	59	34	49
Norway	31,555	59	na	na	19	76	7	62	26	51
Poland	431,104	66	na	na	13	77	7	77	36	67
Portugal	...	...	na	na	...	...	...	...	...	...
Republic of Moldova	...	...	...	...	...	...	...	...	...	...
Romania	76,230	55	na	na	4	71	11	68	43	61
Russian Federation ^w	1,240,479	...	na	na	...	...	...	...	...	...
San Marino	...	...	...	...	...	...	...	...	...	...
Serbia and Montenegro	19,279	58	...	...	...	...	...	...	...	...
Slovakia	26,272	54	na	na	17	75	6	56	27	59
Slovenia	11,991	59	na	na	11	88	7	72	43	66
Spain	277,853	57	na	na	12	79	9	63	32	62
Sweden	42,741	59	na	na	15	79	6	61	22	60
Switzerland	...	...	na	na	...	...	...	...	...	...
The Former Yugoslav Rep. of Macedonia	3,704	62	na	na	19	83	14	65	21	69
Ukraine	...	...	...	...	...	...	...	...	...	...
United Kingdom	273,987	57	na	na	16	71	10	57	26	50
Oceania										
Australia	151,862	56	na	na	11	75	14	67	36	52
Cook Islands	na	na	na	na	na	na	na	na	na	na
Fiji	...	...	...	...	...	...	...	...	...	...
Kiribati	...	...	...	...	...	...	...	...	...	...
Marshall Islands	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...
Nauru	na	na	na	na	na	na	na	na	na	na
New Zealand	42,791	62	na	na	17	81	19	64	27	55
Niue	na	na	na	na	na	na	na	na	na	na
Palau	143	60	...	-	3	100	...	-	37	79
Papua New Guinea	...	...	...	...	...	...	...	...	...	...
Samoa	...	...	...	...	...	...	...	...	...	...
Solomon Islands	...	...	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...	...	...
Tonga	...	...	...	...	...	...	...	...	...	...
Tuvalu	...	...	...	...	...	...	...	...	...	...
Vanuatu	...	...	...	...	...	...	...	...	...	...

Table 6: Tertiary education, ISCED 5 and 6. Graduates by fields of education, 2000/2001

Graduates by fields of education as a % of total											Regions Country or territory	
Science		Engineering, Manufacturing and Construction		Agriculture		Health and Welfare		Services		Not Known or Unspecified		
MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	MF		% F
5	57	7	30	1	50	2	84	3	33	-	-	Latvia
...	...	...	...	...	...	...	...	...	...	...	...	Liechtenstein
5	52	21	32	2	54	10	80	5	53	-	-	Lithuania
...	...	...	...	...	...	...	...	...	...	...	...	Luxembourg
4	30	5	23	1	38	14	53	-	43	-	-	Malta
na	na	na	na	na	na	na	na	na	na	na	na	Monaco
5	27	10	12	2	40	22	75	3	54	-	41	Netherlands
8	30	8	21	1	49	23	82	3	38	4	55	Norway
3	58	7	24	2	56	2	67	3	49	27	70	Poland
...	...	...	...	...	...	...	...	...	...	...	...	Portugal
...	...	...	...	...	...	...	...	...	...	...	...	Republic of Moldova
6	65	18	27	3	39	7	62	4	57	3	44	Romania
...	...	...	...	...	...	...	...	...	...	...	...	Russian Federation ^w
...	...	...	...	...	...	...	...	...	...	...	...	San Marino
...	...	...	...	...	...	...	...	...	...	...	...	Serbia and Montenegro
9	34	17	32	4	37	14	78	7	29	na	na	Slovakia
4	36	17	22	3	43	11	79	5	35	-	-	Slovenia
11	41	16	25	2	42	12	77	5	58	-	38	Spain
10	46	22	28	1	57	21	80	2	59	na	na	Sweden
...	...	...	...	...	...	...	...	...	...	...	...	Switzerland
11	62	16	28	5	44	10	74	4	40	-	-	The Former Yugoslav Rep. of Macedonia
...	...	...	...	...	...	...	...	...	...	...	...	Ukraine
13	37	10	18	1	46	24	82	1	56	-	-	United Kingdom
Oceania												
12	41	8	21	2	42	15	76	3	51	-	-	Australia
na	na	na	na	na	na	na	na	na	na	na	na	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	Fiji
...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
na	na	na	na	na	na	na	na	na	na	na	na	Nauru
10	43	5	32	2	39	11	80	6	66	2	54	New Zealand
na	na	na	na	na	na	na	na	na	na	na	na	Niue
...	-	16	4	4	17	9	85	10	50	21	67	Palau
...	...	...	...	...	...	...	...	...	...	...	...	Papua New Guinea
...	...	...	...	...	...	...	...	...	...	...	...	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	...	...	...	...	Tokelau
...	...	...	...	...	...	...	...	...	...	...	...	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
...	...	...	...	...	...	...	...	...	...	...	...	Vanuatu

Symbols and Footnotes

** UIS estimation

^w These countries are part of the World Education Indicators programme (WEI), and are not required to provide graduates by field of education

... Missing Value

- Magnitude Nil or Negligible

na Category Not Applicable



TABLE 7: EDUCATION EXPENDITURE

Regions Country or territory	Total public expenditure on education						Current public expenditure as a % of total public expenditure on education		
	As a % of Gross Domestic Product			As a % of total government expenditure			1999	2000	Change 1999 to 2000
	1999	2000	Change 1999 to 2000	1999	2000	Change 1999 to 2000			
Africa									
Algeria	...	...	...	...	...	...	...	...	...
Angola	** 2.3	2.7	0.3	...	...	...	** 88.7	93.7	5.0
Benin	** 2.6	** 3.2	0.7	...	...	...	** 93.8	...	...
Botswana	** 8.6	...	...	...	...	...	...	...	...
Burkina Faso	...	...	...	...	...	...	...	...	...
Burundi	** 3.9	3.4	-0.5	...	...	...	** 94.2	...	...
Cameroon	2.4	3.2	0.8	9.8	12.5	2.6	85.8	...	...
Cape Verde	...	...	...	...	...	...	...	...	...
Central African Republic	...	...	...	...	...	...	...	...	...
Chad	** 2.0	...	...	...	...	...	...	...	...
Comoros	...	...	...	...	...	...	...	...	...
Congo	** 4.2	...	...	** 12.6	...	...	...	...	...
Côte d'Ivoire	5.3	4.6	-0.7	** 25.5	21.5	-4.0	74.0	94.0	20.1
Democratic Rep. of the Congo	...	...	...	...	...	...	...	...	...
Djibouti	...	...	...	...	...	...	...	...	...
Egypt	...	...	...	...	...	...	...	...	...
Equatorial Guinea	...	0.6	...	...	...	...	...	93.7	...
Eritrea	...	...	...	...	...	...	...	...	...
Ethiopia	4.7	4.8	-	11.3	13.8	2.5	60.5	63.8	3.3
Gabon	** 3.3	** 3.9	0.6	...	...	...	** 87.3	...	...
Gambia	3.0	** 2.7	-0.2	14.2	** 14.2	-	86.8	** 86.8	-
Ghana	** 4.1	...	...	...	...	...	...	...	...
Guinea	** 2.0	** 1.9	-0.1	...	** 25.6	...	...	...	...
Guinea-Bissau	2.1	...	...	4.8	...	...	...	...	...
Kenya	6.8	6.4	-0.4	27.5	22.5	-5.0	...	...	...
Lesotho	10.1	...	...	18.5	...	...	84.6	...	...
Liberia	...	...	...	...	...	...	...	...	...
Libyan Arab Jamahiriya	...	...	...	...	...	...	68.4	...	...
Madagascar	** 2.5	** 3.2	0.7	...	...	...	...	...	...
Malawi	** 4.1	...	...	...	...	...	...	...	...
Mali	** 2.8	...	...	...	...	...	** 89.6	...	...
Mauritania	** 3.6	...	...	...	...	...	...	...	...
Mauritius	4.0	3.7	-0.3	13.6	13.3	-0.3	89.0	91.0	2.0
Morocco	5.0	** 5.5	0.5	...	...	...	91.2	** 88.7	-2.6
Mozambique	** 2.4	...	...	** 12.3	...	...	...	...	...
Namibia	...	...	...	...	...	...	...	...	...
Niger	** 2.1	** 2.7	0.7	...	...	...	...	...	...
Nigeria	...	...	...	...	...	...	...	...	...
Rwanda	...	** 2.8	...	...	...	...	...	...	...
Sao Tome and Principe	...	...	...	...	...	...	...	...	...
Senegal	** 3.4	** 3.2	-0.2	...	...	...	...	...	...
Seychelles	** 7.6	...	...	...	...	...	...	...	...
Sierra Leone	...	...	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...

Table 7: Education Expenditure

Current public expenditure on education by ISCED levels as a % of total current expenditure on education						Regions
2000/2001							Country or territory
ISCED 0 Pre-primary	ISCED 1 Primary	ISCED 2 and 3 Secondary	ISCED 4 Post- secondary non-tertiary	ISCED 5 and 6 Tertiary	Not Allocated	
						Africa
...	Algeria
...	Angola
...	Benin
...	Botswana
...	Burkina Faso
...	Burundi
...	Cameroon
...	Cape Verde
...	Central African Republic
...	Chad
...	Comoros
...	Congo
...	Côte d'Ivoire
...	Democratic Rep. of the Congo
...	Djibouti
...	Egypt
...	Equatorial Guinea
...	Eritrea
...	Ethiopia
...	Gabon
...	Gambia
...	Ghana
...	Guinea
...	Guinea-Bissau
...	Kenya
...	Lesotho
...	Liberia
...	Libyan Arab Jamahiriya
...	Madagascar
...	Malawi
...	Mali
...	Mauritania
...	Mauritius
na	** 48.0	** 50.6	** 1.0	** 0.4	–	Morocco
...	Mozambique
...	Namibia
...	Niger
...	Nigeria
...	Rwanda
...	Sao Tome and Principe
...	Senegal
...	Seychelles
...	Sierra Leone
...	Somalia



TABLE 7: EDUCATION EXPENDITURE

Regions Country or territory	Total public expenditure on education						Current public expenditure as a % of total public expenditure on education		
	As a % of Gross Domestic Product			As a % of total government expenditure			1999	2000	Change 1999 to 2000
	1999	2000	Change 1999 to 2000	1999	2000	Change 1999 to 2000			
South Africa	5.7	...	...	18.1	...	...	94.3	...	...
Sudan	...	...	...	...	...	...	...	...	...
Swaziland	...	...	...	...	...	...	...	...	...
Togo	4.6	4.8	0.1	26.2	23.2	-3.0	96.7	91.2	-5.5
Tunisia	** 7.5	** 6.8	-0.6	** 17.7	** 17.4	-0.3	...	** 85.5	...
Uganda	** 2.3	...	...	...	...	...	...	...	...
United Republic of Tanzania	...	...	...	...	...	...	...	...	...
Zambia	...	...	...	...	...	...	...	...	...
Zimbabwe	** 10.4	...	...	...	...	...	...	...	...
America, North									
Anguilla	...	...	...	...	...	...	...	...	...
Antigua and Barbuda	3.2	...	...	...	...	...	100.0	...	...
Aruba	4.3	4.7	0.4	13.8	16.0	2.2	89.4	...	...
Bahamas	...	...	...	...	...	...	...	...	...
Barbados	6.2	7.1	0.8	16.0	18.5	2.5	91.4	85.6	-5.8
Belize	** 5.5	6.2	0.8	** 16.6	20.9	4.3	...	...	...
Bermuda	...	...	...	...	...	...	...	...	...
British Virgin Islands	...	...	...	...	...	...	...	...	...
Canada	5.5	5.4	-0.2	...	...	...	** 98.4	** 97.7	-0.7
Cayman Islands	...	...	...	...	...	...	...	...	...
Costa Rica	4.9	4.4	-0.5	...	...	...	99.6	99.6	-
Cuba	7.5	8.5	1.0	13.7	15.1	1.5	...	92.6	...
Dominica	** 5.1	...	...	...	...	...	...	...	...
Dominican Republic	...	...	...	...	...	...	...	...	...
El Salvador	** 2.3	...	...	** 13.4	...	...	** 96.8	...	...
Grenada	** 4.2	...	...	...	...	...	...	...	...
Guatemala	1.6	1.7	0.1	17.2	11.4	-5.9	88.5	...	...
Haiti	...	** 1.1	...	...	** 10.9	...	...	...	...
Honduras	...	...	...	...	...	...	...	...	...
Jamaica	6.0	6.3	0.3	10.8	11.1	0.3	89.4	** 94.1	4.7
Mexico	4.4	...	...	22.6	...	...	** 97.7	...	...
Montserrat	...	...	...	** 10.6	** 7.9	-2.7	47.3	...	...
Netherlands Antilles	...	...	...	** 14.0	13.6	-0.4	** 93.8	90.9	-2.9
Nicaragua	...	...	...	...	13.8	...	...	...	...
Panama	5.8	5.9	0.1	...	...	...	96.1	97.4	1.3
Saint Kitts and Nevis	** 2.9	** 3.0	0.1	** 16.4	** 16.0	-0.4	...	...	...
Saint Lucia	7.5	5.8	-1.7	21.3	16.9	-4.4	78.5	...	...
Saint Vincent and the Grenadines	...	9.3	...	...	** 13.4	...	...	70.7	...
Trinidad and Tobago	** 4.5	** 4.0	-0.5	** 19.8	** 16.7	-3.0	** 80.7	...	...
Turks and Caicos Islands	...	...	...	17.4	16.8	-0.6	72.8	64.1	-8.6
United States	5.1	4.8	-0.2	...	15.5	...	...	...	...

Table 7: Education Expenditure

Current public expenditure on education by ISCED levels as a % of total current expenditure on education						Regions
2000/2001							Country or territory
ISCED 0 Pre-primary	ISCED 1 Primary	ISCED 2 and 3 Secondary	ISCED 4 Post- secondary non-tertiary	ISCED 5 and 6 Tertiary	Not Allocated	
...	South Africa
...	Sudan
...	Swaziland
** 0.5	** 47.0	** 32.5	...	** 19.9	...	Togo
...	** 38.3	** 42.9	...	** 18.8	...	Tunisia
...	Uganda
...	United Republic of Tanzania
...	Zambia
...	Zimbabwe
						America, North
...	Anguilla
...	Antigua and Barbuda
...	Aruba
...	Bahamas
...	32.0	31.9	2.5	33.7	–	Barbados
...	Belize
...	Bermuda
...	British Virgin Islands
** 4.0	** 34.5	...	Canada
...	Cayman Islands
5.3	46.5	28.0	...	...	–	Costa Rica
* 9.9	* 35.5	* 37.9	* 0.3	* 16.4	...	Cuba
...	Dominica
...	Dominican Republic
...	El Salvador
...	Grenada
...	Guatemala
...	Haiti
...	Honduras
** 5.0	** 30.2	** 34.5	** 8.6	** 21.7	–	Jamaica
...	Mexico
...	Montserrat
...	Netherlands Antilles
...	Nicaragua
** 3.0	** 37.1	** 33.9	na	** 26.0	–	Panama
...	Saint Kitts and Nevis
...	Saint Lucia
...	Saint Vincent and the Grenadines
...	Trinidad and Tobago
...	Turks and Caicos Islands
...	United States



TABLE 7: EDUCATION EXPENDITURE

Regions Country or territory	Total public expenditure on education						Current public expenditure as a % of total public expenditure on education		
	As a % of Gross Domestic Product			As a % of total government expenditure			1999	2000	Change 1999 to 2000
	1999	2000	Change 1999 to 2000	1999	2000	Change 1999 to 2000			
America, South									
Argentina	4.5	4.6	-	13.3	13.6	0.3	94.0	** 97.7	3.7
Bolivia	5.6	5.5	-0.1	24.4	23.1	-1.3	84.3	85.5	1.2
Brazil	5.0	3.8	-1.2	12.3	10.4	-1.8	94.1	** 95.1	1.0
Chile	4.1	4.2	0.1	17.0	17.5	0.6	87.6	** 88.8	1.2
Colombia	* 5.3	* 5.1	-0.2	* 16.9	* 17.4	0.5	...	...	...
Ecuador	2.2	1.6	-0.7	9.7	8.0	-1.7	* 92.7	94.8	2.1
Guyana	** 4.1	...	...	** 8.6	...	...	...	...	...
Paraguay	4.8	** 5.0	0.2	8.8	** 11.2	2.4	87.9	** 91.9	4.0
Peru	3.3	...	...	21.1	...	...	87.9	...	...
Suriname	...	...	...	...	...	...	...	...	...
Uruguay	2.8	2.8	-	...	11.8	...	92.3	** 94.8	2.6
Venezuela	...	...	...	...	...	...	...	...	...
Asia									
Afghanistan	...	...	...	...	...	...	...	...	...
Armenia	...	2.9	...	...	...	...	...	80.7	...
Azerbaijan	...	13.4	...	...	17.3	...	...	99.1	...
Bahrain	3.5	3.0	-0.5	...	11.4	...	...	97.1	...
Bangladesh	2.4	2.5	0.1	15.0	15.7	0.7	62.2	61.7	-0.5
Bhutan	5.3	5.2	-0.1	13.8	12.9	-0.9	66.4	67.6	1.2
Brunei Darussalam	5.0	4.8	-0.3	** 9.3	** 9.1	-0.2	96.6	98.3	1.7
Cambodia	1.1	1.9	0.8	8.7	10.1	1.4	...	89.7	...
China	...	...	...	...	...	...	...	...	...
Cyprus	5.4	5.7	0.3	...	...	...	86.2	...	...
Dem. People's Rep. of Korea	...	...	...	...	...	...	...	...	...
Georgia	...	...	...	...	...	...	...	...	...
Hong Kong (China), SAR	...	4.1	...	...	22.9	...	...	86.1	...
India	4.1	...	...	12.7	...	...	** 98.0	...	...
Indonesia	...	1.5	...	...	9.6	...	...	** 87.9	...
Iran, Islamic Republic of	4.6	4.4	-0.2	18.3	20.4	2.1	91.4	90.8	-0.6
Iraq	...	...	...	...	...	...	81.7	...	...
Israel	7.5	7.3	-0.1	...	...	...	** 93.7	** 93.9	0.2
Japan	3.5	3.5	-	9.3	10.5	1.2	...	...	...
Jordan	5.0	...	...	20.6	...	...	86.8	...	...
Kazakhstan	...	...	...	...	...	...	...	...	...
Kuwait	...	...	...	...	...	...	...	...	...
Kyrgyzstan	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	2.0	2.3	0.3	7.4	8.8	1.5	57.5	52.7	-4.7
Lebanon	** 2.0	3.0	1.0	...	11.1	...	** 89.6	96.3	6.7
Macao, China	3.6	3.6	0.1	13.5	13.9	0.4	...	...	...
Malaysia	5.7	6.2	0.6	25.2	...	...	...	** 66.0	...
Maldives	...	...	...	...	...	...	...	...	...
Mongolia	...	...	...	...	...	...	...	...	...
Myanmar	0.6	1.4	0.8	8.7	* 18.1	9.5	55.5	66.5	11.0

Table 7: Education Expenditure

Current public expenditure on education by ISCED levels as a % of total current expenditure on education						Regions
2000/2001							Country or territory
ISCED 0 Pre-primary	ISCED 1 Primary	ISCED 2 and 3 Secondary	ISCED 4 Post- secondary non-tertiary	ISCED 5 and 6 Tertiary	Not Allocated	
						America, South
** 7.7	** 35.5	** 36.1	na	** 18.0	** 2.8	Argentina
** 4.6	** 43.0	** 22.4	...	** 29.1	...	Bolivia
** 9.0	** 33.3	** 36.1	na	** 21.6	–	Brazil
** 8.8	** 43.5	** 34.8	na	** 12.9	–	Chile
...	...	...	...	...	...	Colombia
...	...	...	...	...	...	Ecuador
...	...	...	...	...	...	Guyana
...	...	** 28.4	...	** 18.8	–	Paraguay
...	...	...	...	...	...	Peru
...	...	...	...	...	...	Suriname
** 9.2	** 32.6	** 37.8	na	** 20.5	–	Uruguay
...	...	...	...	...	...	Venezuela
						Asia
...	...	...	...	...	...	Afghanistan
...	...	...	...	...	–	Armenia
...	...	...	...	...	...	Azerbaijan
...	...	...	...	...	–	Bahrain
** 6.9	30.9	** 48.9	** 0.2	13.0	–	Bangladesh
na	...	...	...	...	–	Bhutan
...	...	...	...	...	–	Brunei Darussalam
2.6	61.7	23.3	6.9	5.5	–	Cambodia
...	...	...	...	...	...	China
...	...	...	...	...	...	Cyprus
...	...	...	...	...	...	Dem. People's Rep. of Korea
...	...	...	...	...	...	Georgia
...	...	...	...	...	...	Hong Kong (China), SAR
...	...	...	...	...	...	India
** 0.1	** 39.9	** 41.1	na	** 18.9	–	Indonesia
** 0.1	** 27.5	34.1	2.3	18.1	17.9	Iran, Islamic Republic of
...	...	...	...	...	...	Iraq
** 8.6	** 34.1	** 30.2	** 0.4	** 18.9	** 7.8	Israel
...	...	...	...	...	...	Japan
...	...	...	...	...	...	Jordan
...	...	...	...	...	...	Kazakhstan
...	...	...	...	...	...	Kuwait
...	...	...	...	...	...	Kyrgyzstan
** 3.9	** 55.5	** 25.7	** 7.4	** 7.6	–	Lao People's Democratic Republic
...	...	...	...	...	...	Lebanon
...	...	...	...	...	...	Macao, China
** 1.2	** 30.9	** 34.7	** 0.8	** 29.1	** 3.4	Malaysia
...	...	...	...	na	–	Maldives
...	...	...	...	...	...	Mongolia
–	57.6	33.4	na	...	–	Myanmar



TABLE 7: EDUCATION EXPENDITURE

Regions Country or territory	Total public expenditure on education						Current public expenditure as a % of total public expenditure on education		
	As a % of Gross Domestic Product			As a % of total government expenditure			1999	2000	Change 1999 to 2000
	1999	2000	Change 1999 to 2000	1999	2000	Change 1999 to 2000			
Nepal	** 3.0	3.7	0.7	** 13.2	14.1	0.9	...	74.6	...
Oman	...	...	...	...	...	...	** 89.3	...	...
Pakistan	** 1.8	** 1.8	-0.1	** 8.6	** 7.8	-0.8	...	...	...
Palestinian Autonomous Territories	...	...	...	...	...	...	...	...	...
Philippines	...	3.5	...	...	...	...	...	** 90.9	...
Qatar	...	...	...	...	...	...	...	...	...
Republic of Korea	3.7	3.8	0.1	...	17.4	...	...	** 80.3	...
Saudi Arabia	...	...	...	...	...	...	...	...	...
Singapore	...	...	...	...	...	...	...	...	...
Sri Lanka	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	3.4	4.1	0.7	...	11.1	...	...	84.1	...
Tajikistan	...	...	...	...	...	...	...	...	...
Thailand	5.0	5.4	0.4	...	31.0	...	...	...	...
Timor-Leste	...	...	...	...	...	...	...	...	...
Turkey	4.0	3.5	-0.5	...	...	...	** 81.0	...	...
Turkmenistan	...	...	...	...	...	...	...	...	...
United Arab Emirates	...	...	...	...	...	...	** 92.3	...	...
Uzbekistan	...	...	...	...	...	...	...	...	...
Viet Nam	...	...	...	...	...	...	...	...	...
Yemen	...	10.0	...	...	32.8	...	...	...	...
Europe									
Albania	...	...	...	...	...	...	...	...	...
Andorra	...	...	...	...	...	...	...	...	...
Austria	...	5.8	...	...	15.1	...	...	** 95.5	...
Belarus	6.0	...	...	...	...	...	...	...	...
Belgium	5.9	...	...	11.6	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...
Bulgaria	...	...	...	...	...	...	...	...	...
Croatia	** 4.2	...	...	...	...	...	...	...	...
Czech Republic	4.4	4.4	0.1	9.7	9.7	-	** 90.9	** 91.7	0.8
Denmark	8.0	8.2	0.2	14.9	15.3	0.5	...	** 93.8	...
Estonia	7.5	...	...	...	...	...	...	...	...
Finland	6.1	...	...	12.5	...	...	** 93.7	...	...
France	5.9	5.8	-0.1	11.5	...	...	** 91.4	** 91.2	-0.2
Germany	4.5	4.5	-	9.5	9.9	0.4	** 92.0	** 92.7	0.7
Gibraltar	...	...	...	...	...	...	...	...	...
Greece	3.7	3.8	0.2	7.0	...	...	** 78.0	** 82.2	4.2
Holy See	...	...	...	...	...	...	...	...	...
Hungary	4.7	5.0	0.4	12.8	14.1	1.2	** 91.4	** 90.7	-0.7
Iceland	...	** 5.9	...	...	...	...	...	** 87.3	...
Ireland	4.4	4.4	-	13.2	10.7	-2.6	** 91.2	** 89.1	-2.1
Italy	4.5	4.6	0.1	9.5	...	...	** 94.6	** 94.2	-0.4
Latvia	6.3	5.9	-0.4	...	...	...	...	...	...
Liechtenstein	...	...	...	...	...	...	...	...	...

Table 7: Education Expenditure

Current public expenditure on education by ISCED levels as a % of total current expenditure on education						Regions
2000/2001							Country or territory
ISCED 0 Pre-primary	ISCED 1 Primary	ISCED 2 and 3 Secondary	ISCED 4 Post- secondary non-tertiary	ISCED 5 and 6 Tertiary	Not Allocated	
–	56.6	30.0	na	12.9	0.5	Nepal
...	...	...	...	...	...	Oman
...	...	...	...	...	...	Pakistan
...	...	...	...	...	...	Palestinian Autonomous Territories
** 0.1	** 60.4	** 22.4	** 1.9	** 14.5	** 2.2	Philippines
...	...	...	...	...	...	Qatar
** 1.0	** 43.5	** 38.3	na	** 10.4	** 6.8	Republic of Korea
...	...	...	...	...	...	Saudi Arabia
...	...	...	...	...	...	Singapore
...	...	...	...	...	...	Sri Lanka
...	...	...	...	...	–	Syrian Arab Republic
...	...	...	...	...	...	Tajikistan
...	...	...	...	...	...	Thailand
...	...	...	...	...	...	Timor-Leste
...	...	...	na	...	–	Turkey
...	...	...	...	...	...	Turkmenistan
...	...	...	...	...	...	United Arab Emirates
...	...	...	...	...	...	Uzbekistan
...	...	...	...	...	...	Viet Nam
...	...	...	...	...	...	Yemen
						Europe
...	...	...	...	...	...	Albania
...	...	...	...	...	...	Andorra
** 7.4	** 19.6	** 45.2	** 0.8	** 25.5	** 1.5	Austria
...	...	...	...	...	...	Belarus
...	...	...	...	...	...	Belgium
...	...	...	...	...	...	Bosnia and Herzegovina
...	...	...	...	...	...	Bulgaria
...	...	...	...	...	...	Croatia
** 11.0	** 18.2	** 50.0	** 0.5	** 18.4	** 2.0	Czech Republic
** 8.8	** 20.6	** 37.6	...	** 29.2	** 3.8	Denmark
...	...	...	...	...	...	Estonia
...	...	...	...	...	...	Finland
** 11.7	** 20.2	** 49.7	** 0.1	** 17.1	** 1.3	France
** 7.9	** 15.2	** 49.4	** 2.3	** 23.4	** 1.7	Germany
...	...	...	...	...	...	Gibraltar
...	...	** 41.0	** 0.4	** 22.5	** 4.5	Greece
...	...	...	...	...	...	Holy See
** 14.0	** 20.0	** 41.6	** 3.0	** 18.9	** 2.6	Hungary
...	** 36.0	** 39.1	...	** 19.5	** 5.3	Iceland
** 0.1	** 31.8	** 34.6	** 3.5	** 28.5	** 1.5	Ireland
** 9.9	** 23.1	** 45.7	** 0.8	** 17.5	** 3.0	Italy
...	...	...	...	...	...	Latvia
...	...	...	...	...	...	Liechtenstein



TABLE 7: EDUCATION EXPENDITURE

Regions Country or territory	Total public expenditure on education						Current public expenditure as a % of total public expenditure on education		
	As a % of Gross Domestic Product			As a % of total government expenditure			1999	2000	Change 1999 to 2000
	1999	2000	Change 1999 to 2000	1999	2000	Change 1999 to 2000			
Lithuania	...	...	...	...	...	...	...	...	...
Luxembourg	** 3.7	...	...	** 8.5	...	...	...	...	...
Malta	** 4.9	...	...	...	...	...	...	...	...
Monaco	...	...	...	...	...	...	...	93.5	...
Netherlands	4.8	...	...	10.4	...	...	** 96.2	...	...
Norway	7.4	6.8	-0.5	15.6	16.2	0.6	** 89.6	** 91.3	1.7
Poland	5.0	5.2	0.2	11.4	12.2	0.8	** 93.0	** 92.9	-
Portugal	** 5.6	5.8	0.2	** 12.8	...	...	** 92.6	...	...
Republic of Moldova	...	4.0	...	...	15.0	...	...	94.9	...
Romania	** 3.5	...	...	...	...	...	...	...	...
Russian Federation	4.4	2.9	-1.5	...	10.6	...	...	...	...
San Marino	...	...	...	...	...	...	...	...	...
Serbia and Montenegro	** 5.1	...	...	...	...	...	...	...	...
Slovakia	4.3	4.2	-0.2	13.8	...	...	** 95.8	** 95.2	-0.7
Slovenia	...	...	...	...	...	...	...	...	...
Spain	4.5	...	...	11.3	...	...	** 91.1	...	...
Sweden	7.8	...	...	13.6	...	...	...	...	...
Switzerland	5.5	...	...	15.2	...	...	** 90.2	...	...
The Former Yugoslav Rep. of Macedonia	** 4.1	...	...	...	...	...	...	...	...
Ukraine	...	...	...	...	...	...	...	...	...
United Kingdom	4.5	...	...	11.4	...	...	...	...	...
Oceania									
Australia	4.5	** 4.7	0.2	...	...	...	** 95.9	** 96.4	0.5
Cook Islands	...	...	...	...	...	...	98.4	...	...
Fiji	** 4.8	** 6.0	1.2	...	** 21.3	...	...	...	...
Kiribati	...	...	...	...	...	...	...	...	...
Marshall Islands	** 16.6	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...
Nauru	...	...	...	...	** 7.0	...	...	** 95.3	...
New Zealand	6.8	6.1	-0.8	...	...	...	** 95.1	** 99.8	4.7
Niue	...	...	...	...	...	...	** 99.7	...	...
Palau	...	...	...	** 20.0	...	...	...	...	...
Papua New Guinea	...	** 2.3	...	...	** 17.5	...	...	...	...
Samoa	4.0	...	...	** 13.3	...	...	99.9	...	...
Solomon Islands	** 3.5	** 3.6	0.1	** 15.4	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...	...
Tonga	...	** 5.3	...	...	** 17.8	...	...	...	...
Tuvalu	...	...	...	** 16.8	...	...	...	...	...
Vanuatu	7.3	** 7.3	-	17.4	...	...	83.7	...	...

Table 7: Education Expenditure

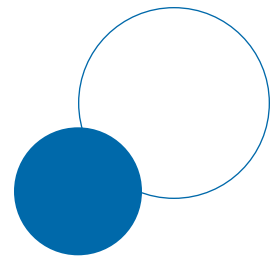
Current public expenditure on education by ISCED levels as a % of total current expenditure on education						Regions
2000/2001							Country or territory
ISCED 0 Pre-primary	ISCED 1 Primary	ISCED 2 and 3 Secondary	ISCED 4 Post- secondary non-tertiary	ISCED 5 and 6 Tertiary	Not Allocated	
...	...	...	...	...	...	Lithuania
...	...	...	...	...	...	Luxembourg
...	...	...	...	...	...	Malta
3.6	16.2	46.4	...	3.0	30.8	Monaco
...	...	...	...	...	–	Netherlands
** 11.5	...	...	...	** 25.7	** 5.8	Norway
** 10.6	** 46.7	** 24.9	...	** 14.5	** 3.3	Poland
...	...	...	...	...	...	Portugal
...	...	...	...	...	...	Republic of Moldova
...	...	...	...	...	...	Romania
...	...	...	...	...	...	Russian Federation
...	...	...	...	...	...	San Marino
...	...	...	...	...	...	Serbia and Montenegro
** 11.0	** 15.9	** 51.5	...	** 17.2	** 4.5	Slovakia
...	...	...	...	...	...	Slovenia
** 9.1	** 27.2	** 45.5	...	** 18.2	–	Spain
...	...	...	...	...	...	Sweden
** 4.2	** 31.0	** 40.1	** 1.0	** 21.7	** 2.0	Switzerland
...	...	...	...	...	...	The Former Yugoslav Rep. of Macedonia
...	...	...	...	...	...	Ukraine
...	...	...	...	...	...	United Kingdom
						Oceania
** 1.2	** 33.3	** 39.4	** 1.4	** 24.0	** 0.7	Australia
...	...	...	...	na	–	Cook Islands
...	...	...	...	...	...	Fiji
...	...	...	...	...	...	Kiribati
na	...	...	–	...	–	Marshall Islands
...	...	...	...	...	...	Micronesia (Federated States of)
** 19.6	** 45.6	** 29.7	** 5.1	...	...	Nauru
** 3.4	** 31.2	** 43.1	** 1.5	** 19.2	** 1.7	New Zealand
...	...	...	...	...	...	Niue
...	...	...	...	...	...	Palau
...	...	...	...	...	...	Papua New Guinea
...	...	...	...	...	...	Samoa
...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	Tokelau
...	...	...	...	...	...	Tonga
...	...	...	...	...	...	Tuvalu
...	...	...	...	...	...	Vanuatu

Symbols and Footnotes:

- ** UIS estimation
- * National Estimation
- ... Missing Value
- Magnitude Nil or Negligible
- na Category Not Applicable

ANNEX A

Glossary



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

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

Enrolment. Number of pupils or students officially enrolled in a given grade or level of education, regardless of age. Typically, these data are collected at the beginning of the school-year.

Entrance age (Theoretical). 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 or skipping a grade. Note that the theoretical entrance age to a given programme or level is often but not always the typical or most common entrance age.

Fields of education (Broad):

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

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

Humanities and arts: religion and theology; foreign languages and cultures; native languages; other humanities such as: interpretation and translation, linguistics, comparative literature, history, archaeology, philosophy, ethics. Fine arts; performing arts; graphic and audio-visual arts; design; craft skills.



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

Science: life sciences; physical sciences; mathematics and statistics; 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: medicine; medical services; nursing; dental services; social care; social work.

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

Other programmes are classified as Not known or Unspecified.

Foreign student. Students enrolled in an educational programme in a country of which they are not a permanent resident.

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 income (GNI). 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 GNI to be greater or smaller than GDP. GNI is also referred to as Gross National Product (GNP).

International Standard Classification of Education (ISCED). A classification system designed as an instrument suitable for assembling, compiling and presenting comparable indicators and statistics of education both within individual countries and internationally. This system was introduced in 1976, and revised in 1997. ISCED classifies educational programmes by their content along two axes: levels of education and fields of education.

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

Orientation of educational programmes.

General education. This type of programme is designed mainly to lead pupils to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing pupils for further education at the same or a higher level. These programmes are typically school-based and may or may not contain vocational elements. Successful completion of these programmes may or may not lead to an academic qualification. However, they do not typically allow successful completers to enter a particular occupation or trade or class of occupations or trades without further training.

Technical and vocational education. This type of programme is designed mainly to lead pupils 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 normally leads to a labour-market relevant vocational qualification recognized by the competent authorities in the country in which it is obtained (e.g. Ministry of Education, employers' associations, etc.).

Public expenditure on education at all educational levels

Total expenditure on education. The sum of the expenditure on education made by local, regional and national/central governments, it excludes inter-governmental transfers.

Current expenditure on education. Expenditure at all educational levels for goods and services consumed within the current year and which would be renewed if needed in the following year. It includes expenditure on: staff salaries, pensions and benefits; contracted or purchased services; other resources including books and teaching materials; welfare services; and other current expenditure such as subsidies to students and households, furniture and minor 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.

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

School-age population. Population of the age-group which corresponds to the relevant level of education as indicated by theoretical entrance age and duration.

Student

Student / pupil. Refers to a person enrolled in an educational programme.

Full-time student. Persons engaged in an educational programme for a number of hours of study statutorily regarded as full-time at the particular level of education.

Part-time student. Students whose statutory studying hours are less than those required of full-time students.

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

Survival rates by grade. Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach successive grades. These are calculated using the reconstructed cohort method that uses data on the number of pupils enrolled and repeaters for two consecutive years.

Teachers

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

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



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

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

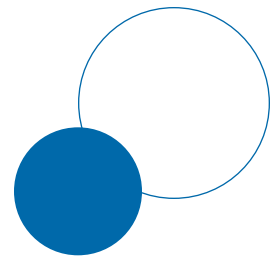
Full-time equivalent number of teachers. The equivalent is calculated in person-years. The unit for the measurement of full-time equivalence is full-time employment. Thus, a full-time teacher equals one full-time equivalent. The full-time equivalence of part-time teachers is

determined by calculating the ratio of their hours worked to the statutory hours worked by a full-time teacher during the school year. For example, a teacher who works one-third of the statutory hours of a full-time teacher equals one-third of a full-time equivalent teacher.

Transition from ISCED 1 to ISCED 2 (%). The transition rate from primary to secondary is based on data for two consecutive years. New students enrolled in the first grade of general programmes in secondary are compared to the number of students enrolled in the last grade of primary in the previous year.

ANNEX B

Definitions of Indicators



Change. The value of the latest year minus the value of the earlier year, i.e. change 1999 to 2000 is the value of 2000 minus the value of 1999.

Education finance

Current public expenditure on education as a % of total public expenditure on education. Current public expenditure on education expressed as a percentage of the total public expenditure on education. The total public expenditure on education is the sum of capital and current expenditure on education.

Current public expenditure on education by ISCED levels as a % of total current expenditure on education. Public current educational expenditure in education by ISCED level expressed as a % of the total public current educational expenditure for all levels, including expenses not allocated by level.

Total public expenditure on education as a % of gross domestic product (GDP). Current and capital expenditures on education by local, regional and national governments, including municipalities (household contributions are excluded), expressed as a percentage of the gross domestic product.

Total public expenditure on education as a % of total government expenditure. Current and capital expenditures on education by local, regional and national governments, including municipalities (household contributions are excluded) expressed as a percentage of total government expenditure on all sectors (including health, education, social services, etc.).



Gross (Apparent) intake ratio (AIR). Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population of theoretical entrance age to primary education.

Gross intake rate in last grade of primary education. Total number of new entrants in the last grade of primary education, regardless of age, expressed as a percentage of the population of the theoretical entrance age at the last grade.

Gender parity index (GPI). Ratio of the female-to-male value of a given indicator. A GPI of 1 indicates parity between sexes; a GPI that varies between 0 and 1 means a disparity in favour of males; whereas a GPI greater than 1 indicates a disparity in favour of females.

Gross enrolment ratio (GER). Number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

Net enrolment ratio (NER). Number of pupils in the theoretical age group for a given grade/level of education enrolled in that level expressed as a percentage of the total population in that age group.

Net intake ratio (NIR). Number of new entrants in the first grade of primary education who are of the theoretical primary school-entrance age, expressed as a percentage of the population of the same age.

Percent Change. The change from one year to another is expressed in percent of the earliest year.

Percentage of foreign students. Number of foreign students as a percentage of the total number of students enrolled in tertiary education programmes.

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

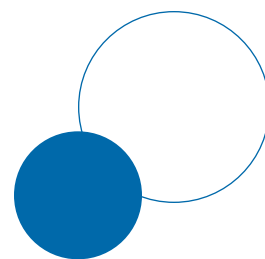
Percentage of trained teachers. Number of teachers who are certified or who otherwise have met the minimum standard pre-service or in-service required for teaching at the relevant level of education, expressed as a percentage of the total number of teachers at the given level of education.

Pupil-teacher ratio (PTR). Average number of pupils per teacher at the level of education specified in a given school year.

Survival rates. Divide the total number of pupils belonging to a school-cohort who reached a given grade of the specified level of education by the number of pupils in the school-cohort, i.e. those originally enrolled in the first grade of primary education, and multiply the result by 100.

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

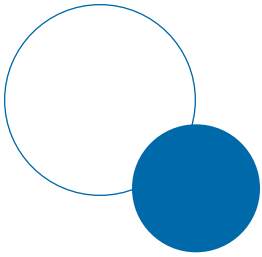
ANNEX C
**International Standard
Classification of Education (ISCED97)**





DESCRIPTION OF ISCED97 LEVELS, CLASSIFICATION CRITERIA AND SUB-CATEGORIES	
0 PRE-PRIMARY LEVEL OF EDUCATION	Main Criteria
Initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment.	Should be centre- or school-based, be designed to meet the educational and developmental needs of children of at least 3 years of age, and have staff that are adequately trained (i.e. qualified) to provide an educational programme for children.
1 PRIMARY LEVEL OF EDUCATION	Main Criteria
Normally designed to give pupils a sound basic education in reading, writing and mathematics.	Beginning of systematic studies characteristic of primary education, e.g. reading, writing and mathematics. Entry into the nationally designated primary institutions or programmes. The commencement of reading activities alone is not a sufficient criteria for classification of an educational programmes at ISCED level 1.
2 LOWER SECONDARY LEVEL OF EDUCATION	Main Criteria
The lower secondary level of education generally continues the basic programmes of the primary level, although teaching is typically more subject-focused, often employing more specialized teachers who conduct classes in their field of specialization.	Programmes at the start of level 2 correspond to the point where programmes are beginning to be organized in a more subject-oriented pattern, using more specialized teachers conducting classes in their field of specialization. If this organizational transition point does not correspond to a natural split in the boundaries between national educational programmes, then programmes should be split at the point where national programmes begin to reflect this organizational change.
3 UPPER SECONDARY LEVEL OF EDUCATION	Main Criteria
The final stage of secondary education in most countries. Instruction is often more organized along subject-matter lines than at ISCED level 2 and teachers typically need to have a higher level, or more subject-specific, qualification than at ISCED 2.	National boundaries between lower secondary and upper secondary education should be the dominant factor for splitting levels 2 and 3. Admission into programmes at this level usually require the completion of ISCED 2 for admission, or a combination of basic education and life experience that demonstrates the ability to handle ISCED 3 subject matter.
4 POST-SECONDARY NON-TERTIARY	Main Criteria
These programmes straddle the boundary between upper secondary and post-secondary education from an international point of view, even though they might clearly be considered as upper secondary or post-secondary programmes in a national context. They are often not significantly more advanced than programmes at ISCED 3 but they serve to broaden the knowledge of participants who have already completed a programme at level 3. The students are typically older than those in ISCED 3 programmes. ISCED 4 programmes typically have a duration of between 6 months and 2 years.	Students entering ISCED 4 programmes will typically have completed ISCED 3.
5 FIRST STAGE OF TERTIARY EDUCATION	Classification criteria for level and sub-categories (5A and 5B)
ISCED 5 programmes have an educational content more advanced than those offered at levels 3 and 4.	Entry to these programmes normally requires the successful completion of ISCED level 3A or 3B or a similar qualification at ISCED level 4A.
5A ISCED 5A programmes are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and professions with high skills requirements.	<ol style="list-style-type: none"> 1. have a minimum cumulative theoretical duration (at tertiary level) of three years; 2. typically require that the faculty have advanced research credentials; 3. may involve completion of a research project or thesis; 4. provide the level of education required for entry into a profession with high skills requirements or an advanced research programme.
5B ISCED 5B programmes are generally more practical/technical/occupationally specific than ISCED 5A programmes.	<ol style="list-style-type: none"> 1. are more practically oriented and occupationally specific than programmes at ISCED 5A and do not prepare students for direct access to advanced research programmes; 2. have a minimum of two years' duration; 3. the programme content is typically designed to prepare students to enter a particular occupation.
6 SECOND STAGE OF TERTIARY EDUCATION (LEADING TO AN ADVANCED RESEARCH QUALIFICATION)	
This level is reserved for tertiary programmes that lead to the award of an advanced research qualification. The programmes are devoted to advanced study and original research.	<ol style="list-style-type: none"> 1. requires the submission of a thesis or dissertation of publishable quality that is the product of original research and represents a significant contribution to knowledge; 2. are not solely based on course-work; 3. prepare participants for faculty posts in institutions offering ISCED 5A programmes, as well as research posts in government and industry.

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



ANNEX D Regions

Africa (53 countries or territories)

Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Rep. of the Congo, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libyan Arab Jamahiriya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Sudan, Swaziland, Togo, Tunisia, Uganda, United Republic of Tanzania, Zambia, Zimbabwe

America, North (31 countries or territories)

Anguilla, Antigua and Barbuda, Aruba, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Canada, Cayman Islands, Costa Rica, Cuba, Dominica, Dominican Republic, El Salvador, Grenada, Guatemala, Haiti, Honduras, Jamaica, Mexico, Montserrat, Netherlands Antilles, Nicaragua, Panama, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, United States

America, South (12 countries or territories)

Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela

Asia (50 countries or territories)

Afghanistan, Armenia, Azerbaijan, Bahrain, Bangladesh, Bhutan, Brunei Darussalam, Cambodia, China, Cyprus, Dem. People's Rep. of Korea, Georgia, Hong Kong (SAR of China), India, Indonesia, Iran, Islamic Republic of, Iraq, Israel, Japan, Jordan, Kazakhstan, Kuwait, Kyrgyzstan, Lao People's Democratic Republic, Lebanon, Macao (China), Malaysia, Maldives, Mongolia, Myanmar, Nepal, Oman, Pakistan, Palestinian Autonomous Territories, Philippines, Qatar, Republic of Korea, Saudi Arabia, Singapore, Sri Lanka, Syrian Arab Republic, Tajikistan, Thailand, Timor-Leste, Turkey, Turkmenistan, United Arab Emirates, Uzbekistan, Viet Nam, Yemen

Europe (44 countries or territories)

Albania, Andorra, Austria, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Gibraltar, Greece, Holy See, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Monaco, Netherlands, Norway, Poland, Portugal, Republic of Moldova, Romania, Russian Federation, San Marino, Serbia and Montenegro, Slovakia, Slovenia, Spain, Sweden, Switzerland, The Former Yugoslav Republic of Macedonia, Ukraine, United Kingdom of Great Britain and Northern Ireland

Oceania (17 countries or territories)

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