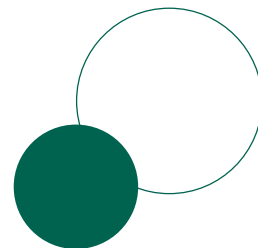


GLOBAL EDUCATION DIGEST 2004

Comparing Education Statistics Across the World



UNESCO Institute for Statistics, Montreal, 2004

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 190 Member States and six Associate Members.

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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.

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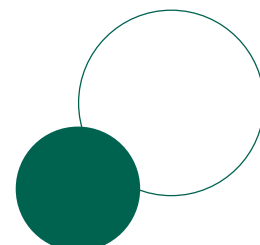
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FOREWORD



This digest is the second in an annual series produced by the UNESCO Institute for Statistics (UIS). In our first issue we highlighted the importance of data in informing the development of education policy within countries - a key step towards the achievement of quality education for all children throughout the world. The UIS strives to help countries collect timely data of integrity which meet the dual requirements of relevance to national policies and compliance with international data standards. This will permit regional and global pictures to be drawn and cross-national comparisons to be made. Improving the quality of education statistics takes time since many of the statistics can only be collected as by-products of sound administrative systems which are often under-resourced. Nonetheless, we believe that this digest represents a significant improvement since last year in terms of coverage, timeliness, international comparability and validity. We shall strive for continued improvements through our collaborations with the national statisticians - to whom we are very grateful - and our partner agencies.

The digest utilises data from surveys and school assessments, alongside statistics emanating from the administrative systems. Data are reported for the school years 2000/01 and 2001/02, and the accompanying CD-Rom (in English and French) also includes selected data and indicators for the two preceding school years: 1998/99 and 1999/2000. The UIS aims to incorporate other data sources which would help to provide a fuller picture of the global education system. We are also very interested in feedback on this digest so that we can improve its relevance to education researchers and policy-makers.

In each issue of the digest, we include a topic of current importance in relation to global education statistics, and this time we look beyond primary education to consider participation at later stages of schooling. The last decade has witnessed substantial growth in



educational participation across the world, particularly in Africa and South America.

Nevertheless, inequities persist and are a cause of concern in both developing or developed countries. Although a child today can expect to receive 9.3 years of schooling at primary and secondary level, there is considerable variation across the world. In high-performing countries, another 2.5 years participation in tertiary education can be added, whereas in Africa the average time spent in tertiary education remains marginal. Thus a child of school entrance age in Finland, New Zealand or Norway can expect to receive a total of over 17 years of education; almost double that in Bangladesh or Myanmar, and four times as much as in Niger or Burkina Faso.

The problem is even worse than it appears at first sight because school life expectancy overstates the achievements in countries where children repeat grades. More than 10% of pupils are repeating grades in 35 countries at the primary level and in 38 countries at the secondary level. Thus considerable proportions of already scarce resources are being spent on children who are repeating grades.

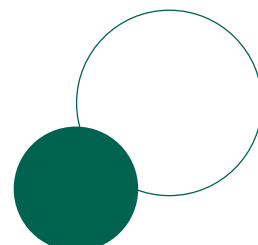
The analysis also shows that the expected years of schooling are highly, but not perfectly, correlated with the national income of a country. Inequalities in access to education occur within, as well as between, countries and we address the key question as to whether longer duration of schooling translates into greater participation rates.

It is important to assess countries' progress in relation, not only to the global goals, but also to their professed national standards. We present information on the national standards for compulsory education in order to judge the extent to which countries are meeting their own goals.

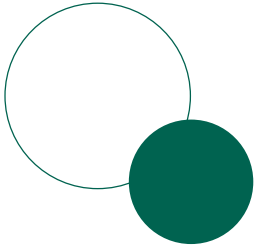
We hope that the range of articles in the annual digests will serve to stimulate more detailed analysis of the data presented in order that we may, together with our readers, strengthen the foundations for evidence-based education policies.

Denise Lievesley
Director, UNESCO Institute for Statistics

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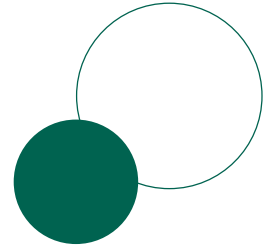
The publication was coordinated by Rosario García Calderón and Jens Johansen, under the direction of Alison Kennedy.

The overview chapter was prepared by Michael Bruneforth (lead author) and Albert Motivans.

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BEYOND UNIVERSAL PRIMARY EDUCATION



I. Introduction

The demand for high quality and timely international data on education systems has risen markedly in the last decade. At the international level, this demand has been driven by the need to monitor progress towards the international education targets found in the Education for All goals (EFA) and the Millennium Development Goals (MDGs), which relate to access to and completion of education, gender parity and good learning outcomes for all children. At the national level, policy-makers increasingly require a range of indicators that provide different types of information about educational access, quality and outcomes that are comparable but also sensitive to change in local contexts (UNESCO Institute for Statistics, 2003).

One of the key global education goals for governments is to reach *universal primary education* (UPE), or primary education for all, by the year 2015. A principal aim of primary education is to equip individuals with the basic literacy and numeracy skills that they need to develop individually and to function in society. To achieve this most countries have adopted a curriculum of five or six years of primary schooling which is considered a sufficient period to attain these objectives before making the transition to more diversified and specialised education at the secondary level.

At the same time, for many countries developing educational systems beyond primary schooling is essential. The expansion of learning opportunities at the secondary level addresses key constraints to sustainable development by promoting higher-level skills and higher rates of return to both individual and societal



investments in education (Lewin and Caillods, 2001). Likewise, an international task force on higher education in developing countries suggests that expanding educational opportunities can lead to income growth, skilled labour pools, expanding choices and increasingly relevant skills that can help promote development (IBRD/World Bank, 2000). As shown in a recent study of long-term economic growth in a group of middle-income countries, faster rates of growth were associated with increases in human capital, and countries which experienced more rapid growth had more developed secondary and tertiary systems at the outset (UNESCO Institute for Statistics/OECD, 2003).

Moreover, young people who do not continue to secondary education often face a high risk for exclusion in later adult life and, in less developed countries, low rates of secondary provision may even dampen demand for educational provision at the primary level. This overview shows that no country meets the goal of universal primary enrolment without some critical mass of secondary participation. Others have also noted that no country has reached UPE without at least 35% secondary net enrolment (Clemens, 2004).

This overview looks beyond primary education to the provision of lower and upper secondary education throughout the world. It examines secondary alongside of primary education in terms of school life expectancy, a cumulative measure of participation that reflects the number of years that a child can expect to be enrolled in school. Cumulative measures of participation are important because they provide a wider perspective of progress and highlight policy links across different levels of the educational system. They also forecast potential levels of educational attainment in the future, and thus, the stock of human capital among the population.

Additionally, this overview examines progress towards national standards for compulsory education, which often include part of the

secondary education, alongside progress towards international education targets. Most countries in the world have adopted national legal regulations or policy statements that make at least some secondary education compulsory for all children. Assessing progress towards national standards raises awareness of government commitments and holds governments responsible for setting and maintaining these standards.

The analyses presented here rely primarily on statistics and indicators drawn from the regular reporting of administrative data from Member States to the UNESCO Institute for Statistics (UIS). Data from complementary sources, such as international household surveys and student assessment programmes, are also presented in order to better reflect school progression and learning outcomes.

II. Diverse patterns in participation and school careers

School life expectancy: A summary measure of school participation

Participation in schooling is typically represented by an enrolment rate. These rates are usually presented separately for each cycle of education and can reflect both the capacity of education systems (Tables 1, 3, 5, 7) and coverage of the population (Tables 1, 3).

The indicator school life expectancy (SLE) provides another perspective by combining the enrolment rates in primary, secondary and tertiary education while minimising the structural differences between national educational systems. The indicator translates current enrolment patterns across education levels into the number of years of schooling that, on average, individuals can expect to receive. (*For more details on the calculation and interpretation of SLE, see Box 1*).

Figure 1 shows the range of expected number of years spent in primary, secondary and tertiary

A child in Finland, New Zealand or Norway can expect to receive over 17 years of education, almost twice as much as in Bangladesh or Myanmar, or four times as much as in Niger and Burkina Faso

education in six regions. Although this indicator is not available for many countries, due to the lack of tertiary education data, this figure provides some idea of the range of school expectancy across the world. Differences

within regions are considerable. In Africa, countries with the highest school life expectancy

levels are more than four times higher than in the countries with the lowest levels. Children in Burkina Faso, Djibouti and Niger can expect to receive less than four years of schooling compared to almost 13 years in South Africa and Tunisia. In Asia, the range in school life expectancy among countries is also large: schooling in the countries with the longest expectancy lasts on average twice as long as in those with the shortest.

Some of the most significant differences are found in the average amount of time spent in tertiary education. The average time that young people can expect in tertiary education (including those who never study) is more than 30 times

BOX 1. WHAT IS SCHOOL LIFE EXPECTANCY?

School Life Expectancy (SLE) is defined as the total number of years of schooling that a child at age 4 can expect to receive in the future, assuming that the probability of enrolment in school at any particular age is equal to the current enrolment rate for that age. It indicates the average duration of schooling, not the number of grades reached. It can also be defined as the average number of years which a child is likely to spend in the educational system. Since school life expectancy is an average, there is variation in the number of years of schooling; e.g. there are those children who never go to school and those who spend up to 14 years in the system.

The concept of school life expectancy is very similar to that of life expectancy. Life expectancy estimates the average number of years a person could expect to live if current mortality trends were to continue. In a similar manner, school life expectancy predicts the number of years of schooling children will experience, given current rates of enrolment. Although it does not directly forecast the educational attainment of the population, since it includes repetition and drop-out, it can suggest the potential educational attainment of the future adult population.

The indicator has two important features. First, it allows comparisons of the size of the student population by

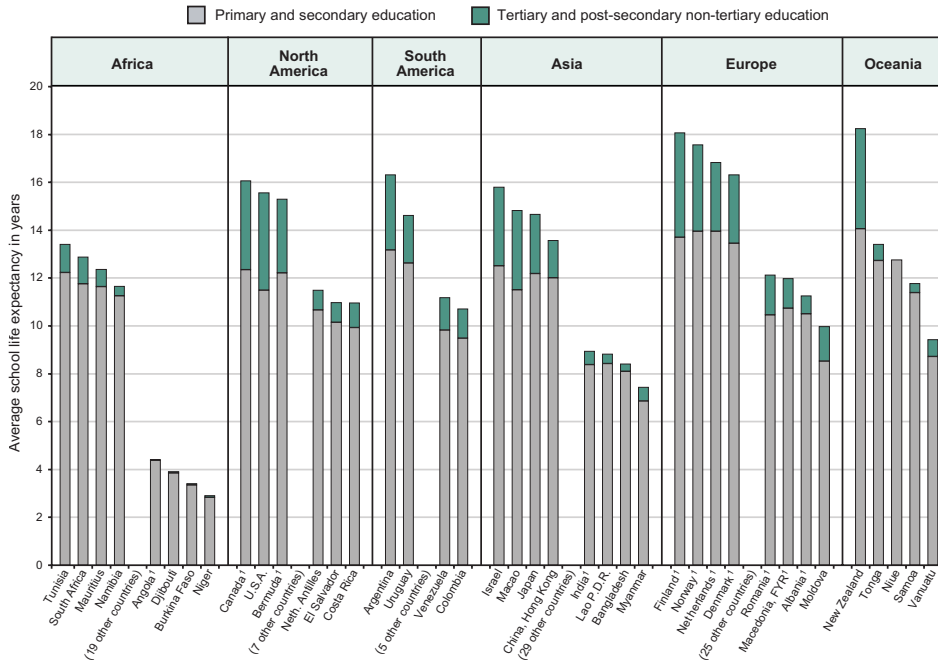
level of education using a common scale: the number of school years. This allows for comparisons across countries with different programme durations and combinations of education levels, e.g. primary, secondary and tertiary. Second, the indicator allows comparison of post-secondary programmes, where programmes are more diverse and a common duration period does not exist.

However, as with any average, school life expectancy masks differences within the population. This is important in countries where not all children participate in school, especially at secondary and tertiary levels, where participation is more limited.

Years spent repeating grades is also included in school life expectancy and should be taken into account when interpreting this indicator. Therefore, the indicator does not represent the average number of grade levels completed. In fact, in systems with high levels of repetition at the primary level, the SLE for primary alone can exceed the theoretical duration of the primary cycle. School life expectancy expresses the years spent in education, but not the number of grades successfully completed, nor does it imply learning achievement. The issue of repetition and its impact on school life expectancy indicators is discussed further in a subsequent section.

Figure 1. How long can children expect to stay in education, from primary to tertiary education?

Average school life expectancy in years for countries with the longest and shortest expectancy by region, 2001



Source: UNESCO Institute for Statistics, Table 4.

Notes: Countries are sorted in descending order within a region. Some OECD/EU countries are excluded due to inclusion of adult education. For each region the number of countries with data, though not shown, is indicated on the horizontal axis.

1) Data refer to 2000.

greater in the ten countries with the highest participation rates compared to the ten with the lowest. In the high-performing countries, more than 2.5 years of an average school career is due to participation in tertiary studies. This is the case in Argentina, Bermuda, Canada, and the United States in the Americas; Israel, Japan and Macao (China) in Asia; Finland, the Netherlands, Norway and Spain in Europe; New Zealand in Oceania; and in 20 other countries, not shown in Figure 1. An important exception to this is Africa, where the amount of time spent in tertiary education remains marginal even in countries with longer school life expectancy. Tunisia and South Africa are the only countries in the region where school life expectancy attributable to tertiary education exceeds one year.

Data on tertiary education, however, are not available for many countries. By looking at the expected

number of school years for primary and secondary levels alone, it is possible to improve coverage from 133 to 179 countries, which represents almost 94% of the world's population.

Overall, a child today can expect to spend on average 9.3 years in primary and secondary education

On average, a child entering school today can expect to spend 9.3 years in primary and secondary education (see Figure 2). The average number of years (weighted by population) that a child can expect to be enrolled at primary and secondary levels is above 12 years in Europe, South America and Oceania, and just over 11 years in North America. Children in

Asia can expect to spend less time in school; on average, nine years.

Figure 2. Average school life expectancy in years by region, 2001

	Average school life expectancy (years)		Coverage			
	Primary-Secondary	Primary-Tertiary	Primary - Secondary		Primary - Tertiary	
			Countries	Population (%)	Countries	Population (%)
Africa	7.6	7.8	49 / 53	89.4	29 / 53	38.4
North America	11.2	14.3	27 / 31	95.4	13 / 31	86.2
South America	12.1	13.7	12 / 12	100.0	9 / 12	91.7
Asia	8.9	9.9	47 / 50	99.2	38 / 50	90.0
Europe	12.4	15.4	37 / 44	99.4	37 / 44	99.4
Oceania	12.4	m	9 / 17	95.0	7 / 17	61.5
World	9.3	10.8	179 / 207	93.6	133 / 207	80.0

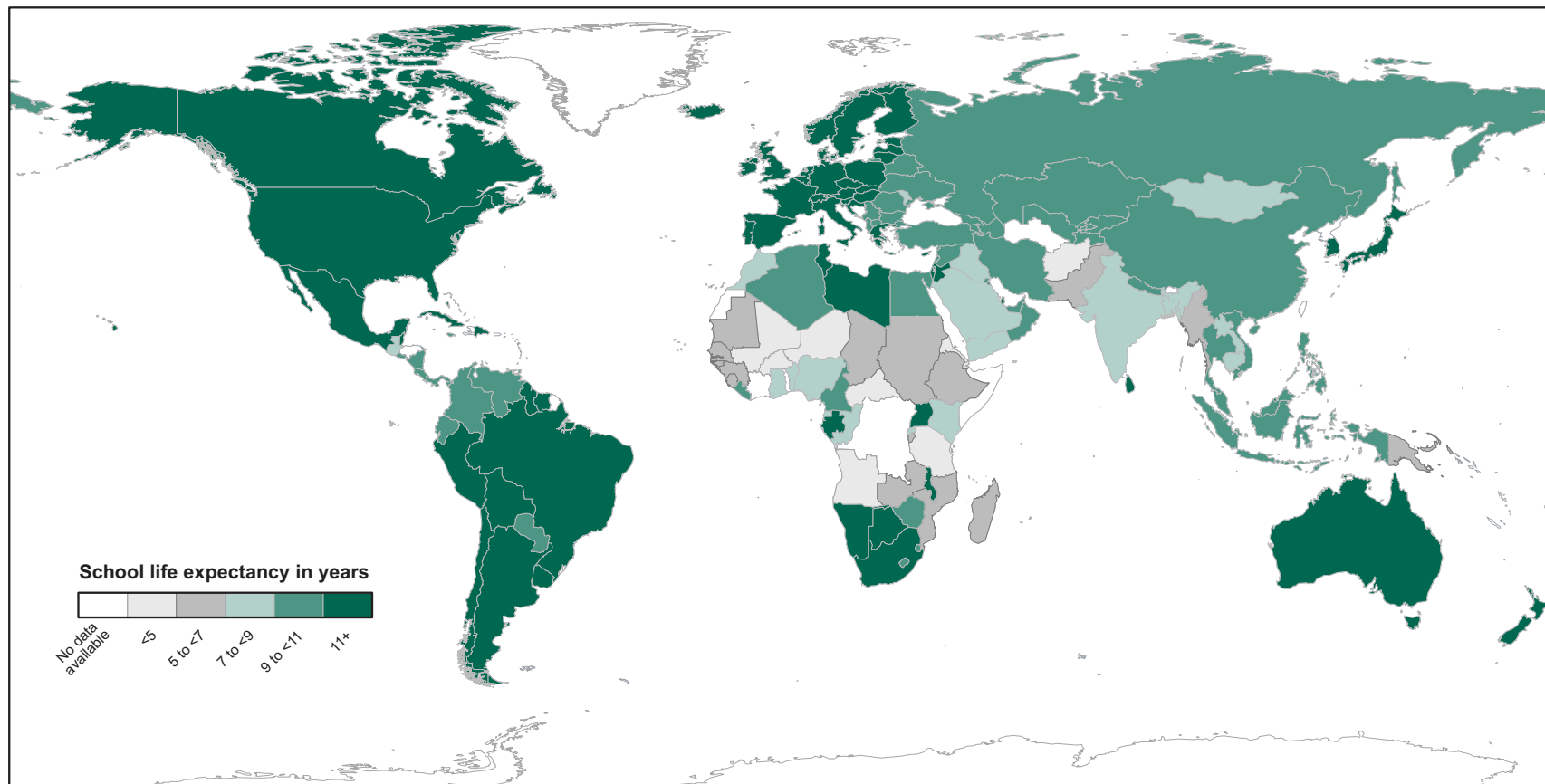
Source: UNESCO Institute for Statistics, Table 4.

Notes: Data for 38 countries refer to 2000, and for 7 countries to 1999.

Regional averages are weighted by the population of children approaching primary school entry (5 years of age). Annex D provides the country groupings used to calculate regional averages.

Figure 3. How long can children expect to stay in school?

Average school life expectancy in years for primary to secondary education by country, 2001



Source: UNESCO Institute for Statistics, Table 4.

Notes: Data refer to 2001 for 133 countries, 2000 for 38 countries, and 1999 for 7 countries. For details see Table 4. For Central African Republic, Guinea, Madagascar, Mali, Morocco, Nigeria, Uganda and Yemen, UIS estimates were imputed with a margin of error sufficiently small for the presentation in this map, but too large for inclusion in Table 4.

Tertiary education has almost no impact on the overall school life expectancy in Africa. However, tertiary education adds over one year to school life expectancy in Asia and South America, and over two years in Europe and North America.

Figure 3 provides national data on the number of years that children can expect, on average, to spend

A child in Africa can expect to receive, on average, 4.5 fewer years of schooling than a child in Europe or the Americas

in primary and secondary education. The map reveals dramatic differences across and within geographic. The majority of countries with a short average duration of primary and secondary education are found in Africa, with an average of 7.5 years. In other words, currently a child in Africa will receive on average 4.5 years

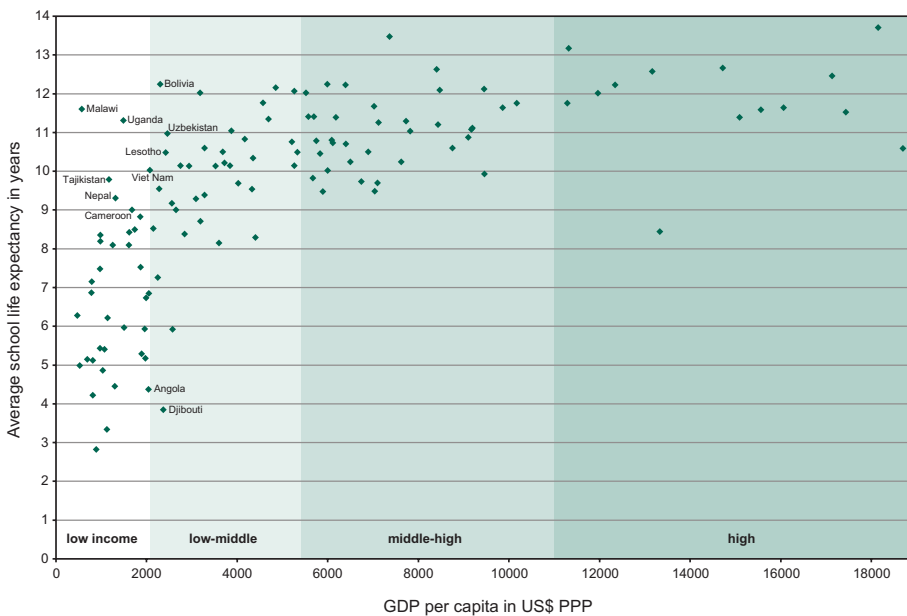
less of basic schooling than a child in Europe or the Americas, irrespective of the quality of education. These differences are further exacerbated when including tertiary education in the comparison. Furthermore, the gap grows even more when adjusting for the high rates of repetition found in many African countries.

In a small number of African countries, school life expectancy exceeds 11 years: Botswana, Cape Verde, Gabon, Libyan Arab Jamahiriya, Malawi, Mauritius, Namibia, Seychelles, South Africa, Tunisia and Uganda. At the other end of the spectrum, there are countries with less than five years of school life expectancy, namely Angola, Burkina Faso, the Central African Republic, Djibouti, Eritrea, Mali, Niger and the United Republic of Tanzania.

In Asia, the range extends from four countries with levels of school expectancy exceeding 12 years to countries with less than seven years (e.g. Myanmar and Pakistan). The lowest school life expectancy in the world of just over two years for the 2001/02 school year is for Afghanistan. It is notable that the variation in the expected number of years of schooling among the 47 countries in the Asian region is smaller than in other developing regions and more similar to that of Europe or the Americas.

Figure 4. How does the expected duration of schooling relate to national wealth?

Average school life expectancy for primary and secondary education and GDP per capita in US\$ PPP, 2001



Sources: UNESCO Institute for Statistics, Table 4. World Bank 2003.
 Coverage: 147 countries, 94% of the world population (including high-income countries not shown).
 Notes: Only countries with a GDP per capita under US\$ PPP 19,000 are shown. Countries are classified by income groups on the basis of GDP per capita in US\$ converted using purchasing power parity (PPP). Countries are grouped by income quartiles. The GDP per capita of low-income countries is below US\$ PPP 2,055, low-middle income countries fall between US\$ PPP 2,055 and 5,415, high-middle income countries fall between US\$ PPP 5,415 and 11,010 and high-income countries exceed this value. This grouping differs from the World Bank method, which is based on Gross National Income (GNI) per capita in US\$ converted using market exchange rates.

Only two low-income countries achieve 11 years of education, but almost every high-income country does

Figure 4 plots the expected number of school years of countries against the level of national wealth, as measured by Gross Domestic Product (GDP) per capita. The expected number of school years in

primary and secondary education is positively related to the level of national wealth. While out of the 37 low-income countries only two countries, Malawi and Uganda, have a school life expectancy of at least 11 years, all but two high-income countries exceed this level.

Among low-income countries, the average duration of schooling is less than seven years for 21 out of 37 countries. Only five countries (Cameroon, Malawi, Nepal, Tajikistan and Uganda) exceed the global average duration of nine years.

Figure 4 also features countries that do not follow this pattern. Some countries have achieved high levels of school life expectancy despite low levels of national wealth, while others fail to keep children in school for as long as one would expect given their national income level. For example, Angola and Djibouti have similar levels of per capita income as Bolivia, Lesotho, Uzbekistan and Viet Nam; however, the average

contribute to the prosperity of their country (Hanushek, 2002). Therefore, comparing current education indicators with national income does not directly show the return on investments in education. Nevertheless, it can shed light on how countries differ in terms of investing their available resources.

Changes in school participation

The period from 1990-2001 witnessed substantial growth in participation in education. A comparison of school life expectancy levels in 1990 and 2001 reveals increased participation in primary and secondary education in every region of the world (see Figure 5).

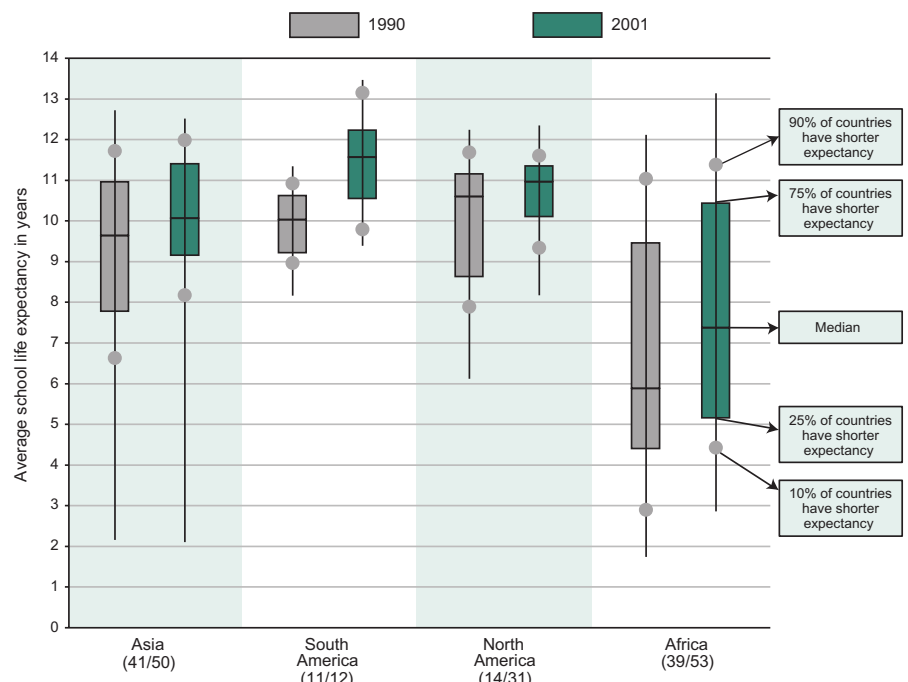
The last decade witnessed substantial growth in educational participation across the world

Expected years of schooling are related to national income but wealth is not the only determinant

duration of schooling in the former group (4 years or less) is not even half the level of the latter group of countries (10 years and more).

There is little doubt that national wealth partly determines levels of investment in human capital, indicated here by the duration of schooling. However, the level of national income does not completely account for the current school life expectancy. Several other variables enter the equation in determining school life expectancy. It may take years, if not decades, until the youth educated today fully

Figure 5. How has participation in education evolved in the last decade?
Distribution of countries by average school life expectancy for primary and secondary education, by region, 1990 and 2001



Sources: UNESCO Institute for Statistics, Table 4 (for 2001), UNESCO Statistical Yearbook, 1998 (GER for 1990).
Coverage: 105 countries, 57% of the world population. Coverage of countries by region in parentheses. Only countries which allow direct comparison despite changes in coverage and classification between 1990 and 2001 are included. The European and the Oceania regions are excluded because of the limited number of countries providing comparable data.
Notes: School life expectancy is estimated on the basis of gross enrolment ratio to allow for comparison with data for 1990, which are based on gross enrolment ratio.
Data refer to: 2000 for 7 countries and 1999 for 4 countries.

The greatest increase in participation took place in Africa and South America, where the median school life expectancy increased by 1.5 years

Countries in Africa and South America had the greatest increase in participation. In both regions the median school life expectancy rose by about 1.5 years.

In Africa and Asia, it appears that countries lagging behind made the greatest progress over the decade. In South America, the overall increase in the years of schooling since 1990 was accompanied by greater variation among countries. In South America, this difference between countries increased by more than a year. In Asia and North America, the trend was towards a more even distribution among countries, where the difference lessened between those countries

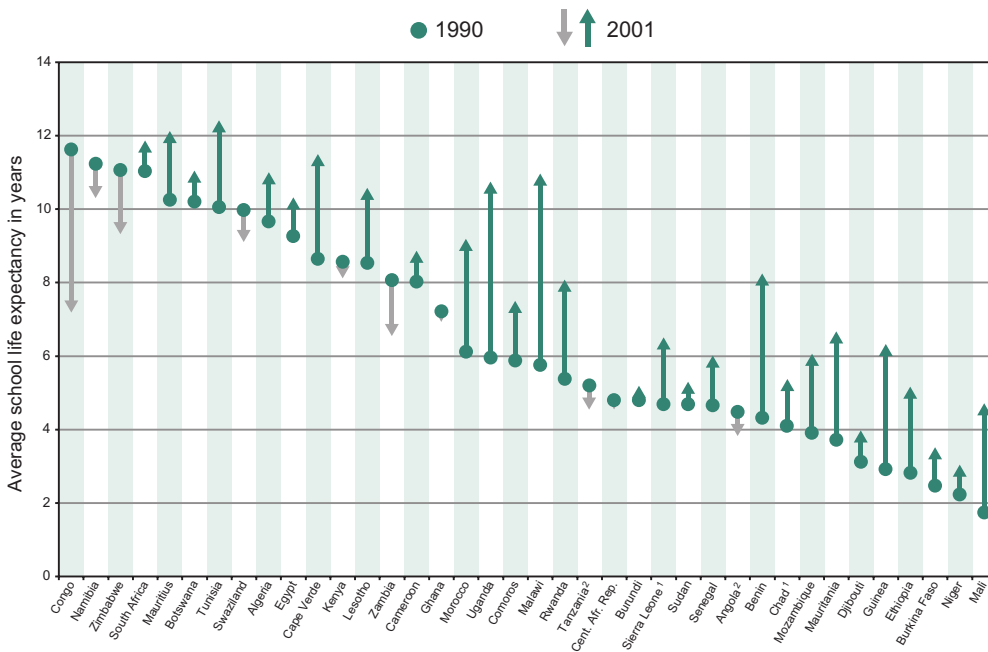
with the lowest school life expectancy and those with the highest.

Several factors can lead to changes in enrolment rates and thus affect school life expectancy. These include changes in repetition rates, where a reduction in repetition can lead to fewer average years of schooling. In this case, a decrease in school life expectancy would actually reflect a positive trend – a more efficient educational system.

Figure 6 provides data on school life expectancy in Africa. In three out of four African countries providing data, school life expectancy increased by more than 0.3 years from 1990 to 2001. A number of countries show dramatic growth, for example, an increase of more than two years in Cape Verde, Ethiopia, Mali, Mauritania, Morocco, Rwanda and Tunisia; more than three years in

Figure 6. How has participation changed in Africa since 1990?

School life expectancy for primary and secondary education in selected countries, 1990 and 2001



The average duration of schooling increased by over two years since 1990 in at least 11 African countries

Benin and Guinea; and over four years in Malawi and Uganda. Improvements were noted not only among countries that started from low participation rates, such as Mali and Guinea, but also among countries where rates of participation were already high in 1990, such as Cape Verde and Tunisia. In contrast, some countries showed little or no change, such as Burundi, the Central African Republic, Ghana and Kenya, and other countries have fallen below 1990 levels. The number of

Sources: UNESCO Institute for Statistics, Table 4 (for 2001), UNESCO Statistical Yearbook, 1998 (GER for 1990).

Notes: The countries are ordered in descending school life expectancy for 1990.

1) Data refer to 2000.

2) Data refer to 1999.

years of schooling that children in Zambia and Zimbabwe can expect in 2001 is one year less than it was in 1990. The most dramatic situation is found in the Congo, which had the highest level of primary to secondary enrolment in Africa in 1990. School life expectancy dropped by over four years between 1990 and 2001.

secondary level. Lower rates of change at the primary level were often related to larger absolute change in the number of students.

Increases in primary enrolment typically occurred in tandem with increases in secondary enrolment. This held true for countries with low levels of primary enrolment as well as for those nearing UPE. Meeting demand for primary education can spur greater demand for schooling at the secondary level. The costs of expanding educational opportunity go beyond meeting UPE goals and imply the creation of additional opportunities at the secondary level.

Countries seeking to meet UPE goals will be faced with increased demand at the secondary level

The costs of expanding education go beyond meeting UPE goals but imply additional opportunities to continue beyond primary education

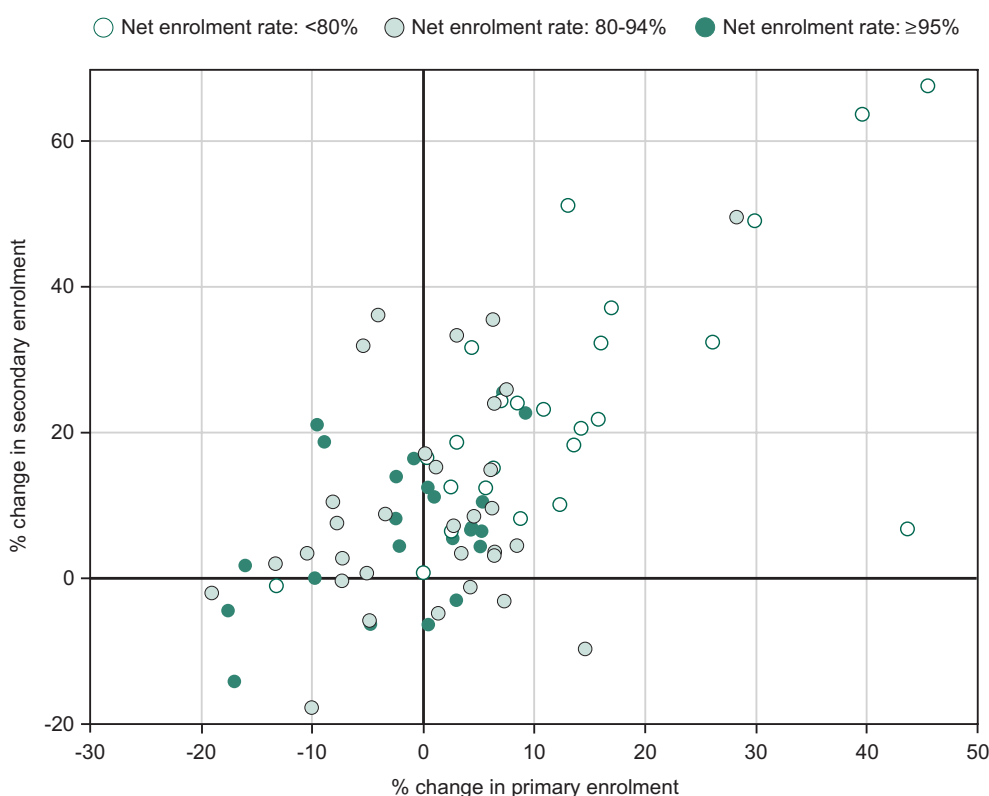
in the absolute numbers of students reflects trends in supply and demand for educational services. Monitoring and forecasting changes in the number of students is important in order to effectively manage the expansion or contraction of educational systems. Figure 7 presents the relationship between the percentage change of primary and that of secondary students. Countries are divided into three groups according to 1998 data: those that are far from reaching UPE, with net enrolment rates below 80%; those with net enrolment rates above 80% but below 95%, and those that exceeded 95%, the benchmark for UPE.

The majority of countries experienced growth at both education levels; up to a 45% increase at the primary level and up to a 60% increase at the

Figure 7 presents the change in the absolute numbers of primary and secondary students between 1998 and 2001. The change

Figure 7. At what education level does change in enrolment occur?

Percentage change in number of primary and secondary students between 1998 and 2001



Source: UNESCO Institute for Statistics.

Repetition and school life expectancy

School life expectancy (like gross enrolment ratios) captures the volume rather than the distribution of school years. Thus it is important to also assess indicators that measure the efficiency of a school system, in particular, the number of years accrued through the repetition of grades.

School life expectancy overstates educational outcomes by including grade repetition

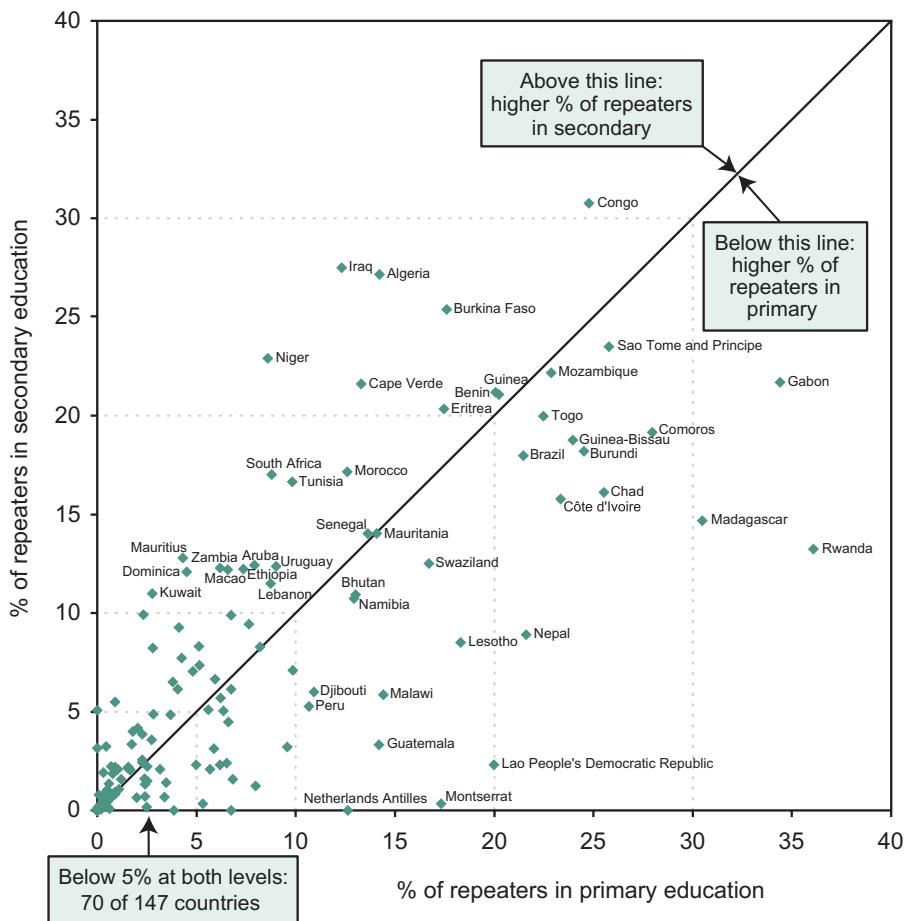
Figure 8 presents the percentage of pupils currently repeating grades in primary compared

to secondary schooling, and illustrates substantial differences between the two. Repetition does not exist in 23 out of 161 countries for which data are available at the primary level, and in 24 out of 158 countries at the secondary level, since policies of automatic promotion typically do not allow grade repetition. Overall, the proportion of repeaters does not exceed 5% at either level for 70 in 147 countries reporting data for both levels. For those countries with small or moderate overall repetition levels, the proportions tend to be slightly higher for secondary students.

The proportion of repeaters does not exceed 5% at either primary or secondary levels in 70 out of 147 countries

Figure 8. How do students progress through the system?

Percentage of repeaters in primary and secondary education, 2001



In 35 countries, more than one in ten pupils currently enrolled in primary education is repeating a grade

Additionally, Figure 8 shows dramatically high levels, especially for many African countries. In 35 countries, more than 10% of students currently enrolled in primary education are repeaters. At the secondary level this occurs in 38 countries. While repeating grades is more common in secondary education, the higher proportions are in primary education. In Gabon, Madagascar and Rwanda, one in three students in primary education is a repeater.

The percentage of repeaters can be translated into the expected number of years repeating a grade, which is related to the school life expectancy indicator.

Source: UNESCO Institute for Statistics, Tables 3 and 6.
 Coverage: 147 countries, 61% of the world population.
 Note: Countries with over 10% of repeaters in at least one level are labelled.

Children in at least 23 countries can expect to spend more than one year of their education repeating a grade

Figure 9 presents school life expectancy excluding repetition and the total number of years that children can expect to repeat grades. In 23 countries children can expect to spend, on average, more than one year of their schooling repeating a grade. In Algeria, Brazil, Gabon, Rwanda and Togo, children can expect to spend two or more years repeating grades. Furthermore, in Gabon and Rwanda children can expect to spend about a third of their time in school repeating a grade.

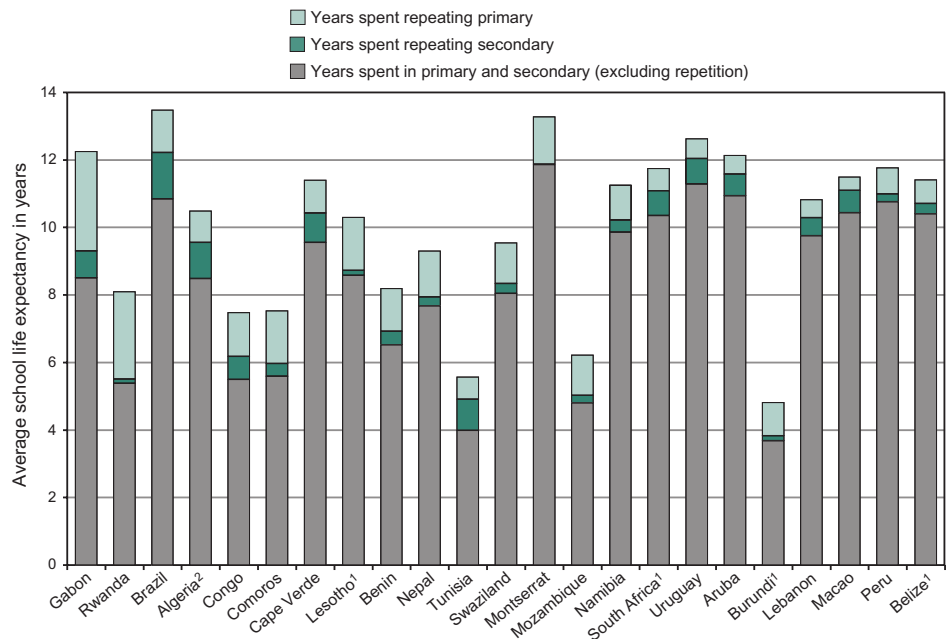
In most countries, repeating grades is more common at the primary level. However, in Algeria, Aruba, Brazil, Macao, South Africa, Tunisia and Uruguay, most of the grade repetition takes place in secondary education. In Cape Verde, Congo and Gabon, repetition at the secondary level adds up to more than 0.6 years per child, on top of high proportions of repeaters in primary.

Even low levels of grade repetition can cumulate to a substantial number of years over the course of both primary and secondary cycles. For example, with 9% of secondary pupils repeating a grade in France, an average of 0.7 years are devoted to grade repetition. This is equivalent to more than one in two children repeating a year as they pass through the secondary education cycle.

The cost of repetition is substantial. A recent study estimates that among 15 countries in Latin America, representing over 90% of repetition in the region, the total resources needed is equivalent to

Figure 9. How many school years are expected to be spent repeating grades?

Average school life expectancy excluding repetition, and years expected to be spent repeating grades, primary and secondary education, 2001



Source: UNESCO Institute for Statistics, Table 4. Expected years repeating based on Tables 3 and 6.

Notes: Only countries where the expected time repeating over the school career exceeds one year are included. Countries are sorted in decreasing order of the total time children can expect to repeat grades in primary and secondary education.

1) Data refer to 2000.

2) Data refer to 1999.

US\$ PPP 11.1 billion a year (Bruneforth, Motivans and Zhang, 2004). The majority of these costs, over US\$ PPP 8.3 billion, are faced by Brazil, but the share of costs attributed to repetition is also high in Argentina and Mexico. In Brazil, the cost is equal to providing one year of school for almost 10 million secondary students or 2 million university students.

III. Universal Primary Education and beyond: How long do all children stay in school?

Since school life expectancy provides only the average number of years of schooling, it can mask differences within countries. Countries may share a similar average school life expectancy, yet in one almost all children stay in school for the full duration, while in another some children stay much longer in school

than the normal duration while others drop out early. In assessing how many years of schooling governments provide, on average, to each child, it is also important to address the issue of whether *all* children stay in school for a common duration. To better understand access and progression through the educational system, other types of indicators are needed.

High enrolment rates do not ensure completion of universal primary education

The provision of universal education

The provision of universal education

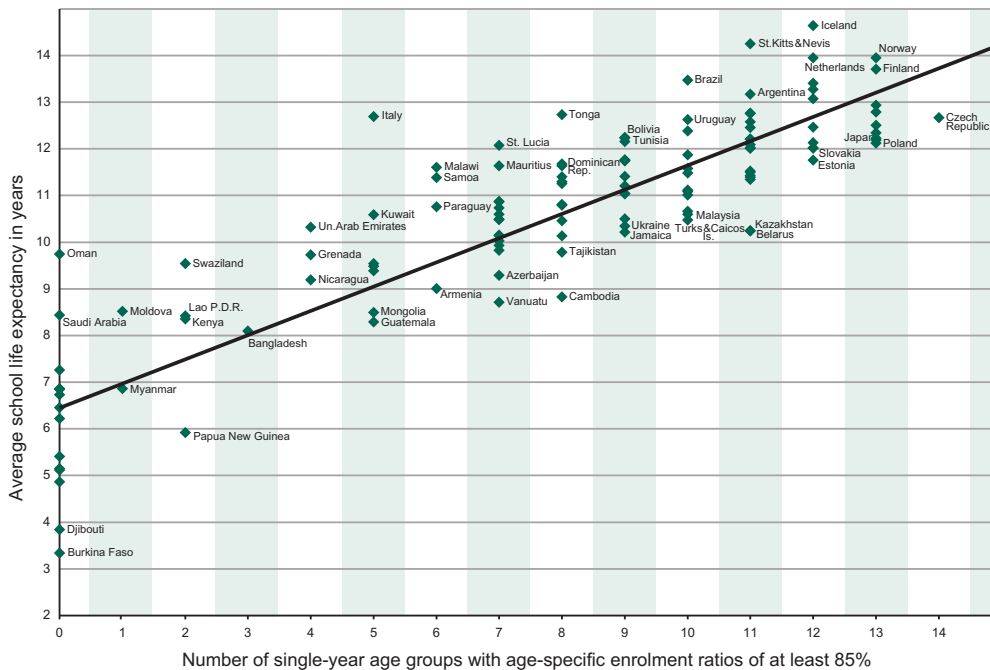
Based on the national aggregates of administrative data, it is difficult to assess the number of years that individual children stay in education. Household survey data can provide some indication, but only in terms of older age cohorts who represent the output of the education system of a decade or so

earlier. One measure of the current system's coverage is the number of single-year age groups (7-year-olds, 8-year-olds, etc.) where at least 85% of the population is enrolled. Although the benchmark for universal participation is a net enrolment rate equal to 100%, the combination of available population and enrolment data do not always allow for such precision. Therefore a lower threshold (85%) is used as a benchmark in this analysis, keeping in mind that governments still need to provide access for children who remain out of school, who are often the most difficult to reach.

Countries with similar levels of coverage differ considerably in how long they keep all children in school

Figure 10. Does a longer duration of schooling translate into more universal education?

Average school life expectancy in years for primary and secondary education and the number of single-year age groups with net enrolment rates of at least 85%, 2001



with near universal (85%) enrolment in only two years of the official school-age population in Swaziland and never in Oman. Compared to these two countries, Armenia, Azerbaijan, Cambodia and Vanuatu have a similar number of expected school years but succeed in keeping age-specific enrolment rates above 85% for 6 to 8 years of the school-age population. Thus, in some countries a small proportion of children benefit from a long education, while in the other countries, enrolment is more equitably distributed among children.

Figure 10 also suggests that there is a relationship between the duration of school life expectancy and reaching 85% coverage for at least six grades. No country with a school life expectancy of less than 8.5 years succeeds in enrolling more than 85% of children in school for at least six consecutive age cohorts.

A range of targets and standards have been set, both globally (e.g. Education for All, Millennium Development Goals) and regionally (e.g. 75% secondary enrolment for 32 countries

BOX 2. MAPPING NATIONAL EDUCATION SYSTEMS TO AN INTERNATIONAL STANDARD

National education systems vary in terms of the structure of programmes, where the duration of primary, lower and upper secondary cycles can differ. These differences make comparison difficult since one country may have a nationally-defined primary cycle of three years while another country has a cycle of eight years. The International Standard Classification of Education Systems (ISCED97), last revised in 1997, provides a framework for improving the comparability of education indicators. Applying this framework helps to ensure that basic data on students, teachers, costs, etc. can be compared across countries.

Each level of education is defined in ISCED97 as follows:

Primary education (ISCED 1) gives students a sound basic education in reading, writing and mathematics, along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. In some cases, religious instruction is featured. This level consists of education provided for children, the customary or legal age of entrance being not younger than five years, or older than seven years. This level covers in principle six years of full-time schooling.

Lower secondary education (ISCED 2) consists of programmes that are usually of a more subject-oriented pattern taught by more specialised teachers, in addition to having several teachers conduct classes in their field of specialisation.

Upper secondary education (ISCED 3) is considered to be increasingly specialised and requiring a more qualified teaching staff than that at lower secondary. The entrance age to this level is typically 15 or 16 years. These programmes typically require the completion of about 9 years of full-time education for admission or a combination of education and other experience.

An example of how a national education system is mapped to the international classification is given below, using Chile as an example. Note that in order to allow greater comparability across countries, a standard of six years is typically set for ISCED level 1 education. Thus, the mapping of the system implies the reallocation of statistical data on students, teachers, and expenditure from two years of the second cycle of basic education (grades 5-6) together with the first cycle of basic education (grades 1-4) to create the internationally standardised ISCED level 1.

ISCED Mapping for Chile

Age in years	National Programme	Grades	ISCED Level
4 - 5	educación preescolar o parvularia		0 (pre-primary)
6 - 9	educación general básica primer ciclo	1-4	1 (primary)
10-11	educación general básica segundo ciclo	5 - 6	
12 -13		7 -8	2 (lower secondary)
14 -15	educación media 1. Ciclo		3 (upper secondary)
16-17	educación media 2. Ciclo		

Source: UNESCO Institute for Statistics/OECD (2003), UNESCO IBE CD-ROM, 2001.



participating in the Summit of the Americas). There are also constitutional or legislative standards related to the provision of compulsory education at the national level.

There is strong evidence that universal primary education and attainment of secondary

Assuring universal primary education remains a priority, but meeting further learning needs of young people is also high on the agenda

education brings a range of social and economic benefits to individuals and societies. Access to basic education is critical for the elimination of extreme poverty and is a fundamental

human right. With these issues in mind, national governments have committed themselves to achieving the six Education for All (EFA) goals

and the education-related Millennium Development Goals (MDG), as adopted by the United Nations.

There are inherent tensions in translating national data to an international standard. The application of the International Standard Classification of Education (ISCED97) the framework for the comprehensive statistical description of national education and learning systems, enables the calculation of indicators that allow policy-makers to make comparisons between countries, but it also produces results that may differ from nationally-defined indicators (see Box 2). International indicators also require comparable population data in order to compute many of the indicators, again a possible source of differences with national indicators. International comparability is vital to

BOX 3. WHAT IS MEANT BY COMPULSORY EDUCATION?

Compulsory education is mandated by constitutional or legislative law. These laws require that children within a certain age range are enrolled in school, even though these laws may not always be strictly enforced. The modern standard (e.g. the Convention on the Rights of the Child) views compulsory education as an obligation primarily of the State itself, and thus, implementation is best achieved by making education available, ensuring it is of a high quality to attract learners, and legislatively guaranteeing it results in a sufficient budgetary commitment by the state.

Constitutional pledges which guarantee the right to education may or may not mention compulsory schooling, but this is often in the form of an aspiration. Without implementing legislation, this aspiration rarely translates into reality. For the purpose of this overview, however, these aspirations indicate an intended policy standard and therefore serves as a benchmark by which to judge progress of countries towards national targets.

Examples of compulsory schooling regulations include India, where the 93rd Constitutional Amendment Bill seeks to make free and compulsory education a

fundamental right for children in the 6-14 age group within the Federal Constitution. According to the legislative framework prevailing in Greece, primary and lower secondary education are compulsory, provided that the pupil is not more than 16 years of age.

Kenya's draft constitution guarantees education as a basic human right and offers the opportunity for all children to learn. Section 58 states that: "Every person has the right to a basic education, including pre-primary, primary and secondary education." It adds: "The government shall institute a programme to implement the right of every child to free and compulsory primary education." Kenya also introduced the Children's Act in 2001 which guarantees for free and compulsory education. Other African countries that have explicit legislation on education as a basic right are Algeria, Cameroon, Liberia, Libya, Mali and South Africa. The extent to which governments actually meet these guarantees is addressed in the following section.

There are a number of countries that do not have any regulations related to compulsory schooling. These include Bahrain, Cambodia, Gambia, Malaysia, Oman, Singapore and Solomon Islands.

ensuring accurate and reliable comparisons, needed to monitor global progress towards development goals and for benchmarking countries.

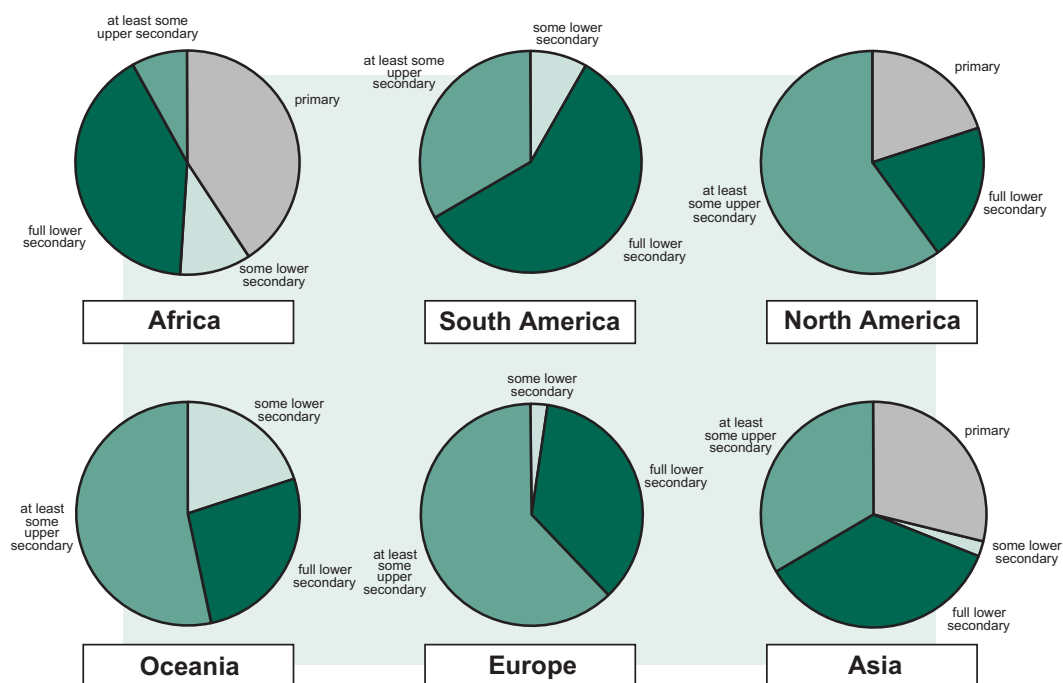
Both the EFA and MDG goals set universal primary education as the key target, even though they also include targets that go beyond the provision of primary education. For example, the third EFA goal commits countries to *ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes*, and the fifth EFA goal commits countries to *eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015* (UNESCO, 2000). Similar targets are found in the Millennium Development Goals, to *eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels of education no later than 2015*.

For the increasing number of countries reaching or nearing universal participation in primary education and those still far from the goal, international comparisons must look at other levels of education that are implicit in the international education targets.

Even before countries reach or near universal primary education, international comparisons must monitor participation at subsequent levels of education

Figure 11. Which levels of education are compulsory?

Proportion of countries where compulsory education covers only primary education and where it covers some secondary by region, 2001



Source: UNESCO Institute for Statistics, Table 2.
 Coverage: 192 countries, 98% of the world population. Countries that do not have regulations on compulsory schooling are not included.
 Note: Data for 13 countries refer to 2000.

National targets as expressed by compulsory schooling regulations

Most governments set standards concerning the legal or official minimum duration of formal schooling which define the age range for compulsory school attendance. These standards are typically enforced by legislation or constitutional law (see Box 3).

In most countries national standards for compulsory schooling extend beyond primary education. These standards should also be used to assess progress

Figure 11 presents the distribution of countries by region in terms of the intended coverage of compulsory education. Four in five countries worldwide have regulations that define compulsory education as extending beyond primary schooling. Typically, lower secondary education is part of



compulsory education (in three-quarters of the countries), and in others, compulsory education includes some or all of upper secondary education (see Table 2).

In the majority of countries, compulsory schooling includes some secondary education

Compulsory education in all countries of South America, Europe and Oceania includes some secondary education. In a minority of countries in Africa (20 out of 49), North America (6 out of 30) and Asia (13 out of 45), compulsory education is represented by the primary cycle. In other words, the majority of countries within each region include some secondary education as part of compulsory schooling.

Many national systems, especially in South America and the Arab states, do not distinguish between primary and lower secondary per se. They combine both levels into a single unit, typically referred to as basic education, which lasts for about nine years. For the purposes of international comparisons, this would be defined as covering both primary and lower secondary education (ISCED levels 1 and 2).

In many countries, the standard set by governments officially requires participation in upper secondary education. This is the case in a small number of countries in Africa, such as Gabon, Liberia, Seychelles and Tunisia, and in more than half of the countries in North America, Europe and Oceania.

Fulfilling national standards – participation in compulsory education

Given that secondary education has become more generally accepted as a minimum standard for educational participation, do governments meet their own standards? It is important to assess whether governments, as signatories to international declarations and legal covenants, guarantee a minimum of primary education to

every child. It is also of importance that governments ensure the participation of all children until the end of the compulsory period, which they have obligated themselves to achieve.

In order to show how countries meet intended national standards, **Figure 12** groups them by highest level of compulsory schooling and ranks them by the average net enrolment rate for the last two years of compulsory education.

At least half of all countries do not meet their own standards for compulsory education

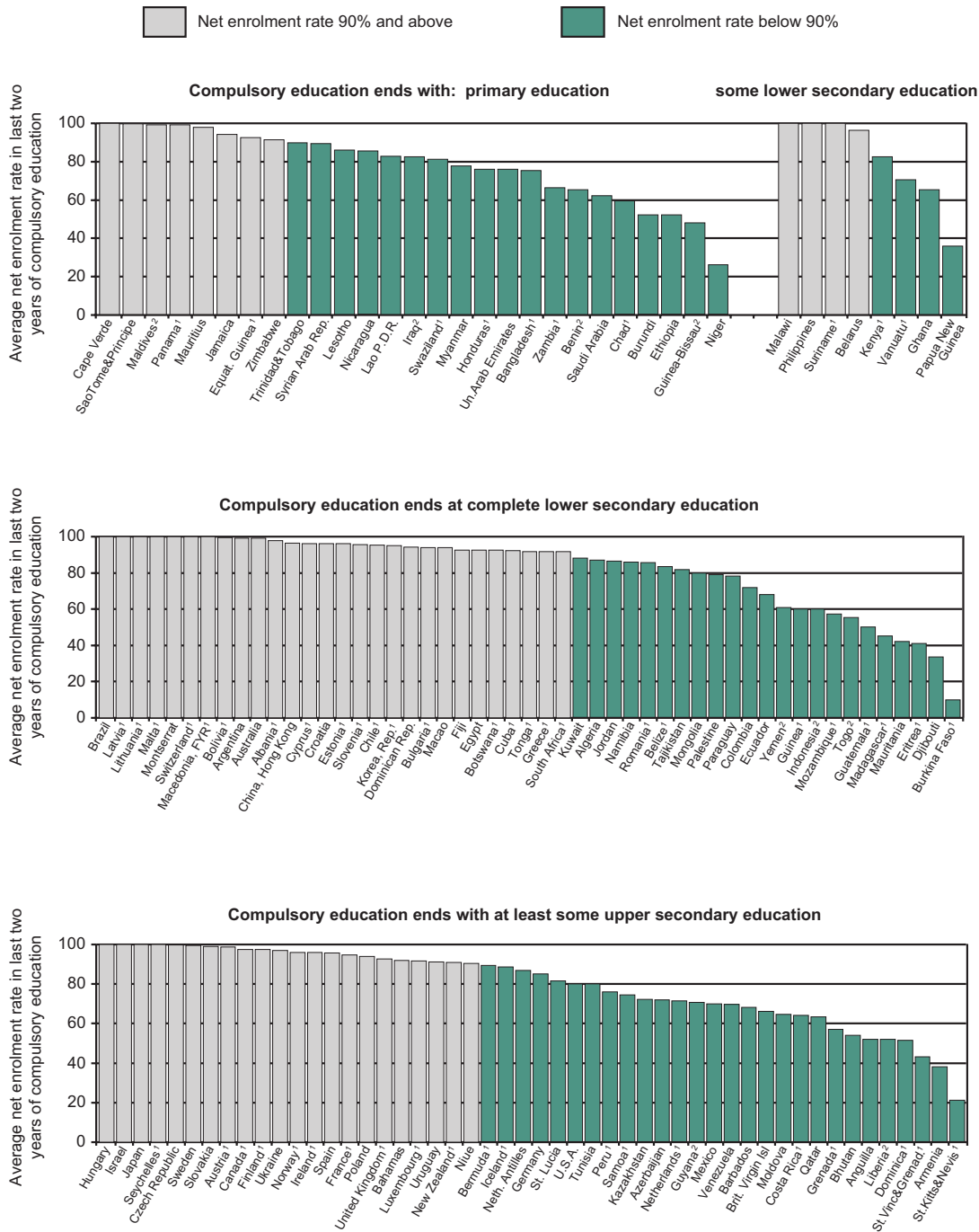
The first group of countries represents those that do not set the bar very high – compulsory education includes only primary or some lower secondary education. These standards, while low, seem realistic for certain countries, some of which are still distant from meeting the goal of universal primary education. These countries are found throughout the world and include some that have met their own standard: Cape Verde, Maldives, Panama and Sao Tome and Principe; and some that are still very far from reaching their own standard: Guinea-Bissau and Niger, where not even half of the school-age children are enrolled in the last two grades of primary education. With standards that include some lower secondary, Malawi, the Philippines and Suriname meet their own standards, but Ghana and Papua New Guinea fall well short.

The second group of countries sets the bar higher – completion of lower secondary is considered compulsory for all school-age children. Many countries are able to meet this standard, especially those in Latin America, the Caribbean, Central and Eastern Europe. Some of these countries may move towards raising the standard to upper secondary in the near future. Those countries that have set the bar higher than they are currently meeting include Burkina Faso, Djibouti, Eritrea, Madagascar and Mauritania.

In the last group of countries, upper secondary education is considered the norm. The most

Figure 12. Which countries keep children in school until the end of compulsory education?

Average net enrolment rate for the last two years of compulsory education by level of compulsory education, 2001



Source: UNESCO Institute for Statistics.

Coverage: Countries for which enrolment data by single year of age are available.

Notes: 1) Data refer to 2000.

2) Data refer to 1999.



developed countries belong to this group, though some of them, such as Germany, the Netherlands and the United States, fall well short of meeting the standard. The net enrolment rate in the last two years of upper secondary is below 50% in several Caribbean countries and Armenia.

Among these three groups, more than half of the countries do not reach their national targets in terms of school participation. This is reflected by enrolment rates at the end of compulsory education that fall below 90%. In at least one-third of all countries, universal participation in compulsory education is far from being attained, most notably in the 11 countries where only one in two children are enrolled near the end of compulsory schooling.

Monitoring the goal of universal primary education

School life expectancy does not indicate the extent to which children attend in education because the unit of analysis is years of education. There is no question that every child should enter and complete the full cycle of primary education. Indicators such as intake rates, primary net enrolment rates and completion rates together help to evaluate how well education systems manage to achieve this goal. These indicators reveal that many countries are still far from reaching the international goal of universal primary education.

The apparent intake ratio reflects the general level of access to the first year of primary education. It covers all entrants regardless of age, including both late and early entrants into schooling, i.e. children that enter primary education at a younger or older age than defined by the system. An apparent intake ratio of 100% does not ensure UPE but is a prerequisite.

Of the 155 countries reporting data for 2001 (or 2000), 37 still show apparent intake ratios below 95%, indicating that at least 1 in 20 children never start school. Since the apparent intake ratio typically overstate the proportion of a cohort that enters

school, the real number of non-starters will be even higher. In seven countries (Burkina Faso, Central African Republic, Congo, Djibouti, Eritrea, Mali and Niger), ratios fall below 66%, implying that one in three children do not enter school (see Table 2).

The fact that children start primary education does not automatically ensure that they will receive a full cycle of primary education. Drop-out rates can be high, especially in developing countries.

The net enrolment rate expresses the enrolment of the official age group for primary education as a percentage of the corresponding population. Net enrolment rates of 100% indicate universal primary enrolment, but do not necessarily ensure universal completion of the primary cycle.

Figure 13 shows the distribution of national primary net enrolment rates for each region. Of the 170 countries reporting data, one in seven countries have a primary net enrolment rate of less than 70%. This indicates that up to three in ten primary-school-age children are out of school, if they are not still in pre-primary education or already in secondary education. More than one-quarter of countries report net enrolment rates somewhere between 70% and 90%, which indicates a high level of enrolment although the goal of UPE remains a challenge. One-third of all countries report that more than 95% of children at the eligible age are enrolled in primary education.

In eight of the countries reporting data by age, less than half of the children at the officially-defined school age are enrolled in primary education. All eight are found in Africa and all except one are among countries with the lowest level of national income. In other words, one-fifth of all low-income countries that report data by age reflect net enrolment rates below 50%. Net enrolment rates exceed 70% in just one third of the 33 reporting countries in the group with the lowest national income. Low levels of enrolment, below 70%, are uncommon

among the other groups. Only one country, Djibouti (lower middle-income), has a net enrolment rate below 50%, and rates are below 70% in Ghana (lower middle-income) and Saudi Arabia (high-income).

This digest presents a set of internationally standardised measures of primary completion, including indicators such as the survival rate to grade 5 (see Table 4) and age-specific net enrolment rates. The UNESCO Institute for Statistics is working together with the World Bank to improve the comparability of the primary completion rate across countries. While these measures are essential to monitoring student progression, they still only represent an indirect measure of good learning outcomes.

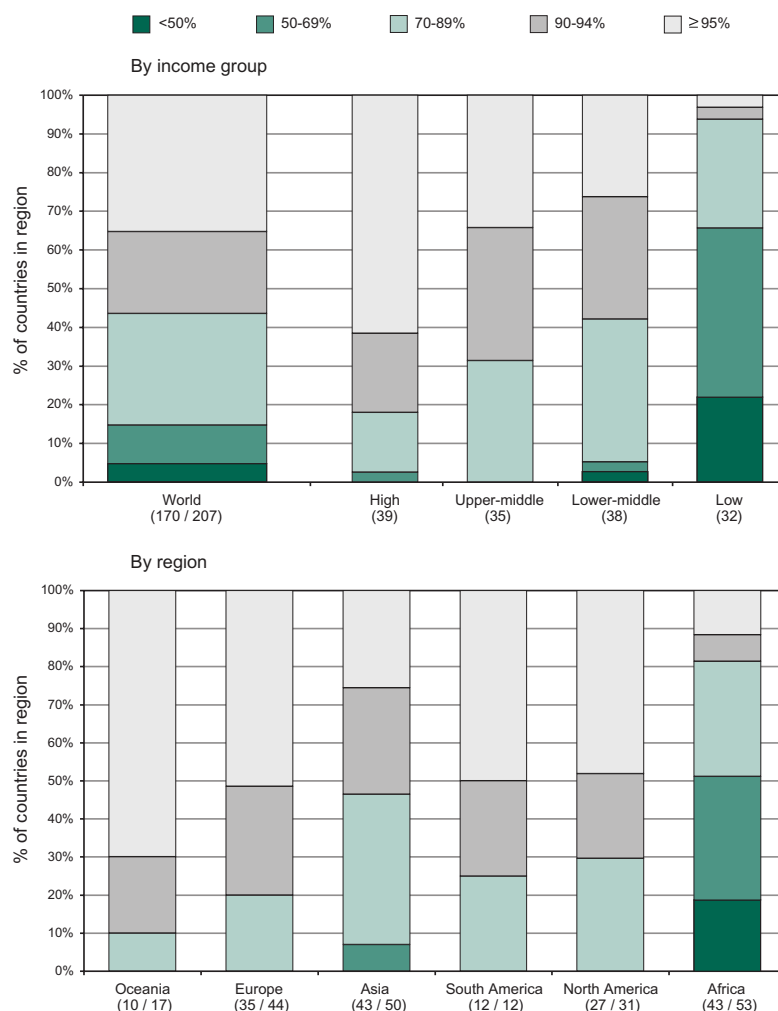
Participation in secondary education

One aspect of participation and progression in education is reflected by the size of the cohort which moves from primary to lower secondary education. Transition rates show the percentage of children leaving the last grade in primary education in a school year to continue their studies at the lower secondary level in the following year. The difference between the transition rate and 100% represents the proportion of students who leave school after the last grade of primary education, some of them without completing.

Figure 14 presents transition rates by region and shows that in the vast majority of countries almost all students who leave primary education continue their studies at the lower secondary level. These figures exclude entrants into lower secondary technical programmes which understates transition rates in ten countries. In Europe, all countries except Ireland and Malta report transition rates above 94%. In Asia and the Americas, transition rates are above 90% in half

Figure 13. How close is the world to reaching universal primary education?

Distribution of national primary net enrolment rates, by income group and region, 2001



Source: UNESCO Institute for Statistics, Table 3.
 Coverage: 170 countries, 92% of the world population. Coverage of countries by region in parentheses.
 Coverage by income group is limited due to availability of data on GDP per capita.
 Notes: Data for 36 countries refer to 2000 and for 10 to 1999. For the classification of countries by income group, see note to Figure 4.

of the countries and over 80% in another quarter of the countries.

The picture is very different in Africa. Half of the children who reach the last grade of primary school do not continue to secondary education in one in four

Just one-quarter of African countries reach transition rates similar to those of three-quarters of countries in the rest of the world

countries. For another quarter of the countries, at least one in three students drops out before entering secondary education. Only one-quarter of the countries reach transition rates similar to those found in other regions (exceeding 95%). These include: Botswana, Ethiopia, Namibia, Seychelles and South Africa (see Table 6).

In short, the chance that a child leaving the end of primary education continues to secondary schooling is more than 80% in almost all countries in the world. The dramatic exception is found in African countries, where two-thirds of the countries fall below this level.

High transition rates show that the end of primary education cannot be considered a typical exit point

The high rates of transition from primary to lower secondary education in most countries signify that the end of primary education cannot be

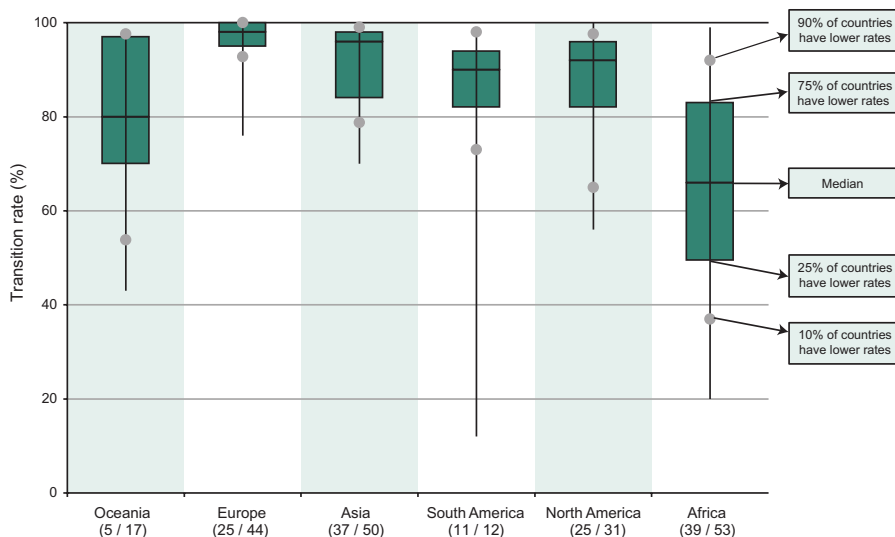
considered as the typical exit point from the schooling system. In fact, in most countries those pupils who do not continue after primary school are at much greater risk of social exclusion later in life. Therefore, efforts to ensure an adequate education for all children must consider lower secondary education.

Across the world, the most typical exit point from schooling occurs at the end of lower secondary. The next most typical exit points are during or upon completion of upper secondary education. Thus, it is important to examine participation in lower and upper levels of secondary education separately, as combining lower and upper secondary often hides important differences between the two levels.

Participation in lower secondary is common in all regions, with the exception of Africa. Africa is the only region where the completion of primary education marks a typical exit point, and it usually coincides with the end of nationally-defined

Figure 14. What proportion of students leaving primary progress to lower secondary education?

Transition rates from the last grade of primary to lower secondary general education by region, 2000



Source: UNESCO Institute for Statistics, Table 6.

Coverage: 142 countries. Transition rates are underestimated for countries where technical education begins at the lower secondary level.

Notes: In order to calculate transition rates for 2000, data are needed for the years 2000 and 2001. Data for 25 countries refer to 1999.

Participation in lower secondary is common in most countries in all regions, with the exception of Africa

compulsory education (see Box 4). In all other regions, Oceania, Europe, Asia and the Americas, half or almost half of the countries report gross enrolment ratios above 90%. Of the 37 countries in Europe, only Bulgaria and Moldova report gross enrolment ratios below 90%. Despite the high overall levels of participation, a few countries report gross enrolment ratios below 50%: Papua New Guinea (31%) and Vanuatu (39%) in Oceania; Afghanistan (13%), Cambodia (33%), Myanmar (42%), Pakistan (35%) and Timor-Leste (41%) in Asia; and Guatemala (44%) in the Americas (see Table 5).

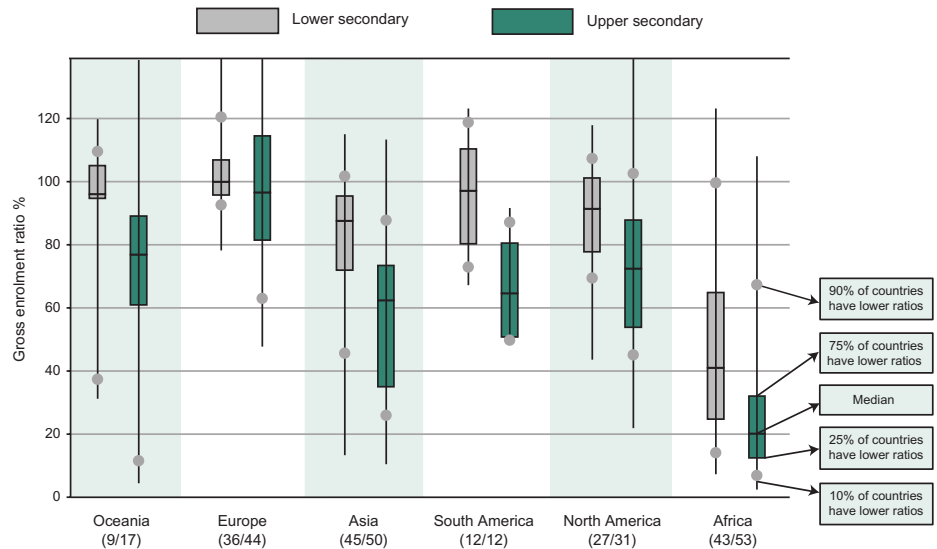
Only eight countries of those reporting data in Africa have a gross enrolment ratio which exceeds 90%: Algeria, Cape Verde, Egypt, Libyan Arab Jamahiriya, Mauritius, Seychelles, South Africa and Tunisia. At the other extreme, gross enrolment ratios are below 25% in Burkina Faso, Burundi, Central African Republic, Chad, Niger, Rwanda and the United Republic of Tanzania. These are among the lowest levels of participation in the world.

Enrolment ratios drop drastically between lower and upper secondary levels in all regions (see **Figure 15**). The only exception is Europe, where ratios remain high. However, ratios for Europe are difficult to compare and interpret because of the inclusion of adult education in secondary enrolment in some countries. In all other regions, the median value for the gross enrolment ratio drops by 20 to 32 percentage points, down to 72% in North America, 76% in Oceania, 64% in South America, 62% in Asia and down to 20% in Africa. In some countries enrolment ratios fall sharply. In Albania, Algeria, Cape Verde, China, Malaysia, Maldives, Mexico and Sri Lanka the gross enrolment ratio drops from 90% or higher at the lower secondary level to less than 50% at the upper secondary level.

Interpreting education indicators becomes more difficult beyond the end of compulsory education. This holds true for gross enrolment ratios which include students of all ages, but even more so for net rates which measure only students within the theoretical ages of participation. Furthermore, the increasing diversification of educational systems results in many programmes of different durations.

Figure 15. How do levels of participation change between lower and upper secondary education?

Distribution of countries by lower and upper secondary gross enrolment ratios, 2001



Source: UNESCO Institute for Statistics, Table 5.

Coverage: 172 countries, 93% of the world population. Only countries with enrolment rates for both levels are included. Coverage of countries by region in parentheses.

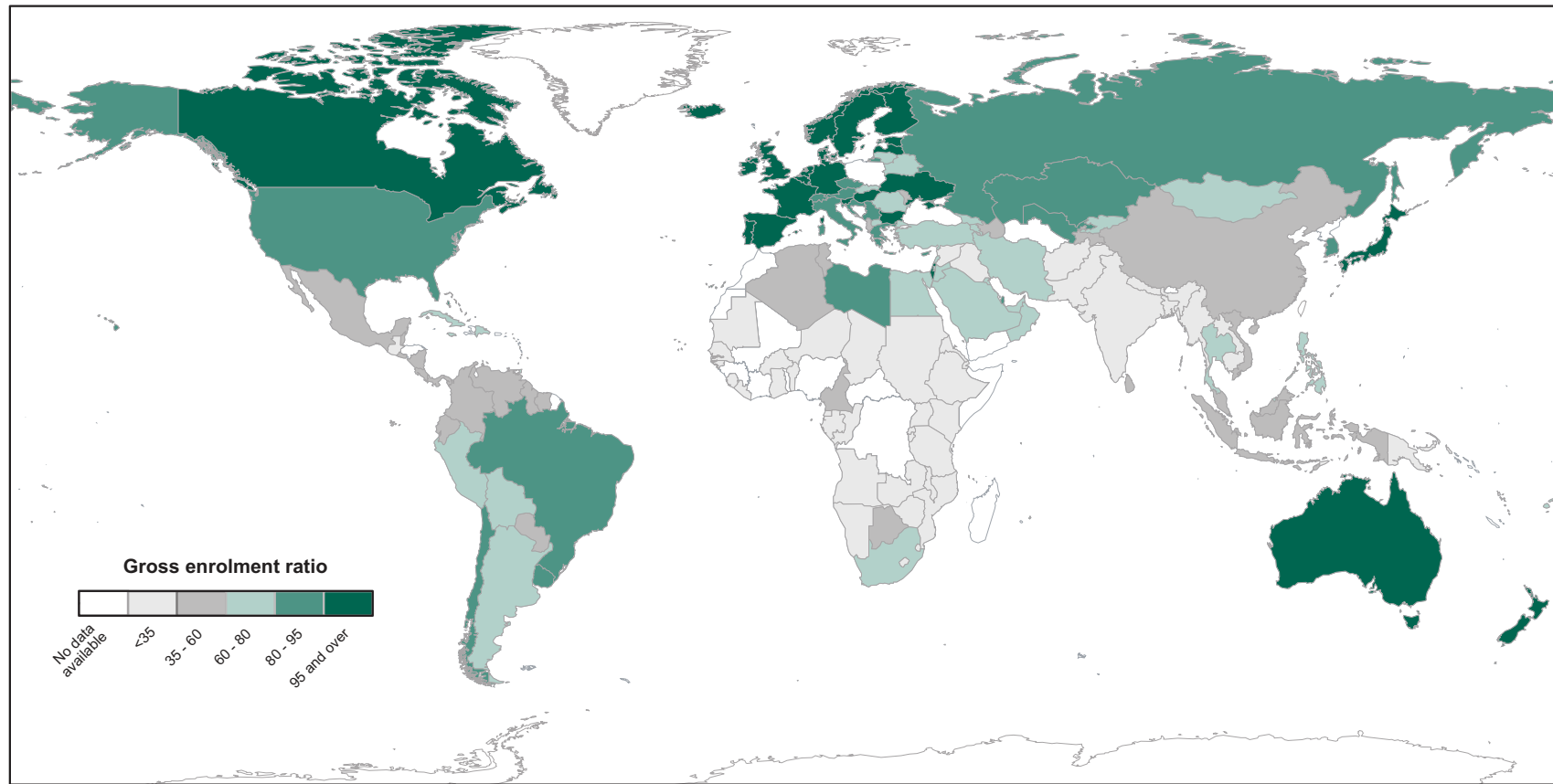
Note: Data for 38 countries refer to 2000, for 6 countries to 1999.

This can make it difficult to determine a common duration of programmes and a typical age range of participants, which are necessary for the calculation of participation and completion rates. The use of net enrolment rates becomes less practical as the age range of students widens and as students participate in more than one programme at the upper secondary level, obtaining qualifications in different fields of study and so on.

Figure 16 shows the levels of participation in upper secondary programmes by country in 2001. High levels of participation, measured by gross enrolment ratios, are found in Europe, North and South America. Lower levels of participation can be found in parts of Asia, Central America and Africa. However, there are a few exceptions to such regional patterns. For example, Libyan Arab Jamahiriya and South Africa in Africa; Thailand in South Asia; and the Philippines in East Asia, all have enrolment rates that exceed those of neighbouring countries and countries with similar levels of national wealth.

Figure 16. Patterns of participation in upper secondary education

Gross enrolment ratios in upper secondary education, 2001



Source: UNESCO Institute for Statistics, Table 5.

Note: Data for 38 countries refer to 2000, for 6 countries to 1999. For more details, see Table 5.

BOX 4. SECONDARY SCHOOLING AND HOUSEHOLD WEALTH

There are relatively few opportunities for secondary education in Africa and there are also striking differences in terms of who has access. **Figure 17** shows the distribution of individuals 15-24 years old who have attended at least some secondary schooling according to the wealth status of their household in 16 African countries. This figure shows that children's family background or socio-economic status is associated with their chances of participating in secondary education. Young people from poor families may not attend due to cost barriers (tuition), opportunity costs, or distance from the nearest secondary school.

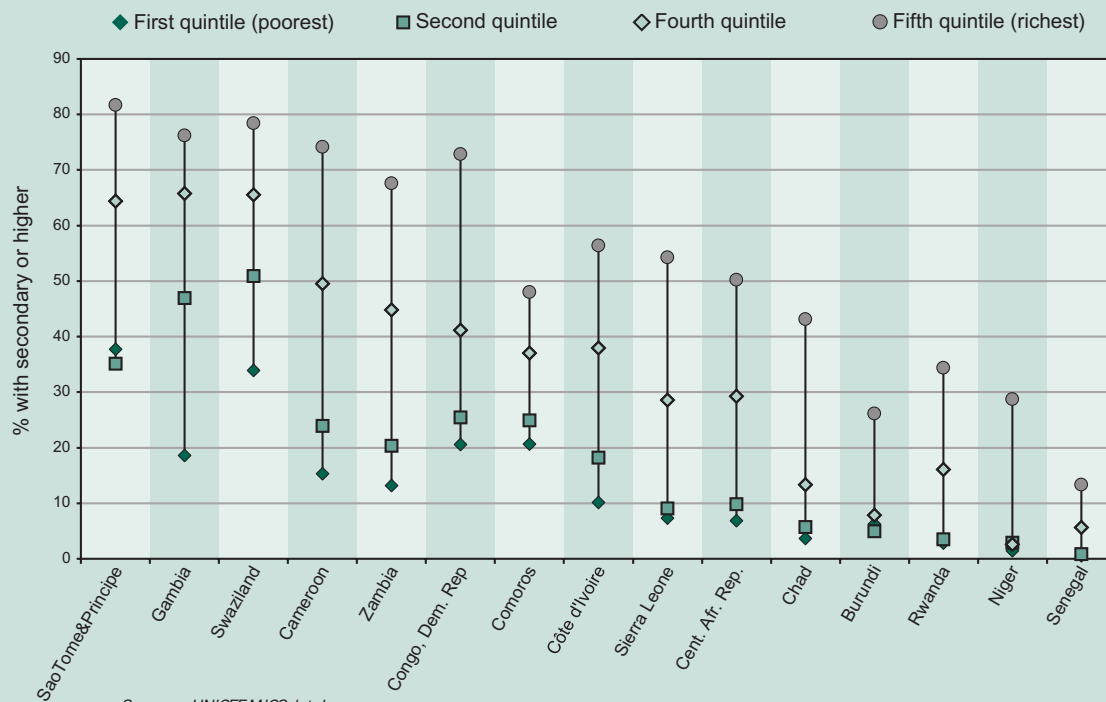
For example in Swaziland, 78% of youth from the top fifth of households in terms of wealth have some secondary schooling compared to 33% of youth from the poorest households. Thus a youth from a better-off family has twice the chance of obtaining some secondary education than a youth from a poorer family. The difference in participation in secondary

education in terms of socio-economic status increases sharply in the other countries. In fact, the lower participation in secondary education for the whole population is, the greater the inequity. In Senegal, the country with the lowest overall rates of participation, secondary schooling rates for youths from better-off families are 25 times higher than those among youths from poorer families. In Burundi, one in four youths from the wealthiest families have some secondary schooling, compared to fewer than one in ten youths among the remaining 80% of families.

When interpreting household survey results, it should be noted that all sample surveys are subject to sampling error, i.e. the extent to which the results vary from the population value due to the fact that only a sample was studied. Sampling error is generally larger for smaller samples and thus caution must be exercised when analysing data relating to small subgroup sizes, such as household wealth quintiles.

Figure 17. How do secondary attendance rates differ between the rich and the poor in Africa?

Secondary attendance rate among 15-24 year-olds by household wealth quintiles, 2000-2001



Source: UNICEF MICS database.

Note: Countries are sorted by descending order of the rate for the total population.

IV. Educational equity and learning outcomes

Meeting the gender-related education goals

Gender parity and equality in access to education is an important component of the international goals. The first time-bound international goal requires that gender parity in terms of access to education should be met by 2005 (UNESCO, 2003).

More than one in three children live in countries without equal access to primary education for boys and girls

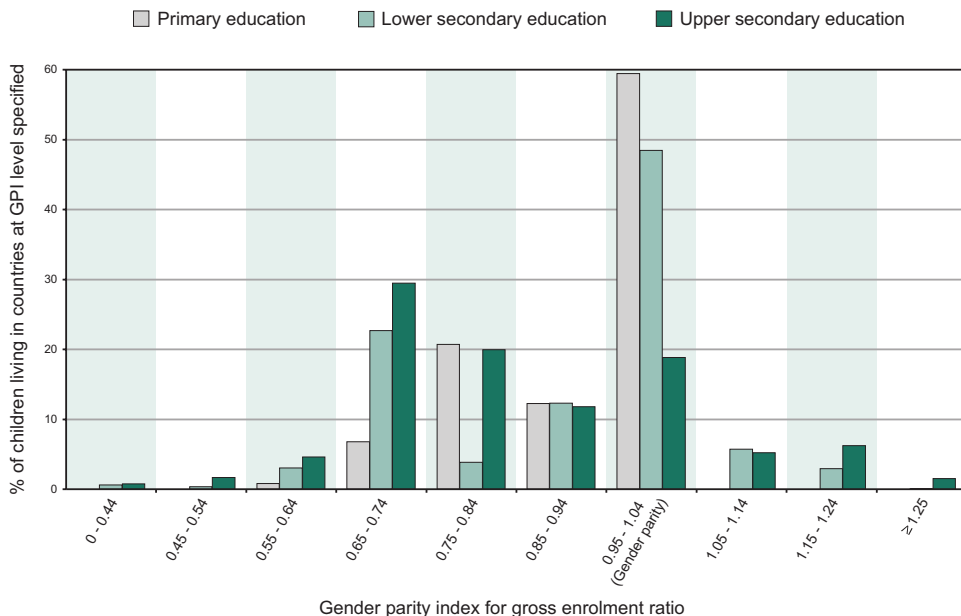
The Gender Parity Index (GPI) can be applied to different types of education indicators. In order to assess gender differences, the GPI for gross enrolment ratios is simply the gross enrolment ratio for girls divided by that of boys. A value less

than 1 indicates disparities in favour of boys, whereas a value near 1 indicates that parity has been more or less achieved. Disparities in favour of girls are indicated by a value greater than 1. It is commonly accepted that gender parity is reached when the GPI is between 0.95 and 1.05. However, care should be taken in interpreting the index. For example, it may overstate the level of disparity in countries where differences in enrolment rates are due to higher repetition rates for boys or for girls.

Figure 18 shows that 60% of all children live in countries that have a gender parity index for primary gross enrolment ratios of 0.95 to 1.05 (see Table 3). In other words, more than one in three primary school-aged children live in countries that fail to ensure equal access to primary education. It is remarkable that in all of the countries without gender parity in primary education, it is girls who are disadvantaged.

Figure 18. How many children live in countries where gender parity has not been reached?

Distribution of world's children by national gender parity index for gross enrolment ratios by level of education, 2001



Source: UNESCO Institute for Statistics, Tables 3 and 5.

Coverage: 172 countries, 94% of the world population. Countries are weighted by the size of the population at the typical age for each level.

Note: Data for 39 countries refer to 2000, for 10 countries to 1999.

Gender disparities are more common at the secondary level of education

Figure 18 also indicates that gender disparity is more widespread at the secondary level of education. Every second child lives in a country without equal access to lower secondary, and four in five children live where there is not parity at the upper secondary level. The magnitude of inequity increases by education level. While at the primary level only 7.5% of children live in countries where gross enrolment ratios of girls do not even reach 75% of the value for boys

(GPI < 0.75), this is the case for one-quarter at low secondary and even more in upper secondary education. For India, the GPI at lower secondary and upper secondary drops to 0.73 and 0.67 respectively. In China, where gender parity at the primary and lower secondary level of education has been achieved, the GPI at the upper secondary level is 0.79.

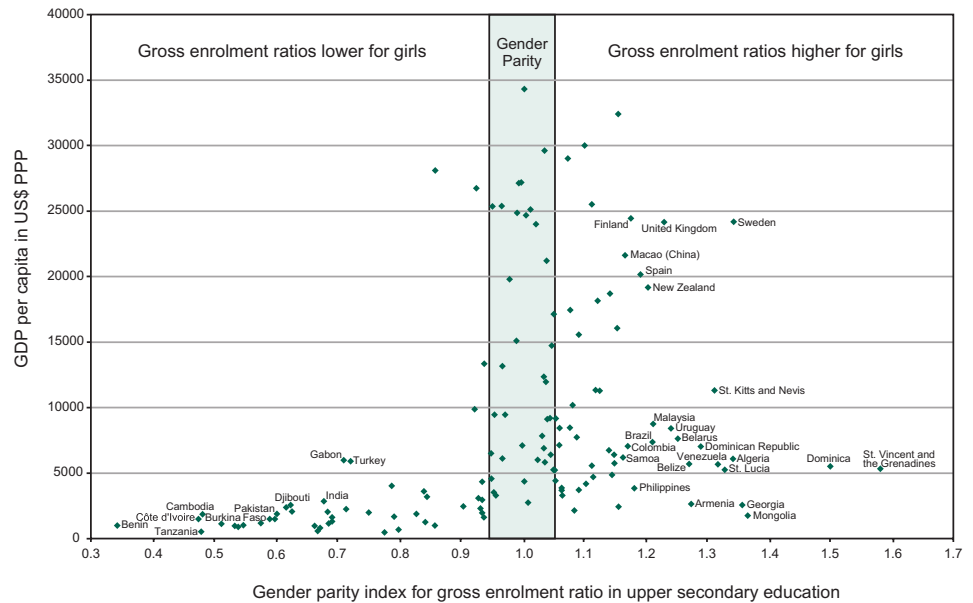
In secondary education, gender disparities in enrolment often favour girls. Nine per cent of children live in countries where gross enrolment ratios for girls are substantially higher than for boys. At the upper secondary level this is true for 12% of children. **Figure 19** illustrates that at upper secondary education this phenomenon can be found almost exclusively among countries with middle and high levels of national income.

Disadvantages for girls in secondary education are common in low-income countries, but in richer countries, girls tend to outnumber boys in secondary education

Disadvantage for girls is more common in Africa and in parts of Asia. Of the 60 countries with a GPI below 0.95, 37 are found in Africa, 18 in Asia and just 5 in the rest of the world. However, there are exceptions to this pattern. Despite the relatively low levels of national income, girls in upper secondary education substantially outnumber boys in Armenia, Georgia, and Mongolia. Among African countries, Algeria is an exception with a GPI of 1.34 for enrolment at the upper secondary level.

Figure 19. How does gender inequity relate to national income?

Gender parity index for gross enrolment ratio at the upper secondary level and GDP per capita, US\$ PPP



Sources: UNESCO Institute for Statistics, Table 5. World Bank, 2003.

Coverage: 172 countries, 94% of the world population.

Notes: Data for 39 countries refer to 2000, for 10 countries to 1999. For details see Tables 3 and 5.

Learning outcomes and international benchmarks

It is insufficient to rely on administrative data alone to examine the quality and effectiveness of educational systems. Indicators based on aggregated administrative data typically provide information on inputs to the educational system, such as the number of students, teachers and the levels of financial resources invested. These are often used as indirect measures, or proxies, of education quality or outcomes. However, it is important to examine direct measures of educational quality, especially in terms of learning outcomes, as the ultimate goal of providing access to education is for children to acquire the knowledge and skills needed to succeed in the future.

Available data indicate that many countries face the dual challenge of increasing access to secondary school and, at the same time, improving

the necessary conditions for children in primary and secondary school to learn effectively. **Figure 20** examines data from countries participating in the Programme for International Student Assessment (PISA), which tests literacies among 15-year-olds. It shows, for each country, two proportions. First those who tested poorly for basic literacy skills. Second, those who may lack skills because they have not continued school.

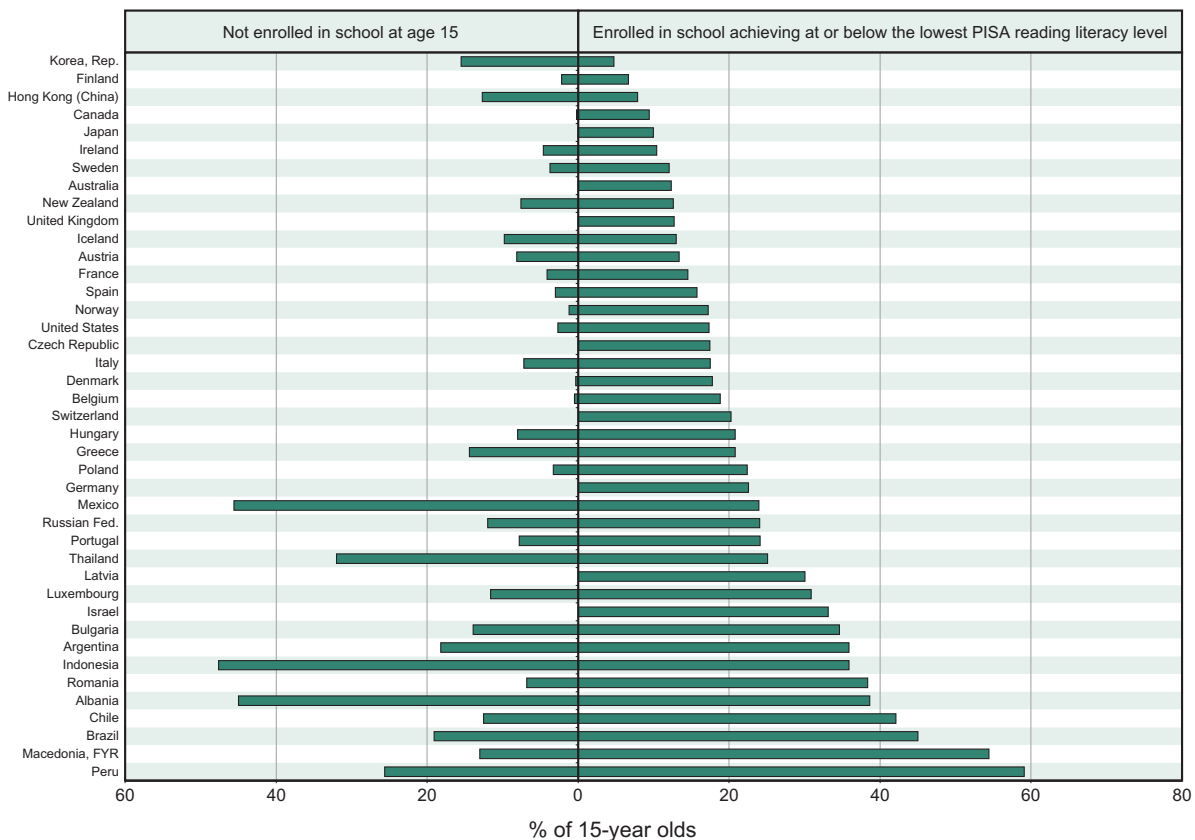
First we see that attending school in itself does not translate into mastery of academic competencies. The bars on the right side of Figure 20 represent the 15-year-old students who perform poorly on the PISA assessment of literacy in reading, mathematics and science. The length of the bars indicates the proportions of students who lack basic literacy skills. These proportions have been adjusted by the net

enrolment rates of 15-year-olds in secondary school in each country. While these low performers make up about 5% of the entire 15-year-old population in Korea, 7% in Finland and Hong Kong, SAR, they are as many as 40% or more in Brazil, Chile, FYR Macedonia and Peru. These data suggest that most countries, particularly middle-income countries, face the challenge of providing access to school to all school-age children and raising school quality to ensure that students master basic skills.

The second group represents those 15-year-olds who have either dropped out or have never attended school and may not have had the chance to acquire needed skills. The size of this group (represented by the length of the bar on the left side of Figure 20) is based on age-specific enrolment rates. The proportion of youths ranges from around 20% in

Figure 20. How many youths have not mastered basic literacy skills?

Proportions of 15-year-old youth likely to perform at Level 1 or below in the PISA reading assessment



Sources: UNESCO Institute for Statistics, OECD/UNESCO Institute for Statistics (2003).

Brazil and Peru to over 40% in Albania, Indonesia and Mexico. Even in Korea and Hong Kong, SAR, two of the highest performers in PISA, 15% and 12% respectively of youths are not in school.

V. Conclusion

This overview underscores the strategic importance of secondary education and emphasises the need therefore to monitor the development of secondary schooling as part of a wider assessment of global progress towards education for all. This importance is reflected by the policy intentions of governments themselves—in a majority of countries throughout the world, compulsory education standards include at least some secondary education. Moreover, secondary education is the most common exit point from schooling, although in more developed countries, the standard continues to move upwards towards higher levels of education.

School life expectancy provides a measure of overall progress. It also highlights the relationship between the coverage and duration of schooling - no country with a school life expectancy of less than 8.5 years (thus, including some secondary education) succeeds in keeping more than 85% of children in school for at least six consecutive age cohorts.

However, no single indicator can provide a reasonable picture of progress towards international education targets. The data presented on school life expectancy and enrolment rates do not reflect the completion of schooling or, more importantly, the acquisition of basic skills and literacies. A combination of measures, interpreted together, provide a more comprehensive overview of student progression and completion. These administrative data include coverage by specific ages or at specific points in schooling cycles: intake rates, the coverage of school-age population by the number of individual ages at which coverage exceeds 85%;

average participation rates at the last two years of compulsory education; repetition rates and transition rates from primary to lower secondary.

In terms of national standards and actual levels of participation in secondary education, the African countries lag furthest behind. The underdevelopment of secondary schooling is a cause for concern for many reasons, as the expansion of secondary education has important implications for building skills and human capital and underpinning growth and sustainable development. However, it should also be considered a potential obstacle towards meeting the goal of universal primary education.

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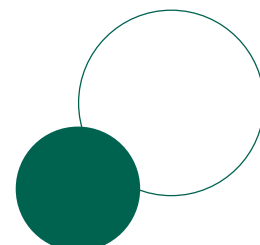
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READER'S GUIDE



The following symbols are used in the Statistical Tables:

...	No data available
*	National estimation
**	UIS estimation
–	Magnitude nil or negligible
na	Not applicable
x	Data included in another category or column

All ratios are expressed as percentages (except for the pupil/teacher ratio and the Gender Parity Indices (GPI)).

When one year only is indicated in a column heading it refers to the start of the school and/or financial year, i.e. 2000 refers to the school/financial year 2000/2001.

Information regarding the national education system refers to the most recent year available.

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

Data from OECD and WEI countries are provisional for 2001 or more recent years. The countries are marked in the data tables. Additionally, data from OECD countries may include education programmes designed for people beyond the regular school age, i.e. programmes commonly referred to as adult education programmes. Some comparisons between OECD countries and the rest of the world may therefore need to be interpreted with caution.

Regional averages are based on publishable data and estimates as well as non-publishable estimates for each country within a given



region. Where the non-publishable estimates cover more than 25% of the school age population in the region, the regional average is regarded as a UIS estimate and is marked with **. No regional averages are given where the non-publishable estimates cover more than 75% of the school-age population.

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.

Net enrolment rates and/or intake rates have not been produced for some countries due to lack of reliable age by grade data.

There are cases where an indicator theoretically should not exceed 100 (one example being the net enrolment rate), but data inconsistencies may have nonetheless resulted in the indicator exceeding the theoretical limit. In those cases "capping" has been applied, while maintaining the gender ratio.

Due to rounding procedures, Gender Parity Indices (GPI) and Changes cannot be derived from the preceding columns. The columns for change are based on data for two years. 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 with information on the proportion of girls enrolled with respect to total enrolment in education. For information on gender equality, please refer to the GPI column.

The standard survival rate in primary education 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. The reconstructed cohort method on which these indicators are based assumes that there are no entrants into the education system

except in the first grade. Thus, in theory, survival rates to Grade 5 should be less than or equal to those to Grade 4. However, minor inconsistencies in data have in some cases resulted in slightly higher survival rates to Grade 5 than to Grade 4. Rather than delete the indicators, we have retained both results where the differences are, at most, 2.5 percentage points before capping. In cases where it is believed there have been substantial numbers of entrants to the system beyond Grade 1, the survival rate has not been published.

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 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.

Finance

In order to present finance data for as many countries as possible, where data for the most recent year were not available, results for 2000 have been presented instead.

For the same reason, expenditures on pre-primary education and/or from international sources - which are often comparatively small - have been treated as negligible where data were in fact missing. In these cases, the totals presented may have been under-estimated. The countries affected can be identified by an examination of the data presented in [Table 11](#). (For example, expenditures in Benin from international sources are not known but have been treated as negligible in order to present a

figure for total expenditure on education as a percentage of GDP. Similarly, in Botswana public expenditures on pre-primary education are not known but have been treated as negligible in order to present a figure for public expenditure on education as a percentage of GDP.)

Data on GDP are World Bank estimates as of September 2003. GDP estimates for Aruba and Cuba (2001) were provided by the national authorities.

Population

Population data are provided by the United Nations Population Division (UNPD) 2002 Revision. UNPD does not provide data by single year of age for countries with a total population of less than 80,000. Where no UNPD estimates were provided, national data were used where available.

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

Bhutan: Population-based indicators have been omitted due to serious concerns about the coherence between enrolment and population data.

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 approximately 15% of the total population of Moldova. Indicators are not internationally comparable and should be interpreted with caution.

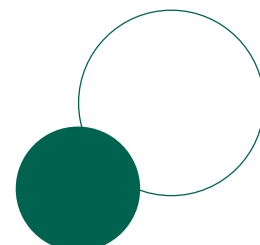
Palestinian Autonomous Territories: Enrolment

data for the Palestinian Autonomous Territories do not include data for East Jerusalem, whereas the population data do. Indicators are not internationally comparable and should be interpreted with caution.

Serbia & Montenegro: The enrolment data cover the republics of Serbia and Montenegro, but not Kosovo, so national population data for the same areas were used. 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 approximately 3% of the total population of Tanzania. Indicators should be interpreted with caution.

TABLES



1. Pre-primary education, ISCED 0. Enrolment and staff
2. Primary education, ISCED 1. Intake rates and total enrolment
3. Primary education, ISCED 1. Enrolment rates and staff
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TABLE 1: PRE-PRIMARY EDUCATION, ISCED 0. ENROLMENT AND STAFF

Regions Country or territory	Education System		Enrolment			New Entrants to Primary Education with ECCE experience (%)				Gross Enrolment Ratio			
	Theoretical entrance age	Theoretical duration (years)	2001/2002			2001/2002				2001/2002			
			MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Africa													
Algeria	4	2	57,013	49	na	...	...	...	...	4	4	4	1.00
Angola	3	3	...	...	...	...	...	...	...	...	...	...	...
Benin	4	2	** 25,489	** 48	...	...	...	...	...	** 6	** 6	** 6	** 0.95
Botswana	3	3	...	...	...	...	...	...	...	...	...	...	...
Burkina Faso	4	3	** 13,671	** 51	...	...	...	...	...	** 1	** 1	** 1	** 1.07
Burundi	4	3	8,309	49	51	...	...	...	...	1	1	1	0.95
Cameroon	4	2	132,339	50	61	...	...	...	...	14	14	14	1.00
Cape Verde	3	3	19,825	50	-	na	na	na	na	55	55	56	1.00
Central African Republic	4	2	...	...	...	...	...	...	...	...	...	...	...
Chad	3	3	...	...	...	...	...	...	...	...	...	...	...
Comoros	3	3	...	...	...	...	...	...	...	...	...	...	...
Congo	3	3	15,174	52	75	3	3	3	1.11	4	4	4	1.07
Côte d'Ivoire	3	3	44,420	50	46	...	...	...	...	3	3	3	0.99
Democratic Republic of the Congo	3	3	** 41,435	** 49	...	...	...	...	...	** 1	** 1	** 1	** 0.98
Djibouti	3	3	316	50	100	...	...	...	...	-	-	-	1.02
Egypt (p)	4	2	413,725	48	...	...	...	...	...	13	13	12	0.94
Equatorial Guinea	3	4	20,515	...	...	...	...	...	...	35	...	...	...
Eritrea	5	2	12,747	47	93	...	...	...	...	5	5	5	0.92
Ethiopia	4	3	118,986	49	100	...	...	...	...	2	2	2	0.96
Gabon	3	3	** 14,841	...	** 72	...	...	...	...	** 13	...	...	...
Gambia	4	3	...	...	...	...	...	...	...	...	...	...	...
Ghana	3	3	702,304	49	35	...	...	...	...	41	42	41	0.99
Guinea	3	4	...	...	...	...	...	...	...	...	...	...	...
Guinea-Bissau	4	3	...	...	...	...	...	...	...	...	...	...	...
Kenya	3	3	1,163,500	49	...	...	...	...	...	44	45	44	0.98
Lesotho	3	3	** 30,393	** 50	** 100	...	...	...	...	** 21	** 21	** 22	** 1.02
Liberia	3	3	...	...	...	...	...	...	...	...	...	...	...
Libyan Arab Jamahiriya	4	2	16,807	48	15	...	...	...	...	8	8	8	0.96
Madagascar	3	3	** 54,268	** 51	** 94	...	...	...	...	** 3	** 3	** 3	** 1.02
Malawi	3	3	...	...	...	...	...	...	...	...	...	...	...
Mali	3	3	20,200	49	...	...	...	...	...	2	2	2	0.99
Mauritania	3	3	...	...	...	...	...	...	...	...	...	...	...
Mauritius	4	2	38,340	50	83	...	...	...	...	87	86	89	1.02
Morocco	4	2	733,611	36	100	...	...	...	...	60	75	44	0.58
Mozambique	3	3	...	...	...	...	...	...	...	...	...	...	...
Namibia	3	3	42,669	54	100	...	...	...	...	23	21	25	1.19
Niger	4	3	15,583	48	31	...	...	...	...	1	1	1	0.97
Nigeria	3	3	** 938,717	** 48	...	...	...	...	...	** 8	** 8	** 8	** 0.94
Rwanda	4	3	** 19,217	** 50	** 100	...	...	...	...	** 3	** 3	** 3	** 0.99
Sao Tome and Principe	3	3	4,677	52	-	...	...	...	...	34	32	36	1.11
Senegal	4	3	28,663	53	70	...	...	...	...	3	3	3	1.13
Seychelles	4	2	2,775	48	4	100	100	100	1.00	91	93	90	0.96
Sierra Leone	3	3	...	...	...	...	...	...	...	...	...	...	...
Somalia	3	3	...	...	...	...	...	...	...	...	...	...	...

Table 1: Pre-primary education, ISCED 0. Enrolment and staff

Net Enrolment Rate							Teaching Staff		% Trained Teachers			Pupil/Teacher Ratio		Regions
2000/2001			2001/2002			Change 2000 to 2001	2001/2002		2001/2002					Country or territory
MF	M	F	MF	M	F	MF	MF	% F	MF	M	F	2000/2001	2001/2002	
														Africa
3	3	3	4	4	4	1	** 2,030	** 88	...	...	...	28	** 28	Algeria
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Angola
...	...	...	...	...	...	...	** 849	** 72	...	...	...	30	** 30	Benin
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Botswana
1	1	1	** 1	** 1	** 1	-	** 473	** 66	...	...	...	29	** 29	Burkina Faso
...	...	...	...	...	...	...	* 259	* 93	...	...	...	* 33	* 32	Burundi
...	...	...	...	...	...	...	* 5,525	** 96	...	...	...	24	* 24	Cameroon
53	51	54	52	52	52	-	786	100	8	-	8	25	25	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Chad
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Comoros
3	3	3	4	4	4	1	997	100	...	...	...	14	15	Congo
3	3	3	3	3	3	-	2,097	87	...	...	...	20	21	Côte d'Ivoire
...	...	...	...	...	...	...	** 1,670	** 88	...	...	...	25	** 25	Democratic Republic of the Congo
-	-	-	-	-	-	-	11	100	...	...	...	24	29	Djibouti
11	12	11	12	12	11	-	17,718	99	...	...	...	** 22	23	Egypt (p)
...	...	...	...	...	...	...	...	...	...	...	...	55	...	Equatorial Guinea
4	4	4	4	4	4	-	353	98	67	33	67	38	36	Eritrea
...	...	...	...	...	...	...	3,676	90	63	54	64	34	32	Ethiopia
...	...	...	...	...	...	...	** 500	** 98	...	...	...	30	** 30	Gabon
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gambia
** 26	** 26	** 27	29	28	29	2	27,882	89	22	21	22	24	25	Ghana
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guinea
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
...	...	...	...	...	...	...	47,119	...	47	...	...	26	25	Kenya
...	...	...	...	...	...	...	...	...	...	...	...	19	...	Lesotho
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liberia
...	...	...	...	...	...	...	1,757	99	...	...	...	** 9	10	Libyan Arab Jamahiriya
3	3	3	** 3	** 3	** 3	-	...	...	...	...	...	...	...	Madagascar
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Malawi
...	...	...	...	...	...	...	954	73	...	...	...	25	21	Mali
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mauritania
57	57	58	58	57	59	1	2,441	100	90	-	90	16	16	Mauritius
51	63	39	53	67	39	2	37,706	44	...	...	...	18	19	Morocco
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mozambique
...	...	...	...	...	...	...	** 1,602	** 89	...	...	...	** 27	** 27	Namibia
1	1	1	1	1	1	-	608	98	97	100	97	21	26	Niger
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nigeria
...	...	...	...	...	...	...	** 550	** 86	...	...	...	35	** 35	Rwanda
...	...	...	...	...	...	...	184	93	55	75	53	...	25	Sao Tome and Principe
3	2	3	...	...	...	...	1,389	73	100	100	100	22	21	Senegal
85	84	85	76	76	76	-9	195	99	81	100	80	15	14	Seychelles
4	5	4	...	...	...	...	...	...	...	...	...	19	...	Serra Leone
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia

TABLE 1: PRE-PRIMARY EDUCATION, ISCED 0. ENROLMENT AND STAFF

Regions Country or territory	Education System		Enrolment			New Entrants to Primary Education with ECCE experience (%)				Gross Enrolment Ratio			
	Theoretical entrance age	Theoretical duration (years)	2001/2002			2001/2002				2001/2002			
			MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
South Africa	6	1	359,094	50	11	...	...	...	...	35	35	35	1.00
Sudan	4	2	357,306	49	90	...	...	...	...	20	20	19	0.99
Swaziland	3	3	...	...	...	...	...	...	...	...	...	...	...
Togo	3	3	12,094	51	61	...	...	...	...	3	3	3	1.03
Tunisia (p)	3	3	103,321	48	86	...	...	...	...	20	20	20	0.98
Uganda	4	2	** 73,567	** 51	...	...	...	...	...	** 4	** 4	** 4	** 1.03
United Republic of Tanzania	5	2	...	...	...	...	...	...	...	...	...	...	...
Zambia	3	4	...	...	...	...	...	...	...	...	...	...	...
Zimbabwe (p)	3	3	** 437,454	** 51	...	...	...	...	...	** 39	** 38	** 39	** 1.03
America, North													
Anguilla	3	2	468	52	100	100	100	100	1.00	116	118	115	0.97
Antigua and Barbuda	3	2	...	...	...	...	...	...	...	...	...	...	...
Aruba	4	2	2,895	48	81	84	85	82	0.97	100	102	98	0.96
Bahamas	3	2	3,779	49	79	...	...	...	...	30	30	30	0.99
Barbados	3	2	5,981	50	18	100	100	100	1.00	89	88	90	1.02
Belize	3	2	...	...	...	...	...	...	...	...	...	...	...
Bermuda	4	1	414	51	na	...	...	...	...	...	...	...	...
British Virgin Islands	3	2	628	45	100	96	93	99	1.07	85	92	78	0.85
Canada (p)	4	2	...	...	...	...	...	...	...	...	...	...	...
Cayman Islands	3	2	591	46	92	89	90	88	0.97	...	...	...	...
Costa Rica	5	1	93,733	49	15	...	...	...	...	115	115	116	1.01
Cuba	3	3	469,212	49	na	99	99	99	1.00	111	110	112	1.02
Dominica	3	2	2,144	50	100	...	...	...	...	...	...	...	...
Dominican Republic	3	3	194,256	48	38	...	...	...	...	35	36	34	0.94
El Salvador	4	3	214,089	50	21	...	...	...	...	46	45	47	1.05
Grenada	3	2	3,132	49	52	...	...	...	...	...	...	...	...
Guatemala	5	2	387,585	49	19	...	...	...	...	55	55	56	1.01
Haiti	3	3	...	...	...	...	...	...	...	...	...	...	...
Honduras	4	3	** 122,422	** 50	...	...	...	...	...	** 21	** 21	** 22	** 1.05
Jamaica (p)	3	3	141,227	50	89	** 94	** 94	** 94	** 1.00	87	85	89	1.05
Mexico (p)	4	2	3,432,326	50	10	...	...	...	...	76	75	77	1.02
Montserrat	3	2	97	42	na	...	...	...	...	83	...	...	...
Netherlands Antilles	4	2	6,163	48	75	...	...	...	...	86	87	85	0.98
Nicaragua	3	4	164,095	49	17	38	37	40	1.09	26	26	26	1.02
Panama	4	2	64,929	50	19	...	...	...	...	51	50	51	1.02
Saint Kitts and Nevis	3	2	2,639	50	64	...	...	...	...	...	...	...	...
Saint Lucia	3	2	4,201	49	100	...	...	...	...	65	64	67	1.05
Saint Vincent and the Grenadines	3	3	...	...	na	...	...	...	...	...	...	...	...
Trinidad and Tobago	3	2	** 22,100	** 38	** 100	...	...	...	...	** 63	** 77	** 49	** 0.63
Turks and Caicos Islands	4	2	886	47	59	100	100	100	1.00	134	144	124	0.86
United States (p)	3	3	7,667,685	50	45	...	...	...	...	61	60	62	1.03

Table 1: Pre-primary education, ISCED 0. Enrolment and staff

Net Enrolment Rate							Teaching Staff		% Trained Teachers			Pupil/Teacher Ratio		Regions
2000/2001			2001/2002			Change 2000 to 2001	2001/2002		2001/2002					Country or territory
MF	M	F	MF	M	F	MF	MF	% F	MF	M	F	2000/2001	2001/2002	
17	17	17	18	18	18	1	...	...	...	...	...	...	...	South Africa
20	19	20	20	20	19	-	14,491	...	...	...	...	27	25	Sudan
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Swaziland
2	2	2	3	3	3	-	724	91	61	77	60	16	17	Togo
17	17	16	20	20	20	3	5,373	95	...	...	...	20	19	Tunisia (p)
3	3	3	...	...	...	...	** 2,995	** 71	...	...	...	25	** 25	Uganda
...	...	...	...	...	...	...	...	...	...	...	...	...	...	United Republic of Tanzania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Zambia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Zimbabwe (p)
America, North														
...	...	...	** 98	** 100	** 97	...	36	100	39	-	39	12	13	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
89	89	88	91	93	88	2	122	99	100	100	100	26	24	Aruba
...	...	...	23	23	22	...	338	100	60	-	60	...	11	Bahamas
71	68	74	82	80	84	11	** 373	** 99	** 84	** 25	** 85	** 17	** 16	Barbados
27	26	28	...	...	...	...	...	...	...	...	...	18	...	Belize
39	...	...	...	...	...	...	61	100	100	-	100	7	7	Bermuda
60	63	56	70	73	66	10	46	100	...	...	...	** 13	14	British Virgin Islands
65	65	65	...	...	...	...	...	...	...	...	...	18	...	Canada (p)
...	...	...	...	...	...	...	59	98	97	100	97	14	10	Cayman Islands
62	61	63	67	66	67	5	5,065	93	85	...	...	19	19	Costa Rica
97	96	99	99	97	100	3	25,441	100	100	-	100	18	18	Cuba
** 72	** 70	** 74	...	...	...	...	135	100	...	...	...	18	16	Dominica
** 31	** 31	** 30	31	31	30	-	7,236	96	39	86	37	** 24	27	Dominican Republic
40	** 40	** 40	41	40	42	1	** 8,036	...	...	...	...	27	** 27	El Salvador
** 68	** 67	** 69	...	...	...	...	209	100	32	-	32	19	15	Grenada
37	37	37	41	41	41	4	16,882	...	100	...	...	23	23	Guatemala
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
21	** 21	** 22	...	...	...	...	** 6,284	...	...	...	...	19	** 19	Honduras
81	80	82	86	84	88	5	6,001	...	...	...	...	24	24	Jamaica (p)
67	67	68	67	67	68	-	159,004	** 95	...	...	...	...	22	Mexico (p)
...	...	...	67	...	...	...	9	100	100	-	100	12	11	Montserrat
82	81	83	80	80	80	-2	309	100	100	100	100	21	20	Netherlands Antilles
27	26	27	26	26	26	-1	6,479	97	29	10	30	26	25	Nicaragua
44	44	44	49	48	49	5	3,466	98	37	14	38	19	19	Panama
** 98	** 100	** 97	...	...	...	...	286	100	** 55	-	** 55	8	9	Saint Kittsand Nevis
50	47	53	50	49	51	1	362	** 100	...	...	...	12	12	Saint Lucia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Saint Vincent and the Grenadines
** 52	** 63	** 41	** 52	** 63	** 41	-	** 1,790	** 99	** 20	-	** 20	13	** 12	Trinidad and Tobago
...	...	...	87	93	81	...	70	94	** 97	** 50	** 100	14	13	Turks and Caicos Islands
56	...	...	57	55	59	1	** 348,253	** 89	...	...	...	22	** 22	United States (p)

TABLE 1: PRE-PRIMARY EDUCATION, ISCED 0. ENROLMENT AND STAFF

Regions Country or territory	Education System		Enrolment			New Entrants to Primary Education with ECCE experience (%)				Gross Enrolment Ratio			
	Theoretical entrance age	Theoretical duration (years)	2001/2002			2001/2002				2001/2002			
			MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
America, South													
Argentina (p)	3	3	1,265,939	50	28	90	89	90	1.01	61	60	61	1.02
Bolivia	4	2	220,204	49	24	* 59	* 59	* 59	* 1.00	47	46	47	1.01
Brazil (p)	4	3	6,565,016	49	29	...	...	...	...	67	67	67	1.00
Chile (p)	3	3	420,576	49	47	...	...	...	...	49	49	49	1.00
Colombia	3	3	1,058,345	49	41	...	...	...	...	37	36	37	1.01
Ecuador	5	1	209,334	50	46	50	49	51	1.04	73	72	74	1.03
Guyana	4	2	...	...	...	...	...	...	...	...	...	...	...
Paraguay (p)	3	3	138,914	50	29	67	66	68	1.03	30	30	31	1.02
Peru (p)	3	3	1,114,058	50	16	...	...	...	...	60	60	61	1.02
Suriname	4	2	16,901	49	46	...	...	...	...	96	97	95	0.98
Uruguay (p)	3	3	106,503	50	18	** 81	** 81	** 81	** 1.01	63	62	64	1.02
Venezuela	3	3	863,364	49	18	...	...	...	...	52	51	52	1.01
Asia													
Afghanistan	3	4	-	-	...	...	...	...	...	-	-	-	...
Armenia	3	4	45,390	50	1	...	...	...	...	30	30	31	1.06
Azerbaijan	3	3	108,862	48	-	8	8	7	0.91	23	23	23	1.00
Bahrain	3	3	15,610	48	99	...	...	...	...	35	36	34	0.95
Bangladesh	3	3	2,199,076	50	...	23	23	22	0.95	19	19	20	1.06
Bhutan	4	2	* 533	* 50	* 100	...	...	...	...	...	...	...	...
Brunei Darussalam	3	3	10,066	48	61	...	...	...	...	44	44	44	0.99
Cambodia	3	3	90,102	51	27	9	8	9	1.14	7	7	8	1.08
China (p)	3	4	...	...	...	...	...	...	...	...	...	...	...
Cyprus	3	3	...	...	...	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea	4	2	...	...	...	...	...	...	...	...	...	...	...
Georgia	3	3	73,182	50	-	2	2	2	1.12	41	40	42	1.03
Hong Kong (China), SAR	3	3	156,274	** 48	** 100	...	...	...	...	73	** 74	** 72	** 0.98
India (p)	3	3	...	...	...	...	...	...	...	...	...	...	...
Indonesia (p)	5	2	1,751,309	51	99	...	...	...	...	20	20	21	1.08
Iran, Islamic Republic of	5	1	329,062	51	8	...	...	...	...	23	22	24	1.10
Iraq	4	2	...	...	na	...	...	...	...	...	...	...	...
Israel (p)	3	3	384,983	49	5	...	...	...	...	108	108	108	1.00
Japan (p)	3	3	3,004,935	** 49	65	...	...	...	...	84	** 83	** 85	** 1.03
Jordan (p)	4	2	86,047	47	97	62	64	59	0.91	31	32	30	0.92
Kazakhstan	3	4	120,507	49	12	49	49	49	0.99	13	13	13	0.99
Kuwait	4	2	62,831	49	30	92	92	93	1.01	73	74	73	0.99
Kyrgyzstan	3	3	45,052	49	1	7	7	7	0.96	14	14	14	0.97
Lao People's Democratic Republic	3	3	36,429	51	19	8	7	9	1.22	8	7	8	1.07
Lebanon	3	3	152,754	49	75	95	95	96	1.00	74	74	73	0.99
Macao, China	3	3	13,620	48	92	94	94	94	1.00	87	89	83	0.93
Malaysia (p)	5	1	513,631	51	41	...	...	...	...	89	85	92	1.08
Maldives	3	3	12,809	49	40	...	...	...	...	48	47	49	1.04
Mongolia	3	5	83,578	53	...	...	...	...	...	32	29	34	1.17
Myanmar	3	2	...	...	...	...	...	...	...	...	...	...	...

Table 1: Pre-primary education, ISCED 0. Enrolment and staff

Net Enrolment Rate							Teaching Staff		% Trained Teachers			Pupil/Teacher Ratio		Regions
2000/2001			2001/2002			Change 2000 to 2001	2001/2002		2001/2002					Country or territory
MF	M	F	MF	M	F	MF	MF	% F	MF	M	F	2000/2001	2001/2002	
America, South														
** 60	** 60	** 61	60	60	61	-	** 60,060	...	...	...	...	21	** 21	Argentina (p)
36	36	36	36	36	37	1	5,051	94	80	68	81	42	44	Bolivia
48	48	48	52	51	52	4	352,706	98	...	...	...	19	19	Brazil (p)
41	41	42	33	33	33	...	16,958	97	...	...	...	24	25	Chile (p)
33	** 33	** 34	33	** 33	** 33	-	51,889	95	...	...	...	20	20	Colombia
58	57	59	60	59	61	2	11,615	88	69	58	71	15	18	Ecuador
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guyana
26	25	26	27	26	27	1	...	...	...	...	...	...	...	Paraguay (p)
57	56	58	58	57	58	1	...	...	...	...	...	...	...	Peru (p)
** 92	** 92	** 91	96	97	95	5	682	** 99	...	...	...	22	25	Suriname
45	44	46	45	44	46	-	3,771	...	...	...	...	28	28	Uruguay (p)
** 44	** 43	** 44	46	45	46	2	...	...	...	...	...	...	...	Venezuela
Asia														
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan
...	...	...	...	...	...	...	6,905	100	...	...	...	** 6	7	Armenia
15	14	15	16	15	16	1	11,019	100	83	-	83	10	10	Azerbaijan
** 34	** 35	** 33	** 34	** 35	** 34	1	** 737	** 99	...	...	...	21	** 21	Bahrain
...	...	...	...	...	...	...	58,177	...	...	...	...	39	38	Bangladesh
...	...	...	...	...	...	...	29	48	72	73	71	22	* 18	Bhutan
...	...	...	...	...	...	...	* 506	* 78	...	...	...	* 19	* 20	Brunei Darussalam
6	6	6	6	6	6	-	3,201	99	94	...	...	24	28	Cambodia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	China (p)
56	56	56	...	...	...	...	...	...	...	...	...	21	...	Cyprus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
...	...	...	...	...	...	...	7,100	100	...	...	...	10	10	Georgia
73	74	73	72	73	71	-1	9,115	99	...	...	...	** 18	17	Hong Kong (China), SAR
26	27	25	...	...	...	...	...	...	...	...	...	...	...	India (p)
19	18	19	20	20	21	1	130,711	98	...	...	...	16	13	Indonesia (p)
...	...	...	...	...	...	...	13,796	92	...	...	...	23	24	Iran, Islamic Republic of
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Iraq
90	90	90	92	92	92	2	...	...	...	...	...	...	...	Israel (p)
84	** 83	** 85	84	** 83	** 85	-	99,787	...	...	...	...	30	30	Japan (p)
...	...	...	29	30	27	...	4,073	99	...	...	...	...	21	Jordan (p)
9	9	9	11	11	11	2	23,904	98	...	...	...	7	5	Kazakhstan
63	62	63	** 61	** 61	61	-1	4,401	100	...	...	...	14	14	Kuwait
7	7	7	7	7	7	-	2,345	100	35	-	35	13	19	Kyrgyzstan
7	7	8	7	7	7	-	2,264	100	83	50	83	16	16	Lao People's Democratic Republic
** 72	** 73	** 72	72	72	72	-	8,308	100	12	23	12	19	18	Lebanon
81	84	79	80	82	77	-1	472	100	98	-	98	30	29	Macao, China
71	...	...	73	71	76	2	22,268	100	...	...	...	27	23	Malaysia (p)
48	48	49	45	44	46	-3	576	91	57	56	57	31	22	Maldives
27	26	28	29	** 27	** 31	2	3,177	99	...	...	...	26	26	Mongolia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Myanmar

TABLE 1: PRE-PRIMARY EDUCATION, ISCED 0. ENROLMENT AND STAFF

Regions Country or territory	Education System		Enrolment			New Entrants to Primary Education with ECCE experience (%)				Gross Enrolment Ratio			
	Theoretical entrance age	Theoretical duration (years)	2001/2002			2001/2002				2001/2002			
			MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Nepal	3	3	259,065	45	...	13	13	12	0.91	13	13	12	0.85
Oman	4	2	7,214	45	100	...	...	...	...	5	6	5	0.87
Pakistan (r)	3	2	...	...	...	...	...	...	...	...	...	...	...
Palestinian Autonomous Territories	4	2	66,506	47	100	...	...	...	...	31	32	30	0.94
Philippines (p)	5	1	647,532	50	46	53	53	54	1.03	33	32	34	1.05
Qatar	3	3	10,542	49	98	...	...	...	...	32	32	32	0.99
Republic of Korea (p)	5	1	546,734	47	78	...	...	...	...	80	79	80	1.00
Saudi Arabia	3	3	92,826	47	49	...	...	...	...	5	5	5	0.93
Singapore	3	3	...	...	...	...	...	...	...	...	...	...	...
Sri Lanka (p)	4	1	...	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	3	3	126,523	46	63	...	...	...	...	10	10	9	0.91
Tajikistan	3	4	57,812	46	na	-	-	-	0.84	10	10	9	0.88
Thailand (p)	3	3	2,706,441	49	20	...	...	...	...	86	87	85	0.98
Timor-Leste	4	2	3,935	...	...	...	...	...	...	11	...	...	...
Turkey (p)	3	3	289,118	48	6	...	...	...	...	7	7	7	0.94
Turkmenistan	3	4	...	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	4	2	70,702	49	71	** 37	** 38	** 36	** 0.96	71	71	71	1.00
Uzbekistan	3	4	** 493,592	** 49	na	...	...	...	...	** 21	** 21	** 21	** 0.99
Viet Nam	3	3	2,120,345	49	60	...	...	...	...	43	43	43	0.98
Yemen	3	3	** 7,845	** 47	** 32	...	...	...	...	** -	** -	** -	** 0.92
Europe													
Albania	3	3	...	...	...	...	...	...	...	...	...	...	...
Andorra	3	3	...	...	...	...	...	...	...	...	...	...	...
Austria (p)	3	3	...	...	...	...	...	...	...	...	...	...	...
Belarus	3	3	256,698	48	-	-	...	-	...	99	100	97	0.98
Belgium (p)	3	3	...	...	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	3	3	...	...	...	...	...	...	...	...	...	...	...
Bulgaria	3	4	...	...	...	...	...	...	...	...	...	...	...
Croatia	3	4	74,425	47	8	...	...	...	...	38	40	37	0.94
Czech Republic (p)	3	3	284,716	49	1	...	...	...	...	96	96	96	1.00
Denmark (p)	3	4	...	...	...	...	...	...	...	...	...	...	...
Estonia	3	4	...	...	...	...	...	...	...	...	...	...	...
Finland (p)	3	4	...	...	...	...	...	...	...	...	...	...	...
France (p)	3	3	...	...	...	...	...	...	...	...	...	...	...
Germany (p)	3	3	2,352,829	48	59	...	...	...	...	101	102	100	0.98
Gibraltar	4	1	...	...	...	...	...	...	...	...	...	...	...
Greece (p)	4	2	...	...	...	...	...	...	...	...	...	...	...
Holy See	na	na	na	na	na	na	na	na	na	na	na	na	na
Hungary (p)	3	4	342,285	48	4	...	...	...	...	79	80	79	0.98
Iceland (p)	3	3	...	...	...	...	...	...	...	...	...	...	...
Ireland (p) (t)	3	1	...	...	...	...	...	...	...	...	...	...	...
Italy (p)	3	3	...	...	...	...	...	...	...	...	...	...	...
Latvia	3	4	...	...	...	...	...	...	...	...	...	...	...
Liechtenstein	4	2	...	...	...	...	...	...	...	...	...	...	...

Table 1: Pre-primary education, ISCED 0. Enrolment and staff

Net Enrolment Rate								Teaching Staff		% Trained Teachers			Pupil/Teacher Ratio		Regions
2000/2001			2001/2002			Change 2000 to 2001	2001/2002		2001/2002					Country or territory	
MF	M	F	MF	M	F	MF	MF	% F	MF	M	F	2000/2001	2001/2002		
...	...	...	...	...	...	...	12,737	41	...	...	...	22	20	Nepal
5	5	5	5	5	4	-	** 386	** 100	** 92	-	** 92	19	** 19	Oman	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Pakistan (r)
** 29	** 30	** 28	27	28	26	-2	** 3,324	** 98	...	...	...	20	** 20	Palestinian Autonomous Territories
24	24	24	27	27	26	3	21,584	97	...	...	...	30	30	Philippines (p)
** 27	** 28	** 26	30	30	30	3	638	98	...	...	...	17	17	Qatar
44	44	44	45	45	45	1	24,714	100	...	...	...	23	22	Republic of Korea (p)
5	** 5	** 5	5	5	5	-	8,179	100	72	-	72	10	11	Saudi Arabia	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka (p)
9	10	9	10	10	9	-	4,933	99	...	...	...	25	26	Syrian Arab Republic
** 5	** 5	** 4	5	** 6	** 5	1	4,643	** 46	100	...	...	11	12	Tajikistan
76	76	75	72	72	71	-4	...	...	...	...	...	...	...	Thailand (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
...	...	...	7	7	7	...	18,149	...	...	...	...	...	16	Turkey (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
51	51	51	53	53	53	2	3,886	100	61	80	61	18	18	United Arab Emirates	
...	...	...	...	...	...	...	** 66,961	** 95	** 100	** 100	** 100	...	** 7	Uzbekistan
41	...	...	42	...	...	2	103,083	100	...	...	...	21	21	Viet Nam
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Yemen
Europe															
44	43	46	...	...	...	...	...	...	...	...	...	21	...	Albania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Andorra
70	69	71	...	...	...	...	...	...	...	...	...	...	...	Austria (p)
85	** 86	** 84	88	89	88	3	53,447	99	58	19	59	5	5	Belarus	
...	...	...	...	...	...	...	...	...	...	...	...	15	...	Belgium (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
63	63	62	...	...	...	...	...	...	...	...	...	11	...	Bulgaria
36	37	36	38	39	36	1	6,942	100	78	91	78	13	11	Croatia	
71	71	71	75	75	75	4	...	...	...	...	...	...	...	Czech Republic (p)
90	90	90	...	...	...	...	...	...	...	...	...	6	...	Denmark (p)
81	82	80	...	...	...	...	...	...	...	...	...	8	...	Estonia
53	53	53	...	...	...	...	...	...	...	...	...	13	...	Finland (p)
100	100	100	...	...	...	...	...	...	...	...	...	18	...	France (p)
77	76	79	86	86	85	8	123,908	...	...	...	...	19	19	Germany (p)
...	...	...	...	...	...	...	...	...	...	...	...	22	...	Gibraltar
70	69	71	...	...	...	...	...	...	...	...	...	** 15	...	Greece (p)
na	na	na	na	na	na	na	na	na	na	na	na	na	na	Holy See	
78	79	78	78	79	78	-	32,682	99	...	...	...	11	10	Hungary (p)
88	88	87	...	...	...	...	...	...	...	...	...	...	...	Iceland (p)
...	...	...	...	...	...	...	...	...	...	...	...	19	...	Ireland (p) (t)
95	95	94	...	...	...	...	...	...	...	...	...	13	...	Italy (p)
55	57	54	...	...	...	...	...	...	...	...	...	43	...	Latvia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liechtenstein

TABLE 1: PRE-PRIMARY EDUCATION, ISCED 0. ENROLMENT AND STAFF

Regions Country or territory	Education System		Enrolment			New Entrants to Primary Education with ECCE experience (%)				Gross Enrolment Ratio			
	Theoretical entrance age	Theoretical duration (years)	2001/2002			2001/2002				2001/2002			
			MF	% F	% Private	MF	M	F	GPI	MF	M	F	GPI
Lithuania	3	4	...	...	...	...	...	...	...	...	...	...	...
Luxembourg (p)	4	2	...	...	...	...	...	...	...	...	...	...	...
Malta	3	2	...	...	...	...	...	...	...	...	...	...	...
Monaco	3	3	...	...	...	...	...	...	...	...	...	...	...
Netherlands (p)	4	2	...	...	...	...	...	...	...	...	...	...	...
Norway (p)	3	3	...	...	...	...	...	...	...	...	...	...	...
Poland (p)	3	4	848,507	49	5	...	...	...	...	49	49	49	1.00
Portugal (p)	3	3	...	...	...	...	...	...	...	...	...	...	...
Republic of Moldova	3	4	81,483	48	...	...	...	...	...	39	40	38	0.96
Romania	3	4	...	...	...	...	...	...	...	...	...	...	...
Russian Federation (p)	4	3	3,450,480	** 47	** 2	...	...	...	...	92	** 94	** 89	** 0.94
San Marino	3	3	...	...	...	...	...	...	...	...	...	...	...
Serbia and Montenegro	3	4	...	...	...	...	...	...	...	...	...	...	...
Slovakia (p)	3	3	152,796	48	1	...	...	...	...	83	84	81	0.97
Slovenia	3	4	...	...	...	...	...	...	...	...	...	...	...
Spain (p)	3	3	1,215,805	49	34	...	...	...	...	106	106	106	1.00
Sweden (p)	3	4	317,788	48	13	...	...	...	...	75	76	75	0.99
Switzerland (p)	5	2	...	...	...	...	...	...	...	...	...	...	...
The Former Yugoslav Rep. of Macedonia	3	4	...	...	...	...	...	...	...	...	...	...	...
Ukraine	3	4	964,004	48	-	...	...	...	...	52	52	52	0.98
United Kingdom (p)	3	2	...	...	...	...	...	...	...	...	...	...	...
Oceania													
Australia (p)	4	1	272,996	49	63	...	...	...	...	104	104	104	1.00
Cook Islands	4	1	...	...	...	...	...	...	...	...	...	...	...
Fiji	3	3	...	...	...	...	...	...	...	...	...	...	...
Kiribati	3	3	...	...	...	...	...	...	...	...	...	...	...
Marshall Islands	4	2	1,470	49	18	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	3	3	...	...	...	...	...	...	...	...	...	...	...
Nauru	5	1	...	...	...	...	...	...	...	...	...	...	...
New Zealand (p)	3	2	99,570	49	47	...	...	...	...	87	86	88	1.02
Niue	4	1	34	53	na	...	...	...	...	148	133	164	1.23
Palau	3	3	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	6	1	** 62,788	** 47	** 1	...	...	...	...	** 39	** 40	** 37	** 0.92
Samoa	3	2	5,348	54	100	...	...	...	...	54	49	60	1.23
Solomon Islands	5	1	...	...	...	...	...	...	...	...	...	...	...
Tokelau	3	2	...	...	...	...	...	...	...	...	...	...	...
Tonga	3	2	...	...	...	...	...	...	...	...	...	...	...
Tuvalu	3	3	707	50	...	...	...	...	...	...	...	...	...
Vanuatu	4	2	8,710	49	100	...	...	...	...	76	75	77	1.03

Table 1: Pre-primary education, ISCED 0. Enrolment and staff

Net Enrolment Rate							Teaching Staff		% Trained Teachers			Pupil/Teacher Ratio		Regions
2000/2001			2001/2002			Change 2000 to 2001	2001/2002		2001/2002					Country or territory
MF	M	F	MF	M	F	MF	MF	% F	MF	M	F	2000/2001	2001/2002	
51	51	50	...	...	...	...	...	...	...	...	...	8	...	Lithuania
96	96	96	...	...	...	...	...	...	...	...	...	18	...	Luxembourg (p)
87	88	86	...	...	...	...	...	...	...	...	...	11	...	Malta
...	...	...	...	...	...	...	...	...	...	...	...	24	...	Monaco
96	97	95	...	...	...	...	...	...	...	...	...	...	...	Netherlands (p)
79	76	81	...	...	...	...	...	...	...	...	...	...	...	Norway (p)
48	48	48	48	48	48	-	...	...	...	...	...	12	...	Poland (p)
68	67	69	...	...	...	...	...	...	...	...	...	18	...	Portugal (p)
23	** 24	** 23	25	** 26	** 25	2	9,046	...	92	...	...	9	9	Republic of Moldova
73	72	74	...	...	...	...	...	...	...	...	...	18	...	Romania
...	...	...	...	...	...	...	605,324	** 99	...	...	...	6	6	Russian Federation (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	San Marino
43	42	43	...	...	...	...	...	...	...	...	...	14	...	Serbia and Montenegro
64	65	64	65	66	65	1	15,513	100	...	...	...	10	10	Slovakia (p)
75	76	74	...	...	...	...	...	...	...	...	...	18	...	Slovenia
93	93	94	96	96	96	2	80,216	92	...	...	...	16	15	Spain (p)
...	...	...	75	75	74	...	33,097	...	...	...	...	9	10	Sweden (p)
...	...	...	...	...	...	...	...	...	...	...	...	16	...	Switzerland (p)
27	27	27	...	...	...	...	...	...	...	...	...	12	...	The Former Yugoslav Rep. of Macedonia
42	43	42	45	45	44	2	121,207	99	...	...	...	8	8	Ukraine
...	...	...	...	...	...	...	...	...	...	...	...	24	...	United Kingdom (p)
Oceania														
49	** 49	** 49	52	52	52	2	...	...	...	...	...	...	...	Australia (p)
...	...	...	...	...	...	...	...	...	...	...	...	** 14	...	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Fiji
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	...	...	124	60	100	100	100	...	12	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nauru
...	...	...	86	85	87	...	6,328	99	...	...	...	14	16	New Zealand (p)
...	...	...	90	81	100	...	6	100	100	-	100	** 9	6	Niue
...	...	...	...	...	...	...	...	...	...	...	...	** 10	...	Palau
39	40	37	** 39	** 40	** 37	-	** 2,144	** 42	** 100	** 100	** 100	29	** 29	Papua New Guinea
* 37	* 34	* 40	** 36	** 33	** 39	-	129	94	...	...	...	42	41	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tokelau
** 22	** 14	** 29	...	...	...	...	...	...	...	...	...	** 18	...	Tonga
...	...	...	...	...	...	...	40	100	33	-	33	...	18	Tuvalu
69	66	73	60	59	61	-9	830	99	42	-	43	17	10	Vanuatu

Symbols and footnotes:

- ** UIS estimation
- * National estimation
- ... No data available
- Magnitude nil or negligible
- Data in **bold** refer to 2002
- na Not applicable
- (p) Data for 2001 or later years are provisional
- (r) Including enrolments in "katchi" programmes
- (t) Change in recording of data reported by country

TABLE 2: PRIMARY EDUCATION, ISCED 1. INTAKE RATES AND TOTAL ENROLMENT

Regions Country or territory	Education System			Enrolment							Gross (Apparent) Intake Ratio		
	Compulsory Education Age-range	Theoretical entrance age	Theoretical duration (years)	2000/2001			2001/2002			% change 2000 to 2001	2000/2001		
				MF	% F	% Private	MF	% F	% Private	MF	MF	M	F
Africa													
Algeria	6-14	6	6	4,720,950	47	na	4,691,870	47	na	-1	86	87	85
Angola	6-9	6	4	...	...	...	...	...	...	...	76	82	71
Benin	6-11	6	6	1,054,936	41	8	1,152,798	41	7	9	112	127	96
Botswana	6-15	6	7	324,283	50	5	329,451	50	5	2	109	110	108
Burkina Faso	6-15	7	6	901,321	41	...	** 927,283	** 41	** 12	3	46	53	39
Burundi	7-12	7	6	750,589	44	1	817,223	44	1	9	76	84	69
Cameroon	6-11	6	6	(c) 2,689,052	46	26	* 2,741,627	* 46	* 25	2	(c) 123	(c) 132	(c) 113
Cape Verde	6-11	6	6	90,640	49	-	89,809	49	-	-1	108	108	109
Central African Republic	...	6	6	* 458,585	* 41	...	* 410,562	* 40	...	-10	...	...	...
Chad	6-11	6	6	984,224	39	...	** 1,016,267	** 39	...	3	82	94	70
Comoros	6-13	6	6	** 97,706	** 45	...	104,274	44	10	7	** 75	** 82	** 68
Congo	6-15	6	6	500,921	48	18	525,093	48	19	5	...	...	...
Côte d'Ivoire	6-15	6	6	2,046,861	43	11	2,116,223	42	11	3	** 68	** 75	** 61
Democratic Republic of the Congo	6-13	6	6	...	...	...	...	...	...	...	...	...	...
Djibouti	6-15	6	6	42,692	43	11	44,321	43	11	4	** 41	** 45	** 36
Egypt (p)	6-13	6	5	** 7,856,340	** 47	** 8	** 7,855,433	** 47	...	-	** 93	** 95	** 92
Equatorial Guinea	7-11	7	5	78,477	49	...	78,390	48	...	-	** 125	** 138	** 113
Eritrea	7-13	7	5	298,691	45	9	330,278	44	8	11	62	67	57
Ethiopia	7-12	7	6	6,650,841	41	6	7,213,043	41	6	8	89	99	80
Gabon	6-16	6	6	265,714	50	28	281,871	49	29	6	** 91	** 92	** 91
Gambia	...	7	6	156,839	48	2	** 160,949	** 48	...	3	88	88	88
Ghana	6-14	6	6	2,477,990	47	17	2,586,434	47	18	4	85	86	83
Guinea	7-16	7	6	853,623	41	19	997,645	42	21	17	** 68	** 73	** 62
Guinea-Bissau	7-12	7	6	...	...	...	...	...	...	...	...	...	...
Kenya	6-13	6	7	5,699,956	49	5	5,828,463	49	6	2	...	...	...
Lesotho	6-12	6	7	(c) 410,745	51	-	415,007	50	-	1	(c) 209	(c) 220	(c) 198
Liberia	6-15	6	6	...	...	...	...	...	...	...	...	...	...
Libyan Arab Jamahiriya	6-14	6	6	766,087	49	2	750,204	49	3	-2	...	...	...
Madagascar	6-14	6	5	2,307,500	49	22	2,407,644	49	22	4	112	114	110
Malawi	6-13	6	6	2,694,645	49	...	2,845,836	49	...	6	...	...	...
Mali	7-15	7	6	1,127,360	42	...	1,227,267	42	...	9	** 54	** 61	** 47
Mauritania	6-14	6	6	360,677	48	...	375,695	49	3	4	96	98	94
Mauritius	6-11	6	6	135,237	49	24	134,085	49	24	-1	95	95	96
Morocco	6-14	6	6	3,842,000	46	5	4,029,112	46	5	5	118	120	116
Mozambique	6-12	6	5	2,315,547	43	2	2,555,975	44	2	10	110	118	103
Namibia	6-15	6	7	389,434	50	4	398,381	50	...	2	95	94	96
Niger	7-12	7	6	656,589	40	4	760,987	40	4	16	47	55	39
Nigeria	6-11	6	6	** 19,158,439	** 44	...	** 19,385,177	** 44	...	1	...	...	...
Rwanda	7-12	7	6	1,475,572	50	...	1,534,510	50	-	4	119	118	121
Sao Tome and Principe	7-12	7	6	** 27,795	** 48	-	** 28,780	** 48	-	4	** 112	** 115	** 108
Senegal	7-12	7	6	1,159,721	47	11	1,197,081	47	11	3	82	83	81
Seychelles	6-15	6	6	10,026	49	4	9,782	49	4	-2	120	117	123
Sierra Leone	...	6	6	554,308	42	...	...	...	...	...	...	...	...
Somalia	6-13	6	...	...	...	...	...	...	...	...	...	...	...

Table 2: Primary education, ISCED 1. Intake rates and total enrolment

Gross (Apparent) Intake Ratio									Net Intake Rate									Regions
2001/2002			Change 2000 to 2001			GPI			2000/2001			2001/2002			Change 2000 to 2001			Country or territory
MF	M	F	MF	M	F	2000/2001	2001/2002		MF	M	F	MF	M	F	MF	M	F	
Africa																		
101	102	100	15	14	15	0.97	0.98		80	81	78	92	93	91	12	12	13	Algeria
79	...	...	3	...	...	0.87	...	...	...	...	...	...	...	...	...	...	...	Angola
** 121	** 136	** 106	9	9	10	0.75	** 0.78	...	...	...	...	...	...	...	...	...	...	Benin
112	115	110	3	5	2	0.98	0.95	...	22	21	24	24	23	25	2	2	2	Botswana
** 46	** 53	** 39	-	-	-	0.73	** 0.73	...	20	24	17	** 20	** 24	** 17	-	-	-	Burkina Faso
82	92	73	6	8	4	0.82	0.79	** 31	** 32	** 29	** 30	** 33	** 28	-	1	-1	Burundi	
* 107	* 115	* 99	-15	-17	-14	0.86	* 0.87	...	...	...	...	...	...	...	...	...	...	Cameroon
105	107	103	-3	-1	-6	1.01	0.97	** 74	** 72	** 76	71	71	72	-2	-1	-4	Cape Verde	
* 64	* 76	* 53	...	...	...	...	* 0.70	...	...	...	...	...	...	...	...	...	...	Central African Republic
** 82	** 94	** 70	-	-	-	0.74	** 0.74	28	32	24	** 28	** 32	** 24	-	-	-	Chad	
80	87	73	5	6	5	** 0.84	0.84	...	...	...	...	...	...	...	...	...	...	Comoros
64	67	61	...	...	...	...	0.92	...	...	...	...	...	...	...	...	...	...	Congo
** 72	** 82	** 62	4	7	1	** 0.81	** 0.75	** 26	** 29	** 23	** 28	** 32	** 24	1	3	-	Côte d'Ivoire	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic Republic of the Congo
40	44	35	-1	-1	-1	** 0.80	0.80	** 26	** 29	** 23	** 26	** 29	** 23	-1	-1	-1	Djibouti	
** 95	** 96	** 94	2	2	2	** 0.97	** 0.98	** 83	** 84	** 82	** 86	** 87	** 85	3	3	3	Egypt (p)	
122	135	109	-4	-3	-4	** 0.82	0.80	** 50	** 63	** 37	48	61	35	-1	-1	-1	Equatorial Guinea	
65	70	59	2	3	2	0.85	0.84	26	27	24	26	28	24	1	1	-	Eritrea	
85	96	74	-4	-2	-6	0.81	0.77	24	26	22	24	26	23	-	-	-	Ethiopia	
** 93	** 94	** 92	2	3	1	** 0.99	** 0.97	...	...	...	...	...	...	...	...	...	...	Gabon
...	...	...	...	...	...	0.99	...	...	...	...	...	...	...	...	...	...	...	Gambia
85	86	84	-	-	-	0.96	0.97	...	...	...	...	...	...	...	...	...	...	Ghana
72	77	67	4	4	4	** 0.85	0.87	...	...	...	28	29	26	...	...	...	Guinea	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kenya
149	158	139	-60	-62	-58	0.90	0.88	(c) 62	(c) 61	(c) 63	57	56	58	-5	-5	-6	Lesotho	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liberia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
118	119	116	6	6	6	0.97	0.98	** 35	** 34	** 36	37	36	38	2	2	2	Madagascar	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Malawi
60	65	54	5	4	6	** 0.78	0.82	...	...	...	...	...	...	...	...	...	...	Mali
112	114	110	16	17	16	0.96	0.96	29	29	28	** 34	** 34	** 33	5	5	5	Mauritania	
91	90	93	-4	-6	-3	1.00	1.03	24	24	24	24	24	25	-	-	1	Mauritius	
117	119	115	-1	-1	-1	0.97	0.97	74	76	72	83	** 85	** 81	9	9	9	Morocco	
119	126	112	9	9	9	0.87	0.89	21	22	21	25	26	24	4	4	3	Mozambique	
97	96	98	2	2	2	1.02	1.02	** 56	** 54	** 57	57	55	58	1	1	1	Namibia	
58	67	48	11	13	9	0.71	0.72	31	37	25	38	45	32	8	9	7	Niger	
** 116	** 128	** 103	...	...	...	...	** 0.81	...	...	...	...	...	...	...	...	...	...	Nigeria
133	132	133	13	15	12	1.03	1.01	** 62	** 60	** 64	63	63	64	1	2	-	Rwanda	
109	112	107	-3	-3	-2	** 0.94	0.95	...	...	...	...	...	...	...	...	...	...	Sao Tome and Principe
86	87	86	4	4	4	0.98	0.99	...	...	...	...	...	...	...	...	...	...	Senegal
105	106	103	-15	-11	-20	1.05	0.97	77	75	80	67	67	66	-10	-7	-14	Seychelles	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Serra Leone
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia

TABLE 2: PRIMARY EDUCATION, ISCED 1. INTAKE RATES AND TOTAL ENROLMENT

Regions Country or territory	Education System			Enrolment							Gross (Apparent) Intake Ratio		
	Compulsory Education Age-range	Theoretical entrance age	Theoretical duration (years)	2000/2001			2001/2002			% change 2000 to 2001	2000/2001		
				MF	% F	% Private	MF	% F	% Private	MF	MF	M	F
South Africa	7-15	7	7	7,444,802	49	2	7,413,414	49	2	-	** 107	** 111	** 102
Sudan	6-13	6	6	2,799,783	45	4	2,889,062	45	5	3	...	...	...
Swaziland	6-12	6	7	213,986	48	...	212,064	49	-	-1	98	101	95
Togo	6-15	6	6	945,103	44	40	977,534	45	41	3	110	118	103
Tunisia (p)	6-16	6	6	1,373,904	48	1	1,325,707	48	1	-4	101	100	102
Uganda	...	6	7	6,559,013	48	...	6,900,916	49	...	5	...	...	...
United Republic of Tanzania	7-13	7	7	4,328,410	50	...	4,845,185	49	...	12	** 83	** 85	** 81
Zambia	7-13	7	7	1,589,544	48	...	1,625,647	48	...	2	87	86	87
Zimbabwe (p)	6-12	6	7	2,460,669	49	...	2,534,796	49	87	3	112	113	110
America, North													
Anguilla	5-17	5	7	1,489	49	7	1,427	49	7	-4	...	...	...
Antigua and Barbuda	5-16	5	7	...	...	...	...	...	...	...	...	...	...
Aruba	na	6	6	9,436	49	81	9,840	48	81	4	101	102	100
Bahamas	5-16	5	6	...	...	...	34,153	50	25	...	...	...	...
Barbados	5-16	5	6	24,225	49	11	23,394	49	11	-3	107	107	107
Belize	5-14	5	6	45,246	48	87	...	...	...	...	107	107	108
Bermuda	5-16	5	6	4,959	50	34	4,910	50	35	-1	103	...	...
British Virgin Islands	5-16	5	7	2,775	** 50	16	2,831	48	16	2	107	105	108
Canada (p)	6-16	6	6	2,456,436	49	6	...	...	...	...	...	...	...
Cayman Islands	5-16	5	6	3,549	49	39	3,579	49	38	1	...	...	...
Costa Rica	6-15	6	6	551,465	48	7	552,302	48	7	-	103	104	103
Cuba	6-14	6	6	1,006,888	48	na	971,542	48	na	-4	99	100	97
Dominica	5-17	5	7	11,430	48	27	10,984	48	27	-4	100	99	101
Dominican Republic	5-13	6	6	** 1,385,972	** 48	...	1,399,844	49	14	1	** 142	** 149	** 136
El Salvador	7-15	7	6	949,077	48	...	967,748	48	11	2	134	138	130
Grenada	5-16	5	7	15,974	48	...	17,378	48	9	9	** 94	** 103	** 84
Guatemala	5-15	7	6	1,909,389	47	13	1,971,539	47	13	3	127	129	125
Haiti	6-11	6	6	...	...	...	...	...	...	...	...	...	...
Honduras	7-12	7	6	1,094,792	50	...	** 1,115,579	** 50	...	2	138	138	138
Jamaica (p)	6-11	6	6	328,496	49	5	329,762	49	5	-	101	101	101
Mexico (p)	6-15	6	6	14,792,528	49	8	14,843,381	49	8	-	110	110	110
Montserrat	5-14	5	7	413	45	35	456	45	39	10	...	...	...
Netherlands Antilles	6-15	6	6	23,650	46	73	22,924	49	73	-3	** 94	** 92	** 96
Nicaragua	7-12	7	6	838,437	49	...	868,070	49	16	4	140	144	135
Panama	6-11	6	6	400,408	48	10	408,249	48	10	2	112	113	112
Saint Kitts and Nevis	5-17	5	7	6,717	50	** 15	** 6,440	** 49	** 13	-4	115	113	118
Saint Lucia	5-16	5	7	25,481	49	...	24,954	49	3	-2	** 102	** 102	** 102
Saint Vincent and the Grenadines	5-15	5	7	19,052	48	4	18,130	48	5	-5	** 105	** 107	** 104
Trinidad and Tobago	5-11	5	7	155,360	49	** 6	** 154,947	** 49	** 6	-	96	97	94
Turks and Caicos Islands	4-16	6	6	2,176	49	20	2,137	49	18	-2	...	...	...
United States (p)	6-17	6	6	25,297,600	49	12	24,855,480	49	10	-2	...	...	...

Table 2: Primary education, ISCED 1. Intake rates and total enrolment

Gross (Apparent) Intake Ratio									Net Intake Rate									Regions
2001/2002			Change 2000 to 2001			GPI			2000/2001			2001/2002			Change 2000 to 2001			Country or territory
MF	M	F	MF	M	F	2000/2001	2001/2002		MF	M	F	MF	M	F	MF	M	F	
102	109	94	-5	-2	-8	** 0.92	0.86		** 50	** 49	** 50	58	59	57	8	10	7		South Africa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sudan
98	100	96	-	-1	1	0.94	0.96		44	43	45	45	44	46	1	1	1	Swaziland
110	117	104	-	-1	1	0.87	0.89		46	50	43	46	49	44	-	-1	1	Togo
99	98	99	-2	-2	-3	1.02	1.01		86	85	86	83	83	84	-3	-3	-3	Tunisia (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Uganda
104	107	100	21	22	20	** 0.95	0.93		...	...	...	...	...	...	...	...	...	United Republic of Tanzania
...	...	...	...	...	...	1.01	...		** 39	** 37	** 40	...	...	...	...	...	...	Zambia
120	121	118	8	8	8	0.97	0.97		41	40	42	44	44	45	3	4	3	Zimbabwe (p)
...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	America, North
104	88	127	...	...	...	...	1.44		...	...	...	83	71	100	...	...	...	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
111	112	109	10	11	9	0.99	0.97		84	86	83	86	89	84	2	3	1	Aruba
** 112	** 116	** 108	...	...	...	...	** 0.94		...	...	...	** 81	** 81	** 81	...	...	...	Bahamas
103	103	103	-4	-4	-4	1.00	1.00		85	85	85	85	85	85	-	-	-	Barbados
...	...	...	...	...	...	1.01	...		** 71	** 72	** 70	...	...	...	...	...	...	Belize
...	...	...	...	...	...	...	...		100	...	...	...	...	...	...	...	...	Bermuda
97	99	96	-9	-6	-13	1.03	0.97		** 75	** 72	** 78	** 68	** 68	** 69	-7	-4	-9	British Virgin Islands
...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...	...	Canada (p)
...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...	...	Cayman Islands
101	101	101	-2	-3	-1	0.99	1.01		62	62	63	** 61	** 60	** 62	-1	-2	-1	Costa Rica
95	95	96	-3	-5	-1	0.97	1.00		** 94	** 94	** 93	94	94	94	-	-1	1	Cuba
...	...	...	...	...	...	1.02	...		** 69	** 67	** 70	...	...	...	...	...	...	Dominica
143	148	137	-	-1	1	** 0.92	0.93		** 63	** 63	** 63	63	65	60	-	2	-3	Dominican Republic
131	135	128	-3	-3	-2	0.95	0.95		...	...	...	59	59	59	...	...	...	El Salvador
...	...	...	...	...	...	** 0.82	...		** 54	** 57	** 51	...	...	...	...	...	...	Grenada
125	126	123	-3	-3	-2	0.97	0.98		61	62	59	61	62	60	1	-	1	Guatemala
...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...	...	Haiti
** 139	** 139	** 139	1	1	1	1.00	** 1.00		48	48	48	** 49	** 49	** 49	-	-	-	Honduras
** 99	** 99	** 99	-2	-2	-2	1.00	** 1.00		** 82	** 80	** 85	** 81	** 79	** 83	-1	-1	-2	Jamaica (p)
109	109	110	-1	-1	-1	1.00	1.00		** 82	** 81	** 84	** 83	** 81	** 85	1	1	1	Mexico (p)
139	...	...	...	...	...	...	...		...	...	...	65	...	...	...	...	...	Montserrat
** 89	** 85	** 93	-5	-7	-3	** 1.04	** 1.09		** 65	** 59	** 71	** 61	** 55	** 68	-4	-5	-2	Netherlands Antilles
138	142	134	-2	-2	-2	0.94	0.94		40	41	39	38	40	37	-1	-1	-2	Nicaragua
** 119	** 120	** 117	7	8	6	0.99	** 0.97		** 84	** 84	** 84	** 85	** 84	** 86	1	-	1	Panama
...	...	...	...	...	...	1.05	...		32	29	35	...	...	...	...	...	...	Saint Kitts and Nevis
96	92	101	-6	-11	-1	** 0.99	1.10		** 70	** 69	** 72	** 66	** 62	** 71	-4	-7	-	Saint Lucia
** 102	** 106	** 99	-3	-1	-5	** 0.97	** 0.93		** 44	** 44	** 45	** 43	** 40	** 47	-1	-4	3	Saint Vincent and the Grenadines
** 97	** 99	** 95	1	2	1	0.97	** 0.96		** 66	** 66	** 67	** 67	** 67	** 68	1	1	1	Trinidad and Tobago
110	100	119	...	...	...	...	1.19		...	...	...	69	57	80	...	...	...	Turks and Caicos Islands
...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...	...	United States (p)

TABLE 2: PRIMARY EDUCATION, ISCED 1. INTAKE RATES AND TOTAL ENROLMENT

Regions Country or territory	Education System			Enrolment							Gross (Apparent) Intake Ratio		
	Compulsory Education Age-range	Theoretical entrance age	Theoretical duration (years)	2000/2001			2001/2002			% change 2000 to 2001	2000/2001		
				MF	% F	% Private	MF	% F	% Private		MF	M	F
America, South													
Argentina (p)	5-14	6	6	4,898,224	49	20	4,900,225	49	20	-	111	111	111
Bolivia	6-13	6	6	1,492,023	49	8	1,501,040	49	21	1	121	120	122
Brazil (p)	7-14	7	4	20,211,506	48	8	19,727,684	48	8	-2	117	...	...
Chile (p)	6-13	6	6	1,798,515	49	45	1,753,952	49	47	...	97	97	96
Colombia	5-14	6	5	5,221,018	49	19	5,131,463	49	19	-2	135	138	132
Ecuador	5-14	6	6	1,955,060	49	23	1,982,636	49	27	1	138	138	137
Guyana	6-15	6	6	...	...	...	...	...	...	...	...	...	...
Paraguay (p)	6-14	6	6	** 966,476	** 48	** 15	** 966,548	** 48	** 15	-	** 120	** 122	** 118
Peru (p)	6-16	6	6	4,338,080	49	13	4,317,368	49	13	-	116	115	116
Suriname	7-12	6	6	64,852	49	48	64,023	49	48	-1	** 106	** 108	** 104
Uruguay (p)	6-15	6	6	360,834	49	14	359,557	48	13	-	101	100	102
Venezuela	6-15	6	6	** 3,331,441	** 48	...	3,506,780	48	14	5	** 104	** 107	** 101
Asia													
Afghanistan (s)	7-12	7	6	500,068	-	...	773,623	-	...	55	...	...	-
Armenia	7-17	7	3	155,423	49	1	143,815	49	1	-7	104	106	103
Azerbaijan	6-16	6	4	693,760	48	-	668,902	48	-	-4	92	94	91
Bahrain	...	6	6	79,407	49	20	81,057	49	21	2	** 91	** 91	** 91
Bangladesh	6-10	6	5	17,667,985	49	39	17,659,220	49	39	-	110	112	108
Bhutan	6-16	6	7	85,092	46	2	88,204	47	1	4	...	...	...
Brunei Darussalam	5-16	6	6	44,981	47	35	44,487	48	34	-1	100	98	101
Cambodia (u)	na	6	6	2,431,142	46	...	2,728,698	47	1	12	139	144	135
China (p)	6-14	7	5	125,756,891	47	...	...	...	...	...	** 96	** 92	** 99
Cyprus	6-14	6	6	63,637	49	4	...	...	...	...	100	100	100
Democratic People's Republic of Korea	6-15	6	4	...	...	...	...	...	...	...	...	...	...
Georgia	6-14	6	4	276,389	49	2	254,030	49	2	-8	88	89	87
Hong Kong (China), SAR	6-14	6	6	** 498,175	** 48	** 94	497,376	** 48	** 93	-	** 104	** 105	** 103
India (p)	6-14	6	5	113,826,978	44	17	...	...	...	...	125	136	114
Indonesia (p)	7-15	7	6	28,690,131	49	16	28,926,377	49	16	1	111	114	108
Iran, Islamic Republic of	6-10	6	5	7,968,437	48	4	7,513,015	48	4	-6	85	85	85
Iraq	6-11	6	6	...	...	na	...	...	na	...	...	...	...
Israel (p)	5-15	6	6	748,580	49	...	760,346	49	-	2	...	...	...
Japan (p)	6-15	6	6	7,394,582	49	1	7,325,866	49	1	-1	...	...	...
Jordan (p)	6-15	6	6	...	...	...	765,788	49	29	...	...	...	...
Kazakhstan	7-17	7	4	1,190,069	49	1	1,158,299	49	1	-3	105	106	105
Kuwait	6-13	6	4	141,419	49	31	148,712	49	30	5	96	95	97
Kyrgyzstan	7-16	7	4	459,721	49	1	454,692	49	-	-1	103	105	102
Lao People's Democratic Republic	6-10	6	5	828,113	45	2	852,857	45	2	3	122	130	113
Lebanon	6-14	6	6	(e) 453,986	48	64	452,050	48	63	-	94	95	93
Macao, China	5-14	6	6	45,663	47	** 94	44,368	47	** 94	-3	91	93	90
Malaysia (p)	na	6	6	3,017,902	49	3	3,024,959	49	4	-	** 94	** 94	** 95
Maldives	6-12	6	7	73,522	49	2	71,054	48	2	-3	94	95	93
Mongolia	8-15	8	4	250,436	50	2	241,258	50	2	-4	104	104	105
Myanmar	5-9	5	5	4,781,543	49	na	4,788,851	50	na	-	115	116	115

Table 2: Primary education, ISCED 1. Intake rates and total enrolment

Gross (Apparent) Intake Ratio									Net Intake Rate									Regions
2001/2002			Change 2000 to 2001			GPI		2000/2001			2001/2002			Change 2000 to 2001			Country or territory	
MF	M	F	MF	M	F	2000/2001	2001/2002	MF	M	F	MF	M	F	MF	M	F		
America, South																		
112	112	112	1	1	2	1.00	1.00	...	...	...	94	94	94	...	...	...	Argentina (p)
120	119	121	-1	-1	-1	1.01	1.01	67	66	68	68	67	68	1	1	1	Bolivia	
125	130	119	7	...	...	...	0.91	...	...	...	...	...	...	...	...	...	Brazil (p)
93	94	93	...	...	...	0.99	0.99	** 37	** 37	** 37	** 37	** 37	** 37	...	...	...	Chile (p)
127	130	125	-7	-7	-7	0.96	0.96	** 59	** 60	** 57	** 57	** 59	** 56	-1	-1	-1	Colombia	
138	139	138	1	1	1	0.99	0.99	** 82	** 81	** 83	86	86	87	4	5	3	Ecuador	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guyana
113	114	112	-7	-8	-6	** 0.97	0.98	** 71	** 70	** 72	67	66	69	-4	-5	-3	Paraguay (p)	
116	116	116	-	1	-	1.01	1.00	** 83	** 83	** 83	** 85	** 85	** 85	2	2	2	Peru (p)	
** 104	** 106	** 102	-2	-2	-2	** 0.96	** 0.96	** 70	** 65	** 75	** 69	** 64	** 74	-1	-1	-1	Suriname	
104	104	104	3	3	2	1.02	1.00	** 36	** 34	** 37	** 35	** 33	** 36	-1	-1	-1	Uruguay (p)	
106	107	104	2	-	4	** 0.94	0.97	** 62	** 61	** 62	65	64	65	3	3	3	Venezuela	
Asia																		
...	...	-	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Afghanistan (s)
96	97	95	-8	-8	-8	0.98	0.98	71	71	72	61	61	62	-10	-11	-10	Armenia	
90	91	88	-3	-2	-3	0.96	0.96	** 59	** 60	** 57	57	59	55	-2	-2	-2	Azerbaijan	
** 88	** 90	** 87	-3	-1	-5	** 1.01	** 0.96	** 77	** 76	** 78	** 75	** 75	** 74	-2	-1	-4	Bahrain	
107	106	108	-3	-6	-	0.96	1.02	83	84	82	81	79	82	-2	-5	-	Bangladesh	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bhutan
97	96	97	-3	-2	-4	1.03	1.01	...	...	...	...	...	...	...	...	...	Brunei Darussalam
167	174	161	28	30	26	0.94	0.93	69	70	67	68	69	67	-1	-1	-	Cambodia (u)	
...	...	...	...	...	...	**** 1.08	...	** (d) 56	...	...	...	...	...	...	...	...	China (p)
...	...	...	...	...	...	1.00	...	...	...	...	...	...	...	...	...	...	Cyprus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
92	93	92	4	4	4	0.98	0.99	73	73	72	76	76	77	4	2	5	Georgia	
** 104	** 105	** 103	-	-	-	** 0.98	** 0.98	** 70	** 71	** 69	** 70	** 72	** 69	1	1	-	Hong Kong (China), SAR	
...	...	...	...	...	...	0.84	...	...	...	...	...	...	...	...	...	...	India (p)
116	119	113	5	5	5	0.95	0.95	44	45	44	46	47	46	2	2	2	Indonesia (p)	
86	86	86	1	1	1	0.99	1.00	** 41	** 42	** 41	...	...	...	...	...	...	Iran, Islamic Republic of
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Iraq
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Israel (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Japan (p)
103	103	103	...	...	...	...	1.01	...	...	...	68	67	68	...	...	...	Jordan (p)
107	107	106	1	1	1	1.00	0.99	** 67	** 69	** 66	** 68	** 70	** 67	1	1	-	Kazakhstan	
95	96	95	-1	1	-3	1.03	0.99	67	66	68	69	70	68	2	4	-	Kuwait	
107	108	106	4	3	4	0.97	0.98	** 64	** 65	** 62	** 66	** 68	** 65	3	3	2	Kyrgyzstan	
126	133	117	4	4	4	0.88	0.88	59	60	58	62	63	61	3	2	3	Lao People's Democratic Republic	
97	98	96	2	2	2	0.98	0.98	80	81	80	84	84	83	3	3	3	Lebanon	
95	98	92	4	6	3	0.97	0.94	70	70	70	73	73	72	3	4	2	Macao, China	
93	93	93	-2	-2	-2	** 1.00	1.00	...	...	...	93	93	93	...	...	...	Malaysia (p)
92	92	91	-2	-2	-2	0.98	0.98	80	81	80	81	81	81	1	-	2	Maldives	
101	100	103	-3	-4	-2	1.00	1.03	72	72	72	61	61	61	-11	-11	-10	Mongolia	
116	116	117	1	-	2	1.00	1.01	90	91	90	93	93	94	3	2	4	Myanmar	

TABLE 2: PRIMARY EDUCATION, ISCED 1. INTAKE RATES AND TOTAL ENROLMENT

Regions Country or territory	Education System			Enrolment							Gross (Apparent) Intake Ratio		
	Compulsory Education Age-range	Theoretical entrance age	Theoretical duration (years)	2000/2001			2001/2002			% change 2000 to 2001	2000/2001		
				MF	% F	% Private	MF	% F	% Private	MF	MF	M	F
Nepal	6-10	6	5	3,623,150	44	7	3,853,618	45	7	6	(c) 114	(c) 120	(c) 108
Oman	...	6	6	316,889	48	4	316,633	48	4	-	77	76	77
Pakistan	5-9	5	5	* 14,561,580	* 41	...	...	...	...	...	** 94	** 108	** 79
Palestinian Autonomous Territories	6-15	6	4	398,978	49	9	402,370	49	8	1	105	104	105
Philippines (p)	6-12	6	6	12,759,918	49	7	12,826,218	49	7	1	130	134	125
Qatar	6-17	6	6	62,465	49	39	64,255	48	41	3	...	...	...
Republic of Korea (p)	6-14	6	6	4,030,413	47	1	4,099,649	47	1	2	101	102	100
Saudi Arabia	6-11	6	6	2,308,460	48	7	2,316,166	48	7	-	** 68	** 69	** 68
Singapore	6-16	6	6	...	...	...	...	...	...	...	...	...	...
Sri Lanka (p)	5-13	5	5	...	...	...	1,763,208	49	2	...	...	...	...
Syrian Arab Republic	6-11	6	6	2,835,023	47	4	2,904,569	47	4	2	118	119	116
Tajikistan	7-15	7	4	680,100	47	na	684,542	48	na	1	102	105	99
Thailand (p)	6-14	6	6	6,179,325	48	13	6,228,095	48	14	1	** 96	** 99	** 92
Timor-Leste	7-15	6	6	188,900	...	...	183,626	...	...	-3	...	...	...
Turkey (p)	6-14	6	6	** 8,014,733	** 47	** 2	** 8,210,961	** 47	** 2	2	...	...	...
Turkmenistan	7-15	7	4	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	6-11	6	6	280,248	48	47	285,744	48	51	2	99	100	99
Uzbekistan	7-15	7	4	...	...	na	** 2,559,151	** 49	na	...	...	...	...
Viet Nam	6-14	6	5	9,751,434	48	-	9,336,913	48	-	-4	100	103	97
Yemen	6-14	6	6	2,643,579	38	1	2,783,371	39	** 1	5	92	104	79
Europe													
Albania	6-13	6	4	274,233	49	2	...	...	...	...	102	103	101
Andorra	6-15	6	6	...	...	...	...	...	...	...	...	...	...
Austria (p)	6-14	6	4	392,339	48	4	...	...	...	...	** 106	** 108	** 105
Belarus	6-14	6	4	560,437	48	-	511,863	48	-	-9	...	...	...
Belgium (p)	6-18	6	6	771,889	49	54	...	...	...	...	...	...	...
Bosnia and Herzegovina	...	6	4	...	...	...	...	...	...	...	...	...	...
Bulgaria	7-14	7	4	374,361	48	-	...	...	...	...	99	100	99
Croatia	7-14	7	4	195,638	49	-	193,179	49	-	-1	94	94	93
Czech Republic (p)	6-15	6	5	630,680	48	1	603,843	48	1	-4	** 102	** 102	** 101
Denmark (p)	7-16	7	6	395,870	49	...	...	...	...	...	100	100	100
Estonia	7-15	7	6	117,289	48	2	...	...	...	...	96	98	94
Finland (p)	7-16	7	6	392,150	49	1	...	...	...	...	98	98	98
France (p)	6-16	6	5	3,837,902	49	15	...	...	...	...	...	...	...
Germany (p)	6-18	6	4	3,519,051	49	2	3,373,176	49	3	-4	99	100	99
Gibraltar	5-14	5	6	2,377	48	4	...	...	...	...	...	...	...
Greece (p)	6-14	6	6	636,460	48	6	...	...	...	...	...	...	...
Holy See	na	na	na	na	na	na	na	na	na	na	na	na	na
Hungary (p)	7-16	7	4	489,768	48	5	477,865	48	5	-2	98	99	97
Iceland (p)	6-16	6	7	31,786	49	1	...	...	...	...	96	97	95
Ireland (p) (t)	6-15	4	8	443,617	49	1	...	...	...	...	102	108	96
Italy (p)	6-14	6	5	2,810,337	48	7	...	...	...	...	95	96	95
Latvia	7-15	7	4	125,634	49	1	...	...	...	...	94	94	93
Liechtenstein	7-14	6	5	...	...	...	...	...	...	...	...	...	...

Table 2: Primary education, ISCED 1. Intake rates and total enrolment

Gross (Apparent) Intake Ratio									Net Intake Rate									Regions
2001/2002			Change 2000 to 2001			GPI		2000/2001			2001/2002			Change 2000 to 2001			Country or territory	
MF	M	F	MF	M	F	2000/2001	2001/2002	MF	M	F	MF	M	F	MF	M	F		
122	128	117	8	7	8	0.90	0.91		Nepal
74	74	74	-2	-2	-2	1.01	1.01	62	61	62	59	59	59	-2	-2	-3	Oman	
...	...	...	...	...	...	** 0.73	...	...	...	...	...	...	...	...	...	...	Pakistan
100	99	100	-5	-5	-5	1.01	1.01	80	80	80	** 76	** 76	** 76	-4	-4	-4	Palestinian Autonomous Territories	
132	137	127	2	3	2	0.94	0.93	47	46	49	47	44	49	-	-1	-	Philippines (p)	
** 108	** 107	** 108	...	...	...	...	** 1.01	...	...	...	** 73	** 73	** 73	...	...	...	Qatar
101	102	100	-	-	-	0.98	0.98	...	...	...	95	96	94	...	...	...	Republic of Korea (p)
68	68	67	-1	-1	-	** 0.98	0.99	** 44	** 53	** 35	45	53	36	-	-	1	Saudi Arabia	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka (p)
123	124	121	5	5	4	0.97	0.97	60	61	59	** 62	** 63	** 62	2	3	2	Syrian Arab Republic	
114	117	112	13	12	14	0.94	0.96	** 95	** 98	** 91	** 98	** 100	** 95	12	11	13	Tajikistan	
...	...	...	...	...	...	** 0.94	...	...	...	...	...	...	...	...	...	...	Thailand (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Timor-Leste
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkey (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
** 102	** 102	** 102	3	3	3	0.99	** 0.99	50	50	51	** 52	** 51	** 52	1	1	2	United Arab Emirates	
** 104	** 104	** 104	...	...	...	...	** 1.00	...	...	...	** 87	...	...	...	...	...	Uzbekistan
100	103	97	-	-	-	0.95	0.94	** 78	...	...	** 83	...	...	5	...	...	Viet Nam
...	...	...	...	...	...	0.76	...	...	...	...	...	...	...	...	...	...	Yemen
...		
...	...	...	...	...	...	0.98	...	** 79	** 79	** 79	...	...	...	...	...	...	Europe
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Albania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Andorra
...	...	...	...	...	...	** 0.98	...	...	...	...	...	...	...	...	...	...	Austria (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Belarus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Belgium (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
...	...	...	...	...	...	0.99	...	...	...	...	...	...	...	...	...	...	Bulgaria
97	97	98	4	3	5	0.99	1.01	68	69	67	72	72	71	3	2	4	Croatia	
...	...	...	...	...	...	** 0.99	...	** 50	** 47	** 54	...	...	...	...	...	...	Czech Republic (p)
...	...	...	...	...	...	1.00	...	...	...	...	...	...	...	...	...	...	Denmark (p)
...	...	...	...	...	...	0.96	...	...	...	...	...	...	...	...	...	...	Estonia
...	...	...	...	...	...	1.00	...	** 94	** 93	** 94	...	...	...	...	...	...	Finland (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	France (p)
98	98	97	-2	-2	-1	0.99	0.99	...	...	...	...	...	...	...	...	...	Germany (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Greece (p)
na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	Holy See	
97	97	96	-1	-2	-1	0.98	0.99	** 62	** 64	** 61	** 63	** 65	** 61	1	2	1	Hungary (p)	
...	...	...	...	...	...	0.98	...	95	96	94	...	...	...	...	...	...	Iceland (p)
...	...	...	...	...	...	0.88	...	...	...	...	...	...	...	...	...	...	Ireland (p) (t)
...	...	...	...	...	...	0.99	...	** 93	** 94	** 93	...	...	...	...	...	...	Italy (p)
...	...	...	...	...	...	0.99	...	...	...	...	...	...	...	...	...	...	Latvia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liechtenstein

TABLE 2: PRIMARY EDUCATION, ISCED 1. INTAKE RATES AND TOTAL ENROLMENT

Regions Country or territory	Education System			Enrolment							Gross (Apparent) Intake Ratio		
	Compulsory Education Age-range	Theoretical entrance age	Theoretical duration (years)	2000/2001			2001/2002			% change 2000 to 2001	2000/2001		
				MF	% F	% Private	MF	% F	% Private	MF	MF	M	F
Lithuania	7-15	7	4	211,650	49	-	...	...	...	...	101	102	100
Luxembourg (p)	6-15	6	6	33,266	49	7	...	...	...	...	100	99	102
Malta	5-15	5	6	33,530	48	37	...	...	...	...	101	102	100
Monaco	6-15	6	5	1,985	49	30	...	...	...	...	...	...	...
Netherlands (p)	6-18	6	6	1,282,041	48	68	...	...	...	...	99	99	98
Norway (p)	6-16	6	7	426,475	49	2	...	...	...	...	...	...	...
Poland (p)	7-15	7	6	3,221,253	48	1	3,105,262	49	1	-4	98	** 98	** 97
Portugal (p)	6-14	6	6	801,545	48	10	...	...	...	...	...	...	...
Republic of Moldova	6-16	7	4	238,713	49	-	227,470	49	1	-5	92	** 92	** 91
Romania	7-14	7	4	1,090,172	48	-	...	...	...	...	102	102	102
Russian Federation (p)	6-15	7	3	5,702,348	49	-	5,554,607	49	-	-3	108	109	107
San Marino	6-14	6	5	...	...	...	...	...	...	...	...	...	...
Serbia and Montenegro	7-14	7	4	381,439	49	na	...	...	...	...	100	99	100
Slovakia (p)	6-15	6	4	300,189	49	4	284,312	49	4	-5	100	100	100
Slovenia	7-13	7	4	86,388	49	-	...	...	...	...	106	106	106
Spain (p)	6-16	6	6	2,505,203	48	33	2,490,744	48	34	-1	...	...	...
Sweden (p)	7-16	7	6	786,027	49	4	785,774	49	5	-	...	...	...
Switzerland (p)	7-15	7	6	537,744	49	3	...	...	...	...	94	92	96
The Former Yugoslav Rep. of Macedonia	7-14	7	4	123,661	48	...	...	...	...	...	98	98	98
Ukraine	7-15	6	4	2,065,348	49	-	2,047,085	49	-	-1	116	...	...
United Kingdom (p)	5-16	5	6	4,596,110	49	5	...	...	...	...	...	...	...
Oceania													
Australia (p)	5-15	5	7	1,905,951	49	27	1,914,395	49	28	-	...	...	...
Cook Islands	5-15	5	6	** 2,596	** 46	...	...	...	...	...	...	...	...
Fiji	6-15	6	6	** 114,709	** 48	-	** 115,014	** 48	...	-	** 112	** 114	** 109
Kiribati	6-15	6	6	...	...	...	...	...	...	...	...	...	...
Marshall Islands	6-14	6	6	** 8,530	** 47	...	8,777	47	24	3	...	...	...
Micronesia (Federated States of)	6-13	6	6	...	...	...	...	...	...	...	...	...	...
Nauru	6-16	6	6	...	...	...	...	...	...	...	...	...	...
New Zealand (p)	5-16	5	6	359,555	49	2	355,532	48	2	-1	...	...	...
Niue	5-16	5	6	** 250	** 48	na	234	46	na	-6	...	...	...
Palau	6-14	6	5	** 1,943	** 48	...	...	...	...	...	...	...	...
Papua New Guinea	6-14	7	6	647,804	48	1	** 663,170	** 48	** 1	2	96	102	91
Samoa	5-14	5	6	28,026	48	16	29,203	48	17	4	108	112	105
Solomon Islands	...	6	6	...	...	...	...	...	...	...	...	...	...
Tokelau	...	5	6	...	...	...	...	...	...	...	...	...	...
Tonga	6-14	5	6	16,666	47	...	17,026	47	9	2	** 111	** 112	** 110
Tuvalu	7-14	6	6	...	...	...	1,427	50	...	...	...	...	...
Vanuatu	6-12	6	6	35,674	48	3	36,482	48	4	2	112	113	111

Table 2: Primary education, ISCED 1. Intake rates and total enrolment

Gross (Apparent) Intake Ratio									Net Intake Rate									Regions Country or territory
2001/2002			Change 2000 to 2001			GPI		2000/2001			2001/2002			Change 2000 to 2001				
MF	M	F	MF	M	F	2000/ 2001	2001/ 2002	MF	M	F	MF	M	F	MF	M	F		
...	...	...	...	...	...	0.98	...	...	...	...	...	...	...	...	...	Lithuania	
...	...	...	...	...	...	1.03	...	87	85	89	...	...	...	...	...	Luxembourg (p)	
...	...	...	...	...	...	0.97	...	...	...	...	...	...	...	...	...	Malta	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Monaco	
...	...	...	...	...	...	0.99	...	99	99	98	...	...	...	...	...	Netherlands (p)	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Norway (p)	
97	** 97	** 98	-	-	-	** 1.00	** 1.00	...	...	...	...	...	...	...	...	Poland (p)	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Portugal (p)	
93	95	92	1	2	-	** 0.99	0.97	...	...	...	...	...	...	...	...	Republic of Moldova	
...	...	...	...	...	...	0.99	...	...	...	...	...	...	...	...	...	Romania	
102	** 102	** 101	-6	-6	-6	0.99	** 0.99	...	...	...	...	...	...	...	...	Russian Federation (p)	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	San Marino	
...	...	...	...	...	...	1.01	...	...	...	...	...	...	...	...	...	Serbia and Montenegro	
94	94	94	-5	-5	-6	1.00	1.00	** 53	** 49	** 56	** 50	** 47	** 53	-3	-3	-3	Slovakia (p)	
...	...	...	...	...	...	1.00	...	...	...	...	...	...	...	...	...	...	Slovenia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Spain (p)
99	98	99	...	...	...	...	1.00	...	...	...	95	95	95	...	...	...	Sweden (p)
...	...	...	...	...	...	1.04	...	** 59	** 59	** 59	...	...	...	...	...	...	Switzerland (p)
...	...	...	...	...	...	1.01	...	** 74	** 75	** 74	...	...	...	...	...	...	The Former Yugoslav Rep. of Macedonia
119	** 119	** 118	3	...	...	...	** 0.99	...	...	...	67	** 67	** 67	...	...	...	Ukraine
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	United Kingdom (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Oceania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Australia (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Cook Islands
** 112	** 115	** 108	-	1	-1	** 0.96	** 0.95	** 76	** 78	** 74	** 77	** 79	** 75	1	2	1	Fiji	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nauru
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	New Zealand (p)
110	123	100	...	...	...	...	0.81	...	...	...	89	100	81	...	...	...	Niue
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Palau
** 96	** 102	** 90	-	-	-	0.89	** 0.89	...	...	...	...	...	...	...	...	...	Papua New Guinea
116	115	117	8	4	12	0.94	1.01	* 80	* 81	* 79	** 76	** 74	** 79	-4	-7	-	Samoa	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tokelau
106	105	108	-5	-7	-3	** 0.98	1.03	...	...	...	87	85	89	...	...	...	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
** 121	** 119	** 124	9	6	12	0.99	** 1.04	** 51	** 51	** 51	** 55	** 54	** 56	4	3	6	Vanuatu	

Symbols and footnotes:

** UIS estimation
 ... No data available
 na Not applicable

* National estimation
 - Magnitude nil or negligible
 Data in *italics* refer to the latest year available
 Data in **bold** refer to 2002

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

(e) Policy change: The duration of primary education has been extended by one year

(s) During the Taliban rule, there were officially no girls enrolled in government schools

(u) Policy change: Implementation of the Education Strategic Plan (1999), Education Sector Support Programme and the Priority Activities Programme (2000-2004)

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

(p) Data for 2001 or later years are provisional

(t) Change in recording of data reported by country

TABLE 3: PRIMARY EDUCATION, ISCED 1. ENROLMENT RATES AND STAFF

Regions	Gross Enrolment Ratio											Net Enrolment Rate					
	2000/2001			2001/2002			Change 2000 to 2001			GPI		2000/2001			2001/2002		
	MF	M	F	MF	M	F	MF	M	F	2000/2001	2001/2002	MF	M	F	MF	M	F
Africa																	
Regional average	85	91	79	86	92	80	2	2	1	0.87	0.87	**65	**69	**62	**66	**70	**63
Algeria	107	112	103	108	112	104	1	1	1	0.92	0.93	94	96	93	95	96	94
Angola	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Benin	97	115	79	104	122	86	7	7	7	0.68	0.7	...	...	...	...	...	...
Botswana	102	102	103	103	103	103	1	1	1	1.00	1.00	80	78	81	81	79	83
Burkina Faso	44	51	36	** 44	** 51	** 36	-	-	-	0.71	** 0.71	35	41	29	** 35	** 41	** 29
Burundi	66	73	58	71	80	62	5	7	4	0.8	0.79	54	59	49	** 53	** 59	** 48
Cameroon	(c) 106	(c) 114	(c) 99	* 107	* 115	* 99	1	1	-	0.87	* 0.86	...	...	...	...	...	...
Cape Verde	123	126	121	123	125	120	-1	-1	-1	0.96	0.96	99	100	99	99	100	99
Central African Republic	* 75	* 90	* 61	* 66	* 79	* 53	-9	-10	-8	* 0.68	* 0.67	...	...	...	...	...	...
Chad	73	90	57	** 73	** 90	** 57	-	-	-	0.63	** 0.63	58	70	47	** 58	** 70	** 47
Comoros	** 86	** 94	** 78	90	98	81	4	4	3	** 0.83	0.82	...	...	...	...	...	...
Congo	84	87	81	86	88	83	1	1	1	0.93	0.93	...	...	...	...	...	...
Côte d'Ivoire	78	88	67	80	92	68	3	4	1	0.77	0.74	61	69	53	63	72	53
Democratic Republic of the Congo	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Djibouti	40	45	34	40	46	35	-	-	1	0.76	0.76	** 32	** 36	** 28	** 34	** 38	** 30
Egypt (p)	** 97	** 100	** 93	** 97	** 100	** 94	-	-	1	** 0.93	** 0.94	** 90	** 92	** 87	** 90	** 92	** 88
Equatorial Guinea	130	133	127	126	132	120	-4	-1	-7	0.96	0.91	** 87	** 93	** 81	85	91	78
Eritrea	57	62	51	61	67	54	4	5	3	0.83	0.81	39	42	36	43	46	39
Ethiopia	60	72	49	64	75	53	3	3	4	0.69	0.71	44	50	38	46	52	41
Gabon	129	129	128	134	135	134	6	6	6	1.00	0.99	** 78	** 79	** 78	...	...	...
Gambia	79	82	75	** 79	** 82	** 75	-	-	-	0.92	** 0.92	73	76	70	** 73	** 76	** 70
Ghana	79	82	75	81	85	78	3	3	3	0.91	0.91	57	58	56	60	61	59
Guinea	67	78	56	77	88	66	10	10	10	0.72	0.75	47	52	41	61	69	54
Guinea-Bissau	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	94	94	93	96	97	95	2	3	2	0.99	0.98	68	68	69	** 70	** 69	** 71
Lesotho	(c) 122	(c) 120	(c) 124	124	123	125	2	3	1	1.04	1.02	(c) 83	(c) 80	(c) 87	84	81	88
Liberia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Libyan Arab Jamahiriya	115	114	115	114	114	114	-	1	-1	1.02	1.00	...	...	...	...	...	...
Madagascar	103	105	101	104	106	102	1	1	1	0.96	0.96	68	67	68	69	68	69
Malawi	144	147	140	146	149	143	2	2	2	0.96	0.96	...	...	...	** 81	** 81	** 81
Mali	54	62	46	57	65	49	3	3	3	0.73	0.75	...	...	...	...	...	...
Mauritania	85	88	83	86	88	85	1	-	2	0.93	0.96	** 66	** 68	** 64	** 67	** 68	** 65
Mauritius	108	108	107	106	106	106	-2	-2	-1	0.99	1.00	94	94	94	93	93	93
Morocco	101	108	94	107	113	101	6	5	7	0.87	0.89	** 84	** 87	** 80	88	92	85
Mozambique	91	103	79	99	110	87	8	8	8	0.77	0.79	54	58	50	60	63	56
Namibia	107	106	107	106	106	106	-1	-1	-1	1.01	1.01	78	75	80	78	76	81
Niger	36	43	29	40	47	32	4	5	4	0.68	0.68	31	37	25	34	41	28
Nigeria	** 98	** 108	** 87	** 96	** 107	** 86	-1	-1	-2	** 0.81	** 0.80	...	...	...	...	...	...
Rwanda	117	118	116	117	118	116	-	-1	1	0.98	0.99	** 84	** 83	** 85	84	83	85
Sao Tome and Principe	** 125	** 129	** 120	** 126	** 130	** 122	2	1	3	** 0.93	** 0.94	...	...	...	** 97	** 100	** 94
Senegal	74	78	70	75	79	72	1	1	2	0.89	0.91	** 62	** 66	** 59	58	61	54
Seychelles	118	118	118	116	116	115	-2	-2	-3	1.00	0.99	100	100	100	100	100	99
Serra Leone	79	93	65	...	...	...	...	...	...	0.70	...	...	...	...	...	...	...

Table 3: Primary education, ISCED 1. Enrolment rates and staff

Net Enrolment Rate			Teaching Staff				% Trained Teachers	Pupil/Teacher Ratio		% Repeaters						Regions
Change 2000 to 2001			2000/2001		2001/2002		2001/2002			2000/2001			2001/2002			Country or territory
MF	M	F	MF	% F	MF	% F	MF	2000/2001	2001/2002	MF	M	F	MF	M	F	
																Africa
1	1	1														Regional average
1	1	1	169,559	47	170,039	48	97	28	28	13	15	10	12	14	9	Algeria
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Angola
...	...	...	19,710	20	21,766	19	...	54	53	20	20	20	** 20	** 20	** 20	Benin
1	1	1	12,135	81	12,370	80	89	27	27	3	4	3	3	4	3	Botswana
-	-	-	19,007	23	** 19,554	** 23	...	47	** 47	18	18	18	** 18	** 18	** 18	Burkina Faso
-1	-	-1	* 14,955	* 54	16,651	54	...	* 50	49	25	24	25	26	26	27	Burundi
...	...	...	(c) 42,873	36	* 45,089	** 35	...	(c) 63	* 61	24	25	24	* 25	* 26	* 24	Cameroon
-1	-1	-1	3,214	64	3,121	65	67	28	29	12	** 13	** 10	13	15	11	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
-	-	-	13,819	10	** 14,269	** 10	...	71	** 71	26	25	26	** 26	** 25	** 26	Chad
...	...	...	** 2,648	...	2,660	...	...	** 37	39	28	** 29	** 26	28	29	26	Comoros
...	...	...	** 8,420	** 38	9,342	38	...	** 59	56	25	26	24	** 25	** 25	** 24	Congo
2	3	1	44,424	20	48,227	22	...	46	44	** 24	** 24	** 25	** 23	** 23	** 24	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic Republic of the Congo
2	2	2	** 1,199	** 28	** 1,288	** 30	...	** 36	** 34	** 14	** 14	** 14	11	11	11	Djibouti
-	-	1	** 352,911	** 53	** 349,182	** 53	...	** 22	** 22	** 5	** 6	** 4	** 5	** 6	** 4	Egypt (p)
-2	-2	-3	** 1,810	** 24	...	...	...	** 43	...	** 40	** 38	** 43	40	38	43	Equatorial Guinea
3	4	3	6,668	41	7,498	38	73	45	44	** 18	** 18	** 19	17	17	18	Eritrea
2	2	3	121,077	30	126,882	31	69	55	57	7	7	8	8	7	9	Ethiopia
...	...	...	5,399	48	** 5,727	** 40	...	49	** 49	37	38	36	34	35	34	Gabon
-	-	-	4,186	29	** 4,245	** 30	...	37	** 38	8	8	7	...	...	...	Gambia
3	3	3	75,087	35	80,552	32	65	33	32	5	5	5	7	7	7	Ghana
14	17	12	19,244	25	21,125	24	...	44	47	20	20	21	21	20	22	Guinea
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
2	2	2	** 191,068	** 42	184,130	42	98	** 30	32	...	...	...	...	...	...	Kenya
1	1	1	(c) 8,578	80	8,762	80	75	(c) 48	47	18	20	16	20	22	17	Lesotho
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liberia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
1	1	1	** 46,482	** 56	50,700	58	...	** 50	47	30	31	29	30	31	29	Madagascar
...	...	...	...	...	...	...	...	...	...	15	16	15	14	14	14	Malawi
...	...	...	17,788	23	21,756	25	...	63	56	** 18	** 17	** 18	19	19	20	Mali
1	-	2	8,636	24	9,604	26	...	42	39	15	15	15	14	14	14	Mauritania
-1	-1	-	5,178	55	5,379	57	100	26	25	4	5	4	** 4	** 5	** 4	Mauritius
5	4	5	136,558	41	142,335	42	...	28	28	13	14	11	13	14	11	Morocco
6	5	6	36,187	26	38,762	27	60	64	66	** 23	** 22	** 23	23	22	23	Mozambique
1	1	-	12,327	67	12,579	60	** 37	32	32	13	15	11	** 13	** 15	** 11	Namibia
4	4	3	15,668	33	18,441	34	73	42	41	10	10	10	9	9	9	Niger
...	...	...	** 446,405	** 49	** 487,303	** 49	...	** 43	** 40	...	...	...	** 6	** 7	** 6	Nigeria
-	-1	1	28,698	51	26,024	50	81	51	59	36	36	36	36	36	36	Rwanda
...	...	...	** 810	** 62	** 881	** 62	...	** 34	** 33	...	...	...	** 26	** 27	** 24	Sao Tome and Principe
-5	-4	-5	22,813	22	24,484	23	91	51	49	14	14	14	14	14	14	Senegal
-2	-2	-3	684	86	712	86	78	15	14	na	na	na	na	na	na	Seychelles
...	...	...	14,875	38	...	...	...	37	...	...	...	...	...	...	...	Serra Leone

TABLE 3: PRIMARY EDUCATION, ISCED 1. ENROLMENT RATES AND STAFF

Regions	Gross Enrolment Ratio											Net Enrolment Rate					
	2000/2001			2001/2002			Change 2000 to 2001			GPI		2000/2001			2001/2002		
	MF	M	F	MF	M	F	MF	M	F	2000/2001	2001/2002	MF	M	F	MF	M	F
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	106	109	103	105	107	103	-1	-1	-	0.95	0.96	90	90	90	90	89	90
Sudan	58	63	53	59	63	54	1	-	1	0.85	0.85	...	...	...	...	...	...
Swaziland	102	106	99	100	103	98	-2	-2	-1	0.94	0.95	78	77	78	77	76	77
Togo	123	137	109	124	136	112	1	-	2	0.80	0.82	91	100	82	92	100	84
Tunisia (p)	113	115	110	112	114	109	-1	-1	-1	0.96	0.96	95	96	95	97	97	97
Uganda	134	138	129	136	139	134	3	1	4	0.94	0.96	...	...	...	...	...	...
United Republic of Tanzania	63	63	64	69	70	69	6	7	5	1.01	0.98	** 50	** 49	** 50	54	54	54
Zambia	79	82	76	79	81	76	-	-	-	0.93	0.94	66	67	65	** 66	** 66	** 66
Zimbabwe (p)	96	98	95	99	100	98	3	3	3	0.97	0.97	81	81	81	83	82	83
America, North																	
Regional average	105	105	104	104	104	104	-1	-1	-1	0.99	1.00	94	94	95	94	94	94
Anguilla	...	...	...	99	99	98	...	...	...	...	0.99	...	...	...	97	96	97
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aruba	111	113	109	115	118	111	4	5	2	0.97	0.95	97	98	96	98	99	98
Bahamas	...	...	...	92	92	93	...	...	...	...	1.01	...	...	...	** 86	** 85	** 88
Barbados	110	110	110	108	108	108	-2	-2	-1	0.99	1.00	100	100	100	100	100	100
Belize	118	119	116	...	...	...	...	...	...	0.97	...	** 96	** 96	** 96	...	...	...
Bermuda	103	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
British Virgin Islands	108	** 108	** 108	109	112	107	1	3	-2	** 1.00	0.96	95	** 95	** 95	94	95	93
Canada (p)	100	99	100	...	...	...	...	...	...	1.00	...	** 100	** 100	** 100	...	...	...
Cayman Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Costa Rica	108	109	107	108	108	108	-	-	1	0.98	1.00	92	92	93	91	90	91
Cuba	102	104	100	100	102	98	-2	-2	-2	0.96	0.96	97	98	97	96	96	95
Dominica	100	102	97	...	...	...	...	...	...	0.96	...	** 91	** 93	** 90	...	...	...
Dominican Republic	** 124	** 126	** 122	126	125	127	2	-1	4	** 0.97	1.01	** 93	** 92	** 94	97	99	95
El Salvador	111	114	108	112	114	109	1	-	1	0.95	0.96	...	...	...	89	89	89
Grenada	95	97	92	...	...	...	...	...	...	0.95	...	** 84	** 89	** 80	...	...	...
Guatemala	102	106	98	103	107	99	1	1	1	0.92	0.92	84	86	82	85	87	83
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	106	105	107	** 106	** 105	** 107	-	-	-	1.02	** 1.02	87	87	88	** 87	** 87	** 88
Jamaica (p)	100	100	99	101	101	100	1	1	1	0.99	0.99	95	95	95	95	95	95
Mexico (p)	110	111	110	110	111	110	-	-	-	0.99	0.99	99	99	100	99	99	100
Montserrat	...	...	...	116	...	...	...	...	...	...	...	...	...	...	100	...	...
Netherlands Antilles	107	114	100	104	104	104	-3	-10	5	0.87	1.00	91	96	86	88	86	91
Nicaragua	104	103	104	105	104	105	1	1	1	1.01	1.01	81	80	81	82	82	82
Panama	109	111	107	110	112	108	1	1	1	0.97	0.97	98	98	98	99	99	99
Saint Kitts and Nevis	117	112	123	...	...	...	...	...	...	1.09	...	96	91	100	...	...	...
Saint Lucia	113	113	112	111	111	112	-1	-2	-	1.00	1.01	** 100	** 99	** 100	** 99	** 100	** 98
Saint Vincent and the Grenadines	103	105	101	101	103	99	-2	-2	-2	0.96	0.96	** 91	** 92	** 90	** 92	** 92	** 92
Trinidad and Tobago	101	102	100	** 105	** 106	** 104	4	4	5	0.98	** 0.99	93	93	92	** 94	** 94	** 94
Turks and Caicos Islands	...	...	...	101	104	99	...	...	...	...	0.96	...	...	...	88	88	88
United States (p)	100	100	100	98	98	99	-2	-3	-2	1.00	1.01	94	94	95	93	92	93

TABLE 3: PRIMARY EDUCATION, ISCED 1. ENROLMENT RATES AND STAFF

Regions	Gross Enrolment Ratio										Net Enrolment Rate						
	2000/2001			2001/2002			Change 2000 to 2001			GPI		2000/2001			2001/2002		
	MF	M	F	MF	M	F	MF	M	F	2000/2001	2001/2002	MF	M	F	MF	M	F
America, South																	
Regional average	128	130	126	126	128	124	-1	-1	-1	0.97	0.97	95	96	94	96	96	96
Argentina (p)	120	120	120	120	120	119	-1	-1	-	1.00	1.00	* 100	* 100	* 99	100	100	100
Bolivia	115	116	114	114	114	113	-1	-1	-1	0.99	0.99	95	95	95	94	94	94
Brazil (p)	151	155	146	148	153	144	-2	-2	-2	0.94	0.94	95	98	91	97	96	97
Chile (p)	103	104	101	100	101	99	...	...	...	0.98	0.98	89	89	88	86	87	86
Colombia	112	113	112	110	110	109	-3	-3	-3	1.00	0.99	** 89	** 89	** 88	87	** 87	** 86
Ecuador	116	116	116	117	117	117	1	1	1	1.00	1.00	99	99	100	99	99	100
Guyana	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Paraguay (p)	** 113	** 115	** 111	** 112	** 114	** 110	-1	-1	-1	** 0.96	** 0.96	** 92	** 92	** 93	** 92	** 91	** 92
Peru (p)	121	122	121	120	120	120	-1	-2	-1	0.99	1.00	100	100	100	100	100	100
Suriname	127	127	127	126	127	125	-1	-1	-2	1.00	0.98	** 99	** 97	** 100	** 97	** 97	** 98
Uruguay (p)	109	110	108	108	109	107	-1	-1	-1	0.98	0.98	90	90	91	90	89	90
Venezuela	** 101	** 102	** 100	106	107	105	5	5	5	** 0.98	0.98	** 90	** 88	** 93	92	92	93
Asia																	
Regional average	102	106	98	102	106	98	-	-	-	0.92	0.92	** 87	** 90	** 83	** 87	** 90	** 83
Afghanistan (s)	15	29	-	23	44	-	8	15	...	...	...	...	...	-	...	...	-
Armenia	96	97	96	96	97	95	-	1	-	0.99	0.98	85	85	85	85	85	84
Azerbaijan	93	94	92	93	93	92	-	-	-	0.98	0.98	** 80	** 81	** 80	80	81	79
Bahrain	98	98	98	98	98	98	-	-	-1	1.00	0.99	** 91	** 91	** 92	** 91	** 91	** 91
Bangladesh	99	99	99	98	97	98	-1	-2	-1	1.01	1.02	88	87	88	87	86	88
Bhutan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Brunei Darussalam	109	110	108	106	107	106	-3	-3	-2	0.99	0.99	...	...	...	...	...	...
Cambodia (u)	111	117	104	123	130	116	13	13	13	0.88	0.89	** 85	** 88	** 81	** 86	** 89	** 83
China (p)	114	114	114	...	...	...	...	...	...	1.00	...	** 93	** 92	** 93	...	...	...
Cyprus	97	97	97	...	...	...	...	...	...	1.00	...	95	95	95	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Georgia	95	95	96	92	92	92	-3	-3	-4	1.00	1.00	95	95	95	91	91	91
Hong Kong (China), SAR	** 107	** 107	** 107	108	** 108	** 108	1	1	1	** 1.00	** 1.00	** 97	** 96	** 97	** 98	** 98	** 98
India (p)	99	107	90	...	...	...	...	...	...	0.83	...	* (g) 83	* (g) 91	* (g) 76	...	...	...
Indonesia (p)	110	111	108	111	112	110	1	1	1	0.98	0.98	92	92	91	92	93	92
Iran, Islamic Republic of	93	95	91	92	94	90	-1	-1	-1	0.96	0.96	** 79	** 80	** 78	87	...	...
Iraq	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Israel (p)	114	114	114	113	114	113	-	-1	-	1.00	1.00	100	100	100	100	100	100
Japan (p)	101	101	101	101	101	101	-	-	-	1.00	1.00	100	100	100	100	100	100
Jordan (p)	...	...	...	99	98	99	...	...	...	...	1.00	...	...	...	91	91	92
Kazakhstan	97	97	96	99	100	99	2	2	2	0.99	0.99	87	87	87	90	90	89
Kuwait	94	93	94	94	95	94	1	1	-	1.01	0.99	83	83	83	85	85	84
Kyrgyzstan	100	102	98	100	102	99	-	-	-	0.97	0.97	90	91	88	90	92	88
Lao People's Democratic Republic	113	121	104	115	123	106	2	2	2	0.86	0.86	81	85	78	83	86	79
Lebanon	102	104	101	103	105	101	-	-	-	0.97	0.96	** 90	** 90	** 89	** 90	** 90	** 89
Macao, China	102	105	100	104	107	101	2	2	1	0.95	0.94	84	85	83	86	87	85
Malaysia (p)	97	97	97	95	95	95	-2	-2	-2	1.00	1.00	97	97	97	95	95	95
Maldives	131	131	131	125	125	124	-6	-6	-7	1.00	0.99	99	99	99	96	96	96

Table 3: Primary education, ISCED 1. Enrolment rates and staff

Net Enrolment Rate			Teaching Staff				% Trained Teachers	Pupil/Teacher Ratio		% Repeaters						Regions
Change 2000 to 2001			2000/2001		2001/2002		2001/2002			2000/2001			2001/2002			Country or territory
MF	M	F	MF	% F	MF	% F	MF	2000/2001	2001/2002	MF	M	F	MF	M	F	
America, South																
Regional average																
1	-1	2														
-	-	1	244,412	* 89	** 244,512	...	...	20	** 20	6	7	5	6	7	5	Argentina (p)
-1	-1	-1	** 61,315	** 61	** 59,543	** 60	...	** 24	** 25	3	4	3	3	3	3	Bolivia
2	-2	6	815,079	93	858,813	92	...	25	23	25	** 25	** 25	21	** 22	** 21	Brazil (p)
...	...	...	55,808	78	53,267	77	...	32	33	2	2	2	...	...	...	Chile (p)
-2	-2	-2	197,374	77	197,234	77	...	26	26	5	6	5	7	7	6	Colombia
2	2	2	84,758	68	81,021	69	69	23	24	2	2	2	2	2	2	Ecuador
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guyana
-1	-1	-1	...	...	...	...	...	...	...	** 8	** 9	** 7	** 8	** 9	** 7	Paraguay (p)
-	-	-	149,526	62	147,432	64	...	29	29	11	11	10	11	11	10	Peru (p)
-3	-2	-4	** 3,253	** 82	3,291	85	100	** 20	19	...	...	...	...	...	...	Suriname
-1	-1	-1	17,384	...	17,307	...	...	21	21	9	10	7	9	10	7	Uruguay (p)
2	4	-	...	...	...	...	...	...	...	** 7	** 9	** 5	8	9	6	Venezuela
Asia																
Regional average																
-	-	-														
...	...	...	11,708	...	...	...	...	43	...	...	...	-	...	...	-	Afghanistan (s)
-1	-	-1	** 8,271	** 99	7,640	99	...	** 19	19	-	-	-	-	-	-	Armenia
-	-	-	40,523	84	41,328	84	100	17	16	-	-	-	-	-	-	Azerbaijan
-	-	-1	** 4,471	** 72	** 4,953	** 76	...	** 18	** 16	4	5	4	** 4	** 4	** 3	Bahrain
-1	-1	-1	309,341	34	320,694	36	66	57	55	6	7	6	6	7	6	Bangladesh
...	...	...	2,068	34	2,234	35	92	41	39	13	14	13	13	14	12	Bhutan
...	...	...	* 3,299	* 68	* 3,224	* 70	...	* 14	* 14	na	na	na	na	na	na	Brunei Darussalam
1	1	2	45,914	39	48,476	39	96	53	56	16	17	16	10	10	9	Cambodia (u)
...	...	...	6,430,774	53	...	...	...	20	...	1	...	...	...	...	...	China (p)
...	...	...	3,701	75	...	...	...	17	...	-	-	-	...	...	...	Cyprus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
-4	-4	-5	17,732	92	18,406	85	77	16	14	-	-	-	-	-	-	Georgia
1	1	1	** 23,606	** 77	24,657	** 77	...	** 21	20	** 1	...	...	** 1	...	...	Hong Kong (China), SAR
...	...	...	2,835,044	36	...	...	...	40	...	4	4	4	...	...	...	India (p)
-	-	-	1,289,720	52	1,383,914	52	...	22	21	6	6	6	5	6	5	Indonesia (p)
7	...	...	314,654	54	308,105	54	...	25	24	5	6	4	4	5	3	Iran, Islamic Republic of
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Iraq
-	-	-	61,294	83	61,294	83	...	12	12	...	...	...	2	2	1	Israel (p)
-	-	-	362,605	...	365,540	...	...	20	20	...	...	...	...	...	...	Japan (p)
...	...	...	...	...	** 38,251	** 63	...	...	** 20	...	...	...	1	-	1	Jordan (p)
2	3	2	63,569	97	61,294	97	...	19	19	-	-	-	-	-	-	Kazakhstan
2	2	1	10,489	77	10,940	79	...	13	14	3	3	3	3	3	3	Kuwait
-	-	-	18,783	95	18,860	97	49	24	24	-	-	-	-	-	-	Kyrgyzstan
1	1	1	27,665	44	28,545	44	76	30	30	20	21	18	20	21	19	Lao People's Democratic Republic
-	-	-	26,719	86	26,847	86	15	17	17	7	8	6	9	10	7	Lebanon
2	2	1	1,613	89	1,616	89	90	28	27	7	8	5	7	8	5	Macao, China
-2	-2	-2	** 159,375	** 65	154,233	67	...	** 19	20	na	na	na	na	na	na	Malaysia (p)
-3	-3	-3	3,246	60	3,155	61	67	23	23	...	...	...	...	...	...	Maldives

TABLE 3: PRIMARY EDUCATION, ISCED 1. ENROLMENT RATES AND STAFF

Regions Country or territory	Gross Enrolment Ratio										Net Enrolment Rate						
	2000/2001			2001/2002			Change 2000 to 2001			GPI		2000/2001			2001/2002		
	MF	M	F	MF	M	F	MF	M	F	2000/ 2001	2001/ 2002	MF	M	F	MF	M	F
Mongolia	100	98	102	99	97	100	-1	-1	-1	1.04	1.03	90	88	92	87	85	88
Myanmar	89	90	89	90	90	90	-	-	-	0.99	1.00	84	84	83	82	82	82
Nepal	(c) 117	(c) 126	(c) 107	122	130	113	5	4	6	0.85	0.87	** (c) 70	** (c) 75	** (c) 66	...	...	...
Oman	84	85	83	83	84	82	-1	-2	-1	0.98	0.98	75	75	76	75	74	75
Pakistan	* 73	* 84	* 62	...	...	...	...	...	...	* 0.74	...	** 59	** 68	** 50	...	...	...
Palestinian Autonomous Territories	108	107	109	104	104	105	-4	-4	-4	1.01	1.01	97	96	98	95	95	95
Philippines (p)	113	113	112	112	113	111	-	-	-1	1.00	0.99	93	92	93	93	92	94
Qatar	106	106	106	106	108	104	-	2	-2	1.00	0.96	95	94	96	94	95	94
Republic of Korea (p)	100	100	100	102	102	102	2	2	2	1.00	1.00	99	98	99	100	100	100
Saudi Arabia	68	69	67	67	68	66	-1	-1	-1	0.97	0.97	59	61	56	59	61	57
Singapore	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sri Lanka (p)	...	...	...	110	111	110	...	...	...	...	0.99	...	...	...	100	100	100
Syrian Arab Republic	109	112	105	112	115	108	3	3	3	0.93	0.93	** 96	** 98	** 93	98	100	95
Tajikistan	104	108	100	107	109	104	3	1	4	0.93	0.95	96	100	92	98	100	95
Thailand (p)	96	98	94	98	100	96	1	1	2	0.96	0.96	** 87	** 88	** 85	** 86	** 87	** 85
Timor-Leste	142	...	...	143	...	...	1	...	...	...	...	...	...	...	...	...	...
Turkey (p)	** 92	** 96	** 88	** 94	** 98	** 91	3	2	3	** 0.92	** 0.92	...	...	...	** 88	** 91	** 85
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	91	93	89	92	94	90	2	1	2	0.96	0.96	79	80	78	81	82	80
Uzbekistan	...	...	...	** 103	** 103	** 102	...	...	...	...	** 0.99	...	...	...	...	...	...
Viet Nam	106	109	102	103	107	100	-2	-2	-2	0.94	0.93	95	** 98	** 92	** 94	...	...
Yemen	79	97	61	81	97	64	2	-	3	0.63	0.66	** 67	...	...	...	...	...
Europe																	
Regional average	102	103	102	103	104	103	1	1	1	0.99	0.99	** 93	** 93	** 93	95	94	95
Albania	107	107	107	...	...	...	...	...	...	1.00	...	97	97	97	...	...	...
Andorra	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Austria (p)	103	104	103	...	...	...	...	...	...	0.99	...	91	90	91	...	...	...
Belarus	112	113	111	110	111	109	-2	-1	-2	0.99	0.98	...	...	...	** 94	** 95	** 93
Belgium (p)	105	106	105	...	...	...	...	...	...	0.99	...	100	100	100	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria	101	103	100	...	...	...	...	...	...	0.97	...	93	94	92	...	...	...
Croatia	95	96	95	96	96	95	-	-	1	0.99	0.99	88	89	87	88	89	88
Czech Republic (p)	104	105	104	104	104	103	-1	-1	-1	0.99	0.99	90	90	90	88	88	88
Denmark (p)	102	102	102	...	...	...	...	...	...	1.00	...	...	...	...	...	...	...
Estonia	103	105	101	...	...	...	...	...	...	0.96	...	98	98	97	...	...	...
Finland (p)	102	102	101	...	...	...	...	...	...	1.00	...	100	100	100	...	...	...
France (p)	105	106	104	...	...	...	...	...	...	0.99	...	100	100	100	...	...	...
Germany (p)	103	104	103	100	101	100	-3	-3	-3	0.99	0.99	...	...	...	83	82	84
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Greece (p)	97	97	96	...	...	...	...	...	...	1.00	...	95	94	95	...	...	...
Holy See	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Hungary (p)	102	102	101	101	102	100	-1	-1	-1	0.99	0.99	90	90	89	91	91	90
Iceland (p)	101	101	101	...	...	...	...	...	...	1.00	...	100	100	100	...	...	...
Ireland (p) (t)	104	104	104	...	...	...	...	...	...	1.00	...	94	94	95	...	...	...

Table 3: Primary education, ISCED 1. Enrolment rates and staff

Net Enrolment Rate			Teaching Staff				% Trained Teachers	Pupil/Teacher Ratio		% Repeaters						Regions
Change 2000 to 2001			2000/2001		2001/2002		2001/2002			2000/2001			2001/2002			Country or territory
MF	M	F	MF	% F	MF	% F	MF	2000/2001	2001/2002	MF	M	F	MF	M	F	
-3	-3	-4	7,755	92	7,591	93	...	32	32	1	1	-	1	1	1	Mongolia
-2	-2	-1	148,231	74	146,747	77	...	32	33	1	1	1	1	1	1	Myanmar
...	...	...	97,879	25	96,659	25	...	37	40	24	24	24	22	22	21	Nepal
-1	-1	-1	13,394	58	** 13,560	** 58	** 100	24	** 23	6	7	5	4	5	3	Oman
...	...	...	* 329,764	* 37	...	...	...	* 44	...	...	...	...	...	...	...	Pakistan
-2	-1	-2	...	...	...	...	...	...	...	2	2	2	2	2	1	Palestinian Autonomous Territories
-	-	1	362,427	87	362,431	87	...	35	35	2	2	1	2	3	2	Philippines (p)
-1	1	-3	4,961	82	5,201	82	...	13	12	...	...	...	...	...	...	Qatar
2	3	2	125,477	70	128,018	72	...	32	32	na	na	na	na	na	na	Republic of Korea (p)
-	-	-	195,201	52	187,558	49	...	12	12	5	7	4	5	6	4	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	-	-	-	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	Sri Lanka (p)
2	2	2	117,540	68	** 120,884	** 68	...	24	** 24	7	8	6	7	8	6	Syrian Arab Republic
2	1	4	31,216	60	31,423	60	82	22	22	-	** -	** -	-	-	-	Tajikistan
-	-1	-	...	...	326,272	58	...	...	19	** 4	** 4	** 4	...	...	...	Thailand (p)
...	...	...	** 3,716	** 30	3,612	30	...	** 51	51	...	...	...	...	...	...	Timor-Leste
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkey (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
2	2	2	17,573	74	18,704	76	...	16	15	3	4	3	3	3	2	United Arab Emirates
...	...	...	...	...	...	...	...	...	...	-	-	-	-	-	-	Uzbekistan
-1	...	...	347,833	78	354,624	78	87	28	26	3	3	2	2	3	2	Viet Nam
...	...	...	...	...	...	...	...	...	...	9	11	6	...	...	...	Yemen
1	1	1														Europe
...	...	...	12,607	73	...	...	...	22	...	4	5	3	...	...	...	Regional average
...	...	...	...	...	...	66	...	...	...	...	...	...	-	-	-	Albania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Andorra
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Austria (p)
...	...	...	32,095	99	30,722	99	98	17	17	...	...	...	** -	...	...	Belarus
...	...	...	63,626	78	...	...	...	12	...	...	...	...	...	...	...	Belgium (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
...	...	...	21,161	92	...	...	...	18	...	2	3	2	...	...	...	Bulgaria
-	-	-	10,707	89	10,770	89	100	18	18	-	1	-	-	-	-	Croatia
-2	-2	-2	35,611	84	** 34,795	** 84	...	18	** 17	1	1	1	1	1	1	Czech Republic (p)
...	...	...	39,854	64	...	...	...	10	...	na	na	na	...	...	...	Denmark (p)
...	...	...	8,315	86	...	...	...	14	...	2	3	1	...	...	...	Estonia
...	...	...	25,231	72	...	...	...	16	...	1	1	-	...	...	...	Finland (p)
...	...	...	204,727	80	...	...	...	19	...	...	...	...	...	...	...	France (p)
...	...	...	238,345	82	235,993	...	...	15	14	2	2	2	2	2	2	Germany (p)
...	...	...	115	74	...	...	...	21	...	...	...	...	...	...	...	Gibraltar
...	...	...	** 50,012	...	...	...	...	** 13	...	...	...	...	...	...	...	Greece (p)
na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	Holy See
1	1	1	46,475	86	46,497	86	...	11	10	3	3	2	3	3	2	Hungary (p)
...	...	...	...	...	...	...	...	...	...	na	na	na	...	...	...	Iceland (p)
...	...	...	21,862	81	...	...	...	20	...	2	2	1	...	...	...	Ireland (p) (t)

TABLE 3: PRIMARY EDUCATION, ISCED 1. ENROLMENT RATES AND STAFF

Regions Country or territory	Gross Enrolment Ratio										Net Enrolment Rate						
	2000/2001			2001/2002			Change 2000 to 2001			GPI		2000/2001			2001/2002		
	MF	M	F	MF	M	F	MF	M	F	2000/ 2001	2001/ 2002	MF	M	F	MF	M	F
Italy (p)	101	101	100	...	...	...	...	...	...	0.99	...	100	100	100	...	...	...
Latvia	99	99	98	...	...	...	...	...	...	0.99	...	91	91	90	...	...	...
Liechtenstein	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lithuania	104	105	104	...	...	...	...	...	...	0.99	...	97	98	97	...	...	...
Luxembourg (p)	100	101	100	...	...	...	...	...	...	0.99	...	96	96	96	...	...	...
Malta	106	106	106	...	...	...	...	...	...	1.00	...	98	98	98	...	...	...
Monaco	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands (p)	108	109	107	...	...	...	...	...	...	0.98	...	99	100	99	...	...	...
Norway (p)	101	101	102	...	...	...	...	...	...	1.00	...	100	100	100	...	...	...
Poland (p)	100	100	99	100	100	99	-	-	-	0.99	0.99	98	98	98	98	98	98
Portugal (p)	121	122	120	...	...	...	...	...	...	0.98	...	...	...	...	...	...	...
Republic of Moldova	85	85	85	85	86	85	1	1	-	1.00	0.99	79	** 76	** 81	78	79	78
Romania	99	100	98	...	...	...	...	...	...	0.98	...	93	93	92	...	...	...
Russian Federation (p)	109	109	109	114	114	113	5	5	5	0.99	1.00	...	...	...	...	...	...
San Marino	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Serbia and Montenegro	99	99	99	...	...	...	...	...	...	1.00	...	75	75	75	...	...	...
Slovakia (p)	103	103	103	101	102	101	-2	-2	-2	0.99	0.99	89	89	90	87	86	88
Slovenia	100	101	100	...	...	...	...	...	...	0.99	...	93	94	93	...	...	...
Spain (p)	107	108	106	107	108	106	-	-	-	0.98	0.98	100	100	99	100	100	99
Sweden (p)	110	109	111	110	109	112	-	-	1	1.02	1.03	100	100	99	100	100	100
Switzerland (p)	107	108	107	...	...	...	...	...	...	0.99	...	99	99	99	...	...	...
The Former Yugoslav Rep. of Macedonia	99	99	99	...	...	...	...	...	...	1.00	...	93	93	93	...	...	...
Ukraine	81	81	80	90	91	90	10	10	10	0.99	1.00	** 67	...	...	82	** 82	** 81
United Kingdom (p)	101	101	101	...	...	...	...	...	...	1.00	...	100	100	100	...	...	...
Oceania																	
Regional average	94	94	94	93	93	94	-	-	-	1.00	1.00	90	90	89	89	90	88
Australia (p)	102	102	102	102	102	102	-	-	-	1.00	1.00	96	95	96	96	96	96
Cook Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	** 109	** 110	** 108	** 109	** 109	** 109	-	-1	1	** 0.98	** 1.00	** 99	** 100	** 99	** 100	** 100	** 100
Kiribati	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Marshall Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
New Zealand (p)	100	100	100	99	99	99	-1	-1	-1	1.00	0.99	99	99	99	98	99	98
Niue	** 93	** 91	** 96	118	121	114	24	30	18	** 1.06	0.94	...	...	...	97	100	94
Palau	** 116	** 120	** 112	...	...	...	...	...	...	** 0.93	...	** 97	** 100	** 93	...	...	...
Papua New Guinea	78	78	79	** 77	** 77	** 78	-1	-	-1	1.01	** 1.00	78	82	74	** 77	** 82	** 73
Samoa	99	100	98	103	104	101	3	3	3	0.98	0.98	93	93	92	95	96	94
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	111	112	108	112	114	111	2	1	3	0.96	0.98	** 99	** 99	** 100	100	100	100
Tuvalu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	111	112	110	112	112	111	1	-	1	0.98	0.99	99	98	100	93	92	94

Table 3: Primary education, ISCED 1. Enrolment rates and staff

Net Enrolment Rate			Teaching Staff				% Trained Teachers	Pupil/Teacher Ratio		% Repeaters						Regions
Change 2000 to 2001			2000/2001		2001/2002		2001/2002	2000/2001		2000/2001		2001/2002		Country or territory		
MF	M	F	MF	% F	MF	% F	MF	2000/2001	2001/2002	MF	M	F	MF		M	F
...	...	...	262,675	95	...	...	...	11	...	-	-	-	...	...	...	Italy (p)
...	...	...	8,379	97	...	...	...	15	...	2	3	1	...	...	...	Latvia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liechtenstein
...	...	...	13,265	98	...	...	...	16	...	1	1	-	...	...	...	Lithuania
...	...	...	2,834	67	...	...	...	12	...	...	...	...	...	...	...	Luxembourg (p)
...	...	...	1,783	86	...	...	...	19	...	2	3	2	...	...	...	Malta
...	...	...	89	87	...	...	...	22	...	-	-	-	...	...	...	Monaco
...	...	...	130,974	78	...	...	...	10	...	na	na	na	...	...	...	Netherlands (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Norway (p)
-	-	-	289,113	83	209,619	** 83	...	11	15	1	1	-	1	** 1	** 1	Poland (p)
...	...	...	61,908	82	...	...	...	13	...	...	...	...	...	...	...	Portugal (p)
-	3	-4	11,648	95	11,654	95	...	20	20	1	** 1	** 1	1	1	1	Republic of Moldova
...	...	...	...	...	...	...	...	...	...	3	4	3	...	...	...	Romania
...	...	...	330,220	99	325,635	99	...	17	17	...	...	...	1	...	...	Russian Federation (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	San Marino
...	...	...	19,204	82	...	...	...	20	...	1	** 1	** 1	...	...	...	Serbia and Montenegro
-2	-3	-2	15,419	93	14,877	93	...	19	19	2	3	2	3	3	2	Slovakia (p)
...	...	...	6,874	95	...	...	...	13	...	1	1	1	...	...	...	Slovenia
-	-	-	175,135	71	177,797	71	...	14	14	...	...	...	...	...	...	Spain (p)
-	-	-	68,949	80	68,531	...	...	11	11	...	...	...	...	...	...	Sweden (p)
...	...	...	39,460	73	...	...	...	14	...	2	2	2	...	...	...	Switzerland (p)
...	...	...	5,729	68	...	...	...	22	...	-	-	-	...	...	...	The Former Yugoslav Rep. of Macedonia
14	...	...	105,430	98	105,180	99	100	20	19	** -	** -	** -	-	** -	** -	Ukraine
...	...	...	252,705	82	...	...	...	18	...	...	...	...	...	...	...	United Kingdom (p)
...	
...	
-	-	-1	...	...	...	...	...	...	...	...	...	...	...	...	...	Oceania
-	-	-	...	...	...	...	...	...	...	...	...	...	...	...	...	Regional average
...	...	...	** 144	** 86	...	...	...	** 18	...	...	...	...	...	...	...	Australia (p)
...	...	...	** 3,965	** 57	** 4,125	** 57	...	** 29	** 28	na	na	na	na	na	na	Cook Islands
1	-	1	...	...	...	...	...	...	...	na	na	na	na	na	na	Fiji
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	517	34	...	...	17	na	na	na	na	na	na	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nauru
-1	-	-1	22,990	81	24,103	81	...	16	15	...	...	...	...	...	...	New Zealand (p)
...	...	...	** 11	** 82	13	100	100	** 23	18	na	na	na	na	na	na	Niue
...	...	...	...	...	...	...	...	...	...	na	na	na	na	na	na	Palau
-1	-	-1	18,058	39	** 18,486	** 39	** 100	36	** 36	-	...	-	** -	...	** -	Papua New Guinea
2	3	2	1,167	71	1,166	73	...	24	25	1	* 1	* 1	1	1	1	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	...	...	na	na	na	...	...	...	Tokelau
5	6	5	745	69	823	68	100	22	21	** 6	** 7	** 6	6	7	5	Tonga
...	...	...	...	...	56	84	...	...	25	...	...	...	...	...	...	Tuvalu
-8	-7	-8	1,582	50	1,241	58	100	23	29	11	11	10	7	8	6	Vanuatu

Symbols and footnotes:

** UI estimation
 * National estimation
 ... No data available
 - Magnitude nil or negligible
 na Not applicable

Data in **bold** refer to 2002, except for the regional averages

(c) Policy change: Introduction of free universal primary education
 (f) Policy change: The pass mark required to transfer to secondary was raised from 40% to 50% in 2000
 (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)
 (p) Data for 2001 or later years are provisional
 (s) During the Taliban rule, there were officially no girls enrolled in government schools
 (t) Change in recording of data reported by country
 (u) Policy change: Implementation of the Education Strategic Plan (1999), Education Sector Support Programme and the Priority Activities Programme (2000-2004)

TABLE 4: MEASURES OF PROGRESSION, COMPLETION AND SCHOOL LIFE EXPECTANCY

Regions Country or territory	Survival Rate to grade 4						Survival Rate to grade 5						Gross Intake Ratio in last grade of primary (ISCED 1)					
	1999/2000 to 2000/2001			2000/2001 to 2001/2002			1999/2000 to 2000/2001			2000/2001 to 2001/2002			2000/2001			2001/2002		
	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F
Africa																		
Algeria	98	98	99	97	96	98	97	97	98	96	95	97	89	89	89	91	91	91
Angola	...	...	...	...	...	...	na	na	na	na	na	na	...	...	...	...	...	...
Benin	90	94	85	...	...	...	84	89	78	...	...	...	43	57	30	** 46	** 59	** 33
Botswana	89	87	90	91	89	93	87	84	89	89	87	92	90	87	92	92	89	95
Burkina Faso	77	76	79	** 72	...	...	69	68	71	** 64	...	...	25	30	20	** 25	** 30	** 20
Burundi	...	...	...	70	75	65	...	...	...	64	68	59	27	29	24	27	30	24
Cameroon	...	...	...	...	...	...	...	...	...	...	...	...	54	55	53	** 56	** 58	** 55
Cape Verde	99	** 100	** 98	98	98	98	93	** 92	** 94	93	89	96	100	** 99	** 101	101	101	101
Central African Republic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Chad	65	67	61	** 59	...	...	54	58	48	** 45	...	...	27	38	16	** 27	** 38	** 16
Comoros	...	...	...	...	...	...	...	...	...	...	...	...	** 45	...	...	** 47	** 50	** 44
Congo	...	...	...	...	...	...	...	...	...	...	...	...	48	48	48	50	51	49
Côte d'Ivoire	...	...	...	...	...	...	...	...	...	...	...	...	** 44	** 54	** 35	48	59	38
Democratic Republic of the Congo	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Djibouti	...	...	...	** 90	** 92	** 87	...	...	...	** 86	** 90	** 82	...	...	...	37	43	31
Egypt (p)	** 99	** 99	** 100	** 98	** 100	** 97	** 99	** 99	** 99	** 99	** 99	** 99	** 92	** 95	** 89	** 91	** 91	** 90
Equatorial Guinea	...	...	...	** 42	** 43	** 40	...	...	...	** 33	** 34	** 31	** 52	** 55	** 49	50	53	47
Eritrea	...	...	...	...	...	...	...	...	...	...	...	...	** 35	** 38	** 32	36	41	31
Ethiopia	68	68	68	66	68	65	64	64	64	61	63	59	29	37	20	32	42	23
Gabon	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	70	68	71
Gambia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ghana	75	75	74	...	...	...	66	67	65	...	...	...	64	69	60	66	71	62
Guinea	94	100	86	...	...	...	84	90	77	...	...	...	...	...	...	...	...	...
Guinea-Bissau	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lesotho	81	77	85	74	68	80	74	67	80	67	60	74	63	53	73	65	56	75
Liberia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Madagascar	46	45	48	45	44	45	...	...	...	34	33	34	...	...	...	36	36	37
Malawi	53	55	52	57	59	55	49	55	43	54	61	47	69	74	65	73	77	70
Mali	** 98	** 99	** 97	91	93	87	** 92	** 94	** 89	84	88	79	** 31	** 38	** 23	31	38	24
Mauritania	71	76	66	68	67	69	61	68	55	55	54	56	48	51	44	45	47	42
Mauritius	100	100	99	100	99	100	99	100	99	99	99	99	109	110	108	** 109	** 109	** 110
Morocco	** 85	** 85	** 86	** 88	** 88	** 87	** 80	** 79	** 81	** 84	** 84	** 83	** 60	** 66	** 54	63	69	58
Mozambique	58	62	54	61	65	57	** 48	** 52	** 43	52	56	47	** 37	** 46	** 29	41	51	32
Namibia	95	94	95	** 93	** 92	** 93	92	92	93	** 94	** 94	** 94	88	82	94	** 87	** 83	** 91
Niger	80	82	77	77	79	75	74	76	71	71	73	68	20	24	15	21	26	17
Nigeria	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	** 73	** 79	** 66
Rwanda	51	50	52	52	51	54	39	38	40	40	39	41	30	33	27	36	38	34
Sao Tome and Principe	...	...	...	80	78	82	...	...	...	** 61	** 58	** 65	...	...	...	** 63	** 58	** 67
Senegal	77	79	75	72	74	70	72	75	69	68	70	65	45	52	39	48	53	43
Seychelles	99	99	99	94	95	93	99	98	100	91	90	92	113	114	112	118	120	115
Serra Leone	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Table 4: Measures of progression, completion and school life expectancy

School Life Expectancy (approximation method) primary and secondary education (ISCED 1-3)						School Life Expectancy (approximation method) primary to tertiary education (ISCED 1-6)						Regions
2000/2001			2001/2002			2000/2001			2001/2002			Country or territory
MF	M	F	MF	M	F	MF	M	F	MF	M	F	
												Africa
11	11	10	11	11	11	...	...	...	...	...	...	Algeria
...	...	...	...	...	...	...	...	...	...	...	...	Angola
** 8	** 9	** 6	** 8	** 10	** 6	...	...	...	...	...	...	Benin
11	11	11	11	11	11	** 12	** 11	** 12	** 12	** 11	** 12	Botswana
3	4	3	** 3	** 4	** 3	...	...	...	** 3	** 4	** 3	Burkina Faso
** 5	** 5	** 4	** 5	** 6	** 4	** 5	** 5	** 4	** 5	** 6	** 5	Burundi
...	...	...	** 9	** 10	** 8	...	...	...	...	...	...	Cameroon
** 11	...	...	11	11	11	...	...	...	** 12	** 12	** 12	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
** 5	** 7	** 4	...	...	...	...	...	...	...	...	...	Chad
...	...	...	8	8	7	...	...	...	...	...	...	Comoros
** 8	** 8	** 7	** 7	** 8	** 7	** 8	** 9	** 7	** 8	** 8	** 7	Congo
...	...	...	...	...	...	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	...	...	Democratic Republic of the Congo
4	4	3	4	5	3	** 4	** 4	** 3	** 4	** 5	** 3	Djibouti
** 10	** 10	** 10	** 10	** 10	** 10	...	...	...	...	...	...	Egypt (p)
** 9	...	...	** 9	** 9	** 8	...	...	...	...	...	...	Equatorial Guinea
5	5	4	5	6	4	** 5	** 5	** 4	** 5	** 6	** 4	Eritrea
5	6	4	5	6	4	** 5	** 6	** 4	** 5	** 6	** 4	Ethiopia
** 12	...	...	** 12	...	...	...	...	...	...	...	...	Gabon
7	7	6	** 7	** 7	** 6	...	...	...	...	...	...	Gambia
7	7	7	** 7	** 8	** 7	** 7	** 8	** 7	** 7	** 8	** 7	Ghana
...	...	...	...	...	...	...	...	...	...	...	...	Guinea
...	...	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
** 8	** 8	** 8	8	8	8	** 8	** 8	** 8	** 9	** 9	** 8	Kenya
10	10	11	10	10	11	** 10	** 10	** 11	11	10	11	Lesotho
...	...	...	...	...	...	...	...	...	...	...	...	Liberia
...	...	...	13	13	13	...	...	...	...	...	...	Libyan Arab Jamahiriya
...	...	...	...	...	...	...	...	...	...	...	...	Madagascar
12	** 12	** 11	12	12	11	...	...	...	...	...	...	Malawi
...	...	...	...	...	...	...	...	...	...	...	...	Mali
7	7	6	7	7	6	** 7	** 7	** 6	** 7	** 7	** 7	Mauritania
12	12	12	12	12	12	** 12	** 12	** 12	** 12	** 12	** 12	Mauritius
** 9	** 9	** 8	...	...	...	** 9	** 10	** 8	...	...	...	Morocco
6	6	5	6	7	5	...	...	...	...	...	...	Mozambique
11	11	11	11	11	11	...	...	...	** 12	** 11	** 12	Namibia
** 3	** 3	** 2	3	3	2	** 3	** 3	** 2	** 3	** 3	** 2	Niger
...	...	...	...	...	...	...	...	...	...	...	...	Nigeria
8	8	8	** 8	** 8	** 8	** 8	** 8	** 8	** 8	** 8	** 8	Rwanda
...	...	...	** 10	** 10	** 9	...	...	...	** 10	** 10	** 9	Sao Tome and Principe
** 6	** 6	** 5	** 6	** 6	** 5	...	...	...	...	...	...	Senegal
13	13	13	12	12	13	14	...	...	** 14	...	...	Seychelles
6	** 7	** 5	...	...	...	** 7	** 8	** 6	...	...	...	Sierra Leone

TABLE 4: MEASURES OF PROGRESSION, COMPLETION AND SCHOOL LIFE EXPECTANCY

Regions Country or territory	Survival Rate to grade 4						Survival Rate to grade 5						Gross Intake Ratio in last grade of primary (ISCED 1)					
	1999/2000 to 2000/2001			2000/2001 to 2001/2002			1999/2000 to 2000/2001			2000/2001 to 2001/2002			2000/2001			2001/2002		
	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	69	71	68	...	...	...	65	65	64	...	...	...	89	88	90	...	...	...
Sudan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Swaziland	86	84	88	80	76	84	82	77	88	74	69	79	68	66	69	64	64	65
Togo	79	82	76	88	90	85	74	78	69	84	88	80	...	...	...	83	99	66
Tunisia (p)	96	96	96	97	97	97	93	92	94	95	95	96	89	89	88	92	92	92
Uganda	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	...	...	...	86	85	87	...	...	...	78	76	80	...	...	...	51	50	52
Zambia	88	91	86	** 84	** 86	** 82	81	83	78	** 77	** 79	** 75	60	65	55	** 60	** 65	** 55
Zimbabwe (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	102	105	98
America, North																		
Anguilla	...	...	...	96	96	96	...	...	...	90	89	91	...	...	...	85	88	82
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aruba	97	94	100	97	94	100	98	96	100	97	93	100	94	89	100	97	92	102
Bahamas	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	** 79	** 75	** 83
Barbados	...	...	...	96	95	97	...	...	...	95	95	96	111	111	111	110	110	111
Belize	85	83	87	...	...	...	81	82	81	...	...	...	100	98	102	...	...	...
Bermuda	...	...	...	96	** 99	** 93	...	...	...	96	** 98	** 94	106	...	...	...	...	...
British Virgin Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Canada (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cayman Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Costa Rica	94	93	95	97	96	97	91	90	93	94	93	95	87	85	88	89	87	91
Cuba	97	97	98	...	...	...	95	95	96	...	...	...	98	99	98	99	99	100
Dominica	88	89	88	88	89	87	86	87	85	85	87	84	98	101	96	...	...	...
Dominican Republic	...	...	...	** 72	** 59	** 87	...	...	...	** 66	** 54	** 80	...	...	...	96	91	100
El Salvador	** 69	** 69	** 70	** 71	** 68	** 74	** 65	** 65	** 66	** 67	** 65	** 70	** 88	** 90	** 87	87	87	87
Grenada	...	...	...	...	...	...	...	...	...	...	...	...	** 72	** 78	** 66	...	...	...
Guatemala	62	62	63	63	64	62	56	55	58	56	57	54	56	60	52	59	63	55
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Jamaica (p)	98	98	99	** 99	** 99	** 99	89	87	91	** 90	** 88	** 93	83	80	87	...	...	...
Mexico (p)	90	90	91	92	92	93	88	88	89	90	90	91	98	97	99	99	98	101
Montserrat	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	88	...	...
Netherlands Antilles	** 65	** 83	** 48	...	...	...	** 60	** 76	** 44	...	...	...	** 88	** 82	** 94	87	81	94
Nicaragua	59	55	63	63	60	67	48	45	53	54	51	58	70	66	74	70	65	75
Panama	93	93	94	90	90	91	92	92	92	89	88	89	94	95	94	94	94	94
Saint Kitts and Nevis	...	...	...	...	...	...	...	...	...	...	...	...	118	111	125	...	...	...
Saint Lucia	** 99	** 100	** 99	98	98	99	** 100	** 99	** 100	97	96	98	** 128	** 131	** 124	127	125	130
Saint Vincent and the Grenadines	** 91	** 93	** 88	100	...	90	** 85	** 92	** 78	100	...	91	89	86	91	93	90	96
Trinidad and Tobago	98	97	100	...	...	...	98	97	100	...	...	...	89	89	90	...	...	...
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	99	98	101
United States (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Table 4: Measures of progression, completion and school life expectancy

School Life Expectancy (approximation method) primary and secondary education (ISCED 1-3)						School Life Expectancy (approximation method) primary to tertiary education (ISCED 1-6)						Regions Country or territory
2000/2001			2001/2002			2000/2001			2001/2002			
MF	M	F	MF	M	F	MF	M	F	MF	M	F	
...	...	...	...	...	...	...	...	...	...	...	...	Somalia
12	12	12	** 12	** 12	** 12	** 13	** 13	** 13	** 13	** 13	** 13	South Africa
5	** 5	** 5	5	...	...	...	...	...	...	...	...	Sudan
10	10	9	10	10	9	** 10	** 10	** 10	** 10	** 10	** 10	Swaziland
...	...	...	...	...	...	...	...	...	...	...	...	Togo
12	12	12	12	12	12	** 13	** 13	** 13	** 13	...	...	Tunisia (p)
11	11	11	** 11	** 11	** 11	** 11	** 11	** 11	** 11	** 12	** 11	Uganda
...	...	...	...	...	...	...	...	...	...	...	...	United Republic of Tanzania
7	7	6	7	7	7	** 7	** 7	** 7	...	...	...	Zambia
9	10	9	10	10	9	** 10	** 10	** 9	** 10	** 10	** 9	Zimbabwe (p)
America, North												
...	...	...	12	12	12	...	...	...	...	...	...	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
12	12	12	12	12	12	13	13	13	13	13	13	Aruba
...	...	...	11	11	11	...	...	...	...	...	...	Bahamas
12	12	12	12	12	12	** 14	** 14	** 15	...	...	...	Barbados
11	11	11	...	...	...	...	...	...	...	...	...	Belize
12	...	...	...	...	...	** 15	...	...	...	...	...	Bermuda
12	** 12	** 12	12	12	12	...	...	...	...	...	...	British Virgin Islands
12	12	12	...	...	...	** 16	** 16	** 16	...	...	...	Canada (p)
...	...	...	...	...	...	...	...	...	...	...	...	Cayman Islands
10	9	10	10	10	10	10	10	11	10	10	11	Costa Rica
11	11	11	11	11	11	** 13	** 12	** 13	** 13	** 13	** 13	Cuba
12	12	12	...	...	...	...	...	...	...	...	...	Dominica
** 11	** 11	** 12	12	11	12	...	...	...	...	...	...	Dominican Republic
10	10	10	10	10	10	** 11	** 11	** 11	** 11	** 11	** 11	El Salvador
10	11	8	...	...	...	...	...	...	...	...	...	Grenada
8	8	8	8	9	8	...	...	...	...	...	...	Guatemala
...	...	...	...	...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	...	...	...	...	...	...	...	Honduras
10	** 10	** 10	10	10	10	** 12	** 11	** 12	** 12	** 11	** 12	Jamaica (p)
11	11	11	11	11	11	** 12	** 12	** 12	12	12	12	Mexico (p)
...	...	...	13	...	...	...	...	...	14	...	...	Montserrat
11	11	10	11	10	11	** 11	** 11	** 11	** 11	** 11	** 11	Netherlands Antilles
9	9	9	9	9	9	...	...	...	...	...	...	Nicaragua
11	11	11	11	11	11	...	...	...	...	...	...	Panama
** 14	** 13	** 16	...	...	...	...	...	...	...	...	...	Saint Kitts and Nevis
12	12	13	12	11	13	...	...	...	...	...	...	Saint Lucia
** 10	** 10	** 11	10	10	11	...	...	...	...	...	...	Saint Vincent and the Grenadines
** 11	** 11	** 11	** 11	** 11	** 11	** 12	** 12	** 12	** 12	** 11	** 12	Trinidad and Tobago
...	...	...	10	11	10	...	...	...	...	...	...	Turks and Caicos Islands
12	12	12	11	11	11	** 16	** 15	** 16	16	15	16	United States (p)

TABLE 4: MEASURES OF PROGRESSION, COMPLETION AND SCHOOL LIFE EXPECTANCY

Regions Country or territory	Survival Rate to grade 4						Survival Rate to grade 5						Gross Intake Ratio in last grade of primary (ISCED 1)					
	1999/2000 to 2000/2001			2000/2001 to 2001/2002			1999/2000 to 2000/2001			2000/2001 to 2001/2002			2000/2001			2001/2002		
	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F
America, South																		
Argentina (p)	92	91	92	95	94	96	90	90	90	93	91	95	100	99	102	100	98	102
Bolivia	85	85	84	81	82	81	82	83	81	78	79	77	99	102	96	99	102	96
Brazil (p)	...	...	...	80	** 76	** 84	na	na	na	na	na	na	108	** 108	** 108	111	** 110	** 111
Chile (p)	100	100	100	...	...	...	100	100	100	...	...	...	100	101	100	...	...	...
Colombia	70	68	73	66	64	68	67	64	69	61	59	63	91	89	93	88	86	90
Ecuador	81	80	82	81	80	81	78	76	79	78	77	79	100	99	101	100	100	100
Guyana	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Paraguay (p)	** 82	** 81	** 84	** 82	** 81	** 83	** 78	** 76	** 80	** 77	** 76	** 78	** 89	** 88	** 89	** 90	** 89	** 90
Peru (p)	90	90	90	88	88	88	87	88	87	86	86	86	103	104	101	97	99	96
Suriname	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uruguay (p)	...	...	...	91	91	92	...	...	...	89	87	90	97	95	100	95	93	97
Venezuela	** 97	** 95	** 100	** 96	** 92	** 100	** 93	** 89	** 98	** 96	** 92	** 100	** 89	** 88	** 90	91	89	94
Asia																		
Afghanistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Armenia	na	na	na	na	na	na	na	na	na	na	na	na	94	94	93	90	90	90
Azerbaijan	97	100	94	97	96	99	na	na	na	na	na	na	91	91	91	90	91	90
Bahrain	** 99	** 100	** 97	** 100	** 100	** 99	** 99	** 100	** 98	** 99	** 100	** 98	** 94	** 92	** 96	** 98	** 97	** 98
Bangladesh	72	68	76	75	73	77	65	60	70	65	63	68	76	74	79	73	71	75
Bhutan	93	92	93	94	93	95	90	89	92	91	89	93	...	...	...	...	...	...
Brunei Darussalam	92	93	92	95	95	95	92	92	92	93	92	94	122	122	121	126	130	122
Cambodia	71	71	72	77	77	76	63	63	63	70	71	70	51	57	46	61	66	56
China (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cyprus	100	99	100	...	...	...	99	99	100	...	...	...	98	98	99	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	na	na	na	na	na	na	...	...	...	...	...	...
Georgia	96	95	98	94	94	94	na	na	na	na	na	na	100	100	101	98	97	98
Hong Kong (China), SAR	...	...	...	...	...	...	...	...	...	...	...	...	** 105	...	...	** 107	...	...
India (p)	62	62	62	...	...	...	59	59	59	...	...	...	76	84	68	...	...	...
Indonesia (p)	...	...	...	92	90	94	...	...	...	89	87	92	93	93	94	95	95	96
Iran, Islamic Republic of	98	99	98	95	95	95	98	98	97	94	94	94	92	94	90	91	93	89
Iraq	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Israel (p)	...	...	...	99	100	99	...	...	...	99	100	99	...	...	...	102	102	102
Japan (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Jordan (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	91	92	91
Kazakhstan	** 96	** 98	** 93	95	95	95	na	na	na	na	na	na	90	91	90	92	92	92
Kuwait	95	95	95	99	99	98	na	na	na	na	na	na	84	83	85	87	88	87
Kyrgyzstan	93	93	92	91	91	91	na	na	na	na	na	na	96	98	95	97	98	95
Lao People's Democratic Republic	59	58	60	67	66	68	53	53	54	62	62	63	72	77	67	73	77	69
Lebanon	99	98	100	97	96	98	97	95	99	94	92	96	88	87	90	86	84	88
Macao, China	...	...	...	...	...	...	...	...	...	...	...	...	97	95	99	97	95	99
Malaysia (p)	...	...	...	97	98	96	...	...	...	...	...	...	107	106	108	...	...	...
Maldives	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mongolia	89	86	92	89	87	90	na	na	na	na	na	na	91	88	94	96	94	99

Table 4: Measures of progression, completion and school life expectancy

School Life Expectancy (approximation method) primary and secondary education (ISCED 1-3)						School Life Expectancy (approximation method) primary to tertiary education (ISCED 1-6)						Regions
2000/2001			2001/2002			2000/2001			2001/2002			Country or territory
MF	M	F	MF	M	F	MF	M	F	MF	M	F	
												America, South
13	13	13	13	13	13	** 16	** 15	** 16	16	15	16	Argentina (p)
12	12	12	12	12	12	**14	...	...	**14	...	...	Bolivia
13	13	14	13	13	14	**15	**14	**15	15	14	15	Brazil (p)
11	11	11	** 11	** 11	** 11	** 13	**13	** 13	** 13	** 14	** 13	Chile (p)
10	10	10	9	9	10	** 11	** 11	** 11	** 11	** 10	** 11	Colombia
10	10	10	11	11	11	...	...	...	...	...	...	Ecuador
...	...	...	...	...	...	...	...	...	...	...	...	Guyana
** 11	** 11	** 11	** 11	** 11	** 11	** 11	** 11	** 11	** 11	** 11	** 11	Paraguay (p)
** 12	** 12	** 12	** 12	** 12	** 12	...	...	...	**14	**14	** 14	Peru (p)
12	12	12	12	11	13	...	...	...	** 12	**12	** 13	Suriname
12	12	12	13	12	13	** 14	**13	** 15	14	13	15	Uruguay (p)
** 9	** 9	** 10	10	10	10	** 11	** 10	** 11	** 11	** 10	** 11	Venezuela
												Asia
...	...	...	2	2	...	...	...	...	...	...	...	Afghanistan
9	9	9	9	9	9	** 11	** 10	** 11	** 11	** 10	** 11	Armenia
9	9	9	9	9	9	11	11	10	11	11	10	Azerbaijan
12	11	12	12	11	12	...	...	...	...	...	...	Bahrain
8	8	8	8	8	8	** 8	** 8	** 8	8	8	8	Bangladesh
...	...	...	...	...	...	...	...	...	...	...	...	Bhutan
13	12	13	12	12	13	** 13	** 13	** 14	** 13	** 13	** 14	Brunei Darussalam
8	9	7	9	10	8	** 8	** 9	** 7	...	...	...	Cambodia
10	...	...	...	...	...	** 10	...	...	...	...	...	China (p)
11	11	11	...	...	...	** 13	**12	** 13	...	...	...	Cyprus
...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
9	9	9	9	9	9	** 11	** 11	** 11	** 11	** 11	** 11	Georgia
** 12	** 12	** 12	** 12	** 12	** 12	** 13	** 13	** 13	** 13	** 13	** 13	Hong Kong (China), SAR
8	9	7	...	...	...	9	10	8	...	...	...	India (p)
10	10	10	10	10	10	** 11	** 11	** 11	11	11	11	Indonesia (p)
10	10	10	10	10	10	** 12	** 12	** 11	** 12	** 12	** 11	Iran, Islamic Republic of
...	...	...	...	...	...	...	...	...	...	...	...	Iraq
12	12	12	13	13	12	** 15	** 15	** 16	15	15	16	Israel (p)
12	12	12	12	12	12	** 15	** 15	** 14	** 15	** 15	** 14	Japan (p)
...	...	...	11	11	11	...	...	...	** 12	**12	** 12	Jordan (p)
10	10	10	10	10	10	** 12	** 12	** 13	12	12	13	Kazakhstan
** 11	** 11	** 11	** 11	** 10	11	...	...	...	...	...	...	Kuwait
10	10	10	10	10	10	13	12	13	13	12	13	Kyrgyzstan
8	9	7	8	9	8	** 8	**9	** 8	** 8	** 9	** 8	Lao People's Democratic Republic
11	11	11	11	11	11	** 13	** 13	** 13	** 13	** 13	** 13	Lebanon
11	11	11	11	12	11	** 14	**14	** 13	** 14	**14	** 13	Macao, China
11	10	11	11	10	11	** 12	** 12	** 13	12	...	...	Malaysia (p)
12	12	12	12	12	12	** 12	...	...	** 12	...	...	Maldives
** 8	** 8	9	8	8	9	** 10	** 9	**11	** 10	** 9	** 11	Mongolia

TABLE 4: MEASURES OF PROGRESSION, COMPLETION AND SCHOOL LIFE EXPECTANCY

Regions Country or territory	Survival Rate to grade 4						Survival Rate to grade 5						Gross Intake Ratio in last grade of primary (ISCED 1)					
	1999/2000 to 2000/2001			2000/2001 to 2001/2002			1999/2000 to 2000/2001			2000/2001 to 2001/2002			2000/2001			2001/2002		
	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F
Myanmar	64	65	64	67	67	67	55	55	55	60	59	61	72	72	72	72	72	72
Nepal	70	67	75	80	78	83	62	57	69	78	75	81	69	75	62	74	80	67
Oman	98	98	98	98	98	98	96	95	97	96	96	96	78	77	78	80	81	79
Pakistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Palestinian Autonomous Territories	99	97	100	98	97	98	na	na	na	na	na	na	106	105	107	103	102	104
Philippines (p)	...	...	...	82	79	85	...	...	...	79	76	83	...	...	...	98	94	101
Qatar	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Republic of Korea (p)	100	100	100	100	100	100	100	100	100	100	100	100	98	98	99	100	100	100
Saudi Arabia	95	95	95	95	95	96	94	94	94	94	94	94	68	70	67	61	61	61
Singapore	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sri Lanka (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	94	94	93	96	96	95	92	92	92	92	93	92	89	92	85	92	95	88
Tajikistan	96	** 98	** 93	97	93	100	na	na	na	na	na	na	103	** 107	** 99	104	107	101
Thailand (p)	...	...	...	...	...	...	...	...	...	...	...	...	** 87	** 88	** 85	...	...	...
Timor-Leste	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Turkey (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Turkmenistan	...	...	...	...	...	...	na	na	na	na	na	na	...	...	...	...	...	...
United Arab Emirates	98	99	98	98	98	97	98	98	98	97	97	98	82	84	81	82	83	80
Uzbekistan	...	...	...	...	...	...	na	na	na	na	na	na	...	...	...	** 101	** 101	** 101
Viet Nam	89	90	89	92	92	91	86	86	85	89	90	88	103	106	100	102	105	98
Yemen	** 89	** 86	** 95	...	...	...	** 86	** 82	** 94	...	...	...	59	79	39	...	...	...
Europe																		
Albania	90	86	94	...	...	...	na	na	na	na	na	na	102	102	103	...	...	...
Andorra	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Austria (p)	** 94	** 93	** 95	...	...	...	na	na	na	na	na	na	** 99	** 99	** 100	...	...	...
Belarus	...	...	...	...	...	...	na	na	na	na	na	na	...	...	...	...	...	...
Belgium (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	na	na	na	na	na	na	...	...	...	...	...	...
Bulgaria	95	95	95	...	...	...	na	na	na	na	na	na	100	101	99	...	...	...
Croatia	100	100	99	100	100	100	na	na	na	na	na	na	96	96	96	97	98	95
Czech Republic (p)	...	...	...	** 97	** 97	** 98	...	...	...	** 97	** 96	** 97	...	...	...	105	105	105
Denmark (p)	100	100	100	...	...	...	100	100	100	...	...	...	102	103	102	...	...	...
Estonia	100	100	99	...	...	...	99	100	99	...	...	...	98	99	98	...	...	...
Finland (p)	100	99	100	100	100	100	99	99	100	100	100	100	103	102	103	...	...	...
France (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Germany (p)	99	99	100	100	99	100	na	na	na	na	na	na	105	105	105	99	99	99
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Greece (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Holy See	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Hungary (p)	94	94	95	98	98	99	na	na	na	na	na	na	100	100	100	101	101	101
Iceland (p)	99	99	100	...	...	...	99	98	100	...	...	...	107	109	105	...	...	...
Ireland (p)	98	97	99	...	...	...	98	98	99	...	...	...	...	...	...	...	...	...
Italy (p)	99	99	98	98	97	98	...	...	...	96	96	97	...	...	...	...	...	...

TABLE 4: MEASURES OF PROGRESSION, COMPLETION AND SCHOOL LIFE EXPECTANCY

Regions Country or territory	Survival Rate to grade 4						Survival Rate to grade 5						Gross Intake Ratio in last grade of primary (ISCED 1)					
	1999/2000 to 2000/2001			2000/2001 to 2001/2002			1999/2000 to 2000/2001			2000/2001 to 2001/2002			2000/2001			2001/2002		
	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F
Latvia	98	98	98	...	...	...	na	na	na	na	na	na	99	98	99	...	...	...
Liechtenstein	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lithuania	99	100	98	...	...	...	na	na	na	na	na	na	103	103	103	...	...	...
Luxembourg (p)	...	...	...	99	100	98	...	...	...	99	99	99	82	80	84	...	...	...
Malta	99	100	99	...	...	...	99	99	100	...	...	...	105	105	106	...	...	...
Monaco	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands (p)	100	100	100	...	...	...	100	100	100	...	...	...	98	98	97	...	...	...
Norway (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Poland (p)	99	** 99	** 99	99	** 99	** 99	99	** 99	** 99	99	** 99	** 98	97	** 98	** 97	98	** 98	** 97
Portugal (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Republic of Moldova	90	** 88	** 91	90	90	91	na	na	na	na	na	na	80	** 79	** 80	79	79	78
Romania	94	94	95	...	...	...	na	na	na	na	na	na	95	95	94	...	...	...
Russian Federation (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	92	...	...
San Marino	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Serbia and Montenegro	...	...	...	...	...	...	na	na	na	na	na	na	96	** 97	** 96	...	...	...
Slovakia (p)	97	97	98	98	98	99	na	na	na	na	na	na	102	102	102	100	100	100
Slovenia	100	...	93	...	...	...	na	na	na	na	na	na	96	95	97	...	...	...
Spain (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sweden (p)	...	...	...	...	...	...	...	...	...	...	...	...	101	101	101	...	...	...
Switzerland (p)	99	100	99	99	100	98	100	100	99	99	100	99	99	99	100	...	...	...
The Former Yugoslav Rep. of Macedonia	97	96	97	...	...	...	na	na	na	na	na	na	99	100	98	...	...	...
Ukraine	** 30	** 30	** 30	30	** 30	** 30	na	na	na	na	na	na	...	...	...	...	...	...
United Kingdom (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oceania																		
Australia (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cook Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	** 95	** 93	** 97	** 91	** 88	** 94	** 89	** 88	** 91	** 88	** 85	** 92	** 101	** 102	** 100	** 103	** 101	** 105
Kiribati	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Marshall Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
New Zealand (p)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Niue	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	120	115	127
Palau	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	72	74	70	** 71	** 71	** 70	65	67	62	** 60	** 61	** 58	55	57	53	** 54	** 57	** 52
Samoa	95	* 94	* 97	95	96	93	93	* 91	* 96	94	96	91	93	* 93	* 94	91	90	93
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	...	...	...	** 88	** 89	** 86	...	...	...	** 83	** 85	** 81	** 109	** 107	** 111	107	107	108
Tuvalu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	...	...	...	97	97	96	...	...	...	95	93	97	83	81	85	95	94	96

Table 4: Measures of progression, completion and school life expectancy

School Life Expectancy (approximation method) primary and secondary education (ISCED 1-3)						School Life Expectancy (approximation method) primary to tertiary education (ISCED 1-6)						Regions
2000/2001			2001/2002			2000/2001			2001/2002			Country or territory
MF	M	F	MF	M	F	MF	M	F	MF	M	F	
11	11	11	...	...	...	15	13	15	...	...	...	Latvia
...	...	...	...	...	...	...	...	...	...	...	...	Liechtenstein
12	12	12	...	...	...	15	14	16	...	...	...	Lithuania
13	13	13	...	...	...	** 13	** 13	** 14	...	...	...	Luxembourg (p)
13	13	12	...	...	...	14	14	14	...	...	...	Malta
...	...	...	...	...	...	...	...	...	...	...	...	Monaco
14	14	14	...	...	...	** 17	** 17	** 17	...	...	...	Netherlands(p)
14	14	14	...	...	...	** 18	** 17	** 18	...	...	...	Norway (p)
12	12	12	12	12	12	** 15	** 15	** 16	15	15	16	Poland (p)
14	14	14	...	...	...	** 16	** 16	** 17	...	...	...	Portugal (p)
8	8	8	9	8	9	10	9	10	10	10	10	Republic of Moldova
10	10	10	...	...	...	12	12	12	...	...	...	Romania
...	...	...	10	10	10	...	...	...	13	13	14	Russian Federation (p)
...	...	...	...	...	...	...	...	...	...	...	...	San Marino
11	11	11	...	...	...	** 13	** 13	** 13	...	...	...	Serbia and Montenegro
12	12	12	12	12	12	** 13	** 13	** 13	13	13	13	Slovakia (p)
12	12	13	...	...	...	** 16	** 15	** 16	...	...	...	Slovenia
13	13	13	13	13	13	** 16	** 16	** 16	16	15	16	Spain (p)
15	14	17	15	15	16	** 19	** 17	** 21	19	17	21	Sweden (p)
13	14	13	...	...	...	** 16	** 16	** 15	...	...	...	Switzerland (p)
11	11	11	...	...	...	** 12	** 12	** 12	...	...	...	The Former Yugoslav Rep. of Macedonia
10	10	10	10	10	10	** 13	** 13	** 13	** 13	** 13	** 13	Ukraine
17	17	18	...	...	...	** 20	** 19	** 21	...	...	...	United Kingdom (p)
												Oceania
17	17	17	16	16	16	** 20	** 20	** 21	** 20	** 20	** 21	Australia (p)
...	...	...	...	...	...	...	...	...	...	...	...	Cook Islands
** 12	** 12	** 12	** 12	** 12	** 12	...	...	...	...	...	...	Fiji
...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	...	...	...	...	Nauru
14	14	14	14	14	14	** 18	** 17	** 19	** 18	** 17	** 19	New Zealand (p)
** 11	** 11	** 12	13	13	12	** 11	...	...	11	...	...	Niue
** 12	** 12	** 12	...	...	...	...	...	...	...	...	...	Palau
6	6	6	** 6	** 6	** 6	...	...	...	...	...	...	Papua New Guinea
11	11	11	11	11	12	** 12	** 11	** 12	** 12	** 12	** 12	Samoa
...	...	...	...	...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	...	...	...	...	Tokelau
** 13	** 12	** 13	13	12	13	** 13	** 13	** 13	** 13	** 13	** 13	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
9	9	9	9	9	9	...	...	...	** 9	...	...	Vanuatu

Symbols and footnotes:

- ** UIS estimation
- * National estimation
- ... No data available
- Magnitude nil or negligible
- na Not applicable
- Data in **bold** refer to 2002
- (p) Data for 2001 or later years are provisional

TABLE 5: SECONDARY EDUCATION, ISCED 2 AND 3. ENROLMENT

Regions	General secondary education		Enrolment						Gross Enrolment Ratio, Lower Secondary				Gross Enrolment Ratio, Upper Secondary			
			2001/2002						All Programmes				All Programmes			
			Country or territory		All Programmes		General Programmes		Technical/Vocational Programmes		2001/2002				2001/2002	
Theoretical entrance age	Theoretical duration (years)	MF	% F	MF	% F	MF	% F	MF	M	F	GPI	MF	M	F	GPI	
Africa																
Regional average																
Algeria	12	6	3,157,134	51	3,071,400	51	85,734	33	94	96	93	0.97	48	41	55	1.34
Angola	10	7	413,695	44	337,155	45	76,540	39	24	27	22	0.82	11	13	9	0.68
Benin	12	7	** 287,288	** 32	262,950	32	** 24,338	** 33	** 35	** 47	** 23	** 0.50	** 13	** 19	** 6	** 0.34
Botswana	13	5	157,021	51	151,847	52	5,104	30	86	83	89	1.08	52	51	53	1.03
Burkina Faso	13	7	** 204,847	** 39	** 186,924	** 38	** 17,923	** 51	** 14	** 16	** 11	** 0.69	** 5	** 7	** 4	** 0.51
Burundi	13	7	** 122,469	** 42	113,176	43	** 9,293	** 33	** 13	** 16	** 11	** 0.71	7	7	6	0.80
Cameroon	12	7	** 835,791	** 45	** 674,970	** 46	** 160,821	** 38	** 29	** 31	** 26	** 0.84	** 38	** 43	** 34	** 0.79
Cape Verde	12	6	46,119	51	44,695	51	1,424	40	96	97	95	0.98	50	47	53	1.11
Central African Republic	12	7	...	...	* 64,940	* 34	...	...	* 14	* 19	* 10	* 0.53	...	...	...	...
Chad	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Comoros	12	7	33,874	45	33,648	45	226	40	33	36	30	0.85	20	22	19	0.83
Congo	12	7	** 182,699	** 42	164,503	41	** 18,196	** 52	** 42	** 49	** 35	** 0.73	** 17	** 20	** 13	** 0.66
Côte d'Ivoire	12	7	...	...	703,743	** 35	...	...	** 32	** 40	** 24	** 0.60	...	...	...	...
Democratic Republic of the Congo	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Djibouti	12	7	20,516	38	19,069	38	1,447	38	23	29	18	0.62	14	17	11	0.62
Egypt (p)	11	6	** 8,644,567	** 47	** 6,111,699	** 48	** 2,532,868	** 45	** 101	** 105	** 96	** 0.91	** 75	** 77	** 73	** 0.95
Equatorial Guinea	12	7	** 21,173	** 36	** 19,748	** 38	1,425	20	** 41	** 51	** 31	** 0.60	13	17	8	0.45
Eritrea	12	6	152,727	39	151,065	40	1,662	21	41	47	35	0.76	20	26	14	0.55
Ethiopia	13	6	1,734,131	38	1,695,955	38	** 8,716	** 23	26	33	20	0.60	11	13	9	0.67
Gabon	12	7	** 105,191	...	** 97,604	...	7,587	34	** 63	...	...	...	** 32	...	...	...
Gambia	13	6	** 58,549	** 41	** 58,132	** 41	** 417	** 69	** 48	** 55	** 41	** 0.74	** 19	** 24	** 15	** 0.63
Ghana	12	6	** 1,107,461	** 45	** 1,092,289	** 45	** 15,172	** 13	58	62	54	0.86	** 17	** 19	** 14	** 0.71
Guinea	13	7	...	...	271,089	29	...	...	24	34	13	0.39	...	...	...	...
Guinea-Bissau	13	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	13	5	1,331,068	47	1,306,568	47	24,500	42	37	38	35	0.92	25	26	23	0.86
Lesotho	13	5	79,536	56	77,919	56	1,347	50	41	36	46	1.30	22	21	24	1.16
Liberia	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Libyan Arab Jamahiriya	12	6	824,538	51	641,145	50	183,393	53	123	123	123	1.00	88	82	95	1.15
Madagascar	11	7	...	...	426,160	49	...	...	...	...	...	...	...	...	...	...
Malawi	12	6	518,251	44	518,251	44	na	na	49	55	44	0.80	17	21	14	0.67
Mali	13	6	...	...	...	...	...	...	23	29	17	0.59	...	...	...	...
Mauritania	12	6	78,730	43	76,837	43	1,893	34	25	28	22	0.77	18	21	16	0.75
Mauritius	12	7	108,792	48	97,647	51	** 11,136	** 21	93	93	94	1.00	69	72	67	0.92
Morocco	12	6	...	...	1,585,744	44	...	...	** 57	** 63	** 51	** 0.80	...	...	...	...
Mozambique	11	7	402,499	39	381,619	40	20,880	28	31	38	24	0.64	5	6	4	0.69
Namibia	13	5	130,577	53	130,577	53	na	na	79	74	85	1.16	31	30	32	1.06
Niger	13	7	112,033	38	109,297	39	2,736	34	9	11	7	0.67	3	4	2	0.54
Nigeria	12	6	...	...	** 4,601,082	** 45	...	...	...	...	...	...	...	...	...	...
Rwanda	13	6	** 166,784	** 50	** 146,122	** 50	** 20,662	** 48	** 16	** 17	** 15	** 0.91	** 13	** 14	** 12	** 0.84
Sao Tome and Principe	13	5	** 7,367	** 45	** 7,327	** 46	40	25	** 65	** 72	** 59	** 0.82	** 23	** 24	** 22	** 0.89
Senegal	13	7	** 291,318	** 40	285,366	40	** 5,952	** 45	** 23	** 27	** 19	** 0.70	12	15	9	0.60
Seychelles	12	5	7,514	51	7,514	51	na	na	111	111	112	1.01	108	103	114	1.11
Serra Leone	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Table 5: Secondary education, ISCED 2 and 3. Enrolment

Gross Enrolment Ratio, Total Secondary										Net Enrolment Rate, Total Secondary						Regions
All Programmes										All Programmes						
2000/2001			2001/2002			Change 2000 to 2001	GPI		2000/2001			2001/2002			Change 2000 to 2001	
MF	M	F	MF	M	F	MF	2000/2001	2001/2002	MF	M	F	MF	M	F	MF	
Africa																
**35	*37	**32	**36	**39	**33	1	0.85	0.85	**29	**30	**27	**30	**31	**28	1	
68	66	71	72	69	74	3	1.08	1.08	**60	**58	**61	**62	**60	**64	2	
17	19	15	19	21	17	2	0.82	0.78	...	...	...	...	...	...	...
**24	**33	**15	**26	**35	**16	2	**0.46	**0.46	**20	**27	**13	...	...	...	...
73	71	76	73	70	75	-1	1.07	1.06	**55	**51	**59	...	...	...	...
10	12	8	**10	**12	**8	-	0.65	**0.65	**8	**10	**6	...	...	...	...
**10	**12	**9	**11	**12	**9	-	**0.77	**0.73	...	...	...	**8	**9	**7	...
...	...	...	**33	**36	**29	...	...	**0.82	...	...	...	...	...	...	...
**66	...	...	66	64	67	-	...	1.05	...	...	...	53	52	54	...
...	
**11	**17	**5	...	...	...	...	**0.28	...	**8	**11	**4	...	...	...	...
...	...	...	28	30	25	...	...	0.84	...	...	...	...	...	...	...
**36	**44	**28	**32	**37	**27	-4	**0.63	**0.71	...	...	...	...	...	...	...
...	
...	
18	23	14	20	24	15	1	0.62	0.62	**16	**20	**13	**17	**21	**13	1	
**85	**88	**82	**88	**91	**85	3	**0.94	**0.93	**78	**80	**76	**81	**83	**79	3	
**29	...	...	**30	**38	**22	1	...	**0.57	...	...	...	...	...	...	...
27	31	22	28	33	22	1	0.71	0.65	21	24	18	**21	**24	**18	-	
17	21	14	19	23	15	2	0.66	0.62	12	14	10	**15	**19	**11	3	
**50	...	...	**51	...	...	1	...	...	...	...	...	...	...	...	...
34	40	28	**34	**40	**28	-	0.71	**0.71	**27	**32	**22	**28	**32	**24	-	
35	39	32	**38	**41	**34	2	0.82	**0.82	**30	**33	**28	**32	**34	**30	2	
...	
...	
**31	**32	**29	32	34	30	1	**0.91	0.90	**23	**23	**23	**24	**24	**24	1	
32	29	34	34	30	38	2	1.18	1.26	20	15	25	22	17	27	2	
...	
...	...	...	105	102	108	...	...	1.06	...	...	...	...	...	...	...
...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...
33	38	28	34	39	29	-6	0.73	0.76	...	...	...	29	32	26	...
...	
22	25	19	22	25	19	-	0.75	0.76	**15	**17	**13	**15	**16	**13	-	
76	79	74	80	81	78	3	0.94	0.96	64	63	65	62	60	64	-2	
**41	**45	**36	...	...	...	...	**0.81	...	...	...	...	...	...	...	...
12	14	9	13	16	10	1	0.65	0.66	9	11	8	11	13	9	1	
61	57	64	61	57	65	1	1.12	1.14	37	31	43	38	32	44	1	
**6	**8	**5	6	8	5	-	**0.66	0.65	5	6	4	5	7	4	-	
...	
14	16	14	**14	**15	**14	-	0.87	**0.88	...	...	...	...	...	...	...
...	...	...	**39	**42	**36	...	...	**0.84	...	...	...	...	...	...	...
**17	**21	**14	**19	**22	**15	1	**0.66	**0.67	...	...	...	...	...	...	...
113	111	115	110	107	113	-3	1.03	1.05	98	97	100	98	95	100	-3	
26	**31	**22	...	...	...	...	**0.70	...	...	...	...	...	...	...	...

TABLE 5: SECONDARY EDUCATION, ISCED 2 AND 3. ENROLMENT

Regions	General secondary education		Enrolment						Gross Enrolment Ratio, Lower Secondary				Gross Enrolment Ratio, Upper Secondary			
			2001/2002						All Programmes				All Programmes			
			Country or territory		All Programmes		General Programmes		Technical/Vocational Programmes		2001/2002				2001/2002	
Theoretical entrance age	Theoretical duration (years)	MF	% F	MF	% F	MF	% F	MF	M	F	GPI	MF	M	F	GPI	
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	14	5	** 4,229,209	** 52	4,029,272	53	** 199,937	** 42	101	98	103	1.05	** 77	** 72	** 81	** 1.13
Sudan	12	5	1,141,199	...	1,110,171	...	31,028	33	45	48	41	0.87	23	...	...	...
Swaziland	13	5	61,277	50	** 60,929	** 50	** 348	** 23	53	53	54	1.03	32	33	31	0.94
Togo	12	7	...	...	309,551	32	...	...	** 61	** 80	** 41	** 0.52	...	...	...	...
Tunisia (p)	12	7	1,169,368	50	1,105,720	51	63,648	38	105	107	104	0.97	59	55	63	1.15
Uganda	13	6	** 570,520	** 43	539,786	44	** 30,734	** 30	** 21	** 23	** 19	** 0.80	** 8	** 10	** 6	** 0.59
United Republic of Tanzania	14	6	...	...	289,699	46	...	...	...	...	...	...	...	...	...	...
Zambia	14	5	297,165	44	290,198	45	6,967	6	37	40	34	0.84	15	17	13	0.74
Zimbabwe (p)	13	6	866,171	47	866,171	47	na	na	64	67	62	0.92	31	34	29	0.85
America, North																
Regional average																
Anguilla	12	5	1,098	51	** 1,046	** 50	** 52	** 62	103	105	101	0.96	101	101	100	1.00
Antigua and Barbuda	12	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aruba	12	5	6,757	51	5,559	55	1,198	37	118	118	118	1.01	90	85	95	1.13
Bahamas	11	6	31,703	50	** 23,779	** 51	...	...	91	90	93	1.03	92	90	93	1.03
Barbados	11	5	20,872	49	20,762	50	110	28	102	105	99	0.94	106	101	110	1.09
Belize	11	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bermuda	11	7	4,565	51	4,565	51	na	na	...	...	...	...	...	...	...	...
British Virgin Islands	12	5	1,593	50	1,322	52	271	42	106	108	104	0.97	78	73	83	1.14
Canada (p)	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cayman Islands	11	6	2,341	50	2,341	50	na	na	...	...	...	...	...	...	...	...
Costa Rica	12	5	287,309	49	227,925	51	59,384	43	75	74	77	1.05	54	54	53	0.97
Cuba	12	6	895,742	49	638,342	53	257,400	38	99	101	98	0.98	78	78	78	1.01
Dominica	12	5	7,500	52	7,500	52	na	na	...	...	...	...	...	...	...	...
Dominican Republic	12	6	756,240	54	719,618	54	36,622	55	74	68	79	1.16	64	56	73	1.29
El Salvador	13	6	435,571	50	349,345	49	86,226	52	72	73	71	0.98	39	38	40	1.05
Grenada	12	5	6,224	49	6,224	49	na	na	...	...	...	...	...	...	...	...
Guatemala	13	6	547,913	47	391,474	45	156,439	51	44	46	41	0.88	32	32	33	1.05
Haiti	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Jamaica (p)	12	5	228,305	50	227,934	50	371	44	91	91	91	1.00	72	69	76	1.09
Mexico (p)	12	6	9,692,976	51	8,244,426	50	1,448,550	57	101	97	104	1.07	50	48	51	1.06
Montserrat	12	5	301	48	301	48	na	na	107	...	...	...	95	...	...	...
Netherlands Antilles	12	6	15,426	52	9,268	58	6,158	43	97	102	92	0.91	60	52	69	1.33
Nicaragua	13	5	353,724	53	334,986	53	18,738	57	65	62	68	1.11	44	37	51	1.36
Panama	12	6	244,097	51	142,927	50	101,170	51	84	83	85	1.03	54	50	58	1.15
Saint Kitts and Nevis	12	5	** 4,492	** 51	** 4,492	** 51	-	-	...	...	...	...	...	...	...	...
Saint Lucia	12	5	12,743	57	12,743	57	na	na	88	77	99	1.28	83	71	95	1.33
Saint Vincent and the Grenadines	12	5	9,606	54	7,843	58	1,763	36	80	77	83	1.08	50	39	61	1.58
Trinidad and Tobago	12	5	** 96,225	** 51	* 93,725	* 51	** 2,500	* 52	* 75	* 74	* 77	* 1.05	** 65	** 63	** 66	** 1.04
Turks and Caicos Islands	12	5	1,266	50	1,266	50	na	na	85	84	86	1.03	86	85	87	1.02
United States(p)	12	6	23,196,310	48	23,196,310	48	na	na	100	102	99	0.97	86	85	86	1.00

Table 5: Secondary education, ISCED 2 and 3. Enrolment

Gross Enrolment Ratio, Total Secondary									Net Enrolment Rate, Total Secondary							Regions
All Programmes									All Programmes							
2000/2001			2001/2002			Change 2000 to 2001	GPI		2000/2001			2001/2002			Change 2000 to 2001	
MF	M	F	MF	M	F	MF	2000/2001	2001/2002	MF	M	F	MF	M	F	MF	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Somalia
85	81	89	** 86	** 83	** 90	1	1.10	** 1.09	** 62	** 59	** 65	...	...	...	...	South Africa
32	** 34	** 30	32	...	...	-	** 0.89	...	...	...	...	...	...	...	...	Sudan
45	45	46	45	45	45	-	1.00	1.00	32	30	35	32	29	35	-	Swaziland
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Togo
78	76	80	79	78	81	1	1.05	1.04	** 70	** 68	** 71	** 68	** 67	** 69	-2	Tunisia (p)
17	19	14	** 17	** 19	** 15	-	0.77	** 0.77	14	15	13	...	...	...	...	Uganda
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	United Republic of Tanzania
23	25	21	24	27	21	1	0.81	0.80	** 19	** 20	** 17	** 20	** 22	** 18	2	Zambia
43	45	40	43	45	40	-	0.88	0.89	** 39	** 40	** 37	40	42	38	2	Zimbabwe (p)
America, North																
82	82	83	82	82	83	-	1.02	1.01	72	71	73	72	71	72	-	Regional average
...	...	...	102	103	101	...	...	0.98	...	...	...	** 99	** 100	** 98	...	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
97	95	100	101	98	105	4	1.05	1.07	72	70	74	78	75	81	5	Aruba
...	...	...	91	90	93	...	...	1.03	...	...	...	** 79	** 79	** 79	...	Bahamas
102	102	102	103	103	103	2	1.00	1.00	85	86	83	87	87	86	2	Barbados
71	68	74	...	...	...	...	1.08	...	60	58	63	...	...	...	...	Belize
86	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bermuda
94	92	96	95	94	96	1	1.05	1.02	79	77	81	** 78	** 75	** 81	-1	British Virgin Islands
106	107	106	...	...	...	...	0.99	...	** 98	** 97	** 98	...	...	...	...	Canada (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Cayman Islands
61	58	63	67	66	68	6	1.09	1.03	49	47	52	51	48	53	1	Costa Rica
85	83	87	89	90	89	5	1.05	0.99	82	80	84	83	83	84	1	Cuba
95	89	102	...	...	...	...	1.13	...	84	82	87	...	...	...	...	Dominica
** 59	** 53	** 67	67	60	75	8	** 1.26	1.24	** 40	** 35	** 45	41	35	47	1	Dominican Republic
54	54	54	56	56	56	2	0.99	1.01	...	...	...	46	45	47	...	El Salvador
63	84	41	...	...	...	...	0.48	...	** 46	...	...	...	...	...	...	Grenada
37	38	35	39	41	38	2	0.92	0.93	** 26	** 27	** 29	** 29	** 30	** 29	3	Guatemala
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Honduras
83	** 82	** 85	84	82	85	-	** 1.04	1.03	74	73	76	75	73	76	1	Jamaica (p)
73	72	75	76	73	78	2	1.05	1.07	** 58	** 56	** 61	** 60	** 59	** 61	2	Mexico (p)
...	...	...	102	...	...	...	...	...	...	...	...	95	...	...	...	Montserrat
70	66	74	73	69	77	3	1.13	1.12	61	54	68	65	63	67	3	Netherlands Antilles
54	50	58	57	52	61	3	1.18	1.18	36	33	38	37	34	40	2	Nicaragua
67	65	69	69	67	72	2	1.06	1.07	** 60	** 58	** 63	** 62	** 60	** 65	2	Panama
** 129	** 107	** 153	...	...	...	...	** 1.43	...	91	83	100	...	...	...	...	Saint Kitts and Nevis
86	76	96	86	75	97	-	1.27	1.30	** 70	** 62	** 78	** 70	** 61	** 79	-	Saint Lucia
** 70	** 64	** 76	68	62	74	-2	** 1.19	1.20	** 47	** 42	** 52	52	47	57	5	Saint Vincent and the Grenadines
** 82	** 80	** 85	** 71	** 69	** 73	-11	** 1.07	** 1.05	** 72	** 70	** 75	** 68	** 67	** 69	-5	Trinidad and Tobago
...	...	...	85	84	86	...	...	1.03	...	...	...	76	74	78	...	Turks and Caicos Islands
94	94	95	93	94	92	-1	1.01	0.99	87	86	88	85	85	85	-2	United States (p)

TABLE 5: SECONDARY EDUCATION, ISCED 2 AND 3. ENROLMENT

Regions	General secondary education		Enrolment						Gross Enrolment Ratio, Lower Secondary				Gross Enrolment Ratio, Upper Secondary			
			2001/2002						All Programmes				All Programmes			
			Country or territory		All Programmes		General Programmes		Technical/Vocational Programmes		2001/2002				2001/2002	
Theoretical entrance age	Theoretical duration (years)	MF	% F	MF	% F	MF	% F	MF	M	F	GPI	MF	M	F	GPI	
America, South																
Regional average																
Argentina (p)	12	6	3,953,677	51	2,744,039	51	1,209,638	50	120	118	121	1.03	79	75	84	1.12
Bolivia	12	6	949,029	48	884,206	48	64,823	59	102	101	102	1.01	75	78	72	0.93
Brazil (p)	11	7	** 26,441,248	** 52	25,126,886	51	** 1,314,362	** 55	123	121	126	1.04	87	79	96	1.21
Chile (p)	12	6	1,496,937	50	1,101,380	51	395,557	47	96	96	96	1.00	85	84	86	1.03
Colombia	11	6	3,377,954	52	3,377,954	52	na	na	73	70	75	1.08	50	46	54	1.17
Ecuador	12	6	966,362	49	763,183	48	203,179	53	67	68	66	0.97	51	49	53	1.07
Guyana	12	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Paraguay (p)	12	6	497,935	50	458,074	50	39,861	47	77	76	77	1.00	50	48	51	1.05
Peru (p)	12	5	2,484,775	48	2,484,775	48	-	-	98	102	95	0.92	74	76	72	0.95
Suriname	12	6	42,253	57	23,083	61	19,170	53	84	76	92	1.21	55	36	75	2.10
Uruguay (p)	12	6	315,968	52	254,741	54	61,227	43	111	107	114	1.06	92	82	102	1.24
Venezuela	12	5	1,811,127	53	1,757,505	53	53,622	51	81	77	86	1.11	49	42	55	1.32
Asia																
Regional average																
Afghanistan	13	6	362,415	-	362,415	-	-	-	13	26	-	...	11	22	-	...
Armenia	10	7	377,716	51	372,787	51	4,929	35	91	91	91	1.00	76	67	85	1.27
Azerbaijan	10	7	1,040,175	48	1,018,556	48	21,619	32	87	88	87	0.98	59	61	57	0.93
Bahrain	12	6	64,439	51	51,324	53	13,115	41	102	100	104	1.04	87	81	94	1.15
Bangladesh	11	7	10,690,742	51	10,566,996	51	123,746	25	63	57	70	1.22	34	35	33	0.94
Bhutan	13	4	26,258	45	25,814	46	444	38	...	...	...	...	...	...	...	...
Brunei Darussalam	12	7	36,986	50	34,837	50	2,149	36	114	114	115	1.01	67	62	72	1.16
Cambodia	12	6	475,637	37	466,823	37	8,814	34	33	41	26	0.64	10	14	7	0.48
China (p)	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cyprus	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea	10	6	...	...	...	...	na	na	...	...	...	...	...	...	...	...
Georgia	10	7	456,470	51	436,933	50	19,537	76	85	85	86	1.01	62	53	72	1.36
Hong Kong (China), SAR	12	7	** 480,216	** 48	** 470,541	** 49	9,675	10	** 100	** 100	** 101	** 1.01	** 63	** 63	** 62	** 0.99
India (p)	11	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Indonesia (p)	13	6	15,140,713	49	...	...	...	...	72	71	73	1.02	44	45	42	0.93
Iran, Islamic Republic of	11	7	9,916,372	48	9,180,173	48	736,199	37	91	97	85	0.88	66	66	67	1.03
Iraq	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Israel (p)	12	6	606,141	48	480,467	51	125,674	40	76	76	76	1.00	113	115	112	0.98
Japan (p)	12	6	8,394,050	49	7,302,374	50	1,091,676	45	102	102	102	1.00	103	102	103	1.01
Jordan (p)	12	6	605,228	49	563,054	50	42,169	36	91	91	92	1.01	76	74	78	1.06
Kazakhstan	11	7	2,019,821	49	1,932,494	49	87,327	38	91	92	91	0.99	82	84	79	0.95
Kuwait	10	8	** 243,517	** 50	239,047	50	** 4,470	** 34	** 91	** 91	91	** 1.00	** 79	** 74	84	** 1.14
Kyrgyzstan	11	7	689,036	50	663,133	50	25,903	36	95	95	96	1.00	62	62	63	1.01
Lao People's Democratic Republic	11	6	320,275	41	315,733	42	4,542	34	51	59	44	0.75	29	34	23	0.69
Lebanon	12	6	336,170	51	294,704	53	41,466	40	87	83	91	1.09	67	64	71	1.10
Macao, China	12	6	42,017	50	39,429	50	2,588	48	106	105	106	1.01	67	62	73	1.17
Malaysia (p)	12	7	2,246,874	51	2,112,572	52	134,302	43	98	97	100	1.04	48	44	53	1.21
Maldives	13	5	24,607	51	22,468	52	2,139	40	97	93	101	1.09	16	17	16	0.91

Table 5: Secondary education, ISCED 2 and 3. Enrolment

Gross Enrolment Ratio, Total Secondary										Net Enrolment Rate, Total Secondary						Regions
All Programmes										All Programmes						
2000/2001			2001/2002			Change 2000 to 2001	GPI		2000/2001			2001/2002			Change 2000 to 2001	
MF	M	F	MF	M	F	MF	2000/2001	2001/2002	MF	M	F	MF	M	F	MF	
America, South																
93	89	97	95	91	98	2	1.08	1.08	67	64	69	68	66	71	2	Regional average
97	94	100	100	97	103	3	1.07	1.06	* 79	* 77	* 82	81	79	83	2	Argentina (p)
80	82	78	84	86	83	4	0.96	0.96	** 67	** 68	** 67	...	...	...	...	Bolivia
105	100	111	** 108	** 102	** 113	2	1.10	** 1.10	69	67	72	** 72	** 69	** 74	2	Brazil (p)
85	85	86	89	88	90	...	1.02	1.02	75	73	76	79	78	79	...	Chile (p)
70	67	73	65	62	69	-5	1.10	1.10	** 57	** 54	** 59	54	** 51	** 56	-3	Colombia
58	57	58	59	59	59	1	1.02	1.01	48	47	49	50	50	50	2	Ecuador
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Guyana
60	59	61	64	63	64	4	1.03	1.02	** 47	** 45	** 48	** 50	** 49	** 51	3	Paraguay (p)
** 86	** 89	** 83	89	92	86	3	** 0.93	** 0.93	** 66	** 67	** 65	...	...	...	...	Peru (p)
71	66	77	74	62	86	2	1.18	1.39	** 54	** 50	** 59	** 63	** 52	** 75	9	Suriname
98	92	105	101	95	108	3	1.14	1.14	** 70	** 66	** 74	** 72	** 68	** 76	2	Uruguay (p)
** 66	** 61	** 71	69	64	74	3	** 1.16	1.16	** 55	** 51	** 60	** 57	** 53	** 62	2	Venezuela
Asia																
** 58	** 63	** 54	** 58	** 63	** 54	-	0.86	0.86	...	...	...	...	...	...	...	Regional average
...	...	-	12	24	-	...	...	...	...	...	...	...	...	...	...	Afghanistan
86	84	89	87	84	89	-	1.06	1.06	76	74	77	85	83	86	9	Armenia
80	81	78	80	81	79	-	0.97	0.97	** 75	** 76	** 75	** 76	** 76	** 75	1	Azerbaijan
95	90	99	95	91	99	-	1.10	1.09	** 81	** 76	** 86	** 81	** 77	** 86	-	Bahrain
46	45	47	47	45	49	1	1.05	1.10	43	42	44	44	42	46	1	Bangladesh
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bhutan
87	85	90	88	85	91	-	1.06	1.06	...	...	...	...	...	...	...	Brunei Darussalam
18	23	13	21	27	16	3	0.56	0.60	** 16	** 20	** 12	** 21	** 26	** 15	5	Cambodia
68	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	China (p)
93	93	94	...	...	...	...	1.01	...	88	87	89	...	...	...	...	Cyprus
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
73	72	74	79	76	82	6	1.04	1.08	...	...	...	...	...	...	...	Georgia
** 77	** 77	** 77	** 78	** 78	** 78	1	** 1.00	** 1.00	** 71	** 70	** 71	** 72	** 71	** 72	1	Hong Kong (China), SAR
48	56	40	...	...	...	...	0.71	...	...	...	...	...	...	...	...	India (p)
57	57	56	58	58	58	1	0.98	0.99	...	...	...	...	...	...	...	Indonesia (p)
77	80	75	77	79	75	-	0.94	0.95	...	...	...	...	...	...	...	Iran, Islamic Republic of
93	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Iraq
93	94	93	94	95	94	1	0.99	0.99	88	88	89	89	88	89	1	Israel (p)
102	102	103	103	102	103	-	1.01	1.01	100	...	...	** 100	...	...	-	Japan (p)
...	...	...	86	85	87	...	...	1.02	...	...	...	80	79	81	...	Jordan (p)
89	90	88	89	90	88	-	0.98	0.98	83	84	82	84	85	83	1	Kazakhstan
** 88	** 86	** 91	** 85	** 83	88	-3	** 1.07	** 1.06	** 79	** 78	** 81	** 77	** 75	** 79	-2	Kuwait
87	87	87	87	86	87	-1	1.00	1.00	...	...	...	...	...	...	...	Kyrgyzstan
38	44	31	41	47	34	3	0.72	0.73	30	33	27	31	35	28	1	Lao People's Democratic Republic
76	72	79	77	74	81	2	1.10	1.10	...	...	...	...	...	...	...	Lebanon
83	81	86	87	85	90	4	1.06	1.06	69	65	73	72	68	75	3	Macao, China
69	66	73	70	66	73	-	1.11	1.10	69	66	73	69	66	73	-	Malaysia (p)
55	53	57	66	64	68	11	1.07	1.07	...	...	...	...	...	...	...	Maldives

TABLE 5: SECONDARY EDUCATION, ISCED 2 AND 3. ENROLMENT

Regions	General secondary education		Enrolment						Gross Enrolment Ratio, Lower Secondary				Gross Enrolment Ratio, Upper Secondary			
			2001/2002						All Programmes				All Programmes			
	Country or territory	Theoretical entrance age	Theoretical duration (years)	All Programmes		General Programmes		Technical/Vocational Programmes		2001/2002				2001/2002		
MF				% F	MF	% F	MF	% F	MF	M	F	GPI	MF	M	F	GPI
Mongolia	12	6	282,089	54	269,033	54	13,056	51	83	78	89	1.15	60	51	70	1.37
Myanmar	10	6	2,372,593	48	2,372,593	48	-	-	43	45	41	0.93	32	32	31	0.98
Nepal	11	7	1,690,198	41	1,669,652	41	20,546	20	61	68	53	0.79	30	35	24	0.69
Oman	12	6	266,923	49	266,923	49	na	na	86	89	82	0.92	71	69	73	1.06
Pakistan	10	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Palestinian Autonomous Territories	10	8	544,935	50	540,890	50	4,045	28	92	89	94	1.05	61	57	65	1.15
Philippines (p)	12	4	5,816,699	51	5,816,699	51	na	na	88	84	91	1.08	64	59	70	1.18
Qatar	12	6	49,042	50	48,490	50	552	-	98	99	98	1.00	82	77	87	1.13
Republic of Korea (p)	12	6	3,768,040	48	3,111,434	47	656,606	49	95	94	95	1.01	88	88	88	0.99
Saudi Arabia	12	6	1,995,522	46	1,955,424	47	40,098	14	73	78	67	0.86	65	67	63	0.94
Singapore	12	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sri Lanka (p)	10	8	2,228,926	...	...	...	...	...	115	...	...	...	49	45	53	1.18
Syrian Arab Republic	12	6	1,182,424	47	1,064,919	47	117,505	46	62	66	58	0.88	27	27	26	0.96
Tajikistan	11	7	899,236	45	873,913	45	25,323	28	91	97	86	0.88	55	69	40	0.58
Thailand (p)	12	6	...	...	...	...	592,370	41	...	...	...	...	73	71	74	1.04
Timor-Leste	12	6	46,680	...	46,680	...	-	-	42	...	...	...	27	...	...	...
Turkey (p)	12	5	** 5,500,246	** 42	** 4,259,958	** 43	1,240,288	** 39	** 80	** 88	** 71	** 0.81	73	** 85	** 61	** 0.72
Turkmenistan	11	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	12	6	226,407	50	224,740	50	1,667	-	85	86	84	0.98	73	67	79	1.17
Uzbekistan	11	7	** 4,236,741	** 49	** 3,863,126	** 49	** 373,615	** 44	** 101	** 102	** 101	** 0.99	** 91	** 96	** 86	** 0.90
Viet Nam	11	7	8,783,340	47	8,588,509	47	194,831	51	84	87	81	0.93	49	51	47	0.91
Yemen	12	6	...	...	...	...	...	...	53	73	32	0.44	...	...	...	...
Europe																
Regional average																
Albania	10	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Andorra	12	6	1,403	51	1,390	51	13	85	...	...	...	...	...	...	...	...
Austria (p)	10	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Belarus	11	7	982,230	50	977,082	50	5,148	33	93	94	93	0.99	62	55	69	1.25
Belgium (p)	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	10	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria	11	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Croatia	11	8	401,921	49	257,327	51	155,213	47	96	96	95	0.99	82	80	84	1.05
Czech Republic (p)	11	8	998,608	50	606,680	51	391,928	47	99	99	99	1.01	93	90	95	1.05
Denmark (p)	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Estonia	13	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Finland (p)	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
France (p)	11	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Germany (p)	10	9	8,465,149	48	6,711,741	50	1,753,409	43	101	101	101	1.00	97	100	95	0.95
Gibraltar	11	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Greece (p)	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Holy See	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Hungary (p)	11	8	1,013,471	49	948,071	50	65,400	40	103	103	102	0.98	105	103	107	1.04
Iceland (p)	13	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ireland (p)	12	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Table 5: Secondary education, ISCED 2 and 3. Enrolment

Gross Enrolment Ratio, Total Secondary									Net Enrolment Rate, Total Secondary						Regions	
All Programmes									All Programmes							
2000/2001			2001/2002			Change 2000 to 2001	GPI		2000/2001			2001/2002				Change 2000 to 2001
MF	M	F	MF	M	F	MF	2000/2001	2001/2002	MF	M	F	MF	M	F		MF
** 71	** 64	78	76	69	83	5	** 1.22	1.20	** 67	** 61	** 73	71	65	78	5	Mongolia
39	39	38	39	41	38	1	0.95	0.94	36	37	36	35	36	34	-1	Myanmar
40	46	33	44	50	37	4	0.73	0.75	...	...	...	...	...	...	...	Nepal
76	77	76	79	79	78	2	0.98	0.98	66	66	67	68	68	68	2	Oman
* 24	* 29	* 19	...	...	...	...	* 0.66	...	...	...	...	...	...	...	...	Pakistan
83	80	86	85	82	88	2	1.08	1.06	78	75	81	** 81	** 78	** 83	3	Palestinian Autonomous Territories
77	74	81	82	78	86	5	1.10	1.10	53	48	57	56	51	62	4	Philippines (p)
89	86	92	90	88	93	2	1.07	1.05	...	...	...	** 78	** 76	** 80	...	Qatar
94	94	94	91	91	91	-3	1.00	1.00	91	91	91	89	88	89	-2	Republic of Korea (p)
69	72	65	69	73	65	1	0.89	0.89	52	** 53	** 50	** 53	** 55	** 51	1	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	81	...	...	...	...	...	...	...	...	...	...	...	...	Sri Lanka (p)
43	45	40	45	47	42	2	0.90	0.90	39	40	37	39	41	37	-	Syrian Arab Republic
79	86	71	82	90	74	3	0.83	0.82	76	82	69	** 79	** 86	** 72	3	Tajikistan
83	85	81	...	...	...	...	0.95	...	...	...	...	...	...	...	...	Thailand (p)
** 31	...	...	35	...	...	4	...	...	** 20	...	...	...	...	...	...	Timor-Leste
** 73	** 84	** 62	** 76	** 86	** 66	3	** 0.75	** 0.76	...	...	...	...	...	...	...	Turkey (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
80	78	83	79	77	82	-1	1.05	1.06	72	70	74	** 72	** 70	74	-	United Arab Emirates
...	...	...	** 99	** 100	** 97	...	...	** 0.97	...	...	...	...	...	...	...	Uzbekistan
67	70	64	70	72	67	3	0.91	0.92	62	...	...	** 65	...	...	3	Viet Nam
** 46	** 65	** 27	...	...	...	...	** 0.42	...	...	...	...	...	...	...	...	Yemen
Europe																
** 101	** 99	** 103	105	103	107	4	1.04	1.03	** 88	** 87	** 89	89	88	89	1	Regional average
78	77	80	...	...	...	...	1.03	...	74	73	75	...	...	...	...	Albania
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Andorra
99	100	97	...	...	...	...	0.96	...	** 88	** 88	** 88	...	...	...	...	Austria (p)
85	83	86	84	82	86	-	1.04	1.04	...	...	...	** 78	** 76	** 79	...	Belarus
154	146	163	...	...	...	...	1.11	...	...	...	...	...	...	...	...	Belgium (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
93	94	91	...	...	...	...	0.98	...	** 86	** 87	** 85	...	...	...	...	Bulgaria
90	88	91	88	88	89	-1	1.03	1.02	86	85	87	86	85	87	1	Croatia
95	93	96	96	95	97	1	1.03	1.03	** 88	** 88	** 89	89	89	90	1	Czech Republic (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Denmark (p)
(h) 110	(h) 109	(h) 111	...	...	...	...	1.02	...	92	89	95	...	...	...	...	Estonia
126	120	133	...	...	...	...	1.11	...	** 95	** 94	** 95	...	...	...	...	Finland (p)
108	107	108	...	...	...	...	1.01	...	** 92	** 91	** 93	...	...	...	...	France (p)
99	100	98	100	100	99	1	0.99	0.99	** 88	** 88	** 88	88	88	88	-	Germany (p)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar
96	95	97	...	...	...	...	1.02	...	85	84	86	...	...	...	...	Greece (p)
na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	Holy See
...	...	...	104	103	104	...	...	1.01	...	...	...	92	92	92	...	Hungary (p)
108	104	111	...	...	...	...	1.07	...	82	80	85	...	...	...	...	Iceland (p)
104	100	109	...	...	...	...	1.09	...	82	79	85	...	...	...	...	Ireland (p)

TABLE 5: SECONDARY EDUCATION, ISCED 2 AND 3. ENROLMENT

Regions	General secondary education		Enrolment						Gross Enrolment Ratio, Lower Secondary				Gross Enrolment Ratio, Upper Secondary				
			2001/2002						All Programmes				All Programmes				
			Country or territory	Theoretical entrance age	Theoretical duration (years)	All Programmes		General Programmes		Technical/Vocational Programmes		2001/2002				2001/2002	
MF	% F	MF				% F	MF	% F	MF	M	F	GPI	MF	M	F	GPI	
Italy (p)	11	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Latvia	11	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Liechtenstein	11	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lithuania	11	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Luxembourg (p)	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Malta	11	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Monaco	11	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands (p)	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Norway (p)	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Poland (p)	13	6	3,949,993	48	2,611,689	52	1,338,304	40	...	...	...	...	...	...	...	...	...
Portugal (p)	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Republic of Moldova	11	7	413,916	50	390,917	51	22,999	37	78	78	79	1.01	58	56	60	1.08	
Romania	11	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Russian Federation (p)	10	7	14,769,021	49	13,369,909	51	1,399,112	34	94	93	94	1.01	87	87	87	1.00	
San Marino	11	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Serbia and Montenegro	11	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Slovakia (p)	10	9	666,238	49	456,029	50	210,209	47	98	99	98	0.99	79	78	81	1.04	
Slovenia	11	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Spain (p)	12	6	3,106,777	50	2,663,112	50	443,665	50	114	114	114	1.00	119	108	129	1.19	
Sweden (p)	13	6	934,608	53	658,721	53	275,887	55	113	110	115	1.05	182	156	210	1.34	
Switzerland (p)	13	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
The Former Yugoslav Rep. of Macedonia	11	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ukraine	10	7	4,982,947	49	4,649,313	50	333,634	33	95	95	94	0.99	102	102	102	1.00	
United Kingdom (p)	11	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oceania																	
Regional average																	
Australia (p)	12	6	2,499,676	48	1,388,801	50	1,110,875	46	120	120	120	1.01	220	224	216	0.97	
Cook Islands	11	8	...	...	...	...	na	na	...	...	...	...	...	...	...	...	...
Fiji	12	7	** 96,429	** 50	** 93,534	** 51	** 2,895	** 37	** 95	** 94	** 97	** 1.04	** 61	** 57	** 65	** 1.15	
Kiribati	12	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Marshall Islands	12	6	6,353	50	6,353	50	na	na	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	12	6	...	...	...	...	na	na	...	...	...	...	...	...	...	...	...
New Zealand (p)	11	7	456,155	51	...	...	...	...	104	104	103	0.99	127	115	139	1.20	
Niue	11	6	242	50	242	50	na	na	96	96	96	1.01	89	91	87	0.96	
Palau	11	7	...	...	...	...	na	na	...	...	...	...	...	...	...	...	...
Papua New Guinea	13	6	** 159,846	** 41	** 145,018	** 42	** 14,827	** 26	** 31	** 34	** 28	** 0.80	** 4	** 5	** 3	** 0.62	
Samoa	11	7	22,185	50	22,185	50	na	na	95	94	96	1.02	66	61	71	1.16	
Solomon Islands	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tokelau	11	...	...	...	...	...	na	na	...	...	...	...	...	...	...	...	...
Tonga	11	6	14,127	49	13,297	50	** 830	** 40	107	101	114	1.12	86	80	92	1.15	
Tuvalu	12	6	912	46	...	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	12	7	9,635	49	8,743	49	892	45	39	38	40	1.08	13	14	12	0.85	



TABLE 6: SECONDARY EDUCATION, ISCED 2, 3 AND 4. STAFF, TRANSITION RATES AND POST-SECONDARY NON-TERTIARY ENROLMENT

Regions Country or territory	Secondary (ISCED 2 and 3)								
	Teaching Staff				% Trained teachers	Pupil/Teacher ratio	% Repeaters		
	2000/2001		2001/2002		2001/2002		2001/2002		
	MF	% F	MF	% F	MF	2001/2002	MF	M	F
Africa									
Algeria	157,725	48	161,563	49	98	20	...	...	...
Angola	* 18,848	* 30	* 17,663	* 29	...	* 23	...	...	...
Benin	** 11,887	** 11	...	...	...	...	21	21	21
Botswana	...	...	** 7,698	** 47	...	** 20	...	...	...
Burkina Faso	...	...	...	...	...	...	...	...	...
Burundi	...	...	...	...	...	...	...	...	...
Cameroon	...	...	...	...	...	...	...	...	...
Cape Verde	...	...	1,953	36	...	24	22	23	21
Central African Republic	...	...	...	...	...	...	...	...	...
Chad	** 4,260	** 4	...	...	...	...	...	...	...
Comoros	...	...	** 2,598	** 13	...	** 13	19	19	19
Congo	** 7,668	** 9	...	...	...	...	31	28	35
Côte d'Ivoire	...	...	...	...	...	...	16	16	16
Democratic Republic of the Congo	...	...	...	...	...	...	...	...	...
Djibouti	** 791	** 18	** 736	** 23	...	** 28	** 6	** 6	** 6
Egypt (p)	** 490,648	** 40	** 497,028	** 41	...	** 17	** 8	** 10	** 7
Equatorial Guinea	...	...	...	...	...	...	...	...	...
Eritrea	2,710	10	3,097	11	...	49	20	19	23
Ethiopia	...	...	...	...	...	...	...	...	...
Gabon	...	...	...	...	...	...	22	...	...
Gambia	2,207	17	...	...	...	...	...	...	...
Ghana	55,549	23	** 59,635	** 21	...	** 19	...	...	...
Guinea	...	...	...	...	...	...	...	...	...
Guinea-Bissau	...	...	...	...	...	...	...	...	...
Kenya	** 48,019	** 35	...	...	...	...	...	...	...
Lesotho	...	...	** 3,455	** 54	...	** 23	...	...	...
Liberia	...	...	...	...	...	...	...	...	...
Libyan Arab Jamahiriya	...	...	...	...	...	...	...	...	...
Madagascar	...	...	...	...	...	...	15	15	15
Malawi	...	...	...	...	...	...	...	...	...
Mali	...	...	...	...	...	...	...	...	...
Mauritania	...	...	...	...	...	...	** 14	** 14	** 14
Mauritius	...	...	...	...	...	...	13	14	12
Morocco	...	...	...	...	...	...	17	19	15
Mozambique	13,357	18	14,778	19	57	27	22	21	24
Namibia	** 4,811	** 46	5,538	58	61	24	** 11	** 10	** 12
Niger	** 4,589	** 17	4,165	19	67	27	23	22	24
Nigeria	...	...	...	...	...	...	...	...	...
Rwanda	...	...	...	...	...	...	** 13	** 11	** 15
Sao Tome and Principe	...	...	...	...	...	...	** 23	** 21	** 27
Senegal	** 10,442	** 13	** 10,749	** 14	...	** 27	14	14	15
Seychelles	** 535	** 53	** 489	** 57	...	** 15	...	...	...
Serra Leone	5,840	27	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...

Table 6: Secondary education, ISCED 2, 3 and 4. Staff, transition rates and post-secondary non-tertiary enrolment

Transition rate from ISCED 1 to ISCED 2 general programmes (%)							Post-secondary non-tertiary education (ISCED 4)					Regions	
1999/2000 to 2000/2001			2000/2001 to 2001/2002			Change 2000 to 2001	Enrolment						Country or territory
MF	M	F	MF	M	F		2000/2001		2001/2002		% change 2000 to 2001		
MF	M	F	MF	M	F	MF	% F	MF	% F	MF			
Africa													
77	74	82	79	76	82	2	...	...	...	...	...	Algeria
...	...	...	...	...	...	...	...	...	...	...	...	Angola
58	57	59	65	64	65	7	...	...	...	...	...	Benin
96	97	96	96	95	97	-	12,565	47	14,109	49	12	Botswana	
** 36	** 37	** 35	** 33	** 34	** 32	-3	na	na	na	na	na	Burkina Faso	
** 29	** 31	** 26	** 32	** 37	** 27	4	na	na	na	na	na	Burundi	
** 27	** 28	** 25	...	...	...	...	...	...	...	...	...	Cameroon
71	...	...	69	69	70	-1	518	...	574	55	11	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
...	...	...	...	...	...	...	...	...	...	...	...	Chad
...	...	...	** 57	** 58	** 56	...	...	...	407	44	...	Comoros
** 81	** 100	** 62	...	...	...	...	...	...	...	...	...	Congo
40	41	37	40	42	36	-	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	...	...	Democratic Republic of the Congo
49	50	48	** 49	** 51	** 46	-	...	...	-	-	...	Djibouti
...	...	...	** 86	** 80	** 93	...	** 128,813	** 47	...	...	...	Egypt (p)
...	...	...	...	...	...	...	na	na	na	na	na	Equatorial Guinea
81	82	79	83	88	76	2	1,318	23	1,252	16	-5	Eritrea	
96	96	96	97	95	100	13	6,224	40	9,450	39	52	Ethiopia	
...	...	...	...	...	...	...	...	...	296	52	...	Gabon
89	88	90	...	...	...	...	** 93	** 98	...	...	...	Gambia
82	81	83	90	90	91	8	18,549	34	18,766	31	1	Ghana	
56	56	54	** 53	** 55	** 50	-3	...	...	...	...	...	Guinea
...	...	...	...	...	...	...	na	na	na	na	na	Guinea-Bissau
75	78	72	73	75	71	-2	...	...	...	...	...	Kenya
53	54	52	66	67	65	13	...	...	1,591	56	...	Lesotho
...	...	...	...	...	...	...	...	...	...	...	...	Liberia
...	...	...	...	...	...	...	...	...	...	...	...	Libyan Arab Jamahiriya
47	47	46	55	55	55	8	...	...	** 13,215	** 34	...	Madagascar
74	76	72	** 76	** 78	** 74	2	13,633	35	...	...	...	Malawi
51	** 51	** 52	** 56	** 58	** 54	5	na	na	na	na	na	Mali	
38	41	36	** 40	** 41	** 38	1	547	42	939	47	72	Mauritania	
60	57	64	63	59	68	3	2,650	24	** 3,330	** 23	26	Mauritius	
82	81	83	** 82	** 81	** 83	-	...	...	...	...	...	Morocco
56	55	56	59	59	59	3	na	na	na	na	na	Mozambique	
83	83	83	...	...	...	...	2,053	31	1,623	27	-21	Namibia
31	31	30	38	39	38	8	133	15	202	41	52	Niger	
...	...	...	...	...	...	...	...	...	...	...	...	Nigeria
...	...	...	...	...	...	...	na	na	na	na	na	Rwanda
...	...	...	** 64	** 66	** 63	...	...	...	...	...	...	Sao Tome and Principe
39	40	37	39	41	37	-	...	...	...	...	...	Senegal
99	100	98	99	98	99	-1	1,818	58	1,740	53	-4	Seychelles	
...	...	...	...	...	...	...	40,105	57	...	...	...	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	...	Somalia



TABLE 6: SECONDARY EDUCATION, ISCED 2, 3 AND 4. STAFF, TRANSITION RATES AND POST-SECONDARY NON-TERTIARY ENROLMENT

Regions Country or territory	Secondary (ISCED 2 and 3)								
	Teaching Staff				% Trained teachers	Pupil/Teacher ratio	% Repeaters		
	2000/2001		2001/2002		2001/2002		2001/2002		
	MF	% F	MF	% F	MF	2001/2002	MF	M	F
South Africa	...	...	** 141,385	** 50	...	** 30	...	...	...
Sudan	...	...	...	...	...	...	...	...	...
Swaziland	...	...	...	...	...	...	13	13	12
Togo	...	...	...	...	...	...	20	20	20
Tunisia (p)	** 60,708	** 41	** 58,278	** 46	...	** 20	17	19	15
Uganda	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	...	...	...	...	...	...	...	...	...
Zambia	...	...	...	...	...	...	** 12	** 11	** 13
Zimbabwe (p)	34,162	48	...	...	...	...	na	na	na
America, North									
Anguilla	** 65	** 66	** 82	** 63	** 90	** 13	-	-	-
Antigua and Barbuda	...	...	...	...	...	...	-	-	-
Aruba	** 428	** 50	** 449	** 49	** 100	** 15	12	13	12
Bahamas	...	...	2,135	67	* 100	15	na	na	na
Barbados	** 1,210	** 55	** 1,326	** 49	** 91	** 16	...	...	...
Belize	1,066	65	...	...	...	...	...	...	...
Bermuda	645	67	651	67	100	7	na	na	na
British Virgin Islands	** 150	** 65	** 166	** 63	** 39	** 10	** 8	** 10	** 7
Canada (p)	147,890	68	...	...	...	...	...	...	...
Cayman Islands	** 245	** 56	** 231	** 55	** 100	** 10	...	...	...
Costa Rica	** 13,568	** 53	14,323	53	85	20	8	10	7
Cuba	73,627	61	77,041	58	84	12	2	2	1
Dominica	** 374	** 67	443	67	35	17	12	16	9
Dominican Republic	** 23,275	** 66	** 23,914	** 74	...	** 32	3	4	2
El Salvador	...	...	...	...	...	...	** 2	** 3	** 2
Grenada	** 439	** 62	318	** 90	** 31	20	9	12	7
Guatemala	35,910	...	40,029	...	100	14	** 3	** 4	** 3
Haiti	...	...	...	...	...	...	...	...	...
Honduras	...	...	...	...	...	...	...	...	...
Jamaica (p)	...	...	** 11,801	** 67	...	** 19	1	2	1
Mexico (p)	452,051	45	571,377	** 45	...	17	2	3	1
Montserrat	** 23	** 65	** 33	** 55	** 58	** 9	-	-	-
Netherlands Antilles	** 1,141	** 52	** 1,182	** 55	** 100	** 13	-	-	-
Nicaragua	* 10,413	* 56	* 10,620	* 62	* 45	* 33	6	7	5
Panama	14,404	56	15,181	56	93	16	5	6	4
Saint Kitts and Nevis	** 376	** 58	** 423	** 61	** 37	** 11	4	4	4
Saint Lucia	** 678	** 62	** 710	** 64	** 58	** 18	-	-	-
Saint Vincent and the Grenadines	** 405	** 57	** 421	** 60	...	** 23	-	-	-
Trinidad and Tobago	** 5,930	** 60	** 5,443	** 60	** 47	** 18	** 2	** 2	** 2
Turks and Caicos Islands	** 133	** 62	** 141	** 61	** 98	** 9	2	2	1
United States (p)	1,522,620	56	...	...	...	...	...	...	...
America, South									
Argentina (p)	311,323	* 69	** 321,158	...	...	** 12	...	...	...

Table 6: Secondary education, ISCED 2, 3 and 4. Staff, transition rates and post-secondary non-tertiary enrolment

Transition rate from ISCED 1 to ISCED 2 general programmes (%)							Post-secondary non-tertiary education (ISCED 4)					Regions
1999/2000 to 2000/2001			2000/2001 to 2001/2002			Change 2000 to 2001	Enrolment					Country or territory
MF	M	F	MF	M	F		2000/2001		2001/2002		% change 2000 to 2001	
MF	M	F	MF	M	F	MF	MF	% F	MF	% F	MF	
92	91	93	98	96	99	6	152,137	42	356,048	40	134	South Africa
** 84	...	...	83	84	83	-1	na	na	na	na	na	Sudan
76	75	78	76	80	73	-	...	...	...	...	...	Swaziland
66	68	62	71	73	68	6	...	...	...	...	...	Togo
75	74	77	** 91	** 90	** 92	15	2,909	39	3,647	38	25	Tunisia (p)
43	40	46	41	38	44	-2	na	na	na	na	na	Uganda
16	17	15	20	21	19	4	...	...	...	...	...	United Republic of Tanzania
44	43	44	** 50	** 50	** 50	6	...	...	...	...	...	Zambia
...	...	...	...	...	...	...	3,441	...	1,541	...	-55	Zimbabwe (p)
America, North												
87	100	76	97	100	95	-6	56	57	49	63	-13	Anguilla
...	...	...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
98	97	100	100	100	100	-4	na	na	na	na	na	Aruba
...	...	...	...	...	...	...	...	...	...	...	...	Bahamas
99	100	98	98	98	97	-2	3,543	47	3,637	43	3	Barbados
86	84	88	...	...	...	...	na	na	na	na	na	Belize
...	...	...	93	** 87	** 100	...	na	na	na	na	na	Bermuda
78	63	99	** 65	** 60	** 70	-13	669	63	na	na	na	British Virgin Islands
...	...	...	...	...	...	...	313,805	43	...	...	...	Canada (p)
93	94	91	91	89	93	-2	30	67	* 35	* 54	17	Cayman Islands
83	84	83	82	83	81	-1	na	na	na	na	na	Costa Rica
95	93	96	96	94	97	1	21,286	81	19,347	83	-9	Cuba
87	82	91	...	...	...	...	718	61	790	61	10	Dominica
** 81	** 79	** 84	** 92	** 88	** 95	10	na	na	na	na	na	Dominican Republic
...	...	...	** 91	** 90	** 92	...	na	na	na	na	na	El Salvador
...	...	...	** 93	** 87	** 100	...	1,062	38	1,201	39	13	Grenada
94	94	94	93	93	92	-1	na	na	...	...	na	Guatemala
...	...	...	...	...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	...	...	na	na	na	na	na	Honduras
** 94	** 96	** 92	** 95	** 100	** 91	8	36,038	...	41,708	59	16	Jamaica (p)
90	91	89	92	93	91	2	na	na	na	na	na	Mexico (p)
...	...	...	90	100	82	...	62	65	18	56	-71	Montserrat
...	...	...	** 56	** 53	** 58	...	** 243	** 76	430	86	77	Netherlands Antilles
99	100	97	98	100	95	9	na	na	na	na	na	Nicaragua
** 54	** 55	** 52	** 64	** 63	** 65	10	na	na	2,649	60	na	Panama
91	83	100	96	92	100	25	1,254	70	1,280	69	2	Saint Kitts and Nevis
69	59	79	...	...	...	...	1,027	55	1,117	56	9	Saint Lucia
** 65	** 65	** 65	...	...	...	...	896	56	1,245	58	39	Saint Vincent and the Grenadines
96	96	96	...	...	...	...	8,134	62	* 7,547	* 63	-7	Trinidad and Tobago
69	61	78	68	65	71	-1	436	66	563	65	29	Turks and Caicos Islands
...	...	...	...	...	...	...	1,672,523	57	...	...	...	United States (p)
America, South												
...	...	...	94	93	95	...	na	na	na	na	na	Argentina (p)



TABLE 6: SECONDARY EDUCATION, ISCED 2, 3 AND 4. STAFF, TRANSITION RATES AND POST-SECONDARY NON-TERTIARY ENROLMENT

Regions Country or territory	Secondary (ISCED 2 and 3)								
	Teaching Staff				% Trained teachers	Pupil/Teacher ratio	% Repeaters		
	2000/2001		2001/2002		2001/2002		2001/2002		
	MF	% F	MF	% F	MF	2001/2002	MF	M	F
Bolivia	** 39,550	** 52	** 37,475	** 53	...	** 25	* 4	* 4	* 3
Brazil (p)	1,179,722	79	1,367,545	78	...	19	18	** 18	** 18
Chile (p)	47,398	63	45,981	63	...	33	2	3	2
Colombia	** 185,588	** 50	** 177,177	** 51	...	** 19	4	5	4
Ecuador	** 81,071	** 47	71,175	49	67	14	4	5	3
Guyana	...	...	...	...	...	...	...	...	...
Paraguay (p)	...	...	38,698	62	...	13	1	2	1
Peru (p)	** 114,363	** 44	...	...	...	...	5	6	4
Suriname	** 2,731	** 63	2,791	** 68	100	15	-	-	-
Uruguay (p)	20,778	...	22,454	...	...	14	12	15	10
Venezuela	...	...	...	...	...	...	9	11	8
Asia									
Afghanistan	...	...	...	...	...	...	...	...	-
Armenia	...	...	** 46,915	** 81	...	** 8	-	-	-
Azerbaijan	** 120,969	** 64	** 121,894	** 64	** 100	** 9	1	1	1
Bahrain	** 4,620	** 52	** 5,198	** 54	...	** 12	7	8	5
Bangladesh	269,237	14	285,109	15	...	37	5	5	5
Bhutan	717	34	** 812	** 36	** 89	** 32	11	9	13
Brunei Darussalam	* 3,264	* 49	* 3,377	* 51	...	* 11	...	...	...
Cambodia	20,286	29	21,997	29	99	22	3	4	2
China (p)	4,792,771	43	...	...	...	...	...	...	...
Cyprus	5,031	57	...	...	...	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...
Georgia	** 60,602	** 58	** 49,373	** 80	...	** 9	-	-	-
Hong Kong (China), SAR	** 26,424	** 54	** 26,448	** 54	...	** 18	** 6	...	...
India (p)	2,164,558	34	...	...	...	...	...	...	...
Indonesia (p)	1,040,081	40	1,114,798	40	...	14	-	-	-
Iran, Islamic Republic of	337,912	45	343,258	46	...	29	...	...	...
Iraq	...	...	...	...	...	...	...	...	...
Israel (p)	72,369	72	72,369	72	...	8	2	3	1
Japan (p)	622,207	...	619,504	...	...	14	...	...	...
Jordan (p)	...	...	** 33,843	** 59	...	** 18	1	1	1
Kazakhstan	...	...	** 170,269	** 85	...	** 12	-	-	-
Kuwait	** 23,311	** 55	** 23,673	** 56	...	** 10	11	13	9
Kyrgyzstan	50,064	69	51,364	70	68	13	-	-	-
Lao People's Democratic Republic	12,686	41	13,296	42	96	24	2	3	1
Lebanon	** 43,959	** 52	** 46,827	** 53	...	** 7	11	12	11
Macao, China	1,621	57	1,753	57	60	24	12	14	10
Malaysia (p)	** 120,002	** 62	** 125,571	** 63	...	** 18	...	...	...
Maldives	1,310	29	1,884	41	63	13	...	...	...
Mongolia	12,333	70	12,910	70	...	22	-	-	-
Myanmar	74,696	77	76,150	78	66	31	2	2	2
Nepal	45,373	10	58,190	14	28	29	9	8	10
Oman	14,422	49	** 15,165	** 50	** 100	** 18	8	11	4

Table 6: Secondary education, ISCED 2, 3 and 4. Staff, transition rates and post-secondary non-tertiary enrolment

Transition rate from ISCED 1 to ISCED 2 general programmes (%)									Post-secondary non-tertiary education (ISCED 4)					Regions
1999/2000 to 2000/2001			2000/2001 to 2001/2002			Change 2000 to 2001	Enrolment					Country or territory		
MF	M	F	MF	M	F		2000/2001		2001/2002		% change 2000 to 2001			
MF	M	F	MF	M	F	MF	MF	% F	MF	% F	MF			
88	87	89	88	87	89	-	...	...	...	...	...	Bolivia
...	...	...	84	** 86	** 82	...	...	...	...	...	...	Brazil (p)
98	97	98	...	...	...	...	na	na	na	na	na	Chile (p)
92	92	92	90	89	90	-3	6,390	77	7,413	74	16	Colombia		
70	72	68	73	75	70	3	21,655	55	na	na	na	Ecuador		
...	...	...	...	...	...	...	...	...	...	...	...	Guyana
** 93	** 94	** 92	** 91	** 92	** 91	-2	...	...	...	...	...	Paraguay (p)
93	95	91	94	95	92	1	260,176	66	263,593	66	1	Peru (p)		
...	...	...	** 12	** 15	** 10	...	na	na	na	na	na	Suriname
85	85	85	80	...	...	-6	na	na	2,314	35	na	Uruguay (p)
** 99	** 100	** 99	** 98	** 97	** 100	-2	na	na	na	na	na	Venezuela		
...			
...	...	...	...	...	...	...	na	na	na	na	na	Asia
...	...	...	98	98	98	...	26,091	72	29,417	67	13	Afghanistan
** 98	** 100	** 96	98	99	97	-	na	na	na	na	na	Armenia		
** 97	** 95	** 100	** 98	** 96	** 100	3	6,121	33	6,597	31	8	Azerbaijan		
82	77	87	84	79	89	2	18,084	43	19,758	40	9	Bahrain		
84	84	84	82	82	83	-2	2,616	36	3,383	35	29	Bangladesh		
** 96	** 99	** 93	95	95	95	-1	75	44	80	24	7	Bhutan		
76	81	70	83	86	78	7	6,456	33	9,452	24	46	Brunei Darussalam		
...	...	...	...	...	...	...	691,812	36	...	...	...	Cambodia
** 100	** 100	** 99	...	...	...	...	na	na	...	...	na	China (p)
...	...	...	...	...	...	...	...	...	...	...	...	Cyprus
98	98	98	98	98	97	-	11,818	29	10,448	28	-12	Democratic People's Republic of Korea		
...	...	...	** 99	...	...	...	31,314	41	28,688	40	-8	Georgia
87	88	85	...	...	...	...	511,596	27	...	...	...	Hong Kong (China), SAR
** 80	** 80	** 80	** 80	** 79	** 80	-	na	na	na	na	na	India (p)		
90	90	90	91	91	91	1	735,300	* 13	804,880	* 14	9	Indonesia (p)		
...	...	...	...	...	...	...	...	...	...	...	...	Iran, Islamic Republic of
...	...	...	73	72	73	...	11,439	49	14,325	51	25	Iraq
...	...	...	...	...	...	...	13,599	63	14,472	63	6	Israel (p)
...	...	...	...	...	...	...	na	na	na	na	na	Japan (p)
** 99	** 100	** 98	99	98	99	-3	168,189	59	196,239	58	17	Jordan (p)		
97	97	98	98	98	98	1	...	...	...	...	...	Kazakhstan
** 99	** 99	** 100	...	...	...	...	26,415	65	26,534	66	-	Kuwait
74	76	71	77	80	74	3	14,611	39	16,844	43	15	Kyrgyzstan		
...	...	...	86	83	89	...	408	62	990	41	143	Lao People's Democratic Republic
85	85	84	86	83	88	1	na	na	na	na	na	Lebanon		
...	...	...	100	100	99	...	91,906	47	156,850	45	71	Macao, China
...	...	...	...	...	...	...	545	52	202	...	-63	Malaysia (p)
** 97	** 95	** 98	97	96	98	-	1,623	51	1,995	46	23	Maldives		
66	67	65	70	72	67	4	na	na	na	na	na	Mongolia		
72	71	73	82	83	80	10	na	na	na	na	na	Myanmar		
96	95	98	98	97	99	2	...	...	...	...	...	Nepal
...	...	...	...	...	...	...	...	...	...	...	...	Oman



TABLE 6: SECONDARY EDUCATION, ISCED 2, 3 AND 4. STAFF, TRANSITION RATES AND POST-SECONDARY NON-TERTIARY ENROLMENT

Regions Country or territory	Secondary (ISCED 2 and 3)								
	Teaching Staff				% Trained teachers	Pupil/Teacher ratio	% Repeaters		
	2000/2001		2001/2002		2001/2002		2001/2002		
	MF	% F	MF	% F	MF	2001/2002	MF	M	F
Pakistan	...	...	...	...	...	...	...	...	...
Palestinian Autonomous Territories	...	...	...	...	...	...	2	2	2
Philippines (p)	148,033	76	151,750	76	...	38	3	4	1
Qatar	4,591	54	4,909	55	...	10	...	...	...
Republic of Korea (p)	188,327	44	189,273	45	...	20	...	...	...
Saudi Arabia	156,178	50	159,108	48	...	13	** 7	** 9	** 5
Singapore	...	...	...	...	...	...	...	...	...
Sri Lanka (p)	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	** 62,816	** 51	...	...	...	...	10	11	8
Tajikistan	50,557	43	50,279	45	...	18	1	...	...
Thailand (p)	...	...	237,944	54	...	...	na	na	na
Timor-Leste	** 1,423	...	1,646	...	...	28	...	...	...
Turkey (p)	...	...	...	...	...	...	...	...	...
Turkmenistan	...	...	...	...	...	...	...	...	...
United Arab Emirates	16,950	54	17,832	55	52	13	5	6	4
Uzbekistan	...	...	...	...	...	...	-	-	-
Viet Nam	309,218	65	334,219	65	** 92	26	** 1	...	...
Yemen	...	...	...	...	...	...	...	...	...
Europe									
Albania	22,280	54	...	...	...	...	...	...	...
Andorra	...	...	...	52	...	11	-	-	-
Austria (p)	...	...	...	...	...	...	...	...	...
Belarus	** 105,085	** 78	** 105,901	** 78	** 98	** 9	-	** -	** -
Belgium (p)	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...
Bulgaria	57,166	77	...	...	...	...	...	...	...
Croatia	36,954	66	26,553	69	100	15	1	1	-
Czech Republic (p)	...	...	...	...	...	...	1	1	1
Denmark (p)	43,921	48	...	...	...	...	...	...	...
Estonia	11,833	82	...	...	...	...	...	...	...
Finland (p)	38,416	63	...	...	...	...	...	...	...
France (p)	506,304	60	...	...	...	...	...	...	...
Germany (p)	588,329	54	589,964	...	...	14	3	4	3
Gibraltar	132	58	...	...	...	...	...	...	...
Greece (p)	** 78,963	...	...	...	...	...	...	...	...
Holy See	na	na	na	na	na	na	na	na	na
Hungary (p)	103,575	71	93,283	73	...	11	2	3	2
Iceland (p)	...	...	...	...	...	...	...	...	...
Ireland (p)	...	...	...	...	...	...	...	...	...
Italy (p)	441,168	65	...	...	...	...	...	...	...
Latvia	24,386	81	...	...	...	...	...	...	...
Liechtenstein	...	...	...	...	...	...	...	...	...
Lithuania	37,706	79	...	...	...	...	...	...	...
Luxembourg (p)	...	...	...	...	...	...	...	...	...

Table 6: Secondary education, ISCED 2, 3 and 4. Staff, transition rates and post-secondary non-tertiary enrolment

Transition rate from ISCED 1 to ISCED 2 general programmes (%)						Post-secondary non-tertiary education (ISCED 4)					Regions	
1999/2000 to 2000/2001			2000/2001 to 2001/2002			Change 2000 to 2001	Enrolment					Country or territory
MF	M	F	MF	M	F		2000/2001		2001/2002		% change 2000 to 2001	
MF	M	F	MF	M	F	MF	MF	% F	MF	% F	MF	
...	...	...	...	...	...	...	* 923,645	* 45	...	...	...	Pakistan
96	95	98	** 97	** 97	** 96	-	...	...	...	...	...	Palestinian Autonomous Territories
...	...	...	98	98	97	...	286,316	40	438,526	...	53	Philippines (p)
** 96	** 91	** 100	...	...	...	...	na	na	na	na	na	Qatar
100	100	100	...	...	...	...	na	na	na	na	na	Republic of Korea (p)
96	100	92	97	100	94	-	37,641	41	36,312	** 41	-4	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	na	na	na	na	na	Sri Lanka (p)
70	72	69	72	74	70	2	33,128	60	37,721	60	14	Syrian Arab Republic
97	...	...	98	...	...	2	25,335	44	23,825	48	-6	Tajikistan
** 84	** 88	** 81	** 92	** 91	** 92	7	19,976	64	18,451	72	-8	Thailand (p)
...	...	...	** 82	...	...	...	na	na	na	na	na	Timor-Leste
...	...	...	...	...	...	...	na	na	na	na	na	Turkey (p)
...	...	...	...	...	...	...	na	na	na	na	na	Turkmenistan
98	98	99	98	96	99	-1	na	na	na	na	na	United Arab Emirates
...	...	...	...	...	...	...	na	na	na	na	na	Uzbekistan
93	94	92	95	95	94	2	na	na	na	na	na	Viet Nam
** 90	** 88	** 96	...	...	...	...	19,126	16	...	...	...	Yemen
Europe												
94	93	95	...	...	...	...	na	na	...	...	na	Albania
...	...	...	...	...	...	...	na	na	na	na	na	Andorra
** 95	** 91	** 100	...	...	...	...	57,470	56	...	...	...	Austria (p)
...	...	...	...	...	...	...	132,020	38	133,445	38	1	Belarus
...	...	...	...	...	...	...	47,106	54	...	...	...	Belgium (p)
...	...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
97	97	97	...	...	...	...	5,111	48	...	...	...	Bulgaria
100	99	100	100	100	100	-	...	...	...	...	...	Croatia
99	99	99	** 96	** 95	** 96	-3	36,919	42	48,340	45	31	Czech Republic (p)
...	...	...	...	...	...	...	1,166	39	...	...	...	Denmark (p)
96	94	98	...	...	...	...	11,817	63	...	...	...	Estonia
100	100	100	100	100	100	-	...	...	...	...	...	Finland (p)
99	...	...	...	...	...	...	23,708	62	...	...	...	France (p)
99	99	99	100	100	99	1	...	...	444,826	47	...	Germany (p)
...	...	...	...	...	...	...	...	...	...	...	...	Gibraltar
...	...	...	...	...	...	...	...	...	...	...	...	Greece (p)
na	na	na	na	na	na	na	na	na	na	na	na	Holy See
100	99	100	99	98	100	-	96,386	52	99,734	52	3	Hungary (p)
...	...	...	...	...	...	...	284	27	...	...	...	Iceland (p)
76	72	80	...	...	...	...	48,138	55	...	...	...	Ireland (p)
100	100	100	100	100	100	-1	32,748	58	...	...	...	Italy (p)
94	88	100	...	...	...	...	7,103	58	...	...	...	Latvia
...	...	...	...	...	...	...	...	...	...	...	...	Liechtenstein
95	90	100	...	...	...	...	6,720	65	...	...	...	Lithuania
...	...	...	100	100	99	...	865	22	...	...	...	Luxembourg (p)

TABLE 6: SECONDARY EDUCATION, ISCED 2, 3 AND 4. STAFF, TRANSITION RATES AND POST-SECONDARY NON-TERTIARY ENROLMENT

Regions Country or territory	Secondary (ISCED 2 and 3)								
	Teaching Staff				% Trained teachers	Pupil/Teacher ratio	% Repeaters		
	2000/2001		2001/2002		2001/2002		2001/2002		
	MF	% F	MF	% F	MF	2001/2002	MF	M	F
Malta	3,625	51	...	...	...	...	...	...	...
Monaco	276	58	...	...	...	...	...	...	...
Netherlands (p)	...	...	...	...	...	...	...	...	...
Norway (p)	...	...	...	...	...	...	...	...	...
Poland (p)	300,973	66	238,910	** 68	...	17	1	** 1	** 1
Portugal (p)	83,651	69	...	...	...	...	...	...	...
Republic of Moldova	30,518	74	31,307	75	...	13	1	1	1
Romania	...	...	...	...	...	...	...	...	...
Russian Federation (p)	** 873,992	** 76	...	...	...	...	1	...	...
San Marino	...	...	...	...	...	...	...	...	...
Serbia and Montenegro	56,360	61	...	...	...	...	...	...	...
Slovakia (p)	53,909	71	52,626	73	...	13	1	2	1
Slovenia	17,360	68	...	...	...	...	...	...	...
Spain (p)	** 406,964	** 52	...	...	...	...	...	...	...
Sweden (p)	66,862	56	70,209	...	...	13	...	...	...
Switzerland (p)	** 48,111	** 40	...	...	...	...	...	...	...
The Former Yugoslav Rep. of Macedonia	13,571	51	...	...	...	...	...	...	...
Ukraine	** 383,396	...	** 369,836	...	...	** 13	-	** -	** -
United Kingdom (p)	471,380	59	...	...	...	...	...	...	...
Oceania									
Australia (p)	...	...	...	...	...	...	...	...	...
Cook Islands	...	...	...	...	...	...	...	...	...
Fiji	** 5,712	** 49	** 5,764	** 49	...	** 17	na	na	na
Kiribati	...	...	...	...	...	...	...	...	...
Marshall Islands	...	...	381	39	...	17	** 3	** 3	** 3
Micronesia (Federated States of)	...	...	...	...	...	...	na	na	na
Nauru	...	...	...	...	...	...	...	...	...
New Zealand (p)	34,506	57	36,460	59	...	13	...	...	...
Niue	...	...	** 20	** 50	...	** 12	na	na	na
Palau	...	...	...	...	...	...	...	...	...
Papua New Guinea	7,551	35	** 7,730	** 35	** 100	** 21	...	...	...
Samoa	1,024	59	1,064	60	...	21	2	2	2
Solomon Islands	...	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...	...
Tonga	** 993	** 50	...	...	...	...	6	6	6
Tuvalu	...	...	36	83	...	25	** 6	** 6	** 7
Vanuatu	364	49	...	...	...	...	na	na	na

Table 6: Secondary education, ISCED 2, 3 and 4. Staff, transition rates and post-secondary non-tertiary enrolment

Transition rate from ISCED 1 to ISCED 2 general programmes (%)						Post-secondary non-tertiary education (ISCED 4)					Regions	
1999/2000 to 2000/2001			2000/2001 to 2001/2002			Change 2000 to 2001	Enrolment					
MF	M	F	MF	M	F		2000/2001		2001/2002			% change 2000 to 2001
MF	M	F	MF	M	F	MF	MF	% F	MF	% F	MF	Country or territory
** 86	** 85	** 87	...	...	...	...	731	14	...	...	...	Malta
...	...	...	...	...	...	...	na	na	na	na	na	Monaco
99	98	100	...	...	...	...	28,240	42	...	...	...	Netherlands (p)
...	...	...	...	...	...	...	6,723	24	...	...	...	Norway (p)
100	...	...	99	** 100	** 97	-	182,305	63	191,583	60	5	Poland (p)
...	...	...	...	...	...	...	na	na	...	...	na	Portugal (p)
97	** 97	** 97	98	98	97	-	na	na	na	na	na	Republic of Moldova
94	89	100	...	...	...	...	82,117	62	...	...	...	Romania
...	...	...	92	...	...	...	1,609,571	40	246,075	41	-85	Russian Federation (p)
...	...	...	...	...	...	...	...	...	...	...	...	San Marino
...	...	...	...	...	...	...	6,500	5	...	...	...	Serbia and Montenegro
98	98	99	98	98	98	-	6,324	65	5,753	66	-9	Slovakia (p)
...	...	...	...	...	...	...	634	61	...	...	...	Slovenia
...	...	...	...	...	...	...	75,319	50	30,926	50	-59	Spain (p)
...	...	...	...	...	...	...	13,020	50	11,590	48	-11	Sweden (p)
100	100	100	100	99	100	-	22,480	71	...	...	...	Switzerland (p)
99	100	98	...	...	...	...	600	7	...	...	...	The Former Yugoslav Rep. of Macedonia
** 100	...	...	100	** 100	** 99	56	178,523	54	178,674	54	-	Ukraine
...	...	...	...	...	...	...	na	na	...	...	na	United Kingdom (p)
...	...	...	...	...	...	...	...	...	...	...	...	Oceania
...	...	...	...	...	...	...	162,885	50	171,158	50	5	Australia (p)
...	...	...	...	...	...	...	** 39	** 69	...	...	...	Cook Islands
** 98	** 97	** 100	** 98	** 100	** 97	-5	na	na	na	na	na	Fiji
...	...	...	...	...	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	...	...	...	...	45	27	...	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	...	...	...	...	Nauru
...	...	...	...	...	...	...	18,643	47	32,064	49	72	New Zealand (p)
...	...	...	...	...	...	...	na	na	na	na	na	Niue
...	...	...	...	...	...	...	...	...	...	...	...	Palau
72	74	71	** 70	** 71	** 70	-2	na	na	na	na	na	Papua New Guinea
93	88	100	97	96	99	2	...	...	213	59	...	Samoa
...	...	...	...	...	...	...	na	na	na	na	na	Solomon Islands
...	...	...	...	...	...	...	na	na	na	na	na	Tokelau
** 77	** 81	** 73	** 80	** 81	** 80	3	...	...	1,216	40	...	Tonga
...	...	...	...	...	...	...	...	...	...	...	...	Tuvalu
** 48	** 39	** 58	43	42	43	-5	764	48	2,092	37	174	Vanuatu

Symbols and footnotes

- ** UIS estimation
- * National estimation
- ... No data available
- Magnitude nil or negligible
- na Not applicable
- Data in **bold** refer to 2002
- (p) Data for 2001 or later years are provisional

TABLE 7: TERTIARY EDUCATION, ISCED 5 AND 6. ENROLMENT AND STAFF

Regions Country or territory	Gross Enrolment Ratio (ISCED 5 and 6)						Total enrolment		Distribution of students by ISCED level (%)				
	2000/2001			2001/2002			GPI		2001/2002		2001/2002		
	MF	M	F	MF	M	F	2000/2001	2001/2002	MF	% F	5A	5B	6
Africa													
Algeria	...	...	...	...	...	...	...	...	...	...	...	...	...
Angola	...	...	...	...	...	...	...	...	...	...	...	...	...
Benin	...	...	...	...	...	...	...	...	...	...	...	...	...
Botswana	4	4	4	4	5	4	0.89	0.82	8,372	45	88	11	-
Burkina Faso	...	...	...	1	2	1	...	0.33	15,535	25	...	...	...
Burundi	1	2	1	2	3	1	0.36	0.42	10,546	30	** 66	** 34	** -
Cameroon	5	...	...	5	** 7	** 4	...	** 0.63	77,707	** 39	...	...	...
Cape Verde	...	...	...	4	4	3	...	0.84	1,698	47	100	-	-
Central African Republic	...	...	...	...	...	...	...	...	...	...	...	...	...
Chad	...	...	...	...	...	...	...	...	...	...	...	...	...
Comoros	...	...	...	...	...	...	...	...	...	...	...	...	...
Congo	4	8	1	4	6	1	0.13	0.19	12,164	16	84	15	1
Côte d'Ivoire	...	...	...	...	...	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	...	...	...	...	...	...	...	...	...	...	...	...	...
Djibouti	1	1	1	1	1	1	0.72	0.80	728	45	53	47	-
Egypt (p)	...	...	...	...	...	...	...	...	...	...	...	...	...
Equatorial Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...
Eritrea	2	3	-	2	3	-	0.15	0.15	5,507	13	100	-	-
Ethiopia	2	2	1	2	3	1	0.27	0.36	101,829	26	100	-	-
Gabon	...	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	...	...	...	...	...	...	...	...	...	...	...	...	...
Ghana	3	5	2	3	5	2	0.40	0.39	68,389	28	** 58	** 37	** 5
Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...
Guinea-Bissau	...	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	3	4	2	** 3	** 4	** 2	0.53	** 0.53	** 98,607	** 35	** 47	** 50	** 3
Lesotho	3	2	3	3	2	3	1.60	1.28	5,005	58	60	40	-
Liberia	...	...	...	...	...	...	...	...	...	...	...	...	...
Libyan Arab Jamahiriya	** 48	** 49	** 48	58	56	61	** 0.96	1.09	359,146	51	72	26	2
Madagascar	2	2	2	2	2	2	0.84	0.83	32,593	45	77	20	2
Malawi	...	...	...	...	...	...	...	...	...	...	...	...	...
Mali	...	...	...	2	...	...	...	...	27,464	...	99	-	1
Mauritania	4	6	1	3	5	1	0.20	0.27	8,173	21	95	5	-
Mauritius	11	10	13	11	10	13	1.35	1.29	12,602	56	44	55	1
Morocco	10	11	9	** 10	** 11	** 9	0.80	** 0.80	** 315,343	** 44	** 85	** 11	** 5
Mozambique	...	...	...	...	...	...	...	...	...	...	...	...	...
Namibia	...	...	...	7	8	7	...	0.84	13,339	46	55	45	-
Niger	1	2	1	** 1	** 2	** 1	0.34	** 0.34	** 13,854	** 25	** 84	** 15	** 1
Nigeria	...	...	...	...	...	...	...	...	...	...	...	...	...
Rwanda	2	3	1	** 2	** 3	** 1	0.40	** 0.40	** 13,562	** 34	...	...	...
Sao Tome and Principe	1	1	1	** 1	** 1	** 1	0.56	** 0.56	** 183	** 36	** 100	-	-
Senegal	...	...	...	...	...	...	...	...	...	...	...	...	...
Seychelles	na	na	na	na	na	na	na	na	na	na	na	na	na
Serra Leone	2	3	1	** 2	** 3	** 1	0.40	** 0.40	** 9,041	** 29	** 44	** 56	-
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...

Table 7: Tertiary education, ISCED 5 and 6. Enrolment and staff

% female by ISCED level			Gross Completion Ratio, ISCED 5A, first degree				Teaching Staff				Regions	
2001/2002			2001/2002				2000/2001		2001/2002		Country or territory	
5A	5B	6	MF	M	F	GPI	MF	% F	MF	% F		
											Africa	
...	...	...	...	...	...	...	...	...	...	...	Algeria	
...	...	...	...	...	...	...	...	** 823	** 20	...	...	Angola
...	...	...	...	...	...	...	...	...	...	...	...	Benin
47	30	56	...	...	...	...	...	...	...	...	...	Botswana
...	...	...	...	...	...	...	...	...	...	...	...	Burkina Faso
** 32	** 27	** 9	...	...	...	...	...	507	9	608	** 10	Burundi
...	...	...	...	...	...	...	...	2,926	** 14	3,024	...	Cameroon
47	...	...	...	...	...	...	...	...	...	...	...	Cape Verde
...	...	...	...	...	...	...	...	...	...	...	...	Central African Republic
...	...	...	...	...	...	...	...	...	...	...	...	Chad
...	31	...	...	...	...	...	...	...	...	...	...	Comoros
16	13	32	...	...	...	...	...	685	5	...	...	Congo
...	...	...	...	...	...	...	...	...	...	...	...	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	...	...	Democratic Republic of the Congo
41	49	...	...	...	...	...	...	40	15	** 59	** 15	Djibouti
...	...	...	...	...	...	...	...	...	...	...	...	Egypt (p)
...	...	...	...	...	...	...	...	...	...	...	...	Equatorial Guinea
13	...	...	1	3	-	0.18	...	255	12	255	12	Eritrea
26	...	...	...	...	...	...	...	3,232	8	3,313	8	Ethiopia
...	...	...	...	...	...	...	...	...	...	...	...	Gabon
...	...	...	...	...	...	...	...	...	...	...	...	Gambia
** 29	** 26	** 23	...	...	...	...	...	3,501	12	...	...	Ghana
...	...	...	...	...	...	...	...	...	...	...	...	Guinea
...	...	...	...	...	...	...	...	...	...	...	...	Guinea-Bissau
** 39	** 31	** 25	...	...	...	...	...	...	...	...	...	Kenya
52	68	...	...	...	...	...	...	380	...	** 422	...	Lesotho
...	...	...	...	...	...	...	...	** 772	** 16	...	...	Liberia
52	50	38	...	...	...	...	...	11,639	13	15,046	** 13	Libyan Arab Jamahiriya
45	45	45	1	1	1	0.94	...	1,410	30	1,857	26	Madagascar
...	...	...	...	...	...	...	...	...	...	...	...	Malawi
...	...	...	...	...	...	...	...	...	...	...	...	Mali
21	18	...	...	...	...	...	...	301	...	244	...	Mauritania
48	62	39	5	4	5	1.21	...	...	...	...	...	Mauritius
** 45	** 40	** 32	...	...	...	...	...	17,670	22	** 17,960	** 22	Morocco
...	...	...	...	...	...	...	...	...	...	...	...	Mozambique
54	35	17	7	7	7	1.09	...	...	...	877	31	Namibia
** 24	** 30	** 25	...	...	...	...	...	806	** 15	...	...	Niger
...	...	...	...	...	...	...	...	...	...	...	...	Nigeria
...	...	...	...	...	...	...	...	1,311	15	...	...	Rwanda
** 36	...	...	...	...	...	...	...	27	33	** 27	** 33	Sao Tome and Principe
...	...	...	...	...	...	...	...	...	...	...	...	Senegal
na	na	na	na	na	na	na	na	na	na	na	na	Seychelles
** 16	** 39	...	...	...	...	...	...	1,165	15	** 1,198	** 15	Serra Leone
...	...	...	...	...	...	...	...	...	...	...	...	Somalia

TABLE 7: TERTIARY EDUCATION, ISCED 5 AND 6. ENROLMENT AND STAFF

Regions Country or territory	Gross Enrolment Ratio (ISCED 5 and 6)						Total enrolment		Distribution of students by ISCED level (%)				
	2000/2001			2001/2002			GPI		2001/2002		2001/2002		
	MF	M	F	MF	M	F	2000/2001	2001/2002	MF	% F	5A	5B	6
South Africa	15	13	16	15	14	16	1.22	1.14	658,588	53	85	14	1
Sudan	...	...	...	...	...	...	...	...	...	...	...	...	...
Swaziland	** 4	** 5	** 4	5	4	5	** 0.84	1.16	5,193	55	...	...	...
Togo	...	...	...	...	...	...	...	...	...	...	...	...	...
Tunisia (p)	** 22	** 22	** 21	** 23	...	...	** 0.97	...	** 226,102	...	** 77	** 15	** 7
Uganda	3	4	2	** 3	** 4	** 2	0.52	** 0.52	** 71,544	** 34	** 57	** 43	** -
United Republic of Tanzania	1	1	-	...	...	...	0.31	...	...	...	...	...	...
Zambia	** 2	** 3	** 2	...	...	...	** 0.46	...	...	...	...	...	...
Zimbabwe (p)	** 4	** 5	** 3	** 4	** 6	** 3	** 0.59	** 0.58	** 59,582	** 37	** 30	** 67	** 3
America, North													
Anguilla	na	na	na	na	na	na	na	na	na	na	na	na	na
Antigua and Barbuda	na	na	na	na	na	na	na	na	na	na	na	na	na
Aruba	30	24	36	29	23	34	1.48	1.48	1,592	60	27	73	-
Bahamas	...	...	...	...	...	...	...	...	...	...	...	...	...
Barbados	36	20	52	...	...	...	2.55	...	...	...	...	...	...
Belize	...	...	...	...	...	...	...	...	...	...	...	...	...
Bermuda	62	...	...	...	...	...	...	...	** 1,960	** 55	na	** 100	na
British Virgin Islands	...	...	...	51	31	73	...	2.34	758	69	68	32	-
Canada (p)	59	51	68	...	...	...	1.34	...	...	...	...	...	...
Cayman Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Costa Rica	17	15	18	21	19	22	1.20	1.17	79,182	53	82	17	-
Cuba	* 24	* 22	* 26	27	24	30	* 1.16	1.25	191,262	54	99	-	1
Dominica	na	na	na	na	na	na	na	na	na	na	na	na	na
Dominican Republic	...	...	...	...	...	...	...	...	...	...	...	...	...
El Salvador	17	16	19	17	15	18	1.20	1.19	109,946	54	** 75	** 15	** 9
Grenada	...	...	...	...	...	...	...	...	...	...	...	...	...
Guatemala	...	...	...	...	...	...	...	...	...	...	...	...	...
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	15	13	17	** 14	** 12	** 16	1.31	** 1.32	** 90,388	** 56	** 93	** 5	** 2
Jamaica (p)	16	** 11	** 22	17	11	24	** 1.89	2.24	44,878	69	37	57	6
Mexico (p)	20	21	20	21	22	21	0.94	0.95	2,147,075	49	97	3	-
Montserrat	na	na	na	na	na	na	na	na	na	na	na	na	na
Netherlands Antilles	15	13	17	14	11	17	1.37	1.48	2,285	60	15	64	21
Nicaragua	...	...	...	...	...	...	...	...	...	...	...	...	...
Panama	...	...	...	...	...	...	...	...	...	...	...	...	...
Saint Kitts and Nevis	na	na	na	na	na	na	na	na	na	na	na	na	na
Saint Lucia	...	...	...	...	...	...	...	...	...	...	...	...	...
Saint Vincent and the Grenadines	na	na	na	na	na	na	na	na	na	na	na	na	na
Trinidad and Tobago	6	5	8	7	6	9	1.52	1.53	9,866	60	** 82	16	** 1
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
United States (p)	71	61	81	81	70	94	1.32	1.35	15,927,987	56	94	4	2
America, South													
Argentina (p)	** 52	** 41	** 64	56	45	67	** 1.55	1.48	1,918,708	59	75	25	-

Table 7: Tertiary education, ISCED 5 and 6. Enrolment and staff

% female by ISCED level			Gross Completion Ratio, ISCED 5A, first degree				Teaching Staff				Regions	
2001/2002			2001/2002				2000/2001		2001/2002		Country or territory	
5A	5B	6	MF	M	F	GPI	MF	% F	MF	% F		
51	67	38	6	6	7	1.21	...	...	38,642	48	South Africa	
...	...	...	...	...	...	...	...	...	...	...	Sudan	
...	...	...	...	...	...	...	...	...	326	24	Swaziland	
...	...	...	...	...	...	...	...	...	...	...	Togo	
...	...	...	...	...	...	...	...	11,412	35	11,412	Tunisia (p)	
** 37	** 31	...	...	...	...	...	...	4,062	19	** 4,908	** 18	Uganda
...	...	...	...	...	...	...	...	2,192	14	...	...	United Republic of Tanzania
...	...	...	...	...	...	...	...	...	...	...	...	Zambia
** 29	41	...	...	...	...	...	...	...	...	...	...	Zimbabwe (p)
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
76	55	...	4	...	...	...	...	170	42	159	47	Aruba
...	...	...	...	...	...	...	...	...	...	...	...	Bahamas
...	...	...	...	...	...	...	...	** 592	** 51	** 600	** 53	Barbados
...	...	...	...	...	...	...	...	...	...	...	...	Belize
...	** 55	...	...	...	...	...	...	107	53	** 110	** 55	Bermuda
75	56	...	...	...	...	...	...	...	...	105	54	British Virgin Islands
...	...	...	...	...	...	...	...	133,477	41	...	...	Canada (p)
...	...	...	...	...	...	...	...	22	32	...	...	Cayman Islands
53	52	56	...	...	...	...	...	...	...	3,874	...	Costa Rica
54	...	57	...	...	...	...	...	22,687	48	24,199	46	Cuba
na	na	na	na	na	na	na	na	na	na	na	na	Dominica
...	...	...	...	...	...	...	...	...	...	...	...	Dominican Republic
** 53	** 62	** 54	...	...	...	...	...	7,285	32	** 6,760	** 32	El Salvador
...	...	...	...	...	...	...	...	...	...	...	...	Grenada
...	...	...	...	...	...	...	...	...	...	...	...	Guatemala
...	...	...	...	...	...	...	...	...	...	...	...	Haiti
** 56	** 59	** 41	...	...	...	...	...	5,549	36	** 5,500	** 36	Honduras
72	67	** 70	...	...	...	...	...	1,787	56	1,990	60	Jamaica (p)
50	43	40	...	...	...	...	...	208,692	...	219,804	...	Mexico (p)
na	na	na	na	na	na	na	na	na	na	na	na	Montserrat
44	59	73	...	...	...	...	...	319	46	** 340	...	Netherlands Antilles
...	...	...	...	...	...	...	...	...	...	...	...	Nicaragua
...	...	...	...	...	...	...	...	...	...	...	...	Panama
na	na	na	na	na	na	na	na	na	na	na	na	Saint Kitts and Nevis
...	...	...	...	...	...	...	...	...	...	221	77	Saint Lucia
na	na	na	na	na	na	na	na	na	na	na	na	Saint Vincent and the Grenadines
** 59	67	** 48	5	4	6	1.60	...	** 545	** 32	550	32	Trinidad and Tobago
...	...	...	...	...	...	...	...	** 11	** 36	...	...	Turks and Caicos Islands
57	51	52	...	...	...	...	...	1,029,824	41	1,113,183	** 41	United States (p)
America, South												
56	70	56	9	8	10	1.35	...	112,721	54	...	...	Argentina (p)

TABLE 7: TERTIARY EDUCATION, ISCED 5 AND 6. ENROLMENT AND STAFF

Regions Country or territory	Gross Enrolment Ratio (ISCED 5 and 6)						Total enrolment		Distribution of students by ISCED level (%)				
	2000/2001			2001/2002			GPI		2001/2002		2001/2002		
	MF	M	F	MF	M	F	2000/2001	2001/2002	MF	% F	5A	5B	6
Bolivia	37	...	...	39	...	...	...	...	301,984	...	** 91	** 7	** 2
Brazil (p)	16	14	19	18	16	21	1.29	1.29	3,125,745	56	...	...	...
Chile (p)	38	39	36	42	44	41	0.92	0.93	521,609	48	83	17	-
Colombia	23	22	24	24	23	25	1.09	1.10	977,243	52	76	18	6
Ecuador	...	...	...	...	...	...	...	...	...	...	...	...	...
Guyana	...	...	...	...	...	...	...	...	...	...	...	...	...
Paraguay (p)	17	14	19	19	16	22	1.36	1.37	96,598	57	64	36	** -
Peru (p)	...	...	...	** 32	** 32	** 31	...	** 0.98	** 823,995	** 49	** 53	** 46	** 1
Suriname	...	...	...	12	9	15	...	1.69	5,186	62	** 63	** 37	-
Uruguay (p)	36	26	47	37	27	48	1.83	1.82	99,301	64	76	21	** 3
Venezuela	** 28	** 24	** 32	** 27	** 23	** 31	** 1.32	** 1.37	** 650,000	** 57	** 62	** 33	** 6
Asia													
Afghanistan	...	...	...	...	...	...	...	...	...	...	...	...	...
Armenia	25	22	27	27	25	29	1.22	1.17	75,474	54	98	-	2
Azerbaijan	24	25	23	24	24	24	0.91	1.02	170,678	52	71	29	1
Bahrain	...	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	7	8	5	6	8	4	0.54	0.50	855,339	32	100	-	-
Bhutan	...	...	...	...	...	...	...	...	** 1,893	** 34	** 24	** 76	-
Brunei Darussalam	12	8	16	13	10	17	1.91	1.77	4,479	63	58	42	-
Cambodia	3	4	2	3	4	2	0.37	0.40	32,010	29	100	-	-
China (p)	13	...	...	...	...	...	...	...	...	...	...	...	...
Cyprus	22	19	25	...	...	...	1.35	...	...	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...
Georgia	35	35	34	36	36	37	0.99	1.02	149,142	50	99	-	1
Hong Kong (China), SAR	25	25	25	26	26	26	0.98	0.99	134,038	50	64	33	3
India (p)	11	13	9	...	...	...	0.68	...	...	...	...	...	...
Indonesia (p)	15	17	13	15	16	14	0.76	0.86	3,175,833	46	75	24	2
Iran, Islamic Republic of	21	22	21	20	20	20	0.94	1.01	1,566,509	49	77	22	1
Iraq	...	...	...	** 14	** 18	** 10	...	** 0.54	** 317,993	** 34	...	...	...
Israel (p)	53	44	62	58	49	67	1.39	1.38	299,716	56	76	21	2
Japan (p)	48	51	44	49	53	45	0.85	0.86	3,966,667	45	74	25	2
Jordan (p)	...	...	...	31	31	31	...	1.02	162,688	49	88	12	-
Kazakhstan	** 33	** 30	** 36	39	35	43	** 1.18	1.23	519,815	55	99	-	1
Kuwait	...	...	...	...	...	...	...	...	...	...	...	...	...
Kyrgyzstan	42	41	43	45	42	48	1.04	1.14	209,245	53	99	-	1
Lao People's Democratic Republic	3	4	2	4	6	3	0.59	0.57	23,540	37	33	67	na
Lebanon	42	40	44	45	42	48	1.09	1.14	142,951	53	86	13	1
Macao, China	48	57	40	66	90	46	0.69	0.51	20,420	37	87	12	-
Malaysia (p)	27	26	28	27	...	...	1.09	...	557,118	...	52	47	1
Maldives	na	na	na	na	na	na	na	na	na	na	na	na	na
Mongolia	33	24	42	35	25	44	1.74	1.74	90,275	63	95	4	1
Myanmar	12	** 8	** 15	** 12	...	...	** 1.75	...	** 555,060	...	** 99	** -	** -
Nepal	5	** 7	** 2	5	8	2	** 0.28	0.28	119,670	21	86	-	14
Oman	8	6	10	** 7	** 6	** 10	1.71	** 1.67	** 19,864	** 58	** 98	-	** 2

Table 7: Tertiary education, ISCED 5 and 6. Enrolment and staff

% female by ISCED level			Gross Completion Ratio, ISCED 5A, first degree				Teaching Staff				Regions
2001/2002			2001/2002				2000/2001		2001/2002		Country or territory
5A	5B	6	MF	M	F	GPI	MF	% F	MF	% F	
...	...	...	...	...	...	...	12,809	...	13,654	...	Bolivia
...	...	...	...	...	...	...	183,194	41	203,406	42	Brazil (p)
48	46	46	...	...	...	...	...	...	...	...	Chile (p)
53	47	50	...	...	...	...	85,743	32	88,687	34	Colombia
...	...	...	...	...	...	...	15,271	...	...	...	Ecuador
...	...	...	...	...	...	...	...	...	...	...	Guyana
51	68	...	...	...	...	...	...	...	...	...	Paraguay (p)
43	56	...	...	...	...	...	...	...	...	...	Peru (p)
** 49	** 84	...	...	...	...	...	...	...	** 550	** 48	Suriname
60	77	...	7	5	8	1.53	11,245	...	11,702	...	Uruguay (p)
53	** 66	** 53	...	...	...	...	...	...	...	...	Venezuela
...	...	...	...	...	...	...	...	...	...	...	Asia
...	...	...	...	...	...	...	1,535	...	...	...	Afghanistan
54	...	34	19	16	22	1.36	11,254	47	11,787	46	Armenia
44	70	31	...	...	...	...	18,598	47	19,516	48	Azerbaijan
...	...	...	...	...	...	...	...	...	...	...	Bahrain
32	...	24	5	6	3	0.53	47,137	19	63,626	11	Bangladesh
** 32	** 34	...	...	...	...	...	** 164	** 27	...	...	Bhutan
63	63	33	7	4	10	2.30	483	34	516	33	Brunei Darussalam
29	...	...	2	2	1	0.33	2,124	18	2,126	18	Cambodia
...	...	...	...	...	...	...	679,888	45	...	...	China (p)
...	...	...	...	...	...	...	1,134	...	...	...	Cyprus
...	...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
50	...	59	27	25	29	1.16	14,470	50	14,909	48	Georgia
51	49	39	17	15	18	1.19	** 10,063	** 18	** 10,227	** 19	Hong Kong (China), SAR
...	...	...	...	...	...	...	413,126	37	...	...	India (p)
43	55	34	...	...	...	...	217,403	41	251,542	40	Indonesia (p)
51	43	23	...	...	...	...	68,974	18	79,235	17	Iran, Islamic Republic of
...	...	...	...	...	...	...	...	...	** 14,743	...	Iraq
57	54	52	...	...	...	...	...	...	...	...	Israel (p)
39	65	27	...	...	...	...	477,161	...	482,048	...	Japan (p)
49	48	25	...	...	...	...	...	...	6,616	19	Jordan (p)
55	...	63	...	...	...	...	29,577	58	34,508	58	Kazakhstan
...	...	...	...	...	...	...	...	...	...	...	Kuwait
53	...	64	...	...	...	...	9,960	37	10,452	34	Kyrgyzstan
36	35	na	2	3	2	0.53	1,372	24	1,456	37	Lao People's Democratic Republic
55	41	33	21	16	25	1.49	9,459	30	11,010	30	Lebanon
33	67	30	15	** 22	** 10	** 0.44	939	36	1,152	36	Macao, China
57	51	34	...	...	...	...	** 28,954	** 43	30,346	45	Malaysia (p)
na	na	na	na	na	na	na	na	na	na	na	Maldives
63	73	64	31	21	42	2.00	6,575	49	...	...	Mongolia
...	** 33	...	...	...	...	...	10,522	** 70	...	...	Myanmar
21	...	20	...	...	...	...	** 4,598	...	...	...	Nepal
** 58	...	** 22	...	...	...	...	613	11	631	11	Oman

TABLE 7: TERTIARY EDUCATION, ISCED 5 AND 6. ENROLMENT AND STAFF

Regions	Gross Enrolment Ratio (ISCED 5 and 6)						Total enrolment		Distribution of students by ISCED level (%)				
	2000/2001			2001/2002			GPI		2001/2002		2001/2002		
	MF	M	F	MF	M	F	2000/2001	2001/2002	MF	% F	5A	5B	6
Pakistan	...	...	...	...	...	...	...	...	...	...	...	...	...
Palestinian Autonomous Territories	29	29	28	31	31	30	0.96	0.98	88,930	48	94	6	-
Philippines (p)	31	...	...	31	27	35	...	1.29	2,467,267	56	91	9	-
Qatar	24	12	36	23	13	34	2.99	2.69	7,831	73	100	-	-
Republic of Korea (p)	78	97	57	82	102	61	0.59	0.60	3,129,899	36	58	41	1
Saudi Arabia	** 22	** 20	** 25	** 22	** 18	** 26	** 1.28	** 1.49	** 444,800	** 59	** 85	** 13	** 2
Singapore	...	...	...	...	...	...	...	...	...	...	...	...	...
Sri Lanka (p)	...	...	...	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	...	...	...	...	...	...	...	...	...	...	...	...	...
Tajikistan	14	21	7	15	22	7	0.32	0.33	85,171	24	99	-	1
Thailand (p)	36	34	37	37	35	38	1.12	1.09	2,155,334	52	79	21	-
Timor-Leste	** 12	** 9	** 16	* 12	* 10	* 15	** 1.73	* 1.58	* 6,349	* 53	...	...	...
Turkey (p)	24	28	20	25	29	21	0.72	0.73	1,677,936	41	75	24	1
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	...	...	...	** 9	...	...	...	...	** 227,490	...	** 95	** 4	** 1
Viet Nam	10	11	8	10	11	9	0.74	0.76	784,675	43	70	28	3
Yemen	...	...	...	...	...	...	...	...	...	...	...	...	...
Europe													
Albania	15	11	19	...	...	...	1.69	...	...	...	...	...	...
Andorra	na	na	na	na	na	na	na	na	na	na	na	na	na
Austria (p)	57	53	61	...	...	...	1.15	...	...	...	...	...	...
Belarus	58	50	67	62	53	72	1.34	1.37	463,544	57	65	34	1
Belgium (p)	58	54	63	...	...	...	1.16	...	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria	40	34	46	...	...	...	1.35	...	...	...	...	...	...
Croatia	34	32	36	36	34	39	1.15	1.15	112,537	52	68	32	-
Czech Republic (p)	30	29	31	34	32	35	1.05	1.09	284,485	51	83	10	7
Denmark (p)	** 59	** 50	** 68	...	...	...	** 1.35	...	...	...	...	...	...
Estonia	60	47	74	...	...	...	1.57	...	...	...	...	...	...
Finland (p)	85	77	94	...	...	...	1.22	...	...	...	...	...	...
France (p)	54	48	59	...	...	...	1.23	...	...	...	...	...	...
Germany (p)	...	...	...	48	48	48	...	1.00	2,159,708	49	85	15	-
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...	...
Greece (p)	61	58	64	...	...	...	1.10	...	...	...	...	...	...
Holy See	...	...	...	...	...	...	...	...	...	...	...	...	...
Hungary (p)	40	35	45	44	39	50	1.27	1.29	354,386	55	95	3	2
Iceland (p)	48	35	61	...	...	...	1.73	...	...	...	...	...	...
Ireland (p)	47	42	53	...	...	...	1.27	...	...	...	...	...	...
Italy (p)	50	43	57	...	...	...	1.32	...	...	...	...	...	...
Latvia	64	49	80	...	...	...	1.66	...	...	...	...	...	...
Liechtenstein	...	...	...	...	...	...	...	...	...	...	...	...	...
Lithuania	59	47	72	...	...	...	1.53	...	...	...	...	...	...
Luxembourg (p)	10	9	10	...	...	...	1.14	...	...	...	...	...	...

Table 7: Tertiary education, ISCED 5 and 6. Enrolment and staff

% female by ISCED level			Gross Completion Ratio, ISCED 5A, first degree				Teaching Staff				Regions
2001/2002			2001/2002				2000/2001		2001/2002		Country or territory
5A	5B	6	MF	M	F	GPI	MF	% F	MF	% F	
...	...	...	...	...	...	...	...	...	...	...	Pakistan
47	55	...	...	...	...	...	3,667	13	4,045	14	Palestinian Autonomous Territories
56	55	63	19	14	24	1.67	93,956	...	99,015	55	Philippines (p)
73	...	...	19	10	28	2.79	595	34	594	33	Qatar
36	36	26	...	...	...	...	144,185	...	150,860	27	Republic of Korea (p)
** 62	** 42	** 37	...	...	...	...	** 20,681	** 35	** 21,918	** 34	Saudi Arabia
...	...	...	...	...	...	...	...	...	...	...	Singapore
...	...	...	...	...	...	...	...	...	...	...	Sri Lanka (p)
...	...	...	...	...	...	...	...	...	...	...	Syrian Arab Republic
24	...	41	...	...	...	...	5,665	33	6,089	31	Tajikistan
54	45	54	16	13	19	1.48	...	...	64,055	47	Thailand (p)
...	...	...	...	...	...	...	** 105	** 9	* 123	* 9	Timor-Leste
41	43	36	...	...	...	...	...	...	71,290	37	Turkey (p)
...	...	...	...	...	...	...	...	...	...	...	Turkmenistan
...	...	...	...	...	...	...	...	...	...	...	United Arab Emirates
...	...	...	...	...	...	...	...	...	** 23,717	** 38	Uzbekistan
52	21	37	6	6	6	1.15	32,205	39	35,938	39	Viet Nam
...	...	...	...	...	...	...	...	...	...	...	Yemen
...	
...	...	...	...	...	...	...	...	...	...	...	Europe
...	...	...	...	...	...	...	3,030	...	...	...	Albania
na	na	na	na	na	na	na	na	na	na	na	Andorra
...	...	...	...	...	...	...	...	...	...	...	Austria (p)
57	57	47	...	...	...	...	40,470	** 54	42,544	54	Belarus
...	...	...	...	...	...	...	23,041	38	...	...	Belgium (p)
...	...	...	...	...	...	...	...	...	...	...	Bosnia and Herzegovina
...	...	...	...	...	...	...	21,489	42	...	...	Bulgaria
54	49	...	13	11	16	1.51	7,701	35	7,622	35	Croatia
50	69	36	...	...	...	...	21,024	40	...	...	Czech Republic (p)
...	...	...	...	...	...	...	...	...	...	...	Denmark (p)
...	...	...	...	...	...	...	6,538	48	...	...	Estonia
...	...	...	...	...	...	...	** 17,105	** 45	...	...	Finland (p)
...	...	...	...	...	...	...	127,155	46	...	...	France (p)
47	62	...	...	...	...	...	272,850	31	277,042	32	Germany (p)
...	...	...	...	...	...	...	na	...	...	...	Gibraltar
...	...	...	...	...	...	...	** 23,944	...	...	...	Greece (p)
...	...	...	...	...	...	...	...	...	...	...	Holy See
55	57	42	...	...	...	...	22,873	37	23,938	40	Hungary (p)
...	...	...	...	...	...	...	** 1,747	** 43	...	...	Iceland (p)
...	...	...	...	...	...	...	11,332	42	...	...	Ireland (p)
...	...	...	...	...	...	...	80,775	39	...	...	Italy (p)
...	...	...	...	...	...	...	5,429	52	...	...	Latvia
...	...	...	...	...	...	...	...	...	...	...	Liechtenstein
...	...	...	...	...	...	...	12,940	50	...	...	Lithuania
...	...	...	...	...	...	...	...	...	...	...	Luxembourg (p)

TABLE 7: TERTIARY EDUCATION, ISCED 5 AND 6. ENROLMENT AND STAFF

Regions Country or territory	Gross Enrolment Ratio (ISCED 5 and 6)						Total enrolment		Distribution of students by ISCED level (%)				
	2000/2001			2001/2002			GPI		2001/2002		2001/2002		
	MF	M	F	MF	M	F	2000/2001	2001/2002	MF	% F	5A	5B	6
Malta	25	22	28	...	...	...	1.29	...	...	...	...	...	...
Monaco	na	na	na	na	na	na	na	na	na	na	na	na	na
Netherlands (p)	55	53	57	...	...	...	1.07	...	...	...	...	...	...
Norway (p)	70	56	85	...	...	...	1.52	...	...	...	...	...	...
Poland (p)	55	46	66	58	48	69	1.44	1.43	1,906,268	58	97	1	1
Portugal (p)	50	43	58	...	...	...	1.37	...	...	...	...	...	...
Republic of Moldova	28	25	32	29	25	33	1.29	1.34	107,731	57	83	16	2
Romania	27	25	30	...	...	...	1.20	...	...	...	...	...	...
Russian Federation (p)	64	56	72	70	60	80	1.29	1.33	8,030,034	57	68	31	2
San Marino	...	...	...	...	...	...	...	...	...	...	...	...	...
Serbia and Montenegro	36	33	39	...	...	...	1.20	...	...	...	...	...	...
Slovakia (p)	30	29	32	32	30	34	1.09	1.13	152,182	52	91	4	5
Slovenia	61	52	70	...	...	...	1.35	...	...	...	...	...	...
Spain (p)	57	53	61	59	54	64	1.16	1.19	1,832,760	53	84	12	4
Sweden (p)	70	56	85	76	60	93	1.52	1.54	382,851	59	91	4	6
Switzerland (p)	42	47	37	...	...	...	0.78	...	...	...	...	...	...
The Former Yugoslav Rep. of Macedonia	25	21	28	...	...	...	1.32	...	...	...	...	...	...
Ukraine	54	50	58	58	* 54	* 63	1.15	* 1.17	2,134,676	* 53	73	26	1
United Kingdom (p)	59	54	64	...	...	...	1.20	...	...	...	...	...	...
Oceania													
Australia (p)	63	56	70	65	58	72	1.24	1.24	868,689	54	75	22	3
Cook Islands	na	na	na	na	na	na	na	na	na	na	na	na	na
Fiji	...	...	...	...	...	...	...	...	...	...	...	...	...
Kiribati	...	...	...	...	...	...	...	...	...	...	...	...	...
Marshall Islands	...	...	...	...	...	...	...	...	903	56	14	86	-
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	na	na	na	na	na	na	na	na	na	na	na	na	na
New Zealand (p)	69	55	84	72	57	87	1.52	1.52	177,634	59	73	25	2
Niue	na	na	na	na	na	na	na	na	na	na	na	na	na
Palau	39	26	54	...	...	...	2.06	...	** 484	** 63	** 100	-	-
Papua New Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...
Samoa	7	7	6	** 7	** 7	** 6	0.90	** 0.90	** 1,179	** 44	** 20	** 80	-
Solomon Islands	na	na	na	na	na	na	na	na	na	na	na	na	na
Tokelau	na	na	na	na	na	na	na	na	na	na	na	na	na
Tonga	** 4	** 3	** 4	** 4	** 3	** 4	** 1.32	** 1.40	** 380	** 58	...	...	...
Tuvalu	na	na	na	na	na	na	na	na	na	na	na	na	na
Vanuatu	...	...	...	4	...	...	...	...	675	...	99	-	1

Table 7: Tertiary education, ISCED 5 and 6. Enrolment and staff

% female by ISCED level			Gross Completion Ratio, ISCED 5A, first degree				Teaching Staff				Regions
2001/2002			2001/2002				2000/2001		2001/2002		Country or territory
5A	5B	6	MF	M	F	GPI	MF	% F	MF	% F	
...	...	...	...	...	...	...	609	22	...	...	Malta
na	na	na	na	na	na	na	na	na	na	na	Monaco
...	...	...	...	...	...	...	44,443	32	...	...	Netherlands (p)
...	...	...	...	...	...	...	15,499	36	...	...	Norway (p)
58	80	45	...	...	...	...	87,857	...	83,471	...	Poland (p)
...	...	...	...	...	...	...	...	...	...	...	Portugal (p)
56	58	58	...	...	...	...	7,268	52	7,336	52	Republic of Moldova
...	...	...	...	...	...	...	27,959	39	...	...	Romania
58	55	45	...	...	...	...	** 542,126	...	575,446	56	Russian Federation (p)
...	...	...	...	...	...	...	...	...	...	...	San Marino
...	...	...	...	...	...	...	11,639	38	...	...	Serbia and Montenegro
52	80	39	...	...	...	...	12,332	39	13,166	42	Slovakia (p)
...	...	...	...	...	...	...	2,818	27	...	...	Slovenia
54	50	51	...	...	...	...	119,279	38	133,546	37	Spain (p)
61	48	46	...	...	...	...	30,937	39	33,749	40	Sweden (p)
...	...	...	...	...	...	...	27,341	27	...	...	Switzerland (p)
...	...	...	...	...	...	...	2,737	42	...	...	The Former Yugoslav Rep. of Macedonia
* 53	* 54	* 49	42	...	...	...	157,102	...	168,646	...	Ukraine
...	...	...	...	...	...	...	96,450	34	...	...	United Kingdom (p)
Oceania											
56	50	48	...	...	...	...	...	...	...	...	Australia (p)
na	na	na	na	na	na	na	na	na	na	na	Cook Islands
...	...	...	...	...	...	...	...	...	...	...	Fiji
...	...	...	...	...	...	...	...	...	...	...	Kiribati
57	56	...	...	...	...	...	...	...	48	52	Marshall Islands
...	...	...	...	...	...	...	...	...	...	...	Micronesia (Federated States of)
na	na	na	na	na	na	na	na	na	na	na	Nauru
58	60	48	...	...	...	...	11,252	...	11,677	45	New Zealand (p)
na	na	na	na	na	na	na	na	na	na	na	Niue
** 63	...	...	...	...	...	...	44	45	** 46	** 46	Palau
...	...	...	...	...	...	...	...	...	...	...	Papua New Guinea
** 40	** 46	...	...	...	...	...	151	44	** 140	** 43	Samoa
na	na	na	na	na	na	na	na	na	na	na	Solomon Islands
na	na	na	na	na	na	na	na	na	na	na	Tokelau
...	...	...	...	...	...	...	** 72	** 22	...	...	Tonga
na	na	na	na	na	na	na	na	na	na	na	Tuvalu
...	...	...	...	...	...	...	...	...	2	...	Vanuatu

Symbols and footnotes:

- ** UIS estimation
- * National estimation
- ... No data available
- na Not applicable
- Magnitude nil or negligible
- Data in **bold** refer to 2002
- (p) Data for 2001 or later years are provisional



TABLE 8 : NUMBER OF FOREIGN STUDENTS IN TERTIARY BY HOSTING COUNTRY AND CONTINENT OF ORIGIN, 2001/2002 (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										
Madagascar	1,199	23	4	1,188	na	na	7	4	na	-
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 (p)	2,487	...	** 1	1,792	-	-	624	71	-	-
America, North										
Canada (j) (n)	40,033	44	3	5,842	6,790	1,296	14,414	9,578	516	1,597
Costa Rica	1,779	...	2	2	956	286	72	96	-	367
Cuba	10,700	...	6	2,312	5,057	3,029	297	5	na	-
Mexico (p)	1,892	...	-	19	1,353	381	26	111	2	-
Trinidad and Tobago	1,225	* 65	12	22	1,098	37	25	42	1	-
United States (p)	582,996	44	4	37,724	59,744	35,653	364,418	80,518	4,852	87
America, South										
Argentina (j) (p)	3,343	...	-	-	-	2,697	-	-	-	646
Chile (p)	4,883	...	1	11	1,424	2,527	190	706	25	-
Uruguay	2,100	...	2	-	-	2,100	-	-	-	-
Asia										
Azerbaijan	2,224	8	1	7	1	na	1,742	474	na	-
Cyprus	2,472	39	21	105	29	2	1,595	734	7	-
Hong Kong (China), SAR	2,355	44	2	7	43	3	2,131	71	24	76
India	7,791	...	-	2,969	323	4	3,866	180	44	405
Iran, Islamic Republic of (z)	1,304	26	-	58	1	3	1,203	39	-	-
Iraq (n)	8,280	15	3	...	...	...	...	...	...	8,280
Japan (p)	74,892	47	2	778	1,596	810	69,034	2,208	458	8
Jordan (j) (p)	4,363	...	3	138	40	6	4,062	117	...	-
Kazakhstan	5,982	...	1	9	...	...	4,984	932	...	57
Kyrgyzstan	11,921	47	6	-	-	-	11,518	329	-	74
Lebanon	15,186	33	11	...	...	...	...	...	...	15,186
Macao, China	13,080	24	64	11	4	4	12,907	70	...	84
Malaysia (j) (p)	2,989	...	1	553	5	1	2,262	162	6	-
Philippines (p)	2,609	...	-	83	454	4	1,995	41	32	-
Qatar	1,645	61	21	161	5	-	1,373	18	-	88
Republic of Korea (p)	4,956	45	-	65	255	35	4,392	181	27	1
Saudi Arabia (n)	7,567	26	2	2,200	89	20	4,690	423	5	140
Tajikistan	3,910	...	5	-	-	-	-	-	-	3,910
Thailand (j) (p) (q)	4,092	...	-	16	154	2	3,054	133	13	720
Turkey (p)	16,328	28	1	376	42	7	10,504	5,367	27	5
Europe										
Austria	31,682	51	13	965	554	320	3,885	25,777	29	152
Belarus	2,601	...	1	118	26	38	2,105	177	na	137
Belgium	38,150	49	11	10,973	485	646	2,609	22,690	17	730

Table 8: Number of foreign students in tertiary by hosting country and continent of origin, 2001/2002

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
Bulgaria	8,130	41	3	146	20	10	1,555	6,399	-	-
Czech Republic (p)	9,753	47	3	226	102	77	820	6,474	3	2,051
Denmark (p)	14,480	55	7	424	318	131	1,196	6,449	43	5,919
Finland	6,288	43	2	716	294	69	1,666	3,465	27	51
France (y)	147,402	...	8	75,465	5,242	4,253	19,828	41,404	200	1,010
Germany (p)	219,039	49	10	20,723	5,422	4,656	75,500	110,621	349	1,768
Hungary (j) (p)	11,783	46	3	167	319	21	1,776	9,495	5	-
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	4	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 (j) (p)	7,380	54	-	271	567	58	1,112	5,367	5	-
Portugal (n)	11,177	50	3	6,093	601	1,846	142	2,314	25	156
Republic of Moldova	2,909	31	3	97	-	-	-	1,568	-	1,244
Romania	11,669	42	2	691	155	33	1,681	9,086	4	19
Russian Federation (v) (p)	70,735	...	1	...	...	...	30,676	17,394	...	22,665
Slovakia (p)	1,643	41	1	118	16	9	408	1,092	-	-
Spain (p)	44,860	56	2	4,364	3,195	8,451	1,149	27,661	38	2
Sweden (p)	28,664	46	7	661	1,472	605	2,558	17,211	234	5,923
Switzerland	27,765	44	17	1,802	697	866	2,175	21,070	58	1,097
Ukraine	17,210	...	1	-	-	-	-	-	-	17,210
United Kingdom	* 225,722	48	10	18,134	18,564	2,926	74,400	109,454	1,790	454
Oceania										
Australia (p)	120,987	47	14	...	...	...	...	...	...	120,987
New Zealand (p)	11,069	50	6	143	648	106	7,971	998	1,200	3

Symbols and footnotes:

- (j) Data refer to ISCED 5A and 6 only
- (k) Full-time only
- (m) Data for the school year 1998/1999
- (n) Data for the school year 1999/2000
- (p) Data for 2001 or later year are provisional
- (q) Data cover only 80% of total number of students
- (v) Data do not include ISCED 6
- (y) Partial data, covers 82.4% of total number of students
- (z) Data excludes enrolment at the Islamic Azad University
- * National estimation
- na Not applicable
- Magnitude nil or negligible
- ... No data available
- Data in **bold** refer to 2002
- Data in *italic* refer to 2000



TABLE 9: TERTIARY EDUCATION, ISCED 5 AND 6. GRADUATES BY FIELD OF EDUCATION, 2001/2002

Regions Country or territory	Total number of graduates		Graduates by field of education as a % of total								
			Education		Humanities and Arts		Social Science, Business and Law		Science		
	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	
Africa											
Algeria
Angola
Benin
Botswana
Burkina Faso
Burundi
Cameroon
Cape Verde
Central African Republic
Chad
Comoros
Congo
Côte d'Ivoire
Democratic Republic of the Congo
Djibouti
Egypt (p) (w)
Equatorial Guinea
Eritrea	1,084	15	17	13	1	21	51	21	11	4	
Ethiopia	18,375	24	35	18	1	25	38	36	4	23	
Gabon
Gambia
Ghana
Guinea
Guinea-Bissau
Kenya
Lesotho	917	...	...	...	...	...	...	...	...	...	...
Liberia
Libyan Arab Jamahiriya
Madagascar	6,652	47	1	34	14	64	55	48	18	37	
Malawi
Mali
Mauritania
Mauritius	2,180	48	31	51	3	72	35	51	8	54	
Morocco
Mozambique
Namibia	3,225	46	71	51	1	63	20	24	1	44	
Niger
Nigeria
Rwanda
Sao Tome and Principe
Senegal
Seychelles	na	na	na	na	na	na	na	na	na	na	
Serra Leone

Table 9: Tertiary education, ISCED 5 and 6. Graduates by field of education, 2001/2002

Graduates by field of education as a % of total										Regions Country or territory
Engineering, Manufacturing and Construction		Agriculture		Health and Welfare		Services		Not Known or Unspecified		
MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	
										Africa
...	Algeria
...	Angola
...	Benin
...	Botswana
...	Burkina Faso
...	Burundi
...	Cameroon
...	Cape Verde
...	Central African Republic
...	Chad
...	Comoros
...	Congo
...	Côte d'Ivoire
...	Democratic Republic of the Congo
...	Djibouti
...	Egypt (p) (w)
...	Equatorial Guinea
6	2	7	10	6	20	na	na	-	-	Eritrea
7	5	9	9	7	26	-	23	-	16	Ethiopia
...	Gabon
...	Gambia
...	Ghana
...	Guinea
...	Guinea-Bissau
...	Kenya
...	100	...	Lesotho
...	Liberia
...	Libyan Arab Jamahiriya
4	20	1	51	7	51	-	61	-	-	Madagascar
...	Malawi
...	Mali
...	Mauritania
15	19	8	62	na	na	na	na	-	-	Mauritius
...	Morocco
...	Mozambique
-	-	1	31	5	77	1	-	-	-	Namibia
...	Niger
...	Nigeria
...	Rwanda
...	Sao Tome and Principe
...	Senegal
na	na	na	na	na	na	na	na	na	na	Seychelles
...	Sierra Leone



TABLE 9: TERTIARY EDUCATION, ISCED 5 AND 6. GRADUATES BY FIELD OF EDUCATION, 2001/2002

Regions Country or territory	Total number of graduates		Graduates by field of education as a % of total							
			Education		Humanities and Arts		Social Science, Business and Law		Science	
	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Somalia	...	...	...	...	...	...	...	...	...	...
South Africa	98,379	57	...	...	...	...	...	...	...	...
Sudan	...	...	...	...	...	...	...	...	...	...
Swaziland	...	...	...	57	...	38	...	45	...	...
Togo	...	...	...	...	...	...	...	...	...	...
Tunisia (p) (w)	** 24,839	** 48	...	...	...	...	...	...	...	...
Uganda	...	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	...	...	...	...	...	...	...	...	...	...
Zambia	...	...	...	...	...	...	...	...	...	...
Zimbabwe (p) (w)	...	...	...	...	...	...	...	...	...	...
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	257	56	13	18	na	na	47	70	na	na
Bahamas	...	...	...	...	...	...	...	...	...	...
Barbados	...	...	...	...	...	...	...	...	...	...
Belize	...	...	...	...	...	...	...	...	...	...
Bermuda	...	...	...	...	...	...	...	...	...	...
British Virgin Islands	na	na	na	na	na	na	na	na	na	na
Canada (p)	...	...	...	...	...	...	...	...	...	...
Cayman Islands	...	...	...	...	...	...	...	...	...	...
Costa Rica (h)	23,345	61	32	81	2	56	39	55	4	40
Cuba	...	...	...	...	...	...	...	...	...	...
Dominica	na	na	na	na	na	na	na	na	na	na
Dominican Republic	...	...	...	...	...	...	...	...	...	...
El Salvador	...	...	...	...	...	...	...	...	...	...
Grenada	...	...	...	...	...	...	...	...	...	...
Guatemala	...	...	...	...	...	...	...	...	...	...
Haiti	...	...	...	...	...	...	...	...	...	...
Honduras	...	...	...	...	...	...	...	...	...	...
Jamaica (p) (w)	...	...	...	...	...	...	...	...	...	...
Mexico (p)	339,337	52	16	65	3	58	43	57	10	46
Montserrat	na	na	na	na	na	na	na	na	na	na
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...
Nicaragua	...	...	...	...	...	...	...	...	...	...
Panama	...	...	...	...	...	...	...	...	...	...
Saint Kitts and Nevis	na	na	na	na	na	na	na	na	na	na
Saint Lucia	...	...	...	...	...	...	...	...	...	...
Saint Vincent and the Grenadines	na	na	na	na	na	na	na	na	na	na
Trinidad and Tobago	2,380	67	32	77	10	81	22	73	9	62
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...
United States (p)	2,238,327	57	12	77	12	62	40	55	9	43

Table 9: Tertiary education, ISCED 5 and 6. Graduates by field of education, 2001/2002

Graduates by field of education as a % of total										Regions
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	
...	...	...	...	...	...	...	...	...	...	Somalia
...	...	...	...	...	...	...	...	...	...	South Africa
...	...	...	...	...	...	...	...	...	...	Sudan
...	...	...	67	...	...	...	...	...	...	Swaziland
...	...	...	...	...	...	...	...	...	...	Togo
...	...	...	...	...	...	...	...	** 100	** 48	Tunisia (p) (w)
...	...	...	...	...	...	...	...	...	...	Uganda
...	...	...	...	...	...	...	...	...	...	United Republic of Tanzania
...	...	...	...	...	...	...	...	...	...	Zambia
...	...	...	...	...	...	...	...	...	...	Zimbabwe (p) (w)
America, North										
na	na	na	na	na	na	na	na	na	na	Anguilla
na	na	na	na	na	na	na	na	na	na	Antigua and Barbuda
24	23	na	na	16	93	na	na	-	-	Aruba
...	...	...	...	...	...	...	...	...	...	Bahamas
...	...	...	...	...	...	...	...	...	...	Barbados
...	...	...	...	...	...	...	...	...	...	Belize
...	...	...	...	...	...	...	...	...	...	Bermuda
na	na	na	na	na	na	na	na	na	na	British Virgin Islands
...	...	...	...	...	...	...	...	...	...	Canada (p)
...	...	...	...	...	...	...	...	...	...	Cayman Islands
9	28	1	34	11	66	-	49	-	33	Costa Rica (h)
...	...	...	...	...	...	...	...	...	...	Cuba
na	na	na	na	na	na	na	na	na	na	Dominica
...	...	...	...	...	...	...	...	...	...	Dominican Republic
...	...	...	...	...	...	...	...	...	...	El Salvador
...	...	...	...	...	...	...	...	...	...	Grenada
...	...	...	...	...	...	...	...	...	...	Guatemala
...	...	...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	...	...	...	...	...	Honduras
...	...	...	...	...	...	...	...	...	...	Jamaica (p) (w)
15	24	2	29	9	63	2	50	-	45	Mexico (p)
na	na	na	na	na	na	na	na	na	na	Montserrat
...	...	...	...	...	...	...	...	...	...	Netherlands Antilles
...	...	...	...	...	...	...	...	...	...	Nicaragua
...	...	...	...	...	...	...	...	...	...	Panama
na	na	na	na	na	na	na	na	na	na	Saint Kitts and Nevis
...	...	...	...	...	...	...	...	...	...	Saint Lucia
na	na	na	na	na	na	na	na	na	na	Saint Vincent and the Grenadines
11	27	3	70	7	47	6	74	-	-	Trinidad and Tobago
...	...	...	...	...	...	...	...	...	...	Turks and Caicos Islands
8	19	2	49	12	80	5	55	-	54	United States (p)



TABLE 9: TERTIARY EDUCATION, ISCED 5 AND 6. GRADUATES BY FIELD OF EDUCATION, 2001/2002

Regions Country or territory	Total number of graduates		Graduates by field of education as a % of total								
			Education		Humanities and Arts		Social Science, Business and Law		Science		
	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	
America, South											
Argentina (p) (w)	140,099	63	3	78	3	70	21	56	4	52	
Bolivia	23,027	...	...	...	...	...	...	...	...	...
Brazil (p) (w)	422,019	62	...	...	...	...	...	...	...	...
Chile (p) (w)	...	...	...	...	...	...	...	...	...	...
Colombia	...	...	...	...	...	...	...	...	...	...
Ecuador	...	...	...	...	...	...	...	...	...	...
Guyana	...	...	...	...	...	...	...	...	...	...
Paraguay (p) (w)	15,229	66	54	71	...	...	...	...	...	...
Peru (p) (w)	...	...	...	...	...	...	...	...	...	...
Suriname	...	...	...	...	...	...	...	...	...	...
Uruguay (p) (w)	6,459	71	...	...	...	...	...	...	...	...
Venezuela	...	...	...	...	...	...	...	...	...	...
Asia											
Afghanistan	...	...	...	...	...	...	...	...	...	...
Armenia	11,671	56	14	73	4	65	32	45	-	-	
Azerbaijan	35,582	51	...	...	...	...	...	...	...	...
Bahrain	...	...	...	...	...	...	...	...	...	...
Bangladesh	187,322	31	6	35	28	40	36	32	11	29	
Bhutan	...	...	...	...	...	...	...	...	...	...
Brunei Darussalam	1,077	67	50	71	8	60	9	63	5	51	
Cambodia	3,105	25	8	31	10	45	56	24	12	21	
China (p) (w)	...	...	...	...	...	...	...	...	...	...
Cyprus	...	...	...	...	...	...	...	...	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...
Georgia	22,254	53	8	66	23	76	32	40	6	67	
Hong Kong (China), SAR	39,690	** 53	10	...	12	...	34	...	15	...	
India (p) (w)	...	...	...	...	...	...	...	...	...	...
Indonesia (p) (w)	506,124	45	...	...	...	...	...	...	...	...
Iran, Islamic Republic of	...	...	...	...	...	...	...	...	...	...
Iraq	...	...	...	...	...	...	...	...	...	...
Israel (p)	42,418	60	16	87	13	70	42	60	12	45	
Japan (p)	1,047,890	49	7	76	16	71	25	34	3	25	
Jordan (p) (w)	27,772	54	...	...	...	...	...	...	...	...
Kazakhstan	...	...	...	...	...	...	...	...	...	...
Kuwait	...	...	...	...	...	...	...	...	...	...
Kyrgyzstan	...	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	4,980	37	25	46	29	41	16	38	8	44	
Lebanon	17,335	55	3	86	17	69	43	56	10	47	
Macao, China	5,059	39	5	** 51	2	** 45	81	** 35	3	** 43	
Malaysia (p) (w)	...	...	...	...	...	...	...	...	...	...
Maldives	na	na	na	na	na	na	na	na	na	na	
Mongolia	17,671	67	16	80	11	70	33	68	6	53	

Table 9: Tertiary education, ISCED 5 and 6. Graduates by field of education, 2001/2002

Graduates by field of education as a % of total										Regions Country or territory
Engineering, Manufacturing and Construction		Agriculture		Health and Welfare		Services		Not Known or Unspecified		
MF	% F	MF	% F	MF	% F	MF	% F	MF	% F	
										America, South
4	31	2	40	8	64	1	55	54	69	Argentina (p) (w)
...	...	...	...	...	...	...	...	100	...	Bolivia
...	...	...	...	...	...	...	...	100	62	Brazil (p) (w)
...	...	...	...	...	...	...	...	...	...	Chile (p) (w)
...	...	...	...	...	...	...	...	...	...	Colombia
...	...	...	...	...	...	...	...	...	...	Ecuador
...	...	...	...	...	...	...	...	...	...	Guyana
...	...	...	...	...	...	...	...	29	...	Paraguay (p) (w)
...	...	...	...	...	...	...	...	...	...	Peru (p) (w)
...	...	...	...	...	...	...	...	...	...	Suriname
...	...	...	...	...	...	...	...	100	71	Uruguay (p) (w)
...	...	...	...	...	...	...	...	...	...	Venezuela
										Asia
...	...	...	...	...	...	...	...	...	...	Afghanistan
7	31	2	46	8	49	2	10	31	73	Armenia
...	...	...	...	...	...	...	...	100	51	Azerbaijan
...	...	...	...	...	...	...	...	...	...	Bahrain
-	10	1	18	11	17	-	-	6	17	Bangladesh
...	...	...	...	...	...	...	...	...	...	Bhutan
7	38	-	-	18	75	-	-	3	94	Brunei Darussalam
2	1	4	4	5	24	1	38	-	-	Cambodia
...	...	...	...	...	...	...	...	...	...	China (p) (w)
...	...	...	...	...	...	...	...	...	...	Cyprus
...	...	...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
16	27	3	27	10	75	2	20	-	-	Georgia
22	...	-	-	4	...	-	...	2	...	Hong Kong (China), SAR
...	...	...	...	...	...	...	...	...	...	India (p) (w)
...	...	...	...	...	...	...	...	100	45	Indonesia (p) (w)
...	...	...	...	...	...	...	...	...	...	Iran, Islamic Republic of
...	...	...	...	...	...	...	...	...	...	Iraq
11	24	1	54	5	68	...	...	-	-	Israel (p)
19	13	2	40	12	70	11	79	4	55	Japan (p)
...	...	...	...	...	...	...	...	100	54	Jordan (p) (w)
...	...	...	...	...	...	...	...	...	...	Kazakhstan
...	...	...	...	...	...	...	...	...	...	Kuwait
...	...	...	...	...	...	...	...	...	...	Kyrgyzstan
9	11	7	17	3	44	3	24	-	-	Lao People's Democratic Republic
13	21	1	41	10	71	3	47	-	-	Lebanon
1	** 33	-	-	7	** 67	2	** 52	-	-	Macao, China
...	...	...	...	...	...	...	...	...	...	Malaysia (p) (w)
na	na	na	na	na	na	na	na	na	na	Maldives
14	51	4	65	6	89	3	21	8	68	Mongolia



TABLE 9: TERTIARY EDUCATION, ISCED 5 AND 6. GRADUATES BY FIELD OF EDUCATION, 2001/2002

Regions Country or territory	Total number of graduates		Graduates by field of education as a % of total							
			Education		Humanities and Arts		Social Science, Business and Law		Science	
	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Myanmar	...	...	...	...	...	...	...	...	...	...
Nepal	...	...	...	...	...	...	...	...	...	...
Oman	2,605	63	...	...	...	...	...	...	...	...
Pakistan	...	...	...	...	...	...	...	...	...	...
Palestinian Autonomous Territories	...	...	...	...	...	...	...	...	...	...
Philippines (p) (w)	363,640	61	...	...	...	...	...	...	...	...
Qatar	...	...	...	...	...	...	...	...	...	...
Republic of Korea (p)	562,828	49	7	76	18	69	20	47	9	45
Saudi Arabia	...	...	...	...	...	...	...	...	...	...
Singapore	...	...	...	...	...	...	...	...	...	...
Sri Lanka (p) (w)	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	...	...	...	...	...	...	...	...	...	...
Tajikistan	12,234	...	14	...	34	...	23	...	8	...
Thailand (p) (w)	394,172	56	...	...	...	...	...	...	...	...
Timor-Leste	...	...	...	...	...	...	...	...	...	...
Turkey (p)	286,540	42	15	46	7	50	23	47	8	43
Turkmenistan	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	...	...	...	...	...	...	...	...	...	...
Uzbekistan	...	...	...	...	...	...	...	...	...	...
Viet Nam	125,116	45	22	63	4	61	45	49	-	-
Yemen	...	...	...	...	...	...	...	...	...	...
Europe										
Albania	...	...	...	...	...	...	...	...	...	...
Andorra	...	...	...	...	...	...	...	...	...	...
Austria (p)	...	...	...	...	...	...	...	...	...	...
Belarus	91,299	...	15	...	18	...	25	...	2	...
Belgium (p)	...	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...
Bulgaria	...	...	...	...	...	...	...	...	...	...
Croatia	14,741	55	9	94	11	77	27	66	7	52
Czech Republic (p)	43,664	57	15	77	8	61	30	60	11	27
Denmark (p)	...	...	...	...	...	...	...	...	...	...
Estonia	...	...	...	...	...	...	...	...	...	...
Finland (p)	...	...	...	...	...	...	...	...	...	...
France (p)	...	...	...	...	...	...	...	...	...	...
Germany (p)	293,920	52	8	78	10	67	21	46	9	34
Gibraltar	...	...	...	...	...	...	...	...	...	...
Greece (p)	...	...	...	...	...	...	...	...	...	...
Holy See	...	...	...	...	...	...	...	...	...	...
Hungary (p)	62,296	60	19	77	8	69	39	62	3	35
Iceland (p)	...	...	...	...	...	...	...	...	...	...
Ireland (p)	...	...	...	...	...	...	...	...	...	...
Italy (p)	...	...	...	...	...	...	...	...	...	...

Table 9: Tertiary education, ISCED 5 and 6. Graduates by field of education, 2001/2002

Graduates by field of education as a % of total										Regions
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	
...	Myanmar
...	Nepal
...	100	63	Oman
...	Pakistan
...	Palestinian Autonomous Territories
...	100	61	Philippines (p) (w)
...	Qatar
32	28	2	37	8	71	4	53	-	-	Republic of Korea (p)
...	Saudi Arabia
...	Singapore
...	Sri Lanka (p) (w)
...	Syrian Arab Republic
10	...	4	...	6	...	1	...	...	...	Tajikistan
...	100	56	Thailand (p) (w)
...	Timor-Leste
15	24	4	42	6	57	3	36	18	42	Turkey (p)
...	Turkmenistan
...	United Arab Emirates
...	Uzbekistan
15	13	5	26	4	37	-	-	6	43	Viet Nam
...	Yemen
...	
...	Europe
...	Albania
...	Andorra
...	Austria (p)
23	...	9	...	8	...	...	...	-	...	Belarus
...	Belgium (p)
...	Bosnia and Herzegovina
...	Bulgaria
15	29	4	44	8	72	18	26	-	-	Croatia
12	30	4	48	14	79	4	51	2	25	Czech Republic (p)
...	Denmark (p)
...	Estonia
...	Finland (p)
...	France (p)
17	17	2	34	27	74	4	51	-	52	Germany (p)
...	Gibraltar
...	Greece (p)
...	Holy See
9	26	4	48	8	76	9	42	-	-	Hungary (p)
...	Iceland (p)
...	Ireland (p)
...	Italy (p)



TABLE 9: TERTIARY EDUCATION, ISCED 5 AND 6. GRADUATES BY FIELD OF EDUCATION, 2001/2002

Regions Country or territory	Total number of graduates		Graduates by field of education as a % of total							
			Education		Humanities and Arts		Social Science, Business and Law		Science	
	MF	% F	MF	% F	MF	% F	MF	% F	MF	% F
Latvia	...	...	...	...	...	...	...	...	...	...
Liechtenstein	...	...	...	...	...	...	...	...	...	...
Lithuania	...	...	...	...	...	...	...	...	...	...
Luxembourg (p)	...	...	...	...	...	...	...	...	...	...
Malta	...	...	...	...	...	...	...	...	...	...
Monaco	na	na	na	na	na	na	na	na	na	na
Netherlands (p)	...	...	...	...	...	...	...	...	...	...
Norway (p)	...	...	...	...	...	...	...	...	...	...
Poland (p)	459,737	65	12	76	6	76	40	68	4	57
Portugal (p)	...	...	...	...	...	...	...	...	...	...
Republic of Moldova	19,686	56	...	...	...	...	...	...	...	...
Romania	...	...	...	...	...	...	...	...	...	...
Russian Federation (p) (w)	1,353,768	...	...	...	...	...	...	...	...	...
San Marino	...	...	...	...	...	...	...	...	...	...
Serbia and Montenegro	...	...	...	...	...	...	...	...	...	...
Slovakia (p)	28,162	55	16	74	6	51	28	60	9	38
Slovenia	...	...	...	...	...	...	...	...	...	...
Spain (p)	...	...	...	...	...	...	...	...	...	...
Sweden (p)	45,532	60	17	80	6	61	21	60	10	48
Switzerland (p)	...	...	...	...	...	...	...	...	...	...
The Former Yugoslav Rep. of Macedonia	...	...	...	...	...	...	...	...	...	...
Ukraine	465,864	...	8	...	6	...	39	...	4	...
United Kingdom (p)	...	...	...	...	...	...	...	...	...	...
Oceania										
Australia (p)	...	...	...	...	...	...	...	...	...	...
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 (p)	...	...	...	...	...	...	...	...	...	...
Niue	na	na	na	na	na	na	na	na	na	na
Palau	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...	...	...
Samoa	...	...	...	...	...	...	...	...	...	...
Solomon Islands	na	na	na	na	na	na	na	na	na	na
Tokelau	na	na	na	na	na	na	na	na	na	na
Tonga	...	...	...	...	...	...	...	...	...	...
Tuvalu	na	na	na	na	na	na	na	na	na	na
Vanuatu	...	...	...	...	...	...	...	...	...	...

Table 9: Tertiary education, ISCED 5 and 6. Graduates by field of education, 2001/2002

Graduates by field of education as a % of total										Regions
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	
...	...	...	...	...	...	...	...	...	...	Latvia
...	...	...	...	...	...	...	...	...	...	Liechtenstein
...	...	...	...	...	...	...	...	...	...	Lithuania
...	...	...	...	...	...	...	...	...	...	Luxembourg (p)
...	...	...	...	...	...	...	...	...	...	Malta
na	na	na	na	na	na	na	na	na	na	Monaco
...	...	...	...	...	...	...	...	...	...	Netherlands(p)
...	...	...	...	...	...	...	...	...	...	Norway (p)
7	24	2	55	2	69	4	54	24	67	Poland (p)
...	...	...	...	...	...	...	...	...	...	Portugal (p)
...	...	...	...	...	...	...	...	100	56	Republic of Moldova
...	...	...	...	...	...	...	...	...	...	Romania
...	...	...	...	...	...	...	...	100	...	Russian Federation (p) (w)
...	...	...	...	...	...	...	...	...	...	San Marino
...	...	...	...	...	...	...	...	...	...	Serbia and Montenegro
17	31	4	39	15	78	7	37	-	-	Slovakia (p)
...	...	...	...	...	...	...	...	...	...	Slovenia
...	...	...	...	...	...	...	...	...	...	Spain (p)
22	28	1	56	22	82	2	61	-	-	Sweden (p)
...	...	...	...	...	...	...	...	...	...	Switzerland (p)
...	...	...	...	...	...	...	...	...	...	The Former Yugoslav Rep. of Macedonia
24	...	6	...	7	...	4	...	3	...	Ukraine
...	...	...	...	...	...	...	...	...	...	United Kingdom (p)
										Oceania
...	...	...	...	...	...	...	...	...	...	Australia (p)
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	Nauru
...	...	...	...	...	...	...	...	...	...	New Zealand (p)
na	na	na	na	na	na	na	na	na	na	Niue
...	...	...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	...	...	Papua New Guinea
...	...	...	...	...	...	...	...	...	...	Samoa
na	na	na	na	na	na	na	na	na	na	Solomon Islands
na	na	na	na	na	na	na	na	na	na	Tokelau
...	...	...	...	...	...	...	...	...	...	Tonga
na	na	na	na	na	na	na	na	na	na	Tuvalu
...	...	...	...	...	...	...	...	...	...	Vanuatu

Symbols and footnotes:

- ** UIS estimation
... No data available
- Magnitude nil or negligible
na Not applicable
(h) Reclassification of Programmes in ISCED mapping
(p) Data for 2001 and later years are provisional
(w) These countries are part of the World Education Indicators programme, WEI, and are not required to provide graduates by field of education

TABLE 10: EDUCATION EXPENDITURE, SPENDING AS A % OF GROSS DOMESTIC PRODUCT AND BY NATURE, FINANCIAL YEAR 2001

Regions Country or territory	Public expenditure per student as a % of GDP per capita			Total public expenditure on education	
	2001/2002			As a % of gross domestic product	As a % of total government expenditure
	Primary	Secondary	Tertiary		
Africa					
Algeria	...	...	...	...	...
Angola	...	...	...	** 2.8	...
Benin	10.2	** 18.5	...	** 3.3	...
Botswana	6.0	5.5	88.6	2.1	25.6
Burkina Faso	...	...	...	...	...
Burundi	** 11.4	** 61.7	** 623.7	** 3.6	** 20.7
Cameroon	...	...	...	5.4	22.1
Cape Verde	...	...	...	...	...
Central African Republic	...	...	...	...	...
Chad	...	...	...	...	...
Comoros	...	...	...	...	...
Congo	6.9	** 17.0	305.2	3.2	12.6
Côte d'Ivoire	** 14.9	...	...	4.6	21.5
Democratic Republic of the Congo	...	...	...	...	...
Djibouti	...	...	...	...	...
Egypt (p)	...	...	...	...	...
Equatorial Guinea	** 0.9	** 2.2	...	0.6	1.6
Eritrea	14.2	6.7	174.0	2.7	...
Ethiopia	...	...	...	4.8	13.8
Gabon	** 4.7	** 19.1	...	** 3.9	...
Gambia	...	...	...	** 2.7	** 14.2
Ghana	...	...	...	...	...
Guinea	** 9.2	...	...	** 1.9	** 25.6
Guinea-Bissau	...	...	...	...	...
Kenya	0.9	** 2.2	266.1	** 6.2	** 22.3
Lesotho	21.4	52.9	617.9	10.0	18.4
Liberia	...	...	...	...	...
Libyan Arab Jamahiriya	...	...	...	...	...
Madagascar	8.1	...	** 191.6	2.5	...
Malawi	...	...	...	...	...
Mali	...	...	...	...	...
Mauritania	...	...	...	...	...
Mauritius	9.0	13.9	48.7	3.3	13.3
Morocco	18.0	** 47.5	** 1.5	5.1	...
Mozambique	...	...	...	...	...
Namibia	...	...	...	...	...
Niger	16.8	56.7	** 304.5	2.3	...
Nigeria	...	...	...	...	...
Rwanda	** 6.9	** 22.0	** 575.0	** 2.8	...
Sao Tome and Principe	...	...	...	...	...
Senegal	...	...	...	** 3.2	...
Seychelles	...	...	...	...	...
Serra Leone	16.8	8.2	692.6	3.8	...
Somalia	...	...	...	...	...

Table 10: Education expenditure, spending as a % of gross domestic product and by nature, financial year 2001

Educational expenditure by nature of spending as a % of total educational expenditure in public institutions								Regions
Primary and secondary and post-secondary non-tertiary				Tertiary				Country or territory
Salaries, all staff	Other current	Total current	Capital	Salaries, all staff	Other current	Total current	Capital	
								Africa
...	Algeria
...	Angola
...	Benin
...	Botswana
...	Burkina Faso
86.4	10.1	96.5	3.5	54.1	36.1	90.2	9.8	Burundi
...	Cameroon
...	Cape Verde
...	Central African Republic
...	Chad
...	Comoros
...	Congo
...	Côte d'Ivoire
...	Democratic Republic of the Congo
...	Djibouti
...	Egypt (p)
...	Equatorial Guinea
x	x	72.8	27.2	...	...	...	...	Eritrea
...	Ethiopia
...	Gabon
...	Gambia
97.4	2.4	99.8	0.2	91.5	8.2	99.7	0.3	Ghana
...	Guinea
...	Guinea-Bissau
...	Kenya
70.8	19.4	90.2	9.8	...	...	...	...	Lesotho
...	Liberia
...	Libyan Arab Jamahiriya
x	x	67.8	32.2	na	na	na	na	Madagascar
...	Malawi
...	Mali
...	Mauritania
...	Mauritius
85.9	6.7	92.6	7.4	x	x	89.2	10.8	Morocco
...	Mozambique
...	Namibia
...	Niger
...	Nigeria
...	Rwanda
...	Sao Tome and Principe
...	Senegal
...	Seychelles
...	Serra Leone
...	Somalia



TABLE 10: EDUCATION EXPENDITURE, SPENDING AS A % OF GROSS DOMESTIC PRODUCT AND BY NATURE, FINANCIAL YEAR 2001

Regions Country or territory	Public expenditure per student as a % of GDP per capita			Total public expenditure on education	
	2001/2002			As a % of gross domestic product	As a % of total government expenditure
	Primary	Secondary	Tertiary		
South Africa	...	...	...	...	...
Sudan	...	...	...	...	...
Swaziland	10.4	29.7	253.2	5.5	...
Togo	** 11.0	...	...	4.8	23.2
Tunisia (p)	15.8	25.7	** 68.0	** 6.8	** 17.4
Uganda	...	...	...	...	...
United Republic of Tanzania	...	...	...	...	...
Zambia	...	...	...	...	...
Zimbabwe (p)	16.2	24.2	...	...	...
America, North					
Anguilla	...	...	...	...	...
Antigua and Barbuda	...	...	...	...	...
Aruba	** 16.8	** 25.8	** 43.6	4.8	17.2
Bahamas	...	...	...	...	...
Barbados	** 19.7	28.2	72.3	6.5	16.7
Belize	14.7	21.6	...	6.2	20.9
Bermuda	...	...	...	...	...
British Virgin Islands	...	...	...	...	9.0
Canada (p)	...	...	48.2	5.2	...
Cayman Islands	...	...	...	...	...
Costa Rica	14.6	20.2	45.8	4.7	21.1
Cuba	32.3	40.9	90.0	9.0	16.8
Dominica	...	...	...	...	...
Dominican Republic	** 6.6	** 5.0	...	2.4	13.2
El Salvador	** 8.9	** 7.8	9.3	** 2.5	** 19.4
Grenada	...	...	...	...	...
Guatemala	7.7	4.8	...	1.7	11.4
Haiti	...	...	...	...	...
Honduras	...	...	...	...	...
Jamaica (p)	15.7	24.5	70.6	6.4	12.3
Mexico (p)	13.8	18.3	34.9	5.1	...
Montserrat	...	...	...	...	3.3
Netherlands Antilles	...	...	...	...	12.8
Nicaragua	...	...	...	...	** 13.0
Panama	10.5	13.8	...	4.3	7.3
Saint Kitts and Nevis	9.1	** 8.9	...	7.7	19.1
Saint Lucia	...	...	...	** 7.3	** 20.7
Saint Vincent and the Grenadines	28.1	** 28.3	...	9.3	** 13.4
Trinidad and Tobago	** 14.2	** 19.9	68.5	4.0	13.4
Turks and Caicos Islands	...	...	...	...	16.0
United States (p)	21.1	23.9	26.5	5.6	15.5
America, South					
Argentina (p)	12.4	15.8	** 17.8	** 4.6	** 13.7

Table 10: Education expenditure, spending as a % of gross domestic product and by nature, financial year 2001

Educational expenditure by nature of spending as a % of total educational expenditure in public institutions								Regions
Primary and secondary and post-secondary non-tertiary				Tertiary				Country or territory
Salaries, all staff	Other current	Total current	Capital	Salaries, all staff	Other current	Total current	Capital	
...	...	...	...	...	...	...	...	South Africa
...	...	...	...	...	...	...	...	Sudan
...	...	...	...	...	...	...	...	Swaziland
...	...	...	...	...	...	...	...	Togo
x	x	89.5	10.5	x	x	75.1	24.9	Tunisia (p)
...	...	...	...	...	...	...	...	Uganda
...	...	...	...	...	...	...	...	United Republic of Tanzania
93.8	3.5	97.3	2.7	...	...	...	...	Zambia
96.7	3.1	99.8	0.2	...	...	...	...	Zimbabwe (p)
								America, North
...	...	...	...	...	...	...	...	Anguilla
...	...	...	...	...	...	...	...	Antigua and Barbuda
88.8	3.3	92.1	7.9	88.9	8.4	97.3	2.7	Aruba
...	...	...	...	...	...	...	...	Bahamas
** 62.0	** 24.1	** 86.1	** 13.9	89.2	10.5	99.6	0.4	Barbados
* 78.1	12.2	90.3	9.7	* 26.8	* 26.3	53.0	47.0	Belize
...	...	...	...	...	...	...	...	Bermuda
80.2	4.4	84.6	15.4	...	...	...	...	British Virgin Islands
...	...	...	...	...	...	...	...	Canada (p)
...	...	...	...	...	...	...	...	Cayman Islands
100.0	na	100.0	na	na	na	na	na	Costa Rica
54.9	34.4	89.3	10.7	x	x	84.1	15.9	Cuba
...	...	...	...	...	...	...	...	Dominica
x	x	93.8	6.2	x	x	100.0	-	Dominican Republic
84.8	7.2	92.0	8.0	97.5	0.8	98.3	1.7	El Salvador
...	...	...	...	...	...	...	...	Grenada
90.6	9.4	100.0	-	na	na	na	na	Guatemala
...	...	...	...	...	...	...	...	Haiti
...	...	...	...	...	...	...	...	Honduras
78.3	16.0	94.3	5.7	60.7	24.0	84.7	15.3	Jamaica (p)
91.0	6.2	97.2	2.8	73.5	22.2	95.7	4.3	Mexico (p)
88.2	10.0	98.2	1.8	...	...	...	...	Montserrat
...	...	...	...	...	...	...	...	Netherlands Antilles
...	...	...	...	...	...	...	...	Nicaragua
** 75.1	** 21.7	** 96.9	** 3.1	55.2	41.2	96.4	3.6	Panama
40.7	7.2	47.9	52.1	...	...	...	...	Saint Kitts and Nevis
x	x	98.7	1.3	x	x	99.8	0.2	Saint Lucia
...	...	...	...	...	...	...	...	Saint Vincent and the Grenadines
78.3	8.8	87.0	13.0	x	x	87.1	12.9	Trinidad and Tobago
...	...	...	...	...	...	...	...	Turks and Caicos Islands
71.4	16.7	88.1	11.9	60.2	29.1	89.4	10.6	United States (p)
								America, South
...	...	...	...	...	...	...	...	Argentina (p)



TABLE 10: EDUCATION EXPENDITURE, SPENDING AS A % OF GROSS DOMESTIC PRODUCT AND BY NATURE, FINANCIAL YEAR 2001

Regions Country or territory	Public expenditure per student as a % of GDP per capita			Total public expenditure on education	
	2001/2002			As a % of gross domestic product	As a % of total government expenditure
	Primary	Secondary	Tertiary		
Bolivia	12.0	10.2	45.0	6.0	18.4
Brazil (p)	10.8	10.0	48.5	4.0	10.4
Chile (p)	16.6	16.3	18.6	4.4	18.7
Colombia	16.4	18.6	38.5	4.4	* 18.0
Ecuador	** 3.0	** 6.3	...	** 1.0	** 8.0
Guyana	...	...	...	...	...
Paraguay (p)	** 12.9	15.5	47.1	** 4.7	** 9.7
Peru (p)	...	...	...	...	...
Suriname	...	...	...	...	...
Uruguay (p)	7.2	8.3	24.6	2.5	10.1
Venezuela	...	...	...	...	...
Asia					
Afghanistan	...	...	...	...	...
Armenia	...	...	38.9	3.2	...
Azerbaijan	...	20.1	14.0	3.5	23.1
Bahrain	...	...	...	...	...
Bangladesh	8.3	13.4	42.5	2.3	15.8
Bhutan	...	...	...	5.2	12.9
Brunei Darussalam	...	...	...	...	** 9.1
Cambodia	7.4	6.4	42.0	2.0	15.3
China (p)	...	...	...	...	...
Cyprus	17.0	30.9	56.5	5.6	...
Democratic People's Republic of Korea	...	...	...	...	...
Georgia	...	...	...	2.5	13.1
Hong Kong (China), SAR	13.5	** 19.4	70.3	4.1	21.9
India (p)	13.7	23.0	85.8	4.1	12.7
Indonesia (p)	3.7	7.3	21.0	1.3	9.8
Iran, Islamic Republic of	11.6	12.3	39.5	5.0	21.7
Iraq	...	...	...	...	...
Israel (p)	21.0	22.4	29.9	7.3	...
Japan (p)	22.1	21.8	17.5	3.6	10.5
Jordan (p)	16.1	19.0	...	4.6	...
Kazakhstan	...	...	...	...	...
Kuwait	...	...	...	...	...
Kyrgyzstan	...	...	4.7	3.1	18.7
Lao People's Democratic Republic	9.1	10.2	94.5	3.2	10.6
Lebanon	...	...	...	2.9	11.1
Macao, China	** 8.8	** 10.4	33.0	3.0	16.0
Malaysia (p)	17.0	27.6	83.5	7.9	20.0
Maldives	...	...	...	...	...
Mongolia	** 1.1	** 40.0	** 26.5	** 6.5	...
Myanmar	** 5.8	** 7.0	28.5	1.3	* 18.1
Nepal	12.5	11.2	82.4	3.4	14.0
Oman	12.6	20.8	** 50.2	** 4.2	...

Table 10: Education expenditure, spending as a % of gross domestic product and by nature, financial year 2001

Educational expenditure by nature of spending as a % of total educational expenditure in public institutions								Regions Country or territory
Primary and secondary and post-secondary non-tertiary				Tertiary				
Salaries, all staff	Other current	Total current	Capital	Salaries, all staff	Other current	Total current	Capital	
...	...	...	...	...	...	...	...	Bolivia
73.9	19.4	93.3	6.7	79.7	17.2	96.9	3.1	Brazil (p)
50.9	32.6	83.5	16.5	59.9	30.3	90.2	9.8	Chile (p)
...	...	...	...	...	...	...	...	Colombia
...	...	...	...	...	...	...	...	Ecuador
...	...	...	...	...	...	...	...	Guyana
...	...	...	...	...	...	...	...	Paraguay (p)
...	...	...	...	...	...	...	...	Peru (p)
...	...	...	...	...	...	...	...	Suriname
45.8	50.9	96.6	3.4	81.0	12.5	93.5	6.5	Uruguay (p)
...	...	...	...	...	...	...	...	Venezuela
								Asia
...	...	...	...	...	...	...	...	Afghanistan
...	...	...	...	...	...	...	...	Armenia
...	...	...	...	...	...	...	...	Azerbaijan
...	...	...	...	...	...	...	...	Bahrain
...	...	...	...	...	...	...	...	Bangladesh
...	...	...	...	...	...	...	...	Bhutan
...	...	...	...	...	...	...	...	Brunei Darussalam
...	...	...	...	...	...	...	...	Cambodia
...	...	...	...	...	...	...	...	China (p)
86.2	7.0	93.2	6.8	63.6	11.5	75.1	24.9	Cyprus
...	...	...	...	...	...	...	...	Democratic People's Republic of Korea
...	...	...	...	...	...	...	...	Georgia
...	...	...	...	71.1	22.3	93.4	6.6	Hong Kong (China), SAR
88.1	7.3	95.4	4.6	98.5	0.3	98.8	1.2	India (p)
80.6	13.3	93.9	6.1	81.1	0.8	82.0	18.0	Indonesia (p)
x	x	92.9	7.1	x	x	82.2	17.8	Iran, Islamic Republic of
...	...	...	...	...	...	...	...	Iraq
71.6	19.5	91.0	9.0	39.9	52.9	92.8	7.2	Israel (p)
79.1	10.3	89.3	10.7	54.4	28.3	82.7	17.3	Japan (p)
91.2	4.2	95.4	4.6	...	...	...	...	Jordan (p)
...	...	...	...	...	...	...	...	Kazakhstan
...	...	...	...	...	...	...	...	Kuwait
50.7	47.6	98.4	1.6	58.2	41.3	99.4	0.6	Kyrgyzstan
...	...	...	...	...	...	...	...	Lao People's Democratic Republic
...	...	...	...	...	...	...	...	Lebanon
89.4	9.0	98.3	1.7	...	...	...	...	Macao, China
48.3	14.9	63.2	36.8	21.9	26.7	48.6	51.4	Malaysia (p)
...	...	...	...	...	...	...	...	Maldives
...	...	...	...	...	...	...	...	Mongolia
...	...	...	...	...	...	...	...	Myanmar
...	...	...	...	...	...	...	...	Nepal
x	x	84.0	16.0	...	...	...	...	Oman

TABLE 10: EDUCATION EXPENDITURE, SPENDING AS A % OF GROSS DOMESTIC PRODUCT AND BY NATURE, FINANCIAL YEAR 2001

Regions Country or territory	Public expenditure per student as a % of GDP per capita			Total public expenditure on education	
	2001/2002			As a % of gross domestic product	As a % of total government expenditure
	Primary	Secondary	Tertiary		
Pakistan	...	...	...	** 1.8	** 7.8
Palestinian Autonomous Territories	...	...	...	...	...
Philippines (p)	11.8	9.4	13.9	3.2	14.0
Qatar	...	...	...	...	...
Republic of Korea (p)	17.2	16.9	7.4	3.6	17.4
Saudi Arabia	...	...	...	...	...
Singapore	...	...	...	...	...
Sri Lanka (p)	10.0	...	...	1.3	...
Syrian Arab Republic	12.8	23.1	...	4.0	12.1
Tajikistan	...	...	...	2.4	...
Thailand (p)	15.9	13.0	31.1	5.0	28.3
Timor-Leste	...	...	...	...	...
Turkey (p)	** 11.6	** 13.8	48.5	3.7	...
Turkmenistan	...	...	...	...	...
United Arab Emirates	...	...	...	...	...
Uzbekistan	...	...	...	...	...
Viet Nam	...	...	...	...	...
Yemen	...	...	...	** 10.0	32.8
Europe					
Albania	...	...	...	...	...
Andorra	...	...	...	...	...
Austria (p)	23.7	28.6	44.6	5.8	11.0
Belarus	...	...	...	...	...
Belgium (p)	...	...	...	...	...
Bosnia and Herzegovina	...	...	...	...	...
Bulgaria	...	...	...	...	...
Croatia	...	...	36.5	...	...
Czech Republic (p)	12.6	22.9	30.9	4.4	9.7
Denmark (p)	23.4	...	** 69.0	8.3	15.3
Estonia	...	...	...	...	...
Finland (p)	16.8	24.2	37.4	5.9	12.2
France (p)	18.0	29.0	29.6	5.8	11.4
Germany (p)	17.0	21.9	42.9	4.6	9.9
Gibraltar	...	...	...	...	...
Greece (p)	19.4	22.4	20.6	3.8	...
Holy See	na	na	...	...	...
Hungary (p)	20.3	19.7	31.3	5.2	14.1
Iceland (p)	20.3	20.4	29.4	** 6.0	...
Ireland (p)	11.5	17.2	30.1	4.3	13.6
Italy (p)	22.0	27.1	26.3	4.7	...
Latvia	23.1	24.7	22.0	5.9	...
Liechtenstein	...	...	...	...	...
Lithuania	...	...	...	...	...
Luxembourg (p)	...	...	...	...	...

Table 10: Education expenditure, spending as a % of gross domestic product and by nature, financial year 2001

Educational expenditure by nature of spending as a % of total educational expenditure in public institutions								Regions
Primary and secondary and post-secondary non-tertiary				Tertiary				Country or territory
Salaries, all staff	Other current	Total current	Capital	Salaries, all staff	Other current	Total current	Capital	
...	...	...	...	...	...	...	...	Pakistan
...	...	...	...	...	...	...	...	Palestinian Autonomous Territories
78.4	13.2	91.6	8.4	71.8	23.6	95.4	4.6	Philippines (p)
...	...	...	...	...	...	...	...	Qatar
71.0	13.4	84.4	15.6	47.8	20.7	68.5	31.5	Republic of Korea (p)
...	...	...	...	...	...	...	...	Saudi Arabia
...	...	...	...	...	...	...	...	Singapore
...	...	...	...	60.4	14.7	75.1	24.9	Sri Lanka (p)
75.2	8.8	84.0	16.0	...	...	...	...	Syrian Arab Republic
...	...	...	...	...	...	...	...	Tajikistan
...	...	...	...	...	...	...	...	Thailand (p)
...	...	...	...	...	...	...	...	Timor-Leste
x	x	88.8	11.2	60.1	19.7	79.8	20.2	Turkey (p)
...	...	...	...	...	...	...	...	Turkmenistan
87.9	9.6	97.5	2.5	...	...	...	...	United Arab Emirates
...	...	...	...	...	...	...	...	Uzbekistan
...	...	...	...	...	...	...	...	Viet Nam
...	...	...	...	...	...	...	...	Yemen
								Europe
...	...	...	...	...	...	...	...	Albania
...	...	...	...	...	...	...	...	Andorra
75.8	19.1	94.9	5.1	65.9	30.9	96.8	3.2	Austria (p)
...	...	...	...	...	...	...	...	Belarus
...	...	...	...	...	...	...	...	Belgium (p)
...	...	...	...	...	...	...	...	Bosnia and Herzegovina
...	...	...	...	...	...	...	...	Bulgaria
...	...	...	...	61.2	33.2	94.4	5.6	Croatia
58.0	32.8	90.8	9.2	51.3	36.1	87.4	12.6	Czech Republic (p)
73.3	20.3	93.6	6.4	66.4	19.4	85.9	14.1	Denmark (p)
...	...	...	...	...	...	...	...	Estonia
...	...	...	...	...	...	...	...	Finland (p)
74.1	15.9	89.9	10.1	65.2	23.3	88.5	11.5	France (p)
78.6	13.7	92.3	7.7	66.8	22.5	89.2	10.8	Germany (p)
...	...	...	...	...	...	...	...	Gibraltar
75.7	7.5	83.2	16.8	45.1	30.6	75.6	24.4	Greece (p)
na	na	na	na	...	...	...	...	Holy See
69.0	23.1	92.2	7.8	52.1	30.1	82.2	17.8	Hungary (p)
64.0	20.3	84.2	15.8	83.6	10.7	94.3	5.7	Iceland (p)
...	...	...	...	...	...	...	...	Ireland (p)
78.1	16.5	94.6	5.4	56.1	26.8	82.8	17.2	Italy (p)
87.3	6.5	93.8	6.2	58.3	20.8	79.2	20.8	Latvia
...	...	...	...	...	...	...	...	Liechtenstein
...	...	...	...	...	...	...	...	Lithuania
...	...	...	...	...	...	...	...	Luxembourg (p)



TABLE 10: EDUCATION EXPENDITURE, SPENDING AS A % OF GROSS DOMESTIC PRODUCT AND BY NATURE, FINANCIAL YEAR 2001

Regions Country or territory	Public expenditure per student as a % of GDP per capita			Total public expenditure on education	
	2001/2002			As a % of gross domestic product	As a % of total government expenditure
	Primary	Secondary	Tertiary		
Malta	...	...	...	...	...
Monaco	...	...	...	...	...
Netherlands (p)	...	...	...	...	...
Norway (p)	26.8	** 17.1	41.0	6.9	16.2
Poland (p)	24.7	20.2	17.6	5.4	12.2
Portugal (p)	21.6	30.5	27.0	5.8	12.7
Republic of Moldova	...	...	...	4.0	15.0
Romania	...	...	...	...	...
Russian Federation (p)	...	...	9.6	3.1	11.5
San Marino	...	...	...	...	...
Serbia and Montenegro	...	...	...	...	...
Slovakia (p)	11.6	17.1	30.0	4.1	...
Slovenia	...	...	...	...	...
Spain (p)	19.0	24.4	22.5	4.4	...
Sweden (p)	23.6	27.4	49.6	7.7	...
Switzerland (p)	22.8	27.8	53.2	...	...
The Former Yugoslav Rep. of Macedonia	...	...	...	...	...
Ukraine	...	...	35.3	4.2	15.0
United Kingdom (p)	...	...	...	...	...
Oceania					
Australia (p)	16.0	14.3	23.5	4.6	13.8
Cook Islands	...	...	...	...	...
Fiji	** 13.9	** 23.1	...	** 5.5	** 19.4
Kiribati	...	...	...	...	...
Marshall Islands	...	...	...	10.6	...
Micronesia (Federated States of)	...	...	...	** 7.0	...
Nauru	...	...	...	...	** 6.9
New Zealand (p)	19.5	22.0	34.7	6.6	...
Niue	...	...	...	...	10.1
Palau	** 45.2	** 9.9	** 12.1	** 11.0	...
Papua New Guinea	** 12.4	** 19.2	...	** 2.3	** 17.5
Samoa	11.2	8.0	205.2	** 4.5	** 14.6
Solomon Islands	...	...	...	** 3.4	...
Tokelau	...	...	...	...	...
Tonga	14.6	10.3	...	5.0	13.1
Tuvalu	...	...	...	...	...
Vanuatu	16.1	125.8	327.5	10.5	26.7

Table 10: Education expenditure, spending as a % of gross domestic product and by nature, financial year 2001

Educational expenditure by nature of spending as a % of total educational expenditure in public institutions								Regions
Primary and secondary and post-secondary non-tertiary				Tertiary				Country or territory
Salaries, all staff	Other current	Total current	Capital	Salaries, all staff	Other current	Total current	Capital	
...	...	...	...	...	...	...	...	Malta
88.6	2.2	90.9	9.1	...	...	...	...	Monaco
70.5	24.2	94.7	5.3	71.0	21.9	92.9	7.1	Netherlands (p)
71.6	17.0	88.6	11.4	56.0	32.6	88.7	11.3	Norway (p)
68.9	23.1	92.0	8.0	84.3	11.0	95.3	4.7	Poland (p)
92.3	4.4	96.7	3.3	65.3	20.4	85.7	14.3	Portugal (p)
63.1	30.8	93.8	6.2	57.1	40.6	97.7	2.3	Republic of Moldova
...	...	...	...	...	...	...	...	Romania
...	...	...	...	...	...	...	...	Russian Federation (p)
...	...	...	...	...	...	...	...	San Marino
...	...	...	...	...	...	...	...	Serbia and Montenegro
75.0	19.7	94.7	5.3	50.8	39.5	90.3	9.7	Slovakia (p)
...	...	...	...	...	...	...	...	Slovenia
82.5	12.6	95.2	4.8	64.4	15.6	80.0	20.0	Spain (p)
65.3	34.7	100.0	-	58.1	41.9	100.0	-	Sweden (p)
77.4	14.0	91.4	8.6	68.3	20.1	88.4	11.6	Switzerland (p)
...	...	...	...	...	...	...	...	The Former Yugoslav Rep. of Macedonia
...	...	...	...	...	...	...	...	Ukraine
...	...	...	...	...	...	...	...	United Kingdom (p)
								Oceania
68.1	27.1	95.2	4.8	55.5	35.8	91.3	8.7	Australia (p)
...	...	...	...	...	...	...	...	Cook Islands
...	...	...	...	...	...	...	...	Fiji
...	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	...	...	...	Marshall Islands
...	...	...	...	...	...	...	...	Micronesia (Federated States of)
...	...	...	...	...	...	...	...	Nauru
...	...	...	...	...	...	...	...	New Zealand (p)
...	...	...	...	...	...	...	...	Niue
...	...	...	...	...	...	...	...	Palau
...	...	...	...	...	...	...	...	Papua New Guinea
...	...	...	...	...	...	...	...	Samoa
...	...	...	...	...	...	...	...	Solomon Islands
...	...	...	...	...	...	...	...	Tokelau
...	...	...	...	...	...	...	...	Tonga
...	...	...	...	...	...	...	...	Tuvalu
51.6	1.1	52.7	47.3	-	-	-	-	Vanuatu

Symbols and footnotes:

- ** UIS estimation
- * National estimation
- ... No data available
- Magnitude nil or negligible
- na Not applicable
- x Data included in another column
- (p) Data for 2001 or late years are provisional
- Data in *italics* refer to 2000
- Data in **bold** refer to 2002



TABLE 11: EDUCATION EXPENDITURE, SOURCES AS A % OF GROSS DOMESTIC PRODUCT, FINANCIAL YEAR 2001

Regions Country or territory	Expenditure on educational institutions and educational administration as a % of gross domestic product									
	All sources of funds (public, private, international)					Public sources				
	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary
Africa										
Algeria	** 1.5	** 1.6	...
Angola	** 2.7	x	x	x	x
Benin	** 4.7	** 0.1	** 2.3	** 1.4	** 0.9	3.0	-	1.8	0.8	0.4
Botswana	2.1	...	1.1	0.6	0.4
Burkina Faso
Burundi	** 3.3	** -	** 1.4	** 1.2	** 0.8
Cameroon	** 5.4	x	x	x	x
Cape Verde
Central African Republic
Chad
Comoros
Congo	2.8	-	1.0	0.8	0.8
Côte d'Ivoire	4.7	-	2.0	1.5	1.2
Democratic Republic of the Congo
Djibouti
Egypt (p)
Equatorial Guinea	** 0.5	...	...	...	...	0.5	** -	** 0.1	** 0.1	0.2
Eritrea	na	1.2	0.4	...
Ethiopia	** 4.8	x	x	x	x
Gabon	** 3.3	** 0.4	** 0.8	** 1.3	** 0.8
Gambia
Ghana
Guinea	** 1.9	x	** 1.0	x	x
Guinea-Bissau
Kenya	** 9.4	0.1	** 4.9	** 3.1	1.3	** 6.2	0.1	** 4.4	** 1.0	0.8
Lesotho	9.2	...	4.9	2.6	1.7
Liberia
Libyan Arab Jamahiriya
Madagascar	** 2.5	na	1.2	** 0.8	na
Malawi
Mali
Mauritania
Mauritius	3.3	-	1.0	1.3	0.5
Morocco	5.1	na	2.4	2.7	-
Mozambique
Namibia
Niger	** 2.3	...	** 1.1	** 0.6	** 0.4
Nigeria
Rwanda	** 2.8	** -	** 1.3	** 0.5	** 1.0
Sao Tome and Principe
Senegal
Seychelles
Serra Leone	3.8	-	2.1	0.4	1.4
Somalia

Table 11: Education expenditure, sources as a % of gross domestic product, financial year 2001

Expenditure on educational institutions and educational administration as a % of gross domestic product						Regions
Private sources					International sources	Country or territory
Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	
						Africa
...	Algeria
...	Angola
1.7	0.1	0.4	** 0.6	0.5	...	Benin
...	Botswana
...	Burkina Faso
...	Burundi
...	Cameroon
...	Cape Verde
...	Central African Republic
...	Chad
...	Comoros
...	Congo
...	0.3	Côte d'Ivoire
...	Democratic Republic of the Congo
...	Djibouti
...	Egypt (p)
** -	** -	Equatorial Guinea
...	1.2	Eritrea
...	Ethiopia
...	Gabon
...	Gambia
...	Ghana
...	Guinea
...	Guinea-Bissau
3.1	-	0.5	2.1	0.4	0.1	Kenya
...	Lesotho
...	Liberia
...	Libyan Arab Jamahiriya
...	na	...	Madagascar
...	Malawi
...	Mali
...	Mauritania
...	Mauritius
...	Morocco
...	Mozambique
...	Namibia
...	Niger
...	Nigeria
...	Rwanda
...	Sao Tome and Principe
...	Senegal
...	Seychelles
...	Sierra Leone
...	Somalia



TABLE 11: EDUCATION EXPENDITURE, SOURCES AS A % OF GROSS DOMESTIC PRODUCT, FINANCIAL YEAR 2001

Regions Country or territory	Expenditure on educational institutions and educational administration as a % of gross domestic product									
	All sources of funds (public, private, international)					Public sources				
	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary
South Africa	...	...	...	...	...	...	...	...	...	...
Sudan	...	...	...	...	...	...	...	...	...	...
Swaziland	...	...	...	...	...	...	-	2.1	1.8	...
Togo	** 5.3	** 0.1	** 2.7	1.6	** 0.8	4.6	** 0.1	** 2.3	1.4	0.8
Tunisia (p)	6.8	...	** 2.3	** 3.1	1.5	6.8	...	** 2.3	** 3.1	1.5
Uganda	...	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	...	...	...	...	...	...	...	...	...	...
Zambia	...	...	...	...	...	...	...	...	...	...
Zimbabwe (p)	...	...	...	...	...	...	-	3.2	1.6	...
America, North										
Anguilla	...	...	...	...	...	...	...	...	...	...
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...
Aruba	...	...	...	...	...	3.7	0.3	1.3	1.4	0.6
Bahamas	...	...	...	...	...	...	...	...	...	...
Barbados	...	...	...	...	...	6.1	** 0.4	** 1.7	2.4	1.5
Belize	...	...	...	2.6	1.0	6.1	-	2.8	2.2	0.8
Bermuda	...	...	...	...	...	...	...	...	...	...
British Virgin Islands	...	...	...	...	...	...	...	...	...	...
Canada (p)	6.0	0.2	x	x	2.4	4.8	0.2	x	x	1.5
Cayman Islands	...	...	...	...	...	...	...	...	...	...
Costa Rica	...	0.3	2.0	1.4	...	4.6	0.3	2.0	1.4	0.9
Cuba	8.5	0.6	2.4	2.8	1.4	8.5	0.6	2.4	2.8	1.4
Dominica	...	...	...	...	...	...	...	...	...	...
Dominican Republic	...	...	...	...	...	2.3	-	** 1.1	** 0.4	0.3
El Salvador	...	...	...	...	...	** 2.5	0.2	** 1.4	** 0.5	0.2
Grenada	...	...	...	...	...	...	...	...	...	...
Guatemala	...	...	...	...	...	...	0.1	1.2	0.2	...
Haiti	...	...	...	...	...	...	...	...	...	...
Honduras	...	...	...	...	...	...	...	...	...	...
Jamaica (p)	11.3	0.7	3.7	4.4	2.4	6.1	0.3	2.0	2.7	1.1
Mexico (p)	5.9	0.5	2.2	2.0	1.0	5.0	0.5	2.0	1.7	0.7
Montserrat	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...
Nicaragua	...	...	...	...	...	...	...	...	...	...
Panama	...	...	...	...	...	4.3	0.1	1.4	1.1	1.1
Saint Kitts and Nevis	7.2	0.5	1.7	3.8	na	7.2	0.5	1.7	3.8	na
Saint Lucia	...	...	...	...	...	...	...	...	...	...
Saint Vincent and the Grenadines	...	...	...	...	...	8.8	-	4.5	3.0	-
Trinidad and Tobago	4.1	-	1.7	1.3	0.8	3.8	-	1.7	1.3	0.5
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...
United States (p)	7.3	0.5	2.0	2.1	2.7	5.0	0.4	1.8	1.9	0.9
America, South										
Argentina (p)	5.3	...	1.7	2.0	0.5	3.9	0.4	1.6	1.6	0.2

Table 11: Education expenditure, sources as a % of gross domestic product, financial year 2001

Expenditure on educational institutions and educational administration as a % of gross domestic product						Regions
Private sources					International sources	Country or territory
Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	
...	...	...	...	...	...	South Africa
...	...	...	...	...	...	Sudan
...	...	...	...	...	...	Swaziland
** 0.6	** -	** 0.4	0.2	** -	0.1	Togo
-	na	-	-	na	...	Tunisia (p)
...	...	...	...	...	...	Uganda
...	...	...	...	...	...	United Republic of Tanzania
...	...	...	...	...	...	Zambia
...	...	...	...	...	...	Zimbabwe (p)
						America, North
...	...	...	...	...	...	Anguilla
...	...	...	...	...	...	Antigua and Barbuda
...	...	...	...	...	-	Aruba
...	...	...	...	...	...	Bahamas
0.1	-	-	0.1	-	0.6	Barbados
...	...	...	0.4	0.2	...	Belize
...	...	...	...	...	...	Bermuda
...	...	...	...	...	...	British Virgin Islands
1.2	-	x	x	0.9	...	Canada (p)
...	...	...	...	...	...	Cayman Islands
...	na	na	na	...	-	Costa Rica
-	-	-	-	-	-	Cuba
...	...	...	...	...	...	Dominica
...	...	...	...	...	0.1	Dominican Republic
...	...	...	...	...	0.2	El Salvador
...	...	...	...	...	...	Grenada
...	...	...	...	na	0.1	Guatemala
...	...	...	...	...	...	Haiti
...	...	...	...	...	...	Honduras
5.2	0.4	1.7	1.7	1.4	...	Jamaica (p)
0.9	0.1	0.3	0.3	0.3	-	Mexico (p)
...	...	...	...	...	...	Montserrat
...	...	...	...	...	...	Netherlands Antilles
...	...	...	...	...	...	Nicaragua
...	...	...	...	...	0.1	Panama
na	na	na	na	na	0.7	Saint Kitts and Nevis
...	...	...	...	...	...	Saint Lucia
...	...	...	...	...	...	Saint Vincent and the Grenadines
0.3	na	na	na	0.3	na	Trinidad and Tobago
...	...	...	...	...	...	Turks and Caicos Islands
2.2	0.2	0.1	0.1	1.8	na	United States (p)
						America, South
1.3	...	0.1	0.4	0.3	...	Argentina (p)



TABLE 11: EDUCATION EXPENDITURE, SOURCES AS A % OF GROSS DOMESTIC PRODUCT, FINANCIAL YEAR 2001

Regions Country or territory	Expenditure on educational institutions and educational administration as a % of gross domestic product									
	All sources of funds (public, private, international)					Public sources				
	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary
Bolivia	...	...	...	...	...	6.0	0.2	2.1	1.1	1.6
Brazil (p)	...	...	...	...	...	3.7	0.3	1.2	1.5	0.7
Chile (p)	7.5	0.5	2.5	2.2	2.2	4.2	0.4	1.9	1.6	0.4
Colombia	7.2	0.2	2.7	** 2.0	2.3	4.4	0.1	2.0	** 1.5	0.9
Ecuador	...	...	...	...	...	...	...	...	...	...
Guyana	...	...	...	...	...	...	...	...	...	...
Paraguay (p)	6.9	...	3.2	2.3	1.4	4.7	...	2.6	1.4	0.8
Peru (p)	...	...	...	...	...	...	...	...	...	...
Suriname	...	...	...	...	...	...	...	...	...	...
Uruguay (p)	...	0.3	0.9	...	0.7	2.5	0.2	0.8	0.8	0.7
Venezuela	...	...	...	...	...	...	...	...	...	...
Asia										
Afghanistan	...	...	...	...	...	...	...	...	...	...
Armenia	4.1	0.3	x	x	1.7	3.2	0.3	x	x	1.0
Azerbaijan	...	...	...	...	...	** 3.5	x	x	x	** 0.3
Bahrain	...	...	...	...	...	...	...	...	...	...
Bangladesh	...	...	...	...	...	2.3	...	1.0	1.0	0.3
Bhutan	...	...	...	...	...	5.2	na	x	x	x
Brunei Darussalam	...	...	...	...	...	...	...	...	...	...
Cambodia	...	...	...	...	...	1.9	-	1.4	0.4	0.1
China (p)	...	...	...	...	...	...	...	...	...	...
Cyprus	7.9	0.6	1.7	3.2	2.3	5.1	0.3	1.5	2.8	0.5
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...
Georgia	** 2.5	x	x	x	x	** 2.5	x	x	x	x
Hong Kong (China), SAR	...	...	...	...	...	3.7	-	1.0	1.3	1.2
India (p)	4.3	-	1.7	1.8	0.8	4.1	-	1.5	1.7	0.8
Indonesia (p)	2.1	-	0.5	0.8	0.7	1.3	-	0.5	0.5	0.3
Iran, Islamic Republic of	...	...	...	...	...	5.0	-	1.3	1.9	0.9
Iraq	...	...	...	...	...	...	...	...	...	...
Israel (p)	8.9	0.8	2.6	2.4	2.1	7.1	0.6	2.6	2.2	1.2
Japan (p)	4.7	0.2	1.3	1.7	1.1	3.5	0.1	1.3	1.4	0.5
Jordan (p)	...	...	...	...	...	...	-	2.4	2.2	...
Kazakhstan	...	...	...	...	...	...	...	...	...	...
Kuwait	...	...	...	...	...	...	...	...	...	...
Kyrgyzstan	3.9	0.2	x	x	0.7	3.1	0.2	x	x	0.2
Lao People's Democratic Republic	...	...	...	...	...	3.2	0.1	1.4	0.9	0.4
Lebanon	...	...	...	...	...	2.8	** 0.1	** 0.7	** 1.1	** 0.8
Macao, China	...	...	...	...	...	** 3.0	x	x	x	x
Malaysia (p)	7.2	0.1	2.2	2.7	2.1	7.2	0.1	2.2	2.7	2.1
Maldives	...	...	...	...	...	...	...	...	...	...
Mongolia	...	...	...	...	...	6.5	x	x	4.2	0.9
Myanmar	...	...	...	...	...	1.3	-	** 0.6	** 0.3	** 0.3
Nepal	...	...	...	...	...	3.4	-	2.0	0.8	** 0.4
Oman	...	...	...	...	...	...	...	1.5	2.1	0.4

Table 11: Education expenditure, sources as a % of gross domestic product, financial year 2001

Expenditure on educational institutions and educational administration as a % of gross domestic product						Regions
Private sources					International sources		Country or territory
Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	
...	...	...	...	...	-	Bolivia
...	...	...	...	...	...	Brazil (p)
3.3	0.1	0.7	0.7	1.8	na	Chile (p)
2.8	-	0.8	** 0.5	1.4	na	Colombia
...	...	...	...	...	...	Ecuador
...	...	...	...	...	...	Guyana
2.2	0.1	0.7	0.9	0.6	na	Paraguay (p)
...	...	...	...	...	...	Peru (p)
...	...	...	...	...	...	Suriname
...	-	0.2	...	-	-	Uruguay (p)
...	...	...	...	...	...	Venezuela
...	
...	
...	...	...	...	...	...	Asia
...	...	...	...	...	...	Afghanistan
0.9	-	x	x	0.7	-	Armenia
...	...	...	...	...	...	Azerbaijan
...	...	...	...	...	...	Bahrain
...	...	...	...	...	...	Bangladesh
...	...	...	...	...	...	Bhutan
...	...	...	...	...	...	Brunei Darussalam
...	...	...	...	...	...	Cambodia
...	...	...	...	...	...	China (p)
2.7	0.3	0.2	0.4	1.9	...	Cyprus
...	...	...	...	...	...	Democratic People's Republic of Korea
-	-	-	-	-	-	Georgia
...	...	...	...	...	...	Hong Kong (China), SAR
0.2	-	0.1	0.1	-	...	India (p)
0.7	-	-	0.3	0.4	0.1	Indonesia (p)
...	...	...	...	...	...	Iran, Islamic Republic of
...	...	...	...	...	...	Iraq
1.8	0.2	0.1	0.2	0.9	...	Israel (p)
1.2	0.1	-	0.2	0.6	-	Japan (p)
...	...	...	...	...	...	Jordan (p)
...	...	...	...	...	...	Kazakhstan
...	...	...	...	...	...	Kuwait
0.8	-	x	x	0.5	-	Kyrgyzstan
...	...	...	...	...	...	Lao People's Democratic Republic
...	...	...	...	...	...	Lebanon
...	...	...	...	...	...	Macao, China
-	-	...	...	...	...	Malaysia (p)
...	...	...	...	...	...	Maldives
...	...	...	...	...	...	Mongolia
...	...	...	...	...	...	Myanmar
...	...	...	...	...	...	Nepal
...	...	...	...	...	...	Oman



TABLE 11: EDUCATION EXPENDITURE, SOURCES AS A % OF GROSS DOMESTIC PRODUCT, FINANCIAL YEAR 2001

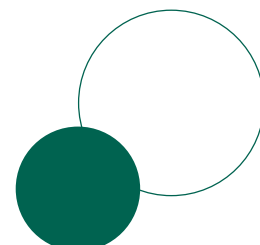
Regions Country or territory	Expenditure on educational institutions and educational administration as a % of gross domestic product									
	All sources of funds (public, private, international)					Public sources				
	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary
Pakistan	...	...	...	...	...	** 1.8	x	x	x	x
Palestinian Autonomous Territories	...	...	...	...	...	...	...	...	...	...
Philippines (p)	5.4	...	2.7	1.3	1.3	3.2	-	2.0	0.7	0.4
Qatar	...	...	...	...	...	...	...	...	...	...
Republic of Korea (p)	6.0	0.1	1.5	2.0	2.1	3.5	-	1.5	1.3	0.4
Saudi Arabia	...	...	...	...	...	...	...	...	...	...
Singapore	...	...	...	...	...	...	...	...	...	...
Sri Lanka (p)	1.5	x	x	x	0.3	1.3	x	x	x	0.3
Syrian Arab Republic	...	...	...	...	...	...	...	2.2	1.6	...
Tajikistan	...	...	...	...	...	2.3	0.1	x	x	0.2
Thailand (p)	4.7	0.5	1.6	1.0	0.9	4.5	0.5	1.6	0.9	0.8
Timor-Leste	...	...	...	...	...	...	...	...	...	...
Turkey (p)	...	...	...	...	1.1	3.5	...	1.8	0.7	1.0
Turkmenistan	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	...	...	...	...	...	...	...	...	...	...
Uzbekistan	...	...	...	...	...	...	...	...	...	...
Viet Nam	...	...	...	...	...	...	...	...	...	...
Yemen	...	...	...	...	...	...	...	...	...	...
Europe										
Albania	...	...	...	...	...	...	...	...	...	...
Andorra	...	...	...	...	...	...	...	...	...	...
Austria (p)	5.8	0.5	1.2	2.8	1.2	5.5	0.4	1.1	2.6	1.2
Belarus	...	...	...	...	...	...	...	...	...	...
Belgium (p)	5.5	0.5	1.2	2.4	1.3	5.0	0.5	1.2	2.2	1.1
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...
Bulgaria	...	...	...	...	...	...	...	...	...	...
Croatia	...	...	...	...	...	...	...	...	...	...
Czech Republic (p)	4.6	0.5	0.8	2.3	0.9	4.2	0.4	0.7	2.1	0.8
Denmark (p)	6.6	0.8	1.7	2.4	1.6	6.4	0.6	1.7	2.3	1.5
Estonia	...	...	...	...	...	...	...	...	...	...
Finland (p)	...	...	...	...	...	...	...	...	...	...
France (p)	6.0	0.7	1.2	3.0	1.1	5.5	0.6	1.1	2.8	0.9
Germany (p)	5.3	0.6	0.7	2.9	1.0	4.3	0.4	0.7	2.2	0.9
Gibraltar	...	...	...	...	...	...	...	...	...	...
Greece (p)	3.9	...	1.2	1.7	0.9	3.7	...	1.1	1.6	0.9
Holy See	...	...	...	...	...	...	...	...	...	...
Hungary (p)	5.2	0.7	0.9	2.1	1.2	4.6	0.7	0.9	2.0	0.9
Iceland (p)	6.2	...	2.3	2.3	0.9	5.7	...	2.3	2.3	0.8
Ireland (p)	4.5	-	1.4	1.6	1.5	4.1	-	1.3	1.5	1.1
Italy (p)	4.9	0.5	1.1	2.2	0.9	4.4	0.5	1.1	2.1	0.7
Latvia	6.5	0.8	1.3	2.9	1.5	5.6	0.7	1.2	2.8	0.8
Liechtenstein	...	...	...	...	...	...	...	...	...	...
Lithuania	...	...	...	...	...	...	...	...	...	...
Luxembourg (p)	...	...	...	...	...	...	...	...	...	...



TABLE 11: EDUCATION EXPENDITURE, SOURCES AS A % OF GROSS DOMESTIC PRODUCT, FINANCIAL YEAR 2001

Regions Country or territory	Expenditure on educational institutions and educational administration as a % of gross domestic product									
	All sources of funds (public, private, international)					Public sources				
	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary	Total	Pre-primary	Primary	Secondary and post-secondary non-tertiary	Tertiary
Malta	...	...	...	...	...	...	...	...	...	...
Monaco	...	...	...	...	...	...	...	...	...	...
Netherlands (p)	4.7	0.3	1.3	1.8	1.2	4.2	0.3	1.2	1.7	1.0
Norway (p)	6.0	0.7	2.6	1.2	1.3	6.0	0.7	2.6	1.2	1.2
Poland (p)	5.4	0.4	2.0	2.1	0.9	5.4	0.4	2.0	2.1	0.8
Portugal (p)	5.7	0.3	1.7	2.4	1.1	5.6	0.3	1.7	2.4	1.0
Republic of Moldova	5.6	0.7	x	x	1.8	4.0	0.7	x	x	0.5
Romania	...	...	...	...	...	...	...	...	...	...
Russian Federation (p)	...	...	...	...	...	3.1	0.5	x	x	0.5
San Marino	...	...	...	...	...	...	...	...	...	...
Serbia and Montenegro	...	...	...	...	...	...	...	...	...	...
Slovakia (p)	4.2	0.5	0.6	2.1	0.9	4.0	0.4	0.6	2.1	0.8
Slovenia	...	...	...	...	...	...	...	...	...	...
Spain (p)	4.9	0.5	1.2	2.0	1.2	4.3	0.4	1.1	1.8	0.9
Sweden (p)	6.8	0.5	2.1	2.4	1.8	6.5	0.5	2.1	2.4	1.5
Switzerland (p)	...	...	1.7	2.6	...	5.3	0.2	1.7	2.1	1.2
The Former Yugoslav Rep. of Macedonia	...	...	...	...	...	...	...	...	...	...
Ukraine	...	...	...	...	...	...	...	...	...	...
United Kingdom (p)	...	...	...	...	...	...	...	...	...	...
Oceania										
Australia (p)	5.5	0.1	1.8	2.2	1.4	4.1	-	1.6	1.8	0.7
Cook Islands	...	...	...	...	...	...	...	...	...	...
Fiji	...	...	...	...	...	...	...	...	...	...
Kiribati	...	...	...	...	...	...	...	...	...	...
Marshall Islands	...	...	4.6	4.4	3.2	9.4	-	4.6	4.0	0.8
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...
Nauru	...	...	...	...	...	...	...	...	...	...
New Zealand (p)	...	...	...	...	...	5.4	0.2	1.8	2.5	0.9
Niue	...	...	...	...	...	...	...	...	...	...
Palau	14.6	1.5	8.9	1.0	4.6	9.2	1.5	4.6	2.9	0.2
Papua New Guinea	...	...	...	...	...	...	...	...	...	...
Samoa	...	...	...	...	...	3.9	na	1.8	1.0	1.1
Solomon Islands	...	...	...	...	...	...	...	...	...	...
Tokelau	...	...	...	...	...	...	...	...	...	...
Tonga	...	...	...	...	...	...	...	2.4	2.2	...
Tuvalu	...	...	...	...	...	...	...	...	...	...
Vanuatu	10.1	-	2.9	5.6	1.1	9.0	-	2.9	5.6	-

ANNEX A Glossary



Capping. Indicators that surpass a theoretical maximum of 100 are re-calculated. Regarding male, female and both sexes simultaneously the highest value (whether that be for male or female) is set equal to 100. The other two indicators are then re-calculated so that the gender parity index of the new set of values remains the same as for the original values.

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

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

Early Childhood Care and Education (ECCE). Programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme. ECCE programmes are normally designed for children aged three years or above and include organized learning activities that constitute on average the equivalent of at least two hours per day and 100 days a year.

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):

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 (including basic programmes, literacy, numeracy and personal development) are classified as not known or unspecified.

Foreign students. 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 that provides a framework for the comprehensive statistical description of national educational systems and a methodology that translates national educational programmes into internationally comparable levels of education. The basic unit of classification in ISCED is the educational programme. ISCED also classifies programmes by field of study, programme orientation and destination.

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. General education has a technical or vocational content of less than 25%, but pre-tech-

nical/pre-vocational programmes (i.e. programmes with a technical/vocational content of more than 25% that do not lead to a labour-market relevant vocational or technical qualification) are typically reported with general programmes.

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

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 (e.g. Ministry of Education, employers' associations, etc.) in the country in which it is obtained.

Expenditure on education:

Total public expenditure on education. The sum of the expenditure on education and education administration made by local, regional and national/central governments.

Current expenditure on education. Expenditure 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.

School life expectancy. The number of years a person of school entrance age can expect to spend within the specified levels.

Students:

Student/pupil. A person enrolled in an educational programme.

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

Part-time students. Students whose statutory study hours are less than those required of full-time students in the given level and country.

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 rate to grade n. 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 a given grade (n).

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.

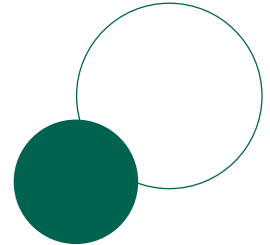
Full-time teachers. Persons engaged in teaching for a number of hours of work statutorily regarded as full-time at the particular level of education in the given country.

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

Full-time equivalent number of teachers. The equivalent is calculated in person-years. The unit for the measurement of full-time equivalence is a full-time teacher. 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.

ANNEX B

Definitions of Indicators



Change. The value of the later year minus the value of the earlier year, i.e. change 2000 to 2001 is the value of 2001 minus the value of 2000.

Education finance:

Educational expenditure by nature of spending as a % of total educational expenditure on public institutions, by level. The spending by nature (salaries, other current, total current or capital) expressed as a percentage of the total expenditure for the specified level. Salaries and other current add up to the total current expenditure.

Public expenditure per student as a % of GDP per capita, by level. Total public expenditure per student in the specified level as a percentage of GDP per capita.

Total expenditure on educational institutions and educational administration as a % of gross domestic product, by source and level. The expenditure coming from public, private and international sources spent on a given level of education expressed as a % of gross domestic product.

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 ratio in last grade of primary. 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 to the last grade.

Gender Parity Index (GPI). Ratio of the female-to-male values of a given indicator. A GPI of 1 indicates parity between sexes.

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. For the tertiary level, the population used is the five-year age group following on from the secondary school leaving age.

Gross Completion Ratio, ISCED 5A, first degrees. All graduates in ISCED 5A programmes (first degree) expressed as a percentage of the population of the age where they theoretically finish the most common first degree programme in the given country.

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

Net Intake Rate (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.

New entrants to primary education with ECCE experience. The number of new entrants to primary education who have attended some form of organized early childhood care and education programmes expressed as a percentage of the total number of new entrants to primary education.

Percentage change. The value of the later year minus the value of the earlier year expressed as a percentage of the value in the earlier year.

Percentage of foreign students. Number of foreign students in tertiary education 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 have received the minimum organized teacher-training (pre-service or in service) required for teaching at the relevant level of education in the given country, expressed as a percentage of the total number of teachers at the given level of education.

Pupil/teacher ratio. Average number of pupils per teacher at the level of education specified in a given school year, based on headcounts for both pupils and teachers.

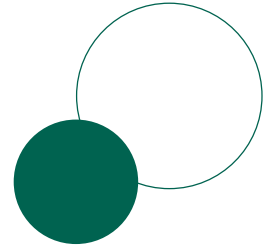
Regional average. The regional averages are calculated on the basis of the published data and using the best possible non-publishable estimates where no data exist. Countries are weighted with the appropriate national school-age populations.

School life expectancy, approximation method. The sum of the age-specific enrolment rates for the levels specified. To compensate for the lack of reliable data by age for tertiary the gross enrolment ratio for tertiary is multiplied by 5 and used as a proxy for the age-specific enrolment rates. At all other ISCED levels the part of the enrolment that is not distributed by age is divided by the total enrolment for that level, multiplied by the GER for the given level and the duration of the given level and divided by 100 before being added to the sum of the age-specific enrolment rates.

Survival rates. The survival rates are calculated on the basis of the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years. It is to be interpreted as the percentage of children who start primary education who will reach a given grade.

Transition rate to secondary education. Number of new entrants 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.

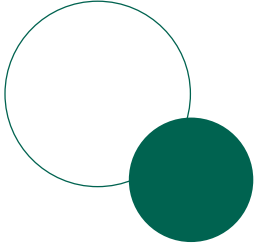
ANNEX C
International Standard
Classification of Education (ISCED97)





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		Sub-Categories		
In countries where the age of compulsory attendance (or at least the age at which virtually all students begin their education) comes after the beginning of systematic study in the subjects noted, the first year of compulsory attendance should be used to determine the boundary between ISCED 0 and ISCED 1.				
Auxiliary criteria		Destination for which the programmes have been designed to prepare students:	Programme orientation	
<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 Republic 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; Democratic People's Republic of Korea; Georgia; Hong Kong (Special Administrative Region 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