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GLOBAL EDUCATION DIGEST 2012

Opportunities lost: The impact of grade repetition and early school leaving

UNESCO INSTITUTE for STATISTICS

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The UNESCO Institute for Statistics (UIS) is the leading source for international education statistics, which are also featured in major reports and databases, such as the:

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- Human Development Report (UNDP)
- State of the World's Children (UNICEF)
- Millennium Development Goals (UN)

While the GED publishes a selection of commonly used indicators, a wider range of data can be found in the UIS Data Centre: http://stats.uis.unesco.org

GLOBAL EDUCATION DIGEST 2012

Opportunities lost: The impact of grade repetition and early school leaving

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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 195 Member States and 8 Associate Members.

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

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UNESCO is headquartered in Paris, France.

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

The 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.

The UIS is based in Montreal, Canada.

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P.O. Box 6128, Succursale Centre-Ville
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Canada

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FOREWORD

Each year the UNESCO Institute for Statistics (UIS) publishes its *Global Education Digest* (GED) presenting the latest education statistics worldwide. These data are also featured in key reports produced by partner organizations, such as the EFA *Global Monitoring Report, State of the World's Children, World Development Indicators, World Development Report, Human Development Report* and many others.

The Digest offers particular value by presenting a wide range of education statistics – from early childhood learning programmes to adult literacy – and by highlighting a special theme, which is analysed based on indicators drawn from the statistical tables of the report. This current edition of the Digest examines key issues and indicators related to children's progression through schooling, such as grade repetition, early school leaving and levels of learning achievement in primary and lower secondary education. As access to primary and secondary education continues to increase globally, there is growing interest in developing benchmarks and instituting comparisons that can improve the functioning and efficiency of education systems everywhere.

In the run-up to 2015, policymakers at both national and international levels are looking to assess the extent to which education and development targets have been achieved, especially since 2000. One conclusion will be that access to schooling has widened considerably, that is, a much greater proportion of children were brought into schools. But another conclusion will likely be that many countries are encountering difficulties in translating this access into actual learning opportunities that are sustainable for all pupils over time. High rates of grade repetition, early school leaving and low levels of learning attainment have constrained the progress that could have been achieved and persist as important challenges for the future.

The report finds that globally 32.2 million pupils repeated a grade in primary education and 31.2 million left school before achieving the last grade of this education level in 2010. Pupils who are over-age for their grade – due to late entry and/or repetition – are at greater risk of leaving school early. Girls are less likely than boys to enter primary school, but boys face greater risks of repeating grades and leaving school early. Children with the least opportunities – arising from poverty and compounding disadvantages – are most likely to repeat grades and leave school early. These shortcomings have meant lost opportunities for children, especially the poorest, as well as unfulfilled investments made by families and governments. The costs are both indirect – in terms of children's developmental opportunities and life chances and, at the broader community level, in terms of poverty, slow economic growth and poorer public health status – and direct, with education systems spending much time, energy and resources on children who repeat grades or leave school without successful learning.

In addition to cross-nationally comparable data compiled by the UIS, this edition of the Digest presents a rich set of information from household surveys and introduces two new indicators developed by the Institute: school life expectancy net of repetition, which assesses the number of years spent in school without repeating grades; and the survival rate to the last grade of lower secondary, which shows how many children complete (or not) basic education.

The UIS undertakes a wide range of activities in different countries in order to improve the timeliness, comparability, completeness and reliability of education data. With the support of its staff in the field, the Institute works closely with Member States to improve data quality through networks of statisticians and policymakers. These exchanges help improve the scope and comparability of data through the use of international standards.

Hendrik van der Pol
Director
UNESCO Institute for Statistics

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This 10th issue of the *Global Education Digest* is the result of a collaborative effort which benefits from the work and commitment of a number of actors, whom we would like to thank.

Statisticians from each country and territory reported the data that form the basis of the information presented in the *Global Education Digest.* They took the time to respond carefully to the UIS, UOE or WEI questionnaires, as well as requests for clarification.

International organizations, in particular the United Nations Statistics and Population Divisions, the World Bank, the Organisation for Economic Co-operation and Development (OECD), Eurostat and other specialized institutions, supplied additional information and statistics to complement the data gathered directly by the UIS.

Albert Motivans heads the Education Indicators and Data Analysis section of the UIS and provided guidance throughout the process.

Olivier Labé coordinated the production of the chapter. Authors contributing to the text were: Sheena Bell, César Guadalupe, Friedrich Huebler, Olivier Labé, Albert Motivans, Nhung Truong and Alcyone Vasconcelos.

Alison Clayson and Amy Otchet edited the analytical chapter. Alison Kennedy and Said Ould Voffal provided quality assurance to the report.

Hanna Taleb led the preparation of data tables with contributions from Chiao-Ling Chien, Amélie Gagnon, Hiromichi Katayama, Xiaobao Lin, Weixin Lu, Simon Normandeau, Miguel Ibañez Salinas, Ioulia Sementchouk, Hélène Tran and Nhung Truong. The figures were prepared by Wendy Xiaodan Weng with contributions from Patrick Montjourides.

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Katja Frostell coordinated the content and overall production of the Digest. Adriano Miele managed the production of the CD-ROM. Other staff of the UIS also made contributions to the Digest.

CONTENTS

List of figures

List of tables

List of boxes

SECTION 1

POLICY DESIGN AND IMPLEMENTATION OF COMPULSORY EDUCATION SYSTEMS

WHAT'S IN THIS SECTION?

The discussions focus on how children progress through the education system – from entry to completion. The data show that compulsory education, even where government mandated, is a goal which is far from being met and that many children, especially the most disadvantaged, are still excluded from schooling. In addition, high rates of over-age entry into early grades leads to children of widely ranging and inappropriate ages spread across primary school grades.

KEY FACTS

- Progress in reducing the number of out-of-school children of primary school age has slowed down since 2005 and stagnated since 2008 at around 61 million.
- The estimated number of out-of-school children has risen in sub-Saharan Africa from 29 million in 2008 to 31 million in 2010.
- Globally, 47% of all out-of-school children of primary school age will probably never enter school.
- In 2010, lower secondary education was part of compulsory education in three out of four countries reporting data.
- In 2010, the longest average duration of compulsory education was found in North America and Western Europe (10.6 years) and in Latin America and the Caribbean (10.3 years). The shortest average duration was observed in South and West Asia (5.7 years).
- About one-third of the world's children live in countries where lower secondary education is formally considered compulsory but where gross enrolment ratios fall below 90%.
- Boys are more likely to be over-age in primary school than girls in almost every country with a high percentage of over-age children (over 15%).

This section begins by looking at the number of children who are out of school, some of whom have attended school at some point. It then presents the structure of national systems of compulsory education in order to identify the trajectories by which pupils progress – or not – through the education system. When are children meant to enter school and what are the ages that are supposed to be covered by the system? How effective is the policy concerning compulsory education? Does it cover all children? Do they start on time? The section ends with a description of the main patterns of school progression found across the world.

1.1 MOST OUT-OF-SCHOOL CHILDREN HAVE HAD SOME EXPOSURE TO PRIMARY SCHOOLING

Before looking at children and how they progress within the education system, it is important to note that among the estimated 61 million primary school-age girls and boys out of school, the majority have had or are likely to have some exposure to schooling *(see **Figure 1**)*.

Despite overall positive trends in the past decade, the decline in out-of-school figures has slowed down since 2005 and the number of out-of-school children has stood at about 61 million over the last three years. Much of this global stagnation is due to trends in sub-Saharan Africa, where the number of children out of school has risen from 29 million in 2008 to 31 million in 2010. Although enrolment has continued to expand in the region, it has not kept pace with the steady increases in the school-age population.

Sub-Saharan Africa accounts for one-half of all out-of-school children worldwide and has the highest

out-of-school rate of all regions. In contrast, South and West Asia has made strong gains over the past decade. The reported number of out-of-school children fell by two-thirds, from 40 million to 13 million between 1999 and 2010. This decrease was primarily due to progress made in India. Currently the out-of-school rate in South and West Asia is 7%.

Slightly more than one-quarter of the global out-of-school population live in the remaining six regions: East Asia and the Pacific, the Arab States, Latin America and the Caribbean, North America and Western Europe, Central and Eastern Europe and Central Asia. Together, these regions account for 16.8 million primary school-age children who are not attending school.

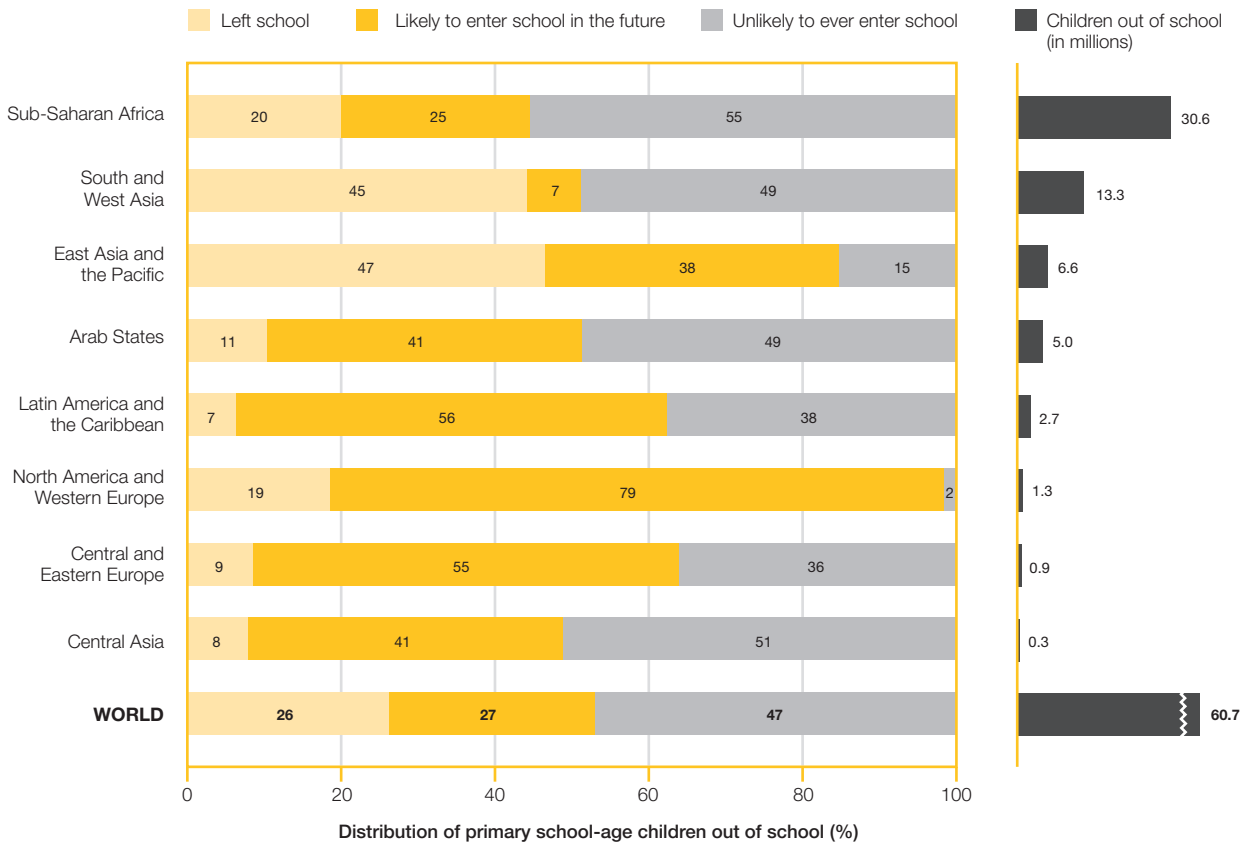
In 2010, an estimated 71 million lower secondary school-age children were out of school worldwide. This figure has remained relatively high over the past several years, despite a reduction in the previous decade. In 1999, there were 101 million lower secondary school-age children not attending school. The regions with the highest shares of the global out-of-school figure for this age group in 2010 were South and West Asia (31 million), sub-Saharan Africa (22 million) and East Asia and the Pacific (10 million).

While in total approximately 131 million children of primary and lower secondary school age are currently out of school, this does not mean that they have never entered school. In fact, many out-of-school children have had some exposure to formal

FIGURE 1

How many primary school-age children are out of school?

Distribution of out-of-school children by type and region and absolute number of children out of school, 2010



Source: UNESCO Institute for Statistics database.

schooling. The UIS disaggregates these children according to their exposure to education: those who have left school, those who are expected to enter school in the future and those who are expected to never attend school.

Globally, 47% of all out-of-school children of primary school age will probably never enter school. A further 26% have attended school but dropped out, and the remaining 27% are expected to enter school in the future. Data show large variations in regional patterns. In the Arab States, Central Asia, South and West Asia and sub-Saharan Africa, about one-half of all out-of-school children will probably never enter school. In Central and Eastern Europe, Latin America and the Caribbean and North America and Western Europe, most out-of-school children will start school late. East Asia and the Pacific and South and West Asia have large shares of early school leavers.

These data on different categories of out-of-school children highlight two central points relevant to this analysis. First, roughly 28 million children will not benefit from access to schooling, despite the improvements made over the past decade. It is therefore imperative – albeit difficult – to identify who these disadvantaged children are in order to design programmes that will be more effective in reaching them. Second, most children who are currently out of school will either start late (by exceeding the intended school entry age) or have left school early. So, in order to reduce the risk of early school leaving and the number of children out of school, it is essential to focus more attention on what is actually happening in schools and how this affects children's chances of staying in school and progressing through the system.

1.2 WHEN ARE CHILDREN MEANT TO ENTER SCHOOL? HOW LONG ARE THEY SUPPOSED TO STAY IN SCHOOL?

How long are children meant to be in school? What are the legal regulations for compulsory schooling and how are education systems designed in terms of intended age coverage? The UIS collects data on compulsory education according to the age span and grades during which children and young people are legally obliged to attend school. These legal measures aim to assure that children and young people in a given country receive a minimum amount of education (even if they repeat grades) and do not leave school early.

Many governments acknowledge the right to education in their national constitutions and through the signing of international treaties. Often, laws are enacted that obligate citizens in a certain age span to attend school. Furthermore, countries may guarantee these rights by offering tuition-free public education to their citizens, especially for certain grades or levels of education.

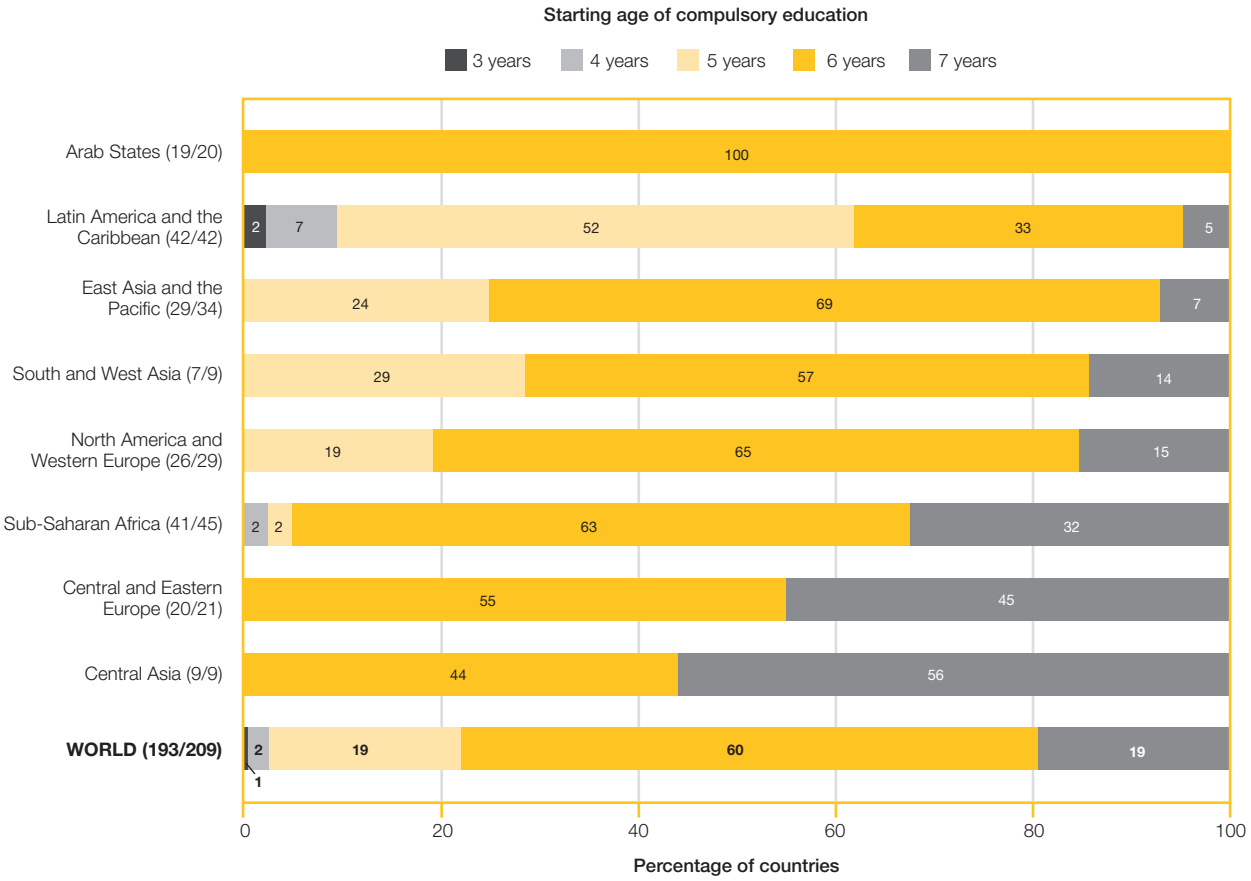
The intended age for school entry varies by region *(see **Figure 2**)*. Primary education is nearly always compulsory. It typically begins between the ages of 5 and 7 years, with 6 years as the most common entry age. Yet in some countries, especially in Latin America and the Caribbean, compulsory education may even begin before primary education, starting as early as age 3. The regions with the latest starting ages for compulsory education in 2010 were Central Asia and Central and Eastern Europe (over 45% of countries begin primary education at age 7). In sub-Saharan Africa, more than two-thirds of countries begin compulsory education at age 6 or earlier, and the rest begin at age 7.

In line with various international declarations and conventions on the right to education[1], compulsory education typically begins with primary education. In 2010, lower secondary education was part of compulsory education in three out of four countries reporting data, and laws on compulsory education now include all or part of upper secondary education in just over one in four countries worldwide. Lower secondary education is part of basic education (according to ISCED 1997). Increasingly it is seen as part of compulsory education. The UNESCO-

1 For example, the Universal Declaration of Human Rights, Article 26: www.un.org/en/documents/udhr/ and the UN Convention on the Rights of the Child, Article 28: www2.ohchr.org/english/law/crc.htm

FIGURE 2 **At what age are children meant to begin compulsory education?**

Percentage of countries by age at the start of compulsory education, 2010



Notes: The figures in parentheses refer to the number of countries in the region reporting data out of the total number of countries in the region. Countries where compulsory education is reported as not applicable are not included.

Sources: UNESCO Institute for Statistics database and UNESCO International Bureau of Education database.

supported Basic Education in Africa Programme[2] (BEAP) is an example of this expanded notion of a minimum standard of education. Education laws have also expanded the definition of compulsory education to include years of pre-primary education, as in the case of some Latin American and Caribbean countries.

Globally, the number of years of compulsory education has been generally on the increase since 2000 *(see **Figure 3**)*. The global average duration of compulsory education was 8.9 years in 2010, a slight increase from 8.5 years in 2000. In 2010, the longest average duration of compulsory education was noted in North America and Western Europe (10.6 years) and in Latin America and the Caribbean (10.3 years). The shortest average duration was observed in South and West Asia and in sub-Saharan Africa, 5.7 and 7.7 years, respectively.

1.3 DO COUNTRIES REACH CHILDREN OF THE INTENDED AGE FOR COMPULSORY EDUCATION?

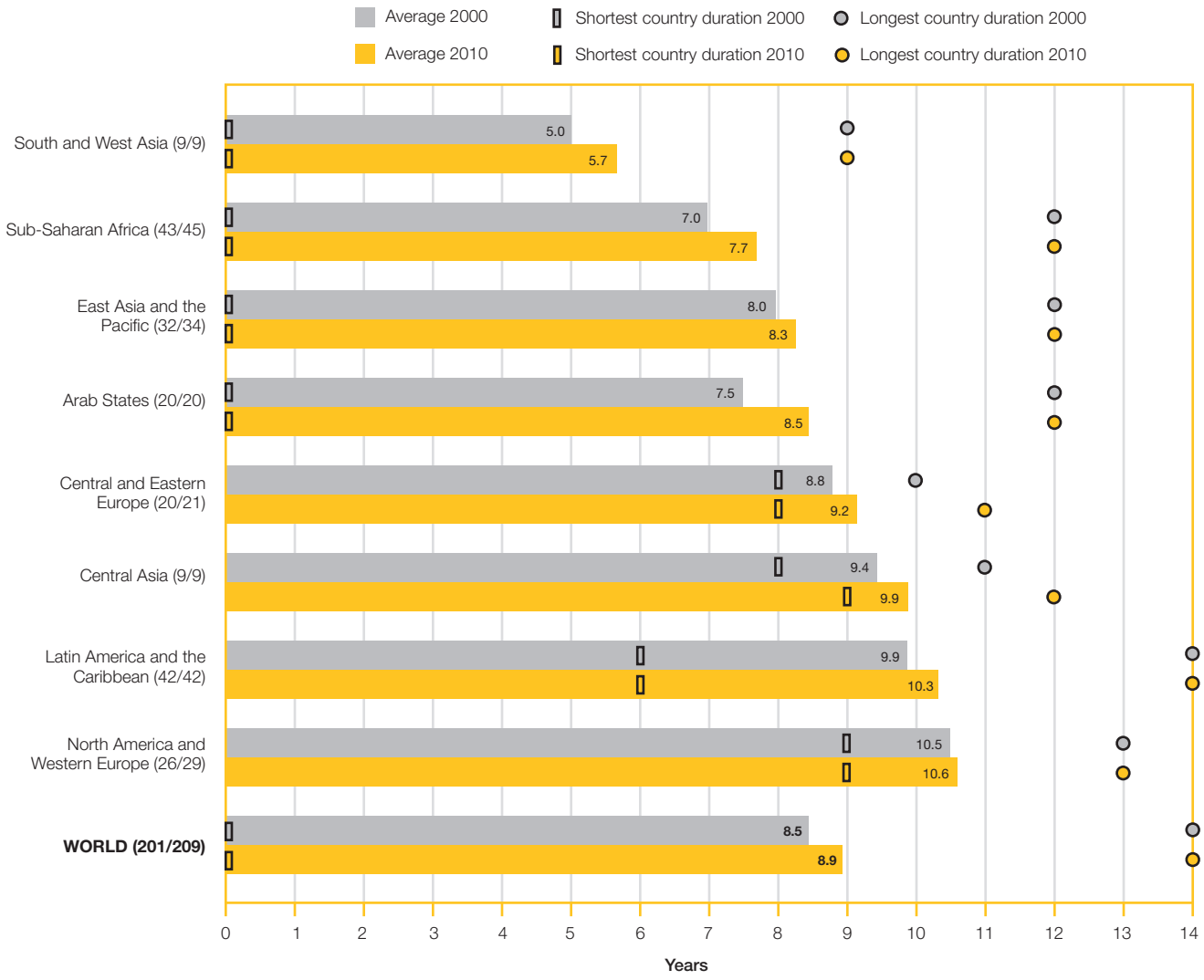
To what extent are countries meeting the goal of compulsory education? Data on out-of-school children show that major gaps still persist *(see Figure 1)*. Also, while a clear majority of countries recognise lower secondary education as being compulsory, this is not fully realised in terms of

2 For more information, see: http://www.unesco.org/new/en/dakar/education/basic-education-in-africa-programme/

FIGURE 3

How many years are children required to stay in compulsory education?

Average duration of compulsory education by region, 2000 and 2010



Notes: Regional averages are unweighted. The figures in parentheses refer to the number of countries in the region reporting data out of the total number of countries in the region. Countries where compulsory education is reported as not applicable are included.

Sources: UNESCO Institute for Statistics database and International Bureau of Education database.

accessibility and availability. In monitoring the implementation of compulsory education worldwide, it is clear that many countries are far from meeting these commitments.

Figure 4 shows that, while most lower secondary school-age children (80%) live in countries where lower secondary schooling is considered part of compulsory schooling, four in ten of these children live in countries that are far from providing universal lower secondary education. Despite legal frameworks that are often in place, participation at this level of schooling is not universal. About one-third of the world's children live in countries where lower secondary education is formally considered compulsory but where gross enrolment ratios fall below 90%.

In four regions (Central and Eastern Europe, Central Asia, Latin America and the Caribbean, and North America and Western Europe), at least 97% of children live in countries where participation in lower secondary education is considered compulsory. Yet,

some of these countries have relatively low rates of participation in lower secondary education, even though it is compulsory. In Guatemala for example, the gross enrolment ratio (GER) for lower secondary was 65% in 2010. The ratios are also below 90% in Bulgaria, the Republic of Moldova and the Russian Federation.

Compulsory lower secondary education is less common in the Arab States, South and West Asia, and sub-Saharan Africa. In South and West Asia, although lower secondary education is compulsory for a majority of children, only 4% live in countries with gross enrolment ratios above 90%. In particular, Afghanistan and India have lower secondary enrolment ratios below 81%.

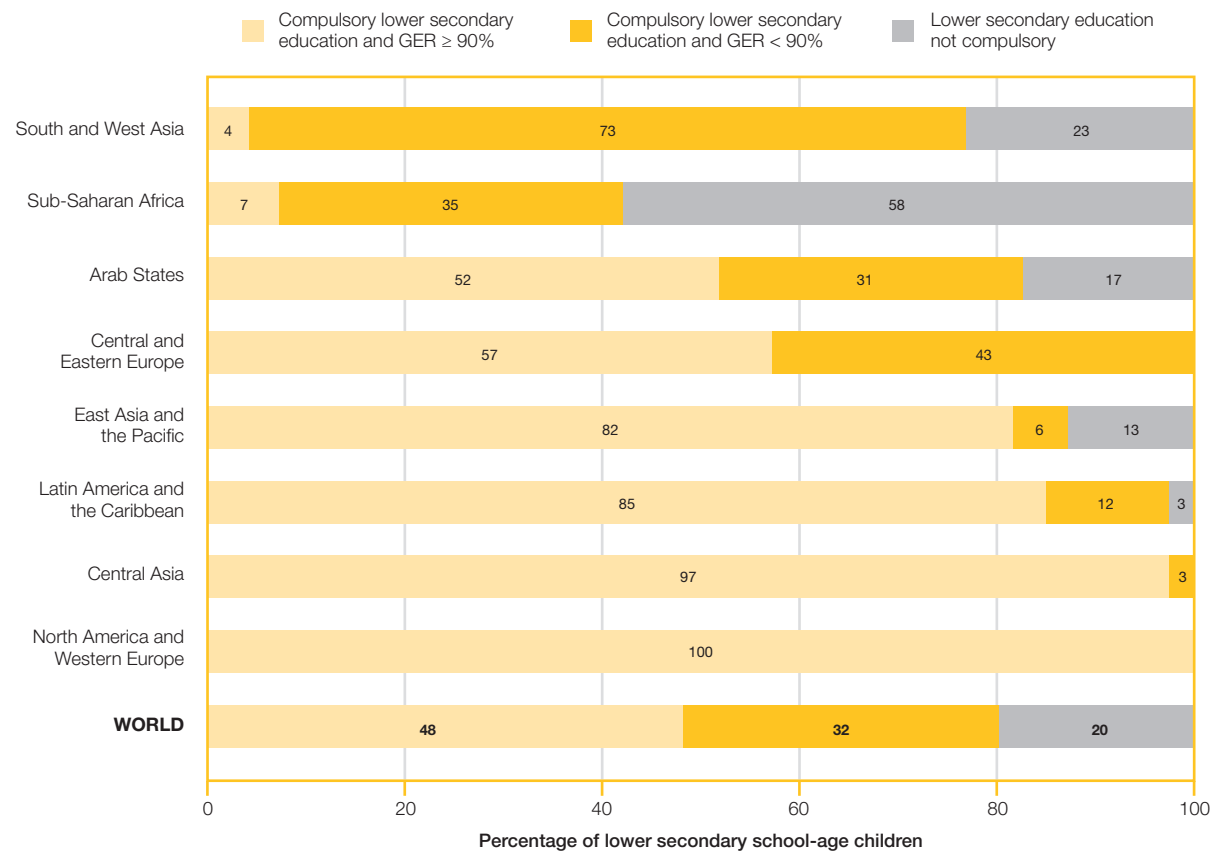
In sub-Saharan Africa, 12 out of 17 countries with compulsory lower secondary education have low levels of participation. For example, in Burkina Faso, Chad, Eritrea, Guinea, Malawi, Nigeria and Rwanda, the gross enrolment ratios for lower secondary education are between 25% and 50%.

1.4 DO EDUCATION SYSTEMS REACH CHILDREN OF THE INTENDED AGES?

Children enrolled in primary education tend to have a wide range of ages, extending beyond the scope the curriculum is designed for *(see **Figure 5**)*. This is particularly true in less developed countries. Thirty-four out of 156 countries worldwide reported that more than 15% of children in primary education were

FIGURE 4 **To what extent are children enrolled in compulsory lower secondary education?**

Percentage of lower secondary school-age children by coverage of national compulsory education systems, 2010



Notes: Based on 185 countries and territories representing 98% of the world population.

Sources: UNESCO Institute for Statistics database and International Bureau of Education database.

older than the intended age group in 2010. More than one-half of these countries were in sub-Saharan Africa; for example, more than one in three children were over-age in Guinea-Bissau and two in seven in Angola.

There is a gender dimension to being over-age in primary education. Boys are more likely to be over-age than girls in every country with a high percentage of over-age children (more than 15%), except in Mauritania and Nepal.

For the most part, over-age enrolment is caused by children entering school at an age later than intended. This is clearly seen in the analysis of household surveys conducted in Ghana (2008) and Zambia (2007). In Ghana, 34% of children who entered primary school were two or more years older than the intended entry age of 6 years. In Zambia, 22% of primary school entrants were two or more years older than the entry age of 7 years. In both countries, boys were slightly more likely to be over-age than girls.

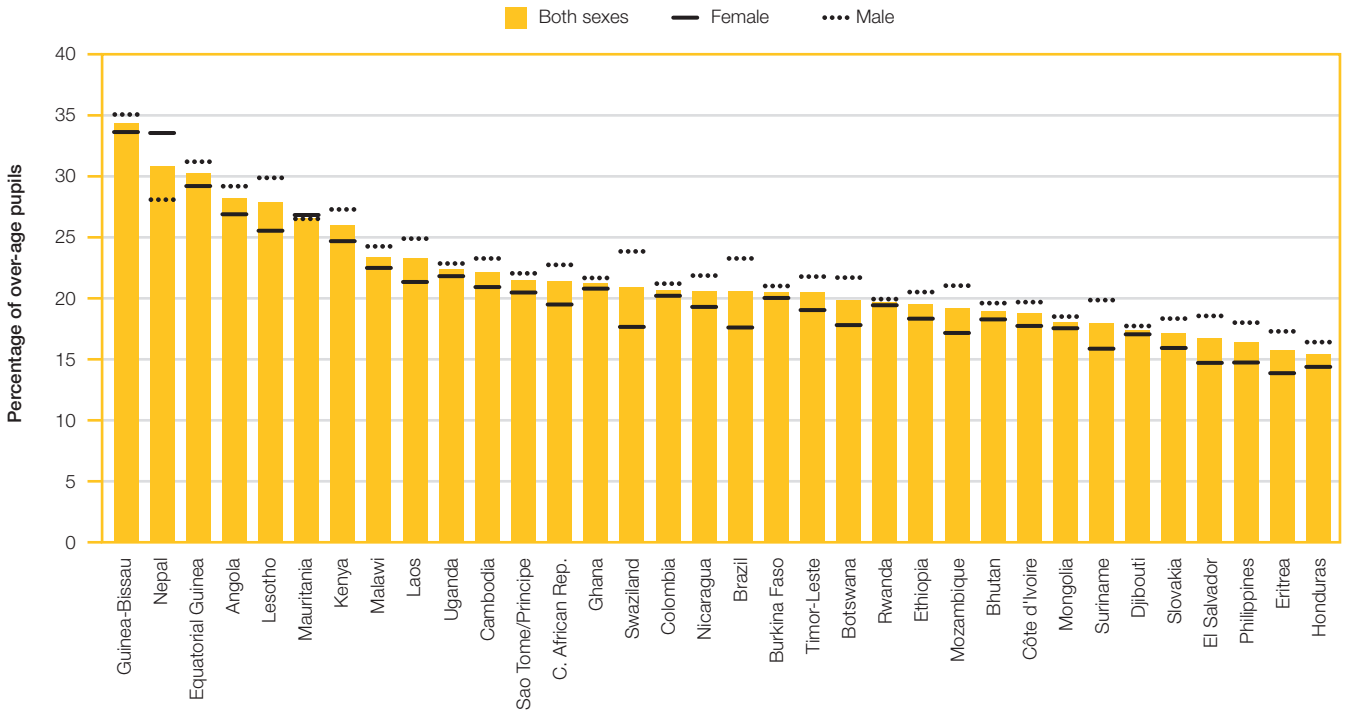
Even more striking are the different patterns of school progression resulting from the household wealth of the pupils. In Ghana, 43% of new entrants from the poorest quintile were over-age compared to 14% from the richest quintile. In Zambia, the difference was also large between children from the poorest (35%) and the richest (5%) quintiles. Inequalities begin very early, with the children at greatest disadvantage falling behind at the very start of their schooling experience.

A wide range in the age of pupils can present difficulties within the instructional setting. Teachers may need to make adjustments in the approved educational programme (e.g. curriculum, instruction and/or the learning environment) in order to

FIGURE 5

How prevalent are over-age children in primary education?

Percentage of children enrolled in primary education who are above the intended primary school age, 2010 or most recent year available



Note: The figure includes only countries where more than 15% of pupils in primary education are over-age.

Source: UNESCO Institute for Statistics database.

accommodate the diverse learning needs of their students. As will be shown in subsequent sections, the age of school entry is also an important factor for both grade repetition and early school leaving.

1.5 WHAT ARE THE MAJOR BARRIERS OR BOTTLENECKS THAT HINDER PROGRESSION THROUGH THE EDUCATION SYSTEM?

By looking at major patterns in pupil progression through primary and secondary education, it is possible to identify barriers to successful learning. These key points usually include entry, grade progression, completion of a programme and transition to the next level of education.

Three main patterns emerge from analysis of a range of data. The first pattern is reflected by countries with extremely high participation rates in the initial grades, which then drop sharply after Grade 1 and with each successive grade. These education systems are characterised by high numbers of late entrants (children who are older than the typical or intended primary school entry age of 6-7 years) and high rates of early school leaving, especially in early grades. As early grades provide the foundation for further learning, this means children often leave school with very little in terms of skills. At the same time, these countries often have high rates of grade repetition. The stock of pupils rapidly declines over the course of primary education, so that fewer make the transition to secondary education. This is often seen in low-income countries, especially in sub-Saharan Africa, but also in Asia and the Pacific, as well as Latin America and the Caribbean.

The second main pattern includes countries that have high gross participation rates in the initial grades of primary education (though not as high as countries in the first pattern), which is followed by a more moderate decline in participation rates. High rates of grade repetition are not uncommon, and early school leaving is a concern, especially at the secondary education level. This pattern is prevalent among middle-income countries, especially in Latin America and the Caribbean.

In the third main pattern, countries have relatively consistent participation rates across grades, with little grade repetition and fairly good retention through lower secondary education. This is the largest group and includes countries from all over the world – from the highest performing systems in sub-Saharan Africa to most countries in North America and Western Europe, Latin America and the Caribbean, Central and Eastern Europe, Central Asia, and the Arab States.

Overall, this section has shown that the schooling trajectory is not always smooth, nor does it deliver desired results for many children in developing countries, especially for those coming from disadvantaged backgrounds. The next sections assess the magnitude of these barriers to learning, while highlighting the compounding effects of socio-economic disadvantages on progression patterns of students. Poor children tend to enter school late, repeat grades and are more likely to leave school early or without requisite skills. Notably, the odds are stacked against them from the beginning – meaning that without early identification and intervention, it becomes more difficult and costly to influence their trajectory for the better.

SECTION 2

LEARNING ACHIEVEMENT: DIFFERING POLICIES AND PRACTICES REGARDING GRADE REPETITION

WHAT'S IN THIS SECTION?

This section examines how repeaters are defined and how repetition is measured and evaluated. It looks at global trends in the number of students repeating grades, in addition to presenting regional and country-level patterns of grade repetition. How many students repeat a grade every year? What is the share by region? Which countries show the highest rates of repetition? The section also examines the impact and cumulative disadvantage of poverty and rural location on children's progress through school, painting a profile of repeaters based on household surveys.

KEY FACTS

- In Latin America and the Caribbean, a child entering school today can expect to receive about 9.5 years of primary and lower secondary education. However, almost one year of this time would be spent repeating a grade. A similar situation is found in sub-Saharan Africa and the Arab States.
- In 2010, 32.2 million pupils repeated a grade in primary education globally compared to 34.7 million in 2000. So the good news is that over the past decade the number of repeaters decreased by 7%, even though enrolment in primary education increased by 6%.
- Sub-Saharan Africa still has the highest share – 35% – of the global population of primary education repeaters, but the region has been making steady progress over the last decade.
- In sub-Saharan Africa, 14% of primary school pupils from the poorest households repeat a grade, compared to 10% of those from the richest households, according to household survey data.
- In South and West Asia, the percentage of repeaters across the region remained the same between 2000 and 2010 at about 5%, even though the number of primary education pupils increased with rising enrolment.
- The situation has been improving in the Latin America and Caribbean region, which accounts for 17% of the world's primary education repeaters. The regional percentage of repeaters fell from 12% to 8% between 2000 and 2010.
- In the Arab States, the number of repeaters fell by 14%, while enrolment increased by 18% between 2000 and 2010.

2.1 HOW IS REPETITION DEFINED, MEASURED AND EVALUATED?

A repeater is defined as a pupil who is not promoted to the next grade or does not complete an educational programme and who remains in the same grade the following school year. Repetition can result from academic failure, unsatisfactory progress, insufficient examination marks to advance to the next level of instruction, age, poor attendance or, simply, from lack of local educational opportunities. It may be obligatory or, in the case of some more developed countries, it may require the agreement of the student and/or parents (UNESCO/IIEP, 1997). In practice, there are countries where repetition is applied at any grade and others where it is only used at the last grade of each sub-cycle[3] (usually in primary education). Some countries practice automatic promotion where all children are systematically promoted to the next grade except in exceptional circumstances (e.g. extended absenteeism due to illness).

Globally, policies concerning grade repetition are often linked to historical traditions in the development of education systems and their colonial legacy. The four general types of European education systems (Vaniscotte, 1996) reflect different practices: repetition is not common in Scandinavian and Anglo-Saxon systems, while it is practiced in Latin and Mediterranean countries and to a lesser extent in Germanic education systems. As a result of colonial history, these four European approaches have often been used as models for education systems in Africa, Asia, Latin

3 Sub-cycle repetition is applied in the majority of French-speaking sub-Saharan African countries (PASEC, 2010) where primary education comprises six grades sequenced into three sub-cycles of two grades: Grades 1 and 2 for 'cours préparatoires', Grades 3 and 4 for 'cours élémentaires' and Grades 5 and 6 for 'cours moyens'.

America and the Caribbean, and the Pacific. Former French colonies in Africa, for example, tend to follow the French tradition whereby repetition is applied to students who fail to make the grade. In North America, education systems also use repetition (Labé, 2010).

Repetition is often considered to be a good solution if learning objectives for that grade level are not achieved. Usually, repeaters are identified at the classroom level. The decision to repeat can be taken unilaterally by the classroom teacher – as in the case of many developing countries – or after consultation with the student's parents, in countries such as Belgium, France, Switzerland and the United States. In some West African countries, school principals or inspectors may also influence the decision.

However, the lack of national norms and regulations has led many experts to argue that these decisions are based on vague and theoretical learning standards (UNESCO/IIEP, 1997; Crahay, 2007). In many cases the decision is based on the teacher's evaluation of the student and not necessarily on the student's performance on a national or standardised examination. So the same student may be promoted by one teacher but held back to repeat a grade by another teacher. In some countries or schools there may also be a 'culture of repetition' whereby teachers tend to fail each year a given proportion of less performing students irrespective of their learning level (Crahay, 2007; Labé, 2010).

Learning achievement is not the only criteria for repetition. A student can also be held back due to insufficient social or physical maturity in the early grades of schooling. Moreover, in some cases students are not promoted simply because the schools that they attend do not have upper grades or lack sufficient places to accommodate them.

While accurate data on repetition are essential for effective educational planning and policy design, official statistics often under-report the actual prevalence of repetition due to several factors.

First, the lack of clearly defined concepts of repetition and sound regulatory mechanisms lead to different interpretations and standards used at the school and classroom levels. Students who left or changed schools during an academic year and enrol in the same grade the following year are often not counted as repeaters (Schiefelbein and Wolff, 1992). This situation is common in developing countries where the education system is not always equipped to track these students.

BOX 1. Two key indicators to better examine grade repetition

The two most commonly used indicators for measuring repetition are the *repetition rate* and the *percentage of repeaters*.

The *repetition rate* represents the proportion of students from a cohort enrolled in a given grade for the reference academic year who will be in the same grade in the following academic year. It is calculated at the end of the academic year and is usually based on administrative data. This indicator can be used to evaluate the internal efficiency of education systems and to project student flows from grade to grade within the education cycle.

The *percentage of repeaters* measures the extent and pattern of repetition by grade. It is defined as the share of repeaters among the total number of students enrolled in a given grade for a reference academic year. For academic year Y+1, total enrolment in grade X+1 is comprised of new entrants to that grade (students promoted from grade X at the end of academic year Y) and repeaters that exist in grade X+1 (i.e. students enrolled in grade X+1 for a second year or more). The percentage of repeaters is usually calculated at the beginning of the academic year.

For analytical purposes, it is important to note that the repetition rate at grade X refers to academic year Y, whereas the percentage of repeaters refers to the following academic year (Y+1).

Under-reporting of repetition also commonly occurs in multi-grade classrooms and in the year preceding the last grade of primary education, when parents may decide to hold their children back to provide them with greater instruction prior to the last grade in case examination is required for transition into lower secondary education. In addition, under-reporting of repetition can occur when pupils transfer to a private school or are enrolled in schools with rules restricting the number of years a pupil can repeat a grade, especially if school sanctions are applied by district officials (UNESCO/IIEP, 1997). Moreover, in some countries, automatic promotion policies are not fully respected, and repetition is still applied to some extent but not always reported in official statistics. For example, Mauritius,[4] Seychelles and Zimbabwe have an automatic promotion policy for primary education, but data from the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) II and III showed that grade repetition is reported by pupils (Hungi, 2011). In Mauritius and Zimbabwe, for example, more than 20% of pupils surveyed reported that they had repeated a grade at least once.

School life expectancy and repetition

Over the last decade, school enrolment has increased considerably in many countries. However, high repetition rates inflate school participation indicators and misinform about school access, thus revealing issues of internal efficiency in the education system. The sizeable resources invested during the course of an academic year are not fully transformed into expected outputs and levels of learning achievement required for students to enter the next grade.

To evaluate the extent of this inefficiency, it is useful to consider school life expectancy (SLE), which is a cumulative measure of school participation rates *(see **Figure 6**).* SLE is defined as the total number of years of schooling that a child of a certain age can expect to receive in the future based on current enrolment trends. It indicates the average number of years that a child is likely to spend in school, including the repetition of grades. So, SLE reflects the average duration of schooling but not grades attained.

For example, the Latin America and Caribbean region has the highest regional SLE of 9.5 years of primary and lower secondary education. However, a child entering school in that region today can expect to spend almost one year of this time repeating a grade. A similar situation is found in sub-Saharan Africa and the Arab States, where repetition accounts for 0.7 year of their respective SLEs of 7.9 and 8.4 years. As shown in Figure 6, boys are more likely than girls to repeat grades in all regions, except in East Asia and the Pacific.

2.2 GLOBAL TRENDS IN PUPILS REPEATING GRADES IN PRIMARY AND LOWER SECONDARY EDUCATION

Repetition trends in primary education show slight improvement depending on the region

In 2010, 32.2 million pupils repeated a grade in primary education globally compared to 34.7 million in 2000 *(see **Figure 7**)*. So the good news is that over the past decade, the number of repeaters decreased by 7%, even though enrolment in primary education increased by 6% (from 654.8 to 691.3 million). This global finding is the result of different patterns of progress at the regional level, which will be briefly described below. More detailed analysis is provided in a series of profiles for regions with the greatest numbers of repeating pupils.

Sub-Saharan Africa has the highest share of primary education repeaters, numbering 11.4 million in 2010. The absolute number of repeaters has grown by 16% over the past decade, largely because of a steep rise in primary enrolment, which increased by 53% over the same period.

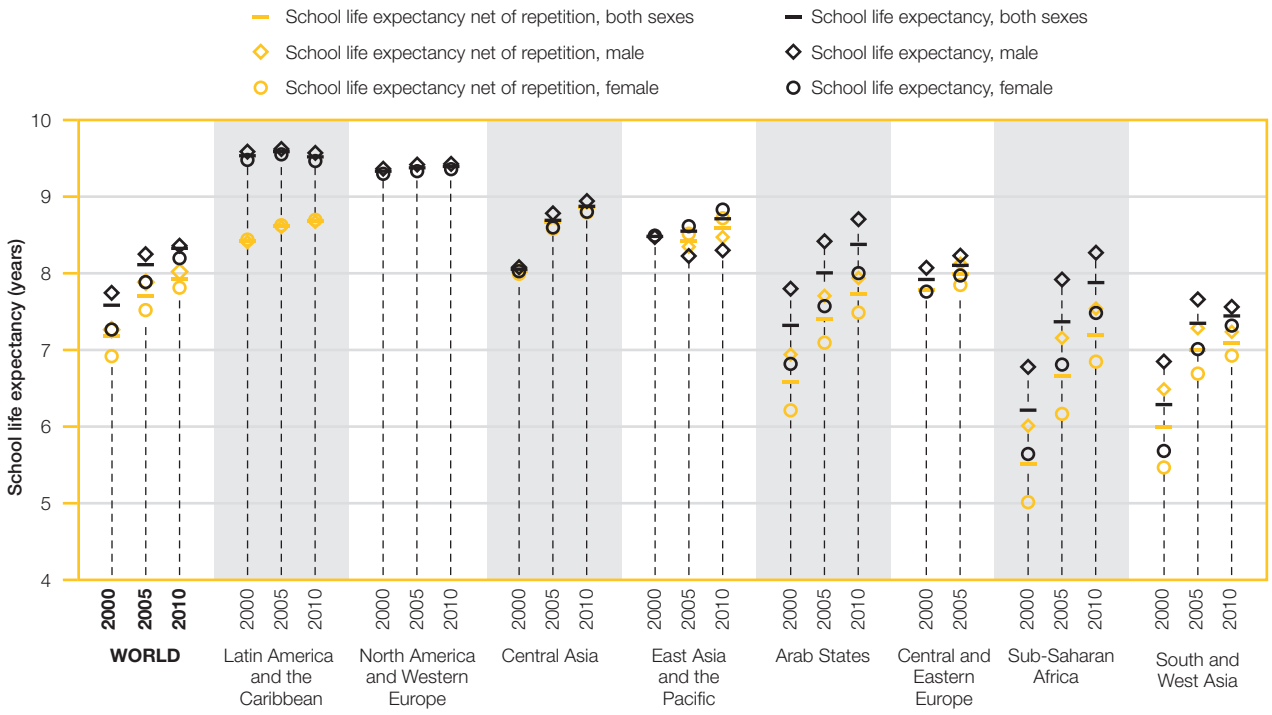
The second highest share of primary repeaters is found in South and West Asia. The absolute number of these pupils has risen by 18%, from 7.7 million to 9.1 million between 2000 and 2010. Throughout this

4 Automatic promotion is applied in Grades 1 to 5, but not in Grade 6 of primary education.

FIGURE 6

How many years can a child entering school expect to stay in school?

Average school life expectancy in primary and lower secondary education with and without repetition, 2000, 2005 and 2010



Notes: Regions are ranked by 2010 school life expectancy values. Due to low coverage, publishable estimates on school life expectancy net of repetition are not available for North America and Western Europe. For the same reason, 2010 regional estimates for Central and Eastern Europe are not available.

Source: UNESCO Institute for Statistics database.

period, primary enrolment has fluctuated, growing on average by 18%.

The Latin America and Caribbean region is home to 17% of the global population of primary repeaters. However, the region has made considerable progress in reducing the number of pupils repeating a grade, which has fallen by 36% from 8.4 to 5.4 million between 2000 and 2010. This was partially due to a slight decline in enrolment (5%) over the same period.

A similar trend is found in the Arab States, which accounts for 9% of global primary repeaters. Between 2000 and 2010, the number of repeaters fell by 14% while enrolment increased by 18%. Although enrolment rose rapidly between 2000 and 2005, repetition decreased sharply during the same period.

The East Asia and the Pacific region hosted about 9% of the world's primary repeaters in 2010. Over the past decade, the number of repeaters fell at a faster rate than enrolment (39% compared to 16%). This progress mostly occurred during the first half of the decade.

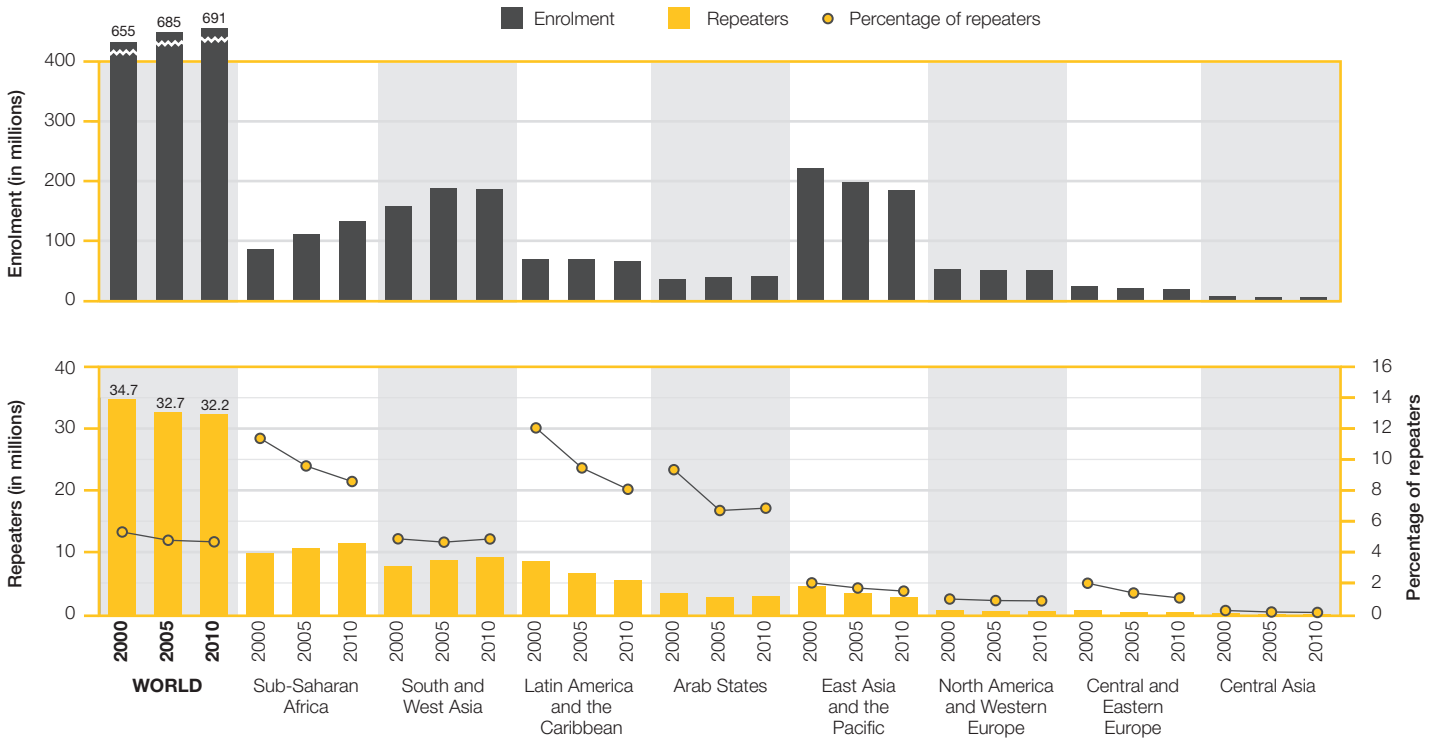
In the remaining regions, the number of primary pupils and repeaters slightly declined between 2000 and 2010. Together, these regions (Central Asia, Central and Eastern Europe, and North America and Western Europe) accounted for 2% of global primary repeaters in 2010.

Repetition trends in lower secondary education show signs of improvement despite big enrolment increases

Globally, the total number of pupils repeating a grade in lower secondary (general programmes) education

FIGURE 7 **How do trends in grade repetition and enrolment in primary education compare across regions?**

Repeaters and enrolment in primary education by region, 2000, 2005 and 2010



Note: Regions are ranked by the number of repeaters in 2010.

Source: UNESCO Institute for Statistics database.

rose slightly from 13.8 million to 14.1 million between 2000 and 2010 *(see **Figure 8**)*. Yet, over the same period, the number of pupils enrolled in this level of education grew by 11%, from 280 million to 310 million. So the slight rise in repetition rates is likely due to growth in enrolment.

In 2010, 70% of students who repeated a grade in lower secondary education lived in three regions: Latin America and the Caribbean, South and West Asia, and sub-Saharan Africa. In all regions, with the exception of East Asia and the Pacific, the number of pupils enrolled in lower secondary education progressed at a faster rate than the number of repeaters. This trend is further explored in the regional profiles below.

2.3 REGIONAL TRENDS IN PUPILS REPEATING GRADES IN PRIMARY AND LOWER SECONDARY EDUCATION

Sub-Saharan Africa: Steady progress

Sub-Saharan Africa still has the highest share – 35% – of the global population of primary education repeaters, but the region has been making steady progress over the last decade. The percentage of repeaters has fallen, from 11% to 9%, between 2000 and 2010 even though, in absolute terms, the number of primary repeaters has increased over this period. This is mostly because there are more students in the system due to rising enrolment rates.

This progress is clearly seen at the national level *(see **Figure 9**)*. In 1999, 15 countries in sub-Saharan

Africa had repetition rates exceeding 20%, compared to only 6 countries in 2009. In particular, the following countries have reduced their rates by more than 10 percentage points: Cameroon, Congo, Ethiopia, Madagascar, Mozambique and Rwanda.

However, primary education repetition rates remain very high in Burundi (36%), Togo (23%), Chad (23%), Central African Republic (23%) and Congo (23%). In contrast, rates are low in the United Republic of Tanzania (2%), Mauritius (3%), Ghana (4%), Ethiopia (4%) and Niger (4%). In Nigeria and Seychelles, the rates are nil due to the practice of automatic promotion.

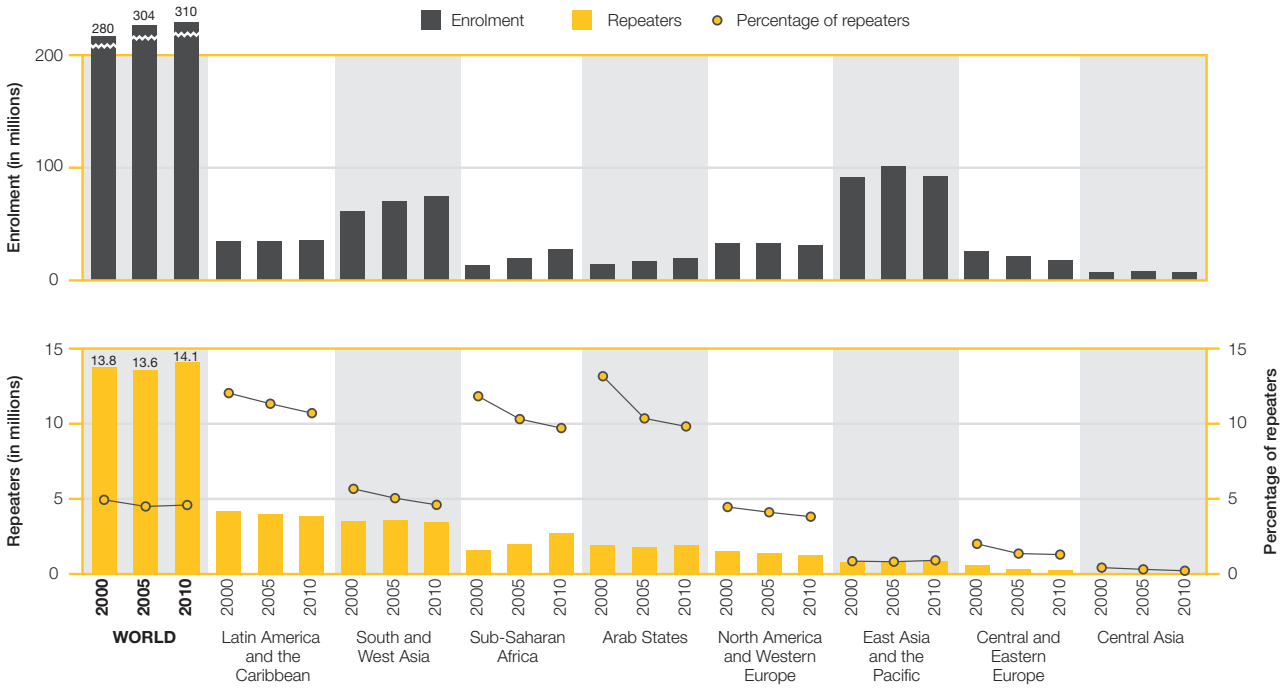
Across the region, boys are slightly more likely to repeat than girls. However, the gender gap widens in countries such as Lesotho, where 23% of boys repeat a primary grade compared to 17% of girls. Male repetition rates at this level of education are about four percentage points higher than that of girls in Cape Verde, Lesotho, Namibia and Swaziland. However, the opposite is found in the Central African Republic, where 23% of girls enrolled in primary education repeat a grade compared to 22% of boys.

Repetition rates for lower secondary education have also been falling across the region over the last decade. Yet, there is considerable variation at the country level, where these rates ranged between 2% in the United Republic of Tanzania to 30% in Burkina Faso in 2009.

FIGURE 8

How do trends in grade repetition and enrolment in lower secondary education compare across regions?

Repeaters and enrolment in lower secondary education (general programmes) by region, 2000, 2005 and 2010



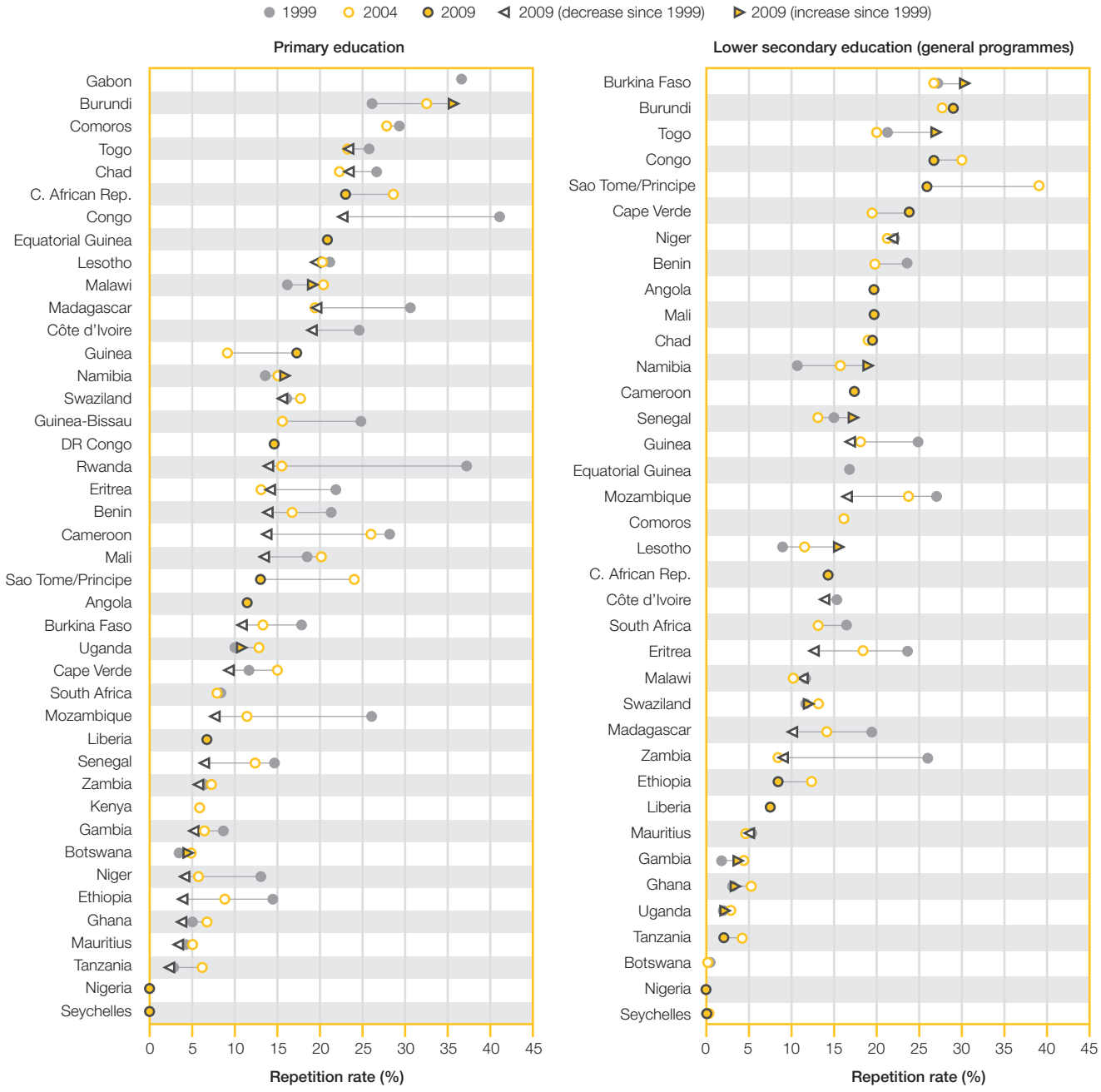
Note: Regions are ranked by the number of repeaters in 2010.

Source: UNESCO Institute for Statistics database.

FIGURE 9

High but declining repetition rates in sub-Saharan Africa

Primary and lower secondary repetition rates in sub-Saharan Africa, 1999, 2004 and 2009



Notes: Countries are ranked by the repetition rate values in 2009 or most recent year available. Countries presented are those with data available. The symbol ● is used when data for 1999 are not available or when data for 1999 and 2009 have the same value.

Source: UNESCO Institute for Statistics database.

Since 1999, the following countries reduced their repetition rates by at least 10 percentage points at the lower secondary education level: Eritrea, Mozambique, Sao Tome and Principe, and Zambia. However, there was a significant rise in rates in Lesotho, Namibia and Togo over the same period. In most cases, countries with high repetition rates at the lower secondary level (over 20%) tend to have rates exceeding 20% at the primary level, with the exceptions of Burkina Faso, Cape Verde, Niger, and Sao Tome and Principe.

In general, boys are slightly more likely to repeat lower secondary grades than girls in most countries of sub-Saharan Africa. However, the gender gap was significant in Burkina Faso, where 31% of boys repeated a grade compared to 20% of girls in 2009, as well as in Angola and Cape Verde (6 versus 5 percentage points respectively).

South and West Asia: Small signs of progress, especially in Nepal and Bhutan

The South and West Asia region has the second highest regional share – 28% – of the global population of primary education repeaters. Across the region, 9.1 million pupils at this education level repeated a grade in 2009. The good news is that the situation is improving, although at a slower rate than in sub-Saharan Africa. Between 2000 and 2010, the percentage of repeaters across the region remained the same at about 5%, even though the number of primary education pupils increased with rising enrolment.

As shown in **Figure 10**, repetition rates at the primary education level decreased in four countries in South and West Asia, with significant progress made in Nepal, where the rates fell from 26% to 12% between 1999 and 2009, followed by Bhutan (from 14% to 6%) and Iran (from 5% to 2%). In India, a slight drop in the repetition rate (from 4.3% to 3.5%)[5] has nevertheless led to a significant drop in the number of pupils repeating a grade.

In contrast, repetition rates have increased in Bangladesh (from 11% to 13%) and Pakistan (from 3% to 4%). This means that the number of children repeating a primary grade has risen by about 0.5 million since 1999 in both countries combined. Overall, in the region, boys and girls are just as likely to repeat a grade of primary education.

At the lower secondary level, repetition rates have been steadily falling in most countries in South and West Asia since 1999. The largest decreases were noticed in Bhutan (from 15% to 4%) and Iran (from 13% to 4%). In general, gender is not a major issue affecting repetition rates.

Latin America and the Caribbean: Repetition rates still high but some policy interventions show promise

Repetition is also a major concern for the Latin America and Caribbean region, which accounts for 17% of the world's primary education repeaters *(see **Figure 11**)*. Yet, once again, the situation has been improving, with the regional percentage of repeaters falling from 12% to 8% between 2000 and 2010. Unlike the previously described regions, the absolute number of repeaters in Latin America and the Caribbean has decreased from 8.4 million to 5.4 million over the same period. While this is partly due to a corresponding decline in primary school enrolment, the significant drop in the number of repeaters appears to reflect the success of interventions designed to reduce repetition (which are further discussed in Section 5).

At the country level, repetition rates have fallen since 1999 in most countries of the region. The greatest progress has been made in Brazil, where the rate fell from 24% to 18%[6], and in Saint Vincent and the Grenadines (10% to 4%). In contrast, there has been a significant rise in the repetition rate in Nicaragua, from 5% to 11%, as well as increases of about 2 to 4 percentage points in the Bahamas,

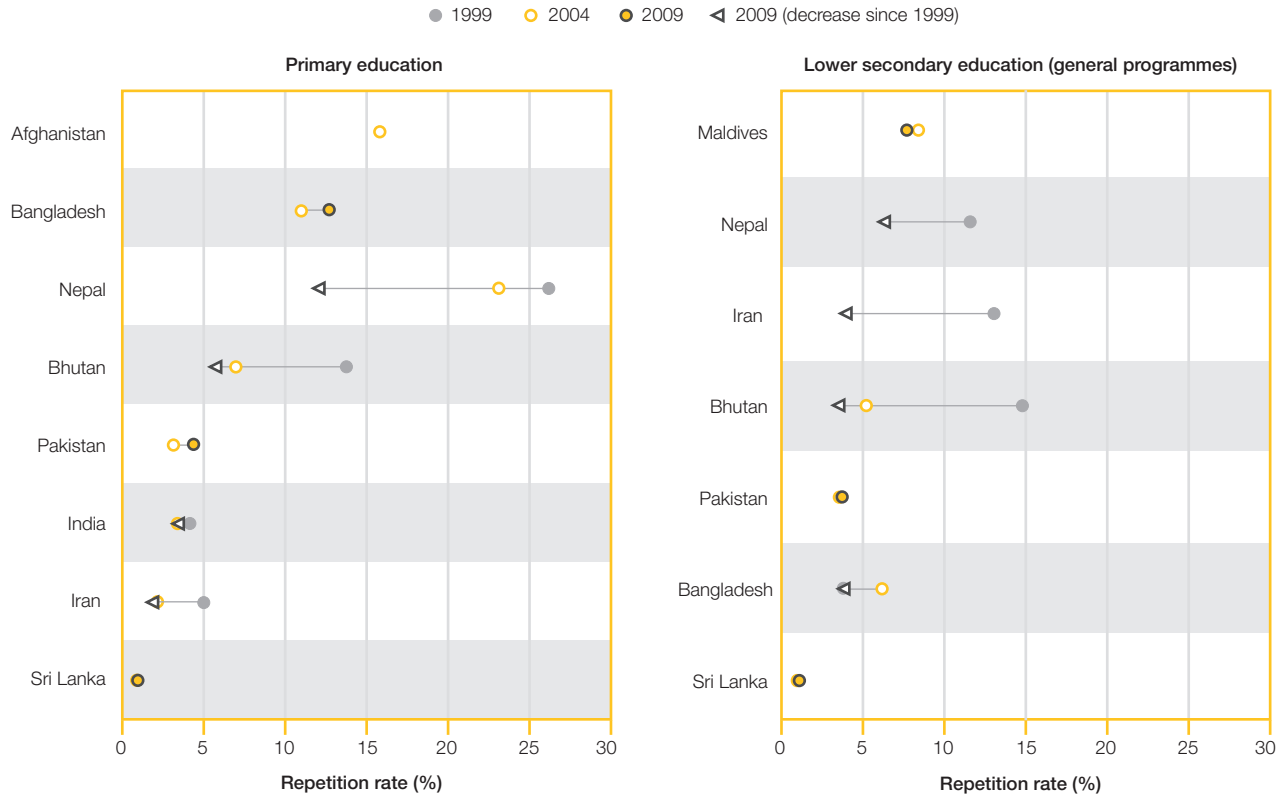
5 The reference year is 2007.

6 The reference year is 2004.

FIGURE 10

How has grade repetition changed in South and West Asia?

Primary and lower secondary education repetition rates in South and West Asia, 1999, 2004 and 2009.



Notes: Countries are ranked by the repetition rate values in 2009 or most recent year available. Countries presented are those with data available. The symbol ◉ is used when data for 1999 are not available or when data for 1999 and 2009 have the same value.

Source: UNESCO Institute for Statistics database.

Dominica, Dominican Republic, Saint Kitts and Nevis, and Suriname.

Across the region, boys are slightly more likely to repeat grades in primary school than girls, with the regional average at 8.3% for boys compared to 7.8% for girls. In 2009, the gender gap exceeded 2 percentage points in Antigua and Barbuda, Argentina, Belize, Dominica, Dominican Republic, El Salvador, Guatemala, Nicaragua, Paraguay, Suriname, Trinidad and Tobago, Uruguay and Venezuela.

Turning to lower secondary education, repetition rates are generally higher than at the primary level. Moreover, they have been rising since 1999 in about one-half of the region's countries with available data. The greatest increases have occurred in Grenada (from 5% to 10%), Costa Rica (10% to 15%), Dominican Republic (3% to 7%), and Dominica (11% to 15%). In contrast, repetition rates have fallen in Belize (by 3 percentage points), Venezuela (6 percentage points), and Saint Vincent and the Grenadines (8 percentage points).

As in the case of primary education, repetition rates are higher for boys than girls at the lower secondary level. This is true for all countries in the region, with the exception of Saint Kitts and Nevis, where boys have a slightly lower repetition rate than girls.

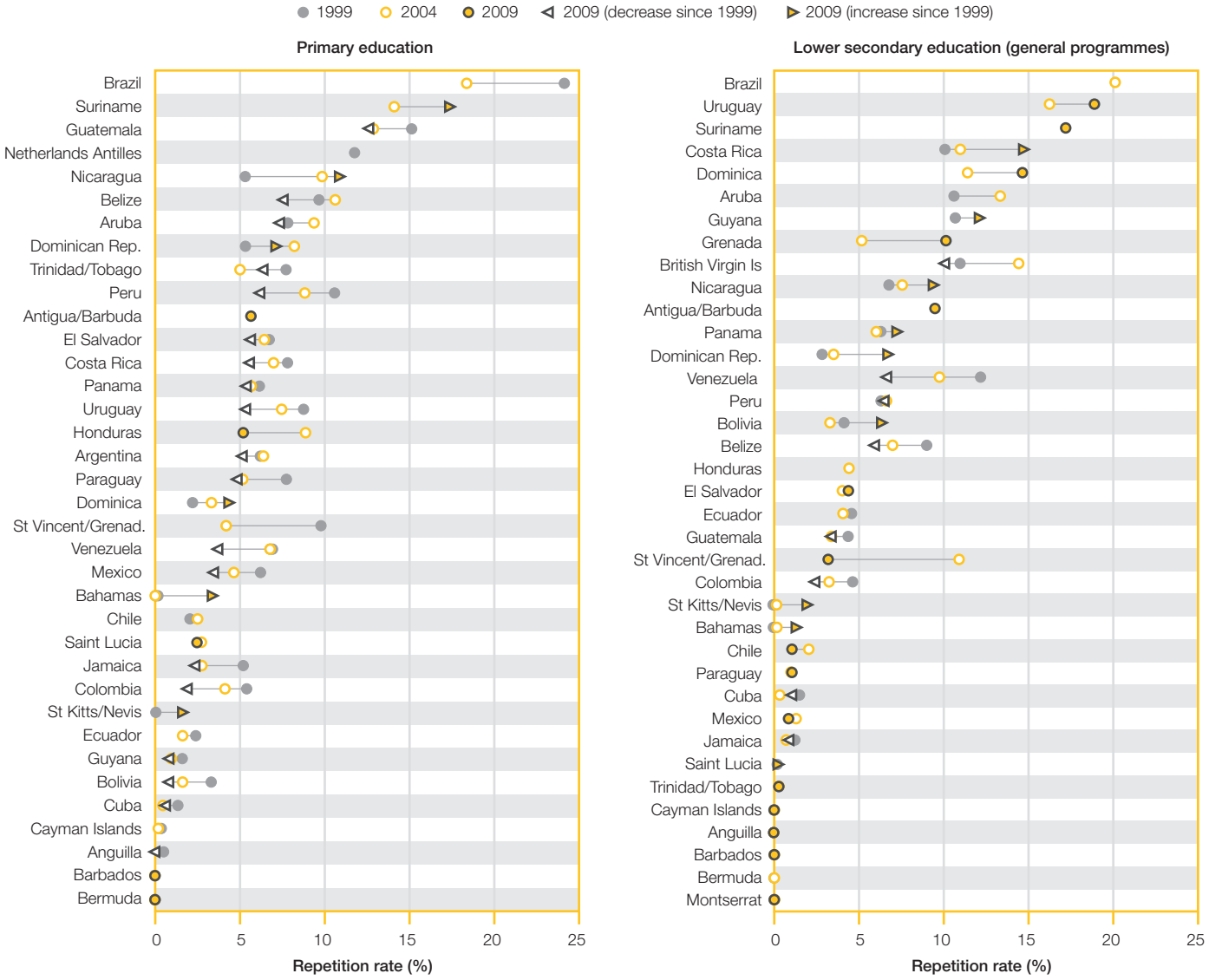
In other selected regions

Repetition rates by country in North America and Western Europe, Central Asia and Central and Eastern Europe are not discussed in the present

FIGURE 11

How has grade repetition changed in Latin America and the Caribbean?

Primary and lower secondary education repetition rates in Latin America and the Caribbean, 1999, 2004 and 2009.



Notes: Countries are ranked by the repetition rate values in 2009 or most recent year available. Countries presented are those with data available. The symbol ● is used when data for 1999 are not available or when data for 1999 and 2009 have the same value.

Source: UNESCO Institute for Statistics database.

section. The total number of repeaters in these regions is very low (representing just 2% of the global total of repeaters in primary education) compared to the other regions. In addition, repetition rates are generally low in these regions.

In the ***Arab States*** region, the percentage of repeaters in primary education decreased from 9% in 2000 to 7% in 2010, while enrolment at that level increased from 35.5 million to 41.7 million. In 2010, 2.9 million pupils repeated a primary grade in the region, which represents 9% of the world's total repeaters and corresponds to the third-highest percentage of repeaters in the world after sub-Saharan Africa and Latin America and the Caribbean. In terms of progression, from 1999 to 2009 repetition

rates decreased considerably in Mauritania (from 16% to 4%), Tunisia (from 16% to 7%) and Algeria (from 14% to 8%). In lower secondary education, Algeria, Lebanon, Mauritania, Morocco and Tunisia had repetition rates higher than 10% in 2009. During the decade, the largest decrease in repetition rates at the lower secondary level occurred in Iraq (from 33% to 10%). In general, boys were more likely to repeat than girls in the region, except in Djibouti, Lebanon, Mauritania and Qatar.

The ***East Asia and the Pacific*** region hosts about 9% of the world's repeaters at the primary education level. As in the case of other regions, the percentage of repeaters decreased during the last decade, from 2% in 2000 to 1.5% in 2010. Yet, in some countries – Cambodia, Lao People's Democratic Republic, Timor-Leste and Vanuatu – high repetition rates persist. In 2009, for example, repetition rates in Timor-Leste and Lao People's Democratic Republic were 18% and 17% respectively, and they increased in Vanuatu from 11% in 1999 to 14% in 2009. The largest decrease in repetition rates in the region occurred in Cambodia, with rates falling from 18% to 9% over the same period. In lower secondary education, most countries in the region had repetition rates below 5% in 2009, except China, Special Administrative Region of Macao (14.3%). With regard to gender, repetition rates are generally lower for female students in the region than for male students in primary and lower secondary education.

2.4 WHICH GRADES DO CHILDREN REPEAT THE MOST? COUNTRY CLUSTERS SHOW THREE PATTERNS OF REPETITION

For effective educational planning and policy design, it is important to identify whether students are more likely to repeat grades at the start or the end of the education cycle. **Figure 12** presents data on repetition by grade in countries with high repetition rates and highlights two main groups.

In the first group of countries (coloured in yellow), high repetition rates in the first grade of primary education are coupled with high primary intake ratios *(see Statistical Table 2)*, which leads to large class sizes due to considerable numbers of pupils who are either younger or older than the official entry age. In most countries, primary education is free of charge, while this is not necessarily the case for pre-primary education. In these cases, younger children may be enrolled directly in school or sometimes follow their elder siblings to school with their parents' support. In such cases, high repetition in the first grade of primary can be partly due to low expectations for the younger group to meet learning objectives (Crahay, 2007; Labé, 2010).

With regard to over-age pupils, many reasons – including the cost of schooling, household responsibilities and the perceived benefits of education by their parents – may explain the persistence of late school entry *(see Figure 5)*. In many developing countries, for example, primary school fee abolition has led to a considerable wave of first-time entrants in subsequent academic years. High repetition rates among these over-aged pupils in the first grade of primary school may be explained by a lack of motivation or relevance of the curriculum, which is usually designed for younger pupils. (Schiefelbein and Wolff, 1992; UNESCO/IIEP, 1997).

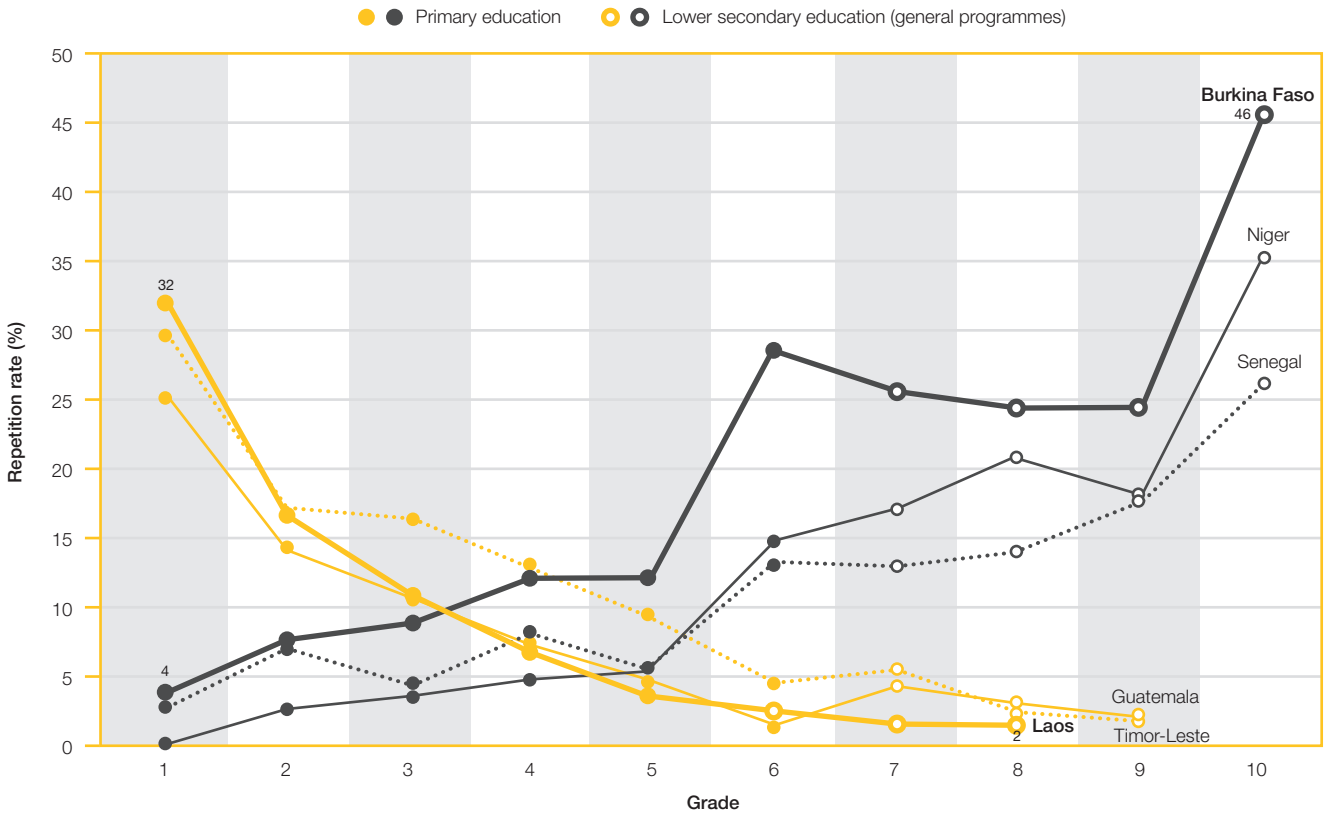
The first group of countries is very diverse: Cambodia, Guatemala, Lao People's Democratic Republic, Malawi, Nepal, Nicaragua, Timor-Leste and Vanuatu. Yet, all these countries have repetition rates of about 20% or higher in the first grade of primary education, which then fall sharply at the second grade and continue to decline over subsequent grades up to the last grade of lower secondary education.

In the second group of countries (Benin, Burkina Faso, Mali, Mozambique, Niger and Senegal), there is a pattern of low repetition rates in the first grade of primary (10% or less), which steadily increase over subsequent grades before rising sharply (over 15%) at the last grade of primary and/or exceeding 20% in the last grade of lower secondary education. In this group of countries, access to lower and upper secondary

FIGURE 12

Which grades do children repeat most often?

Repetition rates across grades in primary and lower secondary education (general programmes) in selected countries, 2009 or most recent year available



Source: UNESCO Institute for Statistics database.

education is often subject to a national examination, which is usually competitive and results in high student failure rates. In Burkina Faso, for example, almost one-third and one-half of students repeat the last grade of primary and lower secondary school, respectively, after taking certification examinations. In effect, competitive national examinations are often used in some countries to limit entry into educational programmes due to an insufficient supply of school spaces (UNESCO-IBE, 2011).

A third group of countries (Burundi, Central African Republic, Congo, Lesotho, Namibia and Togo) presents a mix of the two patterns described previously. In this group, countries have high repetition rates in all grades – ranging between 10% and 49% – which tend to fluctuate between grades. These fluctuations may be due to a combination of factors, such as large numbers of under-age or over-age children, lack of available spaces in certain grades, and the use of national examinations limiting access to education.

2.5 WHICH CHILDREN ARE MOST LIKELY TO REPEAT? USUALLY CHILDREN FROM POOR FAMILIES AND RURAL LOCATIONS ARE MOST AT RISK

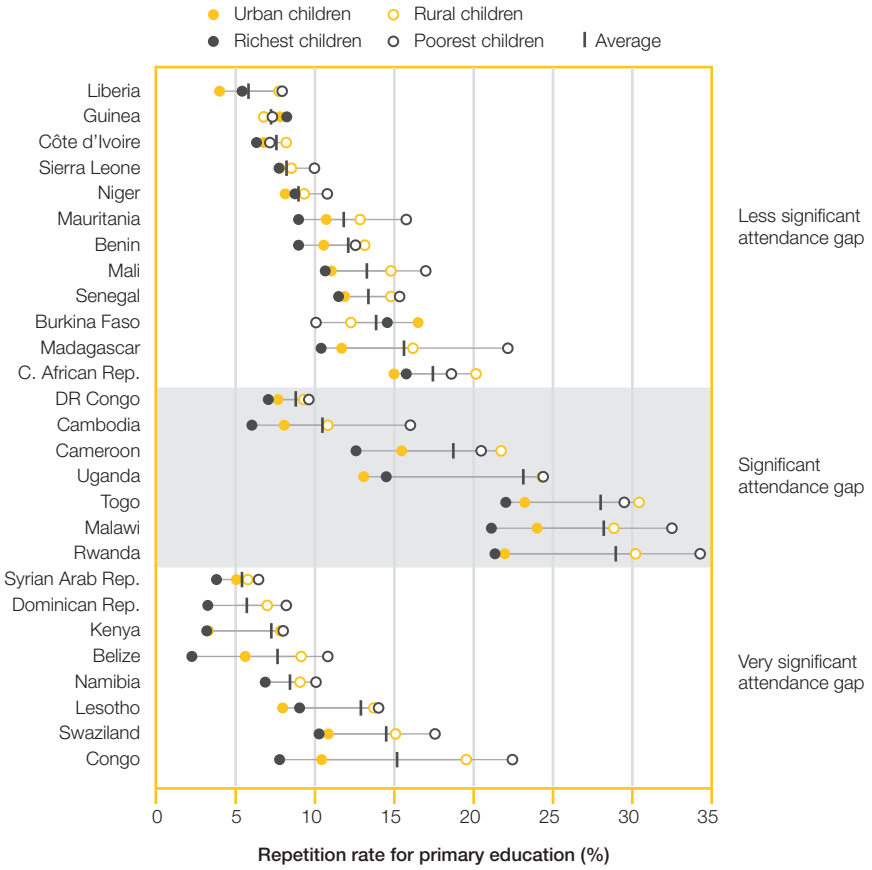
As in the case of administrative data, analysis of household survey data shows that, on average, boys are more likely than girls to repeat grades in primary education. However, the gender gap is relatively small in the majority of countries.

In many countries, household poverty and location are linked to wide disparities in primary education

FIGURE 13

Pupils from poor and rural households are much more likely to repeat

Repetition rates for primary education by location and household wealth quintile, countries with repetition rates greater than 5%, most recent year (2005-2010)



Notes: "Less significant gap" indicates that the difference in primary GAR between rich and poor children is less than 10 percentage points. "Significant gap" indicates that the difference in primary GAR between rich and poor children is between 10 and 30 percentage points. "Very significant gap" indicates that the difference in primary GAR between rich and poor children is greater than 30 percentage points.

Sources: Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS).

repetition rates as shown in **Figure 13**, which illustrates the extent of the *progression gap* between rich, urban, poor and rural children. It also sheds light on the *attendance gap* by classifying countries according to the difference between the gross attendance rates[7] (GAR) of rich and poor children.

It is important to note that a primary GAR of 105% or more can reflect a large number of over-age and under-age pupils. For the purposes of this analysis, inequity in primary school attendance is reflected by a difference of 10 percentage points or more between the GARs of rich and poor children.

Figure 13 highlights two main messages: first, in many countries, pupils from poor or rural households are much more likely to repeat a primary grade than pupils from rich or urban homes. Second, these disadvantaged pupils also tend to have significantly lower primary education attendance rates.

7 The gross attendance ratio (GAR) is the ratio between total attendance in a given level of education, regardless of age, and the official school-age population corresponding to the same level of education in a given school year.

As illustrated in Figure 13, repetition rates for poor or rural pupils are at least five percentage points higher than those for rich or urban pupils in 13 countries. Moreover, these disparities are compounded by a gap in attendance rates in 10 countries. In Belize, Cambodia, Congo, Lesotho, Malawi, Rwanda, Swaziland and Uganda, poor children are not only less likely to attend school but more likely to repeat as well. In Cameroon and Togo, it is rural children who face the largest disparities in attendance and repetition (World Bank, 2003).

The highest repetition rates are found in Malawi, Rwanda and Togo, where about one in three primary education pupils repeat a grade. In Rwanda and Malawi, pupils from poor households are about 50% more likely to repeat than those from wealthy households. Repetition rates in urban areas are higher than in rural areas in Burkina Faso, which is an exception to the usual pattern among the countries shown in Figure 13 (Coulidiati-Kielem, 2007).

It is important to note some other exceptions. Poverty and rural location are not linked to significantly higher repetition rates at the primary level in Côte d'Ivoire, Guinea, Namibia, Niger and Sierra Leone. Moreover, household income is not linked to disparities in GARs in these countries: the GAR of poor and rich children differ by less than 10 percentage points.

2.6 INEQUITY TENDS TO DECLINE AS CHILDREN MAKE THE TRANSITION TO SECONDARY EDUCATION

Figure 14 compares the repetition rates in primary (ISCED 1), lower secondary (ISCED 2) and upper secondary (ISCED 3) education in sub-Saharan Africa, based on data from 29 countries that represented 84% of the primary school-age population in that region in 2010. For each level of education and group of disaggregation, the graph highlights the mean repetition rate across the 29 countries.[8] National values are represented by hollow grey markers that surround the regional average. Repetition rates that exceed 30% are not shown in the graph but were taken into account in the calculation of mean values.

In general, repetition rates tend to decrease by level of education – with the average rate for all children falling from 12% at the primary level to 10% for lower and upper secondary education. Boys are somewhat more likely to repeat a grade at the primary level, but this small gap closes at the secondary level of education.

Geographic location and household wealth account for far greater disparities in repetition rates than gender. Yet, these disparities tend to decrease as children advance from primary to secondary education. The average repetition rate in primary education is 13% in rural areas and 10% in urban areas. At the lower secondary level, the repetition rates for the two groups are 11% and 9%, respectively, and at the upper secondary level the difference between the repetition rates of urban and rural pupils shrinks to less than one percentage point.[9]

The biggest gap exists between children from the poorest and richest household wealth quintiles: 14% of primary school pupils from the poorest households repeat a grade, compared to 10% of those from the richest households. At the lower secondary level of education, the gap between the two groups is much smaller: 11% of the poorest children repeat a grade compared to 9% of the richest children. At the upper secondary level, the repetition rate of children from the richest households is 10%, which is the same as at the primary level. Very few children from the poorest households enrol in upper secondary education, so

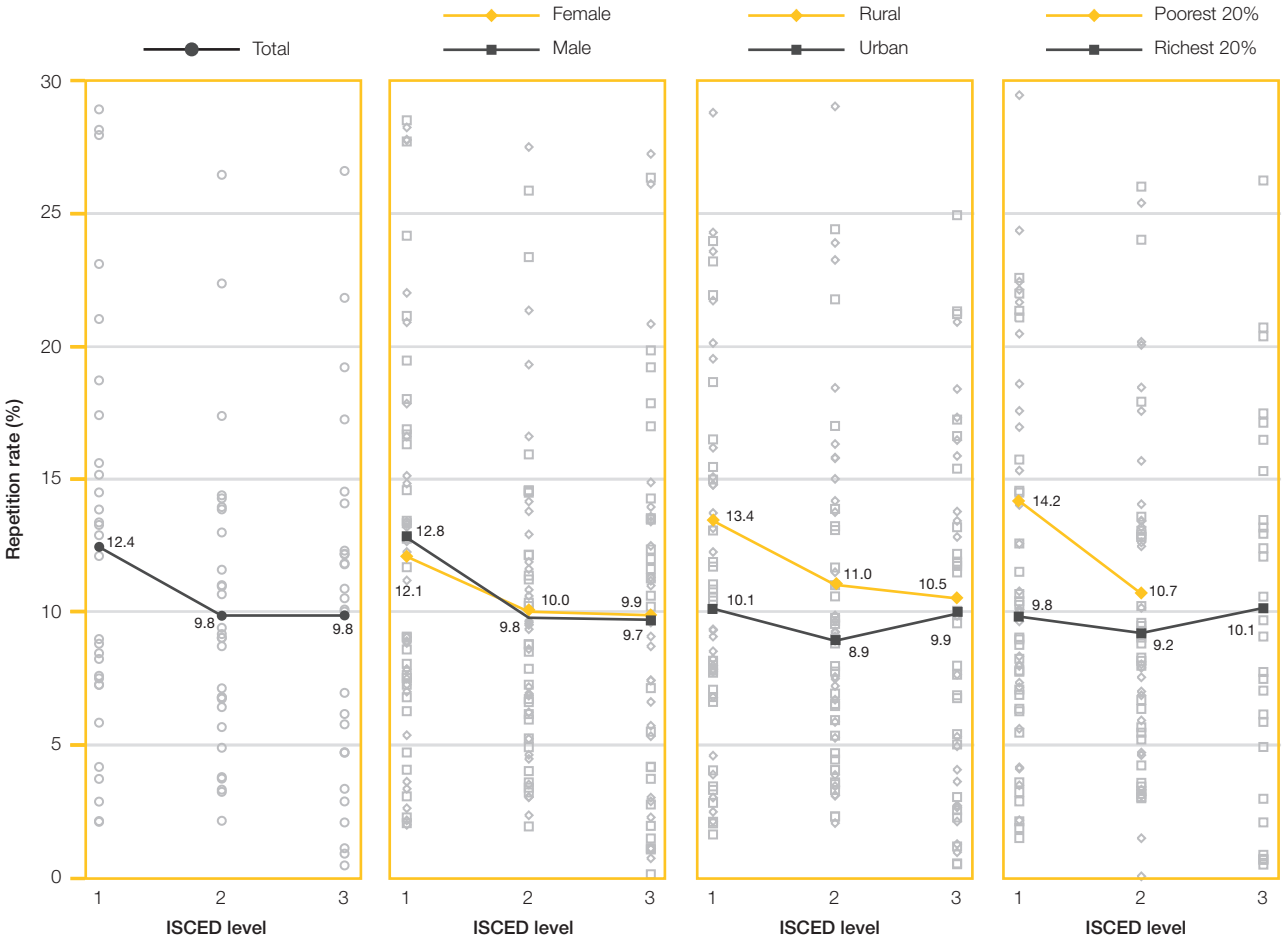
8 Mean repetition rates are not weighted by each country's population. The focus of the analysis is thus on countries, giving each country the same weight, and not on the school-age population in the region.

9 In theory, the repetition rates for the total student population in the first panel of Figure 14 should lie between the urban and rural repetition rates in the third panel. However, this is not observed for the upper secondary level of education, because the repetition rates by location and household wealth were calculated from a smaller group of countries due to limitations of data, including small sample size for some groups of disaggregation.

FIGURE 14

Disparities in repetition rates are highest at the primary education level

Repetition rates in primary, lower secondary and upper secondary education in sub-Saharan Africa by sex, location and household wealth quintile, most recent year (2005-2010)



Notes: ISCED levels: 1=primary education, 2=lower secondary education, 3=upper secondary education. Hollow markers represent national values. Solid markers represent regional averages.

Sources: Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS).

it is not possible to calculate reliable repetition rates based on the household survey samples.

Why do disparities between the different groups of children tend to weaken at higher levels of education? Analysis of household survey data from sub-Saharan Africa demonstrates that children with higher repetition rates – rural residents and those from poor households – also tend to have higher dropout rates. Pupils from disadvantaged groups are less likely to attend school, but those who persist and advance from primary to secondary education perform equally well as their peers, at least as far as repetition is concerned. Thus, the relatively few rural and poor children who manage to reach upper secondary education are no more likely to repeat grades than children from urban areas or wealthy households.

SECTION 3

EARLY SCHOOL LEAVING: LOST OPPORTUNITIES, LOWER POTENTIAL

WHAT'S IN THIS SECTION?

This section begins by presenting a global perspective on early school leaving. It maps out the volume and incidence of early school leaving by region and how these figures have changed since 2000. It looks at when early school leaving occurs - at which ages and grades. Finally, the section profiles the main characteristics of children most likely to leave school early, underlining yet again the roles of poverty, remote locations and gender in intensifying risk and disadvantage.

KEY FACTS

- Sub-Saharan Africa has the highest dropout rate, at 42%, meaning that more than two in five children who started school in 2009 will probably not reach the last grade of primary education.
- Across sub-Saharan Africa, about one in six pupils (17%) leave school before reaching Grade 2.
- In South and West Asia, the dropout rate remains high at 33% compared to 35% in 1999. For every 100 children who start primary school, 33 will leave before the last grade.
- Latin America and the Caribbean has the third-highest regional dropout rate at 17%, which fell by 3 percentage points since 1999.
- In the Arab States, the dropout rate has fallen from 18% to 13% between 1999 and 2009.
- Pupils who are over-age for their grade – due to late entry or repetition – are at greater risk of leaving school early.
- UIS data show that, on average, girls are less likely than boys to enter primary school, but boys face greater risks of repeating grades and leaving school early.
- According to household survey data for 30 countries, poor young men and women complete fewer years of education than their better-off peers. This disparity is all the more striking because it does not include the population that never went to school, which predominantly includes children from the poorest households.

3.1 REACHED BUT THEN LOST BY THE EDUCATION SYSTEM

The issue of early school leaving, especially in primary education, is important because it means that a child is "reached" but then "lost" by the education system. Very often, these children lack basic literacy and numeracy skills, which reduces their capabilities and life chances. There are strong rights-based and economic arguments supporting the introduction of policy measures to prevent and reduce early school leaving and to reintegrate those who have already left. From the individual's perspective, education is considered a basic human right because it impacts on life chances in so many ways. Yet, the students from disadvantaged backgrounds who might benefit the most from this right are the most likely to lose it because of early leaving. At the level of societies and economies, the completion of primary (and secondary) education contributes to human capital, a key factor for economic growth. Educational inequality replicates marginalisation among disadvantaged populations, which can lead to greater social costs and less social cohesion. Moreover, in the current climate of financial austerity and reduced social sector budgets, it is essential to evaluate how efficiently schools deliver resources to students.

In this section, the term 'early school leaver' (dropout) refers to a new entrant who will not reach the last grade of primary education. The key indicator used to capture trends in early school leaving is the dropout rate at the end of primary education *(see **Box 2**)*.

This section begins by presenting a global perspective on early school leaving. It maps out the volume and incidence of early school leaving

by region and how these figures have changed since 2000. It looks at when early school leaving occurs – at which ages and grades. Then it focuses on the situation at the national and regional levels, highlighting the countries that have the greatest problems and those that have made real progress in reducing dropout rates since 2000. Finally, using an equity perspective, the section looks at the profiles of children who leave school early.

3.2 GLOBAL NUMBERS AND TRENDS IN EARLY SCHOOL LEAVING: RATES STAGNATING OR DROPPING EVERYWHERE EXCEPT SUB-SAHARAN AFRICA

The scope of the early school leaving phenomenon is considerable – representing about 31 million newly marginalised children who were "reached" by school systems, but who left before reaching the last grade of primary education. These children are predominantly older than the intended age range for primary education – so they are often missed by indicators that focus on primary school-age populations.

It should be noted, however, that while early school leaving is a major concern, getting enrolled in primary education is still a challenge for many children. For example, of the 31 million primary school-age children out of school in sub-Saharan Africa in 2010, more than one-half (55%) had never enrolled, suggesting that access to schooling is still a thorny problem in this region and others. Thus, when considering the children who are in school and leave early, it is important to remember that there is a substantial proportion of school-age children who still have no exposure to schooling at all.

Table 1 highlights some major global patterns and trends regarding early school leaving in the past decade. In 2010, there were about 31.2 million early school leavers in the world and almost four out of five lived in South and West Asia (43%) and sub-Saharan Africa (36%). The next highest shares of the world's early school leavers were found in East Asia and the Pacific (10%) and Latin America and the Caribbean (7%).

How have patterns of early school leaving changed between 2000 and 2010? The increase in the

BOX 2. What is the survival rate and how is it used to generate the dropout rate at the end of primary education?

The survival rate to the last grade of primary education expresses how many students out of 100 who enter school are expected to reach the final grade of primary education. Survival rates are calculated according to the reconstructed cohort method, which uses data on enrolment by grade for the two most recent consecutive years (t and t+1) and repeaters by grade for the year (t+1) to reflect current patterns of grade transition. The dropout rate is simply the residual of the survival rate to the last grade of primary education (the difference between 100 and the survival rate). A survival rate of 95% indicates that 95 out of 100 children entering school are expected to remain in school for the full cycle, while 5 leave school before reaching the last grade. This is identical to a dropout rate of 5%.

For example, in sub-Saharan Africa the dropout rate at the end of primary education was 42% in 2009. This means that more than two in five new primary entrants are expected to leave school before reaching the last grade of primary education.

In addition to survival and dropout rates, attainment measures can also be used to evaluate past patterns in primary school. Attainment measures reflect the percentage of a population cohort that has attended school but not completed a programme level (e.g. primary or lower secondary education). They are typically based on a population cohort that is beyond primary or lower secondary education (e.g. 17- to 22-year-olds, 20- to 24-year-olds). Attainment measures are the most accurate measure of early school leaving but are less timely than survival rates, which reflect current not past trends.

TABLE 1. How many children leave primary school before reaching the last grade?

Number and share of children entering the 1st grade who will leave school early by sex and region, 2000 and 2010

REGION	Absolute number				Share of world total (%)	Dropout rate to the last grade of primary education (%)					
	2000		2010		2010	1999 to 2000			2009 to 2010		
	MF (000)	%F	MF (000)	%F	MF	MF	M	F	MF	M	F
Arab States	1,126	47.6	1,004	49.7	3.2	17.6	17.4	17.8	12.9	12.5	13.4
Central and Eastern Europe	224	44.5	189	38.5	0.6	4.3	4.6	4.0	4.5	5.3	3.5
Central Asia	54	58.0	21	36.6	0.1	3.2	2.6	3.8	1.6	1.9	1.2
East Asia and the Pacific	3,366	44.8	2,999	42.4	9.6	9.2	9.7	8.6	9.3	10.1	8.3
Latin America and the Caribbean	2,648	42.2	2,240	45.8	7.2	20.2	22.5	17.8	17.0	17.8	16.1
North America and Western Europe	122 **	43.5 **	…	…	…	1.3**	1.5 **	1.2 **	…	…	…
South and West Asia	14,406	44.9	13,539	47.5	43.4	35.0	34.2	35.9	33.3	33.2	33.4
Sub-Saharan Africa	7,008	46.7	11,066	47.7	35.5	40.3	40.1	40.5	42.1	42.1	42.1
WORLD	28,955	45.2	31,207	46.9	100.0	22.1	22.6	21.6	23.2	23.5	22.8

Note: The dropout rate to the last grade of primary education is defined as 100% minus the survival rate to the last grade of primary education.

Source: UNESCO Institute for Statistics database.

absolute number of early school leavers occurred almost entirely in one region: sub-Saharan Africa, with its share of the world's early leavers jumping from 24% to 36%. But headcounts provide only part of the story; the dropout rate *(see Box 2)* provides a clearer indication of incidence among changing regional populations.

Sub-Saharan Africa had the highest dropout rate, which increased from 40% to 42%, meaning that more than two in five children who started school in 2009 would not reach the last grade of primary education. In South and West Asia, the dropout rate remained high at 35% in 1999 and 33% in 2009 – meaning that for every 100 children who start primary school, 33 will leave before the last grade. Latin America and the Caribbean had the next highest dropout rate (17%), which fell by 3 percentage points since 1999. In Central and Eastern Europe and in East Asia and the Pacific, the dropout rate remained almost unchanged at 4% and 9% respectively between 1999 and 2009. In the remaining regions, the dropout rate has fallen over the past decade, especially in the Arab States (from 18% to 13%).

At the regional level, there was little difference between girls and boys leaving primary school early. The dropout rate for girls was slightly lower than that for boys in every region except the Arab States and South and West Asia in 2009. There, the rate among girls was slightly higher than for boys. However, larger differences can be found at national and sub-national levels, where children at risk are often hidden in the data.

While beyond the scope of this section, the problem of early school leaving is also found at higher levels of education, especially in more developed countries where upper secondary education is usually considered to be compulsory *(see **Box 3**)*.

3.3 EARLY SCHOOL LEAVING BY REGION

How have regional and national patterns of early school leaving changed over the past decade? This discussion will focus on the three regions with the greatest incidence of early school leaving: sub-Saharan Africa, South and West Asia, and Latin America and the Caribbean.

BOX 3. Early school leaving in the European Union

European Union (EU) member states have made slow progress towards achieving the European target to reduce early secondary school leaving rates to below 10% by 2020. The highest dropout rates are found in Malta (37%), Portugal (30%) and Spain (29%), and the lowest rates in Slovakia (4%), the Czech Republic (5%) and Slovenia (5%). From 2009 to 2010, there was minimal improvement of 0.3%, with the average school dropout rate at 14%.

The 2020 target is considered to be a rising priority given the fact that 53% of early school leavers were unemployed in 2010. EU member states are seeking to adopt targeted measures to reach young people at risk of leaving school early. These measures often involve the provision of high-quality technical and vocational education and training intended to meet the needs of young people and employers. Lifelong learning strategies are also acknowledged as an effective tool to facilitate access to the labour market among young unemployed and low-skilled adults.

The EU defines early school leavers as people aged 18 to 24 years who have only lower secondary education or less and are no longer in education or training. Early school leavers are, therefore, those who have only achieved pre-primary, primary, lower secondary or a short upper secondary education of less than two years.

Source: Council of the European Union and the European Commission (2012). "Education and training in a smart sustainable and inclusive Europe". Official Journal of the European Union, C70, pp. 9-18.

Early leavers from primary education on the rise in sub-Saharan Africa, partly due to population increases

Countries in sub-Saharan Africa have widened access to primary schooling in the past decade. In 2010, the number of children enrolled in primary education was 46 million higher than in 2000. However, this occurred in the context of strong population growth. In 2010, there were 27 million more primary school-age children than in 2000. So, while countries in the region have made great efforts to bring more children into primary school, they are still faced with the double task of providing schooling to a growing school-age population, while addressing the specific needs of children who have been excluded from the education system.

Sub-Saharan Africa has the highest dropout rates of any region in the world. Most early school leaving occurs between the 1st and 2nd grades. Across the region, about one in six pupils (17%) leave school before reaching Grade 2.

At the national level *(see **Figure 15**)*, the highest dropout rates in 2009 were found in Chad (72%), Uganda (68%) and Angola (68%). These rates suggest that in 2009 more than two in three children entering primary school were expected to leave before reaching the last grade. In contrast, the lowest dropout rates were in Mauritius (2%) and Botswana (7%) in 2009.

In general, most of the countries that reduced their dropout rates were already starting from relatively low levels. Among those with higher rates, however, there was still upward movement – meaning that a higher proportion of children were leaving school early in the region. The largest increases in the dropout rate between 1999 and 2009 were found in Chad, Eritrea, Madagascar and Zambia, which contributed to the increase in the regional numbers.

In Malawi and Togo, the dropout rates fell from 64% to 47% and from 54% to 41% respectively. However, it is important to consider the context of these changes. In 1994, Malawi abolished primary school fees, which led to a dramatic expansion of educational opportunity. At the same time, these rapid changes appear to have had a negative impact on the quality of education, which led many children to leave school early. While the recent reduction in the dropout rate is a positive sign, the repetition rate has increased (from 16% to 20% between 1999 and 2009) in Malawi, suggesting that children may be repeating grades rather than leaving school. Countries in southern Africa, like Botswana, South

Africa and Swaziland, significantly reduced the dropout rate during this period.

Dropout rates stay high in South and West Asia despite demographic dividend

In 2010, there were an estimated 13.3 million primary school-age children out of school in the South and West Asia region. Of this number, the biggest group comprised children who are not expected to ever enter school (49%).

There is a growing potential for a demographic dividend in the region as school-age populations increased by only 1.8 million over the last decade, meaning that, in principle, education systems can focus on reaching the excluded and improving the quality of education provision. In fact, enrolment skyrocketed by 31 million between 2000 and 2010, which helped to drive regional and global progress towards the goal of universal primary education.

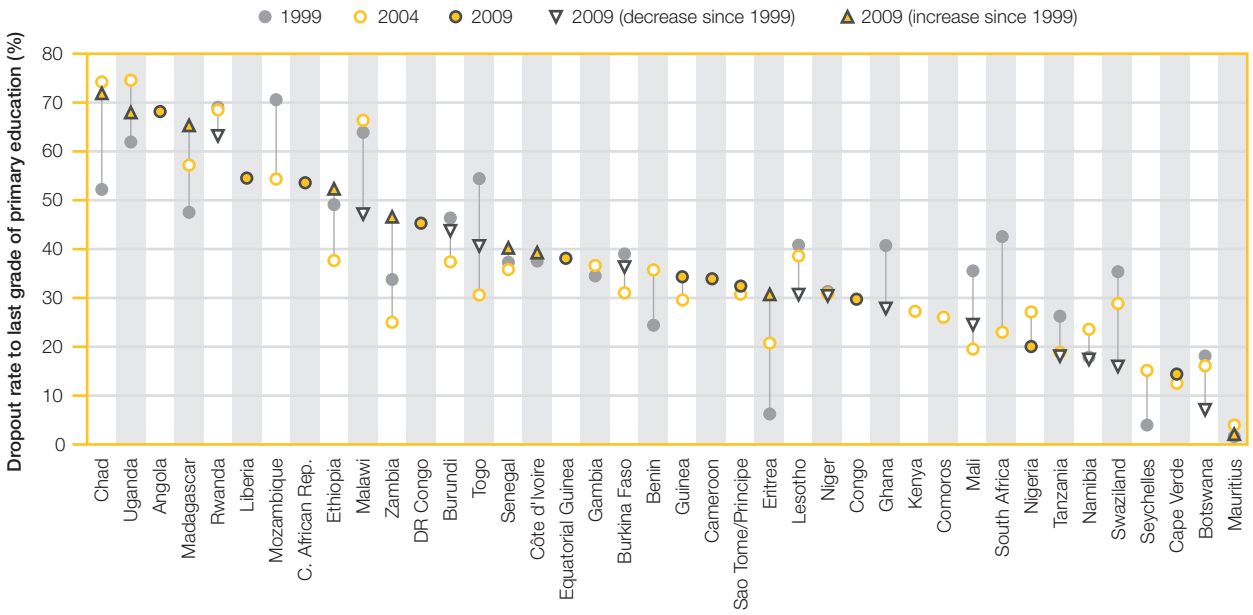
Dropout rates are particularly high in South and West Asia, with four in seven countries reporting data with rates between 33% to 40% *(see **Figure 16**).* Rates were more moderate in the Islamic Republic of Iran (6%), Sri Lanka (7%) and Bhutan (9%). Over the last decade, dropout rates varied across countries. The most significant changes were in Pakistan, where the dropout rate increased from 30% to 38%, and in Bhutan, where it fell from 18% to 9% from 1999 to 2009. Other countries with high dropout rates (e.g. India and Nepal) saw little movement in their values over the same period.

Fewer children leaving school in Latin America and the Caribbean

In 2010, there were an estimated 2.7 million primary school-age children out of school in the Latin America and Caribbean region. Of this number, 38% are not expected to ever enter school. The region has seen almost no change in the primary school-

FIGURE 15 How has early school leaving changed in sub-Saharan Africa?

Dropout rates to last grade of primary education, 1999, 2004 and 2009

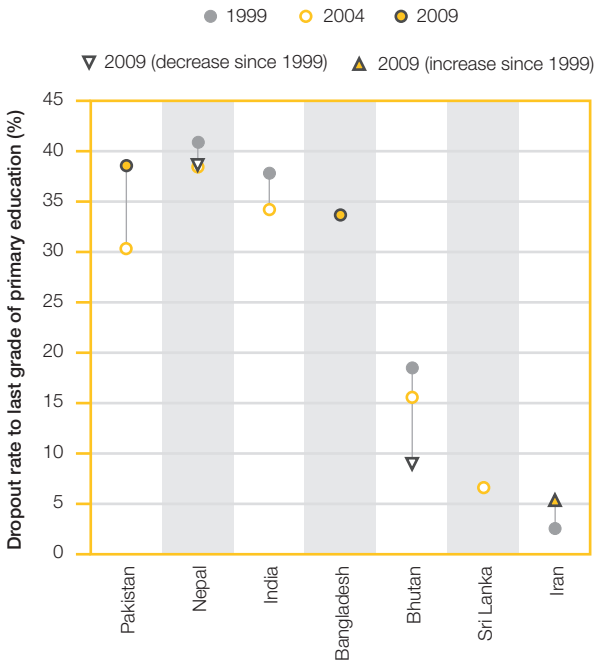


Notes: The dropout rate to the last grade of primary education is defined as 100% minus the survival rate to the last grade of primary education. Countries are ranked by the values of their dropout rates to the last grade of primary education in 2009 or most recent year available. Countries presented are those with data available. The symbol ◘ is used when data for 1999 are not available or when data for 1999 and 2009 have the same value.

Source: UNESCO Institute for Statistics database.

FIGURE 16 **How has early school leaving changed in South and West Asia?**

Dropout rates to the last grade of primary education, 1999, 2004 and 2009



Notes: The dropout rate to the last grade of primary education is defined as 100% minus the survival rate to the last grade of primary education. Countries are ranked by the values of their dropout rates to the last grade of primary education in 2009 or most recent year available. Countries presented are those with data available. The symbol ◉ is used when data for 1999 are not available or when data for 1999 and 2009 have the same value.

Source: UNESCO Institute for Statistics database.

age population over the last decade, although the number of enrolments has declined between 2000 and 2010.

Early school leaving is a major concern in a small number of countries in the region *(see **Figure 17**)*. The countries with the highest dropout rates in 2009 included: Nicaragua (52%), Guatemala (35%), Saint Kitts and Nevis (26%) and Honduras (24%). In contrast, Argentina, Cuba, Jamaica, Mexico and Uruguay had the lowest dropout rates in the region, at about 5%.

Generally, across the region there has been improvement in reducing early school leaving at the primary level. Dropout rates have diminished over the decade for practically every country reporting data. The countries making the greatest progress in reducing dropout rates include: Belize and Guatemala in the early 2000s, Honduras and El Salvador after 2004, and Guyana throughout the entire decade.

Other regions reflect wide variation in dropout rates

In the Arab States, the number of school-age children increased from 39 to 43 million between 1999 and 2009. This is the only other region than sub-Saharan Africa where school-age cohorts continue to grow steadily. In 2010, there were an estimated 5 million primary school-age children out of school in the Arab States. Almost one-half (49%) are not expected to ever enter school. The dropout rate for the region was 13% in 2009. Unlike other regions where early school leaving takes place in the initial grades, the overall survival rate to the last grade is high in the Arab States, and most school leaving occurs between Grades 4 and 5. The countries with the highest dropout rates in 2009 included Djibouti (36%) and Mauritania (29%). In contrast, Morocco made the greatest progress in reducing the dropout rate from 25% to 9% since 1999.

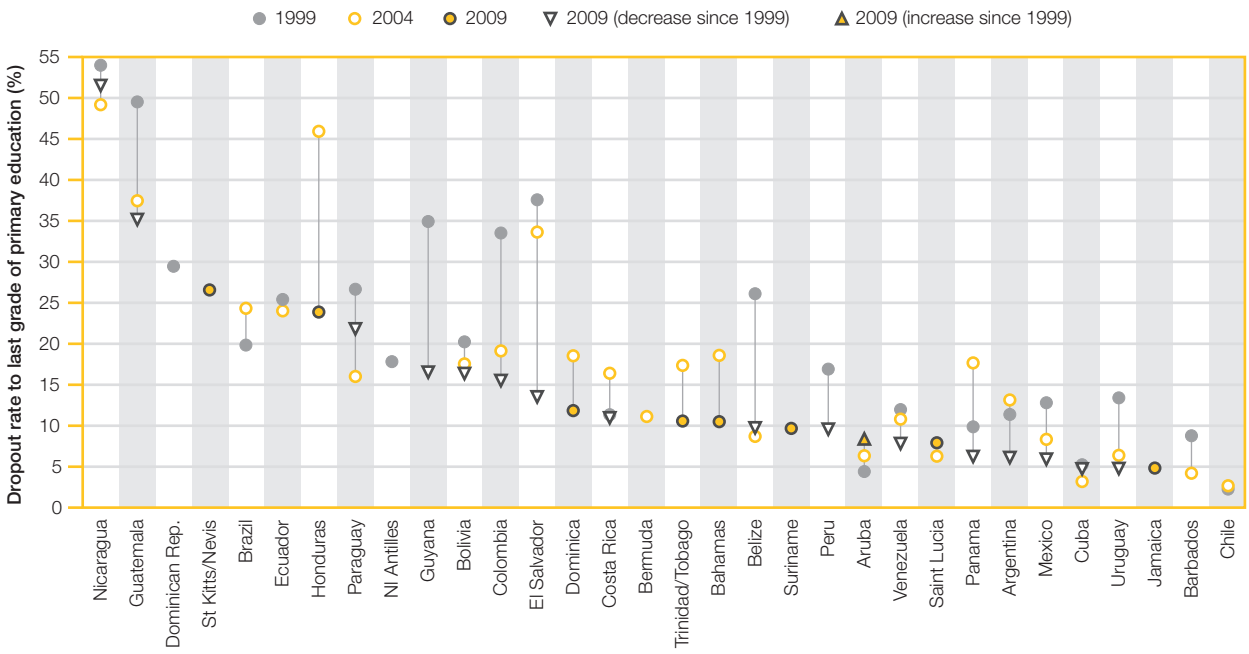
In East Asia and the Pacific, 47% of the region's estimated 6.6 million out-of-school children of primary school age left school early. Another 38% are expected to start school late, and 15% are not expected to ever enrol. The dropout rate for the region was 9% in 2009. The countries with the highest dropout rates (33% to 46%) were Cambodia, Lao People's Democratic Republic and Timor-Leste.

3.4 WHEN DO CHILDREN LEAVE SCHOOL?

It is difficult to determine exactly when children leave school, but it is possible to identify the grade and age at which this occurs based on administrative and household survey data. However, it is important to understand that many countries do not have recent data available.

FIGURE 17 How has early school leaving changed in Latin America and the Caribbean?

Dropout rates to the last grade of primary education, 1999, 2004 and 2009



Notes: The dropout rate to the last grade of primary education is defined as 100% minus the survival rate to the last grade of primary education. Countries are ranked by the values of their dropout rates to last grade of primary education in 2009 or most recent year available. Countries presented are those with data available. The symbol ● is used when data for 1999 are not available or when data for 1999 and 2009 have the same value.

Source: UNESCO Institute for Statistics database.

The grade at which children leave school has important implications, both in terms of children's learning (fewer grades of schooling means, in principle, less learning) and in terms of the capacity of the education system and the investment made in each child.

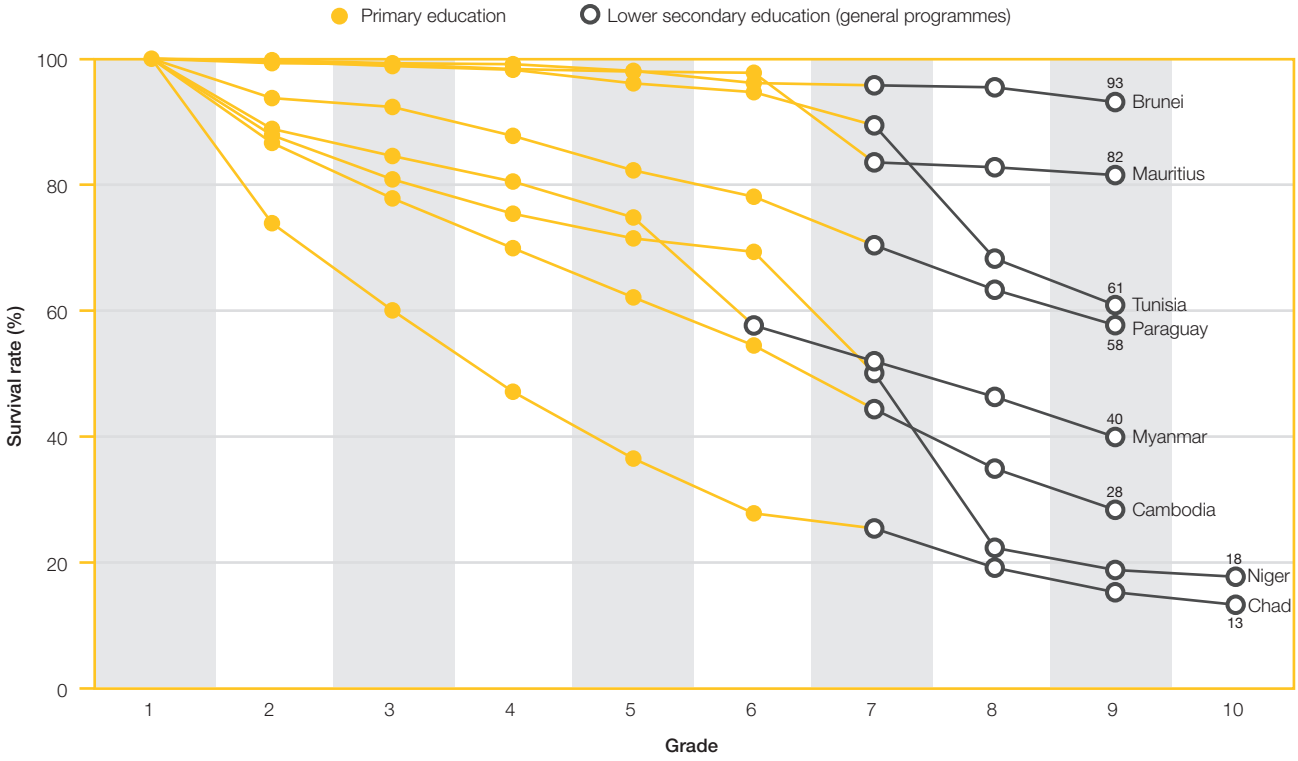
Figure 18 presents school survival rates by grade for selected countries, which helps to identify key points for policy intervention. The data illustrate the wide variation in patterns of a successful primary education cycle, ranging from nearly all pupils progressing from the first to the last grade of primary school in Brunei Darussalam, Mauritius or Tunisia to only one in three pupils completing primary schooling in Chad. It also shows three distinct patterns of early school leaving by grade.

The first pattern is represented by a sharp increase in the proportion of pupils who leave school during or at completion of Grade 1. This pattern is particularly prominent in countries with low overall survival rates; for example, in Chad, where the survival rate drops from 100 pupils in Grade 1 to 74 pupils in Grade 2. The rate continues to decline through subsequent grades and by the last grade of lower secondary education, only 13 out of 100 children who started the 1st grade of primary education remain in school. This is the lowest rate for any country in the world. The transition between primary and lower secondary education is not an issue – practically every child who makes it through primary education enters the secondary level. Yet from Grade 1 to Grade 6, the number of pupils drops from 100 to 28.

The second pattern shows high rates of school leaving in the transition from primary to lower secondary education, as found in Mauritius and Myanmar. In Mauritius, almost all children complete the full six grades of primary education, but about one in seven do not continue onto lower secondary education. This is despite the fact that lower

FIGURE 18 **At which grade do children leave school?**

School survival rates by grade in selected countries, 2009 or most recent year available



Source: UNESCO Institute for Statistics database.

secondary (and even upper secondary) education is compulsory in Mauritius. In Paraguay, 78% of pupils progress to the last grade of primary education, but the proportions drop to 70% and 58% at the first and last grades, respectively, of the lower secondary level.

The third pattern is representative of many middle- and high-income countries, where only a very small proportion of children leave primary and lower secondary school. The example of Brunei Darussalam is presented here, where the survival rate by grade remains above 93% through the last grade of lower secondary education.

Over-age children are more likely to leave school early

As shown in Section 1, in many countries large proportions of children in primary education are over age, sometimes many years older than the intended primary school age. Pupils who are over age for their grade – due to late entry or repetition – have been shown to be at greater risk of leaving school early (UIS, 2005).

Figure 19 presents household survey data on the age of children who left primary school before completion. In most countries in the sample, the majority of children who left school early were older than the intended completion age for primary school. In the post-conflict country of Liberia, four in five early school leavers are at least three years older than the intended completion age for primary school. This is the case for three in five early school leavers who are over age by at least three years in Cambodia and Uganda. The situation is slightly better in Bangladesh, Ghana and Swaziland, yet even here, one in five early school leavers is three or more years over age.

The proportion of children three or more years older than the intended age ranged from one in five early school leavers in Bangladesh, Ghana and Swaziland

to more than three in five early school leavers in Cambodia and Uganda, and four in five early school leavers in the post-conflict country of Liberia. In 4 of the 16 countries presented in the figure, the majority of children left school when they were already three or more years older than the expected completion age for primary education.

The high proportion of over-age early school leavers emphasises the importance of children starting school at the intended age and moving through the system in a timely manner. Indicators that track children by age are needed to monitor these aspects of education systems, though the accuracy of age data is often questionable. Therefore, greater efforts are needed to improve birth registration and record-keeping.

3.5 THE PROFILE OF EARLY SCHOOL LEAVERS

Which children are more likely to leave school early?

The profile of children who leave school early is similar to that of children who repeat a grade in several important ways. Rural areas are linked to both higher rates of repetition and early school leaving (Hunt, 2008). Children who travel long distances to school are also more likely to leave school early, which often occurs in remote rural areas (Hunt, 2008; Sabates et al., 2010). Hunt (2008) finds that there may also be inter-urban disparities in the prevalence of early school leaving, particularly in cities with large slums, such as the capital cities in Burkina Faso and Kenya.

Household poverty is also an important characteristic related to a higher likelihood of repetition and early school leaving (Hunt, 2008; Hammond et al., 2007; Sabates et al., 2010). Children who must combine work with study are more likely to repeat and leave school early (UCW, 2010). Other related household factors include a low level of education of the mother and living in a conflict-affected region (Hunt, 2008; Sabates et al., 2010; UIS, 2011).

However, there are also important differences between the profiles of the typical early school leaver and the typical repeater. UIS data show that, on average, girls are less likely than boys to enter primary school, but boys face greater risks of repeating grades and leaving school early.

Age is another important difference. Compared to children who attend the appropriate grade for their age, under-age pupils are more likely to repeat grades while over-age pupils tend to leave school early (EPDC, 2008). In general, repetition affects younger children more frequently. As discussed in Section 2, UIS data show that in many countries the repetition rate is high in primary education, especially during the early grades. However, early school leaving is more likely to occur among older children, at an age when the opportunity cost of participation in school rises.

Six case studies of early school leavers: How do countries compare?

Children who have left school or have never enrolled are not captured by school-based data collections. Household survey data cover children in and out of school and, therefore, represent an important source of information on early school leavers and their characteristics.

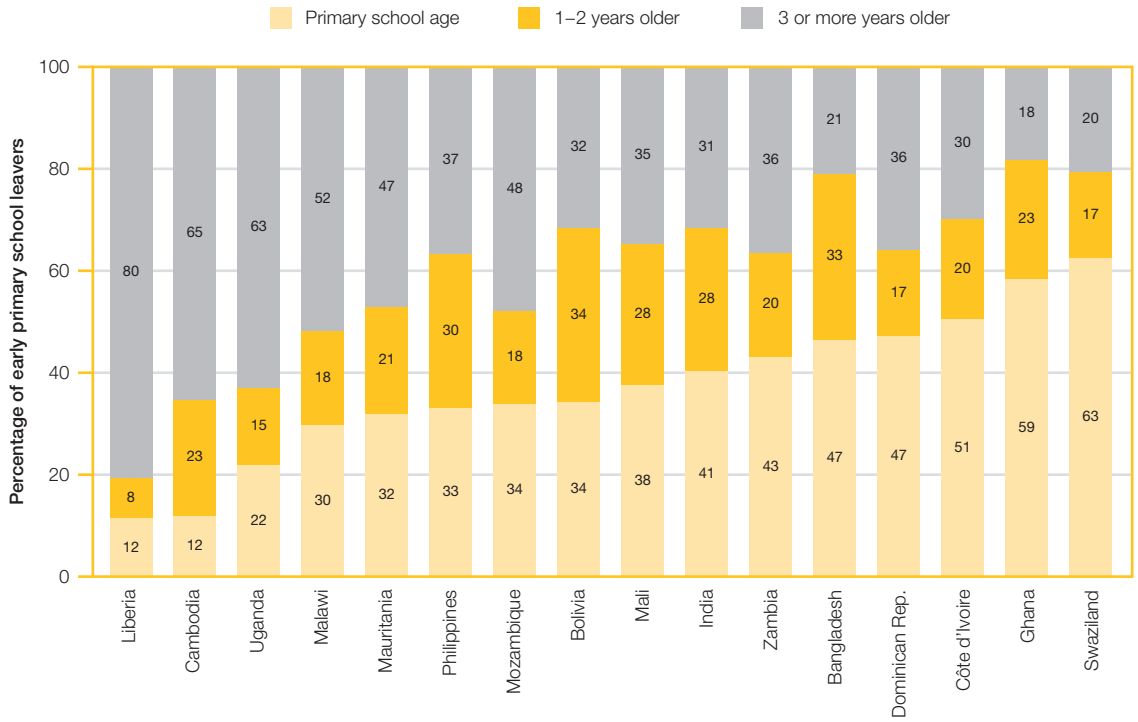
Using household survey data, **Figure 20** presents the educational attainment profile of young people aged 17 to 22 years in six countries: Bolivia, Cambodia, Egypt, Kenya, Niger and Pakistan. The figure shows young people who entered and left school, categorised by the level of educational exposure: those who left before completing primary education; those who completed primary but did not transition to lower secondary education; those who left secondary education early; and finally those who left school after completing secondary or some tertiary education.

In general, young people from poor and rural households are more likely to leave school before completing primary education than their peers from

FIGURE 19

How old are children who leave primary school early?

Distribution of children leaving primary school without completing, by age range in selected countries, 2006-2011



Notes: The figure concerns pupils who were in primary school in the previous year, are not in school in the current year (when the household survey was conducted), and for which the highest grade completed was less than the last grade of primary education. This last condition excludes anyone who left school after completing primary education. The age of persons in the sample may range from 5 to 24 years, depending on the age range of available school attendance data in the household survey.

Sources: Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS).

wealthier households in urban areas. This is clearly seen in the cases of Bolivia and Cambodia. In Niger, very few children (less than 20%) from poor and rural households ever attend school.

If pupils enter and complete primary education on time, their educational attainment can reach upper secondary or higher education (depending on the national education system) when they reach the ages of 17 to 22 years. In Bolivia, Egypt and Kenya, more than one-half of young people have achieved this: either they are still in school and attending secondary or higher education, or have left school after completing at least secondary education. By contrast, most of the 17- to 22-year-olds in Cambodia, Niger and Pakistan fall short of this level of educational attainment.

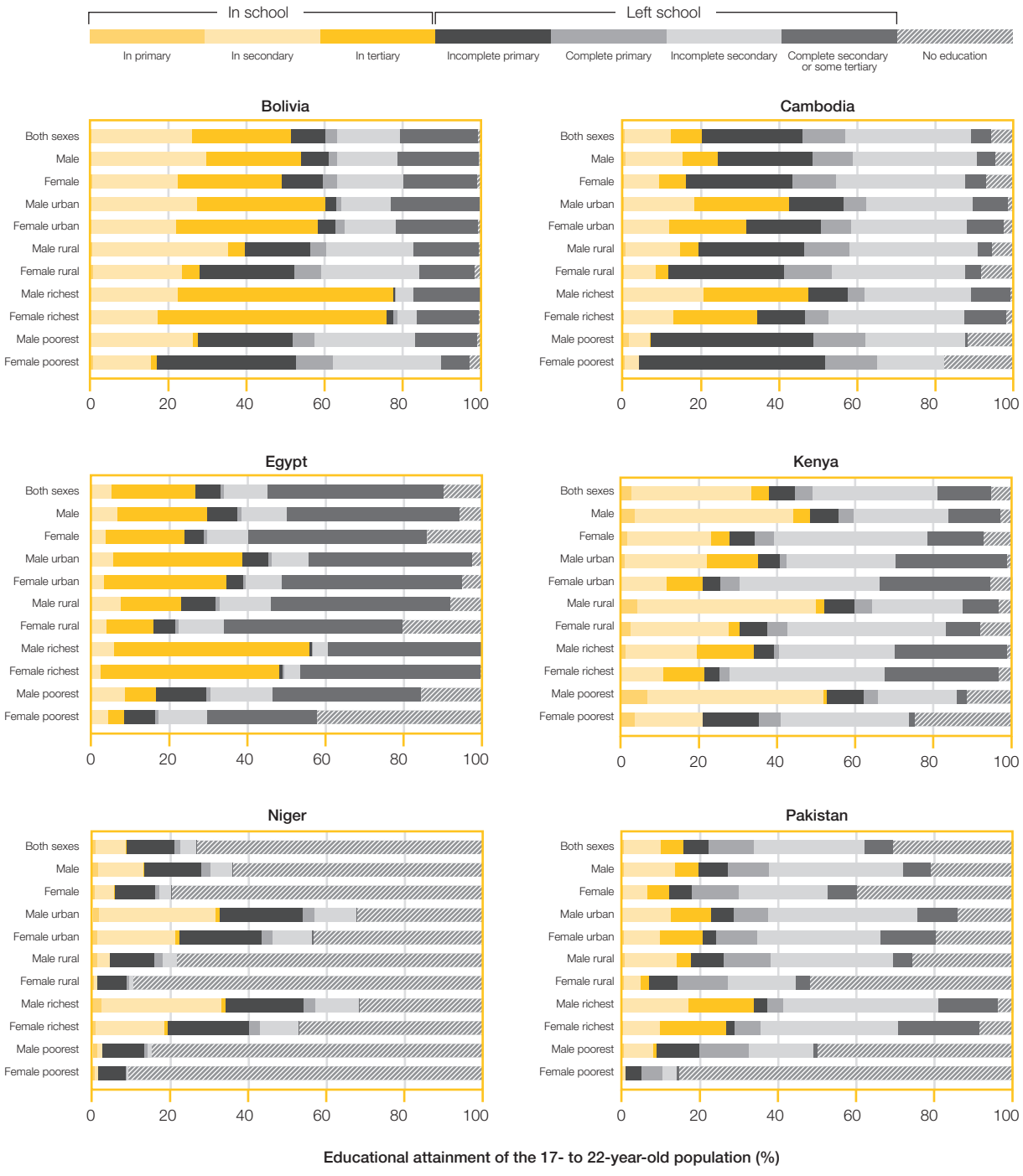
Strikingly, across these six countries, young men have higher attainment rates than women. There are large disparities in attainment rates between urban and rural areas, and between poor and rich households. Young people from urban and rich households are much more likely to still be in school than their counterparts from rural and poor households. The pattern changes slightly in Kenya, where data show that relatively large proportions of rural and poor youth between the ages of 17 and 22 are still in secondary school but far beyond the intended age range – which increases the likelihood of dropout.

How do the countries and sub-groups compare with respect to young people who never entered school? The proportion which has never attended school ranges from 73% in Niger and 31% in Pakistan to 10% and 6% in Egypt and Cambodia, respectively.

FIGURE 20

What share of youth completed primary and secondary education and what share left school early?

Educational attainment of 17- to 22-year-olds by sex, location and household wealth quintile in selected countries, 2006-2011

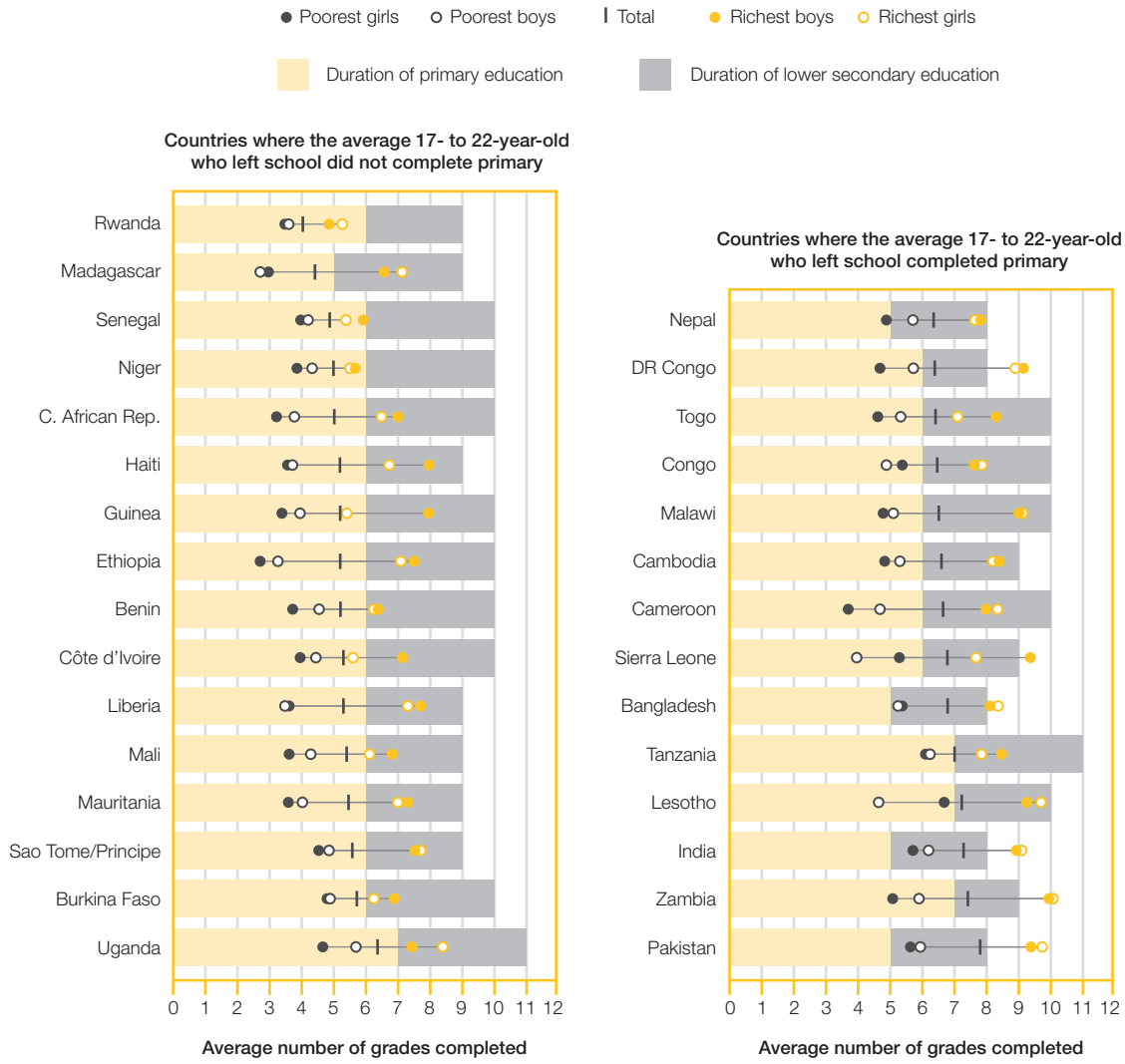


Sources: Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS).

FIGURE 21

How do household poverty and gender relate to the number of years of education students complete before leaving school?

Educational attainment of 17- to 22-year-olds who have left school by household wealth quintile and sex in selected countries, 2005-2010



Notes: This figure only includes the population that went to school and has left school. Therefore, the total average does not include the attainment of 17- to 22-year-olds who are still in school, nor the population who never went to school.

Sources: Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS).

The highest shares of exclusion from education are found in the poorest segments of the population. In Cambodia, Egypt, Kenya, Niger and Pakistan, a higher proportion of poor women have no education compared to poor men: in Niger and Pakistan, more than eight out of ten poor young women aged 17 to 22 years have never entered school.

How far do young people progress in their studies before leaving school?

Once a child enters the classroom, how many years of education does he or she complete before leaving school? **Figure 21** explores the link between poverty, household location and educational attainment among the population of 17- to 22-year-olds who

are no longer in school. In all 30 countries shown, young men and women from poor households have completed fewer years of education than their better-off peers. This disparity is all the more striking because it does not include the population that never went to school, which predominantly includes children from the poorest households. As this analysis focuses on the population which has attended school, young people with no education are excluded from the calculation of mean years of schooling.

By contrasting educational attainment with the intended duration of primary and lower secondary education in each country, it is possible to see whether, on average, pupils complete primary or secondary education or leave school early. In 25 of the 30 countries shown, the average pupil from a poor household has left primary school before completion.

The difference in attainment between poor young women and men is quite small in most countries. However, gender disparities against women are apparent in Cameroon and Uganda, where poor women complete about one year of education less than poor men. In contrast, the opposite is seen in Lesotho and Sierra Leone.

These data help to put in stark contrast the inequalities in educational attainment between rich and poor students. With the exceptions of Niger, Rwanda and Senegal, the average rich pupil completes at least primary education before leaving school. The attainment gap between rich and poor youth ranges from about one year in Rwanda to nearly five years in Ethiopia and Zambia.

SECTION 4

MONITORING EDUCATION QUALITY: PUTTING THE SPOTLIGHT ON LOW LEVELS OF LEARNING[10]

WHAT'S IN THIS SECTION?

Are students with low literacy skills more likely to repeat grades and leave school early? This section presents the results of several international assessments of reading skills among primary school pupils in countries at different stages of development. The discussion focuses specifically on reading, which is a crucial aspect of learning objectives at the primary level.

KEY FACTS

- Between 2008 and 2012, large-scale reading assessments were conducted in 26 countries among national samples of pupils in Grades 2 to 4. One-half of the children tested could not read a single word.
- The most recent results from the SACMEQ (2007) assessment conducted in 14 sub-Saharan African countries show that in about one-half of countries pupils at the end of primary school had low performance levels in reading. In Malawi and Zambia, almost three in four tested pupils were unable to meet minimum requirements for reading.
- In Francophone African countries, results from the most recent PASEC (2009) study show that more than one-half of pupils had the lowest performance levels in the French language.
- In Latin America, results from the second learning achievement study undertaken by the LLECE (2006) show that at least one-third of tested pupils did not achieve minimum reading skills in one in four participating countries.
- Results from international learning assessments like LLECE, PASEC and SACMEQ show that low student performance is found in education systems that practice grade repetition as well as those that practice automatic promotion.
- A range of data sources show that children with the least opportunities – arising from poverty and compounding disadvantages – are most likely to repeat grades and leave school early without being able to read a basic text.

Ultimately, the goal is not just to have children progress through and complete school, but to ensure "meaningful access" to good quality education (Lewin et al., 2011). This has led to a greater policy focus on outcomes such as the knowledge, attitudes and skills that students have acquired or develop as a result of their exposure to schooling (Kellaghan and Greaney, 2001).

The discussions in this section are based primarily on data from cross-national assessments of student achievement, which are often conducted on a regional basis, as in the case of PASEC, SACMEQ and LLECE assessments.[11]

While cross-national comparisons of student achievement can provide important perspectives for analysis, they are also limited by the wide variation in contexts at the school level, such as late entry and the age of students, prevalence of grade repetition, and early school leaving. Context is also relevant in studies that include countries at different stages of development. In some developing countries, large proportions of students have dropped out well before the end of primary schooling. Nonetheless, assessment data show low levels of learning for those who remain in school.

4.1 LOW READING PERFORMANCE IN EARLY GRADES OF PRIMARY EDUCATION

Since 2008, a growing number of developing countries are assessing the reading skills of pupils in the early grades of primary school. This early

10 It is important to note that the data presented in this section are not included in the statistical tables of the Digest.

11 The *Programme d'analyse des systèmes éducatifs des États et gouvernements membres de la CONFEMEN (PASEC)*; the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ); and the *Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación* (LLECE).

measurement is critical because it allows for timely intervention to ensure that all children learn to read. Pupils who are not able to read do not have the prerequisite skills for successful learning in later grades. In general, early grade reading assessments (EGRA) are used as a diagnostic tool for assessing pupils' basic skills in reading (e.g. letter naming, familiar word reading, connected text passage reading and comprehension) and are administered in the 2nd or 3rd grades of primary school.

Between 2008 and 2012, large-scale early grade reading assessments were conducted in several countries and in diverse languages. It is difficult to compare results across countries because of significant differences in how individual pupil achievements are scored and also because of

TABLE 2. Are 2nd to 4th grade pupils learning to read?

Percentage of children who were not able to decode a single word in selected countries, 2008-2012

COUNTRY	% pupils	Language	Year	Source
GRADE 2				
Egypt (USAID/Girls Improved Learning Outcome(GILO)-supported schools)	48	Arabic	2009	RTI
Ethiopia	22	Amharic	2010	RTI
Honduras (rural World Bank-supported schools only)	26	Spanish	2008	RTI
Liberia	54	English	2008	RTI
Malawi*	96	Chichewa	2010	RTI
Mali	94	French	2009	RTI
Morocco	33	Arabic	2011	RTI
Nepal** (sample of NGO-supported schools)	79	Nepali	2009	AED
Nicaragua* (excluding Atlantic Coast)	6	Spanish	2008	RTI
Pakistan (sample of NGO-supported schools)	91	Pashtu	2009	Save the Children
Uganda (Lango sub-region)	82	Lango	2009	RTI
Yemen	42	Arabic	2011	RTI
Zambia	91	Bemba	2011	RTI
GRADE 3				
Bangladesh** (sample of NGO-supported schools)	12	Bangla	2010	Save the Children
Guatemala** (sample of NGO-supported schools)	4	Spanish	2008	AED
Haiti*(Artibonite and Gonaives)	35	French	2009	RTI
Kenya (Central and Luo-Nyanza provinces)	21	Kiswahili	2009	RTI
Mozambique** (Cabo Delgado, sample of NGO-supported schools)	57	Portuguese	2010	AED
Nigeria** (Sokoto and Bauchi states)	78	Hausa	2011	RTI
Papua New Guinea (Madang province)	13	English	2011	World Bank
Philippines** (Mindao, sample of NGO-supported schools)	30	English	2009	Save the Children
Senegal	18	French	2009	RTI
Vietnam** (sample of NGO-supported schools)	7	Vietnamese	2010	Save the Children
Zimbabwe* (sample of NGO-supported schools)	56	English	2012	Save the Children
GRADE 4				
Rwanda*	13	Kinyarwanda	2011	RTI
DR Congo* (Bandundu, Equateur, Orientale provinces)	70	French	2010	RTI

Notes: Non-readers are those students who were unable to read any words on the first line of a graded reading passage and were asked to discontinue the exercise. Results were based on national samples of pupils unless otherwise noted. For further documentation regarding the assessments, please see www.eddataglobal.org. Assessment was carried out at the end of the school year unless otherwise noted.

* Assessment was conducted at the beginning of the school year.

** Assessment was conducted in the middle of the school year.

AED = Academy for Educational Development. RTI = Research Triangle Institute.

Sources: Assessments conducted by ministries of education and non-governmental organizations. Compilation and calculations by RTI International.

TABLE 3. How many countries take part in cross-national studies of learning achievement?

Number of countries by region that take part in cross-national assessments

REGION	Countries without cross-national assessments	Countries participating in assessments					Total
		LLECE (reading) 2008	PASEC (reading – French)	PIRLS 2011	SACMEQ III (reading 2007)	PISA (reading) 2009	
Arab States	11			6		4	20
Central and Eastern Europe	5			10		16	21
Central Asia	5			2		3	9
East Asia and the Pacific	24			6		10	34
Latin America and the Caribbean	24	16		3		9	42
North America and Western Europe	6			18		22	29
South and West Asia	8			1			9
Sub-Saharan Africa	20		11	2	14		45
WORLD	**103**	**16**	**11**	**48**	**14**	**64**	**209**

Note: PISA = Programme for International Student Assessment.

Source: UNESCO Institute for Statistics database.

differences in language structure, especially with regard to word length and spelling. But, as shown in **Table 2**, one-half of the children tested could not read a single word after two to four years of schooling. Even worse, in three countries, almost all pupils were lacking the most basic reading skills. For example, in Malawi, Mali and Zambia, learning difficulties start early: in Grade 2 more than 90% of pupils were unable to decode a single word. Such low reading levels were found in other regions as well, including in Pakistan, where 91% of 2nd graders were unable to decode a single word of text.

4.2 ASSESSING LOW LEVELS OF READING SKILLS AT THE END OF PRIMARY EDUCATION

Approximately 150 countries in the world undertake learning skills assessments at the end of primary education (UNESCO, 2008). These studies are conducted in a comparative manner, usually through a regional initiative covering countries in Central and West Africa, South and East Africa or Latin America. There are assessments, however, which include countries from different regions. The Progress in International Reading Literacy Study (PIRLS), for example, has participating countries on all continents, though the majority are in Europe. **Table 3** presents a summary of the number of countries per region with information from at least one of the cross-national assessment studies.

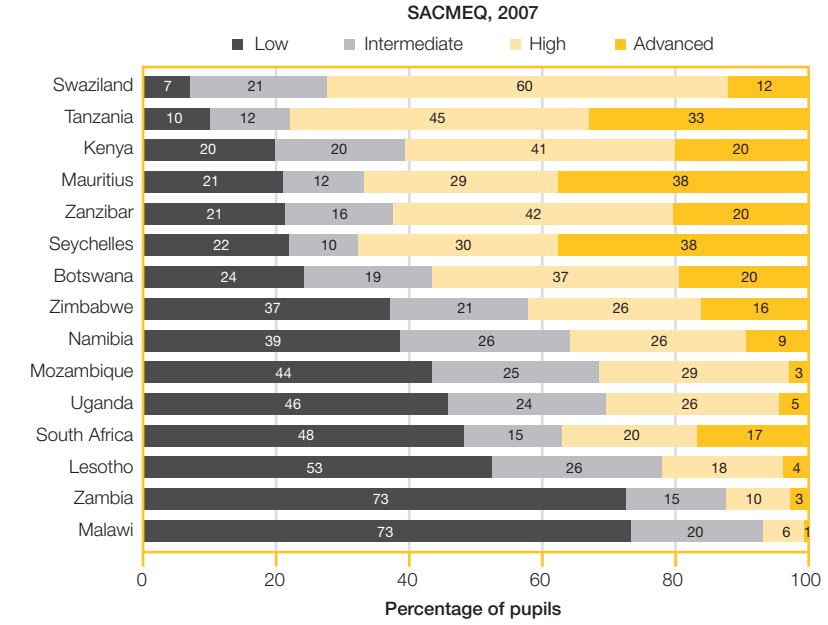
The UIS has launched a new initiative, the Observatory of Learning Outcomes, that will use these assessments to develop a large body of comparable data in order to provide a reliable picture of learning achievement around the world, specifically concerning reading, writing and numeracy skills at the end of primary school. The Observatory will provide a range of statistical information on learning outcomes from all countries conducting assessments to facilitate global monitoring. It will develop two datasets: a global database on student performance and a catalogue of assessments undertaken around the world.

The global database will promote the use of indicators of learning outcomes that are comparable across countries. These measures will be generated by a consortium of international and regional assessment agencies. The catalogue will be a global inventory of large-scale assessments that countries use to monitor how much their school children are learning in primary and secondary school. It will cover national (including examinations) and international large-scale studies of student achievement. The aim is to provide the information needed for governments to make informed decisions concerning different

FIGURE 22

How do pupils perform in reading?

Distribution of pupils by performance levels in international assessments, 2000s



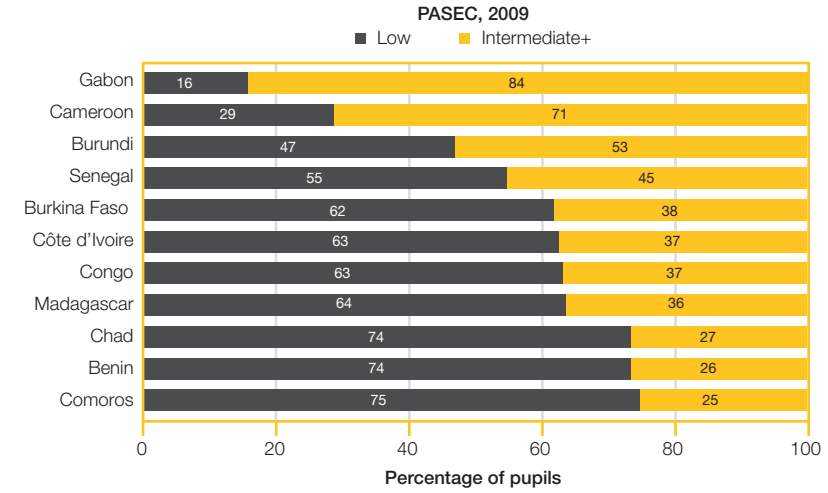
Notes: Three performance levels are considered as "low":

Level 1: Matches words and pictures involving concrete concepts and everyday objects. Follows short, simple written instructions.

Level 2: Matches words and pictures involving prepositions and abstract concepts. Uses cuing system (sounding out, using simple sentence structure, and familiar words) to interpret phrases.

Level 3: Interprets meaning (matching words and phrases, completing sentences) in a short and simple text.

Source: SACMEQ III Project Results, p. 12.

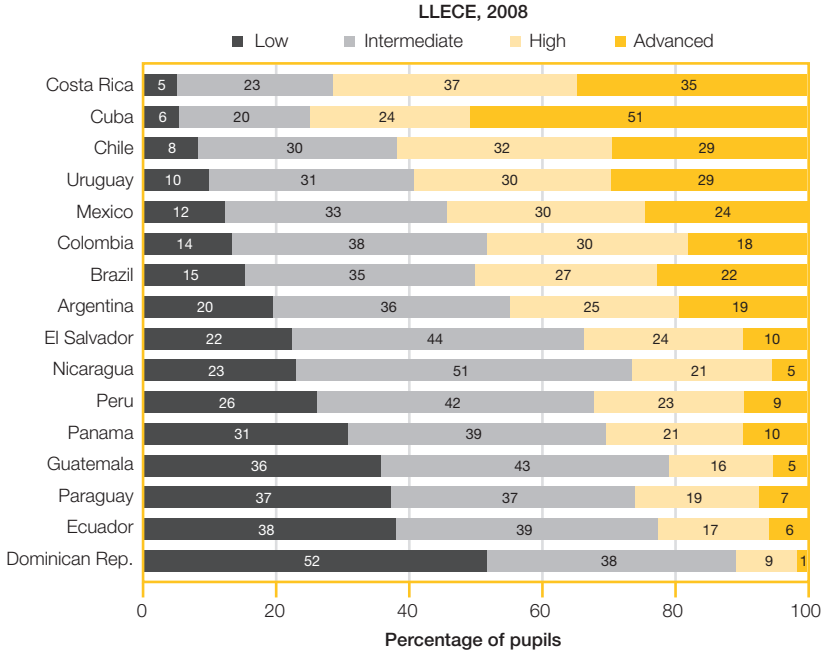


Notes: Performance levels considered as "low":

Level 1: Students with no more than 24% correct answers fall in this category. A score in this range could be obtained by random answers on the assessment.

Level 2: Students with 25% to 40% correct answers.

Source: "Synthèse régionale des résultats PASEC", 2010, p. 8.



Notes: Performance levels considered as "low":

Low level: Locate information with a single meaning in a prominent or central part of the text (beginning or end), that is repeated literally or synonymously and is isolated from other information.

Source: SERCE Student Achievement in Latin America and the Caribbean, 2008, p. 39.

approaches to large-scale assessments. While collaboration among these assessment initiatives is a promising approach, it is nevertheless also important to keep in mind that learning goes beyond standardised scores of reading skills.

Figure 22 presents the percentage of the assessed population that had low levels or "poor" performance (not meeting minimum requirements for reading) for the three regional studies (SACMEQ, PASEC and LLECE). Each study uses its own constructs, tools, procedures and benchmarks to generate this target group.

Following its mandate to improve overall educational quality, the SACMEQ initiative has compared educational achievement among children at the end of primary schooling in 14 sub-Saharan African countries since 1995. The most recent study is from 2007.

Results show that in approximately one-half of the countries pupils had low performance levels in reading (40% or more at the lowest performance level as defined by the study). Malawi and Zambia had the largest proportions of low performers, with almost three in four tested pupils unable to meet minimum requirements for reading. Many of these children appear to have only the most basic, or pre-emergent, skills.

In the PASEC learning achievement study, pupils in Grades 2 and 5 were tested in mathematics, French and sometimes the national language. The study also collects data on the characteristics of pupils, teachers, classes and schools in order to examine their impact on pupil performance. The most recent study took place in 2009.

Results for the PASEC study show that, in 8 out of 11 participating countries, more than one-half of the pupils attained the lowest performance levels in the French language. Gabon (16%) and Cameroon (29%) had the smallest proportions of low-performing pupils in reading achievement in the French language. The rates in Gabon can be partly explained by the fact that almost all children speak French at home, which is not the case in many of the other countries, and that the country has a relatively high national level of GDP per capita. In terms of progression, about three out of five children (58%) reach the last grade of primary school in Gabon. In contrast, Benin, Chad and Comoros had the greatest shares of low-performing pupils, where almost one out of two pupils (two out of five for Comoros) failed to meet minimum standards (PASEC, 2010).

Concerning the determinants of pupils' learning, research on PASEC results from the 11 countries shows that family income, the use of the instruction language at home, and the possession of textbooks have a positive impact on learning. However, the following factors have a negative impact on learning: repetition, gender discrimination (against girls), very large class size, and rural location of schools (PASEC, 2010).

LLECE, which has a network structure, serves as a technical and policy debate forum dedicated to the learning process and its ramifications, and undertakes systematic comparative studies among primary school pupils in the areas of reading, mathematics and sciences. The most recent study, the Third Regional Comparative and Explanatory Study (TERCE), is currently being implemented. The second study (SERCE) was conducted in 2006 and covered 16 countries and the Mexican state of Nuevo Leon.

Results show that, in one in four participating countries, at least one-third of tested pupils did not achieve minimum reading skills. The greatest number of low performers in reading were found in the Dominican Republic (52%), where more than one-half of pupils tested did not meet minimum reading standards, followed by Ecuador (38%), Paraguay (37%) and Guatemala (36%). In contrast, the lowest shares were found in Costa Rica (5%) and Cuba (6%).

4.3 LEARNING OUTCOMES AND REPETITION

As shown in Section 2 of this report, many education systems apply a policy that requires pupils who have not satisfactorily met the learning objectives of

BOX 4. What universal reading skills should all children acquire by the end of primary education?

The Center for Universal Education at the Brookings Institution and the UNESCO Institute for Statistics (UIS) have launched a Learning Metrics Task Force to catalyse a shared vision for learning goals and targets. The task force provides a space for consultation and dialogue among a diverse group of experts to develop recommendations for learning standards, metrics and implementation practices. The project timeline strategically aligns with global policy processes to implement the next generation of the Education for All agenda and Millennium Development Goals, as well as the UN Secretary-General's new global education initiative, Education First.

The task force will develop recommendations for learning metrics at the early childhood, primary and post-primary education levels. It includes representatives of national governments, civil society, regional organizations, multilaterals and bilateral donors. The Brookings Institution and the UIS will support the analytical and administrative work of the task force, while technical working groups will make recommendations concerning standards, measures, methods and implementation strategies.

their current grade to repeat the grade. This policy is motivated by the belief that an extra year in the grade will give struggling pupils an opportunity to improve content mastery and be better prepared to succeed in subsequent grades. Those who favour grade repetition policies also tend to suggest that it is important for schools to maintain high standards.

In contrast, other school systems apply a social promotion policy of moving pupils to the next grade level despite poor achievement at their current grade. It is based on the belief that promotion maintains the motivation of pupils and that such pupils will get more from exposure to new content than they would from repeating their current grade (UIS, 2004).

Results from international learning studies show that student performance is not closely associated with the practice of repetition or automatic promotion. For example, high-performing students come from countries that practise repetition and from those that practice automatic promotion. In more developed countries, results from the Programme for International Student Assessment (PISA) in 2009 (OECD, 2011) show that some high-performing countries apply automatic promotion (e.g. Finland, Iceland and Norway) while others practice repetition (e.g. Belgium, Canada, the Netherlands and the United States). According to results from the SACMEQ III survey (Hungi, 2011), the top three performers in terms of reading scores of primary Grade 6 pupils were Seychelles, Mauritius (which have automatic promotion policies) and Tanzania, which applies repetition.

At the same time, the progress of individual pupils may be impacted by repetition or automatic promotion policies. In South and East Africa, in all of the 15 SACMEQ school systems, pupils who had never repeated grades were likely to achieve better results than pupils who had repeated grades in reading, and in all but two of the school systems (Malawi and Swaziland) in mathematics (Hungi, 2011). Over the last decade, PASEC evaluations in 11 countries provide evidence that during the school year repeaters progressed less than their classmates in terms of learning (PASEC, 2010).

Does repetition improve learning? A wide range of studies and empirical evidence have still not reached a consensus on the use of repetition to address insufficient learning (Ndaruhutse, 2008; Crahay, 2007; UNESCO/IIEP, 1997). Those who support its pedagogical effectiveness argue that advancing to the subsequent grade/level of education is contingent upon mastery of the curriculum of the preceding grade/level. They also argue that repetition can be effectively used to regulate and motivate students. Conversely, arguments against the use of repetition consider that such a policy: i) is a waste of financial and human resources; ii) harms the self-

esteem of repeaters; and iii) is not effective in helping students to catch up academically (Labé, 2010).

An analysis of the results of international student assessments seems to portray a story of two worlds. In the first, schools are stable, well-resourced institutions, designed to serve school-ready entrants who can successfully meet curricular objectives. Yet, in other places, schools lacking even the most basic services are trying to serve students, who often face poverty and compounding disadvantages. In the end, it is the children with the least opportunities who are most likely to repeat grades and leave school early without being able to read a basic text.

It is important to note that the indicators of learning outcomes described here are not comparable; they were generated using different assessment models. At the same time, it is impossible not to observe that all the evidence from the different assessments point in a similar direction. Millions of children in less developed countries do not learn to read in the early grades, which is when they should do so, as reading is a foundation for further learning. In short, many youngsters are completing primary school each year without having acquired basic literacy skills.

SECTION 5

THE COSTS OF SCHOOL FAILURE

WHAT'S IN THIS SECTION?

Based on the analysis presented in earlier sections, this section aims to identify the factors that underlie repetition, early school leaving and learning achievement before presenting the different types of policy measures required to address the needs of the most disadvantaged children. The economic dimension is also highlighted in order to stress the need for more efficient use of existing resources. Solutions that focus on early interventions – which are designed to remedy learning gaps before they accumulate and costs rise – are at the heart of this section.

KEY FACTS

- Many countries in sub-Saharan Africa are faced with high rates of repetition and early school leaving. This is also the case for several countries in Latin America and the Caribbean and in East Asia and the Pacific.
- Repetition can account for two to three years of school life expectancy rates in Burundi and Togo, and almost one year or more in a range of other countries, primarily in sub-Saharan Africa, but also in Timor-Leste and Lao People's Democratic Republic in Asia and the Pacific region, in Algeria, Morocco and Tunisia in the Arab States, and in Uruguay in Latin America and the Caribbean.
- If resources spent on repeating a grade were instead spent on enrolling new entrants into school, annual GDP in countries like Burundi, Madagascar and Malawi could grow potentially by 1.3%, 0.7% and 0.6% respectively.
- Policies that focus on prevention or prioritise interventions before learning gaps accumulate can be the most cost-effective.
- In middle- or high-income countries, primary school classes have fewer than 30 pupils, and in a majority of them there are fewer than 20 pupils per class. Yet, in sub-Saharan Africa, the average class size in public primary schools ranges from 26 pupils in Cape Verde to 84 in the Central African Republic. In four out of ten countries reporting data, there are on average 50 or more pupils per class.

Repetition is a policy implemented by teachers and school administrators, sometimes with the permission of parents. Early school leaving is more likely a choice, made by pupils and their families in response to a process rather than an event, which may also be precipitated by teachers, headmasters, education systems and a range of external factors. Thus, repetition policy is more readily amenable to changes in the provision of education, whereas policies related to early school leaving are linked to the supply of education and the demand for it.

In terms of resource use, the costs of repetition often remain hidden, largely because a rising number of children in the education system and individual classrooms often leads to the downgrading of education quality. Equally hidden are the considerable individual and social costs associated with early school leaving – which are recognised but often difficult to quantify. Despite this important distinction, both phenomena are associated with unsatisfactory progress and incomplete learning.

This section reviews the links between repetition and early school leaving before measuring the costs of grade repetition policies. It concludes by identifying a few important areas in terms of policies aimed at reducing grade repetition and dropout rates.

5.1 LINKS BETWEEN REPETITION, EARLY SCHOOL LEAVING AND INADEQUATE LEARNING OUTCOMES

The factors underlying repetition, early school leaving and learning achievement are related. While further evidence in longitudinal research is needed, existing research suggests that children who start late and/or repeat grades are more likely to leave school early.

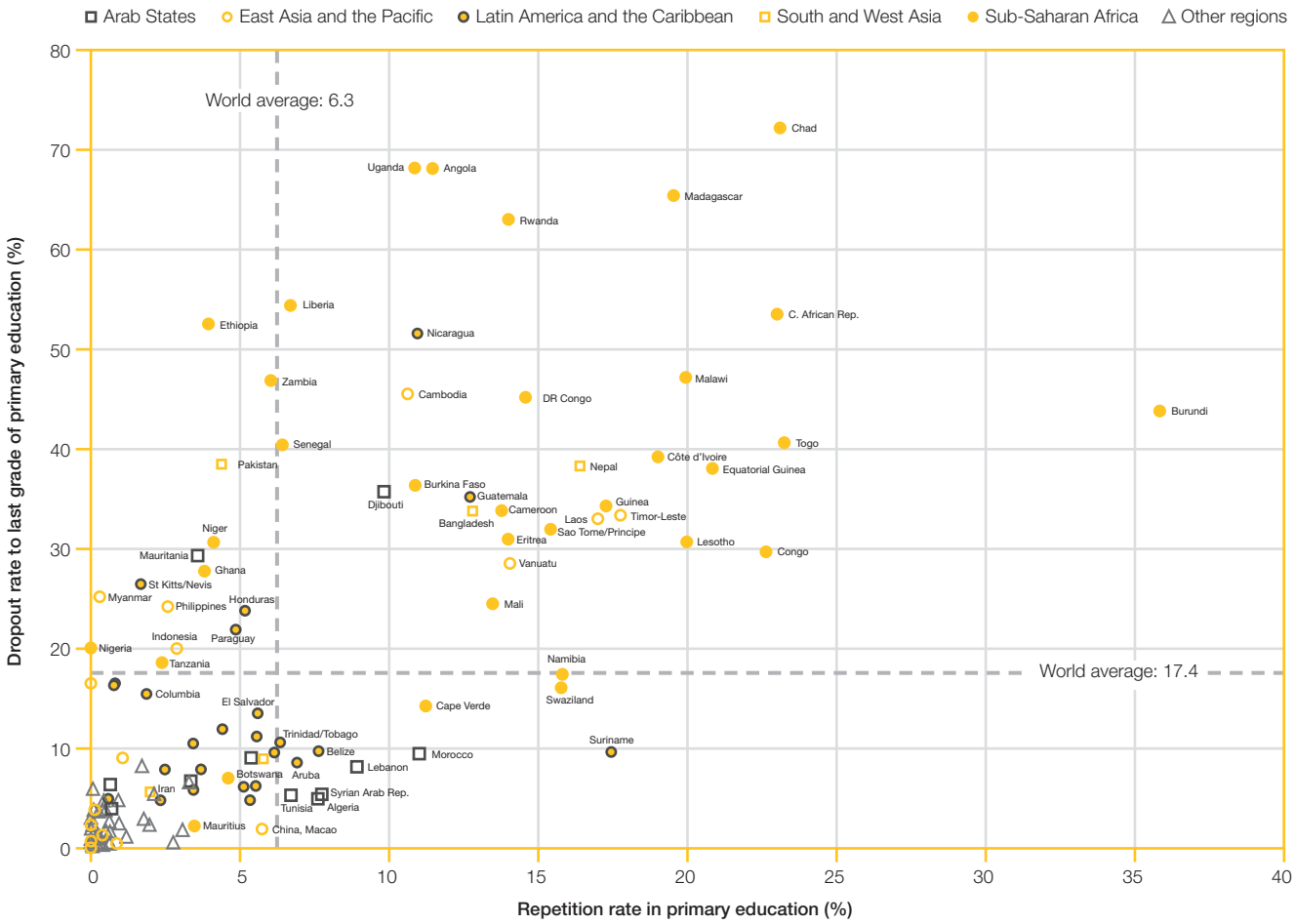
Figure 23 shows that high rates of repetition and early school leaving are found in many of the same countries. The majority of these countries are in sub-Saharan Africa, although several countries are in Latin America and the Caribbean (e.g. Guatemala and Nicaragua) and in East Asia and the Pacific (e.g. Cambodia, Timor-Leste and Vanuatu). There are also countries with low rates of repetition but high dropout rates, like Ethiopia and Liberia. As with grade repetition, there are many reasons why children leave school early but, as profiles in earlier sections of this report show, children, households and communities that face multiple disadvantages are particularly at risk.

However, the relationship between repetition and dropout rates is not clearly defined, which may be partly due to difficulties in accurately measuring these phenomena, especially in developing countries. For example, repetition rates of around 23% are associated with dropout rates of 30% in the Congo, 41% in Togo, 54% in the Central African Republic and 72% in Chad. The reverse is noted in other countries, where high dropout rates in the range of 45% are found in countries such as Zambia, which has a repetition rate of 6% or Cambodia (11%), Malawi (20%) and Burundi (36%).

FIGURE 23

Are rates of grade repetition and early school leaving related?

Repetition and dropout rates in primary education in selected countries, 2009



Source: UNESCO Institute for Statistics database.

High repetition and dropout rates are also associated with inadequate levels of basic learning achievement in reading and mathematics. Indeed, results from SACMEQ III in Southern and Eastern Africa showed that most countries with poor pupil performance in reading and mathematics (e.g. Lesotho, Malawi, Uganda and Zambia) shared the same characteristics with regard to repetition and early school leaving (Hungi, 2011). This is also true for low-performing primary education systems in Central Africa (PASEC, 2010), namely Chad and the Congo. In Latin America and the Caribbean (LLECE, 2006), low levels of pupil performance at the primary level were found in Guatemala and Nicaragua – which have high rates of grade repetition and early school leaving. At the same time, these large-scale learning achievement studies showed that countries with high levels of pupil performance (for example, Botswana, Costa Rica, Mauritius and Tanzania) also had more moderate repetition and dropout rates.

A wide range of different factors can influence levels of student learning and, consequently, lead to grade repetition or early school leaving. Which factors are most relevant and how they interact with other factors tend to vary by context – between countries or within population groups (urban/rural, rich/poor) in a single country.

Previous sections of this report have demonstrated the importance of student, family and school/classroom factors for grade repetition and early school leaving. For example, high rates of repetition and early school leaving have been associated with: pupil's age, gender, motivation, household income, child labour, command of the instruction language, educational attainment/illiteracy of parents, urban/rural location, as well as the educational resources of the school, instruction conditions, teaching quality and non-standard assessment of student performance. It is important to note that these are just some of the determining factors related to the education system and family background of the pupils.

From a gender perspective, UIS data show that, on average, boys are more likely to repeat a grade in primary education than girls. On the other hand, girls – typically from low-income households or rural areas in sub-Sahara Africa, for example – are slightly more likely to leave school early mainly due to their responsibilities for the care of younger children, the gender division of labour in the household economy or early marriage (Ndaruhutse, 2008). In such cases, high repetition rates would not explain early school leaving, nor would learning achievement or school-related factors. Consequently, measures to enhance learning in this context may not directly address the causes of early school leaving.

5.2 GRADE REPETITION AND EARLY SCHOOL LEAVING ARE COSTLY, BUT TO WHAT EXTENT?

A number of studies have considered grade repetition and early school leaving from the perspective of inefficiencies in the use of resources (UNESCO/IBE, 1971; UNESCO, 1976, 1980, 1998, 2005). Every pupil who leaves school without completing the full course of compulsory education or achieving the learning objectives (e.g. foundation skills in reading, writing and numeracy) represents lost investments in addition to lost opportunities at the level of the individual and society. A pupil who repeats a grade consumes an additional year of educational resources, potentially limiting the capacity of the education system, increasing class size and the cost per graduate. Yet, in certain contexts, the pedagogical effects of repetition can increase the repeater's learning and labour market productivity.

There are two broad approaches for estimating the costs of repetition and/or early school leaving. One focuses on the direct costs and the other takes into account indirect costs. Direct costs reflect how much resources are used in education systems and, thus, are typically based on per-student or per-graduate costs. The most basic approach is simply to multiply the number of repeaters by per-student cost – though this can overstate the actual resources required to accommodate repeaters in the education system. Based on the cost per

BOX 5. New OECD estimates for the costs of grade repetition

As part of the PISA 2009 background questionnaire, a number of 15-year-old students reported having repeated a grade at least once in primary, lower secondary or upper secondary education. OECD has introduced new estimates for the cost of grade repetition by adding up direct costs and opportunity costs.

The direct costs are the costs for education systems to provide one additional year of education. The opportunity costs are the costs of delaying students' entry into the labour market by one additional year. Two assumptions underlie the estimation of opportunity costs: i) repeaters attain at most the lower secondary level (i.e. using annual labour costs for ISCED levels 0 to 2 for 25- to 64-year-olds and the unemployment rate for "below upper secondary education"); and ii) repeaters attain the national average education level (i.e. using the average annual labour costs for 25- to 64-year-olds and the unemployment rate for "all levels of education").

Estimation results indicate that the United States, Germany and Brazil have the three highest annual costs for grade repetition. In these countries, the total annual cost for grade repetition is estimated at 20.8, 6.9 and 6.8 trillion purchase power parities in U.S. dollars (PPP US$) respectively. This represents about 4% of total expenditure on primary and secondary education in the United States and about 9% of costs in Brazil and Germany.

This estimation approach does not address the benefits of grade repetition or the costs of not having grade repetition. For example, by repeating grades, students' productivity and readiness for the labour market might be improved. Education systems might have to implement relevant policies and invest resources, such as extra tuition and subsidies for at-risk students, in order to avoid grade repetition, but these costs are not incorporated into this estimation. In addition, these cost estimates are based on the assumption that the most recent data on labour costs and unemployment rates will remain stable over time.

Source: OECD (2011).

graduate, it is also possible to assess the internal efficiency of the education system and compute costs associated with the educational resources consumed by repetition and early school leaving (Cuadra and Fredriksen, 1992; UNESCO, 1980, 1998). Calculating indirect costs involves taking a broader view, which includes potential human capital development, economic returns and growth that might be delayed or missed due to grade repetition or early school leaving (Belfield, 2008; OECD, 2011).

Measures of school life expectancy net of repetition indicate the average number of grades that a child is likely to attain in school and help to inform about the inefficiency of grade repetition from an economic point of view. In a number of countries that reported data, the years spent repeating grades make up a substantial proportion of the output of education systems *(see **Figure 24**).* Repetition can result in two to three additional years in Burundi and Togo, and almost one additional year or more in a range of other countries, primarily in sub-Saharan Africa, but also in Algeria, Morocco, Timor-Leste, Tunisia, Lao People's Democratic Republic and Uruguay. The years spent repeating typically occur in primary education, although grade repetition in lower secondary education makes up more one-than half of the additional years in Algeria, Tunisia and Uruguay.

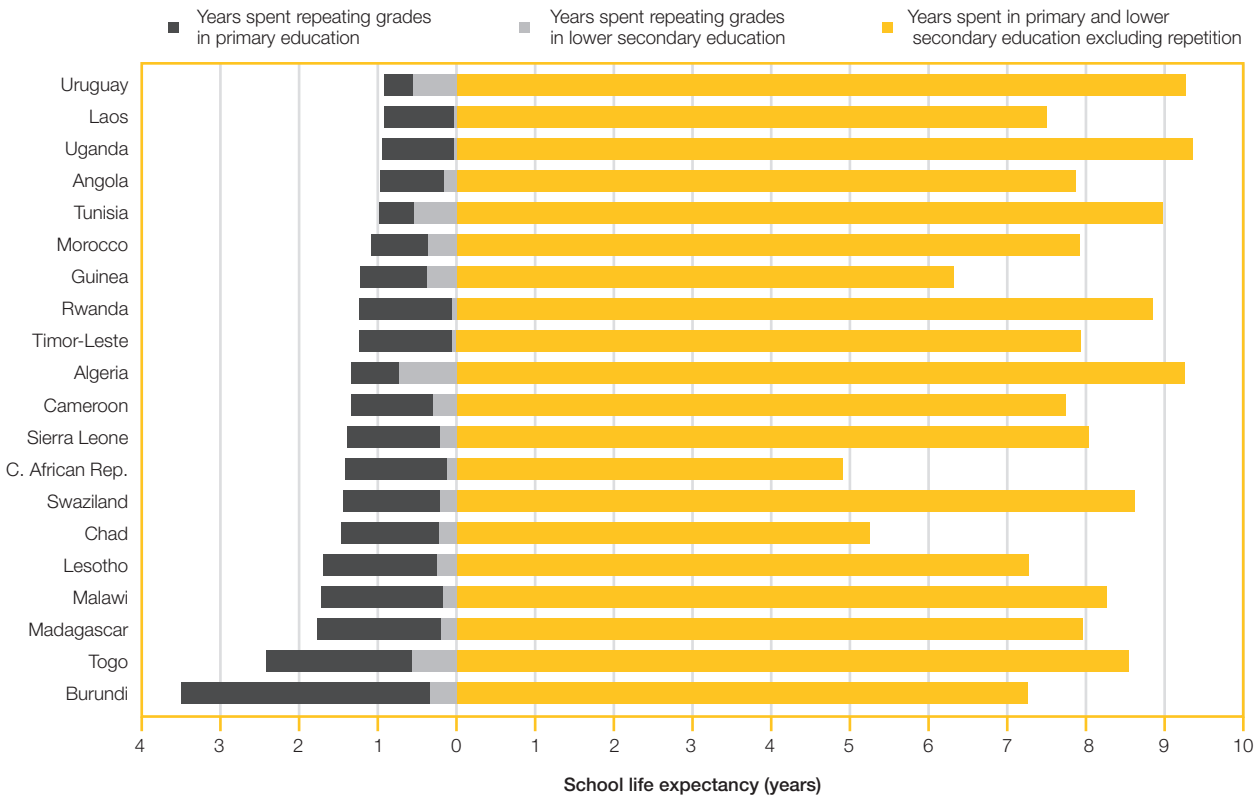
It is important to note that each year of real additional schooling (not due to repetition) could, on average, increase individual earnings by 10% and lift annual GDP growth globally by 0.37% (UNESCO, 2010). In this regard, if resources spent on repeating a grade were instead spent on enrolling new entrants into school without reducing the quality of education, annual GDP in countries like Burundi, Madagascar and Malawi could grow potentially by 1.3%, 0.7% and 0.6% respectively.

5.3 POLICY OPTIONS FOR REDUCING REPETITION AND EARLY SCHOOL LEAVING

It is difficult to design comprehensive policies to reduce repetition, early school leaving and low

FIGURE 24 **How many years are spent repeating grades in primary and lower secondary education?**

School life expectancy with and without repetition for countries exceeding a population of 1 million with highest number of school years due to repetition, 2010 or most recent year available



Note: Countries are ordered by the total number of years spent repeating grades in primary and lower secondary education.

Source: UNESCO Institute for Statistics database.

learning achievement because of the range of factors involved. Nevertheless, addressing the persistent and low quality of learning outcomes is a serious concern regardless of efficiency considerations and should be a key ingredient in any policy intervention (Cuadra and Fredriksen, 1992).

It is possible to identify interventions to lower the risks of grade repetition, early school leaving and low levels of learning achievement at different stages in a student's educational experience. Some of these interventions include:

- ensuring transition (in intermediate stages if necessary) to reduce or target the practice of repetition;
- focusing on early intervention – ensuring wider access to pre-primary programmes to facilitate school readiness;
- reducing the over-age population by addressing the direct causes of late entry;
- investing resources in education quality in early grades to ensure successful early learning; and
- developing a range of compensatory opportunities for skills formation for early school leavers and young people.

An obvious starting point for policy formulation is establishing whether grade repetition or automatic promotion is better for student learning. Results from international learning assessments like LLECE, PASEC and SACMEQ show that low student

performance is found in education systems that practice grade repetition as well as those that practice automatic promotion. For more developed countries, PISA 2009 results (OECD, 2011) show that countries performing above the OECD average also tend to practice either automatic promotion (e.g. Finland, Iceland and Norway) or grade repetition (e.g. Belgium, the Netherlands and the United States).

The top three performers in the SACMEQ III Grade 6 pupils' reading scores in Southern African countries in 2007 were Seychelles, Mauritius and Tanzania. Automatic promotion is applied in the first two countries, while repetition is applied in the last. The distinction may be found in how repetition is applied – when used selectively in more developed education systems, it can help support learning; but when used indiscriminately, it can lead to high dropout rates and poorly performing education systems.

Moreover, automatic promotion could represent a more cost-effective policy. The resources saved can be evaluated by comparing them to the resources invested in costly remedial classes or catch-up programmes for students experiencing learning difficulties, which typically require one-on-one attention.

What is the best way to introduce automatic promotion? The experience of countries in introducing automatic promotion is varied. Grade repetition is applied in secondary education in some countries (e.g. Nigeria), from the last grade of primary education in others (e.g. Mauritius), or limited to the last grades of sub-cycles of primary education (e.g. Burkina Faso, Mali, Niger, Sao Tome and Principe, and Senegal).

A gradual transition by grade/level could represent a potential strategy in countries where repetition is well-rooted in educational practice. For example, the sub-cycle implementation policy consists of dividing the average six-year cycle of primary schooling into two-year sub-cycles with no repetition allowed within each sub-cycle. When practiced alongside a system that identifies and supports weaker children, this approach has been found to increase quality (Ndaruhutse, 2008).

However, there are important obstacles facing countries aiming to implement such policies. There is often a culturally engrained practice of grade repetition in certain countries, leading to a strong resistance to reform. Consequently, policy change will require meaningful engagement of all stakeholders: governments, education policymakers and planners, district education officers, school managers, teachers, teaching assistants, parents/caretakers, learners and civil society (Ndaruhutse, 2008).

Policies that focus on prevention or prioritise interventions before learning gaps accumulate can be the most cost-effective. Specifically, policies aiming at building readiness to learn at an early pre-school stage or providing individual remediation as first symptoms of learning difficulties emerge or when absenteeism is observed would efficiently reduce repetition and early school leaving. This should help to diminish lost investments while leading to improvements in school retention.

Educational initiatives like Education for All (EFA) or the Second Decade of Education for Africa (2006-2015) explicitly include early childhood education and development in their goals and action plan. Nevertheless, the supply of pre-primary education is still lower than demand in most developing countries. Pre-primary education can be costly and is mainly provided by private institutions in urban areas.

As a result, some parents who have children of pre-primary education age (typically 3 to 6-year-olds) send them to school – often prematurely – as primary education becomes tuition-free in many countries. A number of early enrolled children may not be sufficiently prepared for school, making this experience more challenging for them. This contributes to repetition and early school leaving in the first grade of primary education in many developing countries.

Early intervention is also considered effective when pupils facing learning difficulties are identified early in the school year and are provided with individual remediation. Examples of remedial classes in many OECD countries, instruction language catch-up programmes in sub-Saharan African countries or dual language programmes show that they can help to prevent pupils from repeating grades or leaving school early. When the grounds for early school leaving include family-related factors, school interventions (by the classroom teacher or the school principal) involving the pupil's family can help to remove the risk. Effective policy measures would include establishing mechanisms to track and bring early school leavers back to school. However, individual remediation and tracking mechanisms are also costly to implement.

A wide age range of pupils in classrooms also helps to explain high rates of repetition, early school leaving and low learning attainment. Late entry and subsequent grade repetition increase the prevalence of over-age students in schools. The likelihood of leaving school early grows as the curriculum – designed for an intended cohort of younger pupils – becomes irrelevant to learners and the opportunity cost of staying in school increases when compared to the opportunities of the labour market. Early marriage, especially for girls, could also be a factor in early school leaving. In terms of policy measures, interventions should focus on minimising late entry into primary education (e.g. through school fee abolition, raising awareness of the importance of entering school at the appropriate age and improving record-keeping systems for children's ages), reducing repetition and enforcing laws on compulsory education.

Improving education quality, especially in the crucial early grades, is also an important policy intervention for reducing repetition and early school leaving, and improving literacy and learning levels. One measure of the resources invested in primary education is related to class size. For example, in all of the middle- or high-income countries with available data, primary school classes have fewer than 30 pupils, and in a majority of them, there are fewer than 20 pupils per class. On the other hand, in sub-Saharan Africa, the average class size in public primary schools ranges from 26 pupils in Cape Verde to 84 in Central African Republic. In four out of ten countries reporting data for this region there are on average 50 or more pupils per class.

Not only are classes in sub-Saharan Africa large in general, those in the critical early grades of schooling are typically larger than others. For instance, in Burundi and Madagascar, there are on average over 60 pupils per class, while in Chad the average 1st grade class has 85 pupils *(see **Figure 25**).* The situation in Chad is of particular concern, since studies show that classes exceeding 70 pupils have a negative effect on students' learning achievement (Pôle de Dakar, 2005). In Chad, Madagascar and Togo, there are on average more than 20 additional pupils in Grade 1 than in the final grade of primary school. In Burundi, Mali, Niger, Rwanda and Senegal, there are between 10 and 20 more pupils in 1st grade classes. In Chad, Madagascar and Rwanda, the large differences in class sizes are reflected by low survival rates to the last grade of primary education. In Madagascar and Rwanda, only about one in three children entering Grade 1 reach the end of primary education. In Chad, it is fewer than one in four.

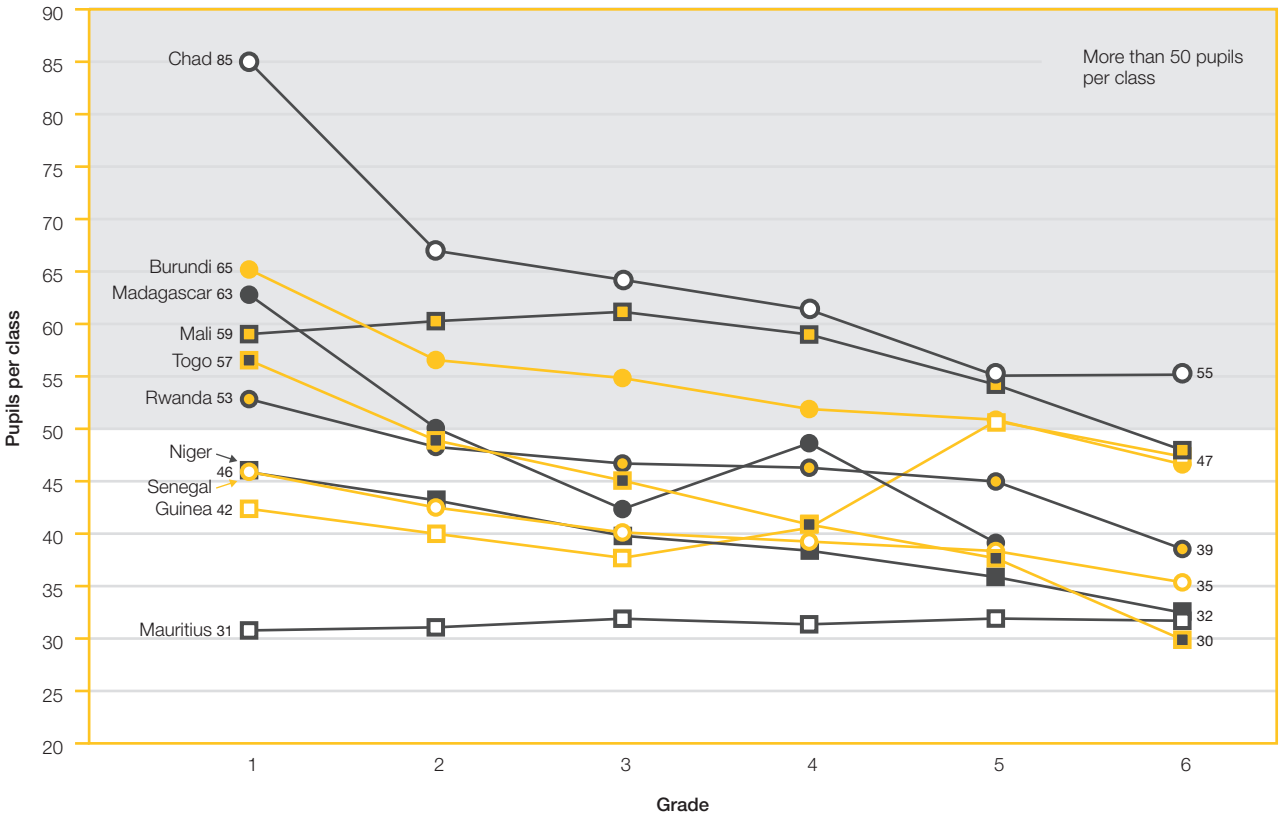
In this context, policymakers should seek cost-effective measures to reduce class size, especially in rural regions or disadvantaged areas, like the slums surrounding big cities in Burkina Faso and Kenya. Such cost-effective measures could include the construction/rehabilitation of schools to make them more accessible and secure, provision of additional grades to incomplete schools (typically found in rural areas), expansion of the supply of post-primary education, introduction of cluster schools in remote areas, and the use of salary incentives and other attractive measures to facilitate the deployment of teachers to remote areas.

Late interventions, for example when students enter school at an older age than the official entry age or after they have left school prematurely,

FIGURE 25

How large are primary school classes in sub-Saharan Africa?

Average primary-level class size by grade in selected countries, 2010 or latest year



Note: The figure excludes multi-grade classes.

Source: UNESCO Institute for Statistics database.

are more costly and more difficult from a learning perspective. Early school leavers who exit school before acquiring basic literacy skills are more likely to remain illiterate if no specific intervention is developed for them. One of these interventions could be second-chance programmes. They can include adult literacy programmes, with or without the possibility of obtaining an equivalence for re-entry into the formal education system; or accelerated learning programmes for children in refugee camps in Tanzania and Kenya, for example, or for former child soldiers in Colombia, Liberia and Sierra Leone.

Other examples of possible interventions include schools for life, as found in Ghana, which offer the equivalent of three years of primary school in nine months; *'Educatodos'* programmes in the Honduras, which provide the six grades of the primary cycle in three years; SPARK (Skills, Participation, and Access to Relevant Knowledge) programmes in Zambia, where the seven grades of primary education are taught in four years; and catch-up programmes/classes in post-conflict countries such as Afghanistan, Burundi and Liberia.

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ANNEX A DEFINITIONS

Adjusted net intake rate (ANIR). Total enrolment in primary education of pupils of official primary school entrance age, expressed as a percentage of the population of the same age in a given school year. It is the equivalent of the age-specific enrolment rate of the official primary entrance age. It measures the actual level of access to primary education of the population of the official primary school entrance age.

Adjusted primary net enrolment rate (ANER). Total number of pupils or students of official primary school age who are enrolled in primary or secondary education, expressed as a percentage of the corresponding population. It measures actual school participation of the official primary school age population and assesses the level of achievement of the universal primary education (UPE) goal.

Capping. Indicators that surpass a theoretical maximum value are adjusted using a capping factor. The maximum value is determined using raw data from related indicators. Male, female and total values are recalculated and lowered by the capping factor so that the gender parity index of the new set of values remains the same as for the original values. For instance, net enrolment rates in primary education are capped using a factor that takes into account the male and female primary school-age populations and enrolment of primary school-age boys and girls in pre-primary, primary and secondary education. If the total enrolment of primary school-age children (whether male or female) is higher than the corresponding population, all net enrolment indicators (net enrolment rate, adjusted net enrolment rate, etc.) and their derivative indicators (out-of-school rate, etc.) are capped based on the same capping factor. In this case, the capping factor is calculated by taking the maximum of male and female enrolments and dividing by the primary school-age population of the same sex.

Class. A class is made up of pupils or students who are following a common course of study. Pupils/students are grouped together in a class based on the highest number of common courses, usually compulsory studies. A class is the pedagogical structure in which each pupil/student is registered. Regardless of the level of study, a pupil/student is registered in only one class. Pupils/students from different grades may be present in the same class, as occurs in one-teacher or two-teacher schools. Conversely, a school may have a number of classes for the same grade.

Class size. The number of enrolled students divided by the number of classes for the whole country. To ensure comparability among countries, special needs programmes are excluded. Data include only regular programmes at primary and lower secondary levels of education and exclude teaching in sub-groups outside the regular classroom setting.

Compulsory education. The number of years or age span during which children are legally obliged to attend school.

Duration. The number of grades or 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 typically designed for children aged 3 years and over, occurring before primary education, and include organized learning activities that last on average an equivalent of at least two hours per day and 100 days per year.

Education finance

Educational expenditure by nature of spending as a percentage of total educational expenditure on public institutions, by level. Spending by nature (salaries, other current, total current or capital) expressed as a percentage of the expenditure for public educational institutions of the specified level of education. Salaries and other current expenditure add up to total current expenditure. Public subsidies to the private sector and administrative costs are excluded.

Public expenditure per pupil or student by level as a percentage of GDP per capita. Total public expenditure per pupil or student in the specified level of education expressed as a percentage of GDP per capita.

Total public expenditure per pupil or student by level (PPP US$). Total public expenditure per pupil or student in the specified level of education expressed in U.S. dollars and adjusted in terms of purchasing power parity (PPP).

Total expenditure on educational institutions and educational administration as a percentage of GDP, by source. Expenditure from public, private and international sources on educational institutions (i.e., schools, universities and similar instructional institutions) and administration at a given level of education, expressed as a percentage of GDP. This indicator excludes public subsidies to the private sector. As a consequence of this, data on public expenditure on educational institutions and educational administration differ from total public expenditure on education.

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

Total public expenditure on education as a percentage of total government expenditure. Current and capital expenditure 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.).

Educational attainment. The educational attainment of an individual is defined as the ISCED level corresponding to the highest educational programme completed successfully.

Educational attainment of the population aged 25 years and older. Percentage distribution of the population aged 25 years and older according to the highest level of education attained or completed with reference to ISCED.

Educational institutions (public and private). Educational institutions are defined as entities that provide instructional or education-related services to individuals and other educational institutions. Whether or not an entity qualifies as an educational institution is not contingent upon which public authority (if any) has responsibility for it. These are classified as either public or private according to whether a public agency or private entity has the ultimate power to make decisions concerning the institution's affairs.

An institution is classified as *public* if it is controlled and managed directly by a public education authority or agency; or controlled and managed either by a government agency directly or by a governing body (council, committee, etc.), most of whose members are either appointed by a public authority or elected by public franchise.

An institution is classified as *private* if it is controlled and managed by a non-governmental organization (e.g. a church, trade union or business enterprise), or if its governing board consists mostly of members not selected by a public agency. In general, the ultimate management control over an institution rests with who has the power to determine the general activity of the school and appoint the managing officers. The extent to which an institution receives its funding from public or private sources does not determine the classification status of the institution.

A distinction is made between *government-dependent* and *independent private* institutions on the basis of the degree of a private institution's dependence on funding from government sources. A *government-dependent private institution* receives at least 50% of its core funding from government agencies. *An independent private institution* receives less than 50% of its core funding from government agencies. Core funding refers to the funds that support the basic educational services of the institution. It does not include funds provided specifically for research projects, payments for services purchased or contracted by private organizations, or fees and subsidies received for ancillary services such as lodging and meals. Additionally, institutions should be classified as government-dependent if their teaching staff are paid by a government agency, either directly or indirectly.

Enrolment. The number of pupils or students officially enrolled in a given grade or level of education, regardless of age.

Entrance age (theoretical). The age at which pupils or students would enter a given programme or level of education assuming they start at the official entrance age for the lowest level of education, study full-time throughout, and progress through the system without repeating or skipping a grade. The theoretical entrance age to a given programme or level is typically, but not always, the most common entrance age.

Expected gross intake ratio to the last grade of primary. Total number of new entrants to the first grade of primary education in a given year, regardless of age, who are expected to reach the last grade, regardless of repetition, expressed as a percentage of the population at the theoretical entrance age to primary education in the same year. It is calculated by multiplying the gross intake ratio to primary education by the probability of survival to the last grade. It estimates future gross intake to the last grade of primary education based on current new entrants to the first grade, assuming current grade transition and repetition rates remain unchanged. It therefore predicts the effect on last grade intake of current education policies on entrance to primary education and future years of schooling.

Expenditure on education

Total public expenditure on education. The sum of all expenditure on education and education administration made by local, regional and national/central governments, including municipalities. Intergovernmental transfers are excluded.

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 for students and households, minor equipment, minor repairs, fuel, telecommunications, travel, insurance and rent.

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

Public subsidies. Public subsidies to households and other private entities consist of transfers to the private sector for educational institutions and transfers for student living costs and other education-related costs that occur outside educational institutions.

Public subsidies to households and other private entities for educational institutions are composed of government transfers and certain other payments to students or households, insofar as these translate into payments to educational institutions for educational services (for example, fellowships, financial aid or student loans for tuition). They also include government transfers and other payments (mainly subsidies) to private entities other than households, including, for example, subsidies to firms or labour organizations that operate apprenticeship programmes and interest subsidies to private financial institutions that provide student loans, etc.

Public subsidies to households that are not attributable to payments to educational institutions include subsidies for student living costs and the value of special subsidies provided to students, either in cash or in kind, such as free or reduced-price travel on public transport or family allowances that are contingent on student status.

Fields of education (broad)

Science and technology fields

Science: life sciences; physical sciences; mathematics and statistics; computer sciences.
Engineering, manufacturing and construction: engineering and engineering trades; manufacturing and processing; architecture and building.

Other fields

Agriculture: agriculture, forestry and fishery; veterinary medicine.
Education: teacher training; education science.
Health and welfare: medicine; medical services; nursing; dental services; social care; social work.
Humanities and arts: religion and theology; foreign languages and cultures; native languages; 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.
Services: personal services; transport services; environmental protection; security services.

Basic programmes, literacy, numeracy and personal development – together with programmes for which the field is unknown – are classified as "not known or unspecified".

GDP per capita. The gross domestic product divided by mid-year population.

Gender parity index (GPI). The ratio of female-to-male values of a given indicator. A GPI of 1 indicates parity between the sexes.

Graduate. A person who has successfully completed the final year of a level or sub-level of education. In some countries, completion occurs as a result of passing an examination or a series of examinations. In other countries, it occurs after a requisite number of course hours have been accumulated. Sometimes both types of completion occur within a country. For countries participating in the joint UNESCO/OECD/Eurostat (UOE) survey, graduations – instead of graduates – are used to calculate percentages by field of education (due to the UOE instrument design). Graduations refer to the number of qualifications obtained during the reference period; each qualification obtained counts as one graduation.

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, minus any subsidies not included in the value of the products.

Gross enrolment ratio (GER). The number of pupils or students 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 5-year age group starting from the official secondary school graduation age.

Gross entry ratio. Total number of new entrants to a given level, regardless of age, expressed as a percentage of the population of theoretical entrance age to this level.

Gross graduation ratio. Total number of graduates, regardless of age, from a given level of education or programme expressed as a percentage of the population at the theoretical graduation age for that level of education or programme.

Gross intake ratio (GIR). Total number of new entrants to the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school entrance age.

Gross intake ratio to the last grade of primary. The total number of new entrants in the last grade of primary education, regardless of age, expressed as a percentage of the population of theoretical entrance age to the last grade.

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.

Gross outbound enrolment ratio. Total number of tertiary students from a given country studying abroad expressed as a percentage of the population of tertiary age in that country.

Instruction time of teachers (teaching time). Statutory instruction time (sometimes also referred to as teaching time) is defined as the total number of hours per year for which a full-time classroom teacher is responsible for teaching a group or class of students, according to the formal policy in the specific country. Periods of time formally allowed for breaks between lessons or groups of lessons may be excluded. Instruction/ teaching hours per year are calculated on the basis of teaching hours per day multiplied by the number of teaching days per year, or on the basis of teaching hours per week multiplied by the number of weeks per year that the school is open for teaching. The number of hours per year that fall on days when the school is closed is excluded.

Intended instruction time for students. The number of hours per year that pupils are instructed according to the compulsory and flexible part of the intended curriculum. The total number of intended instruction hours per year is calculated by multiplying the total number of classroom sessions per year by the duration of one session. The intended curriculum is the subject matter content, as defined by the government or the education system. The intended curriculum comprises compulsory subjects, as well as the flexible part of the curriculum (subjects of the intended curriculum).

International (or internationally mobile) students. Students who have crossed a national or territorial border for the purpose of education and are now enrolled outside their country of origin.

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 (*see Annex B*).

Literacy. The ability to read and write, with understanding, a simple statement related to one's daily life. It involves a continuum of reading and writing skills, and often includes basic arithmetic skills (numeracy).

Literacy rate. Total number of literate persons in a given age group, expressed as a percentage of the total population in that age group. The adult literacy rate measures literacy among persons aged 15 years and older, and the youth literacy rate measures literacy among persons aged 15 to 24 years.

Mobility ratios

> **Inbound mobility rate.** Total number of students from abroad studying in a given country, expressed as a percentage of total tertiary enrolment in that country.
>
> **Outbound mobility ratio.** Total number of students from a given country studying abroad, expressed as a percentage of total tertiary enrolment in that country.

Net enrolment rate (NER). Total number of pupils or students 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 flow of mobile students. The number of tertiary students from abroad (inbound students) studying in a given country minus the number of students at the same level from a given country studying abroad (outbound students).

Net flow ratio of mobile students. Total number of tertiary students from abroad (inbound students) studying in a given country minus the number of students at the same level of education from that country studying abroad (outbound students), expressed as a percentage of total tertiary enrolment in that country.

Net intake rate (NIR). Total number of new entrants to 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. Pupils or students entering a given level of education, programme or grade for the first time.

Orientation of educational programmes

General education. Type of programme designed mainly to lead pupils to a deeper understanding of a subject or group of subjects, especially, but not necessarily to prepare pupils for further education at the same or higher level. These programmes are typically school-based and may 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, trade, or class of occupations or trades without further training. General education has a technical or vocational content of less than 25%, but pre-technical/pre-vocational programmes (i.e. programmes with a technical/vocational content of more than 25% that do not lead to a labour-market relevant technical or vocational qualification) are typically reported with general programmes.

Technical and vocational education and training (TVET). Type of programme 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 technical or vocational qualification recognised by the competent authorities (e.g. Ministry of Education, employers' associations, etc.) in the country in which it is obtained.

Out-of-school population. Total number of primary or lower secondary school-age children who are not enrolled in primary (ISCED 1) or secondary (ISCED 2 and 3) education.

Percentage of female pupils. Total number of female pupils in a given level of education, expressed as a percentage of the total number of students enrolled at that level of education.

Percentage of new entrants to primary education with ECCE experience. Total number of new entrants to primary education who have attended some form of organised Early Childhood Care and Education (ECCE) programmes, expressed as a percentage of the total number of new entrants to primary education.

Percentage of private enrolment. Total number of pupils or students at a given level of education enrolled in institutions that are not operated by a public authority but controlled and managed, whether for profit or not, by a private body (e.g. non-governmental organisation, religious body, special interest group, foundation or business enterprise), expressed as a percentage of the total number of pupils or students enrolled at the given level of education.

Percentage of repeaters. Total number of pupils or students who are enrolled in the same grade as the previous year, expressed as a percentage of total enrolment in the given grade of education.

Percentage of technical and vocational enrolment. Total number of pupils or students enrolled in technical and vocational programmes at a given level of education, expressed as a percentage of the total number of pupils or students enrolled in all programmes (technical/vocational and general) at that level.

Percentage of trained teachers. Total number of teachers who have received the minimum organised teacher-training (pre-service or in service) required for teaching at the relevant level of education in a given country, expressed as a percentage of the total number of teachers at the given level of education.

Pupil/teacher ratio. The average number of pupils per teacher at a given level of education, based on headcounts of both pupils and teachers.

Purchasing power parity (PPP). The currency exchange rates that equalise the purchasing power of different currencies. This means that a given sum of money, when converted into U.S. dollars at the PPP exchange rate (PPP dollars), will buy the same basket of goods and services in all countries. In other words, PPPs are the rates of currency conversion which eliminate the differences in price levels among countries. Thus, comparisons between countries reflect only differences in the volume of goods and services purchased.

Regional average. Weighted averages for a region, taking into account the relative size of the relevant population of each country. The figures for countries with larger populations thus have a proportionately greater influence on the regional aggregates. The averages are derived from published data complemented by imputed values for missing countries. Imputations are based on publishable data for the same countries from previous and/ or following years. When imputing an indicator, information from related indicators is used to strengthen the imputation hypothesis.

Repeater. Pupil enrolled in the same grade for a second or further year.

School-age population. Population of the age group theoretically corresponding to a given 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 level of education. It is the sum of age-specific enrolment rates expressed as a percentage divided by 100, for the levels of education specified. Enrolment that is not distributed by age is divided by the school-age population and multiplied by the duration of the given level before being added to the sum of the age-specific enrolment rates.

School life expectancy net of repetition. The expected number of years of schooling that a child of school entrance age can expect to spend within the specified level of education, excluding years spent repeating a grade. It estimates the number of grades of schooling on average that a child will complete in his or her lifetime.

Students

Student/pupil. Pupil refers to a child enrolled in a basic educational programme; while pupils are always considered to be students, children, youth or adults enrolled at more advanced levels of education are more commonly referred to as students, and less often as pupils.

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

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

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

Survival rates. The 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, regardless of repetition. The survival rates are calculated on the basis of the reconstructed cohort method, which uses data on enrolment by grade for two consecutive school years and repeaters by grade for the more recent year of these two years.

Teachers

Teaching staff. Persons employed full-time or part-time in an official capacity for the purpose of guiding and directing the learning experience of pupils and students, irrespective of their qualification or the delivery mechanism (i.e. whether face-to-face 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.

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

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

Full-time equivalent number of teachers. 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.

Teachers' salaries. Expressed as statutory salaries, which are scheduled salaries according to official pay scales. They refer to the average scheduled gross salary per year for a full-time teacher with the minimum training necessary to be fully qualified at the beginning of his or her teaching career. Reported salaries are defined as the sum of wages (total sum of money paid by the employer for the labour supplied) minus the employer's contribution to social security and pension funding (according to existing salary scales). Bonuses that constitute a regular part of the salary (such as holidays or regional bonuses) are included in the figures. Additional bonuses (for example, remuneration for teachers in remote areas, for participating in school improvement projects or special activities, or for exceptional performance) are excluded from the reported gross salaries. Salaries at 15 years experience refer to the scheduled annual salary of a full-time classroom teacher with the minimum training necessary to be fully qualified and with 15 years of experience. The maximum salaries reported refer to the scheduled maximum annual salary (top of the salary scale) of a full-time classroom teacher

with the minimum training to be fully qualified for his or her job. Salary data are reported in accordance with formal policies for public institutions.

Transition rate (effective) from primary to secondary general education. The number of new entrants to the first grade of secondary education (general programmes only) in a given year expressed as a percentage of the students enrolled in the last grade of primary education in the previous year who do not repeat that grade the following year. It measures the probability that a pupil in the last grade of primary education makes the transition to secondary general education.

For more definitions, refer to the multilingual UIS online glossary at **www.uis.unesco.org/glossary**

ANNEX B 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 programme 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 specialised teachers who conduct classes in their field of specialisation.	Programmes at the start of level 2 correspond to the point where programmes are beginning to be organised in a more subject-oriented pattern, using more specialised teachers conducting classes in their field of specialisation. 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 organisational change.
3	**UPPER SECONDARY LEVEL OF EDUCATION**	**Main criteria**
	The final stage of secondary education in most countries. Instruction is often more organised along subject-matter lines than at ISCED level 2 and teachers typically need to have a higher level, or more subject-specific, qualification than at ISCED 2.	National boundaries between lower secondary and upper secondary education should be the dominant factor for splitting levels 2 and 3. Admission into programmes at this level usually requires the completion of ISCED 2 for admission, or a combination of basic education and life experience that demonstrates the ability to handle ISCED 3 subject matter.
4	**POST-SECONDARY NON-TERTIARY**	**Main criteria**
	These programmes straddle the boundary between upper secondary and post-secondary education from an international point of view, even though they might clearly be considered as upper secondary or post-secondary programmes in a national context. They are often not significantly more advanced than programmes at ISCED 3 but they serve to broaden the knowledge of participants who have already completed a programme at level 3. The students are typically older than those in ISCED 3 programmes. ISCED 4 programmes typically have a duration of 6 months to 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 into these programmes normally requires the successful completion of ISCED level 3A or 3B or a similar qualification at ISCED level 4A.
5A	ISCED 5A programmes are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and professions with high skills requirements.	1. have a minimum cumulative theoretical duration (at tertiary level) of three years; 2. typically require that the faculty have advanced research credentials; 3. may involve completion of a research project or thesis; 4. provide the level of education required for entry into a profession with high skills requirements or an advanced research programme.
5B	ISCED 5B programmes are generally more practical/technical/occupationally specific than ISCED 5A programmes.	1. are more practically oriented and occupationally specific than programmes at ISCED 5A and do not prepare students for direct access to advanced research programmes; 2. have a minimum of two years' duration; 3. the programme content is typically designed to prepare students to enter a particular occupation.
6	**SECOND STAGE OF TERTIARY EDUCATION (LEADING TO AN ADVANCED RESEARCH QUALIFICATION)**	
	This level is reserved for tertiary programmes that lead to the award of an advanced research qualification. The programmes are devoted to advanced study and original research.	1. requires the submission of a thesis or dissertation of publishable quality that is the product of original research and represents a significant contribution to knowledge; 2. are not solely based on course-work; 3. prepare participants for faculty posts in institutions offering ISCED 5A programmes, as well as research posts in government and industry.

Auxilary criteria	Sub-categories		
Pedagogical qualifications for the teaching staff; implementation of a curriculum with educational elements.			

Auxilary criteria
In countries where the age of compulsory attendance (or at least the age at which virtually all students begin their education) comes after the beginning of systematic study in the subjects noted, the first year of compulsory attendance should be used to determine the boundary between ISCED 0 and ISCED 1.

Auxilary criteria		Destination for which the programmes have been designed to prepare students:		Programme orientation
If there is no clear break-point for this organisational change, however, then countries should artificially split national programmes into ISCED 1 and 2 at the end of six years of primary education. 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.	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.		
	C	Programmes primarily designed for direct access to the labour market at the end of this level (sometimes referred to as 'terminal' 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.

Modular programmes		Destination for which the programmes have been designed to prepare students:		Programme orientation
An educational qualification is earned in a modular programme by combining blocks of courses, or modules, into a programme meeting specific curricular requirements. A single module, however, may not have a specific educational or labour market destination or a particular programme orientation.	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.		
	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.	*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.

Types of programmes which can fit into level 4		Destination for which the programmes have been designed to prepare students:		Programme orientation
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 two years. 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. 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).	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.

For a complete version of the ISCED97 classification, please see http://www.uis.unesco.org/publications/ISCED97

ANNEX C REGIONS

ARAB STATES (20 countries or territories)	
Respondents to UIS questionnaires:	Algeria, Bahrain, Djibouti, Iraq, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan (pre-secession)[a], Syrian Arab Republic, United Arab Emirates, Yemen.
Respondents to WEI questionnaire:	Egypt, Jordan, Tunisia.
CENTRAL AND EASTERN EUROPE (21 countries or territories)	
Respondents to UIS questionnaires:	Belarus, Montenegro, Republic of Moldova, Serbia, Ukraine.
Respondents to UOE questionnaire:	Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Russian Federation, Slovakia, Slovenia, The former Yugoslav Republic of Macedonia, Turkey.
CENTRAL ASIA (9 countries or territories)	
Respondents to UIS questionnaires:	Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan, Uzbekistan.
EAST ASIA AND THE PACIFIC (34 countries or territories)	
Respondents to UIS questionnaires:	Brunei Darussalam, Cambodia, China, Special Administrative Region of Hong Kong, China, Special Administrative Region of Macao, Cook Islands, Democratic People's Republic of Korea, Fiji, Kiribati, Lao People's Democratic Republic, Marshall Islands, Micronesia (Federated States of), Myanmar, Nauru, Niue, Palau, Papua New Guinea, Samoa, Singapore , Solomon Islands, Timor-Leste, Tokelau, Tonga, Tuvalu, Vanuatu, Viet Nam.
Respondents to UOE or WEI questionnaires:	Australia, China, Indonesia, Japan, Malaysia, New Zealand, Philippines, Republic of Korea, Thailand.
LATIN AMERICA AND THE CARIBBEAN (42 countries or territories)	
Respondents to UIS questionnaires:	Anguilla, Antigua and Barbuda, Aruba, Bahamas, Barbados, Belize, Bermuda, Bolivia (Plurinational State of), British Virgin Islands, Cayman Islands, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Montserrat, Netherlands Antilles[a], Nicaragua, Panama, Puerto Rico, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos Islands, Venezuela (Bolivarian Republic of).
Respondents to UOE or WEI questionnaires:	Argentina, Brazil, Chile, Jamaica, Mexico, Paraguay, Peru, Uruguay.

NORTH AMERICA AND WESTERN EUROPE (29 countries or territories)	
Respondents to UIS questionnaires:	Andorra, Gibraltar, Holy See, Monaco, San Marino.
Respondents to UOE questionnaire:	Austria, Belgium, Canada, Cyprus, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Israel, Italy, Liechtenstein, Luxembourg, Malta, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, United Kingdom of Great Britain and Northern Ireland, United States of America.
SOUTH AND WEST ASIA (9 countries or territories)	
Respondents to UIS questionnaires:	Afghanistan, Bangladesh, Bhutan, Iran (Islamic Republic of), Maldives (MDV), Nepal, Pakistan.
Respondents to WEI questionnaire:	India, Sri Lanka.
SUB-SAHARAN AFRICA (45 countries or territories)	
Respondents to UIS questionnaires:	Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Swaziland, Togo, Uganda, United Republic of Tanzania, Zambia, Zimbabwe.

ANNEX D ELECTRONIC RESOURCES

UIS DATA CENTRE

The printed version of the *Global Education Digest* provides a subset of the internationally comparable statistics found in the UIS Data Centre, which can be accessed free of charge at the Institute's website: http://stats.uis.unesco.org

The Data Centre contains almost 1,000 education indicators and underlying data. It covers all levels of education from pre-primary to tertiary and includes topics such as access, participation, progression, completion, teachers and finance.

The Data Centre also includes a range of tools to facilitate data access and analysis, including:

- Country profiles highlighting key education indicators;
- Tools to build and store statistical tables and graphs; and
- UIS survey instruments, classifications and methodological documents.

TIME SERIES

The Data Centre contains indicators and underlying data for 1999 onwards, based on the ISCED 1997 classification. In addition, the UIS incorporated a smaller set of indicators in a separate historical database, covering indicators on school participation, progression and resources for the period 1970 to 1999. Literacy rates are available since 1975.

DATA UPDATES

The Data Centre is updated in January, May and October of each year. This report contains data from the May 2012 release. Data received from countries after this date will be incorporated into the October release.

DOCUMENTATION AND PUBLICATIONS

All UIS publications and surveys are posted on the UIS website in different languages http://www.uis.unesco.org

UIS eALERT

Please consult the UIS website to subscribe to eAlerts and receive e-mail notifications of new reports and data releases.

CD-ROM

Additional electronic resources and a detailed set of raw data and indicators are available on the *Global Education Digest* CD-ROM. To order a copy, please send your request to publications@uis.unesco.org

ANNEX E READER'S GUIDE

REFERENCE YEAR

The reference year for education and finance data which are presented in the statistical tables is the academic or financial year ending in 2010 or the most recent year available within the period 2008 to 2011. For a small number of countries, data for 2011 are available.

Where a given reference period is spread across two calendar years, the later year is cited. For example, the school year 2009/2010 is presented as 2010.

Literacy indicators refer to the most recent data available within a given period. When observed data are only available prior to 2005, estimates generated with the UIS Global Age-Specific Literacy Projections Model (GALP) for 2010 are presented. The reference period for regional averages is 2005 to 2010.

Data on educational attainment are the latest available.

Countries that completed the joint UNESCO/OECD/Eurostat (UOE) questionnaire were requested to provide education finance and expenditure data corresponding to the financial year 2009 or the most recent year available.

Data presented in the analytical chapter may not always be included in the statistical tables, but the latest releases of all UIS statistics can be referenced at the UIS Data Centre **http://stats.uis.unesco.org**

DATA SOURCES

Education

The UIS compiles education statistics in aggregate form from official administrative sources at the national level. These include data on educational programmes, access, participation, progression, completion, internal efficiency, and human and financial resources. They cover:

- education in pre-primary, primary, basic and secondary schools, and in colleges, universities and other tertiary education institutions;
- education in public (or state) and private sectors; and
- special needs education (both in regular and special schools).

These data are collected annually by the UIS and its partner agencies through the following three major surveys that can be downloaded from the UIS website **http://www.uis.unesco.org/UISQuestionnaires**

i) UIS survey

The UIS education questionnaires are sent to UNESCO Member States annually. The questionnaires are based on international standards, classifications and measures that are regularly reviewed and modified by the UIS in order to address emerging statistical issues and improve the quality of data. The countries that participate in the UIS survey are listed in Annex C.

ii) UOE survey

UNESCO, the OECD and Eurostat (UOE) have jointly administered this annual data collection since 1993. The UOE questionnaire compiles data from high- and middle-income countries that are generally members or partner countries of the OECD or the European Union. The UOE survey collects more detailed education statistics and allows for the production of a wider set of indicators, as presented in Statistical Tables 16-22. The countries that participate in the UOE data collection are listed in Annex C.

iii) WEI programme

The World Education Indicators (WEI) programme provides a platform for middle-income countries to develop a critical mass of policy-relevant indicators beyond the global core set of education statistics. This also allows for direct comparisons with countries participating in the UOE survey as the collection of data from WEI countries is based on a same common set of definitions, instructions and methods.

Participating countries in the WEI data collection are: Argentina, China, Egypt, India, Indonesia, Jamaica, Jordan, Malaysia, Paraguay, Peru, the Philippines, Sri Lanka, Thailand, Tunisia and Uruguay. The UIS hosts the secretariat for the WEI programme.

Literacy

All literacy data are UIS estimates unless otherwise noted.

Literacy statistics for youth aged 15 to 24 years and adults aged 15 years and older are obtained from national population censuses, household surveys, and estimates using the UIS Global Age-Specific Literacy Projections Model (GALP) http://www.uis.unesco.org/publications/GALP. The UIS literacy questionnaire can be downloaded at http://www.uis.unesco.org/UISQuestionnaires/Documents/UIS_LIT_2012_EN.pdf

Data sources, reference years and national definitions are available in the literacy metadata table available in the UIS Data Centre http://stats.uis.unesco.org

Educational attainment

Statistics on educational attainment for the population aged 25 years and older are based on national population censuses or surveys.

Population

Population statistics for countries with at least 50,000 inhabitants are provided by the United Nations Population Division, based on the 2010 Revision of the World Population Prospects. For more information on UN Population Division estimates, please visit http://www.un.org/esa/population/unpop.htm

For countries where UN Population Division data are not available, the UIS derives estimates by single-year of age from other sources, such as Eurostat (Demographic Statistics), the Secretariat of the Pacific Community (Statistics for Development Programme) and national statistical offices.

Population-based indicators are listed as missing (…) when population data are not available or not considered reliable. In exceptional cases, the UIS uses national data when enrolment data collected by the UIS and population data produced by the UN Population Division are not consistent.

Education indicators based on population estimates by age and sex for countries with a total population under 100,000 inhabitants should be interpreted with caution due to fluctuations in migration and other factors.

Economic data

Data on economic indicators such as gross domestic product (GDP) and purchasing power parity (PPP) are based on the World Bank's World Development Indicators database of April 2012. For a small group of countries where World Bank estimates are not available, data are obtained from the United Nations Statistics Division (UNSD).

Economic-based indicators are listed as missing (…) when economic data are not available or not considered reliable.

TECHNICAL NOTES

Education data and indicators

Regional averages are based on publishable data, as well as imputed values for missing or unpublishable data for each country within a given region.

Where the publishable data represent between 33% and 60% of the relevant population, the regional average is marked with the symbol **.

Where the publishable data represent less than 33% of the regional population, the average is not published.

Where the publishable data represent 60% or more of the original population, the average is considered as observed.

Where data inconsistencies result in an indicator exceeding its theoretical maximum (e.g. 100% in the case of the net enrolment rate), it is "capped" in such a way as to maintain the same ratio between male and female values (*see Annex A*).

Due to rounding, gender parity indices (GPI) may differ from those based directly on the published values of indicators. Similarly, totals may not always be the sum of their component parts.

The percentage of females (% F) is included to provide information on the proportion of women in a given population (e.g. enrolment, graduates or teachers). For assessing gender parity, a more relevant measure is the GPI.

Education finance

Expenditure on pre-primary education or from international sources – both of which are often comparatively small – have been treated as negligible in cases where data were in fact missing. In these cases, total education expenditure may be underestimated.

Educational attainment

Data on educational attainment are presented by ISCED level. In addition to the categories related to completed education levels, three other columns are presented in Table 15:

- "No schooling" refers to the percentage of the population without any formal schooling;
- "Incomplete primary" refers to the percentage of the population that has attended primary education but not completed the level; and
- "Unknown" refers to the percentage of the population for which the educational level could not be determined.

Population issues: Country Notes

Azerbaijan: Education data do not cover the region of Nagorno-Karabakh, whereas UN Population Division data do. Therefore, the population data used for the calculation of indicators were provided by Eurostat and exclude Nagorno-Karabakh.

Cyprus: Education data do not cover the population living outside the government-controlled area, whereas the UN Population Division data do. The population data used for the calculation of indicators were provided by Eurostat and only cover the population living in the government-controlled area.

Republic of Moldova: Education data do not cover the region of Transnistria, whereas the UN Population Division data do. The population data used for the calculation of indicators were provided by Eurostat and exclude Transnistria.

Serbia: Education data do not cover Kosovo, whereas the UN Population Division data do. The population data used for the calculation of indicators were provided by Eurostat and exclude Kosovo.

Palestine: Education data do not cover East Jerusalem, whereas the UN Population Division data do. Therefore, indicators should be interpreted with caution.

United Republic of Tanzania: Education data do not include Zanzibar, whereas the UN Population Division data do. Therefore, indicators should be interpreted with caution.The population of Zanzibar is approximately 3% of the total population of Tanzania.

Student mobility

International/mobile students are defined as foreign students who have crossed a national border and moved to another country with the objective to study. This group is commonly categorised by two operational definitions: i) a student's country of permanent or usual residence; or ii) their country of prior education. The Institute only accepts country of citizenship as a proxy for countries/territories where residence or prior education are not available, as in the cases of: Austria, Cameroon, Chile, the Czech Republic, Finland, France, Greece, Hungary, India, Indonesia, Italy, Japan, Jordan, Kuwait, Madagascar, Malaysia, Malta, Oman, the Philippines, Poland, Qatar, the Republic of Korea, Romania, the Russian Federation, Saudi Arabia, South Africa, the former Yugoslav Republic of Macedonia and Turkey.

In order to improve the coverage of data on international/mobile students, the UIS includes partial data for some host countries. Partial data (*Statistical Table 9*) are included for the following host countries: Canada, Costa Rica, Kuwait, the Netherlands and South Africa (public institutions only), and Germany and the Russian Federation (ISCED 5 only).

Data on international/mobile students are reported by host countries. However, not all countries report such data regularly. In order to estimate the number of students from a given country who are studying abroad, the outbound mobility ratio (*Statistical Table 10*) as well as regional totals (*Statistical Table 9*) for the most recent year since 1999 are used to impute for missing data.

It is worth noting that substantial numbers of students from countries with limited provision of higher education enrol in tertiary programmes outside their country of origin. The outbound mobility ratio (*Statistical Table 10*) shows the magnitude of this phenomenon.

Technical and vocational education and training (TVET) data

Technical and vocational enrolment data are not comparable between countries participating in the UIS survey and those participating in the UOE survey or WEI programme, because the content of technical and vocational enrolment is different between these two groups of countries.

Technical and vocational enrolment includes the following data:

- Countries responding to the UIS survey: Data reflect vocational enrolment only (not including enrolment in pre-vocational and/or adult education programmes).
- Countries responding to UOE/WEI surveys: Data reflect the sum of pre-vocational and vocational enrolment. Enrolment in adult education programme is included in some countries.

While enrolment in technical and vocational programmes as a percentage of total enrolment in secondary education (ISCED 2 and 3) is presented in the Digest, in many countries the category of technical and vocational programmes is not applicable at the level of ISCED 2. Ideally this indicator should be reported by separate ISCED level.

UOE/WEI data (Statistical Tables 16-22)

Statistical Tables 16-22 provide an additional set of indicators based on the UOE and WEI questionnaires. Results are presented for participating countries only, and indicators are calculated by the UIS based on national data submissions.

For OECD countries and partner countries, indicators and data used in Statistical Tables 19-21 are a subset of those presented in the 2012 edition of OECD's *Education at a Glance (EAG)*, available at http://www.oecd.org/edu/eag2012

ANNEX F STATISTICAL TABLES

The following symbols are used in the statistical tables:

…	No data available
*	National estimation
**	For country data: UIS estimation For regional averages: Partial imputation due to incomplete country coverage (between 33% to 60% of population)
—	Magnitude nil or negligible
.	Not applicable
x(y)	Data are included in column (y) of the table
+n	Data refer to the school or financial year *n* years after the reference year
-n	Data refer to the school or financial year *n* years prior to the reference year

The following footnotes are used in the statistical tables:

[a] The statistical tables include the following entities according to their political status during the main reference year of this report (i.e. the school year ending in 2010): Netherlands Antilles prior to its dissolution on 10 October 2010 and Sudan prior to the secession of South Sudan on 9 July 2011. Data are not yet available for Curaçao, Sint Maarten, South Sudan or Sudan.

[b] Data on trained teachers can be found in the UIS Data Centre at http://stats.uis.unesco.org

[c] Incomplete data. For details, see note on student mobility in the Reader's Guide.

[d] These countries are part of the World Education Indicators (WEI) programme and are not required to provide graduates by field of study.

[e] These countries have completed the UNESCO/OECD/Eurostat (UOE) questionnaires. Data by field of study refer to graduations rather than graduates.

[f] Data were collected in a national survey or census in the reference year.

[g] Data refer to the population aged 16 years and older.

[h] Literacy rates are estimates for the current decade based on survey or census data from the previous decade. Refer to the metadata table in the UIS Data Centre at http://stats.uis.unesco.org for more information.

[i] UIS estimates for Sudan (pre-secession) are based on literacy data collected in Northern Sudan (pre-secession).

[j] Youth literacy rates are from a national survey; adult literacy rates are UIS estimates.

[k] Data refer to the population aged 25-74 years.

[l] "World (not specified)" denotes the number of mobile students whose country of origin is unknown.

[o] Actual teaching and working time.

[p] Teachers' annual salaries are expressed as gross salaries without additional bonuses for teachers with the minimum training.

[q] PPP rates used in Table 13 are based on GDP to reflect how much governments spend on education. PPP rates for teachers' salaries in Table 21 are based on private consumption, to better capture the purchasing power of teachers. In previous editions of the GED, these latter PPPs were also based on GDP.

[r] As a result of the education system reform which began in 2003, two cohorts of primary completers entered secondary education in 2009. This has led to a gross entry ratio of 200%.

[s] Literacy indicators refer to the most recent year available within a census decade: 1990 represents 1985-1994, 2000 represents 1995-2004, and 2010 represents 2005-2010.

[t] Not all countries or territories report the number of internationally mobile students that they host, and thus the number of inbound mobile students in a given region may be underestimated.

[u] Data on internationally mobile students reported by host countries are used to estimate the number of outbound students from a given country. Not all host countries specify the country of origin of the internationally mobile students that they host, and thus the number of outbound students from a given country may be underestimated.

[v] Not all countries or territories report the country of origin of the internationally mobile students that they host, and thus the total number of internationally mobile students from a given region may be underestimated. The number of students whose region of origin is not known are reported in "World not specified".

List of statistical tables

WEI and UOE countries

Trends

To access the electronic version of the data tables, see **www.uis.unesco.org/publications/GED2012**

To access the full data set, see the UIS Data Centre at **http://stats.uis.unesco.org**

TABLE 1

PRE-PRIMARY EDUCATION / ISCED 0 / Measures of enrolment / 2010

REGION / Country or territory	Age group (1)	Enrolment			Gross enrolment ratio				Net enrolment rate			
		MF (000) (2)	% F (3)	% private (4)	MF (5)	M (6)	F (7)	GPI (8)	MF (9)	M (10)	F (11)	GPI (12)
ARAB STATES												
Algeria	5-5	500	48	14	77	79	76	0.96	70	72	67	0.94
Bahrain	3-5	26	49	100	...	...	...	...	...	...	...	...
Djibouti	4-5	2 +1	49 +1	65 +1	4 +1	4 +1	4 +1	0.97 +1	3 +1	3 +1	3 +1	0.97 +1
Egypt	4-5	814 -1	48 -1	...	24 -1	24 -1	23 -1	0.95 -1	21 **, -1	22 **, -1	20 **, -1	0.95 **, -1
Iraq	4-5	...	...	...	...	...	...	...	...	...	...	...
Jordan	4-5	99	47	83	32	33	31	0.94	32	33	31	0.94
Kuwait	4-5	74	49	43	...	...	...	...	68 -2	68 -2	69 -2	1.02 -2
Lebanon	3-5	154	48	81	81	82	81	0.98	79	79	78	0.98
Libya	4-5	...	...	...	...	...	...	...	...	...	...	...
Mauritania	3-5	...	...	...	...	...	...	...	...	...	...	...
Morocco	4-5	740 +1	41 +1	92 +1	63 +1	73 +1	53 +1	0.72 +1	55 +1	64 +1	45 +1	0.70 +1
Oman	4-5	46	49	...	45	45	45	0.99	33	33	33	0.99
Palestine	4-5	91	48	100	39	40	39	0.98	32	33	32	0.98
Qatar	3-5	25 -1	47 -1	87 -1	55 -1	57 -1	54 -1	0.96 -1	49 -1	51 -1	48 -1	0.94 -1
Saudi Arabia	3-5	190	...	51	11	...	...	...	10 **, -2	11 **, -2	10 **, -2	0.95 **, -2
Sudan (pre-secession) [a]	4-5	632 -1	50 -1	23 -1	27 -1	26 -1	27 -1	1.04 -1	...	...	...	...
Syrian Arab Republic	3-5	149	47	72	10	10	9	0.97	10	10	9	0.97
Tunisia	3-5	...	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	4-5	125	49	79	...	...	...	...	...	...	...	...
Yemen	3-5	26	46	52	1	1	1	0.90	—	—	—	1.02
CENTRAL AND EASTERN EUROPE												
Albania	3-5	75	47	5	56	56	55	0.98	53	53	52	0.98
Belarus	3-5	282	48	...	99	100	98	0.98	89	89	89	1.00
Bosnia and Herzegovina	3-5	17	48	15	17	17	17	0.99	12	12	12	1.01
Bulgaria	3-6	218	48	1	79	80	79	0.99	76	76	76	0.99
Croatia	3-6	99	48	14	61	62	61	0.98	61	61	61	0.99
Czech Republic	3-5	304 -1	48 -1	2 -1	106 -1	107 -1	105 -1	0.98 -1	...	...	...	...
Estonia	3-6	51 -1	49 -1	3 -1	96 -1	96 -1	96 -1	1.00 -1	92 -1	91 -1	92 -1	1.01 -1
Hungary	3-6	326 -1	48 -1	6 -1	85 -1	85 -1	84 -1	0.98 -1	84 -1	84 -1	83 -1	0.99 -1
Latvia	3-6	71	48	3	84	85	82	0.96	82	83	81	0.97
Lithuania	3-6	88	48	1	74	75	73	0.97	73	74	72	0.98
Montenegro	3-6	10	47	.	31	32	30	0.96	31	...	...	...
Poland	3-6	919 -1	49 -1	12 -1	66 -1	65 -1	66 -1	1.01 -1	64 -1	63 -1	64 -1	1.01 -1
Republic of Moldova	3-6	112	48	—	76 *	76 *	75 *	0.98 *	74 *	74 *	74 *	0.99 *
Romania	3-6	666	49	2	79	79	79	1.01	78	77	78	1.01
Russian Federation	3-6	5,105 -1	48 -1	1 -1	90 -1	91 -1	89 -1	0.98 -1	73 -1	73 -1	72 -1	0.99 -1
Serbia	3-6	158	49	1	53 *	53 *	53 *	1.01 *	52 *	52 *	53 *	1.01 *
Slovakia	3-5	143	48	4	91	92	90	0.98	...	...	...	...
Slovenia	3-5	46 -1	48 -1	2 -1	86 -1	87 -1	85 -1	0.98 -1	85 -1	86 -1	84 -1	0.98 -1
The former Yugoslav Rep. of Macedonia	3-5	17	49	.	25	25	26	1.05	24	24	25	1.03
Turkey	3-5	805 -1	48 -1	9 -1	22 -1	22 -1	21 -1	0.95 -1	22 -1	22 -1	21 -1	0.95 -1
Ukraine	3-5	1,214	48	1	97	99	96	0.97	...	...	...	...
CENTRAL ASIA												
Armenia	3-6	54	50	1	31	29	34	1.15	...	...	...	...
Azerbaijan	3-5	92	46	1	25 *	26 *	25 *	0.97 *	22 *	22 *	21 *	0.98 *
Georgia	3-5	79 -2	51 **, -2	— -2	58 -2	52 **, -2	64 **, -2	1.23 **, -2	...	...	...	...
Kazakhstan	3-6	520 +1	48 +1	5 +1	48 +1	48 +1	47 +1	0.99 +1	47 +1	48 +1	47 +1	0.99 +1
Kyrgyzstan	3-6	76	50	3	19	19	19	1.02	16	16	16	1.02
Mongolia	3-5	109	50	6	77	76	79	1.03	58	57	58	1.03
Tajikistan	3-6	58	44	...	9	9	8	0.84	7	7	6	0.84
Turkmenistan	3-6	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	3-6	523 +1	49 +1	1 +1	26 +1	26 +1	26 +1	1.00 +1	20 +1	20 +1	20 +1	1.01 +1
EAST ASIA AND THE PACIFIC												
Australia	4-4	218	48	75	78	79	78	0.98	51	52	51	0.98
Brunei Darussalam	4-5	13	49	72	88	88	88	1.00	65	64	65	1.02
Cambodia	3-5	115	50	...	13	13	13	1.04	13	13	13	1.04
China	4-6	26,578	45	43	54	54	54	1.01	...	...	...	...

REGION	Age group	Enrolment			Gross enrolment ratio				Net enrolment rate			
Country or territory	(1)	MF (000) (2)	% F (3)	% private (4)	MF (5)	M (6)	F (7)	GPI (8)	MF (9)	M (10)	F (11)	GPI (12)
China, Hong Kong SAR	3-5	142	48	99	...	...	...	...	...	...	...	...
China, Macao SAR	3-5	10	48	97	80	83	78	0.94	78	80	75	0.94
Cook Islands	4-4	1 [+1]	49 [+1]	34 [+1]	181 [*, +1]	180 [*, +1]	181 [*, +1]	1.01 [*, +1]	...	...	...	...
Democratic People's Republic of Korea	5-6	...	...	...	...	...	...	...	...	...	...	...
Fiji	3-5	9 [-1]	50 [-1]	...	18 [-1]	17 [-1]	19 [-1]	1.07 [-1]	...	...	...	...
Indonesia	5-6	3,863	50	97	43	43	44	1.03	31	31	31	1.02
Japan	3-5	2,904	...	70	88	...	...	...	88	...	...	...
Kiribati	3-5	...	...	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	3-5	91	50	22	22	22	22	1.04	21	21	22	1.04
Malaysia	4-5	786 [-1]	50 [-1]	46 [-1]	67 [-1]	64 [-1]	69 [-1]	1.08 [-1]	58 [-1]	56 [-1]	60 [-1]	1.07 [-1]
Marshall Islands	4-5	1 [+1]	50 [+1]	18 [+1]	46 [+1]	45 [+1]	47 [+1]	1.05 [+1]	...	...	...	...
Micronesia (Federated States of)	3-5	...	...	...	...	...	...	...	...	...	...	...
Myanmar	3-4	159	51	61	10	10	10	1.06	10	10	10	1.06
Nauru	3-5	1 [-2]	50 [-2]	...	94 [*, -2]	96 [*, -2]	93 [*, -2]	0.97 [*, -2]	...	...	...	...
New Zealand	3-4	111	50	98	93	91	95	1.04	92	90	94	1.04
Niue	4-4	...	...	...	...	...	...	...	...	...	...	...
Palau	3-5	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	6-6	178 [-2]	48 [-2]	...	100 [-2]	101 [-2]	99 [-2]	0.98 [-2]	...	...	...	...
Philippines	5-5	1,166 [-1]	49 [-1]	37 [-1]	51 [-1]	51 [-1]	52 [-1]	1.02 [-1]	39 [-1]	38 [-1]	39 [-1]	1.01 [-1]
Republic of Korea	3-5	1,538	48	83	119	118	119	1.01	85	85	85	1.01
Samoa	3-4	4	52	100	38	35	41	1.19	24	22	26	1.19
Singapore	3-5	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	3-5	23	49	...	49	49	50	1.03	...	...	...	...
Thailand	3-5	2,755 [+1]	48 [+1]	20 [+1]	100 [+1]	101 [+1]	100 [+1]	0.99 [+1]	93 [+1]	92 [+1]	93 [+1]	1.01 [+1]
Timor-Leste	4-5	...	...	...	...	...	...	...	...	...	...	...
Tokelau	3-4	...	...	...	...	...	...	...	...	...	...	...
Tonga	3-4	...	...	...	...	...	...	...	...	...	...	...
Tuvalu	3-5	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	3-5	11	49	...	59	58	59	1.01	41	40	42	1.05
Viet Nam	3-5	3,410	47	47	82	84	79	0.94	65	...	...	...
LATIN AMERICA AND THE CARIBBEAN												
Anguilla	3-4	0.4	45	100	...	...	...	...	95 [**, -2]	99 [**, -2]	91 [**, -2]	0.92 [**, -2]
Antigua and Barbuda	3-4	2 [-2]	49 [-2]	100 [-2]	76 [-2]	76 [-2]	76 [-2]	1.00 [-2]	70 [-2]	70 [-2]	70 [-2]	0.99 [-2]
Argentina	3-5	1,462 [-1]	50 [-1]	32 [-1]	74 [-1]	73 [-1]	75 [-1]	1.02 [-1]	73 [-1]	73 [-1]	74 [-1]	1.02 [-1]
Aruba	4-5	3	48	75	112	115	109	0.94	98 [-1]	100 [-1]	96 [-1]	0.96 [-1]
Bahamas	3-4	...	...	...	...	...	...	...	...	...	...	...
Barbados	3-4	6 [*]	50 [*]	16 [*]	108 [*]	108 [*]	108 [*]	1.00 [*]	96 [*]	95 [*]	96 [*]	1.01 [*]
Belize	3-4	7	51	85	46	45	47	1.06	44	43	45	1.05
Bermuda	4-4	...	...	...	...	...	...	...	...	...	...	...
Bolivia (Plurinational State of)	4-5	222 [-1]	49 [-1]	12 [-1]	45 [-1]	45 [-1]	45 [-1]	1.01 [-1]	32 [-1]	32 [-1]	32 [-1]	1.02 [-1]
Brazil	4-6	6,792	49	27	...	...	...	...	...	...	...	...
British Virgin Islands	3-4	1 [-1]	49 [-1]	100 [-1]	71 [**, -1]	74 [**, -1]	69 [**, -1]	0.92 [**, -1]	58 [**, -1]	61 [**, -1]	55 [**, -1]	0.90 [**, -1]
Cayman Islands	3-4	1 [-2]	54 [-2]	97 [-2]	91 [-2]	82 [-2]	101 [-2]	1.22 [-2]	82 [-2]	72 [-2]	92 [-2]	1.28 [-2]
Chile	3-5	414 [-1]	50 [-1]	57 [-1]	56 [-1]	55 [-1]	58 [-1]	1.05 [-1]	54 [-1]	52 [-1]	55 [-1]	1.06 [-1]
Colombia	3-5	1,302	49	28	49	49	49	1.00	44	44	45	1.01
Costa Rica	4-5	108	49	13	71	71	72	1.01	...	...	...	...
Cuba	3-5	389 [+1]	48 [+1]	. [+1]	104 [+1]	104 [+1]	104 [+1]	1.00 [+1]	90 [+1]	90 [+1]	90 [+1]	1.00 [+1]
Dominica	3-4	2	49	100	112	111	114	1.02	82	77	88	1.15
Dominican Republic	3-5	242	49	59	38	38	38	1.00	36	36	36	1.00
Ecuador	5-5	331 [**, -2]	50 [**, -2]	37 [**, -2]	112 [**, -2]	109 [**, -2]	115 [**, -2]	1.05 [**, -2]	...	...	...	...
El Salvador	4-6	227	49	15	64	63	65	1.02	55	54	55	1.03
Grenada	3-4	4	51	54	99	95	102	1.07	94	90	98	1.09
Guatemala	5-6	585	50	15	71	70	72	1.02	56	56	57	1.01
Guyana	4-5	25	49	6	76	74	78	1.07	65	64	67	1.06
Haiti	3-5	...	...	...	...	...	...	...	...	...	...	...
Honduras	3-5	248	50	14	44	43	44	1.03	38	37	38	1.04
Jamaica	3-5	159	49	92	113	113	113	1.00	84	...	...	...
Mexico	4-5	4,619	49	14	101	101	102	1.02	84	84	85	1.01

TABLE 1

PRE-PRIMARY EDUCATION / ISCED 0 / Measures of enrolment / 2010

REGION	Age group	Enrolment			Gross enrolment ratio				Net enrolment rate			
Country or territory	(1)	MF (000) (2)	% F (3)	% private (4)	MF (5)	M (6)	F (7)	GPI (8)	MF (9)	M (10)	F (11)	GPI (12)
Montserrat	3-4	0.1 -1	53 -1	— -1	...	...	...	...	...	...	...	...
Netherlands Antilles[a]	4-5	...	...	...	...	...	...	...	...	...	...	...
Nicaragua	3-5	218	50	16	55	55	56	1.03	55	55	56	1.03
Panama	4-5	93	49	18	67	67	67	1.01	60	60	60	1.00
Paraguay	3-5	155 -1	49 -1	30 -1	35 -1	35 -1	35 -1	1.01 -1	32 -1	32 -1	33 -1	1.02 -1
Peru	3-5	1,376	49	25	79	79	79	1.00	78	78	78	1.00
Puerto Rico	4-5	95	49	27	96	95	98	1.03	78	77	79	1.03
Saint Kitts and Nevis	3-4	2	48	64	90	92	88	0.96	...	...	...	...
Saint Lucia	3-4	3	48	100	60	62	59	0.95	44	44	44	0.99
Saint Vincent and the Grenadines	3-4	3 -1	50 -1	100 -1	80 -1	79 -1	80 -1	1.01 -1	...	...	...	...
Suriname	4-5	18 -1	50 -1	45 -1	85 -1	85 -1	86 -1	1.01 -1	80 -1	79 -1	80 -1	1.00 -1
Trinidad and Tobago	3-4	...	...	...	...	...	...	...	...	...	...	...
Turks and Caicos Islands	4-5	1 -1	50 -1	...	...	...	...	...	...	...	...	...
Uruguay	3-5	133 -1	49 -1	37 -1	89 -1	89 -1	89 -1	1.01 -1	78 -1	78 -1	78 -1	1.01 -1
Venezuela (Bolivarian Republic of)	3-5	1,269	51	17	73	71	76	1.07	70	68	73	1.07
NORTH AMERICA AND WESTERN EUROPE												
Andorra	3-5	2	47	2	102	104	99	0.96	86	88	83	0.95
Austria	3-5	240	49	28	100	100	100	1.00	...	...	...	...
Belgium	3-5	425 -1	49 -1	53 -1	118 -1	118 -1	118 -1	1.00 -1	98 -1	98 -1	99 -1	1.00 -1
Canada	4-5	489 -2	49 -2	6 -2	71 -2	71 -2	71 -2	1.00 -2	71 -2	71 -2	71 -2	1.00 -2
Cyprus	3-5	21	49	51	81 *	81 *	81 *	1.01 *	72 *	71 *	73 *	1.02 *
Denmark	3-6	251 -1	49 -1	21 -1	96 -1	97 -1	96 -1	0.99 -1	92 -1	91 -1	93 -1	1.03 -1
Finland	3-6	157	49	9	68	68	68	1.00	67	67	67	1.00
France	3-5	2,551	49	13	109	109	108	0.99	100	100	99	1.00
Germany	3-5	2,360	48	65	114	114	113	0.98	...	...	...	...
Gibraltar	4-4	...	...	...	...	...	...	...	...	...	...	...
Greece	4-5	...	...	...	...	...	...	...	...	...	...	...
Holy See	.	.	.	.	.	.	.	.	.	.	.	.
Iceland	3-5	12 -1	49 -1	12 -1	97 -1	97 -1	97 -1	1.00 -1	97 -1	97 -1	97 -1	1.00 -1
Ireland	4-4	62	48	97	98	99	97	0.98	28	30	25	0.86
Israel	3-5	428 -1	50 -1	9 -1	106 -1	103 -1	109 -1	1.05 -1	97 -1	94 -1	100 -1	1.07 -1
Italy	3-5	1,681	48	31	98	100	96	0.97	93	94	91	0.97
Liechtenstein	5-6	1	49	3	104 *	102 *	105 *	1.03 *	74 *	75 *	73 *	0.97 *
Luxembourg	3-5	15 -2	48 -2	8 -2	87 -2	87 -2	86 -2	0.99 -2	85 -2	85 -2	85 -2	1.00 -2
Malta	3-4	9	48	34	117	119	115	0.97	98	100	97	0.97
Monaco	3-5	1	50	20	...	...	...	...	...	...	...	...
Netherlands	4-5	379	49	...	93	93	93	1.00	93	93	93	1.00
Norway	3-5	174	49	45	99	100	98	0.98	99	100	98	0.98
Portugal	3-5	275 -1	48 -1	48 -1	82 -1	82 -1	82 -1	1.00 -1	81 -1	81 -1	81 -1	1.00 -1
San Marino	3-5	1	46	.	93 **	96 **	89 **	0.93 **	81 **	84 **	78 **	0.93 **
Spain	3-5	1,822	49	36	126	126	127	1.00	98	98	99	1.01
Sweden	3-6	399	49	16	95	95	95	1.00	95	95	95	1.00
Switzerland	5-6	147	49	4	99	99	100	1.01	76	76	76	1.00
United Kingdom	3-4	1,122 -1	49 -1	28 -1	81 -1	81 -1	82 -1	1.01 -1	76 -1	75 -1	77 -1	1.02 -1
United States of America	3-5	8,840	50	45	69	68	70	1.04	64	62	65	1.05
SOUTH AND WEST ASIA												
Afghanistan	3-6	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	3-5	1,234 *	49 *	48 *	13 *	14 *	13 *	0.99 *	13 *	13 *	13 *	0.99 *
Bhutan	4-5	2 +1	51 +1	68 +1	5 +1	5 +1	5 +1	1.08 +1	...	...	...	...
India	3-5	41,301	49	...	55	54	56	1.04	...	...	...	...
Iran (Islamic Republic of)	5-5	463	51	5	42	41	44	1.08	...	...	...	...
Maldives	3-5	18 +1	49 +1	91 +1	114 +1	113 +1	115 +1	1.02 +1	92 +1	91 +1	93 +1	1.02 +1
Nepal	3-4	1,019 +1	48 +1	16 +1	...	...	...	...	...	...	...	...
Pakistan	3-4	...	...	...	...	...	...	...	...	...	...	...
Sri Lanka	3-4	...	...	...	...	...	...	...	...	...	...	...
SUB-SAHARAN AFRICA												
Angola	5-5	668	50	1	104	103	105	1.02	66 *	65 *	67 *	1.04 *
Benin	4-5	97	51	25	18	18	19	1.04	...	...	...	...

REGION	Age group	Enrolment			Gross enrolment ratio				Net enrolment rate			
Country or territory	(1)	MF (000) (2)	% F (3)	% private (4)	MF (5)	M (6)	F (7)	GPI (8)	MF (9)	M (10)	F (11)	GPI (12)
Botswana	3-5	24 -1	50 -1	...	19 -1	19 -1	19 -1	1.02 -1	15 -1	15 -1	16 -1	1.04 -1
Burkina Faso	3-5	49 +1	49 +1	...	3 +1	3 +1	3 +1	1.01 +1	3 +1	3 +1	3 +1	1.01 +1
Burundi	4-6	55	50	20	9	9	9	1.00	7	7	7	1.00
Cameroon	4-5	317	50	65	28	28	29	1.02	20	...	...	...
Cape Verde	3-5	22	50	64	70	70	70	1.00	65	65	65	1.00
Central African Republic	3-5	21 +1	51 +1	55 +1	6 +1	6 +1	6 +1	1.02 +1	6 +1	6 +1	6 +1	1.02 +1
Chad	3-5	21	48	46	2	2	2	0.91	2	2	2	0.92
Comoros	3-5	14 -2	48 -2	100 -2	22 -2	22 -2	21 -2	0.97 -2	...	...	...	...
Congo	3-5	43	51	72	13	12	13	1.07	13	12	13	1.07
Côte d'Ivoire	3-5	75 +1	50 +1	40 +1	4 +1	4 +1	4 +1	1.00 +1	4 -1	4 -1	4 -1	0.98 -1
Democratic Republic of the Congo	3-5	219	51	...	3	3	3	1.06	...	...	...	...
Equatorial Guinea	3-6	40 -2	57 -2	...	55 -2	47 -2	63 -2	1.33 -2	...	...	...	...
Eritrea	5-6	41	48	53	14	14	13	0.95	9	9	9	0.95
Ethiopia	4-6	341	49	95	5	5	5	0.96	4	4	4	0.96
Gabon	3-5	45 +1	50 +1	74 +1	42 +1	41 +1	43 +1	1.04 +1	42 +1	41 +1	43 +1	1.04 +1
Gambia	3-6	65	51	77	30	30	31	1.04	27	27	28	1.04
Ghana	3-5	1,338 -1	50 -1	28 **, -1	69 -1	68 -1	70 -1	1.04 -1	47 **, -1	46 **, -1	49 **, -1	1.05 **, -1
Guinea	4-6	121	49	72	14	14	14	0.99	9	9	9	0.99
Guinea-Bissau	4-6	9	51	84	7	7	7	1.06	5	5	5	1.05
Kenya	3-5	1,914 -1	49 -1	38 -1	52 -1	52 -1	52 -1	0.99 -1	29 -1	27 -1	30 -1	1.12 -1
Lesotho	3-5	53	...	...	33	...	...	...	...	...	...	...
Liberia	3-5	...	...	...	...	...	...	...	...	...	...	...
Madagascar	3-5	164	50	91	9	9	9	1.03	8	8	8	1.03
Malawi	3-5	...	...	...	...	...	...	...	...	...	...	...
Mali	3-6	71 +1	50 +1	73 +1	3 +1	3 +1	3 +1	1.05 +1	3 +1	3 +1	3 +1	1.05 +1
Mauritius	3-4	35	49	82	96	97	96	0.99	89	89	88	0.99
Mozambique	3-5	...	...	...	...	...	...	...	...	...	...	...
Namibia	5-6	...	...	...	...	...	...	...	...	...	...	...
Niger	4-6	96 +1	50 +1	15 +1	6 +1	6 +1	6 +1	1.07 +1	5 +1	5 +1	5 +1	1.06 +1
Nigeria	3-5	2,021	49	27	14	14	14	0.99	...	...	...	...
Rwanda	4-6	112 +1	51 +1	100 +1	11 +1	11 +1	12 +1	1.05 +1	10 +1	10 +1	11 +1	1.05 +1
Sao Tome and Principe	3-5	9 +1	51 +1	7 +1	62 +1	60 +1	63 +1	1.05 +1	57 +1	55 +1	58 +1	1.06 +1
Senegal	4-6	147	52	50	13	12	14	1.12	9	8	9	1.12
Seychelles	4-5	3	48	10	102	106	97	0.92	87	91	83	0.91
Sierra Leone	3-5	37 +1	51 +1	41 +1	7 +1	7 +1	7 +1	1.03 +1	...	...	...	...
Somalia	3-5	...	...	...	...	...	...	...	...	...	...	...
South Africa	6-6	667 -1	50 -1	5 -1	65 -1	65 -1	65 -1	1.00 -1	...	...	...	...
Swaziland	3-5	21	50	100	23	22	23	1.03	23	22	23	1.03
Togo	3-5	43	51	33	9	9	9	1.02	9	9	9	1.02
Uganda	3-5	499	51	100	14	14	14	1.05	14	14	14	1.05
United Republic of Tanzania	5-6	925	50	5	33	33	34	1.02	33	33	34	1.02
Zambia	3-6	...	...	...	...	...	...	...	...	...	...	...
Zimbabwe	3-5	...	...	...	...	...	...	...	...	...	...	...
REGIONAL AVERAGES												
WORLD		**163,763**	**48**	**...**	**48**	**48**	**48**	**1.00**	**...**	**...**	**...**	**...**
Arab States		3,904 **	47 **	...	22 **	23 **	22 **	0.94 **	...	...	...	...
Central and Eastern Europe		10,906 **	48 **	...	69 **	70 **	69 **	0.98 **	...	...	...	...
Central Asia		1,591	49	...	30	30	30	1.00	...	...	...	...
East Asia and the Pacific		44,643	47	...	57	57	58	1.01	...	...	...	...
Latin America and the Caribbean		20,636	49	...	70	70	71	1.01	...	...	...	...
North America and Western Europe		22,051	49	...	85	85	86	1.01	...	...	...	...
South and West Asia		48,144	49	...	48	48	49	1.02	...	...	...	...
Sub-Saharan Africa		11,887	50	...	17	17	18	1.01	...	...	...	...

TABLE 2 PRIMARY EDUCATION / ISCED 1 / Compulsory education, new entrants and measures of enrolment / 2010

REGION	Compulsory education		New entrants		Gross intake ratio				Net intake rate (adjusted)	
Country or territory	Starting age (1)	Duration (2)	MF (000) (3)	% F (4)	MF (5)	M (6)	F (7)	GPI (8)	MF (9)	M (10)
ARAB STATES										
Algeria	6	9	662	48	106	107	105	0.98	99	100
Bahrain	6	9	15 -1	48 -1	...	...	...	...	...	...
Djibouti	6	9	13 +1	47 +1	60 +1	63 +1	57 +1	0.90 +1	43 +1	45 +1
Egypt	6	9	1,758	...	103	...	...	...	94 **, -1	96 **, -1
Iraq	6	6	...	...	...	...	...	...	...	...
Jordan	6	10	146	49	96	97	96	0.99	93	93
Kuwait	6	9	45	49	...	...	...	...	99 -2	98 -2
Lebanon	6	9	72	49	107	108	106	0.98	96	96
Libya	6	9	...	...	...	...	...	...	...	...
Mauritania	6	9	97	50	105	104	107	1.04	37	37
Morocco	6	9	636 +1	49 +1	110 +1	110 +1	109 +1	0.99 +1	92 +1	93 +1
Oman	.	.	51 -1	48 -1	106 -1	108 -1	103 -1	0.96 -1	95 -1	97 -1
Palestine	6	10	103	49	91	91	91	1.00	89	89
Qatar	6	12	16	49	107	107	107	1.00	80	78
Saudi Arabia	6	6	578	50	105	104	106	1.02	63 -1	64 -1
Sudan (pre-secession) [a]	6	8	915 -1	47 **, -1	79 -1	83 **, -1	75 **, -1	0.91 **, -1	...	...
Syrian Arab Republic	6	9	604	48	117	116	117	1.00	99 -1	99 -1
Tunisia	6	9	163 -1	49 -1	106 -1	106 -1	106 -1	0.99 -1	100 -1	100 -1
United Arab Emirates	6	9	72	49	...	...	...	...	...	...
Yemen	6	9	714	46	103	109	96	0.88	57	61
CENTRAL AND EASTERN EUROPE										
Albania	6	9	42	48	87	87	87	1.01	66	64
Belarus	6	9	87	49	96	96	96	1.00	...	...
Bosnia and Herzegovina	...	...	36	49	99	99	100	1.01	82	81
Bulgaria	7	8	63	48	98	98	98	0.99	94	94
Croatia	7	8	39	49	92	92	92	1.00	90	90
Czech Republic	6	10	93 -1	49 -1	107 -1	107 -1	108 -1	1.01 -1	...	...
Estonia	7	9	12 -1	49 -1	100 -1	100 -1	100 -1	1.00 -1	...	...
Hungary	7	10	96 -1	48 -1	102 -1	103 -1	102 -1	0.99 -1	96 -1	95 -1
Latvia	7	9	20	49	101	100	102	1.02	91	88
Lithuania	7	9	28	48	92	93	91	0.98	91	91
Montenegro	6	9	8	48	96	97	94	0.97	...	...
Poland	7	9	356 -1	49 -1	99 -1	99 -1	99 -1	1.00 -1	97 -1	96 -1
Republic of Moldova	6	10	35	48	97 *	98 *	97 *	0.98 *	89 *	89 *
Romania	7	10	202	48	94	94	94	0.99	87	86
Russian Federation	6	10	1,322 -1	...	102 -1	...	...	...	89 -1	88 -1
Serbia	7	8	72	49	92 *	92 *	92 *	1.00 *	89 *	89 *
Slovakia	6	9	50	49	96	96	96	1.00	50	47
Slovenia	6	9	18 -1	48 -1	99 -1	99 -1	98 -1	0.99 -1	95 -1	94 -1
The former Yugoslav Rep. of Macedonia	6	9	23	49	98	97	100	1.03	94	93
Turkey	6	8	1,234 -1	48 -1	98 -1	99 -1	97 -1	0.98 -1	85 -1	85 -1
Ukraine	6	11	...	...	...	...	...	...	75	75 *
CENTRAL ASIA										
Armenia	6	9	36	46	92	91	93	1.02	...	...
Azerbaijan	6	11	119	46	90 *	91 *	88 *	0.98 *	69 *	71 *
Georgia	6	9	46	47	101	100	102	1.02	97 -2	94 -2
Kazakhstan	7	11	261 +1	49 +1	111 +1	112 +1	111 +1	1.00 +1	99 +1	99 +1
Kyrgyzstan	7	9	101	49	105	106	104	0.99	97	97
Mongolia	6	9	50	48	114	117	111	0.95	93	94
Tajikistan	7	9	167	48	100	102	98	0.96	96	98
Turkmenistan	7	10	...	...	...	...	...	...	...	...
Uzbekistan	7	12	482 +1	48 +1	96 +1	97 +1	94 +1	0.96 +1	90 +1	92 +1
EAST ASIA AND THE PACIFIC										
Australia	5	11	...	...	...	...	...	...	82	80
Brunei Darussalam	6	9	7	49	96	95	97	1.03	77	76
Cambodia	.	.	416	49	143	143	144	1.01	90	90
China	6	9	16,677	46	97	95	99	1.04	...	...

Net intake rate (adjusted)		Enrolment		Gross enrolment ratio				Net enrolment rate (adjusted)			
F (11)	GPI (12)	MF (000) (13)	% F (14)	MF (15)	M (16)	F (17)	GPI (18)	MF (19)	M (20)	F (21)	GPI (22)
ARAB STATES											
98	0.98	3,312	47	110	113	107	0.94	97	98	96	0.98
...	...	91	49	...	...	...	...	...	...	...	...
40 +1	0.89 +1	61 +1	47 +1	59 +1	62 +1	56 +1	0.90 +1	45 **, -1	47 **, -1	42 **, -1	0.90 **, -1
93 **, -1	0.97 **, -1	10,004	48 **	101	103 **	98 **	0.96 **	96 **	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
93	1.00	820	49	92	92	92	1.00	91	91	91	1.00
100 -2	1.02 -2	214	49	...	...	...	...	98 -2	97 -2	100 -2	1.03 -2
96	1.00	462	48	105	106	103	0.97	93	94	93	0.99
...	...	...	...	...	...	...	...	...	...	...	...
38	1.04	531	50	102	99	105	1.05	74 **	73 **	76 **	1.04 **
92 +1	0.99 +1	4,001 +1	47 +1	114 +1	117 +1	110 +1	0.94 +1	96 +1	97 +1	96 +1	0.99 +1
92 -1	0.95 -1	302 -1	48 -1	105 -1	107 -1	104 -1	0.97 -1	98 -1	100 -1	97 -1	0.97 -1
89	1.00	403	48	91	92	90	0.98	89	90	88	0.99
81	1.04	89	49	103	103	103	1.00	96	96	97	1.01
63 -1	0.99 -1	3,321	49	106	106	106	0.99	90 -1	90 -1	89 -1	0.99 -1
...	...	4,744 -1	46 -1	73 -1	76 -1	69 -1	0.90 -1	...	...	...	...
99 -1	1.00 -1	2,429	48	118	119	116	0.98	99 -1	100 -1	98 -1	0.99 -1
99 -1	0.99 -1	1,025 -1	48 -1	109 -1	111 -1	107 -1	0.96 -1	99 -1	...	...	...
...	...	327	49	...	...	...	...	...	...	...	...
53	0.86	3,427	44	87	96	78	0.82	78	86	70	0.82
CENTRAL AND EASTERN EUROPE											
68	1.06	225	48	87	87	87	0.99	80	80	80	1.01
...	...	358	49	100	100	100	1.00	92	...	...	...
83	1.03	175	49	112	111	113	1.02	87	86	88	1.02
94	0.99	260	48	103	103	102	1.00	100	99	100	1.00
91	1.00	167	49	93	93	93	1.00	96	95	97	1.02
...	...	460 -1	49 -1	106 -1	106 -1	106 -1	0.99 -1	...	...	...	...
...	...	74 -1	48 -1	99 -1	100 -1	98 -1	0.99 -1	96 -1	96 -1	96 -1	1.00 -1
97 -1	1.02 -1	390 -1	48 -1	102 -1	102 -1	101 -1	0.99 -1	98 -1	98 -1	98 -1	1.00 -1
93	1.05	114	48	101	101	100	0.99	96	95	97	1.02
91	1.00	122	48	96	96	95	0.99	96	96	96	1.00
...	...	35	48	107	107	106	0.98	83	...	...	...
97 -1	1.01 -1	2,294 -1	48 -1	97 -1	98 -1	97 -1	0.99 -1	96 -1	96 -1	96 -1	1.00 -1
89 *	1.00 *	141	48	94 *	94 *	93 *	1.00 *	90 *	90 *	90 *	1.00 *
87	1.01	842	48	96	96	95	0.99	88	88	87	0.99
90 -1	1.02 -1	5,015 -1	49 -1	99 -1	99 -1	99 -1	1.00 -1	96 -1	95 -1	96 -1	1.01 -1
90 *	1.01 *	283	49	96 *	96 *	96 *	0.99 *	95 *	95 *	94 *	1.00 *
54	1.16	212	49	101	101	101	0.99	...	...	...	...
96 -1	1.02 -1	107 -1	48 -1	98 -1	98 -1	97 -1	0.99 -1	97 -1	97 -1	97 -1	1.00 -1
96	1.03	111	48	90	89	91	1.01	98	97	99	1.02
85 -1	1.00 -1	6,592 -1	49 -1	102 -1	103 -1	101 -1	0.98 -1	97 -1	98 -1	97 -1	0.98 -1
76 *	1.01 *	1,540	49	99	99	100	1.01	91	91 *	91 *	1.01 *
CENTRAL ASIA											
...	...	117	47	103	101	104	1.02	...	...	...	...
68 *	0.95 *	482	46	94 *	94 *	93 *	0.99 *	85 **	85 **	84 **	0.99 **
100 -2	1.06 -2	289	47	109	107	111	1.03	100 -1	...	...	...
99 +1	1.00 +1	986 +1	49 +1	111 +1	111 +1	111 +1	1.00 +1	100 +1	99 +1	100 +1	1.00 +1
96	0.99	391	49	100	100	99	0.99	95	95	95	1.00
92	0.99	274	49	122	123	121	0.98	99 **	100 **	99 **	0.99 **
94	0.96	682	48	102	104	100	0.96	98	99	96	0.96
...	...	...	...	...	...	...	...	...	...	...	...
88 +1	0.96 +1	1,948 +1	48 +1	95 +1	96 +1	93 +1	0.97 +1	93 +1	94 +1	91 +1	0.97 +1
EAST ASIA AND THE PACIFIC											
84	1.05	2,015	49	105	105	105	0.99	97	97	98	1.01
78	1.04	44	48	108	107	109	1.01	...	...	...	...
91	1.01	2,273	48	127	130	124	0.95	96	96	95	0.99
...	...	101,019	46	111	110	113	1.03	...	...	...	...

TABLE 2 PRIMARY EDUCATION / ISCED 1 / Compulsory education, new entrants and measures of enrolment / 2010

REGION	Compulsory education		New entrants		Gross intake ratio				Net intake rate (adjusted)	
Country or territory	Starting age (1)	Duration (2)	MF (000) (3)	% F (4)	MF (5)	M (6)	F (7)	GPI (8)	MF (9)	M (10)
China, Hong Kong SAR	6	9	50 *	48 *	116 *	114 *	119 *	1.04 *	96 *, -1	95 *, -1
China, Macao SAR	5	10	...	...	...	...	...	...	...	...
Cook Islands	5	11	0.3 +1	51 +1	121 *, +1	116 *, +1	127 *, +1	1.09 *, +1	96 *	95 *
Democratic People's Republic of Korea	6	11	...	...	...	...	...	...	...	...
Fiji	6	10	17 -1	48 -1	102 -1	102 -1	102 -1	0.99 -1	90 -1	89 -1
Indonesia	7	9	5,154 -1	48 -1	119 -1	121 -1	118 -1	0.97 -1	98	98
Japan	6	9	1,149	49	102	102	102	1.00	100	100
Kiribati	6	9	3 -2	49 -2	115 -2	116 -2	113 -2	0.98 -2	...	...
Lao People's Democratic Republic	6	5	189	48	134	137	131	0.96	96	96
Malaysia	6	6	474 -1	48 -1	...	...	...	...	...	...
Marshall Islands	6	8	2 +1	48 +1	100 +1	102 +1	99 +1	0.97 +1	99 +1	100 +1
Micronesia (Federated States of)	6	8	...	...	...	...	...	...	...	...
Myanmar	5	5	1,196	49	152	152	151	0.99	...	...
Nauru	6	11	...	...	...	...	...	...	...	...
New Zealand	5	12	...	...	...	...	...	...	97	97
Niue	5	12	...	...	...	...	...	...	...	...
Palau	6	9	...	...	...	...	...	...	...	...
Papua New Guinea	.	.	...	...	...	...	...	...	...	...
Philippines	6	6	2,759 -2	47 -2	125 -2	129 -2	121 -2	0.94 -2	52 -1	50 -1
Republic of Korea	6	9	477	48	107	107	107	0.99	96	95
Samoa	5	8	6	49	125	122	128	1.05	81	79
Singapore	6	6	46 -1	49 -1	...	...	...	...	...	...
Solomon Islands	...	...	...	...	...	...	...	...	...	...
Thailand	6	9	...	...	...	...	...	...	...	...
Timor-Leste	6	9	46	49	141	141	141	1.00	77	76
Tokelau	...	...	...	...	...	...	...	...	...	...
Tonga	6	9	...	...	...	...	...	...	...	...
Tuvalu	7	8	...	...	...	...	...	...	...	...
Vanuatu	.	.	8	49	124	123	125	1.02	...	...
Viet Nam	6	9	...	...	...	...	...	...	...	...
LATIN AMERICA AND THE CARIBBEAN										
Anguilla	5	12	0.2	54	...	...	...	...	88 **, -2	80 **, -2
Antigua and Barbuda	5	11	1	44	94	103	84	0.81	72	75
Argentina	5	13	752 -1	49 -1	114 -1	114 -1	115 -1	1.00 -1	98 -2	99 -2
Aruba	6	11	1	49	106	108	104	0.96	97	99
Bahamas	5	12	5	50	118	116	120	1.04	80	78
Barbados	5	11	4 *	49 *	130 *	133 *	127 *	0.95 *	...	...
Belize	5	10	8	50	115	115	114	0.99	98	97
Bermuda	5	11	1	49	90	90	90	1.00	88	87
Bolivia (Plurinational State of)	6	8	270 -2	49 -2	112 -2	113 -2	111 -2	0.99 -2	...	...
Brazil	6	9	...	...	...	...	...	...	...	...
British Virgin Islands	5	12	0.5	48	91 *	95 *	87 *	0.92 *	78 *	82 *
Cayman Islands	5	12	1 -2	50 -2	88 -2	85 -2	91 -2	1.07 -2	...	...
Chile	6	12	239 -1	49 -1	97 -1	97 -1	96 -1	0.99 -1	84 -1	83 -1
Colombia	5	10	970	48	110	113	107	0.95	78	78
Costa Rica	5	10	76	49	98	98	98	1.00	...	...
Cuba	6	9	123 +1	49 +1	93 +1	93 +1	93 +1	1.00 +1	94 +1	94 +1
Dominica	5	12	1	48	131	133	129	0.98	...	...
Dominican Republic	5	9	223	46	107	113	101	0.89	81	83
Ecuador	5	10	...	...	...	...	...	...	89 -1	86 -1
El Salvador	7	9	141	47	113	117	110	0.94	70	70
Grenada	5	12	2 **	52 **	106 **	99 **	113 **	1.14 **	93 -1	93 -1
Guatemala	6	10	526	49	131	131	131	1.00	90	90
Guyana	6	9	15	49	85	82	87	1.06	80	78
Haiti	6	6	...	...	...	...	...	...	...	...
Honduras	6	6	228	48	123	125	120	0.96	70	69
Jamaica	6	6	40	49	79	81	78	0.96	79	79
Mexico	4	11	2,420	49	108	108	108	1.00	99	98

Net intake rate (adjusted)		Enrolment		Gross enrolment ratio				Net enrolment rate (adjusted)			
F (11)	GPI (12)	MF (000) (13)	% F (14)	MF (15)	M (16)	F (17)	GPI (18)	MF (19)	M (20)	F (21)	GPI (22)
99 *, -1	1.04 *, -1	349	48	102	101	103	1.02	98 *	...	...	...
...	...	25	48	94	94	93	1.00	83	81	84	1.04
96 *	1.01 *	2 +1	49 +1	111 *, +1	110 *, +1	113 *, +1	1.03 *, +1	98 *	98 *	99 *	1.02 *
...	...	...	...	...	...	...	...	...	...	...	...
91 -1	1.03 -1	101 -1	48 -1	105 -1	106 -1	104 -1	0.98 -1	99 -1	99 -1	99 -1	1.00 -1
99	1.02	30,342	50	118	117	119	1.02	99	...	...	...
100	1.00	7,099	49	103	103	103	1.00	100	...	...	...
...	...	16 -1	50 -1	113 -1	111 -1	115 -1	1.04 -1	...	...	...	...
95	0.99	916	47	126	131	122	0.93	97	98	95	0.97
...	...	3,001 -1	48 -1	...	...	...	...	...	...	...	...
97 +1	0.97 +1	9 +1	48 +1	102 +1	102 +1	101 +1	0.99 +1	99 +1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	5,126	50	126	126	126	1.00	...	...	...	...
...	...	1 -2	50 -2	93 *, -2	90 *, -2	96 *, -2	1.06 *, -2	...	...	...	...
98	1.01	348	49	101	101	101	1.00	99	99	100	1.00
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	601 -2	45 -2	60 -2	63 -2	57 -2	0.89 -2	...	...	...	...
55 -1	1.09 -1	13,687 -1	48 -1	106 -1	107 -1	105 -1	0.98 -1	89 -1	88 -1	90 -1	1.02 -1
96	1.01	3,306	48	106	106	105	0.99	99 **	99 **	98 **	0.99 **
83	1.06	31	48	108	107	109	1.02	95	93	97	1.04
...	...	295 -1	48 -1	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	5,371 -1	48 -1	91 -1	91 -1	90 -1	0.99 -1	90 -1	90 -1	89 -1	0.99 -1
78	1.03	230	48	117	119	115	0.96	86	86	86	0.99
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	42	47	117	120	114	0.95	...	...	...	...
...	...	6,923	47	106	109	103	0.94	98	...	...	...
LATIN AMERICA AND THE CARIBBEAN											
100 **, -2	1.26 **, -2	2	49	...	...	...	...	93 **, -2	93 **, -2	93 **, -2	1.00 **, -2
67	0.89	11	47	102	106	97	0.92	88	91	84	0.93
97 -2	0.99 -2	4,702 -1	49 -1	118 -1	118 -1	117 -1	0.99 -1	...	...	...	...
94	0.96	10	49	114	116	112	0.97	100	100	100	1.00
82	1.05	34	50	114	113	115	1.02	98	...	...	...
...	...	23 *	49 *	120 *	119 *	122 *	1.02 *	95 *, -2	...	...	...
99	1.02	53	49	121	127	116	0.91	97	...	...	...
90	1.03	4	49 **	92	92 **	92 **	1.00 **	95 **	...	...	...
...	...	1,481 -1	49 -1	105 -1	105 -1	104 -1	0.99 -1	...	...	...	...
...	...	16,893	47	...	...	...	...	...	...	...	...
74 *	0.91 *	3	49	100 *	103 *	97 *	0.94 *	90 *	91 *	88 *	0.97 *
...	...	4 -2	48 -2	90 -2	91 -2	89 -2	0.97 -2	...	...	...	...
85 -1	1.02 -1	1,612 -1	48 -1	106 -1	108 -1	103 -1	0.95 -1	94 -1	94 -1	94 -1	1.00 -1
79	1.01	5,085	49	115	116	114	0.98	92	92	91	1.00
...	...	521	48	110	110	109	0.99	...	...	...	...
94 +1	1.00 +1	828 +1	48 +1	101 +1	102 +1	100 +1	0.98 +1	98 +1	98 +1	98 +1	1.00 +1
...	...	8	49	112	113	111	0.98	98 -1	...	...	...
80	0.97	1,318	46	108	115	102	0.88	93	96	90	0.95
93 -1	1.07 -1	2,008 -1	49 -1	114 -1	114 -1	115 -1	1.01 -1	98 -1	...	...	...
70	1.01	940	48	114	117	111	0.95	95	95	95	1.00
94 -1	1.01 -1	14	49	103	103	103	1.00	97 -1	96 -1	99 -1	1.04 -1
90	1.00	2,660	48	116	119	114	0.96	99	100	98	0.98
83	1.07	99	49	85	83	86	1.04	84	82	86	1.04
...	...	...	...	...	...	...	...	...	...	...	...
72	1.04	1,275	49	116	116	116	1.00	96 **	95 **	97 **	1.03 **
78	0.98	299	49	89	91	87	0.95	82	83	81	0.98
99	1.01	14,906	49	114	115	113	0.99	100	99	100	1.01

TABLE 2 PRIMARY EDUCATION / ISCED 1 / Compulsory education, new entrants and measures of enrolment / 2010

REGION	Compulsory education		New entrants		Gross intake ratio				Net intake rate (adjusted)	
Country or territory	Starting age (1)	Duration (2)	MF (000) (3)	% F (4)	MF (5)	M (6)	F (7)	GPI (8)	MF (9)	M (10)
Montserrat	5	7	0.1 -1	47 -1	...	...	...	...	...	...
Netherlands Antilles[a]	5	13	...	...	...	...	...	...	...	...
Nicaragua	6	6	185	48	142	146	138	0.95	74	73
Panama	6	9	70	49	102	103	101	0.98	87	87
Paraguay	6	9	145 -1	48 -1	100 -1	101 -1	98 -1	0.97 -1	73 -1	72 -1
Peru	5	12	616	49	106	106	107	1.01	96	96
Puerto Rico	5	13	...	...	...	...	...	...	80	77
Saint Kitts and Nevis	5	12	1	51	78	76	80	1.06	75	75
Saint Lucia	5	10	3	47	92	96	87	0.90	85	88
Saint Vincent and the Grenadines	5	12	2	48	104	107	100	0.93	96	97
Suriname	7	6	11 -1	49 -1	100 -1	101 -1	99 -1	0.97 -1	90 -1	90 -1
Trinidad and Tobago	6	6	19	49	103	104	101	0.97	88	88
Turks and Caicos Islands	4	13	0.5 -1	49 -1	...	...	...	...	...	...
Uruguay	4	14	53 -1	49 -1	106 -1	106 -1	106 -1	0.99 -1	83 -1	83 -1
Venezuela (Bolivarian Republic of)	3	14	564	48	99	100	98	0.97	90	89
NORTH AMERICA AND WESTERN EUROPE										
Andorra	...	...	1	50	85	81	88	1.08	39	37
Austria	6	9	83	48	101	103	100	0.97	...	...
Belgium	6	13	111 -1	49 -1	95 -1	94 -1	95 -1	1.01 -1	93 -1	92 -1
Canada	6	11	343 -2	49 -2	98 -2	99 -2	98 -2	1.00 -2	...	...
Cyprus	6	9	9	49	103 *	102 *	104 *	1.02 *	95 *	94 *
Denmark	7	10	67 -1	49 -1	100 -1	100 -1	100 -1	1.00 -1	82 -1	77 -1
Finland	7	10	56	49	98	99	98	0.99	95	94
France	6	11	...	...	...	...	...	...	98	98
Germany	6	13	744 -1	49 -1	100 -1	100 -1	99 -1	0.99 -1	96 **	94 **
Gibraltar	...	...	...	...	...	...	...	...	...	...
Greece	5	10	...	...	...	...	...	...	...	...
Holy See	.	.	.	.	.	.	.	.	.	.
Iceland	6	11	4 -1	49 -1	97 -1	97 -1	97 -1	1.00 -1	97 -1	97 -1
Ireland	6	10	64	49	103	103	103	1.00	100	100
Israel	5	11	131 -1	49 -1	100 -1	98 -1	101 -1	1.03 -1	82 -1	80 -1
Italy	6	9	561	48	100	101	98	0.97	97	98
Liechtenstein	6	9	0.4	43	111 *	126 *	96 *	0.76 *	98 *	99 *
Luxembourg	6	10	6 -2	50 -2	96 -2	94 -2	99 -2	1.06 -2	92 -2	87 -2
Malta	5	11	4	49	105	105	105	1.00	73	73
Monaco	6	11	0.3 -1	55 -1	...	...	...	...	...	...
Netherlands	5	13	199	49	98	98	98	1.00	98	98
Norway	6	11	59	49	101	101	100	0.99	99	99
Portugal	6	9	114 -1	48 -1	103 -1	103 -1	103 -1	1.00 -1	96 -1	96 -1
San Marino	6	11	0.3	47	87 **	89 **	85 **	0.97 **	89 **	90 **
Spain	6	11	460	49	101	100	102	1.02	98	97
Sweden	7	10	100	49	103	103	104	1.00	98	98
Switzerland	7	9	71	49	94	92	96	1.04	99	98
United Kingdom	5	12	...	...	...	...	...	...	99 -1	99 -1
United States of America	6	12	4,138	48	100	101	98	0.97	80	80
SOUTH AND WEST ASIA										
Afghanistan	7	9	1,033	41	108	124	91	0.74	...	...
Bangladesh	6	5	3,688 *	50 *	...	...	...	...	...	...
Bhutan	.	.	15 +1	50 +1	102 +1	101 +1	103 +1	1.02 +1	64 +1	63 +1
India	6	9	31,584 -2	47 -2	127 -2	129 -2	125 -2	0.96 -2	...	...
Iran (Islamic Republic of)	6	8	1,119 -1	49 -1	107 -1	107 -1	108 -1	1.00 -1	...	...
Maldives	6	7	5 +1	47 +1	101 +1	104 +1	99 +1	0.95 +1	78 -1	77 -1
Nepal	.	.	1,140 +1	50 +1	...	...	...	...	...	...
Pakistan	5	5	4,596	45	118	129	108	0.84	80 *	88 *
Sri Lanka	5	9	345	49	94	94	95	1.00	89	89
SUB-SAHARAN AFRICA										
Angola	6	6	1,029 *	45 *	165 *	182 *	148 *	0.82 *	69 *	76 *
Benin	6	6	391	48	153	159	147	0.92	97	100

Net intake rate (adjusted)		Enrolment		Gross enrolment ratio				Net enrolment rate (adjusted)			
F (11)	GPI (12)	MF (000) (13)	% F (14)	MF (15)	M (16)	F (17)	GPI (18)	MF (19)	M (20)	F (21)	GPI (22)
...	...	0.5 -1	49 -1	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
76	1.05	924	48	118	119	116	0.98	94	93	95	1.01
87	1.00	440	48	108	109	106	0.97	99	99	98	0.99
73 -1	1.02 -1	852 -1	48 -1	100 -1	101 -1	98 -1	0.97 -1	86 -1	86 -1	86 -1	1.00 -1
97	1.01	3,763	49	108	108	108	1.00	98	98	98	1.01
83	1.07	300	49	93	91	95	1.04	86 **	83 **	88 **	1.06 **
76	1.01	6	49	93	93	94	1.00	86 *	86 *	86 *	1.01 *
82	0.93	19	49	94	96	92	0.96	90 **	90 **	89 **	0.99 **
94	0.97	14	48	105	109	101	0.93	98	...	...	...
90 -1	1.00 -1	71 -1	48 -1	113 -1	116 -1	111 -1	0.95 -1	91 **, -1	91 **, -1	91 **, -1	1.00 **, -1
89	1.01	131	48	105	107	103	0.97	97	98	97	0.99
...	...	3 -1	49 -1	...	...	...	...	...	...	...	...
83 -1	1.00 -1	349 -1	48 -1	113 -1	115 -1	111 -1	0.97 -1	99 -1	100 -1	99 -1	0.99 -1
91	1.01	3,458	48	103	104	101	0.97	95	95	95	1.00
											NORTH AMERICA AND WESTERN EUROPE
41	1.13	4	48	84	84	85	1.01	79	78	79	1.01
...	...	328	48	99	100	99	0.99	...	...	...	...
94 -1	1.02 -1	732 -1	49 -1	105 -1	105 -1	104 -1	1.00 -1	99 -1	99 -1	99 -1	1.00 -1
...	...	2,200 -2	49 -2	99 -2	99 -2	98 -2	1.00 -2	...	...	...	...
97 *	1.03 *	55	49	106 *	106 *	105 *	0.99 *	99 *	99 *	99 *	1.00 *
89 -1	1.16 -1	407 -1	49 -1	99 -1	99 -1	99 -1	1.00 -1	96 -1	95 -1	97 -1	1.02 -1
95	1.01	347	49	99	99	99	0.99	98	98	98	1.00
99	1.01	4,159	49	110	111	109	0.99	99	99	99	1.00
97 **	1.03 **	3,068	49	102	103	102	1.00	100 **	...	...	...
...	...	3 -1	49 -1	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
.	.	.	.	.	.	.	.	.	.	.	.
97 -1	1.00 -1	30 -1	49 -1	99 -1	99 -1	100 -1	1.00 -1	99 -1	99 -1	100 -1	1.00 -1
99	0.99	506	49	108	108	108	1.00	100	99	100	1.01
84 -1	1.05 -1	786 -1	49 -1	103 -1	103 -1	103 -1	1.01 -1	97 -1	97 -1	97 -1	1.01 -1
96	0.98	2,822	48	102	102	101	0.99	99	100	99	0.99
97 *	0.97 *	2	49	105 *	109 *	102 *	0.94 *	99 *	100 *	98 *	0.99 *
96 -2	1.10 -2	36 -2	49 -2	100 -2	99 -2	100 -2	1.01 -2	97 -2	96 -2	98 -2	1.02 -2
73	1.01	25	49	101	101	101	1.01	94	93	94	1.01
...	...	2	51	...	...	...	...	...	...	...	...
98	1.00	1,294	49	108	108	107	0.99	100	...	...	...
98	0.99	424	49	99	99	99	1.00	99	99	99	1.00
97 -1	1.00 -1	744 -1	48 -1	114 -1	116 -1	112 -1	0.97 -1	99 -1	99 -1	100 -1	1.00 -1
87 **	0.97 **	2	50	94 **	89 **	101 **	1.13 **	92 *, -1	91 *, -1	93 *, -1	1.02 *, -1
99	1.02	2,721	48	106	106	105	0.99	100	100	100	1.00
98	1.00	576	49	101	102	101	0.99	99	100	99	0.99
99	1.01	493	48	103	103	102	1.00	99	99	99	1.01
99 -1	1.00 -1	4,416 -1	49 -1	106 -1	106 -1	106 -1	1.00 -1	100 -1	100 -1	100 -1	1.00 -1
81	1.01	24,393	49	102	102	101	0.99	96	95	96	1.01
											SOUTH AND WEST ASIA
...	...	5,279	39	97	114	79	0.69	...	...	...	...
...	...	16,987 *	51 *	...	...	...	...	...	...	...	...
65 +1	1.03 +1	111 +1	50 +1	111 +1	111 +1	112 +1	1.01 +1	89 +1	88 +1	91 +1	1.03 +1
...	...	143,310 -2	48 -2	116 -2	116 -2	116 -2	1.00 -2	98 **, -2	99 **, -2	98 **, -2	0.99 **, -2
...	...	5,974	49	114	114	115	1.01	...	...	...	...
79 -1	1.03 -1	42 +1	48 +1	109 +1	111 +1	107 +1	0.96 +1	97 +1	97 +1	97 +1	1.00 +1
...	...	4,952 +1	50 +1	...	...	...	...	...	...	...	...
73 *	0.83 *	18,756	44	95	104	85	0.82	74 *	81 *	67 *	0.82 *
89	1.01	1,721	49	99	99	99	1.00	94	94	94	1.01
											SUB-SAHARAN AFRICA
62 *	0.81 *	4,273	45	124	137	112	0.81	86 **	93 **	78 **	0.84 **
94	0.94	1,788	46	126	135	117	0.87	94	...	...	...

TABLE 2 PRIMARY EDUCATION / ISCED 1 / Compulsory education, new entrants and measures of enrolment / 2010

REGION	Compulsory education		New entrants		Gross intake ratio				Net intake rate (adjusted)	
Country or territory	Starting age (1)	Duration (2)	MF (000) (3)	% F (4)	MF (5)	M (6)	F (7)	GPI (8)	MF (9)	M (10)
Botswana	6	10	47 **, -1	48 **, -1	111 **, -1	114 **, -1	108 **, -1	0.95 **, -1	47 -1	46 -1
Burkina Faso	6	10	445 +1	48 +1	89 +1	91 +1	86 +1	0.94 +1	29 +1	29 +1
Burundi	7	6	324	49	161	164	158	0.96	...	...
Cameroon	6	6	706	46	134	144	123	0.86	92 -1	...
Cape Verde	6	6	10	50	96	96	96	1.00	92	92
Central African Republic	6	6	116 +1	44 +1	96 +1	108 +1	85 +1	0.79 +1	52 +1	57 +1
Chad	6	10	423	44	124	140	109	0.78	...	...
Comoros	6	8	16 -2	48 -2	80 -2	82 -2	77 -2	0.94 -2	...	...
Congo	6	10	119	49	109	109	108	0.99	79 *	78 *
Côte d'Ivoire	6	10	458 +1	47 +1	83 +1	88 +1	78 +1	0.88 +1	45 -1	47 -1
Democratic Republic of the Congo	6	6	2,268	47	111	117	105	0.90	...	...
Equatorial Guinea	7	6	16	49	92	93	90	0.97	45	42
Eritrea	7	8	59	47	42	44	40	0.91	32	34
Ethiopia	.	.	3,171	47	137	145	129	0.89	82	86
Gabon	6	10	...	...	...	...	...	...	...	...
Gambia	7	6	44 **	50 **	88 **	88 **	88 **	1.00 **	57	57
Ghana	4	11	703 +1	49 +1	110 +1	109 +1	111 +1	1.02 +1	46 -1	45 -1
Guinea	7	10	287	45	104	112	96	0.86	71	75
Guinea-Bissau	6	6	67	49	166	169	164	0.97	57	58
Kenya	6	8	...	...	...	...	...	...	40 **, -1	39 **, -1
Lesotho	.	.	53	48	99	103	94	0.92	64	65
Liberia	…	…	119 -2	47 -2	116 -2	120 -2	112 -2	0.93 -2	...	...
Madagascar	6	5	1,095	50	184	184	184	1.00	...	...
Malawi	6	8	699	51	154	150	159	1.06	92 -1	93 -1
Mali	7	9	374 +1	47 +1	79 +1	82 +1	76 +1	0.92 +1	67 +1	70 +1
Mauritius	5	12	18	50	97	95	99	1.04	82	80
Mozambique	6	7	1,193 +1	48 +1	161 +1	165 +1	157 +1	0.95 +1	68 +1	68 +1
Namibia	7	10	52 -1	50 -1	94 -1	93 -1	95 -1	1.02 -1	72 -1	71 -1
Niger	7	6	470 +1	46 +1	95 +1	100 +1	90 +1	0.89 +1	81 +1	86 +1
Nigeria	6	9	3,974	46	88	93	83	0.89	58 **	60 **
Rwanda	7	9	583 +1	49 +1	195 +1	200 +1	191 +1	0.95 +1	...	...
Sao Tome and Principe	6	11	5 +1	47 +1	112 +1	117 +1	107 +1	0.92 +1	97 +1	100 +1
Senegal	7	10	359	51	103	100	106	1.06	83	80
Seychelles	6	10	1	50	105	107	103	0.97	...	...
Sierra Leone	6	6	218 +1	48 +1	127 +1	133 +1	121 +1	0.91 +1	...	...
Somalia	…	…	...	...	...	...	...	...	...	...
South Africa	7	9	926 -1	48 -1	91 -1	94 -1	88 -1	0.94 -1	86 **, -1	85 **, -1
Swaziland	6	7	35	48	118	123	113	0.92	84	85
Togo	6	10	247	49	154	157	150	0.96	87 -2	89 -2
Uganda	6	7	1,718	50	155	153	157	1.02	73	71
United Republic of Tanzania	7	7	1,265	50	96	96	97	1.01	85 -2	85 -2
Zambia	7	7	453	50	115	114	117	1.03	61	59
Zimbabwe	6	7	...	...	...	...	...	...	...	...
REGIONAL AVERAGES										
WORLD			**134,682 ****	**48 ****	**110 ****	**112 ****	**109 ****	**0.98 ****	**85 ****	**86 ****
Arab States			7,760	48 **	101	102 **	99 **	0.97 **	76 **	78 **
Central and Eastern Europe			4,262 **	49 **	99 **	100 **	99 **	0.99 **	86 **	85 **
Central Asia			1,349	48	100	101	98	0.97	90	91
East Asia and the Pacific			32,295	47	106	105	107	1.02	93 **	92 **
Latin America and the Caribbean			13,208 **	48 **	119 **	121 **	117 **	0.97 **	86 **	86 **
North America and Western Europe			8,861	48	100	100	99	0.98	89	89
South and West Asia			40,666 **	47 **	115 **	117 **	113 **	0.97 **	93 **	95 **
Sub-Saharan Africa			26,281	48	115	119	111	0.93	65 **	66 **

Net intake rate (adjusted)		Enrolment		Gross enrolment ratio				Net enrolment rate (adjusted)			
F (11)	GPI (12)	MF (000) (13)	% F (14)	MF (15)	M (16)	F (17)	GPI (18)	MF (19)	M (20)	F (21)	GPI (22)
48 -1	1.05 -1	331 -1	49 -1	110 -1	112 -1	108 -1	0.96 -1	87 **, -1	87 **, -1	88 **, -1	1.01 **, -1
28 +1	0.97 +1	2,205 +1	47 +1	79 +1	82 +1	76 +1	0.93 +1	63 +1	65 +1	61 +1	0.94 +1
...	...	1,850	50	156	157	155	0.99	...	...	...	...
...	...	3,510	46	120	129	111	0.86	94 **	...	...	...
93	1.01	71	48	110	114	105	0.92	93	95	92	0.98
47 +1	0.82 +1	648 +1	42 +1	94 +1	109 +1	79 +1	0.73 +1	69 +1	78 +1	60 +1	0.76 +1
...	...	1,727	42	93	107	78	0.73	...	...	...	...
...	...	111 -2	47 -2	104 -2	109 -2	100 -2	0.92 -2	...	...	...	...
79 *	1.01 *	705	48	115	118	112	0.95	91 *	92 *	89 *	0.97 *
42 -1	0.89 -1	2,758 +1	45 +1	88 +1	96 +1	80 +1	0.83 +1	61 -1	67 -1	56 -1	0.83 -1
...	...	10,572	46	94	100	87	0.87	...	...	...	...
47	1.11	85	49	87	88	85	0.97	56	57	56	0.99
30	0.89	286	45	45	48	41	0.84	35	37	33	0.87
78	0.92	13,635	47	102	106	97	0.91	82	85	80	0.94
...	...	318 +1	49 +1	182 +1	184 +1	179 +1	0.97 +1	...	...	...	...
57	1.01	229	50	83	82	84	1.02	69 **	68 **	70 **	1.03 **
47 -1	1.04 -1	3,860 +1	49 +1	107 +1	107 +1	107 +1	1.00 +1	84 +1	84 +1	85 +1	1.01 +1
66	0.88	1,453	45	94	103	86	0.84	77	83	70	0.85
55	0.96	279	48	123	127	119	0.94	75	77	73	0.96
41 **, -1	1.06 **, -1	7,150 -1	49 -1	113 -1	115 -1	112 -1	0.98 -1	84 **, -1	84 **, -1	85 **, -1	1.01 **, -1
63	0.97	389	49	103	104	102	0.98	74	72	75	1.04
...	...	540 -2	47 -2	96 -2	101 -2	91 -2	0.91 -2	...	...	...	...
...	...	4,242	49	149	150	147	0.98	...	...	...	...
92 -1	1.00 -1	3,417	50	135	133	138	1.04	97 -1	...	...	...
63 +1	0.91 +1	2,115 +1	46 +1	82 +1	87 +1	76 +1	0.88 +1	67 +1	72 +1	63 +1	0.87 +1
83	1.04	117	49	99	99	100	1.01	93	92	94	1.02
67 +1	0.99 +1	5,254 +1	47 +1	111 +1	116 +1	105 +1	0.91 +1	90 +1	92 +1	88 +1	0.95 +1
74 -1	1.04 -1	407 -1	49 -1	107 -1	108 -1	107 -1	0.99 -1	86 -1	84 -1	89 -1	1.06 -1
76 +1	0.88 +1	1,910 +1	44 +1	71 +1	77 +1	64 +1	0.84 +1	62 +1	68 +1	57 +1	0.83 +1
55 **	0.90 **	20,682	47	83	87	79	0.91	58 **	60 **	55 **	0.91 **
...	...	2,341 +1	51 +1	142 +1	140 +1	143 +1	1.03 +1	99	...	...	...
94 +1	0.94 +1	35 +1	49 +1	134 +1	136 +1	132 +1	0.97 +1	99	...	...	...
86	1.07	1,695	51	87	84	89	1.06	78	76	80	1.06
...	...	9	50	117	117	117	1.00	...	...	...	...
...	...	1,195 +1	49 +1	125 +1	129 +1	120 +1	0.93 +1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
86 **, -1	1.00 **, -1	7,129 -1	49 -1	102 -1	104 -1	100 -1	0.96 -1	90 **, -1	90 **, -1	91 **, -1	1.01 **, -1
83	0.97	241	48	116	121	111	0.92	86	86	85	0.99
86 -2	0.97 -2	1,287	47	140	147	132	0.90	94 -2	...	...	...
75	1.06	8,375	50	121	120	122	1.01	91	90	92	1.03
86 -2	1.01 -2	8,419	50	102	101	103	1.02	98 -2	98 -2	98 -2	1.00 -2
63	1.08	2,899	50	115	115	116	1.01	93 **	91 **	94 **	1.03 **
...	...	...	...	...	...	...	...	...	...	...	...

REGIONAL AVERAGES

85 **	**0.98 ****	**691,318**	**48**	**106**	**107**	**105**	**0.97**	**91 ****	**92 ****	**90 ****	**0.98 ****
75 **	0.97 **	41,741	47	98	102	94	0.93	88 **	91 **	85 **	0.94 **
86 **	1.01 **	19,433 **	49 **	100 **	100 **	99 **	0.99 **	95 **	95 **	95 **	1.00 **
89	0.98	5,461	48	101	102	100	0.98	94	95	93	0.99
93 **	1.01 **	185,652	47	110	110	111	1.01	96 **	96 **	96 **	1.00 **
87 **	1.01 **	66,713	48	114	116	112	0.97	95 **	96 **	95 **	1.00 **
89	1.01	51,145	49	103	103	103	0.99	97	97	98	1.00
92 **	0.97 **	188,366 **	48 **	106 **	108 **	105 **	0.98 **	93 **	94 **	91 **	0.98 **
62 **	0.95 **	132,809	48	101	105	97	0.93	77 **	78 **	75 **	0.96 **

TABLE 3 PRIMARY AND LOWER SECONDARY EDUCATION / ISCED 1 and 2 / Measures of progression and completion / 2010

REGION	Primary education								Effective transition rate from primary to secondary education (general programmes 2009–2010)			
	Gross intake ratio to the last grade				Survival rate to the last grade 2009 to 2010							
Country or territory	MF (1)	M (2)	F (3)	GPI (4)	MF (5)	M (6)	F (7)	GPI (8)	MF (9)	M (10)	F (11)	GPI (12)
ARAB STATES												
Algeria[r]	96	96	96	1.00	95	93	97	1.04	96 -1	93 -1	100 -1	1.07 -1
Bahrain	...	...	...	...	...	...	...	...	100 -1	100 -1	100 -1	1.00 -1
Djibouti	36 **, -1	37 **, -1	34 **, -1	0.92 **, -1	64 **, -1	64 **, -1	64 **, -1	1.01 **, -1	89 **, -1	91 **, -1	86 **, -1	0.95 **, -1
Egypt	101	...	...	...	...	...	...	...	...	...	...	...
Iraq	...	...	...	...	...	...	...	...	...	...	...	...
Jordan	90	89	91	1.01	...	...	...	...	100 **, -2	100 **, -2	100 **, -2	1.00 **, -2
Kuwait	...	...	...	...	96	96	96	1.00	100	100	100	1.00
Lebanon	87	85	89	1.05	92 -1	90 -1	93 -1	1.03 -1	97	94	100	1.06
Libya	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	75	74	76	1.03	71	71	70	0.99	...	...	...	...
Morocco	85	87	82	0.94	91	91	90	1.00	89	92	85	0.93
Oman	101 -1	102 -1	100 -1	0.98 -1	...	...	...	...	...	...	...	...
Palestine	95	97	93	0.95	...	...	...	...	97	96	98	1.02
Qatar	100 -1	99 -1	100 -1	1.01 -1	94 -2	91 -2	97 -2	1.07 -2	100 -1	100 -1	99 -1	0.99 -1
Saudi Arabia	93	94	92	0.98	93 *, -2	97 *, -2	90 *, -2	0.93 *, -2	99 **, -1	100 **, -1	98 **, -1	0.98 **, -1
Sudan (pre-secession)[a]	58 -1	61 **, -1	55 **, -1	0.90 **, -1	91 -2	86 -2	98 -2	1.14 -2	98 **, -1	100 **, -1	95 **, -1	0.95 **, -1
Syrian Arab Republic	104	104	103	0.99	95	94	95	1.01	98	98	98	1.00
Tunisia	91 -1	90 -1	92 -1	1.02 -1	95 -1	94 -1	95 -1	1.02 -1	94 -1	94 -1	95 -1	1.01 -1
United Arab Emirates	...	...	...	...	...	...	...	...	98	96	100	1.05
Yemen	63	73	53	0.73	...	...	...	...	...	...	...	...
CENTRAL AND EASTERN EUROPE												
Albania	86	86	86	0.99	95	95	95	1.00	98	98	98	1.00
Belarus	103	...	...	...	100	...	...	...	99	...	...	...
Bosnia and Herzegovina	92	90	94	1.04	99	99	98	0.99	84	85	83	0.98
Bulgaria	106	106	106	1.01	97	98	97	0.99	99	99	98	0.99
Croatia	93	93	93	1.00	99	99	100	1.01	100	100	99	0.99
Czech Republic	101 -1	101 -1	101 -1	1.00 -1	100 -1	99 -1	100 -1	1.00 -1	100 -1	100 -1	100 -1	1.00 -1
Estonia	98 -1	97 -1	98 -1	1.00 -1	98 -1	98 -1	99 -1	1.00 -1	99 -1	100 -1	99 -1	0.99 -1
Hungary	98 -1	98 -1	97 -1	0.99 -1	98 -1	98 -1	98 -1	1.00 -1	100 -1	100 -1	100 -1	1.00 -1
Latvia	92	94	90	0.95	95	95	95	1.00	99	98	100	1.02
Lithuania	99	99	100	1.00	98	98	98	1.00	99	99	99	1.00
Montenegro	...	...	...	...	...	...	...	...	...	...	...	...
Poland	95 -1	95 -1	95 -1	1.00 -1	98 -1	97 -1	98 -1	1.00 -1	99 -1	100 -1	99 -1	0.99 -1
Republic of Moldova	92 *	91 *	93 *	1.01 *	95	94	97	1.04	98 -1	99 -1	98 -1	0.99 -1
Romania	92	92	93	1.00	97	97	97	1.00	99	100	99	0.99
Russian Federation	98 -1	...	...	...	96 -1	...	...	...	100 -1	...	...	...
Serbia	96 *	96 *	97 *	1.00 *	...	...	...	...	98	97	100	1.02
Slovakia	99	98	99	1.01	98	98	98	1.00	99	100	99	1.00
Slovenia	95 -1	95 -1	95 -1	1.00 -1	100 -1	100 -1	99 -1	1.00 -1	99 -1	100 -1	99 -1	0.99 -1
The former Yugoslav Rep. of Macedonia	92 -1	92 -1	93 -1	1.02 -1	...	...	...	...	99 -1	99 -1	99 -1	1.00 -1
Turkey	99 -1	100 -1	98 -1	0.98 -1	92 -1	91 -1	93 -1	1.03 -1	98 -1	98 -1	99 -1	1.01 -1
Ukraine	98	97	98	1.00	98	97	98	1.01	100 *	100 *	100 *	1.00 *
CENTRAL ASIA												
Armenia	...	...	...	...	...	...	...	...	...	...	...	...
Azerbaijan	90 *	90 *	89 *	0.99 *	96	95	98	1.02	99	98	99	1.00
Georgia	116	116	116	1.00	96	94	99	1.05	100	100	100	1.00
Kazakhstan	116 +1	116 +1	116 +1	1.00 +1	100 +1	100 +1	100 +1	1.00 +1	100 +1	100 +1	100 +1	1.00 +1
Kyrgyzstan	97	96	97	1.00	98	98	97	0.99	99	100	99	0.99
Mongolia	109	109	109	1.00	94	93	95	1.02	...	...	...	...
Tajikistan	104	106	102	0.97	99	99	99	1.01	99	100	98	0.98
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	93 +1	94 +1	92 +1	0.98 +1	98 +1	98 +1	98 +1	1.01 +1	99 +1	100 +1	98 +1	0.98 +1
EAST ASIA AND THE PACIFIC												
Australia	...	...	...	...	...	...	...	...	...	...	...	...
Brunei Darussalam	118	118	118	1.00	96	96	96	1.00	100	99	100	1.01
Cambodia	87	87	87	1.00	54 -2	52 -2	57 -2	1.10 -2	83	82	83	1.01
China	...	...	...	...	...	...	...	...	...	...	...	...

Lower secondary education																
Gross entry ratio				Gross graduation ratio								Survival rate to the last grade			
General programmes				All programmes				General programmes				General programmes 2009 to 2010			
MF (13)	M (14)	F (15)	GPI (16)	MF (17)	M (18)	F (19)	GPI (20)	MF (21)	M (22)	F (23)	GPI (24)	MF (25)	M (26)	F (27)	GPI (28)
															ARAB STATES
200 -1	205 -1	195 -1	0.95 -1	...	...	...	...	...	...	...	...	70 -1	60 -1	82 -1	1.37 -1
...	...	...	...	...	...	...	...	...	...	...	...	96 -1	93 -1	99 -1	1.06 -1
38 +1	42 +1	34 +1	0.81 +1	26 +1	...	...	...	24 +1	...	...	...	83 -1	80 -1	87 -1	1.09 -1
94 -1	95 -1	92 -1	0.98 -1	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
90	89	90	1.01	79 -2	75 -2	82 -2	1.09 -2	79 -2	75 -2	82 -2	1.09 -2	95 -2	94 -2	97 -2	1.03 -2
109 -2	107 -2	112 -2	1.05 -2	...	...	...	...	...	...	...	...	94	93	95	1.03
84	80	88	1.11	55	48	62	1.29	52	44	59	1.33	80	77	83	1.09
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
23 -1	25 -1	21 -1	0.82 -1	...	...	...	...	...	...	...	...	77 **, -1	83 **, -1	70 **, -1	0.84 **, -1
75 +1	81 +1	70 +1	0.86 +1	47 +1	46 +1	47 +1	1.03 +1	47 +1	46 +1	47 +1	1.03 +1	86 +1	84 +1	89 +1	1.06 +1
106 -1	109 -1	104 -1	0.95 -1	...	...	...	...	...	...	...	...	...	...	...	...
88	87	88	1.01	83	77	89	1.15	83	77	89	1.15	84	78	91	1.17
104 -1	105 -1	102 -1	0.97 -1	...	...	...	...	...	...	...	...	94 -1	93 -1	95 -1	1.03 -1
96 **, -1	95 **, -1	97 **, -1	1.02 **, -1	...	...	...	...	...	...	...	...	95 *, -2	96 *, -2	95 *, -2	0.99 *, -2
55 **, -1	59 **, -1	50 **, -1	0.85 **, -1	27 -1	...	...	...	27 -1	...	...	...	94 **, -1	...	...	...
103	103	102	0.99	52	48	56	1.18	52	48	56	1.18	64	63	66	1.05
91 -1	92 -1	90 -1	0.98 -1	55 -2	46 -2	65 -2	1.39 -2	...	...	...	...	68 -1	59 -1	78 -1	1.31 -1
...	...	...	...	...	...	...	...	...	...	...	...	91 **	...	...	...
56	66	45	0.69	32	39	25	0.63	32	39	25	0.63	...	...	...	...
															CENTRAL AND EASTERN EUROPE
89	89	90	1.01	93	91	94	1.03	93	91	94	1.03	94	93	94	1.01
100	...	...	...	96	95	97	1.02	96	95	97	1.02	100	...	...	...
79	78	79	1.01	...	...	...	...	...	...	...	...	97	97	97	1.01
96	97	96	0.99	...	...	...	...	...	...	...	...	56 -2	61 -2	51 -2	0.82 -2
95	95	95	1.00	...	...	...	...	...	...	...	...	99	99	99	1.00
95 -1	95 -1	95 -1	1.00 -1	...	...	...	...	...	...	...	...	96 -1	95 -1	97 -1	1.02 -1
97 -1	98 -1	97 -1	0.99 -1	...	...	...	...	...	...	...	...	99 -1	98 -1	100 -1	1.02 -1
97 -1	98 -1	96 -1	0.98 -1	...	...	...	...	...	...	...	...	...	...	...	...
90	92	87	0.94	...	...	...	...	...	...	...	...	98	97	99	1.02
96	97	94	0.97	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
94 -1	95 -1	93 -1	0.99 -1	...	...	...	...	...	...	...	...	...	...	...	...
90 *, -1	91 *, -1	88 *, -1	0.97 *, -1	89 *	88 *	90 *	1.02 *	89 *	88 *	90 *	1.02 *	92 -1	92 -1	93 -1	1.01 -1
91	92	91	0.99	...	...	...	...	...	...	...	...	92	91	93	1.02
95 -1	...	...	...	...	...	...	...	...	...	...	...	97 -1	...	...	...
95 *	94 *	95 *	1.01 *	94 *	93 *	96 *	1.04 *	94 *	93 *	96 *	1.04 *	97	98	97	0.99
98	98	98	1.00	...	...	...	...	...	...	...	...	82	82	81	0.99
96 -1	97 -1	95 -1	0.98 -1	...	...	...	...	...	...	...	...	...	...	...	...
91	90	93	1.02	...	...	...	...	...	...	...	...	96	96	96	1.00
97 -1	98 -1	95 -1	0.97 -1	...	...	...	...	...	...	...	...	94 -1	93 -1	95 -1	1.02 -1
97	97 *	97 *	1.01 *	64	...	...	...	64	...	...	...	99 *	99 *	99 *	1.00 *
															CENTRAL ASIA
89	87	91	1.05	108	108	109	1.01	108	108	109	1.01	98	98	98	1.00
91 *	91 *	90 *	1.00 *	93 *	95 *	91 *	0.96 *	93 *	95 *	91 *	0.96 *	95	95	94	1.00
110	112	109	0.97	94	97	92	0.95	94	97	92	0.95	99	98	100	1.02
110 +1	110 +1	111 +1	1.01 +1	112 +1	113 +1	112 +1	0.99 +1	112 +1	113 +1	112 +1	0.99 +1	100 +1	100 +1	99 +1	1.00 +1
96	96	96	1.00	84	84	85	1.01	84	84	85	1.01	95	95	94	0.98
91 -1	91 -1	91 -1	1.00 -1	103	100	105	1.05	103	100	105	1.05	96 -1	94 -1	98 -1	1.04 -1
100	103	97	0.94	83	88	78	0.88	83	88	78	0.88	93	96	90	0.94
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
93 +1	95 +1	92 +1	0.96 +1	98 +1	100 +1	96 +1	0.96 +1	98 +1	100 +1	96 +1	0.96 +1	95 +1	95 +1	96 +1	1.02 +1
															EAST ASIA AND THE PACIFIC
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
117	115	118	1.03	94 -1	...	...	...	94 -1	...	...	...	97 -1	98 -1	96 -1	0.99 -1
70	70	70	1.00	35 -2	38 -2	32 -2	0.85 -2	35 -2	38 -2	32 -2	0.85 -2	64 -2	67 -2	61 -2	0.92 -2
92	90	94	1.05	89	86	93	1.07	...	...	...	...	98 -2	97 -2	99 -2	1.02 -2

TABLE 3 PRIMARY AND LOWER SECONDARY EDUCATION / ISCED 1 and 2 / Measures of progression and completion / 2010

REGION	Primary education								Effective transition rate from primary to secondary education (general programmes 2009–2010)			
	Gross intake ratio to the last grade				Survival rate to the last grade 2009 to 2010							
Country or territory	MF (1)	M (2)	F (3)	GPI (4)	MF (5)	M (6)	F (7)	GPI (8)	MF (9)	M (10)	F (11)	GPI (12)
China, Hong Kong SAR	96 *, -1	95 *, -1	96 *, -1	1.01 *, -1	100 -2	100 -2	100 -2	1.00 -2	100 *, -1	100 *, -1	100 *, -1	1.00 *, -1
China, Macao SAR	97	95	99	1.04	98 -1	98 -1	99 -1	1.01 -1	100	100	100	1.00
Cook Islands	110 *, +1	103 *, +1	118 *, +1	1.15 *, +1	...	...	...	...	99 +1	99 +1	100 +1	1.01 +1
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	105 -1	105 -1	105 -1	1.00 -1	91 -1	93 -1	88 -1	0.95 -1	96 -1	96 -1	97 -1	1.02 -1
Indonesia	105 -1	104 -1	105 -1	1.01 -1	80 -2	77 -2	83 -2	1.07 -2	92 -1	91 -1	93 -1	1.02 -1
Japan	102	102	102	1.00	100	100	100	1.00	...	...	...	...
Kiribati	112 -2	111 -2	113 -2	1.02 -2	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	87	89	84	0.94	67 -2	66 -2	68 -2	1.02 -2	82 -2	84 -2	79 -2	0.94 -2
Malaysia	...	...	...	...	98 -1	97 -1	98 -1	1.00 -1	100 -1	100 -1	99 -1	0.99 -1
Marshall Islands	97 +1	94 +1	101 +1	1.08 +1	83 -1	87 -1	80 -1	0.91 -1	91 -1	92 -1	90 -1	0.97 -1
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...
Myanmar	104	101	106	1.05	75	72	77	1.07	77	77	77	1.00
Nauru	...	...	...	...	...	...	...	...	...	...	...	...
New Zealand	...	...	...	...	...	...	...	...	...	...	...	...
Niue	...	...	...	...	...	...	...	...	...	...	...	...
Palau	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...	...	...	...	...
Philippines	92 -1	89 -1	94 -1	1.06 -1	76 -1	72 -1	80 -1	1.11 -1	99 -1	100 -1	98 -1	0.98 -1
Republic of Korea	101	102	101	0.99	99	99	99	1.00	100 -1	100 -1	100 -1	1.00 -1
Samoa	101	100	103	1.02	...	...	...	...	100	100	100	1.00
Singapore	...	...	...	...	99 -1	99 -1	99 -1	1.00 -1	91 -1	88 -1	94 -1	1.07 -1
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	...
Thailand	...	...	...	...	...	...	...	...	...	...	...	...
Timor-Leste	65	64	67	1.04	67	63	70	1.11	90	88	91	1.03
Tokelau	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	...	...	...	...	...	...	...	...	...	...	...	...
Tuvalu	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	83	84	83	0.99	71 -1	74 -1	69 -1	0.94 -1	89	90	89	0.99
Viet Nam	...	...	...	...	...	...	...	...	...	...	...	...
LATIN AMERICA AND THE CARIBBEAN												
Anguilla	79 **, -2	76 **, -2	81 **, -2	1.07 **, -2	...	...	...	...	95	91	100	1.10
Antigua and Barbuda	100	102	98	0.96	...	...	...	...	90	100	81	0.81
Argentina	106 -1	104 -1	108 -1	1.03 -1	94 -1	94 -1	94 -1	1.01 -1	99 -1	100 -1	99 -1	0.99 -1
Aruba	91	88	93	1.06	91 -1	86 -1	97 -1	1.13 -1	99 -1	100 -1	97 -1	0.97 -1
Bahamas	97	95	99	1.04	89	91	88	0.96	99	99	99	0.99
Barbados	101 *	96 *	107 *	1.12 *	...	...	...	...	99 *, -1	100 *, -1	98 *, -1	0.98 *, -1
Belize	105	113	98	0.87	90	89	91	1.02	96	95	98	1.03
Bermuda	100	100 **	100 **	1.00 **	...	...	...	...	...	...	...	...
Bolivia (Plurinational State of)	99 -2	100 -2	99 -2	0.99 -2	84 -2	85 -2	82 -2	0.97 -2	96 -2	97 -2	95 -2	0.98 -2
Brazil	...	...	...	...	...	...	...	...	...	...	...	...
British Virgin Islands	99 *	103 *	96 *	0.93 *	...	...	...	...	86	100	74	0.74
Cayman Islands	86 -2	92 -2	80 -2	0.86 -2	...	...	...	...	97 -2	100 -2	95 -2	0.95 -2
Chile	...	...	...	...	...	...	...	...	93 **, -2	88 **, -2	100 **, -2	1.14 **, -2
Colombia	114	113	115	1.02	85	84	85	1.01	98	99	97	0.98
Costa Rica	96	95	97	1.02	89	88	90	1.03	92	94	90	0.95
Cuba	99 +1	98 +1	99 +1	1.01 +1	95 +1	94 +1	96 +1	1.02 +1	99 +1	98 +1	99 +1	1.00 +1
Dominica	84	85	83	0.97	88	86	90	1.05	98	100	96	0.96
Dominican Republic	92	93	91	0.99	...	...	...	...	91	89	93	1.05
Ecuador	...	...	...	...	...	...	...	...	...	...	...	...
El Salvador	96	96	96	0.99	86	86	87	1.01	98	99	97	0.98
Grenada	112 **	120 **	103 **	0.86 **	...	...	...	...	88 -1	84 -1	92 -1	1.09 -1
Guatemala	84	87	81	0.93	65 -2	65 -2	64 -2	0.98 -2	93 -2	95 -2	91 -2	0.96 -2
Guyana	83	82	85	1.03	83 -1	85 -1	82 -1	0.96 -1	95	94	97	1.03
Haiti	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	99	96	102	1.06	76 -2	74 -2	79 -2	1.07 -2	...	...	...	...
Jamaica	73	74	73	0.99	95	94	96	1.02	99	100	99	0.99
Mexico	105	105	105	1.01	94	93	95	1.02	95	96	95	0.99

Lower secondary education																
Gross entry ratio				Gross graduation ratio								Survival rate to the last grade			
General programmes				All programmes				General programmes				General programmes 2009 to 2010			
MF (13)	M (14)	F (15)	GPI (16)	MF (17)	M (18)	F (19)	GPI (20)	MF (21)	M (22)	F (23)	GPI (24)	MF (25)	M (26)	F (27)	GPI (28)
95 *	95 *	96 *	1.01 *	93	91	95	1.05	93	91	95	1.05	98 *	97 *	100 *	1.02 *
96	99	94	0.95	89	97	81	0.84	89	97	81	0.84	96	95	98	1.03
102 *, +1	99 *, +1	105 *, +1	1.05 *, +1	...	...	...	...	...	...	...	...	79 **, +1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
102 -1	102 -1	103 -1	1.01 -1	...	...	...	...	...	...	...	...	79 -1	74 -1	84 -1	1.13 -1
93 -1	93 -1	93 -1	1.00 -1	76	74	77	1.04	76	74	77	1.04	93 -1	92 -1	93 -1	1.01 -1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
69	74	63	0.85	39	42	36	0.86	39	42	36	0.86	76 -2	76 -2	77 -2	1.01 -2
94 -1	95 -1	94 -1	1.00 -1	88 -1	86 -1	90 -1	1.04 -1	88 -1	86 -1	90 -1	1.04 -1	92 -1	89 -1	95 -1	1.07 -1
122 +1	122 +1	122 +1	1.00 +1	...	...	...	...	...	...	...	...	97 -1	95 -1	98 -1	1.03 -1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
77	76	78	1.02	47	45	48	1.06	47	45	48	1.06	69	65	74	1.14
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
91 -1	90 -1	93 -1	1.04 -1	69 -1	62 -1	77 -1	1.24 -1	69 -1	62 -1	77 -1	1.24 -1	86 -1	83 -1	90 -1	1.08 -1
100 -1	100 -1	99 -1	0.99 -1	...	...	...	...	...	...	...	...	...	...	...	...
102	105	100	0.96	41	35	48	1.37	...	...	...	...	99	100	98	0.98
...	...	...	...	...	...	...	...	...	...	...	...	100 -1	99 -1	100 -1	1.01 -1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	76 +1	71 +1	81 +1	1.13 +1	76 +1	71 +1	81 +1	1.13 +1	...	...	...	...
60	58	61	1.04	63	62	64	1.03	63	62	64	1.03	92	91	93	1.01
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
73	74	72	0.97	23	21	26	1.21	23	21	26	1.21	71	74	69	0.93
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
LATIN AMERICA AND THE CARIBBEAN															
76 **, -2	103 **, -2	55 **, -2	0.53 **, -2	...	...	...	...	...	...	...	...	99 **	...	...	...
108	120	97	0.81	82	78	87	1.12	79	75	82	1.08	73 *	70 *	76 *	1.09 *
108 -1	106 -1	109 -1	1.03 -1	70 -1	63 -1	77 -1	1.21 -1	70 -1	63 -1	77 -1	1.21 -1	...	...	...	...
94 -1	93 -1	95 -1	1.02 -1	63	59	66	1.12	60	54	65	1.19	...	...	...	...
100	99	102	1.03	97	98	97	1.00	97	98	97	1.00	97	94	100	1.06
99 *, -1	95 *, -1	103 *, -1	1.08 *, -1	...	...	...	...	...	...	...	...	96 **, -1	...	...	...
...	...	...	...	46	43	48	1.13	46	43	48	1.13	67	63	71	1.13
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
91 -1	91 -1	91 -1	1.00 -1	82 -1	80 -1	84 -1	1.05 -1	82 -1	80 -1	84 -1	1.05 -1	94 -1	93 -1	95 -1	1.02 -1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
106 *	107 *	106 *	0.99 *	92 *, -1	123 *, -1	61 *, -1	0.49 *, -1	...	...	...	...	88 **	...	...	...
89 -2	81 -2	97 -2	1.20 -2	85 **, -2	83 **, -2	88 **, -2	1.06 **, -2	85 **, -2	83 **, -2	88 **, -2	1.06 **, -2	95 **, -2	...	...	...
97 -1	98 -1	97 -1	0.99 -1	...	...	...	...	...	...	...	...	...	...	...	...
113	112	114	1.01	86	81	92	1.12	86	81	92	1.12	83	79	86	1.09
88	89	87	0.97	55 *	51 *	60 *	1.19 *	46 *	42 *	50 *	1.19 *	63	59	68	1.16
97 +1	96 +1	98 +1	1.02 +1	90 +1	92 +1	88 +1	0.95 +1	86 +1	85 +1	86 +1	1.01 +1	97 +1	97 +1	97 +1	1.00 +1
88	91	85	0.93	106	103	110	1.07	93	92	94	1.02	90	87	93	1.07
85	83	87	1.05	82	80	85	1.06	82	80	85	1.06	94	94	94	1.01
94 -1	92 -1	96 -1	1.05 -1	60 -1	56 -1	64 -1	1.14 -1	60 -1	56 -1	64 -1	1.14 -1	...	...	...	...
92	91	92	1.01	71	69	73	1.05	71	69	73	1.05	86	85	87	1.03
98 -1	99 -1	97 -1	0.98 -1	124	121	126	1.05	107	101	114	1.13	69 -1	67 -1	71 -1	1.07 -1
78	82	74	0.90	37	37	37	1.01	37	37	37	1.01	75 -2	72 -2	79 -2	1.09 -2
88	85	92	1.08	...	...	...	...	...	...	...	...	88	81	94	1.16
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	46	40	52	1.30	46	40	52	1.30	...	...	...	...
78	79	78	0.99	...	...	...	...	...	...	...	...	...	...	...	...
99	100	99	0.99	...	...	...	...	...	...	...	...	89	86	91	1.06

TABLE 3 PRIMARY AND LOWER SECONDARY EDUCATION / ISCED 1 and 2 / Measures of progression and completion / 2010

REGION	Primary education								Effective transition rate from primary to secondary education (general programmes 2009–2010)			
	Gross intake ratio to the last grade				Survival rate to the last grade 2009 to 2010							
Country or territory	MF (1)	M (2)	F (3)	GPI (4)	MF (5)	M (6)	F (7)	GPI (8)	MF (9)	M (10)	F (11)	GPI (12)
Montserrat	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles[a]	...	...	...	...	...	...	...	...	...	...	...	...
Nicaragua	81	78	84	1.08	48 -2	45 -2	52 -2	1.17 -2	97 -2	100 -2	94 -2	0.94 -2
Panama	97	97	97	1.00	94	94	94	1.00	99	100	97	0.97
Paraguay	94 -1	92 -1	95 -1	1.03 -1	78 -1	76 -1	80 -1	1.06 -1	90 -1	90 -1	90 -1	1.00 -1
Peru	100	99	100	1.01	90	90	91	1.01	97	98	95	0.97
Puerto Rico	...	...	...	...	...	...	...	...	...	...	...	...
Saint Kitts and Nevis	89	89	89	1.00	74	78	70	0.90	97 *	100 *	93 *	0.93 *
Saint Lucia	90	92	87	0.95	92	93	91	0.97	97	96	98	1.02
Saint Vincent and the Grenadines	94	97	92	0.95	...	...	...	...	96	100	93	0.93
Suriname	86 -1	81 -1	91 -1	1.12 -1	90 -1	82 -1	100 -1	1.21 -1	56 -1	48 -1	63 -1	1.32 -1
Trinidad and Tobago	91	91	91	1.00	89 *	87 *	92 *	1.06 *	94 *	94 *	94 *	1.00 *
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...	...	...
Uruguay	106 -1	105 -1	106 -1	1.01 -1	95 -1	94 -1	97 -1	1.04 -1	82 -1	76 -1	88 -1	1.15 -1
Venezuela (Bolivarian Republic of)	94	93	95	1.02	92	90	94	1.05	98	98	98	1.00
NORTH AMERICA AND WESTERN EUROPE												
Andorra	...	...	...	...	...	...	...	...	...	...	...	...
Austria	98	99	98	1.00	97	96	98	1.03	100	100	100	1.00
Belgium	90 -1	89 -1	92 -1	1.04 -1	93 -1	92 -1	95 -1	1.03 -1	99 -1	100 -1	98 -1	0.98 -1
Canada	...	...	...	...	...	...	...	...	...	...	...	...
Cyprus	103 *	102 *	105 *	1.03 *	95 -2	94 -2	97 -2	1.03 -2	100	100	100	1.00
Denmark	97 -1	97 -1	98 -1	1.00 -1	99 -1	99 -1	100 -1	1.00 -1	100 -1	100 -1	100 -1	1.00 -1
Finland	98	98	99	1.01	100	100	100	1.00	100	100	100	1.00
France	...	...	...	...	...	...	...	...	...	...	...	...
Germany	101	101	101	1.00	96	96	97	1.01	99	100	99	0.99
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...
Greece	...	...	...	...	...	...	...	...	...	...	...	...
Holy See	.	.	.	.	.	.	.	.	.	.	.	.
Iceland	99 -1	100 -1	99 -1	0.99 -1	...	...	...	...	100 -1	100 -1	100 -1	1.00 -1
Ireland	103	102	104	1.02	...	...	...	...	...	...	...	...
Israel	103 -1	102 -1	105 -1	1.02 -1	99 -1	100 -1	98 -1	0.98 -1	100 -1	100 -1	100 -1	1.00 -1
Italy	103	103	104	1.01	100	99	100	1.00	100	100	100	1.00
Liechtenstein	111 *	116 *	107 *	0.92 *	...	...	...	...	98	100	96	0.96
Luxembourg	...	...	...	...	...	...	...	...	...	...	...	...
Malta	97	96	97	1.01	...	...	...	...	98	100	96	0.96
Monaco	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands	...	...	...	...	...	...	...	...	...	...	...	...
Norway	99	99	99	1.00	99	99	99	1.00	100	100	100	1.00
Portugal	...	...	...	...	...	...	...	...	...	...	...	...
San Marino	101 **	96 **	107 **	1.12 **	...	...	...	...	100	100	99	0.99
Spain	103	104	103	0.99	99 -1	99 -1	100 -1	1.01 -1	99	98	99	1.01
Sweden	97	97	97	0.99	99	99	100	1.00	100	100	100	1.00
Switzerland	96	94	97	1.03	...	...	...	...	100	100	100	1.00
United Kingdom	...	...	...	...	...	...	...	...	...	...	...	...
United States of America	104 **	103 **	104 **	1.01 **	...	...	...	...	...	...	...	...
SOUTH AND WEST ASIA												
Afghanistan	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	...	...	...	...	66 *	62 *	71 *	1.14 *	94 *	87 *	100 *	1.15 *
Bhutan	95 +1	92 +1	98 +1	1.06 +1	91 +1	89 +1	93 +1	1.05 +1	100 +1	99 +1	100 +1	1.01 +1
India	96 -2	96 -2	95 -2	0.99 -2	...	...	...	...	85 -2	85 -2	84 -2	1.00 -2
Iran (Islamic Republic of)	104 -1	104 -1	104 -1	1.00 -1	94 -1	94 -1	94 -1	1.00 -1	97 -1	97 -1	98 -1	1.01 -1
Maldives	118 +1	127 +1	109 +1	0.86 +1	...	...	...	...	96 -1	93 -1	100 -1	1.07 -1
Nepal	...	...	...	...	62 -2	60 -2	64 -2	1.07 -2	88 -2	88 -2	88 -2	1.00 -2
Pakistan	67	75	59	0.79	62	64	59	0.92	77	77	77	1.00
Sri Lanka	101	101	101	1.00	...	...	...	...	97	100	94	0.94
SUB-SAHARAN AFRICA												
Angola	47 *	53 *	40 *	0.75 *	32 *	37 *	27 *	0.73 *	41 -1	31 -1	53 -1	1.73 -1
Benin	63 **, -1	74 **, -1	53 **, -1	0.72 **, -1	...	...	...	...	...	...	...	...

Lower secondary education																
Gross entry ratio				Gross graduation ratio								Survival rate to the last grade			
General programmes				All programmes				General programmes				General programmes 2009 to 2010			
MF (13)	M (14)	F (15)	GPI (16)	MF (17)	M (18)	F (19)	GPI (20)	MF (21)	M (22)	F (23)	GPI (24)	MF (25)	M (26)	F (27)	GPI (28)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
88	88	88	1.00	43	36	50	1.40	42	35	49	1.40	64 -2	59 -2	70 -2	1.20 -2
101	103	100	0.97	60	56	65	1.16	60	56	65	1.16	78	75	81	1.09
85 -1	84 -1	86 -1	1.02 -1	65 -1	64 -1	67 -1	1.05 -1	...	...	...	...	82 -1	80 -1	84 -1	1.04 -1
96	97	94	0.98	73	71	75	1.06	73	71	75	1.06	84	81	86	1.06
...	...	...	...	76	73	78	1.07	76	73	78	1.07	...	...	...	...
98 *	99 *	98 *	0.99 *	99	98	100	1.03	99	98	100	1.03	89 **	...	...	...
93	97	90	0.93	116	121	112	0.93	114	117	110	0.94	98	98	98	1.00
116	124	108	0.87	112 -1	111 -1	114 -1	1.03 -1	112 -1	111 -1	114 -1	1.03 -1	87	81	94	1.15
50 -1	38 -1	62 -1	1.62 -1	60 -1	50 -1	71 -1	1.42 -1	...	...	...	...	67 -1	62 -1	71 -1	1.15 -1
86	86	87	1.01	...	...	...	...	...	...	...	...	86 *	81 *	91 *	1.12 *
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
88 -1	81 -1	96 -1	1.19 -1	86 -2	82 -2	91 -2	1.10 -2	...	...	...	...	88 -1	84 -1	91 -1	1.09 -1
93	92	94	1.03	71	65	77	1.17	71	65	77	1.17	83	78	87	1.12
NORTH AMERICA AND WESTERN EUROPE															
88	89	88	0.99	...	...	...	...	...	...	...	...	85	81	89	1.10
99	99	100	1.00	...	...	...	...	...	...	...	...	99	99	100	1.01
94 -1	93 -1	95 -1	1.02 -1	...	...	...	...	...	...	...	...	96 -1	95 -1	97 -1	1.03 -1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
103 *	103 *	104 *	1.00 *	...	...	...	...	...	...	...	...	99	99	99	1.00
100 -1	100 -1	101 -1	1.01 -1	...	...	...	...	...	...	...	...	100 -1	100 -1	100 -1	1.00 -1
98	98	98	1.00	...	...	...	...	...	...	...	...	100	100	100	1.00
105	104	105	1.01	...	...	...	...	...	...	...	...	99	98	99	1.02
109	109	108	0.99	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
96 -1	96 -1	95 -1	0.99 -1	...	...	...	...	...	...	...	...	...	...	...	...
105	105	106	1.02	...	...	...	...	...	...	...	...	99	99	99	1.00
100 -1	100 -1	101 -1	1.01 -1	...	...	...	...	...	...	...	...	90 -1	89 -1	91 -1	1.02 -1
104	103	104	1.01	...	...	...	...	...	...	...	...	100	99	100	1.01
95 *	94 *	95 *	1.01 *	...	...	...	...	...	...	...	...	93 -2	89 -2	96 -2	1.08 -2
96 -2	95 -2	97 -2	1.02 -2	...	...	...	...	...	...	...	...	...	...	...	...
120	124	115	0.93	...	...	...	...	...	...	...	...	78	72	86	1.19
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
95	93	97	1.03	...	...	...	...	...	...	...	...	...	...	...	...
100	100	100	1.00	...	...	...	...	...	...	...	...	100	100	99	0.99
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
97 **	95 **	99 **	1.04 **	...	...	...	...	...	...	...	...	96	96	95	0.99
103	103	103	1.00	...	...	...	...	...	...	...	...	80	75	85	1.13
95	94	95	1.00	...	...	...	...	...	...	...	...	100	100	100	1.00
100	98	102	1.04	...	...	...	...	...	...	...	...	95	94	96	1.02
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SOUTH AND WEST ASIA															
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
72	64	80	1.27	...	...	...	...	...	...	...	...	84	79	89	1.12
95 +1	89 +1	102 +1	1.16 +1	67 -1	67 -1	67 -1	1.00 -1	67 -1	67 -1	67 -1	1.00 -1	91 +1	93 +1	89 +1	0.96 +1
80 -2	82 -2	78 -2	0.96 -2	...	...	...	...	...	...	...	...	...	...	...	...
97 -1	97 -1	97 -1	1.00 -1	80 -1	70 -1	91 -1	1.30 -1	80 -1	70 -1	91 -1	1.30 -1	92 -1	92 -1	92 -1	1.00 -1
127 -1	130 -1	124 -1	0.96 -1	...	...	...	...	...	...	...	...	80 -2	75 -2	86 -2	1.16 -2
...	...	...	...	...	...	...	...	...	...	...	...	92 +1	91 +1	94 +1	1.04 +1
48	53	42	0.78	35	41	29	0.70	35	41	29	0.70	86	87	85	0.98
103	106	101	0.95	...	...	...	...	...	...	...	...	87 -1	86 -1	89 -1	1.04 -1
SUB-SAHARAN AFRICA															
19 -1	16 -1	22 -1	1.39 -1	26	29	23	0.81	19	19	18	0.96	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE 3 PRIMARY AND LOWER SECONDARY EDUCATION / ISCED 1 and 2 / Measures of progression and completion / 2010

REGION	Primary education								Effective transition rate from primary to secondary education (general programmes 2009–2010)			
	Gross intake ratio to the last grade				Survival rate to the last grade 2009 to 2010							
Country or territory	MF (1)	M (2)	F (3)	GPI (4)	MF (5)	M (6)	F (7)	GPI (8)	MF (9)	M (10)	F (11)	GPI (12)
Botswana	97 **, -1	97 **, -1	98 **, -1	1.01 **, -1	93 **, -1	91 **, -1	95 **, -1	1.04 **, -1	...	...	...	...
Burkina Faso	45	48	42	0.88	64	61	67	1.09	75	76	73	0.96
Burundi	56	57	55	0.96	56	52	61	1.18	70	76	63	0.84
Cameroon	79	85	72	0.85	66	67	65	0.98	51 -1	50 -1	53 -1	1.06 -1
Cape Verde	99	100	98	0.98	86 -2	85 -2	87 -2	1.03 -2	96	94	99	1.05
Central African Republic	43 +1	53 +1	33 +1	0.62 +1	46 +1	49 +1	44 +1	0.90 +1	59	59	59	0.99
Chad	35	43	26	0.60	28	28	27	0.96	91	96	82	0.85
Comoros	75 -2	84 -2	65 -2	0.78 -2	...	...	...	...	...	...	...	...
Congo	71	73	69	0.94	70 **, -2	71 **, -2	71 **, -2	1.00 **, -2	76	77	74	0.97
Côte d'Ivoire	59 +1	65 +1	52 +1	0.80 +1	61 -1	62 -1	59 -1	0.96 -1	69 -1	70 -1	67 -1	0.96 -1
Democratic Republic of the Congo	59	67	50	0.75	55	58	51	0.88	89 *, -2	92 *, -2	85 *, -2	0.93 *, -2
Equatorial Guinea	52	52	53	1.01	62	60	64	1.08	...	...	...	...
Eritrea	40	43	36	0.84	69	71	67	0.94	90	91	90	0.99
Ethiopia	72	75	69	0.92	47	47	48	1.00	93	94	92	0.98
Gabon	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	71 **	69 **	72 **	1.03 **	...	...	...	...	83 **	82 **	84 **	1.02 **
Ghana	94 +1	97 +1	91 +1	0.95 +1	72 -1	76 -1	69 -1	0.91 -1	96 -1	94 -1	97 -1	1.03 -1
Guinea	64	75	53	0.71	66	74	56	0.76	77	82	70	0.86
Guinea-Bissau	68	75	60	0.80	...	...	...	...	...	...	...	...
Kenya	...	...	...	...	...	...	...	...	...	...	...	...
Lesotho	70	60	79	1.31	69	62	77	1.24	86 **	87 **	85 **	0.98 **
Liberia	62 -2	67 -2	57 -2	0.85 -2	46 -2	49 -2	43 -2	0.88 -2	66 -2	67 -2	64 -2	0.95 -2
Madagascar	72	72	73	1.02	35	34	35	1.05	73	74	72	0.97
Malawi	67	65	68	1.04	53	52	54	1.03	90	91	88	0.97
Mali	55 +1	61 +1	50 +1	0.81 +1	75 +1	77 +1	74 +1	0.95 +1	86	87	85	0.98
Mauritius	96	96	96	1.01	98	98	97	0.99	85	82	89	1.09
Mozambique	56 +1	61 +1	52 +1	0.85 +1	...	...	...	...	59 +1	57 +1	62 +1	1.08 +1
Namibia	84 -1	80 -1	88 -1	1.11 -1	83 -1	80 -1	85 -1	1.07 -1	94 -1	93 -1	95 -1	1.01 -1
Niger	46 +1	52 +1	40 +1	0.76 +1	69 +1	71 +1	67 +1	0.94 +1	72 +1	74 +1	70 +1	0.95 +1
Nigeria	74	79	70	0.88	80	77	83	1.07	...	...	...	...
Rwanda	70	65	74	1.13	37	35	39	1.11	77	77	77	0.99
Sao Tome and Principe	115 +1	112 +1	117 +1	1.04 +1	68 **, -1	62 **, -1	75 **, -1	1.21 **, -1	97 +1	95 +1	99 +1	1.04 +1
Senegal	59	58	61	1.05	60	58	61	1.05	79	81	77	0.95
Seychelles	133	135	132	0.98	...	...	...	...	98	98	98	1.00
Sierra Leone	74 +1	78 +1	71 +1	0.92 +1	...	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	...	...	...	...	...	...	...	...	...	...	...	...
Swaziland	77	76	78	1.03	84	81	87	1.07	98	97	99	1.02
Togo	74	84	64	0.76	59	55	67	1.23	85	88	80	0.91
Uganda	57	58	56	0.97	32	32	32	1.01	64	65	62	0.96
United Republic of Tanzania	90	88	92	1.05	81	76	87	1.13	41 **	45 **	37 **	0.83 **
Zambia	103	98	108	1.10	53 -1	55 -1	52 -1	0.95 -1	74	73	74	1.02
Zimbabwe	...	...	...	...	...	...	...	...	...	...	...	...

Lower secondary education																
Gross entry ratio				Gross graduation ratio								Survival rate to the last grade			
General programmes				All programmes				General programmes				General programmes 2009 to 2010			
MF (13)	M (14)	F (15)	GPI (16)	MF (17)	M (18)	F (19)	GPI (20)	MF (21)	M (22)	F (23)	GPI (24)	MF (25)	M (26)	F (27)	GPI (28)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
32 +1	27 +1	36 +1	1.35 +1	12 +1	...	...	...	10 +1	...	...	...	69 **, +1	...	...	...
33	39	28	0.73	10 -1	12 -1	8 -1	0.64 -1	10 -1	12 -1	8 -1	0.65 -1	87 **	...	...	...
39 -1	41 -1	36 -1	0.89 -1	27 -1	...	...	...	23 -1	...	...	...	...	...	...	...
94	91	96	1.06	61	52	70	1.34	61	52	70	1.34	83	76	89	1.17
23	29	18	0.62	...	...	...	...	...	...	...	...	29	30	28	0.93
32	43	21	0.48	17	24	9	0.38	16	24	9	0.40	52	56	45	0.80
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
53	56	51	0.90	...	...	...	...	...	...	...	...	76	77	74	0.98
36 +1	43 +1	28 +1	0.65 +1	...	...	...	...	12 -1	16 -1	8 -1	0.49 -1	87 **, -1	...	...	...
45 *, -2	55 *, -2	34 *, -2	0.63 *, -2	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
43	48	39	0.81	34 -1	39 -1	29 -1	0.74 -1	34 -1	39 -1	29 -1	0.74 -1	79	74	87	1.17
52	55	49	0.88	29	33	25	0.74	29	33	25	0.74	63	62	65	1.04
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
63 **	61 **	65 **	1.06 **	...	...	...	...	...	...	...	...	86 **	89 **	82 **	0.93 **
89 +1	91 +1	86 +1	0.95 +1	66 -2	70 -2	61 -2	0.87 -2	66 -2	70 -2	61 -2	0.87 -2	86 -1	89 -1	82 -1	0.92 -1
48	59	37	0.63	...	...	...	...	18	25	12	0.46	79	75	85	1.13
60	70	49	0.70	...	...	...	...	28	35	21	0.61	...	...	...	...
...	...	...	...	80 -1	83 -1	76 -1	0.91 -1	80 -1	83 -1	76 -1	0.91 -1	...	...	...	...
58 **	50 **	67 **	1.34 **	27	...	...	...	27	...	...	...	71 **	74 **	69 **	0.93 **
44 -2	49 -2	39 -2	0.80 -2	...	...	...	...	...	...	...	...	...	...	...	...
61	62	60	0.98	16 -1	16 -1	15 -1	0.95 -1	15 -1	15 -1	14 -1	0.94 -1	66	67	65	0.97
57	57	58	1.01	20	23	17	0.75	20	23	17	0.75	34	35	33	0.95
46	52	40	0.77	27 -2	33 -2	20 -2	0.60 -2	27 -2	33 -2	20 -2	0.60 -2	86	86	86	1.00
79	75	83	1.10	...	...	...	...	73	68	79	1.16	98	96	99	1.03
35 +1	37 +1	34 +1	0.91 +1	20	23	18	0.80	19	21	17	0.82	68 +1	66 +1	70 +1	1.07 +1
76 -1	71 -1	82 -1	1.15 -1	...	...	...	...	...	...	...	...	80 -1	79 -1	81 -1	1.03 -1
31 +1	36 +1	25 +1	0.70 +1	4 -1	5 -1	3 -1	0.54 -1	4 -1	...	...	...	35 +1	36 +1	34 +1	0.95 +1
...	...	...	...	42 -1	45 -1	39 -1	0.87 -1	...	...	...	...	...	...	...	...
52	50	55	1.10	22 +1	23 +1	21 +1	0.93 +1	22 +1	23 +1	21 +1	0.93 +1	...	...	...	...
83 +1	78 +1	89 +1	1.13 +1	...	...	...	...	...	...	...	...	85 +1	75 +1	94 +1	1.24 +1
49	50	49	0.96	...	...	...	...	18	...	...	...	88	86	91	1.05
131	129	133	1.03	...	...	...	...	...	...	...	...	95	100	90	0.90
56 +1	63 +1	50 +1	0.80 +1	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	34 -1	31 -1	36 -1	1.15 -1	...	...	...	...	...	...	...	...
71	70	72	1.03	...	...	...	...	...	...	...	...	80	82	77	0.94
60	71	48	0.68	...	...	...	...	32	34	30	0.89	78 -2	84 -2	69 -2	0.81 -2
38	39	37	0.93	32	35	29	0.82	...	...	...	...	71	71	72	1.01
42 **	46 **	38 **	0.83 **	...	...	...	...	...	...	...	...	64 -1	65 -1	63 -1	0.98 -1
67	70	64	0.91	83	87	78	0.90	83	87	78	0.90	88	88	88	1.00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE 4 PRIMARY AND LOWER SECONDARY EDUCATION / ISCED 1 and 2 / Out-of-school children / 2010

REGION	Age group		Out-of-school children of primary school age								Out-of-school children of lower secondary school age				
			Out-of-school rate (%)			Number out of school		Share of children of primary school age enrolled in pre-primary education (%)			Out-of-school rate (%)			Number out of school	
Country or territory	ISCED 1 (1)	ISCED 2 (2)	MF (3)	M (4)	F (5)	MF (000) (6)	% F (7)	MF (8)	M (9)	F (10)	MF (11)	M (12)	F (13)	MF (000) (14)	% F (15)
ARAB STATES															
Algeria	6-10	11-14	3	2	4	82	65	—	—	—	...	...	...	...	...
Bahrain	6-11	12-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Djibouti	6-10	11-14	55 **, -1	53 **, -1	58 **, -1	56 **, -1	52 **, -1	— -1	— -1	— -1	60 **, -2	54 **, -2	66 **, -2	49 **, -2	54 **, -2
Egypt	6-11	12-14	4 **	...	...	368 **	...	...	...	...	4 **	...	...	214 **	...
Iraq	6-11	12-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Jordan	6-11	12-15	9	9	9	83	49	—	—	—	11 **, -2	13 **, -2	10 **, -2	62 **, -2	42 **, -2
Kuwait	6-10	11-14	2 -2	3 -2	— -2	4 -2	1 -2	— -2	— -2	— -2	2 -2	...	...	2 -2	...
Lebanon	6-11	12-14	7	6	7	30	51	1	1	1	13	14	12	32	46
Libya	6-11	12-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	6-11	12-15	26 **	27 **	24 **	134 **	46 **	...	...	...	...	...	...	...	...
Morocco	6-11	12-14	4 +1	3 +1	4 +1	134 +1	56 +1	1 +1	1 +1	— +1	23 **	18 **	29 **	433 **	61 **
Oman	6-11	12-14	2 -1	— -1	3 -1	5 -1	87 -1	— -1	— -1	— -1	2 -1	...	...	4 -1	...
Palestine	6-9	10-15	11	10	12	48	52	1	1	1	13	14	12	82	44
Qatar	6-11	12-14	4	4	3	3	43	...	...	...	2	...	...	1	...
Saudi Arabia	6-11	12-14	10 -1	10 -1	11 -1	318 -1	52 -1	...	...	...	6	9	4	96	29
Sudan (pre-secession) [a]	6-11	12-13	...	...	...	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	6-9	10-14	1 -1	— -1	2 -1	19 -1	87 -1	— -1	— -1	— -1	12 -1	11 -1	12 -1	280 -1	51 -1
Tunisia	6-11	12-14	1 -1	...	...	5 -1	...	...	...	...	...	...	...	...	...
United Arab Emirates	6-10	11-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Yemen	6-11	12-14	22	14	30	857	66	—	—	—	40 **	28 **	52 **	718 **	64 **
CENTRAL AND EASTERN EUROPE															
Albania	6-10	11-14	20	20	20	52	47	2	2	2	...	...	...	...	...
Belarus	6-9	10-14	8	...	...	29	...	8	9	7	5 **	...	...	24 **	...
Bosnia and Herzegovina	6-9	10-13	13	14	12	20	45	1	1	1	...	...	...	...	...
Bulgaria	7-10	11-14	—	1	—	1	26	—	—	—	13	12	13	34	51
Croatia	7-10	11-14	4	5	3	7	36	—	—	—	1	...	...	2	...
Czech Republic	6-10	11-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Estonia	7-12	13-15	4 -1	4 -1	4 -1	3 -1	52 -1	3 -1	4 -1	3 -1	3 -1	3 -1	3 -1	1 -1	43 -1
Hungary	7-10	11-14	2 -1	2 -1	2 -1	8 -1	45 -1	1 -1	1 -1	1 -1	1 -1	1 -1	2 -1	6 -1	65 -1
Latvia	7-12	13-15	4	5	3	5	38	1	1	1	12	11	13	8	53
Lithuania	7-10	11-16	4	4	4	5	47	1	1	1	8	8	8	21	49
Montenegro	7-10	11-14	17	...	...	6	...	—	...	...	...	...	...	...	...
Poland	7-12	13-15	4 -1	4 -1	4 -1	94 -1	50 -1	— -1	1 -1	— -1	6 -1	6 -1	6 -1	88 -1	48 -1
Republic of Moldova	7-10	11-15	10 *	10 *	10 *	15 *	48 *	1 *	2 *	1 *	12 *	12 *	13 *	29 *	51 *
Romania	7-10	11-14	12	12	13	109	50	1	1	1	6 -1	6 -1	6 -1	52 -1	47 -1
Russian Federation	7-10	11-15	4 -1	5 -1	4 -1	221 -1	42 -1	3 -1	3 -1	3 -1	9 -1	10 -1	8 -1	671 -1	43 -1
Serbia	7-10	11-14	5 *	5 *	6 *	16 *	50 *	— *	— *	— *	3 *	3 *	3 *	8 *	52 *
Slovakia	6-9	10-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Slovenia	6-11	12-14	3 -1	3 -1	3 -1	3 -1	50 -1	1 -1	1 -1	1 -1	2 -1	2 -1	2 -1	1 -1	45 -1
The former Yugoslav Rep. of Macedonia	6-10	11-14	2	3	1	2	22	1	1	1	...	...	...	...	...
Turkey	6-10	11-13	3 -1	2 -1	3 -1	162 -1	64 -1	— -1	— -1	— -1	5 **, -1	3 **, -1	7 **, -1	181 **, -1	71 **, -1
Ukraine	6-9	10-14	9	9 *	9 *	138	47 *	...	...	...	4	4 *	4 *	92	47 *
CENTRAL ASIA															
Armenia	7-9	10-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Azerbaijan	6-9	10-14	15 **	15 **	16 **	78 **	49 **	3 *	3 *	3 *	...	...	...	...	...
Georgia	6-11	12-14	— -1	...	...	— -1	...	...	...	...	8 -1	...	...	14 -1	...
Kazakhstan	7-10	11-15	— +1	1 +1	— +1	4 +1	33 +1	— +1	— +1	— +1	— +1	...	...	0.1 +1	...
Kyrgyzstan	7-10	11-15	5	5	5	18	51	1	1	1	8 *	8 *	9 *	45 *	52 *
Mongolia	6-10	11-14	1 **	— **	1 **	2 **	78 **	—	—	—	...	...	...	...	...
Tajikistan	7-10	11-15	2	1	4	15	88	—	1	—	4	...	...	31	...
Turkmenistan	7-9	10-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	7-10	11-15	7 +1	6 +1	9 +1	148 +1	58 +1	2 +1	2 +1	2 +1	4 -1	3 -1	4 -1	114 -1	58 -1
EAST ASIA AND THE PACIFIC															
Australia	5-11	12-15	3	3	2	54	43	2	2	2	2	2	2	20	48
Brunei Darussalam	6-11	12-13	...	...	...	...	...	...	...	...	...	...	...	...	...
Cambodia	6-11	12-14	4	4	5	73	55	—	—	—	...	...	...	...	...
China	7-11	12-14	...	...	...	...	...	...	...	...	...	...	...	...	...

REGION	Age group		Out-of-school children of primary school age								Out-of-school children of lower secondary school age				
			Out-of-school rate (%)			Number out of school		Share of children of primary school age enrolled in pre-primary education (%)			Out-of-school rate (%)			Number out of school	
Country or territory	ISCED 1 (1)	ISCED 2 (2)	MF (3)	M (4)	F (5)	MF (000) (6)	% F (7)	MF (8)	M (9)	F (10)	MF (11)	M (12)	F (13)	MF (000) (14)	% F (15)
China, Hong Kong SAR	6-11	12-14	2 *	...	...	5 *	...	...	...	...	6 *	7 *	5 *	14 *	39 *
China, Macao SAR	6-11	12-14	17	19	16	5	43	1	1	1	11	9	12	2	57
Cook Islands	5-10	11-14	2 *	2 *	1 *	— *	...	1 *	1 *	1 *	5 *, +1	...	...	0.1 *, +1	...
Democratic People's Rep. of Korea	7-10	11-13	...	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	6-11	12-15	1 -1	1 -1	1 -1	1 -1	36 -1	...	...	...	3 **, -1	...	...	2 **, -1	...
Indonesia	7-12	13-15	1	...	...	236	...	—	—	—	14	14	14	1,815	48
Japan	6-11	12-14	—	...	...	2	...	—	—	—	—	...	...	0.1	...
Kiribati	6-11	12-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	6-10	11-14	3	2	5	23	70	—	—	—	28	25	32	174	56
Malaysia	6-11	12-14	...	...	...	...	...	...	...	...	10 -1	11 -1	8 -1	159 -1	43 -1
Marshall Islands	6-11	12-13	1 +1	...	...	0.1 +1	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	6-11	12-13	...	...	...	...	...	...	...	...	...	...	...	...	...
Myanmar	5-9	10-13	...	...	...	...	...	...	...	...	...	...	...	...	...
Nauru	6-11	12-15	...	...	...	...	...	...	...	...	...	...	...	...	...
New Zealand	5-10	11-14	1	1	—	2	33	—	—	—	—	...	...	1	...
Niue	5-10	11-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Palau	6-10	11-13	...	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	7-12	13-16	...	...	...	...	...	...	...	...	...	...	...	...	...
Philippines	6-11	12-14	11 -1	12 -1	10 -1	1,460 -1	45 -1	2 -1	2 -1	2 -1	5 -1	7 -1	4 -1	332 -1	39 -1
Republic of Korea	6-11	12-14	1 **	1 **	2 **	35 **	70 **	1	1	1	— **	...	...	9 **	...
Samoa	5-10	11-12	5	...	...	1	...	3	...	...	—	...	...		...
Singapore	6-11	12-13	...	...	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	6-11	12-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Thailand	6-11	12-14	10 -1	10 -1	11 -1	611 -1	50 -1	— -1	— -1	— -1	9 -1	10 -1	8 -1	286 -1	45 -1
Timor-Leste	6-11	12-14	14	14	14	28	50	...	...	...	35	35	36	34	49
Tokelau	5-10	11-13	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	5-10	11-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Tuvalu	6-11	12-15	...	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	6-11	12-15	...	...	...	...	...	...	...	...	...	...	...	...	...
Viet Nam	6-10	11-14	2	...	...	121	...	2	...	...	...	...	...	...	...
LATIN AMERICA AND THE CARIBBEAN															
Anguilla	5-11	12-14	7 **, -2	7 **, -2	7 **, -2	0.1 **, -2	48 **, -2	— **, -2	— **, -2	— **, -2	20 **, -2	15 **, -2	24 **, -2	0.2 **, -2	63 **, -2
Antigua and Barbuda	5-11	12-14	12	9	16	1	63	...	...	...	2	...	...	0.1	...
Argentina	6-11	12-14	...	...	...	...	...	...	...	...	2 -1	...	...	35 -1	...
Aruba	6-11	12-13	—	—	—	—	...	—	—	—	12 -1	13 -1	11 -1	0.4 -1	47 -1
Bahamas	5-10	11-13	2	...	...	1	...	...	...	...	6	8	4	1	32
Barbados	5-10	11-13	5 *, -2	...	...	1 *, -2	...	2 *, -2	...	...	11 *	15 *	6 *	1 *	28 *
Belize	5-10	11-14	3	...	...	1	...	—	...	...	...	...	...	...	...
Bermuda	5-10	11-13	5 **	...	...	0.2 **	...	...	...	...	10 **	14 **	5 **	0.2 **	25 **
Bolivia (Plurinational State of)	6-11	12-13	...	...	...	...	...	...	...	...	...	...	...	...	...
Brazil	7-10	11-14	...	...	...	...	...	...	...	...	...	...	...	...	...
British Virgin Islands	5-11	12-14	10 *	9 *	12 *	0.3 *	57 *	...	...	...	...	...	...	...	...
Cayman Islands	5-10	11-13	...	...	...	...	...	...	...	...	14 -2	14 -2	15 -2	0.3 -2	51 -2
Chile	6-11	12-13	6 -1	6 -1	6 -1	94 -1	51 -1	1 -1	1 -1	1 -1	6 -1	5 -1	6 -1	30 -1	52 -1
Colombia	6-10	11-14	8	8	9	374	50	2	2	2	6	7	6	221	45
Costa Rica	6-11	12-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Cuba	6-11	12-14	2 +1	2 +1	2 +1	13 +1	50 +1	— +1	— +1	— +1	3 +1	3 +1	4 +1	14 +1	59 +1
Dominica	5-11	12-14	2 -1	...	...	0.1 -1	...	...	...	...	...	...	...	...	...
Dominican Republic	6-11	12-13	7	4	10	85	67	1	1	1	9	8	11	37	57
Ecuador	6-11	12-14	2 -1	...	...	27 -1	...	...	...	...	...	...	...	...	...
El Salvador	7-12	13-15	5	5	5	38	48	4	4	4	9	9	10	41	51
Grenada	5-11	12-14	3 -1	4 -1	1 -1	0.3 -1	14 -1	1 -1	1 -1	1 -1	8 -2	...	...	0.5 -2	...
Guatemala	7-12	13-15	1	—	2	32	86	—	—	—	23	18	27	233	60
Guyana	6-11	12-14	16	18	14	19	42	1	1	1	10 **, -1	12 **, -1	8 **, -1	5 **, -1	37 **, -1
Haiti	6-11	12-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	6-11	12-14	4 **	5 **	3 **	47 **	34 **	3	3	3	...	...	...	...	...
Jamaica	6-11	12-14	18	17	19	59	53	—	—	—	13	12	13	23	51
Mexico	6-11	12-14	—	1	—	58	13	—	—	—	4	4	4	272	48

TABLE 4 PRIMARY AND LOWER SECONDARY EDUCATION / ISCED 1 and 2 / Out-of-school children / 2010

REGION	Age group		Out-of-school children of primary school age								Out-of-school children of lower secondary school age				
			Out-of-school rate (%)			Number out of school		Share of children of primary school age enrolled in pre-primary education (%)			Out-of-school rate (%)			Number out of school	
Country or territory	ISCED 1 (1)	ISCED 2 (2)	MF (3)	M (4)	F (5)	MF (000) (6)	% F (7)	MF (8)	M (9)	F (10)	MF (11)	M (12)	F (13)	MF (000) (14)	% F (15)
Montserrat	5-11	12-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles[a]	6-11	12-13	...	...	...	...	...	...	...	...	...	...	...	...	...
Nicaragua	6-11	12-14	6	7	5	48	44	–	–	–	17	18	17	69	48
Panama	6-11	12-14	1	1	2	5	67	1	1	1	7	8	7	14	47
Paraguay	6-11	12-14	14 -1	14 -1	14 -1	123 -1	49 -1	1 -1	2 -1	1 -1	13 -1	12 -1	13 -1	53 -1	51 -1
Peru	6-11	12-14	2	2	2	66	40	–	–	–	2	2	2	36	49
Puerto Rico	6-11	12-14	14 **	17 **	12 **	46 **	39 **	–	–	–	...	...	...	...	...
Saint Kitts and Nevis	5-11	12-14	14 *	14 *	14 *	1 *	49 *	...	...	...	3 *	3 *	3 *	0.1 *	51 *
Saint Lucia	5-11	12-14	10 **	10 **	11 **	2 **	52 **	1	1	1	8 **	6 **	9 **	1 **	61 **
Saint Vincent and the Grenadines	5-11	12-14	2	...	...	0.2	...	...	...	...	3 -2	...	...	0.2 -2	...
Suriname	6-11	12-15	9 **, -1	9 **, -1	9 **, -1	6 **, -1	49 **, -1	– -1	– -1	– -1	22 **, -1	23 **, -1	22 **, -1	8 **, -1	48 **, -1
Trinidad and Tobago	5-11	12-14	3	2	3	3	56	...	...	...	12	14	10	7	42
Turks and Caicos Islands	6-11	12-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Uruguay	6-11	12-14	1 -1	– -1	1 -1	2 -1	78 -1	– -1	– -1	– -1	8 -2	8 -2	8 -2	13 -2	47 -2
Venezuela (Bolivarian Republic of)	6-11	12-14	5	5	5	171	47	2	2	2	8	9	7	135	42
NORTH AMERICA AND WESTERN EUROPE															
Andorra	6-11	12-15	21	22	21	1	47	7	8	7	15	13	16	0.5	52
Austria	6-9	10-13	...	...	...	...	...	...	...	...	...	...	...	...	...
Belgium	6-11	12-13	1 -1	1 -1	1 -1	7 -1	42 -1	1 -1	1 -1	1 -1	...	...	...	...	...
Canada	6-11	12-13	...	...	...	...	...	...	...	...	...	...	...	...	...
Cyprus	6-11	12-14	1 *	1 *	1 *	0.5 *	56 *	1 *	1 *	1 *	– *	...	...	0.1 *	...
Denmark	7-12	13-15	4 -1	5 -1	3 -1	17 -1	35 -1	3 -1	4 -1	2 -1	1 -1	1 -1	1 -1	2 -1	39 -1
Finland	7-12	13-15	2	2	2	8	47	–	–	–	2	2	2	4	50
France	6-10	11-14	1	1	1	31	43	1	1	1	–	...	...	2	...
Germany	6-9	10-15	– **	...	...	7 **	...	...	...	...	...	...	...	...	...
Gibraltar	5-10	11-12	...	...	...	...	...	...	...	...	...	...	...	...	...
Greece	6-11	12-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Holy See	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Iceland	6-12	13-15	1 -1	1 -1	– -1	0.2 -1	38 -1	– -1	– -1	– -1	3 -1	3 -1	3 -1	0.4 -1	43 -1
Ireland	5-12	13-15	–	1	–	1	2	–	–	–	–	...	...	1	...
Israel	6-11	12-14	3 -1	3 -1	3 -1	23 -1	43 -1	3 -1	3 -1	3 -1	– -1	...	...	1 -1	...
Italy	6-10	11-13	1	–	1	25	80	–	–	–	1	...	...	9	...
Liechtenstein	7-11	12-15	1 *	– *	2 *	– *	...	– *	– *	– *	8 *	6 *	11 *	0.1 *	65 *
Luxembourg	6-11	12-14	3 -2	4 -2	2 -2	1 -2	37 -2	1 -2	1 -2	– -2	3 -2	4 -2	2 -2	0.5 -2	32 -2
Malta	5-10	11-15	6	7	6	2	45	4	4	4	5	4	6	1	58
Monaco	6-10	11-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands	6-11	12-14	–	...	...	0.3	...	–	–	–	3	3	2	15	41
Norway	6-12	13-15	1	1	1	4	43	–	–	–	2	2	2	4	50
Portugal	6-11	12-14	1 -1	1 -1	– -1	4 -1	37 -1	1 -1	1 -1	– -1	...	...	...	...	...
San Marino	6-10	11-13	8 *, -1	9 *, -1	7 *, -1	0.1 *, -1	41 *, -1	– *, -1	– *, -1	– *, -1	...	...	...	...	...
Spain	6-11	12-15	–	–	–	6	33	–	–	–	–	...	...	5	...
Sweden	7-12	13-15	1	–	1	4	75	–	–	–	8	8	7	27	45
Switzerland	7-12	13-15	1	1	1	4	33	–	–	–	5	5	5	13	46
United Kingdom	5-10	11-13	– -1	– -1	– -1	8 -1	68 -1	– -1	– -1	– -1	– -1	...	...	4 -1	...
United States of America	6-11	12-14	4	5	4	1,023	45	3	3	3	1	...	...	122	...
SOUTH AND WEST ASIA															
Afghanistan	7-12	13-15	...	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	6-10	11-13	...	...	...	...	...	...	...	...	21 *	29 *	12 *	1,978 *	28 *
Bhutan	6-12	13-16	11 +1	12 +1	9 +1	11 +1	42 +1	...	...	...	15 +1	19 +1	11 +1	9 +1	37 +1
India	6-10	11-13	2 **, -2	1 **, -2	2 **, -2	2,278 **, -2	62 **, -2	...	...	...	...	...	...	...	...
Iran (Islamic Republic of)	6-10	11-13	...	...	...	...	...	...	...	...	3	...	...	88	...
Maldives	6-12	13-15	3 +1	3 +1	3 +1	1 +1	48 +1	3 +1	3 +1	3 +1	...	...	...	...	...
Nepal	5-9	10-12	...	...	...	...	...	...	...	...	...	...	...	...	...
Pakistan	5-9	10-12	26 *	19 *	33 *	5,125 *	63 *	...	...	...	58	53	64	7,207	54
Sri Lanka	5-9	10-13	6	6	6	102	47	...	...	...	...	...	...	...	...
SUB-SAHARAN AFRICA															
Angola	6-11	12-14	14 **	7 **	22 **	493 **	76 **	7 *	7 *	7 *	12 -1	3 -1	22 -1	172 -1	89 -1
Benin	6-11	12-15	6	...	...	88	...	...	...	...	...	...	...	...	...

REGION	Age group		Out-of-school children of primary school age								Out-of-school children of lower secondary school age				
			Out-of-school rate (%)			Number out of school		Share of children of primary school age enrolled in pre-primary education (%)			Out-of-school rate (%)			Number out of school	
Country or territory	ISCED 1 (1)	ISCED 2 (2)	MF (3)	M (4)	F (5)	MF (000) (6)	% F (7)	MF (8)	M (9)	F (10)	MF (11)	M (12)	F (13)	MF (000) (14)	% F (15)
Botswana	6-12	13-15	13 **, -1	13 **, -1	12 **, -1	38 **, -1	47 **, -1	1 -1	1 -1	1 -1	4 **, -1	4 **, -1	3 **, -1	5 **, -1	38 **, -1
Burkina Faso	6-11	12-15	37 +1	35 +1	39 +1	1,022 +1	52 +1	— +1	— +1	— +1	55 +1	51 +1	58 +1	873 +1	52 +1
Burundi	7-12	13-16	...	...	...	...	...	...	...	...	...	...	...	...	...
Cameroon	6-11	12-15	6 **	...	...	179 **	...	—	...	...	...	...	...	...	...
Cape Verde	6-11	12-14	7	5	8	4	58	—	—	—	8	8	9	3	53
Central African Republic	6-11	12-15	31 +1	22 +1	40 +1	214 +1	66 +1	— +1	— +1	— +1	54 **, +1	43 **, +1	65 **, +1	224 **, +1	61 **, +1
Chad	6-11	12-15	...	...	...	...	...	...	...	...	...	...	...	...	...
Comoros	6-11	12-15	...	...	...	...	...	...	...	...	...	...	...	...	...
Congo	6-11	12-15	9 *	8 *	11 *	56 *	58 *	—	—	—	...	...	...	...	...
Côte d'Ivoire	6-11	12-15	39 -1	33 -1	44 -1	1,161 -1	57 -1	— -1	— -1	— -1	...	...	...	...	...
Democratic Republic of the Congo	6-11	12-13	...	...	...	...	...	...	...	...	...	...	...	...	...
Equatorial Guinea	7-12	13-16	44	43	44	43	50	...	...	...	...	...	...	...	...
Eritrea	7-11	12-14	65	63	67	418	51	—	—	—	59	54	63	201	54
Ethiopia	7-12	13-16	18	15	20	2,390	57	—	—	—	39 **	35 **	43 **	3,134 **	55 **
Gabon	6-10	11-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	7-12	13-15	31 **	32 **	30 **	85 **	48 **	1	1	1	26 **	27 **	26 **	32 **	49 **
Ghana	6-11	12-14	16 +1	16 +1	15 +1	567 +1	48 +1	...	...	...	26 **, +1	25 **, +1	27 **, +1	422 **, +1	51 **, +1
Guinea	7-12	13-16	23	17	30	355	63	—	—	—	51 **, -1	42 **, -1	60 **, -1	445 **, -1	58 **, -1
Guinea-Bissau	7-12	13-15	25	23	27	57	53	—	—	—	...	...	...	...	...
Kenya	6-11	12-13	16 **, -1	16 **, -1	15 **, -1	1,010 **, -1	48 **, -1	13 -1	14 -1	12 -1	2 **, -1	...	...	30 **, -1	...
Lesotho	6-12	13-15	26	28	25	99	47	...	...	...	25	29	21	40	42
Liberia	6-11	12-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Madagascar	6-10	11-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Malawi	6-11	12-15	3 -1	...	...	62 -1	...	...	...	...	22 -1	22 -1	22 -1	319 -1	50 -1
Mali	7-12	13-15	33 +1	28 +1	37 +1	850 +1	56 +1	— +1	— +1	— +1	51 +1	43 +1	58 +1	557 +1	56 +1
Mauritius	5-10	11-13	7	8	6	8	41	2	2	2	...	...	...	...	...
Mozambique	6-12	13-15	10 +1	8 +1	12 +1	482 +1	61 +1	...	...	...	36 +1	31 +1	42 +1	606 +1	58 +1
Namibia	7-13	14-16	14 -1	16 -1	11 -1	52 -1	40 -1	...	...	...	...	...	...	...	...
Niger	7-12	13-16	38 +1	32 +1	43 +1	1,012 +1	56 +1	— +1	— +1	— +1	78 **, -2	74 **, -2	83 **, -2	1,011 **, -2	52 **, -2
Nigeria	6-11	12-14	42 **	40 **	45 **	10,542 **	52 **	...	...	...	...	...	...	...	...
Rwanda	7-12	13-15	1	...	...	20	...	—	—	—	...	...	...	...	...
Sao Tome and Principe	6-11	12-14	1	...	...	0.4	...	—	—	—	4 **, +1	6 **, +1	3 **, +1	1 **, +1	31 **, +1
Senegal	7-12	13-16	22	24	20	429	45	—	—	—	...	...	...	...	...
Seychelles	6-11	12-14	...	...	...	...	...	...	...	...	3 -1	...	...	0.1 -1	...
Sierra Leone	6-11	12-14	...	...	...	...	...	...	...	...	...	...	...	...	...
Somalia	6-11	12-13	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	7-13	14-15	10 **, -1	10 **, -1	9 **, -1	679 **, -1	47 **, -1	...	...	...	...	...	...	...	...
Swaziland	6-12	13-15	14	14	15	30	51	—	—	—	33	31	34	30	52
Togo	6-11	12-15	6 -2	...	...	51 -2	...	— -2	— -2	— -2	...	...	...	...	...
Uganda	6-12	13-16	9	10	8	623	43	—	—	—	20 **	19 **	21 **	650 **	53 **
United Republic of Tanzania	7-13	14-17	2 -2	2 -2	2 -2	137 -2	56 -2	— -2	— -2	— -2	...	...	...	...	...
Zambia	7-13	14-15	7 **	9 **	6 **	184 **	41 **	...	...	...	...	...	...	...	...
Zimbabwe	6-12	13-14	...	...	...	...	...	...	...	...	...	...	...	...	...
REGIONAL AVERAGES															
WORLD			**9 ** **	**8 ** **	**10 ** **	**60,735 ** **	**53 ** **	**...**	**...**	**...**	**18 ** **	**18 ** **	**18 ** **	**70,615 ** **	**48 ** **
Arab States			12 **	9 **	15 **	5,036 **	61 **	...	...	...	17 **	15 **	18 **	3,732 **	54 **
Central and Eastern Europe			5 **	5 **	5 **	931 **	49 **	...	...	...	7 **	7 **	7 **	1,281 **	49 **
Central Asia			6	5	7	317	54	...	...	...	4 **	4 **	5 **	315 **	58 **
East Asia and the Pacific			4 **	4 **	4 **	6,584 **	44 **	...	...	...	10 **	13 **	6 **	10,331 **	31 **
Latin America and the Caribbean			5 **	4 **	5 **	2,698 **	50 **	...	...	...	5	5	5	1,780	50
North America and Western Europe			3	3	2	1,267	45	...	...	...	2	1 **	2 **	554	62 **
South and West Asia			7 **	6 **	9 **	13,261 **	55 **	...	...	...	30 **	29 **	30 **	30,946 **	49 **
Sub-Saharan Africa			23 **	22 **	25 **	30,641 **	53 **	...	...	...	36 **	33 **	40 **	21,676 **	55 **

TABLE 5

PRIMARY AND SECONDARY EDUCATION / ISCED 1, 2 and 3 / Repetition / 2010

REGION	Primary education					Secondary education								
	Repeaters		Percentage of repeaters			Percentage of repeaters								
						Secondary (ISCED 2 and 3), general programmes			Lower secondary (ISCED 2), general programmes			Upper secondary (ISCED 3), general programmes		
Country or territory	MF (000) (1)	% F (2)	MF (3)	M (4)	F (5)	MF (6)	M (7)	F (8)	MF (9)	M (10)	F (11)	MF (12)	M (13)	F (14)
ARAB STATES														
Algeria	248	35	7	9	6	16 -1	19 -1	13 -1	15 -1	19 -1	11 -1	19 -1	21 -1	17 -1
Bahrain	2 -1	49 -1	2 -1	2 -1	2 -1	4 -1	6 -1	3 -1	5 -1	6 -1	2 -1	4 -1	4 -1	3 -1
Djibouti	6 +1	46 +1	10 +1	10 +1	9 +1	6 +1	7 +1	6 +1	7 +1	7 +1	6 +1	6 +1	6 +1	5 +1
Egypt	366	...	4	...	...	8 **	9 **	6 **	...	...	...	...	...	...
Iraq	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Jordan	4	54	1	–	1	1	1	1	2	2	2	...	...	...
Kuwait	1	42	1	1	1	6	6	5	5	5	4	7	9	6
Lebanon	37	40	8	9	7	10	11	10	12	12	12	7	8	6
Libya	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	18	52	3	3	4	11 -1	11 -1	12 -1	10 -1	10 -1	11 -1	14 -1	13 -1	15 -1
Morocco	424	38	11	13	9	16 +1	19 +1	12 +1	15 +1	18 +1	11 +1	16 +1	19 +1	13 +1
Oman	4 -1	54 -1	1 -1	1 -1	2 -1	...	...	...	...	...	...	4	5	3
Palestine	–	.	–	–	–	2	2	2	2	3	2	1	1	1
Qatar	– -1	50 -1	– -1	– -1	– -1	3 -1	3 -1	3 -1	1 -1	1 -1	2 -1	5 -1	5 -1	5 -1
Saudi Arabia	106 -2	46 -2	3 -2	3 -2	3 -2	4 **, -1	5 **, -1	3 **, -1	3 **, -1	4 **, -1	3 **, -1	5 **, -1	6 **, -1	3 **, -1
Sudan (pre-secession) [a]	174 -1	45 -1	4 -1	4 -1	4 -1	3 -2	3 -2	2 -2	4 -2	4 -2	4 -2	– -2	1 -2	– -2
Syrian Arab Republic	185	41	8	9	6	7	9	5	7	9	6	5	6	3
Tunisia	70 -1	36 -1	7 -1	8 -1	5 -1	17 -1	20 -1	14 -1	18 -1	22 -1	14 -1	16 -1	17 -1	15 -1
United Arab Emirates	7	46	2	2	2	3	4	2	3	3	2	4	4	3
Yemen	224	39	7	7	6	7	8	6	7	8	5	8	9	6
CENTRAL AND EASTERN EUROPE														
Albania	2	40	1	1	1	1 -1	2 -1	1 -1	2 -1	2 -1	1 -1	...	...	...
Belarus	–	...	–	...	...	–	...	...	–	...	...	–	...	...
Bosnia and Herzegovina	–	24	–	–	–	–	...	...	–	1	–	–	...	...
Bulgaria	2	39	1	1	1	2	2	1	...	...	...	...	...	...
Croatia	–	40	–	–	–	1	1	–	1	1	–	1	1	–
Czech Republic	3 -1	41 -1	1 -1	1 -1	1 -1	1 -1	1 -1	1 -1	1 -1	1 -1	1 -1	– -1	1 -1	– -1
Estonia	– -1	26 -1	1 -1	1 -1	– -1	3 -1	4 -1	3 -1	3 -1	4 -1	2 -1	4 -1	4 -1	4 -1
Hungary	8 -1	38 -1	2 -1	2 -1	2 -1	3 -1	4 -1	2 -1	...	...	...	...	...	...
Latvia	2	36	2	3	2	4	5	3	4	5	3	3	3	2
Lithuania	1	34	1	1	–	1	1	1	...	...	...	...	...	...
Montenegro	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Poland	22 -1	31 -1	1 -1	1 -1	1 -1	3 -2	4 -2	2 -2	...	...	...	...	...	...
Republic of Moldova	– -1	34 -1	– -1	– -1	– -1	– -1	– -1	– -1	– -1	– -1	– -1	– -1	– -1	– -1
Romania	15	40	2	2	2	2	3	1	3	3	2	–	–	–
Russian Federation	19 -1	...	– -1	...	...	– -1	...	...	– -1	...	...	– -1	...	...
Serbia	1	37	1	1	–	1	2	1	1	2	1	1	1	–
Slovakia	7	45	3	3	3	2	2	1	2	2	2	–	–	–
Slovenia	1 -1	32 -1	1 -1	1 -1	– -1	– -1	1 -1	– -1	1 -1	1 -1	– -1	– -1	– -1	– -1
The former Yugoslav Rep. of Macedonia	–	46	–	–	–	1	1	–	1	1	–	–	1	–
Turkey	116 -1	52 -1	2 -1	2 -1	2 -1	...	...	...	3 -1	3 -1	3 -1	...	...	...
Ukraine	1	49	–	–	–	–	– *	– *	–	– *	– *	–	– *	– *
CENTRAL ASIA														
Armenia	–	48	–	–	–	–	–	–	–	–	–	–	–	–
Azerbaijan	1	42	–	–	–	1	1	1	1	1	1	1	1	1
Georgia	–	44	–	–	–	–	–	–	–	–	–	–	–	–
Kazakhstan	1 +1	32 +1	– +1	– +1	– +1	– +1	– +1	– +1	– +1	– +1	– +1	– +1	– +1	– +1
Kyrgyzstan	–	43	–	–	–	–	–	–	–	–	–	–	–	–
Mongolia	–	52	–	–	–	–	–	–	...	...	...	–	–	–
Tajikistan	2	46	–	–	–	–	–	–	–	–	–	–	–	–
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	– +1	20 +1	– +1	– +1	– +1	– +1	– +1	– +1	– +1	– +1	– +1	– +1	– +1	– +1
EAST ASIA AND THE PACIFIC														
Australia	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Brunei Darussalam	–	24	–	–	–	7	8	6	2	3	1	12	15	10
Cambodia	201	42	9	10	8	2	3	1	2	3	2	2	3	1
China	280	41	–	–	–	–	–	–	–	–	–	...	...	...

REGION	Primary education					Secondary education								
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						Secondary (ISCED 2 and 3), general programmes			Lower secondary (ISCED 2), general programmes			Upper secondary (ISCED 3), general programmes		
Country or territory	MF (000) (1)	% F (2)	MF (3)	M (4)	F (5)	MF (6)	M (7)	F (8)	MF (9)	M (10)	F (11)	MF (12)	M (13)	F (14)
China, Hong Kong SAR	3 *	39 *	1 *	1 *	1 *	5 *	6 *	4 *	3 *	4 *	3 *	7 *	7 *	6 *
China, Macao SAR	1	36	6	7	4	11	14	9	15	17	13	7	10	5
Cook Islands	— +1	. +1	— +1	— +1	— +1	— +1	— +1	— +1	— +1	— +1	— +1	— +1	— +1	— +1
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	1 -1	36 -1	1 -1	1 -1	1 -1	2 -1	2 -1	2 -1	1 -1	1 -1	1 -1	4 -1	4 -1	5 -1
Indonesia	1,004	41	3	4	3	1 -1	1 -1	— -1	1 -1	1 -1	— -1	1 -1	1 -1	— -1
Japan	—	.	—	—	—	...	...	...	...	...	...	...	...	...
Kiribati	. -2	. -2	. -2	. -2	. -2	...	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	129	43	14	15	13	1	2	1	2	2	1	1	1	—
Malaysia	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1
Marshall Islands	. +1	. +1	. +1	. +1	. +1	. +1	. +1	. +1	. +1	. +1	. +1	. +1	. +1	. +1
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Myanmar	15	56	—	—	—	1	1	1	—	—	—	4	4	4
Nauru	...	...	...	...	...	...	...	...	...	...	...	...	...	...
New Zealand	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Niue	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Palau	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Philippines	346 -1	34 -1	3 -1	3 -1	2 -1	3 -1	4 -1	2 -1	3 -1	5 -1	2 -1	2 -1	2 -1	1 -1
Republic of Korea	—	18	—	—	—	— -2	— -2	— -2	...	...	...	...	...	...
Samoa	—	37	1	1	1	3	3	2	1	1	1	4	4	3
Singapore	1 -1	44 -1	— -1	— -1	— -1	1 -1	2 -1	1 -1	1 -1	1 -1	1 -1	2 -1	3 -1	1 -1
Solomon Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Thailand	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Timor-Leste	39	43	17	19	15	3	3	2	3	4	3	1	1	1
Tokelau	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tuvalu	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	6	42	13	15	12	2	2	2	2	2	2	2	2	2
Viet Nam	...	...	...	...	...	...	...	...	...	...	...	...	...	...
LATIN AMERICA AND THE CARIBBEAN														
Anguilla	—	.	—	—	—	—	—	—	—	—	—	—	—	—
Antigua and Barbuda	1 *	38 *	7 *	8 *	6 *	9 *	10 *	7	10 *	11 *	8	6	6	6
Argentina	242 -1	39 -1	5 -1	6 -1	4 -1	...	...	...	12 -1	14 -1	10 -1	7 -1	9 -1	6 -1
Aruba	1	43	7	8	6	11 -1	12 -1	11 -1	7 -1	8 -1	7 -1	15 -1	15 -1	15 -1
Bahamas	1	37	4	4	3	1	2	1	1	2	1	1	1	1
Barbados	.	.	. *	. *	. *	. *, -2	. *, -2	. *, -2	. *, -2	. *, -2	. *, -2	. *, -2	. *, -2	. *, -2
Belize	4	40	8	9	6	6	6	5	6	6	5	6	7	6
Bermuda	.	.	.	. **	. **	...	...	...	...	...	...	...	...	...
Bolivia (Plurinational State of)	12 -2	44 -2	1 -2	1 -2	1 -2	6 -1	8 -1	4 -1	6 -1	8 -1	5 -1	6 -1	7 -1	4 -1
Brazil	...	...	...	...	...	...	...	...	...	...	...	...	...	...
British Virgin Islands	—	37	6	7	4	8	12	5	10	13	7	...	...	...
Cayman Islands	— -2	. -2	— -2	— -2	— -2	— -2	— -2	— -2	— -2	— -2	— -2	— -2	— -2	— -2
Chile	16 -1	35 -1	1 -1	1 -1	1 -1	2 -1	2 -1	2 -1	1 -1	1 -1	1 -1	2 -1	2 -1	2 -1
Colombia	99	41	2	2	2	2	3	2	2	3	2	2	2	1
Costa Rica	30	40	6	7	5	9 -2	10 -2	8 -2	11 -2	13 -2	10 -2	7 -2	9 -2	6 -2
Cuba	5 +1	27 +1	1 +1	1 +1	— +1	2 +1	2 +1	1 +1	1 +1	1 +1	1 +1	3 +1	5 +1	2 +1
Dominica	—	31	4	6	3	13	17	10	16	20	11	9	11	8
Dominican Republic	96	31	7	9	5	7	9	6	7	8	6	7	9	6
Ecuador	...	...	...	...	...	...	...	...	10 -1	12 -1	8 -1	8 -1	10 -1	6 -1
El Salvador	54	38	6	7	5	4	6	3	4	5	3	6	8	5
Grenada	—	34	3	4	2	9	12	6	...	...	...	...	...	...
Guatemala	287	44	11	12	10	3	3	3	3	3	3	...	...	...
Guyana	1	38	1	1	—	10	13	8	12	15	9	6	8	5
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	10	41	1	1	1	...	...	...	...	...	...	...	...	...
Jamaica	7	43	2	3	2	1	2	1	1	1	1	...	...	...
Mexico	511	37	3	4	3	2	2	1	1	1	—	3	3	2

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Country or territory	MF (000) (1)	% F (2)	MF (3)	M (4)	F (5)	MF (6)	M (7)	F (8)	MF (9)	M (10)	F (11)	MF (12)	M (13)	F (14)
Montserrat	— [-1]	45 [-1]	2 [-1]	2 [-1]	2 [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]
Netherlands Antilles [a]	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nicaragua	73	40	8	9	7	6	7	4	7	8	5	3	4	3
Panama	24	39	6	7	4	6	8	5	7	8	5	3	4	2
Paraguay	42 [-1]	38 [-1]	5 [-1]	6 [-1]	4 [-1]	1 [-1]	1 [-1]	1 [-1]	1 [-1]	1 [-1]	1 [-1]	1 [-1]	1 [-1]	1 [-1]
Peru	233	47	6	6	6	6	7	4	7	8	5	4	5	3
Puerto Rico	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Saint Kitts and Nevis	—	35	2	2	1	3	3	3	2*	2*	2*	5*	6*	4*
Saint Lucia	1	41	3	3	2	—	—	—	—	—	—	1	1	—
Saint Vincent and the Grenadines	1	35	5	6	3	3	4	3	3	4	3	3	3	3
Suriname	12 [-1]	41 [-1]	17 [-1]	20 [-1]	14 [-1]	18 [-1]	21 [-1]	17 [-1]	17 [-1]	20 [-1]	16 [-1]	22 [-1]	25 [-1]	20 [-1]
Trinidad and Tobago	8	40	6	7	5	1	1	1	—	—	—	3	3	2
Turks and Caicos Islands	— [-1]	26 [-1]	2 [-1]	3 [-1]	1 [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]
Uruguay	19 [-1]	38 [-1]	5 [-1]	7 [-1]	4 [-1]	14 [-1]	17 [-1]	12 [-1]	18 [-1]	21 [-1]	16 [-1]	...	...	...
Venezuela (Bolivarian Republic of)	128	35	4	5	3	5	7	4	7	8	5	2	3	2
NORTH AMERICA AND WESTERN EUROPE														
Andorra	—	46	2	3	2	7	8	6	7	8	6	7	7	7
Austria	—	.	—	—	—	—	—	—	—	—	—	—	—	—
Belgium	24 [-1]	47 [-1]	3 [-1]	3 [-1]	3 [-1]	7 [-1]	8 [-1]	6 [-1]	7 [-1]	7 [-1]	6 [-1]	7 [-1]	10 [-1]	6 [-1]
Canada	— [-2]	. [-2]	— [-2]	— [-2]	— [-2]	...	...	...	...	...	...	...	...	...
Cyprus	—	29	—	—	—	1	2	1	1	1	—	1	2	1
Denmark	1 [-1]	36 [-1]	— [-1]	— [-1]	— [-1]	2 [-1]	2 [-1]	1 [-1]	1 [-1]	1 [-1]	1 [-1]	3 [-1]	3 [-1]	2 [-1]
Finland	1	33	—	1	—	—	—	—	1	1	—	.	.	.
France	...	...	...	...	...	6	6	5	4	5	3	9	10	8
Germany	16	45	1	1	—	2	3	2	3	3	2	1	1	1
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Greece	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Holy See	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Iceland	— [-1]	. [-1]	— [-1]	— [-1]	— [-1]	...	...	...	— [-1]	— [-1]	— [-1]	...	...	...
Ireland	3	44	1	1	1	2	2	2	—	—	—	6	7	6
Israel	9 [-1]	35 [-1]	1 [-1]	1 [-1]	1 [-1]	2 [-1]	3 [-1]	1 [-1]	2 [-1]	2 [-1]	1 [-1]	2 [-1]	4 [-1]	1 [-1]
Italy	9	33	—	—	—	4	5	3	4	6	3	4	5	3
Liechtenstein	—	.	—	—	—	—	—	—	—	—	—	—	—	—
Luxembourg	1 [-2]	46 [-2]	4 [-2]	4 [-2]	4 [-2]	10 [-2]	11 [-2]	8 [-2]	11 [-2]	12 [-2]	9 [-2]	7 [-2]	9 [-2]	6 [-2]
Malta	—	48	1	1	1	2	3	2	—	1	—	12	14	10
Monaco	— [-1]	. [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]
Netherlands	.	.	.	.	.	5	6	5	4	4	3	9	10	8
Norway	.	.	.	.	.	...	...	...	.	.	.	...	...	...
Portugal	...	...	...	...	...	...	...	...	...	...	...	...	...	...
San Marino	—	.	—	—	—	—	—	—	—	—	—	—	—	—
Spain	72	42	3	3	2	12	14	11	13	15	12	14	16	13
Sweden	—	.	—	—	—	—	—	—	—	—	—	—	—	—
Switzerland	7	45	1	2	1	2	3	2	2	2	2	4	5	4
United Kingdom	— [-1]	. [-1]	— [-1]	— [-1]	— [-1]	...	...	...	...	...	...	...	...	...
United States of America	— **	. **	— **	— **	— **	...	...	...	...	...	...	...	...	...
SOUTH AND WEST ASIA														
Afghanistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	2,117*	50*	12*	13*	12*	4	4	4	3	3	3	4	4	4
Bhutan	6 [+1]	42 [+1]	6 [+1]	7 [+1]	5 [+1]	3 [+1]	3 [+1]	3 [+1]	4 [+1]	4 [+1]	3 [+1]	3 [+1]	2 [+1]	3 [+1]
India	4,929 [-2]	47 [-2]	3 [-2]	3 [-2]	3 [-2]	...	...	...	5 [-2]	5 [-2]	4 [-2]	...	...	...
Iran (Islamic Republic of)	114 [-1]	38 [-1]	2 [-1]	2 [-1]	2 [-1]	...	...	...	4 [-1]	6 [-1]	2 [-1]	...	...	...
Maldives	2 [+1]	44 [+1]	4 [+1]	4 [+1]	3 [+1]	7 [-2]	8 [-2]	7 [-2]	8 [-2]	8 [-2]	7 [-2]	— [-2]	— [-2]	— [-2]
Nepal	593 [+1]	50 [+1]	12 [+1]	12 [+1]	12 [+1]	...	...	...	6 [+1]	6 [+1]	6 [+1]	...	...	...
Pakistan	809	41	4	5	4	7	5	9	3	4	3	11	7	17
Sri Lanka	13	42	1	1	1	1	1	—	1	1	1	—	—	—
SUB-SAHARAN AFRICA														
Angola	463	48	11	10	12	19 [-1]	21 [-1]	17 [-1]	19 [-1]	22 [-1]	16 [-1]	17 [-1]	16 [-1]	19 [-1]
Benin	239**	46**	13**	13**	13**	...	...	...	...	...	...	...	...	...

REGION	Primary education					Secondary education								
	Repeaters		Percentage of repeaters			Percentage of repeaters								
						Secondary (ISCED 2 and 3), general programmes			Lower secondary (ISCED 2), general programmes			Upper secondary (ISCED 3), general programmes		
Country or territory	MF (000) (1)	% F (2)	MF (3)	M (4)	F (5)	MF (6)	M (7)	F (8)	MF (9)	M (10)	F (11)	MF (12)	M (13)	F (14)
Botswana	15 **, -1	38 **, -1	5 **, -1	5 **, -1	4 **, -1	...	...	...	...	...	...	...	...	...
Burkina Faso	207	47	10	10	10	26 +1	30 +1	21 +1	27 +1	31 +1	20 +1	21 +1	22 +1	21 +1
Burundi	623	50	34	34	34	24	22	25	25	24	27	18	17	19
Cameroon	461	44	13	14	13	19 -1	18 -1	19 -1	16 -1	15 -1	16 -1	25 -1	25 -1	25 -1
Cape Verde	7	37	10	12	8	20	22	18	24	26	22	14	15	13
Central African Republic	147 +1	44 +1	23 +1	22 +1	23 +1	14	14	14	15	15	15	13	13	14
Chad	386	43	22	22	23	20	19	21	19	18	21	21	22	21
Comoros	27 -2	47 -2	24 -2	24 -2	24 -2	...	...	...	...	...	...	...	...	...
Congo	135	47	19	20	18	24 -1	23 -1	24 -1	26 -1	26 -1	25 -1	17 -1	15 -1	19 -1
Côte d'Ivoire	457 +1	...	17 +1	...	...	17 +1	18 +1	17 +1	14 +1	14 +1	14 +1	25 +1	25 +1	24 +1
Democratic Republic of the Congo	1,493	47	14	14	14	19 -1	18 -1	20 -1	...	...	...	...	...	...
Equatorial Guinea	17	46	20	21	19	...	...	...	...	...	...	...	...	...
Eritrea	42	41	15	16	13	9	10	9	12	13	12	4	5	3
Ethiopia	535	51	4	4	4	7 **	7 **	8 **	8	7	8	1 **	1 **	1 **
Gabon	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	...	...	...	...	...	4 **	4 **	4 **	4 **	4 **	4 **	4 **	4 **	5 **
Ghana	98 +1	50 +1	3 +1	2 +1	3 +1	3 -1	4 -1	2 -1	3 -1	4 -1	2 -1	3 -1	3 -1	3 -1
Guinea	240	48	17	16	18	16	16	15	16	17	16	14	14	14
Guinea-Bissau	39	49	14	14	14	13	13	14	15	15	16	6	6	6
Kenya	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lesotho	78	41	20	23	17	14 **	14 **	14 **	15 **	15 **	14 **	12 **	12 **	12 **
Liberia	36 -2	48 -2	7 -2	6 -2	7 -2	6 -2	6 -2	6 -2	6 -2	6 -2	6 -2	6 -2	6 -2	7 -2
Madagascar	845	47	20	21	19	9	9	9	9	9	9	9	9	8
Malawi	648	50	19	19	19	10	10	10	11	11	11	6	5	6
Mali	272 +1	46 +1	13 +1	13 +1	13 +1	20 +1	20 +1	20 +1	...	...	...	...	...	...
Mauritius	4	40	3	4	3	12	13	11	5	5	5	18	20	15
Mozambique	403 +1	46 +1	8 +1	8 +1	7 +1	14 +1	14 +1	14 +1	15 +1	15 +1	15 +1	6 +1	6 +1	6 +1
Namibia	64 -1	42 -1	16 -1	18 -1	14 -1	15 -1	15 -1	15 -1	19 -1	19 -1	19 -1	1 -1	1 -1	1 -1
Niger	71 +1	45 +1	4 +1	4 +1	4 +1	19 +1	19 +1	19 +1	19 +1	20 +1	19 +1	16 +1	17 +1	14 +1
Nigeria	.	.	.	.	.	...	...	...	.	.	.	...	...	...
Rwanda	317	50	14	14	14	4	3	4	4	4	4	2	2	2
Sao Tome and Principe	4 +1	44 +1	12 +1	14 +1	11 +1	21 +1	22 +1	21 +1	22 +1	23 +1	21 +1	19 +1	18 +1	19 +1
Senegal	106	50	6	6	6	16	16	16	15	15	15	18	18	19
Seychelles	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Sierra Leone	187 +1	50 +1	16 +1	15 +1	16 +1	13 +1	12 +1	14 +1	13 +1	11 +1	14 +1	13 +1	12 +1	15 +1
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Swaziland	36	41	15	17	13	11	11	10	11	11	10	10	10	10
Togo	285	48	22	22	22	23 **	23 **	23 **	23 **	23 **	23 **	22 **	23 **	20 **
Uganda	901	49	11	11	11	2	2	2	2	2	2	3	3	3
United Republic of Tanzania	201	48	2	3	2	1	1	2	...	...	...	...	...	...
Zambia	175	47	6	6	6	6	5	6	9	9	9	1 **	1 **	1 **
Zimbabwe	...	...	...	...	...	...	...	...	...	...	...	...	...	...
REGIONAL AVERAGES														
WORLD	**32,231 ** **	**46 ** **	**4.7 ** **	**4.8 ** **	**4.5 ** **	**4.8 ** **	**5.9 ** **	**3.7 ** **	**4.6 ** **	**5.5 ** **	**3.5 ** **	**5.3 ** **	**6.5 ** **	**4.0 ** **
Arab States	2,857	38 **	6.8	8.0 **	5.6 **	9.8 **	11.8 **	7.6 **	9.8 **	12.0 **	7.4 **	9.7 **	11.4 **	8.0 **
Central and Eastern Europe	200 **	65 **	1.0 **	0.7 **	1.4 **	1.2 **	1.0 **	1.5 **	1.2 **	0.9 **	1.6 **	1.1 **	1.2 **	1.0 **
Central Asia	5	43	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.2
East Asia and the Pacific	2,732	40	1.5	1.7	1.2	0.8	1.0	0.7	0.9	1.0	0.7	0.8	0.9	0.7
Latin America and the Caribbean	5,382 **	47 **	8.1 **	8.3 **	7.8 **	10.7 **	16.8 **	4.8 **	10.7 **	15.9 **	5.5 **	10.7 **	18.9 **	3.5 **
North America and Western Europe	429	77	0.8	0.4	1.3	3.8 **	4.4 **	3.2 **	3.8 **	4.4 **	3.2 **	3.8 **	4.3 **	3.3 **
South and West Asia	9,055 **	46 **	4.8 **, -1	5.0 **, -1	4.7 **, -1	4.8 **	5.3 **	4.2 **	4.6 **, -1	5.0 **, -1	4.1 **, -1	5.1 **	5.8 **	4.3 **
Sub-Saharan Africa	11,382	47	8.6	8.6	8.5	11.7 **	11.8 **	11.6 **	9.7 **	10.5 **	8.8 **	16.0 **	14.5 **	17.9 **

TABLE 6

SECONDARY EDUCATION / ISCED 2 and 3 / Measures of enrolment / 2010

REGION	Age	Enrolment		Enrolment in technical and vocational programmes as a % of total enrolment in secondary education				Gross enrolment ratio				Net enrolment rate			
	ISCED 2 and 3	Secondary (ISCED 2 and 3), all programmes		Secondary (ISCED 2 and 3)		Upper secondary (ISCED 3)		Secondary (ISCED 2 and 3), all programmes				Secondary (ISCED 2 and 3), all programmes			
Country or territory	(1)	MF (000) (2)	% F (3)	MF (4)	% F (5)	MF (6)	% F (7)	MF (8)	M (9)	F (10)	GPI (11)	MF (12)	M (13)	F (14)	GPI (15)
ARAB STATES															
Algeria	11-17	4,585 -1	49 -1	10 -1	35 -1	12 -1	55 -1	95 -1	94 -1	96 -1	1.02 -1	...	...	...	...
Bahrain	12-17	80	50	8	13	17	13	...	...	...	...	...	...	...	...
Djibouti	11-17	51 +1	44 +1	4 +1	41 +1	12 +1	41 +1	36 +1	40 +1	32 +1	0.80 +1	24 **, -2	28 **, -2	20 **, -2	0.72 **, -2
Egypt	12-17	6,846	48	18 **	43 **	51	45	72	74	71	0.96	70 **	71 **	69 **	0.96 **
Iraq	12-17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Jordan	12-17	710	50	4 -2	38 -2	15 -2	38 -2	87	85	89	1.06	86	83	88	1.06
Kuwait	11-17	258	50	2 -1	10 -1	4 -1	13 -1	...	...	...	...	89 -2	86 -2	93 -2	1.08 -2
Lebanon	12-17	383	52	15	42	27	45	81	77	86	1.12	75	71	79	1.12
Libya	12-17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	12-17	111 **	45 **	...	...	...	...	24 **	26 **	22 **	0.85 **	...	...	...	...
Morocco	12-17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oman	12-17	322 -1	48 -1	. -1	. -1	. -1	. -1	100 -1	101 -1	100 -1	0.99 -1	90 -1	89 -1	90 -1	1.01 -1
Palestine	10-17	711	51	1	35	6	35	86	83	89	1.08	84	81	87	1.07
Qatar	12-17	69	49	1	.	2	.	94	86	104	1.21	83	76	93	1.22
Saudi Arabia	12-17	3,036	48	—	.	...	...	101	103	98	0.95	81	78	83	1.06
Sudan (pre-secession) [a]	12-16	1,837 -1	46 -1	2 -1	24 -1	4 -1	24 -1	39 -1	41 -1	36 -1	0.88 -1	...	...	...	...
Syrian Arab Republic	10-17	2,732	49	4	40	21	40	72	72	73	1.01	67	67	67	1.01
Tunisia	12-18	1,202 -1	50 **, -1	12 -1	35 **, -1	11 -1	30 **, -1	90 -1	88 **, -1	93 **, -1	1.06 **, -1	...	...	...	...
United Arab Emirates	11-17	337 **	50 **	...	...	...	...	...	...	...	...	...	...	...	...
Yemen	12-17	1,562 **	37 **	...	...	...	...	44 **	54 **	34 **	0.62 **	40 **	49 **	31 **	0.63 **
CENTRAL AND EASTERN EUROPE															
Albania	11-17	356	48	6	31	14	31	89	90	88	0.98	...	...	...	...
Belarus	10-16	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	10-17	323	49	34	45	74	45	91	90	92	1.03	...	...	...	...
Bulgaria	11-18	532	48	30	39	51	39	89	91	87	0.95	83	84	82	0.97
Croatia	11-18	389	50	37	49	72	47	96	93	99	1.07	91	88	94	1.06
Czech Republic	11-18	868 -1	49 -1	39 -1	45 -1	73 -1	45 -1	90 -1	90 -1	91 -1	1.01 -1	...	...	...	...
Estonia	13-18	100 -1	49 -1	19 -1	34 -1	33 -1	35 -1	104 -1	103 -1	105 -1	1.02 -1	92 -1	91 -1	93 -1	1.02 -1
Hungary	11-18	913 -1	49 -1	14 -1	38 -1	27 -1	37 -1	98 -1	99 -1	98 -1	0.99 -1	91 -1	91 -1	91 -1	0.99 -1
Latvia	13-18	147	49	24	39	41	40	95	96	94	0.98	84	83	84	1.02
Lithuania	11-18	343	48	11	33	30	35	99	100	98	0.98	91	91	91	1.01
Montenegro	11-18	70	49	31	46	68	46	104	103	105	1.01	...	...	...	...
Poland	13-18	2,958 -1	49 -1	28 -1	37 -1	51 -1	37 -1	97 -1	98 -1	97 -1	0.99 -1	91 -1	90 -1	92 -1	1.02 -1
Republic of Moldova	11-17	308	50	12	42	36	42	88 *	87 *	89 *	1.02 *	79 *	78 *	79 *	1.02 *
Romania	11-18	1,822	48	33	43	64	43	97	98	97	0.99	82 -1	82 -1	83 -1	1.02 -1
Russian Federation	11-17	9,614 -1	48 -1	16 -1	37 -1	48 -1	37 -1	89 -1	90 -1	87 -1	0.98 -1	...	...	...	...
Serbia	11-18	591	49	37	47	76	47	91 *	91 *	92 *	1.02 *	90 *	89 *	91 *	1.02 *
Slovakia	10-18	550	49	35	45	71	46	90	90	91	1.01	...	...	...	...
Slovenia	12-18	142 -1	49 -1	36 -1	41 -1	59 -1	41 -1	97 -1	97 -1	97 -1	1.00 -1	92 -1	91 -1	92 -1	1.01 -1
The former Yugoslav Rep. of Macedonia	11-18	197	48	29	44	60	44	84	84	83	0.99	...	...	...	...
Turkey	11-17	7,101 -1	47 -1	20 -1	42 -1	43 -1	42 -1	78 -1	81 -1	74 -1	0.91 -1	74 **, -1	77 **, -1	71 **, -1	0.93 **, -1
Ukraine	10-16	3,133	48 *	8	36	29	36	96	97 *	94 *	0.98 *	86 *	86 *	86 *	1.01 *
CENTRAL ASIA															
Armenia	10-16	281	48	2	25	6	25	92	91	93	1.02	86	85	88	1.03
Azerbaijan	10-17	1,063	47	17	51	44	51	85 *	85 *	84 *	0.98 *	...	...	...	...
Georgia	12-17	342 -1	...	1 -1	...	3 -1	...	86 -1	...	...	...	79 -1	...	...	...
Kazakhstan	11-17	1,680 +1	48 +1	7 +1	30 +1	24 +1	30 +1	100 +1	101 +1	98 +1	0.97 +1	90 +1	90 +1	89 +1	0.99 +1
Kyrgyzstan	11-17	664 *	49 *	3 *	27 *	15 *	27 *	84 *	85 *	83 *	0.99 *	79 *	79 *	79 *	0.99 *
Mongolia	11-16	276	51	10	47	29	47	89	86	92	1.07	...	...	...	...
Tajikistan	11-17	1,032	46	2	15	11	15	87	93	81	0.87	85	90	80	0.89
Turkmenistan	10-16	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	11-17	4,370 +1	49 +1	...	...	...	...	106 +1	107 +1	104 +1	0.98 +1	92 -1	93 -1	91 -1	0.98 -1
EAST ASIA AND THE PACIFIC															
Australia	12-17	2,282	47	33	42	48	41	131	135	128	0.95	85	85	86	1.02
Brunei Darussalam	12-18	49	49	8	41	12	41	110	108	112	1.03	97 -1	95 -1	99 -1	1.04 -1
Cambodia	12-17	949 **	46 **	...	...	...	...	46 **	49 **	44 **	0.90 **	...	...	...	...
China	12-17	99,218	47	21	45	46	45	81	80	83	1.04	...	...	...	...

REGION	Age	Enrolment		Enrolment in technical and vocational programmes as a % of total enrolment in secondary education				Gross enrolment ratio				Net enrolment rate			
	ISCED 2 and 3	Secondary (ISCED 2 and 3), all programmes		Secondary (ISCED 2 and 3)		Upper secondary (ISCED 3)		Secondary (ISCED 2 and 3), all programmes				Secondary (ISCED 2 and 3), all programmes			
Country or territory	(1)	MF (000) (2)	% F (3)	MF (4)	% F (5)	MF (6)	% F (7)	MF (8)	M (9)	F (10)	GPI (11)	MF (12)	M (13)	F (14)	GPI (15)
China, Hong Kong SAR	12-18	508	49	1	11	2	11	83	82	84	1.02	75 *	75 *	76 *	1.02 *
China, Macao SAR	12-17	38	49	3	44	7	44	92	96	89	0.93	76	78	75	0.96
Cook Islands	11-17	2 +1	52 +1	. +1	. +1	. +1	. +1	82 *, +1	75 *, +1	89 *, +1	1.20 *, +1	78 *, +1	72 *, +1	84 *, +1	1.18 *, +1
Democratic People's Rep. of Korea	11-16	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	12-18	98 -1	51 -1	2 -1	31 -1	7 -1	31 -1	86 -1	83 -1	91 -1	1.09 -1	...	...	...	...
Indonesia	13-18	19,976	49	17	42	41	42	77	77	77	1.00	67	68	67	0.99
Japan	12-17	7,296	49	12	43	24	43	102	102	102	1.00	100	99	100	1.00
Kiribati	12-17	12 -2	51 -2	— -2	. -2	— -2	. -2	86 -2	81 -2	90 -2	1.11 -2	...	...	...	...
Lao People's Democratic Republic	11-16	435	45	—	43	1	43	47	51	43	0.83	40	42	38	0.91
Malaysia	12-18	2,546 -1	51 -1	6 -1	43 -1	15 -1	43 -1	68 -1	66 -1	71 -1	1.07 -1	68 -1	65 -1	71 -1	1.08 -1
Marshall Islands	12-17	5 -1	50 -1	...	...	...	...	99 -1	97 -1	100 -1	1.03 -1	...	...	...	...
Micronesia (Federated States of)	12-17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Myanmar	10-15	2,852	51	—	.	—	.	54	53	56	1.06	51	49	52	1.06
Nauru	12-17	1 -2	51 -2	...	...	...	...	63 *, -2	58 *, -2	69 *, -2	1.20 *, -2	...	...	...	...
New Zealand	11-17	512	50	15	49	30	49	119	116	122	1.05	95	94	95	1.01
Niue	11-16	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Palau	11-17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	13-18	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Philippines	12-15	6,767 -1	51 -1	. -1	. -1	. -1	. -1	85 -1	82 -1	88 -1	1.08 -1	62 -1	56 -1	67 -1	1.19 -1
Republic of Korea	12-17	3,951	47	12	45	24	45	97	98	96	0.99	96 **	96 **	95 **	0.99 **
Samoa	11-17	26	51	.	.	.	.	85	79	91	1.14	78	73	83	1.13
Singapore	12-15	232 -1	48 -1	12 -1	35 -1	11 -1	36 -1	...	...	...	...	...	...	...	...
Solomon Islands	12-18	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Thailand	12-17	4,893 +1	51 +1	15 +1	43 +1	36 +1	43 +1	79 +1	76 +1	82 +1	1.08 +1	74 +1	70 +1	78 +1	1.12 +1
Timor-Leste	12-17	102	49	6	44	14	44	56	56	56	1.01	37	34	39	1.12
Tokelau	11-15	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	11-16	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tuvalu	12-17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	12-18	20	49	10	39	28	37	55	54	55	1.02	47	46	49	1.05
Viet Nam	11-17	8,800	51	...	...	...	...	77	74	81	1.09	...	...	...	...
LATIN AMERICA AND THE CARIBBEAN															
Anguilla	12-16	1	50	—	25	1	25	...	...	...	...	... **, -2	... **, -2	... **, -2	... **, -2
Antigua and Barbuda	12-16	8	51	7	48	8	76	105	105	106	1.01	85	85	85	0.99
Argentina	12-17	3,637 -1	52 -1	8 -1	38 -1	21 -1	38 -1	89 -1	83 -1	94 -1	1.12 -1	82 -1	78 -1	87 -1	1.11 -1
Aruba	12-16	7	50	16	37	24	40	90	89	90	1.01	73 -1	72 -1	75 -1	1.04 -1
Bahamas	11-16	34	51	.	.	.	.	96	93	98	1.05	85	82	88	1.07
Barbados	11-15	19 *	50 *	. *	.	. *	.	101 *	96 *	105 *	1.09 *	84 *	81 *	88 *	1.08 *
Belize	11-16	33	52	4	50	18	50	...	...	...	...	...	...	...	...
Bermuda	11-17	4	53	.	.	.	.	79	72	85	1.18	50	48	51	1.06
Bolivia (Plurinational State of)	12-17	1,061 -1	49 -1	. -1	. -1	. -1	. -1	80 -1	81 -1	80 -1	0.99 -1	68 -1	68 -1	69 -1	1.02 -1
Brazil	11-17	23,539	51	6	57	14	57	...	...	...	...	...	...	...	...
British Virgin Islands	12-16	2	50	21	40	52	46	102 *	100 *	104 *	1.03 *	...	...	...	...
Cayman Islands	11-16	3 -2	52 -2	. -2	. -2	. -2	. -2	83 -2	78 -2	88 -2	1.13 -2	76 -2	74 -2	78 -2	1.06 -2
Chile	12-17	1,528 -1	50 -1	23 -1	48 -1	37 -1	48 -1	88 -1	87 -1	89 -1	1.03 -1	83 -1	81 -1	84 -1	1.04 -1
Colombia	11-16	5,080	51	8	54	28	54	96	92	101	1.10	74	72	77	1.08
Costa Rica	12-16	414	50	15	50	18	52	100	97	103	1.06	...	...	...	...
Cuba	12-17	798 +1	48 +1	27 +1	38 +1	53 +1	40 +1	90 +1	91 +1	90 +1	0.99 +1	87 +1	87 +1	87 +1	1.00 +1
Dominica	12-16	7	51	3	58	.	.	98	94	103	1.09	...	...	...	...
Dominican Republic	12-17	905	52	4	62	7	62	76	72	81	1.12	62	58	67	1.15
Ecuador	12-17	1,243 **, -2	50 **, -2	22 **, -2	52 **, -2	52 **, -2	52 **, -2	75 **, -2	74 **, -2	76 **, -2	1.03 **, -2	...	...	...	...
El Salvador	13-18	577	50	18	52	55	52	65	65	65	1.01	58	57	59	1.04
Grenada	12-16	12	50	4	32	.	.	108	106	109	1.03	91 -2	95 -2	86 -2	0.91 -2
Guatemala	13-17	983	48	27	51	87	51	59	61	57	0.93	42	43	40	0.94
Guyana	12-16	81	51	7	43	14	23	91	87	96	1.11	81 **, -1	78 **, -1	83 **, -1	1.07 **, -1
Haiti	12-18	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	12-16	655	54	46 -2	56 -2	82 -2	58 -2	73	66	81	1.23	...	...	...	...
Jamaica	12-16	265	50	.	.	.	.	93	91	94	1.03	84	80	87	1.08
Mexico	12-17	11,682	51	16	56	9	47	89	86	92	1.07	71	70	73	1.04

TABLE 6

SECONDARY EDUCATION / ISCED 2 and 3 / Measures of enrolment / 2010

REGION	Age	Enrolment		Enrolment in technical and vocational programmes as a % of total enrolment in secondary education				Gross enrolment ratio				Net enrolment rate			
	ISCED 2 and 3	Secondary (ISCED 2 and 3), all programmes		Secondary (ISCED 2 and 3)		Upper secondary (ISCED 3)		Secondary (ISCED 2 and 3), all programmes				Secondary (ISCED 2 and 3), all programmes			
Country or territory	(1)	MF (000) (2)	% F (3)	MF (4)	% F (5)	MF (6)	% F (7)	MF (8)	M (9)	F (10)	GPI (11)	MF (12)	M (13)	F (14)	GPI (15)
Montserrat	12-16	0.4 -1	48 -1	. -1	. -1	. -1	. -1	...	...	...	...	...	...	...	...
Netherlands Antilles [a]	12-17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nicaragua	12-16	465	52	1	60	5	60	69	66	73	1.10	46	43	49	1.14
Panama	12-17	284	51	16	49	44	49	74	72	77	1.07	69	66	72	1.08
Paraguay	12-17	549 -1	50 -1	10 -1	50 -1	24 -1	51 -1	67 -1	65 -1	68 -1	1.05 -1	60 -1	58 -1	62 -1	1.07 -1
Peru	12-16	2,651	49	.	.	.	.	91	92	91	0.98	78	77	78	1.01
Puerto Rico	12-17	291	50	...	...	...	...	...	...	...	...	...	...	...	...
Saint Kitts and Nevis	12-16	4	49	.	.	.	.	97	98	97	0.99	88 *	89 *	88 *	0.99 *
Saint Lucia	12-16	16	49	1	19	.	.	96	97	96	0.99	85 **	85 **	85 **	1.00 **
Saint Vincent and the Grenadines	12-16	11	50	.	.	. -1	. -1	107	106	109	1.02	90 -2	85 -2	96 -2	1.12 -2
Suriname	12-18	47 -1	54 -1	46 **, -1	47 **, -1	63 -1	61 -1	75 -1	67 -1	83 -1	1.23 -1	50 **, -1	46 **, -1	55 **, -1	1.20 **, -1
Trinidad and Tobago	12-16	95 **, -2	51 **, -2	...	...	...	...	90 **, -2	87 **, -2	93 **, -2	1.07 **, -2	...	...	...	...
Turks and Caicos Islands	12-16	2 -1	52 -1	. -1	. -1	. -1	. -1	...	...	...	...	...	...	...	...
Uruguay	12-17	288 -1	...	16 -1	...	28 -1	44 -1	90 -1	...	...	...	70 -2	66 -2	73 -2	1.11 -2
Venezuela (Bolivarian Republic of)	12-16	2,255	51	5	50	16	50	83	79	86	1.10	72	68	76	1.11
NORTH AMERICA AND WESTERN EUROPE															
Andorra	12-17	4	48	9	50	30	50	87	85	89	1.05	74	74	75	1.01
Austria	10-17	744	48	40	44	77	44	99	101	97	0.96	...	...	...	...
Belgium	12-17	810 -1	48 -1	42 -1	44 -1	56 -1	45 -1	111 -1	112 -1	109 -1	0.97 -1	...	...	...	...
Canada	12-17	2,668 -2	48 -2	...	...	...	...	101 -2	102 -2	100 -2	0.98 -2	...	...	...	...
Cyprus	12-17	64	49	7	16	13	16	99 *	99 *	99 *	1.00 *	96 *	96 *	96 *	1.01 *
Denmark	13-18	493 -1	49 -1	26 -1	44 -1	52 -1	44 -1	117 -1	116 -1	119 -1	1.02 -1	89 -1	88 -1	91 -1	1.03 -1
Finland	13-18	427	50	31	47	56	47	108	105	110	1.05	94	94	94	1.01
France	11-17	5,873	49	20	44	44	44	113	113	114	1.01	98	98	99	1.02
Germany	10-18	7,664	47	20	39	51	38	103	106	100	0.95	...	...	...	...
Gibraltar	11-14	2 -1	47 -1	— -1	. -1	— -1	. -1	...	...	...	...	...	...	...	...
Greece	12-17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Holy See	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Iceland	13-19	35 -1	50 -1	21 -1	42 -1	34 -1	42 -1	107 -1	106 -1	109 -1	1.03 -1	88 -1	87 -1	89 -1	1.02 -1
Ireland	13-17	336	50	19	53	36	53	121	118	124	1.05	99	98	100	1.02
Israel	12-17	694 -1	49 -1	19 -1	44 -1	35 -1	44 -1	102 -1	101 -1	103 -1	1.02 -1	98 -1	97 -1	100 -1	1.03 -1
Italy	11-18	4,626	48	37	40	60	40	100	101	100	0.99	94	94	94	1.00
Liechtenstein	12-18	2	50	—	.	—	.	69 *	68 *	70 *	1.03 *	64 *	64 *	64 *	1.01 *
Luxembourg	12-18	39 -2	50 -2	31 -2	48 -2	60 -2	48 -2	98 -2	96 -2	99 -2	1.02 -2	85 -2	84 -2	86 -2	1.03 -2
Malta	11-17	37	46	15	34	49	34	101	107	95	0.89	81	82	80	0.97
Monaco	11-17	3	49	18	45	40	45	...	...	...	...	...	...	...	...
Netherlands	12-17	1,475	48	47	46	68	48	121	122	121	0.99	87	87	88	1.02
Norway	13-18	435	48	30	41	54	41	111	112	110	0.98	94	94	94	1.00
Portugal	12-17	710 -1	50 -1	25 -1	43 -1	41 -1	45 -1	107 -1	105 -1	109 -1	1.04 -1	...	...	...	...
San Marino	11-18	2	48	22	32	37	32	97 **	96 **	98 **	1.02 **	...	...	...	...
Spain	12-17	3,185	49	17	47	45	47	125	123	126	1.02	95	94	96	1.02
Sweden	13-18	731	48	32	44	60	44	99	100	99	0.99	94	94	94	1.00
Switzerland	13-19	605	48	35	42	66	42	95	97	94	0.97	83	84	82	0.97
United Kingdom	11-17	5,430 -1	49 -1	13 -1	48 -1	23 -1	48 -1	102 -1	101 -1	103 -1	1.02 -1	96 -1	95 -1	97 -1	1.03 -1
United States of America	12-17	24,193	49	.	.	.	.	96	96	97	1.01	89	89	90	1.02
SOUTH AND WEST ASIA															
Afghanistan	13-18	2,044	32	1 -1	32 -1	5 -1	32 -1	46	60	30	0.51	...	...	...	...
Bangladesh	11-17	11,395	52	4	21	9	21	51	48	55	1.13	47 *	45 *	50 *	1.13 *
Bhutan	13-18	63 +1	50 +1	— +1	. +1	— +1	. +1	70 +1	69 +1	71 +1	1.04 +1	54 +1	50 +1	57 +1	1.14 +1
India	11-17	107,687	46	1 -2	25 -2	2 -2	25 -2	63	66	60	0.92	...	...	...	...
Iran (Islamic Republic of)	11-17	8,120	45	10	34	17	34	91	98	84	0.86	86	92	80	0.87
Maldives	13-17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nepal	10-16	2,305 -2	47 -2	1 -2	...	2 -2	...	...	...	...	...	...	...	...	...
Pakistan	10-16	9,685	42	4	42	10	42	34	39	29	0.76	34	38	29	0.76
Sri Lanka	10-17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SUB-SAHARAN AFRICA															
Angola	12-17	850	41	43	33	73	35	31	37	25	0.69	12 -1	12 -1	11 -1	0.89 -1
Benin	12-18	...	...	...	...	...	...	...	...	...	...	...	...	...	...

REGION	Age	Enrolment		Enrolment in technical and vocational programmes as a % of total enrolment in secondary education				Gross enrolment ratio				Net enrolment rate			
	ISCED 2 and 3	Secondary (ISCED 2 and 3), all programmes		Secondary (ISCED 2 and 3)		Upper secondary (ISCED 3)		Secondary (ISCED 2 and 3), all programmes				Secondary (ISCED 2 and 3), all programmes			
Country or territory	(1)	MF (000) (2)	% F (3)	MF (4)	% F (5)	MF (6)	% F (7)	MF (8)	M (9)	F (10)	GPI (11)	MF (12)	M (13)	F (14)	GPI (15)
Botswana	13-17	180 **, -1	51 **, -1	...	...	...	...	82 **, -1	79 **, -1	84 **, -1	1.06 **, -1	61 **, -1	57 **, -1	65 **, -1	1.15 **, -1
Burkina Faso	12-18	604 +1	43 +1	4 +1	46 +1	18 +1	49 +1	23 +1	25 +1	20 +1	0.78 +1	18 +1	19 +1	16 +1	0.80 +1
Burundi	13-19	338	42	5	36	19	37	25	29	21	0.72	16	18	15	0.82
Cameroon	12-18	1,283 **	45 **	20 **	37 **	...	...	42 **	46 **	38 **	0.83 **	...	...	...	...
Cape Verde	12-17	62	54	3	48	7	48	88	80	95	1.20	66	61	71	1.16
Central African Republic	12-18	126 +1	36 +1	4 +1	38 +1	12 +1	42 +1	18 +1	23 +1	13 +1	0.55 +1	14 **, +1	18 **, +1	10 **, +1	0.55 **, +1
Chad	12-18	430	29	1	38	4	44	25	35	15	0.42	...	...	...	...
Comoros	12-18	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Congo	12-18	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	12-18	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	12-17	3,484	36	20	33	33	33	38	48	28	0.58	...	...	...	...
Equatorial Guinea	13-19	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Eritrea	12-18	248	43	1	45	1	45	32	36	28	0.76	29	32	25	0.77
Ethiopia	13-18	4,207	45	8	44	59	44	36	39	32	0.82	...	...	...	...
Gabon	11-17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	13-18	124 **	49 **	10 -1	48 **, -1	24 -1	48 **, -1	54 **	56 **	53 **	0.95 **	...	...	...	...
Ghana	12-18	2,148 +1	46 +1	3 +1	44 +1	9 +1	44 +1	58 +1	61 +1	55 +1	0.91 +1	49 **, +1	51 **, +1	47 **, +1	0.92 **, +1
Guinea	13-19	560 **, -1	36 **, -1	2 **, -1	44 **, -1	7 **, -1	43 **, -1	38 **, -1	48 **, -1	28 **, -1	0.59 **, -1	29 **, -1	36 **, -1	22 **, -1	0.61 **, -1
Guinea-Bissau	13-17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	12-17	3,204 -1	47 -1	— -1	58 -1	1 -1	58 -1	60 -1	63 -1	57 -1	0.90 -1	50 -1	52 -1	48 -1	0.94 -1
Lesotho	13-17	123	58	2	79	2	59	46	39	54	1.38	30	23	37	1.62
Liberia	12-17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Madagascar	11-17	1,022 **, -1	49 **, -1	4 -2	36 -2	14 -2	34 -2	31 **, -1	32 **, -1	30 -1	0.94 **, -1	24 -2	23 -2	24 -2	1.05 -2
Malawi	12-17	692	47	—	.	—	.	32	34	31	0.91	28	28	27	0.98
Mali	13-18	820 +1	41 +1	12 +1	41 +1	40 +1	41 +1	39 +1	46 +1	33 +1	0.71 +1	31 +1	36 +1	25 +1	0.70 +1
Mauritius	11-17	133 **	49 **	...	...	...	...	89 **	89 **	89 **	1.00 **	...	...	...	...
Mozambique	13-17	716 +1	46 +1	5 +1	34 +1	8 +1	37 +1	26 +1	28 +1	24 +1	0.87 +1	17 +1	18 +1	17 +1	0.94 +1
Namibia	14-18	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Niger	13-19	303	40	1	14	6	16	13	16	11	0.66	10 **, -2	13 **, -2	8 **, -2	0.61 **, -2
Nigeria	12-17	9,057	46	...	...	...	...	44	47	41	0.88	...	...	...	...
Rwanda	13-18	486 +1	52 +1	12 +1	50 +1	41 +1	50 +1	36 +1	35 +1	37 +1	1.05 +1	...	...	...	...
Sao Tome and Principe	12-16	12 +1	53 +1	2 +1	47 +1	15 +1	47 +1	59 +1	55 +1	63 +1	1.15 +1	48 **, +1	44 **, +1	52 **, +1	1.17 **, +1
Senegal	13-19	725	46	5	52	...	...	37	40	35	0.88	...	...	...	...
Seychelles	12-16	7	49	.	.	.	.	119	114	125	1.09	94 -2	...	...	...
Sierra Leone	12-17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Somalia	12-17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	14-18	4,688 -1	51 -1	6 -1	43 -1	10 -1	43 -1	94 -1	92 -1	96 -1	1.05 -1	...	...	...	...
Swaziland	13-17	89	50	—	.	.	.	58	58	58	1.00	33	29	37	1.29
Togo	12-18	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uganda	13-18	1,306 **	46 **	7 -2	43 -2	21 -2	47 -2	28 **	30 **	26 **	0.85 **	...	...	...	...
United Republic of Tanzania	14-19	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Zambia	14-18	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Zimbabwe	13-18	...	...	...	...	...	...	...	...	...	...	...	...	...	...
REGIONAL AVERAGES															
WORLD		**543,487**	**48**	**11**	**44**	**24**	**44**	**70**	**71**	**69**	**0.97**	**63 ****	**64 ****	**61 ****	**0.96 ****
Arab States		29,722 **	47 **	8 **	40 **	18 **	45 **	69 **	71 **	67 **	0.94 **	61 **	63 **	59 **	0.95 **
Central and Eastern Europe		30,347 **	48 **	20 **	40 **	48 **	40 **	88 **	90 **	87 **	0.97 **	82 **	83 **	82 **	0.99 **
Central Asia		10,443	48	...	...	...	...	95	97	94	0.97	87 **	88 **	86 **	0.97 **
East Asia and the Pacific		163,776	48	17	45	39	45	80	79	82	1.03	73 **	72 **	75 **	1.05 **
Latin America and the Caribbean		60,365	51	10	53	18	52	90	86	93	1.08	74	71	76	1.07
North America and Western Europe		61,832	49	13	43	26	43	102	102	102	1.00	91	91	92	1.01
South and West Asia		143,351	46	2 **, -1	30 **, -1	4 **, -1	30 **, -1	59	62	56	0.91	51 **, -2	55 **, -2	47 **, -2	0.87 **, -2
Sub-Saharan Africa		43,653	45	8 **	40 **	17 **	43 **	40	44	36	0.82	29 **, -1	33 **, -1	26 **, -1	0.78 **, -1

TABLE 7 PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION / ISCED 0-3 / Teaching staff[b] / 2010

REGION	Pre-primary education			Primary education			Secondary education								
	Teaching staff		Pupil-teacher ratio	Teaching staff		Pupil-teacher ratio	Teaching staff						Pupil-teacher ratio		
							Total		Lower secondary		Upper secondary				
Country or territory	MF (000) (1)	% F (2)	(3)	MF (000) (4)	% F (5)	(6)	MF (000) (7)	% F (8)	MF (000) (9)	% F (10)	MF (000) (11)	% F (12)	Total (13)	Lower secondary (14)	Upper secondary (15)
ARAB STATES															
Algeria	19	74	26	142	53	23	...	...	...	...	...	...	...	...	...
Bahrain	2	100	16	...	...	...	...	...	...	...	...	...	...	...	...
Djibouti	0.1 -1	75 -1	16 -1	2 +1	24 +1	35 +1	2 +1	...	1 +1	25 +1	1 +1	...	28 +1	32 +1	22 +1
Egypt	33 **, -1	99 -1	25 **, -1	380	53	26	506	42	238	45	269	39	14	19	9
Iraq	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Jordan	5	100	18	...	...	...	...	...	...	...	16 -2	52 -2	...	...	12 -2
Kuwait	7	100	11	26	90	8	32	55	19	55	14	54	8	9	7
Lebanon	10	99	16	33	86	14	43	57	20	65	23	50	9	11	7
Libya	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	...	...	...	14	36	37	...	...	2 -2	13 -2	...	...	...	35 **, -2	...
Morocco	37 +1	65 +1	20 +1	151 +1	51 +1	26 +1	...	...	...	...	45 -1	33 -1	...	...	...
Oman	2	99	23	26 **, -1	64 **, -1	12 **, -1	22 -1	58 -1	14 **, -1	64 **, -1	8 -1	47 -1	15 -1	12 **, -1	20 -1
Palestine	5	100	19	14	69	28	32	50	24	52	7	46	23	23	20
Qatar	2 -1	99 -1	15 -1	7	89	12	7	55	3	57	4	54	10	11	9
Saudi Arabia	19	100	10	298	50	11	311	52	180	50	131	55	10	9	11
Sudan (pre-secession)[a]	21 -1	100 -1	30 -1	124 **, -1	61 **, -1	38 **, -1	83 **, -1	55 **, -1	38 **, -1	61 **, -1	45 -1	50 -1	22 **, -1	28 **, -1	17 -1
Syrian Arab Republic	8	95	20	132 **, -2	66 **, -2	18 **, -2	...	...	121 **, -2	66 **, -2	...	...	...	18 **, -2	...
Tunisia	...	...	...	60 -1	55 -1	17 -1	87 -1	...	39 -1	54 -1	48 -1	...	14 -1	16 -1	12 -1
United Arab Emirates	7	98	19	19	86	17	27 **	65 **	15	66	12 **	64 **	12 **	14	10 **
Yemen	2	95	15	111	25	31	...	...	83	28	...	...	...	12	...
CENTRAL AND EASTERN EUROPE															
Albania	4	100	18	11	82	20	24	62	16	62	8	62	15	14	17
Belarus	44	98	6	24	99	15	...	...	...	...	...	...	...	...	...
Bosnia and Herzegovina	1	97	14	...	...	...	...	...	...	...	12	56	...	...	13
Bulgaria	18	100	12	15	94	17	44	79	18	81	26	77	12	12	12
Croatia	8	99	13	12	92	14	48	69	22	74	26	65	8	9	7
Czech Republic	22 -1	100 -1	14 -1	25 -1	98 -1	19 -1	78 -1	66 -1	35 -1	74 -1	43 -1	58 -1	11 -1	11 -1	11 -1
Estonia	9 -1	100 -1	6 -1	6 -1	93 -1	12 -1	11 -1	77 -1	5 -1	81 -1	6 -1	74 -1	9 -1	9 -1	10 -1
Hungary	30 -1	100 -1	11 -1	37 -1	96 -1	10 -1	88 -1	71 -1	42 -1	78 -1	46 -1	65 -1	10 -1	10 -1	10 -1
Latvia	6	100	11	10	94	12	16	83	8	85	9	82	9	8	10
Lithuania	12	100	7	10	97	13	39	81	...	...	...	...	9	...	...
Montenegro	1	...	13	...	...	...	...	...	...	...	...	...	...	...	...
Poland	54 -1	98 -1	17 -1	239 -1	84 -1	10 -1	277 -1	70 -1	114 -1	74 -1	163 -1	67 -1	11 -1	12 -1	10 -1
Republic of Moldova	12	100	10	9	98	16	29	77	21	78	8	74	10	10	12
Romania	38	100	17	52	86	16	146	68	83	68	63	67	12	10	15
Russian Federation	607 -1	96 -1	8 -1	278 -1	98 -1	18 -1	1,136 -1	81 -1	...	...	...	...	8 -1	...	...
Serbia	11	99	14	17	90	16	62	64	32	65	29	64	10	9	10
Slovakia	11	100	12	14	89	15	46	75	24	77	22	72	12	12	12
Slovenia	5 -1	98 -1	9 -1	6 -1	98 -1	17 -1	16 -1	72 -1	8 -1	79 -1	8 -1	65 -1	9 -1	7 -1	11 -1
The former Yugoslav Rep. of Macedonia	2	99	7	7	79	16	17	56	10	55	7	58	12	11	14
Turkey	29 -1	94 -1	27 -1	...	...	...	...	...	...	...	197 -1	42 -1	...	...	17 -1
Ukraine	139	99	9	98	99	16	...	...	...	...	...	...	...	...	...
CENTRAL ASIA															
Armenia	5	99	10	...	...	...	42	84	...	...	...	...	7	...	...
Azerbaijan	10	100	9	44	88	11	...	...	...	...	...	...	...	...	...
Georgia	...	...	...	35 *	86 *	8 *	45 *, -1	86 *, -1	22 *, -1	86 *, -1	23 *, -1	85 *, -1	8 *, -1	8 *, -1	8 *, -1
Kazakhstan	54 +1	98 +1	10 +1	60 +1	98 +1	16 +1	189 +1	85 +1	...	...	...	...	9 +1	...	...
Kyrgyzstan	3	99	26	16	98	24	44	83	...	...	...	...	15 *	...	...
Mongolia	4	98	25	9	96	30	19	73	...	...	...	...	14	...	...
Tajikistan	5	100	12	27	64	25	60	59	...	...	...	...	17	...	...
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	56 +1	96 +1	9 +1	125 +1	87 +1	16 +1	329 +1	62 +1	...	...	...	...	13 +1	...	...
EAST ASIA AND THE PACIFIC															
Australia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Brunei Darussalam	1	97	20	4	76	11	5 -1	63 -1	...	...	...	...	10 -1	...	...
Cambodia	4	92	28	47	46	48	...	...	25	36	...	...	...	24	...
China	1,106	97	24	5,997	58	17	6,417	48	3,658	49	2,759	48	15	15	16

REGION	Pre-primary education			Primary education			Secondary education								
	Teaching staff		Pupil-teacher ratio	Teaching staff		Pupil-teacher ratio	Teaching staff						Pupil-teacher ratio		
							Total		Lower secondary		Upper secondary				
Country or territory	MF (000) (1)	% F (2)	(3)	MF (000) (4)	% F (5)	(6)	MF (000) (7)	% F (8)	MF (000) (9)	% F (10)	MF (000) (11)	% F (12)	Total (13)	Lower secondary (14)	Upper secondary (15)
China, Hong Kong SAR	10	99	14	23	78	15	...	...	...	...	...	...	...	...	...
China, Macao SAR	1	99	17	2	88	16	2	59	1	63	1	54	16	17	16
Cook Islands	0.03 [+1]	97 [+1]	16 [+1]	0.1 [+1]	...	16 [+1]	0.1 [+1]	57 [+1]	...	...	...	...	14 [+1]	...	...
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	...	...	...	4 [-2]	55 [-2]	26 [-2]	5 [-2]	71 [-2]	3 [-2]	77 [-2]	2 [-2]	60 [-2]	19 [-2]	20 [-2]	17 [-2]
Indonesia	340 [-1]	97 [-1]	12 [-1]	1,900	60	16	1,641	48	915	49	725	47	12	13	11
Japan	109	...	27	399	...	18	614	...	269	...	344	...	12	14	11
Kiribati	...	...	...	1 [-2]	82 [-2]	25 [-2]	1 [-2]	48 [-2]	0.4 [-2]	51 [-2]	0.3 [-2]	42 [-2]	17 [-2]	17 [-2]	19 [-2]
Lao People's Democratic Republic	5	97	18	32	51	29	18 [-2]	44 [-2]	12 [-2]	44 [-2]	6 [-2]	46 [-2]	23 [-2]	22 [-2]	24 [-2]
Malaysia	43 [-1]	97 [-1]	18 [-1]	226 [-1]	69 [-1]	13 [-1]	186 [-1]	67 [-1]	...	...	...	...	14 [-1]	...	...
Marshall Islands	...	...	...	...	...	...	...	...	...	...	0.2 [-1]	...	...	...	12 [-1]
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Myanmar	9	97	17	182	84	28	84	85	60	86	24	83	34	36	28
Nauru	0.04 [-2]	98 [-2]	16 [-2]	0.1 [-2]	93 [-2]	22 [-2]	...	...	...	...	...	...	...	...	...
New Zealand	10	98	11	24	84	14	35	62	17	65	19	58	15	15	14
Niue	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Palau	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Philippines	...	...	...	435 [-1]	90 [-1]	31 [-1]	194 [-1]	76 [-1]	136 [-1]	76 [-1]	59 [-1]	77 [-1]	35 [-1]	39 [-1]	25 [-1]
Republic of Korea	31 [-1]	99 [-1]	17 [-1]	158	78	21	225	55	103	68	122	45	18	19	16
Samoa	0.3	96	12	1	77	30	1	58	0.4	62	1	56	21	24	20
Singapore	...	...	...	17 [-1]	81 [-1]	17 [-1]	16 [-1]	66 [-1]	7 [-1]	66 [-1]	8 [-1]	66 [-1]	15 [-1]	15 [-1]	15 [-1]
Solomon Islands	1 [-1]	...	15 [-1]	...	...	...	...	...	...	...	...	...	...	...	...
Thailand	102 [+1]	77 [+1]	27 [+1]	320 [+1]	59 [+1]	...	246 [+1]	51 [+1]	129 [+1]	56 [+1]	117 [+1]	47 [+1]	20 [+1]	22 [+1]	18 [+1]
Timor-Leste	...	...	...	8	40	30	4	29	2	30	2	27	23	26	20
Tokelau	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tuvalu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vanuatu	1	94	14	2	54	22	...	...	...	...	...	...	...	...	...
Viet Nam	196	98	17	348	78	20	474	...	314	69	160	...	19	17	22
LATIN AMERICA AND THE CARIBBEAN															
Anguilla	0.04	100	10	0.1	93	14	...	...	...	...	...	...	...	...	...
Antigua and Barbuda	0.3	100	...	1	94	15	1	72	0.4	77	0.3	66	12	16	8
Argentina	72 [-2]	96 [-2]	20 [-2]	289 [-2]	87 [-2]	16 [-2]	324 [-2]	68 [-2]	153 [-2]	73 [-2]	171 [-2]	65 [-2]	11 [-2]	14 [-2]	8 [-2]
Aruba	0.1	98	20	1	84	17	1	59	...	...	...	...	14	...	...
Bahamas	...	...	...	2	92	14	3	76	1	78	1	74	12	12	12
Barbados	0.4 *	97	16 *	2 *	78 *	13 *	...	...	...	...	...	...	...	...	...
Belize	0.4	98	17	2	73	22	2	60	1	62	1	56	17	18	14
Bermuda	...	...	...	1	90	7	1	73	0.4	76	0.4	70	5	5	5
Bolivia (Plurinational State of)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Brazil	384	97	18	762	91	22	1,413	67	794	71	619	61	17	18	15
British Virgin Islands	0.1 [-1]	100 [-1]	13 [-1]	0.2	92	13	0.2	82	0.1	81	0.1	83	9	10	7
Cayman Islands	0.1 [-2]	97 [-2]	9 [-2]	0.3 [-2]	88 [-2]	12 [-2]	0.4 [-2]	61 [-2]	...	...	...	...	9 [-2]	...	...
Chile	33 [-1]	97 [-1]	12 [-1]	70 [-1]	78 [-1]	23 [-1]	68 [-1]	63 [-1]	25 [-1]	78 [-1]	44 [-1]	54 [-1]	22 [-1]	22 [-1]	22 [-1]
Colombia	49	96	27	181	78	28	187	50	122	52	65	47	27	30	22
Costa Rica	8	94	14	29	80	18	27	59	18	58	8	62	16	16	15
Cuba	30 [+1]	100 [+1]	13 [+1]	91 [+1]	78 [+1]	9 [+1]	88 [+1]	55 [+1]	40 [+1]	62 [+1]	48 [+1]	50 [+1]	9 [+1]	10 [+1]	8 [+1]
Dominica	0.1	100	14	1	87	16	1	69	0.3	71	0.2	66	13	15	11
Dominican Republic	10	94	24	52	76	26	32	66	12	80	20	58	28	30	27
Ecuador	19 **, -2	...	18 **, -2	120 *, -1	63 *, -1	17 *, -1	...	...	...	...	...	...	...	...	...
El Salvador	9 [-1]	68 [-1]	23 [-1]	31 [-1]	68 [-1]	31 [-1]	23 [-1]	68 [-1]	15 [-1]	68 [-1]	8 [-1]	68 [-1]	24 [-1]	25 [-1]	23 [-1]
Grenada	0.2	100	14	1	79	16	1	62	...	...	...	...	15	...	...
Guatemala	24	91	24	95	65	28	61	45	39	45	22	44	16	17	14
Guyana	2	100	14	4	89	25	4	68	3	71	1	63	21	22	21
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	8 [-2]	94 [-2]	29 [-2]	38 [-2]	75 [-2]	33 [-2]	...	...	...	...	18 [-2]	54 [-2]	...	...	11 [-2]
Jamaica	6	97	25	15	91	21	18	73	...	...	...	...	15	...	...
Mexico	182	96	25	530	67	28	652	49	395	51	257	45	18	19	16

TABLE 7 PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION / ISCED 0-3 / Teaching staff[b] / 2010

REGION	Pre-primary education			Primary education			Secondary education								
	Teaching staff		Pupil-teacher ratio	Teaching staff		Pupil-teacher ratio	Teaching staff						Pupil-teacher ratio		
							Total		Lower secondary		Upper secondary		Total	Lower secondary	Upper secondary
Country or territory	MF (000) (1)	% F (2)	(3)	MF (000) (4)	% F (5)	(6)	MF (000) (7)	% F (8)	MF (000) (9)	% F (10)	MF (000) (11)	% F (12)	(13)	(14)	(15)
Montserrat	0.01 -1	100 -1	9 -1	0.04 -1	97 -1	13 -1	0.03 -1	74 -1	0.02 **, -1	75 **, -1	0.01 **, -1	73 **, -1	13 -1	15 **, -1	11 **, -1
Netherlands Antilles[a]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nicaragua	10	96	21	31	77	30	15	55	...	...	...	...	31	...	...
Panama	5	94	17	19	76	23	19	59	11	62	8	55	15	17	13
Paraguay	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Peru	74	94	19	191	66	20	167	44	...	...	...	...	16	...	...
Puerto Rico	7	83	13	26	81	12	26	78	9	79	17	78	11	18	8
Saint Kitts and Nevis	0.1	100	20	0.4	87	14	0.5	61	0.3	60	0.2	61	9	9	9
Saint Lucia	0.3	100	10	1	87	19	1 *	69 *	1 *	69 *	...	...	16 *	16 *	...
Saint Vincent and the Grenadines	0.4 -1	100 -1	8 -1	1	78	16	1	64	0.4	64	0.3	65	17	18	15
Suriname	1 -2	100 -2	21 -2	5 -1	93 -1	15 -1	4 -1	69 -1	2 -1	73 -1	1 -1	63 -1	13 -1	15 -1	11 -1
Trinidad and Tobago	...	...	...	7 *	79 *	18 *	7 **, -2	63 **, -2	4 *, -2	...	3 **, -2	65 **, -2	14 **, -2	14 *, -2	14 **, -2
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uruguay	5 -1	...	25 -1	25 -1	...	14 -1	23 -1	...	16 -1	...	7 -1	...	12 -1	11 -1	15 -1
Venezuela (Bolivarian Republic of)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
NORTH AMERICA AND WESTERN EUROPE															
Andorra	0.2	89	13	0.5	80	10	...	...	0.4	63	...	...	...	7	...
Austria	19	99	12	30	90	11	75	63	42	70	32	53	10	8	12
Belgium	31 -1	98 -1	14 -1	66 -1	81 -1	11 -1	...	...	42 -1	61 -1	...	...	...	7 -1	...
Canada	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cyprus	1	100	17	4	83	14	7	64	3	70	3	59	10	10	10
Denmark	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Finland	14	97	11	25	79	14	43 -1	64 -1	20 -1	71 -1	24 -1	58 -1	10 -1	10 -1	10 -1
France	125	83	20	234	83	18	463	59	230	65	234	54	13	14	11
Germany	230	98	10	242	86	13	594	59	410	63	184	50	13	12	15
Gibraltar	...	...	...	0.2 -1	78 -1	16 -1	0.3 -1	46 -1	0.1 -1	49 -1	0.1 -1	44 -1	6 -1	6 -1	6 -1
Greece	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Holy See	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Iceland	2 -1	96 -1	6 -1	...	...	...	...	...	...	...	2 -1	54 -1	...	...	12 -1
Ireland	...	...	...	32	85	16	...	...	...	...	...	...	...	...	...
Israel	...	...	...	60 **, -1	84 **, -1	13 **, -1	71 **, -1	73 **, -1	29 **, -1	79 **, -1	42 -1	68 -1	10 **, -1	11 **, -1	9 -1
Italy	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Liechtenstein	0.1	99	8	0.3	77	6	0.4	50	0.3	50	0.04	43	6	6	8
Luxembourg	1 -2	98 -2	12 -2	3 -2	72 -2	12 -2	4 -2	48 -2	...	...	...	...	10 -2	...	...
Malta	1	100	14	2	85	14	4	60	3	64	1	43	9	8	15
Monaco	...	...	...	...	...	...	1 -2	68 -2	...	...	...	...	6 -2	...	...
Netherlands	...	...	...	...	...	...	107	49	...	...	...	...	14	...	...
Norway	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Portugal	17 -1	97 -1	16 -1	66 -1	80 -1	11 -1	97 -1	69 -1	46 -1	71 -1	52 -1	68 -1	7 -1	8 -1	6 -1
San Marino	0.1	98	7	0.2	93	6	0.2	78	...	...	...	...	14	...	...
Spain	149	94	12	219	75	12	295	55	189	57	106	50	11	11	11
Sweden	...	...	...	60	81	10	75	59	35	68	40	52	10	10	10
Switzerland	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
United Kingdom	60 -1	92 -1	19 -1	246 -1	81 -1	18 -1	375 *, -2	62 *, -2	152 -2	62 -2	223 *, -2	62 *, -2	14 *, -2	15 -2	14 *, -2
United States of America	541	94	16	1,795	87	14	1,758	61	933	66	825	56	14	13	14
SOUTH AND WEST ASIA															
Afghanistan	...	...	...	119	31	44	...	...	34	31	...	...	...	44	...
Bangladesh	...	...	...	395	49	43 *	400	20	205	20	195	19	28	31	26
Bhutan	0.1 +1	100 +1	12 +1	4 +1	41 +1	25 +1	3 +1	38 +1	2 +1	41 +1	1 +1	33 +1	21 +1	22 +1	17 +1
India	...	...	...	...	...	...	4,252	40	1,913	42	2,339	39	25	31	21
Iran (Islamic Republic of)	...	...	...	278 -1	57 -1	20 -1	...	...	173 -2	51 -2	...	...	...	22 -2	...
Maldives	1 +1	98 +1	19 +1	4 +1	73 +1	12 +1	...	...	3 +1	41 +1	...	...	...	8 +1	...
Nepal	41 +1	90 +1	25 +1	167 +1	42 +1	30 +1	56 -2	15 -2	28 -2	19 -2	28 -2	11 -2	41 -2	52 -2	30 -2
Pakistan	...	...	...	464	48	40	...	...	...	...	...	...	...	...	...
Sri Lanka	...	...	...	72	85	24	...	...	77	66	...	...	...	17	...
SUB-SAHARAN AFRICA															
Angola	18 **	40 **	37 **	93 **	...	46 **	22 **	...	15 **	...	7 **	...	39 **	37 **	43 **
Benin	3	71	33	39	19	46	...	...	...	...	...	...	...	...	...

REGION	Pre-primary education			Primary education			Secondary education								
	Teaching staff		Pupil-teacher ratio	Teaching staff		Pupil-teacher ratio	Teaching staff						Pupil-teacher ratio		
							Total		Lower secondary		Upper secondary				
Country or territory	MF (000) (1)	% F (2)	(3)	MF (000) (4)	% F (5)	(6)	MF (000) (7)	% F (8)	MF (000) (9)	% F (10)	MF (000) (11)	% F (12)	Total (13)	Lower secondary (14)	Upper secondary (15)
Botswana	2 -1	98 -1	13 -1	13 -1	76 -1	25 -1	...	...	...	...	...	...	...	...	...
Burkina Faso	2 +1	82 +1	23 +1	46 +1	37 +1	48 +1	23 +1	16 +1	...	...	...	...	26 +1	...	...
Burundi	2	69	34	37	53	51	11	20	...	...	...	...	30	...	...
Cameroon	15	97	22	77	48	46	...	...	...	...	...	...	...	...	...
Cape Verde	1	100	20	3	68	24	4	41	2	42	1	40	18	19	16
Central African Republic	0.5 +1	88 +1	44 +1	8 +1	18 +1	81 +1	2 +1	12 +1	...	...	...	...	67 +1	...	...
Chad	1	79	35	28	...	62	13	6	7	6	6	6	32	43	20
Comoros	...	...	...	4 -2	37 -2	30 -2	...	...	...	...	...	...	...	...	...
Congo	2	96	23	14	53	49	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	4 +1	92 +1	19 +1	56 +1	27 +1	49 +1	...	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	9	97	25	286	27	37	218	11	...	...	...	...	16	...	...
Equatorial Guinea	2 -2	87 -2	24 -2	3	36	27	...	...	...	...	...	...	...	...	...
Eritrea	1	98	35	8	41	38	6	13	4	13	3	13	39	41	35
Ethiopia	10	80	35	252	36	54	98	21	79	23	18	13	43	46	33
Gabon	...	...	...	13 +1	53 +1	25 +1	...	...	...	...	...	...	...	...	...
Gambia	...	...	...	6 -1	33 -1	37 -1	...	...	3 -1	21 -1	...	...	...	27 -1	...
Ghana	38 **, -1	85 -1	35 **, -1	124 +1	37 +1	31 +1	115 +1	24 +1	83 +1	25 +1	32 +1	21 +1	19 +1	16 +1	25 +1
Guinea	4	53 **	34	34	29	42	18 **, -1	6 **, -1	11 -1	6 -1	6 **, -1	5 **, -1	32 **, -1	36 -1	25 **, -1
Guinea-Bissau	0.3	69	29	5	22	52	...	...	...	...	...	...	...	...	...
Kenya	93 -1	83 -1	21 -1	153 **, -1	44 **, -1	47 **, -1	108 **, -1	41 **, -1	51 **, -1	44 **, -1	57 -1	38 -1	30 **, -1	33 **, -1	27 -1
Lesotho	2	...	24	12	77	34	...	...	5 **	56 **	...	...	...	18 **	...
Liberia	...	...	...	22 -2	12 -2	24 -2	...	...	...	...	...	...	...	...	...
Madagascar	7	97	23	106	56	40	44 -1	45 -1	33 -1	46 -1	11 -1	39 -1	23 **, -1	25 -1	18 **, -1
Malawi	...	...	...	43 **	40 **	79 **	...	...	...	...	...	...	...	...	...
Mali	2 +1	94 +1	44 +1	44 +1	28 +1	48 +1	33 +1	...	15 +1	...	18 +1	9 +1	25 +1	38 +1	13 +1
Mauritius	3	99	14	5	70	21	8	58	...	...	...	...	16 **	...	...
Mozambique	...	...	...	95 +1	41 +1	55 +1	21 +1	19 +1	...	...	...	...	34 +1	...	...
Namibia	...	...	...	14 -1	68 -1	30 -1	...	...	...	...	...	...	...	...	...
Niger	3 +1	91 +1	32 +1	49 +1	45 +1	39 +1	10	18	8	19	2	14	30	34	15
Nigeria	60 **, -2	65 -2	29 **, -2	574	48	36	274	46	161	51	113	38	33	31	36
Rwanda	3 +1	80 +1	38 +1	40 +1	52 +1	58 +1	21 +1	28 +1	...	...	...	...	24 +1	...	...
Sao Tome and Principe	0.3	94	19	1 +1	56 +1	30 +1	1 +1	20 **, +1	1 +1	20 +1	0.1 +1	20 **, +1	20 +1	19 +1	21 +1
Senegal	6	78	24	50	31	34	22	17	...	...	...	...	32	...	...
Seychelles	0.2	100	13	1	83	13	1	60	...	...	...	...	12	...	...
Sierra Leone	2 +1	82 +1	17 +1	38 +1	25 +1	31 +1	...	...	13 +1	14 +1	...	...	...	19 +1	...
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	...	...	...	232 -1	77 -1	31 -1	187 -1	55 -1	...	...	...	...	25 -1	...	...
Swaziland	2	95	11	7	71	32	5	48	...	...	...	...	18	...	...
Togo	2	79	26	32	14	41	...	...	...	...	...	...	...	...	...
Uganda	20	83	25	172	41	49	71 **, -1	23 **, -1	...	...	...	...	18 **, -1	...	...
United Republic of Tanzania	16	54	57	166	50	51	...	...	...	...	...	...	...	...	...
Zambia	...	...	...	50 **	51 **	58 **	...	...	14 **, -2	50 **, -2	...	...	...	32 **, -2	...
Zimbabwe	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
REGIONAL AVERAGES															
WORLD	**7,804 ****	**94 ****	**21 ****	**28,532**	**62**	**24**	**32,003**	**52**	**17,535**	**54**	**14,468**	**49**	**17**	**18**	**16**
Arab States	193 **	90 **	20 **	1,954	57	21	1,992 **	46 **	1,149 **	50 **	844 **	41 **	15 **	17 **	12 **
Central and Eastern Europe	1,086 **	97 **	10 **	1,113 **	82 **	17 **	2,643 **	72 **	...	...	...	...	11 **	...	...
Central Asia	152 **	97 **	11 **	323	90	17	920	71	...	...	...	...	11	...	...
East Asia and the Pacific	2,106	96	21	10,399	62	18	10,484	50	5,928	52	4,556	47	16	16	15
Latin America and the Caribbean	1,035	96	20	3,046	78	22	3,661	59	2,076	64	1,585	53	16	18	15
North America and Western Europe	1,545	94	14	3,742	83	14	5,205	61	2,747	65	2,458	57	12	12	12
South and West Asia	...	...	...	4,853 **	46 **	39 **	5,376	39	2,454	41	2,923	38	27	32	22
Sub-Saharan Africa	444 **	76 **	27 **	3,103	43	43	1,722 **	30 **	1,076 **	30 **	646 **	32 **	25 **	26 **	24 **

TABLE 8

TERTIARY EDUCATION / ISCED 5 and 6 / Enrolment, graduation and teaching staff / 2010

REGION	Enrolment			Gross enrolment ratio				Distribution of students by ISCED level (%)		
Country or territory	MF (000) (1)	% F (2)	% private (3)	MF (4)	M (5)	F (6)	GPI (7)	5A (8)	5B (9)	6 (10)
ARAB STATES										
Algeria	1,144	58	.	31	25	37	1.46	89	5	5
Bahrain	36	46	...	...	...	...	...	...	...	...
Djibouti	5 +1	40 +1	. +1	5 +1	6 +1	4 +1	0.67 +1	...	...	. +1
Egypt	2,646	47	19	32	34	31	0.91	99	—	1
Iraq	...	...	...	...	...	...	...	...	...	...
Jordan	247	52	...	38	35	41	1.16	87	12	1
Kuwait	...	...	...	...	...	...	...	...	...	...
Lebanon	202	54	58	54	49	59	1.19	89	11	1
Libya	...	...	...	...	...	...	...	...	...	...
Mauritania	15	28	.	4	6	3	0.41	97	3	.
Morocco	419 -1	47 -1	12 -1	13 -1	14 -1	12 -1	0.87 -1	71 -1	21 -1	8 -1
Oman	78	50	45	24	21	29	1.39	80	20	—
Palestine	197	56	...	50	43	58	1.34	85	15	—
Qatar	14	63	38	10	5	26	5.38	79	21	.
Saudi Arabia	904	52	4	37	35	39	1.12	86	14	—
Sudan (pre-secession) [a]	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	...	...	...	...	...	...	...	...	...	...
Tunisia	360 -1	60 -1	2 -1	34 -1	28 -1	41 -1	1.51 -1	...	...	...
United Arab Emirates	87 -1	60 -1	60 -1	...	...	...	...	91 -1	9 -1	— -1
Yemen	...	...	...	...	...	...	...	...	...	...
CENTRAL AND EASTERN EUROPE										
Albania	...	...	...	...	...	...	...	...	...	...
Belarus	606	58	13	83	69	98	1.43	72	27	1
Bosnia and Herzegovina	105	56	17	37	32	42	1.31	...	...	...
Bulgaria	287	56	22	57	49	65	1.31	89	10	1
Croatia	150	56	7	54	46	62	1.34	66	31	2
Czech Republic	417 -1	56 -1	14 -1	61 -1	51 -1	71 -1	1.38 -1	86 -1	8 -1	6 -1
Estonia	68 -1	62 -1	84 -1	63 -1	47 -1	79 -1	1.70 -1	63 -1	34 -1	4 -1
Hungary	398 -1	57 -1	16 -1	62 -1	52 -1	71 -1	1.37 -1	90 -1	8 -1	2 -1
Latvia	113	63	94	60	44	77	1.75	82	17	2
Lithuania	201	59	12	74	59	90	1.52	70	28	1
Montenegro	24	54	...	48	43	53	1.24	...	...	...
Poland	2,150 -1	58 -1	33 -1	71 -1	58 -1	83 -1	1.43 -1	97 -1	1 -1	2 -1
Republic of Moldova	130	56	16	38*	33*	44*	1.34*	85	13	1
Romania	1,000	56	37	59	50	68	1.35	97	—	3
Russian Federation	9,330 -1	57 -1	15 -1	76 -1	65 -1	87 -1	1.35 -1	81 -1	18 -1	2 -1
Serbia	227	55	17	49*	43*	56*	1.30*	79	19	2
Slovakia	235	60	16	55	43	67	1.55	94	1	5
Slovenia	114 -1	58 -1	12 -1	87 -1	71 -1	103 -1	1.45 -1	67 -1	32 -1	2 -1
The former Yugoslav Republic of Macedonia	62	53	21	39	36	42	1.18	96	4	—
Turkey	2,924 -1	44 -1	6 -1	46 -1	51 -1	40 -1	0.79 -1	69 -1	30 -1	1 -1
Ukraine	2,635	54	14	79	71	89	1.25	85	13	1
CENTRAL ASIA										
Armenia	155	56	...	52	45	58	1.28	80	19	1
Azerbaijan	181	49	13	19*	19*	19*	0.98*	80	19	1
Georgia	106	55	27	28	25	31	1.25	91	6	3
Kazakhstan	638 +1	58 +1	50 +1	41 +1	33 +1	48 +1	1.44 +1	100 +1	. +1	— +1
Kyrgyzstan	294 -1	56 -1	10 -1	49 -1	42 -1	55 -1	1.30 -1	83 -1	17 -1	1 -1
Mongolia	166	60	39	53	42	65	1.53	96	3	1
Tajikistan	159	29	...	20	28	11	0.41	99	.	1
Turkmenistan	...	...	...	...	...	...	...	...	...	...
Uzbekistan	277 +1	39 +1	. +1	9 +1	11 +1	7 +1	0.65 +1	99 +1	. +1	1 +1
EAST ASIA AND THE PACIFIC										
Australia	1,276	56	8	80	68	92	1.35	79	18	4
Brunei Darussalam	6	63	1	17	12	22	1.79	66	33	1
Cambodia	123 -2	34 -2	...	8 -2	10 -2	5 -2	0.53 -2	...	...	...
China	31,047	50	...	26	25	27	1.10	...	...	...

Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff	
5A (11)	5B (12)	6 (13)	MF (14)	M (15)	F (16)	GPI (17)	MF (000) (18)	% F (19)
								ARAB STATES
59	49	48	19	14	24	1.76	40	38
…	…	…	…	…	…	…	2	33
…	…	.+1	2-1	…	…	…	0.2+1	…
47	91	39	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
51	59	33	37-1	33-1	42-1	1.25-1	10	25
…	…	…	…	…	…	…	…	…
53	58	38	33	29	37	1.25	25	41
…	…	…	…	…	…	…	…	…
29	11	.	…	…	…	…	0.4	7
47-1	50-1	37-1	5	5	5	0.95	20-1	17-1
48	59	54	15	10	22	2.17	5	37
58	46	—	31	23	38	1.64	6	18
72	29	.	3	1	11	10.35	2	38
57	24	27	17	13	22	1.76	50	37
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	20-1	42**,-1
61-1	51-1	100-1	…	…	…	…	5-1	31-1
…	…	…	…	…	…	…	…	…
								CENTRAL AND EASTERN EUROPE
…	…	…	…	…	…	…	…	…
59	54	58	40-2	…	…	…	43	57
…	…	…	…	…	…	…	8	38
55	57	50	28	23	34	1.50	21	49
59	51	53	40	30	51	1.70	16	44
56-1	71-1	41-1	40-1	31-1	50-1	1.62-1	…	…
62-1	62-1	57-1	23-1	14-1	32-1	2.38-1	…	…
56-1	67-1	49-1	40-1	28-1	53-1	1.91-1	24-1	38-1
63	63	59	39	22	57	2.59	7	58
60	58	58	40	28	53	1.86	14	55
…	…	…	…	…	…	…	…	…
58-1	81-1	52-1	53-1	39-1	69-1	1.77-1	101-1	43-1
56	58	58	…	…	…	…	8	57
57	82	48	54	40	68	1.71	31	46
58-1	52-1	45-1	51-2	…	…	…	670-1	56-1
57	49	53	19*	14*	25*	1.71*	15	46
60	67	47	48	33	63	1.91	13	44
62-1	50-1	51-1	30-1	19-1	42-1	2.23-1	6-1	37-1
52	76	57	30	26	34	1.32	3	48
44-1	43-1	45-1	21-1	22-1	19-1	0.85-1	101-1	41-1
55	53	59	…	…	…	…	201	…
								CENTRAL ASIA
54	63	39	38	31	44	1.41	16	56
45	68	46	17*	19*	15*	0.81*	26	52
56	42	60	41-1	37-1	46-1	1.25-1	13	52
58+1	.+1	57+1	59-1	50-1	68-1	1.37-1	40+1	63+1
56-1	59-1	62-1	30	25*	34*	1.38*	17-1	59-1
60	84	61	44	32	57	1.76	9	57
29	.	36	…	…	…	…	10	34
…	…	…	…	…	…	…	…	…
39+1	.+1	42+1	12+1	13+1	10+1	0.83+1	23+1	38+1
								EAST ASIA AND THE PACIFIC
56	56	50	57-2	45-2	68-2	1.51-2	…	…
67	57	31	10	7	14	2.12	1	45
…	…	…	…	…	…	…	…	…
49	51	45	13-1	13-1	13-1	0.97-1	1,557	45

TABLE 8

TERTIARY EDUCATION / ISCED 5 and 6 / Enrolment, graduation and teaching staff / 2010

REGION	Enrolment			Gross enrolment ratio				Distribution of students by ISCED level (%)		
Country or territory	MF (000) (1)	% F (2)	% private (3)	MF (4)	M (5)	F (6)	GPI (7)	5A (8)	5B (9)	6 (10)
China, Hong Kong SAR	265	51 *	16	60	58 *	61 *	1.04 *	63	34	3
China, Macao SAR	29	51	64	65	65	64	0.99	88	10	2
Cook Islands	. +1	. +1	. +1	. *, +1	. *, +1	. *, +1	. *, +1	. +1	. +1	. +1
Democratic People's Rep. of Korea	…	…	…	…	…	…	…	…	…	…
Fiji	…	…	…	…	…	…	…	…	…	…
Indonesia	5,001	47	58	23	24	22	0.89	76	22	2
Japan	3,836	46	79	60	63	56	0.89	78	20	2
Kiribati	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1
Lao People's Democratic Republic	118	43	12	17	19	14	0.77	37	63	.
Malaysia	1,001 -1	56 -1	41 -1	40 -1	35 -1	45 -1	1.29 -1	55 -1	44 -1	2 -1
Marshall Islands	…	…	…	…	…	…	…	…	…	…
Micronesia (Federated States of)	…	…	…	…	…	…	…	…	…	…
Myanmar	…	…	…	…	…	…	…	…	…	…
Nauru	…	…	…	…	…	…	…	…	…	…
New Zealand	266	58	12	83	67	99	1.46	72	25	3
Niue	. -1	. -1	. -1	. *, -1	. *, -1	. *, -1	. *, -1	. -1	. -1	. -1
Palau	…	…	…	…	…	…	…	…	…	…
Papua New Guinea	…	…	…	…	…	…	…	…	…	…
Philippines	2,651 -2	54 -2	66 -2	29 -2	26 -2	32 -2	1.25 -2	90 -2	10 -2	— -2
Republic of Korea	3,270	39	81	103	119	86	0.72	75	23	2
Samoa	…	…	…	…	…	…	…	…	…	…
Singapore	213	50	62	…	…	…	…	54	43	3
Solomon Islands	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1
Thailand	2,497 +1	56 +1	18 +1	48 +1	41 +1	54 +1	1.31 +1	84 +1	15 +1	1 +1
Timor-Leste	17 -1	40 -1	43 -1	17 -1	19 -1	14 -1	0.70 -1	100 -1	. -1	. -1
Tokelau	. -1	. -1	. -1	. *, -1	. *, -1	. *, -1	. *, -1	. -1	. -1	. -1
Tonga	…	…	…	…	…	…	…	…	…	…
Tuvalu	. -1	. -1	. -1	. *, -1	. *, -1	. *, -1	. *, -1	. -1	. -1	. -1
Vanuatu	…	…	…	…	…	…	…	…	…	…
Viet Nam	2,020	49	…	22	22	22	1.00	62	35	3
LATIN AMERICA AND THE CARIBBEAN										
Anguilla	0.1 -2	83 -2	81 -2	5 **, -2	2 **, -2	8 **, -2	5.01 **, -2	81 -2	19 -2	. -2
Antigua and Barbuda	1	74	66	16	9	23	2.58	8	92	—
Argentina	2,387 -1	60 -1	27 -1	71 -1	57 -1	86 -1	1.51 -1	67 -1	32 -1	1 -1
Aruba	2	57	19	31	27	35	1.30	26	74	.
Bahamas	…	…	…	…	…	…	…	…	…	…
Barbados	13	69	.	66	40	95	2.38	60	39	1
Belize	7	62	90	21	17	26	1.57	57	43	.
Bermuda	1	67	100	20	13	27	2.12	.	100	.
Bolivia (Plurinational State of)	…	…	…	…	…	…	…	…	…	…
Brazil	6,553	57	73	…	…	…	…	87	12	1
British Virgin Islands	1 -1	65 -1	. -1	64 **, -1	48 **, -1	79 **, -1	1.64 **, -1	92 -1	8 -1	. -1
Cayman Islands	1 -2	69 -2	…	31 -2	19 -2	42 -2	2.24 -2	11 -2	89 -2	. -2
Chile	876 -1	51 -1	80 -1	59 -1	57 -1	61 -1	1.06 -1	56 -1	43 -1	— -1
Colombia	1,674	52	45	39	37	41	1.09	67	32	—
Costa Rica	…	…	…	…	…	…	…	…	…	…
Cuba	801	61	.	95	72	119	1.65	99	.	1
Dominica	0.2 -2	76 -2	…	4 -2	2 -2	6 -2	3.35 -2	…	…	. -2
Dominican Republic	…	…	…	…	…	…	…	…	…	…
Ecuador	535 -2	53 -2	35 -2	40 -2	37 -2	43 -2	1.15 -2	…	…	…
El Salvador	150	54	67	23	22	25	1.16	84	16	—
Grenada	7 -1	57 -1	100 -1	53 -1	45 -1	61 -1	1.36 -1	75 -1	25 -1	— -1
Guatemala	…	…	…	…	…	…	…	…	…	…
Guyana	8	71	.	12	7	17	2.52	27	73	.
Haiti	…	…	…	…	…	…	…	…	…	…
Honduras	148 *, -2	60 *, -2	33 *, -2	19 *, -2	15 *, -2	23 *, -2	1.51 *, -2	…	…	…
Jamaica	71	69	96	29	18	41	2.28	96	4	—
Mexico	2,847	50	32	28	28	28	0.97	96	4	1

Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff	
5A (11)	5B (12)	6 (13)	MF (14)	M (15)	F (16)	GPI (17)	MF (000) (18)	% F (19)
53 *	47 *	43 *	…	…	…	…	…	…
50	62	28	43	36	50	1.39	2	32
. +1	. +1	. +1	. -1	. -1	. -1	. -1	. +1	. +1
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	1 -2	36 -2
45	51	35	13	…	…	…	271	41
42	62	32	43	47	38	0.82	528	…
. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1
34	48	.	5	6	3	0.56	6	34
57 -1	55 -1	39 -1	22 -1	16 -1	27 -1	1.69 -1	67 -1	50 -1
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
59	56	51	49 -1	38 -1	62 -1	1.64 -1	17	51
. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
55 -2	53 -2	61 -2	…	…	…	…	…	…
39	40	38	52 -1	54 -1	51 -1	0.95 -1	223	34
…	…	…	…	…	…	…	…	…
50	49	38	…	…	…	…	15	35
. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1
58 +1	46 +1	50 +1	29 **, -2	23 **, -2	35 **, -2	1.52 **, -2	122 +1	69 +1
40 -1	. -1	. -1	…	…	…	…	1 -1	25 -1
. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1
…	…	…	…	…	…	…	…	…
. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1	. -1
…	…	…	…	…	…	…	…	…
58	34	42	10	10	11	1.11	70	47
							LATIN AMERICA AND THE CARIBBEAN	
82 -2	90 -2	. -2	…	…	…	…	0.01 -2	43 -2
77	73	.	2	1	3	4.81	0.2	62
56 -1	66 -1	54 -1	12 -1	9 -1	15 -1	1.57 -1	142 -1	49 -1
72	52	.	4	2	7	3.52	0.2	54
…	…	…	…	…	…	…	…	…
68	70	57	26	12	42	3.34	…	…
65	57	.	…	…	…	…	…	…
.	67	.	.	.	.	.	0.1	58
…	…	…	…	…	…	…	…	…
58	46	51	…	…	…	…	345	45
69 -1	15 -1	. -1	32 *, -1	18 *, -1	43 *, -1	2.39 *, -1	0.1 -1	44 -1
73 -2	68 -2	. -2	2 -2	1 -2	3 -2	2.24 -2	0.03 -2	59 -2
54 -1	47 -1	43 -1	19 -1	16 -1	23 -1	1.46 -1	63 -1	40 -1
53	48	38	…	…	…	…	110 *, -1	66 *, -1
…	…	…	…	…	…	…	…	…
61	.	47	45	35	55	1.57	153	60
…	…	. -2	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	27 -2	31 -2
54	53	45	9	7	11	1.47	9	35
53 -1	71 -1	25 -1	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
68	72	.	3	2	4	2.09	1	55
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	5 *, -2	…
69	69	.	…	…	…	…	…	…
50	42	45	19 **, -1	17 **, -1	20 **, -1	1.18 **, -1	310	…

TABLE 8

TERTIARY EDUCATION / ISCED 5 and 6 / Enrolment, graduation and teaching staff / 2010

REGION	Enrolment			Gross enrolment ratio				Distribution of students by ISCED level (%)		
Country or territory	MF (000) (1)	% F (2)	% private (3)	MF (4)	M (5)	F (6)	GPI (7)	5A (8)	5B (9)	6 (10)
Montserrat	0.1	85	100	…	…	…	…	75	25	.
Netherlands Antilles[a]	…	…	…	…	…	…	…	…	…	…
Nicaragua	…	…	…	…	…	…	…	…	…	…
Panama	135 -1	60 -1	34 -1	45 -1	35 -1	54 -1	1.53 -1	93 -1	7 -1	— -1
Paraguay	236 -1	58 -1	67 -1	37 -1	30 -1	43 -1	1.43 -1	95 -1	5 -1	…
Peru	1,207	52	…	43	41	45	1.09	69	30	—
Puerto Rico	249	59	71	86	70	103	1.48	…	…	…
Saint Kitts and Nevis	1 -2	67 -2	…	18 -2	12 -2	25 -2	2.10 -2	19 -2	81 -2	. -2
Saint Lucia	2	72	17	11	6	16	2.57	83	17	.
Saint Vincent and the Grenadines	…	…	…	…	…	…	…	…	…	…
Suriname	…	…	…	…	…	…	…	…	…	…
Trinidad and Tobago	…	…	…	…	…	…	…	…	…	…
Turks and Caicos Islands	0.0 -2	50 -2	…	— **, -2	— **, -2	— **, -2	0.90 **, -2	100 -2	— -2	. -2
Uruguay	161 -1	63 -1	13 -1	63 -1	46 -1	81 -1	1.74 -1	89 -1	11 -1	— -1
Venezuela (Bolivarian Republic of)	2,123 -1	…	29 -1	78 -1	…	…	…	…	24 -1	…
NORTH AMERICA AND WESTERN EUROPE										
Andorra	0.5 -2	58 -2	…	11 -2	9 -2	13 -2	1.43 -2	33 -2	67 -2	. -2
Austria	308 -1	53 -1	17 -1	60 -1	55 -1	65 -1	1.18 -1	84 -1	10 -1	6 -1
Belgium	425 -1	55 -1	57 -1	67 -1	60 -1	75 -1	1.25 -1	48 -1	49 -1	3 -1
Canada	…	…	…	…	…	…	…	…	…	…
Cyprus	32	46	70	55 *	59 *	51 *	0.86 *	60	38	2
Denmark	235 -1	58 -1	2 -1	74 -1	61 -1	88 -1	1.45 -1	85 -1	12 -1	3 -1
Finland	304	54	19	94	85	103	1.22	93	—	7
France	2,173 -1	55 -1	19 -1	55 -1	48 -1	61 -1	1.28 -1	71 -1	25 -1	3 -1
Germany	…	…	…	…	…	…	…	…	…	…
Gibraltar	.	.	.	.	.	.	.	.	.	.
Greece	…	…	…	…	…	…	…	…	…	…
Holy See	…	…	…	…	…	…	…	…	…	…
Iceland	17 -1	64 -1	21 -1	74 -1	52 -1	97 -1	1.87 -1	96 -1	2 -1	2 -1
Ireland	183 -1	54 -1	3 -1	61 -1	55 -1	67 -1	1.22 -1	69 -1	27 -1	4 -1
Israel	343 -1	56 -1	86 -1	62 -1	55 -1	71 -1	1.30 -1	79 -1	18 -1	3 -1
Italy	2,012 -1	58 -1	8 -1	66 -1	55 -1	77 -1	1.41 -1	98 -1	— -1	2 -1
Liechtenstein	1	37	100	36 *	44 *	27 *	0.62 *	92	.	8
Luxembourg	3 -2	48 -2	…	11 -2	11 -2	10 -2	0.97 -2	94 -2	— -2	6 -2
Malta	11	56	.	35	30	41	1.36	88	11	1
Monaco	.	.	.	.	.	.	.	.	.	.
Netherlands	619 -1	52 -1	…	63 -1	59 -1	66 -1	1.12 -1	99 -1	— -1	1 -1
Norway	225	61	…	74	57	93	1.63	96	—	3
Portugal	373 -1	53 -1	24 -1	62 -1	57 -1	68 -1	1.19 -1	96 -1	— -1	4 -1
San Marino	1	58	…	…	…	…	…	29	71	.
Spain	1,801 -1	54 -1	12 -1	73 -1	66 -1	81 -1	1.24 -1	82 -1	14 -1	4 -1
Sweden	455	59	9	74	58	90	1.54	89	6	4
Switzerland	249	49	17	55	55	55	0.99	71	21	8
United Kingdom	2,415 -1	57 -1	100 -1	59 -1	49 -1	69 -1	1.40 -1	75 -1	22 -1	3 -1
United States of America	20,428	57	27	95	79	111	1.41	76	22	2
SOUTH AND WEST ASIA										
Afghanistan	95 -1	18 -1	20 -1	3 -1	5 -1	1 -1	0.24 -1	…	…	…
Bangladesh	1,582 -1	37 -1	43 -1	11 -1	13 -1	8 -1	0.61 -1	92 -1	8 -1	— -1
Bhutan	7 +1	40 +1	…	9 +1	10 +1	7 +1	0.68 +1	79 +1	21 +1	. +1
India	20,741	40	…	18	21	15	0.73	93	7	—
Iran (Islamic Republic of)	3,791	49	…	43	43	43	1.01	72	27	1
Maldives	5 -2	51 -2	…	13 -2	12 -2	13 -2	1.08 -2	…	…	…
Nepal	377	41	59	…	…	…	…	100	.	—
Pakistan	974 *, -2	45 *, -2	33 *, -2	5 *, -2	6 *, -2	5 *, -2	0.83 *, -2	94 *, -2	5 *, -2	1 *, -2
Sri Lanka	253	65	…	15	11	20	1.92	97	2	1
SUB-SAHARAN AFRICA										
Angola	66	45	37	4	4	3	0.82	98	1	—
Benin	82 -1	28 -1	25 -1	11 -1	15 -1	6 -1	0.38 -1	…	…	…

Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff	
5A (11)	5B (12)	6 (13)	MF (14)	M (15)	F (16)	GPI (17)	MF (000) (18)	% F (19)
83	93	.	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
60 -1	57 -1	53 -1	23 -1	15 -1	31 -1	2.09 -1	14 -1	47 -1
58 -1	64 -1	…	…	…	…	…	…	…
49	57	40	…	…	…	…	…	…
…	…	…	46 -2	34 -2	57 -2	1.67 -2	16	…
84 -2	63 -2	. -2	…	…	…	…	…	…
76	53	.	…	…	…	…	0.2	51
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
50 -2	. -2	. -2	…	…	…	…	…	…
63 -1	59 -1	48 -1	…	…	…	…	15 -1	50 -1
…	54 -1	…	18 -1	12 -1	25 -1	2.09 -1	165 *, -1	…
								NORTH AMERICA AND WESTERN EUROPE
62 -2	55 -2	. -2	1 -2	1 -2	1 -2	0.79 -2	0.1 -1	61 -1
54 -1	53 -1	45 -1	30 -1	25 -1	35 -1	1.37 -1	35 -1	33 -1
52 -1	58 -1	44 -1	20 -1	17 -1	22 -1	1.28 -1	27 -1	43 -1
…	…	…	…	…	…	…	…	…
56	31	51	11	7	15	2.11	3	39
60 -1	49 -1	47 -1	47 -1	34 -1	60 -1	1.76 -1	…	…
54	17	53	48	34	62	1.83	15	51
55 -1	56 -1	47 -1	36 -2	31 -2	40 -2	1.27 -2	…	…
…	…	…	36	31	41	1.32	368	39
.	.	.	.	.	.	.	.	.
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…		…	…
65 -1	42 -1	59 -1	53 -1	32 -1	74 -1	2.28 -1	2 -1	49 -1
57 -1	46 -1	48 -1	44 -1	35 -1	54 -1	1.54 -1	13 -1	38 -1
56 -1	55 -1	53 -1	37 -1	31 -1	43 -1	1.37 -1	…	…
58 -1	53 -1	53 -1	36 -1	30 -1	43 -1	1.44 -1	110 -1	36 -1
38	.	33	22 *	21 *	23 *	1.11 *	…	…
49 -2	. -2	39 -2	6 -2	6 -2	6 -2	1.03 -2	…	…
58	42	30	…	…	…	…	1	30
.	.	.	. -2	. -2	. -2	. -2	.	.
52 -1	58 -1	44 -1	46 -1	39 -1	53 -1	1.35 -1	50 -1	39 -1
61	66	50	48	35	62	1.79	…	…
53 -1	71 -1	55 -1	47 -1	38 -1	56 -1	1.49 -1	35 -1	43 -1
57	58	.	…	…	…	…	…	…
55 -1	52 -1	52 -1	39 -1	30 -1	49 -1	1.60 -1	152 -1	39 -1
60	51	50	33	22	45	2.05	29	43
51	46	43	32	29	34	1.20	40	36
55 -1	65 -1	47 -1	40 -1	33 -1	46 -1	1.38 -1	138 -1	43 -1
56	60	50	38	32	45	1.42	1,439	47
								SOUTH AND WEST ASIA
…	…	…	…	…	…	…	3 -1	16 -1
38 -1	27 -1	25 -1	5 -1	…	…	…	59 -1	20 -1
42 +1	31 +1	. +1	…	…	…	…	1 +1	24 +1
41	22	41	…	…	…	…	…	…
54	38	35	17	16	18	1.17	174	22
…	…	…	…	…	…	…	…	…
41	.	16	…	…	…	…	…	…
45 *, -2	45 *, -2	27 *, -2	…	…	…	…	53 *, -2	37 *, -2
65	60	39	…	…	…	…	…	…
								SUB-SAHARAN AFRICA
46	34	42	1	2	1	0.42	2	29
…	…	…	…	…	…	…	4 -1	8 -1

TABLE 8

TERTIARY EDUCATION / ISCED 5 and 6 / Enrolment, graduation and teaching staff / 2010

REGION	Enrolment			Gross enrolment ratio				Distribution of students by ISCED level (%)		
Country or territory	MF (000) (1)	% F (2)	% private (3)	MF (4)	M (5)	F (6)	GPI (7)	5A (8)	5B (9)	6 (10)
Botswana	…	…	…	…	…	…	…	…	…	…
Burkina Faso	61 +1	33 +1	22 +1	4 +1	5 +1	3 +1	0.50 +1	72 +1	24 +1	4 +1
Burundi	29	35	58	3	4	2	0.54	…	…	…
Cameroon	220	45	14	11	13	10	0.81	80	19	1
Cape Verde	10	55	60	18	16	20	1.29	96	.	4
Central African Republic	11	25	…	3	4	1	0.32	81	19	.
Chad	22 **	15 **	32 **	2 **	4 **	1 **	0.17 **	…	…	…
Comoros	5	42	23	8	9	7	0.74	59	41	.
Congo	20	…	…	6	…	…	…	…	…	…
Côte d'Ivoire	…	…	…	…	…	…	…	…	…	…
Democratic Republic of the Congo	378 -1	24 -1	…	6 -1	9 -1	3 -1	0.31 -1	…	…	…
Equatorial Guinea	…	…	…	…	…	…	…	…	…	…
Eritrea	10	25	.	2	3	1	0.33	…	…	.
Ethiopia	435	27	18	5	8	3	0.36	100	—	—
Gabon	…	…	…	…	…	…	…	…	…	…
Gambia	6 -2	…	— -2	4 -2	…	…	…	30 -2	70 -2	. -2
Ghana	286 +1	37 +1	11 +1	12 +1	15 +1	9 +1	0.62 +1	66 +1	34 +1	— +1
Guinea	80 -2	24 -2	10 -2	9 -2	14 -2	5 -2	0.33 -2	92 -2	8 -2	. -2
Guinea-Bissau	…	…	…	…	…	…	…	…	…	…
Kenya	168 -1	41 -1	13 -1	4 -1	5 -1	3 -1	0.70 -1	69 -1	27 -1	4 -1
Lesotho	…	…	…	…	…	…	…	…	…	…
Liberia	…	…	…	…	…	…	…	…	…	…
Madagascar	74	48	23	4	4	4	0.91	63	34	2
Malawi	10	38	6	1	1	1	0.62	…	…	1
Mali	88 +1	31 +1	…	6 +1	8 +1	4 +1	0.46 +1	88 +1	12 +1	— +1
Mauritius	26 **, -2	55 **, -2	38 **, -2	25 **, -2	22 **, -2	28 **, -2	1.24 **, -2	73 **, -2	26 **, -2	2 **, -2
Mozambique	…	…	…	…	…	…	…	…	…	…
Namibia	20 -2	57 -2	88 -2	9 -2	8 -2	10 -2	1.32 -2	64 -2	35 -2	2 -2
Niger	18 +1	30 +1	25 +1	2 +1	2 +1	1 +1	0.38 +1	80 +1	18 +1	2 +1
Nigeria	…	…	…	…	…	…	…	…	…	…
Rwanda	63	44	50	5	6	5	0.77	96	4	.
Sao Tome and Principe	1	49	…	4	5	4	0.98	…	…	…
Senegal	92 *	37 **	33 *	8 *	10 **	6 **	0.60 **	…	…	…
Seychelles	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2
Sierra Leone	…	…	…	…	…	…	…	…	…	…
Somalia	…	…	…	…	…	…	…	…	…	…
South Africa	…	…	…	…	…	…	…	…	…	…
Swaziland	…	…	…	…	…	…	…	…	…	…
Togo	…	…	…	…	…	…	…	…	…	…
Uganda	124 -1	44 -1	40 -1	4 -1	5 -1	4 -1	0.79 -1	…	…	…
United Republic of Tanzania	85	45	…	2	2	2	0.82	100	…	—
Zambia	…	…	…	…	…	…	…	…	…	…
Zimbabwe	95	45	13	6	7	5	0.80	…	…	…
REGIONAL AVERAGES										
WORLD	**177,684**	**51**	**…**	**29**	**28**	**30**	**1.08**	**76**	**22**	**2**
Arab States	8,048 **	49 **	…	24 **	23 **	24 **	1.02 **	88 **	10 **	3 **
Central and Eastern Europe	21,233 **	55 **	…	66 **	58 **	73 **	1.26 **	82 **	16 **	2 **
Central Asia	2,088 **	52 **	…	24 **	23 **	25 **	1.09 **	93 **	7 **	1 **
East Asia and the Pacific	54,886	49	…	29	28	30	1.05	61	34	4
Latin America and the Caribbean	21,448	56	…	41	36	46	1.28	82	18	1
North America and Western Europe	36,896 **	56 **	…	76 **	65 **	86 **	1.32 **	77 **	20 **	3 **
South and West Asia	27,857	41	…	17	19	14	0.76	90	10	1
Sub-Saharan Africa	5,228 **	38 **	…	7 **	8 **	5 **	0.62 **	70 **	29 **	1 **

Female students by ISCED level (%)			Gross graduation ratio, ISCED 5A, first degree				Teaching staff	
5A (11)	5B (12)	6 (13)	MF (14)	M (15)	F (16)	GPI (17)	MF (000) (18)	% F (19)
…	…	…	…	…	…	…	…	…
32 +1	34 +1	28 +1	2 -2	3 -2	1 -2	0.38 -2	4 +1	8 +1
…	…	…	…	…	…	…	2	12
44	47	35	…	…	…	…	4 **	19 **
56	.	36	…	…	…	…	1	42
24	27	.	…	…	…	…	0.3 -1	…
…	…	…	…	…	…	…	2 -1	4 -1
42	42	.	…	…	…	…	0.4	20
…	…	…	…	…	…	…	1 -1	5 -1
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	23 -1	…
…	…	…	…	…	…	…	…	…
…	…	.	…	…	…	…	1	14
27	.	6	5	7	2	0.30	16	11
…	…	…	…	…	…	…	…	…
…	…	. -2	…	…	…	…	0.4 -2	…
37 +1	38 +1	22 +1	4 +1	…	…	…	8 +1	18 +1
23 -2	38 -2	. -2	…	…	…	…	2 -2	5 -2
…	…	…	…	…	…	…	…	…
40 -1	44 -1	40 -1	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
47	49	43	1	1	1	0.99	4	30
…	…	32	…	…	…	…	1	30
29 +1	48 +1	13 +1	…	…	…	…	…	…
55 **, -2	55 **, -2	40 **, -2	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
57 -2	57 -2	48 -2	7 -2	5 -2	8 -2	1.55 -2	1 -2	41 -2
24 +1	59 +1	12 +1	1	1	—	0.33	2	12
…	…	…	…	…	…	…	…	…
43	53	.	…	…	…	…	3	16
…	…	…	. -2	. -2	. -2	. -2	0.1	26
…	…	…	…	…	…	…	…	…
. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	4 -1	…
45	…	21	…	…	…	…	4	24
…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	4	32

							REGIONAL AVERAGES	
51	**50**	**45**	**…**	**…**	**…**	**…**	**10,983 ****	**42 ****
51 **	37 **	43 **	…	…	…	…	343 **	30 **
56 **	51 **	48 **	…	…	…	…	1,321 **	51 **
51 **	61 **	52 **	…	…	…	…	162	53
49	51	44	…	…	…	…	3,122	40
56	53	50	…	…	…	…	1,694 **	43 **
55 **	59 **	49 **	…	…	…	…	2,864	43
43	29	37	…	…	…	…	…	…
37 **	41 **	27 **	…	…	…	…	217 **	…

TABLE 9 TERTIARY EDUCATION / ISCED 5 and 6 / Internationally mobile students by host country and region of origin[t] / 2010

REGION	Students from abroad studying in given country (inbound mobile students)			Mobile students by region of origin								
Host country or territory	MF (1)	% F (2)	Inbound mobility rate (%) (3)	Arab States (4)	Central and Eastern Europe (5)	Central Asia (6)	East Asia and the Pacific (7)	Latin America and the Caribbean (8)	North America and Western Europe (9)	South and West Asia (10)	Sub-Saharan Africa (11)	Unspecified (12)
ARAB STATES												
Algeria	6,544	...	0.6	...	...	...	...	...	...	...	...	...
Bahrain	8,640	...	24.1	7,386	10	184	248	4	184	478	25	121
Djibouti	— [+1]	. [+1]	— [+1]	— [+1]	— [+1]	— [+1]	— [+1]	— [+1]	— [+1]	— [+1]	— [+1]	— [+1]
Egypt	49,011	31	1.9	...	...	...	...	...	...	...	...	...
Iraq	...	...	...	...	...	...	...	...	...	...	...	...
Jordan	27,437	34	11.1	22,988	239	3	404	19	3,396	76	308	4
Kuwait[c]	7,984 [-1]	...	...	1,769 [-1]	16 [-1]	6 [-1]	47 [-1]	11 [-1]	86 [-1]	199 [-1]	155 [-1]	5,695 [-1]
Lebanon	30,436	53	15.0	...	...	...	...	...	...	...	...	...
Libya	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	...	...	...	...	...	...	...	...	...	...	...	...
Morocco	8,604	26	...	3,040	37	9	176	27	103	33	4,856	323
Oman	1,787	35	2.3	933	4	26	27	4	24	683	79	7
Palestine	—	.	—	—	—	—	—	—	—	—	—	—
Qatar	5,387	58	38.9	3,791	47	3	83	13	282	951	174	43
Saudi Arabia	26,871	40	3.0	3,738	598	1,584	2,140	45	637	2,016	2,550	13,563
Sudan (pre-secession)[a]	...	...	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	...	...	...	...	...	...	...	...	...	...	...	...
Tunisia	2,404 [-1]	...	0.7 [-1]	...	...	...	...	...	...	...	...	...
United Arab Emirates	34,122 [-1]	52 [-1]	39.2 [-1]	...	...	...	...	...	...	...	...	...
Yemen	...	...	...	...	...	...	...	...	...	...	...	...
CENTRAL AND EASTERN EUROPE												
Albania	...	...	...	...	...	...	...	...	...	...	...	...
Belarus	8,554	...	1.4	623	3,114	2,566	1,167	21	86	794	176	7
Bosnia and Herzegovina	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria	10,060	37	3.5	199	7,841	154	79	10	1,644	95	38	—
Croatia	838	49	0.6	7	655	—	2	—	25	—	2	147
Czech Republic	34,992	52	...	337	28,005	1,280	1,303	...	2,888	224	406	...
Estonia	1,087 [-1]	22 [-1]	1.6 [-1]	— [-1]	233 [-1]	20 [-1]	66 [-1]	6 [-1]	728 [-1]	13 [-1]	19 [-1]	2 [-1]
Hungary	14,518 [-1]	49 [-1]	3.7 [-1]	149 [-1]	7,278 [-1]	98 [-1]	520 [-1]	30 [-1]	5,374 [-1]	719 [-1]	350 [-1]	— [-1]
Latvia	1,760	51	1.6	25	1,061	192	15	2	386	68	10	1
Lithuania	2,973	61	1.5	80	2,513	41	27	8	200	81	23	—
Montenegro	...	...	...	...	...	...	...	...	...	...	...	...
Poland	16,976 [-1]	51 [-1]	0.8 [-1]	380 [-1]	8,340 [-1]	830 [-1]	716 [-1]	163 [-1]	4,647 [-1]	605 [-1]	658 [-1]	637 [-1]
Republic of Moldova	1,574	31	1.2	100	881	18	11	—	547	11	—	6
Romania	13,459	40	1.3	2,467	6,023	59	342	32	3,514	431	568	23
Russian Federation[c]	129,690 [-1]	...	1.4 [-1]	4,014 [-1]	39,830 [-1]	55,599 [-1]	17,611 [-1]	876 [-1]	1,312 [-1]	5,803 [-1]	4,475 [-1]	170 [-1]
Serbia	9,483	48	4.2	29	9,258	4	7	27	122	5	21	10
Slovakia	7,946	50	3.4	411	5,366	41	71	...	1,947	23	59	...
Slovenia	1,934	60	...	10	1,540	7	23	15	269	20	12	38
The former Yugoslav Rep. of Macedonia	1,431 [-1]	41 [-1]	2.2 [-1]	3 [-1]	1,403 [-1]	— [-1]	2 [-1]	— [-1]	12 [-1]	2 [-1]	— [-1]	9 [-1]
Turkey	25,838	34	...	1,258	3,761	7,853	493	30	2,422	2,015	628	7,378
Ukraine	37,674	...	1.4	5,580	5,958	3,279	6,470	—	—	4,150	—	12,237
CENTRAL ASIA												
Armenia	4,016	46	2.6	149	1,241	992	11	2	55	781	—	785
Azerbaijan	5,726	19	3.2	157	3,760	376	...	—	21	1,185	28	...
Georgia	832	...	0.8	15	240	250	7	18	17	283	2	—
Kazakhstan	11,974	...	2.0	7	4,238	4,594	2,420	3	38	657	2	15
Kyrgyzstan	16,425	48	...	22	2,012	12,078	601	—	—	1,565	—	147
Mongolia	996	48	0.6	—	450	8	524	1	6	6	1	—
Tajikistan	3,380	46	2.1	59	128	2,686	12	—	—	495	—	—
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	433	...	...	—	72	219	—	—	—	—	—	142
EAST ASIA AND THE PACIFIC												
Australia	271,231	48	21.2	9,293	2,097	371	173,277	...	17,433	37,946	6,914	...
Brunei Darussalam	229	45	4.0	9	3	—	152	—	4	39	18	4
Cambodia	...	...	...	...	...	...	...	...	...	...	...	...
China	71,673	45	0.2	...	...	...	...	...	...	...	...	...

REGION	Students from abroad studying in given country (inbound mobile students)			Mobile students by region of origin								
Host country or territory	MF (1)	% F (2)	Inbound mobility rate (%) (3)	Arab States (4)	Central and Eastern Europe (5)	Central Asia (6)	East Asia and the Pacific (7)	Latin America and the Caribbean (8)	North America and Western Europe (9)	South and West Asia (10)	Sub-Saharan Africa (11)	Unspecified (12)
China, Hong Kong SAR	10,325	52	3.9	2	22	1	9,849	26	232	140	14	39
China, Macao SAR	13,508	43	45.8	1	7	3	13,304	15	99	4	70	5
Cook Islands	.	.	.	.	.	.	.	.	.	.	.	.
Democratic People's Republic of Korea	…	…	…	…	…	…	…	…	…	…	…	…
Fiji	7,444 [-2]	55 [-2]	…	2 [-2]	— [-2]	— [-2]	7,282 [-2]	1 [-2]	51 [-2]	14 [-2]	2 [-2]	92 [-2]
Indonesia	6,437	…	0.1	…	…	…	…	…	…	…	…	…
Japan	141,599	49	3.7	858	1,256	1,589	…	…	5,242	5,318	682	…
Kiribati	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]
Lao People's Democratic Republic	725	…	0.6	—	8	12	704	—	1	—	—	—
Malaysia	57,824 [-1]	34 [-1]	5.8 [-1]	10,211 [-1]	322 [-1]	785 [-1]	19,831 [-1]	…	381 [-1]	12,803 [-1]	11,825 [-1]	…
Marshall Islands	…	…	…	…	…	…	…	…	…	…	…	…
Micronesia (Federated States of)	…	…	…	…	…	…	…	…	…	…	…	…
Myanmar	…	…	…	…	…	…	…	…	…	…	…	…
Nauru	…	…	…	…	…	…	…	…	…	…	…	…
New Zealand	37,878	46	14.2	1,000	451	70	22,183	…	5,630	7,667	369	…
Niue	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]
Palau	…	…	…	…	…	…	…	…	…	…	…	…
Papua New Guinea	…	…	…	…	…	…	…	…	…	…	…	…
Philippines	2,665 [-2]	…	0.1 [-2]	35 [-2]	19 [-2]	1 [-2]	1,559 [-2]	46 [-2]	335 [-2]	438 [-2]	80 [-2]	152 [-2]
Republic of Korea	59,194	52	1.8	220	540	2,775	50,571	…	1,721	1,617	486	…
Samoa	…	…	…	…	…	…	…	…	…	…	…	…
Singapore	48,623	47	22.8	…	…	…	…	…	…	…	…	…
Solomon Islands	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]
Thailand	19,052	48	0.8	45	132	41	15,022	…	2,112	1,417	225	…
Timor-Leste	…	…	…	…	…	…	…	…	…	…	…	…
Tokelau	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]
Tonga	…	…	…	…	…	…	…	…	…	…	…	…
Tuvalu	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]
Vanuatu	…	…	…	…	…	…	…	…	…	…	…	…
Viet Nam	3,260	27	0.2	—	29	58	3,140	12	12	2	7	—
LATIN AMERICA AND THE CARIBBEAN												
Anguilla	— [-2]	. [-2]	— [-2]	— [-2]	— [-2]	— [-2]	— [-2]	— [-2]	— [-2]	— [-2]	— [-2]	— [-2]
Antigua and Barbuda	164	…	14.0	1	—	—	—	142	18	—	—	3
Argentina	…	…	…	…	…	…	…	…	…	…	…	…
Aruba	63	81	2.7	—	—	—	1	53	9	—	—	—
Bahamas	…	…	…	…	…	…	…	…	…	…	…	…
Barbados	1,714	…	13.0	—	1	—	4	1,593	55	4	17	40
Belize	…	…	…	…	…	…	…	…	…	…	…	…
Bermuda	76	68	9.1	—	1	—	2	24	46	1	1	1
Bolivia (Plurinational State of)	…	…	…	…	…	…	…	…	…	…	…	…
Brazil	14,738	47	0.2	162	151	1	952	…	2,951	65	4,135	…
British Virgin Islands	247 [-1]	…	20.4 [-1]	1 [-1]	— [-1]	— [-1]	— [-1]	206 [-1]	…	1 [-1]	3 [-1]	…
Cayman Islands	346 [-2]	…	37.9 [-2]	— [-2]	1 [-2]	— [-2]	11 [-2]	238 [-2]	93 [-2]	— [-2]	3 [-2]	— [-2]
Chile	…	…	…	…	…	…	…	…	…	…	…	…
Colombia	…	…	…	…	…	…	…	…	…	…	…	…
Costa Rica [C]	1,480 [-2]	…	…	1 [-2]	20 [-2]	— [-2]	…	1,058 [-2]	316 [-2]	1 [-2]	1 [-2]	…
Cuba	30,234	…	3.8	210	8	30	2,962	22,520	110	993	2,082	1,319
Dominica	…	…	…	…	…	…	…	…	…	…	…	…
Dominican Republic	…	…	…	…	…	…	…	…	…	…	…	…
Ecuador	…	…	…	…	…	…	…	…	…	…	…	…
El Salvador	764	47	0.5	—	16	—	23	564	161	—	—	—
Grenada	4,235 [-1]	…	63.3 [-1]	10 [-1]	15 [-1]	— [-1]	48 [-1]	354 [-1]	3,503 [-1]	119 [-1]	178 [-1]	8 [-1]
Guatemala	…	…	…	…	…	…	…	…	…	…	…	…
Guyana	40	43	0.5	—	1	—	—	28	1	1	9	—
Haiti	…	…	…	…	…	…	…	…	…	…	…	…
Honduras	…	…	…	…	…	…	…	…	…	…	…	…
Jamaica	…	…	…	…	…	…	…	…	…	…	…	…
Mexico	…	…	…	…	…	…	…	…	…	…	…	…

TABLE 9 TERTIARY EDUCATION / ISCED 5 and 6 / Internationally mobile students by host country and region of origin[t] / 2010

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Host country or territory	MF (1)	% F (2)	Inbound mobility rate (%) (3)	Arab States (4)	Central and Eastern Europe (5)	Central Asia (6)	East Asia and the Pacific (7)	Latin America and the Caribbean (8)	North America and Western Europe (9)	South and West Asia (10)	Sub-Saharan Africa (11)	Unspecified (12)
Montserrat	— [-1]	. [-1]	— [-1]	…	…	…	…	…	…	…	…	…
Netherlands Antilles[a]	…	…	…	…	…	…	…	…	…	…	…	…
Nicaragua	…	…	…	…	…	…	…	…	…	…	…	…
Panama	…	…	…	…	…	…	…	…	…	…	…	…
Paraguay	…	…	…	…	…	…	…	…	…	…	…	…
Peru	…	…	…	…	…	…	…	…	…	…	…	…
Puerto Rico	…	…	…	…	…	…	…	…	…	…	…	…
Saint Kitts and Nevis	— [-2]	. [-2]	— [-2]	…	…	…	…	…	…	…	…	…
Saint Lucia	331	…	16.8	—	—	—	—	32	79	107	15	98
Saint Vincent and the Grenadines	…	…	…	…	…	…	…	…	…	…	…	…
Suriname	…	…	…	…	…	…	…	…	…	…	…	…
Trinidad and Tobago	…	…	…	…	…	…	…	…	…	…	…	…
Turks and Caicos Islands	— [-2]	. [-2]	— [-2]	…	…	…	…	…	…	…	…	…
Uruguay	…	…	…	…	…	…	…	…	…	…	…	…
Venezuela (Bolivarian Republic of)	1,913 [-2]	…	0.1 [-2]	— [-2]	— [-2]	— [-2]	— [-2]	1,853 [-2]	— [-2]	— [-2]	55 [-2]	5 [-2]
NORTH AMERICA AND WESTERN EUROPE												
Andorra	102 [-1]	…	…	…	…	…	…	…	…	…	…	…
Austria	68,619	54	…	679	22,680	742	2,767	…	38,602	1,649	645	…
Belgium	36,126	56	…	546	1,556	109	1,395	586	10,994	887	1,734	18,319
Canada[c]	95,590 [-1]	45 [-1]	…	7,458 [-1]	2,100 [-1]	261 [-1]	36,010 [-1]	7,254 [-1]	16,578 [-1]	10,194 [-1]	6,780 [-1]	8,955 [-1]
Cyprus	10,292	24	31.9	323	672	59	974	14	1,232	6,404	614	—
Denmark	12,582 [-1]	52 [-1]	5.4 [-1]	47 [-1]	2,727 [-1]	45 [-1]	1,059 [-1]	151 [-1]	6,961 [-1]	1,025 [-1]	335 [-1]	232 [-1]
Finland	14,097	40	4.6	178	3,479	96	2,881	…	2,557	2,015	2,511	…
France	259,935	51	…	72,037	21,598	2,021	…	14,357	39,936	4,576	48,063	…
Germany[c]	200,862	…	…	12,648 **	62,758 **	5,820 **	32,989 **	8,745 **	42,049 **	9,232 **	8,783 **	17,838
Gibraltar	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]
Greece	…	…	…	…	…	…	…	…	…	…	…	…
Holy See	…	…	…	…	…	…	…	…	…	…	…	…
Iceland	889	60	…	5	207	2	66	…	549	14	10	…
Ireland	13,489	53 **	…	521	960	39	2,287	…	5,603	1,626	832	…
Israel	…	…	…	…	…	…	…	…	…	…	…	…
Italy	69,905	59	…	3,907	27,265	398	6,108	5,271	10,613	2,825	4,669	8,849
Liechtenstein	592	37	75.2	2	11	—	1	1	577	—	—	—
Luxembourg	1,319 [-2]	…	43.8 [-2]	37 [-2]	182 [-2]	6 [-2]	30 [-2]	17 [-2]	962 [-2]	10 [-2]	72 [-2]	3 [-2]
Malta	32	53	0.3	—	15	1	8	1	7	—	—	—
Monaco	.	.	.	.	.	.	.	.	.	.	.	.
Netherlands[c]	27,968	60	…	209	2,586	71	2,737	678	20,631	305	381	370
Norway	15,737	58	7.0	307	2,782	119	1,306	…	5,292	1,389	1,452	…
Portugal	11,034	52	…	53	662	11	239	3,072	2,467	116	4,387	27
San Marino	…	…	…	…	…	…	…	…	…	…	…	…
Spain	56,018	55	…	4,029	4,887	139	1,178	30,272	13,068	448	1,649	348
Sweden	31,534	41	6.9	473	2,651	307	4,818	…	6,003	8,341	1,606	…
Switzerland	38,195	49	15.4	1,257	4,330	229	1,737	…	25,535	1,122	1,150	…
United Kingdom	389,958	48	…	24,678	32,319	3,234	105,045	…	125,346	60,648	31,744	…
United States of America	684,714	…	3.4	31,216	32,849	5,644	279,595	65,476	80,767	131,080	31,566	26,521
SOUTH AND WEST ASIA												
Afghanistan	— [-1]	. [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]	— [-1]
Bangladesh	1,589 [-1]	…	0.1 [-1]	…	…	…	…	…	…	…	…	…
Bhutan	…	…	…	…	…	…	…	…	…	…	…	…
India	…	…	…	…	…	…	…	…	…	…	…	…
Iran (Islamic Republic of)	3,182	43	0.1	614	33	82	51	5	6	2,211	11	169
Maldives	…	…	…	…	…	…	…	…	…	…	…	…
Nepal	95 [-1]	55 [-1]	0.03 [-1]	— [-1]	— [-1]	— [-1]	21 [-1]	2 [-1]	7 [-1]	65 [-1]	— [-1]	— [-1]
Pakistan	…	…	…	…	…	…	…	…	…	…	…	…
Sri Lanka	…	…	…	…	…	…	…	…	…	…	…	…
SUB-SAHARAN AFRICA												
Angola	6,530	45	9.9	—	—	—	—	—	—	—	6,530	—
Benin	…	…	…	…	…	…	…	…	…	…	…	…

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Botswana	...	...	...	...	...	...	...	...	...	...	...	...
Burkina Faso	2,187 +1	42 +1	3.6 +1	...	...	...	...	...	...	...	...	...
Burundi	1,813	34	6.2	—	—	—	—	—	—	—	1,813	—
Cameroon	1,854	...	0.8	2	1	—	—	1	4	—	1,846	—
Cape Verde	...	...	...	...	...	...	...	...	...	...	...	...
Central African Republic	...	...	...	...	...	...	...	...	...	...	...	...
Chad	80 -2	...	0.4 -2	...	...	...	...	...	...	...	...	...
Comoros	.	.	.	.	.	.	.	.	.	.	.	.
Congo	39	...	0.2	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	...	...	...	...	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	914 -2	28 -2	0.3 -2	...	...	...	...	...	...	...	...	...
Equatorial Guinea	...	...	...	...	...	...	...	...	...	...	...	...
Eritrea	...	...	...	...	...	...	...	...	...	...	...	...
Ethiopia	...	...	...	...	...	...	...	...	...	...	...	...
Gabon	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	...	...	...	...	...	...	...	...	...	...	...	...
Ghana	5,682 +1	...	2.0 +1	6 +1	6 +1	1 +1	32 +1	2 +1	435 +1	7 +1	2,116 +1	3,077 +1
Guinea	748 -2	...	0.9 -2	— -2	— -2	— -2	— -2	— -2	— -2	— -2	...	...
Guinea-Bissau	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	...	...	...	...	...	...	...	...	...	...	...	...
Lesotho	...	...	...	...	...	...	...	...	...	...	...	...
Liberia	...	...	...	...	...	...	...	...	...	...	...	...
Madagascar	1,313	32	1.8	...	...	...	...	...	...	...	...	...
Malawi	117	...	1.1	...	...	...	...	...	...	...	...	...
Mali	462 +1	31 +1	0.5 +1	13 +1	1 +1	— +1	— +1	— +1	— +1	— +1	448 +1	— +1
Mauritius	62 -1	...	...	— -1	— -1	— -1	— -1	— -1	13 -1	11 -1	38 -1	— -1
Mozambique	...	...	...	...	...	...	...	...	...	...	...	...
Namibia	2,004 -2	...	10.2 -2	1 -2	1 -2	— -2	15 -2	2 -2	46 -2	4 -2	1,218 -2	717 -2
Niger	1,125	23	6.6	...	...	...	...	...	...	...	...	...
Nigeria	...	...	...	...	...	...	...	...	...	...	...	...
Rwanda	...	...	...	...	...	...	...	...	...	...	...	...
Sao Tome and Principe	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2
Senegal	...	...	...	...	...	...	...	...	...	...	...	...
Seychelles	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2
Sierra Leone	...	...	...	...	...	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...	...	...	...
South Africa [c]	60,856 -1	47 -1	...	...	...	...	...	...	...	...	43,587 -1	...
Swaziland	...	...	...	...	...	...	...	...	...	...	...	...
Togo	...	...	...	...	...	...	...	...	...	...	...	...
Uganda	...	...	...	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	...	...	...	...	...	...	...	...	...	...	...	...
Zambia	...	...	...	...	...	...	...	...	...	...	...	...
Zimbabwe	884	38	0.9	9	—	—	3	—	—	1	871	—

REGIONAL AVERAGES [u]												
WORLD	**3,572,840**	**47**	**2.0 ****	**249,277**	**387,245**	**120,795**	**1,008,732**	**196,888**	**542,654**	**343,377**	**257,099**	**466,772**
Arab States	219,389	40	2.7 **	44,925	951	1,815	3,124	123	4,711	4,436	8,173	151,131
Central and Eastern Europe	321,270	45	1.5 **	15,672	133,542	72,041	28,925	1,470	26,123	15,059	7,445	20,993
Central Asia	43,782	42	2.1 **	409	12,141	21,203	3,774	24	137	4,972	33	1,089
East Asia and the Pacific	752,253	47	1.4 **	21,678	4,962	5,706	446,049	6,422	33,318	67,407	20,693	146,018
Latin America and the Caribbean	68,306	49	0.3 **	391	226	31	4,093	40,931	8,457	1,315	6,553	6,309
North America and Western Europe	2,060,749	49	5.6 **	161,796	235,260	19,776	520,795	147,867	468,614	243,985	149,585	113,073
South and West Asia	17,629	40	0.1 **	4,171	102	222	1,829	47	788	6,181	1,998	2,291
Sub-Saharan Africa	89,462	45	1.7 **	235	62	1	143	4	507	22	62,619	25,869

TABLE 10 TERTIARY EDUCATION / ISCED 5 and 6 / International flows of mobile students[u] / 2010

REGION	Students from given country studying abroad (outbound mobile students)			Top five destinations (host countries) for outbound mobile students (the number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (inbound - outbound)	
Country or territory	MF (1)	Outbound mobility ratio (%) (2)	Gross outbound enrolment ratio (3)	(4)	(5)	MF (6)	Net flow ratio (%) (7)
ARAB STATES							
Algeria	22,465 **	2.0 **	0.6 **	France (20,066), Canada (366)[-1], U.K. (237), Spain (180), U.S.A. (176)	6,544 **	-15,921 **	-1.4 **
Bahrain	3,831 **	10.7 **	...	U.K. (1,042), Jordan (739), India (435)[-4], U.S.A. (411), Saudi Arabia (248)	8,640 **	4,809 **	13.4 **
Djibouti	1,635 **	51.6 **, -1	1.8 **, -1	France (989), Morocco (309), Cuba (93), Malaysia (73)[-1], India (54)[-4]	— **, +1	-1,635 **, +1	-34.8 **, +1
Egypt	11,627 **	0.4 **	0.1 **	U.S.A. (2,251), U.K. (1,396), Germany (1,275), France (1,256), Saudi Arabia (891)	49,011 **	37,384 **	1.4 **
Iraq	9,640	...	...	Jordan (3,363), Malaysia (1,442)[-1], U.K. (779), U.S.A. (419), Germany (364)	...	...	...
Jordan	10,922 **	4.4 **	1.7 **	Ukraine (2,236), U.S.A. (1,977), U.K. (1,355), Saudi Arabia (752), Malaysia (640)[-1]	27,437 **	16,515 **	6.7 **
Kuwait	12,350 **	...	...	Bahrain (4,852), U.S.A. (2,420), Jordan (1,661), U.K. (1,643), Australia (268)	7,984 **, -1	-4,401 **, -1	...
Lebanon	12,109 **	6.0 **	3.2 **	France (5,137), U.S.A. (1,594), Germany (726), Italy (686), Canada (594)[-1]	30,436 **	18,327 **	9.1 **
Libya	7,009	...	...	U.K. (2,827), Malaysia (1,453)[-1], U.S.A. (1,055), France (277), Canada (243)[-1]	...	...	...
Mauritania	3,527	24.3 **	1.1 **	France (1,357), Morocco (1,326), Tunisia (346)[-1], Saudi Arabia (109), Germany (109)	...	...	...
Morocco	42,800 **	10.1 **, -1	1.3 **, -1	France (27,467), Spain (3,514), Germany (3,306), Italy (1,554), Canada (1,440)[-1]	8,604 **	-34,196 **	...
Oman	4,891 **	6.3 **	1.5 **	Jordan (7,755), Qatar (654), Malaysia (363)[-1], Russian Fed. (311)[-1], Germany (302)	1,787 **	-3,104 **	-4.0 **
Palestine	11,249 **	5.7 **	2.9 **	U.K. (1,212), Jordan (1,051), Australia (517), India (432)[-4], U.S.A. (283)	— **	-11,249 **	-5.7 **
Qatar	2,798 **	20.2 **	2.0 **	U.K. (1,059), U.S.A. (657), Jordan (247), India (231)[-4], Bahrain (164)	5,387 **	2,589 **	18.7 **
Saudi Arabia	41,532 **	4.6 **	1.7 **	U.S.A. (15,670), U.K. (8,055), Australia (5,403), Jordan (4,350), Bahrain (1,639)	26,871 **	-14,661 **	-1.6 **
Sudan (pre-secession)[a]	4,291	...	...	Malaysia (1,449)[-1], Saudi Arabia (378), U.K. (352), Qatar (321), Germany (214)	...	...	...
Syrian Arab Republic	12,651	...	...	France (2,166), Germany (2,021), Jordan (1,810), Ukraine (1,455), Russian Fed. (988)[-1]	...	...	...
Tunisia	19,506 **	5.2 **, -1	1.8 **, -1	France (11,659), Germany (2,657), Romania (1,282), Italy (753), Canada (750)[-1]	2,404 **, -1	-16,383 **, -1	-4.5 **, -1
United Arab Emirates	8,485 **	8.6 **, -1	...	U.K. (2,975), U.S.A. (1,638), Australia (1,433), India (1,110)[-4], France (265)	34,122 **, -1	26,674 **, -1	30.7 **, -1
Yemen	5,959	...	...	Malaysia (2,353)[-1], Jordan (969), Germany (431), Qatar (367), Russian Fed. (316)[-1]	...	...	...
CENTRAL AND EASTERN EUROPE							
Albania	21,194	...	...	Italy (12,234), Greece (4,253)[-3], U.S.A. (783), Germany (644), Turkey (542)	...	...	...
Belarus	28,789 **	4.8 **	3.9 **	Russian Fed. (20,063)[-1], Lithuania (2,113), Poland (2,074)[-1], Germany (1,643), France (496)	8,554 **	-20,235 **	-3.3 **
Bosnia and Herzegovina	12,452	11.8 **	4.4 **	Serbia (5,446), Austria (3,061), Germany (1,044), Turkey (529), Croatia (432)	...	...	...
Bulgaria	23,889 **	8.3 **	4.7 **	Germany (8,014), U.K. (3,365), U.S.A. (2,473), France (2,047), Austria (1,487)	10,060 **	-13,829 **	-4.8 **
Croatia	6,907 **	4.6 **	2.5 **	Austria (1,891), Italy (1,184), Germany (1,013), Slovenia (692), U.S.A. (617)	838 **	-6,069 **	-4.0 **
Czech Republic	11,929 **	2.5 **, -1	1.5 **, -1	Slovakia (4,622), Germany (1,532), U.K. (1,186), Poland (926)[-1], U.S.A. (821)	34,992 **	23,063 **	...
Estonia	3,951 **	5.5 **, -1	3.5 **, -1	U.K. (952), Finland (700), Germany (548), Russian Fed. (543)[-1], U.S.A. (218)	1,087 **, -1	-2,695 **, -1	-3.9 **, -1
Hungary	7,948 **	1.9 **, -1	1.2 **, -1	Germany (1,849), Austria (1,744), U.K. (1,158), U.S.A. (658), France (613)	14,518 **, -1	7,060 **, -1	1.8 **, -1
Latvia	4,720 **	4.2 **	2.5 **	U.K. (1,623), Russian Fed. (711)[-1], Germany (674), U.S.A. (283), Denmark (179)[-1]	1,760 **	-2,960 **	-2.6 **
Lithuania	8,230 **	4.1 **	3.0 **	U.K. (2,913), Germany (1,094), Russian Fed. (821)[-1], Poland (570)[-1], Denmark (496)[-1]	2,973 **	-5,257 **	-2.6 **
Montenegro	3,903	16.4 **	7.8 **	Serbia (3,148), Italy (269), U.S.A. (93), Germany (74), Turkey (55)	...	...	...
Poland	30,895 **	1.5 **, -1	1.1 **, -1	Germany (9,238), U.K. (8,316), France (2,809), U.S.A. (2,244), Austria (1,871)	16,976 **, -1	-15,644 **, -1	-0.7 **, -1
Republic of Moldova	14,064 **	10.8 **	4.1 **	Romania (4,504), Russian Fed. (3,564)[-1], Italy (1,246), Ukraine (1,031), France (922)	1,574 **	-12,490 **	-9.6 **
Romania	25,299 **	2.5 **	1.5 **	Italy (4,174), France (3,856), Germany (3,232), U.K. (3,165), Hungary (2,307)[-1]	13,459 **	-11,840 **	-1.2 **
Russian Federation	49,585 **	0.5 **, -1	0.4 **, -1	Germany (10,342), U.S.A. (4,784), Ukraine (3,931), France (3,822), Kazakhstan (3,600)	129,690 **, -1	82,583 **, -1	0.9 **, -1
Serbia	10,875 **	4.8 **	2.4 **	Austria (1,942), Germany (1,176), Hungary (1,171)[-1], U.S.A. (1,165), TFYR Macedonia (954)[-1]	9,483 **	-1,392 **	-0.6 **
Slovakia	30,835 **	13.1 **	7.2 **	Czech Rep. (22,427), Hungary (2,109)[-1], Austria (1,638), U.K. (1,381), Germany (1,000)	7,946 **	-22,889 **	-9.8 **
Slovenia	2,434 **	2.1 **, -1	1.9 **, -1	Austria (831), Germany (310), Italy (298), U.K. (281), U.S.A. (190)	1,934 **	-500 **	...
The former Yugoslav Rep. of Macedonia	5,166 **	8.4 **	3.2 **	Bulgaria (1,703), Germany (457), Italy (424), Austria (389), Turkey (356)	1,431 **, -1	-4,298 **, -1	-6.6 **, -1
Turkey	49,116 **	1.6 **, -1	0.7 **, -1	U.S.A. (12,287), Germany (11,799), Bulgaria (4,424), Azerbaijan (3,445), U.K. (3,096)	25,838 **	-23,278 **	...
Ukraine	35,066 **	1.3 **	1.1 **	Russian Fed. (12,793)[-1], Germany (6,438), Poland (3,210)[-1], U.S.A. (1,712), France (1,449)	37,674 **	2,608 **	0.1 **
CENTRAL ASIA							
Armenia	5,775 **	3.7 **	1.9 **	Russian Fed. (3,276)[-1], France (777), U.S.A. (371), Germany (311), Greece (175)[-3]	4,016 **	-1,759 **	-1.1 **
Azerbaijan	10,959 **	6.1 **	1.2 **	Russian Fed. (5,717)[-1], Turkey (2,819), U.S.A. (405), Germany (384), U.K. (302)	5,726 **	-5,233 **	-2.9 **
Georgia	8,668 **	8.2 **	2.3 **	Russian Fed. (2,349)[-1], Germany (2,328), Armenia (928), U.S.A. (444), France (419)	832 **	-7,836 **	-7.4 **
Kazakhstan	36,594 **	6.0 **	2.3 **	Russian Fed. (24,772)[-1], Kyrgyzstan (3,107), U.K. (2,054), U.S.A. (1,919), Turkey (711)	11,974 **	-24,620 **	-4.0 **
Kyrgyzstan	4,451 **	1.5 **, -1	0.7 **, -1	Russian Fed. (1,713)[-1], Turkey (565), Germany (524), Kazakhstan (486), U.S.A. (272)	16,425 **	11,974 **	...
Mongolia	9,798 **	5.9 **	3.2 **	Rep. of Korea (2,190), Russian Fed. (1,654)[-1], U.S.A. (1,247), Japan (1,153), Turkey (939)	996 **	-8,802 **	-5.3 **
Tajikistan	6,580 **	4.1 **	0.8 **	Russian Fed. (3,228)[-1], Saudi Arabia (1,238), Kyrgyzstan (1,196), U.S.A. (285), Turkey (194)	3,380 **	-3,200 **	-2.0 **
Turkmenistan	14,523	...	...	Ukraine (3,279), Russian Fed. (2,972)[-1], Turkey (2,163), Belarus (2,059), Kyrgyzstan (1,751)	...	...	...
Uzbekistan	23,447 **	9.6 **, -1	1.0 **, -1	Russian Fed. (9,918)[-1], Kyrgyzstan (5,967), Tajikistan (2,151), Kazakhstan (2,071), Germany (736)	433 **	-23,014 **	...
EAST ASIA AND THE PACIFIC							
Australia	10,330 **	0.8 **	0.6 **	U.S.A. (3,267), New Zealand (2,966), U.K. (1,643), Germany (421), France (352)	271,231 **	260,901 **	20.4 **
Brunei Darussalam	3,208 **	55.5 **	9.6 **	U.K. (1,908), Australia (737), Malaysia (317)[-1], New Zealand (71), U.S.A. (43)	229 **	-2,979 **	-51.6 **
Cambodia	4,060	2.5 **, -2	0.2 **, -2	Thailand (1,009), France (566), Viet Nam (517), Australia (419), U.S.A. (344)	...	...	...
China	562,889 **	1.8 **	0.5 **	U.S.A. (126,498), Australia (87,588), Japan (86,553), U.K. (55,496), Rep. of Korea (45,757)	71,673 **	-491,216 **	-1.6 **
China, Hong Kong SAR	32,842 **	12.4 **	7.4 **	Australia (12,652), U.K. (9,839), U.S.A. (7,963), Canada (1,797)[-1], China, Macao (274)	10,325 **	-22,517 **	-8.5 **
China, Macao SAR	1,733 **	5.9 **	3.8 **	Australia (718), U.S.A. (464), U.K. (254), China, Hong Kong (93), Canada (87)[-1]	13,508 **	11,775 **	39.9 **

REGION	Students from given country studying abroad (outbound mobile students)			Top five destinations (host countries) for outbound mobile students (the number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (inbound - outbound)	
Country or territory	MF (1)	Outbound mobility ratio (%) (2)	Gross outbound enrolment ratio (3)	(4)	(5)	MF (6)	Net flow ratio (%) (7)
Cook Islands	235 **	...	14.7 **	Fiji (184)[-2], Papua New Guinea (19)[-12], Romania (16), U.S.A. (9), Australia (2)	.	...	...
Democratic People's Rep. of Korea	2,079	...	...	Australia (736), Canada (288)[-1], France (170), India (168)[-4], Philippines (142)[-2]	...	...	...
Fiji	1,647 **	...	...	New Zealand (685), Australia (572), U.S.A. (156), India (37)[-4], Samoa (35)[-10]	7,444 **, -2	5,718 **, -2	...
Indonesia	34,067 **	0.7 **	0.2 **	Australia (10,135), Malaysia (8,604)[-1], U.S.A. (6,882), Japan (1,974), Germany (1,676)	6,437 **	-27,630 **	-0.6 **
Japan	40,487 **	1.1 **	0.6 **	U.S.A. (24,622), U.K. (3,354), Australia (2,413), Canada (1,815)[-1], Germany (1,784)	141,599 **	101,112 **	2.6 **
Kiribati	1,034 **	...	9.6 **, -1	Fiji (850)[-2], Australia (76), Cuba (34), U.S.A. (31), New Zealand (19)	.[-2]	...	...
Lao People's Democratic Republic	3,854 **	3.3 **	0.5 **	Viet Nam (1,744), Thailand (1,254), Japan (275), Australia (163), France (102)	725 **	-3,129 **	-2.6 **
Malaysia	53,884 **	5.5 **, -1	2.2 **, -1	Australia (19,578), U.K. (12,453), U.S.A. (6,135), Russian Fed. (2,671)[-1], Indonesia (2,516)	57,824 **, -1	3,168 **, -1	0.3 **, -1
Marshall Islands	235	...	...	Fiji (132)[-2], U.S.A. (51), Spain (37), Papua New Guinea (6)[-12], Australia (3)	...	...	...
Micronesia (Federated States of)	...	...	...	U.S.A. (114), Fiji (22)[-2], Australia (3), Japan (3), U.K. (3)	...	...	...
Myanmar	6,288	...	...	Russian Fed. (1,627)[-1], Thailand (1,205), Japan (1,011), U.S.A. (689), Australia (590)	...	...	...
Nauru	141	...	...	Fiji (102)[-2], Cuba (17), Australia (13), Thailand (4), U.S.A. (2)	...	...	...
New Zealand	4,694 **	1.8 **	1.5 **	Australia (2,500), U.S.A. (1,093), U.K. (503), Germany (104), Japan (78)	37,878 **	33,184 **	12.5 **
Niue	75 **	...	32.6 **, -1	U.S.A. (36), Fiji (31)[-2], Australia (5)	.[-2]	...	...
Palau	44	...	2.8	U.S.A. (32), Australia (3), Japan (2), New Zealand (2), Germany (2)	...	...	...
Papua New Guinea	1,032	...	...	Australia (675), New Zealand (84), Brazil (75), U.S.A. (52), Malaysia (44)[-1]	...	...	...
Philippines	11,748 **	0.3 **, -2	0.1 **, -2	U.S.A. (3,781), U.K. (1,772), Australia (1,596), Saudi Arabia (1,152), Japan (614)	2,665 **, -2	-6,011 **, -2	-0.2 **, -2
Republic of Korea	126,447 **	3.9 **	4.0 **	U.S.A. (71,514), Japan (25,660), Australia (7,311), U.K. (4,347), Canada (4,326)[-1]	59,194 **	-67,253 **	-2.1 **
Samoa	678	...	...	Fiji (427)[-2], Australia (83), New Zealand (81), U.S.A. (43), Papua New Guinea (13)[-12]	...	...	...
Singapore	20,030 **	9.4 **	...	Australia (10,086), U.S.A. (4,015), U.K. (3,702), Malaysia (624)[-1], Canada (345)[-1]	48,623 **	28,593 **	13.4 **
Solomon Islands	3,139 **	...	6.3 **, -1	Fiji (2,747)[-2], Australia (120), Papua New Guinea (104)[-12], New Zealand (58), Cuba (50)	.[-2]	...	...
Thailand	26,233 **	1.1 **	0.5 **	U.S.A. (8,455), U.K. (5,348), Australia (4,229), Japan (2,419), Malaysia (1,301)[-1]	19,052 **	-7,181 **	-0.3 **
Timor-Leste	3,699	20.2 **, -1	3.4 **, -1	Indonesia (2,675), Cuba (702), Saudi Arabia (107), Australia (88), Portugal (37)	...	...	...
Tokelau	63 **	...	52.0 **, -1	Fiji (63)[-2]	.[-2]	...	...
Tonga	1,507	...	...	Fiji (750)[-2], New Zealand (513), U.S.A. (101), Australia (56), Japan (34)	...	...	...
Tuvalu	428 **	...	39.7 **, -1	Fiji (348)[-2], Cuba (20), New Zealand (17), Samoa (17)[-10], Australia (16)	.[-2]	...	...
Vanuatu	1,773	...	...	Fiji (1,539)[-2], Papua New Guinea (68)[-12], Australia (66), New Zealand (40), Cuba (27)	...	...	...
Viet Nam	47,979 **	2.4 **	0.5 **	U.S.A. (12,996), Australia (9,609), France (5,820), Japan (3,280), Russian Fed. (3,117)[-1]	3,260 **	-44,719 **	-2.2 **
LATIN AMERICA AND THE CARIBBEAN							
Anguilla	129 **	279.0 **, -2	13.9 **, -2	U.S.A. (64), U.K. (40), Canada (9)[-1], Barbados (7), Antigua/Barbuda (3)	—**, -2	-129 **, -2	279.0 **, -2
Antigua and Barbuda	662 **	56.6 **	9.3 **	U.S.A. (211), Cuba (167), Barbados (100), Canada (63)[-1], U.K. (44)	164 **	-498 **	-42.6 **
Argentina	9,314	0.4 **, -1	0.3 **, -1	Spain (3,005), U.S.A. (2,146), Cuba (827), France (782), Brazil (757)	...	...	...
Aruba	393 **	16.9 **	5.2 **	Brazil (306), U.S.A. (71), Grenada (5)[-1], U.K. (4), Canada (3)[-1]	63 **	-330 **	-14.2 **
Bahamas	2,723	...	...	U.S.A. (1,812), Canada (405)[-1], U.K. (192), Trinidad/Tobago (85)[-7], Jamaica (77)[-10]	...	...	...
Barbados	1,282 **	9.7 **	6.4 **	U.S.A. (357), U.K. (306), Trinidad/Tobago (200)[-7], Canada (162)[-1], Jamaica (115)[-10]	1,714 **	432 **	3.3 **
Belize	844	12.0 **	2.6 **	U.S.A. (411), Cuba (199), Barbados (58), Jamaica (33)[-10], Canada (33)[-1]	...	...	...
Bermuda	1,234 **	148.0 **	29.0 **	U.S.A. (425), Canada (393)[-1], U.K. (393), Australia (11), Grenada (5)[-1]	76 **	-1,158 **	-138.8 **
Bolivia (Plurinational State of)	10,056	...	...	Cuba (5,108), Spain (1,060), U.S.A. (1,030), Venezuela (796)[-2], Argentina (491)[-10]	...	...	...
Brazil	27,148 **	0.4 **	0.2 **	U.S.A. (8,708), France (3,540), Portugal (2,801), Germany (2,251), Spain (1,969)	14,738 **	-12,410 **	-0.2 **
British Virgin Islands	393 **	30.5 **, -1	19.6 **, -1	U.K. (155), U.S.A. (121), Malaysia (62)[-1], Philippines (25)[-2], Barbados (13)	247 **, -1	-122 **, -1	-10.1 **, -1
Cayman Islands	324 **	39.0 **, -2	11.9 **, -2	U.S.A. (157), U.K. (121), Canada (36)[-1], Ireland (3), Australia (2)	346 **, -2	-10 **, -2	-1.1 **, -2
Chile	8,850 **	0.9 **, -1	0.5 **, -1	U.S.A. (2,037), Spain (1,881), France (802), Germany (675), Argentina (656)[-10]	2,222 **, -1	-5,799 **, -1	-0.7 **, -1
Colombia	22,153	1.3 **	0.5 **	U.S.A. (6,859), Spain (5,792), France (2,578), Germany (1,292), Australia (1,094)	...	...	...
Costa Rica	2,106 **	...	...	U.S.A. (1,079), Cuba (228), Spain (186), Germany (123), France (96)	1,480 **, -2	-392 **, -2	...
Cuba	1,820 **	0.2 **	0.2 **	Spain (958), Germany (124), Italy (118), France (117), U.S.A. (87)	30,234 **	28,414 **	3.5 **
Dominica	781	295.3 **, -2	10.5 **, -2	U.S.A. (298), Barbados (92), Cuba (84), Venezuela (66)[-2], France (43)	...	...	...
Dominican Republic	3,306	...	...	U.S.A. (1,388), Spain (1,118), Cuba (352), Italy (96), France (85)	...	...	...
Ecuador	9,813	1.6 **, -2	0.7 **, -2	Spain (2,825), U.S.A. (2,212), Cuba (1,711), Italy (686), France (362)	...	...	...
El Salvador	3,101 **	2.1 **	0.5 **	U.S.A. (1,197), Cuba (841), Spain (263), France (176), Honduras (100)[-7]	764 **	-2,337 **	-1.6 **
Grenada	557 **	9.1 **, -1	4.8 **, -1	U.S.A. (229), Cuba (108), Barbados (73), U.K. (42), Trinidad/Tobago (40)[-7]	4,235 **, -1	3,623 **, -1	54.2 **, -1
Guatemala	2,723	...	...	U.S.A. (983), Cuba (621), Spain (236), El Salvador (112), Honduras (102)[-7]	...	...	...
Guyana	812 **	10.2 **	1.2 **	U.S.A. (293), Canada (138)[-1], Barbados (79), U.K. (68), France (62)	40 **	-772 **	-9.7 **
Haiti	3,586	...	...	France (1,248), U.S.A. (1,003), Cuba (604), Canada (423)[-1], Venezuela (62)[-2]	...	...	...
Honduras	2,925	1.7 **, -2	0.3 **, -2	U.S.A. (1,325), Cuba (919), Spain (230), El Salvador (72), France (56)	...	...	...
Jamaica	5,406	7.6 **	2.2 **	U.S.A. (3,499), Canada (432)[-1], U.K. (405), Cuba (267), Barbados (190)	...	...	...
Mexico	25,836	0.9 **	0.3 **	U.S.A. (13,331), Spain (2,933), France (1,954), Germany (1,503), U.K. (1,337)	...	...	...
Montserrat	68 **	111.5 **	...	U.K. (17), U.S.A. (15), Barbados (10), Ireland (10), Antigua/Barbuda (4)	—**, -1	-68 **, -1	-96.4 **, -1
Netherlands Antilles[a]	16	...	...	Aruba (9), Australia (4)	...	...	...
Nicaragua	2,508	...	...	Cuba (951), Costa Rica (402)[-2], U.S.A. (380), Venezuela (173)[-2], Honduras (117)[-7]	...	...	...
Panama	2,403	1.8 **, -1	0.8 **, -1	U.S.A. (1,072), Cuba (558), Spain (203), Chile (104)[-1], Germany (56)	...	...	...

TABLE 10 TERTIARY EDUCATION / ISCED 5 and 6 / International flows of mobile students[u] / 2010

REGION / Country or territory	Students from given country studying abroad (outbound mobile students)			Top five destinations (host countries) for outbound mobile students (the number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (inbound - outbound)	
	MF (1)	Outbound mobility ratio (%) (2)	Gross outbound enrolment ratio (3)	(4)	(5)	MF (6)	Net flow ratio (%) (7)
Paraguay	2,744	1.1 **, -1	0.4 **, -1	Cuba (685), Brazil (536), Argentina (392)-10, Spain (371), U.S.A. (337)	...	...	...
Peru	15,507	1.3 **	0.6 **	Spain (3,864), U.S.A. (3,250), Italy (1,559), Cuba (1,340), France (1,103)	...	...	...
Puerto Rico	...	...	...	...	...	...	...
Saint Kitts and Nevis	491 **	57.3 **, -2	10.4 **, -2	U.S.A. (242), Cuba (55), Barbados (54), Jamaica (30)-10, Jamaica (30)-10	— **, -2	-491 **, -2	-57.2 **, -2
Saint Lucia	1,414 **	71.7 **	8.1 **	U.S.A. (524), Cuba (269), Trinidad/Tobago (136)-7, Canada (129)-1, U.K. (125)	331 **	-1,083 **	-54.9 **
Saint Vincent and the Grenadines	907	...	...	Barbados (261), U.S.A. (123), U.K. (122), Cuba (120), Trinidad/Tobago (72)-7	...	...	...
Suriname	774	...	...	Netherlands (443), U.S.A. (100), France (77), Belgium (76), Serbia (22)	...	...	...
Trinidad and Tobago	5,625	...	...	U.S.A. (2,381), Canada (1,329)-1, U.K. (888), Barbados (434), Grenada (229)-1	...	...	...
Turks and Caicos Islands	227 **	... **, -2	9.5 **, -2	U.S.A. (145), U.K. (52), Canada (9)-1, Jamaica (8)-10, Cayman Islands (7)-2	— **, -2	-227 **, -2	...
Uruguay	2,692	1.5 **, -1	1.0 **, -1	Spain (652), Argentina (500)-10, Brazil (407), U.S.A. (387), Cuba (373)	...	...	...
Venezuela (Bolivarian Republic of)	13,234 **	0.6 **, -1	0.5 **, -1	U.S.A. (4,914), Cuba (3,144), Spain (2,550), France (550), Germany (353)	1,913 **, -2	-10,269 **, -2	-0.5 **, -2
NORTH AMERICA AND WESTERN EUROPE							
Andorra	1,243 **	261.0 **, -2	29.3 **, -2	Spain (999), France (145), Saudi Arabia (59), Portugal (14), U.S.A. (11)	102 **, -1	-1,208 **, -1	...
Austria	12,721 **	3.7 **, -1	2.3 **, -1	Germany (6,680), U.K. (1,472), U.S.A. (985), Switzerland (970), France (479)	68,619 **	55,898 **	...
Belgium	10,770 **	2.4 **, -1	1.6 **, -1	France (3,238), U.K. (2,723), Netherlands (1,136), Germany (936), U.S.A. (838)	36,126 **	25,356 **	...
Canada	45,090 **	...	...	U.S.A. (27,896), U.K. (5,508), Australia (4,320), France (1,442), Ireland (594)	95,590 **, -1	49,591 **, -1	...
Cyprus	25,340 **	78.6 **	43.0 **	Greece (11,449)-3, U.K. (11,342), U.S.A. (581), Hungary (282)-1, Bulgaria (272)	10,292 **	-15,048 **	-46.7 **
Denmark	5,228 **	2.2 **, -1	1.6 **, -1	U.K. (1,536), U.S.A. (980), Norway (806), Germany (359), Sweden (229)	12,582 **, -1	7,442 **, -1	3.2 **, -1
Finland	7,282 **	2.4 **	2.2 **	U.K. (1,737), Sweden (1,386), Germany (697), U.S.A. (657), Estonia (602)-1	14,097 **	6,815 **	2.2 **
France	54,407 **	2.4 **, -1	1.3 **, -1	U.K. (13,602), U.S.A. (7,648), Switzerland (6,006), Canada (5,859)-1, Germany (5,834)	259,935 **	205,528 **	...
Germany	103,110 **	...	...	Austria (25,186), Netherlands (17,052), U.K. (15,162), Switzerland (10,808), U.S.A. (9,463)	200,862 **	97,752 **	...
Gibraltar	668 **	...	...	U.K. (625), U.S.A. (18), Saudi Arabia (18), Ireland (4), Brazil (2)	. -2	...	...
Greece	29,074	...	...	U.K. (11,733), Italy (3,476), Germany (2,762), France (1,902), U.S.A. (1,821)	...	...	...
Holy See	22 **	...	...	U.K. (7), Brazil (4), Germany (4), Spain (3)	...	...	...
Iceland	2,635 **	15.5 **, -1	11.5 **, -1	Denmark (1,009)-1, U.S.A. (403), Norway (300), U.K. (288), Sweden (194)	889 **	-1,746 **	...
Ireland	19,617 **	10.0 **, -1	6.1 **, -1	U.K. (16,469), U.S.A. (1,201), France (407), Germany (301), Australia (244)	13,489 **	-6,128 **	...
Israel	13,565	3.9 **, -1	2.4 **, -1	Jordan (2,913), U.S.A. (2,753), Italy (1,525), Germany (1,500), Hungary (795)-1	...	...	...
Italy	39,761 **	1.8 **, -1	1.2 **, -1	Austria (7,594), U.K. (6,484), France (5,851), Germany (5,171), U.S.A. (4,036)	69,905 **	30,144 **	...
Liechtenstein	965 **	122.6 **	44.1 **	Switzerland (736), Austria (167), Germany (19), U.K. (16), Australia (8)	592 **	-373 **	-47.3 **
Luxembourg	6,996 **	207.8 **, -2	21.9 **, -2	Germany (2,879), France (1,388), U.K. (957), Austria (653), Belgium (451)	1,319 **, -2	-4,939 **, -2	-164.0 **, -2
Malta	1,199 **	11.1 **	3.9 **	U.K. (989), Germany (32), U.S.A. (32), Italy (24), France (17)	32 **	-1,167 **	-10.8 **
Monaco	441	...	...	France (326), U.K. (54), U.S.A. (23), Switzerland (15), Australia (8)	.	-441	...
Netherlands	12,374 **	1.8 **, -1	1.1 **, -1	U.K. (3,208), Belgium (3,117), U.S.A. (1,814), Germany (840), France (712)	27,968 **	15,594 **	...
Norway	12,973 **	5.8 **	4.3 **	U.K. (3,295), Denmark (1,872)-1, Australia (1,462), U.S.A. (1,454), Poland (1,169)-1	15,737 **	2,764 **	1.2 **
Portugal	12,904 **	3.3 **, -1	2.1 **, -1	France (3,049), U.K. (2,662), Spain (2,561), U.S.A. (1,006), Brazil (830)	11,034 **	-1,870 **	...
San Marino	800	85.4 **	...	Italy (776), U.K. (15), Romania (2), Switzerland (2), U.S.A. (2)	...	...	...
Spain	22,919 **	1.2 **, -1	0.9 **, -1	U.K. (5,617), Germany (4,144), France (4,129), U.S.A. (3,936), Portugal (855)	56,018 **	33,099 **	...
Sweden	14,794 **	3.3 **	2.4 **	U.K. (3,159), U.S.A. (3,088), Denmark (1,524)-1, Norway (1,388), Poland (833)-1	31,534 **	16,740 **	3.7 **
Switzerland	11,152 **	4.5 **	2.5 **	U.K. (2,260), Germany (2,127), France (1,770), U.S.A. (1,273), Austria (872)	38,195 **	27,043 **	10.9 **
U.K.	23,039 **	0.9 **, -1	0.5 **, -1	U.S.A. (8,783), France (2,704), Ireland (1,804), Australia (1,661), Germany (1,342)	389,958 **	366,920 **	...
United States of America	51,565 **	0.3 **	0.2 **	U.K. (13,855), Canada (7,080)-1, Germany (3,569), France (3,435), Australia (3,018)	684,714 **	633,149 **	3.1 **
SOUTH AND WEST ASIA							
Afghanistan	5,757 **	4.2 **, -1	0.1 **, -1	Iran (2,132), Turkey (796), U.S.A. (422), Germany (285), Russian Fed. (282)-1	— **, -1	-5,757 **, -1	-6.0 **, -1
Bangladesh	20,831 **	1.2 **, -1	0.1 **, -1	U.K. (4,140), Australia (2,656), U.S.A. (2,596), Cyprus (2,471), Japan (1,693)	1,589 **, -1	-17,138 **, -1	-1.1 **, -1
Bhutan	1,229	22.3 **	1.6 **	India (365)-4, Australia (334), Thailand (243), U.S.A. (125), Canada (33)-1	...	...	...
India	200,621	1.0 **	0.2 **	U.S.A. (103,968), U.K. (38,205), Australia (20,429), New Zealand (6,650), Canada (4,617)-1	...	...	...
Iran (Islamic Republic of)	38,380 **	1.0 **	0.4 **	Malaysia (6,588)-1, U.S.A. (4,689), U.K. (3,163), Germany (2,745), Canada (2,364)-1	3,182 **	-35,198 **	-0.9 **
Maldives	1,897	38.3 **, -2	4.8 **, -2	Malaysia (1,092)-1, Australia (231), U.K. (143), Saudi Arabia (125), New Zealand (54)	...	...	...
Nepal	24,238 **	6.4 **	...	U.S.A. (11,134), Australia (4,986), Japan (1,641), India (1,252)-4, U.K. (1,121)	95 **, -1	-22,197 **, -1	-7.7 **, -1
Pakistan	34,290	2.8 **, -2	0.2 **, -2	U.K. (9,754), U.S.A. (5,176), Australia (3,078), Sweden (3,044), Canada (1,560)-1	...	...	...
Sri Lanka	16,135	6.4 **	1.0 **	Australia (4,153), U.K. (3,904), U.S.A. (2,931), Japan (929), Malaysia (812)-1	...	...	...
SUB-SAHARAN AFRICA							
Angola	7,052 **	10.6 **	0.4 **	Portugal (1,654), Brazil (1,631), South Africa (1,135)-1, U.S.A. (610), Russian Fed. (382)-1	6,530 **	-522 **	-0.8 **
Benin	3,549	4.2 **, -1	0.4 **, -1	France (1,930), U.S.A. (339), Canada (219)-1, Morocco (186), Germany (121)	...	...	...
Botswana	8,562	...	...	South Africa (4,849)-1, Malaysia (1,598)-1, U.K. (668), Australia (364), Canada (240)-1	...	...	...
Burkina Faso	2,925 **	5.7 **	0.2 **	France (1,197), U.S.A. (674), Morocco (220), Canada (216)-1, Niger (96)	2,187 **, +1	-745 **, +1	-1.2 **, +1
Burundi	1,218 **	4.2 **	0.1 **	France (384), U.S.A. (112), Canada (111)-1, Norway (90), Russian Fed. (82)-1	1,813 **	595 **	2.0 **
Cameroon	20,093 **	9.1 **	1.0 **	France (6,264), Germany (5,121), Italy (2,292), U.S.A. (1,864), Belgium (671)	1,854 **	-18,239 **	-8.3 **
Cape Verde	5,176	51.0 **	9.1 **	Angola (1,959), Portugal (1,774), Brazil (892), France (158), Spain (94)	...	...	...
Central African Republic	1,075	9.6 **	0.2 **	France (591), Ireland (177), Morocco (105), Cameroon (69), U.S.A. (32)	...	...	...

REGION	Students from given country studying abroad (outbound mobile students)			Top five destinations (host countries) for outbound mobile students (the number of students from given country studying in the host countries is shown in brackets)	Number of students from abroad studying in given country (inbound mobile students)	Net flow of mobile students (inbound - outbound)	
Country or territory	MF (1)	Outbound mobility ratio (%) (2)	Gross outbound enrolment ratio (3)	(4)	(5)	MF (6)	Net flow ratio (%) (7)
Chad	3,205 **	14.5 **	0.3 **	Cameroon (1,336), France (441), C. African Rep. (397)[-4], Morocco (235), Russian Fed. (168)[-1]	80 **, -2	-2,967 **, -2	-15.6 **, -2
Comoros	3,100 **	60.9 **	4.8 **	France (1,493), Madagascar (1,157), Morocco (232), Spain (64), U.S.A. (50)	.	-3,100	-60.9
Congo	5,986 **	29.4 **	1.6 **	France (2,872), Burundi (999), Italy (368), Morocco (317), Russian Fed. (296)[-1]	39 **	-5,947 **	-29.2 **
Côte d'Ivoire	6,197	...	...	France (3,544), U.S.A. (859), Morocco (354), Canada (354)[-1], Germany (182)	...	...	...
Democratic Republic of the Congo	5,426 **	1.4 **, -1	0.1 **, -1	South Africa (1,815)[-1], Angola (1,306), France (757), U.S.A. (247), Italy (158)	914 **, -2	-4,166 **, -2	-1.3 **, -2
Equatorial Guinea	1,197	...	...	Spain (711), Russian Fed. (121)[-1], Cuba (88), U.S.A. (77), Morocco (52)	...	...	...
Eritrea	869	8.5 **	0.2 **	U.S.A. (163), Saudi Arabia (140), Jordan (101), Italy (91), Malaysia (74)[-1]	...	...	...
Ethiopia	5,093	1.2 **	0.1 **	U.S.A. (1,539), Finland (467), Germany (350), Sweden (325), Norway (299)	...	...	...
Gabon	5,793	...	...	France (4,205), South Africa (327)[-1], U.S.A. (303), Canada (189)[-1], Germany (187)	...	...	...
Gambia	970	15.5 **, -2	0.6 **, -2	U.K. (305), U.S.A. (296), Venezuela (55)[-2], Canada (42)[-1], Malaysia (33)[-1]	...	...	...
Ghana	7,845 **	3.8 **, -1	0.3 **, -1	U.S.A. (2,925), U.K. (1,881), Finland (395), Germany (313), Canada (306)[-1]	5,682 **, +1	-2,188 **, +1	-0.8 **, +1
Guinea	5,494 **	5.5 **, -2	0.5 **, -2	France (3,631), Morocco (518), Spain (178), U.S.A. (178), Canada (162)[-1]	748 **, -2	-3,652 **, -2	-4.6 **, -2
Guinea-Bissau	2,115	...	...	Brazil (830), Angola (653), Russian Fed. (114)[-1], Portugal (114), Morocco (99)	...	...	...
Kenya	13,285	8.1 **, -1	0.3 **, -1	U.S.A. (5,336), U.K. (2,410), Australia (1,411), Malaysia (618)[-1], India (508)[-4]	...	...	...
Lesotho	4,206	...	...	South Africa (4,004)[-1], U.S.A. (48), Cuba (33), U.K. (29), Australia (15)	...	...	...
Liberia	583	...	...	U.S.A. (229), Norway (61), Ghana (53)[1], Morocco (48), Saudi Arabia (35)	...	...	...
Madagascar	4,128 **	5.5 **	0.2 **	France (3,465), U.S.A. (141), Morocco (112), Canada (78)[-1], Germany (60)	1,313 **	-2,815 **	-3.8 **
Malawi	2,053 **	19.9 **	0.1 **	South Africa (854)[-1], U.K. (466), U.S.A. (272), Australia (94), Namibia (54)[-2]	117 **	-1,936 **	-18.8 **
Mali	3,825 **	4.7 **	0.3 **	France (1,940), U.S.A. (496), Morocco (450), Canada (225)[-1], Niger (202)	462 **, +1	-3,370 **, +1	-3.8 **, +1
Mauritius	7,631 **	30.1 **, -2	7.5 **, -2	France (1,658), U.K. (1,556), Australia (1,533), South Africa (1,108)[-1], India (497)[-4]	62 **, -1	-7,858 **, -1	...
Mozambique	2,715	...	...	South Africa (823)[-1], Angola (653), Portugal (492), Brazil (122), U.S.A. (87)	...	...	...
Namibia	7,832 **	42.5 **, -2	3.8 **, -2	South Africa (7,264)[-1], Cuba (141), Russian Fed. (99)[-1], U.S.A. (75), U.K. (66)	2,004 **, -2	-6,374 **, -2	-32.3 **, -2
Niger	2,235 **	13.1 **	0.2 **	France (740), Morocco (305), Togo (234)[-3], U.S.A. (226), Malaysia (190)[-1]	1,125 **	-1,110 **	-6.5 **
Nigeria	38,851	...	...	U.K. (16,486), U.S.A. (6,510), Malaysia (5,443)[-1], Ghana (1,649)[1], Canada (1,302)[-1]	...	...	...
Rwanda	2,756	4.4 **	0.2 **	Burundi (697), France (599), U.S.A. (447), South Africa (193)[-1], Canada (93)[-1]	...	...	...
Sao Tome and Principe	2,442 **	318.8 **	14.3 **	Angola (1,959), Portugal (187), Brazil (100), Cuba (80), Morocco (44)	. -2	...	...
Senegal	11,928	13.0 **	1.0 **	France (9,278), U.S.A. (618), Canada (612)[-1], Morocco (504), Germany (165)	...	...	...
Seychelles	398 **	...	6.9 **, -2	U.K. (104), Australia (49), South Africa (48)[-1], France (41), Ireland (37)	. -2	...	...
Sierra Leone	684	...	...	U.K. (201), U.S.A. (171), Saudi Arabia (47), Ghana (38)[1], Germany (31)	...	...	...
Somalia	2,110	...	...	Malaysia (1,030)[-1], Saudi Arabia (194), Jordan (163), U.K. (98), Qatar (90)	...	...	...
South Africa	6,166 **	...	...	U.S.A. (1,641), U.K. (1,543), Australia (839), Cuba (377), Malaysia (198)[-1]	60,856 **, -1	54,629 **, -1	...
Swaziland	3,870	...	...	South Africa (3,453)[-1], U.S.A. (139), Zimbabwe (131), U.K. (39), Russian Fed. (29)[-1]	...	...	...
Togo	2,878	...	...	France (1,326), U.S.A. (307), Germany (301), Italy (207), Morocco (191)	...	...	...
Uganda	3,364	2.9 **, -1	0.1 **, -1	U.K. (961), U.S.A. (844), Malaysia (370)[-1], Canada (150)[-1], Germany (124)	...	...	...
United Republic of Tanzania	5,610	6.6 **	0.1 **	U.K. (1,119), U.S.A. (1,088), Malaysia (672)[-1], South Africa (651)[-1], Russian Fed. (303)[-1]	...	...	...
Zambia	4,951	...	...	South Africa (1,529)[-1], U.S.A. (635), U.K. (606), Australia (510), Namibia (419)[-2]	...	...	...
Zimbabwe	19,658 **	20.8 **	1.3 **	South Africa (14,359)[-1], U.K. (1,413), U.S.A. (1,149), Australia (1,132), Malaysia (460)[-1]	884 **	-18,774 **	-19.8 **
REGIONAL AVERAGES[v]							
WORLD	**3,572,840 ** **	**2.0 ** **	**0.6 ** **	**North America and Western Europe (57.7%), East Asia and the Pacific (21.1%), Central and Eastern Europe (9.0%), Arab States (6.1%), Sub-Saharan Africa (2.5%), Latin America and the Caribbean (2.0%), Central Asia (1.2%), South and West Asia (0.5%)**	**3,572,840**	**—**	**—**
Arab States	249,277 **	3.1 **	0.7 **	North America and Western Europe (65.0%), Arab States (18.0%), East Asia and the Pacific (8.7%), Central and Eastern Europe (6.3%), South and West Asia (1.7%), Central Asia (0.2%), Latin America and the Caribbean (0.2%), Sub-Saharan Africa (0.1%)	219,389	-29,888 **	-0.4 **
Central and Eastern Europe	387,245 **	1.8 **	1.2 **	North America and Western Europe (60.8%), Central and Eastern Europe (34.5%), Central Asia (3.1%), East Asia and the Pacific (1.3%), Arab States (0.2%), Latin America and the Caribbean (0.1%), South and West Asia (0.03%), Sub-Saharan Africa (0.02%)	321,270	-65,975 **	-0.3 **
Central Asia	120,795 **	5.8 **	1.4 **	Central and Eastern Europe (60.0%), Central Asia (17.6%), North America and Western Europe (16.4%), East Asia and the Pacific (4.7%), Arab States (1.5%), South and West Asia (0.2%), Latin America and the Caribbean (0.03%), Sub-Saharan Africa (0.001%)	43,782	-77,013 **	-3.7 **
East Asia and the Pacific	1,008,732 **	1.8 **	0.5 **	North America and Western Europe (51.6%), East Asia and the Pacific (44.2%), Central and Eastern Europe (2.9%), Latin America and the Caribbean (0.4%), Central Asia (0.4%), Arab States (0.3%), South and West Asia (0.2%), Sub-Saharan Africa (0.01%)	752,253	-256,479 **	-0.5 **
Latin America and the Caribbean	196,888 **	0.9 **	0.4 **	North America and Western Europe (75.1%), Latin America and the Caribbean (20.8%), East Asia and the Pacific (3.3%), Central and Eastern Europe (0.7%), Arab States (0.1%), South and West Asia (0.02%), Central Asia (0.01%), Sub-Saharan Africa (0.002%)	68,306	-128,582 **	-0.6 **
North America and Western Europe	542,654 **	1.5 **	1.1 **	North America and Western Europe (86.4%), East Asia and the Pacific (6.1%), Central and Eastern Europe (4.8%), Latin America and the Caribbean (1.6%), Arab States (0.9%), South and West Asia (0.1%), Sub-Saharan Africa (0.1%), Central Asia (0.03%)	2,060,749	1,518,095 **	4.1 **
South and West Asia	343,377 **	1.2 **	0.2 **	North America and Western Europe (71.1%), East Asia and the Pacific (19.6%), Central and Eastern Europe (4.4%), South and West Asia (1.8%), Central Asia (1.4%), Arab States (1.3%), Latin America and the Caribbean (0.4%), Sub-Saharan Africa (0.007%)	17,629	-325,748 **	-1.2 **
Sub-Saharan Africa	257,099 **	4.9 **	0.3 **	North America and Western Europe (58.2%), Sub-Saharan Africa (24.4%), East Asia and the Pacific (8.0%), Arab States (3.2%), Central and Eastern Europe (2.9%), Latin America and the Caribbean (2.5%), South and West Asia (0.8%), Central Asia (0.01%)	89,462	-167,637 **	-3.2 **
World not specified[l]	466,772 **	.	.	.	.	.	.

TABLE 11

TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by broad fields of education / 2010

REGION	Graduates		Graduates by field of education as a percentage of total							
			Science and technology fields						Other fields	
			Total		Science		Engineering, manufacturing and construction		Total	
Country or territory	MF (000) (1)	%F (2)	MF (3)	%F (4)	MF (5)	%F (6)	MF (7)	%F (8)	MF (9)	%F (10)
ARAB STATES										
Algeria	158	61	28	49	14	65	14	32	72	66
Bahrain	...	...	...	...	...	...	...	...	...	...
Djibouti	1 -1	...	46 -1	...	28 -1	...	19 -1	...	54 -1	...
Egypt d	414	51	...	...	...	...	...	...	...	...
Iraq	...	...	...	...	...	...	...	...	...	...
Jordan d	...	...	...	...	...	...	...	...	...	...
Kuwait	...	...	...	...	...	...	...	...	...	...
Lebanon	35	56	25	43	12	62	13	26	75	60
Libya	...	...	...	...	...	...	...	...	...	...
Mauritania	...	...	...	...	...	...	.	.	...	...
Morocco	76	47	35	38	23	45	12	26	64	52
Oman	14	59	39	50	22	67	17	29	61	64
Palestine	30	59	17	44	9	54	7	30	83	61
Qatar	2	63	24	44	7	63	17	35	76	70
Saudi Arabia	123 -1	57 -1	25 -1	58 -1	20 -1	69 -1	4 -1	6 -1	73 -1	57 -1
Sudan (pre-secession) a	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	...	...	...	...	...	...	...	...	...	...
Tunisia d	66 -1	63 -1	...	...	...	...	...	...	...	...
United Arab Emirates	16 -1	60 -1	...	...	16 -1	64 -1	11 -1	20 -1	...	...
Yemen	...	...	...	...	...	...	...	...	...	...
CENTRAL AND EASTERN EUROPE										
Albania	...	...	...	...	...	...	...	...	...	...
Belarus	120	...	27	...	2	...	24	...	73	...
Bosnia and Herzegovina	16 -2	59 -2	...	...	...	...	...	...	...	...
Bulgaria e	61	61	20	39	5	54	15	34	80	66
Croatia e	34	60	20	38	8	53	12	28	80	66
Czech Republic e	96 -1	60 -1	24 -1	31 -1	9 -1	39 -1	14 -1	26 -1	72 -1	70 -1
Estonia e	11 -1	70 -1	19 -1	40 -1	9 -1	45 -1	10 -1	36 -1	81 -1	78 -1
Hungary e	68 -1	66 -1	15 -1	29 -1	6 -1	35 -1	8 -1	24 -1	85 -1	73 -1
Latvia e	27	71	14	32	5	40	9	27	86	78
Lithuania e	45	66	21	29	5	37	16	26	79	76
Montenegro	...	...	...	...	...	...	...	...	...	...
Poland e	575 -1	65 -1	16 -1	38 -1	7 -1	44 -1	9 -1	34 -1	84 -1	70 -1
Republic of Moldova	34	60	...	...	...	...	...	...	...	...
Romania e	305	63	17	40	5	56	12	33	83	68
Russian Federation e	2,064 -1	1 -1	28 -1	...	6 -1	...	22 -1	...	70 -1	...
Serbia	44	61	24	41	8	45	16	40	76	66
Slovakia e	77	64	21	36	8	43	13	31	79	72
Slovenia e	18 -1	61 -1	18 -1	25 -1	5 -1	36 -1	14 -1	22 -1	82 -1	69 -1
The former Yugoslav Rep. of Macedonia (e)	11	56	19	39	12	39	8	40	81	60
Turkey e	489 -1	46 -1	21 -1	30 -1	8 -1	42 -1	13 -1	23 -1	79 -1	50 -1
Ukraine	650	...	26	...	5	...	21	...	72	...
CENTRAL ASIA										
Armenia	35	61	16	38	8	49	8	29	80	67
Azerbaijan	51	54	17	43	10	56	7	24	83	56
Georgia	38 -1	...	...	...	...	...	...	...	...	...
Kazakhstan	...	...	...	...	...	...	...	...	...	...
Kyrgyzstan	44 -1	61 -1	15 -1	42 -1	5 -1	51 -1	10 -1	38 -1	83 -1	65 -1
Mongolia	34	65	17	43	5	48	12	40	83	69
Tajikistan	24	...	26	...	13	...	13	...	74	...
Turkmenistan	...	...	...	...	...	...	...	...	...	...
Uzbekistan	77 +1	44 +1	21 +1	28 +1	8 +1	59 +1	14 +1	11 +1	79 +1	49 +1
EAST ASIA AND THE PACIFIC										
Australia e	307 -2	56 -2	18 -2	30 -2	10 -2	36 -2	8 -2	24 -2	82 -2	61 -2
Brunei Darussalam	2	62	22	42	12	54	10	28	74	68
Cambodia	17 -2	27 -2	12 -2	10 -2	9 -2	11 -2	3 -2	5 -2	88 -2	30 -2
China d	7,864	49	...	...	...	...	...	...	...	...

Graduates by field of education as a percentage of total													
Other fields												Not known or unspecified	
Education		Humanities and arts		Social science, business and law		Agriculture		Health and welfare		Services			
MF (11)	%F (12)	MF (13)	%F (14)	MF (15)	%F (16)	MF (17)	%F (18)	MF (19)	%F (20)	MF (21)	%F (22)	MF (23)	%F (24)
ARAB STATES													
2	72	19	77	41	64	2	51	5	63	3	31	—	.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
— [-1]	. [-1]	31 [-1]	...	17 [-1]	...	— [-1]	. [-1]	— [-1]	. [-1]	5 [-1]	...	— [-1]	. [-1]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	89	12	71	46	52	-	63	12	67	1	56	—	—
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	.	.	...	...	.	.	...	...
6	20	13	52	33	56	1	34	6	69	5	52	1	34
9	66	16	75	25	56	1	57	10	70	1	52	—	.
33	75	11	69	31	48	—	15	9	52	-	36	—	.
6	61	21	84	37	67	.	.	8	84	4	12	.	.
7 [-1]	49 [-1]	41 [-1]	56 [-1]	15 [-1]	66 [-1]	— [-1]	58 [-1]	9 [-1]	54 [-1]	— [-1]	— [-1]	3 [-1]	40 [-1]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
13 [-1]	79 [-1]	7 [-1]	82 [-1]	44 [-1]	55 [-1]	2 [-1]	67 [-1]	5 [-1]	83 [-1]	— [-1]	. [-1]	2 [-1]	85 [-1]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
CENTRAL AND EASTERN EUROPE													
...	...	...	...	...	...	...	...	...	...	...	...	...	...
13	...	5	...	39	...	8	...	4	...	4	...	—	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	74	7	70	52	67	2	48	7	71	8	51	—	.
5	94	12	74	44	67	3	51	7	76	9	32	—	.
14 [-1]	79 [-1]	7 [-1]	69 [-1]	33 [-1]	67 [-1]	4 [-1]	57 [-1]	9 [-1]	83 [-1]	5 [-1]	48 [-1]	4 [-1]	59 [-1]
8 [-1]	93 [-1]	11 [-1]	80 [-1]	39 [-1]	75 [-1]	2 [-1]	53 [-1]	11 [-1]	92 [-1]	9 [-1]	62 [-1]	— [-1]	. [-1]
13 [-1]	78 [-1]	12 [-1]	74 [-1]	40 [-1]	72 [-1]	2 [-1]	51 [-1]	10 [-1]	81 [-1]	8 [-1]	62 [-1]	— [-1]	. [-1]
8	88	7	84	54	75	1	57	9	93	6	62	—	95
11	81	7	75	46	75	2	58	10	85	3	52	—	.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
16 [-1]	78 [-1]	8 [-1]	76 [-1]	44 [-1]	68 [-1]	2 [-1]	56 [-1]	9 [-1]	73 [-1]	6 [-1]	55 [-1]	— [-1]	. [-1]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	90	8	70	60	68	2	40	9	73	3	46	—	.
9 [-1]	...	4 [-1]	...	46 [-1]	...	2 [-1]	...	5 [-1]	...	5 [-1]	...	2 [-1]	...
9	91	10	75	37	62	3	47	9	75	8	48	—	.
14	78	7	69	32	69	2	47	19	84	6	45	—	.
8 [-1]	87 [-1]	6 [-1]	71 [-1]	47 [-1]	69 [-1]	3 [-1]	59 [-1]	8 [-1]	82 [-1]	10 [-1]	48 [-1]	— [-1]	. [-1]
10	75	13	66	38	57	2	28	11	74	6	32	—	.
15 [-1]	55 [-1]	7 [-1]	53 [-1]	41 [-1]	48 [-1]	6 [-1]	57 [-1]	6 [-1]	65 [-1]	5 [-1]	27 [-1]	— [-1]	. [-1]
9	...	5	...	44	...	4	...	5	...	5	...	1	...
CENTRAL ASIA													
16	83	26	66	19	57	4	39	13	77	2	17	4	50
18	91	20	76	30	26	—	27	8	78	8	15	—	.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
20 [-1]	87 [-1]	6 [-1]	69 [-1]	38 [-1]	55 [-1]	2 [-1]	29 [-1]	11 [-1]	79 [-1]	6 [-1]	29 [-1]	2 [-1]	58 [-1]
15	83	10	74	41	65	2	67	8	85	6	39	—	100
5	...	32	...	30	...	3	...	4	...	1	...	—	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
37 [+1]	60 [+1]	12 [+1]	68 [+1]	19 [+1]	23 [+1]	4 [+1]	16 [+1]	5 [+1]	53 [+1]	3 [+1]	32 [+1]	— [+1]	50 [+1]
EAST ASIA AND THE PACIFIC													
9 [-2]	74 [-2]	10 [-2]	63 [-2]	44 [-2]	54 [-2]	1 [-2]	49 [-2]	15 [-2]	77 [-2]	3 [-2]	53 [-2]	— [-2]	67 [-2]
42	69	9	61	12	68	—	.	11	72	.	.	4	71
2 [-2]	24 [-2]	14 [-2]	31 [-2]	66 [-2]	31 [-2]	2 [-2]	20 [-2]	3 [-2]	23 [-2]	— [-2]	56 [-2]	— [-2]	. [-2]
...	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by broad fields of education / 2010

REGION	Graduates		Graduates by field of education as a percentage of total							
			Science and technology fields						Other fields	
			Total		Science		Engineering, manufacturing and construction		Total	
Country or territory	MF (000) (1)	%F (2)	MF (3)	%F (4)	MF (5)	%F (6)	MF (7)	%F (8)	MF (9)	%F (10)
China, Hong Kong SAR	...	...	...	...	...	...	...	...	...	...
China, Macao SAR	7	52	5	15	3	15	2	16	95	54
Cook Islands	.+1	.+1	.+1	.+1	.+1	.+1	.+1	.+1	.+1	.+1
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...	...	...
Fiji	...	...	...	...	...	...	...	...	...	...
Indonesia[d]	811	...	23	...	6	...	17	...	...	...
Japan[e]	967	49	21	14	3	26	17	12	73	57
Kiribati	.-2	.-2	.-2	.-2	.-2	.-2	.-2	.-2	.-2	.-2
Lao People's Democratic Republic	11	37	21	24	7	34	14	18	79	41
Malaysia[d]	227-1	59-1	38-1	42-1	14-1	56-1	24-1	33-1	62-1	70-1
Marshall Islands	...	...	...	...	...	...	...	...	...	...
Micronesia (Federated States of)	...	...	...	...	...	...	...	...	...	...
Myanmar	...	...	...	...	...	...	...	...	...	...
Nauru	...	...	...	...	...	...	...	...	...	...
New Zealand[e]	61-1	59-1	19-1	35-1	13-1	38-1	6-1	28-1	76-1	66-1
Niue	.-2	.-2	.-2	.-2	.-2	.-2	.-2	.-2	.-2	.-2
Palau	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	...	...	...	...	...
Philippines[d]	...	...	...	...	...	...	...	...	...	...
Republic of Korea[e]	595-1	50-1	31-1	27-1	8-1	37-1	24-1	24-1	69-1	60-1
Samoa	...	...	...	...	...	...	...	...	...	...
Singapore	...	...	...	...	...	...	...	...	...	...
Solomon Islands	.-2	.-2	.-2	.-2	.-2	.-2	.-2	.-2	.-2	.-2
Thailand[d]	541-1	56-1	...	...	...	...	...	...	...	...
Timor-Leste	...	...	...	...	...	...	...	...	...	...
Tokelau	.-2	.-2	.-2	.-2	.-2	.-2	.-2	.-2	.-2	.-2
Tonga	...	...	...	...	...	...	...	...	...	...
Tuvalu	.-2	.-2	.-2	.-2	.-2	.-2	.-2	.-2	.-2	.-2
Vanuatu	...	...	...	...	...	...	...	...	...	...
Viet Nam	273	45	17	23	-	.	17	23	80	50
LATIN AMERICA AND THE CARIBBEAN										
Anguilla	...	...	...	...	...	...	...	...	...	...
Antigua and Barbuda	0.2	81	9	71	9	71	-	.	91	82
Argentina[e]	208-1	64-1	14-1	44-1	7-1	54-1	7-1	35-1	85-1	68-1
Aruba	0.3	67	21	8	.	.	21	8	79	82
Bahamas	...	...	...	...	...	...	...	...	...	...
Barbados	2	...	9	53	6	49	3	61	91	...
Belize	...	...	...	...	...	...	...	...	...	...
Bermuda	0.1	73	22	38	15	57	7	-	73	83
Bolivia (Plurinational State of)	...	...	...	...	...	...	...	...	...	...
Brazil[e]	1,025	60	11	29	5	31	6	28	84	65
British Virgin Islands	0.1-1	64-1	27-1	56-1	18-1	73-1	9-1	23-1	64-1	68-1
Cayman Islands	0.2-2	62-2	35-2	33-2	17-2	28-2	18-2	38-2	65-2	77-2
Chile[e]	122-1	55-1	20-1	21-1	6-1	24-1	15-1	20-1	80-1	64-1
Colombia	190	56	23	37	9	42	14	34	77	62
Costa Rica	...	...	...	...	...	...	...	...	...	...
Cuba	148	57	...	...	...	...	...	...	...	...
Dominica	...	...	...	...	...	...	...	...	...	...
Dominican Republic	...	...	...	...	...	...	...	...	...	...
Ecuador	70-2	59-2	13-2	32-2	6-2	41-2	7-2	25-2	87-2	63-2
El Salvador	17	59	26	31	15	39	11	20	74	69
Grenada	...	...	...	...	...	...	...	...	...	...
Guatemala	...	...	...	...	...	...	...	...	...	...
Guyana	2	74	14	25	6	42	9	13	86	82
Haiti	...	...	...	...	...	...	...	...	...	...
Honduras	14-2	60-2	...	...	...	...	...	...	...	...
Jamaica[d]	25-1	56-1	...	...	...	...	...	...	...	...
Mexico[e]	466	54	25	33	6	48	19	28	74	62

Graduates by field of education as a percentage of total													
Other fields												Not known or unspecified	
Education		Humanities and arts		Social science, business and law		Agriculture		Health and welfare		Services			
MF (11)	%F (12)	MF (13)	%F (14)	MF (15)	%F (16)	MF (17)	%F (18)	MF (19)	%F (20)	MF (21)	%F (22)	MF (23)	%F (24)
...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	67	7	77	64	46	—	.	6	69	13	67	—	.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	...	—	...	39	...	6	...	6	...	...	...	6	...
7	72	15	69	27	39	3	38	13	63	9	79	7	58
.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]
1	35	12	48	51	40	6	27	4	60	5	33	—	.
17[-1]	70[-1]	4[-1]	68[-1]	31[-1]	69[-1]	1[-1]	63[-1]	8[-1]	78[-1]	3[-1]	66[-1]	1[-1]	62[-1]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
12[-1]	82[-1]	14[-1]	64[-1]	32[-1]	58[-1]	1[-1]	58[-1]	13[-1]	79[-1]	4[-1]	55[-1]	5[-1]	38[-1]
.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
8[-1]	76[-1]	18[-1]	67[-1]	21[-1]	46[-1]	1[-1]	40[-1]	14[-1]	71[-1]	6[-1]	46[-1]	—[-1]	.[-1]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]	.[-2]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
28	52	4	47	33	54	8	41	4	39	3	19	4	37
LATIN AMERICA AND THE CARIBBEAN													
...	...	...	...	...	...	...	...	...	...	...	...	...	...
41	75	5	78	34	84	—	.	11	100	—	.	—	.
18[-1]	83[-1]	10[-1]	72[-1]	35[-1]	62[-1]	3[-1]	42[-1]	16[-1]	73[-1]	4[-1]	29[-1]	—[-1]	68[-1]
12	90	.	.	40	73	.	.	28	93	.	.	.	.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
29	...	7	83	40	76	.	.	1	70	13	61	.	.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
14	92	9	78	44	83	—	.	—	.	5	60	5	80
...	...	...	...	...	...	...	...	...	...	...	...	...	...
23	77	2	55	40	57	2	40	14	77	3	56	5	53
4[-1]	100[-1]	4[-1]	100[-1]	38[-1]	73[-1]	—[-1]	.[-1]	8[-1]	91[-1]	10[-1]	7[-1]	9[-1]	62[-1]
—[-2]	.[-2]	—[-2]	.[-2]	56[-2]	77[-2]	—[-2]	.[-2]	—[-2]	.[-2]	9[-2]	80[-2]	—[-2]	.[-2]
18[-1]	76[-1]	5[-1]	56[-1]	30[-1]	56[-1]	3[-1]	42[-1]	18[-1]	77[-1]	6[-1]	47[-1]	—[-1]	71[-1]
15	68	3	53	49	60	1	42	8	68	—	.	—	52
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
22[-2]	70[-2]	1[-2]	58[-2]	48[-2]	60[-2]	3[-2]	30[-2]	10[-2]	69[-2]	3[-2]	66[-2]	—[-2]	.[-2]
15	76	3	58	35	61	1	30	19	81	—	57	.	.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
39	86	1	76	25	71	1	65	18	90	2	82	—	.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
12	73	4	59	47	60	2	35	9	66	1	27	—	69

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by broad fields of education / 2010

REGION	Graduates		Graduates by field of education as a percentage of total							
			Science and technology fields						Other fields	
			Total		Science		Engineering, manufacturing and construction		Total	
Country or territory	MF (000) (1)	%F (2)	MF (3)	%F (4)	MF (5)	%F (6)	MF (7)	%F (8)	MF (9)	%F (10)
Montserrat	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles[a]	...	...	...	...	...	...	...	...	...	...
Nicaragua	...	...	...	...	...	...	...	...	...	...
Panama	22 -1	66 -1	19 -1	41 -1	5 -1	51 -1	15 -1	37 -1	81 -1	72 -1
Paraguay[d]	...	...	...	...	...	...	...	...	...	...
Peru[d]	...	...	...	...	...	...	...	...	...	...
Puerto Rico	30 -1	66 -1	17 -1	38 -1	8 -1	52 -1	9 -1	26 -1	83 -1	72 -1
Saint Kitts and Nevis	...	...	...	...	...	...	...	...	...	...
Saint Lucia	...	...	...	...	...	...	...	...	...	...
Saint Vincent and the Grenadines	...	...	...	...	...	...	...	...	...	...
Suriname	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	...	...	...	...	...	...	...	...	...	...
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...
Uruguay[e]	9 -1	66 -1	14 -1	45 -1	7 -1	49 -1	7 -1	40 -1	86 -1	69 -1
Venezuela (Bolivarian Republic of)	...	...	...	...	...	...	...	...	...	...
NORTH AMERICA AND WESTERN EUROPE										
Andorra	0.04 -2	48 -2	24 -2	10 -2	24 -2	10 -2	— -2	. -2	76 -2	59 -2
Austria[e]	52 -1	53 -1	29 -1	24 -1	11 -1	33 -1	18 -1	19 -1	71 -1	64 -1
Belgium[e]	99 -1	59 -1	16 -1	27 -1	6 -1	33 -1	11 -1	24 -1	80 -1	65 -1
Canada[e]	...	...	...	...	...	...	...	...	...	...
Cyprus[e]	5	60	13	39	7	48	6	30	87	63
Denmark[e]	49 -1	59 -1	20 -1	36 -1	8 -1	36 -1	12 -1	37 -1	80 -1	64 -1
Finland[e]	51	60	32	28	8	46	24	21	68	75
France[e]	621 -2	55 -2	26 -2	28 -2	11 -2	36 -2	16 -2	23 -2	74 -2	65 -2
Germany[e]	573	58	26	31	13	44	13	18	74	68
Gibraltar	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2
Greece[e]	67 -2	59 -2	25 -2	42 -2	11 -2	47 -2	14 -2	38 -2	75 -2	65 -2
Holy See	...	...	...	...	...	...	...	...	...	...
Iceland[e]	3 -1	66 -1	15	37	6 -1	39 -1	8 -1	35 -1	85	71
Ireland[e]	58 -1	57 -1	22 -1	31 -1	11 -1	43 -1	11 -1	18 -1	77 -1	64 -1
Israel[e]	...	...	...	...	...	...	...	...	...	...
Italy[e]	...	...	...	...	...	...	...	...	...	...
Liechtenstein[e]	0.2	38	19	62	—	.	19	62	82	32
Luxembourg[e]	0.3 -2	49 -2	33 -2	48 -2	29 -2	55 -2	4 -2	— -2	65 -2	51 -2
Malta[e]	3	59	16	32	9	33	7	31	83	64
Monaco	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2
Netherlands[e]	127 -1	57 -1	14 -1	20 -1	6 -1	21 -1	8 -1	19 -1	85 -1	63 -1
Norway[e]	38	61	16	31	7	36	9	27	84	67
Portugal[e]	77 -1	59 -1	29 -1	34 -1	11 -1	41 -1	17 -1	30 -1	71	67
San Marino	...	...	...	...	...	...	...	...	...	...
Spain[e]	310 -1	58 -1	25 -1	30 -1	9 -1	35 -1	16 -1	28 -1	74 -1	68 -1
Sweden[e]	61	63	25	34	8	43	18	30	75	73
Switzerland[e]	85	49	20	19	8	30	12	13	80	57
United Kingdom[e]	674 -1	57 -1	22 -1	31 -1	13 -1	38 -1	9 -1	21 -1	77 -1	65 -1
United States of America[e]	2,998	59	15	31	8	41	7	19	85	64
SOUTH AND WEST ASIA										
Afghanistan	10 -1	19 -1	...	...	...	...	...	...	...	...
Bangladesh	185 -2	...	...	...	...	...	...	...	...	...
Bhutan	...	...	...	...	...	...	...	...	...	...
India[d]	...	...	...	...	...	...	...	...	...	...
Iran (Islamic Republic of)	769	48	44	37	6	67	39	33	56	57
Maldives	...	...	...	...	...	...	...	...	...	...
Nepal	55	...	23	...	6	...	17	...	77	...
Pakistan	...	...	...	...	...	...	...	...	...	...
Sri Lanka[d]	...	...	...	...	...	...	...	...	...	...
SUB-SAHARAN AFRICA										
Angola	6	31	12	40	7	31	5	53	88	30
Benin	15 -1	31 -1	9 -1	19 -1	4 -1	27 -1	6 -1	14 -1	78 -1	32 -1

Graduates by field of education as a percentage of total													
Other fields												Not known or unspecified	
Education		Humanities and arts		Social science, business and law		Agriculture		Health and welfare		Services			
MF (11)	%F (12)	MF (13)	%F (14)	MF (15)	%F (16)	MF (17)	%F (18)	MF (19)	%F (20)	MF (21)	%F (22)	MF (23)	%F (24)
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
23 [-1]	80 [-1]	6 [-1]	59 [-1]	38 [-1]	71 [-1]	1 [-1]	48 [-1]	7 [-1]	75 [-1]	5 [-1]	59 [-1]	— [-1]	. [-1]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	.	.
16 [-1]	80 [-1]	4 [-1]	62 [-1]	36 [-1]	67 [-1]	1 [-1]	49 [-1]	22 [-1]	80 [-1]	4 [-1]	55 [-1]	— [-1]	99 [-1]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
17 [-1]	84 [-1]	3 [-1]	72 [-1]	36 [-1]	66 [-1]	5 [-1]	31 [-1]	23 [-1]	75 [-1]	3 [-1]	19 [-1]	— [-1]	. [-1]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
NORTH AMERICA AND WESTERN EUROPE													
— [-2]	. [-2]	— [-2]	. [-2]	40 [-2]	59 [-2]	— [-2]	. [-2]	36 [-2]	60 [-2]	— [-2]	. [-2]	— [-2]	. [-2]
13 [-1]	82 [-1]	9 [-1]	66 [-1]	33 [-1]	58 [-1]	2 [-1]	41 [-1]	10 [-1]	69 [-1]	4 [-1]	58 [-1]	— [-1]	50 [-1]
13 [-1]	76 [-1]	11 [-1]	61 [-1]	31 [-1]	58 [-1]	3 [-1]	48 [-1]	21 [-1]	75 [-1]	1 [-1]	57 [-1]	4 [-1]	57 [-1]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	84	10	73	49	57	-	-	8	56	9	65	—	.
7 [-1]	72 [-1]	14 [-1]	65 [-1]	29 [-1]	53 [-1]	2 [-1]	52 [-1]	25 [-1]	80 [-1]	3 [-1]	22 [-1]	— [-1]	. [-1]
6	82	13	74	23	66	2	55	18	86	5	74	—	.
2 [-2]	71 [-2]	11 [-2]	71 [-2]	41 [-2]	63 [-2]	1 [-2]	38 [-2]	15 [-2]	73 [-2]	4 [-2]	47 [-2]	— [-2]	. [-2]
9	77	16	73	22	54	2	40	21	79	3	54	—	68
. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]
8 [-2]	76 [-2]	13 [-2]	80 [-2]	30 [-2]	64 [-2]	4 [-2]	54 [-2]	12 [-2]	71 [-2]	8 [-2]	31 [-2]	— [-2]	. [-2]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
21 [-1]	83 [-1]	11 [-1]	65 [-1]	40 [-1]	62 [-1]	— [-1]	27 [-1]	12 [-1]	85 [-1]	2 [-1]	85 [-1]	— [-1]	. [-1]
11 [-1]	74 [-1]	16 [-1]	63 [-1]	31 [-1]	56 [-1]	1 [-1]	46 [-1]	14 [-1]	82 [-1]	5 [-1]	46 [-1]	1 [-1]	64 [-1]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
-	.	-	.	81	32	-	.	1	-	-	.	-	.
— [-2]	. [-2]	15 [-2]	53 [-2]	48 [-2]	49 [-2]	— [-2]	. [-2]	- [-2]	. [-2]	2 [-2]	83 [-2]	2 [-2]	25 [-2]
10	85	19	57	38	61	—	40	13	69	3	47	1	59
. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]	. [-2]
14 [-1]	81 [-1]	9 [-1]	57 [-1]	37 [-1]	52 [-1]	1 [-1]	52 [-1]	19 [-1]	75 [-1]	5 [-1]	53 [-1]	1 [-1]	61 [-1]
18	74	9	59	29	56	1	61	22	83	5	46	—	51
7 [-1]	84 [-1]	8 [-1]	62 [-1]	28 [-1]	62 [-1]	2 [-1]	55 [-1]	21 [-1]	78 [-1]	6 [-1]	47 [-1]	— [-1]	. [-1]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
13 [-1]	82 [-1]	9 [-1]	61 [-1]	26 [-1]	63 [-1]	2 [-1]	47 [-1]	16 [-1]	77 [-1]	8 [-1]	54 [-1]	1 [-1]	52 [-1]
15	79	6	60	24	64	1	71	25	83	3	65	-	.
10	70	8	61	37	48	2	45	16	75	7	42	1	58
11 [-1]	76 [-1]	16 [-1]	62 [-1]	31 [-1]	55 [-1]	1 [-1]	62 [-1]	18 [-1]	78 [-1]	1 [-1]	59 [-1]	1 [-1]	61 [-1]
10	78	12	59	38	56	1	48	16	82	7	55	—	.
SOUTH AND WEST ASIA													
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	70	11	64	26	55	7	43	4	70	3	49	-	.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
25	...	22	...	25	...	1	...	3	...	1	...	-	.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
SUB-SAHARAN AFRICA													
68	28	3	33	13	37	2	36	2	38	.	.	.	.
— [-1]	83 [-1]	15 [-1]	19 [-1]	53 [-1]	33 [-1]	1 [-1]	30 [-1]	3 [-1]	42 [-1]	8 [-1]	49 [-1]	13 [-1]	34 [-1]

TABLE 11 TERTIARY EDUCATION / ISCED 5 and 6 / Graduates by broad fields of education / 2010

REGION	Graduates		Graduates by field of education as a percentage of total							
			Science and technology fields						Other fields	
			Total		Science		Engineering, manufacturing and construction		Total	
Country or territory	MF (000) (1)	%F (2)	MF (3)	%F (4)	MF (5)	%F (6)	MF (7)	%F (8)	MF (9)	%F (10)
Botswana	...	...	...	...	...	...	...	...	...	...
Burkina Faso	15 +1	27 +1	18 +1	15 +1	15 +1	16 +1	3 +1	9 +1	82 +1	30 +1
Burundi	3	28	10	35	9	37	1	18	90	28
Cameroon	40	...	21	...	17	...	4	...	79	...
Cape Verde	...	...	...	...	...	...	...	...	...	...
Central African Republic	...	...	...	...	...	...	...	...	...	...
Chad	...	...	...	...	...	...	...	...	...	...
Comoros	1	44	12	30	11	33	1	8	78	47
Congo	...	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	...	...	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	...	...	...	...	...	...	...	...	...	...
Equatorial Guinea	...	...	...	...	...	...	...	...	...	...
Eritrea	3	...	...	...	...	...	...	...	...	...
Ethiopia	75	23	21	17	14	19	7	14	79	24
Gabon	...	...	...	...	...	...	...	...	...	...
Gambia	...	...	...	...	...	...	...	...	...	...
Ghana	28 +1	...	19 +1	...	15 +1	...	4 +1	...	...	...
Guinea	...	...	...	...	...	...	...	...	...	...
Guinea-Bissau	...	...	...	...	...	...	...	...	...	...
Kenya	...	...	...	...	...	...	...	...	...	...
Lesotho	...	...	...	...	...	...	...	...	...	...
Liberia	...	...	...	...	...	...	...	...	...	...
Madagascar	16	51	18	30	13	35	5	18	81	55
Malawi	...	...	...	...	...	...	...	...	...	...
Mali	...	...	...	...	...	...	...	...	...	...
Mauritius	...	...	...	...	...	...	...	...	...	...
Mozambique	...	...	...	...	...	...	...	...	...	...
Namibia	6 -2	58 -2	3 -2	38 -2	1 -2	60 -2	1 -2	18 -2	96 -2	59 -2
Niger	3	28	...	...	...	...	...	...	...	...
Nigeria	...	...	...	...	...	...	...	...	...	...
Rwanda	10	44	...	...	...	...	...	...	...	...
Sao Tome and Principe	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2
Senegal	...	...	...	...	...	...	...	...	...	...
Seychelles	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2	. -2
Sierra Leone	...	...	...	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...	...
South Africa	...	...	...	...	...	...	...	...	...	...
Swaziland	...	...	...	...	...	...	...	...	...	...
Togo	...	...	...	...	...	...	...	...	...	...
Uganda	...	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	...	...	...	...	...	...	...	...	...	...
Zambia	...	...	...	...	...	...	...	...	...	...
Zimbabwe	31	45	25	19	5	41	19	13	75	54

Graduates by field of education as a percentage of total													
Other fields												Not known or unspecified	
Education		Humanities and arts		Social science, business and law		Agriculture		Health and welfare		Services			
MF (11)	%F (12)	MF (13)	%F (14)	MF (15)	%F (16)	MF (17)	%F (18)	MF (19)	%F (20)	MF (21)	%F (22)	MF (23)	%F (24)
…	…	…	…	…	…	…	…	…	…	…	…	…	…
8^{+1}	18^{+1}	11^{+1}	22^{+1}	56^{+1}	34^{+1}	1^{+1}	24^{+1}	1^{+1}	45^{+1}	6^{+1}	18^{+1}	$—^{+1}$	55^{+1}
30	22	1	—	40	36	5	9	9	24	5	31	—	.
10	…	6	…	59	…	—	…	2	…	—	…	—	.
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
12	45	14	43	44	47	2	17	5	65	.	.	10	44
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
9	19	11	26	41	27	11	13	7	27	—	34	—	9
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
26^{+1}	…	…	…	43^{+1}	…	7^{+1}	…	3^{+1}	…	$—^{+1}$	$.^{+1}$	1^{+1}	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
1	37	15	62	60	54	1	44	3	69	1	47	1	62
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
48^{-2}	57^{-2}	7^{-2}	65^{-2}	35^{-2}	59^{-2}	3^{-2}	49^{-2}	3^{-2}	84^{-2}	$—^{-2}$	43^{-2}	1^{-2}	72^{-2}
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$
…	…	…	…	…	…	…	…	…	…	…	…	…	…
$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$	$.^{-2}$
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…
25	61	8	65	35	46	2	35	6	55	—	70	—	.

TABLE 12

SCHOOL LIFE EXPECTANCY / ISCED 0-6 / 2010

REGION	School life expectancy (approximation method) in years							
	Pre-primary (ISCED 0)				Primary and lower secondary (ISCED 1 and 2) net of repetition			
Country or territory	MF (1)	M (2)	F (3)	GPI (4)	MF (5)	M (6)	F (7)	GPI (8)
ARAB STATES								
Algeria	0.8	0.8	0.8	0.96	9.3 -1	9.3 -1	9.2 -1	0.99 -1
Bahrain	...	...	...	...	...	...	...	...
Djibouti	0.1 +1	0.1 +1	0.1 +1	0.97 +1	4.3 **, +1	4.6 **, +1	4.0 **, +1	0.88 **, +1
Egypt	0.5 **, -1	0.5 **, -1	0.5 **, -1	0.95 **, -1	8.7 **, -1	8.8 **, -1	8.6 **, -1	0.98 **, -1
Iraq	...	...	...	...	...	...	...	...
Jordan	0.6	0.7	0.6	0.94	9.2	9.2	9.2	1.00
Kuwait	1.6 -2	1.6 -2	1.7 -2	1.02 -2	...	...	...	...
Lebanon	2.4	2.5	2.4	0.98	8.2	8.1	8.3	1.03
Libya	...	...	...	...	...	...	...	...
Mauritania	...	...	...	...	6.9 **, -1	6.9 **, -1	7.0 **, -1	1.02 **, -1
Morocco	1.3 +1	1.5 +1	1.1 +1	0.72 +1	7.9 **	8.1 **	7.7 **	0.96 **
Oman	0.9	0.9	0.9	0.98	...	...	...	...
Palestine	0.8	0.8	0.8	0.98	8.8	7.9	8.1	1.03
Qatar	1.7 -1	1.7 -1	1.6 -1	0.95 -1	9.4 -1	9.4 -1	9.4 -1	1.00 -1
Saudi Arabia	0.3	...	...	...	8.7 -2	8.8 -2	8.5 -2	0.97 -2
Sudan (pre-secession) [a]	0.5 -1	0.5 -1	0.5 -1	1.04 -1	5.2 -1	5.5 -1	4.9 -1	0.89 -1
Syrian Arab Republic	0.3	0.3	0.3	0.97	8.6 **	8.6 **	8.6 **	1.01 **
Tunisia	...	...	...	...	9.0 **, -1	8.9 **, -1	9.0 **, -1	1.01 **, -1
United Arab Emirates	...	...	...	...	...	...	...	...
Yemen	0.04	0.04	0.03	0.89	6.5	7.2	5.7	0.78
CENTRAL AND EASTERN EUROPE								
Albania	1.7	1.7	1.6	0.98	8.0	8.0	8.0	1.00
Belarus	3.0	3.0	3.0	0.98	8.8	...	...	...
Bosnia and Herzegovina	0.5	0.5	0.5	0.99	8.3	8.2	8.4	1.02
Bulgaria	3.2	3.2	3.2	0.99	7.4 -2	7.4 -2	7.3 -2	0.98 -2
Croatia	2.5	2.5	2.4	0.98	7.9	7.8	8.0	1.02
Czech Republic	3.2 **, -1	3.3 **, -1	3.2 **, -1	0.97 **, -1	8.9 **, -1	8.9 **, -1	8.9 **, -1	1.00 **, -1
Estonia	3.9 -1	3.9 -1	3.9 -1	1.00 -1	8.9 -1	9.0 -1	8.9 -1	0.98 -1
Hungary	3.4 -1	3.4 -1	3.4 -1	0.98 -1	...	...	...	...
Latvia	3.4	3.4	3.3	0.96	8.6	8.6	8.6	0.99
Lithuania	3.0	3.0	2.9	0.98	...	...	...	...
Montenegro	1.2	1.3	1.2	0.96	...	...	...	...
Poland	2.6 -1	2.6 -1	2.6 -1	1.01 -1	...	...	...	...
Republic of Moldova	3.0 *	3.0 *	3.0 *	0.98 *	8.2 *, -1	8.2 *, -1	8.1 *, -1	0.99 *, -1
Romania	3.2	3.1	3.2	1.01	7.5	7.5	7.5	1.00
Russian Federation	3.6 -1	3.6 -1	3.5 -1	0.98 -1	8.4 -1	...	...	...
Serbia	2.1 *	2.1 *	2.1 *	1.01 *	7.7 *	7.7 *	7.7 *	1.00 *
Slovakia	2.7 **	2.8 **	2.7 **	0.97 **	8.4 **	8.4 **	8.4 **	0.99 **
Slovenia	2.6 -1	2.6 -1	2.6 -1	0.98 -1	8.7 -1	8.7 -1	8.7 -1	1.00 -1
The former Yugoslav Rep. of Macedonia	0.8	0.7	0.8	1.05	8.1	8.0	8.1	1.01
Turkey	0.6 -1	0.7 -1	0.6 -1	0.95 -1	7.8 **, -1	7.9 **, -1	7.7 **, -1	0.97 **, -1
Ukraine	2.9	3.0	2.9	0.97	9.0	9.0 *	9.0 *	1.00 *
CENTRAL ASIA								
Armenia	1.2	1.2	1.3	1.15	7.8 **	7.7 **	7.9 **	1.02 **
Azerbaijan	0.7 *	0.8 *	0.7 *	0.97 *	8.2 **	8.3 **	8.1 **	0.98 **
Georgia	1.7 -2	1.6 **, -2	1.9 **, -2	1.23 **, -2	9.6	9.5	9.6	1.01
Kazakhstan	1.9 +1	1.9 +1	1.9 +1	0.98 +1	9.7 +1	9.7 +1	9.7 +1	1.00 +1
Kyrgyzstan	0.8	0.7	0.8	1.02	8.7	8.7	8.7	0.99
Mongolia	2.2	2.2	2.3	1.03	9.3 **, -1	9.2 **, -1	9.4 **, -1	1.01 **, -1
Tajikistan	0.3	0.4	0.3	0.84	8.9	9.2	8.6	0.94
Turkmenistan	...	...	...	...	...	...	...	...
Uzbekistan	1.0 +1	1.0 +1	1.0 +1	1.00 +1	8.5 +1	8.6 +1	8.4 +1	0.98 +1
EAST ASIA AND THE PACIFIC								
Australia	0.8	0.8	0.8	0.98	...	...	...	...
Brunei Darussalam	1.8	1.8	1.8	1.00	8.9	8.8	8.9	1.01
Cambodia	0.4	0.4	0.4	1.04	8.5	8.6	8.4	0.98
China	1.6	1.6	1.6	1.01	8.3	8.1	8.5	1.04

School life expectancy (approximation method) in years											
Primary and secondary (ISCED 1-3)				Tertiary (ISCED 5-6)				Primary to tertiary (ISCED 1-6)			
MF (9)	M (10)	F (11)	GPI (12)	MF (13)	M (14)	F (15)	GPI (16)	MF (17)	M (18)	F (19)	GPI (20)
											ARAB STATES
12.1 -1	12.2 -1	12.0 -1	0.98 -1	1.5	1.3	1.8	1.46	13.6 -1	13.4 -1	13.8 -1	1.03 -1
...	...	...	...	...	...	...	...	...	...	...	...
5.5 **, +1	5.9 **, +1	5.1 **, +1	0.85 **, +1	0.2 +1	0.3 +1	0.2 +1	0.67 +1	5.7 **, +1	6.2 **, +1	5.3 **, +1	0.84 **, +1
10.4 **	10.6 **	10.2 **	0.96 **	1.6	1.7	1.5	0.91	12.1 **	12.4 **	11.8 **	0.95 **
...	...	...	...	...	...	...	...	...	...	...	...
10.8	10.7	10.9	1.02	1.9	1.7	2.0	1.16	12.7	12.4	12.9	1.04
12.3 -2	12.0 -2	12.6 -2	1.05 -2	...	...	...	...	...	...	...	...
11.2	11.0	11.4	1.04	2.7	2.5	2.9	1.19	13.9	13.5	14.3	1.07
...	...	...	...	...	...	...	...	...	...	...	...
7.9 **	7.8 **	7.9 **	1.01 **	0.2	0.3	0.1	0.41	8.1 **	8.1 **	8.0 **	0.99 **
...	...	...	...	0.7 **, -1	0.7 **, -1	0.6 **, -1	0.85 **, -1	...	...	...	...
12.3 -1	12.5 -1	12.2 -1	0.98 -1	1.2	1.0	1.5	1.54	13.5 -1	13.5 -1	13.6 -1	1.01 -1
10.5	10.3	10.8	1.05	3.0	2.6	3.4	1.29	13.5	12.9	14.1	1.10
11.8	11.4	12.3	1.08	0.5	0.2	1.3	5.24	12.2	11.6	13.6	1.17
12.5 **	12.6 **	12.3 **	0.97 **	1.8	1.7	2.0	1.20	14.3 **	14.3 **	14.3 **	1.00 **
6.3 -1	6.7 -1	6.0 -1	0.89 -1	...	...	...	...	...	...	...	...
10.4 **	10.5 **	10.4 **	0.99 **	...	...	...	...	...	...	...	...
12.8 -1	12.7 **, -1	12.8 **, -1	1.01 **, -1	1.7 -1	1.4 -1	2.1 -1	1.51 -1	14.5 -1	14.1 **, -1	14.9 **, -1	1.06 **, -1
...	...	...	...	...	...	...	...	...	...	...	...
7.9 **	9.1 **	6.8 **	0.74 **	...	...	...	...	...	...	...	...
											CENTRAL AND EASTERN EUROPE
10.5	10.6	10.4	0.98	...	...	...	...	...	...	...	...
...	...	...	...	4.0	3.3	4.7	1.41	...	...	...	...
11.6 **	11.5 **	11.8 **	1.02 **	1.8	1.6	2.0	1.27	13.4 **	13.1 **	13.8 **	1.05 **
11.1	11.3	11.0	0.97	2.8	2.4	3.2	1.31	14.0	13.8	14.2	1.03
11.4	11.2	11.7	1.05	2.7	2.3	3.1	1.34	14.1	13.5	14.8	1.10
12.3 **, -1	12.3 **, -1	12.4 **, -1	1.01 **, -1	2.9 -1	2.4 -1	3.4 -1	1.39 -1	15.3 **, -1	14.9 **, -1	15.9 **, -1	1.07 **, -1
12.1 -1	12.0 -1	12.1 -1	1.01 -1	3.3 -1	2.5 -1	4.2 -1	1.69 -1	15.8 -1	14.8 -1	16.9 -1	1.14 -1
11.9 -1	12.0 -1	11.9 -1	0.99 -1	2.9 -1	2.5 -1	3.4 -1	1.36 -1	15.3 -1	14.9 -1	15.6 -1	1.05 -1
11.5	11.6	11.5	0.99	3.2	2.3	4.1	1.75	14.8	13.9	15.6	1.12
11.7	11.7	11.6	0.99	3.9	3.1	4.7	1.52	15.7	15.0	16.5	1.10
12.6	12.6	12.6	1.00	2.4	2.1	2.6	1.24	15.0	14.7	15.2	1.04
11.6 -1	11.7 -1	11.6 -1	0.99 -1	3.5 -1	2.9 -1	4.1 -1	1.43 -1	15.2 -1	14.6 -1	15.8 -1	1.08 -1
9.9 *	9.8 *	9.9 *	1.01 *	2.0 *	1.7 *	2.2 *	1.34 *	11.8 *	11.5 *	12.2 *	1.06 *
11.3	11.4	11.3	0.99	3.0	2.6	3.4	1.34	14.5	14.0	15.0	1.07
10.4 -1	10.5 -1	10.3 -1	0.99 -1	3.8 -1	3.2 -1	4.4 -1	1.35 -1	14.3 -1	13.8 -1	14.8 -1	1.07 -1
11.2 *	11.1 *	11.2 *	1.01 *	2.4 *	2.1 *	2.7 *	1.30 *	13.6 *	13.2 *	14.0 *	1.06 *
12.0 **	11.9 **	12.0 **	1.01 **	2.7	2.1	3.3	1.55	14.7 **	14.1 **	15.3 **	1.09 **
12.6 -1	12.7 -1	12.6 -1	1.00 -1	4.2 -1	3.4 -1	5.0 -1	1.45 -1	16.9 -1	16.1 -1	17.6 -1	1.09 -1
11.5	11.4	11.5	1.01	1.9	1.8	2.1	1.18	13.4	13.2	13.6	1.03
10.5 **, -1	10.8 **, -1	10.2 **, -1	0.95 **, -1	2.3 -1	2.6 -1	2.0 -1	0.78 -1	12.9 **, -1	13.4 **, -1	12.3 **, -1	0.92 **, -1
10.6	10.6 *	10.5 *	0.99 *	3.9	3.5 *	4.3 *	1.24 *	14.8	14.4 *	15.1 *	1.05 *
											CENTRAL ASIA
9.5 **	9.4 **	9.7 **	1.03 **	2.6	2.3	3.0	1.27	12.2 **	11.7 **	12.6 **	1.07 **
10.5 **	10.6 **	10.4 **	0.98 **	1.0 *	1.0 *	1.0 *	0.98 *	11.7 **	11.8 **	11.5 **	0.98 **
11.7 -1	...	...	...	1.4	1.3	1.6	1.25	13.2 -1	...	...	...
11.4 +1	11.5 +1	11.4 +1	0.99 +1	2.1 +1	1.8 +1	2.5 +1	1.43 +1	15.3 +1	14.9 +1	15.6 +1	1.05 +1
10.0 *	10.0 *	9.9 *	0.99 *	2.6 -1	2.3 -1	2.9 -1	1.29 -1	12.6 *, -1	12.3 *, -1	12.9 *, -1	1.05 *, -1
11.2 **	11.1 **	11.3 **	1.02 **	2.8	2.2	3.4	1.55	14.3 **	13.6 **	15.0 **	1.10 **
10.2	10.7	9.7	0.90	1.1	1.6	0.7	0.41	11.5	12.5	10.6	0.85
...	...	...	...	...	...	...	...	...	...	...	...
11.1 +1	11.3 +1	11.0 +1	0.98 +1	0.5 +1	0.6 +1	0.4 +1	0.64 +1	11.6 +1	11.8 +1	11.4 +1	0.96 +1
											EAST ASIA AND THE PACIFIC
14.9	15.1	14.7	0.97	4.0	3.4	4.6	1.33	19.6	19.2	20.0	1.04
14.2 **	14.0 **	14.4 **	1.02 **	0.8	0.6	1.1	1.76	15.0 **	14.6 **	15.4 **	1.05 **
10.2 **	10.6 **	9.9 **	0.94 **	0.4 -2	0.6 -2	0.3 -2	0.49 -2	10.5 **, -2	11.2 **, -2	9.9 **, -2	0.89 **, -2
10.4	10.3	10.6	1.04	1.3	1.2	1.4	1.10	11.7	11.5	12.0	1.04

TABLE 12 SCHOOL LIFE EXPECTANCY / ISCED 0-6 / 2010

REGION	School life expectancy (approximation method) in years							
	Pre-primary (ISCED 0)				Primary and lower secondary (ISCED 1 and 2) net of repetition			
Country or territory	MF (1)	M (2)	F (3)	GPI (4)	MF (5)	M (6)	F (7)	GPI (8)
China, Hong Kong SAR	...	...	...	...	9.2 **	9.0 **	9.3 **	1.03 **
China, Macao SAR	2.4	2.5	2.3	0.94	7.7	7.7	7.7	1.01
Cook Islands	1.8 *, +1	1.8 *, +1	1.8 *, +1	1.01 *, +1	10.6 *, +1	10.3 *, +1	10.9 *, +1	1.06 *, +1
Democratic People's Republic of Korea	...	...	...	...	...	...	...	...
Fiji	0.5 -1	0.5 -1	0.6 -1	1.07 -1	10.2 -1	10.1 -1	10.2 -1	1.01 -1
Indonesia	0.9	0.9	0.9	1.03	9.4 -1	9.4 -1	9.3 -1	0.99 -1
Japan	2.6	...	...	...	...	...	...	...
Kiribati	...	...	...	...	...	...	...	...
Lao People's Democratic Republic	0.7	0.6	0.7	1.04	7.5	7.8	7.2	0.92
Malaysia	1.3 **, -1	1.3 **, -1	1.4 **, -1	1.08 **, -1	...	...	...	...
Marshall Islands	0.9 +1	0.9 +1	0.9 +1	1.05 +1	8.6 +1	8.7 +1	8.6 +1	0.99 +1
Micronesia (Federated States of)	...	...	...	...	...	...	...	...
Myanmar	0.2	0.2	0.2	1.06	8.7 **	8.7 **	8.8 **	1.01 **
Nauru	2.8 *, -2	2.9 *, -2	2.8 *, -2	0.97 *, -2	...	...	...	...
New Zealand	1.9	1.8	1.9	1.04	...	...	...	...
Niue	...	...	...	...	...	...	...	...
Palau	...	...	...	...	...	...	...	...
Papua New Guinea	1.0 -2	1.0 -2	1.0 -2	0.98 -2	...	...	...	...
Philippines	0.5 -1	0.5 -1	0.5 -1	1.02 -1	8.8 -1	8.7 -1	8.9 -1	1.02 -1
Republic of Korea	3.5	3.5	3.5	1.01	...	...	...	...
Samoa	0.8	0.7	0.8	1.19	8.5	8.4	8.6	1.02
Singapore	...	...	...	...	...	...	...	...
Solomon Islands	1.5	1.5	1.5	1.03	...	...	...	...
Thailand	3.0 +1	3.0 +1	3.0 +1	0.99 +1	...	...	...	...
Timor-Leste	...	...	...	...	7.9	7.9	8.0	1.01
Tokelau	...	...	...	...	...	...	...	...
Tonga	...	...	...	...	...	...	...	...
Tuvalu	...	...	...	...	...	...	...	...
Vanuatu	1.8	1.8	1.8	1.01	8.8 **	8.8 **	8.8 **	1.00 **
Viet Nam	2.5	2.5	2.4	0.94	...	...	...	...
LATIN AMERICA AND THE CARIBBEAN								
Anguilla	1.9 **, -2	2.0 **, -2	1.8 **, -2	0.91 **, -2	9.0 **, -2	9.2 **, -2	8.9 **, -2	0.97 **, -2
Antigua and Barbuda	1.5 -2	1.5 -2	1.5 -2	0.99 -2	10.0 *	10.4 *	9.5 *	0.92 *
Argentina	2.2 -1	2.2 -1	2.2 -1	1.02 -1	9.6 -1	9.4 -1	9.7 -1	1.03 -1
Aruba	2.2	2.3	2.2	0.94	8.2 -1	8.2 -1	8.1 -1	0.98 -1
Bahamas	...	...	...	...	9.5	9.3	9.7	1.04
Barbados	2.2 *	2.2 *	2.2 *	1.00 *	9.7 *, -1	9.6 *, -1	9.9 *, -1	1.04 *, -1
Belize	0.9	0.9	0.9	1.06	...	...	...	...
Bermuda	...	...	...	...	...	...	...	...
Bolivia (Plurinational State of)	0.9 -1	0.9 -1	0.9 -1	1.00 -1	8.3 **, -2	8.4 **, -2	8.3 **, -2	0.99 **, -2
Brazil	...	...	...	...	...	...	...	...
British Virgin Islands	1.5 **, -1	1.5 **, -1	1.4 **, -1	0.93 **, -1	9.8 **	9.9 **	9.6 **	0.97 **
Cayman Islands	1.8 -2	1.6 -2	2.0 -2	1.22 -2	7.9 **, -2	7.9 **, -2	8.0 **, -2	1.01 **, -2
Chile	1.7 -1	1.6 -1	1.7 -1	1.05 -1	8.2 -1	8.4 -1	8.1 -1	0.96 -1
Colombia	1.5	1.5	1.5	1.00	9.8	9.7	9.9	1.02
Costa Rica	1.4 **	1.4 **	1.4 **	1.01 **	9.2 **	9.1 **	9.3 **	1.02 **
Cuba	3.2 +1	3.2 +1	3.1 +1	1.00 +1	8.9 +1	8.9 +1	8.8 +1	0.99 +1
Dominica	2.2	2.2	2.3	1.02	10.4	10.2	10.6	1.04
Dominican Republic	1.2	1.2	1.1	0.99	7.7	7.9	7.5	0.95
Ecuador	1.1 **, -2	1.1 **, -2	1.2 **, -2	1.05 **, -2	...	...	...	...
El Salvador	1.9	1.9	1.9	1.02	8.9	8.9	8.8	0.99
Grenada	2.0	1.9	2.0	1.07	10.2 **	10.2 **	10.4 **	1.02 **
Guatemala	1.4	1.4	1.4	1.02	8.3	8.5	8.1	0.95
Guyana	1.5	1.5	1.6	1.06	7.7	7.4	8.0	1.08
Haiti	...	...	...	...	...	...	...	...
Honduras	1.3	1.3	1.3	1.03	...	...	...	...
Jamaica	3.4	3.4	3.4	0.99	7.9	8.0	7.8	0.97
Mexico	2.0	2.0	2.1	1.02	10.1	9.9	10.3	1.03

School life expectancy (approximation method) in years											
Primary and secondary (ISCED 1-3)				Tertiary (ISCED 5-6)				Primary to tertiary (ISCED 1-6)			
MF (9)	M (10)	F (11)	GPI (12)	MF (13)	M (14)	F (15)	GPI (16)	MF (17)	M (18)	F (19)	GPI (20)
12.2 **	12.1 **	12.4 **	1.02 **	2.9 *	2.9 *	3.1 *	1.04 *	15.5 **	15.3 **	15.8 **	1.03 **
10.7	10.9	10.6	0.97	3.2	3.3	3.2	0.96	14.0	14.3	13.8	0.97
12.5 *, +1	11.9 *, +1	13.1 *, +1	1.10 *, +1	. *	. *	. *	. *	12.5 *, +1	11.9 *, +1	13.1 *, +1	1.10 *, +1
...	...	...	...	...	...	...	...	...	...	...	...
12.3 **, -1	12.1 **, -1	12.6 **, -1	1.04 **, -1	...	...	...	...	...	...	...	...
11.7	11.6	11.8	1.01	1.2	1.2	1.1	0.89	12.9	12.9	12.9	1.00
12.3	12.3	12.3	1.00	3.0	3.2	2.8	0.89	15.3	15.5	15.1	0.98
12.0 -2	11.6 -2	12.4 -2	1.07 -2	. -2	. -2	. -2	. -2	12.0 -2	11.6 -2	12.4 -2	1.07 -2
9.1	9.6	8.6	0.90	0.9	1.0	0.7	0.74	10.1	10.7	9.4	0.88
...	...	...	...	2.0 -1	1.8 -1	2.3 -1	1.29 -1	...	...	...	...
12.3 -1	12.2 -1	12.4 -1	1.01 -1	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
9.5 **	9.4 **	9.6 **	1.02 **	...	...	...	...	...	...	...	...
9.3 *, -2	8.9 *, -2	9.9 *, -2	1.12 *, -2	...	...	...	...	9.3 **, -2	8.9 **, -2	9.9 **, -2	1.12 **, -2
14.4	14.2	14.6	1.03	4.3	3.6	5.0	1.38	19.7	18.8	20.5	1.09
...	...	...	...	. *, -2	. *, -2	. *, -2	. *, -2	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
9.9 -1	9.8 -1	9.9 -1	1.01 -1	1.4 -2	1.3 -2	1.6 -2	1.25 -2	11.7 *, -2	11.4 *, -2	12.0 *, -2	1.05 *, -2
12.1 **	12.2 **	12.1 **	0.99 **	5.0	5.8	4.1	0.71	17.2 **	18.0 **	16.2 **	0.90 **
12.5	12.0	13.0	1.08	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	. -1	. -1	. -1	. -1	...	...	...	...
10.0 -1	9.8 -1	10.2 -1	1.03 -1	2.4 +1	2.1 +1	2.7 +1	1.31 +1	12.3 -1	11.9 -1	12.7 -1	1.07 -1
10.9	11.1	10.7	0.97	1.1 -1	1.3 -1	0.9 -1	0.69 -1	11.7 -1	12.2 *, -1	11.2 *, -1	0.92 *, -1
...	...	...	...	. *, -1	. *, -1	. *, -1	. *, -1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	. *, -1	. *, -1	. *, -1	. *, -1	...	...	...	...
11.1 **	11.2 **	10.9 **	0.97 **	...	...	...	...	...	...	...	...
10.8	10.7	10.8	1.01	1.1	1.1	1.1	1.00	11.9	11.8	11.9	1.01
											LATIN AMERICA AND THE CARIBBEAN
10.6 **, -2	10.8 **, -2	10.6 **, -2	0.98 **, -2	0.2 **, -2	0.1 **, -2	0.4 **, -2	5.01 **, -2	11.2 **, -2	11.1 **, -2	11.4 **, -2	1.02 **, -2
12.4	12.7	12.1	0.95	0.8	0.5	1.2	2.44	13.3	13.2	13.3	1.01
12.4 -1	12.1 -1	12.6 -1	1.04 -1	3.7 -1	3.0 -1	4.5 -1	1.50 -1	16.1 -1	15.1 -1	17.1 -1	1.13 -1
11.3	11.3	11.2	0.99	1.6	1.4	1.8	1.29	12.8	12.7	13.0	1.02
12.4	12.2	12.7	1.04	...	...	...	...	...	...	...	...
12.2 *	11.9 *	12.5 *	1.05 *	3.3	2.0	4.7	2.38	16.3 *	14.7 *	18.1 *	1.23 *
...	...	...	...	1.1	0.8	1.3	1.57	...	...	...	...
11.1 **	10.6 **	11.5 **	1.09 **	1.0	0.7	1.4	2.08	12.1 **	11.3 **	12.9 **	1.14 **
11.2 **, -1	11.3 **, -1	11.2 **, -1	0.99 **, -1	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
12.2 **	12.3 **	12.0 **	0.97 **	2.8 **, -1	2.4 **, -1	3.9 **, -1	1.64 **, -1	15.2 **, -1	14.9 **, -1	16.3 **, -1	1.10 **, -1
10.4 **, -2	10.2 **, -2	10.6 **, -2	1.04 **, -2	1.3 -2	0.9 -2	1.8 -2	2.11 -2	11.9 **, -2	11.2 **, -2	12.6 **, -2	1.13 **, -2
11.6 -1	11.7 -1	11.5 -1	0.99 -1	3.1 -1	3.1 -1	3.2 -1	1.05 -1	14.7 -1	14.7 -1	14.7 -1	1.00 -1
11.6	11.4	11.9	1.04	2.0	1.9	2.0	1.09	13.6	13.3	13.9	1.05
11.4 **	11.3 **	11.5 **	1.02 **	...	...	...	...	...	...	...	...
11.5 +1	11.5 +1	11.4 +1	0.99 +1	4.7	3.6	5.9	1.63	16.2	15.2	17.3	1.14
12.9	12.7	13.1	1.03	0.2 -2	0.1 -2	0.3 -2	3.35 -2	12.7 -2	12.5 -2	12.8 -2	1.02 -2
11.1	11.3	11.0	0.97	...	...	...	...	...	...	...	...
11.7 -1	11.6 -1	11.9 -1	1.03 -1	2.2 -2	2.1 -2	2.4 -2	1.14 -2	13.7 **, -2	13.4 **, -2	13.9 **, -2	1.03 **, -2
10.7	10.8	10.5	0.97	1.3	1.3	1.4	1.08	12.0	12.1	11.9	0.98
12.6 **	12.5 **	12.8 **	1.02 **	2.6 -1	2.2 -1	3.0 -1	1.36 -1	15.8 -1	15.3 -1	16.3 -1	1.06 -1
10.1	10.4	9.8	0.94	...	...	...	...	...	...	...	...
9.7	9.3	10.0	1.07	0.6	0.3	0.9	2.52	10.3	9.7	10.9	1.12
...	...	...	...	...	...	...	...	...	...	...	...
10.7 **	10.4 **	11.1 **	1.07 **	1.1 *, -2	0.9 *, -2	1.3 *, -2	1.48 *, -2	11.4 **, -2	10.8 **, -2	12.0 **, -2	1.11 **, -2
10.0	10.1	10.0	0.99	1.4	0.9	2.0	2.28	13.1	12.8	13.4	1.04
12.3	12.1	12.4	1.02	1.5	1.5	1.4	0.96	13.7	13.6	13.9	1.02

TABLE 12

SCHOOL LIFE EXPECTANCY / ISCED 0-6 / 2010

REGION	School life expectancy (approximation method) in years							
	Pre-primary (ISCED 0)				Primary and lower secondary (ISCED 1 and 2) net of repetition			
Country or territory	MF (1)	M (2)	F (3)	GPI (4)	MF (5)	M (6)	F (7)	GPI (8)
Montserrat	...	...	...	...	...	...	...	...
Netherlands Antilles[a]	...	...	...	...	...	...	...	...
Nicaragua	1.7	1.6	1.7	1.03	8.7	8.6	8.8	1.02
Panama	1.3	1.3	1.3	1.01	8.7	8.7	8.8	1.01
Paraguay	1.1 -1	1.1 -1	1.1 -1	1.01 -1	8.0 -1	8.0 -1	8.0 -1	1.00 -1
Peru	2.4	2.4	2.4	1.00	8.9	8.9	8.9	1.00
Puerto Rico	1.9	1.9	2.0	1.03	...	...	...	...
Saint Kitts and Nevis	1.8	1.8	1.8	0.96	9.4 *	9.4 *	9.3 *	0.99 *
Saint Lucia	1.2	1.2	1.2	0.96	9.3	9.5	9.2	0.97
Saint Vincent and the Grenadines	1.6 -1	1.6 -1	1.6 -1	1.01 -1	10.5	10.7	10.2	0.95
Suriname	1.7 -1	1.7 -1	1.7 -1	1.01 -1	8.8 **, -1	8.5 **, -1	9.0 **, -1	1.05 **, -1
Trinidad and Tobago	...	...	...	...	9.5 *	9.5 *	9.5 *	1.00 *
Turks and Caicos Islands	...	...	...	...	...	...	...	...
Uruguay	2.7 -1	2.7 -1	2.7 -1	1.01 -1	9.3 -1	...	...	...
Venezuela (Bolivarian Republic of)	2.2	2.1	2.3	1.07	8.5	8.4	8.6	1.02
NORTH AMERICA AND WESTERN EUROPE								
Andorra	3.0	3.1	3.0	0.96	8.3	8.3	8.3	1.00
Austria	3.0 **	3.0 **	3.0 **	1.00 **	8.0 **	8.1 **	8.0 **	1.00 **
Belgium	3.5 -1	3.5 -1	3.5 -1	1.00 -1	8.2 -1	8.3 -1	8.2 -1	0.99 -1
Canada	1.4 -2	1.4 -2	1.4 -2	1.00 -2	...	...	...	...
Cyprus	2.4 *	2.4 *	2.5 *	1.00 *	9.4 *	9.4 *	9.4 *	1.00 *
Denmark	3.8 -1	3.9 -1	3.8 -1	0.99 -1	9.4 -1	9.3 -1	9.4 -1	1.01 -1
Finland	2.7	2.7	2.7	1.00	8.9	8.9	8.9	1.00
France	3.3	3.3	3.2	0.99	...	...	...	...
Germany	3.4	3.4	3.4	0.98	10.0 **	10.0 **	10.0 **	1.00 **
Gibraltar	...	...	...	...	...	...	...	...
Greece	...	...	...	...	...	...	...	...
Holy See	.	.	.	.	.	.	.	.
Iceland	2.9 -1	2.9 -1	2.9 -1	1.00 -1	9.9 -1	9.8 -1	9.9 -1	1.00 -1
Ireland	0.9	1.0	0.9	0.98	11.8	11.8	11.8	1.00
Israel	3.2 -1	3.1 -1	3.3 -1	1.05 -1	8.9 -1	8.8 -1	9.0 -1	1.02 -1
Italy	2.9	3.0	2.9	0.97	8.1	8.1	8.1	1.00
Liechtenstein	2.0 *	2.0 *	2.0 *	0.99 *	9.4 *	9.5 *	9.3 *	0.98 *
Luxembourg	2.6 -2	2.6 -2	2.6 -2	0.99 -2	8.7 -2	8.7 -2	8.8 -2	1.02 -2
Malta	2.3	2.4	2.3	0.97	11.0	11.1	10.9	0.98
Monaco	...	...	...	...	...	...	...	...
Netherlands	1.9	1.9	1.9	1.00	10.2	10.3	10.1	0.98
Norway	3.0	3.0	3.0	0.98	9.9	9.9	9.9	1.00
Portugal	2.5 -1	2.5 -1	2.5 -1	1.00 -1	...	...	...	...
San Marino	2.8 **	2.9 **	2.7 **	0.93 **	7.7 **	7.4 **	8.0 **	1.08 **
Spain	3.8	3.8	3.8	1.00	10.4	10.4	10.5	1.01
Sweden	3.8	3.8	3.8	1.00	9.0	9.0	9.0	0.99
Switzerland	2.0	2.0	2.0	1.01	9.3	9.3	9.4	1.01
United Kingdom	1.6 -1	1.6 -1	1.6 -1	1.01 -1	...	...	...	...
United States of America	2.1	2.0	2.1	1.04	...	...	...	...
SOUTH AND WEST ASIA								
Afghanistan	...	...	...	...	...	...	...	...
Bangladesh	0.4 **	0.4 **	0.4 **	0.99 **	...	...	...	...
Bhutan	0.1 +1	0.1 +1	0.1 +1	1.08 +1	10.5 +1	10.2 +1	10.7 +1	1.05 +1
India	1.6	1.6	1.7	1.04	7.8 -2	7.9 -2	7.7 -2	0.98 -2
Iran (Islamic Republic of)	0.4	0.4	0.4	1.08	8.1 -1	8.1 -1	8.1 -1	1.00 -1
Maldives	3.4 +1	3.4 +1	3.4 +1	1.02 +1	10.7 -2	10.6 -2	10.9 -2	1.03 -2
Nepal	...	...	...	...	...	...	...	...
Pakistan	...	...	...	...	5.8 *	6.4 *	5.2 *	0.81 *
Sri Lanka	...	...	...	...	9.0	9.1	9.0	0.99
SUB-SAHARAN AFRICA								
Angola	1.1 *	1.1 *	1.1 *	1.02 *	7.9 -1	8.6 -1	7.2 -1	0.83 -1
Benin	0.4	0.4	0.4	1.04	...	...	...	...

School life expectancy (approximation method) in years											
Primary and secondary (ISCED 1-3)				Tertiary (ISCED 5-6)				Primary to tertiary (ISCED 1-6)			
MF (9)	M (10)	F (11)	GPI (12)	MF (13)	M (14)	F (15)	GPI (16)	MF (17)	M (18)	F (19)	GPI (20)
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
10.6	10.5	10.6	1.01	...	...	...	...	...	...	...	...
10.9	10.9	11.0	1.01	2.2 -1	1.8 -1	2.7 -1	1.53 -1	13.2 -1	12.6 -1	13.7 -1	1.09 -1
10.0 -1	10.1 -1	10.0 -1	1.00 -1	2.1 -1	1.7 -1	2.4 -1	1.41 -1	12.1 -1	11.8 -1	12.4 -1	1.06 -1
11.1	11.1	11.0	0.99	2.1	2.1	2.2	1.09	13.2	13.2	13.3	1.01
10.5 **	10.3 **	10.7 **	1.05 **	4.3	3.5	5.1	1.48	14.8 **	13.7 **	15.9 **	1.16 **
11.4 *	11.4 *	11.4 *	1.00 *	0.9 -2	0.6 -2	1.2 -2	2.10 -2	12.9 **, -2	12.4 **, -2	13.4 **, -2	1.08 **, -2
11.4 **	11.5 **	11.2 **	0.97 **	0.6	0.3	0.8	2.49	12.7 **	12.4 **	13.0 **	1.05 **
12.8	13.0	12.6	0.97	...	...	...	...	...	...	...	...
12.2 **, -1	11.8 **, -1	12.5 **, -1	1.06 **, -1	...	...	...	...	...	...	...	...
11.6 **, -2	11.6 **, -2	11.6 **, -2	1.01 **, -2	...	...	...	...	...	...	...	...
...	...	...	...	— **, -2	— **, -2	— **, -2	0.90 **, -2	...	...	...	...
12.2 -1	...	...	...	3.3 -1	2.5 -1	4.2 -1	1.70 -1	15.5 -1	...	...	...
10.3	10.2	10.4	1.02	4.0 -1	...	...	...	14.4 -1	...	...	...
NORTH AMERICA AND WESTERN EUROPE											
10.3	10.1	10.4	1.03	0.4 -2	0.3 -2	0.4 -2	1.41 -2	11.7 -2	11.1 -2	12.3 -2	1.11 -2
11.8 **	11.9 **	11.6 **	0.97 **	2.8 -1	2.6 -1	3.1 -1	1.18 -1	15.3 **, -1	15.1 **, -1	15.6 **, -1	1.03 **, -1
12.9 -1	13.0 -1	12.8 -1	0.98 -1	3.3 -1	2.9 -1	3.7 -1	1.25 -1	16.4 -1	16.1 -1	16.7 -1	1.04 -1
12.0 -2	12.1 -2	11.9 -2	0.99 -2	...	...	...	...	...	...	...	...
12.3 *	12.3 *	12.3 *	1.00 *	2.6 *	2.8 *	2.5 *	0.88 *	14.9 *	15.1 *	14.7 *	0.98 *
13.2 -1	13.1 -1	13.2 -1	1.01 -1	3.6 -1	3.0 -1	4.2 -1	1.41 -1	16.8 -1	16.1 -1	17.4 -1	1.08 -1
12.4	12.3	12.5	1.02	4.5	4.1	5.0	1.22	16.9	16.4	17.5	1.07
13.4	13.4	13.4	1.00	2.7 -1	2.4 -1	3.1 -1	1.27 -1	16.1 -1	15.8 -1	16.5 -1	1.04 -1
13.2 **	13.4 **	12.9 **	0.97 **	...	...	...	...	...	...	...	...
...	...	...	...	. -2	. -2	. -2	. -2	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
.	.	.	.	...	...	...	...	...	...	...	...
14.5 -1	14.4 -1	14.6 -1	1.02 -1	3.8 -1	2.6 -1	5.0 -1	1.88 -1	18.3 -1	17.1 -1	19.6 -1	1.15 -1
14.6	14.5	14.7	1.02	2.9 -1	2.7 -1	3.2 -1	1.22 -1	18.3 -1	18.0 -1	18.6 -1	1.03 -1
12.3 -1	12.2 -1	12.4 -1	1.01 -1	3.3 -1	2.9 -1	3.6 -1	1.27 -1	15.7 -1	15.3 -1	16.2 -1	1.06 -1
13.1	13.2	13.0	0.99	3.1 -1	2.5 -1	3.6 -1	1.43 -1	16.2 -1	15.7 -1	16.7 -1	1.06 -1
10.1 *	10.2 *	10.1 *	0.99 *	1.7 *	2.2 *	1.3 *	0.62 *	11.9 *	12.3 *	11.4 *	0.93 *
12.8 -2	12.7 -2	13.0 -2	1.02 -2	0.5 -2	0.5 -2	0.5 -2	0.97 -2	13.5 -2	13.4 -2	13.5 -2	1.01 -2
12.9	13.2	12.6	0.95	1.8	1.5	2.0	1.36	15.1	15.2	14.9	0.98
...	...	...	...	.	.	.	.	...	...	...	...
13.8	13.9	13.7	0.99	3.1 -1	2.9 -1	3.2 -1	1.11 -1	16.9 -1	16.8 -1	16.9 -1	1.00 -1
13.7	13.7	13.6	0.99	3.6	2.8	4.4	1.60	17.5	16.8	18.2	1.08
13.2 -1	13.2 -1	13.2 -1	1.00 -1	2.8 -1	2.5 -1	3.0 -1	1.21 -1	16.0 -1	15.8 -1	16.2 -1	1.03 -1
12.5 **	12.1 **	12.9 **	1.06 **	...	...	...	...	12.5 **	12.1 **	12.9 **	1.06 **
13.5	13.5	13.6	1.00	3.1 -1	2.8 -1	3.5 -1	1.27 -1	16.4 -1	16.0 -1	16.9 -1	1.06 -1
12.0	12.1	12.0	0.99	3.8	3.0	4.6	1.51	16.0	15.2	16.7	1.10
12.9	13.0	12.8	0.98	2.6	2.6	2.6	0.99	15.7	15.8	15.5	0.99
13.5 -1	13.4 -1	13.6 -1	1.01 -1	2.9 -1	2.5 -1	3.3 -1	1.35 -1	16.4 -1	15.9 -1	16.9 -1	1.06 -1
11.9	11.8	11.9	1.00	4.8	4.0	5.6	1.40	16.8	15.9	17.6	1.11
SOUTH AND WEST ASIA											
8.6	10.4	6.6	0.63	0.2 -1	0.3 -1	0.1 -1	0.24 -1	8.1 -1	10.1 -1	6.1 -1	0.60 -1
...	...	...	...	0.5 -1	0.7 -1	0.4 -1	0.61 -1	...	...	...	...
11.9 +1	11.8 +1	12.1 +1	1.02 +1	0.4 +1	0.5 +1	0.4 +1	0.68 +1	12.4 +1	12.3 +1	12.4 +1	1.01 +1
10.0 **, -2	10.2 **, -2	9.7 **, -2	0.95 **, -2	0.9	1.0	0.7	0.73	10.7 **, -2	...	...	...
12.2	12.7	11.8	0.93	2.1	2.1	2.1	1.01	14.4	14.8	13.9	0.94
...	...	...	...	0.6 -2	0.6 -2	0.7 -2	1.08 -2	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
7.1 *	7.9 *	6.3 *	0.80 *	0.3 *, -2	0.3 *, -2	0.2 *, -2	0.83 *, -2	7.3 **, -1	8.0 **, -1	6.5 **, -1	0.81 **, -1
...	...	...	...	0.8	0.5	1.0	1.92	...	...	...	...
SUB-SAHARAN AFRICA											
10.0 **	11.2 **	8.8 **	0.78 **	0.2	0.2	0.2	0.80	10.2 **	11.5 **	9.0 **	0.78 **
...	...	...	...	0.5 -1	0.8 -1	0.3 -1	0.38 -1	...	...	...	...

TABLE 12 SCHOOL LIFE EXPECTANCY / ISCED 0-6 / 2010

REGION	School life expectancy (approximation method) in years							
	Pre-primary (ISCED 0)				Primary and lower secondary (ISCED 1 and 2) net of repetition			
Country or territory	MF (1)	M (2)	F (3)	GPI (4)	MF (5)	M (6)	F (7)	GPI (8)
Botswana	0.6 -1	0.6 -1	0.6 -1	1.02 -1	...	...	...	...
Burkina Faso	0.1 +1	0.1 +1	0.1 +1	1.01 +1	5.2	5.5	4.9	0.88
Burundi	0.3	0.3	0.3	1.00	7.3 **	7.5 **	7.0 **	0.94 **
Cameroon	0.6	0.6	0.6	1.02	7.7 -1	8.3 **, -1	7.2 **, -1	0.86 **, -1
Cape Verde	2.1	2.1	2.1	1.00	8.3	8.2	8.4	1.03
Central African Republic	0.2 +1	0.2 +1	0.2 +1	1.02 +1	4.9 -1	5.8 -1	4.0 -1	0.68 -1
Chad	0.1	0.1	0.1	0.91	5.3	6.3	4.2	0.66
Comoros	0.7 -2	0.7 -2	0.6 -2	0.97 -2	...	...	...	...
Congo	0.4	0.4	0.4	1.07	...	...	...	...
Côte d'Ivoire	0.1 +1	0.1 +1	0.1 +1	1.00 +1	...	...	...	...
Democratic Republic of the Congo	0.1	0.1	0.1	1.06	...	...	...	...
Equatorial Guinea	2.2 -2	1.9 -2	2.5 -2	1.33 -2	...	...	...	...
Eritrea	0.3	0.3	0.3	0.95	3.1	3.4	2.8	0.83
Ethiopia	0.1	0.1	0.1	0.96	7.7	8.1	7.2	0.88
Gabon	1.3 +1	1.2 +1	1.3 +1	1.04 +1	...	...	...	...
Gambia	1.2	1.2	1.2	1.04	6.6 **	6.5 **	6.7 **	1.02 **
Ghana	2.1 **, -1	2.1 **, -1	2.2 **, -1	1.04 **, -1	8.9 +1	9.0 +1	8.8 +1	0.97 +1
Guinea	0.4	0.4	0.4	0.99	6.3 -1	7.1 -1	5.5 -1	0.77 -1
Guinea-Bissau	0.2	0.2	0.2	1.06	...	...	...	...
Kenya	1.6 -1	1.6 -1	1.6 -1	0.99 -1	...	...	...	...
Lesotho	1.0	...	...	...	7.3 **	6.9 **	7.7 **	1.12 **
Liberia	...	...	...	...	...	...	...	...
Madagascar	0.3	0.3	0.3	1.02	8.0 **, -1	8.0 **, -1	7.9 **, -1	0.98 **, -1
Malawi	...	...	...	...	8.3 **	8.2 **	8.3 **	1.02 **
Mali	0.1 +1	0.1 +1	0.1 +1	1.05 +1	5.3	5.8	4.8	0.83
Mauritius	1.9	1.9	1.9	0.99	8.5	8.4	8.6	1.02
Mozambique	...	...	...	...	8.5 +1	8.9 +1	8.0 +1	0.90 +1
Namibia	...	...	...	...	...	...	...	...
Niger	0.2 +1	0.2 +1	0.2 +1	1.07 +1	4.4	4.9	3.9	0.80
Nigeria	0.4	0.4	0.4	0.99	6.4 **	6.7 **	6.1 **	0.90 **
Rwanda	0.3 +1	0.3 +1	0.4 +1	1.05 +1	8.8	8.7	9.0	1.03
Sao Tome and Principe	1.9 +1	1.8 +1	1.9 +1	1.05 +1	9.2 +1	9.0 +1	9.3 +1	1.04 +1
Senegal	0.4	0.4	0.4	1.12	6.2 -2	6.3 -2	6.2 -2	0.98 -2
Seychelles	2.0	2.1	2.0	0.92	11.0 **	10.9 **	11.1 **	1.01 **
Sierra Leone	0.2 **, +1	0.2 **, +1	0.2 **, +1	1.03 **, +1	8.0 **, +1	8.6 **, +1	7.6 **, +1	0.88 **, +1
Somalia	...	...	...	...	...	...	...	...
South Africa	0.7 -1	0.6 -1	0.7 -1	1.00 -1	...	...	...	...
Swaziland	0.7	0.7	0.7	1.03	8.6	8.7	8.5	0.98
Togo	0.3	0.3	0.3	1.02	8.6 **	...	...	...
Uganda	0.4	0.4	0.4	1.05	9.4 **	9.4 **	9.3 **	0.99 **
United Republic of Tanzania	0.7	0.7	0.7	1.02	...	...	...	...
Zambia	...	...	...	...	9.3	9.3	9.2	0.99
Zimbabwe	...	...	...	...	...	...	...	...
REGIONAL AVERAGES								
WORLD	**1.3**	**1.3**	**1.3**	**1.00**	**7.9 ****	**8.0 ****	**7.8 ****	**0.97 ****
Arab States	0.5 **	0.5 **	0.5 **	0.94 **	7.7 **	7.9 **	7.5 **	0.94 **
Central and Eastern Europe	2.5 **	2.5 **	2.4 **	0.98 **	...	...	...	...
Central Asia	1.1	1.1	1.1	1.00	8.9	8.9	8.8	0.98
East Asia and the Pacific	1.5	1.5	1.5	1.00	8.6 **	8.5	8.7 **	1.03 **
Latin America and the Caribbean	1.9	1.9	1.9	1.01	8.7 **	8.7 **	8.7 **	1.00 **
North America and Western Europe	2.4	2.4	2.4	1.01	...	...	...	...
South and West Asia	1.3	1.3	1.4	1.02	7.1 **, -1	7.2 **, -1	6.9 **, -1	0.96 **, -1
Sub-Saharan Africa	0.5	0.5	0.5	1.01	7.2 **	7.5 **	6.8 **	0.91 **

School life expectancy (approximation method) in years											
Primary and secondary (ISCED 1-3)				Tertiary (ISCED 5-6)				Primary to tertiary (ISCED 1-6)			
MF (9)	M (10)	F (11)	GPI (12)	MF (13)	M (14)	F (15)	GPI (16)	MF (17)	M (18)	F (19)	GPI (20)
11.7 **, -1	11.7 **, -1	11.7 **, -1	1.00 **, -1	...	...	...	...	...	...	...	...
6.6 +1	7.0 +1	6.2 +1	0.88 +1	0.2 +1	0.3 +1	0.1 +1	0.48 +1	6.9 +1	7.4 +1	6.4 +1	0.86 +1
11.2 **	11.5 **	10.8 **	0.94 **	0.2	0.2	0.1	0.54	11.3 **	11.8 **	10.9 **	0.93 **
10.2 **	11.0 **	9.4 **	0.85 **	0.7	0.6	0.5	0.81	10.9 **	11.7 **	9.9 **	0.85 **
11.8	11.5	12.0	1.04	0.9	0.8	1.0	1.29	12.7	12.4	13.1	1.06
7.1 **, +1	8.4 **, +1	5.8 **, +1	0.69 **, +1	0.1	0.2	0.1	0.32	6.8 **	8.1 **	5.5 **	0.68 **
7.3	8.8	5.7	0.64	0.1 **	0.2 **	0.03 **	0.17 **	7.4 **	9.1 **	5.7 **	0.63 **
...	...	...	...	0.4	0.5	0.3	0.74	...	...	...	...
...	...	...	...	0.3	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
7.9	8.9	6.9	0.77	0.3 -1	0.5 -1	0.1 -1	0.31 -1	8.5 **, -1	9.8 **, -1	7.2 **, -1	0.73 **, -1
...	...	...	...	...	...	...	...	...	...	...	...
4.5	5.0	4.0	0.79	0.1	0.2	0.05	0.33	4.6	5.2	4.0	0.78
8.4 **	8.9 **	7.8 **	0.88 **	0.3	0.4	0.1	0.36	8.7 **	9.3 **	8.0 **	0.86 **
...	...	...	...	...	...	...	...	...	...	...	...
8.3 **	8.3 **	8.2 **	0.99 **	0.2 -2	...	...	...	8.7 **, -2	...	...	...
10.8 **, +1	11.0 **, +1	10.5 **, +1	0.96 **, +1	0.6 +1	0.7 +1	0.5 +1	0.62 +1	11.4 **, +1	11.8 **, +1	11.0 **, +1	0.94 **, +1
8.4 **, -1	9.5 **, -1	7.2 **, -1	0.75 **, -1	0.5 -2	0.8 -2	0.3 -2	0.33 -2	8.8 **, -2	10.2 **, -2	7.4 **, -2	0.72 **, -2
...	...	...	...	...	...	...	...	...	...	...	...
10.8 **, -1	11.1 **, -1	10.5 **, -1	0.95 **, -1	0.2 -1	0.2 -1	0.2 -1	0.70 -1	11.1 **, -1	11.4 **, -1	10.7 **, -1	0.94 **, -1
9.6	9.3	9.9	1.06	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
10.2 **, -1	10.4 **, -1	10.0 **, -1	0.96 **, -1	0.2	0.2	0.2	0.87	10.4 **, -1	10.7 **, -1	10.2 **, -1	0.96 **, -1
10.3 **	10.3 **	10.3 **	1.01 **	0.04 **	0.05 **	0.03 **	0.61 **	10.4 **	10.4 **	10.4 **	1.00 **
7.2 +1	7.9 +1	6.4 +1	0.82 +1	0.3 +1	0.5 +1	0.2 +1	0.46 +1	7.5 +1	8.3 +1	6.6 +1	0.80 +1
12.2 **	12.2 **	12.2 **	1.00 **	1.2 **, -2	1.1 **, -2	1.4 **, -2	1.24 **, -2	13.6 **, -2	13.4 **, -2	13.8 **, -2	1.03 **, -2
9.5 +1	10.0 +1	8.9 +1	0.89 +1	...	...	...	...	...	...	...	...
...	...	...	...	0.5 -2	0.4 -2	0.6 -2	1.35 -2	...	...	...	...
4.8 **	5.4 **	4.3 **	0.79 **	0.1 +1	0.1 +1	0.04 +1	0.38 +1	4.9 **	5.5 **	4.3 **	0.78 **
7.7 **	8.1 **	7.2 **	0.89 **	...	...	...	...	...	...	...	...
10.7 +1	10.6 +1	10.9 +1	1.03 +1	0.3	0.3	0.2	0.77	10.9	10.9	11.0	1.01
11.2 **, +1	11.1 **, +1	11.3 **, +1	1.02 **, +1	0.2	0.2	0.2	0.98	10.8 **	10.8 **	10.8 **	1.00 **
7.8	7.8	7.8	0.99	0.4 *	0.5 **	0.3 **	0.60 **	8.2 *	8.3 **	8.0 **	0.97 **
13.1 **	12.8 **	13.3 **	1.04 **	. -2	. -2	. -2	. -2	14.3 -2	13.5 **, -2	15.2 **, -2	1.12 **, -2
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
11.8 **, -1	11.8 **, -1	11.8 **, -1	0.99 **, -1	...	...	...	...	...	...	...	...
11.0	11.3	10.6	0.94	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
10.6 **	10.7 **	10.5 **	0.98 **	0.2 -1	0.2 -1	0.2 -1	0.79 -1	11.1 **, -1	11.3 **, -1	10.8 **, -1	0.96 **, -1
...	...	...	...	0.1	0.1	0.1	0.82	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	0.3	0.3	0.3	0.80	...	...	...	...

REGIONAL AVERAGES											
10.1 **	**10.3 ****	**9.9 ****	**0.97 ****	**1.4**	**1.4**	**1.5**	**1.07**	**11.5 ****	**11.6 ****	**11.3 ****	**0.98 ****
9.8 **	10.2 **	9.4 **	0.93 **	1.2 **	1.2 **	1.2 **	1.02 **	11.0 **	11.4 **	10.6 **	0.93 **
10.8 **	10.9 **	10.7 **	0.98 **	3.2 **	2.9 **	3.6 **	1.23 **	14.0 **	13.8 **	14.2 **	1.03 **
10.8	10.9	10.7	0.98	1.2 **	1.2 **	1.3 **	1.07 **	12.5 **	12.5 **	12.4 **	0.99 **
10.7	10.5	10.8	1.02	1.5	1.4	1.5	1.05	12.2	12.0	12.3	1.03
11.7 **	11.6 **	11.8 **	1.02 **	2.1	1.8	2.3	1.26	13.7 **	13.4 **	14.1 **	1.05 **
12.5	12.5	12.5	1.00	3.8 **	3.3 **	4.3 **	1.33 **	16.5 **	16.0 **	17.0 **	1.07 **
9.5 **	9.7 **	9.2 **	0.94 **	0.8	0.9	0.7	0.75	10.3 **	10.7 **	9.9 **	0.93 **
8.7	9.2	8.2	0.89	0.3 **	0.4 **	0.3 **	0.61 **	9.1 **	9.7 **	8.5 **	0.88 **

TABLE 13 PUBLIC EXPENDITURE ON EDUCATION BY NATURE OF SPENDING / ISCED 1-6 / Financial year ending in 2010

REGION	Total public expenditure per student						Total public expenditure on education	
	as a % of GDP per capita			in PPP[a] dollars			as a % of GDP	as a % of total government expenditure
Country or territory	Primary (ISCED 1) (1)	Secondary (ISCED 2-3) (2)	Tertiary (ISCED 5-6) (3)	Primary (ISCED 1) (4)	Secondary (ISCED 2-3) (5)	Tertiary (ISCED 5-6) (6)	(7)	(8)
ARAB STATES								
Algeria	...	...	...	...	...	...	4.3 -2	20.27 -2
Bahrain	...	...	...	...	...	...	2.9 -2	11.72 -2
Djibouti	24.6 -2	33.1 -2	...	542 -2	729 -2	...	...	...
Egypt	...	...	...	...	...	...	3.8 -2	11.9 -2
Iraq	...	...	...	...	...	...	...	...
Jordan	11.9 -2	14.3 -2	...	662 -2	794 -2	...	...	...
Kuwait	10.0 -2	13.7 -2	...	5,268 -2	7,191 -2	...	...	...
Lebanon	...	...	10.0 -1	...	...	1,317 -1	1.8 -1	7.2 -1
Libya	...	...	...	...	...	...	...	...
Mauritania	13.4	31.2 **	193.5	329	765 **	4,754	4.3	15.2
Morocco	16.9 -1	...	83.3 -1	771 -1	...	3,794 -1	5.4 -1	25.7 -2
Oman	12.8 -1	14.6 -1	41.6 -1	3,428 -1	3,923 -1	11,155 -1	4.3 -1	...
Palestine	...	...	...	...	...	...	...	...
Qatar	10.3 -1	11.0 -1	...	8,657 -1	9,198 -1	...	2.4 -2	8.2 -2
Saudi Arabia	...	...	...	...	...	...	5.6 -2	19.3 -2
Sudan (pre-secession)[a]	...	...	...	...	...	...	...	...
Syrian Arab Republic	16.8 -1	14.2 -1	...	870 -1	739 -1	...	...	...
Tunisia	17.3 -2	24.3 -2	46.1 -2	1,536 -2	2,163 -2	4,101 -2	6.3 -2	22.7 -2
United Arab Emirates	6.2 -1	8.6 **, -1	19.9 -1	3,123 -1	4,288 **, -1	9,934 -1	1.0 -1	23.4 -1
Yemen	...	...	...	...	...	...	5.2 -2	16.0 -2
CENTRAL AND EASTERN EUROPE								
Albania	...	...	...	...	...	...	...	...
Belarus	...	...	14.7 -1	...	...	1,884 -1	4.5 -1	8.9 -1
Bosnia and Herzegovina	...	...	...	...	...	...	...	...
Bulgaria	24.4 -2	24.2 -2	24.8 -2	3,390 -2	3,370 -2	3,452 -2	4.4 -2	12.3 -2
Croatia	...	...	26.0 -1	...	...	5,213 -1	4.3 -1	...
Czech Republic	16.4 -1	25.3 -1	26.4 -1	4,071 -1	6,294 -1	6,564 -1	4.5 -1	9.8 -1
Estonia	25.9 -2	29.6 -2	22.1 -2	5,678 -2	6,477 -2	4,841 -2	5.7 -2	14.2 -2
Hungary	22.2 -1	22.8 -1	28.4 -1	4,475 -1	4,589 -1	5,731 -1	5.1 -1	10.0 -1
Latvia	31.4 -1	32.3 -1	14.2 -1	5,070 -1	5,222 -1	2,288 -1	5.6 -1	12.8 -1
Lithuania	19.0 -1	27.6 -1	18.1 -1	3,234 -1	4,712 -1	3,086 -1	5.7 -1	12.9 -1
Montenegro	...	...	...	...	...	...	...	...
Poland	26.3 -1	24.3 -1	19.0 -1	4,975 -1	4,586 -1	3,595 -1	5.1 -1	11.4 -1
Republic of Moldova	41.4	39.4	44.8	1,289	1,224	1,395	9.1	22.3
Romania	...	...	...	...	...	...	...	...
Russian Federation	...	...	14.2 -2	...	...	2,889 -2	4.1 -2	11.9 -2
Serbia	61.6 -1	14.4 -1	43.3 -1	6,833 -1	1,599 -1	4,795 -1	5.0 -1	9.5 -1
Slovakia	18.7 -1	18.3 -1	18.6 -1	4,226 -1	4,143 -1	4,211 -1	4.1 -1	9.8 -1
Slovenia	...	...	24.7 -1	...	...	6,703 -1	5.7 -1	11.6 -1
The former Yugoslav Rep. of Macedonia	...	...	...	...	...	...	...	...
Turkey	...	...	...	...	...	...	...	...
Ukraine	...	...	...	...	...	...	...	...
CENTRAL ASIA								
Armenia	16.4	17.8	7.5	899	974	407	3.2	13.0 -1
Azerbaijan	...	...	22.3 -1	...	...	2,123 -1	3.2 -1	10.9 -1
Georgia	14.8 -2	15.5 -2	11.4 -2	726 -2	760 -2	559 -2	3.2 *, -1	7.7 *, -1
Kazakhstan	...	...	10.2 -1	...	...	1,162 -1	3.1 -1	...
Kyrgyzstan	...	...	17.8 -1	...	...	406 -1	6.2 -1	24.7 -2
Mongolia	14.6	18.1	6.0	588	731	242	5.4	14.6 -1
Tajikistan	...	20.4 -1	21.2 -1	...	427 -1	443 -1	4.0	14.7
Turkmenistan	...	...	...	...	...	...	...	...
Uzbekistan	...	...	...	...	...	...	...	...
EAST ASIA AND THE PACIFIC								
Australia	20.2 -1	18.8 -1	20.7 -1	7,980 -1	7,403 -1	8,145 -1	5.1 -1	12.9 -2
Brunei Darussalam	5.1	7.8	32.0	2,558	3,893	15,986	2.0	13.7 +1
Cambodia	6.8	6.8 **	...	149	150 **	...	2.6	...
China	...	...	...	...	...	...	...	...

Educational expenditure by nature of spending as a percentage of total educational expenditure in public institutions							
Primary, secondary and post-secondary non-tertiary (ISCED 1-4)				Tertiary (ISCED 5-6)			
Salaries, all staff (9)	Other current (10)	Total current (11)	Capital (12)	Salaries, all staff (13)	Other current (14)	Total current (15)	Capital (16)
							ARAB STATES
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…
82.4 -2	4.8 -2	87.1 -2	12.9 -2	…	…	…	…
…	…	…	…	…	…	…	…
…	…	…	…	97.1 -2	0.4 -2	97.4 -2	2.6 -2
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…
72.3 **, -1	14.1 **, -1	86.4 **, -1	13.6 **, -1	62.6	23.5	86.1	13.9
90.7 -2	0.3 -2	91.1 -2	8.9 -2	…	…	…	…
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…
…	…	…	…	…	…	82.4 -2	17.6 -2
82.6 -1	13.5 -1	96.1 -1	3.9 -1	…	…	…	…
…	…	…	…	…	…	…	…
							CENTRAL AND EASTERN EUROPE
…	…	…	…	…	…	…	…
…	…	…	…	73.1 -1	21.0 -1	94.2 -1	5.8 -1
…	…	…	…	…	…	…	…
68.9 -2	17.5 -2	86.5 -2	13.5 -2	43.5 -2	40.8 -2	84.3 -2	15.7 -2
…	…	…	…	53.7 -1	29.1 -1	82.8 -1	17.2 -1
55.5 -1	33.8 -1	89.3 -1	10.7 -1	45.4 -1	44.0 -1	89.3 -1	10.7 -1
…	…	…	…	…	…	…	…
71.7 -1	22.4 -1	94.2 -1	5.8 -1	52.0 -1	32.1 -1	84.1 -1	15.9 -1
70.2 -1	18.1 -1	88.3 -1	11.7 -1	76.6 -1	19.7 -1	96.2 -1	3.8 -1
84.0 -1	13.1 -1	97.1 -1	2.9 -1	67.1 -1	24.3 -1	91.4 -1	8.6 -1
…	…	…	…	…	…	…	…
62.3 -2	30.8 -2	93.1 -2	6.9 -2	67.1 -1	19.8 -1	86.9 -1	13.1 -1
66.5	25.7	92.2	7.8	59.8	33.8	93.7	6.3
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…
80.6 -1	17.0 -1	97.6 -1	2.4 -1	65.7 -1	30.8 -1	96.6 -1	3.4 -1
60.7 -1	34.5 -1	95.2 -1	4.8 -1	50.7 -1	40.0 -1	90.7 -1	9.3 -1
…	…	…	…	60.8 -1	27.1 -1	87.8 -1	12.2 -1
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…
							CENTRAL ASIA
…	…	…	…	…	…	…	…
…	…	…	…	59.5 -1	38.9 -1	98.5 -1	1.5 -1
…	…	…	…	…	…	…	…
…	…	…	…	44.5 -1	44.9 -1	89.4 -1	10.6 -1
…	…	…	…	69.8 -1	20.1 -1	89.9 -1	10.1 -1
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…
							EAST ASIA AND THE PACIFIC
64.4 -1	20.8 -1	85.2 -1	14.8 -1	53.6 -1	33.4 -1	86.9 -1	13.1 -1
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…

TABLE 13 PUBLIC EXPENDITURE ON EDUCATION BY NATURE OF SPENDING / ISCED 1-6 / Financial year ending in 2010

REGION	Total public expenditure per student						Total public expenditure on education	
	as a % of GDP per capita			in PPP[q] dollars			as a % of GDP	as a % of total government expenditure
Country or territory	Primary (ISCED 1) (1)	Secondary (ISCED 2-3) (2)	Tertiary (ISCED 5-6) (3)	Primary (ISCED 1) (4)	Secondary (ISCED 2-3) (5)	Tertiary (ISCED 5-6) (6)	(7)	(8)
China, Hong Kong SAR	15.1	18.0	26.8	6,571	7,825	11,676	3.6	20.2
China, Macao SAR	…	…	15.8 -1	…	…	8,066 -1	2.6 -1	13.0 -1
Cook Islands	…	…	…	…	…	…	…	…
Democratic People's Republic of Korea	…	…	…	…	…	…	…	…
Fiji	…	…	…	…	…	…	4.5 -1	14.7 -1
Indonesia	10.6	8.8	23.1	457	380	1,001	3.0	17.1
Japan	23.7	24.3	25.3	7,605	7,798	8,097	3.8	9.4 -2
Kiribati	…	…	…	…	…	…	…	…
Lao People's Democratic Republic	…	…	…	…	…	…	3.3	13.2
Malaysia	14.6 -1	20.2 -1	60.7 -1	2,025 -1	2,802 -1	8,411 -1	5.8 -1	18.9 -1
Marshall Islands	…	…	…	…	…	…	…	…
Micronesia (Federated States of)	…	…	…	…	…	…	…	…
Myanmar	…	…	…	…	…	…	…	…
Nauru	…	…	…	…	…	…	…	…
New Zealand	21.9	23.6	31.4	6,423	6,918	9,209	7.2	16.1 -2
Niue	…	…	…	…	…	…	…	…
Palau	…	…	…	…	…	…	…	…
Papua New Guinea	…	…	…	…	…	…	…	…
Philippines	9.0 -2	9.1 -2	…	330 -2	335 -2	…	2.7 -1	15.0 -1
Republic of Korea	23.1 -1	23.6 -1	13.0 -1	6,269 -1	6,413 -1	3,545 -1	5.0 -1	15.8 -2
Samoa	…	…	…	…	…	…	5.3 -2	13.4 -2
Singapore	11.5	17.5	28.7	5,879	8,948	14,676	3.3	10.3
Solomon Islands	…	…	…	…	…	…	6.1 -2	…
Thailand	24.4 -1	9.3 -1	22.7 -1	1,928 -1	734 -1	1,794 -1	3.8	22.3
Timor-Leste	…	…	83.9 -1	…	…	735 -1	14.0	11.7
Tokelau	…	…	…	…	…	…	…	…
Tonga	…	…	…	…	…	…	…	…
Tuvalu	…	…	…	…	…	…	…	…
Vanuatu	17.0 -1	20.1 -1	…	744 -1	883 -1	…	5.2 -1	23.7 -1
Viet Nam	19.4 -2	17.0 -2	60.6 -2	549 -2	481 -2	1,719 -2	5.3 -2	19.8 -2
LATIN AMERICA AND THE CARIBBEAN								
Anguilla	…	…	…	…	…	…	3.5 -2	10.7 -2
Antigua and Barbuda	8.0 -1	12.2 -1	15.3 -1	1,751 -1	2,683 -1	3,364 -1	2.5 -1	9.8 -1
Argentina	16.8 -1	27.1 -1	19.1 -1	2,472 -1	3,972 -1	2,798 -1	6.0 -1	14.0 -1
Aruba	15.3 -1	21.5 -1	39.4 -1	…	…	…	5.9 -1	20.5 -1
Bahamas	…	…	…	…	…	…	…	…
Barbados	…	26.4 -1	37.9 -1	…	5,322 -1	7,650 -1	6.7 -1	14.3 -1
Belize	17.0 -1	24.9 -1	31.0 -1	1,151 -1	1,683 -1	2,095 -1	6.1 -1	18.7 -2
Bermuda	11.7	17.5	27.5	…	…	…	2.6	13.4
Bolivia (Plurinational State of)	…	…	…	…	…	…	…	…
Brazil	20.5 -1	20.9 -1	28.9 -1	2,139 -1	2,178 -1	3,015 -1	5.7 -1	16.8 -1
British Virgin Islands	10.4 -1	21.9 -1	…	…	…	…	4.3	13.6
Cayman Islands	…	…	…	…	…	…	…	…
Chile	17.4 -1	17.7 -1	13.7 -1	2,484 -1	2,537 -1	1,959 -1	4.5 -1	…
Colombia	15.7	15.2	29.3	1,483	1,439	2,771	4.8	14.9 -2
Costa Rica	14.6 -1	14.4 -1	…	1,633 -1	1,612 -1	…	6.3 -1	23.1 -1
Cuba	49.3	52.1	63.0	…	…	…	12.9	18.3
Dominica	15.1	15.3	…	1,844	1,864	…	3.6	9.3
Dominican Republic	7.5	6.7	…	704	630	…	…	…
Ecuador	…	…	…	…	…	…	…	…
El Salvador	8.8 -2	9.4 -2	…	586 -2	626 -2	…	3.2	…
Grenada	…	…	…	…	…	…	…	…
Guatemala	10.4 -2	6.2 -2	…	494 -2	293 -2	…	3.2 -2	…
Guyana	8.2	11.6	18.7	282	399	642	3.7	16.7
Haiti	…	…	…	…	…	…	…	…
Honduras	18.7 *	…	…	735 *	…	…	…	…
Jamaica	19.9	22.6	50.2	1,527	1,736	3,853	6.1	11.5
Mexico	14.4 -1	15.6 -1	43.8 -1	2,002 -1	2,166 -1	6,075 -1	5.3 -1	…

Educational expenditure by nature of spending as a percentage of total educational expenditure in public institutions							
Primary, secondary and post-secondary non-tertiary (ISCED 1-4)				Tertiary (ISCED 5-6)			
Salaries, all staff (9)	Other current (10)	Total current (11)	Capital (12)	Salaries, all staff (13)	Other current (14)	Total current (15)	Capital (16)
...	...	90.0	10.0	...	...	80.5	19.5
...	...	...	...	56.1 -1	33.3 -1	89.4 -1	10.6 -1
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
62.2	28.1	90.3	9.7	...	...	72.9	27.1
...	...	...	...	44.6	36.6	81.1	18.9
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
80.0 **, -1	12.5 -1	92.5 -1	7.5 -1	50.0 -1	20.6 -1	70.6 -1	29.4 -1
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
74.8 -1	17.4 -1	92.2 -1	7.8 -1	66.9 -1	20.6 -1	87.5 -1	12.5 -1
58.8 -1	24.4 -1	83.2 -1	16.8 -1	43.3 -1	37.9 -1	81.2 -1	18.8 -1
...	...	...	...	...	...	...	...
...	...	88.9	11.1	...	...	93.3	6.7
...	...	...	...	...	...	...	...
...	...	...	...	...	...	89.2	10.8
...	...	...	...	...	...	100.0	—
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
87.3 -2	11.3 -2	98.6 -2	1.4 -2	.	.	.	.
...	...	...	...	...	...	...	...
							LATIN AMERICA AND THE CARIBBEAN
...	...	...	...	3.2 *, -2	— *, -2	3.2 *, -2	96.8 *, -2
...	...	...	...	77.7 -1	20.4 -1	98.0 -1	2.0 -1
86.7 -1	8.7 -1	95.4 -1	4.6 -1	86.5 -1	12.1 -1	98.6 -1	1.4 -1
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	90.5 -1	8.4 -1	98.9 -1	1.1 -1
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
70.9 -1	23.7 -1	94.6 -1	5.4 -1	69.4 -1	17.0 -1	86.4 -1	13.6 -1
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
85.5 -1	12.3 -1	97.8 -1	2.2 -1	61.9 -1	33.1 -1	94.9 -1	5.1 -1
89.7	8.9	98.6	1.4	46.1	3.6	49.8	50.2
86.8 -1	13.2 -1	100.0 -1	— -1	...	...	...	...
72.8	26.1	99.0	1.0	34.9	64.3	99.2	0.8
79.4 -1	20.1 -1	99.5 -1	0.5 -1	.	.	.	.
72.0	16.0	88.0	12.0	...	...	...	...
...	...	...	...	...	...	...	...
70.6	20.2	90.8	9.2	...	...	...	...
...	...	...	...	...	...	...	...
73.9 -2	10.7 -2	84.5 -2	15.5 -2	...	...	95.7 -2	4.3 -2
...	...	92.8	7.2	...	...	94.1	5.9
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
84.0 -2	5.5 -2	89.5 -2	10.5 -2	...	...	...	...
88.9 -1	8.0 -1	96.9 -1	3.1 -1	71.2 -1	22.3 -1	93.6 -1	6.4 -1

TABLE 13 PUBLIC EXPENDITURE ON EDUCATION BY NATURE OF SPENDING / ISCED 1-6 / Financial year ending in 2010

REGION / Country or territory	Total public expenditure per student						Total public expenditure on education	
	as a % of GDP per capita			in PPP[q] dollars			as a % of GDP	as a % of total government expenditure
	Primary (ISCED 1) (1)	Secondary (ISCED 2-3) (2)	Tertiary (ISCED 5-6) (3)	Primary (ISCED 1) (4)	Secondary (ISCED 2-3) (5)	Tertiary (ISCED 5-6) (6)	(7)	(8)
Montserrat	…	…	…	…	…	…	5.8 -1	8.4 -1
Netherlands Antilles[a]	…	…	…	…	…	…	…	…
Nicaragua	…	…	…	…	…	…	…	…
Panama	…	…	…	…	…	…	3.8 -2	…
Paraguay	…	…	…	…	…	…	…	…
Peru	8.3	10.1	9.0	790	962	854	2.7	17.1
Puerto Rico	…	…	…	…	…	…	…	…
Saint Kitts and Nevis	…	…	…	…	…	…	…	…
Saint Lucia	16.5	21.7 *	…	1,739	2,280 *	…	4.4 *	10.9 *
Saint Vincent and the Grenadines	15.4	17.0	…	1,701	1,884	…	4.9	10.2
Suriname	…	…	…	…	…	…	…	…
Trinidad and Tobago	14.9 -1	…	…	3,820 -1	…	…	…	…
Turks and Caicos Islands	…	…	…	…	…	…	…	…
Uruguay	…	…	…	…	…	…	…	…
Venezuela (Bolivarian Republic of)	…	…	…	…	…	…	…	…
NORTH AMERICA AND WESTERN EUROPE								
Andorra	16.5	12.9	…	…	…	…	2.9	…
Austria	24.1 -2	27.4 -2	43.5 -2	9,590 -2	10,891 -2	17,321 -2	5.5 -2	11.2 -2
Belgium	22.4 -2	36.5 -2	36.6 -2	8,272 -2	13,496 -2	13,534 -2	6.4 -2	12.9 -2
Canada	…	…	…	…	…	…	4.8 -2	…
Cyprus	31.5 -1	40.7 -1	52.8 -1	9,684 -1	12,515 -1	16,231 -1	7.9 -1	17.3 -1
Denmark	28.9 -1	32.9 -1	56.8 -1	11,052 -1	12,605 -1	21,741 -1	8.7 -1	15.1 -1
Finland	20.5 -1	36.1 -1	38.9 -1	7,311 -1	12,873 -1	13,877 -1	6.8 -1	12.1 -1
France	18.4 -1	29.3 -1	39.8 -1	6,198 -1	9,890 -1	13,409 -1	5.9 -1	10.4 -1
Germany	15.6 -2	21.8 -2	…	5,805 -2	8,102 -2	…	4.6 -2	10.4 -2
Gibraltar	…	…	…	…	…	…	…	…
Greece	…	…	…	…	…	…	…	…
Holy See	.	.	…	.	.	…	.	.
Iceland	27.2 -1	22.7 -1	30.0 -1	9,995 -1	8,341 -1	11,034 -1	7.8 -1	15.3 -1
Ireland	18.6 -2	27.5 -2	32.7 -2	7,934 -2	11,762 -2	13,998 -2	5.7 -2	13.3 -2
Israel	21.2 -1	16.9 -1	22.1 -1	5,835 -1	4,651 -1	6,074 -1	5.8 -1	13.6 -1
Italy	25.5 -1	26.5 -1	25.5 -1	8,275 -1	8,586 -1	8,276 -1	4.7 -1	9.1 -1
Liechtenstein	10.8 -2	18.9 -2	…	…	…	…	2.1 -2	…
Luxembourg	14.8 -2	21.5 -2	…	13,175 -2	19,166 -2	…	…	…
Malta	20.5 -2	33.3 -2	44.4 -2	5,237 -2	8,499 -2	11,330 -2	5.8 -2	13.3 -2
Monaco	3.5 -1	5.5 -1	.	…	…	.	1.2 -1	6.4
Netherlands	18.9 -1	27.3 -1	43.6 -1	7,777 -1	11,210 -1	17,897 -1	5.9 -1	11.5 -1
Norway	21.6 -1	29.2 -1	49.1 -1	11,802 -1	15,969 -1	26,826 -1	7.3 -1	15.7 -1
Portugal	22.4 -1	38.9 -1	30.6 -1	5,578 -1	9,712 -1	7,628 -1	5.8 -1	11.6 -1
San Marino	…	…	…	…	…	…	…	…
Spain	21.6 -1	28.0 -1	29.0 -1	6,977 -1	9,055 -1	9,383 -1	5.0 -1	10.8 -1
Sweden	28.5 -1	33.2 -1	45.1 -1	10,584 -1	12,334 -1	16,759 -1	7.3 -1	13.2 -1
Switzerland	20.5 -2	31.1 -2	43.8 -2	9,449 -2	14,297 -2	20,179 -2	5.4 -2	16.7 -2
United Kingdom	24.3 -1	31.1 -1	20.6 -1	8,735 -1	11,168 -1	7,375 -1	5.6 -1	11.3 -1
United States of America	22.4 -1	25.2 -1	19.4 -1	10,547 -1	11,844 -1	9,144 -1	5.4 -1	13.1 -1
SOUTH AND WEST ASIA								
Afghanistan	…	…	…	…	…	…	…	…
Bangladesh	8.8 -1	12.0 -1	27.7 -1	129 -1	176 -1	408 -1	2.2 -1	14.1 -1
Bhutan	7.9	27.4	…	395	1,370	…	4.0	9.4
India	…	…	…	…	…	…	…	…
Iran (Islamic Republic of)	14.1	20.7	19.2	1,631	2,391	2,224	4.7	19.8
Maldives	18.7 -2	…	— -2	1,549 -2	…	— -2	8.7 -1	16.0 -1
Nepal	17.8 -1	…	55.8 -1	197 -1	…	619 -1	4.7	20.2
Pakistan	…	…	…	…	…	…	2.4	9.9
Sri Lanka	7.4 -1	…	…	350 -1	…	…	2.1 -1	8.1 -1
SUB-SAHARAN AFRICA								
Angola	…	…	…	…	…	…	3.4	8.5
Benin	13.0 -1	…	87.2 -1	204 -1	…	1,371 -1	4.5 -1	18.2 -1

Educational expenditure by nature of spending as a percentage of total educational expenditure in public institutions							
Primary, secondary and post-secondary non-tertiary (ISCED 1-4)				Tertiary (ISCED 5-6)			
Salaries, all staff (9)	Other current (10)	Total current (11)	Capital (12)	Salaries, all staff (13)	Other current (14)	Total current (15)	Capital (16)
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
65.5	13.5	78.9	21.1	66.1	16.1	82.2	17.8
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
60.3 -2	23.7 -2	84.0 -2	16.0 -2	...	...	...	...
94.3	5.7	100.0	—	.	.	.	.
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
							NORTH AMERICA AND WESTERN EUROPE
49.3	48.6	97.8	2.2	59.4	35.2	94.6	5.4
76.1 -2	21.9 -2	98.0 -2	2.0 -2	59.1 -2	34.6 -2	93.7 -2	6.3 -2
...	...	...	...	77.0 -2	19.9 -2	96.9 -2	3.1 -2
...	...	...	...	58.4 -2	32.1 -2	90.5 -2	9.5 -2
79.6 -1	10.0 -1	89.7 -1	10.3 -1	55.4 -1	24.1 -1	79.5 -1	20.5 -1
75.2 -1	17.4 -1	92.7 -1	7.3 -1	78.0 -2	17.4 -2	95.5 -2	4.5 -2
59.5 -1	33.0 -1	92.5 -1	7.5 -1	58.9 -1	37.2 -1	96.1 -1	3.9 -1
72.9 -1	16.2 -1	89.1 -1	10.9 -1	70.2 -1	20.9 -1	91.1 -1	8.9 -1
77.5 -2	15.7 -2	93.2 -2	6.8 -2	59.0 -2	31.1 -2	90.1 -2	9.9 -2
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
.	.	.	.	...	...	...	...
69.2 -1	22.0 -1	91.3 -1	8.7 -1	79.4 -1	20.5 -1	99.9 -1	0.1 -1
74.9 -2	16.0 -2	90.9 -2	9.1 -2	66.9 -2	23.8 -2	90.7 -2	9.3 -2
75.7 -1	15.0 -1	90.7 -1	9.3 -1	61.2 -1	25.4 -1	86.6 -1	13.4 -1
77.3 -1	18.5 -1	95.7 -1	4.3 -1	60.6 -1	30.5 -1	91.0 -1	9.0 -1
71.8 -2	28.2 -2	100.0 -2	— -2	...	...	...	...
...	...	...	...	...	...	...	...
77.1 -2	14.7 -2	91.8 -2	8.2 -2	50.5 -2	43.0 -2	93.5 -2	6.5 -2
92.8	6.0	98.8	1.2	.	.	.	.
71.0 -1	15.5 -1	86.5 -1	13.5 -1	62.1 -1	29.3 -1	91.4 -1	8.6 -1
66.4 -1	19.2 -1	85.6 -1	14.4 -1	63.9 -1	30.2 -1	94.1 -1	5.9 -1
86.0 -1	6.8 -1	92.8 -1	7.2 -1	70.2 -1	24.5 -1	94.8 -1	5.2 -1
...	...	...	...	...	...	...	...
75.7 -1	15.5 -1	91.1 -1	8.9 -1	62.8 -1	18.4 -1	81.2 -1	18.8 -1
63.0 -1	29.9 -1	92.8 -1	7.2 -1	60.7 -1	35.8 -1	96.5 -1	3.5 -1
...	...	...	...	68.2 -2	22.9 -2	91.1 -2	8.9 -2
69.7 -1	20.0 -1	89.7 -1	10.3 -1	.	.	.	.
72.2 -1	16.5 -1	88.6 -1	11.4 -1	56.5 -1	36.6 -1	93.1 -1	6.9 -1
							SOUTH AND WEST ASIA
...	...	...	...	...	...	...	...
54.3 -1	23.7 -1	77.9 -1	22.1 -1	78.4	8.7	87.1	12.9
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
75.8 -1	13.9 -1	89.7 -1	10.3 -1	...	...	...	...
							SUB-SAHARAN AFRICA
...	...	...	...	...	...	...	...
83.9 -1	12.2 -1	96.1 -1	3.9 -1	48.6 -1	35.4 -1	84.0 -1	16.0 -1

TABLE 13 PUBLIC EXPENDITURE ON EDUCATION BY NATURE OF SPENDING / ISCED 1-6 / Financial year ending in 2010

REGION / Country or territory	Total public expenditure per student						Total public expenditure on education	
	as a % of GDP per capita			in PPP[q] dollars			as a % of GDP	as a % of total government expenditure
	Primary (ISCED 1) (1)	Secondary (ISCED 2-3) (2)	Tertiary (ISCED 5-6) (3)	Primary (ISCED 1) (4)	Secondary (ISCED 2-3) (5)	Tertiary (ISCED 5-6) (6)	(7)	(8)
Botswana	8.3 -1	27.6 **, -1	…	1,136 -1	3,758 **, -1	…	7.8 -1	16.2 -1
Burkina Faso	19.5	22.1	243.2	244	278	3,054	4.0	20.8
Burundi	19.0	64.1	477.4	78	262	1,950	9.2	25.1
Cameroon	6.6	28.0 **	28.0	152	643 **	643	3.5	17.9
Cape Verde	16.9 -1	15.3 -1	46.5 -1	621 -1	562 -1	1,709 -1	5.6	14.4
Central African Republic	4.4	14.5	96.0	35	115	757	1.2	12.0
Chad	9.3	19.9	279.1 **	128	273	3,824 **	2.8	10.1
Comoros	29.5 -2	…	…	319 -2	…	…	7.6 -2	…
Congo	11.1	…	134.2	469	…	5,695	6.2	…
Côte d'Ivoire	…	…	…	…	…	…	4.6 -2	24.6 -2
Democratic Republic of the Congo	5.2	16.0	…	18	55	…	2.5	8.9
Equatorial Guinea	…	…	…	…	…	…	…	…
Eritrea	…	…	…	…	…	…	…	…
Ethiopia	18.2	9.8	31.0	174	94	297	4.7	25.4
Gabon	…	…	…	…	…	…	…	…
Gambia	24.6	16.2 **	…	347	229 **	…	5.0	22.8
Ghana	11.4	27.2	171.7	187	447	2,823	5.5	24.4
Guinea	7.0 -2	6.1 -2	100.0 -2	76 -2	67 -2	1,092 -2	2.4 -2	19.2 -2
Guinea-Bissau	…	…	…	…	…	…	…	…
Kenya	…	…	…	…	…	…	6.7	17.2
Lesotho	24.5 -2	55.1 **, -2	…	337 -2	758 **, -2	…	13.0 -2	23.7 -2
Liberia	…	…	…	…	…	…	2.8 -2	12.1 -2
Madagascar	7.8 -1	11.5 **, -1	144.8 -1	76 -1	112 **, -1	1,410 -1	3.2 -1	13.4 -2
Malawi	6.8	23.3	1,937.6	57	196	16,334	5.7 +1	14.7 +1
Mali	15.0 -1	37.5 -1	135.3 -1	156 -1	391 -1	1,410 -1	4.5	22.0
Mauritius	9.0 -1	14.3 **, -1	…	1,128 -1	1,795 **, -1	…	3.1 -1	11.4 -1
Mozambique	…	…	…	…	…	…	…	…
Namibia	17.8	…	…	1,110	…	…	8.1	22.4 -2
Niger	21.1	41.9	438.8	153	305	3,194	3.8	16.9
Nigeria	…	…	…	…	…	…	…	…
Rwanda	7.3 +1	31.0 +1	…	84 +1	361 +1	…	4.7 +1	16.9 +1
Sao Tome and Principe	…	…	…	…	…	…	…	…
Senegal	16.4	28.0	186.9	317	541	3,616	5.6	24.0 -1
Seychelles	…	…	…	…	…	…	…	…
Sierra Leone	…	…	…	…	…	…	4.3 -1	18.1 -1
Somalia	…	…	…	…	…	…	…	…
South Africa	17.6	19.8	…	1,817	2,046	…	6.0	19.2
Swaziland	15.8	33.1	…	925	1,940	…	7.4	16.0
Togo	10.8	…	…	108	…	…	4.5	17.6 -1
Uganda	7.2 -1	20.5 -1	104.3 -1	84 -1	240 -1	1,223 -1	3.2 -1	15.0 -1
United Republic of Tanzania	21.5 -2	…	…	262 -2	…	…	6.2	18.3
Zambia	…	…	…	…	…	…	1.3 -2	…
Zimbabwe	…	…	75.4	…	…	…	2.5	8.3

Educational expenditure by nature of spending as a percentage of total educational expenditure in public institutions							
Primary, secondary and post-secondary non-tertiary (ISCED 1-4)				Tertiary (ISCED 5-6)			
Salaries, all staff (9)	Other current (10)	Total current (11)	Capital (12)	Salaries, all staff (13)	Other current (14)	Total current (15)	Capital (16)
70.3 -1	19.3 -1	89.6 -1	10.4 -1	...	...	92.3 -1	7.7 -1
85.4	13.3	98.7	1.3	...	...	...	...
71.9	18.0	89.9	10.1	56.6	40.5	97.1	2.9
...	...	...	...	64.3	5.4	69.7	30.3
81.9 -1	6.3 -1	88.2 -1	11.8 -1	72.8 -1	2.0 -1	74.8 -1	25.2 -1
...	...	99.2	0.8	93.0	2.9	95.8	4.2
...	...	68.6	31.4	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	65.3	34.7
...	...	...	...	...	...	...	...
85.0	2.6	87.5	12.5	94.5	0.2	94.7	5.3
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	85.0	15.0
71.2	13.4	84.6	15.4	49.8	17.3	67.1	32.9
44.6 -2	8.2 -2	52.8 -2	47.2 -2	38.7 -2	58.0 -2	96.7 -2	3.3 -2
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
61.3 **, -2	37.4 **, -2	98.7 **, -2	1.3 **, -2	...	...	96.2 **, -2	3.8 **, -2
...	...	...	...	...	...	...	...
70.0 -2	22.7 -2	89.9 -2	10.1 -2	...	...	88.1 -2	11.9 -2
77.4 +1	22.0 +1	99.3 +1	0.7 +1	...	...	99.2 +1	0.8 +1
65.4 -1	9.8 -1	75.2 -1	24.8 -1	55.6 -1	29.9 -1	85.6 -1	14.4 -1
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
74.3 **, -2	23.1 **, -2	97.3 **, -2	2.7 **, -2	83.4	14.4	97.8	2.2
80.2	10.2	90.3	9.7	38.3	51.5	89.8	10.2
...	...	...	...	...	...	...	...
53.2 +1	32.7 +1	85.9 +1	14.1 +1	73.7 +1	17.2 +1	90.8 +1	9.2 +1
...	...	...	...	...	...	...	...
52.2	38.5	90.7	9.3	74.7 *	19.8	94.4	5.6
...	...	...	...	...	...	...	...
86.9 **, -2	13.1 **, -2	100.0 **, -2	— **, -2	...	...	74.8 **, -2	25.2 **, -2
...	...	...	...	...	...	...	...
81.5 -1	14.5 -1	96.0 -1	4.0 -1	...	...	99.8	0.2
...	...	...	...	...	...	...	...
81.2	7.3	88.5	11.5	60.5	37.1	97.6	2.4
71.5 -1	19.4 -1	90.9 -1	9.1 -1	...	...	94.4 -1	5.6 -1
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...

TABLE 14

ADULT AND YOUTH LITERACY / 2005-2010

REGION / Country or territory	Reference year	Adults (15 years and older)						Youth (15 to 24 years)					
		Literacy rate				Illiterate population		Literacy rate				Illiterate population	
		MF (1)	M (2)	F (3)	GPI (4)	MF (000) (5)	% F (6)	MF (7)	M (8)	F (9)	GPI (10)	MF (000) (11)	% F (12)
ARAB STATES													
Algeria [f]	2006	72.6	81.3	63.9	0.79	6,472	65.7	91.8	94.4	89.1	0.94	611	65.0
Bahrain	2010	91.9	92.8	90.2	0.97	82	42.0	100.0	100.0	100.0	1.00	—	.
Djibouti	…	…	…	…	…	…	…	…	…	…	…	…	…
Egypt [f]	2010	72.0	80.3	63.5	0.79	15,631	65.1	87.5	90.6	84.3	0.93	2,004	61.7
Iraq	2010	78.2	86.0	70.6	0.82	3,930	68.4	82.6	84.5	80.5	0.95	1,081	54.4
Jordan [f]	2010	92.6	95.8	89.2	0.93	287	70.6	98.8	98.8	98.8	1.00	16	48.2
Kuwait [f]	2008	93.9	95.0	91.8	0.97	118	49.6	98.6	98.6	98.7	1.00	6	40.9
Lebanon [f]	2007	89.6	93.4	86.0	0.92	319	69.6	98.7	98.4	99.1	1.01	10	35.9
Libya	2010	89.2	95.6	82.7	0.86	477	79.5	99.9	99.9	99.8	1.00	1	71.8
Mauritania	2010	58.0	64.9	51.2	0.79	873	58.3	68.3	71.3	65.3	0.92	219	53.9
Morocco [f]	2009	56.1	68.9	43.9	0.64	9,967	65.9	79.5	86.7	72.1	0.83	1,296	67.8
Oman [f]	2008	86.6	90.0	80.9	0.90	257	56.1	97.6	97.6	97.6	1.00	15	43.0
Palestine [f]	2010	94.9	97.6	92.2	0.94	118	76.4	99.2	99.2	99.3	1.00	7	47.0
Qatar [f]	2010	96.3	96.5	95.4	0.99	57	25.4	96.8	96.3	98.3	1.02	8	14.0
Saudi Arabia	2010	86.6	90.4	81.3	0.90	2,571	59.2	97.8	98.9	96.8	0.98	108	73.4
Sudan (pre-secession) [a,i]	2010	71.1	80.1	62.0	0.77	7,551	65.7	86.7	89.6	83.6	0.93	1,143	60.4
Syrian Arab Republic	2010	83.4	89.9	76.9	0.86	2,132	69.5	94.9	96.1	93.6	0.97	211	60.3
Tunisia [f]	2008	77.6	86.4	71.0	0.82	1,661	68.3	96.8	98.1	95.8	0.98	62	68.7
United Arab Emirates [f]	2005	90.0	89.5	91.5	1.02	327	23.6	95.0	93.6	97.0	1.04	34	24.1
Yemen	2010	63.9	81.2	46.8	0.58	4,841	74.0	85.2	96.0	74.1	0.77	787	86.2
CENTRAL AND EASTERN EUROPE													
Albania [f]	2008	95.9	97.3	94.7	0.97	98	66.9	98.8	98.5	99.1	1.01	7	36.7
Belarus [f]	2009	99.6	99.8	99.5	1.00	31	71.8	99.8	99.8	99.8	1.00	3	42.2
Bosnia and Herzegovina	2010	97.9	99.4	96.5	0.97	68	87.1	99.7	99.7	99.7	1.00	2	46.8
Bulgaria [f]	2011	98.4	98.7	98.0	0.99	106	63.7	97.9	98.1	97.7	1.00	18	53.6
Croatia	2010	98.8	99.5	98.2	0.99	44	79.6	99.6	99.6	99.7	1.00	2	46.0
Czech Republic	…	…	…	…	…	…	…	…	…	…	…	…	…
Estonia	2010	99.8	99.8	99.8	1.00	2	49.1	99.8	99.7	99.8	1.00	0.4	36.8
Hungary	2010	99.0	99.2	98.9	1.00	81	59.8	98.9	98.8	99.0	1.00	14	43.1
Latvia	2010	99.8	99.8	99.8	1.00	4	52.1	99.7	99.7	99.7	1.00	1	41.9
Lithuania	2010	99.7	99.7	99.7	1.00	8	51.3	99.8	99.8	99.8	1.00	1	47.8
Montenegro	2010	98.4	99.4	97.4	0.98	8	81.4	99.3	99.4	99.3	1.00	1	50.3
Poland	2010	99.5	99.7	99.4	1.00	157	67.9	99.8	99.8	99.9	1.00	9	33.2
Republic of Moldova	2010	98.5	99.1	98.1	0.99	44	69.9	99.5	99.3	99.6	1.00	3	34.0
Romania	2010	97.7	98.3	97.1	0.99	424	65.4	97.3	97.2	97.4	1.00	78	46.4
Russian Federation	2010	99.6	99.7	99.5	1.00	515	68.6	99.7	99.6	99.7	1.00	65	38.9
Serbia	2010	97.9	99.2	96.7	0.97	170	81.0	99.3	99.3	99.3	1.00	10	50.3
Slovakia	…	…	…	…	…	…	…	…	…	…	…	…	…
Slovenia	2010	99.7	99.7	99.7	1.00	5	55.7	99.8	99.8	99.9	1.00	0.4	33.8
The former Yugoslav Rep. of Macedonia	2010	97.3	98.7	95.9	0.97	46	76.2	98.7	98.8	98.5	1.00	4	54.9
Turkey [f]	2009	90.8	96.4	85.3	0.89	4,839	80.5	97.8	99.0	96.6	0.98	282	77.3
Ukraine	2010	99.7	99.8	99.6	1.00	114	67.5	99.8	99.7	99.8	1.00	14	40.4
CENTRAL ASIA													
Armenia	2010	99.6	99.7	99.4	1.00	11	70.6	99.8	99.7	99.8	1.00	1	36.0
Azerbaijan [f]	2009	99.8	99.8	99.7	1.00	17	68.4	100.0	100.0	99.9	1.00	1	54.4
Georgia	2010	99.7	99.8	99.7	1.00	10	64.2	99.8	99.8	99.9	1.00	1	37.3
Kazakhstan	2010	99.7	99.8	99.6	1.00	37	69.5	99.8	99.8	99.9	1.00	6	37.9
Kyrgyzstan [f]	2009	99.2	99.5	99.0	0.99	28	69.0	99.8	99.7	99.8	1.00	3	40.2
Mongolia	2010	97.4	96.9	97.9	1.01	52	41.9	95.8	94.4	97.4	1.03	25	31.6
Tajikistan	2010	99.7	99.8	99.6	1.00	13	68.8	99.9	99.9	99.9	1.00	2	45.7
Turkmenistan	2010	99.6	99.7	99.5	1.00	15	67.3	99.8	99.8	99.9	1.00	2	33.4
Uzbekistan	2010	99.4	99.6	99.2	1.00	119	69.3	99.9	99.9	100.0	1.00	4	10.7
EAST ASIA AND THE PACIFIC													
Australia	…	…	…	…	…	…	…	…	…	…	…	…	…
Brunei Darussalam	2010	95.2	96.8	93.6	0.97	14	66.7	99.7	99.8	99.7	1.00	0.2	54.9
Cambodia [f]	2009	73.9	82.8	65.9	0.80	2,449	68.3	87.1	88.4	85.9	0.97	410	54.3
China	2010	94.3	97.1	91.3	0.94	61,882	73.8	99.4	99.5	99.3	1.00	1,356	54.1

REGION / Country or territory	Reference year	Adults (15 years and older)						Youth (15 to 24 years)					
		Literacy rate				Illiterate population		Literacy rate				Illiterate population	
		MF (1)	M (2)	F (3)	GPI (4)	MF (000) (5)	% F (6)	MF (7)	M (8)	F (9)	GPI (10)	MF (000) (11)	% F (12)
China, Hong Kong SAR	…	…	…	…	…	…	…	…	…	…	…	…	…
China, Macao SAR [f]	2006	93.5	96.5	90.7	0.94	27	74.3	99.6	99.6	99.7	1.00	0.3	42.9
Cook Islands	…	…	…	…	…	…	…	…	…	…	…	…	…
Democratic People's Republic of Korea [f]	2008	100.0	100.0	100.0	1.00	0.3	71.1	100.0	100.0	100.0	1.00	—	.
Fiji	…	…	…	…	…	…	…	…	…	…	…	…	…
Indonesia [f]	2009	92.6	95.6	89.7	0.94	12,709	70.8	99.5	99.6	99.4	1.00	228	56.7
Japan	…	…	…	…	…	…	…	…	…	…	…	…	…
Kiribati	…	…	…	…	…	…	…	…	…	…	…	…	…
Lao People's Democratic Republic [f]	2005	72.7	82.5	63.2	0.77	958	68.5	83.9	89.2	78.7	0.88	196	66.0
Malaysia [f]	2010	93.1	95.4	90.7	0.95	1,363	66.6	98.4	98.4	98.5	1.00	81	47.9
Marshall Islands	…	…	…	…	…	…	…	…	…	…	…	…	…
Micronesia (Federated States of)	…	…	…	…	…	…	…	…	…	…	…	…	…
Myanmar	2010	92.3	94.8	89.9	0.95	2,748	67.2	95.8	96.1	95.5	0.99	374	53.7
Nauru	…	…	…	…	…	…	…	…	…	…	…	…	…
New Zealand	…	…	…	…	…	…	…	…	…	…	…	…	…
Niue	…	…	…	…	…	…	…	…	…	…	…	…	…
Palau	…	…	…	…	…	…	…	…	…	…	…	…	…
Papua New Guinea	2010	60.6	63.9	57.3	0.90	1,646	53.7	68.4	65.1	71.9	1.11	412	43.2
Philippines [f]	2008	95.4	95.0	95.8	1.01	2,635	45.9	97.8	97.0	98.5	1.02	406	32.7
Republic of Korea	…	…	…	…	…	…	…	…	…	…	…	…	…
Samoa	2010	98.8	99.0	98.6	1.00	1	57.9	99.5	99.4	99.6	1.00	0.2	39.1
Singapore [f]	2010	95.9	98.0	93.8	0.96	172	75.9	99.8	99.7	99.8	1.00	2	45.4
Solomon Islands	…	…	…	…	…	…	…	…	…	…	…	…	…
Thailand [f]	2005	93.5	95.6	91.5	0.96	3,361	67.1	98.1	98.2	97.9	1.00	208	53.4
Timor-Leste [f]	2010	58.3	63.6	53.0	0.83	252	55.6	79.5	80.5	78.6	0.98	47	51.1
Tokelau	…	…	…	…	…	…	…	…	…	…	…	…	…
Tonga [f]	2006	99.0	99.0	99.1	1.00	1	47.7	99.4	99.3	99.6	1.00	0.1	37.7
Tuvalu	…	…	…	…	…	…	…	…	…	…	…	…	…
Vanuatu	2010	82.6	84.3	80.8	0.96	26	54.3	94.3	94.1	94.4	1.00	3	47.0
Viet Nam	2010	93.2	95.3	91.1	0.96	4,579	66.5	96.9	97.4	96.5	0.99	549	56.2
LATIN AMERICA AND THE CARIBBEAN													
Anguilla	…	…	…	…	…	…	…	…	…	…	…	…	…
Antigua and Barbuda [h]	2010	99.0	98.4	99.4	1.01	1	28.9	…	…	…	…	…	…
Argentina	2010	97.8	97.8	97.8	1.00	668	51.1	99.2	99.0	99.4	1.00	55	37.7
Aruba [f]	2010	96.8	96.9	96.7	1.00	3	55.0	99.1	99.0	99.3	1.00	0.1	40.1
Bahamas	…	…	…	…	…	…	…	…	…	…	…	…	…
Barbados	…	…	…	…	…	…	…	…	…	…	…	…	…
Belize	…	…	…	…	…	…	…	…	…	…	…	…	…
Bermuda	…	…	…	…	…	…	…	…	…	…	…	…	…
Bolivia [f]	2009	91.2	95.8	86.8	0.91	543	76.4	99.4	99.7	99.1	0.99	12	74.4
Brazil [f]	2009	90.3	90.2	90.4	1.00	13,899	50.8	98.1	97.4	98.7	1.01	655	33.4
British Virgin Islands	…	…	…	…	…	…	…	…	…	…	…	…	…
Cayman Islands [f]	2007	98.9	98.7	99.0	1.00	1	44.2	98.9	99.1	98.6	0.99	0.1	61.6
Chile [f]	2009	98.6	98.6	98.5	1.00	191	53.0	98.9	98.9	98.9	1.00	33	48.5
Colombia [f]	2010	93.4	93.3	93.5	1.00	2,187	50.7	98.1	97.7	98.5	1.01	161	38.4
Costa Rica	2010	96.2	95.9	96.4	1.00	134	46.6	98.2	97.8	98.7	1.01	16	36.7
Cuba	2010	99.8	99.8	99.8	1.00	16	52.1	100.0	100.0	100.0	1.00	0.2	54.2
Dominica	…	…	…	…	…	…	…	…	…	…	…	…	…
Dominican Republic [f]	2010	89.5	89.4	89.7	1.00	716	49.4	96.8	95.8	97.9	1.02	59	33.1
Ecuador [f]	2010	91.9	93.3	90.5	0.97	818	59.1	98.7	98.5	98.9	1.00	36	42.1
El Salvador [f]	2010	84.5	87.1	82.3	0.94	653	61.8	96.0	95.7	96.4	1.01	53	45.6
Grenada	…	…	…	…	…	…	…	…	…	…	…	…	…
Guatemala [f]	2010	75.2	80.6	70.3	0.87	2,089	63.1	87.0	89.0	84.9	0.95	380	58.4
Guyana	…	…	…	…	…	…	…	…	…	…	…	…	…
Haiti [j]	2006	48.7	53.4	44.6	0.84	3,028	55.4	72.3	74.4	70.5	0.95	570	53.5
Honduras [f]	2010	84.8	84.8	84.7	1.00	733	50.7	95.2	94.4	95.9	1.02	78	42.2
Jamaica	2010	86.6	81.6	91.4	1.12	260	32.9	95.4	92.5	98.4	1.06	23	17.5
Mexico [f]	2010	93.1	94.4	91.9	0.97	5,561	60.5	98.4	98.4	98.5	1.00	325	48.6

TABLE 14

ADULT AND YOUTH LITERACY / 2005-2010

REGION / Country or territory	Reference year	Adults (15 years and older)						Youth (15 to 24 years)					
		Literacy rate				Illiterate population		Literacy rate				Illiterate population	
		MF (1)	M (2)	F (3)	GPI (4)	MF (000) (5)	% F (6)	MF (7)	M (8)	F (9)	GPI (10)	MF (000) (11)	% F (12)
Montserrat	…	…	…	…	…	…	…	…	…	…	…	…	…
Netherlands Antilles[a]	2010	96.5	96.5	96.4	1.00	6	54.8	98.4	98.4	98.4	1.00	0.4	50.3
Nicaragua[f]	2005	78.0	78.1	77.9	1.00	743	51.3	87.0	85.2	88.8	1.04	153	42.9
Panama[f]	2010	94.1	94.7	93.5	0.99	147	55.1	97.6	97.9	97.3	0.99	14	55.4
Paraguay[f]	2010	93.9	94.8	92.9	0.98	263	57.5	98.6	98.5	98.7	1.00	18	45.2
Peru[f]	2007	89.6	94.9	84.6	0.89	1,991	75.1	97.4	98.0	96.7	0.99	143	61.8
Puerto Rico	2010	90.4	89.8	91.0	1.01	284	49.9	86.9	86.4	87.3	1.01	76	47.8
Saint Kitts and Nevis	…	…	…	…	…	…	…	…	…	…	…	…	…
Saint Lucia	…	…	…	…	…	…	…	…	…	…	…	…	…
Saint Vincent and the Grenadines	…	…	…	…	…	…	…	…	…	…	…	…	…
Suriname[f]	2010	94.7	95.4	94.0	0.99	20	56.6	98.4	98.0	98.8	1.01	1	36.6
Trinidad and Tobago	2010	98.8	99.2	98.4	0.99	13	68.2	99.6	99.5	99.6	1.00	1	48.6
Turks and Caicos Islands	…	…	…	…	…	…	…	…	…	…	…	…	…
Uruguay[f]	2010	98.1	97.6	98.5	1.01	50	41.1	98.8	98.4	99.2	1.01	6	31.3
Venezuela[f]	2009	95.5	95.7	95.4	1.00	898	52.0	98.5	98.3	98.8	1.01	79	40.1
NORTH AMERICA AND WESTERN EUROPE													
Andorra	…	…	…	…	…	…	…	…	…	…	…	…	…
Austria	…	…	…	…	…	…	…	…	…	…	…	…	…
Belgium	…	…	…	…	…	…	…	…	…	…	…	…	…
Canada	…	…	…	…	…	…	…	…	…	…	…	…	…
Cyprus	2010	98.3	99.2	97.3	0.98	16	76.4	99.9	99.9	99.9	1.00	0.2	34.5
Denmark	…	…	…	…	…	…	…	…	…	…	…	…	…
Finland	…	…	…	…	…	…	…	…	…	…	…	…	…
France	…	…	…	…	…	…	…	…	…	…	…	…	…
Germany	…	…	…	…	…	…	…	…	…	…	…	…	…
Gibraltar	…	…	…	…	…	…	…	…	…	…	…	…	…
Greece	2010	97.2	98.3	96.1	0.98	273	70.5	99.4	99.4	99.3	1.00	8	53.1
Holy See	…	…	…	…	…	…	…	…	…	…	…	…	…
Iceland	…	…	…	…	…	…	…	…	…	…	…	…	…
Ireland	…	…	…	…	…	…	…	…	…	…	…	…	…
Israel	…	…	…	…	…	…	…	…	…	…	…	…	…
Italy	2010	98.9	99.2	98.7	0.99	555	63.7	99.9	99.9	99.9	1.00	6	46.6
Liechtenstein	…	…	…	…	…	…	…	…	…	…	…	…	…
Luxembourg	…	…	…	…	…	…	…	…	…	…	…	…	…
Malta[f]	2005	92.4	91.2	93.5	1.03	26	43.2	98.3	97.5	99.1	1.02	1	25.0
Monaco	…	…	…	…	…	…	…	…	…	…	…	…	…
Netherlands	…	…	…	…	…	…	…	…	…	…	…	…	…
Norway	…	…	…	…	…	…	…	…	…	…	…	…	…
Portugal	2010	95.2	96.9	93.6	0.97	437	68.9	99.7	99.7	99.8	1.00	3	42.9
San Marino	…	…	…	…	…	…	…	…	…	…	…	…	…
Spain[f,g]	2010	97.7	98.5	97.0	0.98	882	67.9	99.6	99.5	99.7	1.00	19	37.7
Sweden	…	…	…	…	…	…	…	…	…	…	…	…	…
Switzerland	…	…	…	…	…	…	…	…	…	…	…	…	…
United Kingdom	…	…	…	…	…	…	…	…	…	…	…	…	…
United States	…	…	…	…	…	…	…	…	…	…	…	…	…
SOUTH AND WEST ASIA													
Afghanistan	…	…	…	…	…	…	…	…	…	…	…	…	…
Bangladesh	2010	56.8	61.3	52.2	0.85	44,149	54.8	77.0	75.5	78.5	1.04	6,951	45.8
Bhutan[f]	2005	52.8	65.0	38.7	0.59	206	60.3	74.4	80.0	68.0	0.85	38	58.5
India[f]	2006	62.8	75.2	50.8	0.68	287,355	65.1	81.1	88.4	74.4	0.84	41,275	67.1
Iran, Islamic Republic of[f]	2008	85.0	89.3	80.7	0.90	8,256	63.7	98.7	98.8	98.5	1.00	235	54.3
Maldives[f]	2006	98.4	98.4	98.4	1.00	3	48.9	99.3	99.2	99.4	1.00	1	45.5
Nepal	2010	60.3	73.0	48.3	0.66	7,587	66.9	83.1	87.6	78.4	0.89	1,048	62.4
Pakistan[f]	2009	54.9	68.6	40.3	0.59	49,507	64.9	70.7	79.1	61.5	0.78	10,820	64.1
Sri Lanka[f]	2010	91.2	92.6	90.0	0.97	1,373	58.6	98.2	97.7	98.6	1.01	61	37.2
SUB-SAHARAN AFRICA													
Angola	2010	70.1	82.7	58.1	0.70	3,044	71.7	73.1	80.5	65.8	0.82	1,016	64.0
Benin	2010	42.4	55.2	30.3	0.55	2,872	62.2	55.0	65.6	44.6	0.68	785	62.1

REGION / Country or territory	Reference year	Adults (15 years and older)						Youth (15 to 24 years)					
		Literacy rate				Illiterate population		Literacy rate				Illiterate population	
		MF (1)	M (2)	F (3)	GPI (4)	MF (000) (5)	% F (6)	MF (7)	M (8)	F (9)	GPI (10)	MF (000) (11)	% F (12)
Botswana	2010	84.5	84.0	84.9	1.01	210	48.2	95.3	93.6	96.9	1.04	21	32.0
Burkina Faso[f]	2007	28.7	36.7	21.6	0.59	5,806	56.9	39.3	46.7	33.1	0.71	1,838	55.0
Burundi	2010	67.2	72.9	61.8	0.85	1,710	60.0	77.6	77.6	77.6	1.00	427	50.2
Cameroon[f]	2007	70.7	78.9	63.0	0.80	3,134	64.1	83.1	89.4	77.5	0.87	632	67.8
Cape Verde	2010	84.3	89.3	79.4	0.89	53	66.5	98.3	97.5	99.1	1.02	2	24.7
Central African Republic	2010	56.0	69.3	43.2	0.62	1,155	65.9	65.2	72.3	58.2	0.80	317	60.6
Chad	2010	34.5	45.0	24.2	0.54	4,014	58.6	47.0	53.5	40.6	0.76	1,174	56.0
Comoros	2010	74.9	80.2	69.7	0.87	106	60.5	85.6	85.9	85.3	0.99	19	50.6
Congo[f]	2005	…	…	…	…	…	…	80.5	86.8	78.0	0.90	123	62.2
Côte d'Ivoire	2010	56.2	65.2	46.6	0.72	5,110	59.1	67.0	72.2	61.9	0.86	1,320	57.8
Democratic Republic of the Congo	2010	66.8	76.9	57.0	0.74	11,765	65.7	65.0	68.3	61.8	0.90	4,665	54.5
Equatorial Guinea	2010	93.9	97.1	90.6	0.93	26	75.0	98.0	97.7	98.3	1.01	3	42.3
Eritrea	2010	67.8	78.7	57.5	0.73	989	68.0	89.3	92.0	86.7	0.94	113	62.7
Ethiopia[f]	2007	39.0	49.1	28.9	0.59	26,847	58.9	55.0	63.0	47.0	0.75	7,090	58.9
Gabon	2010	88.4	91.9	84.9	0.92	113	65.1	97.7	98.7	96.8	0.98	7	70.3
Gambia	2010	50.0	60.0	40.4	0.67	485	61.2	66.7	71.9	61.7	0.86	118	58.4
Ghana	2010	67.3	73.2	61.2	0.84	4,903	58.5	80.8	81.7	79.9	0.98	934	51.2
Guinea	2010	41.0	52.0	30.0	0.58	3,360	59.1	63.4	69.6	57.0	0.82	725	57.9
Guinea-Bissau	2010	54.2	68.2	40.6	0.60	407	65.9	72.1	78.9	65.3	0.83	84	62.2
Kenya	2010	87.4	90.6	84.2	0.93	2,942	63.1	92.8	91.7	93.9	1.02	608	42.3
Lesotho	2010	89.6	83.3	95.6	1.15	141	21.9	91.9	85.8	98.1	1.14	41	11.6
Liberia	2010	60.8	64.8	56.8	0.88	885	55.3	76.5	71.0	82.1	1.16	183	37.8
Madagascar[j]	2009	64.5	67.4	61.6	0.91	4,039	54.5	64.9	65.9	64.0	0.97	1,384	51.5
Malawi	2010	74.8	81.1	68.5	0.84	2,037	62.9	87.1	87.2	87.0	1.00	392	50.2
Mali[f]	2010	31.1	43.4	20.3	0.47	5,554	59.4	44.3	56.4	33.9	0.60	1,657	59.4
Mauritius	2010	88.5	90.9	86.2	0.95	117	61.3	96.7	95.7	97.7	1.02	7	34.2
Mozambique	2010	56.1	70.8	42.8	0.61	5,740	68.4	71.8	78.5	65.1	0.83	1,299	62.0
Namibia	2010	88.8	89.0	88.5	0.99	163	52.0	93.1	91.1	95.1	1.04	33	35.6
Niger[f]	2005	28.7	42.9	15.1	0.35	4,731	60.6	36.5	52.4	23.2	0.44	1,440	64.4
Nigeria	2010	61.3	72.1	50.4	0.70	35,025	63.8	72.1	78.0	66.1	0.85	8,617	59.7
Rwanda	2010	71.1	74.8	67.5	0.90	1,764	57.8	77.5	77.1	77.8	1.01	498	49.7
Sao Tome and Principe	2010	89.2	93.9	84.7	0.90	11	72.2	95.3	94.7	95.9	1.01	2	42.9
Senegal[f]	2009	49.7	61.8	38.7	0.63	3,400	62.7	65.0	74.2	56.2	0.76	874	62.7
Seychelles[h]	2010	91.8	91.4	92.3	1.01	5	46.1	99.1	98.8	99.4	1.01	0.1	29.8
Sierra Leone	2010	42.1	53.6	31.4	0.59	1,936	61.2	59.4	69.1	50.1	0.73	461	62.9
Somalia	…	…	…	…	…	…	…	…	…	…	…	…	…
South Africa[f]	2007	88.7	90.7	87.0	0.96	3,754	59.2	97.6	97.0	98.1	1.01	243	39.0
Swaziland	2010	87.4	88.1	86.8	0.99	92	54.1	93.6	92.1	95.1	1.03	19	37.7
Togo[f]	2009	57.1	71.2	43.6	0.61	1,515	66.9	81.7	87.6	74.6	0.85	232	67.5
Uganda[f]	2010	73.2	82.6	64.6	0.78	4,560	67.4	87.4	89.6	85.5	0.95	837	58.7
United Republic of Tanzania	2010	73.2	79.0	67.5	0.85	6,642	61.1	77.3	78.2	76.5	0.98	2,013	51.8
Zambia	2010	71.2	80.7	61.7	0.77	2,021	66.5	74.4	81.7	67.1	0.82	668	64.2
Zimbabwe	2010	92.2	94.7	89.9	0.95	597	66.7	99.0	98.5	99.6	1.01	31	22.9
REGIONAL AVERAGES													
WORLD		**84.1**	**88.6**	**79.7**	**0.90**	**775,408**	**64.1**	**89.6**	**92.2**	**87.1**	**0.95**	**122,236**	**60.7**
Arab States		74.7	83.3	65.7	0.79	50,286	65.2	89.1	92.4	85.6	0.93	6,499	63.4
Central and Eastern Europe		97.9	99.0	97.0	0.98	6,794	79.9	99.1	99.3	98.9	1.00	520	66.0
Central Asia		99.5	99.6	99.4	1.00	302	66.7	99.7	99.6	99.8	1.00	45	39.0
East Asia and the Pacific		94.2	96.7	91.6	0.95	99,524	70.7	98.8	98.9	98.7	1.00	4,406	52.5
Latin America and the Caribbean		91.4	92.1	90.7	0.98	36,089	55.8	97.2	97.0	97.4	1.00	2,977	45.0
North America and Western Europe		…	…	…	…	…	…	…	…	…	…	…	…
South and West Asia		62.7	74.0	51.8	0.70	406,419	63.5	80.5	86.6	74.7	0.86	62,275	63.5
Sub-Saharan Africa		62.6	71.0	54.2	0.76	169,313	62.5	71.8	76.4	66.8	0.87	45,251	58.5

TABLE 15 EDUCATIONAL ATTAINMENT OF THE POPULATION AGED 25 YEARS AND OLDER / ISCED 0-6 / Latest year available

REGION	Reference year	Population (25 years and older) (000)			No schooling (%)			Incomplete primary (%)			Primary (ISCED 1) (%)		
Country or territory		MF (1)	M (2)	F (3)	MF (4)	M (5)	F (6)	MF (7)	M (8)	F (9)	MF (10)	M (11)	F (12)
ARAB STATES													
Algeria	2006	16,189	8,066	8,124	35.5	25.7	45.5	17.8	19.5	16.0	22.4	27.2	17.5
Bahrain	2001	354	217	137	12.9	6.4	24.5	6.8	5.5	9.2	12.0	13.5	9.3
Djibouti	...	...	...	...	...	...	...	...	...	...	...	...	...
Egypt	...	...	...	...	...	...	...	...	...	...	...	...	...
Iraq	...	...	...	...	...	...	...	...	...	...	...	...	...
Jordan	2010	2,534	1,305	1,230	10.1	5.1	15.4	4.7	4.6	4.9	11.0	11.8	10.2
Kuwait	2008	1,478	954	524	7.1	5.6	10.3	37.3	40.8	30.0	6.6	7.0	6.0
Lebanon	2007	2,286	1,081	1,205	21.5	17.4	25.2	—	—	—	24.1	26.9	21.5
Libya	...	...	...	...	...	...	...	...	...	...	...	...	...
Mauritania	...	...	...	...	...	...	...	...	...	...	...	...	...
Morocco	...	...	...	...	...	...	...	...	...	...	...	...	...
Oman	2008	1,259	773	485	17.8	12.4	28.9	15.7	16.2	14.8	12.4	14.0	9.0
Palestine	2011	1,518	762	756	7.1	3.0	11.2	2.1	1.7	2.4	36.6	37.9	35.3
Qatar	2011	1,358	1,097	261	3.9	3.6	5.3	25.1	25.9	21.6	18.4	20.4	10.5
Saudi Arabia	2004	10,900	6,662	4,239	22.2	15.6	32.5	13.6	14.5	12.2	15.4	17.4	12.3
Sudan (pre-secession) [a]	...	...	...	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	2009	8,428	4,173	4,255	20.9	11.6	30.8	11.6	12.2	10.9	33.4	37.3	29.4
Tunisia	2010	6,028	2,972	3,056	26.8	16.3	36.8	x(10)	x(11)	x(12)	33.8	37.4	30.3
United Arab Emirates	2005	2,594	1,966	628	11.2	11.3	10.9	14.3	15.5	10.8	11.8	13.1	7.5
Yemen	...	...	...	...	...	...	...	...	...	...	...	...	...
CENTRAL AND EASTERN EUROPE													
Albania	2011	1,914	935	979	3.8	2.4	5.2	0.3	0.3	0.3	10.6	8.8	12.2
Belarus	2009	6,739	2,998	3,740	0.9	0.4	1.3	x(4)	x(5)	x(6)	6.9	4.4	8.9
Bosnia and Herzegovina	2010	2,677	1,251	1,426	9.9	3.7	15.5	17.0	12.5	21.2	16.2	13.7	18.4
Bulgaria	2010	5,564	2,631	2,933	x(10)	x(11)	x(12)	x(10)	x(11)	x(12)	6.8	5.1	8.3
Croatia	2001	3,115	1,460	1,655	3.3	1.3	5.0	5.1	3.2	6.8	13.1	9.7	16.1
Czech Republic	2011	7,737	3,733	4,004	0.1	0.2	0.1	x(4)	x(5)	x(6)	—	—	0.1
Estonia [k]	2011	957	421	536	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)
Hungary [k]	2011	7,280	3,357	3,923	—	—	—	—	—	—	1.8	1.3	2.2
Latvia	2011	1,626	717	908	x(25)	x(26)	x(27)	x(25)	x(26)	x(27)	0.9	1.0	0.8
Lithuania	2011	2,328	1,036	1,292	—	—	—	1.4	0.9	1.9	6.9	4.6	8.8
Montenegro	2006	400	191	208	x(10)	x(11)	x(12)	x(10)	x(11)	x(12)	1.8	1.2	2.5
Poland	2011	27,364	12,876	14,488	0.3	0.2	0.4	1.1	0.6	1.6	16.9	14.2	19.2
Republic of Moldova	2010	2,334	1,071	1,263	1.1	0.7	1.5	x(4)	x(5)	x(6)	5.1	3.6	6.4
Romania	2010	15,333	7,275	8,058	1.8	1.2	2.4	.	.	.	10.9	7.9	13.6
Russian Federation	2010	100,895	44,651	56,244	x(7)	x(8)	x(9)	0.6	0.4	0.8	5.5	4.0	6.8
Serbia	2011	6,800	3,300	3,500	3.3	1.0	5.3	x(10)	x(11)	x(12)	10.3	6.9	13.3
Slovakia	2001	3,433	1,619	1,814	0.4	0.3	0.4	—	—	—	—	—	—
Slovenia	2011	1,524	733	790	—	—	—	0.6	0.4	0.7	3.4	2.2	4.6
The former Yugoslav Rep. of Macedonia	2002	1,262	621	641	4.9	2.4	7.5	16.5	12.3	20.5	30.8	29.7	31.8
Turkey	2009	39,715	19,486	20,229	10.7	4.2	17.1	5.7	4.5	6.9	43.7	43.1	44.3
Ukraine	2001	32,872	14,468	18,404	x(7)	x(8)	x(9)	2.8	1.3	4.0	8.6	6.4	10.4
CENTRAL ASIA													
Armenia	2001	1,750	775	975	0.7	0.4	1.0	1.4	1.0	1.7	6.8	6.3	7.3
Azerbaijan	2009	5,183	2,447	2,736	1.6	0.9	2.3	—	—	—	2.9	1.7	4.0
Georgia	2002	2,945	1,335	1,610	0.4	0.2	0.5	1.3	0.9	1.7	7.2	6.1	8.0
Kazakhstan	2007	8,729	3,966	4,764	—	—	—	.	.	.	0.6	0.5	0.7
Kyrgyzstan	2009	2,484	1,190	1,294	1.0	0.6	1.4	1.1	0.7	1.4	2.3	1.8	2.7
Mongolia	2000	1,054	512	542	5.5	4.2	6.8	—	—	—	14.3	13.0	15.4
Tajikistan	2000	2,334	1,150	1,184	0.8	0.4	1.1	2.1	1.3	2.9	4.7	3.4	6.1
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	...	...	...	...	...	...	...	...	...	...	...	...	...
EAST ASIA AND THE PACIFIC													
Australia	2011	15,151	7,439	7,712	—	—	—	—	—	—	6.4	6.5	6.3
Brunei Darussalam	...	...	...	...	...	...	...	...	...	...	...	...	...
Cambodia	2009	6,229	2,895	3,334	28.3	17.5	37.3	36.0	34.4	37.3	20.1	25.7	15.4
China	2010	855,066	434,413	420,652	6.6	3.5	9.8	x(4)	x(5)	x(6)	28.1	24.7	31.6

Lower secondary (ISCED 2) (%)			Upper secondary (ISCED 3) (%)			Post-secondary non-tertiary (ISCED 4) (%)			Tertiary (ISCED 5-6) (%)			Unknown (%)		
MF (13)	M (14)	F (15)	MF (16)	M (17)	F (18)	MF (19)	M (20)	F (21)	MF (22)	M (23)	F (24)	MF (25)	M (26)	F (27)
														ARAB STATES
16.5	18.7	14.2	7.6	8.6	6.6	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	0.2	0.4	0.1
18.7	23.0	11.0	38.4	40.9	34.0	x(16)	x(17)	x(18)	11.2	10.8	11.9	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
32.8	35.9	29.4	14.2	14.1	14.4	10.9	9.2	12.8	16.2	19.2	12.9	—	—	—
22.4	22.7	21.5	13.4	13.0	14.0	4.9	4.1	6.5	8.3	6.7	11.6	—	—	—
21.3	22.1	20.6	17.5	16.8	18.2	.	.	.	15.3	16.5	14.2	0.3	0.3	0.2
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
12.5	14.7	8.0	21.5	21.3	21.9	5.9	5.8	6.0	14.0	15.3	11.3	0.2	0.2	0.1
17.9	18.0	17.8	12.8	12.9	12.7	.	.	.	23.6	26.6	20.5	—	—	—
11.5	12.1	8.9	19.0	19.1	18.6	3.3	3.1	4.3	18.8	15.9	30.8	—	—	—
14.6	17.1	10.7	14.7	15.9	12.8	4.6	4.6	4.6	14.9	15.0	14.8	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
12.2	14.1	10.1	9.5	10.3	8.6	6.2	6.6	5.8	6.2	7.9	4.5	—	—	—
x(16)	x(17)	x(18)	26.8	31.8	22.0	.	.	.	12.5	14.2	10.8	0.2	0.2	0.2
15.6	17.1	11.0	24.5	23.2	28.7	4.6	4.2	6.1	18.0	15.7	25.1	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
														CENTRAL AND EASTERN EUROPE
41.5	39.7	43.2	31.3	35.7	27.1	10.5	11.0	10.0	1.5	1.4	1.5	0.5	0.6	0.5
6.8	6.9	6.8	20.9	23.9	18.5	11.4	14.6	8.8	50.2	46.8	52.9	2.8	2.9	2.7
25.8	35.4	16.9	21.9	24.0	19.9	3.5	4.2	2.9	5.7	6.4	5.1	—	—	—
23.6	23.4	23.8	48.9	54.0	44.3	x(16)	x(17)	x(18)	20.7	17.5	23.6	—	—	—
18.7	15.6	21.3	45.4	54.5	37.4	.	.	.	13.9	15.2	12.8	0.5	0.5	0.5
11.4	5.8	16.6	70.2	74.9	65.9	1.7	1.2	2.1	16.5	17.9	15.2	—	—	—
13.4	15.7	11.5	51.0	56.6	46.3	x(16)	x(17)	x(18)	35.5	27.7	42.2	—	—	—
21.5	17.9	24.9	55.0	60.5	50.0	1.6	1.8	1.5	20.0	18.5	21.4	—	—	—
14.0	16.7	11.7	50.6	55.5	46.5	8.3	6.4	9.9	25.9	20.1	30.7	0.3	0.3	0.3
10.0	9.6	10.2	32.0	40.2	25.4	20.4	19.2	21.3	29.3	25.4	32.4	—	—	—
20.7	17.5	23.6	58.2	64.6	52.6	3.1	1.6	4.5	16.1	15.1	16.9	—	—	—
0.1	0.1	0.1	57.1	64.2	50.9	3.3	1.8	4.5	21.1	18.8	23.2	.	.	.
19.4	18.1	20.4	42.7	50.3	36.3	14.7	11.7	17.3	17.0	15.6	18.1	—	—	—
23.2	20.2	26.1	48.1	54.0	42.8	4.1	4.4	3.8	11.9	12.4	11.3	—	—	—
8.9	9.3	8.5	16.5	18.5	14.9	40.4	40.8	40.1	25.1	23.9	26.0	3.0	3.0	2.9
22.0	19.1	24.7	48.1	55.4	41.6	.	.	.	16.3	17.5	15.2	.	.	.
57.1	58.3	56.0	28.8	25.6	31.7	0.7	0.8	0.6	11.7	13.5	10.0	1.4	1.4	1.3
17.6	13.3	21.6	56.2	64.4	48.5	.	.	.	22.2	19.7	24.6	—	—	—
x(16)	x(17)	x(18)	35.6	41.8	29.4	—	—	—	12.2	13.8	10.7	—	—	—
8.3	10.5	6.1	16.1	19.6	12.6	.	.	.	10.1	12.3	8.0	5.4	5.8	5.1
14.2	13.9	14.4	36.0	42.2	31.1	x(16)	x(17)	x(18)	38.0	35.8	39.7	0.4	0.4	0.4
														CENTRAL ASIA
9.5	10.2	8.9	39.5	40.6	38.5	21.8	20.2	23.1	20.4	21.4	19.5	—	—	—
6.9	5.2	8.4	58.8	57.6	59.8	4.8	7.2	2.6	25.1	27.4	22.9	—	—	—
7.4	7.4	7.5	35.3	37.1	33.8	22.5	21.5	23.3	25.8	26.7	25.1	0.1	0.1	0.1
3.0	3.2	2.8	39.7	43.7	35.6	31.1	29.3	32.9	25.5	23.1	27.9	.	.	.
7.4	7.4	7.4	60.9	65.7	56.6	9.4	6.8	11.7	17.9	16.9	18.8	—	—	—
26.8	32.0	22.0	22.8	22.1	23.4	18.3	15.9	20.6	12.2	12.8	11.7	—	—	—
13.5	10.5	16.3	59.1	57.8	60.4	9.2	11.5	7.0	10.6	15.2	6.2	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
														EAST ASIA AND THE PACIFIC
19.5	18.0	21.1	31.4	36.7	26.1	4.3	4.2	4.5	38.4	34.6	42.1	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
9.2	12.4	6.5	4.2	6.4	2.4	2.0	3.3	1.0	x(19)	x(20)	x(21)	0.1	0.2	0.1
43.0	46.5	39.5	13.5	15.4	11.6	5.2	5.9	4.6	3.6	4.1	3.0	—	—	—

TABLE 15 EDUCATIONAL ATTAINMENT OF THE POPULATION AGED 25 YEARS AND OLDER / ISCED 0-6 / Latest year available

REGION / Country or territory	Reference year	Population (25 years and older) (000)			No schooling (%)			Incomplete primary (%)			Primary (ISCED 1) (%)		
		MF (1)	M (2)	F (3)	MF (4)	M (5)	F (6)	MF (7)	M (8)	F (9)	MF (10)	M (11)	F (12)
China, Hong Kong SAR	2010	5,330	2,448	2,882	6.3	3.4	8.7	–	–	–	19.8	18.9	20.5
China, Macao SAR	2006	333	157	176	6.2	3.1	9.0	10.7	10.1	11.3	22.5	22.9	22.2
Cook Islands	…	…	…	…	…	…	…	…	…	…	…	…	…
Democratic People's Republic of Korea	…	…	…	…	…	…	…	…	…	…	…	…	…
Fiji	2007	428	216	212	–	–	–	16.5	16.7	16.3	21.6	22.5	20.6
Indonesia	2009	129,128	63,427	65,702	9.5	5.4	13.3	17.7	16.6	18.7	30.6	30.6	30.6
Japan	2010	97,043	46,539	50,503	0.1	0.1	0.1	x(25)	x(26)	x(27)	x(13)	x(14)	x(15)
Kiribati	…	…	…	…	…	…	…	…	…	…	…	…	…
Lao People's Democratic Republic	…	…	…	…	…	…	…	…	…	…	…	…	…
Malaysia	2010	14,682	7,378	7,304	8.8	5.6	12.0	–	–	–	23.0	23.0	23.0
Marshall Islands	…	…	…	…	…	…	…	…	…	…	…	…	…
Micronesia (Federated States of)	…	…	…	…	…	…	…	…	…	…	…	…	…
Myanmar	…	…	…	…	…	…	…	…	…	…	…	…	…
Nauru	…	…	…	…	…	…	…	…	…	…	…	…	…
New Zealand	2011	2,872	1,378	1,494	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)
Niue	…	…	…	…	…	…	…	…	…	…	…	…	…
Palau	…	…	…	…	…	…	…	…	…	…	…	…	…
Papua New Guinea	…	…	…	…	…	…	…	…	…	…	…	…	…
Philippines	2008	39,559	19,409	20,150	3.4	3.2	3.5	x(10)	x(11)	x(12)	31.7	33.0	30.5
Republic of Korea	2010	33,749	16,458	17,291	4.7	1.9	7.4	1.0	0.6	1.4	11.4	8.5	14.2
Samoa	2001	73	38	36	1.0	1.3	0.6	2.6	2.5	2.8	32.8	34.7	30.7
Singapore	2011	3,609	1,798	1,810	x(7)	x(8)	x(9)	16.3	12.6	19.7	7.0	6.8	7.1
Solomon Islands	…	…	….	…	…	…	…	…	…	…	…	…	…
Thailand	2006	41,799	20,072	21,727	6.1	3.9	8.1	42.3	40.0	44.3	18.9	19.8	18.0
Timor-Leste	…	…	…	…	…	…	…	…	…	…	…	…	…
Tokelau	…	…	…	…	…	…	…	…	…	…	…	…	…
Tonga	2006	44	21	23	1.4	1.3	1.4	x(10)	x(11)	x(12)	28.9	27.6	30.2
Tuvalu	…	…	…	…	…	…	…	…	…	…	…	…	…
Vanuatu	…	…	…	…	…	…	…	…	…	…	…	…	…
Viet Nam	…	…	…	…	…	…	…	…	…	…	…	…	…
LATIN AMERICA AND THE CARIBBEAN													
Anguilla	2001	6	3	3	2.0	1.9	2.2	2.3	2.8	1.7	37.4	40.5	34.5
Antigua and Barbuda	…	…	…	…	…	…	…	…	…	…	…	…	…
Argentina	2003	21,171	10,059	11,111	1.1	0.8	1.3	8.9	8.6	9.3	33.5	33.9	33.1
Aruba	…	…	…	…	…	…	…	…	…	…	…	…	…
Bahamas	2000	159	75	84	1.4	1.7	1.1	0.1	0.1	0.1	8.3	9.9	7.1
Barbados	2000	170	82	88	–	–	–	13.6	13.6	13.6	8.3	8.9	7.7
Belize	…	…	…	…	…	…	…	…	…	…	…	…	…
Bermuda	2010	45	21	23	x(10)	x(11)	x(12)	x(10)	x(11)	x(12)	21.7	25.1	18.6
Bolivia	2009	4,253	2,063	2,190	13.5	7.1	19.4	34.7	34.9	34.5	4.7	5.2	4.3
Brazil	2010	111,795	53,686	58,110	x(10)	x(11)	x(12)	x(10)	x(11)	x(12)	49.3	50.8	47.8
British Virgin Islands	…	…	…	…	…	…	…	…	…	…	…	…	…
Cayman Islands	2008	39	19	20	0.6	0.4	0.7	0.6	0.5	0.6	7.4	7.1	7.6
Chile	2010	10,378	5,037	5,341	2.9	2.7	3.2	12.3	11.7	12.9	9.6	8.9	10.3
Colombia	2011	25,086	11,970	13,116	7.9	8.0	7.8	x(10)	x(11)	x(12)	35.7	36.3	35.2
Costa Rica	2011	2,694	1,355	1,339	5.5	5.7	5.2	17.5	17.0	17.9	34.5	35.1	34.1
Cuba	2002	7,336	3,650	3,686	0.2	0.2	0.2	13.8	12.4	15.2	17.2	15.6	18.7
Dominica	2001	38	19	20	3.6	3.8	3.3	6.9	7.7	6.1	62.5	65.1	60.0
Dominican Republic	2011	5,090	2,526	2,564	10.8	10.8	10.8	25.1	25.8	24.4	10.2	10.5	10.0
Ecuador	2010	7,369	3,634	3,735	10.6	8.8	12.3	17.5	17.5	17.5	32.1	34.3	30.1
El Salvador	2010	2,874	1,262	1,612	4.2	3.8	4.6	38.8	35.9	41.2	15.2	15.5	15.0
Grenada	…	….	….	…	…	…	…	…	…	…	…	…	…
Guatemala	2006	4,825	2,240	2,585	38.9	30.8	45.5	31.3	35.0	28.4	15.0	16.8	13.5
Guyana	2002	343	171	172	7.5	6.7	8.2	25.0	26.2	24.0	36.3	38.1	34.6
Haiti	…	…	…	…	…	…	…	…	…	…	…	…	…
Honduras	2011	3,299	1,612	1,687	18.7	18.5	18.8	28.3	29.3	27.5	25.1	24.9	25.3
Jamaica	…	…	…	…	…	…	…	…	…	…	…	…	…
Mexico	2010	59,643	28,829	30,813	9.3	8.0	10.5	15.8	15.5	16.1	18.3	17.6	19.0

Lower secondary (ISCED 2) (%)			Upper secondary (ISCED 3) (%)			Post-secondary non-tertiary (ISCED 4) (%)			Tertiary (ISCED 5-6) (%)			Unknown (%)		
MF (13)	M (14)	F (15)	MF (16)	M (17)	F (18)	MF (19)	M (20)	F (21)	MF (22)	M (23)	F (24)	MF (25)	M (26)	F (27)
16.9	18.7	15.4	34.1	33.1	34.8	5.8	6.3	5.3	17.2	19.6	15.2	—	—	—
24.9	25.8	24.0	21.4	22.9	19.9	1.7	1.5	1.9	12.6	13.6	11.6	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
20.1	20.0	20.2	22.5	21.3	23.6	3.5	3.7	3.2	11.8	13.0	10.6	4.1	2.7	5.6
14.4	15.4	13.6	20.3	24.0	16.9	.	.	.	7.5	8.1	6.9	—	—	—
16.7	15.3	17.9	39.9	38.3	41.4	x(16)	x(17)	x(18)	29.9	32.2	27.8	13.4	14.1	12.9
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
17.3	19.2	15.4	34.5	35.0	34.0	x(22)	x(23)	x(24)	16.4	17.0	15.7	.	.	.
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
29.5	27.5	31.4	20.6	19.0	22.1	10.3	18.2	3.0	34.8	30.7	38.5	4.8	4.7	5.0
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
x(16)	x(17)	x(18)	35.1	35.3	34.9	5.5	6.0	5.0	24.2	22.4	25.9	0.1	0.1	0.1
10.2	9.5	10.8	37.4	38.8	36.1	.	.	.	35.3	40.8	30.1	—	—	—
x(10)	x(11)	x(12)	49.7	46.3	53.4	8.5	9.3	7.6	3.9	4.4	3.3	1.5	1.5	1.5
10.1	10.8	9.5	19.6	18.1	21.1	8.9	10.2	7.6	38.1	41.4	35.0	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
9.7	11.7	7.9	9.6	11.4	8.0	—	—	—	12.8	12.4	13.2	0.5	0.6	0.5
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
46.1	45.8	46.3	11.2	11.2	11.2	x(22)	x(23)	x(24)	12.1	13.6	10.6	0.4	0.5	0.3
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
														LATIN AMERICA AND THE CARIBBEAN
10.9	10.6	11.2	26.4	24.5	28.2	x(16)	x(17)	x(18)	17.1	15.9	18.3	4.0	3.9	4.0
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
14.2	16.2	12.3	28.4	28.3	28.5	.	.	.	13.7	12.0	15.3	0.2	0.2	0.2
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
19.1	21.8	16.9	51.5	48.1	54.2	18.7	17.4	19.8	0.3	0.4	0.3	0.5	0.6	0.4
53.8	54.5	53.2	8.5	8.7	8.3	14.6	13.2	15.9	1.1	1.0	1.1	0.2	0.2	0.1
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
x(10)	x(11)	x(12)	26.5	26.4	26.6	21.5	20.5	22.4	26.7	24.4	28.8	3.6	3.6	3.6
8.5	9.9	7.2	15.6	18.1	13.4	—	—	—	22.7	24.6	21.0	0.2	0.2	0.2
14.7	14.9	14.4	24.6	24.1	25.0	.	.	.	11.3	9.9	12.5	0.3	0.3	0.3
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
13.9	15.8	12.1	31.7	32.5	30.9	7.5	8.2	6.7	37.1	33.8	40.4	1.4	1.7	1.0
22.1	22.8	21.5	34.7	35.4	33.9	.	.	.	18.0	18.2	17.9	0.4	0.4	0.4
14.5	14.1	14.7	22.1	22.3	21.9	.	.	.	19.7	19.2	20.2	—	—	0.1
7.4	7.5	7.3	16.1	15.9	16.2	—	—	—	18.8	18.4	19.2	0.2	0.3	0.2
28.4	31.2	25.7	31.0	31.4	30.6	—	—	—	9.4	9.2	9.5	—	—	—
15.7	12.0	19.4	5.7	5.9	5.5	x(16)	x(17)	x(18)	5.0	5.2	4.8	0.5	0.1	0.8
22.1	23.8	20.5	21.4	20.3	22.5	.	.	.	10.3	8.7	11.7	—	—	—
6.8	6.5	7.1	20.6	20.9	20.4	0.8	0.7	0.8	11.6	11.3	11.8	.	.	.
15.0	16.9	13.4	19.9	20.3	19.5	—	—	—	6.8	7.5	6.1	0.1	0.1	0.1
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
4.2	5.2	3.3	7.2	7.5	6.9	.	.	.	3.4	4.7	2.4	—	—	—
—	—	—	28.9	26.9	30.8	2.1	1.8	2.3	0.2	0.3	0.1	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
8.4	8.1	8.6	11.1	10.2	11.9	2.9	3.0	2.9	5.1	5.4	4.9	0.4	0.6	0.2
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
23.7	24.5	22.9	14.8	15.1	14.6	.	.	.	17.6	18.9	16.4	0.5	0.5	0.5

TABLE 15 EDUCATIONAL ATTAINMENT OF THE POPULATION AGED 25 YEARS AND OLDER / ISCED 0-6 / Latest year available

REGION / Country or territory	Reference year	Population (25 years and older) (000)			No schooling (%)			Incomplete primary (%)			Primary (ISCED 1) (%)		
		MF (1)	M (2)	F (3)	MF (4)	M (5)	F (6)	MF (7)	M (8)	F (9)	MF (10)	M (11)	F (12)
Montserrat	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles[a]	...	...	...	...	...	...	...	...	...	...	...	...	...
Nicaragua	...	...	...	...	...	...	...	...	...	...	...	...	...
Panama	2010	1,889	941	948	7.3	6.7	8.0	9.9	10.4	9.4	21.0	22.6	19.5
Paraguay	2008	2,807	1,407	1,400	4.5	3.3	5.6	28.5	27.4	29.5	28.2	28.4	28.0
Peru	2010	14,816	7,324	7,492	6.8	2.7	10.9	15.1	12.9	17.2	18.9	19.1	18.6
Puerto Rico	2008	2,364	1,094	1,270	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)
Saint Kitts and Nevis	...	...	...	...	...	...	...	...	...	...	...	...	...
Saint Lucia	...	...	...	...	...	...	...	...	...	...	...	...	...
Saint Vincent and the Grenadines	...	...	...	...	...	...	...	...	...	...	...	...	...
Suriname	2004	254	126	128	10.8	8.0	13.4	–	–	–	31.8	34.2	29.6
Trinidad and Tobago	2009	810	382	429	1.3	0.7	1.9	4.0	3.1	4.9	34.8	36.3	33.3
Turks and Caicos Islands	...	...	...	...	...	...	...	...	...	...	...	...	...
Uruguay	2010	2,095	976	1,118	1.6	1.4	1.8	12.7	13.1	12.5	36.1	37.3	35.2
Venezuela	2009	14,647	7,244	7,403	6.6	6.5	6.8	10.6	11.6	9.6	28.9	30.9	27.0
NORTH AMERICA AND WESTERN EUROPE													
Andorra	2006	59	31	28	6.9	5.7	8.3	x(4)	x(5)	x(6)	42.6	44.4	40.6
Austria	2010	6,131	2,937	3,194	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)
Belgium	2010	7,647	3,688	3,959	x(7)	x(8)	x(9)	7.3	6.0	8.6	13.0	11.6	14.3
Canada	2006	22,544	11,000	11,544	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)
Cyprus	2010	729	368	362	0.9	0.3	1.4	6.0	3.8	8.1	17.3	16.3	18.3
Denmark[k]	2011	3,877	1,895	1,982	x(25)	x(26)	x(27)	x(25)	x(26)	x(27)	x(25)	x(26)	x(27)
Finland	2009	3,791	1,828	1,963	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)
France	2010	43,490	20,686	22,805	.	.	.	1.6	1.4	1.7	19.2	16.3	21.9
Germany	2010	62,008	29,972	32,036	.	.	.	.	.	.	3.5	3.1	3.9
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...	...
Greece	2010	8,513	4,152	4,361	2.8	1.7	3.8	3.8	2.7	4.9	30.2	28.6	31.7
Holy See	...	...	...	...	...	...	...	...	...	...	...	...	...
Iceland	2005	188	94	94	x(10)	x(11)	x(12)	x(10)	x(11)	x(12)	4.0	3.2	4.7
Ireland	2010	2,941	1,452	1,489	x(10)	x(11)	x(12)	x(10)	x(11)	x(12)	18.4	18.9	17.9
Israel	2010	4,277	2,053	2,225	3.0	1.6	4.3	2.3	2.1	2.6	9.4	9.4	9.5
Italy	2010	45,992	22,137	23,855	6.3	4.0	8.4	x(4)	x(5)	x(6)	19.9	17.0	22.5
Liechtenstein	...	...	...	...	...	...	...	...	...	...	...	...	...
Luxembourg[k]	2010	358	175	182	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)	x(13)	x(14)	x(15)
Malta	2011	298	146	152	1.9	1.5	2.4	.	.	.	28.3	23.5	33.0
Monaco	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands	2010	11,662	5,707	5,955	–	–	–	1.7	1.6	1.8	8.7	7.0	10.4
Norway	2010	3,334	1,650	1,684	x(25)	x(26)	x(27)	–	–	–	0.3	0.3	0.3
Portugal	2010	7,901	3,751	4,150	11.8	8.0	15.2	.	.	.	46.3	49.7	43.3
San Marino	...	...	...	...	...	...	...	...	...	...	...	...	...
Spain[g]	2010	34,435	16,770	17,664	2.5	1.6	3.3	9.3	7.9	10.6	20.8	19.7	21.9
Sweden	2010	6,570	3,229	3,341	x(25)	x(26)	x(27)	x(10)	x(11)	x(12)	12.7	12.1	13.3
Switzerland	2010	5,581	2,699	2,882	x(10)	x(11)	x(12)	x(10)	x(11)	x(12)	4.2	3.4	4.9
United Kingdom	2010	43,106	20,802	22,303	0.2	0.1	0.3	–	–	–	–	–	–
United States of America	2010	204,738	99,006	105,733	0.4	0.3	0.4	0.9	1.0	0.9	3.9	4.1	3.8
SOUTH AND WEST ASIA													
Afghanistan	...	...	...	...	...	...	...	...	...	...	...	...	...
Bangladesh	2001	55,663	28,670	26,993	51.0	45.4	56.6	1.8	1.7	1.9	20.5	21.6	19.5
Bhutan	2005	287	155	133	12.9	13.1	12.5	39.3	39.6	38.4	13.4	12.8	15.1
India	...	...	...	...	...	...	...	...	...	...	...	...	...
Iran (Islamic Republic of)	2010	40,749	20,591	20,158	x(10)	x(11)	x(12)	x(10)	x(11)	x(12)	37.5	35.3	40.0
Maldives	2006	130	65	65	26.9	26.2	27.6	30.6	27.1	34.1	21.7	23.4	19.9
Nepal	...	...	...	...	...	...	...	...	...	...	...	...	...
Pakistan	2009	72,642	36,853	35,789	52.5	37.2	69.0	2.6	3.3	1.8	12.8	15.8	9.4
Sri Lanka	2009	12,204	5,911	6,293	5.4	3.1	7.4	x(10)	x(11)	x(12)	20.6	21.4	19.9
SUB-SAHARAN AFRICA													
Angola	...	...	...	...	...	...	...	...	...	...	...	...	...
Benin	2002	2,452	1,151	1,301	69.6	57.1	80.3	x(10)	x(11)	x(12)	16.0	21.6	11.3

Lower secondary (ISCED 2) (%)			Upper secondary (ISCED 3) (%)			Post-secondary non-tertiary (ISCED 4) (%)			Tertiary (ISCED 5-6) (%)			Unknown (%)		
MF (13)	M (14)	F (15)	MF (16)	M (17)	F (18)	MF (19)	M (20)	F (21)	MF (22)	M (23)	F (24)	MF (25)	M (26)	F (27)
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
9.2	9.9	8.4	20.1	20.4	19.9	1.4	1.4	1.4	21.3	18.3	24.3	9.7	10.4	9.1
10.2	12.0	8.4	18.2	19.7	16.7	.	.	.	10.4	9.1	11.7	—	—	0.1
6.2	6.9	5.6	32.0	36.4	27.7	—	—	—	20.9	21.8	19.9	0.1	0.1	0.1
22.3	23.4	21.3	34.9	37.9	32.3	21.6	21.1	22.2	21.2	17.6	24.2	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
36.2	38.6	34.0	4.1	4.6	3.7	—	—	—	3.4	4.0	2.8	13.7	10.7	16.5
2.9	2.7	3.1	12.7	10.9	14.5	34.1	36.7	31.6	9.6	8.9	10.2	0.5	0.5	0.5
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
22.3	24.0	20.9	12.5	11.5	13.3	5.3	5.3	5.3	9.4	7.4	11.2	—	—	—
10.8	11.5	10.1	27.0	26.0	28.0	.	.	.	15.9	13.3	18.4	0.2	0.2	0.1
NORTH AMERICA AND WESTERN EUROPE														
x(16)	x(17)	x(18)	19.3	20.0	18.5	12.3	12.4	12.3	17.8	16.9	18.7	1.1	0.7	1.6
23.4	15.5	30.8	50.4	55.7	45.5	8.6	7.9	9.4	17.5	20.9	14.4	—	—	—
17.9	18.5	17.3	30.0	32.1	28.1	1.7	1.8	1.6	30.0	29.9	30.1	—	—	—
20.6	20.3	20.9	23.4	21.8	24.9	12.1	16.1	8.4	43.9	41.8	45.8	.	.	.
10.4	10.9	9.9	32.9	36.5	29.5	1.7	0.9	2.4	30.9	31.3	30.4	—	—	—
24.2	22.8	25.5	41.5	45.2	37.9	x(25)	x(26)	x(27)	30.7	28.7	32.6	3.6	3.3	3.9
30.4	30.4	30.3	38.0	40.9	35.3	x(16)	x(17)	x(18)	31.6	28.6	34.4	—	—	—
17.3	16.8	17.8	37.4	41.3	33.9	0.1	0.1	0.1	24.4	24.2	24.7	—	—	—
15.4	9.5	20.9	50.8	52.2	49.5	6.0	5.5	6.4	24.2	29.6	19.2	0.1	0.1	0.2
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
9.5	11.0	8.1	26.8	28.3	25.4	6.8	6.3	7.3	20.0	21.5	18.7	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
33.4	28.4	38.5	28.3	34.6	22.0	2.0	3.3	0.6	27.6	25.3	29.9	4.7	5.2	4.3
14.1	15.2	12.9	21.7	21.2	22.2	10.8	11.7	10.0	32.2	29.9	34.3	2.9	3.1	2.7
7.5	9.4	5.7	34.2	36.8	31.8	.	.	.	43.1	40.3	45.6	0.5	0.4	0.5
28.3	32.0	25.0	32.7	34.8	30.8	0.7	0.5	0.8	12.1	11.8	12.5	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
24.5	20.1	28.8	x(19)	x(20)	x(21)	42.4	42.5	42.2	33.2	37.4	29.0	—	—	—
42.4	43.5	41.2	7.5	7.4	7.5	6.4	9.1	3.8	13.5	14.9	12.1	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
22.6	19.7	25.3	34.3	35.6	33.1	3.3	3.6	3.1	28.6	31.7	25.6	0.8	0.8	0.7
22.9	21.4	24.3	38.8	40.6	37.0	2.9	3.8	1.9	29.4	27.4	31.3	5.8	6.5	5.2
16.0	17.9	14.2	12.7	13.2	12.3	0.5	0.5	0.5	12.7	10.7	14.5	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
23.1	25.1	21.3	18.6	19.4	17.7	—	—	—	25.7	26.2	25.2	—	—	—
9.3	10.3	8.3	43.1	45.0	41.2	5.1	6.2	4.0	28.1	24.5	31.7	1.7	1.8	1.6
13.3	8.9	17.3	44.1	40.8	47.1	4.9	5.0	4.9	33.0	41.3	25.3	0.5	0.5	0.5
13.4	11.5	15.2	52.6	54.8	50.5	0.1	0.1	0.1	33.7	33.5	33.9	—	—	—
7.6	8.0	7.3	48.0	48.3	47.8	x(16)	x(17)	x(18)	39.1	38.3	39.9	—	—	—
SOUTH AND WEST ASIA														
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
9.6	10.5	8.7	12.9	15.9	9.9	—	—	—	4.2	4.9	3.5	—	—	—
15.8	15.1	17.7	5.6	5.7	5.1	4.1	4.4	3.0	8.9	9.2	8.1	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
20.0	21.9	17.8	24.0	23.3	24.7	x(22)	x(23)	x(24)	18.5	19.4	17.5	—	—	—
10.0	10.6	9.4	1.0	1.3	0.7	2.3	2.5	2.0	1.6	2.1	1.1	5.9	6.7	5.1
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
8.9	12.3	5.2	16.6	22.6	10.1	—	—	—	6.7	8.7	4.5	—	—	—
44.4	46.5	42.5	x(19)	x(20)	x(21)	15.5	15.7	15.4	14.1	13.3	14.8	.	.	.
SUB—SAHARAN AFRICA														
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
x(16)	x(17)	x(18)	12.2	17.5	7.6	…	…	…	2.2	3.8	0.8	—	—	—

TABLE 15 EDUCATIONAL ATTAINMENT OF THE POPULATION AGED 25 YEARS AND OLDER / ISCED 0-6 / Latest year available

REGION	Reference year	Population (25 years and older) (000)			No schooling (%)			Incomplete primary (%)			Primary (ISCED 1) (%)		
Country or territory		MF (1)	M (2)	F (3)	MF (4)	M (5)	F (6)	MF (7)	M (8)	F (9)	MF (10)	M (11)	F (12)
Botswana	…	…	…	…	…	…	…	…	…	…	…	…	…
Burkina Faso	2007	5,101	2,399	2,702	90.0	84.7	94.7	4.9	7.2	2.7	3.1	4.8	1.6
Burundi	…	…	…	…	…	…	…	…	…	…	…	…	…
Cameroon	…	…	…	…	…	…	…	…	…	…	…	…	…
Cape Verde	…	…	…	…	…	…	…	…	…	…	…	…	…
Central African Republic	…	…	…	…	…	…	…	…	…	…	…	…	…
Chad	2004	3,267	1,590	1,677	77.7	68.9	85.4	13.6	16.5	11.1	3.0	4.4	1.8
Comoros	…	…	…	…	…	…	…	…	…	…	…	…	…
Congo	…	…	…	…	…	…	…	…	…	…	…	…	…
Côte d'Ivoire	…	…	…	…	…	…	…	…	…	…	…	…	…
Democratic Republic of the Congo	…	…	…	…	…	…	…	…	…	…	…	…	…
Equatorial Guinea	…	…	…	…	…	…	…	…	…	…	…	…	…
Eritrea	…	…	…	…	…	…	…	…	…	…	…	…	…
Ethiopia	2007	28,181	13,814	14,368	71.8	60.7	82.8	1.0	1.2	0.8	17.8	24.9	10.7
Gabon	…	…	…	…	…	…	…	…	…	…	…	…	…
Gambia	…	…	…	…	…	…	…	…	…	…	…	…	…
Ghana	…	…	…	…	…	…	…	…	…	…	…	…	…
Guinea	…	…	…	…	…	…	…	…	…	…	…	…	…
Guinea-Bissau	…	…	…	…	…	…	…	…	…	…	…	…	…
Kenya	2010	14,862	7,348	7,514	21.1	18.8	24.9	18.0	12.0	27.6	17.5	15.0	21.5
Lesotho	2008	815	380	435	15.7	24.7	7.6	43.4	41.3	45.3	20.1	14.3	25.3
Liberia	…	…	…	…	…	…	…	…	…	…	…	…	…
Madagascar	…	…	…	…	…	…	…	…	…	…	…	…	…
Malawi	1998	3,681	1,779	1,902	42.9	30.2	55.3	37.3	41.1	33.6	11.2	15.8	6.8
Mali	2006	4,440	2,107	2,332	81.4	81.1	81.6	x(4)	x(5)	x(6)	8.3	9.6	7.1
Mauritius	2000	666	326	341	12.2	6.7	17.5	38.3	37.7	39.0	10.0	10.3	9.7
Mozambique	…	…	…	…	…	…	…	…	…	…	…	…	…
Namibia	2001	766	368	399	22.9	21.8	23.8	25.6	25.7	25.4	20.9	20.0	21.6
Niger	…	…	…	…	…	…	…	…	…	…	…	…	…
Nigeria	…	…	…	…	…	…	…	…	…	…	…	…	…
Rwanda	…	…	…	…	…	…	…	…	…	…	…	…	…
Sao Tome and Principe	…	…	…	…	…	…	…	…	…	…	…	…	…
Senegal	2006	3,889	1,871	2,018	75.2	68.3	80.9	12.9	14.7	11.4	3.3	4.4	2.4
Seychelles	2002	45	22	23	5.6	5.6	5.6	—	—	—	23.5	22.3	24.7
Sierra Leone	…	…	…	…	…	…	…	…	…	…	…	…	…
Somalia	…	…	…	…	…	…	…	…	…	…	…	…	…
South Africa	2011	25,370	12,399	12,971	7.7	6.2	9.0	12.9	13.1	12.8	5.9	5.7	6.1
Swaziland	…	…	…	…	…	…	…	…	…	…	…	…	…
Togo	2009	2,311	1,130	1,181	49.7	34.0	63.2	x(10)	x(11)	x(12)	23.1	26.2	20.5
Uganda	2010	10,518	5,216	5,302	x(7)	x(8)	x(9)	55.6	49.2	63.4	2.6	16.8	13.6
United Republic of Tanzania	2002	12,551	6,135	6,416	34.9	24.3	44.7	16.2	19.1	13.6	42.9	48.7	37.6
Zambia	…	…	…	…	…	…	…	…	…	…	…	…	…
Zimbabwe	2002	4,421	2,160	2,261	13.2	8.1	17.8	21.6	17.9	25.0	19.1	18.3	19.9

Lower secondary (ISCED 2) (%)			Upper secondary (ISCED 3) (%)			Post-secondary non-tertiary (ISCED 4) (%)			Tertiary (ISCED 5-6) (%)			Unknown (%)		
MF (13)	M (14)	F (15)	MF (16)	M (17)	F (18)	MF (19)	M (20)	F (21)	MF (22)	M (23)	F (24)	MF (25)	M (26)	F (27)
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
1.5	2.4	0.8	0.2	0.4	0.1	0.1	0.1	0.1	0.2	0.3	—	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
x(16)	x(17)	x(18)	2.3	4.1	0.7	.	.	.	3.2	5.8	0.9	0.2	0.3	0.1
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
0.2	0.3	0.1	4.5	5.9	3.1	1.8	2.5	1.2	0.5	0.8	0.2	2.4	3.7	1.0
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
5.6	4.5	7.5	30.0	41.7	11.2	6.3	6.1	6.7	—	—	—	1.4	1.9	0.6
7.1	6.4	7.7	8.5	8.3	8.6	3.5	3.1	3.8	1.9	1.9	1.9	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
3.4	4.8	2.0	4.7	7.4	2.1	—	—	—	0.5	0.7	0.3	—	—	—
4.8	4.7	5.0	3.6	3.4	3.8	.	.	.	1.9	1.2	2.6	—	—	—
18.6	21.0	16.3	12.4	14.0	10.9	5.2	5.9	4.6	2.6	3.8	1.5	0.5	0.6	0.5
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
10.6	10.6	10.7	11.7	12.6	10.9	3.1	3.2	3.0	2.2	2.5	2.0	3.0	3.5	2.6
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
2.6	3.6	1.8	1.7	2.3	1.1	2.4	3.7	1.4	0.8	1.4	0.3	1.2	1.6	0.8
22.6	21.2	24.0	x(19)	x(20)	x(21)	36.8	36.5	37.1	7.4	8.9	5.9	4.1	5.4	2.8
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
13.9	14.2	13.7	45.7	46.3	45.2	6.5	6.4	6.6	6.1	6.6	5.6	1.2	1.5	1.0
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
18.0	24.0	12.8	5.9	10.4	2.1	0.3	0.4	0.2	2.6	4.5	1.0	0.4	0.5	0.2
18.1	20.8	14.9	2.5	3.2	1.6	5.2	5.8	4.5	2.9	3.8	1.9	0.3	0.4	0.1
4.4	5.6	3.2	0.7	1.1	0.3	x(16)	x(17)	x(18)	0.9	1.2	0.7	—	—	—
…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
35.6	40.9	30.8	1.3	2.0	0.6	7.5	10.5	4.8	1.5	2.3	0.9	0.1	0.2	0.1

TABLE 16 PRIMARY AND SECONDARY EDUCATION / ISCED 1, 2 and 3 / Distribution of students by type of institution / 2010 (WEI and UOE countries)

REGION	Type of institution by ISCED level									Mode of study	
	Primary (ISCED 1)			Lower secondary (ISCED 2)			Upper secondary (ISCED 3)			Primary and secondary (ISCED 1-3)	
Country or territory	Public (1)	Government-dependent private (2)	Independent private (3)	Public (4)	Government-dependent private (5)	Independent private (6)	Public (7)	Government-dependent private (8)	Independent private (9)	Full-time (10)	Part-time (11)
ARAB STATES											
Egypt	...	...	...	...	...	...	...	...	...	...	...
Jordan	66.9	.	33.1	78.9	.	21.1	88.1	.	11.9	100.0	.
Tunisia	98.2 -1	. -1	1.8 -1	98.3 -1	. -1	1.7 -1	92.9 -1	. -1	7.2 -1	100.0 -1	. -1
CENTRAL AND EASTERN EUROPE											
Bulgaria	99.2	.	0.8	97.7	.	2.3	97.4	.	2.6	96.0	4.0
Croatia	99.7	.	0.3	99.7	.	0.3	96.3	.	3.7	96.4	3.6
Czech Republic	98.5	1.5	.	97.3	2.7	.	85.6	14.4	.	99.9	0.1
Estonia	96.0 -1	. -1	4.0 -1	96.9 -1	. -1	3.1 -1	96.2 -1	. -1	3.8 -1	95.8 -1	4.1 -1
Hungary	91.7 -1	8.3 -1	. -1	90.9 -1	9.1 -1	. -1	80.2 -1	19.8 -1	. -1	95.7 -1	4.3 -1
Latvia	98.9	.	1.1	99.3	.	0.7	98.3	.	1.7	95.0	5.0
Lithuania	99.2	.	0.8	98.8	.	1.2	99.2	.	0.8	97.5	2.5
Poland	97.4 -1	0.7 -1	1.9 -1	96.2 -1	1.1 -1	2.7 -1	86.9 -1	1.3 -1	11.9 -1	94.9 -1	5.1 -1
Romania	99.7	.	0.3	99.8	.	0.2	96.7	.	3.3	96.4	3.6
Russian Federation	99.4 -1	. -1	0.6 -1	99.5 -1	. -1	0.5 -1	98.8 -1	. -1	1.2 -1	99.9 -1	0.1 -1
Slovakia	94.0	6.0	—	93.6	6.4	—	85.9	14.1	—	98.8	1.2
Slovenia	99.6	0.4	—	99.9	0.1	—	96.6	2.1	1.4	94.3	5.7
The former Yugoslav Rep. of Macedonia	100.0	.	.	100.0	.	.	97.8	0.7	1.5	99.9	0.1
Turkey	97.9 -2	. -2	2.1 -2	97.9 -2	. -2	2.1 -2	97.1 -2	. -2	2.9 -2	64.9 -2	35.1 -2
EAST ASIA AND THE PACIFIC											
Australia	69.1	30.9	.	65.5	34.5	.	68.3	31.5	0.2	83.6	16.4
China	95.1	4.9	—	92.1	7.9	—	89.1	10.9	—	97.9	2.1
Indonesia	83.2	.	16.8	63.7	.	36.3	50.2	.	49.8	100.0	.
Japan	98.9	.	1.1	92.8	.	7.2	69.0	.	31.0	98.7	1.3
Malaysia	99.1 -1	. -1	0.9 -1	97.0 -1	. -1	3.0 -1	96.7 -1	. -1	3.3 -1	100.0 -1	- -1
New Zealand	87.7	10.2	2.1	82.8	12.3	4.9	78.4	16.7	4.9	90.6	9.4
Philippines	91.9 -1	. -1	8.1 -1	80.6 -1	. -1	19.4 -1	78.6 -1	. -1	21.4 -1	100.0 -1	. -1
Republic of Korea	98.6	.	1.4	81.8	18.2	.	54.8	45.2	.	100.0	.
Thailand	81.1 +1	18.9 +1	— +1	86.9 +1	13.1 +1	— +1	79.5 +1	20.5 +1	— +1	100.0 +1	. +1
LATIN AMERICA AND THE CARIBBEAN											
Argentina	76.4 -1	18.1 -1	5.6 -1	77.4 -1	17.0 -1	5.7 -1	70.1 -1	21.4 -1	8.6 -1	100.0 -1	. -1
Brazil	86.7	.	13.3	89.3	.	10.7	85.0	.	15.0	100.0	—
Chile	42.2 -1	51.8 -1	6.0 -1	47.1 -1	46.9 -1	6.0 -1	41.5 -1	51.9 -1	6.6 -1	100.0 -1	. -1
Jamaica	89.1	0.6	10.3	94.4	.	5.6	94.3	.	5.7	100.0	.
Mexico	91.8	.	8.2	88.5	.	11.5	82.3	.	17.7	100.0	.
Paraguay	82.3 -1	10.7 -1	7.0 -1	80.3 -1	11.6 -1	8.1 -1	73.8 -1	7.0 -1	19.2 -1	100.0 -1	. -1
Peru	77.9	4.2	17.9	74.7	5.8	19.5	73.3	5.6	21.1	100.0	.
Uruguay	84.5 -1	. -1	15.5 -1	85.7 -1	. -1	14.3 -1	88.6 -1	. -1	11.4	100.0 -1	. -1
NORTH AMERICA AND WESTERN EUROPE											
Austria	94.3	5.7	—	91.0	9.0	—	89.3	10.7	—	100.0	—
Belgium	46.2	53.8	.	40.2	59.8	.	43.3	56.7	.	79.5	20.5
Canada	94.0 -1	6.0 -1	x(2)	91.4 -1	8.6 -1	x(4)	94.2 -1	5.8 -1	x(7)	100.0 -1	. -1
Cyprus	92.4	.	7.6	82.2	.	17.8	82.9	.	17.1	99.2	0.8
Denmark	86.5 -1	13.2 -1	0.3 -1	74.2 -1	25.1 -1	0.8 -1	97.8 -1	2.1 -1	0.1 -1	97.4 -1	2.6 -1
Finland	98.5	1.5	.	95.5	4.5	.	83.9	16.1	.	100.0	.
France	85.2	14.3	0.5	78.2	21.5	0.3	68.4	30.6	0.9	100.0	—
Germany	95.9	4.1	—	90.8	9.2	—	92.7	7.3	—	99.6	0.4
Greece	...	...	...	...	...	...	...	...	...	...	...
Iceland	98.0	2.0	—	99.2	0.8	—	79.1	20.2	0.7	89.5	10.5
Ireland	99.3	.	0.7	100.0	.	.	98.5	.	1.5	99.9	0.1
Israel	100.0 -1	. -1	. -1	100.0 -1	. -1	. -1	100.0 -1	. -1	. -1	100.0 -1	. -1
Italy	93.2	.	6.8	95.9	.	4.1	89.0	5.9	5.1	99.0	1.0
Liechtenstein	95.7	.	4.3	93.6	.	6.4	98.7	1.3	.	100.0	.
Luxembourg	92.2 -2	0.5 -2	7.3 -2	80.4 -2	11.2 -2	8.4 -2	84.2 -2	7.3 -2	8.5 -2	99.9 -2	0.1 -2
Malta	59.5	27.7	12.8	62.3	29.1	8.6	92.0	6.5	1.5	100.0	—
Netherlands	...	.	...	...	.	...	...	.	...	99.0	1.0

REGION	Type of institution by ISCED level									Mode of study	
	Primary (ISCED 1)			Lower secondary (ISCED 2)			Upper secondary (ISCED 3)			Primary and secondary (ISCED 1-3)	
Country or territory	Public (1)	Government-dependent private (2)	Independent private (3)	Public (4)	Government-dependent private (5)	Independent private (6)	Public (7)	Government-dependent private (8)	Independent private (9)	Full-time (10)	Part-time (11)
Norway	97.7	2.3	—	96.8	3.2	—	88.4	11.6	—	98.5	1.5
Portugal	88.1 -1	3.2 -1	8.7 -1	81.2 -1	5.1 -1	13.7 -1	75.8 -1	4.0 -1	20.2 -1	100.0 -1	. -1
Spain	68.2	28.0	3.8	69.0	27.9	3.2	78.0	12.2	9.7	91.8	8.2
Sweden	91.9	8.1	—	88.5	11.5	—	84.3	15.7	—	84.6	15.4
Switzerland	95.4	1.5	3.1	92.0	3.0	5.0	93.2	2.9	3.9	99.8	0.2
United Kingdom	95.0	0.2	4.9	78.5	15.6	5.8	54.0	40.2	5.8	96.8	3.2
United States of America	91.1	.	8.9	91.6	.	8.4	91.6	.	8.4	100.0	.
SOUTH AND WEST ASIA											
India	…	…	…	…	…	…	…	…	…	…	…
Sri Lanka	97.2	2.8	—	94.9	5.1	—	92.2	7.8	—	…	…

TABLE 17 TERTIARY EDUCATION / ISCED 5 and 6 / Distribution of students by type of institution / 2010 (WEI and UOE countries)

REGION	Type of institution by ISCED level									Mode of study			
	Tertiary (ISCED 5B)			Tertiary (ISCED 5A and 6)			Total tertiary (ISCED 5-6)			Tertiary (ISCED 5B)		Tertiary (ISCED 5A and 6)	
Country or territory	Public (1)	Government-dependent private (2)	Independent private (3)	Public (4)	Government-dependent private (5)	Independent private (6)	Public (7)	Government-dependent private (8)	Independent private (9)	Full-time (10)	Part-time (11)	Full-time (12)	Part-time (13)
ARAB STATES													
Egypt	76.6	—	23.4	81.1	—	18.9	81.1	—	18.9	100.0	.	100.0	.
Jordan	54.7 -1	. -1	45.3 -1	68.6 -1	. -1	31.4 -1	67.0 -1	. -1	33.0 -1	100.0 -1	. -1	100.0 -1	. -1
Tunisia	x(7) -1	. -1	x(9) -1	x(7) -1	. -1	x(9) -1	97.5 -1	. -1	2.5 -1	100.0 -1	. -1	100.0 -1	. -1
CENTRAL AND EASTERN EUROPE													
Bulgaria	30.5	.	69.5	83.4	.	16.6	78.0	.	22.0	43.2	56.8	69.6	30.4
Croatia	79.8	.	20.2	99.8	.	0.2	93.5	.	6.5	…	…	81.4	18.6
Czech Republic	69.6	28.4	2.1	86.0	.	14.0	84.8	2.1	13.1	90.5	9.5	97.4	2.6
Estonia	48.9	18.2	33.0	0.3	92.0	7.7	16.2	67.9	16.0	89.7	10.3	86.8	13.2
Hungary	54.2 -1	45.8 -1	. -1	86.4 -1	13.6 -1	. -1	83.7 -1	16.3 -1	. -1	72.2 -1	27.8 -1	63.0 -1	37.0 -1
Latvia	37.6	20.0	42.5	-	71.4	28.6	6.2	62.9	30.9	44.5	54.5	66.8	33.2
Lithuania	72.4	.	27.6	94.5	.	5.5	88.2	.	11.8	47.1	52.9	61.9	38.1
Poland	74.9 -1	. -1	25.1 -1	66.6 -1	. -1	33.4 -1	66.6 -1	. -1	33.4 -1	70.4 -1	29.6 -1	44.7 -1	55.3 -1
Romania	100.0	.	.	62.5	.	37.5	62.5	.	37.5	100.0	.	75.9	24.1
Russian Federation	95.2 -1	. -1	4.8 -1	83.1 -1	. -1	16.9 -1	85.2 -1	. -1	...	69.9 -1	30.1 -1	50.8 -1	49.2 -1
Slovakia	81.0	19.0	—	83.6	—	16.4	83.5	0.2	16.3	78.0	22.0	64.4	35.6
Slovenia	78.2	5.0	16.8	89.2	6.4	4.5	86.6	6.0	7.4	53.9	46.1	75.0	25.0
The former Yugoslav Rep. of Macedonia	90.3	.	9.7	78.4	.	21.6	78.8	.	21.2	55.3	44.7	80.7	19.3
Turkey	96.7	.	3.3	94.1	.	5.9	94.8	.	5.2	100.0	—	100.0	—
EAST ASIA AND THE PACIFIC													
Australia	76.1	13.1	10.9	95.9	.	4.1	92.5	2.3	5.3	47.3	52.7	70.8	29.2
China	—	—	—	—	—	—	—	—	—	70.1	29.9	76.4	23.6
Indonesia	50.4	.	49.6	39.4	.	60.6	41.8	.	58.2	100.0	.	100.0	.
Japan	8.0	.	92.0	24.6	.	75.4	21.4	.	78.6	97.0	3.0	90.8	9.2
Malaysia	56.5 -1	. -1	43.5 -1	61.7 -1	. -1	38.3 -1	59.4 -1	. -1	40.6 -1	97.5 -1	2.5 -1	100 -1	— -1
New Zealand	62.7	35.0	2.3	96.7	3.0	0.3	88.1	11.1	0.8	36.0	64.0	59.9	40.1
Philippines	40.8 -2	. -2	59.2 -2	33.3 -2	. -2	66.7 -2	34.1 -2	. -2	65.9 -2	100.0 -2	. -2	100.0 -2	. -2
Republic of Korea	2.8	.	97.2	24.4	.	75.6	19.3	.	80.7	...	...	...	...
Thailand	64.0 +1	. +1	36.0 +1	84.9 +1	. +1	15.1 +1	81.7 +1	. +1	18.3 +1	...	...	...	...
LATIN AMERICA AND THE CARIBBEAN													
Argentina	59.1 -1	16.9 -1	24.0 -1	79.1 -1	. -1	20.9 -1	72.7 -1	5.5 -1	21.9 -1	94.0 -1	6.0 -1	53.2 -1	46.8 -1
Brazil	14.8	.	85.2	29.0	.	71.0	27.3	.	72.7	…	…	…	…
Chile	5.6	2.7	91.7	27.5	21.5	50.9	18.1	13.4	68.5	…	…	…	…
Jamaica	100.0	.	.	—	.	100.0	4.0	.	96.0	100.0	.	100.0	.

TABLE 17 continued...

REGION	Type of institution by ISCED level									Mode of study			
	Tertiary (ISCED 5B)			Tertiary (ISCED 5A and 6)			Total tertiary (ISCED 5-6)			Tertiary (ISCED 5B)		Tertiary (ISCED 5A and 6)	
Country or territory	Public (1)	Government-dependent private (2)	Independent private (3)	Public (4)	Government-dependent private (5)	Independent private (6)	Public (7)	Government-dependent private (8)	Independent private (9)	Full-time (10)	Part-time (11)	Full-time (12)	Part-time (13)
Mexico	95.3	.	4.7	66.7	.	33.3	67.7	.	32.3	100	.	100	.
Paraguay	59.9 -1	. -1	40.1 -1	...	. -1	...	...	. -1	...	100 -1	. -1	...	...
Peru	32.4	0.5	67.1	...	...	...	...	...	...	...	...	...	...
Uruguay	93.6 -1	. -1	6.4 -1	86.2 -1	. -1	13.8 -1	87.0 -1	. -1	13.0 -1	100 -1	. -1	...	...
NORTH AMERICA AND WESTERN EUROPE													
Austria	70.2	29.8	—	85.3	14.7	—	83.7	16.3	—	...	...	...	...
Belgium	43.0	57.0	—	44.0	56.0	—	43.5	56.5	—	63.1	36.9	84.1	15.9
Canada	...	...	...	...	...	...	...	...	...	76.0 -1	24.0 -1	82.1 -1	17.9 -1
Cyprus	6.6	.	93.4	44.5	.	55.5	29.9	.	70.1	91.9	8.1	92.5	7.5
Denmark	98.9 -1	0.5 -1	0.6 -1	98.2 -1	1.8 -1	0.0 -1	98.3 -1	1.6 -1	0.1 -1	62.8 -1	37.2 -1	90.7 -1	9.3 -1
Finland	100	—	.	81.2	18.8	.	81.2	18.8	.	100	.	55.7	44.3
France	69.7	9.9	20.4	83.9	0.8	15.3	80.3	3.1	16.6	...	...	...	...
Germany	57.2	42.8	—	...	...	...	...	...	...	87.4	12.6	...	...
Greece	...	...	...	...	...	...	...	...	...	...	...	...	...
Iceland	31.6	68.4	—	81.2	18.8	—	80.3	19.7	—	45.1	54.9	71.1	28.9
Ireland	97.0	.	3.0	95.1	.	4.9	95.5	.	4.5	71.3	28.7	87.3	12.7
Israel	33.6 -1	66.4 -1	. -1	9.3 -1	77.4 -1	13.3 -1	13.8 -1	75.4 -1	10.8 -1	100 -1	. -1	81.6 -1	18.4 -1
Italy	85.4	.	14.6	91.5	.	8.5	91.5	.	8.5	100	.	100	.
Liechtenstein	.	.	.	.	93.8	6.2	.	93.8	6.2	...	...	74.8	25.2
Luxembourg	...	...	...	...	...	...	...	...	...	...	...	...	...
Malta	100	.	.	100	.	.	100	.	.	90.7	9.3	77.7	22.3
Netherlands	100 -1	. -1	— -1	100 -1	. -1	— -1	100 -1	. -1	— -1	34.5 -1	65.5 -1	85.6 -1	14.4 -1
Norway	42.4	28.7	28.9	86.0	4.5	9.5	85.8	4.6	9.6	46.0	54.0	71.3	28.7
Portugal	79.6	.	20.4	76.6	.	23.4	76.6	.	23.4	100	—	100	—
Spain	79.9	14.2	5.9	86.1	—	13.9	85.2	2.1	12.7	94.9	5.1	75.8	24.2
Sweden	57.9	42.1	—	93.4	6.6	—	91.3	8.7	—	90.0	10.0	48.2	51.8
Switzerland	34.5	33.5	32.0	95.3	3.1	1.6	82.6	9.4	8.0	25.7	74.3	88.5	11.5
United Kingdom	.	100	—	.	100	—	.	100	—	26.4	73.6	75.5	24.5
United States of America	78.2	.	21.8	70.9	.	29.1	72.5	.	27.5	48.2	51.8	66.3	33.7
SOUTH AND WEST ASIA													
India	...	...	...	...	...	...	...	...	...	...	...	...	...
Sri Lanka	100	—	.	100	—	.	100	—	.	66.8	33.2	37.4	62.6

TABLE 18 PRIMARY AND LOWER SECONDARY EDUCATION / ISCED 1 and 2 / Average class size by type of institution / 2010 (WEI and UOE countries)

REGION	Primary education (ISCED 1)				Lower secondary education (ISCED 2), general programmes			
Country or territory	Public (1)	Government-dependent private (2)	Independent private (3)	Total public and private (4)	Public (5)	Government-dependent private (6)	Independent private (7)	Total public and private (8)
ARAB STATES								
Egypt	39.8	39.2	31.9	39.1	35.8	37.1	29.3	35.4
Jordan	26.1	.	25.2	25.8	30.3	.	26.6	29.4
Tunisia	22.2 -1	. -1	22.1 -1	22.2 -1	28.6 -1	. -1	19.1 -1	28.4 -1
CENTRAL AND EASTERN EUROPE								
Bulgaria	21.0	.	14.2	21.0	22.3	.	13.0	22.2
Croatia	18.0 -1	. -1	10.7 -1	18.0 -1	22.0 -1	. -1	12.1 -1	21.9 -1
Czech Republic	19.9	15.9	.	19.9	21.5	18.9	.	21.4
Estonia	17.9	.	16.0	17.9	18.7	.	14.4	18.5
Hungary	20.8 -1	19.2 -1	. -1	20.7 -1	21.9 -1	20.6 -1	. -1	21.7 -1
Latvia	16.1	.	8.1	15.9	16.9	.	7.4	16.8
Lithuania	15.4	.	11.8	15.3	20.4	.	18.7	20.4

REGION	Primary education (ISCED 1)				Lower secondary education (ISCED 2), general programmes			
Country or territory	Public (1)	Government-dependent private (2)	Independent private (3)	Total public and private (4)	Public (5)	Government-dependent private (6)	Independent private (7)	Total public and private (8)
Poland	19.0 -1	11.5 -1	12.1 -1	18.7 -1	23.5 -1	24.4 -1	16.2 -1	23.3 -1
Romania	18.5	.	13.6	18.4	20.4	.	14.1	20.3
Russian Federation	16.2 -1	. -1	10.9 -1	16.2 -1	18.0 -1	. -1	10.1 -1	17.9 -1
Slovakia	17.9	16.8	.	17.8	20.6	19.5	.	20.5
Slovenia	18.4	20.4	.	18.4	19.6	20.3	.	19.6
The former Yugoslav Rep. of Macedonia	19.4	.	.	19.4	19.9	.	.	19.9
Turkey	26.3	.	19.4	26.1	26.3	.	19.4	26.1
EAST ASIA AND THE PACIFIC								
Australia	23.2	24.9	.	23.7	22.8	25.3	.	23.7
China	37.1	42.8	-	37.4	54.0	51.9	-	53.8
Indonesia	27.2	.	22.9	26.4	36.5	.	32.5	34.9
Japan	27.9	.	31.4	28.0	32.8	.	34.9	32.9
Malaysia	29.9 -1	. -1	...	...	34.0 -1	. -1	...	...
New Zealand	...	...	...	...	...	...	...	...
Philippines	42.4 -1	. -1	33.1 -1	41.5 -1	43.7 -1	. -1	48.6 -1	44.7 -1
Republic of Korea	27.4	.	30.2	27.5	34.9	33.8	.	34.7
Thailand	18.7 +1	28.9 +1	— +1	20.0 +1	33.7 +1	34.7 +1	— +1	33.8 +1
LATIN AMERICA AND THE CARIBBEAN								
Argentina	25.1 -1	29.7 -1	24.1 -1	25.8 -1	28.3 -1	30.0 -1	26.7 -1	28.5 -1
Brazil	26.2	.	17.6	24.6	29.7	.	25.0	29.0
Chile	27.1	32.5	23.7	29.3	28.3	31.9	24.7	29.5
Jamaica	...	...	...	...	...	...	...	...
Mexico	19.9	.	19.9	19.9	28.0	.	24.1	27.6
Paraguay	18.9 -1	22.5 -1	19.2 -1	19.2 -1	20.2 -1	25.2 -1	19.5 -1	20.6 -1
Peru	14.2	24.8	15.0	14.6	27.2	29.2	20.3	25.7
Uruguay	24.7 -1	. -1	...	...	30.4 -1	. -1	25.1 -1	29.3 -1
NORTH AMERICA AND WESTERN EUROPE								
Austria	18.4	20.0	x(2)	18.4	21.9	22.8	x(6)	22.0
Belgium	...	...	...	...	...	...	...	...
Canada	...	...	...	...	...	...	...	...
Cyprus	17.4	.	17.7	17.5	21.4	.	19.8	21.1
Denmark	20.0 -1	16.3 -1	. -1	19.4 -1	20.5 -1	17.3 -1	. -1	19.9 -1
Finland	19.4	17.7	.	19.4	20.2	21.7	.	20.3
France	22.6	22.9	x(2)	22.7	24.3	25.5	13.4	24.5
Germany	21.5	21.9	x(2)	21.5	24.7	25.2	x(6)	24.7
Greece	...	...	...	...	...	...	...	...
Iceland	18.1	13.1	.	18.0	19.9	12.9	.	19.8
Ireland	24.1	.	...	...	...	.	...	...
Israel	27.4 -1	. -1	. -1	27.4 -1	32.2 -1	. -1	. -1	32.2 -1
Italy	18.8	.	20.2	18.8	21.3	.	22.4	21.3
Liechtenstein	16.3	.	8.9	15.8	16.2	.	14.1	16.0
Luxembourg	15.3 -1	19.7 -1	19.4 -1	15.6 -1	19.1 -1	21.0 -1	21.1 -1	19.5 -1
Malta	18.1	25.8	20.5	18.7	20.4	24.7	19.1	20.2
Netherlands	22.4 -2	. -2	...	...	...	. -2	...	...
Norway	...	...	...	...	...	...	...	...
Portugal	20.1	23.5	19.3	20.1	22.1	23.4	21.5	22.1
Spain	19.8 -1	24.5 -1	24.5 -1	21.1 -1	23.5 -1	26.0 -1	24.2 -1	24.3 -1
Sweden	...	...	...	...	...	...	...	...
Switzerland	19.1	...	...	...	18.5	...	...	...
United Kingdom	25.8	19.1	11.7	24.4	21.1	18.9	9.6	19.4
United States of America	20.3	.	17.7	20.0	23.7	.	19.4	23.3
SOUTH AND WEST ASIA								
India	...	...	...	...	...	...	...	...
Sri Lanka	25.7	31.3	...	...	27.0	15.2	...	...

TABLE 19 INTENDED INSTRUCTION TIME (HOURS PER YEAR) FOR STUDENTS (9 TO 14 YEARS) IN PUBLIC INSTITUTIONS / 2010 (WEI and UOE countries)

REGION	Age						Total for ages 9-11	Total for ages 12-14	Duration per session (in minutes)
Country or territory	9 (1)	10 (2)	11 (3)	12 (4)	13 (5)	14 (6)	(7)	(8)	(9)
ARAB STATES									
Egypt	1,145	1,145	1,145	1,019	1,019	1,019	3,435	3,056	45
Jordan	1,080	1,080	1,080	1,148	1,215	1,181	3,240	3,544	45
Tunisia	800 -2	960 -2	992 -2	992 -2	992 -2	992 -2	2,752 -2	2,976 -2	60 -2
CENTRAL AND EASTERN EUROPE									
Bulgaria	...	...	...	...	...	...	...	...	...
Croatia	...	...	...	...	...	...	...	...	...
Czech Republic	706	706	706	862	862	862	2,117	2,587	...
Estonia	683	683	683	802	802	802	2,048	2,406	...
Hungary	724	724	724	885	885	885	2,171	2,656	...
Latvia	...	...	...	...	...	...	...	...	...
Lithuania	...	...	...	...	...	...	...	...	...
Poland	763	763	763	820	820	820	2,289	2,460	...
Romania	...	...	...	...	...	...	...	...	...
Russian Federation	737	737	737	879	879	879	2,212	2,636	...
Slovakia	794	794	794	851	851	851	2,381	2,552	...
Slovenia	721	721	721	817	817	817	2,164	2,451	...
The former Yugoslav Rep. of Macedonia	...	...	...	...	...	...	...	...	...
Turkey	864	864	864	864	864	864	2,592	2,592	...
EAST ASIA AND THE PACIFIC									
Australia	984	984	984	997	997	997	2,951	2,990	...
China	...	...	...	...	...	...	...	...	...
Indonesia	457	635	635	635	725	725	1,727	2,085	32
Japan	800	800	800	877	877	877	2,401	2,631	...
Malaysia	964 -1	964 -1	964 -1	1,230 -1	1,230 -1	1,230 -1	2,891 -1	3,690 -1	40 -1
New Zealand	...	...	...	...	...	...	...	...	...
Philippines	...	...	...	...	...	...	...	...	50
Republic of Korea	703	703	703	859	859	859	2,108	2,576	...
Thailand	800-1,000	800-1,000	800-1,000	1,000-1,200	1,000-1,200	1,000-1,200	2,400-3,000	3,000-3,600	50
LATIN AMERICA AND THE CARIBBEAN									
Argentina	720 -1	720 -1	720 -1	896 -1	896 -1	896 -1	2,160 -1	2,688 -1	120 -1
Brazil	...	...	...	...	...	...	...	...	...
Chile	1,083	1,083	1,083	1,083	1,083	1,083	3,249	3,249	...
Jamaica	950	950	950	950	950	950	2,850	2,850	40
Mexico	800	800	800	1,167	1,167	1,167	2,400	3,500	...
Paraguay	773 -1	773 -1	773 -1	1,039 -1	1,039 -1	1,039 -1	2,318 -1	3,116 -1	40 -1
Peru	900	900	900	1,050	1,050	1,050	2,700	3,150	45
Uruguay	...	...	...	1,368 -2	1,368 -2	1,404 -2	...	4,140 -2	60 -2
NORTH AMERICA AND WESTERN EUROPE									
Austria	811	811	811	959	959	959	2,433	2,876	...
Belgium, Flemish community	835	835	835	960	960	960	2,506	2,880	...
Belgium, French community	930	930	930	1,020	1,020	...	2,790	...	...
Canada	921	921	921	922	922	922	2,763	2,766	...
Cyprus	...	...	...	...	...	...	...	...	...
Denmark	813	813	813	900	900	900	2,438	2,700	...
Finland	683	683	683	829	829	829	2,049	2,487	...
France	847	847	847	1,065	1,065	1,065	2,542	3,195	...
Germany	793	793	793	887	887	887	2,379	2,660	...
Greece	812	812	812	796	796	796	2,436	2,387	...
Iceland	889	889	889	969	969	969	2,667	2,907	...
Ireland	915	915	915	929	929	929	2,745	2,787	...
Israel	990	990	990	981	981	981	2,970	2,943	...
Italy	924	924	924	1,023	1,023	1,023	2,772	3,069	...
Liechtenstein	...	...	...	...	...	...	...	...	...
Luxembourg	924	924	924	908	908	908	2,772	2,724	...
Malta	...	...	...	...	...	...	...	...	...
Netherlands	940	940	940	1,000	1,000	1,000	2,820	3,000	...
Norway	773	773	773	836	836	836	2,318	2,508	...

REGION	Age						Total for ages 9-11	Total for ages 12-14	Duration per session (in minutes)
Country or territory	9 (1)	10 (2)	11 (3)	12 (4)	13 (5)	14 (6)	(7)	(8)	(9)
Portugal	888	888	888	934	934	934	2,664	2,803	…
Spain	875	875	875	1,050	1,050	1,050	2,625	3,150	…
Sweden	741	741	741	741	741	741	2,222	2,222	…
Switzerland	…	…	…	…	…	…	…	…	…
United Kingdom, England	899	899	899	925	925	925	2,698	2,774	…
United Kingdom, Scotland	.	.	.	.	.	.	.	.	.
United States of America	…	…	…	…	…	…	…	…	…
SOUTH AND WEST ASIA									
India	…	…	…	…	…	…	…	…	…
Sri Lanka	1,094	1,077	1,077	1,077	1,077	1,077	3,249	3,232	40

TABLE 20 PRIMARY AND SECONDARY EDUCATION / ISCED 1, 2 and 3 / Organization of teachers' instructional time in public institutions / 2010 (WEI and UOE countries)

REGION	Teaching hours per year			Teaching weeks per year		
Country or territory	Primary (ISCED 1) (1)	Lower secondary (ISCED 2) (2)	Upper secondary (ISCED 3), general programmes (3)	Primary (ISCED 1) (4)	Lower secondary (ISCED 2) (5)	Upper secondary (ISCED 3), general programmes (6)
ARAB STATES						
Egypt	764	573	573	34	34	34
Jordan	792 -2	792 -2	792 -2	39 -2	39 -2	39 -2
Tunisia	662 -1	493 -1	493 -1	32 -1	30 -1	30 -1
CENTRAL AND EASTERN EUROPE						
Bulgaria	…	…	…	…	…	…
Croatia	…	…	…	…	…	…
Czech Republic	862	647	617	41	41	41
Estonia	630	630	578	39	39	39
Hungary	604	604	604	37	37	37
Latvia	…	…	…	…	…	…
Lithuania	…	…	…	…	…	…
Poland	502	497	494	38	38	37
Romania	…	…	…	…	…	…
Russian Federation	615	507	507	34	35	35
Slovakia	841	652	624	38	38	38
Slovenia	690	690	633	40	40	40
The former Yugoslav Rep. of Macedonia	…	…	…	…	…	…
Turkey	621	621	551	37	37	37
EAST ASIA AND THE PACIFIC						
Australia	868	819	803	40	40	40
China	…	…	…	…	…	…
Indonesia	1,255	734	734	44	44	44
Japan	707	602	500	40	40	40
Malaysia	744 -1	744 -1	744 -1	39 -1	39 -1	39 -1
New Zealand	930	845	760	39	38	38
Philippines	1,176	1,176	1,176	40	40	40
Republic of Korea	807	627	616	40	40	40
Thailand	740	925	1,110	40	40	40
LATIN AMERICA AND THE CARIBBEAN						
Argentina	680 -1	1,368 -1	1,368 -1	36 -1	36 -1	36 -1
Brazil	800	800	800	40	40	40
Chile	1,087	1,087	1,087	38	38	38
Jamaica	950	950	950	52	52	52
Mexico	800	1,047	843	42	42	36
Paraguay	736 -1	819 -1	920 -1	38 -1	38 -1	38 -1
Peru	869	1,013	1,013	40	40	40
Uruguay	632 -2	612 -2	409 -2	37 -2	36 -2	36 -2

TABLE 20 continued...

REGION	Teaching hours per year			Teaching weeks per year		
Country or territory	Primary (ISCED 1) (1)	Lower secondary (ISCED 2) (2)	Upper secondary (ISCED 3), general programmes (3)	Primary (ISCED 1) (4)	Lower secondary (ISCED 2) (5)	Upper secondary (ISCED 3), general programmes (6)
NORTH AMERICA AND WESTERN EUROPE						
Austria	779	607	589	38	38	38
Belgium, Flemish community	761	675	630	37	37	37
Belgium, French community	732	671	610	38	38	38
Canada	799	740	744	37	37	37
Cyprus	...	...	...	...	...	...
Denmark	650	650	377	42	42	42
Finland	680	595	553	38	38	38
France	918	646	632	35	35	35
Germany	805	756	713	40	40	40
Greece	589	415	415	36	31	31
Iceland	624	624	544	37	37	35
Ireland	915	735	735	37	33	33
Israel	820	598	521	38	37	37
Italy	770	630	630	39	39	39
Liechtenstein	...	...	...	...	...	...
Luxembourg	739	634	634	36	36	36
Malta	...	...	...	...	...	...
Netherlands	930	750	750	40	…	…
Norway	741	654	523	38	38	38
Portugal	865	761	761	37	37	37
Spain	880	713	693	37	37	36
Sweden	.	.	.	.	.	.
Switzerland	...	...	...	...	...	...
United Kingdom, England	684	703	703	38	38	38
United Kingdom, Scotland	855	855	855	38	38	38
United States of America	1,097	1,068	1,051	36	36	36
SOUTH AND WEST ASIA						
India	...	...	...	...	...	...
Sri Lanka	1,009	1,164	1,164	40	40	40

TABLE 21 PRIMARY AND SECONDARY EDUCATION / ISCED 1, 2 and 3 / Teachers' annual salaries[p] in public institutions (in PPP[q] dollars) / 2010 (WEI and UOE countries)

REGION	Primary (ISCED 1)			Lower secondary (ISCED 2)			Upper secondary (ISCED 3), general programmes		
Country or territory	Starting salary (1)	Salary after 15 years of experience (2)	Salary at top of scale (3)	Starting salary (4)	Salary after 15 years of experience (5)	Salary at top of scale (6)	Starting salary (7)	Salary after 15 years of experience (8)	Salary at top of scale (9)
ARAB STATES									
Egypt	2,266 -2	3,674 -2	8,647 -2	2,266 -2	3,674 -2	8,647 -2	2,266 -2	3,674 -2	8,647 -2
Jordan	5,285	9,416	19,420	5,285	9,416	19,420	5,285	9,416	19,420
Tunisia	7,853	10,994	...	11,779	14,920	...	11,779	14,920	...
CENTRAL AND EASTERN EUROPE									
Bulgaria	...	...	...	...	...	...	...	...	...
Croatia	...	...	...	...	...	...	...	...	...
Czech Republic	15,036	19,949	22,276	14,916	20,217	22,522	15,533	21,449	24,117
Estonia	11,876	12,576	17,357	11,876	12,576	17,357	11,876	12,576	17,357
Hungary	10,701	13,228	17,644	10,701	13,228	17,644	11,755	15,616	22,963
Latvia	...	...	...	...	...	...	...	...	...
Lithuania	...	...	...	...	...	...	...	...	...
Poland	9,526	15,186	15,824	10,725	17,300	18,030	12,119	19,791	20,629
Romania	...	...	...	...	...	...	...	...	...

REGION	Primary (ISCED 1)			Lower secondary (ISCED 2)			Upper secondary (ISCED 3), general programmes		
Country or territory	Starting salary (1)	Salary after 15 years of experience (2)	Salary at top of scale (3)	Starting salary (4)	Salary after 15 years of experience (5)	Salary at top of scale (6)	Starting salary (7)	Salary after 15 years of experience (8)	Salary at top of scale (9)
Russian Federation	…	…	…	…	…	…	…	…	…
Slovakia	11,028	12,688	13,680	11,028	12,688	13,680	11,028	12,698	13,680
Slovenia	26,690	32,436	34,074	26,690	32,436	34,074	26,690	32,436	34,074
The former Yugoslav Rep. of Macedonia	…	…	…	…	…	…	…	…	…
Turkey	23,130	24,761	26,587	23,130	24,761	26,587	23,780	25,411	27,237
EAST ASIA AND THE PACIFIC									
Australia	34,193	47,445	47,445	34,321	47,445	47,445	34,321	47,445	47,445
China	…	…	…	…	…	…	…	…	…
Indonesia	1,666 -1	2,108 -1	2,402 -1	1,775 -1	2,402 -1	2,609 -1	2,056 -1	2,660 -1	2,898 -1
Japan	25,454	44,788	56,543	25,454	44,788	56,543	25,454	44,788	58,075
Malaysia	7,892 -2	16,323 -2	27,896 -2	7,892 -2	20,965 -2	29,339 -2	16,746 -2	20,965 -2	30,417 -2
New Zealand	27,719	41,009	41,009	28,127	42,062	42,062	28,535	43,116	43,116
Philippines	6,148	6,972	7,074	6,148	6,972	7,074	6,148	6,972	7,074
Republic of Korea	26,776	46,338	74,149	26,670	46,232	74,043	26,670	46,232	74,043
Thailand	5,272	11,182	18,957	5,272	11,182	18,957	5,272	11,182	18,957
LATIN AMERICA AND THE CARIBBEAN									
Argentina	13,768	17,041	20,657	11,231	14,852	18,015	11,231	14,852	18,015
Brazil	…	…	…	…	…	…	…	…	…
Chile	17,820	23,411	30,866	17,820	23,411	30,866	17,941	24,820	32,665
Jamaica	13,026 -1	15,786 -1	15,786 -1	13,026 -1	15,786 -1	15,786 -1	13,026 -1	15,786 -1	15,786 -1
Mexico	14,302	18,621	30,602	18,446	23,854	39,085	…	…	…
Paraguay	6,011	6,011	6,011	8,945	8,945	8,945	8,922	8,922	8,922
Peru	7,146	7,146	7,146	7,049	7,049	7,049	7,049	7,049	7,049
Uruguay	…	635 -1	930 -1	…	629 -1	952 -1	…	652 -1	979 -1
NORTH AMERICA AND WESTERN EUROPE									
Austria	30,812	40,818	60,973	32,236	44,179	63,361	32,680	45,425	66,487
Belgium, Flemish community	31,193	44,076	53,949	31,193	44,076	53,949	38,939	56,638	68,278
Belgium, French community	30,202	42,792	52,509	30,202	42,792	52,509	37,736	55,157	66,613
Canada	34,443	54,978	54,978	34,443	54,978	54,978	34,588	55,191	55,191
Cyprus	…	…	…	…	…	…	…	…	…
Denmark	43,393	50,253	50,253	43,393	50,253	50,253	44,640	58,256	58,256
Finland	29,029	37,455	39,702	31,351	40,451	42,879	32,276	42,809	45,377
France	24,334	32,733	48,296	27,184	35,583	51,301	27,420	35,819	51,560
Germany	46,456	55,771	61,209	51,058	61,784	68,592	53,963	66,895	76,433
Greece	26,583	32,387	38,934	26,583	32,387	38,934	26,583	32,387	38,934
Iceland	24,822	27,930	29,123	24,822	27,930	29,123	22,850	28,103	29,399
Ireland	32,601	53,677	60,758	32,601	53,677	60,758	32,601	53,677	60,758
Israel	17,646	25,181	36,137	17,646	23,047	33,230	13,995	21,009	31,543
Italy	27,015	32,658	39,762	29,122	35,583	43,666	29,122	36,582	45,653
Liechtenstein	…	…	…	…	…	…	…	…	…
Luxembourg	65,171	95,043	114,988	73,777	101,775	128,181	73,777	101,775	128,181
Malta	…	…	…	…	…	…	…	…	…
Netherlands	36,861	50,621	53,654	38,001	61,704	66,403	38,001	61,704	66,403
Norway	32,629	35,991	40,405	32,629	35,991	40,405	35,991	38,817	42,766
Portugal	30,825	37,542	54,158	30,825	37,542	54,158	30,825	37,542	54,158
Spain	37,137	42,846	51,822	41,518	47,816	58,065	42,325	48,818	59,269
Sweden	28,937	33,374	38,696	29,245	34,481	38,951	30,650	36,429	41,675
Switzerland	45,226	…	70,784	51,240	…	79,603	59,107	…	90,374
United Kingdom, England	30,204	44,145	44,145	30,204	44,145	44,145	30,204	44,145	44,145
United Kingdom, Scotland	30,207	48,188	48,188	30,207	48,188	48,188	30,207	48,188	48,188
United States of America	36,858	45,226	52,137	36,772	45,049	55,259	37,267	48,446	55,199
SOUTH AND WEST ASIA									
India	…	…	…	…	…	…	…	…	…
Sri Lanka	3,784 -1	4,169 -1	4,201 -1	3,784 -1	4,169 -1	4,201 -1	3,970 -1	4,419 -1	4,451 -1

TABLE 22 PRIMARY AND SECONDARY EDUCATION / ISCED 1, 2 and 3 / Teachers' annual salaries[p] in public institutions as a percentage of GDP per capita / 2010 (WEI and UOE countries)

REGION	Primary (ISCED 1)			Lower secondary (ISCED 2)			Upper secondary (ISCED 3), general programmes		
Country or territory	Starting salary (1)	Salary after 15 years of experience (2)	Salary at top of scale (3)	Starting salary (4)	Salary after 15 years of experience (5)	Salary at top of scale (6)	Starting salary (7)	Salary after 15 years of experience (8)	Salary at top of scale (9)
ARAB STATES									
Egypt	40.0 -2	64.9 -2	152.6 -2	40.0 -2	64.9 -2	152.6 -2	40.0 -2	64.9 -2	152.6 -2
Jordan	91.9	163.8	337.8	91.9	163.8	337.8	91.9	163.8	337.8
Tunisia	82.2	115.1	...	123.3	156.2	...	123.3	156.2	...
CENTRAL AND EASTERN EUROPE									
Bulgaria	...	...	...	...	...	...	...	...	...
Croatia	...	...	...	...	...	...	...	...	...
Czech Republic	61.3	81.4	90.9	60.8	82.5	91.9	63.4	87.5	98.4
Estonia	57.5	60.9	84.0	57.5	60.9	84.0	57.5	60.9	84.0
Hungary	52.1	64.4	85.9	52.1	64.4	85.9	57.2	76.0	111.8
Latvia	...	...	...	...	...	...	...	...	...
Lithuania	...	...	...	...	...	...	...	...	...
Poland	47.9	76.4	79.6	53.9	87.0	90.7	60.9	99.5	103.7
Romania	...	...	...	...	...	...	...	...	...
Russian Federation	...	...	...	...	...	...	...	...	...
Slovakia	47.3	54.4	58.7	47.3	54.4	58.7	47.3	54.5	58.7
Slovenia	99.1	120.5	126.6	99.1	120.5	126.6	99.1	120.5	126.6
The former Yugoslav Rep. of Macedonia	...	...	...	...	...	...	...	...	...
Turkey	147.4	157.8	169.5	147.4	157.8	169.5	151.6	162.0	173.6
EAST ASIA AND THE PACIFIC									
Australia	89.6	124.3	124.3	89.9	124.3	124.3	89.9	124.3	124.3
China	...	...	...	...	...	...	...	...	...
Indonesia	40.8 -1	51.6 -1	58.8 -1	43.5 -1	58.8 -1	63.9 -1	50.3 -1	65.1 -1	70.9 -1
Japan	75.5	132.8	167.6	75.5	132.8	167.6	75.5	132.8	172.2
Malaysia	56.1 -2	116.1 -2	198.5 -2	56.1 -2	149.2 -2	208.7 -2	119.1 -2	149.2 -2	216.4 -2
New Zealand	93.9	138.8	138.8	95.2	142.4	142.4	96.6	146.0	146.0
Philippines	154.9	175.7	178.2	154.9	175.7	178.2	154.9	175.7	178.2
Republic of Korea	92.0	159.2	254.8	91.6	158.9	254.4	91.6	158.9	254.4
Thailand	61.6	130.7	221.6	61.6	130.7	221.6	61.6	130.7	221.6
LATIN AMERICA AND THE CARIBBEAN									
Argentina	86.0	106.4	129.0	70.1	92.8	112.5	70.1	92.8	112.5
Brazil	...	...	...	...	...	...	...	...	...
Chile	112.9	148.4	195.6	112.9	148.4	195.6	113.7	157.3	207.0
Jamaica	169.7 -1	205.7 -1	205.7 -1	169.7 -1	205.7 -1	205.7 -1	169.7 -1	205.7 -1	205.7 -1
Mexico	98.2	127.9	210.1	126.7	163.8	268.4	...	...	...
Paraguay	116.0	116.0	116.0	172.6	172.6	172.6	172.2	172.2	172.2
Peru	74.9	74.9	74.9	73.9	73.9	73.9	73.9	73.9	73.9
Uruguay	...	4.9 -1	7.2 -1	...	4.9 -1	7.4 -1	...	5.0 -1	7.6 -1
NORTH AMERICA AND WESTERN EUROPE									
Austria	77.0	102.0	152.4	80.6	110.4	158.4	81.7	113.5	166.2
Belgium, Flemish community	82.9	117.1	143.4	82.9	117.1	143.4	103.5	150.5	181.4
Belgium, French community	80.3	113.7	139.5	80.3	113.7	139.5	100.3	146.6	177.0
Canada	88.2	140.8	140.8	88.2	140.8	140.8	88.6	141.3	141.3
Cyprus	...	...	...	...	...	...	...	...	...
Denmark	108.0	125.1	125.1	108.0	125.1	125.1	111.1	145.1	145.1
Finland	79.6	102.7	108.9	86.0	110.9	117.6	88.5	117.4	124.4
France	71.3	95.9	141.5	79.7	104.3	150.3	80.4	105.0	151.1
Germany	124.2	149.1	163.7	136.5	165.2	183.4	144.3	178.9	204.4
Greece	93.6	114.0	137.1	93.6	114.0	137.1	93.6	114.0	137.1
Iceland	69.6	78.4	81.7	69.6	78.4	81.7	64.1	78.8	82.5
Ireland	80.6	132.7	150.2	80.6	132.7	150.2	80.6	132.7	150.2
Israel	61.8	88.1	126.5	61.8	80.7	116.3	49.0	73.5	110.4
Italy	84.5	102.2	124.4	91.1	111.4	136.7	91.1	114.5	142.9
Liechtenstein	...	...	...	...	...	...	...	...	...
Luxembourg	75.7	110.4	133.5	85.7	118.2	148.8	85.7	118.2	148.8
Malta	...	...	...	...	...	...	...	...	...
Netherlands	87.4	120.1	127.2	90.1	146.3	157.5	90.1	146.3	157.5
Norway	57.0	62.9	70.6	57.0	62.9	70.6	62.9	67.8	74.7

REGION	Primary (ISCED 1)			Lower secondary (ISCED 2)			Upper secondary (ISCED 3), general programmes		
Country or territory	Starting salary (1)	Salary after 15 years of experience (2)	Salary at top of scale (3)	Starting salary (4)	Salary after 15 years of experience (5)	Salary at top of scale (6)	Starting salary (7)	Salary after 15 years of experience (8)	Salary at top of scale (9)
Portugal	121.3	147.7	213.1	121.3	147.7	213.1	121.3	147.7	213.1
Spain	115.2	132.9	160.8	128.8	148.4	180.2	131.3	151.5	183.9
Sweden	74.2	85.5	99.2	74.9	88.4	99.8	78.5	93.3	106.8
Switzerland	97.5	...	152.6	110.5	...	171.6	127.4	...	194.8
United Kingdom, England	84.6	123.7	123.7	84.6	123.7	123.7	84.6	123.7	123.7
United Kingdom, Scotland	84.6	135.0	135.0	84.6	135.0	135.0	84.6	135.0	135.0
United States of America	78.2	95.9	110.6	78.0	95.5	117.2	79.0	102.7	117.1
SOUTH AND WEST ASIA									
India	...	...	...	...	...	...	...	...	...
Sri Lanka	74.5 -1	82.1 -1	82.7 -1	74.5 -1	82.1 -1	82.7 -1	78.2 -1	87.0 -1	87.7 -1

TABLE 23 TREND DATA / Key indicators / Selected years

REGION	Primary education													
	Net intake rate (adjusted)			Gross enrolment ratio			Net enrolment rate (adjusted)			Number of out-of-school children of primary school age (000)			Survival rate to the last grade	
Country or territory	2000 (1)	2005 (2)	2010 (3)	2000 (4)	2005 (5)	2010 (6)	2000 (7)	2005 (8)	2010 (9)	2000 (10)	2005 (11)	2010 (12)	1999 to 2000 (13)	2004 to 2005 (14)
ARAB STATES														
Algeria	95	97	99	108	109	110	93 **	97 **	97	313 **	116 **	82	91	93
Bahrain	97	95	...	107	108	...	98 **	98	...	1 **	2	...	90	98
Djibouti	24	35	43 +1	32	41	59 +1	27 **	35	45 **, -1	87 **	81	56 **, -1	...	...
Egypt	88 **	94 **	94 **, -1	98 **	101	101	93 **	97 **	96 **	606 **	267 **	368 **	...	...
Iraq	88	86 -1	...	95	102 -1	...	87	91 -1	...	482	385 -1	...	49 **	67 **, -1
Jordan	99	93	93	98	105	92	95	99	91	40	6	83	96	95
Kuwait	93 **	99	99 -2	103	113	...	96 **	99	98 -2	6 **	2	4 -2	94	94 +1
Lebanon	88 **, -1	82 +1	96	112 **, -1	99 +1	105	94 **, -1	88 +1	93	22 **, -1	58 +1	30	...	...
Libya	...	...	...	120 **	109	...	...	...	...	...	...	...	...	...
Mauritania	29 **	41	37	84	94	102	61 **	73	74 **	164 **	125	134 **	...	39
Morocco	63	87	92 +1	92	107	114 +1	76 **	88 **	96 +1	942 **	461 **	134 +1	75	73
Oman	84	...	95 -1	91	...	105 -1	82	...	98 -1	61	...	5 -1	92	...
Palestine	91	77	89	98	88	91	93	84 **	89	28	71 **	48	99	97
Qatar	88 **	...	80	101	110	103	96 **	97 +1	96	2 **	2 +1	3	...	85 +1
Saudi Arabia	...	50 *	63 -1	...	95 *	106	...	82 *	90 -1	...	595 *	318 -1	...	...
Sudan (pre-secession) [a]	26	...	...	48	55	73 -1	43 **	...	...	3,059 **	...	...	77 **	...
Syrian Arab Republic	98	94	99 -1	109	118	118	97	99	99 -1	79	24	19 -1	87	94
Tunisia	99	99	100 -1	115	112	109 -1	96 **	100 **	99 -1	43 **	5 **	5 -1	87	94
United Arab Emirates	81	96	...	90	106	...	81	97	...	58	7	...	89	95
Yemen	30 -1	59	57	75 **	89	87	66 **, +1	77	78	1,147 **, +1	853	857	...	59
CENTRAL AND EASTERN EUROPE														
Albania	89	85 -1	66	110	105 -1	87	99	93 **, -1	80	2	16 **, -1	52	90 **	90 -1
Belarus	82 **, +1	74 -1	...	110	95	100	94 **, +1	90	92	28 **, +1	39	29	99	99 *
Bosnia and Herzegovina	...	...	82	...	...	112	...	...	87	...	...	20	...	...
Bulgaria	94	90	94	105	102	103	98	94	100	7	17	1	93	92
Croatia	89	99	90	93	99	93	92	99	96	16	2	7	99	99 +1
Czech Republic	78 **, -1	...	...	103	97	106 -1	96 **, -1	...	...	26 **, -1	...	...	98	98
Estonia	97	...	...	101	102	99 -1	99	97	96 -1	1	2	3 -1	98	99
Hungary	90	91	96 -1	102	98	102 -1	97	97	98 -1	12	15	8 -1	96	98
Latvia	94 **, -1	...	91	98	96	101	94 **, -1	...	96	9 **, -1	...	5	97	98
Lithuania	93	90	91	104	95	96	98	91	96	4	15	5	99	98
Montenegro	...	...	...	...	116	107	...	98	83	...	1	6	...	...
Poland	97	95	97 -1	99	97	97 -1	97	96	96 -1	85	118	94 -1	98	99
Republic of Moldova	...	82 *	89 *	101 *	98 *	94 *	93 *	93 *	90 *	19 *	12 *	15 *	90 **, +1	91
Romania	88	93	87	97	110	96	93	99	88	89	9	109	96	95
Russian Federation	...	93 +1	89 -1	103	97	99 -1	...	94 +1	96 -1	...	310 +1	221 -1	95	...
Serbia	...	100 *	89 *	106 **	103 *	96 *	...	100 **	95 *	...	1 **	16 *	...	...
Slovakia	...	...	50	99	96	101	...	...	...	...	...	...	97	97
Slovenia	92	95	95 -1	97	98	98 -1	95	97	97 -1	4	3	3 -1	100	...
The former Yugoslav Rep. of Macedonia	93	92	94	101	95	90	98	95	98	3	6	2	97	98
Turkey	87	91	85 -1	101	102	102 -1	96	97	97 -1	261	224	162 -1	...	97
Ukraine	...	71	75	108	108	99	...	91	91	...	165	138	97 *	98 *, +1
CENTRAL ASIA														
Armenia	86 **, +1	82	...	99	95	103	93 **, +1	88	...	12 **, +1	16	...	...	99
Azerbaijan	85 **	64 *	69 *	97 *	96 *	94 *	88 **	84 *	85 **	85 **	95 *	78 **	96	98
Georgia	...	...	97 -2	97	95	109	...	90 **	100 -1	...	34 **	- -1	99	86
Kazakhstan	92 **	96	99 +1	96	104	111 +1	94 **	99	100 +1	75 **	15	4 +1	95 **, +1	99
Kyrgyzstan	88	91	97	96	99	100	92 **	95	95	37 **	20	18	95 *	97
Mongolia	92	85	93	98	96	122	92	91	99 **	21	24	2 **	87	91 -1
Tajikistan	90	95	96	97	101	102	96	98	98	28	17	15	96 **	98 **
Turkmenistan	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	...	...	90 +1	99	98	95 +1	...	...	93 +1	...	...	148 +1	100 **	99
EAST ASIA AND THE PACIFIC														
Australia	66	72	82	101	102	105	95 **	95 **	97	102 **	91 **	54	...	...
Brunei Darussalam	...	85	77	114	117	108	...	...	...	...	...	...	...	97
Cambodia	77	90 +1	90	106	130	127	92	95 +1	96	179	91 +1	73	55 +1	57
China	...	...	...	114 +1	110 +1	111	...	...	...	...	...	...	...	...

Primary education				Secondary education						Adult literacy rate*			Public expenditure on education as a % of GDP		
Survival rate to the last grade	Gross intake ratio to the last grade			Effective transition rate from primary to secondary (general programmes)			Gross enrolment ratio for secondary education (all programmes)								
2009 to 2010 (15)	2000 (16)	2005 (17)	2010 (18)	1999 to 2000 (19)	2004 to 2005 (20)	2009 to 2010 (21)	2000 (22)	2005 (23)	2010 (24)	1990 (25)	2000 (26)	2010 (27)	2000 (28)	2005 (29)	2010 (30)
ARAB STATES															
95	82	94	96	97 **	94	96 -1	...	83 **	95 -1	50	70	73	...	...	4.3 -2
...	93	107	...	100 **	99	100 -1	99	108	...	84	87	92	...	3 +1	2.9 -2
64 **, -1	28	31	36 **, -1	64	91	89 **, -1	14	23	36 +1	...	...	...	10	8	...
...	94 **	97	101	93 **	94 **, -1	...	83 **	85 **, -1	72	44	56	72	...	5	3.8 -2
...	56	79 -1	...	77 **	72 **, -1	...	38	48 -1	...	...	74	78	...	...	...
...	94	105	90	99	99	100 **, -2	84	86	87	...	90	93	5 -1	...	...
96	103	115	...	99	97	100	108	111	...	74	78	94	7 **, +1	5	...
92 -1	102 **, -1	85 +1	87	98 **, -1	...	97	77 **, -1	84 +1	81	...	...	90	2	3	1.8 -1
...	...	...	...	...	...	...	...	104	...	77	86	89	3 -1	...	...
71	46 +1	44	75	...	54	...	18	23	24 **	...	51	58	3 +1	3 +1	4.3
91	57	80	85	88	86	89	38	50 **	...	42	52	56	6	5 +1	5.4 -1
...	78	...	101 -1	100	...	...	75	...	100 -1	...	81	87	3	4	4.3 -1
...	98	93	95	99	99 **	97	81	92	86	...	92	95	...	...	...
94 -2	93 **, -1	92 **	100 -1	...	98 **	100 -1	88	...	94	76	89	96	...	2 **, -1	2.4 -2
93 *, -2	...	90 *	93	...	...	99 **, -1	...	90 *	101	71	83	87	6	6	5.6 -2
91 -2	37	...	58 -1	88 **	...	98 **, -1	25	32	39 -1	...	61	71	...	...	...
95	93	108	104	71	98	98	45	69	72	...	81	83	...	5 +1	...
95 -1	88	102	91 -1	90	95	94 -1	76 **	85	90 -1	59	74	78	6 **	6	6.3 -2
...	86	100	...	99	99	98	85	91	...	71	...	90	1 *	1 **	1.0 -1
...	56 **	61	63	91 **	87	...	43 **	46	44 **	37	55	64	10	...	5.2 -2
CENTRAL AND EASTERN EUROPE															
95	102	98 -1	86	94 **	99 **, -1	98	72	79 -1	89	...	99	96	...	...	...
100	100	96	103	100	100 *	99	87	95	...	98	100	100	6	6	4.5 -1
99	...	...	92	...	...	84	...	...	91	...	97	98	...	...	...
97	97	99	106	99 +1	98	99	93	89	89	...	98	98	3 +1	4	4.4 -2
99	93	95	93	100	100 +1	100	85	93	96	97	98	99	...	4 -1	4.3 -1
100 -1	99	97	101 -1	100	100	100 -1	87	94	90 -1	...	...	...	4	4	4.5 -1
98 -1	92	106	98 -1	100	100	99 -1	94	99	104 -1	100	100	100	5	5	5.7 -2
98 -1	97	94	98 -1	99	100	100 -1	95	97	98 -1	99	99	99	5	5	5.1 -1
95	92	95	92	99	99	99	91	98	95	99	100	100	5	5 +1	5.6 -1
98	97	92	99	100	99	99	98	101	99	98	100	100	6 +1	5	5.7 -1
...	...	...	...	...	...	...	...	89	104	...	...	98	...	...	...
98 -1	95	97	95 -1	100 +1	100	99 -1	101	100	97 -1	99	99	100	5	5	5.1 -1
95	98 *	99 *	92 *	100 **	99	98 -1	82 *	88 *	88 *	96	97	99	4	7	9.1
97	95	106	92	99 +1	100	99	82	84	97	97	97	98	3	3	...
96 -1	91	...	98 -1	100	...	100 -1	92 -1	83	89 -1	98	99	100	3	4	4.1 -2
...	...	...	96 *	...	...	98	90 **	89 *	91 *	...	96	98	...	...	5.0 -1
98	94	90	99	99 +1	100	99	85	91	90	...	...	...	4	4	4.1 -1
100 -1	96	112 -1	95 -1	97	...	99 -1	101	96	97 -1	100	100	100	6 +1	6	5.7 -1
...	100	95	92 -1	99	100	99 -1	84	84	84	94	96	97	...	...	...
92 -1	...	99	99 -1	...	98	98 -1	71	82	78 -1	79	87	91	3	3 +1	...
98	91	117	98	100 *	100 *, +1	100 *	99	92	96	...	99	100	4	6	...
CENTRAL ASIA															
...	...	92	...	...	100	...	90	88	92	99	99	100	3	3	3.2
96	90 *	93 *	90 *	98	99	99	75 *	84 *	85 *	...	99	100	4	3	3.2 -1
96	98	85	116	99	98	100	79	82	86 -1	...	100	100	2	2	3.2 *, -1
100 +1	93 **	106	116 +1	99 **, +1	100	100 +1	94	95	100 +1	98	100	100	3	2	3.1 -1
98	93	98	97	99 *	99	99	84	87	84 *	...	99	99	4	5	6.2 -1
94	86	96	109	95	97 +1	...	65	89	89	...	98	97	6	4 -1	5.4
99	93	103	104	98 **	98	99	74	82	87	98	99	100	2	4	4.0
...	...	...	...	...	...	...	...	...	...	...	99	100	...	...	...
98 +1	95	97	93 +1	100	100	99 +1	88	101	106 +1	...	99	99	...	...	...
EAST ASIA AND THE PACIFIC															
...	...	...	...	...	...	...	162	128	131	...	...	...	5	5	5.1 -1
96	120	114	118	...	97	100	89	100	110	88	93	95	4	...	2.0
54 -2	52 +1	86	87	79 +1	84	83	17	35 **	46 **	...	74	74	2	2 -1	2.6
...	...	...	...	...	...	...	62	73 +1	81	78	91	94	2 -1	...	...

TABLE 23

TREND DATA / Key indicators / Selected years

REGION	Primary education													
	Net intake rate (adjusted)			Gross enrolment ratio			Net enrolment rate (adjusted)			Number of out-of-school children of primary school age (000)			Survival rate to the last grade	
Country or territory	2000 (1)	2005 (2)	2010 (3)	2000 (4)	2005 (5)	2010 (6)	2000 (7)	2005 (8)	2010 (9)	2000 (10)	2005 (11)	2010 (12)	1999 to 2000 (13)	2004 to 2005 (14)
China, Hong Kong SAR	92 *, +1	89 *	96 *, -1	98	99	102	93 *, +1	96 *	98 *	35 *, +1	18 *	5 *	...	99
China, Macao SAR	68	73	...	103	104	94	86	89	83	6	4	5	...	...
Cook Islands	96 **	...	96 *	105 *	112 *	111 *, +1	94 **	...	98 *	0.1 **	...	— *	...	...
Democratic People's Rep. of Korea	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	89 **	94 +1	90 -1	101	113 +1	105 -1	95 **	99 +1	99 -1	6 **	1 +1	1 -1	82	93 -1
Indonesia	97 **	98 **	98	106 **	112	118	94 **	95 **	99	1,599 **	1,277 **	236	...	83 **
Japan	100	100	100	101	102	103	100	100	100	3	2	2	...	...
Kiribati	97	...	...	109	115	113 -1	99	...	...	0.1	...	...	...	79 -1
Lao People's Democratic Republic	69	76	96	110	114	126	78	83	97	166	135	23	55	63
Malaysia	100	90	...	98	96	...	98	96	...	67	137	...	...	89 +1
Marshall Islands	...	...	99 +1	96 **	116	102 +1	...	...	99 +1	...	...	0.1 +1	...	...
Micronesia (Federated States of)	...	...	...	...	112	...	...	...	...	...	...	...	...	...
Myanmar	...	...	...	105	112	126	...	...	...	...	...	...	55 +1	69 -1
Nauru	...	...	...	99 *	125 *	93 *, -2	...	...	...	...	...	...	...	...
New Zealand	94	97	97	99	100	101	99 **	99 **	99	4 **	3 **	2	...	...
Niue	...	...	...	118 *	112 *	...	99 *, -1	...	...	— *, -1	...	...	...	...
Palau	96 **	...	...	113 *	103 *, -1	...	96 **	...	...	0.1 **	...	...	...	...
Papua New Guinea	...	...	...	71	58	60 -2	...	...	...	...	...	...	...	...
Philippines	49 +1	49	52 -1	110	107	106 -1	91 +1	90	89 -1	1,101 +1	1,243	1,460 -1	70 -1	72
Republic of Korea	94	94	96	102	102	106	100	99	99 **	10	25	35 **	99	98
Samoa	78 +1	86 **, -1	81	99	108 -1	108	92	...	95	2	...	1	90 *	...
Singapore	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	...	36	...	87	103	...	...	77 **	...	...	17 **	...	...	...
Thailand	...	81 +1	...	97	98	91 -1	...	94 +1	90 -1	...	387 +1	611 -1	...	...
Timor-Leste	...	53 **	77	125 +1	97	117	...	67 **	86	...	61 **	28	...	...
Tokelau	...	...	...	105 *	...	...	...	...	...	...	...	...	...	...
Tonga	95 +1	50	...	109	112	...	99 **, +1	99	...	0.1 **, +1	0.2	...	...	90 +1
Tuvalu	...	...	...	105 *	100 *	...	...	...	...	...	...	...	...	...
Vanuatu	67 **	71	...	120	118	117	99 **	99	...	0.2 **	0.4	...	69	...
Viet Nam	94	88	...	108	99	106	97 **	92	98	281 **	660	121	83	92 **, +1
LATIN AMERICA AND THE CARIBBEAN														
Anguilla	...	...	88 **, -2	111 **	91 **	...	99 **, +1	92 **	93 **, -2	— **, +1	0.1 **	0.1 **, -2	...	...
Antigua and Barbuda	...	...	72	124	...	102	...	...	88	...	...	1	...	...
Argentina	99	98	98 -2	114	113	118 -1	99 -1	99	...	24 -1	36	...	89	87
Aruba	98	95	97	111	111	114	99	97	100	0.1	0.2	—	96	94
Bahamas	77 **	80	80	94 **	106	114	87 **	96	98	4 **	1	1	...	81 +1
Barbados	75	82 -1	...	102	97	120 *	95	91	95 *, -2	1	2	1 *, -2	91	96 -1
Belize	82	94 +1	98	108	114	121	90 **	95 **	97	4 **	2 **	1	74	91 +1
Bermuda	...	97	88	101 +1	99	92	...	98 **	95 **	...	0.1 **	0.2 **	...	89
Bolivia (Plurinational State of)	75	78 +1	...	115	109 +1	105 -1	96 **	97 +1	...	49 **	47 +1	...	80	82 **, -1
Brazil	80	83	...	151	137	...	92	96	...	1,011	595	...	80 **, +1	76
British Virgin Islands	...	78 **, -1	78 *	110 *	111 *	100 *	98 **	98 **	90 *	0.1 **	0.1 **	0.3 *	...	...
Cayman Islands	88	72	...	111	83	90 -2	96	78	...	0.1	1	...	...	...
Chile	...	...	84 -1	100	104	106 -1	...	...	94 -1	...	...	94 -1	98	97 -1
Colombia	81 **	82	78	119	120	115	97 **	96 **	92	139 **	162 **	374	67	81
Costa Rica	...	...	...	110	112	110	...	...	...	...	...	...	89	84
Cuba	93	100	94 +1	101	99	101 +1	98	95	98 +1	19	43	13 +1	95	97
Dominica	95	97	...	120	100	112	98	96 **	98 -1	0.2	0.4 **	0.1 -1	...	81 -1
Dominican Republic	65	68	81	114	106	108	85	84	93	181	189	85	71	...
Ecuador	98	94	89 -1	116	117	114 -1	100	99	98 -1	8	11	27 -1	75	76 **
El Salvador	73 +1	77	70	105	113	114	86 +1	95 **	95	128 +1	45 **	38	62 **	66 **
Grenada	54 **	90 **	93 -1	91	108 **	103	83 **	99 **	97 -1	3 **	0.1 **	0.3 -1	...	...
Guatemala	80	88	90	104	113	116	87 **	95 **	99	245 **	101 **	32	50 +1	63
Guyana	...	...	80	105	105	85	...	...	84	...	...	19	65 +1	...
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Honduras	88	64	70	107	113	116	89	92 **	96 **	115	85 **	47 **	...	54
Jamaica	87	76 **	79	97	93	89	94 **	89 **	82	21 **	39 **	59	...	...
Mexico	98	99	99	110	110	114	99 **	100	100	74 **	59	58	87	92

Primary education				Secondary education						Adult literacy rate[5]			Public expenditure on education as a % of GDP		
Survival rate to the last grade	Gross intake ratio to the last grade			Effective transition rate from primary to secondary (general programmes)			Gross enrolment ratio for secondary education (all programmes)								
2009 to 2010 (15)	2000 (16)	2005 (17)	2010 (18)	1999 to 2000 (19)	2004 to 2005 (20)	2009 to 2010 (21)	2000 (22)	2005 (23)	2010 (24)	1990 (25)	2000 (26)	2010 (27)	2000 (28)	2005 (29)	2010 (30)
100 -2	97 +1	99	96 *, -1	...	100	100 *, -1	77 +1	82	83	...	...	...	4 +1	4	3.6
98 -1	99	96	97	92	96	100	83	96	92	...	91	93	4	2	2.6 -1
...	88 *, -1	...	110 *, +1	91 -1	...	99 +1	77 *	80 *	82 *, +1	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	100	...	...	...
91 -1	95	111 +1	105 -1	100	99 -1	96 -1	78	91 +1	86 -1	...	...	...	6	5	4.5 -1
80 -2	93 +1	96 **	105 -1	...	79 **	92 -1	53 **	61	77	82	90	93	2 **, +1	3 **	3.0
100	...	...	102	...	...	...	102	101	102	...	...	...	4	4	3.8
...	99	117	112 -2	...	...	...	64	88	86 -2	...	...	...	11	...	...
67 -2	69	72	87	76	82	82 -2	35	45	47	...	69	73	2	2	3.3
98 -1	95 -1	99	...	99	100 **	100 -1	66	70	68 -1	83	89	93	6	5 +1	5.8 -1
83 -1	93 -1	110	97 +1	...	...	91 -1	68 -1	76	99 -1	...	...	...	15 **	12 **, -1	...
...	...	...	...	...	...	...	...	83	...	...	...	...	7 **	...	...
75	81	95 +1	104	68	74 **, +1	77	40	47	54	...	90	92	1	...	...
...	87 *, +1	...	...	...	...	...	47 *	47 *	63 *, -2	...	...	...	...	...	...
...	...	...	...	...	...	...	111	120	119	...	...	...	7 +1	6	7.2
...	105 *, +1	115 *, -1	...	91 -1	...	...	97 **	105 *	...	...	...	...	...	...	...
...	99 *	104 *, -1	...	...	...	...	86 *	94 **	...	...	...	...	10 **	...	...
...	55	...	...	...	...	...	...	...	...	...	57	61	...	...	...
76 -1	101 +1	94	92 -1	97 -1	92	99 -1	75 +1	84	85 -1	94	93	95	3	2	2.7 -1
99	104	99	101	100	99	100 -1	99	98	97	...	...	...	4 +1	4	5.0 -1
...	94	100 **, -1	101	93 *	97 **, -1	100	78	84 **	85	98	99	99	4	...	5.3 -2
99 -1	...	...	...	...	...	91 -1	...	...	...	89	93	96	3	...	3.3
...	...	...	...	...	...	...	21	31	...	...	77	...	2 **, -1	...	6.1 -2
...	88 **, -1	...	...	...	...	...	62 +1	71	79 +1	...	93	94	5	4	3.8
67	...	...	65	...	...	90	34 **, +1	55	56	...	38	58	...	...	14.0
...	108 *	...	...	92 +1	...	...	92 *	...	...	...	...	...	...	...	...
...	107 +1	109	...	99 +1	94 +1	...	106	101 +1	...	...	99	99	5	4 -1	...
...	110 **	106 *	...	61 **, +1	...	...	80 *, +1	...	...	...	...	...	...	...	...
71 -1	92	91 -1	83	53 **	59 **, -1	89	35	42 -1	55	68	78	83	7	...	5.2 -1
...	98	93	...	93 **	93 **, +1	...	64	77	77	88	90	93	...	...	5.3 -2
LATIN AMERICA AND THE CARIBBEAN															
...	92 **	78 **	79 **, -2	100 **	98	95	107 **	87 **	...	...	...	...	...	...	3.5 -2
...	...	...	100	...	...	90	79	...	105	...	99	99	3 -1	...	2.5 -1
94 -1	99	98	106 -1	...	...	99 -1	87	85	89 -1	96	97	98	5 **	5 +1	6.0 -1
91 -1	98	88	91	100	99	99 -1	97	95	90	...	97	97	5	...	5.9 -1
89	82 -1	102	97	...	98 **	99	82 **	90	96	...	...	...	3 **	...	...
...	99	91	101 *	99	99	99 *, -1	105	107	101 *	...	...	...	6	7	6.7 -1
90	94	94	105	94	98	96	65	75 -1	...	70	...	...	5	5 -1	6.1 -1
...	97 +1	95	100	...	98	...	79 +1	81	79	...	...	...	...	2	2.6
84 -2	99	102 +1	99 -2	93	93 **, -1	96 -2	80 **	82 +1	80 -1	80	87	91	5	6 +1	...
...	108	106	...	98 +1	96	...	104	106	...	...	89	90	4	5	5.7 -1
...	108 **	99 *	99 *	97 **	94	86	98 **	104 *	102 *	...	...	...	...	...	4.3
...	109	87	86 -2	99 *	99	97 -2	103	83	83 -2	...	...	99	...	...	...
...	98	95 -1	...	99	99 -1	93 **, -2	83	91	88 -1	94	96	99	4	3	4.5 -1
85	95	104	114	95	100	98	72	83	96	81	93	93	3	4	4.8
89	87	94	96	85	97	92	61	81	100	...	95	96	4	5 +1	6.3 -1
95 +1	96	92	99 +1	97	99	99 +1	83	91	90 +1	...	100	100	8	11	12.9
88	119 **	102	84	98 **	99	98	105	108	98	...	...	...	5 **, -1	...	3.6
...	78	84 +1	92	91	92 **, -1	91	59	70	76	...	87	90	2 **	...	...
...	99	106	...	69 *	79 **	...	57	64	75 **, -2	88	91	92	1	...	...
86	83 **	85	96	90 **	96 **	98	54	62	65	74	80	84	3	3	3.2
...	71 **	115 **	112 **	...	...	88 -1	...	107 *	108	...	...	...	...	...	...
65 -2	58	74	84	96	93 **	93 -2	38	51	59	64	69	75	...	3 +1	3.2 -2
83 -1	103	105	83	69	...	95	98 +1	94	91	...	...	...	8 **	8	3.7
...	...	...	...	...	...	...	...	...	...	...	59	49	...	...	...
76 -2	...	82	99	...	75	...	...	...	73	...	80	85	...	...	...
95	88	86 **	73	98 +1	99 **	99	87	93	93	...	80	87	5	5	6.1
94	99	100	105	91 +1	94	95	73	82	89	88	91	93	5	5	5.3 -1

TABLE 23 TREND DATA / Key indicators / Selected years

REGION	Primary education													
	Net intake rate (adjusted)			Gross enrolment ratio			Net enrolment rate (adjusted)			Number of out-of-school children of primary school age (000)			Survival rate to the last grade	
Country or territory	2000 (1)	2005 (2)	2010 (3)	2000 (4)	2005 (5)	2010 (6)	2000 (7)	2005 (8)	2010 (9)	2000 (10)	2005 (11)	2010 (12)	1999 to 2000 (13)	2004 to 2005 (14)
Montserrat	49 **, +1	89 *	...	116	116 *	...	99 **, +1	98 *	...	— **, +1	— *	...	...	...
Netherlands Antilles [a]	...	...	...	133	...	...	...	...	...	...	...	...	82 **	...
Nicaragua	85	92	74	102	113	118	83	95	94	139	46	48	46	51
Panama	92	90	87	109	111	108	99 **	99	99	5 **	4	5	90	82
Paraguay	80	75	73 -1	120 **	111	100 -1	98	95	86 -1	17	41	123 -1	73 **	84
Peru	100	93	96	123	115	108	100	100	98	1	14	66	83	...
Puerto Rico	...	...	80	...	...	93	...	...	86 **	...	...	46 **	...	...
Saint Kitts and Nevis	...	86 **	75	111	100	93	98 +1	97 **	86 *	0.1 +1	0.2 **	1 *	...	...
Saint Lucia	90 **	85	85	103	102	94	97 **	92	90 **	1 **	2	2 **	...	94
Saint Vincent and the Grenadines	96 **	96	96	118	118	105	98 **	98	98	0.3 **	0.3	0.2	...	...
Suriname	...	91	90 -1	118 +1	114	113 -1	92 **, +1	91 **	91 **, -1	4 **, +1	5 **	6 **, -1	...	...
Trinidad and Tobago	90	83 *	88	100	97 *	105	93 **	91 *	97	11 **	12 *	3	...	83 *
Turks and Caicos Islands	...	74 **, -1	...	...	90 **	...	...	81 **	...	...	0.5 **	...	...	...
Uruguay	...	77	83 -1	109	114	113 -1	...	98 **	99 -1	...	8 **	2 -1	87 +1	94
Venezuela (Bolivarian Republic of)	79	71	90	101	105	103	89	93	95	352	236	171	88	89
NORTH AMERICA AND WESTERN EUROPE														
Andorra	...	46	39	...	86	84	...	82	79	...	1	1	...	...
Austria	...	...	...	104	102	99	...	...	...	...	...	...	97 -1	97
Belgium	95	94	93 -1	109	105	105 -1	99 **	99	99 -1	6 **	7	7 -1	...	94 +1
Canada	98	...	...	100	97	99 -2	100	...	...	5	...	...	99	...
Cyprus	98 *	97 *	95 *	97 *	101 *	106 *	98 *	100 *	99 *	1 *	0.2 *	0.5 *	95	98
Denmark	90	83	82 -1	101	99	99 -1	98	96	96 -1	7	17	17 -1	100	91
Finland	99	94	95	101	99	99	100	98	98	1	10	8	99	99
France	97	98	98	105	110	110	100	99	99	12	26	31	98	...
Germany	96 **	97 **	96 **	105	104	102	100 **	100 **	100 **	4 **	6 **	7 **	99	99
Gibraltar	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Greece	95	97	...	96	101	...	98	99	...	15	5	...	...	98
Holy See	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Iceland	98	97	97 -1	102	98	99 -1	99	98	99 -1	0.3	1	0.2 -1	98 -1	98
Ireland	97	99	100	102	103	108	100	100	100	1	1	1	...	...
Israel	89	86	82 -1	106	104	103 -1	98	98	97 -1	14	17	23 -1	...	99
Italy	98	98	97	103	101	102	100	99	99	7	19	25	...	100
Liechtenstein	...	98 *, +1	98 *	...	108 *, +1	105 *	...	99 **, +1	99 *	...	— **, +1	— *	...	...
Luxembourg	94	93	92 -2	100	101	100 -2	97	98	97 -2	1	1	1 -2	...	...
Malta	71	71	73	101	99	101	94	90	94	2	3	2	98 +1	...
Monaco	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands	98	99	98	109	106	108	99	98	100	7	26	0.3	98	...
Norway	98	97	99	101	99	99	100	99	99	1	6	4	100	100
Portugal	96	97	96 -1	122	115	114 -1	97	99	99 -1	20	5	4 -1	...	...
San Marino	...	...	89 **	...	...	94 **	...	...	92 *, -1	...	...	0.1 *, -1	...	...
Spain	100	99	98	106	103	106	100	100	100	1	8	6	...	99 +1
Sweden	97	92	98	110	96	101	99	96	99	4	30	4	98	99
Switzerland	97	97	99	106	102	103	99	98	99	4	10	4	...	...
United Kingdom	100	100	99 -1	101	106	106 -1	100	100	100 -1	2	1	8 -1	...	...
United States of America	85	80	80	102	101	102	97	95	96	730	1,157	1,023	...	...
SOUTH AND WEST ASIA														
Afghanistan	...	...	...	19	90	97	...	...	...	...	...	...	...	...
Bangladesh	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bhutan	27	40	64 +1	77	96	111 +1	59	74 **	89 +1	46	27 **	11 +1	82	84 +1
India	93 *	99	...	94	112	116 -2	83 **	94 **	98 **, -2	20,008 **	6,854 **	2,278 **, -2	62	66 +1
Iran (Islamic Republic of)	46	99 **	...	101	101	114	86 **	97 **	...	1,182 **	206 **	...	97 +1	...
Maldives	94	85 +1	78 -1	131	121	109 +1	99 **	98	97 +1	1 **	1	1 +1	...	...
Nepal	64 **	...	...	118	...	...	71 **	...	...	927 **	...	...	59	62 **
Pakistan	66 **, +1	69 *, +1	80 *	70 *	84	95	58 **, +1	65 **	74 *	8,399 **, +1	7,158 **	5,125 *	...	70
Sri Lanka	96 +1	99 **	89	108 +1	104 **	99	100 +1	100 **	94	3 +1	2 **	102	...	93 **, +1
SUB-SAHARAN AFRICA														
Angola	...	...	69 *	...	...	124	...	...	86 **	...	...	493 **	...	...
Benin	...	74	97	86	105	126	...	88 **	94	...	150 **	88	76 +1	64 -1

Primary education				Secondary education						Adult literacy rate[5]			Public expenditure on education as a % of GDP		
Survival rate to the last grade	Gross intake ratio to the last grade			Effective transition rate from primary to secondary (general programmes)			Gross enrolment ratio for secondary education (all programmes)								
2009 to 2010 (15)	2000 (16)	2005 (17)	2010 (18)	1999 to 2000 (19)	2004 to 2005 (20)	2009 to 2010 (21)	2000 (22)	2005 (23)	2010 (24)	1990 (25)	2000 (26)	2010 (27)	2000 (28)	2005 (29)	2010 (30)
...	105 **	111 *	...	96	100	...	144	116 *	...	...	...	...	...	...	5.8 -1
...	108 **	...	...	...	...	...	84	...	...	95	...	96	...	...	...
48 -2	66	75	81	99	97	97 -2	53	67	69	...	77	78	4	...	...
94	94	96	97	62 **	65	99	67	70	74	89	92	94	5	4 **, -1	3.8 -2
78 -1	92 **	95	94 -1	95 **	90	90 -1	61	67	67 -1	90	...	94	5	4 -1	...
90	103	102 +1	100	97	...	97	86	85	91	87	88	90	3 +1	3	2.7
...	...	...	...	...	...	...	...	...	...	90	91	90	...	...	...
74	101	109	89	91 +1	100 **	97 *	97	87 **	97	...	...	...	5	4	...
92	95 **	99	90	71 **	73 **	97	73	78	96	...	...	...	7 **	5	4.4 *
...	90 **, +1	102 **	94	...	99	96	82 **	89	107	...	...	...	8	6	4.9
90 -1	98 **, +1	84	86 -1	...	...	56 -1	73 +1	70	75 -1	...	90	95	...	...	...
89 *	87	90 *	91	92	96 *	94 *	76 **	80 *, -1	90 **, -2	97	98	99	4 **	...	...
...	...	92 **	...	67	92	...	...	86 **	...	...	...	...	...	...	...
95 -1	97	96	106 -1	87	82	82 -1	98	101	90 -1	95	97	98	2	3	...
92	83	92	94	96	100	98	60	74	83	90	93	96	...	4 +1	...
NORTH AMERICA AND WESTERN EUROPE															
...	...	101 -1	...	...	...	...	...	90	87	...	...	...	...	2	2.9
97	101 -1	99	98	94 -1	100	100	98	100	99	...	...	...	6	5	5.5 -2
93 -1	...	90 +1	90 -1	...	99 +1	99 -1	145	112	111 -1	...	...	...	6 +1	6	6.4 -2
...	98	96 +1	...	...	...	...	102	101	101 -2	...	...	...	6	5	4.8 -2
95 -2	98 *	100 *	103 *	100	100	100	93 *	97 *	99 *	94	97	98	5	7	7.9 -1
99 -1	100	100	97 -1	100	100	100 -1	127	124	117 -1	...	...	...	8	8	8.7 -1
100	96	100	98	100	100	100	125	112	108	...	...	...	6	6	6.8 -1
...	97	...	...	...	...	...	108	113	113	...	...	...	6	6	5.9 -1
96	102	99	101	100	100	99	98	101	103	...	...	...	...	4 +1	4.6 -2
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	100	...	...	99	...	89	102	...	93	96	97	3	4	...
.	.	.	.	.	.	.	.	.	.	...	...	...	.	.	.
...	98	100	99 -1	100	99	100 -1	107	109	107 -1	...	...	...	7	8	7.8 -1
...	95	95	103	...	...	...	105	111	121	...	...	...	4	5	5.7 -2
99 -1	...	104	103 -1	...	100	100 -1	103	105	102 -1	...	...	...	6	6	5.8 -1
100	102	98	103	97	100	100	93	99	100	...	98	99	4	4	4.7 -1
...	...	102 *, +1	111 *	...	99	98	...	68 *, +1	69 *	...	...	...	...	2 +1	2.1 -2
...	...	...	...	...	...	...	97	95	98 -2	...	...	...	4 +1	...	...
...	100	95	97	98	99	98	85	98	101	88	88	92	...	5 -1	5.8 -2
...	...	...	...	...	...	...	...	...	...	...	...	...	1	1 -1	1.2 -1
...	98	...	...	...	...	...	123	119	121	...	...	...	5	5	5.9 -1
99	98	100	99	100	100	100	116	114	111	...	...	...	7	7	7.3 -1
...	...	...	...	...	...	...	105	97	107 -1	88	...	95	5	5	5.8 -1
...	...	...	101 **	...	...	100	...	...	97 **	...	...	...	...	...	...
99 -1	...	98 +1	103	...	...	99	111	119	125	96	...	98	4	4	5.0 -1
99	100	100	97	100	100	100	152	104	99	...	...	...	7	7	7.3 -1
...	96	97	96	100	100	100	95	95	95	...	...	...	5	6	5.4 -2
...	...	...	...	...	...	...	102	105	102 -1	...	...	...	5	5	5.6 -1
...	99 **	99 **	104 **	...	...	...	93	97	96	...	...	...	6 +1	5	5.4 -1
SOUTH AND WEST ASIA															
...	...	34	...	...	...	...	11 +1	17	46	...	...	...	...	...	...
66 *	...	...	...	...	...	94 *	48	46	51	35	47	57	2	2 +1	2.2 -1
91 +1	51	65	95 +1	93	97 +1	100 +1	41	45	70 +1	...	...	53	6	7	4.0
...	71	86	96 -2	93	89	85 -2	45	54	63	48	61	63	4	3	...
94 -1	93	106	104 -1	92 +1	91	97 -1	80	76	91	66	77	85	4	5	4.7
...	...	140	118 +1	...	92	96 -1	53	71 **, -1	...	96	96	98	...	6	8.7 -1
62 -2	66	...	...	80	86 **, -1	88 -2	35	46	...	33	49	60	3 **	3	4.7
62	...	61	67	...	72	77	...	29 **	34	...	43	55	2	2	2.4
...	107 +1	105 **	101	...	98 **	97	...	87 **, -1	...	...	91	91	...	...	2.1 -1
SUB-SAHARAN AFRICA															
32 *	...	...	47 *	...	...	41 -1	15	16 **, +1	31	...	67	70	3	3	3.4
...	40 **	54 -1	63 **, -1	99 **, +1	...	...	23	37 **	...	27	35	42	3	4	4.5 -1

TABLE 23 TREND DATA / Key indicators / Selected years

REGION	Primary education													
	Net intake rate (adjusted)			Gross enrolment ratio			Net enrolment rate (adjusted)			Number of out-of-school children of primary school age (000)			Survival rate to the last grade	
Country or territory	2000 (1)	2005 (2)	2010 (3)	2000 (4)	2005 (5)	2010 (6)	2000 (7)	2005 (8)	2010 (9)	2000 (10)	2005 (11)	2010 (12)	1999 to 2000 (13)	2004 to 2005 (14)
Botswana	25	32	47 -1	104	107	110 -1	81	85	87 **, -1	59	47	38 **, -1	82	84 **
Burkina Faso	35	59	29 +1	42	55	79 +1	35	44	63 +1	1,320	1,291	1,022 +1	61	69
Burundi	39	56	...	63	88	156	45 **	63 **	...	619 **	434 **	...	54 +1	63
Cameroon	...	...	92 -1	87	109	120	...	...	94 **	...	...	179 **	...	...
Cape Verde	74	82	92	124	116	110	99 **	97	93	0.5 **	2	4	...	88 +1
Central African Republic	...	36	52 +1	78 *, +1	66	94 +1	...	49	69 +1	...	318	214 +1	...	...
Chad	36	...	...	68	79	93	55	...	...	613	...	...	48	26
Comoros	32 *	...	...	112	113 **	104 -2	73 *	...	...	22 *	...	...	...	74 **
Congo	...	58	79 *	87	111	115	...	53	91 *	...	253	56 *	...	...
Côte d'Ivoire	55	...	45 -1	74	74 +1	88 +1	57 **	...	61 -1	1,129 **	...	1,161 -1	63	...
Democratic Republic of the Congo	28 -1	...	...	48 -1	...	94	33 **, -1	...	...	5,598 **, -1	...	...	...	...
Equatorial Guinea	83 **	...	45	108	100	87	72 **	...	56	19 **	...	43	...	...
Eritrea	26	41	32	57	67	45	38	50	35	321	284	418	94	79
Ethiopia	26	61	82	55	81	102	40	63	82	6,343	4,613	2,390	51	62
Gabon	...	...	...	136 **	132 **, -1	182 +1	...	...	...	...	...	...	...	...
Gambia	55	53	57	84	86	83	68	69	69 **	66	74	85 **	66 **	63
Ghana	43	40	46 -1	85	90	107 +1	65 **	67 **	84 +1	1,052 **	1,058 **	567 +1	59 +1	...
Guinea	34	49	71	60	85	94	47 **	69	77	704 **	440	355	...	71
Guinea-Bissau	40	...	57	79	120	123	51 **	...	75	93 **	...	57	...	...
Kenya	35	39	40 **, -1	95	107	113 -1	66 **	76	84 **, -1	1,814 **	1,361	1,010 **, -1	...	73 *, -1
Lesotho	61	52	64	111	111	103	76	73	74	88	101	99	59	61
Liberia	14 -1	...	...	112	...	96 -2	46 **, -1	...	...	226 **, -1	...	...	...	...
Madagascar	56	...	...	103	142	149	67	...	...	705	...	...	52	43
Malawi	77 -1	90	92 -1	139	128	135	99 -1	98	97 -1	17 -1	53	62 -1	36	34
Mali	37 **, -1	54	67 +1	55	71	82 +1	42 **, -1	54 **	67 +1	1,038 **, -1	965 **	850 +1	65 **	80
Mauritius	61 +1	81	82	101	100	99	93	93	93	10	9	8	98	96
Mozambique	29	53	68 +1	75	101	111 +1	56	76	90 +1	1,498	938	482 +1	29	46
Namibia	78	75	72 -1	115	109	107 -1	90	88	86 -1	35	43	52 -1	82	76
Niger	31	47	81 +1	33	49	71 +1	27	42	62 +1	1,295	1,249	1,012 +1	69 +1	69 -1
Nigeria	40	41 **	58 **	98	102	83	65	67 **	58 **	6,941	7,133 **	10,542 **	...	73
Rwanda	85 **, +1	97 **	...	104	134	142 +1	76 **, +1	82 **	99	337 **, +1	252 **	20	31 +1	31 -1
Sao Tome and Principe	87 -1	98	97 +1	126 **, +1	127	134 +1	89 **, -1	99	99	2 **, -1	0.2	0.4	...	69
Senegal	59 **	78	83	71	83	87	60 **	76 **	78	627 **	423 **	429	63 +1	64
Seychelles	65 +1	75	...	112	111	117	92 +1	95	...	1 +1	0.4	...	96	85 -1
Sierra Leone	...	...	...	70	...	125 +1	...	...	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	92	90 **	86 **, -1	106	105	102 -1	94 **	93 **	90 **, -1	425 **	478 **	679 **, -1	57	77 -1
Swaziland	51	56	84	95	103	116	72	76	86	63	51	30	65	71
Togo	73	80	87 -2	118	117	140	89	93	94 -2	87	63	51 -2	46	69
Uganda	...	...	73	131	123	121	...	...	91	...	...	623	38 +1	25 **
United Republic of Tanzania	29 **	88	85 -2	68	105	102	53 **	91	98 -2	3,011 **	649	137 -2	74 +1	81
Zambia	50	58	61	84	119	115	71 **	96 **	93 **	550 **	79 **	184 **	66	75 +1
Zimbabwe	...	...	...	...	...	...	...	...	...	...	...	...	...	...
REGIONAL AVERAGES														
WORLD	**81**	**85**	**85 ****	**99**	**105**	**106**	**85**	**89**	**91 ****	**102,089**	**72,617**	**60,735 ****	**...**	**...**
Arab States	71	75	76 **	90	95	98	79	85	88 **	8,087	6,206	5,036 **	...	...
Central and Eastern Europe	88 **	88	86 **	102	100	100 **	94 **	95	95 **	1,345 **	1,139	931 **	...	...
Central Asia	89 **	88 **	90	98	99	101	94 **	94 **	94	381 **	351 **	317	...	...
East Asia and the Pacific	94 **	93 **	93 **	110 **	110 **	110	95 **	95 **	96 **	9,537 **	8,781 **	6,584 **	...	...
Latin America and the Caribbean	86	86	86 **	120	117	114	94	96	95 **	3,404	2,552	2,698 **	...	...
North America and Western Europe	91	89	89	103	102	103	98	97	97	880	1,476	1,267	...	...
South and West Asia	85	93	93 **	90	106	106 **	78	89	93 **	37,833	19,412	13,261 **	...	...
Sub-Saharan Africa	45	57	65 **	83	96	101	61	72	77 **	40,622	32,699	30,641 **	...	...

Primary education				Secondary education						Adult literacy rate[5]			Public expenditure on education as a % of GDP		
Survival rate to the last grade	Gross intake ratio to the last grade			Effective transition rate from primary to secondary (general programmes)			Gross enrolment ratio for secondary education (all programmes)								
2009 to 2010 (15)	2000 (16)	2005 (17)	2010 (18)	1999 to 2000 (19)	2004 to 2005 (20)	2009 to 2010 (21)	2000 (22)	2005 (23)	2010 (24)	1990 (25)	2000 (26)	2010 (27)	2000 (28)	2005 (29)	2010 (30)
93 **, -1	89	94 **	97 **, -1	96 **	99 **	...	75 **	77	82 **, -1	69	81	84	...	10	7.8 -1
64	24	30	45	61	67	75	10	13	23 +1	14	22	29	...	4	4.0
56	26	37	56	...	58	70	11 **, +1	14 **	25	37	59	67	3	5	9.2
66	51	53 **	79	31 **	45 **, +1	51 -1	28	28	42 **	...	68	71	2	3	3.5
86 -2	107	87	99	...	86	96	68 +1	71	88	63	80	84	...	7 +1	5.6
46 +1	...	27	43 +1	...	76	59	12 **, +1	...	18 +1	34	51	56	2	2	1.2
28	23	32	35	66	67 **	91	11	16 **	25	11	28	34	3	2	2.8
...	50 -1	68 **	75 -2	...	86 **	...	29 **	46 **	...	...	68	75	...	...	7.6 -2
70 **, -2	57 +1	71	71	...	70 **	76	36	45 **, -1	...	...	...	...	...	2	6.2
61 -1	43	46 +1	59 +1	62	...	69 -1	24 **	...	...	34	49	56	4	4	4.6 -2
55	32 -1	...	59	...	...	89 *, -2	19 -1	...	38	...	67	67	...	...	2.5
62	55 -1	47	52	...	...	...	31	...	...	...	88	94	1	...	...
69	36	51	40	98	94	90	25	30	32	...	53	68	3 **	2 +1	...
47	23	43	72	92	99	93	14	25	36	27	36	39	4	6 +1	4.7
...	...	...	...	...	...	...	48 **	...	...	72	84	88	4 **	...	...
...	67 **	67	71 **	69 **	87	83 **	...	...	54 **	...	37	50	3 **	2 **, -1	5.0
72 -1	71	75	94 +1	97	97	96 -1	41	47 **	58 +1	...	58	67	5 +1	5	5.5
66	32	58	64	78	83	77	19 **, +1	31 **	38 **, -1	...	30	41	2	2	2.4 -2
...	30	...	68	88 **	...	...	19	34	...	...	41	54	5 -1	...	...
...	...	91 **	...	...	...	...	39	48 **	60 -1	...	82	87	5	7	6.7
69	60	60	70	64	74	86 **	30	37	46	...	86	90	12	15	13.0 -2
46 -2	...	...	62 -2	...	...	66 -2	35	...	...	43	55	61	...	...	2.8 -2
35	37	59	72	66	73	73	...	22 **	31 **, -1	...	71	64	3	4	3.2 -1
53	65	58	67	84	82	90	32	28	32	49	64	75	5	...	5.7 +1
75 +1	29	41	55 +1	76 **	81	86	17 **	24	39 +1	...	24	31	4	4	4.5
98	96	96	96	78	82	85	75	83 **	89 **	80	84	89	4	4	3.1 -1
...	16	42	56 +1	60	59	59 +1	6	13	26 +1	...	48	56	4 -1	5	...
83 -1	91	85	84 -1	98 **	90 +1	94 -1	60	63	...	76	85	89	8	6 +1	8.1
69 +1	19	29	46 +1	48	74	72 +1	7 **	10	13	...	9	29	3	3 +1	3.8
80	...	83	74	...	...	...	24	34	44	55	55	61	...	...	...
37	23	40 -1	70	...	...	77	11	16	36 +1	58	65	71	4	3	4.7 +1
68 **, -1	46 -1	74	115 +1	...	79	97 +1	...	46	59 +1	73	85	89	...	...	...
60	40	54	59	48	65 **	79	16	23	37	27	39	50	3	5	5.6
...	107	127	133	95	100	98	105	116	119	88	92	92	5 -1	5 +1	...
...	...	...	74 +1	...	...	...	28 +1	...	...	...	35	42	5 **	4 **	4.3 -1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	86	99 -1	...	97	95 -1	...	85	92	94 -1	...	82	89	6	5	6.0
84	61	65	77	84	95	98	42	47	58	67	82	87	6	7	7.4
59	69	76	74	79	80	85	34	47	...	...	53	57	4	3	4.5
32	60 +1	57 **	57	44 +1	42 **	64	16	19 **	28 **	56	68	73	2 **	5 **, -1	3.2 -1
81	55 +1	55	90	20 **, +1	33 **	41 **	...	...	...	59	69	73	...	...	6.2
53 -1	63	87	103	50	65	74	...	...	...	65	69	71	2	2	1.3 -2
...	...	...	...	...	...	...	...	...	...	84	...	92	...	...	2.5

REGIONAL AVERAGES

...	**82 ****	**86**	**90 ****	**...**	**...**	**...**	**60**	**65**	**70**	**76**	**82**	**84**	**...**	**...**	**...**
...	74	83	84	...	...	...	61	68	69 **	55	68	75	...	...	...
...	93	98	98 **	...	...	...	89	87	88 **	96	97	98	...	...	...
...	93	98	99	...	...	...	84	93	95	98**	99	99	...	...	...
...	97 **	97 **	98 *	...	...	...	63	71 **	80	82	92	94	...	...	...
...	97	98	102 **	...	...	...	83	88	90	86**	90	91	...	...	...
...	99	98	101	...	...	...	100	102	102	...	...	...	...	...	...
...	68	80	88 **	...	...	...	46	51	59	47	59	63	...	...	...
...	54 **	62	71	...	...	...	25	31	40	53**	57	63	...	...	...

Chronic inefficiencies in primary education systems are preventing many countries from offering real learning opportunities to all pupils. The 2012 edition of the *Global Education Digest* examines two persistent obstacles to universal primary education: high rates of grade repetition and early school leaving.

Globally about 32.2 million pupils repeated a grade in primary education in 2010 compared to 34.7 million in 2000, according to the Digest. So the good news is that over the past decade the number of repeaters has decreased even though enrolment in primary education has increased. However, the situation is problematic in many countries, where students can spend years repeating grades before dropping out of school. About 31.2 million children left school in 2010 before reaching the last grade of primary education. Early school leaving remains a major policy concern, especially in sub-Saharan Africa, South and West Asia, and Latin America and the Caribbean.

The Digest presents data to identify which children are most likely to repeat a grade or leave school early and when. In sub-Saharan Africa, for example, about one in six pupils leave school before reaching Grade 2. The report examines the gender and ages of these children, while highlighting the extent to which household wealth and location shape a child's educational progression.

The Digest also explores policy o ptions, notably concerning automatic promotion and repetition practices. To better inform this debate, the report presents the most recent results of learning assessments among primary pupils before examining the economic costs associated with high rates of grade repetition and dropout.

The UNESCO Institute for Statistics (UIS) is the statistical office of the United Nations Educational, Scientific and Cultural Organization (UNESCO). It is also the UN depository for cross-nationally comparable statistics in the fields of education, science and technology, culture, and communications.

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