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**SECRETARIAT**

# **EDUCATION IN THE COMMONWEALTH**

**TOWARDS AND BEYOND THE INTERNATIONALLY AGREED GOALS**

Trey Menefee | Mark Bray





# Education in the Commonwealth

## Towards and Beyond the Internationally Agreed Goals

Trey Menefee and Mark Bray

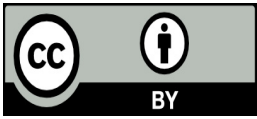
Report Commissioned for the 18th Conference of Commonwealth Education Ministers (CCEM) in Mauritius, 28-31 August 2012, based around the theme “Education in the Commonwealth: Bridging the Gap as we Accelerate Towards Achieving Internationally Agreed Goals”

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## Acronyms and Abbreviations

CCEM	Conference of Commonwealth Education Ministers
ECCE	Early Childhood Care and Education
EFA	Education for All
GER	Gross Enrolment Ratio
GDP	Gross Domestic Product
GPI	Gender Parity Index
HDI	Human Development Index
ISCED	International Standard Classification of Education
MDG	Millennium Development Goal
NER	Net Enrolment Rate
OECD	Organisation of Economic Co-operation and Development
PISA	Programme for International Student Assessment
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
UIS	UNESCO Institute for Statistics
UN	United Nations
UNESCO	United Nations Educational, Cultural and Scientific Organization
WCEFA	World Conference on Education for All
WEF	World Education Forum

## Foreword

The first ever comprehensive report on the progress made by Commonwealth countries in achieving the Millennium Development Goals (MDGs) in Education and the Dakar Education for All (EFA) Goals was produced and presented at 16th Conference of Commonwealth Education Ministers (CCEM) held in 2006, in Cape Town, South Africa. On the occasion, Ministers directed the Secretariat to provide regular reports of Commonwealth progress on achieving the MDGs in education and Education for All Goals, and to give priority to member countries at risk of not achieving MDG targets by 2015.

The present report is issued in the context of the 18th CCEM which takes place three years before the final account of MDGs in Education and EFA goals in 2015. In this regard, the report provides a timely reminder on the progress and achievements to date, analysis of the current advancement, emerging trends and gaps. The report further identifies strategies and mechanisms that can be applied towards the achievement of the goals and ensure momentum of acceleration, as proclaimed by the theme of the 18th Conference of Commonwealth Education Ministers.

According to the report, despite the significant improvement recorded by individual countries in relation to the EFA and MDGs targets, 23.3 million primary-aged children are still out of school in the Commonwealth. Africa has the largest share of out of school primary-aged children with 14.7 million followed by Asia with 8.3 million. The four large population states (India, Pakistan, Nigeria and Bangladesh) account for 79.9% of the 23.3 million primary-aged children out of school in the Commonwealth.

The progress of member countries in meeting the goals is assessed in a dynamic manner. In addition to tracking documented progress, this report builds forecasts and identifies useful ways of showing anticipated progress. These identified mechanisms will be critical in assisting countries to determine efforts and resources that they need to deploy in order to accelerate and sustain achievements.

The performance of countries against the achievement of universal primary education and gender equality shows a mixed picture. Some of the remarkable improvements over the recent years occurred in countries which were at risk of not achieving universal primary education. Kenya and Mozambique were part of this group and based on the most recent data are forecast to achieve universal primary education by 2015. However, countries such as Namibia, Malawi, and Lesotho are projected to have a decrease in net enrolment rates by 2015, if specific measures are not taken to accelerate achievement.

Much of the Caribbean is at risk of not just meeting the EFA Goal 2/MDG 2, but also of sliding backwards. In Asia, Malaysia, Sri Lanka and India could lose gender equity status by 2015 if current trends are not modified.

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Based on the most recent statistics available, the median primary enrolment rate in the Pacific Commonwealth countries is 97.1. This median is forecast to decrease slightly to 96.5 in 2015; however this should be viewed with caution as three out of eight Pacific Commonwealth countries are short of data necessary for a 2015 forecast.

The fluctuation of enrolment rates as recorded in Africa, Asia, Caribbean and Pacific regions, suggests that countries are exposed to a dual challenge in their efforts to reach the goals: striving to attain the goals and sustaining their achievements.

The report presents the Advanced Economy “region” – a cluster that aggregates countries from different geographic regions sharing development features which are statistically similar and comparable. As measured by net enrolment rate, the median of this region is 99.0 and forecast to increase slightly to 99.3 in 2015. Canada, Cyprus, New Zealand, and the United Kingdom have essentially universal enrolments. Malta is the only Advanced Economy country in which universal primary enrolment by 2015 looks unlikely.

As the international community and countries move towards the end of the EFA and MDGs period, and engage in a consultative process through which the content and scope of the post-2015 will be defined, the report on the performance of Commonwealth countries in achieving the internationally agreed goals is timely and provides basis to support individual countries and global assessment.

The global and regional perspective complemented by country analysis, makes the report a valuable policy and planning tool for member countries, development partners and stakeholders committed to supporting education in the Commonwealth.

I commend this report to you as essential reading in the lead-up to the 18th Conference of Commonwealth Education Ministers in August 2012 in Mauritius.



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# 1

## The Goals and Their Accompanying Frameworks

This report has been prepared for the 18th Conference of Commonwealth Education Ministers (CCEM) in Mauritius, 28-31 August 2012. The theme of the Conference is: ‘Education in the Commonwealth: Bridging the Gap as we Accelerate Towards Achieving Internationally Agreed Goals (IAGs)’. This theme builds on that of the previous conference in Kuala Lumpur, 15-18 June 2009, which was ‘Towards and Beyond Global Goals and Targets’. The themes in both 2009 and 2012 are especially timely in view of the target date of 2015 for the Education for All (EFA) goals set by the World Education Forum (WEF) in Dakar, Senegal, in 2000 and the Millennium Development Goals (MDGs) set by the United Nations in the same year. This first chapter identifies the goals and their accompanying frameworks.

### **The Education for All Goals**

**T**he EFA movement originated in the 1990 World Conference on Education for All (WCEFA) held in Jomtien, Thailand. The event brought together delegations from 155 countries, 33 intergovernmental organizations, and 125 nongovernmental organizations and institutes, including most Commonwealth countries and the Commonwealth Secretariat (WCEFA 1990a).

The Declaration that emerged from the Conference proclaimed “an expanded vision and a renewed commitment” (WCEFA 1990b: Article 2). The expanded vision encompassed:

- Universalizing access and promoting equity
- Focusing on learning
- Broadening the means and scope of basic education
- Enhancing the environment for learning; and
- Strengthening partnerships.

Countries were invited to set their own targets during the 1990s for: expanded early childhood care and developmental activities; universal primary education; improved learning achievement; reduced adult illiteracy rates; expanded training for youth and adults; and increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development (WCEFA 1990a: 53). The greatest prominence was given to the second of these, of which the wording in full form was:

Universal access to, and completion of, primary education (or whatever higher level of education is considered as “basic”) by the year 2000;

Ten years later, the follow-up World Education Forum was convened in Dakar, Senegal. The 164 national delegations again included most Commonwealth countries and were accompanied by representatives of international bodies including the Commonwealth Secretariat (WEF 2000). The delegates noted progress in some domains but shortfalls in others. They renewed commitment to the EFA ideal, and set six specific goals which are the principal focus of this report. Three of the goals set the target date of 2015, with Goal 5 having an additional target date of 2005.

The principal evaluations of progress towards the EFA goals have been the annual/biennial EFA Global Monitoring Reports produced by UNESCO. Each report has had a statistical appendix, in addition to which the main text has focused on a particular theme as follows:

- 2002: Education for All - Is the world on track?
- 2003/4: Gender and Education for All
- 2005: The Quality Imperative
- 2006: Literacy for Life
- 2007: Early Childhood Care and Education
- 2008: Education for All by 2015 – Will We Make It?
- 2009: Overcoming Inequality – why governance matters

### **Education For All Goals Set in Dakar (2000)**

**Goal 1:** Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

**Goal 2:** Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete, free and compulsory primary education of good quality

**Goal 3:** Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes

**Goal 4:** Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

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

**Goal 6:** Improving all aspects of the quality of education and ensuring excellence of all, so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

- 2010: Reaching the Marginalized
- 2011: The Hidden Crisis – Armed Conflict and Education
- 2012: Youth and Skills

The mid-term review pointed out that the Goal 5 target of gender-parity by 2005 had already been missed (UNESCO 2007: 12). Only 59 of the 181 countries with data had no gender disparities in both primary and secondary education. Most of these countries already had gender parity

in 1999, and only three countries had eliminated gender disparities between 1999 and 2005. More positively, the report noted very significant progress in both primary and lower secondary school enrolments, especially for girls, in some of the countries and regions that had faced the greatest challenges in 2000. The quality of education was increasingly seen as a pervasive issue, and both early childhood care and education (ECCE) and learning opportunities for youth and adults, including in literacy, had suffered from continued neglect by national governments and the international community.

Further updates are available not only through the EFA Global Monitoring Reports but also through websites including that of the UNESCO Institute for Statistics ([www.uis.unesco.org](http://www.uis.unesco.org)). They indicate significant achievements since the EFA goals were set in 2000, but a strong need for persistence. Details on achievements and shortfalls will be evident in the sections of this report that follow.

### Millennium Development Goals

**Goal 1:** Eradicate extreme poverty and hunger

**Goal 2:** Achieve universal primary education

*Target:* Ensure that all boys and girls complete primary school.

**Goal 3:** Promote gender equality and empower women

*Target:* Eliminate gender disparities in primary and secondary education preferably by 2005, and at all levels by 2015.

**Goal 4:** Reduce child mortality

**Goal 5:** Improve maternal health

**Goal 6:** Combat HIV/AIDS, malaria and other diseases

**Goal 7:** Ensure environmental sustainability

**Goal 8:** Develop a Global Partnership for Development

### The Millennium Development Goals

The MDGs were also set in 2000, emerging from a United Nations General Assembly meeting from 6 to 8 September. The eight MDGs are listed in the box on page 3. The two most pertinent to the education sector are MDGs 2 and 3. Specific targets were developed for each goal, and those for MDGs 2 and 3 are indicated in the box.

Comparison of the MDGs and the EFA goals shows complementarities and overlaps. MDG2 corresponds to the EFA Goal 2, though without mention of quality or of compulsion and free provision of education. MDG3

dovetails with the EFA Goal 5, though again without mention of quality. Overall, the EFA goals are broader than the MDGs.

Just as UNESCO has published a set of regular EFA Global Monitoring Reports, the United Nations has published a set of annual reports focusing on the MDGs (e.g. United Nations 2005, 2011). In addition, the United Nations has hosted various high-level events to maintain commitment and focus on the MDGs. For example, the 2010 Plenary of Meeting of the General Assembly led to a resolution entitled 'Keeping the Promise: United to Achieve the Millennium Development Goals' (United Nations 2010).



## 2

# Measurements and Monitoring

Effective monitoring of progress towards the goals requires effective measurement. This is easier for some goals than for others. Considerable progress has been made since 2000 both in defining appropriate measures and in collecting data to fit the required categories. However, some ambiguities and shortcomings remain. This section commences with remarks on the basic statistics before turning to matters of interpretation.

Almost all statistics in this book that make it to charts come from UNESCO Institute for Statistics (UIS). In a few exceptions, statistics are taken from other sources. Exceptions, as much as possible, are specified in the text. Primarily the exceptions come from StatPlanet, which in turn pulls data from the World Bank. “Most Recent Statistic” is a common term found throughout the book. In general, most statistics are for 2009 or 2010.

## Enrolment

**D**iscussion on the measurement of progress towards the internationally agreed education goals should start with the premise that the ideas conveyed in the goals are easier to understand and agree on than they are to design statistical measures for. We all might know what “provide free and compulsory education for all” means, but there are no easy ways to measure its progress as either a single measurement or even a dozen. All of the statistical metrics used in this book are at best valuable proxy measurements.

EFA Goal 2, for instance, is to “provide free and compulsory primary education for all.” Three separate goals are packed inside this: that primary education be free, that primary education be compulsory, and that every child be given this free and compulsory primary education. In practice, “compulsory” and “free” education is commonly neither. In

many instances, central governments pass laws declaring tuition to be free but do so as an unfunded mandate. This is to say the laws are passed without additional public funding to make up for the lost tuition fees. Schools then offset their financial loss through other means, such as book and uniform fees. Other barriers, like access to affordable transport to school, keep even more students out. Neither schools nor parents are punished for these missing children. Thus simply checking whether or not laws and regulations demanding free and compulsory education exist is of questionable worth. Detailed national and sub-national level research to explore the full actual costs of primary education to poor families is necessary to gain a full picture.

Because of these difficulties, most discourse focuses on the easier to measure “primary education for all” part of the sentence rather than the “free and compulsory.” However, even this wording is problematic. Measurement of progress towards the MDGs and EFA objectives is often done with simple enrolment rates. These indicators are the focus of MDG2 and EFA Goal 2, and underlie MDG3 and most of the other EFA Goals. But who are the “all” in EFA Goal 2? Are they “all” primary school-aged children or also teenagers and pre-teens that were denied access earlier in life? Monitoring reports commonly refer to both:

- Gross Enrolment Ratios (GERs): the total number of children enrolled in (pre-) school as a proportion of the number of children in the relevant official age group, and
- Net Enrolment Rates (NERs): the number of children enrolled who are actually in the relevant official age group, i.e. excluding children who are younger or older.

To understand the difference between these two metrics, it is useful to think of a rural village with a new primary school where limited options existed before. The total number of primary school-age children in this village is 100, which becomes the denominator for both the gross enrolment ratio and net enrolment rate. Were 120 children to begin taking courses in this school (i.e., enrol) the GER would be 120. This means that the metric only expects that 100 students should be there, but 120 are enrolled. We would assume that the additional students are over-age, either because of a lack of prior access or because they are repeating grades.

Were only half of those students in the new village primary school of official primary school age, which usually ranges from between the ages of six and 12, the gross enrolment ratio would remain 120 but the net enrolment rate would be 60. It is worth noting that both net enrol-

ment rates and gross enrolment ratios capture repeating students, which means that of those 60 primary-aged students, many might be repeating grades. If grade repetitions increased, the net enrolment rate would also increase.

It is further worth noting that both net enrolment rates and gross enrolment ratios capture only the most basic measurement of participation. Neither capture attendance, for instance. An illustrative example is that Uganda has a lower net enrolment rate than Tanzania's (90.9 versus 98.0), but Uganda's net attendance rate is 85.6 versus Tanzania's 80.6. This is meant not to comparatively judge the performance of either Uganda or Tanzania, but to say that educational participation requires a more complex analysis than enrolment statistics alone provide.

Gross enrolment ratios should be viewed in such a way that the closer to 100 a system is, the healthier it is. A system with a gross enrolment ratio below 100 has potential students not enrolled at the level of education being measured, while a system with a rate over 100 has students enrolled who are not at the intended age. Thus, a high gross enrolment ratio can mask a low net enrolment rate measuring how many students are progressing through the system as intended.

These observations show that the tools available to measure an idea like "education for all" seem to cast nets either too widely or too narrowly, either counting students who arguably should not be counted or ignoring them to focus exclusively on whether or not children are receiving education at a pre-ordained appropriate age. Yet goal achievement needs to be measured if it is to be an effective policy tool. It is important to use a single metric where movement either up or down means that the system is objectively better or worse than it was before. Ideally an "education for all" metric should have a maximum score of 100, representing the 100% of "all."

A country (or province, district, etc.) may appear to have universal primary education because of a 100 score as measured by the gross enrolment ratio, but may actually be far from the goal as measured by the net enrolment rate. Unless the number of grade-level repeaters is growing, an increase in net enrolment rate is unambiguously a positive development. An increase in gross enrolment, however, paints a more complex picture of enrolment patterns. It is worth noting that many of the countries with the highest gross enrolment ratios in the Commonwealth are the countries furthest from reaching other internationally agreed goals.

Consequently, net enrolment rates are preferred indicators in this book when the data are available. Broadly rephrased, it means that children receive primary education and adolescents receive secondary education. A primary net enrolment close to 100 indicates that children are moving through an education system in a way that would more easily allow for progression at the next level. A child enrolled at the intended age for primary school is more likely to move on to secondary school, just as students enrolled at the intended age of secondary school will have less difficulty moving on to a tertiary institution than students who repeat grades or miss several years of schooling.

Nevertheless, there is still value in measuring and monitoring gross enrolment ratios. For a country whose education system is expanding when little existed before, a high gross enrolment ratio might indicate that students are taking advantage of educational opportunities that were not available at the intended age of enrolment. An example is enrolment in India's secondary education system, where the net enrolment rate is 25.8 and the gross enrolment ratio is 60.2. This indicates that while only a quarter of youth are on a conventional secondary education track, more than twice as many are participating in secondary education in some form. India should be applauded for having programmes that reach out to youth who otherwise might be dropouts, while at the same time acknowledging that much work remains to raise net enrolment rates. So while the aims of this book lead to a preference for net enrolment rates, a holistic approach to evaluating and understanding education systems would include analysis of both net enrolment rates and gross enrolment ratios.

Net enrolment rates require accurate information not only on the numbers of children enrolled but also on the number of children of particular age groups in the population. The latter figure may be particularly difficult to estimate precisely, given that censuses are usually conducted at infrequent intervals and themselves commonly encounter procedural challenges.

Going further, even the statistical reporting on enrolments may not be easy. First they rely on schools providing complete and accurate numbers and second, they are based on the assumption that once a child is enrolled in school then the child actually attends. In practice, children may attend only intermittently or drop out altogether at some point after the reported enrolment date.

Going further still, even if children are enrolled in school and do attend, it cannot always be assumed that they learn a lot. For a variety of reasons, children may not pay attention in class and the quality and their instruc-

tion may leave much to be desired. Some communities suffer from high rates of teacher absenteeism, from teachers who are less than fully competent, and from lack of books and other learning materials. For these reasons, EFA Goals 1, 2 and 6 specifically include focus on the quality of provision. UNESCO's EFA Global Monitoring Report has noted two definitions of quality. The first focuses on learners' cognitive development and uses measures of success with which systems achieve such cognitive development as an indicator of quality. The second, which is more difficult to assess and compare across countries, is the role of education in nurturing creative and emotional development and in promoting values and attitudes of responsible citizenship (UNESCO 2004: 17).

A secondary indicator for EFA Goal 2 is primary completion rate, which is represented in this book by the proxy indicator Gross Intake Rate to the Last Grade of Primary. This is defined as "the total number of new entrants in the last grade of primary education, regardless of age, expressed as a percentage of the population of the theoretical entrance age to the last grade" (UNESCO Institute for Statistics, 2005; p. 17). Caution should be taken with this number for the same reason given above for gross enrolment ratios. For visual ease and clarity of purpose, Gross Intake Rate to the Last Grade of Primary is labelled as Primary Completion Rate in the book.

## Literacy

EFA Goal 4, about literacy, is also difficult to measure. On this theme, the EFA Global Monitoring Report noted four discrete understandings (UNESCO 2005: 148):

- Literacy as an autonomous set of skills
- Literacy as applied, practised and situated
- Literacy as a learning process
- Literacy as text

Even the first of these, which is the most common understanding insofar as it relates to skills of reading and writing, encounters challenges in definition and measurement, particularly when comparing across very different categories of languages such as Arabic and Chinese. Analysts may not agree on the intervals in measurements of literacy or on the instruments for securing those measurements.

This book attempts to assess goal progress by first calculating the goal itself, which is often a difficult task. Many Commonwealth countries have

no 2000 literacy data available. When multiple data points are available, the 2000 data are estimated from the same linear regressions used to construct 2015 forecasts. The illiteracy rate is then cut by half and added to the literacy rate as the goal. Thus, if a country's 2000 literacy rate is 70, the illiteracy rate is 30, so the country must increase literacy/decrease illiteracy by 15 percentage points (which has a different meaning than saying "by 15 percent"). In some situations, only one data point is available for a country. For the sake of having a goal, one is constructed from the available data. This means that some countries are ascribed goals for years other than 2000. This will be shown in the report cards.

## Life Skills

EFA Goal 3 is also challenging to measure. King (2011: 1) pointed out that much of the focus of the 2010 EFA Global Monitoring Report under this heading (see UNESCO 2010, e.g. p.6) was about technical and vocational skills rather than life skills. This emphasis has been carried through to the 2012 report (UNESCO 2012). Indeed technical and vocational skills are important – and they can perhaps be measured more easily than life skills insofar as they emerge from formal institutions that parallel schools and universities. However, the goal itself is broader than technical and vocational skills.

With this in mind, the book omits Goal 3 from the report cards due to the lack of common, comparable, or widely collected statistical indicators. Even where such indicators do exist, it is difficult to use them in isolation for subjective judgment. Though nonformal educational opportunities should be expanded, sometimes nonformal programmes are provided at the expense of formal educational opportunities for the same population groups. As Nordtveit (2005) observes, many nonformal education programmes are "poor education for poor citizens." Thus while education systems can and should provide nonformal methods for outreach when appropriate, the conventional wisdom and message of the rest of the EFA discourse prioritizes the development and expansion of the formal school system.

## Gender Equity

Another report card indicator is the Gender Parity Index, which is calculated by dividing female enrolment by male enrolment. This creates a number such that gender equality equals one, and falling above or below one represents under-enrolment by either gender. Conventionally, this has been presented as a bar chart, which makes it look like higher

numbers are better. This is because conventional wisdom has been that boys are almost always over-represented in education system to the detriment of girls, especially in lower income countries. But, like gross enrolment, higher numbers are not always better and signify problems after they pass the desired goal. In many countries, for example Seychelles and New Zealand, boys are not competing academically as well as girls. Thus, for better visual understanding, this book sets the X axis at one so that bars jut out on either left or right depending on which gender is over-represented. In regional country comparisons the Y axis is used. It should be noted, however, that distance from the X axis is not symmetrically unequal. This is more evident in severe inequality and is not much of an issue for most Commonwealth countries. As an example, 1.052 is as unequal for boys as 0.95 is for girls. Further out, though, 1.25 is as unequal for boys as 0.8 is for girls.

## Comparative Units of Analysis

On the country report card pages, this book provides comparative indicators alongside every statistic. One comparative indicator measures progress throughout groups of Commonwealth countries at specific developmental levels as measured through the Human Development Index (HDI) of the United Nations Development Programme (UNDP). The UNDP (2012) describes the HDI as “a new way of measuring development by combining indicators of life expectancy, educational attainment and income into a composite human development index.” The HDI aims to reflect what is often colloquially called “standard of living” or “quality of life.” It is often used as a substitute to purely economic indicators like Gross Domestic Product per capita (GDP/pc) to measure development. The UNDP claims (2012) that, “the breakthrough for the HDI was the

The HDI—three dimensions and four indicators

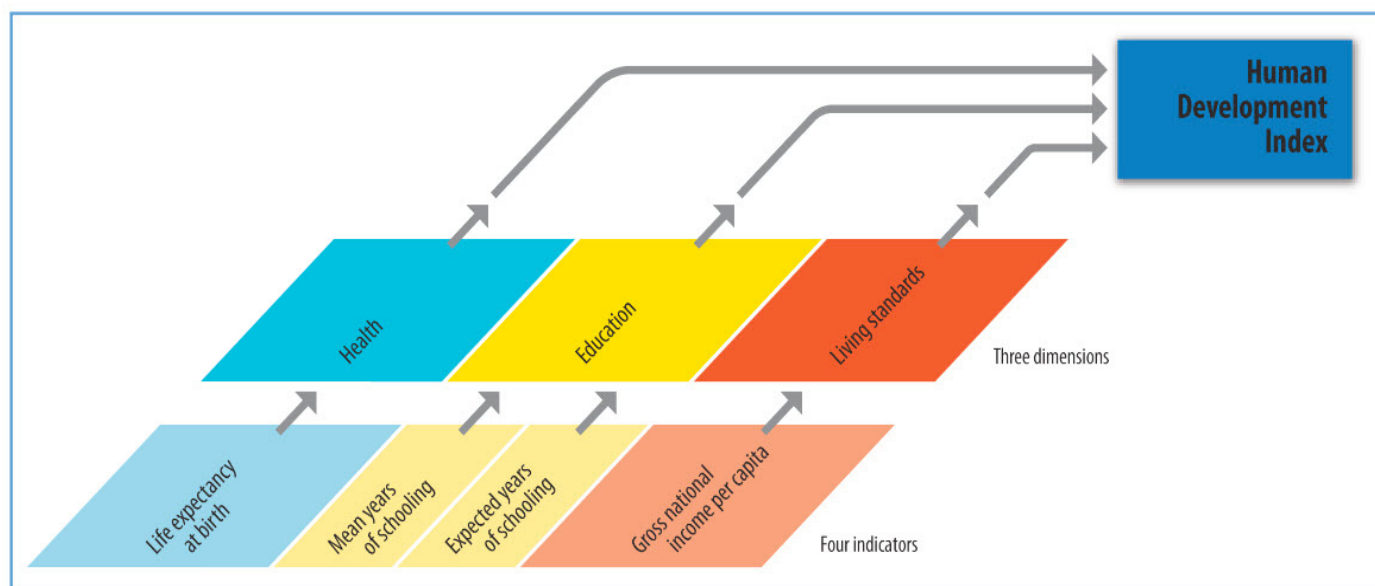


Illustration 1: How the Human Development Index is created.

a single statistic which was to serve as a frame of reference for both social and economic development.”

All but two Commonwealth countries (Nauru and Tuvalu) have recent individual HDI scores that can be seen on the left-hand report card page, beneath the national flag. Nauru and Tuvalu have had HDI scores, but the most recent was 1998 for both. With few exceptions, this book cuts “recent” data collection off at 2000. The scores are then grouped into four categories of human development used by the UNDP: Very High, High, Medium, and Low. The medians of the scores for all the countries within each HDI grouping allow comparison of the net enrolment rate of Botswana, for instance, with the aggregate median progress of countries such as India and Kiribati. A wider overview and statistical breakdown of Commonwealth countries of enrolment, literacy, and gender parity indicators can be seen in the following chapter.

The second comparative indicator provided on the report cards is a regional median. The regions were carefully selected for comparability, and differ from most other Commonwealth regional clusters. Included are four strictly geographic regions: Africa, Asia, the Caribbean, and the Pacific. Alongside them is an Advanced Economy “region”, a term and grouping taken from the International Monetary Fund (IMF). This region represents what is often described as the non-geographic global “North”, which contrasts with the non-geographic global “South” of Asia, Africa, and South and Central America. It removes Australia and New Zealand from a Pacific clustering, and Singapore from an Asia clustering. Thus Singapore is compared with more developmentally comparable countries, and the Asian sample becomes more statistically similar.

Medians were specifically chosen as the aggregate indicator so that approximately half the countries would be above, and half would be below. Using medians also allows “smoothing out” some of the outlying statistical behaviour. In practice, this controls for lower-performing countries, since most medians are higher than means.

## **Forecasts**

In addition to tracking documented progress, this book presents forecasts. The forecasts are useful in two ways. First, many of the “most recent figures” date back to 2009 which was the year of the Kuala Lumpur Conference of Commonwealth Education Ministers which also addressed the MDGs and EFA goals. Second is that a single number



hides a great deal of movement, usually in a positive direction. Looking at 2009 data in 2012 to estimate the likelihood of achieving a 2015 goal is likely to paint a picture that is more pessimistic than reality. Providing a forecast is a useful way of showing that movement as it relates to the goal achievement.

The forecasts are made using a linear regression expressed with the equation  $a+bx$ . The symbol 'b' represents the slope of the regression line, or how "steep" the line of best fit is with the indicator over time. It is a calculation of how fast an indicator such as net enrolment rate is falling or rising. The symbol 'a' represents the intercept point, here the year 2015 when both the internationally agreed EFA and MDG goals are supposed to have been reached. The symbol 'x' represents the variable being measured, such as adult literacy or net enrolment. A more complete equation is:

$$a = y - bx \qquad b = \frac{\Sigma(x-\bar{x})(y-\bar{y})}{\Sigma(x-\bar{x})^2}$$

Two forecasts are made: one "long" and one "short." The long forecast builds a slope from data reaching back to about 2000, while the "short" forecast uses data going back to 2005, i.e. one decade before the goal. The past two decades have brought rapid educational expansion in many countries. The forecasts are weighted 70/30, such that the long-term trend is weighted as 70% of the total and the short-term trend is weighted as 30%. This is because it becomes increasingly difficult to reach marginalized populations the closer a system gets to universal enrolment. Moving an NER from 70% to 80% in 10 years is easier than moving from 80% to 90%, and significantly easier than 95% to 100%.

As an example of the weighted forecast system, the pre-primary NER for Mauritius was 70.8% in 2000, 86.0% in 2005, and 88.8% in 2010 (the latest statistic available). The "long" forecast is 99.1% for 2015, while the "short" forecast is 90.9%. The weighting system incorporates some of the long-term stability and momentum from the "long" forecast, while dampening it with the loss of momentum seen in the "short" forecast, by combining the two as 96.7%. Where no "short" forecast is available, the "long" forecast is used.

The forecasts are of course only as reliable as the quality of data available. In cases of strong doubt, some forecasts have been removed. For example, there are only two available statistics for Pakistan's pre-primary NER: 36.0% in 2003 and 40.1% in 2004. Such a substantial movement over two years would give an 80.6% NER if extrapolated out to 2015. While

the momentum might have been sustained, there is insufficient statistical stability from which to forecast such an increase with accuracy. As such, forecasts like this have been removed from charts and from both regional and human development level medians.

When viewing the forecasts, readers should bear in mind two considerations. The first is the difference between accuracy and precision. The forecasts are accurate in that they show a general historical trajectory with the best information available. Much like weather forecasting, it is much easier to predict whether tomorrow will be hotter or colder than today (accuracy) than to predict tomorrow's high and low temperature (precision). Adding to the accuracy and statistical stability is that the UNESCO Institute for Statistics (UIS) updates its historical enrolment and literacy estimates based on constantly revised demographic data. For instance, a 2010 census of adults can help recalibrate demographic estimates from the early 2000s. However, this accuracy should not be mistaken for precision. Many of the numbers needed for accurate assessment of the extent to which the 2015 goals have been reached will not be published until 2017 or after.

To see what the equation looks like in practice, the longitudinal enrolment and gender parity charts in Chapter 4 can be compared. Those charts present the means of regional scores for each year, by region and HDI level. There is a certain statistical instability because data for many countries are not reported every year. The calculations are based on an aggregate of means over 10 years, from which a line of best fit moving out to 2015 can be constructed. A straight line built by the overall movement can be created out what otherwise looks like chaotic data. This system provides visual insights into the possibilities and limitations of this sort of information. It is clear when looking at those charts that the linear regression is accurate at a macroscopic level because that does indeed appear to be the trend. However, it is almost certainly not precise.

Another consideration is that multiple variables would need to be factored in to make more precise forecasts. Demographic data, for instance, are not computed as part of the linear regression. Some countries have spare capacity in schools after the passing of a "boom" generation. The opposite is more common in many African countries, where even fast growing education systems have difficulty keeping pace with faster growth of student-aged populations. Other challenges concern highly correlated factors such as the economic trends. Around the world, high economic growth has correlated with massification of education at all levels, though it is often difficult to identify causes and effects. Thus, the

forecasts come with the qualifier, “given the same background social, economic, and demographic trends.” In some cases, like the earlier-cited Pakistan pre-primary NER, it is intuitively clear that the same background trends are likely to be temporary in nature and that there was not enough data to capture more accurate background trends.

## Longitudinal Charts

The subtitle of this book is “towards and beyond the internationally agreed goals.” One way to show goal progress is through presenting the forecasts described above. While the forecasts are useful, they are static numbers and it is up to the reader to infer movements between years. Consequently, longitudinal charts using the same mathematics as forecasts have been employed. They are used to show movement in clusters like HDI and region, instead of as regional charts showing individual country progress.

The basic model is that data are set up from 2000 to 2009, then tied to a 2012 forecast, and then given a linear forecast line out to 2015. The data in question are medians of regions and HDI groupings. One of the challenges with constructing these charts is missing historical data. For that reason, the year-to-year data trends can appear very “jumpy.” A polynomial regression is applied to show the overall historical path and trajectory of the data.

The working assumption is that, in aggregate, abnormalities cancel each other out and show a general trend. Put another way, for these charts to be valid points of data, it would have to be assumed that whether or not a country has data for a year is random – that high-scoring countries do not over-represent low-scoring countries or vice versa. This can be compared to flipping a coin. If a coin is flipped a hundred times, one should not expect the pattern to be heads, then tails, and then back to heads for each flip. There will be long stretches of five or even 10 heads in a row. What matters is the longer-term statistical trend, such that flipping a coin 100 times should produce 50 heads and 50 tails. The more the coin is flipped, the closer to 50/50 the distribution becomes but also the more likely that atypical clusters appear. Data collection of enrolment statistics “took off” after the Dakar declaration in 2000, but recent years are still being computed for most countries. Thus, this book uses the largest possible sample size possible to date to construct these longitudinal charts.

## **Box and Whisker Charts**

Throughout the next chapter, “box and whisker” charts are presented to show ranges of data within countries. In these charts, three numbers are given – high, median, and low. The charts show how indicators are distributed in each country grouping. The “high” represents the highest score in the grouping, and low the lowest score for each region. With the gender parity index a “high” score is not necessarily desirable.

## **Individual Country Report Card Data**

The great diversity of demographic, economic, and developmental differences in Commonwealth often makes cross-country comparison difficult. For this reason, data have been provided in the left-hand bar below flags on individual country report card pages. The data include population, population growth rate, percentage of the population below the age of 14, GDP/per capita, an inequality metric called a Gini coefficient, the HDI score, and the amount of public educational spending as a percentage of GDP. All data for this sidebar have been taken from the CIA World Factbook.

## 3

# Status and Trends in the Commonwealth by Goal

Although the internationally agreed goals will not all be reached throughout the Commonwealth, major accomplishments have been achieved. Tanzania, for example, had a primary net enrolment rate of 53.1 in 2000 but today is close to universal enrolment according to UIS statistics. And the pre-primary net enrolment rate in Antigua and Barbuda rose from 40.1 in 2000 to 70.1 in 2008. Maintenance of that pace would take the net enrolment rate to 94.0 in 2015. It usually takes tremendous political will and dedication to raise enrolment rates so much in such a short period. As Clemens, et al (2007) note, the pace of expansion of educational access in developing countries far exceeds the historical record of the richest, most developed countries. The internationally agreed goals demanded for many countries in 15 years what took a generation in the United Kingdom and Australia. This is something to be lauded but should also temper expectations. So while some might consider that India, for instance, might objectively have failed to meet its EFA/MDG primary enrolment goal, its education system expanded from having less than eight in 10 children enrolled in primary school in 2000 to having over nine of every 10 children in school in 2010. This is likely tens of millions of children who otherwise might not have been enrolled.

A more nuanced version of success in achieving the internationally agreed goals would include assessment of momentum. As much as possible, this book gives readers the ability to evaluate momentum through 2015 forecasts or longitudinal charts. Both the intensity and direction of momentum towards (or away from) goals will be objects of inquiry through this chapter, individual report cards and regional analysis.

In this connection it is often useful to disaggregate the causes of momentum with a “differences of differences” method. An example is the critique of the published results of the Millennium Villages Project (Clemens and Demombynes, 2010). This project was launched in 10

African countries as a set of development demonstration sites in which many of the best practices in educational, agriculture, economic, public health, and social development could be applied. A 2012 study showed rapid increases in the multiple indicators that had been targeted. However, neighbouring villages without the interventions competed very well with – and on some indicators had even stronger progress – than the aid-funded villages. The question then arises whether educational access is increasing in low and medium human development countries because it is demanded from the bottom up – by parents, communities, and governments – or because of the goals agreed upon and assisted by international institutions. Put a different way, the “floor” is rising, such that the poorest in most countries have become wealthier, healthier, and better educated. The median GDP per capita in the Low HDI Commonwealth countries has increased by 78% since 2000, from US\$940 to an estimated US\$1,682 in 2012 in current prices. This is the foundation for sustainable, self-generated growth in educational access. It would seem that development begets development.

At a Commonwealth-wide level it is difficult to tell how much the momentum towards the goals is caused by external variables such as foreign aid and policy directed at goal achievement, rather than “bottom-up” variables such as economic growth and rural-urban migration. People and governments commonly invest in more education as their purchasing power increases, and cities provide more educational opportunities than rural areas. Countries with the most rapidly improving development indicators and the highest rates of urbanization also have the most rapidly increasing GDP per capita. At the same time, countries with already high incomes may lose momentum and have a downward trajectory in enrolment growth.

These bottom-up correlating variables should not be seen as the only means of achieving educational access, and not every country in the Commonwealth can realistically expect high GDP per capita through economic growth. Yet all citizens have a right to equitable, affordable, quality basic education for their children, and opportunities for adults through non-formal education. To say that urbanization is correlated with higher enrolment should not be taken as an excuse to concentrate educational resources in cities at the expense of harder-to-reach rural areas. Families should not be expected to abandon the countryside to find basic education for their children. Nonetheless, this is what many families are doing because educational resources are concentrated in urban areas. Enrolment rates naturally rise when people live near schools.

## Zones of Exclusion

One helpful analysis of the challenges to achievement of EFA has been presented by Lewin (2008). He has focused on Zones of Vulnerability and the “various spaces where children are included, excluded or at risk” (p. 48). Lewin identifies clear and meaningful units of analysis for educational planners and policy makers to identify and then reach children in need.

The first zone of exclusion is the most relevant to the spirit of the EFA Goal 2. Children in this zone of exclusion live in low population density areas and/or extreme poverty. Since conventional approaches to schooling are difficult to use effectively for such groups, alternative approaches are needed. Students caught in this first zone are cut off from almost all subsequent educational levels. These children mostly live in low and medium human development (HDI) countries.

The second zone of exclusion is less visible but may have larger numbers. It covers children that drop out with incomplete primary schooling below the formal age of employment. The best measures for this zone are primary completion rates, comparing the Gross Intake Rate with the Enrolment Rate in the Last Grade of Primary. Using this metric, it may be estimated that, as a median for African Commonwealth Countries, at least 12% of students fall into the second zone of exclusion.

The first and second zones of exclusion are mainly found at the lower

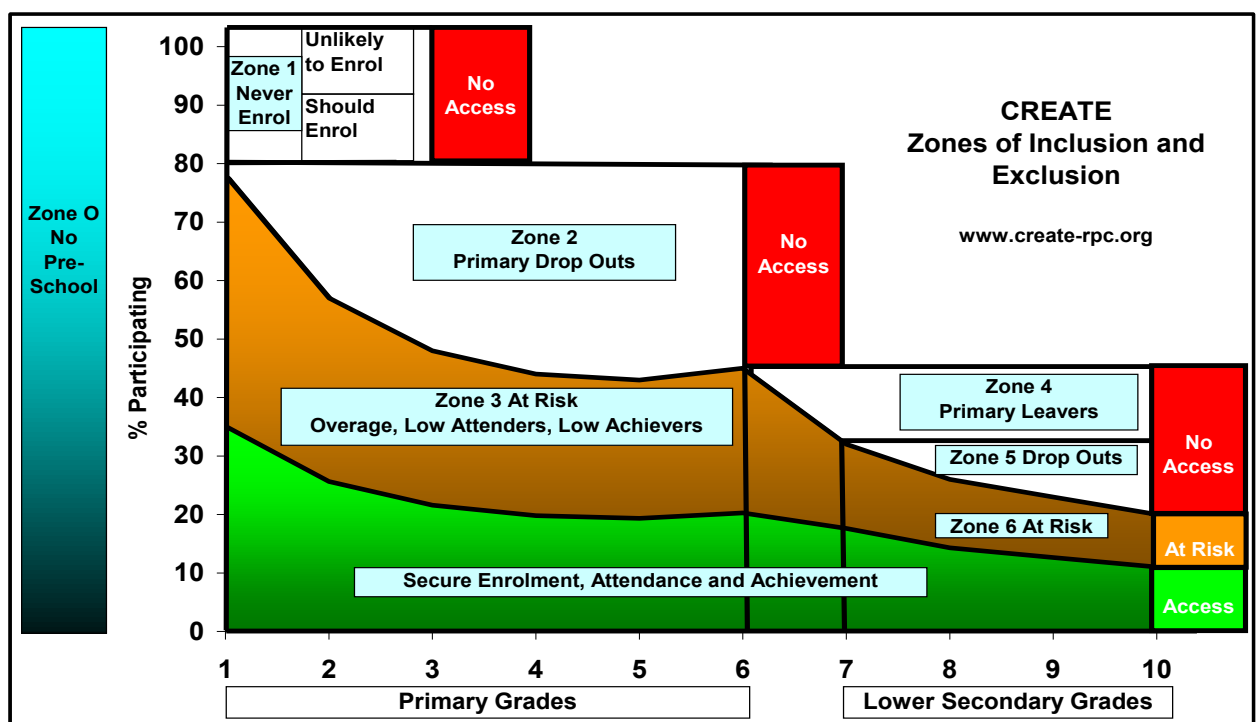


Illustration 2: Lewin’s (2007) Zones of Exclusion

end of human development in the Commonwealth. Among the known out-of-school children of primary age in Commonwealth countries, 82.6% are in Low HDI countries while another 16.2% are in Medium HDI countries. Very High and High HDI Countries account for just 1.2% of known out of school primary-aged children in the Commonwealth. Geographically, 99% of known out of school primary-aged children in the Commonwealth are in Asia and Africa (35.7% and 63.5% respectively). Further, 58% of out of school primary-aged children are in four “large population” countries – Nigeria, Pakistan, India, and Bangladesh.

The third zone of exclusion is harder still to measure. It encompasses children who are enrolled in school but not learning sufficiently to either gain basic skills or advance to the next level. Such children may be “silently excluded” if their attendance is irregular, if their achievement is too low to be able to follow the curriculum, or if they are discriminated against for socio-cultural reasons (Lewin, 2008: 49). They are typified by low attendance and achievement, and by a high risk of dropping out. Lewin estimates that in some countries roughly half of all enrolled students are in this category. Numbers are highest in early levels of primary and reduce as courses become increasingly difficult, expenses escalate, and at-risk students drop out.

The fourth zone of exclusion comprises the students who make it through primary education but who for reasons of performance or poverty are excluded from secondary education. Lewin observed (2008: 50) that “this exclusion is important for EFA, since transition rates into secondary affect demand for primary schooling, primary teacher supply depends on secondary graduates, and gender equity at the secondary level is an MDG.” Several countries in the Commonwealth, particularly at the high and medium human development level, have low secondary enrolment numbers in proportion to primary enrolment successes.

The fifth zone of exclusion is similar to the second zone in primary education, in that it covers students who fail to progress to the end of the secondary cycle. Lewin noted (p. 20) that, “the reasons for drop-out include poor performance, affordability and loss of interest,” and that demand to remain in school “may weaken as a result of high opportunity costs where work is available.” The sixth zone, in turn, mirrors the primary-focused third zone.



## Pre-Primary Enrolment

### EFA Goal 1

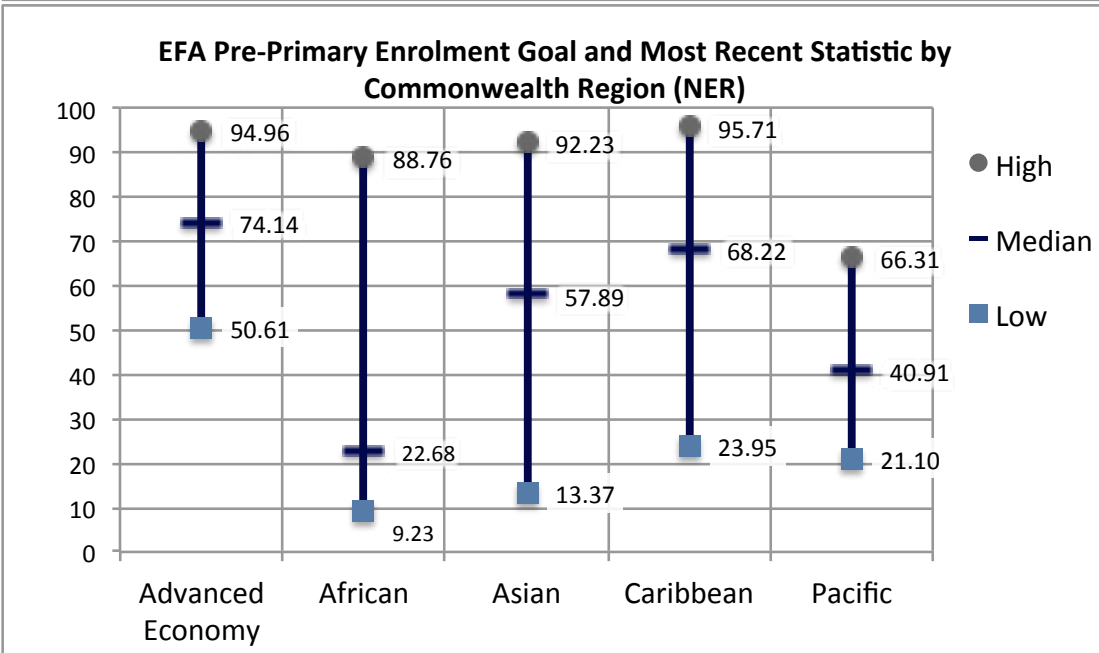
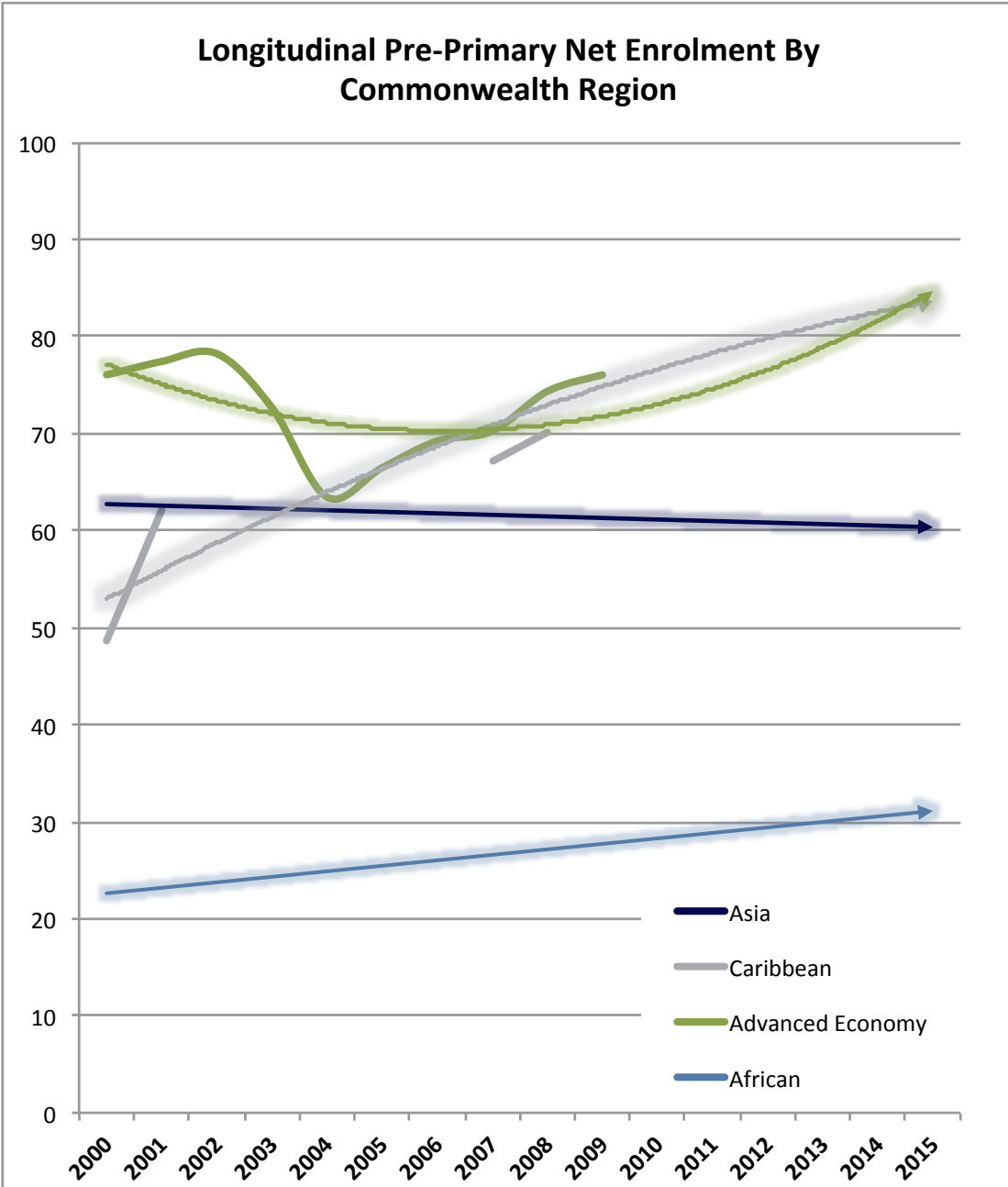
*Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children*

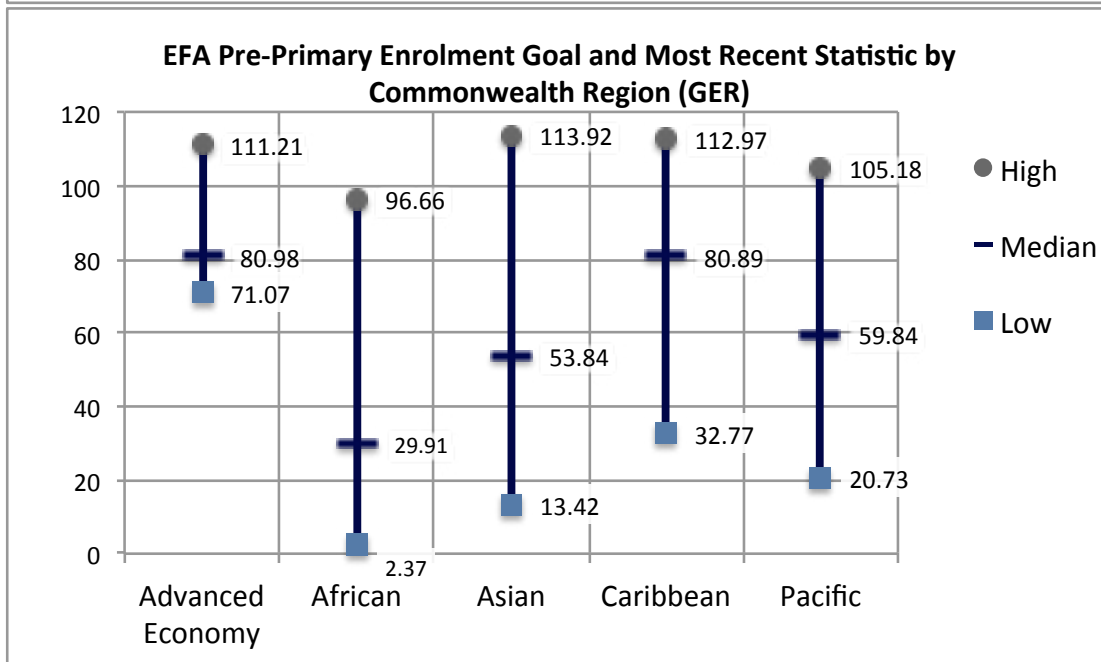
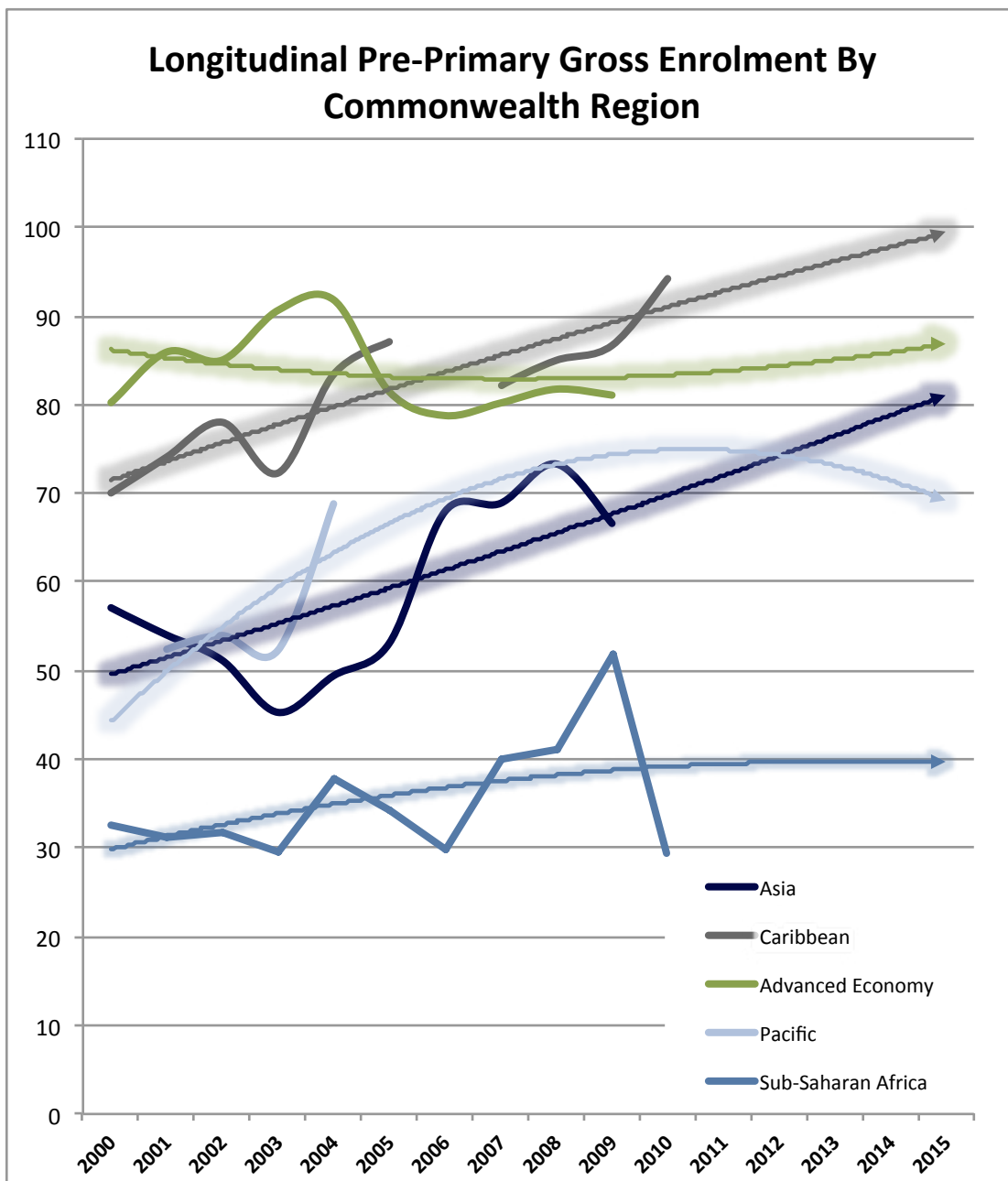
From one perspective, EFA Goal 1 may be considered among of the easiest to achieve since it does not set a fixed score for every country and instead just aims for expansion and improvement. This report focuses on the long-term trajectory rather than simply asking whether there is more pre-primary enrolment today than there was in 2000. Thus, it asks whether pre-primary access has increased over time, and by how much. The percentage of trained teachers can be used as one proxy indicator to overall commitment to increasing quality. The scarcity of data makes it impossible to measure the second half of the goal, "...especially for most vulnerable and disadvantaged children", for a significant number of countries.

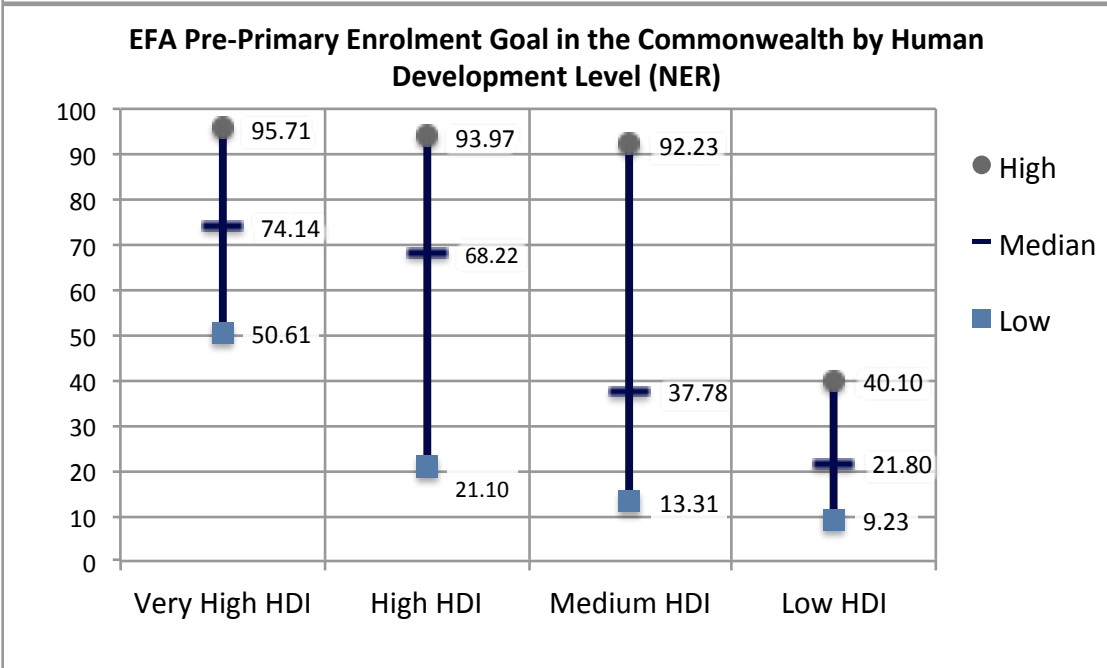
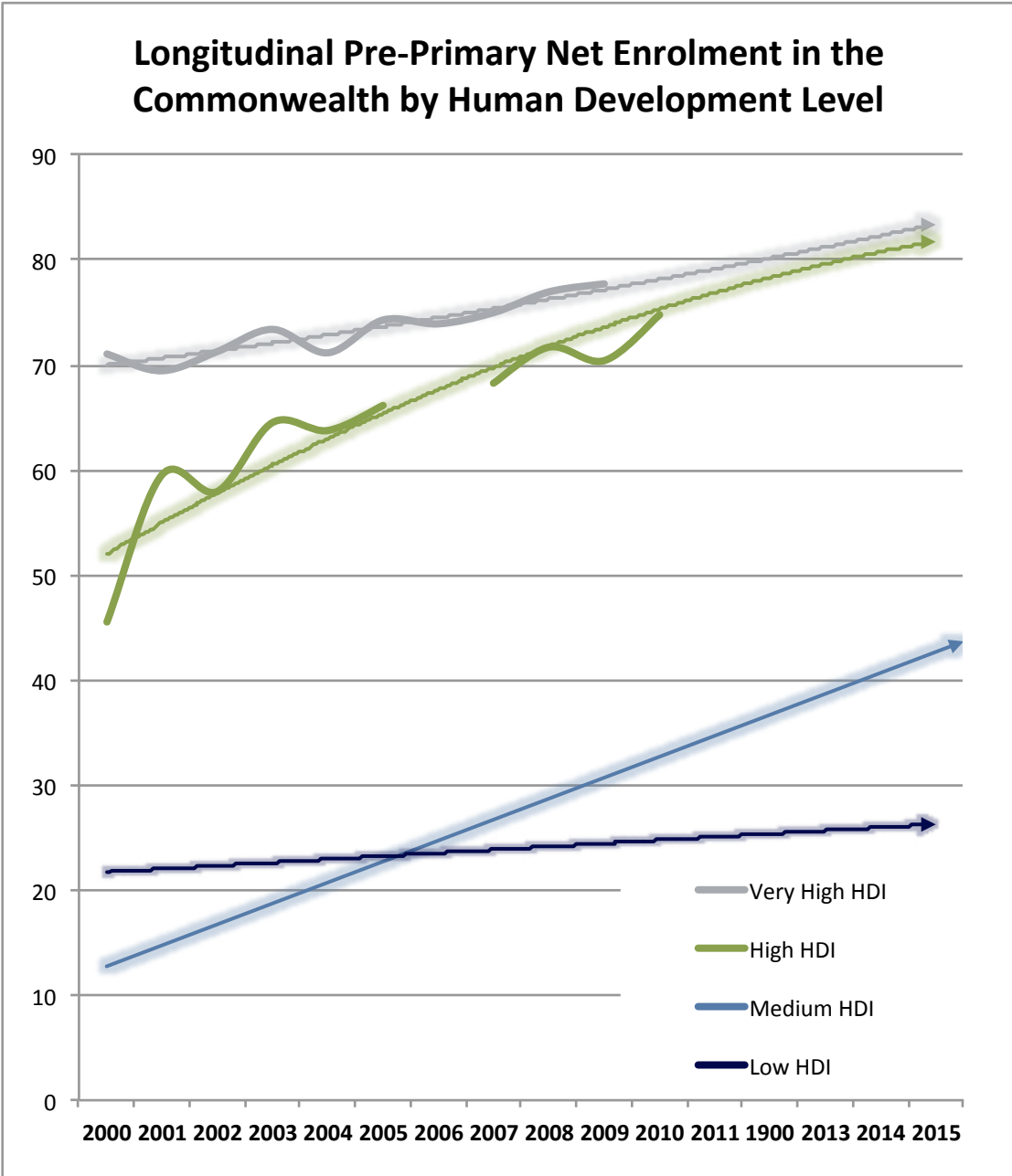
Pre-primary enrolment is defined by UIS as educational programmes between the ages of zero and six. This definition follows the framework of the International Standard Classification of Education (ISCED). Because pre-primary is defined by what it is not [primary], it encompasses all the formal education that is received prior to ISCED level 1. It is further defined by the ISCED (UNESCO 1997) as:

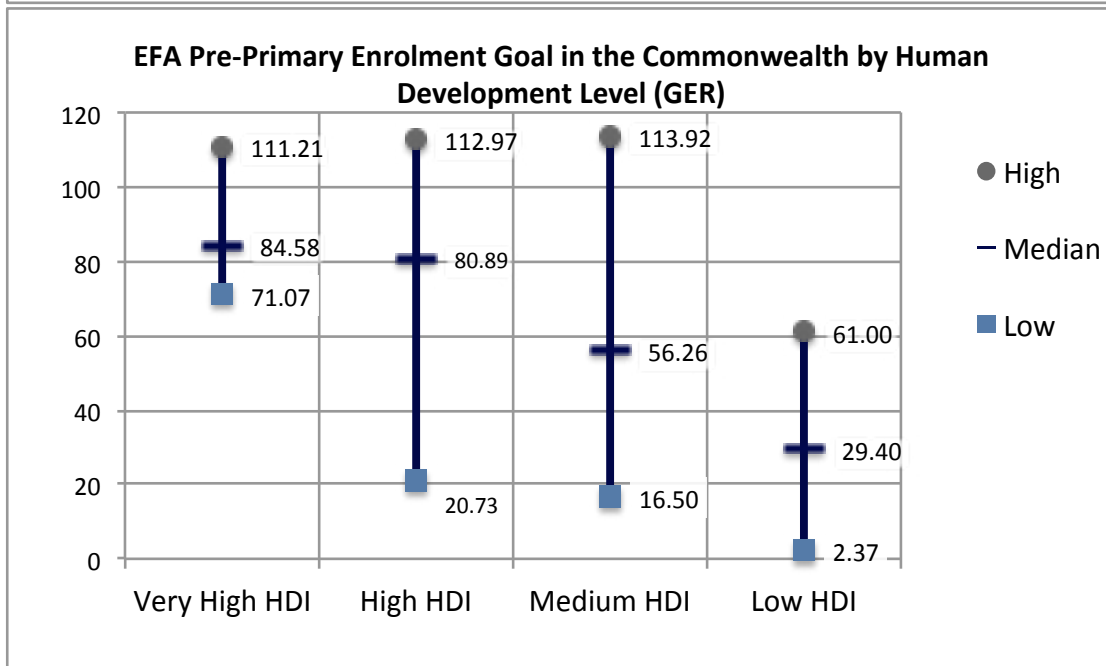
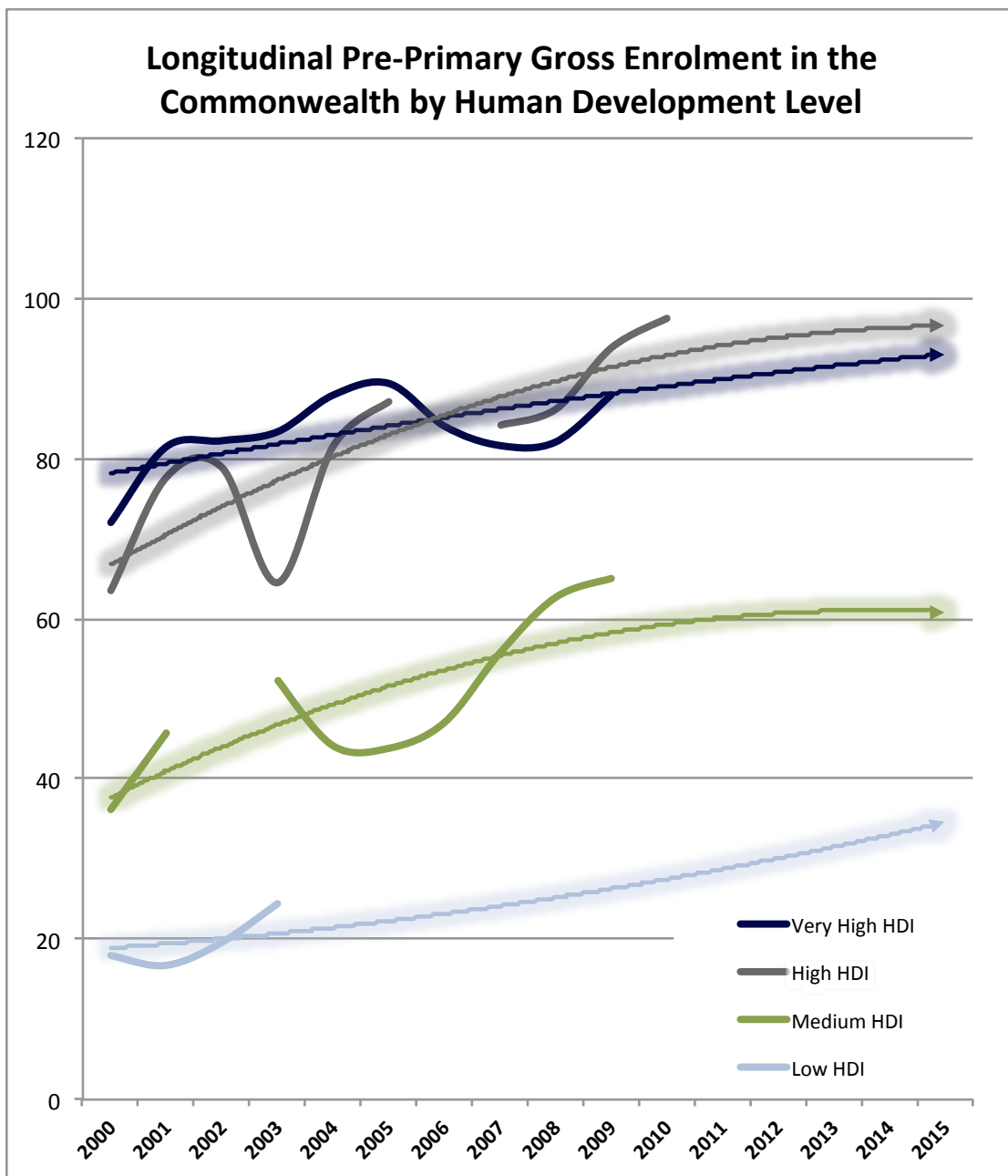
...usually school-based or otherwise institutionalized in a context organised for a group of children (e.g. centre-based, community-based, home-based). ISCED level 0 excludes purely family-based arrangements that may be purposeful but are not organized in a "programme" (e.g. informal learning by children from their parents, other relatives or friends). Different types of kindergartens might or might not fit under the pre-primary umbrella.

As measured by net enrolment rates, the Advanced Economy Commonwealth group leads the way with a median of 74.1. Within the same grouping, the highest is 95.0 in Malta and the lowest is 50.6 in Australia. A common theme in pre-primary indicators is that small states do better, in general, than larger states with spread out populations (such as Australia). This picture is complicated by the gross enrolment ratio for the group being (as is also typical) higher than the net, bringing Australia's enrolment figure up to 80.9. The lowest gross enrolment ratio in this group is in Canada, at 71.1. The rather large difference is probably explained by the fact that unlike primary enrolments patterns, pre-primary enrolment usually occurs later closer to the final age.









Kindergarten repeaters are often not stigmatized with the same sense of academic failure that accompanies repeating a level of primary school.

Continuing with medians, Africa has the lowest median pre-primary enrolment by both gross and net measurements at 29.9 and 22.7 respectively. The Advanced Economies and Caribbean share very similar gross enrolment ratio medians of 81.0 and 80.9. In net enrolment rate, the Caribbean is a few points lower than the Advanced Economies 68.2. Below the Caribbean is Asia at 57.9 and the Pacific at 40.9.

Despite high scores, pre-primary enrolment does not appear to be consistently expanding in the Advanced Economies. This group of countries, in aggregate, is trending upwards slightly in net enrolment rate such that the median net enrolment rate can be expected to be 83.2 in 2015. While this is higher than the most recent statistic, this appears to be a recovery back to higher enrolment patterns seen earlier in the early 2000s. Though historical data are scarce for most regions, it would appear that Asia's net enrolment rate is falling while the others are rising.

Most Commonwealth regions show a rise in gross enrolment ratio. The Caribbean is expected to have the highest median gross enrolment ratio in 2015 at 99.6, followed by the Advanced Economies at 88, Asia at 79, the Pacific at 69, and Africa at 39. Asia and the Caribbean have the strongest growth momentum, while Africa appears to be levelling out after earlier growth. By net enrolment rate forecasts, the Caribbean leads at 80, followed by Advanced Economies at 78, Asia at 61, the Pacific at 46, and Africa at 27.

Though the data available is limited, it would appear that the Asian Commonwealth region might be failing to meet EFA Goal 1 as measured by net enrolment rate. This picture is complicated by rising gross enrolment ratios. There is not enough net enrolment rate data from which to either forecast or follow the trends in the Pacific, but gross enrolment ratio shows very little momentum after a rise in the early 2000s. Enrolments might have either flattened or continued rising and are now falling. It is difficult to know which happened without more complete data.

Viewed through the lens of human development, the Very High HDI Commonwealth countries are expanding gross enrolment ratio but at a pace only slightly faster than Low HDI Commonwealth countries. With the exception of High HDI countries being higher than Very High HDI countries, 2015 gross enrolment ratio forecasts follow the order of their HDI level highest-to-lowest

## Primary Enrolment

### **EFA Goal 2**

*Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.*

### **MDG Goal 2**

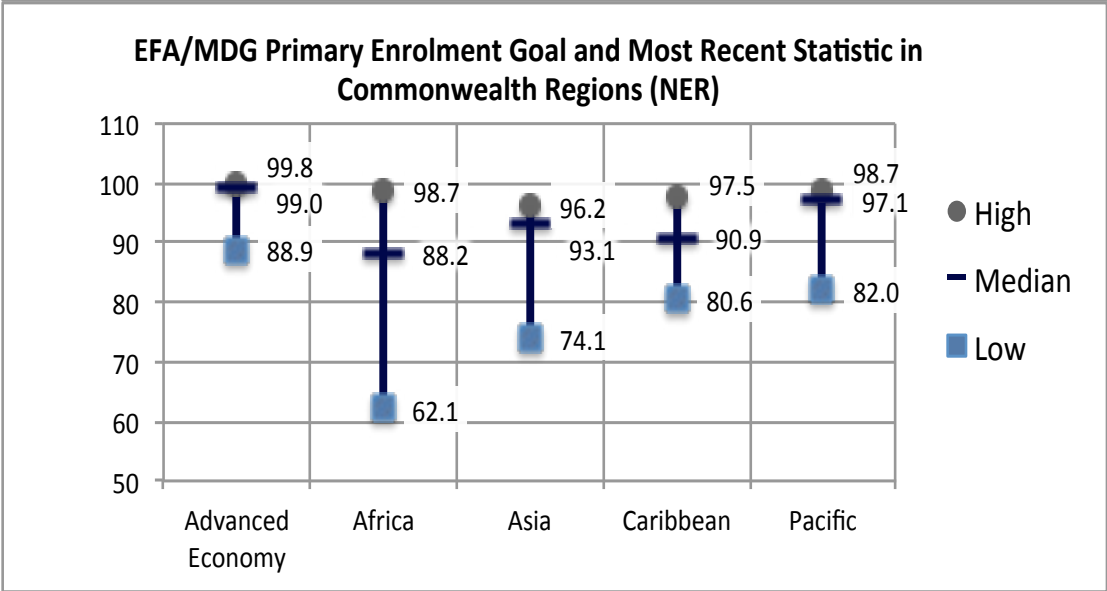
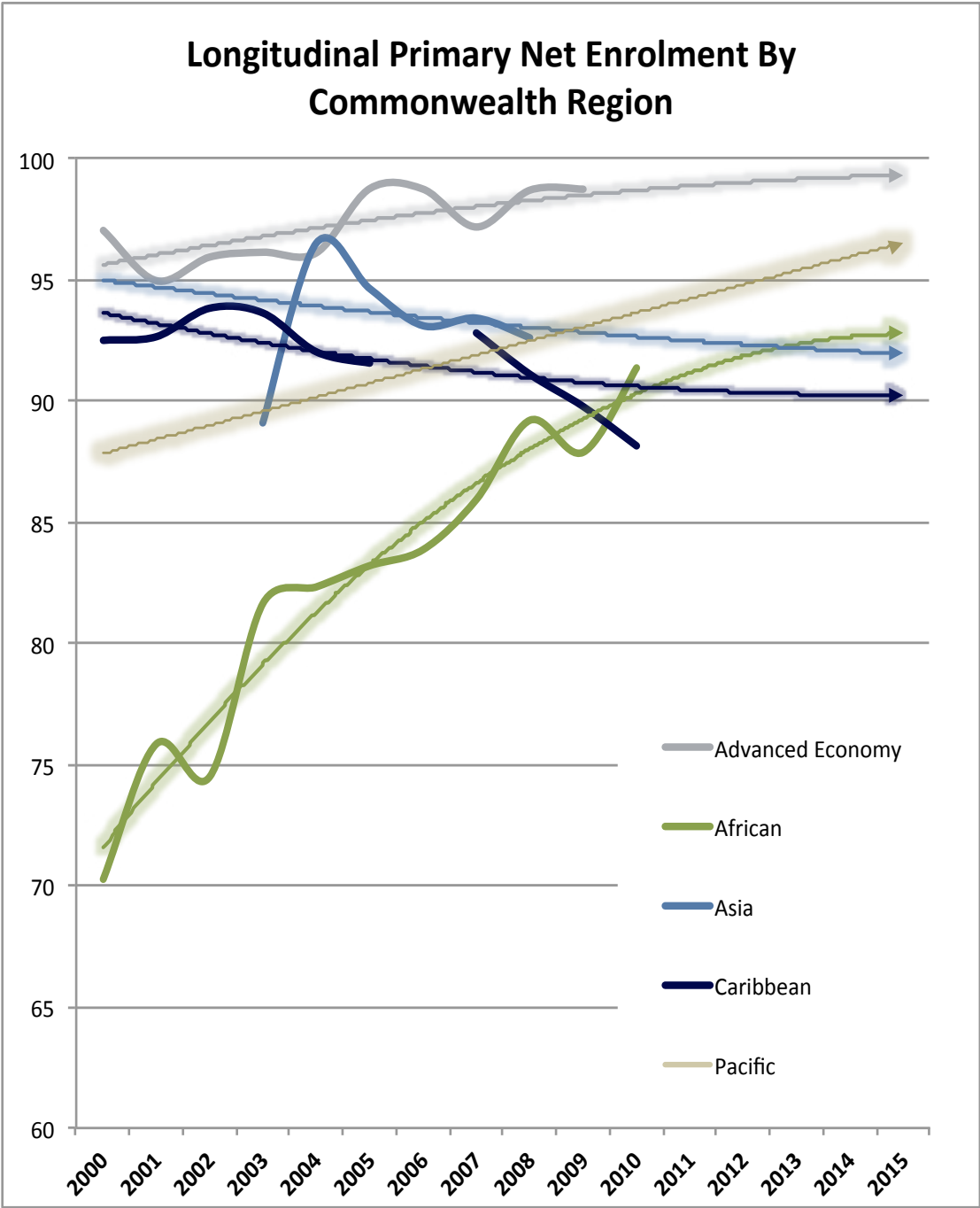
*Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling*

To delineate the differences between pre-primary and primary in terms other than age, the ICSED defines the curricular boundary as coinciding “with the transition point in an education system where systematic teaching and learning in reading, writing and mathematics begins” (UNESCO 1997). This includes kindergarten in some systems but not others. The ICSED states that:

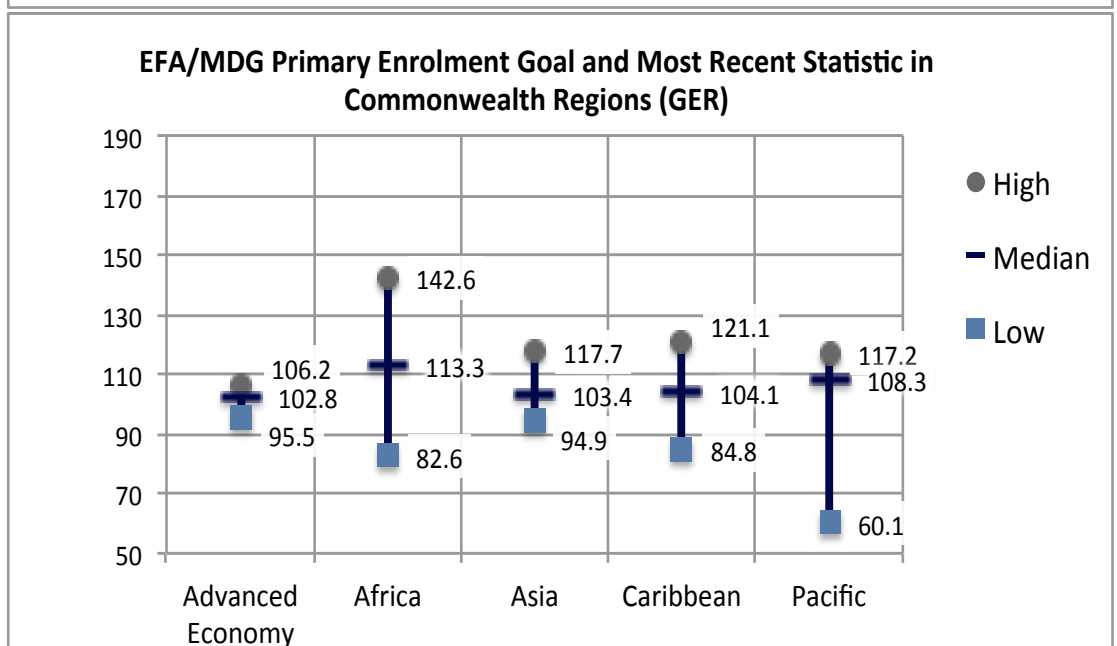
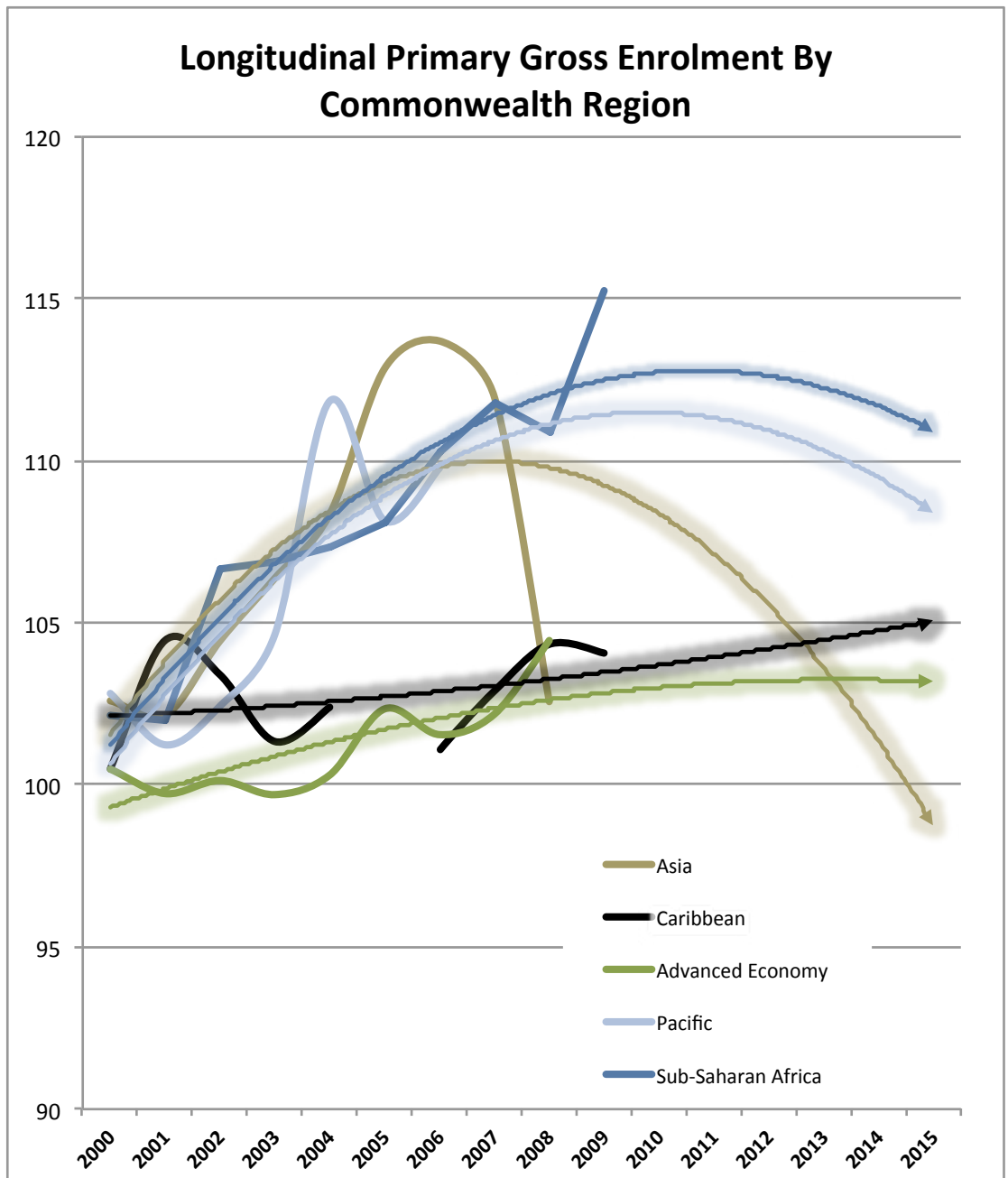
Age is typically the only entry requirement at this level. The customary or legal age of entry is usually neither younger than 5 years nor older than 7 years. Most programmes at this level last 6 years, although their duration ranges between four and seven years. Primary education typically lasts until age 10 to 12.

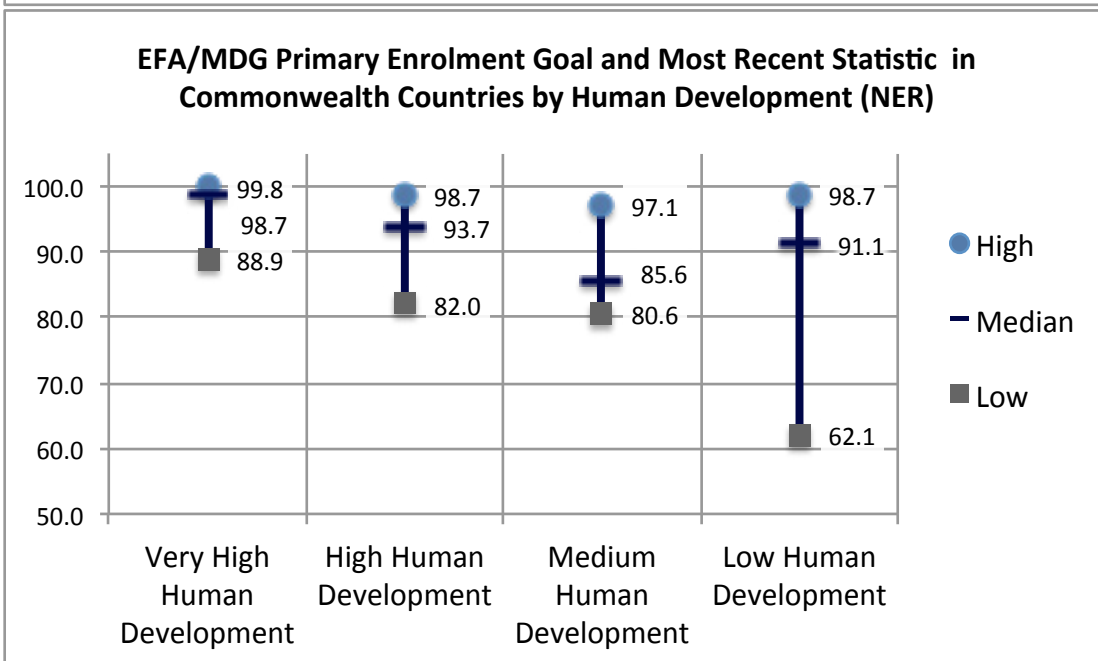
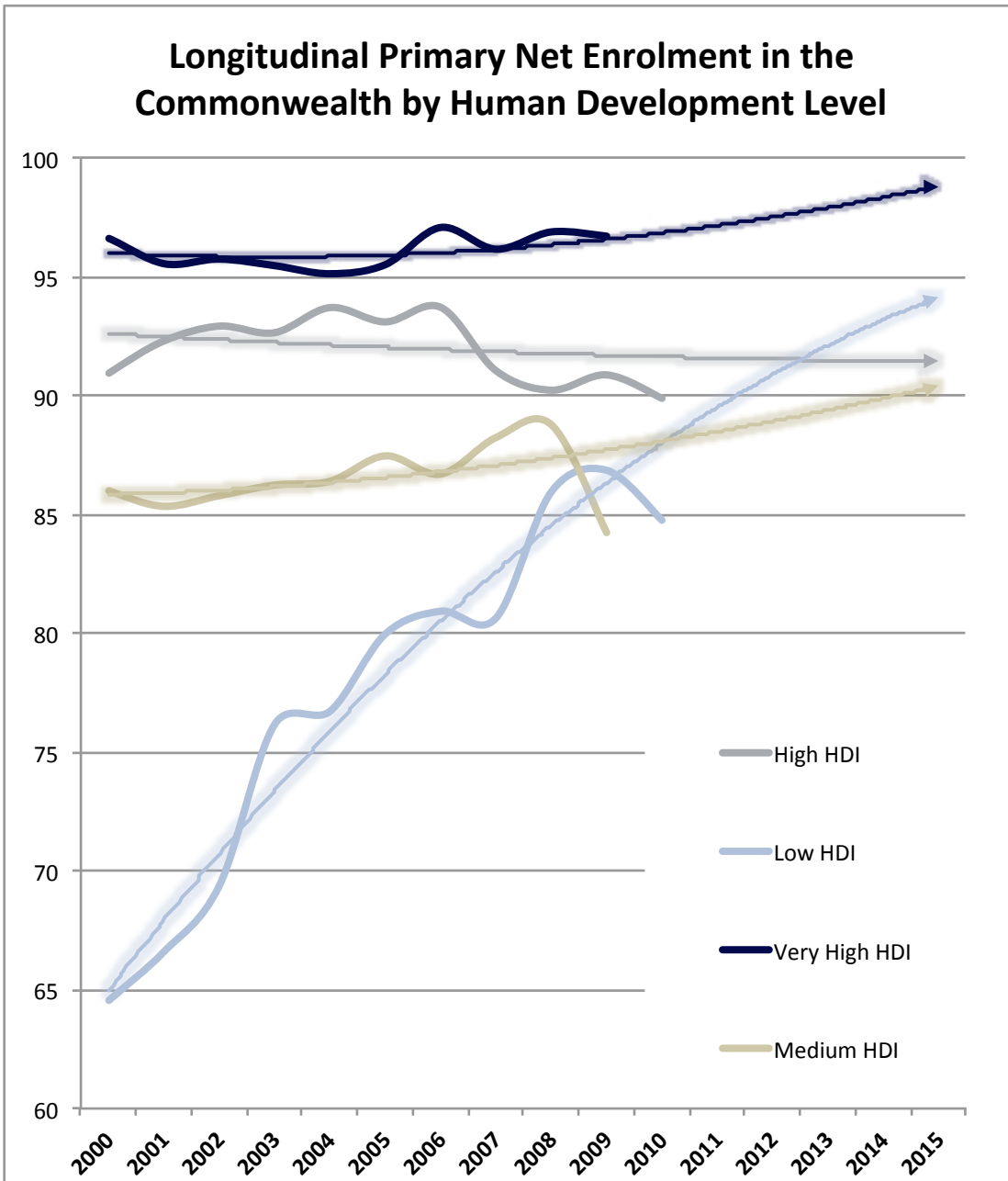
Chapter 2 has noted definitional differences between net enrolment rate and gross enrolment ratio. It is worth repeating that enrolment numbers are more “names in a book” than children in seats, as it doesn’t measure attendance after initial enrolment. Further, net enrolment rates are considered a superior judgement of how successful a country is in achieving EFA Goal 2 and MDG 2 compared to gross enrolment ratios. This is qualified by saying gross enrolment ratios are not “wrong” or useless, and that they still measure something important. However, gross enrolment ratios are not proxy indicators for universal enrolment. With regards to these goals, a high number is not necessarily a desired outcome though a low number usually signifies low performance. The most challenged school systems often have either the lowest or the highest gross enrolment ratios in the Commonwealth.

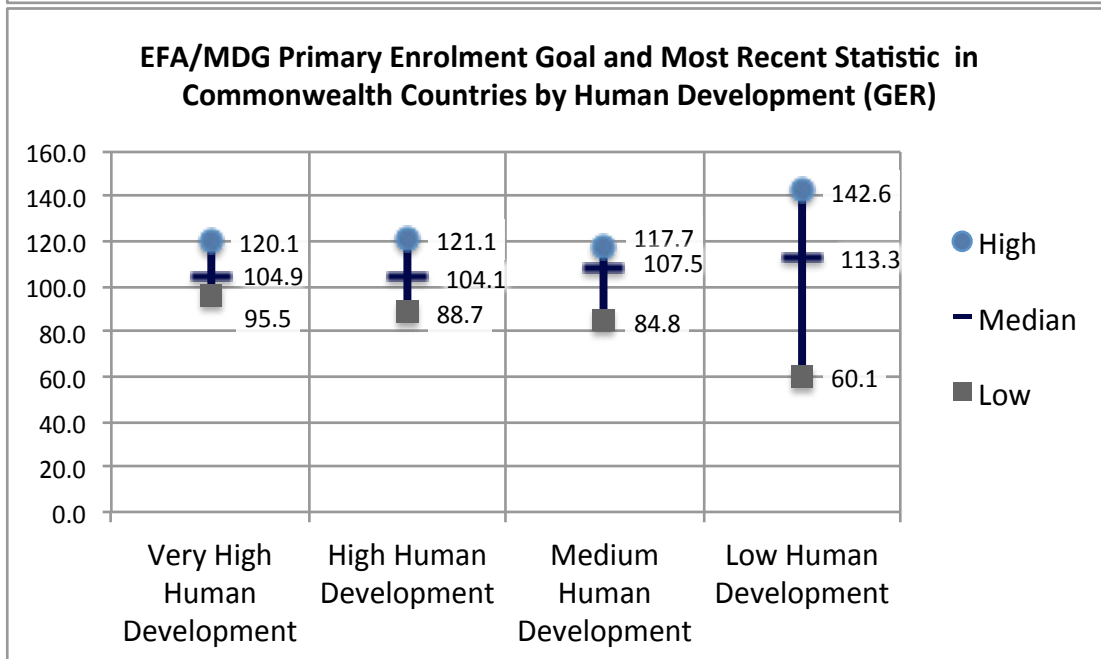
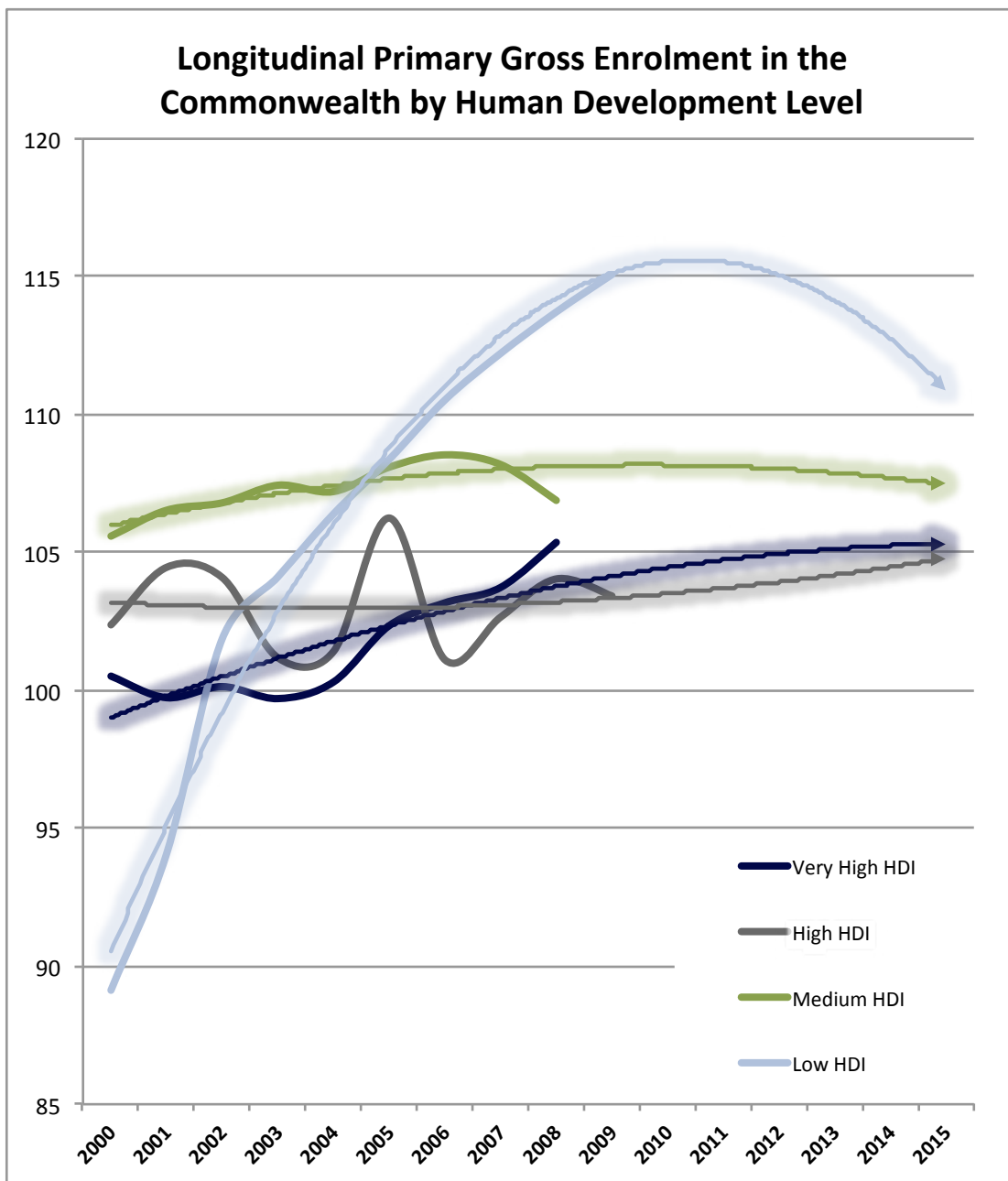
In under-performing education systems, a high gross enrolment ratio is certainly better than a low gross enrolment ratio, but a falling gross enrolment ratio accompanied by rising net enrolment rate often shows that a school system is moving to a state where students are progressing through the primary system at age-appropriate levels.



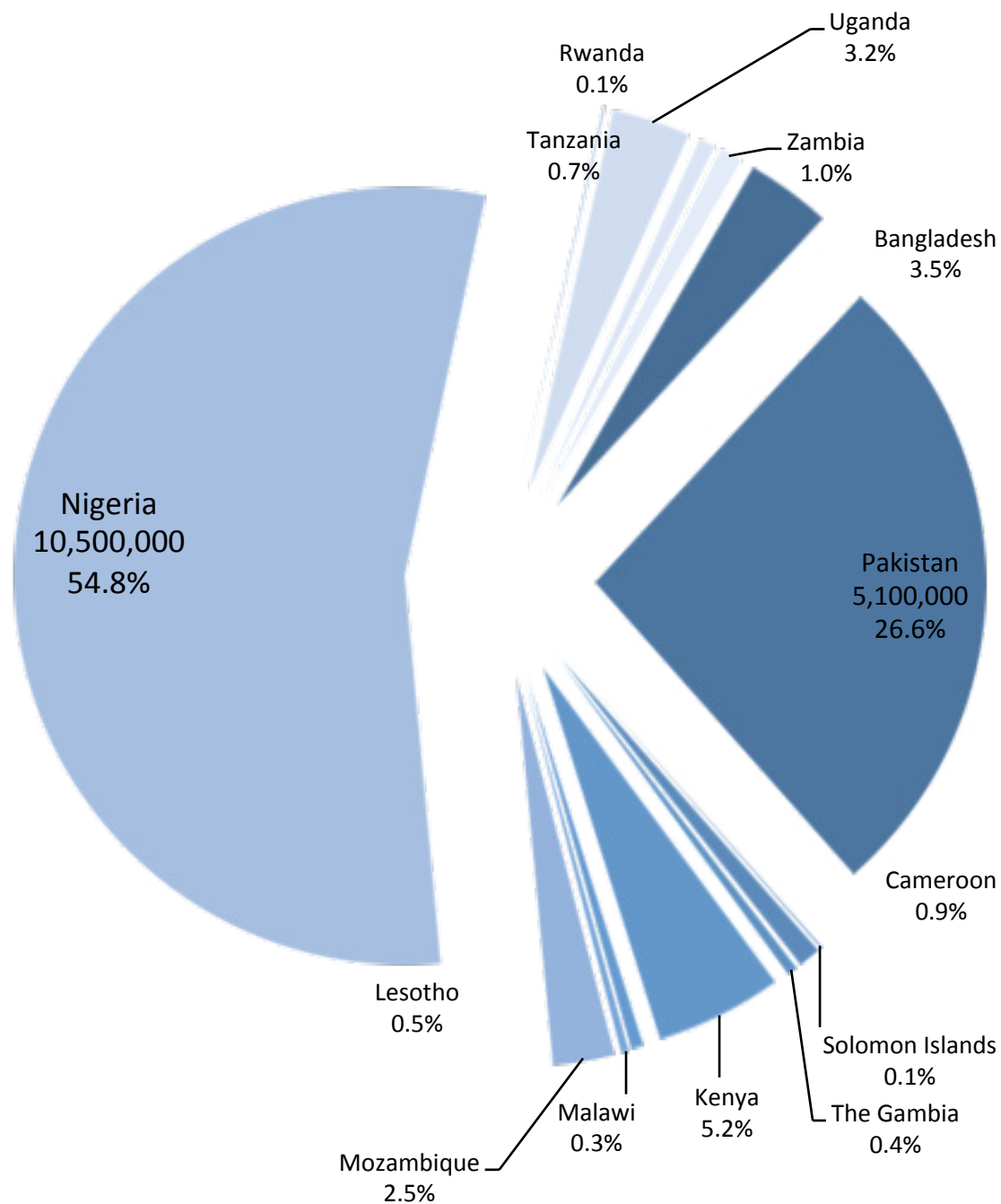




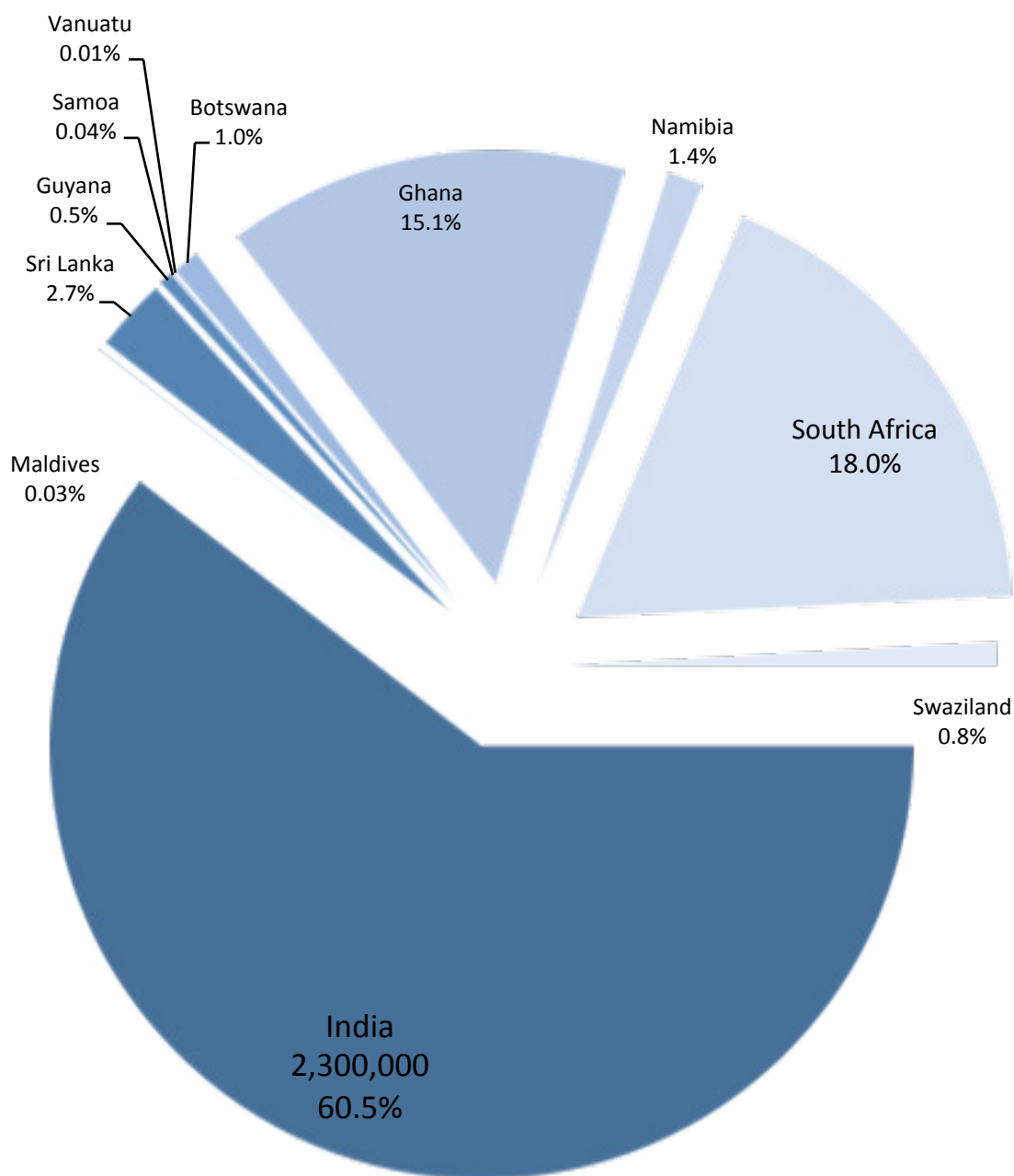




## Distribution of Out of School Primary-Aged Children in Low HDI Commonwealth Countries



### Distribution of Out of School Primary-Aged Children in Medium HDI Commonwealth Countries



universal primary enrolment as measured by UIS and defined by the ICSED. Every country is to some degree, in deficit. This might in part be because of a too strict definition of enrolment. For instance, it is likely that home-schooled students in the Advanced Economy grouping are not being counted as enrolled when in fact they are receiving a legally-valid form of education. Net enrolment rates are also based on population projections that are subject to error. Finally, at least some of the last few percentiles missing before full enrolment in the Advanced Economies and Very High HDI countries are “simply” out of school youth comparable to their counterparts in Low HDI countries. Many of these people are part of socio-economically marginalized groups and/or living in remote, low population density areas. In some settings, many of the non-enrolled are migrants or refugees living in the shadows of society and afraid to enrol children in school because they wish to remain hidden and mobile.

The internationally agreed goals are fundamentally compacts between governments and intergovernmental organizations rather than people. Thus one interpretation of EFA Goal 2 and MDG 2 is that governments should have the institutional capacity for universal enrolment. This would mean that they have the schools, seats, teachers, financial resources, and (enforced) laws to educate every child in their countries regardless of gender, socio-economic or legal status, geographic isolation or ethnic background.

Only three countries in the Commonwealth – Canada, New Zealand and the United Kingdom – have net enrolment rates over 99. It might be that reaching a net enrolment rate of 97 or 98 could be considered to be as close to universal enrolment as can be expected – that the institution has grown into a complete system, even if it does not have universal enrolment. But attention should again be called to “children in difficult circumstances.” Going from a net enrolment rate of 98 to 99.5 might take as much energy, resources, and time as it took to go from 90 to 97.

The Commonwealth countries that are already past a net enrolment rate of 97 include Canada, the United Kingdom, New Zealand, Rwanda, Cyprus, Vanuatu, Tanzania, the Bahamas, Kiribati, and Australia. By 2015 the list may include Solomon Islands, Mozambique, Kenya, Belize, and Trinidad and Tobago. Thus by 2015, 15 Commonwealth countries are likely to be near universal enrolment (or at least have the institutional capacity for universal enrolment), which is a growth of 50% from the 10 countries in the most recent statistics available.

This progress is taken in large part from the next tier of countries, those

The Commonwealth countries that are already past a net enrolment rate of 97 include Australia, Canada, Cyprus, the United Kingdom, New Zealand, Rwanda, Tanzania, the Bahamas, Kiribati, Tonga, and Vanuatu. By 2015 the list may include Solomon Islands, Mozambique, Kenya, Belize, and Trinidad and Tobago. Thus by 2015, 13 Commonwealth countries are likely to be near universal enrolment (or at least have the institutional capacity for universal enrolment).

This progress is taken in large part from the next tier of countries, those with net enrolment rates ranging from 93.0 to 96.9. Below that is a large degree of stability in lower brackets, with the bottom bracket swelling. This means that while many Commonwealth countries are doing better, some are getting worse. The number of countries with net enrolment rates below 75 goes from four with most recent statistics to seven in the 2015 forecast. Saint Kitts & Nevis, Jamaica, Uganda, and Guyana join the list from higher brackets. Also included in countries unlikely to achieve EFA Goal 2/MDG 2 (in ascending order from net enrolment rate) are Antigua & Barbuda, South Africa, Namibia, Kiribati, Saint Lucia, Malta, Ghana, Grenada, Sri Lanka, Bangladesh, Botswana, Dominica, Saint

**Table 1: Primary Net Enrolment Rate (Most Recent)**

Net Enrolment	100 - 97	96 - 93	92 - 87	86 - 81	80 - 60	No Data
<b>Advanced Economy</b>	Australia Canada Cyprus New Zealand United Kingdom		Malta			Singapore
<b>Africa</b>	Rwanda Tanzania	Malawi Mauritius Seychelles	Cameroon Mozambique Uganda Zambia	Botswana Ghana Kenya Namibia South Africa Swaziland	Lesotho Gambia Nigeria	Sierra Leone
<b>Asia</b>		Maldives Malaysia Sri Lanka	Bangladesh India		Pakistan	Brunei
<b>Caribbean</b>	The Bahamas	Barbados Belize Dominica Saint Vincent & Grenadines Trinidad & Tobago	Saint Lucia Grenada	Antigua & Barbuda Saint Kitts & Nevis Jamaica	Guyana	
<b>Pacific</b>	Kiribati Tonga Vanuatu	Samoa		Solomon Islands		Nauru Papua New Guinea Tuvalu

Vincent and the Grenadines, Malaysia, and Swaziland.

With only one exception in the HDI level groupings, medians are higher than the mean (the halfway point between the highest and lowest number). This means that, in general, most school systems in a grouping are more similar to the highest performing school systems than the lowest or the middle space between the two.

Comparing most recent statistics and 2015 forecast by region, there appears to be a stalling of progress in most regions and rapid progress in others. Commonwealth Africa's median rises by 5.2 to 93.5 in the 2015 forecast, from 88.2 with the most recent numbers to date. Progress is otherwise stalled in the Advanced Economies, the Pacific, and Caribbean Commonwealth regions with median growth rates between the most recent statistic and 2015 all less than 0.5. The median net enrolment rate drops in Asia by 1.7, from 93.1 to 91.5.

Approximately the same picture emerges with gross enrolment ratios. However, there is more progress within the Advanced Economies, double the growth in enrolment in Africa as compared to net enrol-

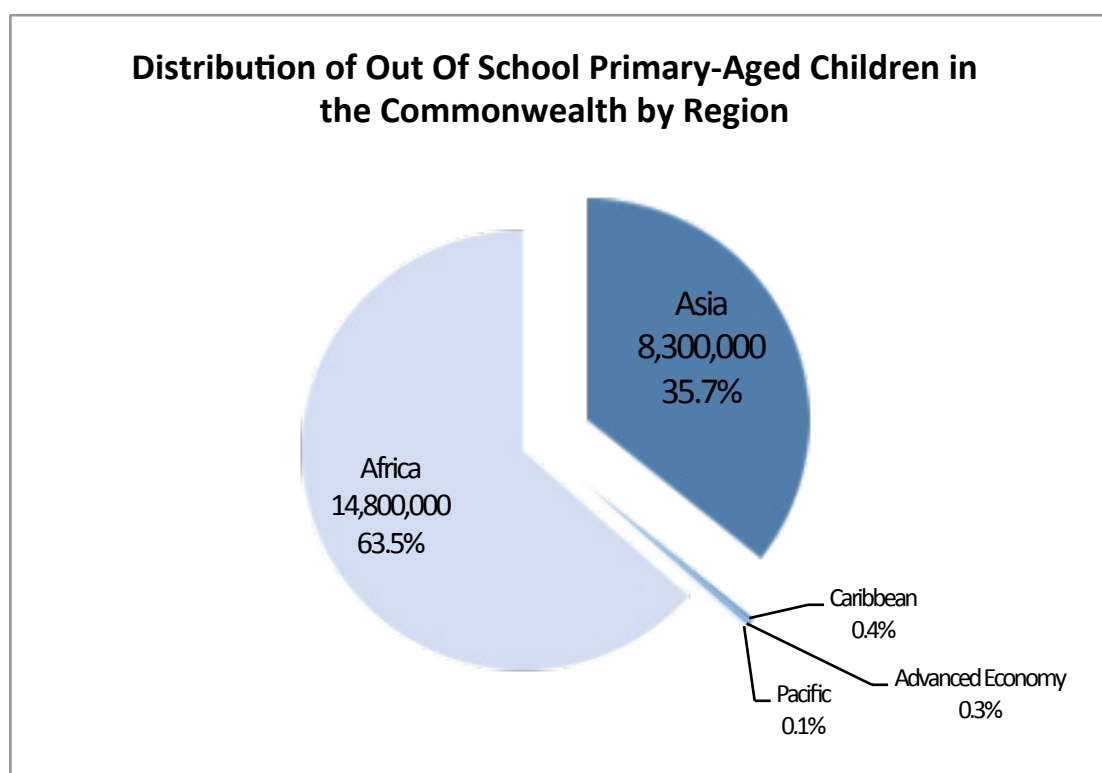
**Table 2: Primary Net Enrolment Rate (2015 Forecast)**

<b>Net Enrolment</b>	<b>100 - 97</b>	<b>96 - 93</b>	<b>92 - 87</b>	<b>86 - 81</b>	<b>80 or Less</b>	<b>No Data</b>
<b>Advanced Economy</b>	Australia Cyprus New Zealand United Kingdom		Malta			Canada Singapore
<b>Africa</b>	Tanzania Mozambique Zambia	Cameroon Malawi Mauritius	Botswana Swaziland	Ghana Kenya Namibia South Africa	Lesotho Nigeria The Gambia Uganda	Rwanda Sierra Leone
<b>Asia</b>	India	Maldives	Bangladesh Malaysia Sri Lanka	Pakistan		Brunei
<b>Caribbean</b>	Belize The Bahamas Trinidad & Tobago	Barbados	Barbados Dominica Grenada Saint Vincent & Grenadines	Antigua & Barbuda Saint Lucia	Guyana Jamaica Saint Kitts & Nevis	
<b>Pacific</b>	Solomon Islands Tonga	Samoa Vanuatu		Kiribati		Nauru Papua New Guinea Tuvalu Vanuatu



ment rate, and decreases in the Pacific and Caribbean where net enrolment rate shows only minor growth. This would seem to reflect that primary enrolment patterns are normalizing in the small states such that there are fewer over-age children in the system while the percentage of children reached at the appropriate age group has been increasing slightly. Africa's 10 point expansion in gross enrolment ratio, double the expansion rate of net enrolment, could indicate that more children are taking advantage of educational provision that did not exist before. It could also be the residual 'momentum' of over-age children being enrolled in high numbers in Africa's primary education system. What it does mean is that more children are engaged in the primary education system than before, though they might not be progressing to further grades as much as they should. A rising gross enrolment ratio is generally acceptable when the net enrolment rate also increases, and with Africa it has increased dramatically over the past decade.

With most recent statistics, the lowest high score is Medium HDI countries at -2.9 points from 100; and Low HDI and High HDI are tied at -1.3. One remarkable change is that in each HDI level grouping the lowest score becomes lower. The lowest score in Low HDI drops from 37.9 to 41.2 points away from 100, while the lowest score in Medium HDI countries drops from -19.4 to 31.8, and -18.0 to -25.1 in High HDI countries, and from 11.1 to 11.7 in Very High HDI countries. However, these low-end forecasts should be treated with caution since they represent a general trajectory more than a precise projection. As was discussed in Chapter 2, many of these statistical trends are non-linear, but linear

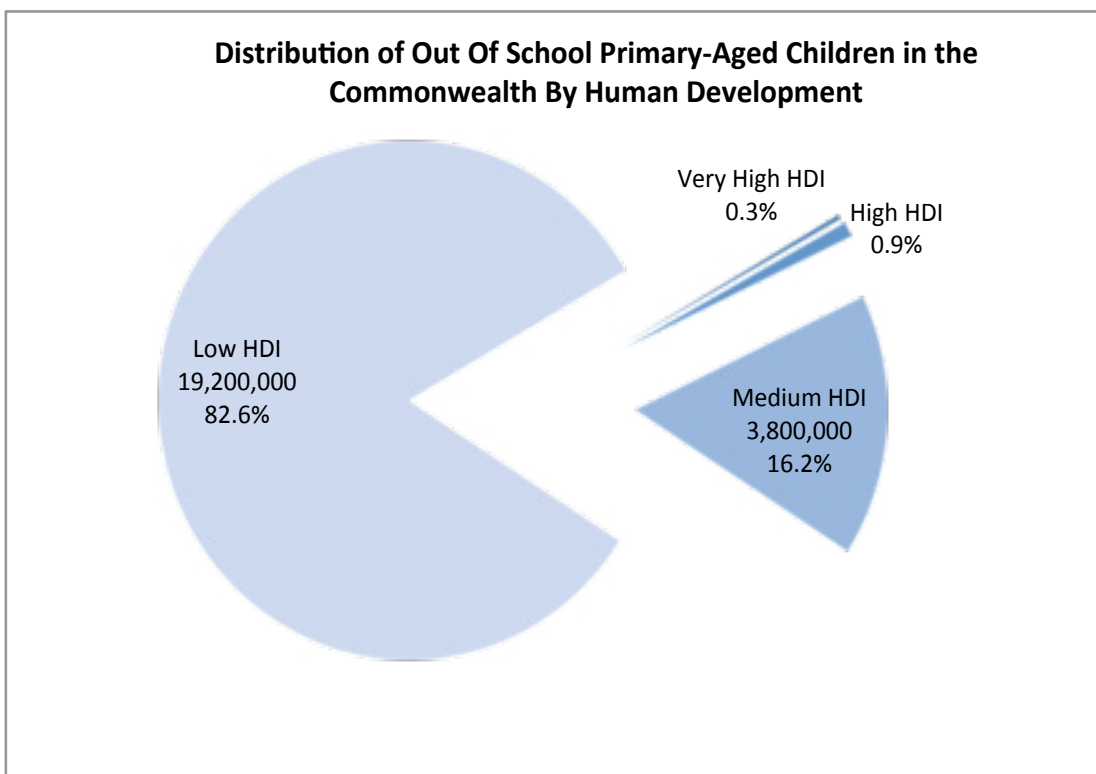


regressions are used because of their ubiquity in statistical analysis. These low forecasts should be seen more as warnings than predictions.

The medians sink slightly between the most recent statistic and 2015 forecast in Asia and the Caribbean Commonwealth countries. Asia, the Pacific, and the Caribbean regions seemed trapped by the difficulties of sustaining high net enrolment rates, as they all stall in the low- to mid-90s in net enrolment rate. As has been repeated often in this book, the last 10 percent is the most difficult.

One final, yet very important, way of viewing EFA Goal 2 is to look at the numbers hidden behind the enrolment rates. Among the more challenging methodological aspects of a book like this are the massive demographic differences between the Commonwealth countries. The Commonwealth has some of the largest population differences on Earth with the second, sixth, seventh, and ninth most populous countries (India, Pakistan, Nigeria, and Bangladesh) sitting alongside the second and third smallest populations of any sovereign country (Tuvalu and Nauru). The four most populous Commonwealth countries contain one in five people alive on the planet today.

What this means in practice is that a net enrolment rate of 80 in a Pacific island country means far fewer out of school children than a similar score in one of the larger states. This is not to say that raising net enrolments in smaller states is less important, but that raising them in large population states impacts substantially more people.



The four large population states account for 79.9% of the 23.3 million primary-aged children out of school in the Commonwealth. Nigeria has the largest share of out of school primary-aged children in the Commonwealth with 10.5 million, or 45.25%. Pakistan accounts for the second largest share, at 22.0% of the total with 5.1 million children out of primary school. India accounts for 9.8% with 2.3 million out of school primary school-aged children, and Bangladesh 2.9% or 679,000 out of school children.

There are other useful groupings through which to look at the problem of out-of-school children. By Commonwealth region, Africa has 14.8 million primary-aged children out of school, which accounts for 63.5% of all Commonwealth children out of school, and Asia 35.7% or 8.3 million. The Advanced Economies, Caribbean, and Pacific regions together account for less than 1% of the total known out of school children in the Commonwealth, but together still have 175,000 primary-aged children out of school.

Looking at the issue through the lens of human development groupings, 19.2 million (82.6%) primary-aged children out of school are in Low HDI countries. Another 16.2% are in Medium HDI Commonwealth countries, which represents 3.8 million children. Finally, there are 215,000 out-of-school children in High HDI countries and over 72,624 in Very High HDI countries, but together these represent only 1.2% of the total.

## Adult Literacy

### EFA Goal 4

*Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults*

Evaluating literacy progress depends in part from the perspective. For clarity purposes, statistics are presented “backwards” as distances from goals. This is particularly useful for literacy goals since they are different for every country. An 80% adult literacy rate, for instance, would be a major success for Bangladesh and Pakistan but a failure for most other Commonwealth countries.

It is worth noting just how different these goals are for different countries. A 50 percent improvement in literacy is better stated as a reduction by half. This means that for Australia a 0.5% increase would

be sufficient to achieve Goal 4. Bangladesh, by contrast, would need to enrol and successfully teach almost half of its adult population in literacy programmes. Like many of the other goals, countries like Bangladesh with a lot of momentum in reducing illiteracy rates should be applauded instead of criticized for failure.

The scores presented in Tables 3 and 4 are calculations of the EFA Goal for each country minus its most recent statistic (Table 4) or the its 2000 data (Table 3). Thus two countries with very different literacy rates might show the same gap between those numbers and the (different) goals, which the chart in Table 4 helps illustrate. Similarly, countries with similar or the same literacy rate might have a very different score as measured by the distance to a goal.

Poorer countries in the Commonwealth have done substantially more to address these issues than wealthier countries. Both the Low HDI and the Medium HDI Commonwealth median distance closed by approximately three percentage points (2.9 and 3.2) between the most recent statistic and the 2015 forecast. Very High HDI and High HDI Commonwealth gap medians rose by just over one point, to 1.1 and 1.6. That said, the median for Very High HDI Commonwealth countries is statistically insignificant, as only three of the nine countries had enough historical data for the 2015 forecast. HDI grouping highest scores rose at the same pace as the medians. The “floor”, i.e. the lowest scores in each grouping, was also raised significantly, especially in High HDI and Low HDI Commonwealth countries. Both had increases of over six percentage points between the most recent statistic and 2015 with their lowest performing countries, though all human development groupings show a rise.

Viewed from the perspective of Commonwealth regional groupings, similar patterns emerge. Africa, Asia, and the Pacific are set to close their median gap scores by 3.3, 3.3, and 2.1 percentage points respectively. Both the Caribbean and Advanced Economies seemed stalled at about half that rate of progress, with 1.7 and 1.3 percentage points respectively. However, there are not as many 2015 forecasts for either the Caribbean or Advanced Economy groupings.

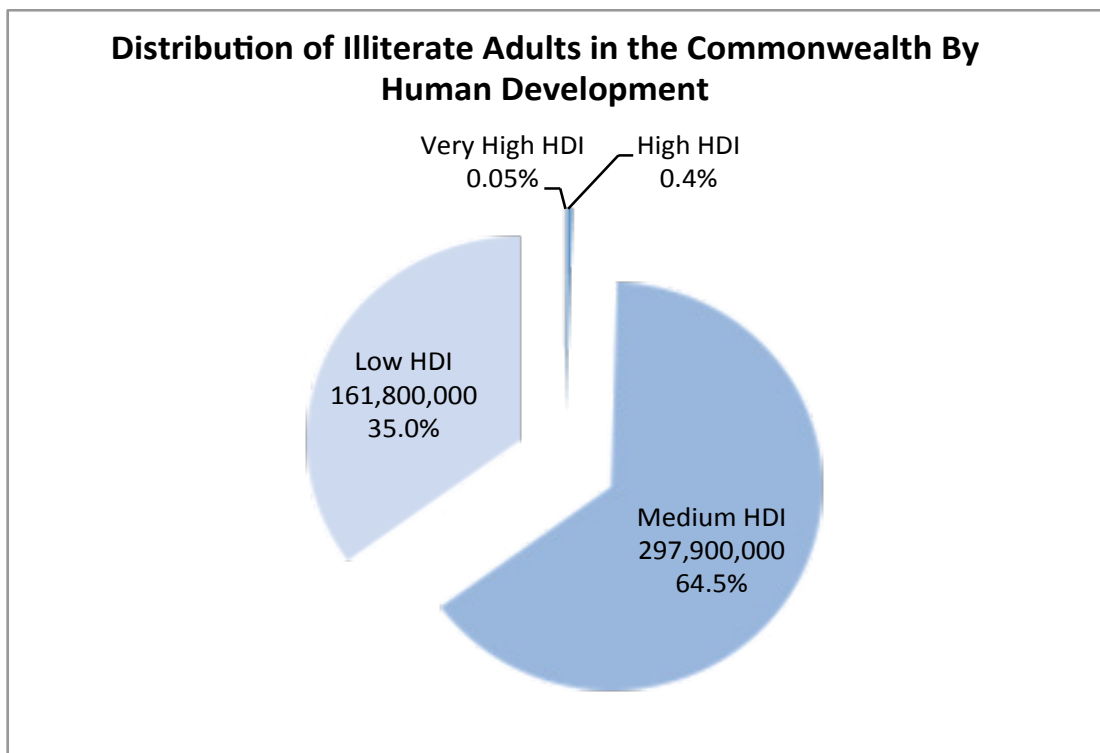
According to the most recent statistics, no Commonwealth country has yet reached EFA Goal 4. Nevertheless, there has still been considerable progress and the most recent data is generally six years before 2015 (2009). With net enrolment rates it was easy to say that 97-98 was about as good could reasonably be expected given the performance from the richest, most economically developed countries in the Commonwealth. It is increasingly

difficult to do this with literacy because many of the goals involve increases of one percent or less. Countries in this category include Barbados, Tonga, Australia, Canada, New Zealand, United Kingdom, Antigua and Barbuda, Samoa, and Trinidad and Tobago. Expanding that list to include countries with a goal of expansion of 3% or less would include Saint Kitts and Nevis, Maldives, Cyprus, Grenada, the Bahamas, and Dominica.

This means that nine Commonwealth countries have goals of 1% or less, another six have goals between 1.1 and 3.0%, and nine countries have goals between 3.1 and 5.0%. Thus, 44% of the Commonwealth with data available only need to shrink their adult illiteracy rate by 5% to reach Goal 4. Twenty-five countries are left, then, with targets above a reduction by 5%. Their target reductions range from approximately 8% in Solomon Islands and more than 30% in The Gambia and Sierra Leone.

As with EFA Goal 2/MDG 2, it is worthwhile to examine the distribution of illiteracy in the Commonwealth. Again, almost 80% of the illiterate population of the Commonwealth is in India, Bangladesh, and Nigeria. India has 62.2% of the illiterate population of the Commonwealth, 9.6% are in Bangladesh, and another 7.6% are in Nigeria. This corresponds to 287.4 million illiterates in India, which is 4.6 times the population of the United Kingdom (62 million). In context to other goals, there are 126 illiterate adults for every primary-aged child out of school in India. The scale of the educational intervention necessary to tackle this problem is beyond the scope of most other countries to even to imagine. China is the only other country that has dealt with illiteracy at this scale successfully, and it was only able to do this as part of a revolutionary campaign that also simplified the writing system.

With certain demographics and histories, some countries might show a great reduction in illiteracy without having done anything but increase educational access for children over time. The opposite would also be true of a country that has not expanded basic education over time. Great effort might be expended to reduce adult illiteracy, but a new generation of illiterate children quickly and inevitably grows into a new generation of illiterate adults.



**Table 3: Most Recent Statistic and Proximity to EFA Goal 4**

% Distance From EFA Goal	1% or Less	1.1% to 3%	3.1% to 5%	5.1% to 10%	Greater than 10%	No Data
<b>Advanced Economy</b>	Australia Cyprus Singapore Canada New Zealand United Kingdom		Malta			
<b>Africa</b>			Kenya Swaziland Lesotho Namibia Mauritius South Africa Seychelles	Botswana Malawi	Cameroon Ghana Mozambique Nigeria Rwanda Sierra Leone Tanzania The Gambia Uganda Zambia	
<b>Asia</b>	Maldives Brunei	Malaysia	India Sri Lanka		Bangladesh Pakistan	
<b>Caribbean</b>	Antigua & Barbuda Barbados Trinidad & Tobago	St Kitts & Nevis Grenada Dominica The Bahamas	Jamaica Guyana Saint Lucia		Belize	Saint Vincent & Grenadines
<b>Pacific</b>	Tonga Samoa		Vanuatu	Solomon Islands	Papua New Guinea	Tuvalu Nauru Saint Vincent & Grenadines Kiribati

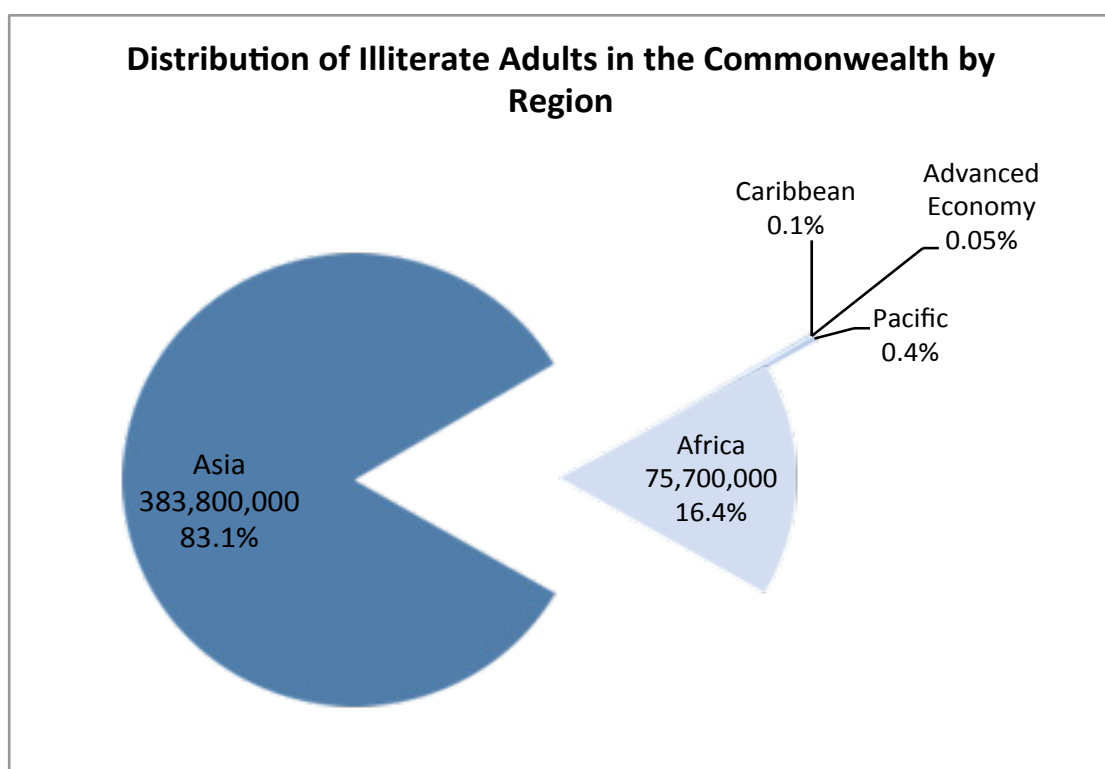


Table 4: Percentage Drop in Adult Illiteracy Rate (2000-2015) Necessary to Reach EFA Goal 4

% Change in Illiteracy	1% or Less	1.1% to 3%	3.1% to 5%	5.1% - 10%	10% or More	No Data
<b>Advanced Economy</b>	Australia Canada New Zealand United Kingdom	Cyprus	Malta Singapore			
<b>Africa</b>			Namibia Seychelles Swaziland	Kenya Lesotho Mauritius Namibia South Africa Swaziland	Botswana Cameroon Ghana Malawi Mozambique Nigeria Rwanda Sierra Leone Tanzania The Gambia Uganda Zambia	
<b>Asia</b>		Maldives	Sri Lanka Brunei	Malaysia	Bangladesh India Pakistan	
<b>Caribbean</b>	Antigua & Barbuda Barbados Trinidad & Tobago	The Bahamas Dominica Grenada St Kitts & Nevis	Guyana Saint Lucia	Jamaica	Belize	Saint Vincent & Grenadines
<b>Pacific</b>	Tonga Samoa			Solomon Islands	Papua New Guinea Vanuatu	Kiribati Nauru Tuvalu

## Gender Parity in Enrolment

### **EFA Goal 5**

*Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.*

### **MDG Goal 3**

*Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015*

The principle metric through which to measure EFA Goal 5 and MDG 3 is the Gender Parity Index (GPI), which is described in detail in Chapter 2. In short, a GPI is created by dividing the female enrolment by male enrolment. This produces a number wherein anything below one means that more boys are enrolled than girls, and anything above one means that more girls are enrolled than boys. This is often presented as a conventional bar chart. However, presenting the data like this can be misleading as it implicitly suggests that a higher number is better. One should note that the goals call for gender parity instead of “more girls”, which is what comparatively higher numbers indicate. Some countries have higher enrolments of girls than of boys.

Gross enrolment ratios are used in this section, partly because of the wide availability of the data and partly because gross enrolment ratios arguably give a better overall picture of actual enrolment. As has been noted, gross enrolment ratios and net enrolment rates can be quite different. Because net enrolment rates cut off over-age students, gross enrolment ratios better indicate the actual gender distributions inside schools.

Pure gender parity is very difficult to achieve, especially in systems which have less than universal enrolment. For present purposes, a parity index between .99 and 1.01 will be considered essentially gender equitable. Systems with a gender parity index of over 1.06 or under 0.94 are considered critically inequitable.

The 2015 forecasts on gender parity should be used with caution for two reasons. Both reasons support the idea that gender parity trends are less linear than most, so that the closer a system gets to gender parity the more likely it is to slow acceleration in that direction. First, one can assume that a system which has been previously over-represented by boys and is moving closer to gender parity is proceeding in that direction because of government or civil society initiatives. The less the system is out-of-balance, the less



external support and political pressure for gender parity there will be. This means that the 2015 forecasts might be biased towards over-representing girls in systems with rapid progress towards achieving gender parity.

A second reason is that most growth is inherently inequitable. Growth favours those with the most pre-existing social, cultural, and economic capital. This is the chief force behind the rise of income inequality during times of great economic growth. For the same reason that a rapidly expanding net enrolment rate generally absorbs children from relatively prosperous families before poor ones, and urban more than rural, it also picks up boys where they are culturally favoured faster than culturally marginalized girls. Gender (and socio-economic) disparities in enrolment slowly disappear the closer to universal enrolment a system gets. Thus, too crude an approach to reaching EFA Goal 2 will likely make achieving EFA Goal 5 more difficult in many countries.

**Table 5: Proximity to EFA Goal 4 by Primary Gross Enrolment Ratio by Most Recent Statistic**

Gender Parity Index	<i>.09 - 1.019</i>	<i>+/- .02 to .03 from 1.00</i>	<i>+/- .04 to .05 from 1.00</i>	<i>&gt; .06 from 1.10</i>	<i>No Data</i>
<b>Advanced Economy</b>	Australia Canada Cyprus Malta New Zealand United Kingdom				Singapore
<b>Africa</b>	Ghana Mauritius Namibia Seychelles Uganda	<b>Kenya</b> <b>Lesotho</b> <i>Rwanda</i> <i>Tanzania</i> <i>The Gambia</i>	<b>Botswana</b> <i>Malawi</i> <b>South Africa</b>	<b>Cameroon</b> <b>Mozambique</b> <b>Nigeria</b> <b>Sierra Leone</b> <b>Swaziland</b>	Zambia
<b>Asia</b>	Brunei India Malaysia Seychelles Sri Lanka		<b>Maldives</b>	<b>Pakistan</b>	Bangladesh
<b>Caribbean</b>	Saint Kitts & Nevis Grenada	<i>Barbados</i> <b>Dominica</b> <i>The Bahamas</i> <b>Trinidad &amp; Tobago</b>	<i>Guyana</i> <b>Saint Lucia</b> <b>Jamaica</b>	<b>Antigua &amp; Barbuda</b> <b>Belize</b> <b>Saint Vincent &amp; Grenadines</b>	
<b>Pacific</b>		<i>Samoa</i> <b>Solomon Islands</b>	<i>Kiribati</i> <b>Tonga</b> <b>Tuvalu</b> <b>Vanuatu</b>	<i>Nauru</i> <b>Papua New Guinea</b>	

*Italicized text* denotes inequality towards boys, while **bold text** denotes inequality towards girls

## Primary Enrolment

The 2015 forecasts for Commonwealth countries show primary education moving away from gender equity on both ends. Concerning over-representation of boys, the number of critically inequitable countries grows from 10 to 14. The number which are critically inequitable in favour of girls also grows from one to seven. Further, the number of countries with essentially equitable primary education systems shrinks from 17 to 11.

The longitudinal charts capture this movement most clearly. Both the Asian and African Commonwealth regions show steady progress toward gender parity from a baseline of gender disparity, and both seem to arrive just short of parity by 2015. Advanced Economies stay mostly flat, just under perfect parity (towards having more boys). The Pacific has a downward trajectory towards critical disparity from having an over-representation of girls. This is likely a statistical artefact caused by an evening out of enrolment that necessarily required momentum “downwards” towards parity. The Caribbean has a trajectory of continuing critical disparity in favour of boys, also coming from a baseline of notable gender disparity in favour of boys.

The Advanced Economy and Asian regional medians by gross enrolment ratio are roughly approximate to gender equity in enrolment, but Asia has the lowest scores in the Commonwealth. The Pacific shows the most diversity of scores, having both the highest score (meaning a higher enrolment of girls over boys) and the third lowest score (meaning a higher enrolment of boys over girls). The median of the Pacific, at 0.96, is the lowest of the Commonwealth regional groupings and shows a higher enrolment of boys over girls. Advanced Economy scores are all within a bracket considered here essentially equitable. The African median is just at the border of gender equity at 0.98.

Within human development level groupings, the median for High HDI and Low HDI countries is outside the range of being essentially equitable, while both Very High HDI and Medium HDI are within the range. The High HDI grouping only has one outlier outside that bracket, which is Barbados at 1.02, meaning more girls are enrolled than boys. The lowest minimum score (with enrolment tilting towards boys) is found in the Low HDI region, while the highest score (with enrolment tilting towards girls) is tied with both Medium HDI and Low HDI regions.

## Secondary Enrolment

Gender inequity is a much more serious issue in secondary enrolment than in primary enrolment and is increasing in both scope and scale. With the

exception of the Caribbean, every region has a high and low score more than 0.10 from 1.0. It was earlier defined that 0.60 away from 1.0 on either side should be considered a critical level of inequality. Only the African regional grouping had a score more than 0.10 from 1.0 in primary enrolment gender parity. This is occurring for much the same reasons discussed earlier. Enrolment growth will favour those most able to enrol, as growth favours those with the most pre-existing social, cultural, and economic capital. Gender inequity in secondary enrolment persists, and is magnified with growth, largely because enrolment is far from universal in most countries.

At least at the margins, in every regional grouping gender inequity in secondary enrolment is forecast to get worse if trends continue. Readers should understand that statement as much for what it does say as for what it does not say - it does not mean that the situation is getting worse for girls in secondary enrolment. The opposite is in fact true, and much of forecast secondary enrolment inequality tilts in favour of girls rather than boys.

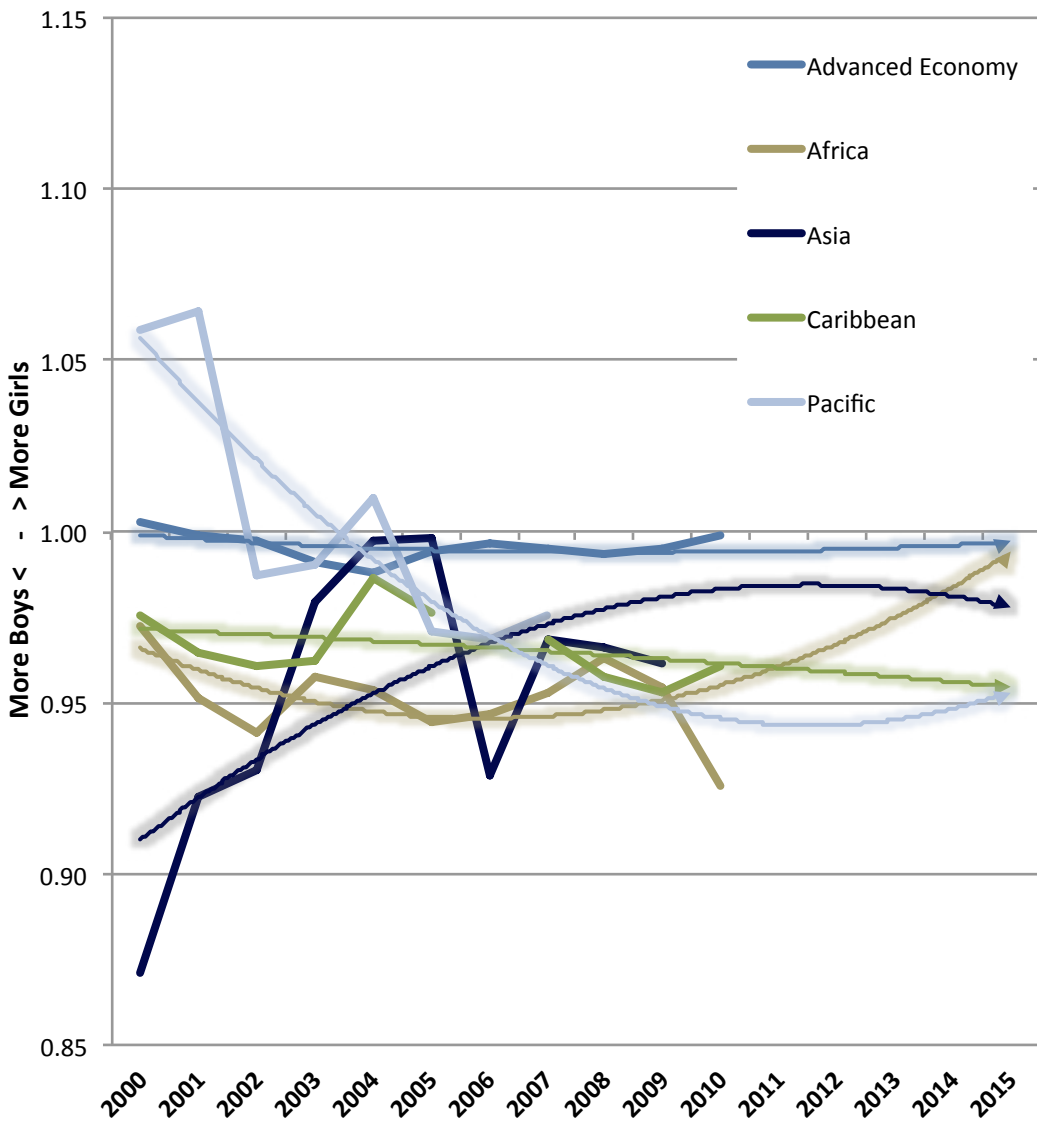
By most recent statistic, the Advanced Economy Commonwealth grouping has a median of 1.10, a high of 1.20, and a low score of 0.84. The median sits higher than the mean, and African secondary education systems in general have higher female enrolments than male enrolments. The low score of 0.84, when compared to the high score of 1.20, means that the education system tipping towards boys is more inequitable than the system that most tips towards girls.

The 2015 forecast for Advanced Economies shows that the median drops to 1.06 but that the highest score (tilting towards more girls enrolled than boys) increases from 1.20 to 1.26 and the low (tilting towards more boys than girls) rises only 0.01 from the most recent forecast of 0.84. The good news is that the median score, which did go down, is closer to the mean than the most recent statistic.

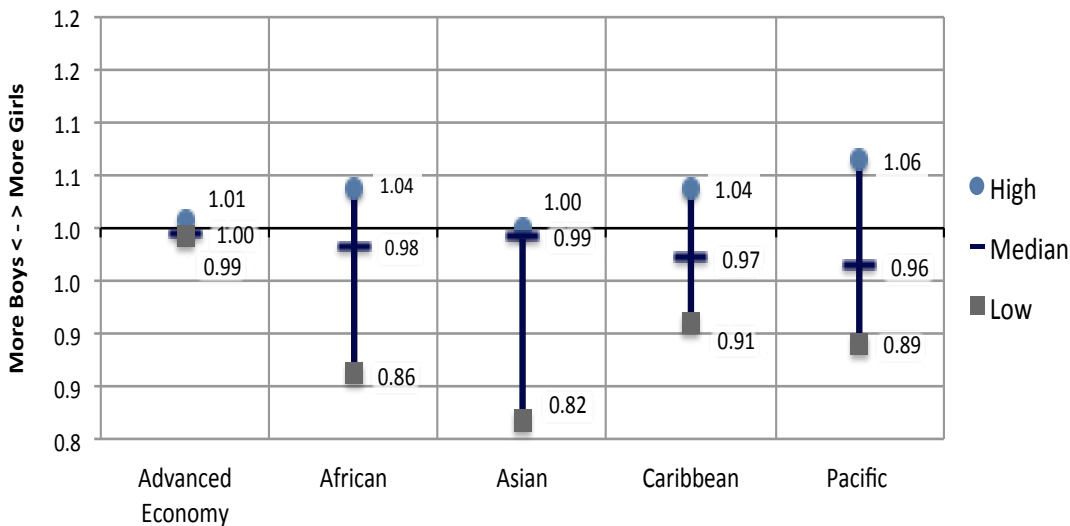
The Caribbean appears to have the most equitable secondary gross enrolment in the Commonwealth. Though its median favors girls, both the high and low scores occupy the most narrow range (ranging from 1.11 to .99). Asia has the most equitable median, but one of the most inequitable low scores. The distance of that score from the median indicates that the region, in general, tends towards equity.

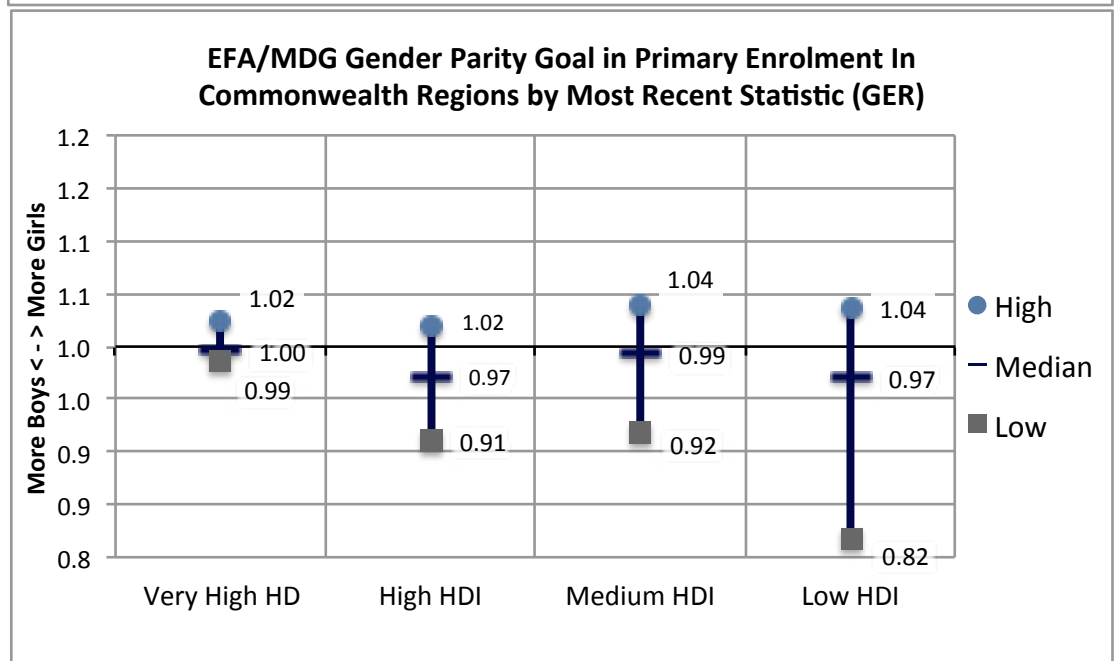
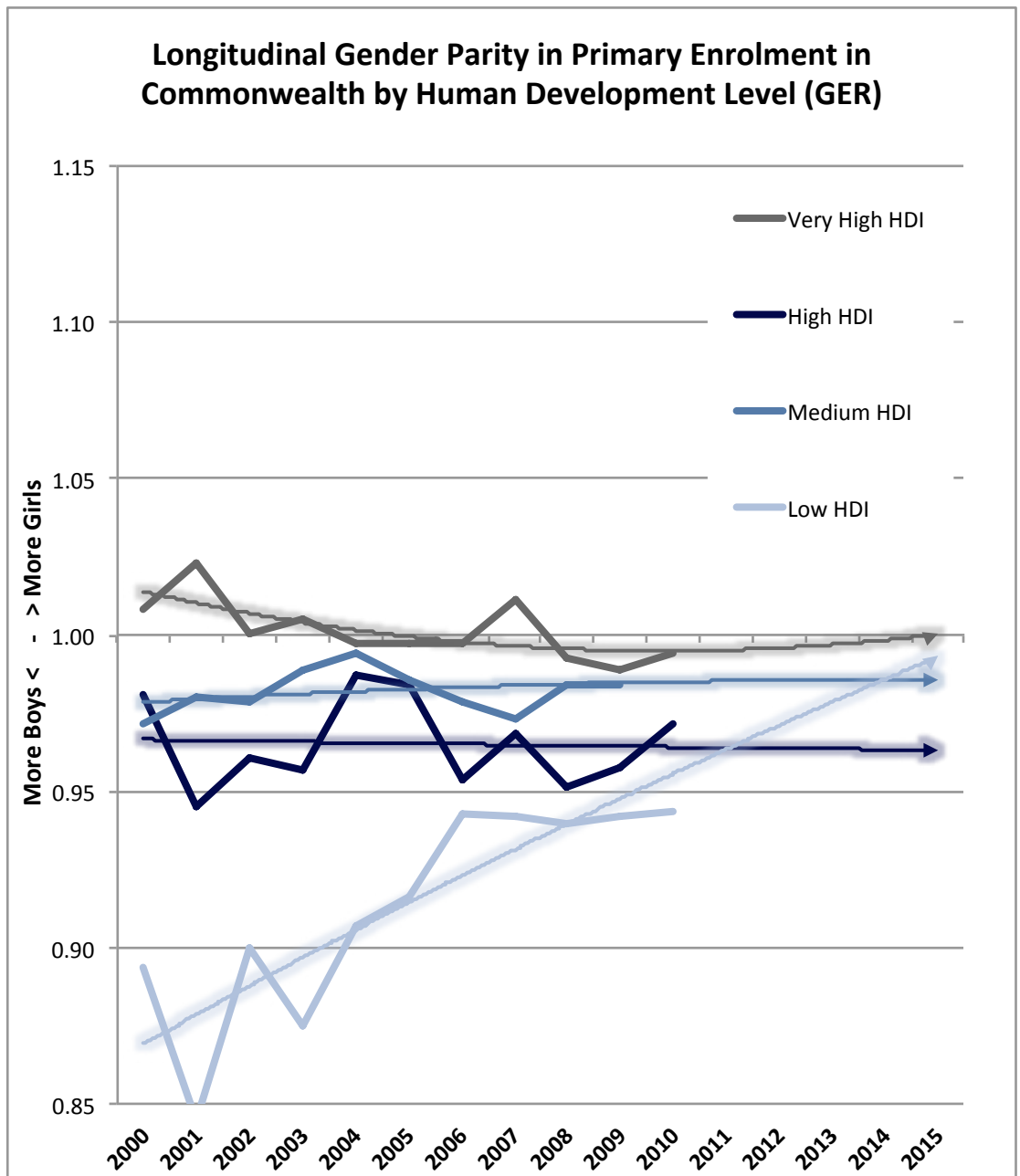
The range of scores in Africa is almost too large for meaningful analysis, as it has both the highest scores (towards girls) and lowest scores (towards boys) in the Commonwealth. Similar patterns continue through the 2015 forecast, with the only exception being that Asia overtakes Africa for the second lowest score (in favour of boys), and the high score (in favour of girls) climbs from 1.38 to 1.43.

### Longitudinal Gender Parity in Primary Enrolment By Commonwealth Region (GER)

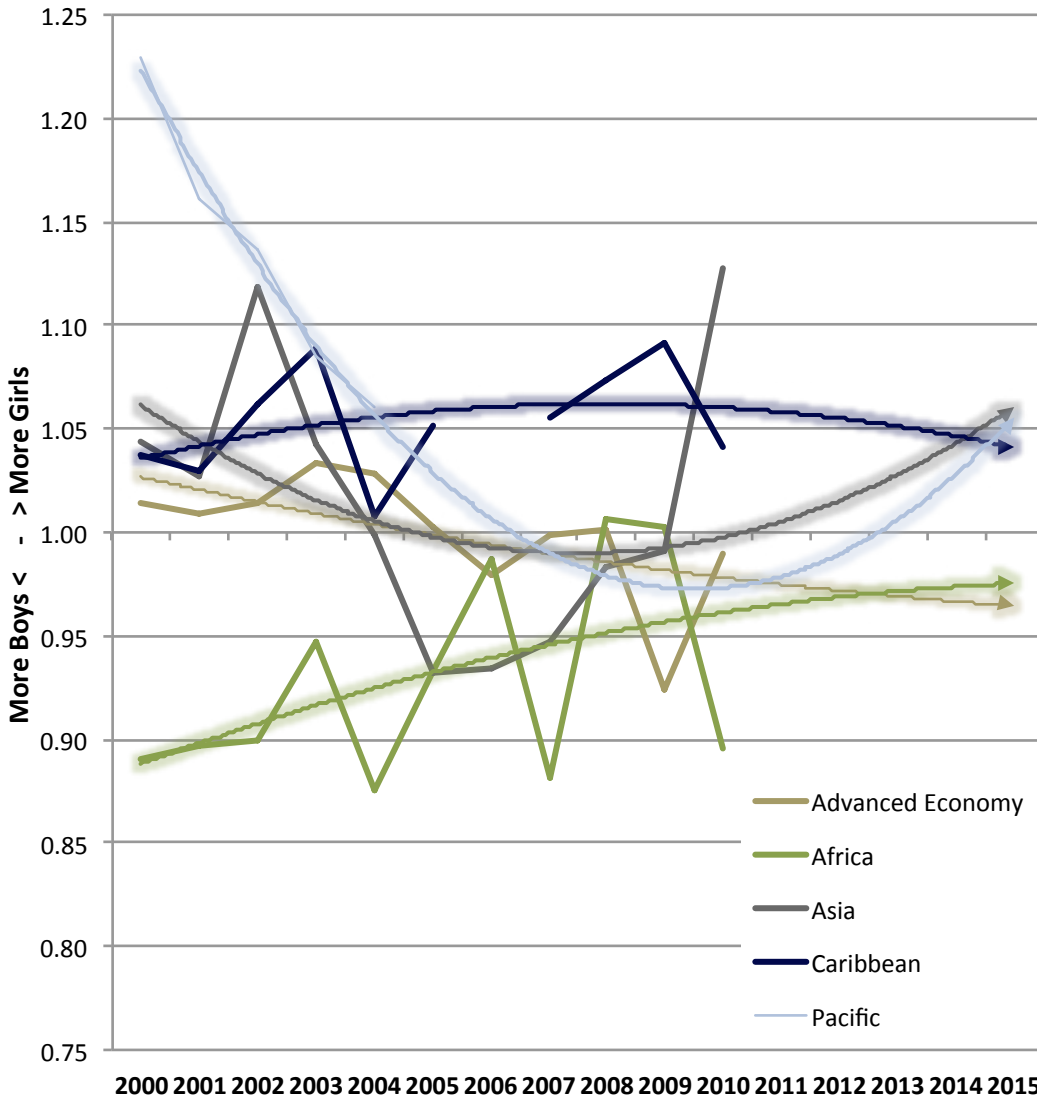


### EFA/MDG Gender Parity Goal in Primary Enrolment In Commonwealth Regions by Most Recent Statistic (GER)

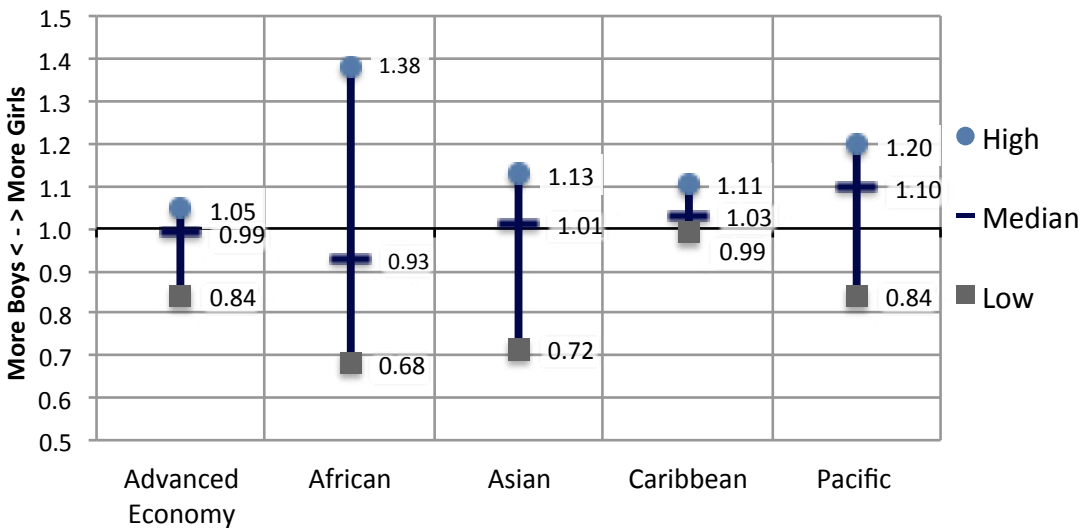


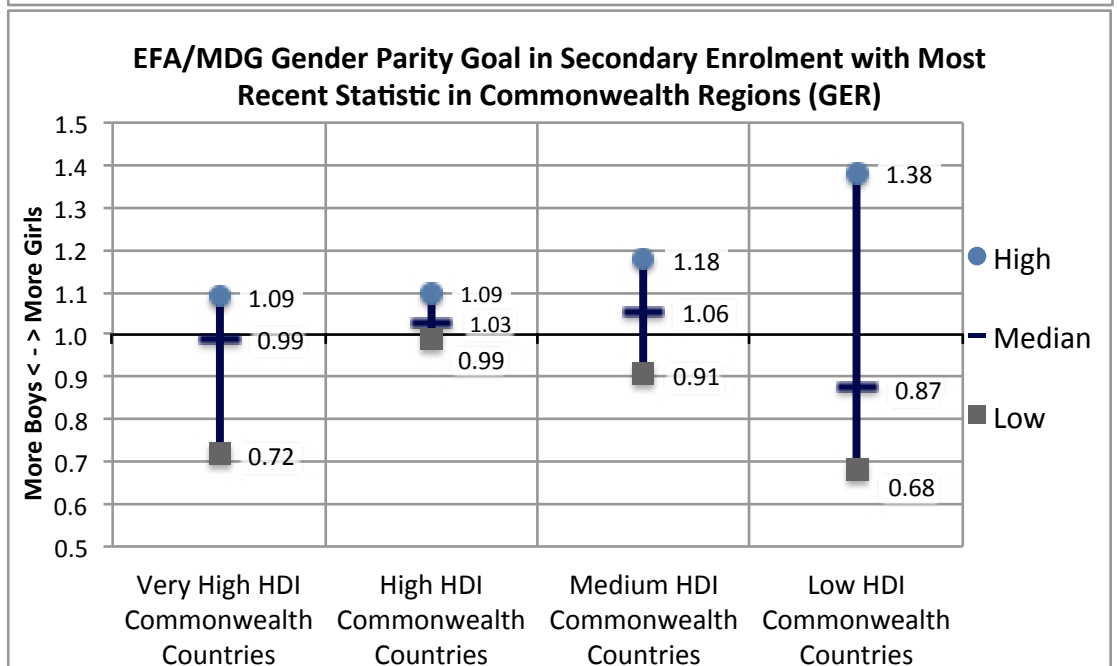
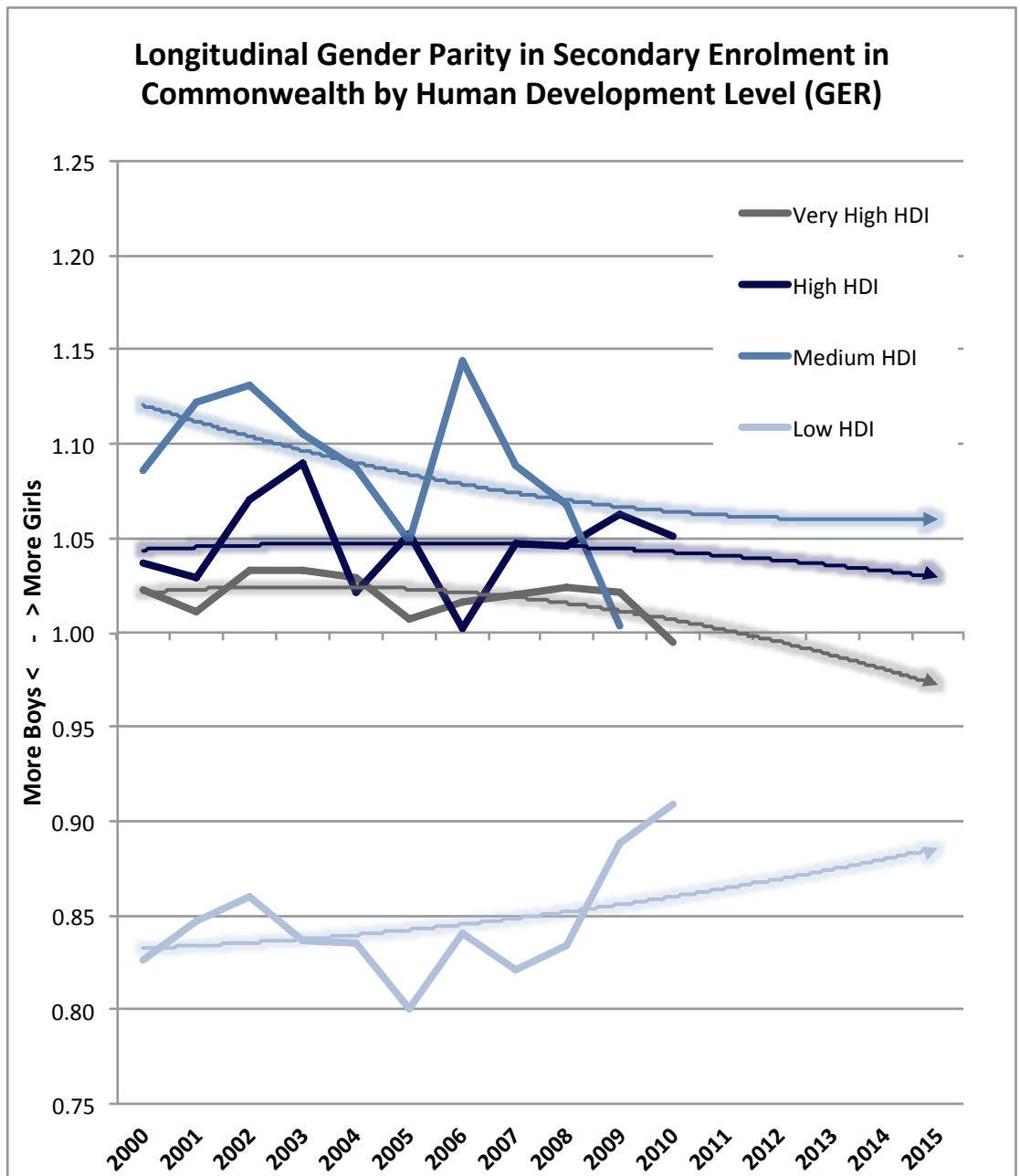


**Longitudinal Gender Parity in Secondary Enrolment By Commonwealth Region (GER)**



**EFA/MDG Gender Parity Goal in Secondary Enrolment with Most Recent Statistic in Commonwealth Regions (GER)**





## Quality

### **EFA Goal 6**

*Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.*

EFA Goal 6 is difficult to measure. Much like enrolment data, educational quality statistics are less straightforward than they first appear. Educational quality is something people intuitively understand. It might be something that is monitored and scored inside a single school or school system. But educational quality likely means something very different for a suburban school in Sydney, Australia, than it does for a rural school on the shores of Lake Malawi. Thus it is difficult to find conceptually meaningful units of qualitative analysis that apply across the broad educational spectrum of the Commonwealth.

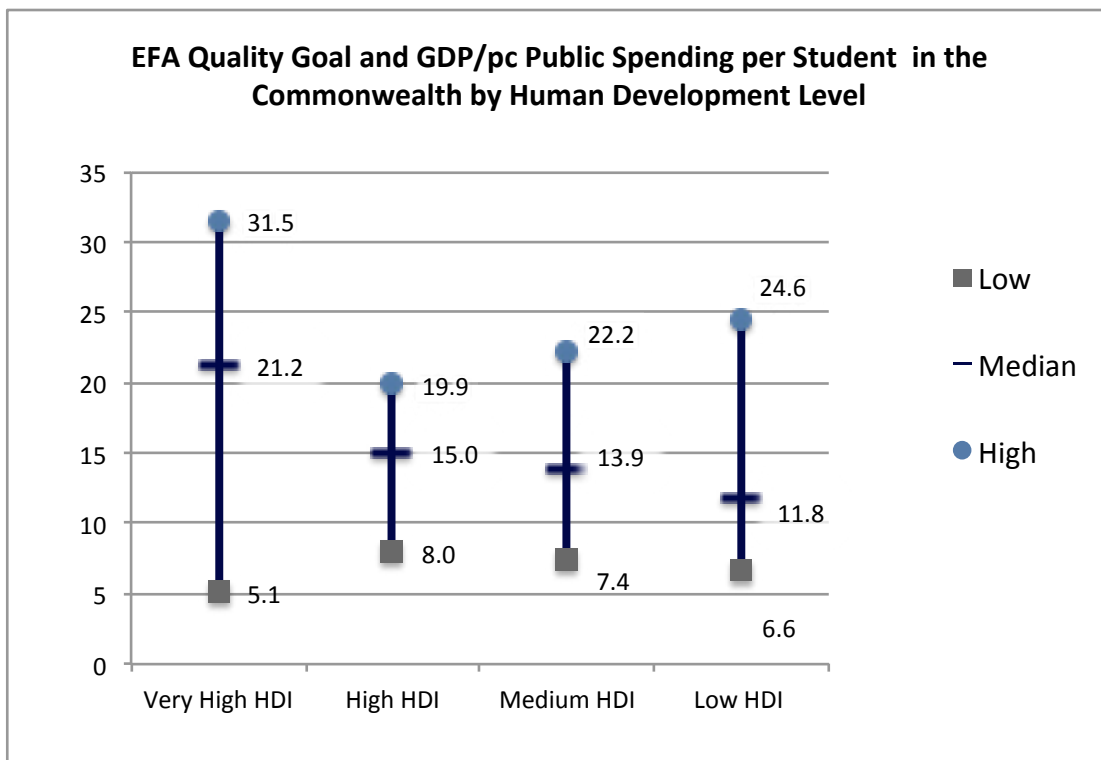
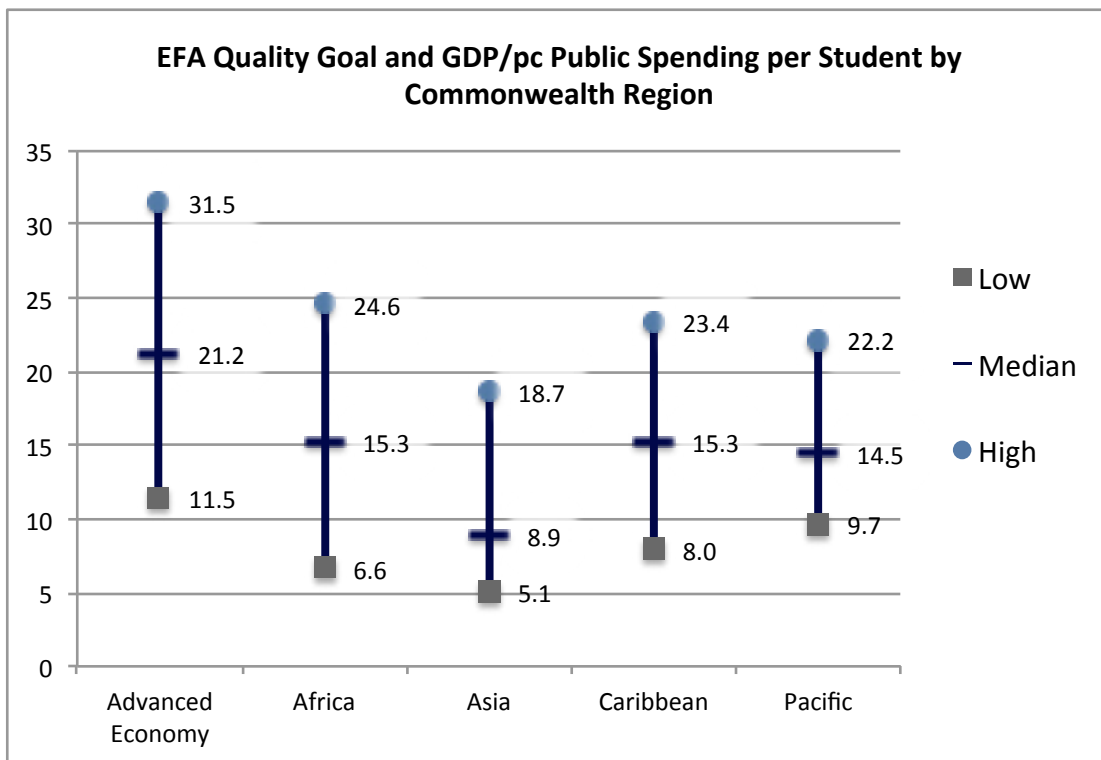
This book uses four metrics as proxy indicators for quality. They are teacher-student ratios, education spending per student, percentage of trained teachers, and standardized test scores. As much as possible, metrics are used across educational levels (pre-primary, primary, and secondary). Public spending per student is measured as a percentage of GDP per capita per student, thus allowing for a scalable comparative metric that is relative to each country's economic situation. The use of standardized test scores is limited to SACMEQ and PISA, which are not comparable with each other and which cover only some African, Caribbean, and Advanced Economy countries. Because the number of indicators is so broad, most comparison focuses on regional groupings.

### **Public Educational Spending Per Student**

Education spending is not synonymous or correlated in a linear way with quality. However, it is difficult to sustain a quality education system without adequate funding, and greater spending can help improve various indices, such as teacher-student ratios. In general, better-credentialed and qualified teachers cost more than unqualified teachers. But since there is no standard for "adequate" quality, only a comparative framework can be provided. It is generally better to be above than below the median, though indicators of students' learning may vary dramatically even within regions.

Although this section focuses on public expenditures, they are only part of the picture (UNESCO, 2011: 101-123). Other parts include flows of external aid, private-sector investments, and household expenditures of various





kinds. Concerning the last of these, private supplementary tutoring, widely known as shadow education, is expanding rapidly in every region (Bray, 2009; Bray and Lykins, 2012). Shadow education can undermine the quality of public school systems by diverting human resources. It also maintains and exacerbates social inequalities.

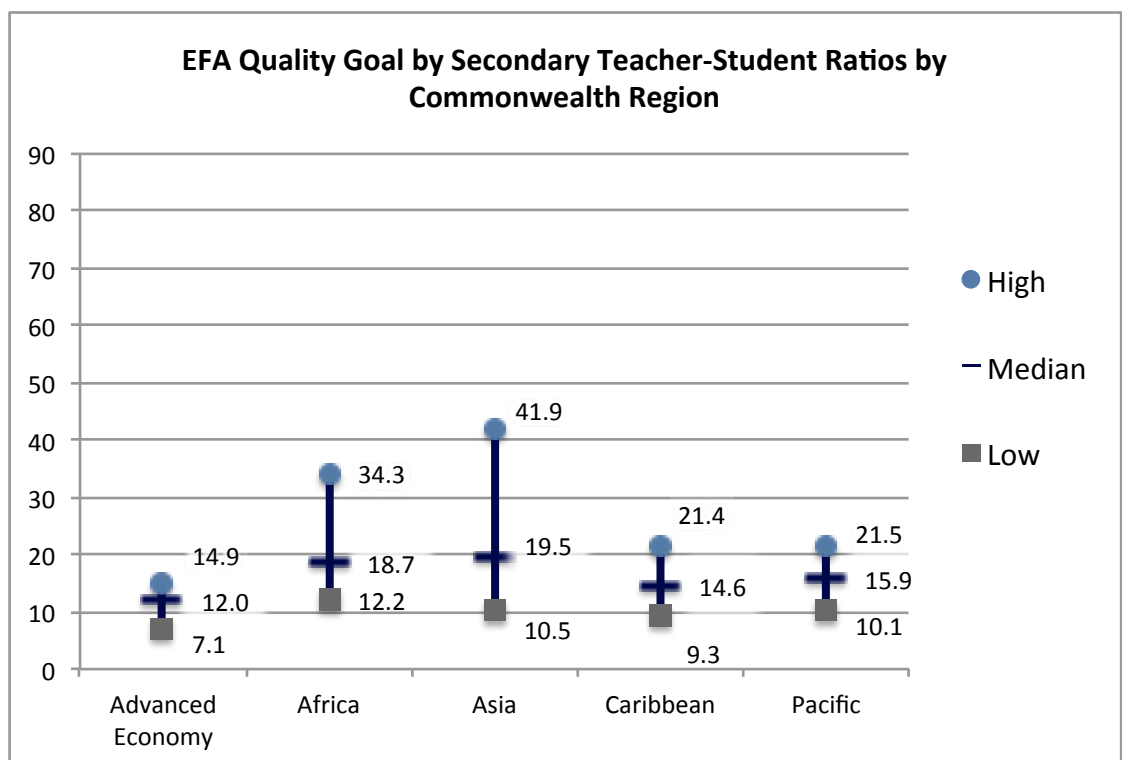
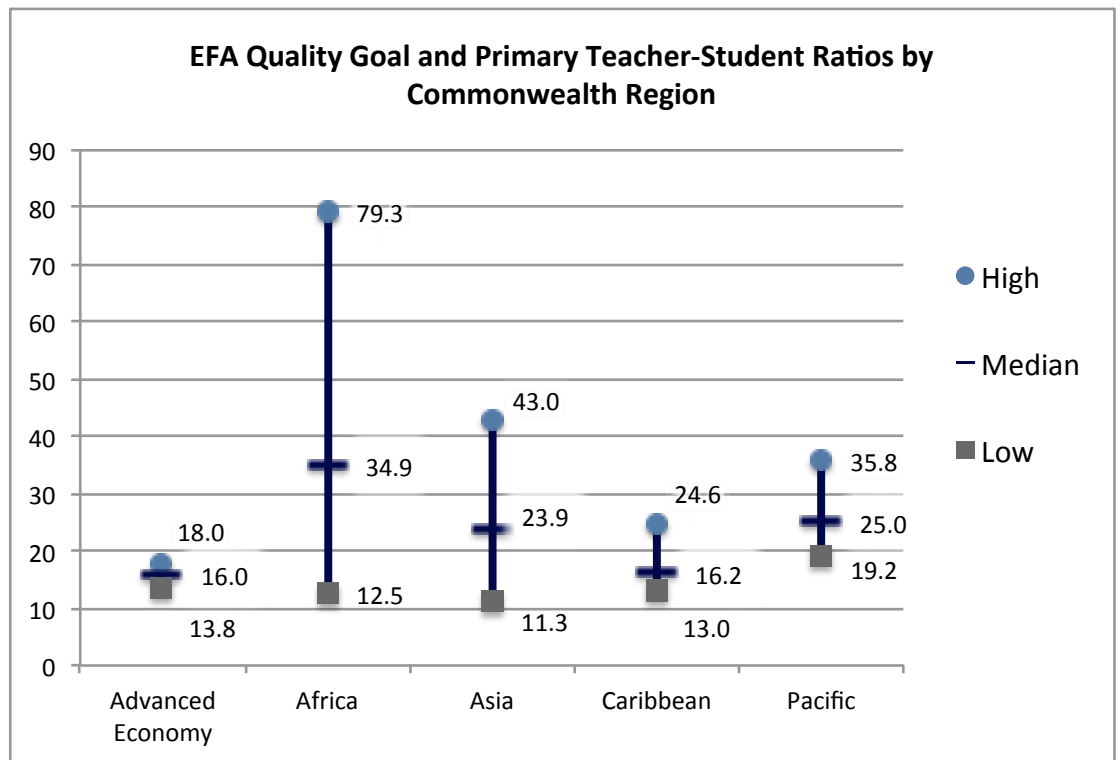
In general, Higher HDI countries spend on education more than lower HDI countries not just absolutely but also proportionally. The medians of public expenditure on education as a proportion of total public expenditures in the four categories from Very High HDI to Low HDI are 21.2%, 15.0%, 13.9% and 11.8%. Switching to regional comparisons, as might be expected the Advanced Economy countries have the highest proportional expenditures, including Cyprus at 31.5%, and a median almost six points higher than the next closest grouping. Africa, the Pacific, and the Caribbean all have medians of approximately 15%. The Asian Commonwealth countries have the lowest median, at 8.9%. This is less than half the median in the Advanced Economies. Further, the median is lower than the mean, indicating that this comparatively low public spending is more normal to the region than the highest spending country (Maldives).

Africa has the country with the second highest public proportional expenditure in the Commonwealth, namely The Gambia at 24.6% (followed closely by Lesotho at 24.5%). Following this is the Caribbean's high score of 23.4% (Barbados), the Pacific high score of 22.2% (Kiribati), and Asia with the lowest high score of 18.7%. The lowest spender in the Commonwealth is in Asia at 5.1% (Brunei Darussalam). Africa's lowest public spender is Cameroon at 6.6%, the Caribbean's is Antigua and Barbuda at 8.2%, the Pacific's is Tonga at 9.7%, and the Advanced Economy countries' is Singapore at 11.5%.

### **Teacher-Student Ratios**

Teacher-student ratios are a commonly-used proxy for school quality, and are correlated with class size. Some systems have one teacher per class, but others have more than one teacher per class and therefore allow teachers to have some free periods during the school day.

The notion that the quality of education is superior in smaller classes reflects conventional wisdom more than empirical evidence. Further, educators do not agree on thresholds delineating how large is too large, or how small is small enough. Among the studies that do show educational benefits from classroom size reduction, those benefits usually include: better student-teacher relationships, decreased time spent on discipline in the classroom, higher student commitment to lifelong learning, an increased



individualization of curriculum, and reduced socio-economic disparities in student performance.

Yet some scholars (e.g. Hanushek & Luque, 2000), warn that decreasing classroom sizes may negatively impact on teacher pay. This logic can be extended to lower HDI countries such that decreasing classroom size, especially when education budgets are small and finite, might directly and negatively impact progress on other EFA Goals including universal enrolment and gender parity. In other words, small classroom sizes might be a luxury only some education systems can afford. Reducing class size necessarily involves trade-offs, and as such can be appropriate policy under the certain conditions but might not always be advisable.

Concerning the numbers about to be presented, in most cases lower is ostensibly better. The median primary teacher-student ratios in the Commonwealth range from 34.9 in Africa to 16.0 in Advanced Economies, which is followed closely by the Caribbean median of 16.2. Asia and the Pacific sit between Africa and the Advanced Economies with median teacher-student ratios of 23.9 and 25.0. The highest teacher-student ratio in the Commonwealth is in Malawi, at 79.3. Other regional high ratios are in Bangladesh for Asia at 43.0, Papua New Guinea for the Pacific at 35.8, Guyana for the Caribbean at 24.6, and the United Kingdom at 18.0 for the Advanced Economies. Regional lows include Brunei Darussalam in Asia at 11.3, Seychelles for Africa at 12.5, Barbados for the Caribbean at 13.0, and Tuvalu for the Pacific at 19.2.

Relationships between human development and primary teacher student ratios appear very linear. The Very High HDI countries have the lowest ratios, with a median of 14.4, and Low HDI countries have a median of 44.3. The range of scores increases as the human development level decreases. For instance, Very High HDI Commonwealth countries range between a low of 11.3 and a high of 18.0. Medium HDI countries range from 11.7 to 40.2, while Low HDI countries range from 31.3 to 79.3.

Secondary teacher-student ratios are often significantly lower than primary teacher-student ratios. The clearest example is Africa's median, which is 18.7 in secondary schooling compared with 34.9 in primary. This pattern again seems more linear when viewed through the lens of human development. Very High and High HDI secondary medians are similar to their primary medians, while the Medium HDI median drops by 8.7 and the Low HDI drops by 17.7 (from 27.8 and 44.3 in primary schooling to 19.1 and 26.6 in secondary schooling). While this pattern seems good for the students who are enrolled in secondary schools, it is worth noting that the net enrolment rate of Low HDI secondary schools is 29.9. This is a common, if highly

inequitable, distribution of resources within an education system.

In ascending order from the lowest to highest median teacher-student ratio in secondary schools, the Advanced Economies again have the lowest at 12.0, followed by the Caribbean at 14.6, the Pacific at 15.9, Africa at 18.7, and Asia the highest at 19.5. The highest ratio is in Asia, with Pakistan at 41.9. The lowest is Canada's 7.1.

### **Percentage of Trained Teachers**

The UNESCO Institute for Statistics (UIS) defines a trained teacher as one that has “received at least the minimum formal teacher training (pre-service or in-service) required for teaching at the relevant level.” This is a flexible standard that varies dramatically across Commonwealth regions, countries, and human development levels. Many “trained teachers” in Rwanda would have great difficulties becoming accredited teachers in Canada. This subjectivity and local definition of who is and is not “trained” is not reflected in the data collected by the UIS.

While most stakeholders would rather have a trained teacher than an untrained one, the term itself can be misleading (as is the term “qualified”). It might be more accurate to refer to teachers as “credentialed” or “certified” rather than trained. These terms are not synonymous with “high quality” or even “good” teachers. A bad teacher becomes a certified teacher by completing and passing the required courses. Likewise, many excellent teachers are considered unqualified if they switch into the teaching profession after studying something else, often the subject they teach. Research evidence (e.g., Kane, Rockoff, and Staiger, 2006) also indicates that there are not necessarily strong links between student test scores and teacher certification (or even teacher educational attainment).

These observations are mostly an argument for better definitions of what it means to be a qualified teacher, particularly to identify teachers that can demonstrably help drive student performance, know their subjects, and have strong intuitive or taught understanding of appropriate pedagogical practices in classrooms. Meanwhile, the indicator used is only a metric of how many teachers have been taught locally preferred pedagogical practices. Nevertheless, it has value, especially since a system with a large number of untrained teachers is probably less serious about improving teacher quality than a system with smaller numbers. Yet higher percentages do not always mean that aggregate teacher quality in a system is high. Like many of these indicators, a low score is probably more meaningful than a high score.

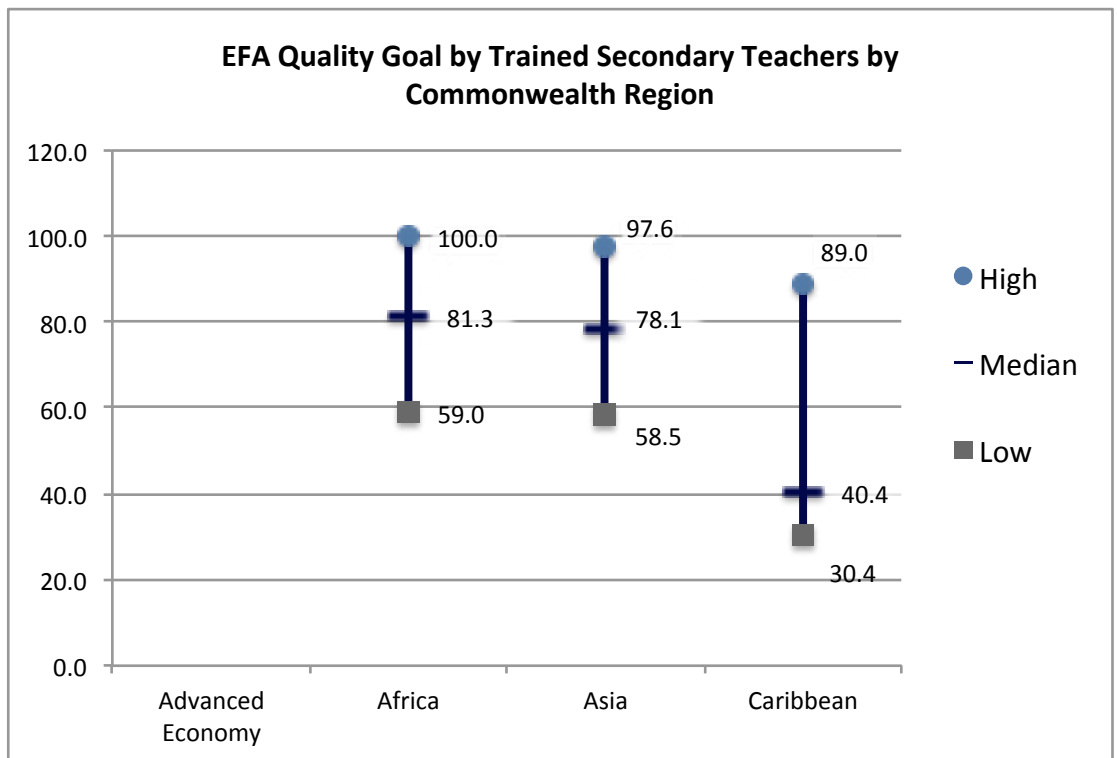
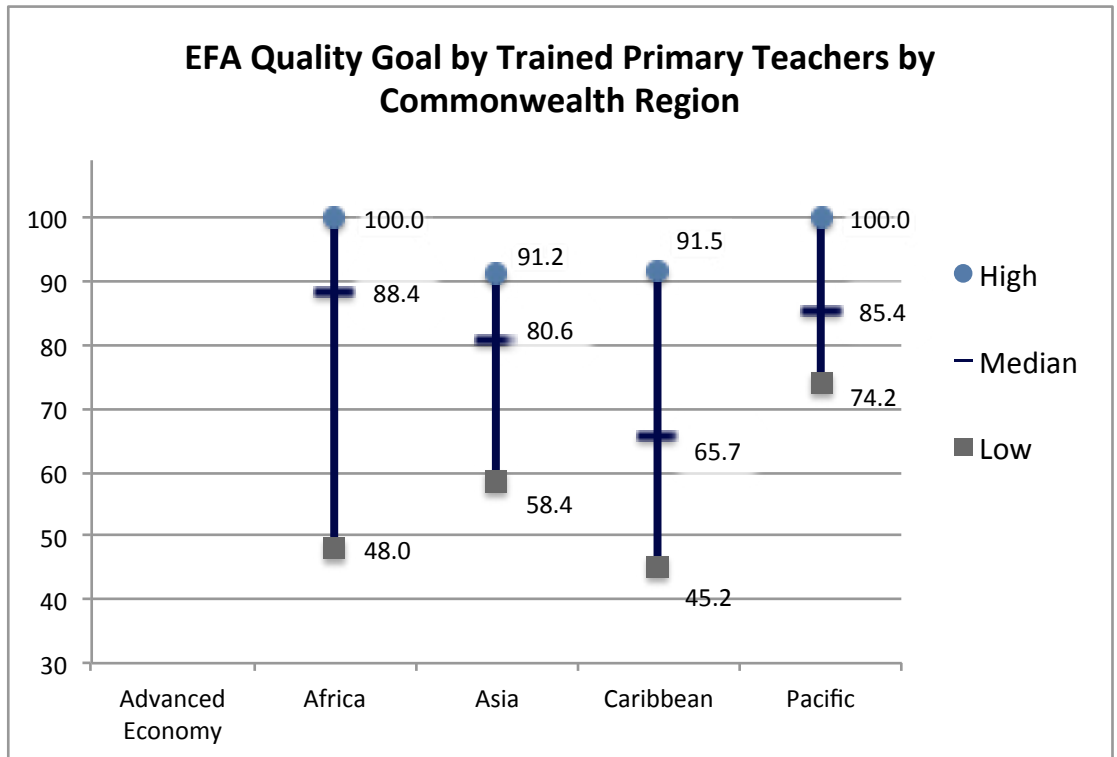
The median percentage of trained teachers in primary schools in the

Commonwealth is generally between 80-90%. The exceptions are Advanced Economies (for which not enough data are available) and the Caribbean. The Caribbean has a median of 65.7% of trained teachers, and also has the country with the lowest percentage of trained teachers (Belize at 45.2%). The same patterns essentially hold when looked at by human development, with medians generally between 80% and 85%. There is not a clear relationship between teacher training percentages and human development, though Very High HDI countries do have the highest median. While 94.3% is the highest proportion of trained primary teachers in Advanced Economies, 100% is achieved in the other three human development levels.

### **Standardized Test Scores**

Two standardized test scores are presented in the individual country report cards when applicable. The first is the Programme for International Student Assessment (PISA), is operated by the Organisation for Economic Co-operation and Development (OECD). PISA has tested learning achievements of 15-year-olds in multiple education systems (43 in 2000 and 2002, 41 in 2003, 57 in 2006, and 64 in 2009), many of which are Commonwealth members. Where appropriate, the individual country report cards present mean PISA scores by country for reading and mathematics using the 2009 data.

The second standardized test is provided by SACMEQ, the Southern and Eastern Africa Consortium for Monitoring Education Quality. This body has collected data on learning by Grade 6 over various cycles since 1995. The data in the individual country report cards are from the 2007 survey, and also refer reading and mathematics. Readers should not compare the PISA and SACMEQ scores since they refer to different grades and are prepared on different tests.



# 4

## Advanced Economy Commonwealth Countries

### Pre-Primary Enrolment

There is a lack of UIS data to work with, but it appears that the Advanced Economy Commonwealth started with a net enrolment rate median of 76 in 2000, which then dipped to 63 in 2004, and is on track to rise back up to 83 in 2015. For pre-primary net enrolment rate by most recent statistic is 40.9, and by 2015 it is projected to rise to 52.5. Only half of Advanced Economy countries have net enrolment rate data for pre-primary in the UIS database.

### Primary Participation and Enrolment

The Advanced Economy Commonwealth countries have 70,300 primary-aged children out of school. Approximately 54,000 (or 76.5%) are in Australia and another 8,000 are in the United Kingdom. As measured by net enrolment rate, the regional median is 99.0 and forecast to increase slightly to 99.3 in 2015. Canada, Cyprus, New Zealand, and the United Kingdom have essentially universal enrolment as measured by net enrolment rate. Australia should have many of the out-of-school children enrolled by 2015, when its net enrolment rate is expected to rise from 97.1 to 99.3. Malta is the only Advanced Economy country in which universal primary enrolment by 2015 looks unlikely.

### Adult Literacy

The Advanced Economy countries have the highest rates of literacy in the Commonwealth. Most Advanced Economy countries have literacy goals with reductions of less than 1% from the 2000 statistic. For most of those same countries, there is not enough data to make any 2015 forecast. There is also concern that the goal might not have been reached because, as has been mentioned elsewhere in this book, capturing the last few percent - or fractions of a percent - becomes increasingly difficult compared to earlier gains. Four of the seven Advanced Economy countries that have data show 213,000 illit-



erate adults. The other three have not reported statistics. Among the known illiterates, 80.5% are in Singapore, 12.1% are in Malta, and 7.3% are in Cyprus. Malta has the greatest gap to bridge in reaching the EFA literacy goal at 3.8.

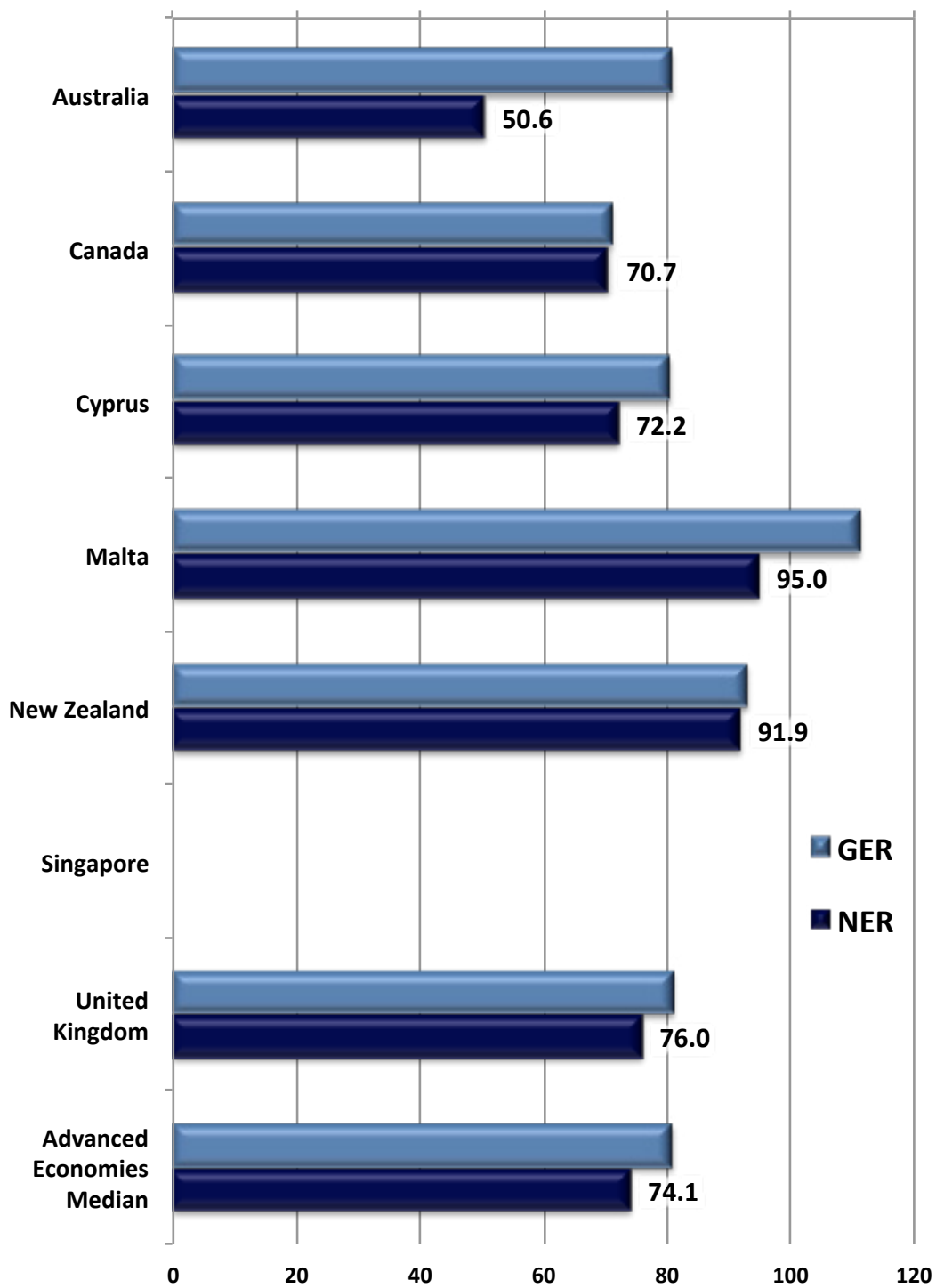
## **Gender Equity in Enrolment**

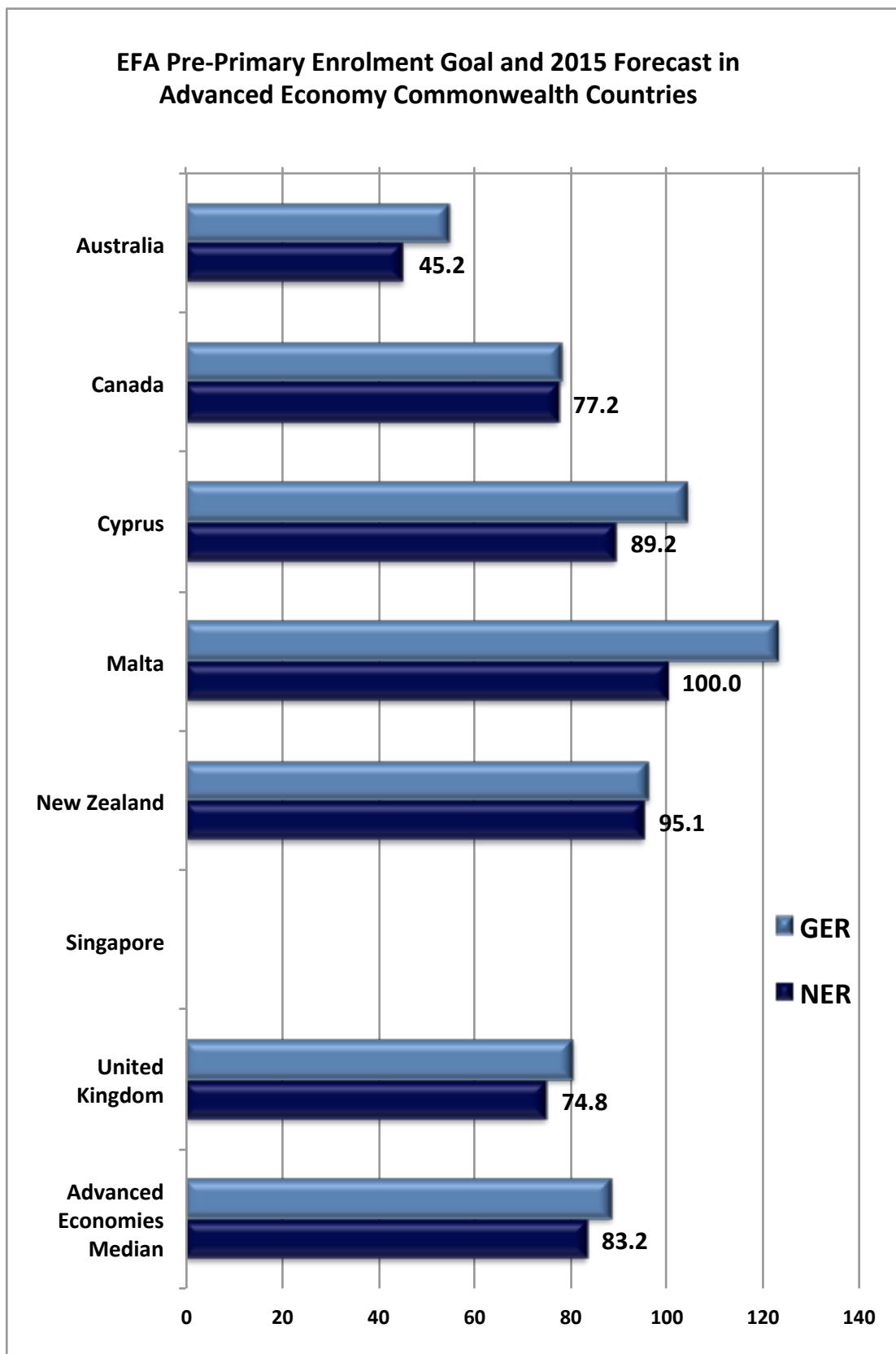
The median GPI for the Advanced Economy shows that systems are essentially gender equitable, as is the 2015 forecast. In the most recent statistic, the United Kingdom is slightly biased towards girls. Especially at the secondary level, Malta's figures for the most recent statistics are biased towards boys. For the 2015 forecast, Malta's net secondary enrolment rate is biased towards boys but the gross enrolment ratio is biased towards girls. The overall trend in secondary gross enrolment in the Advanced Economy countries is a move downward in GPI towards enrolment favouring boys, with a median gross enrolment GPI of 0.97 forecast in 2015.

## **Quality**

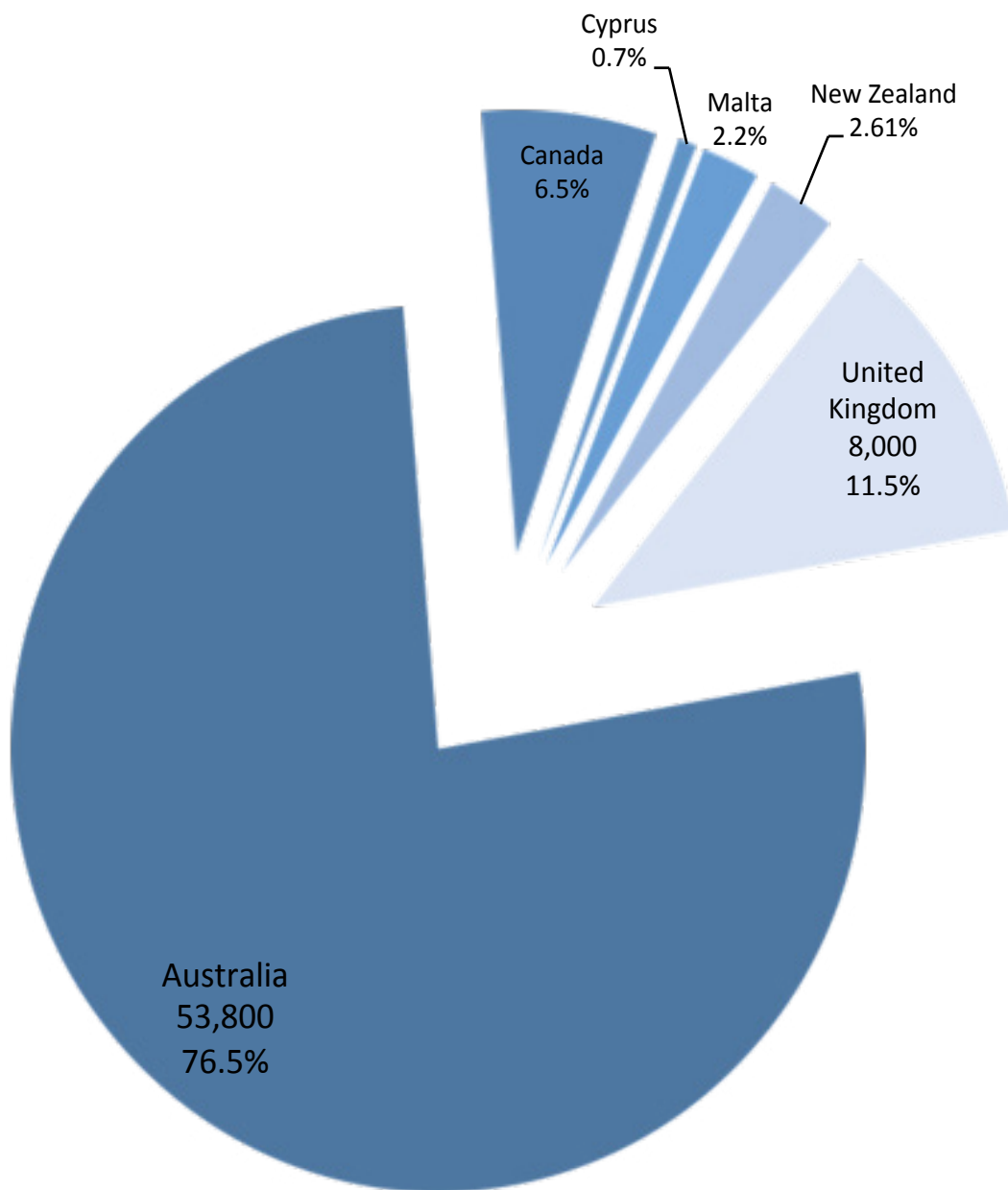
With the exception of public spending as a percentage of GDP/per capita, the advanced Economy Commonwealth countries have the best quality indicators in the Commonwealth. The lower proportional spending is offset by both diminishing marginal returns on education investment and higher absolute spending. It should also be noted that there is a lack of data on trained teachers in Advanced Economy countries, but we can realistically expect that the percentages are high and that the training processes are comparably (or more) thorough than in other Commonwealth regions. The statistics on public expenditure per primary student as a percentage of GDP per capita show a wide range. At one end is Singapore with 11.5, and at the other end is Cyprus with 31.5. The primary teacher-student ratios are much more consistent, ranging from 13.8 in Cyprus to 18.0 in the United Kingdom.

### EFA Pre-Primary Enrolment Goal and Most Recent Statistic in Advanced Economy Commonwealth Countries

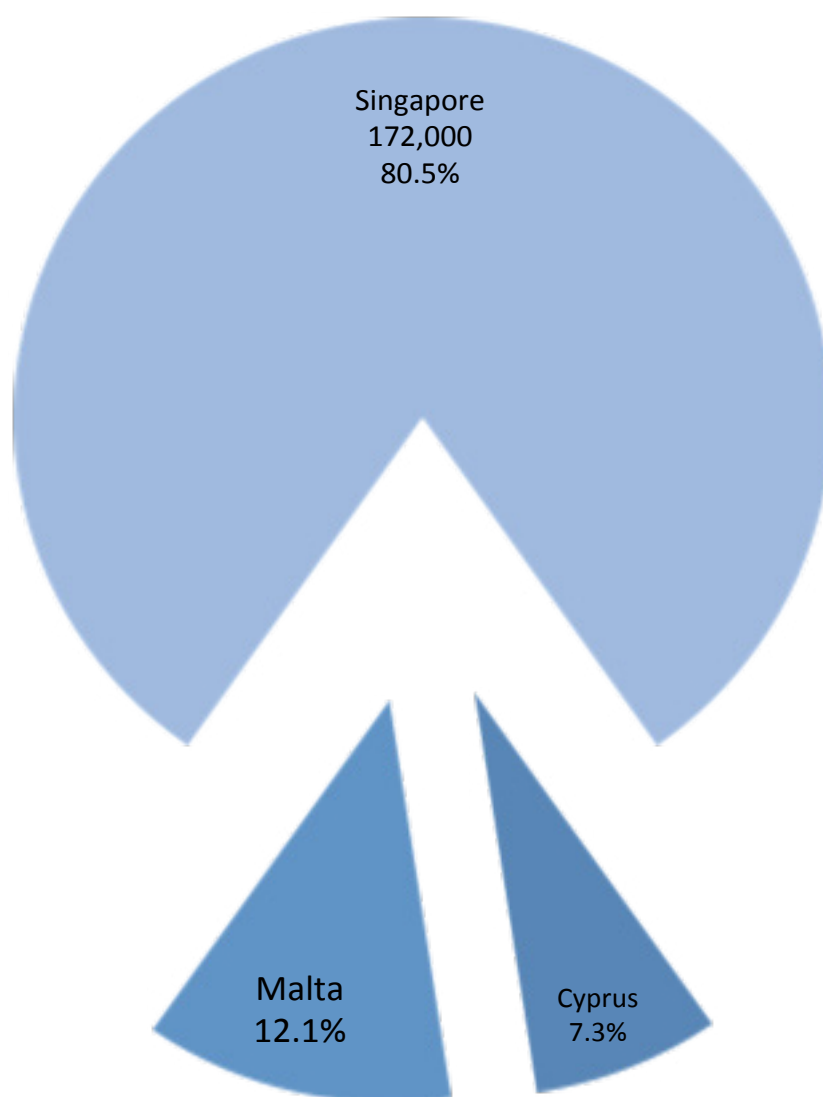




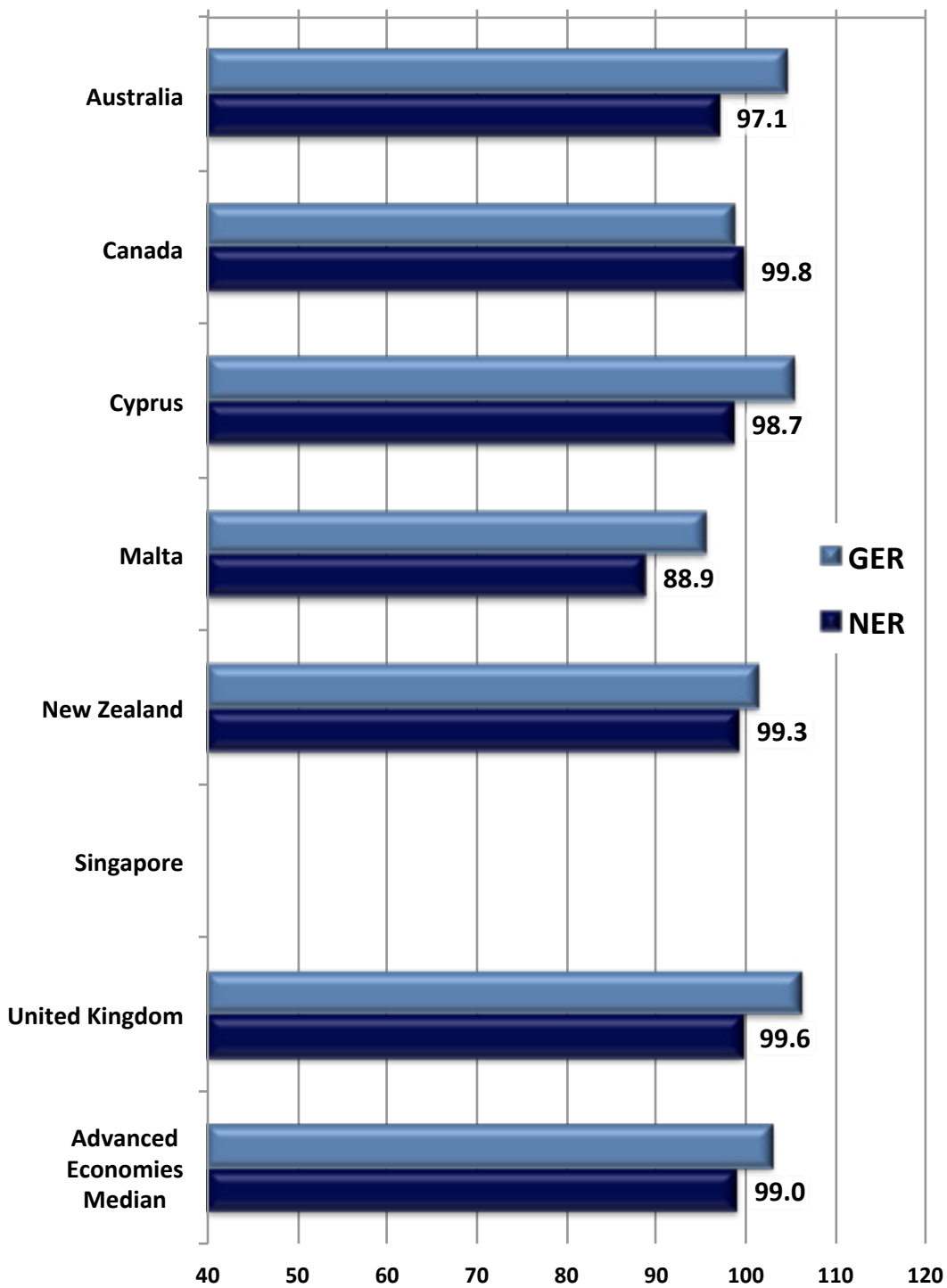
### Distribution of School Primary-Aged Children in Advanced Economy Commonwealth Countries

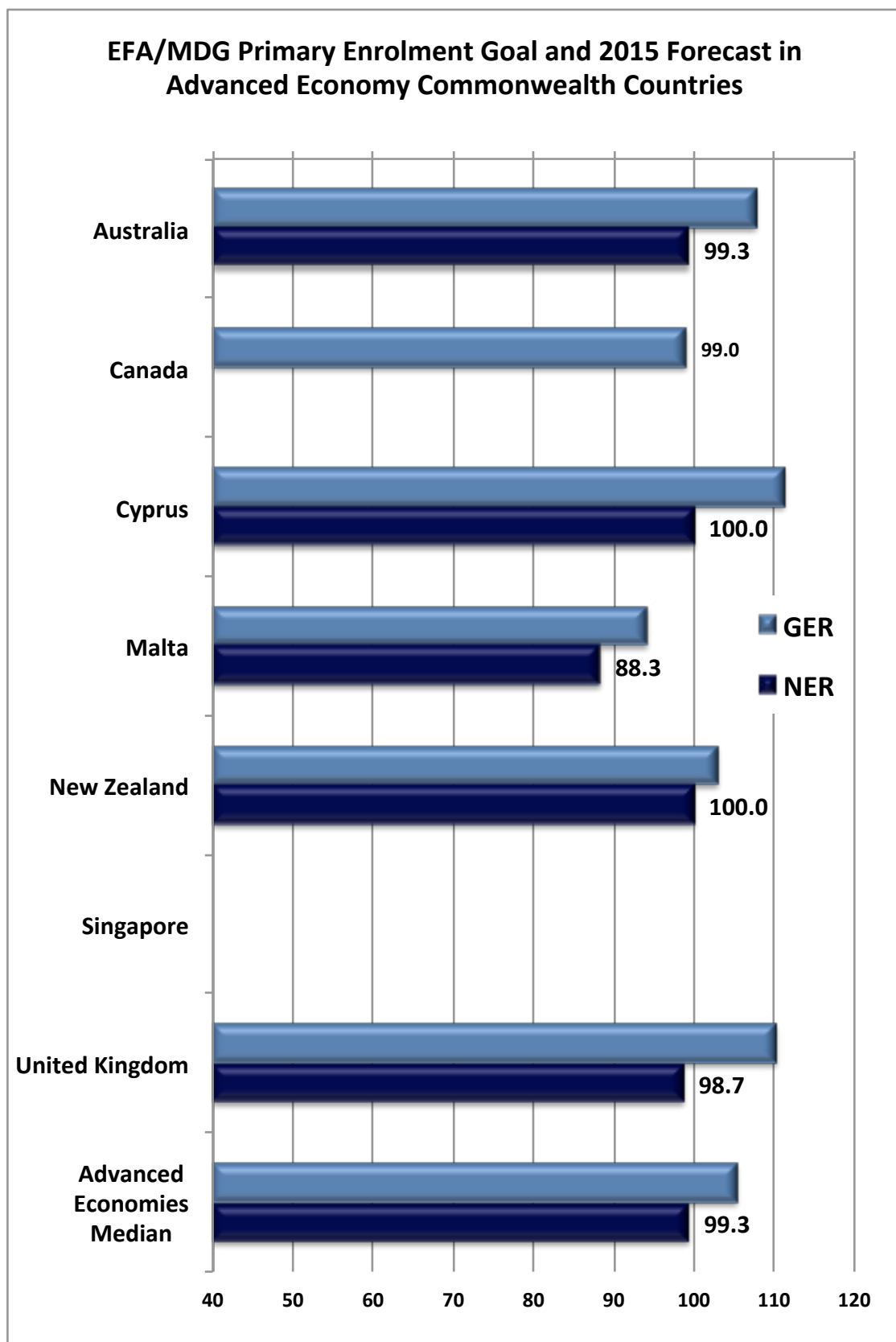


### Distribution of Illiterate Adults in Advanced Economy Commonwealth Countries

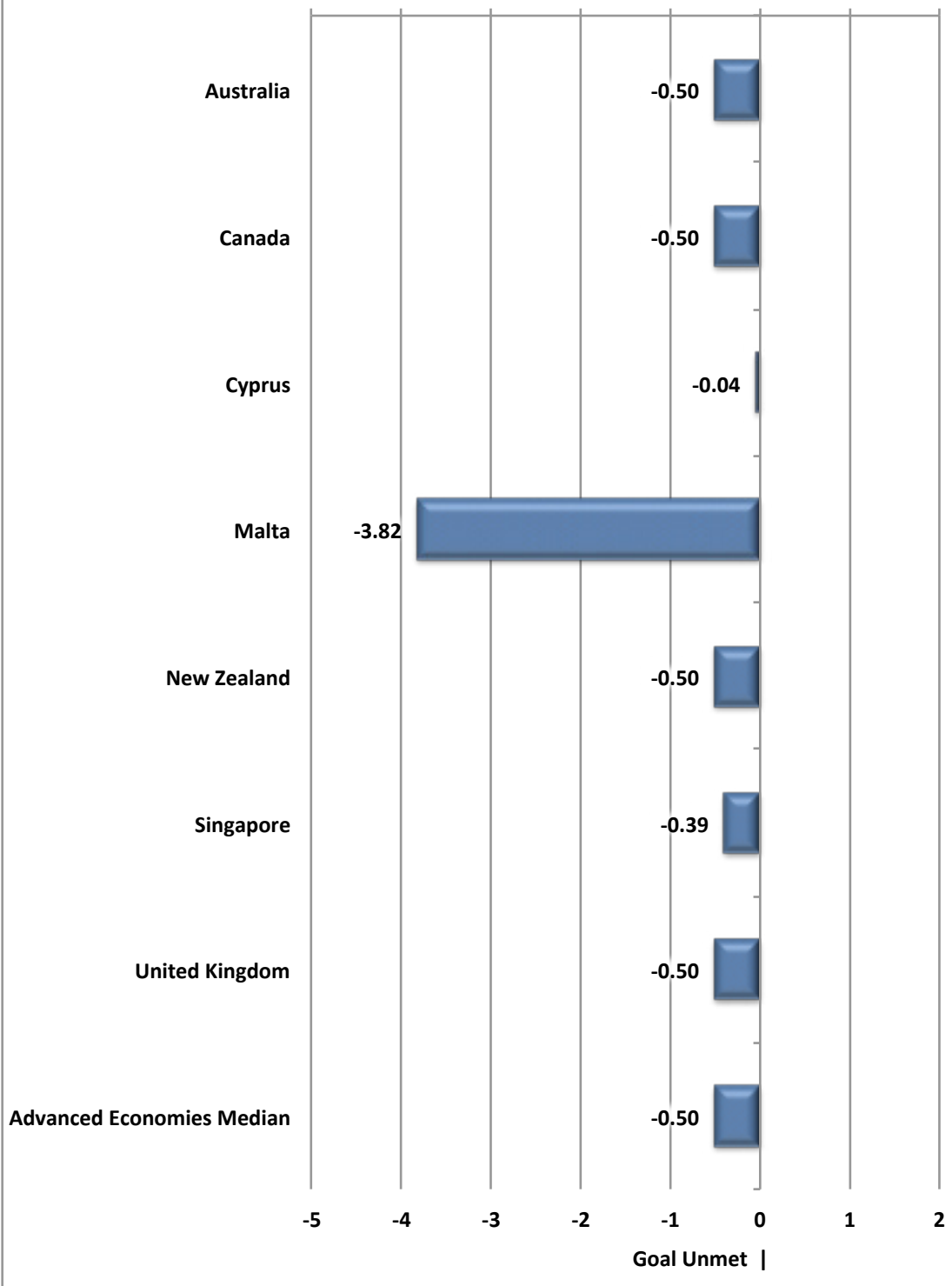


**EFA/MDG Primary Enrolment Goal and Most Recent Statistic in Advanced Economy Commonwealth Countries**

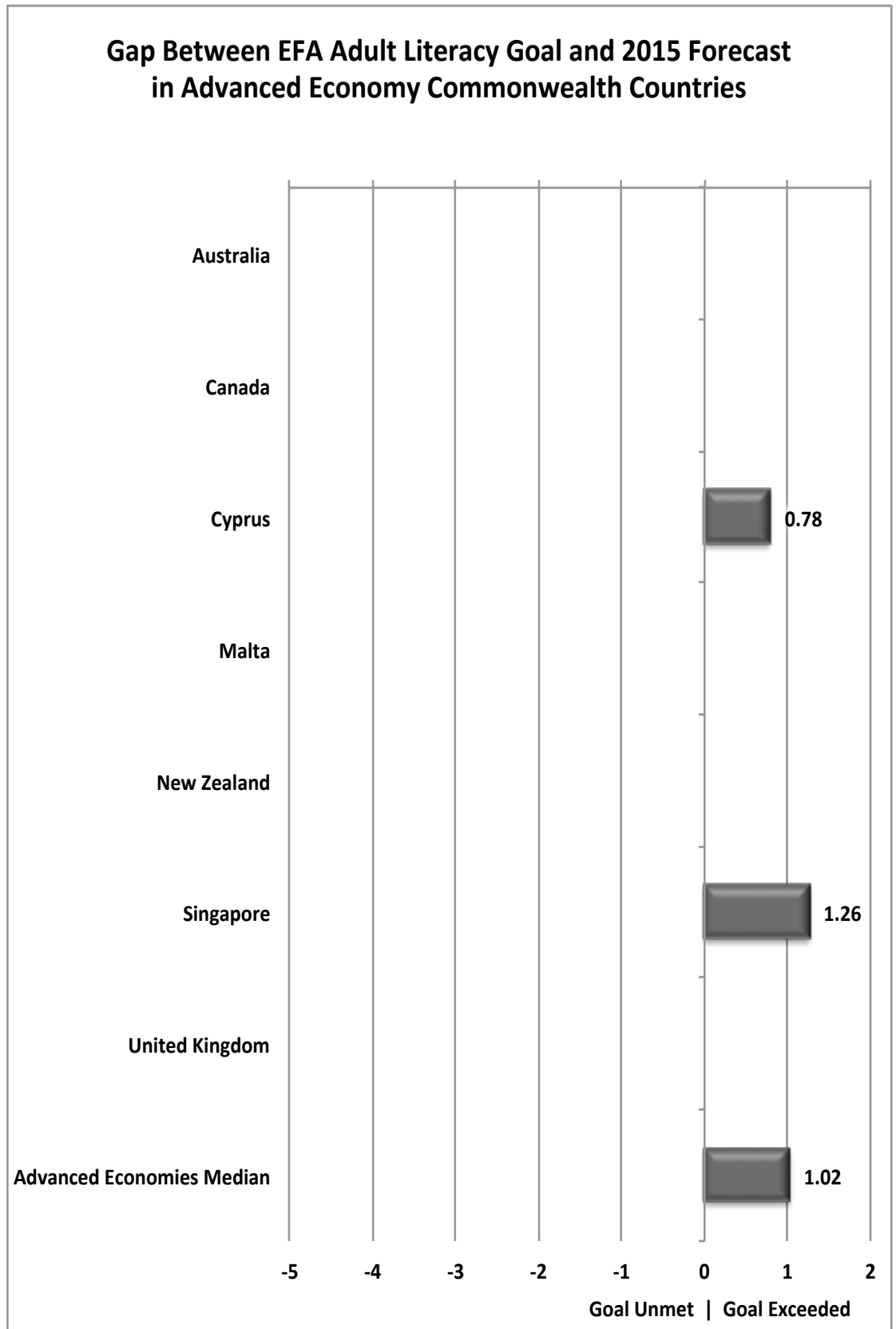




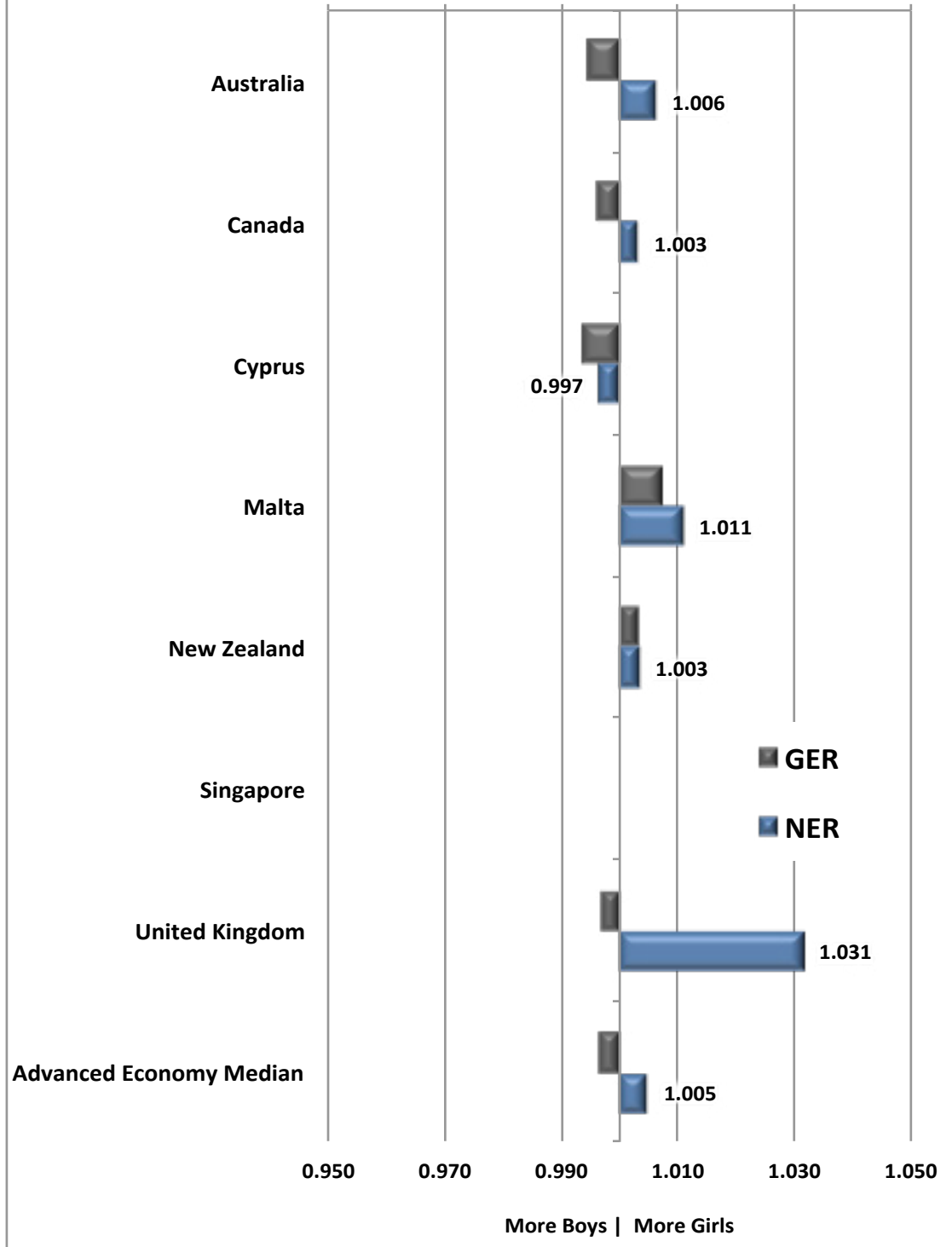
### Gap Between EFA Adult Literacy Goal and Most Recent Statistic in Advanced Economy Commonwealth Countries

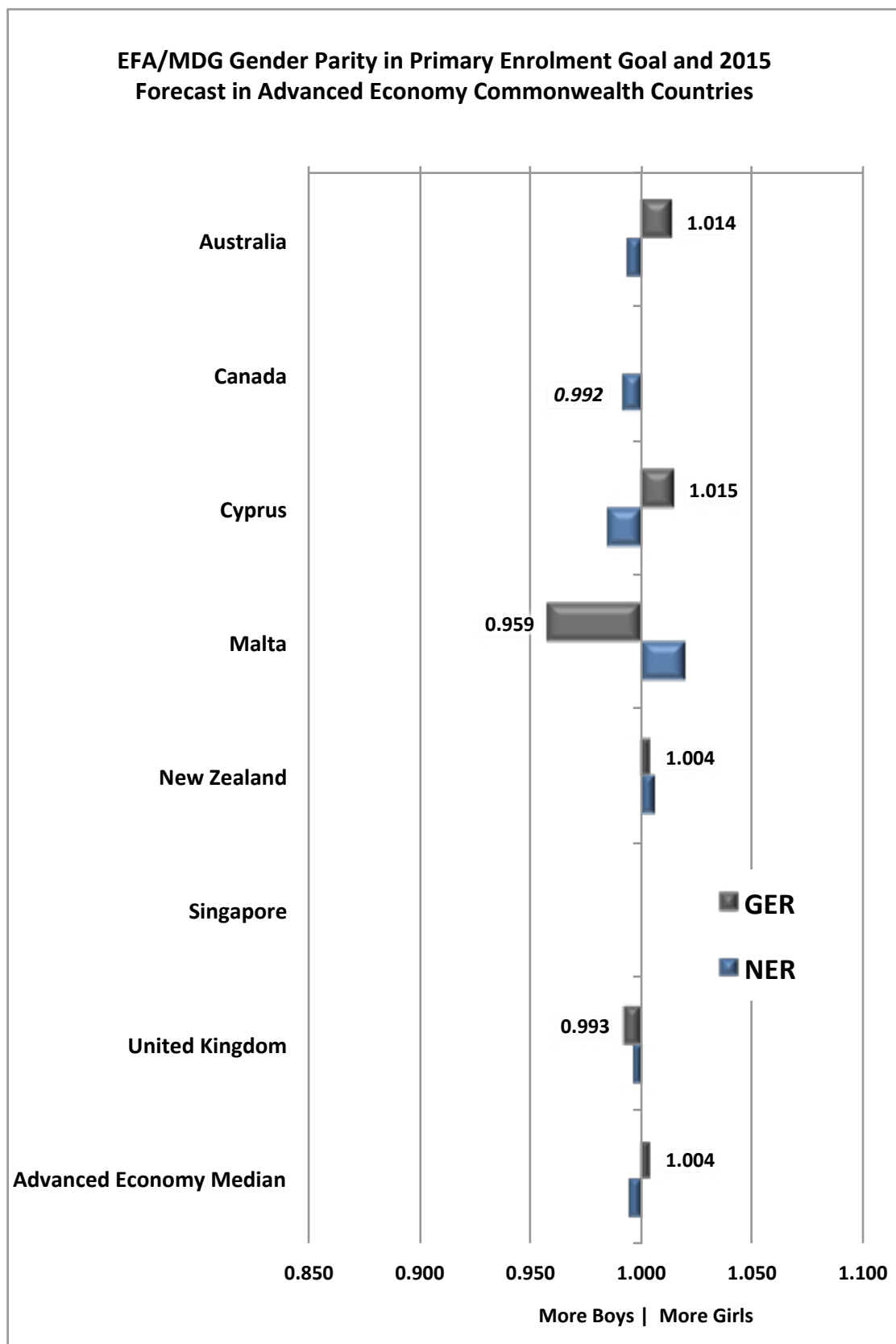




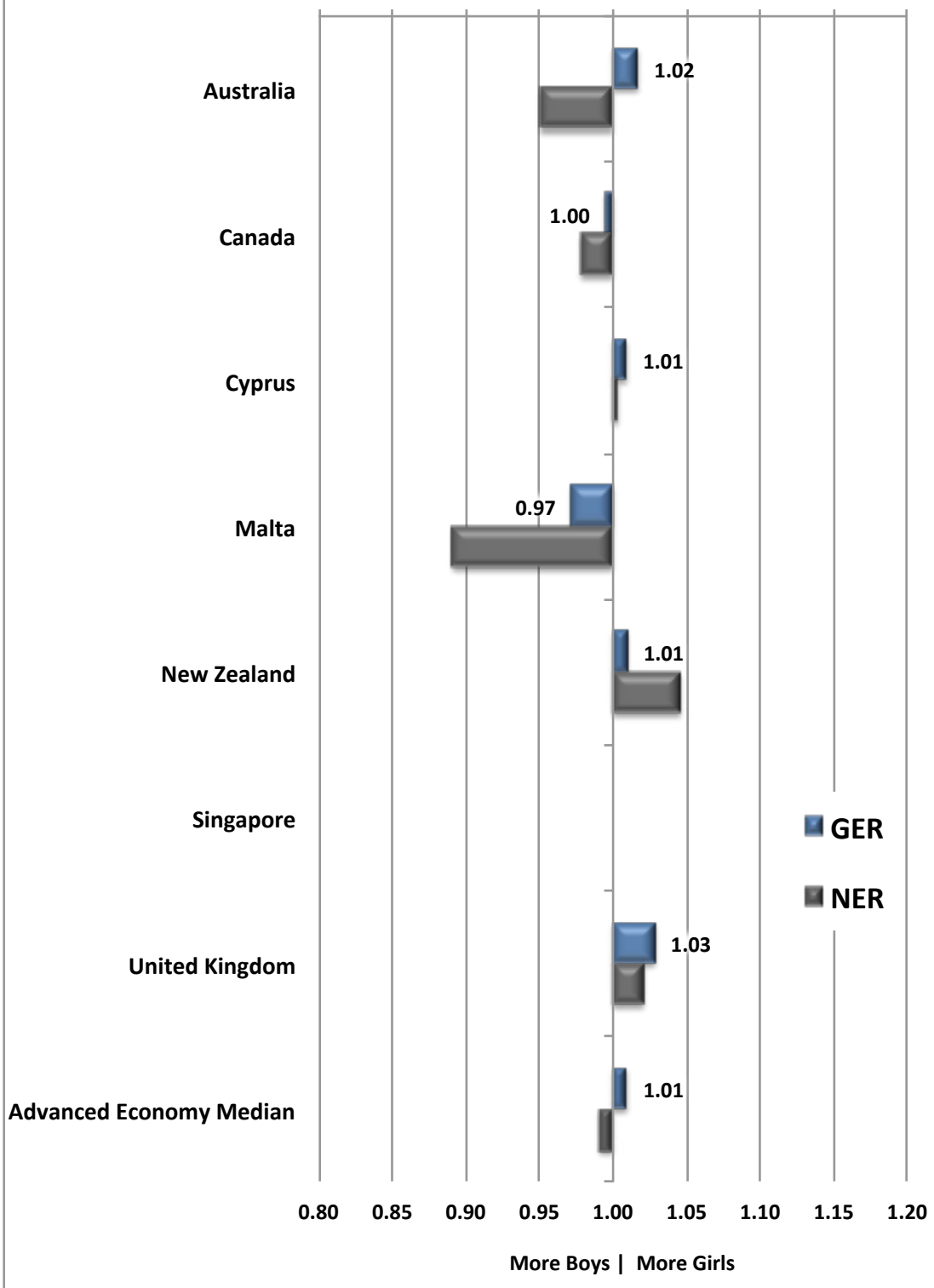


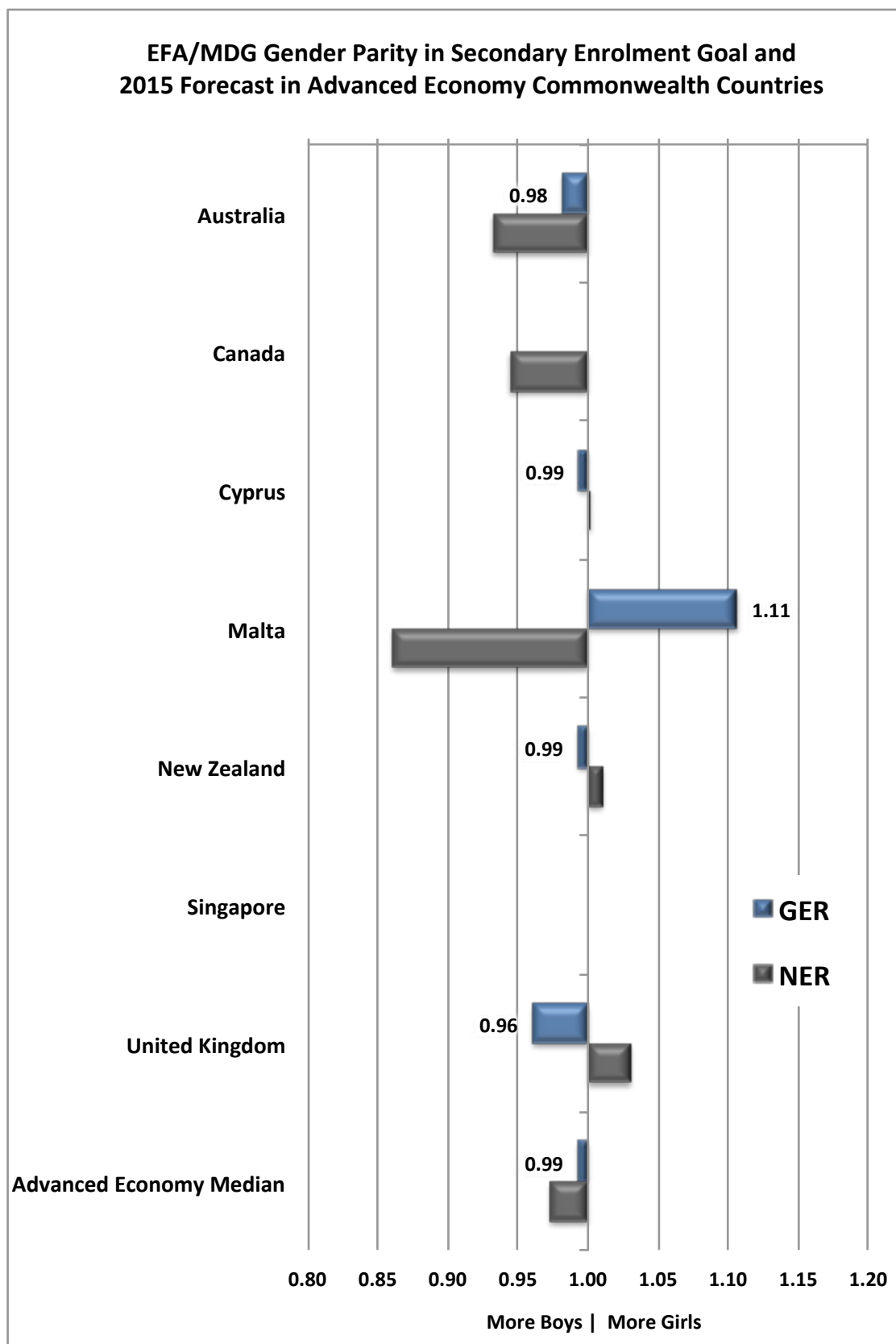
### EFA/MDG Gender Parity in Primary Enrolment Goal and Most Recent Statistic in Advanced Economy Commonwealth Countries

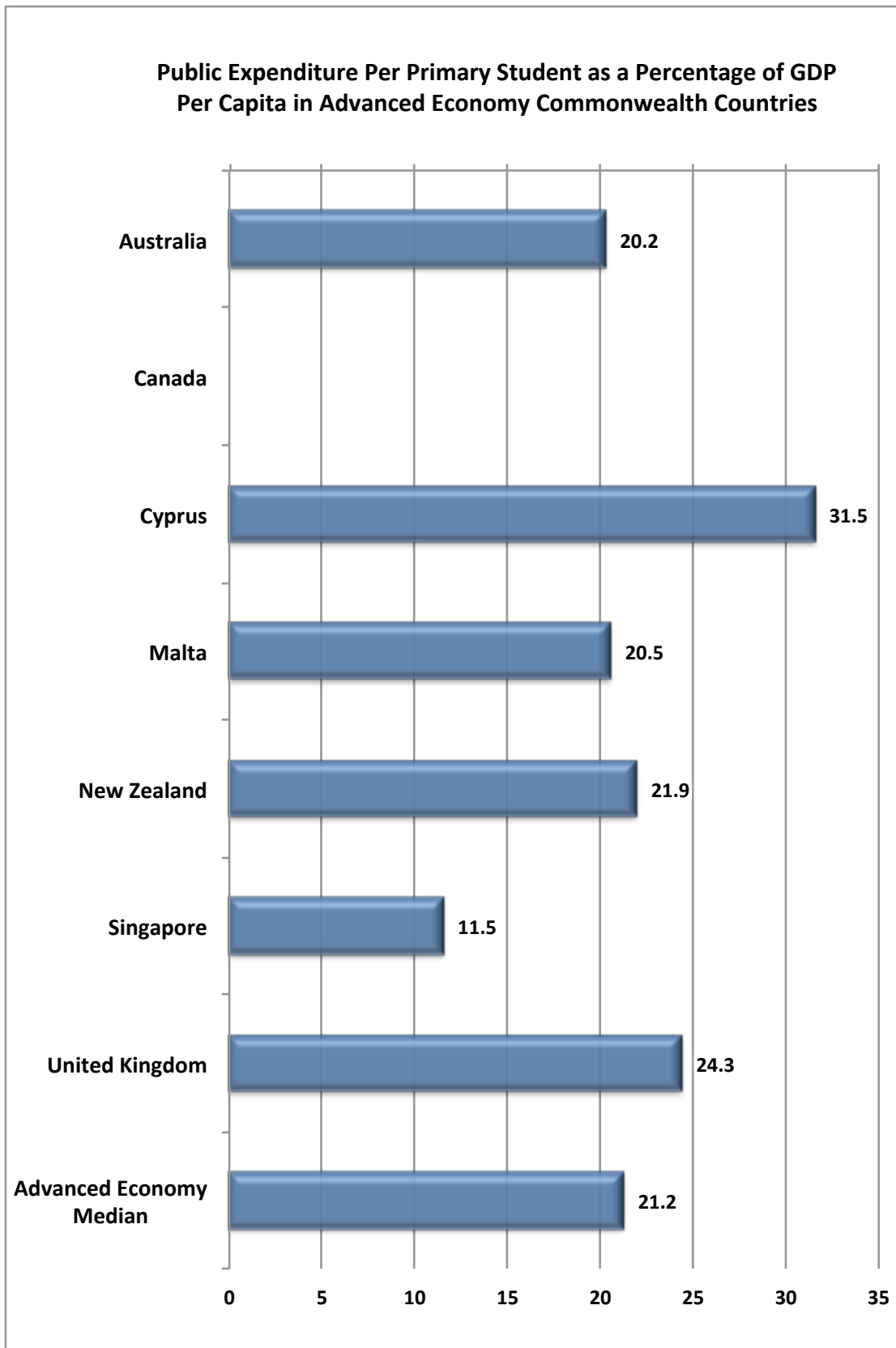


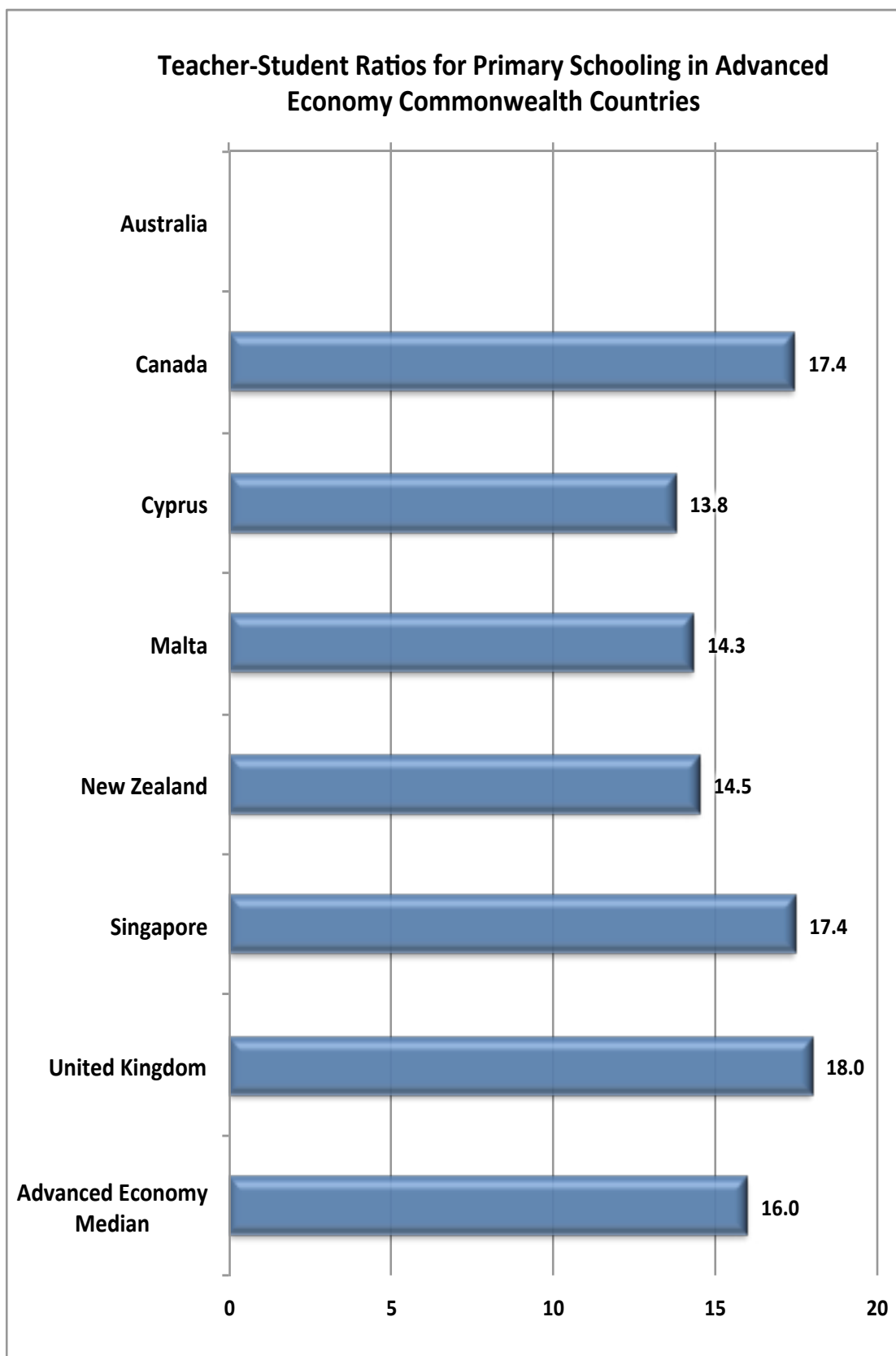


### EFA/MDG Secondary Enrolment Goal and Most Recent Statistic in Advanced Economy Commonwealth Countries







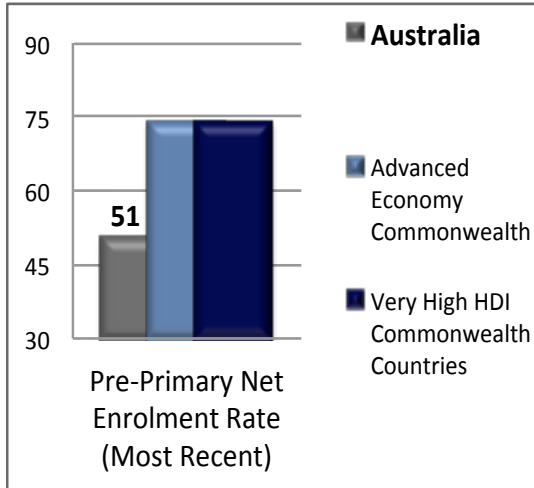




# AUSTRALIA

## Early Childhood Education

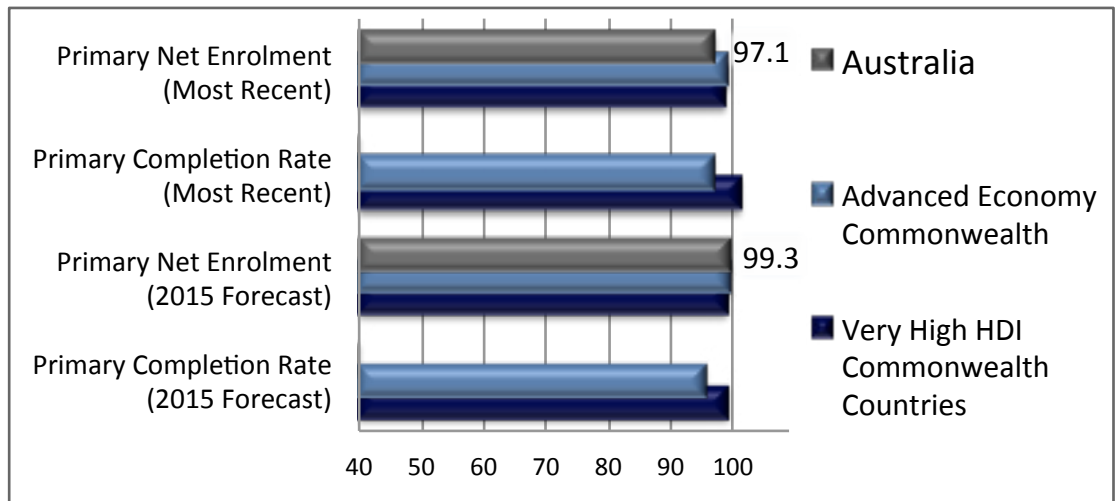
Population	22m (2011)
GDP Per Capita PPP	\$40,800 (2011)
Inequality (Gini)	30.5 (2006)
Population Growth Rate	1.1% (2006)
Population ages 0-14	18.3% (2011)



Australia has a lower pre-primary net rate enrolment in comparison to both its human development level median and regional median. There has been a steady increase in net enrolment. The net enrolment rate was 50.2 in 2001, rose through the 2000s, and fell to 50.6 in 2009, the most recent statistic. If trends continue, it will reach 45.2 by 2015.

Public Expenditure on Education ... GDP	4.5% (2007)
Human Development Index	.929 (2011)

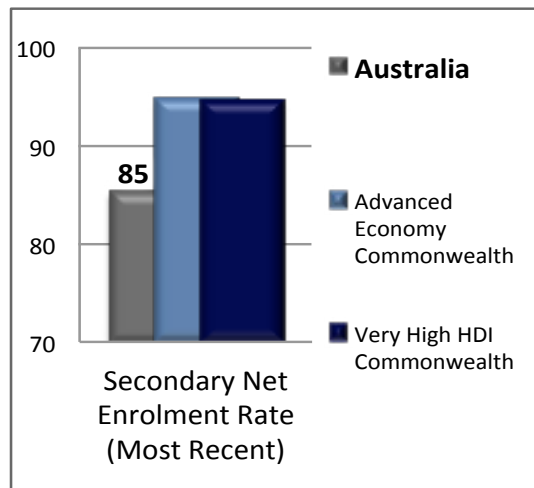
## Basic Education Enrolment and Completion



Australia's primary net enrolment rate is a little below the human development level median and the median for the Advanced Economies group. The net enrolment rate was 97.5 in 1990, 94.4 in 2000 and 97.1 in 2010 (the most recent statistic). It is forecast to be 99.3 in 2015.

Chart Color Key

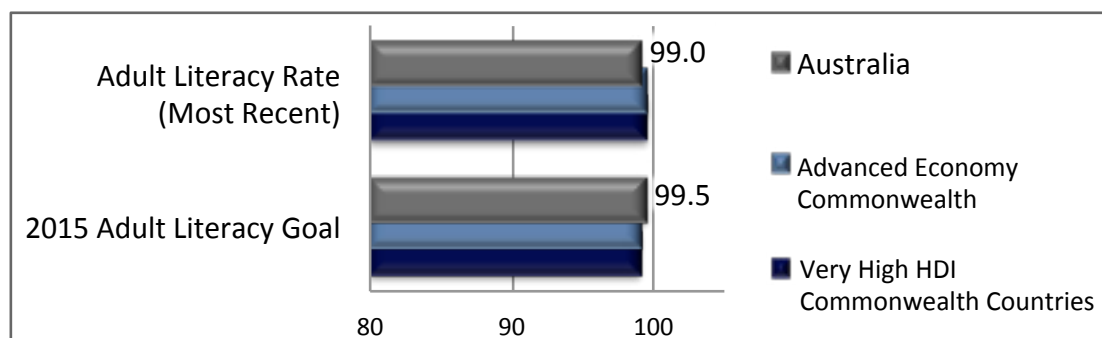
- ◆ Country
- ◆ Region
- ◆ Human Development Level





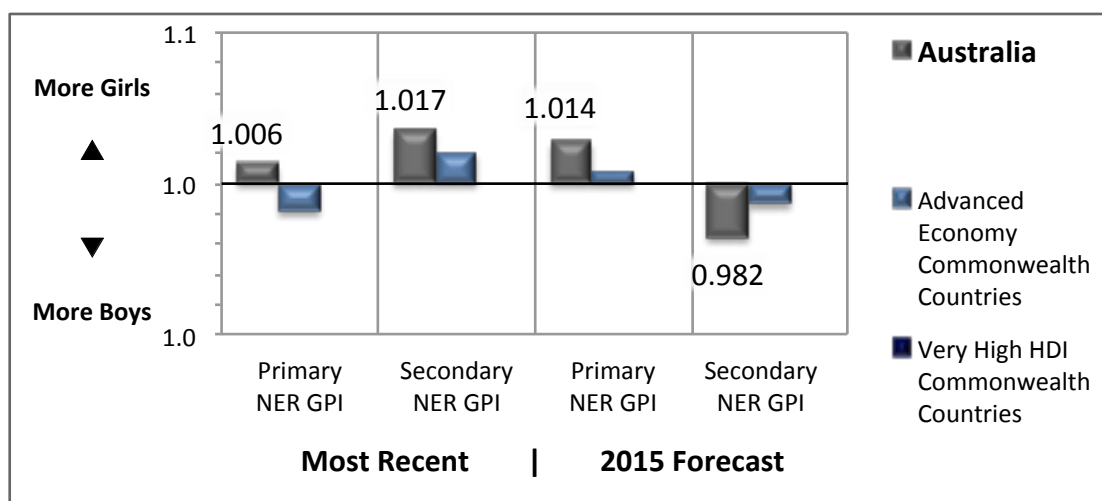


## Adult Literacy



Australia's literacy rate is similar to both its human development level median and the regional median. There are no UIS statistics for the number of illiterate adults. Using the 2003 literacy rate, illiteracy needed to drop by 0.5 percentage points to reach EFA Goal 4. The 2003 statistic is the only recent statistic in the UIS database, so there is no known progress or lack thereof. .

## Gender Equity



Australia is essentially gender equitable in primary schooling by most recent net enrolment statistic (2010). The primary net enrolment rate is forecast to stay the same in 2015. By most recent statistic, the secondary net enrolment rate is essentially equitable but forecast to become slightly inequitable for girls in 2015.

## Quality

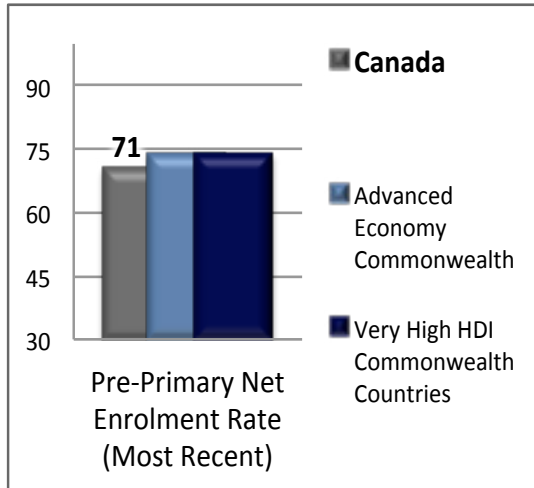
Trained Pre-Primary Teachers	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	N/A	N/A	N/A	20.24
PISA Reading		PISA Math		
515		514		



# CANADA

## Early Childhood Education

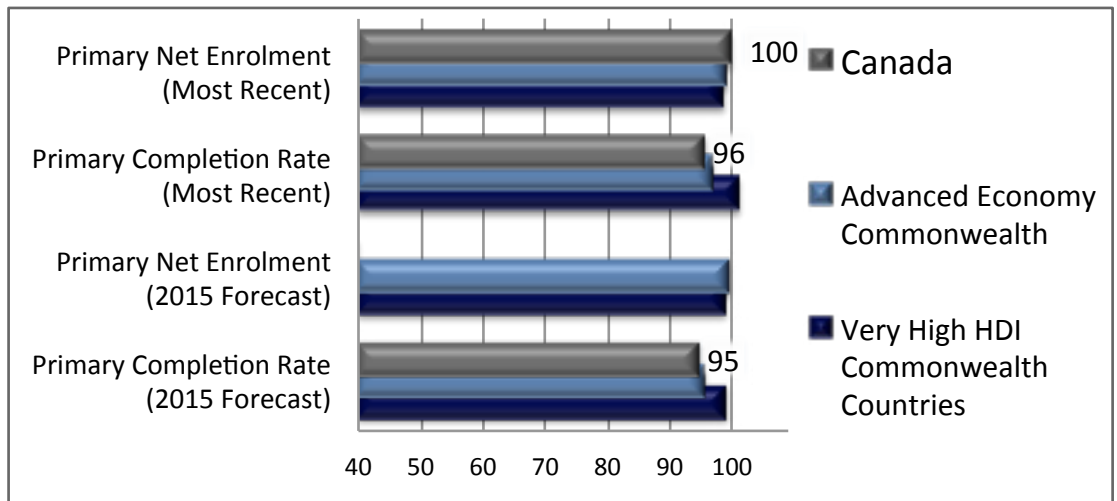
Population	34.3m (2011)
GDP Per Capita PPP	\$41,100 (2011)
Inequality (Gini)	32.1 (2005)
Population Growth Rate	0.78% (2011)
Population ages 0-14	15.7% (2011)



Canada has a slightly lower pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been a steady increase in net enrolment. The net enrolment rate was 63.2 in 2000 and was 70.7 in 2008, the most recent statistic. If current trends continue, it is forecast to reach 77.2 by 2015.

Public Expenditure on Education ... GDP	4.9% (2007)
Human Development Index	.908 (2011)

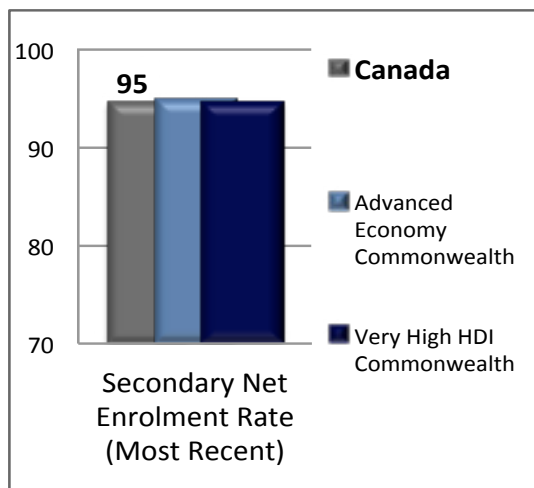
## Basic Education Enrolment and Completion

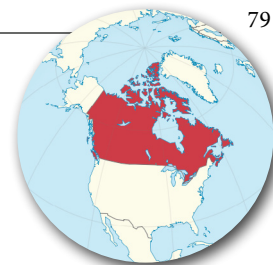


Canada's recorded primary net enrolment rate was 95.2 in 1990 and 99.8 in 2000. Canada is expected to have a similar enrolment rate in 2015.

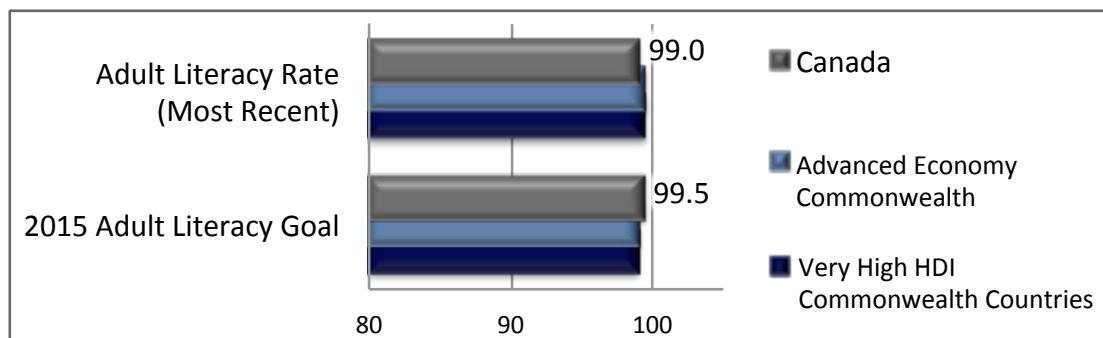
Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



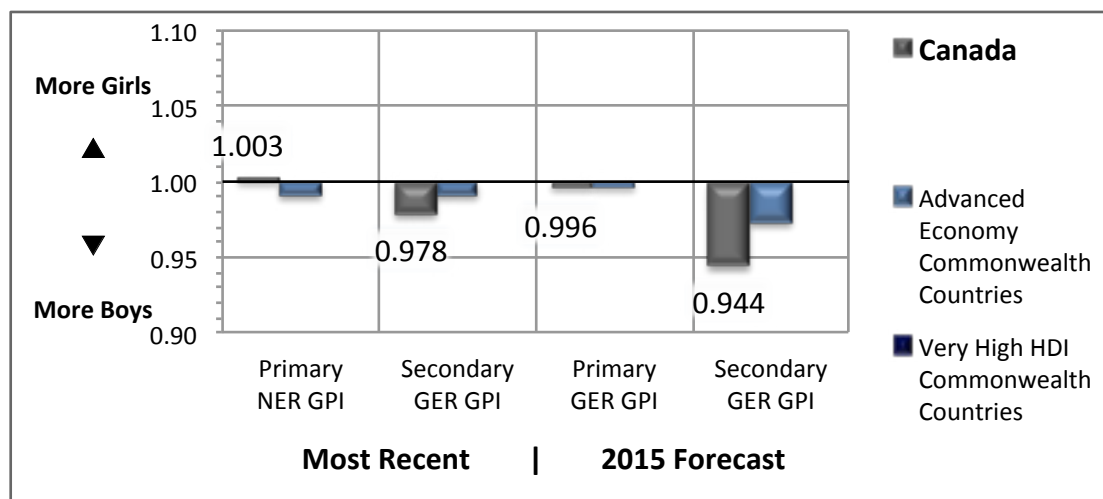


## Adult Literacy



Canada's literacy rate is similar to both its human development level median and the regional median. There are no UIS statistics for the number of illiterate adults. Using the 2003 literacy rate, illiteracy needed to drop by 0.5 percentage points to reach EFA Goal 4. The 2003 statistic is the only recent statistic in the UIS database, so there is no known progress or lack thereof.

## Gender Equity



Canada is essentially gender equitable in primary schooling by most recent net enrolment rate statistic (2010). No net enrolment forecast is available, primary gross enrolment ratio is forecast to stay the same in 2015. By most recent statistic, the secondary net enrolment rate is unequal for girls and forecast to become more so in 2015.

## Quality

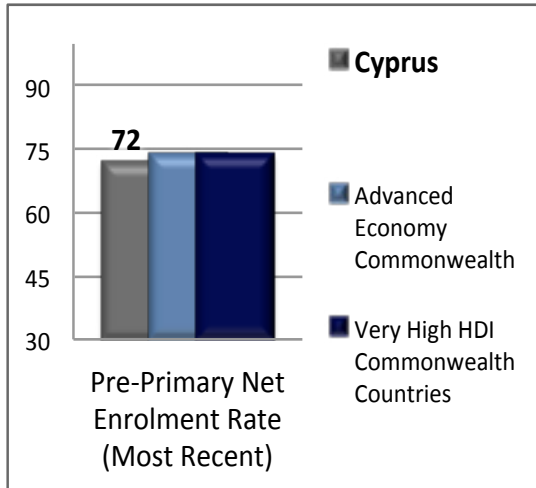
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	N/A	17.4	7.0	N/A
		PISA Reading		PISA Math
		524		527



# CYPRUS

## Early Childhood Education

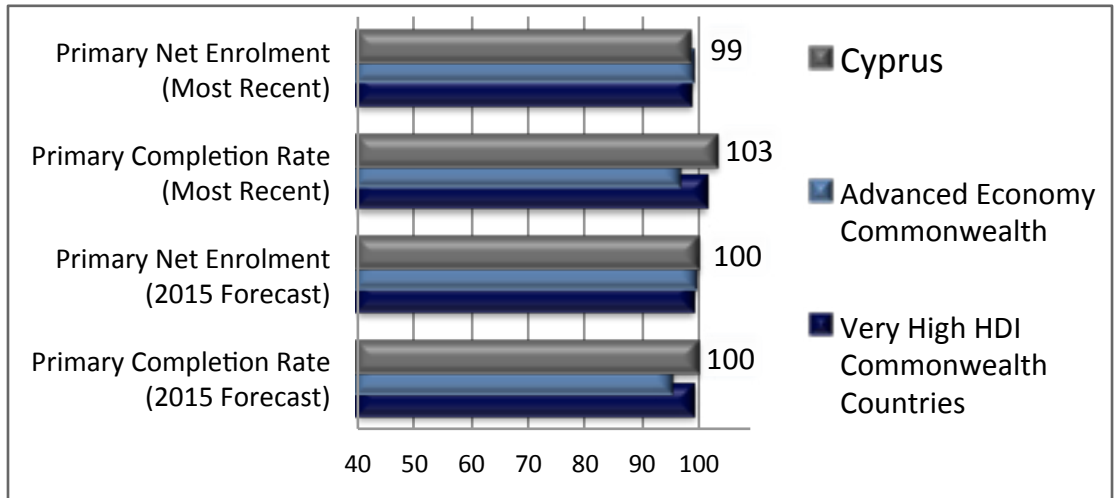
Population	1.1m (2011)
GDP Per Capita PPP	\$29,400 (2011)
Inequality (Gini)	29 (2005)
Population Growth Rate	1.57% (2011)
Population ages 0-14	16.2% (2011)



Cyprus has a slightly lower pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been a steady increase in net enrolment. The net enrolment rate was 53.3 in 2000 and was 72.2 in 2009, the most recent statistic. If current trends continue, it is forecast to reach 89.2 by 2015.

Public Expenditure on Education ... GDP	4.1% (2007)
Human Development Index	.840 (2011)

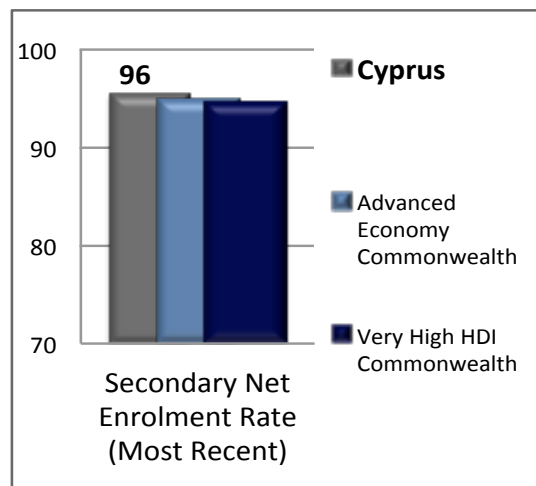
## Basic Education Enrolment and Completion



Cyprus has made big strides since 1990 when its primary net enrolment rate was 78.8. In 2000 the rate was 95.3, and in 2009 (the most recent statistic) it was 98.7 which was close to the median for the human development level and the Advanced Economies group. The forecast for 2015 was universal enrolment.

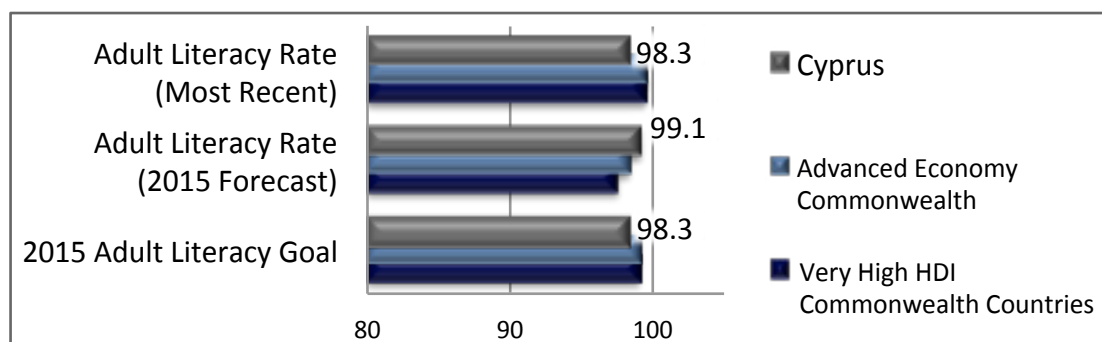
Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



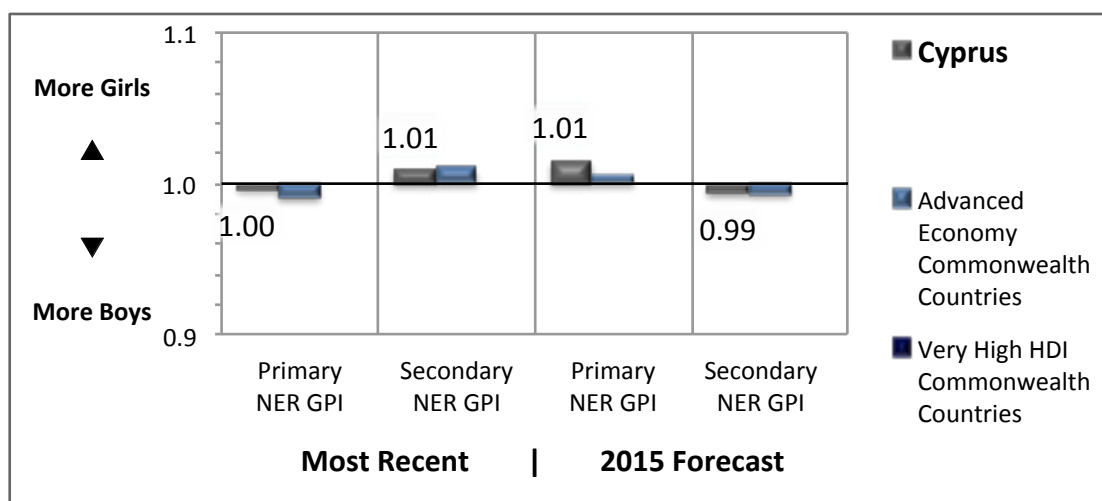


## Adult Literacy



Cyprus' literacy rate is similar to both its human development level median and the regional median. The country has 16,000 illiterate adults. Illiteracy needed to drop by 1.7 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it had reached the goal. The 2015 forecast puts it 0.8 points above the goal.

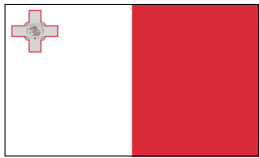
## Gender Equity



Cyprus is essentially gender equitable in primary schooling by most recent net enrolment rate statistic (2010). The primary net enrolment rate is forecast to stay the same in 2015. By most recent statistic, the secondary net enrolment rate is essentially equitable and forecast to remain so in 2015.

## Quality

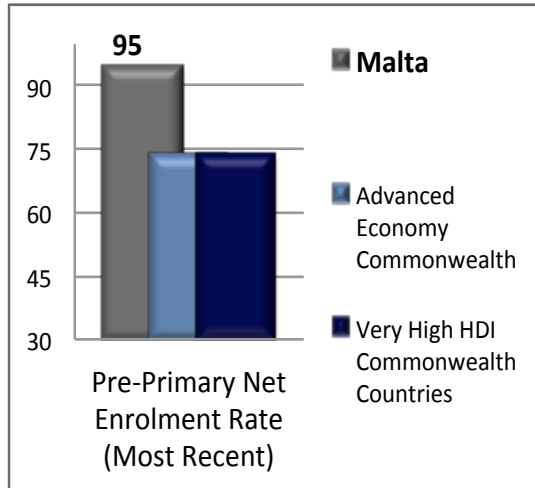
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	N/A	13.8	9.8	31.5



# MALTA

## Early Childhood Education

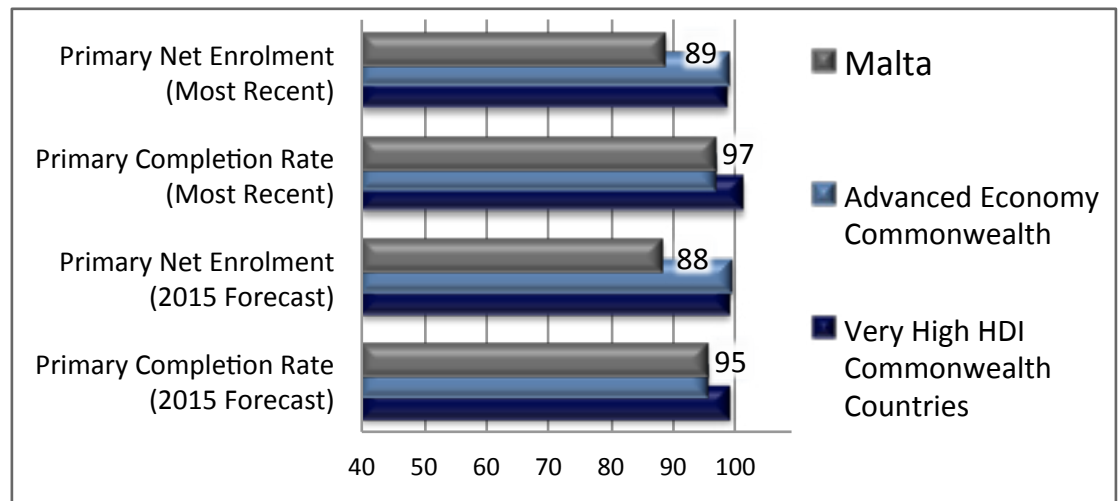
Population	410,000 (2011)
GDP Per Capita PPP	\$25,800 (2011)
Inequality (Gini)	26 (2007)
Population Growth Rate	.36% (2011)
Population ages 0-14	15.7% (2011)



Malta has a significantly higher pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been a steady increase in net enrolment. The net enrolment rate was 85.9 in 2000 and was 95.0 in 2009, the most recent statistic. If current trends continue, it is forecast to reach universal enrolment by 2015.

Public Expenditure on Education ... GDP	6.4% (2007)
Human Development Index	.832 (2011)

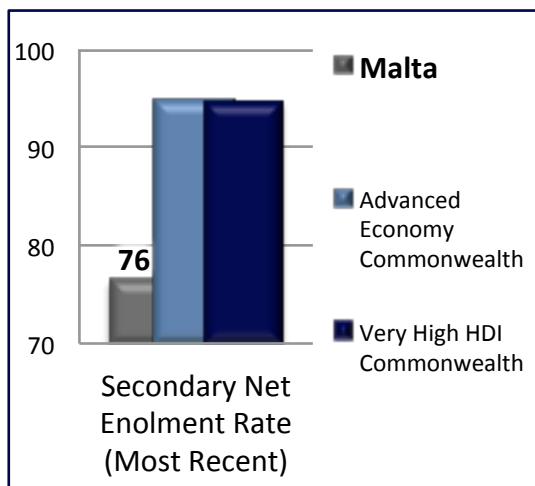
## Basic Education Enrolment and Completion



Malta's primary net enrolment rates have fluctuated over the decades. The rate in 1990 was 92.5, and in 2000 was 93.7. In 2009, the most recent statistic, the rate was 88.9. This is considerably below the median for the human development level and the Advanced Economies group. The forecast for 2015 was 88.3.

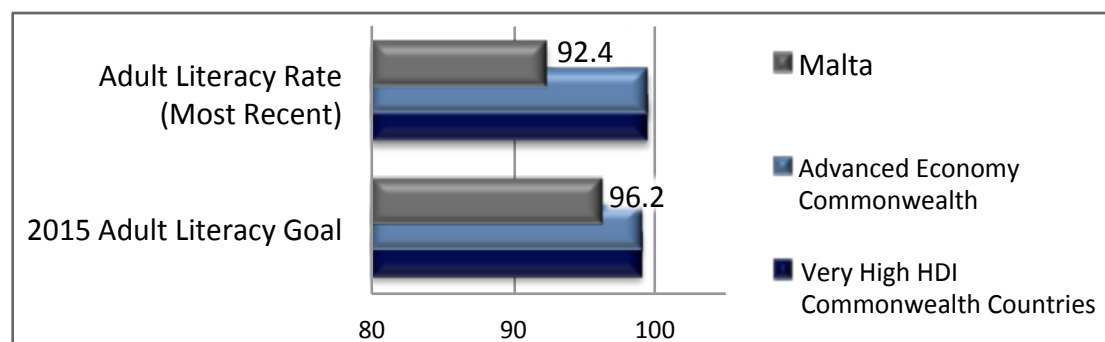
### Chart Color Key

- Country
- Region
- Human Development Level



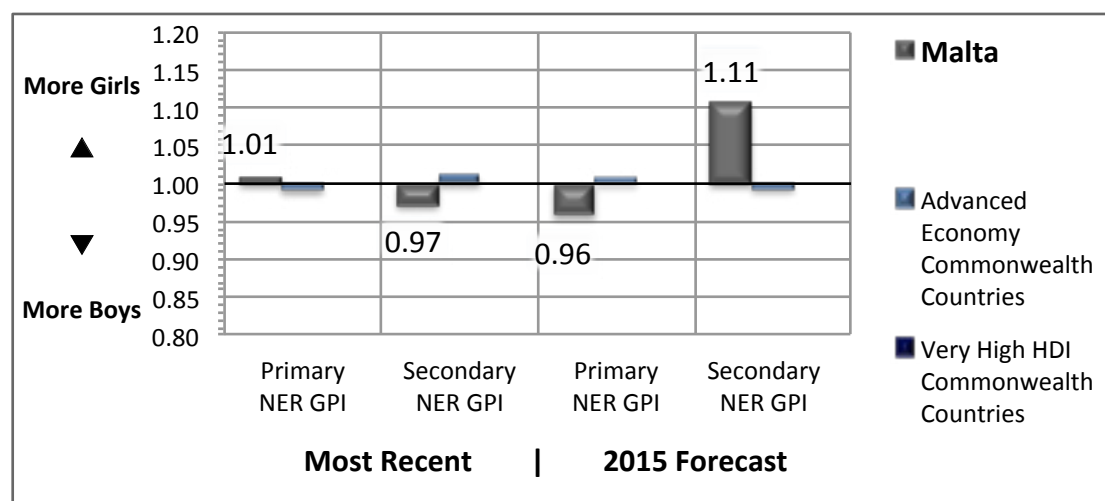


## Adult Literacy



Malta has a low literacy rate in comparison to both its human development level median and the regional median. The country has 26,000 illiterate adults. Using the 2005 literacy rate, illiteracy needed to drop by 3.8 percentage points to reach EFA Goal 4. The 2005 statistic is the only recent statistic in the UIS database, so there is no known progress or lack thereof.

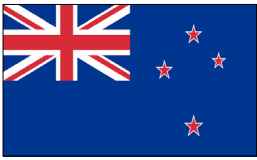
## Gender Equity



Malta is essentially gender equitable in primary schooling by most recent net enrolment rate statistic (2010). The primary net enrolment rate is forecast to become more inequitable for girls in 2015. By most recent statistic, the secondary net enrolment rate is unequal for girls and forecast to become critically unequal for boys in 2015.

## Quality

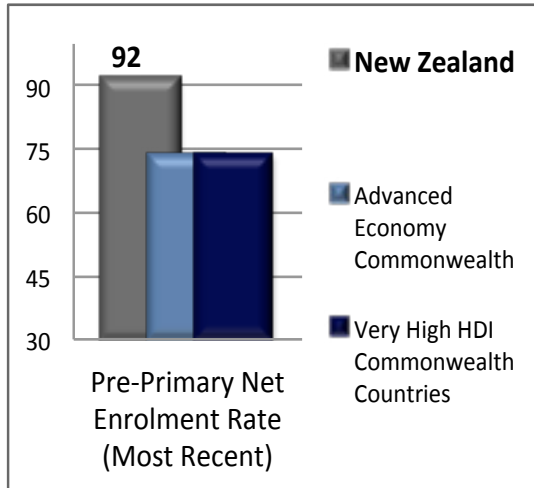
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	N/A	14.3	9.2	20.5



# NEW ZEALAND

## Early Childhood Education

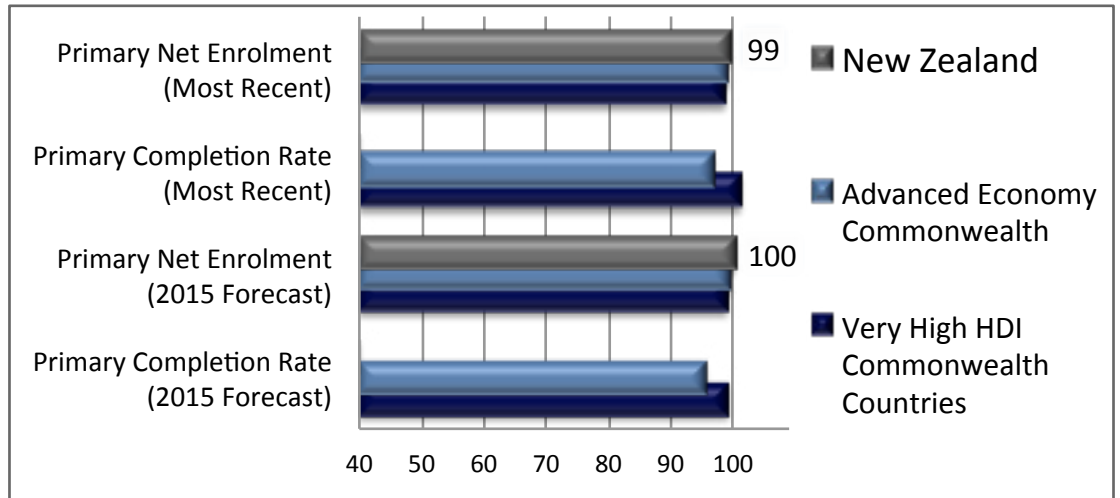
Population	4.3m (2011)
GDP Per Capita PPP	\$28,000 (2011)
Inequality (Gini)	36.2 (1997)
Population Growth Rate	.86% (2011)
Population ages 0-14	20.4% (2011)



New Zealand has a significantly higher pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been a steady increase in net enrolment. The net enrolment rate was 84.2 in 2000 and was 91.9 in 2010, the most recent statistic. If current trends continue, it is forecast to reach 95.1 by 2015.

Public Expenditure on Education ... GDP	6.1% (2007)
Human Development Index	.908 (2011)

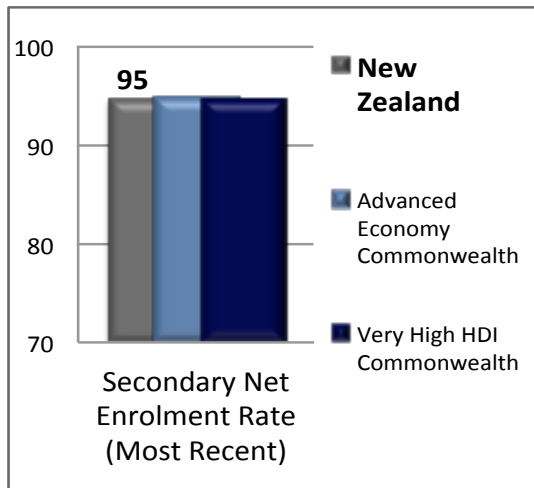
## Basic Education Enrolment and Completion



New Zealand's primary net enrolment rate is a little above the human development level median and the median for the Advanced Economies group. The net enrolment rate was 99.5 in 1990, 98.8 in 2000 and 99.3 in 2010 (the most recent statistic). New Zealand is forecast to have universal enrolment in 2015.

Chart Color Key

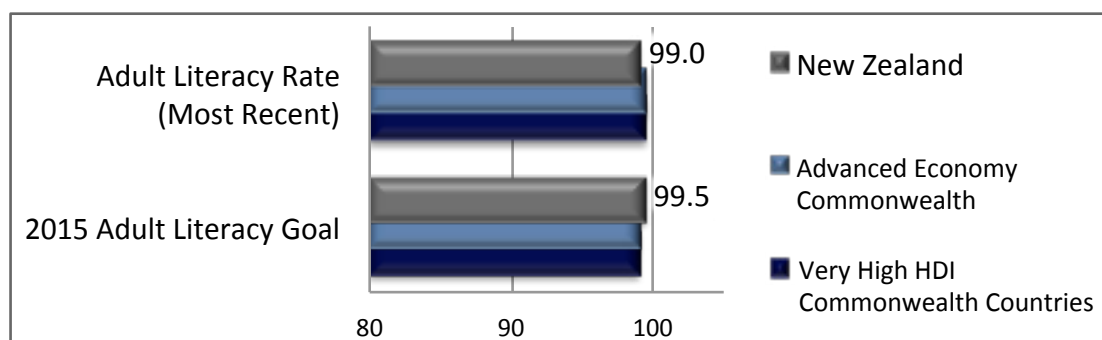
- ◆ Country
- ◆ Region
- ◆ Human Development Level





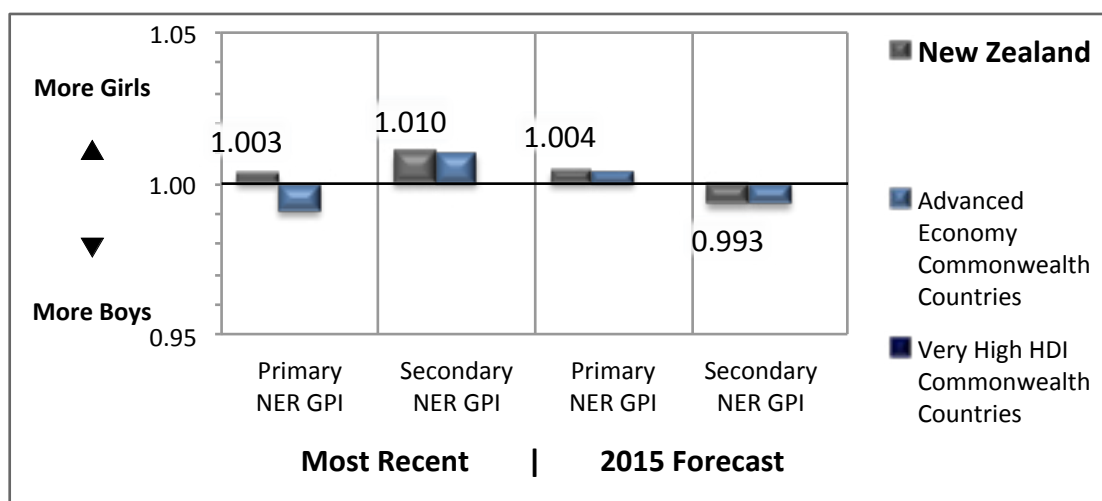


## Adult Literacy



New Zealand’s literacy rate is similar to both its human development level median and the regional median. There are no UIS statistics for illiterate adults. Using the 2003 literacy rate, illiteracy needed to drop by 0.5 percentage points to reach EFA Goal 4. The 2003 statistic is the only recent statistic in the UIS database, so there is no known progress or lack thereof.

## Gender Equity



New Zealand is essentially gender equitable in primary schooling by most recent net enrolment rate statistic (2010). The primary net enrolment rate is forecast to stay the same in 2015. By most recent statistic, the secondary net enrolment rate is essentially equitable and forecast to remain so in 2015.

## Quality

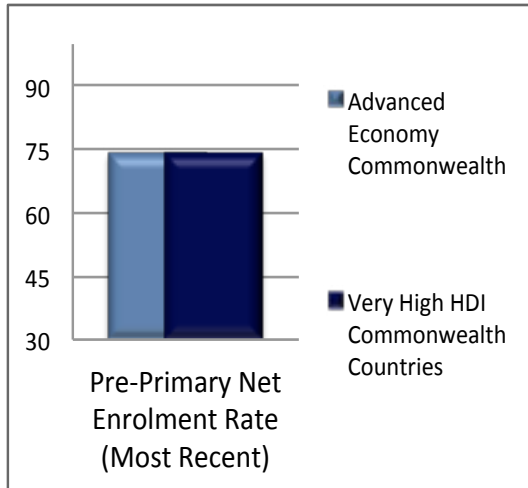
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	N/A	14.5	14.5	21.9
		PISA Reading	PISA Math	
		521	519	



# SINGAPORE

## Early Childhood Education

Population	5.4m (2011)
GDP Per Capita PPP	\$60,500 (2011)
Inequality (Gini)	47.3 (2011)
Population Growth Rate	1.99% (2011)
Population ages 0-14	13.8% (2011)



No pre-primary data are available for Singapore in the UIS database, either as gross enrolment ratio or net enrolment rate.

Public Expenditure on Education ... GDP	3% (2009)
Human Development Index	.866 (2011)

## Basic Education Enrolment and Completion

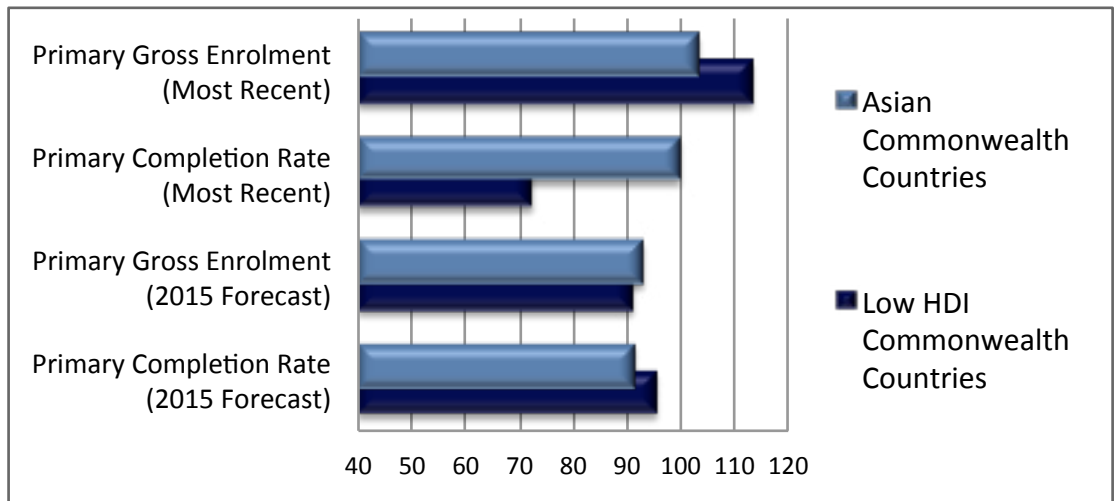
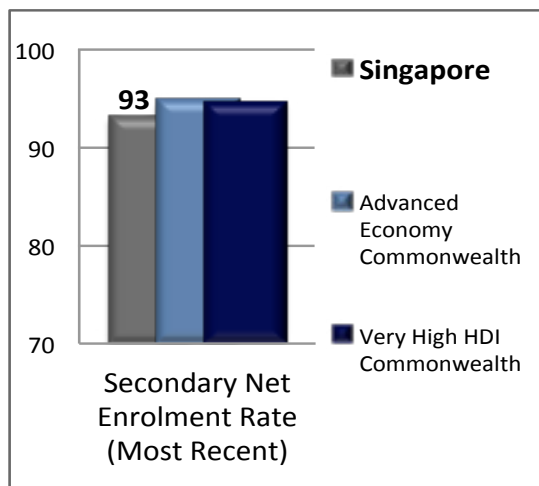


Chart Color Key

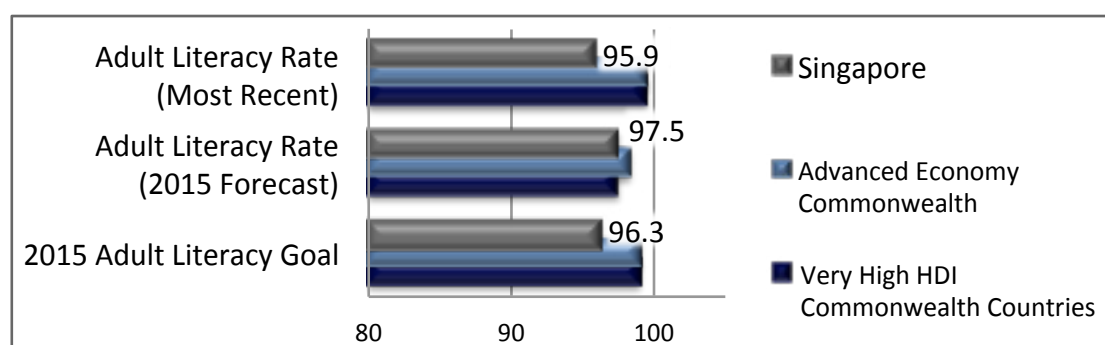
- ◆ Country
- ◆ Region
- ◆ Human Development Level



No pre-primary data are available for Singapore in the UIS database, either as gross enrolment ratio or net enrolment rate.

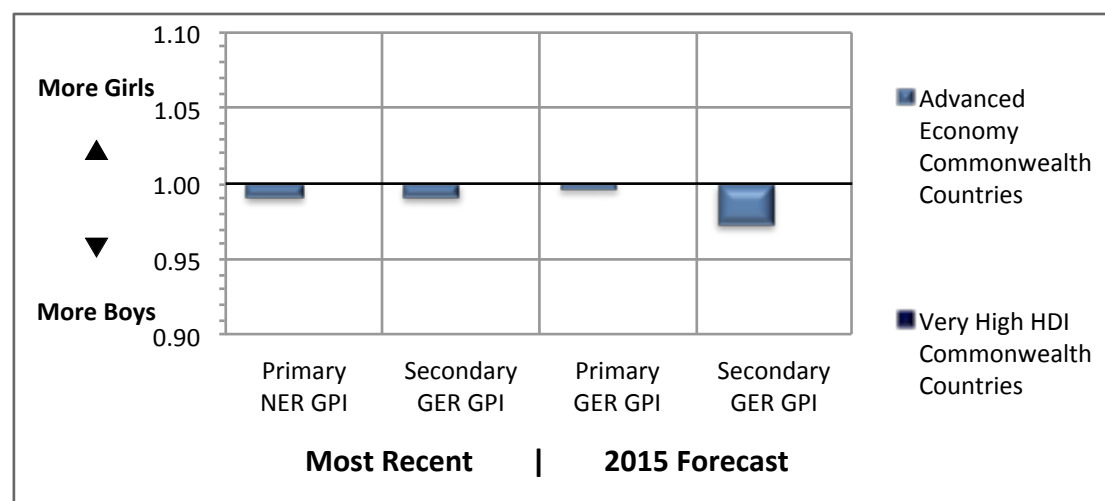


## Adult Literacy



Singapore has a low literacy rate in comparison to both its human development level median and the regional median. The country has 172,000 illiterate adults. Illiteracy needed to drop by 3.7 percentage points to reach EFA Goal 4. The 2005 statistic is the only recent statistic in the UIS database, so there is no known progress or lack thereof.

## Gender Equity



There is no data available for Singapore.

## Quality

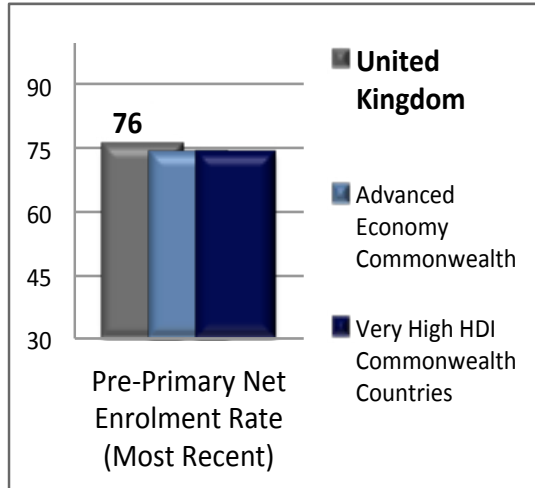
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	94.3	17.4	14.9	11.5
PISA Reading		PISA Math		
526		562		



# UNITED KINGDOM

## Early Childhood Education

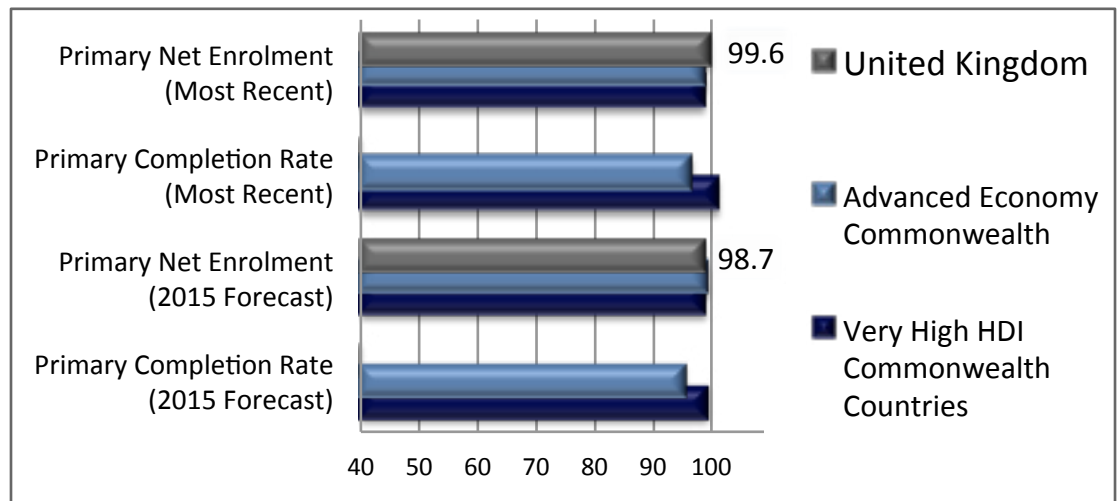
Population	63m (2011)
GDP Per Capita PPP	\$36,600 (2011)
Inequality (Gini)	34 (2005)
Population Growth Rate	.553% (2011)
Population ages 0-14	17.3% (2011)



The United Kingdom has a slightly higher pre-primary net enrolment rate in comparison to both its human development level median and regional median. There have been unstable and slightly decreasing net enrolment patterns. The net enrolment rate was 76.0 in 2000, climbed, and fell back to 76.0 by the time of the most recent statistic (2009). If current trends continue, it is forecast to be 74.8 by 2015.

Public Expenditure on Education ... GDP	5.5% (2007)
Human Development Index	.863 (2011)

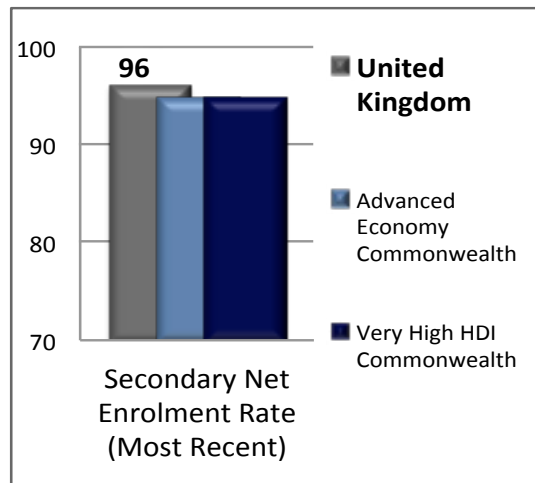
## Basic Education Enrolment and Completion

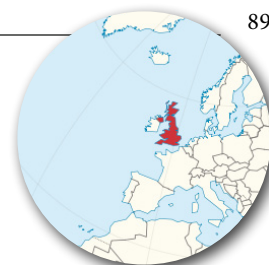


The United Kingdom's primary net enrolment rate has been above the human development level median and the median for the Advanced Economies group, but has recently showed decline. The net enrolment rate was 99.3 in 1990, 100.0 in 2000 and 99.6 in 2010 (the most recent statistic). It is forecast to be 98.7 in 2015.

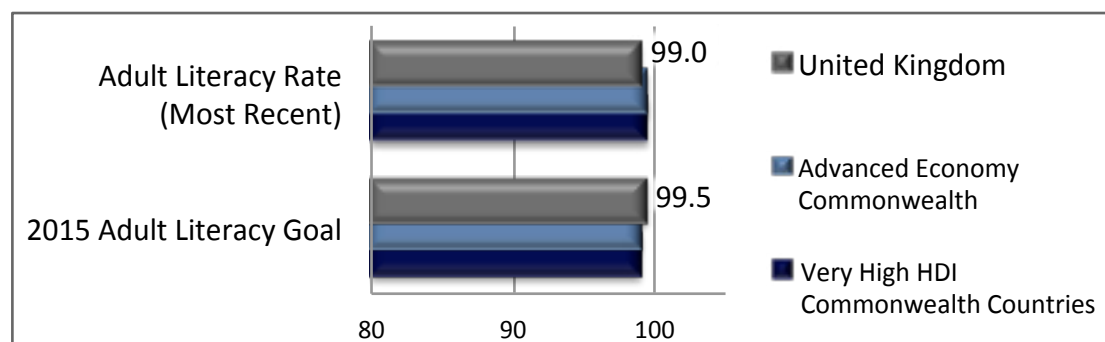
Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



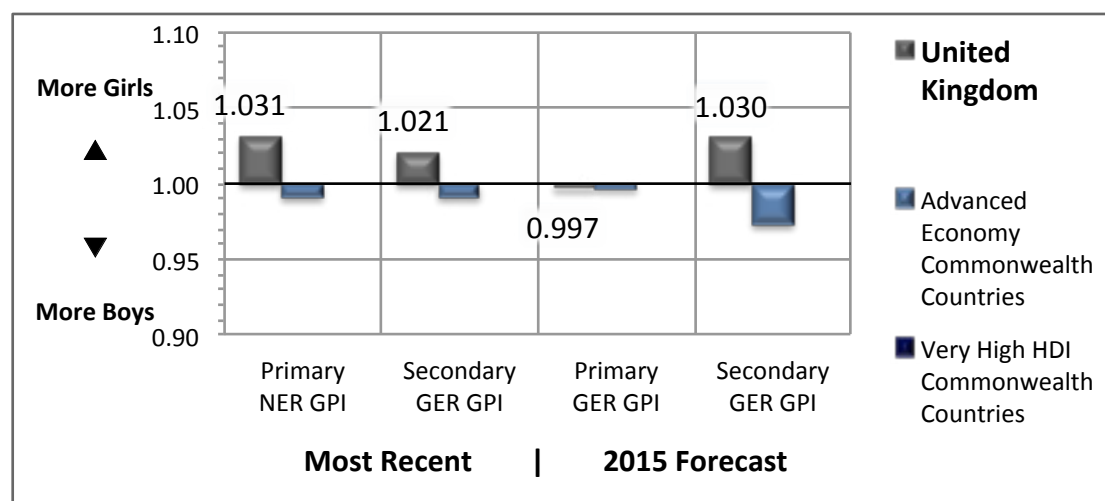


## Adult Literacy



The United Kingdom has a similar literacy rate in comparison to both its human development level median and the regional median. Using the 2005 rate, illiteracy needed to drop by 3.8 percentage points to reach EFA Goal 4. The 2005 statistic is the only recent statistic in the UIS database, so there is no known progress or lack thereof.

## Gender Equity



The United Kingdom is essentially gender equitable in primary schooling by most recent gross enrolment ratio statistic (2010) and forecast to remain so through 2015. By most recent statistic, the secondary net enrolment rate is unequal for boys and forecast to remain so through 2015.

## Quality

Trained Primary Teachers (%)	Trained Secondary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	N/A	18	14.3	24.3
		PISA Reading	PISA Math	
		494	492	

## 5

# African Commonwealth Countries

## Pre-Primary Enrolment

The African Commonwealth median for pre-primary net enrolment rate by the most recent statistic is 22.7 and is projected to rise to 31.1 by 2015. The median gross enrolment ratio is 29.9 and is projected to rise to 39.2 by 2015. By gross enrolment ratio, which is the more common statistic available for African countries, all countries are to set to increase except Namibia (though no 2015 forecast has been made for Malawi, Mozambique, Swaziland, or Zambia). Thus the region as a whole seems to be on track for EFA Goal 1. Ghana, South Africa, Rwanda, and The Gambia have the highest growth forecasts in the region. South Africa, Kenya, Cameroon, and Botswana have gross enrolment ratios below the median by most recent statistic.

## Primary Participation and Enrolment

In the African Commonwealth countries, 14.8 million primary-aged children are out of school. This represents 63.5% of the Commonwealth total. Among them, 71.2% are in Nigeria, another 6.8% are in Kenya, and the rest are spread around the region. The median primary enrolment rate by most recent statistic is 88.2. The median is forecast to increase to 93.5 in 2015. Tanzania and Rwanda have essentially universal primary education by their most recent statistics. Kenya, Mozambique, the Seychelles, and Zambia are also forecast to reach universal primary education by 2015. These countries have had some of the most remarkable improvements in the Commonwealth. Namibia, Malawi, and Lesotho are likely to have decreased net enrolment rates in 2015.

## Adult Literacy

The African Commonwealth region has 75.7 million illiterate adults, corresponding to 16.4% of the Commonwealth total. Among them, 35 million (46.3%) are in Nigeria. The rest are evenly spread through the region. The median gap between the most recent statistic and EFA Goal 4 in the African Commonwealth region is 10.3, which means that countries would need to decrease their literacy rate by that many percentage points. This drops by 3.3 points to 7.0 in the 2015

forecasts. With the exception of Seychelles, every country in the region shows progress in reducing illiteracy in 2015, though no country is forecast to fully reach EFA Goal 4. Sierra Leone, The Gambia, Nigeria, Ghana, and Mozambique are forecast to have some of the most substantial literacy reductions in the Commonwealth – but all remain 7 percentage points or more from their goal. Kenya, Swaziland, Mauritius, Namibia, South Africa, and Lesotho are forecast to be within 2 points of their goal in 2015.

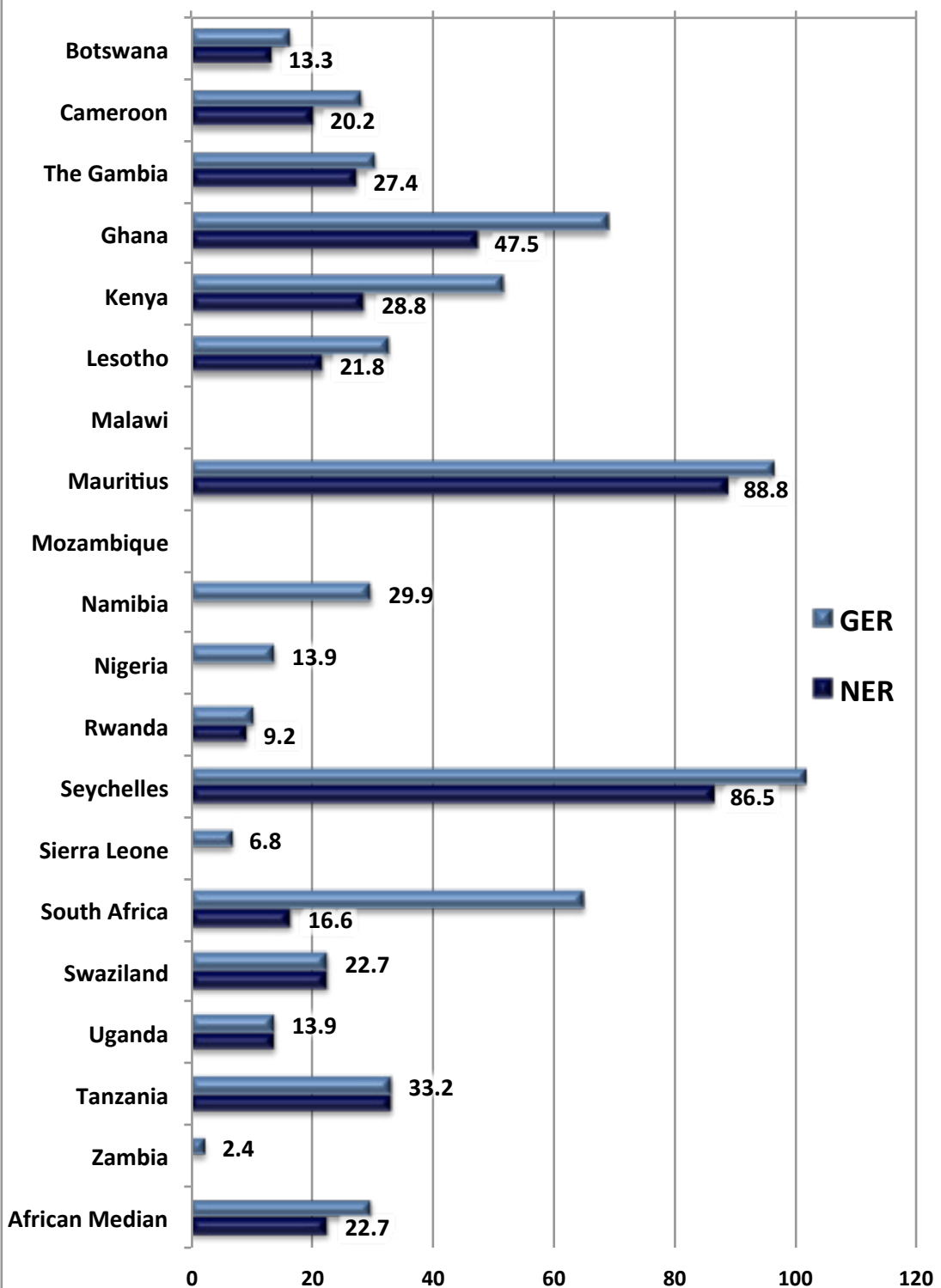
## **Gender Equity in Enrolment**

The Gender Parity Index for primary net enrolment rate shows balance in most countries. There are often striking differences between gross and net enrolment, with many African countries displaying inequality in favour of one gender in gross but for the other gender in net or severe inequality in one enrolment metric but less severe in the other. Even some of the high gender inequity in gross enrolment towards boys can be read as meaning that boys are under-performing, and thus repeating grades more often. Net enrolment rates seem more equitable overall. By most recent statistics in primary enrolment, the most inequitable countries for girls are in Cameroon, Nigeria, and Swaziland. The most inequitable for boys is The Gambia (gross), Malawi, and Uganda (in gross enrolment – but favour boys in net). The most inequitable countries in secondary enrolment for boys are Lesotho, Namibia, and Swaziland. The most inequitable countries for girls are Sierra Leone, Tanzania, Cameroon, Nigeria, and the Uganda. The African gross and net enrolment medians are typical of the general trend, such that gross enrolment ratios favour girls and net enrolment rates favour boys.

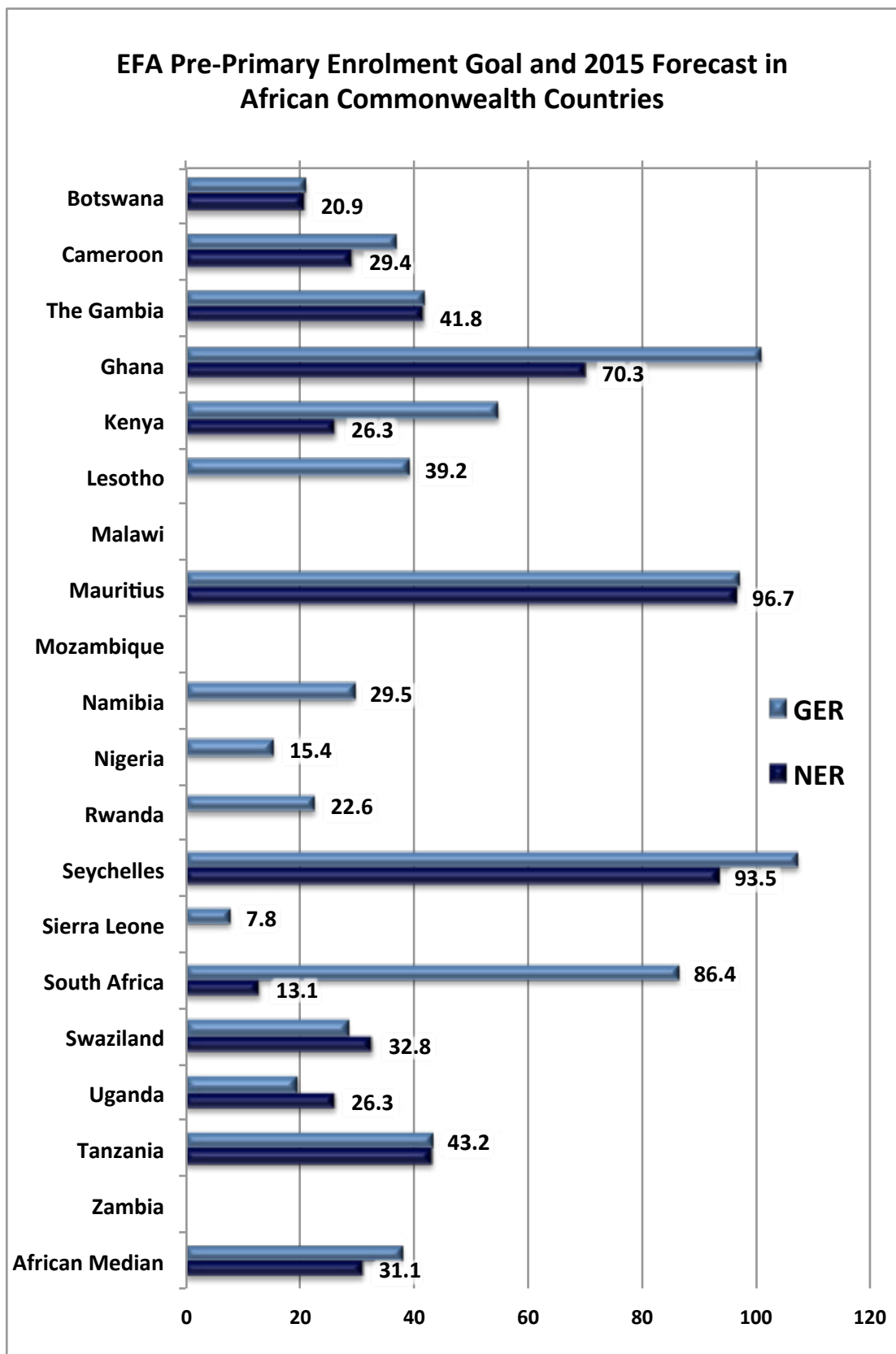
## **Quality**

The statistics on public expenditure per primary student as a percentage of GDP per capita show a wide range. At one end is Cameroon with 6.6, and at the other end is The Gambia 24.6. The teacher-student ratios also show a wide range – from just 12.5 in Seychelles to 79.3 in Malawi. The latter figure might be considered especially challenging since it is an average, indicating that some Malawian schools have teacher-student ratios that are even higher. The median for the region is 34.9

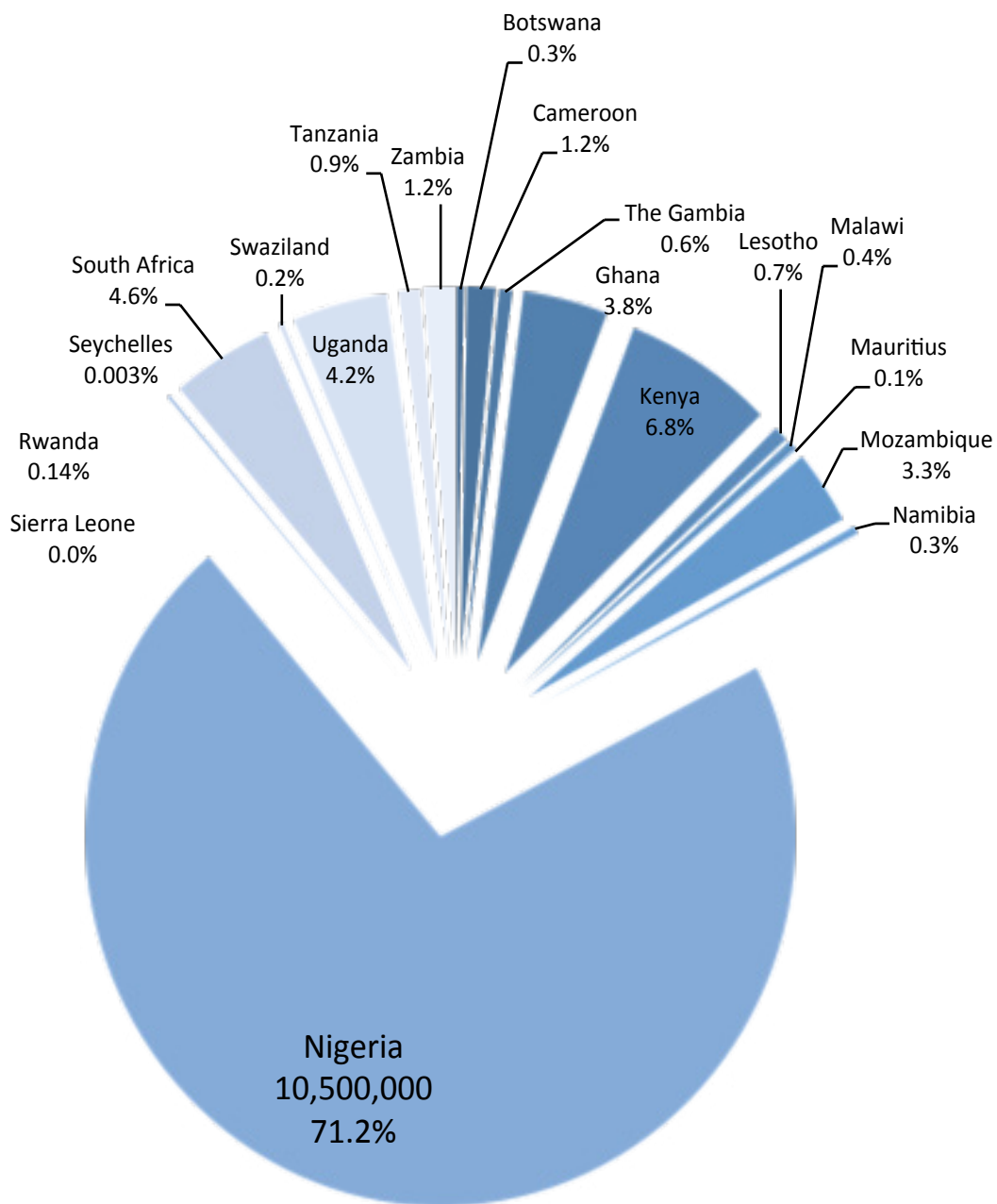
### EFA Pre-Primary Enrolment Goal and Most Recent Statistic in African Commonwealth Countries



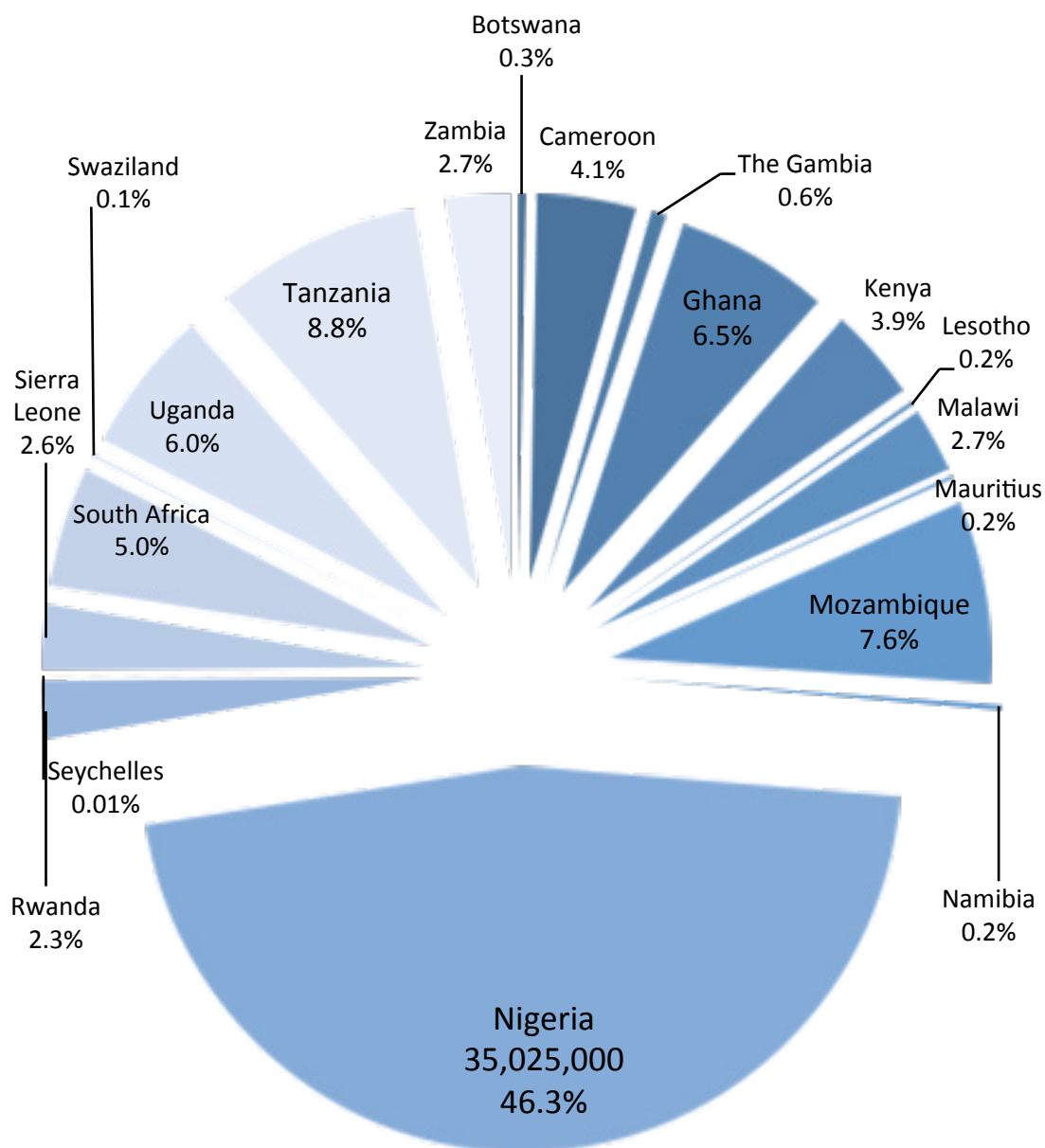




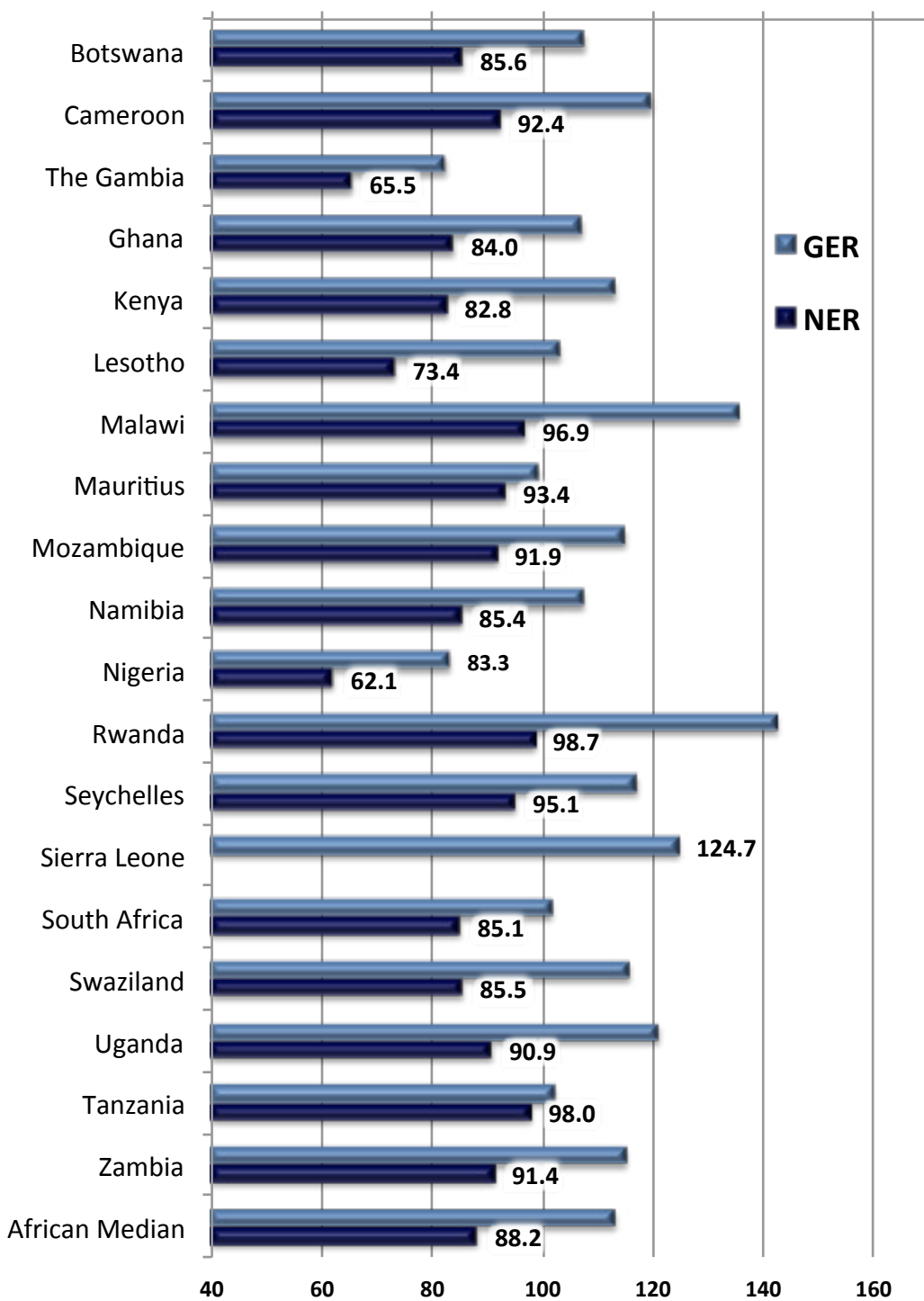
### Distribution of Out of School Primary-Aged Children in African Commonwealth Countries

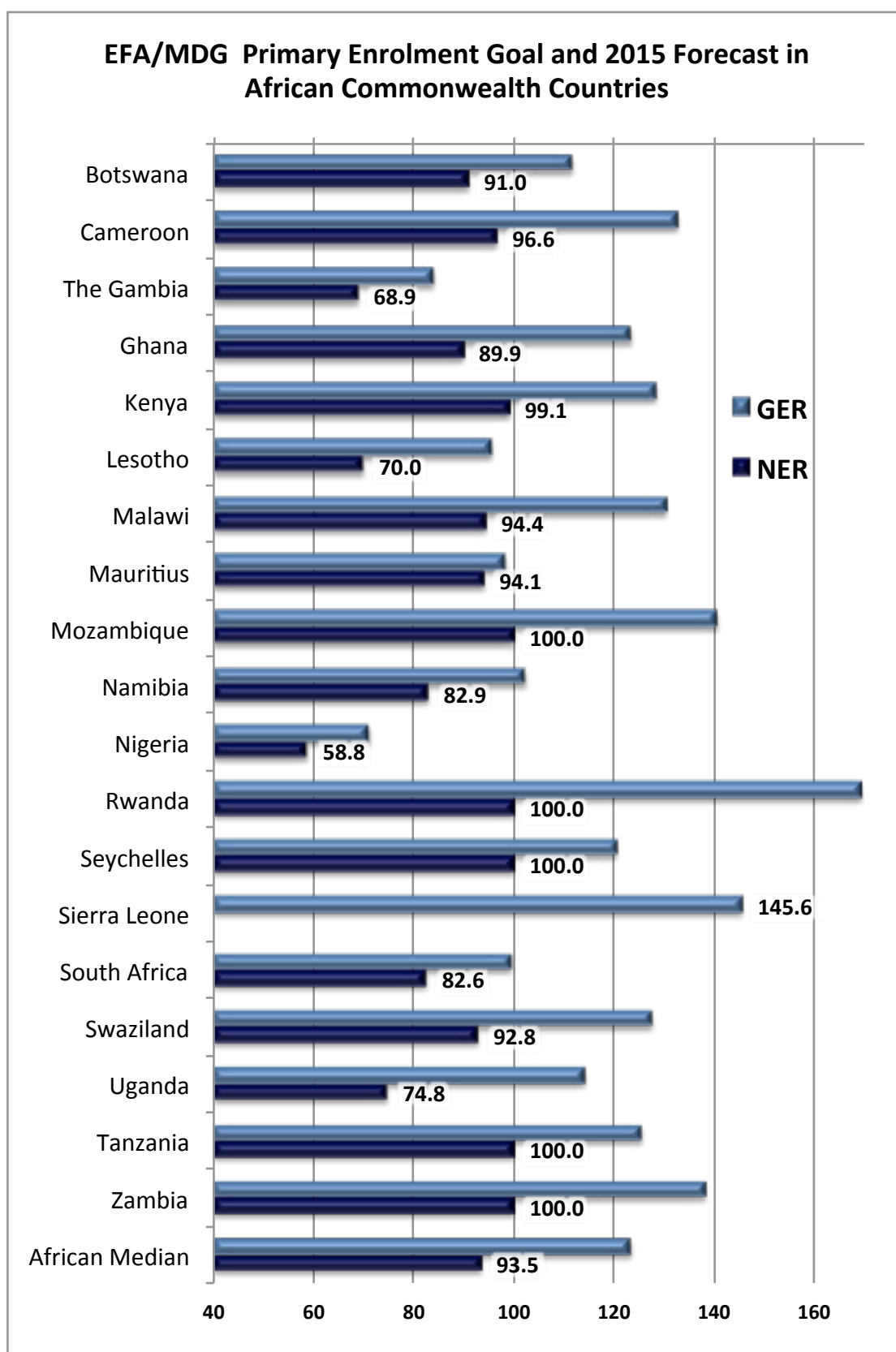


## Distribution of Known Illiterate Adults in African Commonwealth Countries

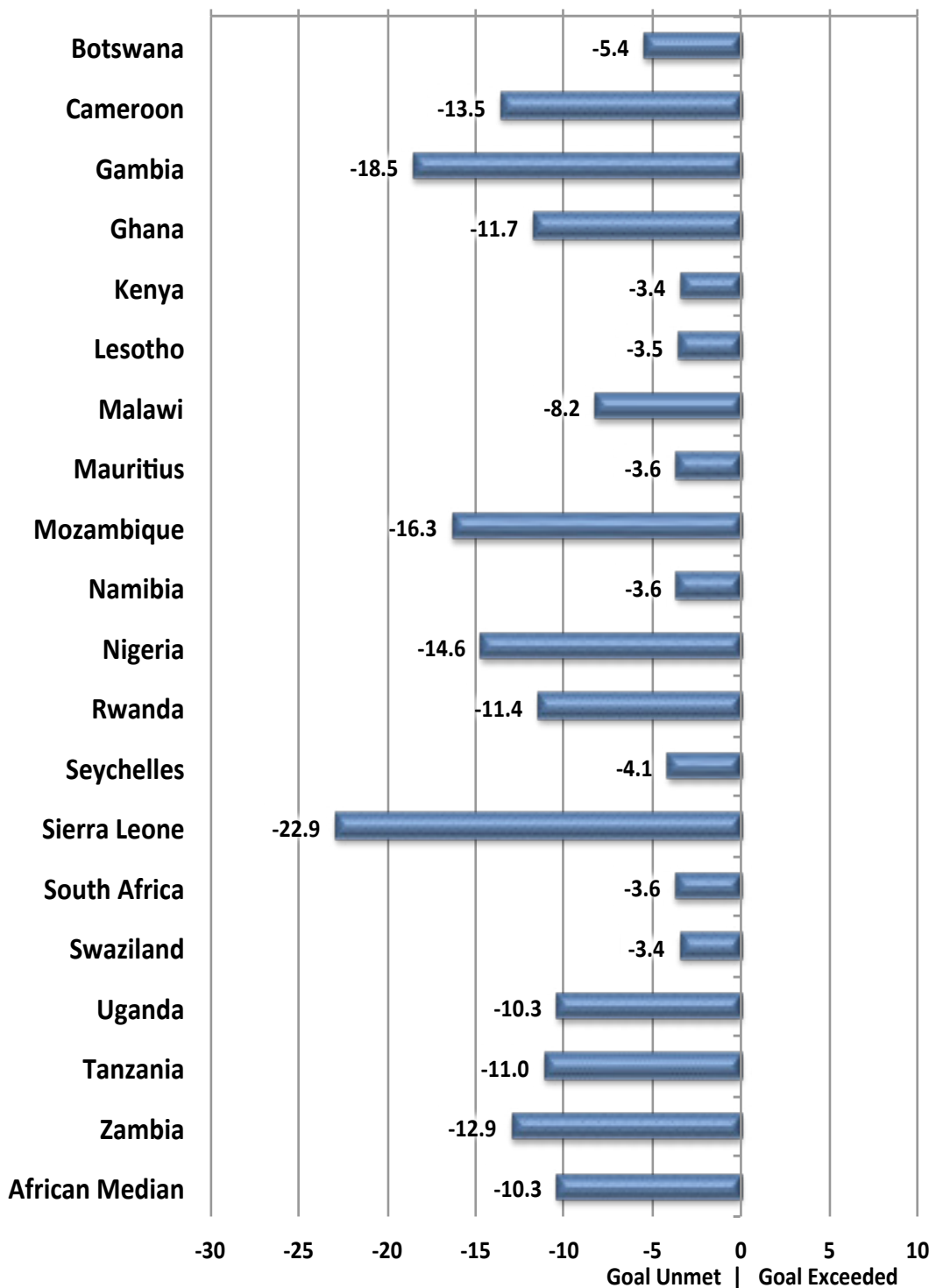


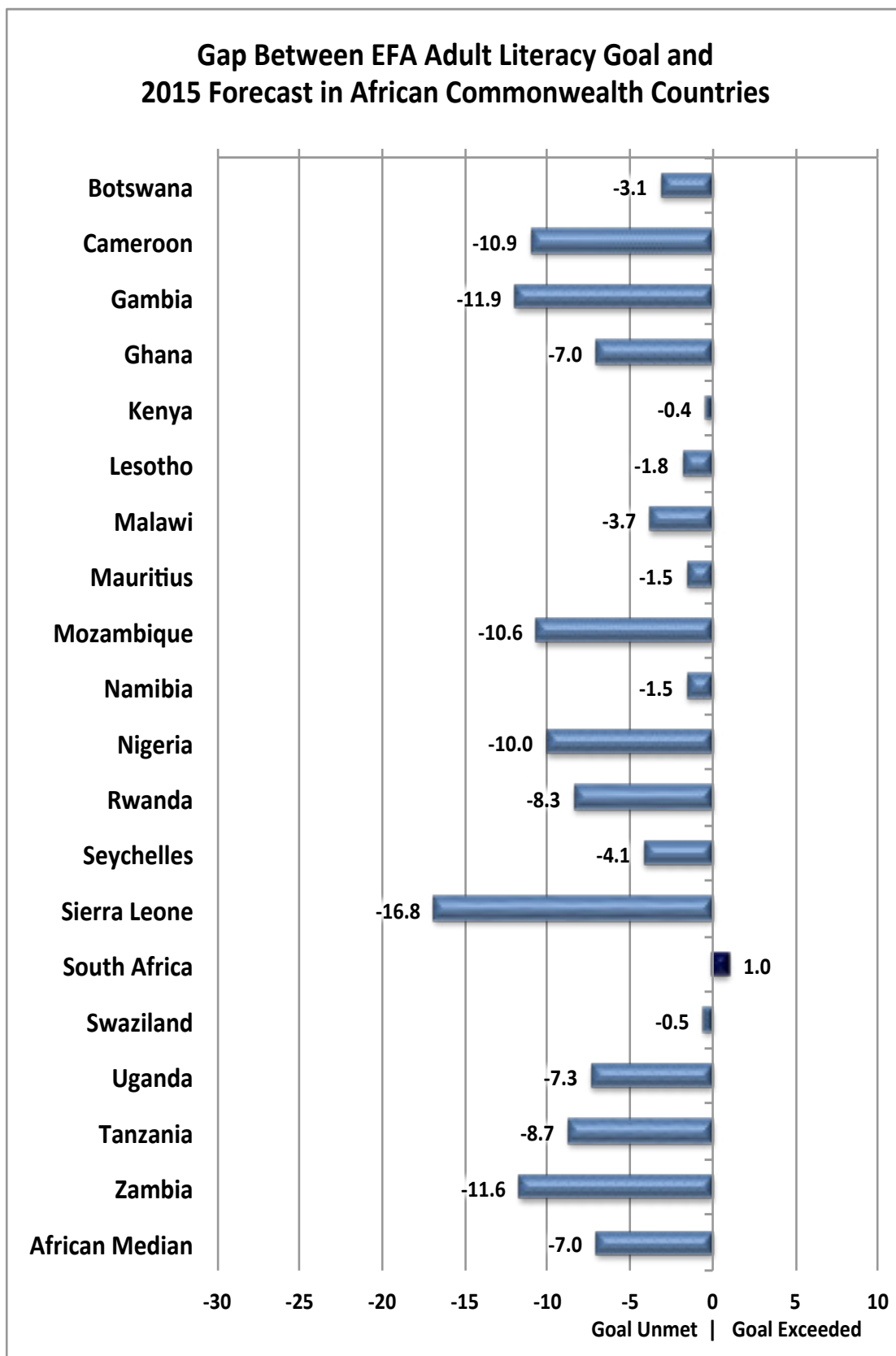
### EFA/MDG Primary Enrolment Goal and Most Recent Statistic in African Commonwealth Countries



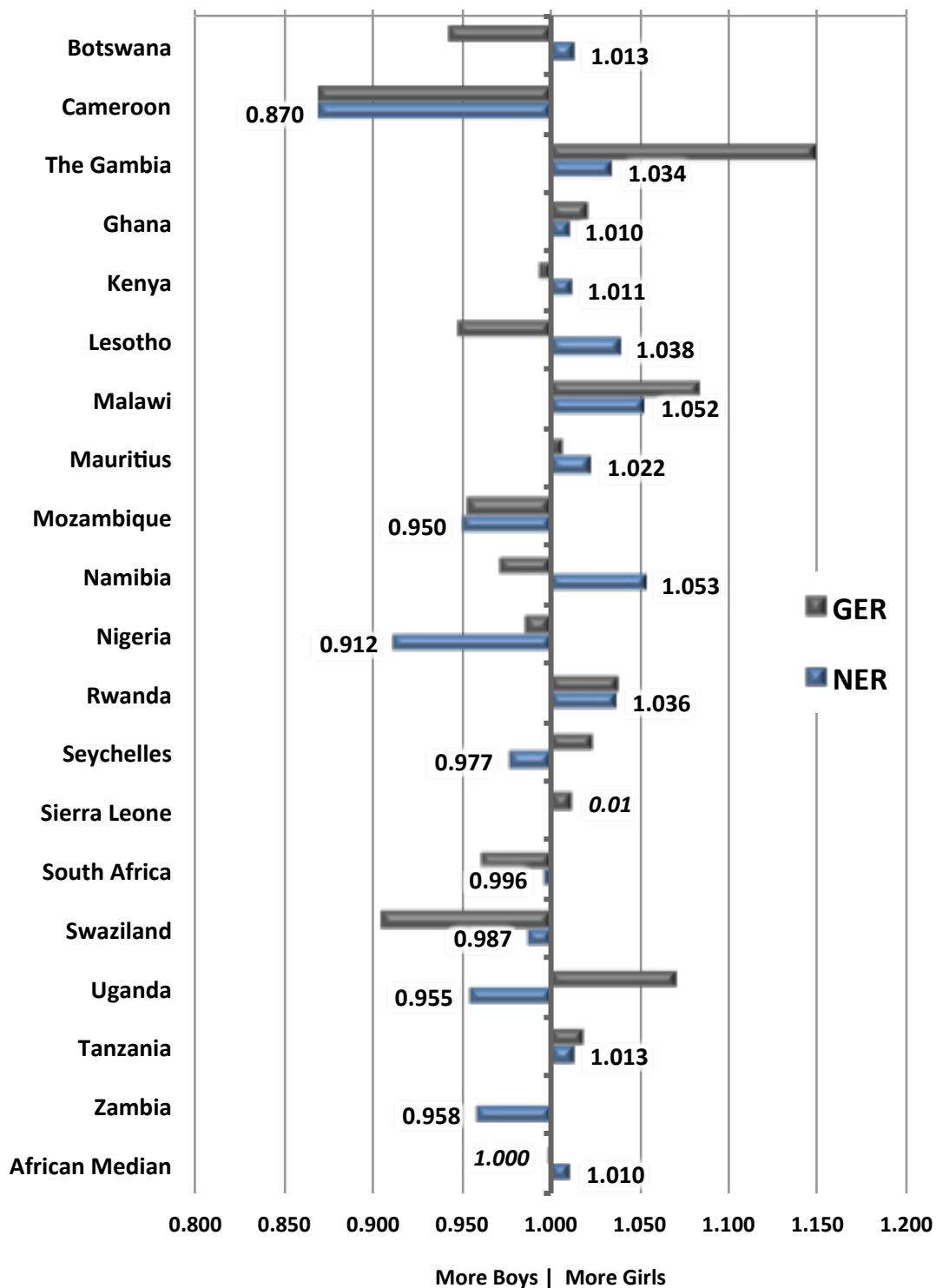


### Gap Between EFA Adult Literacy Goal and Most Recent Statistic in African Commonwealth Countries

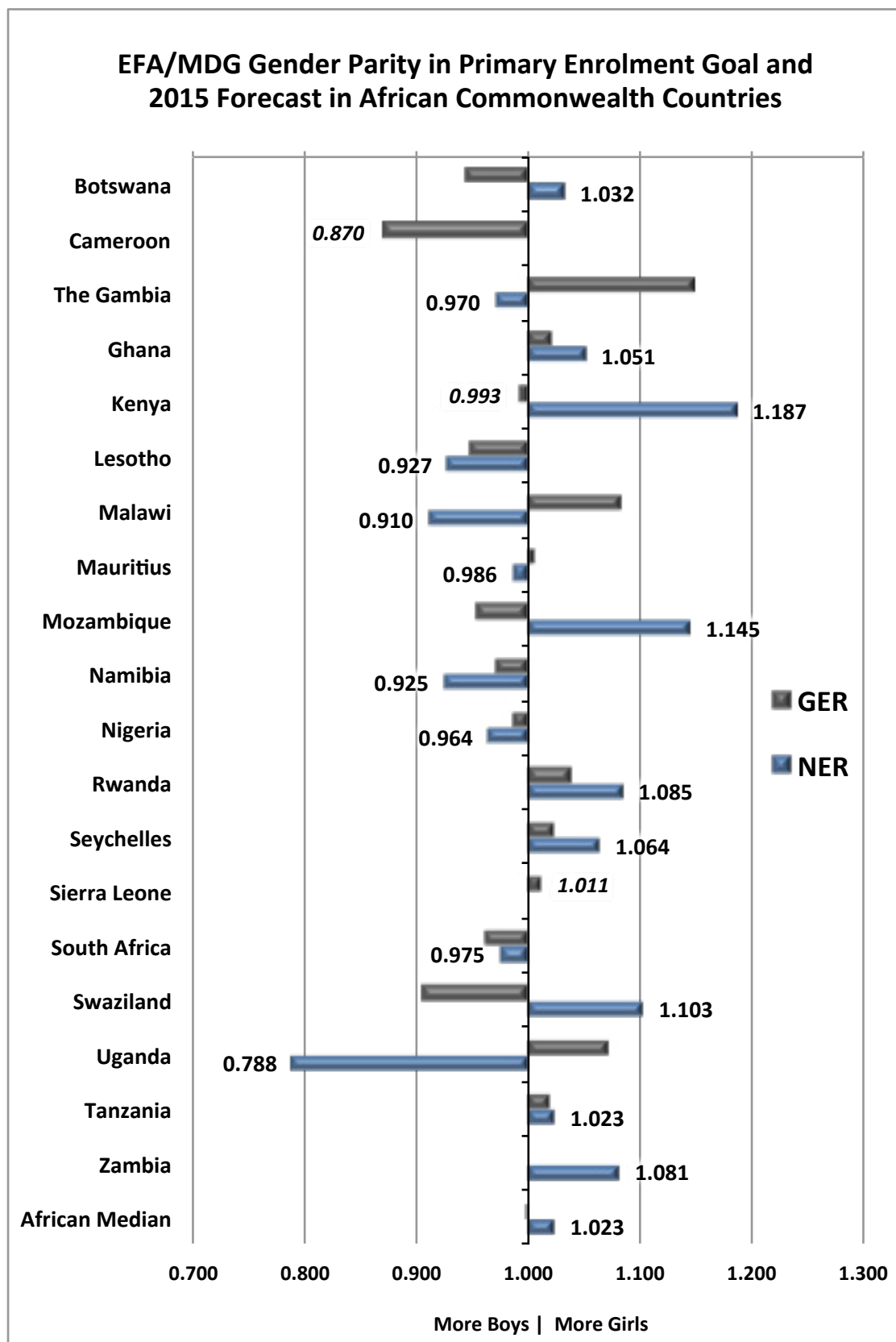




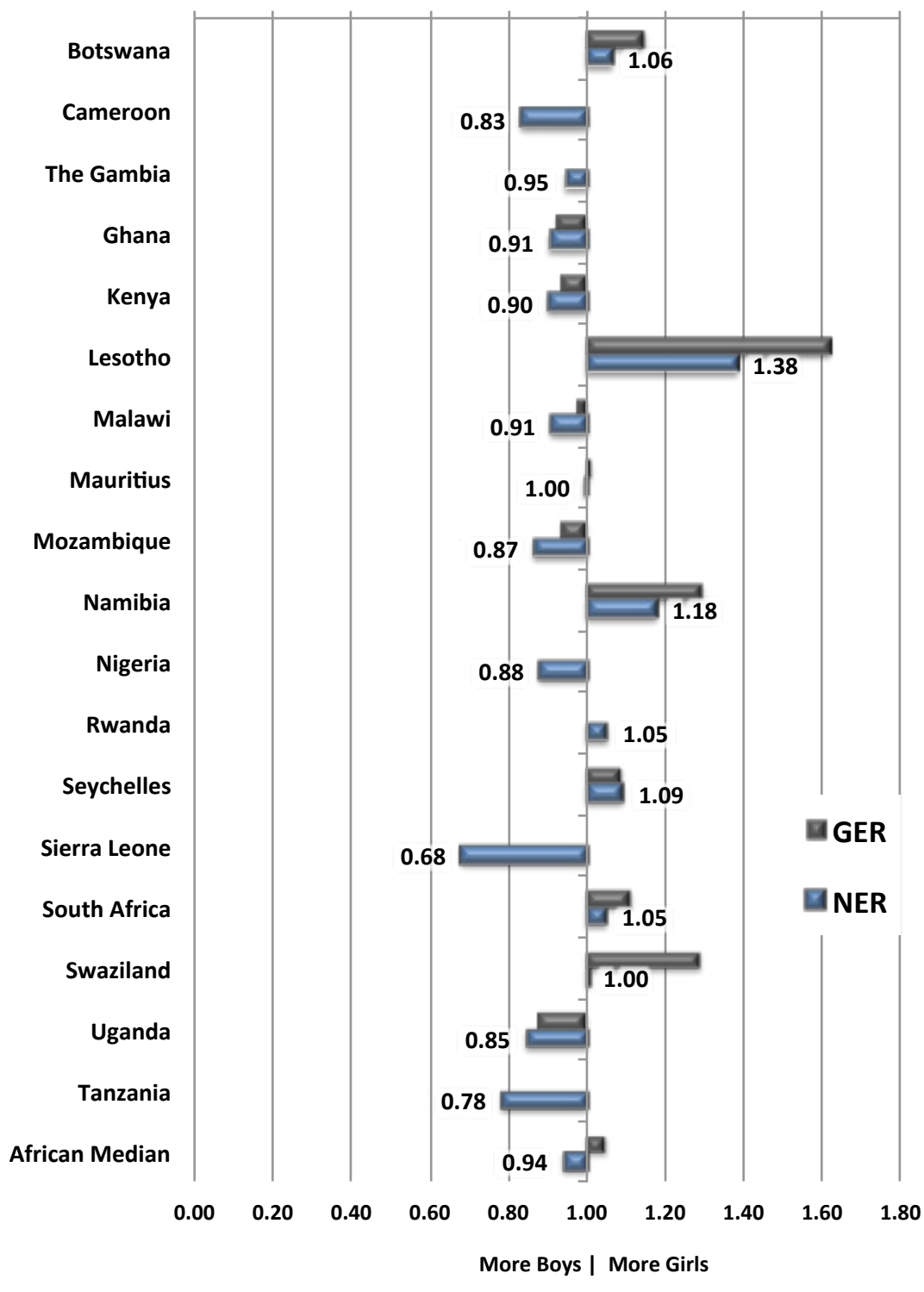
### EFA/MDG Gender Parity in Primary Enrolment Goal and Most Recent Statistic in African Commonwealth Countries

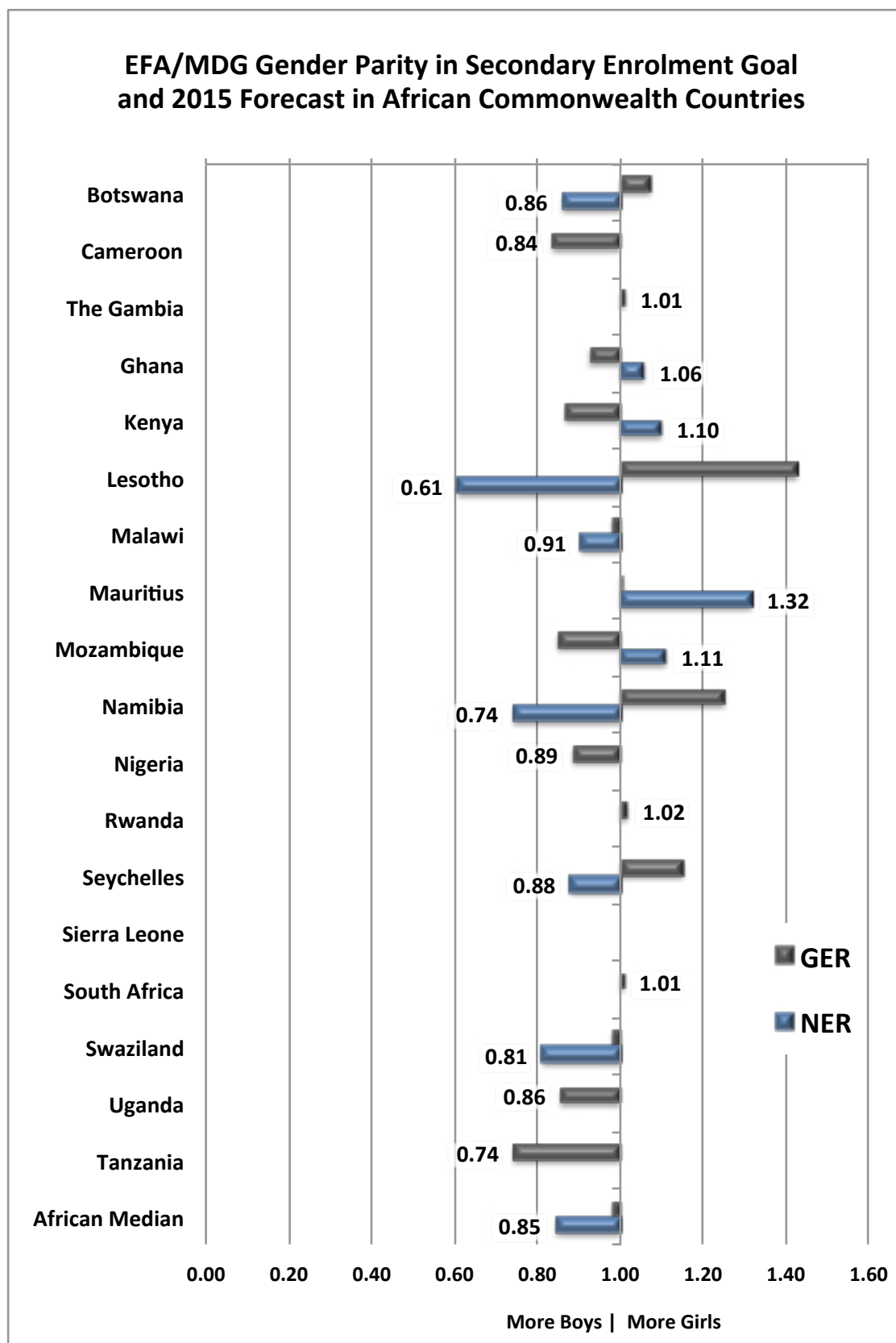




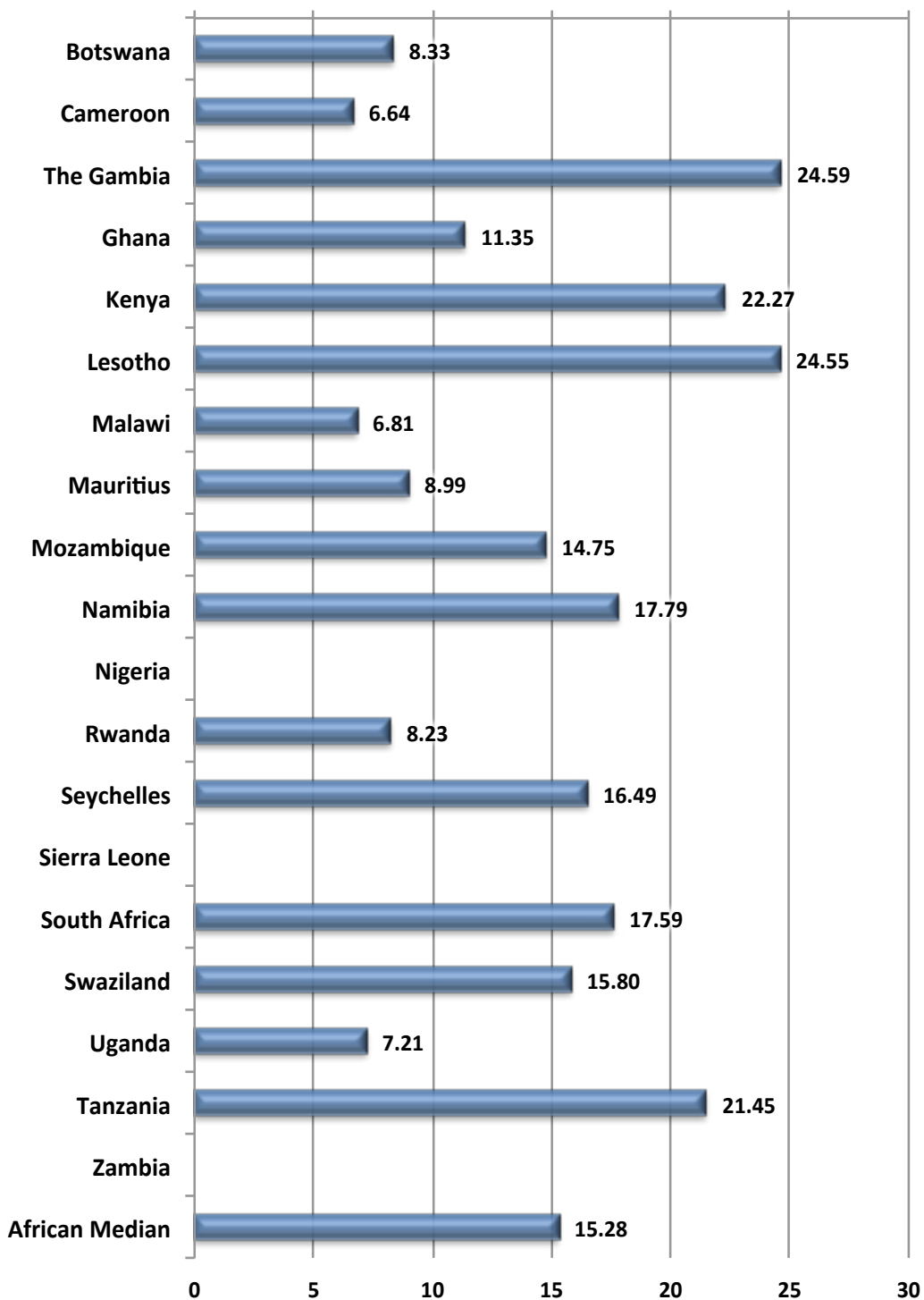


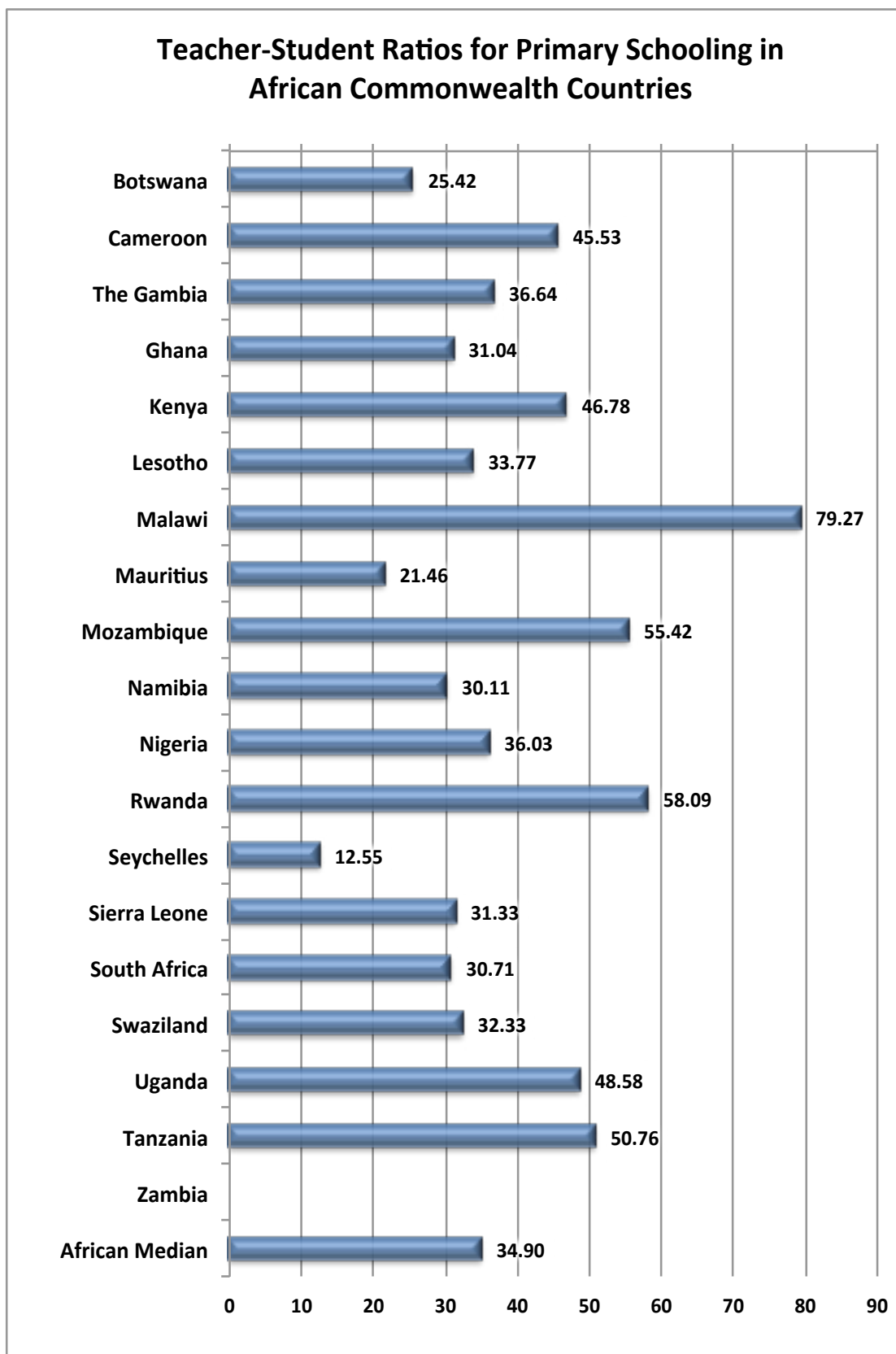
### EFA/MDG Gender Parity in Secondary Enrolment Goal and Most Recent Statistic in African Commonwealth Countries

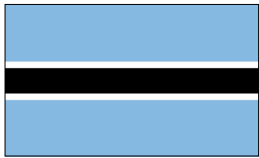




### Public Expenditure Per Primary Student as a Percentage of GDP Per Capita in African Commonwealth Countries



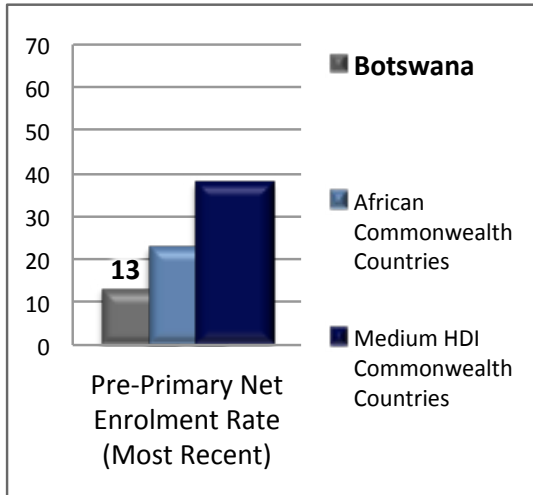




# BOTSWANA

## Early Childhood Education

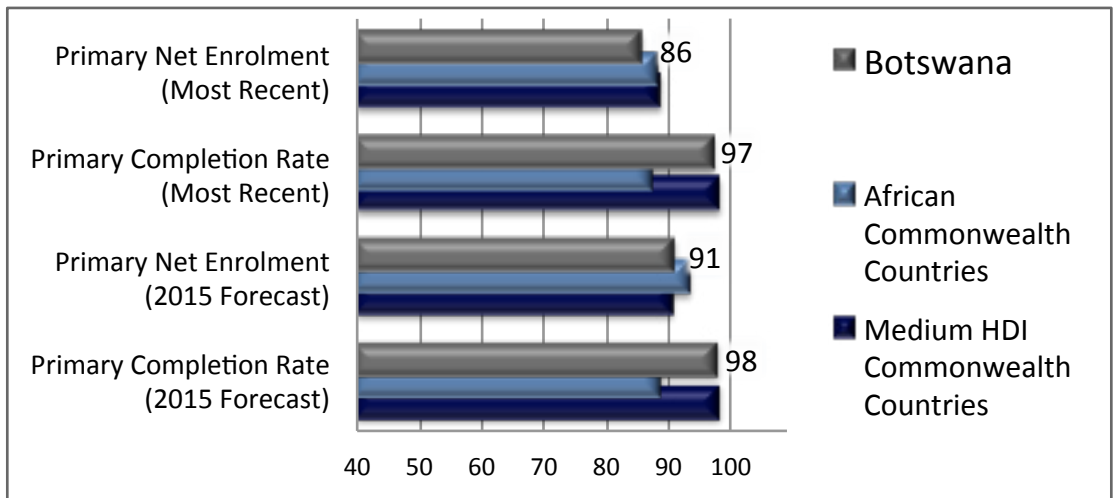
Population	2.1m (2012)
GDP Per Capita PPP	\$16,200 (2011)
Inequality (Gini)	63 (1993)
Population Growth Rate	1.5% (2011)
Population ages 0-14	33.9% (2011)



Botswana has a low pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been a steady growth according to the limited data available. The net enrolment rate was 11.4 in 2005 and was 13.3 in 2007, the most recent statistic. At that rate, it is forecast to reach 20.9 by 2015.

Public Expenditure on Education ... GDP	8.9% (2009)
Human Development Index	.633 (2011)

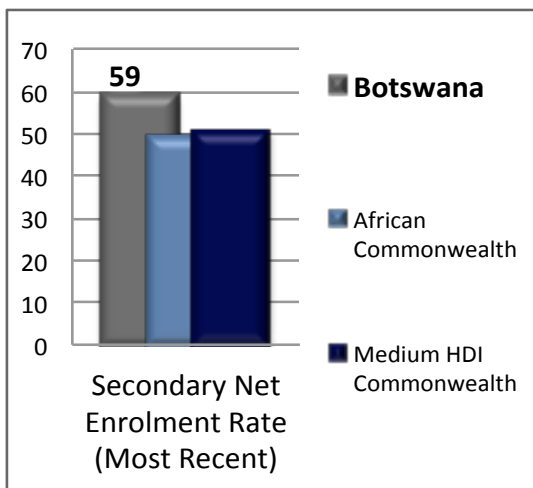
## Basic Education Enrolment and Completion



Botswana has a low primary net enrolment rate in comparison to both its human development level median and the regional median. The net enrolment rate was 85.6 in 1990, 80.9 in 2000, 83.2 in 2002, 84.9 in 2004, and 85.6 in 2007 (the most recent statistic). At that rate, it is forecast to increase to 91.0 in 2015.

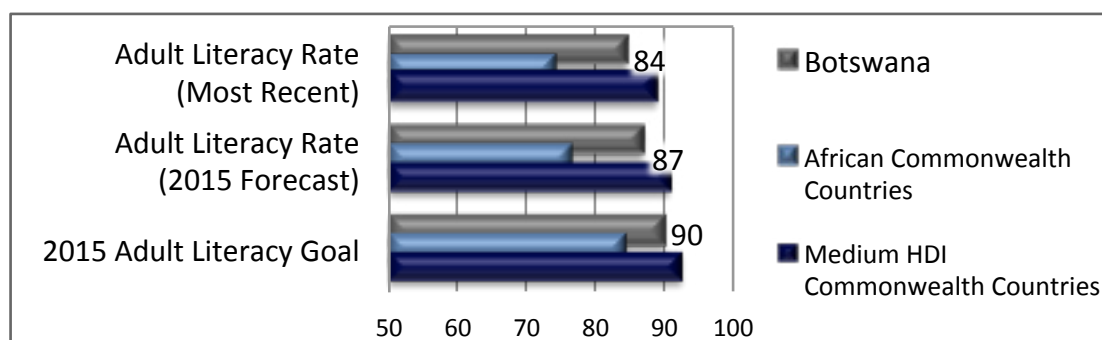
Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



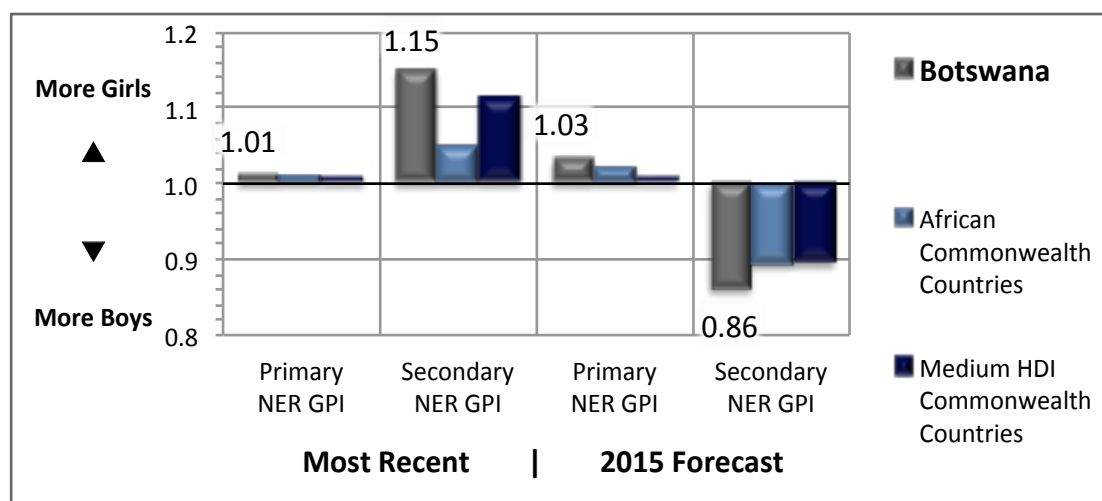


## Adult Literacy



Botswana has a literacy rate close to its human development level median, but significantly higher than the regional median. The country has 210,000 illiterate adults. Illiteracy needed to drop by 10.1 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 5.4 points away. The 2015 forecast puts it 3.1 points away.

## Gender Equity



Botswana is essentially gender equitable in primary schooling by most recent net enrolment statistic (2010). The primary net enrolment rate is forecast to become more inequitable for boys in 2015. By most recent statistic, the secondary net enrolment rate is critically unequal for boys and forecast to be critically inequitable for girls in 2015.

## Quality

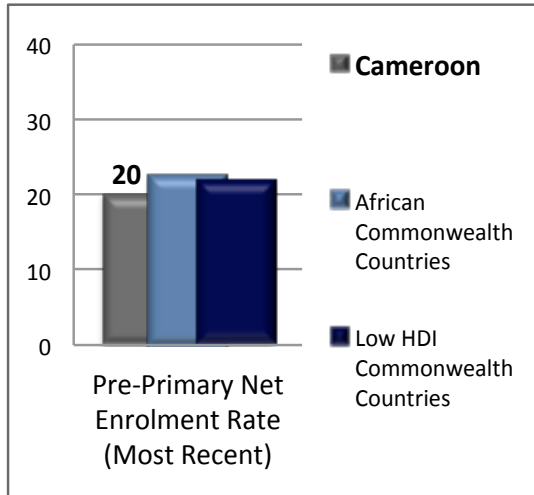
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
50.3	N/A	25.4	13.9	8.3
SACMEQ Reading		SACMEQ Math		
521.1		512.9		



# CAMEROON

## Early Childhood Education

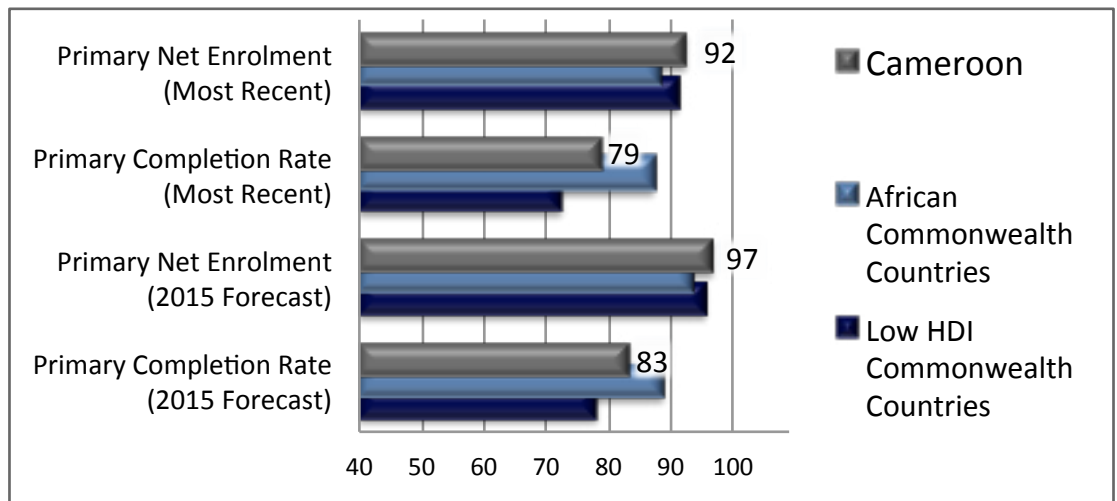
Population	20.1m (2012)
GDP Per Capita PPP	\$2,300 (2011)
Inequality (Gini)	44.6 (2001)
Population Growth Rate	2.1% (2011)
Population ages 0-14	40.5% (2011)



Cameroon has a lower pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been a steady growth in the limited data available, however. The net enrolment rate was 14.6 in 2007 and was 20.2 in 2002, the most recent statistic. At that rate, it is forecast to reach 29.4 by 2015.

Public Expenditure on Education ... GDP	3.7% (2009)
Human Development Index	.482 (2011)

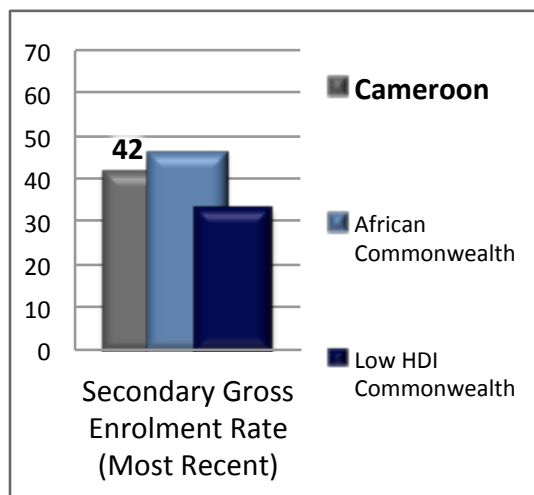
## Basic Education Enrolment and Completion



Cameroon has a similar primary net enrolment rate in comparison to its human development level median, but slightly higher in comparison to the regional median. The net enrolment rate was 71.5 in 1990, 81.0 in 2000, and 92.4 in 2010 (the most recent statistic). It is forecast to be 96.6 in 2015.

Chart Color Key

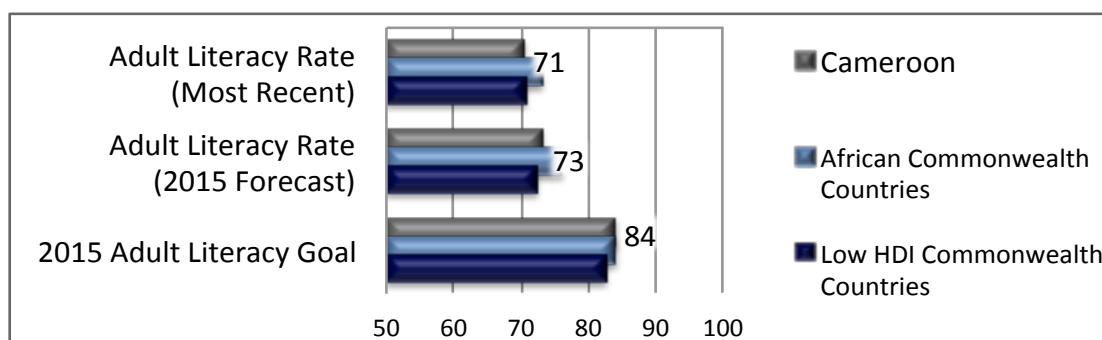
- ◆ Country
- ◆ Region
- ◆ Human Development Level





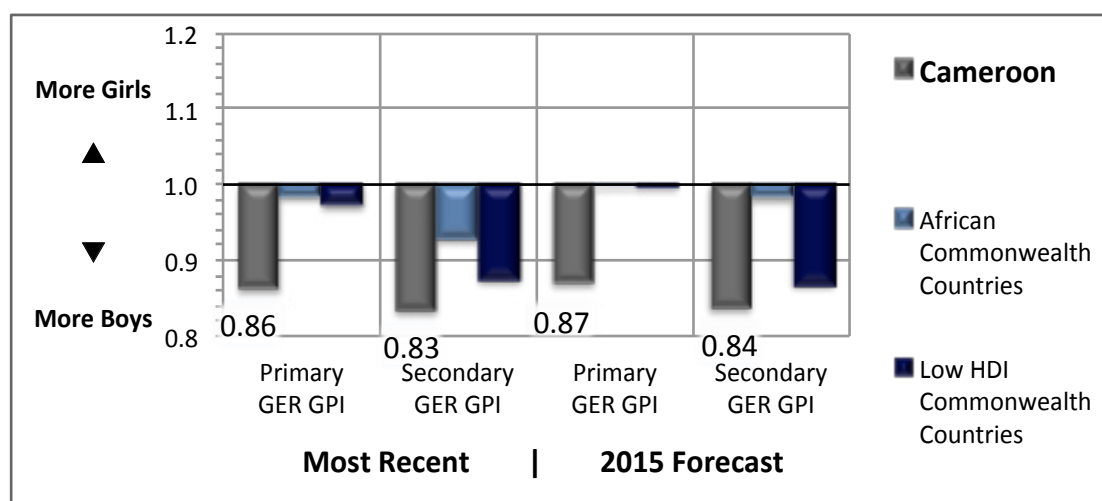


## Adult Literacy



Cameroon has a high literacy rate in comparison to its regional median, but it is equal to its human development median. The country has 3.1 million illiterate adults. Illiteracy needed to drop by 15.8 percentage points to reach EFA Goal 4. By most recent statistic (2007), it was 13.5 points away. The 2015 forecast puts it 10.9 points away.

## Gender Equity



Cameroon has a critically inequitable primary gross enrolment ratio favouring boys by most recent statistic (2010). The primary net enrolment rate is forecast to remain inequitable in 2015. By most recent statistic, the secondary gross enrolment ratio is critically unequal for girls and forecast to get slightly worse in 2015.

## Quality

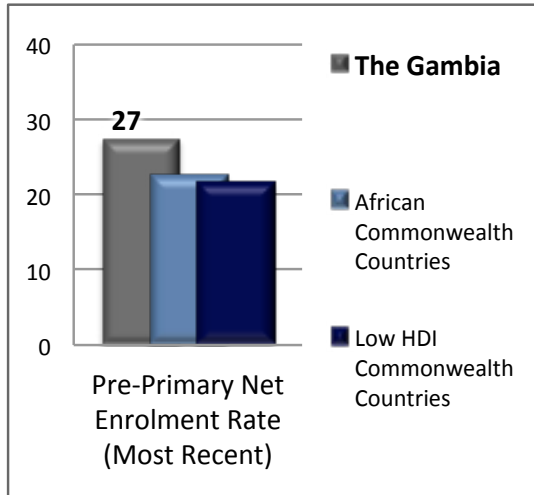
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
42.8	57.1	45.5	16.2	6.6



# THE GAMBIA

## Early Childhood Education

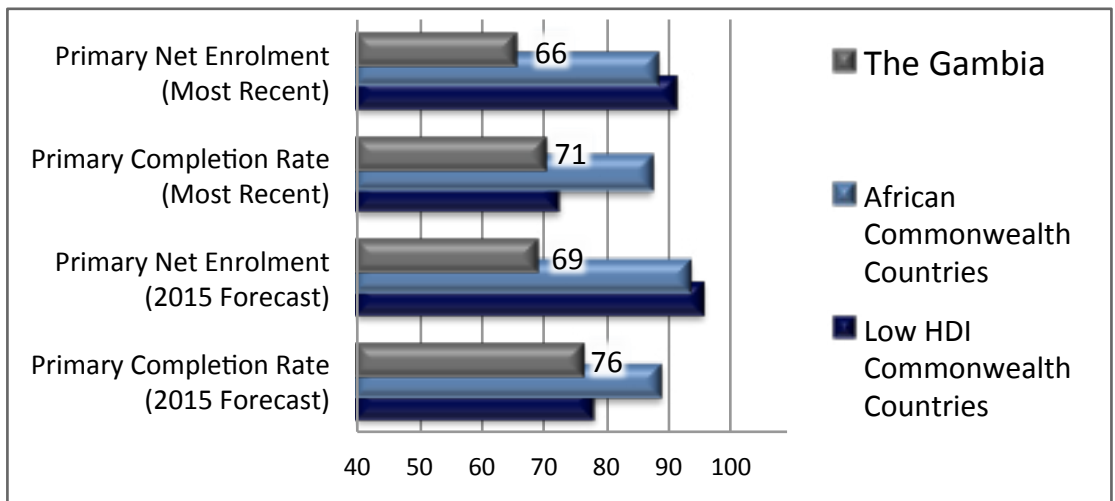
Population	1.8m (2011)
GDP Per Capita PPP	\$2,000 (2011)
Inequality (Gini)	50.2 (1998)
Population Growth Rate	2.3% (2011)
Population ages 0-14	40% (2011)



The Gambia has high pre-primary net enrolment rate in comparison to both its human development level median and regional median. There are not enough data to accurately ascertain net enrolment growth, as only two years of data are available (2007 and 2010). The net enrolment rate was 18.7 in 2007 and was 27.4 in 2007, the most recent statistic. At that rate, it is forecast to reach 41.8 by 2015.

Public Expenditure on Education ... GDP	2% (2004)
Human Development Index	.420 (2011)

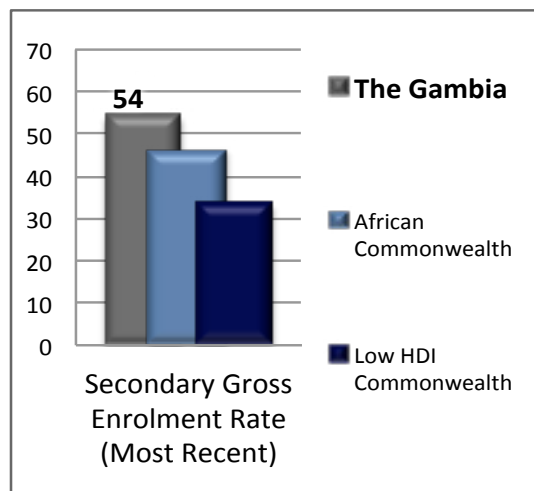
## Basic Education Enrolment and Completion



The Gambia has a lower primary net enrolment rate in comparison to its human development level median, but slightly higher in comparison to the regional median. The net enrolment rate was 44.5 in 1990, 66.9 in 2000, and 65.5 in 2010 (the most recent statistic). It is forecast to be 68.9 in 2015.

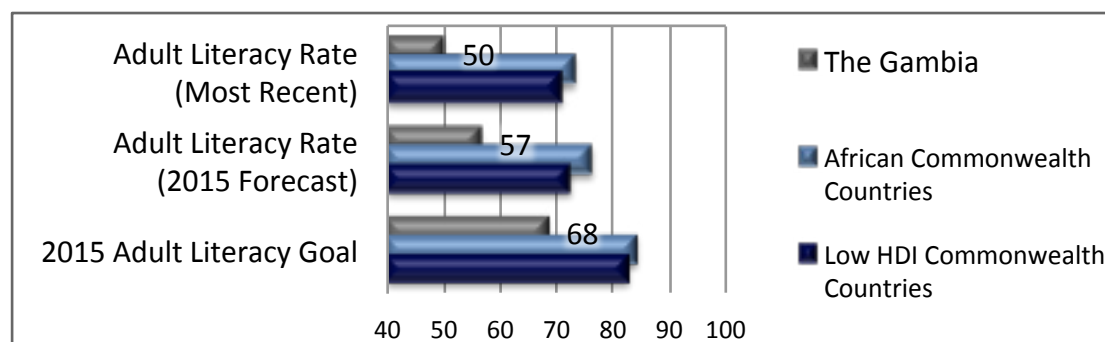
Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



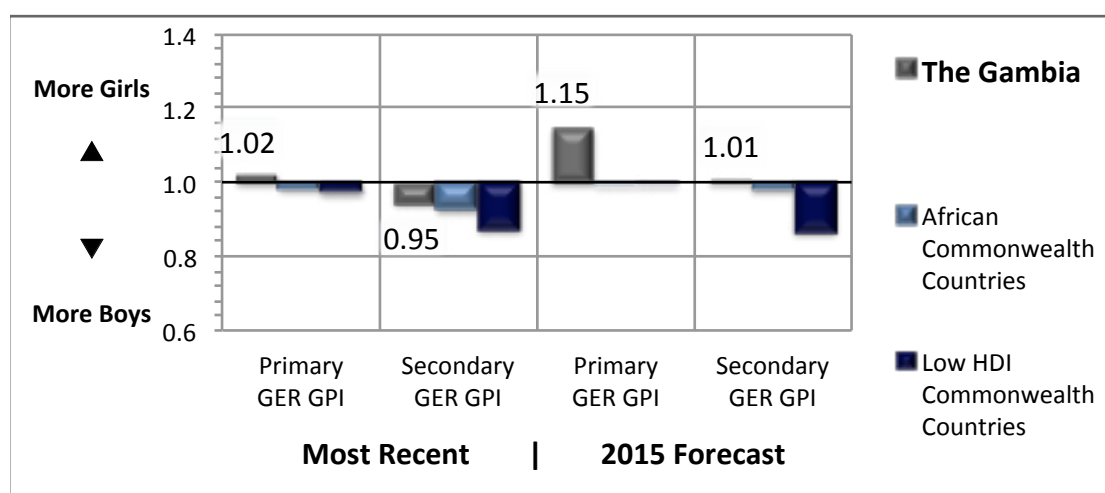


## Adult Literacy



The Gambia has a low literacy rate in comparison to both its human development level median and the regional median. The country has 485,000 illiterate adults. Illiteracy needed to drop by 31.6 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 18.5 points away. The 2015 forecast puts it 11.9 points away.

## Gender Equity



The Gambia has a primary net enrolment rate favouring girls by most recent statistic (2010). The primary net enrolment rate is forecast to switch, and become more inequitable for boys in 2015. By most recent statistic, the secondary net enrolment rate is unequal for girls and forecast to be essentially equitable in 2015.

## Quality

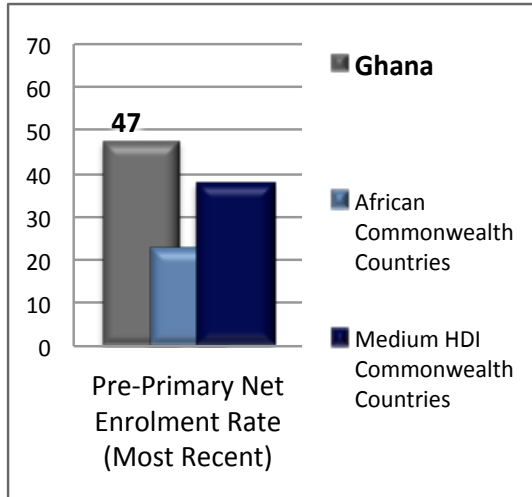
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	74.7	36.6	N/A	24.6



# GHANA

## Early Childhood Education

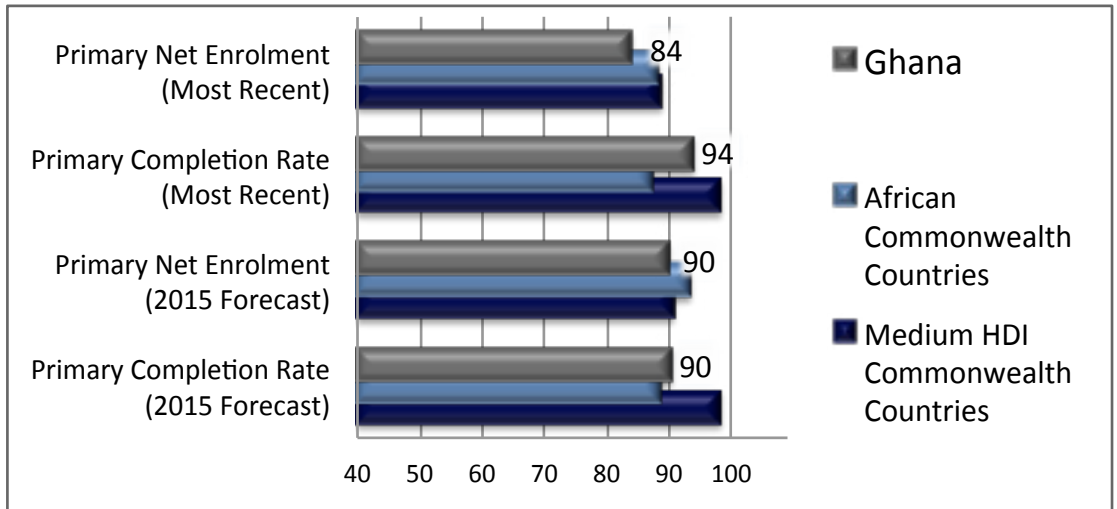
Population	25.2m (2012)
GDP Per Capita PPP	\$3,100 (2011)
Inequality (Gini)	39.4 (2006)
Population Growth Rate	1.8% (2011)
Population ages 0-14	36.5% (2011)



Ghana has a high pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been impressive growth in net enrolment. The net enrolment rate was 22.8 in 2000 and was 47.5 in 2009, the most recent statistic. If trends continue, it will reach 70.3 by 2015.

Public Expenditure on Education ... GDP	5.4% (2005)
Human Development Index	.541 (2011)

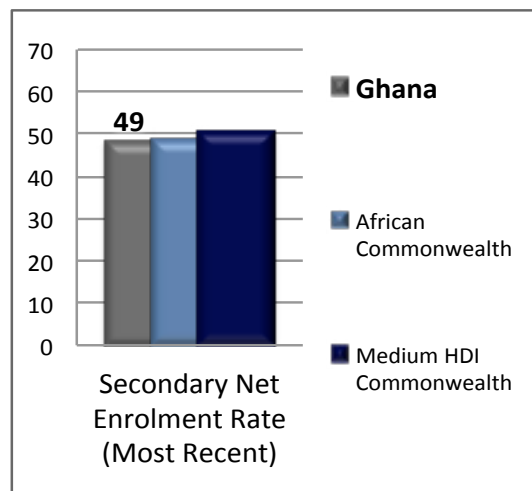
## Basic Education Enrolment and Completion



Ghana has a slightly lower primary net enrolment rate in comparison to both its human development level median and the regional median. There has been impressive growth in net enrolment. The net enrolment rate was 64.2 in 2000 84.0 in 2011 (the most recent statistic). It is forecast to be 89.9 in 2015.

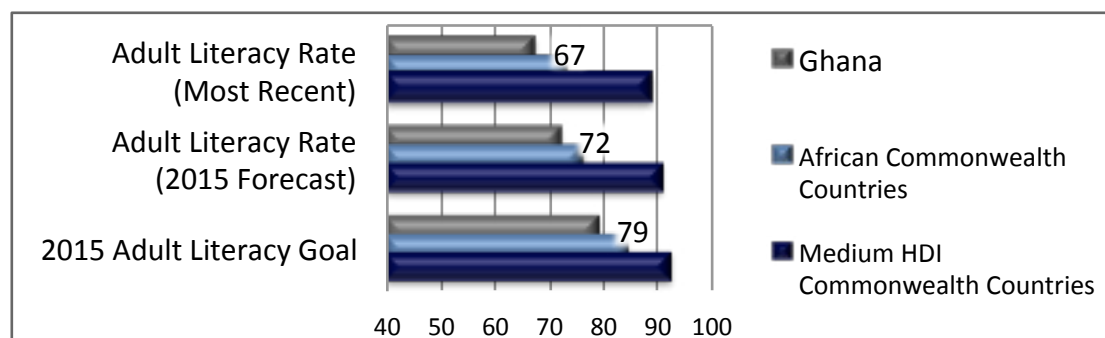
Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



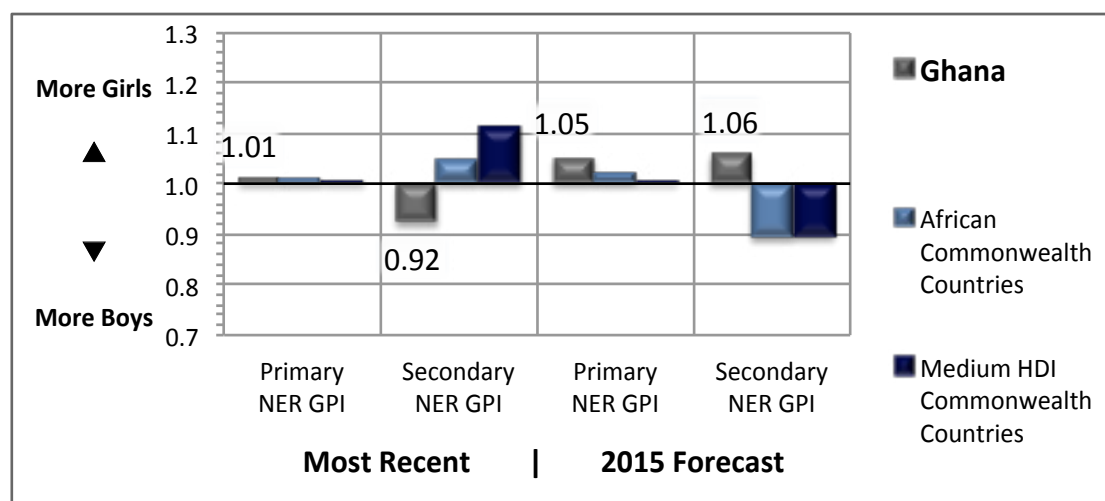


## Adult Literacy



Ghana has a low literacy rate in comparison to both its human development level median and the regional median. The country has 4.9 million illiterate adults. Illiteracy needed to drop by 21.1 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 11.7 points away. The 2015 forecast puts it 7.0 points away.

## Gender Equity



Ghana is essentially gender equitable in primary schooling by most recent net enrolment rate statistic (2010). The primary net enrolment rate is forecast to become more inequitable for boys in 2015. By most recent statistic, the secondary net enrolment rate is critically unequal for girls and forecast to become critically unequal for boys in 2015.

## Quality

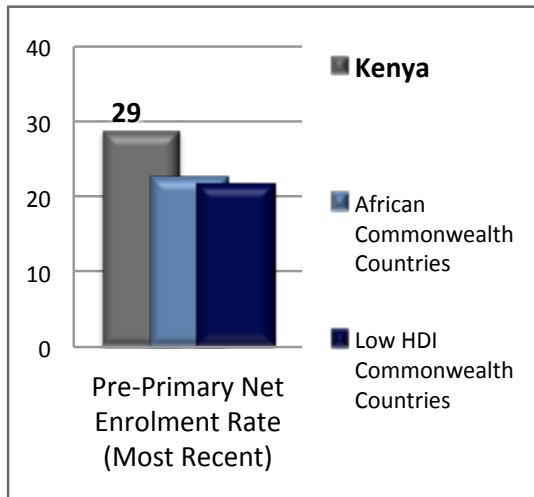
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
22.9	50.6	31.0	18.7	11.4



# KENYA

## Early Childhood Education

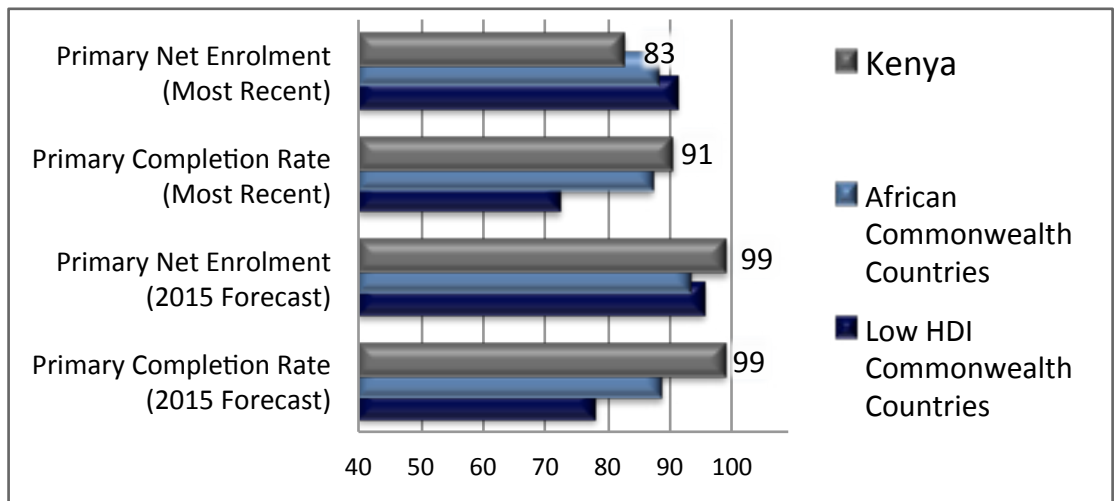
Population	43m (2011)
GDP Per Capita PPP	\$1,800 (2011)
Inequality (Gini)	42.5 (2008)
Population Growth Rate	2.4% (2011)
Population ages 0-14	42.2% (2011)



Kenya has a high pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been a slow decline in net enrolment. The net enrolment rate was 29.2 in 2001 and was 28.8 in 2009, the most recent statistic. If trends continue, it will decrease to 26.3 by 2015.

Public Expenditure on Education ... GDP	7% (2006)
Human Development Index	.509 (2011)

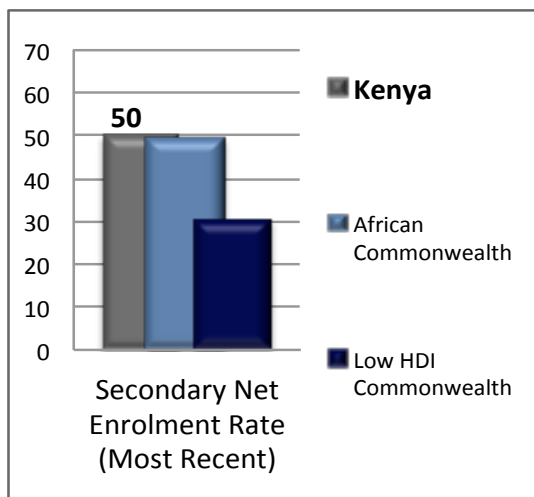
## Basic Education Enrolment and Completion



Kenya has a low primary net enrolment rate in comparison to both its human development level median and the regional median. There has been uneven growth in net enrolment. The net enrolment rate was 65.1 in 2000, 74.2 in 2003, 86.3 in 2007, and 82.8 in 2009 (the most recent statistic). It is forecast to be 99.1 in 2015.

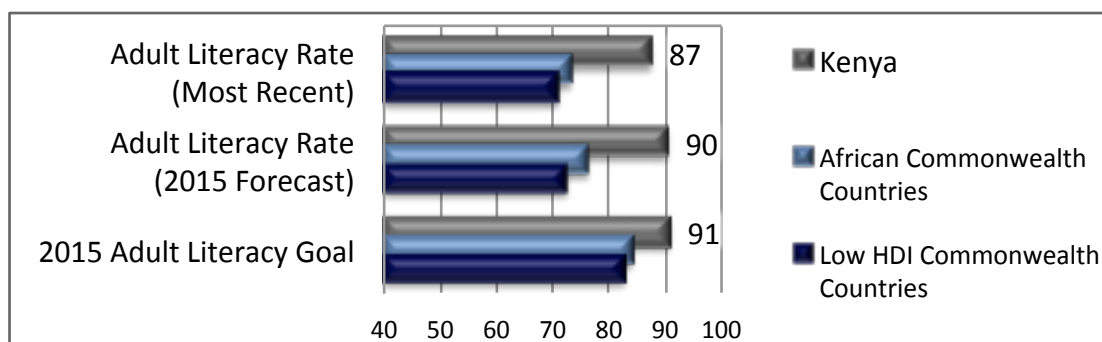
Chart Color Key

- Country
- Region
- Human Development Level



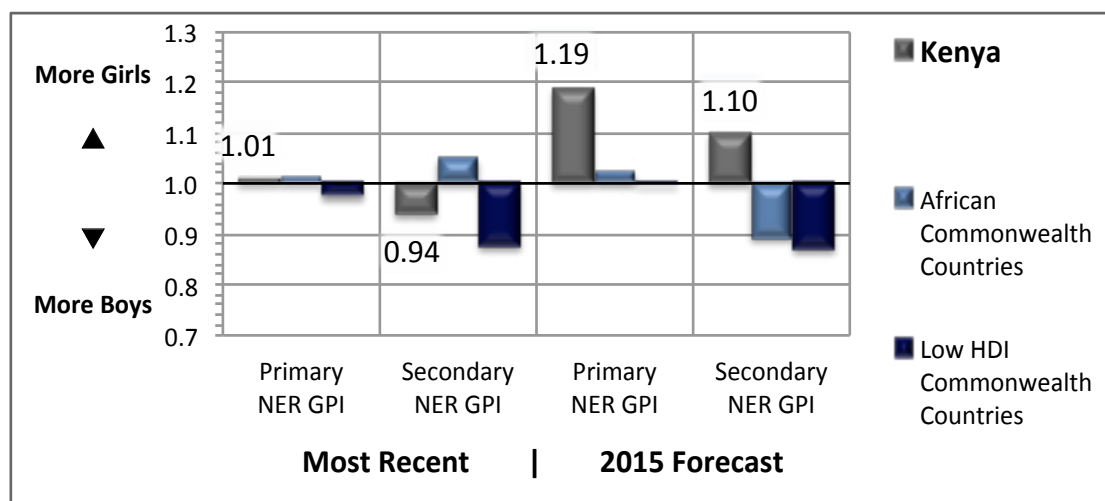


## Adult Literacy



Kenya has a high literacy rate in comparison to both its human development level median and the regional median, but the country has 2.9 million illiterate adults. Illiteracy needed to drop by 9.3 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 3.4 points away. The 2015 forecast puts it 0.4 points away.

## Gender Equity



Kenya is essentially gender equitable in primary schooling by most recent net enrolment rate statistic (2010) and favours boys by gross enrolment ratio. The primary net enrolment rate is forecast to become more inequitable for boys in 2015. By most recent statistic, the secondary net enrolment rate is critically unequal for girls and forecast to become critically unequal for boys in 2015.

## Quality

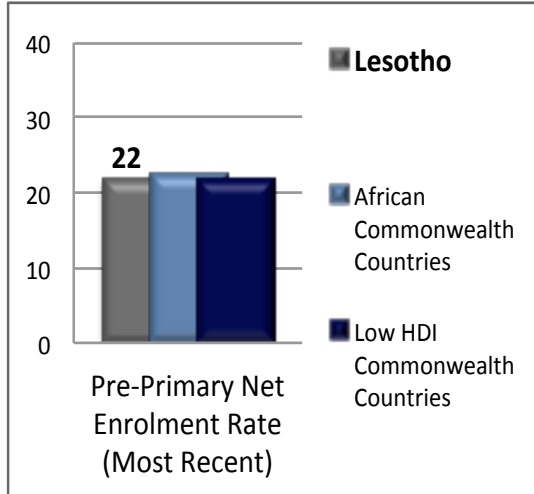
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
77.3	96.8	46.8	19.7	22.3
SACMEQ Reading		SACMEQ Math		
543.3		563.3		



# LESOTHO

## Early Childhood Education

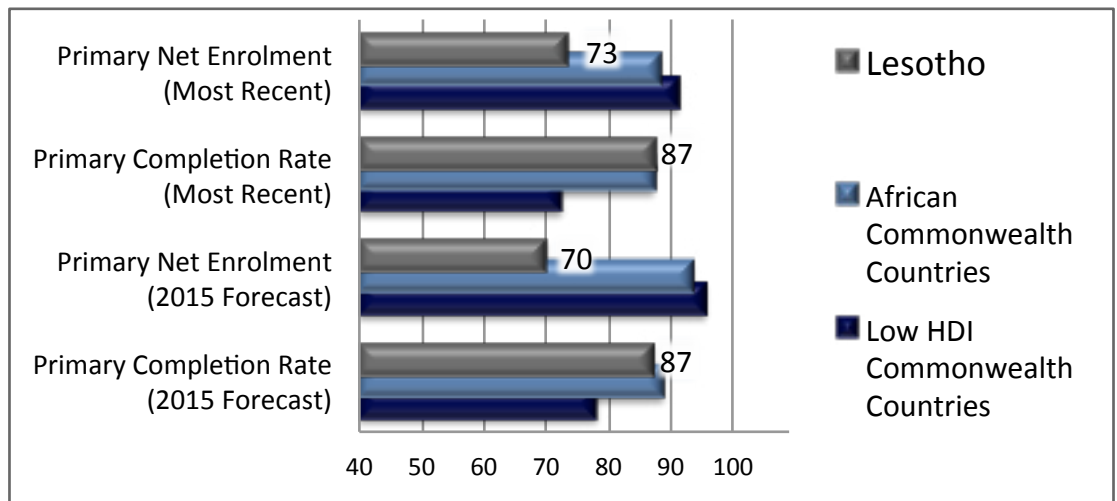
Population	1.9m (2012)
GDP Per Capita PPP	\$2,000 (2011)
Inequality (Gini)	63.2 (1995)
Population Growth Rate	0.332 (2011)
Population ages 0-14	33.5% (2011)



Lesotho has essentially equal pre-primary gross enrolment ratio compared with to its human development level median and regional median. There has been a steady increase in gross enrolment ratio. The net enrolment rate was 21.8 in 2005, the only recent statistic available.

Public Expenditure on Education ... GDP	12.4 (2008)
Human Development Index	.450 (2011)

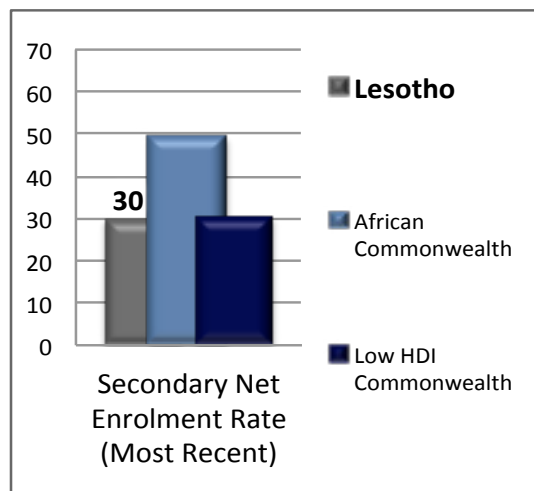
## Basic Education Enrolment and Completion



Lesotho has a low primary net enrolment compared to its human development level median and the regional median. There has been uneven decline in net enrolment. The net enrolment rate was 70.6 in 1990, 76.0 in 2000, 70.5 in 2006, and 73.4 in 2010 (the most recent statistic). It is forecast to decrease to 70.0 in 2015.

Chart Color Key

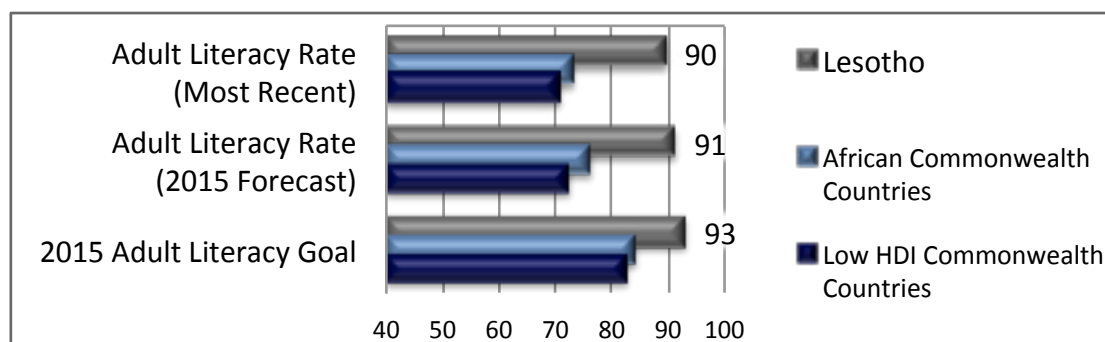
- ◆ Country
- ◆ Region
- ◆ Human Development Level





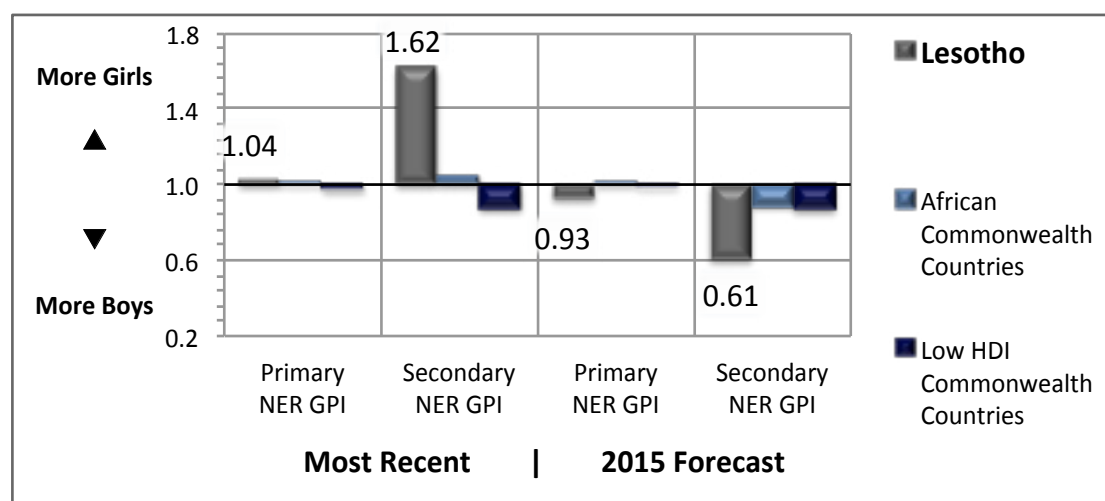


## Adult Literacy



Lesotho has a high literacy rate in comparison to both its human development level median and the regional median. The country has 141,000 illiterate adults. Illiteracy needed to drop by 6.9 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 3.5 points away. The 2015 forecast puts it 1.8 points away.

## Gender Equity



Lesotho has an inequitable primary net enrolment rate favouring girls by most recent statistic (2010) and favours boys by gross enrolment ratio. The primary net enrolment rate is forecast to switch, and become critically inequitable for girls in 2015. By most recent statistic, the secondary net enrolment rate is extremely unequal for boys and forecast to become critically unequal for girls in 2015.

## Quality

Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	63.4	33.8	16.9	24.5
SACMEQ Reading		SACMEQ Math		
451.2		447.2		



# MALAWI

## Early Childhood Education

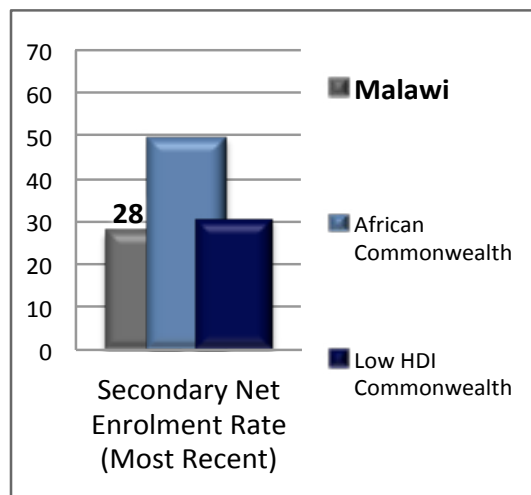
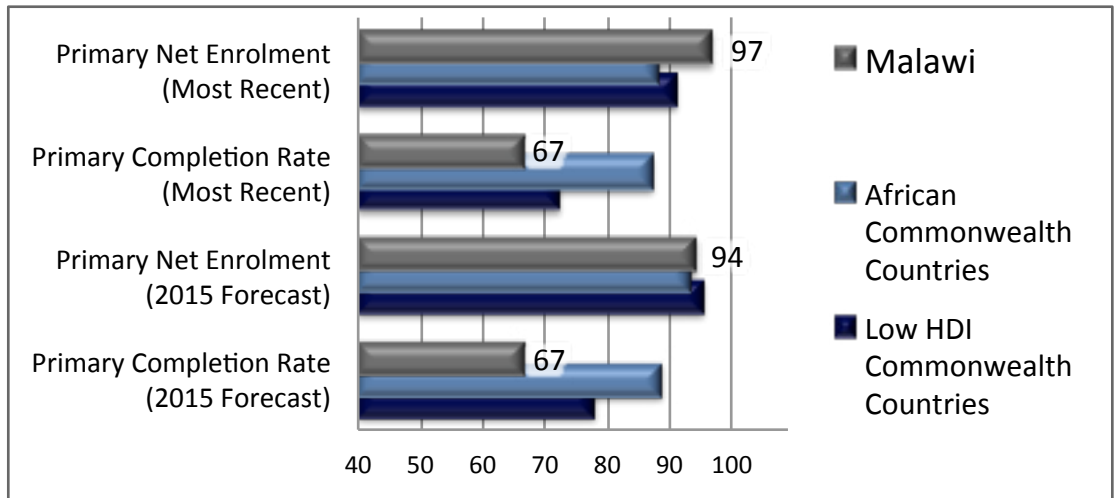
Population	16.3m (2012)
GDP Per Capita PPP	\$900 (2011)
Inequality (Gini)	39 (2004)
Population Growth Rate	2.8% (2011)
Population ages 0-14	45.1% (2011)

“In 2002 there were 1,618 childcare centers registered with the Ministry, with 4,666 pre-school teachers responsible for approximately 80,000 children, aged between 3 and 6 years. These data indicate that about one in ten children (9.4 percent) had attended nursery school for an average of 1.7 years. Two factors are important predictors for nursery school enrollment: geographic location and income group. In urban areas, 39 percent of children attended nursery school compared with just 6 percent in rural areas. Furthermore, 27 percent of children from the highest wealth quintile attended nursery school—approximately 10 times more frequently than children from the lowest income group. This difference is compounded by the fact that years of attendance are longer for both urban and wealthy children.”

*Cost, Financing and School Effectiveness of Education in Malawi*  
World Bank 2004, Africa Region Human Development Working Paper Series

Public Expenditure on Education ... GDP	4.2% (2003)
Human Development Index	.400 (2011)

## Basic Education Enrolment and Completion



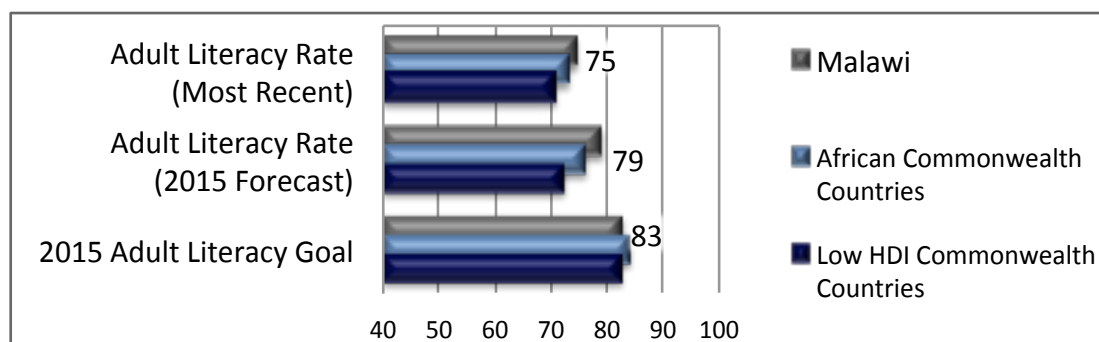
Malawi has a high primary net enrolment rate in comparison to both its human development level median and the regional median. The net enrolment rate was 98.5 in 2003 and 96.9 in 2009 (the most recent statistic). It is forecast to be 94.4 in 2015.

**Chart Color Key**

- Country
- Region
- Human Development Level

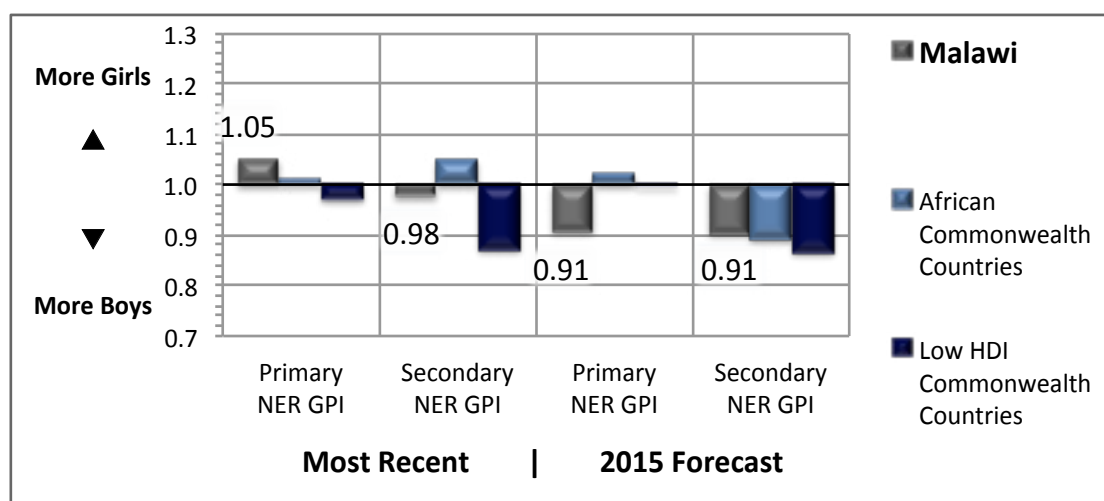


## Adult Literacy



Malawi's literacy is close to both its human development level median and the regional median. The country has 2 million illiterate adults. Illiteracy needed to drop by 17.1 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 8.2 points away. The 2015 forecast puts it 3.7 points away.

## Gender Equity



Malawi has a critically inequitable primary net enrolment rate favouring girls by most recent statistic (2010). The primary net enrolment rate is forecast to switch, and become more inequitable for girls in 2015. By most recent statistic, the secondary net enrolment rate is slightly unequal for girls and forecast to become critically unequal for girls in 2015.

## Quality

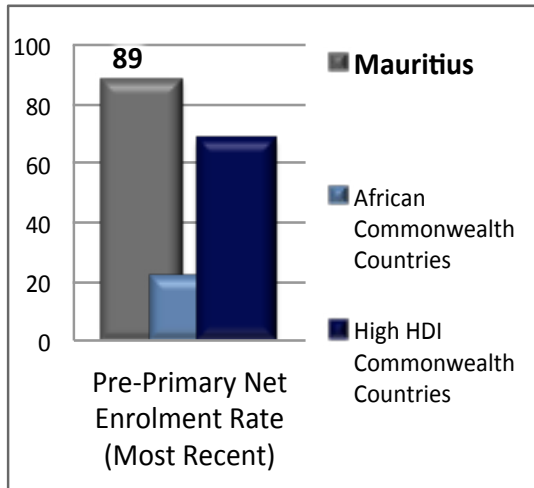
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	95.1	79.3	N/A	6.8
SACMEQ Reading		SACMEQ Math		
428.9		432.9		



# MAURITIUS

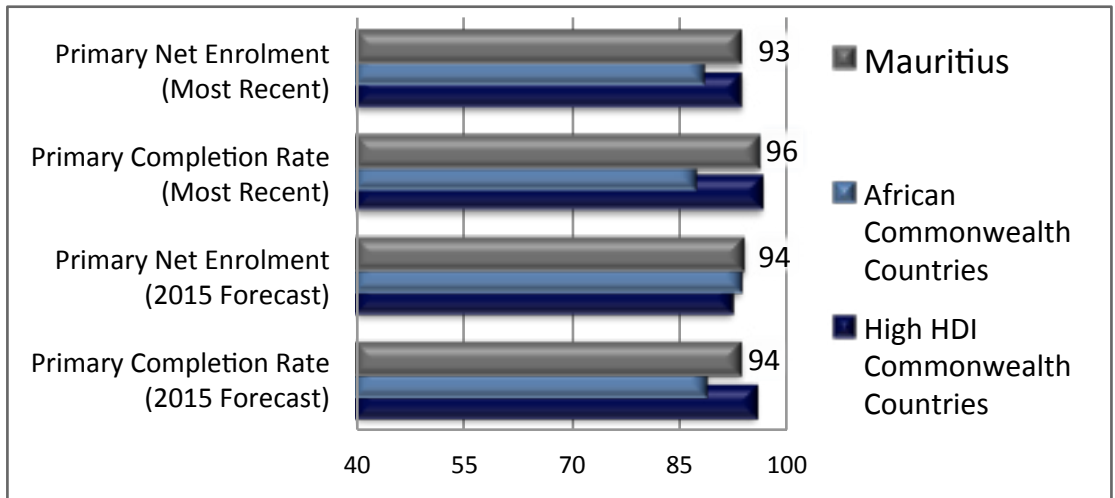
Population	1.3m (2011)
GDP Per Capita PPP	\$15,100 (2011)
Inequality (Gini)	39 (2006)
Population Growth Rate	.7% (2011)
Population ages 0-14	21.8% (2011)
Public Expenditure on Education ... GDP	3.2% (2009)
Human Development Index	.728 (2011)

## Early Childhood Education



Mauritius has a significantly a high pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been a steady growth in net enrolment. The net enrolment rate was 70.8 in 2000 and was 88.8 in 2010, the most recent statistic. If trends continue, it will reach 96.7 by 2015.

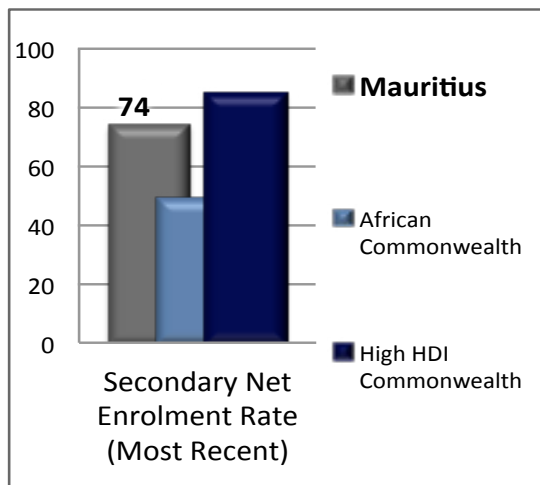
## Basic Education Enrolment and Completion

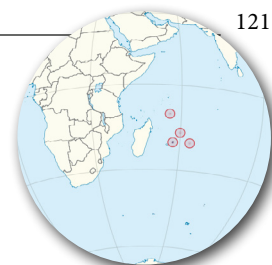


Mauritius has an equal primary net enrolment rate in comparison to its human development level median, but higher than the regional median. There has been an uneven decline in net enrolment. The net enrolment rate was 99.5 in 1990, 92.5 in 2000, 93.6 in 2007, and 93.4 in 2010 (the most recent statistic). It is forecast to be 94.1 in 2015.

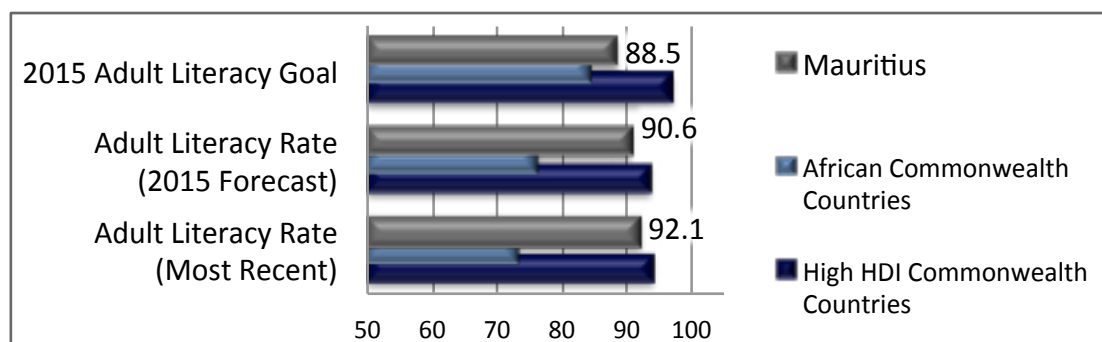
### Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



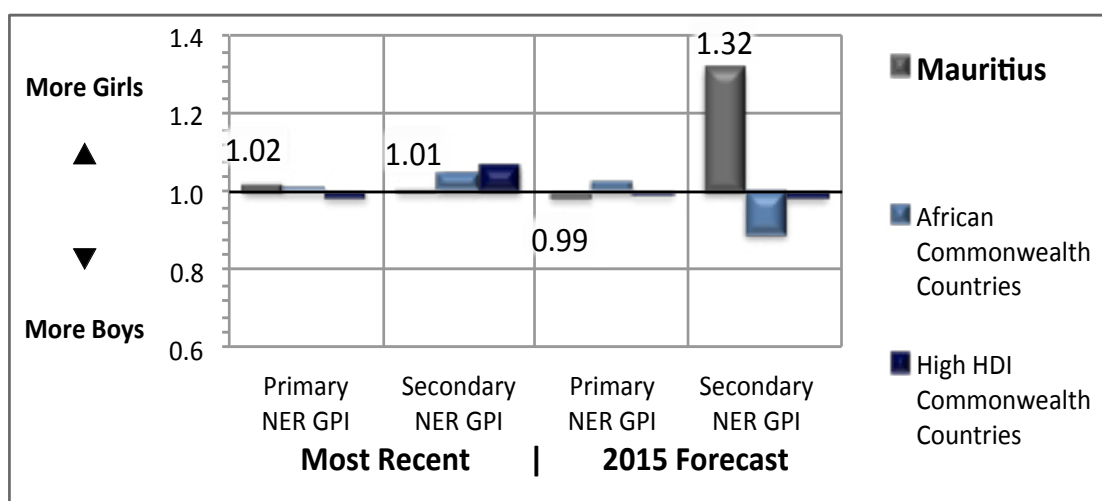


## Adult Literacy



Mauritius has a high literacy rate in comparison to its regional median, but slightly lower than the regional median. The country has 117,000 illiterate adults. Illiteracy needed to drop by 7.9 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 3.6 points away. The 2015 forecast puts it 1.5 points away.

## Gender Equity



Mauritius has a primary net enrolment rate favouring girls by most recent statistic (2010). The primary net enrolment rate is forecast to remain essentially equitable in 2015. By most recent statistic, the secondary net enrolment rate is essentially equitable and forecast to be critically unequal for boys in 2015.

## Quality

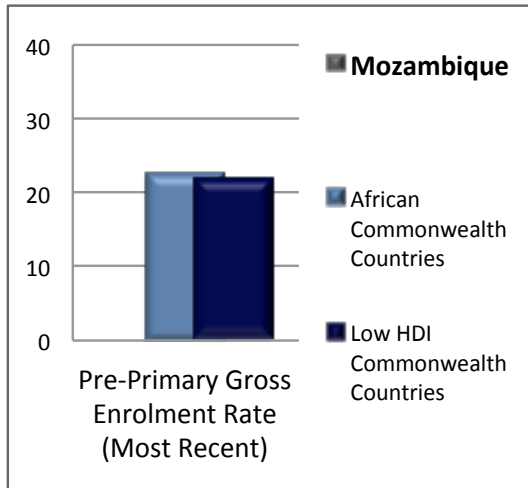
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
94.0	100	21.5	15.9	9.0
		SACMEQ Reading	SACMEQ Math	
		536.4	584.6	



# MOZAMBIQUE

## Early Childhood Education

Population	23.5m (2012)
GDP Per Capita PPP	\$1,100 (2011)
Inequality (Gini)	45.6 (2008)
Population Growth Rate	2.4% (2011)
Population ages 0-14	45.9% (2011)



No pre-primary data are available for Singapore in the UIS database, either as gross enrolment ratio or net enrolment rate.

Public Expenditure on Education ... GDP	5% (2006)
Human Development Index	.322 (2011)

## Basic Education Enrolment and Completion

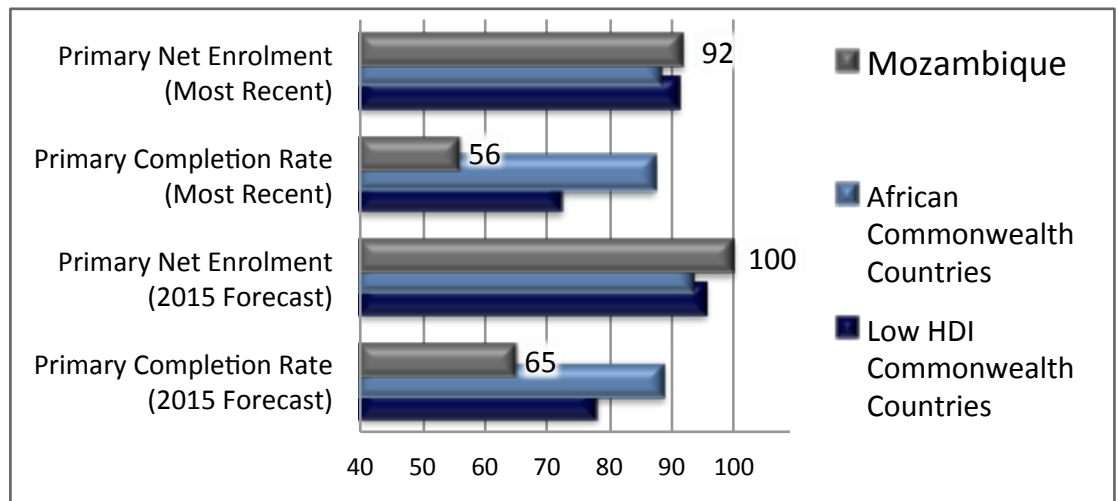
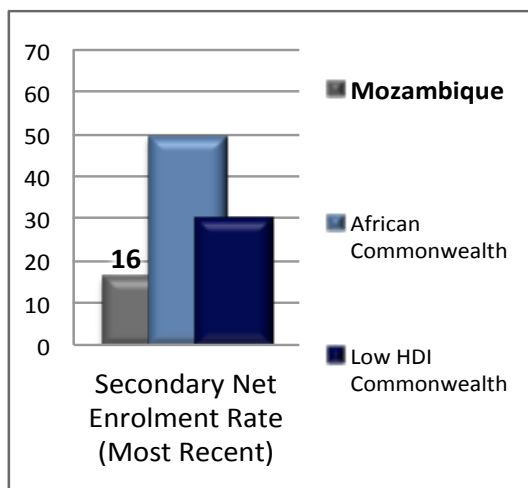


Chart Color Key

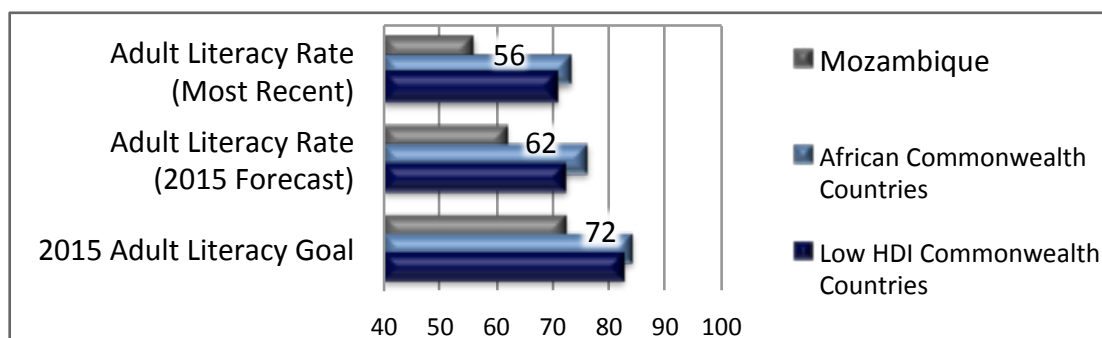
- ◆ Country
- ◆ Region
- ◆ Human Development Level



Mozambique has an equal primary net enrolment rate in comparison to its human development level median but slightly higher net enrolment rate than the regional median. There has been impressive progress in net enrolment. The net enrolment rate was 44.0 in 1999, 56.0 in 2000, 70.3 in 2004, and 91.9 in 2010 (the most recent statistic). At this rate, it is forecast to reach universal enrolment by 2015.

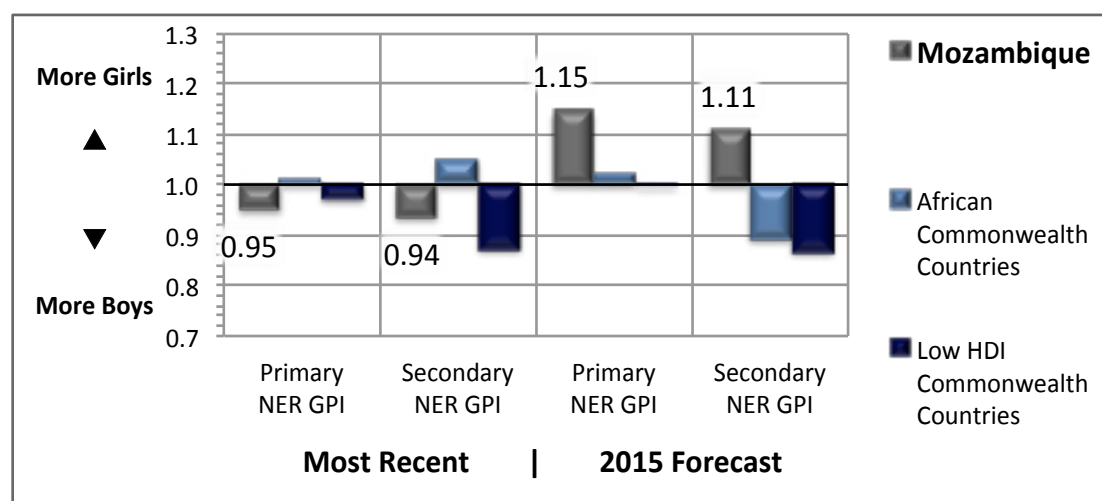


## Adult Literacy



Mozambique has a low literacy rate in comparison to both its human development level median and the regional median. The country has 5.7 million illiterate adults. Illiteracy needed to drop by 27.6 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 16.3 points away. The 2015 forecast puts it 10.6 points away.

## Gender Equity



Mozambique has a critically inequitable net enrolment rate favouring boys by most recent statistic (2010). The primary net enrolment rate is forecast to switch, and become more inequitable for girls in 2015. By most recent statistic, the secondary net enrolment rate is critically unequal for girls and forecast to become critically unequal for boys in 2015.

## Quality

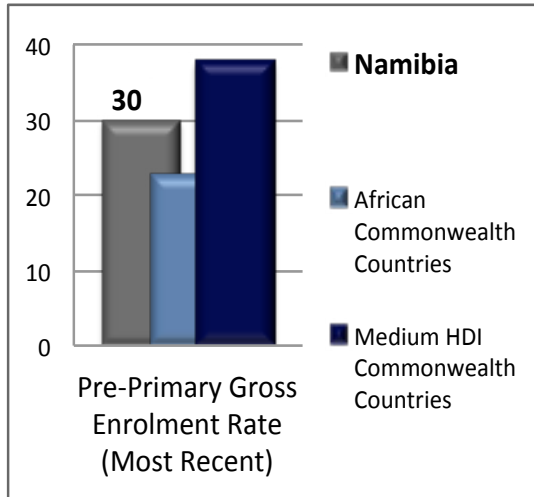
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	80.1	55.3	34.3	14.8
SACMEQ Reading		SACMEQ Math		
516.7		530.0		



# NAMIBIA

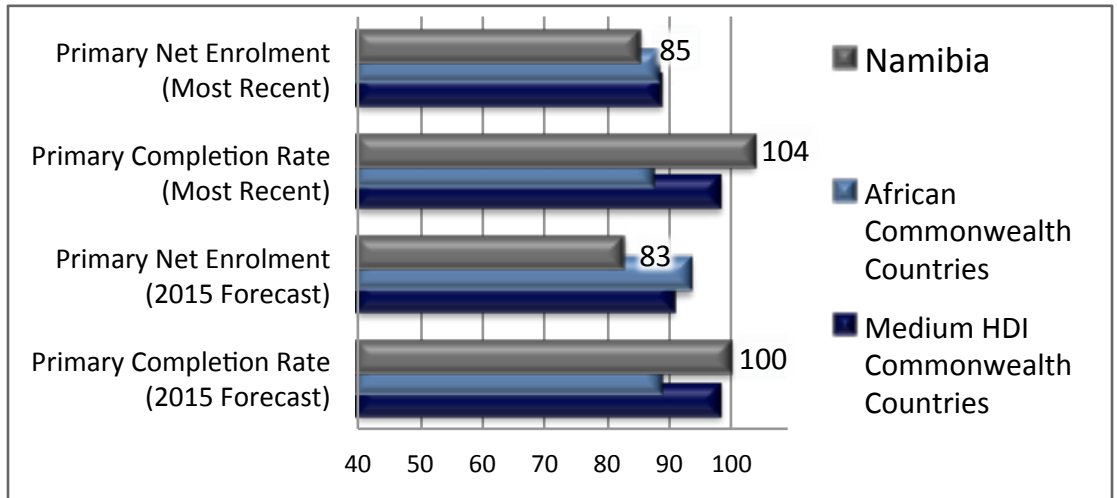
Population	2.2m (2012)
GDP Per Capita PPP	\$7,500 (2011)
Inequality (Gini)	70.7 (2003)
Population Growth Rate	.81% (2011)
Population ages 0-14	34.2 (2011)
Public Expenditure on Education ... GDP	6.4% (2008)
Human Development Index	.625 (2011)

## Early Childhood Education



Namibia has a high pre-primary gross enrolment ratio in comparison to regional median, but about 7 percentage points lower than its human development level median. There has been uneven progress in gross enrolment ratio. The gross enrolment ratio was 36.2 in 2000, 45.2 three years later, and was 29.9 in 2006, the most recent statistic. At this rate, it is forecast to remain the same at 29.5 by 2015.

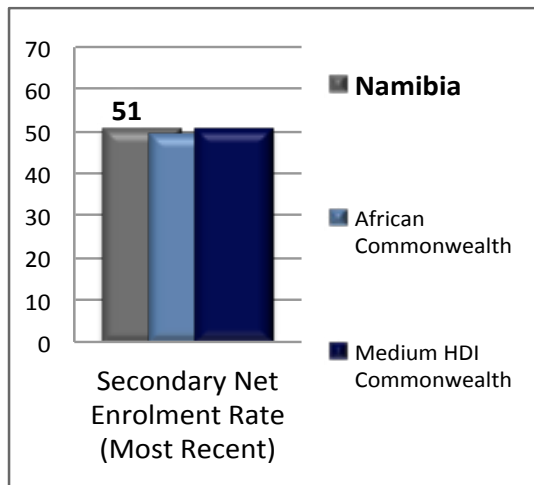
## Basic Education Enrolment and Completion



Namibia has a similar primary net enrolment rate in comparison to its human development level median and the regional median. There has been some decline in the net enrolment rate. The rate was 79.4 in 1990, 88.1 in 2000, and 89.7 in 2003. However, it was 85.4 in 2009 (the most recent statistic). At this rate, it is forecast to be 82.9 in 2015.

### Chart Color Key

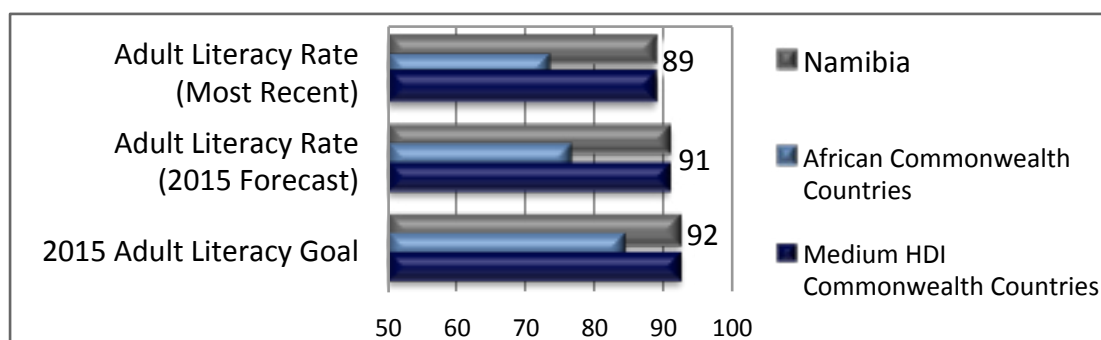
- ◆ Country
- ◆ Region
- ◆ Human Development Level





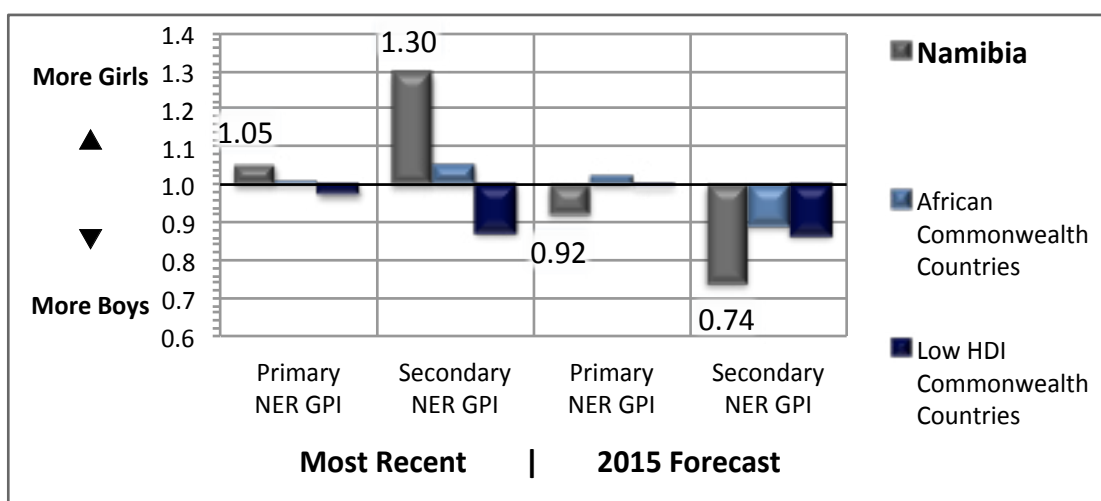


## Adult Literacy



Namibia has a high literacy rate in comparison to its regional median, but similar to the human development level median. The country has 163,000 illiterate adults. Illiteracy needed to drop by 7.7 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 3.6 points away. The 2015 forecast puts it 1.5 points away.

## Gender Equity



Namibia has a critically inequitable net enrolment rate favouring girls by most recent statistic (2010), but is essentially equitable by gross enrolment ratio. The primary net enrolment rate is forecast to switch, and become more inequitable for girls in 2015. By most recent statistic, the secondary net enrolment rate is critically unequal for boys and forecast to become critically unequal for girls in 2015.

## Quality

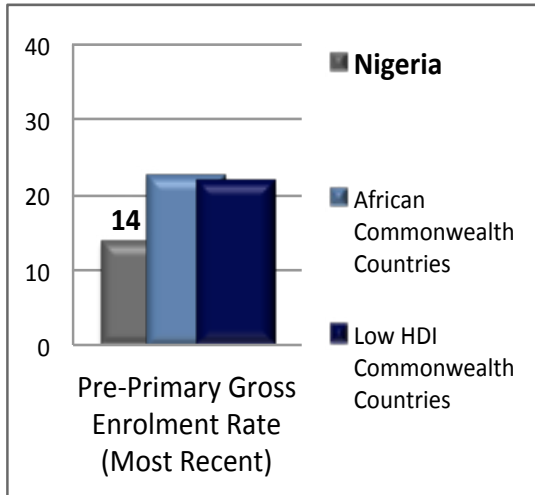
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	95.6	30.1	24.6	17.8
SACMEQ Reading		SACMEQ Math		
448.8		430.9		



# NIGERIA

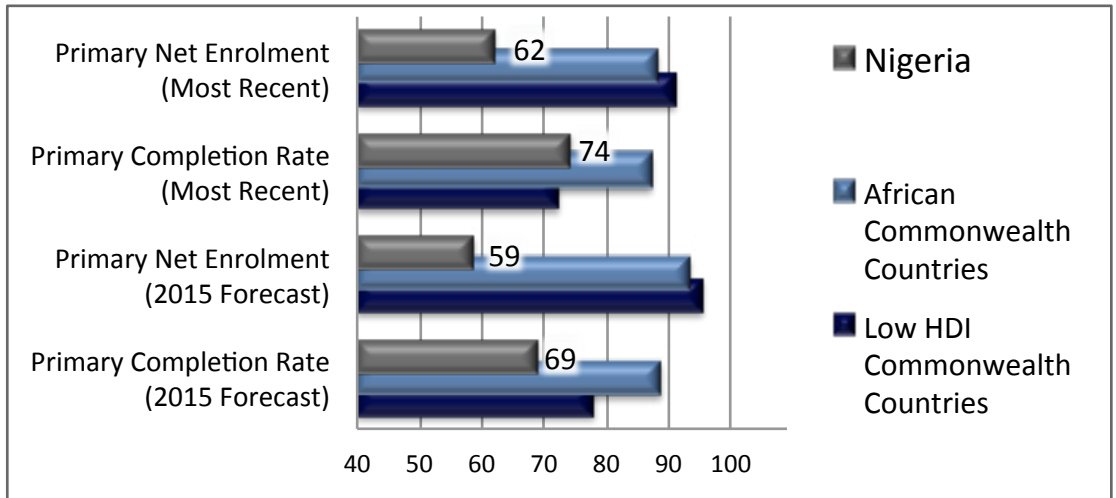
## Early Childhood Education

Population	170m (2012)
GDP Per Capita PPP	\$2,600 (2011)
Inequality (Gini)	43.7 (2003)
Population Growth Rate	2.6% (2011)
Population ages 0-14	40.9 (2011)
Human Development Index	.459 (2011)

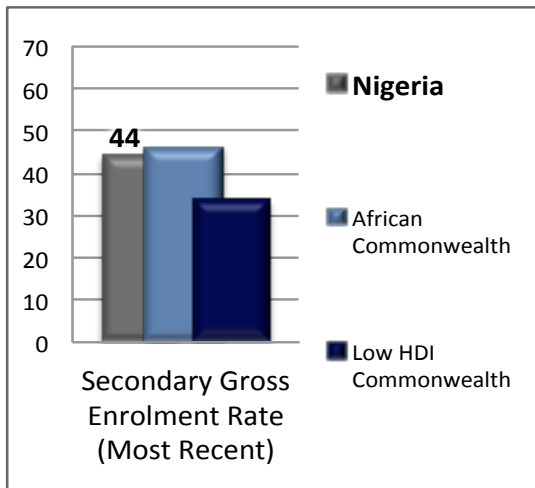


Nigeria has low pre-primary gross enrolment ratio in comparison to both its human development level median and regional median. There has been uneven progress in gross enrolment ratio. The gross enrolment ratio was 8.2 in 2000, 15.6 in 2006, and was 13.9 in 2010, the most recent statistic. At this rate, it is forecast to reach 15.4 by 2015, lower than it was in 2006.

## Basic Education Enrolment and Completion



Nigeria has a lower primary net enrolment rate in comparison to both its human development level median and the regional median. There has been uneven decline in net enrolment. The net enrolment rate was 64.5 in 2000, 65.6 in 2003, 67.8 in 2006 and 62.1 in 2007 (the most recent statistic). At this rate, it is forecast to be 58.8 in 2015, lower than it was in 2000.

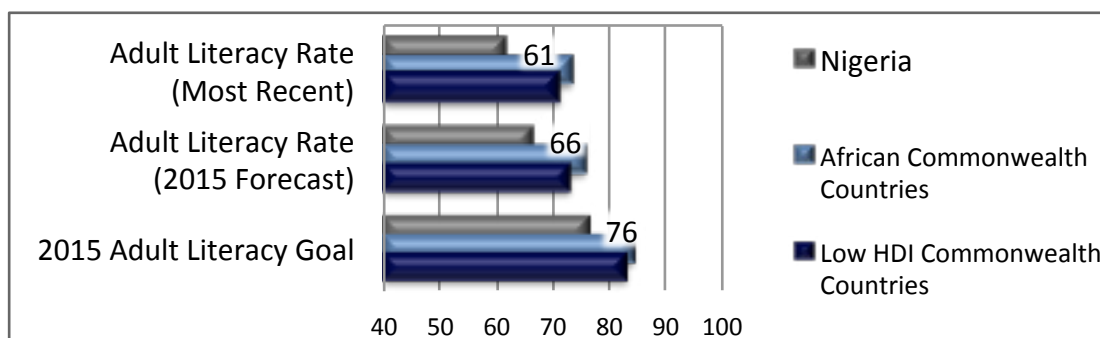


**Chart Color Key**

- Country
- Region
- Human Development Level

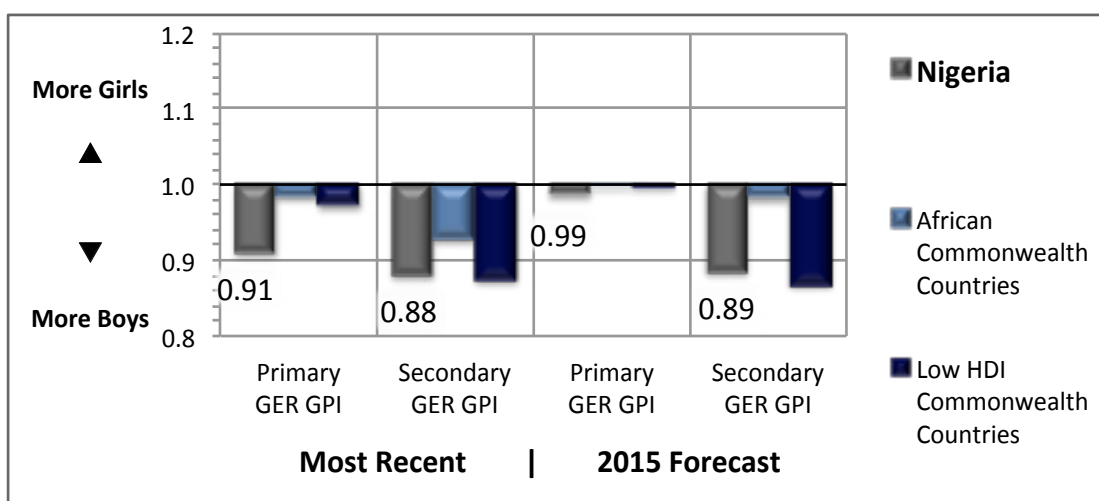


## Adult Literacy



Nigeria has a low literacy rate in comparison to its regional and human development level median. The country has 35 million illiterate adults. Illiteracy needed to drop by 24.0 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 14.6 points away. The 2015 forecast puts it 10.0 points away.

## Gender Equity



Nigeria has a critically inequitable primary gross enrolment ratio favouring boys by most recent statistic (2010). The primary gross enrolment ratio is forecast to become essentially equitable, but less so than today, in 2015. By most recent statistic, the secondary gross enrolment ratio is critically unequal for girls and is forecast to be critically unequal for girls only slightly less in 2015.

## Quality

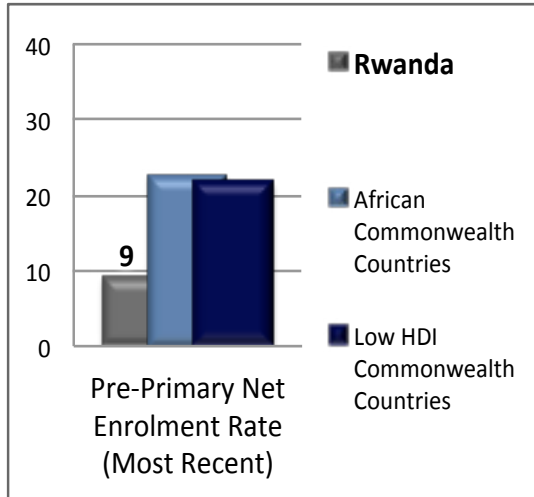
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	66.1	36.0	33.1	N/A



# RWANDA

## Early Childhood Education

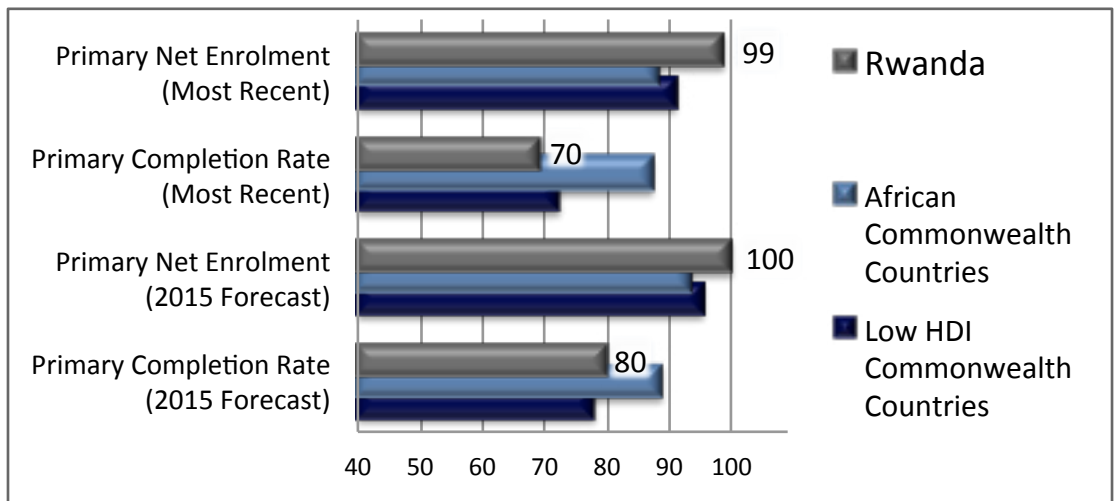
Population	11.7m (2012)
GDP Per Capita PPP	\$1,400 (2011)
Inequality (Gini)	46.8 (2000)
Population Growth Rate	2.8% (2011)
Population ages 0-14	42.9% (2011)



Rwanda has a significantly lower pre-primary gross enrolment ratio in comparison to both its human development level median and regional median. There has been uneven growth in gross enrolment ratio. The net enrolment rate was 14.5 in 2009 and 9.2 in 2010, the most recent statistic.

Public Expenditure on Education ... GDP	4.1% (2008)
Human Development Index	.429 (2011)

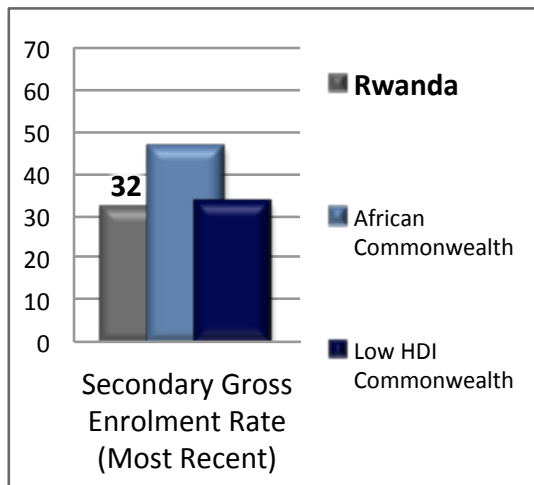
## Basic Education Enrolment and Completion



Rwanda has a high primary net enrolment rate in comparison to both its human development level median and the regional median. The net enrolment rate was 75.9 in 2001, 79.8 in 2004, 91.7 in 2007, and 98.7 in 2010 (the most recent statistic). At this rate, it is forecast to reach universal enrolment by 2015.

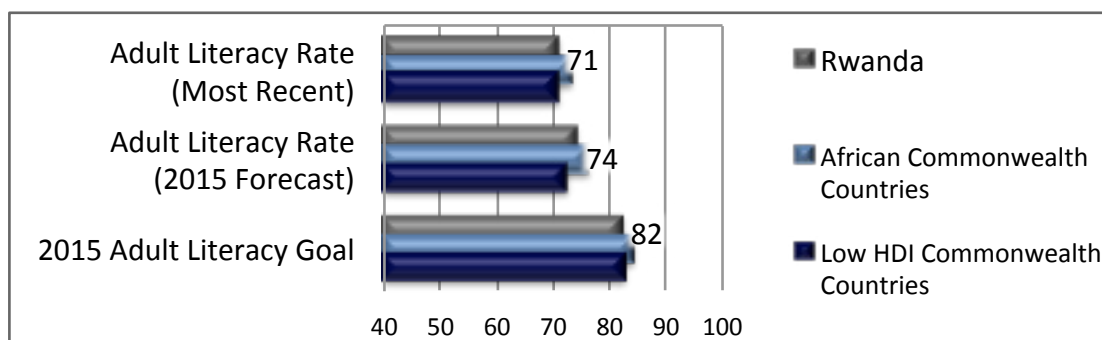
Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



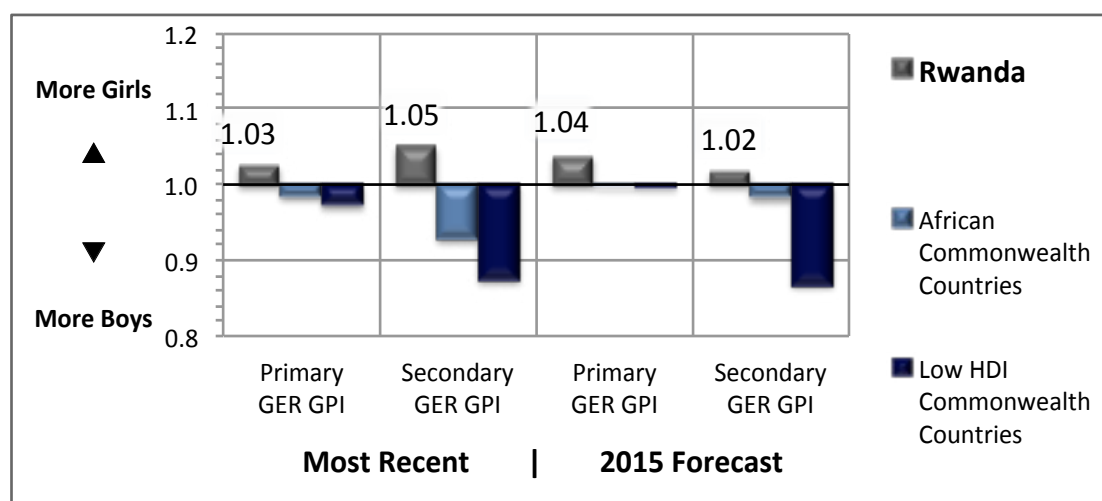


## Adult Literacy



Rwanda's literacy rate is close to both its human development level median and the regional median. The country has 1.8 million illiterate adults. Illiteracy needed to drop by 17.6 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 11.4 points away. The 2015 forecast puts it 8.3 points away.

## Gender Equity



Rwanda has a critically inequitable primary gross enrolment ratio favouring girls by most recent statistic (2010). The primary gross enrolment ratio is forecast to become more inequitable for boys in 2015. By most recent statistic, the secondary gross enrolment ratio is unequal for boys but is forecast to become more equitable in 2015.

## Quality

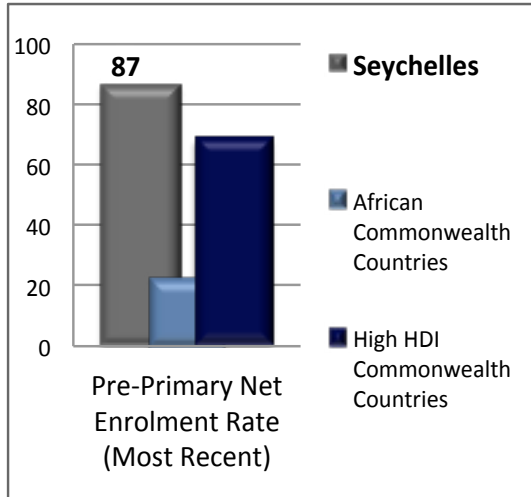
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
37.9	98.4	58.1	23.7	8.2



# SEYCHELLES

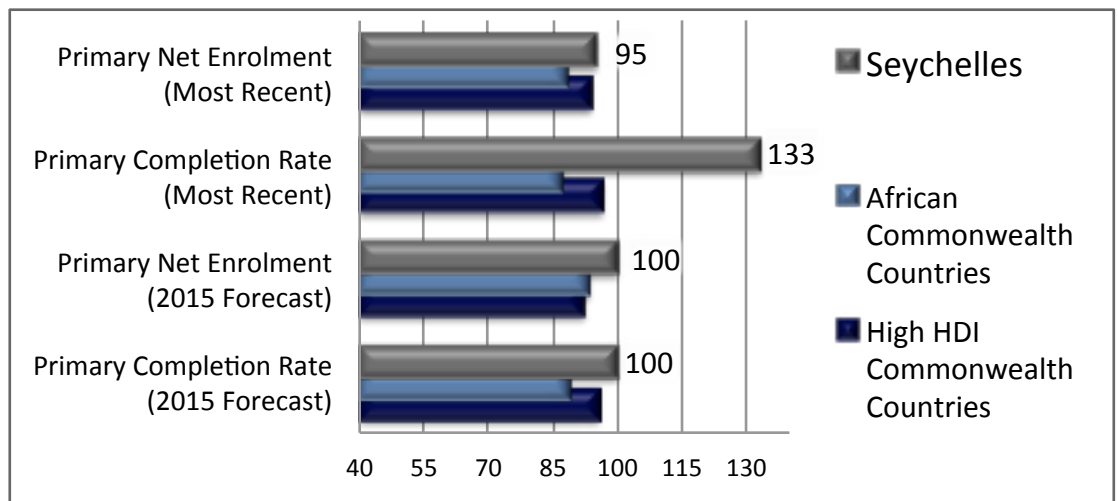
## Early Childhood Education

Population	90,000 (2011)
GDP Per Capita PPP	\$25,000 (2011)
Population Growth Rate	.92% (2011)
Population ages 0-14	21.9 (2011)
Public Expenditure on Education ... GDP	5% (2006)
Human Development Index	.773 (2011)



Seychelles has a significantly higher pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been uneven growth in net enrolment. The gross enrolment ratio was 88.4 in 2000, 91.6 in 2009, and was 86.5 a year later in 2010, the most recent statistic. At this rate, it is forecast to reach 93.5 by 2015.

## Basic Education Enrolment and Completion



Seychelles has a high primary net enrolment rate in comparison to both its human development level median, and the regional median. The net enrolment rate was 91.8 in 2001, 99.7 in 2004, and 95.1 in 2005 (the most recent statistic). At this rate, primary enrolment is forecast to be universal in 2015.

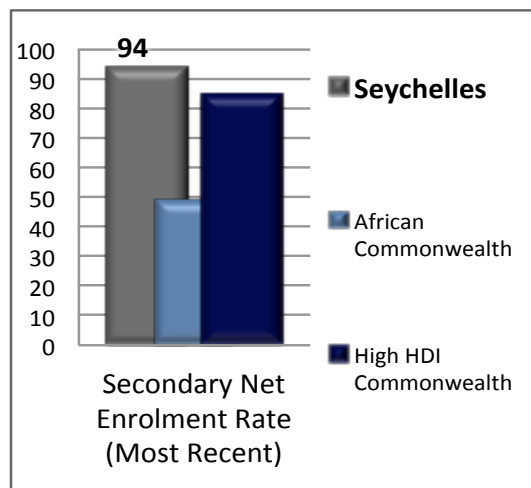
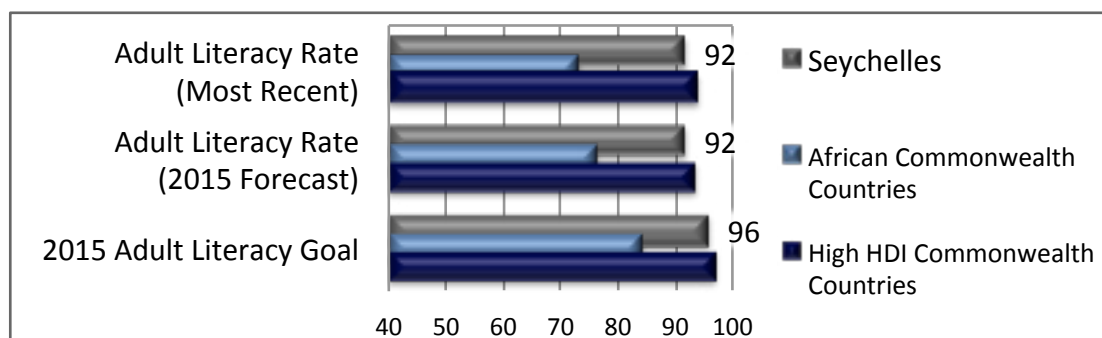


Chart Color Key

	Country
	Region
	Human Development Level

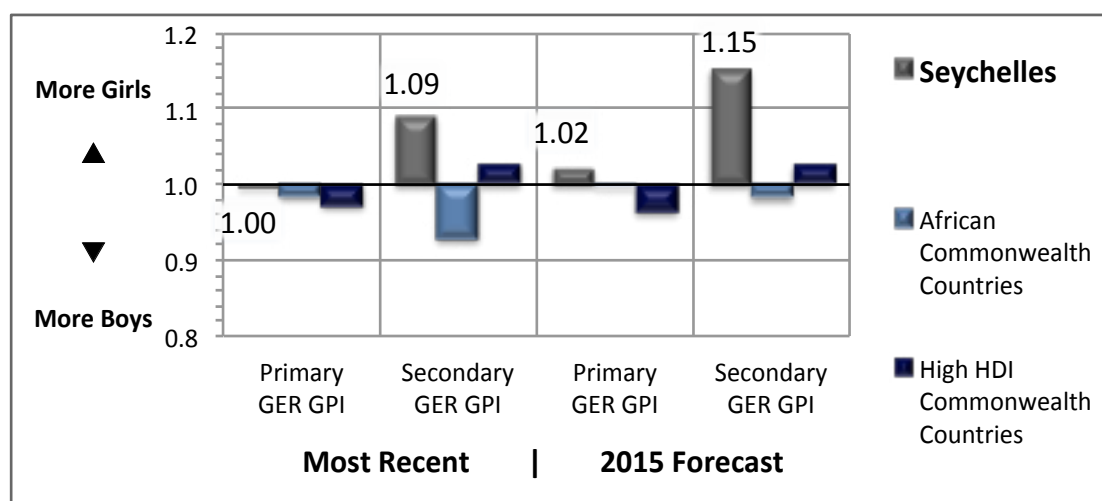


## Adult Literacy



Seychelles has a high literacy rate in comparison to the regional median, but similar to its human development level median. The country has 5,000 illiterate adults. Illiteracy needed to drop by 4.1 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 4.1 points away. The 2015 forecast puts it still 4.1 points away.

## Gender Equity



Seychelles has a primary gross enrolment ratio favouring boys by most recent statistic (2010). The primary gross enrolment ratio is forecast to become more inequitable for boys in 2015. By most recent statistic, the secondary gross enrolment ratio is critically unequal for boys and forecast to become even more so in 2015.

## Quality

Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
99.5	99.4	12.5	12.2	16.5
		SACMEQ Reading	SACMEQ Math	
		582.0	554.3	



# SIERRA LEONE

## Early Childhood Education

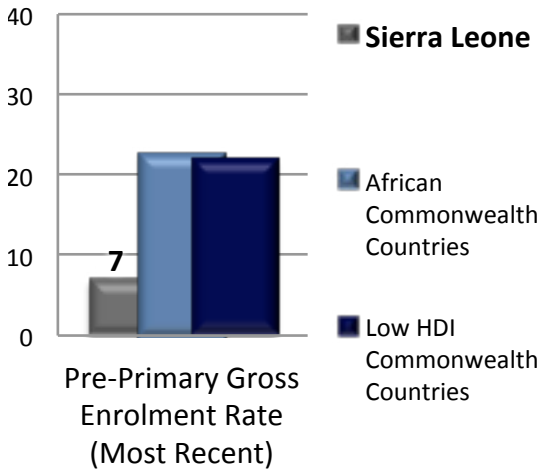
Population 5.5m (2011)

GDP Per Capita PPP \$900 (2011)

Inequality (Gini) 62.9 (1989)

Population Growth Rate 2.3% (2011)

Population ages 0-14 41.8 (2011)

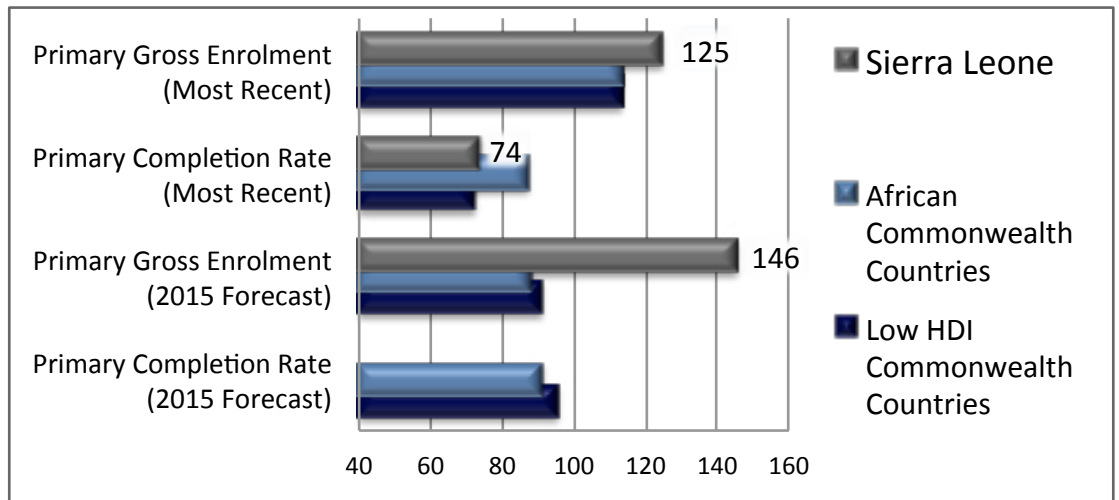


Sierra Leone has a significantly lower pre-primary gross enrolment ratio in comparison to both its human development level median and regional median. There has been steady, but low, growth in gross enrolment ratio. The gross enrolment ratio was 4.5 in 2000 and was 6.8 in 2011, the most recent statistic. At this rate, it is forecast to reach 7.8 by 2015.

Public Expenditure on Education ... GDP 4.8% (2009)

Human Development Index .336 (2011)

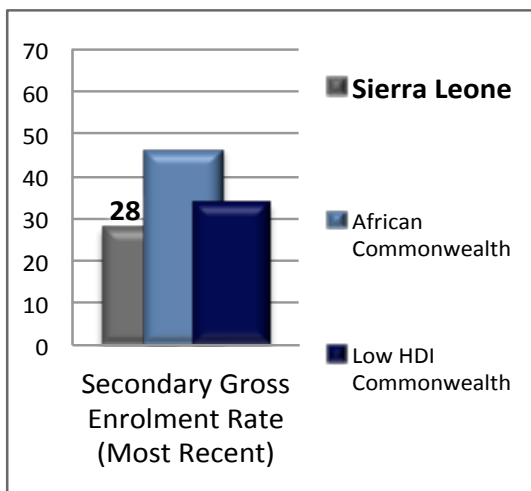
## Basic Education Enrolment and Completion



Sierra Leone has a high primary gross enrolment ratio in comparison to both its human development level median, and the regional median. The gross enrolment ratio was 70.4 in 2000, 85.8 in 2001, and 124.7 in 2011 (the most recent statistic). If trends continue, the gross enrolment ratio would reach 145.6 by 2015. Without net enrolment rate numbers, it is difficult to tell how close to universalisation Sierra Leone is.

Chart Color Key

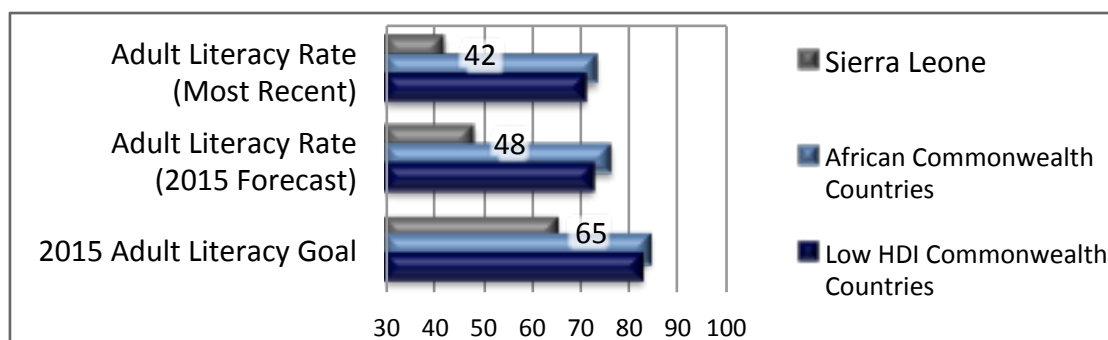
- Country
- Region
- Human Development Level





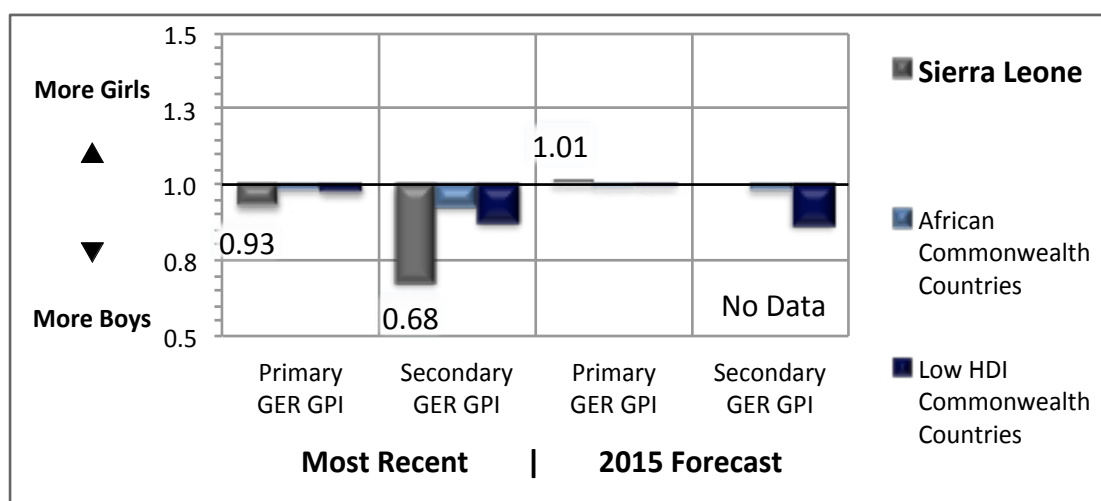


## Adult Literacy



Sierra Leone has a low literacy rate in comparison to both its human development level median and the regional median. The country has 1.9 million illiterate adults. Illiteracy needed to drop by 35.0 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 22.9 points away. The 2015 forecast puts it 16.8 points away.

## Gender Equity



Sierra Leone has a critically inequitable primary gross enrolment ratio favouring boys by most recent statistic (2010). The primary gross enrolment ratio is forecast to become essentially equitable in 2015. By most recent statistic, the secondary gross enrolment ratio is critically unequal for girls there is no data in the UIS database available for a 2015 forecast.

## Quality

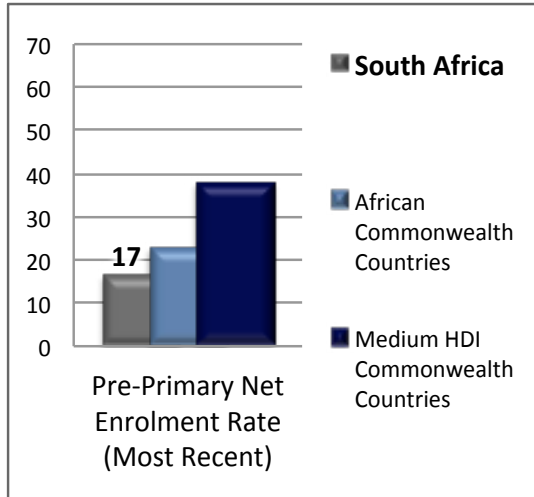
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
42.4	48.8	31.3	26.6	N/A



# SOUTH AFRICA

## Early Childhood Education

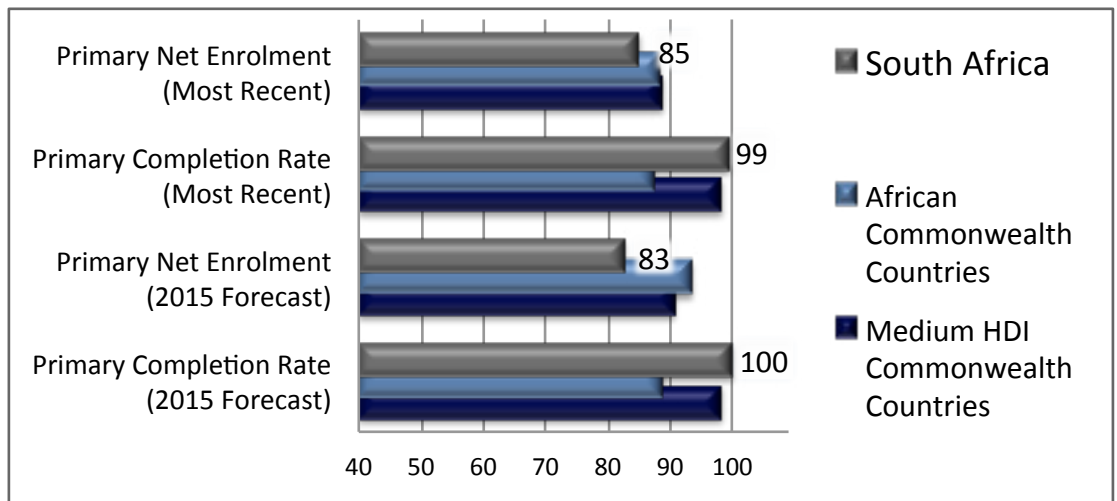
Population	48.8m (2012)
GDP Per Capita PPP	\$11,000 (2011)
Inequality (Gini)	65 (2005)
Population Growth Rate	-.4% (2011)
Population ages 0-14	28.5% (2011)



South Africa has a low pre-primary net enrolment rate in comparison to its regional median and is significantly lower than its human development level median. There has been uneven movement in enrolment. The net enrolment rate was 17.3 in 2000 and was 16.6 in 2004, the most recent statistic. At that rate, it is forecast to be 13.1 by 2015. The gross enrolment ratios show more steady growth.

Public Expenditure on Education ... GDP	5.4% (2009)
Human Development Index	.619 (2011)

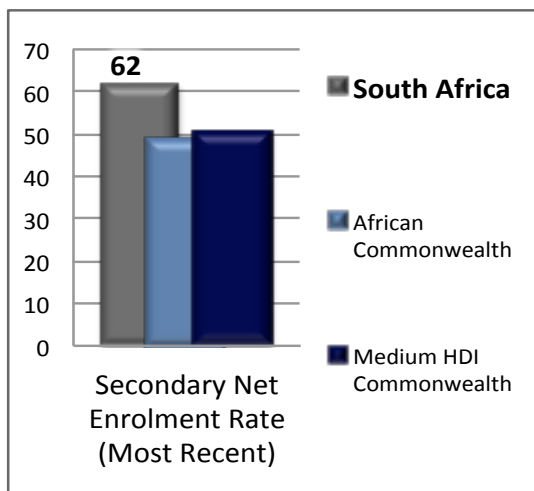
## Basic Education Enrolment and Completion



South Africa has low primary net enrolment rate in comparison to both its human development level median and the regional median. The net enrolment rate was 89.7 in 2000, 90.3 in 2003, and 85.1 in 2009 (the most recent statistic). At that rate, it is forecast to decrease to 82.6 in 2015.

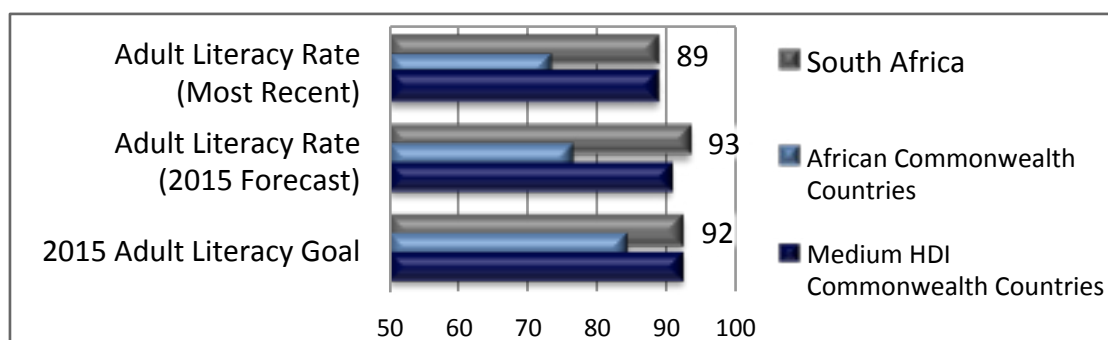
Chart Color Key

- Country
- Region
- Human Development Level



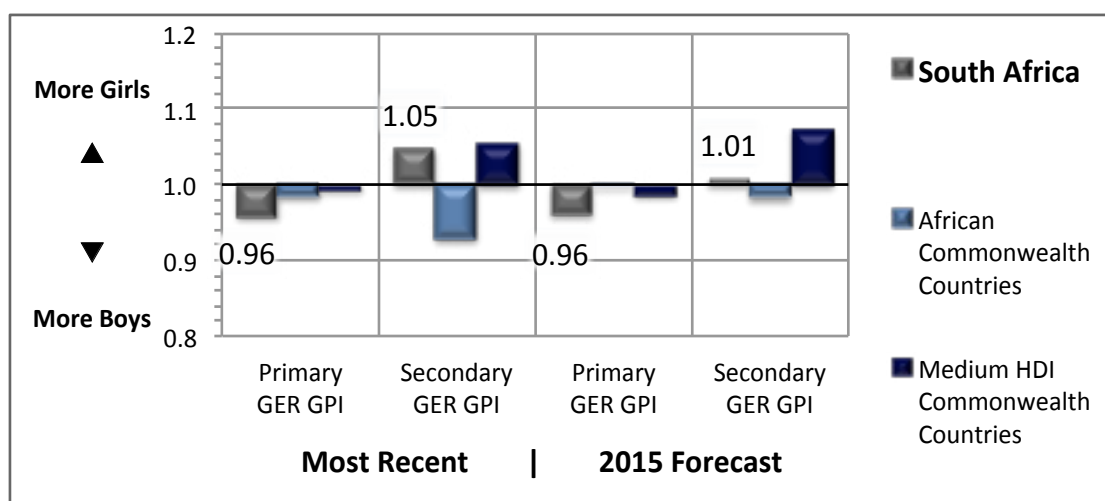


## Adult Literacy



South Africa has a similar literacy rate in comparison to its human development level median, and significantly higher than the regional median. The country has 3.8 million illiterate adults. Illiteracy needed to drop by 7.7 percentage points to reach EFA Goal 4. By 2007 (the most recent statistic), it was 3.6 points away. The 2015 forecast puts it 1.0 point above the goal.

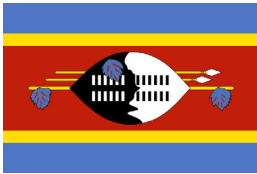
## Gender Equity



South Africa has a critically inequitable primary gross enrolment ratio favouring boys by most recent statistic (2010) but an essentially equitable net enrolment rate. The primary gross enrolment ratio is forecast to become more inequitable for girls in 2015. By most recent statistic, the secondary gross enrolment ratio is unequal for boys and forecast to be essentially equitable in 2015.

## Quality

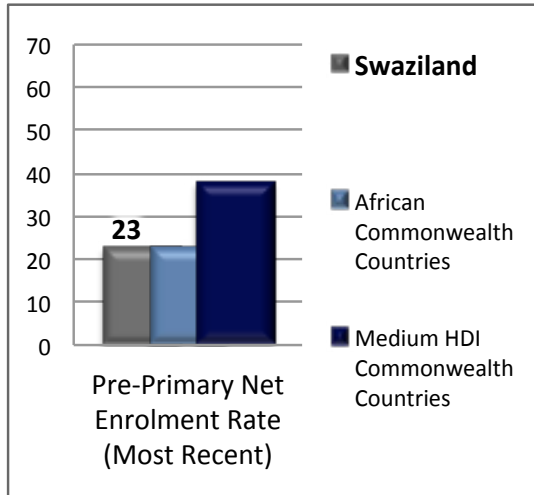
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	87.4	30.7	25.0	17.6
SACMEQ Reading		SACMEQ Math		
493.3		486.3		



# SWAZILAND

## Early Childhood Education

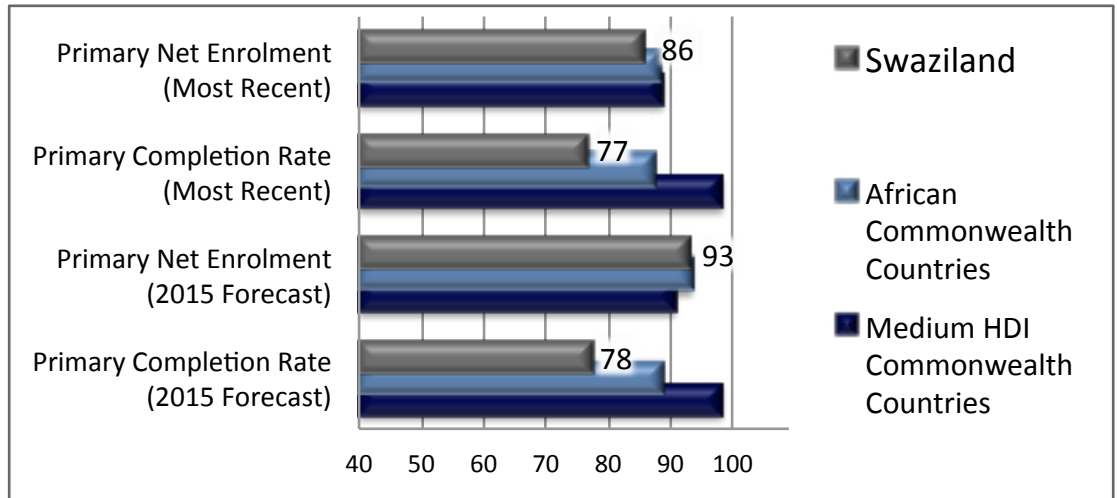
Population	1.4m (2012)
GDP Per Capita PPP	\$5,400 (2011)
Inequality (Gini)	50.4 (2001)
Population Growth Rate	1.2% (2011)
Population ages 0-14 (% of total)	37.8 (2011)



Swaziland has an equal pre-primary net enrolment rate in comparison to its regional median but is significantly lower than its human development level median. There has been steady growth in enrolment. The gross enrolment ratio was 10.5 in 2004 and was 22.7 in 2010, the most recent statistic. At that rate, it is forecast to reach 32.8 by 2015.

Public Expenditure on Education ... GDP	7.8% (2008)
Human Development Index	.522 (2011)

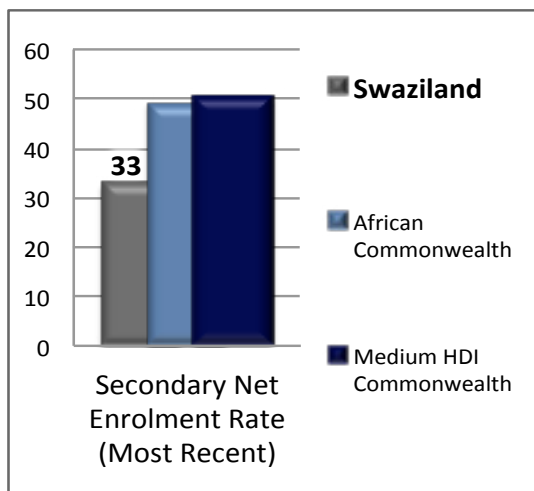
## Basic Education Enrolment and Completion



Swaziland has a slightly lower primary net enrolment rate in comparison to its human development level median and the regional median. The net enrolment rate was 74.3 in 1990, 71.8 in 2000, 75.0 in 2004, and 85.5 in 2010 (the most recent statistic). At that rate, it is forecast to reach 92.8 in 2015.

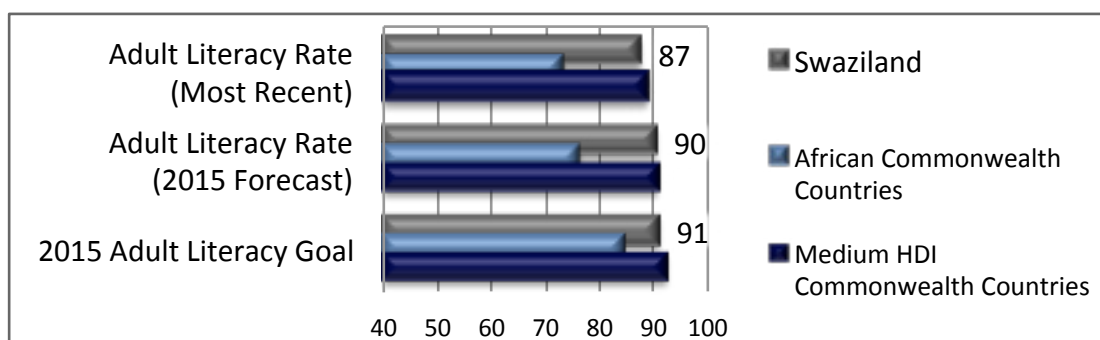
Chart Color Key

- Country
- Region
- Human Development Level



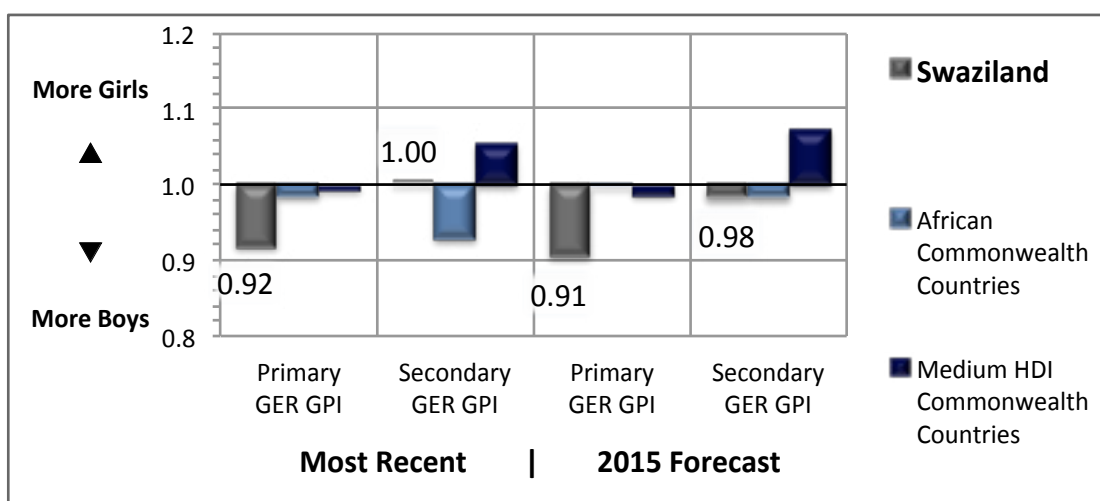


## Adult Literacy



Swaziland's literacy rate is similar to its human development level median, but is significantly higher than the regional median. The country has 92,000 illiterate adults. Illiteracy needed to drop by 9.2 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 3.4 points away. The 2015 forecast puts it 0.5 points away.

## Gender Equity



Swaziland is essentially gender equitable in primary schooling by most recent net enrolment rate statistic (2010), but is critically inequitable favouring boys in gross enrolment ratio. The primary gross enrolment ratio is forecast to become more inequitable for boys in 2015. By most recent statistic, the secondary gross enrolment ratio is essentially equitable and forecast to remain so in 2015.

## Quality

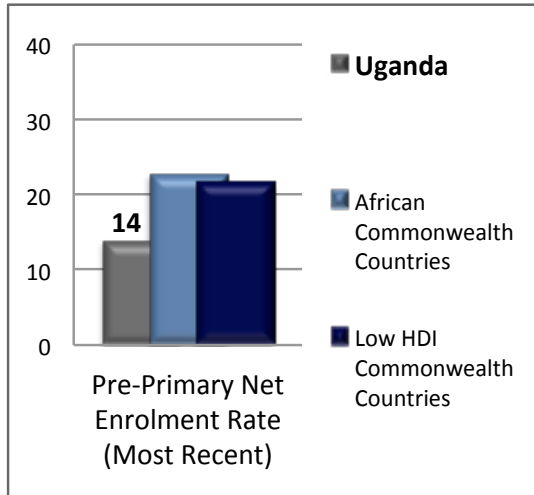
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
64.2	73.1	32.3	18.2	15.8
		SACMEQ Reading	SACMEQ Math	
		493.3	486.3	



# UGANDA

## Early Childhood Education

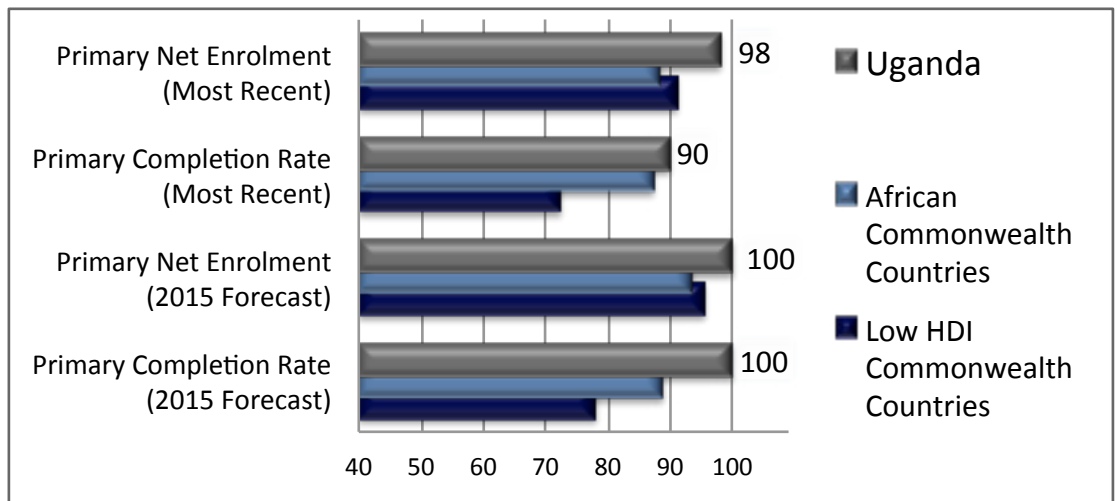
Population	35.9m (2012)
GDP Per Capita PPP	\$1,300 (2011)
Inequality (Gini)	44.3 (2009)
Population Growth Rate	3.6% (2011)
Population ages 0-14	49.9% (2011)



Uganda has a low pre-primary net enrolment rate in comparison to both its human development level median and the regional median. There has been steady growth in enrolment. The net enrolment was 6.5 in 2007 and was 13.9 in 2010, the most recent statistic. At that rate, it is forecast to reach 26.3 by 2015.

Public Expenditure on Education ... GDP	3.2% (2009)
Human Development Index	.446 (2011)

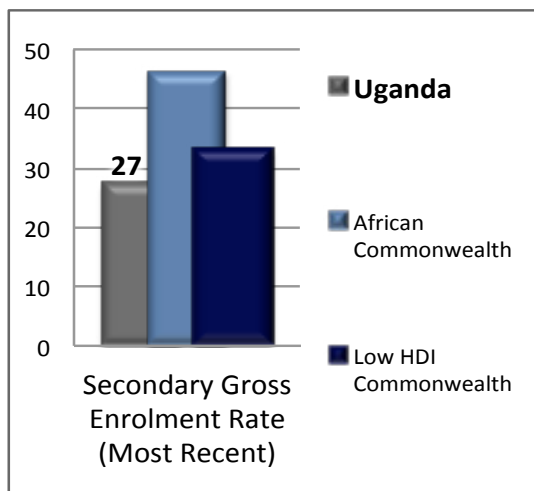
## Basic Education Enrolment and Completion



Uganda has a high primary net enrolment rate in comparison to both its human development level median and the regional median. There are not enough data in the UIS database to accurately ascertain net enrolment rate growth, as only two years of data are available (2009 and 2010).

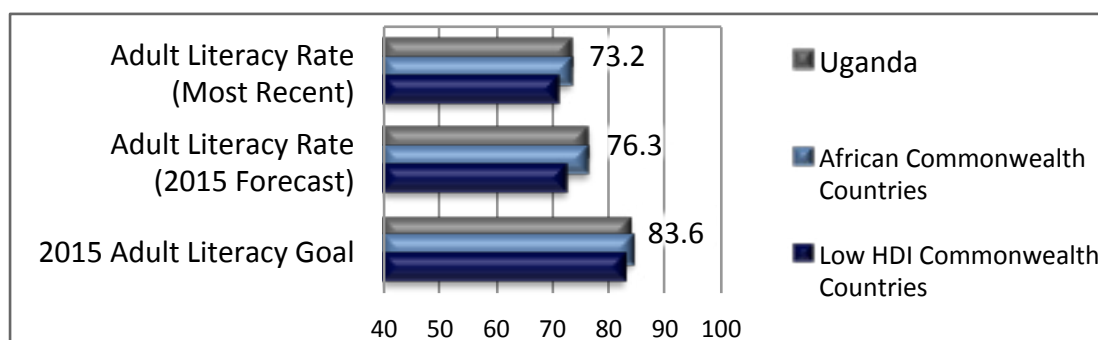
Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



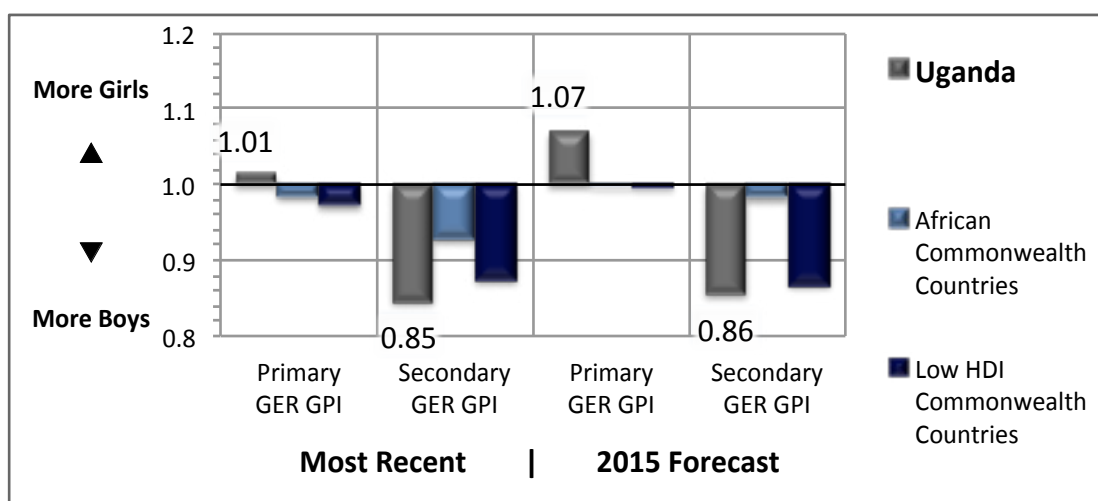


## Adult Literacy



Uganda has a high literacy rate in comparison to its human development level median, but equal to the regional median. The country has 4.5 million illiterate adults. Illiteracy needed to drop by 16.4 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 10.3 points away. The 2015 forecast puts it 7.3 points away.

## Gender Equity



Uganda has a critically inequitable primary gross enrolment ratio favouring girls by most recent statistic (2010). The primary gross enrolment ratio is forecast to become substantially more inequitable for boys in 2015. By most recent statistic, the secondary gross enrolment ratio is critically unequal for girls and forecast to remain critically unequal for girls in 2015.

## Quality

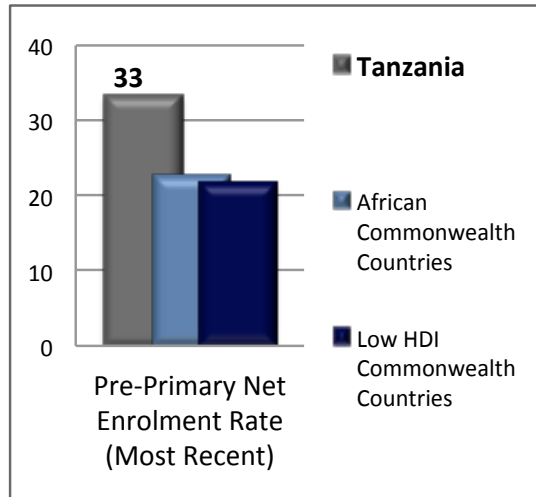
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	89.4	48.6	17.9	7.2
SACMEQ Reading		SACMEQ Math		
482.4		506.3		



# United Republic of TANZANIA

## Early Childhood Education

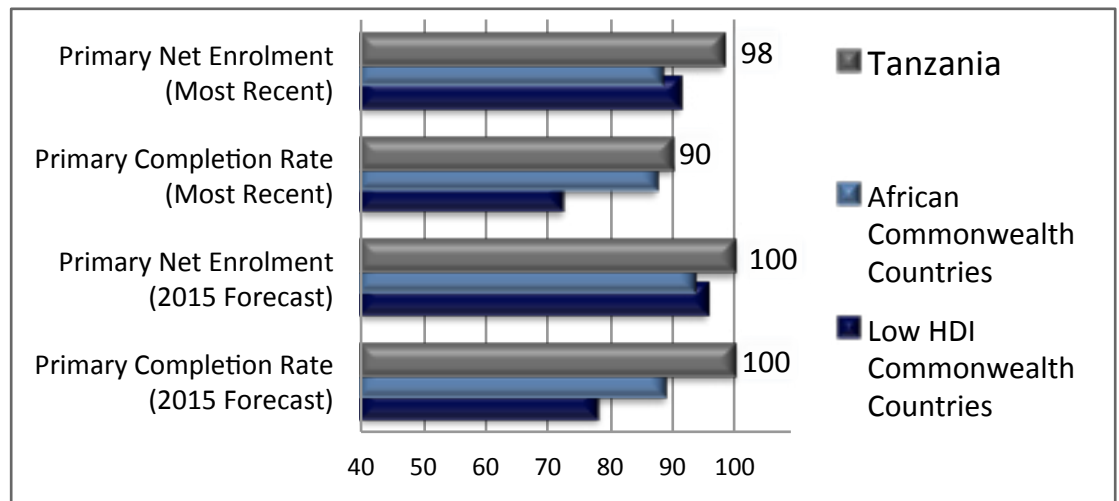
Population	43.6m (2012)
GDP Per Capita PPP	\$1,500 (2011)
Inequality (Gini)	37.6 (2007)
Population Growth Rate	2% (2011)
Population ages 0-14	42% (2011)



Tanzania has a significantly higher pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been strong growth in enrolment. The gross enrolment ratio was 23.4 in 2003 and was 33.2 in 2010, the most recent statistic. At that rate, it is forecast to reach 43.3 by 2015.

Public Expenditure on Education ... GDP	6.8% (2008)
Human Development Index	.466 (2011)

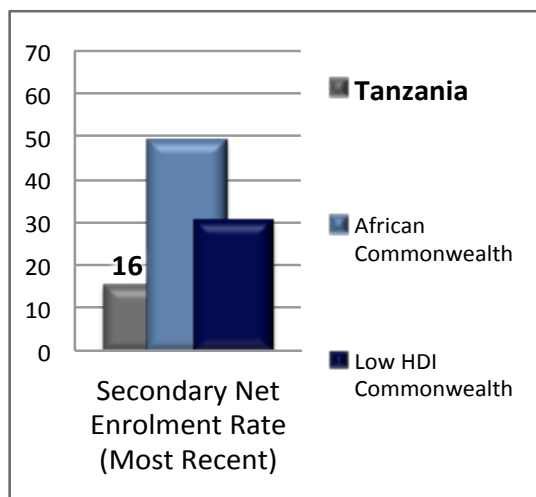
## Basic Education Enrolment and Completion



Tanzania has a high primary net enrolment rate in comparison to both its human development level median and the regional median. It has shown rapid progress, with a net enrolment rate of 51.2 in 1990, then only 53.1 in 2000, and 98.0 eight years later (2008, the most recent statistic). If these numbers are sustainable, it will have universal enrolment in 2015.

Chart Color Key

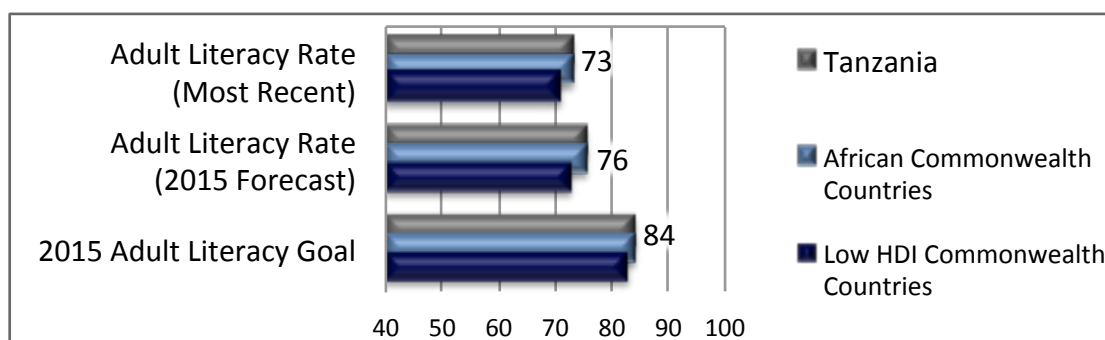
- ◆ Country
- ◆ Region
- ◆ Human Development Level





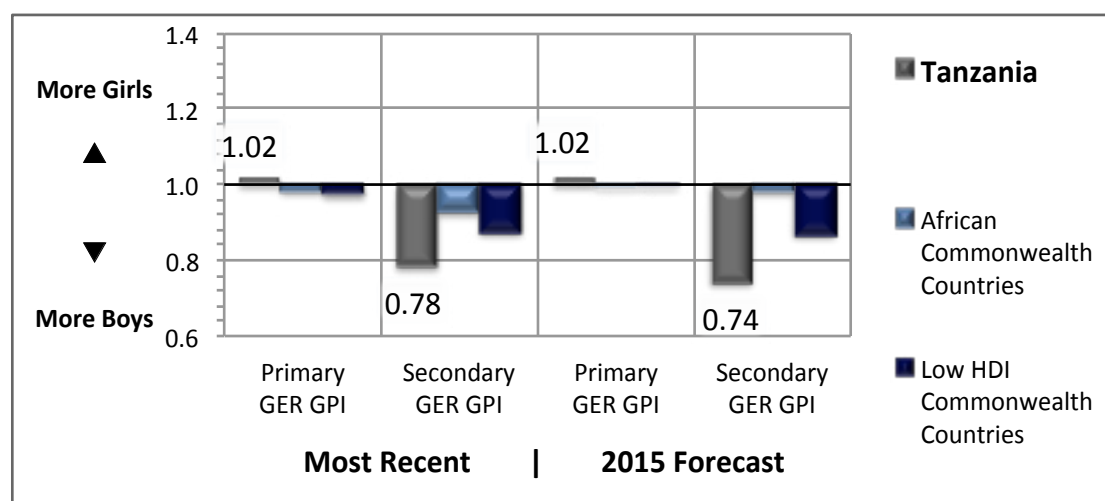


## Adult Literacy



Tanzania has a high literacy rate in comparison to its human development level median, but equal to the regional median. The country has 6.6 million illiterate adults. Illiteracy needed to drop by 15.8 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 11.0 points away. The 2015 forecast puts it 8.7 points away.

## Gender Equity



Tanzania is essentially gender equitable in primary schooling by most recent net enrolment rate statistic (2010). The primary gross enrolment ratio is forecast to become slightly more inequitable for boys in 2015. By most recent statistic, the secondary gross enrolment ratio is critically unequal for girls and forecast to remain critically unequal for girls in 2015.

## Quality

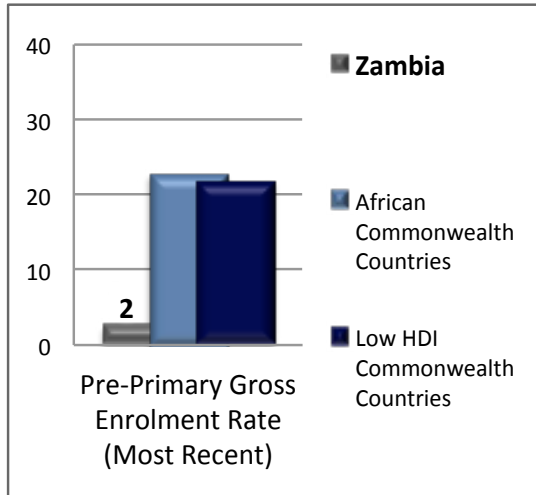
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
18.1	94.5	50.8	N/A	21.5
SACMEQ Reading		SACMEQ Math		
545.9		522.4		



# ZAMBIA

## Early Childhood Education

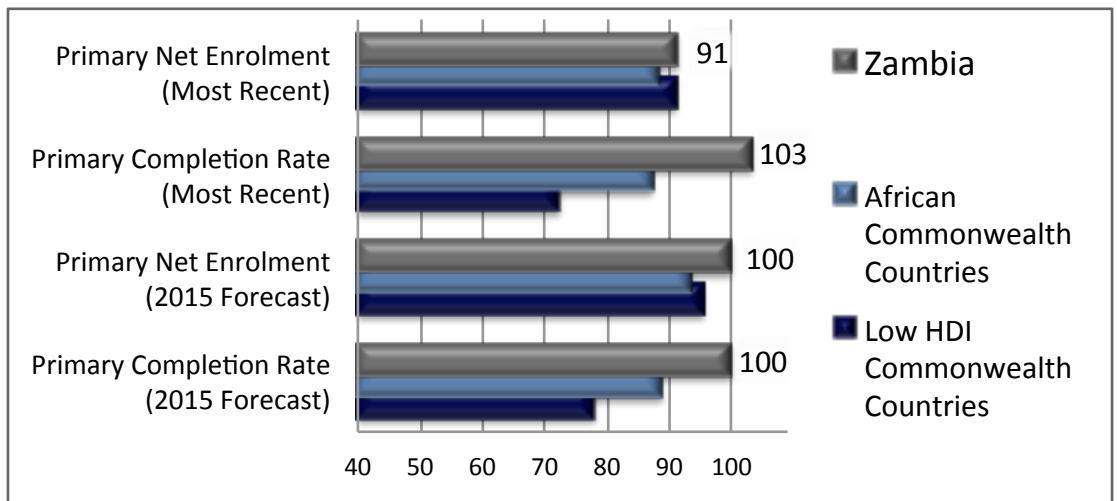
Population	14.3m (2012)
GDP Per Capita PPP	\$1,600 (2011)
Inequality (Gini)	50.8 (2004)
Population Growth Rate	3% (2011)
Population ages 0-14	46.7% (2011)



Zambia has a significantly lower pre-primary gross enrolment ratio in comparison to both its human development level median and regional median. There has been steady growth in enrolment. The statistic available comes from 1998. There are no further data from which to make a 2015 forecast or show enrolment direction.

Public Expenditure on Education ... GDP	1.3% (2008)
Human Development Index	.430

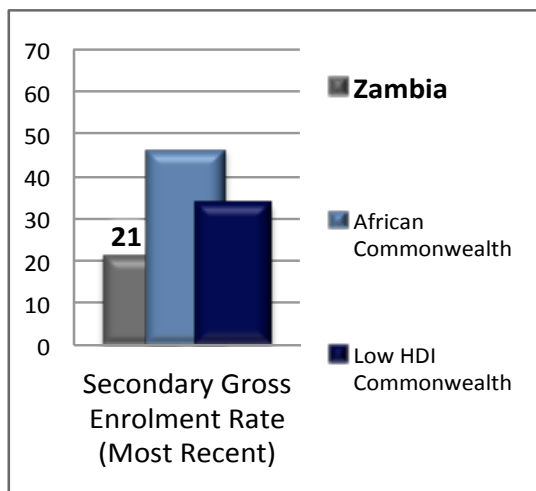
## Basic Education Enrolment and Completion



Zambia has a similar primary net enrolment rate in comparison to both its human development level median and the regional median. There has been strong but uneven growth in enrolment. The net enrolment rate was 70.3 in 2000, 97.6 in 2008, but was 91.4 in 2010 (the most recent statistic). Even with the recent dip, enrolment is forecast to reach universal enrolment by 2015 if historical momentum continues.

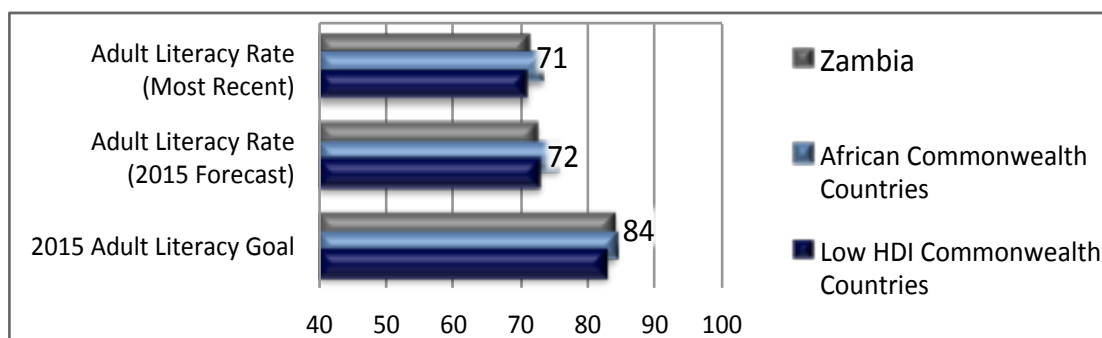
### Chart Color Key

- Country
- Region
- Human Development Level



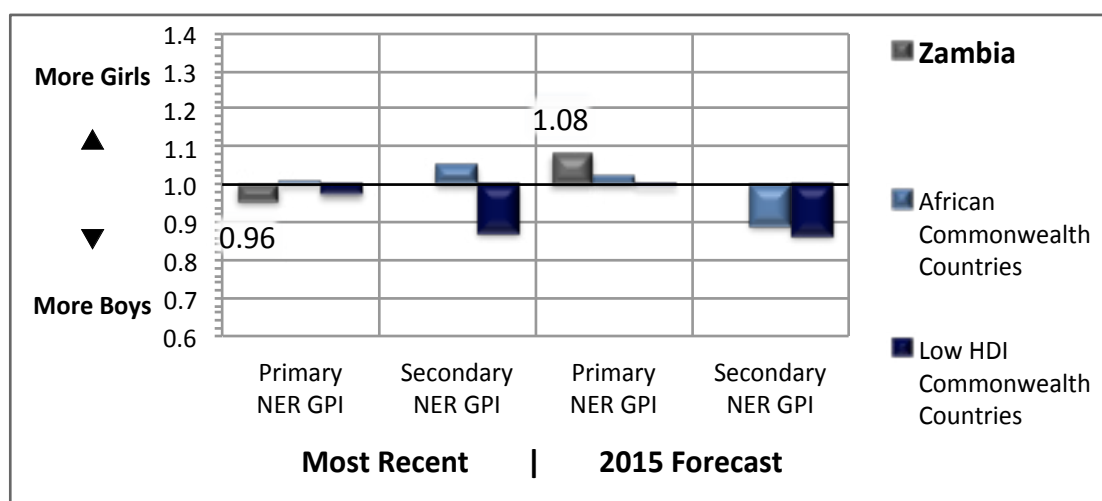


## Adult Literacy



Zambia's literacy rate is similar to both its human development level median and the regional median. The country has 2 million illiterate adults. Illiteracy needed to drop by 15.8 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 11.0 points away. The 2015 forecast puts it 8.7 points away.

## Gender Equity



Zambia has an inequitable primary net enrolment rate favouring boys by most recent statistic (2010). The primary net enrolment rate is forecast to switch, and become more inequitable for boys in 2015. There are no secondary enrolment statistics in the UIS database from which to measure gender equity.

## Quality

Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	100	N/A	N/A	N/A
SACMEQ Reading		SACMEQ Math		
440.1		435.2		

## 6

# Asian Commonwealth Countries

## Pre-Primary Enrolment

The Asian Commonwealth median for pre-primary gross enrolment by most recent statistic is 57.9 and it is projected to rise to 60.0 by 2015. A more widely available measurement in the Asian Commonwealth is gross enrolment, for which the median for by most recent statistic is 53.8 and it is projected to rise to 78.7 by 2015. Every country but Brunei Darussalam is forecast to have steady gains in gross enrolment compared to their most recent statistic by 2015, though Pakistan does not have a 2015 projection. Bangladesh, Pakistan, and Sri Lanka have gross enrolments below the median; Brunei Darussalam, Malaysia, and Maldives have gross enrolments above the median.

## Primary Participation and Enrolment

There are 8.3 million primary-aged children out of school in Asian Commonwealth countries today. Approximately 5.1 million (or 61.6%) are in Pakistan and another 2.3 million (27.4%) are in India, and almost approximately 680,000 are in Bangladesh (8.2%). As measured by net enrolment, the regional median is 93.1 and forecast to decrease to 91.5 by 2015. No country has essentially universal enrolment as measured by most recent net enrolment rate. By 2015, only India is expected to reach essentially universal primary education.

## Adult Literacy

Asia has 383.8 million of the total 461.6 million illiterate adults in the Commonwealth, which is 83.1% of the total. India accounts for 74.9% of the total with 287.3 million illiterate adults, Pakistan has a further 49.5 million (12.9%), and Bangladesh has another 44.1 million (11.5%). The median gap between the most recent statistic and EFA Goal 4 in the Asian Commonwealth region is 4.1, which means that countries would

need to decrease their literacy rate by that many percentage points. By 2015, forecasts shows that the median should shrink to 0.2 percentage points away from the goal. Only three countries in the region – Bangladesh, Pakistan, and Sri Lanka – are not forecast to reach or exceed their literacy goals.

## **Gender Equity in Enrolment**

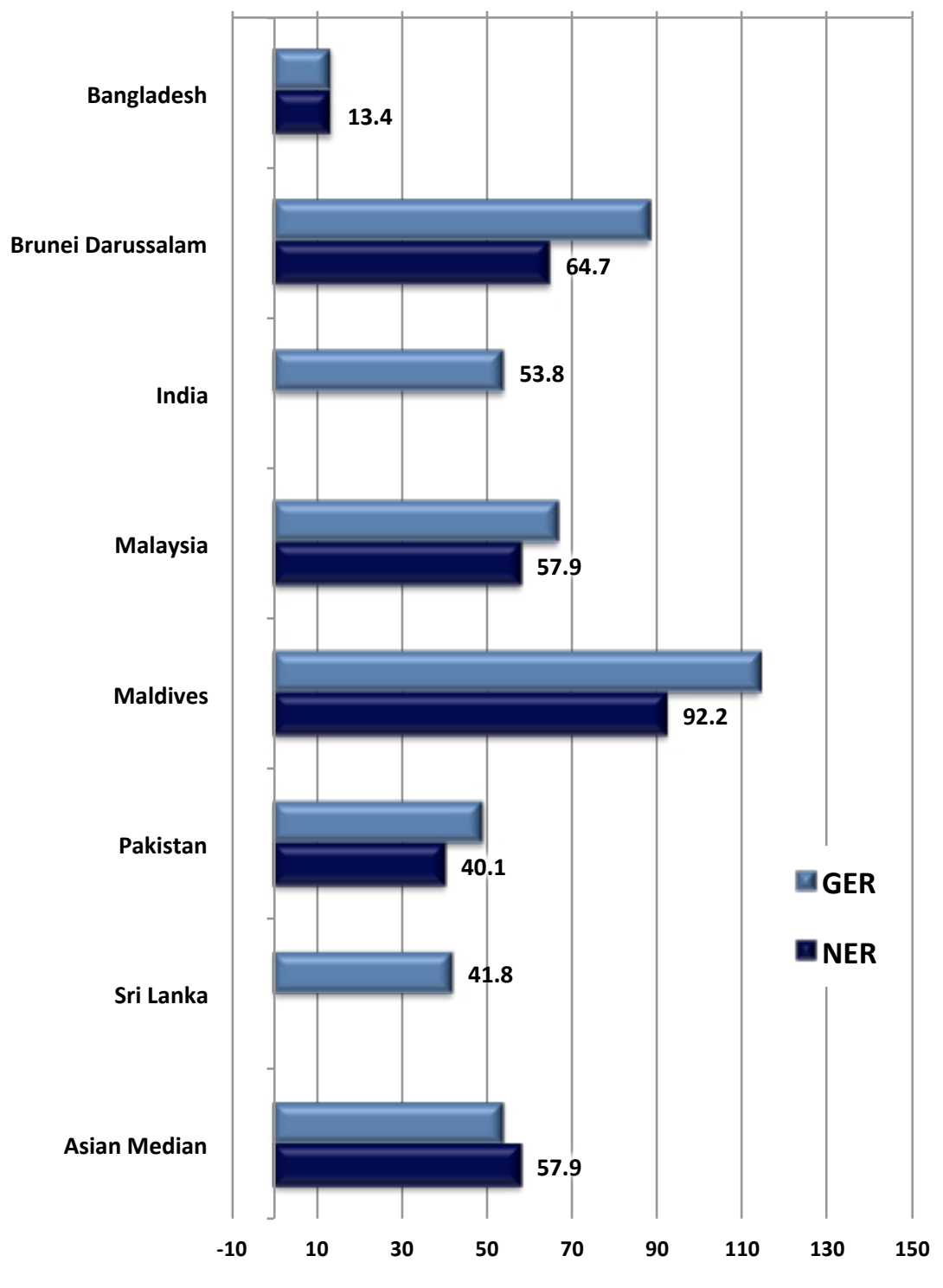
There are 1.9 million more girls out of primary school than boys in the Asian Commonwealth region, of which 1.4 million are in Pakistan and another 537,000 are in India. No out-of-school gender data are available for Bangladesh or Brunei Darussalam. The median gender parity index for Asian primary net enrolment rate is essentially gender equitable at 0.999, as is the 2015 forecast at 1.008. Bangladesh, at 1.10, is the only country with an inequitable over-representation of girls in most recent statistic enrolment. By 2015 it is forecast to be just as inequitable, but for girls. Pakistan is the only country with inequitable over-representation of boys and is likewise forecast to flip by 2015 to a severe over-representation of girls. Brunei Darussalam, India, Malaysia, Maldives, and Sri Lanka are currently all essentially gender equitable. Malaysia, Sri Lanka, and India are expected to lose gender equity status by 2015.

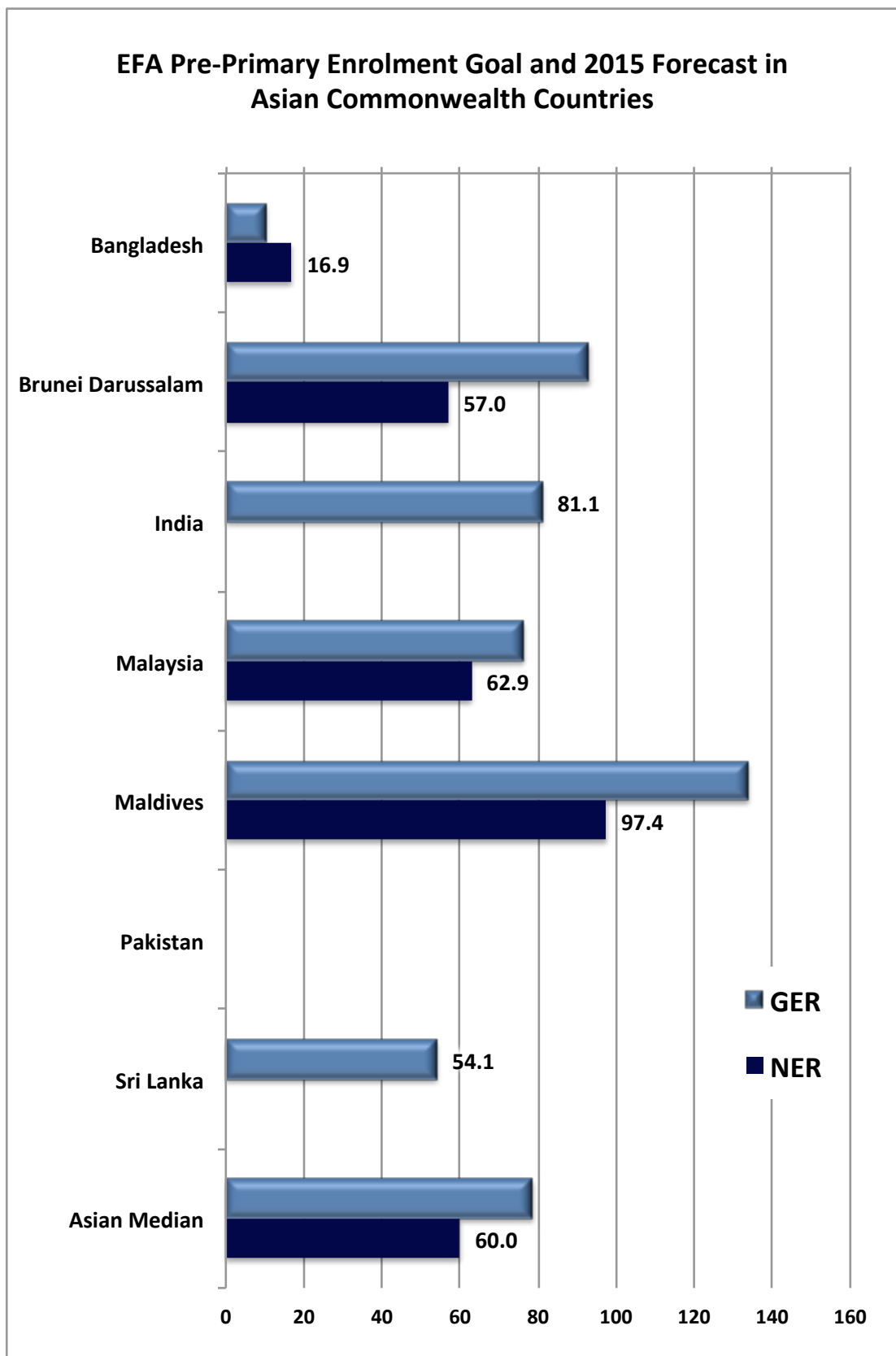
There are 352,000 more boys out of secondary school in the Asian region than girls. It is difficult to evaluate the enrolment disparity in Asia, as the gross enrolment median is 1.01 (essentially equitable) and the net enrolment median is .95 (favourable to boys). It likely means that of all the students enrolled there is essentially gender parity. Of the students enrolled and progressing through the system at age-appropriate levels, there is a disparity towards girls. By most recent statistic, there is a critical net enrolment rate disparity tipping towards girls in Bangladesh and Malaysia. There is a critical disparity against girls in Brunei Darussalam, Maldives, India, and Pakistan. A curious note is that in net enrolment forecasts, every country switches disparity directions from one gender to the other – often in equal or greater proportion – by 2015. Gross enrolment ratio forecasts are more stable.

## **Quality**

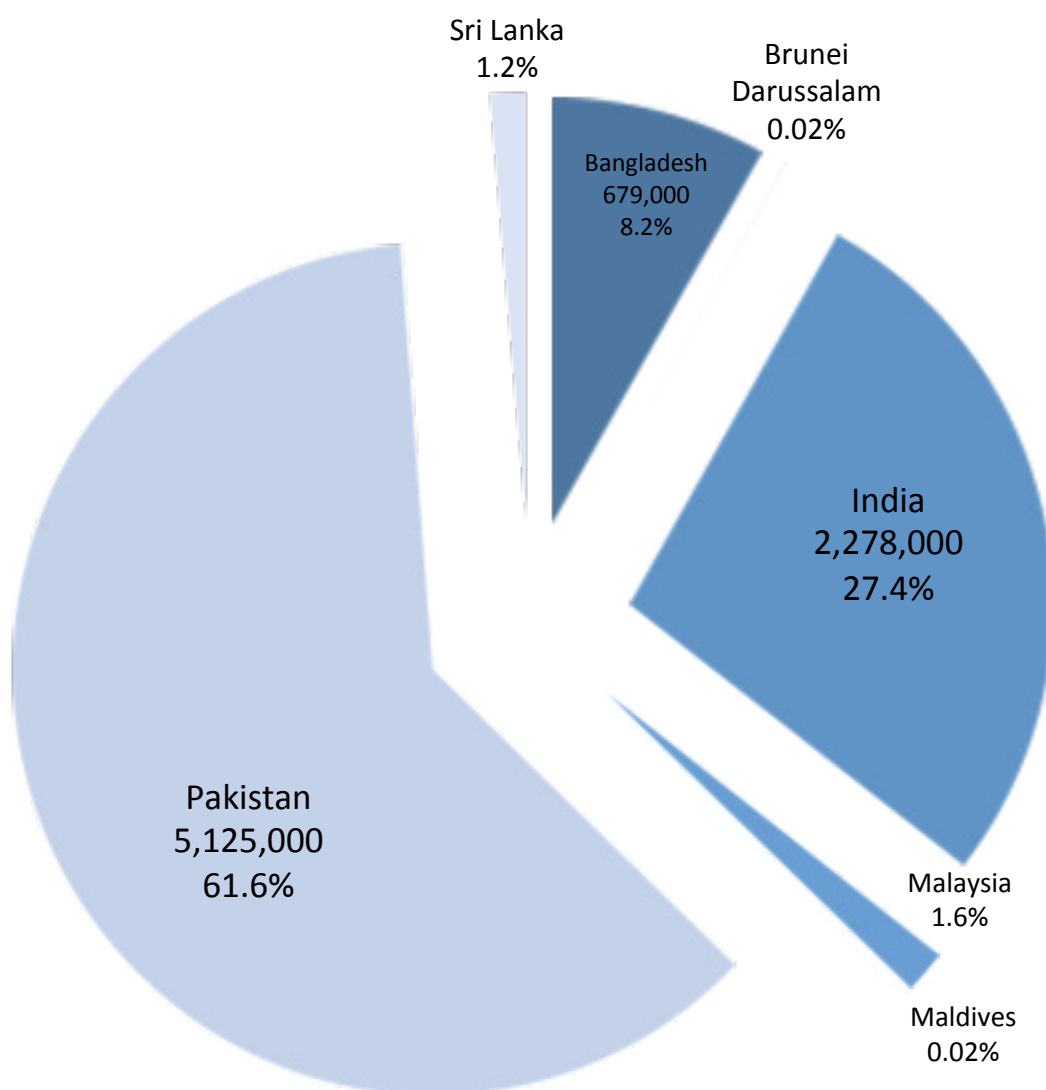
For the five countries for which data are available, public expenditure per primary student as a percentage of GDP per capita has a median of 9.0 and a range from 5.1 (Brunei Darussalam) to 18.7 (Maldives). High public expenditures in Maldives appear to be correlated with the low teacher-student ratio at 11.7. At the other end of the scale, Bangladesh has a teacher-student ratio of 43.0.

### EFA Pre-Primary Enrolment Goal and Most Recent Statistic in Asian Commonwealth Countries



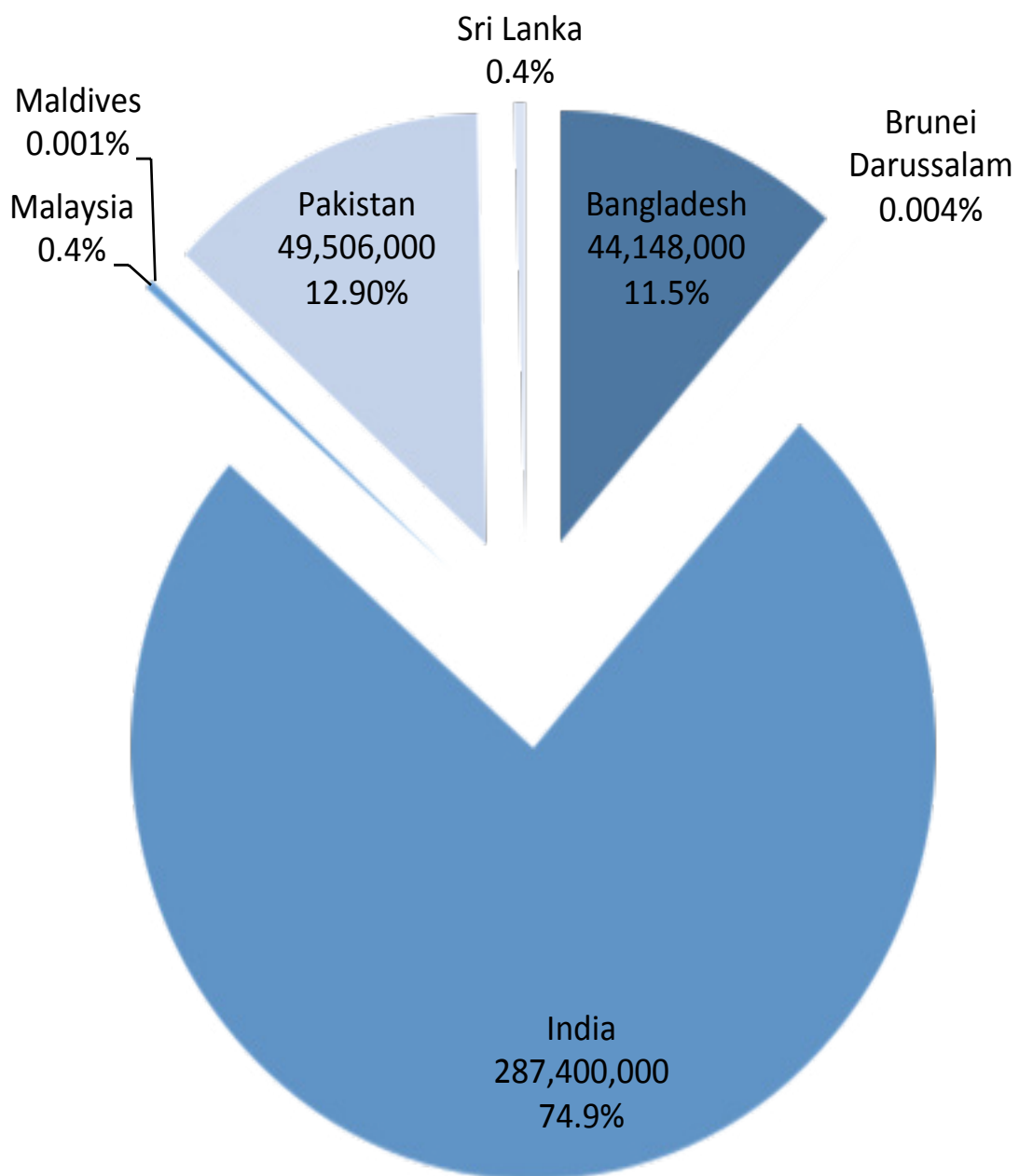


## Distribution of Out of School Primary-Aged Children in Asian Commonwealth Countries

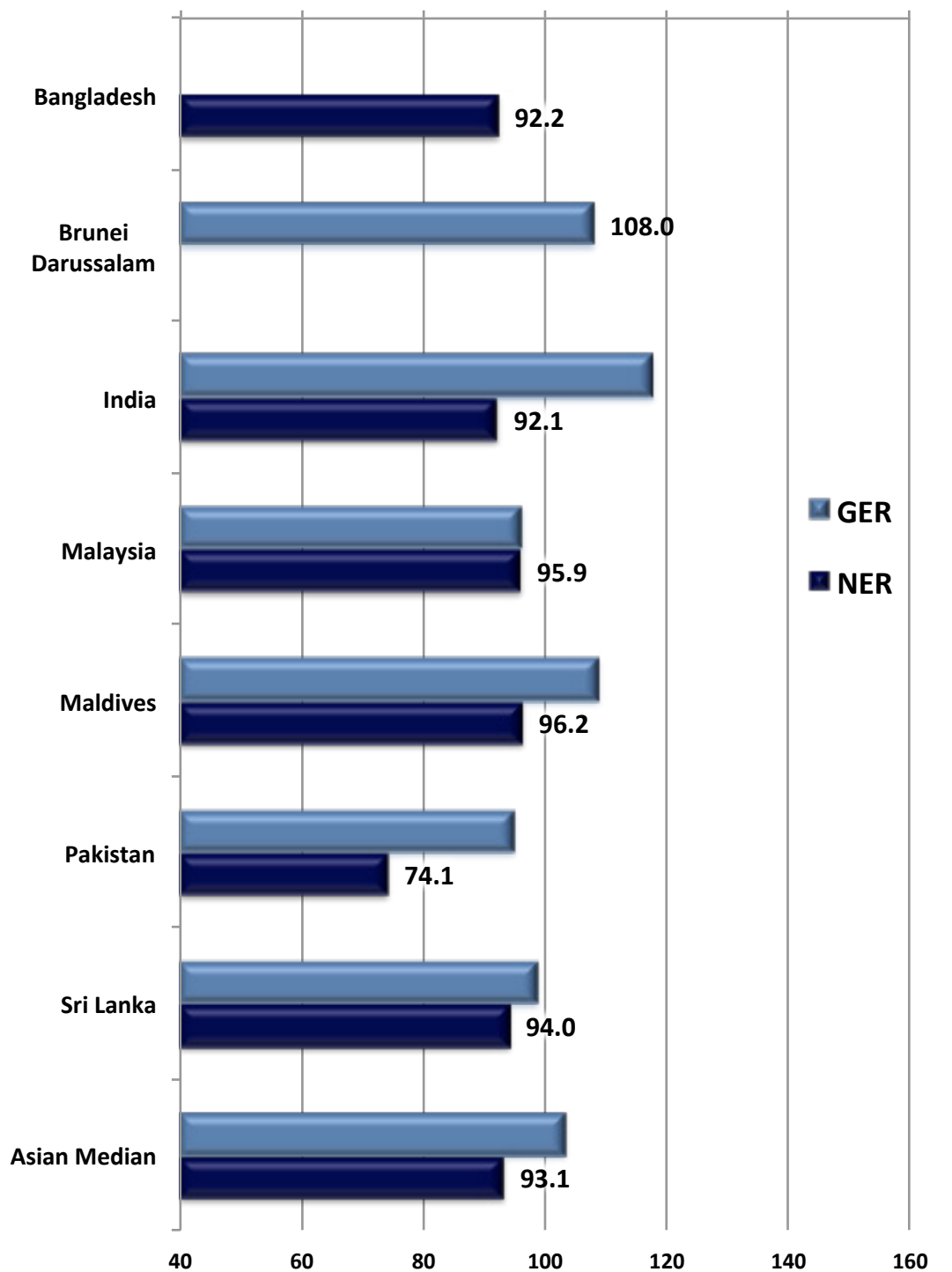


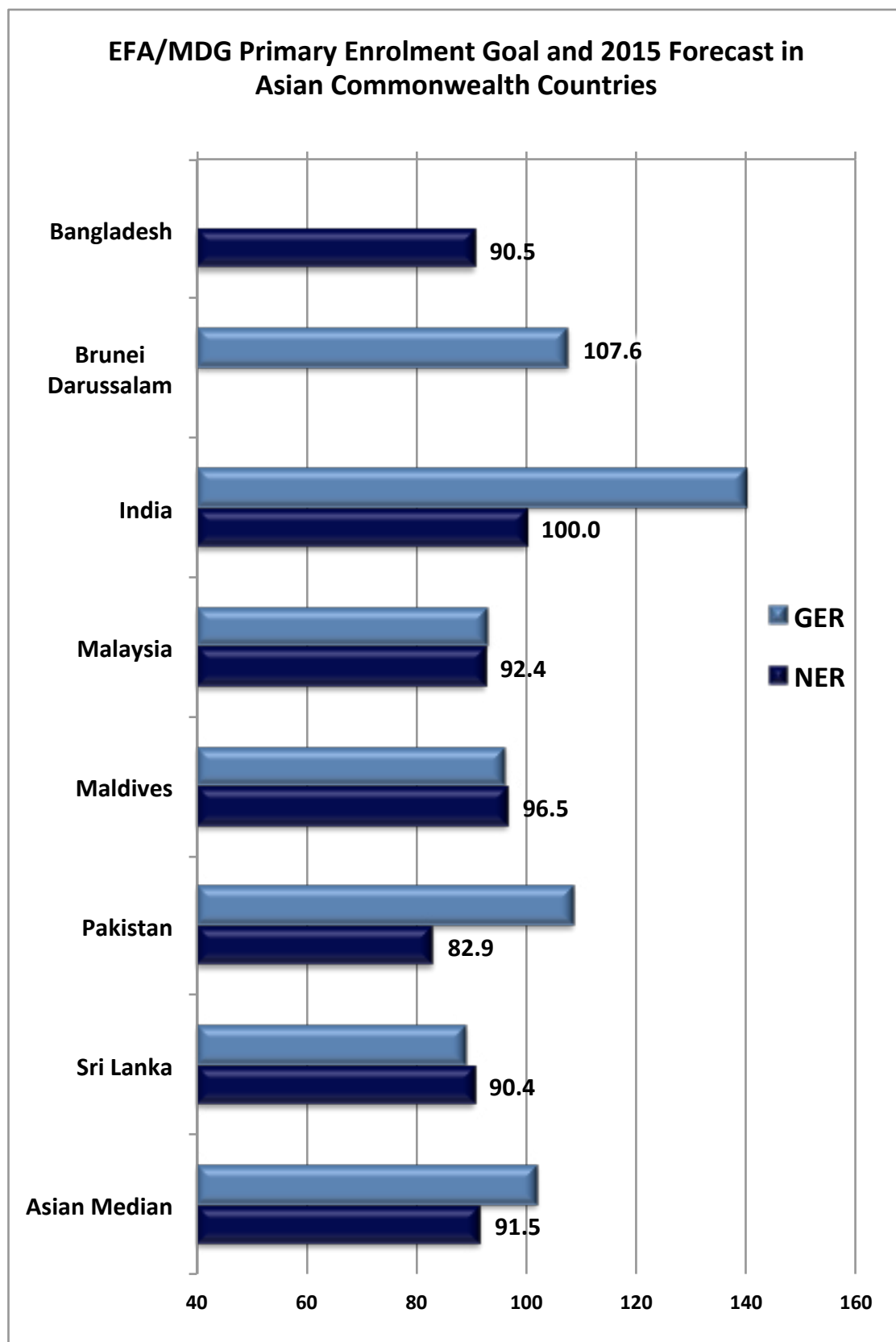


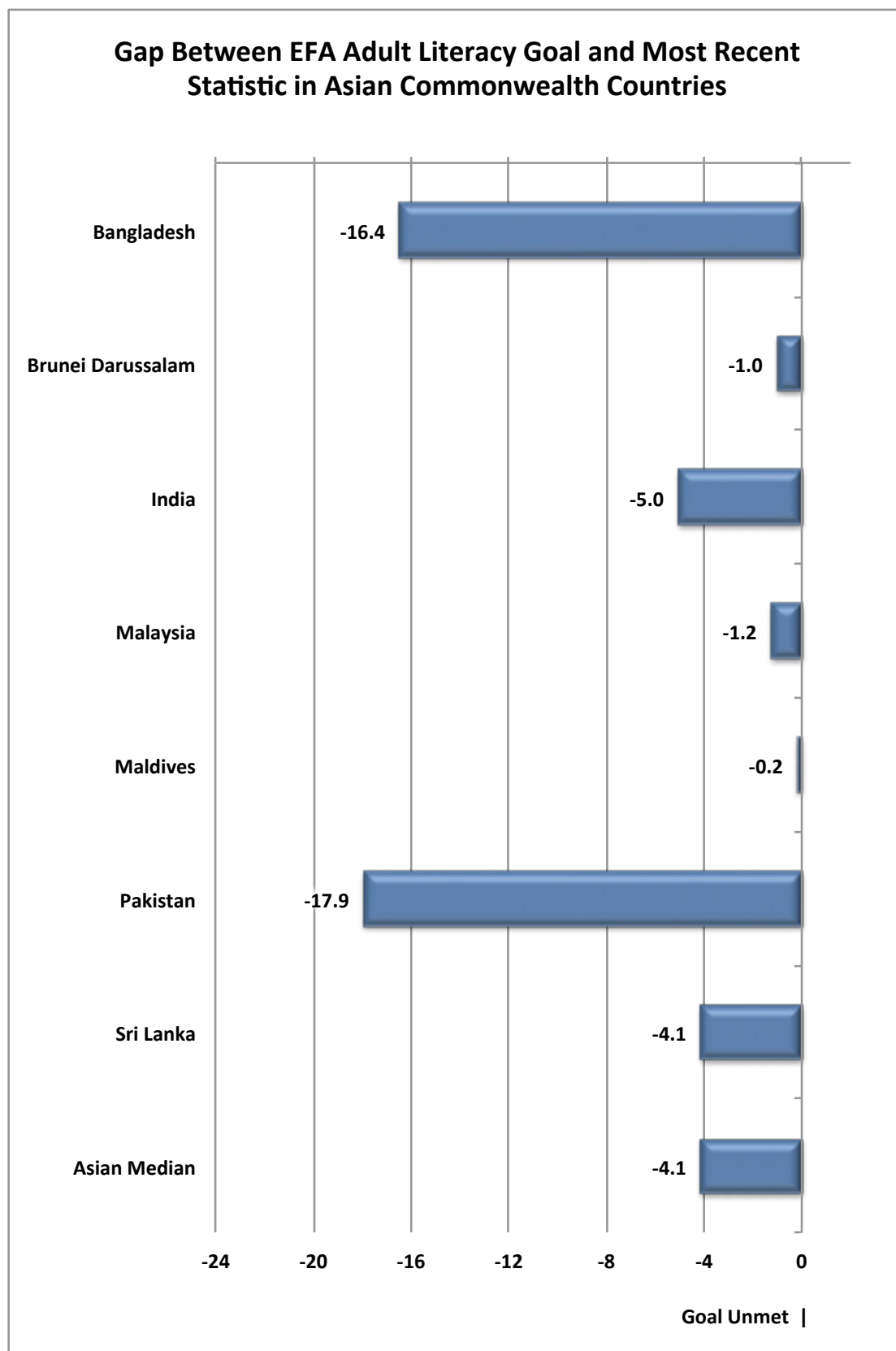
### Distribution of Illiterate Adults in Asian Commonwealth Countries

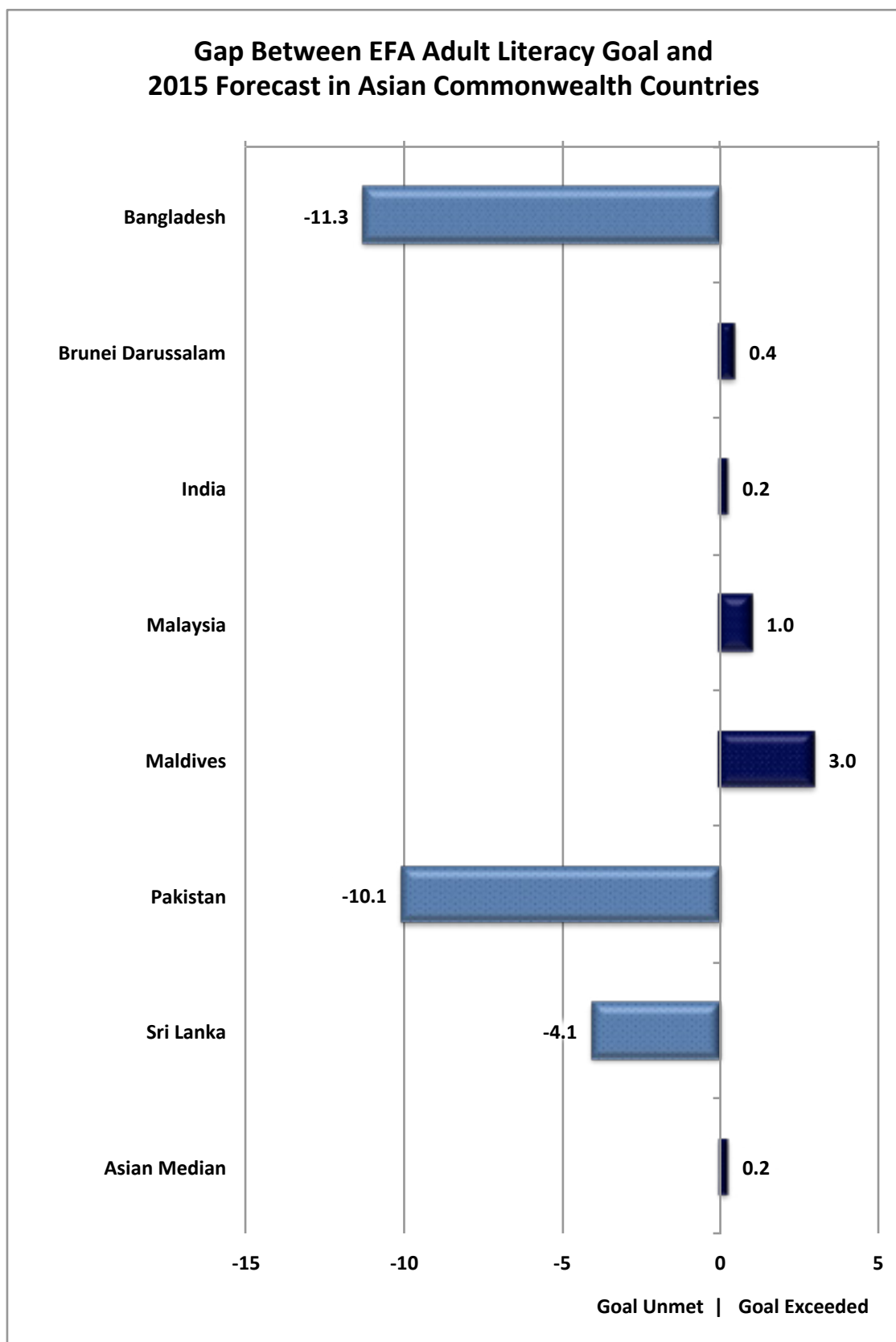


### EFA/MDG Primary Enrolment Goal and Most Recent Statistic in Asian Commonwealth Countries

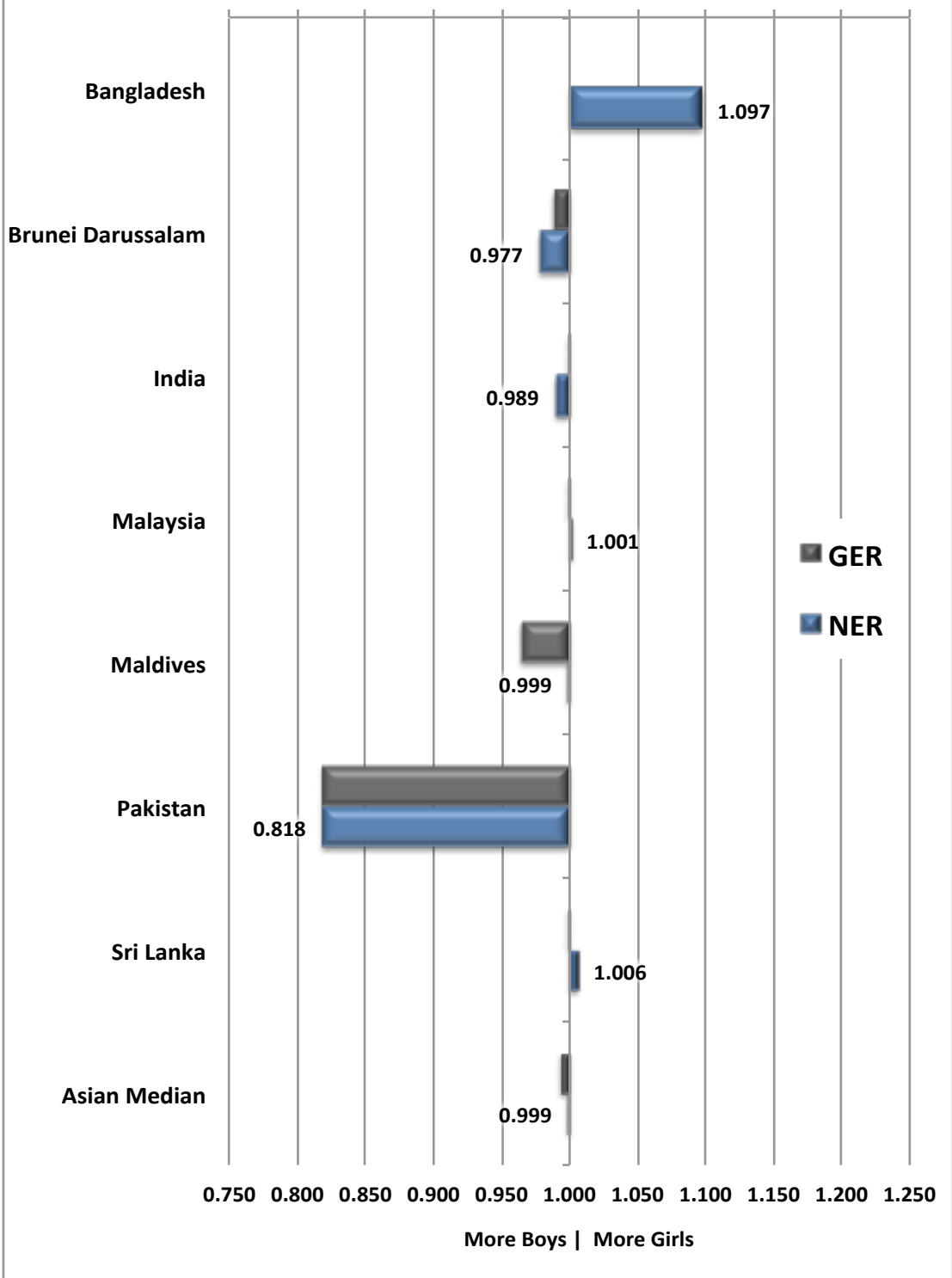


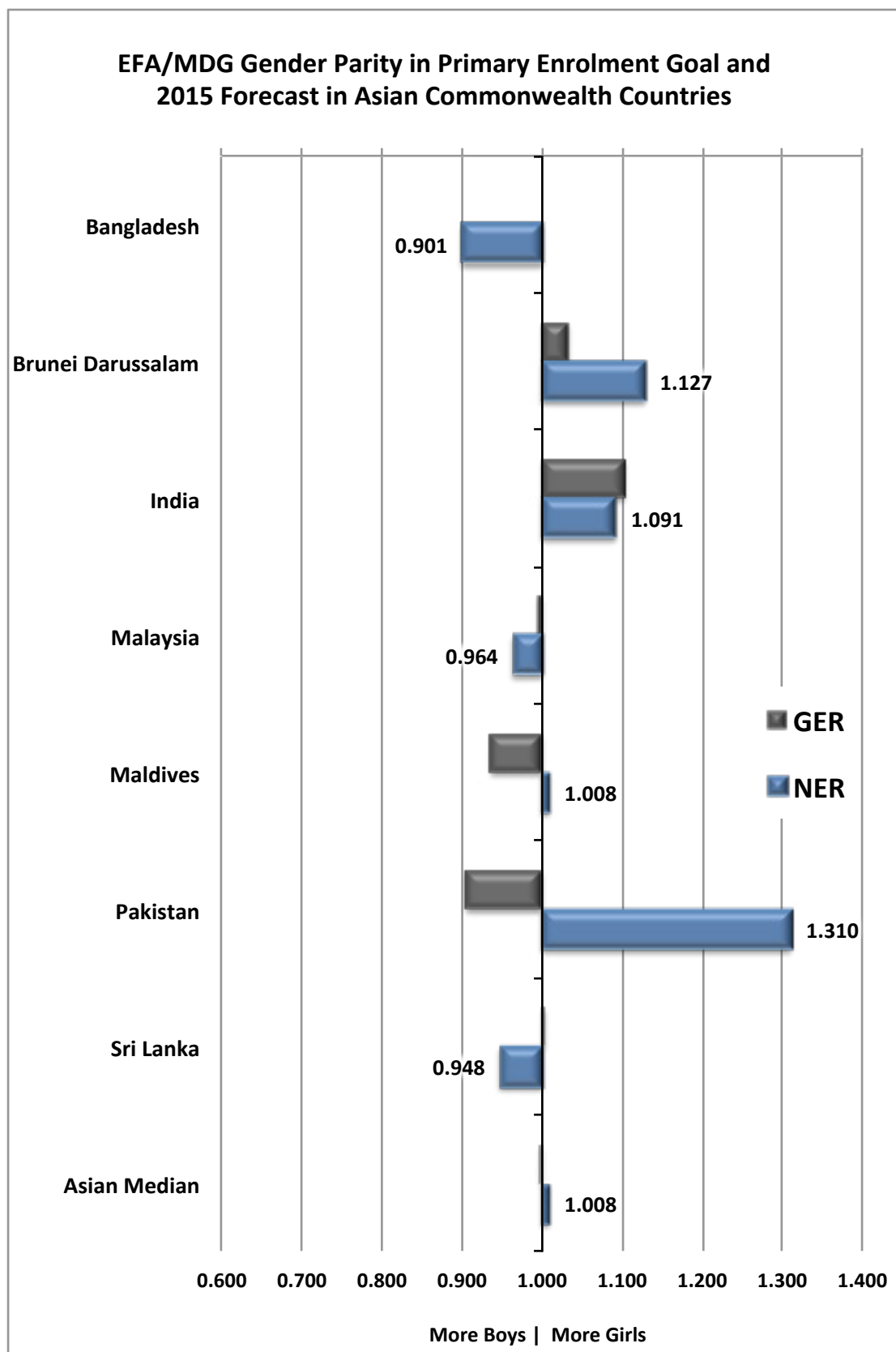




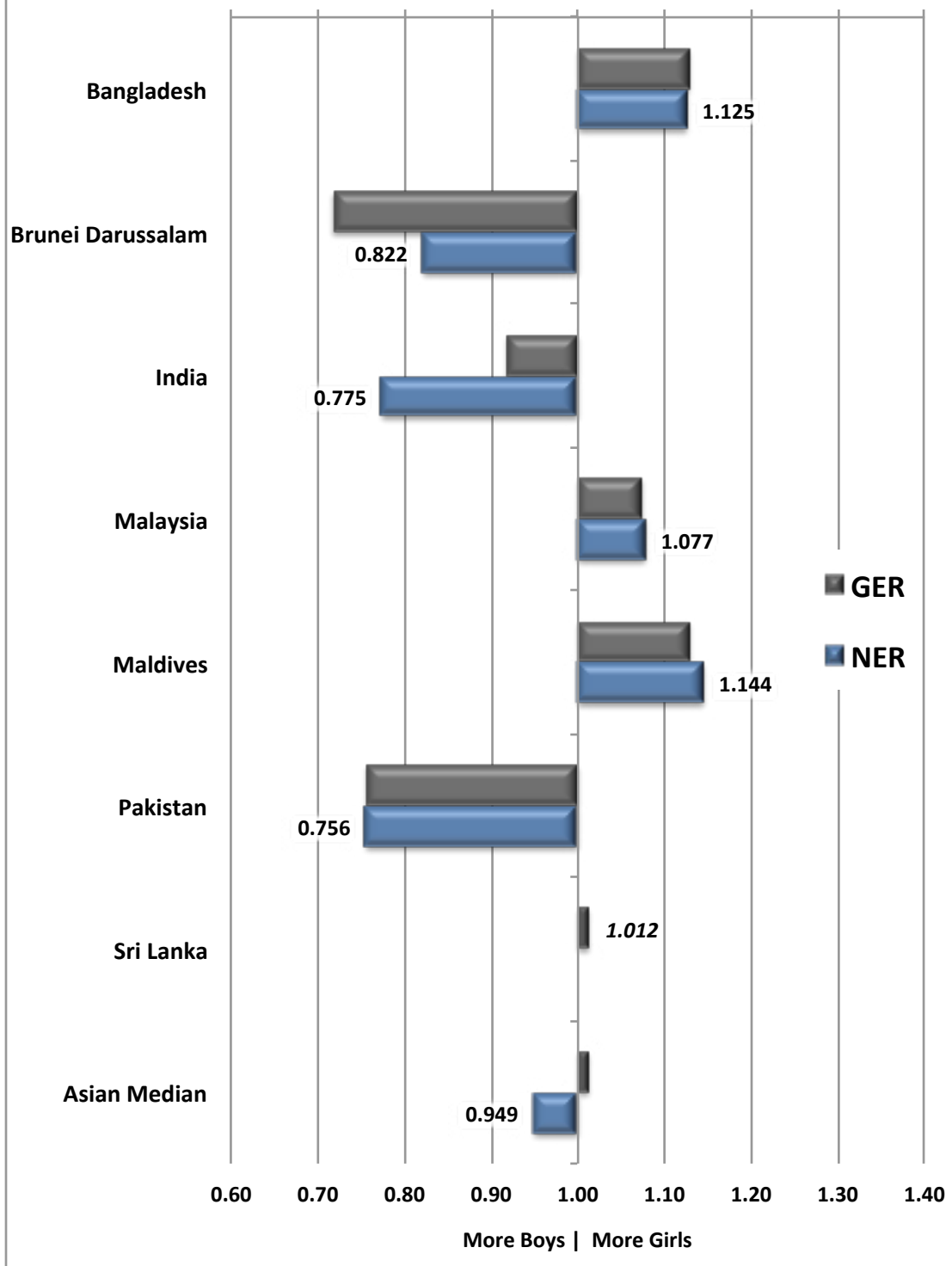


### EFA/MDG Gender Parity in Primary Enrolment Goal and Most Recent Statistic in Asian Commonwealth Countries

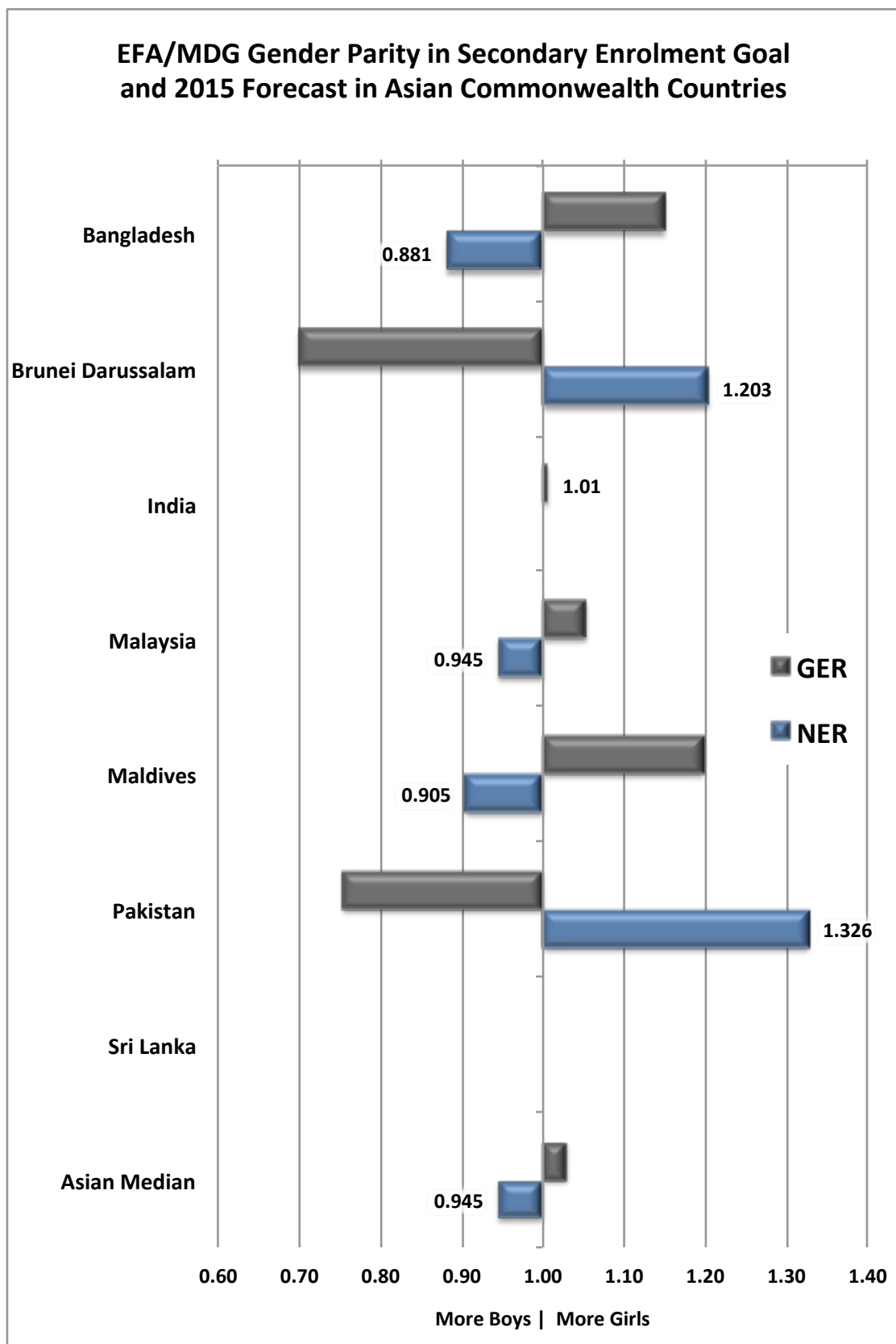




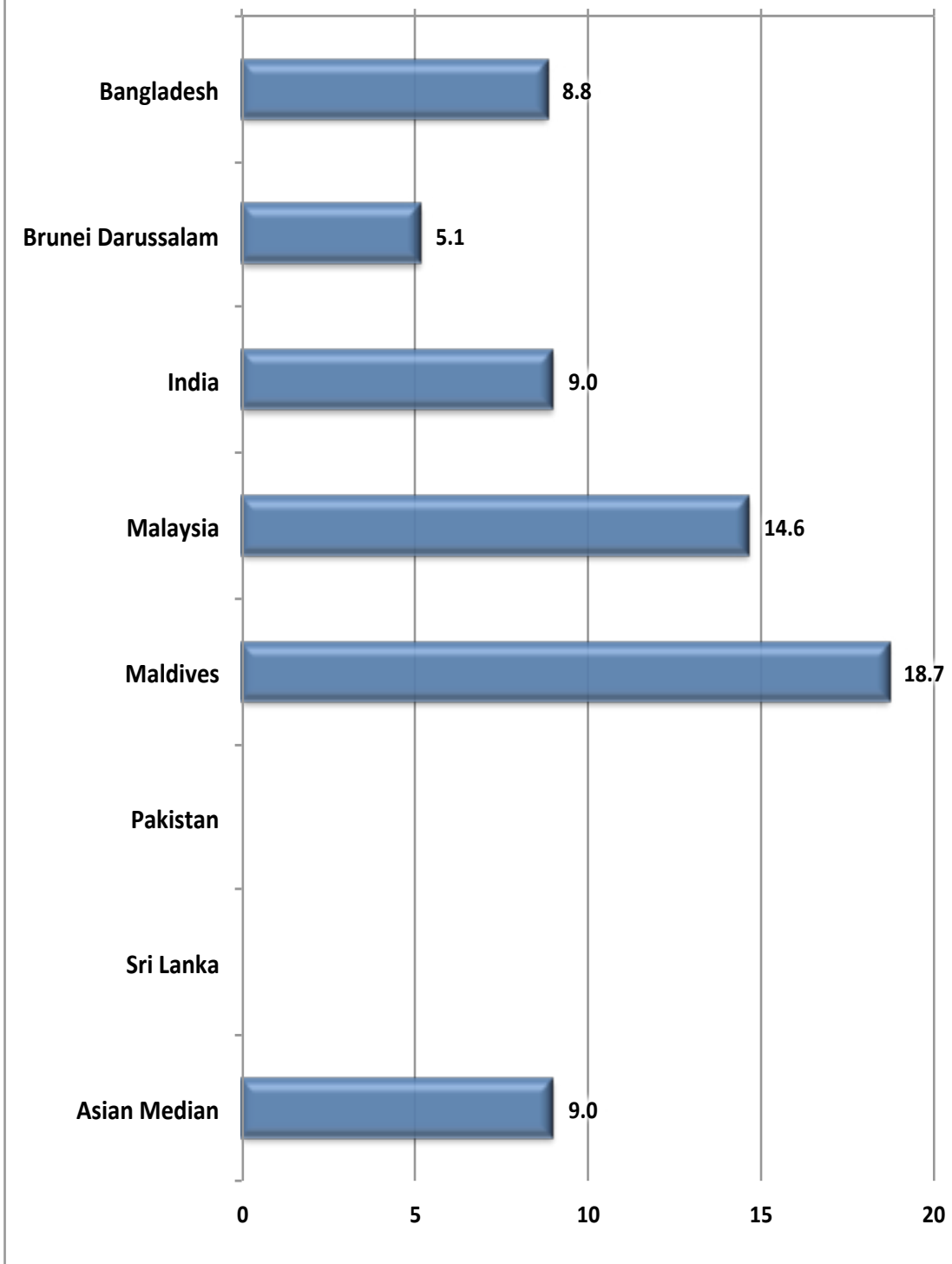
### EFA/MDG Gender Parity in Secondary Enrolment Goal and Most Recent Statistic in Asian Commonwealth Countries



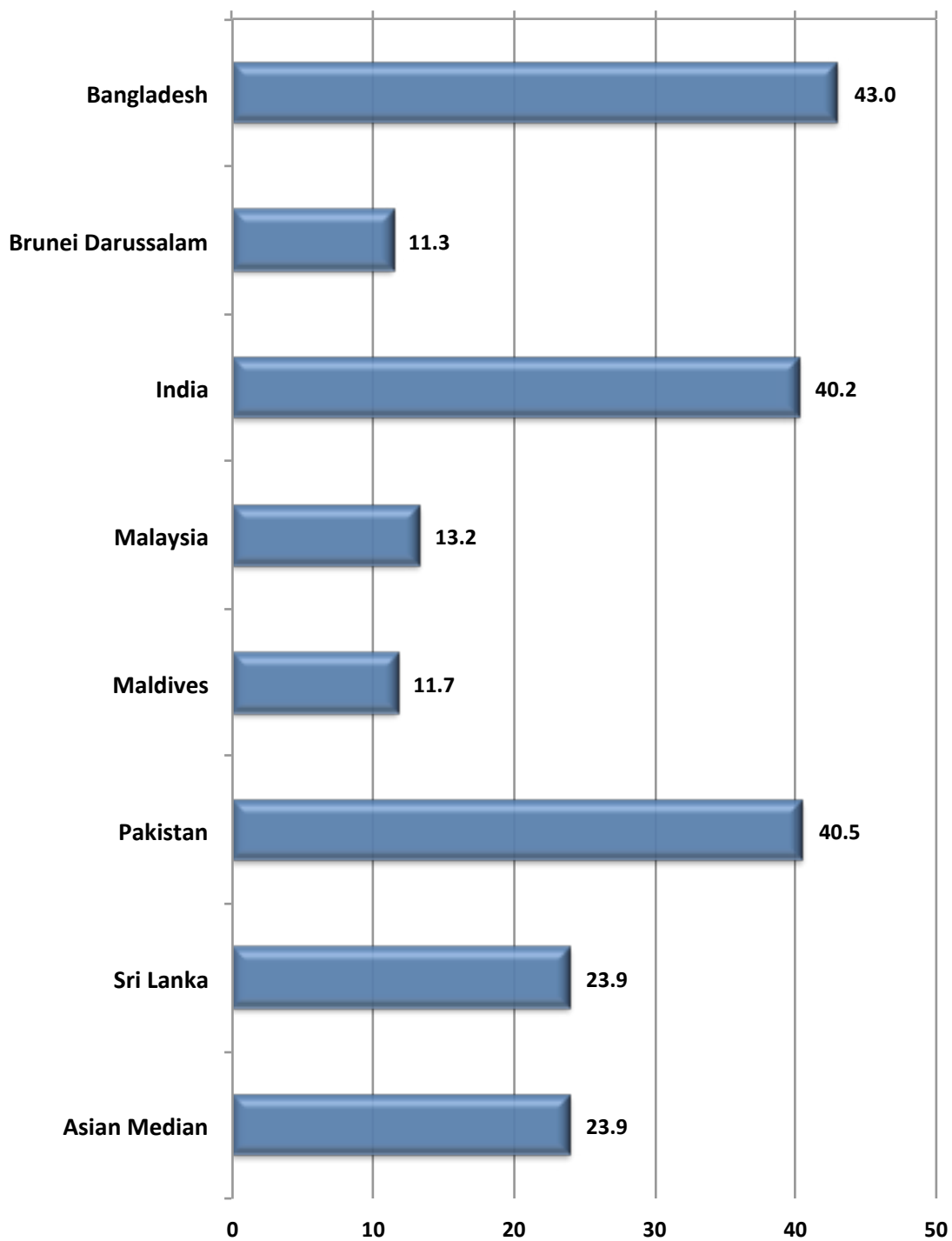


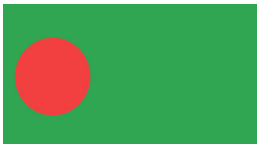


### Public Expenditure Per Primary Student as a Percentage of GDP Per Capita in Asian Commonwealth Countries



### Teacher-Student Ratios for Primary Schooling in Asian Commonwealth Countries

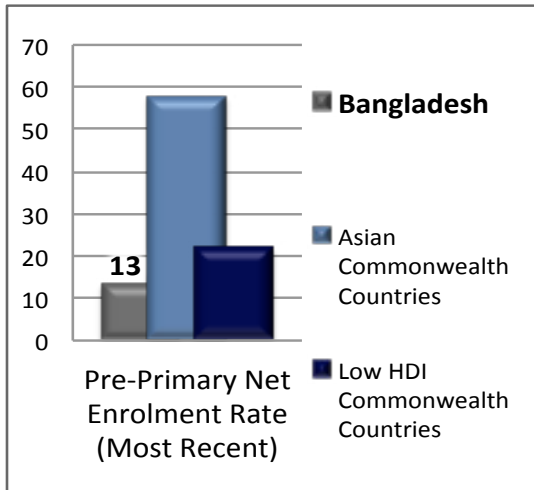




# BANGLADESH

## Early Childhood Education

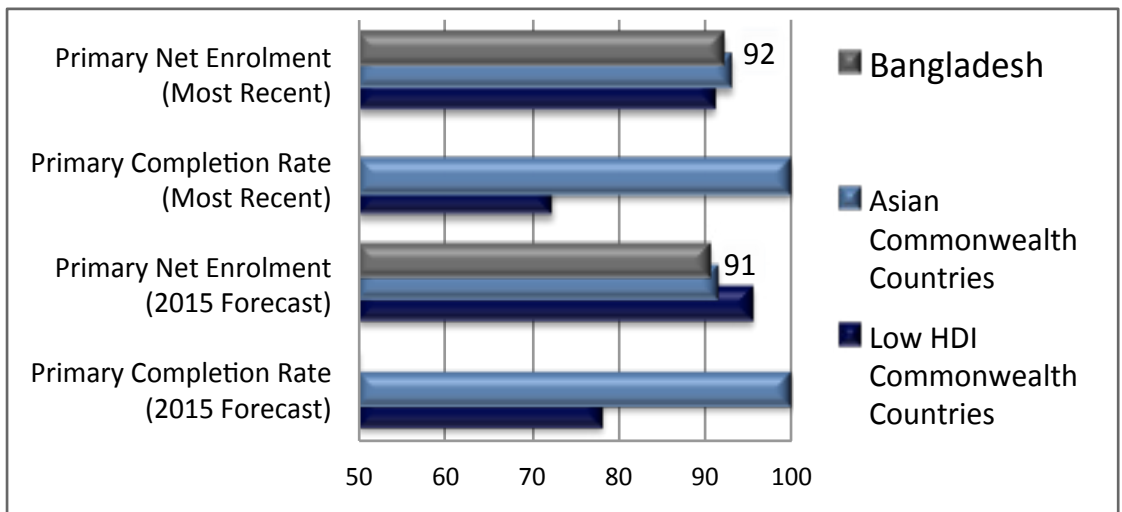
Population	161m (2011)
GDP Per Capita PPP	\$1,700 (2011)
Inequality (Gini)	33.2 (2005)
Population Growth Rate	1.6% (2011)
Population ages 0-14	34.3% (2011)



Bangladesh has a low pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been steady growth, however. The net enrolment rate was 10.8 in 2003 and was 13.4 in 2010, the most recent statistic. At this rate, it is forecast to reach 16.9 by 2015.

Public Expenditure on Education ... GDP	2.4% (2008)
Human Development Index	.500 (2011)

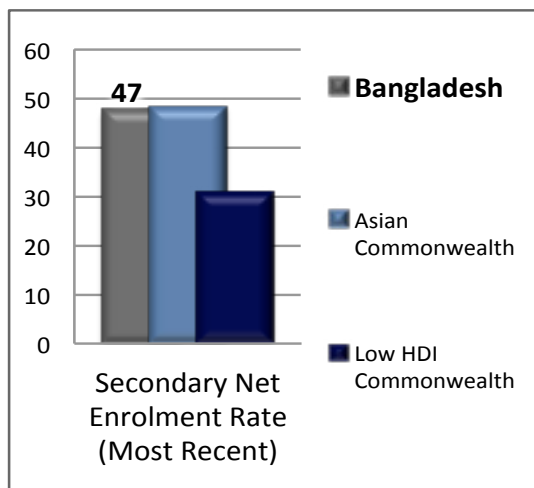
## Basic Education Enrolment and Completion



Bangladesh's primary net enrolment rate is close to its human development level median, and slightly lower than the regional median. The net enrolment rate was 72.7 in 1990 and 92.2 at in 2009, the most recent statistic. It is forecast to decrease to 90.5 in 2015.

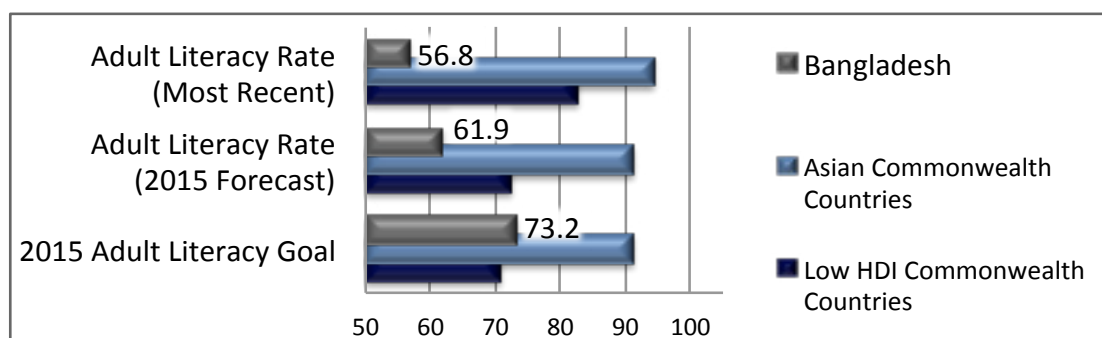
Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



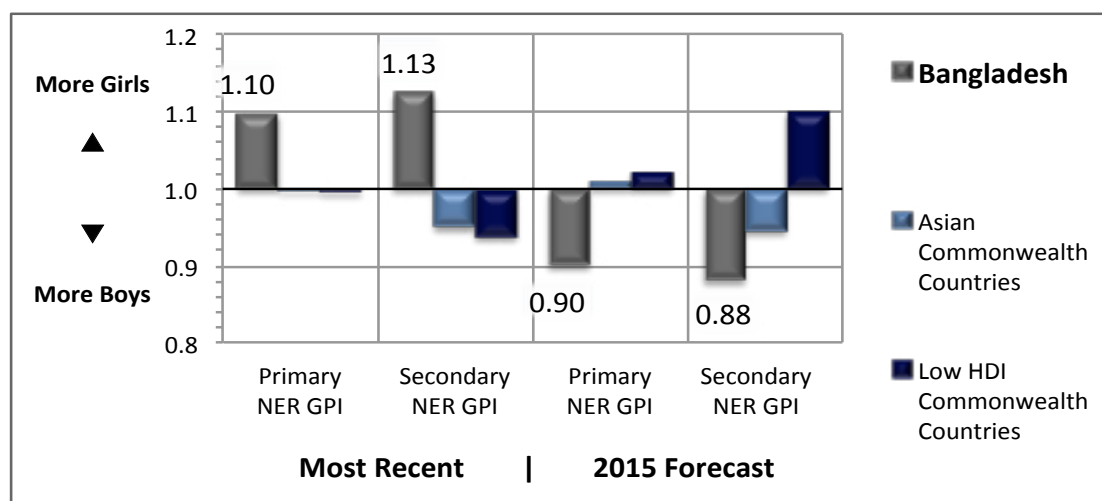


## Adult Literacy



Bangladesh has a significantly lower literacy rate in comparison to both its human development level median and regional median. There are 44.1 million illiterate adults in the country. Illiteracy needed to drop by 26.8 percentage points to reach EFA Goal 4. By most recent statistic (2010), it is 16.4 points away. The 2015 forecast puts it 11.3 points away.

## Gender Equity



Bangladesh has a critically inequitable primary net enrolment rate favouring girls by most recent statistic (2010). The net enrolment rate forecast to switch, and become more inequitable for girls in 2015. By most recent statistic, the secondary net enrolment rate critically unequal for boys and forecast to switch to become critically unequal for girls in 2015.

## Quality

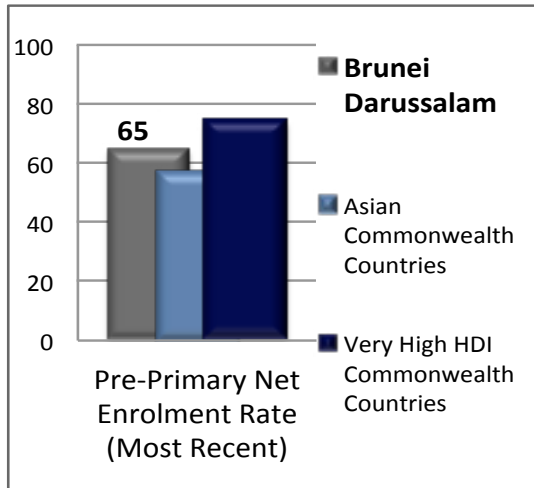
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	58.4	43.0	28.5	8.8



# BRUNEI DARUSSALAM

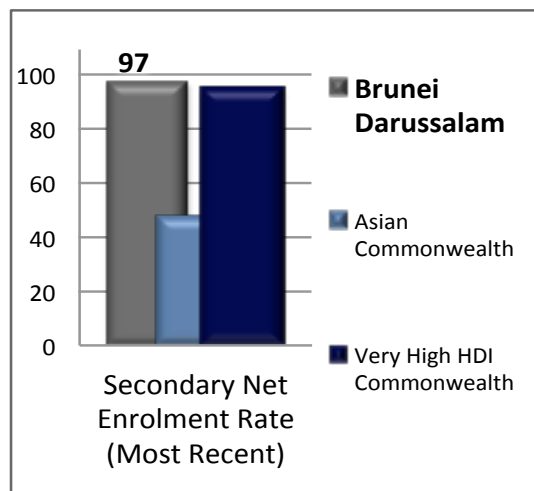
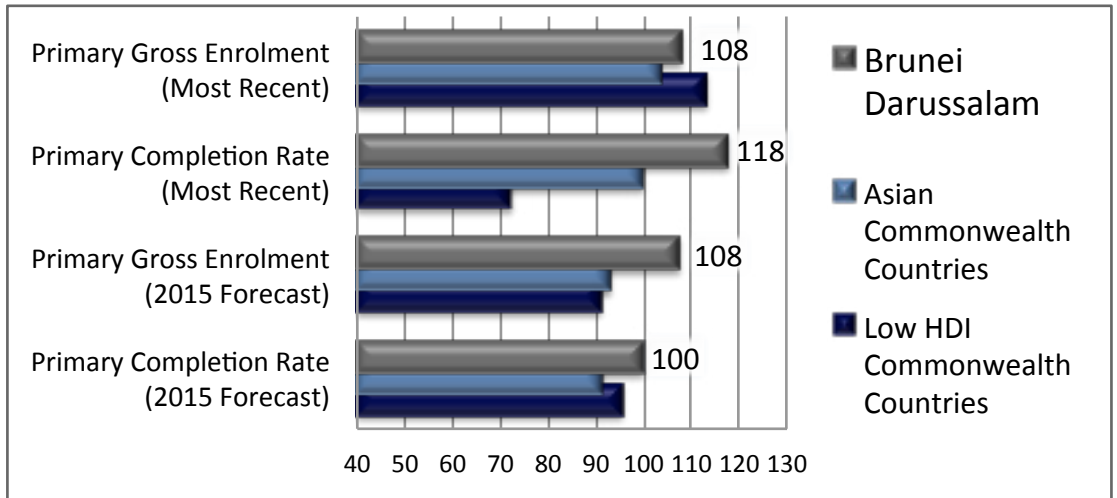
## Early Childhood Education

Population	409,000 (2011)
GDP Per Capita PPP	\$49,400 (2011)
Population Growth Rate	1.7% (2011)
Population ages 0-14	25.5% (2011)
Human Development Index	.838 (2011)



Brunei Darussalam has a high pre-primary net enrolment rate in comparison to regional median, but about 10 percentage points lower than its human development level median. There has been a steady decline in net enrolment. The net enrolment rate was 72.6 in 2005 and was 64.7 in 2010, the most recent statistic. At this rate, it is forecast to decrease to 57.0 by 2015.

## Basic Education Enrolment and Completion



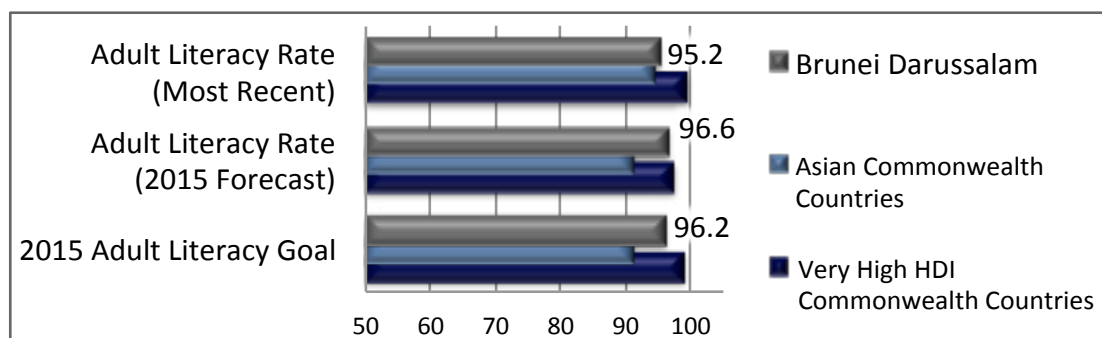
Brunei has a higher gross enrolment ratio than both its regional and human development median. It has had a gross enrolment ratio of 100 since at least 2000. Without an accompanying net enrolment figure, it is difficult to tell whether this represents universal enrolment or repeaters and over-age students.

Chart Color Key

	Country
	Region
	Human Development Level

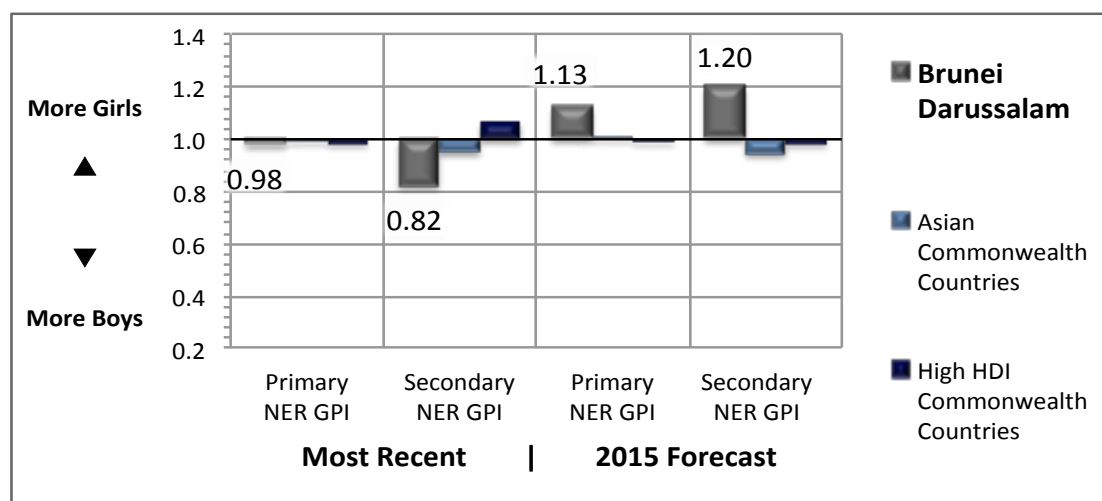


## Adult Literacy



Brunei Darussalam has a literacy rate close to the regional median, but lower than the human development level median. The country has 14,000 illiterate adults. Illiteracy needed to drop by 3.8 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 1.0 point away. The 2015 forecast puts it 0.04 points above the goal.

## Gender Equity



Brunei Darussalam has a primary net enrolment rate favouring boys by most recent statistic (2010). The primary net enrolment rate forecast to become more inequitable for boys in 2015. By most recent statistic, the secondary net enrolment rate critically unequal for girls and forecast to become critically unequal for boys in 2015.

## Quality

Trained Primary Teachers (%)	Trained Secondary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
66.0	91.2	11.3	28.5	5.1



# INDIA

Population 1,205m (2011)

GDP Per Capita PPP \$3,700 (2011)

Inequality (Gini) 36.8 (2004)

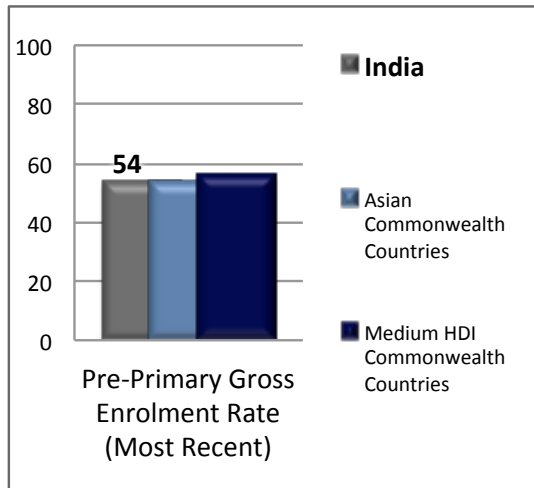
Population Growth Rate 1.3% (2011)

Population ages 0-14 29.7% (2011)

Public Expenditure on Education ... GDP 3.1% (2006)

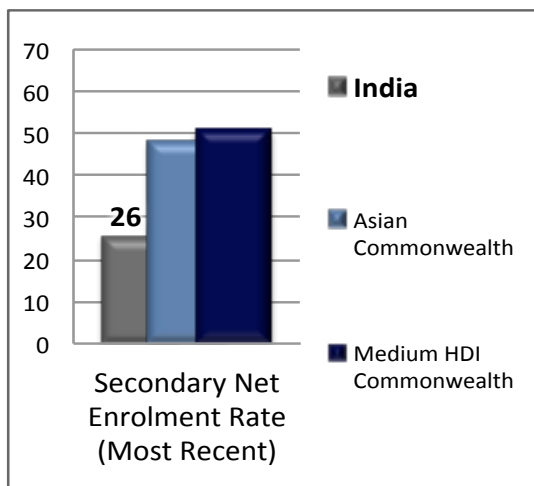
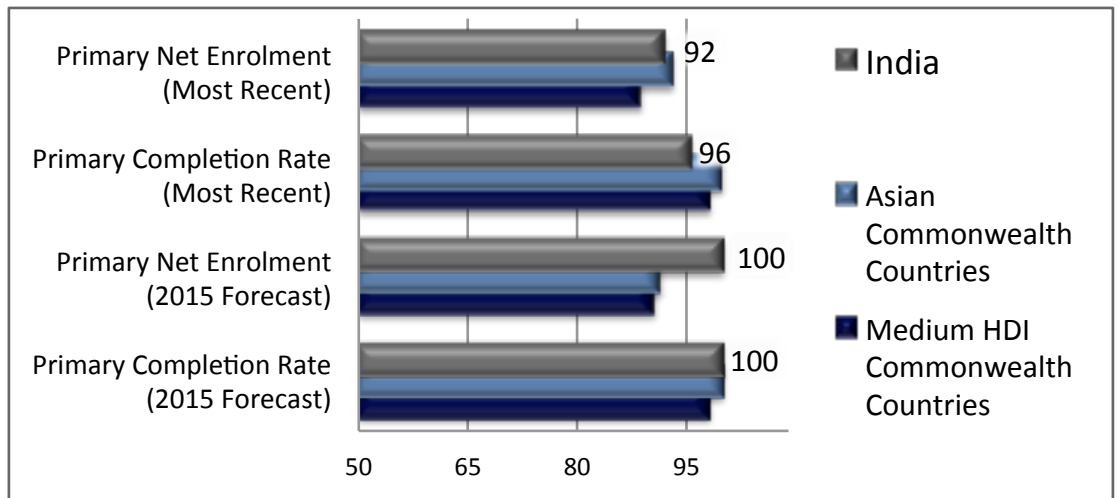
Human Development Index .547 (2011)

## Early Childhood Education



India is roughly comparable in low pre-primary gross enrolment ratio to both its human development level median and regional median. The net enrolment rate are unavailable. There has been impressive growth. The gross enrolment ratio was 3.0 in 1990, 23.8 in 2000, and was 53.8 in 2008, the most recent statistic. At this rate, it is forecast to reach 81.1 in 2015.

## Basic Education Enrolment and Completion



India's primary net-enrolment rate is higher than its human development level median but close to the regional median. The country has achieved a steady increase in net enrolment rates. The rate was 79.1 in 2000, 89.9 in 2004, and 92.1 in 2008 (the most recent statistic). At this rate, it is forecast to reach universal enrolment in 2015.

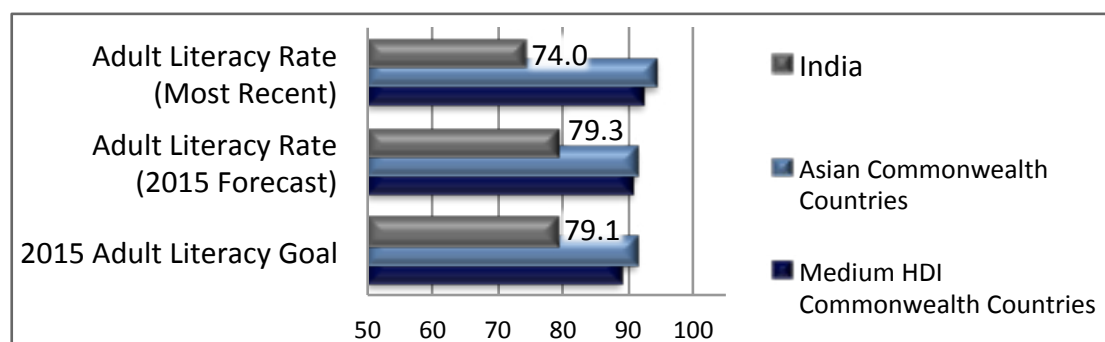
### Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



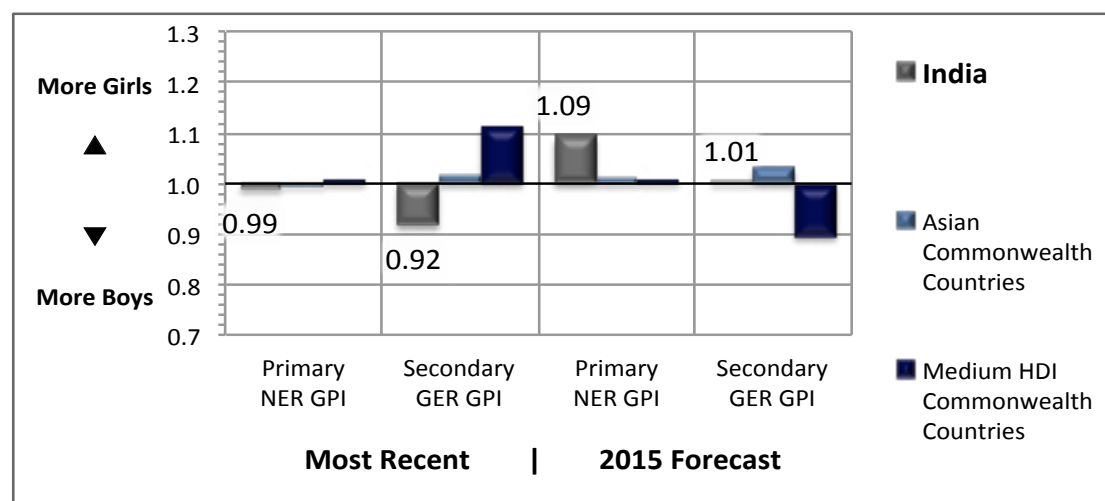


## Adult Literacy



India has a low literacy rate in comparison to both its human development level median and the regional median. The country has 287.4 million illiterate adults. Illiteracy needed to drop by 20.9 percentage points to reach EFA Goal 4. By 2011 (the most recent statistic), it was 5.0 points away. The 2015 forecast puts it 0.2 points above the goal.

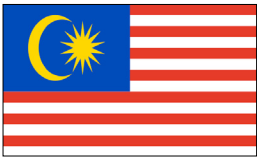
## Gender Equity



India is essentially gender equitable in primary schooling by most recent gross enrolment ratio statistic (2010). The primary net enrolment rate is forecast to become more inequitable for boys in 2015. By most recent statistic, the secondary gross enrolment ratio is critically unequal for girls and forecast to be essentially equitable in 2015.

## Quality

Trained Primary Teachers (%)	Trained Secondary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	N/A	40.2	25.3	9.0



# MALAYSIA

Population 29.2m (2011)

GDP Per Capita PPP \$15,800 (2011)

Inequality (Gini) 46.2 (2009)

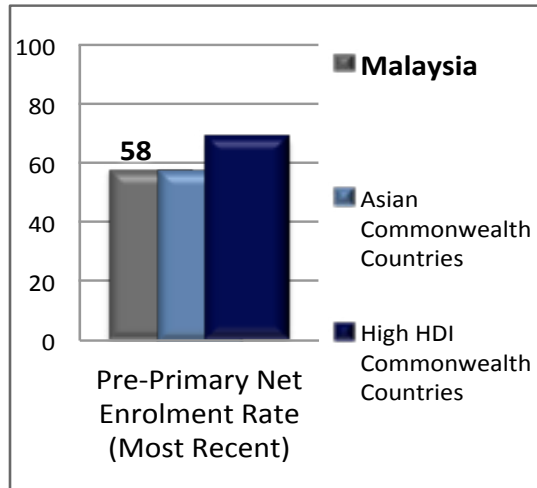
Population Growth Rate 1.54% (2011)

Population ages 0-14 29.6% (2011)

Public Expenditure on Education ... GDP 4.1% (2008)

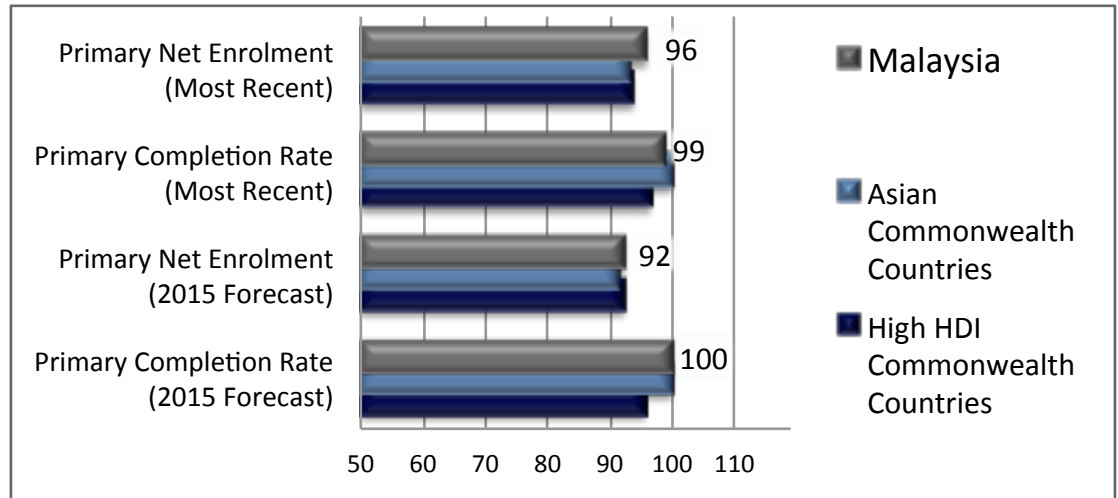
Human Development Index .761 (2011)

## Early Childhood Education



Malaysia has a similar pre-primary net enrolment rate in comparison to regional median, but about 10 percentage points lower than its human development level median. There has been a steady decline in net enrolment. The net enrolment rate was 51.3 in 2000 and was 57.9 in 2009, the most recent statistic. At this rate, it is forecast to reach 62.9 by 2015.

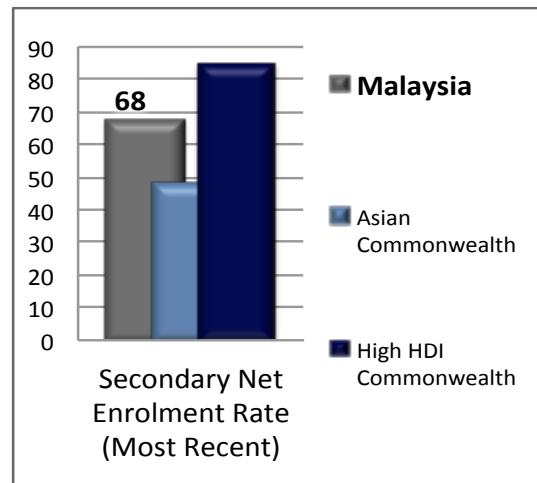
## Basic Education Enrolment and Completion



Malaysia's primary net enrolment rate is slightly higher than its human development level median and close to the regional median. There has been uneven decline in enrolment rates. The net enrolment rate was 97.8 in 2000, 95.1 in 2002, 96.5 in 2004, and 95.9 in 2005 (the most recent statistic). At this rate, it is forecast to decrease to 92.4 in 2015.

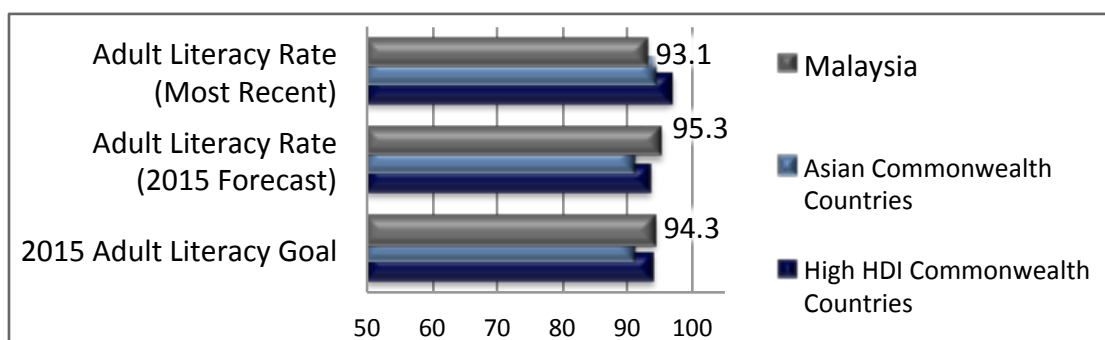
### Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



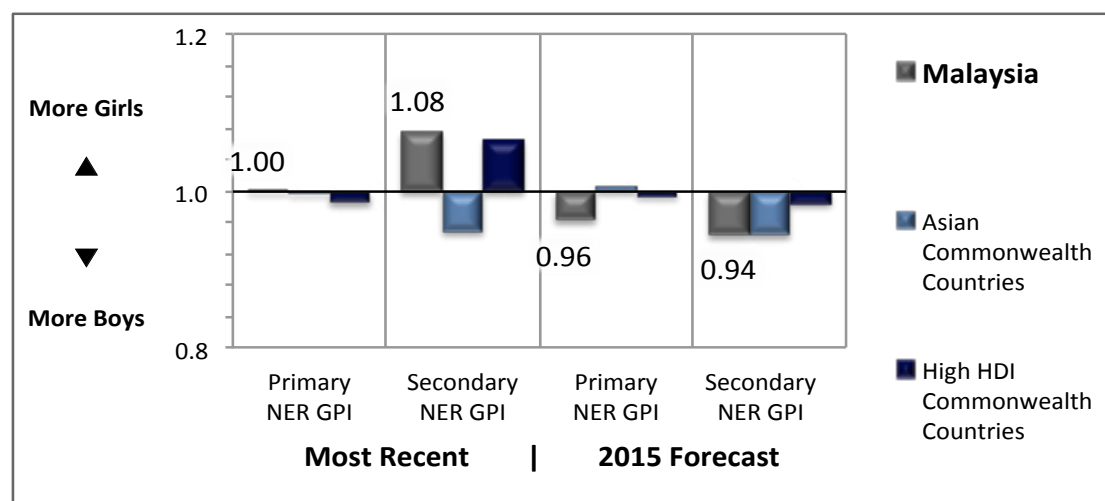


## Adult Literacy



Malaysia has a literacy rate close to its human development level median, but lower than the regional median. The country has 1.4 million illiterate adults. Illiteracy needed to drop by 5.7 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 1.2 points away. The 2015 forecast puts it 1.0 point above the goal.

## Gender Equity



Malaysia is essentially gender equitable in primary schooling by most recent net enrolment statistic (2010). The primary net enrolment rate is forecast to become more inequitable for girls in 2015. By most recent statistic, the secondary net enrolment rate is unequal for boys and forecast to become even unequal for girls in 2015.

## Quality

Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	N/A	40.2	25.3	9.0



# MALDIVES

## Early Childhood Education

Population 394,000 (2011)

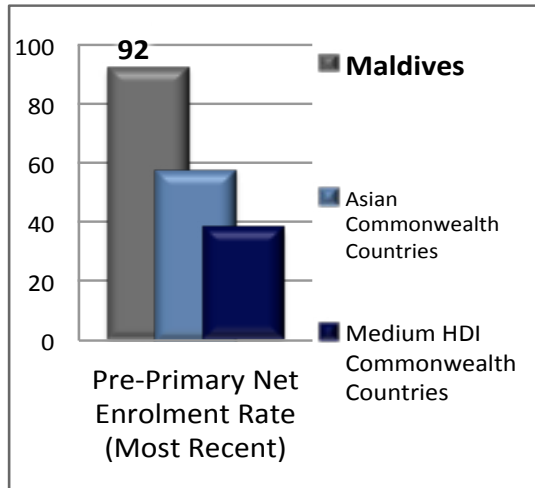
GDP Per Capita PPP \$8,800 (2011)

Population Growth Rate -.13% (2011)

Population ages 0-14 21.5% (2011)

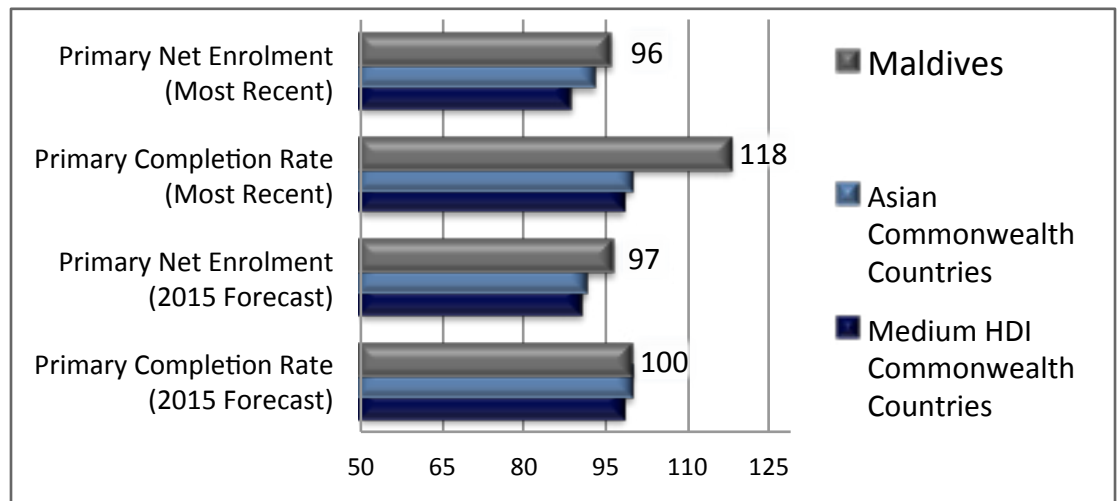
Public Expenditure on Education ... GDP 11.2% (2009)

Human Development Index .661 (2011)



Maldives has a significantly higher pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been impressive growth. The net enrolment rate was 60.5 in 2000 and was 92.2 in 2010, the most recent statistic. At this rate, it is forecast to reach 97.4 by 2015.

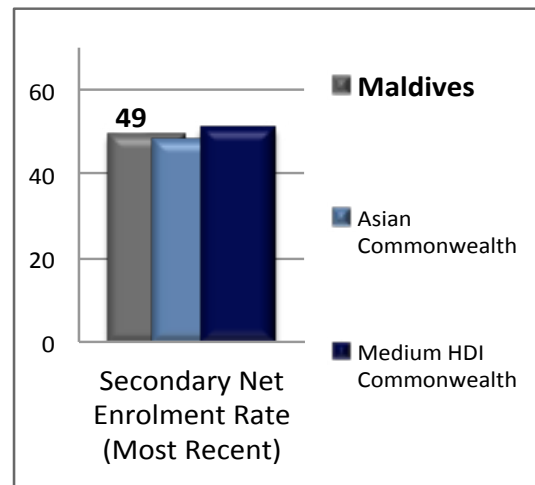
## Basic Education Enrolment and Completion

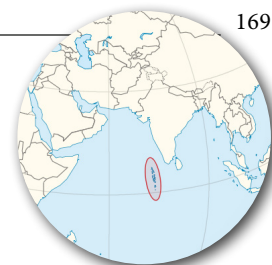


Maldives has a high primary net enrolment rate in comparison to both its human development level median and the regional median. The net enrolment rate was 98.2 in 2000, 98.8 in 2004, and 96.2 in 2011 (the most recent statistic). At this rate, it is forecast to be 96.5 in 2015.

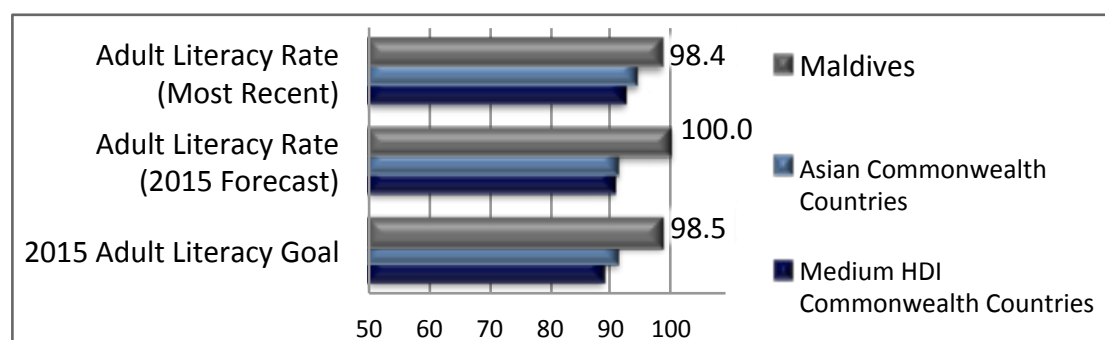
### Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



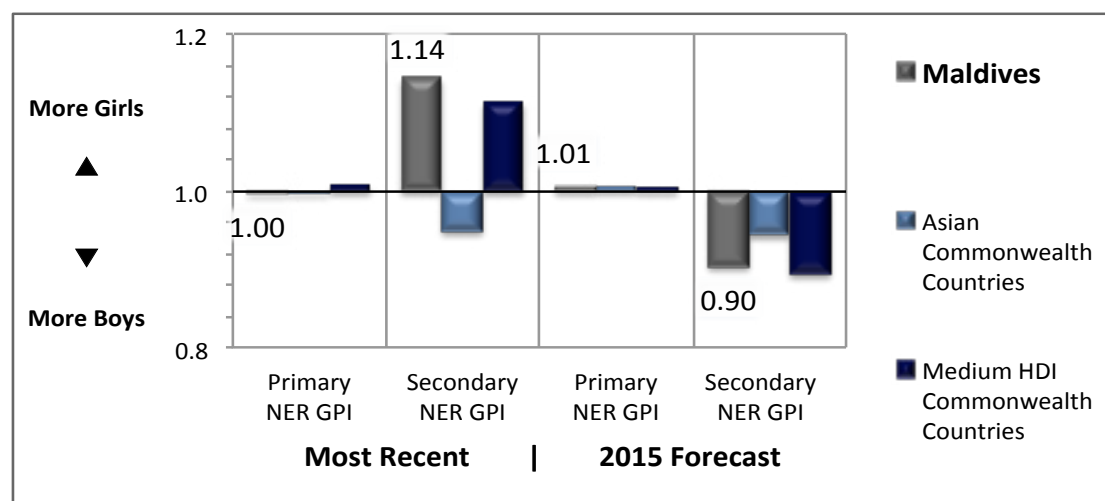


## Adult Literacy



Maldives has a high literacy rate in relation to both its human development level median and the regional median. The country has 3,000 illiterate adults. Illiteracy needed to drop by 1.5 percentage points to reach EFA Goal 4. By 2006 (the most recent statistic), it was 0.2 points away. The 2015 forecast puts it 3.0 points above the goal.

## Gender Equity



Maldives is essentially gender equitable in primary schooling by most recent net enrolment statistic (2010). The primary net enrolment rate is forecast to remain essentially inequitable in 2015. The secondary enrolment rate is currently critically unequal for boys and set to become critically unequal for girls in 2015.

## Quality

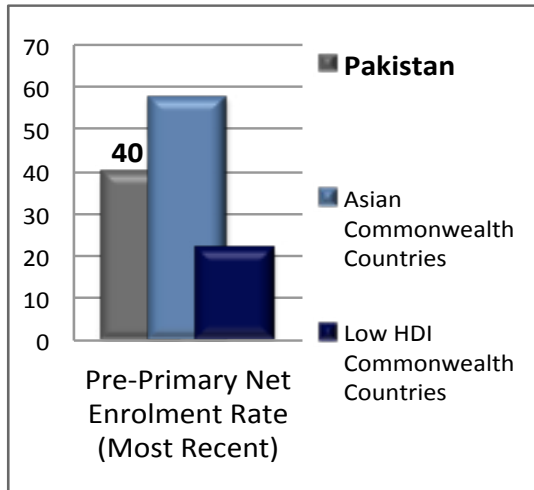
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
39.0	77.0	11.7	13.7	14.6



# PAKISTAN

## Early Childhood Education

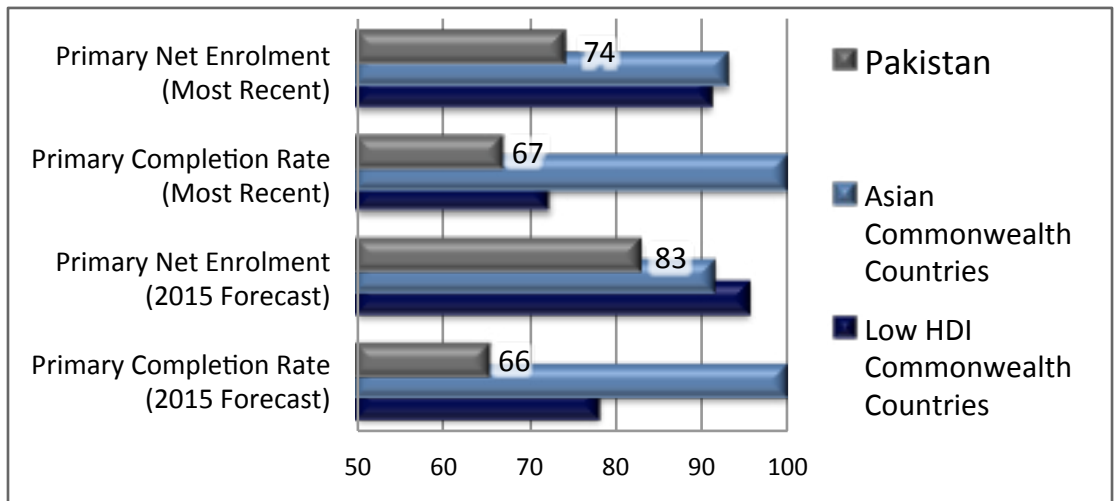
Population	190.3m (2011)
GDP Per Capita PPP	\$2,800 (2011)
Inequality (Gini)	30.6 (2008)
Population Growth Rate	1.6% (2011)
Population ages 0-14	35.4% (2011)



Pakistan has a high pre-primary net enrolment rate in comparison to both its human development level median, but low compared to the regional median. There are not enough data to ascertain net enrolment growth, as only two years of data are available (2004 and 2005). There has been a worrisome decrease in gross enrolment ratio from 62.6 in 2000 to 49.2 in 2005.

Public Expenditure on Education ... GDP	2.7% (2009)
Human Development Index	.504 (2011)

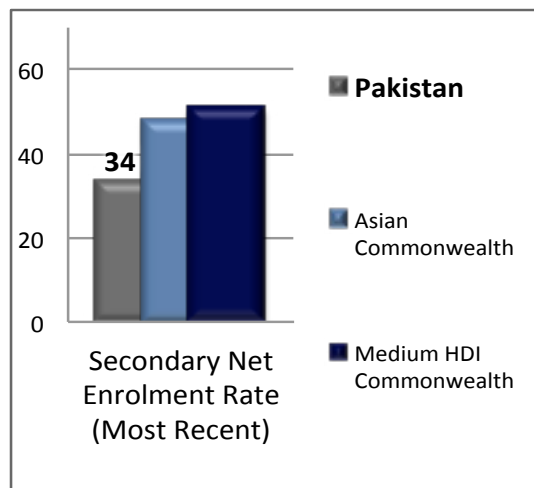
## Basic Education Enrolment and Completion



Pakistan has a low primary net enrolment rate in comparison to both its human development level median and the regional median. There has been steady growth. The net enrolment rate was 57.9 in 2001, 65.3 in 2005, 69.3 in 2008, and 74.1 in 2010 (the most recent statistic). At this rate, it is forecast to reach 82.9 in 2015.

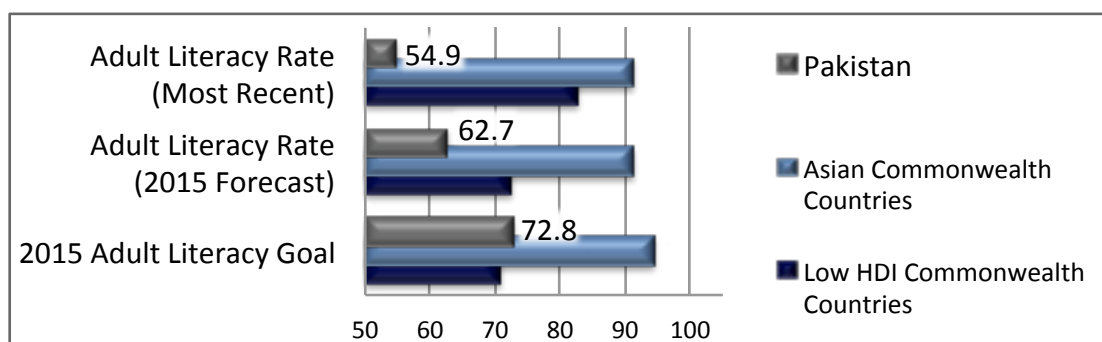
### Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



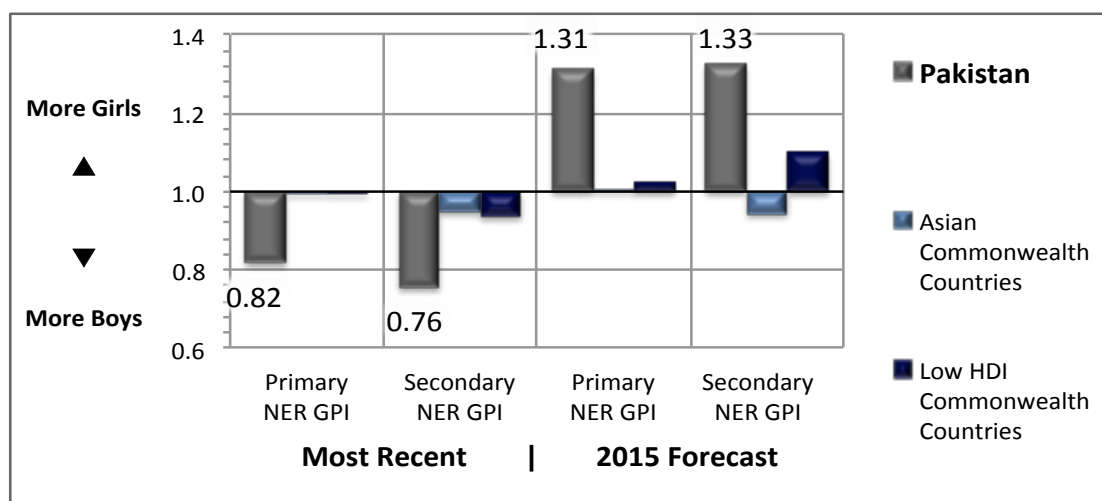


## Adult Literacy



Pakistan has a low literacy rate in comparison to both its human development level median and the regional median. The country has 49.5 million illiterate adults. Illiteracy needed to drop by 27.2 percentage points to reach EFA Goal 4. By 2009 (the most recent statistic), it was 17.9 points away. The 2015 forecast puts it 10.1 points away.

## Gender Equity



Pakistan has a critically inequitable net enrolment rate favouring boys by most recent statistic (2010). The primary net enrolment rate is forecast to switch, and become more inequitable for boys in 2015. By most recent statistic, the secondary net enrolment rate is critically unequal for girls and forecast to become critically unequal for boys in 2015.

## Quality

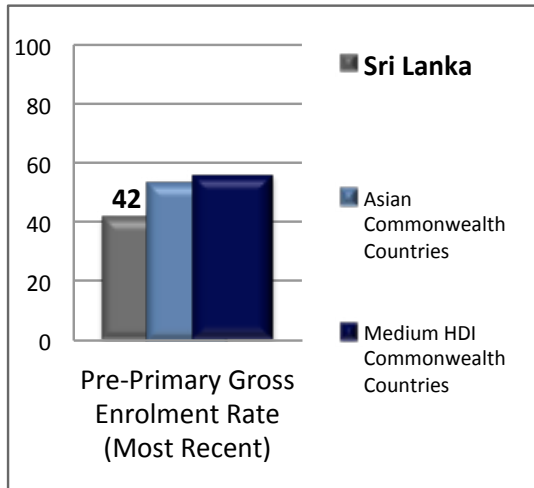
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	84.2	40.5	41.9	N/A



# SRI LANKA

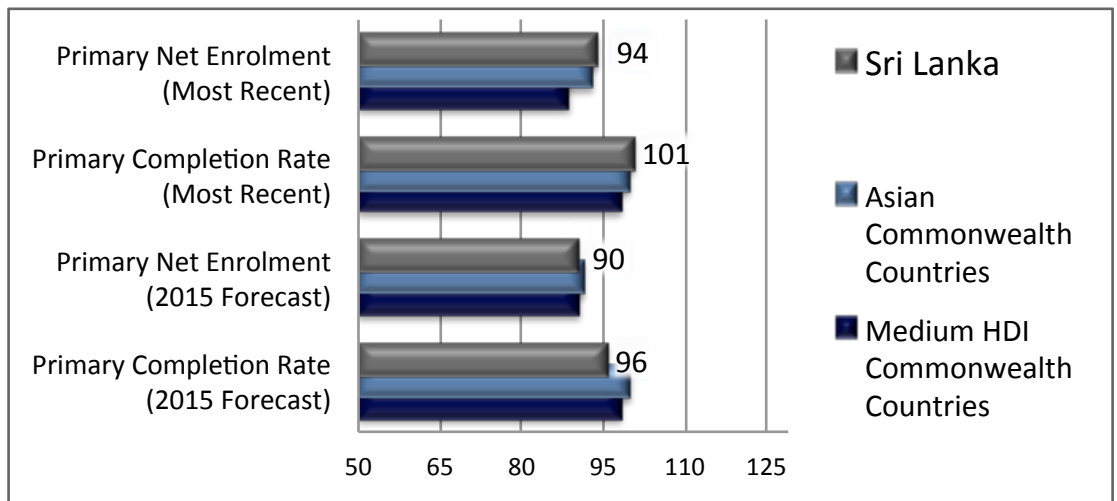
## Early Childhood Education

Population	21.5m (2011)
GDP Per Capita PPP	\$5,700 (2011)
Inequality (Gini)	49 (2009)
Population Growth Rate	.91% (2011)
Population ages 0-14	24.9 (2011)
Human Development Index	.691 (2011)

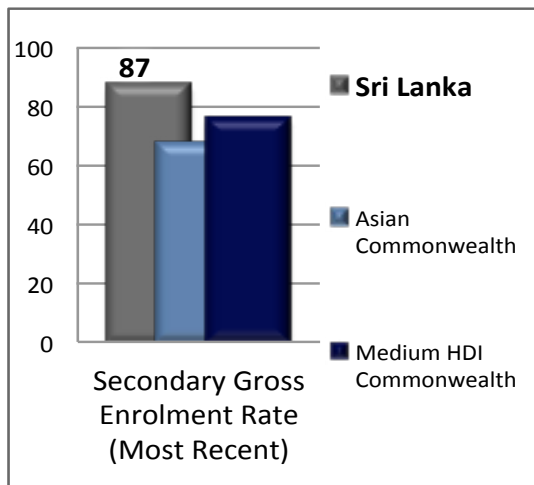


Sri Lanka has a low pre-primary gross enrolment ratio in comparison to both its human development level median and regional median. There are not enough data to accurately ascertain net enrolment growth, as only two years of data are available (2009 and 2010).

## Basic Education Enrolment and Completion



Sri Lanka has a high primary net enrolment rate in comparison to both its human development level median and the regional median. The enrolment rate was steady from 2001 to 2007. It was 99.6 in 2001, 96.7 in 2004, and 99.9 in 2006. However, the figure was 94.0 in 2010 (the most recent statistic). The forecast for 2015 is 90.4.



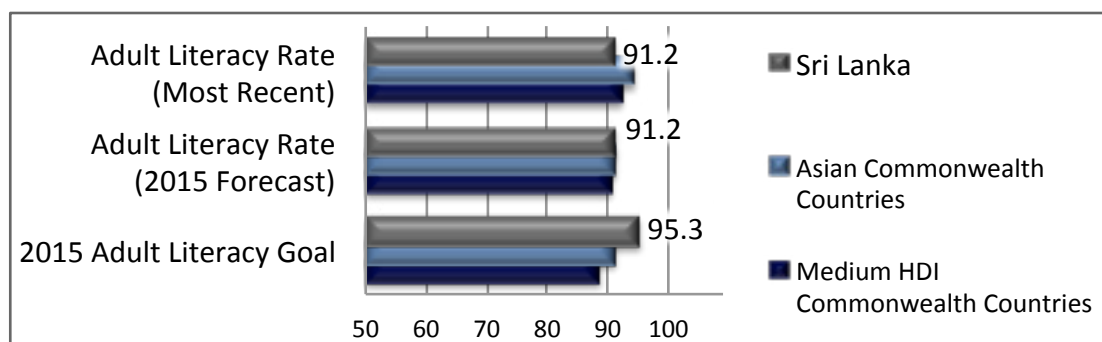
**Chart Color Key**

- Country
- Region
- Human Development Level



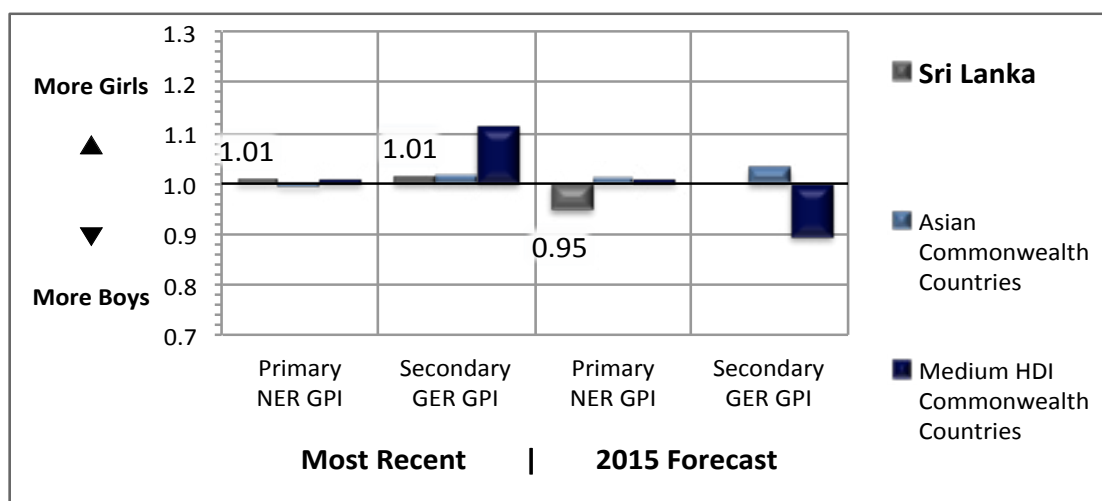


## Adult Literacy



Sri Lanka has a low literacy rate in comparison to both its human development level median and the regional median. The country has 1.4 million illiterate adults. Illiteracy needed to drop by 4.7 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 4.1 points away. The 2015 forecast puts it still 4.1 points away.

## Gender Equity



Sri Lanka is essentially gender equitable in primary schooling by most recent net enrolment statistic (2010). The primary net enrolment rate is forecast to become more inequitable for girls in 2015. By most recent statistic, the secondary gross enrolment ratio is essentially equitable and there are not enough data for a 2015 secondary forecast.

## Quality

Trained Primary Teachers (%)	Trained Secondary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	N/A	23.9	19.5	7.4

## 7

# Caribbean Commonwealth Countries

## Pre-Primary Enrolment

The Caribbean Commonwealth median for pre-primary enrolment by most recent statistic is 68.2. By 2015, it is projected to rise to 82.8. With the exception of Guyana, all Caribbean pre-primary enrolment rates are set to rise showing that the Caribbean is largely on track to meet EFA Goal 1. Antigua and Barbuda, Barbados, Dominica, Grenada, and Jamaica have net enrolment rates above the median as measured by most recent statistic. The Bahamas, Belize, Guyana, Saint Lucia, and Trinidad and Tobago all have medians below the mean by most recent statistic. No net enrolment data are available for either Saint Kitts and Nevis or Saint Vincent and the Grenadines.

## Primary Participation and Enrolment

Approximately 89,000 primary-aged children are out of school in the Caribbean Commonwealth countries, 66.5% of whom are in Jamaica and another 20.9% are in Guyana. The median primary net enrolment rate by most recent statistic is 90.9. The median is forecast to drop slightly, to 90.8 by 2015. Much of the Caribbean is at risk not just of not meeting EFA Goal 2/MDG 2, but also of sliding backwards. Antigua and Barbuda, Dominica, Guyana, Jamaica, Saint Kitts and Nevis, Saint Lucia, and Saint Vincent and the Grenadines are all forecast to have decreased net enrolment rates compared to their most recent statistic by 2015. Antigua and Barbuda, Grenada, Guyana, Jamaica, Saint Kitts and Nevis, Saint Vincent and the Grenadines, and Saint Lucia all have net enrolment below the regional median. The Bahamas, Belize, and Trinidad and Tobago are the only countries on track to reach EFA Goal 2/MDG 2 by 2015.

## Adult Literacy

Jamaica and Trinidad and Tobago have approximately 274,000 illiterate adults. Other countries have not reported statistics, but probably have additional numbers. Within the reported number, Jamaica accounts for 95.3% of the total while Trinidad and Tobago has 4.7%. The median gap between the most recent statistic and EFA Goal 4 in the Caribbean Commonwealth is 2.2 which means that countries would need to decrease their literacy rates by that many percentage points. Only three Caribbean countries have a 2015 projection, making it impossible to tell in which

direction the region is moving. The country with the furthest distance between the goal and the most recent statistic is Belize, at 11.6 percentage points away from its goal of 88.5. Every other country has a distance of 5 points or less. Dominica, The Bahamas, Grenada, Saint Kitts and Nevis, Trinidad and Tobago, and Antigua and Barbuda all have distances of 3 points or less to achieve EFA Goal 4. Jamaica, Trinidad and Tobago, Antigua and Barbuda are all forecast to be within less than 1 percentage point of their goal.

## Gender Equity in Enrolment

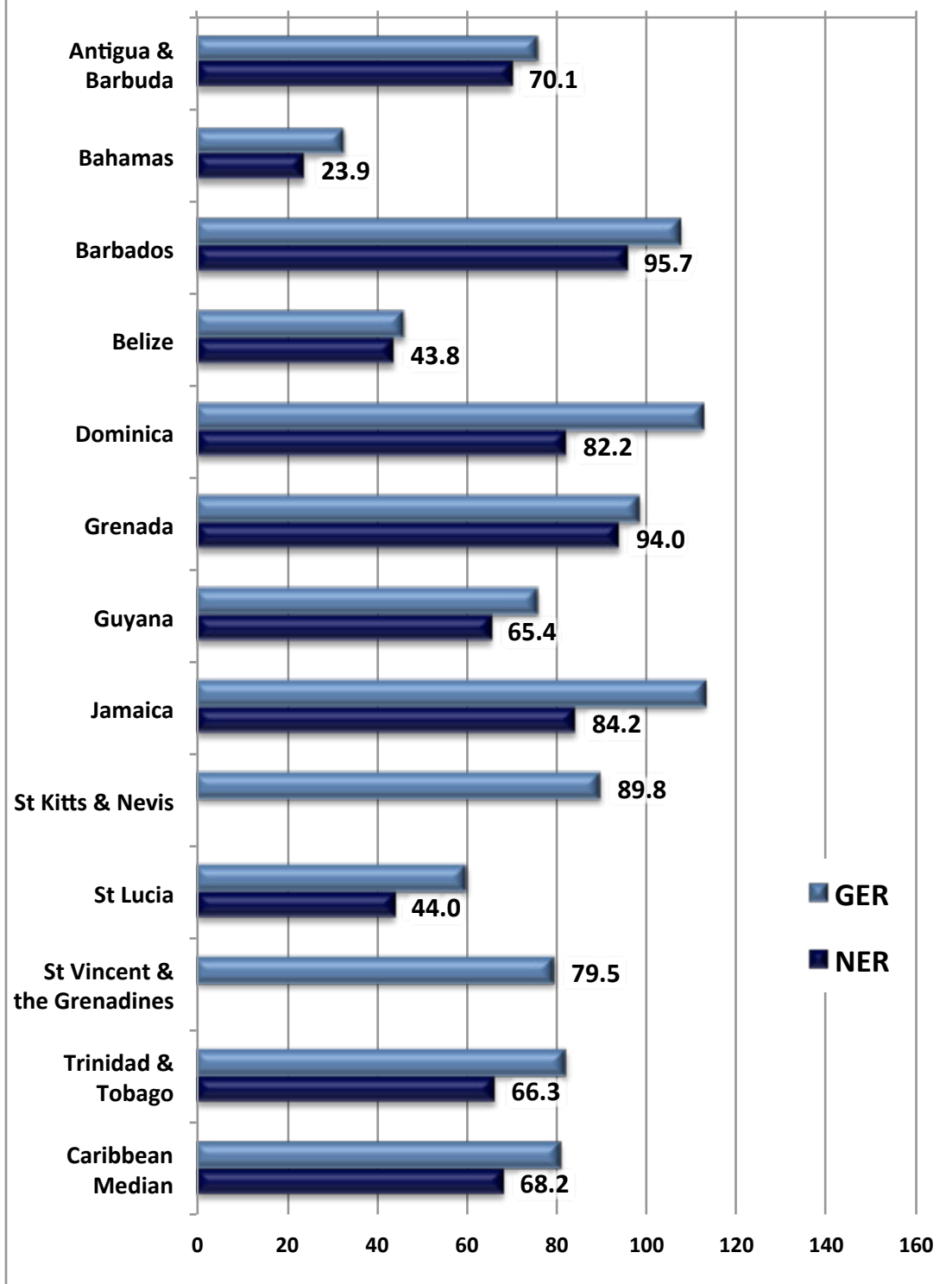
The median gender parity index for the Caribbean primary gross enrolment ratio is essentially gender equitable, as is the 2015 forecast. The countries with an inequitable over-representation of boys in enrolment are Antigua and Barbuda, Belize, and Saint Vincent and the Grenadines. The countries with an inequitable over-representation of girls are The Bahamas, Barbados, and Guyana. Grenada, Saint Lucia, Saint Kitts and Nevis, and Trinidad and Tobago are essentially equitable in primary enrolment.

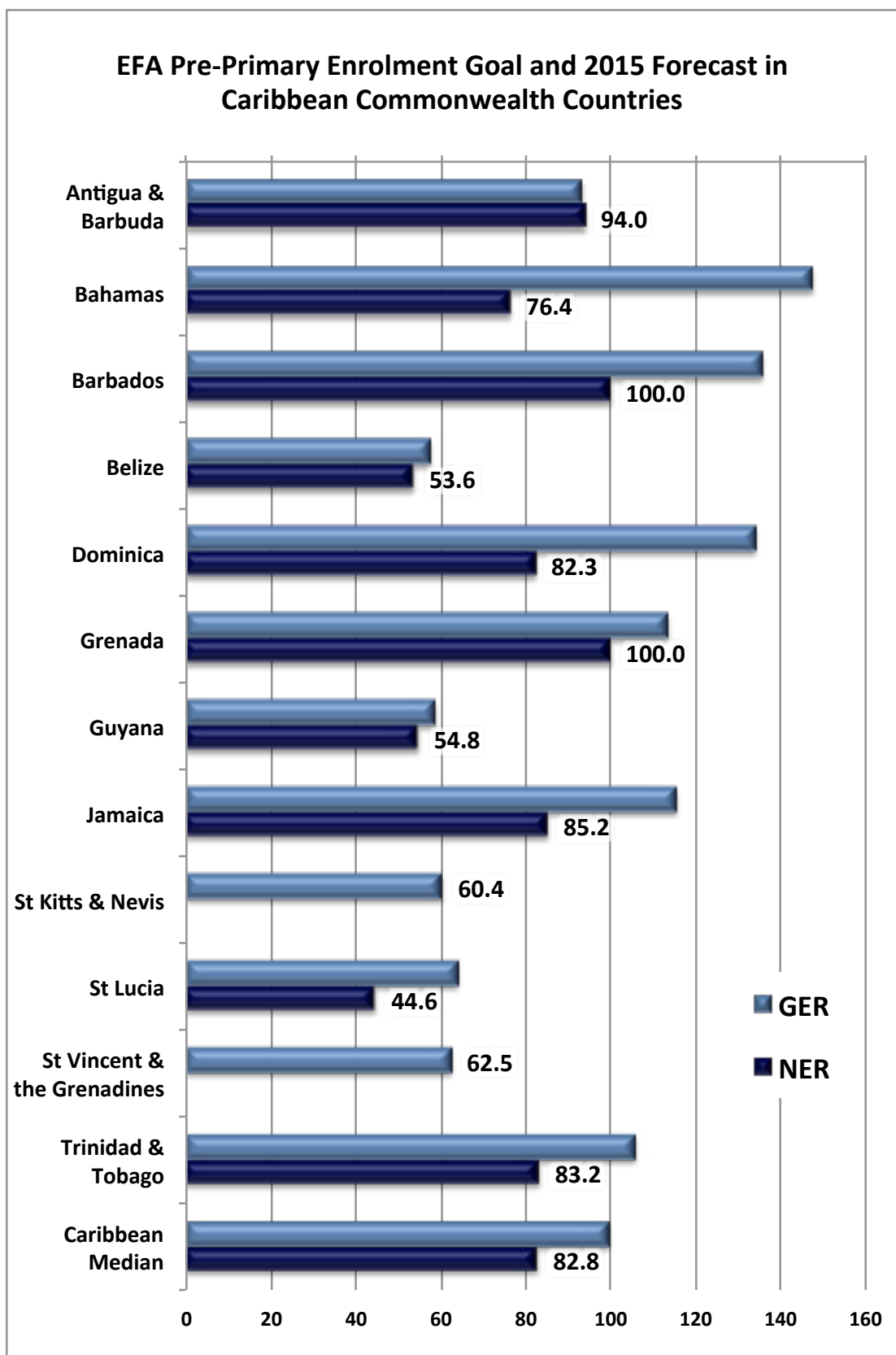
Throughout the Commonwealth, the secondary enrolment is significantly more inequitable than primary enrolment. With only one exception (Grenada), all of the most recent statistics are either essentially equitable or favouring girls. Only Belize, Saint Kitts and Nevis, Saint Lucia, and Antigua and Barbuda are essentially gender equitable. The median for the gender parity index is set to decrease in 2015 to 0.99.

## Quality

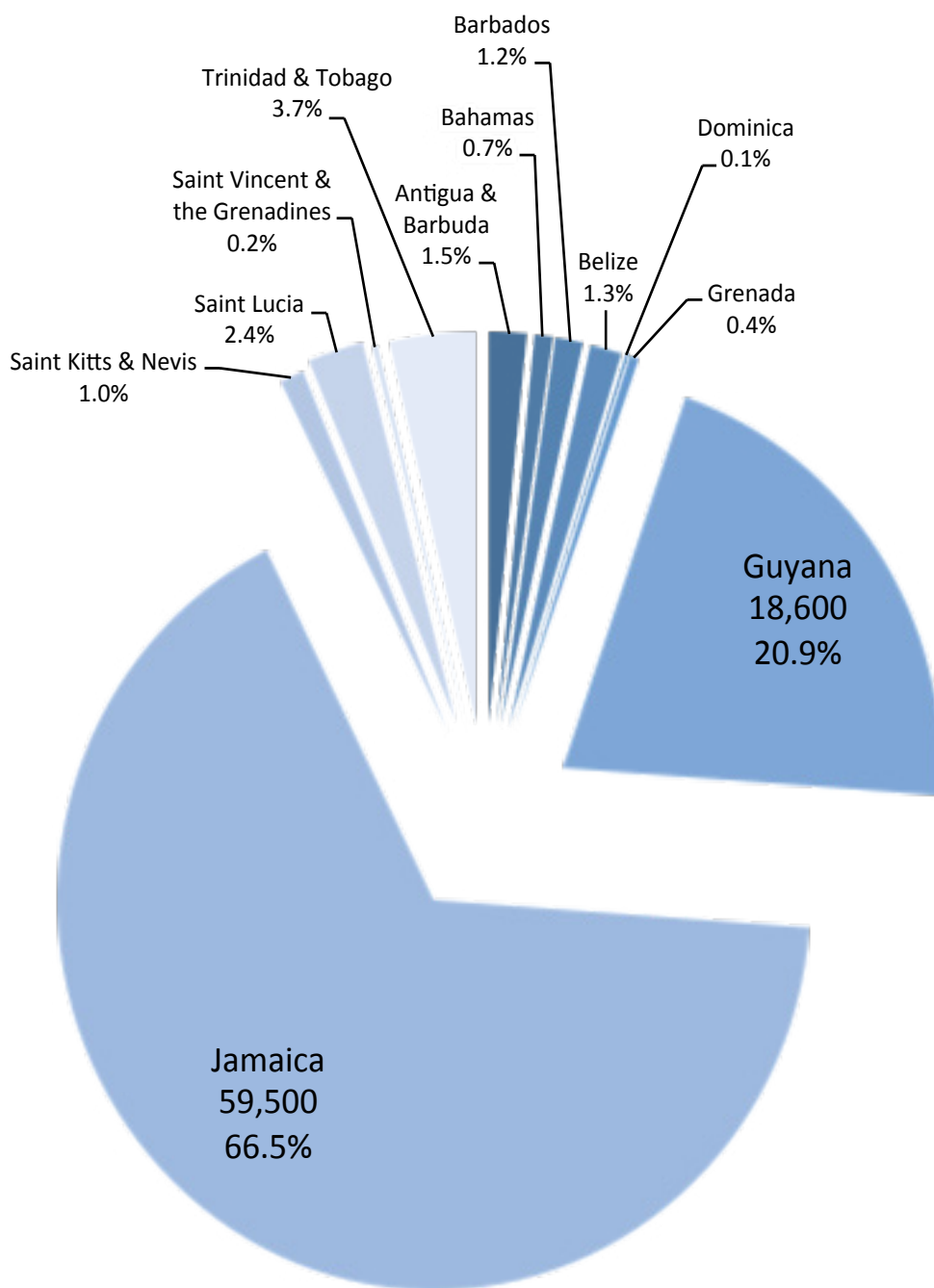
The Caribbean does not have standardized tests through which to measure student achievement in basic education across countries. The median for public spending per student as a percentage of GDP per capita is very similar to non-Advanced countries. Barbados, Belize, Jamaica, Saint Lucia, and Saint Vincent and the Grenadines all have spending above the median, while Antigua and Barbuda, Dominica, Grenada, and Guyana are all spending below the median. As measured by teacher-student ratio, the Caribbean has some of the lowest in the Commonwealth and also one of the lowest ranges. The highest ratio in the Commonwealth is still below the median for Africa and just below the median for the Pacific. The Caribbean has the second lowest regional median primary school teacher-student ratio at 14.6. Again, the highest ratios are similar to the medians in Africa and Asia.

### EFA Pre-Primary Enrolment Goal and Most Recent Statistic in Caribbean Commonwealth Countries

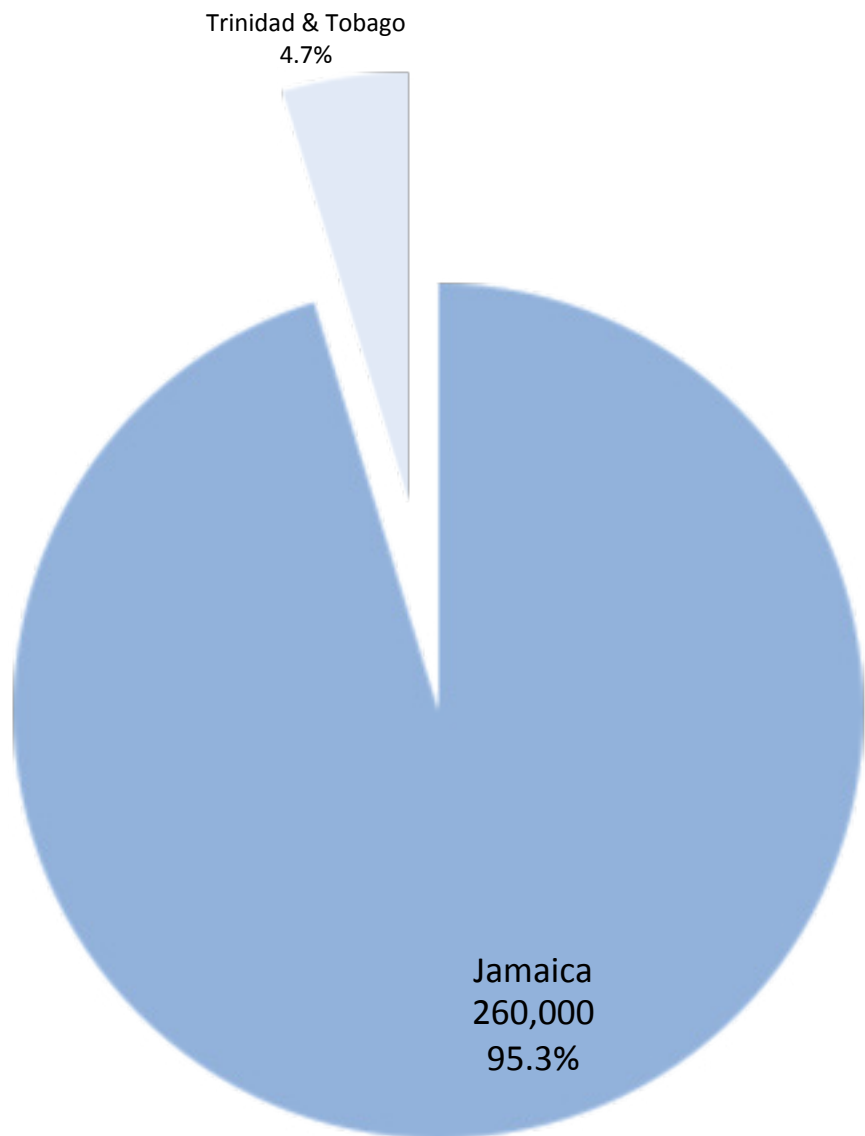




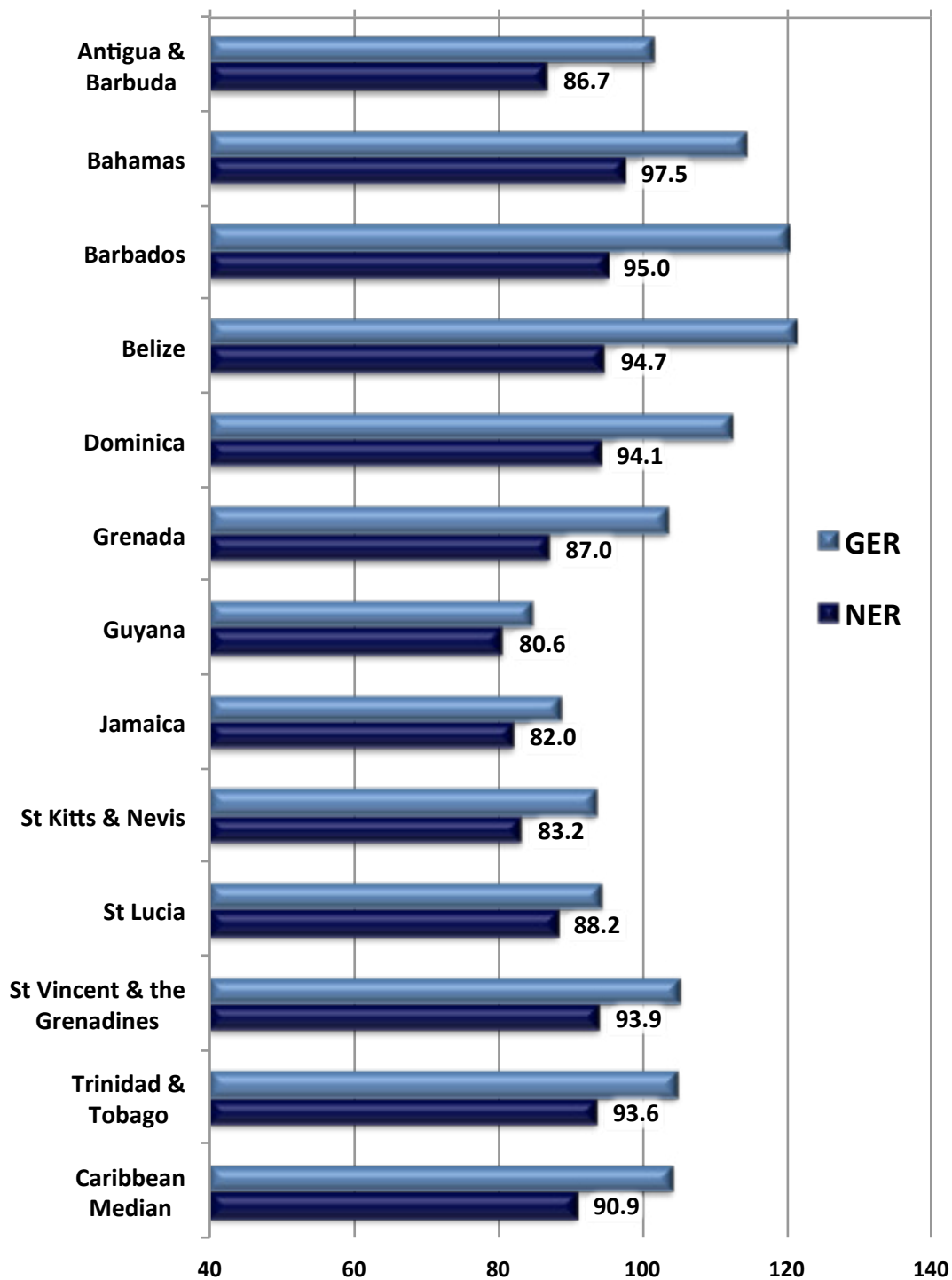
### Distribution of Out of School Primary-Aged Children in Carribean Commonwealth Countries



## Distribution of Illiterate Adults in Caribbean Commonwealth Countries

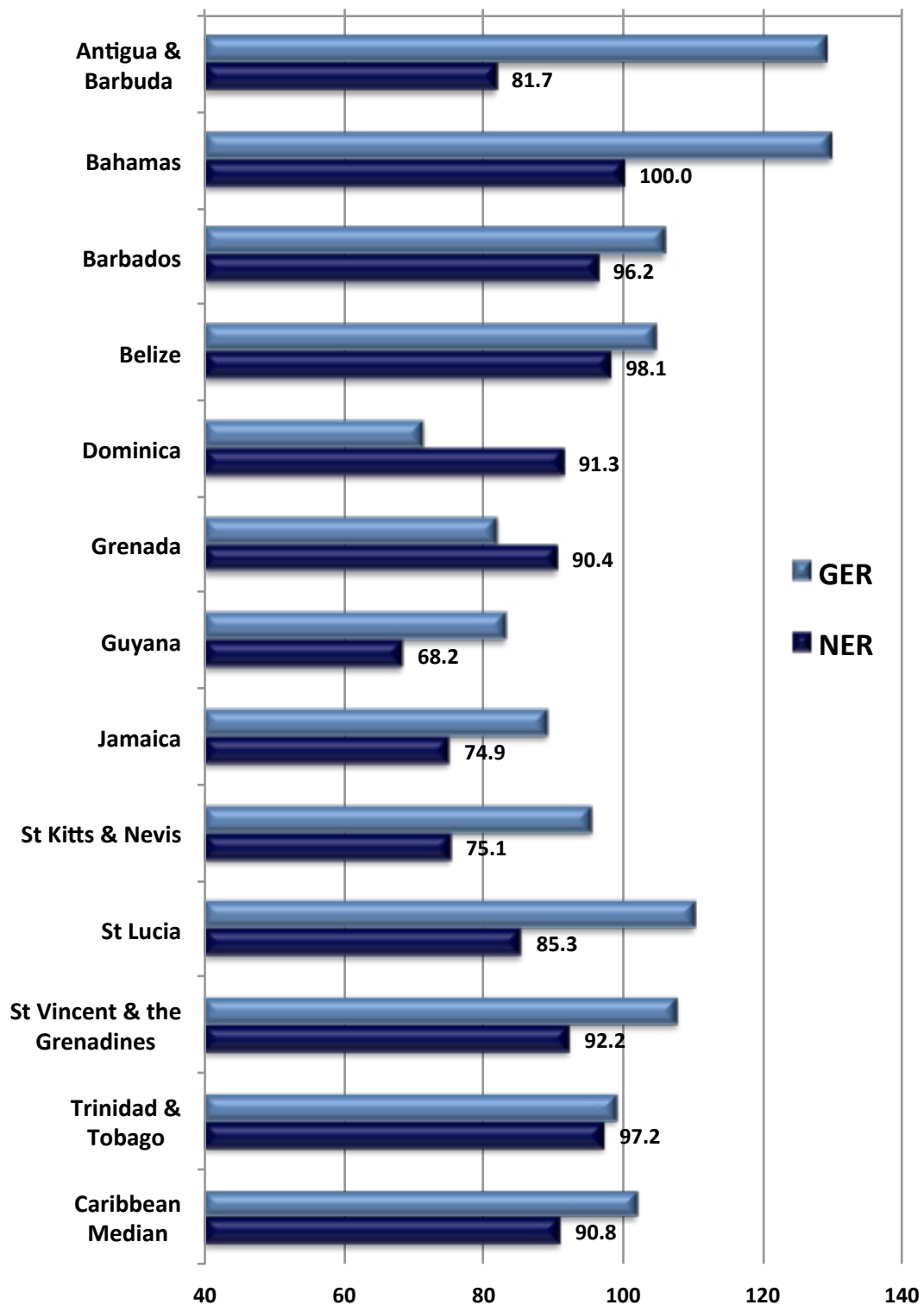


### EFA/MDG Primary Enrolment Goal and Most Recent Statistic in Caribbean Commonwealth Countries

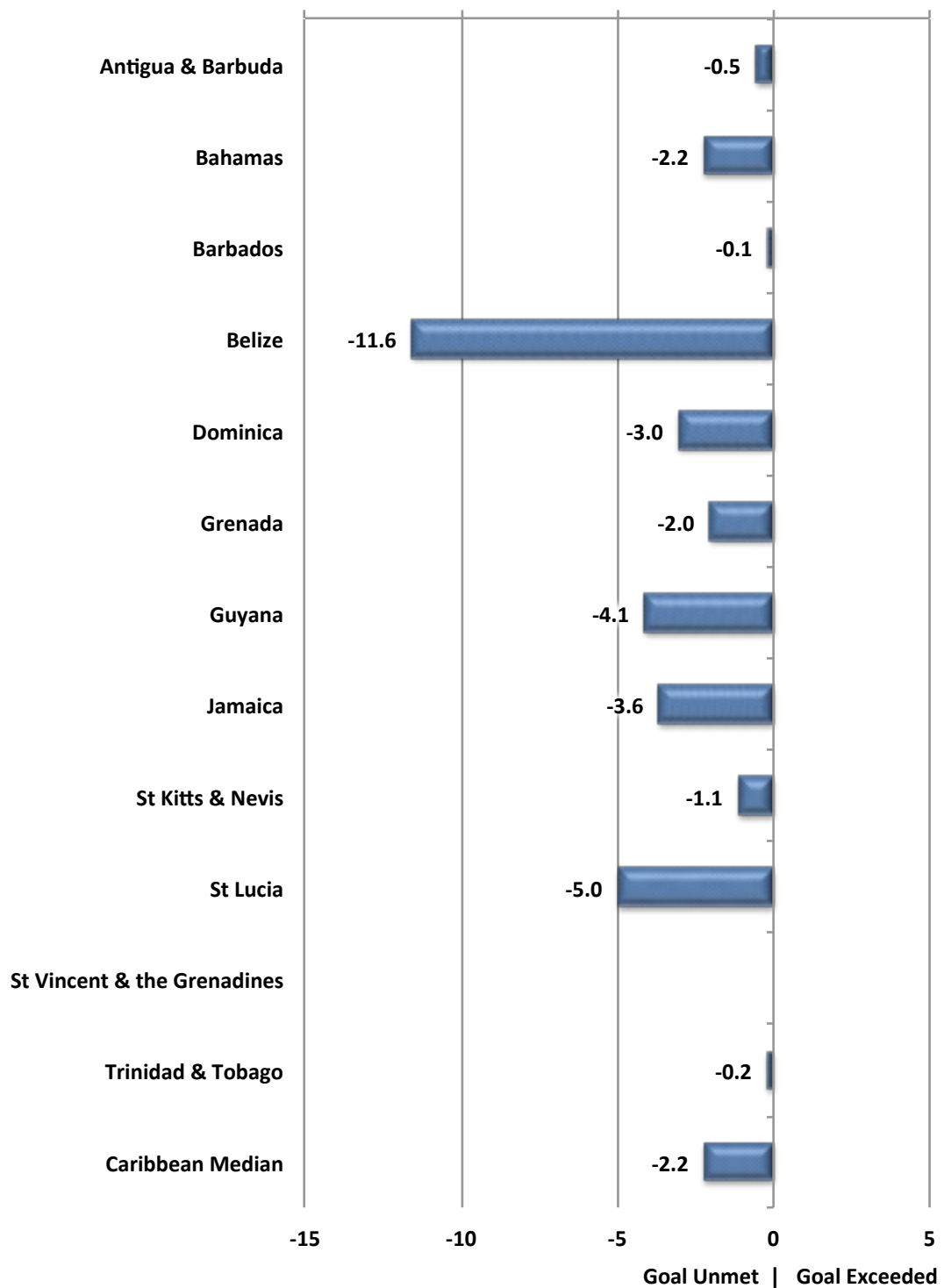


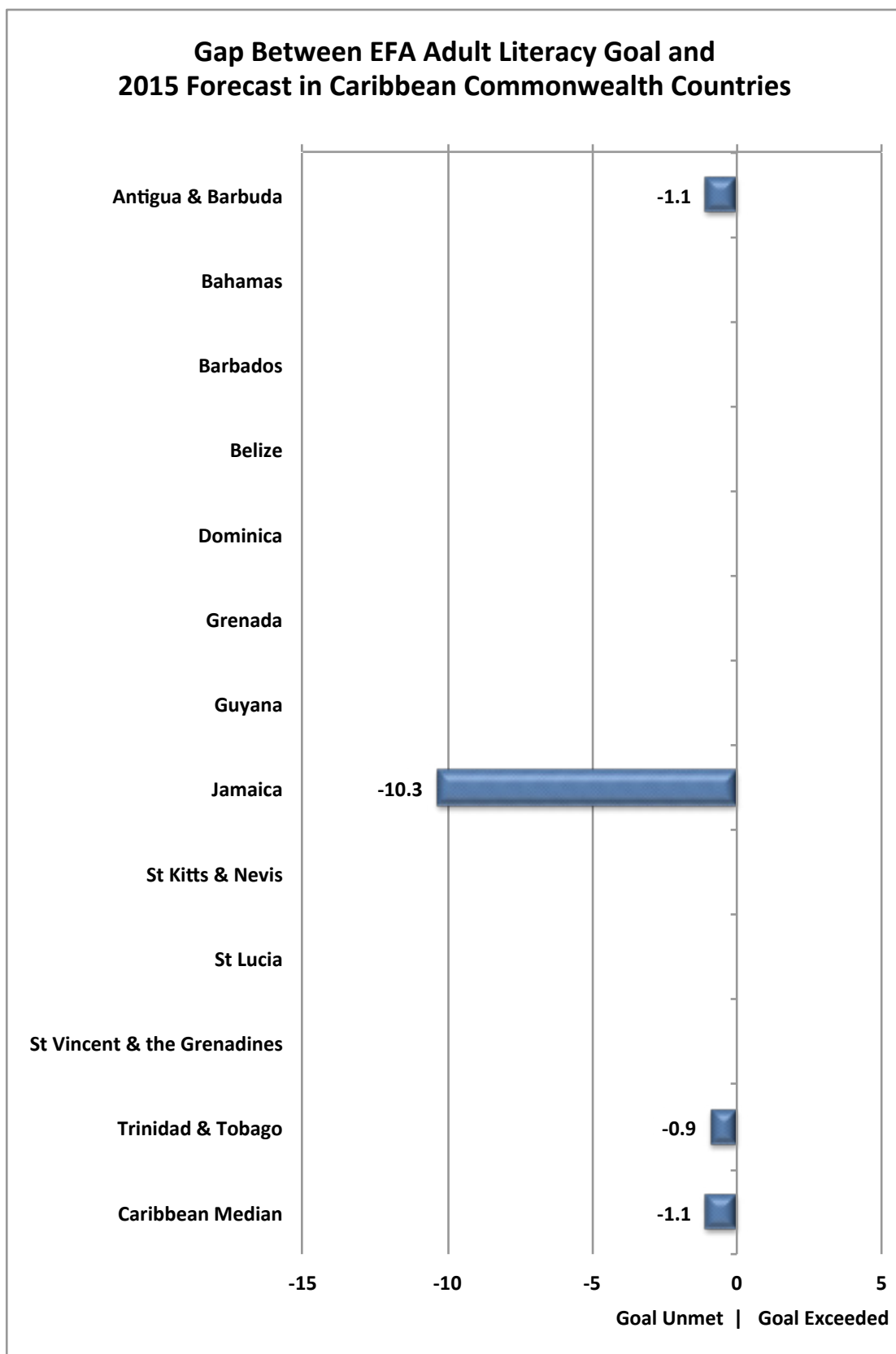


### EFA/MDG Primary Enrolment Goal and Most Recent Statistic in Caribbean Commonwealth Countries

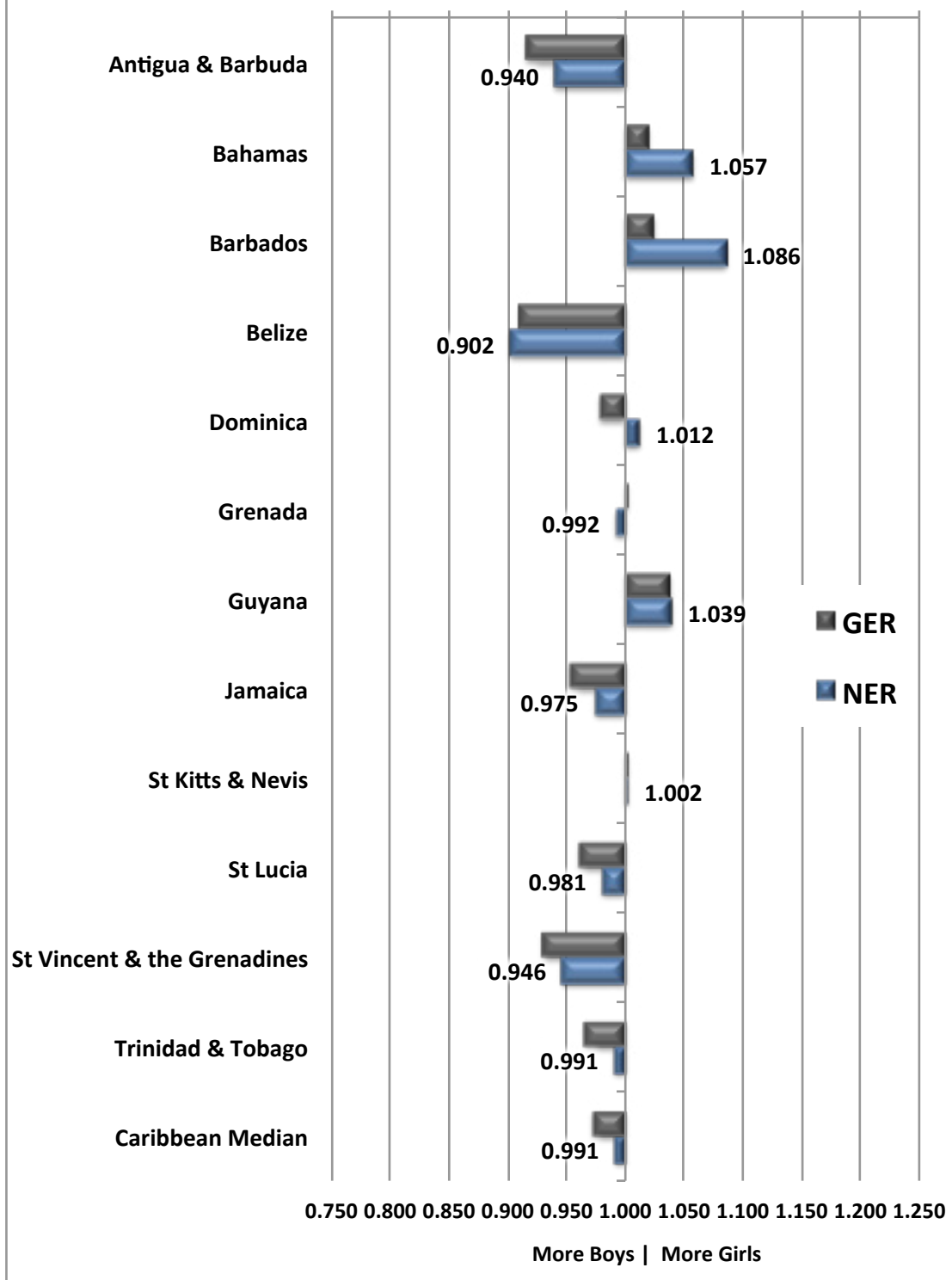


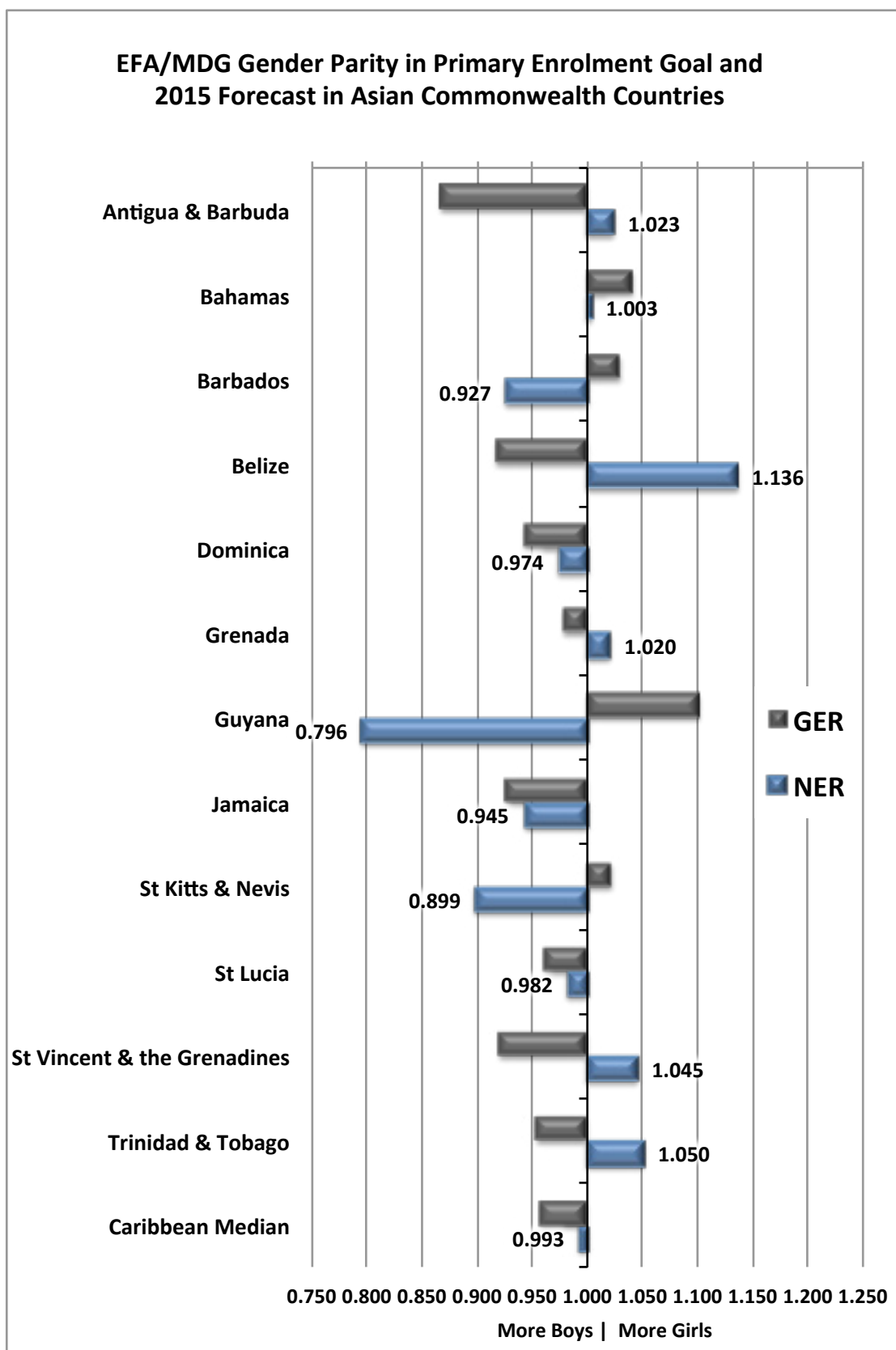
### Gap Between EFA Adult Literacy Goal and Most Recent Statistic in Caribbean Commonwealth Countries



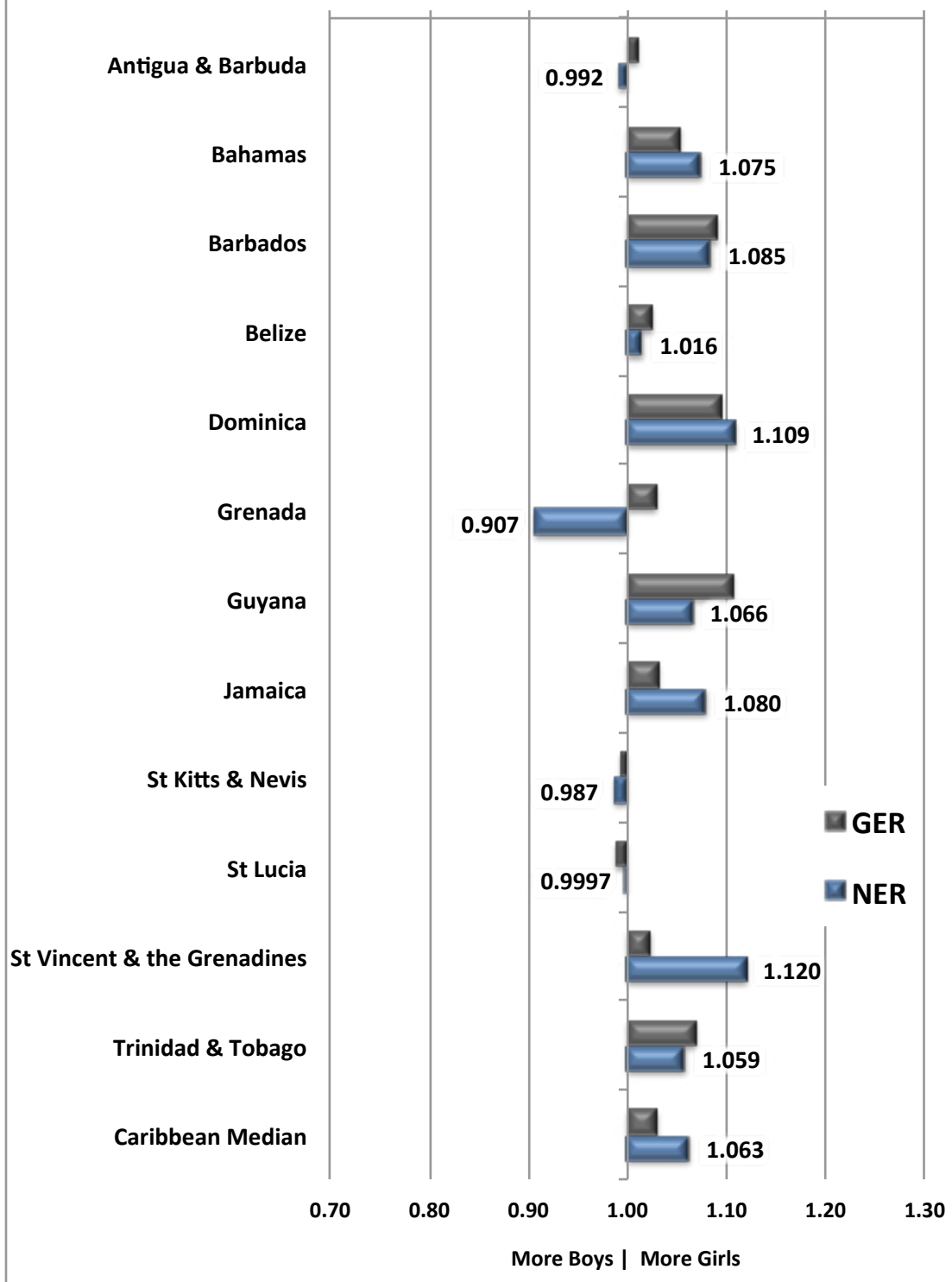


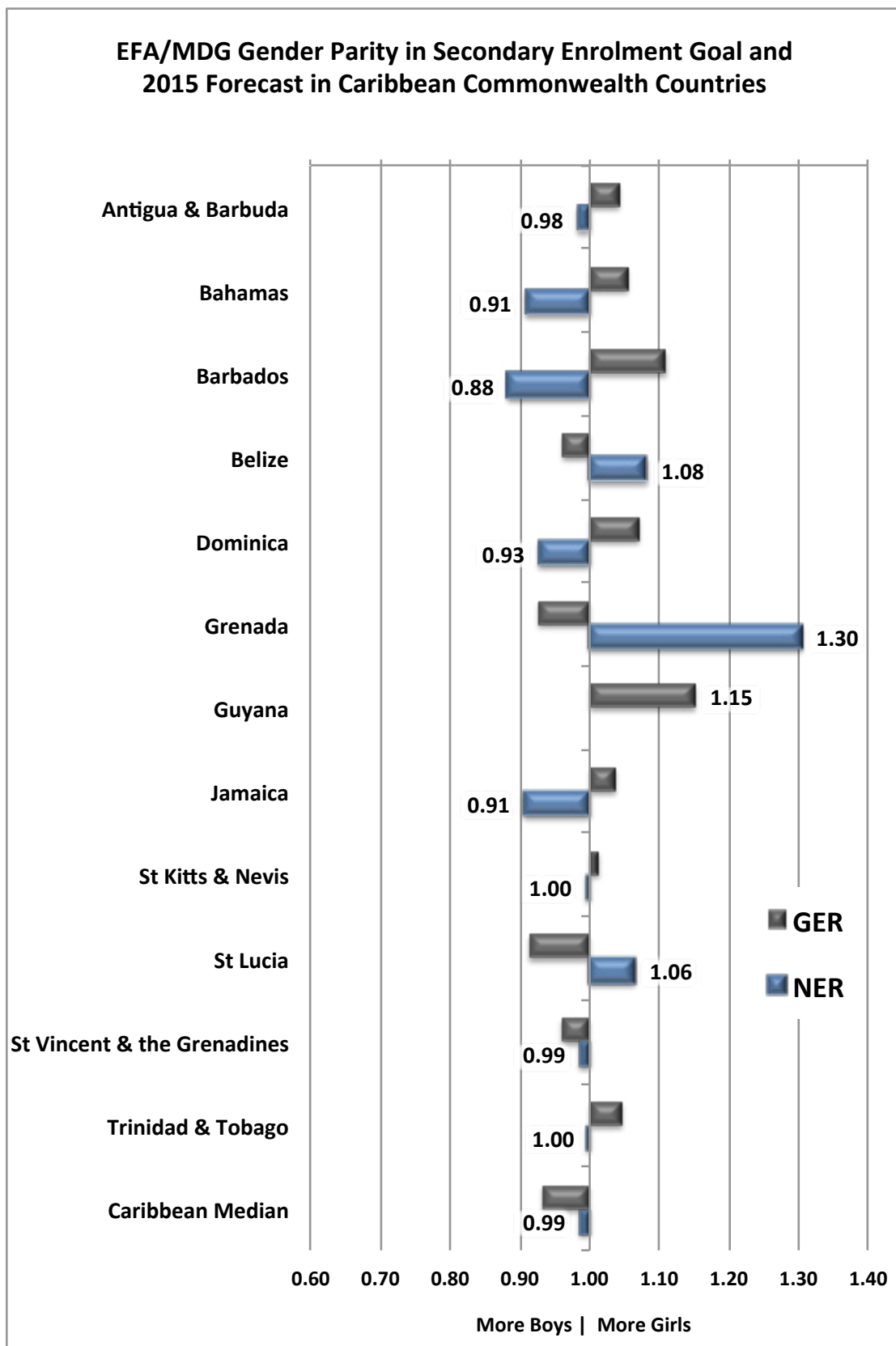
### EFA/MDG Primary Enrolment Goal and Most Recent Statistic in Caribbean Commonwealth Countries

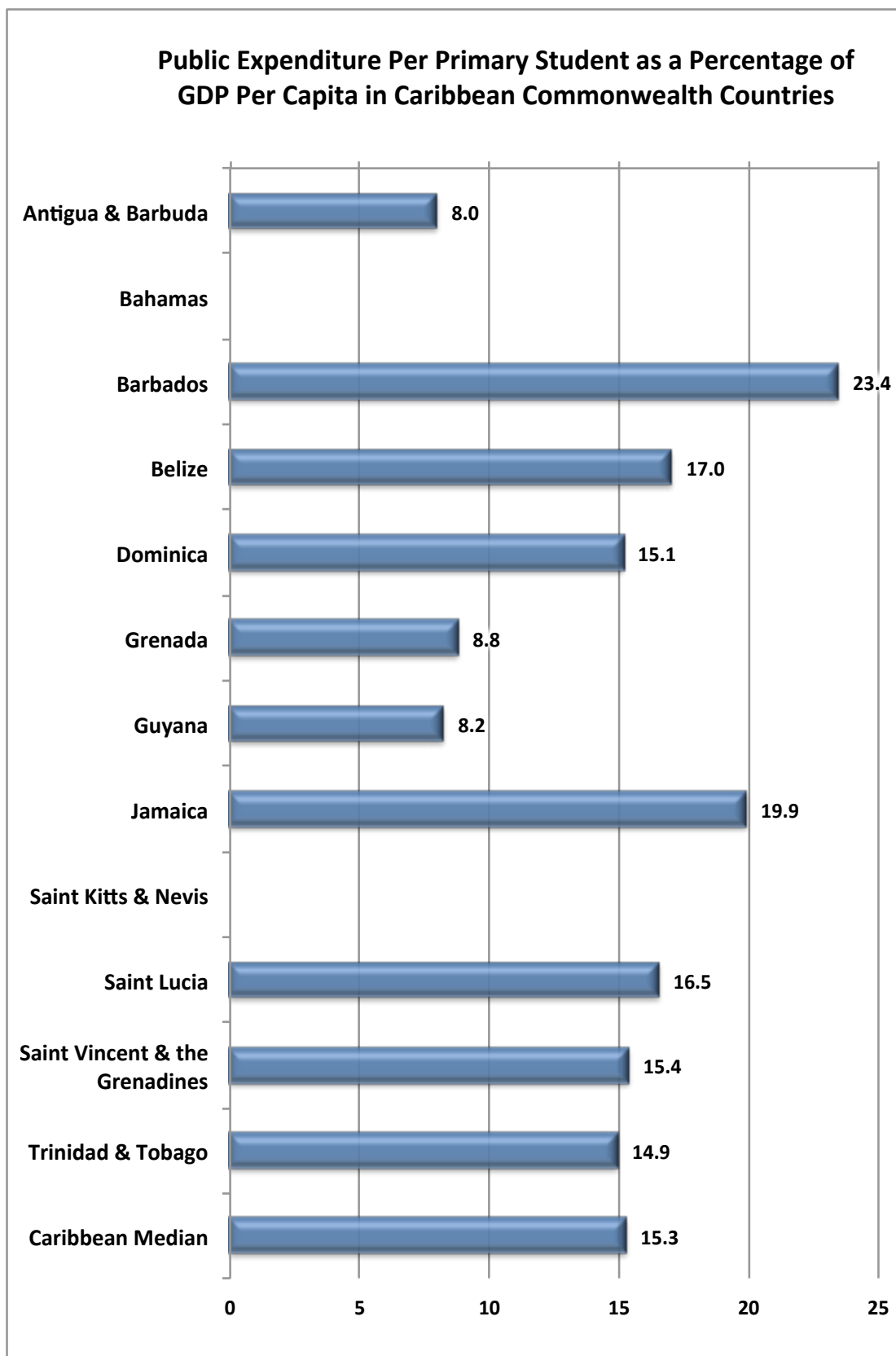




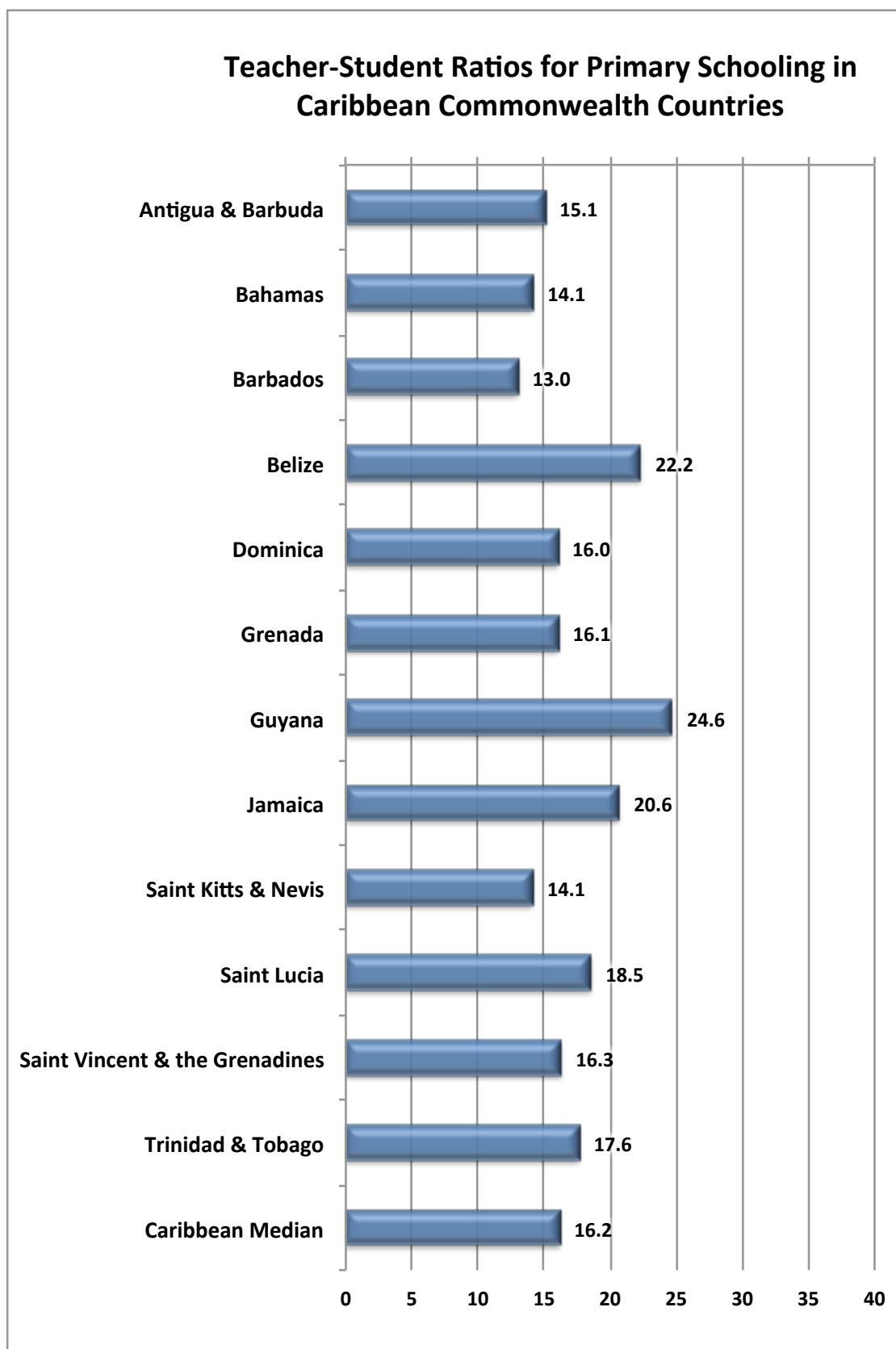
### EFA/MDG Gender Parity in Secondary Enrolment Goal and Most Recent Forecast in Caribbean Commonwealth Countries













# ANTIGUA and BARBUDA

## Early Childhood Education

Population 89,000 (2011)

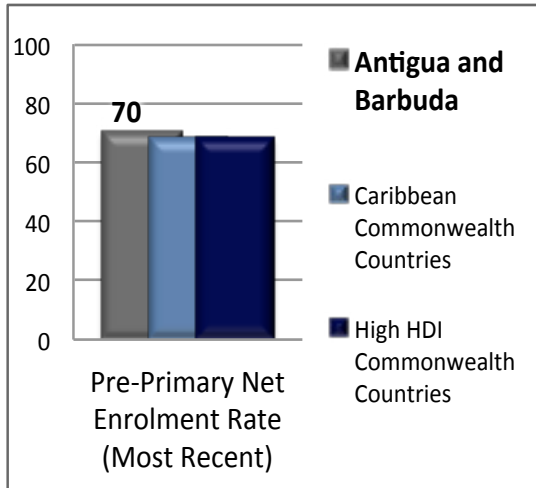
GDP Per Capita PPP \$18,200 (2011)

Population Growth Rate 1.28% (2011)

Population ages 0-14 25.8% (2011)

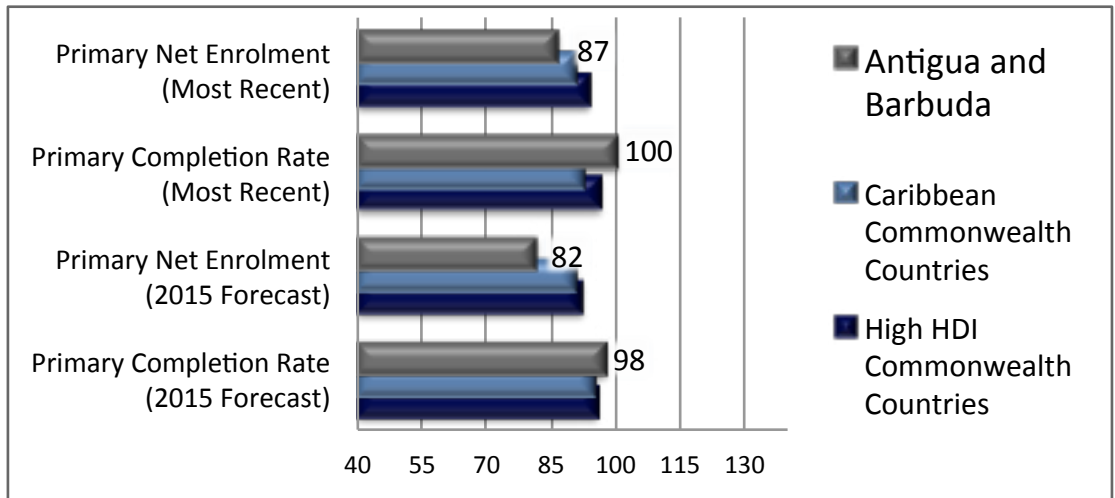
Public Expenditure on Education ... GDP 2.7% (2009)

Human Development Index .764 (2011)



Antigua and Barbuda has a similar pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been strong growth in net enrolment. The net enrolment rate was 40.1 in 2000 and was 70.1 in 2008, the most recent statistic. If trends continue, it will reach 94.0 by 2015.

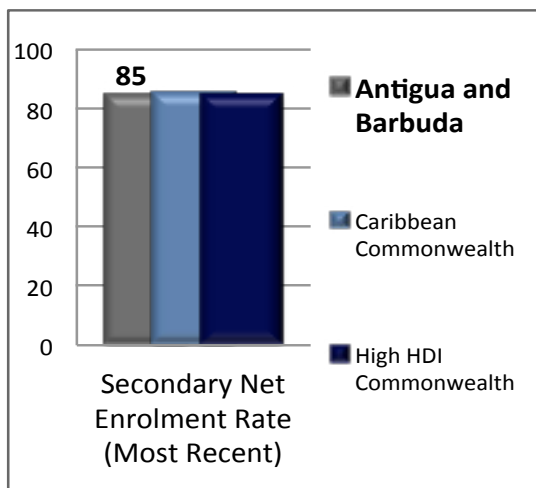
## Basic Education Enrolment and Completion



Antigua and Barbuda has a low primary net enrolment rate in comparison to both its human development level median and the regional median. The net enrolment rate was 90.2 in 2007, and 86.7 in 2010 (the most recent statistic). The forecast for 2015 is 81.7.

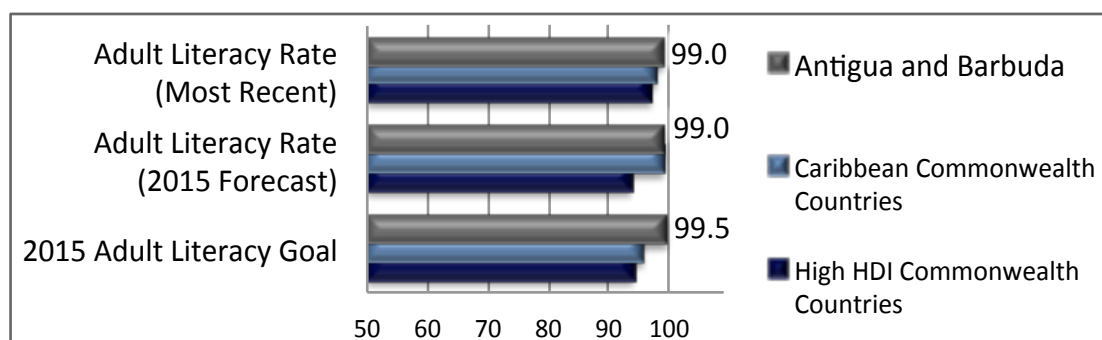
### Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



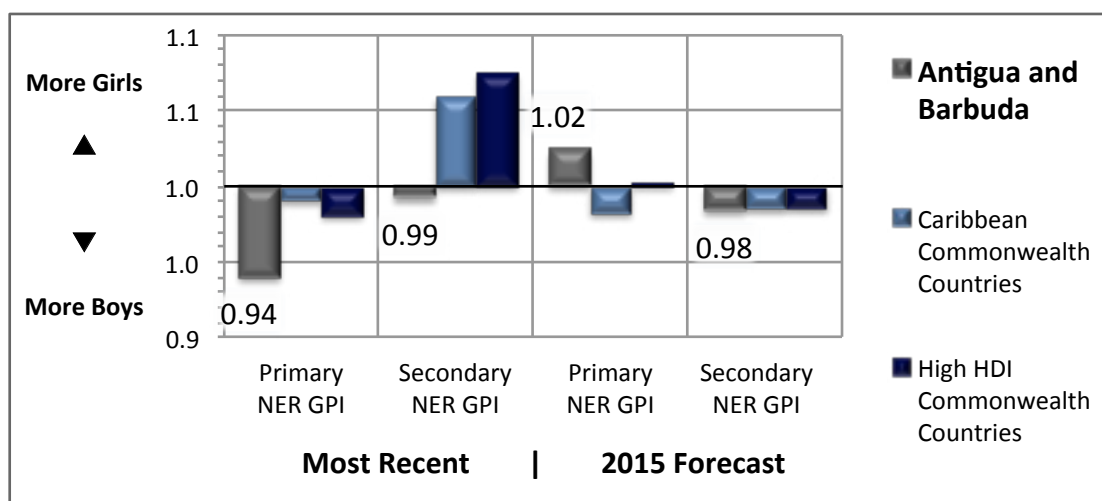


## Adult Literacy



Antigua and Barbuda has a slightly higher literacy rate in comparison to both its human development level median and the regional median. The country has 700 illiterate adults. Illiteracy needed to drop by 0.5 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 0.5 points away. The 2015 forecast still puts it 0.5 points away.

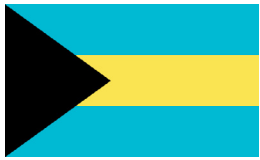
## Gender Equity



Antigua and Barbuda has a primary net enrolment rates favouring boys by most recent statistic (2010). The primary net enrolment rate is forecast to become essentially equitable in 2015. By most recent statistic, the secondary net enrolment rate is essentially equitable and forecast to remain essentially equitable in 2015.

## Quality

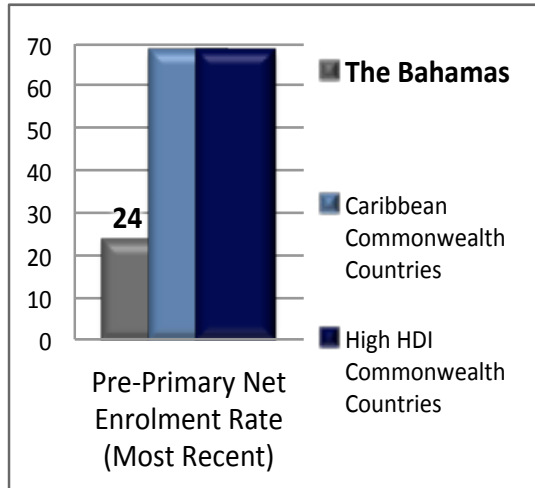
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
12.0	54.8	15.1	12.2	8.0



# THE BAHAMAS

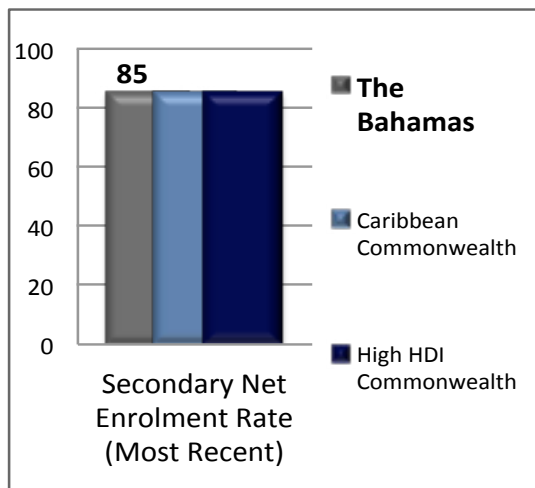
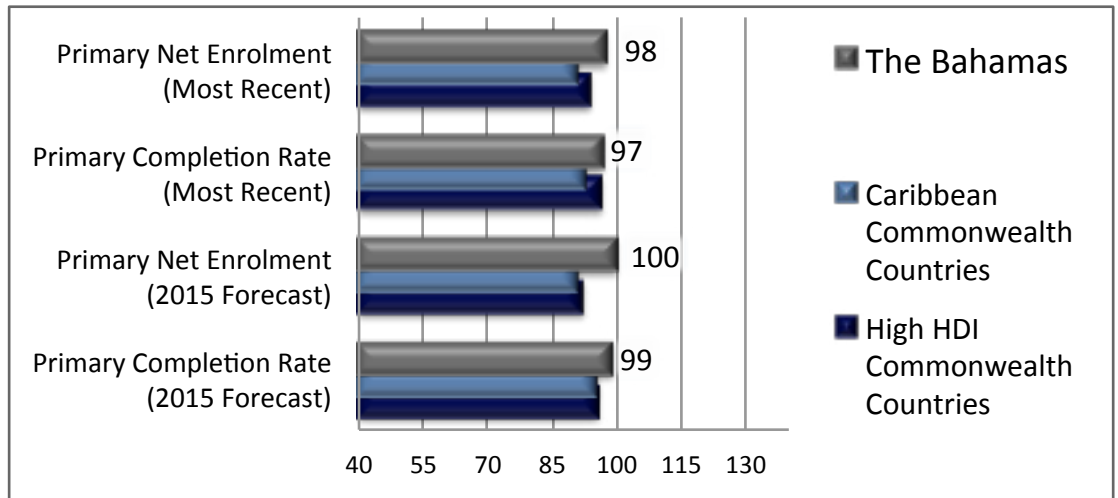
## Early Childhood Education

Population	316,000 (2012)
GDP Per Capita PPP	\$31,400 (2011)
Population Growth Rate	.904% (2011)
Population ages 0-14	24.4% (2011)
Human Development Index	.771 (2011)



The Bahamas has a significantly lower pre-primary net enrolment rate in comparison to both its human development level median and regional median. The net enrolment rate was 15.8 in 2000 and was 23.9 in 2002, the most recent statistic.

## Basic Education Enrolment and Completion



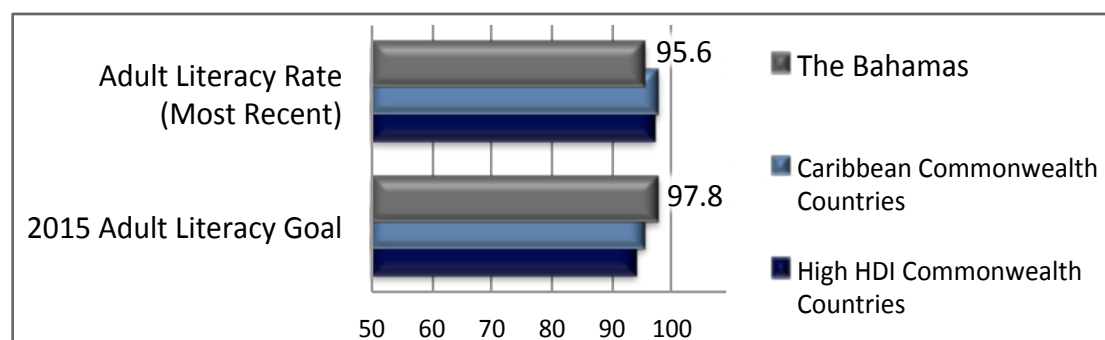
The Bahamas has a slightly higher primary net enrolment rate in comparison to both its human development level median and the regional median. The net enrolment rate was 86.9 in 2000, 91.3 in 2004, and 97.5 in 2010 (the most recent statistic). It is forecast to reach universal enrolment by 2015.

Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level

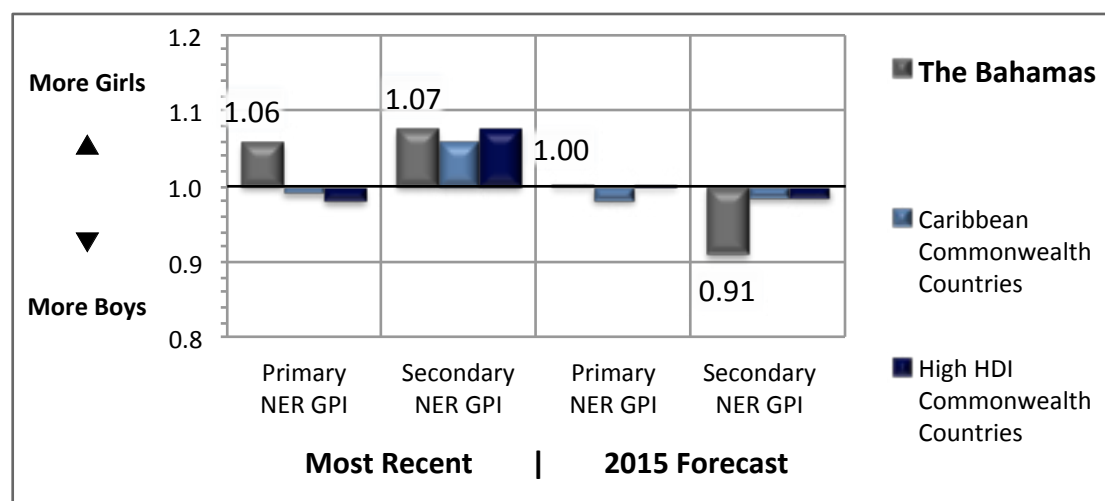


## Adult Literacy



The Bahamas has a slightly lower literacy rate in comparison to both its human development level median and the regional median. There are no UIS statistics for the number of illiterate adults. Using the 2003 literacy rate, illiteracy needed to drop by 2.2 percentage points to reach EFA Goal 4. The most recent statistic is the only recent statistic in the UIS database, so there is no known progress or lack thereof.

## Gender Equity



The Bahamas has a critically inequitable net enrolment rate favouring girls by most recent statistic (2010). The primary net enrolment rate is forecast to become essentially equitable in 2015. By most recent statistic, the secondary net enrolment rate is critically unequal for boys, and forecast to become critically unequal for girls in 2015.

## Quality

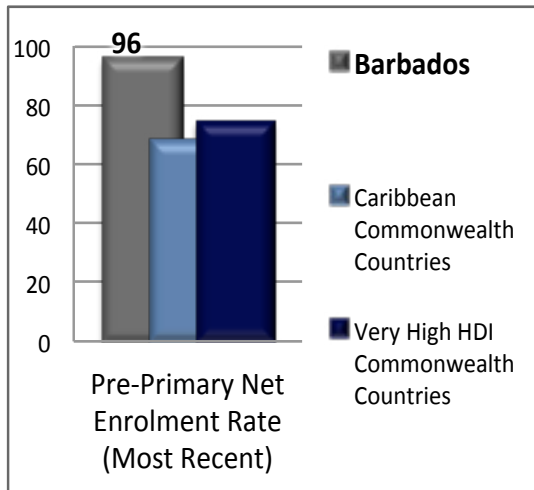
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
59.8	91.5	14.1	12.1	N/A



# BARBADOS

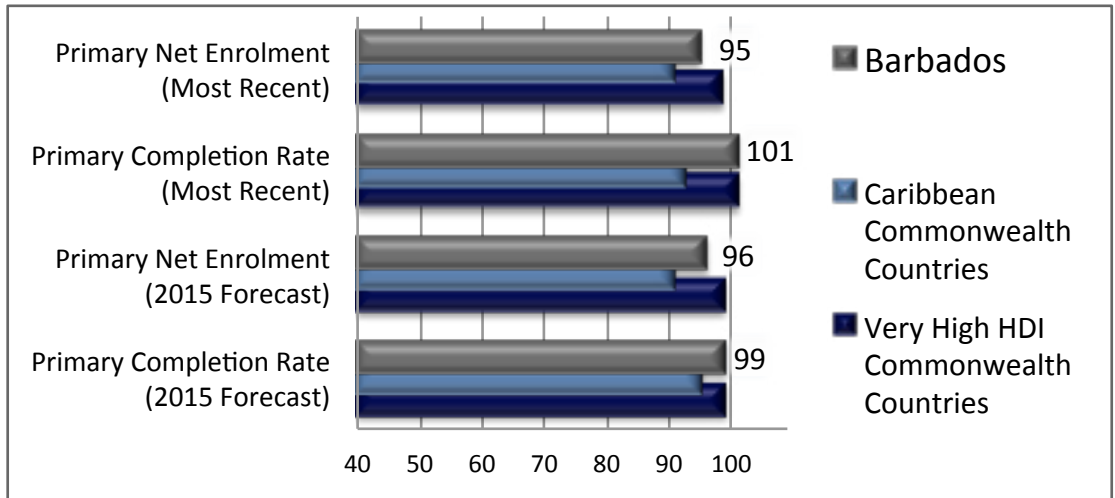
## Early Childhood Education

Population	288,000 (2011)
GDP Per Capita PPP	\$23,700 (2011)
Population Growth Rate	0.35% (2011)
Population ages 0-14	18.9% (2011)
Public Expenditure on Education ... GDP	6.7% (2009)
Human Development Index	.793 (2011)

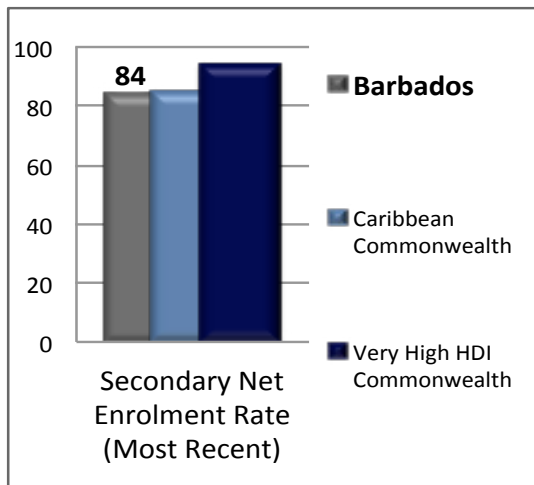


Barbados has a significantly higher pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been some of the fastest growth in net enrolment rate in the Commonwealth. The net enrolment rate was 63.3 in 2000 and was 95.7 in 2010, the most recent statistic. If trends continue, it will reach universal enrolment by 2015.

## Basic Education Enrolment and Completion



Barbados has a low primary net enrolment rate in comparison to its human development level median but higher in comparison to the regional median. The net enrolment rate was 98.5 in 1990, 94.7 in 2000, 90.9 in 2004, and 95.0 in 2008 (the most recent statistic). It is forecast to be 96.2 in 2015.

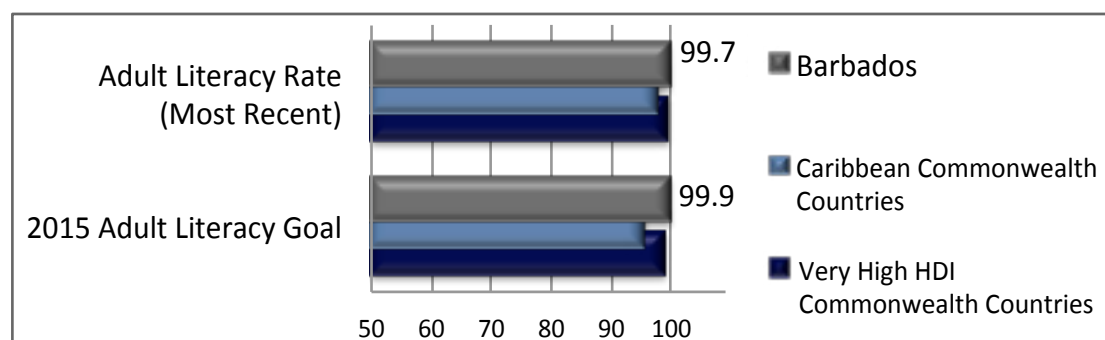


### Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level

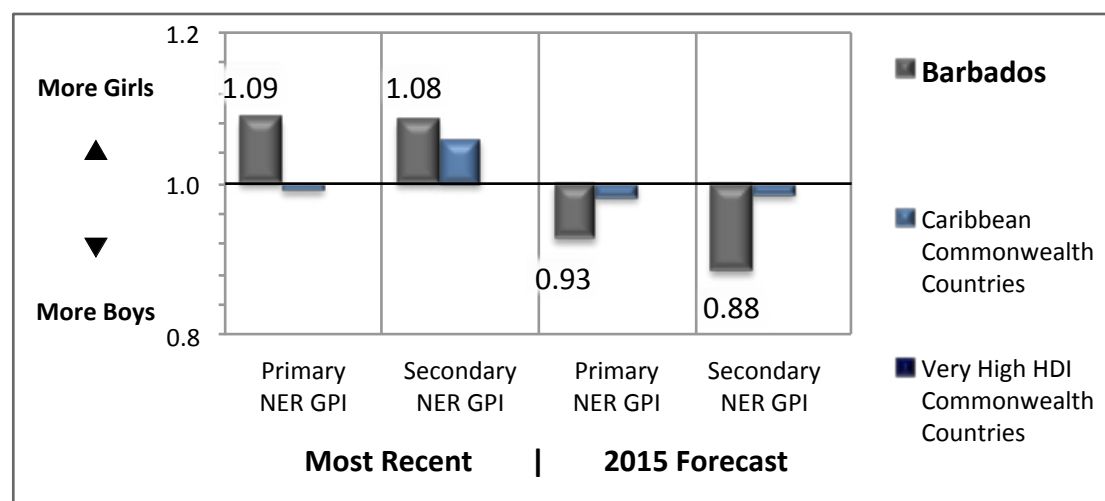


## Adult Literacy



Barbados has a high literacy rate in comparison to both its human development level median and the regional median. There are no UIS statistics for the number of illiterate adults. Using the 2002 literacy rate, illiteracy needed to drop by 0.1 percentage points to reach EFA Goal 4. The most recent statistic is the only recent statistic in the UIS database, so there is no known progress or lack thereof.

## Gender Equity



Barbados has a critically inequitable net enrolment rate favouring girls by most recent statistic (2010). The primary net enrolment rate is forecast to switch, and become more inequitable for girls in 2015. By most recent statistic, the secondary net enrolment rate is critically unequal for boys and forecast to become critically unequal for girls in 2015.

## Quality

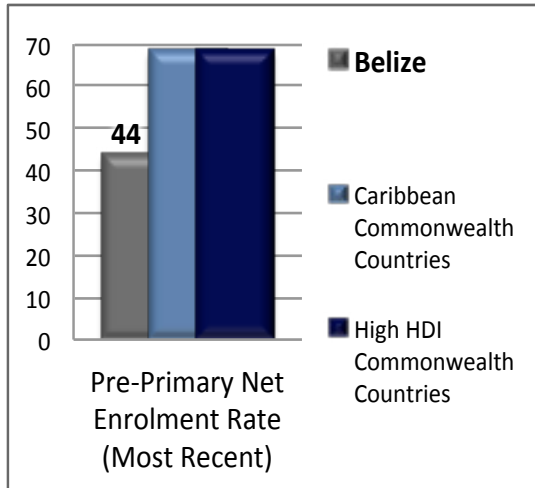
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
52.4	58.4	13.0	14.6	23.4



# BELIZE

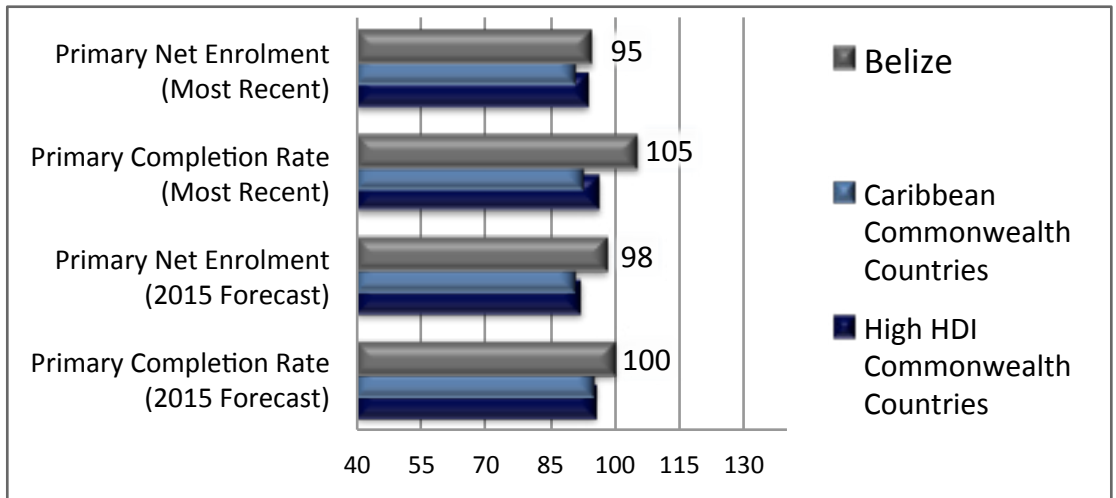
## Early Childhood Education

Population	328,000 (2011)
GDP Per Capita PPP	\$8,300 (2011)
Population Growth Rate	2.01% (2011)
Population ages 0-14	36.8% (2011)
Public Expenditure on Education ... GDP	5.7% (2008)
Human Development Index	.699 (2011)



Belize has a low pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been strong growth in net enrolment. The net enrolment rate was 23.9 in 2000 and was 43.8 in 2010, the most recent statistic. If trends continue, it will reach 53.6 by 2015.

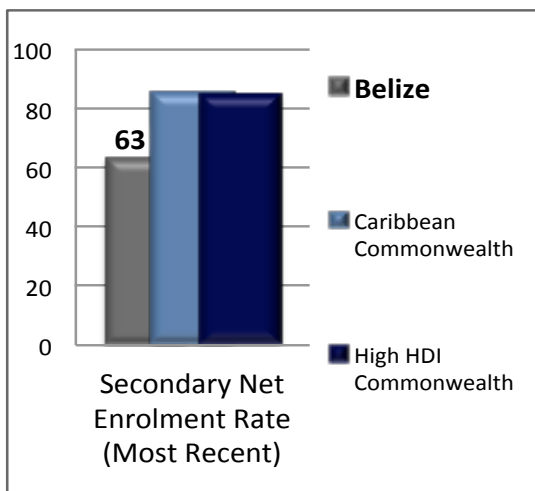
## Basic Education Enrolment and Completion



Belize has a similar high primary net enrolment rate in comparison to its human development level median but and is also above the regional median. The net enrolment rate was 88.5 in 2000, 91.7 in 2004, and 94.7 in 2010 (the most recent statistic). It is forecast to reach 98.1 in 2015.

### Chart Color Key

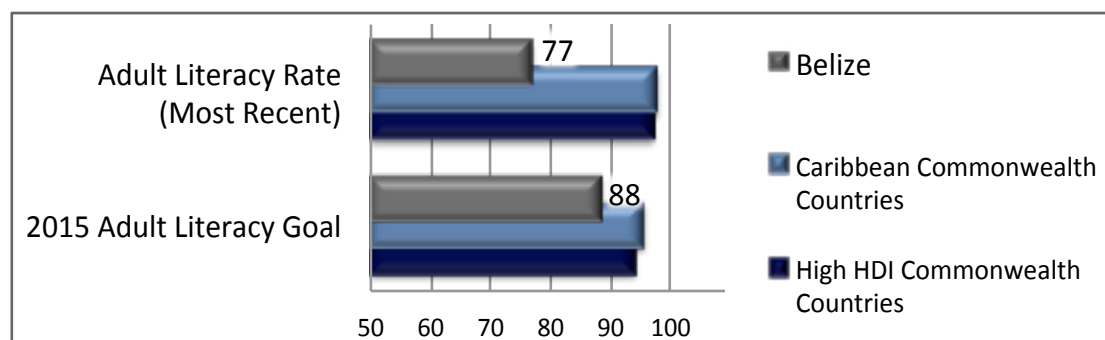
- ◆ Country
- ◆ Region
- ◆ Human Development Level





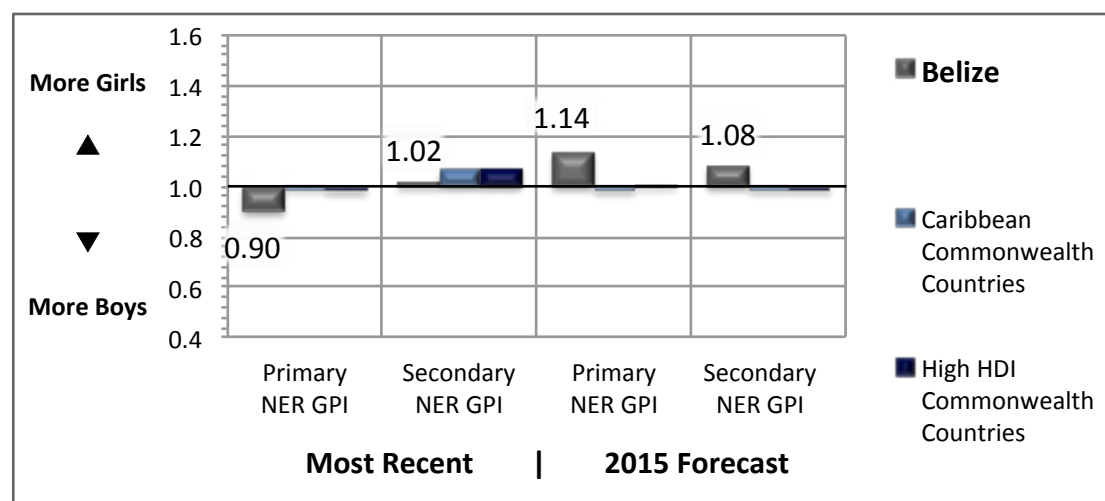


## Adult Literacy



Belize has a low literacy rate in comparison to both its human development level median and the regional median. There are no UIS statistics for the number of illiterate adults. Illiteracy needed to drop by 11.6 percentage points to reach EFA Goal 4. The most recent statistic is the only recent statistic in the UIS database, so there is no known progress or lack thereof.

## Gender Equity



Belize has a critically inequitable net enrolment rate favouring boys by most recent statistic (2010). The primary net enrolment rate is forecast to switch, and become more inequitable for boys in 2015. By most recent statistic, the secondary net enrolment rate is essentially equitable and forecast to be critically unequal for boys in 2015.

## Quality

Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
14.8	45.2	22.2	16.8	17.0



# DOMINICA

## Early Childhood Education

Population 73,000 (2011)

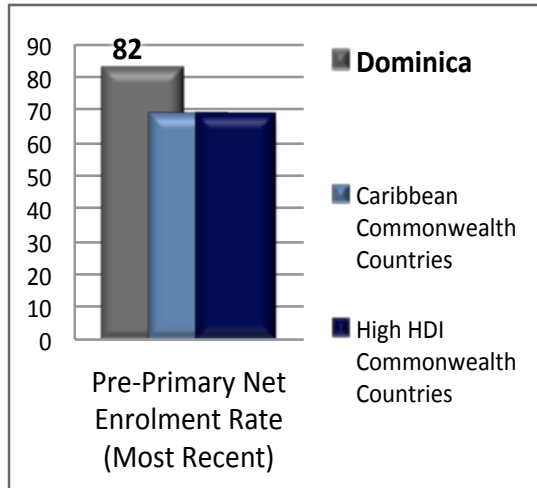
GDP Per Capita PPP \$14,000 (2011)

Population Growth Rate .21% (2011)

Population ages 0-14 22.9% (2011)

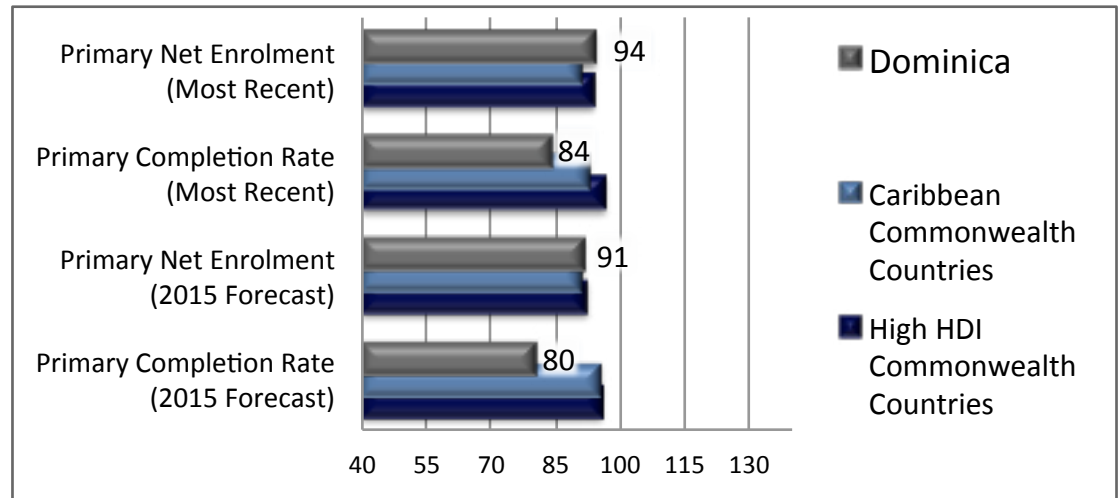
Public Expenditure on Education ... GDP 4.7% (2008)

Human Development Index .724 (2011)

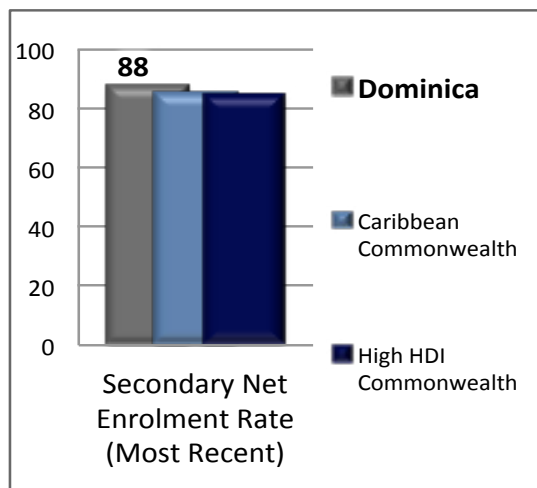


Dominica has a high pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been very slow growth in net enrolment. The net enrolment rate was 82.1 in 2001 and was 82.2 in 2010, the most recent statistic. If trends continue, it will reach 82.3 by 2015.

## Basic Education Enrolment and Completion



Dominica has a primary net enrolment rate similar to its human development level median, but slightly higher than the regional median. Enrolment rates have been unstable. The net enrolment rate was 94.9 in 2000, 90.4 in 2007, and 94.1 in 2009 (the most recent statistic). It is forecast to decrease to 91.3 in 2015.

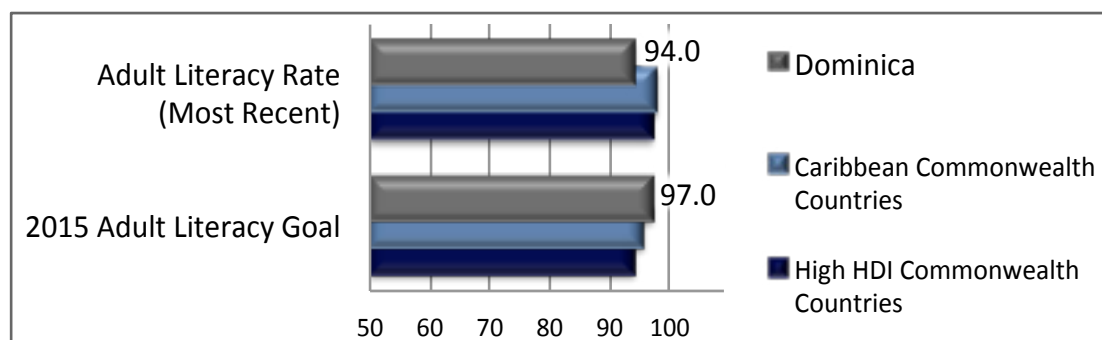


### Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level

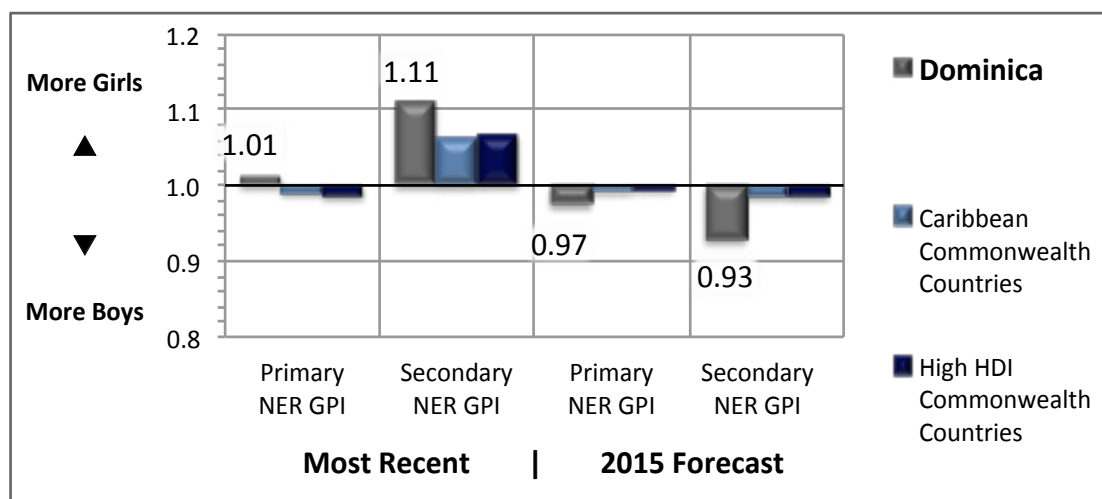


## Adult Literacy



Dominica has a slightly lower literacy rate in comparison to both its human development level median and the regional median. There are no UIS statistics for the number of illiterate adults. Using the 2003 literacy rate, illiteracy needed to drop by 3.0 percentage points to reach EFA Goal 4. The most recent statistic is the only recent statistic in the UIS database, so there is no known progress or lack thereof.

## Gender Equity



Dominica is essentially gender equitable in primary schooling by most recent net enrolment rate statistic (2010). The primary net enrolment rate is forecast to become more inequitable for girls in 2015. By most recent statistic, the secondary net enrolment rate is critically unequal for boys and forecast to become critically unequal for girls in 2015.

## Quality

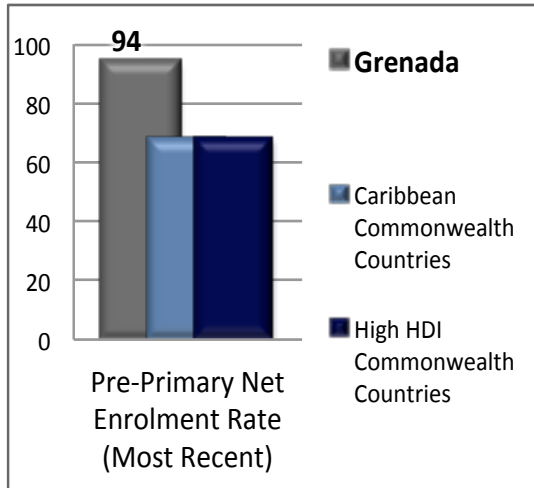
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
77.8	60.8	16.0	13.2	15.1



# GRENADA

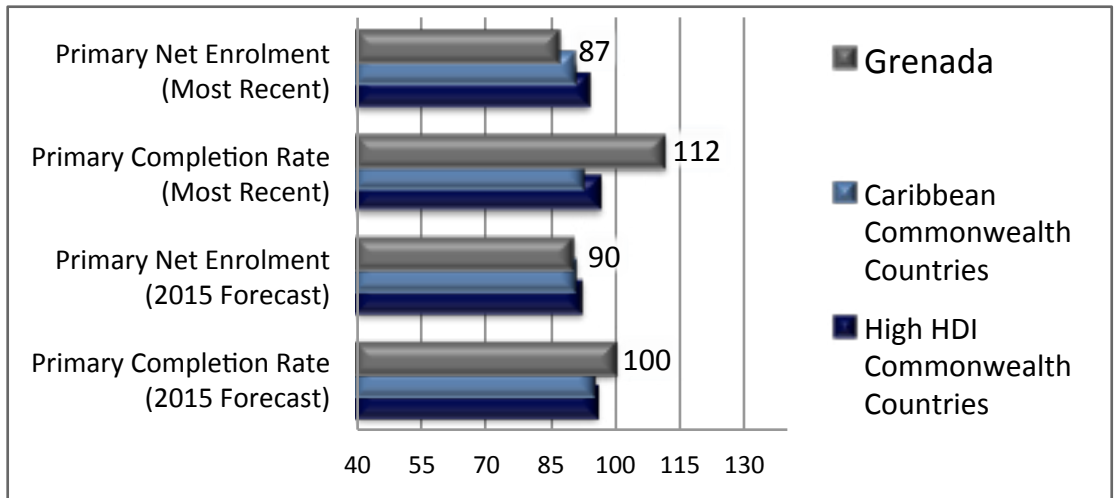
## Early Childhood Education

Population	109,000 (2011)
GDP Per Capita PPP	\$13,300 (2011)
Population Growth Rate	.538 (2011)
Population ages 0-14	25.4% (2011)
Public Expenditure on Education ... GDP	4.9% (2003)
Human Development Index	.748 (2011)

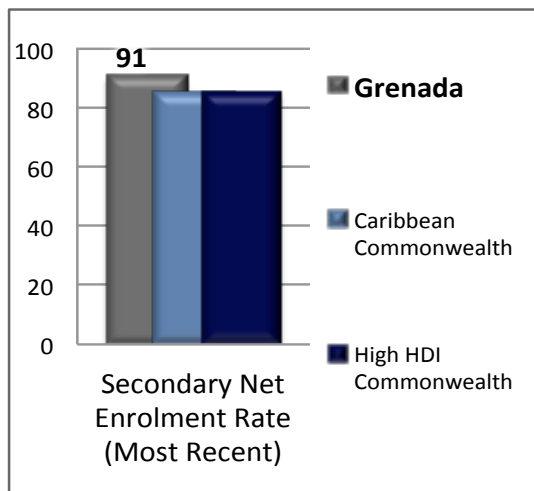


Grenada has a significantly higher pre-primary net enrolment rate in comparison to both its human development level median and regional median. The net enrolment rate was 89.3 in 2001 and was 94.0 in 2010, the most recent statistic. If trends continue, it will reach full enrolment by 2015.

## Basic Education Enrolment and Completion



Grenada has a low primary net enrolment rate in comparison to both its human development level median and the regional median. The net enrolment rate was 81.2 in 2000, 95.8 in 2005, and 87.0 in 2009 (the most recent statistic). It is forecast to be 90.4 in 2015.

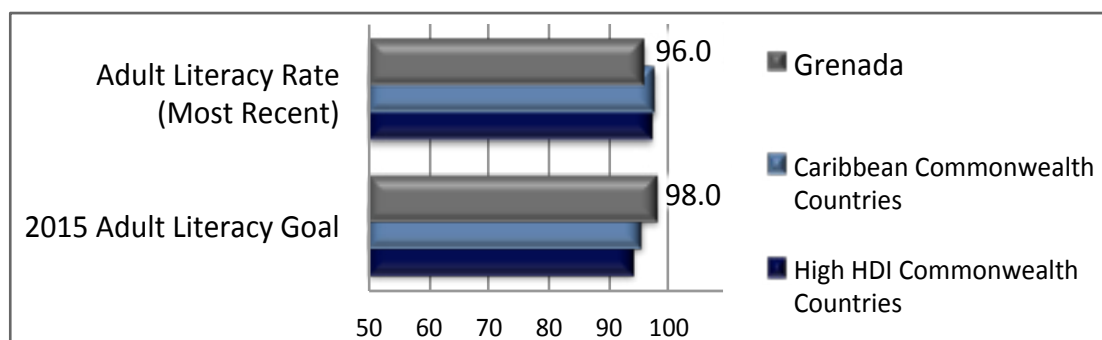


### Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level

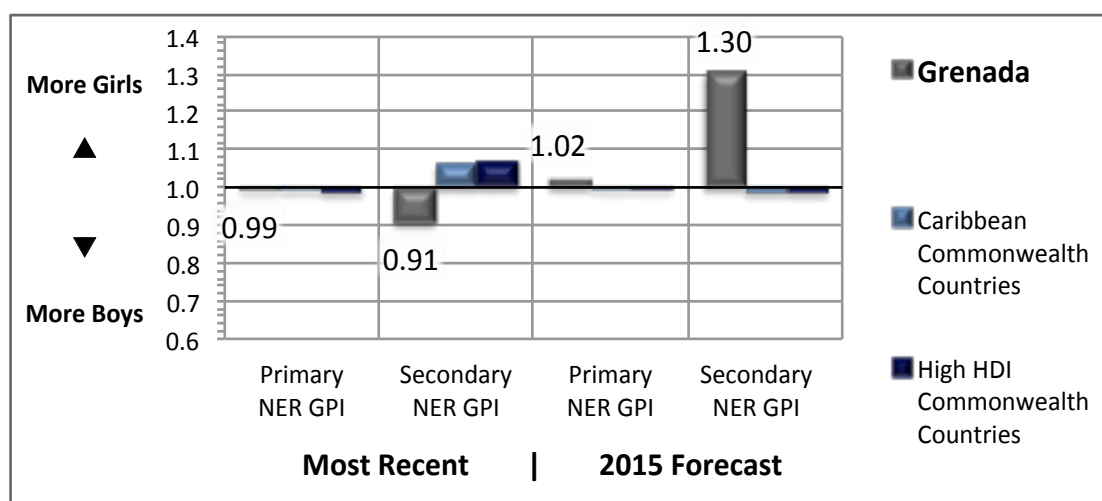


## Adult Literacy



Grenada has a slightly lower literacy rate in comparison to both its human development level median and the regional median. There are no UIS statistics for the number of illiterate adults. Using the 2003 literacy rate, illiteracy needed to drop by 2.0 percentage points to reach EFA Goal 4. The most recent statistic is the only recent statistic in the UIS database, so there is no known progress or lack thereof.

## Gender Equity



Grenada is essentially gender equitable in primary schooling by most recent net enrolment rate statistic (2010). The primary net enrolment rate is forecast to become slightly more inequitable for boys in 2015. By most recent statistic, the secondary net enrolment rate is critically unequal for girls and forecast to become critically unequal for boys in 2015.

## Quality

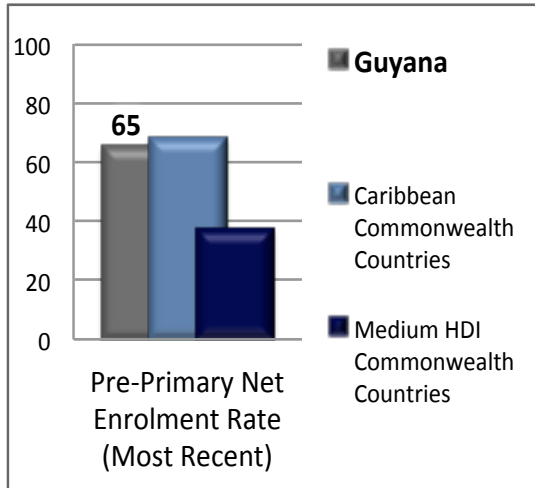
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
45.1	65.3	16.1	15.5	8.8



# GUYANA

## Early Childhood Education

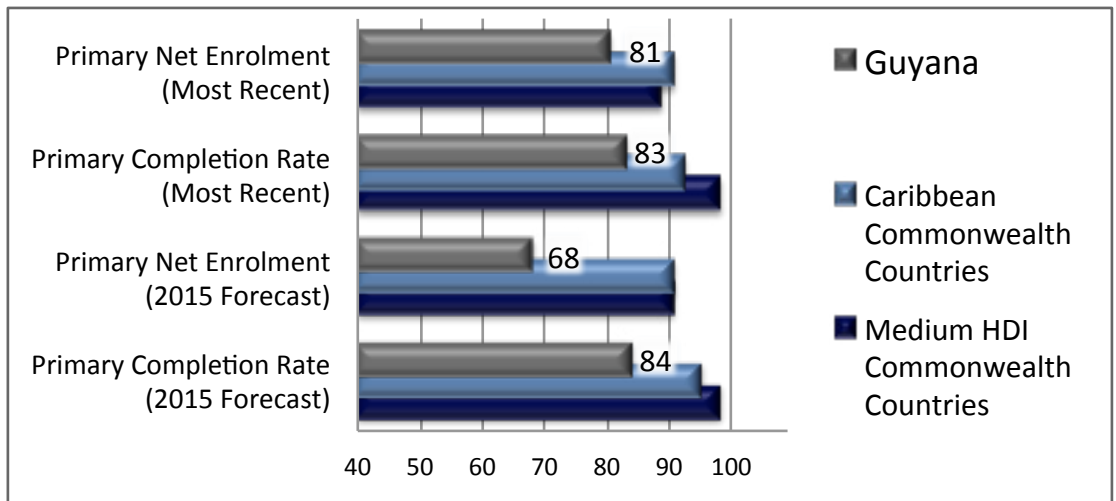
Population	742,000 (2011)
GDP Per Capita PPP	\$7,500 (2011)
Inequality (Gini)	44.6 (2011)
Population Growth Rate	-.033% (2011)
Population ages 0-14	31.9% (2011)



Guyana has almost double the pre-primary net enrolment rate in comparison to its human development level median, but lower enrolment than the regional median. There has been a decrease in net enrolment. The net enrolment rate was 75.5 in 2000 and was 65.4 in 2010, the most recent statistic. If trends continue, it will decrease to 54.8 by 2015 if current trends continue.

Public Expenditure on Education ... GDP	6.1% (2007)
Human Development Index	.633 (2011)

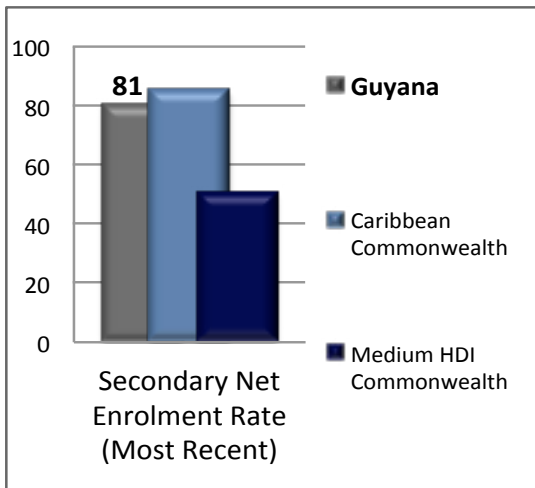
## Basic Education Enrolment and Completion



Guyana has a higher primary net enrolment rate in comparison to its human development level median but is lower than the regional median. There has been a decrease in net enrolment rate. The net enrolment rate was 94.5 in 2003 and 80.6 in 2010 (the most recent statistic). It is forecast to decrease further to 68.2 in 2015 if historical trends continue.

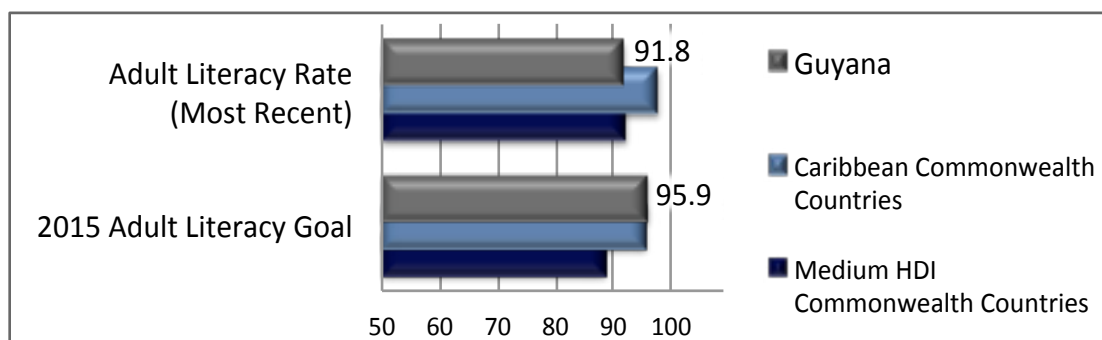
Chart Color Key

	Country
	Region
	Human Development Level



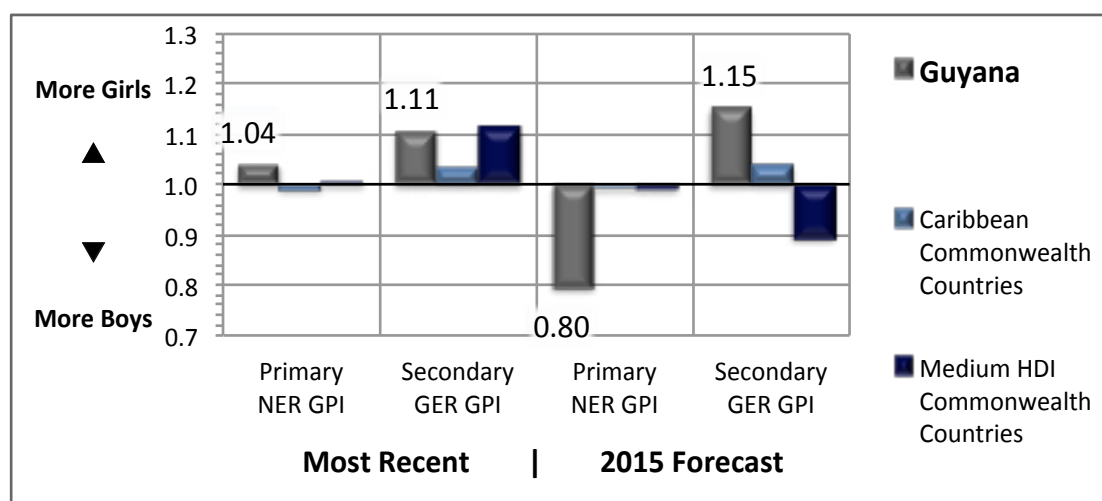


## Adult Literacy



Guyana has a slightly lower literacy rate in comparison to both its human development level median and the regional median. There are no UIS statistics for the number of illiterate adults. Using the 2003 literacy rate, illiteracy needed to drop by 4.1 percentage points to reach EFA Goal 4. The most recent statistic is the only recent statistic in the UIS database, so there is no known progress or lack thereof.

## Gender Equity



Guyana has a primary net enrolment rate favouring girls by most recent statistic (2010). The primary net enrolment rate is forecast to switch, and become inequitable for girls in 2015. By most recent statistic, the secondary net enrolment rate is critically unequal for boys and forecast to become even more so in 2015.

## Quality

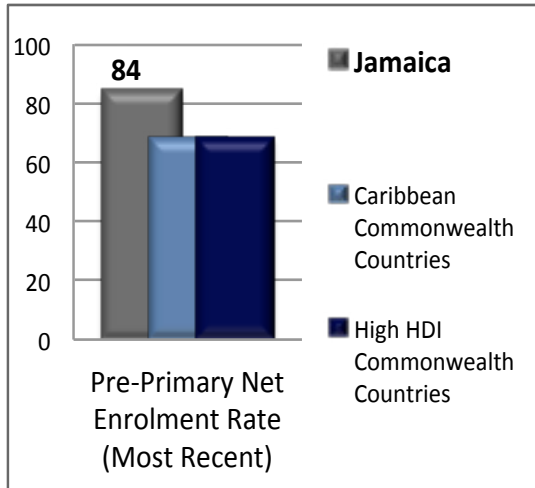
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
60.9	66.1	24.6	21.4	8.2



# JAMAICA

## Early Childhood Education

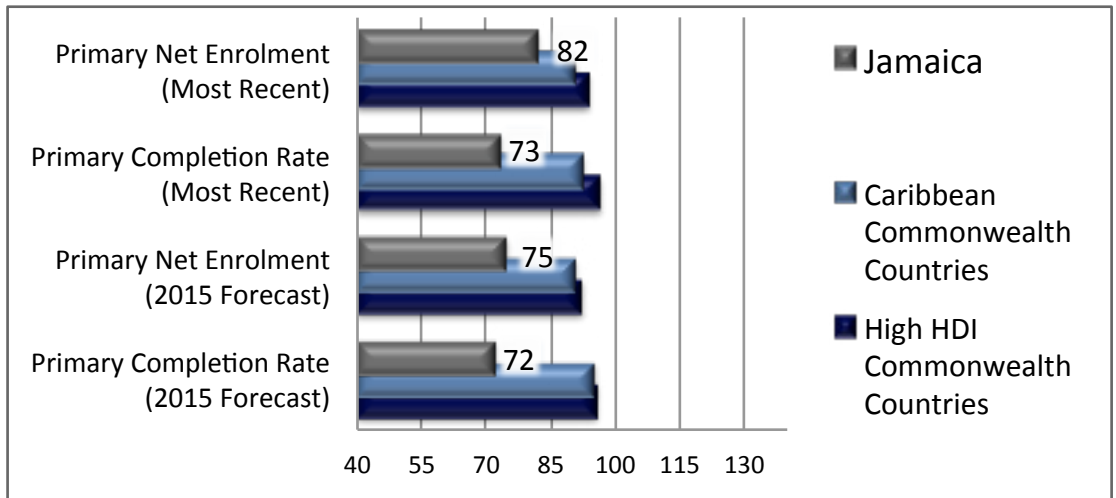
Population	2.9m (2011)
GDP Per Capita PPP	\$9,000 (2011)
Inequality (Gini)	45.5 (2011)
Population Growth Rate	.71% (2011)
Population ages 0-14	30.1% (2011)



Jamaica has a high pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been growth in net enrolment. The net enrolment rate was 77.0 in 2001 and was 84.2 in 2010, the most recent statistic. If trends continue, it will reach 85.2 by 2015.

Public Expenditure on Education ... GDP	5.8% (2009)
Human Development Index	.727 (2011)

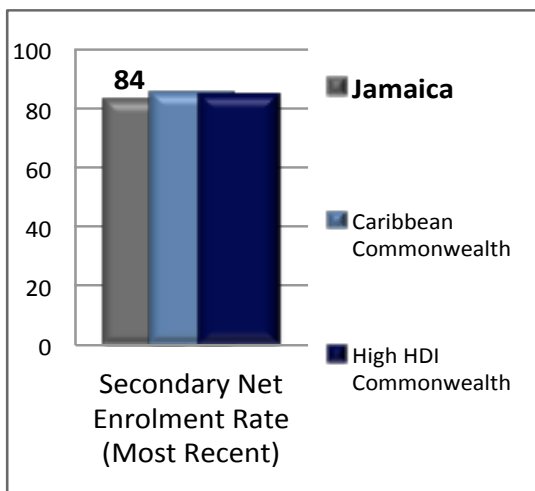
## Basic Education Enrolment and Completion



Jamaica has a low primary net enrolment rate in comparison to both its human development level median and the regional median. There has been decline in net enrolment rate. The net enrolment rate was 98.9 in 1990, 92.5 in 2000, and 82.0 in 2010 (the most recent statistic). It is forecast at 74.9 in 2015.

Chart Color Key

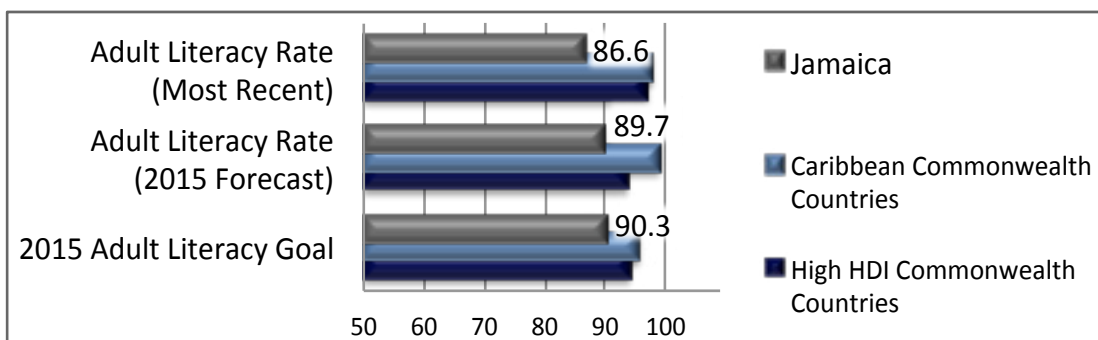
	Country
	Region
	Human Development Level





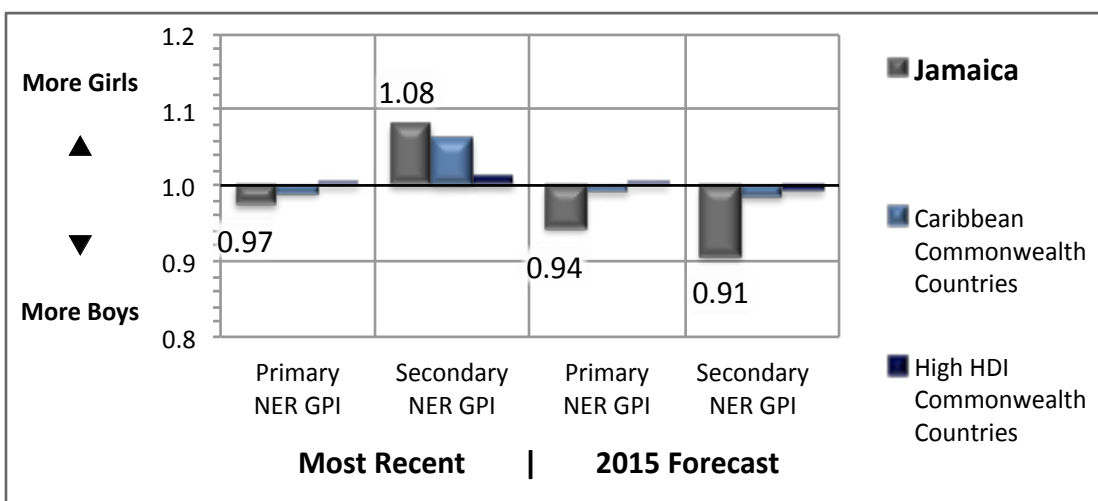


## Adult Literacy



Jamaica has a low literacy rate in comparison to both its human development level median and the regional median. The country has 260,000 illiterate adults. Using the 1999 rate, illiteracy needed to drop by 9.7 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 3.6 points away. The 2015 forecast puts it 0.6 points away.

## Gender Equity



Jamaica has a primary net enrolment rate favouring boys by most recent statistic (2010). The primary net enrolment rate is forecast to become even more inequitable for girls in 2015. By most recent statistic, the secondary net enrolment rate is critically unequal for boys and forecast to become critically unequal for girls in 2015.

## Quality

Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
67.0	79.5	20.6	14.6	19.9



# SAINT KITTS and NEVIS

## Early Childhood Education

Population 51,000 (2011)

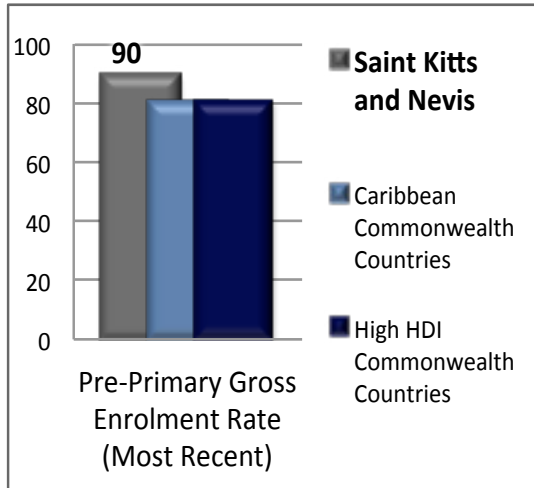
GDP Per Capita PPP \$15,800 (2011)

Population Growth Rate .806% (2011)

Population ages 0-14 22.8% (2011)

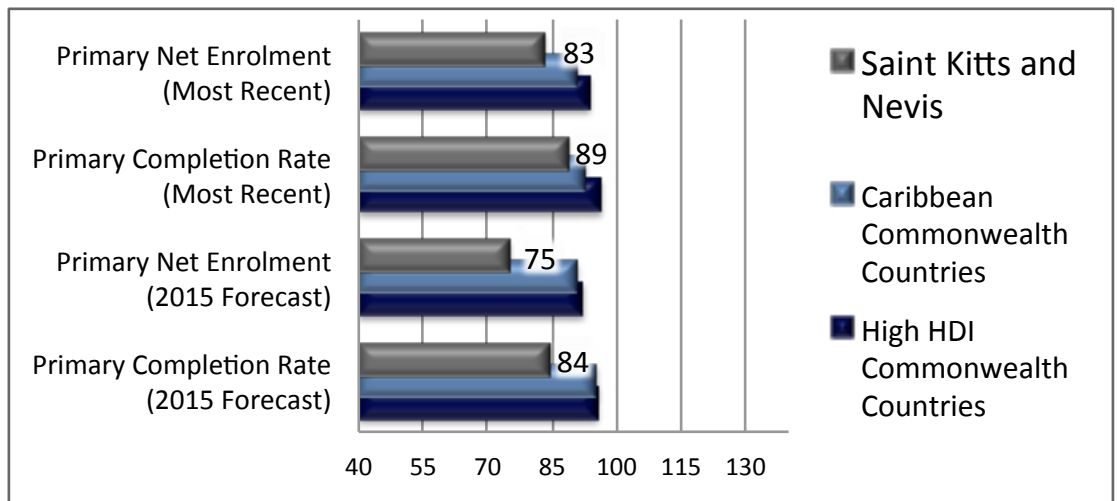
Public Expenditure on Education ... GDP 9.6% (2005)

Human Development Index .735 (2011)



Saint Kitts and Nevis has a high pre-primary gross enrolment ratio in comparison to both its human development level median and regional median. There has been decrease in gross enrolment ratio, though this is from a position of having over-age children enrolled. The gross enrolment ratio was 128.7 in 2000 and was 89.7 in 2010, the most recent statistic.

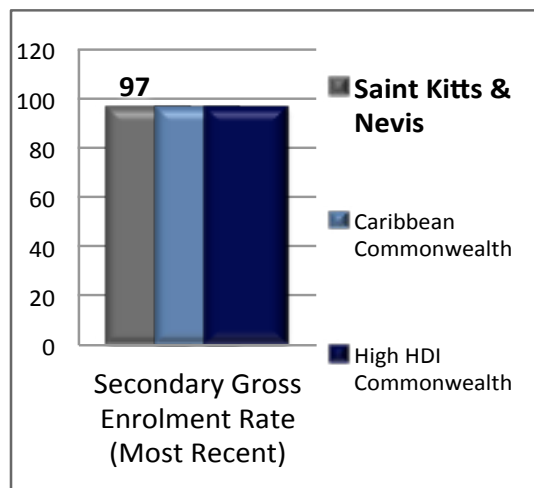
## Basic Education Enrolment and Completion



Saint Kitts and Nevis has a low primary net enrolment rate in comparison to both its human development level median and the regional median. There has been decrease in net enrolment rate. The net enrolment rate was 92.7 in 2001 and 83.2 in 2010 (the most recent statistic). It is forecast to be 75.1 in 2015.

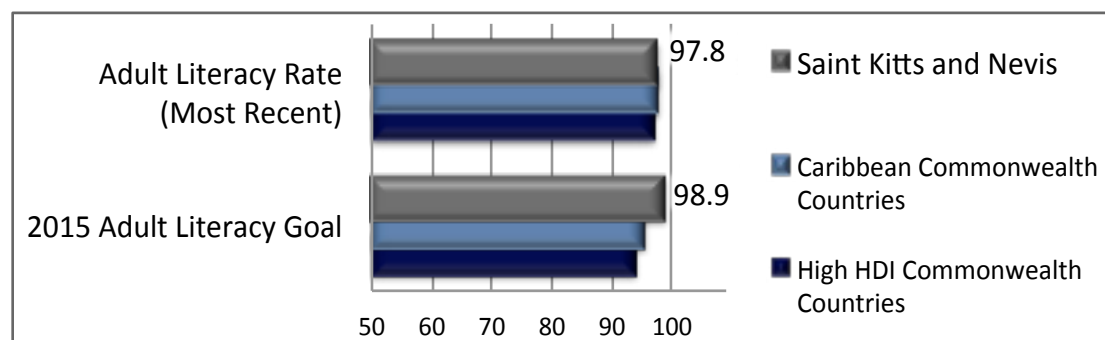
### Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



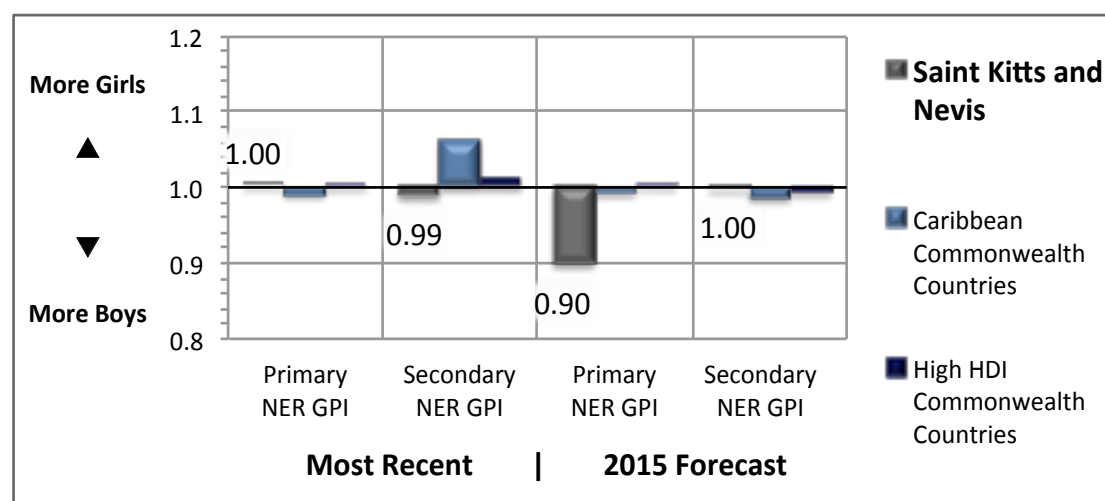


## Adult Literacy



Saint Kitts and Nevis has a literacy rate similar to both its human development level median and the regional median. There are no UIS statistics for the number of illiterate adults. Using the 2003 literacy rate, illiteracy needed to drop by 1.1 percentage points to reach EFA Goal 4. The most recent statistic is the only recent statistic in the UIS database, so there is no known progress or lack thereof.

## Gender Equity



Saint Kitts and Nevis is essentially gender equitable in primary schooling by most recent net enrolment rate statistic (2010). The primary net enrolment rate is forecast to become more critically inequitable for girls in 2015. By most recent statistic, the secondary net enrolment rate is essentially equitable and forecast to remain so in 2015

## Quality

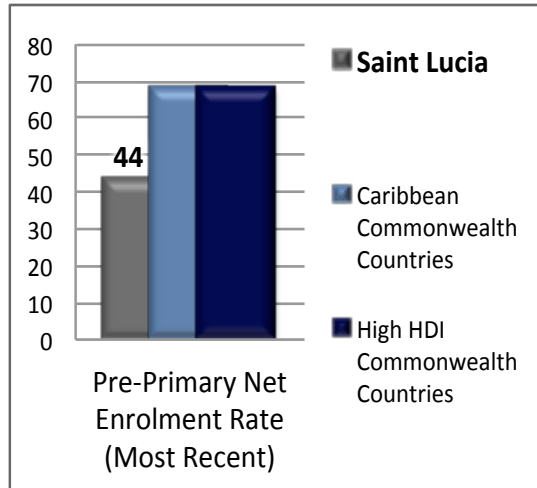
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	61.6	14.1	9.3	N/A



# SAINT LUCIA

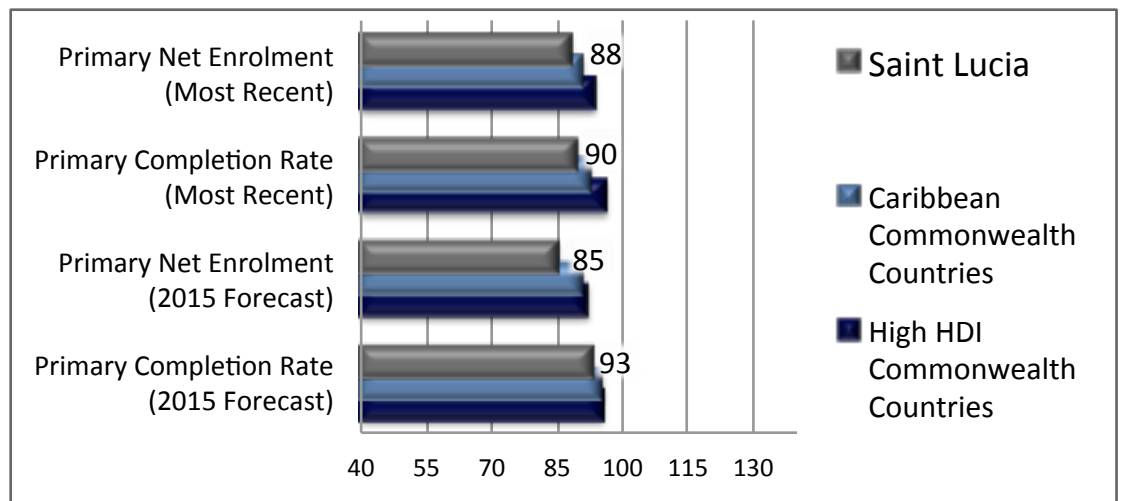
## Early Childhood Education

Population	162,000 (2011)
GDP Per Capita PPP	\$12,900 (2011)
Population Growth Rate	.38% (2011)
Population ages 0-14	22.8% (2011)
Public Expenditure on Education ... GDP	4.5% (2009)
Human Development Index	.723 (2011)



Saint Lucia has a low pre-primary net enrolment rate in comparison to both its human development level median and regional median. The net enrolment rate has decreased between 2000 and 2010. The net enrolment rate was 48.6 in 2000 and was 44.0 in 2010, the most recent statistic. If trends continue, it will reach 44.6 by 2015.

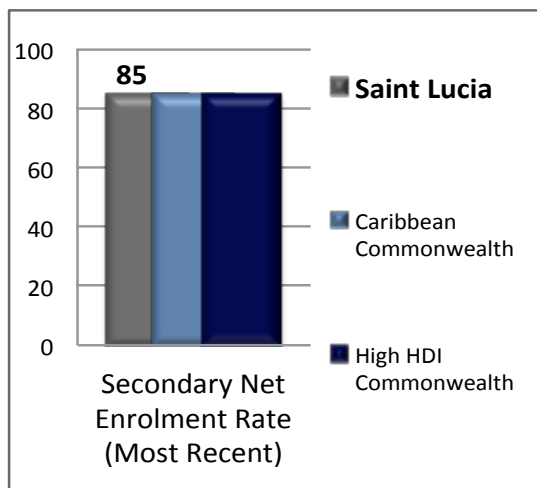
## Basic Education Enrolment and Completion



Saint Lucia has similar primary net enrolment rate in comparison to both its human development level median and the regional median. There has been a decline in net enrolment rates. The rate was 95.6 in 1990, 95.4 in 2000 and 88.2 in 2010 (the most recent statistic). It is forecast to be 85.3 in 2015.

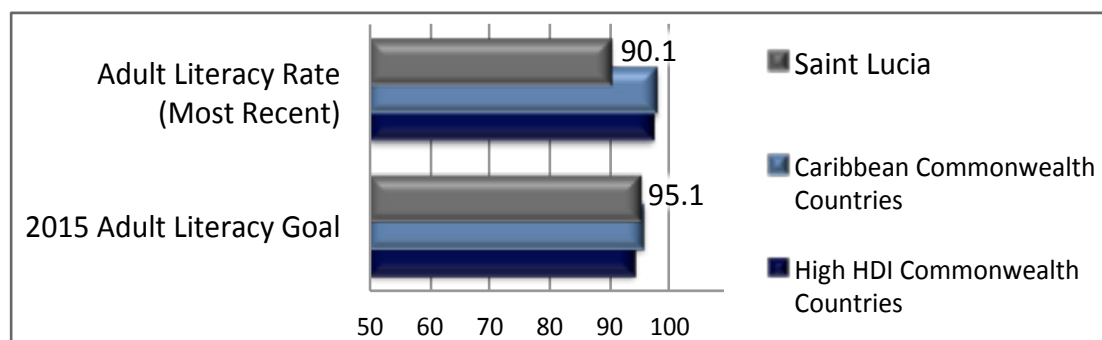
### Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



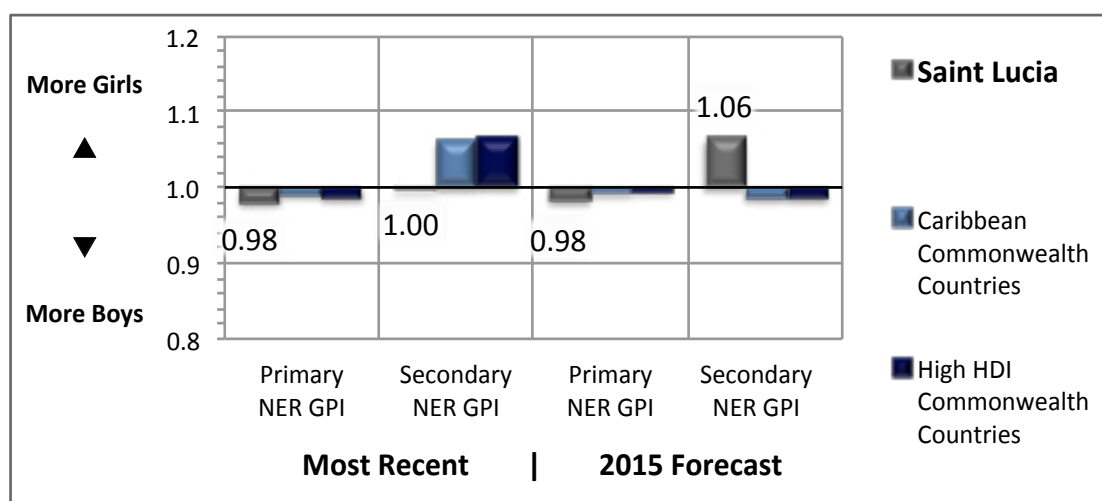


## Adult Literacy



Saint Lucia has a low literacy rate in comparison to both its human development level median and the regional median. There are no UIS statistics for the number of illiterate adults in the country. Using the 2001 literacy rate, illiteracy needed to drop by 5.0 percentage points to reach EFA Goal 4. The most recent statistic is the only recent statistic in the UIS database, so there is no known progress or lack thereof.

## Gender Equity



Saint Lucia has a primary net enrolment rate favouring boys by most recent statistic (2010). The primary net enrolment rate is forecast to stay the same in 2015. By most recent statistic, the secondary net enrolment rate is essentially equitable and forecast to be unequal for boys in 2015.

## Quality

Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
55.9	86.8	18.5	15.7	16.5



# SAINT VINCENT and the GRENADINES

## Early Childhood Education

Population 104,000 (2011)

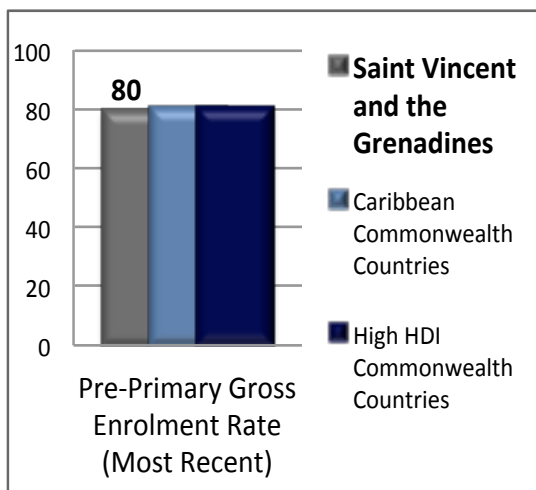
GDP Per Capita PPP \$11,600 (2011)

Population Growth Rate -0.31% (2011)

Population ages 0-14 24.5% (2011)

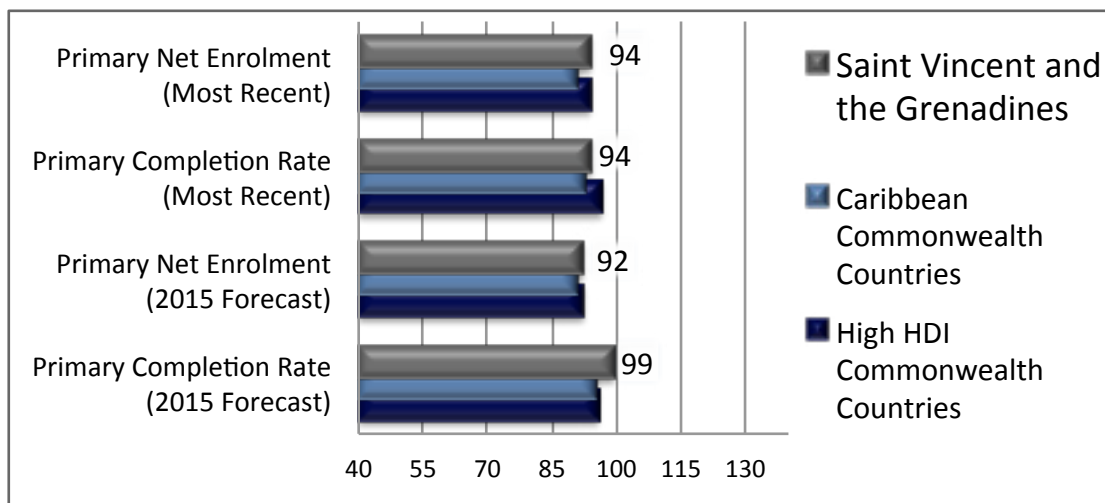
Public Expenditure on Education ... GDP 6.6% (2009)

Human Development Index .717 (2011)



Saint Vincent and the Grenadines has a similar pre-primary gross enrolment ratio in comparison to both its human development level median and regional median. There has been a decrease in gross enrolment ratio. The gross enrolment ratio was 92.6 in 2004 and was 79.5 in 2009, the most recent statistic.

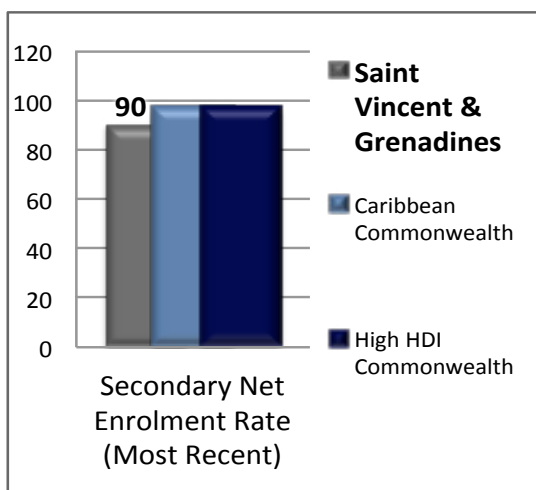
## Basic Education Enrolment and Completion



Saint Vincent and the Grenadines has a higher primary net enrolment rate in comparison to its human regional median and is similar to the development level median. The net enrolment rate was 97.0 in 2000 and 93.9 in 2010 (the most recent statistic). It is forecast to decrease to 92.2 in 2015.

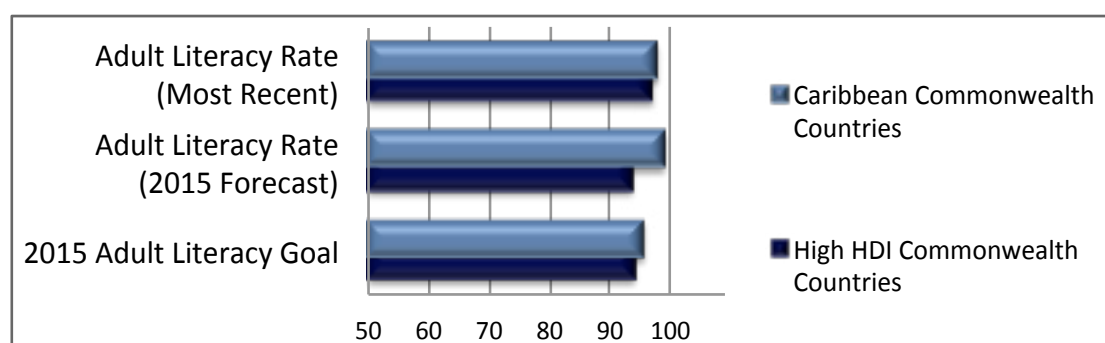
### Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



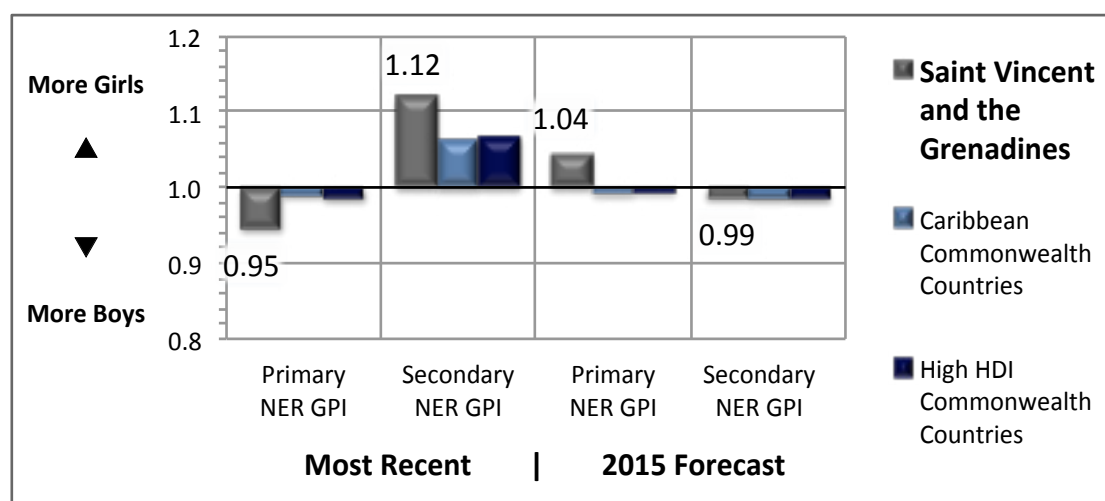


## Adult Literacy



Neither literacy rates nor numbers of illiterate adults are available for Saint Vincent and the Grenadines in the UIS database.

## Gender Equity



Saint Vincent and the Grenadines has a primary net enrolment rate favouring boys by most recent statistic (2010). The primary net enrolment rate is forecast to become more inequitable for boys in 2015. By most recent statistic, the secondary net enrolment rate is critically unequal for boys and forecast to become essentially equitable in 2015.

## Quality

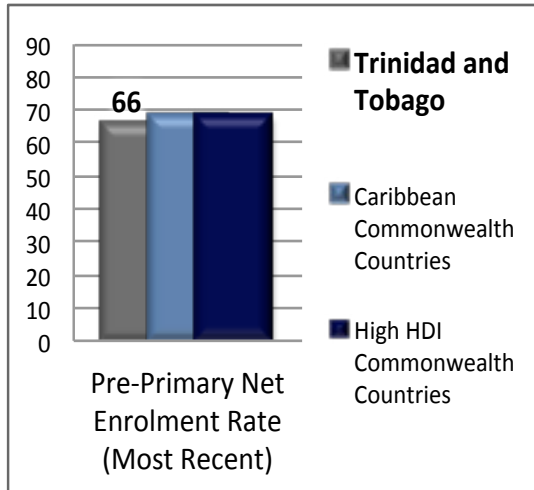
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
59.2	84.1	16.3	16.8	15.4



# TRINIDAD and TOBAGO

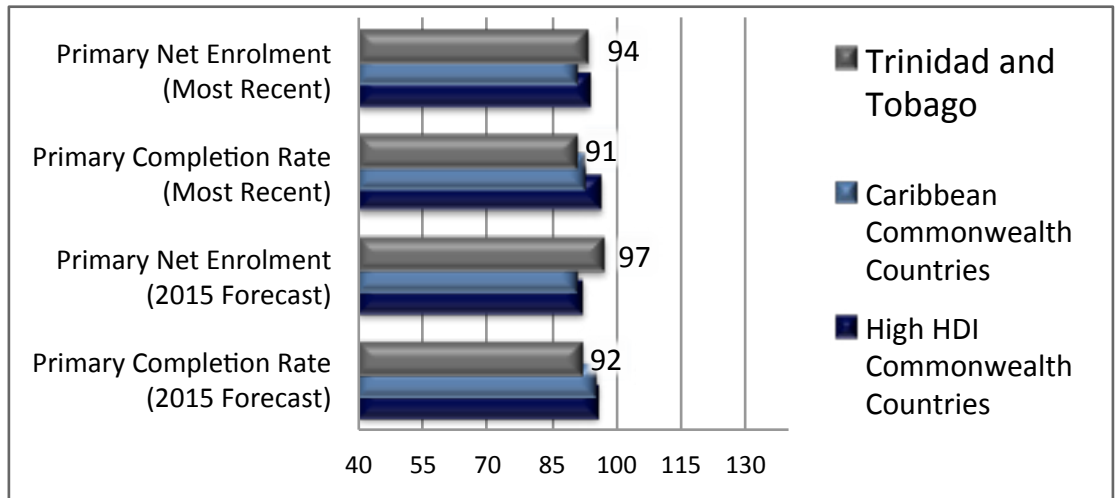
## Early Childhood Education

Population	1.3m (2011)
GDP Per Capita PPP	\$20,300 (2011)
Population Growth Rate	.01% (2011)
Population ages 0-14	19.5% (2011)
Human Development Index	.760 (2011)



Trinidad and Tobago has a slightly lower pre-primary net enrolment rate in comparison to both its human development level median and regional median. There has been a steady increase in net enrolment. The net enrolment rate was 49.7 in 2000 and was 66.3 in 2007, the most recent statistic. If trends continue, it will reach 83.2 by 2015.

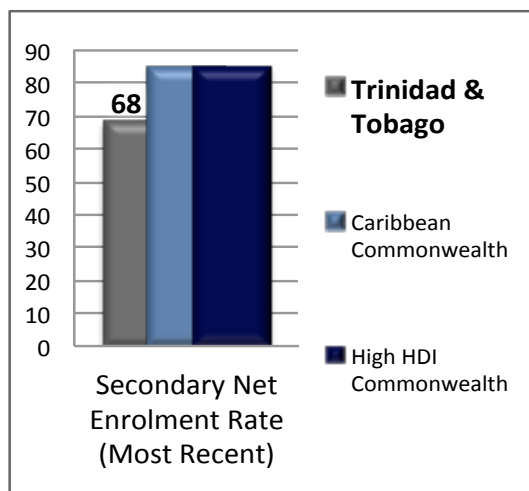
## Basic Education Enrolment and Completion



Trinidad and Tobago has a lower primary net enrolment rate in comparison to both its human development level median and the regional median. There has been slow growth in net enrolment. The net enrolment rate was 90.9 in 1990, 89.2 in 2000 and 93.6 in 2010 (the most recent statistic). It is forecast to be 97.2 in 2015.

### Chart Color Key

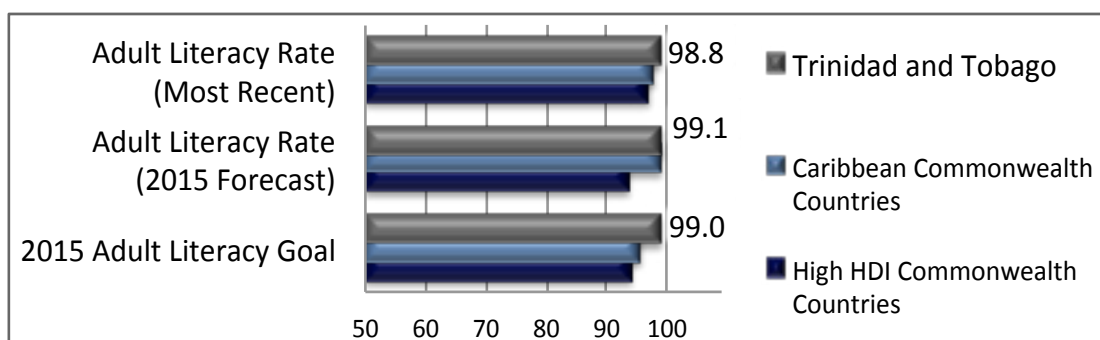
- ◆ Country
- ◆ Region
- ◆ Human Development Level





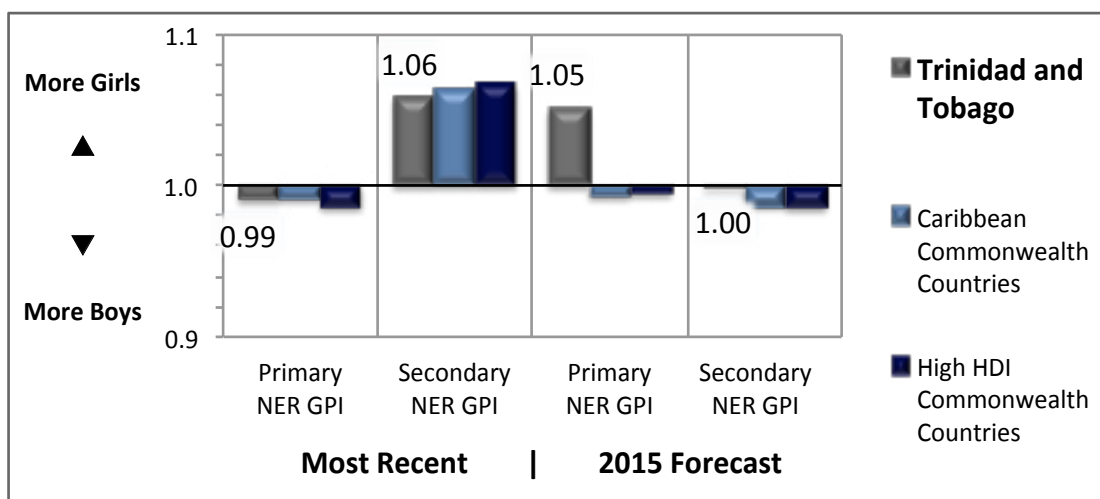


## Adult Literacy



Trinidad and Tobago has a slightly higher literacy rate in comparison to both its human development level median and the regional median. The country has 13,000 illiterate adults. Illiteracy needed to drop by 1.0 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 0.2 points away. The 2015 forecast puts it 0.2 points above the goal.

## Gender Equity



Trinidad and Tobago is essentially gender equitable in primary schooling by most recent net enrolment statistic (2010). The primary net enrolment rate is forecast to become more inequitable for boys in 2015. By most recent statistic, the secondary net enrolment rate is critically unequal for boys and forecast to become essentially equitable in 2015.

## Quality

Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
25.0	88.0	17.6	13.6	14.9
		PISA Reading	PISA Math	
		416	414	

## 8

# Pacific Commonwealth Countries

## Pre-Primary Enrolment

The Pacific Commonwealth median for pre-primary net enrolment rate by most recent statistic is 40.9, and by 2015 it is projected to rise to 52.5. Tuvalu and Vanuatu are forecast to have steady gains in net enrolment rates by 2015. It should be noted that half of Pacific countries have net enrolment data available in the UIS database for pre-primary. Samoa, Tonga, and Vanuatu are forecast to have decreased gross enrolment ratios in 2015. Kiribati, Solomon Islands, and Tuvalu are set to increase their gross enrolment ratios by 2015.

## Basic Education Participation and Enrolment

Available statistics indicate that 15,600 primary-aged children are out of school in the Pacific Commonwealth countries, among whom 87.2% of which are in the Solomon Islands and another 9.0% are in Samoa. However, no statistics are available for Nauru, Papua New Guinea, and Tuvalu, and the low gross enrolment ratios in Papua New Guinea show that the numbers of that country are particularly large. The median primary enrolment by most recent statistic is 97.1. The median is forecast to decrease slightly to 96.5 in 2015. The median forecast should be viewed with caution as three out of eight Pacific countries are short the data necessary for a 2015 forecast. Both Papua New Guinea and Nauru are forecast to have a substantial decrease in gross enrolment ratios. Only Solomon Islands and Tonga are forecast to be within close range of universal primary enrolment by 2015.

## Adult Literacy

The Pacific has 1.7 million illiterate adults, which correlates to 0.4% of the total number in the Commonwealth. Among these illiterates,

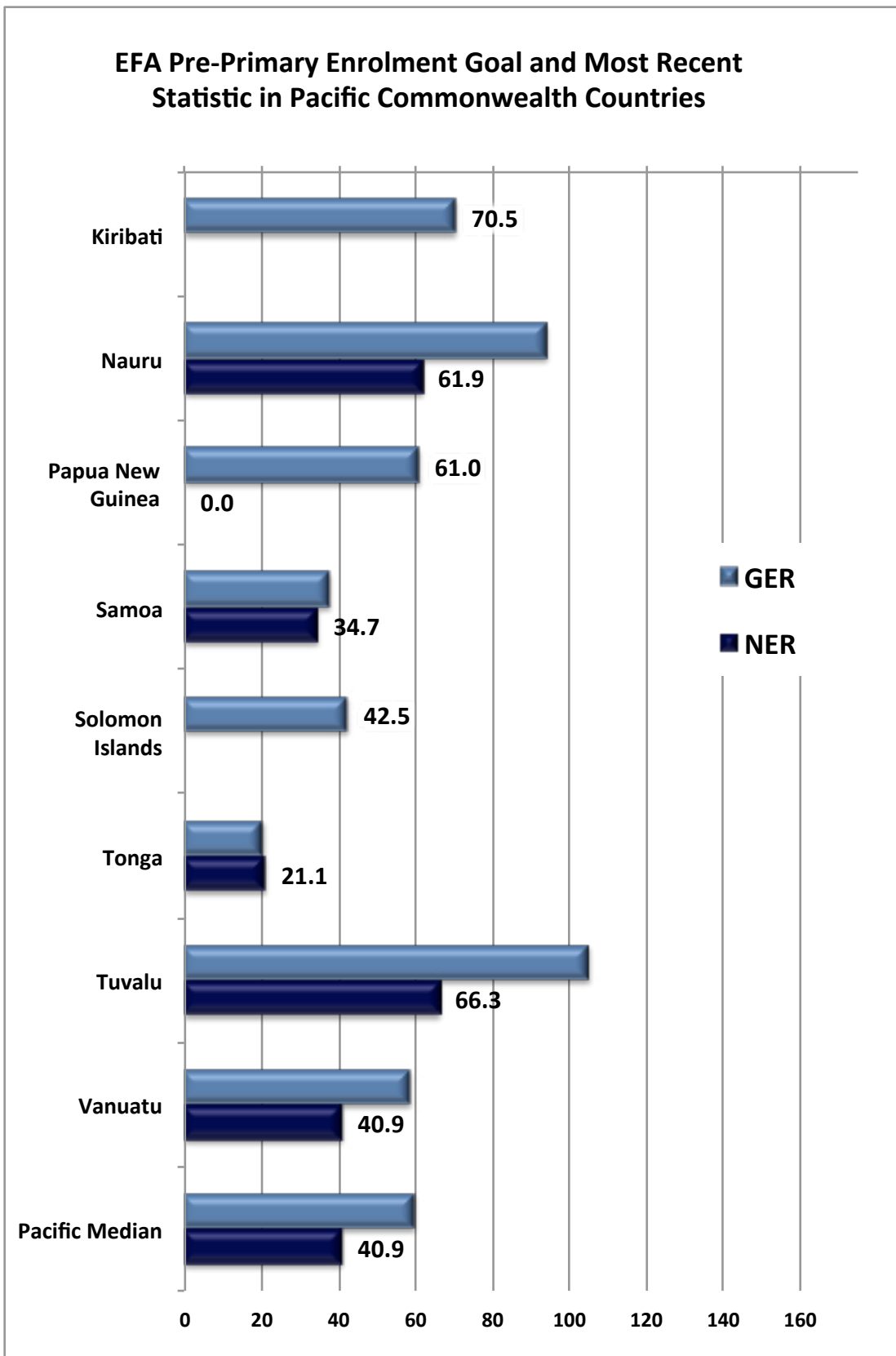
95.3% are in Papua New Guinea. The median gap between the most recent statistic and EFA Goal 4 in the Pacific Commonwealth region is 5.0, which means that countries would need to decrease their literacy rate by that many percentage points to reach the goal. Literacy rates are unavailable for three of the eight countries, and only three have enough data for a 2015 forecast. Vanuatu is forecast to have the most progress towards EFA Goal 4 with an illiteracy reduction of 3.7 percentage points. However, it is also forecast to be 1.3 percentage points short of the goal.

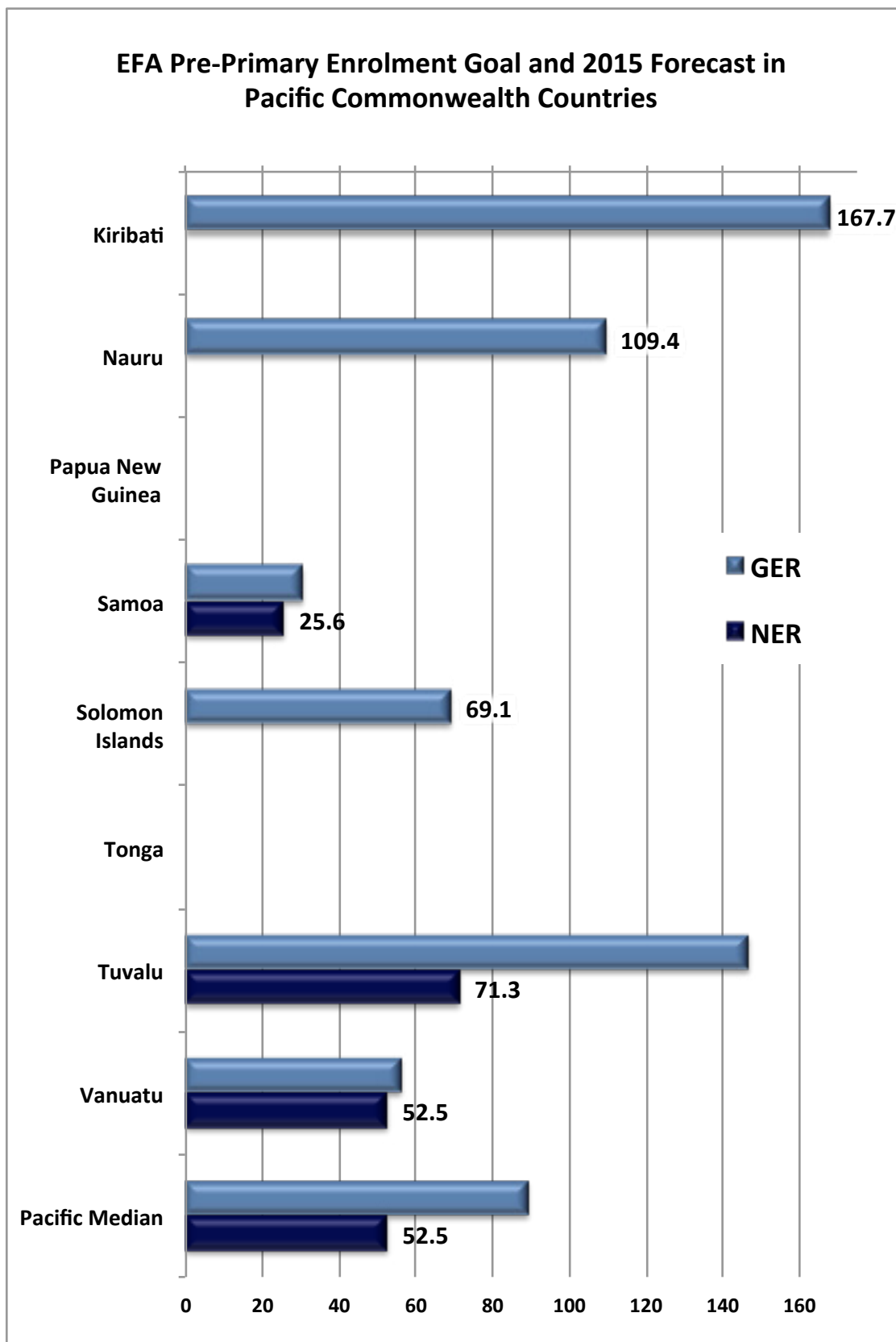
## Gender Equity in Enrolment

With the gross enrolment data available, it appears that the Pacific is in the midst of a switch from being inequitable towards boys in the early 2000s, then to inequity towards girls. In its current trajectory, it is forecast to have worse gender disparities in favor of boys in 2015. A similar, but more extreme version of the same situation exists for secondary gross enrolments. It starts at an extremely high gender parity index (GPI) of 1.23 in favour of girls and drops rapidly before yearly medians stop because of a lack of data. The 2015 forecast shows a continuation of the last recorded yearly GPI in 2004 (1.06, still biased towards girls).

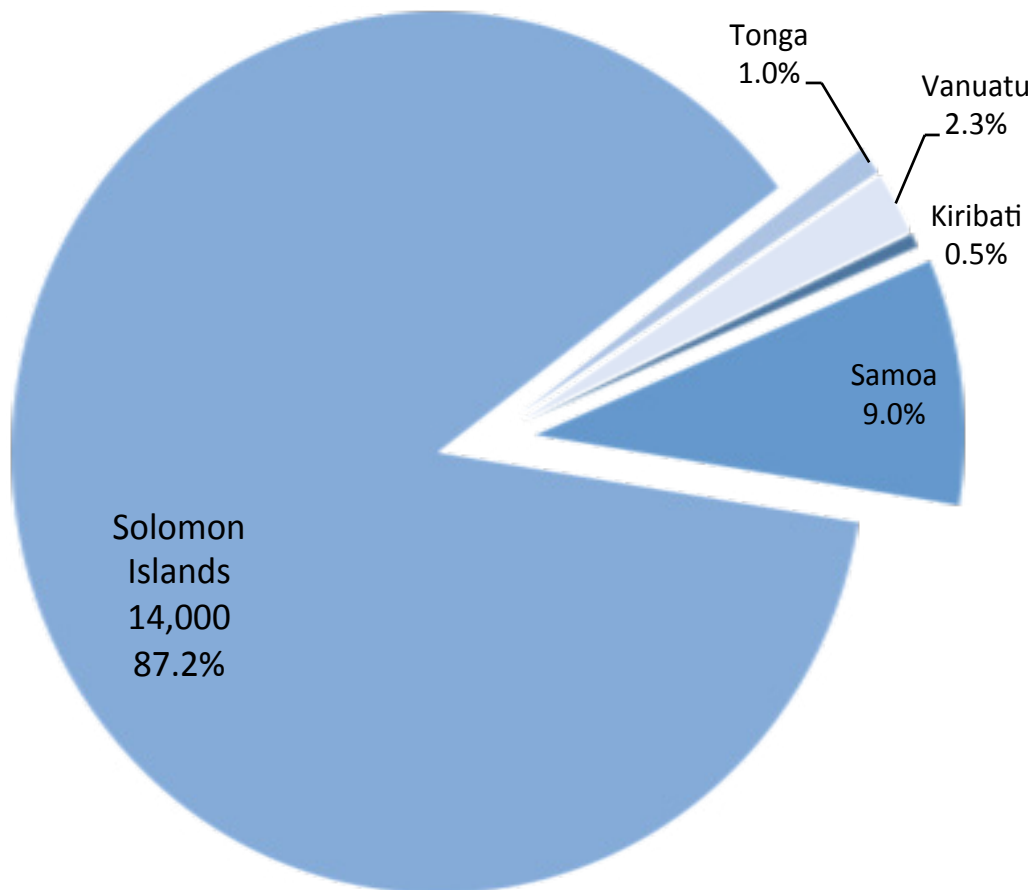
## Quality

The Pacific has no standardized tests across the region through which to measure student achievement in basic education across countries. The median for public spending per student as a percentage of GDP per capita is very similar to non-Advanced countries. As measured by primary teacher-student ratio, the Pacific has the second highest in the Commonwealth with a median of 25.0. The Pacific is typical in the Commonwealth with regard to the percentage of trained primary teachers, with a median of 85.43.

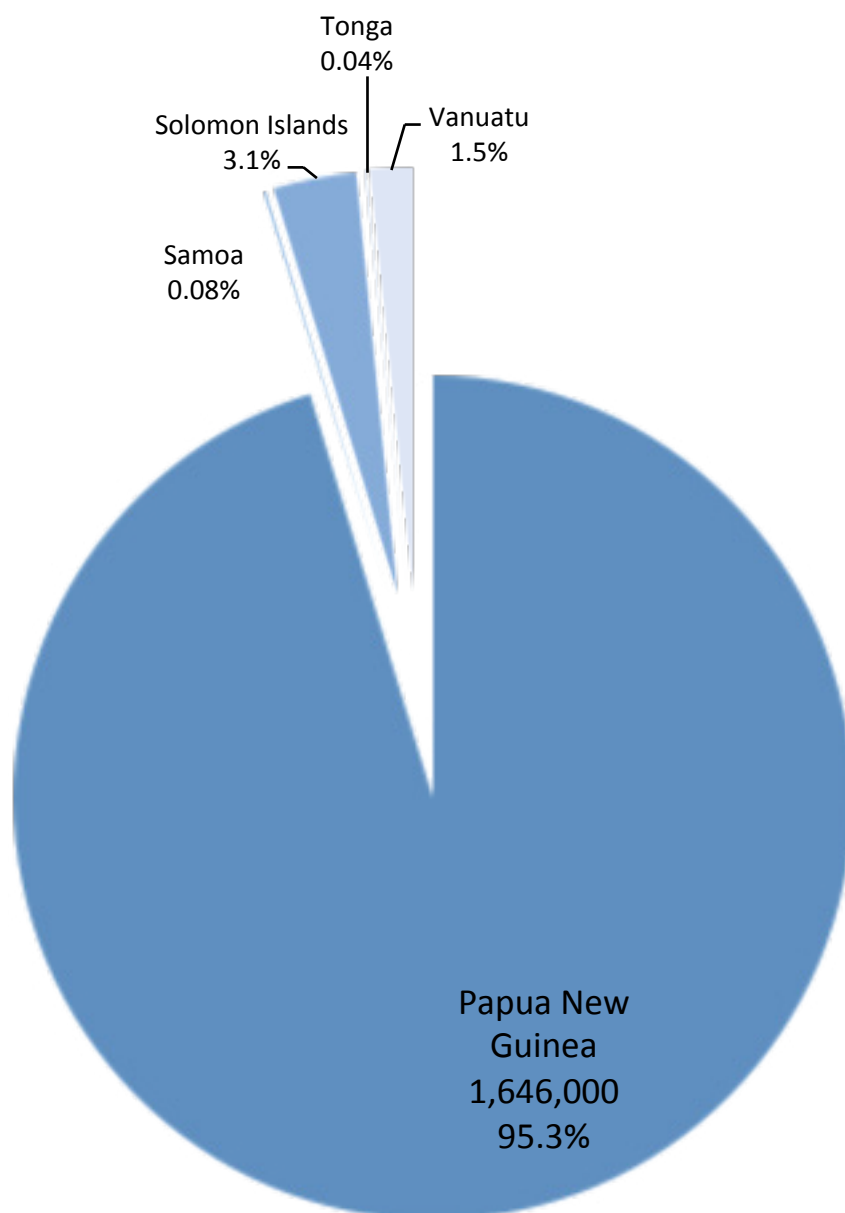


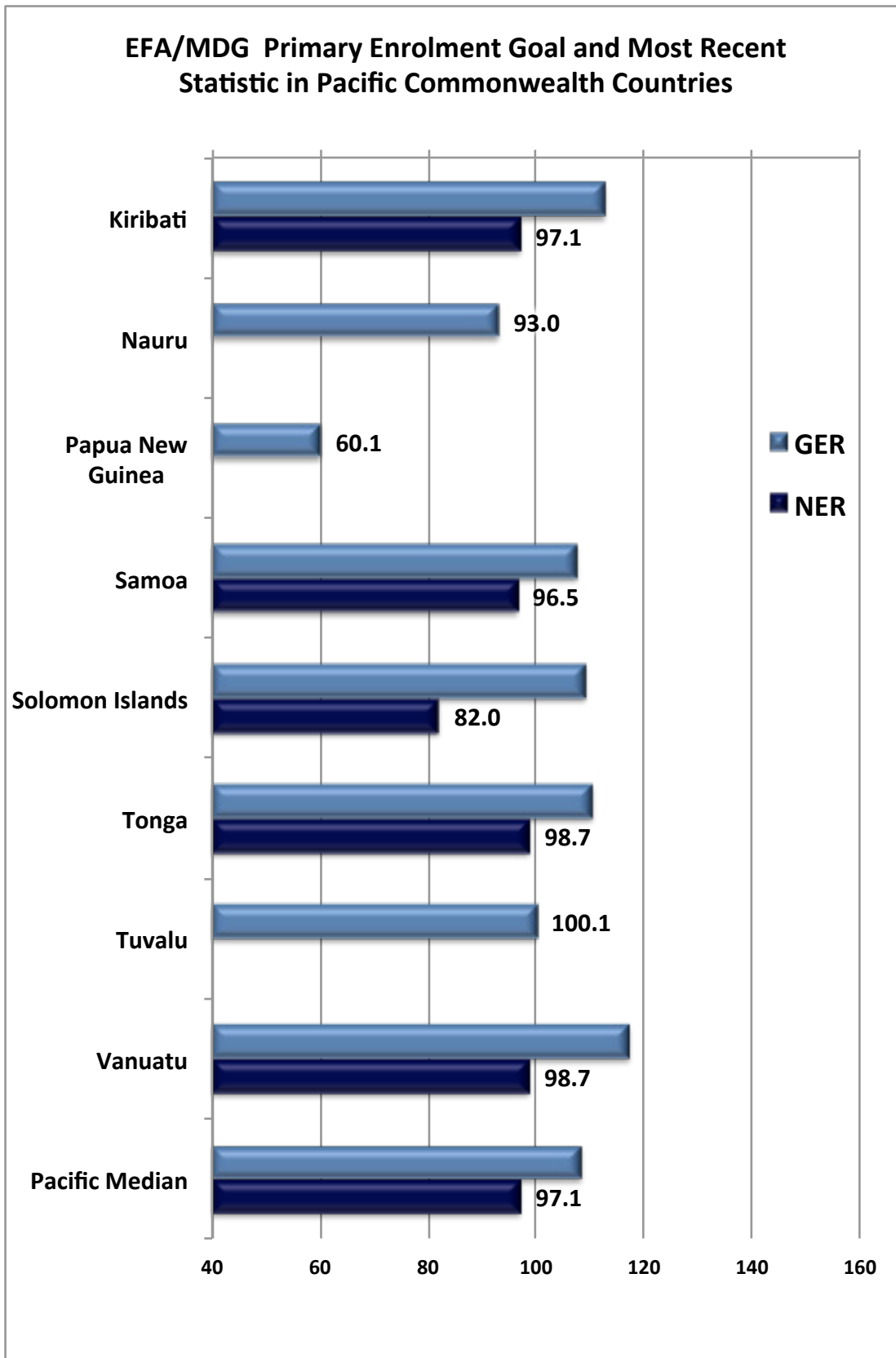


## Distribution of Out of School Primary-Aged Children in Pacific Commonwealth Countries

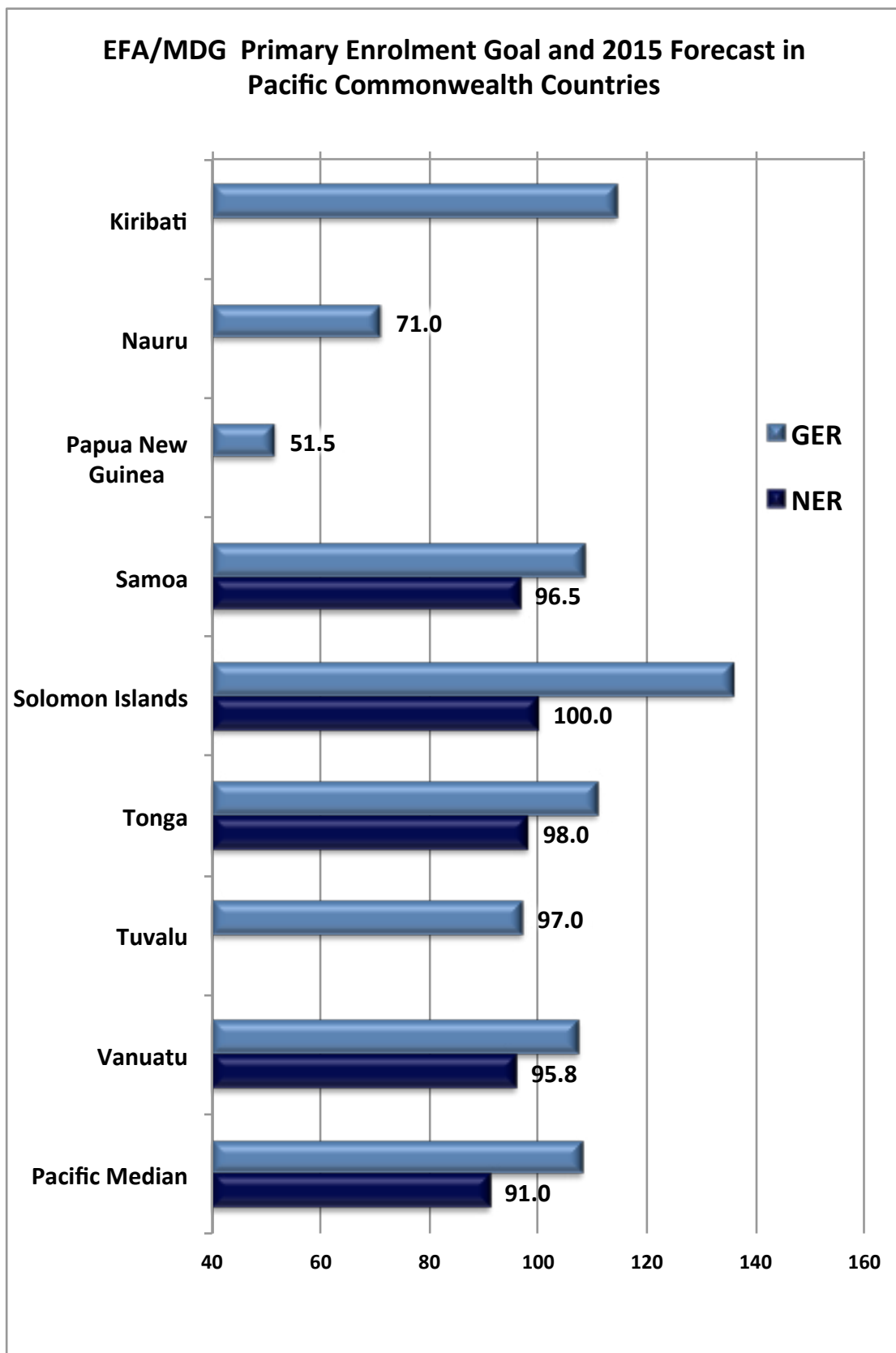


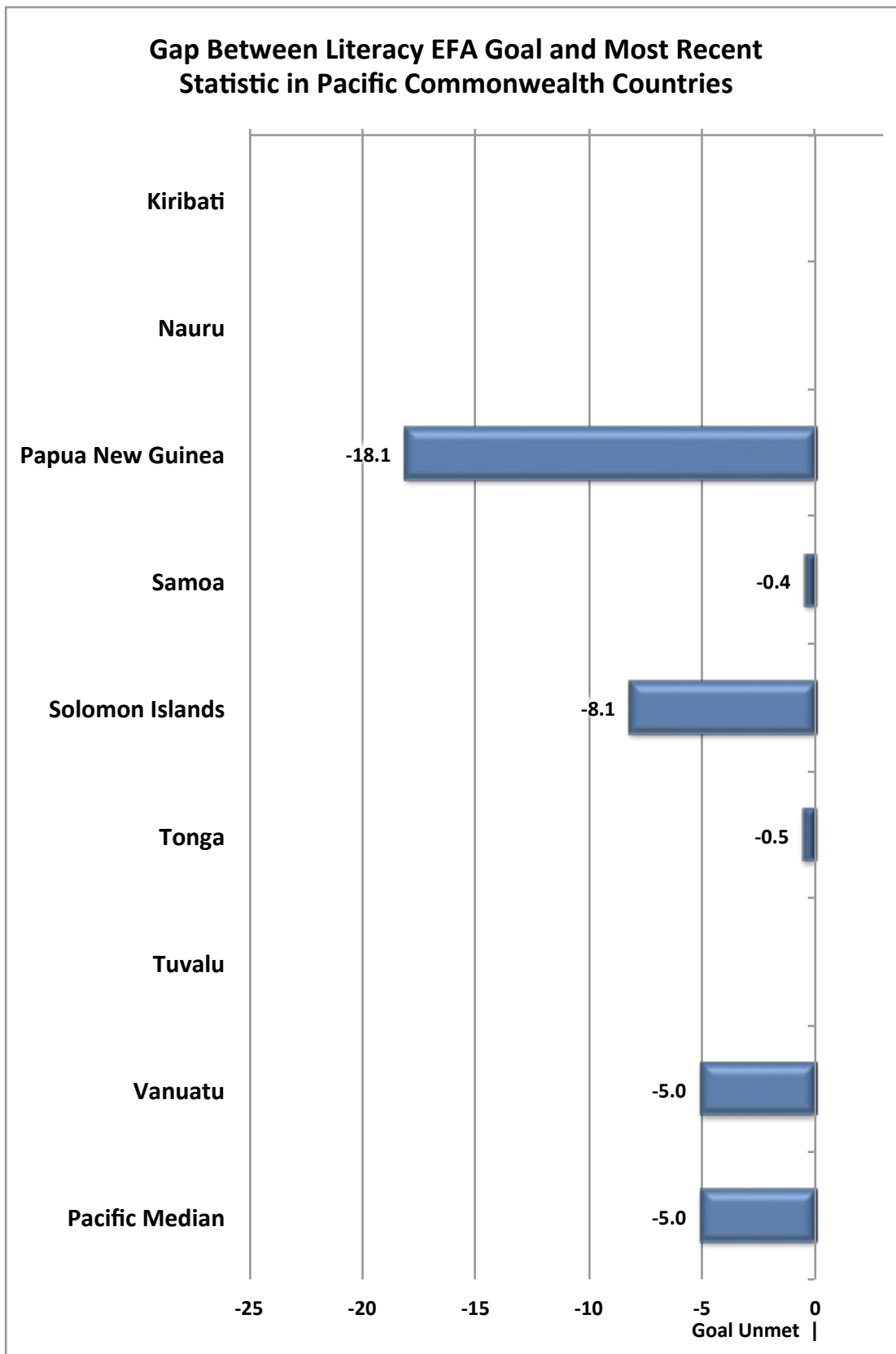
## Distribution of Illiterate Adults in Pacific Commonwealth Countries

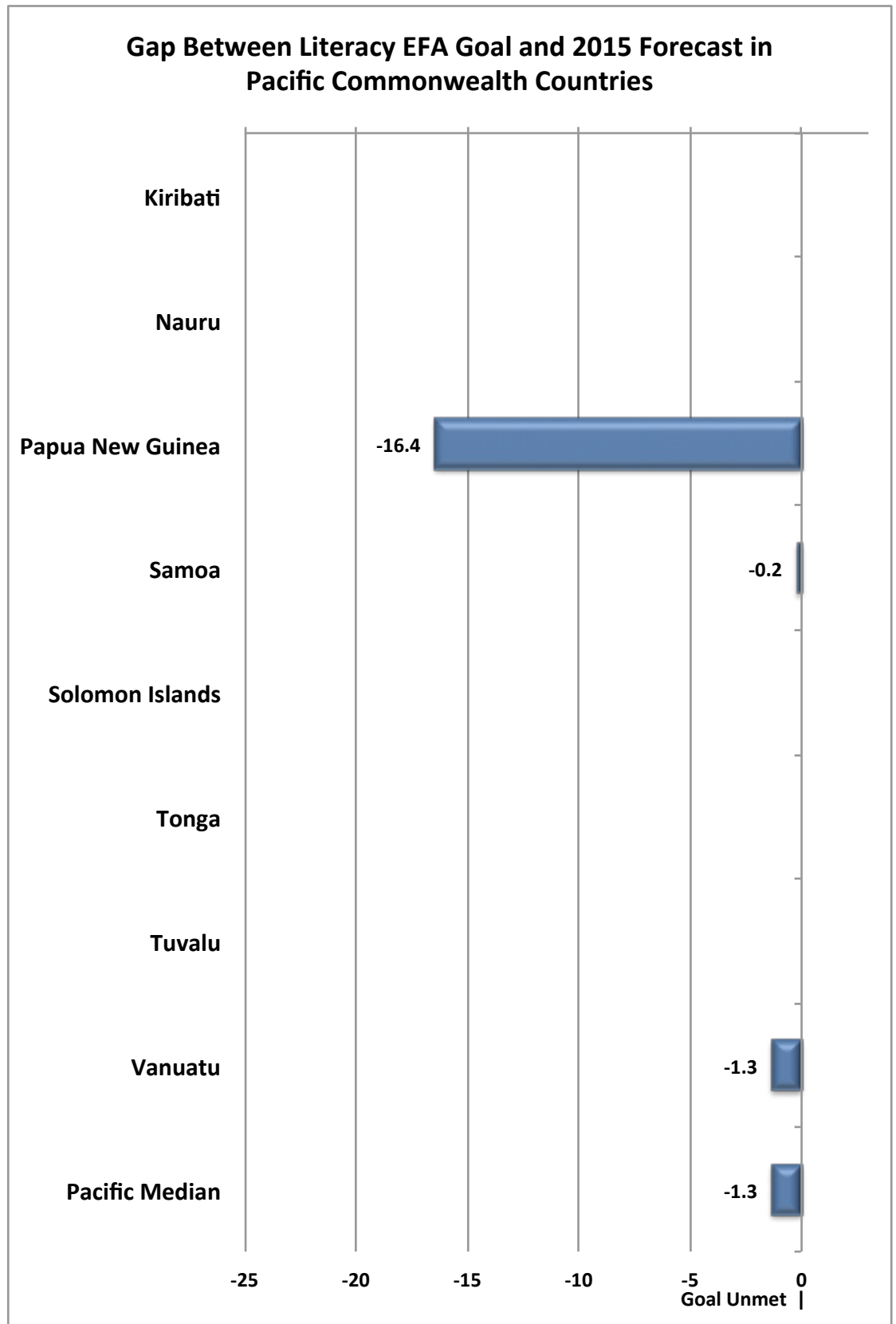


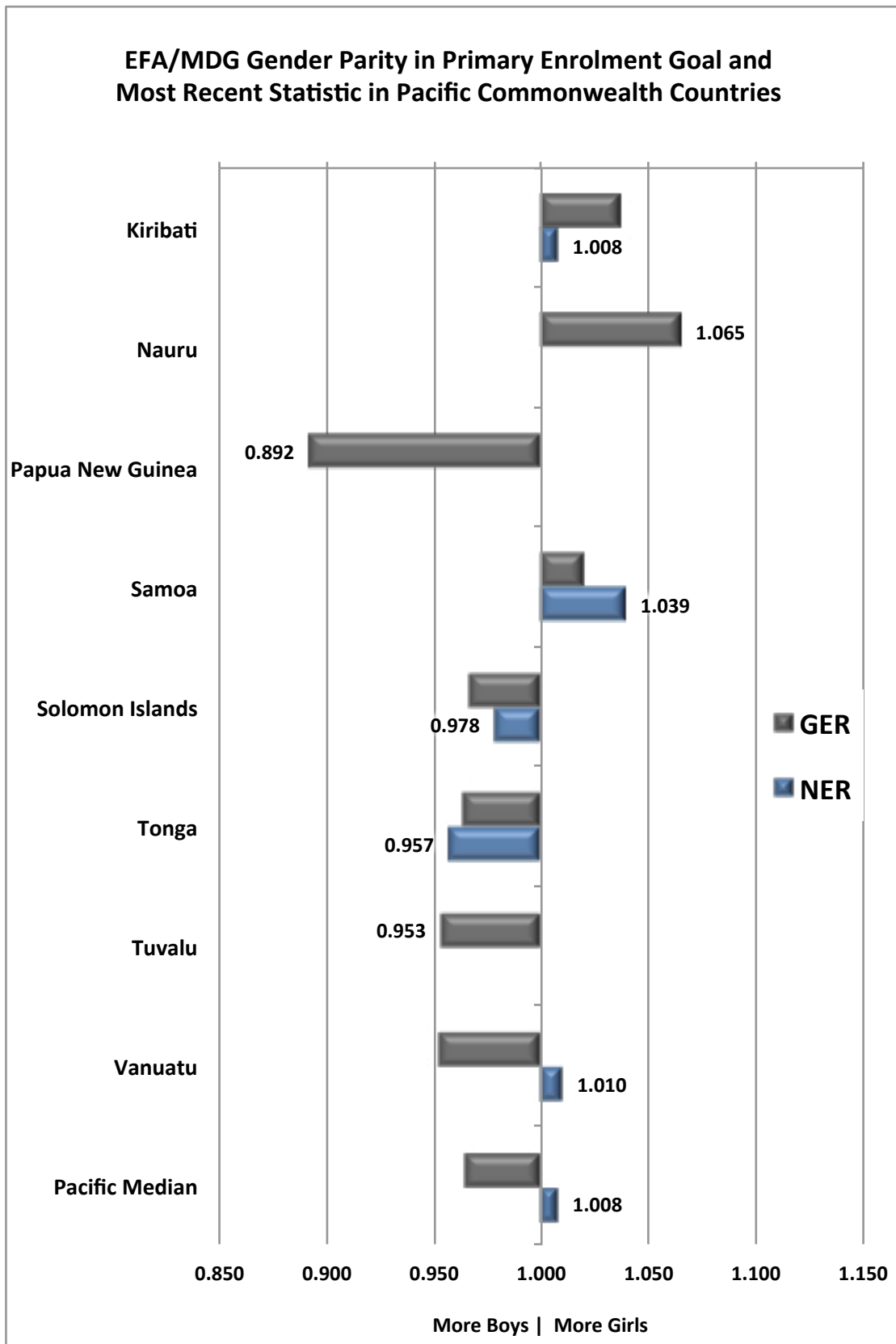


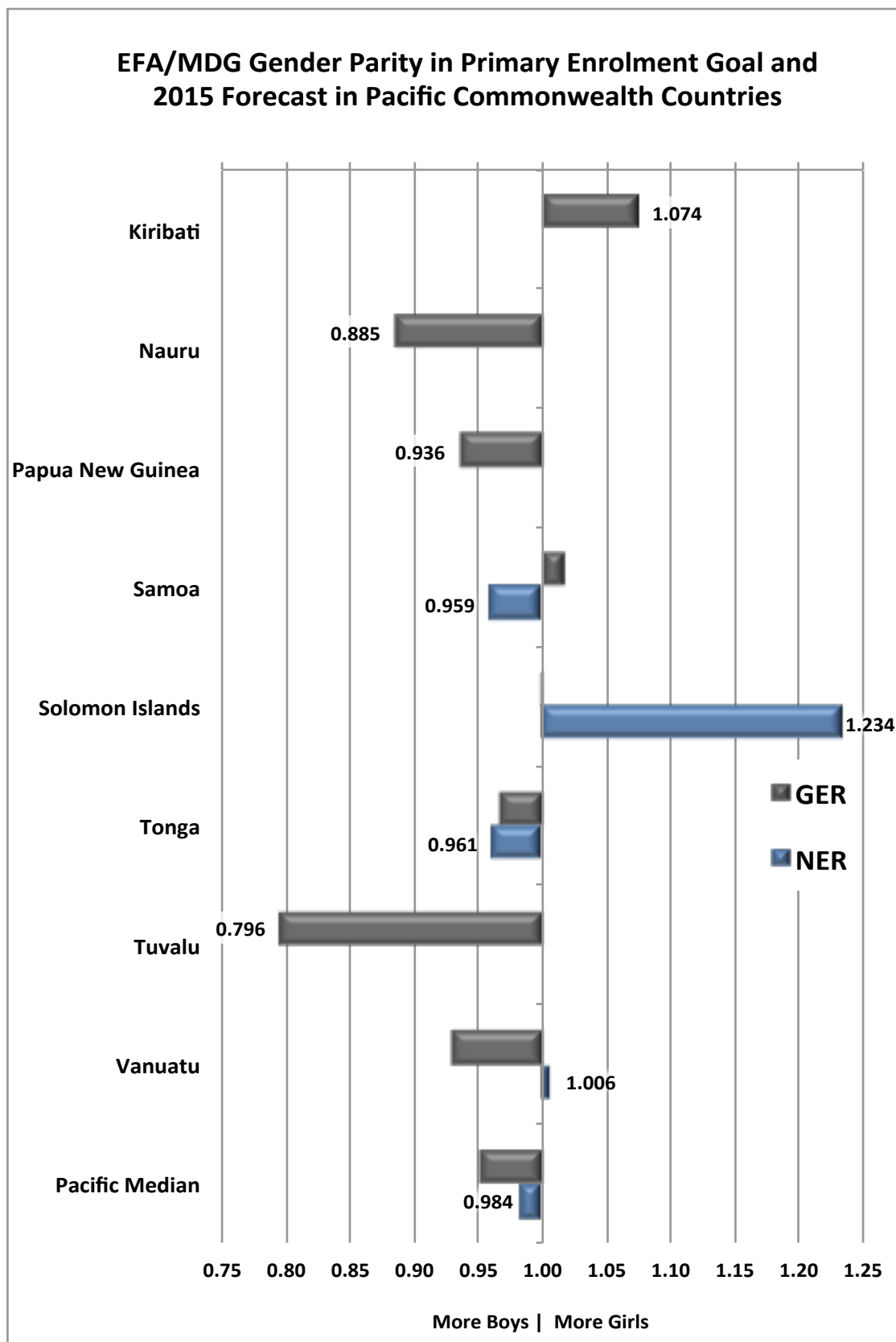


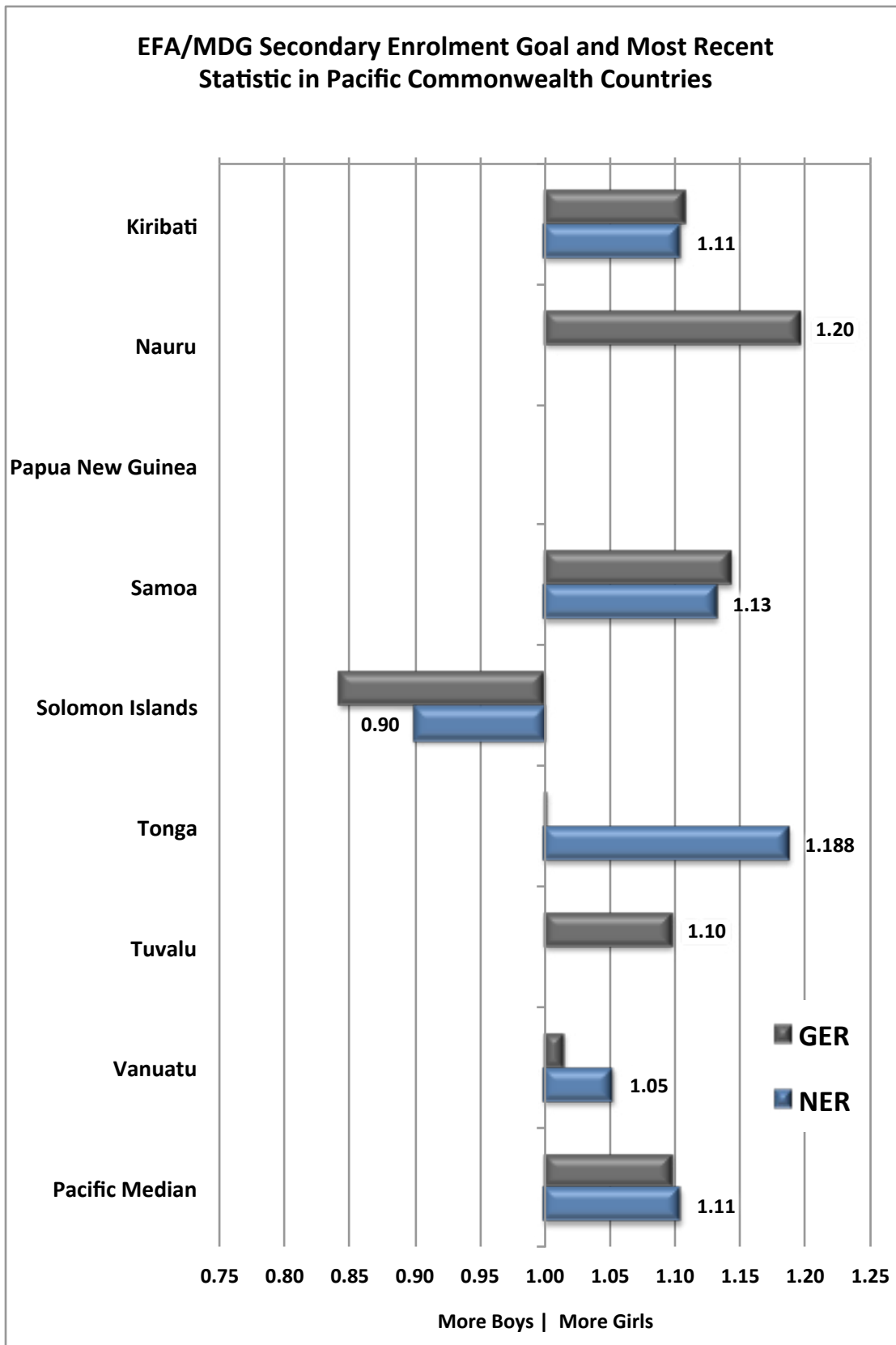


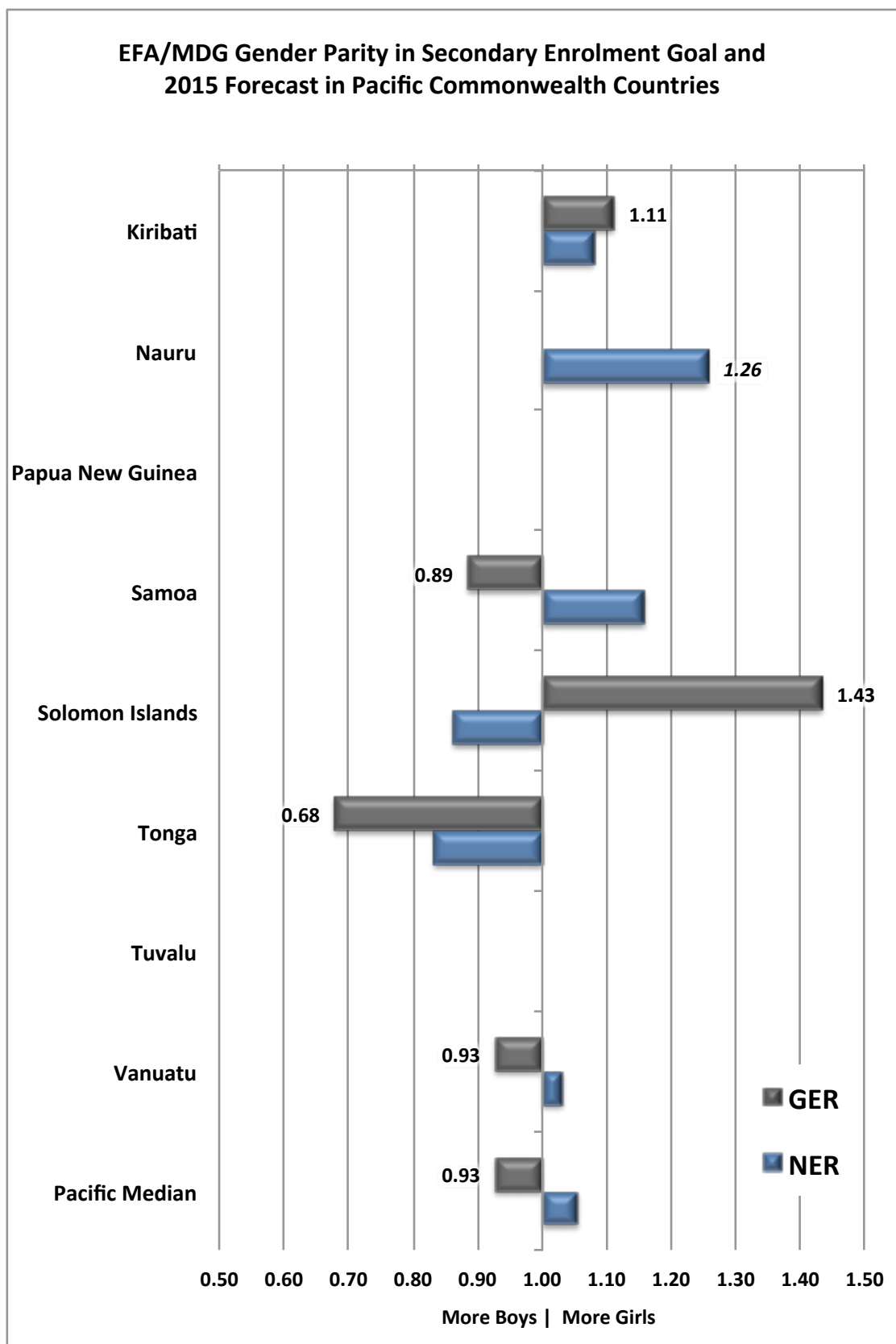




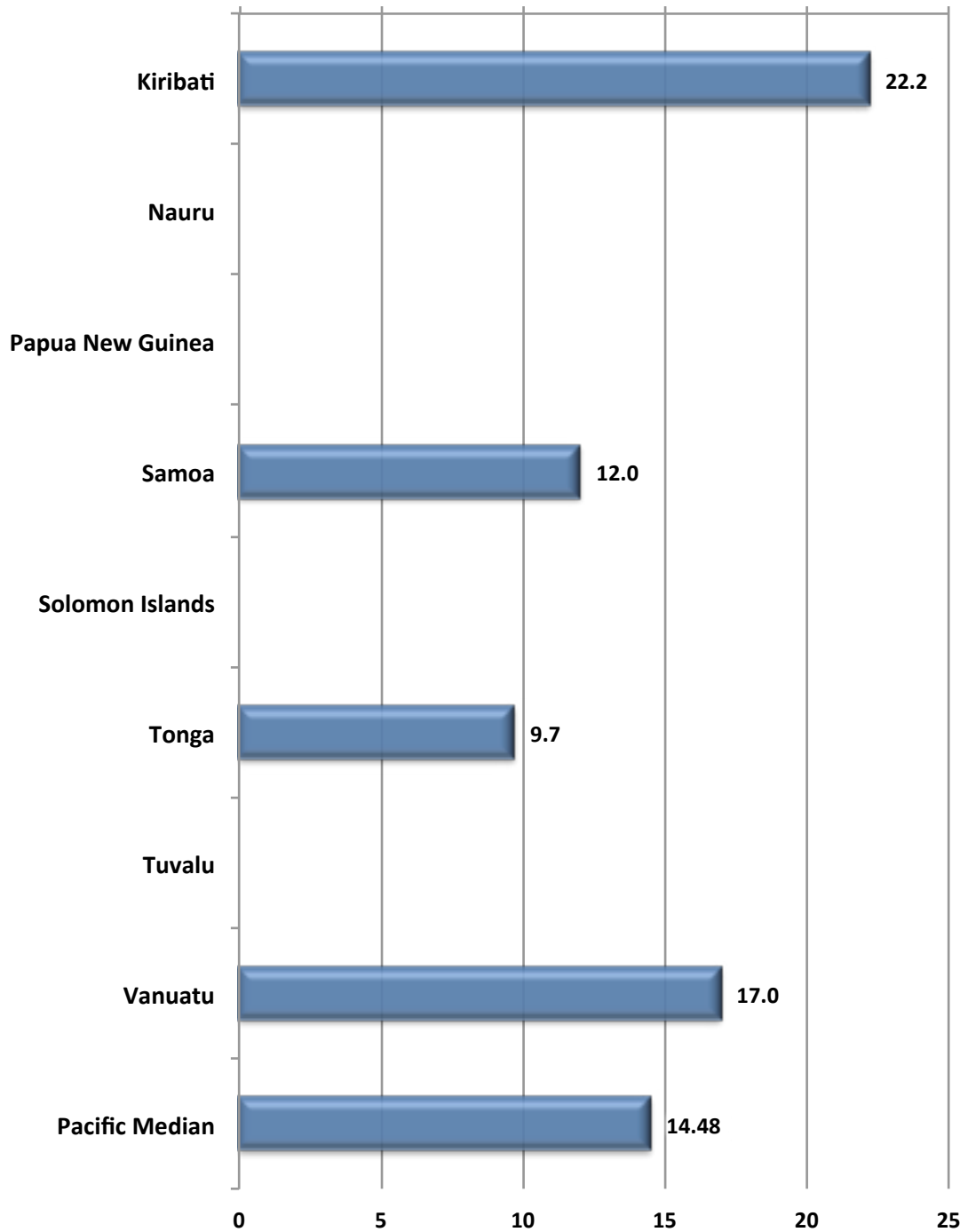




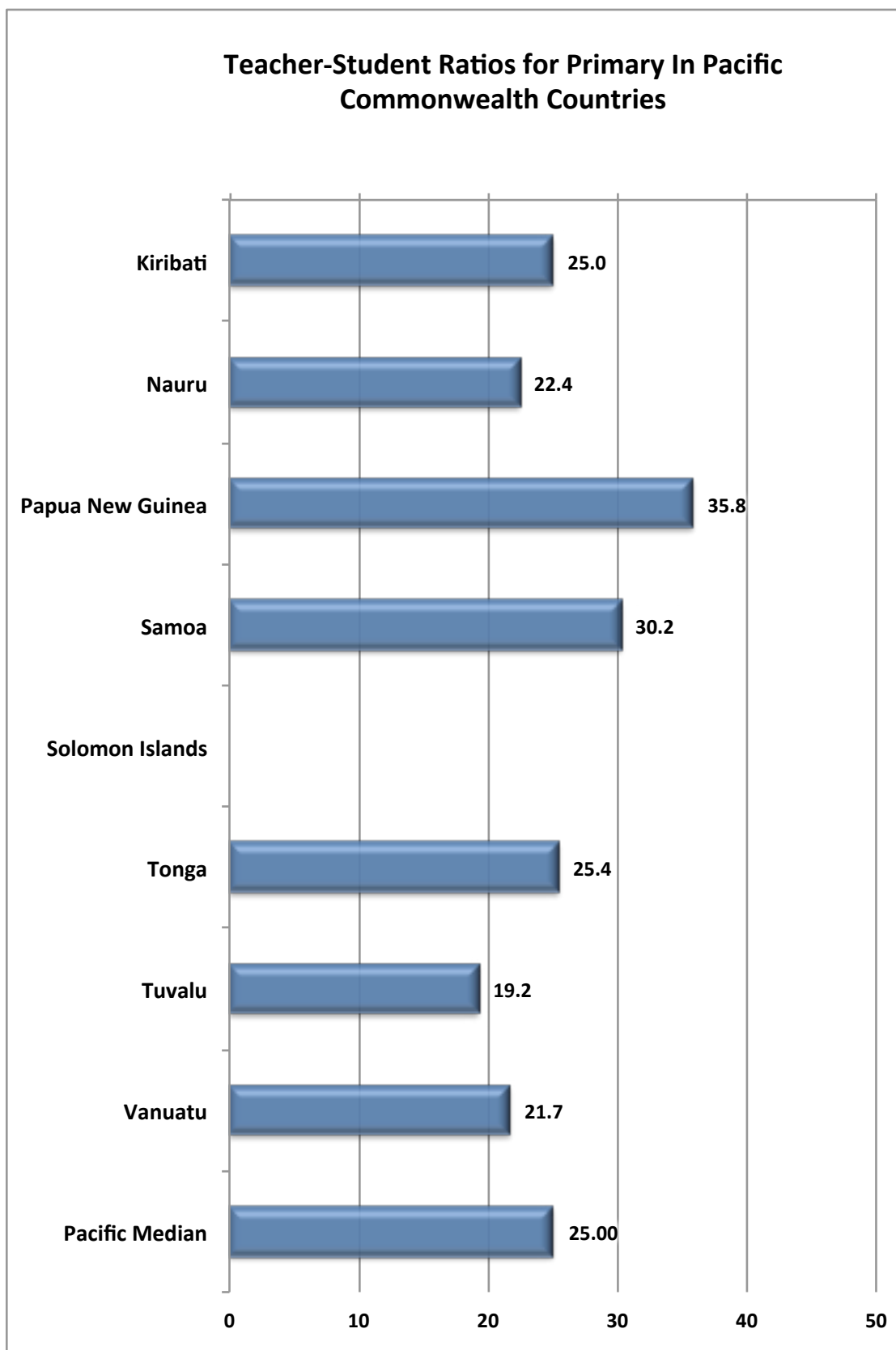




### Public Expenditure Per Primary Student as a Percentage of GDP Per Capita in Pacific Commonwealth Countries





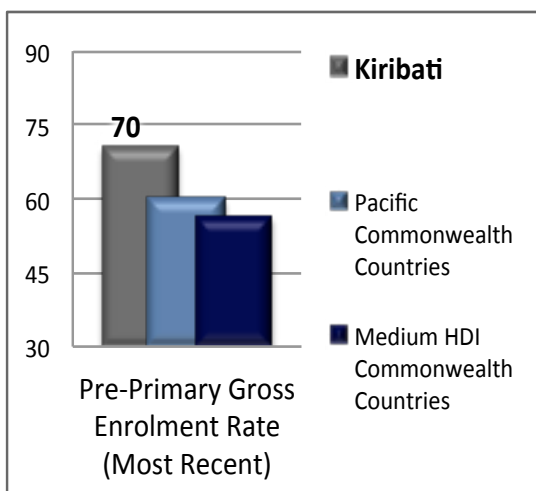




# KIRIBATI

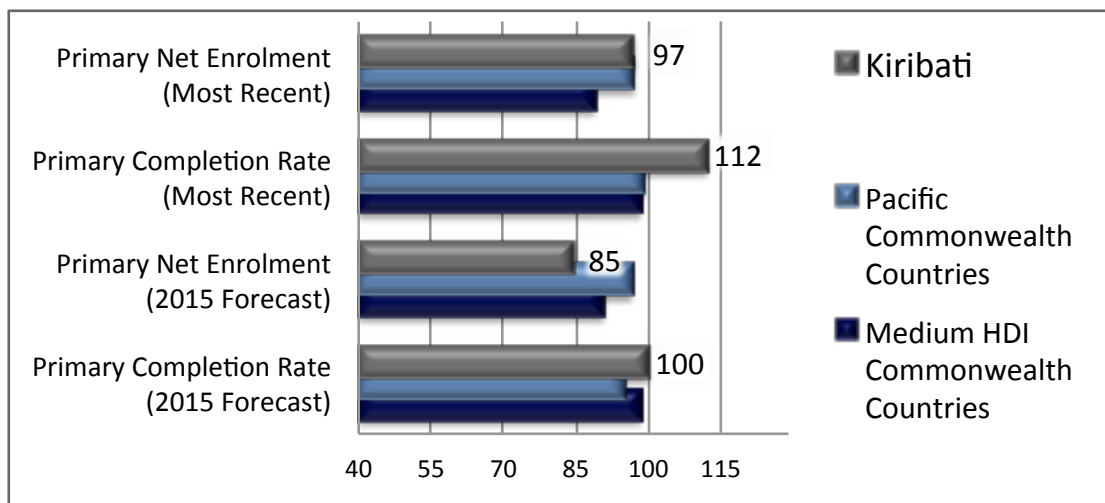
## Early Childhood Education

Population	102,000 (2011)
GDP Per Capita PPP	\$5,800 (2011)
Population Growth Rate	1.22% (2011)
Population ages 0-14	33.9% (2011)
Human Development Index	.624 (2011)



Kiribati has a high pre-primary gross enrolment ratio in comparison to both its human development level median and regional median. The gross enrolment ratio was 54.0 in 2002 and was 70.5 in 2004, the most recent statistic.

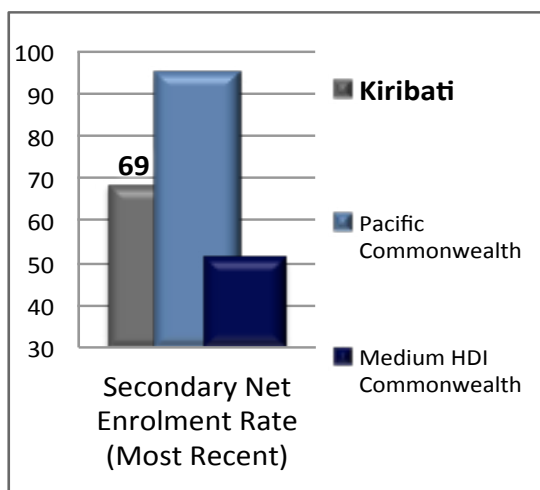
## Basic Education Enrolment and Completion

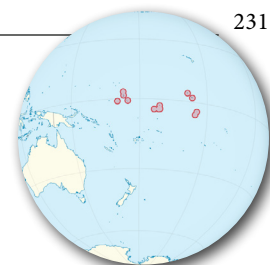


Kiribati was recorded to have a primary net enrolment rate of 99.0 in 2000 and of 97.1 in 2002. No statistics for more recent years are available in the UIS database for meaningful forecast.

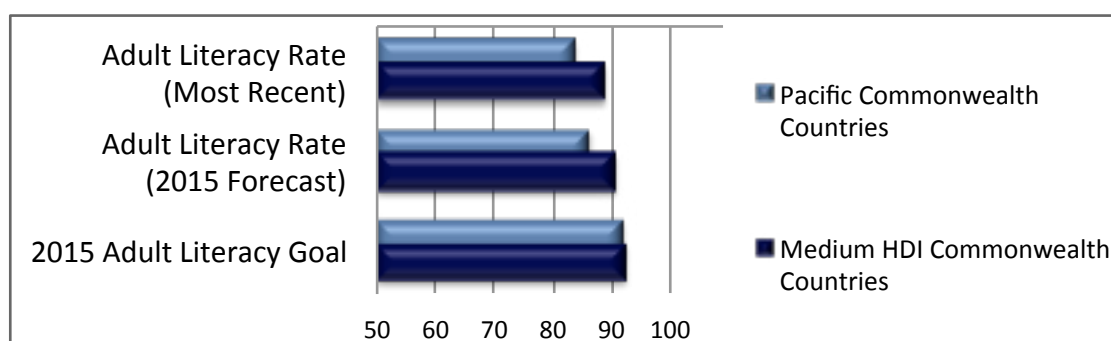
### Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



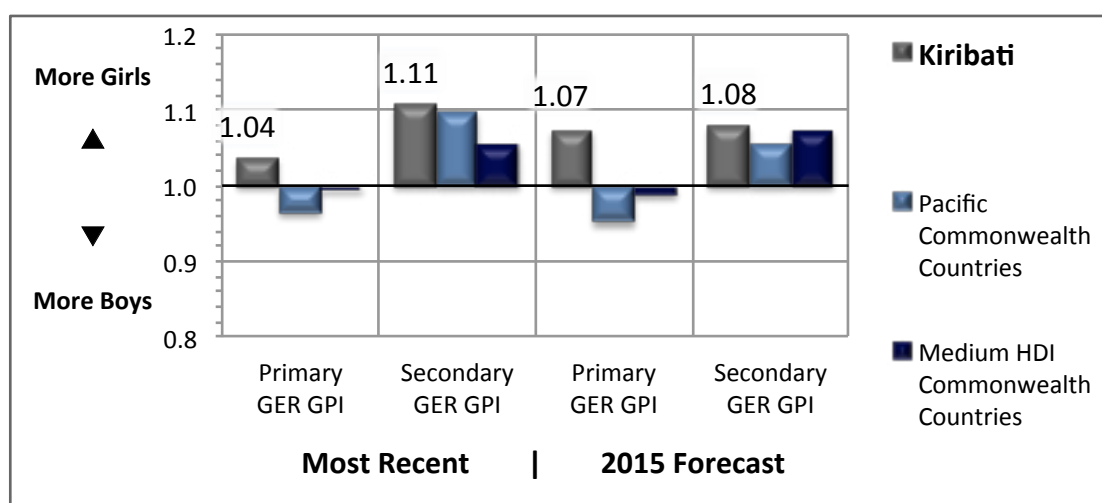


## Adult Literacy



The UIS database has neither literacy rates nor numbers of illiterate adults for Kiribati.

## Gender Equity



Kiribati is essentially gender equitable in primary schooling by most recent gross enrolment ratio statistic (2010), but is critically inequitable favouring girls by gross enrolment ratio. The primary net enrolment rate is forecast to stay the same in 2015. By most recent statistic, the secondary gross enrolment ratio is critically unequal for boys and forecast to remain so in 2015.

## Quality

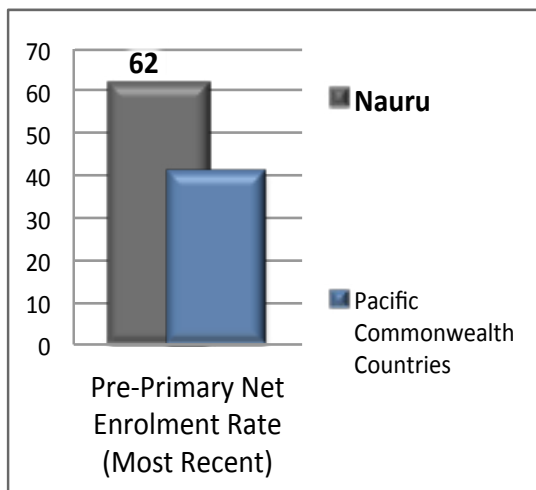
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	85.4	25.0	17.4	22.2



# NAURU

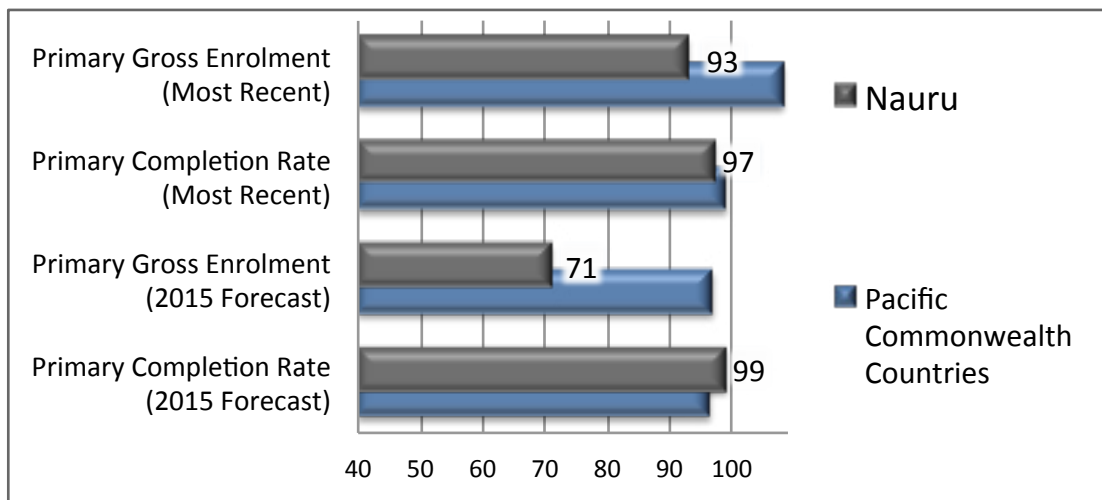
## Early Childhood Education

Population	9,000 (2011)
GDP Per Capita PPP	\$5,000 (2005)
Population Growth Rate	.61% (2011)
Population ages 0-14	33% (2011)



Nauru has a high pre-primary net enrolment rate in comparison to the regional median. There is only one statistic for net enrolment, but there has been a rapid increase in gross enrolment ratio. The gross enrolment ratio was 74.3 in 2000 and was 94.2 in 2009, the most recent statistic. If current trends continue, it is forecast to reach 109.4 by 2015.

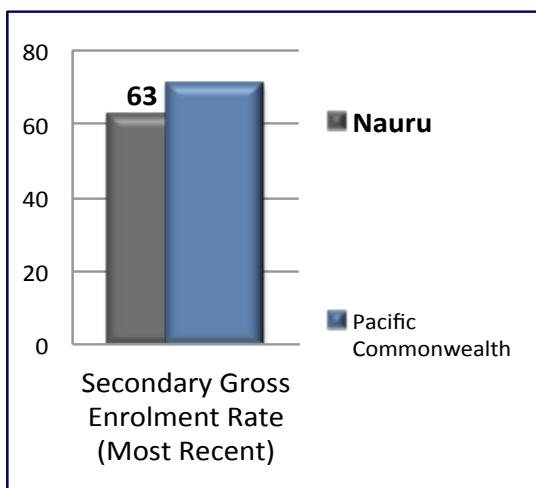
## Basic Education Enrolment and Completion



Nauru was recorded to have a primary gross enrolment ratio of 99.2 in 2000 which fluctuated during the decade and was 93.0 in 2008 (the most recent statistic). Data on net enrolment rates are not available. If gross enrolment ratio trends continue, it is forecast to decrease to 71.0 in 2015.

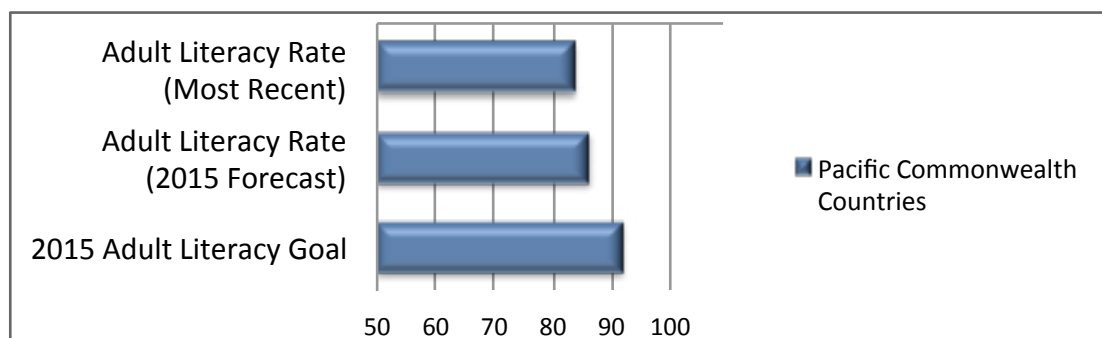
### Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



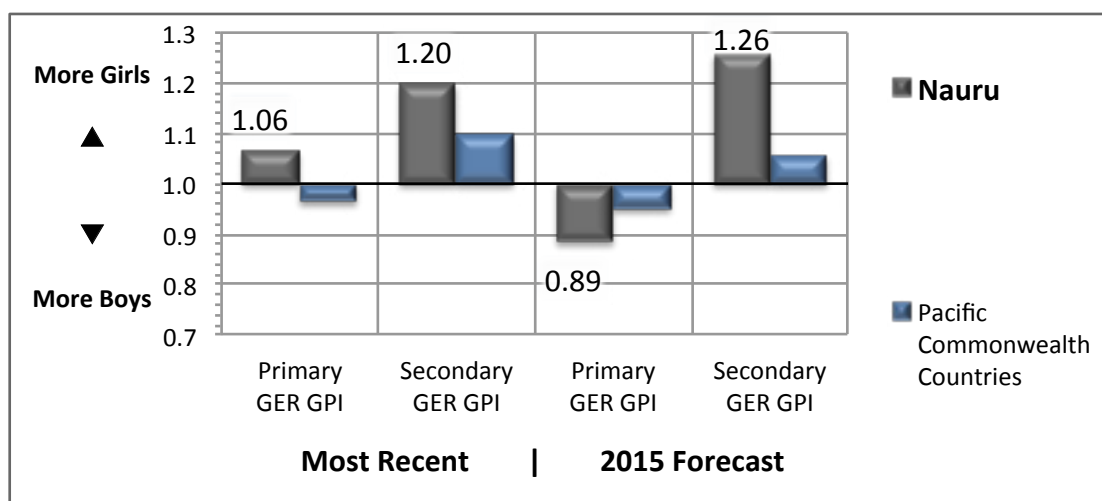


## Adult Literacy



The UIS database has neither literacy rates nor numbers of illiterate adults for Nauru.

## Gender Equity



Nauru has a critically inequitable gross enrolment ratio favouring girls by most recent statistic (2010). The primary gross enrolment ratio is forecast to switch, and become more inequitable for girls in 2015. By most recent statistic, the secondary gross enrolment ratio is critically unequal for boys and forecast to become slightly worse in 2015.

## Quality

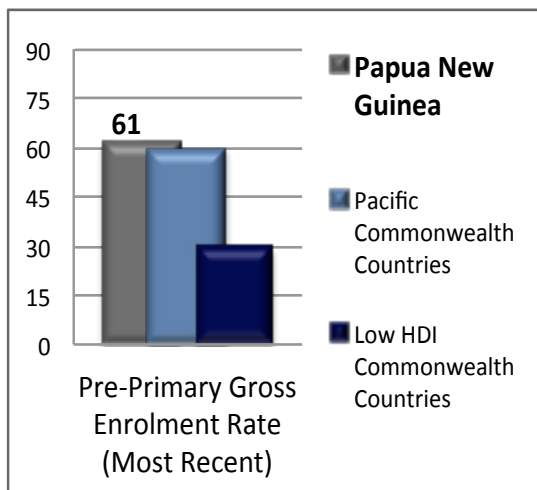
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
82.1	74.2	22.4	20.9	N/A



# PAPUA NEW GUINEA

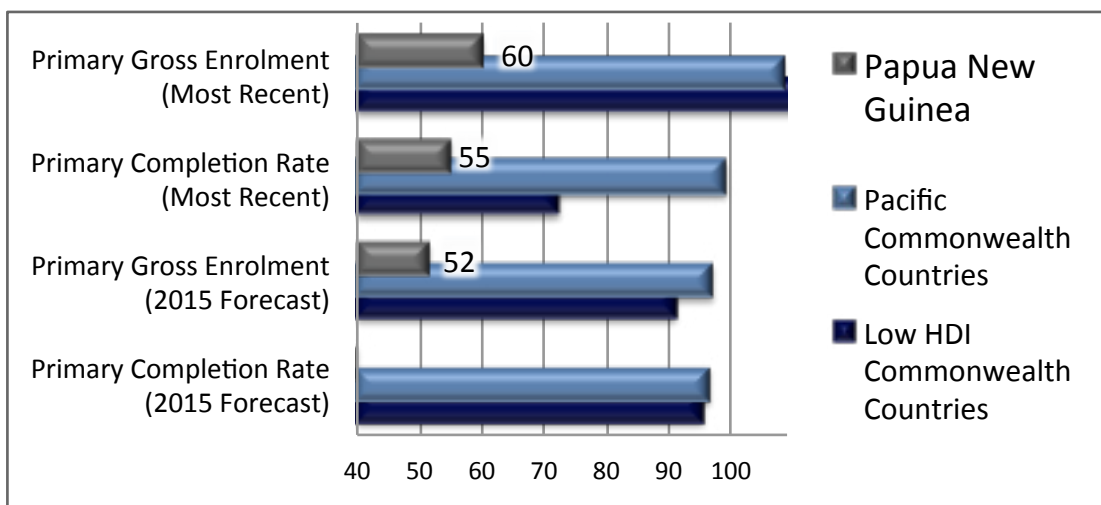
## Early Childhood Education

Population	6.3m (2011)
GDP Per Capita PPP	\$2,600 (2011)
Inequality (Gini)	50.9 (1996)
Population Growth Rate	1.9% (2011)
Population ages 0-14	36.4% (2011)
Human Development Index	.466 (2011)



Papua New Guinea has a significantly higher pre-primary gross enrolment ratio in comparison to its human development level median and is similar to the regional median. The most recent, and only, statistic is from 2002. There are not enough data in either net or gross enrolment ratio to see trends or make a 2015 forecast.

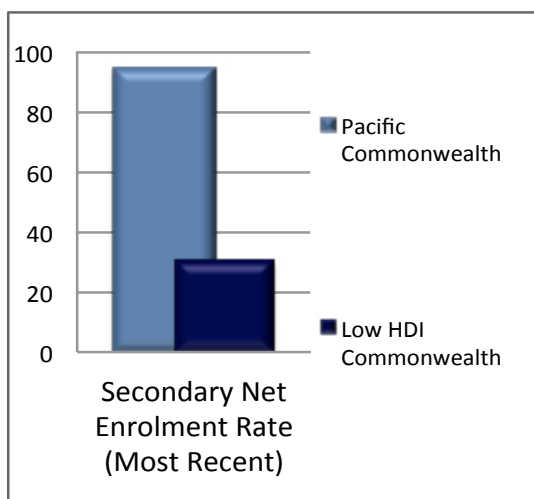
## Basic Education Enrolment and Completion



Papua New Guinea had a gross enrolment ratio of 61.9 in 1990. It rose to 71.0 in 2000 but then declined to 60.1 in 2008 (the most recent statistic). The projected gross enrolment ratio for 2015 was 51.5. As such, Papua New Guinea was the lowest in both the human development group and the regional group. Data on net enrolment rates are not available.

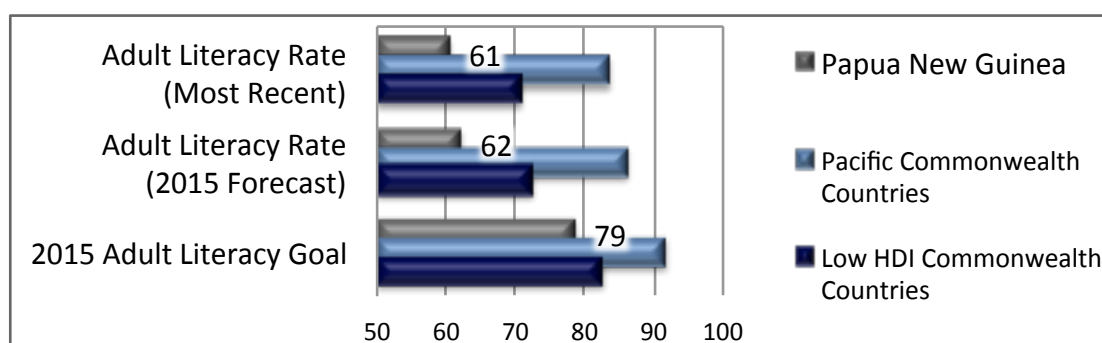
### Chart Color Key

- Country
- Region
- Human Development Level



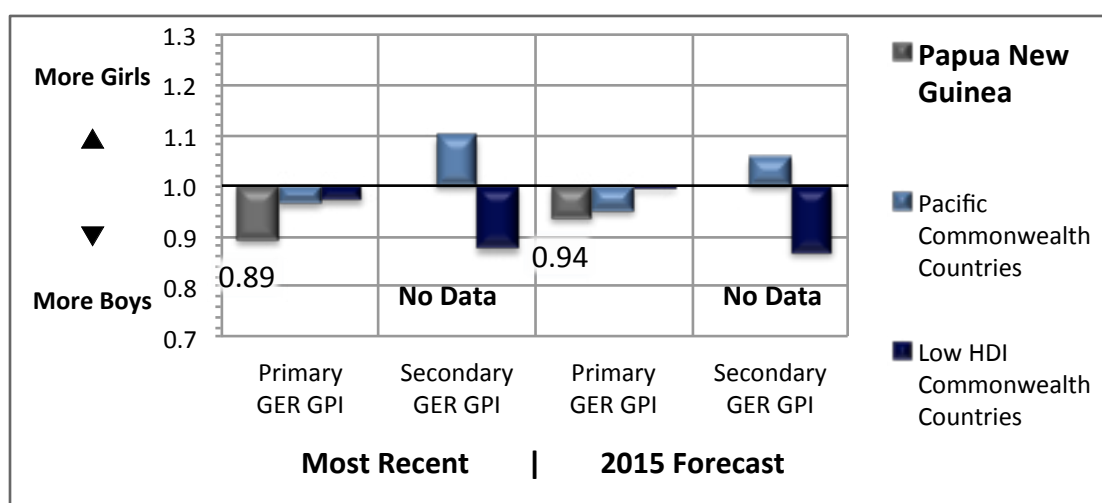


## Adult Literacy



Papua New Guinea has a low literacy rate in comparison to both its human development level median and the regional median. The country has 1.7 million illiterate adults. Illiteracy needed to drop by 21.3 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 18.1 points away. The 2015 forecast puts it 16.4 points away.

## Gender Equity



Papua New Guinea has a critically inequitable primary gross enrolment ratio favouring boys by most recent statistic (2010). The primary net enrolment rate is forecast to remain inequitable, but less so than in 2015. There is no secondary enrolment data in the UIS database to construct a gender parity index.

## Quality

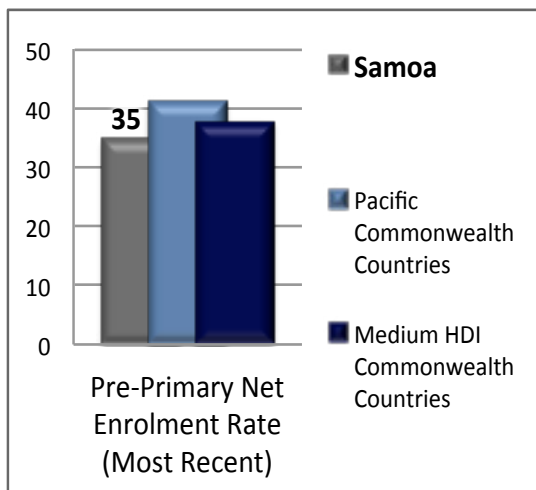
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	N/A	35.8	N/A	N/A



# SAMOA

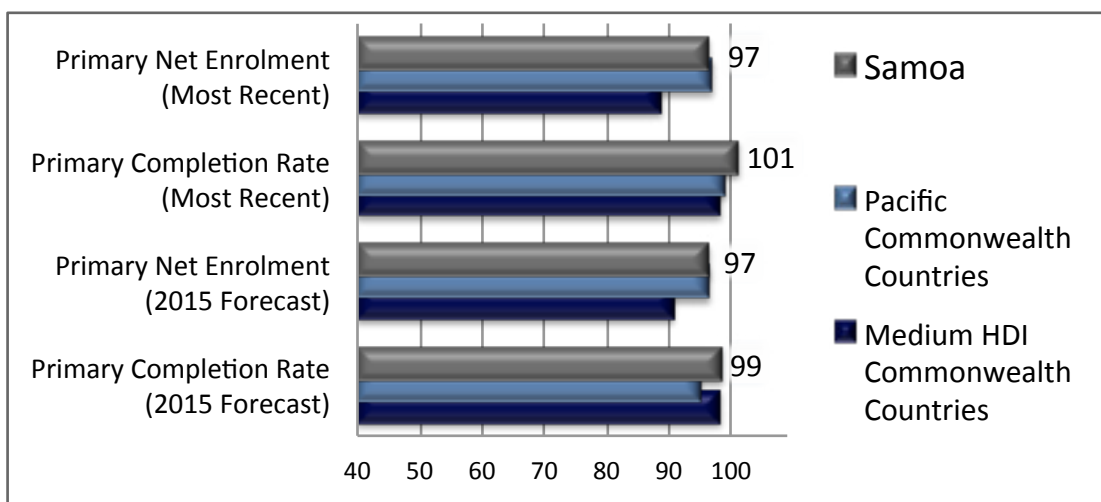
## Early Childhood Education

Population	194,000 (2011)
GDP Per Capita PPP	\$6000 (2011)
Population Growth Rate	.60% (2011)
Population ages 0-14	35.4% (2011)
Public Expenditure on Education ... GDP	5.7% (2008)
Human Development Index	.688 (2011)



Samoa has a lower pre-primary net enrolment rate in comparison to both its human development level median and regional median. The net enrolment rate was 35.3 in 2000 and was 34.3 in 2001, the most recent statistic. There are not enough data to make a meaningful forecast.

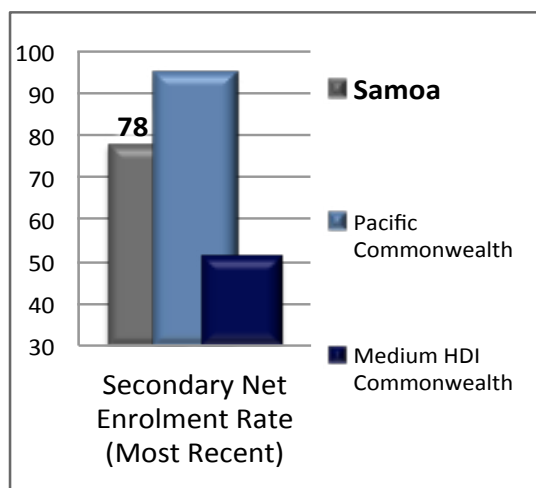
## Basic Education Enrolment and Completion



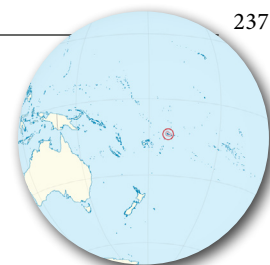
Samoa had a net enrolment rate of 90.0 in 2000. It rose to 96.5 in 2010 (the most recent statistic). The projected gross enrolment ratio for 2015 remains 96.5.

### Chart Color Key

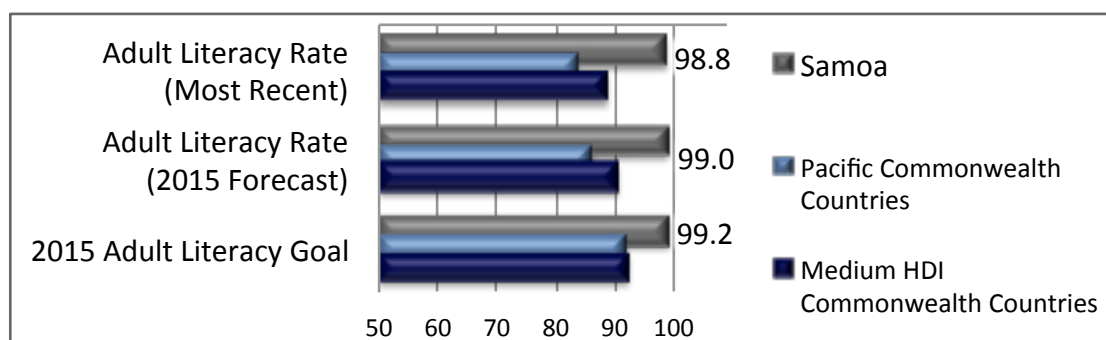
- ◆ Country
- ◆ Region
- ◆ Human Development Level





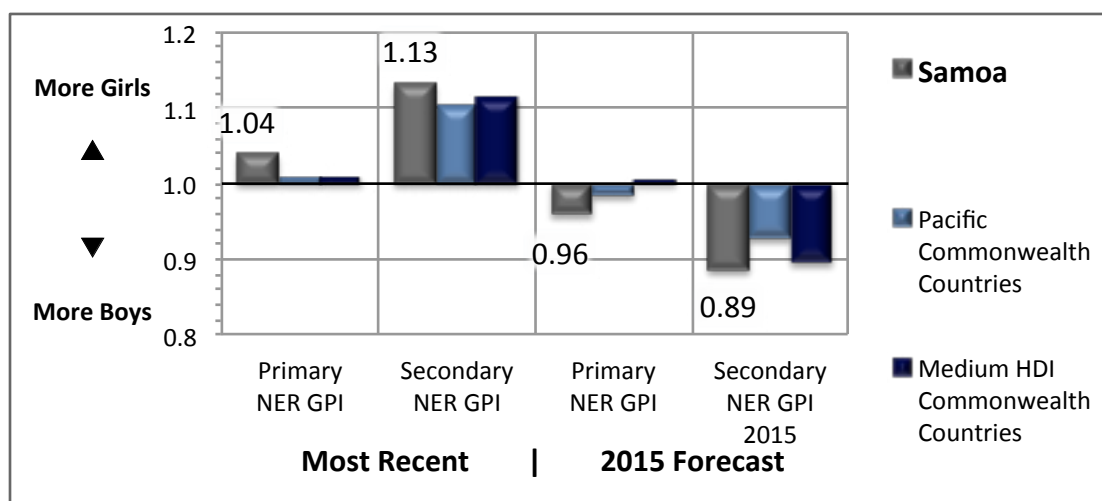


## Adult Literacy



Samoa has a high literacy rate in comparison to both its human development level median and the regional median. The country has 1,200 illiterate adults. Illiteracy needed to drop by 0.8 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 0.4 points away. The 2015 forecast puts it 0.2 points away.

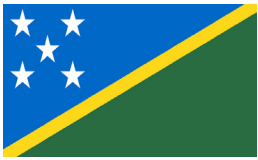
## Gender Equity



Samoa has a primary net enrolment rate favouring girls by most recent statistic (2010). The primary net enrolment rate is forecast to switch, and become more inequitable for girls in 2015. By most recent statistic, the secondary net enrolment rate is critically unequal for boys and forecast to become critically unequal for girls in 2015.

## Quality

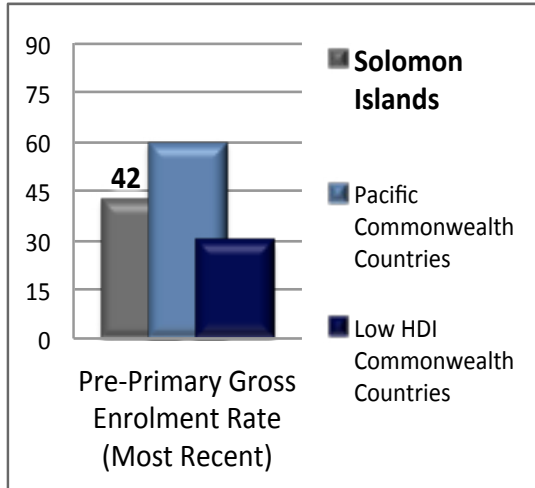
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	N/A	30.2	21.5	12.0



# SOLOMON ISLANDS

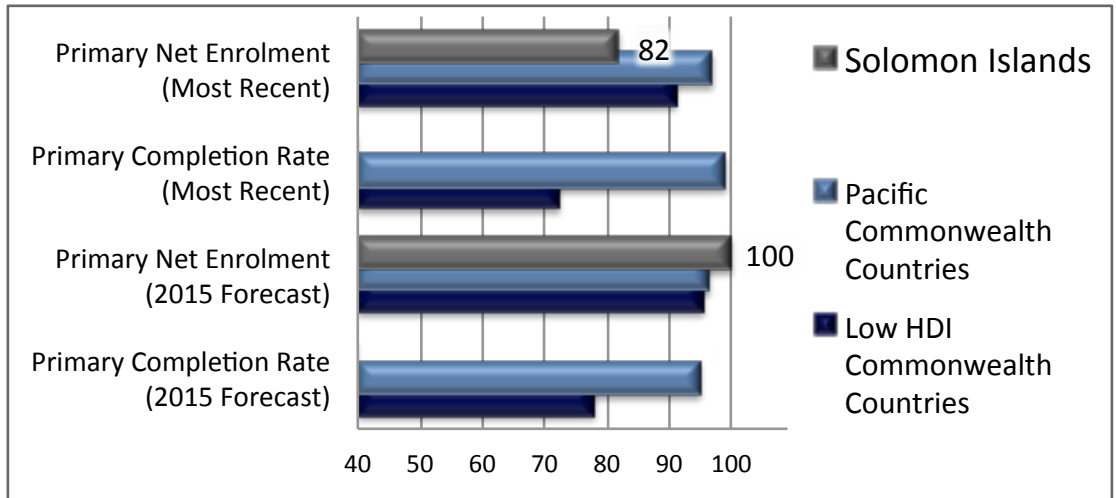
## Early Childhood Education

Population	585,000 (2011)
GDP Per Capita PPP	\$3,200 (2011)
Population Growth Rate	2.17% (2011)
Population ages 0-14	37.8% (2011)
Human Development Index	.510 (2011)



Solomon Islands has a low pre-primary gross enrolment ratio in comparison to both its human development level median and regional median. There have been decreasing gross and net enrolment patterns. The gross enrolment ratio was 52.8 in 2000 and was 37.8 in 2001, the most recent statistic. If current trends continue, it is forecast to reach 30.6 by 2015.

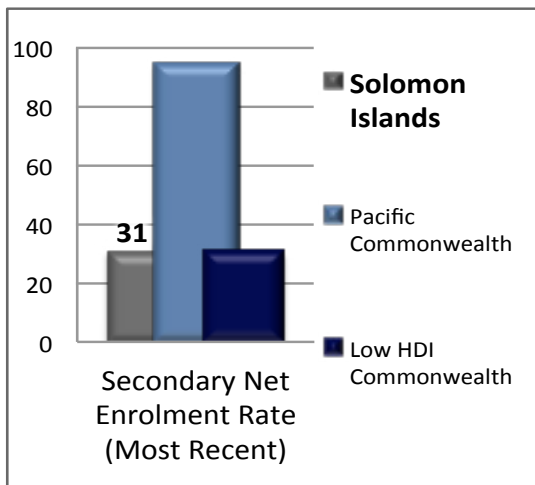
## Basic Education Enrolment and Completion

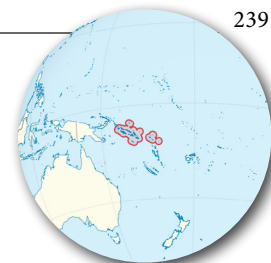


Solomon Islands net enrolment rate is below the medians for the human development group and the regional group. Only three years of net enrolment rate data are available, from 2005 to 2008, and show a steady rise from 77.0 to 82.0. If that momentum continues, it would have universal enrolment in 2015.

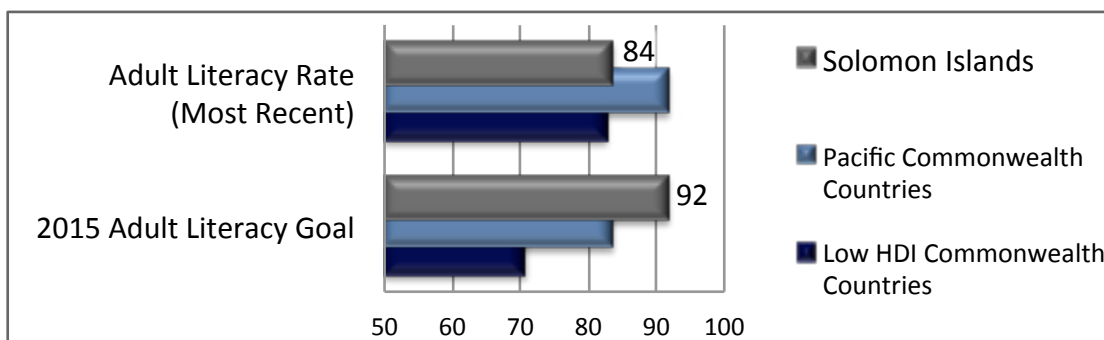
### Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level



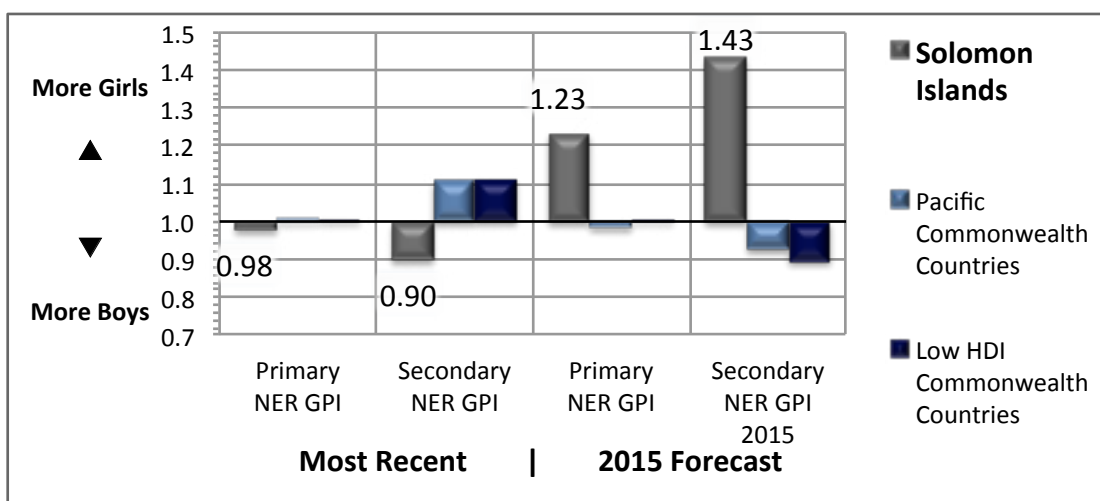


## Adult Literacy



Solomon Islands' literacy rate is similar to its human development level median, but lower than the regional median. There are no UIS statistics for the number of illiterate adults. Using the 1999 rate, illiteracy needed to drop by 8.1 percentage points to reach EFA Goal 4. The 1999 statistic is the only recent statistic available, so there is no known progress or lack thereof.

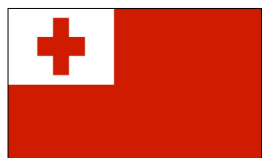
## Gender Equity



Solomon Islands has a primary net enrolment rate that is essentially equitable by the most recent statistic (2010). The primary net enrolment rate is forecast to become critically unequal for boys in 2015. By most recent statistic, the secondary net enrolment rate is unequal for girls and forecast to be extremely unequal for boys in 2015.

## Quality

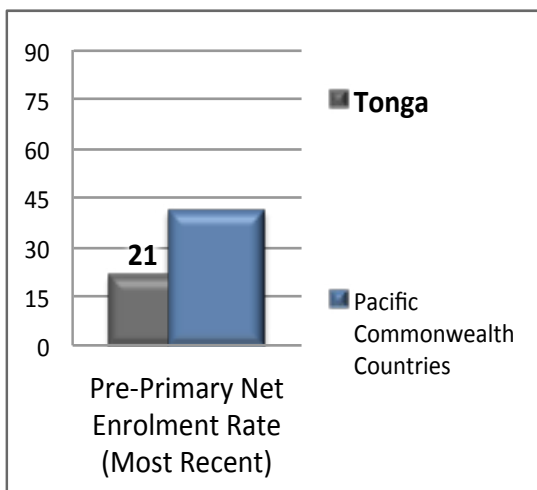
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	N/A	N/A	10.1	N/A



# TONGA

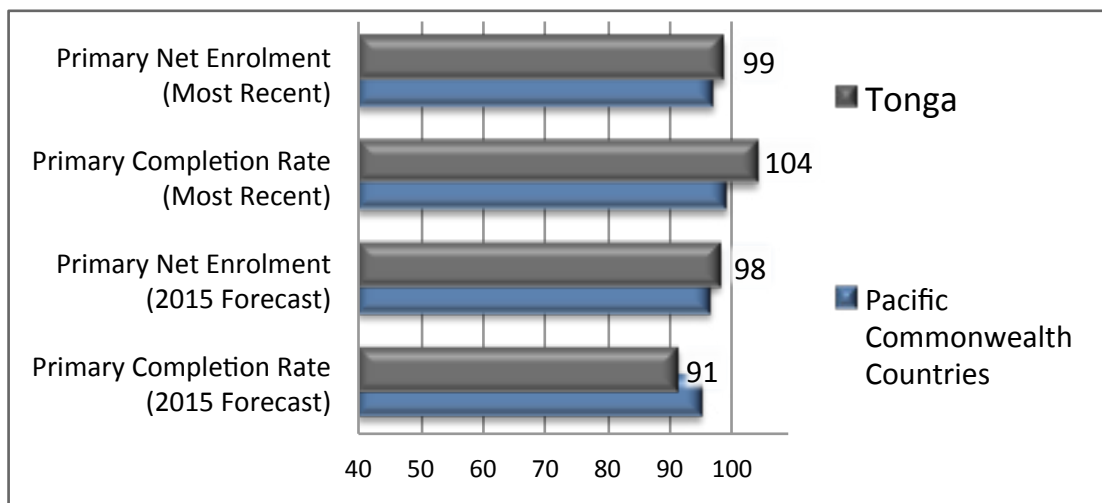
## Early Childhood Education

Population	106,000 (2011)
GDP Per Capita PPP	\$7,500 (2011)
Population Growth Rate	.19% (2011)
Population ages 0-14	37.2% (2011)
Public Expenditure on Education ... GDP	3.9% (2004)
Human Development Index	.704 (2011)



Tonga has a pre-primary net enrolment lower than its regional median. There is only one statistic for net enrolment, but there have been decreasing gross enrolment ratio patterns. The gross enrolment ratio was 52.8 in 2000 and was 37.8 in 2009, the most recent statistic. If current trends continue, it is forecast to reach 30.6 by 2015.

## Basic Education Enrolment and Completion



Tonga's net enrolment rate is slightly above the median for the its regional group. The net enrolment rate was 92.3 in 1990, 98.7 in 2001, and the same for the most recent statistic in 2006. It is forecast to decrease slightly to 98.0 in 2015.

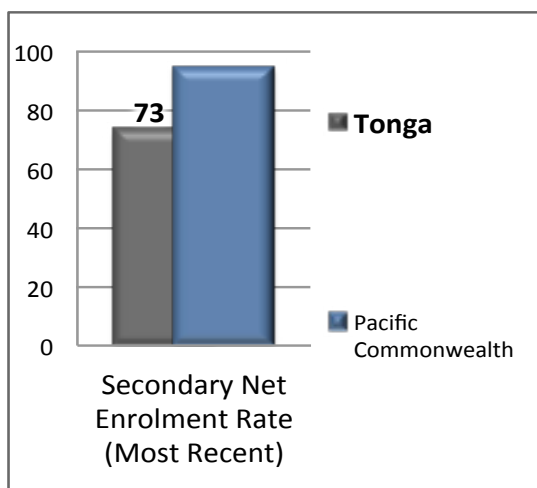
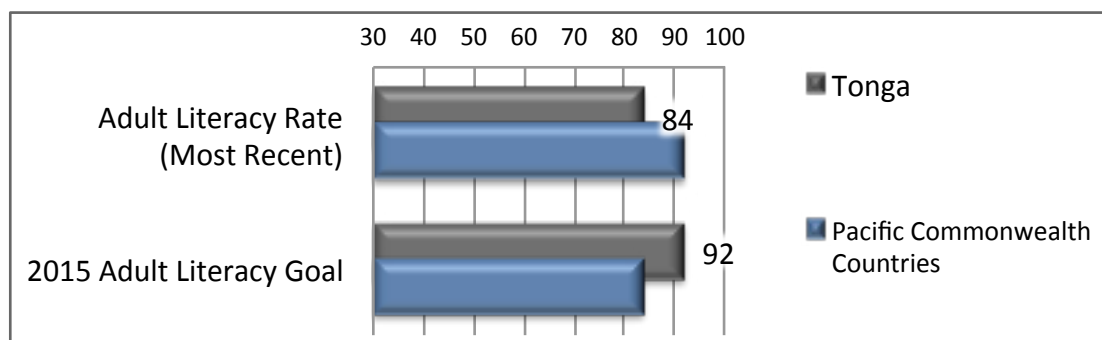


Chart Color Key

- ◆ Country
- ◆ Region
- ◆ Human Development Level

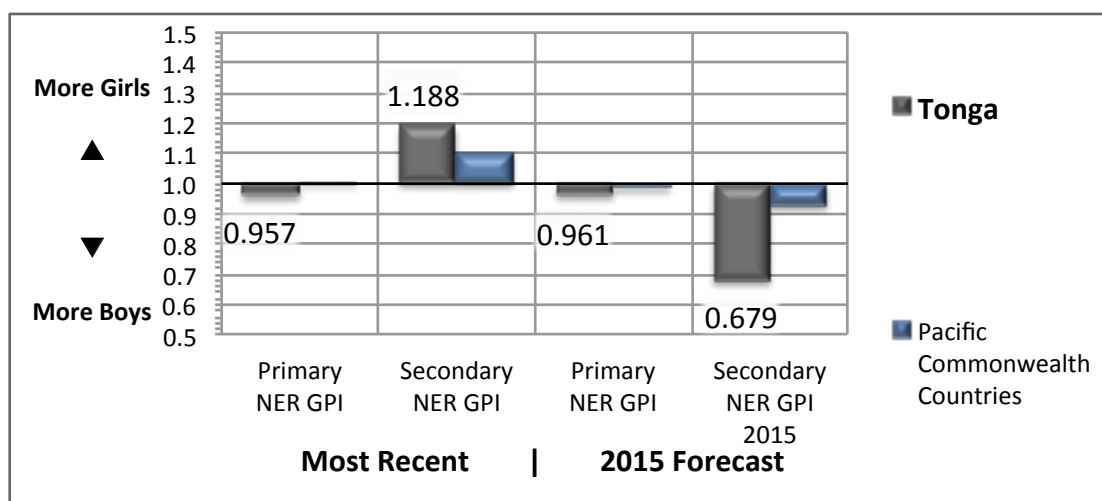


## Adult Literacy



Tonga has a low literacy rate in comparison to its regional median. The country has 600 illiterate adults.

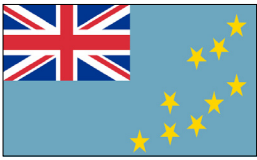
## Gender Equity



Tonga has a primary net enrolment rate favouring boys by most recent statistic (2010). The primary gross enrolment ratio is forecast to stay the same in 2015. By most recent statistic, the secondary net enrolment rate is critically unequal for boys and forecast to become critically unequal for girls in 2015.

## Quality

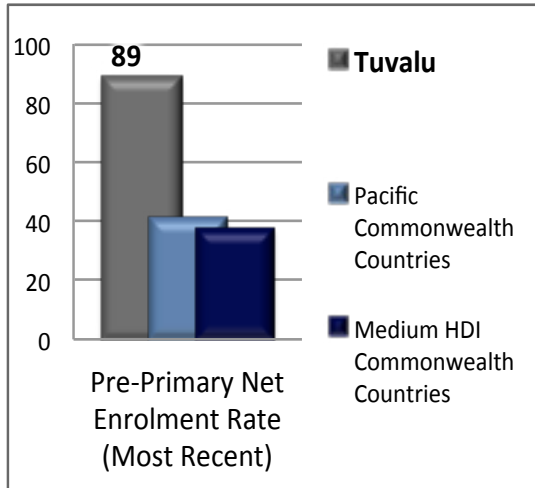
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	N/A	25.4	14.4	9.7



# TUVALU

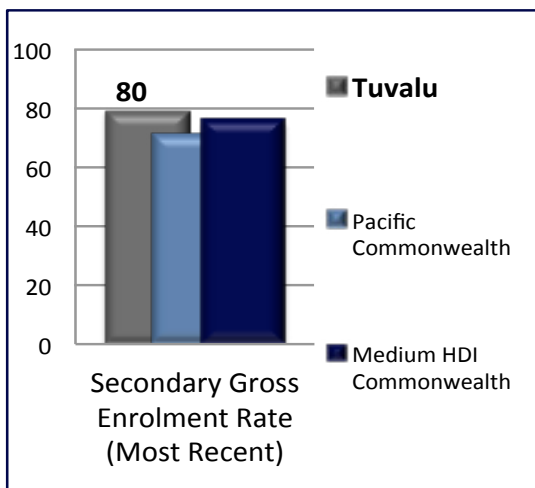
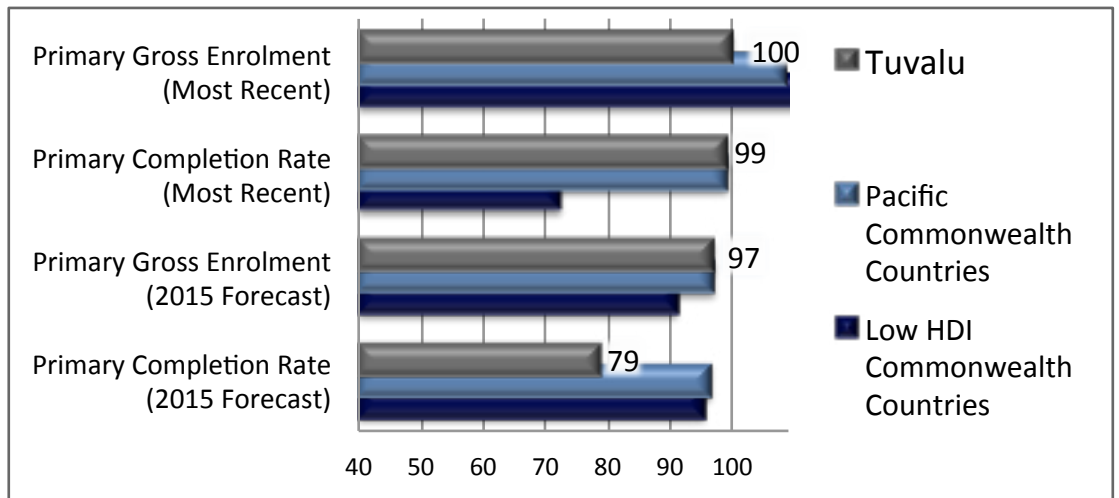
## Early Childhood Education

Population	11,000 (2011)
GDP Per Capita PPP	\$3,400 (2010)
Population Growth Rate	.73% (2011)
Population ages 0-14	30.6% (2011)
Human Development Index	.583 (2011)



Tuvalu has a high pre-primary net enrolment rate in comparison to both its human development level median and regional median. There are only two statistics for net enrolment, but there have been decreasing net enrolment rates. The net enrolment rate was 91.0 in 2005 and was 89.1 in 2006, the most recent statistic.

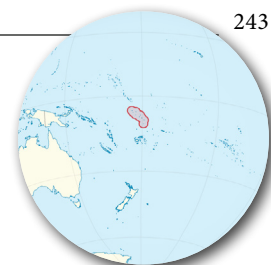
## Basic Education Enrolment and Completion



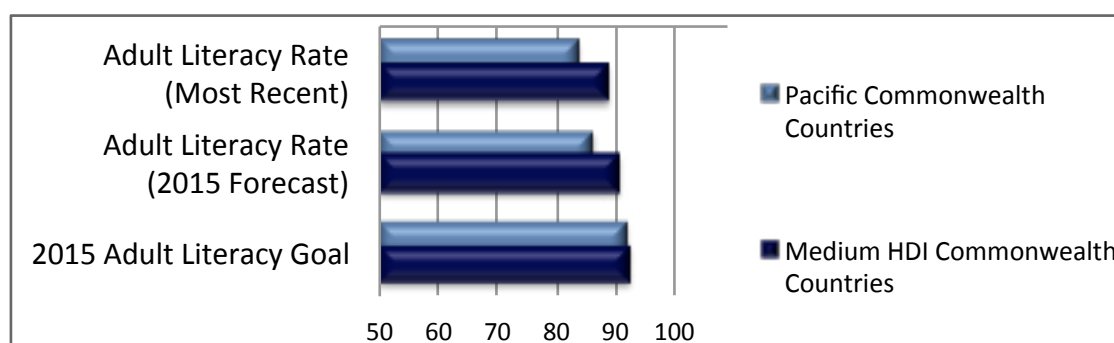
Tuvalu's net enrolment rate is above the median for the regional and human development grouping. The gross enrolment ratio was 104.4 in 2000, 91.1 in 2002, and 101.1 for the most recent statistic (2005). It is forecast to decrease slightly to 97.0 in 2015.

**Chart Color Key**

- Country
- Region
- Human Development Level

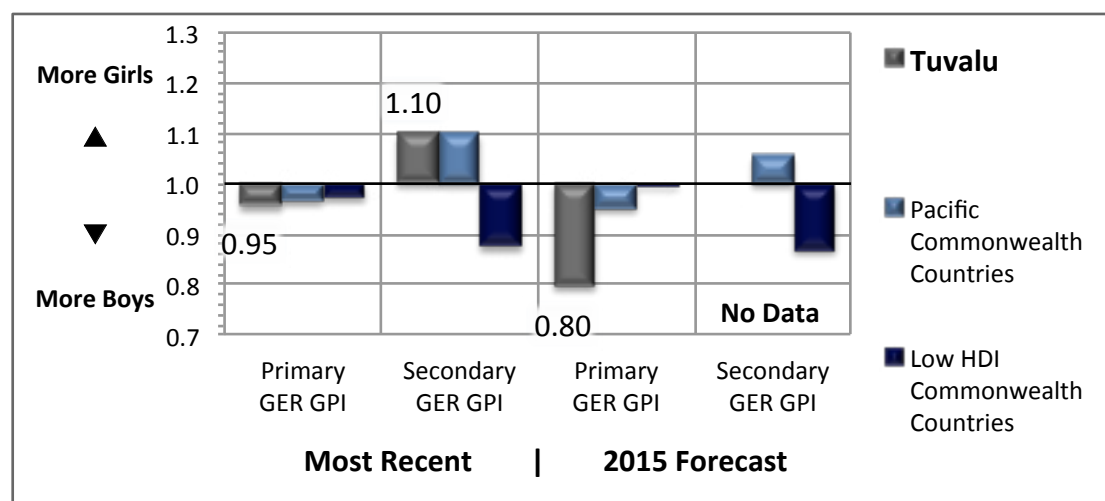


## Adult Literacy



Neither literacy rates nor numbers of illiterate adults are available in the UIS database for Tuvalu.

## Gender Equity



Tuvalu has a primary gross enrolment ratio favouring boys by most recent statistic (2010). The primary gross enrolment ratio is forecast to become substantially more inequitable for girls in 2015. By most recent statistic, the secondary gross enrolment ratio is critically unequal for boys and there is not enough data for a 2015 forecast.

## Quality

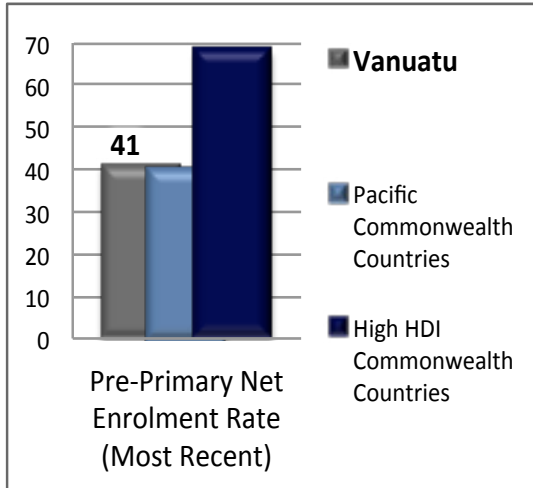
Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
N/A	N/A	19.2	N/A	N/A



# VANUATU

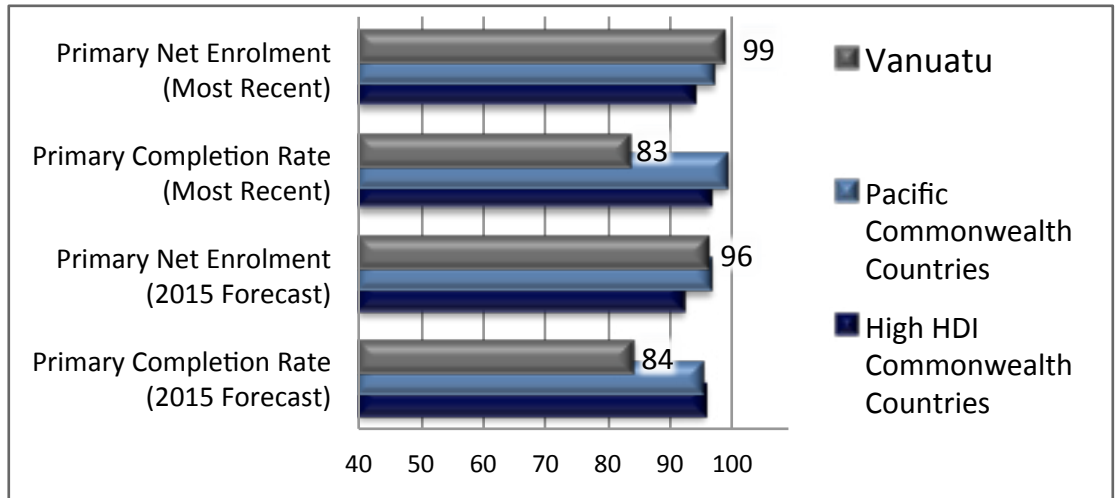
## Early Childhood Education

Population	228,000 (2011)
GDP Per Capita PPP	\$5,000 (2011)
Population Growth Rate	1.3% (2011)
Population ages 0-14	29.6% (2011)
Public Expenditure on Education ... GDP	4.8% (2009)
Human Development Index	.617 (2011)



Vanuatu has pre-primary net enrolment lower than its human development level median but is nearly equal to the regional median. There has been steadily increasing net enrolment. The net enrolment rate was 33.6 in 2007 and was 40.9 in 2009, the most recent statistic. If current trends continue, it is forecast to reach 52.5 by 2015.

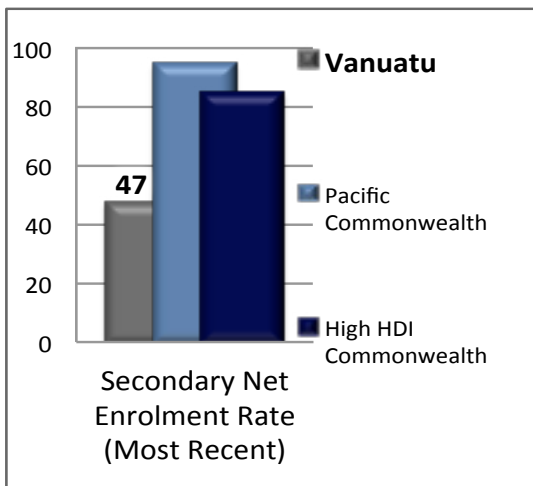
## Basic Education Enrolment and Completion



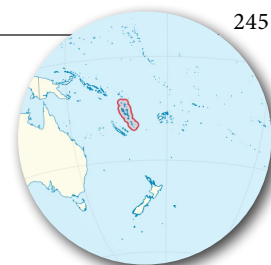
Vanuatu's net enrolment rate is similar to the median for the its regional and human development grouping. The net enrolment rate was 98.6 in 2000, and 98.7 for the most recent statistic in 2005. It is forecast to decrease to 95.8 in 2015.

Chart Color Key

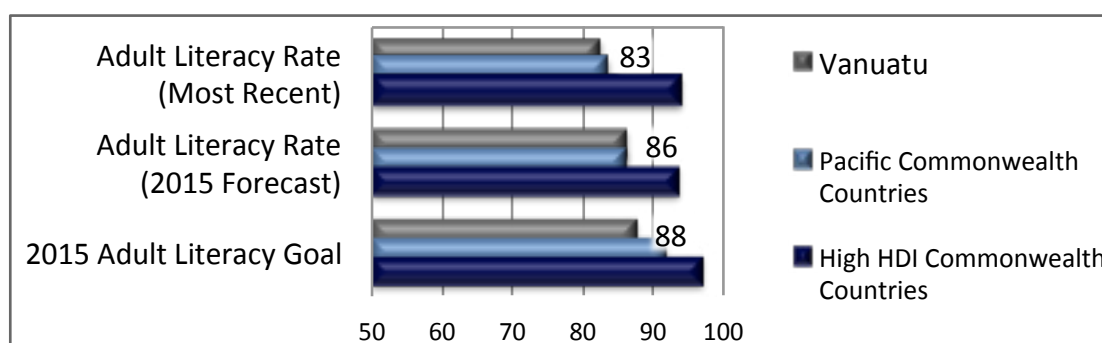
- Country
- Region
- Human Development Level





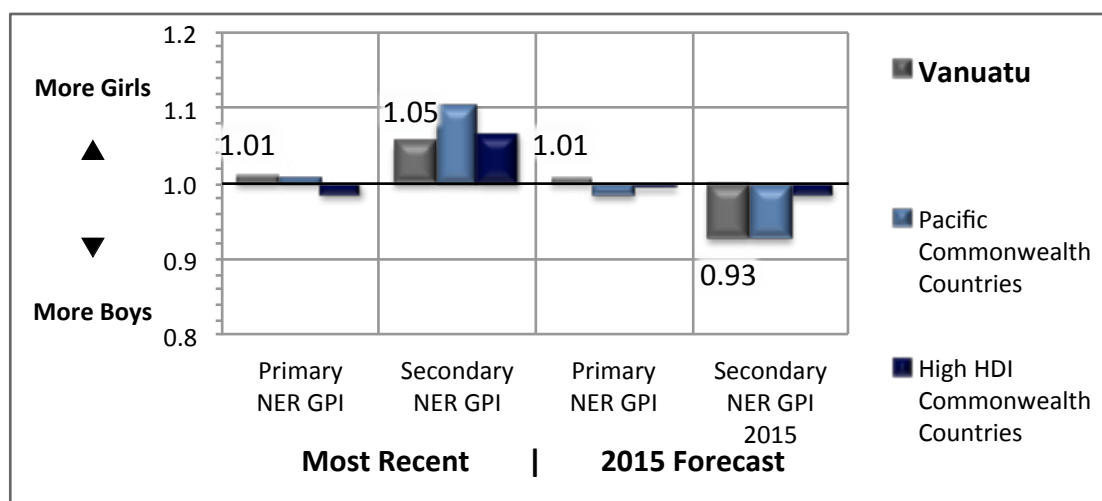


## Adult Literacy



Vanuatu has a low literacy rate in comparison to its human development level median, but equal to the regional median. The country has 25,000 illiterate adults. Illiteracy needed to drop by 12.4 percentage points to reach EFA Goal 4. By 2010 (the most recent statistic), it was 5.0 points away. The 2015 forecast puts it 1.3 points away.

## Gender Equity



Vanuatu's primary net enrolment rate is essentially equitable and is set to stay the same. The gross enrolment ratio is forecast to become more inequitable for girls in 2015. By most recent statistic, the secondary net enrolment rate is unequal for boys and forecast to become critically unequal for girls in 2015.

## Quality

Trained Pre-Primary Teachers (%)	Trained Primary Teachers (%)	Teacher-Student Ratio Primary	Teacher-Student Ratio Secondary	Public Spending per Student (% of GDP/pc)
100	100	21.7	13.7	17.0

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