EDUCATION

Differences become more noticeable



Summary:	COUNTRIES		RACY I years	PRIMARY SCHOOL	CHILDREN Reaching 5th	SECONDARY SCHOOL	TERTIARY Education	Value	
CURRENT SITUATION (colour) RECENT EVOLUTION (arrow-icon)	(Basic Capabilities Index value, 0-100)	old	, %)	ENROLMENT RATE (net, %)	GRADE (%)	ENROLMENT RATE (net, %)	ENROLMENT RATE (gross, %)		
\rightarrow	Afghanistan (47)	34	ш			25.9	1.3 11	20	
\rightarrow	Albania (96)	99	П	93.6	89.9	72.8	19.1	75	Literacy (: org). Prim (www.uis. primary s
\rightarrow	Algeria (96)	92	\rightarrow	96.0	96.0	66.3 II	24.0	75	racy Prii W.uis
\rightarrow	Andorra (93)			82.1 ->	98.5	71.8 ←	9.9	66	(15-: mary sune scho
11	Angola (58)	72	ш				2.9 ←	37	24 ye sch sco. ol (%
\rightarrow	Anguila (—)			95.3	97.1	80.8	4.6	69	ears ool e org/)
	Antigua and Barbuda (94)			74.0				74	old, inrol ines
H .	Argentina (98)	99	Ш	99.0	96.0	78.3 II	67.1 ->	88	%): men CO (
\rightarrow	Armenia (95)	100	Ш	93.9	90.5	85.0	34.2	81	World tration
\rightarrow	Aruba (—)	99	Ш	99.6	96.7	82.5	33.1 →	82	ld Ba io (n ichir
\rightarrow	Australia (99)			97.2	98.6	87.9 ->	75.1 →	90	et, % lg 5t unes
\rightarrow	Austria (99)	100		97.4	98.1	00.0	51.1 →	82	(a): U h gra
→	Azerbaijan (96)	100	Ш	95.4	98.7	83.0	15.2 ->	78	Literacy (15-24 years old, %): World Bank (www.worldbank. Org). Primary school enrolment ratio (net, %): UNESCO (www.uis.unesco.org/). Children reaching 5th grade of primary school (%): UNESCO (www.uis.unesco.org/).
—————————————————————————————————————	Bahamas (99)	100		91.2 ->	98.1 11	86.3 ->	20.1	92	idba CO
	Bahrain (99)	100	7	99.4	98.9	93.4 →	32.1 - 7.2 - 	85	콧
—————————————————————————————————————	Bangladesh (56)	72	_	89.6 □ 97.0 →	54.8 ← 94.4 ←	40.7 11 90.2 →	53.1	53 84	
$\overrightarrow{\rightarrow}$	Barbados (98) Belarus (100)	100	п	90.2	99.5	86.9	68.5	89	Seco uis.u UNE
"	Belgium (98)	100	-"	98.3	96.3	87.1	62.5	86	nesc SCO
	Belize (92)			99.7	87.3	67.1	2.6	64	77 sc (ww
\rightarrow	Benin (77)	52	\rightarrow	82.8	71.5	17.1	5.1	46	Secondary school enrolment rat uis.unesco.org/). Tertiary educat UNESCO (www.uis.unesco.org/)
\leftarrow	Bermuda (—)	0L		92.7	89.8 11	17.1	18.8	67	enra Suma
\rightarrow	Bhutan (79)	74		88.4	93.2	45.4	5.3	61	ary e
n'	Bolivia (79)	99	\rightarrow	95.0	83.3	69.9	40.6	78	int ra duca org/)
\leftarrow	Bosnia and Herzegovina (98)	100	11				36.9	68	tion (
←	Botswana (90)	94	ш	84.1 ←	82.5	55.9	5.1	64	net, enro
II.	Brazil (90)	98	\rightarrow	93.5	75.6	77.0 II	30.0	75	lme
\rightarrow	Brunei Darussalam (99)	100	\rightarrow	96.5 ->	99.3	89.1 ->	15.4 ->	80	JNES nt rad
\rightarrow	Bulgaria (97)	97	\leftarrow	96.3 ->	94.1	87.9 ←	49.5	85	SCO
\rightarrow	Burkina Faso (71)	39	\rightarrow	59.2	79.6	14.1	3.0	39	Secondary school enrolment ratio (net, %): UNESCO (www. uis.unesco.org/). Tertiary education enrolment ratio (gross): UNESCO (www.uis.unesco.org/).
\rightarrow	Burma/Myanmar (73)	95	Ш		73.0 ->			84	ÿ
\rightarrow	Burundi (61)	73	Ш	81.3	66.2		1.9 ←	56	
\rightarrow	Cambodia (66)	86	\rightarrow	89.4	62.2	34.1	5.3	55	ears
\rightarrow	Cameroon (77)				84.3		7.2	46	For more detailed infor years of the data see co www.socialwatch.org/s
11	Canada (99)			99.5			62.4	81	deta he da alwa of ir
П	Cape Verde (93)	97	Ш	85.2	92.2	60.7	8.9	69	iled ata s itch.o
\rightarrow	Cayman Islands (—)	99		83.9 ->	78.0	95.6	18.8	75	* * * * =
\rightarrow	Central African Republic (65)	59	Ш	56.3	59.0	10.4	1.1 ←	44	mat, omp statis
\rightarrow	Chad (44)	44	→	60.4 11	37.7	10.4	1.2 11	31	ion o lete t stics2
\rightarrow	Chile (99)	99		94.5	97.9 ←	85.3	52.1	86	formation on the reference complete tables at: g/statistics2009 g/statistics2009
\rightarrow	China (95)	99		00.0	00.2	67.4	22.9	61	e ref
\rightarrow	Colombia (94)	98	Ш	90.9 ->	88.3	67.4 ->	31.8 ->	75	tabl
$\xrightarrow{\rightarrow}$	Comoros (79)	89		55.5	80.3		2.3 11	57	le.
	Congo DR (68)	70	Ш	505	66.2		4.1 	37	
$\stackrel{\longleftarrow}{\rightarrow}$	Congo, Rep. (76)			58.5	66.3	70.1	3.7 11	43	
	Cook Islands (98)	00	п	68.8 ←	96.0	70.1	25.2	78 70	
П	Costa Rica (93)	98			87.6 ->		25.3	70	

Summary:	COUNTRIES	LITE	RACY	PRIMARY	CHILDREN	SECONDARY	TERTIARY	Value	
CURRENT	(Basic Capabilities Index	•	4 years , %)	SCHOOL Enrolment	REACHING 5TH GRADE	SCHOOL ENROLMENT	EDUCATION ENROLMENT		
SITUATION (colour)	value, 0-100)	oiu	, /0)	RATE	(%)	RATE	RATE		
RECENT EVOLUTION				(net, %)		(net, %)	(gross, %)		
(arrow-icon)									
←	Côte d'Ivoire (74)	61	ш	56.0 ->	78.3 ←	19.8	7.9	45	
\rightarrow	Croatia (100)	100	п	98.9	99.8	86.5 ->	45.8	86	SOURCE: Literacy (org). Prim (www.uis. primary s
\rightarrow	Cuba (99)	100	П	99.2 ->	97.0	84.4 ←	122.4	101	acy Prii W.uis
\rightarrow	Cyprus (100)	100	П	99.3	99.9	95.1 ->	36.2	86	(15- mary s.une scho
\rightarrow	Czech Republic (99)			92.5	98.0		54.8	82	24 y / sch) sch
\rightarrow	Denmark (100)			96.1 11	100.0	89.6 ←	80.3	91	ears lool .org/ .org/
\rightarrow	Dijibouti (90)			45.3	89.9	24.4	2.6	41	old, enro). Ch
\leftarrow	Dominica (96)			82.0 ←	89.3	81.0 ←		84	liner 600
\rightarrow	Dominican Republic (87)	96	\rightarrow	80.7 ->	68.0	59.5	34.5	68	Wol ntrad en re (www
←	Ecuador (86)	95	←	99.3	81.7	59.2	35.3	74	io (r achi
II	Egypt (89)	85	Ш	97.6 ->	96.8	80.0	34.7	79	ank (ng.5
\rightarrow	El Salvador (80)	94	\rightarrow	93.6	73.7	54.4	21.7	67	www th gr
\leftarrow	Equatorial Guinea (58)	95	Ш	69.4	33.0 →	25.3	2.7 11	45	SOURCE: Literacy (15-24 years old, %); World Bank (www.wororg). Primary school enrolment ratio (net, %); UNES (www.uis.unesco.org/), Children reaching 5th grade c primary school (%); UNESCO (www.uis.unesco.org/).
\rightarrow	Eritrea (60)	78		42.3	59.9	25.1 →	1.0 11	41	SOURCE: Literacy (15-24 years old, %): World Bank (www.worldbank. org). Primary school emolment ratio (net, %): UNESCO (www.uis.unesco.org/). Children reaching 5th grade of primary school (%): UNESCO (www.uis.unesco.org/).
	Estonia (99)	100		96.8 →	96.9	89.9 11	65.0	90	nk.
$\overline{}$	Ethiopia (53) Fiji (93)	50	Ш	72.3 	64.4 83.1 ←	24.0 	2.7 -> 15.4 II	43 68	
"	Finland (100)			96.5	99.9	96.9	93.8	97	Sec uis.t UNE
11	France (99)			99.2	98.0	98.5	55.6	88	onda inesi iSCO
$\stackrel{\cdots}{\longrightarrow}$	Gabon (82)	97	\rightarrow	89.5	69.3	30.3	33.0	85	CO.01 (www
\rightarrow	Gambia (73)	31		69.3	73.0	40.1	1.1 0	46	choo rg/). vw.ui
\rightarrow	Georgia (96)			94.5	100.0	81.9	37.3 ←	78	l enr Terti
	Germany (99)			99.8	98.4	01.0	07.10	99	olmı ary e esco
\rightarrow	Ghana (76)	78	\rightarrow	73.3>	88.6	44.9	5.8	58	ent r educ: org/
H .	Greece (99)	99	П	99.8	98.5	91.0	90.8	96) atio
←	Grenada (92)			78.7	79.0	78.8 II		79	Secondary school enrolment ratio (net. %): UNESCO (www. uis unesco.org/). Tertiary education enrolment ratio (gross): UNESCO (www.cuis.unesco.org/).
\rightarrow	Guatemala (68)	85	\rightarrow	96.8 ->	68.0	38.1	17.7	61	olme %:
\rightarrow	Guinea (68)	47	ш	75.1	83.0	30.1	5.3	48	nt r
11	Guinea-Bissau (58)			45.3		8.7		27	itio (
\rightarrow	Guyana (84)				64.0		12.3	38	(ww
\rightarrow	Honduras (82)	94	\rightarrow	93.9	83.0		17.2	72	<u>s</u> ;
→	Hong Kong (—)			94.9	100.0	78.6 →	33.8	77	
\rightarrow	Hungary (99)	99		93.0 →	04.0	89.4	69.1	88	For more detailed inform years of the data see cor www.socialwatch.org/st Definition of indicators a
II .	Iceland (98)	00		97.5	94.0	90.7 ->	73.4	89	nore of t soc
\rightarrow	India (68)	82	-	94.3	66.0	C7.F	11.8	64	deta he d ialwa
→	Indonesia (85)	97	←	98.0 →	93.0 →	67.5	17.5 ->	75	uiled ata : atch. ndic
— <u>"</u>	Iraq (88)	85 97	11	93.7 (81.0 11	38.4 II 77.3 II	15.8 II 31.4	62 75	d info see c n.org/ cators
→	Iran (95) Ireland (100)	31	"	96.0	99.0	88.2	61.1	86	ormat comp y/statis
"	Israel (99)			97.2	99.0 11	87.6	60.4	86	ion ()lete stics
—————————————————————————————————————	Italy (100)	100	п	99.4	33.0	93.6	68.1	90	on th table 2009
ii ii	Jamaica (95)	94		86.7		76.3	19.0	69	mation on the reference omplete tables at: statistics2009 at the end of this table.
II.	Japan (99)			99.8		98.2	58.1 ->	85	eren
\rightarrow	Jordan (99)	99	П	92.9 →	99.0 ->	86.6	39.9	83	le.
II.	Kazakhstan (99)	100	Ш	99.0		85.6	47.0	83	
\rightarrow	Kenya (71)	80	Ш	87.0	83.0	44.8	3.5	60	
\rightarrow	Kiribati (89)			99.7 ->	82.0	68.3 ->		83	
\rightarrow	Korea, Rep. (100)				100.0	96.9 ->	94.7 ->	97	
\rightarrow	Kuwait (100)	98	←	94.1	100.0 ->	79.9 ->	17.6	78	
\rightarrow	Kyrgyzstan (95)	100	Ш	92.4		80.5	42.8 II	79	
\rightarrow	Lao PDR (58)	84	\rightarrow	86.3 →	61.0 ←	35.9	11.6	56	
\rightarrow	Latvia (99)	100	П	92.2	98.0		71.3	90	
\rightarrow	Lebanon (96)	99		84.1 →	92.0 →	73.5	54.1	81	
II	Lesotho (72)	70		72.7	74.0	23.9	3.6	44	
	Liberia (61)	72	→	30.9 ←		17.1 II	15.6	34	
"	Libya (99)	99	Ш	89.3 →		65.2	55.8 II 31.2	77	
→	Liechtenstein (—)	100				65.2 II 90.9 (62 90	
II .	Lithuania (99)	100	П	93.6		90.9	75.6 ←	90	

Summary: CURRENT SITUATION (colour)	COUNTRIES (Basic Capabilities Index value, 0-100)	LITERACY (15-24 yea old, %)		PRIMARY SCHOOL ENROLMENT RATE (net, %)	CHILDREN REACHING 5TH GRADE (%)	SECONDARY SCHOOL ENROLMENT RATE (net, %)	TERTIARY EDUCATION ENROLMENT RATE (gross, %)	Value	
RECENT EVOLUTION (arrow-icon)				, , ,		, ,	. ,		
\rightarrow	Luxembourg (100)			98.8 →	99.0	84.6 ->	10.2 ←	73	
H II	Macau (—)	100 ı	1	93.0 ←	100.0	77.6	57.0 II	86	SOURCE: Literacy (org). Prim (www.uis. primary s
\rightarrow	Macedonia (—)	99 ı	ı	94.2 ->		81.3	35.5	78	JRCI racy Pri w.ui
\rightarrow	Madagascar (59)	70 I	ı	99.3	42.0 ←	21.2	3.2	47	(15- mar s.un s.cho
\rightarrow	Malawi (62)	83 —	→	87.6	43.0 ->	23.9 ->		59	24 y y sch esco
←	Malaysia (97)	98 ı	ı	97.5 ←	92.0	68.7 ←	30.2 ←	77	nool nool norg
\rightarrow	Maldives (91)	98 ı	ı	97.0	92.0	69.0		89	enro ONE ONE
\rightarrow	Mali (67)	39 —	\rightarrow	63.0	81.0		4.4	47	, %) Ilme SCO
\rightarrow	Malta (99)	98 -	•	91.3	99.0	86.6 ->	31.6	81	: Wo nt ra en re
\leftarrow	Marshall Islands (93)			66.5		44.9 ←	17.0	43	rid E tio (tio (tio (pach
\rightarrow	Mauritania (68)	66 -	→	81.0	64.0	16.8	4.0	46	bank net, ing t
H .	Mauritius (99)	96 -		95.4	99.0 ->	81.5	14.0 ←	77	(ww %): 5th g
\rightarrow	Mexico (95)	98 ı	ı	99.2 ->	95.0 ->	72.1	26.9	78	SOURCE: Literacy (15-24 years old, %); World Bank (www.world Literacy (15-24 years old, %); World Bank (www.world org). Primary school emolment ratio (net, %); UNESCO (www.uis.unesco.org/). Children reaching 5th grade of primary school (%); UNESCO (www.uis.unesco.org/).
H .	Micronesia (89)						14.1	14	SOURCE: Literacy (15-24 years old, %): World Bank (www.worldbank. Literacy (15-24 years old, %): World Bank (www.worldbank. org). Primary school enrollment ratio (net, %): UNESCO (www.uis.unesco.org/). Children reaching 5th grade of primary school (%): UNESCO (www.uis.unesco.org/).
H .	Moldova (—)		1			80.6	41.2	74)ank.
\rightarrow	Mongolia (93)	95	-	97.6	84.0	81.1	47.7 →	81	
-	Montserrat (92)			96.2	90.0	95.6	44.0	94	UN UNIS
\rightarrow	Morocco (81)	75 -	→	89.3 ->	84.0	34.5	11.3 11	59	Secondary school enrolment ratio (net, %): UNESCO (www. uis.unesco.org/). Tertiary education enrolment ratio (gross): UNESCO (www.uis.unesco.org/).
→	Mozambique (66)	53 —	→	76.0	64.0	2.6	1.5	39	lary: sco.c
\rightarrow	Namibia (89)	93 •		88.1	98.0	49.6	6.4	67	scho org/) ww.
\rightarrow	Nauru (76)	70		72.3	31.0	40.0	44.0	52	ole: . Ter uis.u
\leftarrow	Nepal (58)	79 -	→	80.0	62.0	42.0	11.3	55	nroli tiary
\rightarrow	Netherlands (100)	00 -		98.6	99.0 11	88.6 →	60.3	87	nen edi o.or
←	Netherlands Antilles (—)	98 1	'	97.0		81.0	21.2 11	74 99	ucati
	New Caledonia (—)	99		99.3		91.9	79.8 ←	99	on e
—————————————————————————————————————	New Zealand (98) Nicaragua (70)	87 I		97.1	47.0	45.5	18.1	59	nroli
\rightarrow	Niger (55)	37 -		45.5	72.0	9.0	1.0	33	nent □
\rightarrow	Nigeria (56)	87		65.2	83.0	27.0	10.2	54	VES(
ıı İ	Norway (100)	01 /		98.7	100.0	96.8	76.2	93	ig 00 (s
\rightarrow	Oman (98)	98		75.0	98.0	78.6 →	25.5	75	(sso
\rightarrow	Pakistan (71)	69 —	→	65.6	70.0	32.2	5.1	48	
11	Palau (99)			96.4		,	40.2	68	ye. De ₩
←	Panama (93)	96 I		77.4	90.0	64.2	44.9 ->	74	r mo ars o ww.s
\rightarrow	Papua New Guinea (62)		\leftarrow	99.0				81	ore d
←	Paraguay (95)	99 -			88.0	57.4	25.5 ->	67	etail e dat e dat lwat
\rightarrow	Peru (88)		ı	94.9 ←	93.0 ->	76.2	35.1 ->	79	ed ir :a se :h.oı dicat
\rightarrow	Philippines (78)	94	←	99.0	76.8 ->	61.3 ->	28.5 ->	72	nforr e co rg/st ors a
	Pitcairn (—)			91.7				92	natic mple atist
\rightarrow	Poland (99)	99		95.7 ←	98.0 ←	93.8	66.9 ->	91	on or te to ics2,
\rightarrow	Portugal (99)	100 ı	ı	99.0 ->		87.7	56.0 ->	86	For more detailed information on the reference years of the data see complete tables at: www.socialwatch.org/statistics2009 Definition of indicators at the end of this table.
	Puerto Rico (—)			98.3				98	refe at: this
\rightarrow	Qatar (95)	99 →		98.5 →	87.0	92.6	15.9 -	79	renc
	Reunion (—)			90.0				90	. 6
\rightarrow	Romania (96)		1	96.6		73.0	58.3	81	
H .	Russia (99)		ı				74.7	87	
\rightarrow	Rwanda (53)		1	94.0	46.0		2.6	55	
\rightarrow	Samoa (97)		1	99.1	94.0	66.0	7.5	73	
	São Tomé and Príncipe (83)		1	99.7	79.0 ->	38.1	00.0	78	
\leftarrow	Saudi Arabia (95)	97		84.6	05.0	73.0 ->	30.2	71	
\rightarrow	Senegal (68)	51 →		73.1 →	65.0 ←	22.2	7.7	44	
	Serbia (98)	00		97.1	00.0	04.0		97	
П	Seychelles (99)		I	99.5	99.0 11	94.3	0.4	98	
\rightarrow	Sierra Leone (57)	54 —	7			22.8	2.1 11	26	
\rightarrow	Singapore (92)	100		02.1	07.0		50.9	100 80	
\rightarrow	Slovakia (99) Slovenia (99)	100 ı		92.1 II 97.2 →	97.9 98.9	88.8 ←	50.8 	94	
	CHANGELIA LEEL	100		31.2	30.3	0.00	00.0	34	

Summary: CURRENT SITUATION (colour) RECENT EVOLUTION (arrow-icon)	COUNTRIES (Basic Capabilities Index value, 0-100)	LITEF (15-24 old,	years	PRIMARY SCHOOL ENROLMENT RATE (net, %)	CHILDREN REACHING 5TH GRADE (%)	SECONDARY SCHOOL ENROLMENT RATE (net, %)	TERTIARY EDUCATION ENROLMENT RATE (gross, %)	Value	
	Somalia (48)					9.8		10	
\rightarrow	South Africa (89)	95	\rightarrow	91.0 ->	82.0 II	73.4	15.4 II	71	SOL Lite Wor (net
\rightarrow	Spain (100)	100		99.8	99.8	94.8 →	68.9 ->	93	SOURCE: Literacy (: worldbank (net, %): I reaching !
H H	Sri Lanka (96)	97	\rightarrow	96.7	93.0			96	:: (15- :: UN 5th
←	St Kitts and Nevis (95)			90.4 ←	87.0	84.5		87	24 y g). P grad
\rightarrow	St Lucia (98)			99.0 ->	94.0 ←	81.8	8.6	71	ears rima) (w
\rightarrow	St Vincent and Grenadines (95)			93.9 ->	88.0	63.9 II		82	old, Iry st prin
←	Sudan (70)	77	Ш	44.0	70.0		6.2	49	SOURCE: Literacy (15-24 years old, %): World Bank (www. worldbank.org): Primary school enrolment ratio (net, %): UNESCO (www.uis.unesco.org). Children reaching 5th grade of primary school (%):
\rightarrow	Suriname (82)	95	Ш	94.2	80.0	67.7	12.4	70	Worl l enr esco
\rightarrow	Swaziland (80)	88	ш	87.2	82.0	29.2	4.2	58	d Ba olme org/ ol (%
←	Sweden (100)			94.0 ←	100.0	99.7	75.2	92	e) Erra (v
\rightarrow	Switzerland (97)			93.5 →		82.0	47.0 →	74	itio ildre
\rightarrow	Syria (95)	94	\rightarrow	97.3 ->	92.0	65.7		87	ä
\rightarrow	Tajikistan (89)	100	- 11	97.5		81.3 ->	19.8	75	
←	Tanzania (73)	78	11	98.0	87.0 ->	25.8	1.5 ->	58	UNE: enro unes (gros
\rightarrow	Thailand (96)	98	Ш	95.1		80.9	48.3	81	SCO Imer co.o.
\leftarrow	Timor-Leste (56)			63.0		22.8	9.6	32	(ww it rat rg/). JNES
\leftarrow	Togo (68)	74	Ш	78.9	54.0	22.1	5.2	47	v.uis io (n Terti
Ш	Tonga (96)	100	Ш	98.5	92.0 →	60.4	6.0	71	une let, o ary (
	Trinidad and Tobago (95)	100	— →	97.1	91.0	73.2	11.4 □ 30.8 →	75	UNESCO (www.uis.unesco.org/). Secondary school enrolment ratio (net, %): UNESCO (www.uis.unesco.org/). Tertiary education enrolment ratio (gross): UNESCO (www.uis.unesco.org/).
—————————————————————————————————————	Tunisia (95)	96		96.6	96.0 ←	64.5	,	77	irg/). NES ation
	Turkey (92) Turkmenistan (88)	96 100	11	92.3 →	97.0 11	69.5	36.3	78 100	Sec CO (enr
"	Turks and Caicos Islands (—)	100	"	80.7 →		70.2		75	onda www. olme
11	` '			00.7	70.0	70.2		70	int ra
$\stackrel{\text{"}}{\longrightarrow}$	Tuvalu (89) Uganda (59)	86	_	94.7	49.0	18.9	3.5	50	ati bi
11	UK Virgin Islands (—)	00		97.1	49.0	83.9	75.5	85	_
	Uklraine (99)	100	п	89.9		84.5	76.4 ->	88	
\rightarrow	United Arab Emirates (100)	95	-	98.3	100.0 →	82.6	22.9	80	or m ears www.
	United Kingdom (99)	00		98.4	100.0	91.4	59.1	83	ore of the social social tion
\rightarrow	United States of America (98)			93.7	95.0	88.1	81.7	90	detai le da alwat of in
\rightarrow	Uruguay (98)	99	п	97.6	94.0 →	67.8	64.3	85	led ii ta se :ch.o
\rightarrow	Uzbekistan (93)	99		93.6		91.7	9.8	74	nforr ne co rg/st
\rightarrow	Vanuatu (87)	92		87.7	72.0	38.1	4.8	59	nation matic
\rightarrow	Venezuela (94)	98	П	92.1 ->	90.5	69.5	52.0	80	on or ete ti tics2
←	Vietnam (93)			94.0	92.0	61.9	9.5	64	For more detailed information on the reference years of the data see complete tables at: www.socialwatch.org/statistics2009 Definition of indicators at the end of this table.
\rightarrow	West Bank and Gaza (—)	99	П			88.6 ←	46.2	78	refe s at: this
\rightarrow	Yemen (59)	80	\rightarrow	75.4 ->	66.0	37.4	9.4	54	renc
\rightarrow	Zambia (71)	75	\rightarrow	95.4 ->	89.0 ←	40.9	2.3	61	:- 86
\rightarrow	Zimbabwe (77)	91	\leftarrow	88.4	70.0	37.1	3.6 11	58	

NOTE:

1. Evolution: Evolution of indicators obtained by re-escalating those values resulting from the relative rate of variation amongh the following ranks:

Minor than -5: significant regression; Between -5 and -1: regression; Between -1 and 1: stagnant; Between 1 a 5: slight progress; Larger than 5: significant progress.

This rate is obtained from the following operation: (2009 value – 2008 value/ 2008 value)*100

2. Value reached by the index: The value results from adding the values calculated for each dimension and dividing the result by the total number of dimensions presenting data.

Stagnant Evolution: In those indicators showing stagnant evolution in all their values, said evolution responds to lack of updating, being reproduced those values registered in 2008.

DEFINITION OF INDICATORS:

Literacy (15-24 years old, %): Percentage of people aged 15-24 who can, with understanding, read and write a short, simple statement on their everyday life.

Primary school enrolment ratio (net, %): Number of children enrolled in primary school who belong to the age group that officially corresponds to primary schooling, as percentage of the total population of the same age group. Last available data: 2003/2006.

Children reaching 5th grade of primary school (%): Percentage of children entering first grade of primary school who eventually reach grade five.

Secondary school enrolment ratio (net, %): Number of children enrolled in secondary school who belong to the agegroup that officially corresponds to secondary schooling, as percentage of the total population of the same age group

Tertiary education enrolment ratio (gross): Ratio of total enrolment, regardless of age, to the population of the age group that officially corresponds to the level of education shown. Tertiary education, whether or not to an advanced research qualification, normally requires, as a minimum condition of admission, successful completion of education at secondary level.

Methodological notes and guidelines at the end of the section.

EDUCATION

Differences become more noticeable

mproving the quality of education, covering different levels and reducing by 50% the number of illiterate adults are key objectives agreed by a large part of the countries in the world. Target dates have been set for 2014 or 2015, depending on the case, and require constant monitoring. For this reason, Social Watch monitors several basic indicators which, independently of their participation in other indices, have their own specific value and require independent attention.

Global evolution

Although the number of countries which have regressed (15.9%) is greater than in 2008 (5%), more than six in ten countries achieved slight (36.4% of the countries) or significant (27.2%) progress. In 2008 barely 15.8% of the countries had shown any significant progress (Table 1).

Polarization is, therefore, clearly present since average figures by indicator - with the exception of tertiary education (which has risen from 4% to 4.8%) have fallen amongst the countries in the worst relative situation and risen amongst those in the best relative situation. On analyzing indicators which measure a greater educational level, it becomes clear that, from 2008 to 2009, both the condition and degree of the decline deteriorate amongst countries in the worst situation and improve amongst those in the best relative situation. The countries in the worst situation - which are becoming fewer - show a lower level of educational coverage and those in the best situation - more and more of them - display better levels of coverage. In addition, differences in indicators which measure the lower levels of instruction are emphasized amongst the first, and in indicators which measure the higher levels of instruction, amongst the second. Regarding the rest of the indicators, the number of countries ranked in the worst relative situation has diminished. although not as significantly as the increase of the number of countries in the best relative situation1.

Access by Region

The regions in the best situation regarding the access of their populations to education are led by North America and Central Asia, with no countries below the average. Europe, with no countries in the worst relative situation, does however have three countries below the average (7.1%), 12 countries above the average (28.6%) and 27 in the best relative situation (64.3%).

Latin America and the Caribbean, and the Middle East and North Africa, display a similar distribution: most of their countries are ranked above average

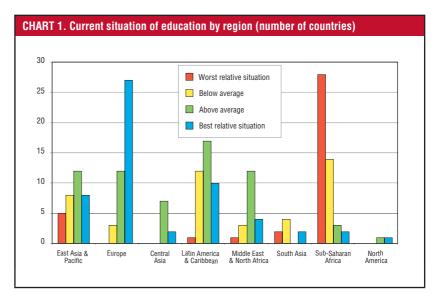


TABLE 1. Current situation according to evolution in education (number of countries)											
	←	←	п	\rightarrow	\rightarrow						
Worse relative situation	7	1			22						
Below average	3	1	1		31						
Above average	10	2		3	42						
Better relative situation	21	8	2	6	35						
Total	41	12	3	9	130						

TABLE 2. Averages by indicator of countries in better and worse relative educational situations Literacy Primary Children Secondary Tertiary education education education (15-24)who reach years, %) enrolment 5th grade enrolment rate enrolment rate rate (net, %) (%) (net, %) (gross, %) 51.2 56.7 56.3 21.5 4.8 Average Worse relative situation Number of countries 16 21 26 31 56 Average 99.2 98.0 98.5 89.9 72.9 Better relative situation Number of countries 61 70 51 52 34 Average 88.5 88.4 84.4 648 30.6 Total Number of countries 139 181 152 162 171

(67.5% and 80%, respectively) and the number of countries in the worst relative situation is marginal (2.5% and 5% respectively).

On the other hand, in East Asia and the Pacific, countries in an intermediate situation are in the majority, although the balance is positive: nearly four out of ten countries are in the worst relative situation (15.2%) or below average (24.2%), while six out of ten have ranked above average (36.4%) or in the best relative situation (24.2%).

In contrast, South Asia has no above average countries and seven out of ten countries are in the worst situation or below average (20% and 50% respectively). It is thus the most polarized of all the regions.

However, the worst situated of the geographical areas is Sub-Saharan Africa, where nine out of ten countries are in the worst relative situation (59.6%) or below average (29.8%) and only one in ten has achieved an above average ranking (6.4%) or best possible situation (4.3%).

¹ It may be observed that between 2008 and 2009 the number of countries covered by the indicators whose levels of coverage most clearly deteriorated (literacy between 15 and 24 years of age, net enrolment rate in primary education, and children who reach 5th grade) has dropped, while increasing for all the rest (net enrolment rate for secondary education and gross enrolment rate for tertiary education).