

EDUCATION

New technologies and old debts

References

CURRENT SITUATION (latest available data)

Better situation
Above average
Below average
Worse situation
Insufficient data

EVOLUTION
(since 1990 or closest available year)

Significant progress
Slight progress
Stagnant
Regression
Major regression

Summary: CURRENT SITUATION (colour) EVOLUTION (arrow-icon)	COUNTRIES (BCI value, 0-100)	LITERACY (15-24 years old, %)	PRIMARY SCHOOL ENROLMENT RATE (net, %)	CHILDREN REACHING 5TH GRADE (%)	SECONDARY SCHOOL ENROLMENT RATE (net, %)	TERTIARY EDUCATION ENROLMENT RATE (gross, %)	
11	Afghanistan (52)	34.3				1.3 11	
\rightarrow	Albania (94)	99.4 ->	93.6		72.8* →	19.1 ->	spec
\rightarrow	Algeria (94)	90.1	96.6 ->	95.6	66.3* →	21.3 ->	ified
11	Andorra (—)		80.3		76.4*	8.3 ->	in e
11	Angola (62)	72.2				2.9	E :
\leftarrow	Anguilla (—)		88.6	97.1	80.8*	3.3	dica
\rightarrow	Argentina (98)	98.9	98.6	96.9 ->	78.9* →	64.7	tor's
11	Armenia (96)	99.8	78.8 -		84.9* 11	28.0 ->	defi
11	Aruba (—)	99.0	99.5	96.7	73.7* ←	31.5 ->	nitio
\rightarrow	Australia (99)		96.5		86.4*	72.6	P. 2
\rightarrow	Austria (—)		96.9 ->			48.9 →	<u> </u>
H .	Azerbaijan (85)	99.9*	84.8 -		77.8* →	14.8 ←	specified in the indicator's definition.
\rightarrow	Bahamas (99)		90.2	99.1 ->	83.8*		, d
\rightarrow	Bahrain (99)	97.0	98.2	98.9 ->	92.3*	33.1 ->	
\rightarrow	Bangladesh (57)	63.6	88.9 ->	65.1	41.0*	6.0	
\rightarrow	Barbados (99)		93.6 ->	97.8 ->	87.6* ←	37.2* →	-
\rightarrow	Belarus (99)	99.8* 11	89.4 ->		89.2*	63.7	Vlay
\rightarrow	Belgium (99)		97.6		96.7*	62.4	2008
\rightarrow	Belize (93)		99.5 ->	92.2	71.3*	2.6 ->	
\rightarrow	Benin (68)	45.3 ->	77.7	51.6 ←	17.1* →	3.0* 11	May 2008.
H	Bermuda (—)		97.9	89.8 ←		61.2*	Data
\rightarrow	Bhutan (78)		73.9	91.0	35.5*	3.1* 11	Daoi
\rightarrow	Bolivia (80)	97.3 ->	95.0	84.8 ->	72.7*	40.6	(8)
_	Bosnia and Herzegovina (—)	99.8					,
\rightarrow	Botswana (92)	94.0 →	86.2	90.5 →	61.1*	5.1 II	0.5
\rightarrow	Brazil (92)	96.8 →	94.7 ->		77.7*	23.8 ->	God
\rightarrow	Brunei Darussalam (100)	98.9	93.4	99.5 ->	87.3* →	15.0 ->	0.01
\rightarrow	Bulgaria (99)	98.2	92.9		89.1*	43.7	9/);
\rightarrow	Burkina Faso (64)	33.0 ->	44.1 →	75.5 →	11.0*	2.2	
\rightarrow	Burma/Myanmar (76)	94.5 →	99.0	69.9	43.0*	11.9* →	
\rightarrow	Burundi (58)	73.3	58.3 ->	66.9 -		2.3	D %
\rightarrow	Cambodia (66)	83.4 ->	96.5	63.1 ->	23.9*	3.6 →	efini
	Cameroon (70)			63.7		5.7	soci
\leftarrow	Canada (99)		99.5* 11			62.4	www.socialwatch.org/statistics2008 Definition of indicators at the end of this table.
\rightarrow	Cape Verde (93)	96.3 →	90.1	92.5	57.5* →	6.9 ->	tch.c
11	Cayman Islands (—)		81.1	77.8 →	95.6* →	18.8*	h.org/statistics2008 icators at the end of this table
\rightarrow	Central African Republic (65)	58.5 ->				1.6	tatis at th
11	Chad (42)	37.6	60.2	33.2	10.5* →	1.2 11	tics:
\rightarrow	Chile (100)	99.0	89.7	99.7 ->		47.8	2008 d of
\rightarrow	China (90)	98.9 →				21.6 ->	this
\rightarrow	Colombia (90)	98.0 →	88.5 ->	81.7 ->	64.9*	30.8 ->	tabl
\rightarrow	Comoros (79)		55.1* 11	80.3		2.3 ->	Ġ.
п	Congo, DR (69)	70.4				1.3* 11	
11	Congo, Rep. (79)	97.4 →	52.9	66.3 →		3.7* 11	
п	Cook Islands (90)		77.4*		64.4*		

Measuring progress 38 Social Watch









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Summary:	COUNTRIES	LITERACY (15-24 years	PRIMARY School	CHILDREN REACHING 5TH	SECONDARY SCHOOL	TERTIARY Education	
CURRENT	(BCI value, 0-100)	old, %)	ENROLMENT	GRADE	ENROLMENT	ENROLMENT	
SITUATION (colour)			RATE	(%)	RATE	RATE	
EVOLUTION			(net, %)		(net, %)	(gross, %)	
(arrow-icon)							
	0 1 8: (01)	07.0		00.0		05.0	
11	Costa Rica (94)	97.6	E4.0 -	86.6	10.0*	25.3	sp (* 10
\rightarrow	Côte d'Ivoire (79)	60.7 →	54.9 →	87.6	19.8* →	6.5*	NOTE: (*) Da specifie
\rightarrow	Croatia (99) Cuba (99)	99.6 II 100.0 II	87.3 → 96.6 II	97.2 →	85.0* → 87.0* →	38.7* → 87.9 →	ta re
\rightarrow	Cyprus (99)	99.8	99.3	99.1	94.1*	33.2	fer to the
\rightarrow	Czech Republic (99)	33.0	92.5	98.4	J4.1 /	47.8) yea
\rightarrow	Denmark (98)		95.8	93.3	91.2*	80.8	rs or ator
\rightarrow	Djibouti (75)		34.4	76.7*	21.5*	2.2 →	, per
11	Dominica (97)		84.0	92.7	91.8*		initic
\rightarrow	Dominican Republic (88)	94.2 →	77.5 →	68.4	52.1*	34.5	othe
11	Ecuador (83)	96.4	97.3	76.3	55.4*		NOTE: (*) Data refer to years or periods other than those specified in the indicator's definition.
\rightarrow	Egypt (88)	84.9	93.7 ->	94.5	82.7*	34.7 →	n thc
\rightarrow	El Salvador (79)	88.5 →	94.5	69.4 ->	54.9*	20.1 ->	Se
H H	Equatorial Guinea (59)	94.9 ->	87.1	32.6	25.3*	2.7* 11	
H .	Eritrea (67)		48.6	79.2	24.1* →	1.0 11	
\rightarrow	Estonia (99)	99.8 11	94.7	98.8 11	90.8*	66.0	< ∞
\rightarrow	Ethiopia (54)	49.9 ->	66.4		31.8*	2.7	SOURCE: UNESCO \ May 2008
\rightarrow	Fiji (99)		93.5	98.7 →	80.9* →	15.4 →	CE: CO V 008.
\rightarrow	Finland (100)		98.5	99.5	95.3* 11	91.9	/ebs
\rightarrow	France (99)		98.6	98.0* 11	99.0*	56.1 →	ite D.
Ш	Gabon (82)	96.0 →	88.0*	69.3	40.0*	7.1*	ataba
→	Gambia (70)		72.4	70.4	43.3*	1.1 11	ıse (v
11	Georgia (89)	70.7	86.7 	79.4 63.3 	80.2* → 37.7* →	46.1 → 4.7 →	WWW
\rightarrow	Ghana (66) Greece (100)	98.9	99.6	99.0	91.1*	90.4	.uis.ı
\rightarrow	Grenada (92)	30.3	84.6	79.0	79.3*	JU.4 /	SOURCE: UNESCO Website Database (www.uis.unesco.org/), May 2008.
\rightarrow	Guatemala (68)	82.2 →	93.5	68.0 →	35.4*	9.5* 11	30.0r
\rightarrow	Guinea (66)	46.6	69.4	76.0 →	24.8*	3.0	g/),
→	Guinea-Bissau (61)		45.1* →		8.7* II		
H H	Guyana (81)			64.3		10.8	
\rightarrow	Honduras (78)	88.9	93.2 ->	70.1		17.2 ->	D _E we Fo
H H	Hong Kong (—)		90.7	99.5	77.1* →	32.1 ->	r mo ars o vw.s
\rightarrow	Hungary (99)		88.8		89.9*	65.3	re de f the ocial
→	Iceland (100)		98.1	99.7	88.7* →	70.4	etaile data watc
\rightarrow	India (71)	76.4	88.5	73.1	F7.4+	11.0	For more detailed infor years of the data see con www.socialwatch.org/s
→	Indonesia (84)	98.7	94.5	89.5	57.4* →	17.0 →	
\rightarrow	Iran (91) Iraq (83)	97.4 → 84.8 →	95.3 →	87.8 II 80.6>	77.3*	24.1 →	mation on the reference implete tables at: statistics2008 at the end of this table.
\rightarrow	Iraq (83) Ireland (100)	04.0	88.6 - 94.6 -	99.8	38.4* → 86.7* →	15.8 → 58.2 →	on to table s200
\rightarrow	Israel (100)		97.4	99.8	89.1*	58.1	he re les at 8
\rightarrow	Italy (99)	99.8	98.6	99.8 →	92.5*	65.3	ferer t:
\rightarrow	Jamaica (95)		90.3	90.3	78.3* →	19.0* →	nce le.
\rightarrow	Japan (99)		99.8		100.0*	55.3	
II .	Jordan (97)	99.0	91.3	96.2	78.8*	39.9 ->	
\rightarrow	Kazakhstan (98)	99.8* 11	91.0 ->		88.8*	52.0 ->	
\rightarrow	Kenya (71)	80.3	75.8	82.9 ->	41.5*	2.7	
←	Kiribati (88)		97.4* 11	81.9 ←	67.6*		
\rightarrow	Korea, Rep. (100)		97.6	99.1	93.9*	91.0	
11	Kuwait (98)	99.7 →	83.5	95.8	78.3* ←	18.8	
H .	Kyrgyzstan (95)	99.7*	85.9		80.5*	42.7	
\rightarrow	Lao, PDR (58)	78.5 →	82.7	63.0	35.6*	7.9 →	
	Latvia (99)	99.8 11	90.1	00.0	70.0*	74.9	
→	Lebanon (95)		81.9	90.9	73.0*	46.3	
\rightarrow	Lesotho (72)	67.4	75.2 →	73.3 ->	24.0* →	3.4 11	
\rightarrow	Liberia (65)	67.4	66.2*		17.1*	15.6*	

Social Watch 39 Education







Summary:	COUNTRIES	LITERACY	PRIMARY	CHILDREN	SECONDARY	TERTIARY	
CURRENT	(BCI value, 0-100)	(15-24 years	SCHOOL	REACHING 5TH	SCHOOL	EDUCATION	
SITUATION	(Boi value, o 100)	old, %)	ENROLMENT Rate	GRADE (%)	ENROLMENT Rate	ENROLMENT Rate	
(colour)			(net, %)	(,-,	(net, %)	(gross, %)	
EVOLUTION (arrow-icon)							
(
\rightarrow	Libya (98)	98.0 ->				55.8*	ο . .
П	Liechtenstein (—)		88.2		65.2*	25.1	NOTE: (*) Da specifi
H .	Lithuania (99)	99.7	88.0 ←		94.2* →	76.5	: ata r ïed i
Ш	Luxembourg (97)		96.7	92.0	83.3* 11	11.8 →	efer in the
\rightarrow	Macao (—)	99.6	96.3 →	99.7	77.5*	57.4	to ye
\rightarrow	Macedonia (96)	98.7	91.8	40.7	81.3*	29.8 →	ars c
\rightarrow	Madagascar (61)	70.2	92.9	42.7	11.3*	2.6	r per
\rightarrow	Malawi (62)	76.0*	92.8	42.1 ←	23.1* —	20.0	riods
\rightarrow	Malaysia (99)	97.2	99.2 ->	98.4 II 92.1	72.0* → 64.1* →	30.6	othe on.
→ →	Maldives (86)	98.2 II 24.2* 	97.6 II 59.1	86.9	04.1	3.0 11	er th:
11	Mali (69) Malta (100)	96.0*	86.3	99.3	84.8*	31.5	NOTE: (*) Data refer to years or periods other than those specified in the indicator's definition.
	Marshall Islands (93)	30.0	89.6	55.5 II	74.4*	17.0*	ose
	Mauritania (66)	61.3	76.7	52.9	15.6*	3.2	
\rightarrow	Mauritius (98)	94.5	95.0	97.0	81.7*	16.9	
\rightarrow	Mexico (94)	97.6	97.7	93.8	68.6*	25.3	2 C 10
_	Micronesia (—)			,		14.1*	SOURCE: UNESCO Website Database (www.uis.unesco.org/), May 2008.
←	Moldova (96)	99.7	82.6		74.8* ←	35.9 II	CO V 0008
\rightarrow	Mongolia (95)	97.7 II	91.4		81.5*	47.2	Vebs
\rightarrow	Montserrat (—)		96.3		95.8*		ite D
\rightarrow	Morocco (79)	70.5	87.5	79.2 ->	34.5* →	11.4 II	atab
\rightarrow	Mozambique (66)	47.0* ←	76.6	62.4	7.0* →	1.5 11	ase (
\rightarrow	Namibia (85)	92.3 ->	76.5 →	86.1	38.7* →	6.2 ->	www
_	Nauru (—)			30.8			/.uis
\rightarrow	Nepal (65)	70.1	79.2	78.5		5.6	unes
\rightarrow	Netherlands (100)		97.9	99.4	86.6* →	59.0 ->	0.0
II .	Netherlands Antilles (—)	98.0 11	96.5*	84.2	81.0*	21.2* →	rg/),
→	New Zealand (98)		99.2		91.9*	82.2	
\rightarrow	Nicaragua (72)	86.2	87.0	53.5 →	42.8*	18.1* →	
\rightarrow	Niger (52)	36.5	42.5	64.8	8.6* 11	1.1 11	
\rightarrow	Nigeria (63)	84.2 →	63.4 →	72.6	25.5* ->	9.7 →	For more detailed infor years of the data see con www.socialwatch.org/s
\rightarrow \rightarrow	Niue (—)		98.5*	100.0	93.4*	70.5	ore of the social street of th
-	Norway (100) Oman (99)	97.3	98.0 II 74.1 →	100.0 II	95.8* → 77.3* →	78.5 → 18.3 →	letail e dat Ilwat of inc
\rightarrow	Pakistan (64)	65.1	67.2	69.7	20.3*	4.5	ed ir ta se ch.o dicat
-	Palau (99)	00.1	96.4*	00.1	20.0	40.2*	ors a
\rightarrow	Panama (91)	96.1	98.5	85.3 II	63.8* →	43.9	For more detailed information on the reference years of the data see complete tables at: www.socialwatch.org/statistics2008 Definition of indicators at the end of this table.
11	Papua New Guinea (68)	66.7	00.0	67.8	55.5	2.0*	n on the tate tate cs200 end
\rightarrow	Paraguay (85)	95.9	93.8	81.2 ->		24.9	the rolles and of the
II.	Peru (86)	97.1	96.4	90.3 →	70.2* →	33.9	efere at: is tal
\rightarrow	Philippines (77)	95.1	92.9	74.9 ->	60.2*	28.0	ince
\rightarrow	Poland (100)		96.7	99.3	92.9*	64.1	
\rightarrow	Portugal (99)	99.6	98.0		81.6* 11	55.1	
\rightarrow	Qatar (96)	95.9 ->	96.1 ->		87.1* →	18.6	
\rightarrow	Romania (96)	97.8 11	91.3 ->		80.8*	45.2	
H H	Russian Federation (98)	99.7	92.5			70.5 ->	
11	Rwanda (53)	77.6 ->	73.3 ->	45.8		2.6	
П	Samoa (97)	99.3	90.4	93.8	66.0*	7.5*	
\rightarrow	Sao Tome and Principe (82)	95.4	96.2	76.3	32.6* →		
\rightarrow	Saudi Arabia (97)	95.8	87.3	96.3	70.8*	29.2	
→	Senegal (71)	49.1 →	69.6	73.0 ←	17.5*	5.5 11	
	Seychelles (—)	99.1	99.4 11	98.7 ->	97.1*	0.1*	
	Sierra Leone (61)	47.9	76.9* ←		64.4*	2.1* 11	
←	Singapore (91)		70.9		64.4*		

Measuring progress 40 Social Watch







Slovakia (97)	Summary: CURRENT SITUATION (colour) EVOLUTION	COUNTRIES (BCl value, 0-100)	LITERACY (15-24 years old, %)	PRIMARY SCHOOL ENROLMENT RATE (net, %)	CHILDREN REACHING 5TH GRADE (%)	SECONDARY SCHOOL ENROLMENT RATE (net, %)	TERTIARY EDUCATION ENROLMENT RATE (gross, %)	
Slovenia (99)	(arrow-icon)							
→ Solich Africa (89) 93.9° 88.3	\rightarrow	Slovakia (97)		92.0 ->			40.7	" · · ·
→ Solich Africa (89) 93.9° 88.3	\rightarrow	Slovenia (99)	99.8	95.7		91.0* 11	79.5	VOTE *) [*) [
→ Sweden (100) → Syrizerland (97) 88.9 → 82.2* ii 45.4 → Syria (94) 92.5 → 94.5* → 92.4 ← 61.8* → 1ajikistan (85) 98.8 ii 97.3 → 79.8* → 18.6 ← ↑ Tanzania (73) 78.4 ← 97.8 → 85.0 → 1.4 ii ↑ Thailand (96) 98.0 ii 94.2 → 71.0* 45.9 → 1.4 iii ↑ Thailand (96) 98.0 ii 94.2 → 71.0* 45.9 → 1.7 imor-Leste (60) 68.1 1 Tongo (71) 74.4 → 77.5 → 74.6 → 22.2* → 3.6* ii 6.0 → 1 Trinidad and Tobago (95) 99.3* 95.4 → 88.6 ← 66.4* ii 6.0 → 1 Trinidad and Tobago (95) 99.3* 95.4 → 88.6 ← 66.4* ii 6.0 → 1 Trinidad and Tobago (95) 99.8* → 10.0 ← 65.1* ← 11.4 → ↑ Turks (95) 99.8* → 10.0 ← 65.1* ← 11.4 → ↑ Turks and Caicos Islands (一) 1 Turks and Caicos Islands (一) 99.8* ← 10.0 ← 45.9 ← 70.2* ← 10.0 ←	\rightarrow	Solomon Islands (82)		63.3		27.3* →		::)ata fied
→ Sweden (100) → Syrizerland (97) 88.9 → 82.2* ii 45.4 → Syria (94) 92.5 → 94.5* → 92.4 ← 61.8* → 1ajikistan (85) 98.8 ii 97.3 → 79.8* → 18.6 ← ↑ Tanzania (73) 78.4 ← 97.8 → 85.0 → 1.4 ii ↑ Thailand (96) 98.0 ii 94.2 → 71.0* 45.9 → 1.4 iii ↑ Thailand (96) 98.0 ii 94.2 → 71.0* 45.9 → 1.7 imor-Leste (60) 68.1 1 Tongo (71) 74.4 → 77.5 → 74.6 → 22.2* → 3.6* ii 6.0 → 1 Trinidad and Tobago (95) 99.3* 95.4 → 88.6 ← 66.4* ii 6.0 → 1 Trinidad and Tobago (95) 99.3* 95.4 → 88.6 ← 66.4* ii 6.0 → 1 Trinidad and Tobago (95) 99.8* → 10.0 ← 65.1* ← 11.4 → ↑ Turks (95) 99.8* → 10.0 ← 65.1* ← 11.4 → ↑ Turks and Caicos Islands (一) 1 Turks and Caicos Islands (一) 99.8* ← 10.0 ← 45.9 ← 70.2* ← 10.0 ←	\rightarrow	South Africa (89)	93.9*	88.3		62.3*	15.4 ->	refer in th
→ Sweden (100) → Syrizerland (97) 88.9 → 82.2* ii 45.4 → Syria (94) 92.5 → 94.5* → 92.4 ← 61.8* → 1ajikistan (85) 98.8 ii 97.3 → 79.8* → 18.6 ← ↑ Tanzania (73) 78.4 ← 97.8 → 85.0 → 1.4 ii ↑ Thailand (96) 98.0 ii 94.2 → 71.0* 45.9 → 1.4 iii ↑ Thailand (96) 98.0 ii 94.2 → 71.0* 45.9 → 1.7 imor-Leste (60) 68.1 1 Tongo (71) 74.4 → 77.5 → 74.6 → 22.2* → 3.6* ii 6.0 → 1 Trinidad and Tobago (95) 99.3* 95.4 → 88.6 ← 66.4* ii 6.0 → 1 Trinidad and Tobago (95) 99.3* 95.4 → 88.6 ← 66.4* ii 6.0 → 1 Trinidad and Tobago (95) 99.8* → 10.0 ← 65.1* ← 11.4 → ↑ Turks (95) 99.8* → 10.0 ← 65.1* ← 11.4 → ↑ Turks and Caicos Islands (一) 1 Turks and Caicos Islands (一) 99.8* ← 10.0 ← 45.9 ← 70.2* ← 10.0 ←		' ' '			100.0	93.9* →	66.2	to ye
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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. Last available data: 2000/2005; evolution since 1990.

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; evolution since 1991.

Children reaching 5th grade of primary school (%): Percentage of children entering first grade of primary

school who eventually reach grade five. Last available data: 2000/2005; evolution since 1999.

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. Last available data: 2003/2005; evolution since 1991.

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.

Last available data: 2004/2006; evolution since 1991.

Methodological notes and guidelines at the end of the section.

Social Watch 41 Education







Average

Number of countries

Total

EDUCATION

New technologies and old debts

W e are currently in the midst of an intense debate over the importance of access to information and communication technologies (ICT) and to the cooperation that developed countries should provide developing countries so that progress in ICT does not end up reinforcing or increasing North-South inequalities. Nonetheless, although this is a crucial debate, any problem in the field of the 'digital gap' or 'information technologies' should not hide the fact that, well into the 21st century, many old problems are still unsolved.

According to UNESCO data, today one out of every five adults is illiterate and approximately 72 million children are outside the formal education system. Not only is this information alarming in itself, in view of the difficulties of access to education, the indispensable minimum on which to work on other inequalities, but it accounts for a lack of symmetry, particularly in the North-South relation and in the situation of women. A case in point is that, out of those 72 million children, almost two thirds are girls.

Recent trends show that between 1999 and 2006 there was a fall of 25% in the number of children excluded from formal education. Basically, this decrease is countered by improvements registered in Asia, by the policies carried out in India and, in Africa, by Ethiopia and Tanzania. Seventy-five per cent of the fall is due to girls joining the basic levels of formal education, a fact that confirms the extreme injustice of the original situation and fosters hope in the medium term, provided that efforts made by governments, particularly in the South, do not decrease.

The latest available information (Chart 1) shows that in the countries in the worse relative situation, around a third of the population between 15 and 24 years old is illiterate. At the other end of the spectrum, in countries where education is in the better situation, illiteracy has been practically eradicated, affecting barely 1% of the population.

Enrolment in primary education and the proportion of children who reach fifth grade reflect a similar situation. Countries with the greatest education deficiencies are, on average, 30% below the more advanced.

This prospect is an alert to the difficulties that may appear, in spite of the progress made in absolute terms, in order to overcome, in relative terms, the differences between countries in the better or worse situation.

Major difficulties can be detected when looking into indicators for superior levels of education. Enrolment in secondary school is barely 23% in countries in the worse relative situation while it reaches nearly 90% in countries in the better situation. In other words, enrolment in secondary school is four times higher in countries in the better relative situation.

This perverse kind of logic by which inequality accumulates according to the level of education reaches its maximum expression in tertiary educa-

CHART 1. Averages by indicator of countries in better and worse relative situations Tertiary Literacy Children Primary Secondary (15-24 school reaching school education enrolment rate enrolment rate years old, enrolment 5th grade %) rate (net. %) (%) (net. %) (gross, %) 66 67 23 Worse relative Average 62 4 situation Number of countries 33 35 33 29 41 96 89 99 98 61 Better relative Average situation 55 46 Number of countries 27 31 50

87

172

128

83

130

64

150

29

168

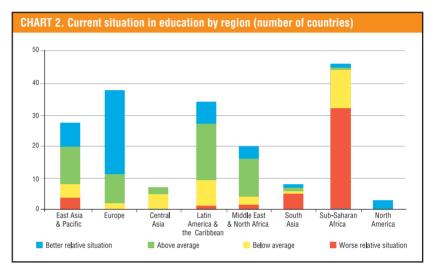


CHART 3. Current situation and evolution in education (number of countries)									
← ← ıı → → Tota									
Worse relative situation	1	1	11	22	9	44			
Below average	1	0	7	11	10	29			
Above average	0	2	19	29	8	58			
Better relative situation	0	4	8	39	2	53			
Total	2	7	45	101	29	184			

tion. Here the differences are simply distressing: while in countries in the better relative situation tertiary education reaches 30% of the population, in countries in the worse relative situation enrolment is barely 4%, so that chances of having access to a university education are eight times lower for countries in the worse relative situation. If we consider the subgroup of European countries within the best placed, matriculation levels are beyond 50%.

But the differences and inequalities in education do not matter only for what they mean in themselves, but because of their relation with other types of inequalities. An example of this is the gender differences in terms of access to education; another is the information presented in

Chart 2, which clearly shows the validity of the North-South criterion when it comes to global inequalities. However it is important to point out the progress made since the latest report in two zones, the Middle East and North Africa and Central Asia,

which have increased the number of countries that are in better relative situation with respect to the general average.

A diachronic reading, on the other hand, confirms that there is a positive trend, since more than 70% of countries have progressed, although in almost four out of five cases the progress detected is small. If to this we add that the proportion of stagnant countries is 24% while in the previous report they did not reach 22%, there are fewer reasons to believe that the minimum necessary capacities to make progress in terms of justice and equity are being generated.

Finally, it is easier to detect that significant progress in education tends to be more frequent when it involves countries in the below average situation, while it is very difficult to find countries that make progress at the extremes of the spectrum—that is, in the worse or better relative situation—or among those that are already above average.

Measuring progress 42 Social Watch



