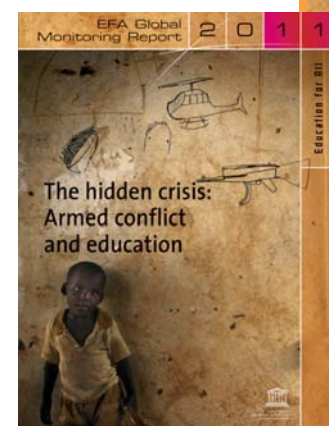
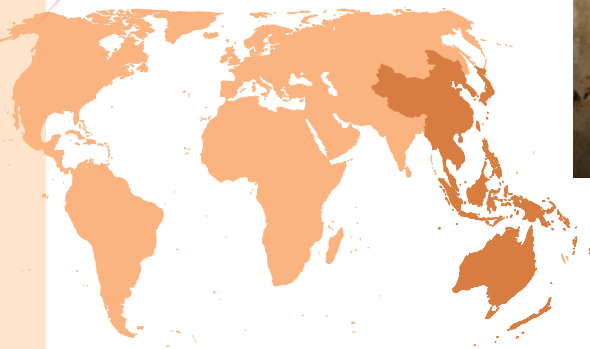


Regional overview: East Asia and the Pacific

The past decade has seen mixed progress towards Education for All (EFA) in East Asia and the Pacific.¹ More children are participating in pre-school education, many countries have achieved universal primary education (UPE) and more are moving from primary school to secondary education. Gender parity has been achieved at the primary level in a majority of countries and adult literacy rates are improving. However, challenges remain. The Pacific subregion has seen a 7% decline in primary enrolment rates, and 7.9 million children are not enrolled in school in the region as a whole. Some 105 million adults are still illiterate and levels of learning achievement are low in many countries. East Asia and the Pacific spends a lower share of national income on education than the world average. On the other hand, external aid to basic education has increased in recent years, despite stagnation in overall levels.

1. This is according to the EFA classification. See the table at the end for countries in the region and subregions.



The 2011 *EFA Global Monitoring Report* puts the spotlight on armed conflict and one of its most damaging yet least reported consequences: its impact on education. Conflict-affected states in East Asia and the Pacific have some of the world's worst indicators for education. The Report documents the scale of this hidden crisis in education, looks at its underlying causes and explores the links between armed conflict and education. It also presents recommendations to address failures that contribute to the hidden crisis. It calls on governments to demonstrate greater resolve in combating the culture of impunity surrounding attacks on schoolchildren and schools, sets out an agenda for fixing the international aid architecture and identifies strategies for strengthening the role of education in peacebuilding.

Goal 1: Early childhood care and education

Children's education opportunities are shaped long before they enter primary school. The linguistic, cognitive and social skills they develop through early childhood care and education (ECCE) are the foundations for expanded life chances and for lifelong learning. Most indicators of child well-being are still relatively low for East Asia and the Pacific, although large disparities exist between and within countries.

Child mortality rates continue to decline. Child mortality is a sensitive barometer of progress towards goal 1. Over the past decade, child mortality rates have fallen in all the world's regions, including East Asia and the Pacific. On average, 31 of every 1,000 children born in the region will not reach age 5. There are, however, huge differences in under-5 mortality rates across countries, ranging from 4‰ in Japan and Singapore to 111‰ in Myanmar.

Education saves lives. The risk of childhood death is closely linked to household wealth and maternal education. Under-5 mortality rates are more than twice as high among children of mothers with no education as among those having mothers with some secondary education in Cambodia and Indonesia, and more than four times as high in the Philippines. More educated women have better access to reproductive health information and are more likely to have fewer children and to provide them with better nutrition, all of which reduce the risk of child mortality.

Malnutrition is a major barrier to achieving EFA. Poor nutrition prevents children from developing healthy bodies and minds. A sharp rise in food prices in 2008 combined with the global recession continues to undermine efforts to combat hunger in several countries in the region. Just over two-fifths of children under age 5 in East Asia are affected by moderate or severe stunting (short for their age). The prevalence is particularly high in the Democratic People's Republic of Korea, the Lao People's Democratic Republic and Timor-Leste, where between 45% and 54% of children suffer from stunting.

Participation in pre-primary education is far from universal.

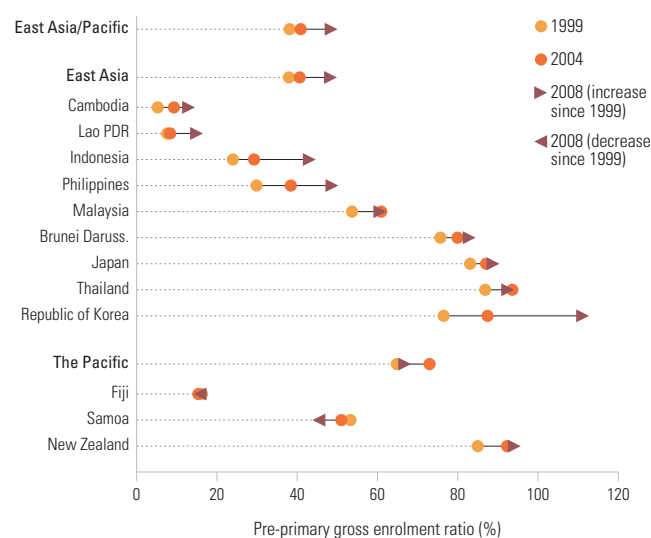
In 2008, more than 39 million children were enrolled in pre-primary education in East Asia and the Pacific, an increase of 2.6 million since 1999. However, the regional gross enrolment ratio (GER) of 48% in 2008 indicates that a majority of children in the region was still excluded from pre-primary education.

The rate of progress in increasing pre-primary enrolment has been uneven. Some countries made initial advances in the first half of the decade while others began to progress more recently. For example, pre-primary enrolment rates grew faster from 1999 to 2004 in Cambodia and Malaysia. In other countries, including Indonesia, the Lao People's Democratic Republic and the Republic of Korea, progress before 2004 was much slower than rates registered since (Figure 1).

Children living with high levels of poverty are in greatest need of ECCE, yet they are the least likely to attend such programmes. In the Lao People's Democratic Republic, attendance rates in pre-school programmes vary from 1% for children in the poorest quintile to almost 48% for children from the wealthiest households.

Figure 1: Pre-primary participation has increased in many countries

Pre-primary gross enrolment ratio, selected countries, 1999, 2004 and 2008



Sources: EFA Global Monitoring Report 2011, Annex, Statistical Table 3B; UIS database.

Goal 2: Universal primary education

Over the past decade, progress towards UPE has been uneven across East Asia and the Pacific. While many countries in the region have relatively high primary enrolment rates, some are registering increasing numbers of children not enrolled in schooling.

Progress towards UPE is limited. From 1999 to 2008, nearly 30 million fewer children enrolled in primary education in the region, partly due to declining fertility rates in some large countries. The regional primary adjusted net enrolment ratio (ANER)² remained about the same over the decade and stood at 95% in 2008. However, the Pacific subregion is moving away from the UPE goal, as its primary ANER declined from 90% to 84% between 1999 and 2008. Progress towards UPE was particularly marked in Cambodia, the Lao People's Democratic Republic and Tonga, where the primary ANERs increased by five to eleven percentage points between 1999 and 2008. In Tonga, the indicator increased from 88% to 99%. The situation remains critical in several countries, including the Marshall Islands, Nauru, Solomon Islands and Timor-Leste, all with ANERs below 80% (Figure 2).

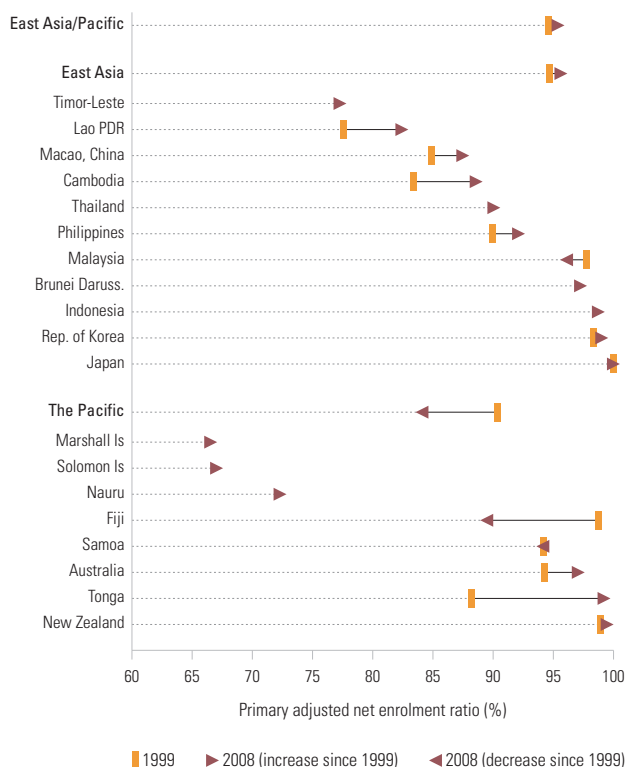
Numbers of children out of school are declining, but at varying speeds. Some 7.9 million children of primary school age in East Asia and the Pacific – 61% of them boys – were not enrolled in school in 2008, down by nearly 3 million

2. The primary ANER measures the proportion of children of primary school age who are enrolled either in primary or secondary school.

since 1999. Progress in recent years has been particularly remarkable. The number of out-of-school children increased by an annual average of 203,000 between 1999 and 2004, but then declined substantially, with reductions of nearly 1 million per year between 2004 and 2008. Some countries with large out-of-school populations, including the Philippines, saw their rate of progress slip over time. The out-of-school number in the Philippines fell by nearly 23,000 per year on average from 1999 to 2004, but by only 16,000 annually from 2004 to 2008. By contrast, progress has accelerated in some countries, including the Lao People’s Democratic Republic, in recent years.

Many children in the region will remain out of school in 2015. Trend analysis can provide plausible scenarios for the numbers of children out of school in 2015. In the Lao People’s Democratic Republic, a continuation to 2015 of the trend from 1999 to 2008 would see the country’s out-of-school number fall by 4.4% to some 135,000 by 2015. The out-of-school number in the Philippines would be roughly unchanged at 961,000 in 2015 based on the 1999–2008 trend, but the country’s recent slowing in progress towards UPE means a continuation of the more recent 2004–2008 trend would lead to an increase to just over 1 million.

Figure 2: Progress towards universal primary education has been uneven
Primary education adjusted net enrolment ratio, selected countries, 1999 and 2008



Sources: EFA Global Monitoring Report 2011, Annex, Statistical Table 5 (website).

Starting school at the right age is a challenge in some countries. Getting children into primary school at the right age, ensuring that they progress smoothly and facilitating completion are key elements to advance towards UPE. Many countries in the region are struggling to get children into primary school at the official starting age. In eight of the ten countries in the region with data, less than 70% of children starting school were of official primary school age in 2008, and the figure went as low as 38% in Vanuatu in 2007. However, rapid change is possible. In Cambodia, the share of children starting school at the official age increased from 61% in 1999 to 79% in 2008.

Progress in survival to the last grade of primary school is mixed. Once children are enrolled at the right age, the challenge is to get them through school. While more than 92% of children starting primary school reached the last grade in East Asia in 2007, school survival remained an important issue in some countries, including Cambodia and the Lao People’s Democratic Republic with survival rates below 70%. Nevertheless, several countries made significant progress in improving survival rates. In particular, the rates in Fiji and the Lao People’s Democratic Republic have risen by twelve percentage points each since 1999.

Prospects for entry, progression and completion of primary school are closely linked to household circumstances. Children who are poor, rural or from ethnic or linguistic minorities face higher risks of dropping out. In Cambodia, completion rates for the richest 20% of the population are more than three times as high as those of the poorest quintile.

Tackling school dropout requires action on several fronts. Dropout profiles vary enormously by country. In Myanmar, with a first-grade dropout rate of 12%, and the Philippines at nearly 13%, children have trouble negotiating their way through the early grades. High dropout rates in the last grade in other countries, such as Indonesia and Vanuatu, are associated with late entry to school. Evidence from many countries shows that the risk of primary school dropout increases with age, though the strength of the association varies. Lowering the risk of dropout requires a broad set of policies aimed at reducing underlying vulnerabilities, including poverty-related factors and problems linked to the quality of education.

Goal 3: Youth and adult learning

The skills developed through education are vital not just for the well-being of young people and adults, but also for employment and economic prosperity. Notwithstanding an increase in secondary school enrolment in recent years, many countries in East Asia and the Pacific struggle to expand appropriate learning and life-skills programmes.

Secondary school participation continues to expand.

The region has registered a 25% increase in total secondary school enrolment since 1999, with almost 164 million enrolled in 2008. However, 13 million adolescents were still outside the education system that year. Just under 77% of children in the region participated in secondary education in 2008, pointing to a relatively high level of unmet needs. Participation levels remain low in some countries, with GERs below 50% in Cambodia, the Lao People's Democratic Republic and Solomon Islands. By contrast, Japan and the Republic of Korea had secondary net enrolment ratios above 95% in 2008.

Secondary school attendance and completion are strongly influenced by poverty, location and gender. People aged 23 to 27 in Cambodia from the wealthiest 20% of households have a secondary completion rate of 28%, compared with 0.2% for the same age group from the poorest households. Second-chance programmes can provide a skills development lifeline to youth and adults who missed out on earlier opportunities, but such programmes remain scarce in the region. Their record is mixed; in some cases, graduates gain few employable skills. However, experience shows that when courses are properly resourced and designed to generate skills that employers need, much can be achieved.

Progress in participation in tertiary education has been rapid.

In an increasingly knowledge-based global economy, higher education systems play a vital role in skills development. East Asia and the Pacific is catching up with more developed regions: it had more than 48 million students enrolled in tertiary education in 2008, more than twice as many as in 1999. Although the region's tertiary GER remains modest, it increased from 14% in 1999 to 26% in 2008, the most rapid expansion in the world. There are large disparities in participation across the region, with tertiary GERs ranging from 7% in Cambodia to 98% in the Republic of Korea.

Goal 4: Adult literacy

Literacy opens doors to better livelihoods, improved health and expanded opportunity. It empowers people to take an active role in their communities and to build more secure futures for their families. Several countries in the region are unlikely to reach the literacy target set for 2015. It will take decisive action by all governments in East Asia and the Pacific to reach the literacy target set for 2015, particularly for women.

Literacy rates are improving. In 2008, some 105 million adults were illiterate in East Asia and the Pacific, down by 54% over the previous fifteen years. Of this total, 71% are women, and more than three-quarters of illiterate adults live in just two countries: China and Indonesia. The average adult literacy rate increased from 82% in 1985–1994 to almost 94% in 2005–2008. Most of the few countries with data available for both periods improved their adult literacy rates. In China, the number of illiterate adults declined by 19 million from 2000 to 2008 and the adult literacy rate rose from 91% to 94% over the period. The regional adult literacy rate masks some important disparities between countries. Less than four-fifths of adults in Cambodia, the Lao People's Democratic Republic and Papua New Guinea are literate, while the Democratic People's Republic of Korea, Samoa and Tonga have achieved universal adult literacy.

Several countries in the region are unlikely to achieve the literacy goal. Projection data suggest that countries including China, Indonesia, the Philippines and Viet Nam will still have large illiterate populations in 2015. However, Brunei Darussalam, China, Macao (China) and Singapore are on track to achieve the goal of halving adult illiteracy levels from those recorded in 1999–2001. Less positively, several countries, including the Lao People's Democratic Republic and Papua New Guinea, are likely to miss the target by a wide margin.

Disparities in literacy rates are wide within some countries.

Gender disparities in adult literacy still exist in the region. The regional literacy rate for women in 2008 was 91%, compared with 96% for men. However, in the Lao People's Democratic Republic, women's literacy rate was nineteen percentage points lower than for men. Patterns of literacy are also strongly related to wealth and household location, with poor rural women being the most marginalized.

Effective and affordable policies and programmes exist.

The experiences of China and Indonesia show that literacy policies can be effective: both countries increased their adult literacy rates by over ten percentage points in the past fifteen to twenty years. Effective literacy programmes tend to combine strong leadership with clear targets backed by financial commitments, and teach relevant skills using appropriate methods and language of instruction.

Goal 5: Gender parity and equality

East Asia and the Pacific is edging towards gender parity in school enrolment, but gender disparities remain in many countries in the region, particularly in secondary education.

Gender parity in primary education has been achieved in a majority of countries. In 2008, gender parity at the primary level had been achieved in nineteen of the twenty-seven countries in the region with data. The regional ratio of girls to boys – that is, the gender parity index (GPI) – for the primary GER was 1.01 in 2008. However, gender disparities still exist in several countries, including Papua New Guinea, where only 84 girls to every 100 boys are enrolled in primary school. Of the four countries in the region not yet at gender parity at the primary level and with enough data for a projection to 2015, Cambodia and Vanuatu are moving in the right direction and are expected to reach the target while the Lao People's Democratic Republic and Macao (China) are unlikely to achieve gender parity in primary education and are likely to move further away from the goal.

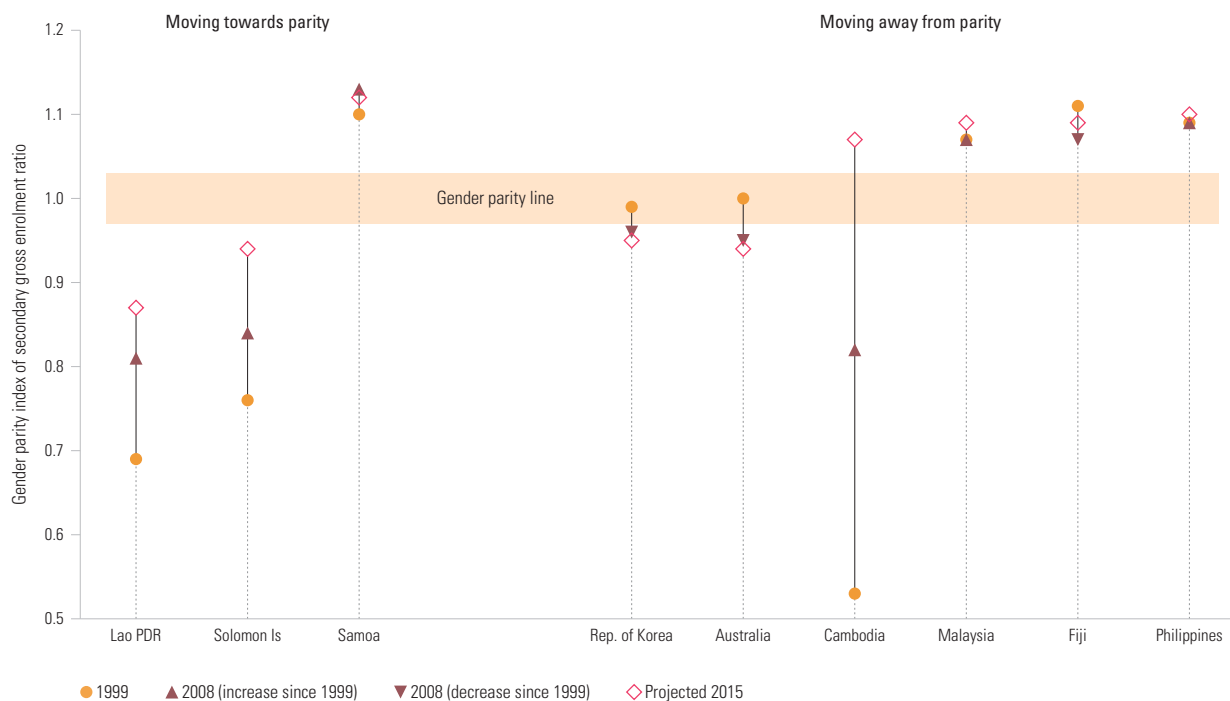
Gender disparities vary across the primary education cycle. While most countries in the region have achieved gender parity in school access, there are still some where intake into grade 1 is skewed in favour of boys. In Tuvalu, for example,

the gross intake rate for boys was 120% in 2006 while that for girls was about 104%. On the other hand, more girls than boys were enrolled in the first grade in Nauru and Thailand in 2007. Once children are in school, gender disparities are shaped by progression patterns. In several countries in East Asia and the Pacific, girls progress better than boys. In Cambodia, for instance, girls are more likely to stay in school, with a survival rate to the last grade of primary education of 57% compared with 52% for boys.

More girls are enrolled in secondary education. At the secondary school level, girls' enrolment has improved, with the GPI of the secondary GER increasing for the region from 0.94 to 1.04 between 1999 and 2008. Gender disparities to the advantage of girls are most marked in Nauru and Samoa, where the GPIs were 1.23 and 1.13, respectively, in 2008. On the other hand, more boys were enrolled in secondary schools in Cambodia, the Lao People's Democratic Republic and Solomon Islands, with GPIs ranging from 0.81 to 0.84. Overall, eight of the twenty-two countries with data had achieved gender parity at the secondary level by 2008. Of the nine countries in the region that still need to achieve gender parity in secondary education and have the necessary data, projections suggest that none will do so by 2015 and that six will have moved away from parity (Figure 3).

Figure 3: Prospects for achieving gender parity in secondary education by 2015 are low

Gender parity index of secondary gross enrolment ratios, 1999, 2008 and projected values for 2015



Sources: EFA Global Monitoring Report 2011, Annex, Statistical Table 7; UIS database.

Goal 6: The quality of education

Getting children into school is a necessary but insufficient condition for achieving Education for All. What children learn in the classroom is what ultimately counts. Levels of learning achievement are low in many countries in East Asia and the Pacific, pointing to the major challenge of improving the quality of education.

The number of pupils per teacher continues to improve.

Progress in education quality depends on having sufficient teachers and ensuring that they are properly trained and supported. In 2008, the region had around 10 million primary school teachers, about the same number as in 1999. Declining primary school populations have reduced the pupil/teacher ratio by 13% since 1999, to a regional average of 19:1 in 2008. Teacher shortages remain an issue in Cambodia, where the ratio of pupils to teacher was 49:1 in 2008.

Teacher recruitment has been stronger at the secondary level, where the number of teachers rose by one-third between 1999 and 2008 and the average pupil/teacher ratio was 16:1 in 2008.

Disparities in learning achievement vary widely across countries. International learning assessments have highlighted large differences in learning achievements between some countries in the region. The 2006 Progress in International Reading Literacy Study (PIRLS) assessed reading skills of grade 4 students in forty countries in the world against four international benchmarks. In some middle income countries, including Indonesia, a majority of students had not acquired basic reading skills even after four years of primary schooling. Singapore was among the top performers among all participating countries, with 58% of students scoring at the two highest benchmarks.

Narrowing learning gaps require concerted efforts. Progress in achieving greater access has to be backed by measures to convert increased enrolment into enhanced learning achievement. This is a difficult challenge in many countries, given that new entrants often come from highly marginalized households. In Cambodia, a scholarship programme introduced in 2005 increased enrolment in lower secondary school by twenty-one percentage points, with one in five beneficiaries completing an additional year of schooling. However, the positive impact on enrolment and attainment had no discernable effect on learning achievement.

Financing education

Public spending on education is a vital investment in national prosperity and has a crucial bearing on progress towards the EFA goals in East Asia and the Pacific. Several countries in the region backed up stronger economic growth between 1999 and 2008 with increased commitments to education, but the recent financial crisis had an impact on government spending for education in some countries. Plans to reduce fiscal deficits among donor and national governments in coming years also threaten future increases in education spending required to achieve the EFA goals in the region.

National financing

Some governments are investing more in education. Over the past decade, the region as a whole has not registered any radical change in the commitment to education: the average share of national income invested in education increased slightly, from 4.5% in 1999 to 4.6% in 2008. This is below the world average of 5%.³ Around half the eleven countries with data increased their education financing effort over the period. In the Lao People's Democratic Republic and Thailand the rise was more than one percentage point. By contrast, Macao (China) and Malaysia each reduced the share of national income spent on education by 1.5 percentage points.

The period from 1999 to 2008 was marked by high economic growth. The rate at which growth is converted into increased education spending depends on wider public spending decisions. Among the seven countries with data, Cambodia, the Lao People's Democratic Republic, Thailand, Samoa and Vanuatu saw real growth in education spending outpace economic growth. Malaysia and the Philippines, however, converted a smaller share of the growth premium into education financing. In the Philippines, real spending on education increased by 0.2% annually while the economy grew, on average, by 5% a year between 1999 and 2008.

The commitment to education varies considerably.

Countries in the region differ widely in the share of national income devoted to education, with percentages ranging from 1.2% in Timor-Leste to 7.2% in Vanuatu. Even in countries at similar levels of per capita income, the shares are highly variable. For example, Viet Nam invests more than twice as much of national income in education as the Lao People's Democratic Republic.

3. Global and regional values are medians. Only countries that have data for 1999 and 2008 (or closest available year) are used to calculate regional group medians, which therefore differ from median figures reported in the annex table.

Growing fiscal pressure is a concern for education financing. Although the impact of the recession and higher food prices on education financing varied across poor countries, some were badly damaged. A recent survey of actual 2009 and planned 2010 spending in twenty-eight low and lower middle income countries shows some clear warning signs for a deepening crisis in education financing. Among the three East Asian countries included in the survey, Viet Nam cut education spending in 2009 while Cambodia increased its expenditure on education. Budget allocations for 2010 in those two countries as well as in Timor-Leste were higher than actual spending in 2008.

International aid financing

The level of aid to education has increased. National policies and financing have been the main source of progress towards the EFA goals. Yet international aid plays a key supplementary role, in particular among the poorest countries in the region. Averaged over 2007 and 2008, international aid for education to the region amounted to US\$2 billion, a 84% increase from 2002–2003. In 2007–2008, the largest recipients of aid to education in the region were China (US\$841 million), Indonesia (US\$435 million) and Viet Nam (US\$308 million).

Aid to basic education continues to expand. Less than one-third of all aid to education in East Asia and the Pacific was allocated to the basic education level in 2007–2008, pointing to high priority on post-primary education in aid disbursements. Aid to basic education in the region increased from an average of US\$214 million in 2002–2003 to US\$569 million in 2007–2008. This translates into US\$4 per primary school age child, up from US\$1 in 2002–2003.

Aid allocations for basic education to countries in the region vary considerably, ranging from US\$2 or below per primary school age child in middle income countries such as Malaysia, the Philippines and Thailand to US\$375 and above in several small island countries in the Pacific.

The hidden crisis – armed conflict and education

The impact of armed conflict on education has been widely neglected. This hidden crisis is reinforcing poverty, undermining economic growth and holding back the progress of nations. The 2011 *EFA Global Monitoring Report* documents the scale of the crisis, traces its underlying causes and sets out an agenda for change.

Armed conflict is a major barrier to the Education for All goals

Poor countries affected by conflict are heavily concentrated among the states furthest from reaching the EFA goals. Violent conflict has interrupted education progress in several countries. For example, as a result of the war from 1967 to 1978, the average Cambodian spent 2.3 fewer years in school than might otherwise have been the case.

Violent conflict also exacerbates disparities within countries linked to wealth and gender. And conflict-affected areas often lag far behind the rest of the country. In Myanmar, levels of extreme education poverty are seven times higher in the conflict-affected Eastern Shan state. The poorest in the region face particularly acute deprivation. The proportion of young adults aged 17 to 22 with less than two years of education in Eastern Shan is nearly 90%. In the Autonomous Region in Muslim Mindanao in the Philippines, the incidence of extreme education poverty is twice as high for women aged 17 to 22 from poor households as for their average national counterparts, and non-attendance at school for those aged 7 to 16 is more than four times the national average.

Most fatalities associated with armed conflict occur away from battle zones, and result from disease and malnutrition. In the civil war in Timor-Leste, 82% of fatalities happened away from the battlefield (see Special contribution). Conflict-related sickness and hunger have had debilitating consequences for education.

Children, civilians and schools are on the front line

Today's armed conflicts are fought overwhelmingly within countries, rather than across borders, and many involve protracted violence. Although the intensity, scale and geographic extent of the violence vary, protracted armed conflicts are common. In one of the world's most protracted, most violent and least-known conflicts, the Myanmar government has responded to interlinked ethnic insurgencies in the north and east with harsh counterinsurgency tactics. At least 470,000 people are displaced in eastern Myanmar. Renewed violence in 2009 led to mass displacements in Karen and Shan states. The United Nations Secretary-General has cited three Karen militias for violating the rights of children in armed conflict.

Special contribution: Education as a path to peace

Nothing is more important in a new nation than providing children with an education. If you want peace and justice, if you want jobs and prosperity, and if you want a people to be fair and tolerant towards one another, there is just one place to start – and that place is school.

When we started rebuilding our country at the end of the 1990s, many things were broken.

We needed new institutions, new investment and new laws – but we know that reconstruction had to start in our schools. For our people, education was part of the ‘peace dividend’: They voted on their priorities through their actions in rebuilding schools and restoring the education system.

Since then we have worked hard in Timor-Leste to strengthen the quality of our education system. We understand that education is not just about getting children into school, it is about equipping them with the skills they need for a better future. And of course education on its own is not enough: we also need to create skilled jobs for our youth. But education is about more than skills and jobs. It is also a vehicle for transmitting those intangible but powerful forces that bind societies together – forces like respect, tolerance and shared values.

One of the key messages in UNESCO’s *Education for All Global Monitoring Report* is that education can be a force for preventing conflict, reconstructing countries after conflict, and building peace. I wholeheartedly endorse that message. Yet all too often education is seen as a peripheral part of the post-conflict agenda. Worse, education systems sometimes perpetuate the very prejudices and attitudes that fuel violence.

We need to rethink our attitudes. In today’s world, where so many people are divided by faith, identity or language, education can unite us in shared respect and tolerance. Our ambition in Timor-Leste is to make education a tool to promote understanding, social unity and human security. There is no surer path to peace.

Dr José Ramos-Horta
Nobel Peace Prize Laureate 1996
President of the Democratic Republic of Timor-Leste

Indiscriminate use of force and the deliberate targeting of civilians are hallmarks of violent conflict in the early twenty-first century, with direct and indirect effects on education.

- Children and schools are on the front line of armed conflicts, with classrooms, teachers and pupils seen as legitimate targets. In Thailand’s three southernmost provinces, many teachers and children have been killed and schools burned over the past five years. In 2008 and 2009, sixty-three students and twenty-four teachers and education personnel were killed or injured.
- Physical injury, psychological trauma and stigmatization faced by children are sources of profound and lasting disadvantage in education.

- The use of child soldiers is reported in twenty-four countries in the world, including Myanmar. Recruitment of children from refugee camps by Karen rebels against Myanmar’s government has been reported in Thailand. The recruitment of child soldiers from schools is common.
- Rape and other sexual violence are widely used as a war tactic in many countries. Insecurity and fear associated with sexual violence keep young girls, in particular, out of school.

For marginalized and vulnerable households, armed conflict can block the path to more secure and prosperous livelihoods. One symptom is an increase in child labour. Armed conflict also undermines economic growth, reinforces poverty and diverts national resources from productive investment in classrooms into unproductive military spending. Many of the poorest countries spend significantly more on arms than on basic education. Cambodia’s military expenditure, for example, is 1.4 times more than what it spends on primary education, and Viet Nam’s is 1.7 times higher. Cutting military expenditure by only 10% in these two countries could help bring 540,000 more children into primary school.

Diversion of national resources to the military and loss of government revenue mean that armed conflict shifts responsibility for education financing from governments to households. National governments and aid donors should urgently review the potential for converting unproductive spending on weapons into productive investment in schools, books and children.

Displaced populations are among the least visible

Displacement exposes people to the risk of extreme disadvantage in education. Data collected by the Office of the United Nations High Commissioner for Refugees (UNHCR) in 127 camps around the world in 2008 paint a disturbing picture of the state of education. Moreover, the UNHCR snapshot of provision in camps offers a very partial picture, as refugees often live in urban settings. Many countries do not allow refugees access to public education and basic services. In Thailand, refugees from Myanmar have been confined to camps for more than two decades, with little freedom of movement, access to formal employment or entitlement to attend public schools outside of camps. The camps have developed an extensive education system. The seven camps with refugees predominantly from the Karen ethnic group have a network of 70 schools serving 34,000 students. Education in the camps is sanctioned by the Thai authorities but provided by community-based organizations and financed by international non-government organizations (NGOs), charities and parents. While provision within camps has improved, and recent reforms have extended access to vocational training outside the camps, educational opportunities remain limited, particularly at the secondary level.

More generally, restrictions on refugees' employment reinforce poverty, which in turn dampens prospects for education. Refugees in Malaysia are subject to arrest and arbitrary deportation, and their lack of official status means they have no access to sustainable livelihoods or formal education. Given that an estimated 1 million illegal migrants live in Malaysia, many of them children, it appears likely that there is a high level of education deprivation that goes unreported because potential refugees are driven underground. In some countries, UNHCR has documented arbitrary detention and deportation of refugee populations, a practice that prevents registration. In 2010, for example, UNHCR noted the arrest and deportation in Thailand of refugees from Myanmar's northern Rakhine state and the Lao People's Democratic Republic.

The reverse cycle – education's influence on violent conflict

Education is seldom a primary cause of conflict. Yet it is often an underlying element in the political dynamic pushing countries towards violence. Intra-state armed conflict is often associated with grievances and perceived injustices linked to identity, faith, ethnicity and region. Education can make a difference in all these areas, tipping the balance in favour of peace – or conflict.

Limited or poor quality provision leads to unemployment and poverty. When large numbers of young people are denied access to decent quality basic education, the resulting poverty, unemployment and sense of hopelessness can act as forceful recruiting agents for armed militias.

A 'youth bulge' adds to the urgency of building a bridge from education to employment. And unemployed educated youth also figure prominently in some armed conflicts.

Unequal access generates grievances and a sense of injustice. Inequalities in education, interacting with wider disparities, heighten the risk of conflict. In Indonesia's Aceh province, a violent separatist struggle was fuelled by perceived injustices over the sharing of benefits from a booming gas and oil industry. When the province's wealth began to grow, the jobs created tended to go to more educated Javanese migrants rather than to the Acehnese. Unemployment rates in the 1990s were twice as high for urban Acehnese as for Javanese. The Free Aceh Movement, which sought secession from Indonesia, appealed directly to grievances related to Javanese migrants and to losses of revenue from oil and gas exports. Education was one of the grievances. The peace agreement between the government and the Free Aceh Movement included a commitment to increase the share of Aceh's mineral wealth retained for spending in the province and recognized that demands for more equitable revenue sharing were linked to perceived injustices over financing for education and other basic services.

Inappropriate use of school systems reinforces prejudice and intolerance. In several armed conflicts, education has been actively used to reinforce political domination, the subordination of marginalized groups, and ethnic and linguistic segregation. In some circumstances, segregated schools can reinforce mistrust between groups. Survey evidence from Malaysia finds that those educated in segregated schools have, on average, more negative perceptions of groups other than their own than do those educated in integrated schools. Language is at the heart of several armed conflicts. In Thailand's three predominantly Muslim southernmost provinces, language and education have been at the centre of a wider political conflict in which some insurgent groups are seeking secession and others greater autonomy. Public school teachers remain a prime target for insurgents, who see them as agents of a system hostile to Malay culture. While public support for armed militias is limited, many Malay Muslims appear to view the use of Thai as the sole language of instruction in school as a threat to their cultural identity.

Aid to conflict-affected countries

Aid can break the vicious circle of warfare and low human development in which many countries are trapped, and support a transition to lasting peace. Several problems, however, have weakened the effectiveness of the international aid effort. The skewing of aid towards a small group of countries identified as national security priorities has led to the relative neglect of many of the world's poorest countries. Aid volatility is another concern.

An inadequate or inappropriate assessment by donors of ways in which education may reinforce patterns of discrimination can exacerbate the causes of conflict. One study found that some donors working in Timor-Leste from 2002 to 2006 avoided supporting the education sector for fear of getting embroiled in debates over the language of instruction, which was giving rise to tensions internally.

The blurring of lines between development assistance and wider foreign policy or strategic goals has prompted concerns that development goals – including in education – have been subordinated to wider strategies such as winning over the 'hearts and minds' of local populations. The growing profile of the military in delivering aid has fuelled these concerns.

Responding to failures of protection

Over the past fifteen years, the United Nations has established a monitoring and reporting mechanism (MRM) that identifies grave human rights violations against children in six key areas.

Several UN Security Council resolutions have been passed aimed at strengthening protection against rape and other sexual violence in conflict-affected countries. Yet human rights provisions and Security Council resolutions offer limited protection where they are most needed, in the lives of the children and other civilians on the front line.

Weak coordination among UN agencies and under-resourcing contribute to the problem. In other cases, the reporting is partial because United Nations country teams have restricted access to conflict-affected areas. The team in Thailand, for example, has been unable to monitor areas of concern in the southern part of the country, where schools have come under attack. Within the MRM system, reporting of attacks against schools is limited, with many incidents going unreported. Problems of under-reporting are even more evident in the area of rape and other sexual violence. There is evidence that monitoring and the identification of groups and individuals can play a role in protecting children. In 2009, the Moro Islamic Liberation Front in the Philippines entered into an action plan with the United Nations to release minors.

Gaps in coverage of the Optional Protocol to the Convention on the Rights of the Child also hamper efforts to strengthen protection. Myanmar is among several countries covered in the 2010 report of the Secretary-General on Children and Armed Conflict that have not ratified the protocol.

Working through the UN system, governments should strengthen the systems that monitor human rights violations affecting education, support national plans aimed at stopping those violations, and impose sanctions on egregious and repeat offenders. An International Commission on Rape and Sexual Violence should be created, with the International Criminal Court directly involved in assessing the case for prosecution of state and non-state actors. UNESCO should take the lead in monitoring and reporting on attacks on education systems.

Failures of provision – fixing the humanitarian aid system

Humanitarian aid is intended to save lives, meet basic needs and restore human dignity. Humanitarian aid to education, however, is underfinanced, unpredictable and governed by short-termism, partly because many humanitarian workers do not view education as 'life-saving'. The result is that communities struggling against the odds to maintain opportunities for education are getting little support.

Shortfalls in funding requests for education are just part of the problem. The requests themselves appear to be disconnected from any credible assessment of need or demand on the part of affected populations. The vagaries of annual budgeting compound the problems of education financing during emergencies. This is especially true in situations of long-term displacement.

One reason education has limited visibility in humanitarian aid for conflict-affected countries is that donors sometimes question the possibility of maintaining provision. Yet international agencies can play an important role in keeping education going even in some of the most insecure environments.

When lack of security prevents NGOs and United Nations agencies from having a presence in a country, there are alternatives, such as distance education. UN peacekeeping forces can also help promote a more secure environment for children to attend school.

Forced displacement is a direct threat to education. Refugees have well-defined legal entitlements to basic education. In practice, though, those entitlements are often difficult to claim. Internally displaced people (IDPs) have fewer rights to formal protection than refugees. No UN agency is directly mandated to advance their interests. In some countries, the refusal of governments to recognize refugees restricts their right to education and probably forces millions of unregistered refugee children out of school and into informal labour markets. This has been identified by UNHCR as a concern in countries such as Malaysia and Thailand, neither of which have signed the 1951 Convention Relating to the Status of Refugees.

There is an urgent need to strengthen current systems for assessing the education needs of conflict-affected communities. Governance arrangements for refugees and IDPs should be reformed to facilitate improved access to education.

Reconstructing education – seizing the peace premium

Post-conflict reconstruction in education poses immense challenges. Yet success in education can help build government legitimacy and set societies on course for a more peaceful future.

People whose lives have been shattered by armed conflict emerge from the violence with hope and ambition for a better future. In Timor-Leste, the ink was scarcely dry on the peace agreement before thousands of volunteers were helping to gather children, rebuild schools, distribute school materials, provide school meals and act as teachers. A range of education strategies can be identified that can deliver early results.

- *Withdraw user fees:* Many post-conflict countries have abolished primary school fees, generating significant benefits.
- *Build on community initiatives:* In many conflict-affected countries, communities have stepped into the vacuum created by the failure of governments to maintain education. Supporting community efforts can deliver quick results for education and demonstrate that government is starting to work.
- *Rehabilitate schools and classrooms:* In some post-conflict environments, children are kept out of school because buildings are damaged or dilapidated. Early investment in rehabilitation can help remove this bottleneck and deliver early benefits, especially when donors support the efforts of national governments and local communities.
- *Recognize returnees' educational attainment:* Many displaced children learn a different curriculum, often in another language. Establishing systems for the certification of education obtained in other countries can ensure that the qualifications of returning refugees are recognized. Another approach is to develop cross-border examinations.
- *Provide accelerated learning programmes:* Peace offers children who have missed out on schooling a chance to make up for lost time. Accelerated programmes can help them build the basic literacy and numeracy skills they need to return to primary school or make the transition to secondary school.
- *Strengthen education and skills training in disarmament, demobilization and reintegration (DDR) programmes:* Ex-combatants, including children and young people, often lack basic literacy and other skills, and so may face limited prospects for employment and are at risk of re-recruitment. Skills training within DDR programmes can make a difference.
- *Provide psychosocial support:* Many children and young people caught up in armed conflict will have been traumatized as a result of experiencing or witnessing acts of violence, and are at increased risk of mental health problems. Reintegration programmes for ex-combatants, including child soldiers, sometimes include psychosocial support along with skills training. There are strong grounds for extending the provision of such programmes beyond ex-combatants to other vulnerable young people.
- *Recruit teachers:* After conflict, the supply of teachers – especially trained teachers – is unlikely to keep pace with demand. Teacher recruitment, training and deployment require long-term planning. But governments and donors can develop transitional strategies.

Some post-conflict states are among the strongest-performing countries in terms of progress towards goals such as UPE, and progress in education has in turn helped underpin wider post-conflict reconstruction. Countries that have made the transition from conflict into longer-term recovery have forged partnerships with donors aimed at developing and implementing inclusive education sector strategies that set clear targets, backed by secure financing commitments. Some of the successful ingredients of this transition are:

- *Strengthened national planning:* As countries move along the planning continuum, the challenge is to develop policy instruments that link goals to the provision of inputs, the development of institutions and national financing strategies. Strengthened national planning can also unlock the door to more predictable donor support. In Cambodia, education reconstruction was initially hampered by political conflict and fragility, leading to a proliferation of uncoordinated projects managed by donors and NGOs. The move towards a sector-wide framework after 2000 improved planning and coordination. The Ministry of Education has taken the lead in piloting and implementing public financial management reforms, with encouraging results in terms of financial planning, accounting and reporting mechanisms.
- *Development of information systems:* Educational management information systems (EMIS) give governments a tool to track resource allocation, identify areas of need and oversee teacher remuneration (the single biggest item in the education budget).
- *Financial commitments:* Strong post-conflict performers have invariably increased public spending on education, albeit often from a low base. Strengthening the national revenue collection effort can provide a powerful impetus for increased education spending.
- *Inclusive education:* Strongly performing post-conflict countries have attached considerable weight to developing more inclusive education systems that target groups and regions badly affected by conflict. In 2002, Cambodia introduced a scholarship programme for girls and ethnic minorities from the poorest households, increasing enrolment by at least 22%.

Predictable and sustained donor support is crucial to facilitating the transition from peace to reconstruction in education. In Solomon Islands, regional governments intervened to restore law and order in 2003, with donors then underwriting the peace with long-term aid commitments to restore basic services, build capacity and strengthen the provision of education. First, the provision of security allowed schools to reopen. Second, increased aid helped stabilize government finances and provided vital funds for education, including the payment of overdue teacher salaries. Third, these security and economic measures opened the door for aid donor re-engagement.

Aid effectiveness in this area has been severely compromised by a divide between humanitarian aid and development assistance. Given that donor perception of risk is one of the barriers reinforcing the humanitarian-development divide, an obvious response is to share risk. Pooling resources and working cooperatively enables donors to spread risk and secure wider efficiency gains in areas such as fiduciary risk management, start-up costs and coordination. National pooled funds demonstrate the potential benefits of cooperation. During the early years of reconstruction in Timor-Leste, donors responded rapidly to the new country's needs. Much of the support was channelled through a multidonor trust fund, enabling donors to share risk. Predictable donor support spanning the divide between emergency and development aid made it possible to deliver early results while building for the future.

Global pooled funding could also play a far greater role in conflict-affected states. Ongoing reforms to the EFA Fast Track Initiative (FTI) are addressing long-standing concerns in areas such as disbursement and governance. Several conflict-affected countries are developing national plans and may seek FTI funding. If the FTI reforms were carried through and deepened, the FTI could become the fulcrum of a multilateral financing system capable of addressing the pressing needs of conflict-affected states.

Making education a force for peace

Conflict-sensitive planning in education is about recognizing that any policy decision will have consequences for peacebuilding – and for the prospect of averting a return to violence. There are many channels through which education can influence prospects for peace, including:

- *Language of instruction:* In some contexts the use of a single national language as the medium of instruction in schools has helped foster a sense of shared identity. In others it has helped fuel violence.
- *The curriculum:* Curriculum development and teacher training have been priorities for several education ministries in recent post-conflict settings. The teaching of subjects such as history and religion can play a role in reorienting conflict-affected societies in a peaceful direction. Dealing with issues of ethnic and religious identity confronts education reformers with tough choices and takes time. Over thirty years after the Cambodian genocide, eighteen years after a peace agreement was signed, and more than a decade since the armed conflict finally ended, Cambodian students are finally getting the chance to learn about the

tragic years from 1975 to 1979 under a new school curriculum. It is hoped that genocide education in Cambodia will help support reconciliation and peacebuilding and prevent further human rights violations. Experience demonstrates how education can gradually erode deeply entrenched divisions by getting students to reflect on their multiple identities, and on what unites rather than divides them. Some evidence supports the case for well-designed peace education interventions.

- *Devolution of education governance:* Decentralization and devolution are often seen as an automatic route to greater accountability, as well as to peacebuilding. That assessment is overstated. In some countries with highly devolved education systems, the weak role of central government can hamper peacebuilding efforts. Fiscal decentralization is often a source of tension in countries with high levels of inequality between regions. Much depends on the national context. In Malaysia, regionalism and decentralism have not figured with any prominence in national education debates. The reason: the main ethnic groups are integrated across most regions, and subnational bodies have relatively limited powers because education is designated as a federal issue. In this case, dialogue over education and identity has focused on broader approaches to multiculturalism in the school system. In Indonesia, by contrast, ethnic groups are regionally concentrated and education is highly decentralized. This has given rise to regionalized competition, with subnational bodies in poorer districts seeking to secure larger fiscal transfers from the central government.
- *Making schools non-violent environments:* This strategy is unequivocally good for education, for children and for peacebuilding.

Unlocking the potential for education to act as a force for peace requires new approaches to post-conflict policy reforms. Education needs to be more prominent in the United Nations Peacebuilding Commission, an intergovernmental advisory committee, and the associated Peacebuilding Fund. And UNESCO and UNICEF should play a more central role in integrating education into wider peacebuilding strategies. ■

Glossary

Early childhood care and education (ECCE).

Programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme. ECCE programmes are usually designed for children from age 3 and include organized learning activities that constitute, on average, the equivalent of at least 2 hours per day and 100 days per year.

Gender parity index (GPI).

Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI above or below 1 indicates a disparity in favour of one sex over the other.

Gross enrolment ratio (GER).

Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100% because of early or late entry and/or grade repetition.

Gross national product (GNP).

The value of all final goods and services produced in a country in one year (gross domestic product) plus income that residents have received from abroad, minus income claimed by non-residents. Gross national income is the more recent denomination of the same term.

Net enrolment ratio (NER).

Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

Net intake rate (NIR). New entrants to the first grade of primary education who are of the official primary school entrance age, expressed as a percentage of the population of that age.

Survival rate by grade.

Percentage of a cohort of students who are enrolled in the first grade of an education cycle in a given school year and are expected to reach a specified grade, regardless of repetition.

Table 1: East Asia and the Pacific, selected education indicators

Country or territory	Total population (000)	GNP per capita PPP (US\$)	Compulsory education Age group	EFA Development Index (EDI)	Adult literacy			
					Adult literacy rate (15 and over)			
					Total (%)	GPI (F/M)	Total (%)	GPI (F/M)
2008	2008	2008	2008	1985–1994 ¹		2005–2008 ¹		
East Asia								
Brunei Darussalam	392	...	...	0.975	88	0.89	95	0.97
Cambodia	14 562	1 820	.	0.786	...	...	78	0.83
China	1 337 411	6 020	6-14	...	78	0.78	94	0.94
DPR Korea	23 819	...	6-16	...	...	...	100	1.00
Indonesia	227 345	3 830	7-15	0.934	82	0.86	92	0.93
Japan	127 293	35 220	6-15	0.995	...	...	...	...
Lao PDR	6 205	2 040	6-14	0.761	...	...	73	0.77
Macao, China	526	...	5-14	0.943	...	...	93	0.94
Malaysia	27 014	13 740	6-11	0.945	83	0.87	92	0.95
Myanmar	49 563	...	5-9	...	...	...	92	0.94
Philippines	90 348	3 900	6-12	0.898	94	0.99	94	1.01
Republic of Korea	48 152	28 120	6-15	0.968	...	...	...	...
Singapore	4 615	47 940	6-14	...	89	0.87	95	0.94
Thailand	67 386	5 990	6-16	...	...	...	94	0.96
Timor-Leste	1 098	4 690	6-11	...	...	...	...	...
Viet Nam	87 096	2 700	6-14	...	88	0.89	93	0.95
The Pacific								
Australia	21 074	34 040	5-15	0.986	...	...	...	...
Cook Islands	20	...	5-15	...	...	...	...	...
Fiji	844	4 270	6-15	0.934	...	...	...	...
Kiribati	97	3 660	6-15	...	...	...	...	...
Marshall Islands	61	...	6-14	...	...	...	...	...
Micronesia, F. S.	110	3 000	6-14	...	...	...	...	...
Nauru	10	...	6-16	...	...	...	...	...
New Zealand	4 230	25 090	5-16	0.988	...	...	...	...
Niue	2	...	5-16	...	...	...	...	...
Palau	20	...	6-17	...	...	...	...	...
Papua New Guinea	6 577	2 000	...	...	...	...	60	0.87
Samoa	179	4 340	5-12	...	98	0.99	99	0.99
Solomon Islands	511	2 580	...	...	...	...	...	...
Tokelau	1	...	.	...	...	...	...	...
Tonga	104	3 880	6-14	0.970	...	...	99	1.00
Tuvalu	10	...	7-14	...	...	...	...	...
Vanuatu	234	3 940	.	...	...	...	...	...
	Sum	Median			Weighted average			
East Asia and the Pacific	2 146 910	4 105	...	...	82	0.84	94	0.94
East Asia	2 111 729	5 340	...	...	82	0.84	94	0.94
Pacific	35 181	3 910	...	...	93	0.98	93	0.99
Developed countries ⁵	993 639	28 470	...	...	99	0.99	99	1.00
Developing countries	5 430 213	3 940	...	...	67	0.76	79	0.86
World	6 735 143	6 290	...	...	76	0.84	83	0.90

Adult literacy				Early childhood care and education				Country or territory
Adult illiterates (15 and over)				Child survival and well-being		Pre-primary education		
Total (000)	% Female	Total (000)	% Female	Under-5 mortality rate (%)	Moderate severe and stunting (%)	GER		
1985–1994 ¹		2005–2008 ¹		2005–2010	2003–2008 ¹	1999	2008	
East Asia								
21	67	14	65	7	...	76	83	Brunei Darussalam
...	...	2 143	68	89	40	5	13	Cambodia
181 415	70	67 239	73	29	15	36	44	China
...	...	0.3	71	63	45	...	...	DPR Korea
20 936	68	12 864	70	32	37	24	43	Indonesia
...	...	...	...	4	...	83	89	Japan
...	...	961	69	65	48	8	15	Lao PDR
...	...	28	75	6	...	...	...	Macao, China
1 989	66	1 500	64	11	...	54	61	Malaysia
...	...	2 942	69	111	41	2	6	Myanmar
2 378	53	3 800	48	27	34	30	49	Philippines
...	...	...	...	6	...	76	111	Republic of Korea
259	78	210	76	4	4	...	...	Singapore
...	...	3 298	67	10	16	87	92	Thailand
...	...	...	...	92	54	...	...	Timor-Leste
4 856	74	4 749	68	23	36	40	...	Viet Nam
The Pacific								
...	...	...	...	6	...	...	82	Australia
...	...	...	...	...	...	86	...	Cook Islands
...	...	...	...	24	...	16	<i>16</i>	Fiji
...	...	...	...	...	...	...	...	Kiribati
...	...	...	...	...	...	59	45	Marshall Islands
...	...	...	...	42	...	37	...	Micronesia, F. S.
...	...	...	...	...	24	...	92	Nauru
...	...	...	...	6	...	85	94	New Zealand
...	...	...	...	...	...	154	...	Niue
...	...	...	...	...	...	63	...	Palau
...	...	1 592	55	69	43	...	...	Papua New Guinea
2	60	1	58	27	...	53	45	Samoa
...	...	...	...	57	33	35	...	Solomon Islands
...	...	...	...	...	...	...	...	Tokelau
...	...	0.6	47	26	...	29	...	Tonga
...	...	...	...	...	10	...	<i>107</i>	Tuvalu
...	...	...	...	34	20	...	7	Vanuatu
Sum	% F	Sum	% F	Weighted average	Median	Weighted average		
229 141	69	105 322	71	31	...	38	48	East Asia and the Pacific
227 743	69	103 532	71	31	37	38	48	East Asia
1 398	57	1 789	55	31	...	65	67	Pacific
10 050	63	8 358	59	7	...	73	79	Developed countries ⁵
872 565	63	786 386	64	79	29	27	39	Developing countries
886 508	63	795 805	64	71	26	33	44	World

Table 1 (continued)

Country or territory	Primary education									
	NER		Out-of-school children ²		GPI of GER		Survival rate to last grade		Pupil/teacher ratio ³	
	Total (%)	Total (%)	Total (000)	Total (000)	(F/M)	(F/M)	Total (%)	Total (%)		
	1999	2008	1999	2008	1999	2008	1999	2007	1999	2008
East Asia										
Brunei Darussalam	...	93	...	1.2	0.97	1.00	...	98	14	13
Cambodia	83	89	363	230	0.87	0.94	49	54	48	49
China	...	...	...	...	...	1.04	...	100	...	18
DPR Korea	...	...	...	...	...	...	...	...	...	...
Indonesia	...	96	...	312	...	0.97	...	80	...	17
Japan	100	100	3	0.7	1.00	1.00	...	...	21	18
Lao PDR	78	82	165	142	0.85	0.91	54	67	31	30
Macao, China	85	87	7	3	0.96	0.95	...	100	31	17
Malaysia	98	96	70	125	0.98	1.00	...	92	21	15
Myanmar	...	...	...	...	0.98	0.99	...	74	31	29
Philippines	90	92	1 139	961	1.00	0.98	...	73	35	34
Republic of Korea	98	99	67	35	1.00	0.98	99	98	32	24
Singapore	...	...	...	...	...	...	...	...	...	19
Thailand	...	90	...	586	0.97	0.98	...	...	21	16
Timor-Leste	...	76	...	43	...	0.94	...	...	...	41
Viet Nam	96	...	398	...	0.93	...	83	<u>92</u>	30	20
The Pacific										
Australia	94	97	108	55	1.00	1.00	...	...	18	...
Cook Islands	85	...	0.4	...	0.95	...	...	...	18	16
Fiji	99	89	1.4	11	0.99	0.99	82	95	...	26
Kiribati	97	...	0.1	...	1.01	...	...	...	25	25
Marshall Islands	...	66	...	3	0.98	0.97	...	...	15	...
Micronesia, F. S.	...	...	...	...	...	1.01	...	...	...	17
Nauru	...	72	...	0.4	...	1.06	...	...	...	22
New Zealand	99	99	4	1.8	1.00	1.00	...	...	18	15
Niue	99	...	0.0	...	1.00	...	...	...	16	...
Palau	97	...	0.05	...	0.93	1.02	...	...	15	...
Papua New Guinea	...	...	...	...	...	<i>0.84</i>	...	...	...	<i>36</i>
Samoa	92	93	1.6	1.7	0.98	0.98	92	...	24	32
Solomon Islands	...	67	...	26	0.94	0.97	...	...	19	...
Tokelau	...	...	...	...	...	...	...	...	...	...
Tonga	88	<i>99</i>	1.8	<i>0.1</i>	0.96	<i>0.97</i>	...	<u>91</u>	21	22
Tuvalu	...	...	...	...	1.02	<i>0.99</i>	...	...	19	...
Vanuatu	91	...	3	...	0.98	0.96	69	<i>73</i>	24	24
	Weighted average		Sum		Weighted average		Median		Weighted average	
East Asia and the Pacific	94	94	10 820	7 869	0.99	1.01	...	...	22	19
East Asia	94	95	10 499	7 307	0.99	1.01	...	92	22	19
Pacific	90	84	322	562	0.97	0.97	...	...	20	20
Developed countries ⁵	97	95	1 777	2 539	1.00	1.00	98	98	16	14
Developing countries	80	87	103 180	64 117	0.91	0.96	...	83	27	28
World	82	88	106 269	67 483	0.92	0.97	90	93	25	25

Secondary education				Education finance					Country or territory
GER				Total public expenditure on education as % of GNP	Total aid disbursements to education ⁴ (Constant 2008 US\$ millions)	Total aid disbursements to basic education ⁴ (Constant 2008 US\$ millions)	Total aid disbursements to basic education per primary school age child (Constant 2008 US\$)		
Total (%)	GPI (F/M)	Total (%)	GPI (F/M)						
1999		2008		1999	2008	2008	2008		
East Asia									
85	1.09	97	1.02	4.9	...	...	...	...	Brunei Darussalam
17	0.53	40	0.82	1.0	1.7	42	21	10	Cambodia
61	...	76	1.05	1.9	...	842	40	0.4	China
...	...	...	...	...	...	2	0.7	0.5	DPR Korea
...	...	74	0.99	...	3.7	471	274	11	Indonesia
101	1.01	101	1.00	3.5	3.4	...	...	...	Japan
32	0.69	44	0.81	1.0	2.4	41	17	21	Lao PDR
76	1.08	92	0.96	3.6	2.0	...	...	...	Macao, China
65	1.07	68	1.07	6.1	4.6	38	2	0.6	Malaysia
34	0.99	53	...	0.6	...	29	20	5	Myanmar
74	1.09	82	1.09	...	2.4	69	30	2	Philippines
101	0.99	97	0.96	3.8	4.2	...	...	...	Republic of Korea
...	...	...	...	...	3.3	...	...	...	Singapore
...	...	76	1.09	5.1	6.3	38	4	0.8	Thailand
...	...	...	...	...	1.2	28	15	78	Timor-Leste
61	0.90	...	...	...	5.5	269	94	12	Viet Nam
The Pacific									
158	1.00	149	0.95	5.2	4.9	...	...	...	Australia
60	1.08	...	...	0.4	...	3	1	393	Cook Islands
80	1.11	81	1.07	5.3	...	9	4	40	Fiji
84	1.18	...	...	8.0	...	3	0.9	...	Kiribati
72	1.06	66	1.02	13.5	...	14	7	783	Marshall Islands
...	...	91	...	6.5	...	29	15	877	Micronesia, F. S.
...	...	52	1.23	...	...	1	0.5	329	Nauru
111	1.05	119	1.05	7.2	6.6	...	...	...	New Zealand
98	1.10	...	...	...	...	2	1	...	Niue
101	1.07	97	0.97	...	...	3	2	1 088	Palau
...	...	...	...	...	...	40	23	22	Papua New Guinea
80	1.10	76	1.13	4.5	5.5	6	0.9	31	Samoa
25	0.76	35	0.84	2.3	...	11	8	98	Solomon Islands
...	...	...	...	...	...	4	2	...	Tokelau
101	1.11	<i>103</i>	<i>1.03</i>	6.4	...	7	2	140	Tonga
...	...	...	...	...	...	2	0.3	...	Tuvalu
30	0.87	...	...	6.7	7.2	14	5	151	Vanuatu
Weighted average				Median		Sum		Weighted average	
63	0.94	77	1.04	4.9	...	2 057	598	4	East Asia and the Pacific
62	0.94	76	1.04	3.6	3.3	1 870	519	3	East Asia
111	1.00	106	0.96	6.4	...	147	72	52	Pacific
100	1.01	101	1.00	5.0	5.2	235	40	...	Developed countries ⁵
51	0.88	62	0.95	4.5	4.2	9 030	3 889	7	Developing countries
59	0.91	67	0.96	4.7	4.8	11 410	4 709	8	World

Notes:

Data underlined are for 2005.

Data in italics are for 2006.

Data in bold italics are for 2007.

Data in bold are for 2009 or 2008 for survival rate to last grade.

The averages are derived from both published data and broad estimates for countries for which no recent data or reliable publishable data are available.

1. Data are for the most recent year available during the period specified.

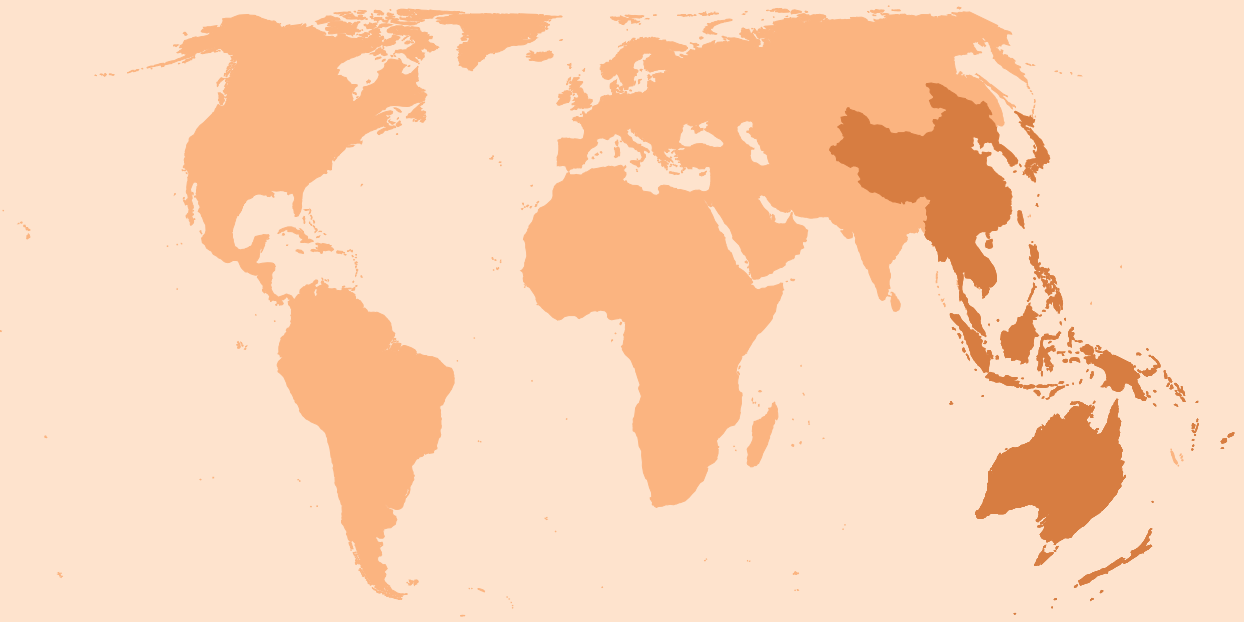
2. Data reflect the actual number of children not enrolled at all, derived from the age-specific or adjusted net enrolment ratio (ANER) of primary school age children, which measures the proportion of those who are enrolled either in primary or in secondary schools.

3. Based on headcounts of pupils and teachers.

4. Values for total aid disbursements to education and to basic education for regional and other country groups do not always sum up to world totals because some aid is not allocated by region or country.

5. For total aid disbursements, only countries eligible for official development assistance are included.

Regional Overview: East Asia and the Pacific



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