

REGIONAL TRENDS

The country data in **Section B** are grouped by region. This section of the report brings together these data to show trends at a regional level for Asia, Sub-Saharan Africa, the Caribbean, and the Pacific.⁴ Four indicators are analysed: Gross Enrolment Ratios in Pre-Primary Education; Adjusted Net Enrolment Rates in Primary Education; Adult Literacy levels, and Gender Parity in Enrolment for Primary and Secondary Education. A brief explanatory note accompanies each set of regional graphs and diagrams.

Commonwealth Asia⁵

The eight countries of Commonwealth Asia are diverse in their economic and social circumstances. There are wide disparities in performance across the region.

Figure 1 on ECCE (with data for six countries), suggests that there has been significant progress in India, Maldives and Malaysia since 1999, but in Bangladesh, the gross enrolment for pre-primary education appears to have fallen to 10%.

Figure 2 on UPE/UPC (for seven countries) shows that universal access to primary education measured by adjusted net enrolment rates has been achieved in four countries (Malaysia Maldives, Sri Lanka and Brunei Darussalam),⁶ while both India and Bangladesh have a relatively good chance of achieving the EFA goal based on recent enrolment trends. But in Pakistan, only just over 52% of school-aged children are enrolled in primary or secondary schools.

Figure 3 on literacy (for all eight Asian countries) suggests that Commonwealth Asia can be divided into two groups of countries. Five countries have high levels of literacy while the three large South Asian countries (Bangladesh, India and Pakistan) have significant literacy deficits in both percentage terms and in absolute numbers. The likelihood of these countries being able to improve their low levels of literacy in line with the Dakar objective is limited based on current trends.

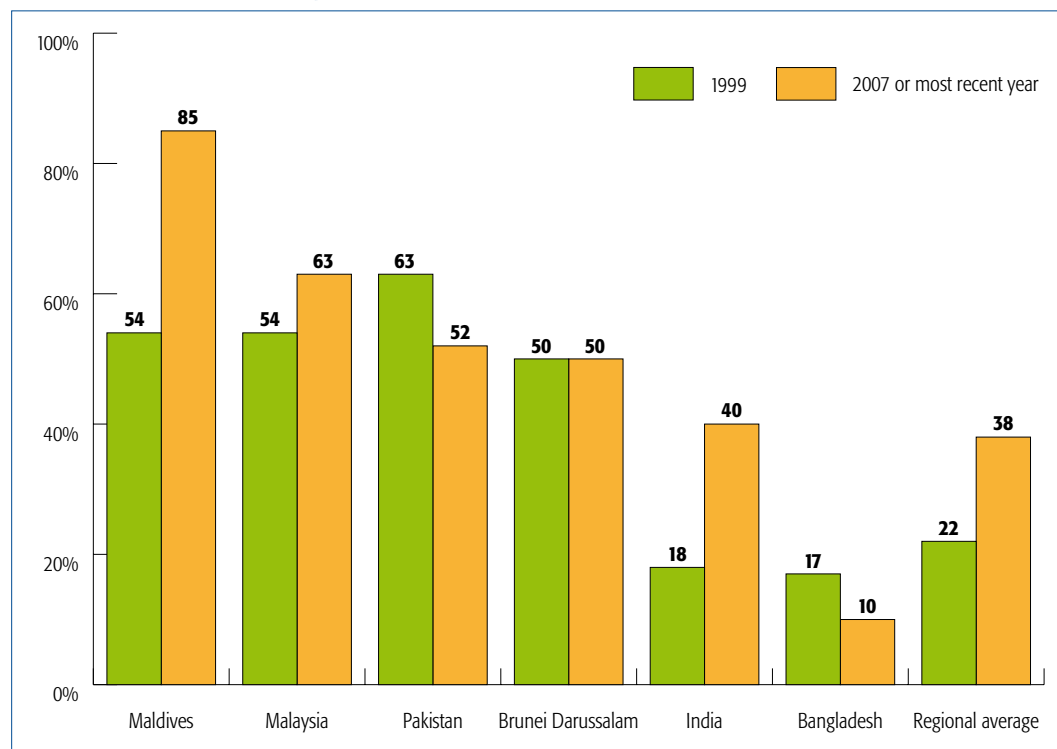
Figures 4 and 5 on gender parity in access to primary and secondary education (for seven countries) shows that only Bangladesh is close to achieving parity at both levels. Brunei Darussalam, Malaysia, Maldives and Sri Lanka have achieved parity in primary education. India and Pakistan, despite the positive movement towards parity in primary education, both still register disparity to the disadvantage of girls at the secondary level.

⁴ Given the composition of the North America and Europe group (four countries) it is not appropriate to give data regionally.

⁵ With the exception of literacy data it has not proved possible to include data on Singapore in these figures although it is known from national data in Singapore that achievement on most EFA indicators is high.

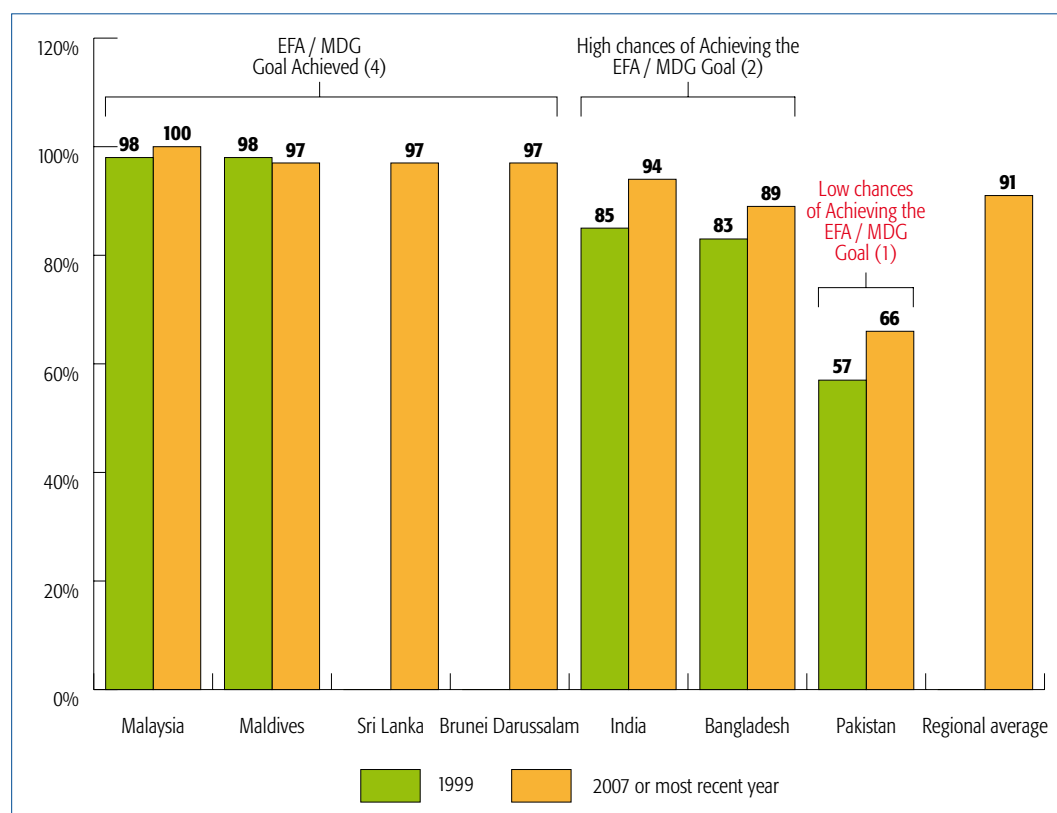
⁶ Singapore is not represented but has sustained UPE/UPC for many years.

FIGURE 1 **GER in Pre Primary Education (%) in Commonwealth Asian Countries**



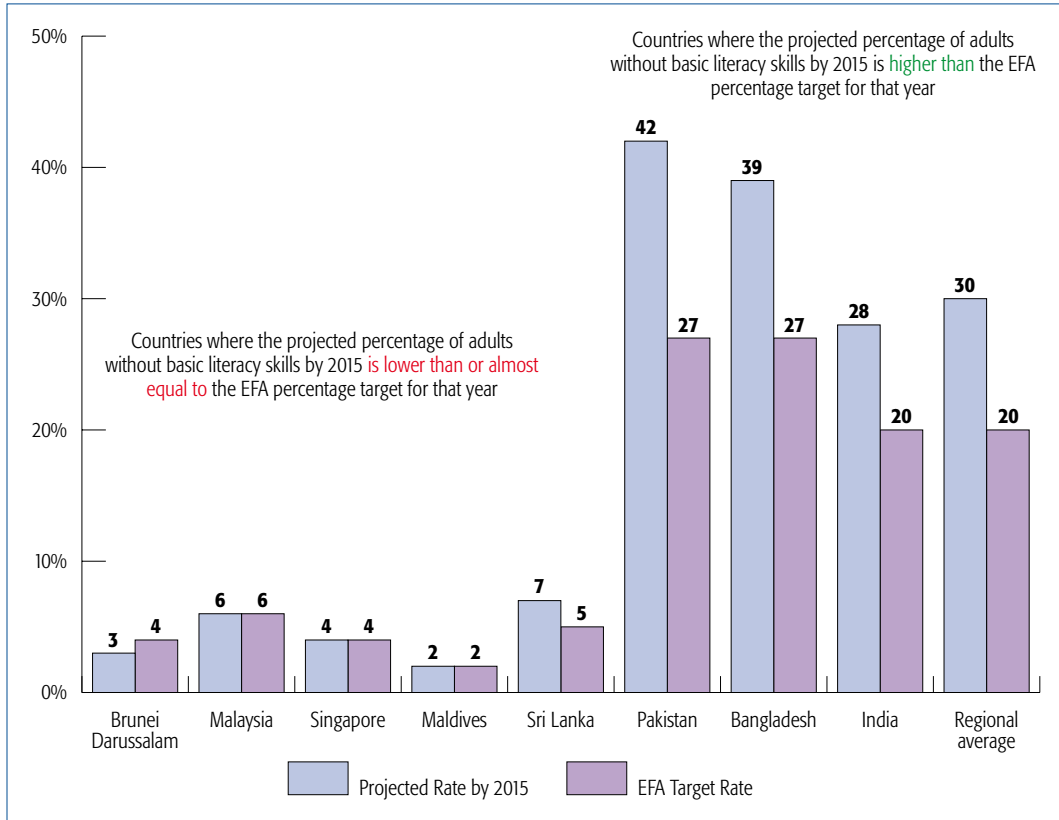
SOURCE: UNESCO Institute for Statistics, December 2008 release

FIGURE 2 **Adjusted Net Enrolment Rate in Primary Education (%) in Commonwealth Asian Countries**



SOURCE: UNESCO Institute for Statistics, December 2008 release

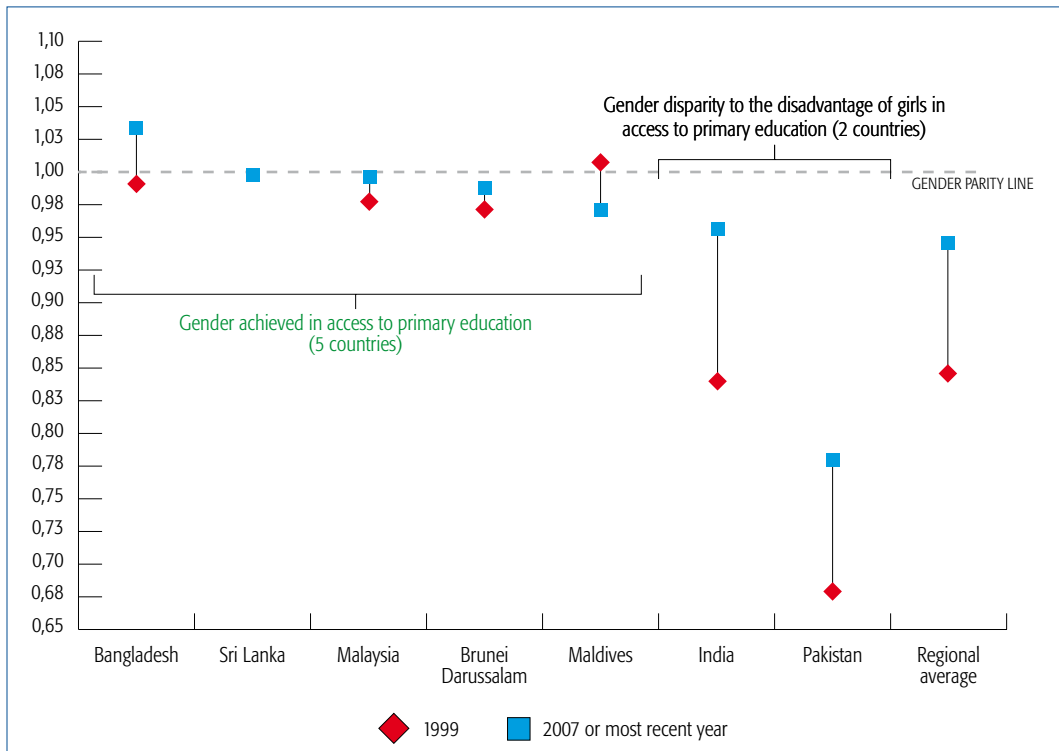
FIGURE 3 **Percentage of Adults (15-64 years) without Basic Literacy Skills in Commonwealth Asian Countries**



NOTES: See Glossary for definition of the EFA Target Rate

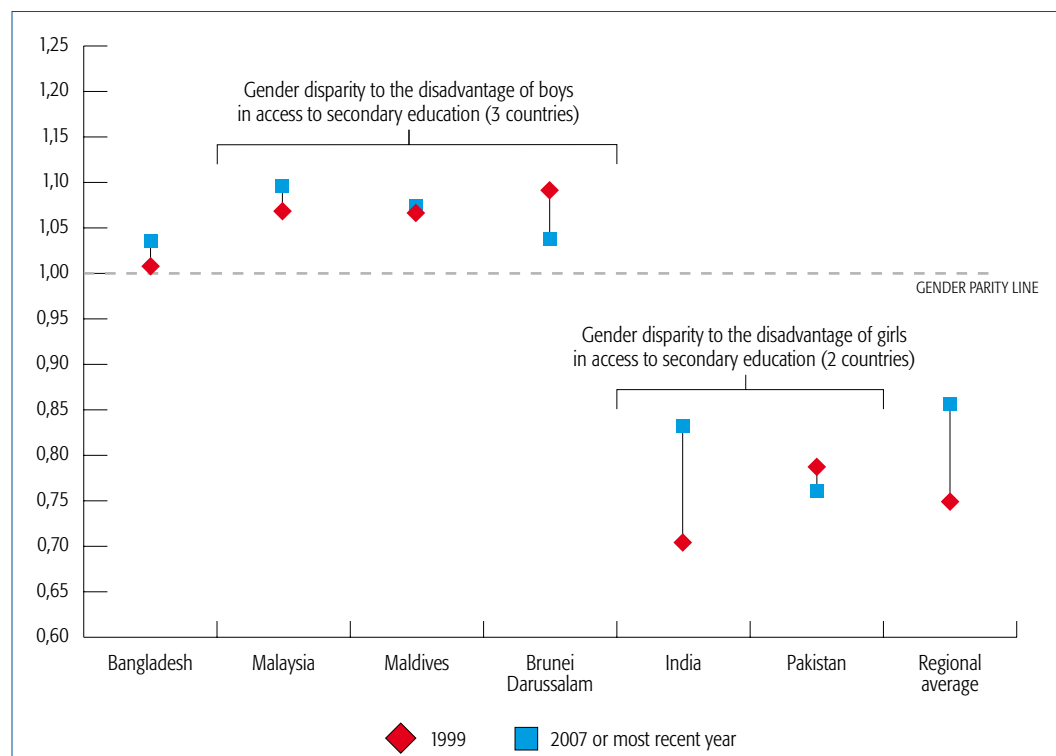
SOURCE: UNESCO Institute for Statistics, December 2008 release

FIGURE 4 **Gender Parity in Access to Primary Education (GPI F/M) in Commonwealth Asian Countries**



SOURCE: UNESCO Institute for Statistics, December 2008 release

FIGURE 5 **Gender Parity in Access to Secondary Education (GPI F/M) in Commonwealth Asian Countries**



SOURCE: UNESCO Institute for Statistics, December 2008 release

Commonwealth Sub-Saharan Africa

Eighteen Commonwealth countries lie within or close to the shores of Sub-Saharan Africa. With notable exceptions, it is the countries within this Commonwealth regional group which face the biggest challenges in progressing strongly towards the realisation of the EFA/MDG goals.

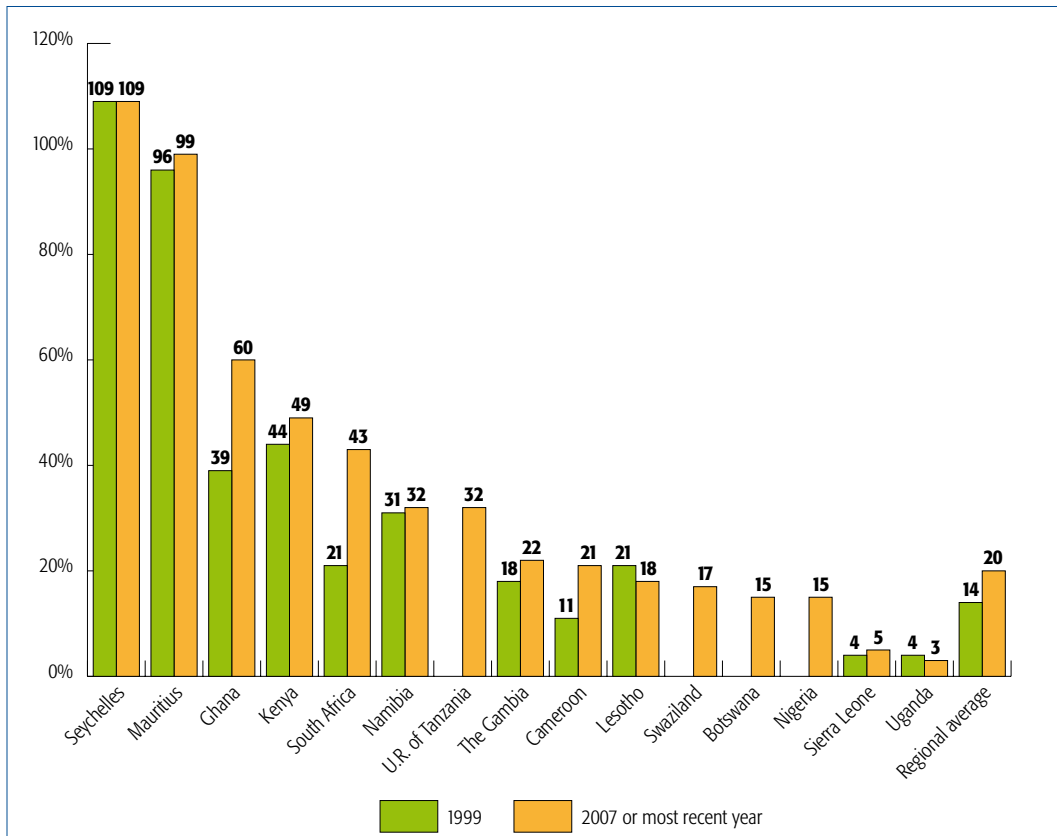
Figure 6 on ECCE (with data for 15 out of the 18 countries) shows that the majority of countries for which data are available register a GER in pre-primary education of below 30%. Only Seychelles and Mauritius record figures close to 100%. But every country shown in Figure 6 – except Lesotho and Uganda – have recorded increases in enrolment since 2000.

Figure 7 on UPE/UPC (for 15 countries) shows that universal access to primary education measured by adjusted net enrolment rates has currently been achieved in Seychelles and U.R. of Tanzania, while Botswana, Namibia, Mauritius and Zambia have increased their enrolments in recent years enhancing their chances of attaining the EFA/MDG goal. There are, however, six countries that have little chance of achieving UPE, in large measure because of their low levels of enrolment in the baseline year of 2000 (The Gambia, Ghana, Kenya, Lesotho, Nigeria and Swaziland).

Figure 8 on literacy (for 13 countries) shows six states with projected levels of people lacking basic literacy skills of below 20% in 2015, five of these (Mauritius, Namibia, South Africa, Swaziland and Uganda) with a relatively good chance of achieving EFA Goal 4. On current projections the remaining countries, with levels of illiteracy projected to lie between 21% and 53% in 2015 are likely to fall well below the Dakar EFA goal.

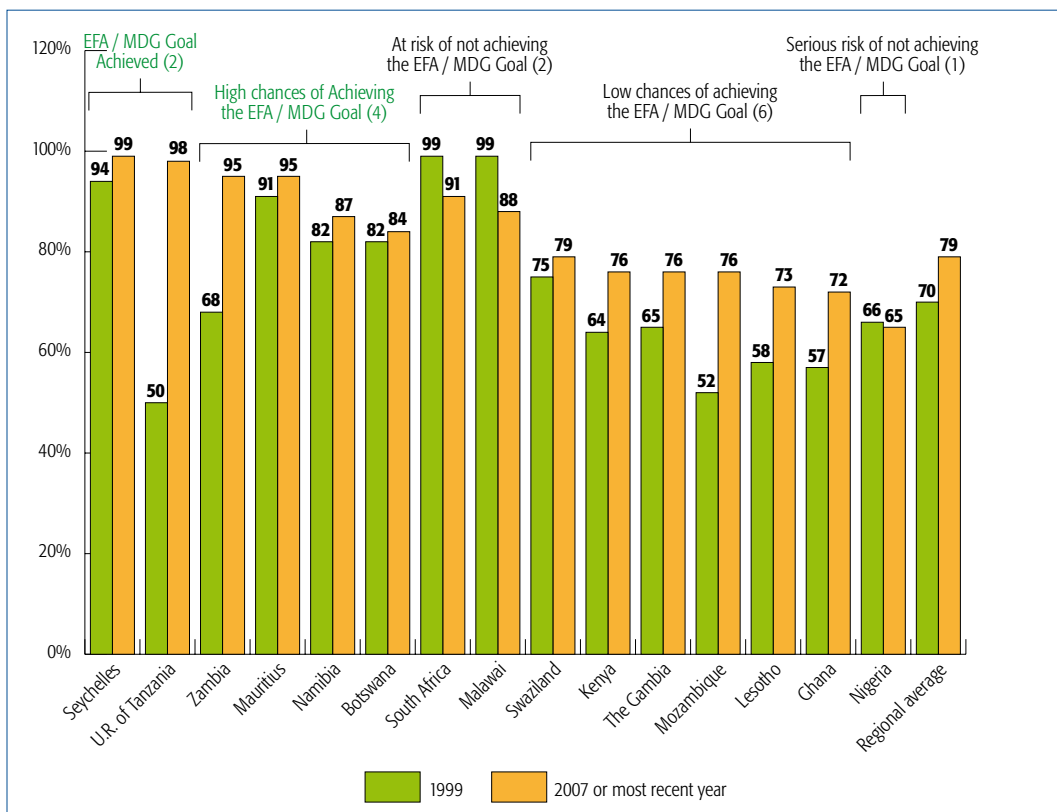
Figures 9 and 10 (for all 18 countries) show that 10 Commonwealth Sub-Saharan countries have achieved gender parity in primary education. Apart from The Gambia and Malawi, the remaining countries register gender disparity to the disadvantage of girls. In contrast, there are no countries in Sub-Saharan Africa that have achieved gender parity in access to secondary education. In four countries (Kenya, Nigeria, Cameroon and Sierra Leone) this disadvantage has worsened since the turn of the century.

FIGURE 6 GER in Pre Primary Education (%) in Commonwealth Sub-Saharan Africa



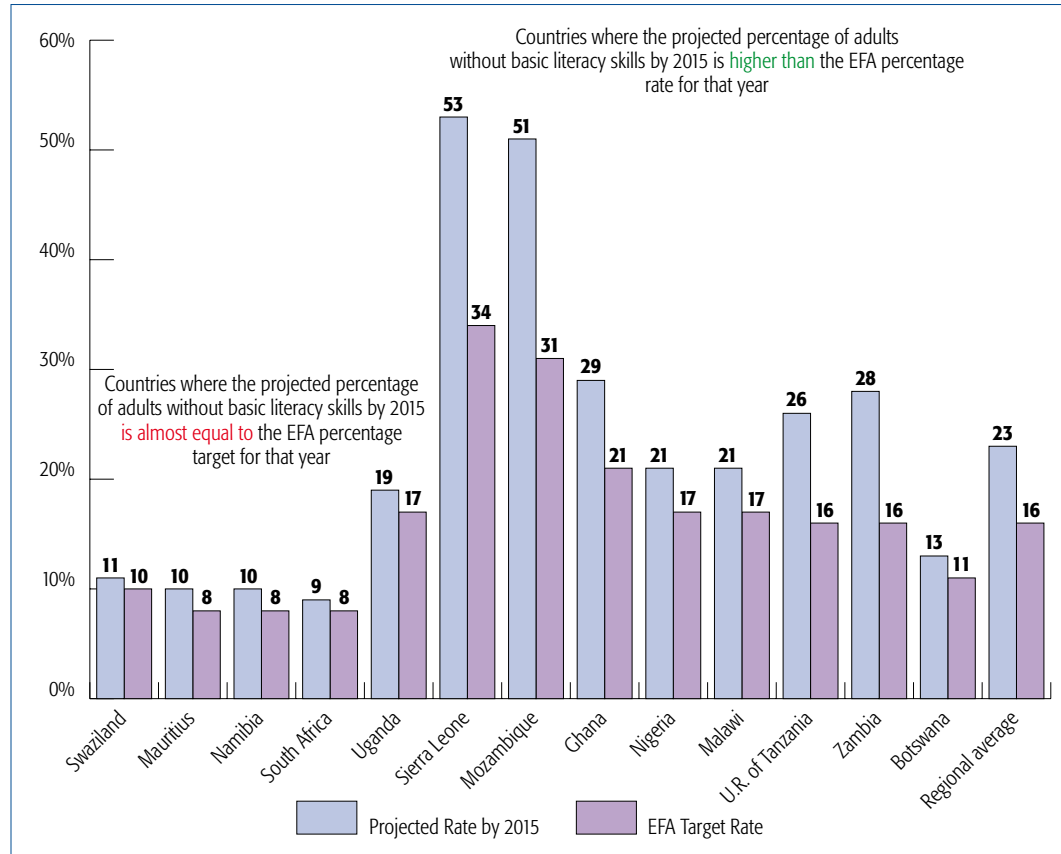
SOURCE: UNESCO Institute for Statistics, December 2008 release

FIGURE 7 Adjusted Net Enrolment Rate in Primary Education (%) in Commonwealth Sub-Saharan Africa



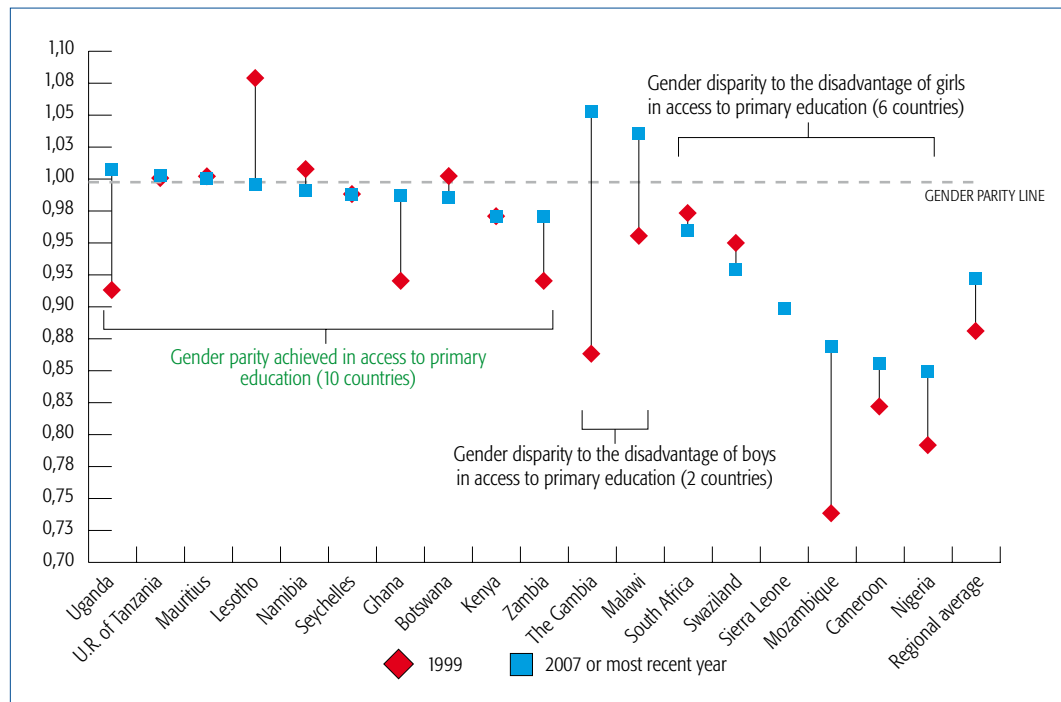
SOURCE: UNESCO Institute for Statistics, December 2008 release

FIGURE 8 **Percentage of Adults (15-64 years) without Basic Literacy Skills in Commonwealth Sub-Saharan Africa**



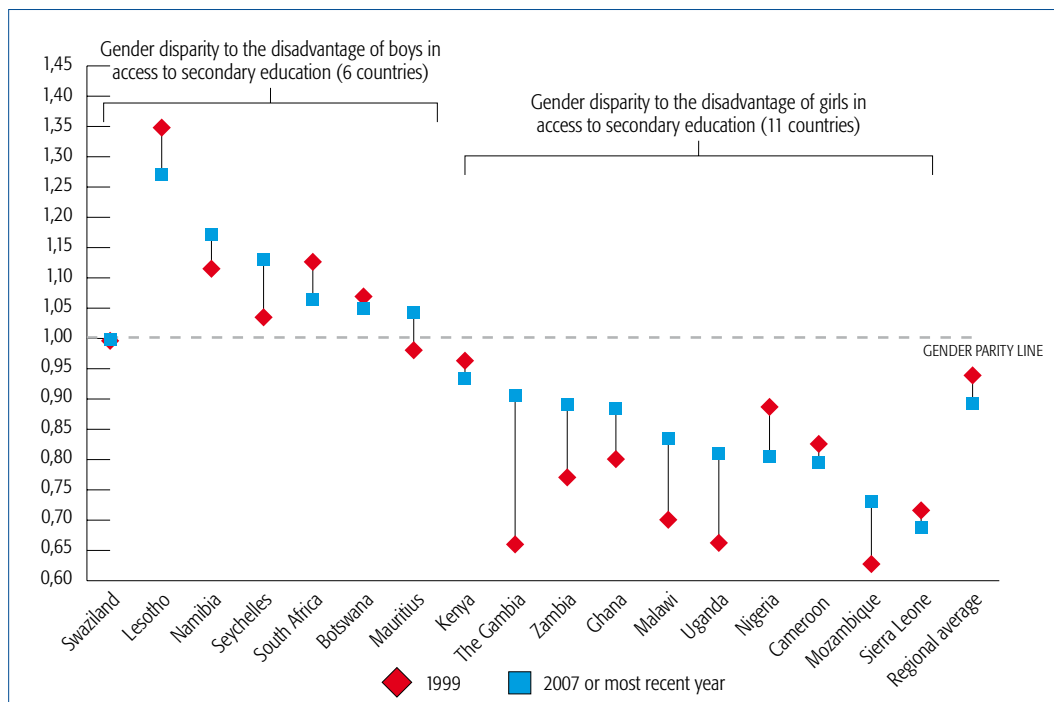
NOTES: See Glossary for definition of the EFA Target Rate.
 In Swaziland, Mauritius, Namibia, South Africa and Uganda, the EFA Target Rate is just 1% or 2% higher than the projected rate.
 SOURCE: UNESCO Institute for Statistics, December 2008 release

FIGURE 9 **Gender Parity in Access to Primary Education (GPI F/M) in Commonwealth Sub-Saharan Africa**



SOURCE: UNESCO Institute for Statistics, December 2008 release

FIGURE 10 **Gender Parity in Access to Secondary Education (GPI F/M) in Commonwealth Sub-Saharan Africa**



SOURCE: UNESCO Institute for Statistics, December 2008 release

Commonwealth Caribbean

There are twelve full member countries of the Commonwealth in the Caribbean. Overall there has been progress across the board against major EFA indicators with notable advances on ECCE.

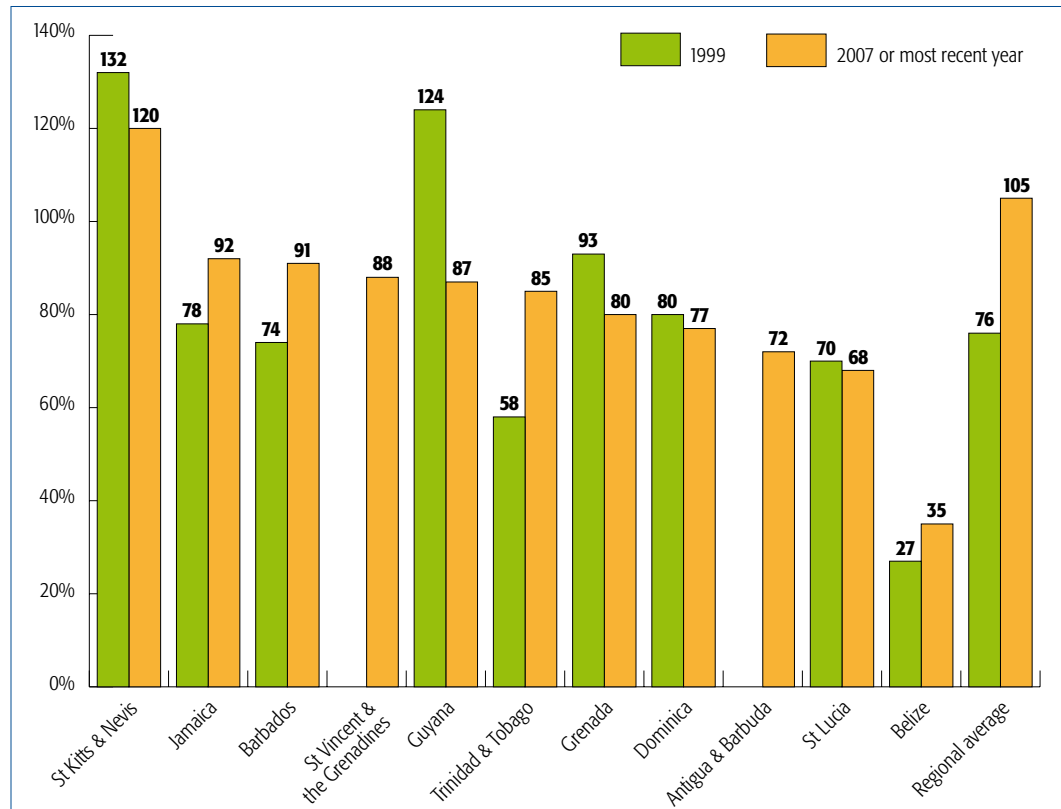
Figure 11 on **ECCE** (with data for 11 countries) shows that the GER for the region as a whole is above 100%, Belize being the only country with a ratio below 60%.

Figure 12 on **UPE/UPC** (for nine countries) shows that based on adjusted net enrolment rates the majority of Commonwealth Caribbean countries for which data are available have achieved UPE or have high chances to do so by 2015. But three countries (Dominica, Grenada and Trinidad and Tobago) have recorded declining rates of enrolment from figures above or close to 90% in 1999.

There is no figure for **literacy** given the paucity of data.

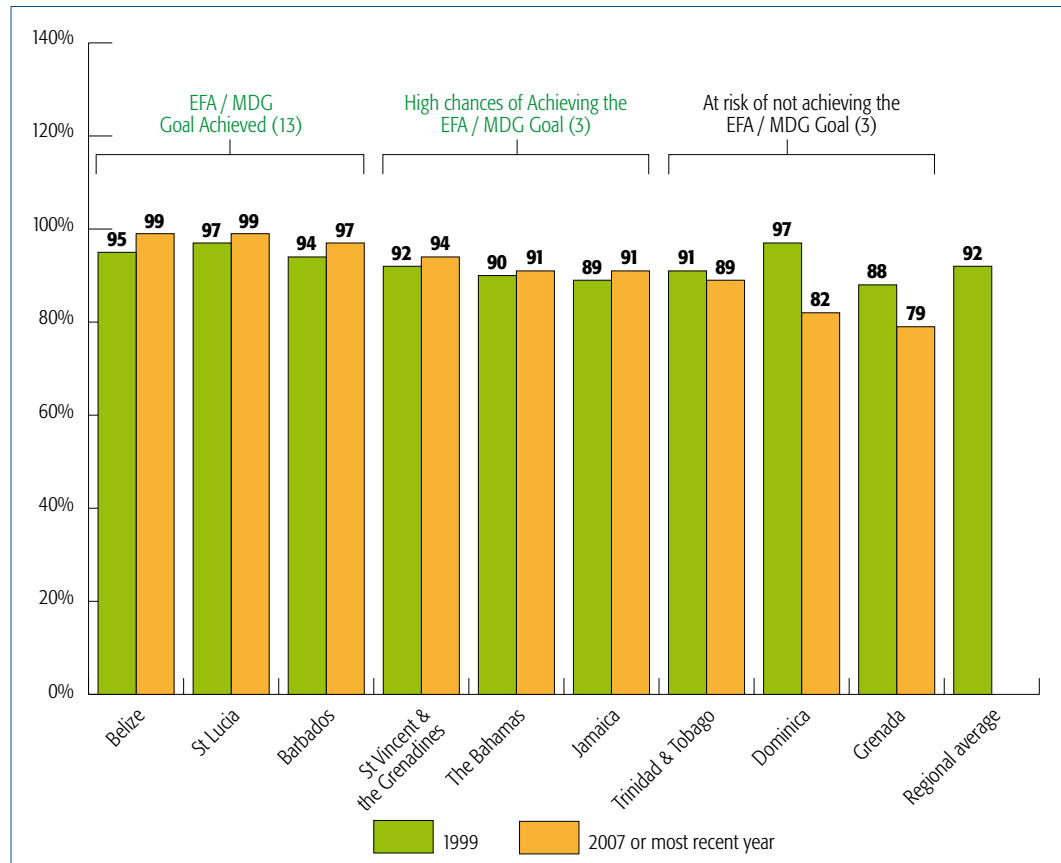
Figures 13 and 14 (for all 12 countries) demonstrate that most Commonwealth Caribbean countries have achieved gender parity in access to primary education, which is to be expected in a region where UPE – at least quantitatively – has been achieved. In contrast, gender parity in access to secondary education remains a challenge in a number of countries where gender disparity is to the disadvantage of boys.

FIGURE 11 GER in Pre Primary Education (%) in Commonwealth Caribbean Countries



SOURCE: UNESCO Institute for Statistics, December 2008 release

FIGURE 12 Adjusted Net Enrolment Rate in Primary Education (%) in Commonwealth Caribbean Countries

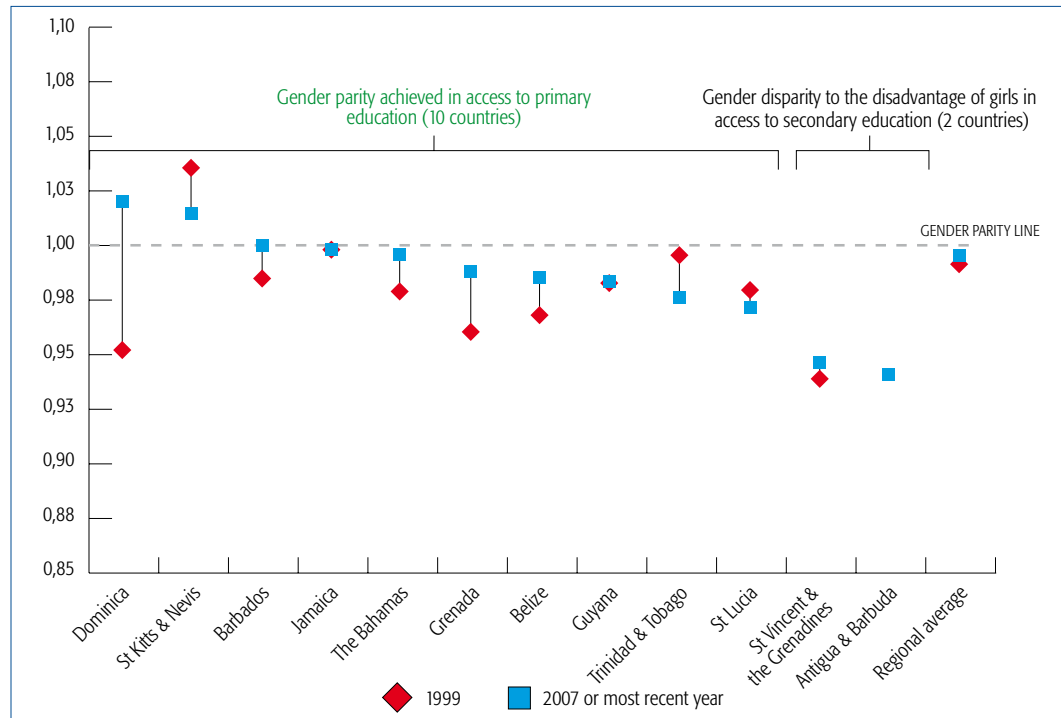


SOURCE: UNESCO Institute for Statistics, December 2008 release

Percentage of adults (15-64 years) without basic literacy skills

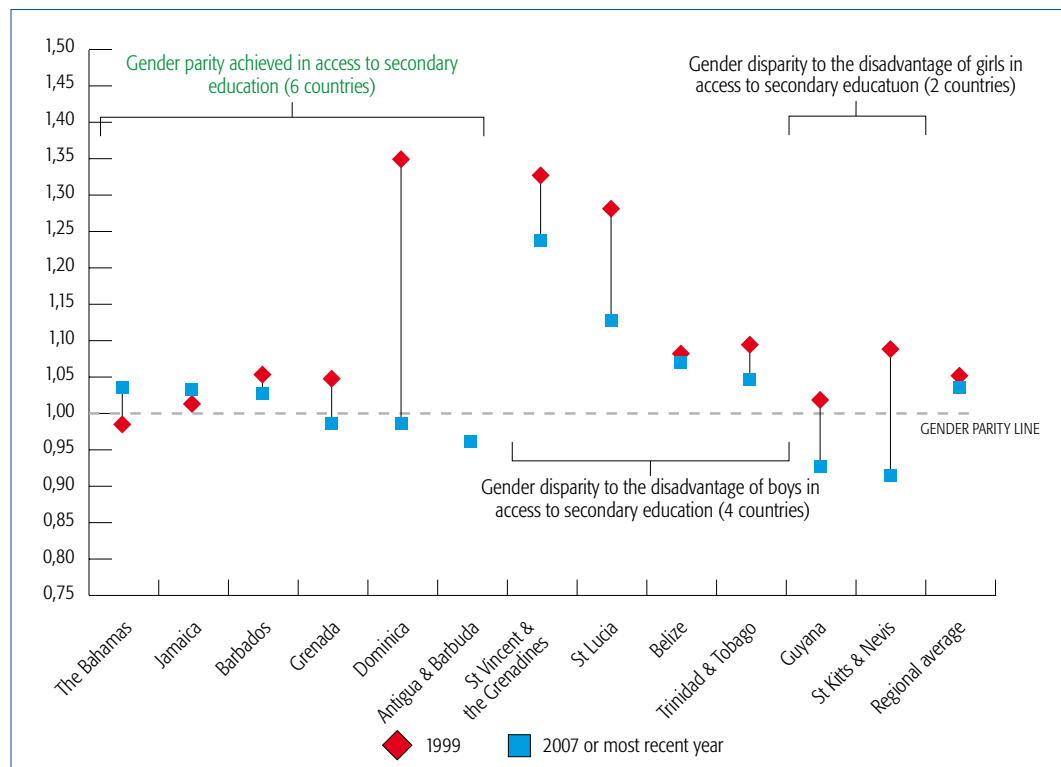
Data unavailable for most countries

FIGURE 13 Gender Parity in Access to Primary Education (GPI F/M) in Commonwealth Caribbean Countries



SOURCE: UNESCO Institute for Statistics, December 2008 release

FIGURE 14 Gender Parity in Access to Secondary Education (GPI F/M) in Commonwealth Caribbean Countries



SOURCE: UNESCO Institute for Statistics, December 2008 release

Commonwealth Pacific

There are 10 full member countries in the Commonwealth Pacific. Two OECD countries (Australia and New Zealand) sit along side seven small states with populations less than one million and with Papua New Guinea.

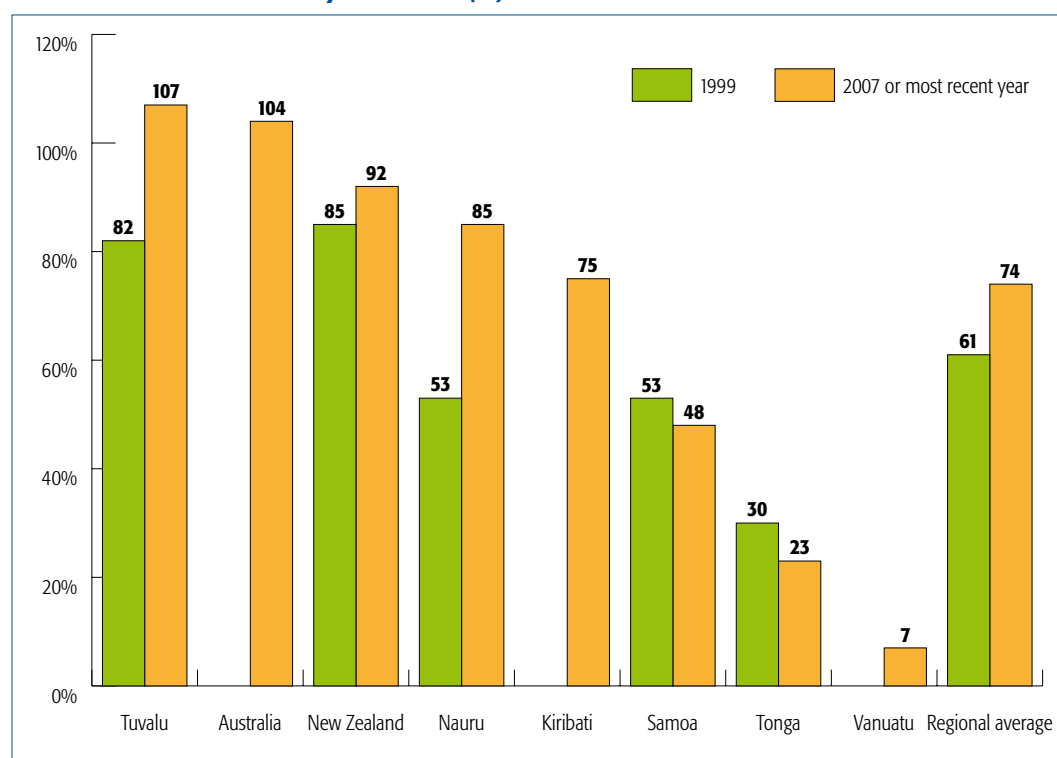
Figure 15 on ECCE (for eight countries) shows Australia and New Zealand with Tuvalu, Nauru and Kiribati with gross enrolment rates above 75%. For the three remaining countries with data (Samoa, Tonga and Vanuatu), 50% or fewer children are enrolled in pre-primary education.

Figure 16 on UPE/UPC (for just five countries) shows that universal access to primary education measured by adjusted net enrolment rates has been achieved in Australia, New Zealand and Tonga but figures for Samoa and Vanuatu appear to show falling enrolments.

There is no figure for literacy given the paucity of data.

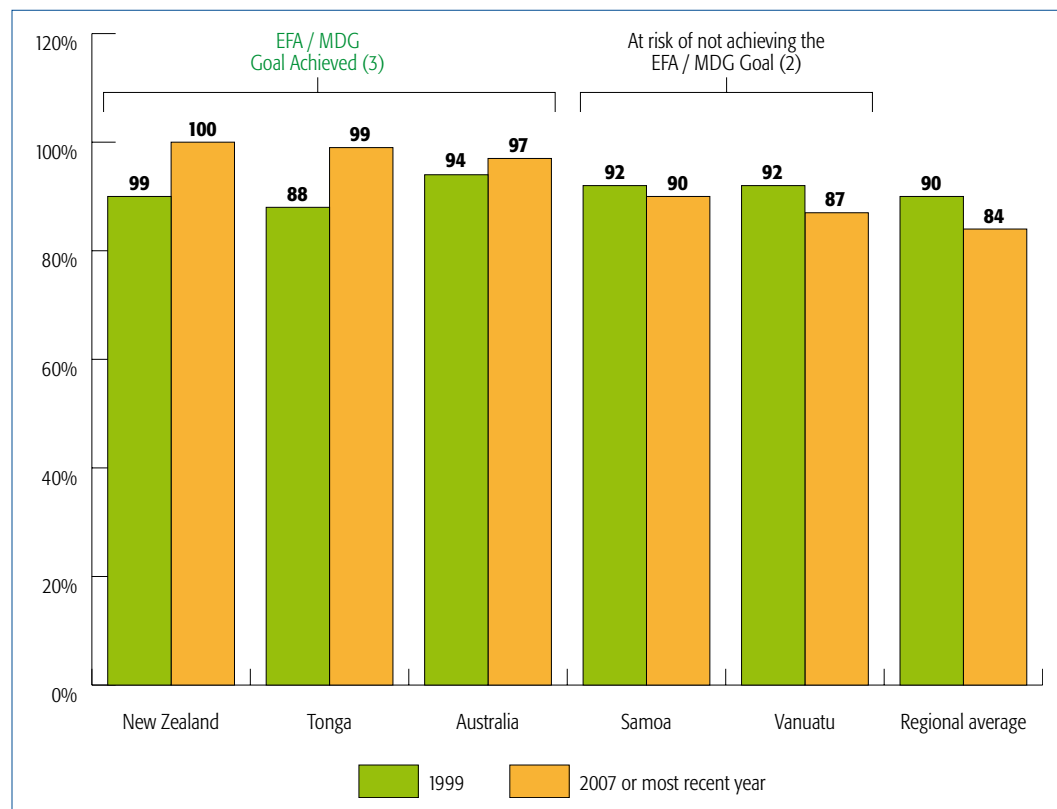
Figures 17 and 18 (for all 10 countries) show that seven countries have achieved **gender parity** in access to primary education but none have yet achieved parity at the secondary level where significant gender disparities to the disadvantage of boys is apparent in three countries and to the clear disadvantage of girls in the Solomon Islands.

FIGURE 15 **GER in Pre Primary Education (%) in Commonwealth Pacific Countries**



SOURCE: UNESCO Institute for Statistics, December 2008 release

FIGURE 16 **Adjusted Net Enrolment Rate in Primary Education (%) in Commonwealth Pacific Countries**

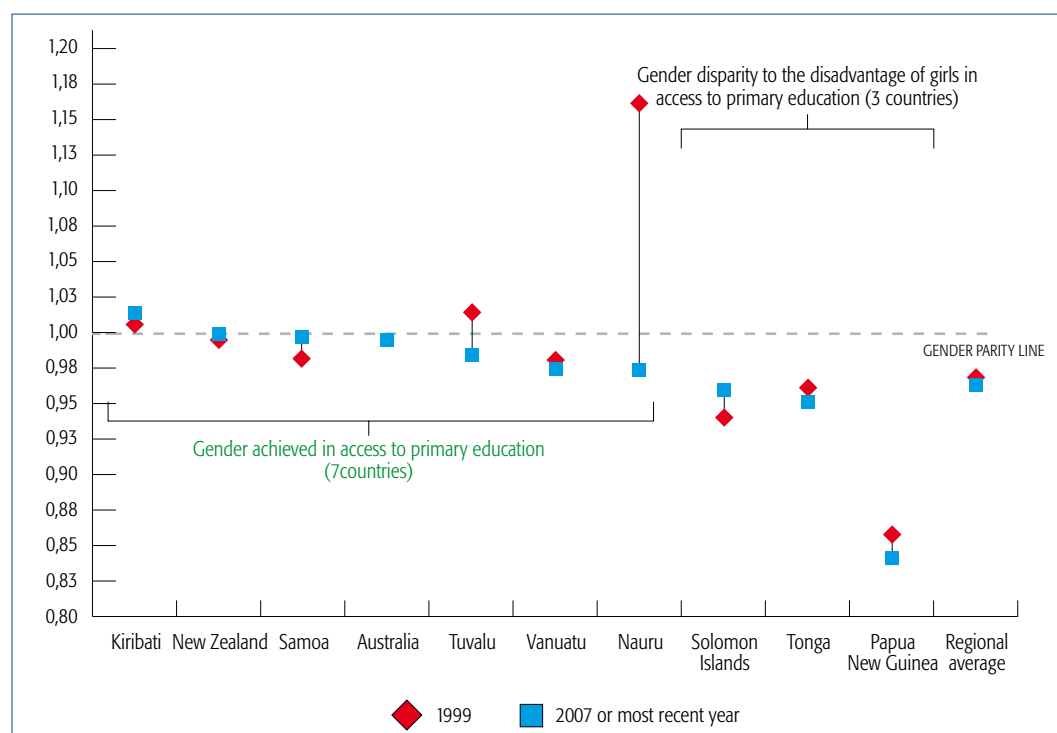


SOURCE: UNESCO Institute for Statistics, December 2008 release

Percentage of adults (15-64 years) without basic literacy skills

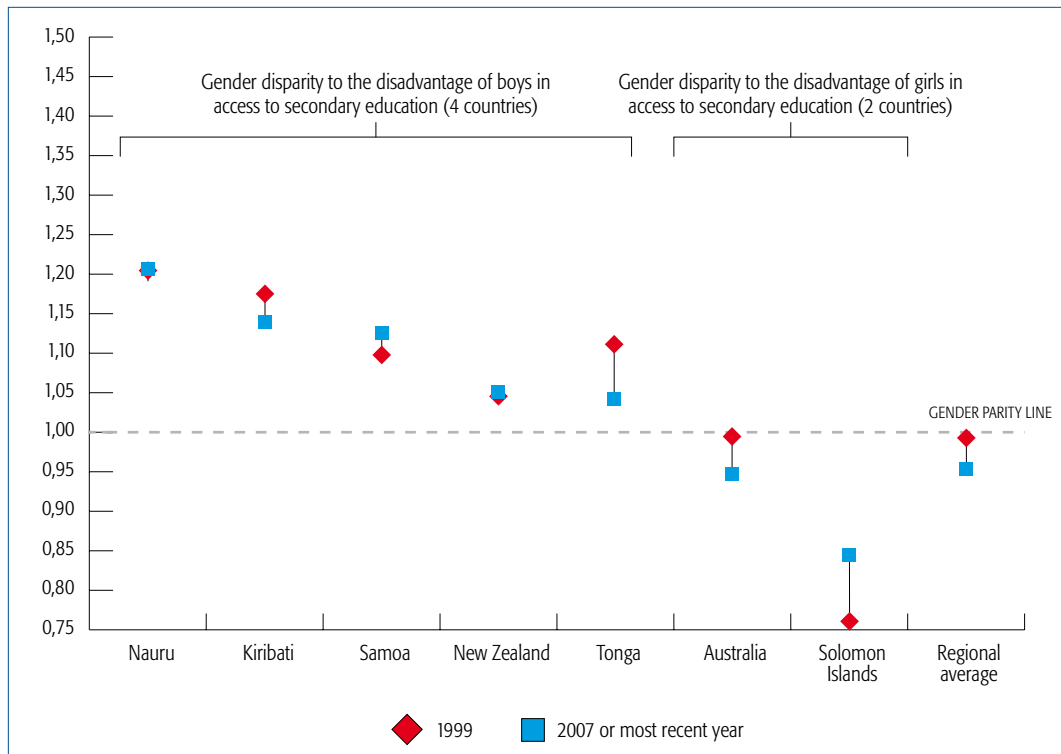
Data unavailable for most countries

FIGURE 17 **Gender Parity in Access to Primary Education (GPI F/M) in Commonwealth Pacific Countries**



SOURCE: UNESCO Institute for Statistics, December 2008 release

FIGURE 18 **Gender Parity in Access to Secondary Education (GPI F/M) in Commonwealth Pacific Countries**



SOURCE: UNESCO Institute for Statistics, December 2008 release