

EVIDENCE FOR PROGRESS TOWARDS  
UPE IN COMMONWEALTH COUNTRIES

Enrolment  
and  
attendance -  
what do the  
statistics  
reveal?

Given that the term UPE may be open to many different interpretations, what progress has been made by Commonwealth countries towards achieving universalization? Thirty-one Commonwealth countries have been surveyed in order to discover -

- (a) Has UPE been achieved?
- (b) What age-range does primary schooling cover?
- (c) Is primary schooling compulsory and is it free?
- (d) Is UPE based on schools alone or are there supplementary and complementary programmes?
- (e) What has been the effect of universalization efforts on the curriculum, teacher supply, physical resources and the inspectorate?
- (f) What constraints govern the achieving of UPE?

Section 2.4 below deals in some detail with the questionnaire replies of fifteen responding countries. For the moment, the discussion centres mainly on what is revealed and what may be hidden by bald enrolment statistics.

Inflation and  
deflation of  
enrolment  
figures

Inflation may occur:

- (a) Because teachers fear an unsatisfactory impression may result from accurate but low enrolment figures;
- (b) In order to satisfy unrealistic Ministry demands for high levels of enrolment;
- (c) Because administrative procedures to remove non-attenders from the roll are complex;
- (d) As a result of nomadism, pupils may be enrolled at more than one school;

Deflation may occur:

- (a) Where teachers are pressurized by local communities into admitting more pupils than official ceilings allow;
- (b) Where repeating is being disguised by one means or another.

Such unreliability in enrolment figures points to the high probability of equally unreliable attendance figures. Some countries claiming almost 100% enrolment are in fact faced with very low levels of attendance. The questions, how many children are in school, how many are officially enrolled, how many repeat which classes and what happens to drop-outs are all vital to an understanding of the question of progress towards UPE. Above all there is often too little data concerning the size of the target population.

The forces operating to encourage attendance or keep pupils out of school are also worthy of analysis if enrolments

and progress towards UPE are to be seen in context. Social pressures may reinforce school attendance and enrolment. Attendance may be a political norm - it is expected of loyal citizens. Religious pressures may ensure attendance at certain types of schools. Parents may see school as the only way for their children to get on in the world. The value of a girl in the marriage market may be enhanced by schooling. Escape from domestic drudgery may lead children to attendance. Life may be more interesting, at least socially, if they attend school. Conversely, attendance may be hindered because parents have more productive tasks available for their children. A nomadic way of life may also militate against attendance. Strictly religious parents may fear the worldliness of some types of schooling. These and other influences operate to affect the progress of universalization. At what point is universality said to be reached? Given a small, homogeneous island culture with a long history of education, universality may indeed mean 100% enrolment and attendance. On the other hand a culturally diverse and scattered population might accept universalization as meaning 75% or 80% enrolment and attendance.

Evidence for progress towards UPE needs to be examined with caution and common sense. However, these are inadequate substitutes for hard facts and reliable data.

Patterns of  
Progress  
Towards UPE  
in  
Commonwealth  
African  
Countries

1. Botswana (Summary based on questionnaire responses).

Voluntary, free schooling based on expansion of the present system enjoys "first priority". UPE is a long-term (1980's) objective. Of the relevant age-group, 80% is enrolled in primary school. Central government and local communities are the main agents. Teacher supply problems are tackled by increasing college enrolments, recruiting foreign teachers and increasing in-service facilities. About 40% of the primary teaching force is unqualified. The inspectorate is being expanded. Curriculum materials, based on existing resources are being developed at specialist centres. Major challenges to be faced are those of costs (education costs represent 23% of national recurrent budget) and provision of schooling for nomadic and scattered population groups.

## 2. The Gambia

The main aim of the primary system is "the highest possible enrolment". Approximately 32% of the 8-13 years ages group is enrolled in voluntary and free schooling. A more explicitly agricultural/vocational bias is to be seen in the primary curriculum. Local languages as media of instruction are to be introduced in 1978/79. A new multi-purpose college for agricultural education, nursing and public health studies, technical and commercial education as well as teacher education is under construction. The 1976/86 plan allows for the development of continuing education for drop-outs. Educational broadcasting is used to help underqualified teachers.

## 3. Ghana

A free and compulsory first cycle is

attended by about 89% of the 6-12 years age group. In 1975/76, 25.2% of the national recurrent budget went to education. The New Content and Structure of Education recently introduced such innovations as kindergardens, fee-free basic first cycle and a new teacher education programme. Of the present teaching cadre, 30% are untrained and the new programme is designed to diversify education and introduce practical skills as early as possible. Curriculum development is well-organized and co-ordinated with practising teachers producing revised approaches more in keeping with national development aims.

#### 4. Kenya

Enrolments must be very close to 100%, a massive increase occurring in the 1974/78 period when fees for the first four classes were discontinued. The needs of the school leaver are reflected in curriculum changes, the inspectorate expanded five-fold between 1972 and 1978 and great increases in teacher education provision have been introduced to solve the problem of the unqualified 40% of primary teachers. Drop-out rates are low but estimates of repetition rates vary from 6% to 35%. Inequality of access and high costs are major problems.

#### 5. Lesotho

By 1979/80 all 6-12 year olds may well be enrolled. The problems of over-age children, repetition and low attendance affect true universality. (As many as 23% of children repeated the final year of primary schooling in 1976). Up to 30% of primary teachers are untrained, with a further 45% underqualified. High pupil-teacher ratios, poor physical facilities and lack of equipment affect the quality of schooling drastically. Schooling is voluntary and free though

text book and building fees may be charged. The current Five Year Plan (1975/80) describes the improvement of quality and efficiency in primary education as the first priority.

#### 6. Malawi

Planning aims at a gradual expansion of enrolments rather than rapid universalization. By 1980, about 60% of the relevant age-group should be enrolled. Pupil wastage is a major difficulty as are other qualitative aspects of the system. Inequality of opportunity in different districts besets the system. Curriculum revision has been described as reversion to more traditional and formal methods and values.

#### 7. Mauritius

The 1971/75 Four Year Plan provided for free education for all in a six year programme from 5 years of age. By 1973, of the relevant age-group, 91% were enrolled in government, aided or private schools. Attendance is voluntary and private schools require fees. Automatic promotion with some provision for repetition is a feature of the system which has been described as academic and examination-oriented. Private coaching and "cramming" are common. Drop-out rates are low and a shift system operates in many schools.

#### 8. Nigeria (Summary based on questionnaire responses).

Nigeria's major effort towards universalization has been briefly described in an earlier section (p.12 f). In summary, the programme is based on compulsory, free formal schooling with some pro-

vision for multi-point entry. By 1978, of primary age children, 67% should be enrolled. Federal, State, local government and local community authorities are in partnership for UPE provision. Educational expenditure will increase significantly. A crash programme for certain grades of teacher is under way, as is a general programme for increasing teacher supply. The inspectorate is also being strengthened. Curriculum materials are mainly developed by classroom teachers rather than in specialist centres. More secondary places and alternative forms of further schooling are being provided for primary school leavers. Cost factors remain the biggest problem though over-centralization of control, an inadequate curriculum and qualitative difficulties inherent in such massive and rapid expansion plague this bold and pioneering development.

9. The Seychelles (Summary based on questionnaire responses).

UPE has been a feature of the educational system for some years. Voluntary, free schooling over an 8 year cycle is provided for virtually 100% of the relevant age-group. As drop-out rates are negligible, compulsion does not figure in development plans. Central government finances and controls primary education though external aid agencies play some part. Cost factors are again ranked as the most important, though qualitative problems of teacher supply, physical resources, language policy and the curriculum also exist.

10. Sierra Leone (Summary based on questionnaire responses).

As a top priority, the country expects to launch a voluntary programme of UPE by 1980. At present 36% of the 6-12 year age-group are enrolled. Government,

local community and voluntary agencies will provide the main means of achieving UPE, though 95% of funding will come from central government. Educational expenditure is expected to double as formal schools, community development and other non-formal programmes co-operate to bring about universalization. More in-service and pre-service teacher training facilities and the use of classroom aides will tackle the problem of teacher supply (as many as 60% were underqualified in 1970). Traditional courses of teacher education, crash programmes and multi-role training are planned. The inspectorate is expanding. New curriculum materials allied with increased supplies of those in existence are produced by classroom teachers as well as specialists and distributed through Regional Education Offices and the inspectors. No major curriculum changes are envisaged. A wide variety of bodies from teachers' unions to parents and special commissions have been involved in planning for UPE. Cost factors rank highly in problems to be overcome. Inequalities exist from region to region.

11. Swaziland (Summary based on questionnaire responses).

By 1976, primary school enrolments had reached 68% of the 6-13 years age-group, though schooling is neither compulsory nor free. Development of universalization is a high priority and by 1985 it is hoped to have 100% enrolment in Grade 1. Government and local community programmes (with the aid of voluntary agencies) are the main means of primary school development. Central government, local government and parental contributions finance primary schooling. Though primary schools are the major vehicle for primary education, some contribution is made through non-formal agencies. Teacher supply problems are tackled through



expanded pre-service facilities and a Unesco in-service distance teaching project. The advisory and inspectorate staff is being strengthened. A Primary Curriculum Unit prepares new curricula and "Teacher Innovation and Distribution Centres" provide a de-centralized means of infusing the new materials. A wide cross-section of interested parties have been consulted in primary school development. The proposed programme of ten years Basic Education should help alleviate school leaver problems. Retention and supply of teachers, distribution and costs of curricular materials and general strategies of curriculum reform are important problem areas for Swaziland.

## 12. Tanzania

Education for self-reliance has meant major policy changes within Tanzania. Present enrolments of 87% at the primary level represent more or less universal primary education in a fee-free six year programme which commences at age seven. There is little wastage and few unqualified teachers. Schools are seen as tools for national development. A deliberate controlling of secondary school places has encouraged a more "terminal" view of primary schooling. Self-help schemes using local materials and pupil labour have helped to cut costs. Double shift systems and the use of senior pupils as teachers have also been introduced, although parents are beginning to question the use of underqualified staff. Projects such as that at Kwamsisi have piloted curriculum innovations aimed at better integration of school and community. Though based on a formal school system, Tanzania's provision is aimed at changing the nature of schools and the timing of entry and leaving so that the gap between the school and the community decreases.

### 13. Uganda

Primary school enrolments more than doubled between 1962 and 1974 but wide variations from district to district lead to a national enrolment figure of 46% (1978 figures). Karamoja district has only 17.5% of the age group enrolled in government schools. Government policy is to aid these less advanced areas and to set different targets for them. UPE planning began in 1978 and the first "programme pupils" will enrol in 1981. Within 10 years from that date it is hoped that UPE will have been achieved. Free and compulsory education have separate targets. Government, local communities and voluntary agencies share the load of primary schooling, government finance being the main source. Development of primary schools, community development programmes, adult literacy, broadcasting and multi-media approaches and the complex and varied non-formal provision through farmers' and womens' clubs are all being used to bring about universalization. Teacher supply is tackled through increased in-service and pre-service facilities as well as increased employment of un-qualified teachers. The inspectorate is being strengthened. New curriculum materials aimed at a more functional primary education are being prepared by specialists and classroom teachers. A wide constituency from headteachers to special commissions has worked on plans for UPE. Cost factors are the main problems to be faced. The school leaver is an additional factor; it is hoped that the revised primary school programme will develop a better attitude towards self-employment. In addition more secondary places are being made available as are alternative types of post-primary education. In 1974, 25% of primary teachers were unqualified and only 15% of school leavers found a place in secondary education.

14. Zambia (Summary based on questionnaire responses).

Compulsory, free schooling, unrestricted to children alone, is Zambia's aim. UPE enjoys a high priority in an integrated plan for educational development. About 85% of the 7-14 year age-group attends primary school. Government, local community and voluntary agencies co-operate to develop primary schooling though funding is almost 100% from central government. Educational expenditure is expected to double as UPE is approached. Primary schools, community development programmes, night schools and other non-formal means are used to develop universalization. More in-service and pre-service teacher training and multi-media teacher education are used to increase teacher supply and improve teacher qualifications. The inspectorate is being expanded and distribution of curriculum materials is through regional offices. Central government funds are the main source of finance. A prolonged public debate and various seminars involving interested parties from parents to the university preceded planning for UPE. Cost problems again rank highly as do difficulties with the strategies to be employed for true universalization to be accomplished.

Patterns of  
Progress  
Towards UPE  
in Common-  
wealth Asian  
Countries

1. Bangladesh

Some 71% of the 6-10 year age group is enrolled in primary schools where attendance is voluntary and nominally free, though text book and other charges may operate. Some 90% of primary schools are government controlled and managed though, over-all, the education system is dominated by the private sector. Rural areas account for 94% of enrolments. Drop-out and repetition rates are high. Physical facilities are inadequate with an average of only one chalkboard per primary school available. In 1975, 45% of teachers were untrained. Double shift sessions and controlled expansion of places are amongst the recommendations of the first Five-Year Plan (1973/78). By 1985 it is hoped to achieve UPE, though the high population growth rate and the general problem of poverty will militate against this.

2. India (Summary based on questionnaire responses).

India's plans for UPE envisage voluntary, free schooling based on the present structure, but developing a "basic education" approach using any kind of building available. UPE and the development of non-formal education enjoy the highest priorities. Target year for achieving 100% enrolment in classes 1 to 5 is 1982/83. At present, 85% of 6-11 year olds are enrolled, though 60% of class 1 do not complete class 5. Government, local community and voluntary agency programmes are the main means of achieving UPE. Of primary school funding, 87% comes from central and state governments. A wide variety of non-formal and incentive schemes supplement the formal schools (see pp 15-16 above). Teacher supply problems are being tackled by increasing facilities for in-service and pre-service training, reducing instruc-

tional hours in classes 1-3, using double shifts, appointing teachers on the basis of attendance rather than enrolments, redeployment of surplus teachers and mobilizing local community support for learning programmes. Teacher education is designed to prepare teachers for a variety of roles. School supervision is being strengthened by increasing and improving the inspectorate and by decentralization and delegation of powers to local administrations. Newly developed curriculum materials, based on the environment and national needs are prepared by specialists as well as classroom teachers. The National Council for Educational Research and Training plays an important role in co-ordinating curriculum and general planning. Cost factors and difficulties of physical resources and the curriculum hinder true universalization.

### 3. Malaysia (Summary based on questionnaire responses).

Malaysia introduced a policy of UPE in 1962 and today, its voluntary, free provision covers some 94% of the target group. Central government provides 95% of finance. The formal schools are the main vehicles of universalization and teacher supply targets have largely been met. The inspectorate has expanded and curriculum development work is shared by classroom teachers and specialists. An Education Planning and Research Division co-ordinates UPE. Organizational problems, difficulties of teacher supply, problems of physical resources, the curriculum and transport have hindered universalization. Despite a high priority for UPE, a lack of clear aims for the programme has been evident. The publication of teachers' guides and prototype models plus programmes of seminars and workshops have helped in

curriculum revision, yet the curriculum remains somewhat unrelated to pupils' lives. Wastage rates are high though financial aid to deprived children is available. There is an increased concern for the qualitative aspects of universalization.

4. Singapore (Questionnaire acknowledged but not completed).

UPE has long been a feature of school provision in Singapore. Primary schooling begins at age six and continues for six years. Schooling is free but shift systems do operate. The system has been described as centralized and examination-oriented. Wastage rates are low at 10%. Few primary teachers are untrained but male national service leads to a predominance of women students in training. As population growth has slowed, so enrolments have levelled off. A revised educational system, aimed at better provision for pupils of all abilities was introduced in 1977. A Basic Course, leading to a working/learning programme for the less academic, runs parallel to the Standard Course.

5. Sri Lanka

The 1973/77 plan introduced a new primary cycle to commence at age 6. Free compulsory schooling has arrived with the reduction of the eight year programme to five. Literacy rates and primary enrolments are similar at around 76% (1975). In 1973, some 37,000 of the 87,000 teachers were untrained. Estate schools, located on tea and rubber plantations, are at a disadvantage and, as a result, some 39% of estate children receive no schooling at all. There are high wastage rates though curriculum reform reflect a

growing concern for the practical and pre-vocational. The level of growth of the system is impressive and the provisions of the new plan have yet to achieve their full impact. Particularly valuable are the non-formal developments and the "People's Education Centres".

Patterns of  
Progress  
Towards UPE  
in  
Commonwealth  
Caribbean  
Countries

1. The Bahamas

Compulsory schooling covers the age-range 5-14 years. Primary schooling concludes at age 11. A long tradition of schooling has resulted in more or less universal enrolment. Schooling is free in government institutions and the Bahamas enjoy a 90% literacy rate. The last decade has witnessed major re-developments in schooling. Quality is a continuing concern and nationwide participation in planning by teachers has led to new curriculum guidelines. In-service training, low cost local instructional materials, improvements in school administration and supervision all figure in development plans. The scattered islands which make up the Bahamas present special organizational problems as well as creating inequalities of access.

2. Barbados (Summary based on questionnaire responses).

Compulsory, free primary schooling characterizes Barbados' universal provision. Perhaps 1% of children attend no school. Central government funds finance schooling and curriculum development is mainly in the hands of classroom teachers. The costs of education are met from the 22% of the national budget allocated annually to the Ministry

of Education. Government priorities in primary schooling include the provision of 5,000 new places to reduce overcrowding, the development of educational broadcasting and the establishment of an Educational Centre.

### 3. Guyana

Elementary schooling has been compulsory since 1876. In 1975, primary enrolments totalled 75% with over half the schools being in private hands. As many as 53% of teachers were underqualified and pupil-teacher ratios were 60-1. By 1978 it is expected that universalization will be almost achieved. From 1966 to 1974 there was a 350% increase in educational expenditure. Continuing problems are teacher quality and supply, rapid population growth, high costs, poor physical facilities and general problems of efficiency. Despite these constraints, Guyana sees its primary provision as "well under control" and sees the development of the secondary sector as of a higher priority.

### 4. Jamaica

By 1977, 96% of the 6-12 year age group was enrolled in primary school. About 40% of the teaching force is untrained though, by 1983, it is hoped to halve the figure. The re-organization of the system (removing all 12-15 year olds from all age schools) has cut the demand for primary school teachers. Educational expenditure has doubled since 1973. Church, government and the private sector provide schooling. Schooling is free and there has been a vast expansion in opportunity and access, though inequalities still exist. Pupil and teacher wastage, poor facilities and weaknesses in administration and the curriculum affect the quality of schooling. The



major objective of the 1978/83 Plan is to improve quality such that schooling fits in with development priorities. One dimension of this drive is the highly developed non-formal sector.

#### 5. Trinidad and Tobago

Primary schooling is compulsory for the 6-12 year age group. In 1976 enrolments were at the 97.5% level. The 1969/83 Draft Plan recommended the provision of a general education for all to age 14 years. A shift system would provide 200,000 new and "rebuilt" places, The 1967/73 Plan was more modest, using a shift system to provide 7,000 new places and doubling annual teacher output. Buildings and their renovation are a constant theme, the aim being to have a school within two miles of every settlement. Up to 40% of all teachers are untrained. Salaries absorb 75% of recurrent costs, a figure likely to rise as untrained teachers qualify. Curriculum and organizational change reflect a new emphasis on self-reliance as the aim of primary schooling.

Patterns of  
Progress  
Towards UPE  
in  
Commonwealth  
Pacific  
Countries

#### 1. Fiji (Summary based on questionnaire responses).

Some 99% of the 6-12 year age-group is enrolled in a voluntary school system, some schools charging fees. Central government and parental contributions

finance primary schooling which is entirely formal-school based. Teacher supply relies on crash programmes as well as on normal pre and in-service provisions. The inspectorate is supported by advisors and co-ordinators. The Curriculum Development Centre distributes curricular materials and is contributed to by classroom teachers. Revision of existing curricula is preferred to radical approaches. Costs present a continuing problem.

## 2. Papua New Guinea

Approximately 76% of the 7-13 year age group is enrolled in "community schools", so designed as to reduce alienation from the environment. Parental contributions in cash and kind are a feature of the system. Control of primary schools, apart from the curriculum, is vested in provincial authorities. Finance is a complex issue and equality of access may not be achieved easily. Enrolment of girls and their drop-out rate are poor. True UPE would require 500,000 school places by 1985, an unrealistic target. Secondary education is the first priority. Population growth, a decline in Australian financial support and the attractions of wage-earning in coffee and cocoa production further militate against universal enrolment. Quality, equality of access and rural development problems are major challenges.

## 3. Solomon Islands (Summary based on questionnaire responses).

Present primary level enrolments are at 70% in a free and compulsory system. From 1979, age of entry will be more flexible (from 6 years to 9 years of age). UPE would at least double expenditure, formal schools being the main vehicle. Teacher supply is being tackled through

increased pre- and in-service provision plus an emergency programme. The inspectorate is being strengthened and curriculum revision is mainly in the hands of classroom teachers. External aid, central government, local government and the local communities finance schooling. Cost factors and the primary school leaver problem are important constraints.

4. Tonga (Summary based on questionnaire responses).

Education has been compulsory since 1870 and free universal primary education has already been achieved. The emphasis is now on upgrading the quality of schooling through curriculum revision, improved teacher education and in-service training. The primary course begins at age 6 and continues for 6 years. About 60% of school leavers find places at secondary schools. Central government provides 90% of primary school finance. The inspectorate is supported by advisors. Cost factors are again a major challenge.

5. Western Samoa

Though 90% of the relevant age-group is enrolled in primary school, the system relies heavily on foreign aid. In 1976, an amount equal to 16.4% of the national budget went to education, 75% of this figure going to teachers' salaries. The first two Five-Year Plans outline the following goals, most of which are within reach:

- (a) All children to complete 8 years of elementary schooling; secondary, trade and agricultural education to be expanded; the curriculum to be revised to suit Samoan needs; improvements to be made to the examination and inspection systems.

(b) The country's annual revenue is insufficient to meet the needs of education, let alone the needs of other departments. The role of the aid donor is a crucial one.

Patterns of Progress Towards UPE in Commonwealth Mediterranean Countries	Cyprus and Malta also responded to the questionnaire, as far as the items in it related to their local scene, but both already have well-developed universal systems of free and compulsory primary schooling.
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Note	The tables which follow have been compiled as far as possible from information supplied from the completed questionnaires. Where no return was made, data from other sources has been used to provide as complete a picture as possible. Inevitably this has led to gaps, particularly in the column indicating whether or not UPE is a declared aim of the government.
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Patterns of Progress in Commonwealth Countries - A Summary

Region and country	Has U.P.E. been achieved at 85% level	Enrolment	Is U.P.E. a declared aim	Age range for primary school	Compulsory or Voluntary	Free or fee paying	Mainly school centered	Special notes on innovations, etc.
<u>Africa</u>								
Botswana	No	80%	Yes	6 - 12	Voluntary	Free	Yes	U.P.E. a long term aim by gradual expansion
Gambia	No	32%	No	6 - 11	Voluntary	Fees	Yes	Highest possible enrolment as a general aim. 'Continuing education' an innovation
Ghana	Yes	89%	Yes	6 - 16	Compulsory	Free	Yes	New structure recently introduced
Kenya	Yes	109%	Yes	6 - 12	Voluntary	Free (Std. 1-4)	Yes	High figure for enrolment indicates over-age pupils, repetition, etc.
Lesotho	Yes	95%	...	6 - 13	Voluntary	Free*	Yes	*Tuition only is free. Fees are charged for books, etc.
Malawi	No	60%	No	6 - 13	Voluntary	Fees	Yes	
Mauritius	Yes	100%	Yes	6 - 11	Voluntary	Free*	Yes	*Private schools charge fees.

Region and country	Has U.P.E. been achieved at 85% level	Enrolment	Is U.P.E. a declared aim	Age range for primary school	Compulsory or Voluntary	Free or fee paying	Mainly school centered	Special notes on innovations, etc.
Nigeria	No	...	Yes	6 - 12	Compulsory	Free	Yes	Wide variation in enrolments from state to state.
Seychelles	Yes	95%	...	6 - 14	Voluntary	Free	Yes	Ninth year of schooling to be introduced soon
Sierra Leone	No	35%	No	5 - 11	Voluntary	Fees	No	Various innovations going on, e.g. Bunumbu.
Swaziland	No	68%	Yes	6 - 13	Voluntary	Fees	Yes	Gradual expansion of present system for UPE by 1985. Primary curriculum unit and T.I.D.C.'s are important innovations.
Tanzania	Yes	87%	Yes	7 - 13	Compulsory	Free	Yes	Schools redesigned for self-reliance and community development roles.
Uganda	No	46%	Yes	6 - 12	Voluntary	Fees	Yes	Non-formal and youth organizations important. 1981 starting date for UPE.
Zambia	Yes	86%	Yes	7 - 13	Voluntary	Free	Yes	Innovative document 'Education for Development' outlines numerous policy changes

Region and Country	Has U.P.E. been achieved at 85% level	Enrolment	Is U.P.E. a declared aim	Age range for primary school	Compulsory or Voluntary	Free or fee paying	Mainly school centered	Special notes on innovations, etc.
<u>Asia</u>								
Bangladesh	No	71%	Yes	6 - 10	Voluntary	Free*	Yes	*Text books must be paid for.
India	No	83%	Yes	6 - 11	Voluntary	Fees	No	Wide non-formal provision complements schools.
Malaysia	Yes	94%	Yes	6 - 13	Voluntary	Fees	Yes	
Singapore	Yes	95%	Yes	6 - 13	Voluntary	Free	Yes	Basic Course for less academic leads to Junior Trainee opportunity.
Sri Lanka	Yes	92%	...	6 - 11+	Compulsory	Free	Yes	People's Education Centres.

Region and country	Has U.P.E. been achieved at 85% level	Enrolment	Is U.P.E. a declared aim	Age range for primary school	Compulsory or Voluntary	Free or fee paying	Mainly school centered	Special notes on innovations, etc.
<u>Caribbean</u>								
Bahamas	Yes	100%	Yes	5 - 11	Compulsory	Free	Yes	
Barbados	Yes	90%	...	5 - 12	Compulsory	Free	Yes	
Guyana	Yes	90%	...	6 - 11+	Compulsory	Free	Yes	
Trinidad & Tobago	Yes	98%	...	6 - 12	Compulsory	...	...	
Jamaica	Yes	96%	Yes	6 - 12	Voluntary	Free	Yes	Experiments in compulsion. Mass media important. Non-formal well developed.



Region and Country	Has U.P.E. been achieved at 85% level	Enrolment	Is U.P.E. a declared aim	Age range for primary school	Compulsory or voluntary	Free or fee paying	Mainly school centered	Special notes on innovations, etc.
<u>Pacific</u>								
Fiji	Yes	99%	...	6 - 12	Voluntary	Fees	Yes	
Papua New Guinea	No	76%	No	7 - 13	Voluntary	Fees	Yes	Schools have become Community Schools.
Solomon Islands	No	70%	...	7 - 8 (start)	Compulsory	Free	Yes	
Tonga	Yes	100%	...	6 - 13	Compulsory	Free	Yes	
Western Samoa	Yes	91%	...	6 - 12	...		Yes	