

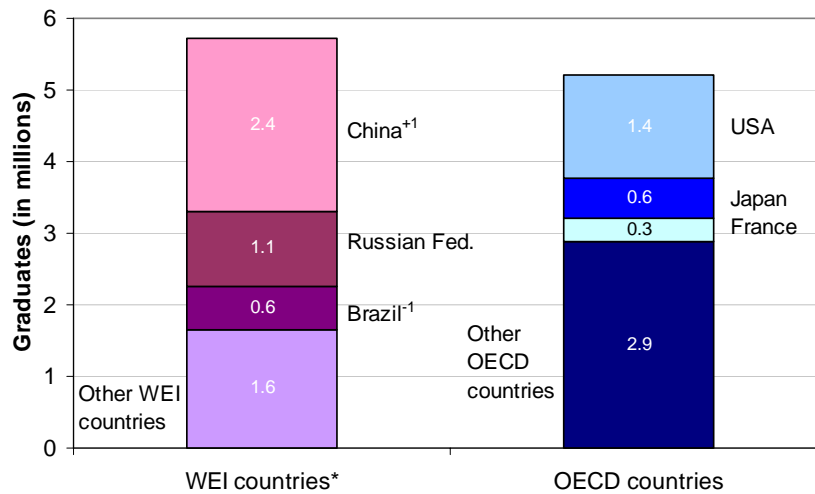
Highlights from the UIS report:
Education Counts
Benchmarking Progress in 19 WEI Countries

According to statistics released for the first time, China has the most tertiary graduates in the world. Read more about how middle-income and developing countries are changing the landscape of higher education.

As part of the **World Education Indicators (WEI) Programme**, this publication analyses the progress made by 19 middle-income and developing countries.¹ For comparative purposes, the report also includes benchmarks for Member States of the Organisation for Economic Co-operation and Development (OECD) and an additional 12 countries.² In total, it presents data for 63 countries at different stages of development that comprise 71% of the world's population and produce over 90% of the global gross domestic product (GDP).

The report and data can be accessed at www.uis.unesco.org/wei2007.

Figure 1. The number of graduates in basic university (tertiary type A education), 2005



Notes: * The total for WEI countries excludes India, Jamaica, Sri Lanka and Zimbabwe.

⁺¹ Data refer to 2006; ⁻¹ Data refer to 2004.

Source: UNESCO-UIS/WEI *Education Counts*, 2007, p.18.

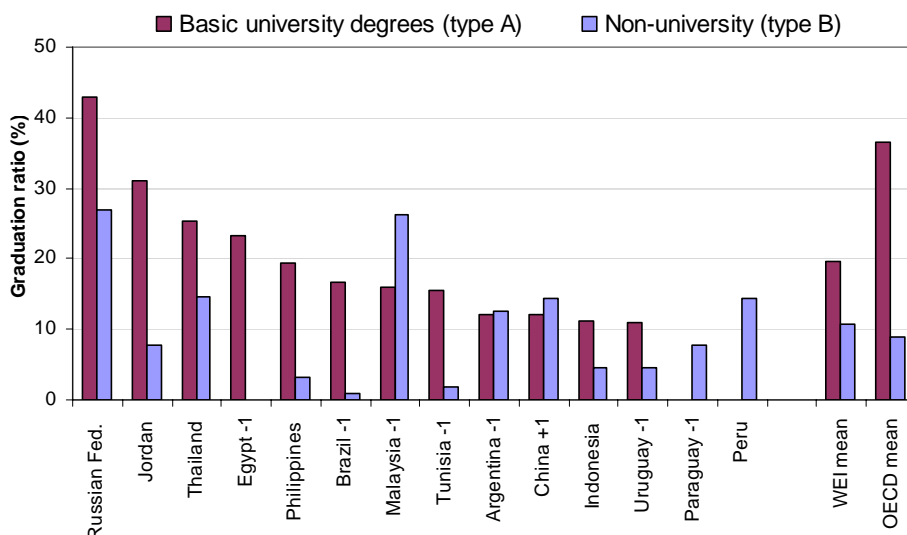
In 2005, more students entered and graduated from universities in the 19 WEI countries than in the 30 Member States of the OECD combined. About 5.7 million WEI students attained a tertiary (type A) degree compared to 5.2 million from OECD countries. This figure does not include data from India, which are currently not available. According to newly released statistics, China now has the most tertiary graduates in the world – 2.4 million in 2006. This is more than the top three OECD countries combined: the United States (1.4 million), Japan (0.6 million) and France (0.3

¹ Argentina, Brazil, Chile, China, Egypt, India, Indonesia, Jamaica, Jordan, Malaysia, Paraguay, Peru, Philippines, Russian Federation, Sri Lanka, Thailand, Tunisia, Uruguay and Zimbabwe.

² Albania, Bulgaria, Croatia, Cyprus, Estonia, Israel, Latvia, Lithuania, Malta, Romania, Slovenia and the FYR of Macedonia.

million). In addition, more than one million tertiary students graduated in the Russian Federation, which is also the case for Brazil and Indonesia combined.

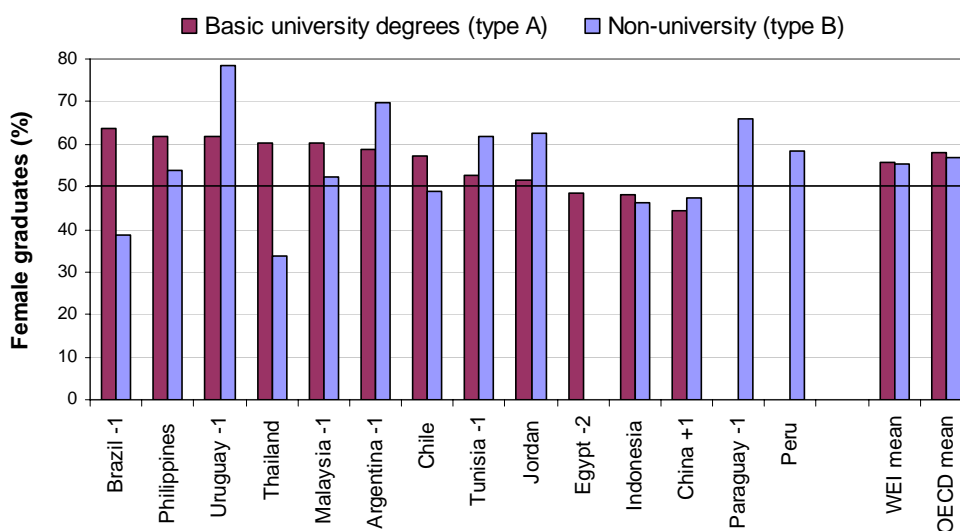
Figure 2. Graduation ratios in tertiary education, 2005



Notes: ⁺¹ Data refer to 2006; ⁻¹ Data refer to 2004; ⁻² Data refer to 2003.
 Source: UNESCO-UIS/WEI *Education Counts*, 2007, Figure 1.3.

Despite this surge in the absolute numbers of university graduates, graduation ratios remain lower in WEI countries than those of the OECD. In WEI countries, 19.7% of young people attain a university degree, which is just more than one-half of the OECD average. There are however some notable exceptions. The graduation ratio reaches 42.9% in the Russian Federation, which ranks among the top six OECD countries. It is followed by Jordan (31%), Thailand (25%), Egypt (23%) and the Philippines (19%).

Figure 3. Share of female graduates in tertiary education by type of programme, 2005

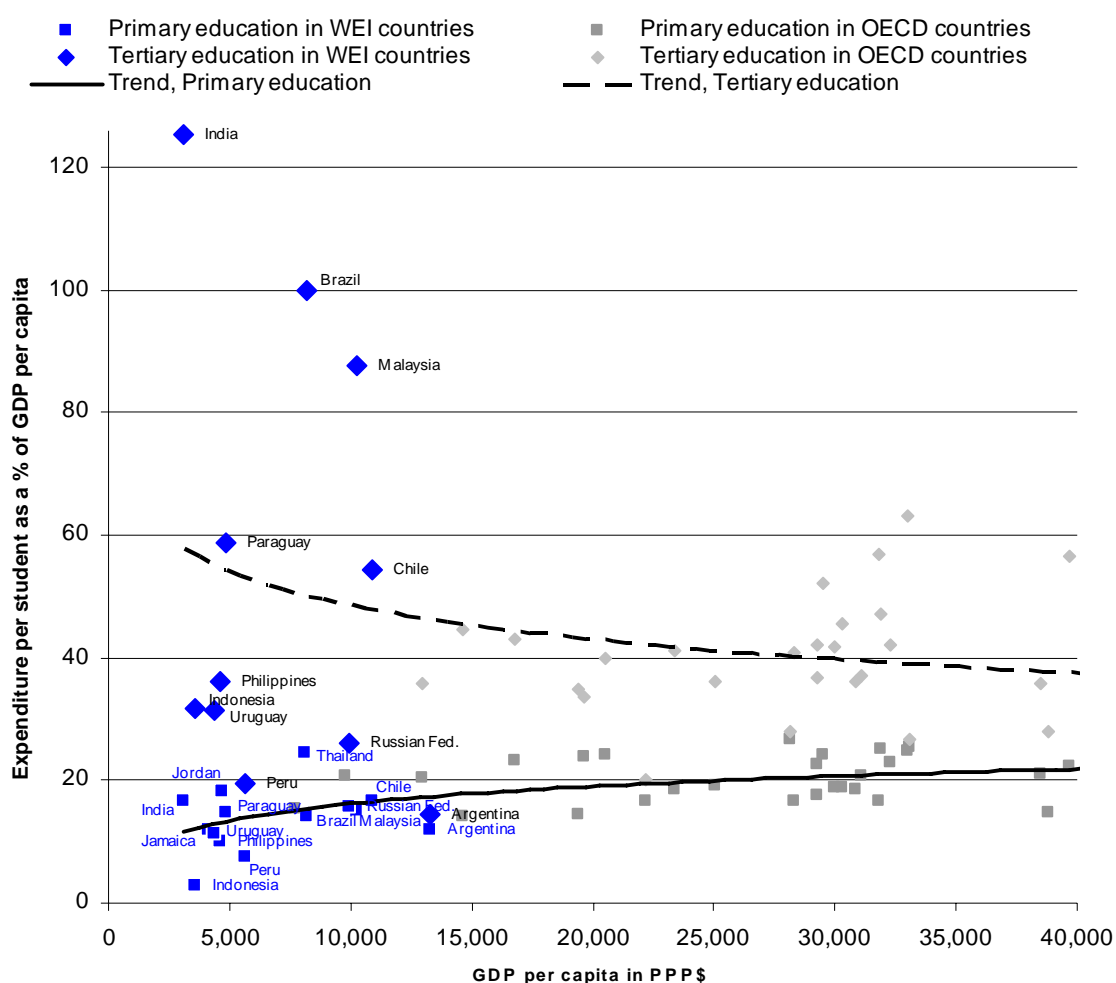


Notes: ⁺¹ Data refer to 2006; ⁻¹ Data refer to 2004; ⁻² Data refer to 2003.
 Source: UNESCO-UIS/WEI *Education Counts*, 2007, Figure 1.4.

Similar to OECD countries, WEI countries report a strong trend with tertiary studies attracting more women than men. Women account for 56% of university graduates (type A) in WEI countries, which is just one percentage point less than the OECD average.

There are about three women for every two men graduating from tertiary type A programmes in Malaysia, the Philippines, Thailand and Uruguay. In Brazil, almost two out of three graduates are female. Women account for 48% of graduates in Egypt, Indonesia, Jordan and Tunisia. China is the only WEI country reporting a substantially lower share, 44%, of female graduates.

Figure 4. A comparison of expenditure per tertiary and primary student as a percentage of GDP per capita, 2004

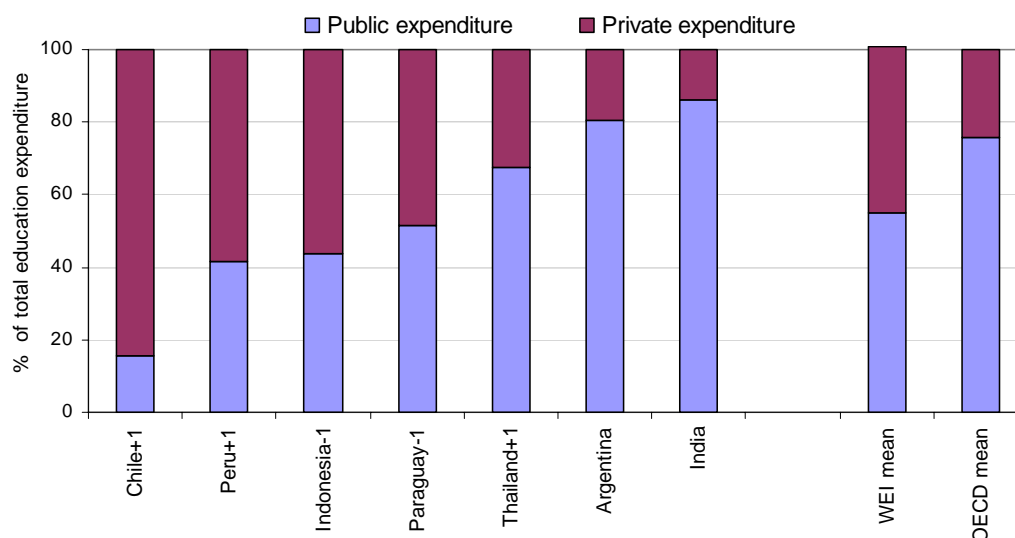


Source: UNESCO-UIS/WEI Education Counts, 2007, Figure 3.2.

The growth in tertiary education has come at a high cost for WEI countries. In fact, they spend more per tertiary student than OECD countries relative to national income – 53% of gross domestic product (GDP) per capita on average compared to 40%. In general, countries with lower levels of national income tend to spend more per tertiary student. For example, India spends 126% of GDP per capita per tertiary student, followed by Brazil (100%) and Malaysia (88%).

In comparison to these significant investments, WEI countries spend far less on lower levels of education, where economies of scale tend to reduce unit costs. At the primary level, WEI expenditure per student ranges from 3% of GDP per capita in Indonesia and 8% in Peru to approximately 17% in Chile, India and Jordan. Yet, even the high-spending WEI countries lag behind the OECD average (28%) and surpass just 3 out of the 26 countries reporting data. Among WEI countries, Thailand reports exceptionally high expenditure of 24% GDP per capita, which is comparable to countries such as Austria, Denmark and Poland.

Figure 5. Relative shares of public and private expenditure on tertiary educational institutions, 2004



Notes: +1 Data refer to 2005; -1 Data refer to 2003.

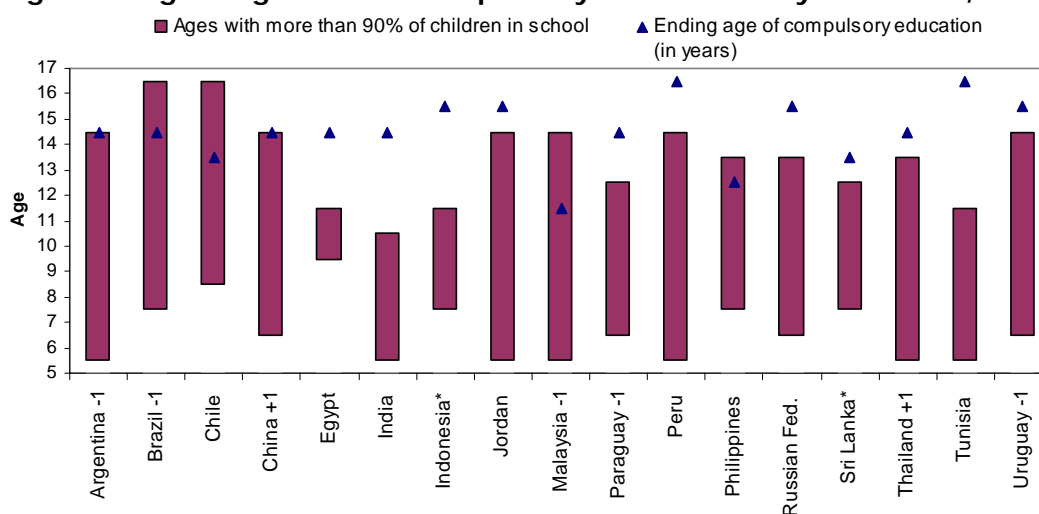
Source: UNESCO-UIS/WEI *Education Counts*, 2007, Figure 2.3.

Who is paying for higher education in WEI countries? Unfortunately, most countries around the world are unable to provide information on private spending³ for education at any level. But there does seem to be a clear reliance on contributions from households and the private sector in the seven WEI countries with available data. Private funding accounts for 46% of their total education spending – almost twice the OECD average of 24%. The share ranges from 84% in Chile and 56% in Indonesia to 26.5% in Argentina. India is the exception, with just 14% of tertiary spending dependent on private resources. This is even more remarkable given the country's reliance on private funding for primary, secondary and post-secondary non-tertiary education.

Despite the substantial expansion in tertiary education and the associated costs, WEI countries are still struggling with problems at lower levels of education. Approximately one-half of WEI countries are unable to meet their own standards concerning the duration of compulsory education. The following figures provide a snapshot of the difficulties and costs of ensuring the human right to basic education.

³ Relatively few countries in the world collect data on private expenditure by households, private schools or other private entities such as foundations, enterprises, religious groups and labour unions.

Figure 6. Age range of universal primary and secondary education, 2005



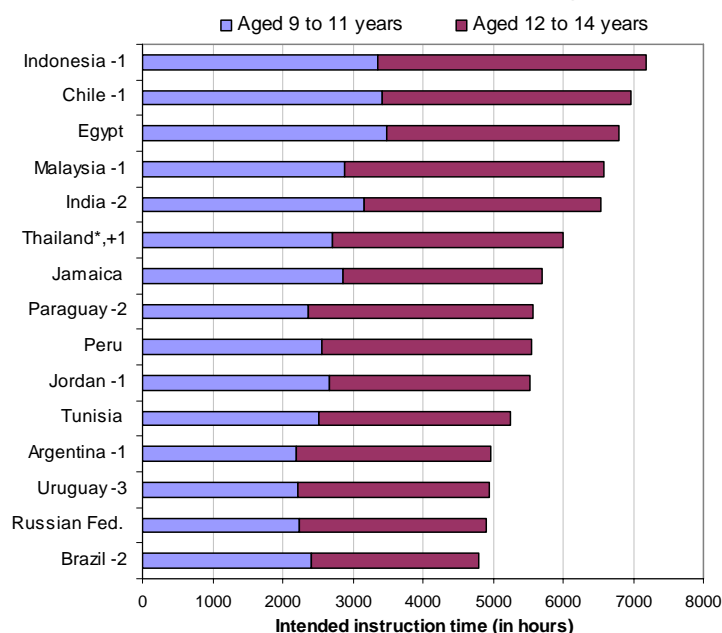
Notes: * Age range is not continuous for Indonesia, where less than 90% of the population is enrolled at age 9 and 10, as well as for Sri Lanka, where less than 90% of the population is enrolled at age 9.

+1 Data refer to 2006; -1 Data refer to 2004.

Source: UNESCO-UIS/WEI *Education Counts*, 2007, Figure 4.2.

Education is considered universal when enrolment rates for the appropriate age range exceed 90%. Most WEI countries achieve between seven and nine years of universal education, compared to at least 11 years in OECD countries. Clearly, substantial numbers of children are excluded from education at a young age in several WEI countries. In Egypt and Indonesia, universal education provision lasts for only two years each, followed by Sri Lanka and India with four and five years respectively.

Figure 7. Cumulative instruction time for students aged 9 to 14 years, 2005



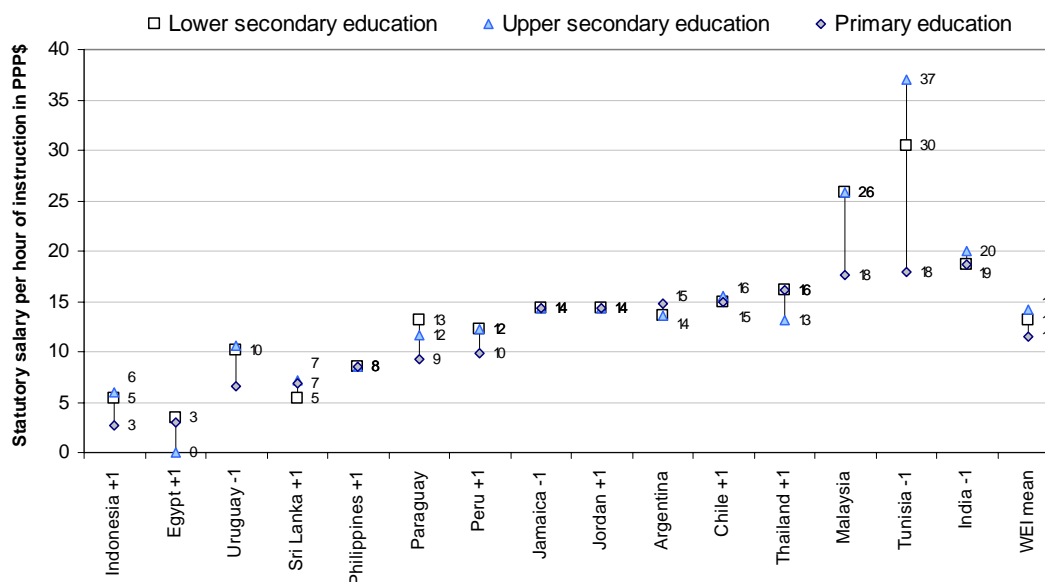
Notes: * The data submitted were a range; the mean value is shown.

+1 Data refer to 2006; -1 Data refer to 2004; -2 Data refer to 2003; -3 Data refer to 2002.

Source: UNESCO-UIS/WEI *Education Counts*, 2007, Figure 5.2.

Instructional time is a key educational resource, setting an upper limit on the time that students have contact with teachers in a structured environment. Students in Chile and Indonesia receive, on average, about 7,000 hours of instruction between the ages of 9 and 14 years – over 2000 hours more than pupils in Argentina, Brazil, the Russian Federation and Uruguay.

Figure 8. Salary cost of teaching time, 2004



Notes: +1 Data refer to 2005; -1 Data refer to 2003.

Source: UNESCO-UIS/WEI *Education Counts*, 2007, Figure 5.4.

Teacher salaries represent one of the most important costs in providing universal primary education. While OECD teachers earn more in absolute terms, WEI countries pay their teachers more relative to national income. Primary teachers with 15 years of experience earn on average 184% of GDP per capita in WEI countries, compared to 135% in OECD countries.

Another useful indicator for comparing the resources invested in teachers is based on the statutory salary for actual working time (expressed in purchasing power parities or PPP⁴). Among WEI countries, the average cost of one hour of instructional time for a primary classroom teacher with 15 years of experience is PPP\$ 11 compared to PPP\$ 47 in OECD countries. Egypt (PPP\$ 3), Indonesia (PPP\$ 3), Sri Lanka and Uruguay (PPP\$ 7 each) have relatively low salary costs per hour of instruction, while costs are PPP\$ 14 or higher in Argentina, Chile, India, Jamaica, Jordan, Malaysia, Thailand and Tunisia.

These are just some of the highlights from the WEI report which presents about 35 statistical tables and analyses on: the outputs of education systems; the sources, flows, levels and uses of education expenditure; access to education, participation and progression; as well as teachers and the learning environment.

The report is available in English and can be accessed online free of charge at www.uis.unesco.org/wei2007.

⁴ A rate of currency conversion into US dollars that eliminates the differences in price levels among countries.