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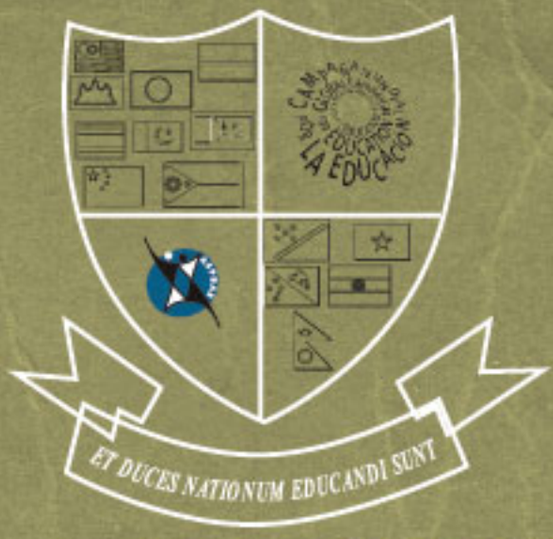


A 'School Report' of 14 Developing countries in Asia Pacific to investigate their commitment to Basic Education

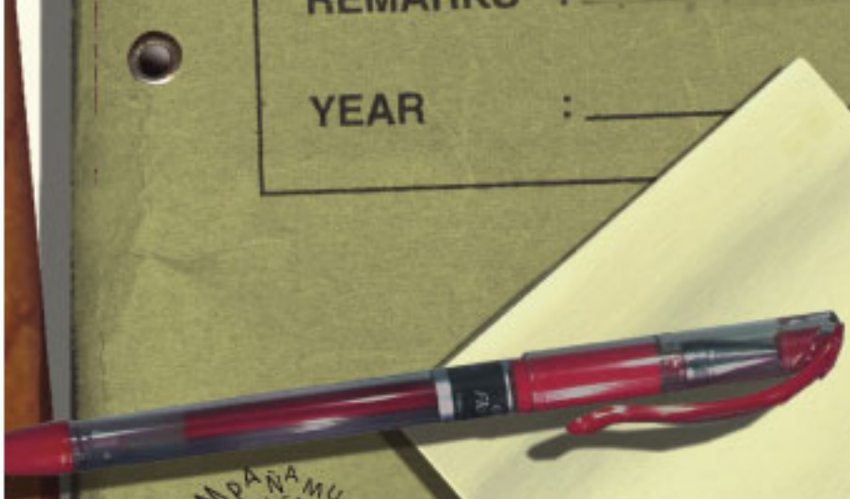
FILE NO. : EFA05

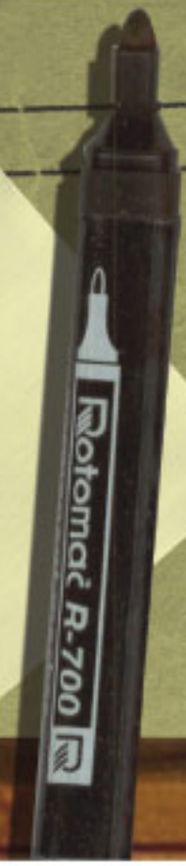
SUBJECT

Must Do Better

REMARKS :

YEAR :





Asian South Pacific Bureau of Adult Education
Learning Beyond Boundaries

Must Do Better

A 'School Report' of 14 Developing countries in Asia Pacific to investigate their commitment to Basic Education

In 2003, the Global Campaign for Education - a coalition of development organisations, civil society networks, and teachers' unions published a startling report: 'Must Try Harder - A School Report on 22 rich countries' aid to basic education in developing countries'. The report exposed the tardy performance of privileged nations in providing aid to make the global dream of education for all - a reality.

In the year 2005, the first of the Millennium Development Goals deadlines which focuses on ensuring gender parity in classrooms is expected to be missed by approximately 60 percent of the countries who signed up for the goal! This time around, we therefore examined the performance of leaders of developing countries who share the onus with their counterparts from rich countries to deliver on the oft-repeated promise to provide education for all. As a first step, we chose 14 countries from the Asia Pacific (For details on criteria for selection of countries please refer to page 29). The results of this report will reveal that once again, our leaders have failed us.

This underscores the need for civil society organisations to regularly monitor and critique the performance of our governments. We hope this report can contribute towards a better understanding of the malaise that exists in national education systems in developing countries and the agenda for reform.

The indicators we have chosen are based on the fundamental principle that it is the responsibility of the state to fulfil the basic rights of all its citizen to provide free basic education of good quality. Accordingly, we have monitored: the populations denied full access to different levels of basic education, state commitment to eliminate user fees, quality of inputs in primary classrooms in terms of trained teachers and cost per pupil, ability of the education system to promote gender equality and the levels of equality in educational attainments across different strata of society. The methods used to derive the ratings are not the only ones that can be employed; however, we consider this set of indices to be a reflection of some of the civil society priorities for basic education. We have also attempted to present the results in a more popular form to make these more accessible to a wider audience. For greater ease to the reader we have included a handy glossary at the back of the book and a full account of the methodology and sources used. Of course, our results are only as good as the data they are based on. We urge those countries with high ranks to avoid complacency since many of their citizens remain without full access to quality equitable and relevant education throughout life.

We hope you enjoy the report and this inspires you to join us in furthering the cause of one of humanity's significant civilisational values - education for all.

Published by

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Table of Contents

Country rankings.....1
Report cards..... 2
Do the 14 Developing countries provide complete basic education for their citizens.....16
Do 14 Developing countries take adequate state action to ensure that parents do NOT PAY for their children's' basic education....18
Do 14 Developing countries ensure that basic education provided in classrooms consist of quality inputs..... 20
Do the 14 Developing countries ensure that gender equality in education is a top priority....22
Do 14 Developing countries support overall equity in educational attainments.....24
Overall grades, marks and positions..... 26
Glossary.....27
Sources and Calculations used in the report..... ... .29

©ASPBAE and GCE 2005
Printed in India

ISBN 81-278-0015-5

Graphic Design by Aditi Chitre
Printed by Vijay Choudhary, Mumbai

Country Rankings

How countries fare in their support for basic education			
Country	**Marks (out of 100)**	**Grade (A-F)**	**Rank (out of 14)**
Bangladesh	50	E	7
Cambodia	46	E	8
China	63	C	5
India	43	E	9
Indonesia	42	E	10
Malaysia	82	A	2
Nepal	35	F	11
Pakistan	24	F	14
Papua New Guinea	33	F	12
Philippines	70	C	4
Solomon Islands	25	F	13
Sri Lanka	79	B	3
Thailand	86	A	1
Vietnam	56	D	6

Report Card

Name: Khaleda Zia **Country:** Bangladesh

Overall Mark: 50/100 **Overall Grade:** E **Overall Rank:** 7

Subject	Grade (A-F)	Rank (out of 14)
Complete Basic Education	E	11
State Action	B	2
Quality Inputs	D	12
Gender Equality	C	8
Overall Equity	E	8

Teacher's Remarks

The outcome of Begum Khaleda's work is uneven but she has nonetheless demonstrated how the state's firm commitment and hard work in reducing girls' disadvantages in primary and secondary schooling can deliver impressive results, an achievement worthy of emulation by her classmates. But with over half of all children still out of secondary school, eight out of ten without benefit of ECCE, and over half of adults illiterate, Begum Khaleda has still a lot of ground to cover. If she is to consolidate Bangladesh's hard-earned gains and have this serve as a solid foundation for another leap forward to EFA, expanding educational access must be accompanied by quality inputs, particularly in training of teachers and increasing spending per pupil. Sustaining her dedication and hard work in girls education, and giving equal emphasis to education quality and adult literacy can move Begum Khaleda nearer to the top of her class. You need to work harder Begum Khaleda!

Report Card

Name: Hun Sen Country: Cambodia

Overall Mark: 46/100 Overall Grade: E Overall Rank: 8

Subject	Grade (A-F)	Rank (out of 14)
Complete Basic Education	E	12
State Action	C	5
Quality Inputs	D	6
Gender Equality	D	10
Overall Equity	F	10

Teacher's Remarks

Hun is in the bottom half of the class; nonetheless, he has displayed the will and determination to rebuild a Cambodian education system that had been systematically obliterated by a ruinous authoritarian regime. Over 8 out of 10 primary school age children are now in school, and spending for pupils has progressively increased on his watch. What is alarming, however, is that girls constitute the huge majority of children out of primary and secondary schools, and women comprise 7 out of 10 of adult illiterates. Furthermore, access to ECCE is still negligible, and to secondary schooling severely limited. Hun needs to seriously mind the huge gender gap as well as double his efforts in increasing access to all levels of education without sacrificing quality, particularly through more and better training of teachers. Lots of room for improvement!

Report Card

Name: Hu Jintao **Country:** China

Overall Mark: 63/100 **Overall Grade:** C **Overall Rank:** 5

Subject	Grade (A-F)	Rank (out of 14)
Complete Basic Education	B	6
State Action	F	11
Quality Inputs	A	1
Gender Equality	A	3
Overall Equity	F	11

Teacher's Remarks

Hu has huge potential to be top of his class. On the key areas of access, quality of inputs, and securing equal chances for males and females for complete basic education, Hu's performance has been outstanding. What is pulling his scores down is that he continues to charge all kinds of user fees--tuition, textbooks, uniforms, miscellaneous and other contributions. While it is true that adult illiteracy in China is already less than 5%, it is still the second highest in the world in terms of number of illiterates, nearly 90 million. Furthermore, a combined 56 million children are not enrolled in pre-primary, primary and secondary schools when they should be. Hu must find effective ways to translate China's growing economic gains into social gains not just for most but for all of its children and its citizens, especially those who cannot afford to pay for their education. Doing so, along with diligent reporting of data, will certainly put Hu to where he aspires to be--at the top of his class.

Report Card

Name: Manmohan Singh **Country:** India

Overall Mark: 43/100 **Overall Grade:** E **Overall Rank:** 9

Subject	Grade (A-F)	Rank (out of 14)
Complete Basic Education	D	8
State Action	E	7
Quality Inputs	D	6
Gender Equality	D	9
Overall Equity	E	5

Teacher's Remarks

Has the potential to perform better but has problems with attention span. Shows eagerness at the beginning particularly in expanding primary education--but lacks the necessary follow-through. He must show more effort in equalising girls' chances for basic education - by, for instance, recruiting more female teachers and ensuring more girl-friendly school environments - which can impact tremendously on reducing illiteracy and improving overall educational access. Significantly lowering the number of adult illiterates in India (the highest in the world) and improving the quality of education are tough challenges that require consistent hard work and integrated focus on Manmohan's part. While he spends more per pupil than most of his South Asian classmates and has even started an innovative 'education cess', he continues to charge user fees; this hinders access. Manmohan needs to put his financial expertise to good use by making each rupee allocated for education deliver quality inputs and putting more Indian girls in school. Needs a lot of improvement!

Report Card

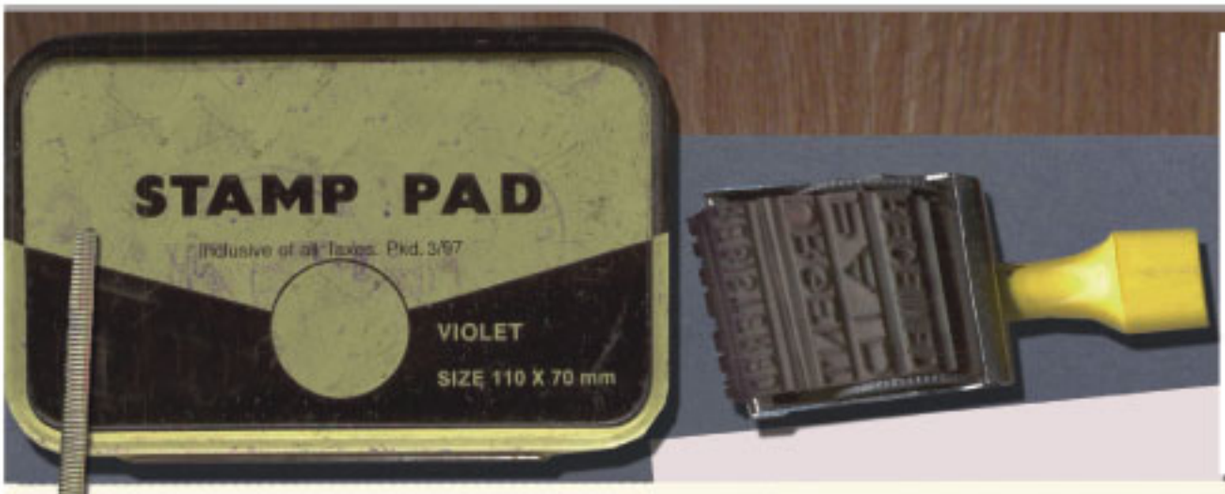
Name: Susilo Bambang Yudhoyono **Country:** Indonesia

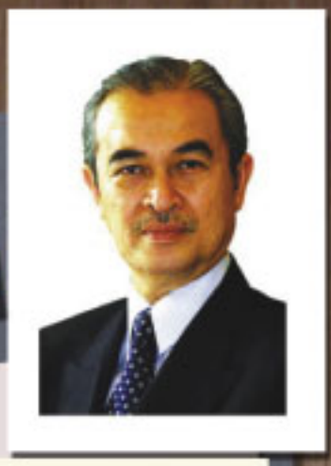
Overall Mark: 42/100 **Overall Grade:** E **Overall Rank:** 10

Subject	Grade (A-F)	Rank (out of 14)
Complete Basic Education	C	7
State Action	F	11
Quality Inputs	E	14
Gender Equality	B	6
Overall Equity	B	4

Teacher's Remarks

Susilo takes on an Indonesian education system that has exhibited relative stability in reducing adult illiteracy among women and men as well as widening children's access to both primary and secondary schooling. Among its remarkable achievements is ensuring equality in educational access, conditions, and outcomes between girls and boys. His challenge now is how to sustain this momentum while improving the system so it can wholly provide quality education to each child that enters it. Areas that need his attention: are raising the quality of inputs through more trained teachers and increasing spending per pupil as well as expanding access to ECCE. More importantly, Susilo must seriously tackle the issue of a public education that is not free, and which is increasingly being privatised and commercialised--his major weakness. To resolve this he must work hard to translate into practice the legal guarantee to free public education in Indonesia. Doing so would pull his scores and can put him at the upper half of his class.





Report Card

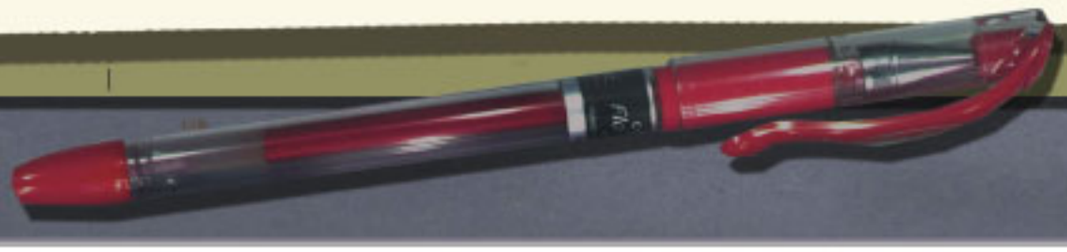
Name: Abdullah Ahmad Badawi **Country:** Malaysia

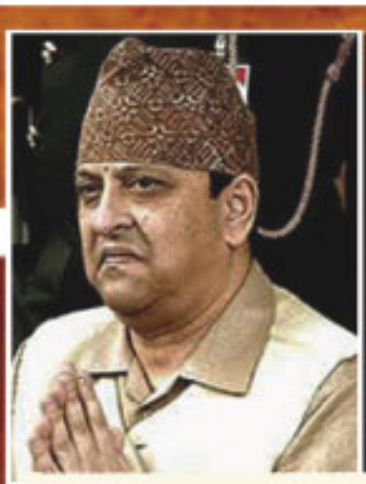
Overall Mark: 82/100 **Overall Grade:** A **Overall Rank:** 2

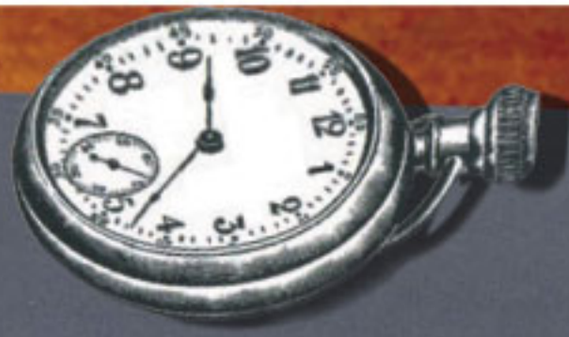
Subject	Grade (A-F)	Rank (out of 14)
Complete Basic Education	A	2
State Action	C	5
Quality Inputs	A	1
Gender Equality	A	1
Overall Equity	F	11

Teacher's Remarks

Abdullah ranks second in class--but could have been class leader except for two weaknesses: lack of monitoring data to give a better picture of overall equity in Malaysian education, and his insistence on user fee charges for textbooks, uniforms, and other contributions. But in all other aspects he has exhibited exceptional performance: nearly universal primary education, tremendous gains in ECCE and adult literacy, a pupil-trained teacher ratio that meets the highest standards, and a generous per pupil spending that significantly exceeds minimum requirements to achieve EFA. Secondary education, however, needs a bit more effort from him. Abdullah indeed deserves to be a model for his classmates -- if only he'll work harder on those weaknesses. Good job Abdullah! And looking forward to it getting better in the coming term.







Report Card

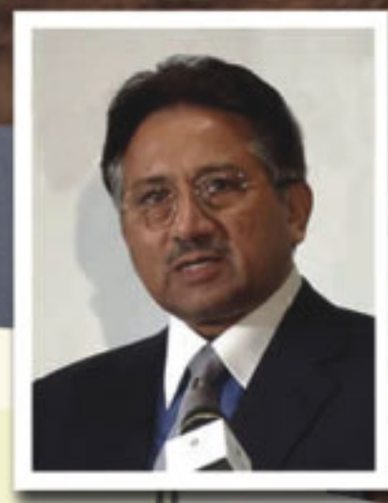
Name: King Gyandendra **Country:** Nepal

Overall Mark: 35/100 **Overall Grade:** F **Overall Rank:** 11

Subject	Grade (A-F)	Rank (out of 14)
Complete Basic Education	E	14
State Action	F	9
Quality Inputs	D	9
Gender Equality	D	10
Overall Equity	E	6

Teacher's Remarks

A very poor performer, King Gyanendra is near the bottom of the class. Nearly a third of Nepal's children are missing primary school; over half, secondary school; and over two-thirds of adults are illiterate. His lack of resourcefulness and political will to remove various sorts of user fees for public education is no doubt a cause of these disappointing outcomes. Moreover, the little access to education he offers is of poor quality and suffers from an acute lack of attention to girls' education and the interlinked issues of gender disparity, inequality, and inequity. Clearly King Gyanendra's attention is somewhere else, e.g. battling insurgency. But it serve him well to learn from some of his neighbours who face similar distractions at home yet still manage to do their homework. Definitely needs remedial classes.



Report Card

Name: Pervez Musharraf Country: Pakistan

Overall Mark: 24/100 Overall Grade: F Overall Rank: 14

Subject	Grade (A-F)	Rank (out of 14)
Complete Basic Education	E	13
State Action	F	13
Quality Inputs	D	11
Gender Equality	E	13
Overall Equity	F	9

Teacher's Remarks

Pervez spends less per pupil than most of his South Asian neighbours and charges user fees in full. Such low spending can only deliver pitiable results: two out of three Pakistani adults are illiterate, with the same proportion of secondary school age children out of school; four out of ten children are missing primary school; and girls and women constitute majority of those who are denied access to and equal chance for complete basic education. In addition, Pakistan's primary school teachers are overworked and undertrained. In all aspects, there is clearly little quality and state action and commitment in the public education he offers given the spending and the charges. This puts him at the bottom of the class too. Back to basics, Pervez!

Report Card

Name: Michael Somare **Country:** Papua New Guinea

Overall Mark: 33/100 **Overall Grade:** F **Overall Rank:** 12

Subject	Grade (A-F)	Rank (out of 14)
Complete Basic Education	D	10
State Action	F	10
Quality Inputs	D	10
Gender Equality	D	12
Overall Equity	E	6

Teacher's Remarks

Michael needs to exercise more creativity and to learn how to find more resources for education. Michael has to exert more effort in all his subjects: expanding access to all levels of basic education, with particular attention to eliminating obstacles to access education for the poorest women and girls; improving quality of education and in eliminating user fees. The absence of legal guarantee to free public education may also be hindering access, apart from user charges. Papua New Guinea's difficult terrain and lack of infrastructure are formidable challenges in providing education to all its citizens. That is why Michael has to become more resourceful and strive to find new ways to ensure education for all.

Report Card

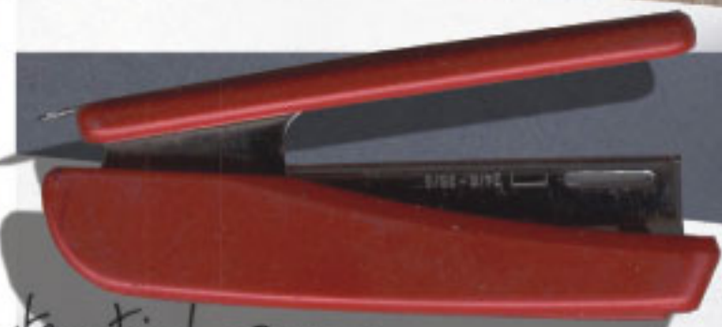
Name: Gloria Macapagal -Arroyo **Country:** Philippines

Overall Mark: 70/100 **Overall Grade:** C **Overall Rank:** 4

Subject	Grade (A-F)	Rank (out of 14)
Complete Basic Education	B	4
State Action	B	4
Quality Inputs	C	5
Gender Equality	B	7
Overall Equity	B	2

Teacher's Remarks

Gloria has the potential to be class leader. The Philippines has managed to maintain high rates of adult literacy and access to primary and secondary education alongside a level of input quality that can be considered satisfactory for a low middle-income country. However, she must make better effort in the area of ECCE, where two out of three children are unable to attend it. More work is also needed in ensuring that all user fees are eliminated, a move that can help bolster the Philippines' drive towards complete universal primary education. But Gloria must also watch out against the tendency to be complacent. Spending per pupil has declined during her term, which parallels the trend in learning achievements. Also, she has to learn that numerical disparity in favour of girls is not equivalent to gender equality, if she aspires to be top of her class.



Report Card

Name: Allan Kemakeza **Country:** Solomon Islands

Overall Mark: 25/100 **Overall Grade:** F **Overall Rank:** 13

Subject	Grade (A-F)	Rank (out of 14)
Complete Basic Education	D	9
State Action	F	8
Quality Inputs	E	13
Gender Equality	F	14
Overall Equity	F	11

Teacher's Remarks

Allan has not been submitting some of his papers so he is being marked lower for it. Admittedly, school classes have been severely interrupted in recent years due to the fighting but I am wondering if Allan is serious about schooling because his performance has been patchy in the subjects he has managed to attend. While he has made some progress in increasing primary education enrolments, much more needs to be done. Adult literacy levels need greater attention, as does secondary education. Allan may soon find himself at the bottom of the class if he doesn't improve his effort and demonstrate a genuine commitment to education.

Report Card

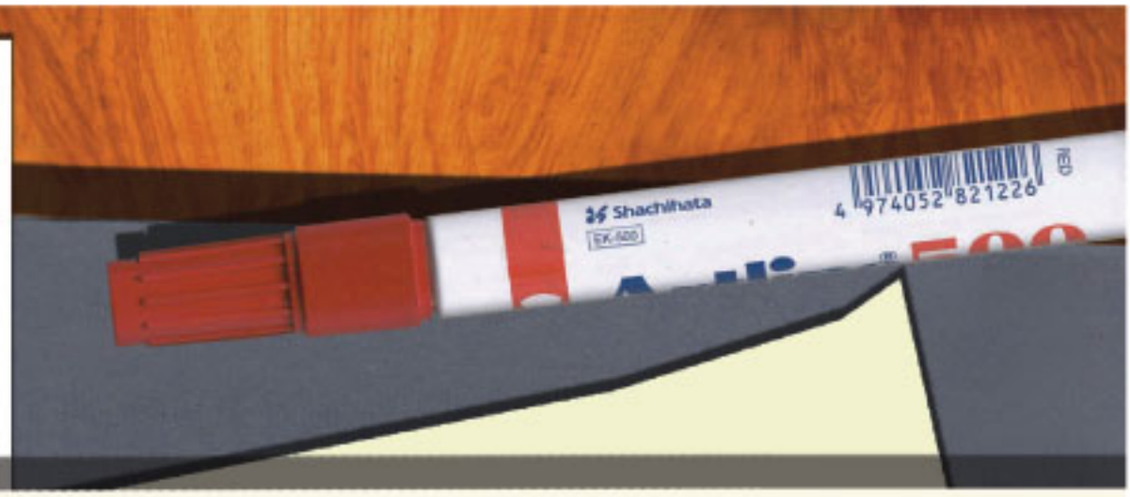
Name: Chandrika Bandaranaike Kumaratunga **Country:** Sri Lanka

Overall Mark: 79/100 **Overall Grade:** B **Overall Rank:** 3

Subject	Grade (A-F)	Rank (out of 14)
Complete Basic Education	A	3
State Action	A	1
Quality Inputs	D	6
Gender Equality	A	1
Overall Equity	F	11

Teacher's Remarks

Very good performance! Chandrika's high marks in nearly all subjects show that Sri Lanka's leadership is truly serious about meeting its promise of education for all. Primary school age children are in school; access to secondary schooling is admirable; adult illiteracy is steadily being reduced; public basic education is completely free; state financing is adequate for delivery of quality inputs to each pupil; and, most importantly, the difficult challenge of achieving gender equality throughout education, not just numerical parity, is being met with very good results. However, she must consider raising spending per pupil spending a bit more to further improve the quality of inputs, particularly the number of trained teachers. Her other weakness: lack of timely disclosure of more detailed information. I hope that in the coming term she will give this task equal attention so her classmates can learn more from her splendid work.



Report Card

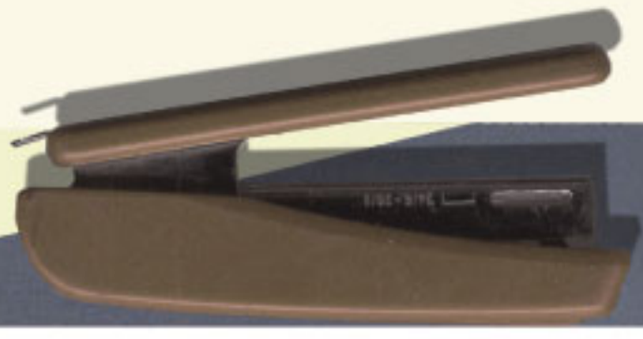
Name: Thaksin Shinawatra **Country:** Thailand

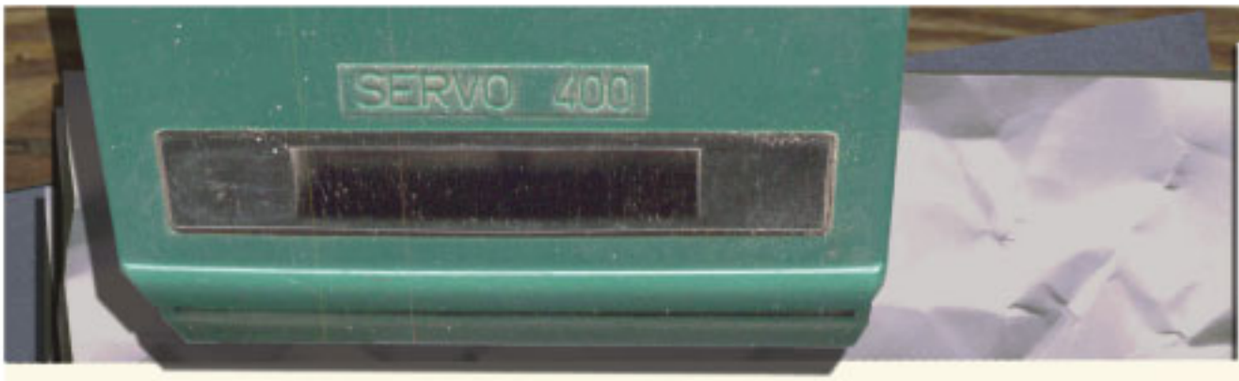
Overall Mark: 86/100 **Overall Grade:** A **Overall Rank:** 1

Subject	Grade (A-F)	Rank (out of 14)
Complete Basic Education	A	1
State Action	B	2
Quality Inputs	A	3
Gender Equality	A	4
Overall Equity	A	1

Teacher's Remarks

Thaksin is leader of the class this term. Despite the many difficulties he faced as a result of the Asian financial crisis, he has managed to do very well in all subjects: providing wide access to all levels of basic education of good quality, and ensuring equal chances for completing it to both girls and boys. To maintain top position he has not only to keep up this excellent work, but also pay special attention to eliminating all user fees and ensuring that women illiterates get as much of a chance as men in benefiting from adult literacy programmes. Well done Thaksin!





Name: Phan Van Khai **Country:** Vietnam

Overall Mark: 56/100 **Overall Grade:** D **Overall Rank:** 6

Subject	Grade (A-F)	Rank (out of 14)
Complete Basic Education	B	5
State Action	F	13
Quality Inputs	C	4
Gender Equality	B	5
Overall Equity	B	3

Teacher's Remarks

A consistent hard-worker and high-performer Phan has ensured that access to primary education in Vietnam is nearly universal and adult illiteracy is progressively being reduced, as is the number of children out of secondary school. Phan has also showed steady determination in developing equal conditions and chances for girls and boys to have basic education of good quality. His greatest challenge is completing the last and perhaps most difficult leg of achieving EFA--reaching out to Vietnam's poorest and uneducated, many of whom are girls living in remote rural villages. Staying the course, coupled with better effort at ECCE provision, will enable Phan to improve his rank. But as with China's Hu, he needs to review his policy of charging user fees in full. With Vietnam's economy growing steadily, why not consider being more generous and raise education spending instead, huh, Phan?

Indicator 1:
Do the 14 Developing countries provide **complete basic education** for their citizens?

Measured by the percentage of population which falls outside the education system

Despite concrete promises made by world leaders to provide Education for All (EFA) by 2015, millions especially in South Asia have no access to schools or adult literacy centers. Several thousand others also lie 'out-of-school' as they 'drop-out' or are 'pushed-out' of the education system due to its pathetic quality. The reason is simple - the state has failed in its responsibility to provide free education of good quality to all its citizens.

Schools for primary education alone are not sufficient. In the Asia Pacific region, there is a crying need for elementary childhood care and education, which make an important contribution not only to a child's cognitive development but also to increase the chances of elder siblings (especially girls) and mothers to access education by freeing them from childcare responsibilities. We also believe that it is important to raise the bar to include full secondary education and adult literacy (for those who have missed on formal schooling) as integral components of basic education. With this indicator we rate countries based on the population (both children and adults) who have been denied access to these various levels of basic education.

Grading of Complete Basic Education Marks

A: More than 80 % of the population has access to basic education
B: 70 % - 79 %
C: 60 % - 69 %
D: 50 % - 59 %
E: 40 % - 49 %
F: Less than or equal to 39 %

See 'Sources and Calculation', pages 29-36, for more information

Indicator 1: CBE - Complete Basic Education							
CBE = Population without access to Basic Education provided by the State							
Country	Without Access to ECCE (%)	Out-of Primary School (%)	Out-of-Secondary School (%)	Adult Illiteracy Rate (%)	Marks for CBE	Grade for CBE	Country Rank for CBE
Year	2001	2001	2001	2000-04	out of 100	(A-F)	out of 14
Weight	25%	25%	25%	25%			
Bangladesh	80.8	13.4	53.1	58.9	48	E	11
Cambodia	92.6	13.8	78.7	30.6	46	E	12
China	72.9	5.4	32.8	9.1	70	B	6
India	70.3	17.7	49.7	38.7	56	D	8
Indonesia	79.7	7.9	42.1	12.1	65	C	7
Malaysia	11.3	4.8	30.4	11.3	86	A	2
Nepal	87.5	29.0	56.1	56.0	43	E	14
Pakistan	45.3	40.3	76.1	58.5	45	E	13
Papua New Guinea	61.2	22.5	77.3	36.1	51	D	10
Philippines	67.0	7.0	18.1	7.4	75	B	4
Solomon Islands	74.0	26.5	55.0	23.4	55	D	9
Sri Lanka	37.0	0.1	19.2	7.9	84	A	3
Thailand	14.3	13.7	17.2	7.4	87	A	1
Vietnam	56.9	6.0	30.3	9.7	74	B	5

Indicator 2:
Do 14 Developing countries take adequate **state action** to ensure that parents do NOT PAY for their children's' basic education?

Measured by the existence of user fees in primary education

For Education for All (EFA) to become a reality, it is crucial that governments take action to eliminate user fees for public services. Family (or user) expenditure on education through school fees, textbooks, uniforms, stationary, transport, private tuitions, miscellaneous school expenses etc is one of the major causes for children, especially girls, from poor families to be denied basic education. In several countries, while school fees have been eliminated through national legislation these laws have not translated into practice. There are several important lessons to be learnt for developing countries from the experience of elimination of school fees in Tanzania and Uganda resulting in millions of children enrolling in schools overnight indicating the high demand for education among poor families. These should be complemented however with efforts to sustain children in schools through other enabling measures.

The World Bank too is rethinking its policy on user fees in education and this indicator has been compiled based on data from a 2004 World Bank survey of 79 countries. In support of policies for elimination of user fees we as representatives of civil society demand that every effort be made by world leaders to keep their promises in letter and spirit to provide FREE quality education to their citizens.

Grading of State Action Marks:

A: Greater than and Equal to 85
B: 70 - 84
C: 55 - 69
D: 40 - 54
E: 25 - 39
F: Less than and Equal to 24

See 'Sources and Calculation', pages29-36, for more information

Indicator 2: SA - State Action for Commitment to Basic Education								
SA = Elimination of User Costs to Schooling								
	Do parents have to PAY for their children's' education!							
Country	School Fees	Textbook Fees	Uniform Fees	Financial Contrib	Miscl Fees	Marks for SA	Grade for SA	Country Rank for SA
Weight	60%	10%	10%	10%	10%	out of 100	(A-F)	out of 14
Bangladesh	N	N	N	Y	Y	80	B	2
Cambodia	N	Y	Y	Y	Y	60	C	5
China	Y	Y	Y/N	Y	Y	5	F	11
India	Y	Y	N	N	N	30	E	7
Indonesia	Y	N/Y	0	0	0	5	F	11
Malaysia	N	Y	Y	Y	0	60	C	5
Nepal	Y	N/Y	N	Y	Y	15	F	9
Pakistan	Y	Y	Y	Y	Y	0	F	13
Papua New Guinea	Y	N	Y	Y	Y	10	F	10
Philippines	N	N	N/Y	Y	Y	75	B	4
Solomon Islands	Y	N	N	Y	Y	20	F	8
Sri Lanka	N	N	N	N	N	100	A	1
Thailand	N	Y	Y	N	N	80	B	2
Vietnam	Y	Y	Y	Y	Y	0	F	13

Indicator 3:

Do 14 Developing countries ensure that basic education provided in classrooms consists of quality inputs?

Measured by the number of pupils per trained teacher and public current expenditure per pupil

'Education of poor quality is tantamount to no education at all'. In fact once a child or adult is 'pushed out' from a poor quality educational institution, not only is it a waste of precious national resources, but it becomes all the more difficult to convince the pupil to re-enter the education system. In East Asia and the Pacific, approximately 8 percent of children do not survive to the last grade of primary education while in South and West Asia the inefficiency is to the tune of 22 percent!

National governments should pay particular attention to the quality of inputs to the educational system, through adequately compensated trained teachers, quality educational and learning materials, safe schools and conducive learning environments, as the quality and coverage of education are equally important in shaping the lives of future generations.

Grading of Quality Inputs Marks

A: 91 - 100
B: 71 - 90
C: 51 - 70
D: 31 - 50
E: 11 - 30
F: 0 - 10

See 'Sources and Calculation', pages 29-36, for more information

Indicator 3: QI - Quality Inputs								
QI = Pupil: Trained Teacher Ratio + Cost Per Pupil in Primary Education								
Country	Number of Pupils per Trained Teacher in Primary School	Marks for PTTR (out of 100)	Public Current Expenditure on Primary Education Per pupil in Constant 1998 USD	UNICEF Unit Cost Bench marks (1998 Constant price)	Marks for CPP (out of 100)	Marks for QI	Grade for QI	Country Rank for QI
Year	2001		2001					
Weight		50%			50%	out of 100	(A-F)	out of 14
Bangladesh	84	0	14	22	63	31	D	12
Cambodia	59	0	17	13	100	50	D	6
China	20	100	48	47	100	100	A	1
India	70	0	57	50	100	50	D	6
Indonesia	62	0	21	58	36	18	E	14
Malaysia	20	100	390	306	100	100	A	1
Nepal	77	0	17	18	97	49	D	9
Pakistan	51	0	44	61	72	36	D	11
Papua New Guinea	36	20	54	83	65	43	D	10
Philippines	35	25	90	82	100	63	C	5
Solomon Islands	29	55	5	98	6	30	E	13
Sri Lanka	42	0	77	57	100	50	D	6
Thailand	23	85	265	216	100	93	A	3
Vietnam	30	50	28	35	79	65	C	4

Indicator 4:
Do 14 Developing countries ensure that gender equality in education is a top priority?

Measured by UNESCO Bangkok Asia Scorecard of Gender Equality and Girls' Education

Gender discrimination is all pervasive, adversely affecting the access to and completion of girls and women in education, as well as perpetuating gender stereotyping. Two-thirds of all out-of-school children are girls and even in developed countries, women constitute only 37 percent of the graduates in the sciences. Measures such as those ensuring the presence of an equitable number of female teachers, separate toilets for female students, appropriate depiction of women in school curricula and learning materials and childcare facilities will go a long way in ensuring sustained participation of girls and women in the education system.

Monitoring gender parity in classrooms alone is not sufficient. We used a composite indicator developed by UNESCO Bangkok that not only tracks school enrolment and survival rates of girls but more importantly, also shows if the education system promotes gender equality by enabling women to be active and equal participants in all spheres of life.

Grading of Gender Equality Marks

A: Greater than and Equal to 86
B: 66 - 85
C: 46 - 65
D: 26 - 45
E: 6 - 25
F: Less than and Equal to 6

See 'Sources and Calculation', pages 29-36, for more information

Indicator 4: GE - Gender Equality			
GE = Asia Equality Scorecard			
Country	UNESCO BKK Gender Equality and Girls Education Asia Scorecard	Grade for GE	Country Rank for GE
	marks out of 100	(A-F)	out of 14
Bangladesh	48	C	8
Cambodia	36	D	10
China	89	A	3
India	41	D	9
Indonesia	76	B	6
Malaysia	94	A	1
Nepal	36	D	10
Pakistan	20	E	13
Papua New Guinea	33	D	12
Philippines	68	B	7
Solomon Islands	0	F	14
Sri Lanka	94	A	1
Thailand	86	A	4
Vietnam	84	B	5

Indicator 5:

Do 14 Developing countries support **overall equity** in educational attainments?

Measured by percentage inequality in educational attainments of 15-19 year old poorest 40 percent females to the richest 20 percent males in Grade 9

A society can be judged by the 'social opportunities' it provides to its most disadvantaged citizens. Disparities, which exist across rural-urban divides, between states and provinces, between men and women, across income groups, between ethnic and caste groupings etc, especially with respect to educational attainments, mirror the inherent inequalities within societies. The cure is simple apart from other measures to eliminate socio-economic inequalities, governments must fulfil their basic responsibility to provide ALL citizens with their right to Free Education of Good Quality.

Grading of Overall Equity Marks:

A: More than and equal to 75 percent equality
B: 60 - 74
C: 45 - 59
D: 30 - 44
E: 15 - 29
F: < 14/ No reporting

See 'Sources and Calculation', pages 29-36, for more information

Indicator 5: OE - Overall Equity						
OE = Differences in op portunities for the Richest Boys and the Poorest Girls to complete school						
Country	Education Attainment of 15-19 year old Richest 20 Percent Males in Grade 9	Education Attainment of 15-19 year Poorest 40 Percent Females in Grade 9	Inequality Scores in Education Attainment of 15-19 year old Poorest 40% Females to the Richest 20% Males in Grade 9	Marks for OE	Grade for OE	Countr y Rank for OE
Weight			%	out of 100	(A-F)	out of 14
Bangladesh	0.575	0.048	85	15	E	8
Cambodia	0.414	0.004	98	2	F	10
China	1	0	100	0	F	11
India	0.764	0.084	80	20	E	5
Indonesia	0.849	0.429	33	67	B	4
Malaysia	1	0	100	0	F	11
Nepal	0.399	0.038	83	17	E	6
Pakistan	0.605	0.015	95	5	F	9
Papua New Guinea	0.33	0.031	83	17	E	6
Philippines	0.71	0.394	29	71	B	2
Solomon Islands	1	0	100	0	F	11
Sri Lanka	1	0	100	0	F	11
Thailand	0.864	0.624	16	84	A	1
Vietnam	0.82	0.435	31	69	B	3

Overall Grades, Marks and Positions

An overview of each country's performance in the school report								
	Basic Education	State Action	Quality Inputs	Gender Equality	Overall Equity	Marks	Grade	Rank
Weight	24%	24%	24%	24%	4%	out of 100	(A-F)	(out of 14)
Bangladesh	E	B	D	C	E	50	E	7
Cambodia	E	C	D	D	F	46	E	8
China	B	F	A	A	F	63	C	5
India	D	E	D	D	E	43	E	9
Indonesia	C	F	E	B	B	42	E	10
Malaysia	A	C	A	A	F	82	A	2
Nepal	E	F	D	D	E	35	F	11
Pakistan	E	F	D	E	F	24	F	14
Papua New Guinea	D	F	D	D	E	33	F	12
Philippines	B	B	C	B	B	70	C	4
Solomon Islands	D	F	E	F	F	25	F	13
Sri Lanka	A	A	D	A	F	79	B	3
Thailand	A	B	A	A	A	86	A	1
Vietnam	B	F	C	B	B	56	D	6

Glossary

Asia Scorecard: Developed for UNESCO Bangkok in 1990 and subsequently updated by Challender et al (2004) for year 2000. The Gender Equality and Girls Education scorecard was constructed using four measures with differing weights deemed useful as indicators of girls' access to and retention in schooling - girls' primary attendance rate girls' survival rate over 5 years of primary schooling, girls' secondary NER and the GDI.

Basic Education: The whole range of educational activities that aim to meet basic learning needs as defined in the World Declaration on Education for All (Jomtien, Thailand, 1990). According to UNESCO it comprises both formal schooling (primary and sometimes lower secondary) as well as a wide variety of non-formal and informal public and private educational activities offered to meet the defined basic learning needs of groups of people of all ages.

Beijing Declaration and Platform for Action: Statement of commitments adopted by the international community during the Fourth World Conference on Women: Action for Equality, Development and Peace, Beijing, 15 September 1995

CAMPE: Campaign for Popular Education: Coalition of more than 700 NGOs in Bangladesh involved in literacy and education. It produces an annual citizens' report 'Education Watch' which assesses government performance in education.

Constant Prices: A way of expressing values in real terms, enabling comparisons across a period of years. To measure real income, economists use consumer prices as deflators to value total production in each year at constant process; that is, at the set of process that applied in a chosen base year

CPP: Cost Per Pupil: Defined in this school report as public current expenditure on primary education per pupil (unit cost) in constant 1998 prices which refers to average public spending on a pupil in primary education

ECCE: Early Childhood Care and Education: 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 as part of a non-formal child development programme. ECCE programmes are normally designed for children from age 3 and include organised learning activities that constitute, on average, the equivalent of at least two hours per day and 100 days per year.

EI: Education International: World's largest global union federation representing over 29 million teachers and education workers, in 166 countries and territories.

EFA: Education for All: Denotes the international commitment to education first made in Jomtien, Thailand during the 1990 World Conference on Education for All. Having failed the original 2000 target, EFA was reaffirmed during the World Education Forum, 26-28 April 2000, Dakar, Senegal. The *Dakar Framework for Action Education for All: Meeting Our Collective Commitments*, commits governments to achieving quality basic education for all by 2015, with particular emphasis on girls' schooling and a pledge from donor countries and institutions that "no country seriously committed to basic education will be thwarted in the achievement of this goal by lack of resources".

GDI: Gender-Related Development Index: A composite index measuring average achievement in the three basic dimensions captured in the HDR a long and healthy life, knowledge and a decent standard of living. The index is calculated based on life expectancy at birth, adult literacy rate and estimated income adjusted to account for inequalities between men and women.

Glossary

GEI: Gender Specific EFA Index: Composite index measuring relative achievement in gender parity in total participation in primary and secondary education as well as gender parity in adult literacy. The GEI is calculated as an arithmetical mean of the GPI of the primary and secondary gross enrolment ratios and the adult literacy rate. This index is used in the GMR.

GEM: Gender Empowerment Index: A composite index measuring gender inequality in three basic dimensions of empowerment - economic participation and decision-making, political participation and decision-making and power over economic resources. The index is calculated based on three basic dimensions - seats in parliament held by women, female legislators, senior managers; female professional and technical workers; and ratio of estimated female to male earned income. This index is used as a sub-indicator in the HDR.

GMR: Global Monitoring Report: An international Report that aims to periodically track global progress towards achieving the six 'Dakar' Education for All (EFA) goals. It is produced by an independent, international team based at UNESCO in Paris (France), with the UNESCO Institute for Statistics (UIS) in Montreal (Canada) and benefits from the expertise of an international Editorial Board. The Report is developed over a 12 to 18 month period and released by UNESCO annually.

GPI: Gender Parity Index: 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 between 0 and 1 means disparity in favour of boys/men; a GPI greater than 1 indicates a disparity in favour of girls/women. This index is employed in the GMR.

HDR: Human Development Report: First launched in 1990 with the single goal of putting people back at the centre of the development process in terms of economic debate, policy and advocacy. Since the first report, four new composite indices for human development have been developed The Human Development Index, The Gender Related Development Index, the Gender Empowerment Measure and the Human Poverty Index. It is an independent report commissioned by the UNDP.

ISCED: International Standard Classification of Education: Classification developed by UNESCO as a framework for the compilation and presentation of national and international education statistics and indicators. It covers all organized and sustained learning activities for children, youth and adults including those with special educational needs.

MDG: United Nations Millennium Development Goals: Based on the Millennium Declaration signed by 189 countries including 147 heads of state and government in September 2000. They represent a partnership between the developing and developed countries to create an environment nationally and globally - conducive to development and the elimination of poverty.

PPP: Purchasing Power Parity: An exchange rate that accounts for price differences among countries, allowing international comparisons of real output and incomes. A given sum of money, when converted to US dollars at the PPP rate (PPP$), will buy the same basket of good and services in all countries

PTTR: Pupil: Trained Teacher Ratio: Composite index which calculates the ratio of the total number of pupils to the total number of trained teachers in primary education

RWS: Real World Strategies: A three year project financed by the Dutch Government and co-ordinated by the GCE in 3 continents to nurture civil society education coalitions. ASPBAE is the co-ordinator of the Real World Strategies programme in the Asia Pacific region and currently provides support to seven national education coalitions

Sources and Calculations used in the report

This report demonstrates and monitors, in a user-friendly format, how 14 developing countries fare in providing free basic education of good quality to their citizens. This report was inspired by an earlier advocacy publication by the Global Campaign for Education (GCE, 2003) titled, 'Must Try Harder A School Report on 22 rich countries' aid to basic education in developing countries'. This Asia Pacific school report adopts the structure and insights of the GCE 2003 report as a first attempt to monitor the performance of governments from developing countries in fulfilling their responsibility to provide free basic education of good quality for all their citizens.

The choice of the 14 countries from the Asia Pacific region in this first report was based on several considerations. One consideration was for countries with civil society national education coalitions having a history of sustained interaction with GCE and ASPBAE, as this report is envisaged to support ongoing education campaign efforts. The civil society education coalitions in India, Indonesia, Nepal, Pakistan, Papua New Guinea, Philippines and Solomon Islands have been associated with GCE and ASPBAE through the Real World Strategies (RWS) Project since the year 2003. Despite Bangladesh not being a RWS participant country its national education coalition has played an important role in advising the RWS project based on its rich experience. While civil society education campaign coalitions in China, Vietnam, Thailand, Malaysia and Cambodia either do not exist or are not directly affiliated with GCE, it was deemed important to represent the efforts of these countries in the Asia Pacific region as they have important lessons to impart in terms of governmental commitment to education. The newly formed Sri Lankan coalition for education has also contributed to supporting this report card initiative. It is hoped that in future years the coverage of Asia Pacific countries monitored by this School Report will expand through the support of national education coalitions.

Another important consideration in the choice of countries was the availability of comparable data across various sources. Across indicators, we have essentially relied on the latest available data from the EFA Global Monitoring Report published annually by UNESCO. In addition, we sourced data from national government reports, academic researches and international surveys. However, it must be noted that several data sources, especially those from governments, are vulnerable to over-reporting especially in terms of enrolment figures, number of trained teachers, cost per pupil, to name some. Based on availability, we have also attempted to cross-check government data with civil society shadow reports e.g. CAMPE's annual Education Watch survey reports in Bangladesh, Education Internationals' series on Barometer of Human and Trade Union Rights in the Education Sector. Nevertheless, due to paucity of data we have had to make a number of assumptions in the methodology for calculations, grading and ranking used in this report. This section describes the data gaps, assumptions and calculations in detail to provide full transparency.

Indicator 1: Complete Basic Education

Do the 14 developing countries provide complete basic education for all their citizens? Measured by the percentage of population which falls outside the education system

Data Sources:

1. Without Access to ECCE: Based on data of gross enrolment ratio (GER) in pre-primary education from UNESCO (2004), Table 3, p. 270-277. All data is for the latest available year - 2001 except:
   - Sri Lanka: Data for year 1999 from Committee on EFA Year 2000 Assessment(1999), Table 2 and
   - Solomon Islands: Data for year 1998 from Bruijn (2000) on GER for Preparatory Classes for Children of ages 5-6
2. and 3. Out-of-Primary and Out-of-Secondary School: Based on data of school-age population and out-of-school population for primary and secondary education from UNESCO (2004), Table 5, p. 286-293 and Table 8, p. 310-317. All data is for the latest available year 2001 except for:
   - Solomon Islands: Data on out-of-school population was accessed from an enrolment survey by the Government of Solomon Islands, (2002) for the categories of primary school age group 6-11 years and secondary age group 12-18 years as defined in UNESCO (2004)
4. Adult Illiteracy Rate: All data of adult literacy rate (population aged 15 and over) from UNESCO (2004), Table 2, p. 262-269 for the latest available year between 2000-2004. The exceptions are:
   - Papua New Guinea: Data for year 2001 from UNDP (2001)
   - Solomon Islands: Data based on the Department of Education and Human Resource

Development (1999) population census has been accessed from the Bruijn (2000). The census however simply asked the question 'Can you read and write a simple letter to a friend?' Those who answered 'yes' were recorded as literate.
It must be noted that this data along with most other national government census data of adult literacy are obvious overestimates. However for want of any alternative comparable data sources we have had to make do with official government and census data compiled in UNESCO (2004).

Data Analysis:

- It was felt that the simplest way of measuring provision of complete basic education by the state would be to depict the population which misses out on this advantage. The onus to rectify this deficiency lies with national governments which need to fulfil their responsibility to provide free and good quality ECCE, primary and secondary schools and adult literacy centres for their citizens.
- This indicator tracks the population which lies outside the education system. This includes two population sets, those who:

1) have never had access to the formal education system
2) who have 'dropped-out' or been 'pushed out' of the education system due to its poor quality. Thus in an indirect way this indicator also tracks the inefficiency of poor quality education which prevents completion. However the inefficiency of the education system in terms of repetition rates is not captured by this indicator.

- Since data on ECCE was unavailable, GER in pre-primary education has been used as a proxy. To clarify, UNESCO (2004) defines ECCE as "programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities as part of a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme…". More precisely, pre-primary (ISCED 0) constitutes only the more formal component of ECCE variously referred to as "infant education, nursery school, kindergarten or early childhood care and education". To compute population without access to ECCE (in percentage) the formula used was
  = (100 - Percentage GER in Pre-Primary Education)
- Out-of-Primary School population (in percentage) has been simply calculated as
  = Out-of-School Population / School Age Population x 100
- Out-of-Secondary School population has been calculated as
  = (100 - Percentage GER in Secondary School)
- Basic Education traditionally includes only 9 years of schooling i.e. upto age 15 or more precisely lower secondary education. However, we have expressed data in terms of secondary education as a whole for two reasons

1) Comparative data on enrolment in lower secondary education alone is hard to access and
2) as civil society voices we felt that is imperative to raise the bar of basic education to a higher standard to ensure that the gains of a full cycle of secondary education are evaluated

- Adult illiteracy rate has been simply calculated as
  = (100 - Adult literacy rate)
- It is important to recognise that a majority of the population depicted in this indicator without access to basic education are inevitably girls and women. However this indicator does not present a specific gendered picture to prevent double-counting across indicators. Gender-disaggregated GER in primary and secondary education has been specifically utilised to calculate indicator 4.
- To compute total marks for this indicator each level of education ECCE, primary, secondary and adult literacy has been given an equal weight of 25 percent. The total marks out of 100 which represents in aggregate terms the percentage of population which has access to complete basic education has been calculated as
  = 100 - 0.25 x (Sum of population (in percent) without Access to the 4 levels of Basic Education)

Indicator 2: State Action

Do 14 developing countries take adequate state action to ensure that parents do NOT PAY for their children's basic education? Measured by the existence of user fees in primary education in practice

Data Sources:

1. All Data from World Bank (2004). This survey is updated each year and the next report is expected to be launched in November 2005

Data Analysis:

- World leaders and national governments must be committed to provide free education. Education expenditure (along with poor quality) is the one of the important deterrents

for poor families to send their children to school. Female children are the worst affected by this discrimination. It is therefore important to ensure that national governments' commitment to free education is not restricted to signing international covenants and passing national legislation alone but that these legislative measures translate into real world benefits for students with access to a wide network of good quality free government-run schools.

- The World Bank (2004) survey used to compute this indicator presents some important trends. While across Latin America no school fees are charged in government schools, in South Asia school fees are a common feature in all countries except for Bangladesh and Sri Lanka. The survey also reveals that, 'in East Asia and the Pacific private tutoring is pervasive, as are textbook fees (70% of countries), uniforms (80%), parent teacher associations and community contributions (80%) and other activity fees (70%)' (p.12)
- This indicator computes state commitment based on evidence of elimination of all user costs in education. It is a superior measure to existence of national legislation to free education as it measures the translation of this legislation into practice. "While the World Bank has never supported tuition, it had supported various other types of fees in primary education e.g. textbook fees in developing countries" (ibid, p. 4). However, the Bank is currently rethinking its policy of user fees in education supported by the evidence from this survey. Incorporating the survey results in this indicator thus provides an important political statement of civil society's long-standing demand for elimination of user fees in education.
- Based on the data compiled in simple Y, N or Y/N format, this indicator on user fees translates these responses into scores as follows Y=10, N=0 and Y/N or N/Y=5.
- School fees have been accorded a weight of 60 percent while each of the other category of fees has been given a uniform weight of 10 percentage points each.

Indicator 3: Quality Inputs

Do 14 developing countries ensure that basic education provided in classrooms consists of quality inputs? Measured by the number of pupils per trained teacher and public current expenditure per pupil

Data Sources:

1. Number of Pupils per Trained Teacher in Primary School: All data from UNESCO (2004) on enrolment in primary education, Table 5, p. 286-293, total teachers in primary education and percentage trained teachers, Table 13A, p. 346- 353 for the latest available year 2001 except for Philippines and Nepal which use 1998 data from the same source. That apart, data on percentage trained teachers was accessed from the following alternative sources:

- Indonesia: Data for the year 2001 was accessed from National Co-ordination Forum Education for All (2003), p. 105-106. National average percentage of qualified primary school teachers has been used as a proxy for percentage of trained teachers
- Solomon Islands: Data available for the year 1997 from the Department of Education and Human Resource Development (1999)
- India: Provisional data for the year 2000-2001 from Department of Elementary Education and Literacy (2003) Table 6.3, p.61
- Pakistan: Data for Year 1997-98 on Percentage teachers with required professional qualifications from Ministry of Education (1999), Table 27
- Thailand: Data for year 1998 from Bureau of Policy and Planning (2000). Percentage of qualified primary school teachers with atleast a Bachelors degree has been used as a proxy for trained teachers
- Sri Lanka: Data for year 2003 estimated from Ministry of Education (2003), Table 31-2 and 46

2. Public Current Expenditure on Primary Education per pupil in constant 2001 USD: All Data from UNESCO (2004) for latest available year 2001 from Table 14, p. 363-369. Except

- China: Data for latest available year 1998 from UNESCO (2004)
- Vietnam: Estimate of Public Recurrent Expenditure per pupil in 2001-2002 based on Socialist Republic of Vietnam (2003), Table 3.13 p.35
- Pakistan: Data for Public Current Expenditure per pupil on Primary Ed for 1996-97 calculated based on Ministry of Education (1999); Currency Conversion of Pakistan Rupee (PKR) to USD based on rates in May 1997
- Sri Lanka: Estimate of Public Recurrent Expenditure per pupil in 1996 based on Aturupane and Abeygunewardena (2000) Table 8.7, p. 140; Currency Conversion of Sri Lanka Rupee (LKR) to USD based on rates in May, 1996
- Solomon Islands: Estimate of RWS National Education Coordinator Rose Wale based on conversations with national government officials; Currency Conversion of Solomon Islands currency to USD based on average rates in 2001
- Papua New Guinea: Data for 1992 Public Recurrent Expenditure per pupil in primary education calculated based on Department of Education (2001) and (2004) Table 16: National Education System budget appropriations, 2000-2005 and Table 17 Ministry of Education recurrent budget by

program, 1999-2005; Currency Conversion of Papua New Guinea Kina (PGK) to USD based on rates in November, 1992

Data Analysis:

- It is difficult to zero in on simple measures to represent quality of educational instruction within a classroom. However it is important to monitor the quality and efficiency of the education system. Teachers represent the most important input in a classroom. Accordingly, training given to teachers and class size have been combined to create an insightful composite sub-indicator of the number of pupils per trained teacher (PTTR) as an important measure of quality. Invariably, the financing of the educational system is also an important determinant of its quality in terms of teacher salaries, school building, play areas, availability of educational materials in classrooms etc. Education finance in terms of cost per pupil (CPP) has therefore been used as simple sub-indicator.
- The first sub-indicator PTTR goes a step further than mere pupil-teacher ratio to measure if the teacher is suitably trained. A trained teacher is defined as one, "who has received the minimum organised teacher training (pre-service or in-service) normally required for teaching at the relevant level in a given country" (UNESCO 2004, p.397).
- PTTR measures the number of pupils each trained teacher is expected to instruct in a classroom. Of course this is a hypothetical scenario, in that the number of untrained teachers who in the real world do instruct and manage classrooms have not been tracked. However this measure suitably monitors the long-standing civil society policy position that teachers need to be sufficiently qualified and trained before they are expected to take on their responsibilities. This concern has assumed special significance in South Asia where there has been an increasing trend in recent years to appoint para-teachers with low pay and low qualifications on a contractual basis which has led to a perceptible decline in quality of education standards and pupil educational achievements.
- This ratio of pupils: trained teacher for each country has been compared against the international benchmark used by Education International (2002, p.16) of 40:1 as the minimal acceptable norm for pupil: teacher ratio and 1:20 as the best acceptable. The later benchmark is based on inputs from GCE based on the assumption that countries with less than 20 students per trained teacher should in fact be penalized for inefficiency.
- The formula used to calculate the marks out of 100 for each country is as follows: if the ratio is greater than 40 and less than 20 then the country receives a score of 0. For countries with ratios within this range, the marks are computed based on the standard statistical formula for inverse ratios (i.e. a low pupil teacher ratio is good and vice versa)

  $$= 100 - \frac{(\text{Ratio} - \text{Min})}{(\text{Max} - \text{Min})} \times 100$$

  $$= 100 - \frac{(\text{Ratio} - 20)}{(40 - 20)} \times 100$$

  In other words, at the two extremes if the country's PTTR is 20, the country would have a score of 100 and if the PTTR was 40, the country would have a score of 0.
- The second sub-indicator measures CPP in terms of Public Current Expenditure on Primary Education per pupil (unit cost) in constant 1998 USD.
- The main obstacle for this indicator was data availability. However national coalitions in Solomon Islands and Papua New Guinea have provided us with estimates from national government sources. For Pakistan and Sri Lanka, alternative data has been sourced for 1996 from National Action Plans and academic publications respectively.
- The even bigger obstacle was in the choice of an appropriate benchmark for cost per pupil. Initially we contemplated using the method adopted by Bruns et al (2003), who estimate the total cost and financing gap based on a country-by-country analysis for 47 low-income countries for the attainment of the Millennium Development Goals (2000) and Education for All (2000) by year 2015. In the course of these simulations which incorporate cost of improving quality, efficiency and financing of education e.g. pupil-teacher ratio, spending on inputs other than teachers, average repetition rates, government revenues as a percentage for education etc, they estimate expenditure on primary education for the countries sampled. However their country level estimates are available only for 5 low-income countries included in this report and utility of their regional aggregates has several limitations for the middle-income countries in our analysis. Also there has been a rich debate among civil society advocates regarding the inclusion of a uniform benchmark of 3.5 percent of per capita GDP as a benchmark for average annual teacher salaries across varied national contexts.
- Therefore despite Bruns et al (2003) being a statistically superior measure on all counts, we have chosen to use the older Delamonica et al (2001) benchmark (UNICEF) which considers only enrolment rates (instead of primary completion rates) to determine the cost per pupil required to achieve MDG 2015. Delamonica provides

country-specific benchmarks of average cost per pupil for all countries in our analysis. Despite the reservations expressed by Delamonica et al that 'several country estimates are not robust and detailed enough to be used individually' (p.9) we believe that their figures as an average for a 15 year period should provide a suitable benchmark for this edition of the Asia Pacific School Report Card : 2001 (close to the base year 2000). For future editions of the Report Card, GCE/ASPBAE could commission an elaborate cost per pupil country specific simulation exercise which will include benchmarks for middle income countries and be based on norms for teacher salary acceptable to Education International and other civil society advocates.

- The Delamonica et al (2001) average cost per pupil data for the 15 year period 2000 - 2015 is expressed in USD 1998 constant prices. The raw data monitored for each country in this Report Card is expressed in terms of public current expenditure on primary education per pupil in USD 2001 constant prices. For comparison with Delamonica et al's (2001) benchmarks the data was therefore converted to 1998 USD constant prices by simply dividing 2001 data with the conversion index 1.087.
  The formula used for calculating the marks out of 100 is the standard statistical formulation similar to the one used for PTTR except that CPP is not an inverse ratio (i.e. a small difference in CPP versus benchmark is good and vice-versa). The ratio for Bangladesh is thus
  $= 100 - \frac{(\text{Benchmark} - \text{CPP})}{(\text{Max} - \text{Min})} \times 100$
  $= 100 - \frac{(22 - 14)}{(22 - 0)} \times 100 = 64$
  At the two extremes, if the CPP is more than or equal to the benchmark then the country receives a score of 100 and if the CPP is 0, then the country receives a score of 0.
- The scores for PTTR and CPP (each out of 100) are given equal weights of 50% each and added together to compute the overall score fro the indicator quality inputs.

Indicator 4: Gender Equality

Do 14 developing countries ensure that gender equality in education is a top priority? Measured by UNESCO Bangkok Asia scorecard of gender equality and girls' education

Data Sources:

1. Gender Equality and Girls Education Asia Scorecard: Data and Calculations for all countries was based on the Scorecard developed by Challender et al (2004) for UNESCO Bangkok, Appendix 1, Table 1, p. 20. For Papua New Guinea alone, we calculated the scorecard based on data available in UNESCO (2004), Table 5, 7 and 8 and UNDP (2003)

Data Analysis:

- Gender Specific EFA Index (GEI) used in Global Monitoring Reports is merely a simple average of gender parity indices of primary and secondary gross enrolment ratios and the adult literacy rate and admittedly does not fully reflect the aspect of the EFA goal regarding "ensuring girls' full and equal access to and achievement in basic education of good quality" (UNESCO 2004, p. 241) Due to fairly good availability of data for the Asian region as a whole UNESCO Bangkok had developed a Gender Equality and Girls' Education Scorecard in 1990 which was subsequently updated in 2004. The scoring of the parameters in this scorecard is based on the countries potential to achieve the 2015 Millennium Development Goals and 1995 Beijing Declaration.
- The indicator for gender equality used in this School Report Card is entirely based on the Challender et al (2004) methodology. This composite index is a weighted average (weights in bracket) of several components which measure both enrolments and quality of the education system for girls as follows:

- Net Girls' Primary School Attendance (in percent) for the years 1992-2002 (x 1.25),
- Girls' Survival Rate over 5 years in primary schooling (in percent) for the year 2000 (x 2.5) - twice as important as attendance and measure of the efficiency and quality of the education system for girls,
- Girls' Secondary NER for the year 2000 (x 1.75) - slightly more important then primary attendance as an indicator of progression and potential to educate future women teachers and administrators with concern for gender equality,
- Gender Development Index (x 2.5) from the UNDP (2003) Human Development Report - twice as important as primary attendance as an indicator of women's' status in society). The GDI is an index which reveals the gender disparities in the life expectancy at birth, adult literacy rate and income.

- In order to expand this scorecard to Pacific countries the same calculations as the Asia Scorecard were computed for Papua New Guinea. However due to lack of data on GDI and survival rate to grade 5, it was impossible to compute the score for Solomon Islands. For Sri Lanka while Challender et al (2004) mention the existence of an alternative estimate of NER based on historical and qualitative studies of (Little 1999, Gunawedana 2003), it was

felt more appropriate for cross-country comparisons to stick with quantitative surveys and official figures of NER for Sri Lanka as quoted in the Asia Scorecard itself.

- Unfortunately, due to lack of data on survival to last grade for girls in secondary education, this parameter has not been incorporated in the Asia Scorecard. Also, while the UNDP's (2003) Gender Empowerment Measure (GEM) index - which calculates gender inequality in three basic dimensions of seats in parliament held by women, female legislators, senior managers; female professional and technical workers; and ratio of estimated female to male earned income - would have been a more suitable measure, due to lack of data GDI has been used as a proxy for GEM.

Indicator 5: Overall Equity

Do 14 developing countries support overall equity in educational attainments? Do 12 Developing countries support overall equity in educational attainments? Measured by percentage inequality in educational attainments of 15-19 year old poorest 40 percent females to the richest 20 percent males in Grade 9

Data Sources:

1. Percentage Inequality in Educational Attainment of 15-19 year old Poorest 40 percentage Female to the Richest 20% Male in Grade 9: Updated datasets maintained by World Bank based on Filmer and Pritchett (1999)

Data Analysis:

- This index provides a succinct picture of disparities in educational achievement based on gender, income, rural-urban dichotomy and inter-state difference within countries.
- This index uses raw datasets based on Filmer and Pritchett (1999). They have created a unique compilation of household data sets based on Demographic and Health Surveys (DHS); the Multiple Indicator Cluster Surveys (MICS2); the Living Standards Measurement Study Surveys (LSMS); as well as other country-specific Integrated Household Surveys (IHS) such as socio-economic surveys etc across a spectrum of 35 countries
- This indicator measures percentage inequality in educational attainments of 15-19 year old Poorest 40 percentage Female to the Richest 20% Male in Grade 9. For Bangladesh, the scores can be interpreted as follows: 57.5 percent of the richest 20% boys (Rich20M) complete grade 9 while only 4.8 percent of the poorest 40% (Poor40F) girls complete grade 9 among those currently aged 15-19. In contrast Vietnam with a lesser degree of inequality has figures of 82 (Rich20M) and 43 (Poor40F) percent respectively.
- To obtain a percentage inequality score from these raw figures the following standard statistical computation was used

  i.e. $\frac{\text{Rich20M} - \text{Poor40F}}{\text{Rich20M} + \text{Poor40F}} \times 100$

  This ensured that a country like Nepal which has a Ric20M attainment of only 39 % (low base) and a Poo40F of 3 % is penalised just as much as India with comparative figures of Ric20M of 76 % (high base) and Poo40F of 8.4 %, despite Nepal having a low base of educational attainment for even the richest boys. The marks for overall equality out of 100 were computed through the following simple calculation as

  =(100 - percentage inequality scores).
- Unfortunately, for the computation of this indicator data was not available for Malaysia, China, and Solomon Islands which have not conducted any of these international surveys used by Pritchett and Filmer (1999) in their computations. For Sri Lanka the last available DHS survey of 1987 is too old for comparison. In order to compensate for these factors, we have

1) penalised Sri Lanka, Malaysia, China and Solomon Islands with a score of zero and grade of F for failing to provide data in the internationally recognised survey standards and
2) reduced the weightage of marks for this indicator to 4 percent only in the overall indicator to ensure that that lack of data on this indicator alone does not affect the overall scores of the countries dramatically

Overall Indicator

How do 14 developing countries provide free and compulsory basic education of good quality to their citizens?

- The preference would have been to have a simple average of all 5 indicators. However due to the lack of data for Indicator 5 on overall equity in 25 percent i.e. 4 of the 12 countries studied, it was decided to reduce its weight to 4 percent and give an equal weight of 24 percent to the other 4 indicators
- The overall grade was then calculated as follows:

A: Greater than and Equal to 81
B: 71 - 80
C: 61 - 70
D: 51 - 60
E: 41 - 50
F: Less than and Equal to 40

Suggestions for further indicators and issues to be resolved

Incentives for Education: School Meals, Scholarships

- Unfortunately we were unable to find comparable surveys across the Asia Pacific region on the provision of free school meals. In future editions of the report card, it would be useful to include this data as the benefits of school meals are manifold in terms of increasing enrollment (as an incentive to enroll child labourers, girls) and educational attainments due to increased attention span (PROBE 1999) survey indicates that majority of children in India go to school on an empty stomach especially among poor families.

Data for ECCE, Secondary Education and Adult Literacy

- Comparable data on user fees applicable for ECCE, secondary education and adult literacy is not available and therefore indicator 2: state action focuses only on primary education.
- Similarly, comparable data and benchmarks for PTTR and CPP applicable for ECCE, secondary education and adult literacy are also unavailable and therefore indicator 3 measures only quality inputs in primary education

Nuanced computations for Cost Per Pupil

- For CPP it would have been ideal to compare data based on purchasing power parity (PPP) or/and as a percent of GNP per capita. However data for all countries on this parameters and benchmarks for the same were not easily available and we have therefore measures CPP in terms of constant prices
- Across countries, expenditure on education is spent largely on teacher salaries and capital costs for expansion and maintenance of the school infrastructure buildings, desks, blackboards. However it is also important to ensure that sufficient monies are devoted to educational materials within classrooms. Unfortunately, due to lack of data we were unable to devise a sophisticated measure of the various sub-components of education finance and preferred to settle for a simple collation of Public Current Expenditure on Primary Education per pupil in constant USD prices.

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This report could not have been completed without the support of several people. We are grateful to Anne Jellema, Ben Phillips, Arabella Fraser, Jaya Narayan, Greg Vargas III for their comments and advice. We also deeply appreciate the valuable support and assistance of the ASPBAE staff at the Mumbai Secretariat, New Delhi and Canberra.

This report has been particularly enriched by the inputs and comments of several national education campaign coalitions: E-Net for Justice (Indonesia), E-Net Philippines, National Coalition for Education (India), GCE Nepal, Pakistan Coalition for Education, Coalition On Education of the Solomon Islands, National Coalition for Educational Development (Sri Lanka), Campaign for Popular Education (Bangladesh). Our special thanks to them.

GCE

The Global Campaign for Education, an international coalition of national civil society organizations, international NGOs and teachers' unions is active in more than 100 countries. GCE members include Action Aid, CARE, Education International, Global March Against Child Labour, Save the Children Alliance, Oxfam, World Vision and regional alliances such as ASPBAE, ANCEFA and CEAAL who have worked for decades to promote literacy and ensure a quality education for every child in the developing world.

The Global Campaign for Education promotes education as a basic human right, and mobilizes public pressure on governments and the international community to fulfil their promises to provide free, compulsory public basic education for all people; in particular for children, women and all disadvantaged, deprived sections of society. The campaign is driven by the conviction that quality education for all is achievable, and with immense concern for the costs of failure. The GCE believes that in an increasingly knowledge-based economy, exclusion from education will translate into growing poverty, inequality and deprivation.

ASPBAE

The Asian South Pacific Bureau of Adult Education (ASPBAE) is a regional association of over 200 member organisations across 30 countries. Established in 1964, ASPBAE is committed to building an Asia South Pacific network dedicated to advancing equitable access to relevant, quality and empowering education and learning opportunities for all people, especially the most marginalised.

ASPBAE's priority issues are: 1) Adult literacy and education for all; 2) Education for women's empowerment; 3) Indigenous peoples' education; 4) HIV/AIDS education; 5) Education for active citizenship and good governance; 6) Education for peace and conflict prevention; and 7) Education for displaced peoples. These thematic areas are pursued within the framework of gender justice and from a rights perspective within the discourses on poverty eradication. Three core strategies guide ASPBAE's work- policy research and advocacy; building strategic partnerships and collaborations; and capacity-building and leadership development.

This is an independent report and does not necessarily reflect the views of all members of Global Campaign for Education or Asian South Pacific Bureau of Adult Education

Must Do Better

A 'School Report' of 14 Developing countries in Asia Pacific to investigate their commitment to Basic Education

This report analyses if governments are delivering on their promises to provide free and quality basic education for all. Using the format of a 'school report', this publication ranks leaders of 14 developing countries in the Asia Pacific region as 'class leaders' or 'poor performers' based on their actions to provide basic education for all.

Offering a detailed ranking of countries across the Asia Pacific region, this report provides a guide for citizens to appraise governments' performance in education and what each country must do to improve. In the year 2005, when the first of the Millennium Development Goals targets - ensuring gender parity in classrooms - will be missed in 75 countries world-wide, this report seeks to serve as a wake-up call to world leaders and citizens alike that governments 'Must Do Better' to make education for all a reality.

Asian South Pacific Bureau of Adult Education www.aspbae.org

Global Campaign for Education www.campaignforeducation.org