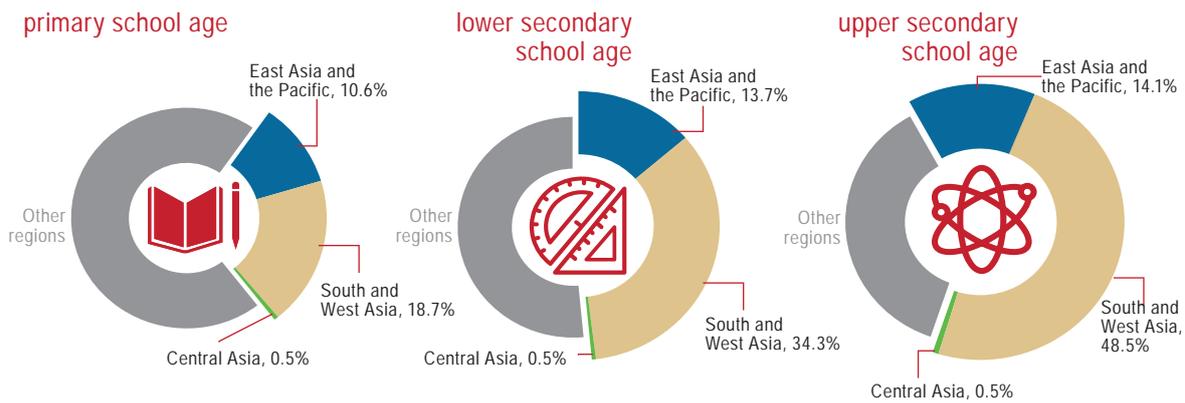


4 QUALITY EDUCATION



Goal Four aims to ensure access to and completion of quality education for all children and youth. Highlights of the baseline status of the region are based on analysis of indicators on access to education, for which data quality and availability are generally good and on limited data on quality of education. The available data shows that the Asia and Pacific region has a long way to go to improve access and quality of education for all. The region has made tremendous progress in expanding educational opportunities at various levels of schooling, but many countries are yet to provide free and compulsory pre-primary education of good quality. Relatively large numbers of youths in some countries are excluded from schooling, and the majority of those in school do not possess minimum proficiency in reading, mathematical and scientific literacy.

Number of out-of-school children, 2014



Source: UNESCO Institute for Statistics (UIS) database, <http://data.uis.unesco.org>, accessed 21 November 2016

The region has over half of the world's out-of-school children and youth

Asia and the Pacific has had significant success in expanding participation in school especially for primary education. By 2014, primary net enrolment was over 90%. The fastest progress was in South and West Asia: between 1999 and 2000 primary net enrolment increased from 75% to 90%. Over

the same period, the global rate increased from 83% to 89%.

Nevertheless, 136 million children were still out of school in 2014 – 18 million were of primary school age, 29 million of lower secondary school age, and 89 million of upper secondary school age. The majority of these children were in South and West Asia.

For many countries in the region, the challenge is not only making education accessible to all children and youth but also ensuring quality education for all

The most extensive global assessment of educational outcomes is the OECD Programme for International Student Assessment, which tests 15-year-olds in 73 school systems around the world, of which

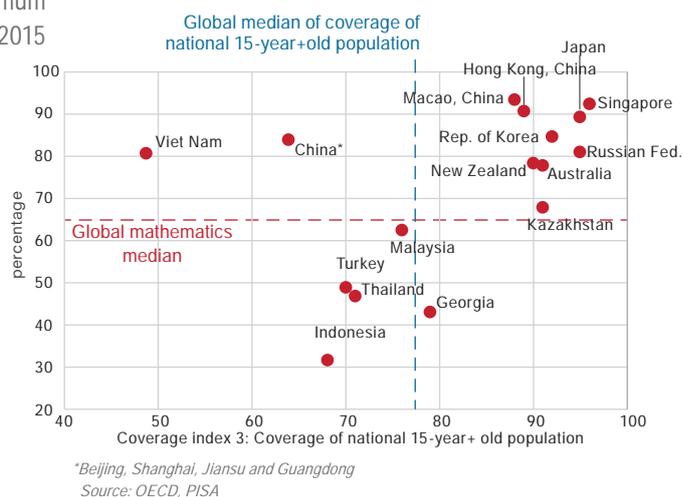
16 are in Asia and the Pacific.

In a typical school system about six out of ten students in 2015 had the minimum level of proficiency in mathematics and reading. Of the 16 Asia-Pacific countries, 10 showed better-than-average results, with around 80% of students possessing the minimum levels of proficiency in mathematics and reading.

Percentage of students reaching minimum proficiency level in mathematics, 2015

In the other six countries, between 31% and 49% of students met the minimum standard in mathematics and 45% to 63% in reading.

The low level of achieving proficiency in mathematics and reading, and the high number of out-of-school children in a considerable number of school systems in the region suggest that these systems are not preparing the majority of students well for the basic knowledge skills that are required for continuous learning.

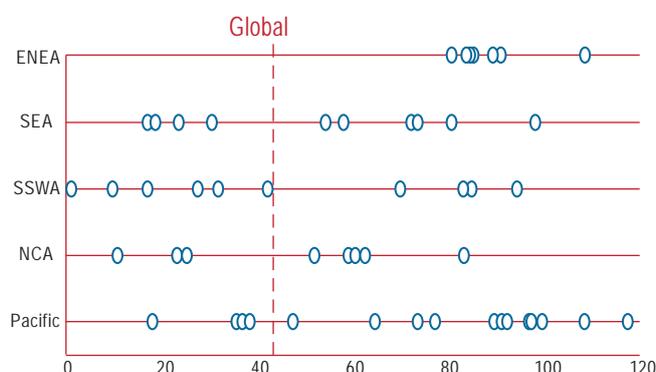


Asia-Pacific region needs to expand opportunities for organized learning for children in their early years

The gross enrolment ratio for pre-primary education in Asia and the Pacific was 43.1 per cent in 2013, slightly lower than the global average of 43.3 per cent.

Pre-primary school aged children in the East and North East Asia region and in the Pacific, have relatively higher opportunities for organized learning to prepare them for primary school compared with their counterparts in other regions.

Gross enrolment ratio of pre-primary education, 2014 or latest



Gross enrolment in tertiary education and gender parity index (GPI), 2000 and 2014

Asia and the Pacific made great leaps in expanding participation in tertiary education

Between 2000 and 2014, gross enrolment ratios in tertiary education in the region increased from 14% to 34%. The region now accounts for 57 per cent of all global tertiary students. The most significant growth occurred in East and North-East Asia, though participation is still highest in North and Central Asia and the Pacific.

Women in particular have benefited and, in the region as a whole, now outnumber men in tertiary institutions, with a gender parity index (GPI) of 1.07. The GPI is less than one only in South and South-West Asia.

