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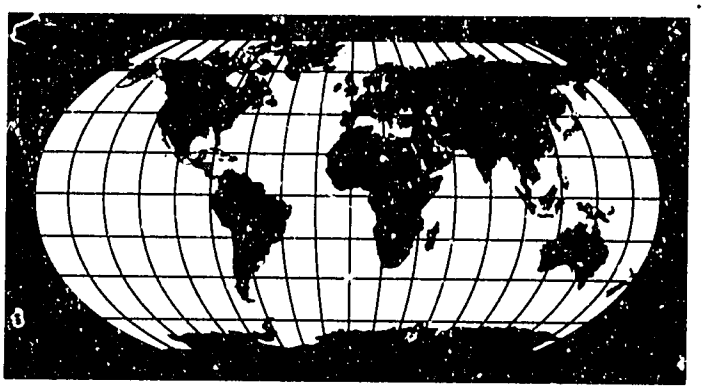

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"International Comparisons of Educational Attainment"

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International Comparisons of Educational Attainment*

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Many theoretical models of economic growth, such as those of Lucas (1988); Becker, Murphy, and Tamura (1990); Rebelo (1992); and Mulligan and Sala–i–Martin (1992), emphasize the role of human capital in the form of educational attainment. Empirical studies of growth for a broad cross section of countries, such as those by Romer (1990), Barro (1991), and Kyriacou (1991), have used proxies for human capital. These studies have, however, been hampered by the limited educational data that are available on a consistent basis for these kinds of cross sections.

We describe in this paper the data set on educational attainment that we have constructed for 129 countries over five-year periods from 1960 to 1985. Our concept of human capital is the years of completed schooling for persons aged 25 and over. The underlying information comes from census and survey estimates of educational attainment from UNESCO Statistical Yearbooks, Kaneko (1986), U.N. Demographic Yearbooks, and some other sources. These data appear to be reasonably consistent over time and across countries.

The available data motivated us to focus on educational attainment for the population aged 25 and above, rather than for a younger age category or for subgroups of the population such as the labor force or employed persons. Within the 25 and over category, we construct figures for years of education at seven levels: no schooling, incomplete primary schooling, complete primary schooling, first cycle of secondary schooling, second cycle of secondary schooling, incomplete higher education, and complete higher education. The data are, however, more accurate for the four major levels of attainment: no schooling, some primary, some secondary, and some higher education.

The basic data set has a maximum of 774 observations on each variable—6 time-series values for 129 countries. Roughly 40% of these observations for the four major levels of attainment are drawn from figures presented in actual censuses or surveys. We

fill in most of the remaining cells for the four-level classification from an estimation method that exploits the available data on school enrollment rates and population by age. The breakdown into the seven levels of schooling is based on limited information on completion ratios for primary, secondary, and higher education.

We have also used the same sources and methods to construct estimates of female educational attainment. This information allows us to compare the attainment of females with that of males across countries and over time.

Our data measure years of school attainment, but do not adjust for quality of education, length of school day or year, and so on. The necessary information to make these kinds of adjustments do not seem to be available for the broad cross section of countries that we are considering, although it would be possible to take account of elements such as public expenditures on education and pupil-teacher ratios.

Although the lack of adjustment for quality of education is an important omission, we believe that our data set nevertheless provides information on the stock of human capital that is superior to that available before. Some previous empirical studies have, for example, used school enrollment ratios and adult literacy rates. These variables are available for a large number of countries, but do not measure accurately the stock of human capital that is available for current production. School enrollment ratios reflect current flows of education, and the accumulation of these flows will be one element in the stocks of human capital that will be available later. Adult literacy rates measure one component of the current stock of human capital, but do not reflect the skills that are obtained beyond the most elementary levels of schooling.

The inadequacy of school enrollment ratios and adult literacy rates has motivated other researchers to construct more appropriate measures of the stock of human capital. Psacharopoulos and Ariagada (1986a, 1986b, 1991) have used census and survey data to compile information about the educational attainment of the labor force (or, in some

cases, of the adult population). The main shortcoming of their data set is that its coverage is too small: most countries have only one time-series observation, and the year covered differs across the countries.

Kyriacou (1991) has constructed panel estimates of educational attainment for a large number of countries. He relates the available census figures from Psacharopoulos and Ariagada for years in the 1970s to school enrollment ratios. He then extrapolates this relationship to other years by using the data on school enrollment ratios. Our procedure should be more accurate because we begin by assembling a much larger number of census-survey data points and then use school enrollment ratios to fill in on a much more limited basis.

Lau, Jamison, and Louat (1991) also provide panel estimates of educational attainment. They cumulate flows of schooling based on the school enrollment data and on assumptions about survival rates of the population. The accuracy of their estimates is an issue because they do not use census benchmarks for starting or intermediate values of educational stocks.

Section I discusses the data on school enrollment ratios, adult literacy rates, and census-survey estimates of educational attainment. We then summarize the estimation procedures employed by Psacharopoulos-Ariagada, Kyriacou, and Lau-Jamison-Louat. Section II describes our method for estimating educational attainment of the population aged 25 and above. We discuss the basic data, and we detail our procedure for filling in the missing observations. Section III highlights the main features of the complete data set, and Section IV provides a comparison with alternative measures of human capital. Section V discusses our estimates of female educational attainment, and Section VI provides some concluding observations.

I. Statistical Measures of Human Capital

School Enrollment Ratios

School enrollment ratios are widely available across countries and have been used in numerous studies. (See Tilak (1989) for a survey of these studies and see Fredriksen (1991) for a discussion of the underlying data.) Enrollment ratios are available for three levels of schooling: primary, secondary, and higher. Gross enrollment ratios relate the total number of students at a given level to the population of the age group that national regulation or custom dictates would be enrolled at that level. Net enrollment ratios modify the numerator of the ratio to count only the students enrolled within the designated age group. For example, for a country in which children start primary school at age six and in which primary school has six grades, the gross and net enrollment ratios for primary education are given by

$$\text{gross enrollment ratio} = \frac{\text{total enrollment in primary school}}{\text{total population aged 6–11 years}}$$

$$\text{net enrollment ratio} = \frac{\text{total enrollment aged 6–11 in primary school}}{\text{total population aged 6–11 years}}$$

Thus, the net enrollment ratio is between zero and one, whereas the gross enrollment ratio can exceed one. Although the net enrollment ratio is more appropriate for gauging the accumulation of human capital, the gross ratio has usually been used because it is more often available for developing countries.

School enrollment ratios have several deficiencies as measures of stocks of human capital. First, the current enrollment ratios measure the flows of schooling; the cumulation of these flows creates the future stocks of human capital. Because the

educational process takes many years, the lag between flows and stocks is long (see Psacharopoulos and Ariagada (1986b, pp. 1–2) for a discussion). If the appropriate lag is considered, then the construction of human capital stocks still requires an estimate of initial stocks. Errors are also introduced because of mortality and migration and because the net enrollment ratios are often unavailable. The gross enrollment ratios introduce errors related to repetition of grades and dropouts, phenomena that are typically high in developing countries.[1]

Another problem is that the underlying data on school enrollment are of doubtful quality for developing countries. Most information collected by UNESCO comes from annual surveys of educational institutions in each country. The typical practice is that the person responsible for administering each institution answers a number of questions about his or her institution. Chapman and Boothroyd (1988) note "... in several countries, headmasters have been observed to inflate reported enrollment based on their experience that higher enrollment figures lead to more resources (supplies, textbooks, budget) being allocated to the school." In Yemen Arab Republic, for example, the enrollment reported by school officials to the Ministry of Education in 1985 exceeded by 56% the numbers recorded in the school files. Thus, in general, the reported enrollment rates have an upward bias.

An additional source of upward bias in the enrollment figures is that the data refer to the registered number of students at the beginning of each school year. The actual number of children that attend school during the year can be substantially lower. The error is particularly serious for developing countries in which the government punishes parents that do not register their children at primary schools. In rural areas of China,

[1]For the total of developing countries in 1980, Fredriksen (1983) estimates that the average gross enrollment ratio at the primary level was 86%. The elimination of repeaters reduces the estimated value to 73%.

for example, Fredriksen (1991) estimates that actual school attendance was 30% below the registered number for the first grade.

Adult Literacy Rates

The adult literacy rate is also widely available and has frequently been used in empirical studies. For example, the United Nations uses these data to construct an index of human capital (United Nations Development Programme [1990]), and Romer (1990) used them to estimate the relation between human capital and economic growth.

One desirable feature of the adult literacy rate is that it measures a stock of human capital for the adult population, whereas the school enrollment ratios measure flows of education. The literacy rate is, however, less widely available because the underlying information typically comes from general population censuses and surveys, activities that usually occur only once per decade.

The concept of adult literacy also lacks international comparability. Since 1958, UNESCO has provided a standardized definition, which can be summarized as "... a person is literate who can both read and write a short simple statement of his everyday life" (Carceles [1990, p. 6]). This definition is not easy to apply systematically to determine whether a person is literate. Since the evaluation is not based on any objective tests, the measures of literacy could be biased in a way that varies across countries and over time.

Another problem is that literacy is only the first stage in the path of human capital formation. Other aspects of human capital that are important for labor productivity include numeracy, logical and analytical reasoning, and various types of technical knowledge. If literacy is used to measure the stock of human capital, then the implicit assumption is that education beyond the most elementary level does not contribute significantly to productivity.

Educational Attainment

Census-survey data provide information on levels of educational attainment for a specified population group, such as the labor force or persons aged 25 and over. Psacharopoulos and Ariagada (1986a, 1986b) have used national census publications to compile data on educational composition of the labor force for 99 countries. The levels of education cover five categories above no school: incomplete primary, complete primary, incomplete secondary, complete secondary, and higher. Psacharopoulos and Ariagada estimate the average years of schooling from the formula

$$\text{average years of schooling} = \sum_j YR_j \cdot HS_j$$

where j is the schooling level (incomplete primary, ...), YR_j is the number of years of schooling represented by level j, and HS_j is the fraction of the population for which the jth level is the highest value attained.

Although this concept seems superior to enrollment ratios or literacy rates as a measure of human capital, some shortcomings nevertheless apply. The definition of the labor force varies across countries, and Psacharopoulos and Ariagada are in any case forced by the available data to use the population of male adults instead of the labor force for many countries (see appendix B in Psacharopoulos and Ariagada [1986b]). Another drawback is the small sample size. Data are provided only for isolated points in time for each country, and only 34 countries have more than one observation.

The difficulty in defining and measuring the labor force suggests that educational attainment for other subsets of the population may be more accurate and therefore more useful. Kaneko (1986) compiled data on the educational composition of the adult population by age and sex for 78 countries since 1970. UNESCO (1983) provided a more

comprehensive set of the same statistics for 149 countries and territories. It is surprising that these data have not yet been used much in empirical research on economic growth.

The limited number of observations for census-survey measures of educational attainment has motivated some researchers to construct alternative estimates of human capital. Lau, Jamison, and Louat (1991) used the annual data on school enrollment ratios (already discussed) to estimate time series of total stocks of educational attainment for the working-age population. They began by extrapolating their data on gross enrollment ratios, applying from 1950 to 1980, to the periods 1900–50 and 1980–85. They then used a perpetual inventory method to construct a time series for educational attainment at the primary and secondary levels. The estimation assumed zero starting stocks in 1900 (a year far enough back for the starting point not to matter) and used age-specific survival rates based on regional data. One serious drawback of this procedure is that it does not exploit the available statistics on benchmark stocks of educational attainment. This lack of benchmarking probably explains why the resulting estimates of educational attainment turn out not to be highly correlated with the census figures provided by Psacharopoulos and Ariagada (1986a)—see the appendix to Lau, Jamison, and Louat (1991).

Kyriacou (1991) has estimated educational attainment by combining the census information with the data on school enrollment. He regressed the census data from Psacharopoulos and Ariagada (1986a) for 42 countries in the mid 1970s on prior values of school enrollment ratios. He then used this relationship to estimate educational attainment for other years and other countries. Thus, he assumed that the relationship was stable over time and across countries. The estimates are, not surprisingly, closely correlated with the original census data in the mid 1970s. The relationships turn out, however, to be much less accurate for other time periods. This kind of problem was discussed earlier in UNESCO (1978). They noted that projections of educational

attainment based on the relation between attainment and enrollment ratios were not reliable because the relation was unstable over time.

II. A New Data Set of Educational Attainment

We now describe the procedures for assembling our data base. We begin with the census-survey data on educational attainment and then discuss our method for estimating the missing observations.

The Basic Data

Our basic data on educational attainment come primarily from issues of UNESCO *Statistical Yearbook*, which reports census and survey data by age and sex. We focus here on the available census-survey information on the educational attainment of the total population aged 25 and over. The data on the educational attainment of the female population aged 25 and over are discussed in section V.

About two-thirds of the census-survey data reported by UNESCO are U.N. figures, and the remainder come from national sources (see UNESCO [1983]). Additional observations in our data set come from U.N. *Demographic Yearbook*, 1983; Kaneko (1986); various issues of *Statistiches Jahrbuch* (for Germany), and Taiwanese government publications (for Taiwan). This set of basic data exhausts the census-survey figures on educational attainment that we know of.

We focus on the population aged 25 and over in order to obtain the widest possible coverage. Thus, the data differ from those presented by Psacharopoulos and Ariagada, who considered the educational attainment of the labor force.[2] For the population aged

[2]We already mentioned that Psacharopoulos and Ariagada are forced to use different definitions of the labor force in each country. For 33 countries, they use the male population aged 15 and over as a proxy for the labor force. In these cases, their data come from the same sources as the UNESCO data that we use.

25 and over, we have obtained at least one observation since 1945 for 129 countries, including 10 formerly centrally-planned economies. Most countries, especially those outside of sub-Saharan Africa, have three or more observations. Thus, the data set provides a reasonable basis for panel estimation.

Tables 1 and 2 summarize the coverage of the basic data. Table 1 shows that 77 of the 129 countries have 3 or more observations. Table 2 shows the number of countries with data for the indicated survey year from 1945 to 1985. (If the original survey date does not coincide with one of these points, then we rearranged the observation to apply to the nearest 5-year value; for example, any date between 1968 and 1972 is classed as 1970.) The table shows that over 70 observations are available for the census years 1960, 1970, and 1980. The total number of observations is 364, of which 311 are between 1960 and 1985. These 311 observations fill 40% of the 774 possible cells for 129 countries from 1960 to 1985.

We have obtained data that correspond to the six levels of educational attainment established by UNESCO's "international standard classification of education," as follows:

> No schooling: Anyone who completed less than one year of primary school. For a few countries in which the data on the breakdown between no schooling and primary attainment were unavailable, we used the fraction of adults classed as illiterate to measure the no-schooling percentage. Appendix Table A.1 uses the symbol # to denote these cases. Cases in which the UNESCO report indicates that they used illiteracy data to compute the no-schooling percentage are denoted by the symbol &.
>
> Incomplete first level: Anyone who received at least one year of primary education but did not complete the last year of primary school.

Complete first level: Anyone who completed the final year of primary school (or, in some cases, reached the penultimate year of primary school), but did not advance to secondary school.

Entered second level, first cycle: Anyone who entered the lower stage of secondary school but did not advance to the higher stage of secondary school.

Entered second level, second cycle: Anyone who entered the higher stage of secondary school but did not advance to post-secondary studies.

Higher level : Anyone who entered post-secondary school.

Appendix Table A.1 shows the complete set of census-survey data for each country.[3] For convenience of presentation, we classify the sum of incomplete and complete first-level education as *First Level Total* and the sum of first and second cycle second-level education as *Second Level Total.* Table A.1 shows that for the majority of countries the census-survey data do not distinguish incomplete from complete primary or the first cycle from the second cycle of secondary education.

We have used the available census-survey data as benchmarks and then estimated the missing observations for each country from 1960 to 1985. We carry out the estimation in two steps: first, we estimate the missing observations at the broad four-level classification: no schooling, first level total, second level total, and higher; and

[3]The data set includes 43 observations that we used for which the covered age group includes persons younger than 25 (see Appendix Table A–1). We have not yet adjusted our estimates to take account of this discrepancy, although our preliminary computations suggest that the necessary adjustment is minor.

second, we estimate the breakdown of first and second level education into their two sub-categories. We also provide a rough disaggregation of higher-level attainment into incomplete and complete schooling by using the limited information provided by Kaneko (1986).

Estimation of Missing Observations at the Broad Four-Level Classification

At the four broad levels, the available census-survey data fill 40% of the possible cells (311 out of 774) for the 129 countries from 1960 to 1985. We now describe our methodology for using data on school enrollment ratios and population by age to fill in the remaining cells. We have the necessary data on gross school enrollment ratios and population by age from 1950 to 1985 for 116 of the 129 countries that have at least one census-survey observation on educational attainment.[4] We are missing the data for 13 countries—Antigua and Barbuda, Belize, Brunei, Dominica, Namibia, Seychelles, Solomon Islands, St. Kitts, St. Lucia, St. Vincent, Vanuatu, United Arab Emirates and Western Samoa. Therefore, our fill-in procedure applies to 116 countries from 1960 to 1985.

Our main procedure is a perpetual inventory method that starts with the census-survey figures as benchmark stocks and then uses the school enrollment ratios to estimate changes from the benchmarks. Let L_t be the population aged 25 and over at time t and H_{jt} be the number of people within this adult population for whom j is the

[4]The data on gross enrollment ratios are from various issues of UNESCO, ***Statistical Yearbook***. We obtained these data at five-year intervals from 1950 to 1980. If the number for the five-year value was missing, then we used a value reported for a nearby year; for example, we would use a value for 1966 to represent 1965. If we proceed in this manner, then the data set on enrollment ratios is nearly complete for the 115 countries from 1950 to 1980. For most countries, we estimated primary school enrollment ratios for 1945 (needed to fill-in the attainment data for 1960) by extrapolating the observed values for 1950 and 1955. For a few countries, we had to interpolate to fill in other missing values; for example, an average of 1960 and 1970 would be used if necessary to represent 1965. If the reported value of a gross enrollment ratio exceeded 1.0, then we substituted 1.0.

highest level of educational attainment. We let j=0 for no school, j=1 for total primary, j=2 for total secondary, and j=3 for higher. Let $h_{jt} \equiv H_{jt}/L_t$ be the proportion of the adult population for whom j is the highest level attained. We have survey estimates of h_{jt} for various years and countries, and we seek to estimate the missing values.

Let $PRI_{t-\tau}$ be the gross enrollment ratio for primary school, $SEC_{t-\tau}$ the ratio for secondary school, and $HIGH_{t-\tau}$ the ratio for higher education, all observed at time $t-\tau$. Let $L25_t$ be the population aged 25–29 at time t—this number represents the people who entered into L_t, the overall population aged 25 and above, during the last five years.[5] We assume that these new entrants into the adult population would have received primary education 15 years earlier (if they attended primary school), secondary education 10 years earlier (if they attended secondary school), and higher education 5 years earlier (if they received higher education).

We now illustrate our procedure in detail for the no-schooling category. The estimated number of persons aged 25 and over who have no educational attainment at time t is given by

$$(1) \qquad H_{0t} = H_{0,t-5}\cdot(1-\delta_t) + L25_t\cdot(1-PRI_{t-15})$$

where δ_t is the the proportion of people aged 25 and over in year t–5 who did not survive to year t.[6] We assume that the fraction of the population aged 25 to 29 who have no elementary education equals the fraction, $1-PRI_{t-15}$, who were not enrolled in primary school 15 years before. This assumption could be incorrect because of errors in

[5]The data on population by age are from United Nations (1991).

[6]We neglect here any mortality for persons aged 20-24 five years previously, and we assume that the survival probability for persons who were 25 and over is independent of the level of educational attainment. Some error is introduced here if educational attainment is growing rapidly because the older people then have less human capital and a greater probability of dying.

the gross enrollment figures, because of children moving in and out of primary school, because of timing problems, because survival probabilities over the previous 15 years are correlated with educational attainment, and because of migration.

We estimate the death probability that appears in equation (1) from

$$(2) \qquad \delta_t \simeq (L25_t + L_{t-5} - L_t)/L_{t-5}$$

This formula neglects any mortality for those persons who were aged 20–24 five years previously and again ignores migration. If we substitute from equation (2) into equation (1) and rearrange terms, then the formula for the fraction of the population with no schooling becomes

$$(3) \qquad h_{0t} \equiv H_{0t}/L_t = [1-(L25_t/L_t)]\cdot h_{0,t-5} + (L25_t/L_t)\cdot(1-PRI_{t-15})$$

Hence, the estimated value of h_{0t} is a weighted average of the prior value, $h_{0,t-5}$, and the fraction of the population, $(1-PRI_{t-15})$, who were not enrolled in primary school 15 years previously. The weight on the schooling experience of these new entrants is $L25_t/L_t$, the fraction of the population currently aged 25–29.

The procedures for the other levels of educational attainment are analogous. The resulting formulas are

$$(4) \qquad h_{1t} \equiv H_{1t}/L_t = [1-(L25_t/L_t)]\cdot h_{1,t-5} + (L25_t/L_t)\cdot(PRI_{t-15} - SEC_{t-10})$$

$$(5) \qquad h_{2t} \equiv H_{2t}/L_t = [1-(L25_t/L_t)]\cdot h_{2,t-5} + (L25_t/L_t)\cdot(SEC_{t-10} - HIGH_{t-5})$$

$$(6) \qquad h_{3t} \equiv H_{3t}/L_t = [1-(L25_t/L_t)]\cdot h_{3,t-5} + (L25_t/L_t)\cdot HIGH_{t-5}$$

Accuracy Test

The perpetual-inventory method just described has several possible sources of error, one of which is inaccuracies in the underlying data on gross enrollment ratios. To evaluate the use of this method to estimate missing observations, we now assess its accuracy for the 30 countries that have complete survey estimates for 1960, 1970, and 1980. We can use the benchmark values from 1960 and then use equations (3)–(6) in the forward direction to estimate attainment in 1970. (We adjust here to consider a 10–year interval rather than a 5–year interval.) Similarly, we can use the benchmark values from 1970 to estimate attainment in 1980. We call these values *forward-flow* estimates. We can also start with benchmark values in 1970 or 1980 and use the equations in the backward direction to estimate attainment in 1960 and 1970, respectively. We call these values *backward-flow* estimates.

We also compare the accuracy of the forward- and backward-flow estimates with forecasts derived from simple linear trends: extrapolations from the values for 1960 and 1970 to an estimate for 1980 and from the values for 1970 and 1980 to an estimate for 1960. We also construct linear interpolations from the values for 1960 and 1980 to estimates for 1970.

We carried out a simulation exercise in which we regressed the observed values of the various levels of educational attainment in 1960, 1970, and 1980 for the 30 countries on the estimates generated from forward- and backward-flow methods and from linear extrapolations and interpolations. For the 1960 observations, we included the backward-flow estimate from 1970 and the linear extrapolation from 1970 and 1980. For 1970, we used the forward-flow estimate from 1960, the backward-flow estimate from 1980, and the linear interpolation from 1960 and 1980. For 1980, we included the

forward-flow estimate from 1970 and the linear extrapolation from 1960 and 1970.[7]

The results indicated that first, the linear extrapolations for 1960 and 1980 were insignificant in all cases; second, the backward-flow estimate for 1970 was insignificant in all cases; third, the forward-flow estimate was significant in all cases for 1980; fourth, the forward-flow estimate and the linear interpolation for 1970 were jointly significant in all cases; and fifth, the backward-flow estimate was significant for all cases in 1960, a situation in which the forward-flow estimate was not present.

We were guided by these results to fill in the missing observations as follows. We used a forward-flow estimate if this estimate were available and if it was infeasible to interpolate between two observations. These situations correspond to the results for 1980 from the simulations. If the forward-flow estimate was unavailable, then we used a backward-flow estimate only based on a later benchmark value for attainment. These situations correspond to the results for 1960 from the simulations. (Note that, if a country has at least one observation on attainment and a full set of values of enrollment ratios, then either the forward-flow or backward-flow estimate must be available.)

For cases in which it was possible to interpolate between two observations on attainment, the simulations for the 30 observations for 1970 revealed that the best fit was the weighted average, .40·(forward-flow estimate) + .60·(linear interpolation). (These coefficients came from joint estimation over all levels of educational attainment.) We used this formula when feasible to fill in the missing observations on attainment at all levels of education.

Table 3 provides some standard quantitative measures of the accuracy of these procedures for the 30 countries that have data on attainment for 1960, 1970, and 1980.

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[7]We estimated subject to the restriction that the educational attainment variable, h_{jt}, was between zero and one for all levels j and that the sum of the h_{jt} over the four levels j equaled one.

The table shows for the four levels of schooling and for each year the actual mean of attainment, the root-mean squared error from the estimation procedure, and Theil's U statistic.[8] The numerator of this statistic is the root-mean squared error. The denominator is the sum of the squares of the actual values plus the sum of the squares of the estimated values. The U Statistic is analogous to $1-R^2$ in that the best possible fit corresponds to U=0 and the worst possible fit to U=1. Although the estimated values explain a large fraction of the variation of the actual values—the U statistics range between 0.09 and 0.36—the table makes clear that the remaining measurement error is substantial.

Estimation of Sub–Categories of Educational Attainment

We now describe our procedure for estimating missing observations for the sub-categories of each education level—primary, secondary and higher. First, we describe the procedure for the primary schooling category.

We filled in the missing observations using information from the available census-survey data. The data presented in Table A.1 show that 161 observations from 92 countries are available for the breakdown of first-level attainment into incomplete and complete categories—see Table 4 for a summary of the available observations. We call the ratio of complete primary schooling (the fraction of the population over 25 who completed primary school but did not enter secondary school) to total primary schooling (the fraction who entered primary school but did not advance to secondary school) the completion ratio for primary education. We assume that this ratio is determined by the characteristics of each country and by features of the region to which the country belongs. Accordingly, we regressed the observed completion ratios on 5–year or 10–year lagged values and on regional dummies:

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[8]See Pindyck and Rubinfeld (1981, pp. 364–365) for a discussion.

$$(7) \qquad R_{it} = a + b \cdot R_{i,t-5} + c \cdot (\text{region dummy}) + u_{it}$$

$$(8) \qquad R_{it} = a(1+b) + b^2 \cdot R_{i,t-10} + c(1+b) \cdot (\text{region dummy}) + u_{it} + bu_{i,t-5}$$

where R_{it} is the completion ratio for primary education in country i in year t and (region dummy) denotes a set of regional dummies. Equation (8) was constructed by substituting for $R_{i,t-5}$ from a lagged version of equation (7), $R_{i,t-5} = a + b \cdot R_{i,t-10} + c \cdot (\text{region dummy}) + u_{i,t-5}$. We proceed in this manner so that we can exploit observations on R_{it} for a single country that are spaced either at 5– or 10–year intervals.

Equations (7) and (8) were estimated jointly by weighted least squares. The number of observations is 17 for equation (7) and 43 for equation (8), that is, we have 17 and 43 cases in which a country has two observations that are spaced respectively at a 5–year and 10–year interval. We used the regression results to estimate missing observations in a forward direction. For example, for a given observed value of R_{it} in 1975, we can use the equations to estimate completion ratios for 1980 and 1985.

To fill–in in the backward direction, we used a regression of completion ratios on 5–year and 10–year lead values and on the regional dummies. For example, for a given observed value of R_{it} in 1970, we can use these equations to estimate completion ratios for 1965 and 1960.

We used these forward and backward methods to estimate primary completion ratios from 1960 to 1985 for the 92 countries that have at least one actual observation.[9] For the remaining countries, which lack data on the primary completion ratio, we used the regional means shown in Table 4.

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[9]If forecasts were available from forward and backward estimation, then we used the linear combination of the two forecasts that was obtained by regressing the actual observations on the two forecasts.

We apply the same procedure to estimate completion ratios for secondary education, that is, the ratio of second-cycle attainment to total secondary attainment. Table A.1 shows that 116 observations from 75 countries are available for the breakdown of secondary attainment into first and second cycles. In this case, the joint estimation of equations (7) and (8) was carried out with 13 and 22 observations respectively. We used these regressions and comparable equations in the backward direction to estimate secondary completion ratios for the 75 countries that had at least one actual observation. The regional means shown in Table 4 were used in the remaining countries.

We also made a rough estimate of the disaggregation of higher education into incomplete and complete components based on the limited information available in Kaneko (1986). He reports the UN census-surveys undertaken from 1975 to 1984 on educational attainment for two sub-categories of tertiary schooling. The lower tertiary level includes junior-college graduates and university attendees without degrees, and the upper tertiary level includes university graduates with degrees and post-graduates. These data comprise one observation for each of 37 countries, as shown in Table 5.

We used these numbers for the 37 countries to construct the completion ratio for higher education, that is, the ratio of upper-level attainment to total higher attainment. Then we assumed that the completion ratio remained constant from 1960 to 1985, that is, the lack of time-series data forced us to neglect any variations in the ratio over time. For the remaining countries, we used the average of completion ratios in the country's region.

III. The Complete Data Set

Appendix Table A.2 shows the full data set on educational attainment. The census-survey data from Table A.1 have been combined here with the filled–in

observations that we described above. (An asterisk indicates that the figure comes directly from a census-survey observation.) For the 116 countries with information on enrollment ratios and population by age, all cells from 1960 to 1985 have been filled in. For the remaining 13 countries—Antigua and Barbuda, Belize, Brunei, Dominica, Namibia, Seychelles, Solomon Islands, St. Kitts, St. Lucia, St. Vincent, Vanuatu, United Arab Emirates, and Western Samoa—we have only incomplete data. The table also includes observations for 1950 and 1955 if a census-survey value is available for that year.

Table A.2 also reports the average number of years of schooling at all levels attained by the population aged 25 and over. We construct the average years of schooling from the formula.

$$\begin{aligned} \text{average years of schooling} = {} & DUR_p \cdot [(1/2)h_{ip}+h_{cp}] + (DUR_p+DUR_{s1})\cdot h_{is} \\ & + (DUR_p+DUR_{s1}+DUR_{s2})\cdot h_{cs}+[DUR_p+DUR_{s1}+DUR_{s2}+(1/2)DUR_h]\cdot h_{ih} \\ & + (DUR_p+DUR_{s1}+DUR_{s2}+DUR_h)\cdot h_{ch} \end{aligned} \tag{9}$$

where each percentage refers to the fraction of the population for which the *j*th level of schooling is the highest attained: $j = ip$ for incomplete primary, *cp* for complete primary, *is* for the first cycle of secondary, *cs* for the second cycle of secondary, *ih* for incomplete higher, and *ch* for complete higher. DUR_i is the duration in years of the *i*th level of schooling—$i = p$ for primary, *s1* for the first cycle of secondary, *s2* for the second cycle of secondary, and *h* for higher.

We took account of the significant variation across countries in the standard number of years of schooling at each level. Appendix Table A.3 shows the typical duration of primary and the two levels of secondary education for each country in 1965 (derived from issues of UNESCO, *Statistical Yearbook*). We used these values to

measure duration of schooling in each country and thereby neglected variations of this duration over time within a country. The data shown for 1970 in Table A.3 suggest that this assumption is satisfactory. When data on the duration of each cycle of secondary school were not available, we assigned one-half of the total duration of secondary school to the first cycle.

Equation (9) shows that we assigned half of the duration of primary school to persons who entered primary school but did not complete it. For secondary school, we assigned the full duration of the first cycle to everyone who entered this cycle. Then we added the duration of the second cycle for people who entered this cycle. For higher education, we used a duration of four years for all countries, and we assigned two years to persons who entered higher school but did not complete it.

Table 6 shows the levels of educational attainment for groups of countries that have complete data on educational attainment from 1960 to 1985. The table shows a breakdown into three major groups: developing countries (83 countries), OECD (23), and centrally planned economies (10). The developing countries are then classified into five regions: Middle East and North Africa (14), Sub-Saharan Africa (29), Latin America and the Caribbean (23), East Asia and the Pacific (10), and South Asia (7). The averages for each group were computed by weighting the attainment figures by the population aged 25 and over in each country.

Some of the principal observations from Table 6 are the following:

- For developing countries as a whole, the average of school attainment doubled from 1.7 years in 1960 to 3.6 years in 1985, while that in the OECD grew by only 30% from 6.7 years to 8.8 years. Nevertheless, the value for the OECD in 1985 (8.8 years) was still more than double that in the developing countries (3.6 years). For developing countries as a whole, about half of the adult population in 1985 had received no formal education,

whereas in the OECD, over 40 percent of the adult population had obtained some secondary education.

•There are considerable variations in profiles of educational attainment among the developing regions. In Middle East/North Africa, Sub-Saharan Africa, and South Asia, the most common characteristic is no schooling, whereas in Latin America/the Caribbean it is primary schooling. In East Asia/the Pacific, there has been a substantial change in the profile of educational attainment: the most common trait shifted from no schooling to primary schooling.

•Sub-Saharan Africa showed the lowest absolute increase in human capital over the period, from 1.6 years in 1960 to 2.4 years in 1985. Although it has achieved sizable educational attainment at the primary and secondary levels, attainment in total has been held back especially because of high dropout rates.

•Latin America had the most educational attainment among the developing countries until 1975. But East Asia has become the leader since 1980.

•The formerly centrally planned economies have the highest educational attainment. These high levels reflect especially the long history of compulsory primary education.

IV. Comparisons with Alternative Estimates

Our data set provides estimates of educational attainment at various levels of schooling, as well as figures on overall years of attainment at all levels combined. We can compare our estimates of overall years of attainment with those provided by Psacharopoulos and Ariagada (1986a); Lau, Jamison, and Louat (1991); and Kyriacou (1991). The number of observations from 1960 to 1985 are 716 for our data set (6

observations for 116 countries, plus 20 for the 12 countries that have incomplete data), 129 for Psacharopoulos, 408 for Lau, and 500 for Kyriacou.

The correlations of our values with the others for common cells are 0.93 (112 observations) with Psacharopoulos, 0.76 with Lau (348 observations), and 0.88 with Kyriacou (432 observations). The correlation of our estimates with those of Psacharopoulos is high in every regional sub-sample, ranging from 0.75 in Sub-Saharan Africa to 0.92 in the OECD. The comparison with Lau and Kyriacou is more dependent on the region. The correlation with Lau is low for North Africa/Middle East (0.42) and East Asia/the Pacific (0.45), but high for South Asia (0.93) and the OECD (0.90). The correlations with Kyriacou range from 0.63 for the OECD to 0.89 for North Africa/Middle East.

We should also note that, not surprisingly, our no-school category is highly correlated with the adult illiteracy rate. For 330 observations for which the measurement of the no-school variable was not based on literacy measures, the correlation with the illiteracy rate is 0.91. If we consider only the 158 of these observations for which the no-school percentage came directly from a census/survey value, then the correlation with the illiteracy rate is 0.95.

V. Educational Attainment of the Female Population

We have also constructed a full data set on educational attainment of the female population aged 25 and over. We used the same sources and methods that we described before for educational attainment of the total adult population. We briefly sketch the data and procedures as they apply to the female population.

The basic data on female educational attainment have been collected from the census-survey data that we already discussed. Appendix Table A.4 (not included in this draft) shows the census-survey data on educational attainment of the female population

aged 25 and over for each country as classified again by six levels of education. The data availability is roughly the same at that for the total population: we have lost only 12 observations (9 observations from 1960 to 1985) without the loss of any country.

We filled in the missing observations at the broad four-level classification—no schooling, first level total, second level total, and higher—by means of the perpetual inventory method that we used before for the total population. The fill–in procedure has been applied for 116 of the 129 countries because data on female school enrollment ratios and female population by age from 1950 to 1985 are again not available for 13 countries.

We carried out an accuracy test by comparing the forward- and backward-flow estimates with forecasts derived from simple linear trends in the 25 countries that had complete survey data for 1960, 1970, and 1980. Because the results were essentially the same as those for the total population, we used the same procedure to fill–in the missing observations.[10]

We filled in missing observations for the sub-categories of the broad education levels—first, second, and higher—by estimating completion ratios for each country based on that country's prior or subsequent ratio and on regional dummies. The procedure is essentially the same as that used before for the total adult population. Table 7 summarizes the completion ratios for female primary and secondary education that are available from the census—surveys (reported in Appendix Table A.4). Table 5 contains the completion ratios for female higher education.

Finally, we constructed the full data set on educational attainment of the female population over age 25. Appendix Table A.5 (not available in this draft) presents the data set for 129 countries, including 116 countries that have complete data from 1960 to

[10]The statistics for goodness-of-fit for female attainment in the 25 countries was similar to that shown in Table 3 for total attainment in 30 countries.

1985. We used the data from Appendix Table A.5 to construct female human capital stocks by region. These values, contained in Table 8, show that the profiles of female educational attainment among the regions are in most cases similar to those shown in Table 6 for the total adult population.

We now compare some aspects of overall years of educational attainment for females with those of males. Table 9 summarizes the trends of female and male attainment for the period from 1960 to 1985 by groups of countries. Some principal observations are as follows:

- In OECD countries, the difference between male and female overall years of attainment has been small: the attainment of the female population has been about 95 percent of that of the male population from 1960 to 1985. In contrast, in the developing countries, the difference has been substantial, as males had about twice the attainment of females until the 1970s. Although the gap declined in the 1980s, females still had less than 60 percent of male human capital in 1985.
- There are substantial variations in the gender gap among the developing regions. The gap has been most striking in South Asia, in which the female human capital stock was only 29 percent of the male stock in 1960, but rose to 40 percent in 1985. In Middle East/North Africa and in Sub-Saharan Africa, the ratio of female to male attainment has been roughly stable at around 50 percent. In contrast, the gap has been considerably smaller in Latin America/Caribbean: the female human capital stock was 82 percent of the male stock in 1960 and 90 percent of the male stock in 1985.
- The disparity by gender in human capital stock has been rapidly declining in the East Asian/Pacific countries: the female human capital stock

increased sharply from 49 percent of the male stock in 1960 to 73 percent in 1985.

•Finally, in the centrally-planned economies, the ratio of female to male educational attainment was roughly constant at about 75 percent from 1960 to 1985.

VI. Concluding observations

We anticipate that this improved data set on educational attainment will have many uses for empirical studies of economic development. It will be possible to use a broad set of panel data to examine the effects and determinants of the overall years of school attainment as well as of the composition of attainment by various levels of education. It will also be possible to assess the different influences of male and female human capital.

Our initial use of the data involves a panel study of the determinants of economic growth, physical investment, investment in human capital, and fertility. The results that we have thus far are highly preliminary, but suggest that the measures of educational attainment have considerable explanatory power.

For growth rates of real per capita GDP, the overall years of male and female school attainment at a prior date are each positive influences, but male attainment appears to be more important. For the ratio of investment spending to GDP, male and female attainment are again both positive influences, but male attainment is more than twice as important. In contrast, in regressions for the total fertility rate, female school attainment is negative and highly significant, whereas male attainment is insignificant. For secondary and tertiary school enrollment ratios, female educational attainment is positive and significant, but male attainment is insignificant.

The idea that the value of women's time—and hence, female educational attainment—is a key negative influence on fertility is well known. Moreover, a related proposition is that the higher value of women's time leads to a substitution of child quality for child quantity, that is, a higher level of female educational attainment stimulates the acquisition of human capital by children (see De Tray [1973] and Becker and Lewis [1973]). But, as far as we know, the lack of satisfactory international data has prevented adequate tests of these hypotheses for a broad panel of countries. The preliminary findings suggest that our new data set will provide strong support for the hypothesis that increased education of women leads to a sharp fall in fertility, and hence, in population growth, and to an increase in the educational attainment of children.[11] It also appears, however, that male educational attainment is more important in terms of the direct effects on GDP growth and non-human investment. This last finding likely reflects the greater labor-force role of males in most developing countries.

[11]Our results about female human capital accord in some respects with the viewpoints of Summers (1992). He goes quite far, however, and even argues "... the education of girls may well be the highest return investment available in the developing world." It is unclear how to reconcile this conclusion with the findings of De Long and Summers (1992), who seem to believe that investment in machinery is the key element in economic growth. Perhaps the true key is to have educated women working with machines.

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Table 1

Breakdown of Countries by Numbers of Census-Survey Observations for Total Population

Number of observations since 1945	Number of countries
1	22
2	30
3	39
4	29
5	6
6	2
7	1
Total	129

Note: The data refer to census-survey observations for educational attainment for the total and female populations aged 25 and over.

Table 2

Breakdown of Countries by Census-Survey Year

Census-survey year (to nearest 5-year value)	Number of countries
1945	5
1950	33
1955	15
1960	71
1965	30
1970	74
1975	44
1980	78
1985	14
Total	364
Total 1960-85	311

Note: See Table 1.

Table 3

Statistics for Ex Post Simulations for 30 countries

	No School	Primary	Secondary	Higher
1960				
Actual Mean	30.7	55.6	11.7	2.1
RMS error	11.2	17.5	13.3	2.0
Theil U	0.14	0.16	0.36	0.25
1970				
Actual Mean	26.4	52.4	17.5	3.7
RMS error	6.9	10.5	8.6	0.9
Theil U	0.11	0.09	0.19	0.10
1980				
Actual Mean	20.0	48.9	25.0	6.0
RMS error	9.7	16.5	7.6	1.9
Theil U	0.18	0.15	0.14	0.14

Notes: The actual means refer to educational attainment percentages for each category. The estimates for 1980 come from the benchmark values of educational attainment for 1970 and the forward flow computed from enrollment rates. For 1970, the estimates are a linear combination of the forward-flow value and the linear interpolation of the values from 1960 and 1980 (see the text). The estimates for 1960 come from the benchmark values of educational attainment for 1970 and the backward flow computed from enrollment rates. RMS is the root-mean-squared deviation between the actual and estimated values. Theil U is the U statistic for goodness of fit.

Table 4

Completion Ratios for Primary and Secondary Education for Total Population over Age 25, Summary by Region

I. Primary education

Region (number of countries)	Number of Observations	Average	Standard Deviation
Middle East/ North Africa (15)	14	0.38	0.23
Sub-Saharan Africa (31)	30	0.27	0.18
Latin America/ Caribbean (29)	54	0.32	0.16
East Asia/ Pacific (14)	27	0.44	0.22
South Asia (7)	6	0.31	0.28
OECD (23)	18	0.57	0.16
Centrally Planned Economies (10)	12	0.42	0.25
Total (129)	161	0.37	0.21

II. Secondary education

Middle East/ North Africa (15)	10	0.49	0.12
Sub-Saharan Africa (31)	20	0.28	0.14
Latin America/ Caribbean (29)	31	0.42	0.14
East Asia/ Pacific (14)	19	0.42	0.14
South Asia (7)	6	0.37	0.12
OECD (23)	26	0.43	0.22
Centrally Planned Economies (10)	4	0.39	0.18
Total (129)	116	0.40	0.17

Note: The completion ratio for primary education is the ratio of the attainment percentage for complete primary to the attainment percentage for total primary from Appendix Table A.1. The completion ratio for secondary education is the ratio of the attainment percentage for the second cycle to the attainment percentage for total secondary from Appendix Table A.1.

Table 5

Completion Ratios for Higher Education

Country	Year	Higher educational attainment (percent of population aged 25 and over) and completion ratio			
		Total		Female	
Middle East and North Africa					
Bahrain	1982	6.5	0.47	4.1	0.45
Egypt	1976	3.8	0.88	1.6	0.81
Israel	1983	23.9	0.47	22.0	0.41
Jordan	1979	6.7	0.61	3.3	0.36
Tunisia	1975	2.5	0.90	0.5	1.00
Regional average			0.67		0.60
Sub-Saharan Africa					
Cameroon	1976	0.9	0.66	0.3	0.67
Lesotho	1976	0.1	1.00	0.1	1.00
Liberia	1974	1.4	0.74	0.8	0.75
Malawi	1977	0.3	1.00	0.1	1.00
Mauritius	1983	3.6	0.42	1.9	0.32
Rwanda	1978	0.2	0.88	0.0	--
Regional average			0.78		0.75
Latin American and the Caribbean					
Argentina	1980	7.3	0.60	6.2	0.64
Brazil	1980	5.1	0.68	4.3	0.64
Haiti	1982	1.5	0.75	1.2	0.67
Mexico	1980	9.2	0.59	--	--
Paraguay	1982	4.2	0.79	4.1	0.84
Regional average			0.68		0.70
East Asia and the Pacific					
Hong Kong	1981	7.1	0.57	4.9	0.47
Indonesia	1980	1.4	0.44	0.7	0.46
Korea	1980	9.0	0.74	4.1	0.74
Malaysia	1980	1.9	0.85	1.1	0.81
Philippines	1980	15.3	0.65	15.1	0.70
Taiwan	1980	9.3	0.51	5.5	0.44
Thailand	1980	2.9	1.00	2.3	0.99
Regional average			0.68		0.66

Table 5, continued

Country	Year	Higher educational attainment (percent of population aged 25 and over) and completion ratio			
		Total		Female	
South Asia					
Pakistan	1981	2.1	0.86	0.8	0.87
Sri Lanka	1981	2.1	0.54	1.9	0.46
Regional average			0.70		0.66
OECD					
Belgium	1977	9.4	0.81	7.7	0.69
Canada	1981	40.2	0.27	37.5	0.22
Finland	1980	9.0	0.58	8.4	0.51
France	1982	8.6	0.51	7.7	0.38
Greece	1981	7.6	0.96	4.9	0.98
Japan	1980	14.4	0.62	9.6	0.31
New Zealand	1981	27.7	0.38	24.8	0.37
Norway	1980	12.0	0.44	8.9	0.32
Portugal	1981	5.4	0.48	4.9	0.34
United States	1980	31.8	0.60	28.1	0.56
Regional average			0.57		0.47
Centrally Planned Economies					
Cuba	1981	9.8	0.76	9.1	0.78
Hungary	1980	7.0	0.96	5.1	0.96
Regional average			0.86		0.87

Source: Constructed from Kaneko (1986).

Note: The completion ratio for higher education is the ratio of the attainment percentage for complete tertiary schooling, which includes university graduates with degrees and post-graduates, to the attainment percentage for total tertiary schooling, which includes all persons who entered tertiary school.

Table 6

Trends of Educational Attainment by Region

Region/ Group	Year	Pop. over age 25 (millions)	highest level attained (percentage of the population over 25) No School	Primary total (complete)	Secondary total (complete)	Higher total (complete)	Avg. years of school
All Developing Countries (83 countries)	1960	487	69.3	25.5 (8.2)	4.4 (1.7)	0.8 (0.6)	1.70
	1965	545	66.6	26.9 (9.4)	5.4 (2.1)	1.2 (0.8)	1.94
	1970	609	62.6	28.8 (10.5)	6.9 (2.7)	1.7 (1.2)	2.28
	1975	684	58.4	30.0 (8.5)	9.1 (3.6)	2.5 (1.7)	2.59
	1980	782	55.9	28.1 (8.5)	12.7 (5.1)	3.2 (2.2)	3.04
	1985	905	49.6	31.7 (10.4)	14.4 (5.8)	4.4 (3.0)	3.58
Middle East/ North Africa (14 countries)	1960	32	89.2	7.7 (2.9)	2.4 (1.1)	0.8 (0.5)	0.71
	1965	36	88.3	7.6 (3.0)	3.1 (1.5)	1.1 (0.7)	0.83
	1970	40	85.3	8.7 (3.2)	4.5 (2.2)	1.6 (1.0)	1.09
	1975	45	77.6	11.7 (4.2)	7.9 (4.0)	2.8 (2.0)	1.77
	1980	53	68.9	16.5 (5.9)	10.5 (5.4)	4.2 (3.0)	2.45
	1985	64	60.3	19.7 (7.1)	14.4 (7.6)	5.6 (4.1)	3.21
Sub-Saharan Africa (29 countries)	1960	47	70.5	23.6 (7.3)	5.4 (1.4)	0.4 (0.3)	1.60
	1965	53	69.5	24.4 (6.4)	5.5 (1.4)	0.6 (0.5)	1.62
	1970	60	67.8	24.9 (5.6)	6.3 (1.5)	1.0 (0.8)	1.76
	1975	68	63.9	28.5 (6.1)	6.6 (1.4)	0.9 (0.7)	1.91
	1980	77	58.8	32.7 (6.6)	7.6 (1.5)	0.9 (0.7)	2.16
	1985	89	54.4	36.0 (7.6)	8.7 (1.6)	1.0 (0.8)	2.41
Latin America/ Caribbean (23 countries)	1960	82	41.6	48.1 (13.3)	8.6 (3.5)	1.7 (1.1)	2.93
	1965	92	38.6	50.1 (15.0)	9.3 (3.9)	2.1 (1.3)	3.16
	1970	104	34.7	51.9 (17.9)	10.9 (4.6)	2.5 (1.6)	3.52
	1975	120	29.6	55.6 (12.4)	10.6 (4.3)	4.1 (2.7)	3.67
	1980	139	28.6	53.7 (13.6)	12.4 (4.9)	5.4 (3.5)	4.00
	1985	162	24.4	54.7 (12.7)	13.9 (5.5)	7.1 (4.6)	4.40
East Asia/ Pacific (10 countries)	1960	79	61.2	31.5 (15.2)	5.7 (2.3)	1.6 (1.1)	2.26
	1965	89	53.5	36.7 (17.1)	7.6 (3.3)	2.2 (1.4)	2.75
	1970	100	43.5	43.9 (18.9)	9.8 (4.3)	2.8 (1.9)	3.34
	1975	113	36.9	47.2 (12.9)	12.3 (5.7)	3.6 (2.4)	3.48
	1980	131	30.1	49.4 (17.5)	15.6 (7.6)	4.8 (3.2)	4.38
	1985	154	26.3	48.5 (21.7)	18.8 (9.4)	6.3 (4.3)	5.06
South Asia (7 countries)	1960	248	78.2	18.8 (5.1)	2.7 (1.0)	0.3 (0.2)	1.27
	1965	275	76.8	18.9 (6.5)	3.6 (1.4)	0.7 (0.5)	1.48
	1970	304	74.4	19.4 (7.1)	4.9 (1.9)	1.2 (0.9)	1.76
	1975	338	72.0	18.0 (6.6)	8.1 (3.0)	1.9 (1.3)	2.17
	1980	382	72.3	12.3 (4.4)	13.2 (4.9)	2.3 (1.6)	2.49
	1985	436	64.6	18.1 (6.6)	14.1 (5.3)	3.2 (2.3)	3.05

Table 6, continued

Region/ Group	Year	Pop. over age 25 (millions)	No School	Primary total (complete)	Secondary total (complete)	Higher total (complete)	Avg. years of school
			highest level attained (percentage of the population over 25)				
OECD (23 countries)	1960	362	6.7	60.7 (33.9)	25.5 (9.7)	7.0 (4.1)	6.66
	1965	383	6.1	57.5 (34.0)	28.2 (11.5)	8.3 (4.8)	7.07
	1970	404	5.3	53.8 (31.7)	31.0 (13.7)	9.9 (5.7)	7.45
	1975	435	5.2	48.0 (26.8)	34.1 (16.4)	12.7 (7.3)	7.91
	1980	467	6.1	37.9 (19.7)	40.7 (22.4)	15.4 (8.9)	8.58
	1985	501	4.3	37.4 (18.9)	40.9 (19.9)	17.4 (10.0)	8.78
Centrally Planned Economies (10 countries)	1960	183	5.3	68.0 (27.6)	22.7 (9.2)	4.2 (3.6)	6.94
	1965	202	5.4	61.6 (27.3)	27.8 (11.0)	5.3 (4.6)	7.41
	1970	208	4.6	52.6 (23.7)	36.5 (14.4)	6.2 (5.4)	7.99
	1975	221	3.6	47.5 (21.2)	41.2 (16.2)	7.7 (6.6)	8.42
	1980	237	2.3	40.4 (18.4)	49.5 (12.1)	7.7 (6.7)	8.80
	1985	253	2.0	36.9 (15.5)	51.6 (20.3)	9.5 (8.2)	9.18

Note: The regional averages are weighted by each country's population aged 25 and over. Each group/region contains the countries listed in Appendix Table A.2 (but only those that have complete data on educational attainment from 1960 to 1985).

Table 7

Completion Ratios for Primary and Secondary Education for Female Population over Age 25, Summary by Region

I. Primary education

Region (number of countries)	Number of Observations	Average	Standard Deviation
Middle East/ North Africa (15)	13	0.38	0.22
Sub-Saharan Africa (31)	31	0.28	0.23
Latin America/ Caribbean (29)	51	0.32	0.17
East Asia/ Pacific (14)	25	0.42	0.23
South Asia (7)	6	0.29	0.24
OECD (23)	18	0.57	0.17
Centrally Planned Economies (10)	11	0.39	0.26
Total (129)	155	0.37	0.22

II. Secondary education

Region (number of countries)	Number of Observations	Average	Standard Deviation
Middle East/ North Africa (15)	9	0.46	0.22
Sub-Saharan Africa (31)	21	0.29	0.19
Latin America/ Caribbean (29)	28	0.43	0.16
East Asia/ Pacific (14)	19	0.38	0.18
South Asia (7)	5	0.32	0.14
OECD (23)	26	0.42	0.22
Centrally Planned Economies (10)	4	0.40	0.20
Total (129)	112	0.39	0.19

Note: The completion ratio for primary education is the ratio of the attainment percentage for complete primary to the attainment percentage for total primary from Appendix Table A.4. The completion ratio for secondary education is the ratio of the attainment percentage for the second cycle to the attainment percentage for total secondary from Appendix Table A.4.

Table 8

Trends of Female Educational Attainment by Region

Region/ Group	Year	Pop. over age 25 (millions)	No School	Primary total (complete)	Secondary total (complete)	Higher total (complete)	Avg. years of school
			highest level attained (percentage of the population over 25)				
All Developing Countries (83 countries)	1960	240	78.6	18.0 (5.8)	3.1 (1.2)	0.4 (0.3)	1.13
	1965	269	76.0	19.8 (6.5)	3.6 (1.4)	0.6 (0.4)	1.29
	1970	302	72.8	21.9 (7.5)	4.4 (1.7)	0.8 (0.6)	1.51
	1975	340	68.8	24.0 (6.8)	5.8 (2.3)	1.4 (0.9)	1.78
	1980	389	64.9	24.9 (6.7)	8.3 (3.2)	2.0 (1.3)	2.16
	1985	451	59.0	28.2 (8.3)	10.0 (4.1)	2.9 (1.9)	2.65
Middle East/ North Africa (14 countries)	1960	16	93.1	4.9 (1.9)	1.7 (0.8)	0.3 (0.2)	0.46
	1965	18	92.3	5.1 (2.0)	2.2 (1.0)	0.5 (0.2)	0.55
	1970	20	91.7	4.9 (1.9)	2.8 (1.3)	0.7 (0.3)	0.63
	1975	23	85.9	8.0 (2.9)	4.6 (2.2)	1.5 (0.9)	1.07
	1980	27	79.0	12.2 (4.4)	6.3 (3.1)	2.4 (1.5)	1.58
	1985	32	72.4	14.8 (5.3)	9.4 (4.6)	3.4 (2.2)	2.15
Sub-Saharan Africa (29 countries)	1960	25	78.4	16.8 (5.1)	4.6 (1.2)	0.2 (0.2)	1.21
	1965	28	78.3	16.9 (3.1)	4.6 (1.1)	0.3 (0.3)	1.15
	1970	31	77.4	17.0 (3.1)	5.0 (1.1)	0.6 (0.5)	1.22
	1975	35	73.9	20.2 (2.5)	5.3 (1.0)	0.6 (0.5)	1.32
	1980	40	68.5	25.1 (2.3)	5.8 (0.9)	0.6 (0.5)	1.52
	1985	46	64.0	28.7 (2.2)	6.8 (0.9)	0.5 (0.4)	1.72
Latin America/ Caribbean (23 countries)	1960	41	46.2	45.0 (13.1)	8.0 (3.5)	0.8 (0.6)	2.65
	1965	47	43.1	47.2 (14.0)	8.6 (3.9)	1.1 (0.7)	2.82
	1970	53	39.6	49.0 (16.2)	9.9 (4.6)	1.4 (0.9)	3.12
	1975	61	33.5	53.6 (11.0)	10.2 (5.0)	2.7 (1.8)	3.34
	1980	71	30.0	54.0 (12.2)	12.0 (6.0)	3.9 (2.6)	3.76
	1985	82	25.9	54.6 (11.4)	14.0 (7.1)	5.5 (3.7)	4.17
East Asia/ Pacific (10 countries)	1960	40	73.1	22.5 (10.5)	3.4 (1.3)	0.9 (0.6)	1.50
	1965	45	64.8	29.3 (12.7)	4.5 (1.8)	1.3 (0.9)	1.93
	1970	50	54.8	37.1 (14.9)	6.3 (2.5)	1.8 (1.3)	2.47
	1975	57	47.5	41.7 (16.0)	8.5 (3.8)	2.4 (1.7)	2.99
	1980	66	39.7	45.3 (15.3)	11.6 (5.2)	3.6 (2.5)	3.54
	1985	78	35.0	45.4 (20.3)	14.9 (7.4)	4.7 (3.3)	4.27
South Asia (7 countries)	1960	11	89.7	9.1 (2.4)	1.2 (0.4)	0.0 (0.0)	0.56
	1965	132	88.8	9.5 (3.1)	1.5 (0.5)	0.2 (0.1)	0.65
	1970	147	87.4	10.3 (3.5)	1.9 (0.6)	0.4 (0.3)	0.78
	1975	164	85.8	10.1 (3.4)	3.4 (1.1)	0.6 (0.4)	0.99
	1980	185	84.4	8.3 (2.7)	6.5 (2.0)	1.0 (0.6)	1.27
	1985	212	77.6	13.5 (4.5)	7.4 (2.3)	1.6 (1.0)	1.73

Table 8, continued

Region/ Group	Year	Pop. over age 25 (millions)	No School	Primary total (complete)	Secondary total (complete)	Higher total (complete)	Avg. years of school
			highest level attained (percentage of the population over 25)				
OECD (23 countries)	1960	190	7.7	60.6 (33.6)	26.2 (10.2)	5.5 (2.8)	6.50
	1965	201	7.2	57.6 (33.9)	28.9 (12.3)	6.3 (3.2)	6.87
	1970	212	6.4	54.5 (32.3)	31.9 (14.6)	7.2 (3.7)	7.22
	1975	228	6.3	48.5 (27.0)	35.2 (17.5)	10.0 (4.9)	7.66
	1980	245	7.2	38.8 (20.1)	40.6 (22.8)	13.4 (6.5)	8.33
	1985	262	5.2	38.3 (19.2)	41.0 (20.5)	15.5 (7.6)	8.55
Centrally Planned Economies (10 countries)	1960	105	6.6	70.5 (27.4)	19.8 (8.2)	3.1 (2.7)	6.20
	1965	114	6.1	65.4 (27.4)	24.4 (9.8)	4.1 (3.6)	6.54
	1970	117	5.3	57.0 (24.5)	32.7 (13.2)	5.0 (4.4)	7.02
	1975	123	4.0	51.5 (21.8)	38.0 (15.3)	6.5 (5.6)	7.32
	1980	131	3.2	44.1 (19.0)	45.8 (11.9)	6.8 (5.9)	7.67
	1985	139	2.9	39.8 (15.6)	48.8 (19.7)	8.5 (7.4)	7.88

Note: The regional averages are weighted by each country's female population aged 25 and over. Each group/region contains the countries listed in Appendix Table A.5 (but only those that have complete data on educational attainment from 1960 to 1985).

Table 9
Trends of Gender Ratio in Educational Attainment by Region

Region/Group	year	Female Pop. (millions)	Female Avg. years of school	Male Pop. (millions)	Male Avg. years of school	Gender ratio*
All Developing Countries (83 countries)	1960	240	1.13	247	2.25	50.2
	1965	269	1.29	275	2.58	49.8
	1970	302	1.51	307	3.03	49.8
	1975	340	1.78	344	3.40	52.5
	1980	389	2.16	393	3.91	55.1
	1985	451	2.65	455	4.51	58.7
Middle East/ North Africa (14 countries)	1960	16	0.46	16	0.96	47.8
	1965	18	0.55	18	1.11	49.3
	1970	20	0.63	20	1.56	40.6
	1975	23	1.07	22	2.49	43.2
	1980	27	1.58	26	3.33	47.3
	1985	32	2.15	32	4.28	50.2
Sub-Saharan Africa (29 countries)	1960	25	1.21	23	2.01	60.3
	1965	28	1.15	26	2.13	53.9
	1970	31	1.22	29	2.34	52.0
	1975	35	1.32	33	2.55	51.7
	1980	40	1.52	37	2.84	53.7
	1985	46	1.72	43	3.15	54.7
Latin America/ Caribbean (23 countries)	1960	41	2.65	40	3.22	82.1
	1965	47	2.82	45	3.50	80.7
	1970	53	3.12	51	3.94	79.2
	1975	61	3.34	59	4.01	83.3
	1980	71	3.76	68	4.25	88.3
	1985	82	4.17	79	4.63	90.1
East Asia/ Pacific (10 countries)	1960	40	1.50	39	3.05	49.1
	1965	45	1.93	44	3.59	53.9
	1970	50	2.47	50	4.22	58.5
	1975	57	2.99	56	3.98	75.2
	1980	66	3.54	65	5.24	67.6
	1985	78	4.27	76	5.89	72.5
South Asia (7 countries)	1960	118	0.56	129	1.92	29.1
	1965	132	0.65	142	2.25	29.1
	1970	147	0.78	157	2.67	29.3
	1975	164	0.99	174	3.28	30.1
	1980	185	1.27	197	3.64	35.0
	1985	212	1.73	224	4.30	40.3

Table 9, continued

Region/Group	year	Female		Male		
		Pop. (millions)	Avg. years of school	Pop. (millions)	Avg. years of school	Gender ratio*
OECD (23 countries)	1960	190	6.50	172	6.83	95.1
	1965	201	6.87	182	7.29	94.3
	1970	212	7.22	192	7.71	93.6
	1975	228	7.66	207	8.18	93.7
	1980	245	8.33	222	8.86	94.0
	1985	262	8.55	239	9.04	94.6
Centrally Planned Economies (10 countries)	1960	105	6.20	78	7.94	78.1
	1965	114	6.54	88	8.54	76.6
	1970	117	7.02	91	9.23	76.1
	1975	123	7.32	98	9.80	74.8
	1980	131	7.67	106	10.18	75.3
	1985	139	7.88	114	10.75	73.3

*The gender ratio is defined as the ratio of female to male average years of schooling, multiplied by 100.

Note: Pop. refers to the population aged 25 and over.

Appendix Tables

Table A.1	Census-Survey Data on Educational Attainment of the Total Population Aged 25 and Over
Table A.2.	Full Data Set for Educational Attainment of the Total Population Aged 25 and Over
Table A.3	Standard Length of Primary and Secondary Schools by Country in 1965 and 1970
Table A.4	Census-Survey Data on Educational Attainment of the Female Population Aged 25 and Over (not included in this draft)
Table A.5	Full Data Set for Educational Attainment of the Female Population Aged 25 and Over (not included in this draft)

Table A.1. Census-Survey Data on Educational Attainment of the Total Population Aged 25 and Over

Region/ Country	Census Year	Desig- -nated Year	Age Group	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher	Source
				(Percentage of the total population)				
Middle East and North Africa								
Algeria	54	55	25	79.8&	18.1 (3.6)	1.7 (0.5)	0.4	Unesco(71)
	66	65	25	88.0	9.8 (--)	1.7 (--)	0.4	Unesco(71)
	71	70	25	84 4	13.0 (--)	2.2 (--)	0.3	Unesco(76)
Bahrain	65	65	21	82.1	9.0 (6.1)	6.2 (--)	2.7	Unesco(71)
	71	70	25	77.4	9.7 (4.2)	9.2 (--)	3.8	Unesco(76)
Cyprus	46	45	25	45.4	46.1 (24.1)	6.6 (--)	1.8	Unesco(76)
	60	60	25	28.9	56.8 (33.8)	13.0 (--)	1.4	Unesco(71)
	76	75	10	0.7	54.9 (--)	36.7 (--)	7.7	Unesco(86)
Egypt	76	75	25	86.3	4.7 (--)	5.7 (--)	3.4	Unesco(86)
Iran, I.R. of	56	55	25	93.6	4.3 (3.0)	1.7 (0.8)	0.4	Unesco(71)
	66	65	25	88.5	7.2 (4.3)	3.4 (1.8)	0.9	Unesco(76)
Iraq	57	60	25	97.8	0.6 (--)	0.9 (--)	0.7	Unesco(71)
	65	65	25	94.9	2.5 (--)	1.7 (--)	0.9	Unesco(71)
Israel	54	55	25	16.3	-- (--)	-- (20.6)	4.4	Unesco(76)
	61	60	25	19.1	43.1 (--)	27.9 (--)	9.9	Unesco(71)
	72	70	25	17.0	37.0 (--)	31.3 (--)	14.8	Unesco(80)
	82	80	25	9.7	30.6 (--)	36.9 (--)	23.1	Unesco(86)
Jordan	61	60	25	79.6	13.0 (7.2)	6.5 (--)	0.8	Unesco(71)
	79	80	25	66.1	14.5 (--)	12.7 (6.1)	6.7	Kaneko
Kuwait	61	60	6	49.2	45.5 (5.0)	4.1 (--)	1.2	Unesco(71)
	70	70	25	50.4&	30.9 (6.3)	14.1 (--)	4.6	Unesco(76)
	75	75	25	37.5	16.8 (--)	33.2 (--)	12.5	Unesco(82)
	80	80	25	58.0	7.6 (--)	24.4 (14.8)	10.1	Unesco(86)
	85	85	25	50.3	7.2 (--)	29.7 (19.0)	12.7	Unesco(89)
Libya	64	65	25	84.0&	14.5 (1.3)	1.3 (0.4)	0.2	Unesco(71)
	73	75	25	91.6&	3.5 (--)	4.0 (--)	1.0	Unesco(82)
Malta	48	50	25	53.3	31.8 (--)	10.8 (--)	4.1	Unesco(71)
	67	65	25	22.9	58.2 (11.7)	16.6 (--)	2.4	Unesco(76)
Syria	60	60	25	76.5	21.3 (3.0)	1.8 (--)	0.5	Unesco(71)
	70	70	25	68.6	25.9 (--)	4.3 (--)	1.3	Unesco(76)

Table A.1. (Continued)

Region/ Country	Census Year	Desig- -nated Year	Age Group	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher	Source
				(Percentage of the total population)				
Tunisia	66	65	25	89.1	7.1 (--)	3.0 (--)	0.7	Unesco(76)
	75	75	25	82.7	9.7 (--)	6.4 (--)	1.2	Unesco(82)
	80	80	25	72.1	17.2 (--)	8.9 (4.8)	1.8	Unesco(84)
	84	85	25	66.3	18.9 (--)	12.0 (--)	2.8	Unesco(86)
U. Arab Emirate	75	75	10	43.8&	35.0 (7.9)	16.9 (10.3)	4.3	Unesco(82)
Yemen, N. Arab	75	75	15	98.8	0.5 (--)	0.5 (0.2)	0.1	Kaneko
Sub-Saharan Africa								
Benin	79	80	25	89.2	8.3 (--)	2.2 (0.8)	0.3	Unesco(86)
Botswana	46	45	1	89.1	10.6 (--)	0.2 (--)	0.0	Unesco(76)
	64	65	25	72.7	24.6 (--)	2.4 (0.6)	0.2	Unesco(71)
	71	70	25	70.5	26.4 (2.1)	2.4 (0.6)	0.6	Unesco(76)
	81	80	25	54.7	40.5 (9.4)	4.4 (1.3)	0.[illegible]	Unesco(86)
Cameroon	76	75	25	75.8$	19.5 (--)	4.4 (--)	0.3	Unesco(82)
Central Africa R.	75	75	25	89.9	8.5 (--)	1.5 (--)	0.2	U.N.
Congo	84	85	25	58.7	21.4 (--)	16.9 (--)	3.0	U.N.
Gambia	73	75	25	94.9	1.3 (0.5)	3.6 (--)	0.2	Unesco(82)
Ghana	48	50	1	95.9	-- (--)	-- (--)	--	Unesco(76)
	60	60	25	86.2	12.1 (--)	1.1 (--)	0.7	Unesco(71)
	70	70	25	77.7	5.8 (--)	16.1 (3.3)	0.4	Unesco(82)
Guinea-Bissau	79	80	7	91.1	8.0 (0.5)	0.8 (0.2)	0.1	Unesco(86)
Kenya	62	60	25	77.3	20.4 (--)	2.0 (--)	0.3	Unesco(71)
	69	70	25	75.9	20.5 (--)	-- (--)	--	Unesco(76)
	79	80	25	58.6	32.2 (--)	-- (--)	--	Unesco(86)
Lesotho	46	45	1	69.9	29.6 (--)	0.5 (--)	0.0	Unesco(76)
	66	65	25	41.1	57.2 (--)	1.6 (--)	0.1	Unesco(71)
	76	75	25	34.3	61.1 (9.1)	4.6 (--)	0.1	Unesco(86)
Liberia	62	60	25	92.3	5.0 (2.9)	1.7 (--)	1.0	Unesco(71)
	74	75	25	87.1	3.8 (1.2)	7.5 (3.9)	1.5	Unesco(86)
Malawi	66	65	25	67.5	32.1 (--)	0.4 (--)	0.0	Unesco(71)
	77	75	25	55.4	42.0 (4.7)	2.5 (1.0)	0.2	Unesco(82)

Table A.1. (Continued)

Region/ Country	Census Year	Desig- -nated Year	Age Group	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher	Source
				(Percentage of the total population)				
Mali	76	75	25	95.4	3.8 (0.8)	0.6 (--)	0.2	Unesco(82)
Mauritius	52	50	25	51.7	42.2 (--)	5.7 (--)	0.4	Unesco(76)
	62	60	25	47.6	44.4 (10.3)	6.7 (--)	1.3	Unesco(71)
	72	70	25	36.0	50.9 (18.3)	11.9 (--)	1.2	Unesco(76)
	83	80	25	23.9	52.0 (--)	20.6 (--)	3.6	Unesco(86)
Mozambique	80	80	5	61.5&	37.9 (2.0)	0.6 (0.1)	0.1	Unesco(86)
Namibia	60	60	25	--	-- (18.2)	12.8 (--)	2.1	Unesco(76)
Niger	77	75	10	88.5	10.3 (--)	1.0 (--)	0.1	Unesco(86)
Reunion	54	55	25	57.5&	-- (--)	-- (--)	--	Unesco(76)
	67	65	25	46.5&	45.4 (12.4)	7.6 (2.6)	0.5	Unesco(76)
Rwanda	78	80	25	77.0	20.8 (4.0)	2.0 (--)	0.3	Unesco(86)
Senegal	76	75	25	56.0	40.8 (--)	2.5 (--)	0.8	Kaneko
Seychelles	60	60	25	41.7	52.1 (29.5)	5.5 (--)	0.7	Unesco(76)
	71	70	25	28.3	56.0 (21.5)	13.2 (5.9)	2.6	Unesco(76)
Sierra Leone	63	60	25	94.4	3.3 (2.9)	2.0 (0.9)	0.3	Unesco(74)
	76	75	15	79.2	13.7 (--)	6.7 (--)	0.5	U.N.
South africa	60	60	25	49.5	23.3 (14.2)	27.2 (--)	0.0	Unesco(71)
	70	70	25	42.1	26.7 (5.3)	27.4 (6.7)	3.7	Unesco(82)
	80	80	25	31.2	40.3 (--)	27.2 (--)	1.4	U.N.
	85	85	25	24.4	46.6 (--)	26.7 (--)	2.3	U.N.
Sudan	56	55	25	91.2	8.0 (1.9)	0.6 (--)	0.0	Unesco(71)
Swaziland	66	65	25	73.1	20.9 (5.3)	4.6 (1.2)	0.4	Unesco(71)
	76	75	25	53.6	34.6 (9.2)	-- (--)	--	Unesco(82)
Tanzania	78	80	15	48.6	48.1 (8.7)	1.7 (0.1)	1.5	Unesco(86)
Togo	70	70	25	89.8	9.1 (3.3)	0.9 (0.2)	0.1	Unesco(76)
	81	80	25	76.5	13.5 (--)	8.7 (--)	1.3	Unesco(86)
Uganda	59	60	16	74.9	21.3 (5.8)	3.8 (1.1)	0.0	Unesco(71)
	69	70	25	71.8	26.5 (3.0)	1.8 (0.1)	0.1	Unesco(76)
Zaire	55	55	25	89.0	10.3 (1.1)	0.7 (--)	0.0	Unesco(76)

Table A.1. (Continued)

Region/ Country	Census Year	Desig- -nated Year	Age Group	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher	Source
				(Percentage of the total population)				
Zambia	63	60	21	67.3	31.4 (4.4)	-- (--)	--	Unesco(71)
	69	70	25	63.9	31.9 (6.5)	3.7 (1.7)	0.6	Unesco(76)
	80	80	25	49.8	37.0 (--)	12.8 (--)	0.4	Unesco(89)
Zimbabwe	62	60	17	52.3	45.1 (10.0)	-- (--)	--	Unesco(71)
	69	70	25	43.0	54.6 (9.3)	1.9 (0.0)	0.6	Unesco(82)
Latin America and the Caribbean								
Antigua& Barbuda	61	60	25	4.3	87.7 (74.5)	7.4 (--)	0.6	Unesco(71)
	70	70	1	15.0	79.2 (--)	4.5 (--)	1.3	Unesco(82)
Argentina	47	50	20	14.7	76.6 (--)	7.5 (3.8)	1.2	Unesco(76)
	60	60	25	12.0	73.4 (--)	11.6 (--)	3.0	Unesco(71)
	70	70	25	8.3	72.4 (30.6)	15.3 (7.5)	4.0	Unesco(76)
	80	80	25	7.1	66.4 (33.0)	20.4 (--)	6.1	Unesco(86)
Barbados	60	60	15	1.8	81.4 (34.5)	16.2 (--)	0.6	Unesco(71)
	70	70	25	1.1	33.7 (--)	63.9 (--)	1.2	Unesco(82)
	80	80	25	0.8	63.5 (--)	32.3 (--)	3.3	Unesco(86)
Belize	60	60	25	--	-- (60.9)	-- (--)	--	Unesco(76)
	70	70	25	12.2	78.6 (--)	7.9 (--)	1.4	Unesco(84)
	80	80	25	10.7	75.3 (--)	11.7 (--)	2.3	Unesco(86)
Bolivia	50	50	5	70.6	23.7 (5.2)	5.2 (--)	0.6	Unesco(71)
	76	75	25	48.6	28.5 (--)	17.9 (7.1)	5.0	Unesco(82)
Brazil	50	50	25	65.3	29.8 (13.9)	4.0 (3.0)	0.9	Unesco(71)
	70	70	25	42.6	46.1 (19.4)	9.6 (3.7)	2.0	Unesco(76)
	76	75	25	32.7	57.3 (4.3)	5.7 (--)	4.3	Unesco(82)
	80	80	25	32.9	55.3 (4.9)	6.9 (--)	5.0	Unesco(86)
Chile	52	50	25	23.5	55.1 (--)	19.1 (--)	2.4	Unesco(76)
	60	60	25	20.2	55.4 (22.2)	22.4 (11.0)	2.1	Unesco(76)
	70	70	25	13.1	61.0 (22.4)	22.2 (--)	3.8	Unesco(76)
	82	80	25	9.4	56.6 (--)	26.9 (--)	7.2	Unesco(89)
Colombia	51	50	25	43.5&	48.2 (7.7)	7.5 (1.8)	0.9	Unesco(76)
	64	65	15	27.9	60.4 (11.9)	10.5 (3.8)	1.2	Unesco(76)
	73	75	20	22.4	55.9 (--)	18.4 (--)	3.3	Unesco(76)
Costa Rica	50	50	25	21.2	70.8 (17.2)	6.2 (--)	1.8	Unesco(76)
	63	65	25	20.6	68.7 (19.6)	7.6 (--)	3.1	Unesco(71)
	68	70	25	20.6	68.7 (12.1)	7.6 (2.9)	3.1	Unesco(76)
	73	75	25	16.1	66.9 (17.8)	11.2 (4.9)	5.8	Unesco(76)

Table A.1. (Continued)

Region/ Country	Census Year	Desig- -nated Year	Age Group	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher	Source
				(Percentage of the total population)				
Dominica	60	60	15	14.1	78.9 (25.5)	6.4 (--)	0.5	Unesco(76)
	70	70	25	8.4	85.3 (--)	5.2 (--)	1.1	Unesco(84)
	81	80	25	6.6	80.5 (--)	11.1 (--)	1.7	Unesco(86)
Dominican Rep.	50	50	1	69.0	29.7 (6.2)	1.1 (--)	0.2	Unesco(76)
	60	60	25	43.4	53.1 (13.8)	2.7 (--)	0.8	Unesco(71)
	70	70	25	40.1	45.9 (4.3)	12.1 (2.5)	1.9	Unesco(82)
Ecuador	50	50	25	50.4&	44.1 (14.1)	4.7 (--)	0.9	Unesco(76)
	62	60	25	37.8	53.7 (13.6)	7.1 (--)	1.4	Unesco(71)
	74	75	25	31.9	53.7 (--)	11.2 (5.3)	3.2	Unesco(82)
	82	80	25	25.4	51.1 (34.1)	16.0 (7.9)	7.6	Unesco(86)
El Salvador	50	50	25	66.8	29.9 (5.8)	2.8 (--)	0.4	Unesco(76)
	61	60	25	61.8	33.2 (5.1)	4.6 (2.0)	0.5	Unesco(71)
	71	70	25	54.7	38.3 (--)	6.1 (--)	0.9	Unesco(76)
	80	80	10	30.2&	60.7 (--)	6.9 (--)	2.3	Unesco(86)
Guatemala	50	50	25	72.3	24.9 (5.7)	2.3 (--)	0.5	Unesco(76)
	64	65	25	69.2	26.6 (6.4)	3.5 (--)	0.7	Unesco(71)
	73	75	25	--	-- (--)	4.9 (--)	1.2	Unesco(76)
	81	80	25	54.9	35.9 (--)	7.4 (--)	2.2	U.N.
Guyana	60	60	15	12.9	76.1 (38.9)	10.5 (--)	0.4	Unesco(71)
	70	70	25	12.2	77.6 (--)	9.2 (--)	1.0	Unesco(82)
	80	80	25	8.1	72.9 (--)	17.3 (--)	1.8	Unesco(86)
Haiti	50	50	25	91.0	6.6 (2.3)	2.4 (1.0)	0.2	Unesco(71)
	71	70	25	83.5&	12.5 (4.0)	3.8 (1.8)	0.3	Unesco(76)
	82	80	25	77.0	15.2 (--)	7.2 (--)	0.7	Unesco(86)
Honduras	50	50	1	64.8	33.9 (5.5)	1.2 (--)	0.2	Unesco(76)
	61	60	25	60.9	34.9 (6.9)	3.5 (--)	0.6	Unesco(71)
	74	75	25	53.1	40.5 (6.0)	5.3 (3.8)	1.0	Unesco(82)
	83	85	25	33.5	51.3 (--)	11.9 (7.6)	3.3	Unesco(86)
Jamaica	60	60	25	18.8	75.3 (--)	5.5 (--)	0.5	Unesco(71)
	82	80	25	3.2	79.8 (--)	15.0 (--)	2.0	Unesco(89)
Mexico	50	50	25	46.0	48.4 (--)	4.5 (1.6)	1.1	Unesco(76)
	60	60	30	46.0	48.3 (10.4)	4.3 (1.5)	1.4	Unesco(71)
	70	70	20	35.0	54.7 (15.3)	7.8 (3.7)	2.6	Unesco(82)
	80	80	25	38.1&	49.0 (17.3)	8.1 (1.7)	4.9	Unesco(86)
Nicaragua	50	50	25	64.2	32.8 (7.9)	2.4 (--)	0.5	Unesco(76)
	63	65	10	49.6	45.5 (9.5)	4.3 (--)	0.6	Unesco(76)
	71	70	25	53.9	-- (--)	-- (--)	--	Unesco(76)

Table A.1. (Continued)

Region/ Country	Census Year	Desig- -nated Year	Age Group	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher	Source
				(Percentage of the total population)				
Panama	50	50	25	36.5	50.1 (22.1)	11.8 (--)	1.7	Unesco(76)
	60	60	25	28.0	54.1 (24.4)	15.4 (4.1)	2.6	Unesco(76)
	70	70	25	24.9	53.5 (--)	17.4 (8.4)	4.2	Unesco(76)
	80	80	25	17.4	50.7 (23.4)	23.5 (11.8)	8.4	Unesco(86)
Paraguay	50	50	25	39.1	54.6 (7.8)	5.4 (--)	0.8	Unesco(76)
	62	60	25	26.4	65.4 (--)	6.9 (--)	1.2	Unesco(71)
	72	70	25	19.6&	68.0 (10.3)	10.3 (4.5)	2.1	Unesco(76)
	82	80	25	14.2	66.4 (15.4)	16.0 (--)	3.4	Unesco(89)
Peru	60	60	25	42.8	44.9 (--)	9.7 (--)	2.6	Unesco(71)
	72	70	25	35.0	47.1 (--)	13.4 (--)	4.5	Unesco(76)
	81	80	25	24.0	44.5 (17.2)	21.4 (10.7)	10.1	Unesco(86)
St.Kitts & Nevis	61	60	25	5.0	90.3 (72.1)	-- (--)	--	Unesco(71)
	80	80	25	1.2	29.2 (--)	67.2 (--)	2.3	U.N.
St.Lucia	63	60	15	26.3	70.0 (24.9)	3.4 (--)	0.3	Unesco(71)
	70	70	25	27.0	-- (--)	-- (--)	--	Unesco(82)
	80	80	25	17.5	74.5 (--)	6.8 (--)	1.3	Unesco(86)
St.Vincent & Gr.	60	60	15	7.9	85.9 (21.4)	5.9 (--)	0.3	Unesco(71)
	80	80	25	2.4	88.0 (--)	8.2 (--)	1.4	Unesco(86)
Trinidad& Tobago	60	60	15	11.3	72.8 (--)	15.1 (4.3)	0.7	Unesco(71)
	70	70	25	11.6	74.6 (--)	12.6 (--)	1.2	Unesco(76)
	80	80	25	1.3	72.0 (42.6)	23.7 (4.0)	2.9	Unesco(86)
Uruguay	63	65	25	14.1	70.2 (25.0)	14.1 (--)	1.6	Unesco(71)
	75	75	25	9.9	66.3 (29.6)	17.4 (--)	6.3	Unesco(82)
	85	85	25	--	-- (--)	28.6 (--)	9.0	Unesco(90)
Venezuela	50	50	25	53.4	41.9 (7.9)	3.3 (0.8)	1.4	Unesco(76)
	61	60	25	49.1	44.1 (15.7)	5.3 (2.2)	1.5	Unesco(71)
	71	70	25	47.1	39.2 (--)	11.1 (--)	2.6	Unesco(82)
	81	80	25	23.5	47.2 (--)	22.3 (--)	7.0	Unesco(86)
East Asia and the Pacific								
Brunei	60	60	25	64.0	24.6 (9.4)	10.4 (--)	1.0	Unesco(76)
	71	70	25	52.4	28.1 (--)	16.5 (--)	3.1	Unesco(76)
	81	80	25	32.1	28.3 (--)	30.1 (--)	9.4	Unesco(89)
Fiji	46	45	16	40.8	56.7 (20.3)	1.1 (--)	1.5	Unesco(76)
	66	65	25	22.4	35.8 (6.6)	-- (--)	--	Unesco(76)
	76	75	25	19.7	66.3 (20.5)	10.6 (3 9)	3.3	Unesco(82)
	86	85	25	10.9	59.8 (23.9)	24.9 (--)	4.5	Unesco(89)

Table A.1. (Continued)

Region/ Country	Census Year	Desig- -nated Year	Age Group	Highest level attained: No School	First Level Total(Complete)	Second Level Total(2nd Cycle)	Higher	Source
				(Percentage of the total population)				
Hong Kong	60	60	15	29.7	45.1 (21.2)	21.0 (--)	4.3	Unesco(71)
	66	65	25	36.2	40.0 (20.4)	18.4 (9.8)	5.4	Unesco(76)
	71	70	25	33.3	41.4 (21.6)	20.5 (11.5)	4.9	Unesco(76)
	76	75	25	28.5	42.3 (--)	25.4 (15.5)	3.8	Unesco(82)
	81	80	25	22.5	39.8 (23.1)	30.5 (17.3)	7.1	Unesco(86)
	86	85	25	18.4	35.6 (--)	38.3 (--)	7.6	U.N.
Indonesia	61	60	25	75.5	22.6 (7.6)	1.9 (0.5)	0.1	Unesco(71)
	71	70	25	55.3	39.1 (17.0)	5.1 (--)	0.5	Unesco(76)
	80	80	25	41.1	48.4 (16.8)	9.6 (4.9)	0.8	Unesco(86)
Korea	55	55	25	29.7&	62.1 (18.2)	6.8 (1.5)	1.5	Unesco(71)
	60	60	25	56.9	29.6 (26.2)	10.9 (5.8)	2.6	Unesco(76)
	66	65	25	43.6	35.2 (33.5)	17.5 (--)	3.6	Unesco(76)
	70	70	25	--	-- (--)	21.8 (--)	5.6	Unesco(76)
	75	75	25	25.2&	39.2 (--)	28.7 (--)	6.9	Unesco(82)
	80	80	25	19.7	34.5 (--)	36.9 (18.7)	8.9	Unesco(86)
	85	85	25	15.4	27.6 (--)	45.3 (--)	11.7	U.N.
Malaysia	57	60	25	58.5	32.7 (--)	7.2 (2.4)	1.5	Unesco(71)
	70	70	1	40.6	44.6 (13.7)	-- (--)	--	Unesco(76)
	80	80	25	34.3	44.4 (23.0)	19.9 (9.8)	1.4	Unesco(89)
Papua New Guinea	66	65	1	72.7	24.8 (5.6)	2.2 (--)	0.3	Unesco(76)
	71	70	25	85.7	12.0 (--)	-- (--)	--	Unesco(76)
	80	80	25	82.6	13.2 (5.0)	-- (--)	--	Unesco(86)
Philippines	48	50	25	55.5	34.0 (--)	7.8 (--)	2.7	Unesco(76)
	56	55	25	36.3	49.6 (--)	8.6 (--)	5.5	Unesco(76)
	60	60	25	33.5&	49.7 (--)	10.6 (--)	6.2	Unesco(71)
	70	70	25	19.8	56.4 (--)	14.2 (--)	9.6	Unesco(76)
	75	75	25	14.1	57.6 (21.7)	16.4 (--)	11.9	Unesco(82)
	80	80	25	11.7	54.1 (22.8)	18.9 (--)	15.2	Unesco(86)
Singapore	70	70	25	47.6	29.6 (--)	20.9 (--)	2.0	Unesco(76)
	80	80	25	43.7	38.3 (--)	14.6 (5.0)	3.4	Unesco(86)
Solomon Islands	70	70	25	--	-- (--)	-- (--)	--	Unesco(76)
	76	75	25	55.5	39.5 (--)	3.3 (--)	1.6	Unesco(82)
Taiwan	66	65	25	42.1	38.6 (--)	15.1 (7.0)	4.3	Taiwan
	75	75	25	29.6	44.7 (--)	20.0 (9.2)	5.7	Taiwan
	80	80	25	23.0	44.4 (38.0)	23.3 (13.3)	9.3	Taiwan
Thailand	60	60	25	48.1	46.4 (33.9)	4.9 (--)	0.6	Unesco(71)
	70	70	25	34.1&	60.5 (--)	4.4 (--)	1.1	Unesco(76)
	80	80	25	20.5	69.7 (2.4)	6.8 (2.3)	2.9	Unesco(86)

Table A.1. (Continued)

Region/ Country	Census Year	Desig-nated Year	Age Group	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher	Source
				(Percentage of the total population)				
Vanuatu	79	80	25	37.2	40.8 (6.5)	-- (--)	--	Unesco(86)
Western Samoa	66	65	25	1.9	69.3 (38.0)	28.3 (5.5)	0.5	Unesco(71)
	71	70	25	5.4	59.1 (--)	31.0 (--)	4.5	Unesco(76)
	76	75	25	--	-- (--)	37.8 (6.3)	2.2	Unesco(82)
	81	80	25	1.4	56.3 (--)	39.2 (--)	3.0	U.N.
South Asia								
Afghanistan	75	75	25	91.5	4.4 (2.6)	2.4 (1.3)	1.7	Unesco(80)
	80	80	25	88.5	7.1 (0.3)	1.2 (--)	3.2	Unesco(82)
Bangladesh	74	75	25	82.3	10.0 (--)	6.9 (--)	0.9	Unesco(82)
	81	80	25	70.4	16.7 (--)	11.6 (4.2)	1.3	Unesco(89)
India	51	50	1	83.4&	14.1 (--)	2.1 (0.6)	0.5	Unesco(76)
	61	60	25	75.5&	22.1 (6.3)	-- (--)	--	Unesco(71)
	71	70	25	72.2	22.7 (--)	3.9 (--)	1.1	Unesco(76)
	81	80	25	72.5	11.3 (--)	13.7 (--)	2.5	Unesco(86)
Myanmar (Burma)	53	55	25	76.7	13.4 (--)	9.0 (--)	0.3	Unesco(76)
	73	75	25	78.3	12.4 (--)	9.1 (2.1)	0.2	Unesco(86)
	83	85	25	55.8	27.7 (--)	14.5 (--)	1.9	U.N.
Nepal	61	60	25	99.0	0.3 (--)	0.6 (--)	0.1	Unesco(71)
	71	70	25	99.6	0.1 (--)	0.3 (0.1)	0.1	Unesco(76)
Pakistan	51	50	1	91.0	5.8 (--)	3.0 (--)	0.1	Unesco(71)
	61	60	25	85.6&	11.7 (1.2)	2.4 (--)	0.3	Unesco(71)
	72	70	25	81.3	8.0 (5.7)	7.3 (3.6)	3.4	Unesco(82)
	81	80	25	78.9&	8.7 (--)	10.5 (--)	1.9	Unesco(86)
Sri Lanka	63	60	25	32.3	46.5 (6.9)	20.7 (--)	0.4	Unesco(71)
	69	70	25	24.0	39.9 (--)	35.0 (--)	1.2	Unesco(76)
	81	80	25	15.9	48.9 (--)	34.1 (--)	1.1	Unesco(89)
O E C D								
Australia	66	65	25	1.0	37.1 (--)	57.2 (--)	4.7	Unesco(71)
	71	70	25	0.9	29.3 (--)	48.3 (--)	21.5	Unesco(82)
	81	80	25	1.0	7.8 (4.1)	88.6 (18.2)	2.6	Kaneko
Austria	61	60	25	2.0#	91.1 (--)	4.6 (--)	2.2	Unesco(71)
	71	70	25	--	-- (--)	35.8 (--)	2.6	Unesco(76)
	81	80	25	0.0	-- (--)	-- (47.5)	3.3	Unesco(86)

Table A.1. (Continued)

Region/ Country	Census Year	Desig- -nated Year	Age Group	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher	Source
				(Percentage of the total population)				
Belgium	61	60	20	--	-- (--)	27.1 (--)	4.0	Unesco(76)
	70	70	25	1.0#	61.6 (--)	34.8 (--)	2.6	Unesco(76)
	77	75	15	0.0	-- (--)	-- (13.7)	7.2	Unesco(82)
Canada	51	50	25	2.4	52.6 (--)	36.1 (--)	8.8	Unesco(76)
	61	60	25	1.7	47.2 (--)	37.9 (17.5)	13.1	Unesco(71)
	70	70	25	1.4	38.4 (20.0)	-- (--)	--	Unesco(76)
	76	75	25	1.8	30.7 (12.2)	36.6 (--)	30.9	Unesco(82)
	81	80	25	2.0	23.7 (9.5)	36.8 (--)	37.4	Unesco(86)
Denmark	83	85	25	1.0#	45.9 (--)	36.2 (--)	18.0	Kaneko
Finland	50	50	25	--	-- (60.0)	4.9 (--)	3.0	Unesco(76)
	60	60	25	--	-- (--)	6.0 (--)	4.1	Unesco(71)
	70	70	25	--	-- (--)	24.0 (6.2)	6.1	Unesco(76)
	80	80	20	1.2	50.0 (--)	36.9 (29.2)	11.9	Unesco(86)
	85	85	25	0.0	55.6 (--)	30.6 (--)	13.8	Unesco(89)
France	54	55	25	--	-- (38.7)	10.3 (2.6)	1.8	Unesco(76)
	62	60	25	--	-- (30.9)	7.5 (2.8)	2.1	Unesco(71)
	68	70	15	1.0#	83.9 (39.7)	12.4 (--)	2.7	Unesco(76)
	82	80	25	--	-- (29.2)	22.2 (8.3)	8.5	Kaneko
Germany, West	70	70	25	0.8	77.1 (--)	19.0 (--)	3.1	Germany
	78	75	25	0.6	78.3 (--)	15.6 (--)	5.5	Germany
	82	80	25	0.2	75.4 (--)	17.5 (--)	6.9	Germany
	85	85	25	1.3	71.4 (--)	19.5 (--)	7.7	Germany
Greece	51	50	25	31.9	53.3 (16.7)	12.8 (--)	2.0	Unesco(76)
	61	60	25	19.6#	70.0 (36.9)	7.9 (--)	2.5	Unesco(71)
	71	70	25	15.6#	69.9 (45.1)	10.6 (--)	3.9	Unesco(76)
	81	80	25	11.5	61.2 (44.3)	19.7 (13.6)	7.6	Unesco(86)
Iceland	60	60	25	0.0#	86.5 (--)	9.8 (--)	3.7	Unesco(71)
Ireland	66	65	25	4.0#	64.8 (--)	26.7 (--)	4.5	Unesco(76)
	71	70	25	--	-- (--)	27.4 (--)	4.6	Unesco(82)
	81	80	25	--	-- (--)	39.8 (--)	7.9	Unesco(89)
Italy	51	50	25	16.1&	73.1 (--)	9.3 (3.8)	1.5	Unesco(76)
	61	60	25	12.5&	71.4 (--)	13.9 (5.2)	2.1	Unesco(71)
	71	70	25	7.3&	72.6 (48.9)	17.5 (--)	2.6	Unesco(76)
	81	80	25	19.3&	47.4 (--)	29.2 (11.2)	4.1	Unesco(89)
Japan	50	50	25	7.2	35.9 (22.4)	51.2 (15.7)	5.6	Unesco(76)
	60	60	25	2.9	59.9 (--)	30.9 (--)	6.3	Unesco(71)
	70	70	25	0.9	60.6 (--)	33.0 (--)	5.5	Unesco(76)
	80	80	25	--	-- (--)	39.9 (--)	14.4	Unesco(82)

Table A.1. (Continued)

Region/ Country	Census Year	Desig- -nated Year	Age Group	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher	Source
				(Percentage of the total population)				
Netherlands	60	60	25	--	-- (--)	11.1 (3.0)	1.3	Unesco(76)
	71	70	25	0.0	47.0 (--)	45.8 (9.1)	7.2	Unesco(82)
New Zealand	66	65	25	0.9	39.9 (--)	54.3 (--)	4.9	Unesco(76)
	76	75	25	--	-- (--)	57.1 (--)	20.1	Unesco(82)
	81	80	25	1.2	-- (--)	-- (26.6)	30.6	Unesco(86)
Norway	50	50	25	--	-- (--)	17.1 (--)	1.5	Unesco(76)
	60	60	25	--	-- (--)	14.2 (--)	1.9	Unesco(71)
	70	70	16	0.7	68.9 (--)	23.7 (14.4)	6.6	Unesco(76)
	75	75	16	--	-- (--)	89.4 (27.0)	8 5	Unesco(82)
	80	80	25	1.8	0.0 (--)	86.2 (26.2)	11.9	Unesco(86)
Portugal	60	60	25	45.1&	50.4 (21.6)	3.5 (--)	1.1	Unesco(71)
	70	70	25	67.0	30.0 (--)	2.0 (--)	1.0	Unesco(82)
	81	80	25	27.5	58.5 (--)	10.5 (--)	3.5	U.N.
Spain	50	50	1	37.9	59.1 (--)	2.4 (--)	0.6	Unesco(76)
	60	60	1	24.5	70.8 (--)	3.9 (--)	0.8	Unesco(71)
	70	70	25	12.9	77.6 (64.7)	5.8 (2.6)	3.7	Unesco(76)
	81	80	25	35.1&	44.5 (32.7)	13.3 (5.7)	7.1	Unesco(86)
	86	85	25	5.2&	70.2 (29.9)	17.6 (8.7)	7.0	Unesco(90)
Sweden	70	70	25	1.0#	55.6 (7.5)	35.0 (27.1)	8.3	Unesco(76)
	79	80	25	--	-- (--)	43.0 (35.7)	15.4	Unesco(86)
Switzerland	60	60	25	0.2	68.6 (--)	21.8 (--)	9.4	Unesco(71)
	70	70	25	5.1	-- (--)	-- (18.3)	2.9	Unesco(76)
	80	80	25	--	-- (29.6)	54.3 (42.5)	11.0	Kaneko
Turkey	50	50	25	83.1	11.9 (--)	4.0 (--)	1.1	Unesco(71)
	60	60	10	59.2	35.6 (21.7)	4.6 (--)	0.6	Unesco(76)
	65	65	20	58.0	35.2 (23.6)	5.7 (--)	1.1	Unesco(76)
	75	75	25	59.0	31.9 (--)	7.3 (--)	1.8	Unesco(82)
	80	80	25	52.4	35.3 (--)	8.7 (--)	3.6	Unesco(86)
United Kingdom	50	50	25	--	-- (65.6)	19.5 (1.7)	1.6	Unesco(76)
	61	60	25	0.0	73.7 (67.1)	24.5 (2.3)	1.8	Unesco(71)
	76	75	25	--	-- (--)	-- (--)	11 0	Unesco(82)
United States	50	50	25	2.6	45.7 (20.8)	38.2 (--)	13.0	Unesco(76)
	60	60	25	2.3	37.4 (17.5)	43.8 (--)	16.5	Unesco(71)
	70	70	25	--	-- (20.0)	50.7 (--)	22.3	Unesco(76)
	80	80	25	1.0	6.3 (3.7)	64.9 (49.1)	28.1	Unesco(87)
<u>Centrally Planned Economies</u>								
Albania	55	55	1	54.8	42.5 (6.7)	1.7 (0.9)	0.4	Unesco(76)

Table A.1. (Concluded)

Region/ Country	Census Year	Desig- -nated Year	Age Group	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher	Source
				(Percentage of the total population)				
Bulgaria	46	45	25	29.6&	60.8 (37.2)	7.3 (--)	2.3	Unesco(76)
	56	55	25	17.6&	71.5 (21.6)	7.7 (--)	3.2	Unesco(76)
	65	65	25	--	-- (32.9)	12.9 (--)	5.2	Unesco(76)
Cuba	53	55	25	24.3	70.1 (28.8)	3.9 (--)	1.7	Unesco(76)
	81	80	25	3.7	50.2 (27.6)	40.2 (--)	5.9	Unesco(86)
Czechoslovakia	61	60	25	0.8	83.1 (--)	13.7 (--)	2.4	Unesco(76)
	70	70	25	0.6	57.2 (--)	38.2 (--)	4.1	Unesco(76)
	80	80	25	0.4	47.6 (--)	45.9 (--)	6.0	Unesco(86)
Germany, East	71	70	25	--	-- (--)	42.4 (--)	8.5	Unesco(76)
	81	80	25	0.0	30.1 (--)	52.6 (--)	17.3	Unesco(86)
Hungary	60	60	25	3.7	86.4 (--)	6.5 (--)	3.4	Unesco(76)
	63	65	25	3.0	85.6 (--)	7.9 (--)	3.5	Unesco(76)
	70	70	25	2.4	81.7 (64.6)	10.8 (--)	5.1	Unesco(76)
	80	80	25	1.3	11.2 (3.2)	80.6 (23.6)	7.0	Unesco(86)
Poland	60	60	25	8.6&	71.7 (--)	16.6 (9.3)	3.2	Unesco(76)
	70	70	25	5.2	68.7 (43.2)	20.7 (--)	5.4	Unesco(76)
	78	80	25	2.8	57.6 (44.9)	33.9 (--)	5.7	Unesco(82)
Romania	56	55	25	14.1	79.6 (4.5)	4.1 (--)	2.1	Unesco(76)
	66	65	25	--	-- (--)	15.5 (--)	2.7	Unesco(76)
	77	75	25	--	-- (--)	39.8 (--)	4.6	Unesco(82)
U.S.S.R.	59	60	25	1.5#	68.8 (--)	25.6 (--)	4.2	Unesco(76)
	70	70	20	0.5#	47.9 (--)	44.4 (--)	7.2	Unesco(76)
	79	80	10	0.2#	36.0 (--)	55.5 (10.7)	8.3	Unesco(86)
Yugoslavia	53	55	25	--	-- (42.8)	9.7 (--)	0.9	Unesco(76)
	61	60	10	21.0	68.3 (7.3)	9.4 (--)	1.3	Unesco(71)
	71	70	25	23.9	56.9 (18.5)	15.3 (--)	3.9	Unesco(76)
	81	80	25	15.8	53.9 (--)	23.4 (--)	6.8	Unesco(86)

Notes: Age group indicates that population of that age and over is included in the census-surveys. Source is denoted by as follows: Unesco(xx) for UNESCO, *Statistical Yearbook*, 19xx; U.N. for the United Nations, *Demographic Yearbook*,1988.; Germany for *Statistiches Jahrbuch*, various years; and Taiwan for various Population Censuses by the Taiwanese government. A symbol # denotes that adult illiteracy data have been used for "no schooling" by the authors, while & indicates that adult illiteracy data have been used for "no schooling" in the original census-surveys. Dashes (--) indicate that data are not available at the disaggregate level. Primary education in Germany includes both Volkschul- and Hauptschul-abschluß because the data are not disaggregated. In Denmark it includes lower level secondary schools.

Table A.2. Full Data Set for Educational Attainment of the Total Population Aged 25 and Over

Region/ Country	Year	Popula- -tion ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Middle East and North Africa							
	55*	3884	79.8	18.1 (3.6)	1.7 (0.5)	0.4 (0.3)	0.88
Algeria	60	4098	82.2	15.4 (4.4)	1.9 (0.7)	0.4 (0.3)	0.85
	65*	4215	88.0	9.8 (3.2)	1.7 (0.7)	0.4 (0.3)	0.63
	70*	4681	84.4	13.0 (4.4)	2.2 (1.1)	0.3 (0.2)	0.80
	75	5424	78.7	17.8 (6.1)	2.7 (1.4)	0.6 (0.4)	1.11
	80	6361	68.9	26.1 (8.9)	3.8 (2.0)	1.2 (0.8)	1.65
	85	7391	59.2	32.5 (11.2)	5.9 (3.2)	2.3 (1.5)	2.31
Bahrain	60	59	83.2	8.2 (4.5)	5.3 (2.6)	3.3 (1.5)	1.28
	65*	62	82.1	9.0 (6.1)	6.2 (3.0)	2.7 (1.3)	1.36
	70*	79	77.4	9.7 (4.2)	9.2 (4.5)	3.8 (1.8)	1.73
	75	91	72.0	8.0 (3.0)	16.8 (8.2)	3.2 (1.5)	2.26
	80	153	60.8	10.8 (3.8)	25.6 (12.5)	3.0 (1.4)	3.12
	85	214	46.8	19.2 (6.7)	30.6 (14.9)	3.4 (1.6)	3.97
Cyprus	60*	269	28.9	56.8 (33.8)	13.0 (6.3)	1.4 (0.9)	4.29
	65	275	21.6	57.0 (25.1)	18.9 (9.2)	2.6 (1.8)	4.84
	70	316	14.7	56.4 (21.5)	25.2 (12.3)	3.9 (2.6)	5.56
	75*	326	0.7	54.9 (19.7)	36.7 (17.9)	7.7 (5.1)	7.26
	80	356	2.0	53.5 (18.7)	37.7 (18.4)	6.8 (4.5)	7.15
	85	382	4.7	49.0 (17.0)	39.9 (19.4)	6.4 (4.3)	7.13
Egypt	60	10418	99.6	0.1 (0.0)	0.1 (0.0)	0.4 (0.4)	0.08
	65	11617	98.9	0.1 (0.0)	0.6 (0.3)	0.5 (0.4)	0.15
	70	12906	97.3	0.1 (0.0)	1.7 (0.8)	1.2 (1.0)	0.37
	75*	14126	86.3	4.7 (1.8)	5.7 (2.8)	3.4 (3.0)	1.33
	80	16405	73.3	12.2 (4.6)	9.1 (4.4)	5.5 (4.9)	2.32
	85	19179	63.9	15.7 (5.9)	12.5 (6.1)	8.0 (7.1)	3.22
	55*	6319	93.6	4.3 (3.0)	1.7 (0.8)	0.4 (0.3)	0.46
Iran, I.R. of	60	7324	90.5	6.6 (3.9)	2.3 (1.2)	0.6 (0.4)	0.65
	65*	8427	88.5	7.2 (4.3)	3.4 (1.8)	0.9 (0.6)	0.84
	70	9749	85.4	8.9 (3.9)	4.7 (2.6)	1.0 (0.7)	1.04
	75	11244	79.5	10.0 (3.8)	9.0 (5.0)	1.5 (1.0)	1.60
	80	13848	73.7	12.2 (4.4)	11.9 (6.7)	2.2 (1.5)	2.11
	85	17631	63.6	15.6 (5.4)	18.2 (10.4)	2.6 (1.7)	2.98
Iraq	60*	2365	97.8	0.6 (0.2)	0.9 (0.4)	0.7 (0.5)	0.21
	65*	2738	94.9	2.5 (0.9)	1.7 (0.8)	0.9 (0.6)	0.40
	70	3198	88.4	5.6 (2.1)	4.5 (2.2)	1.6 (1.1)	0.90
	75	3771	77.1	12.2 (4.6)	8.4 (4.1)	2.3 (1.6)	1.67
	80	4525	66.4	20.1 (7.5)	9.7 (4.8)	3.7 (2.5)	2.34
	85	5420	59.0	23.0 (8.6)	13.1 (6.4)	4.9 (3.3)	2.95

Table A.2. (Continued)

Region/ Country	Year	Population ≥ 25 1000s)	Highest level attained: No School	First Level Total(Complete)	Second Level Total(2nd Cycle)	Higher Level Total(Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Israel	55*	868	16.3	-- (--)	-- (20.6)	4.4 (2.1)	--
	60*	1037	19.1	43.1 (16.2)	27.9 (13.6)	9.9 (4.7)	6.91
	65	1229	18.0	41.8 (15.7)	28.8 (14.1)	11.4 (5.4)	7.17
	70*	1396	17.0	37.0 (13.9)	31.3 (15.3)	14.8 (7.0)	7.68
	75	1663	13.8	36.0 (13.5)	32.8 (16.0)	17.6 (8.3)	8.21
	80*	1923	9.7	30.6 (11.5)	36.9 (18.0)	23.1 (10.9)	9.18
	85	2138	8.8	30.4 (11.4)	36.8 (18.0)	24.0 (11.3)	9.30
Jordan	60*	604	79.6	13.0 (7.2)	6.5 (2.8)	0.8 (0.5)	1.40
	65	692	75.2	14.7 (6.2)	8.4 (3.6)	1.7 (1.0)	1.74
	70	808	68.7	18.0 (6.8)	10.5 (4.7)	2.6 (1.6)	2.24
	75	905	63.4	19.5 (6.9)	13.5 (6.2)	3.6 (2.2)	2.74
	80*	912	66.1	14.5 (5.1)	12.7 (6.1)	6.7 (4.1)	2.93
	85	1080	54.3	19.7 (6.8)	15.0 (7.6)	11.0 (6.7)	4.04
Kuwait	60*	122	49.2	45.5 (5.0)	4.1 (1.9)	1.2 (0.8)	1.60
	65	194	46.3	44.6 (18.5)	7.1 (3.4)	2.1 (1.4)	2.28
	70*	285	50.4	30.9 (6.3)	14.1 (7.1)	4.6 (3.1)	2.86
	75*	382	37.5	16.8 (4.9)	33.2 (18.1)	12.5 (8.3)	5.73
	80*	574	58.0	7.6 (2.5)	24.4 (14.8)	10.1 (6.7)	4.29
	85*	785	50.3	7.2 (2.4)	29.7 (19.0)	12.7 (8.5)	5.28
Libya	60	514	83.1	16.3 (5.4)	0.8 (0.3)	0.0 (0.0)	0.73
	65*	624	84.0	14.5 (1.3)	1.3 (0.4)	0.2 (0.1)	0.63
	70	721	85.7	11.1 (2.7)	2.6 (1.0)	0.6 (0.4)	0.78
	75*	864	91.6	3.5 (1.1)	4.0 (1.8)	1.0 (0.7)	0.70
	80	1089	77.7	14.1 (4.6)	6.2 (3.0)	2.1 (1.4)	1.54
	85	1346	60.3	22.3 (7.5)	14.2 (7.3)	3.3 (2.2)	2.89
Malta	50*	149	53.3	31.8 (14.6)	10.8 (5.3)	4.1 (2.7)	3.79
	60	156	30.3	51.3 (19.1)	15.8 (7.7)	2.7 (1.8)	5.12
	65*	156	22.9	58.2 (11.7)	16.6 (8.1)	2.4 (1.6)	5.13
	70	168	19.9	60.9 (17.6)	16.5 (8.0)	2.8 (1.8)	5.53
	75	192	16.6	63.1 (20.3)	17.1 (8.4)	3.2 (2.2)	5.88
	80	216	14.1	61.1 (20.5)	21.4 (10.4)	3.5 (2.3)	6.34
	85	209	12.1	56.1 (19.1)	28.5 (13.9)	3.4 (2.3)	6.90
Syria	60*	1709	76.5	21.3 (3.0)	1.8 (0.9)	0.5 (0.3)	0.99
	65	1805	72.2	23.9 (6.3)	3.1 (1.5)	1.0 (0.6)	1.38
	70*	2122	68.6	25.9 (8.1)	4.3 (2.1)	1.3 (0.9)	1.67
	75	2402	62.2	28.0 (9.3)	7.1 (3.5)	2.7 (1.8)	2.28
	80	2795	53.7	30.5 (10.4)	11.1 (5.4)	4.7 (3.1)	3.11
	85	3326	46.3	31.6 (10.8)	14.4 (7.0)	7.7 (5.2)	3.96

Table A.2. (Continued)

Region/ Country	Year	Popula-tion ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Tunisia	60	1706	94.0	3.3 (1.2)	1.9 (0.8)	0.7 (0.6)	0.45
	65*	1797	89.1	7.1 (2.7)	3.0 (1.4)	0.7 (0.6)	0.71
	70	1851	85.2	9.4 (3.5)	4.4 (2.1)	0.9 (0.8)	0.99
	75*	2034	82.7	9.7 (3.6)	6.4 (3.2)	1.2 (1.1)	1.26
	80*	2369	72.1	17.2 (6.4)	8.9 (4.8)	1.8 (1.6)	1.94
	85*	2847	66.3	18.9 (7.1)	12.0 (6.6)	2.8 (2.5)	2.50
U. Arab Emirate	75*	260	43.8	35.0 (7.9)	16.9 (10.3)	4.3 (2.9)	3.78
Yemen, N.Arab	60	1566	99.6	0.1 (0.0)	0.5 (0.2)	0.0 (0.0)	0.05
	65	1731	99.6	0.1 (0.0)	0.4 (0.2)	0.0 (0.0)	0.04
	70	1917	99.7	0.1 (0.0)	0.4 (0.2)	0.0 (0.0)	0.04
	75*	1760	98.8	0.5 (0.2)	0.5 (0.2)	0.1 (0.0)	0.09
	80	1926	97.4	1.8 (0.7)	0.5 (0.2)	0.2 (0.1)	0.15
	85	2160	95.6	3.0 (1.1)	0.9 (0.5)	0.4 (0.3)	0.28
Sub-Saharan Africa							
Benin	60	939	99.3	0.1 (0.0)	0.7 (0.2)	0.0 (0.0)	0.08
	65	970	99.3	0.1 (0.0)	0.7 (0.2)	0.0 (0.0)	0.08
	70	1031	99.2	0.1 (0.0)	0.8 (0.2)	0.0 (0.0)	0.09
	75	1124	94.7	3.4 (0.9)	1.7 (0.6)	0.2 (0.1)	0.37
	80*	1245	89.2	8.3 (2.3)	2.2 (0.8)	0.3 (0.2)	0.66
	85	1401	84.2	12.0 (3.3)	3.2 (0.9)	0.6 (0.4)	0.98
Botswana	60	157	74.6	22.8 (5.7)	2.3 (0.6)	0.2 (0.2)	1.27
	65*	174	72.7	24.6 (5.1)	2.4 (0.6)	0.2 (0.2)	1.32
	70*	188	70.5	26.4 (2.1)	2.4 (0.6)	0.6 (0.5)	1.34
	75	227	64.7	31.7 (9.1)	3.1 (1.0)	0.5 (0.4)	1.83
	80*	309	54.7	40.5 (9.4)	4.4 (1.3)	0.5 (0.4)	2.29
	85	357	50.6	42.3 (9.1)	6.5 (1.5)	0.7 (0.5)	2.59
Cameroon	60	2193	93.5	0.3 (0.0)	5.9 (1.6)	0.3 (0.2)	0.69
	65	2399	90.0	4.8 (1.3)	5.0 (1.4)	0.2 (0.2)	0.76
	70	2639	84.9	10.5 (2.9)	4.4 (1.2)	0.3 (0.2)	0.92
	75*	2917	75.8	19.5 (5.3)	4.4 (1.2)	0.3 (0.2)	1.27
	80	3249	63.0	31.8 (8.7)	4.6 (1.3)	0.5 (0.3)	1.80
	85	3642	53.4	40.0 (10.9)	5.9 (1.6)	0.7 (0.5)	2.28
Central Africa R.	60	674	98.6	0.1 (0.0)	1.5 (0.4)	0.0 (0.0)	0.18
	65	722	97.0	1.4 (0.4)	1.5 (0.4)	0.3 (0.2)	0.26
	70	776	94.4	4.1 (1.1)	1.4 (0.4)	0.2 (0.2)	0.35
	75*	840	89.9	8.5 (2.3)	1.5 (0.4)	0.2 (0.2)	0.52
	80	928	81.4	16.6 (4.5)	1.9 (0.5)	0.2 (0.2)	0.88
	85	1031	73.0	23.9 (6.5)	2.9 (0.8)	0.4 (0.3)	1.28

Table A.2. (Continued)

Region/ Country	Year	Popula-tion ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Congo	60	399	95.8	0.1 (0.0)	4.2 (1.2)	0.0 (0.0)	0.46
	65	440	96.4	0.1 (0.0)	3.6 (1.0)	0.0 (0.0)	0.39
	70	488	96.8	0.1 (0.0)	3.2 (0.9)	0.0 (0.0)	0.35
	75	543	89.8	1.3 (0.4)	6.7 (1.8)	2.3 (1.8)	1.15
	80	612	72.7	16.2 (4.4)	8.6 (2.4)	2.4 (1.9)	1.95
	85*	694	58.7	21.4 (5.8)	16.9 (4.7)	3.0 (2.3)	3.14
Gambia	60	146	98.4	0.1 (0.0)	1.8 (0.5)	0.0 (0.0)	0.21
	65	166	97.9	0.1 (0.0)	2.2 (0.6)	0.0 (0.0)	0.26
	70	192	96.5	0.2 (0.0)	3.0 (0.8)	0.2 (0.2)	0.40
	75*	221	94.9	1.3 (0.5)	3.6 (1.0)	0.2 (0.2)	0.50
	80	255	92.0	3.6 (1.0)	4.2 (1.2)	0.2 (0.1)	0.65
	85	289	89.0	5.5 (1.3)	5.3 (1.5)	0.1 (0.1)	0.84
Ghana	50*	1751	95.9	-- (--)	-- (--)	-- (--)	--
	60*	2406	86.2	12.1 (3.3)	1.1 (0.3)	0.7 (0.5)	0.70
	65	2768	82.2	11.3 (3.1)	6.0 (1.3)	0.6 (0.4)	1.18
	70*	3042	77.7	5.8 (1.6)	16.1 (3.3)	0.4 (0.3)	2.03
	75	3474	74.5	9.8 (2.7)	15.3 (2.6)	0.5 (0.4)	2.09
	80	3816	65.5	19.1 (5.2)	14.8 (2.2)	0.6 (0.5)	2.40
	85	4559	59.3	20.8 (5.7)	19.2 (2.5)	0.8 (0.6)	2.94
Guinea-Bissau	60	241	99.8	0.1 (0.0)	0.1 (0.0)	0.1 (0.1)	0.03
	65	236	99.8	0.2 (0.0)	0.1 (0.0)	0.0 (0.0)	0.02
	70	232	98.2	1.8 (0.4)	0.1 (0.0)	0.0 (0.0)	0.05
	75	277	94.4	5.7 (1.1)	0.1 (0.0)	0.0 (0.0)	0.15
	80*	343	91.1	8.0 (0.5)	0.8 (0.2)	0.1 (0.0)	0.26
	85	369	86.0	12.8 (1.9)	1.2 (0.2)	0.0 (0.0)	0.42
Kenya	60*	3215	77.3	20.4 (5.6)	2.0 (0.6)	0.3 (0.2)	1.19
	65	3556	77.1	20.6 (5.6)	1.9 (0.5)	0.4 (0.3)	1.21
	70*	3897	75.9	20.5 (5.6)	2.6 (0.7)	1.0 (0.8)	1.38
	75	4437	69.6	26.4 (7.2)	2.9 (0.8)	1.2 (0.9)	1.70
	80*	5202	58.6	32.2 (8.8)	6.0 (1.7)	3.2 (2.5)	2.66
	85	6179	56.0	36.0 (9.8)	6.3 (1.7)	1.6 (1.3)	2.60
Lesotho	60	351	46.5	52.0 (14.2)	1.4 (0.4)	0.0 (0.0)	2.48
	65*	389	41.1	57.2 (14.9)	1.6 (0.4)	0.1 (0.1)	2.71
	70	428	37.8	59.6 (13.8)	2.6 (0.7)	0.1 (0.1)	2.86
	75*	475	34.3	61.1 (9.1)	4.6 (1.3)	0.1 (0.1)	2.96
	80	530	29.2	65.8 (12.0)	4.9 (1.4)	0.2 (0.2)	3.27
	85	600	26.2	67.3 (13.2)	6.1 (1.7)	0.5 (0.5)	3.54
Liberia	60*	413	92.3	5.0 (2.9)	1.7 (0.6)	1.0 (0.7)	0.56
	65	473	89.9	6.2 (2.0)	2.9 (1.1)	1.1 (0.8)	0.70
	70	540	87.2	7.6 (2.5)	4.0 (1.7)	1.1 (0.8)	0.89
	75*	618	87.1	3.8 (1.2)	7.5 (3.9)	1.5 (1.1)	1.17

Table A.2. (Continued)

Region/ Country	Year	Popula- -tion ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Liberia	80	701	82.0	8.7 (2.2)	7.6 (3.0)	1.6 (1.1)	1.34
	85	804	74.8	14.5 (3.2)	9.0 (2.7)	1.7 (1.2)	1.68
Malawi	60	1237	68.7	30.9 (8.4)	0.4 (0.1)	0.0 (0.0)	1.61
	65*	1382	67.5	32.1 (8.2)	0.4 (0.1)	0.0 (0.0)	1.66
	70	1557	63.6	35.3 (7.7)	1.1 (0.4)	0.0 (0.0)	1.85
	75*	1800	55.4	42.0 (4.7)	2.5 (1.0)	0.2 (0.2)	2.19
	80	2099	55.5	41.9 (7.1)	2.4 (0.7)	0.3 (0.3)	2.27
	85	2460	55.4	41.7 (8.0)	2.6 (0.6)	0.4 (0.4)	2.33
Mali	60	1599	98.8	1.3 (0.3)	0.1 (0.0)	0.1 (0.0)	0.10
	65	1785	97.8	2.2 (0.6)	0.1 (0.0)	0.1 (0.0)	0.15
	70	1949	96.7	3.2 (0.8)	0.1 (0.0)	0.1 (0.1)	0.21
	75*	2152	95.4	3.8 (0.8)	0.6 (0.2)	0.2 (0.2)	0.30
	80	2328	91.4	6.9 (1.4)	1.4 (0.4)	0.3 (0.2)	0.57
	85	2674	88.6	8.6 (1.8)	2.5 (0.7)	0.3 (0.2)	0.79
	50*	176	51.7	42.2 (11.5)	5.7 (1.6)	0.4 (0.2)	2.19
Mauritius	60*	228	47.6	44.4 (10.3)	6.7 (1.9)	1.3 (0.5)	2.44
	65	260	41.1	48.8 (16.6)	8.8 (2.4)	1.2 (0.5)	2.94
	70*	300	36.0	50.9 (18.3)	11.9 (3.3)	1.2 (0.5)	3.34
	75	354	29.6	52.9 (14.0)	15.4 (4.3)	2.0 (0.9)	3.71
	80*	354	23.9	52.0 (11.8)	20.6 (5.7)	3.6 (1.5)	4.31
	85	473	20.2	52.6 (11.2)	24.2 (6.7)	3.1 (1.3)	4.56
Mozambique	60	2963	58.8	41.3 (11.4)	0.1 (0.0)	0.0 (0.0)	1.06
	65	3287	62.2	37.9 (10.1)	0.1 (0.0)	0.0 (0.0)	0.97
	70	3651	62.7	37.3 (9.3)	0.1 (0.0)	0.0 (0.0)	0.94
	75	4010	61.0	39.1 (7.6)	0.1 (0.0)	0.0 (0.0)	0.94
	80*	4577	61.5	37.9 (2.0)	0.6 (0.1)	0.1 (0.0)	0.86
	85	5122	59.9	39.1 (5.7)	1.0 (0.2)	0.1 (0.0)	0.99
Namibia	60*	322	--	-- (18.2)	12.8 (3.5)	2.1 (1.6)	--
Niger	60	1095	80.5	17.7 (4.8)	1.4 (0.4)	0.2 (0.2)	0.86
	65	1308	84.0	14.5 (4.0)	1.1 (0.3)	0.2 (0.1)	0.70
	70	1463	86.9	11.9 (3.2)	1.0 (0.3)	0.1 (0.1)	0.58
	75*	1650	88.5	10.3 (2.8)	1.0 (0.3)	0.1 (0.0)	0.52
	80	1914	88.6	10.2 (2.8)	1.0 (0.3)	0.1 (0.0)	0.51
	85	2240	88.1	10.6 (2.9)	1.1 (0.3)	0.1 (0.1)	0.55
	55*	114	57.5	-- (--)	-- (--)	-- (--)	--
Reunion	60	128	52.0	40.3 (11.2)	7.6 (2.4)	0.2 (0.2)	2.07
	65*	145	46.5	45.4 (12.4)	7.6 (2.6)	0.5 (0.4)	2.28
	70	162	43.0	49.1 (11.3)	7.2 (1.9)	0.7 (0.5)	2.32
	75	186	37.7	50.6 (10.9)	10.9 (2.3)	0.9 (0.7)	2.72
	80	195	30.9	52.1 (10.9)	15.9 (2.8)	1.1 (0.9)	3.26
	85	227	24.1	50.1 (10.3)	24.4 (3.7)	1.4 (1.1)	4.04

Table A.2. (Continued)

Region/ Country	Year	Population ≥ 25 (1000s)	Highest level attained: No School	First Level Total(Complete)	Second Level Total(2nd Cycle)	Higher Level Total(Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Rwanda	60	972	98.7	0.1 (0.0)	1.4 (0.4)	0.0 (0.0)	0.14
	65	1116	98.9	0.1 (0.0)	1.2 (0.3)	0.0 (0.0)	0.12
	70	1289	93.2	4.5 (1.2)	2.1 (0.6)	0.3 (0.3)	0.43
	75	1486	84.4	13.4 (3.3)	2.1 (0.6)	0.3 (0.3)	0.75
	80*	1692	77.0	20.8 (4.0)	2.0 (0.6)	0.3 (0.3)	0.99
	85	1956	67.6	30.2 (6.0)	1.9 (0.5)	0.3 (0.3)	1.33
Senegal	60	1219	32.5	65.4 (17.8)	1.7 (0.5)	0.6 (0.5)	2.78
	65	1361	43.8	54.0 (14.7)	1.7 (0.5)	0.6 (0.5)	2.34
	70	1533	51.9	45.8 (12.5)	1.8 (0.5)	0.7 (0.5)	2.05
	75*	1739	56.0	40.8 (11.1)	2.5 (0.7)	0.8 (0.6)	1.96
	80	1979	56.8	38.6 (10.5)	3.6 (1.0)	1.0 (0.8)	2.04
	85	2269	57.3	37.0 (10.1)	4.4 (1.2)	1.4 (1.1)	2.12
Seychelles	60*	--	41.7	52.1 (29.5)	5.5 (1.9)	0.7 (0.5)	3.11
	70*	--	28.3	56.0 (21.5)	13.2 (5.9)	2.6 (2.0)	4.09
Sierra Leone	60*	924	94.4	3.3 (2.9)	2.0 (0.9)	0.3 (0.2)	0.53
	65	990	91.0	5.8 (2.7)	2.9 (1.0)	0.3 (0.3)	0.73
	70	1062	87.4	8.4 (2.6)	3.8 (1.0)	0.4 (0.3)	0.93
	75*	1148	79.2	13.7 (3.3)	6.7 (1.4)	0.5 (0.4)	1.52
	80	1253	77.6	15.1 (3.3)	6.8 (1.2)	0.5 (0.4)	1.58
	85	1383	75.4	16.6 (3.5)	7.5 (1.1)	0.6 (0.4)	1.72
South africa	60*	7156	49.5	23.3 (14.2)	27.2 (6.7)	0.0 (0.0)	4.06
	65	7973	44.7	27.8 (7.8)	26.2 (6.4)	1.3 (1.0)	4.10
	70*	9007	42.1	26.7 (5.3)	27.4 (6.7)	3.7 (2.9)	4.47
	75	10212	36.5	34.3 (6.9)	26.1 (5.2)	3.1 (2.4)	4.53
	80*	11664	31.2	40.3 (8.2)	27.2 (4.5)	1.4 (1.1)	4.61
	85*	13373	24.4	46.6 (9.5)	26.7 (3.8)	2.3 (1.8)	4.95
Sudan	55*	3755	91.2	8.0 (1.9)	0.6 (0.3)	0.0 (0.0)	0.27
	60	4096	90.3	9.0 (1.9)	0.5 (0.1)	0.0 (0.0)	0.27
	65	4517	89.5	9.8 (2.1)	0.5 (0.1)	0.1 (0.0)	0.30
	70	5056	88.6	10.3 (2.1)	0.8 (0.2)	0.2 (0.2)	0.36
	75	5840	85.8	12.5 (2.6)	1.2 (0.3)	0.4 (0.3)	0.48
	80	6763	82.8	14.4 (2.9)	2.1 (0.6)	0.6 (0.5)	0.64
	85	7873	78.6	16.3 (3.3)	4.1 (1.1)	0.9 (0.7)	0.91
Swaziland	60	122	73.9	20.0 (5.4)	5.3 (1.4)	0.8 (0.6)	1.70
	65*	137	73.1	20.9 (5.3)	4.6 (1.2)	0.4 (0.3)	1.59
	70	153	66.9	26.7 (8.1)	5.4 (1.1)	1.1 (0.8)	2.12
	75*	171	53.6	34.6 (9.2)	8.3 (0.4)	3.5 (2.7)	3.03
	80	199	49.4	40.0 (9.1)	8.5 (1.3)	2.0 (1.6)	3.16
	85	229	42.0	43.1 (9.2)	12.5 (1.7)	2.4 (1.9)	3.75

Table A.2. (Continued)

Region/ Country	Year	Popula- -tion ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Tanzania	60	3449	14.0	81.0 (22.5)	1.3 (0.3)	3.7 (2.9)	4.39
	65	3964	26.7	69.0 (18.9)	1.2 (0.2)	2.9 (2.3)	3.69
	70	4609	36.5	59.8 (15.8)	1.3 (0.2)	2.3 (1.8)	3.17
	75	5404	43.8	52.9 (12.7)	1.4 (0.2)	1.8 (1.4)	2.76
	80*	6229	48.6	48.1 (8.7)	1.7 (0.1)	1.5 (1.2)	2.43
	85	7424	52.2	44.5 (8.6)	1.9 (0.1)	1.3 (1.0)	2.28
Togo	60	591	98.2	0.9 (0.3)	0.6 (0.1)	0.1 (0.1)	0.12
	65	626	94.3	4.8 (1.5)	0.7 (0.2)	0.1 (0.0)	0.28
	70*	765	89.8	9.1 (3.3)	0.9 (0.2)	0.1 (0.0)	0.48
	75	852	83.2	12.7 (3.4)	3.5 (0.6)	0.5 (0.4)	0.94
	80*	962	76.5	13.5 (3.1)	8.7 (1.4)	1.3 (1.0)	1.62
	85	1099	67.2	21.0 (4.5)	10.3 (1.4)	1.5 (1.2)	2.08
Uganda	60*	2327	74.9	21.3 (5.8)	3.8 (1.1)	0.0 (0.0)	1.15
	65	2774	73.8	23.0 (5.5)	3.2 (0.7)	0.0 (0.0)	1.14
	70*	3344	71.8	26.5 (3.0)	1.8 (0.1)	0.1 (0.0)	1.05
	75	3759	67.5	30.4 (5.1)	2.2 (0.1)	0.2 (0.1)	1.27
	80	4364	60.1	37.3 (7.1)	2.4 (0.2)	0.3 (0.2)	1.57
	85	5085	60.5	36.6 (7.3)	2.7 (0.2)	0.3 (0.3)	1.58
	55*	5033	89.0	10.3 (1.1)	0.7 (0.2)	0.0 (0.0)	0.41
Zaire	60	5633	83.6	15.6 (2.6)	0.8 (0.2)	0.0 (0.0)	0.62
	65	6370	78.0	21.0 (4.0)	1.0 (0.3)	0.0 (0.0)	0.84
	70	7249	72.1	26.5 (5.3)	1.3 (0.4)	0.0 (0.0)	1.09
	75	8291	65.6	32.3 (6.5)	1.9 (0.5)	0.2 (0.1)	1.37
	80	9066	58.1	38.4 (7.8)	3.1 (0.9)	0.4 (0.3)	1.74
	85	10552	48.4	45.4 (9.3)	5.6 (1.5)	0.6 (0.5)	2.24
Zambia	60*	1123	67.3	31.4 (4.4)	1.3 (0.4)	0.0 (0.0)	1.60
	65	1284	65.7	31.2 (8.6)	3.1 (1.2)	0.0 (0.0)	1.99
	70*	1474	63.9	31.9 (6.5)	3.7 (1.7)	0.6 (0.5)	2.12
	75	1684	59.2	33.7 (6.9)	6.7 (2.3)	0.5 (0.4)	2.56
	80*	1815	49.8	37.0 (7.6)	12.8 (3.5)	0.4 (0.3)	3.46
	85	2230	41.0	45.4 (9.3)	12.9 (2.8)	0.7 (0.5)	3.91
Zimbabwe	60*	1342	52.3	45.1 (10.0)	0.9 (0.1)	1.7 (1.3)	1.66
	65	1524	47.6	49.9 (11.9)	1.3 (0.1)	1.1 (0.9)	1.83
	70*	1742	43.0	54.6 (9.3)	1.9 (0.0)	0.6 (0.5)	1.86
	75	1941	35.5	61.4 (11.7)	2.5 (0.0)	0.6 (0.5)	2.15
	80	2264	27.8	68.3 (13.6)	3.2 (0.1)	0.8 (0.7)	2.46
	85	2728	27.4	67.5 (13.7)	4.2 (0.2)	1.0 (0.7)	2.55
Latin America and the Caribbean							
Antigua& Barbuda	60*	--	4.3	87.7 (74.5)	7.4 (2.2)	0.6 (0.4)	4.80
	70*	--	15.0	79.2 (25.0)	4.5 (1.3)	1.3 (0.9)	3.19

Table A.2. (Continued)

Region/ Country	Year	Population ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Argentina	50*	8767	14.7	76.6 (19.2)	7.5 (3.8)	1.2 (0.7)	4.36
	60*	10901	12.0	73.4 (19.9)	11.6 (5.2)	3.0 (1.8)	4.99
	65	11848	10.5	72.7 (22.7)	13.1 (6.2)	3.7 (2.2)	5.34
	70*	12806	8.3	72.4 (30.6)	15.3 (7.5)	4.0 (2.4)	5.89
	75	13963	7.6	70.5 (26.7)	16.7 (7.8)	5.2 (3.1)	6.02
	80*	15150	7.1	66.4 (33.0)	20.4 (9.2)	6.1 (3.7)	6.63
	85	16324	6.1	63.6 (20.9)	22.1 (9.7)	8.2 (5.0)	6.61
Barbados	60*	105	1.8	81.4 (34.5)	16.2 (4.7)	0.6 (0.4)	5.50
	65	105	1.5	66.6 (20.0)	31.1 (9.1)	0.8 (0.5)	6.43
	70*	105	1.1	33.7 (8.5)	63.9 (18.6)	1.2 (0.8)	9.06
	75	118	0.9	43.5 (10.2)	53.5 (15.6)	2.0 (1.4)	8.31
	80*	121	0.8	63.5 (14.4)	32.3 (9.4)	3.3 (2.2)	6.74
	85	131	0.7	56.1 (12.6)	37.6 (11.0)	5.5 (3.8)	7.49
Belize	70*	--	12.2	78.6 (24.9)	7.9 (2.3)	1.4 (1.0)	--
	80*	--	10.7	75.3 (23.8)	11.7 (3.4)	2.3 (1.6)	--
Bolivia	50*	1071	70.6	23.7 (5.2)	5.2 (1.7)	0.6 (0.4)	1.51
	60	1324	57.8	22.3 (4.9)	17.1 (5.9)	2.9 (2.0)	3.09
	65	1469	55.7	23.7 (5.3)	16.9 (6.0)	3.6 (2.5)	3.24
	70	1642	52.5	26.2 (5.8)	17.3 (6.5)	3.9 (2.6)	3.41
	75*	1855	48.6	28.5 (6.3)	17.9 (7.1)	5.0 (3.4)	3.74
	80	2094	44.4	32.5 (7.2)	16.9 (6.8)	6.2 (4.2)	3.97
	85	2375	40.4	34.9 (7.8)	17.2 (6.9)	7.5 (5.1)	4.28
Brazil	50*	20479	65.3	29.8 (13.9)	4.0 (3.0)	0.9 (0.6)	1.68
	60	27799	52.4	37.8 (11.3)	8.3 (3.5)	1.6 (1.1)	2.33
	65	32009	47.6	41.9 (14.4)	8.8 (3.8)	1.8 (1.2)	2.59
	70*	36675	42.6	46.1 (19.4)	9.6 (3.7)	2.0 (1.4)	2.92
	75*	42610	32.7	57.3 (4.3)	5.7 (2.2)	4.3 (2.9)	2.78
	80*	49980	32.9	55.3 (4.9)	6.9 (2.7)	5.0 (3.4)	2.98
	85	58632	28.9	56.4 (9.6)	8.3 (3.3)	6.4 (4.3)	3.48
Chile	50*	2744	23.5	55.1 (14.8)	19.1 (7.6)	2.4 (1.6)	4.41
	60*	3292	20.2	55.4 (22.2)	22.4 (11.0)	2.1 (1.4)	5.00
	65	3603	17.2	58.2 (18 9)	22.0 (10.3)	2.7 (1.9)	5.02
	70*	4004	13.1	61.0 (22.4)	22.2 (10.0)	3.8 (2.6)	5.38
	75	4459	11.1	60.0 (16.7)	23.8 (10.4)	5.2 (3.6)	5.56
	80*	5058	9.4	56.6 (13.8)	26.9 (11.6)	7.2 (4.9)	5.99
	85	5813	7.7	55.7 (12.8)	28.4 (12.0)	8.3 (5.7)	6.25
Colombia	50*	4641	43.5	48.2 (7.7)	7.5 (1.8)	0.9 (0.6)	2.24
	60	5762	29.9	58.6 (14.7)	10.4 (4.1)	1.1 (0.7)	3.01
	65*	6443	27.9	60.4 (11.[illegible])	10.5 (3.8)	1.2 (0.8)	3.00
	70	7320	26.5	58.8 (12.5)	12.8 (4.8)	2.0 (1.3)	3.31
	75*	8530	22.4	55.9 (12.2)	18.4 (7.1)	3.3 (2.2)	3.97

Table A.2. (Continued)

Region/ Country	Year	Population ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Colombia	80	10059	21.0	56.6 (12.5)	18.1 (7.1)	4.3 (2.9)	4.12
	85	11898	16.5	57.5 (12.7)	20.3 (8.1)	5.7 (3.9)	4.56
Costa Rica	50*	324	21.2	70.8 (17.2)	6.2 (2.1)	1.8 (1.2)	3.50
	60	439	20.6	69.9 (20.2)	6.8 (2.4)	2.7 (1.8)	3.75
	65*	511	20.6	68.7 (19.6)	7.6 (2.8)	3.1 (2.1)	3.83
	70*	595	20.6	68.7 (12.1)	7.6 (2.9)	3.1 (2.1)	3.61
	75*	713	16.1	66.9 (17.8)	11.2 (4.9)	5.8 (3.9)	4.48
	80	882	12.6	68.0 (16.3)	11.0 (4.7)	8.4 (5.7)	4.81
	85	1100	9.9	65.8 (15.0)	12.7 (5.4)	11.6 (7.9)	5.35
Dominica	60*	--	14.1	78.9 (25.5)	6.4 (1.9)	0.5 (0.3)	3.89
	70*	--	8.4	85.3 (20.2)	5.2 (1.5)	1.1 (0.7)	3.90
	80*	--	6.6	80.5 (18.1)	11.1 (3.2)	1.7 (1.2)	4.41
Dominican Rep.	50*	852	69.0	29.7 (6.2)	1.1 (0.3)	0.2 (0.1)	1.21
	60*	1133	43.4	53.1 (13.8)	2.7 (0.7)	0.8 (0.5)	2.38
	65	1303	41.8	51.3 (10.7)	5.8 (1.4)	1.2 (0.8)	2.56
	70*	1494	40.1	45.9 (4.3)	12.1 (2.5)	1.9 (1.3)	2.87
	75	1742	32.2	54.2 (9.3)	10.8 (2.9)	2.8 (1.9)	3.31
	80	2053	28.2	56.7 (11.5)	10.8 (3.3)	4.3 (2.9)	3.71
	85	2453	22.0	58.3 (12.5)	13.3 (4.5)	6.4 (4.4)	4.35
Ecuador	50*	1334	50.4	44.1 (14.1)	4.7 (1.6)	0.9 (0.6)	2.36
	60*	1647	37.8	53.7 (13.6)	7.1 (2.6)	1.4 (1.0)	2.95
	65	1881	36.3	54.0 (16.0)	7.9 (3.1)	1.9 (1.3)	3.18
	70	2158	34.2	54.7 (18.4)	8.8 (3.7)	2.3 (1.6)	3.46
	75*	2512	31.9	53.7 (23.9)	11.2 (5.3)	3.2 (2.2)	3.99
	80*	2980	25.4	51.1 (34.1)	16.0 (7.9)	7.6 (5.2)	5.40
	85	3544	20.8	52.3 (20.6)	13.4 (6.3)	13.6 (9.2)	5.67
El Salvador	50*	736	66.8	29.9 (5.8)	2.8 (1.0)	0.4 (0.3)	1.42
	60*	927	61.8	33.2 (5.1)	4.6 (2.0)	0.5 (0.3)	1.70
	65	1055	58.7	35.6 (7.0)	5.1 (2.2)	0.7 (0.5)	1.90
	70*	1255	54.7	38.3 (8.1)	6.1 (2.6)	0.9 (0.6)	2.16
	75	1400	44.6	47.0 (10.2)	6.9 (2.9)	1.5 (1.0)	2.66
	80*	1553	30.2	60.7 (13.4)	6.9 (2.9)	2.3 (1.6)	3.28
	85	1631	27.4	61.7 (13.7)	8.4 (3.5)	2.6 (1.8)	3.52
Guatemala	50*	1059	72.3	24.9 (5.7)	2.3 (0.7)	0.5 (0.3)	1.21
	60	1420	70.5	25.6 (6.9)	3.3 (1.0)	0.6 (0.4)	1.37
	65*	1614	69.2	26.6 (6.4)	3.5 (1.0)	0.7 (0.5)	1.43
	70	1831	65.5	29.3 (6.7)	4.1 (1.2)	1.1 (0.7)	1.63
	75*	2085	61.9	32.0 (7.2)	4.9 (1.4)	1.2 (0.8)	1.82
	80*	2399	54.9	35.9 (8.0)	7.4 (2.2)	2.2 (1.5)	2.34
	85	2767	52.4	37.7 (8.4)	6.5 (1.9)	3.4 (2.3)	2.50

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Table A.2. (Continued)

Region/ Country	Year	Population ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Guyana	60*	205	12.9	76.1 (38.9)	10.5 (3.1)	0.4 (0.3)	4.51
	65	226	11.8	76.7 (25.6)	10.8 (3.1)	0.6 (0.4)	4.19
	70*	234	12.2	77.6 (20.6)	9.2 (2.7)	1.0 (0.7)	3.97
	75	253	10.0	73.8 (17.6)	14.9 (4.3)	1.3 (0.9)	4.36
	80*	274	8.1	72.9 (16.7)	17.3 (5.0)	1.8 (1.2)	4.60
	85	310	6.7	66.2 (14.9)	25.2 (7.3)	2.0 (1.4)	5.13
Haiti	50*	1497	91.0	6.6 (2.3)	2.4 (1.0)	0.2 (0.1)	0.56
	60	1643	88.5	7.9 (2.2)	3.5 (1.5)	0.2 (0.2)	0.72
	65	1733	86.4	9.8 (3.0)	3.6 (1.7)	0.3 (0.2)	0.82
	70*	1845	83.5	12.5 (4.0)	3.8 (1.8)	0.3 (0.2)	0.96
	75	1971	79.5	15.3 (4.0)	4.9 (2.2)	0.4 (0.3)	1.18
	80*	2130	77.0	15.2 (3.6)	7.2 (3.2)	0.7 (0.5)	1.45
	85	2334	71.9	20.3 (4.6)	7.2 (3.1)	0.8 (0.6)	1.64
Honduras	50*	495	64.8	33.9 (5.5)	1.2 (0.5)	0.2 (0.1)	1.33
	60*	697	60.9	34.9 (6.9)	3.5 (1.6)	0.6 (0.4)	1.69
	65	814	59.7	35.6 (9.1)	3.9 (2.0)	0.7 (0.5)	1.84
	70	908	57.2	37.4 (8.6)	4.5 (2.6)	0.9 (0.6)	1.96
	75*	1029	53.1	40.5 (6.0)	5.3 (3.8)	1.0 (0.7)	2.09
	80	1221	44.5	45.8 (8.9)	7.6 (4.3)	2.0 (1.4)	2.70
	85*	1478	33.5	51.3 (10.8)	11.9 (7.6)	3.3 (2.2)	3.56
Jamaica	60*	679	18.8	75.3 (23.8)	5.5 (1.6)	0.5 (0.3)	2.52
	65	698	15.4	77.1 (24.4)	6.9 (2.0)	0.8 (0.5)	2.73
	70	700	12.1	76.4 (24.2)	10.4 (3.0)	1.2 (0.8)	3.06
	75	728	9.4	75.2 (23.8)	13.8 (4.0)	1.7 (1.1)	3.39
	80*	829	3.2	79.8 (25.3)	15.0 (4.4)	2.0 (1.4)	3.67
	85	943	2.6	72.3 (22.9)	22.3 (6.5)	2.8 (1.9)	4.21
Mexico	50*	10452	46.0	48.4 (11.8)	4.5 (1.6)	1.1 (0.6)	2.42
	60*	13666	46.0	48.3 (10.4)	4.3 (1.5)	1.4 (0.8)	2.41
	65	15746	42.1	50.8 (14.5)	5.3 (2.4)	1.9 (1.1)	2.79
	70*	18281	35.0	54.7 (15.3)	7.8 (3.7)	2.6 (1.5)	3.31
	75	21114	34.8	53.6 (17.0)	8.1 (2.7)	3.6 (2.1)	3.47
	80*	24989	38.1	49.0 (17.3)	8.1 (1.7)	4.9 (2.9)	3.51
	85	29822	30.0	52.6 (14.3)	10.5 (2.8)	6.9 (4.1)	4.09
Nicaragua	50*	391	64.2	32.8 (7.9)	2.4 (0.7)	0.5 (0.3)	1.52
	60	506	52.4	43.2 (11.1)	3.9 (1.1)	0.5 (0.4)	2.07
	65*	581	49.6	45.5 (9.5)	4.3 (1.3)	0.6 (0.4)	2.15
	70*	662	53.9	45.1 (25.8)	1.0 (0.3)	0.0 (0.0)	2.70
	75	768	48.2	47.7 (10.5)	3.7 (1.1)	0.5 (0.3)	2.16
	80	900	44.2	48.4 (10.7)	5.1 (1.5)	2.3 (1.5)	2.58
	85	1086	38.8	50.1 (11.1)	6.2 (1.8)	4.9 (3.3)	3.13

Table A.2. (Continued)

Region/ Country	Year	Population ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Panama	50*	365	36.5	50.1 (22.1)	11.8 (3.5)	1.7 (1.2)	3.59
	60*	441	28.0	54.1 (24.4)	15.4 (4.1)	2.6 (1.8)	4.26
	65	495	25.7	55.0 (15.9)	16.1 (7.4)	3.2 (2.2)	4.30
	70*	566	24.9	53.5 (16.4)	17.4 (8.4)	4.2 (2.9)	4.56
	75	657	21.0	53.3 (19.3)	20.0 (9.6)	5.6 (3.8)	5.14
	80*	765	17.4	50.7 (23.4)	23.5 (11.8)	8.4 (5.7)	5.98
	85	901	14.1	49.4 (15.5)	25.4 (12.1)	11.2 (7.6)	6.31
Paraguay	50*	501	39.1	54.6 (7.8)	5.4 (1.9)	0.8 (0.6)	2.54
	60*	619	26.4	65.4 (16.8)	6.9 (2.6)	1.2 (1.0)	3.35
	65	697	22.8	67.9 (15.8)	7.7 (3.1)	1.6 (1.2)	3.54
	70*	788	19.6	68.0 (10.3)	10.3 (4.5)	2.1 (1.7)	3.74
	75	905	16.6	68.8 (18.2)	11.9 (5.1)	2.7 (2.1)	4.25
	80*	1144	14.2	66.4 (15.4)	16.0 (6.8)	3.4 (2.7)	4.63
	85	1419	11.0	69.4 (15.7)	15.0 (6.3)	4.5 (3.6)	4.80
Peru	60*	3818	42.8	44.9 (11.2)	9.7 (3.5)	2.6 (1.8)	3.00
	65	4335	38.9	47.2 (12.0)	10.6 (4.0)	3.3 (2.2)	3.28
	70*	4923	35.0	47.1 (12.5)	13.4 (5.4)	4.5 (3.1)	3.75
	75	5668	30.3	47.2 (14.1)	15.8 (7.0)	6.7 (4.6)	4.36
	80*	6602	24.0	44.5 (17.2)	21.4 (10.7)	10.1 (6.9)	5.44
	85	7703	19.2	46.4 (13.3)	22.4 (10.6)	12.0 (8.1)	5.74
St.Kitts& Nevis	60*	--	5.0	90.3 (72.1)	-- (--)	-- (--)	--
	80*	--	1.2	29.2 (6.9)	67.2 (19.6)	2.3 (1.6)	7.67
St.Lucia	60*	--	26.3	70.0 (24.9)	3.4 (1.0)	0.3 (0.2)	3.72
	70*	--	27.0	-- (--)	-- (--)	-- (--)	--
	80*	--	17.5	74.5 (16.8)	6.8 (2.0)	1.3 (0.9)	4.09
St.Vincent & Gr.	60*	--	7.9	85.9 (21.4)	5.9 (1.7)	0.3 (0.2)	4.41
	80*	--	2.4	88.0 (19.6)	8.2 (2.4)	1.4 (1.0)	4.82
Trinidad& Tobago	60*	330	11.3	72.8 (18.5)	15.1 (4.3)	0.7 (0.5)	4.60
	65	343	10.6	74.4 (19.7)	14.1 (4.8)	0.9 (0.6)	4.61
	70*	370	11.6	74.6 (21.9)	12.6 (4.1)	1.2 (0.8)	4.56
	75	410	8.5	72.1 (27.0)	17.5 (5.3)	1.8 (1.2)	5.30
	80*	464	1.3	72.0 (42.6)	23.7 (4.0)	2.9 (2.0)	6.60
	85	529	1.0	67.9 (24.8)	27.6 (6.6)	3.3 (2.3)	6.50
Uruguay	60	1424	16.2	69.0 (19.8)	14.1 (4.1)	0.7 (0.4)	4.26
	65*	1516	14.1	70.2 (25.0)	14.1 (3.1)	1.6 (1.1)	4.47
	70	1586	12.1	68.7 (24.5)	15.8 (4.6)	3.3 (2.3)	4.98
	75*	1604	9.9	66.3 (29.6)	17.4 (5.1)	6.3 (4.3)	5.69
	80	1660	8.3	62.9 (19.4)	21.6 (6.3)	7.2 (4.9)	5.86
	85*	1735	4.8	57.6 (14.7)	28.6 (8.3)	9.0 (6.1)	6.58

Table A.2. (Continued)

Region/ Country	Year	Population ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Venezuela	50*	1884	53.4	41.9 (7.9)	3.3 (0.8)	1.4 (1.0)	2.01
	60*	2740	49.1	44.1 (15.7)	5.3 (2.2)	1.5 (1.0)	2.53
	65	3185	47.7	43.1 (11.8)	7.1 (2.9)	2.0 (1.4)	2.64
	70*	3714	47.1	39.2 (9.5)	11.1 (4.[illegible])	2.6 (1.8)	2.92
	75	4596	36.0	44.5 (10.2)	14.8 ([illegible])	4.7 (3.2)	3.77
	80*	5732	23.5	47.2 (10.6)	22.3 (9.2)	7.0 (4.8)	4.93
	85	6927	19.9	48.0 (10.7)	22.2 (9.1)	10.0 (6.8)	5.37
East Asia and the Pacific							
Brunei	60*	--	64.0	24.6 (9.4)	10.4 (4.4)	1.0 (0.7)	2.24
	70*	--	52.4	28.1 (13.8)	16.5 (7.0)	3.1 (2.1)	3.43
	80*	--	32.1	28.3 (14.4)	30.1 (12.7)	9.4 (6.4)	5.81
Fiji	60	130	29.3	39.3 (11.3)	15.3 (5.2)	16.2 (11.0)	6.14
	65*	158	22.4	35.8 (6.6)	21.6 (7.5)	20.2 (13.7)	7.11
	70	186	24.4	50.3 (19.0)	14.8 (5.3)	10.5 (7.1)	5.97
	75*	216	19.7	66.3 (20.5)	10.6 (3.9)	3.3 (2.2)	5.12
	80	249	16.7	61.5 (25.7)	18.2 (7.7)	3.6 (2.5)	6.02
	85*	287	10.9	59.8 (23.9)	24.9 (11.4)	4.5 (3.1)	6.76
Hong Kong	60*	1462	29.7	45.1 (21.2)	21.0 (9.8)	4.3 (2.5)	5.19
	65*	1618	36.2	40.0 (20.4)	18.4 (9.8)	5.4 (3.1)	4.90
	70*	1706	33.3	41.4 (21.6)	20.5 (11.5)	4.9 (2.8)	5.17
	75*	2097	28.5	42.3 (21.0)	25.4 (15.5)	3.8 (2.2)	5.62
	80*	2613	22.5	39.8 (23.1)	30.5 (17.3)	7.1 (4.1)	6.73
	85*	3172	18.4	35.6 (19.1)	38.3 (21.4)	7.6 (4.3)	7.51
Indonesia	60*	39015	75.5	22.6 (7.6)	1.9 (0.5)	0.1 (0.0)	1.11
	65	43496	67.8	28.9 (12.5)	3.0 (1.3)	0.3 (0.1)	1.60
	70*	48105	55.3	39.1 (17.0)	5.1 (2.3)	0.5 (0.2)	2.29
	75*	52828	49.2	43.3 (4.1)	6.7 (3.3)	0.7 (0.3)	1.87
	80*	59333	41.1	48.4 (16.8)	9.6 (4.9)	0.8 (0.3)	3.09
	85	68918	36.9	50.7 (22.7)	10.9 (5.7)	1.4 (0.6)	3.56
Korea	55*	8580	29.7	62.1 (18.2)	6.8 (1.5)	1.5 (1.1)	3.30
	60*	9817	56.9	29.6 (26.2)	10.9 (5.8)	2.6 (1.9)	3.23
	65*	11281	43.6	35.2 (33.5)	17.5 (7.8)	3.6 (2.7)	4.43
	70*	12803	35.0	37.6 (25.6)	21.8 (10.1)	5.6 (4.1)	5.03
	75*	14462	25.2	39.2 (22.6)	28.7 (14.2)	6.9 (5.1)	5.93
	80*	16401	19.7	34.5 (18.5)	36.9 (18.7)	8.9 (6.6)	6.85
	85*	19973	15.4	27.6 (14.4)	45.3 (23.4)	11.7 (8.7)	7.85
Malaysia	60*	3030	58.5	32.7 (11.2)	7.2 (2.4)	1.5 (1.3)	2.34
	65	3465	50.6	38.6 (12.9)	9.4 (4.0)	1.5 (1.2)	2.82
	70*	3919	40.6	44.6 (13.7)	12.7 (3.4)	2.2 (1.9)	3.23
	75	4603	36.1	46.7 (21.8)	15.5 (7.4)	1.8 (1.5)	4.09
	80*	5426	34.3	44.4 (23.0)	19.9 (9.8)	1.4 (1.2)	4.49
	85	6390	29.9	44.5 (22.9)	23.6 (12.0)	2.0 (1.7)	5.02

Table A.2. (Continued)

Region/ Country	Year	Population ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Papua New Guinea	60	780	70.3	26.7 (8.1)	2.7 (1.1)	0.4 (0.3)	1.35
	65*	864	72.7	24.8 (5.6)	2.2 (0.9)	0.3 (0.2)	1.17
	70*	960	85.7	12.0 (4.8)	2.0 (0.8)	0.2 (0.2)	0.73
	75	1070	83.6	13.6 (5.6)	2.4 (1.0)	0.4 (0.3)	0.86
	80*	1185	82.6	13.2 (5.0)	3.2 (1.3)	1.0 (0.7)	1.00
	85	1323	76.0	18.5 (8.5)	4.4 (1.9)	1.1 (0.7)	1.38
Philippines	50*	8079	55.5	34.0 (11.9)	7.8 (3.3)	2.7 (1.8)	2.43
	55*	8841	36.3	49.6 (17.3)	8.6 (3.6)	5.5 (3.6)	3.50
	60*	10024	33.5	49.7 (17.4)	10.6 (4.5)	6.2 (4.0)	3.78
	65	11491	27.7	52.6 (18.5)	12.0 (5.1)	7.7 (5.0)	4.22
	70*	12913	19.8	56.4 (20.3)	14.2 (6.0)	9.6 (6.2)	4.83
	75*	15185	14.1	57.6 (21.7)	16.4 (6.9)	11.9 (7.7)	5.41
	80*	18115	11.7	54.1 (22.8)	18.9 (8.0)	15.2 (9.9)	6.00
	85	21329	9.2	52.4 (24.9)	20.5 (8.7)	17.8 (11.6)	6.50
Singapore	60	641	63.6	14.0 (6.1)	22.5 (7.4)	0.0 (0.0)	3.00
	65	729	55.7	23.3 (10.3)	20.7 (6.9)	0.5 (0.3)	3.28
	70*	820	47.6	29.6 (13.0)	20.9 (7.0)	2.0 (1.4)	3.82
	75	977	42.4	34.4 (15.1)	20.5 (6.9)	2.8 (1.9)	4.10
	80*	1177	43.7	38.3 (16.9)	14.6 (5.0)	3.4 (2.3)	3.74
	85	1412	34.6	40.3 (17.8)	20.8 (8.3)	4.3 (2.9)	4.65
Solomon Islands	75*	--	55.5	39.5 (17.4)	3.3 (1.4)	1.6 (1.1)	2.59
Taiwan	60	4190	47.0	39.0 (14.0)	10.0 (4.2)	4.2 (2.2)	3.24
	65*	4995	42.1	38.6 (14.5)	15.1 (7.0)	4.3 (2.2)	3.81
	70	5906	36.2	40.6 (17.0)	18.1 (8.4)	5.1 (2.6)	4.38
	75*	6778	29.6	44.7 (24.0)	20.0 (9.2)	5.7 (2.9)	4.99
	80*	8177	23.0	44.4 (38.0)	23.3 (13.3)	9.3 (4.7)	6.36
	85	9664	18.9	37.3 (24.0)	32.9 (18.5)	11.0 (5.6)	7.00
Thailand	60*	9779	48.1	46.4 (33.9)	4.9 (1.6)	0.6 (0.6)	3.45
	65	11215	42.0	52.0 (20.2)	5.2 (1.7)	0.9 (0.9)	3.24
	70*	12701	34.1	60.5 (21.5)	4.4 (1.5)	1.1 (1.1)	3.54
	75	14458	28.7	63.9 (17.4)	5.6 (1.9)	1.8 (1.8)	3.77
	80*	18163	20.5	69.7 (2.4)	6.8 (2.3)	2.9 (2.9)	3.77
	85	21489	19.8	67.0 (21.9)	8.1 (3.2)	5.0 (5.0)	4.87
Vanuatu	80*	--	37.2	40.8 (6.5)	-- (--)	-- (--)	--
Western Samoa	65*	--	1.9	69.3 (38.0)	28.3 (5.5)	0.5 (0.3)	6.01
	70*	--	5.4	59.1 (31.0)	31.0 (9.1)	4.5 (3.1)	6.46
	75*	--	--	-- (--)	37.8 (6.3)	2.2 (1.5)	--
	80*	--	1.4	56.3 (28.9)	39.2 (10.9)	3.0 (2.0)	6.87

Table A.2. (Continued)

Region/ Country	Year	Population ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
South Asia							
Afghanistan	60	3980	90.0	3.3 (1.1)	3.6 (1.4)	3.1 (2.2)	0.98
	65	4548	91.3	3.1 (1.1)	3.1 (1.1)	2.5 (1.7)	0.82
	70	5211	91.9	3.4 (1.5)	2.6 (1.0)	2.0 (1.4)	0.73
	75*	5986	91.5	4.4 (2.6)	2.4 (1.3)	1.7 (1.2)	0.73
	80*	6172	88.5	7.1 (0.3)	1.2 (0.4)	3.2 (2.2)	0.84
	85	5579	86.7	8.2 (2.0)	2.2 (0.8)	2.8 (2.0)	0.97
Bangladesh	60	21275	96.9	0.1 (0.0)	3.1 (1.2)	0.0 (0.0)	0.27
	65	23052	95.3	0.1 (0.0)	4.8 (1.8)	0.0 (0.0)	0.41
	70	25093	88.8	4.7 (1.5)	6.0 (2.2)	0.6 (0.4)	0.74
	75*	27342	82.3	10.0 (3.1)	6.9 (2.6)	0.9 (0.6)	1.03
	80*	30252	70.4	16.7 (5.2)	11.6 (4.2)	1.3 (0.9)	1.70
	85	34901	65.0	19.2 (6.0)	14.1 (5.3)	1.7 (1.2)	2.04
India	50*	149126	83.4	14.1 (4.5)	2.1 (0.6)	0.5 (0.3)	1.08
	60*	185858	75.5	22.1 (6.3)	2.1 (0.8)	0.3 (0.2)	1.44
	65	207230	74.3	22.2 (7.5)	2.8 (1.0)	0.7 (0.5)	1.65
	70*	230187	72.2	22.7 (8.2)	3.9 (1.5)	1.1 (0.8)	1.90
	75	256651	70.0	20.1 (7.4)	7.9 (2.9)	2.0 (1.4)	2.40
	80*	289666	72.5	11.3 (4.2)	13.7 (5.1)	2.5 (1.7)	2.72
	85	[illegible]0070	64.1	17.9 (6.7)	14.3 (5.4)	3.7 (2.6)	3.36
Myanmar (Burma)	55*	8532	76.7	13.4 (4.2)	9.0 (3.4)	0.3 (0.2)	1.06
	60	9128	78.1	12.5 (3.9)	8.7 (3.3)	0.4 (0.3)	1.03
	65	9787	78.6	12.3 (3.9)	8.6 (3.2)	0.4 (0.3)	1.01
	70	10778	76.7	14.2 (4.4)	8.6 (3.2)	0.4 (0.3)	1.07
	75*	12166	78.3	12.4 (3.9)	9.1 (2.1)	0.2 (0.1)	0.99
	80	13751	67.8	19.8 (6.2)	11.5 (4.3)	0.9 (0.6)	1.48
	85*	15164	55.8	27.7 (8.7)	14.5 (5.4)	1.9 (1.3)	2.04
Nepal	60*	3925	99.0	0.3 (0.0)	0.6 (0.2)	0.1 (0.0)	0.07
	65	4309	99.0	0.2 (0.0)	0.9 (0.3)	0.0 (0.0)	0.09
	70*	4718	99.6	0.1 (0.0)	0.3 (0.1)	0.1 (0.0)	0.04
	75	5154	97.9	1.0 (0.3)	0.8 (0.3)	0.4 (0.3)	0.16
	80	5985	94.4	2.8 (0.9)	2.2 (0.8)	0.8 (0.5)	0.38
	85	6698	90.6	4.7 (1.5)	3.6 (1.4)	1.2 (0.8)	0.62
Pakistan	50*	17081	91.0	5.8 (1.7)	3.0 (1.1)	0.1 (0.0)	0.53
	60*	19534	85.6	11.7 (1.2)	2.4 (0.9)	0.3 (0.3)	0.63
	65	21224	83.0	11.1 (5.8)	4.6 (1.7)	1.3 (1.1)	1.12
	70*	23181	81.3	8.0 (5.7)	7.3 (3.6)	3.4 (2.9)	1.68
	75	25650	79.7	9.0 (4.5)	8.4 (3.2)	2.9 (2.5)	1.70
	80*	29924	78.9	8.7 (3.7)	10.5 (3.9)	1.9 (1.6)	1.74
	85	36418	74.7	12.3 (4.8)	10.9 (4.1)	2.0 (1.8)	1.92

Table A.2. (Continued)

Region/ Country	Year	Population ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Sri Lanka	60*	3944	32.3	46.5 (6.9)	20.7 (7.8)	0.4 (0.2)	3.43
	65	4447	27.6	46.8 (13.4)	25.0 (9.3)	0.7 (0.4)	4.05
	70*	5009	24.0	39.9 (13.5)	35.0 (13.1)	1.2 (0.6)	4.95
	75	5536	20.2	44.1 (15.8)	34.6 (13.0)	1.2 (0.6)	5.07
	80*	6481	15.9	48.9 (18.0)	34.1 (12.8)	1.1 (0.6)	5.18
	85	7398	13.0	49.3 (18.3)	36.3 (13.6)	1.4 (0.8)	5.46
O E C D							
Australia	60	5763	1.1	36.2 (21.1)	59.1 (18.7)	3.6 (2.0)	8.83
	65*	6170	1.0	37.1 (21.6)	57.2 (17.3)	4.7 (2.7)	8.83
	70*	6741	0.9	29.3 (16.9)	48.3 (13.6)	21.5 (12.2)	9.97
	75	7494	0.9	23.4 (13.1)	60.2 (15.1)	15.5 (8.8)	9.95
	80*	8414	1.0	7.8 (4.1)	88.6 (18.2)	2.6 (1.5)	10.03
	85	9350	0.9	8.5 (4.1)	84.8 (20.9)	5.8 (3.3)	10.22
Austria	60*	4452	2.0	91.1 (52.1)	4.6 (2.0)	2.2 (1.2)	3.69
	65	4531	0.8	85.3 (48.8)	13.8 (6.0)	0.9 (0.5)	4.23
	70*	4637	0.3	61.3 (35.1)	35.8 (15.5)	2.6 (1.5)	5.99
	75	4720	0.0	70.8 (40.5)	28.2 (12.2)	1.3 (0.7)	5.29
	80*	4759	0.0	66.0 (37.8)	30.7 (13.3)	3.3 (1.9)	5.73
	85	4899	0.0	63.4 (36.3)	35.3 (15.3)	1.3 (0.8)	5.79
Belgium	60*	5882	1.0	67.9 (38.8)	27.1 (11.7)	4.0 (3.3)	7.46
	65	5931	1.0	64.8 (37.1)	30.5 (13.2)	3.7 (3.0)	7.63
	70*	5935	1.0	61.6 (35.3)	34.8 (15.1)	2.6 (2.1)	7.75
	75*	6090	0.0	56.3 (32.2)	36.5 (13.7)	7.2 (5.9)	8.15
	80	6280	0.0	52.1 (29.8)	39.5 (17.1)	8.5 (6.9)	8.75
	85	6515	0.0	47.8 (27.3)	41.7 (18.0)	10.7 (8.7)	9.11
	50*	7472	2.4	52.6 (30.6)	36.1 (14.4)	8.8 (2.4)	7.46
Canada	60*	9295	1.7	47.2 (27.2)	37.9 (17.5)	13.1 (3.5)	8.07
	65	9954	1.4	45.2 (25.3)	36.7 (15.7)	16.7 (4.5)	8.32
	70*	10970	1.4	38.4 (20.0)	37.4 (15.1)	22.8 (6.1)	8.88
	75*	12334	1.8	30.7 (12.2)	36.6 (14.1)	30.9 (8.3)	9.50
	80*	13853	2.0	23.7 (9.5)	36.8 (13.7)	37.4 (10.1)	10.16
	85	15665	1.7	21.5 (9.4)	38.6 (14.1)	38.1 (10.3)	10.37
Denmark	60	2741	0.0	65.9 (37.7)	19.9 (8.6)	14.4 (8.2)	9.34
	65	2834	0.0	61.8 (35.4)	23.9 (10.3)	14.4 (8.1)	9.52
	70	2992	0.5	57.4 (32.8)	27.6 (12.0)	14.6 (8.3)	9.69
	75	3172	0.5	52.1 (29.8)	32.5 (14.1)	15.1 (8.5)	9.97
	80	3289	0.6	48.5 (27.7)	34.3 (14.9)	16.7 (9.5)	10.19
	85*	3376	1.0	44.9 (25.7)	36.2 (15.7)	18.0 (10.2)	10.38

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Table A.2. (Continued)

Region/ Country	Year	Population ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Finland	50*	2171	--	-- (60.0)	4.9 (1.6)	3.0 (1.7)	--
	60*	2407	6.0	83.9 (48.0)	6.0 (1.8)	4.1 (2.4)	7.21
	65	2494	3.1	74.8 (42.8)	15.8 (4.5)	6.4 (3.7)	7.98
	70*	2599	1.9	68.0 (38.9)	24.0 (6.2)	6.1 (3.5)	8.35
	75	2853	1.0	59.8 (34.3)	30.7 (18.9)	8.6 (5.0)	9.05
	80*	3044	1.2	50.0 (28.6)	36.9 (29.2)	11.9 (6.9)	9.65
	85*	3222	0.0	55.6 (31.8)	30.6 (20.2)	13.8 (8.0)	9.54
France	55*	26838	--	-- (38.7)	10.3 (2.6)	1.8 (0.9)	--
	60*	27972	0.7	89.7 (30.9)	7.5 (2.8)	2.1 (1.1)	3.58
	65	29210	0.9	87.1 (49.8)	9.8 (4.0)	2.4 (1.2)	4.79
	70*	29849	1.0	83.9 (39.7)	12.4 (5.0)	2.7 (1.4)	4.55
	75	31622	0.5	78.2 (44.7)	16.3 (6.7)	5.0 (2.6)	5.49
	80*	33347	0.8	68.9 (29.2)	22.2 (8.3)	8.5 (4.4)	5.72
	85	34910	0.8	64.4 (36.9)	25.4 (9.3)	9.6 (4.9)	6.54
Germany, West	60	34783	1.0	86.1 (49.3)	11.1 (4.8)	1.8 (1.0)	7.70
	65	37791	0.9	80.8 (46.3)	15.9 (6.9)	2.4 (1.4)	7.99
	70*	38872	0.8	77.1 (44.1)	19.0 (8.2)	3.1 (1.8)	8.21
	75*	39782	0.6	78.3 (44.8)	15.6 (6.8)	5.5 (3.1)	8.28
	80*	40497	0.2	75.4 (43.2)	17.5 (7.6)	6.9 (3.9)	8.52
	85*	41596	1.3	71.4 (40.9)	19.5 (8.4)	7.7 (4.4)	8.61
Greece	50*	3895	31.9	53.3 (16.7)	12.8 (4.9)	2.0 (1.9)	3.72
	60*	4758	19.6	70.0 (36.9)	7.9 (3.3)	2.5 (2.4)	4.13
	65	5060	17.3	70.1 (46.8)	9.6 (4.3)	3.0 (2.9)	4.98
	70*	5313	15.6	69.9 (45.1)	10.6 (5.3)	3.9 (3.7)	5.11
	75	5544	13.7	66.5 (47.7)	14.4 (8.4)	5.4 (5.2)	5.84
	80*	6020	11.5	61.2 (44.3)	19.7 (13.6)	7.6 (7.3)	6.56
	85	6318	10.3	57.0 (32.0)	24.1 (14.2)	8.7 (8.3)	6.64
Iceland	60*	89	0.0	86.5 (49.5)	9.8 (4.2)	3.7 (2.1)	5.73
	65	94	0.0	81.9 (46.9)	14.0 (6.1)	4.1 (2.3)	6.03
	70	100	0.0	75.9 (43.4)	19.5 (8.4)	4.7 (2.6)	6.42
	75	111	0.0	68.5 (39.2)	26.0 (11.3)	5.5 (3.1)	6.90
	80	121	0.3	60.6 (34.7)	32.0 (13.9)	7.1 (4.0)	7.43
	85	133	0.7	53.7 (30.7)	36.3 (15.7)	9.3 (5.2)	7.92
Ireland	60	1559	4.4	63.7 (36.5)	27.8 (12.0)	4.1 (2.3)	6.49
	65*	1535	4.0	64.8 (37.1)	26.7 (11.6)	4.5 (2.6)	6.49
	70*	1563	3.4	64.6 (37.0)	27.4 (11.9)	4.6 (2.6)	6.57
	75	1650	2.2	61.9 (35.4)	30.8 (13.3)	5.2 (2.9)	6.87
	80*	1770	0.0	52.3 (29.9)	39.8 (17.2)	7.9 (4.5)	7.76
	85	1878	0.5	49.9 (28.6)	41.6 (18.0)	7.9 (4.5)	7.84

Table A.2. (Continued)

Region/ Country	Year	Population ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Italy	50*	26681	16.1	73.1 (42.8)	9.3 (3.8)	1.5 (0.9)	4.07
	60*	29968	12.5	71.4 (42.6)	13.9 (5.2)	2.1 (1.2)	4.56
	65	31593	10.3	72.0 (44.4)	15.2 (6.1)	2.5 (1.4)	4.83
	70*	32644	7.3	72.6 (48.9)	17.5 (7.2)	2.6 (1.5)	5.22
	75	34127	10.6	64.1 (34.7)	21.6 (9.0)	3.7 (2.1)	5.25
	80*	35253	19.3	47.4 (23.3)	29.2 (11.2)	4.1 (2.3)	5.32
	85	36592	17.2	45.5 (21.4)	30.7 (11.4)	6.7 (3.8)	5.78
Japan	50*	37586	7.2	35.9 (22.4)	51.2 (15.7)	5.6 (3.5)	7.68
	60*	47919	2.9	59.9 (29.0)	30.9 (10.1)	6.3 (3.9)	6.71
	65	53290	2.1	57.8 (27.1)	33.8 (11.2)	6.3 (3.9)	6.88
	70*	59428	0.9	60.6 (28.0)	33.0 (11.1)	5.5 (3.4)	6.80
	75	67253	0.6	53.7 (24.7)	37.0 (12.5)	8.8 (5.5)	7.39
	80*	73124	0.1	45.7 (21.0)	39.9 (13.5)	14.4 (9.0)	8.19
	85	77683	0.1	43.8 (20.1)	41.1 (14.0)	15.1 (9.4)	8.34
Netherlands	60*	6318	20.1	67.5 (38.6)	11.1 (3.0)	1.3 (0.7)	4.47
	65	6723	9.1	56.9 (32.5)	26.6 (8.3)	7.5 (4.2)	6.45
	70*	7180	0.0	47.0 (26.9)	45.8 (9.1)	7.2 (4.1)	7.70
	75	7893	0.0	45.8 (26.2)	45.1 (10.9)	9.1 (5.1)	7.92
	80	8529	0.0	43.0 (24.6)	45.7 (12.4)	11.3 (6.4)	8.22
	85	9164	0.0	38.9 (22.3)	47.4 (13.9)	13.8 (7.8)	8.60
New Zealand	60	1257	1.0	37.4 (21.4)	57.9 (25.1)	3.7 (1.4)	9.64
	65*	1341	0.9	39.9 (22.8)	54.3 (23.5)	4.9 (1.9)	9.57
	70	1433	0.0	37.1 (21.3)	54.2 (23.5)	8.8 (3.4)	10.01
	75*	1605	0.3	22.5 (12.9)	57.1 (24.7)	20.1 (7.7)	11.20
	80*	1713	1.2	23.2 (13.3)	45.0 (26.6)	30.6 (11.8)	12.42
	85	1877	0.0	26.1 (15.0)	49.6 (21.5)	24.2 (9.3)	11.21
Norway	50*	2034	--	-- (--)	17.1 (6.9)	1.5 (0.7)	--
	60*	2184	5.2	78.7 (45.1)	14.2 (6.6)	1.9 (0.8)	5.47
	65	2228	2.7	74.0 (42.4)	18.9 (9.9)	4.3 (1.9)	6.13
	70*	2313	0.7	68.9 (39.4)	23.7 (14.4)	6.6 (2.9)	6.80
	75*	2445	0.0	2.1 (1.2)	89.4 (27.0)	8.5 (3.8)	10.22
	80*	2558	1.8	0.0 (0.0)	86.2 (26.2)	11.9 (5.3)	10.32
	85	2657	2.8	0.7 (0.4)	83.3 (26.3)	13.4 (6.0)	10.31
Portugal	60*	4812	45.1	50.4 (21.6)	3.5 (1.5)	1.1 (0.5)	1.94
	65	4985	51.0	44.6 (19.9)	3.3 (1.4)	1.2 (0.6)	1.78
	70*	4941	67.0	30.0 (13.6)	2.0 (0.9)	1.0 (0.5)	1.21
	75	5022	51.8	40.0 (18.3)	6.2 (2.7)	2.1 (1.0)	2.07
	80*	5507	27.5	58.5 (26.8)	10.5 (4.5)	3.5 (1.7)	3.23
	85	6054	24.3	56.8 (26.1)	14.4 (6.2)	4.5 (2.1)	3.70

Table A.2. (Continued)

Region/ Country	Year	Population ≥ 25 (1000s)	Highest level attained: No School	First Level Total(Complete)	Second Level Total(2nd Cycle)	Higher Level Total(Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Spain	50*	15281	37.9	59.1 (34.8)	2.4 (0.9)	0.6 (0.3)	2.71
	60*	17455	24.5	70.8 (43.7)	3.9 (1.5)	0.8 (0.5)	3.43
	65	18276	21.2	72.1 (48.7)	4.9 (2.0)	1.8 (1.0)	3.85
	70*	19161	12.9	77.6 (64.7)	5.8 (2.6)	3.7 (2.1)	4.78
	75	20168	18.9	66.9 (48.9)	9.2 (4.1)	5.0 (2.8)	4.70
	80*	21505	35.1	44.5 (32.7)	13.3 (5.7)	7.1 (4.0)	4.52
	85*	23225	5.2	70.2 (29.9)	17.6 (8.7)	7.0 (4.0)	5.58
Sweden	60	4775	0.6	58.9 (33.7)	32.9 (17.9)	7.5 (4.3)	7.66
	65	4894	0.7	57.4 (32.9)	34.1 (21.7)	7.7 (4.3)	7.88
	70*	5152	1.0	55.6 (7.5)	35.0 (27.1)	8.3 (4.7)	6.74
	75	5398	0.6	52.2 (29.9)	36.9 (24.9)	10.3 (5.8)	8.44
	80*	5557	0.0	41.6 (23.8)	43.0 (35.7)	15.4 (8.7)	9.74
	85	5721	0.3	43.3 (24.8)	41.5 (28.5)	15.0 (8.5)	9.33
Switzerland	60*	3271	0.2	68.6 (39.3)	21.8 (9.5)	9.4 (5.3)	6.91
	65	3479	0.6	67.2 (38.5)	25.9 (12.5)	6.3 (3.6)	6.82
	70*	3762	5.1	64.9 (37.2)	27.1 (18.3)	2.9 (1.6)	6.80
	75	3989	0.7	64.6 (37.0)	32.9 (21.1)	1.8 (1.0)	6.91
	80*	4101	0.0	34.7 (29.6)	54.3 (42.5)	11.0 (6.2)	10.05
	85	4373	0.0	50.3 (28.8)	45.9 (30.0)	3.8 (2.2)	7.98
Turkey	50*	8505	83.1	11.9 (7.0)	4.0 (1.7)	1.1 (0.6)	1.00
	60*	11591	59.2	35.6 (21.7)	4.6 (2.0)	0.6 (0.3)	1.95
	65*	12752	58.0	35.2 (23.6)	5.7 (2.5)	1.1 (0.6)	2.16
	70	14185	58.0	34.1 (18.4)	6.4 (2.8)	1.5 (0.9)	2.12
	75*	15880	59.0	31.9 (15.6)	7.3 (3.2)	1.8 (1.0)	2.12
	80*	18027	52.4	35.3 (16.6)	8.7 (3.8)	3.6 (2.0)	2.62
	85	21608	42.3	42.2 (19.6)	11.4 (5.0)	4.1 (2.3)	3.18
United Kingdom	50*	32427	--	-- (65.6)	19.5 (1.7)	1.6 (0.9)	--
	60*	33228	0.0	73.7 (67.1)	24.5 (2.3)	1.8 (1.0)	7.74
	65	33784	0.0	70.0 (44.4)	26.5 (4.5)	3.5 (2.0)	7.35
	70	33964	0.0	65.6 (34.5)	29.1 (6.4)	5.3 (3.0)	7.46
	75*	35054	0.0	59.0 (28.6)	30.0 (7.7)	11.0 (6.2)	8.07
	80	35838	0.3	55.7 (26.1)	33.5 (9.5)	10.5 (5.9)	8.19
	85	36434	0.3	51.3 (23.8)	36.8 (11.1)	11.5 (6.5)	8.51
United States	50*	88918	2.6	45.7 (20.8)	38.2 (14.7)	13.6 (8.2)	7.94
	60*	100019	2.3	37.4 (17.5)	43.8 (18.9)	16.5 (10.0)	8.67
	65	104316	2.3	32.1 (21.2)	46.5 (22.0)	19.2 (11.6)	9.36
	70*	110578	2.0	25.0 (20.0)	50.7 (27.1)	22.3 (13.5)	10.22
	75	120798	1.0	19.8 (13.1)	54.0 (33.7)	25.2 (15.3)	10.69
	80*	133712	1.0	6.3 (3.7)	64.9 (49.1)	28.1 (17.0)	11.89
	85	147527	0.8	6.6 (3.4)	60.4 (38.3)	32.2 (19.5)	11.78

Table A.2. (Concluded)

Region/ Country	Year	Population ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Centrally Planned Economies							
Albania	55*	578	54.8	42.5 (6.7)	1.7 (0.9)	0.4 (0.3)	2.22
	60	650	47.7	49.4 (14.1)	2.0 (0.8)	0.9 (0.8)	2.90
	65	749	42.9	52.8 (17.7)	2.7 (1.0)	1.6 (1.4)	3.36
	70	854	40.7	53.7 (19.1)	2.9 (1.1)	2.8 (2.4)	3.65
	75	974	36.1	53.9 (19.5)	6.5 (2.6)	3.4 (2.9)	4.18
	80	1141	29.5	55.9 (20.4)	10.5 (4.2)	3.8 (3.3)	4.79
	85	1333	23.7	54.1 (19.8)	17.9 (7.0)	4.1 (3.6)	5.54
Bulgaria	55*	4266	17.6	71.5 (21.6)	7.7 (3.0)	3.2 (2.8)	5.06
	60	4646	18.1	66.3 (22.7)	11.0 (4.3)	4.5 (3.9)	5.46
	65*	4931	19.1	62.8 (32.9)	12.9 (5.1)	5.2 (4.5)	6.46
	70	5183	17.1	59.2 (21.5)	17.3 (6.8)	6.3 (5.4)	6.09
	75	5481	15.9	56.8 (20.8)	20.0 (7.9)	7.3 (6.3)	6.41
	80	5647	14.1	52.7 (19.3)	24.7 (9.7)	8.6 (7.4)	6.89
	85	5843	12.6	48.5 (17.8)	29.5 (11.6)	9.4 (8.1)	7.32
Cuba	55*	3029	24.3	70.1 (28.8)	3.9 (1.5)	1.7 (1.3)	3.63
	60	3305	28.0	65.8 (38.2)	4.4 (1.7)	1.9 (1.4)	3.86
	65	3571	31.2	61.3 (35.6)	5.4 (2.1)	2.1 (1.6)	3.78
	70	3873	33.8	56.8 (33.2)	7.0 (2.8)	2.4 (1.8)	3.78
	75	4303	32.7	56.1 (33.3)	8.4 (3.3)	2.8 (2.1)	3.97
	80*	4744	3.7	50.2 (27.6)	40.2 (15.8)	5.9 (4.5)	7.34
	85	5158	3.2	51.3 (22.4)	37.7 (14.9)	7.8 (5.9)	7.26
Czechoslovakia	60*	8002	0.8	83.1 (34.7)	13.7 (5.4)	2.4 (2.1)	7.32
	65	8266	1.2	74.5 (31.1)	21.1 (8.3)	3.3 (2.8)	7.78
	70*	8488	0.6	57.2 (23.9)	38.2 (15.0)	4.1 (3.5)	8.84
	75	8899	0.9	54.3 (22.6)	39.9 (15.7)	5.0 (4.3)	9.00
	80*	9348	0.4	47.6 (19.9)	45.9 (18.1)	6.0 (5.2)	9.45
	85	9562	0.6	48.4 (20.2)	43.5 (17.1)	7.4 (6.4)	9.45
Germany, East	60	10956	5.1	28.9 (12.1)	53.5 (21.1)	12.5 (10.8)	9.38
	65	10869	4.5	34.1 (14.2)	48.4 (19.1)	13.0 (11.2)	9.20
	70*	10842	8.2	40.9 (17.1)	42.4 (16.7)	8.5 (7.3)	8.23
	75	10572	3.6	36.8 (15.3)	46.3 (18.2)	13.3 (11.5)	9.17
	80*	10698	0.0	30.1 (12.6)	52.6 (20.7)	17.3 (14.9)	10.10
	85	10793	0.8	27.0 (11.3)	53.0 (20.9)	19.2 (16.6)	10.27
Hungary	60*	6022	3.7	86.4 (47.7)	6.5 (2.6)	3.4 (3.3)	6.65
	65*	6244	3.0	85.6 (52.8)	7.9 (3.1)	3.5 (3.4)	6.99
	70*	6462	2.4	81.7 (64.6)	10.8 (4.3)	5.1 (4.9)	7.89
	75	6676	2.0	58.6 (28.9)	33.6 (13.2)	5.9 (5.7)	8.27
	80*	6930	1.3	11.2 (3.2)	80.6 (23.6)	7.0 (6.8)	10.79
	85	7009	1.5	13.7 (4.6)	77.2 (30.4)	7.7 (7.4)	10.75

Table A.2. (Continued)

Region/ Country	Year	Population ≥ 25 (1000s)	Highest level attained: No School	First Level Total (Complete)	Second Level Total (2nd Cycle)	Higher Level Total (Complete)	Average Years of Schooling
			(Percentage of the population aged 25 and over)				
Poland	60*	15500	8.6	71.7 (38.0)	16.6 (9.3)	3.2 (2.8)	6.74
	65	16889	7.1	70.6 (39.3)	18.3 (7.2)	4.1 (3.5)	7.01
	70*	17470	5.2	68.7 (43.2)	20.7 (8.2)	5.4 (4.7)	7.56
	75	19000	4.2	64.4 (44.6)	25.4 (10.0)	6.0 (5.2)	8.05
	80*	20834	2.8	57.6 (44.9)	33.9 (13.3)	5.7 (4.9)	8.65
	85	22445	2.4	53.1 (27.9)	37.1 (14.6)	7.5 (6.4)	8.41
	55*	9457	14.1	79.6 (4.5)	4.1 (1.6)	2.1 (1.8)	4.14
Romania	60	10284	15.9	74.4 (18.4)	8.0 (3.1)	1.8 (1.5)	4.85
	65*	11141	13.8	68.0 (21.8)	15.5 (6.1)	2.7 (2.3)	5.69
	70	11691	14.7	65.4 (22.8)	19.5 (7.7)	0.4 (0.3)	5.70
	75*	12305	5.9	49.7 (17.9)	39.8 (15.7)	4.6 (4.0)	7.72
	80	13095	7.8	59.7 (21.8)	32.4 (12.8)	0.0 (0.0)	6.76
	85	13715	7.2	57.0 (20.8)	35.5 (14.0)	0.3 (0.3)	7.00
U.S.S.R.	60*	113705	1.5	68.8 (28.7)	25.6 (10.1)	4.2 (3.6)	7.32
	65	128811	2.1	60.0 (25.0)	32.5 (12.8)	5.6 (4.8)	7.78
	70*	132128	0.5	47.9 (20.0)	44.4 (17.5)	7.2 (6.2)	8.64
	75	141265	0.6	43.7 (18.2)	47.3 (18.6)	8.4 (7.2)	8.90
	80*	151526	0.2	36.0 (15.0)	55.5 (10.7)	8.3 (7.2)	9.11
	85	163255	0.2	31.8 (13.3)	57.8 (22.8)	10.2 (8.8)	9.65
	55*	8731	--	-- (42.8)	9.7 (3.8)	0.9 (0.8)	--
Yugoslavia	60*	9727	21.0	68.3 (7.3)	9.4 (3.7)	1.3 (1.1)	4.24
	65	10550	22.4	63.8 (31.6)	11.3 (4.4)	2.5 (2.2)	5.43
	70*	11159	23.9	56.9 (18.5)	15.3 (6.0)	3.9 (3.4)	5.28
	75	11984	20.2	54.8 (19.2)	19.6 (7.7)	5.4 (4.7)	5.93
	80*	13145	15.8	53.9 (19.4)	23.4 (9.2)	6.8 (5.9)	6.53
	85	13948	13.7	49.9 (18.2)	27.5 (10.8)	8.8 (7.6)	7.08

Notes: An asterisk (*) indicates that the educational attainment data for that year come from the actual census/surveys in Table A.1. Dashes (--) indicate that data are not available. See the text for explanation of each category and estimation method.

Table A.3. Standard Length of Primary and Secondary schools by Country in 1965 and 1970

Region/Country	Number of Years			
	First Level	Second Level		
		Total	First Cycle	Second Cycle
Middle East and North Africa				
Algeria	6 (8)	7 (7)	2	5
Bahrain	6 (6)	4 (5)	--	--
Cyprus	6 (6)	6 (6)	3	3
Egypt	6 (6)	6 (6)	3	3
Iran, I.R. of	6 (5)	6 (6)	3	3
Iraq	6 (6)	5 (6)	3	2
Israel	8 (8)	4 (4)	--	--
Jordan	6 (6)	6 (6)	3	3
Kuwait	4 (4)	8 (8)	4	4
Libya	6 (6)	6 (6)	3	3
Malta	8 (8)	5 (7)	--	--
Syria	6 (6)	6 (6)	3	3
Tunisia	6 (6)	6 (7)	3	3
U. Arab Emirate	6 (6)	6 (6)	3	3
Yemen, N.Arab	6 (6)	6 (6)	3	3
Sub-Saharan Africa				
Benin	7 (7)	6 (6)	--	--
Botswana	7 (7)	5 (5)	3	2
Cameroon	6 (6)	7 (7)	4	3
Central Africa R.	6 (6)	7 (7)	4	3
Congo	6 (6)	7 (6)	4	3
Gambia	6 (6)	7 (7)	5	2
Ghana	6 (8)	8 (7)	--	--
Guinea-Bissau	4 (6)	7 (7)	5	2
Kenya	7 (7)	6 (6)	4	2
Lesotho	7 (7)	5 (5)	3	2
Liberia	6 (6)	6 (6)	3	3
Malawi	8 (8)	5 (6)	--	--
Mali	9 (5)	3 (7)	--	--
Mauritius	6 (6)	5 (7)	--	--
Mozambique	4 (5)	7 (5)	--	--
Namibia	-- (7)	-- (5)	--	--
Niger	6 (6)	7 (7)	4	3
Reunion	5 (5)	7 (7)	4	3
Rwanda	6 (5)	6 (7)	3	3
Senegal	6 (6)	7 (7)	4	3
Seychelles	6 (6)	6 (7)	--	--
Sierra Leone	7 (7)	7 (7)	5	2
South africa	7 (7)	5 (5)	--	--
Sudan	4 (4)	8 (8)	4	4
Swaziland	8 (7)	4 (5)	--	--
Tanzania	7 (7)	6 (6)	4	2
Togo	6 (6)	7 (7)	4	3
Uganda	6 (6)	5 (5)	2	3

Table A.3. (Continued)

Region/Country	Number of Years			
	First Level	Second Level		
		Total	First Cycle	Second Cycle
Zaire	6 (6)	6 (6)	2	4
Zambia	8 (7)	6 (5)	4	2
Zimbabwe	5 (6)	6 (6)	4	2
Latin America and the Caribbean				
Antigua & Barbuda	5 (5)	6 (6)	--	--
Argentina	7 (7)	5 (5)	3	2
Barbados	6 (7)	8 (6)	5	3
Belize	-- (--)	-- (--)	--	--
Bolivia	6 (6)	6 (6)	4	2
Brazil	5 (6)	7 (7)	4	3
Chile	6 (8)	6 (4)	3	3
Colombia	5 (5)	6 (6)	4	2
Costa Rica	6 (6)	5 (5)	3	2
Dominica	6 (7)	8 (8)	3	5
Dominican Rep.	6 (6)	6 (6)	2	4
Ecuador	6 (6)	6 (6)	3	3
El Salvador	6 (6)	6 (5)	3	3
Guatemala	6 (6)	5 (5)	3	2
Guyana	6 (6)	5 (5)	3	2
Haiti	6 (6)	7 (7)	3	4
Honduras	6 (6)	5 (6)	3	2
Jamaica	4 (6)	7 (6)	--	--
Mexico	6 (6)	6 (6)	3	3
Nicaragua	6 (6)	5 (5)	3	2
Panama	6 (6)	6 (6)	3	3
Paraguay	6 (6)	6 (6)	3	3
Peru	6 (6)	5 (5)	3	2
St.Kitts& Nevis	5 (6)	6 (6)	4	2
St.Lucia	7 (7)	5 (7)	--	--
St. Vincent & Gr.	7 (7)	5 (7)	--	--
Trinidad & Tobago	6 (7)	7 (7)	5	2
Uruguay	6 (6)	6 (6)	4	2
Venezuela	6 (6)	5 (5)	3	2
East Asia and the Pacific				
Brunei	6 (6)	6 (6)	3	3
Fiji	8 (8)	4 (4)	--	--
Hong Kong	6 (6)	7 (6)	5	2
Indonesia	6 (6)	6 (6)	3	3
Korea	6 (6)	6 (6)	3	3
Malaysia	6 (6)	7 (5)	--	--
Papua New Guinea	6 (6)	5 (6)	--	--
Philippines	6 (6)	4 (4)	2	2
Singapore	6 (6)	6 (6)	4	2
Solomon Islands	7 (7)	5 (6)	--	--
Taiwan	6 (6)	6 (6)	3	3

Table A.3. (Continued)

Region/Country	Number of Years			
	First Level	Second Level		
		Total	First Cycle	Second Cycle
Thailand	7 (7)	6 (5)	3	3
Vanuatu	-- (--)	-- (--)	--	--
Western Samoa	6 (7)	6 (8)	3	3
South Asia				
Afghanistan	6 (6)	6 (6)	3	3
Bangladesh	5 (5)	5 (5)	--	--
India	8 (7)	6 (5)	3	3
Myanmar (Burma)	4 (5)	5 (6)	--	--
Nepal	6 (6)	3 (3)	--	--
Pakistan	5 (5)	7 (7)	5	2
Sri Lanka	5 (8)	7 (4)	--	--
O E C D				
Australia	7 (6)	5 (6)	3	2
Austria	4 (4)	9 (9)	4	5
Belgium	7 (8)	6 (6)	3	3
Canada	6 (7)	6 (5)	3	3
Denmark	9 (9)	4 (4)	--	--
Finland	9 (6)	3 (6)	--	--
France	5 (5)	7 (7)	4	3
Germany, West	9 (9)	4 (4)	--	--
Greece	6 (6)	6 (6)	3	3
Iceland	6 (6)	7 (8)	3	4
Ireland	6 (8)	6 (5)	--	--
Italy	5 (5)	8 (8)	3	5
Japan	6 (6)	6 (6)	3	3
Netherlands	6 (6)	6 (6)	--	--
New Zealand	8 (8)	5 (6)	--	--
Norway	6 (6)	6 (6)	3	3
Portugal	4 (6)	7 (7)	5	2
Spain	5 (8)	7 (7)	6	1
Sweden	6 (6)	7 (6)	3	4
Switzerland	6 (6)	6 (6)	3	3
Turkey	5 (7)	6 (6)	3	3
United Kingdom	7 (6)	6 (7)	--	--
United States	6 (6)	6 (6)	3	3
Centrally Planned Economies				
Albania	8 (8)	4 (8)	--	--
Bulgaria	8 (8)	4 (3)	--	--
Cuba	6 (6)	6 (6)	3	3
Czechoslovakia	9 (9)	4 (4)	--	--
Germany, East	8 (8)	4 (--)	--	--

Table A.3. (Concluded)

Region/Country	Number of Years			
	First Level	Second Level		
		Total	First Cycle	Second Cycle
Hungary	8 (8)	4 (4)	3	4
Poland	8 (8)	4 (4)	--	--
Romania	8 (4)	4 (8)	--	--
U.S.S.R.	8 (4)	4 (6)	--	--
Yugoslavia	8 (8)	4 (4)	--	--

Notes: Figures for 1970 are in parentheses. Dashes (--) indicate that data are not available. The duration of primary education in Germany indicates total school years through Volkschulen and Hauptschulen. In Denmark it includes years at lower level secondary schools.

HANDOUT

Robert J. Barro and Jong-Wha Lee
"International Comparisons of Educational Attainment"

Preliminary Regression Results for Growth, Investment, Fertility, and School Enrollment Using Data on Educational Attainment by Sex

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Table 1 Panel Regressions for Growth Rate of Real per Capita GDP in a Sample of 74 Countries, 5-Year Intervals from 1960 to 1985

Independent Variable	Coefficient (standard error)			
log(Initial GDP)	-0.0166 (.0027)	-0.0192 (.0024)	-0.0166 (.0029)	-0.0185 (.0025)
log(School)	0.0230 (.0042)	0.0098 (.0042)		
log(Male School)			0.0130 (.0081)	0.0120 (.0072)
log(Female School)			0.0101 (.0077)	-0.0022 (.0070)
Net Government Consumption	-0.137 (.031)	-0.154 (.027)	-0.140 (.031)	-0.152 (.027)
Openness* log(1+Tariff)	-0.203 (.100)	-0.053 (.085)	-0.199 (.100)	-0.045 (.083)
log(1+Black-Market Premium)	-0.0225 (.0054)	-0.0208 (.0049)	-0.0224 (.0054)	-0.0206 (.0049)
Freq. of Revols. & Coups	-0.0138 (.0073)	-0.0104 (.0062)	-0.0139 (.0073)	-0.0109 (.0060)
Investment Rate		0.120 (.021)		0.118 (.021)
Fertility Rate		-0.0038 (.0012)		-0.0040 (.0012)
Estimation Technique	SUR	SUR	SUR	SUR
R^2, indiv. periods	.05, .37, .22, .32, .08	.05, .37, .22, .31, .08	.07, .51, .26, .44, .21	.08, .50 .26, .44, .23

Note: Separate constants are estimated for each period. Other coefficients are constrained to be the same for all periods. School is (1+total years of schooling).

Table 2 Panel Regressions for Investment Ratio and Fertility Rate in a Sample of 74 Countries, 5-Year Intervals from 1960 to 1985

Independent Variable	Investment Ratio		Fertility Rate	
	Coefficient (standard error)			
log(Initial GDP)	0.0210 (.0067)	0.0219 (.0069)	-0.398 (.079)	-0.455 (.079)
log(School)	0.0407 (.0108)		-0.452 (.120)	
log(Male School)		0.0272 (.0149)		0.039 (.128)
log(Female School)		0.0121 (.0146)		-0.561 (.129)
Net Government Consumption	0.034 (.061)	0.034 (.061)	-0.50 (.47)	-0.55 (.47)
Openness* log(1+Tariff)	0.06 (.29)	0.05 (.29)	25.7 (7.1)	22.6 (6.7)
log(1+Black-Market Premium)	-0.0095 (.0073)	-0.0095 (.0073)	0.039 (.048)	0.043 (.049)
Freq. of Revols. & Coups	0.001 (.021)	0.000 (.021)	1.34 (.54)	1.22 (.51)
Estimation Technique	SUR	SUR	SUR	SUR
R^2, indiv. periods	.37, .38, .32, .40, .34	.36, .38, .32, .41, .35	.50, .56, .59, .60, .61	.52, .59 .63, .64, .66

Note: Separate constants are estimated for each period. Other coefficients are constrained to be the same for all periods. School is (1+total years of schooling).

Table 3 Panel Regressions for Secondary School Enrollment Ratio in a Sample of 74 Countries, 5-Year Intervals from 1960 to 1985

Independent Variable	Overall Enrollment		Male Enrollment		Female Enrollment	
	Coefficient (standard error)					
log(Initial GDP)	0.112 (.015)	0.108 (.016)	0.107 (.018)	0.107 (.018)	0.119 (.015)	0.112 (.015)
log(School)	0.108 (.025)		0.121 (.029)		0.147 (.024)	
log(Male School)		0.016 (.034)		0.065 (.040)		-0.003 (.035)
log(Female School)		0.092 (.034)		0.055 (.039)		0.150 (.033)
Net Government Consumption	0.128 (.123)	0.133 (.123)	0.026 (.152)	0.026 (.152)	0.079 (.130)	0.070 (.129)
Openness* log(1+Tariff)	-1.06 (.78)	-1.00 (.78)	-1.30 (.90)	-1.29 (.90)	-1.25 (.67)	-1.12 (.66)
log(1+Black-Market Premium)	-0.009 (.016)	-0.010 (.016)	0.002 (.020)	0.002 (.020)	-0.003 (.016)	-0.005 (.016)
Freq. of Revol. & Coups	-0.094 (.057)	-0.089 (.057)	-0.077 (.066)	-0.078 (.066)	-0.103 (.048)	-0.022 (.060)
Estimation Technique	SUR	SUR	SUR	SUR	SUR	SUR
R^2, indiv. periods	.67,.72 .72,.72 .72	.68,.71 .72,.74 .72	.60,.59 .66,.68 .67	.60,.59 .66,.68 .67	.67,.78 .79,.81 .81	.69,.79 .80,.82 .81

Note: Separate constants are estimated for each period. Other coefficients are constrained to be the same for all periods. School is (1+total years of schooling).

Table 4 Panel Regressions for Tertiary School Enrollment Ratio in a Sample of 74 Countries, 5-Year Intervals from 1960 to 1985

Independent Variable	Overall Enrollment		Male Enrollment		Female Enrollment	
	Coefficient (standard error)					
log(Initial GDP)	0.009 (.004)	0.009 (.004)	0.015 (.005)	0.014 (.005)	0.002 (.003)	0.002 (.003)
log(School)	0.015 (.006)		0.029 (.008)		0.002 (.004)	
log(Male School)		-0.002 (.009)		0.001 (.011)		-0.004 (.006)
log(Female School)		0.018 (.009)		0.023 (.011)		0.007 (.006)
Net Government Consumption	-0.005 (.032)	-0.008 (.032)	-0.010 (.043)	-0.015 (.042)	0.002 (.024)	0.001 (.024)
Openness* log(1+Tariff)	-0.046 (.189)	-0.041 (.186)	-0.073 (.249)	-0.066 (.244)	0.068 (.130)	0.066 (.129)
log(1+Black-Market Premium)	0.001 (.005)	0.001 (.005)	-0.002 (.006)	-0.002 (.006)	-0.003 (.004)	-0.003 (.004)
Freq. of Revol. & Coups	0.003 (.014)	0.004 (.014)	0.006 (.018)	0.007 (.018)	-0.005 (.010)	-0.004 (.010)
Estimation Technique	SUR	SUR	SUR	SUR	SUR	SUR
R^2, indiv. periods	.36,.30 .27,.2[illegible] .22	.40,.33 .30,.26 .24	.46,.40 .37,.34 .34	.48,.42 .40,.36 .36	.10,.08 .07,.06 .05	.14,.11 .10,.08 .07

Note: Separate constants are estimated for each period. Other coefficients are constrained to be the same for all periods. School is (1+total years of schooling).