

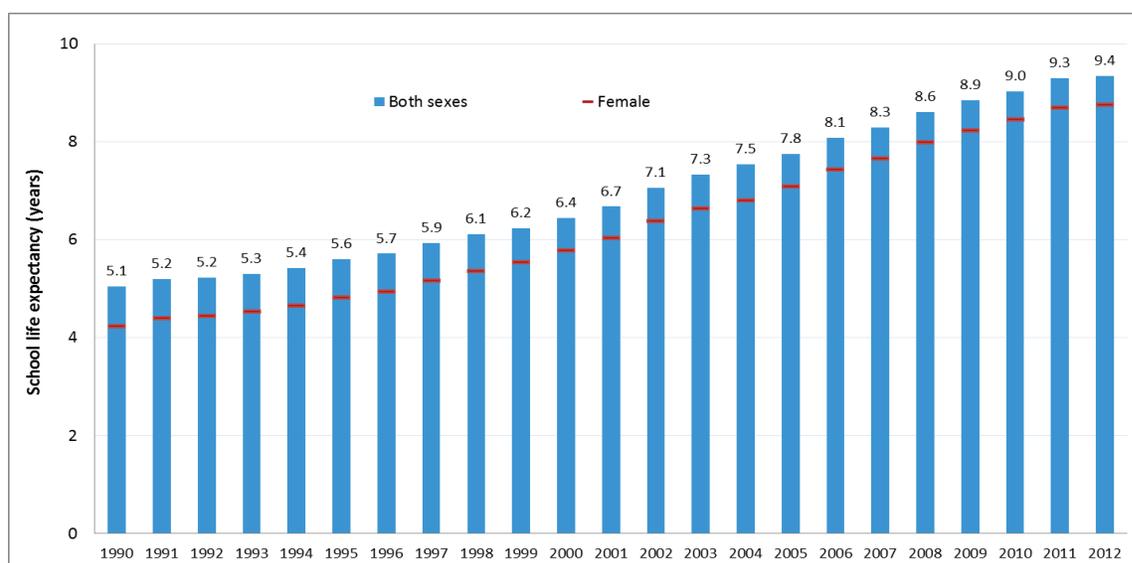
Education in Least Developed Countries (LDCs)

UNESCO Institute for Statistics

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According to estimates by the UNESCO Institute for Statistics (UIS), 252 million young people of primary and secondary school age live in LDCs – approximately 18% of the world's population in this age group. In 2012, a child of primary school entrance age could expect to spend over 9 years in education at the primary, secondary or tertiary levels. Although there has been a substantial rise in the school life expectancy in recent years from 5 years in 1990 and over 6 years in 2000, the current school life expectancy is more than 2 years shorter than in the world as a whole.

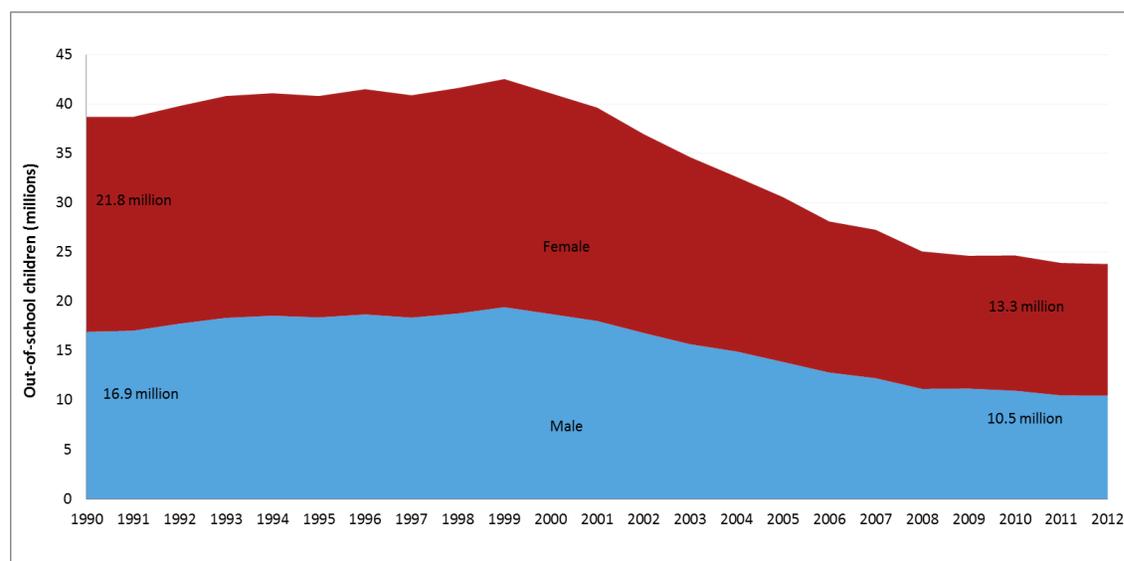
Figure 1: School life expectancy (primary to tertiary) in LDCs, 1990-2012



Source: UNESCO Institute for Statistics, May 2014.

The LDCs as a group are still far from achieving universal primary education. Although the adjusted primary net enrolment rate has risen by 22 percentage points from 60% in 2000 to 82% in 2012, there are still nearly 24 million children of primary age not in school.

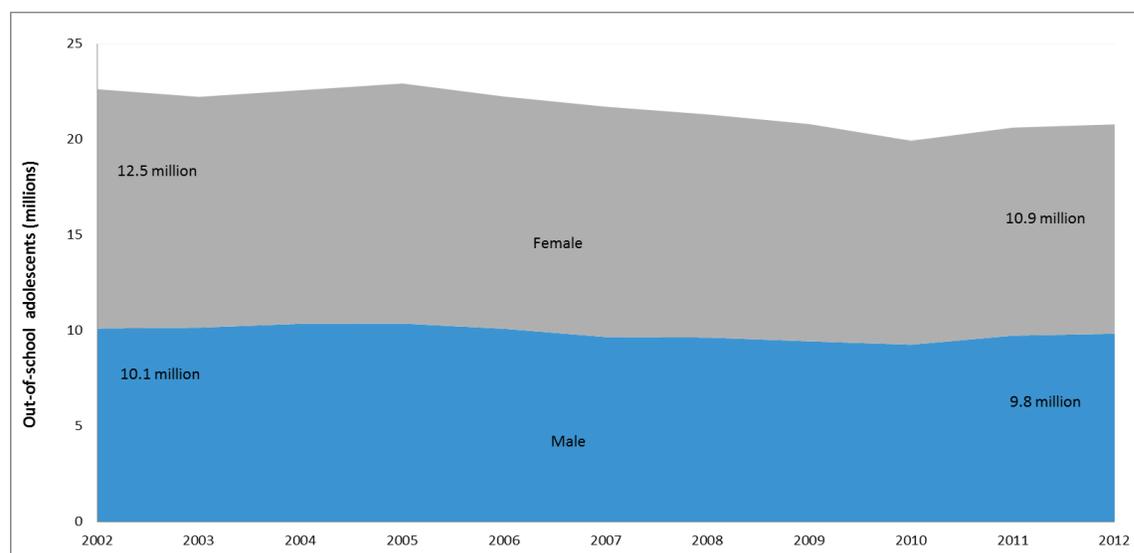
Figure 2: Out-of-school children of primary age in LDCs, 1990-2012



Source: UNESCO Institute for Statistics, May 2014.

There are a further nearly 21 million adolescents of lower secondary age also out-of-school. In total, more than one-in-three of all out-of-school children and adolescents are in LDCs. The three countries of the group with the largest number of out-of-school children of primary age are: the United Republic of Tanzania 1.4 million, Niger and South Sudan with 1 million each. Concerning out-of-school adolescents of lower secondary age, the largest numbers are found in Bangladesh 2.2 million, Uganda 1.7 million and Niger 1.1 million.

Figure 3: Out-of-school adolescents of lower secondary age in LDCs, 2000-2012



Source: UNESCO Institute for Statistics, May 2014.

Enrolments in primary and secondary education in LDCs have increased by nearly four-fifths from 106 million in 2000 to 189 million in 2012. Teacher numbers have risen at a slightly faster pace over the same

period with this expansion resulting in a decrease of pupil-teacher ratios from 43 to 40 pupils per teacher in primary education and from 28 to 26 pupils per teacher in secondary education.

There has also been some progress on gender parity. At the primary level, the gender parity index of the gross enrolment ratio – the ratio of the female to male enrolment ratios – increased from 0.79 in 1990 to 0.93 in 2012 which is still short of the range 0.97-1.03 in which it is assumed that gender parity has largely been achieved. At secondary and tertiary education levels, disparities are larger despite noticeable progress since 1990. There were 87 young women enrolled in secondary education for every 100 young men in 2012 compared to 79 in 2000 and 58 in 1990. At tertiary level, 64 women were enrolled for every 100 men in 2012 compared to 61 in 2000 and 43 in 1990. Nearly one-third of the LDCs have achieved gender parity at the primary level but only two at secondary level and none at tertiary level.