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ABSTRACT

This document provides information on eleven basic indicators of the well being of young children, their families, and communities worldwide. It consists of two parts: The first summarizes information on the importance of the early childhood period for children, the education system, and parents; describes the organization of efficient early childhood education programs; presents principles for early childhood education activities; defines major terms used in compiling statistics; and discusses the variety of ways in which early childhood education needs may be met and the collective responsibility of nations for their children's development and environment. The second part is a chart delineating worldwide statistical information on the "Basic Indicators on Young Children" in the child, family, community, and education areas. The wall-size chart lists the following information for each country, organized by continent or region: (1) number of children under 5 years; (2) the under-5 mortality rate; (3) the percentage of children under 5 years who are malnourished; (4) literacy rates for men; (5) literacy rates for women; (6) total fertility rates per woman; (7) gross national product per capita in U.S. dollars; (8) percentage of population with access to health care services; (9) percentage of population with access to safe water; (10) age range of the pre-primary age group; and (11) the pre-primary gross enrollment ratio. (KDFB)

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UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

EARLY CHILDHOOD CARE EDUCATION

BASIC INDICATORS ON YOUNG CHILDREN

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UNESCO and EARLY CHILDHOOD CARE EDUCATION

"Learning begins at birth"

Article 5 - 1990 Jomtien World Declaration on Education for All

Early childhood care and education is an integral part of basic education and represents the first and essential step toward achieving the goals of Education-for-All. The learning capacity and value orientations of children are largely determined by the time the child reaches the age of formal schooling. For this reason, any sustained effort in Education for All must set targets and programmes for early childhood development and attempt to raise the life-skills level of families, who are the primary educators of children. Well conceived quality early childhood programmes help meet the diverse needs of young children during the crucial early years of life, enhance their readiness for schooling, have a positive and permanent influence on later schooling achievement and are a major entry point for family education programmes.

UNESCO intervenes at inter-agency and intergovernmental levels and assists governments in:

preparing children for schools and schools for children by encouraging and promoting respect for the young child's natural, learning process;

forging links at national level between the primary education system and early child development programming.

undertaking sub-sectoral studies of the situation of young children and families, and formulating national and regional programmes in early childhood care and education.

encouraging research leading to practical action and policy making in favour of young children and families;

identifying and supporting first-class universities and institutes which will research national child and family needs and train high-level personnel to plan and animate national or regional policies.

supporting pilot early childhood and family development projects that stress women's education.

promoting legislation on behalf of children and families, in particular the Convention on the Rights of the Child.

In addition, UNESCO in keeping with its educational, scientific and cultural mandate:

acts as a networking and clearing centre for information and briefings on early childhood;

collaborates in artistic, intellectual and cultural events promoting reflection on childhood and family issues.

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EARLY

Before you can build a house, it is necessary to lay foundation stones to support the entire structure. Before a child enters primary school, a similar foundation must be laid. Embedded within their family, their communities, and their cultural values, very young children (from birth to six) need to be supported in the development of the physical, mental and social abilities that will enable them to survive and thrive in later years. The successful education of the child during its years of schooling depends to a great degree upon the foundation stones laid during the pre-school years (Consultative Group on Early Childhood Care and Development, 1993)

Early Childhood Programmes

Early childhood care and education is an integral part of basic education and represents the first and essential step toward achieving the goals of Education-for-All. It refers to programmes intended to provide care and/or education for children from their birth until the age of 6 or 7 (prior to their entry into primary education). These may be provided in a variety of institutions and organizational settings, such as pre-schools, kindergartens, nurseries, day care centres, play groups, etc. They may be organized by various Ministries/agencies concerned with the education, development, care and welfare of children up to the age of 6 or 7 (e.g., Ministry of Education, Health, Social Welfare, etc.), or other non-governmental institutions (e.g. NGOs, religious groups, national women's associations, universities, etc.), as well as by parent and community groups.

Improving children's health and nutrition is a first concern, but increasingly, as fourteen out of fifteen of the world's children survive until the age of one, governments and civil society are turning their attention to the psycho-social and cognitive development of children.

The first 6 years of the child's development are in many ways the most crucial. The health, nutrition, physiological, psychological, and even ethical foundations for future learning ability are largely determined by the time the child reaches the age of formal schooling.

The number of children aged 0 to 6 is increasing in most countries. At present, only a minority have access to any form of early childhood education, a significant factor

in primary school retention and achievement. Therefore, many countries have started to raise their targets substantially for early childhood education. **Children's needs do not have to be met exclusively by formal pre-schools, professional staff, and programmes funded by national governments. Many countries with limited national budgets have set up successful early childhood programmes in both centre-based and home settings through forming effective alliances between on the one hand, local communities or private enterprises and on the other, local government or Ministries of Education, Health and Social Welfare.**

School/centre-based programmes include the expansion of government-funded kindergartens and pre-schools, the promotion of community-based pre-schools and the accreditation, regulation and support of private kindergartens, NGO-run day care centres and workplace-based centres. Home-based programmes, which in many countries address the majority of children aged 0 to 6, include training programmes for mothers and use of the media for information on nutrition, child care and development.

A collective responsibility

All nations are responsible for their children, and for the welfare of those who contribute, directly or indirectly, to the child's development and environment. As learning begins at birth and sets the stage for further learning, the care and education of children is a primary task of all societies, and the role of parents and families as primary caregivers and educators is essential. A young child's mental and physical development are most rapid

CHILDHOOD & CARE & EDUCATION

in the early years. It is at that time that a child learns to move, coordinate, communicate, interpret and cope with its environment. Informal learning within the family is thus a powerful prerequisite for future success.

Early childhood programmes actively seek out and build on existing inherent strengths in families and communities, as well as responding to their diverse needs. Such programmes can be used to strengthen the position of mothers as primary caregivers.

The material conditions of parents, especially of mothers, their level of life skills, parenting abilities and education are among the major influences on the child. Family responsibilities should not be used, however, as an alibi for the social or educational down-grading of women and girls. Gender discrimination and lack of adequate educational access and success for girls has serious implications, not only for the girls themselves, but for future generations of children who will be mothered by uneducated young women. By ignoring the needs of women, one also impedes the rights of children.

A young child's development does not occur

in isolation. It is strongly affected by family and community factors, which continue to influence the child's later learning achievement in terms of enrolment, progress and performance in school. The care and education (including health, nutrition, attention and stimulation) a young child receives from birth depends very much upon parents, family and community. This depends not only on availability and on parents and caregivers abilities, but also on access to services that can help the child and support parents in their role and function of parenting.

As early childhood care and education is concerned with learning and development rather than schooling, it directs its interventions towards all

aspects of the child's learning environment – parents, the family, the community, as well as the professionals and paraprofessionals who intervene in the child's life.

To illustrate this interdependence, eleven indicators have been selected for the main table in this chart and presented for selected countries or areas under the headings Young Child, Family, Community and Pre-Primary Education.



The importance of EARLY

Importance of early childhood education for children

- ▶ The period from birth to six years is the most important period for the development of the human being: proportionally that period is the richest in terms of learning outcomes as well as physical and mental development. At six, the young child has developed the main physical and mental capacities on which he will then base his further development.
- ▶ Early childhood education helps the child to better understand his human and physical environment, and to learn the most from it.
- ▶ Early childhood education equips young children with the prerequisite cognitive and social skills to enter primary education successfully.
- ▶ Research shows that of all educational investments, early childhood care and education achieves the highest rates of social return both in developing and industrialized countries.

Importance of early childhood education for the education system

- ▶ Not only does early childhood education raise the efficiency of primary school by preparing the young child for entry, it has also been shown that children who have been exposed to an adapted early childhood education are more successful in their schooling than those who have not.
- ▶ Early childhood education can be a very efficient preventive measure against high drop-out and repetition rates. By raising the achievement rate of primary education, an efficient early childhood education can reduce costs of the entire education system, e.g. reducing the number of repeaters, the cost of compensatory systems and the number of drop-outs.
- ▶ Early childhood education is an efficient way to fight inequalities in the education system which because of disadvantaged milieus are already apparent in the first years of primary schooling. Early childhood education can reduce social and cultural differences and allow young children from poor backgrounds to enter the school system on more equal terms with others.

Importance of early childhood education for parents

- ▶ Home-based childhood care and education offers a means to parents to grow personally and assume their responsibility as primary educators of their children. When organized intelligently and properly supervised, it can also be a precious means of educating parents.
- ▶ Early childhood education, when situated in a kindergarten or a preschool, answers the working parents' need for child care, while providing a valuable sound and educational experience for young children.
- ▶ Well supported programmes which enhance the child's learning and increase their chances of success in their schooling, will rapidly be perceived by parents as a precious support to them in bringing up their children.

CHILDHOOD EDUCATION

Organization of efficient early childhood education

- ▶ mobilize all parents and those in contact with children under six, especially in disadvantaged areas.
- ▶ strengthen whatever available resources exist for children – especially in the home – to play, discover, communicate and grow in self-esteem.
- ▶ apply basic principles of educational interaction with children*: assist the child's concentration and sense of discovery by focusing on what is of interest to the child; give meaning to the child's environment through pointing, talking, naming things...; communicate with the child through stories and play which explain the world and relate events and perceptions; help the child build self-esteem and achieve autonomy.
- ▶ organize the necessary advisory and follow-up services to encourage local initiatives.
- ▶ design a training system adapted to the different categories of persons who may be in charge of children under six and therefore responsible for preschool education, e.g. parents, paraprofessionals, daycare workers, preschool teachers, etc.

Some principles for early childhood education actions

- ▶ *The holistic nature of child development.* In promoting social and cognitive development, other basic needs of the child, such as nutrition, health care and emotional security, must also be ensured.
- ▶ *The special learning needs of the young child.* Early childhood programmes are adapted to the child's needs and learning patterns, and not impose inappropriate content or methods. Special attention is given to meaningful interaction, modeling of basic life skills, play, language development, mediated learning experiences and leading the child into shared human and cultural values.
- ▶ *The essential role of the primary caregivers in early childhood care and education.* The material conditions of parents, especially of mothers, their level of life skills, parenting abilities and education are among the major influences on the child. Parents, therefore, must be involved in programmes including centre-based systems, and parenting education promoted.
- ▶ *The need to safeguard equality of opportunity and promote the responsibility of both parents.* The care and education of children is a primary task of all societies. Family responsibilities should not be used as an alibi for the social or educational downgrading of women and girls. Adequate support systems for mothers need to be created and greater investment by fathers in their children encouraged.
- ▶ *The need to highlight the convergence of interests and create appropriate linkages between public and private care for children; between early childhood care and education and school; between families and centre-based care and education; between learning achievement and socio-cultural values - in brief, the need for a concertation of efforts to benefit young children.*

* Klein & Hundeide, *Training Manual for the MISC Program*, Bergen, 1989.

Definition of Terms

THE YOUNG CHILD

The status of young children is reported in terms of the under-five mortality rate and the percentage who are malnourished. Under-five mortality not only indicates the probability of a child surviving to the age of five, but also more generally reflects the risk of survivors falling ill. The percentage of malnourished children reflects the level of malnutrition, which both slows physical growth and retards the psycho-social development of the child. It also reflects the health and nutritional situations of all members of the population.

Children under 5:

Total number of children, both boys and girls, who have not reached their fifth birthday.

(Source: UNICEF)

Under-5 mortality rate:

Number of deaths of children under five years of age per 1000 live births.

(Source: UNICEF)

Malnourished children under 5:

Percentage of children, under the age of five, below minus two standard deviations from median weight for age of the reference population.

(Source: UNDP / World Bank)

THE FAMILY

The family's impact on a young child is illustrated in terms of total fertility, and male and female literacy rates. High fertility generally reflects closely spaced births, which in the context of low income, leads to the exhaustion of mothers and the division of their limited time and resources among many children. Female literacy has a major bearing not only on psychosocial development, but also on the provision of appropriate health and nutrition support to the young child. The educational level of mothers has been linked significantly with falling fertility rates, decreasing infant and maternal mortality, enhanced levels of infant and child development, and improved social outcomes for children. Obviously, the impact of the family on the child is not in any way confined to these variables.

Literacy rate:

Percentage of the male and female population aged 15 and over who can read and write.

(Source: UNESCO)

Total fertility rate:

Number of children who would be born per woman, if she were to live to the end of her child-bearing years, conforming to the existing fertility pattern of the country.

(Source: UNICEF)

THE COMMUNITY

Access to health care services and safe water, and Gross National Product (GNP) generally indicate the community support available. Health services provide direct support for the young child, such as vaccinations and medicine, as well as support and advice for the family. Safe, clean water supplies for drinking, cooking and bathing help prevent the spread of diseases. GNP is a broad measure of the economic situation of a country and reflects the likely existence of community infrastructures including schools and roads, and its capacity to finance early childhood programmes.

GNP per capita \$US 1992:

The gross national product estimated at current market prices in US dollars.
(Source: World Bank)

Access to health care services:

Percentage of the population that can reach appropriate local health care within one hour's walk or travel.
(Source: UNICEF)

Access to safe water:

Percentage of the population with reasonable access to safe water supply.
(Source: UNICEF)

PRE-PRIMARY EDUCATION

With regard to schooling, the World Conference on Education for All strongly advocated that all countries set targets for the 1990s in terms of the learning achievements of children. Measures of enrolment in pre-primary education are used as interim indicators of learning achievement and preparedness for primary schooling. Pre-primary education programmes are intended to introduce young children to a school-like environment. They are concerned with the social, mental and physical development of young children, and often include activities designed to prepare children for the learning of reading, writing and mathematics. Research has shown that children who have experienced pre-primary programmes are more likely than other children to remain in primary school and achieve good results.

Pre-primary age-group:

Population age-group that according to the national regulations can be enrolled in pre-primary education.
(Source: UNESCO)

Pre-primary gross enrolment ratio:

Total enrolment in pre-primary education, regardless of age, expressed as a percentage of the population age-group corresponding to the national regulations for this level.
(Source: UNESCO)

ERIC Basic Indicators on Young Children

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| Country or region | YOUNG CHILD | | | FAMILY | | COMMUNITY | | | PRE-PRIMARY EDUCATION | | |
|--------------------------|------------------------------|------------------------|------------------------------------|-----------------------|-------------------------|----------------------------------|-----------------------|------------------------------------|--------------------------|-----------------------|----------------------------------------|
| | Children under 5 (thousands) | Under 5 mortality rate | Mainnourished children under 5 (%) | Literacy rate Men (%) | Literacy rate Women (%) | Total fertility rate (per woman) | GNP per capita (US\$) | Access to health care services (%) | Access to safe water (%) | Pre-primary age group | Pre-primary gross enrollment ratio (%) |
| | 1993 | 1993 | 1992 a/ | 1995 | 1995 | 1993 | 1992 b/ | 1985-93 | 1988-93 | 1991 | 1991 |
| AFRICA | 100871 | 163 | 25 | 66 | 46 | 6.1 | 795 | 62 | 53 | 4-5 | 11 |
| ANGOLA | 2000 | 292 | 32 | 56 | 29 | 7.1 | 610 b/ | 30 | 41 | 5 | 53 |
| BENIN | 1000 | 144 | 21 | 49 | 26 | 7.1 | 410 | 18 | 51 | 3-5 | 3 |
| BOTSWANA | 200 | 56 | 15 | 81 | 60 | 5.0 | 2790 | 89 | 89 | 5 | 3 |
| BURKINA FASO | 1800 | 175 | 26 | 29 | 9 | 6.5 | 300 | 49 | 56 | 4-6 | 1 |
| BURUNDI | 1100 | 178 | 38 | 49 | 22 | 6.7 | 210 | 80 | 57 | 4-6 | 1 |
| CAMEROON | 2200 | 113 | 14 | 75 | 52 | 5.7 | 820 | 41 | 50 | 4-5 | 13 |
| CAPE VERDE | 55 | 73 | 19 a/ | 81 | 64 | 4.4 | 850 | 82 | 74 | 5-6 | 22 |
| CENTRAL AFRICAN REPUBLIC | 600 | 177 | 30 a/ | 68 | 52 | 6.2 | 410 | 45 | 24 | 4-5 | 6 |

| | | | | | | | | | | |
|-------|-----|-------|----|----|-----|--------|-----|----|-----|-----|
| 1100 | 206 | 30 | 62 | 35 | 5.9 | 220 | 30 | 26 | 4-5 | 0.1 |
| 96 | 128 | .. | 64 | 50 | 7.1 | 510 | 82 | 58 | 4-6 | 6 |
| 500 | 109 | 24 | 83 | 67 | 6.2 | 1030 | 83 | 38 | 3-5 | 3 |
| 2700 | 120 | 12 | 50 | 30 | 7.4 | 670 | 30 | 76 | 5-6 | 1 |
| 58 | 180 | .. | 90 | 68 | 5.9 | 330 | .. | 47 | 2-5 | .. |
| 600 | 204 | .. | .. | .. | 5.8 | 110 | .. | .. | .. | .. |
| 10000 | 204 | 48 | 46 | 25 | 7.0 | 110 | 46 | 25 | 4-6 | 1 |
| 200 | 154 | 13 | 74 | 53 | 5.4 | 4450 | 90 | 68 | 3-5 | 0.4 |
| 116 | 216 | 23 | 53 | 25 | 6.2 | 370 | 90 | 77 | 5-6 | 25 |
| 2900 | 170 | 27 | 76 | 54 | 5.9 | 450 | 60 | 52 | 4-5 | 39 |
| 1200 | 226 | 22 | 50 | 22 | 7.0 | 510 | 80 | 55 | 3-6 | 1 |
| 200 | 235 | 23 | 68 | 42 | 5.8 | 220 | 40 | 41 | 4-6 | 2 |
| 4900 | 90 | 14 | 86 | 70 | 6.2 | 310 | 77 | 49 | 3-5 | 34 |
| 300 | 156 | 16 | 81 | 62 | 4.7 | 590 | 80 | 47 | .. | .. |
| 500 | 217 | 20 | 54 | 22 | 6.8 | 450 b/ | 39 | 50 | 4-6 | 32 |
| 2400 | 164 | 33 | 88 | 73 | 6.6 | 230 | 65 | 23 | 3-5 | 1 |
| 2200 | 223 | 27 | 72 | 42 | 7.5 | 210 | 80 | 56 | 3-5 | 0.5 |
| 2000 | 217 | 31 | 39 | 23 | 7.1 | 310 | 15 | 41 | 5-7 | 0.5 |
| 100 | 22 | 24 | 87 | 79 | 2.0 | 2700 | 100 | 97 | 3-4 | 23 |
| 2800 | 282 | 44 | 58 | 23 | 6.5 | 60 | 39 | 22 | 6 | 10 |
| 300 | 79 | 26 | .. | .. | 6.0 | 1610 | 72 | 52 | 6 | 13 |
| 1700 | 320 | 36 | 21 | 7 | 7.1 | 280 | 32 | 59 | 5-6 | 2 |
| 23500 | 191 | 36 | 67 | 47 | 6.4 | 320 | 66 | 36 | 3-5 | 15 |
| 1600 | 141 | 29 | 70 | 52 | 8.4 | 250 | 80 | 66 | 4-6 | 1 |
| 18 | 84 | 17 a/ | 73 | 42 | 5.4 | 360 | 88 | 52 | 3-6 | 19 |
| 1400 | 120 | 22 | 43 | 23 | 6.0 | 780 | 40 | 48 | 4-6 | 2 |
| 8 | 20 | 6 a/ | 56 | 60 | 2.6 | 5460 | 99 | 99 | 4-5 | 40 |
| 800 | 284 | 29 | 45 | 18 | 6.5 | 160 | 38 | 37 | 3-4 | 2 |
| 5600 | 69 | 43 a/ | 82 | 82 | 4.1 | 2670 | .. | 95 | 5 | 16 |
| 120 | 157 | 10 | 78 | 76 | 5.0 | 1090 | 55 | 30 | 3-5 | 17 |
| 5700 | 167 | 29 | 79 | 57 | 6.8 | 110 | 76 | 50 | 4-6 | 0.2 |
| 700 | 135 | 24 | 67 | 37 | 6.5 | 390 | 61 | 60 | 3-5 | 3 |
| 3900 | 185 | 23 | 74 | 50 | 7.2 | 170 | 49 | 31 | .. | .. |
| 8100 | 187 | 31 | 87 | 68 | 6.7 | 230 b/ | 46 | 39 | 3-5 | 2 |
| 1700 | 203 | 25 | 86 | 71 | 6.3 | 290 | 75 | 53 | 3-6 | 0.7 |
| 1900 | 83 | 12 | 90 | 80 | 5.3 | 570 | 85 | 84 | 5-6 | 35 |

| | 38191 | 74 | 16 | 71 | 51 | 5.3 | 4767 | 81 | 77 | 4-5 | 19 |
|------------------------|--------------|-----------|-----------|-----------|-----------|------------|-------------|-----------|-----------|------------|-----------|
| ALGERIA | 4000 | 68 | 9 | 74 | 49 | 4.8 | 1840 | 88 | 68 | 5 | 3 |
| BAHRAIN | 74 | 22 | .. | 89 | 79 | 3.8 | 7130 | 100 | 100 | 3-5 | 23 |
| DJIBOUTI | 77 | 158 | 23 a/ | 60 | 33 | 6.6 | 1210 | 37 | 43 | 5 | 1 |
| EGYPT | 7700 | 59 | 9 | 64 | 39 | 4.1 | 640 | 99 | 90 | 4-5 | 7 |
| IRAQ | 3400 | 71 | 12 | 71 | 45 | 5.7 | 1500 b/ | 93 | 77 | 4-5 | 8 |
| JORDAN | 800 | 27 | 6 | 93 | 79 | 5.7 | 1120 | 97 | 99 | 4-5 | 21 |
| KUWAIT | 300 | 13 | 6 | 82 | 75 | 3.7 | 16150 b/ | 100 | 100 | 4-5 | 35 |
| LEBANON | 400 | 40 | 8 | 95 | 90 | 3.1 | 2150 b/ | 95 | 92 | 3-5 | 65 |
| LIBYAN ARAB JAMAHIRIYA | 900 | 100 | 4 | 88 | 63 | 6.3 | 5310 b/ | 100 | 97 | 4-5 | 1 |
| MAURITANIA | 400 | 202 | 48 | 50 | 26 | 6.5 | 530 | 45 | 66 | 3-5 | 0.2 |
| MOROCCO | 3900 | 59 | 9 | 57 | 31 | 4.3 | 1030 | 70 | 54 | 5-6 | 57 |
| OMAN | 300 | 29 | .. | 47 | 12 | 6.7 | 6480 | 96 | 84 | 4-5 | 4 |
| QATAR | 40 | 25 | .. | 79 | 80 | 4.5 | 16750 | 100 | 91 | 4-5 | 30 |
| SAUDI ARABIA | 2700 | 38 | 12 | 72 | 50 | 6.3 | 7510 | 97 | 95 | 4-5 | 7 |
| SOMALIA | 1900 | 211 | 36 | 36 | 14 | 7.0 | 150 b/ | 27 | 37 | 4-5 | 0.4 |
| SUDAN | 4800 | 128 | 35 | 58 | 35 | 6.0 | 420 b/ | 51 | 48 | 5-6 | 18 |
| SYRIAN ARAB REPUBLIC | 2600 | 39 | 12 | 86 | 56 | 6.1 | 1160 | 90 | 74 | 3-5 | 6 |
| TUNISIA | 1100 | 36 | 10 | 79 | 55 | 3.4 | 1720 | 90 | 99 | 3-5 | 9 |
| UNITED ARAB EMIRATES | 200 | 21 | 6 | 79 | 80 | 4.5 | 22020 b/ | 99 | 95 | 4-5 | 73 |
| YEMEN | 2600 | 137 | 30 | 53 | 26 | 7.1 | 520 | 38 | 36 | 3-6 | 4 |
| LATIN AMERICA | 51496 | 45 | 12 | 88 | 85 | 3.5 | 2048 | 75 | 72 | 4-5 | 47 |
| ARGENTINA | 3200 | 27 | 1 | 96 | 96 | 2.8 | 6050 | 71 | 71 | 4-5 | 68 |
| BELIZE | 30 | 42 | 6 a/ | .. | .. | 4.5 | 2220 | 95 | 73 | 3-4 | 15 |
| BOLIVIA | 1100 | 114 | 13 | 91 | 76 | 4.5 | 680 | 67 | 54 | 4-5 | 29 |
| BRAZIL | 17200 | 63 | 7 | 83 | 83 | 2.7 | 2770 | .. | 87 | 4-6 | 35 |
| CHILE | 1500 | 17 | 3 | 95 | 95 | 2.7 | 2730 | 97 | 86 | 5 | 77 |
| COLOMBIA | 3900 | 19 | 10 | 91 | 91 | 2.6 | 1330 | 60 | 86 | 5 | 44 |
| COSTA RICA | 400 | 16 | 6 | 95 | 95 | 3.1 | 1960 | 80 | 93 | 5 | 67 |
| ECUADOR | 1500 | 57 | 17 | 92 | 88 | 3.6 | 1070 | 88 | 55 | 4-5 | 20 |
| EL SALVADOR | 800 | 60 | 15 | 73 | 70 | 4.0 | 1170 | 40 | 47 | 4-6 | 19 |
| GUATEMALA | 1700 | 73 | 34 | 62 | 49 | 5.3 | 980 | 34 | 62 | 4-6 | 16 |

| | | | | | | | | | | |
|-------|----|----|----|----|-----|------|----|----|-----|-----|
| 100 | 63 | 22 | 99 | 97 | 2.6 | 330 | 96 | 81 | 4-5 | 71 |
| 900 | 56 | 21 | 73 | 73 | 4.9 | 580 | 66 | 68 | 5-6 | 18 |
| 11700 | 32 | 14 | 92 | 87 | 3.1 | 3470 | 78 | 84 | 4-5 | 62 |
| 700 | 72 | 11 | 65 | 67 | 5.0 | 340 | 83 | 54 | 3-6 | 13 |
| 300 | 20 | 16 | 91 | 90 | 2.8 | 2420 | 80 | 84 | 5 | 54 |
| 700 | 34 | 4 | 93 | 91 | 4.3 | 1380 | 63 | 35 | 6 | 32 |
| 2900 | 62 | 11 | 95 | 83 | 3.5 | 950 | 75 | 72 | 3-5 | 36 |
| 66 | 34 | .. | 95 | 91 | 2.8 | 4280 | 91 | 84 | 4-5 | 94 |
| 300 | 21 | 7 | 97 | 98 | 2.3 | 3340 | 82 | 75 | 2-5 | 33 |
| 2500 | 24 | 6 | 92 | 90 | 3.1 | 2910 | .. | 89 | 5 | 137 |

CARIBBEAN

| | | | | | | | | | | |
|------|-----|-------|----|----|-----|---------|-----|-----|-----|-----|
| 3408 | 33 | 11 | 89 | 88 | 2.8 | 3553 | 92 | 82 | 3-4 | 37 |
| 6 | 24 | 10 a/ | .. | .. | 1.7 | 5980 | 100 | 100 | 3-5 | 60 |
| 25 | 29 | .. | 99 | 98 | 2.1 | 12070 | 100 | 59 | 3-4 | 3 |
| 19 | 10 | 5 a/ | 98 | 97 | 1.7 | 6540 | 100 | 100 | 3-4 | 40 |
| 900 | 10 | 8 | 96 | 95 | 1.9 | 1170 b/ | 98 | 98 | 5 | 101 |
| 8 | 22 | 4 a/ | 94 | 94 | 2.5 | 2520 | 100 | .. | 3-4 | 33 |
| 1000 | 48 | 10 | 82 | 82 | 3.3 | 1050 | 80 | 59 | 3-6 | 14 |
| 12 | 35 | .. | 98 | 98 | 4.9 | 2310 | 100 | 85 | 3-4 | 28 |
| 1000 | 130 | 37 | 48 | 42 | 4.8 | 370 | 50 | 39 | 3-5 | 41 |
| 300 | 13 | 7 | 81 | 89 | 2.3 | 1340 | 90 | 100 | 3-5 | 83 |
| 4 | 41 | .. | 98 | 98 | 2.5 | 3990 | 100 | 100 | 3-4 | 30 |
| 22 | 22 | 14 a/ | 81 | 82 | 3.3 | 2920 | 100 | 67 | 3-4 | 15 |
| 12 | 24 | .. | .. | .. | 2.6 | 1990 | 80 | .. | 3-4 | 20 |
| 100 | 21 | 7 | 99 | 97 | 2.7 | 3940 | 100 | 97 | 3-4 | 8 |

NORTH AMERICA

| | | | | | | | | | | |
|-------|----|----|----|----|-----|-------|-----|-----|-----|----|
| 21600 | 9 | .. | 99 | 99 | 1.9 | 21975 | 99 | 98 | 4-5 | 65 |
| 1900 | 8 | .. | 99 | 99 | 1.8 | 20710 | 99 | 97 | 4-5 | 65 |
| 19700 | 10 | 12 | 99 | 99 | 2.1 | 23240 | 100 | 100 | 3-5 | 65 |

Early Childhood Children's Care & Education



| Country or region | YOUNG CHILD | | | | FAMILY | | COMMUNITY | | | PRE-PRIMARY EDUCATION | |
|-------------------|------------------------------|------------------------|------------------------------------|-----------------------|-------------------------|----------------------------------|-----------------------|------------------------------------|--------------------------|-----------------------|---------------------------------------|
| | Children under 5 (thousands) | Under 5 mortality rate | Mainnourished children under 5 (%) | Literacy rate Men (%) | Literacy rate Women (%) | Total fertility rate (per woman) | GNP per capita (US\$) | Access to health care services (%) | Access to safe water (%) | Pre-primary age group | Pre-primary gross enrolment ratio (%) |
| | 1993 | 1993 | 1992 a/ | 1995 | 1995 | 1993 | 1992 b/ | 1985-93 | 1988-93 | 1991 | 1991 |
| ASIA | 384073 | 76 | 33 | 84 | 72 | 3.9 | 3693 | 78 | 69 | 3-5 | 32 |
| AFGHANISTAN | 3700 | 257 | 34 | 47 | 15 | 6.8 | 280 b/ | 29 | 23 | 3-6 | 1 |
| AZERBAIJAN | 900 | 52 | .. | 98 | 96 | 3.2 | 740 | .. | 62 | 3-5 | 18 |
| BANGLADESH | 18700 | 122 | 66 | 49 | 26 | 4.7 | 220 | 45 | 84 | 5 | 69 |
| BHUTAN | 300 | 197 | 38 | 56 | 28 | 5.8 | 180 | 65 | 34 | 5-6 | 0.1 |
| BRUNEI DARUSSALAM | 33 | 10 | .. | 93 | 83 | 3.2 | 20760 | 96 | 90 | 3-5 | 50 |
| CAMBODIA | 1500 | 181 | 37 | 48 | 22 | 4.5 | 200 b/ | 53 | 36 | 5 | 8 |
| CHINA | 120200 | 43 | 21 | 90 | 73 | 2.2 | 470 | 90 | 69 | 3-6 | 24 |
| HONG KONG | 400 | 7 | .. | 96 | 88 | 1.5 | 15360 | 99 | 100 | 3-5 | 87 |

| | | | | | | | | | | | |
|--------|----------------------------|-----|-------|----|----|-----|--------|-----|-----|-----|-----|
| 113400 | | 122 | 63 | 65 | 38 | 3.8 | 310 | 85 | 79 | 4.5 | 3 |
| 23300 | INDONESIA | 111 | 40 | 90 | 78 | 3.1 | 670 | 80 | 51 | 5-6 | 18 |
| 11200 | IRAN (ISLAMIC REPUBLIC OF) | 54 | 37 | 78 | 59 | 5.9 | 2200 | 80 | 89 | 5 | 13 |
| 600 | ISRAEL | 9 | .. | 95 | 89 | 2.8 | 13220 | 100 | 98 | 2-5 | 83 |
| 6800 | JAPAN | 6 | 2 | 99 | 99 | 1.7 | 28190 | 100 | 97 | 3-5 | 47 |
| 1800 | KAZAKHSTAN | 49 | .. | 99 | 96 | 2.7 | 1680 | .. | 62 | .. | .. |
| 2600 | KOREA (DEM. PEOPLE'S REP.) | 32 | .. | 99 | 93 | 2.4 | 970 b/ | 100 | 83 | 4-5 | 102 |
| 3400 | KOREA (REPUBLIC OF) | 9 | .. | 99 | 97 | 1.8 | 6790 | 100 | 93 | 5 | 60 |
| 600 | KYRGYZSTAN | 58 | .. | 98 | 95 | 3.9 | 820 | .. | 62 | .. | .. |
| 800 | LAO PEOPLE'S DEM. REP. | 141 | 37 | 69 | 44 | 6.6 | 250 | 67 | 36 | 3-5 | 6 |
| 2700 | MALAYSIA | 17 | 18 | 89 | 78 | 3.6 | 2790 | 88 | 78 | 4-5 | 35 |
| 40 | MALDIVES | 78 | 56 a/ | 93 | 93 | 7.6 | 500 | 75 | 95 | 4-5 | 8 |
| 400 | MONGOLIA | 78 | 12 | 89 | 77 | 4.6 | 780 b/ | 95 | 80 | 4-7 | 38 |
| 6300 | MYANMAR | 111 | 32 | 89 | 78 | 4.1 | 220 b/ | 48 | 32 | 4 | .. |
| 3400 | NEPAL | 128 | 49 | 41 | 14 | 5.4 | 170 | 10 | 42 | 3-5 | .. |
| 22000 | PAKISTAN | 137 | 40 | 50 | 24 | 6.1 | 420 | 55 | 68 | 3-4 | 20 |
| 9300 | PHILIPPINES | 59 | 34 | 95 | 94 | 3.9 | 770 | 76 | 82 | 5-6 | 11 |
| 200 | SINGAPORE | 6 | 14 | 96 | 86 | 1.8 | 15730 | 100 | 100 | 4-5 | 21 |
| 1800 | SRI LANKA | 19 | 29 | 93 | 87 | 2.5 | 540 | 93 | 60 | 4 | 48 |
| 1000 | TADJIKISTAN | 83 | .. | 98 | 96 | 5.3 | 490 | .. | 62 | 3-6 | 13 |
| 5600 | THAILAND | 33 | 26 | 96 | 92 | 2.2 | 1840 | 90 | 77 | 3-5 | 34 |
| 7700 | TURKEY | 84 | 10 | 92 | 72 | 3.4 | 1980 | 100 | 92 | 4-5 | 5 |
| 600 | TURKMENISTAN | 89 | .. | 98 | 96 | 4.5 | 1230 | .. | 62 | .. | .. |
| 3400 | UZBEKISTAN | 66 | .. | 98 | 96 | 4.3 | 850 | .. | 62 | .. | .. |
| 9400 | VIET NAM | 48 | 42 | 96 | 91 | 3.8 | 240 b/ | 90 | 24 | 3-5 | 30 |

BEST COPY AVAILABLE

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|------|------------------|----|----|----|----|-----|-------|-----|----|-----|-----|
| 2422 | OCEANIA | 47 | 25 | 88 | 83 | 3.9 | 4173 | 95 | 80 | 3-5 | 33 |
| 1300 | AUSTRALIA | 8 | .. | 99 | 99 | 1.9 | 17260 | 100 | 99 | 5 | 70 |
| 98 | FIJI | 28 | .. | 94 | 89 | 3.0 | 2010 | 99 | 79 | 3-5 | 13 |
| 10 | KIRIBATI | 80 | .. | .. | .. | .. | 700 | 100 | 73 | 4-5 | .. |
| 300 | NEW ZEALAND | 9 | .. | 99 | 99 | 2.1 | 12300 | 100 | 97 | 2-4 | 75 |
| 600 | PAPUA NEW GUINEA | 95 | 35 | 81 | 63 | 4.8 | 950 | 96 | 33 | 5-6 | 0.4 |
| 25 | SAMOA | 57 | .. | 98 | 98 | 4.7 | 940 | 100 | 82 | 3-4 | .. |
| 49 | SOLOMON ISLANDS | 33 | 20 | .. | .. | 5.5 | 710 | 80 | 82 | 3-5 | 22 |

EUROPE

| 47956 | 15 | 20 | 57 | 48 | 5.4 | 1210 | 99 | 91 | 3-5 | 69 |
|--------------------|----|----|----|----|-----|---------|-----|-----|-----|-----|
| ALBANIA | 41 | 30 | .. | .. | 2.7 | 790b/ | 100 | 92 | 3-5 | 59 |
| ARMENIA | 33 | .. | 99 | 98 | 3.0 | 780 | .. | 85 | .. | .. |
| AUSTRIA | 8 | .. | 99 | 99 | 1.5 | 22380 | 100 | 100 | 3-5 | 71 |
| BELARUS | 22 | .. | 99 | 96 | 1.9 | 2930 | 100 | 100 | 3-5 | .. |
| BELGIUM | 10 | .. | 99 | 99 | 1.7 | 20880 | 100 | 95 | 3-5 | 110 |
| BOSNIA-HERZEGOVINA | 15 | .. | .. | .. | 1.7 | 2290 b/ | .. | .. | 3-6 | .. |
| BULGARIA | 19 | .. | 96 | 93 | 1.8 | 1330 | 100 | 96 | 3-5 | 77 |
| CROATIA | 10 | .. | .. | .. | 1.7 | 4440 b/ | .. | .. | 3-6 | 18 |
| CYPRUS | 10 | 8 | 98 | 91 | 2.3 | 9820 | 95 | 100 | 3-5 | 57 |
| CZECH REPUBLIC | 10 | .. | 99 | 99 | 1.9 | 2450 | 100 | 74 | 3-5 | 83 |
| DENMARK | 7 | .. | 99 | 99 | 1.7 | 26000 | 100 | 100 | 6 | 99 |
| ESTONIA | 23 | .. | 99 | 99 | 2.1 | 2760 | .. | 84 | 3-6 | 59 |
| FINLAND | 5 | .. | 99 | 99 | 1.8 | 21970 | 100 | 79 | 6 | 57 |
| FRANCE | 9 | .. | 99 | 99 | 1.8 | 22260 | 100 | 99 | 2-5 | 83 |
| GEORGIA | 28 | .. | 99 | 98 | 2.1 | 850 | .. | 85 | .. | .. |
| GERMANY | 7 | .. | 99 | 99 | 1.5 | 23030 | 100 | 98 | 3-5 | 89 |
| GREECE | 10 | .. | 98 | 89 | 1.5 | 7290 | .. | 95 | 4-5 | 53 |
| HUNGARY | 15 | .. | 99 | 99 | 1.8 | 2970 | 100 | 84 | 3-5 | 114 |
| ICELAND | 6 | .. | 98 | 98 | 2.2 | 23880 | 100 | 100 | 5-6 | 52 |
| IRELAND | 7 | .. | 98 | 98 | 2.1 | 12210 | 100 | 97 | 4-5 | 101 |
| ITALY | 9 | .. | 98 | 96 | 1.3 | 20460 | 100 | 99 | 3-5 | 92 |
| LATVIA | 26 | .. | 99 | 99 | 2.0 | 1930 | .. | 84 | 3-6 | 40 |
| LITHUANIA | 20 | .. | 99 | 97 | 2.0 | 1310 | .. | 84 | 2-6 | 35 |
| LUXEMBOURG | 10 | .. | 99 | 99 | 1.5 | 35160 | 100 | .. | 4-5 | 93 |
| MALTA | 12 | .. | 85 | 86 | 2.1 | 7280 | 100 | 100 | 3-4 | 104 |
| MOLDOVA | 36 | .. | 98 | 94 | 2.5 | 1300 | .. | 84 | 3-5 | 55 |
| NETHERLANDS | 8 | .. | 99 | 99 | 1.7 | 20480 | 100 | 100 | 4-5 | 99 |
| NORWAY | 8 | .. | 99 | 99 | 2.0 | 25820 | 100 | 99 | 4-6 | 97 |
| POLAND | 15 | .. | 99 | 99 | 2.1 | 1910 | 100 | 67 | 3-6 | 42 |
| PORTUGAL | 11 | .. | 89 | 82 | 1.5 | 7450 | 100 | 92 | 3-5 | 49 |
| ROMANIA | 29 | .. | 98 | 95 | 2.1 | 1130 | 100 | 55 | 3-5 | 76 |
| RUSSIAN FEDERATION | 31 | .. | 99 | 97 | 1.8 | 2510 | .. | 84 | 3-5 | 71 |

| | | | | | | | | | |
|------|----|----|----|----|---------|-----|-----|-----|----|
| 400 | 18 | .. | 99 | 99 | 1930 | 100 | 74 | 3-5 | 83 |
| 120 | 8 | .. | .. | .. | 6540 b/ | .. | .. | 3-6 | 44 |
| 2100 | 9 | .. | 97 | 93 | 13970 | 95 | 95 | 2-5 | 58 |
| 600 | 6 | .. | 99 | 99 | 27010 | 100 | 100 | 4-6 | 72 |
| 400 | 8 | .. | 99 | 99 | 36080 | 100 | 99 | 4-6 | 62 |
| 3300 | 25 | .. | .. | .. | 1820 | 100 | 100 | 3-5 | 56 |
| 3900 | 8 | .. | 99 | 99 | 17790 | 100 | 100 | 3-4 | 51 |
| 1600 | 21 | .. | 93 | 88 | .. | 100 | .. | 3-6 | 29 |

| | | | | | | | | | |
|--------|----|----|----|----|------|----|----|-----|----|
| 650017 | 76 | 22 | 81 | 71 | 4774 | 80 | 72 | 3-6 | 36 |
|--------|----|----|----|----|------|----|----|-----|----|

WORLD

Symbols

The following symbols have been used:

- .. Data not available
- a/ Data refers to 1991
- b/ Data refers to 1991

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