

Andrew Gonzalez, FSC

Asia 2004  
The Education Situation

IN MEMORIAM

Br. Andrew Gonzalez, died on Sunday, January 29, 2006. Br. Andrew, distinguished educator and linguistics scholar, was President at De La Salle University, Manila, and Secretary of the Department of Education, Culture and Sports of the Philippines

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## 1. Purpose

The purpose of this compilation of information about education in the Asian region is to provide pertinent data for policy and planning for the General Council through the Office of Education at the Motherhouse.

By presenting data on education in Asia, country by country, including information on population, population growth, size of the education sector (primary, secondary, tertiary), the presence or absence of the Roman Catholic Church in the country, the presence of Catholic schools, the presence of the Brothers, and the types of schools run by the Brothers, a more enlightened plan for the future of the Institute in the region may be suggested and considered by the General Council. One cannot look at education in any region of the world in a vacuum; it has to be situated within the social parameters existent in the country; including its economy and politics.

## 2. Sources of Data

Data on the educational situation of each country may be found in international agencies publications, such as those of the World Bank and the Asian Development Bank. The basic statistics are published each year by these agencies, supplemented by country studies which the staff and the consultants of these banks prepare as background papers for their lending and assistance projects.

For the Asian region, the most comprehensive data compilation is found in an annual report by the Asian Development Bank under its series Key Indicators, the latest being 2003, based on 2002 data. This is the main source for this presentation since the ADB data for Asian countries is usually more detailed than the World Bank data in their respective yearbooks.

For the Philippines, the planning agency called the National Economic Development Authority puts out more detailed data but only for that country.

There are detailed reports on education in each country as well except for smaller countries or countries which are not yet in a position to have a data-gathering agency for their economic plans.

In addition, different scholars connected with universities have periodic compilations of country reports focusing on one or more aspects of the education situation of groups of countries (see the references section under Philip Altbach, who edits almost each year multi-country reports done by scholars of each country on different aspects of higher education). There are likewise reports from various higher education organizations which put out directories and statistical data on institutional profiles of their members. Samples of these compilations may be found in the list of references.

## 2.1 Data per Country in Asia

The countries to be considered in this report are members of the Asian Development Bank. These countries range from very small economies to huge countries such as China and India. For smaller countries data is not always available; an important dimension to consider is the economic prosperity of each country. For some, instead of per capita Gross National Product, reported is the per capita Gross Domestic Product (which includes the same constituents as per capita GNP minus foreign exchange earnings from overseas workers and foreign investments). Where GDP is listed instead of GNP, there is a note appended. There are also countries which do not have data for 2002 but for earlier years; this is likewise indicated by a note.

3.1. Population, Population Growth, Sector of Population 6-17, Presence of the Roman Catholic church, Presence of Catholic Schools, Presence of the Brothers, Types of Schools of the Brothers.

Table 1 lists data for the above parameters; it has been compiled from the ADB pertinent reports and from other sources with regard to the qualitative dimensions such as presence or absence of Catholic schools and the Institute documents on the types of schools run by the Brothers where these schools are found in some countries.

**TABLE 1 – Population, population growth, sector of population 6-17, presence of the Roman Catholic Church, Presence of Catholic Schools, presence of the Brothers, types of schools of the Brothers.**

Country	Population 2002	Population Growth Rate	Per Capita GNP Year 2002US\$	Schools Age Population 6-17%	Christian Presence (recognized)	Presence of Catholic Schools %	Presence of FSC Institutions	FSC Type of Work
Afghanistan	21.8m	1.9%	(PIB) 186	29.5				
Azerbaijan	8.170m	0.7%	(PIB) 745	26.8				
Bangladesh	131.20m	1.5%	376	29.2	✓	✓		
Bhutan	.716m	2.4%	735	30.9				
Cambodia	13.5m	2.6%	(PIB) 297	33.4	✓		✓ anter.	Secondary
China, People's Republic	1284.5m	.6%	960	20.6				
China, Hong Kong	6.79m	1%	24.528	14.6	✓	✓	✓	Primary and secondary schools
Cook Islands	.018m	1.1%	(PIB,2001) 4.723		✓	✓		
Fiji Islands	.819m	.7%	(PIB) 2.286	25.7	✓	✓		
India	1055m	2.1%	(2001) 455	26.0	✓	✓	✓	High school - City of the Boys
Indonesia	211.06m	1.2%	780	24.7	✓	✓	✓	University (Manado)
Kazakhstan	14.85m	.0%	1582	24.2				
Kiribati	.0874m	1.7%	1.108	without data	✓	✓		

Country	Population 2002	Population Growth Rate	Per Capita GNP/Year 2002US\$	Schools Age Population 6-17%	Christian Presence (recognized)	Presence of Catholic Schools %	Presence of FSC Institutions	FSC Type of Work
Korea, Republic	47.6m	0.6%	10,075	17.6	✓	✓		
Kyrgyz Republic	4.98m	0.8%	(PIB) 321	27.5				
Lao, PDR	5.53m	2.8%	(PIB) 331	30.5				
Malaysia	24.53m	2.1%	3,609	25.4	✓	✓	✓	University student (special) - Primary and Secondary
Maldives	.281m	1.6%	(PIB) 2,279	31.6	✓	✓		
Marshall Islands	.0566m	3.8%	1867	without data	✓	✓		
Micronesia Federated States of	.0107m	0.2%	(PIB) 2158	30.8	✓	✓		
Mongolia	2.47m	2.1%	473	29.2	✓			
Myanmar	52.17m	2.0%	(2000) 970	25.6	✓		✓ anter.	Elementary and secondary schools; now centers
Nepal	23.67m	2.0%	240	29.2				
Pakistan	143.71m	2.2%	440	30.1	✓	✓	✓	Catechist center - High schools
Papua New Guinea	5.52m	3.2%	(PIB) 2,500	29.3	✓	✓	✓	High schools - Teachers' preparation
Philippines	81.8m	2.1%	1033	28.5	✓	✓	✓	Universities - basic, Secondary - Primary schools - Reformatories - Agricultural schools - Professional schools - Night schools - Permanent formation and special programs
Samoa	.178m	.5%	(PIB) 1566	30.6	✓	✓		
Singapore	4.16m	.8%	20505	17.1	✓	✓	✓	Primary and secondary school - First university courses - School of fine arts
Solomon Islands	.490m	2.9%	(1900) 648	30.9	✓	✓		
Sri Lanka	19m	1.5%	855	22.0	✓	✓	✓	Primary and secondary school - Center of formation and Spirituality

Taipei, China	22.52m	.5%	12.742	without data	✓	✓		
Tajikistan	6.44m	2.1%	(PIB) 185	31.0				
Thailand	63.43m	.8%	1958	21.6	✓	✓	✓	Primary and secondary school
Timor-Leste	.763m	1.8%	515	37.5	✓	✓		
Tonga	.101m	.3%	1335	28.7	✓	✓		
Turkmenistan	5.788m	5.2%	(PIB) 1.424	29.5				
Tuvalu	10.88t	2.0%	(PIB 1998) 1.371	without data	✓	✓		
Uzbekistan	25.37m	1.2%	(1999) 382	29.5	✓			
Vanuatu	202.2t	2.7%	1035	31.0	✓	✓		
Vietnam	79.73m	1.3%	(2001) 430	27.7	✓	✓	✓	Non official education, special centers

It should be noted from the table above that the populations of each country range from small populations of 100,000 (some even less) and above to huge countries such as India and China which are almost or already in the billion category. The population growth rate each year will indicate the continuing need for more educational facilities or a stable situation where more schools will not be needed in the case of countries with nearly a 0% population growth; none of them however have reached the stage of some European countries which now have a negative population growth rate.

More telling from the point of view of education is the portion of the population which is of school age 6-17 (primary and secondary) which will also give an indication of the need for more schools or institutions of learning at present.

The presence of the Roman Catholic Church is almost universal in the region except for highly Islamized countries where Christians are not welcome or constitute an insignificant minority. Hardline Communist regimes like North Korea do not have many Catholics, either. With hardly any Roman Catholic presence, there will not be any Catholic schools. Given the much reduced number of Brothers since Vatican II, the presence of the Brothers obtains in only some countries and as in Malaysia, a diminishing number of schools. In countries such as Vietnam, no Catholic schools are allowed (except for some special schools of language, computers, and schools for the handicapped) and in spite of a significant group of Brothers, none are teaching in Catholic Schools. In countries where the Brothers can flourish, new types of schools have emerged going beyond purely academic schools which are university preparatory. Vietnam has a center for the handicapped in Saigon, Japan has an orphanage in Sendai, India and Sri Lanka have each a boys' town, Pakistan has a Brother working in a village for Hansenites. Post-secondary catechetical training and formation centers are found in Pakistan and Sri Lanka. There is a Pacific Asia Regional Conference (PARC) sponsored university established in cooperation with the Diocese of Manado in Indonesia. The Philippines with only 52 Brothers but many Lasallian associates has the most varied types of institutions and programs: academic secondary schools, basic elementary schools, universities, a correctional school (reform school), an orphanage, adult night high schools, a street-children center, a



catechetical center for government elementary schools, a school for Mangyans (a non-Christian mountain tribe), a system of supervised elementary and secondary schools, an agricultural and technical university, and a special program for the deaf in one of the tertiary institutions.

## 2.2. Out-of-School Youth

Table 2, which lists only some developing countries, gives an indication of the population 25 years above and shows the level of school completion and indirectly the size of out-of-school youth who never finished schooling. It also indicates how few complete university studies in these countries. More telling is the number of those who did not finish primary or secondary schooling (the latter often revert to illiteracy) and dramatizes the need of some form of continuing education for out-of-school youth in a nonformal setting. The numbers likewise indicate the need for dedicated educators in this area to serve the economically poor and disadvantaged in this age bracket.

**TABLE 2A – Percentage of population (25 and older) by highest level of completed education, 1965, 1990/1995.**

	Less Than Primary		Completed Primary		Completed Secondary		Completed Tertiary	
	1965	1990	1965	1990	1965	1990	1965	1990
Afghanistan	90	86	4	9	3	3	3	2
Bangladesh	82	39	9	26	6	25	3	11
China, People's Republic of	...	30	...	34	...	34	1	2
Fiji Islands	0	0	84	49	11	35	5	16
Hong Kong, China	37	14	40	30	18	43	5	16
India	76	62	21	20	3	14	0	5
Indonesia	73	32	25	54	2	12	0	4
Korea, Republic of	43	5	35	22	18	54	4	19
Malaysia	52	25	39	45	8	27	1	4
Myanmar	80	52	11	32	8	14	1	3
Pakistan	84	74	12	10	4	14	0	3
Papua New Guinea	80	69	15	24	5	6	0	1
Philippines	30	11	52	54	10	15	8	23
Singapore	51	29	26	35	22	31	1	7
Sri Lanka	32	16	48	46	20	36	0	2
Thailand	44	22	50	65	5	5	1	10

**TABLE 2B – Private enrollment as percent of total. Primary school enrollment, various years**

	1980	1990	1996	1999
Bangladesh	15	15	...	...
Indonesia	21	17	17	...
Korea, Republic of	1	1	2	2
Malaysia	...	0	1	6
Philippines	5	7	7	...
Singapore	26	24	27	...
Sri Lanka	...	1	2	...
Thailand	8	10	13	13

**TABLE 2C – Classifying primary school systems, selected developing member countries**

Primary School Quality	Primary school Enrollment		
	Low Coverage	High Coverage, Neouniversal Completion	Near Universal Completion
Low Quality	Afghanistan, Pakistan	India, Lao PDR, Nepal, Papua New Guinea, Samoa	
↓			China (People's Rep.) Indonesia, Kazakhstan Philippines, Sri Lanka, Thailand, Viet Nam
	High Quality		Hong Kong, China, Malaysia, Rep. Korea, Singapore, Taipei

Source: Author's estimates.

**TABLE 2D – Preprimary education in developing member countries**

	Entrance Age	Duration (Years)	Gross Enrollment Ratio (%)			Pupils per Teacher Ratio	School Year	Private Enrollment as % of Total (1999)
			Total	Male	Female			
<b>East Asia</b>								
China, People's Rep. of	3	3	39.5	40.4	38.5	26.7	(1999)	0.0
Hong Kong, China	...	...	...	...	...	...	...	...
Korea, Rep. of	5	1	79.8	79.8	79.7	23.0	(2000)	75.4
Mongolia	3	5	28.7	27.2	30.2	25.7	(2000)	3.7
Taipei, China	...	...	...	...	...	...	...	...
<b>Southeast Asia</b>								
Cambodia	3	3	6.6	6.3	6.8	23.9	(2000)	22.5
Indonesia	5	2	18.8	18.5	19.2	15.9	(2000)	99.0
Lao People's Dem. Rep.	3	3	7.8	7.5	8.2	16.4	(2000)	16.6
Malaysia	4	2	51.8	50.9	52.8	25.5	(1999)	48.7
Myanmar	3	2	1.9	1.9	1.9	21.6	(2000)	...
Philippines	5	1	30.7	30.0	31.5	32.9	(1998)	58.2
Singapore	3	3	...	...	...	...	...	...
Thailand	3	3	83.3	84.1	82.4	24.8	(2000)	18.7
Viet Nam	3	3	43.2	44.9	41.4	22.1	(2000)	51.1
<b>South Asia</b>								
Afghanistan	...	...	...	...	...	...	...	...
Bangladesh	3	3	24.6	23.2	26.1	39.0	(2000)	...
Bhutan	4	2	...	...	...	22.4	(2000)	100.0
India	3	3	19.7	19.8	19.6	35.4	(1998)	...
Maldives	3	3	49.9	49.3	50.5	31.4	(2000)	...
Nepal	3	3	12.7	14.1	11.2	21.9	(2000)	...
Pakistan	3	2	55.0	63.1	46.5	...	(2000)	35.3
Sri Lanka	4	1	...	...	...	...	...	...
<b>Central Asia</b>								
Azerbaijan	3	3	23.0	22.6	23.5	10.0	(1999)	...
Kazakhstan	3	4	12.9	13.1	12.7	6.5	(2000)	13.0
Kyrgyz Republic	3	3	14.2	14.5	14.0	12.6	(2000)	1.0
Tajikistan	3	4	8.7	9.4	7.9	10.0	(2000)	...
Turkmenistan	3	4	...	...	...	...	...	...
Uzbekistan	3	3	...	...	...	...	...	...
<b>Pacific DMCs</b>								
Cook Islands	4	1	85.9	86.4	85.4	13.6	(2000)	24.6
Fiji Islands	3	3	15.4	15.2	15.5	...	(1998)	...
Kiribati	3	3	...	...	...	...	...	...
Marshall Islands	5	1	...	...	...	11.3	(1998)	...
Micronesia, Fed. States of	3	3	46.0	43.4	48.9	23.4	(2000)	...
Nauru	5	1	140.9	143.9	137.9	...	(1998)	...
Papua New Guinea	5	2	18.3	18.9	17.7	34.4	(1999)	...
Samoa	3	2	35.9	34.3	37.5	22.0	(2000)	100.0
Solomon Islands	5	1	...	...	...	...	...	...
Timor-Leste	...	...	...	...	...	...	...	...
Tonga	3	2	30.6	26.8	34.9	18.2	(2000)	100.0
Tovalu	3	3	79.5	71.2	89.2	...	(1998)	...
Vanuatu	4	2	73.2	70.0	76.6	17.4	(2000)	100.0

**TABLE 2E – Primary education in developing member countries**

	Entrance Age	Duration (Years)	Gross Enrollment Ratio (%)			Pupils per Teacher Ratio
			Total	Male	Female	
<b>East Asia</b>						
China, People's Rep. of	6	6	106.4	105.2	107.8	19.8
Hong Kong, China	...	...	100.0	100.0	100.0	...
Korea, Rep. of	6	6	101.1	100.7	101.5	32.1
Mongolia	8	4	98.8	97.0	100.6	32.3
Taipei, China	...	...	100.5	100.0	101.0	...
<b>Southeast Asia</b>						
Cambodia	6	6	110.1	116.8	103.3	52.9
Indonesia	7	6	110.0	111.2	108.8	22.2
Lao People's Dem. Rep.	6	5	113.1	121.5	104.4	29.9
Malaysia	6	6	98.7	98.6	98.9	18.2
Myanmar	5	5	89.0	89.3	88.7	32.3
Philippines	6	6	112.6	112.7	112.5	35.2
Singapore	6	6	97.5	98.0	97.0	...
Thailand	6	6	94.8	96.9	92.7	20.8
Viet Nam	6	5	105.6	109.0	102.2	28.0
<b>South Asia</b>						
Afghanistan	7	6	14.8	28.7	0.0	42.7
Bangladesh	6	5	100.2	99.7	100.9	57.1
Bhutan	6	7	...	23.0	19.0	41.1
India	6	6	101.6	110.8	91.7	40.0
Maldives	6	7	131.1	131.1	131.2	22.7
Nepal	6	5	118.2	127.7	108.0	37.0
Pakistan	5	5	74.4	93.3	54.4	44.1
Sri Lanka	5	5	105.9	107.4	104.4	...
<b>Central Asia</b>						
Azerbaijan	6	4	98.3	97.4	99.2	18.6
Kazakhstan	7	4	98.8	99.3	98.2	18.7
Kyrgyz Republic	6	4	101.4	103.2	99.5	24.5
Tajikistan	7	4	104.3	108.3	100.2	21.8
Turkmenistan	7	4	109.0	109.0	109.0	...
Uzbekistan	6	4	85.5	86.0	85.0	...
<b>Pacific DMCs</b>						
Cook Islands	5	6	96.0	98.4	93.4	18.0
Fiji Islands	6	6	110.4	110.8	110.0	23.0
Kiribati	6	6	127.9	126.7	129.1	24.4
Marshall Islands	6	6	...	78.0	79.0	14.9
Micronesia, Fed. States of	6	6	142.2	136.1	148.8	23.4
Nauru	6	6	81.0	79.6	82.5	22.5
Papua New Guinea	7	6	83.8	87.5	79.7	36.0
Samoa	5	6	102.9	104.6	101.1	24.0
Solomon Islands	6	6	...	...	...	...
Timor-Leste	...	...	...	...	...	...
Tonga	5	6	112.7	113.5	111.8	20.9
Tovau	6	6	103.6	105.8	101.1	...
Vanuatu	6	6	117.0	113.0	121.3	23.5

	School Year	Survival to Grade 5 (%)			Repetition Rate (%)	Private Enrollment as % of Total (1999)
		Total	Male	Female		
<b>East Asia</b>						
China, People's Rep. of	(1999)	97.3	97.1	97.6	0.6	0.0
Hong Kong, China	(2000)	...	...	...	...	...
Korea, Rep. of	(2000)	...	...	...	...	1.5
Mongolia	(2000)	...	...	...	0.8	0.9
Taipei, China	(2000)	...	...	...	...	...
<b>Southeast Asia</b>						
Cambodia	(2000)	...	...	...	...	1.6
Indonesia	(2000)	90.5	87.6	93.6	5.9	17.6
Lao People's Dem. Rep.	(2000)	54.2	54.8	53.5	...	2.0
Malaysia	(2000)	...	...	...	...	5.7
Myanmar	(2000)	68.6	76.0	62.2	0.5	...
Philippines	(2000)	...	...	...	1.9	6.7
Singapore	(1998)	...	...	...	...	...
Thailand	(2000)	97.1	95.6	98.8	3.5	13.1
Viet Nam	(2000)	82.8	...	...	3.3	0.3
<b>South Asia</b>						
Afghanistan	(2000)	...	...	...	...	...
Bangladesh	(2000)	...	...	...	6.5	15.2
Bhutan	(1999)	87.5	86.3	88.8	12.1	1.7
India	(1999)	89.7	62.0	56.7	3.9	17.9
Maldives	(2000)	...	...	...	...	...
Nepal	(2000)	...	...	...	...	12.3
Pakistan	(2000)	...	...	...	...	34.8
Sri Lanka	(1998)	...	...	...	5.1	1.5
<b>Central Asia</b>						
Azerbaijan	(2000)	...	...	...	0.5	...
Kazakhstan	(2000)	...	...	...	...	0.5
Kyrgyz Republic	(2000)	...	...	...	0.3	2.0
Tajikistan	(2000)	...	...	...	0.3	...
Turkmenistan	(2000)	...	...	...	...	...
Uzbekistan	(2000)	...	...	...	...	...
<b>Pacific DMCs</b>						
Cook Islands	(2000)	51.5	...	...	2.6	15.0
Fiji Islands	(1998)	...	...	...	...	...
Kiribati	(1999)	...	...	...	...	...
Marshall Islands	(1998)	...	...	...	6.3	...
Micronesia, Fed. States of	(2000)	...	...	...	...	...
Nauru	(1998)	...	...	...	0.7	...
Papua New Guinea	(1999)	...	...	...	5.1	2.4
Samoa	(2000)	82.6	...	...	1.0	15.8
Solomon Islands	...	...	...	...	...	11.7
Timor-Leste	...	...	...	...	...	...
Tonga	(2000)	...	...	...	8.8	7.1
Tovalu	(1998)	...	...	...	6.5	...
Vanuatu	(2000)	...	...	...	9.9	3.8

**TABLE 2F – Secondary education in developing member countries**

	Entrance Age		Duration (Years)		Pupils per Teacher Ratio
	Lower	Upper	Lower	Upper	
<b>East Asia</b>					
China, People's Rep. of	12	15	3	3	17.1
Hong Kong, China	...	...	...	...	...
Korea, Rep. of	12	15	3	3	21.0
Mongolia	12	16	4	2	21.1
Taipei, China	...	...	...	...	...
<b>Southeast Asia</b>					
Cambodia	12	15	3	3	19.6
Indonesia	13	16	3	3	14.3
Lao People's Dem. Rep.	11	14	3	3	22.7
Malaysia	12	15	3	4	19.4
Myanmar	10	14	4	2	30.8
Philippines	12	15	3	1	36.4
Singapore	12	16	4	3	...
Thailand	12	15	3	3	22.3
Viet Nam	11	15	4	3	26.9
<b>South Asia</b>					
Afghanistan	13	16	3	3	...
Bangladesh	11	16	5	2	38.4
Bhutan	13	15	2	2	32.6
India	12	15	3	3	33.6
Maldives	13	16	3	2	15.3
Nepal	11	14	3	2	29.6
Pakistan	10	15	5	2	21.0
Sri Lanka	10	15	5	3	...
<b>Central Asia</b>					
Azerbaijan	10	15	5	2	8.0
Kazakhstan	11	16	5	2	11.9
Kyrgyz Republic	10	15	5	2	13.7
Tajikistan	11	16	5	2	15.5
Turkmenistan	11	16	5	2	...
Uzbekistan	10	15	5	2	...
<b>Pacific DMCs</b>					
Cook Islands	11	15	4	4	...
Fiji Islands	12	16	4	3	...
Kiribati	12	15	3	2	...
Marshall Islands	12	14	2	4	21.6
Micronesia, Fed. States of	12	14	2	4	29.6
Nauru	12	16	4	2	...
Papua New Guinea	13	17	4	2	22.2
Samoa	11	13	2	5	19.9
Solomon Islands	12	15	3	4	...
Timor-Leste	...	...	...	...	...
Tonga	11	15	4	2	9.7
Tovau	12	16	4	2	...
Vanuatu	12	16	4	4	26.3

	Gross Enrollment Ratio (%)			School Year	Private Enrollment as % of total (1999)
	Total	Male	Female		
<b>East Asia</b>					
China, People's Rep. of	62.8	65.9	59.5	(1999)	0.0
Hong Kong, China	...	75.0	79.0	(2000)	...
Korea, Rep. of	94.1	94.1	94.1	(2000)	45.2
Mongolia	61.1	55.2	67.2	(2000)	0.2
Taipei, China	...	98.1	100.5	(2000)	...
<b>Southeast Asia</b>					
Cambodia	18.7	23.8	13.5	(2000)	0.6
Indonesia	57.0	57.6	56.4	(2000)	49.2
Lao People's Dem. Rep.	37.6	43.6	31.3	(2000)	0.9
Malaysia	70.3	66.9	74.0	(2000)	...
Myanmar	38.6	39.6	37.5	(2000)	...
Philippines	77.3	73.8	80.9	(2000)	36.4
Singapore	...	75.7	74.7	(1996)	...
Thailand	81.9	84.0	79.9	(2000)	16.2
Viet Nam	67.1	70.1	64.0	(2000)	11.3
<b>South Asia</b>					
Afghanistan	...	32.1	11.6	(1996)	...
Bangladesh	45.7	44.6	46.9	(2000)	...
Bhutan	...	11.0	9.0	(1999)	0.4
India	48.7	56.7	40.1	(1999)	...
Maldives	55.3	53.4	57.2	(2000)	...
Nepal	50.6	57.5	43.2	(2000)	26.3
Pakistan	24.1	28.7	19.3	(2000)	22.4
Sri Lanka	72.1	69.8	74.5	(1998)	2.5
<b>Central Asia</b>					
Azerbaijan	80.2	80.0	80.3	(1999)	...
Kazakhstan	88.5	89.8	87.1	(2000)	0.6
Kyrgyz Republic	85.6	85.5	85.8	(2000)	2.0
Tajikistan	78.5	85.7	71.2	(2000)	...
Turkmenistan	...	112.3	111.7	(1996)	...
Uzbekistan	...	99.6	88.7	(1996)	...
<b>Pacific DMCs</b>					
Cook Islands	60.2	58.0	62.5	(2000)	12.6
Fiji Islands	36.0	37.0	35.0	(1998)	...
Kiribati	...	42.0	47.0	(1998)	...
Marshall Islands	...	47.0	51.0	(1998)	...
Micronesia, Fed. States of	132.2	127.4	137.2	(2000)	...
Nauru	53.9	52.3	55.6	(1998)	...
Papua New Guinea	21.1	23.7	18.2	(1999)	...
Samoa	75.5	72.6	78.7	(2000)	31.9
Solomon Islands	...	30.0	18.0	(1998)	...
Timor-Leste	...	...	...	...	...
Tonga	99.6	96.6	102.9	(2000)	74.5
Tovalu	78.3	83.1	73.1	(1998)	...
Vanuatu	28.3	30.7	25.7	(2000)	25.8



**TABLE 2G – Private enrollment as percent of total, secondary school enrollment, selected DMCs, various years**

	<b>1980</b>	<b>1990</b>	<b>1996</b>
Bangladesh	95	90	...
Indonesia	49	50	42
Korea, Republic of	46	41	38
Malaysia	...	4	3
Philippines	48	36	29
Singapore	28	27	33
Sri Lanka	...	2	2
Thailand	13	10	6

**TABLE 2H – Tertiary education in developing member countries**

	Gross Enrollment Ratio			School Year	Science and Engineering Students as % Total Tertiary Students	School Year
	%					
	Total	Male	Female			
<b>East Asia</b>						
China, People's Rep. of	7.5	...	...	(1999)	...	
Hong Kong, China	...	29.0	26.0	(1997)	...	
Korea, Rep. of	77.6	97.0	57.0	(2000)	<b>32.1</b>	(1997)
Mongolia	33.3	24.3	42.3	(2000)	<b>24.0</b>	(1997)
Taipei, China	...	...	...	...	...	...
<b>Southeast Asia</b>						
Cambodia	2.8	4.1	1.6	(2000)	<b>13.2</b>	(1997)
Indonesia	14.63	16.4	12.7	(2000)	<b>39.2</b>	(1996)
Lao People's Dem. Rep.	.3	4.2	2.5	(2000)	...	
Malaysia	28.2	27.1	29.3	(2000)	...	
Myanmar	11.5	8.4	14.7	(2000)	<b>55.7</b>	(1995)
Philippines	31.2	29.47	32.7	(2000)	<b>13.7</b>	(1996)
Singapore	...	47.0	40.0	(1997)	...	
Thailand	35.3	38.9	31.7	(2000)	<b>18.0</b>	(1996)
Viet Nam	9.7	11.2	8.2	(2000)	...	
<b>South Asia</b>						
Afghanistan	...	3.0	1.0	(1997)	...	
Bangladesh	6.6	8.5	4.6	(2000)	...	
Bhutan	...	...	...	...	...	
India	10.5	12.5	8.3	(1999)	24.6	(1997)
Maldives	...	...	...	...	...	
Nepal	4.6	7.1	1.9	(2000)	13.3	(1997)
Pakistan	...	4.4	2.6	(1997)	...	
Sri Lanka	...	6.0	5.0	(1997)	34.1	(1996)
<b>Central Asia</b>						
Azerbaijan	22.3	23.1	21.4	(1999)	37.0	(1997)
Kazakhstan	30.9	28.2	33.7	(2000)	19.6	(1995)
Kyrgyz Republic	41.1	40.2	42.0	(2000)	13.6	(1994)
Tajikistan	14.0	21.2	6.8	(2000)	...	
Turkmenistan	...	18.5	20.0	(1997)	...	
Uzbekistan	...	35.3	39.6	(1997)	...	
<b>Pacific DMCs</b>						
Cook Islands	...	...	...	...	...	
Fiji Islands	...	16.6	10.3	(1997)	...	
Kiribati	...	...	...	...	...	
Marshall Islands	...	...	...	...	...	
Micronesia, Fed. States of	14.9	...	...	(1998)	...	
Nauru	...	...	...	...	...	
Papua New Guinea	2.3	2.8	1.8	(1998)	10.3	(1996)
Samoa	10.9	10.7	11.2	(2000)	...	
Solomon Islands	...	...	...	...	...	
Timor-Leste	...	...	...	...	...	
Tonga	3.8	3.8	4.3	(1999)	...	
Tovalu	...	...	...	...	...	
Vanuatu	0.3	0.4	0.3	(1998)	...	

**TABLE 21 – Percentage of higher education students, graduates, and women in natural sciences, engineering, and agriculture, 1996, selected DMCs**

	% of Total Enrollment		
	1980	1990	1990
Cambodia	...	...	23
China, People's Rep. of	47	47	53
Hong Kong, China	53	...	...
India	28	...	25
Indonesia	21	21	28
Kazakhstan	...	...	42
Malaysia	30	26	...
Myanmar	...	...	37
Philippines	29	38	...
Korea, Republic of	49	36	34
Singapore	53	51	...
Sri Lanka	33	33	29
Tajikistan	...	...	23
Thailand	...	18	21

	% of Graduates			% Women Students In Field
	1980	1990	1996	
Cambodia	...	...	...	11
China, People's Rep. of	49	43	35	...
Hong Kong, China	33	...	42	...
India	19	...	...	30
Indonesia	13	...	27	24
Kazakhstan	...	...	40	39
Malaysia	34	32	...	...
Myanmar	...	...	30	61
Philippines	...	23	28	...
Korea, Republic of	48	33	38	17
Singapore	57	...	58	...
Sri Lanka	...	25	29	31
Tajikistan	...	...	18	13
Thailand	...	20	18	...

What many young people need in developing countries is not academic pre-university education but vocational/technical/ continuing training for immediate employment. Table 3 shows the small number of vocational-tech enrollees because of the lack of these schools and often the unwillingness of some adolescents and their parents to go into these technical schools because of the prejudice of the culture against manual work. These drop-outs and those who do not have technical education will find it difficult to find useful employment in their adult lives.

Tertiary education is often beyond the means and ability of poor sectors of society; in others however there is an over subscription of university university graduates (such as Korea and the Philippines) creating the 'educated unemployed' who must be helped with some short training programs and nonformal courses that will enable them to find employment. Finally, in some countries, education for women is not available. This is a special need in these countries, to open doors of opportunity for women to be educated not only in literacy (in countries with highly illiteracy rates such as Pakistan, Bangladesh, and India), it is often the women who suffer most in favor of the males of society. This is a special need in these countries that calls for dedicated volunteer workers to open doors of opportunity for learning for women.

**TABLE 3 – Trends in gross enrollment in secondary and vocational. Education as percentage of total secondary, 1980-2000**

	Secondary Gross Enrollment (%)				Vocational Education (% of Total Secondary)	
	1980		1999/2000		1980	1995/1998
	Total	Female	Total	Female		
Kazakhstan	93	93	87	87	11.8	8.2
Kyrgyz Republic	110	108	83	84	8.1	6.0
Uzbekistan	105	94	...	...	7.7	6.5
China, People's Rep. of	46	37	63	60	2.1	15.0
Hong Kong, China	64	65	...	...	6.6	3.0
Korea, Rep. of	78	74	97	97	20.5	20.2
Cambodia	8	5	17	12	...	...
Lao PDR	21	16	36	29	2.2	1.1
Thailand	29	28	79	80	15.5	18.0
Viet Nam	42	40	65	61	0.0	2.6
Fiji Islands	55	57	...	...	5.5	5.2
Papua New Guinea	12	8	21	18	0.0	10.2
Samoa	...	...	76	80	1.3	0.0
Afghanistan	10	4	...	...	8.8	0.0
Bangladesh	19	9	54	56	1.0	1.0
India	30	20	50	40	1.3	1.1
Nepal	22	9	54	45	...	...
Pakistan	14	8	39	32	1.5	1.1
Sri Lanka	55	57	72	74	1.0	0.0
Indonesia	29	23	55	54	10.7	12.7
Malaysia	48	46	99	104	1.8	2.7
Philippines	64	69	76	79	0.0	0.0
Singapore	60	60	...	...	7.4	3.9

### 2.3. Illiteracy

Table 4 indicates the current illiteracy picture in Asia. Some poor countries have a high rate of literacy (e.g. the Philippines), but some poor countries have a much better level of science attainment than others (India and Pakistan) but have a high illiteracy rate among women. There is thus need for literacy workers not only in traditional elementary schools but through adult nonformal education on a continuing basis to make up for the deficits and the opportunities the illiterates never had during their school-age years.

**TABLE 4 – Adult illiteracy (population aged 15 and over), developing member countries, 2000 estimates**

	Index of illiteracy (%)		
	Total	Male	Female
<b>Asia Oriental</b>			
Rep. Popular China	14.8	7.9	22.1
Hong Kong, China	6.7	3.1	10.8
Corea del Sur	2.2	0.9	3.6
Mongolia	1.6	1.4	1.7
Taiwan	sin datos	5.1	12.6
<b>Sudeste de Asia</b>			
Camboya	32.0	19.8	42.8
Indonesia	13.2	8.2	18.1
Laos	35.2	23.8	46.6
Malasia	12.6	8.6	16.6
Myanmar	15.3	11.1	19.5
Filipinas	5.1	4.9	5.2
Singapur	7.7	3.8	11.7
Tailandia	4.5	2.9	6.1
Vietnam	7.5	5.5	9.3
<b>Asia Meridional</b>			
Afganistán	...	49.0	79.0
Bangladesh	60.0	50.6	69.8
Bután	...	39.0	66.0
India	42.8	31.6	54.6
Maldivas	3.1	3.0	3.2
Nepal	58.3	40.6	76.0
Pakistán	56.8	42.6	72.1
Sri Lanka	8.4	5.6	11.0
<b>Asia Central</b>			
Azerbaiyán	2.7	2.7	2.7
Kazajstán	0.6	0.3	0.9
Kyrgyz Republic	1.3	...	...
Tayikistán	0.8	0.4	1.2
Turkmenistán	...	...	...
Uzbekistán	0.8	0.4	1.2
<b>Países del Pacífico en vías</b>			
Islas Cook	...	7.0	6.0
Fiji	7.1	5.1	9.2
Kiribati	8.0	6.0	9.0
Islas Marshall	3.0	3.0	3.0
Estados Fed. de Micronesia	...	23.0	34.0
Nauru	5.0	5.0	5.0
Papua Nueva Guinea	36.1	29.4	43.2
Samoa	1.4	1.1	1.7
Islas Salomón	...	...	...
Timor Oriental	57.0	56.9	57.2
Tonga	1.0	1.0	1.0
Tuvalu	5.0	5.0	5.0
Vanuatu	...	...	...

	Illiterate adults ('000)		
	Total	Male	Female
<b>Asia Oriental</b>			
Rep. Popular China	141.903	38.424	103.499
Hong Kong, China	387	91	306
Corea del Sur	831	159	673
Mongolia	26	11	14
Taiwan	sin datos	sin datos	sin datos
<b>Sudeste de Asia</b>			
Camboya	2.352	689	1.660
Indonesia	19.377	6.018	13.306
Laos	1.064	354	716
Malasia	1.846	636	1.211
Myanmar	4.897	1.740	3.161
Filipinas	2.395	1.161	1.235
Singapur	243	59	184
Tailandia	2.081	647	1.440
Vietnam	3.901	1.419	2.463
<b>Asia Meridional</b>			
Afganistán	...	...	...
Bangladesh	50.558	22.035	28.445
Bután	...	...	...
India	286.951	109.367	177.689
Maldivas	5	3	3
Nepal	7.922	2.808	5.065
Pakistán	46.702	17.980	28.871
Sri Lanka	1.167	401	745
<b>Asia Central</b>			
Azerbaiyán	...	...	...
Kazajstán	72	20	53
Kyrgyz Republic	...	...	...
Tayikistán	30	8	22
Turkmenistán	...	...	...
Uzbekistán	126	31	94
<b>Países del Pacífico en vías</b>			
Islas Cook	...	...	...
Fiji	39	14	25
Kiribati	...	...	...
Islas Marshall	...	...	...
Estados Fed. de Micronesia	...	...	...
Nauru	...	...	...
Papua Nueva Guinea	1.040	443	594
Samoa	1	1	1
Islas Salomón	...	...	...
Timor Oriental	...	...	...
Tonga	...	...	...
Tuvalu	...	...	...
Vanuatu	...	...	...



**TABLE 4A – Female Reading Ability by Age Group, Three DMCs**

Age Group	Indonesia (1997)			Nepal (1996)			Philippines (1998)		
	Cannot Read	With Difficulty	Easily	Cannot Read	With Difficulty	Easily	Cannot Read	With Difficulty	Easily
12-20	7.5	5.3	87.2	67.5	7.2	25.3	1.6	8.7	89.8
21-40	14.8	8.5	67.7	77.4	4.3	18.2	4.2	13.6	82.2
>40	27.1	11.7	61.1	91.9	1.9	6.2	7.1	22.8	70.1

## 2.4. Costs of Education

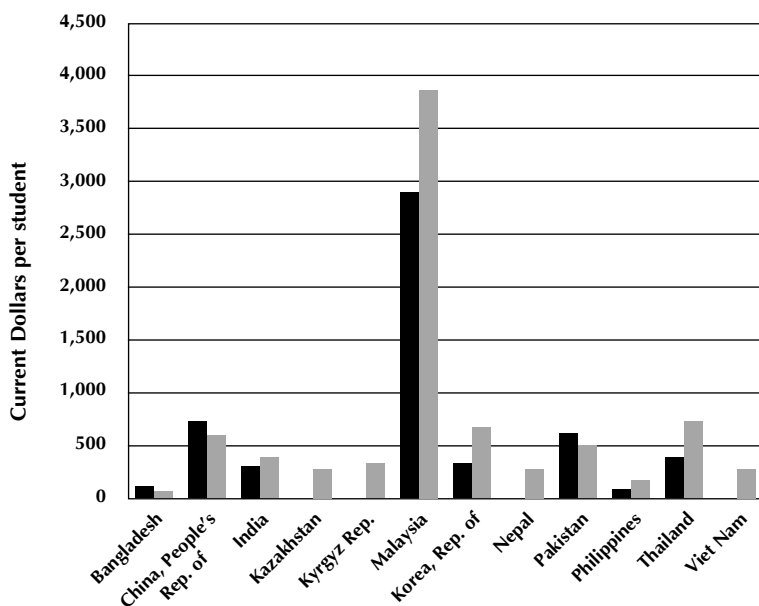
Even when education is accessible, there is no assurance of quality since the per capita allocation of the state might not be sufficient to provide for quality. Private education supplies some of these lacunae but given the size of the population what the private sector can do at this level is limited because of lack of funds. Table 5 indicates the huge gaps or differences between public expenditure for education country by country resulting in tremendous disparities across countries on the quality of education.

The same goes for higher education which is needed for development of the country after a certain threshold level, if the country desires to industrialize. Here the Philippines is an example of an unusual situation. 75% of higher education (as in Korea and Japan) is private but since the Philippines is not an affluent country and since all private higher education is paid for by tuition from parents with no subsidy from the State, then the per student expenditures for education, public or private, are small resulting in a lack of quality and the subsequent unemployment of these graduates.

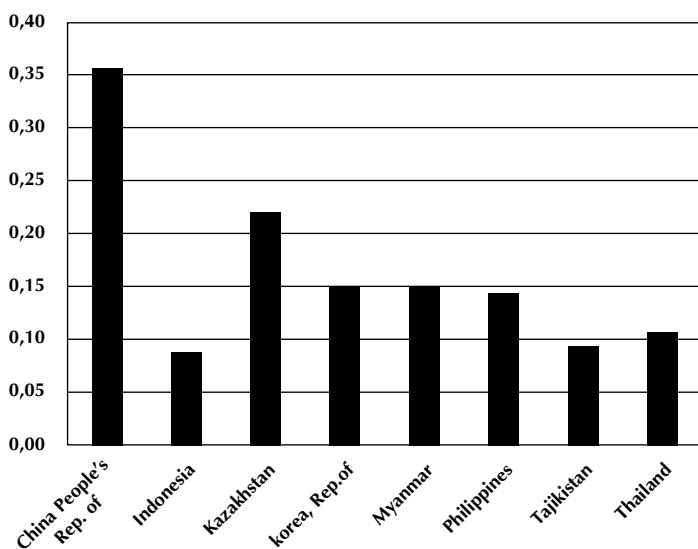
**TABLE 5 – Public Expenditure on Education in Developing Member Countries**

	As % of GDP	As % of Total Public Expenditure	School Year	Share of Level in Total Public Expenditure on Education (%)				School Year
				Primary	Secondary	Tertiary	Other	
<b>East Asia</b>								
China, People's Rep. of	2.08	...	(1999)	37.4	32.2	15.6	14.8	(1996)
Hong Kong, China	...	...		...	...	...	...	
Korea, Rep. of	3.82	17.38	(2000)	45.3	36.6	8.0	10.0	(1995)
Mongolia	2.35	2.19	(2000)	19.9	56.0	14.3	9.8	(1996)
Taipei, China	...	...		...	...	...	...	
<b>Southeast Asia</b>								
Cambodia	1.92	10.05	(2000)	...	...	...	...	
Indonesia	...	...		<--- 73.5 --->	24.4	2.1		(1996)
Lao People's Dem. Rep.	2.32	8.85	(2000)	54.9	26.4	7.9	10.8	(1996)
Malaysia	6.25	26.65	(2000)	37.3	35.5	20.2	7.0	(1996)
Myanmar	0.46	8.99	(1999)	...	...	...	...	
Philippines	4.23	20.60	(1998)	54.7	23.5	17.8	3.9	(1996)
Singapore	3.69	23.62	(2000)	25.7	34.6	34.8	4.9	(1995)
Thailand	5.43	30.97	(2000)	50.4	20.0	16.4	13.3	(1996)
Viet Nam	...	...		43.0	26.0	22.0	9.0	(1996)
<b>South Asia</b>								
Afghanistan	...	...		...	...	...	...	
Bangladesh	2.46	15.70	(2000)	44.8	43.8	7.9	3.5	(1996)
Bhutan	5.16	12.86	(2000)	44.0	35.6	20.4	0.0	(1997)
India	4.06	12.72	(1999)	39.4	40.5	20.1	0.0	(1996)
Maldives	3.91	11.24	(1998)	...	...	...	...	
Nepal	3.71	14.10	(2000)	49.3	20.9	17.9	11.9	(1996)
Pakistan	1.77	7.77	(2000)	...	...	...	...	
Sri Lanka	3.05	...	(1998)	<--- 74.8 --->	9.3	16.0		(1996)
<b>Central Asia</b>								
Azerbaijan	4.21	24.41	(1999)	14.6	63.9	7.5	13.9	(1996)
Kazakhstan	...	...		10.4	61.1	13.4	15.1	(1996)
Kyrgyz Republic	5.43	...	(1998)	6.6	68.0	14.1	11.2	(1996)
Tajikistan	2.08	11.82	(1999)	14.9	71.2	7.1	6.8	(1996)
Turkmenistan	...	...		...	...	...	...	
Uzbekistan	...	...		...	...	...	...	
<b>Pacific DMCs</b>								
Cook Islands	...	13.10	(2000)	...	...	...	...	
Fiji Islands	5.17	17.00	(2000)	...	...	...	...	
Kiribati	...	...		...	...	...	...	
Marshall Islands	16.56	...	(1999)	...	...	...	...	
Micronesia, Fed. States of	5.50	...	(1999)	...	...	...	...	
Nauru	...	7.00	(2000)	...	...	...	...	
Papua New Guinea	2.29	17.50	(2000)	...	...	...	...	
Samoa	4.17	13.27	(2000)	...	...	...	...	
Solomon Islands	3.62	15.40	(2000)	...	...	...	...	
Timor-Leste	...	...		...	...	...	...	
Tonga	5.29	17.80	(2000)	...	...	...	...	
Tuvalu	...	16.80	(1999)	...	...	...	...	
Vanuatu	7.28	17.36	(2000)	...	...	...	...	

**TABLE 5A – Public spending per student in Tertiary Education, 1990 and 1997, Selected DMCs**



**TABLE 5B – Ratio of Graduates to Total Enrollment in Tertiary Education, mid-1990s, Selected DMCs**



### 3. Implications

In this paper, relying mostly on the 2003 annual publication on key indicators of member countries of the Asian Development Bank, I have described the situation in the Asian countries with regard to population, annual population growth rate, percentage of the population between 6 and 17 (the age bracket for basic education, primary and secondary), tertiary education graduates, an estimate of out-of-school youth numbers, per capita GNP, expenditures per capita for public school students (all levels (Table 5, 5A), and survival rates for tertiary education (Table 5B). In addition to these economic and demographic indicators, I have likewise looked at the presence or absence of Catholic schools, the presence of the Brothers, and where they are present, the kinds of schools they are working in. Based on these social, political, economic, demographic indicators, we are in a better position to determine future needs for Catholic education in these countries, and the different types of schools needed or to be expanded.

With this background, we are likewise in a better position to gauge needs and to see possibilities for involvement by the Brothers in these countries to supply what is still lacking by way of educational offerings. The short comments and considerations accompanying each table give rise to other possibilities, alternative models for the delivery of education, and possible new activities where the Brothers can make a contribution in the future, in spite of their limited numbers as well as modest set of talents.

In developed countries, educational needs such as literacy (see Table 3) (for children, women, adults) are well taken care of and do not need further help; of course, in these countries, religious and values education continue to be challenges for the new generation, a need to be met by Government and agencies such as the Church with the participation of all religious groups.

In line with their distinctive mission, the Brothers will do well to look at developing countries to help meet the need for literacy (for all sectors) and continuing education as well as technical-vocational education and training for employable skills more than mere academic skills in university preparatory schools which seem to be first in priority in the government policies of these developing countries and hence less in need of private interven-

tion. For Asia, if political policy permits foreign religious to engage in educational activities without too many restrictions (reasonable visa requirements, freedom to teach, freedom to engage in Catholic education), the possibilities are without limit and new initiatives for both traditional and innovative education are possible, as they are in the Philippines. They are more constrained in Islamic countries and other non-Christian countries which mistrust any attempts which may lead to conversion or proselytization. Even in countries such as China and Taiwan, where the government dominates basic education, new paradigms can be suggested to teach religion and to carry out Catholic education in non-formal ways. Similarly restrictions on religiously oriented tertiary universities need not stop religious congregations from undertaking Christian education in nonformal ways that the Government will not find objectionable. What is needed however is to establish a beachhead in a large country such as China and Indonesia, for example, and in such ideologically closed countries such as Vietnam and Myanmar and North Korea. What is necessary are new paradigms of Catholic education, different models supplanting traditional Catholic schools yielding to more contemporary models to fit local country situations. This demands creativity, sophistication, awareness of possibilities which only rigorous educational training will facilitate, evaluation of existing projects, critical comparison of different educational systems and models.

In turn, this demands a well-educated and adequately trained group of Brothers who will be prepared to undertake these new forms and models of education and educational delivery, exhibit the flexibility needed to fit new social and political as well as economic conditions, and, above all, full awareness of the contemporary situation and ways of dealing with it which only a first-rate education and training and specialization will make possible.

To me, this is perhaps the most challenging and at the same time most fulfilling contribution of the Brothers in these new times with hopefully a declericalized Church and a Church truly concerned for the poor which challenges its new generation of followers to take risks and to try new methods of delivery and carrying out of Christian formation. The agenda for the Brothers of the future should include the development of a new paradigm of the Lasallian Christian center (not necessarily a formal school).

Christ beckons to us in China, India, Indonesia, and a modernized secularized Japan, Vietnam, Myanmar, Cambodia, and countries which hopefully will be willing to begin the dialogue with Christianity, countries such as Malaysia, Pakistan, and Buddhist countries such as Sri Lanka, Mongolia (where the first bishop is a Filipino), the former socialist countries of the USSR in the Far East, and in a continent such as India with its many civilizations, cultures and religions.

Indeed, the harvest is great but the laborers are few and these new laborers must be prepared to deal with the new technology and the new mentalities and attitudes and be sensitive to the signs of the times.

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