### Table 1. Gross enrolment ratio in early childhood care and education programmes

<table>
<thead>
<tr>
<th>Educational region</th>
<th>Total</th>
<th>Public</th>
<th>Private</th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
<th>GER (Gross enrolment ratio)</th>
<th>Official age-group population (or 3-5 years)</th>
<th>Gender Parity Index (GER)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Educational region 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>TOTAL (MF)</td>
<td>71,873</td>
<td>55,807</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Male (M)</td>
<td>37,091</td>
<td>28,358</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Female (F)</td>
<td>34,782</td>
<td>27,449</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational region 2</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL (MF)</td>
<td>74,625</td>
<td>12,805</td>
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</tr>
<tr>
<td>Male (M)</td>
<td>37,803</td>
<td>6,576</td>
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</tr>
<tr>
<td>Female (F)</td>
<td>36,822</td>
<td>6,229</td>
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</tr>
<tr>
<td>Educational region 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>TOTAL (MF)</td>
<td>123,272</td>
<td>59,219</td>
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</tr>
<tr>
<td>Male (M)</td>
<td>62,907</td>
<td>29,686</td>
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</tr>
<tr>
<td>Female (F)</td>
<td>60,365</td>
<td>29,533</td>
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</table>

### Table 2. Apparent (Gross) and net intake rates in primary education

<table>
<thead>
<tr>
<th>Educational region</th>
<th>Number of new entrants of all ages</th>
<th>Percentage of new entrants of all ages</th>
<th>AIR (Apparent intake rate)</th>
<th>New entrants of primary school entrance age (or 6 years)</th>
<th>NIR (Net intake rate)</th>
<th>School entrance age population (6 years)</th>
<th>Gender Parity Index (NIR)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Educational region 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL (MF)</td>
<td>46,429</td>
<td>18,213</td>
<td>9,339</td>
<td>14,102</td>
<td>7,450</td>
<td>25,735</td>
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<tr>
<td>Male (M)</td>
<td>24,647</td>
<td>9,339</td>
<td></td>
<td>14,102</td>
<td>7,450</td>
<td>25,735</td>
<td></td>
</tr>
<tr>
<td>Female (F)</td>
<td>21,782</td>
<td>8,874</td>
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<tr>
<td>Educational region 2</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL (MF)</td>
<td>46,133</td>
<td>3,869</td>
<td>1,967</td>
<td>8,195</td>
<td>1,427</td>
<td>23,144</td>
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<tr>
<td>Male (M)</td>
<td>24,753</td>
<td>1,967</td>
<td></td>
<td>8,195</td>
<td>1,427</td>
<td>23,144</td>
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<tr>
<td>Female (F)</td>
<td>21,380</td>
<td>1,902</td>
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<tr>
<td>Educational region 3</td>
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<td></td>
</tr>
<tr>
<td>TOTAL (MF)</td>
<td>76,179</td>
<td>12,679</td>
<td>6,208</td>
<td>14,261</td>
<td>8,550</td>
<td>49,951</td>
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</tr>
<tr>
<td>Male (M)</td>
<td>40,419</td>
<td>6,208</td>
<td></td>
<td>14,261</td>
<td>8,550</td>
<td>49,951</td>
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</tr>
<tr>
<td>Female (F)</td>
<td>35,760</td>
<td>6,208</td>
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</tr>
</tbody>
</table>
### Table 3. Gross and net enrolment ratios in primary education

<table>
<thead>
<tr>
<th>Educational region</th>
<th>Total enrolment (all ages)</th>
<th>Percentage of enrolment</th>
<th>GER (Gross enrolment ratio)</th>
<th>Enrolment of official primary school age (or 6-11 years)</th>
<th>NER (Net enrolment ratio)</th>
<th>Gender Parity Index (NER)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Public</td>
<td>Private</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>Educational region 1</td>
<td>TOTAL (MF)</td>
<td>243,179</td>
<td>92,941</td>
<td>220,538</td>
<td>91,720</td>
<td>153,202</td>
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<tr>
<td></td>
<td>Male (M)</td>
<td>126,802</td>
<td>46,351</td>
<td>112,309</td>
<td>44,958</td>
<td>143,202</td>
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<tr>
<td></td>
<td>Female (F)</td>
<td>116,377</td>
<td>46,590</td>
<td>108,229</td>
<td>46,762</td>
<td>140,431</td>
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<tr>
<td>Educational region 2</td>
<td>TOTAL (MF)</td>
<td>237,467</td>
<td>16,863</td>
<td>198,583</td>
<td>16,832</td>
<td>129,361</td>
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<tr>
<td></td>
<td>Male (M)</td>
<td>123,657</td>
<td>8,736</td>
<td>101,357</td>
<td>8,597</td>
<td>129,361</td>
</tr>
<tr>
<td></td>
<td>Female (F)</td>
<td>113,810</td>
<td>8,127</td>
<td>97,226</td>
<td>8,235</td>
<td>123,336</td>
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<tr>
<td>Educational region 3</td>
<td>TOTAL (MF)</td>
<td>435,128</td>
<td>55,248</td>
<td>363,128</td>
<td>51,594</td>
<td>300,192</td>
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<tr>
<td></td>
<td>Male (M)</td>
<td>225,650</td>
<td>28,045</td>
<td>186,919</td>
<td>26,266</td>
<td>284,281</td>
</tr>
<tr>
<td></td>
<td>Female (F)</td>
<td>209,478</td>
<td>27,203</td>
<td>176,209</td>
<td>25,328</td>
<td>284,281</td>
</tr>
</tbody>
</table>

### Table 4. Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards

<table>
<thead>
<tr>
<th>Educational region</th>
<th>Teaching Staff</th>
<th>Teaching by academic qualifications</th>
<th>Pupil / Teacher Ratio (PTR)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Undergraduate and Graduate Degree</td>
</tr>
<tr>
<td>Educational region 1</td>
<td>2,662</td>
<td>10,649</td>
<td>11,901</td>
</tr>
<tr>
<td>Educational region 2</td>
<td>2,674</td>
<td>8,954</td>
<td>10,105</td>
</tr>
<tr>
<td>Educational region 3</td>
<td>7,934</td>
<td>18,512</td>
<td>22,359</td>
</tr>
</tbody>
</table>
Exercise
1. Please calculate with the appropriate formulas and fill in the blank cells

2. Please identify the possible sources of data (population, enrolment and teacher) for all these indicators?

3. By looking at table 1, what can you conclude about ECCE programmes in these three regions in terms of:
   - Public vs. Private
   - Among three regions
   - Between male and female
   - Your own findings and analysis

4. By looking at table 2,
   What is a common phenomenon regarding access to schools?
   What can you conclude with regards to:
   - Public vs. Private
   - Findings among the three regions
   - Gender (male/female)
   - Your own findings and analysis

5. By looking at table 3,
   What can you conclude with regards to:
   - Public vs. Private
   - Among three regions
   - Gender (male/female)
   In region 1, NER is more than 100. Is it possible?, If "Yes", Why
   Your own findings and analysis

6. By looking at table 4,
   What can you conclude with regards to
   - Proportion of teachers based on their qualifications?
   - Proportion of male and female teachers?
   - Among three regions

7. By analyzing all tables,
   What conclusions you would like to make?
   Please give, three recommendations for further improvement of the education system.