

STRATEGIC
INFORMATION
SECTION
WORKING PAPER

LEVELS, TRENDS AND DETERMINANTS OF PRIMARY SCHOOL PARTICIPATION AND GENDER PARITY

APRIL 2005

For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY



LEVELS, TRENDS AND DETERMINANTS OF PRIMARY SCHOOL PARTICIPATION AND GENDER PARITY

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I. Universal primary education recent trends

Goal 2. Achieve Universal Primary Education (UPE)

Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Goal 3. Promote gender equality and empower women

Target 4: Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015.

In 2000, the Dakar Framework for Action and the Millennium Declaration respecified in a more formal way both the education and the gender goals as basic rights applicable to all people, without distinction of race, sex or nationality. The monitoring of the promises by governments and the established time-bound targets are analysed in this report at the country, regional and global levels.

In 2001, 82 per cent of primary-school-age children were enrolled in and/or attended school (net primary enrolment/attendance ratio, or NE/AR).¹ This number translates to a total of 115 million children of primary school age who are out of school; 62 million of them are girls.

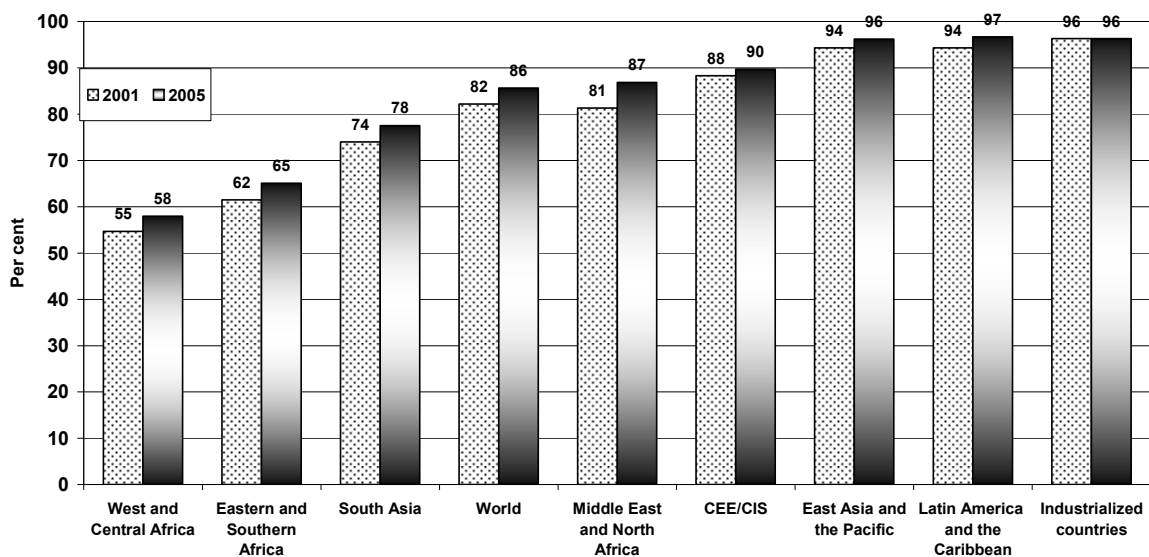
By 2005, the estimate of the global ratio increased to 86 per cent.² At the global level, boys tend to maintain greater participation in primary school than girls. At the regional level, 90 per cent of primary-school-age children in Central and Eastern Europe/Commonwealth of Independent States (CEE/CIS), East Asia and the Pacific, and Latin America and the Caribbean are enrolled in and/or attending primary school, compared to less than 80 per cent in South Asia and Africa. In the West and Central African countries this figure is below 60 per cent, the lowest in the world.

In 2005, net primary school participation is below 60 per cent in 16 countries: Afghanistan, Benin, Bhutan, Burkina Faso, Burundi, Central African Republic, Congo Democratic Republic, Eritrea, Ethiopia, Guinea Bissau, Haiti, Mali, Niger, Sierra Leone, Somalia and Tanzania. In absolute terms and due to their population size, nine countries – Bangladesh, China, Congo Democratic Republic, Ethiopia, India, Nigeria, Pakistan, Sudan and Tanzania – account for more than 50 per cent of the 115 million primary-school-age children who are out of school. Seventy-six per cent of the children out of primary school are found in South Asia and sub-Saharan Africa.

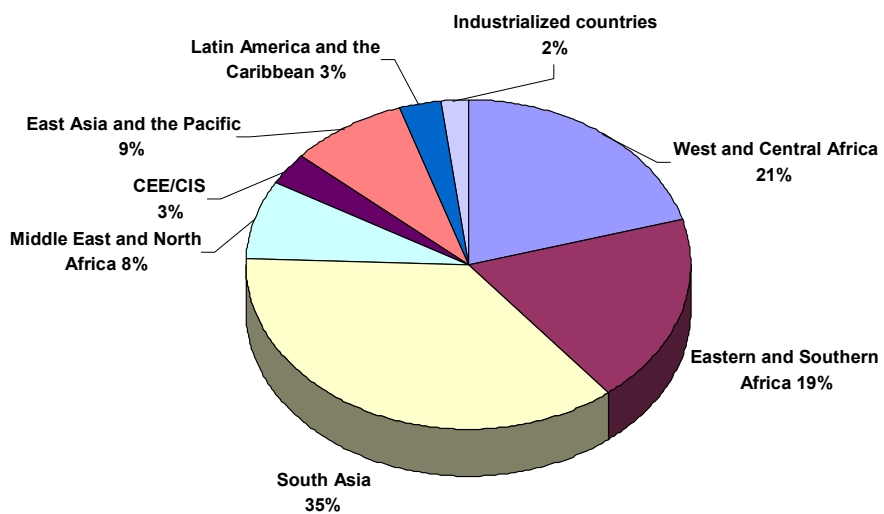
¹ The net enrolment/attendance ratios are obtained as the proportion of children of primary/secondary school age (defined at the country level) who were enrolled/attending primary/secondary education. Enrolment refers to the reporting by countries from administrative records on education. Attendance refers to the reporting obtained via household surveys on school participation during the week preceding the survey. Ideally, enrolment and attendance should be the same, but in practice enrolment tends to be greater than attendance because not all children enrolled attend school. Ultimately, the focus of primary/secondary school participation is on attendance.

² The 2005 estimates were obtained from extrapolation of the trends observed in household surveys for the period 1980-2002, among 81 developing countries.

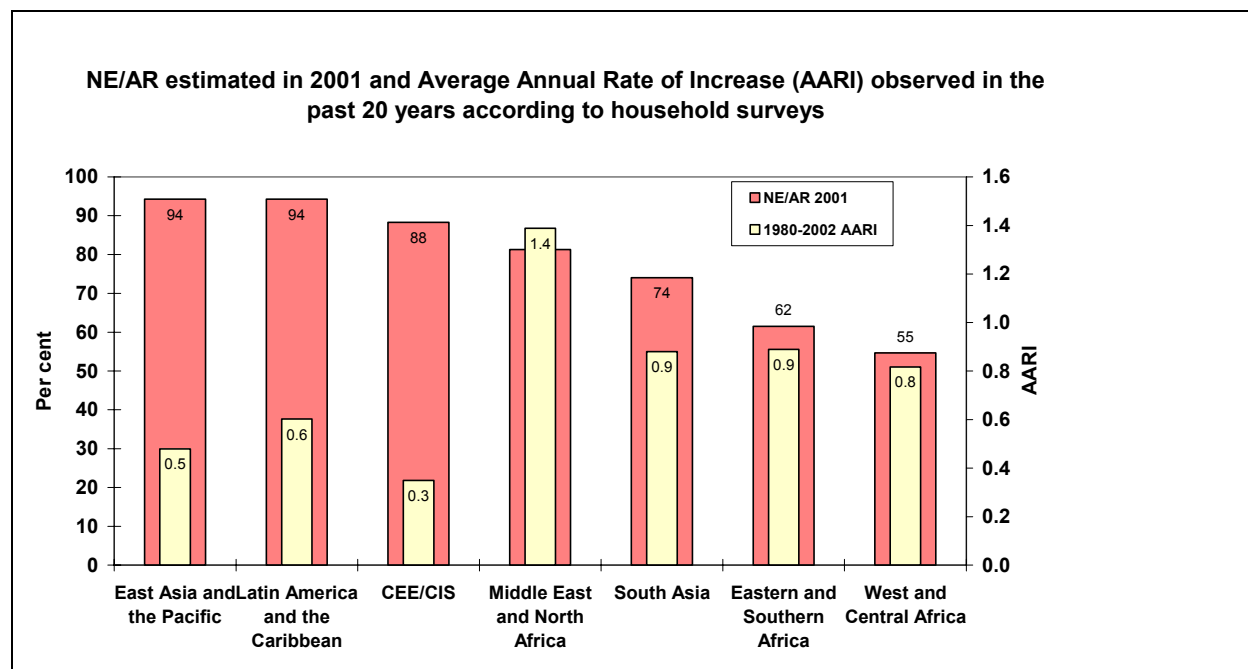
Net enrolment/attendance ratios in 2001 and 2005 by region



Per cent distribution of children of primary school age out of school by region in 2001



The values described above are the result of the efforts implemented by governments at the country level. These efforts can also be represented by the observed average annual rate of increase in school participation (AARI) during 1981-2001.³ The greatest achievements are observed among countries in the Middle East and North Africa with AARI around 1.4 per cent.⁴ The lowest AARIs were observed in the regions with relatively high levels of school participation (CEE/CIS, East Asia and the Pacific, and Latin America and the Caribbean). The regions with the lowest levels of school participation (South Asia and sub-Saharan Africa)⁵ experienced considerable gains in the levels of school participation but not enough to bring their overall participation to the levels observed in the other regions.



II. Gender parity in primary and secondary education by 2005

Millennium Development Goal 3 (MDG3) targets the elimination of gender disparity in primary and secondary education by 2005 and aims for parity at all levels of education by 2015. The 2005 target has not been reached; in almost 25 per cent of the countries surveyed, boys participate significantly more than girls in primary education.⁶ This is of even more concern for

³ Estimates produced from data obtained for 81 developing countries via household surveys (DHS and MICS) during 1998-2003. The AARI is estimated as the average change in the proportion of primary school participation among cohorts during 1945-2001. The AARI uses a linear approach that estimates the yearly average change in primary school participation observed during 1945-2001.

⁴ Regional estimates obtained as weighed averages of the school-age population for countries that completed a household survey during 1998-2003. Regional averages are presented if data was available for 50 per cent or more of the school-age population of the region.

⁵ Mongolia is the only country showing negative AARI during 1945-2001.

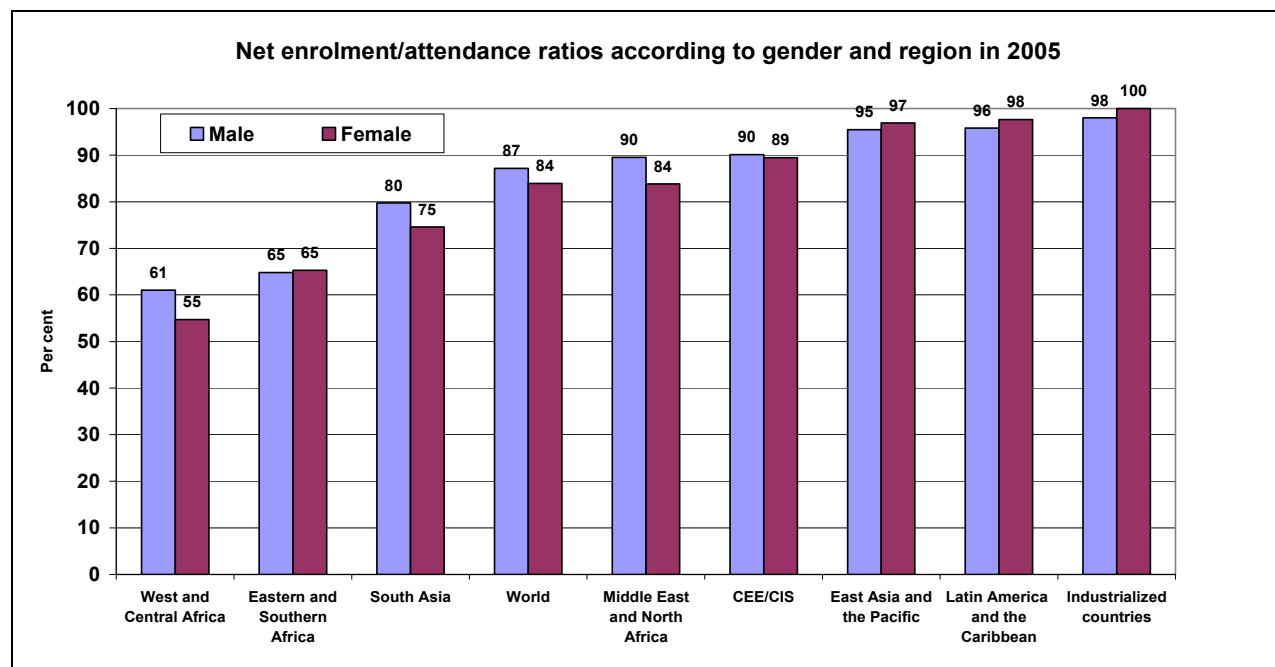
⁶ Countries with a primary education gender parity index (GPI) of 0.95 or less. $GPI = NE/AR(\text{girls}) / NE/AR(\text{boys})$. Estimates based on household survey data available for 81 developing countries for 1998-2003.

secondary education; in 60 per cent of the developing countries analysed, boys participated significantly more than girls in secondary education.⁷

Primary education

At the global level, gender disparity at the primary level in 2005 is still in favor of boys (87 per cent versus 84 per cent for girls). The multivariate analysis presented later in this paper, however, demonstrates that when such factors as household wealth and the mother's education are included in the analysis, many of these gender differences are less significant.

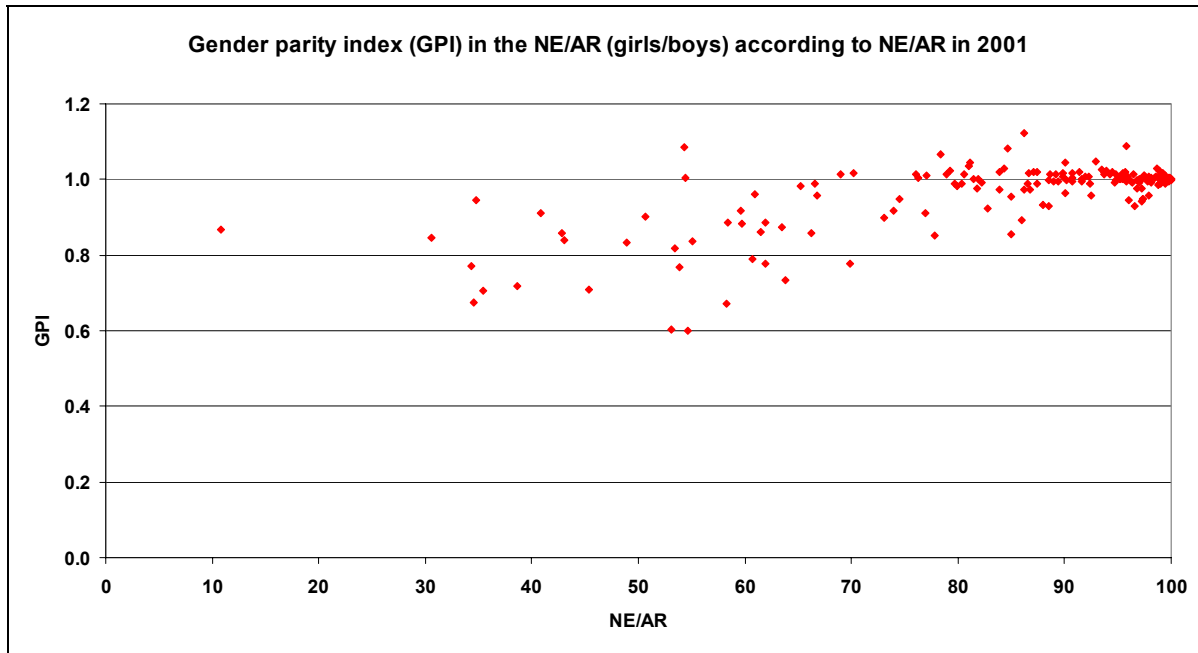
At the regional level, greater disparities in favor of boys are observed in the Middle East and North Africa, West and Central Africa, and South Asia.



At the country level the gender disparity in primary education participation, estimated for 2005, varies substantially. In 59 per cent of the countries with estimates for 2005, no gender disparity appears to exist (gender parity index, or GPI, between 0.96 and 1.04); in 23 per cent of the countries, the differences are in favor of boys (GPI of 0.95 or less); and in the remaining countries (17 per cent), the differences are in favor of girls (GPI of 1.05 or more).

Gender differences are extreme, with GPIs below 0.85, and in favor of boys, in 12 countries: Afghanistan, Benin, Burkina Faso, Chad, Côte d'Ivoire, Guinea, Guinea Bissau, Liberia, Mali, Niger, Pakistan and Yemen. As expected, the majority of these countries reported primary school participation by girls below 60 per cent, confirming the importance of increasing primary school participation in general.

⁷ Countries with a secondary education gender parity index (GPI) of 0.85 or less. GPI = NE/AR(girls) / NE/AR(boys). Estimates based on household survey data available for 74 developing countries for 1996-2003.



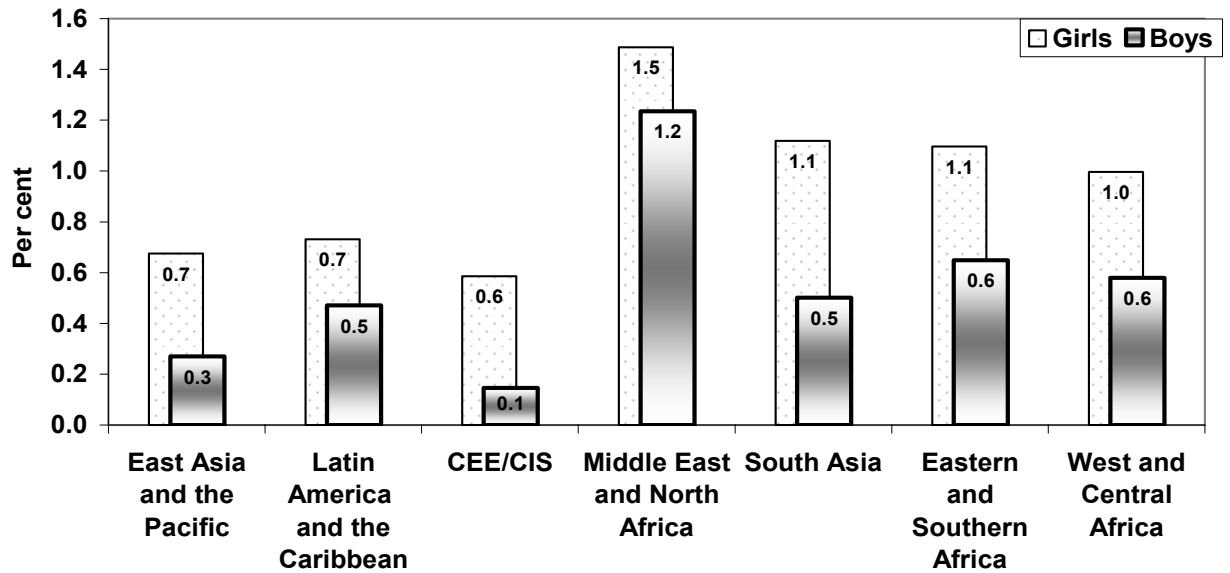
During the period 1981-2001, however, girls experienced greater gains in school participation than boys as expressed by the respective AARs. This trend is observed across all regions and for most of the developing countries included.⁸ There have been remarkable gains in school participation by girls in the countries of the Middle East and North Africa. At the other end, there is an unfortunate lack of overall progress for boys in South Asia and sub-Saharan Africa. In spite of the progress observed for girls, they remain at substantial disadvantage compared to boys. This fact points to the needs for greater efforts towards the achievement of universal primary education and the elimination of gender disparity by 2015.

Secondary education

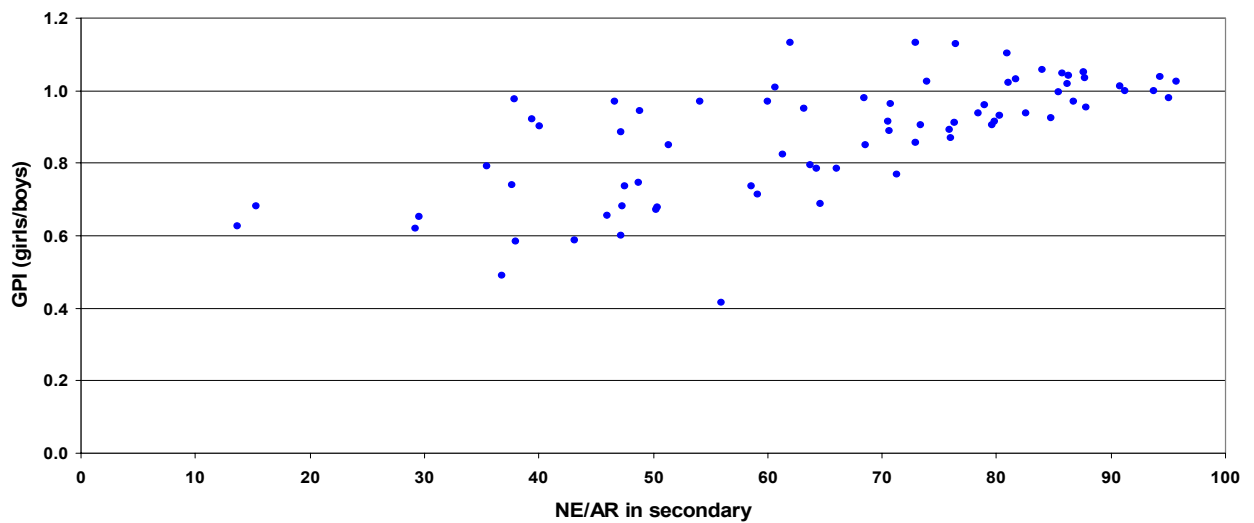
At the global level, data for 74 developing countries for 1996-2003 clearly indicates that the gender disparity at the secondary level is mostly in favor of boys. In 60 per cent of the countries the GPI is 0.95 or less and in favor of boys. More worrisome is the fact that in 32 per cent of the 74 developing countries analysed, the GPI is below 0.85. The majority of these countries showed low secondary net attendance ratios (see graph below). In 14 of these countries, for example, the secondary net attendance ratio (NAR) is below 70 per cent (Benin, Burkina Faso, Cambodia, Central African Republic, Chad, Guinea, Iraq, Ivory Coast, Mali, Mozambique, Niger, Senegal, Togo and Yemen).

⁸ Greater increases were observed among boys in 12 countries: Guyana, and Trinidad and Tobago (NE/AR above 95 per cent); Botswana, Lesotho and Uzbekistan (NE/AR above 80 per cent); Yemen (high AARI of 2.4); Benin, Burkina Faso, Lesotho, Mali and Niger (NE/AR below 50 per cent).

Average annual rates of increase (AARI) observed during the period 1980-2002 by gender



Gender parity index (GPI) in secondary education according to NE/AR in secondary education, 1996-2003



BOX 1: Secondary Education and Gender Differences

Recent UNICEF estimates of secondary school participation in the developing world based on data obtained from 74 household surveys indicates that no more than 39 per cent of the children of secondary school age were attending secondary school (SNAR). The analysis also indicated that another 27 per cent of secondary-school-age children were attending primary education, for a total school participation (TSP) of 66 per cent. This is of particular relevance because not only is a significant proportion of secondary-school-age children out of school (44 per cent), but many more children are attending a lower level/grade of education for their age. As expected, this is of more relevance in the poorest societies of the developing world, as well as the poorest sectors of the population within any country.

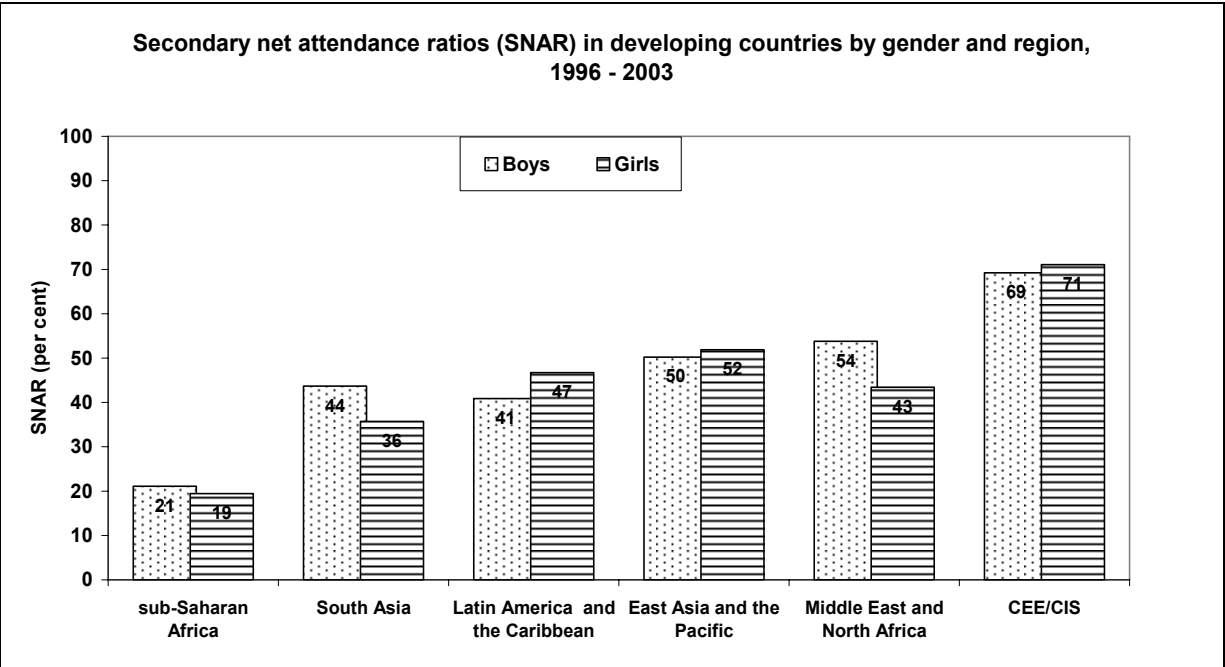
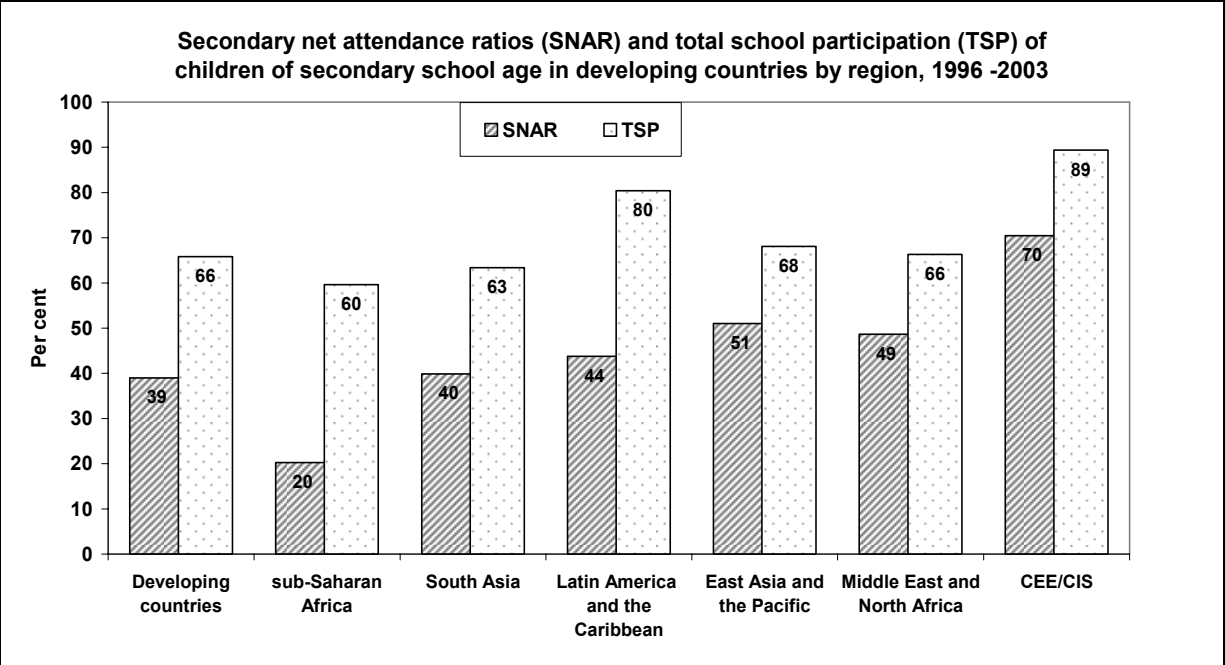
Similarly to the situation in primary education, countries in sub-Saharan Africa present the lowest levels of secondary net attendance ratios (20 per cent) – much lower than levels observed in other regions (between 40 per cent and 70 per cent). This important finding is not observable from the information described by the TSP, where the sub-Saharan region exhibits not only much higher levels of school participation (60 per cent), but also values similar to the ones observed in East Asia and the Pacific, South Asia, and the Middle East and North Africa (more than 60 per cent). Within sub-Saharan Africa, the TSP is greater among Eastern and Southern countries than in West and Central African countries (65 per cent versus 56 per cent, respectively). This differential is reversed when considering the net attendance ratio (17 per cent and 23 per cent, respectively).

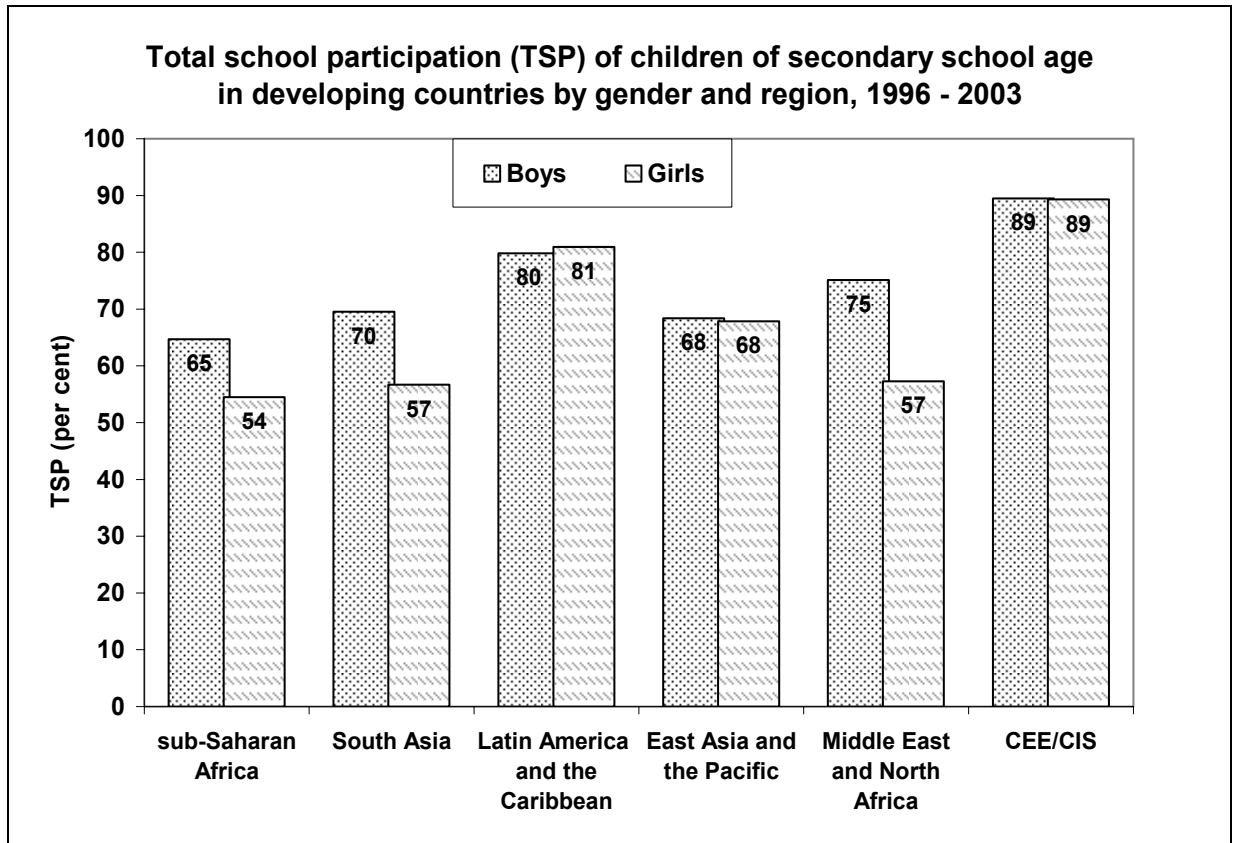
Gender differences

Compared to boys, girls of secondary school age tend to have lower levels of participation in secondary school in the Middle East and North Africa, and in South Asia. The opposite is observed in Latin America and the Caribbean, while in the three remaining regions no significant differences by gender could be identified.

The total school participation (TSP, primary and secondary) of girls of secondary school age is much lower than participation for boys in the Middle East and North Africa, South Asia and sub-Saharan Africa. In the other three regions (CEE/CIS, East Asia and the Pacific, and Latin America and the Caribbean) no significant differences could be identified. The greater dimension of discrimination against girls illustrated by the TSP ratios is due to the disproportionate participation in primary education by secondary-school-age boys.

These findings point to the need for policies, programs and interventions that guarantee children participate in the right grade for their age, as well as increase the school participation of secondary-school-age children. The situation observed for secondary-school-age children begins to be defined during the primary education cycle. The achievement of the MDGs by 2015 will require that every year, all children of school entry age enrol and attend school and that schools provide quality education to minimize the possibilities for grade repetition and school dropout. As demonstrated by the data presented earlier in this report, these decisions should be differential by region, gender, household wealth and mother's education.





III. What are the prospects for the 2015 goals/targets?

The challenge of having all children of primary school age participating by 2015 will require an average annual rate of increase in the NE/AR of 1.27 percentage points during the next 10 years.⁹ This required value is higher among populations with lower levels of school participation. Thus, at the global level the AARI for girls is 1.39 compared to 1.16 for boys. These percentage changes are also greater for West and Central Africa (3.24), Eastern and Southern Africa (2.75), and South Asia (1.86). The Middle East and North Africa region will require an AARI of 1.34 to compensate for greater existing gender disparities.

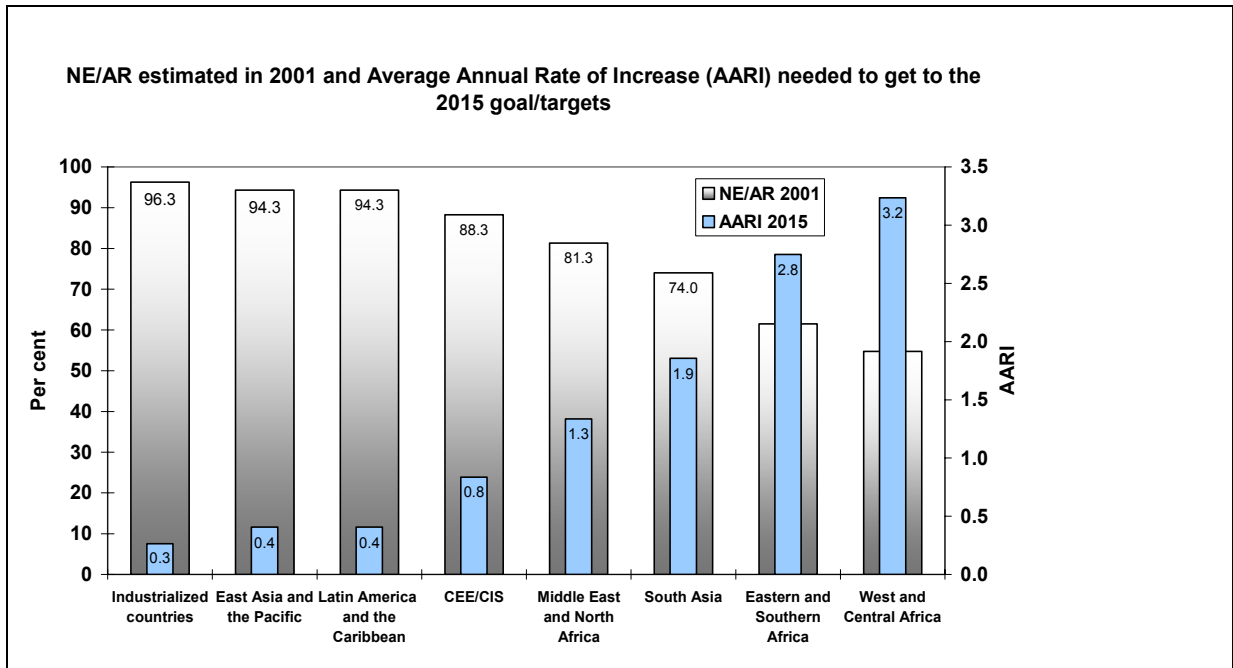
⁹ The AARI is estimated using a linear approach, that is, dividing the difference between a 100 per cent NE/AR and the most recent estimate of NE/AR (Table 3) by the number of years for the period since the year of the most recent estimate and the year 2015. In the case of Serbia and Montenegro the total AARI is obtained as: $AARI = (100 - 76.2) / (2015 - 2000) = 23.8 / 15 = 1.59$; therefore, 76.2 is the NE/AR for the year 2000.

Annual Average Rate of Increase (AARI) for the 2015 goal of 100% NE/AR by region and gender

Region	Total AARI for year 2015 requirement	Boys AARI for year 2015 requirement	Girls AARI for year 2015 requirement
World	1.27	1.16	1.39
CEE/CIS	0.84	0.75	0.92
Middle East and North Africa	1.34	1.10	1.58
Eastern and Southern Africa	2.75	2.70	2.79
West and Central Africa	3.24	2.95	3.52
South Asia	1.86	1.59	2.14
East Asia and the Pacific	0.41	0.40	0.41
Latin America and the Caribbean	0.41	0.44	0.38
Industrialized countries	0.26	0.29	0.24

Similarly, countries with lower levels of school participation and greater levels of gender disparities described earlier will require greater AARI in their NE/AR. This is particularly the case in 37 countries (most of them in sub-Saharan Africa) requiring AARI above 2.0. The greatest challenges are for the five countries in South Asia and sub-Saharan Africa that each have more than 5 million children out of primary school: India (26.8 million), Ethiopia and Pakistan (7.8 million each), Nigeria (7.7 million) and the Democratic Republic of the Congo (5.3 million).¹⁰

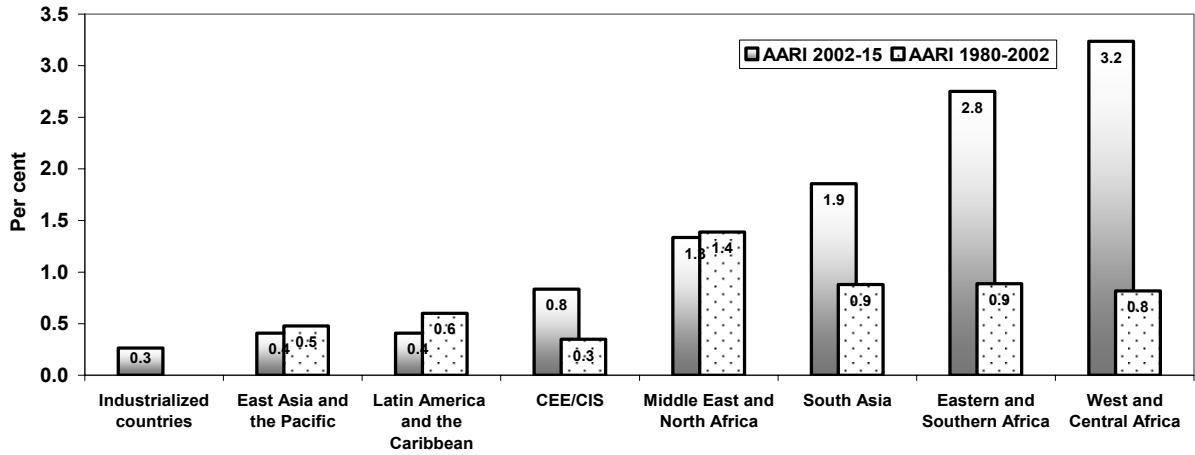
¹⁰ Their respective AARIs are 1.65, 4.96, 2.62, 2.72 and 3.84.



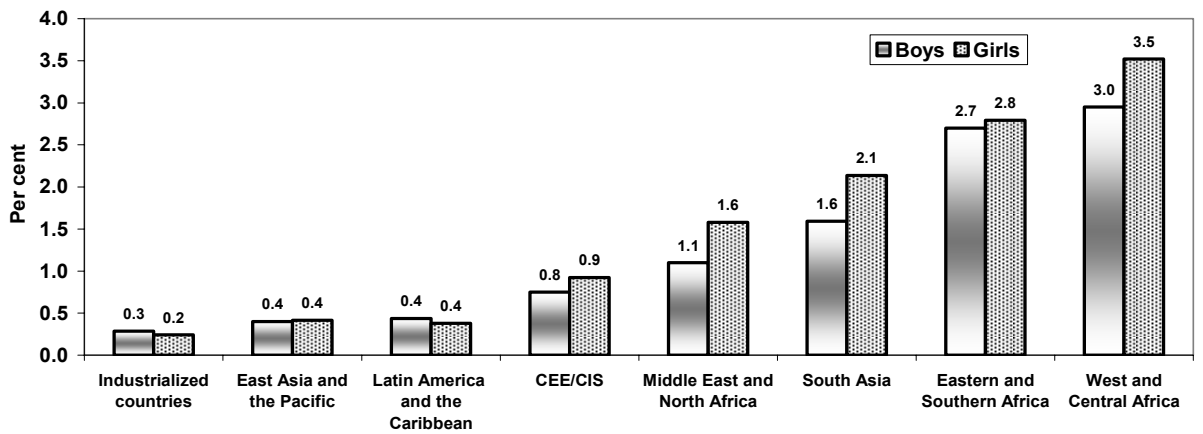
Most of the countries in East Asia and the Pacific, Latin America and the Caribbean, the Middle East and North African appear to be on target for 2015 if they maintain the AARI observed during 1981-2001. At the other extreme, most of the countries in sub-Saharan Africa, and to a lesser extent in South Asia, will require substantial efforts to attain 2015 targets. In West and Central Africa, for example, the challenge is to achieve a fourfold increase in the observed AARI (from 0.8 per cent to 3.2 per year between 2002 and 2015). A similar situation is easily observed for Eastern and Southern African countries. The situation in the CEE/CIS countries will require additional efforts to those in the recent past, but they have much better prospects of achieving the desired targets.

Gender is one of the factors for consideration in the design of policies, programs and interventions towards the achievement of the 2015 targets/goals. The AARIs required for girls are higher in all regions but East Asia and the Pacific, and Latin America and the Caribbean. In Eastern and Southern African countries the future AARIs are almost the same for boys and girls, in part due to the substantially greater increase for girls observed during 1981-2001. In Afghanistan, Burkina Faso, Central African Republic, Djibouti, Eritrea, Ethiopia, Mali, Niger, Sierra Leone, Somalia and Yemen the challenge is to produce AARIs above 4 per cent for girls.

Average annual rates of increase (AARI) observed during the period 1980-2002 and required for the 2015 goals/targets



Average annual rates of increase (AARI) required for the 2015 goals/targets by gender



IV. What challenges are involved?

Future actions by governments, international organizations, non-governmental organizations and civil society in general to increase primary school participation to the MDG level should take into consideration the cumulative knowledge to date. Factors associated with school participation can be clustered in two main groups: 1) characteristics of the children, including age and gender, their mother's education, and household place of residence and wealth; 2) current characteristics of such services provided by schools as the timing of initiating school, repetition of grades and drop-out rates.

Gender

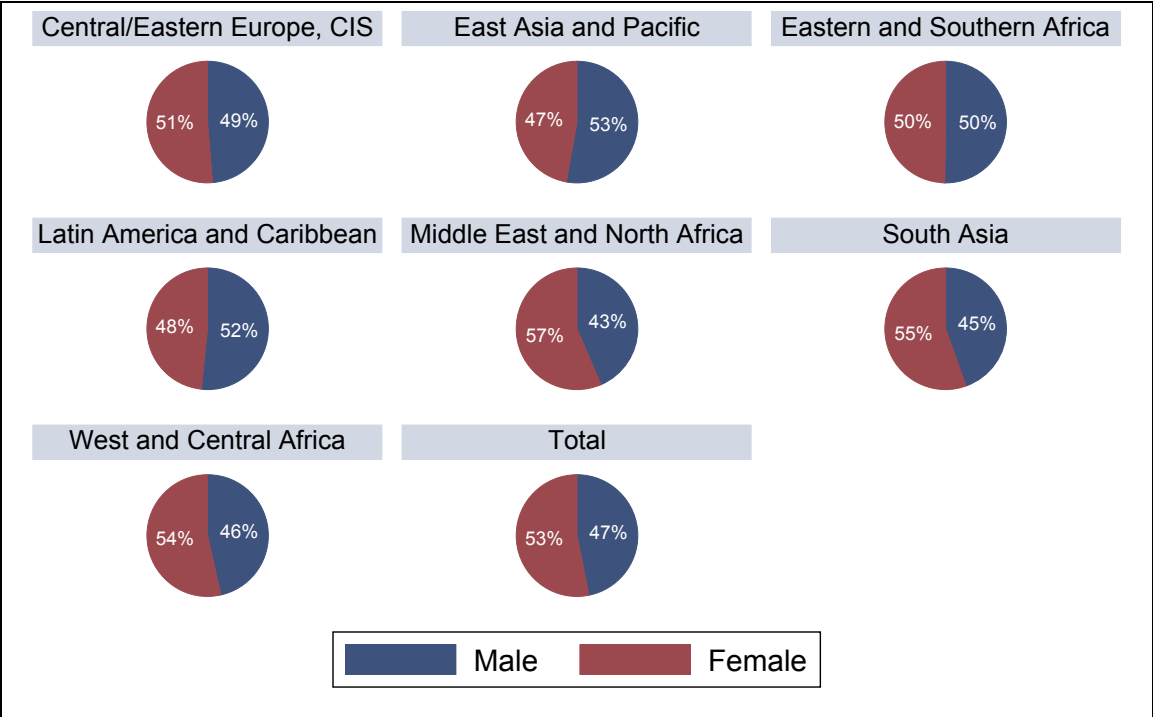
The average obtained from data for 80 countries indicates that for every 100 boys out of primary school there are 117 girls in the same situation. Major discrimination against girls is observed in the Middle East and North Africa, South Asia, and West and Central Africa, where the ratios are much higher (134, 129 and 118, respectively). Discrimination is particularly apparent in such countries as Yemen (184), Iraq (176), India and Benin (136), Nepal (135), Egypt (131), Pakistan (129) and Togo (126). Other regions with more favorable ratios for girls, as in the case of the Latin America and the Caribbean (96), still include some countries where ratios are unfavorable to girls (Bolivia, Guatemala and Peru, with values over 120). In the remaining countries of Latin America and the Caribbean (except Brazil) the ratios are considerably below 100 and in favor of girls.

Children out of primary school (%) by gender and region

Region	Total	Male	Female	Male-Female	Female/Male
CEE/CIS	11.8	11.3	12.3	-1.0	1.09
East Asia and the Pacific	12.4	12.7	12.1	0.6	0.95
South Asia	25.7	22.4	29.0	-6.6	1.29
Middle East and North Africa	24.3	20.8	27.9	-7.1	1.34
West and Central Africa	44.2	40.6	47.9	-7.3	1.18
Eastern and Southern Africa	38.8	38.6	39.0	-0.3	1.01
Latin America and the Caribbean	8.4	8.6	8.2	0.4	0.96
Total (based on 80 developing countries with survey data)	26.0	24.1	28.1	-4.0	1.17

Out of the total number of children who are out of primary school, 53 per cent are girls. This reflects the greater discrimination against girls observed in the Middle East and North Africa (57 per cent), South Asia (55 per cent), and West and Central Africa (54 per cent). The opposite effect is seen in countries in East Asia and the Pacific, and the Americas and the Caribbean, where a slightly greater proportion of children out of primary school is observed among boys (53 per cent and 52 per cent, respectively).

Male/Female (%) out of primary school by region



Box 2: Age and gender of the child

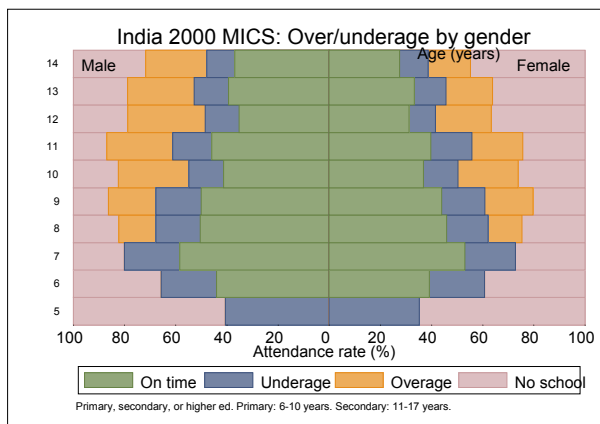
Age is one of the most important variables to be considered in the analysis of children out of primary school. The age of the child is first used by countries to determine the beginning and end of the primary school cycle. The current International Standard Classification of Education (ISCED) informs the defined and agreed-upon ages for the primary and secondary education cycles. Under normal circumstances, it is expected that children attend the corresponding grade and level for their age if they started the first grade of primary school at the corresponding age and if no grade repetition is observed. The reality is different, however, in most of the countries, particularly in the developing world.

In India, for example, some children are starting the primary education cycle (which typically applies to children age 6-10) at earlier ages. Yet by the time they are 11-14 years old, many of these children are still attending school at the primary education level. The main reasons for this trend are: 1) these children started their primary education after the corresponding age for grade, 2) many of them are repeating grades and 3) a combination of the first two factors. A significant proportion of children age 8 and older are attending a grade lower for their age (the 'overage' category). Some of the children found out of school in India have recently left school. Only 2 per cent of the primary-school-age children (6-10 years old) drop out of school, compared to 11 per cent among children 11-14 years old. Girls, unfortunately, appear to be more likely to drop out than boys (12 per cent versus 10 per cent, respectively).

School attendance by age and gender. India MICS 2000.

Country and school age group	Sex	Preschool/ Non-standard (%)	Primary (%)	Secondary (%)	Higher (%)	Left school (%)	Never in school (%)	In school (%)	Out of school (%)
India primary	Male	5.6	76.3	4.0	0.0	1.7	18.1	80.3	19.7
	Female	5.3	69.6	3.6	0.0	1.7	25.1	73.2	26.8
India secondary	Male	0.6	25.8	54.5	0.0	9.9	9.8	80.3	19.7
	Female	1.0	18.8	46.4	0.0	12.3	22.5	65.2	34.8

* A more complete description of the patterns of school attendance in India, Indonesia, Mali and Nigeria is included in tables 2.8 to 2.11 in the Appendix.



Area of residence

The importance of place of residence, as with gender, is due to urban versus rural population distribution in each country or region. As might be expected, more children were found to be out of school in rural areas (30 per cent) than in urban areas (18 per cent). Because most primary-school-age children in the developing world live in rural areas, it is also not surprising to find that 82 per cent of children who are out of primary school reside in rural areas.

In all the regions except CEE/CIS, the proportion of children out of primary school ranges from 1.5 to almost 2 times higher among children living in rural households than their urban counterparts. In 24 countries of these regions, the ratio is substantially greater than 2, particularly in Ethiopia (3.2), Eritrea (3.0), Burkina Faso and Nicaragua (2.9), Iraq (2.7), and Guinea, Guinea Bissau, Lao People's Democratic Republic and Malawi (2.5).

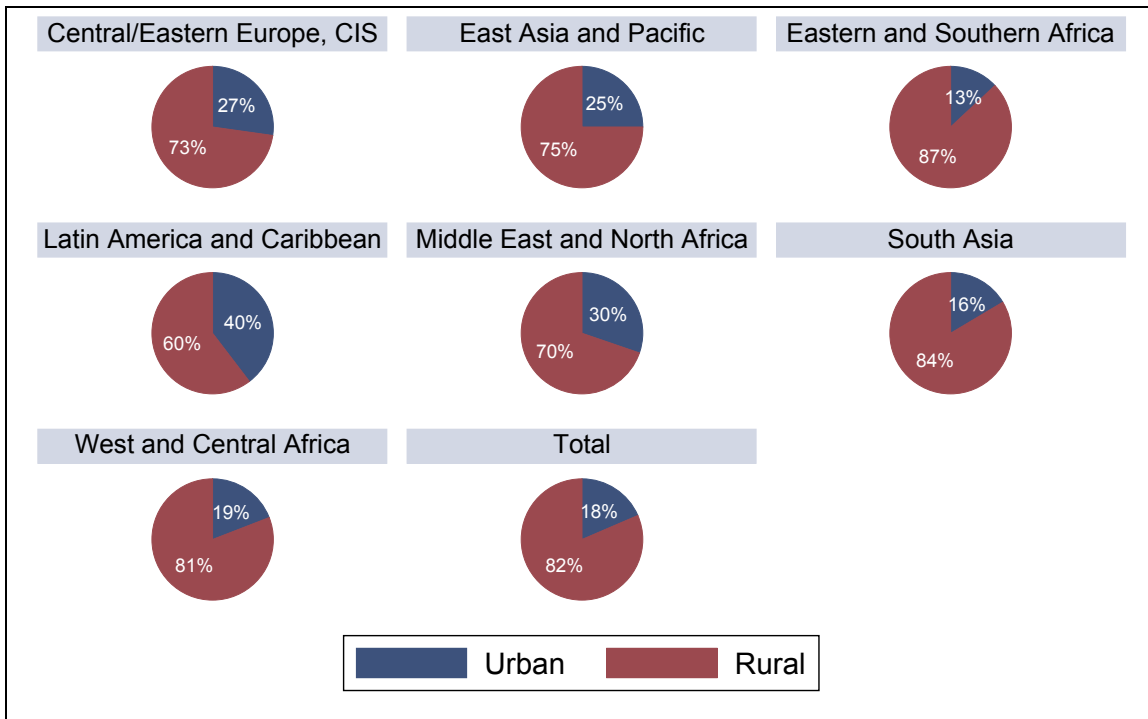
In three regions – West and Central Africa, South Asia, and Eastern and Southern Africa – more than 80 per cent of children out of primary school reside in rural households (81 per cent, 84 per cent and 87 per cent, respectively), compared to 60 per cent in Latin America and the Caribbean. Countries with notable percentages of rural out-of-school children include Ethiopia (96 per cent), Burkina Faso (95 per cent), Malawi (94 per cent), India and Bangladesh (84 per cent), and Pakistan (81 per cent). These countries represent substantial numbers of out-of-school children in rural areas as a result of their population size (e.g., India) or their relatively low levels of primary school attendance (Burkina Faso and Ethiopia).

The net effect of place of residence on the probability of school attendance is of relevance for a limited number of countries once other socio-economic and demographic variables such as mother's education and household wealth are taken into consideration.

Children out of primary school (%) by area of residence

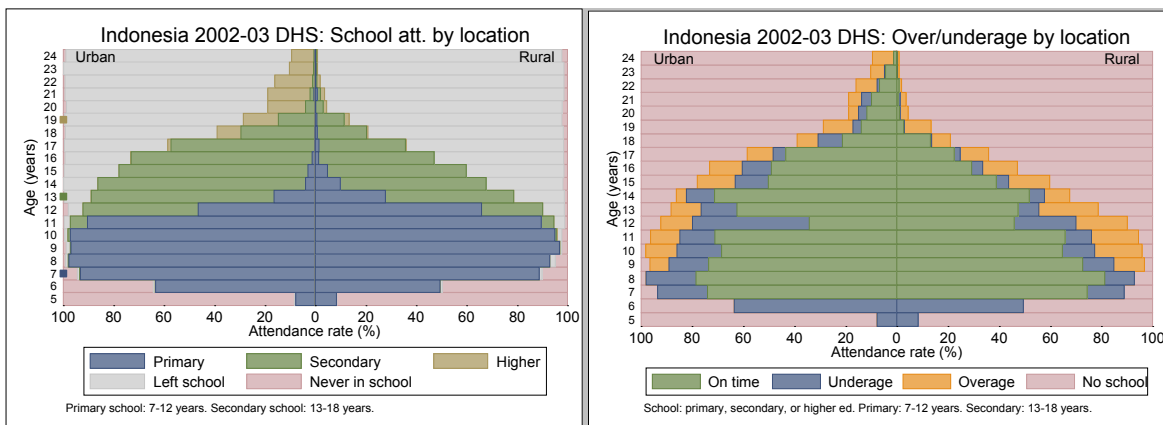
Region	Total	Urban	Rural	Urban-Rural	Rural/Urban
CEE/CIS	11.8	10.7	12.9	-2.2	1.20
East Asia and the Pacific	12.4	8.4	14.3	-5.9	1.70
South Asia	25.7	18.2	28.1	-9.9	1.54
Middle East and North Africa	24.3	16.5	32.0	-15.5	1.94
West and Central Africa	44.2	27.9	50.8	-22.9	1.82
Eastern and Southern Africa	38.8	22.0	42.4	-20.4	1.93
Latin America and the Caribbean	8.4	6.4	12.0	-5.7	1.89
Total (countries with survey data)	26.0	17.5	30.0	-12.5	1.71

Urban/Rural (%) out of primary school by region



Box 3: Age of the child and place of residence in Indonesia

The primary cycle in Indonesia covers children 7-12 years old, while secondary education covers children age 13-18. In both urban and rural areas the education system had almost covered both populations, leaving a very small percentage of children of primary and secondary age who had never been in school. Almost all children participated in school at one point in time. The proportion of children who have left school increases dramatically at age 13 and above. In rural areas 47 per cent of secondary-school-age children have left school, versus 30 per cent in urban areas.



A significant proportion of children attending school are in a grade that is lower for their age ('overage'), with a greater manifestation among children of primary school age living in the rural areas of Indonesia.

School attendance by age and place of residence

Country and school age group	Place of residence	Preschool/ Non-standard (%)	Primary (%)	Secondary (%)	Higher (%)	Left school (%)	Never in school (%)	In school (%)	Out of school (%)
Indonesia primary	Urban	0.0	86.7	9.4	0.0	2.2	1.7	96.0	4.0
	Rural	0.2	87.9	5.2	0.0	3.2	3.6	93.2	6.8
Indonesia secondary	Urban	0.0	4.1	64.0	1.9	29.6	0.5	70.0	30.0
	Rural	0.0	7.9	43.9	0.2	46.6	1.5	51.9	48.1

Two basic issues, drop-out rates and repetition rates, emerge from this analysis. Both rates appear to be significant and biased towards less favored populations. Drop-out rates are higher in the rural areas, in the poorest 20 per cent of the population, and among households with school-age children whose mothers have no education. Policies and interventions must therefore look closely at the socio-economic conditions conducive for children to stay in school, as well as the elements defining the quality of education provided.

Household wealth

The wealth index¹¹ classifies households and individuals in quintiles, allowing for multiple ways to compare groups by income level. The total obtained from household survey data shows that primary-school-age children belonging to the poorest 20 per cent of households are 3.2 times more likely to be out of primary school than those belonging to the richest 20 per cent. The highest levels of disparity are observed among children living in Latin America and the Caribbean, and in the Middle East and North Africa (a ratio of 4.5 each). Countries in the CEE/CIS show lower levels of disparity (1.6), especially when compared to Latin America and the Caribbean, where similar levels of children out of primary school prevail (12 per cent versus 8 per cent).

¹¹ Household wealth is used here as a proxy for poverty of the household in which children live. This indicator is constructed with data on household assets that was collected in MICS and DHS. Filmer and Pritchett (2001) have shown that an asset-based indicator of household wealth is a good alternative to indicators that are based on household income and expenditures. Filmer, Deon, and Lant H. Pritchett. 2001. Estimating wealth effects without expenditure data – or Tears: An application to educational enrolments in states of India. *Demography* 38 (1), February: 115-132.

Children out of primary school (%) by household wealth

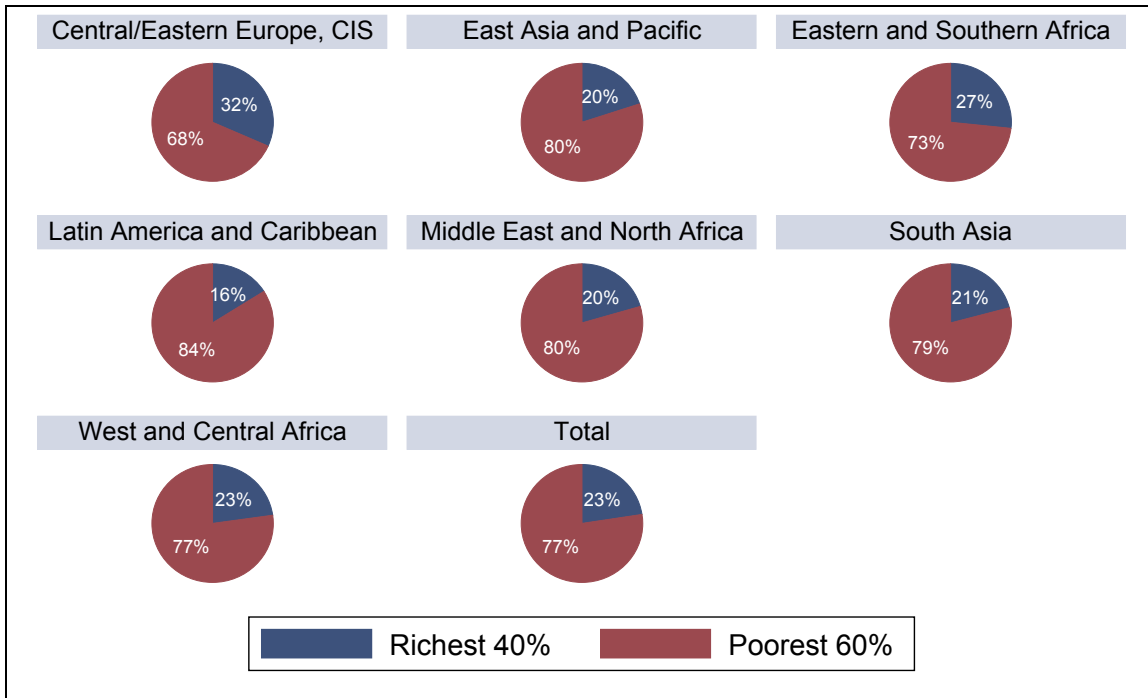
Region	Total	Richest 20%	Poorest 20%	Richest-Poorest	Poorest/Richest
CEE/CIS	11.8	9.6	15.0	-5.4	1.56
East Asia and the Pacific	12.4	6.0	21.5	-15.5	3.56
South Asia	25.7	10.6	33.7	-23.1	3.18
Middle East and North Africa	24.3	9.7	43.5	-33.8	4.49
West and Central Africa	44.2	18.1	61.4	-43.3	3.40
Eastern and Southern Africa	38.8	20.0	50.9	-30.9	2.54
Latin America and the Caribbean	8.4	4.0	18.2	-14.2	4.53
Total (countries with survey data)	26.0	12.1	38.3	-26.2	3.17

Individual countries in each of these regions exhibit extreme disparities, although at different levels of primary school participation. Examples include: Surinam, Peru, Venezuela and Nicaragua (6.0 or more) in Latin America and the Caribbean; Indonesia (5.6) in East Asia and the Pacific; Kazakhstan and Moldova (5.0 or more) in CEE/CIS; Cameroon (5.0) in West and Central Africa; Zambia, Madagascar and Eritrea (4.9 or more) in Eastern and Southern Africa; Sudan (North), Algeria and Bahrain (4.9 or more) in the Middle East and North Africa; and India (3.4) in South Asia.

Seventy seven per cent of children out of primary school belong to the poorest 60 per cent of households in the developing world. This situation is even worse in Latin America and the Caribbean (84 per cent), and Eastern and Southern Africa (80 per cent). At the country level, Cameroon, Eritrea, Indonesia, Iraq, Nicaragua, Sudan (North), Surinam and Venezuela present differences of 20 percentage points or more between the proportion of children of school age belonging to the poorest 60 per cent of the households and the proportion of children out of school in the same group. Beyond this small group of countries with extreme differences, it is possible to conclude that for all countries, except Trinidad and Tobago, the proportion of out-of-primary-school children from the poorest 60 per cent of the population is significantly greater than 60 per cent.

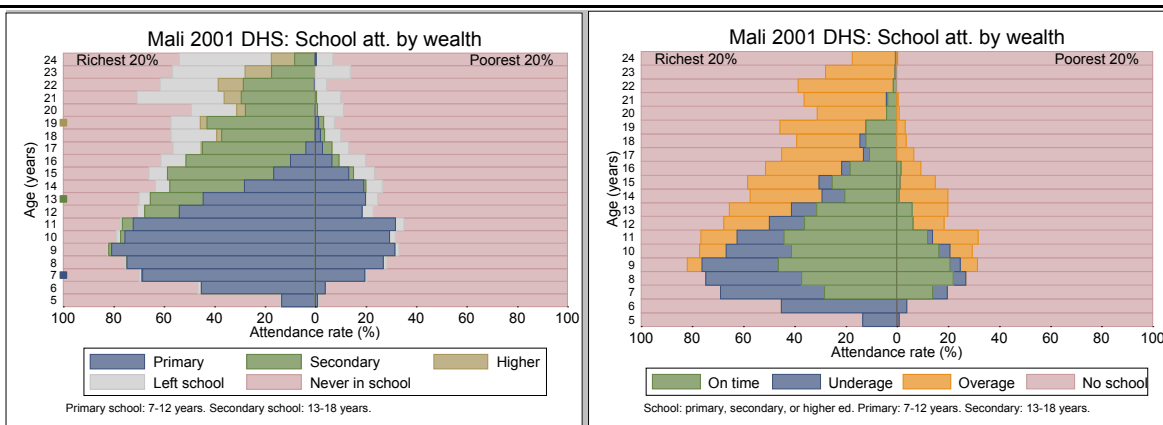
Disparity reduction in school attendance associated with household poverty requires programs and interventions that conform to the particular conditions of the country, the levels of school attendance and the complexity of the affected groups. In Venezuela, Nicaragua and Eritrea two thirds of school-age children and 90 per cent or more of children out of school are found in the poorest 60 per cent of households. The total percentage of children out of school is, however, only 7 per cent in Venezuela, 20 per cent in Nicaragua and 37 per cent in Eritrea. School attendance services for these children require different strategies and approaches.

Richest 40%/Poorest 60% out of primary school by region



Box 4: Age of the child and poverty

In Mali, more than 60 per cent of primary-school-age children are out of school and have never attended school. At the secondary level, only 29 per cent of secondary-school-age children are attending school (16 per cent in primary and 13 per cent in secondary). Children of the poorest 20 per cent of households barely participate in the education system; only 26 per cent of primary-school-age children attend primary school, and 14 per cent of secondary-school-age children are, in fact, attending primary school. A significant proportion of children in the richest 20 per cent of households are also out of school, either because they have never been in school or because they drop out of the system. This same group presents a high proportion of children attending a lower grade for their age ('overage').



The proportion of children who have left school in the recent past increases after age 9 among the children in the poorest 20 per cent of the population. This increase is contributing to a greater pool of children out of school at any age.

School attendance by age and household wealth

Country and school age group	Household wealth quintile	Preschool/ Non-standard (%)	Primary (%)	Secondary (%)	Higher (%)	Left school (%)	Never in school (%)	In school (%)	Out of school (%)
Mali primary	Richest	0.0	70.6	3.5	0.0	1.3	24.6	74.1	25.9
	Poorest	0.0	26.0	0.0	0.0	2.0	72.0	26.0	74.0
Mali secondary	Richest	0.0	18.4	34.6	0.4	9.3	37.3	53.4	46.6
	Poorest	0.0	12.4	1.5	0.0	6.9	79.1	14.0	86.0

Mali faces challenges related to basic participation in education as only a small proportion of the population is currently attending school. This participation can be determined by lack of access to school or by other factors restricting the ability of the population to enroll in and attend both primary and secondary school. The observed drop-out and overage rates are associated with late entry into the system, as well as prevalent repetition rates. Policies and interventions under these conditions require a comprehensive approach that responds to the needs of the population (including marginalized groups) and to the limitations imposed by currently available human and financial resources. To enhance participation and accountability, a greater involvement and commitment by members of the affected communities is also required.

Mother's education

Primary-school-age children whose mothers have no education are more than twice as likely to be out of school than children whose mothers have some education. More than one third of children whose mothers have no education are not in school, compared to only 16 per cent of children whose mothers have some education.

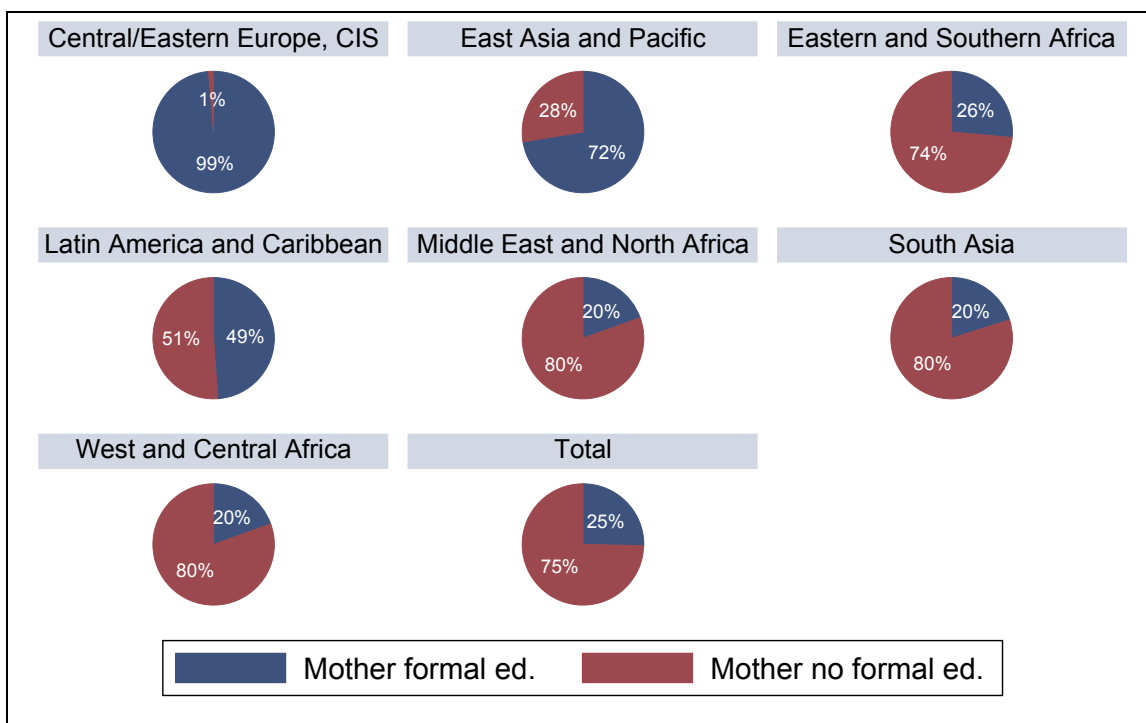
Children out of primary school (%) by mother's education

Region	Total	Mothers with education (1)	Mothers with no education (2)	(1)–(2)	(1)/(2)
CEE/CIS	11.8	12.7	20.0	-7.3	1.58
East Asia and the Pacific	12.4	9.9	24.1	-14.2	2.44
South Asia	25.7	12.6	33.6	-20.9	2.66
Middle East and North Africa	24.3	16.0	35.2	-19.3	2.21
West and Central Africa	44.2	23.9	54.2	-30.4	2.27
Eastern and Southern Africa	38.8	28.2	44.1	-15.9	1.56
Latin America and the Caribbean	8.4	7.5	18.8	-11.3	2.51
Total (countries with survey data)	26.0	16.2	36.1	-19.8	2.22

In West and Central Africa more than half (54 per cent) of the children of mothers with no education are out of primary school. However, in relative terms, greater disparity is observed in South Asia, and the in Latin America and the Caribbean, where children of mothers with no education are 2.5 times or more likely to be out of school than those of mothers with some education. In eight countries the proportion of children out of primary school among children of mothers with no education is three times or more the proportion observed among children of mothers with some education: Venezuela (4.8), Surinam (4.4), Cameroon (3.9), Cote d'Ivoire (3.7), Guyana (3.4), Eritrea (3.4), India (3.3) and Guinea Bissau (3.0). In Vietnam, the Philippines, Mongolia and Iraq the ratio is 2.8.

The relevance of the mother's education is a function of the proportion of mothers with no education, as well as their contribution to the total number of children out of school. Of all children of primary school age, 52 per cent belong to mothers with no education. However this proportion is much higher when estimated from the total number of primary-school-age children who are not attending school (75 per cent). In CEE/CIS almost all mothers (98 per cent) have had access to education and are the mothers of 99 per cent of all children out of school. At the other extreme, in the West and Central African countries (where 44 per cent of the primary-school-age children are out of school), 66 per cent of the children of primary school age and 81 per cent of those out of primary school live with mothers with no education. A similar situation is observed in the Middle East and North Africa, and South Asia. In Latin America and the Caribbean, almost 8 out of 10 mothers of primary-school-age children achieve some level of education but account for almost half of the children out of school, verifying in this way the before-mentioned high levels of disparity existing in this region.

Mother's education (with/without) out of primary school by region



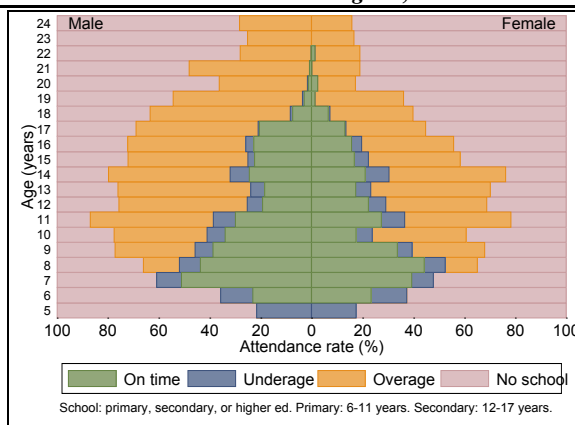
In Cameroon, India, Iraq, Nicaragua, Peru, Suriname and Venezuela there are 20 percentage points or more of difference between the proportion of school-age children with mothers without education and their participation in the total number of children out of school. Thus, in India, 23 per cent of primary-school-age children are out of school, and 86 per cent of these children have mothers with no education. Yet only 65 per cent of primary-school-age children have mothers with no education.

The before-mentioned description is without a doubt complex. The values at the country level show disparities in the proportions of children out of school by mother's education that tend to increase at higher levels of school attendance (less than 60 per cent of children out of primary school). Much greater efforts will be required in Latin America and the Caribbean, for example, to reduce the observed disparities among those countries with relatively low proportions of children out of primary school. In contrast, West and Central African countries will need to increase school participation, as well as reduce existing disparities.

Box 5: Age of the child and mother's education

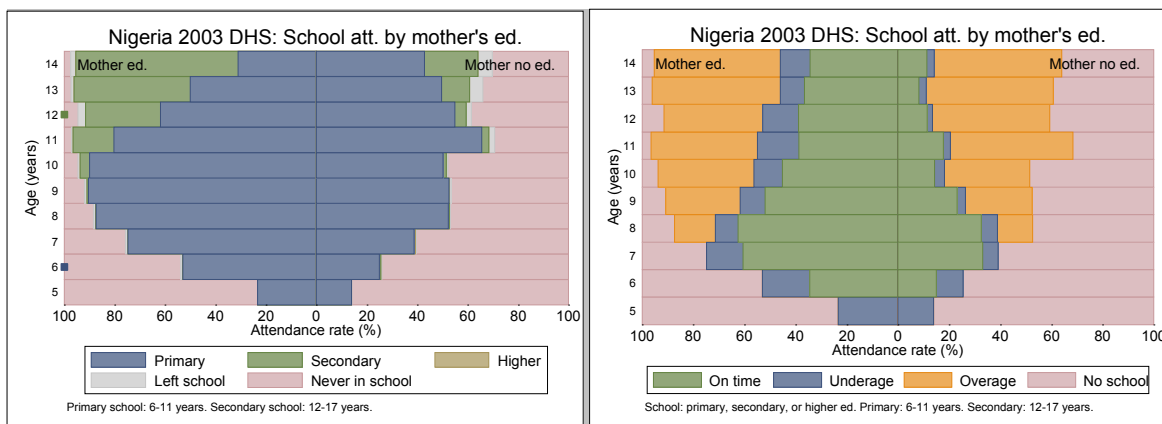
Sixty-two per cent of primary-school-age children attended school in Nigeria in 2003, although many of them were at grades lower than appropriate for their age. At the secondary level, almost two thirds of secondary-school-age children were attending school. Half of them, however, were still attending primary school, and two thirds were in a grade lower than their age. Although 'overage' is greater at the secondary school level, it affects different socio-economic groups in a similar way. Children attend lower grades for their age when starting school at later ages and/or when grade repetition is significant. Both situations appear to be the case in Nigeria primarily because the overage effect starts at age 8 and up and is accompanied by levels of school attendance below 60 per cent at ages 6 and 7.

School attendance in Nigeria, 2003



Among primary-school-age children, more than 80 per cent of children whose mothers have formal education are in school, compared to only 46 per cent among children of mothers with no education. For secondary-school-age children (12-17 years old), the corresponding values are 94 per cent and 61 per cent for mothers with formal education and mothers with no education, respectively. More than half of secondary age children are still attending primary school, however, leaving only 46 per cent of children whose mothers have formal education and 11 per cent of those whose mothers have no education attending secondary schools.

Almost all children who were out of primary school in Nigeria have never been in school; less than 1 per cent were children who 'left school'. This is remarkable if we consider the high proportion of children in grades lower for their age, normally one of the first steps towards stopping school participation. At the same time, some of the children who have never been in school may enter school at later ages. At the secondary level, only 8 per cent of secondary-school-age children drop out of school, while 23 per cent of that group has never attended school.



The perspective provided by these findings in terms of policy and future interventions is explicit in addressing the overage problem, first, to minimize existing repetition rates, and second, to increase the participation of children at the beginning of the primary cycle – that is among children 6 years old. Of importance for the second goal is the promotion and development of programs that increase school readiness for primary education.

School attendance by age and mother's education level

Country and school age group	Mother's education level	Preschool/ Non-standard (%)	Primary (%)	Secondary (%)	Higher (%)	Left school (%)	Never in school (%)	In school (%)	Out of school (%)
Nigeria primary	Mother ed.	7.1	78.6	2.8	0.0	0.8	17.8	81.4	18.6
	Mother no ed.	2.4	45.1	0.7	0.1	0.7	53.4	45.9	54.1
Nigeria secondary	Mother ed.	0.2	48.5	45.7	0.0	2.2	3.6	94.2	5.8
	Mother no ed.	0.0	50.4	10.5	0.0	4.0	35.1	60.9	39.1

Net effects/multivariate analysis

The net effects of the variables described above on the likelihood of school attendance are identified with a multivariate regression analysis. In the model, the dependent variable is current school attendance, and the independent variables are age, gender, place of residence, household wealth and mother's education

Household wealth, mother's education and child's age are significant and positive in 64 of the 68 countries, confirming the descriptive results presented earlier. Age of the child did not significantly affect the probability of having been out of school in Burkina Faso, Indonesia, Iraq and Kazakhstan. Similarly, poverty was not significantly associated with the probability of not attending school in three CEE/CIS countries: Kazakhstan, Azerbaijan and Tajikistan. (This may be explained by the fact that in these three countries, the proportions of out-of-school, primary-

school-age children – at 2 per cent, 9 per cent and 19 per cent, respectively – are much below the average for all 80 countries included in this analysis.)

Finally, a mother’s education was not significantly associated with the probability of having been out of primary school in Armenia, Azerbaijan, Kazakhstan, Tajikistan and Uzbekistan, mostly because almost all mothers have some education.

Children in school, logistic regression

Background Variables	Number of countries	Odds ratio >1 and significant*	Odds ratio <1 and significant*	Odds ratio No significant
Age	68	64	--	4
Male	68	30	9	29
Urban	68	24	7	37
Richest wealth quintile	68	64	1	3
Mother has formal education	68	63	--	5

*Significant at 5 per cent level minimum.

The gender of the child was not significantly associated with the probability of being out of school in more than 40 per cent of the countries (29 of 68 analysed countries). These results confirm the descriptive analysis when differences between boys and girls are above or below 10 percentage points. Yet, in nine countries – Botswana, Haiti, Kenya, Lesotho, Malawi, Nicaragua, Philippines, South Africa and Suriname – boys are more likely than girls to have been out of primary school, confirming the descriptive results.

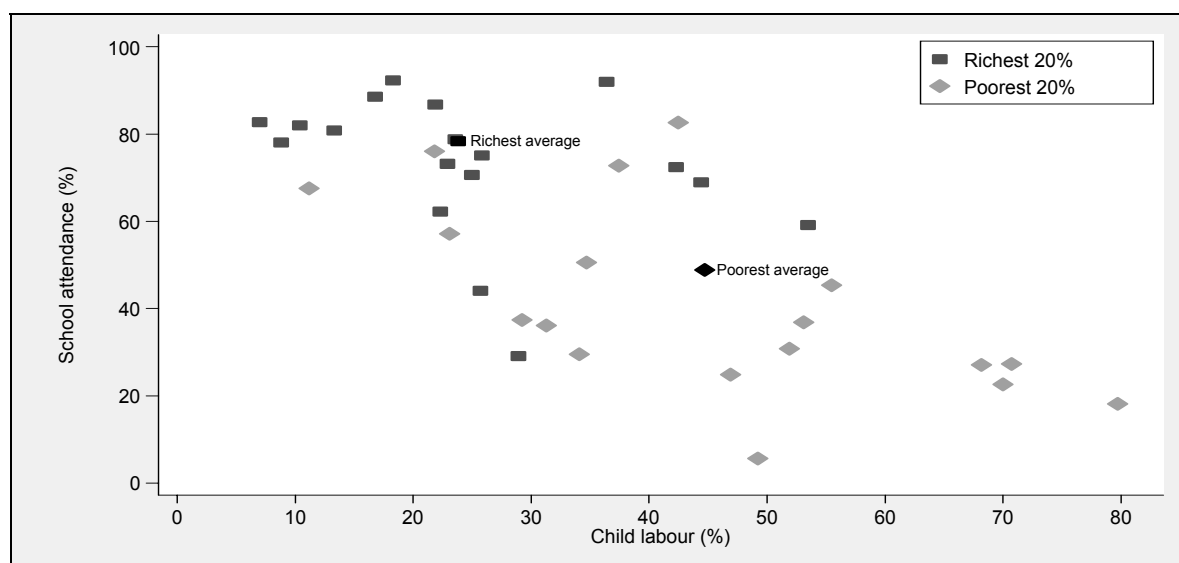
Place of residence also produced mixed results, with 37 out of 68 countries demonstrating that the variable does not have a direct association with the probability of having been out of school. In seven countries, the highest probability of having been out of primary school is observed among children residing in urban areas (Bangladesh, Colombia, Dominican Republic, Egypt, Lesotho, Uganda and Zambia). Except for the Dominican Republic, these countries have previously shown, at the descriptive levels, greater disadvantage for children of rural areas. One way of interpreting these changes (from rural to urban effects) is that in the original association (descriptive level) the net effects of poverty and mother’s education were also reflected as place of residence. Once these two factors are kept constant, the real effect of place of residence indicates a greater disadvantage for children living in urban areas in these countries. These findings are of paramount importance when designing policies, programs and interventions aiming towards the final goal of universal primary education.

BOX 6: CHILD LABOUR AND SCHOOL PARTICIPATION

Factors affecting school attendance in sub-Saharan Africa

The strongest determinants of school attendance in sub-Saharan Africa are household wealth and mother's education, according to a UNICEF analysis of 18 countries that also examined the effect of child labour on school attendance.¹² This finding clearly indicated that in order to increase the levels of school attendance, policies should focus on poverty reduction through such methods as income transfers to poor families. This would allow parents to forgo the contribution of their children to household income, were the latter attending school instead of working. Children from the poorest households are more likely to work and less likely to be in school than children from the richest households.

Child labour and school attendance in sub-Saharan Africa, by household wealth, children age 7-14



The second conclusion drawn from the study is that child labour is one of the major factors constraining school attendance for the majority of the countries analysed. For 10 of 18 countries, being engaged in child labour adds, on average, 9 percentage points to the probability that a child will not attend school. The probability of not attending school is disproportionately skewed against girls. For girls, the marginal effect of child labour on school attendance (-11 percentage points) is, in relative terms, 40 per cent higher than the marginal effect of child labour on boys' school attendance (-7 percentage points). One hypothesis could be that the countries with high gender disparities are also those with the least developed economic and social infrastructures. The absence of such infrastructure as rural electrification, community water systems, preventive health services and pre-school facilities increases the time that girls must spend on household chores, thus limiting their time available for attending school.

¹² Gibbons, Elizabeth D., Friedrich Huebler, and Edilberto Loaiza. 2005. Child labour, education and the principle of non-discrimination. In *Human rights and development: Towards mutual reinforcement*, edited by Philip Alston and Mary Robinson. New York: Oxford University Press.

The net effects of child labour on school attendance were, however, not statistically significant in seven countries. This study shows that other factors besides time spent working prevent children from realizing their right to education; these factors need to be identified on a case-by-case basis to ensure that policy interventions are appropriate. Such factors can include the quality of education, the physical access to schools, and the child's nutritional and health status, as well as cultural barriers.

That child labour significantly increases the probability of dropping out of school was confirmed in only half of the countries in the sample. This confirms the need for much more sophisticated causal analyses when designing policy responses to the problem of retention in school. Attention must be paid, for example, to the structure of the local economy, which could be a 'pull' factor on children's participation in the labour market. Another essential factor for consideration is the country's legal framework, including the maximum age for compulsory school attendance, the minimum age of employment and the minimum age of marriage.

Policy recommendations

a) The human rights approach to statistical analysis is a useful tool for determining the causes of violations of each child's right to education, revealing discriminations on the basis of gender and poverty. Better indicators, more refined survey methodologies and deeper analyses are needed to identify the scope of the child labour problem, who is affected, and its relationship with school attendance and achievement. A universally accepted 'gender equalizing' indicator of child labour must be created.

b) This study, by demonstrating that the relationship between child labour and education is not a simple or predictable one, also confirms that a holistic, multisectoral development approach, consistent with the principle of indivisibility of rights, is needed to address both issues.

c) Poverty reduction strategies must be vigorously pursued as an integral response to poor school attendance, given that in all 18 countries in the study, poverty was a constraining factor on school attendance for both boys and girls.

d) The mother's education as a determinant for assuring a child's school attendance reinforces and gives renewed impetus to the Millennium Development Goals for gender equity in schools by 2005, and universal primary education for girls and boys by 2015. Countries must invest in girls' education over the long term.

Overall, the study establishes that there is an intricate nexus of factors that influence whether a child attends school, and child labour is but one of them. Even though most parents want education for their children, some may perceive school as irrelevant. Some have observed children who finish school doing the same work as their peers who have dropped out of school, and the dropouts may be seen as having a head start in the labour market. Other factors affecting school attendance and achievement can include teachers' and administrators' attitudes, biased and irrelevant curricula, discriminatory and abusive treatment of children (such as corporal punishment and sexual abuse), or deprived conditions (poor infrastructure, no books, poorly prepared teachers). In reality, the lack of respect for children's rights within the school, along with the poor quality of education itself, can drive children out of the system and into child labour.

V. What are the opportunities?

The goal of universal primary education by 2015 will be achieved when all children attend primary school at the right time, with the right competencies to stay in school, and under appropriate conditions to guarantee desirable competencies and learning achievements. Most of the options available to fulfill these goals are already known and have been tried in a variety of settings. Lant Pritchett¹³ developed an analytical framework to assess options that consider both the demand for education and the supply of education services. The author identifies four opportunities available for addressing the existing deficits in primary education and the conditions under which devoting additional public resources will produce high returns

The main argument is that early childhood preparation, enrolment, persistency and learning achievement are outcomes of decisions taken by households and educators. These opportunities are feasible interventions that could affect those outcomes in the long run by changing the behaviours taken by households and teachers. The desired changes in behaviour may require a clear rationale and/or justification. The four basic opportunities are: physical expansion, improved quality, expanded demand for schooling through increased income or rising returns, and reductions in the cost of schooling to increase demand.

These opportunities may need a fifth element to create the conditions for effective policy action responding to the ways in which schooling is organized. That element would be a systemic school reform to increase accountability and to emphasize the orientation of education towards performance rather than input alone.

¹³ Lant Pritchett. 2004 "Towards a new consensus for addressing the global challenge of the lack of education". Kennedy School of Government, Harvard University.

Opportunities	Conditions under which additional public resources applied to opportunities 1-4, accompanied by system reform, could produce high returns...	Frequency of the possibility of high payoffs
1. System expansion	Demand under existing conditions exceeds supply as evidenced by: large class sizes (especially in upper grades); students willing to travel long distances. Schools of adequate quality can be provided as evidenced by high retention in existing schools.	Rare
2. Improve quality: a) radial expansion of budgets b) selective expansions of inputs c) rigorous evaluation of impact	Producers are (reasonably) efficient as evidenced by: cost ratios near norms, active management for effectiveness, ability to measure resource use, measurement quality. Educational system capable of managing and implementing programs for expansion of high-impact -inputs as evidenced by: measurement of quality (to monitor quality improvement), capability of active management, teaching force capable of implementing new techniques/utilizing new inputs. Knowledge about effectiveness is scarce. Some possibility of impact on decisions	Rare Rare to uncommon in poorest settings; common in middle-income countries. Common (since this capability can be 'cocooned')
3. Economic reforms to stimulate demand	Existing returns to education are low. Reforms are possible that will raise economic growth and returns to schooling.	Common in sub-Saharan Africa, uncommon elsewhere. Common – feasibility case by case.
4. Demand side transfers/cost reduction	Existing school is of adequate quality, as evidenced by low repetition, high persistence, and preferably, by measurement. Administrative capability of targeting at reasonable cost. Alternative sources to generate revenue.	Rare to uncommon in poorest countries; more common in middle-income countries

Source: Lant Pritchett. 2004 "Towards a new consensus for addressing the global challenge of the lack of education". Kennedy School of Government, Harvard University. Table 12, page 69.

VI. Statistical tables

Table 1. Primary school net enrolment/attendance ratios (NE/AR) around 2000, average annual rates of increase (AARI) during the period 1980-2002. NE/AR estimates by 2005, and AARI in the NE/AR required for 100 percent NE/AR in 2015 according to gender and country.

Country	Year of estimate	Total NE/AR	Boys NE/AR	Girls NE/AR	GPI* (Girls/Boys)	Total AAR observed 1980-2001	Boys AAR observed 1980-2001	Girls AAR observed 1980-2001	Total NAR 2005	Boys NAR 2005	Girls NAR 2005	Boys-Girls 2005	Total AAR required for 2015 Goal	Boys AAR required for 2015 Goal	Girls AAR required for 2015 Goal
CEE/CIS															
Albania	2000	97.2	97.3	97.0	1.00	...	...	...	...	...	...	...	0.19	0.18	0.20
Armenia	2001	87.5	87.9	87.0	0.99	0.02	0.02	0.03	87.6	88.0	87.1	0.9	0.90	0.86	0.93
Azerbaijan	2001	79.9	80.6	79.2	0.99	0.06	0.00	0.12	80.2	80.6	79.7	1.0	1.44	1.39	1.49
Belarus	2001	93.2	...	...	...	...	...	...	...	...	...	...	0.48	...	...
Bosnia and Herzegovina	2001	86.2	87.3	85.1	0.99	0.20	0.05	0.33	87.0	87.5	86.4	1.1	0.99	0.91	1.07
Bulgaria	2001	92.3	92.9	91.8	0.99	...	...	...	...	...	...	...	0.55	0.51	0.59
Croatia	2001	94.7	95.1	94.3	1.00	...	...	...	...	...	...	...	0.38	0.35	0.41
Georgia	2001	90.7	90.9	90.5	1.00	...	...	...	...	...	...	...	0.66	0.65	0.68
Kazakhstan	2001	95.7	94.8	96.7	1.01	0.03	0.02	0.04	95.9	94.9	96.8	-1.9	0.30	0.37	0.24
Kyrgyzstan	2001	90.0	91.7	88.4	0.98	0.04	-0.01	0.07	90.2	91.6	88.7	3.0	0.71	0.60	0.83
Macedonia	2001	97.5	97.0	98.0	1.01	...	...	...	...	...	...	...	0.18	0.22	0.14
Moldova	2001	82.2	82.5	81.9	1.00	0.02	0.00	0.03	82.3	82.5	82.0	0.5	1.27	1.25	1.29
Romania	2001	91.6	91.9	91.3	1.00	...	...	...	...	...	...	...	0.60	0.58	0.62
Russia	2001	88.6	88.0	89.2	1.01	...	...	...	...	...	...	...	0.82	0.86	0.77
Serbia and Montenegro	2000	76.2	76.1	76.4	1.00	...	...	...	...	...	...	...	1.58	1.60	1.57
Tajikistan	2001	96.0	98.7	93.3	0.97	0.06	0.00	0.12	96.3	98.7	93.7	4.9	0.29	0.09	0.48
Turkey	2001	87.9	91.0	84.8	0.96	0.72	0.35	1.09	90.8	92.4	89.1	3.3	0.86	0.64	1.09
Turkmenistan	2000	81.8	82.8	80.8	0.99	0.05	0.01	0.08	82.1	82.9	81.2	1.7	1.21	1.15	1.28
Ukraine	2001	90.2	90.3	90.1	1.00	...	...	...	...	...	...	...	0.70	0.69	0.71
Uzbekistan	2001	80.3	80.8	79.9	0.99	0.00	0.02	-0.01	80.3	80.8	79.8	1.0	1.40	1.37	1.44
East Asia and the Pacific															
Brunei Darussalam	2001	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cambodia	2001	65.3	65.8	64.7	0.99	0.64	0.17	0.95	67.8	66.5	68.5	-2.0	2.48	2.44	2.52
China	2001	95.9	95.6	96.3	1.00	...	...	...	...	...	...	...	0.29	0.32	0.27
Cook Islands	2000	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Fiji	2001	99.7	99.5	100.0	1.00	...	...	...	...	...	...	...	0.02	0.04	0.00
Indonesia	2001	96.3	96.7	95.9	1.00	0.52	0.27	0.78	98.4	97.8	99.0	-1.2	0.26	0.23	0.29
Kiribati	2000	98.9	97.9	100.0	1.01	...	...	...	...	...	...	...	0.07	0.14	0.00
Korea, DPR	2001	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Korea, Republic	2002	99.8	100.0	99.7	1.00	...	...	...	...	...	...	...	0.01	0.00	0.03
Lao PDR	2001	82.8	86.1	79.4	0.96	0.79	0.35	1.21	85.9	87.5	84.2	3.3	1.23	1.00	1.47
Malaysia	2001	95.2	95.1	95.3	1.00	...	...	...	...	...	...	...	0.34	0.35	0.34
Marshall Islands	2001	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Micronesia	2001	95.8	91.9	100.0	1.04	...	...	...	...	...	...	...	0.30	0.58	0.00
Mongolia	2001	90.1	88.2	92.0	1.02	-0.64	-0.74	-0.55	87.5	85.3	89.8	-4.6	0.71	0.84	0.57
Myanmar	2001	81.9	81.8	82.0	1.00	0.79	0.69	0.88	85.0	84.5	85.5	-0.9	1.29	1.30	1.29
Nauru	1998	81.0	79.6	82.4	1.02	...	...	...	...	...	...	...	1.12	1.20	1.03
Niue	2001	97.2	100.0	94.1	0.97	...	...	...	...	...	...	...	0.20	0.00	0.42
Palau	2000	96.6	100.0	93.1	0.96	...	...	...	...	...	...	...	0.23	0.00	0.46
Papua New Guinea	2001	73.0	76.8	68.9	0.94	...	...	...	...	...	...	...	1.93	1.66	2.22
Philippines	2001	93.5	92.4	94.6	1.01	0.07	0.05	0.10	93.8	92.6	95.0	-2.5	0.47	0.54	0.38
Samoa	2001	96.8	96.9	96.6	1.00	...	...	...	...	...	...	...	0.23	0.22	0.24
Singapore	2001	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	2001	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Thailand	2001	86.7	88.0	85.5	0.99	...	...	...	...	...	...	...	0.95	0.86	1.04
Timor-Leste	2001	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	2001	95.8	96.0	95.5	1.00	...	...	...	...	...	...	...	0.30	0.28	0.32
Tuvalu	2000	97.9	100.0	95.6	0.98	...	...	...	...	...	...	...	0.14	0.00	0.29
Vanuatu	2001	93.7	92.9	94.6	1.01	...	...	...	...	...	...	...	0.45	0.51	0.39
Viet Nam	2002	96.2	96.5	95.9	1.00	0.17	0.07	0.26	96.7	96.7	96.7	0.0	0.29	0.27	0.32
Eastern and Southern Africa															
Angola	1998	61.5	66.0	56.9	0.93	0.90	0.39	1.46	67.8	68.8	67.2	1.6	2.27	2.00	2.53
Botswana	2001	81.1	79.3	82.9	1.02	1.23	1.35	1.13	86.0	84.7	87.4	-2.7	1.35	1.48	1.22
Burundi	2001	53.5	58.9	48.1	0.90	0.83	0.59	1.08	56.8	61.2	52.4	8.8	3.32	2.94	3.71
Comoros	1999	55.1	59.9	50.2	0.91	1.54	1.43	1.73	64.3	68.5	60.5	8.0	2.81	2.51	3.11
Eritrea	2001	42.9	46.1	39.6	0.92	1.41	1.13	1.61	48.5	50.6	46.0	4.6	4.08	3.85	4.32
Ethiopia	2001	30.6	33.1	28.0	0.92	1.02	0.98	1.03	34.6	37.0	32.1	4.9	4.96	4.78	5.14
Kenya	2001	70.2	69.7	70.8	1.01	0.73	0.33	1.08	73.2	71.0	75.1	-4.1	2.13	2.16	2.09
Lesotho	2001	84.7	81.4	88.0	1.04	0.35	0.48	0.26	86.0	83.3	89.0	-5.7	1.10	1.33	0.86
Madagascar	2001	69.0	68.6	69.4	1.01	1.41	1.40	1.43	74.7	74.2	75.1	-1.0	2.21	2.24	2.18
Malawi	2001	81.5	81.5	81.5	1.00	0.89	0.44	1.25	85.0	83.3	86.5	-3.2	1.32	1.32	1.32
Mauritius	2001	99.2	98.5	100.0	1.01	...	...	...	...	...	...	...	0.05	0.11	0.00
Mozambique	2001	59.7	63.5	56.0	0.94	0.99	0.75	1.19	63.7	66.5	60.7	5.7	2.88	2.61	3.14
Namibia	2001	78.4	75.9	80.9	1.03	0.71	0.66	0.76	81.3	78.6	83.9	-5.4	1.54	1.72	1.36
Rwanda	2001	84.3	83.1	85.4	1.01	1.25	0.81	1.58	89.3	86.4	91.7	-5.3	1.12	1.20	1.04
Seychelles	2001	94.8	94.9	94.7	1.00	...	...	...	...	...	...	...	0.37	0.36	0.38
Somalia	2001	10.8	11.6	10.1	0.93	0.32	0.24	0.50	12.1	12.6	12.1	0.5	6.37	6.31	6.42
South Africa	2001	93.9	92.9	94.9	1.01	0.53	0.43	0.62	96.0	94.6	97.4	-2.8	0.44	0.51	0.36
Swaziland	2001	77.0	76.6	77.4	1.01	0.74	0.59	0.87	80.0	79.0	80.9	-1.9	1.64	1.67	1.61
Tanzania	2001	54.4	54.3	54.5	1.00	0.91	0.34	1.41	58.1	55.7	60.1	-4.4	3.26	3.26	3.25
Uganda	2001	78.9	78.4	79.4	1.01	0.92	0.41	1.35	82.6	80.0	84.8	-4.8	1.51	1.54	1.47
Zambia	2001	66.6	66.9	66.3	1.00	0.39	0.04	0.70	68.2	67.1	69.1	-1.9	2.39	2.36	2.41
Zimbabwe	2002	80.5	80.0	81.0	1.01	0.62	0.34	0.84	82.4	81.1	83.5	-2.5	1.50	1.54	1.46

Country	Year of estimate	Total NE/AR	Boys NE/AR	Girls NE/AR	GPI* (Girls/Boys)	Total AAR observed 1980-2001	Boys AAR observed 1980-2001	Girls AAR observed 1980-2001	Total NAR 2005	Boys NAR 2005	Total NAR 2005	Boys-Girls 2005	Total AAR required for 2015 Goal	Boys AAR required for 2015 Goal	Girls AAR required for 2015 Goal
Industrialized countries															
Andorra	2001	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Australia	2002	95.2	94.8	95.6	1.00	...	...	...	...	...	...	...	0.37	0.40	0.34
Austria	2001	89.9	89.2	90.6	1.01	...	...	...	...	...	...	...	0.72	0.77	0.67
Belgium	2001	99.1	99.0	99.1	1.00	...	...	...	...	...	...	...	0.07	0.07	0.06
Canada	2000	99.6	99.5	99.7	1.00	...	...	...	...	...	...	...	0.03	0.03	0.02
Cyprus	2001	98.5	98.2	98.8	1.00	...	...	...	...	...	...	...	0.11	0.13	0.09
Czech Republic	2001	88.5	88.5	88.4	1.00	...	...	...	...	...	...	...	0.82	0.82	0.83
Denmark	2001	100.0	100.0	100.0	1.00	...	...	...	...	...	...	...	0.00	0.00	0.00
Estonia	2001	98.8	98.7	99.0	1.00	...	...	...	...	...	...	...	0.09	0.10	0.07
Finland	2001	99.8	99.7	99.8	1.00	...	...	...	...	...	...	...	0.02	0.02	0.01
France	2001	99.7	99.6	99.8	1.00	...	...	...	...	...	...	...	0.02	0.03	0.01
Germany	1999	83.8	83.1	84.7	1.01	...	...	...	...	...	...	...	1.01	1.06	0.96
Greece	2001	99.3	99.4	99.3	1.00	...	...	...	...	...	...	...	0.05	0.05	0.05
Hungary	2001	98.8	98.4	99.2	1.00	...	...	...	...	...	...	...	0.09	0.11	0.06
Iceland	2001	99.8	99.8	99.7	1.00	...	...	...	...	...	...	...	0.02	0.01	0.02
Ireland	2001	95.5	94.7	96.3	1.01	...	...	...	...	...	...	...	0.32	0.38	0.26
Israel	2001	98.0	97.9	98.1	1.00	...	...	...	...	...	...	...	0.14	0.15	0.13
Italy	2001	99.6	99.7	99.4	1.00	...	...	...	...	...	...	...	0.03	0.02	0.04
Japan	2001	100.0	100.0	100.0	1.00	...	...	...	...	...	...	...	0.00	0.00	0.00
Latvia	2001	89.2	88.6	89.8	1.01	...	...	...	...	...	...	...	0.77	0.82	0.73
Lithuania	2001	97.0	97.0	97.0	1.00	...	...	...	...	...	...	...	0.22	0.22	0.22
Luxembourg	2001	97.1	97.1	97.1	1.00	...	...	...	...	...	...	...	0.21	0.21	0.21
Malta	2001	95.4	95.4	95.5	1.00	...	...	...	...	...	...	...	0.33	0.33	0.32
Monaco	2001	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands	2001	99.4	100.0	98.8	0.99	...	...	...	...	...	...	...	0.04	0.00	0.09
New Zealand	2002	99.3	99.6	99.0	1.00	...	...	...	...	...	...	...	0.05	0.03	0.08
Norway	2001	99.8	99.7	99.9	1.00	...	...	...	...	...	...	...	0.02	0.02	0.01
Poland	2001	98.2	98.0	98.3	1.00	...	...	...	...	...	...	...	0.13	0.14	0.12
Portugal	2001	99.0	98.7	99.3	1.00	...	...	...	...	...	...	...	0.07	0.09	0.05
San Marino	2001	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Slovakia	2001	87.0	86.2	87.9	1.01	...	...	...	...	...	...	...	0.93	0.98	0.87
Slovenia	2001	95.3	95.2	95.3	1.00	...	...	...	...	...	...	...	0.34	0.34	0.33
Spain	2001	99.6	99.9	99.3	1.00	...	...	...	...	...	...	...	0.03	0.01	0.05
Sweden	2001	99.5	99.7	99.3	1.00	...	...	...	...	...	...	...	0.03	0.02	0.05
Switzerland	2001	99.7	99.7	99.7	1.00	...	...	...	...	...	...	...	0.02	0.02	0.02
United Kingdom	2001	100.0	100.0	99.9	1.00	...	...	...	...	...	...	...	0.00	0.00	0.01
United States	2001	93.7	93.1	94.4	1.01	...	...	...	...	...	...	...	0.45	0.49	0.40
Latin America and the Caribbean															
Antigua and Barbuda	2001	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Argentina	2001	99.8	100.0	99.6	1.00	...	...	...	...	...	...	...	0.01	0.00	0.03
Bahamas	2001	92.9	90.9	95.1	1.02	...	...	...	...	...	...	...	0.50	0.65	0.35
Barbados	2001	97.7	97.4	97.9	1.00	...	...	...	...	...	...	...	0.17	0.18	0.15
Belize	2000	97.9	97.5	98.2	1.00	...	...	...	...	...	...	...	0.14	0.17	0.12
Bolivia	2001	95.7	95.5	96.0	1.00	0.55	0.25	0.82	97.9	96.5	99.3	-2.8	0.30	0.32	0.28
Brazil	2001	94.5	93.6	95.5	1.01	0.35	0.31	0.40	95.9	94.8	97.0	-2.2	0.39	0.46	0.32
Chile	2002	86.5	87.0	86.0	0.99	...	...	...	...	...	...	...	1.04	1.00	1.08
Colombia	2001	89.4	89.7	89.1	1.00	0.27	0.23	0.31	90.5	90.6	90.3	0.3	0.76	0.74	0.78
Costa Rica	2001	90.8	90.0	91.5	1.01	...	...	...	...	...	...	...	0.66	0.71	0.61
Cuba	2001	97.1	97.4	96.7	1.00	...	...	...	...	...	...	...	0.21	0.19	0.24
Dominica	2001	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Dominican Republic	2001	97.3	98.5	96.0	0.99	0.33	0.33	0.33	98.6	99.8	97.3	2.4	0.20	0.11	0.28
Ecuador	2001	99.4	98.9	100.0	1.01	...	...	...	...	...	...	...	0.04	0.08	0.00
El Salvador	2001	90.7	90.6	90.9	1.00	...	...	...	...	...	...	...	0.66	0.67	0.65
Grenada	2000	86.0	91.0	81.0	0.94	...	...	...	...	...	...	...	0.93	0.60	1.26
Guatemala	2001	85.0	86.9	82.9	0.98	0.92	0.76	1.07	88.7	89.9	87.2	2.7	1.07	0.94	1.22
Guyana	2000	98.1	98.5	97.7	1.00	0.16	0.23	0.09	98.9	99.7	98.1	1.6	0.13	0.10	0.16
Haiti	2001	54.3	52.2	56.6	1.04	1.17	0.88	1.46	59.0	55.7	62.4	-6.7	3.26	3.42	3.10
Honduras	2001	87.4	86.7	88.3	1.01	...	...	...	...	...	...	...	0.90	0.95	0.84
Jamaica	2001	95.9	95.7	96.1	1.00	...	...	...	...	...	...	...	0.29	0.31	0.28
Mexico	2001	99.1	98.3	99.9	1.01	...	...	...	...	...	...	...	0.06	0.12	0.01
Nicaragua	2001	86.7	86.0	87.4	1.01	0.63	0.51	0.74	89.2	88.0	90.4	-2.4	0.95	1.00	0.90
Panama	2001	99.2	99.3	99.0	1.00	...	...	...	...	...	...	...	0.06	0.05	0.07
Paraguay	2001	92.0	91.6	92.3	1.00	...	...	...	...	...	...	...	0.57	0.60	0.55
Peru	2001	99.9	99.7	100.0	1.00	0.33	0.13	0.52	100.0	100.0	100.0	-1.9	0.01	0.02	0.00
Saint Kitts and Nevis	2000	86.2	81.5	91.5	1.06	...	...	...	...	...	...	...	0.92	1.24	0.57
Saint Lucia	2001	99.0	99.5	98.4	0.99	...	...	...	...	...	...	...	0.07	0.03	0.11
Saint Vincent and the Grenadines	2001	96.5	95.9	97.2	1.01	...	...	...	...	...	...	...	0.25	0.30	0.20
Suriname	2001	98.6	97.3	100.0	1.01	0.46	0.34	0.57	100.0	98.7	100.0	-3.6	0.10	0.19	0.00
Trinidad and Tobago	2001	91.4	90.5	92.4	1.01	0.18	0.21	0.16	92.1	91.3	93.0	-1.7	0.61	0.68	0.54
Uruguay	2001	89.8	89.6	90.1	1.00	...	...	...	...	...	...	...	0.73	0.75	0.71
Venezuela	2001	94.2	93.7	94.8	1.01	0.29	0.28	0.30	95.4	94.8	96.0	-1.3	0.41	0.45	0.37

Country	Year of estimate	Total NE/AR	Boys NE/AR	Girls NE/AR	GPI* (Girls/Boys)	Total AAR observed 1980-2001	Boys AAR observed 1980-2001	Girls AAR observed 1980-2001	Total NAR 2005	Boys NAR 2005	Total NAR 2005	Boys-Girls 2005	Total AAR required for 2015 Goal	Boys AAR required for 2015 Goal	Girls AAR required for 2015 Goal
Middle East and North Africa															
Algeria	2001	96.9	98.0	95.7	0.99								0.22	0.14	0.31
Bahrain	2001	92.2	91.9	92.6	1.00	0.38	-0.10	0.81	93.8	91.5	95.9	-4.4	0.55	0.58	0.53
Djibouti	2001	34.3	38.7	29.8	0.87								4.69	4.38	5.01
Egypt	2001	92.5	94.5	90.4	0.98	1.05	0.86	1.25	96.7	98.0	95.4	2.6	0.54	0.39	0.69
Iran	2001	86.6	...	...	...	...	...	...	...	...	...	...	0.96	...	...
Iraq	1999	77.8	83.8	71.5	0.92	1.07	0.58	1.50	84.2	87.3	80.5	6.8	1.39	1.01	1.78
Jordan	2001	94.9	94.3	95.5	1.01	0.59	0.20	0.94	97.2	95.1	99.2	-4.2	0.37	0.41	0.32
Kuwait	2001	88.9	89.1	88.7	1.00	...	...	...	...	...	...	...	0.79	0.78	0.81
Lebanon	2001	91.6	91.7	91.6	1.00	0.53	0.29	0.73	93.7	92.8	94.5	-1.7	0.60	0.60	0.60
Libya	2001	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Morocco	2001	88.5	91.7	85.2	0.96	...	...	...	...	...	...	...	0.82	0.59	1.05
Oman	2001	76.1	75.6	76.6	1.01	...	...	...	...	...	...	...	1.71	1.74	1.67
Palestine	2001	98.6	98.2	99.0	1.00	...	...	...	...	...	...	...	0.10	0.13	0.07
Qatar	2001	98.8	99.5	98.0	0.99	...	...	...	...	...	...	...	0.09	0.04	0.14
Saudi Arabia	2001	59.6	62.1	57.0	0.96	...	...	...	...	...	...	...	2.89	2.71	3.07
Sudan	1999	48.9	53.3	44.4	0.91	1.25	0.98	1.53	56.4	59.2	53.6	5.6	3.19	2.92	3.47
Syria	2001	97.4	100.0	94.7	0.97	...	...	...	...	...	...	...	0.19	0.00	0.38
Tunisia	2001	97.8	98.0	97.7	1.00	...	...	...	...	...	...	...	0.15	0.14	0.17
United Arab Emirates	2001	83.9	84.9	82.7	0.99	...	...	...	...	...	...	...	1.15	1.08	1.23
Yemen	2000	54.6	67.8	40.7	0.75	1.96	2.36	1.54	64.4	79.6	48.5	31.2	3.03	2.14	3.95
South Asia															
Afghanistan	2003	53.1	65.5	39.6	0.75	...	...	...	...	...	...	...	3.91	2.88	5.03
Bangladesh	2001	79.3	78.4	80.2	1.01	1.15	0.55	1.50	83.9	80.6	86.2	-5.6	1.48	1.55	1.41
Bhutan	2001	50.7	53.3	48.0	0.95	...	...	...	...	...	...	...	3.52	3.34	3.71
India	2001	76.9	80.3	73.3	0.95	0.77	0.38	1.02	80.0	81.8	77.4	4.5	1.65	1.40	1.91
Maldives	2001	97.5	97.0	98.1	1.01	...	...	...	...	...	...	...	0.18	0.21	0.14
Nepal	2000	66.2	71.1	61.0	0.92	1.48	1.33	1.65	73.7	77.8	69.3	8.5	2.25	1.93	2.60
Pakistan	2000	60.7	67.6	53.4	0.88	1.04	0.80	1.23	65.9	71.6	59.6	12.0	2.62	2.16	3.11
Sri Lanka	2002	100.0	99.9	100.0	1.00	...	...	...	...	...	...	...	0.00	0.00	0.00
West and Central Africa															
Benin	1999	53.9	61.0	46.8	0.87	0.96	0.95	0.89	59.6	66.7	52.1	14.6	2.88	2.44	3.33
Burkina Faso	2001	35.5	41.5	29.4	0.83	0.68	0.77	0.59	38.2	44.6	31.7	12.9	4.61	4.18	5.05
Cameroon	2001	74.4	76.4	72.5	0.97	0.98	0.70	1.21	78.4	79.2	77.4	1.8	1.83	1.69	1.96
Cape Verde	2001	98.9	99.4	98.3	0.99	...	...	...	...	...	...	...	0.08	0.04	0.12
Central African Republic	2001	43.0	46.8	39.3	0.91	0.79	0.41	1.13	46.1	48.4	43.8	4.6	4.07	3.80	4.34
Chad	2001	58.3	69.8	46.8	0.80	0.94	0.91	0.95	62.1	73.4	50.6	22.8	2.98	2.16	3.80
Congo	2001	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Congo, Democratic Republic	1998	34.8	35.7	33.8	0.97	0.39	-0.03	0.78	37.5	35.5	39.3	-3.7	3.84	3.78	3.90
Côte d'Ivoire	2001	63.8	73.5	54.0	0.85	1.00	0.88	1.15	67.8	77.0	58.6	18.5	2.59	1.89	3.29
Equatorial Guinea	2001	85.0	91.6	78.3	0.92	0.58	0.13	0.98	87.3	92.1	82.2	9.9	1.07	0.60	1.55
Gabon	2000	79.6	80.1	79.2	0.99	0.81	0.56	1.05	83.7	82.9	84.4	-1.5	1.36	1.32	1.39
Gambia	2001	73.9	77.1	70.7	0.96	1.28	1.33	1.20	79.0	82.5	75.5	7.0	1.86	1.63	2.09
Ghana	2001	61.0	62.2	59.7	0.98	0.87	0.52	1.11	64.4	64.3	64.1	0.1	2.79	2.70	2.88
Guinea	2001	61.9	69.5	54.0	0.87	0.95	0.95	0.97	65.7	73.3	57.9	15.4	2.72	2.18	3.28
Guinea-Bissau	1999	45.4	53.1	37.7	0.83	1.01	0.90	1.11	51.4	58.5	44.3	14.1	3.42	2.93	3.90
Liberia	1999	69.9	78.6	61.1	0.87	...	...	...	...	...	...	...	1.88	1.34	2.43
Mali	1998	38.6	44.8	32.2	0.84	0.65	0.70	0.62	43.1	49.7	36.6	13.2	3.61	3.25	3.99
Mauritania	2001	66.7	68.2	65.2	0.98	1.46	1.17	1.69	72.5	72.9	72.0	0.9	2.38	2.27	2.48
Niger	2001	34.6	41.1	27.8	0.80	0.78	0.97	0.60	37.6	45.0	30.2	14.8	4.67	4.21	5.16
Nigeria	2001	61.9	65.5	58.1	0.94	1.07	0.78	1.27	66.2	68.6	63.2	5.4	2.72	2.46	2.99
Sao Tome and Principe	2001	97.4	100.0	94.7	0.97	0.96	0.33	1.43	100.0	100.0	100.0	0.9	0.19	0.00	0.38
Senegal	2001	58.4	61.9	54.8	0.94	0.90	0.85	0.94	62.0	65.3	58.6	6.8	2.97	2.72	3.23
Sierra Leone	2001	40.9	42.8	39.0	0.95	0.55	0.38	0.67	43.1	44.3	41.7	2.7	4.22	4.08	4.36
Togo	2001	63.4	67.7	59.1	0.93	1.31	1.15	1.42	68.7	72.3	64.8	7.5	2.61	2.31	2.92
World	2001	82.2	83.8	80.5	0.98	0.86	0.57	1.07	85.6	87.2	83.9	3.2	1.27	1.16	1.39
CEE/CIS	2001	88.3	89.5	87.1	0.99	0.35	0.15	0.59	89.7	90.1	89.4	0.6	0.84	0.75	0.92
Middle East and North Africa	2001	81.3	84.6	77.9	0.96	1.39	1.24	1.49	86.9	89.5	83.8	5.7	1.34	1.10	1.58
Eastern and Southern Africa	2001	61.5	62.2	60.9	0.99	0.89	0.65	1.10	65.1	64.8	65.3	-0.5	2.75	2.70	2.79
West and Central Africa	2001	54.7	58.7	50.7	0.93	0.82	0.58	1.00	58.0	61.0	54.7	6.3	3.24	2.95	3.52
South Asia	2001	74.0	77.7	70.1	0.95	0.88	0.50	1.12	77.5	79.7	74.6	5.1	1.86	1.59	2.14
East Asia and the Pacific	2001	94.3	94.4	94.2	1.00	0.48	0.27	0.67	96.2	95.5	96.9	-1.4	0.41	0.40	0.41
Latin America and the Caribbean	2001	94.3	93.9	94.7	1.00	0.60	0.47	0.73	96.7	95.8	97.6	-1.8	0.41	0.44	0.38
Industrialized countries	2001	96.3	96.0	96.6	1.00	--	--	--	98.7	97.9	99.5	-1.6	0.26	0.29	0.24
Developing countries	2001	65.2	67.7	61.5	0.94	0.86	0.57	1.07	68.6	70.0	65.8	4.2	2.49	2.31	2.75
Least developed countries	2001	49.1	51.7	45.9	0.93	0.92	0.67	1.10	52.8	54.4	50.3	4.1	3.64	3.45	3.86

* GPI: gender parity Index is the ratio of girls' to boys' primary NE/AR

Table 2. Primary school net enrolment/attendance ratios (NE/AR) around 2000, NE/AR estimates by 2005, and gender parity index (GPI) by country and region\.

Country	Year of estimate	Total NE/AR	Boys NE/AR	Girls NE/AR	GPI (Girls/Boys)	Total NAR 2005	Boys NAR 2005	Girls NAR 2005	GPI (Girls/Boys)
Yemen	2000	54.6	67.8	40.7	0.60	64.4	79.6	48.5	0.61
Afghanistan	2003	53.1	65.5	39.6	0.60	...	...	...	...
Chad	2001	58.3	69.8	46.8	0.67	62.1	73.4	50.6	0.69
Niger	2001	34.6	41.1	27.8	0.68	37.6	45.0	30.2	0.67
Burkina Faso	2001	35.5	41.5	29.4	0.71	38.2	44.6	31.7	0.71
Guinea-Bissau	1999	45.4	53.1	37.7	0.71	51.4	58.5	44.3	0.76
Mali	1998	38.6	44.8	32.2	0.72	43.1	49.7	36.6	0.74
Côte d'Ivoire	2001	63.8	73.5	54.0	0.73	67.8	77.0	58.6	0.76
Benin	1999	53.9	61.0	46.8	0.77	59.6	66.7	52.1	0.78
Djibouti	2001	34.3	38.7	29.8	0.77				
Guinea	2001	61.9	69.5	54.0	0.78	65.7	73.3	57.9	0.79
Liberia	1999	69.9	78.6	61.1	0.78	...	...	...	...
Pakistan	2000	60.7	67.6	53.4	0.79	65.9	71.6	59.6	0.83
Burundi	2001	53.5	58.9	48.1	0.82	56.8	61.2	52.4	0.86
Sudan	1999	48.9	53.3	44.4	0.83	56.4	59.2	53.6	0.91
Comoros	1999	55.1	59.9	50.2	0.84	64.3	68.5	60.5	0.88
Central Africa	2001	43.0	46.8	39.3	0.84	46.1	48.4	43.8	0.90
Ethiopia	2001	30.6	33.1	28.0	0.85	34.6	37.0	32.1	0.87
Iraq	1999	77.8	83.8	71.5	0.85	84.2	87.3	80.5	0.92
Equatorial Guinea	2001	85.0	91.6	78.3	0.85	87.3	92.1	82.2	0.89
Eritrea	2001	42.9	46.1	39.6	0.86	48.5	50.6	46.0	0.91
Nepal	2000	66.2	71.1	61.0	0.86	73.7	77.8	69.3	0.89
Angola	1998	61.5	66.0	56.9	0.86	67.8	68.8	67.2	0.98
Somalia	2001	10.8	11.6	10.1	0.87	12.1	12.6	12.1	0.96
Togo	2001	63.4	67.7	59.1	0.87	68.7	72.3	64.8	0.90
Mozambique	2001	59.7	63.5	56.0	0.88	63.7	66.5	60.7	0.91
Senegal	2001	58.4	61.9	54.8	0.89	62.0	65.3	58.6	0.90
Nigeria	2001	61.9	65.5	58.1	0.89	66.2	68.6	63.2	0.92
Grenada	2000	86.0	91.0	81.0	0.89	...	...	...	...
Papua New Guinea	2001	73.0	76.8	68.9	0.90	...	...	...	...
Bhutan	2001	50.7	53.3	48.0	0.90	...	...	...	...
Sierra Leone	2001	40.9	42.8	39.0	0.91	43.1	44.3	41.7	0.94
India	2001	76.9	80.3	73.3	0.91	80.0	81.8	77.4	0.95
Gambia	2001	73.9	77.1	70.7	0.92	79.0	82.5	75.5	0.92
Saudi Arabia	2001	59.6	62.1	57.0	0.92	...	...	...	...
Lao PDR	2001	82.8	86.1	79.4	0.92	85.9	87.5	84.2	0.96
Morocco	2001	88.5	91.7	85.2	0.93	...	...	...	...
Palau	2000	96.6	100.0	93.1	0.93	...	...	...	...
Turkey	2001	87.9	91.0	84.8	0.93	90.8	92.4	89.1	0.96
Niue	2001	97.2	100.0	94.1	0.94	...	...	...	...
Tajikistan	2001	96.0	98.7	93.3	0.95	96.3	98.7	93.7	0.95
Congo, Democratic Republic of the	1998	34.8	35.7	33.8	0.95	37.5	35.5	39.3	1.11
Syria	2001	97.4	100.0	94.7	0.95	...	...	...	...
Sao Tome and Principe	2001	97.4	100.0	94.7	0.95	100.0	100.0	100.0	1.00
Cameroon	2001	74.4	76.4	72.5	0.95	78.4	79.2	77.4	0.98
Guatemala	2001	85.0	86.9	82.9	0.95	88.7	89.9	87.2	0.97
Egypt	2001	92.5	94.5	90.4	0.96	96.7	98.0	95.4	0.97
Tuvalu	2000	97.9	100.0	95.6	0.96	...	...	...	...
Mauritania	2001	66.7	68.2	65.2	0.96	72.5	72.9	72.0	0.99

Ghana	2001	61.0	62.2	59.7	0.96	64.4	64.3	64.1	1.00
Kyrgyzstan	2001	90.0	91.7	88.4	0.96	90.2	91.6	88.7	0.97
Thailand	2001	86.7	88.0	85.5	0.97	...	...	...
United Arab E	2001	83.9	84.9	82.7	0.97	...	...	...
Bosnia and H	2001	86.2	87.3	85.1	0.97	87.0	87.5	86.4	0.99
Dominican Re	2001	97.3	98.5	96.0	0.98	98.6	99.8	97.3	0.98
Turkmenistan	2000	81.8	82.8	80.8	0.98	82.1	82.9	81.2	0.98
Algeria	2001	96.9	98.0	95.7	0.98				
Azerbaijan	2001	79.9	80.6	79.2	0.98	80.2	80.6	79.7	0.99
Cambodia	2001	65.3	65.8	64.7	0.98	67.8	66.5	68.5	1.03
Qatar	2001	98.8	99.5	98.0	0.99	...	...	...
Gabon	2000	79.6	80.1	79.2	0.99	83.7	82.9	84.4	1.02
Netherlands	2001	99.4	100.0	98.8	0.99	...	...	...
Cape Verde	2001	98.9	99.4	98.3	0.99	...	...	...
Chile	2002	86.5	87.0	86.0	0.99	...	...	...
Bulgaria	2001	92.3	92.9	91.8	0.99	...	...	...
Uzbekistan	2001	80.3	80.8	79.9	0.99	80.3	80.8	79.8	0.99
Saint Lucia	2001	99.0	99.5	98.4	0.99	...	...	...
Armenia	2001	87.5	87.9	87.0	0.99	87.6	88.0	87.1	0.99
Zambia	2001	66.6	66.9	66.3	0.99	68.2	67.1	69.1	1.03
Guyana	2000	98.1	98.5	97.7	0.99	98.9	99.7	98.1	0.98
Indonesia	2001	96.3	96.7	95.9	0.99	98.4	97.8	99.0	1.01
Croatia	2001	94.7	95.1	94.3	0.99	...	...	...
Moldova	2001	82.2	82.5	81.9	0.99	82.3	82.5	82.0	0.99
Cuba	2001	97.1	97.4	96.7	0.99	...	...	...
Colombia	2001	89.4	89.7	89.1	0.99	90.5	90.6	90.3	1.00
Viet Nam	2002	96.2	96.5	95.9	0.99	96.7	96.7	96.7	1.00
Tonga	2001	95.8	96.0	95.5	0.99	...	...	...
Spain	2001	99.6	99.9	99.3	0.99	...	...	...
Romania	2001	91.6	91.9	91.3	0.99	...	...	...
New Zealand	2002	99.3	99.6	99.0	0.99	...	...	...
Kuwait	2001	88.9	89.1	88.7	0.99	...	...	...
Sweden	2001	99.5	99.7	99.3	1.00	...	...	...
Georgia	2001	90.7	90.9	90.5	1.00	...	...	...
Argentina	2001	99.8	100.0	99.6	1.00	...	...	...
Tunisia	2001	97.8	98.0	97.7	1.00	...	...	...
Samoa	2001	96.8	96.9	96.6	1.00	...	...	...
Korea, Repub	2002	99.8	100.0	99.7	1.00	...	...	...
Panama	2001	99.2	99.3	99.0	1.00	...	...	...
Albania	2000	97.2	97.3	97.0	1.00	...	...	...
Italy	2001	99.6	99.7	99.4	1.00	...	...	...
Seychelles	2001	94.8	94.9	94.7	1.00	...	...	...
Ukraine	2001	90.2	90.3	90.1	1.00	...	...	...
Iceland	2001	99.8	99.8	99.7	1.00	...	...	...
Czech Repub	2001	88.5	88.5	88.4	1.00	...	...	...
United Kingdo	2001	100.0	100.0	99.9	1.00	...	...	...
Luxembourg	2001	97.1	97.1	97.1	1.00	...	...	...
Greece	2001	99.3	99.4	99.3	1.00	...	...	...
Lebanon	2001	91.6	91.7	91.6	1.00	93.7	92.8	94.5	1.02
Malawi	2001	81.5	81.5	81.5	1.00	85.0	83.3	86.5	1.04
Switzerland	2001	99.7	99.7	99.7	1.00	...	...	...
Denmark	2001	100.0	100.0	100.0	1.00	...	...	...
Lithuania	2001	97.0	97.0	97.0	1.00	...	...	...
Japan	2001	100.0	100.0	100.0	1.00	...	...	...
Sri Lanka	2002	100.0	99.9	100.0	1.00	...	...	...

Belgium	2001	99.1	99.0	99.1	1.00	...	...	...
Malta	2001	95.4	95.4	95.5	1.00	...	...	...
Slovenia	2001	95.3	95.2	95.3	1.00	...	...	...
Finland	2001	99.8	99.7	99.8	1.00	...	...	...
Malaysia	2001	95.2	95.1	95.3	1.00	...	...	...
Canada	2000	99.6	99.5	99.7	1.00	...	...	...
Norway	2001	99.8	99.7	99.9	1.00	...	...	...
France	2001	99.7	99.6	99.8	1.00	...	...	...
Myanmar	2001	81.9	81.8	82.0	1.00	85.0	84.5	85.5	1.01
Israel	2001	98.0	97.9	98.1	1.00	...	...	...
Poland	2001	98.2	98.0	98.3	1.00	...	...	...
Peru	2001	99.9	99.7	100.0	1.00	100.0	100.0	100.0	1.00
Tanzania	2001	54.4	54.3	54.5	1.00	58.1	55.7	60.1	1.08
Estonia	2001	98.8	98.7	99.0	1.00	...	...	...
El Salvador	2001	90.7	90.6	90.9	1.00	...	...	...
Jamaica	2001	95.9	95.7	96.1	1.00	...	...	...
Serbia and M	2000	76.2	76.1	76.4	1.00	...	...	...
Barbados	2001	97.7	97.4	97.9	1.00	...	...	...
Cyprus	2001	98.5	98.2	98.8	1.01	...	...	...
Fiji	2001	99.7	99.5	100.0	1.01	...	...	...
Portugal	2001	99.0	98.7	99.3	1.01	...	...	...
Bolivia	2001	95.7	95.5	96.0	1.01	97.9	96.5	99.3	1.03
Uruguay	2001	89.8	89.6	90.1	1.01				
Paraguay	2001	92.0	91.6	92.3	1.01	...	...	...
China	2001	95.9	95.6	96.3	1.01	...	...	...
Belize	2000	97.9	97.5	98.2	1.01	...	...	...
Hungary	2001	98.8	98.4	99.2	1.01	...	...	...
Bahrain	2001	92.2	91.9	92.6	1.01	93.8	91.5	95.9	1.05
Palestine	2001	98.6	98.2	99.0	1.01	...	...	...
Australia	2002	95.2	94.8	95.6	1.01	...	...	...
Swaziland	2001	77.0	76.6	77.4	1.01	80.0	79.0	80.9	1.02
Macedonia	2001	97.5	97.0	98.0	1.01	...	...	...
Maldives	2001	97.5	97.0	98.1	1.01	...	...	...
Ecuador	2001	99.4	98.9	100.0	1.01	...	...	...
Zimbabwe	2002	80.5	80.0	81.0	1.01	82.4	81.1	83.5	1.03
Madagascar	2001	69.0	68.6	69.4	1.01	74.7	74.2	75.1	1.01
Venezuela	2001	94.2	93.7	94.8	1.01	95.4	94.8	96.0	1.01
Uganda	2001	78.9	78.4	79.4	1.01	82.6	80.0	84.8	1.06
Jordan	2001	94.9	94.3	95.5	1.01	97.2	95.1	99.2	1.04
Oman	2001	76.1	75.6	76.6	1.01	...	...	...
United States	2001	93.7	93.1	94.4	1.01	...	...	...
Russia	2001	88.6	88.0	89.2	1.01	...	...	...
Saint Vincent	2001	96.5	95.9	97.2	1.01	...	...	...
Latvia	2001	89.2	88.6	89.8	1.01	...	...	...
Kenya	2001	70.2	69.7	70.8	1.02	73.2	71.0	75.1	1.06
Mauritius	2001	99.2	98.5	100.0	1.02	...	...	...
Austria	2001	89.9	89.2	90.6	1.02	...	...	...
Mexico	2001	99.1	98.3	99.9	1.02	...	...	...
Costa Rica	2001	90.8	90.0	91.5	1.02	...	...	...
Ireland	2001	95.5	94.7	96.3	1.02	...	...	...
Nicaragua	2001	86.7	86.0	87.4	1.02	89.2	88.0	90.4	1.03
Vanuatu	2001	93.7	92.9	94.6	1.02	...	...	...
Honduras	2001	87.4	86.7	88.3	1.02	...	...	...
Slovakia	2001	87.0	86.2	87.9	1.02	...	...	...
Germany	1999	83.8	83.1	84.7	1.02	...	...	...

Kazakhstan	2001	95.7	94.8	96.7	1.02	95.9	94.9	96.8	1.02
Brazil	2001	94.5	93.6	95.5	1.02	95.9	94.8	97.0	1.02
Trinidad and Tobago	2001	91.4	90.5	92.4	1.02	92.1	91.3	93.0	1.02
Kiribati	2000	98.9	97.9	100.0	1.02	...	...	...
South Africa	2001	93.9	92.9	94.9	1.02	96.0	94.6	97.4	1.03
Bangladesh	2001	79.3	78.4	80.2	1.02	83.9	80.6	86.2	1.07
Philippines	2001	93.5	92.4	94.6	1.02	93.8	92.6	95.0	1.03
Rwanda	2001	84.3	83.1	85.4	1.03	89.3	86.4	91.7	1.06
Suriname	2001	98.6	97.3	100.0	1.03	99.5	98.7	100.0	1.01
Nauru	1998	81.0	79.6	82.4	1.04	...	...	...
Mongolia	2001	90.1	88.2	92.0	1.04	87.5	85.3	89.8	1.05
Botswana	2001	81.1	79.3	82.9	1.05	86.0	84.7	87.4	1.03
Bahamas	2001	92.9	90.9	95.1	1.05	...	...	...
Namibia	2001	78.4	75.9	80.9	1.07	81.3	78.6	83.9	1.07
Lesotho	2001	84.7	81.4	88.0	1.08	86.0	83.3	89.0	1.07
Haiti	2001	54.3	52.2	56.6	1.08	59.0	55.7	62.4	1.12
Micronesia	2001	95.8	91.9	100.0	1.09	...	...	...
Saint Kitts and Nevis	2000	86.2	81.5	91.5	1.12	...	...	...
World	2001	82.2	83.8	80.5	0.96	85.6	87.2	83.9	0.96
CEE/CIS	2001	88.3	89.5	87.1	0.97	89.7	90.1	89.4	0.99
Middle East and North Africa	2001	81.3	84.6	77.9	0.92	86.9	89.5	83.8	0.94
Eastern and Southern Africa	2001	61.5	62.2	60.9	0.98	65.1	64.8	65.3	1.01
West and Central Africa	2001	54.7	58.7	50.7	0.86	58.0	61.0	54.7	0.90
South Asia	2001	74.0	77.7	70.1	0.90	77.5	79.7	74.6	0.94
East Asia and the Pacific	2001	94.3	94.4	94.2	1.00	96.2	95.5	96.9	1.01
Latin America and the Caribbean	2001	94.3	93.9	94.7	1.01	96.7	95.8	97.6	1.02
Industrialized countries	2001	96.3	96.0	96.6	1.01	98.7	97.9	99.5	1.02
Developing countries	2001	65.2	67.7	61.5	0.91	68.6	70.0	65.8	0.94
Least developed countries	2001	49.1	51.7	45.9	0.89	52.8	54.4	50.3	0.92

Secondary net attendance ratios from household surveys (DHS and MICS) for the period 1996-2003 and by gender.

Country		Total	Boys	Girls	GPI (Girls / Boys)
Yemen	NAR	56.0	78.2	32.4	0.41
Guinea	NAR	36.8	48.6	23.8	0.49
Ivory Coast	NAR	38.0	48.8	28.5	0.58
Mozambique	NAR	43.1	54.0	31.7	0.59
Benin	NAR	47.2	58.6	35.2	0.60
Mali	NAR	29.2	36.2	22.4	0.62
Niger	NAR	13.7	16.9	10.6	0.63
Senegal	NAR	29.6	36.2	23.6	0.65
Chad	NAR	46.0	56.0	36.6	0.65
Iraq	NAR	50.3	60.1	40.3	0.67
Cambodia	NAR	50.4	60.0	40.6	0.68
Burkina Faso	NAR	15.3	18.2	12.4	0.68
Central African Republic	NAR	47.3	56.3	38.4	0.68
Togo	NAR	64.6	75.4	51.8	0.69
Turkey	NAR	59.2	69.3	49.5	0.71
Gambia	NAR	47.5	54.9	40.4	0.74
Zambia	NAR	58.6	67.3	49.6	0.74
Sierra Leone	NAR	37.7	43.1	31.9	0.74
Guinea Bissau	NAR	48.7	55.7	41.6	0.75
Nepal	NAR	71.3	80.4	61.8	0.77
Lao PDR	NAR	66.1	74.0	58.1	0.79
Democratic Rep. of the Congo	NAR	64.3	72.0	56.6	0.79
Burundi	NAR	35.5	40.0	31.7	0.79
India	NAR	63.7	70.6	56.2	0.80
Cameroon	NAR	61.3	67.2	55.3	0.82
Guatemala	NAR	51.4	55.7	47.4	0.85
Nigeria	NAR	68.6	74.0	63.0	0.85
Eritrea	NAR	73.0	78.5	67.3	0.86
Uganda	NAR	76.0	81.4	70.7	0.87
Mauritania	NAR	47.2	50.1	44.4	0.89
Zimbabwe	NAR	70.7	74.7	66.3	0.89
Angola	NAR	75.9	80.3	71.6	0.89
Tanzania	NAR	40.1	42.4	38.2	0.90
Malawi	NAR	73.4	77.0	69.6	0.90
Egypt	NAR	79.6	83.4	75.4	0.90
Tajikistan	NAR	76.3	79.9	72.7	0.91
Equatorial Guinea	NAR	79.9	83.3	76.1	0.91
Ghana	NAR	70.5	73.5	67.3	0.92
Rwanda	NAR	39.4	41.0	37.8	0.92
Gabon	NAR	84.8	88.3	81.6	0.92
Kenya	NAR	80.3	83.1	77.3	0.93
Haiti	NAR	78.4	81.0	75.9	0.94
Bolivia	NAR	82.6	85.3	80.0	0.94
Madagascar	NAR	48.9	50.3	47.4	0.94
Sudan (North)	NAR	63.2	64.8	61.5	0.95
Peru	NAR	87.8	89.9	85.6	0.95
Vietnam	NAR	79.0	80.6	77.5	0.96
Swaziland	NAR	70.8	72.1	69.4	0.96
Sao Tome & Principe	NAR	54.1	55.0	53.3	0.97
Bosnia and Herzegovina	NAR	86.7	88.0	85.3	0.97
Bangladesh	NAR	60.0	60.9	59.1	0.97
Albania	NAR	46.7	47.4	46.0	0.97
Comoros	NAR	37.9	38.4	37.5	0.98
Azerbaijan	NAR	95.1	96.1	94.1	0.98
Myanmar	NAR	68.5	69.2	67.8	0.98
Turkmenistan	NAR	85.4	85.6	85.3	1.00
South Africa	NAR	91.2	91.2	91.1	1.00
Uzbekistan	NAR	93.8	93.8	93.7	1.00
Indonesia	NAR	60.7	60.5	61.0	1.01
Dominican Republic	NAR	90.8	90.3	91.3	1.01
Kyrgyzstan	NAR	86.2	85.4	87.1	1.02
Surinam	NAR	81.1	80.2	81.9	1.02
Colombia	NAR	73.9	73.1	74.8	1.02
Kazakhstan	NAR	95.7	94.6	96.9	1.02
Brazil	NAR	81.7	80.5	82.9	1.03
Venezuela	NAR	87.7	86.2	89.2	1.03
Armenia	NAR	94.3	92.6	96.1	1.04

Moldova	NAR	86.3	84.6	88.1	1.04
Guyana	NAR	85.8	83.9	87.8	1.05
Trinidad Tobago	NAR	87.6	85.4	89.8	1.05
Namibia	NAR	84.0	81.5	86.3	1.06
Philippines	NAR	80.9	76.9	84.9	1.10
Mongolia	NAR	76.5	71.6	80.8	1.13
Lesotho	NAR	73.0	68.6	77.6	1.13
Nicaragua	NAR	62.0	58.2	65.9	1.13

