2.10 | Participation in education

| | Gross enrollment ratio | | | | | | | Net enrollment ratio[a] | | | |
| | Preprimary % of relevant age group | Primary % of relevant age group | | Secondary % of relevant age group | | Tertiary % of relevant age group | | Primary % of relevant age group | | Secondary % of relevant age group | |
	1997	1980	1997	1980	1997	1980	1997	1980	1997	1980	1997
Albania	39	113	107	67	38	5	11	..	..	..	..
Algeria	2	95	108	33	63	6	13	82	96	43	69
Angola	62	175	..	21	..	0	1	83	35	81	31
Argentina	54	106	111	56	73	22	42	97	100	59	77
Armenia	26	..	87	..	90	..	12	..	..	..	..
Australia	80	112	101	71	153 [b]	25	80	100	100	81	96
Austria	80	99	100	93	103	22	48	100	100	91	97
Azerbaijan	19	115	106	95	77	24	18	..	..	..	..
Bangladesh	75	61	..	18	..	3	6	60	75	18	22
Belarus	82	104	98	98	93	39	44	..	85	..	..
Belgium	121	104	103	91	146 [b]	26	57	100	100	96	100
Benin	3	67	78	16	18	1	3	53	68	25	28
Bolivia	42	87	..	37	..	16	24	79	97	34	40
Bosnia and Herzegovina	..	..	..	..	..	..	..	..	..	..	..
Botswana	..	91	108	19	65	1	6	76	80	40	89
Brazil	58	98	125	34	62	11	15	80	97	46	66
Bulgaria	63	98	99	85	77	16	41	98	98	75	78
Burkina Faso	2	18	40	3	..	0	1	15	32	5	13
Burundi	1	26	51	3	7	1	1	20	36	8	17
Cambodia	5	139	113	..	24	2	1	100	100	15	39
Cameroon	11	98	85	18	27	2	4	71	62	40	40
Canada	64	99	102	88	105	57	90	100	100	84	95
Central African Republic	6	71	..	14	..	1	1	57	46	27	19
Chad	1	..	58	..	10	0	1	26	48	13	18
Chile	98	109	101	53	75	12	31	93	90	70	85
China	28	113	123	46	70	2	6	84	100	63	70
Hong Kong, China	85	107	94	64	73	10	28	98	91	67	69
Colombia	33	112	113	39	67	9	17	73	89	60	76
Congo, Dem. Rep.	1	92	72	24	26	1	2	71	58	44	37
Congo, Rep.	2	141	114	74	53	5	8	97	78	98	84
Costa Rica	74	105	104	48	48	21	33	89	89	39	40
Côte d'Ivoire	3	75	71	19	25	3	5	55	58	39	34
Croatia	40	..	87	77	82	19	28	100	100	80	72
Cuba	88	106	106	81	81	17	12	97	100	80	70
Czech Republic	91	96	104	99	99	18	24	95	100	93	100
Denmark	83	96	102	105	121	28	45	96	100	89	95
Dominican Republic	33	118	94	42	54	10	23	99	91	50	79
Ecuador	56	118	127	53	50	35	26	92	100	66	51
Egypt, Arab Rep.	9	73	101	51	78	16	23	72	95	43	75
El Salvador	40	75	97	24	37	13	18	70	89	23	36
Eritrea	4	..	53	..	20	..	1	..	29	..	38
Estonia	75	103	94	127	104	25	45	100	100	100	86
Ethiopia	1	37	43	9	12	0	1	28	35	19	25
Finland	45	96	99	100	118	32	74	100	100	87	95
France	83	111	105	85	111	25	51	100	100	94	99
Gabon	..	174	162	34	56	4	8	..	..	..	..
Gambia, The	28	53	77	11	25	..	2	53	66	10	33
Georgia	34	93	88	109	77	30	41	93	89	97	76
Germany	89	..	104	..	104	27	47	100	100	82	95
Ghana	36	79	79	41	..	2	1	..	..	..	..
Greece	64	103	93	81	95	17	47	100	100	75	91
Guatemala	35	71	88	19	26	8	8	59	74	28	35
Guinea	4	36	54	17	14	5	1	30	46	20	15
Guinea-Bissau	1	68	62	6	..	..	..	47	52	29	24
Haiti	37	77	..	14	..	1	1	..	..	..	..
Honduras	15	98	111	30	..	8	11	79	88	44	36

Participation in education | 2.10

	Gross enrollment ratio							Net enrollment ratio[a]			
	Preprimary % of relevant age group	Primary % of relevant age group		Secondary % of relevant age group		Tertiary % of relevant age group		Primary % of relevant age group		Secondary % of relevant age group	
	1997	1980	1997	1980	1997	1980	1997	1980	1997	1980	1997
Hungary	112	96	103	70	98	14	25	95	98	71	97
India	5	83	100	30	49	5	7	65	77	41	60
Indonesia	19	107	113	29	56	4	11	89	99	42	56
Iran, Islamic Rep.	11	87	98	42	77	..	18	72	90	50	81
Iraq	7	113	85	57	42	9	11	97	75	66	43
Ireland	114	100	105	90	118	18	41	100	100	90	100
Israel	70	95	98	73	88	29	44	..	..	..	..
Italy	95	100	101	72	95	27	47	100	100	70	95
Jamaica	83	103	100	67	..	7	8	98	96	71	70
Japan	49	101	101	93	103	31	43	100	100	93	100
Jordan	..	82	71	59	57	13	19	73	68	53	41
Kazakhstan	30	85	98	93	87	34	32	..	..	..	..
Kenya	36	115	85	20	24	1	2	91	65	55	61
Korea, Dem. Rep.	..	..	..	..	..	..	..	..	..	..	..
Korea, Rep.	88	110	94	78	102	15	68	100	100	76	100
Kuwait	63	102	77	80	65	11	19	85	65	81	63
Kyrgyz Republic	8	116	104	110	79	16	12	100	100	100	78
Lao PDR	8	114	112	21	29	0	3	72	73	53	63
Latvia	47	102	96	99	84	24	33	100	100	90	81
Lebanon	75	111	111	59	81	30	27	..	76	..	..
Lesotho	..	104	108	18	31	1	2	67	69	69	73
Libya	5	125	..	76	..	8	20	100	100	83	100
Lithuania	40	79	98	114	86	35	31	..	..	..	81
Macedonia, FYR	26	100	99	61	63	28	20	..	95	..	56
Madagascar	4	130	92	..	16	3	2	..	61	..	..
Malawi	..	60	134	5	17	1	1	43	99	39	73
Malaysia	42	93	101	48	64	4	11	92	100	48	64
Mali	2	26	49	8	13	1	1	20	38	10	18
Mauritania	1	37	79	11	16	1	4	..	57	..	..
Mauritius	104	93	106	50	65	1	6	79	97	56	68
Mexico	73	120	114	49	64	14	16	98	100	67	66
Moldova	45	83	97	78	81	30	27	..	..	..	..
Mongolia	27	107	88	92	56	22	19	100	85	89	56
Morocco	98	83	86	26	39	6	11	62	77	36	38
Mozambique	..	99	60	5	7	0	1	35	40	40	22
Myanmar	..	91	121	22	30	5	6	71	99	38	54
Namibia	9	..	131	..	62	..	9	86	91	67	81
Nepal	1	86	113	22	42	3	5	66	78	26	55
Netherlands	100	100	108	93	132 [b]	29	47	100	100	93	100
New Zealand	76	111	101	83	113	27	63	100	100	85	93
Nicaragua	23	94	102	41	55	12	12	71	79	51	51
Niger	1	25	29	5	7	0	1	22	24	7	9
Nigeria	..	109	98	18	33	3	4	..	..	..	..
Norway	103	100	100	94	119	26	62	99	100	84	98
Oman	5	51	76	12	67	..	8	43	68	20	67
Pakistan	16	40	..	14	..	2	4	..	..	..	..
Panama	76	107	106	61	69	21	32	89	90	65	71
Papua New Guinea	1	59	80	12	14	2	3	..	..	..	..
Paraguay	61	106	111	27	47	9	10	91	96	37	61
Peru	40	114	123	59	73	17	26	87	94	80	84
Philippines	11	112	117	64	78	24	35	95	100	72	78
Poland	48	100	96	77	98	18	24	99	99	73	87
Portugal	59	123	128	37	111 [b]	11	38	99	100	45	90
Puerto Rico	..	..	..	..	..	42	42	..	..	..	..
Romania	53	104	104	94	78	12	23	91	100	100	76
Russian Federation	74	102	107	96	..	46	41	92	100	98	88

	Gross enrollment ratio								Net enrollment ratio[a]			
	Preprimary % of relevant age group	Primary % of relevant age group		Secondary % of relevant age group		Tertiary % of relevant age group			Primary % of relevant age group		Secondary % of relevant age group	
	1997	1980	1997	1980	1997	1980	1997		1980	1997	1980	1997
Rwanda	2	63	..	3	..	0	1		59	..	..	..
Saudi Arabia	8	61	76	30	61	7	16		49	60	37	59
Senegal	2	46	71	11	16	3	3		37	60	19	20
Sierra Leone	2	52	..	14	..	1	2		..	..	..	..
Singapore	19	108	94	60	74	8	39		100	91	66	76
Slovak Republic	76	..	102	..	94	18	22		..	..	..	..
Slovenia	61	98	98	..	92	20	36		..	95	..	..
South Africa	35	90	133	..	95	5	17		68	100	62	95
Spain	72	109	107	87	120	23	53		100	100	79	92
Sri Lanka	60	103	109	55	75	3	5		96	100	59	76
Sudan	24	50	51	16	21	2	4		..	..	..	..
Sweden	73	97	107	88	140 [b]	31	50		100	100	83	100
Switzerland	95	84	97	94	100	18	34		100	100	80	84
Syrian Arab Republic	7	100	101	46	43	17	15		90	95	48	42
Tajikistan	10	..	95	..	78	24	20		..	..	..	..
Tanzania	0	93	67	3	6	0	1		68	48	..	..
Thailand	62	99	89	29	59	15	21		92	88	25	48
Togo	3	118	120	33	27	2	4		79	82	65	58
Trinidad and Tobago	12	99	99	69	74	4	8		92	100	73	72
Tunisia	11	102	118	27	64	5	14		83	100	40	74
Turkey	8	96	107	35	58	5	21		81	100	42	58
Turkmenistan	37	..	..	..	..	23	20		..	..	..	..
Uganda	..	50	74	5	12	1	2		..	..	..	..
Ukraine	61	102	..	94	..	42	42		..	..	..	..
United Arab Emirates	57	89	89	52	80	3	12		75	82	63	78
United Kingdom	30	103	116	84	129 [b]	19	52		100	100	88	92
United States	70	99	102	91	97	56	81		90	100	94	96
Uruguay	45	107	109	62	85	17	30		87	94	70	84
Uzbekistan	50	81	78	106	94	29	36		..	..	..	..
Venezuela, RB	44	93	91	21	40	21	25		83	83	24	49
Vietnam	40	109	114	42	57	2	7		96	100	47	55
West Bank and Gaza	..	..	..	..	..	..	..		..	..	..	..
Yemen, Rep.	1	..	70	..	34	4	4		..	..	..	..
Yugoslavia, FR (Serb./Mont.)	32	..	69	..	62	18	22		..	..	..	..
Zambia	1	90	89	16	27	2	3		77	72	35	42
Zimbabwe	..	85	112	8	50	1	7		72	93	20	59
World	**35** w	**97** w	**106** w	**49** w	**64** w	**13** w	**19** w		**81** w	**90** w	**60** w	**68** w
Low income	20	94	107	34	56	3	6		74	86	49	59
Excl. China & India	22	81	90	22	32	3	5		68	75	34	41
Middle income	48	100	106	60	66	20	25		87	95	62	72
Lower middle income	42	98	103	67	67	24	27		85	94	66	73
Upper middle income	56	103	109	50	65	13	23		89	96	57	71
Low & middle income	28	96	107	42	59	8	12		78	88	53	63
East Asia & Pacific	30	111	119	44	69	4	8		86	99	59	67
Europe & Central Asia	53	99	100	86	..	30	32		92	100	84	81
Latin America & Carib.	56	105	113	42	60	14	20		85	94	55	66
Middle East & N. Africa	18	87	95	42	64	11	16		74	87	46	66
South Asia	14	77	100	27	49	5	6		64	77	38	55
Sub-Saharan Africa	12	81	78	15	27	2	2		..	..	..	..
High income	70	102	103	87	106	35	59		97	100	87	96
Europe EMU	87	106	104	81	108	25	49		100	100	82	96

a. UNESCO enrollment estimates and projections as assessed in 1999. b. Includes training for the unemployed.

School enrollment data are reported to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) by national education authorities. Enrollment ratios are a useful measure of participation in education, but they may also have significant limitations. Enrollment ratios are based on data collected during annual school surveys, which are typically conducted at the beginning of the school year and therefore do not reflect actual rates of attendance or dropouts during the school year. And school administrators may report exaggerated enrollments, especially if there is a financial incentive to do so. Often the number of teachers paid by the government is related to the number of pupils enrolled. Behrman and Rosenzweig (1994), comparing official school enrollment data for Malaysia in 1988 with gross school attendance rates from a household survey, found that the official statistics systematically overstated enrollment.

Overage or underage enrollments frequently occur, particularly when parents prefer, for cultural or economic reasons, to have children start school at other than the official age. Children's age at enrollment may be inaccurately estimated or misstated, especially in communities where registration of births is not strictly enforced. Parents who want to enroll their underage children in primary school may do so by overstating the age of the children. And in some education systems ages for children repeating a grade may be deliberately or inadvertently underreported.

As an international indicator, the gross primary enrollment ratio has been used to indicate broad levels of participation as well as school capacity. It has an inherent weakness: the length of primary education differs significantly across countries. A short duration tends to increase the ratio and a long duration to decrease it (in part because there are more dropouts among older children).

Other problems affecting cross-country comparisons of enrollment data stem from errors in estimates of school-age populations. Age-gender structures from censuses or vital registration systems, the primary sources of data on school-age populations, are commonly subject to underenumeration (especially of young children) aimed at circumventing laws or regulations; errors are also introduced when parents round up children's ages. While census data are often adjusted for age bias, adjustments are rarely made for inadequate vital registration systems. Compounding these problems, pre- and postcensus estimates of school-age children are interpolations or projections based on models that may miss important demographic events (see the discussion of demographic data in *About the data* for table 2.1).

In using enrollment data, it is also important to consider repetition rates, which are quite high in some developing countries, leading to a substantial number

of overage children enrolled in each grade and raising the gross enrollment ratio. A common error that may also distort enrollment ratios is the lack of distinction between new entrants and repeaters, which, other things equal, leads to underreporting of repeaters and overestimation of dropouts. Thus gross enrollment ratios provide an indication of the capacity of each level of the education system, but a high ratio does not necessarily indicate a successful education system. The net enrollment ratio excludes overage students in an attempt to capture more accurately the system's coverage and internal efficiency. It does not solve the problem completely, however, because some children fall outside the official school age simply because of late or early entry rather than because of grade repetition. The difference between gross and net enrollment ratios shows the incidence of overage and underage enrollments.

Millions of the world's children still are not in school

Source: UNESCO 1998.
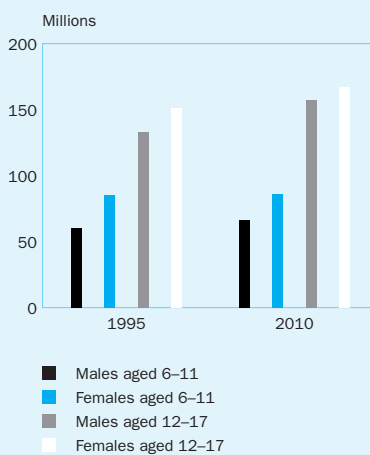
Education for All 2000 efforts over the past decade have boosted enrollment, especially at the primary level. Yet millions of primary- and secondary-school-age children remain out of school, and their numbers are projected to grow.

Where access remains a problem, especially for the poor and disadvantaged, several strategies to increase access are being successfully implemented, including multiple shifts, multigrade classrooms, and nontraditional schooling.

But to encourage girls' attendance, strategies will need to go beyond increasing supply. Measures will be needed that lower barriers to their enrollment—by providing incentives, improving the relevance of education, and establishing supportive national policies.

• **Gross enrollment ratio** is the ratio of total enrollment, regardless of age, to the population of the age group that officially corresponds to the level of education shown. • **Net enrollment ratio** is the ratio of the number of children of official school age (as defined by the national education system) who are enrolled in school to the population of the corresponding official school age. Based on the International Standard Classification of Education (ISCED), • **Preprimary** education refers to the initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment. • **Primary** education provides children with basic reading, writing, and mathematics skills along with an elementary understanding of such subjects as history, geography, natural science, social science, art, and music. • **Secondary** education completes the provision of basic education that began at the primary level, and aims at laying the foundations for lifelong learning and human development, by offering more subject- or skill-oriented instruction using more specialized teachers. • **Tertiary** education, whether or not leading to an advanced research qualification, normally requires, as a minimum condition of admission, the successful completion of education at the secondary level.

The gross enrollment ratios are from UNESCO's *Statistical Yearbook 1999,* and the net enrollment ratios are the results of UNESCO's 1999 enrollment estimates and projections.