



2.11 Education efficiency

	Percentage of cohort reaching grade 5				Repeaters				Children out of school			
	Male		Female		Primary % of total enrollment		Secondary % of total enrollment		Primary thousands		Secondary thousands	
	1980	1996	1980	1996	1980	1997	1980	1997	1980	1997	1980	1997
Albania	..	81	..	83	..	5.3	..	..	..	..	..	..
Algeria	90	94	85	95	11.7	10.5	8.5	19.6	608	176	1,765	1,319
Angola	..	..	..	..	29.2	..	..	..	124	931	178	1,367
Argentina	..	..	..	..	..	5.3	..	..	98	5	972	776
Armenia	..	..	..	..	..	0.2	..	..	..	..	..	..
Australia	..	..	..	..	..	..	..	..	..	..	..	..
Austria	..	..	..	..	..	..	..	..	..	..	..	..
Azerbaijan	..	..	..	..	..	0.4	..	..	..	..	..	..
Bangladesh	18	..	26	..	17.8	..	..	..	5,464	3,896	12,524	18,130
Belarus	..	..	..	..	0.3	0.9	..	..	..	..	..	..
Belgium	..	..	..	..	19.4	..	..	..	..	..	..	..
Benin	59	64	62	57	19.6	25.1	..	..	269	330	427	686
Bolivia	..	..	..	..	..	..	..	..	233	40	309	402
Bosnia and Herzegovina	..	..	..	..	..	..	..	..	..	..	..	..
Botswana	80	87	84	93	2.9	3.3	..	2.8	46	60	67	21
Brazil	..	..	..	..	20.2	18.4	7.3	10.8	4,514	784	4,560	3,552
Bulgaria	..	93	..	90	1.7	3.4	0.1	2.0	23	9	93	211
Burkina Faso	77	74	74	77	17.1	16.0	14.3	..	985	1,271	971	1,499
Burundi	100	..	96	..	30.2	..	4.3	..	535	699	615	807
Cambodia	..	51	..	46	..	26.3	..	..	1	2	876	789
Cameroon	70	..	70	..	30.0	..	13.7	..	406	882	771	1,347
Canada	..	..	..	..	..	..	..	..	..	..	..	..
Central African Republic	63	..	50	..	35.1	..	..	..	151	304	242	440
Chad	..	62	..	53	..	32.0	..	18.4	510	635	582	903
Chile	94	100	97	100	..	5.4	..	4.3	145	217	312	148
China	..	93	..	94	..	1.6	..	..	20,399	114	53,306	36,421
Hong Kong, China	98	..	99	..	3.6	1.1	6.5	3.9	12	43	243	209
Colombia	36	70	39	76	13.2	7.2	..	..	992	471	1,781	1,180
Congo, Dem. Rep.	56	..	59	..	18.8	..	..	..	1,326	3,520	2,010	4,113
Congo, Rep.	81	40	83	78	25.7	33.2	..	..	9	101	5	68
Costa Rica	77	86	82	89	7.9	10.1	7.5	9.6	33	42	122	177
Côte d'Ivoire	86	77	79	71	19.6	24.2	..	..	610	1,022	733	1,614
Croatia	..	98	..	98	..	0.5	..	0.3	0	0	51	140
Cuba	..	..	..	..	5.7	3.1	..	..	38	1	283	272
Czech Republic	..	..	..	..	..	1.2	..	0.7	..	..	..	..
Denmark	99	100	99	99	..	..	..	..	..	..	..	..
Dominican Republic	..	..	..	..	18.0	..	..	..	12	127	427	143
Ecuador	..	84	..	86	9.7	3.5	..	..	111	2	383	782
Egypt, Arab Rep.	92	..	88	..	7.9	6.5	..	..	1,785	378	3,291	2,297
El Salvador	46	76	48	77	8.8	4.3	..	0.9	340	133	232	263
Eritrea	..	73	..	67	..	20.5	..	15.0	..	333	..	287
Estonia	..	96	..	97	..	2.8	..	3.4	0	0	0	15
Ethiopia	50	51	51	50	12.2	7.8	..	..	4,085	6,264	3,762	5,667
Finland	..	100	..	100	..	0.4	..	..	..	..	..	..
France	..	..	..	..	..	..	9.3	8.1	..	..	..	..
Gabon	57	58	56	61	34.8	34.9	..	..	..	..	..	..
Gambia, The	74	78	71	83	12.4	12.7	2.1	..	42	59	76	93
Georgia	..	..	..	..	..	0.4	..	0.5	25	36	21	138
Germany	..	..	..	..	..	1.7	..	2.2	..	..	..	..
Ghana	..	..	..	..	2.1	..	..	..	..	..	..	..
Greece	99	..	98	..	1.1	..	3.9	..	..	..	..	..
Guatemala	..	52	..	47	15.0	15.3	2.5	..	462	460	666	976
Guinea	59	85	41	68	21.9	27.9	..	..	498	675	463	985
Guinea-Bissau	28.9	..	14.5	..	58	84	56	91
Haiti	33	..	34	..	15.5	517	1,085	433	776
Honduras	16.2	12.0	129	122	238	451



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	Male		Female		Primary % of total enrollment		Secondary % of total enrollment		Primary thousands		Secondary thousands	
	1980	1996	1980	1996	1980	1997	1980	1997	1980	1997	1980	1997
Hungary	96	..	97	..	2.1	..	..	..	..	..	..	..
India	..	62	..	55	..	3.7	..	..	31,412	25,434	64,986	57,216
Indonesia	..	88	..	88	8.3	5.8	..	0.7	2,718	192	11,399	11,211
Iran, Islamic Rep.	..	92	..	89	..	5.9	..	..	1,536	927	3,271	2,237
Iraq	77	..	64	..	23.2	..	..	..	70	891	624	1,696
Ireland	..	99	..	100	..	1.7	..	2.2	..	..	..	..
Israel	..	..	..	..	..	..	..	..	..	..	..	..
Italy	99	98	99	99	1.2	0.4	..	..	..	..	..	..
Jamaica	91	..	91	..	3.9	..	2.1	..	8	14	109	108
Japan	100	100	100	100	..	..	..	..	..	..	..	..
Jordan	100	..	98	..	3.2	1.3	4.4	..	..	..	..	..
Kazakhstan	..	..	..	..	..	0.6	..	..	..	..	..	..
Kenya	60	..	62	..	12.9	..	..	..	320	2,350	983	1,125
Korea, Dem. Rep.	..	..	..	..	..	..	..	..	..	..	..	..
Korea, Rep.	94	98	94	99	..	..	0.0	..	..	..	..	..
Kuwait	..	..	..	..	6.2	3.4	7.0	5.4	22	64	42	128
Kyrgyz Republic	..	..	..	..	..	0.4	..	..	0	2	1	155
Lao PDR	..	57	..	54	..	23.4	..	5.5	118	196	205	252
Latvia	..	..	..	..	..	2.5	..	1.3	0	0	28	56
Lebanon	..	..	..	..	..	13.4	..	..	..	..	..	..
Lesotho	50	72	68	87	20.7	20.1	..	..	78	111	44	61
Libya	..	..	..	..	9.2	..	12.7	..	1	1	67	0
Lithuania	..	..	..	..	..	1.3	..	1.2	..	..	..	..
Macedonia, FYR	..	95	..	95	..	0.5	..	0.2	..	..	..	..
Madagascar	..	49	..	33	..	33.8	..	..	..	..	..	..
Malawi	48	..	40	..	17.4	15.1	..	..	767	34	327	250
Malaysia	97	98	97	100	..	..	..	..	166	9	1,188	1,090
Mali	48	92	42	70	29.6	16.2	..	..	899	1,094	833	1,224
Mauritania	..	61	..	68	14.0	15.8	..	..	..	..	..	..
Mauritius	94	98	94	99	..	4.5	..	..	29	4	72	46
Mexico	..	85	..	86	9.8	6.9	..	2.1	..	..	..	..
Moldova	..	..	..	..	..	1.2	..	..	..	..	..	..
Mongolia	..	..	..	..	1.1	0.7	..	0.2	0	40	30	159
Morocco	79	76	78	74	29.5	12.3	14.9	..	991	853	1,966	2,302
Mozambique	..	52	..	39	28.7	25.7	..	27.1	866	1,520	1,189	2,189
Myanmar	..	..	..	..	..	..	..	..	1,338	34	2,992	2,662
Namibia	..	76	..	82	..	11.7	..	11.2	25	25	35	34
Nepal	..	..	..	..	..	..	..	..	430	669	1,760	1,244
Netherlands	94	..	98	..	2.5	..	6.6	..	..	..	..	..
New Zealand	97	..	97	..	3.5	..	2.7	0.8	..	..	..	..
Nicaragua	40	52	47	57	16.9	12.6	..	..	146	164	167	283
Niger	74	72	72	74	14.3	13.0	6.6	20.4	709	1,243	779	1,335
Nigeria	..	..	..	..	..	..	..	..	..	..	..	..
Norway	100	100	100	100	..	..	..	..	..	..	..	..
Oman	96	96	87	96	12.4	9.2	..	..	103	133	116	108
Pakistan	..	..	..	..	..	..	..	..	..	..	..	..
Panama	74	..	79	..	12.7	..	10.3	..	34	36	97	94
Papua New Guinea	..	..	..	..	..	..	..	..	..	..	..	..
Paraguay	59	77	58	80	13.6	9.1	..	3.0	47	30	274	272
Peru	78	..	74	..	18.8	15.2	10.1	9.0	354	212	411	437
Philippines	68	..	73	..	2.4	..	..	..	352	10	1,301	1,427
Poland	..	..	..	..	2.2	1.3	0.4	..	..	..	..	..
Portugal	19.5
Puerto Rico
Romania	2.8	..	1.4	273	1	1	677
Russian Federation	1.9	459	6	246	2,086



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	Male		Female		Primary % of total enrollment		Secondary % of total enrollment		Primary thousands		Secondary thousands	
	1980	1996	1980	1996	1980	1997	1980	1997	1980	1997	1980	1997
Rwanda	69	..	74	..	5.7	..	..	..	..	..	..	..
Saudi Arabia	82	87	86	92	15.7	7.6	14.8	9.2	770	1,222	749	1,077
Senegal	89	89	82	85	15.6	13.3	..	..	568	583	685	1,092
Sierra Leone	..	..	..	..	14.8	..	..	..	..	..	..	..
Singapore	100	..	100	..	6.6	..	..	..	1	26	106	73
Slovak Republic	..	..	..	..	..	2.1	..	..	..	..	..	..
Slovenia	..	..	..	..	..	1.1	..	..	..	..	..	..
South Africa	..	72	..	79	..	..	..	..	1,574	6	1,184	209
Spain	95	..	94	..	6.4	..	8.8	..	..	..	..	..
Sri Lanka	92	..	91	..	10.4	2.3	..	..	74	2	943	735
Sudan	68	..	71	..	..	..	..	..	..	..	..	..
Sweden	98	97	99	97	..	..	..	..	..	..	..	..
Switzerland	..	..	..	..	2.0	1.6	2.9	..	..	..	..	..
Syrian Arab Republic	93	93	88	94	8.1	7.3	13.9	..	155	141	679	1,358
Tajikistan	..	..	..	..	..	0.5	..	..	..	..	..	..
Tanzania	89	78	90	84	1.2	2.1	..	..	..	..	..	..
Thailand	..	..	..	..	8.3	..	..	..	608	798	5,010	3,631
Togo	59	79	45	60	35.5	24.2	..	..	89	132	142	283
Trinidad and Tobago	85	97	87	97	3.9	5.6	..	..	14	0	35	41
Tunisia	89	90	84	92	20.6	16.1	7.4	..	180	1	647	371
Turkey	..	93	..	96	..	4.9	..	..	..	..	..	..
Turkmenistan	..	..	..	..	..	..	..	..	..	..	..	..
Uganda	82	..	73	..	10.3	..	..	..	..	..	..	..
Ukraine	..	..	..	..	0.3	..	..	..	..	..	..	..
United Arab Emirates	100	98	100	98	9.0	4.2	..	7.8	25	52	23	54
United Kingdom	..	..	..	..	..	..	..	..	..	..	..	..
United States	..	..	..	..	..	..	..	..	..	..	..	..
Uruguay	..	97	..	99	14.9	9.5	..	..	41	18	87	51
Uzbekistan	..	..	..	..	..	0.2	..	..	..	..	..	..
Venezuela, RB	..	86	..	92	10.7	10.3	6.6	4.7	571	829	794	496
Vietnam	..	..	..	..	..	..	..	..	329	9	5,039	5,399
West Bank and Gaza	..	..	..	..	..	..	..	..	..	..	..	..
Yemen, Rep.	..	..	..	..	..	..	..	..	..	..	..	..
Yugoslavia, FR (Serb./Mont.)	..	..	..	..	..	1.0	..	..	..	..	..	..
Zambia	88	..	82	..	1.9	2.8	..	..	265	489	412	611
Zimbabwe	82	78	76	79	..	..	..	..	405	154	777	654
World	.. w	.. w	.. w	.. w	.. w	.. w	.. w	.. w	98,003 t	67,720 t	208,077 t	200,088 t
Low income	..	..	..	..	..	4.8	..	..	79,944	58,289	172,200	165,899
Excl. China & India	..	..	..	..	..	..	..	..	28,133	32,741	53,908	72,261
Middle income	..	..	..	..	..	..	..	..	17,988	9,218	35,442	33,683
Lower middle income	..	..	..	..	..	..	..	..	11,446	5,898	26,260	26,014
Upper middle income	..	..	..	..	..	11.7	..	..	6,542	3,320	9,182	7,669
Low & middle income	..	..	..	..	..	6.2	..	..	97,932	67,508	207,641	199,582
East Asia & Pacific	..	93	..	93	..	2.8	..	..	26,037	1,413	81,374	63,075
Europe & Central Asia	..	..	..	..	..	2.4	..	..	782	55	441	3,479
Latin America & Carib.	..	..	..	..	15.3	12.9	..	..	8,846	4,800	12,731	11,714
Middle East & N. Africa	88	..	84	..	12.2	8.1	..	..	6,241	4,791	13,216	12,852
South Asia	..	62	..	55	..	3.7	..	..	39,725	31,457	81,356	79,216
Sub-Saharan Africa	16,300	24,991	18,523	29,247
High income	71	213	435	506
Europe EMU



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About the data

Indicators of students' progress through school, estimated by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), provide a measure of an education system's success in maintaining a flow of students from one grade to the next and thus in imparting a particular level of education. Although school attendance is mandatory in most countries, at least through the primary level, students drop out of school for a variety of reasons, including discouragement over poor performance, the cost of schooling, and the opportunity cost of time spent in school. In addition, students' progress to higher grades may be limited by the availability of teachers, classrooms, and educational materials.

The rate of progression—sometimes called the rate of persistence or survival—is estimated as the proportion of a single-year cohort of students that eventually reaches a particular grade of school. It measures the holding power and internal efficiency of an education system. Progression rates approaching 100 percent indicate a high level of retention and a low level of dropout.

Because tracking data for individual students generally are not available, aggregate student flows from one grade to the next are estimated using data on enrollment and repetition by grade for two consecutive years. This procedure, called the reconstructed cohort method (Fredricksen 1993), makes three simplifying assumptions: dropouts never return to school; promotion, repetition, and dropout rates remain constant over the entire period in which the cohort is enrolled in school; and the same rates apply to all pupils enrolled in a given grade, regardless of whether they previously repeated a grade. Given these assumptions, cross-country comparisons should be made with caution, because other flows—caused by new entrants, reentrants, grade skipping, migration, or school transfers during the school year—are not considered.

The percentage of the cohort reaching grade 5, rather than some other grade, is shown because it is generally agreed that children who reach grade 5 should have acquired the basic literacy and numeracy skills that would enable them to continue learning. This indicator provides no information on learning outcomes, however, and only indirectly reflects the quality of schooling. Assessing learning outcomes requires setting standards and measuring the attainment of those standards. In general, national assessments are concerned with the performance not of individual students, but of all or part of the education system.

The repetition rate is often used to indicate the internal efficiency of the education system. Repeaters not only increase the cost of education for the family and for the

school system, but also use up limited school resources. Countries have different policies on repetition and promotion of students; in some cases the number of repeaters is controlled because of limited capacity.

Children out of school include dropouts and children who never enrolled. The large backlog of children out of school creates pressure for the education system to encourage children to enroll, and to provide classrooms, teachers, and educational materials to accommodate them, a task made difficult in many developing countries by limited education budgets.

Definitions

- **Percentage of cohort reaching grade 5** is the share of children enrolled in the first grade of primary school who eventually reach grade 5. The estimate is based on the reconstructed cohort method (see *About the data*).
- **Repeaters** are the total number of students enrolled in the same grade as in the previous year, as a percentage of all students enrolled in that grade.
- **Children out of school** are the number of school-age children not enrolled in school.

Data sources

The data in the table were compiled by UNESCO and published in its *World Education Report 1998* and *Statistical Yearbook 1999*.