



2.13

Education efficiency

	Gross intake rate in grade 1		Cohort survival rate						Repeaters in primary school		Transition to secondary school	
	% of relevant age group		% of grade 1 students						% of enrollment		%	
	Male	Female	Reaching grade 5		Reaching last grade of primary education		Male	Female	Male	Female		
	2007 ^a	2007 ^a	1991	2006 ^a	1991	2006 ^a	2006 ^a	2006 ^a	2007 ^a	2007 ^a	2006 ^a	2006 ^a
Afghanistan	..	..	..	..	..	..	..	..	..	..	..	..
Albania	..	..	..	..	..	..	..	..	..	..	..	..
Algeria	102	100	95	95	94	97	89	95	14	8	78	84
Angola	..	..	..	..	..	..	..	..	..	..	..	..
Argentina	109	108	..	88	..	91	85	89	8	5	92	94
Armenia	130	133	..	..	..	..	98	97	0 ^b	0 ^b	99	100
Australia	106	105	98	..	99	..	..	..	..	..	..	..
Austria	102	100	..	..	..	..	..	..	..	..	..	..
Azerbaijan	94	92	..	..	..	..	98	100	..	..	99	100
Bangladesh	..	..	..	..	..	..	..	..	..	..	..	..
Belarus	103	101	..	..	..	..	99	100	0 ^b	0 ^b	100	100
Belgium	98	99	90	96	92	97	93	94	3	3	..	..
Benin	122	108	54	72	56	71	67	63	8	8	72	70
Bolivia	122	122	..	..	..	..	..	..	1	1	..	..
Bosnia and Herzegovina	..	..	..	..	..	..	..	..	..	..	..	..
Botswana	124	120	81	80	87	85	71	78	..	..	97	98
Brazil	..	..	..	..	..	..	..	..	..	..	..	..
Bulgaria	100	100	..	..	..	..	95	95	3	2	96	96
Burkina Faso	86	76	71	79	68	82	71	74	12	12	47	44
Burundi	144	137	65	65	58	68	56	61	32	32	37	24
Cambodia	141	132	..	61	..	64	53	56	13	10	81	78
Cameroon	118	103	..	..	..	..	..	..	20	20	35	37
Canada	..	..	95	..	98	..	..	..	..	..	..	..
Central African Republic	99 ^c	73 ^c	24	53	22	45	43	35	28	28	44	51
Chad	109	79	56	34	41	32	27	23	22	24	56	42
Chile	100	99	94	99	91	99	..	..	3	2	96	98
China	88	87	58	..	78	..	..	..	0 ^b	0 ^b	..	..
Hong Kong, China	88	83	..	99	..	100	99	100	1	1	100	100
Colombia	123	121	..	85	..	92	85	92	4	3	99	100
Congo, Dem. Rep.	114	99	58	..	50	..	..	..	16	16	..	..
Congo, Rep.	89	86	56	..	65	..	..	..	21	21	58	58
Costa Rica	101	102	83	86	85	89	82	86	9	6	100	97
Côte d'Ivoire	76	64	75	83	70	73	83	66	22	21	49	48
Croatia	97	97	..	..	..	..	99	100	0 ^b	0 ^b	100	100
Cuba	98	98	..	97	..	97	97	97	1	0 ^b	98	98
Czech Republic	109	108	..	100	..	100	100	100	1	1	99	99
Denmark	97	98	94	100	94	100	92	92	0	0	100	100
Dominican Republic	123	116	..	66	..	71	58	65	7	4	93	98
Ecuador	141	139	..	80	..	83	79	82	2	1	81	77
Egypt, Arab Rep.	105	102	..	96	..	97	94	96	4	2	..	..
El Salvador	111	107	..	72	..	76	67	71	8	5	91	92
Eritrea	44	38	..	59	..	61	59	61	15	14	78	76
Estonia	96	95	..	97	..	97	96	97	3	1	96	99
Ethiopia	144	128	16	64	23	65	57	59	7	5	90	87
Finland	97	96	100	99	100	100	99	100	1	0 ^b	98	99
France	..	..	69	..	95	..	..	..	..	..	..	..
Gabon	..	..	..	..	..	..	..	..	..	..	..	..
Gambia, The	88	95	..	..	..	..	..	..	6	6	95	93
Georgia	109	103	..	86	..	90	83	89	0 ^b	0 ^b	98	100
Germany	104	103	..	..	..	..	98	99	1	1	100	99
Ghana	105	110	81	..	79	..	..	..	6	6	..	..
Greece	100	99	100	97	100	100	97	100	1	1	100	99
Guatemala	124	122	..	69	..	67	63	62	13	11	94	90
Guinea	97	90	64	87	48	79	82	72	9	10	69	59
Guinea-Bissau	..	..	..	..	..	..	..	..	..	..	..	..
Haiti	..	..	..	..	..	..	..	..	..	..	..	..

Education efficiency

2.13

PEOPLE

	Gross intake rate in grade 1		Cohort survival rate						Repeaters in primary school		Transition to secondary school	
	% of relevant age group		% of grade 1 students						% of enrollment		%	
	Male	Female	Reaching grade 5		Reaching last grade of primary education		Male	Female	Male	Female		
	2007 ^a	2007 ^a	1991	2006 ^a	1991	2006 ^a	2006 ^a	2006 ^a	2007 ^a	2007 ^a	2006 ^a	2006 ^a
Honduras	136	131	..	64	..	69	58	64	8	6	68	74
Hungary	97	96	..	..	..	..	97	98	2	2	99	99
India	133	126	..	66	..	65	66	65	3	3	86	82
Indonesia	123	119	34	83	78	86	78	81	4	3	88	89
Iran, Islamic Rep.	109	106	91	..	89	..	..	..	3	1	89	77
Iraq	..	..	..	..	..	..	..	..	..	..	..	..
Ireland	97	99	99	97	100	100	..	..	1	1	..	..
Israel	95	98	..	100	..	99	100	99	2	1	73	72
Italy	105	104	..	99	..	100	99	100	0 ^b	0 ^b	100	99
Jamaica	94	92	..	..	..	..	..	..	3	2	100	97
Japan	99	99	100	..	100	..	..	..	..	..	..	..
Jordan	89	90	..	97	..	96	96	95	1	1	97	96
Kazakhstan	117 ^c	117 ^c	..	..	..	..	99 ^d	100 ^d	0 ^{b,c}	0 ^{b,c}	100 ^d	100 ^d
Kenya	112	108	..	81	..	85	..	..	6	6	..	..
Korea, Dem. Rep.	..	..	..	..	..	..	..	..	..	..	..	..
Korea, Rep.	106	109	99	99	100	99	99	99	0 ^b	0 ^b	99	99
Kuwait	97	94	..	100	..	99	100	99	1	1	100	100
Kyrgyz Republic	97	97	..	..	..	..	96	97	0 ^b	0 ^b	99	99
Lao PDR	135	126	..	62	..	61	62	61	18	16	79	76
Latvia	95	95	..	..	..	..	98	98	4	2	97	97
Lebanon	89	87	..	97	..	100	94	99	11	8	85	90
Lesotho	105	99	58	68	73	80	53	71	24	18	68	68
Liberia	100 ^c	100 ^c	..	..	..	..	..	..	7 ^c	6 ^c	..	..
Libya	..	..	..	..	..	..	..	..	..	..	..	..
Lithuania	98	94	..	..	..	..	97	97	1	0 ^b	98	99
Macedonia, FYR	99	99	..	..	..	..	98	99	0 ^b	0 ^b	100	99
Madagascar	171	168	22	42	21	43	42	43	20	18	61	60
Malawi	137	147	71	44	57	43	37	35	21	20	76	71
Malaysia	98	98	97	99	97	100	..	..	..	..	100	99
Mali	92	79	71	83	67	79	75	70	17	17	52	47
Mauritania	115	120	76	63	75	65	54	55	3	3	57	47
Mauritius	100	102	97	99	98	99	98	98	4	3	65	77
Mexico	112	110	35	94	71	95	91	93	5	3	95	93
Moldova	96	96	..	..	..	..	96	96	0 ^b	0 ^b	99	99
Mongolia	124	126	..	86	..	83	86	83	1	0 ^b	95	97
Morocco	116	112	75	85	76	83	79	76	14	10	80	79
Mozambique	166	156	36	68	32	60	48	41	6	6	56	61
Myanmar	136	135	..	68	..	72	68	72	1	0 ^b	75	70
Namibia	102	103	60	84	65	90	73	80	19	14	75	80
Nepal	125 ^c	127 ^c	51	60 ^d	51	64 ^d	60 ^d	64 ^d	17 ^c	17 ^c	81 ^d	81 ^d
Netherlands	103	101	..	99	..	100	..	..	..	..	..	..
New Zealand	105	104	..	..	..	..	..	..	..	..	..	..
Nicaragua	173	163	11	50	37	57	46	55	11	8	..	..
Niger	72	58	61	74	65	69	72	67	5	5	42	37
Nigeria	106	90	..	..	..	..	..	..	3	3	..	..
Norway	100	100	99	100	100	100	99	100	0	0	99	100
Oman	77	78	97	98	96	99	97	98	1	2	97	97
Pakistan	125	100	..	68	..	72	68	72	2	2	69	75
Panama	115	113	..	90	..	90	88	89	7	4	100	98
Papua New Guinea	..	..	70	..	68	..	..	..	..	..	..	..
Paraguay	113	110	73	86	75	90	82	86	6	4	89	89
Peru	109	110	..	90	..	89	86	84	9	8	97	94
Philippines	131	121	..	70	..	78	66	75	3	2	100	98
Poland	97	98	..	..	..	..	..	..	1	0 ^b	..	..
Portugal	108	109	..	..	..	..	..	..	..	..	..	..
Puerto Rico	..	..	..	..	..	..	..	..	..	..	..	..



	Gross intake rate in grade 1		Cohort survival rate						Repeaters in primary school		Transition to secondary school	
	% of relevant age group		% of grade 1 students						% of enrollment		%	
	Male	Female	Reaching grade 5		Reaching last grade of primary education		Male	Female	Male	Female		
	2007 ^a	2007 ^a	1991	2006 ^a	1991	2006 ^a	2006 ^a	2006 ^a	2007 ^a	2007 ^a	2006 ^a	2006 ^a
Romania	97	97	..	..	..	..	93	94	3	2	98	98
Russian Federation	101	100	..	..	..	..	..	..	1	1	..	..
Rwanda	209	205	61	..	59	..	..	..	15	15	..	..
Saudi Arabia	98	99	82	..	84	..	..	..	3	3	..	..
Senegal	98	103	..	65	..	65	54	53	11	10	52	48
Serbia	..	..	..	..	..	..	..	..	..	..	..	..
Sierra Leone	188	172	..	..	..	..	..	..	10	10	..	..
Singapore	..	..	..	..	..	..	..	..	..	..	..	..
Slovak Republic	102	101	..	..	..	..	97	98	3	2	98	98
Slovenia	95	96	..	..	..	..	..	..	1	0 ^b	..	..
Somalia	..	..	..	..	..	..	..	..	..	..	..	..
South Africa	117	109	..	..	..	..	..	..	8	8	87	89
Spain	104	104	..	100	..	100	100	100	3	2	..	..
Sri Lanka	112	112	92	93	93	94	93	94	1	1	96	97
Sudan	90 ^c	80 ^c	90	72	99	69	64	60	3	3	90 ^d	98 ^d
Swaziland	111	103	74	81	80	87	66	75	19	15	88	89
Sweden	96	95	100	..	100	..	..	..	..	..	..	..
Switzerland	88	92	..	..	..	..	..	..	2	1	99	100
Syrian Arab Republic	123	119	97	..	95	..	95	96	8	6	95	96
Tajikistan	106	102	..	..	..	..	100	97	0 ^b	0 ^b	100 ^c	97 ^c
Tanzania	116 ^c	114 ^c	81	85	82	89	81	85	4	4	64 ^d	52 ^d
Thailand	71	83	..	..	..	..	..	..	12	6	85	89
Timor-Leste	113	111	..	..	..	..	..	..	15	14	..	..
Togo	97	90	52	58	42	50	49	39	23	24	56	49
Trinidad and Tobago	96	92	..	90	..	92	80	87	6	4	94	92
Tunisia	97	100	94	96	77	97	94	95	7	5	86	90
Turkey	95	92	98	89	97	90	95	93	3	3	93	90
Turkmenistan	..	..	..	..	..	..	..	..	..	..	..	..
Uganda	145	147	..	49	..	49	26	25	13	13	42	43
Ukraine	101	100	..	..	..	..	97	99	0 ^b	0 ^b	100	100
United Arab Emirates	108	106	80	100	80	100	100	100	2	2	98	99
United Kingdom	..	..	..	..	..	..	..	..	0	0	..	..
United States	105	102	..	96	..	98	..	..	0	0	..	..
Uruguay	100	101	96	92	98	95	91	94	8	6	76	87
Uzbekistan	95	92	..	..	..	..	99	99	0 ^b	0 ^b	100	100
Venezuela, RB	106	104	..	96	..	100	95	100	6	4	98	98
Vietnam	..	..	..	..	..	..	..	..	..	..	..	..
West Bank and Gaza	80	79	..	..	..	..	99	99	1	1	97	98
Yemen, Rep.	122	102	..	67	..	65	61	57	5	4	83	82
Zambia	126	129	..	94	..	84	83	67	7	6	54	64
Zimbabwe	..	..	72	..	81	..	..	..	..	..	..	..
World	114 w	108 w	.. w	.. w	.. w	.. w	.. w	.. w	4 w	3 w	.. w	.. w
Low income	118	108	..	..	..	..	..	..	8	8	..	..
Middle income	114	110	..	..	..	..	..	..	3	3	..	..
Lower middle income	114	110	..	..	..	..	..	..	3	3	..	..
Upper middle income	111	107	..	..	..	..	..	..	..	..	..	..
Low & middle income	115	109	..	..	..	..	..	..	4	4	..	..
East Asia & Pacific	99	97	55	..	78	..	..	..	2	1	..	..
Europe & Central Asia	99	97	..	..	..	..	..	..	1	1	..	..
Latin America & Carib.	122	117	..	..	..	..	..	..	..	..	..	..
Middle East & N. Africa	108	105	..	..	..	..	..	..	7	4	86	83
South Asia	131	122	..	67	..	66	67	66	4	4	83	81
Sub-Saharan Africa	115	105	..	..	..	..	..	..	9	9	..	..
High income	103	102	..	..	..	..	..	..	..	..	..	..
Euro area	104	103	..	..	..	..	98	99	2	1	..	..

a. Provisional data. b. Less than 0.5. c. Data are for 2008. d. Data are for 2007.

About the data

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute for Statistics estimates indicators of students' progress through school. These indicators measure an education system's success in reaching all students, efficiently moving students from one grade to the next, and imparting a particular level of education.

The gross intake rate indicates the level of access to primary education and the education system's capacity to provide access to primary education. Low gross intake rates in grade 1 reflect the fact that many children do not enter primary school even though school attendance, at least through the primary level, is mandatory in all countries. Because the gross intake rate includes all new entrants regardless of age, it can exceed 100 percent. Once enrolled, students drop out for a variety of reasons, including low quality schooling, lack of relevant curriculum (real or perceived by parents or students), repetition, discouragement over poor performance, and direct and indirect schooling costs. Students' progress to higher grades may also be limited by the availability of teachers, classrooms, and materials.

The cohort survival rate is the estimated proportion of an entering cohort of grade 1 students that eventually reaches grade 5 or the last grade of primary education. It measures an education system's holding power and internal efficiency. Rates approaching 100 percent indicate high retention and low dropout levels. Cohort survival rates are typically estimated from data on enrollment and repetition by grade for two consecutive years. This procedure, called the reconstructed cohort method, makes three simplifying assumptions: dropouts never return to school; promotion, repetition, and dropout rates remain constant over the period in which the cohort is enrolled in school; and the same rates apply to all pupils enrolled in a grade, regardless of whether they previously repeated a grade (Fredricksen 1993). Cross-country comparisons should thus be made with caution, because other flows—caused by new entrants, reentrants, grade skipping, migration, or transfers during the school year—are not considered.

Research suggests that five to six years of schooling, which is how long primary education lasts in most countries, is a critical threshold for achieving sustainable basic literacy and numeracy skills. But the indicator only indirectly reflects the quality of schooling, and a high rate does not guarantee these learning outcomes. Measuring actual learning outcomes requires setting curriculum standards

and measuring students' learning progress against those standards through standardized assessments, actions that many countries do not systematically undertake.

Data on repeaters are often used to indicate an education system's internal efficiency. Repeaters not only increase the cost of education for the family and the school system, but also use limited school resources. Country policies on repetition and promotion differ; in some cases the number of repeaters is controlled because of limited capacity. Care should be taken in interpreting this indicator.

The transition rate from primary to secondary school conveys the degree of access or transition between the two levels. As completing primary education is a prerequisite for participating in lower secondary school, growing numbers of primary completers will inevitably create pressure for more available places at the secondary level. A low transition rate can signal such problems as an inadequate examination and promotion system or insufficient secondary school capacity. The quality of data on the transition rate is affected when new entrants and repeaters are not correctly distinguished in the first grade of secondary school. Students who interrupt their studies after completing primary school could also affect data quality.

In 2006 the UNESCO Institute for Statistics changed its convention for citing the reference year. For more information, see *About the data* for table 2.11.

Definitions

- **Gross intake rate in grade 1** is the number of new entrants in the first grade of primary education regardless of age as a percentage of the population of the official primary school entrance age.
- **Cohort survival rate** is the percentage of children enrolled in the first grade of primary school who eventually reach grade 5 or the last grade of primary education. The estimate is based on the reconstructed cohort method (see *About the data*).
- **Repeaters in primary school** are the number of students enrolled in the same grade as in the previous year as a percentage of all students enrolled in primary school.
- **Transition to secondary school** is the number of new entrants to the first grade of secondary school in a given year as a percentage of the number of students enrolled in the final grade of primary school in the previous year.

Data sources

Data on education efficiency are from the UNESCO Institute for Statistics.