



Survey year	Gross intake rate in grade 1		Gross primary participation rate		Average years of schooling		Primary completion rate				Children out of school		
	% of relevant age group		% of relevant age group		Ages 15–24		% of relevant age group				% of children ages 6–11		
	Poorest quintile	Richest quintile	Poorest quintile	Richest quintile	Poorest quintile	Richest quintile	Poorest quintile	Richest quintile	Male	Female	Poorest quintile	Richest quintile	
Armenia	2000	105	93	177	181	9	11	96	98	96	98	14	13
Bangladesh	2004	193	156	107	120	3	8	26	70	47	58	25	10
Benin	2001	74	112	51	115	1	6	7	45	23	15	66	21
Bolivia	2003	98	95	92	98	6	11	48	90	75	75	24	5
Burkina Faso	2003	24	97	20	98	1	6	8	52	24	20	87	32
Cambodia	2000	146	187	78	134	2	7	4	45	18	17	50	12
Cameroon	2004	115	100	94	122	3	9	12	69	36	37	42	4
Central African Republic	1994–95	103	118	57	130	2	6	0 ^a	18	8	6	65	21
Chad	2004	3	14	15	98	0 ^a	5	1	36	15	8	91	36
Colombia	2005	157	85	126	99	6	11	50	90	70	77	8	1
Comoros	1996	84	119	56	147	2	6	4	29	12	12	72	26
Côte d'Ivoire	1994	26	39	41	103	2	6	6	41	25	17	70	23
Dominican Republic	2002	170	103	149	156	6	11	38	87	57	69	14	4
Egypt, Arab Rep.	2003	87	120	96	103	6	11	58	87	77	71	24	5
Eritrea	1995	55	117	42	154	1	7	3	65	21	24	84	10
Ethiopia	2000	87	257	61	186	1	5	4	44	15	12	87	42
Gabon	2000	..	..	155	140	5	8	12	60	35	40	8	3
Ghana	2003	90	90	71	108	4	9	15	66	38	41	57	20
Guatemala	1995	114	124	62	122	2	9	9	76	41	40	58	8
Guinea	1999	13	39	10	38	1	5	3	27	18	9	95	77
Haiti	2000	141	200	94	152	3	8	1	40	13	18	64	21
India	1999	99	72	87	122	3	10	31	87	64	55	35	2
Indonesia	2002–03	85	92	103	104	7	11	75	97	86	89	19	6
Jordan	2002	..	..	101	99	10	12	93	98	97	97	11	9
Kazakhstan	1999	..	..	125	130	10	11	98	100	98	99	24	18
Kenya	2003	128	123	104	118	5	9	14	57	30	36	24	4
Kyrgyz Republic	1997	..	..	133	138	10	10	86	88	85	87	21	18
Madagascar	1997	84	87	59	134	2	7	1	47	13	16	60	6
Malawi	2002	180	226	103	126	4	8	10	52	32	14	29	9
Mali	2001	45	89	36	101	1	5	3	37	16	11	75	29
Morocco	2003–04	109	85	98	116	2	9	17	78	47	46	26	2
Mozambique	2003	104	134	79	150	2	5	2	17	8	7	59	13
Namibia	1992	..	..	138	116	5	8	15	65	25	34	22	9
Nepal	2001	240	249	116	160	3	7	18	59	37	28	33	6
Nicaragua	2001	127	108	79	104	3	10	14	88	47	59	46	5
Niger	1998	11	69	15	77	1	4	8	46	22	13	90	44
Nigeria	2003	77	106	67	111	4	10	16	70	39	37	56	5
Pakistan	1990–91	68	173	45	127	2	8	11	55	32	22	72	13
Paraguay	1990	137	106	103	114	5	10	29	77	49	54	21	10
Peru	2000	114	94	112	109	6	11	41	93	72	72	9	1
Philippines	2003	131	102	103	102	6	11	46	88	67	79	17	2
Rwanda	2000	216	197	100	126	3	6	7	28	14	14	43	23
Tanzania	1999	95	231	63	119	4	7	27	55	34	34	74	27
Uganda	2000–01	145	127	106	120	4	8	7	43	19	21	28	6
Uzbekistan	1996	..	..	102	114	10	10	84	87	84	86	29	23
Vietnam	2002	121	105	139	127	5	10	58	97	84	84	8	2
Zambia	2001–02	83	119	74	112	4	9	16	79	38	43	61	18
Zimbabwe	1994	138	114	104	109	7	10	36	80	51	57	22	8

a. Less than 0.5.

About the data

The data in the table describe basic information on school participation and educational attainment by individuals in different socioeconomic groups within countries. The data are from Demographic and Health Surveys conducted by Macro International with the support of the U.S. Agency for International Development. These large-scale household sample surveys, conducted periodically in developing countries, collect information on a large number of health, nutrition, and population measures as well as on respondents' social, demographic, and economic characteristics using a standard set of questionnaires. The data presented here draw on responses to individual and household questionnaires.

Typically, Demographic and Health Surveys collect basic information on educational attainment and enrollment levels from every household member ages 5 or 6 and older as background characteristics. As the surveys are intended for the collection of demographic and health information, the education section of the survey is not as robust and detailed as the health section; however, it still provides useful micro-level information on education that cannot be explained by aggregate national-level data.

Socioeconomic status as displayed in the table is based on a household's assets, including ownership of consumer items, features of the household's dwelling, and other characteristics related to wealth. Each household asset on which information was

collected was assigned a weight generated through principal-component analysis. The resulting scores were standardized to a standard normal distribution with a mean of zero and a standard deviation of one. The standardized scores were then used to create break-points defining wealth quintiles, expressed as quintiles of individuals in the population.

The selection of the asset index for defining socioeconomic status was based on pragmatic rather than conceptual considerations: Demographic and Health Surveys do not collect income or consumption data but do have detailed information on households' ownership of consumer goods and access to a variety of goods and services. Like income or consumption, the asset index defines disparities primarily in economic terms. It therefore excludes other possibilities of disparities among groups, such as those based on gender, education, ethnic background, or other facets of social exclusion. To that extent the index provides only a partial view of the multidimensional concepts of poverty, inequality, and inequity.

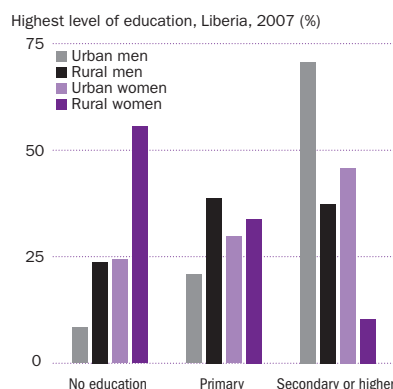
Creating one index that includes all asset indicators limits the types of analysis that can be performed. In particular, the use of a unified index does not permit a disaggregated analysis to examine which asset indicators have a more or less important association with education status. In addition, some asset indicators may reflect household wealth better in some countries than in others—or reflect different degrees of wealth in different countries. Taking such information into account and creating country-specific asset indexes with country-specific choices of asset indicators might produce a more effective and accurate index for each country. The asset index used in the table does not have this flexibility.

The analysis was carried out for 48 countries. The table shows the estimates for the poorest and richest quintiles only; the full set of estimates for 32 indicators is available in the country reports (see *Data sources*). The data in the table differ from data for similar indicators in preceding tables either because the indicator refers to a period a few years preceding the survey date or because the indicator definition or methodology is different. Findings should be used with caution because of measurement error inherent in the use of survey data.

Definitions

- **Survey year** is the year in which the underlying data were collected.
- **Gross intake rate in grade 1** is the number of students in the first grade of primary education regardless of age as a percentage of the population of the official primary school entrance age. These data may differ from those in table 2.13.
- **Gross primary participation rate** is the ratio of total students attending primary school regardless of age to the population of the age group that officially corresponds to primary education.
- **Average years of schooling** are the years of formal schooling received, on average, by youths and adults ages 15–24.
- **Primary completion rate** is the percentage of children of the official primary school completing age to the official primary school completing age plus four who have completed the last year of primary school or higher. These data differ from those in table 2.14 because the definition and methodology are different.
- **Children out of school** are the percentage of children ages 6–11 who are not in school. These data differ from those in table 2.12 because the definition and methodology are different.

There is a large gap in educational attainment across gender and urban-rural lines 2.15a



Rural women are the most disadvantaged in Liberia, with more than 55 percent having no education and only 10 percent having secondary or higher education.

Source: Demographic and Health Surveys.

Data sources

Data on education gaps by income and gender are from an analysis of Demographic and Health Surveys by Macro International and the World Bank. Country reports are available at www.worldbank.org/education/edstats/.