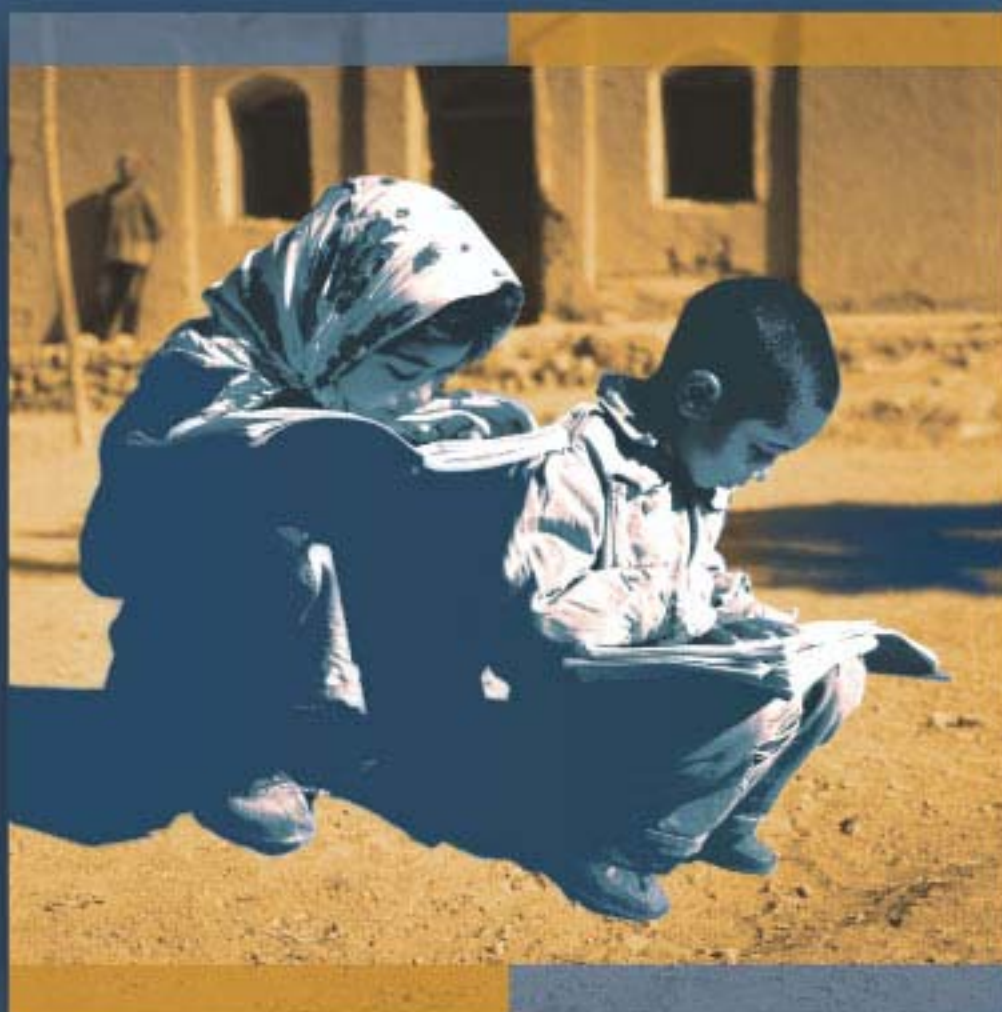




The challenge of achieving gender parity in basic education

a statistical review, 1990-1998

Education for all



United Nations Educational, Scientific and Cultural Organization



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Preface

The Jomtien Declaration, adopted by the World Conference on Education for All, in March 1990, stressed the need to remove gender disparities in access to education; and stated that education for girls and women was the most urgent priority for the achievement of the objectives of Education for All. It called for special attention to be paid to ensuring access to, and improving the quality of, education for girls and women, and to the removal of obstacles which hampered their active participation in educational programmes.

The need to assess, and analyse the gender gaps and disparities in education, particularly in developing countries, was again emphasized during the Dakar Forum on Education for All, held in April 2000, ten years after the Jomtien Conference. The EFA 2000 Assessments, prepared for the Dakar Forum by the participating countries, indicated that, despite the undeniable progress that had been made in providing girls and women with educational opportunities, considerable effort and greater commitment by governments and other stakeholders are still essential, if gender gaps are to be closed, and the objectives of Education for All are to be achieved. During the Dakar Forum, the Secretary-General of the United Nations, Mr. Kofi Annan, launched the UN Girls' Education Initiative (UNGEI), in order to solicit from governments, political leaders, and international partners, their firm commitment to accelerated improvements in girls' education.

This report is one of UNESCO's contributions to the UNGEI, which is an integral part of UNESCO's programme for implementing the Dakar Framework for Action. It reviews and analyses the progress made in girls' education, and gender parity in basic education, since the 1990 Jomtien Conference on Education for All.

The importance of gender disaggregated statistical data has been stressed repeatedly in recent years, not only by experts and researchers, but also by education planners and policy makers. However, the situation is still unsatisfactory. The statistical information provided by the national authorities is often limited, incomplete, and not always disaggregated or up-to-date, and reservations must sometimes be expressed regarding its accuracy. Despite these constraints and limitations, the statistical data contained in this report convey some indications of the state of progress towards gender parity. Data are those

made available to the UNESCO Institute for Statistics, which obtained them directly from the relevant official sources and national authorities.

It is our sincere hope that this report will be of help to all those involved in working for gender equality in basic education. We believe that the present study, though modest in scope, will provide baseline data for sound policy and programme development, and for planning and monitoring exercises, and will serve as a basis for projecting future trends in the elimination of gender gaps and disparities, in making progress towards the achievement of gender equality in basic education, and the attainment of the goals set by the Dakar Forum.

Ms Vittoria Cavicchioni, a UNESCO consultant, prepared this study on the basis of the latest data available at the UNESCO Institute for Statistics. I would like to take this opportunity to express my thanks to her, and to the Institute, for its technical assistance and cooperation.



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Literacy

There are 875 million illiterates in the world in the year 2000, of which *women still constitute almost two thirds*, a proportion practically unchanged since 1990.

All countries are closer to gender parity as regards literacy rates among youth (population aged 15-24) than among adults (population aged 15 and over). Progress as regards younger generations has been considerable among the most disadvantaged countries. Despite this improvement the goal set in Jomtien of reducing illiteracy by half by the year 2000 is far from being reached. A number of countries, mainly in sub-Saharan Africa and Asia (Guinea-Bissau, Niger, Burkina Faso, Benin, Mozambique, Nepal, Afghanistan and Yemen), with female literacy rate less than half the male rate, are far from achieving gender parity.

Pre-primary education

Apart from the countries of West and Central Africa, where the development of pre-primary education is still only marginal, *for most countries disparities at this level of education are negligible or in favour of girls*. This may be seen as a sign of forthcoming progress in girls' participation at higher levels of education. There are some exceptions to this positive picture: in Pakistan and Morocco girls account for about half the male enrolment.

Access to schooling

Apparent intake rates to primary education

- ▶ *In the majority of developing countries access for girls is lower than for boys*. In countries of Western and Central Africa and in Yemen, the apparent admission rates for girls are three quarters, or less than, the male rates. It should be pointed out that most of these countries also have rather low overall values of access to school (for both boys and girls). Most of them also have the lowest GDP per capita, belong to the group of countries highly affected by HIV/AIDS, and figure among the highly indebted poor countries. This suggests that while social and cultural factors have certainly an impact on female access to schooling, poverty is the underlying barrier to education, for girls in particular.

- ▶ In many countries of Latin America and the Caribbean, and in the Asia/Oceania region *gender parity is reached*.
- ▶ In some countries of Southern Africa *disparities are slightly in favour of girls*, a phenomenon explained mostly by the need for boys to mind livestock. Gender imbalances in favour of girls are also observed in some Latin American and Caribbean countries and in some Asian countries.

The overall apparent intake rates (male and female) *have decreased since 1990* in almost half of the countries, most of them in sub-Saharan Africa. However a reduction in gender disparities is observed, particularly where the situation was most inequitable for girls, e.g. Benin, Guinea, Mali, and Mauritania, proving that the measures taken during the last decade are bringing results, however moderate.

School life expectancy (SLE)

In over half of the countries for which data are available *girls entering school are expected to stay at school for less time than their male counterparts*.

- ▶ Countries where the gender gaps are highest, mostly sub-Saharan African countries, but Yemen and some Southern Asian countries as well, are also those where School life expectancy is lowest.
- ▶ Among countries where the gender gap is in favour of girls are some Southern African countries, the majority of Latin America/Caribbean countries, and increasingly more Arab States. SLE are also higher for girls in many Eastern Asian countries, where the SLE of both boys and girls are generally high.
- ▶ In the remaining countries SLE is the same for boys and girls (Maldives, Mauritius, Belize and Jamaica).

Primary education

Participation

Data point to a mixed situation:

- ▶ *Disparities in favour of boys* are still the general rule in Central and Western Africa and, to a lesser extent, in the Arab States as well as in certain Asian countries, especially from Southern Asia;

- ▶ *The case of boys at a disadvantage* is to be observed particularly in Latin America and the Caribbean – although not as pronounced as will be seen for secondary education; in many Southern African countries girls profit from education more than boys, a feature that may be explained by the fact that boys are needed to mind livestock in these countries, or to gain cash income, resulting in low male attendance and early drop-outs; disparities in favour of girls start to appear in some Arab countries.

Since 1990, progress towards gender parity has occurred in most countries, especially in Guinea, Mauritania, Benin, Chad, and Mali, which were among the countries with the highest disparities in 1990, as well as in the Gambia, the Comoros and the Democratic Republic of the Congo. Substantial progress has also been registered in Sudan, Pakistan and Nepal;

- ▶ In some countries of Latin America/Caribbean and Southern Africa, where the disparities were in favour of girls, the parity index came closer to gender parity;
- ▶ In other sub-Saharan African countries, like Mozambique, Cameroon and Angola, the situation has slightly worsened;
- ▶ Despite the considerable progress made towards gender parity in most countries, in Chad, Yemen, Ethiopia, Guinea, Niger and the Central African Republic, gross enrolment ratios for girls are still two thirds, or less than, the ratios for boys.

If the trend continues at the same rate, it is unrealistic to expect that the Dakar objectives for 2005 ‘eliminating gender disparities in primary and secondary education’, will be achieved in all countries.

Repetition

In primary education *boys repeat more than girls in the majority of countries under study.*

The countries where girls repeat more than boys are almost all in Central and West Africa, where overall repetition levels above 15 per cent are common. Sudan, and Nepal are also among the countries where girls repeat more. It is generally in the same countries where the lowest overall enrolment, and the highest disparities in favour of boys are observed for access and enrolment, that girls found themselves at a disadvantage as regards repetition. It is to be questioned whether the significant gender disparities in repetition registered in certain regions reflect a corresponding gender bias in curricula.

School survival

Compared with 1990, survival rates to Grade 5 increased in the majority of the countries.

- ▶ Girls stay in primary education longer than boys. Indeed in certain countries of Latin America/Caribbean boys are more a concern than girls when it comes to dropping out.
- ▶ There are still a number of countries, in particular in sub-Saharan Africa, where girls drop out more than boys...
- ▶ ... however, on the whole girls are better off as regards school survival than as regards admission to school.

Thus, the issue to be addressed by educational policy makers committed to the Dakar goals of girls’ participation in primary education, is how to facilitate girls’ access to school. Once in school, girls perform in most cases as well as boys, if not better.

Transition from primary to secondary education

Although still substantial in many countries, *gender disparities in transition from primary to secondary education are not so huge as those observed for primary enrolment.* In particular they are less marked than those registered for admission to schooling, measured by the Apparent Intake Rates (AIR). This is the case in most countries where disparities in access are highest – notably Central and Western African countries. In countries where disparities in access were close to parity, the imbalance in transition to secondary education tends to be in favour of girls.

This pattern suggests that the socio-economic and cultural barriers to girls’ participation are stronger in the socio-economic environment that affects girls’ access to school, than in the school environment itself. Once the barriers of entering school are overcome most girls proceed through the education system almost as easily as boys at least up to the first stage of secondary education.

Secondary education

Two main patterns can be identified as regards participation in secondary education.

- ▶ *Countries with gender parity or disparities in favour of women:* This situation is particularly pronounced in Southern African countries (e.g. Lesotho), and are a

common characteristic in most Latin American/ Caribbean countries, but also, increasingly, in Asia/ Oceania and in the Arab States. This phenomenon which was suggested in primary education, is often premonitory of school drop-out and at-risk situations for young men.

- ▶ *Countries with disparities in favour of men:* The majority of developing countries fall into this category. The most disadvantaged are countries from Central and West Africa (Benin, Togo, Guinea and Chad) as well as Yemen, Cambodia, and Afghanistan, all belonging to the group of least developed countries. There, young women are at a marked disadvantage, their enrolment ratio being less than half the male ratio. In these countries the target set in Dakar, of eliminating gender disparities in primary and secondary education by 2005 seems unrealistic. Only strong innovative policies, integrating the economic, social and cultural aspects, both at the national and international level, can hope to redress the situation in these countries.

In comparison with 1990, *improvements have occurred in most of the countries* for which data are available.

- ▶ Progress towards gender parity has been substantial in the Arab States, and in some sub-Saharan African countries, particularly in Niger, the Gambia, Comoros, Kenya and Rwanda;
- ▶ In countries where disparities are in favour of women there appears to be a correction of the situation, although a tendency to join the group is noted in countries such as Bahrain, Costa Rica, and the Philippines;
- ▶ A deterioration seems to have occurred in certain sub-Saharan African countries, particularly in Eritrea.

Comparison between primary and secondary education

The gender disparity patterns observed for primary education, become more marked in secondary education.

- ▶ Countries with high disparities, typically Western and Central African countries, see their gaps widen;
- ▶ Countries close to parity in primary education seem to fill the gap in secondary education;
- ▶ Imbalances in favour of girls become sharper in secondary education as for example in Latin American/ Caribbean countries.

Repetition

As regards repetition in secondary education, the picture is not so different, in its broad lines, from that of repetition in primary education: while in general male students repeat more than their female counterparts, sub-Saharan Africa is the region where school conditions seem the least favourable to women, particularly at this level of education.

Teachers in primary education

Female teachers

The proportion of women among the teaching staff, considered to be a factor affecting girls' access to schools, varies considerably from one region to another:

- ▶ Sub-Saharan Africa has the highest number of countries where women represent less than 50 per cent of the total teaching staff. Many West and Central African countries have female participation below 25 per cent. Conversely the highest values (women representing three thirds, or more, of the total) are found in Southern Africa;
- ▶ Primary teachers are predominantly women in Latin America and the Caribbean, with the exception of Haiti;
- ▶ In three quarters of the Arab countries women represent 50 per cent or more of the total teaching staff, their share ranging from 20 per cent in Yemen, to 82 per cent in Lebanon;
- ▶ In Asia and Oceania the situation shows wide variations, with the lowest values in Southern Asian countries like Bangladesh, Nepal and India, higher values in Eastern Asia and the Pacific, and the maximum in Central Asian countries.

In most of the countries with available data, the proportion of female teachers has increased during the period under review. Nepal, Chad, Mauritania and Pakistan, countries where the female presence was among the lowest in 1990, experienced the highest relative increases.

If the proportion of women among teachers is compared with gender disparity in access to schooling (as measured by the gender parity index of the Apparent Intake Rates) it can be noted that a certain degree of correlation may be found for sub-Saharan Africa and for the Asia/Oceania while as regards the Arab States the gender parity is not clearly associated with levels of female presence among the teaching staff.

Trained teachers

Although it is recognized that teacher training schools should be the appropriate places for sensitizing male and female teachers to gender issues, *in many countries, where the demand for teachers exceeds the supply, there is a tendency to recruit young graduates from secondary education, or young people with incomplete secondary education, without teacher training experience.* These countries are often the same where girls' access to school is most critical. This trend, coupled with rising pupil/teacher ratios, will unavoidably lead to a deterioration in the quality of education, thus jeopardizing the attainment of a basic Dakar goal: 'Ensuring that by 2015 all children, particularly girls... have access to and complete free and compulsory primary education of good quality'.

Introduction

Education for all was acknowledged to be a fundamental human right in the Universal Declaration of Human Rights of 1948, which in Article 26 states that ‘everyone has the right to education’. More recent development literature has demonstrated the impact of girls’ and women’s education on human, social and economic development. Thus gender equity in education was one of the main goals established at the World Conference on Education for All, at Jomtien, Thailand (1990), and was reiterated at the Beijing World Conference on Women (1995), and at the Hamburg International Conference on Adult Education (1997). At the World Education Forum held in Dakar, Senegal, in 2000, the goal was reaffirmed with precise targets: ‘eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to, and achievement in, basic education of good quality’ (World Education Forum, 2000).

On that occasion the UN Secretary General, launched the 10-year UN Girls’ Education Initiative (UNGEI). Within its overall objective of eliminating ‘gender discrimination and gender disparities in education systems (defined broadly to include policy and practice in conventional and non formal approaches to education involving a wide range of partners)...’ the UNGEI set five core strategic objectives, whose precise targets were to be identified at the national level (Box 1).

Box 1

The five core strategic objectives of the 10-Year UN Girls’ Education Initiative

- ▶ Build political and resource commitments for girls’ education;
- ▶ End the gender gap in attendance and completion;
- ▶ Eliminate gender bias within national education systems;
- ▶ Support girls’ education in areas affected by, or recovering from, armed conflict, natural disasters or external shocks;
- ▶ Eliminate social and cultural discrimination that limits the demand for girls’ schooling.

Source: The 10-Year UN Girls’ Education Initiative. Concept paper, 2000

This report analyses the progress towards gender parity in education since Jomtien, and proposes a baseline to assess future progress towards the new goals set in Dakar, Senegal, in April 2000.

It should be understood that although the terms *gender equality/inequality*, *equity/inequity* and *parity/disparity* are sometimes used as synonyms, they are used here with somewhat distinct meanings. *Inequality* is considered to be characterized by differences in terms of advantages, or disadvantages, in material or symbolic resources, including educational credits and qualifications. *Equity* is mainly used in the context of policy interventions aimed at ensuring equality in education (equality in access, treatment and results), or at correcting the effects of certain, economic, cultural and social inequalities (for an in-depth discussion on the conceptual meanings of these terms, see Hutmacher et al, 2001). From the purely statistical point of view the terms *gender parity/disparities* and, to a lesser extent, *gender gaps* are privileged in the report as they have well defined and commonly accepted statistical meanings (see ‘Measures of Gender Disparities’ in Appendix I).

Gender disparities in education should be considered in the wider context of socio-economic, geographical, urban/rural, and ethnic inequalities which characterize education and society as a whole. Numerous studies and research have highlighted the compound effect of gender and household wealth - or gender and urban/rural location - on the levels of disparity in enrolments, and progression through primary education (see for instance Filmer, 1999). The factors affecting girls’ participation in schooling have been identified in many studies and reports. UNESCO, among others, has underscored some of them during the workshops on gender-sensitive statistics and indicators, organized in francophone and anglophone African countries, and in the Arab States (see UNESCO, 1997). Many other organizations have also listed the barriers to girls’ education, as well as strategies for overcoming them¹. These barriers are found both in the demand for education (socio-economic and cultural factors) and in its supply (political/institutional or school-related factors).

Depending on regions or countries, disparities can be found in different aspects and stages of the education process, from pre-primary to higher levels of education; and they may be more significant as regards access, participation, school survival or dropout, and transition from primary to secondary education. This report is an attempt to evaluate such disparities, to detect how different aspects of disparities are relevant to different regions, and to assess progress towards the established goals of gender equality.

Scope and content of the report

The report compares girls' and boys' access to, and participation in, basic education, usually taken to comprise mainly primary and the first stage of secondary education. However, since information on the first stage of secondary education is not available separately, the report deals with participation in secondary education as a whole.

The departure point, in the first section of the report, is an analysis of the literacy of male and female adults and young people. School access and participation in primary and secondary education, constitute the main focus of the report. Where data are available, some aspects of the internal efficiency of the school system, such as repetition, survival and dropouts in primary education, and transition from primary to secondary education are also analysed. The characteristics of primary teaching staff, considered to be particularly relevant to girls' education, such as the proportion of female teachers, and the proportion of teachers who received the necessary pedagogical training, are analysed in the last section.

Geographical coverage

In developed countries gender equality in primary education has virtually been achieved, at least from the purely numeric point of view, while in secondary education young men are often worse off than young women, which is a social phenomenon of increasing concern. The present analysis however is limited to gender disparities in developing countries². The report gives particular attention to disparities affecting girls' access and participation, but the phenomenon of lower boys' participation and retention, particularly in certain Latin American and Caribbean countries, is also pointed out. Indicators' tables with measures of gender disparities are presented in Appendix I. For the 52 countries singled out in the UNGEI, because of their critical situation in terms of overall enrolment and/or gender gaps, individual country profiles with education and other background indicators are shown in Appendix II.

The analysis is essentially based on the education data published by, and available at, the UNESCO Institute for Statistics (UIS) in December 2001. Some data are still in the process of validation, hence caution is needed in interpreting the data and indicators. The reader should consult the explanatory notes to Appendices I and II, for a more detailed description of data sources and for definitions of the indicators.

The difficulty of assessing the contribution of non-formal education towards EFA

Despite the substantial contribution of non-formal education to progress towards EFA goals, this study refers essentially to formal education. Documentation describing non-formal education projects aimed at improving girls' and women education is available from various sources. Unfortunately it often lacks the necessary consistency and comparability at the national and international level. For this reason only some examples of initiatives independent from, or supported by, national authorities – particularly those relevant for girls and women – will be mentioned here.

The Egyptian authorities, for instance, have taken significant measures aimed at eliminating the remaining gaps between male and female literacy and education in areas of high population density, and in areas deprived of educational services. Among these are the Community Schools, developed in collaboration with UNICEF (from 19 schools in 1992, to 280 in 1998), and the Home Schools providing literacy classes and adult education services for women (Egypt Arab Republic, 2000).

In Bangladesh the BRAC schools (Bangladesh Rural Advancement Committee) produced 2.10 million graduates, and presently serve a total of 1.10 million children. Its 78,789 literacy courses were completed by more than 1.8 million learners. Many other innovative experiences could be mentioned.

A valuable contribution to the mapping of non-formal education is the information provided in the national reports for the EFA 2000 Assessment. An analysis of NFE projects in the nine most populous countries, conveys an impressive picture of the efforts undertaken by NGOs and national governments to improve enrolment and literacy: 35 million adults enrolled in basic education programmes in Bangladesh, 7 million children enrolled in NFE centres in India, about 2 million NFE and literacy programmes in Nigeria, 3.8 million enrolled in literacy classes from 1992 to 1999 in Egypt, one million in Indonesia in 1996/97, a significant contribution to progress towards the EFA goals (UNESCO, 2001).

Some policy initiatives to encourage girls' access to schooling

Following the momentum created by the Jomtien Conference, most governments have committed themselves to taking the necessary measures to encourage girls' access to, and participation in, schooling. Highly visible innovative programmes for girls have been launched by governments in collaboration with international organizations and NGOs, and incentive measures have been introduced to encourage girls' schooling. Many countries have described such measures in their EFA 2000 Assessment National Reports. Scholarships or free access for girls, school canteens, improved school environments, and incentives to increase the proportion of female teachers, are among the measures most frequently cited. The cases of Benin, or of some Arab States like Mauritania, could be mentioned as successful examples (see Mauritanie, 1999 and République du Bénin, 1999).

Initiatives such as the Lok Jumbish in the Indian Province of Rajasthan, providing girls with the first grades of primary education in a favourable social environment, are encouraging (Box 2).

Box 2

The Lok-Jumbish experience in the Rajasthan State of India

The Lok Jumbish (People's Movement for Education) is an administratively autonomous project of the governments of India and Rajasthan, working closely with NGOs both at the national and state level. The core philosophy is the mobilization of the community for education. Women are the key focus area. LJ works in nearly 7,000 villages with a population of 11 million....The process of involving the people starts with a participatory school mapping process during which a women's group is formed and trained. The necessity of a women's group right from the start has emerged strongly, since the rigid social structure prevents women from speaking in public, and the participation of women is crucial due to their social subordination and lack of literacy. At the end of the school mapping the whole village analyses the reasons for children not going to school. In most places it was found that even where there is a school, it is not functioning properly due to a lack of teachers, or minimum facilities. Girls did not go, because the parents would not allow them to walk long distances to attend formal or non-formal night schools. There was also some reluctance because there were only male teachers on the staff of most schools. *The combination of geography and culture was becoming a major obstacle in providing primary education for girls.* Hence the idea of creating adolescent girls' camps, where more than 2,600 girls have benefited from instruction.

Source: PROAP. *Taking Flight*. Adolescent Girls' Camps. Education for All. Innovation Series, No 14. Bangkok 2001. See also: IIEP, 1999.

Available information shows that the overall results are meagre when such projects are launched in the most disadvantaged areas, where school infrastructures are non-existent, and the level of parents' income and educational attainment is low. They can be more successful when they are built upon a certain cultural and economic background. In Pakistan, for instance, two pilot programmes were launched in the Baluchistan province, which attempted to promote the creation of subsidized private schools for poor girls. The evaluation reveals that the pilot programme was successful in urban areas, but a relative failure in rural areas, the determining factors being the larger number of children not served by government schools, the better availability of teachers, and the higher educational level of parents in urban communities (Orazem, 2000).

It is often difficult to evaluate the direct impact of these measures. In many cases, especially for NFE projects, there is no impact evaluation, and therefore no data on their sustainability. Sometimes the evaluation of such initiatives points to mixed results as shown in the example of Nepal (Box 3).

Box 3

Nepal's girl-specific incentives

Nepal has introduced an array of girl-specific incentives. The government's biggest primary initiative, the Basic and Primary Education Project, plans a comprehensive evaluation of girl-specific incentives in Phase II (1999-2003). This much-needed move would be more enthusiastically received if the all-male team of five external BPEP advisers included gender expertise and had gender balance. Nepal linchpin incentives are scholarships for about 5 per cent of primary girls in 65 districts, and for all primary girls in the remaining 10 most educationally disadvantaged districts. All girls get free texts in all primary grades, (all boys get free texts in Grades 1-3; boys in disadvantaged areas get free texts in Grades 4-5). Incentives for disadvantaged girls have included scholarships, uniforms, midday meals, subsidized hostel accommodation to encourage secondary attendance, and teacher training. Although evaluation has not been comprehensive or systematic, there is ample evidence that ambivalence by frontline Ministry of Education staff in promoting, implementing and monitoring, has sharply reduced their collective potential. While many of these incentives have been successful in other countries, their impact in Nepal has been minimal.

Source: UNESCO PROAP. *Planning and Sector Analysis Unit. Girls' and women's education. Policies and implementation mechanisms. Synthesis of five case studies.* By Lynda Pennells. Bangkok, 1998.

The quantitative analysis below will give a general idea of the extent to which such measures have been successful, and will show that this impact has been positive in many cases, especially in countries where the initial situation in terms of overall access and gender disparities in particular was most critical.

1. Literacy

The analysis of literacy is an appropriate departure point for examining overall gender disparity in education. It gives an idea of the current situation, and of the extent and direction of the work to be done in terms of providing formal and non-formal education. Compared with targets set at world conferences, it enables an assessment to be made whether these targets have been achieved, or been approached more closely. According to the latest UIS estimates the trends of the last decade are far from the goals set by the World Conference on Education for All, at Jomtien (UNESCO, 1990): 'Reduction of the illiteracy rates ...to one half of its 1990 level by the year 2000, with sufficient emphasis on female literacy to reduce significantly the current disparity between male and female illiterates'.

The illiteracy rate for the developing countries as a whole has decreased by one quarter (from 33.4 per cent to 26.6 per cent), far from the Jomtien target of 50 per cent reduction. If drastic measures are not taken to change the trend, the illiteracy rate is projected to be still over 20 per cent in 2010 (the latest year for which projections are available), with persistent gender disparities (15 per cent for men, and 27 per cent for women). It can be appreciated that this forecast seems far from the new goal established at the World Education Forum in Dakar: 'achieving a 50 per cent improvement in levels of adult

literacy by the year 2015, especially for women...' (World Education Forum, 2000, goal (iii)).

The UIS estimates that there are still 875 million illiterates in the world in the year 2000, of whom women still constitute almost two thirds, a situation practically unchanged since 1990 (from 63 to 64 per cent). Table 1 also shows that:

- ▶ Southern Asia, the region with the highest number of illiterates, males and females, has seen this number increase by about 8 per cent during the last decade while in Eastern Asia the number of illiterates has declined by about 20 per cent;
- ▶ In all developing regions the percentage of women has remained stable, with values ranging from 55 per cent in Latin America/the Caribbean to 72 per cent in Eastern Asia/Oceania.

If literacy is considered in relation to the population the picture is slightly different. Table 2, on literacy rates, shows that there is great variation among developing regions and groupings, ranging from the group of the least developed countries, where only about half of the population is literate (51 per cent) to the Latin American/Caribbean region, where the mean literacy rate is almost 90 per cent.

Table 1
Estimated adult illiterate population (aged 15 and over) by gender, 1990 and 2000

	1990				2000			
	Number of illiterates (millions)			%F	Number of illiterates (millions)			%F
	Total	Male	Female		Total	Male	Female	
World Total	894.5	328.1	566.4	63	875.2	316.4	558.8	64
Developing countries of which:	875.8	322.4	553.4	63	862.6	312.4	550.3	64
Sub-Saharan Africa	134.9	53.3	81.7	61	137.8	54.1	83.7	61
Arab States	63.4	23.4	40.0	63	67.3	24.3	43.1	64
Latin America/Caribbean	42.7	18.8	23.9	56	41.1	18.5	22.5	55
Eastern Asia/Oceania	240.3	73.3	167.1	70	192.0	53.6	138.5	72
Southern Asia	383.5	151.2	232.3	61	415.4	160.0	255.4	61
Least developed countries	160.8	64.1	96.8	60	182.9	72.3	110.6	60
Developed countries	18.7	5.6	13.0	70	12.5	4.0	8.5	68

Source: Estimates and Projections by the UIS, 2000 Assessment

Table 2
Estimated adult literacy rates (population aged 15+) by gender, 1990 and 2000

	1990					2000				
	Literacy rates (%)			GPI (F/M)	Gender gap (M-F)	Literacy rates (%)			GPI (F/M)	Gender gap (M-F)
	Total	Male	Female			Total	Male	Female		
World Total	75	82	68	0.84	13	79	85	74	0.87	11
Developing countries	67	76	57	0.76	18	73	81	66	0.81	15
of which:										
Sub-Saharan Africa	50	60	41	0.68	19	61	69	54	0.78	15
Arab States	51	65	37	0.57	28	62	73	50	0.68	23
Latin America/Caribbean	85	86	83	0.96	3	88	89	88	0.98	2
Eastern Asia/Oceania	79	88	71	0.81	17	86	92	80	0.86	13
Southern Asia	48	60	35	0.58	25	56	67	44	0.66	23
Least developed countries	43	54	32	0.59	22	51	61	41	0.67	20
Developed countries	98	99	97	0.99	1	99	99	98	0.99	1

Source: Estimates and Projections by the UIS, 2000 Assessment

As concerns gender disparities it should first be noted that while 81 per cent of the male population is literate, this percentage falls to 66 for the female population. The two measures of disparities, the Gender Parity Index (GPI), and the Gender Gap (see definitions in Appendix I) convey the following indications:

- ▶ The situation has improved between 1990 and 2000; GPI for all regions are closer to 1, i.e. nearer to parity, and the gender gap has narrowed in all regions;
- ▶ In the year 2000 there are still gender gaps, widest in the Arab States and Southern Asia (23 percentage points in both regions) while the relative disparity measured by the GPI is worse in Southern Asia (0.66) than in the Arab States (0.68); the former region has the lowest literacy rates for both men and women (67 per cent and 44 per cent respectively).

These regional values conceal significant inter-country variations. There are, first of all, variations in absolute terms relating to the population and the number of illiterates. It is clear that the values of certain populous countries in Southern Asia (India, Pakistan, and Bangladesh, all belonging to the 52 UNGEI country group) weigh markedly on the regional aggregates, which in turn affect the world total. Thus an improvement in the literacy rate, or on the gender balance, in one of these countries has a visible impact on the world situation. It is, therefore, important to examine in more detail the national situation within each region and country, if effective measures are to be taken to reduce overall illiteracy, as well as gender and other types of disparity in this field (see the example of Yemen in Figure 3, below). The following analysis is based on data by country as estimated by the UIS for 1990 and 2000.

An overview of the present situation at the country level

Estimates of literacy levels are available by country for both the adult (age 15 +), and youth (15-24 age group) population. A comparative analysis of literacy levels in the year 2000 for the two groups permits both the present state of literacy, and recent progress in literacy levels, to be determined. The youth population group reflects more precisely the results of recent efforts to increase literacy and enrolment levels. A comparison of Tables 1 and 2, Appendix I, on literacy rates in the year 2000 for the two age groups, permits some general remarks.

As regards *overall literacy levels*:

- ▶ There are still 21 countries (13 in sub-Saharan Africa, 3 in the Arab States, and 5 in Asia) where *adult* literacy levels are below 50 per cent. Among these there are 6 countries, mostly in Western and Central Africa, where adult literacy rates are below 40 per cent;
- ▶ Among the *youth* group only two countries have literacy rates below 50 per cent: Burkina Faso (35 per cent) and Niger (23 per cent).

As regards *gender disparities*:

- ▶ The GPI for *adult* literacy rates is below 0.50 in eight countries, indicating that the female literacy rate is less than half the male rate (Guinea-Bissau, Niger, Yemen, Nepal, Burkina Faso, Afghanistan, Benin, and Mozambique). However, if the *youth* literacy rates are considered, only Guinea-Bissau, Niger and Benin show such high disparities;
- ▶ In 23 countries, female *adult* literacy rates are three thirds, or less than the male rates (GPI below 0.67). For the *youth* group, the number of countries in this situation has fallen to 11.

Figure 1 illustrates these differences, and shows that for the age group 15-24 the situation is improving as regards both male and female literacy rates, as well as gender parity, especially for countries where the literacy rates are highest.

Changes in adult literacy between 1990 and 2000

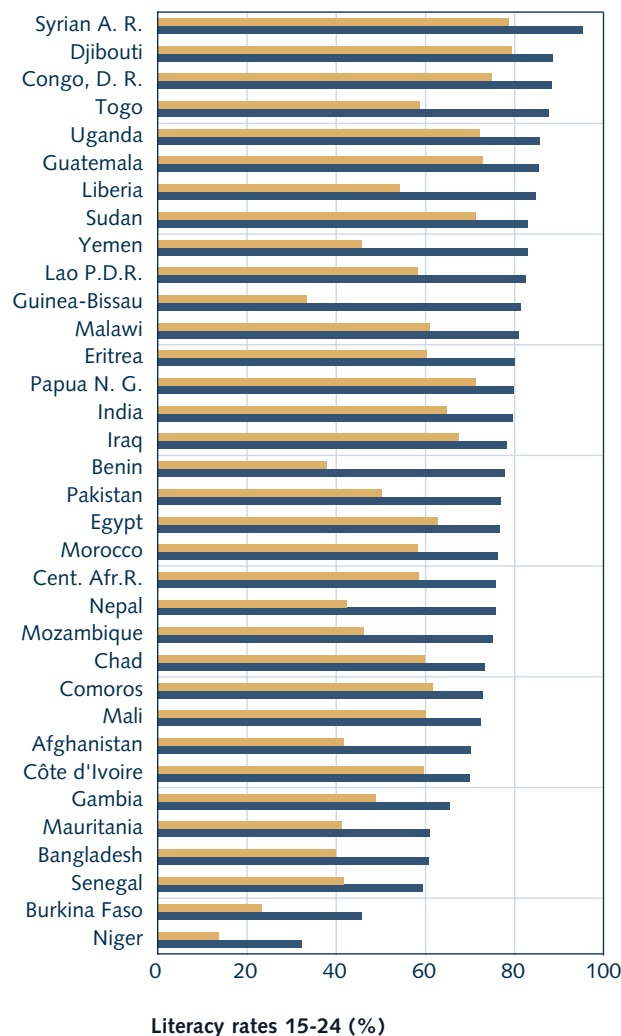
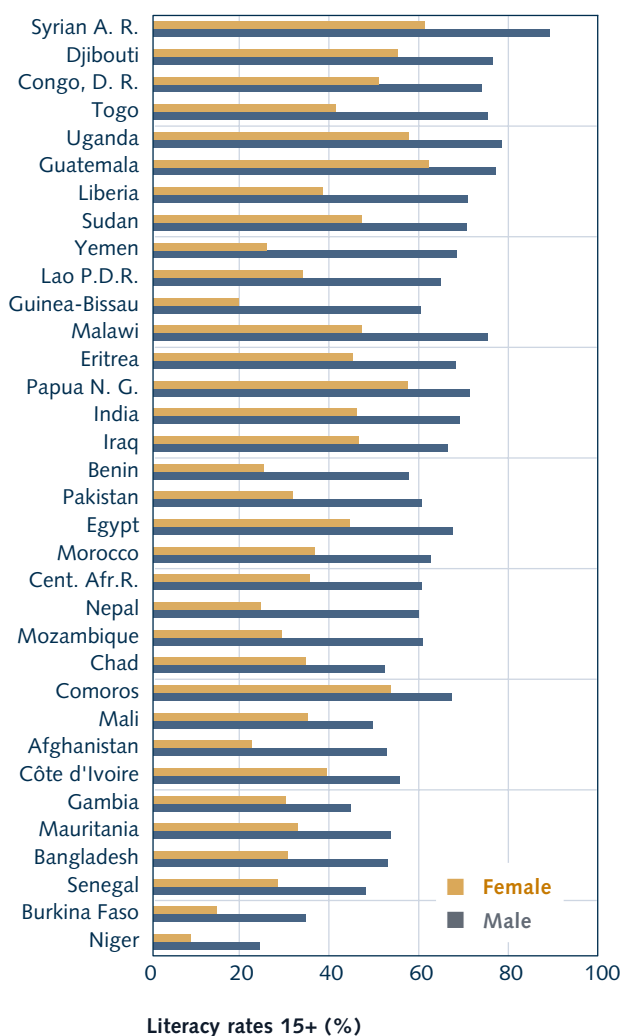
Adult literacy (age 15+) can be considered to assess progress in literacy levels, and gender parity, over the decade 1990-2000 for the whole adult population. Some indications can be drawn from Table 1, Appendix I; they confirm, and complement, the remarks made above.

- ▶ Adult literacy rates have increased everywhere, and progress towards parity has been consistent;
- ▶ As regards overall literacy rates (male and female), increases of 50 per cent or more have occurred in two

cases only (Mali and Chad), between 1990 and 2000. If it is remembered that a target of 50 per cent increase in literacy rates particularly for women, has also been fixed at Dakar for the year 2015, it may be questioned whether this target is attainable;

- ▶ It is estimated, however, that as regards female literacy, increases exceeding 50 per cent have occurred in 12 countries in sub-Saharan Africa, and in 5 countries of Southern Asia, all with extremely low rates in 1990;
- ▶ For Botswana, Lesotho, Jamaica, and Nicaragua, the disparity is in favour of women, for both years, as indicated by the value of the GPI exceeding 1, and the negative value of the gender gap. It is estimated that the gap has narrowed for Lesotho. In two Arab States, Qatar and the United Arab Emirates, the disparity, which in 1990 was in favour of men, seems to be to the advantage of women in the year 2000.

Figure 1
Estimated literacy rates by gender, for adult and youth population, 2000

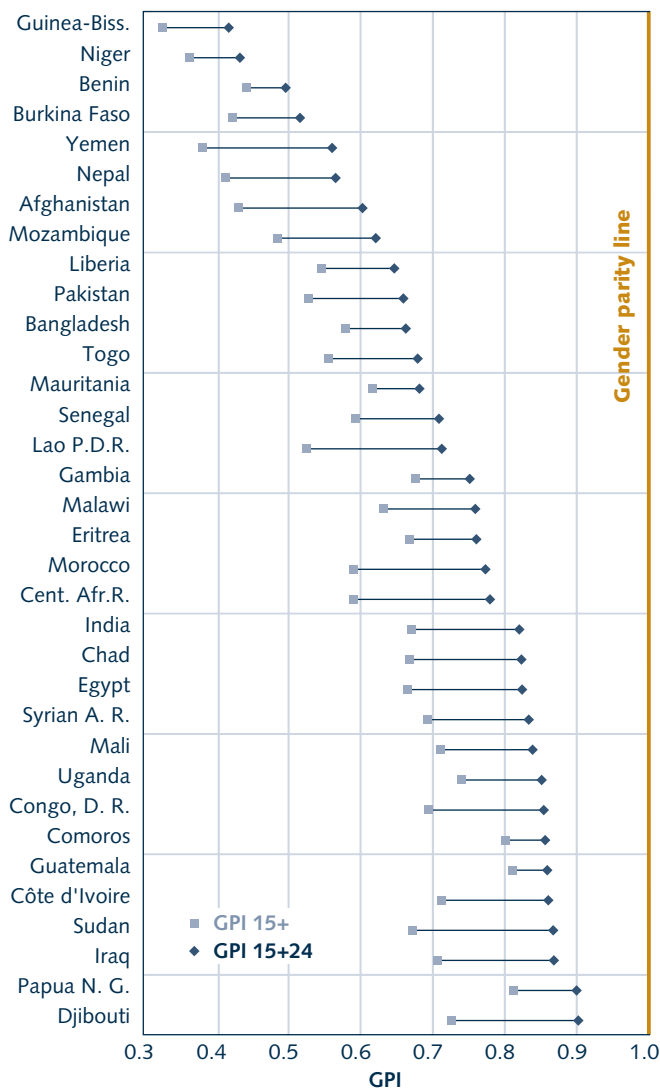


Source: Tables 1 and 2, Appendix I.

The changes in gender disparities are depicted more precisely in Figure 2, which shows the gender parity index of adult and youth literacy rates in 2000, for countries where the youth literacy GPI is still below 0.90. It shows that:

- ▶ all countries are closer to parity as regards youth literacy,
- ▶ progress has been considerable in the majority of the most disadvantaged countries,
- ▶ however a number of them notably in sub-Saharan Africa and Southern Asia are still far from achieving gender parity.

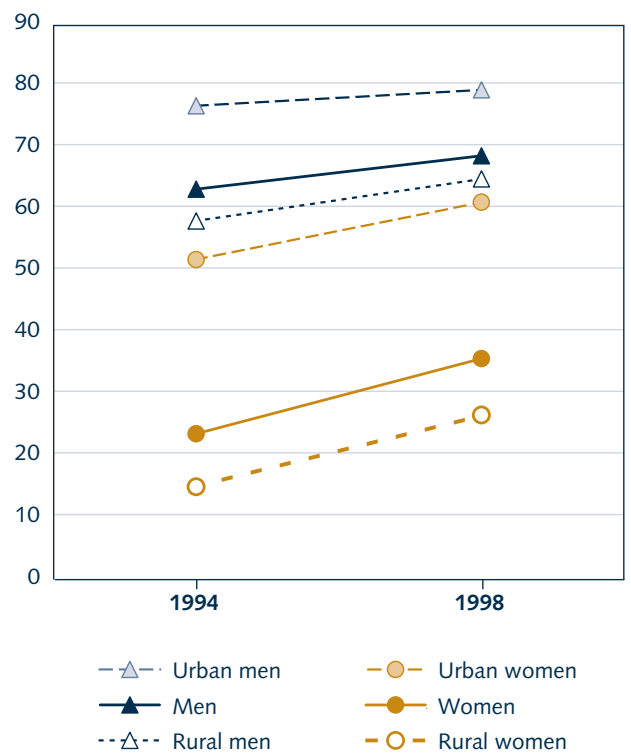
Figure 2
Gender parity index (GPI) of adult (15+) and youth (15-24) literacy rates, 2000
(Countries with GPI below 0.90)



Source: Tables 1 and 2, Appendix I.

Beyond these national values, significant variations exist within countries among social groups, and geographical or urban/rural areas, which it is necessary to analyse when designing national policy. The situation in Yemen is shown in Figure 3, as an example of variations that can be found within a country. It can be observed that differences between male and female literacy rates are more marked in rural than in urban areas (GPI = 0.41 in rural areas as compared with 0.77 in urban areas), and that with a rural/urban literacy ratio of 0.66, disparities between rural and urban areas are also to be addressed if equality is to be achieved. The impressive gap between rural women and urban men shows the compound effect of gender and rural/urban residence on the probability of becoming literate.

Figure 3
Republic of Yemen
Literacy rates of the population aged 10+, by gender and urban/rural residence



Source: Derived from 'Republic of Yemen, 1999'.

2. Early childhood care and education

The scope of early childhood care and education

The Jomtien Declaration, recalling that 'education begins at birth', called 'for early childhood care and initial education (ECCE)', to 'be provided through arrangements involving families, communities, or institutional programmes, as appropriate' (World Conference on Education for All, 1990). The goal of 'expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children', was reaffirmed at Dakar.

There is some controversy about the desirability of exposing very young children to early childhood care and development programmes, and on the advisability of devoting limited educational resources (especially in the sub-Saharan African region), to these types of programme. Certainly their provision by public or other authorities is seen by many women as a welcome means of releasing mothers to find employment outside the home, and older children to be free to go to school. For this reason women's NGOs have endeavoured to provide day-care centres for children who are not yet of school age – the initiatives of the Council of Women and the YWCA in Botswana – (mentioned in Mannathoko, 1999), are some of the examples of this commitment.

From the statistical point of view the scope of ECCE was too broad, and the UIS had to define it more precisely by limiting the programmes surveyed to those catering for children from the age of three (see current definition of early childhood development (ECD) programmes in Box 4).

Box 4

The definition of early childhood development (ECD) programmes

Early childhood development (ECD) programmes offer a structured and purposeful set of learning activities, either in a formal institution (pre-primary education), or as part of a non-formal child development programme. ECD programmes are normally designed for children aged three years or above, and include learning activities that constitute on average the equivalent of at least 2 hours per day, and 100 days per year.

Source: UIS. *Instruction Manual for Completing the Survey 2000 Questionnaire on Education Statistics*. Paris, 2000.

Despite this effort to make the definition more operational, it still appears difficult to collect reliable and comparable data on ECD programmes. In its Survey 2000, the UIS requested data separately on pre-primary education, and on other ECD programmes, but most of the countries had difficulty in distinguishing between the two types of programmes, and in reporting data on the latter, mostly organized in informal settings, the result being that only seven countries answered satisfactorily (Table 3):

Table 3
Early childhood development programmes
Enrolment in pre-primary education and in other ECD programmes, 1998^a

Country	Enrolment							Other ECD programmes as % of total ECD
	Total ECD programmes	Pre-primary education			Other ECD programmes			
	MF	MF	F	%F	MF	F	%F	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(5)/(1)*100
Brunei Darussalam	11 533	11381	5565	49	152	152	100	1.3
Comoros	96 752	1 312	669	51	95 440	46 729	49	98.6
Costa Rica	77 967	* 69 579	* 33 894	49	8 388	4 078	49	10.8
Cuba ^b	1 251 079	867 697	434 394	50	383 382	194 120	51	30.6
Ecuador	263 665	181 147	90 558	50	82 518	41 004	50	31.3
Morocco	818 694	805 231	270 064	34	13 463	6 665	50	1.6
Venezuela ^c	896 593	800 885	395 630	49	95 708	42 340	44	10.7

a. Countries who provided data for the UIS Survey 2000.

b. Other ECD programmes include children aged 0 to 6.

c. Data refer to 1999.

Source: UIS Survey 2000. Regional reports. Statistical annexes

- ▶ In sub-Saharan Africa only the Comoros reported data on *other ECD programmes*, whose primary purpose is the study of the Koran, which are organized for children of all ages, with the result that the gross enrolment ratio in this type of programme is well above 100 per cent (166 per cent as compared to 2 per cent for pre-primary education alone)³;
- ▶ Among the Arab States only Morocco reported data on such programmes. They provided for 13,463 pupils, half of whom were girls. Unlike the Comoros, Morocco's other ECD programmes were a minimal part of the whole ECD, their inclusion increasing the GER of pre-primary education by only one point;
- ▶ In Latin America/the Caribbean, and in Asia/Oceania other ECD programmes are declared to exist in various countries, but data are reported by a few countries only, among which Cuba and Ecuador are the only ones where enrolments represent over 30 per cent of the total ECD enrolment⁴.

Despite these difficulties in reporting complete data, the National EFA 2000 Assessment Reports offer some insight into the possible extent of other ECD programmes, conducted in parallel with formal pre-primary education. In the UIS Survey 2000 questionnaire, Niger reported a total enrolment of about 11,500 pupils in formal pre-primary education, i.e. a GER just below 1 per cent, far from the objective of 7.5 per cent in the year 2000, determined by the National Action Plan designed within the framework of the Jomtien recommendations. On the other hand the EFA National Report indicates that an estimated 40,000 non-formal, but well-structured Koranic schools, may serve a total of about 800,000 children, corresponding to about 50 per cent of the 3-6 year old population. Parents send their children to these schools, where *marabouts* teach them mainly to read and recite the Koran, but also prepare them for the classical school system, and make them acquainted with elementary learning principles. (République du Niger, 1999). The importance of this type of school is also mentioned in other National EFA Reports (see for instance Mauritanie, 1999).

Pre-primary education

Considering the evident difficulties in collecting realistic information on all ECD programmes, this report deals mainly with pre-primary education.

Levels of enrolment in this type of education vary from one region/country to another in relation to levels of socio-economic development, and specific cultural and historical considerations (Table 3, Appendix I).

- ▶ Pre-primary education is only marginally developed in sub-Saharan African countries, where, until recently, it did not figure among the priorities or concerns of the governments, striving to meet the demand for basic education. The issue is now prominent in most National Plans, but reporting on its development is still extremely weak (data for 1998 are available for less than half the countries), which makes it difficult to assess its progress. GER do not exceed 10 per cent in two thirds of the countries for which data are available. Among the reasons for the low enrolments in this type of programme, is the fact that in many countries they are provided mainly, or only, in urban areas. Besides, they are often privately organized and managed, implying the need to pay fees, that many families in poor countries and areas cannot afford. In most countries fees are also required in public pre-primary schools, although generally they are not so high as in private schools (Cameroun, 2000). The highest enrolment is in Mauritius, where all children are enrolled in pre-primary schools.
- ▶ In Latin America/the Caribbean pre-primary schools are much more developed, the median GER being 56 per cent.
- ▶ In the Arab States GER range from 1 per cent in Yemen, to 73 per cent in the United Arab Emirates, with a median value of 14 per cent in Tunisia. In Yemen the high population growth rate, the insufficient provision of public pre-primary schools, only available in the capitals of certain districts, and non-existent in small cities or rural areas, and the high costs of private schools, are among the factors explaining the low enrolment (Republic of Yemen, 1999).
- ▶ In Asia/Oceania the range goes from the low of Myanmar (3 per cent) to the high of Thailand (93 per cent).

Changes in pre-primary enrolment, 1990 - 1998

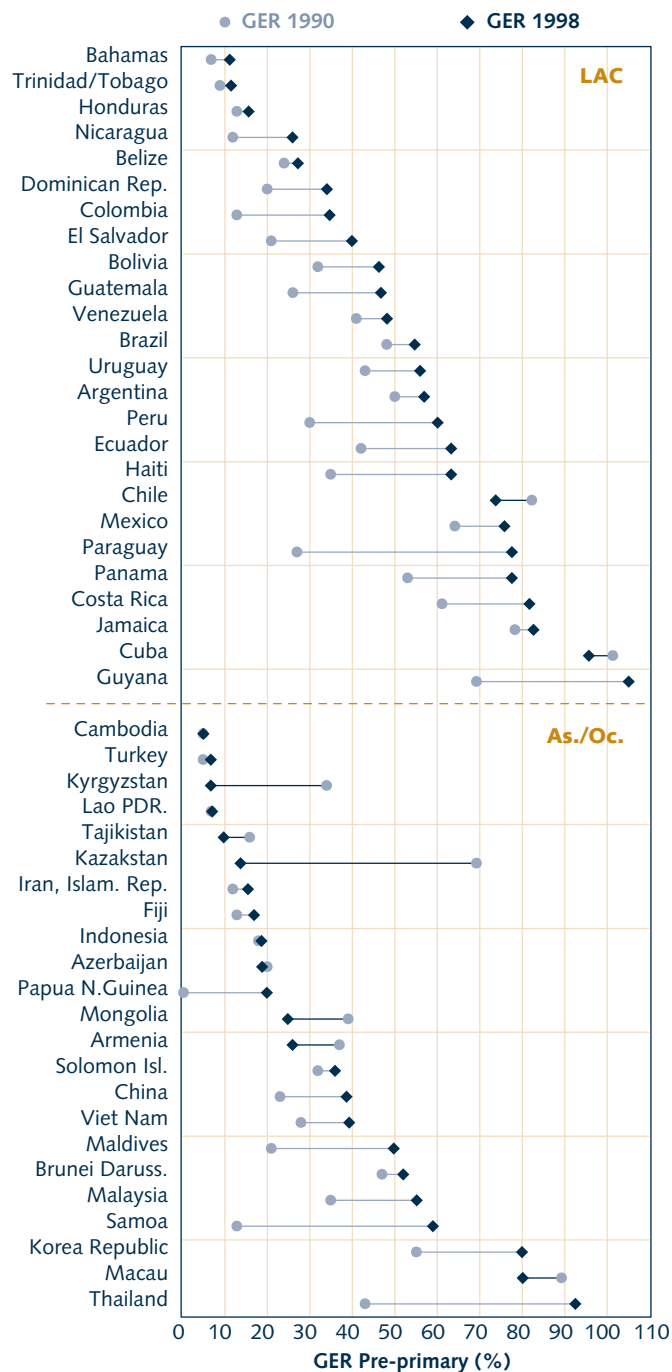
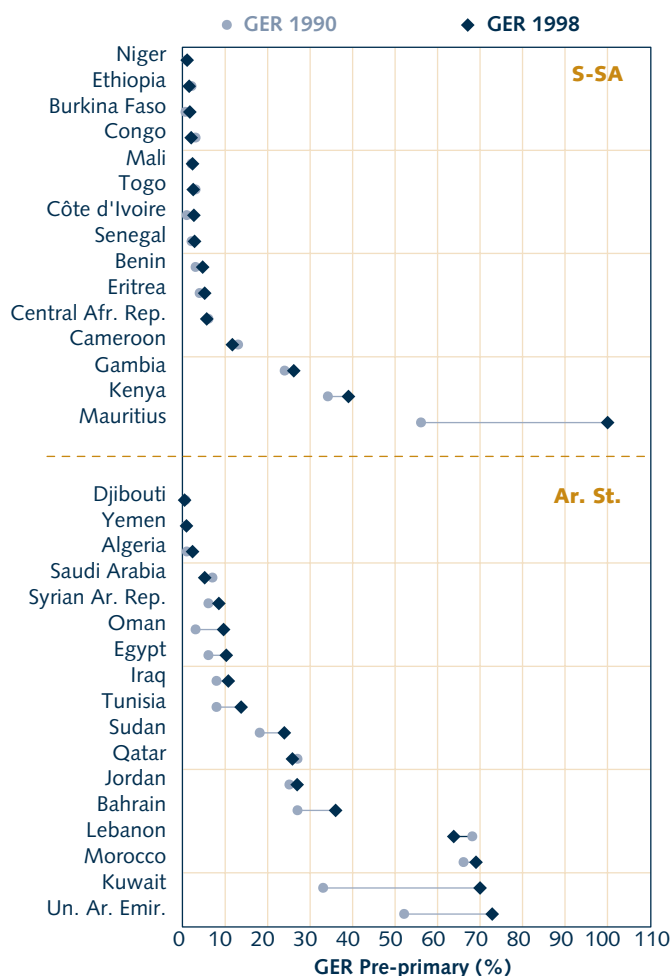
Care should be taken in making comparisons with 1990, as the emphasis put since Jomtien on ECD programmes, may have led some countries to adopt a broader definition of pre-primary education as compared to 1990. In countries where data are available and comparable, between 1990 and 1998 (i.e. they refer at least to the same age group), gross enrolment ratios have generally increased, as shown in Figure 4. Increases seem particularly pronounced in Mauritius, Guyana, Paraguay, Thailand, Papua New Guinea and Samoa (more than 35 percentage points).

Central Asian countries of the former USSR contrast sharply with this positive picture. UIS data, and those available from other sources (particularly UNICEF, 2001)⁵, show that educational provision at this level has dramatically decreased since 1990, particularly in Kazakh-

tan, Kyrgyzstan, and Tajikistan, but also in Armenia, Azerbaijan, and Georgia, while Mongolia has also registered a decline. This decline in gross enrolment ratios indicates that the fall in enrolment is much more pronounced than the demographic decline, which has also occurred during this period. The UNICEF Report analyses the reasons for the decline, and warns about the implications for children and mothers:

'In these countries there have been changes in ownership as state enterprises withdraw from the provision of pre-schools and local authorities assume a more important role in management, although often without sufficient resources for financing. Demand has fallen as well as supply, as a result of higher fees, lower incomes, and lower female employment. These falls in enrolment are an immediate blow to the health and nutrition of these children, who no longer enjoy these facilities (and to the labour force participation of their mothers – less female employment can be expected to be a result of the lower pre-school enrolment as well as a cause).'

Figure 4
Pre-primary education: changes in gross enrolment ratios between 1990 and 1998
(in increasing order of 1998 GER within regions)



Source: Table 3, Appendix I

Gender disparities in pre-primary education

Given the limitations mentioned above caution should be exercised in drawing definite conclusions from the available data. It seems, however, that gender disparities in pre-primary education are in general less pronounced than at other levels of education, and are often negligible.

Apart from the countries of West and Central Africa, where data are poor, and the development of pre-primary education still only marginal, for most countries the GPI is close to unity, and in favour of girls. The Index seems to

have become favourable to girls in certain cases where it was below unity, like Sudan (from 0.57 in 1990 to 1.19 in 1998), and Laos (from 0.88 to 1.11).

Even if it is difficult to project such observations to other levels of education, this may be seen as a sign of forthcoming progress in girls' participation at higher levels of education. At any rate enrolment in pre-primary education is a positive factor for further school participation, and often an opportunity for children to benefit from welfare, health and nutrition programmes associated with pre-school provisions.

There are exceptions to this positive picture: Pakistan, where the overall GER is below 10 per cent and the GPI below 0.50, i.e. girls account for about half the male enrolment, Morocco (GPI = 0.52, up 6 points from the 0.46 of 1990), and Liberia (GPI = 0.74).

New entrants to primary education who attended some form of ECD programmes

To evaluate the impact of pre-school programmes (both pre-primary education and other ECD programmes), the UIS 2000 survey also required data on new entrants to Grade 1 of primary education who attended some form of pre-primary education, or other organized ECD programmes. The response rate was not encouraging. Only the 26 countries shown in Table 4 completed this part of the questionnaire, which permitted the calculation of the related indicator. The results just have an indicative value. Gender differences seem significantly in favour of boys in the Comoros and Kyrgyzstan only. In all other countries the indicator shows either gender parity or an advantage for girls, and this is particularly pronounced in Djibouti, Botswana, Tonga, Sudan and Zambia.

Table 4
New entrants to primary education who experienced some form of ECD programmes, by gender, 1998

Country	(%)			GPI (F/M)	Country	(%)			GPI (F/M)
	Total	Male	Female			Total	Male	Female	
Algeria	1.5	1.5	1.5	1.04	Georgia	28	28	27	0.98
Azerbaijan	20	20	20	1.00	Kuwait	87	88	87	0.99
Bolivia	48	48	48	1.00	Kyrgyzstan	9	10	8	0.78
Botswana	27	24	30	1.23	Mauritius	97	...	...	...
Brunei Darussalam	88	86	90	1.04	Papua New Guinea	24	24	24	1.02
Burkina Faso	2.8	2.5	3.2	1.30	Seychelles	100	100	100	1.00
Cambodia	8	8	8	1.04	Sudan	51	47	57	1.22
Comoros	4.0	4.5	3.5	0.78	Tonga	66	52	82	1.59
Costa Rica	77	77	78	1.01	Uganda	2.5	...	...	...
Cuba	99	99	99	1.00	United Arab Emirates	90	90	90	1.00
Djibouti	2.3	1.1	3.9	3.51	Vanuatu	100	100	100	1.00
Ecuador	45	44	46	1.04	Yemen	1.6	1.5	1.6	1.07
Gambia	28	27	28	1.02	Zambia	9	8	9	1.22

Source: UIS database

3. Access to schooling

Disparities between girls and boys start with access to school. Inequality at this critical time in children's development continues to have an impact on girls' participation in primary and further levels of education. Poverty is an overall factor affecting school access and participation, particularly for girls. Even when education is declared free many families cannot afford the costs of transport (when available), uniforms, and textbooks. Opportunity costs may have a strong incidence: they are related to the need for girls, in some cases for boys too, to help families with the household and agricultural chores, and to mind younger siblings, or care for the elderly and sick. The impact of HIV/AIDS on the wealth of the poorest countries reinforces the existing barriers (see UNESCO IIEP, 2001). Other factors affect girls' access to school: the distance from school, which in many countries is a hindrance for both boys and girls, the lack of adequate infrastructures, the low proportion of female teachers, and the lack of pedagogical training and sensitization in gender-issues, for both male and female teachers.

Admission to primary education

According to the UIS estimates (UIS, 2000), the number of new entrants increased by about 11 per cent in the less developed regions between 1990 and 1998. This is not as positive as would appear, as the population of normal school-entrance age (6 years), increased by more than 9 per cent during the same period. At the global level the increase in the number of new entrants seems to have benefited boys and girls alike, as the proportion of girls remained unchanged at 46 per cent, ranging from 44 per cent in Southern Asia to 49 per cent in Latin America/the Caribbean.

Box 5

The Apparent Intake Rate (AIR)

The Apparent Intake Rate (AIR), also called Apparent or Gross Admission Rate, measures new entrants as a percentage of the population of official entrance age. The interpretation of this indicator is subject to caution, as the high number of over-age children may result in gross admission rates exceeding 100 per cent. The AIR is greater than 100 per cent in most countries, suggesting that most of them have the theoretical capacity today to enrol all children of official entry age. The particularly high rates in Latin America and the Caribbean also indicate that many children enter school when one year or more over the official entrance age.

Western and Central Africa register the lowest AIR, reflecting the limited availability of school places in countries like Burkina Faso, Congo, Niger, the Central African Republic, and the Democratic Republic of the Congo, where rates are still below 50 per cent. War, or post-war, situations in some of these countries certainly contribute to the deterioration of access to education.

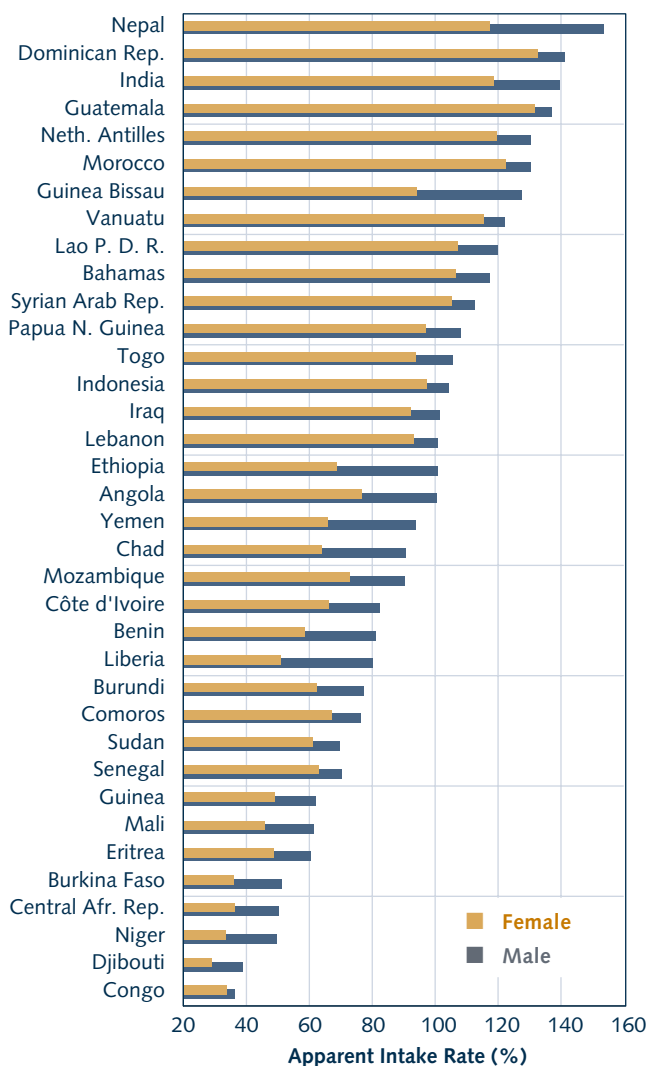
Gender disparities

An analysis of Table 4, Appendix I, permits the identification of three typical situations.

- ▶ *Access to school for girls is lower than for boys.* The majority of countries fall into this category. Some particularly worrying cases, depicted in Figure 5, should be underlined. In countries of Western and Central Africa (Liberia, Chad, Burkina Faso, the Central African Republic, Guinea-Bissau, Djibouti and Mali) and in Yemen, the apparent admission rates for girls are three quarters, or less than, the male rates. It should be pointed out that most of these countries also have rather low overall values of access to school (for both boys and girls). With the exception of Djibouti and Liberia, for which data are not available, these countries also have the lowest GDP per capita (below US\$400 per year) and decreasing over the last decade, except in Burkina and Mali⁶, belong to the group of the least developed countries, are countries highly affected by HIV/AIDS (except Yemen), and figure among the highly indebted poor countries (except Djibouti). This points to the conclusion that while social and cultural factors need to be studied, and taken into account, in designing and implementing policy aimed at reducing gender disparities, poverty is the underlying barrier to education, for girls in particular. This means that unless national authorities, and international partners, take substantial measures, integrating the socio-economic, political and cultural approach, it will be impossible to reach the EFA goals set at Dakar: 'ensuring that by 2015 all children, particularly girls... have access to, and complete, free and compulsory primary education of good quality', (Goal ii), and 'eliminating gender disparities in primary and secondary education by 2005', (Goal v).
- ▶ *Gender parity is reached.* This pattern is found in many countries of Latin America and the Caribbean, and in the Asia/Oceania region.

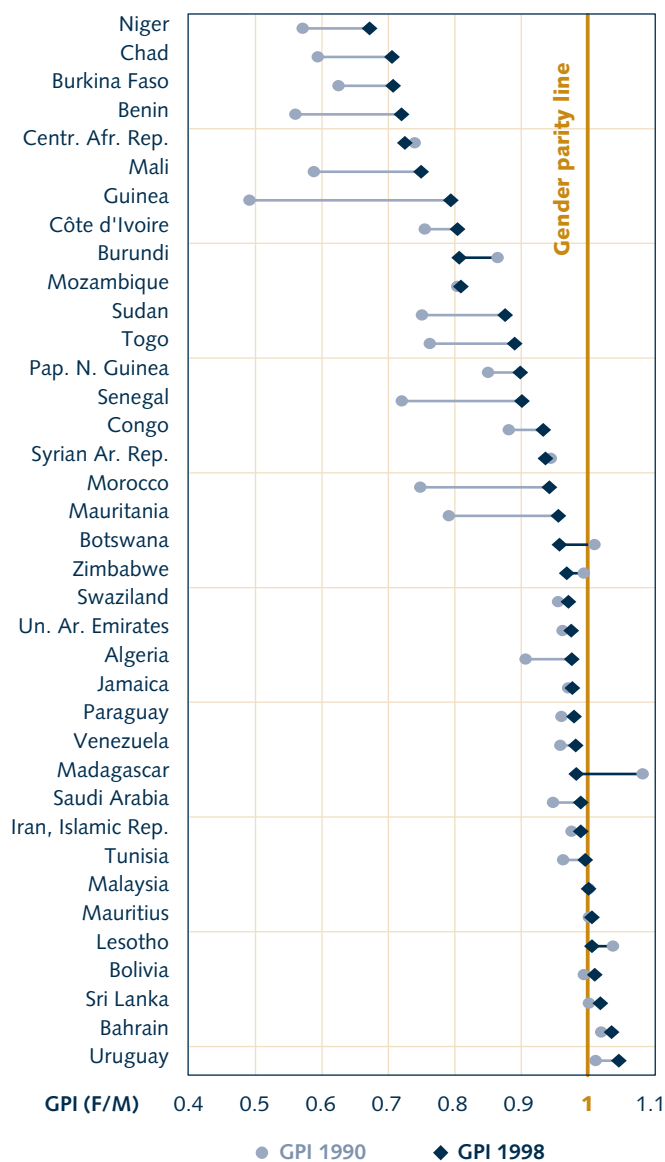
► *Disparities are in favour of girls.* In sub-Saharan Africa slight disparities in favour of girls are noted in Namibia, Lesotho and the Democratic Republic of the Congo. While for the first two countries the phenomenon is an historical reality, explained mostly by the need for boys to mind livestock, in the latter case the situation seems recent, and may be due to an exceptional situation following the war, or even to the poor quality of the reported data. Gender imbalances in favour of girls are also observed in some Latin American and Caribbean countries (e.g. Nicaragua, Guyana, and Uruguay) and in some Asian countries (Azerbaijan, Bahrain, Macau, and Vietnam) although they are not so pronounced as for other aspects or levels of education (see Sections 4 and 6 on primary and secondary education).

Figure 5
Apparent intake rates to primary education by gender, 1998
(countries with GPI below 0.95)



Source: Table 4, Appendix I

Figure 6
Apparent intake rates: changes in gender disparities between 1990 and 1998



Source: Table 4, Appendix I

As regards changes between 1990 and 1998 two major trends are observed:

- For countries with available data for the two reference years, the overall apparent intake rates (male and female) have decreased in almost half of the countries, most of them in sub-Saharan Africa (Table 4, Appendix I);
- Gender disparities have narrowed particularly where the situation was most inequitable for girls, e.g. Benin, Guinea, Mali, and Mauritania, proving that the measures taken during the last decade are bringing results, however moderate (Figure 6).

In Benin for instance, where the GPI has improved from 0.56 to 0.72, and the gender gap has narrowed from 32 to 22 percentage points, policy measures included a significant work of sensitizing parents through the media, and the suppression of school fees for girls in public primary schools in rural areas (République du Bénin, 1999). Similarly, in Mauritania where the GPI has improved from 0.79 to 0.95, and the gender gap has narrowed from 13 to 4 percentage points, an overall strategy for improving girls' participation has been defined, which integrates socio-economic, cultural and institutional considerations. In this framework incentive measures included the facilitation of proximity school/families, increasing the number of female teachers, establishing fellowships in favour of girls, and increasing the number of school canteens (Mauritania, 1999).

Box 6
The Net Intake Rate (NIR)

The Net Intake Rate (NIR), or Net Admission Rate, is given by the number of new entrants of official entrance age in relation to the population of the same age. Like the Apparent Intake Rate, the NIR should be interpreted with caution as the notion of 'official' entrance age is extremely blurred: in many developing countries, most children enter school one or more years later than the official admission age. As a consequence the NIR may be excessively low, and therefore misleading, if the reference age selected for the calculation of the indicator does not correspond to the modal age.

The analysis of the Net Intake Rates presented in Table 5, Appendix I, confirms the existence of gender inequality in the numbers of new entrants of official age, although less pronounced than that for all new entrants, for instance in sub-Saharan Africa (see UIS, 2001b).

School life expectancy

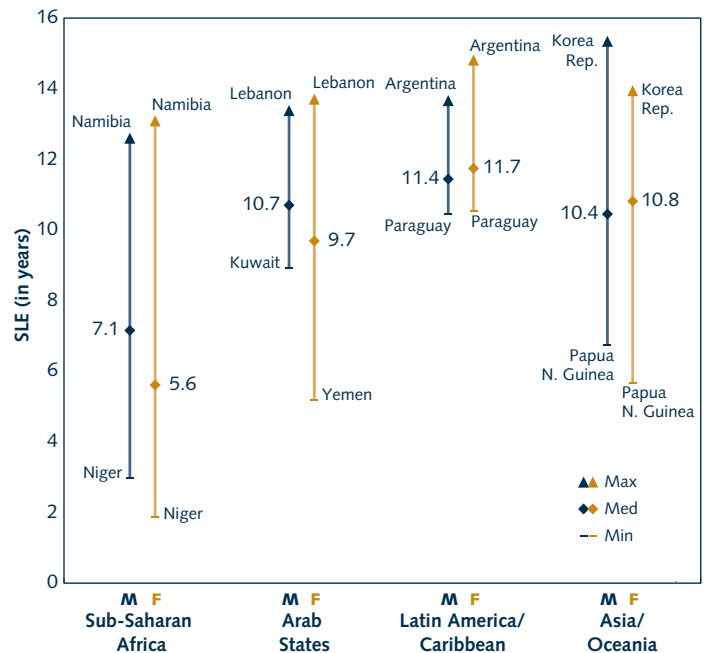
Data on current levels of school participation in a country, enable an estimate to be made of the number of years that a boy or a girl of admission age to primary education is expected to remain at school. This summary measure of the expected overall participation in the whole education system is the School Life Expectancy (SLE).

Box 7
The School Life Expectancy (SLE)

School life expectancy (SLE) is defined as the expected number of years of formal education that a child is expected to remain at school, or university, including years spent on repetition. Assuming that the probability of a child being enrolled at any particular age is equal to the current enrolment ratio for the population of that age, the SLE is given by the sum of the age-specific enrolment ratios for all levels of education, excluding pre-primary. School life expectancy is a good summary indicator, as it is independent of the duration of the different levels of education, and therefore internationally comparable.

Based on the age-specific enrolment ratios, the SLE is subject to the same limitations associated with all net ratios: lack of, or incompleteness of data on enrolment by age reduces considerably the number of countries for which the indicator can be obtained. SLE are presented in Table 6, Appendix I.

Figure 7
School life expectancy (SLE), by gender, 1998
(Median value and variation within regions)



Source: Table 6, Appendix I

For countries where data or estimates are available, the expected number of years a boy or a girl can expect to be enrolled at school, is extremely variable from one region to another, and within regions (Figure 7):

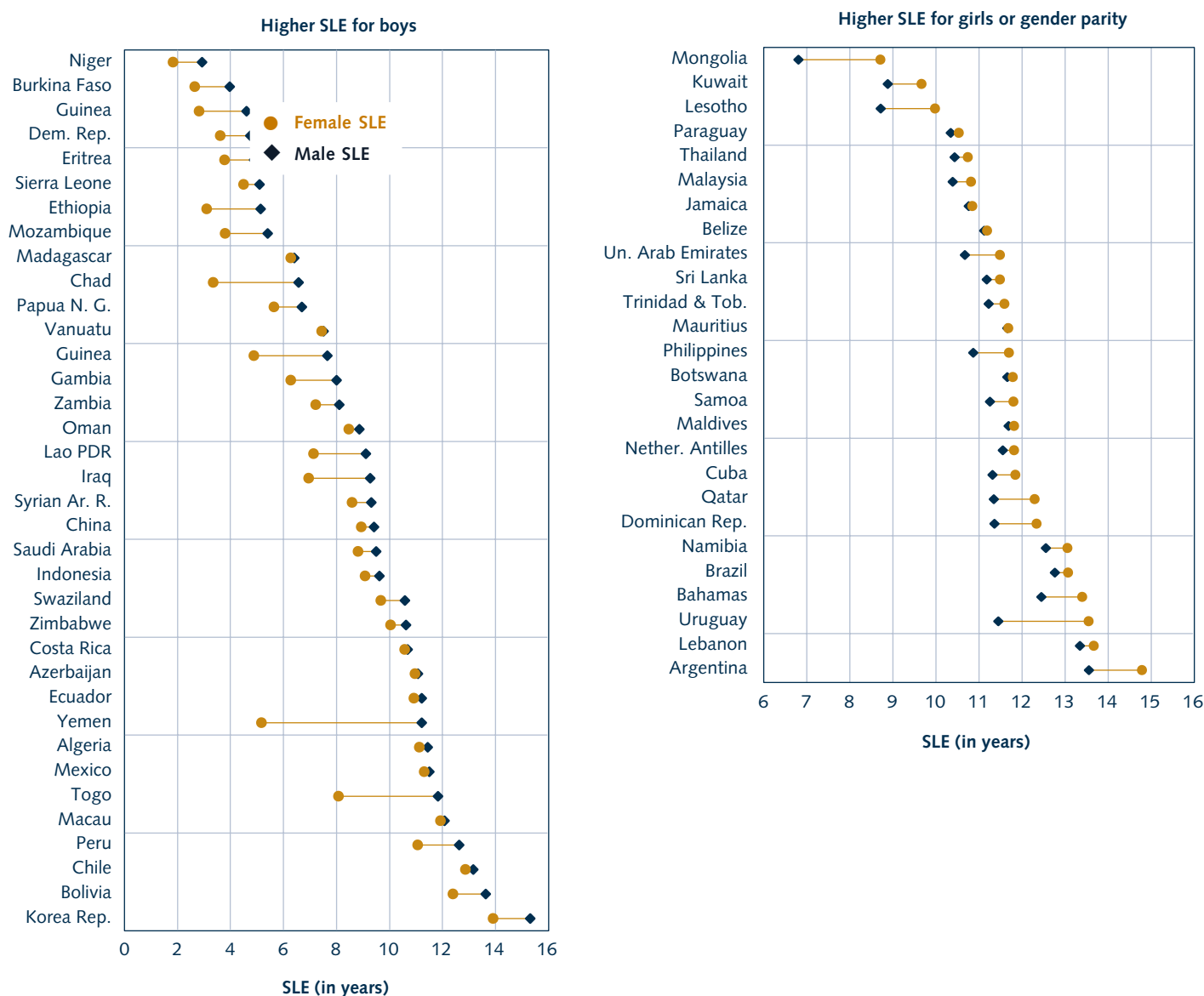
- ▶ In sub-Saharan Africa the median value is 7.1 years for boys and 5.6 for girls. This region is marked by wide variations, particularly for females: for a girl the expected number of years of schooling varies from a low of 1.8 in Niger, to a high of 13 years in Namibia;
- ▶ In the Arab States the medians are lower for girls (9.7 years as against 10.7 for boys), and significant variations are observed (from 5.1 years for girls in Yemen, to 13.7 for girls in Lebanon);
- ▶ In Asia/Oceania and in Latin America and the Caribbean female medians are slightly higher than male. SLE vary greatly in the Asia/Oceania region, but reflect greater homogeneity in Latin America and the Caribbean.

Figure 8 shows the values of male and female expected years of schooling, and the gaps between male and female SLE. The following observations can be made:

- ▶ In 60 per cent of the countries for which data are available girls entering school are expected to stay at school for less time than their male counterparts. Countries where the gender gaps are highest, mostly sub-Saharan African countries, but Yemen and some Southern Asian countries as well, are also those where SLE is lowest.

- ▶ Among countries where the gender gap is in favour of girls are some Southern African countries (Namibia, Lesotho, and Botswana), the majority of Latin American/Caribbean countries, and increasingly more Arab States (the United Arab Emirates, Qatar, Lebanon, and Kuwait). SLE are also higher for girls in many Eastern Asian and Oceanian countries, e.g. Malaysia, Mongolia, the Philippines, Sri Lanka, Thailand, and Samoa. In these countries the SLE of both boys and girls are generally high.
- ▶ In the remaining countries SLE is the same for boys and girls (Maldives, Mauritius, Belize and Jamaica).

Figure 8
Male and female school life expectancy (in years), 1998



Source: Table 6, Appendix I

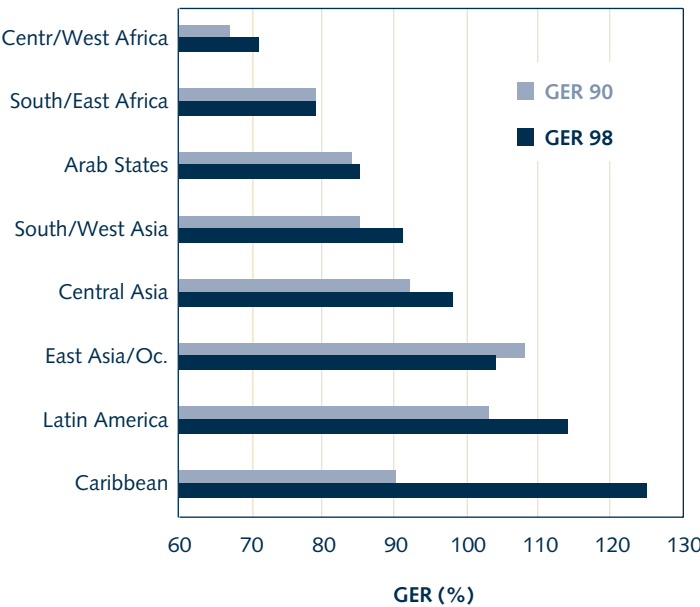
4. Primary education

Despite the considerable increase in enrolments in less developed regions (from 508 million in 1990, to 589 million in 1998), the goal of universal primary education, set at Jomtien in 1990, is far from being achieved. Although it is well known that an additional number of children are enrolled in non-formal education programmes, the trend is nevertheless worrying, especially in sub-Saharan Africa, where gross enrolment ratios are still below 80 per cent in South/East Africa, and below 70 per cent in Central/West Africa (Figure 9a). If the present trend continues it will not be possible to reach universal primary education by the year 2015.

Gross enrolment ratios have increased in less developed regions, with the apparent exception of South/East Africa, where they are unchanged, and that of the East Asia/Oceania region. The high rise in the Caribbean, with GER exceeding 100 per cent, reflects the increase in the number of over-age children, due to a high proportion of late-entrants and repeaters.

During the same period substantial progress towards gender parity has been registered in the Arab States, in South-West Asia and in the Caribbean, whilst in the other regions the situation has remained virtually unchanged (Figure 9b).

Fig 9a
Primary education: gross enrolment ratios by region, 1990 and 1998

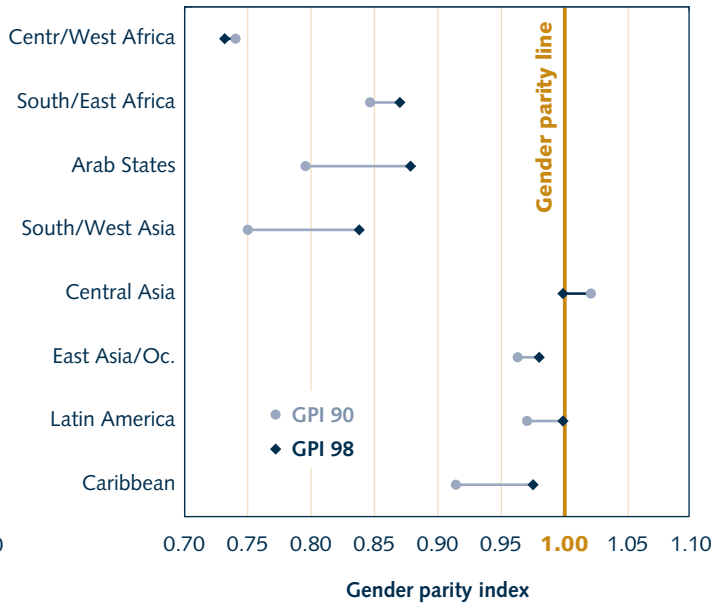


Before looking closer at enrolment, it may be worthwhile to examine briefly the trend in numbers of out-of-school children.

Out-of-school children

Estimates of the number of out-of-school children seem to point to a global decrease during the last decade in the developing countries, falling from 123 in 1990, to 110 millions in 1998, with girls representing still 60 per cent of the total, an overall proportion practically unchanged since 1990. However the out-of-school population has increased in sub-Saharan Africa and the Arab States. In relation to the population the share of out-of-school children has decreased in all regions for both boys and girls, and the gender gap has narrowed everywhere with the exception of the two sub-Saharan African regions, where the gap in favour of boys has widened, particularly in Central and West Africa. The case of the Arab States is worth mentioning, where the percentage of out-of-school boys seems to have increased, while the same percentage has decreased for girls, narrowing the gap considerably. Central Asia is the only region where the proportion of out-of-school girls is lower than that of boys (Figure 10).

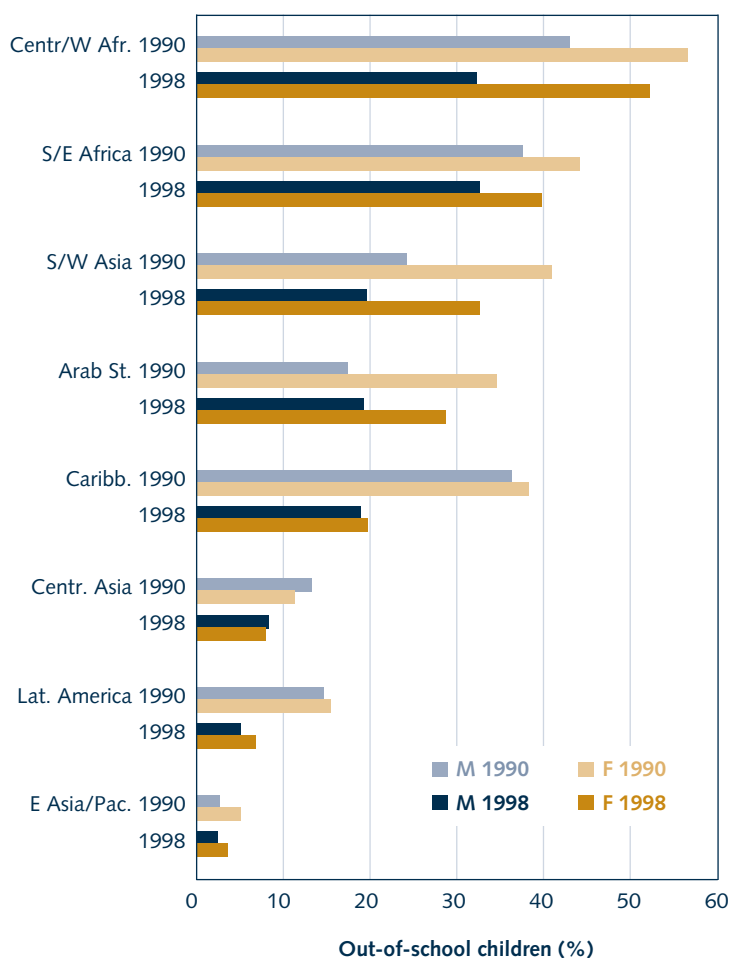
Fig 9b
Primary education: changes in gender disparities of GER by region, 1990-1998



Source: UNESCO World Education Forum. EFA 2000 Assessment. A Decade of Education. CD-ROM. 2000

Figure 10
Percentage of primary school-age children out of school, by gender and by region, 1990 and 1998

(in decreasing order of percentage of out-of-school girls in 1998)



Source: UNESCO World Education Forum. EFA 2000 Assessment. A Decade of Education. CD-ROM. 2000

Participation in primary education

Regional figures conceal wide variations at the country level. GER and NER by country are presented in Tables 7 and 8 of Appendix I. It is not possible to compare systematically the 1990 and 1998 GER, due to the new approaches and methodology adopted by the UIS, particularly after the revision of the International Standard Classification of Education (ISCED), in 1997. Thus often the duration and, therefore, the age group considered in the calculation of the indicators for 1998, differ from those used for 1990, as shown in Table 7 of Appendix I, where the changes in the duration are indicated.

Nevertheless certain trends in the overall value of the GER can be identified for a number of countries. On the

whole the situation, for boys and girls, has improved in most of the countries:

- ▶ In sub-Saharan Africa considerable progress has been registered for Benin, Chad, Mali, Mauritania, Burkina Faso, Guinea, Guinea Bissau, Chad, Gambia, and Morocco, where the 1998 GER have increased by 25 per cent, or more, in relation to those of 1990. Among post-conflict countries Angola registered an increase of 50 per cent of its GER, Liberia and Sierra Leone reopened their school systems, and in Rwanda the values exceeding 100 per cent may indicate re-entry into the system of children and youth who were kept out of school by war.
- ▶ In Asia, Pakistan experienced a steady increase in the GER during the decade, and Kuwait seems to be recovering from the dramatic fall of 1990, although enrolment does not appear to reach again the 100 per cent values registered before that date.

Certain exceptions to this positive picture should be mentioned:

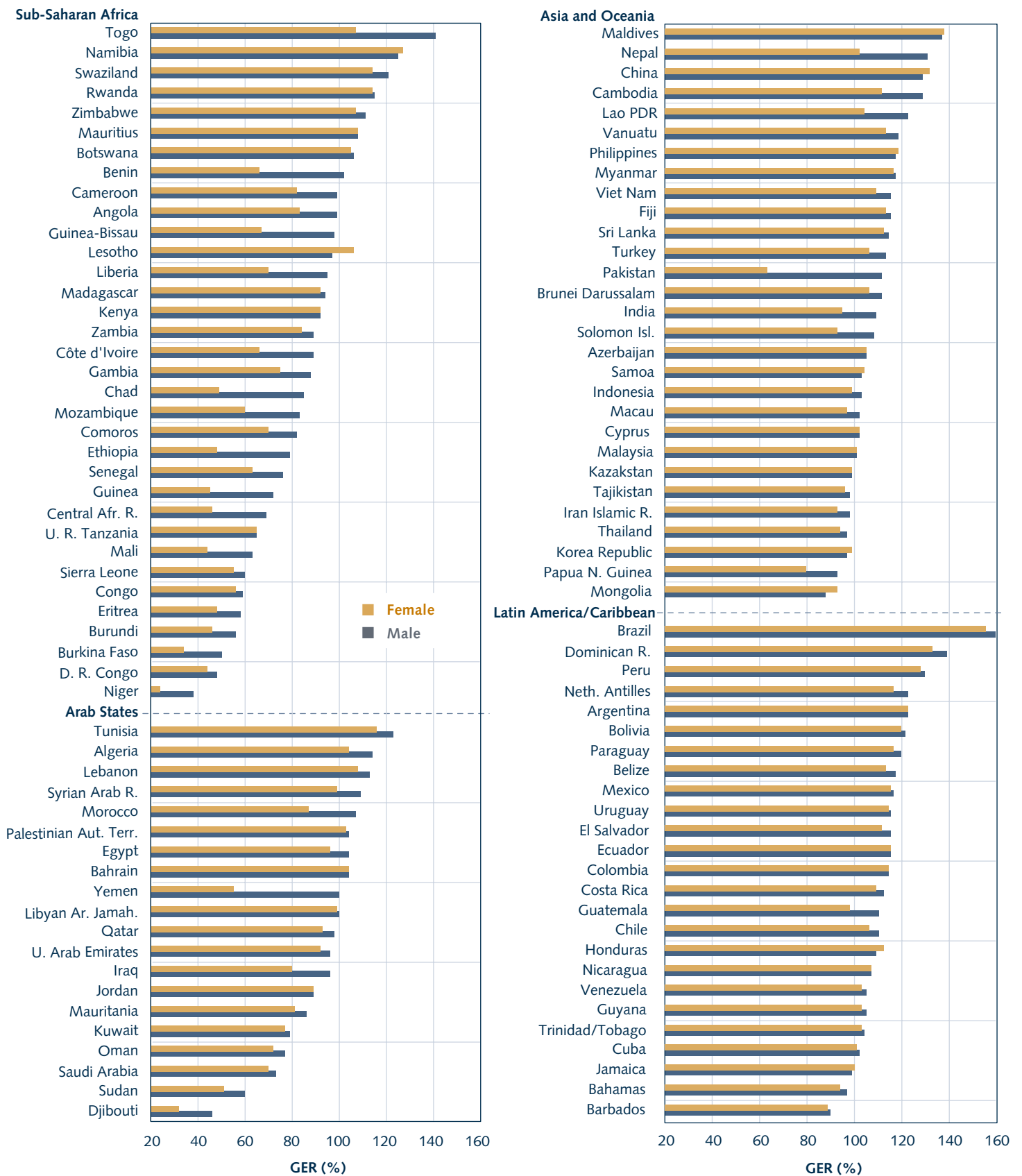
- ▶ A few countries, mostly in sub-Saharan Africa, where the levels of school participation were already critically low, have seen the situation deteriorate further. Among these are Congo, the Democratic Republic of the Congo, Burundi, and the Central African Republic, (all countries which have gone through conflict) and, to a lesser extent, Madagascar, Zambia, Cameroon and the United Republic of Tanzania.
- ▶ Moderate declines are noted in a few Asian and Arab countries, like the Islamic Republic of Iran, Indonesia, Oman, the Republic of Korea, Thailand, and the United Arab Emirates. It should be pointed out that, since in many of these countries the GER exceeded 100 per cent in 1990, it is possible that these declines are, at least partly, due to a regularization of the age of the pupils, as confirmed by the fact that such declines are more limited in terms of NER (Table 8, Appendix I).

Gender disparities

The reduction of gender gaps featured highly in educational plans after Jomtien, and various initiatives were taken in many countries during the 1990s to promote girls' access and participation. The results have been positive in many cases, and examples of successful policy measures in certain countries, like Benin and Mauritania, have been described in the section concerning policy initiatives (see the Introduction).

Figure 11

Primary education: gross enrolment ratios by gender and by region, 1998



Source: Table 7, Appendix I

Data and indicators often illustrate better than policy declarations to what extent these measures have been successful. The following patterns can be detected from Figure 11, showing GER by gender for all countries, and Table 5, which focuses on the most critical cases:

- ▶ Disparities in favour of boys are still the general rule in Central and Western Africa and, to a lesser extent, in the Arab States as well as in certain Asian countries, especially from Southern Asia.
- ▶ Disparities are particularly high in Chad, Ethiopia, Guinea, Niger, Benin, Yemen and Pakistan, where enrolment ratios for girls are still less than two thirds of those registered for boys. In these countries the absolute gender gap exceeds 30 percentage points, with values as high as 47 and 45 in Pakistan and Yemen respectively. It should be added that Afghanistan would also fall in this group. In fact, although this country does not appear in the relevant tables, due to the lack of recent data, the latest available data, referring to the school year 1995/96, give a GER of 64 per cent for boys, and 32 per cent for girls, i.e. a GPI of 0.50 (see UNESCO Statistical Yearbook, 1999).

The case of boys at a disadvantage should also be underscored:

- ▶ The pattern is to be observed particularly in Latin America and the Caribbean - although not as pronounced as will be seen for secondary education (Section 6) - where the problem is increasingly that of keeping boys in schools;
- ▶ In many Southern African countries girls profit from education more than boys, as already shown in literacy data, a feature that may be explained by the fact that boys are needed to mind livestock in these countries, resulting in low male attendance and early dropouts;
- ▶ Disparities in favour of girls appear in some Arab countries, which in certain cases may be explained by the strong number of immigrants, mostly males, in the population.

Changes in disparities between 1990 and 1998

In comparing the 1998 levels of disparities of gross enrolment ratios with those of 1990, it will be noticed that progress towards gender parity has occurred in most countries (Figure 12):

- ▶ It is worth noting that progress has been registered in Guinea, Mauritania, Benin, Chad, and Mali, which were among the countries with the highest disparities in 1990, as well as in the Gambia, the Comoros and the

Democratic Republic of the Congo. Substantial progress has also occurred in Sudan, Pakistan and Nepal;

- ▶ In some countries where the disparities were in favour of girls, the GPI came closer to gender parity. These are mostly Latin American/Caribbean countries such as Venezuela, Colombia, Honduras and Nicaragua, Southern African countries like Lesotho, Botswana and Namibia, or the countries of Oceania, such as Samoa;
- ▶ In other sub-Saharan African countries, like Mozambique, Cameroon and Angola, the situation has slightly worsened;
- ▶ Despite the considerable progress made towards gender parity in most countries, in Chad and Yemen the GPI are still the world's lowest, making the Dakar goal elusive; the Yemen national education plan itself implicitly acknowledges the difficulty of reaching parity by the year 2005 (Republic of Yemen, 1999).

Thus, while noting the considerable progress made in many countries, especially in those with the highest disparities in 1990, it can be concluded that if the trend continues at the same rate, it is unrealistic to expect that the Dakar objectives for 2005 'eliminating gender disparities in primary and secondary education', will be achieved in all countries.

Net enrolment ratios

The situation is slightly better if, instead of the GER, the net enrolment ratios are considered (Table 8, Appendix I), indicating that when taking into account only children of regular school age, the proportion of girls enrolled compares slightly better with that of boys. In other words boys are more numerous than the girls to be enrolled, but the proportion of over-age pupils is also higher among them (as regards sub-Saharan Africa see UIS, 2001b). It should be recalled that the phenomenon of over age is due, not only to the high proportions of late entrants, but also to the high percentage of repeaters. Thus the higher GER for boys are at least partly explained by the fact that boys remain in school longer than girls, since, as shown in the section below, they repeat more often than girls do.

Table 5**Primary education: gross enrolment ratios by gender, GPI and gender gap, 1998***(Countries with GPI below 0.95)*

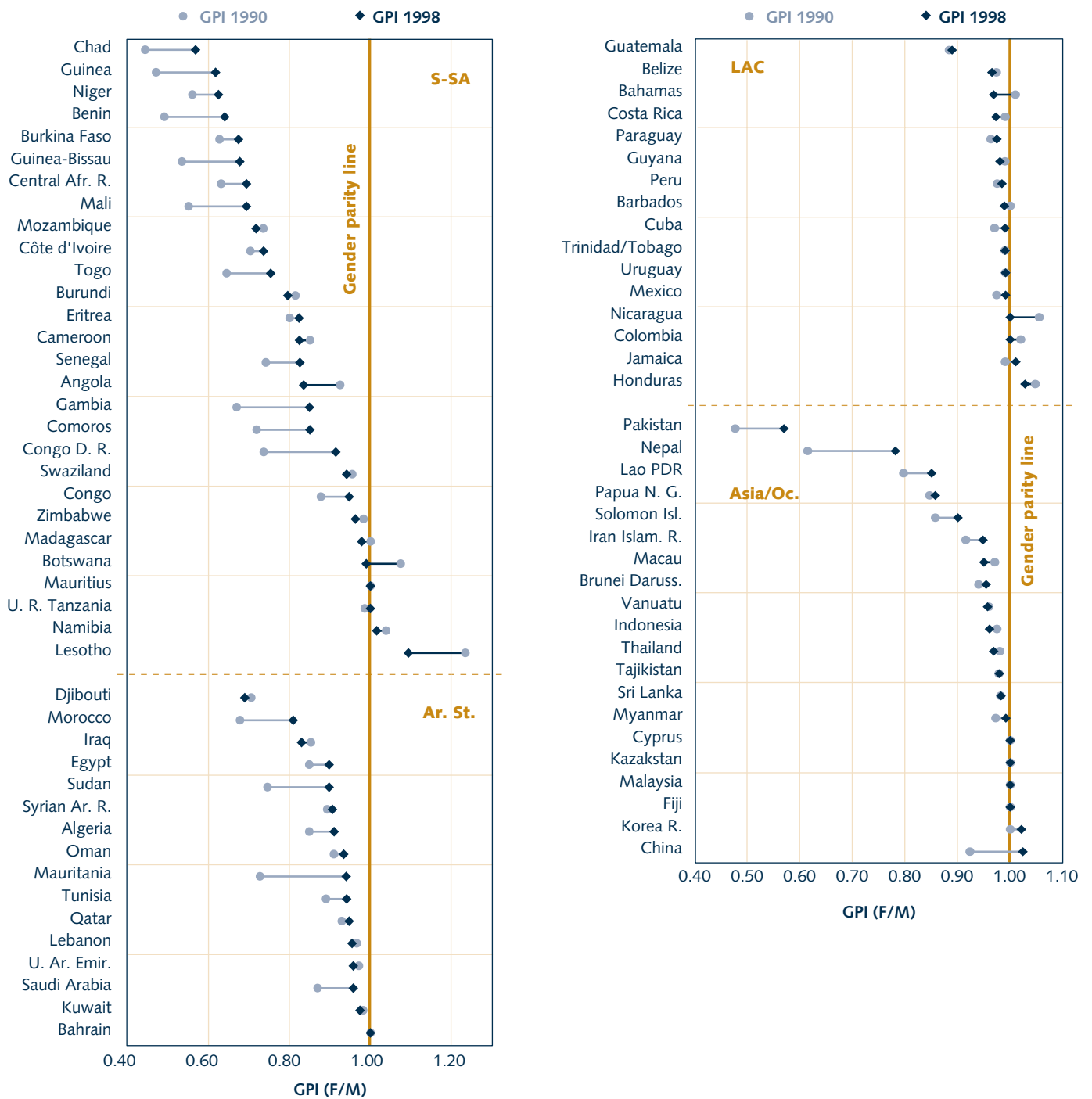
Values of GPI	Sub-Saharan Africa	GER (%)		Gender GPI gap		Sub-Saharan Africa	GER (%)		Gender GPI gap		LAC	GER (%)		Gender GPI gap		Asia/Oceania	GER (%)		Gender GPI gap	
		M	F	(F/M)	(M-F)		M	F	(F/M)	(M-F)		M	F	(F/M)	(M-F)		M	F	(F/M)	(M-F)
0.90 - 0.95	Zambia	89	84	0.94	5	Tunisia	123	116	0.94	7						Turkey	111	104	0.94	19
	Swaziland	121	114	0.94	7	Mauritania	86	81	0.94	5										
	Congo D. R.	48	44	0.92	4	Egypt	*104	*96	0.92	8										
	Sierra Leone	60	55	0.92	5	Syrian Ar. R.	109	99	0.90	10										
0.80 - 0.89						Algeria	114	104	0.91	10										
	Comoros	82	70	0.85	12	Sudan	*60	*51	0.85	9	Guatemala	108	96	0.89	12	India	107	93	0.87	14
	Gambia	88	75	0.85	13	Iraq	96	80	0.83	16					Cambodia	126	109	0.87	17	
	Angola	99	83	0.84	16	Morocco	107	87	0.81	20					Papua N. Guin.	91	78	0.86	13	
	Senegal	76	63	0.83	13										Solomon Isl.	*106	*91	0.86	15	
	Cameroon	99	82	0.83	17										Lao PDR	120	102	0.85	18	
	Eritrea	58	48	0.83	10															
Burundi	*56	*46	0.82	10																
0.70 - 0.79	Togo	141	107	0.76	34	Djibouti	46	32	0.70	14						Nepal	128	100	0.78	28
	Côte d'Ivoire	89	66	0.74	23															
	Liberia	95	70	0.74	25															
	Mozambique	83	60	0.72	23															
	Mali	*63	*44	0.70	19															
0.60 - 0.69	Guinea-Bissau	98	67	0.68	31															
	Burkina Faso	50	34	0.68	16															
	Central Afr. R.	*69	*46	0.67	23															
	Benin	102	66	0.65	36															
	Niger	38	24	0.63	14															
	Guinea	72	45	0.63	27															
Ethiopia	79	48	0.61	31																
< 0.60	Chad	85	49	0.58	36	Yemen	100	55	0.55	45						Pakistan	109	62	0.57	47

Source: Table 7, Appendix I

Figure 12

Primary education: changes in disparities in gross enrolment ratios by region, 1990 - 1998

GPI = Female GER/Male GER



Source: Table 7, Appendix I

Repetition in primary education

In developing countries the challenge is not only to facilitate access to school, but also to ensure that pupils receive an education of quality, and one which is in harmony with their social and cultural environment. It is also necessary for the system to work as efficiently as possible, to avoid a wastage of the limited resources available to meet the demand for education.

Repetition is considered an important aspect of both the quality of education and, along with school survival, of the internal efficiency of the education system. A high proportion of repeaters in a class is likely to lower the quality of the education provided. While in many developed countries there is a tendency to apply an automatic promotion policy, the levels of repetition are still rather high in certain developing countries, especially from sub-Saharan Africa and the Latin American/Caribbean region. It should be mentioned that some countries apply a policy of automatic promotion, at least in theory, or allow one repetition only (Zimbabwe, Seychelles, Sudan, Zambia, the Republic of Korea, and Malaysia). In other countries government regulations do not allow repeaters to exceed a certain proportion (for instance in Senegal this proportion is fixed at 10 per cent). In certain African countries this means in practice that repeaters are still admitted at school at the request of their parents, concerned that their children are definitely excluded from school, but these repeaters are not reported as such. From the statistical point of view this leads to inconsistent school cohort data, and to distorted results in the analysis of the internal efficiency (see section on survival below). This also means that pupils carry on from one grade to another, without acquiring the necessary knowledge, and drop out during, or shortly after, the primary cycle.

The percentage of repeaters is fairly high in certain developing countries (Table 9, Appendix I):

- ▶ In over half of the countries in sub-Saharan Africa more than 10 per cent of their primary pupils repeat some grade of primary education. Repeaters make up over one quarter of total enrolments in Angola, Burundi, the Central African Republic, Chad, Comoros, Congo, Guinea, Madagascar, Mozambique, Rwanda, Sao Tome and Principe and Togo;
- ▶ The situation is most critical in Congo, Gabon, Angola, the Central African Republic, and Madagascar, where repeaters represent one third of primary enrolments, or more;

- ▶ No other region of the world registers such high values, the highest percentages being in Brazil (24 per cent), Lao PDR (21 per cent) and Nepal (23 per cent); nevertheless values of 10 per cent and over are found in some Arab States and Latin American/Caribbean countries;
- ▶ Most of the countries with the highest proportion of repeaters also had high values in 1990, indicating that the situation has not changed substantially since then.

Gender disparities

In designing policy aimed at facilitating girls' participation in education, it may be interesting to examine patterns of school participation for boys and girls, and to assess who repeats, and who drops out more. Figure 13 shows that:

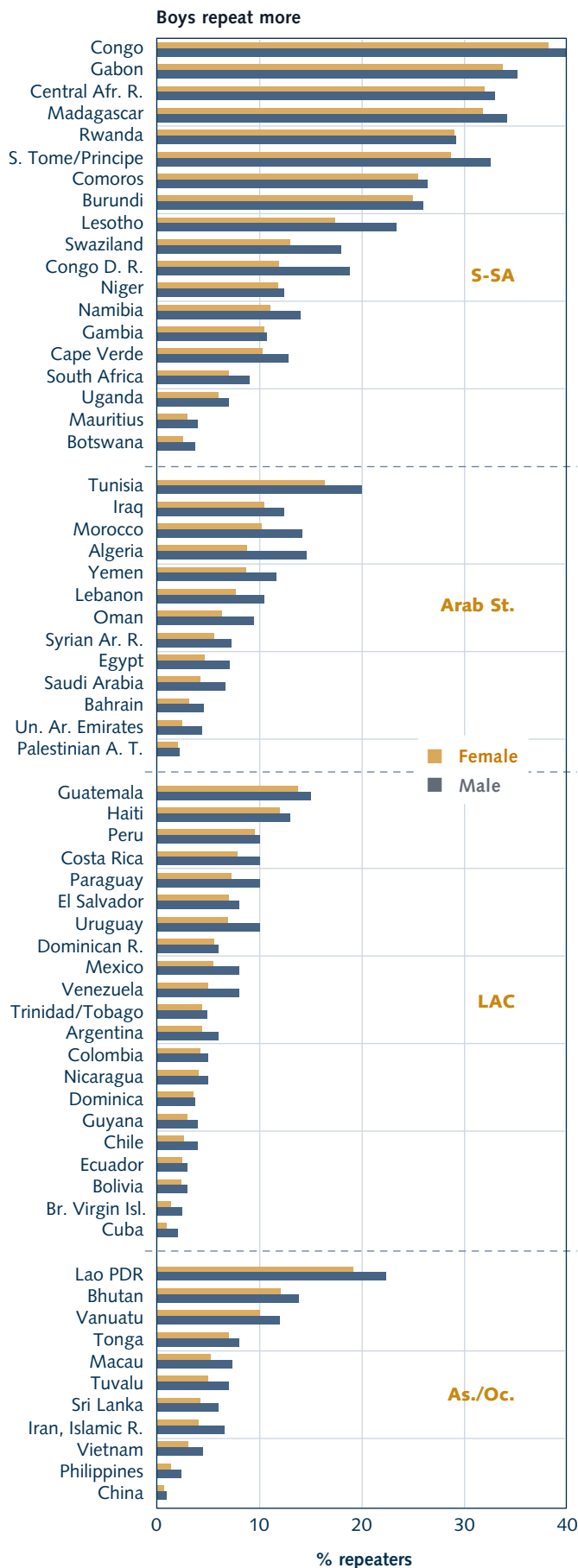
- ▶ In the majority of countries under study boys repeat more than girls;
- ▶ The countries where girls repeat more than boys are almost all in Central and West Africa, where overall repetition levels above 15 per cent are common. Sudan, Belize and Nepal are also among the countries where girls repeat more.

Thus it is generally in the same countries where the lowest overall enrolment, and the highest disparities in favour of boys, are observed for access and enrolment, that girls found themselves at a disadvantage as regards repetition.

The high levels of repetition registered in certain regions should push policy-makers to question the relevance of school curricula to the conditions, or needs, of learners. As regards boys and girls it is to be questioned whether the significant gender disparities in repetition in the diverse regions reflect a corresponding gender bias in curricula.

Figure 13

Primary education: percentage of repeaters by gender, 1998



Source: Table 9, Appendix I

School survival

High repetition rates often point to high drop-out rates. Children who repeat a grade, one or more times during the primary cycle, are often discouraged from continuing their progress in school, and the majority of the school systems where this phenomenon is most pronounced, are generally not equipped to give them the necessary additional attention. However, some special programmes for children who repeat have been organized in certain countries, where high repetition rates are perceived as a critical step leading to dropout. In some Latin American/Caribbean countries 'increasing attention is being given to over-age pupils, in particular to children and youth more than two years older than the official age for their grade, for example through the implementation of accelerated learning programmes' (UIS 2001a).

Box 8

Survival rate to grade 5

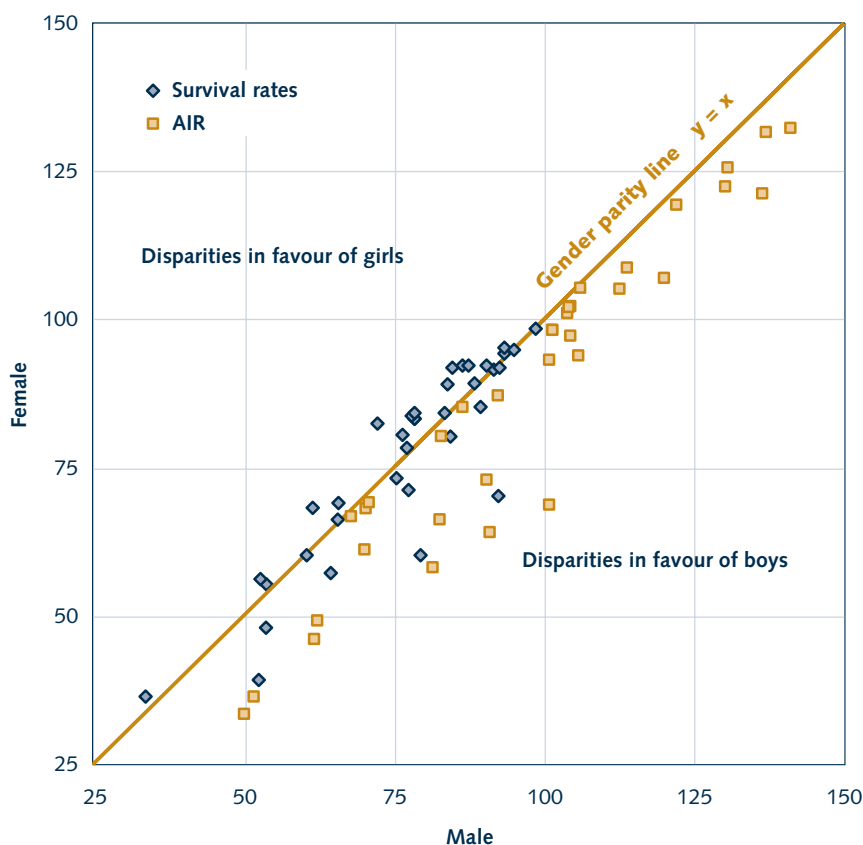
The Survival rate to grade 5, or percentage of a cohort reaching grade 5, measures the proportion of a cohort entering the first grade of primary school which eventually reaches grade 5, the grade at which children are supposed to have acquired permanent literacy. The estimate is based on the Reconstructed Cohort Method, which uses data on enrolment and repeaters for two consecutive years (see technical specifications in the UIS Web site, or in 'Education for All. The Year 2000 Assessment : Technical Guidelines', UNESCO, 1998).

The survival rates are presented in Table 10, Appendix I. For 1998 the survival rate is based on data on enrolment and repeaters by grade for 1997 and 1998. Since consistent data for these two years were available for only a few countries, Table 10 also presents the indicator for the years around 1996. It conveys the following messages:

- ▶ Sub-Saharan Africa is once again the region where the situation is most critical, with the lowest survival rates, particularly in the Central and Western sub-regions;
- ▶ Compared with 1990, survival rates seem to have increased in the majority of the countries;

Figure 14

Primary education: Apparent intake rates and Survival rates to grade 5, by gender, LYA (percentages)



Source: Tables 4 and 10, Appendix I

- ▶ A noticeable exception to this positive picture is Malawi, where the survival rate fell by 30 percentage points (from 64 per cent to 34 per cent) probably due to the policy of free education introduced in the early 1990s, which resulted in extremely high admission rates, followed by unprecedented dropouts;
- ▶ Substantial reductions in the rates of survival were also observed in Sudan (20 points), Mauritania, Sri Lanka and Botswana (11 points), South Africa and the Gambia (7 points). In several other countries (Ethiopia, Burkina Faso, Kiribati, Chad and Guyana) the fall was less significant (from 2 to 4 points);
- ▶ Girls stay in primary education longer than boys, as shown by the values of the GPI, often above the unity. Indeed in certain countries of Latin America and the Caribbean boys are more a concern than girls when it comes to dropout - the reverse of school survival;
- ▶ There are still many countries where girls drop out more than boys, in particular in a number of sub-Saharan African countries, where overall survival rates are generally low: Benin (64 per cent for boys, and 57 per cent for girls), Chad (53 and 48 per cent), Côte d'Ivoire (77 and 71 per cent), Malawi (36 and 32 per cent), Mali (92 and 70 per cent), Mozambique (52 and 39 per cent), Togo (79 and 60 per cent)...
- ▶ ...however, on the whole girls are better off as regards school survival than as regards admission to school (Figure 14).

Figure 14 shows that while admission rates are in most cases lower for girls than for boys (ratio female/male below the line of gender parity), survival rates are more frequently higher for girls. In other words the issue to be addressed by educational policy makers committed to the Dakar goals of girls' participation in primary education, is how to facilitate girls' access to school. Once in school girls perform in most cases as well as boys, if not better. The situation may be more complex in secondary education, at the critical adolescent age, where on the one hand new factors like early marriage, or pregnancy, or the need to find a remunerated job, may cause girls and young women to leave school before the end of their studies, and on the other hand boys are more likely to drop out to earn their living, or simply to join street children and youth.

5. Transition from primary to secondary education

Rates of transition from primary to secondary education show what percentage of a cohort of pupils proceeds from the last year of primary to the first year of secondary education. Like transition rates from one grade to another of primary education, the calculation of the indicator is based on data and repeaters by grade for two successive years, more exactly on enrolment in the last grade of primary school, and on new entrants (enrolment minus repeaters) into secondary education, and, therefore, depends on the quality and availability of these data.

For transition from primary to secondary education the problem is complicated by several considerations: Firstly in secondary education several orientations are available to students, who have the possibility of proceeding to different types of programmes - general, technical and vocational, and teacher training. While data for the first grade are often available for secondary general education, the situation is not so simple as regards technical and vocational education. In fact, even if most of the technical and vocational programmes start in the second stage of secondary education,

Table 6
Transition from primary to secondary education by gender, LYA (in increasing order of GPI)

Transition rates higher for boys					Transition rates equal or higher for girls				
Country	Transition rate (%)		GPI (F/M)	Gender gap (M-F)	Country	Transition rate (%)		GPI (F/M)	Gender gap (M-F)
	Male	Female				Male	Female		
Côte d'Ivoire ¹	42	34	0.81	8	Jordan	97	97	1.00	0
Togo	55	47	0.85	8	Korea, Republic of	100	100	1.00	0
Burkina Faso ²	36	31	0.86	5	Botswana	93	93	1.00	0
Cambodia	80	71	0.88	10	Brunei Darussalam	102	103	1.00	0
Mali	57	51	0.89	6	South Africa	97	98	1.01	-1
Mauritania	43	38	0.90	4	Swaziland ¹	79	80	1.01	-1
Un. Rep. of Tanzania ¹	15	13	0.91	1	Niger	34	35	1.02	-1
Eritrea	79	73	0.92	6	United Arab Emirates	97	99	1.02	-2
Guinea	53	49	0.93	4	Mongolia	94	96	1.02	-2
Saudi Arabia	102	95	0.93	7	Costa Rica ²	*89	*92	1.03	-3
Senegal	34	31	0.93	2	Bahrain	103	106	1.03	-3
Lao PDR	73	68	0.93	5	Argentina	93	96	1.03	-3
Syrian Arab Rep.	71	67	0.94	4	Tunisia	60	63	1.04	-3
Kuwait	101	96	0.95	5	Samoa	92	97	1.05	-5
Guyana	98	93	0.95	5	Oman	91	96	1.05	-5
Chad ²	52	49	0.96	2	Dominican Republic	87	92	1.05	-5
Guatemala	88	84	0.96	4	Egypt	84	89	1.06	-5
Mexico	90	86	0.96	3	Qatar	94	100	1.06	-6
Lesotho ¹	56	54	0.96	2	Cuba	87	93	1.07	-6
China	86	83	0.96	3	Morocco ¹	74	79	1.07	-5
Madagascar	46	45	0.97	2	Angola ²	54	58	1.08	-4
Trinidad and Tobago	69	67	0.97	2	Mauritius ¹	60	66	1.10	-6
Bolivia ¹	91	89	0.97	2	Algeria	74	82	1.11	-8
Ethiopia	85	83	0.98	2	Namibia	77	86	1.13	-10
Lebanon	84	83	0.98	1					
Paraguay ¹	86	85	0.99	1					
Cyprus	101	100	0.99	1					

1. Technical/vocational programmes are not included in the calculation of the transition rates due to lack of data by grade.

2. Transition to secondary education includes technical/vocational programmes.

Source: Table 11, Appendix I

it is not uncommon in regions like sub-Saharan Africa to have programmes of technical/vocational orientation right from the first stage of secondary education. Whenever data for the first grade of secondary education were available for both general and vocational programmes, the transition rate for 1998 was computed in relation to both types of programmes. However, as indicated in Table 11, Appendix I, no such data were available for a number of countries, although such programmes are reported to exist (Côte d'Ivoire, Djibouti, Lesotho, Mauritius, Morocco, Swaziland, Tanzania, Bolivia and Paraguay). For these countries the transition rates may be underestimated, as they refer to secondary general education only.

Comparisons between 1990 and 1998 should be made with extreme caution, due to the adoption in 1997 of the Revised International Standard Classification of Education, which affects the classification of primary and secondary education⁷. Nevertheless some remarks can be made:

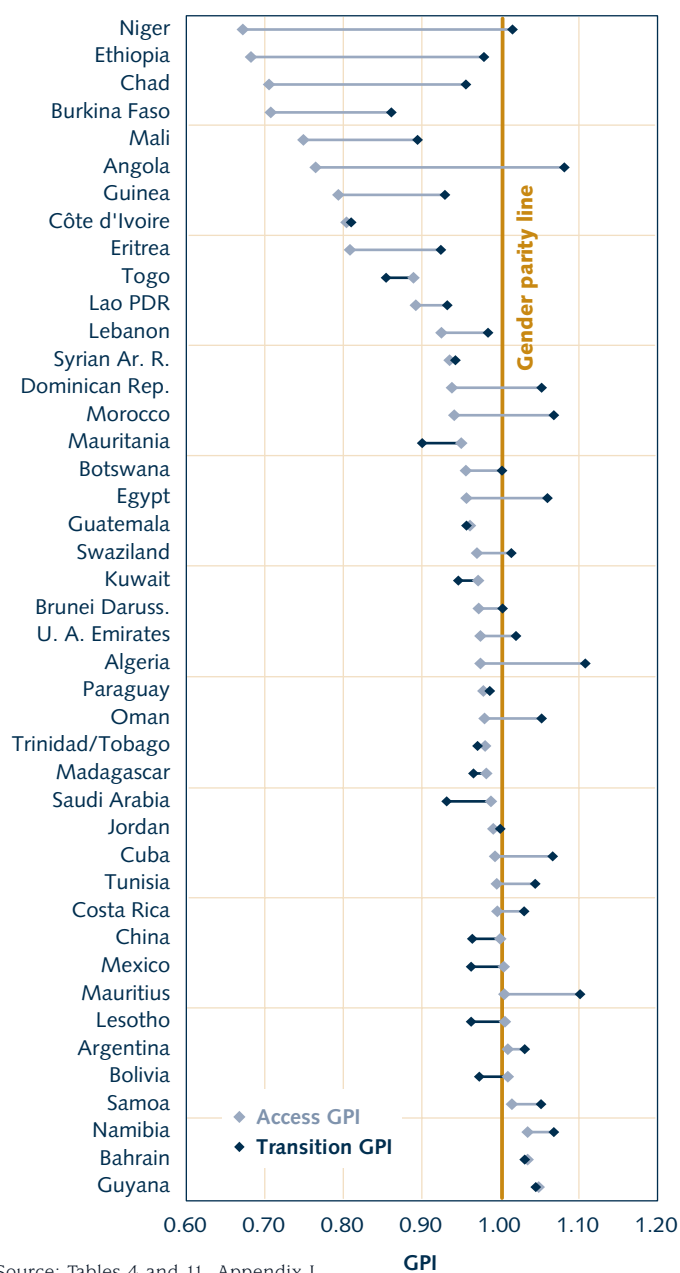
- ▶ Around 1998 there are still a number of countries in sub-Saharan Africa where less than 50 per cent of primary pupils proceed to secondary education. Burkina Faso, Mauritania, Niger, Senegal, Togo, and Tanzania are among them. Such low levels of transition are not found in any other country with available data.
- ▶ The GPI are comprised between 0.90 and 0.95 in Mauritania, Tanzania, Eritrea, Guinea, Saudi Arabia, Senegal, Lao PDR, Syria, Kuwait and Guyana and are between 0.81 and 0.90 in countries like Côte d'Ivoire, Togo, Burkina Faso, Cambodia and Mali.
- ▶ Disparities are easing in many countries, and in some of them comparatively more girls than boys proceed to secondary education. The latter pattern is most pronounced in Namibia, Algeria, Mauritius, Angola, Morocco and Cuba, where the worrying issue is boys' dropouts after primary education (Table 6).

Thus, although still substantial in many countries, gender disparities in transition to secondary education are not so huge as those observed for primary enrolment. In particular they are less marked than those registered for admission to schooling, measured by the Apparent intake rates (AIR). Figure 15 shows that this is the case in most countries where disparities in access are highest - notably Central and Western African countries. In countries where disparities in access were close to parity, the imbalance in transition to secondary education tends to be in favour of girls.

Although this pattern cannot be generalized, due to the scarcity of data on transition, it suggests that the socio-economic and cultural barriers to girls' participation are stronger in the socio-economic environment that affects

girls' access to school, than in the school environment itself. Once the barriers of entering school are overcome most girls proceed through the education system almost as easily as boys. However, it should be stressed that this finding refers particularly to transition to secondary education, and not to participation in the whole secondary cycle. In some countries, especially in less advanced areas, other factors intervene at the moment of adolescence which still adversely affect girls' participation and survival in secondary education (early marriage, exclusion from school due to pregnancy, opportunity costs, need to find a remunerated occupation, etc.).

Figure 15
Gender parity indices for Apparent intake rates and Transition rates, 1998



Source: Tables 4 and 11, Appendix I

6. Secondary education

Secondary education consists of two stages, i.e. the levels 2 and 3 of the Revised International Standard Classification of Education (ISCED, 1997). It would have been appropriate to study separately the first stage of secondary education (ISCED level 2), as it constitutes an essential component of basic education. Besides, in many countries the end of this first stage coincides with the end of compulsory education. However, considering the format in which data are available this has not been possible, and indicators are presented here for secondary education as a whole. While data on general education are usually available for most countries, the difficulty of gathering complete and consistent data for technical and vocational education, should be kept in mind when analysing data and indicators for this level of schooling.

Participation in secondary education

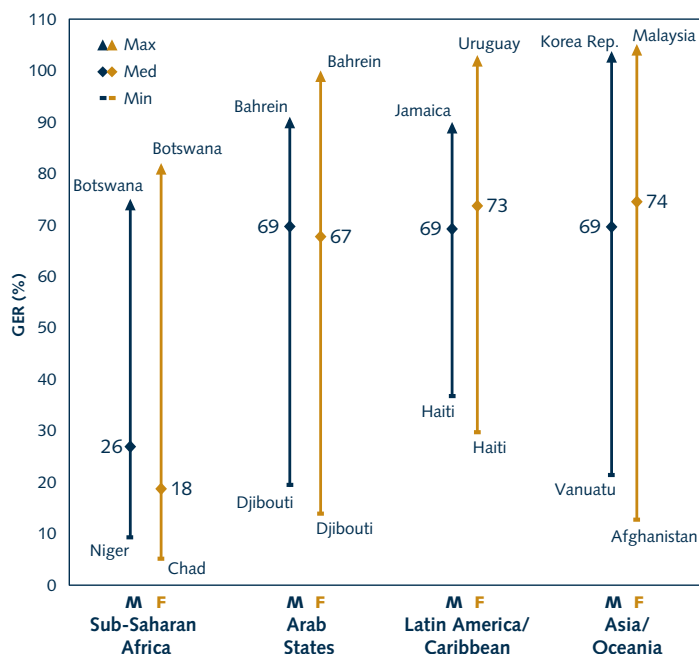
Variation in levels of participation

Levels of participation in secondary education present wide variations between, and within, regions. In general the highest values are observed for women, but the lowest as well. In other terms in countries where the overall (male and female) values of enrolment are high females are likely to be better off than males and vice versa.

The following remarks can be made about Figure 16:

- ▶ As for primary education the minima are registered in the central and western countries of sub-Saharan Africa, especially for women. This region has the lowest medians (26 per cent for men and 18 per cent for women). With a GER of 7 per cent, Niger has the lowest value for both sexes, while a still lower value for girls (4 per cent) is observed in Chad. As seen for other levels and aspects of education, the situation is much more favourable to women in countries of Eastern and Southern Africa. Botswana has values of 77 per cent (73 for men and 80 for women), in line with values registered in other regions, where the development of secondary education is among the most advanced;
- ▶ In the other three regions the medians are very close: 69 per cent for men in all three regions, but in Latin America/the Caribbean and in Asia/Oceania, median values for women are higher than for men, while in the Arab States the median for females is slightly lower (67 per cent).

Figure 16
Secondary education
Gross enrolment ratios: median values and variation within regions, by gender, 1998



Source: Table 12, Appendix I

In Table 7 countries are classified by region, and by GPI of the gross enrolment ratios.

- ▶ Countries in the upper part of the table are those where the GPI is equal to, or above, unity, indicating gender parity or disparities in favour of women. This type of disparity is particularly pronounced in Southern African countries which register the highest GPI (1.42 in Lesotho), and are a common characteristic in most Latin American/Caribbean countries, but also, increasingly, in Asia/Oceania and in the Arab States. This phenomenon, which was suggested in primary education, is more pronounced in secondary education. It is often premonitory of school dropout and at-risk situations for young men. It should be underscored that male disenrolment, or dropout from secondary education, is a phenomenon experienced by many developed countries, where educational authorities try to implement policies aimed at retaining young men in school.
- ▶ In the lower part of the table are countries with disparities in favour of men. The two last categories of

Table 7.
Secondary education: Gross enrolment ratios by gender and by region, 1998

Values of GPI	Sub-Saharan Africa					Arab States					LAC					Asia/Oceania					
	GER (%)		GPI (F/M)		Gender gap (M-F)	GER (%)		GPI (F/M)		Gender gap (M-F)	GER (%)		GPI (F/M)		Gender gap (M-F)	GER (%)		GPI (F/M)		Gender gap (M-F)	
Disparities in favour of women or gender parity	> 1.09	Lesotho	26	37	1.42	-11	Lebanon	85	94	1.11	-9	Uruguay	76	101	1.33	-25	Vanuatu	21	25	1.20	-4
		Namibia	55	64	1.17	-9	Bahrain	89	98	1.10	-9	Venezuela	54	65	1.20	-11	Malaysia	93	103	1.11	-10
		Botswana	73	80	1.10	-7						Dominican Rep.	61	72	1.18	-11	Brunei Daruss.	73	81	1.11	-8
	1.00 - 1.09	Cape Verde	54	56	1.03	-2	United Ar. Emir.	75	80	1.07	-5	Nicaragua	56	66	1.18	-10	Samoa	70	77	1.11	-7
		Mauritius	70	71	1.01	-1	Palestinian A.T.	79	82	1.04	-3	Brazil	76	89	1.17	-13	Macau	71	79	1.11	-8
		Madagascar	*16	*16	1.00	0	Libyan Ar. Jam.	*77	*79	1.03	-2	Belize	50	58	1.16	-8					
							Jordan	79	81	1.03	-2	Costa Rica	49	55	1.12	-6					
							Algeria	66	67	1.02	-1	Colombia	67	74	1.10	-7					
							Kuwait	63	64	1.02	-1										
							Tunisia	72	73	1.01	-1										
						Qatar	79	79	1.00	0											
Disparities in favour of men		0.90 - 0.99	Swaziland	56	55	0.98	1	Oman	68	67	0.99	1	Peru	83	78	0.94	5	Georgia	78	76	0.98	2
	Rwanda		10	9	0.97	0	Sudan	30	28	0.94	2	Bolivia	83	77	0.93	6	Indonesia	50	47	0.95	3
	Kenya		*32	*29	0.91	3	Egypt	*84	*78	0.93	6						Iran, Isl. R.	87	80	0.92	7
	0.70 - 0.89	Zimbabwe	52	46	0.88	6	Syrian Ar. R.	44	39	0.89	5	Guatemala	36	31	0.86	5	China	*65	*58	0.89	7
		Sierra Leone	24	19	0.81	4	Saudi Arabia	70	62	0.89	8	Haiti	36	29	0.81	7	Tajikistan	83	74	0.89	9
		Comoros	27	22	0.81	5	Morocco	44	35	0.80	9						Armenia	100	79	0.79	21
		Cameroon	23	18	0.78	5	Mauritania	*21	*15	0.71	6						Turkey	68	48	0.71	20
		Zambia	30	23	0.78	7	Djibouti	19	13	0.71	5						Papua N. G.	26	18	0.70	8
	0.60 - 0.69	Eritrea	28	19	0.69	9	Iraq	43	28	0.65	15						Lao PDR	39	27	0.69	12
		Angola	*19	*13	0.68	6											Nepal	56	38	0.68	18
Gambia		38	25	0.66	13											India	59	39	0.67	19	
Senegal		21	13	0.64	7											Pakistan	45	29	0.64	16	
Mozambique		*11	*7	0.64	4																
Liberia		30	19	0.63	11																
Ethiopia		21	13	0.62	8																
Niger		9	5	0.61	3																
Burkina Faso	12	7	0.61	5																	
< 0.60	Guinea-Bissau	26	14	0.54	12	Yemen	66	24	0.36	42						Cambodia	29	15	0.53	14	
	Congo Dem. R.	24	13	0.54	11											Afghanistan	32	12	0.38	20	
	Côte d'Ivoire	*30	*16	0.53	14																
	Mali	19	10	0.52	9																
	Benin	30	13	0.45	16																
	Togo	47	19	0.40	28																
	Guinea	*21	*8	0.38	13																
Chad	17	4	0.26	13																	

this group of countries, include countries with a GPI between 0.60 and 0.69, where the goal of achieving gender parity in primary and secondary education by the year 2005, seems beyond reach. The target seems even more unrealistic for the worst off category, that with a GPI below 0.60, which, as for primary education, includes most of the countries from Central and Western Africa, as well as Yemen, Cambodia, and Afghanistan (1996), all belonging to the group of least developed countries. There young women are at a marked disadvantage, their enrolment ratio being less than half the male ratio. These are the countries where the levels of inequity are most unacceptable, and where only strong innovative policies, integrating the economic, social and cultural aspects, both at the national and international level, can hope to redress the situation.

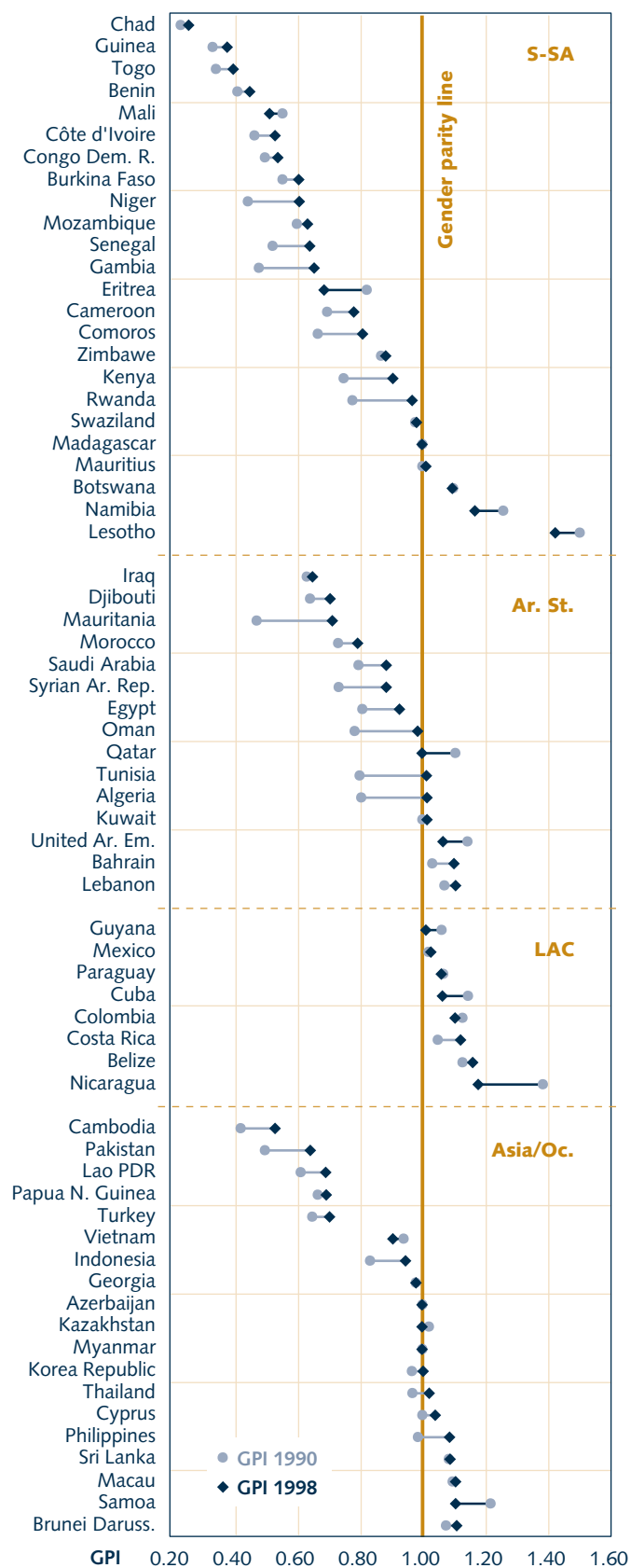
Changes between 1990 and 1998

As regards levels of enrolment, in countries where the GER are roughly comparable, i.e. based at least on the same reference age group, participation appears to have increased everywhere since 1990, with the exception of several countries in sub-Saharan Africa (Cameroon, the Democratic Republic of the Congo, Madagascar, Niger, and Zimbabwe) and in Iraq (Table 12, Appendix I). Sizeable declines are also observed in most former USSR states of Central Asia, for which data are available for 1998, or close years: Armenia, Azerbaijan, Georgia, Turkmenistan, Tajikistan, and Uzbekistan (see UNICEF, 2001).

Changes in gender disparities are shown in Figure 17, in which many countries are not included due to the lack of comparability between the 1990 and 1998 data. It appears that improvements have occurred in most of the countries for which data are available.

- ▶ Progress towards gender parity has been substantial in the Arab States, and in some sub-Saharan African countries, particularly in Niger, the Gambia, Comoros, Kenya and Rwanda;
- ▶ In countries where disparities are in favour of women there appears to be a correction of the situation, although a tendency to join the group is noted in countries such as Bahrain, Costa Rica, and the Philippines;
- ▶ A deterioration seems to have occurred in certain sub-Saharan African countries, particularly in Eritrea.

Figure 17
Secondary education: changes in gender disparities in gross enrolment ratios, 1990-1998
 GPI = Female GER/Male GER

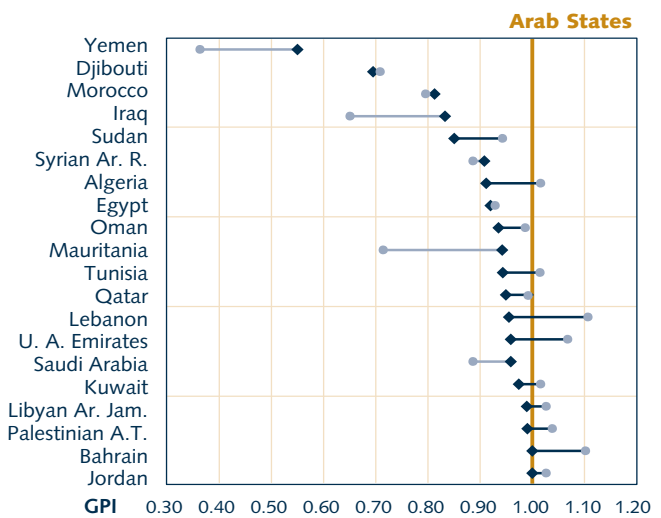
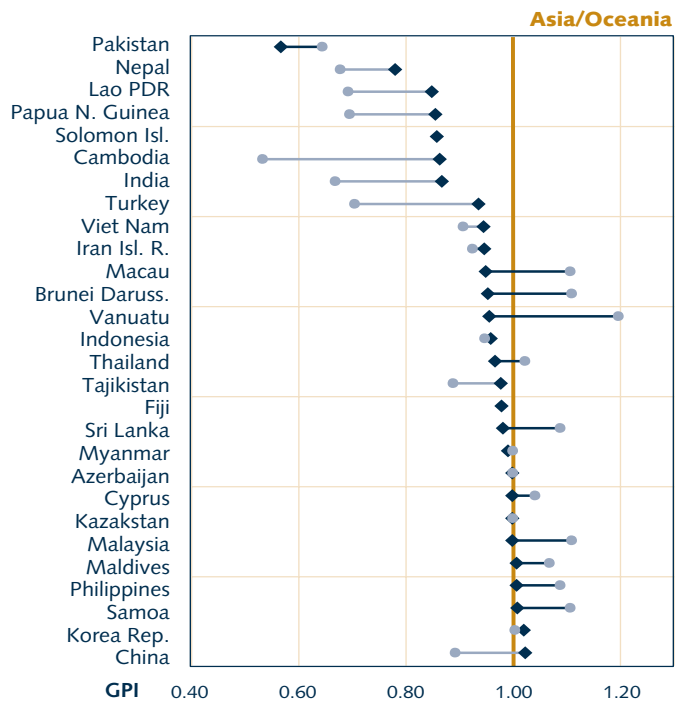
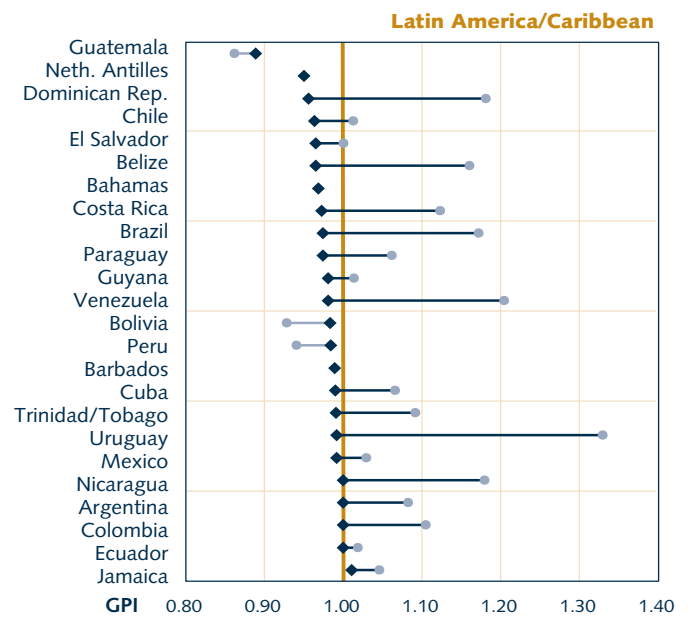
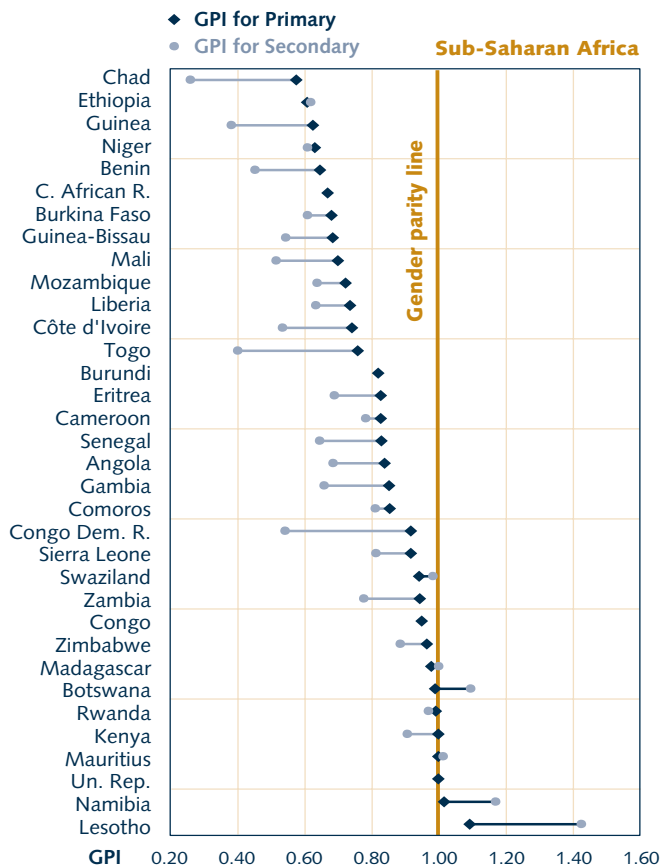


Source: Table 12, Appendix I

A comparison of disparities in primary and secondary education

Summarizing the situation as regards disparities in primary and secondary education, it can be concluded that the gender disparity patterns, observed in developing countries for primary education, become more marked in secondary education, as illustrated in Figure 18.

Figure 18
Primary and secondary education
Gender parity indices (GPI) for gross enrolment ratios, by region, 1998
GPI = Female GER / Male GER

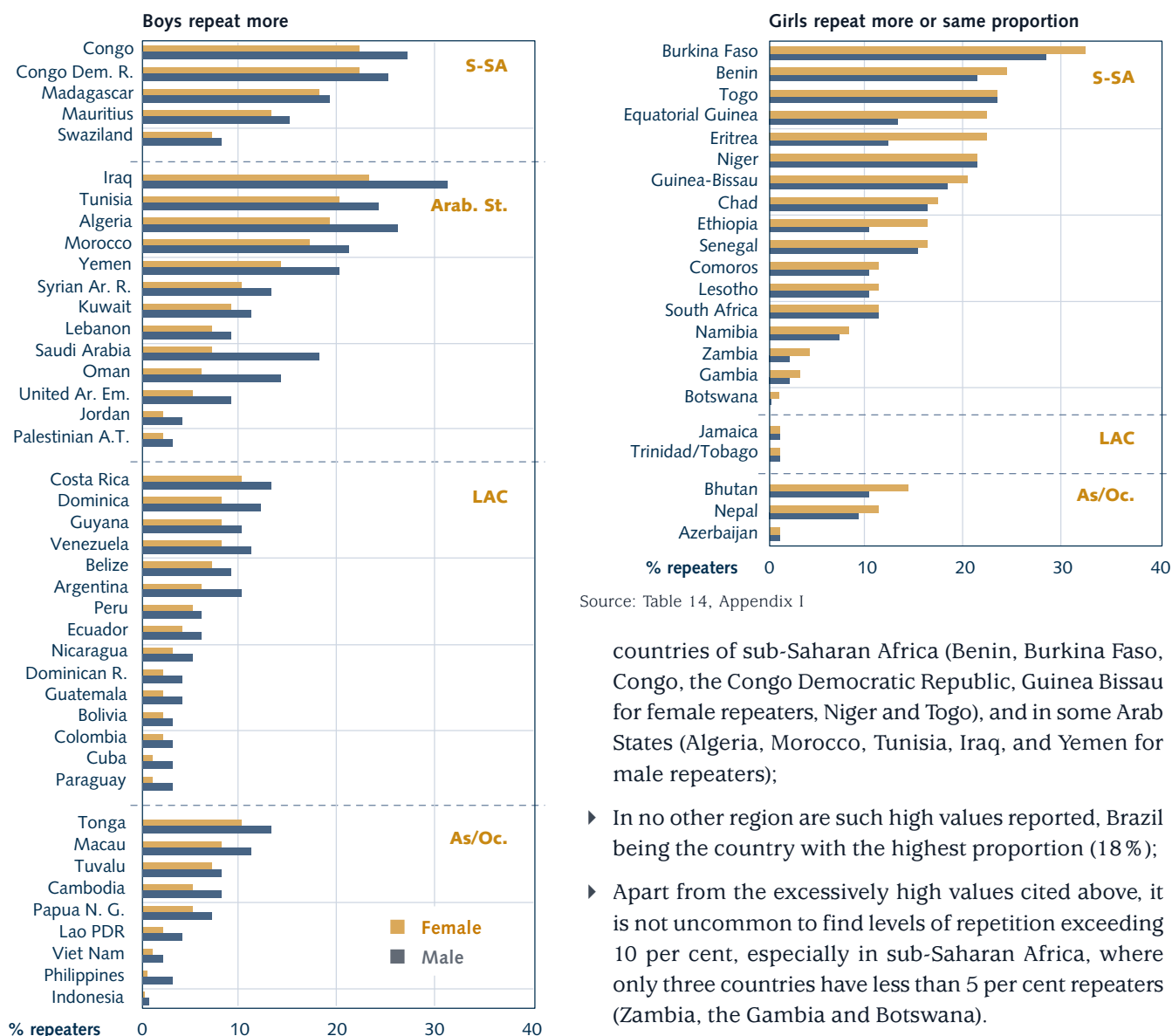


Source: Tables 10 and 7, Appendix I

- ▶ Countries with high disparities, typically Western and Central African countries, see their gaps widen;
- ▶ Countries close to parity in primary education seem to fill the gap in secondary education;
- ▶ Imbalances in favour of girls become sharper in secondary education, Latin American/Caribbean countries like Uruguay, Venezuela, Brazil, the Dominican Republic, and Belize, being the most meaningful examples.

Figure 19

Secondary general education: percentage of repeaters by gender, 1998



Source: Table 14, Appendix I

countries of sub-Saharan Africa (Benin, Burkina Faso, Congo, the Congo Democratic Republic, Guinea Bissau for female repeaters, Niger and Togo), and in some Arab States (Algeria, Morocco, Tunisia, Iraq, and Yemen for male repeaters);

- ▶ In no other region are such high values reported, Brazil being the country with the highest proportion (18 %);
- ▶ Apart from the excessively high values cited above, it is not uncommon to find levels of repetition exceeding 10 per cent, especially in sub-Saharan Africa, where only three countries have less than 5 per cent repeaters (Zambia, the Gambia and Botswana).

As regards gender disparities the following can be noted from Figure 19:

- ▶ In three of the four regional groupings (the Arab States, Latin America/the Caribbean and Asia/Oceania), male students repeat more than female, with the exception of two Asian countries (Nepal and Bhutan);
- ▶ In contrast all sub-Saharan African countries with available data register higher levels of repetition for women, with the exception of Congo, the Congo Democratic Republic, Mauritius and Swaziland.

The picture is not so different, in its broad lines, from that of repetition in primary education (Figure 13): while in general male students repeat more than their female counterparts, sub-Saharan Africa is the region where school conditions seem the least favourable to women, particularly at this level of education.

Repetition in secondary (general) education

Repetition in secondary education is a concern in many countries where repeaters make up 10 per cent and more of the student population, and where percentages become much higher in areas of marginalized populations. High levels of repetition mirror the provision of low quality education, and suggest a feeble capacity for retaining students in the system. They are also, as observed in section 4.3 on primary education, an indication of the inadequacy of curricula to meet the learners' conditions and needs. Table 14, Appendix I, permits the following observations:

- ▶ The highest incidence of repetition in secondary education (20 per cent or more) is registered in certain

7. Teaching staff in primary education

Female teachers

Female teachers are in the majority in most of the countries under review. The presence of female teachers is often cited as one of the main institutional factors having a positive impact on girls' schooling. It is comprehensible that parents are encouraged to send girls to school if they know that women teachers will look after them.

Many national reports of the EFA 2000 assessment, and other documentation on education and development, cite the policy measures taken - both at the teacher training and recruitment stage - to increase the number of women teachers. In Lao PDR, Nepal and India it is recognized that residential teacher training, requiring extended absence from home, is an inappropriate model for women, and alternatives are being tested which seem more favourable for women's participation (cluster-based and local in-service training, educational broadcasting, and teacher training through distance education). Recruiting and maintaining teachers, especially women teachers, in remote and ethnic minority villages, is also a chronic problem in these countries (UNESCO PROAP, 1998). In Chad, where the percentage of women teachers is lowest, women have priority for enrolment in teacher training institutions (Chad, 1999). Incentives are also introduced to attract women teachers, especially in rural or scarcely populated areas, with the aim of raising the level of girls' participation. Towards the end of the decade the percentage of female teachers in this country, although up by 50 per cent from its 1990 value, still represents the world's lowest value (9 per cent in 1998 as compared to 6 per cent in 1990).

In developing countries the proportion of women among the teaching staff varies considerably from one world region to another (Table 15, Appendix I, and Figure 20):

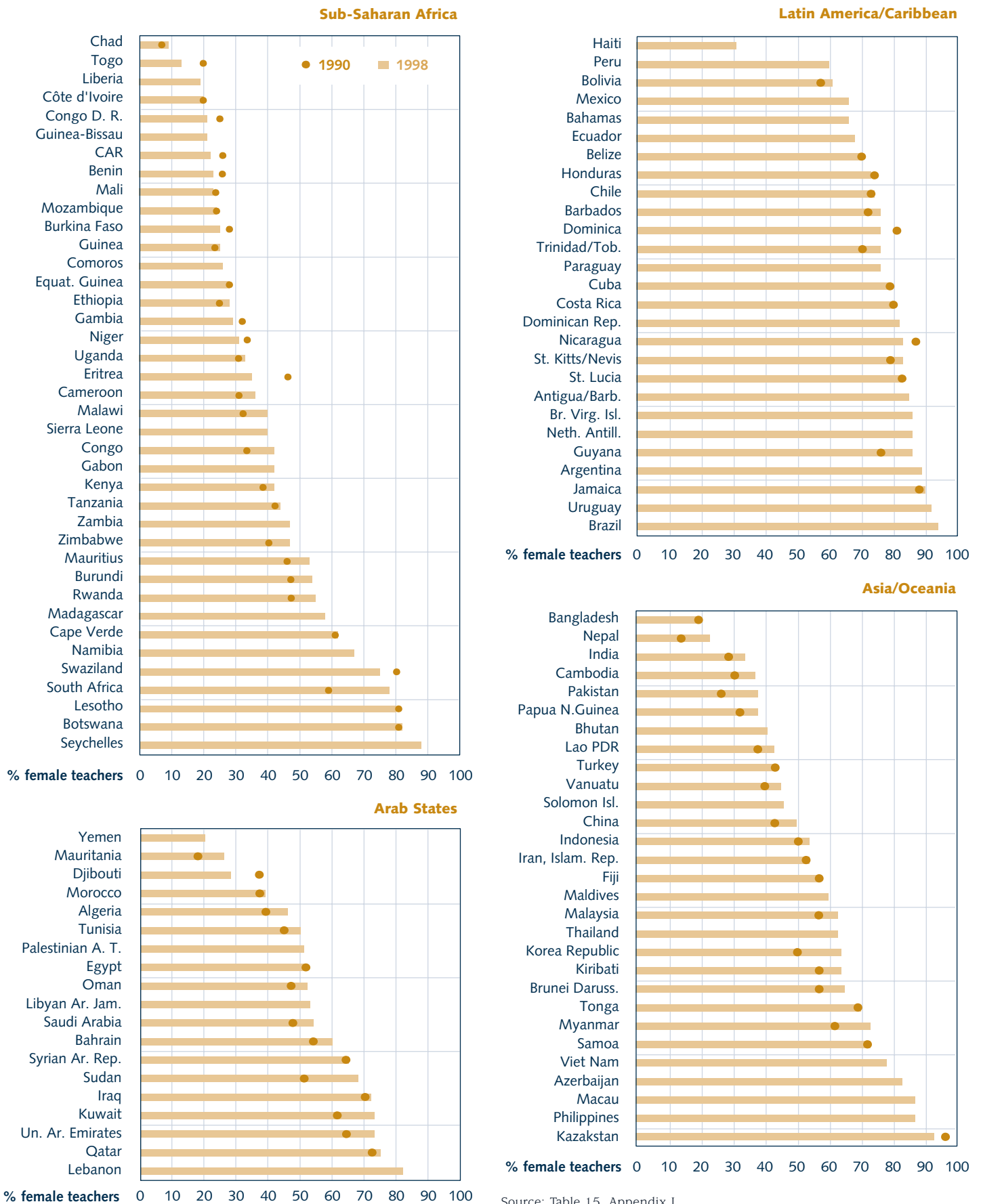
- ▶ Sub-Saharan Africa has the highest number of countries where women represent less than 50 per cent of the total teaching staff, and has the lowest share of female teachers. All countries with female participation below 25 per cent are countries from West and Central Africa, with the exception of Mozambique. Conversely the highest values (women representing three thirds, or more, of the total) are found in Southern Africa;
- ▶ Primary teachers are predominantly women in Latin America and the Caribbean, with the exception of Haiti, where women represent just one third of the total number of teachers;
- ▶ In the Arab States they represent 50 per cent or more of the total teaching staff in 14 of the 19 countries for which data are available, their share ranging from 20 per cent in Yemen, to 82 per cent in Lebanon;
- ▶ In Asia and Oceania the situation shows wide variations, with the lowest values in Southern Asian Countries like Bangladesh, Nepal and India, higher values in Eastern Asia and the Pacific, and the maximum in Central Asian countries.

With all due caution needed in comparing the two reference years, it can be stated that in most of the countries for which data are available, the proportion of female teachers has increased during the period under review (Figure 20). Nepal, Chad, Mauritania and Pakistan, countries where the female presence was among the lowest in 1990, experienced the highest relative increases (40 per cent and over). By contrast substantial decreases (over 20 per cent) seem to have occurred in Togo, Djibouti and Eritrea.

It may be interesting to measure the extent to which the proportion of female teachers correlates with girls' participation. Figure 21 compares the proportion of women among teachers with gender disparity in access to schooling (as measured by the gender parity index of the Apparent intake rates). The figure is shown only for sub-Saharan Africa, the Arab States and the Asia/Oceania region, the three regions with sizeable gender disparities in access to education, and a varying degree of female presence among teaching staff.

As regards the Arab States the gender parity is not clearly associated with levels of female presence among the teaching staff, and the coefficient of determination R^2 is extremely low (0.293) also due to the limited number of countries, while a moderate degree of correlation may be found for the other two regions (R^2 about 0.6). It is possible that a more marked relation could be detected if one examined such data at a more disaggregated (sub-national) level.

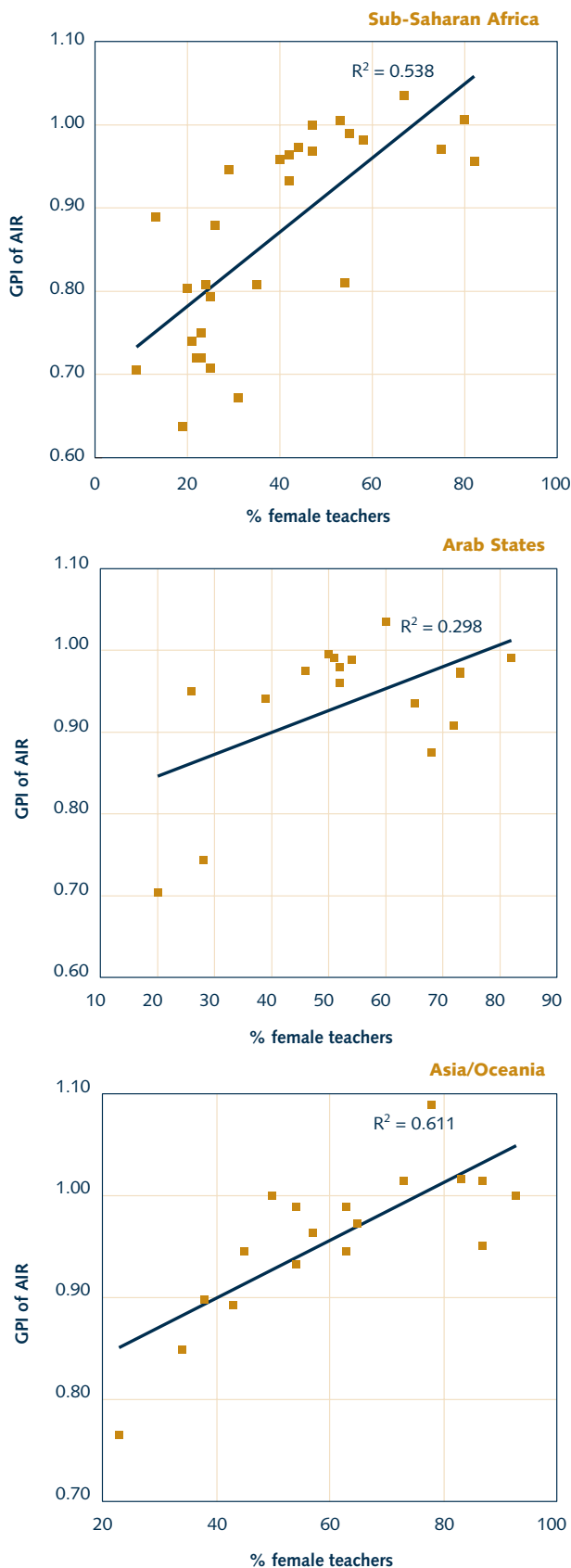
Figure 20
Percentage of female primary teachers by region, 1990 and 1998



Source: Table 15, Appendix I

Figure 21
Percentage of female teachers and gender parity in access to school in three regions, 1998

GPI = Female AIR/Male AIR



Source: Tables 4 and 15, Appendix I

Clearly the problem regarding female teachers is different in cases where the main concern is the retention of boys in school, for instance in Latin American/Caribbean countries. There 'some consider that socially and culturally, the school effort is seen as something more appropriate for a girl's image than a boy's. The fact that most teachers in basic education are women fails to convey a strong or 'male' enough model to the boys' (UNICEF, 1999).

Trained teachers

A high percentage of female teachers is not a sufficient condition for better gender sensitization in the class. Gender stereotypes in teaching content, and teaching styles that discourage girls' free expression, are well known hindrances to girls' participation and personal development: they are not the prerogative of male teachers. Teacher training schools should be the appropriate places for sensitizing male and female teachers to these issues. Unfortunately, in many countries, where the demand for teachers exceeds the supply, there is a tendency to recruit young graduates from secondary education, and in certain cases young people with incomplete secondary education, without teacher training experience. In Yemen, for instance, 'more than half of the teachers of basic education only have secondary level degrees if not less' (Republic of Yemen, 1999). These countries are often the same where girls' education is in a most critical situation, and recent policy measures and recommendations are not expected to improve the situation.

Box 9 Trained teachers in primary schools

Trained teachers in primary schools are teachers who have received the minimum organized teacher training (pre-service or in-service) required for teaching in primary education according to national standards.

The percentage of trained teachers is presented in Table 15, Appendix I. It would be useful to complement this information with the level of qualifications of teachers, but data on teachers' qualifications were not collected in the UIS Survey 2000⁸. The incidence of HIV/AIDS in these countries aggravates the difficulty of recruiting teachers, hence the tendency to solve the problem by recruiting unqualified teachers (UNESCO. IIEP, 2000). In Chad the percentage of trained teachers, which was 56.5 in 1991, had dropped to 44 in 1998 (Tchad, 1999). Similarly, a decrease is reported in Mali (from 99 per cent in 1990, to 73 per cent in 1997), due to the increasingly common policy in sub-Saharan African countries of recruiting teaching staff on a volunteer or temporary basis, to meet

the growing demand for education. This trend, coupled with increasing pupil/teacher ratios, will unavoidably lead to a deterioration in the quality of education (Mali, 2000), thus jeopardizing the attainment of a basic Dakar goal: 'Ensuring that by 2015 all children, particularly girls... have access to, and complete, free and compulsory primary education of good quality'.

Notes

- 1 See for instance the Girls' Education Resources Organization. Web site http://www.girlseducation.org/PGE_active_pages/GirlsEdResources
- 2 For the purpose of this study the term 'developing countries' refers to the classification used by UNESCO in the 1999 Statistical Yearbook. This denomination may include countries that reflect, in terms of development or educational attainment, levels similar to those in 'developed countries'. Regional groupings used in the analysis throughout the text correspond to the classification and groupings utilized in the UNESCO/UIS Statistical Document presented at Dakar (World Education Forum, 2000b).
- 3 The Islamic Federal Republic of Comoros. *Ministry of Education, Education For All: Year 2000 Assessment. National Report. Moroni, 2000.* Quoted in UIS, 2001b.
- 4 Cuba insisted on including children from 0 to 5 years of age in the count of enrolments in ECD programmes.
- 5 The UNICEF Report presents statistical information for countries of the former Soviet Union, as well as an analysis of trends over the decade 1989-1999.
- 6 Source: WB. World Development Indicators 2001. GDP per capita at constant 1995 US dollars.
- 7 In Table 11, Appendix I, countries where there has been a change in the duration of primary education between 1990 and 1998 are indicated by the symbol #.
- 8 Data on teachers' qualifications, training and other characteristics of the teaching staff were collected, and analysed, for countries participating in the World Education Indicators UNESCO/OECD project (see UNESCO UIS/OECD, 2001).

Appendix I: Education indicators

Appendix I contains 15 tables of indicators relating to literacy and education.

Explanatory notes

In general each indicator is presented for the year 1990 (school year 1990/91), and 1998 (school year 1998/99). Following the adoption of the Revised International Standard Classification of Education in 1997 (ISCED-97), 1998 data are not strictly comparable with those for 1990, especially as regards secondary education.

Sources of data

Data for 1998 are those published by the UNESCO Institute for Statistics (UIS) in its regional reports, already published, or forthcoming, in the CD-ROM 'Education Counts', provisional version, of November 2001, and in other UNESCO publications such as the *'Monitoring Report on Education for All'*, published in October 2001. In a few cases, indicated in the tables, indicators such as the School Survival or School Life Expectancy, were taken from the *1999 UNESCO Statistical Yearbook*. They generally refer to years prior to 1998. Data for 1990 are those published in the *1999 UNESCO Statistical Yearbook*. They refer generally to the year 1990, and in a few cases to 1991, or 1992.

General country notes

Education indicators for Cyprus do not include Turkish schools and populations.

Indicators for Jordan refer to the East Bank only.

As of 1 July 1997, Hong Kong became a Special Administrative Region, (SAR) of China. However, for statistical purposes, the data for China do not include Hong Kong, SAR.

Measures of gender disparities

Two measures of gender disparities have been used in comparing indicators throughout the report, the Gender Parity Index and the Gender Gap.

- ▶ The *Gender Parity Index* (GPI) is the ratio between the female and the male rates (F/M):
 - a GPI comprised of between 0 and 1, means disparity in favour of boys or men (the more the GPI is far from 1, and less than 1, the more boys are favoured);
 - a GPI > 1 means disparity in favour of girls or women.
- ▶ The *Gender Gap* is the difference between the male and the female rate: a negative gap indicates disparity in favour of girls or women.

In the analysis preference has been given to the GPI since, at the difference of the Gender Gap, it is independent from the magnitude of the indicators studied¹.

The following symbols are used:

- Magnitude nil
- ... Data not available
- Category not applicable
- * Partly estimated data
- 0 or 0.0 Magnitude less than half the unit employed

This symbol indicates that there has been a change in the duration of schooling between the two reference years. The exact explanation is given below under individual table notes.

Table notes

Tables 1 and 2. Estimated adult literacy rates and youth literacy rates

Estimated adult literacy rates and youth literacy rates. Estimated number of literate adults (15 years and over), and youth (15-24 age group), expressed as a percentage of the population in the corresponding age groups.

Source: Estimates and projections by the UNESCO Institute for Statistics, based on national census data supplied by the United Nations Statistics Division, or drawn from national publications.

Table 3. Pre-primary education: gross enrolment ratios

Age group in pre-primary education. Population age group that, according to the national regulations in 1998, can be enrolled at this level of education.

The symbol # is shown when there has been a change in the duration of pre-primary school between 1990 and 1998.

Gross enrolment ratio, pre-primary. Total enrolment in pre-primary education, regardless of age, expressed as a percentage of the population age group, corresponding to the national regulations for this level of education.

Table 4. Apparent Intake Rate to primary education

The Apparent Intake Rate (AIR), or Apparent Admission Rate is the number of new entrants into the first grade of

1. For more details on measures of gender disparities see: UNESCO Division of Statistics. *Gender-sensitive education statistics and indicators. A practical guide*. Paris, 1997.
On the Web site: www.uis.unesco.org/en/pub/pub0.htm

primary education, regardless of age, expressed as a percentage of the population of official admission age to primary education. The official admission age for each country can be seen in Table 7.

Table 5. Net Intake Rate to primary education

The *Net Intake Rate (NIR)*, or *Net Admission Rate* is the number of new entrants into the first grade of primary education, of official admission age, expressed as a percentage of the population of official admission age to primary education. The official admission age for each country can be seen in Table 7.

Table 6. School Life Expectancy

The *School Life Expectancy (SLE)*, or *expected number of years of formal education*, is the number of years a child is expected to remain at school, or university, including years spent on repetition. It is the sum of the age-specific enrolment ratios from primary to tertiary education.

Tables 7 and 8. Primary education: gross and net enrolment ratios

Age group in primary education. Population age group that, according to the education system in force in each country in 1998, can be enrolled at this level of education.

The symbol # is shown when there has been a change in the duration of primary school between 1990 and 1998.

Gross Enrolment Ratio and Net Enrolment Ratio. The gross enrolment ratio (GER) is the total enrolment in primary education, regardless of age, divided by the population of the age group which officially corresponds to primary schooling. The Net Enrolment Ratio (NER) only includes enrolment for the age group corresponding to the official school age of primary education. All ratios are expressed as percentages.

Table 9. Primary education: percentage of repeaters

Percentage of repeaters. Total number of pupils who are enrolled in the same grade as the previous year, expressed as a percentage of the total enrolment in primary education.

Table 10. Survival rate to grade 5

Survival rate to grade 5, or percentage of a cohort reaching grade 5. Percentage of children starting primary school who eventually attain grade 5. The estimate is based on the Reconstructed Cohort Method, which uses data on enrolment and repeaters for two consecutive years. (see technical specifications in the UIS Web site, or in 'Education for All. The Year 2000 Assessment : Technical Guidelines', UNESCO, 1998).

Table 11. Transition from primary to secondary education

Last grade of primary education. Indicates the grade used as the last year of primary education in the calculation of the transition rate for 1998. In certain cases this grade, determined in accordance with the ISCED-97 criteria of duration of primary education, may not correspond exactly to the institutional structure of primary and secondary education.

The symbol # is shown when the last grade in 1990 was different from that in force in 1998.

Transition rate from primary to secondary education. The number of new entrants in secondary education, expressed as a percentage of the total number of pupils in the last grade of primary education in the previous year. For a number of countries the first grade of secondary education is composed of general and technical/vocational programmes. These cases are indicated by a footnote.

Tables 12 and 13. Secondary education: gross and net enrolment ratios

Age-group in secondary education. Population age group that, according to the education system in force in each country in 1998, can be enrolled at this level of education.

The symbol # is shown when there has been a change in the duration of primary school education between 1990 and 1998.

Gross Enrolment Ratio and Net Enrolment Ratio. The gross enrolment ratio (GER) is the total enrolment in secondary education, regardless of age, divided by the population of the age group which officially corresponds to secondary schooling. The net enrolment ratio (NER) only includes enrolment for the age group corresponding to the official school age of secondary education. All ratios are expressed as percentages.

Table 14. Secondary (general) education: percentage of repeaters

Percentage of repeaters. Total number of pupils in secondary general education who are enrolled in the same grade as the previous year, expressed as a percentage of the total enrolment in secondary general education.

Table 15. Teaching staff in primary education: percentage female, and percentage of trained teachers

Percentage of female teachers in primary education. The number of female teachers expressed as a percentage of the total number of teachers in primary education.

Percentage of trained teachers in primary education. The percentage of primary school teachers who have received the minimum organized teacher training (pre-service or in service) required for teaching in primary education in the given country.

Table 1. Estimates of adult literacy rates (population aged 15 and over), by gender, 1990 and 2000

Country	1990					2000				
	Literacy rate (%)			GPI	Gender gap	Literacy rate (%)			GPI	Gender gap
	Age 15+					Age 15+				
Total	Male	Female	(F/M)	(M-F)	Total	Male	Female	(F/M)	(M-F)	
Africa										
Algeria	54	68	41	0.60	27	68	78	57	0.73	21
Benin	28	41	16	0.39	25	40	57	25	0.43	32
Botswana	68	66	70	1.07	-4	77	74	80	1.07	-5
Burkina Faso	16	25	8	0.32	17	24	34	14	0.41	20
Burundi	38	50	27	0.55	23	48	57	41	0.72	16
Cameroon	63	72	54	0.74	18	76	82	70	0.85	12
Cape Verde	64	76	54	0.71	22	74	85	66	0.78	19
Central African Rep.	33	47	21	0.44	27	47	60	35	0.58	25
Chad	28	37	19	0.51	18	43	52	34	0.66	18
Comoros	54	61	46	0.75	15	60	67	53	0.79	14
Congo	67	77	58	0.75	19	81	87	74	0.85	13
Côte d'Ivoire	34	44	24	0.54	20	47	55	39	0.71	16
Dem. Rep. of Congo	47	61	34	0.56	27	61	73	50	0.69	23
Djibouti	53	67	40	0.59	27	65	76	54	0.72	21
Egypt	47	60	34	0.56	27	55	67	44	0.66	23
Equatorial Guinea	73	86	61	0.71	25	83	93	74	0.80	18
Eritrea	46	58	35	0.59	24	56	67	45	0.66	23
Ethiopia	28	36	20	0.57	15	38	44	33	0.76	10
Gambia	26	32	20	0.62	12	37	44	29	0.67	15
Ghana	58	70	47	0.67	23	72	80	63	0.78	17
Guinea-Bissau	28	46	11	0.25	35	39	60	19	0.32	41
Kenya	71	81	61	0.75	20	82	89	76	0.86	13
Lesotho	78	65	89	1.37	-24	83	72	94	1.29	-21
Liberia	39	55	23	0.42	32	54	70	38	0.54	32
Libyan Arab Jamahiriya	68	83	51	0.62	32	80	91	68	0.75	23
Madagascar	58	66	50	0.75	17	66	74	60	0.81	14
Malawi	52	69	36	0.53	33	60	74	47	0.62	28
Mali	26	33	19	0.57	14	41	49	34	0.70	15
Mauritania	36	47	26	0.56	21	42	53	32	0.61	21
Mauritius	80	85	75	0.88	10	85	88	81	0.93	7
Morocco	39	53	25	0.47	28	49	62	36	0.58	26
Mozambique	34	49	18	0.37	31	44	60	29	0.48	31
Namibia	75	77	72	0.94	5	82	83	81	0.98	2
Niger	11	18	5	0.28	13	16	24	8	0.36	15
Nigeria	49	60	38	0.64	21	64	72	56	0.77	17
Rwanda	53	63	44	0.70	19	67	74	60	0.82	13
Senegal	28	38	19	0.49	20	37	47	28	0.59	20
South Africa	81	82	80	0.98	2	85	86	85	0.98	1
Sudan	46	61	32	0.52	29	58	70	46	0.66	23
Swaziland	72	74	70	0.95	4	80	81	79	0.97	2
Togo	46	64	29	0.45	35	57	74	41	0.55	34
Tunisia	59	72	47	0.65	25	71	81	61	0.74	21
Uganda	56	69	43	0.63	26	67	78	57	0.73	21
United Rep. of Tanzania	64	77	52	0.67	25	76	85	67	0.79	18
Zambia	68	79	59	0.75	20	78	85	71	0.84	14
Zimbabwe	81	87	75	0.86	12	89	93	85	0.91	8
America, North										
Bahamas	95	94	95	1.01	-1	96	95	96	1.02	-1
Belize	89	90	88	0.98	2	93	93	93	1.00	0
Costa Rica	94	94	94	1.00	0	96	96	96	1.00	0
Cuba	95	95	95	1.00	0	97	97	97	1.00	0
Dominican Republic	79	80	79	0.99	1	84	84	84	1.00	0
El Salvador	73	76	69	0.91	7	79	82	76	0.93	6
Guatemala	61	69	53	0.77	16	69	76	61	0.80	15
Haiti	40	43	37	0.87	6	50	52	48	0.92	4
Honduras	69	69	68	0.98	1	75	74	75	1.00	0
Jamaica	82	78	86	1.11	-8	87	83	91	1.09	-8
Mexico	88	91	85	0.94	5	91	93	89	0.96	4
Netherlands Antilles	96	96	96	1.00	0	96	96	96	1.00	0
Nicaragua	65	64	66	1.03	-2	69	67	70	1.05	-3
Panama	89	90	88	0.99	1	92	93	91	0.99	1
Trinidad and Tobago	91	94	89	0.94	5	94	96	92	0.96	3

Table 1. (continued)

Country	1990					2000				
	Literacy rate (%)			GPI (F/M)	Gender gap (M-F)	Literacy rate (%)			GPI (F/M)	Gender gap (M-F)
	Total	Male	Female			Total	Male	Female		
America, South										
Argentina	96	96	96	1.00	0	97	97	97	1.00	0
Bolivia	78	87	70	0.80	17	86	92	79	0.86	13
Brazil	81	82	80	0.98	1	85	85	85	1.00	0
Chile	94	94	94	0.99	1	96	96	96	1.00	0
Colombia	89	89	88	0.99	1	92	92	92	1.00	0
Ecuador	87	90	85	0.94	5	91	93	90	0.96	4
Guyana	97	98	96	0.98	2	98	99	98	0.99	1
Paraguay	90	92	88	0.96	4	93	94	92	0.98	2
Peru	86	92	79	0.86	13	90	95	85	0.90	9
Uruguay	97	96	97	1.01	-1	98	97	98	1.01	-1
Venezuela	89	90	88	0.97	2	93	93	92	0.99	1
Asia										
Afghanistan	27	41	12	0.29	29	37	52	22	0.42	30
Armenia	97	99	96	0.97	3	98	99	98	0.98	2
Bahrain	82	87	75	0.86	12	88	91	83	0.91	8
Bangladesh	35	46	23	0.50	23	41	52	30	0.57	22
Brunei Darussalam	86	91	79	0.87	12	92	95	88	0.93	6
China	77	86	67	0.77	19	84	92	76	0.83	15
China, Hong Kong SAR	90	95	84	0.88	11	94	97	90	0.93	6
Cyprus	94	98	91	0.93	7	97	99	95	0.97	3
India	49	62	36	0.58	26	57	68	45	0.66	23
Indonesia	80	87	73	0.84	14	87	92	82	0.89	10
Iran, Islamic Republic of	64	73	55	0.76	18	77	84	70	0.84	14
Iraq	45	57	33	0.58	24	56	66	46	0.70	20
Jordan	81	90	72	0.80	18	90	95	84	0.89	11
Korea, Republic of	96	98	93	0.95	5	98	99	96	0.97	3
Kuwait	78	80	73	0.91	7	83	85	80	0.95	4
Lao People's Dem. Rep.	36	53	20	0.38	33	49	64	33	0.52	31
Lebanon	80	88	73	0.83	15	86	92	80	0.87	12
Malaysia	81	87	75	0.86	12	88	91	84	0.91	8
Maldives	94	94	94	1.00	0	96	96	96	1.00	0
Myanmar	81	87	74	0.85	13	85	89	81	0.91	8
Nepal	31	47	14	0.30	33	42	59	24	0.40	35
Oman	55	67	38	0.57	29	72	80	62	0.77	19
Pakistan	36	50	21	0.42	29	46	60	31	0.52	29
Philippines	92	93	92	0.99	1	95	95	95	1.00	0
Qatar	77	77	76	0.98	1	81	80	83	1.03	-3
Saudi Arabia	67	78	51	0.65	27	77	84	67	0.80	17
Singapore	89	95	83	0.88	11	92	96	88	0.92	8
Sri Lanka	89	93	85	0.91	8	92	94	89	0.94	5
Syrian Arab Republic	65	82	48	0.58	34	74	88	60	0.69	28
Tajikistan	98	99	97	0.98	2	99	100	99	0.99	1
Thailand	92	95	90	0.94	6	96	97	94	0.97	3
Turkey	78	89	67	0.75	23	85	94	77	0.82	17
United Arab Emirates	70	71	70	0.99	1	76	74	79	1.07	-5
Uzbekistan	83	90	77	0.86	12	89	93	85	0.91	9
Viet Nam	90	94	87	0.92	8	93	96	91	0.96	4
Yemen	33	55	13	0.23	42	46	68	25	0.37	42
Oceania										
Fiji	89	92	86	0.93	6	93	95	91	0.96	4
Papua New Guinea	57	64	48	0.75	16	64	71	57	0.80	14
Samoa	75	77	73	0.95	4	80	81	79	0.97	2

Source: *Estimates and projections of literacy as assessed by the UIS in March 2000.*

Table 2. Estimates of youth literacy rates (population aged 15-24) by gender, 1990 and 2000

Country	1990					2000				
	Literacy rate (%) Age-group 15-24			GPI (F/M)	Gender gap (M-F)	Literacy rate (%) (Age-group 15-24)			GPI (F/M)	Gender gap (M-F)
	Total	Male	Female			Total	Male	Female		
Africa										
Algeria	78	87	68	0.79	19	89	93	85	0.92	8
Benin	44	63	26	0.41	37	58	78	38	0.49	40
Botswana	83	79	87	1.10	-8	88	84	92	1.10	-8
Burkina Faso	25	36	14	0.39	22	35	46	23	0.51	23
Burundi	52	58	45	0.77	13	63	65	62	0.95	3
Cameroon	87	90	85	0.95	5	94	94	94	1.00	0
Cape Verde	82	88	77	0.88	10	89	92	86	0.94	6
Central African Rep.	52	66	39	0.60	26	67	76	59	0.77	17
Chad	48	58	38	0.65	21	67	73	60	0.82	13
Comoros	62	68	55	0.81	13	67	73	62	0.85	11
Congo	93	95	90	0.95	5	97	98	97	0.99	1
Côte d'Ivoire	50	60	41	0.68	19	65	70	60	0.85	10
Democratic Rep. of Congo	69	80	58	0.72	23	82	88	75	0.85	14
Djibouti	73	82	64	0.78	18	84	89	79	0.90	9
Egypt	61	71	51	0.72	20	70	77	63	0.82	14
Equatorial Guinea	93	97	89	0.92	8	97	98	95	0.97	3
Eritrea	61	73	49	0.68	23	70	80	60	0.75	20
Ethiopia	42	48	36	0.76	11	54	54	54	0.98	1
Gambia	42	51	34	0.66	17	57	66	49	0.74	17
Ghana	82	88	75	0.85	13	91	94	88	0.94	5
Guinea-Bissau	45	70	22	0.31	48	57	81	33	0.41	48
Kenya	90	93	87	0.93	6	95	96	94	0.98	2
Lesotho	87	77	97	1.26	-20	90	82	99	1.19	-16
Liberia	58	75	40	0.52	36	70	85	54	0.64	31
Libyan Arab Jamahir.	91	99	83	0.84	16	97	100	93	0.93	7
Madagascar	72	78	67	0.86	11	80	84	77	0.92	7
Malawi	63	76	51	0.68	25	71	81	61	0.75	20
Mali	45	54	37	0.68	17	66	72	60	0.83	12
Mauritania	46	56	35	0.63	21	51	61	41	0.67	20
Mauritius	91	91	91	1.00	0	94	93	94	1.01	-1
Morocco	55	68	42	0.62	26	67	76	58	0.77	18
Mozambique	49	66	32	0.48	35	61	75	46	0.61	29
Namibia	87	86	89	1.04	-3	92	90	93	1.04	-3
Niger	17	25	9	0.37	16	23	32	14	0.42	19
Nigeria	73	81	66	0.82	15	87	90	84	0.94	6
Rwanda	73	78	67	0.86	11	83	85	81	0.95	4
Senegal	40	50	30	0.60	20	51	60	42	0.70	18
South Africa	88	89	88	1.00	0	91	91	91	1.00	0
Sudan	65	76	54	0.71	22	77	83	71	0.86	12
Swaziland	85	85	85	1.01	-1	90	90	91	1.02	-2
Togo	63	81	45	0.56	35	73	88	59	0.67	29
Tunisia	84	93	75	0.81	18	93	97	89	0.92	8
Uganda	70	80	61	0.76	19	79	86	72	0.84	13
Un. Rep. of Tanzania	84	90	78	0.87	12	91	94	89	0.95	5
Zambia	81	86	76	0.88	10	88	91	85	0.94	5
Zimbabwe	94	97	91	0.95	5	97	99	96	0.97	3
America, North										
Bahamas	97	96	98	1.02	-2	97	97	98	1.02	-2
Belize	96	95	97	1.01	-1	98	97	99	1.01	-1
Costa Rica	97	97	98	1.01	-1	98	98	99	1.01	-1
Cuba	99	99	99	1.00	0	100	100	100	1.00	0
Dominican Rep.	87	87	88	1.02	-1	91	90	92	1.02	-2
El Salvador	84	85	83	0.97	3	88	89	87	0.98	2
Guatemala	73	81	66	0.82	14	79	86	73	0.85	13
Haiti	55	56	54	0.96	2	64	64	65	1.00	0
Honduras	78	77	80	1.03	-2	83	82	85	1.04	-3
Jamaica	91	87	95	1.09	-8	94	91	97	1.07	-7
Mexico	95	96	94	0.98	2	97	98	96	0.99	1
Netherlands Antilles	97	97	98	1.00	0	98	98	98	1.00	0
Nicaragua	70	68	72	1.06	-4	74	71	76	1.08	-6
Panama	95	96	95	0.99	1	97	97	96	0.99	1
Trinidad and Tobago	96	97	96	0.99	1	97	98	97	0.99	1

Table 2. (continued)

Country	1990					2000				
	Literacy rate (%) Age-group 15-24			GPI (F/M)	Gender gap (M-F)	Literacy rate (%) (Age-group 15-24)			GPI (F/M)	Gender gap (M-F)
	Total	Male	Female			Total	Male	Female		
America, South										
Argentina	98	98	98	1.00	0	99	98	99	1.00	0
Bolivia	93	96	89	0.93	7	96	98	94	0.96	4
Brazil	90	88	91	1.04	-3	93	91	94	1.04	-4
Chile	98	98	98	1.00	0	99	99	99	1.00	0
Colombia	95	94	96	1.01	-1	97	96	98	1.01	-1
Ecuador	95	96	95	0.98	1	97	98	97	0.99	1
Guyana	100	100	100	1.00	0	100	100	100	1.00	0
Paraguay	96	96	95	0.99	1	97	97	97	1.00	0
Peru	95	97	92	0.95	5	97	98	95	0.97	3
Uruguay	99	99	99	1.01	-1	99	99	100	1.01	-1
Venezuela	96	95	97	1.01	-1	98	97	99	1.01	-1
Asia										
Afghanistan	42	59	24	0.40	35	56	70	42	0.60	28
Armenia	100	100	99	1.00	0	100	100	100	1.00	0
Bahrain	96	96	95	0.99	1	98	98	99	1.00	0
Bangladesh	44	55	32	0.59	22	51	61	40	0.66	21
Brunei Darussalam	98	98	98	1.01	0	99	99	100	1.01	-1
China	95	97	92	0.94	6	98	99	96	0.97	3
China, Hong Kong SAR	99	98	99	1.01	-1	99	99	100	1.01	-1
Cyprus	100	100	100	1.00	0	100	100	100	1.00	0
India	64	73	54	0.74	19	73	80	65	0.81	15
Indonesia	95	97	93	0.97	3	98	98	97	0.99	1
Iran, Islamic Rep. of	87	92	82	0.89	10	94	96	92	0.95	4
Iraq	61	71	52	0.74	19	73	78	67	0.86	11
Jordan	97	98	96	0.98	2	100	99	100	1.01	-1
Korea, Republic of	100	100	100	1.00	0	100	100	100	1.00	0
Kuwait	88	88	87	0.99	1	93	92	93	1.02	-2
Lao PDR	55	72	38	0.52	35	70	83	58	0.71	24
Lebanon	92	95	89	0.93	7	95	97	93	0.96	4
Malaysia	95	95	94	0.99	1	97	97	98	1.00	0
Maldives	98	98	98	1.00	0	99	99	99	1.00	0
Myanmar	88	90	86	0.96	4	91	91	91	0.99	1
Nepal	46	66	27	0.41	39	60	76	42	0.56	33
Oman	86	95	75	0.79	20	98	100	96	0.97	3
Pakistan	49	64	33	0.51	31	64	77	50	0.65	27
Philippines	97	97	97	1.00	0	99	98	99	1.00	0
Qatar	90	88	93	1.05	-5	95	93	97	1.05	-4
Saudi Arabia	86	92	79	0.86	13	93	96	91	0.95	5
Singapore	99	99	99	1.00	0	100	100	100	1.00	0
Sri Lanka	95	96	94	0.98	2	97	97	97	1.00	0
Syrian Arab Rep.	80	92	67	0.73	25	87	95	79	0.83	17
Tajikistan	100	100	100	1.00	0	100	100	100	1.00	0
Thailand	98	99	98	0.99	1	99	99	98	0.99	1
Turkey	93	97	88	0.91	9	96	99	94	0.95	5
United Arab Emirates	84	81	89	1.10	-8	90	86	95	1.10	-9
Uzbekistan	94	97	92	0.95	5	97	98	95	0.97	3
Viet Nam	95	95	95	0.99	1	97	97	97	1.00	0
Yemen	50	74	25	0.34	49	65	83	46	0.55	37
Oceania										
Fiji	98	98	98	1.00	0	99	99	99	1.00	0
Papua New Guinea	69	74	62	0.84	12	76	80	71	0.89	9
Samoa	83	83	83	1.00	0	87	87	88	1.01	-1

Source: Estimates and projections of literacy as assessed by the UIS in March 2000.

Table 3. Pre-primary education: Gross enrolment ratios by gender, 1990 and 1998

Country	Age-group	1990					1998				
		Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)
		Total	Male	Female			Total	Male	Female		
Africa											
Algeria	4-5	1	1	1	1.00	0	2	2	2	1.00	0
Angola	# 3-5	54	71	37	0.52	34	...	...	...	...	...
Benin	# 4-5	3	3	2	0.67	1	5	5	5	0.95	0
Botswana	3-5	-	-	-	...	...	...	...	...	...	...
Burkina Faso	4-6	0.7	0.7	0.7	1.00	0	2	2	2	1.02	0
Burundi	4-6	...	...	...	...	...	0.8	0.8	0.8	1.01	0
Cameroon	4-5	13	13	13	1.00	0	12	12	11	0.95	1
Cape Verde ¹	# 4-5	...	...	...	...	...	...	...	...	...	...
Central African Republic	# 4-5	6	...	...	...	...	...	...	...	...	...
Chad	3-5	...	...	...	...	...	...	...	...	...	...
Comoros	3-5	...	...	...	...	...	2	2	2	1.00	0
Congo	3-5	3	3	3	1.00	0	2	2	3	1.57	-1
Côte d'Ivoire	3-5	0.9	1	0.9	0.90	0	3	3	3	0.97	0
Democratic Rep. of Congo	3-5	0.8	0.7	0.8	1.14	0	...	...	...	...	...
Djibouti	4-5	0.7	0.6	0.8	1.33	0	0.5	0.4	0.6	1.51	0
Egypt	4-5	6	6	6	1.00	0	10	11	10	0.95	1
Equatorial Guinea ¹	3-5	...	...	...	...	...	...	...	...	...	...
Eritrea	5-6	4	4	4	1.00	0	5	6	5	0.88	1
Ethiopia	4-6	2	2	2	1.00	0	1.5	1.6	1.5	0.97	0
Gabon ¹	3-5	...	...	...	...	...	...	...	...	...	...
Gambia	# 3-5	24	...	...	...	...	26	28	25	0.90	3
Ghana	4-5	...	...	...	...	...	...	...	...	...	...
Guinea	# 3-6	2	2	1	0.50	1	...	...	...	...	...
Guinea-Bissau ²	4-6	...	...	...	...	...	4	4	4	1.05	0
Kenya	3-5	34	32	36	1.13	-4	39	37	40	1.08	-3
Lesotho	3-5	-	-	-	-	-	20	19	22	1.15	-3
Liberia	# 3-5	...	...	...	...	...	48	55	41	0.74	14
Libyan Arab Jamahiriya	4-5	...	...	...	...	...	4	4	4	1.00	0
Madagascar	3-5	5	4	5	1.25	-1	...	...	...	...	...
Malawi ¹	3-5	-	-	-	-	-	...	...	...	...	...
Mali	# 4-6	2	2	2	1.00	0	2	2	3	1.51	-1
Mauritania	3-5	0.4	...	...	...	...	...	...	...	...	...
Mauritius	4-5	56	56	56	1.00	0	100	99	101	1.02	-2
Morocco	4-5	66	90	41	0.46	49	69	90	47	0.52	43
Mozambique	-	-	-	-	-	-	...	...	...	...	...
Namibia	# 3-5	14	13	15	1.15	-2	...	...	...	...	...
Niger	4-6	1	2	1	0.50	1	1	1	1	1.00	0
Nigeria	3-5	...	...	...	...	...	...	...	...	...	...
Rwanda	4-6	...	...	...	...	...	...	...	...	...	...
Sao Tome and Principe ¹	6	...	...	...	...	...	...	...	...	...	...
Senegal	4-6	2	2	2	1.00	0	3	3	3	1.00	0
Seychelles ¹	4-5	...	...	...	...	...	...	...	...	...	...
Sierra Leone ¹	3-5	...	...	...	...	...	4	4	4	0.93	0
Somalia	...	...	...	...	...	...	...	...	...	...	...
South Africa ¹	6	19	19	19	1.00	0	...	...	...	...	...
Sudan	4-5	18	23	13	0.57	10	24	22	26	1.19	-4
Swaziland	3-5	17	12	21	1.75	-9	...	...	...	...	...
Togo	3-5	3	3	3	1.00	0	3	3	3	1.00	0
Tunisia	3-5	8	...	...	...	...	14	14	13	0.95	1
Uganda ¹	4-5	...	...	...	...	...	...	...	...	...	...
United Rep. of Tanzania	# 5-6	...	...	...	...	...	...	...	...	...	...
Zambia	3-6	...	...	...	...	...	3	2	3	1.21	0
Zimbabwe ¹	3-5	...	...	...	...	...	...	...	...	...	...
America, North											
Antigua and Barbuda	3-4	...	...	...	...	...	...	...	...	...	...
Bahamas	3-4	7	6	7	1.17	-1	11	11	12	1.07	-1
Barbados	3-4	...	...	...	...	...	77	80	74	0.93	6
Belize	3-4	24	22	26	1.18	-4	27	27	28	1.05	-1
British Virgin Islands	3-4	...	...	...	...	...	...	...	...	...	...
Costa Rica	5	61	61	61	1.00	0	82	82	81	0.99	1
Cuba ³	# 0-6	101	111	91	0.82	20	96	93	98	1.06	-5

Table 3. (continued)

Country	Age-group	1990					1998				
		Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)
		Total	Male	Female			Total	Male	Female		
Dominica	3-4	...	...	...	...	...	...	...	...	...	...
Dominican Republic	# 3-5	20	19	20	1.05	-1	34	34	34	1.02	-1
El Salvador	4-6	21	20	22	1.10	-2	40	39	41	1.05	-2
Grenada	3-4	...	...	...	...	...	...	...	...	...	...
Guatemala	5-6	26	26	25	0.96	1	47	47	47	0.99	1
Haiti	3-5	34	35	33	0.94	2	63	62	64	1.03	-2
Honduras ⁴	4-6	13	12	13	1.08	-1	16	16	16	1.04	-1
Jamaica	3-5	78	77	79	1.03	-2	83	79	86	1.09	-7
Mexico	4-5	64	64	65	1.02	-1	76	75	77	1.03	-2
Netherlands Antilles	4-5	...	...	...	...	...	100	98	101	1.03	-3
Nicaragua	3-6	12	12	13	1.08	-1	26	26	27	1.04	-1
Panama	5	53	53	53	1.00	0	...	...	...	...	...
St. Kitts and Nevis	3-4	...	...	...	...	...	...	...	...	...	...
St. Lucia	3-4	...	...	...	...	...	...	...	...	...	...
St. Vincent and Grenadines	3-4	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	3-4	9	9	9	1.00	0	12	12	12	1.02	0
America, South											
Argentina	3-5	50	50	50	1.00	0	57	56	58	1.02	-1
Bolivia	4-5	32	32	32	1.00	0	46	46	47	1.01	-1
Brazil	4-6	48	...	...	...	...	55	55	55	1.01	0
Chile	# 4-5	82	82	83	1.01	-1	74	74	73	0.99	1
Colombia	3-5	13	13	13	1.00	0	35	34	35	1.02	-1
Ecuador	5	42	42	43	1.02	-1	63	62	64	1.03	-2
Guyana	4-5	69	68	70	1.03	-2	105	106	104	0.99	1
Paraguay	5	27	27	28	1.04	-1	77	76	79	1.03	-2
Peru	3-5	30	30	31	1.03	-1	60	59	61	1.02	-1
Suriname ¹	4-5	...	...	...	...	...	...	...	...	...	...
Uruguay	3-5	43	42	43	1.02	-1	56	55	56	1.02	-1
Venezuela	3-5	41	40	41	1.03	-1	54	54	54	1.00	0
Asia											
Afghanistan	3-6	...	...	...	...	...	...	...	...	...	...
Armenia	3-6	37	37	36	0.97	1	26	30	32	1.07	-2
Azerbaijan	3-6	20	21	18	0.86	3	19	20	18	0.88	2
Bahrain	3-5	27	27	28	1.04	-1	36	37	35	0.95	2
Bangladesh	3-5	...	...	...	...	...	...	...	...	...	...
Bhutan ¹	4-5	...	...	...	...	...	...	...	...	...	...
Brunei Darussalam	# 5	47	48	46	0.96	2	52	52	52	1.00	0
Cambodia	3-5	5	6	5	0.83	1	* 5	5	5	1.00	0
China	3-6	23	23	23	1.00	0	29	29	28	0.97	1
China, Hong Kong SAR	3-5	80	79	81	1.03	-2	...	...	...	...	...
Cyprus ⁵	2-5	57	58	57	0.98	1	...	...	...	...	...
Georgia	3-5	59	...	...	...	...	30	...	...	...	...
India	# 3-5	3	4	3	0.75	1	29	30	29	0.99	0
Indonesia	5-6	18	...	...	...	...	19	18	19	1.04	-1
Iran, Islamic Rep. of	5	12	13	12	0.92	1	16	15	16	1.05	-1
Iraq	4-5	8	8	7	0.88	1	5	6	5	0.83	1
Jordan ⁵	4-5	25	27	24	0.89	3	27	28	26	0.93	2
Kazakhstan	3-6	69	73	66	0.90	7	14	14	14	0.96	1
Korea DPR	...	...	...	...	...	...	...	...	...	...	...
Korea, Republic of	5	55	56	55	0.98	1	80	79	80	1.02	-1
Kuwait	4-5	33	33	33	1.00	0	70	71	69	0.98	1
Kyrgyzstan	3-6	34	33	34	1.03	-1	...	...	...	...	...
Lao PDR	3-5	7	8	7	0.88	1	7	7	8	1.11	-1
Lebanon	3-5	68	69	68	0.99	1	64	65	63	0.97	2
Macau	3-5	89	90	88	0.98	2	80	83	77	0.93	6
Malaysia	4-5	35	35	35	1.00	0	55	56	55	0.99	1
Maldives ²	3-5	21	22	20	0.91	2	50	50	50	0.99	1
Mongolia	4-7	39	35	43	1.23	-8	...	...	...	...	...
Myanmar	3-4	...	...	...	...	...	3	...	...	...	...
Nepal	3-5	...	...	...	...	...	...	...	...	...	...
Oman	4-5	3	3	3	1.00	0	5	5	5	1.00	0
Pakistan	3-4	...	...	...	...	...	8	11	5	0.49	6

Table 3. (continued)

Country	Age-group	1990					1998					
		Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	
		Total	Male	Female			Total	Male	Female			
Palestinian Auton. Terr. ⁵	4-5	...	...	...	...	...	39	40	38	0.95	2
Philippines ⁴	# 5	12	12	12	1.00	0	31	30	32	1.07	-2	
Qatar	# 3-5	27	28	26	0.93	2	26	26	26	0.98	1	
Saudi Arabia	# 3-5	7	8	7	0.88	1	5	5	5	0.90	1	
Singapore	4-5	...	...	...	...	...	...	...	...	...	...
Sri Lanka	4	...	...	...	...	...	...	...	...	...	...
Syrian Arab Republic	3-5	6	7	6	0.86	1	9	9	8	0.89	1	
Tajikistan	3-6	16	...	...	...	...	...	...	...	...	...
Thailand	3-5	43	43	44	1.02	-1	92	93	92	0.99	1	
Turkey	4-5	5	5	4	0.80	1	7	7	7	0.93	0	
Turkmenistan	3-6	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	4-5	52	53	51	0.96	2	73	71	75	1.05	-4	
Uzbekistan	3-5	73	73	73	1.00	0	...	...	...	...	...
Viet Nam	3-5	28	...	...	...	...	39	40	38	0.96	2
Yemen	3-5	0.8	0.8	0.8	1.00	0	1	1	1	0.86	0	
Oceania												
Cook Islands	4	...	...	...	...	...	...	...	...	...	...
Fiji	3-5	13	13	14	1.08	-1	* 17	17	17	1.00	0	
Kiribati	3-5	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	5-6	0.4	0.5	0.4	0.80	0	20	21	20	0.95	1	
Samoa	3-4	13	...	...	...	...	59	54	64	1.19	-10
Solomon Islands ⁴	3-5	32	32	32	1.00	0	* 36	38	34	0.89	4	
Tonga	3-4	...	...	...	...	...	...	...	...	...	...
Tuvalu	3-5	...	...	...	...	...	...	...	...	...	...
Vanuatu	# 4-5	35	36	34	0.94	2	77	81	73	0.90	8	

1. Enrolment ratios are not shown for certain countries due to inconsistencies between enrolment and population data and/or the unavailability of population data by age.

2. Data for the latest year refer to 1999.

3. Including other Early childhood development programmes.

4. Data for the latest year refer to 1997.

5. Indicator based on national population data.

Table 4. Apparent intake rates to primary education by gender, 1990 and 1998

Country	1990					1998				
	Apparent intake rate (%)			GPI (F/M)	Gender gap (M-F)	Apparent intake rate (%)			GPI (F/M)	Gender gap (M-F)
	Total	Male	Female			Total	Male	Female		
Africa										
Algeria	101	106	96	0.91	10	100	101	98	0.97	3
Angola	76	...	...	...	...	88	100	77	0.76	24
Benin ¹	57	72	40	0.56	32	70	81	58	0.72	22
Botswana	118	117	118	1.01	-1	111	113	108	0.96	5
Burkina Faso	33	40	25	0.63	15	44	51	36	0.71	15
Burundi	68	73	63	0.86	10	* 70	* 77	* 62	0.81	15
Cameroon	85	90	80	0.89	10	...	...	...	...	...
Cape Verde ²	...	...	...	...	...	...	...	...	...	...
Central African Republic	59	69	51	0.74	18	* 43	* 50	* 36	0.72	14
Chad	55	69	41	0.59	28	77	91	64	0.71	27
Comoros	...	...	...	...	...	71	76	67	0.88	9
Congo	94	100	88	0.88	12	35	36	34	0.93	2
Côte d'Ivoire	57	65	49	0.75	16	74	82	66	0.80	16
Dem. Rep. of Congo	80	86	74	0.86	12	47	46	49	1.07	-3
Djibouti	36	...	...	...	...	34	39	29	0.74	10
Egypt	...	...	...	...	...	* 91	* 93	* 89	0.96	4
Equatorial Guinea ²	...	...	...	...	...	...	...	...	...	...
Eritrea	...	...	...	...	...	55	60	49	0.81	12
Ethiopia	...	...	...	...	...	85	100	69	0.68	32
Gabon ²	...	...	...	...	...	...	...	...	...	...
Gambia	...	...	...	...	...	89	92	87	0.95	5
Ghana	82	87	77	0.89	10	...	...	...	...	...
Guinea	43	57	28	0.49	29	55	62	49	0.79	13
Guinea Bissau ³	...	...	...	...	...	110	127	94	0.74	33
Kenya	...	...	...	...	...	106	108	104	0.96	4
Lesotho	113	111	115	1.04	-4	94	93	94	1.01	-1
Liberia	...	...	...	...	...	65	80	51	0.64	29
Madagascar	103	99	107	1.08	-8	103	104	102	0.98	2
Malawi ²	101	105	97	0.92	8	...	...	...	...	...
Mali	27	34	20	0.59	14	* 54	* 61	* 46	0.75	15
Mauritania ¹	56	62	49	0.79	13	86	88	84	0.95	4
Mauritius	99	99	99	1.00	0	105	105	105	1.00	-1
Morocco	76	87	65	0.75	22	126	130	122	0.94	8
Mozambique	...	...	...	...	...	82	90	73	0.81	17
Namibia	...	...	...	...	...	117	115	119	1.03	-4
Niger	27	35	20	0.57	15	41	50	33	0.67	16
Rwanda	94	95	94	0.99	1	150	151	149	0.99	2
Senegal ¹	45	53	38	0.72	15	67	70	63	0.90	7
Sierra Leone ³	...	...	...	...	...	70	72	69	0.96	3
South Africa ²	...	...	...	...	...	...	...	...	...	...
Sudan	56	64	48	0.75	16	65	70	61	0.88	9
Swaziland	127	130	124	0.95	6	99	101	98	0.97	3
Togo	96	109	83	0.76	26	100	105	94	0.89	12
Tunisia	101	103	99	0.96	4	105	106	105	0.99	1
Uganda ²	...	...	...	...	...	...	...	...	...	...
United Rep. of Tanzania	...	...	...	...	...	69	70	68	0.97	2
Zambia	...	...	...	...	...	91	91	91	1.00	0
Zimbabwe ³	133	133	132	0.99	1	122	124	120	0.97	4
America, North										
Bahamas	...	...	...	...	...	112	117	106	0.91	11
Belize	...	...	...	...	...	128	130	127	0.98	3
Costa Rica	101	...	...	...	...	102	102	102	1.00	0
Cuba	100	...	...	...	...	92	92	92	0.99	1
Dominican Republic	...	...	...	...	...	136	141	132	0.94	9
El Salvador	...	...	...	...	...	128	130	125	0.96	5
Guatemala	...	...	...	...	...	134	137	131	0.96	5
Haiti	59	61	58	0.95	3	...	...	...	...	...
Jamaica	95	97	94	0.97	3	94	95	93	0.98	2
Mexico	120	...	...	...	...	114	114	114	1.00	0
Netherlands Antilles	...	...	...	...	...	125	130	119	0.91	11

Table 4. (continued)

Country	1990					1998				
	Apparent intake rate (%)			GPI (F/M)	Gender gap (M-F)	Apparent intake rate (%)			GPI (F/M)	Gender gap (M-F)
	Total	Male	Female			Total	Male	Female		
Nicaragua ³	130	...	...	...	...	147	143	151	1.06	-8
Trinidad and Tobago	88	90	86	0.96	4	97	98	96	0.98	2
America, South										
Argentina	...	...	...	...	...	116	116	117	1.01	-1
Bolivia	140	140	139	0.99	1	130	129	130	1.01	-1
Brazil	...	...	...	...	...	129	129	129	1.00	0
Chile	...	...	...	...	...	98	98	97	0.99	1
Colombia	125	118	133	1.13	-15	135	...	...	...	...
Ecuador	...	...	...	...	...	131	132	131	1.00	1
Guyana	83	80	86	1.08	-6	104	102	107	1.05	-5
Paraguay	120	122	117	0.96	5	120	122	119	0.98	3
Peru	...	...	...	...	...	127	127	127	1.01	-1
Uruguay	101	100	101	1.01	-1	105	103	107	1.05	-5
Venezuela ³	115	117	112	0.96	5	103	104	102	0.98	2
Asia										
Azerbaijan	...	...	...	...	...	104	103	105	1.02	-2
Bahrain	108	107	109	1.02	-2	101	99	103	1.03	-3
Brunei Darussalam	...	...	...	...	...	106	108	105	0.97	3
China	107	...	...	...	...	101	101	101	1.00	0
China, Hong Kong SAR	93	...	...	...	...	...	...	...	...	...
India	...	...	...	...	...	129	139	118	0.85	21
Indonesia ³	111	...	...	...	...	101	104	97	0.93	7
Iran, Islamic Rep. of ³	112	114	111	0.97	3	86	86	85	0.99	1
Iraq	...	...	...	...	...	97	101	92	0.91	9
Jordan ⁴	...	...	...	...	...	106	106	105	0.99	1
Kazakhstan	...	...	...	...	...	98	98	98	1.00	0
Korea, Republic of	98	98	98	1.00	0	...	...	...	...	...
Kuwait	...	...	...	...	...	81	82	80	0.97	2
Lao PDR	...	...	...	...	...	113	120	107	0.89	13
Lebanon	...	...	...	...	...	97	100	93	0.93	8
Macau	...	...	...	...	...	84	84	85	1.02	-1
Malaysia	95	95	95	1.00	0	95	95	94	0.99	1
Nepal	...	...	...	...	...	136	153	117	0.76	36
Oman	...	...	...	...	...	70	70	69	0.98	1
Palestinian Aut. Terr. ⁴	...	...	...	...	...	101	102	101	0.99	1
Philippines ⁵	...	...	...	...	...	142	145	138	0.95	7
Saudi Arabia	73	75	71	0.95	4	67	67	67	0.99	1
Sri Lanka	99	99	99	1.00	0	111	110	112	1.02	-2
Syrian Arab Republic	103	106	100	0.94	6	109	112	105	0.94	7
Thailand	...	...	...	...	...	97	100	95	0.95	5
Turkey	93	96	90	0.94	6	...	...	...	...	...
United Arab Emirates	99	101	97	0.96	4	102	103	101	0.97	3
Viet Nam	...	...	...	...	...	108	104	113	1.09	-9
Yemen	...	...	...	...	...	80	94	66	0.70	28
Oceania										
Fiji	...	...	...	...	...	131	133	128	0.96	5
Papua New Guinea	98	106	90	0.85	16	102	108	97	0.90	11
Samoa	...	...	...	...	...	113	112	114	1.01	-2
Solomon Islands ⁵	...	...	...	...	...	106	...	...	...	...
Vanuatu	...	...	...	...	...	118	122	115	0.94	7

1. Source: EFA 2000 National Report.

2. Intake rates are not shown for certain countries due to inconsistencies between enrolment and population data and/or the unavailability of population data by age.

3. Data for the latest year refer to 1999.

4. Rates are based on national population data.

5. Data for the latest year refer to 1997.

Table 5. Net intake rates to primary education by gender, 1990 and 1998

Country	1990					1998				
	Net intake rate (%)			GPI (F/M)	Gender gap (M-F)	Net intake rate (%)			GPI (F/M)	Gender gap (M-F)
	Total	Male	Female			Total	Male	Female		
Africa										
Algeria	80	83	76	0.92	7	76	78	75	0.97	2
Angola	...	...	...	...	...	* 24	* 27	* 22	0.81	5
Benin ¹	25	32	18	0.56	14	43	50	36	0.72	14
Botswana	...	...	...	...	...	* 22	* 20	* 23	1.15	-3
Burkina Faso	...	...	...	...	...	19	22	15	0.70	7
Burundi	34	37	31	0.85	6	* 25	* 27	* 23	0.85	4
Cape Verde	66	69	64	0.93	5	...	...	...	...	...
Chad	...	...	...	...	...	23	27	19	0.71	8
Comoros	...	...	...	...	...	16	16	16	0.97	0
Congo	...	...	...	...	...	* 10	* 11	* 10	0.91	1
Côte d'Ivoire	...	...	...	...	...	30	34	27	0.79	7
Dem. Rep. of Congo	...	...	...	...	...	21	20	22	1.09	-2
Djibouti	...	...	...	...	...	25	29	21	0.74	7
Eritrea	...	...	...	...	...	17	18	16	0.89	2
Ethiopia	...	...	...	...	...	22	25	20	0.80	5
Gambia	...	...	...	...	...	* 10	* 10	* 10	1.00	0
Guinea	...	...	...	...	...	21	23	20	0.86	3
Guinea-Bissau ²	...	...	...	...	...	33	38	29	0.76	9
Lesotho ³	36	34	39	1.16	-5	30	29	31	1.07	-2
Liberia	...	...	...	...	...	* 39	* 48	* 31	0.65	17
Madagascar	...	...	...	...	...	* 51	* 56	* 46	0.82	10
Malawi	46	42	49	1.15	-6	...	...	...	...	...
Mauritius ⁴	77	76	78	1.03	-3	78	78	77	0.99	1
Morocco	49	55	42	0.76	13	57	59	55	0.93	4
Mozambique	...	...	...	...	...	12	13	12	0.92	1
Namibia	...	...	...	...	...	65	63	67	1.07	-4
Niger	...	...	...	...	...	26	32	21	0.65	11
Senegal	...	...	...	...	...	39	...	...	...	...
Swaziland	52	51	53	1.04	-2	42	41	43	1.07	-3
Togo	59	64	53	0.83	11	40	43	38	0.88	5
Tunisia	92	94	90	0.95	5	90	91	90	0.99	1
Un. Rep. of Tanzania	...	...	...	...	...	* 12	* 11	* 13	1.18	-2
Zambia	...	...	...	...	...	41	40	42	1.05	-2
Zimbabwe ²	...	...	...	...	...	40	39	40	1.03	-1
America, North										
Costa Rica	47	...	...	...	...	59	58	60	1.03	-2
Cuba	...	...	...	...	...	90	90	90	1.00	0
Dominican Republic	...	...	...	...	...	60	59	60	1.01	-1
El Salvador	52	53	51	0.96	2	55	54	55	1.02	-1
Guatemala	...	...	...	...	...	57	59	56	0.94	3
Haiti	...	...	...	...	...	42	37	48	...	...
Mexico	...	...	...	...	...	92	92	93	1.01	-1
Nicaragua ²	...	...	...	...	...	39	40	38	0.96	2
America, South										
Argentina	...	...	...	...	...	100	100	100	1.00	0
Bolivia	85	85	84	0.99	1	70	69	70	1.01	-1
Brazil	...	...	...	...	...	69	...	...	...	...
Chile	...	...	...	...	...	38	37	38	1.03	-1
Colombia	...	...	...	...	...	56	...	...	...	...
Ecuador	...	...	...	...	...	82	82	83	1.01	-1
Paraguay	...	...	...	...	...	71	70	72	1.03	-2
Peru	...	...	...	...	...	97	97	96	0.99	1
Uruguay	...	...	...	...	...	49	49	49	1.00	0
Venezuela ²	65	65	65	1.00	0	63	63	64	1.02	-1
Asia										
Bahrain	85	85	85	1.00	0	86	84	88	1.05	-4
Cyprus	70	70	71	1.02	-1	...	...	...	...	...
Indonesia	48	49	46	0.94	3	...	...	...	...	...
Iran, Islamic Rep. of	...	...	...	...	...	42	42	41	0.98	1
Iraq	65	67	63	0.94	4	74	76	71	0.93	5

Table 5. (continued)

Country	1990					1998				
	Net intake rate (%)			GPI (F/M)	Gender gap (M-F)	Net intake rate (%)			GPI (F/M)	Gender gap (M-F)
	Total	Male	Female			Total	Male	Female		
Jordan ⁵	47	46	47	1.02	-1	* 71	* 70	* 71	1.01	-1
Korea, Republic of	86	86	86	1.00	0	...	...	...	...	...
Kuwait	...	...	...	...	...	52	53	50	0.94	3
Lao PDR	29	30	28	0.94	2	51	52	50	0.96	2
Lebanon	...	...	...	...	...	* 14	* 14	* 14	1.00	0
Macau	...	...	...	...	...	60	58	62	1.07	-4
Malaysia	...	...	...	...	...	95	95	94	0.99	1
Mongolia	73	73	73	1.01	-1	...	...	...	...	...
Oman	...	...	...	...	...	56	57	56	0.99	0
Saudi Arabia	43	54	31	0.58	23	41	49	33	0.68	15
Syrian Arab Rep.	62	64	61	0.96	3	61	62	60	0.97	2
United Arab Emirates	...	...	...	...	...	53	53	53	1.00	0
Viet Nam	...	...	...	...	...	81	78	83	1.06	-5
Yemen	...	...	...	...	...	27	32	21	0.67	10
Oceania										
Fiji	...	...	...	...	...	86	87	85	0.98	2
Papua New Guinea	...	...	...	...	...	100	...	...	...	...
Samoa	...	...	...	...	...	83	85	81	0.95	4
Vanuatu	...	...	...	...	...	100	...	...	...	...

1. Source: EFA 2000 National Report

2. Data for the latest year refer to 1999.

3. Data for the latest year refer to 1996.

4. Data for the latest year refer to 1997.

5. Rates are based on national population data.

Table 6. School life expectancy by gender, 1990 and 1998

Country	1990					1998				
	School life expectancy (in years)			GPI (F/M)	Gender gap (M-F)	School life expectancy (in years)			GPI (F/M)	Gender gap (M-F)
	Total	Male	Female			Total	Male	Female		
Africa										
Algeria	10.3	...	...	...	...	11.3	11.4	11.1	0.97	0.3
Botswana	10.4	10.1	10.6	1.05	-0.5	11.7	11.7	11.8	1.01	-0.1
Burkina Faso	2.6	3.3	2.0	0.61	1.3	3.3	4.0	2.6	0.66	1.3
Chad	...	...	...	...	...	* 5.0	* 6.5	* 3.3	0.51	3.2
Dem. Rep. of Congo	...	...	...	...	...	* 4.2	* 4.7	* 3.6	0.76	1.1
Eritrea	...	...	...	...	...	4.3	4.9	3.8	0.77	1.1
Ethiopia	...	...	...	...	...	4.1	5.1	3.1	0.60	2.1
Gambia	...	...	...	...	...	* 7.1	* 8.0	* 6.3	0.78	1.7
Guinea	...	...	...	...	...	3.7	4.6	2.8	0.61	1.8
Guinea Bissau ¹	...	...	...	...	...	6.3	7.7	4.9	0.64	2.8
Lesotho	9.7	8.7	10.8	1.24	-2.1	* 9.3	* 8.7	* 10.0	1.14	-1.3
Madagascar	...	...	...	...	...	* 6.3	* 6.4	* 6.3	0.98	0.1
Mali	2.1	2.7	1.4	0.52	1.3	...	...	...	...	...
Mauritius	...	...	...	...	...	11.7	11.7	11.7	1.00	0.0
Mozambique	...	...	...	...	...	* 4.6	* 5.4	* 3.8	0.70	1.6
Namibia	...	...	...	...	...	12.8	12.6	13.0	1.04	-0.5
Niger	2.3	...	...	...	...	* 2.4	* 2.9	* 1.8	0.62	1.1
Sierra Leone ¹	...	...	...	...	...	4.8	5.1	4.5	0.88	0.6
South Africa	13.3	13.2	13.4	1.02	-0.2	...	...	...	...	...
Swaziland	10.7	11.0	10.4	0.95	0.6	* 10.2	* 10.6	* 9.7	0.91	0.9
Togo	8.9	11.4	6.4	0.56	5.0	10.3	11.8	8.1	0.68	3.8
Tunisia	10.6	11.3	9.8	0.87	1.5	...	...	...	...	...
Zambia	...	...	...	...	...	7.7	8.1	7.2	0.89	0.9
Zimbabwe ¹	...	...	...	...	...	10.3	10.6	10.0	0.94	0.6
America, North										
Bahamas	...	...	...	...	...	12.9	12.5	13.4	1.08	-0.9
Belize	...	...	...	...	...	11.2	11.1	11.2	1.01	-0.1
Costa Rica	9.6	...	...	...	...	10.6	10.7	10.6	0.99	0.1
Cuba	12.1	11.6	12.5	1.08	-0.9	11.6	11.3	11.8	1.05	-0.5
Dominican Republic	...	...	...	...	...	11.8	11.4	12.3	1.09	-1.0
El Salvador	...	...	...	...	...	10.5	...	...	...	...
Honduras	8.7	...	...	...	...	...	...	...	...	...
Jamaica	10.9	10.8	11.0	1.02	-0.2	* 10.8	* 10.8	* 10.8	1.01	-0.1
Mexico	10.6	...	...	...	...	11.4	11.5	11.3	0.98	0.2
Netherlands Antilles	...	...	...	...	...	11.7	11.6	11.8	1.02	-0.3
Trinidad and Tobago	...	...	...	...	...	11.4	11.2	11.6	1.03	-0.4
America, South										
Argentina	...	...	...	...	...	14.2	13.6	14.8	1.09	-1.2
Bolivia	9.9	...	...	...	...	13.0	* 13.6	* 12.4	0.91	1.2
Brazil	10.4	...	...	...	...	13.0	12.8	13.1	1.02	-0.3
Chile	12.0	...	...	...	...	13.0	13.2	12.9	0.98	0.3
Colombia	9.0	...	...	...	...	...	...	...	...	...
Ecuador	...	...	...	...	...	11.1	11.2	10.9	0.97	0.3
Paraguay	8.6	8.7	8.4	0.97	0.3	10.4	10.4	10.5	1.02	-0.2
Peru	...	...	...	...	...	11.8	12.6	11.0	0.87	1.6
Uruguay	...	...	...	...	...	12.5	11.5	13.5	1.18	-2.1
Venezuela ¹	10.8	...	...	...	...	10.6	...	...	...	...
Asia										
Azerbaijan	...	...	...	...	...	11.0	11.1	11.0	0.99	0.1
Bahrain	13.5	13.3	13.8	1.04	-0.5	...	...	...	...	...
Bangladesh	5.1	5.9	4.2	0.71	1.7	...	...	...	...	...
Cambodia	...	...	...	...	...	8.0	...	...	...	...
China	...	...	...	...	...	9.2	9.4	8.9	0.95	0.5
Indonesia ¹	9.7	...	...	...	...	9.4	9.6	9.1	0.94	0.6
Iran, Islamic Rep. ¹	...	...	...	...	...	10.2	...	...	...	...
Iraq	...	...	...	...	...	8.1	9.3	6.9	0.75	2.3
Korea, Republic of ²	13.3	14.0	12.5	0.89	1.5	14.6	15.3	13.9	0.91	1.4
Kuwait	7.0	6.8	7.1	1.04	-0.3	9.3	8.9	9.7	1.09	-0.8
Lao PDR	...	...	...	...	...	8.1	9.1	7.1	0.78	2.0
Lebanon	...	...	...	...	...	* 13.5	* 13.3	* 13.7	1.02	-0.3

Table 6. (continued)

Country	1990					1998				
	School life expectancy (in years)			GPI (F/M)	Gender gap (M-F)	School life expectancy (in years)			GPI (F/M)	Gender gap (M-F)
	Total	Male	Female			Total	Male	Female		
Macau	11.6	12.1	11.3	0.93	0.8	*12.0	*12.1	*11.9	0.99	0.2
Malaysia	...	...	...	...	...	10.6	10.4	10.8	1.04	-0.4
Maldives ¹	...	...	...	...	...	11.7	11.7	*11.8	1.01	-0.1
Mongolia ²	...	...	...	...	...	7.7	6.8	8.7	1.28	-1.9
Oman	...	...	...	...	...	8.7	8.9	8.5	0.96	0.4
Philippines ³	10.9	...	...	...	...	11.3	10.9	11.7	1.08	-0.8
Qatar	12.3	11.6	13.1	1.13	-1.5	11.8	11.3	12.3	1.08	-1.0
Saudi Arabia	8.0	8.6	7.4	0.86	1.2	9.2	9.5	8.8	0.93	0.7
Sri Lanka	...	...	...	...	...	*11.3	*11.2	*11.5	1.03	-0.3
Syrian Arab Republic	10.3	11.2	9.4	0.84	1.8	9.0	9.3	8.6	0.92	0.7
Thailand	...	...	...	...	...	*10.6	*10.4	*10.7	1.03	-0.3
Turkey	8.5	...	...	...	...	...	...	...	...	...
Turkmenistan	8.5	...	...	...	...	...	...	...	...	...
United Arab Emirates	10.8	10.4	11.3	1.09	-0.9	11.0	10.7	11.5	1.08	-0.8
Yemen	...	...	...	...	...	8.3	11.2	5.1	0.46	6.1
Oceania										
Papua New Guinea	...	...	...	...	...	6.2	6.7	5.6	0.84	1.1
Samoa	...	...	...	...	...	11.6	11.3	11.8	1.05	-0.5
Vanuatu	...	...	...	...	...	7.5	7.5	7.4	0.99	0.1

1. Data for the latest year refer to 1999.

2. Data for the latest year refer to 1996.

3. Data for the latest year refer to 1997.

Table 7. Primary education: Gross enrolment ratios by gender, 1990 and 1998

Country	Age-group	1990					1998				
		Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)
		Total	Male	Female			Total	Male	Female		
Africa											
Algeria	6-11	100	108	92	0.85	16	109	114	104	0.91	10
Angola	6-9	92	95	88	0.93	7	91	99	83	0.84	16
Benin	6-11	58	78	39	0.50	39	84	102	66	0.65	36
Botswana	6-12	113	109	117	1.07	-8	105	106	105	0.99	1
Burkina Faso	7-12	33	41	26	0.63	15	42	50	34	0.68	16
Burundi	7-12	70	77	63	0.82	14	* 51	* 56	* 46	0.82	10
Cameroon	6-11	101	109	93	0.85	16	90	99	82	0.83	17
Cape Verde ¹	6-11	131	133	129	0.97	4	...	...	...	...	...
Central African Rep.	6-11	65	80	51	0.64	29	* 57	* 69	* 46	0.67	23
Chad	6-11	54	75	34	0.45	41	67	85	49	0.58	36
Comoros	6-11	75	87	63	0.72	24	76	82	70	0.85	12
Congo	6-11	133	141	124	0.88	17	57	59	56	0.95	3
Côte d'Ivoire	6-11	67	79	56	0.71	23	78	89	66	0.74	23
Dem. Rep. of Congo	6-11	70	81	60	0.74	21	46	48	44	0.92	4
Djibouti	6-11	38	45	32	0.71	13	39	46	32	0.70	14
Egypt	6-10	94	101	86	0.85	15	* 100	* 104	* 96	0.92	8
Equatorial Guinea	6-10	...	...	...	...	...	...	...	...	...	...
Eritrea	7-11	46	51	41	0.80	10	53	58	48	0.83	10
Ethiopia	# 7-10	33	39	26	0.67	13	63	79	48	0.61	31
Gabon ¹	6-11	...	...	...	...	...	...	...	...	...	...
Gambia	6-11	65	77	52	0.68	25	81	88	75	0.85	13
Ghana	6-11	75	82	68	0.83	14	...	...	...	...	...
Guinea	7-12	37	50	24	0.48	26	59	72	45	0.63	27
Guinea-Bissau ²	7-12	54	70	38	0.54	32	82	98	67	0.68	31
Kenya	# 6-12	95	97	93	0.96	4	92	92	92	1.00	0
Lesotho	6-12	112	100	123	1.23	-23	102	97	106	1.09	-9
Liberia	6-11	...	...	...	...	...	83	95	70	0.74	25
Libyan Arab Jamahir.	# 6-11	105	108	102	0.94	6	100	100	99	0.99	1
Madagascar	6-10	103	103	103	1.00	0	93	94	92	0.98	2
Malawi ¹	# 6-9	68	74	62	0.84	12	...	...	...	...	...
Mali	7-12	26	34	19	0.56	15	* 53	* 63	* 44	0.70	19
Mauritania	6-11	49	56	41	0.73	15	83	86	81	0.94	5
Mauritius	6-11	109	109	109	1.00	0	108	108	108	1.00	0
Morocco	6-11	67	79	54	0.68	25	97	107	87	0.81	20
Mozambique	6-10	67	77	57	0.74	20	71	83	60	0.72	23
Namibia	6-12	136	134	139	1.04	-5	126	125	127	1.02	-2
Niger	7-12	29	37	21	0.57	16	31	38	24	0.63	14
Nigeria	6-11	91	104	79	0.76	25	...	...	...	...	...
Rwanda	# 7-12	70	70	69	0.99	1	114	115	114	0.99	1
Sao Tome and Principe	7-10	...	...	...	...	...	...	...	...	...	...
Senegal	7-12	59	67	50	0.75	17	70	76	63	0.83	13
Seychelles	6-11	...	...	...	...	...	...	...	...	...	...
Sierra Leone ²	# 6-11	50	60	41	0.68	19	57	60	55	0.92	5
Somalia	6-9	...	...	...	...	...	...	...	...	...	...
South Africa ¹	6-12	122	123	121	0.98	2	...	...	...	...	...
Sudan	6-11	53	60	45	0.75	15	* 56	* 60	* 51	0.85	9
Swaziland	6-12	111	114	109	0.96	5	117	121	114	0.94	7
Togo	6-11	109	132	86	0.65	46	124	141	107	0.76	34
Tunisia	6-11	113	120	107	0.89	13	119	123	116	0.94	7
Uganda ¹	6-12	74	83	66	0.80	17	...	...	...	...	...
Un. Rep. of Tanzania	7-13	70	70	69	0.99	1	65	65	65	1.00	0
Zambia	7-13	99	...	...	...	...	86	89	84	0.94	5
Zimbabwe ²	6-12	116	117	115	0.98	2	109	111	107	0.96	4
America, North											
Antigua and Barbuda	5-11	...	...	...	...	...	...	...	...	...	...
Bahamas	5-10	102	102	103	1.01	-1	93	95	92	0.97	3
Barbados	5-11	93	93	93	1.00	0	87	88	87	0.99	1
Belize	5-12	112	113	110	0.97	3	113	115	111	0.97	4
British Virgin Islands	5-11	...	...	...	...	...	...	...	...	...	...
Costa Rica	6-11	101	101	100	0.99	1	108	110	107	0.97	3

Table 7. (continued)

Country	Age-group	1990					1998				
		Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)
		Total	Male	Female			Total	Male	Female		
Cuba	6-11	98	99	96	0.97	3	100	100	99	0.99	1
Dominica	5-11	...	...	...	...	...	...	...	...	...	...
Dominican Republic	# 6-9	93	93	93	1.00	0	133	136	130	0.96	6
El Salvador	# 7-12	83	83	84	1.01	-1	111	113	109	0.96	4
Grenada	5-11	...	...	...	...	...	...	...	...	...	...
Guatemala	7-12	81	86	76	0.88	10	102	108	96	0.89	12
Haiti	6-11	48	49	46	0.94	3	...	...	...	...	...
Honduras ³	7-12	108	105	110	1.05	-5	108	107	110	1.03	-3
Jamaica	6-11	101	102	101	0.99	1	98	97	98	1.01	-1
Mexico	6-11	114	115	112	0.97	3	114	114	113	0.99	1
Netherlands Antilles	6-11	...	...	...	...	...	117	120	114	0.95	6
Nicaragua ²	7-12	94	91	96	1.05	-5	105	105	105	1.00	0
Panama	6-11	106	108	104	0.96	4	105	...	...	...	...
Saint Kitts and Nevis	5-11	...	...	...	...	...	...	...	...	...	...
Saint Lucia	5-11	...	...	...	...	...	...	...	...	...	...
St Vincent and Grenadines	5-11	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	5-11	97	97	96	0.99	1	102	102	101	0.99	1
America, South											
Argentina	# 6-11	106	106	106	1.00	0	120	120	120	1.00	0
Bolivia	# 6-11	95	99	90	0.91	9	118	119	117	0.98	2
Brazil	# 7-12	106	...	...	...	...	154	156	152	0.97	4
Chile	# 6-11	100	101	99	0.98	2	106	108	104	0.96	4
Colombia	6-10	103	102	104	1.02	-2	112	112	112	1.00	0
Ecuador	6-11	116	...	...	...	...	113	113	113	1.00	0
Guyana	6-11	98	98	97	0.99	1	102	103	101	0.98	2
Paraguay	6-11	105	107	103	0.96	4	115	117	114	0.97	3
Peru	6-11	118	119	116	0.97	3	126	127	125	0.98	2
Suriname	6-11	...	...	...	...	...	119	...	...	...	...
Uruguay	6-11	108	108	107	0.99	1	113	113	112	0.99	1
Venezuela ²	# 6-11	96	94	97	1.03	-3	102	103	101	0.98	2
Asia											
Afghanistan	7-12	27	35	19	0.54	16	...	...	...	...	...
Armenia	7-10	...	...	...	...	...	...	...	...	...	...
Azerbaijan	# 6-9	114	114	113	0.99	1	103	103	103	1.00	0
Bahrain	6-11	110	110	110	1.00	0	104	104	104	1.00	0
Bangladesh	6-10	72	77	66	0.86	11	...	...	...	...	...
Bhutan ¹	6-12	...	...	...	...	...	...	...	...	...	...
Brunei Darussalam	6-11	112	116	109	0.94	7	106	109	104	0.95	5
Cambodia	# 6-11	121	133	110	0.83	23	117	126	109	0.87	17
China ⁴	7-11	125	130	120	0.92	10	128	126	129	1.02	-3
China, Hong Kong SAR	6-11	102	102	103	1.01	-1	...	...	...	...	...
Cyprus ⁵	6-11	105	105	105	1.00	0	100	100	100	1.00	0
Georgia	6-9	...	...	...	...	...	...	...	...	...	...
India	# 6-11	97	110	84	0.76	26	100	107	93	0.87	14
Indonesia ²	7-12	115	117	114	0.97	3	99	101	97	0.96	4
Iran, Islamic Rep. of ²	6-10	113	118	108	0.92	10	93	96	91	0.95	5
Iraq	6-11	90	97	83	0.86	14	88	96	80	0.83	16
Jordan ⁶	# 6-11	94	94	95	1.01	-1	89	89	89	1.00	0
Kazakhstan	7-10	87	87	87	1.00	0	97	97	97	1.00	0
Korea, DPR	6-9	...	...	...	...	...	...	...	...	...	...
Korea, Republic of	6-11	105	105	105	1.00	0	96	95	97	1.02	-2
Kuwait	6-9	55	55	54	0.98	1	78	79	77	0.97	2
Kyrgyzstan	# 6-9	111	111	111	1.00	0	...	...	...	...	...
Lao PDR	6-10	102	113	90	0.80	23	111	120	102	0.85	18
Lebanon	6-10	118	120	116	0.97	4	110	113	108	0.96	5
Macau	6-11	99	100	97	0.97	3	98	100	95	0.95	5
Malaysia	6-11	94	94	94	1.00	0	99	99	99	1.00	0
Maldives ⁵	# 6-12	129	130	127	0.98	3	135	134	135	1.01	-1
Mongolia ⁵	# 8-11	97	96	98	1.02	-2	88	86	91	1.06	-5
Myanmar	5-9	106	108	105	0.97	3	114	115	114	0.99	1
Nepal	6-10	108	132	81	0.61	51	114	128	100	0.78	28

Table 7. (continued)

Country	Age-group	1990					1998				
		Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)
		Total	Male	Female			Total	Male	Female		
Oman	6-11	86	90	82	0.91	8	75	77	72	0.94	5
Pakistan	5-9	61	82	39	0.48	43	86	109	62	0.57	47
Palestinian Auton. Terr. ⁶	# 6-9	...	...	...	...	...	104	104	103	0.99	1
Philippines ³	6-11	111	...	...	...	...	116	115	116	1.01	-1
Qatar	6-11	97	101	94	0.93	7	96	98	93	0.95	5
Saudi Arabia	6-11	73	78	68	0.87	10	71	73	70	0.96	3
Singapore	6-11	104	105	102	0.97	3	92	...	...	...	...
Sri Lanka	5-9	106	107	105	0.98	2	111	112	110	0.98	2
Syrian Arab Rep.	6-11	108	114	102	0.89	12	104	109	99	0.91	10
Tajikistan ⁵	7-10	91	92	90	0.98	2	95	96	94	0.98	2
Thailand	6-11	99	100	98	0.98	2	94	95	92	0.97	3
Turkey ⁵	6-10	99	102	96	0.94	6	107	111	104	0.94	7
Turkmenistan	7-10	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	6-11	104	106	103	0.97	3	94	96	92	0.96	4
Uzbekistan	6-9	81	82	81	0.99	1	...	...	...	...	...
Viet Nam	6-10	103	...	...	...	...	110	113	107	0.95	6
Yemen	# 6-11	79	113	45	0.40	68	78	100	55	0.55	45
Oceania											
Cook Islands	5-10	...	...	...	...	...	...	...	...	...	...
Fiji	6-11	126	126	126	1.00	0	* 112	* 113	* 111	0.98	2
Kiribati	6-12	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	7-12	72	78	66	0.85	12	85	91	78	0.86	13
Samoa	# 5-10	122	117	127	1.09	-10	102	101	102	1.01	-1
Solomon Islands ³	6-11	84	91	78	0.86	13	* 99	* 106	* 91	0.86	15
Tonga	6-11	...	...	...	...	...	...	...	...	...	...
Tuvalu	6-13	...	...	...	...	...	...	...	...	...	...
Vanuatu	6-11	96	98	94	0.96	4	113	116	111	0.96	5

1. Enrolment ratios are not shown for certain countries due to inconsistencies between enrolment and population data and/or the unavailability of population data by age.

2. Data for the latest year refer to 1999.

3. Data for the latest year refer to 1997.

4. Other structures of the education system also exist in the country.

5. Data for the latest year refer to 1996.

6. Ratios based on national population data.

Table 8. Primary education: Net enrolment ratios by gender, 1990 and 1998

Country	Age-group	1990					1998				
		Net enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	Net enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)
		Total	Male	Female			Total	Male	Female		
Africa											
Algeria	6-11	93	99	87	0.88	12	94	96	92	0.96	4
Angola	6-9	...	...	...	...	...	* 57	* 61	* 53	0.87	8
Benin	6-11	...	...	...	...	...	...	...	...	...	...
Botswana	6-12	93	90	97	1.08	-7	81	79	82	1.04	-3
Burkina Faso	7-12	27	33	21	0.64	12	34	40	28	0.70	12
Burundi	7-12	52	56	48	0.86	8	* 38	* 41	* 34	0.83	7
Cameroon	6-11	...	...	...	...	...	...	...	...	...	...
Cape Verde ¹	6-11	...	...	...	...	...	...	...	...	...	...
Central African Rep.	6-11	53	64	42	0.66	22	* 53	* 64	* 43	0.67	21
Chad	6-11	...	...	...	...	...	55	68	42	0.62	26
Comoros	6-11	...	...	...	...	...	50	54	46	0.85	8
Congo	6-11	...	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	6-11	47	...	...	...	...	59	67	51	0.76	16
Dem. Rep. of Congo	6-11	54	61	48	0.79	13	32	33	31	0.94	2
Djibouti	6-11	32	...	...	...	...	32	37	27	0.73	10
Egypt	6-10	...	...	...	...	...	* 92	* 95	* 89	0.94	6
Equatorial Guinea	6-10	...	...	...	...	...	...	...	...	...	...
Eritrea	7-11	...	...	...	...	...	34	36	31	0.86	5
Ethiopia	# 7-10	...	...	...	...	...	35	41	30	0.73	11
Gabon ¹	6-11	...	...	...	...	...	...	...	...	...	...
Gambia	6-11	51	60	42	0.70	18	61	65	57	0.88	8
Ghana	6-11	...	...	...	...	...	...	...	...	...	...
Guinea	7-12	...	...	...	...	...	46	54	37	0.69	17
Guinea-Bissau ²	7-12	...	...	...	...	...	...	...	...	...	...
Kenya	# 6-12	...	...	...	...	...	...	...	...	...	...
Lesotho	6-12	73	65	81	1.25	-16	60	56	64	1.14	-8
Liberia	6-11	...	...	...	...	...	* 41	* 46	* 35	0.76	11
Libyan Arab Jamahir.	# 6-11	...	...	...	...	...	...	...	...	...	...
Madagascar	6-10	...	...	...	...	...	63	62	63	1.02	-1
Malawi ¹	# 6-9	50	52	48	0.92	4	...	...	...	...	...
Mali	7-12	21	27	16	0.59	11	* 42	* 49	* 34	0.69	15
Mauritania	6-11	...	...	...	...	...	* 60	* 62	* 58	0.94	4
Mauritius	6-11	95	95	95	1.00	0	93	93	93	1.00	0
Morocco	6-11	58	68	48	0.71	20	79	85	73	0.86	12
Mozambique	6-10	47	...	...	...	...	41	45	37	0.82	8
Namibia	6-12	89	86	93	1.08	-7	86	83	90	1.08	-7
Niger	7-12	...	...	...	...	...	26	32	20	0.63	12
Nigeria	6-11	...	...	...	...	...	...	...	...	...	...
Rwanda	# 7-12	66	66	66	1.00	0	91	90	92	1.02	-2
Sao Tome and Principe	7-10	...	...	...	...	...	...	...	...	...	...
Senegal	7-12	48	55	41	0.75	14	59	64	54	0.84	10
Seychelles	6-11	...	...	...	...	...	...	...	...	...	...
Sierra Leone ²	# 6-11	...	...	...	...	...	...	...	...	...	...
Somalia	6-9	...	...	...	...	...	...	...	...	...	...
South Africa ¹	6-12	...	...	...	...	...	...	...	...	...	...
Sudan	6-11	...	...	...	...	...	* 46	* 50	* 42	0.84	8
Swaziland	6-12	88	87	88	1.01	-1	* 77	* 76	* 78	1.03	-2
Togo	6-11	75	87	62	0.71	25	88	99	78	0.79	21
Tunisia	6-11	94	97	90	0.93	7	98	99	96	0.97	3
Uganda ¹	6-12	...	...	...	...	...	...	...	...	...	...
Un. Rep. of Tanzania	7-13	51	51	52	1.02	-1	48	47	49	1.04	-2
Zambia	7-13	...	...	...	...	...	73	74	72	0.97	2
Zimbabwe ²	6-12	...	...	...	...	...	90	90	91	1.01	-1
America, North											
Antigua and Barbuda	5-11	...	...	...	...	...	...	...	...	...	...
Bahamas	5-10	96	96	97	1.01	-1	87	87	87	1.00	0
Barbados	5-11	...	...	...	...	...	...	...	...	...	...
Belize	5-12	...	...	...	...	...	99	100	99	0.99	1
British Virgin Islands	5-11	...	...	...	...	...	...	...	...	...	...
Costa Rica	6-11	86	86	87	1.01	-1	92	92	92	1.00	0

Table 8. (continued)

Country	Age-group	1990					1998					
		Net enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	Net enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	
		Total	Male	Female			Total	Male	Female			
Cuba	6-11	92	92	92	1.00	0	97	96	97	1.01	-1	
Dominica	5-11	...	...	...	...	...	...	...	...	...	...
Dominican Republic	# 6-9	...	...	...	...	...	87	87	88	1.01	-1
El Salvador	# 7-12	75	74	75	...	...	81	82	80	0.98	2
Grenada	5-11	...	...	...	...	...	...	...	...	...	...
Guatemala	7-12	...	...	...	...	...	83	85	80	0.94	5
Haiti	6-11	22	22	23	1.05	-1	...	...	...	...	...
Honduras ³	7-12	89	...	...	...	...	...	...	...	...	...
Jamaica	6-11	96	96	96	1.00	0	92	92	93	1.01	-1	
Mexico	6-11	100	...	...	...	...	100	100	100	1.00	0
Netherlands Antilles	6-11	...	...	...	...	...	...	...	...	...	...
Nicaragua ²	7-12	72	71	73	1.03	-2	80	80	80	1.00	0	
Panama	6-11	91	91	92	1.01	-1	...	...	...	...	...
Saint Kitts and Nevis	5-11	...	...	...	...	...	...	...	...	...	...
Saint Lucia	5-11	...	...	...	...	...	...	...	...	...	...
St Vincent and Grenadines	5-11	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	5-11	91	91	91	1.00	0	93	93	93	1.00	0	
America, South												
Argentina	# 6-11	...	...	...	...	...	100	100	100	1.00	0
Bolivia	# 6-11	91	95	87	0.92	8	100	100	100	1.00	0	
Brazil	# 7-12	86	...	...	...	...	98	100	96	0.96	4
Chile	# 6-11	88	...	...	...	...	88	88	87	0.99	1
Colombia	6-10	69	...	...	...	...	87	...	...	...	...
Ecuador	6-11	...	...	...	...	...	97	96	97	1.01	-1
Guyana	6-11	93	93	93	1.00	0	85	88	82	0.93	6	
Paraguay	6-11	93	94	92	0.98	2	92	91	92	1.01	-1	
Peru	6-11	...	...	...	...	...	100	100	100	1.00	0
Suriname	6-11	...	...	...	...	...	...	...	...	...	...
Uruguay	6-11	91	91	92	1.01	-1	92	92	93	1.01	-1	
Venezuela ²	# 6-11	88	87	89	1.02	-2	88	88	88	1.00	0	
Asia												
Afghanistan	7-12	...	...	...	...	...	...	...	...	...	...
Armenia	7-10	...	...	...	...	...	...	...	...	...	...
Azerbaijan	# 6-9	...	...	...	...	...	96	95	97	1.02	-2
Bahrain	6-11	99	99	99	1.00	0	97	96	98	1.02	-2	
Bangladesh	6-10	64	68	60	0.88	8	...	...	...	...	...
Bhutan ¹	6-12	...	...	...	...	...	...	...	...	...	...
Brunei Darussalam	6-11	91	92	90	0.98	2	...	...	...	...	...
Cambodia	# 6-11	...	...	...	...	...	* 100	...	...	...	...
China ⁴	7-11	97	99	95	0.96	4	100	100	100	1.00	0	
China, Hong Kong SAR	6-11	...	...	...	...	...	...	...	...	...	...
Cyprus	6-11	...	...	...	...	...	...	...	...	...	...
Georgia	6-9	...	...	...	...	...	...	...	...	...	...
India	# 6-11	...	...	...	...	...	...	...	...	...	...
Indonesia ²	7-12	97	100	95	0.95	5	84	86	82	0.95	4	
Iran, Islamic Rep. of ²	6-10	99	102	96	0.94	6	85	...	...	...	...
Iraq	6-11	79	83	74	0.89	9	80	85	74	0.87	11	
Jordan ⁶	# 6-11	...	...	...	...	...	83	82	83	1.01	-1
Kazakhstan	7-10	...	...	...	...	...	...	...	...	...	...
Korea, DPR	6-9	...	...	...	...	...	...	...	...	...	...
Korea, Republic of	6-11	104	103	104	1.01	-1	97	97	98	1.01	-1	
Kuwait	6-9	45	45	44	0.98	1	67	68	67	0.99	1	
Kyrgyzstan	# 6-9	...	...	...	...	...	...	...	...	...	...
Lao PDR	6-10	61	66	57	0.86	9	76	79	73	0.92	6	
Lebanon	6-10	...	...	...	...	...	* 78	* 79	* 77	0.97	2
Macau	6-11	81	81	81	1.00	0	* 83	* 83	* 83	1.00	0	
Malaysia	6-11	...	...	...	...	...	98	98	98	1.00	0
Maldives ²	# 6-12	...	...	...	...	...	100	100	100	1.00	0
Mongolia ⁵	# 8-11	...	...	...	...	...	81	79	83	1.05	-4
Myanmar	5-9	...	...	...	...	...	...	...	...	...	...
Nepal	6-10	...	...	...	...	...	...	...	...	...	...

Table 8. (continued)

Country	Age-group	1990					1998					
		Net enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	Net enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	
		Total	Male	Female			Total	Male	Female			
Oman	6-11	70	73	68	0.93	5	66	67	65	0.97	2	
Pakistan	5-9	...	...	...	...	...	...	...	...	...	...
Palestinian Auton. Terr. ⁶	# 6-9	...	...	...	...	...	95	96	95	0.99	1
Philippines ³	6-11	97	...	...	...	...	98	99	97	0.98	2
Qatar	6-11	87	87	86	0.99	1	86	86	85	0.99	1	
Saudi Arabia	6-11	59	65	53	0.82	12	59	61	57	0.93	4	
Singapore	6-11	...	...	...	...	...	...	...	...	...	...
Sri Lanka	5-9	...	...	...	...	...	100	100	100	1.00	0
Syrian Arab Rep.	6-11	98	103	93	0.90	10	93	96	89	0.93	7	
Tajikistan	7-10	...	...	...	...	...	...	...	...	...	...
Thailand	6-11	...	...	...	...	...	* 77	* 78	* 76	0.97	2
Turkey ⁵	6-10	89	...	...	...	...	99	102	96	0.94	6
Turkmenistan	7-10	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	6-11	94	95	93	0.98	2	83	83	82	0.99	1	
Uzbekistan	6-9	...	...	...	...	...	...	...	...	...	...
Viet Nam	6-10	...	...	...	...	...	...	...	...	...	...
Yemen	# 6-11	...	...	...	...	...	61	77	44	0.57	33
Oceania												
Cook Islands	5-10	...	...	...	...	...	...	...	...	...	...
Fiji	6-11	100	100	100	1.00	0	* 100	* 100	* 100	1.00	0	
Kiribati	6-12	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	7-12	...	...	...	...	...	85	91	78	0.86	13
Samoa	# 5-10	...	...	...	...	...	96	95	98	1.03	-3
Solomon Islands ³	6-11	...	...	...	...	...	...	...	...	...	...
Tonga	6-11	...	...	...	...	...	...	...	...	...	...
Tuvalu	6-13	...	...	...	...	...	...	...	...	...	...
Vanuatu	6-11	...	...	...	...	...	100	100	100	1.00	0

1. Enrolment ratios are not shown for certain countries due to inconsistencies between enrolment and population data and/or the unavailability of population data by age.

2. Data for the latest year refer to 1999.

3. Data for the latest year refer to 1997.

4. Other structures of the education system also exist in the country.

5. Data for the latest year refer to 1996.

6. Ratios are based on national population data.

Table 9. Primary education: Percentage of repeaters by gender, 1990 and 1998

Country	1990					1998				
	Percentage of repeaters			GPI (F/M)	Gender gap (M-F)	Percentage of repeaters			GPI (F/M)	Gender gap (M-F)
	Total	Male	Female			Total	Male	Female		
Africa										
Algeria	9	11	7	0.64	4	12	15	9	0.60	6
Angola	33	...	...	...	...	35	33	38	1.14	-5
Benin	21	21	22	1.05	-1	...	...	...	...	...
Botswana	5	5	5	1.00	0	3	4	3	0.68	1
Burkina Faso	18	18	18	1.00	0	18	18	18	1.03	0
Burundi	22	22	21	0.95	1	* 25	* 26	* 25	0.96	1
Cameroon	29	30	28	0.93	2	...	...	...	...	...
Cape Verde	19	20	17	0.85	3	12	13	10	0.80	3
Central African Republic	32	32	32	1.00	0	* 33	* 33	* 32	0.97	1
Chad	32	32	34	1.06	-2	26	26	26	1.02	-1
Comoros	39	39	39	1.00	0	26	26	25	0.97	1
Congo	37	37	37	1.00	0	39	40	38	0.96	2
Côte d'Ivoire	24	24	24	1.00	0	24	...	...	...	...
Democratic Rep. of Congo	18	17	18	1.06	-1	16	19	12	0.63	7
Djibouti	13	...	...	...	...	17	...	...	...	...
Egypt	...	...	...	...	...	6	7	5	0.65	2
Equatorial Guinea	...	...	...	...	...	12	9	15	1.60	-6
Eritrea	32	29	36	1.24	-7	19	18	21	1.14	-3
Ethiopia	...	...	...	...	...	11	11	12	1.17	-2
Gabon ¹	33	33	34	1.03	-1	34	35	34	0.96	1
Gambia	16	17	15	0.88	2	11	11	10	0.98	0
Ghana	3	3	3	1.00	0	...	...	...	...	...
Guinea	20	18	23	1.28	-5	26	25	27	1.07	-2
Guinea-Bissau ²	...	...	...	...	...	24	24	25	1.04	-1
Lesotho	22	25	19	0.76	6	20	23	17	0.75	6
Madagascar	36	37	34	0.92	3	33	34	32	0.93	2
Malawi ³	19	19	19	1.00	0	* 16	* 16	* 16	1.00	0
Mali	27	27	28	1.04	-1	* 18	* 18	* 18	1.00	0
Mauritania	18	17	19	1.12	-2	...	...	...	...	...
Mauritius	5	5	5	1.00	0	4	4	3	0.75	1
Morocco	11	12	10	0.83	2	12	14	10	0.72	4
Mozambique	26	25	27	1.08	-2	* 26	* 25	* 27	1.08	-2
Namibia	...	...	...	...	...	12	14	11	0.79	3
Niger	14	14	14	1.00	0	12	12	12	0.95	1
Rwanda	12	13	12	0.92	1	29	29	29	0.99	0
Sao Tome and Principe	29	...	...	...	...	31	33	29	0.88	4
Senegal	16	16	16	1.00	0	14	14	14	1.05	-1
Seychelles	-	-	-	.	.	...	...	...	...	...
South Africa	12	14	11	0.79	3	8	9	7	0.78	2
Sudan	-	-	-	.	.	* 12	* 11	* 12	1.09	-1
Swaziland	15	17	13	0.76	4	* 15	* 18	* 13	0.72	5
Togo	36	35	37	1.06	-2	31	31	32	1.02	-1
Tunisia	20	21	18	0.86	3	18	20	16	0.82	4
Uganda	...	...	...	...	...	* 7	* 7	* 6	0.86	1
United Republic of Tanzania	4	4	5	1.25	-1	3	3	3	1.00	0
Zambia	...	...	...	...	...	6	6	6	1.00	0
Zimbabwe ³	-	-	-	.	.	-	-	-	.	.
America, North										
Antigua and Barbuda	3	3	3	1.00	0	...	...	...	...	...
Bahamas	-	-	-	.	.	-	-	-	.	.
Belize	7	8	6	0.75	2	9	10	11	1.10	-1
British Virgin Islands	...	...	...	...	...	2	2	1	1.85	-1
Costa Rica	11	12	10	0.83	2	9	10	8	0.79	2
Cuba	3	...	...	...	...	1	2	1	0.44	1
Dominica	...	...	...	...	...	4	4	4	0.95	0
Dominican Rep.	...	...	...	...	...	6	6	6	0.92	0
El Salvador	8	9	7	0.78	2	8	8	7	0.88	1
Guatemala	...	...	...	...	...	15	15	14	0.92	1
Haiti	13	13	13	1.00	0	12	13	12	0.92	1
Honduras	12	11	13	1.18	-2	...	...	...	...	...

Table 9. (continued)

Country	1990					1998				
	Percentage of repeaters			GPI (F/M)	Gender gap (M-F)	Percentage of repeaters			GPI (F/M)	Gender gap (M-F)
	Total	Male	Female			Total	Male	Female		
Jamaica	4	4	4	1.00	0	2	1	2	2.00	-1
Mexico	9	...	...	...	...	7	8	6	0.69	2
Nicaragua ²	17	...	...	...	...	5	5	4	0.81	1
Panama	10	12	8	0.67	4	...	...	...	...	...
St. Kitts and Nevis	-	-	-	.	.	-	-	-	.	.
St. Lucia	-	-	-	.	.	-	-	-	.	.
Trinidad and Tobago	...	...	...	...	...	4.7	5	4	0.89	1
America, South										
Argentina	...	...	...	...	...	5	6	4	0.72	2
Bolivia	3	3	3	1.00	0	2	3	2	0.77	1
Brazil	...	...	...	...	...	24	...	...	...	...
Chile	...	...	...	...	...	3	4	3	0.65	1
Colombia	11	15	9	0.60	6	5	5	4	0.84	1
Ecuador	...	...	...	...	...	3	3	2	0.81	1
Guyana	6	7	5	0.71	2	3	4	3	0.75	1
Paraguay	9	10	7	0.70	3	9	10	7	0.73	3
Peru	...	...	...	...	...	10	10	10	0.95	0
Uruguay	9	11	8	0.73	3	8	10	7	0.69	3
Venezuela ²	11	13	9	0.69	4	7	8	5	0.63	3
Asia										
Bahrain	5	5	5	1.00	0	4	5	3	0.67	2
Bangladesh	7	...	...	...	...	...	...	...	...	...
Bhutan	...	...	...	...	...	13	14	12	0.87	2
Brunei Darussalam	10	...	...	...	...	...	...	...	...	...
China	6	...	...	...	...	1	1	1	0.78	0
China, Hong Kong SAR	1	...	...	...	...	...	...	...	...	...
Cyprus	0	0	0	.	.	...	...	...	...	...
India	...	...	...	...	...	3	3	4	1.03	0
Indonesia ⁴	10	...	...	...	...	6	6	6	1.01	0
Iran, Islamic Republic ⁴	9	11	8	0.73	3	5	7	4	0.62	3
Iraq	...	...	...	...	...	12	12	10	0.84	2
Jordan	5	6	5	0.83	1	1	1	1	1.07	0
Korea, Republic of	-	-	-	.	.	...	...	...	...	...
Kuwait	3	3	3	1.00	0	3	3	3	1.00	0
Lao PDR	31	32	29	0.91	3	21	22	19	0.85	3
Lebanon	...	...	...	...	...	9	10	8	0.73	3
Macau	7	8	6	0.75	2	6	7	5	0.71	2
Malaysia	-	-	-	.	.	-	-	-	.	.
Myanmar	...	...	...	...	...	* 2	...	...	...	...
Nepal	27	...	...	...	...	23	22	24	1.07	-2
Oman	...	...	...	...	...	8	9	6	0.67	3
Palestinian Auton. Territ.	...	...	...	...	...	2	2	2	0.93	0
Philippines ³	2	...	...	...	...	2	2	1	0.58	1
Qatar	7	10	5	0.50	5	...	...	...	...	...
Saudi Arabia	9	11	7	0.64	4	5	7	4	0.63	2
Sri Lanka	8	9	7	0.78	2	5	6	4	0.70	2
Syrian Arab Republic	7	8	6	0.75	2	6	7	6	0.77	2
Thailand	...	...	...	...	...	3	3	4	1.03	0
Turkey	7	7	7	1.00	0	...	...	...	...	...
United Arab Emirates	4	5	4	0.80	1	3	4	2	0.56	2
Viet Nam	...	...	...	...	...	4	4	3	0.68	1
Yemen	...	...	...	...	...	11	12	9	0.74	3
Oceania										
Kiribati	1	1	1	1.00	0	-	-	-	...	...
Papua New Guinea	-	-	-	.	.	5	5	5	1.00	0
Samoa	...	...	...	...	...	2	...	...	...	...
Solomon Islands	10	...	...	...	...	* 9	...	...	...	...
Tonga	4	4	4	1.00	0	7	8	7	0.88	1
Tuvalu	-	-	-	.	.	* 6	* 7	* 5	0.71	2
Vanuatu	...	...	...	...	...	11	12	10	0.83	2

1. Data for the latest year refer to 1996.

2. Data for the latest year refer to 1999.

3. Data for the latest year refer to 1997.

4. Data refer to public education only.

Table 10. Primary education: Survival to Grade 5 by gender, 1990, 1996 and 1998

Country	1990					1996					1998				
	Survival rate (%)			GPI (F/M)	Gender gap (M-F)	Survival rate (%)			GPI (F/M)	Gender gap (M-F)	Survival rate (%)			GPI (F/M)	Gender gap (M-F)
	Total	Male	Female			Total	Male	Female			Total	Male	Female		
Africa															
Algeria	94	95	93	0.98	2	94	93	95	1.02	-2	...	...	...	...	...
Benin	55	55	56	1.02	-1	61	64	57	0.89	7	...	...	...	...	...
Botswana	97	94	98	1.04	-4	90	87	93	1.07	-6	86	84	89	1.06	-5
Burkina Faso	70	71	68	0.96	3	75	74	77	1.04	-3	67	65	69	1.05	-4
Cape Verde	...	...	...	...	...	...	...	...	...	...	82	81	83	1.03	-2
Chad	53	58	43	0.74	15	59	62	53	0.85	9	51	53	48	0.90	5
Comoros	46	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Congo	62	58	67	1.16	-9	...	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	73	75	70	0.93	5	75	77	71	0.92	6	...	...	...	...	...
Dem. Rep. of Congo	55	58	50	0.86	8	...	...	...	...	...	...	...	...	...	...
Djibouti	87	...	...	...	...	79	...	...	...	...	...	...	...	...	...
Ethiopia ¹	58	61	54	0.89	7	51	51	50	0.98	1	54	53	55	1.03	-2
Gambia	87	85	89	1.05	-4	80	78	83	1.06	-5	...	...	...	...	...
Ghana	80	81	79	0.98	2	...	...	...	...	...	...	...	...	...	...
Guinea	59	64	48	0.75	16	54	...	...	...	...	...	...	...	...	...
Lesotho	71	58	83	1.43	-25	63	55	71	1.29	-16	73	65	81	1.26	-17
Madagascar	22	22	21	0.95	1	40	49	33	0.67	16	35	33	36	1.09	-3
Malawi	64	71	57	0.80	14	34	36	32	0.89	4	...	...	...	...	...
Mali	72	73	70	0.96	3	84	92	70	0.76	22	...	...	...	...	...
Mauritania	75	75	75	1.00	0	64	61	68	1.11	-7	...	...	...	...	...
Mauritius	98	98	98	1.00	0	99	98	99	1.01	-1	...	...	...	...	...
Morocco	75	75	76	1.01	-1	75	76	74	0.97	2	77	77	78	1.02	-1
Mozambique	33	37	28	0.76	9	46	52	39	0.75	13	...	...	...	...	...
Namibia	63	61	65	1.07	-4	86	...	...	...	...	86	83	88	1.06	-5
Niger	62	61	65	1.07	-4	73	72	73	1.01	-1	66	65	66	1.01	-1
Rwanda	60	61	59	0.97	2	...	...	...	...	...	...	...	...	...	...
Senegal	85	...	...	...	...	87	89	85	0.96	4	...	...	...	...	...
Seychelles	93	91	94	1.03	-3	99	98	99	1.01	-1	...	...	...	...	...
South Africa	75	72	79	1.10	-7	...	...	...	...	...	68	69	67	0.97	2
Sudan	94	90	95	1.06	-5	74	75	73	0.97	2	...	...	...	...	...
Swaziland	76	74	78	1.05	-4	76	73	79	1.08	-6	81	78	84	1.08	-6
Togo	...	...	...	...	...	71	79	60	0.76	19	...	...	...	...	...
Tunisia	87	92	78	0.85	14	91	90	92	1.02	-2	...	...	...	...	...
Un. Rep. of Tanzania	79	77	81	1.05	-4	81	78	84	1.08	-6	...	...	...	...	...
America, North															
Belize	67	69	66	0.96	3	...	...	...	...	...	...	...	...	...	...
Costa Rica	82	81	84	1.04	-3	88	86	89	1.03	-3.00	...	...	...	...	...
Cuba	92	...	...	...	...	100	...	...	...	...	...	...	...	...	...
Dominican Rep. ²	...	...	...	...	...	...	...	...	...	...	77	72	82	1.14	-10
El Salvador	58	56	60	1.07	-4	77	76	77	1.01	-1.00	60	60	60	1.00	0.00
Guatemala	...	...	...	...	...	50	52	47	0.90	5.00	82	84	80	0.95	4.00
Mexico	80	...	...	...	...	86	85	86	1.01	-1.00	89	88	90	1.02	-2
Nicaragua	46	...	...	...	...	47	43	52	1.21	-9.00	55	52	58	1.11	-6
St. Lucia	95	91	97	1.07	-6	...	...	...	...	...	...	...	...	...	...
America, South															
Argentina	...	...	...	...	...	...	...	...	...	...	94	92	96	1.04	-4
Bolivia	...	...	...	...	...	...	...	...	...	...	85	84	85	1.02	-1
Brazil	...	...	...	...	...	...	...	...	...	...	98	98	98	1.00	0
Colombia	62	71	50	0.70	21	73	70	76	1.09	-6	...	...	...	...	...
Guyana	93	93	93	1.00	0	91	91	92	1.01	-1	...	...	...	...	...
Paraguay	70	69	72	1.04	-3	78	77	80	1.04	-3	78	76	80	1.06	-4
Uruguay	94	93	96	1.03	-3	98	96	99	1.03	-3	...	...	...	...	...
Venezuela	86	83	90	1.08	-7	89	86	92	1.07	-6	...	...	...	...	...
Asia															
Azerbaijan ²	...	...	...	...	...	93	...	...	...	...	93	91	96	1.05	-5
Bahrain	89	89	90	1.01	-1	95	94	95	1.01	-1	100	100	100	1.00	0
Brunei Darussalam	95	...	...	...	...	92	...	...	...	...	...	...	...	...	...
Cambodia	...	...	...	...	...	49	51	46	0.90	5	52	52	52	1.00	0
China	86	...	...	...	...	94	93	94	1.01	-1	96	96	95	1.00	0

Table 10. (continued)

Country	1990					1996					1998				
	Survival rate (%)			GPI (F/M)	Gender gap (M-F)	Survival rate (%)			GPI (F/M)	Gender gap (M-F)	Survival rate (%)			GPI (F/M)	Gender gap (M-F)
	Total	Male	Female			Total	Male	Female			Total	Male	Female		
China, Hong Kong SAR	100	...	...	...	...	100	...	...	...	...	...	...	...	...	...
Cyprus	100	100	100	1.00	0	100	99	100	1.01	-1	...	...	...	...	...
India	59	61	55	0.90	6	...	...	...	...	...	...	...	...	...	...
Indonesia	84	...	...	...	...	88	88	89	1.01	-1	...	...	...	...	...
Iran, Islamic Rep. of ³	90	91	89	0.98	2	...	...	...	...	...	92	92	92	0.99	1
Jordan	100	100	100	1.00	0	...	...	...	...	...	...	...	...	...	...
Korea, Republic of	99	99	100	1.01	-1	98	98	99	1.01	-1	...	...	...	...	...
Kuwait ²	...	...	...	...	...	96	94	97	1.03	-3	91	91	91	1.00	0
Lao PDR	53	56	50	0.89	6	55	57	54	0.95	3	54	52	56	1.07	-4
Lebanon	...	...	...	...	...	...	...	...	...	...	88	84	92	1.09	-7
Macau	97	93	96	1.03	-3	...	...	...	...	...	...	...	...	...	...
Malaysia	98	98	98	1.00	0	...	...	...	...	...	...	...	...	...	...
Mongolia ²	...	...	...	...	...	90	89	92	1.03	-3	88	85	90	1.05	-5
Nepal	52	52	52	1.00	0	...	...	...	...	...	...	...	...	...	...
Oman	96	95	96	1.01	-1	96	96	96	1.00	0	95	95	95	1.00	0
Qatar	64	63	65	1.03	-2	99	97	99	1.02	-2	...	...	...	...	...
Saudi Arabia	83	82	84	1.02	-2	89	87	92	1.06	-5	...	...	...	...	...
Sri Lanka	94	94	95	1.01	-1	83	83	84	1.01	-1	...	...	...	...	...
Syrian Arab Republic	94	94	94	1.00	0	94	93	94	1.01	-1	...	...	...	...	...
Turkey	98	98	97	0.99	1	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	...	...	...	...	...	83	83	84	1.01	-1.00	...	...	...	...	...
Viet Nam	...	...	...	...	...	...	...	...	...	...	80	...	...	...	...
Oceania															
Kiribati	98	93	99	1.06	-6	95	95	93	0.98	2	...	...	...	...	...
Papua New Guinea	59	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Solomon Islands	85	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tonga	84	85	75	0.88	10	...	...	...	...	...	...	...	...	...	...

1. For the latest year the survival rate refers to grade 4 (final year of primary education).
2. The survival rate refers to grade 4 (final year of primary education).
3. Data for the latest year refer to 1999.

Table 11. Transition rates from primary to secondary education by gender, 1990 and 1998

Country	Last grade of primary ¹	1990					1998				
		Transition rate (%)			GPI (F/M)	Gender gap (M-F)	Transition rate (%)			GPI (F/M)	Gender gap (M-F)
		Total	Male	Female			Total	Male	Female		
Africa											
Algeria ²	6	81	79	83	1.05	-4	78	74	82	1.11	-8
Angola ³	4	...	...	...	...	...	56	54	58	1.08	-4
Botswana	7	76	75	76	1.01	-1	93	93	93	1.00	0
Burkina Faso ³	6	30	...	...	...	...	34	36	31	0.86	5
Burundi	6	10	11	9	0.82	2	...	...	...	...	...
Cape Verde	6	...	...	...	...	...	79	...	...	...	...
Chad ³	6	41	41	40	0.98	1	51	52	49	0.96	2
Comoros	6	18	...	...	...	...	...	...	...	...	...
Congo	6	46	47	46	0.98	1	...	...	...	...	...
Côte d'Ivoire ^{2,4}	6	33	...	...	...	...	39	42	34	0.81	8
Dem. Rep. of Congo	6	27	26	29	1.12	-3	...	...	...	...	...
Djibouti ^{2,4}	6	34	...	...	...	...	39	...	...	...	...
Egypt	5	...	...	...	...	...	86	84	89	1.06	-5
Eritrea ²	5	77	84	70	0.83	14	76	79	73	0.92	6
Ethiopia	# 4	80	82	77	0.94	5	84	85	83	0.98	2
Guinea ⁵	6	61	63	56	0.89	7	52	53	49	0.93	4
Lesotho ⁴	7	...	...	...	...	...	55	56	54	0.96	2
Madagascar	5	35	35	35	1.00	0	46	46	45	0.97	2
Mali ⁶	6	58	63	51	0.81	12	55	57	51	0.89	6
Mauritania ⁵	6	31	33	27	0.82	6	41	43	38	0.90	4
Mauritius ⁴	6	50	47	53	1.13	-6	63	60	66	1.10	-6
Morocco ⁴	6	87	86	88	1.02	-2	76	74	79	1.07	-5
Mozambique	5	39	39	39	1.00	0	...	...	...	...	...
Namibia	7	74	76	72	0.95	4	82	77	86	1.13	-10
Niger	6	27	28	24	0.86	4	34	34	35	1.02	-1
Senegal	6	26	...	...	...	...	33	34	31	0.93	2
Seychelles	6	99	99	100	1.01	-1	...	...	...	...	...
South Africa	7	90	87	91	1.05	-4	97	97	98	1.01	-1
Swaziland ⁴	7	76	77	75	0.97	2	80	79	80	1.01	-1
Togo ⁶	6	38	40	35	0.88	5	52	55	47	0.85	8
Tunisia	6	48	48	48	1.00	0	61	60	63	1.04	-3
Un. Rep. of Tanzania ⁴	7	...	...	...	...	...	14	15	13	0.91	1
North America											
Costa Rica ³	6	63	62	64	1.03	-2	91	*89	*92	1.03	-3
Cuba	6	95	...	...	...	...	90	87	93	1.07	-6
Dominican Republic	# 4	...	...	...	...	...	89	87	92	1.05	-5
El Salvador	# 6	...	...	...	...	...	91	...	...	...	...
Guatemala	6	...	...	...	...	...	86	88	84	0.96	4
Mexico	6	81	84	79	0.94	5	88	90	86	0.96	3
Nicaragua	6	...	...	...	...	...	*100	...	...	...	...
Trinidad and Tobago ²	7	64	66	63	0.95	3	68	69	67	0.97	2
South America											
Argentina	# 6	...	...	...	...	...	95	93	96	1.03	-3
Bolivia ⁴	# 6	...	...	...	...	...	90	91	89	0.97	2
Guyana ⁴	6	89	89	88	0.99	1	95	98	93	0.95	5
Paraguay ⁴	6	...	...	...	...	...	85	86	85	0.99	1
Asia											
Azerbaijan	# 4	97	99	94	0.95	5	...	...	...	...	...
Bahrain	6	99	98	100	1.02	-2	104	103	106	1.03	-3
Brunei Darussalam	6	81	...	...	...	...	103	102	103	1.00	0
Cambodia	# 6	...	...	...	...	...	76	80	71	0.88	10
China	5	70	...	...	...	...	84	86	83	0.96	3
China, Hong Kong SAR ⁶	6	99	...	...	...	...	99	...	...	...	...
Cyprus ²	6	101	101	101	1.00	0	101	101	100	0.99	1
Georgia ²	4	...	...	...	...	...	98	...	...	...	...
Indonesia	6	50	53	48	0.91	5	...	...	...	...	...
Iran, Islamic Rep. of	5	82	83	82	0.99	1	...	...	...	...	...
Jordan	# 6	...	...	...	...	...	97	97	97	1.00	0
Kazakhstan ²	4	...	...	...	...	...	99	...	...	...	...

Table 11. (continued)

Country	Last grade of primary ¹	1990					1998					
		Transition rate (%)			GPI (F/M)	Gender gap (M-F)	Transition rate (%)			GPI (F/M)	Gender gap (M-F)	
		Total	Male	Female			Total	Male	Female			
Korea, Republic of ²	6	...	...	...	...	...	100	100	100	1.00	0
Kuwait	4	...	...	...	...	...	99	101	96	0.95	5
Lao PDR	5	63	65	60	0.92	5	71	73	68	0.93	5	
Lebanon	5	...	...	...	...	...	84	84	83	0.98	1
Macau	6	85	78	92	1.18	-14	...	...	...	...	...
Mongolia ⁶	# 4	...	...	...	...	...	95	94	96	1.02	-2
Nepal	5	78	79	77	0.97	2	...	...	...	...	...
Oman	6	86	84	88	1.05	-4	93	91	96	1.05	-5	
Qatar ⁶	6	85	82	89	1.09	-7	97	94	100	1.06	-6	
Saudi Arabia ²	6	95	96	94	0.98	2	99	102	95	0.93	7	
Sri Lanka	5	90	88	92	1.05	-4	...	...	...	...	...
Syrian Arab Rep.	6	69	73	64	0.88	9	69	71	67	0.94	4	
Thailand	6	...	...	...	...	...	91	...	...	...	...
Turkey	# 6	54	62	44	0.71	18	...	...	...	...	...
United Arab Emirates	6	91	89	93	1.04	-4	98	97	99	1.02	-2	
Viet Nam ³	5	...	...	...	...	...	94	...	...	...	...
Oceania												
Samoa	# 6	...	...	...	...	...	94	92	97	1.05	-5
Tonga	6	76	71	83	1.17	-12	...	...	...	...	...

1. The indicator corresponds to transition from the grade indicated to the following grade. This is consistent with the classification used by the UIS but does not always correspond to the institutional structure of primary and secondary education.

2. Data for the latest year refer to 1996.

3. For 1998 transition rate to secondary education includes technical/vocational programmes.

4. Technical/vocational programmes are not included in the calculation of the transition rates due to a lack of data by grade.

5. Data for the latest year refer to 1999.

6. Data for the latest year refer to 1995.

Table 12. Secondary education: Gross enrolment ratios by gender, 1990 and 1998

Country	Age-group	1990					1998				
		Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)
		Total	Male	Female			Total	Male	Female		
Africa											
Algeria	12-17	61	67	54	0.81	13	66	66	67	1.02	-1
Angola	# 10-16	12	...	...	...	...	* 16	* 19	* 13	0.68	6
Benin	12-18	12	17	7	0.41	10	21	30	13	0.45	16
Botswana	13-17	43	41	45	1.10	-4	77	73	80	1.10	-7
Burkina Faso	13-19	7	9	5	0.56	4	10	12	7	0.61	5
Burundi	13-19	6	7	4	0.57	3	* 7	...	...	...	...
Cameroon	12-18	28	33	23	0.70	10	20	23	18	0.78	5
Cape Verde ¹	12-17	21	...	...	...	...	55	54	56	1.03	-2
Central African Rep.	12-18	12	17	7	0.41	10	...	...	...	...	...
Chad	12-18	8	13	3	0.23	10	11	17	4	0.26	13
Comoros	12-18	18	21	14	0.67	7	25	27	22	0.81	5
Congo	12-18	53	62	44	0.71	18	...	...	...	...	...
Côte d'Ivoire	12-18	22	30	14	0.47	16	* 23	* 30	* 16	0.53	14
Dem. Rep. of Congo	12-17	21	28	14	0.50	14	18	24	13	0.54	11
Djibouti	12-18	12	14	9	0.64	5	16	19	13	0.71	5
Egypt	11-16	76	84	68	0.81	16	* 81	* 84	* 78	0.93	6
Equatorial Guinea	11-17	...	...	...	...	...	...	...	...	...	...
Eritrea	12-17	15	17	14	0.82	3	24	28	19	0.69	9
Ethiopia	# 11-18	14	16	13	0.81	3	17	21	13	0.62	8
Gabon	12-18	...	...	...	...	...	...	...	...	...	...
Gambia	12-17	19	25	12	0.48	13	31	38	25	0.66	13
Ghana	# 12-17	36	45	28	0.62	17	...	...	...	...	...
Guinea	13-19	10	15	5	0.33	10	* 15	* 21	* 8	0.38	13
Guinea-Bissau ²	13-17	...	...	...	...	...	20	26	14	0.54	12
Kenya	13-17	24	28	21	0.75	7	* 31	* 32	* 29	0.91	3
Lesotho	13-17	25	20	30	1.50	-10	32	26	37	1.42	-11
Liberia	12-17	...	...	...	...	...	24	30	19	0.63	11
Libyan Arab Jamahiriya	# 12-17	86	...	...	...	...	77	* 77	* 79	1.03	-2
Madagascar	11-17	18	18	18	1.00	0	* 16	* 16	* 16	1.00	0
Malawi	# 10-17	8	11	5	0.45	6	...	...	...	...	...
Mali	13-18	7	9	5	0.56	4	14	19	10	0.52	9
Mauritania	12-17	14	19	9	0.47	10	* 18	* 21	* 15	0.71	6
Mauritius	12-18	53	53	53	1.00	0	71	70	71	1.01	-1
Morocco	12-17	35	41	30	0.73	11	40	44	35	0.80	9
Mozambique	11-17	8	10	6	0.60	4	* 9	* 11	* 7	0.64	4
Namibia	13-17	44	39	49	1.26	-10	59	55	64	1.17	-9
Niger	13-19	7	9	4	0.44	5	7	9	5	0.61	3
Nigeria	12-17	25	29	21	0.72	8	...	...	...	...	...
Rwanda	13-18	8	9	7	0.78	2	9	10	9	0.97	0
Sao Tome and Principe	11-17	...	...	...	...	...	...	...	...	...	...
Senegal	13-19	16	21	11	0.52	10	17	21	13	0.64	7
Seychelles	12-16	...	...	...	...	...	...	...	...	...	...
Sierra Leone ²	# 12-17	17	22	13	0.59	9	22	24	19	0.81	4
Somalia	14-17	...	...	...	...	...	...	...	...	...	...
South Africa	14-18	74	69	80	1.16	-11	...	...	...	...	...
Sudan	# 12-16	24	27	21	0.78	6	29	30	28	0.94	2
Swaziland	13-17	44	44	43	0.98	1	56	56	55	0.98	1
Togo	12-18	24	35	12	0.34	23	33	47	19	0.40	28
Tunisia	12-18	45	50	40	0.80	10	73	72	73	1.01	-1
Uganda	13-18	13	17	10	0.59	7	...	...	...	...	...
Un. Rep. of Tanzania	14-19	5	6	4	0.67	2	...	...	...	...	...
Zambia	14-18	24	...	...	...	...	27	30	23	0.78	7
Zimbabwe ²	13-18	50	53	46	0.87	7	49	52	46	0.88	6
America, North											
Antigua and Barbuda	12-16	...	...	...	...	...	...	...	...	...	...
Bahamas	11-16	94	94	94	1.00	0	...	...	...	...	...
Barbados	12-17	...	...	...	...	...	...	...	...	...	...
Belize	13-16	41	39	44	1.13	-5	54	50	58	1.16	-8
British Virgin Islands	12-16	...	...	...	...	...	...	...	...	...	...
Costa Rica	12-16	42	41	43	1.05	-2	52	49	55	1.12	-6

Table 12. (continued)

Country	Age-group	1990					1998				
		Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)
		Total	Male	Female			Total	Male	Female		
Cuba	12-17	89	83	95	1.14	-12	79	77	82	1.06	-5
Dominica	12-16	...	...	...	...	...	...	...	...	...	...
Dominican Rep.	# 10-17	36	...	...	...	...	66	61	72	1.18	-11
El Salvador	# 13-18	26	26	27	1.04	-1	50	50	50	1.00	0
Grenada	12-16	...	...	...	...	...	...	...	...	...	...
Guatemala	# 13-17	23	...	...	...	...	33	36	31	0.86	5
Haiti	# 12-18	21	21	20	0.95	1	33	36	29	0.81	7
Honduras	13-17	33	29	37	1.28	-8	...	...	...	...	...
Jamaica	# 12-16	65	63	67	1.06	-4	90	88	92	1.05	-4
Mexico	12-17	53	53	54	1.02	-1	71	70	72	1.03	-2
Netherlands Antilles	12-16	...	...	...	...	...	...	...	...	...	...
Nicaragua ²	13-17	40	34	47	1.38	-13	61	56	66	1.18	-10
Panama	12-17	63	60	65	1.08	-5	...	...	...	...	...
Saint Kitts and Nevis	12-16	...	...	...	...	...	...	...	...	...	...
Saint Lucia	12-16	...	...	...	...	...	...	...	...	...	...
Saint Vincent and Grenadines	12-16	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	# 12-17	80	78	82	1.05	-4	80	77	84	1.09	-7
America, South											
Argentina	# 12-17	71	...	...	...	...	89	86	93	1.08	-7
Bolivia	# 12-17	37	40	34	0.85	6	80	83	77	0.93	6
Brazil	# 13-17	38	...	...	...	...	83	76	89	1.17	-13
Chile	# 12-17	73	71	76	1.07	-5	85	85	86	1.01	-1
Colombia	11-16	50	47	53	1.13	-6	71	67	74	1.10	-7
Ecuador	12-17	55	...	...	...	...	56	56	57	1.02	-1
Guyana	12-16	83	81	86	1.06	-5	78	78	79	1.01	-1
Paraguay	12-17	31	30	32	1.07	-2	51	49	52	1.06	-3
Peru	12-16	67	...	...	...	...	81	83	78	0.94	5
Suriname	12-18	52	48	56	1.15	-7	...	...	...	...	...
Uruguay	12-17	81	...	...	...	...	88	76	101	1.33	-25
Venezuela ²	# 12-16	35	29	40	1.38	-11	59	54	65	1.20	-11
Asia											
Afghanistan ³	13-18	9	...	...	...	...	22	32	12	0.38	20
Armenia ³	11-16	...	...	...	...	...	90	100	79	0.79	21
Azerbaijan	10-16	90	90	90	1.00	0	* 84	* 84	* 84	1.00	0
Bahrain	12-17	100	98	101	1.03	-3	93	89	98	1.10	-9
Bangladesh	# 11-15	19	25	13	0.52	12	...	...	...	...	...
Bhutan	13-16	...	...	...	...	...	...	...	...	...	...
Brunei Darussalam	12-18	69	66	71	1.08	-5	77	73	81	1.11	-8
Cambodia ⁴	12-17	32	45	19	0.42	26	22	29	15	0.53	14
China	# 12-17	49	55	42	0.76	13	62	* 65	* 58	0.89	7
China Hong Kong SAR	12-18	80	78	82	1.05	-4	...	...	...	...	...
Cyprus ³	12-17	83	83	83	1.00	0	97	95	99	1.04	-4
Georgia ³	10-16	95	96	94	0.98	2	77	78	76	0.98	2
India	# 12-16	44	55	33	0.60	22	49	59	39	0.67	19
Indonesia ²	13-18	44	48	40	0.83	8	48	50	47	0.95	3
Iran, Islamic Republic of ²	# 11-16	55	64	46	0.72	18	84	87	80	0.92	7
Iraq	12-17	47	57	36	0.63	21	36	43	28	0.65	15
Jordan ⁵	# 12-17	...	...	...	...	...	80	79	81	1.03	-2
Kazakhstan	11-17	98	97	99	1.02	-2	87	87	87	1.00	0
Korea, DPR	...	...	...	...	...	...	...	...	...	...	...
Korea, Republic of ²	12-17	90	91	88	0.97	3	102	102	102	1.00	0
Kuwait	10-17	43	43	43	1.00	0	64	63	64	1.02	-1
Kyrgyzstan	10-16	100	99	101	1.02	-2	...	...	...	...	...
Lao PDR	11-16	25	31	19	0.61	12	33	39	27	0.69	12
Lebanon	11-17	74	71	76	1.07	-5	89	85	94	1.11	-9
Macau	12-17	65	62	68	1.10	-6	75	71	79	1.11	-8
Malaysia	# 12-16	56	55	58	1.05	-3	98	93	103	1.11	-10
Maldives ²	# 13-17	44	44	44	1.00	0	43	41	44	1.07	-3
Mongolia	# 12-17	82	77	88	1.14	-11	...	...	...	...	...
Myanmar	10-15	23	23	23	1.00	0	* 36	* 36	* 36	1.00	0
Nepal	# 11-17	33	46	20	0.43	26	48	56	38	0.68	18

Table 12. (continued)

Country	Age-group	1990					1998				
		Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	Gross enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)
		Total	Male	Female			Total	Male	Female		
Oman	12-17	46	51	40	0.78	11	67	68	67	0.99	1
Pakistan	10-16	23	30	15	0.50	15	37	45	29	0.64	16
Palestinian Auton. Terr. ⁵	# 10-17	...	...	...	...	...	81	79	82	1.04	-3
Philippines ¹	12-15	73	74	73	0.99	1	77	74	80	1.09	-6
Qatar	12-17	81	77	85	1.10	-8	79	79	79	1.00	0
Saudi Arabia	12-17	44	49	39	0.80	10	66	70	62	0.89	8
Singapore	12-18	68	70	66	0.94	4	67	...	...	...	...
Sri Lanka	10-17	74	71	77	1.08	-6	* 71	* 68	* 74	1.09	-6
Syrian Arab Republic	12-17	52	60	44	0.73	16	42	44	39	0.89	5
Tajikistan ³	11-17	102	...	...	...	...	78	83	74	0.89	9
Thailand	12-17	30	31	30	0.97	1	* 88	* 87	* 89	1.02	-2
Turkey ³	11-16	47	57	37	0.65	20	58	68	48	0.71	20
Turkmenistan	11-17	...	...	...	...	...	...	...	...	...	...
United Arab Emirates	12-17	67	63	72	1.14	-9	78	75	80	1.07	-5
Uzbekistan	10-16	99	104	95	0.91	9	...	...	...	...	...
Viet Nam	11-17	32	33	31	0.94	2	61	64	58	0.91	6
Yemen	# 12-17	...	...	...	...	...	45	66	24	0.36	42
Oceania											
Cook Islands	11-18	...	...	...	...	...	...	...	...	...	...
Fiji	# 12-18	61	62	60	0.97	2	...	...	...	...	...
Kiribati	12-17	...	...	...	...	...	...	...	...	...	...
Papua New Guinea	13-18	12	15	10	0.67	5	22	26	18	0.70	8
Samoa	11-17	50	46	56	1.22	-10	73	70	77	1.11	-7
Solomon Islands	# 12-18	14	17	11	0.65	6	...	...	...	...	...
Tonga	11-16	...	...	...	...	...	...	...	...	...	...
Tuvalu	12-17	...	...	...	...	...	...	...	...	...	...
Vanuatu	# 12-19	17	19	14	0.74	5	23	21	25	1.20	-4

1. Data for the latest year refer to 1997.

2. Data for the latest year refer to 1999.

3. Data for the latest year refer to 1996.

4. Data for the latest year refer to public education only.

5. Indicator based on national population data.

Table 13. Secondary education: Net enrolment ratios by gender, 1990 and 1998

Country	Age-group	1990					1998				
		Net enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	Net enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)
		Total	Male	Female			Total	Male	Female		
Africa											
Algeria	12-17	54	60	48	0.80	12	58	58	59	1.02	-1
Benin	12-18	...	...	...	...	...	* 16	* 22	* 10	0.45	12
Botswana	13-17	34	31	36	1.16	-5	* 57	* 52	* 62	1.19	-10
Burkina Faso	13-19	...	...	...	...	...	9	11	6	0.59	4
Cape Verde ¹	13-18	...	...	...	...	...	48	47	48	1.02	-1
Central African Republic	12-18	...	...	...	...	...	...	...	...	...	...
Chad	12-18	...	...	...	...	...	7	12	3	0.29	8
Côte d'Ivoire	12-18	...	...	...	...	...	...	...	...	...	...
Dem. Rep. of the Congo	12-17	15	19	11	0.58	8	12	15	9	0.60	6
Djibouti	12-18	...	...	...	...	...	...	...	...	...	...
Eritrea	12-17	...	...	...	...	...	* 19	* 21	* 17	0.81	4
Ethiopia	# 11-18	...	...	...	...	...	* 16	* 19	* 12	0.63	7
Gambia	12-17	18	24	12	0.50	12	23	27	20	0.72	8
Guinea	13-19	...	...	...	...	...	* 8	* 14	* 18	1.29	-4
Guinea-Bissau ²	13-17	...	...	...	...	...	10	12	7	0.56	5
Lesotho	13-17	15	10	20	2.00	-10	* 14	* 10	* 19	1.90	-9
Madagascar	11-17	...	...	...	...	...	* 13	* 12	* 13	1.08	-1
Mali	13-18	5	7	4	0.57	3	...	...	...	...	...
Mauritius	12-18	...	...	...	...	...	* 63	* 63	* 63	1.00	0
Morocco	12-17	...	...	...	...	...	...	...	...	...	...
Mozambique	11-17	...	...	...	...	...	* 7	* 9	* 6	0.67	3
Namibia	13-17	31	26	36	1.38	-10	31	25	38	1.48	-12
Niger	13-19	6	8	3	0.38	5	* 6	* 7	* 5	0.71	2
Rwanda	13-18	7	8	6	0.75	2	...	...	...	...	...
Sierra Leone ²	# 12-17	...	...	...	...	...	22	24	19	0.81	4
South Africa	14-18	51	47	54	1.15	-7	...	...	...	...	...
Swaziland	13-17	...	...	...	...	...	* 35	* 38	* 32	0.84	6
Togo	12-18	18	26	10	0.38	16	23	32	14	0.44	18
Tunisia	12-18	43	46	39	0.85	7	...	...	...	...	...
Un. Rep. of Tanzania	14-19	...	...	...	...	...	...	...	...	...	...
Zambia	14-18	...	...	...	...	...	* 22	* 21	* 20	0.95	1
Zimbabwe ²	13-18	...	...	...	...	...	45	48	43	0.90	5
America, North											
Bahamas	11-16	87	87	88	1.01	-1	...	...	...	...	...
Belize	13-16	29	27	30	1.11	-3	39	35	43	1.23	-8
Costa Rica	12-16	36	34	37	1.09	-3	44	42	47	1.12	-5
Cuba	12-17	69	64	74	1.16	-10	75	71	79	1.11	-8
Dominican Rep.	# 10-17	...	...	...	...	...	53	48	57	1.19	-9
El Salvador	# 13-18	...	...	...	...	...	43	...	...	...	...
Guatemala	# 13-17	...	...	...	...	...	28	29	27	0.93	2
Haiti	# 12-18	...	...	...	...	...	20	19	21	1.11	-2
Honduras	13-17	21	...	...	...	...	...	...	...	...	...
Jamaica	# 12-16	64	62	65	1.05	-3	79	78	80	1.03	-2
Mexico	12-17	45	...	...	...	...	56	56	56	1.00	0
Nicaragua ²	13-17	...	...	...	...	...	39	35	42	1.20	-7
Panama	12-17	51	48	53	1.10	-5	...	...	...	...	...
Trinidad and Tobago	# 12-17	...	...	...	...	...	71	69	74	1.07	-5
America, South											
Argentina	# 12-17	...	...	...	...	...	74	71	76	1.07	-5
Bolivia	# 12-17	29	32	27	0.84	5	68	70	66	0.94	4
Brazil	# 13-17	15	...	...	...	...	50	46	55	1.20	-9
Chile	# 12-17	55	...	...	...	...	70	69	72	1.04	-3
Colombia	11-16	34	...	...	...	...	57	...	...	...	...
Ecuador	12-17	...	...	...	...	...	46	45	47	1.04	-2
Guyana	12-16	71	68	73	1.07	-5	60	58	62	1.07	-4
Paraguay	12-17	26	25	26	1.04	-1	42	41	43	1.05	-2
Peru	12-16	...	...	...	...	...	61	62	61	0.98	1
Uruguay	12-17	...	...	...	...	...	66	56	76	1.36	-20
Venezuela ²	# 12-16	19	15	22	1.47	-7	50	46	55	1.20	-9

Table 13. (continued)

Country	Age-group	1990					1998				
		Net enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)	Net enrolment ratio (%)			GPI (F/M)	Gender gap (M-F)
		Total	Male	Female			Total	Male	Female		
Asia											
Azerbaijan	10-16	...	...	...	...	...	82	81	82	1.01	-1
Bahrain	12-17	85	84	86	1.02	-2	80	76	85	1.12	-9
Bangladesh	# 11-15	18	24	12	0.50	12	...	...	...	...	...
Brunei Darussalam	12-18	71	67	75	1.12	-8	...	...	...	...	...
Cambodia ³	12-17	...	...	...	...	...	* 20	* 26	* 14	0.54	12
China	# 12-17	...	...	...	...	...	50	* 52	* 48	0.92	4
Cyprus	12-17	...	...	...	...	...	92	90	95	1.06	-5
Georgia	10-16	...	...	...	...	...	74	75	74	0.98	1
India	# 12-16	...	...	...	...	...	39	46	31	0.68	15
Indonesia ²	13-18	38	40	35	0.88	5	43	44	41	0.95	2
Iraq	12-17	37	44	30	0.68	14	31	38	25	0.66	13
Jordan ⁴	# 12-17	...	...	...	...	...	72	70	75	1.07	-5
Korea, Republic of	12-17	86	87	85	0.98	2	97	97	98	1.00	0
Kuwait	10-17	45	46	45	0.98	1	57	57	58	1.02	-1
Lao PDR	11-16	15	17	13	0.76	4	27	30	23	0.79	6
Lebanon	11-17	...	...	...	...	...	76	72	79	1.10	-7
Macau	12-17	53	50	56	1.12	-6	61	58	65	1.12	-7
Malaysia	# 12-16	...	...	...	...	...	93	89	97	1.09	-8
Maldives ²	# 13-17	...	...	...	...	...	31	29	33	1.13	-4
Oman	12-17	...	...	...	...	...	58	57	58	1.02	-1
Palestinian Auton.Terr. ⁴	# 10-17	...	...	...	...	...	77	75	79	1.05	-4
Philippines ¹	12-15	57	...	...	...	...	50	48	52	1.09	-4
Qatar	12-17	67	64	70	1.09	-6	67	65	69	1.06	-4
Saudi Arabia	12-17	31	34	28	0.82	6	...	...	...	...	...
Sri Lanka	10-17	46	52	39	0.75	13	* 67	* 64	* 69	1.08	-5
Syrian Arab Republic	12-17	45	50	39	0.78	11	38	39	36	0.92	3
Thailand	12-17	...	...	...	...	...	* 55	* 54	* 57	1.06	-3
Turkey ⁵	11-16	41	56	63	1.13	-7	51	59	43	0.73	16
United Arab Emirates	12-17	59	65	73	1.12	-8	70	68	73	1.07	-5
Viet Nam	11-17	...	...	...	...	...	49	48	50	1.04	-2
Yemen	# 12-17	...	...	...	...	...	* 35	* 50	* 20	0.40	30
Oceania											
Papua New Guinea	13-18	...	...	...	...	...	22	26	18	0.69	8
Samoa	11-17	...	...	...	...	...	65	62	68	1.10	-6
Vanuatu	12-19	...	...	...	...	...	20	20	20	1.00	0

1. Data for the latest year refer to 1997.

2. Data for the latest year refer to 1999.

3. Data for the latest year refer to public education only.

4. Indicator based on national population data.

5. Data for the latest year refer to 1996.

Table 14. Secondary (general) education: Percentage of repeaters by gender, 1990 and 1998

Country	1990					1998				
	Percentage of repeaters			GPI (F/M)	Gender gap (M-F)	Percentage of repeaters			GPI (F/M)	Gender gap (M-F)
	Total	Male	Female			Total	Male	Female		
Africa										
Algeria	14	17	11	0.67	6	*23	*26	*19	0.73	7
Benin	...	...	...	...	...	22	21	24	1.14	-3
Botswana	0.6	0.4	0.7	1.59	0	0.5	0.1	0.9	9.00	-1
Burkina Faso	23	...	...	...	...	29	28	32	1.14	-4
Burundi	14	13	16	1.25	-3	...	...	...	...	...
Cameroon	19	18	19	1.05	-1	...	...	...	...	...
Central African Rep.	26	26	24	0.92	2	...	...	...	...	...
Chad	20	20	21	1.04	-1	16	16	17	1.06	-1
Comoros	22	21	24	1.13	-3	10	10	11	1.10	-1
Congo	...	...	...	...	...	25	27	22	0.81	5
Côte d'Ivoire	12	...	...	...	...	...	...	...	...	...
Dem. Rep. of Congo ¹	11	11	9	0.86	2	24	25	22	0.88	3
Djibouti	8	...	...	...	...	10	...	...	...	...
Equatorial Guinea	...	...	...	...	...	16	13	22	1.69	-9
Eritrea	...	...	...	...	...	16	12	22	1.83	-10
Ethiopia	...	...	...	...	...	12	10	16	1.60	-6
Gambia	2	...	...	...	...	2	2	3	1.50	-1
Ghana	1	1	1	1.16	0	...	...	...	...	...
Guinea	23	22	24	1.10	-2	...	...	...	...	...
Guinea-Bissau ²	...	...	...	...	...	19	18	20	1.11	-2
Lesotho	...	...	...	...	...	10	10	11	1.10	-1
Madagascar	20	20	19	0.94	1	18	19	18	0.95	1
Mali	26	26	26	1.01	0	...	...	...	...	...
Mauritania	15	15	15	1.01	0	...	...	...	...	...
Mauritius	14	16	12	0.73	4	14	15	13	0.87	2
Morocco	20	20	20	0.98	0	19	21	17	0.81	4
Mozambique	27	26	29	1.14	-4	...	...	...	...	...
Namibia	...	...	...	...	...	7	7	8	1.14	-1
Niger	19	19	21	1.13	-2	21	21	21	1.00	0
Rwanda	7	...	...	...	...	...	...	...	...	...
Senegal	16	15	17	1.18	-3	15	15	16	1.07	-1
South Africa	19	19	19	0.98	0	11	11	11	1.00	0
Swaziland ¹	10	9	11	1.11	-1	8	8	7	0.88	1
Togo	37	37	37	0.99	0	23	23	23	1.00	0
Tunisia	16	17	14	0.86	2	22	24	20	0.83	4
Zambia	...	...	...	...	...	3	2	4	2.00	-2
America, North										
Antigua and Barbuda	14	17	12	0.74	4	...	...	...	...	...
Belize	...	...	...	...	...	8	9	7	0.78	2
Costa Rica	12	14	10	0.73	4	11	13	10	0.77	3
Cuba	3	...	...	...	...	2	3	1	0.33	2
Dominica	...	...	...	...	...	9	12	8	0.67	4
Dominican Republic	...	...	...	...	...	3	4	2	0.50	2
El Salvador	4	4	4	1.04	0	...	...	...	...	...
Guatemala	...	...	...	...	...	3	4	2	0.50	2
Haiti	8	8	8	1.08	-1	...	...	...	...	...
Honduras	15	...	...	...	...	...	...	...	...	...
Jamaica	2	2	2	1.12	0	1	1	1	1.00	0
Mexico	3	...	...	...	...	...	...	...	...	...
Nicaragua ²	7	...	...	...	...	4	5	3	0.60	2
Trinidad and Tobago	3	2	3	1.06	0	1	1	1	1.00	0
America, South										
Argentina	...	...	...	...	...	8	10	6	0.60	4
Bolivia	5	...	...	...	...	3	3	2	0.67	1
Brazil	...	...	...	...	...	18	...	...	...	...
Colombia	...	...	...	...	...	2	3	2	0.67	1
Ecuador	...	...	...	...	...	5	6	4	0.67	2
Guyana	6	6	6	1.01	0	9	10	8	0.80	2
Paraguay	...	...	...	...	...	2	3	1	0.33	2
Peru	...	...	...	...	...	6	6	5	0.83	1
Venezuela ²	8	9	8	0.82	2	10	11	8	0.73	3

Table 14. Secondary (general) education: Percentage of repeaters by gender, 1990 and 1998

Country	1990					1998				
	Percentage of repeaters			GPI (F/M)	Gender gap (M-F)	Percentage of repeaters			GPI (F/M)	Gender gap (M-F)
	Total	Male	Female			Total	Male	Female		
Asia										
Azerbaijan	...	...	...	...	...	1	1	1	1.00	0
Bahrain	5	7	4	0.55	3	...	...	...	...	...
Bhutan	...	...	...	...	...	12	10	14	1.40	-4
Brunei Darussalam	9	...	...	...	...	...	...	...	...	...
Cambodia ³	...	...	...	...	...	7	8	5	0.63	3
China	2	...	...	...	...	...	...	...	...	...
China, Hong Kong SAR	6	...	...	...	...	...	...	...	...	...
Cyprus	2	3	1	0.39	2	3	...	0	...	...
Indonesia ²	1	1	1	0.57	0	0.4	0.6	0.2	0.33	0.4
Iran, Islamic Rep. of	14	16	11	0.65	6	...	...	...	...	...
Iraq	...	...	...	...	...	28	31	23	0.74	8
Jordan ¹	5	8	2	0.29	6	2	4	2	0.50	2
Kuwait	12	13	11	0.85	2	10	11	9	0.82	2
Lao PDR	8	10	6	0.67	3	3	4	2	0.50	2
Lebanon	...	...	...	...	...	8	9	7	0.78	2
Macau	8	9	7	0.77	2	9	11	8	0.73	3
Myanmar	...	...	...	...	...	2	...	...	...	...
Nepal	9	...	...	...	...	10	9	11	1.22	-2
Oman	9	11	6	0.53	5	10	14	6	0.43	8
Palestinian Auton. Terr.	...	...	...	...	...	3	3	2	0.67	1
Philippines ⁴	2	...	...	...	...	2	3	0.5	0.17	3
Qatar	11	13	9	0.67	4	...	...	...	...	...
Saudi Arabia	12	14	9	0.61	6	13	18	7	0.39	11
Sri Lanka	13	12	13	1.02	0	...	...	...	...	...
Syrian Arab Rep.	15	17	13	0.76	4	11	13	10	0.77	3
Turkey	26	28	22	0.79	6	...	...	...	...	...
United Arab Emirates	8	9	6	0.70	3	7	9	5	0.56	4
Viet Nam	...	...	...	...	...	2	2	1	0.50	1
Yemen	...	...	...	...	...	18	20	14	0.70	6
Oceania										
Cook Islands	...	...	...	...	...	3	...	...	...	...
Kiribati	2	3	2	0.47	2	...	...	...	...	...
Papua New Guinea	...	...	...	...	...	6	7	5	0.71	2
Samoa	...	...	...	...	...	3	...	...	...	...
Tonga	...	...	...	...	...	11	13	10	0.77	3
Tuvalu	...	...	...	...	...	7	8	7	0.88	1

1. Data for the latest year refer to total secondary education (general and vocational).

2. Data for the latest year refer to 1999.

3. Data for the latest year refer to public education only.

4. Data for the latest year refer to 1997.

**Table 15. Teaching staff in primary education:
Percentage female, 1990 and 1998, and percentage trained teachers by gender, 1998**

Country	Percentage of female teachers		1998			GPI (F/M)	Gender gap (M-F)
	1990	1998	Trained teachers as % of total				
			Both sexes	Male	Female		
Africa							
Algeria	39	46	94	92	96	1.04	-4
Benin	25	23	...	...	...	...	...
Botswana	80	82	92	87	93	1.07	-6
Burkina Faso	27	25	60	59	61	1.03	-2
Burundi ¹	46	54	87	...	...	...	...
Cameroon	30	36	...	...	...	...	...
Cape Verde	60	62	...	...	...	...	...
Central African Republic ¹	25	22	100	100	100	1.00	0
Chad	6	9	44	...	...	...	...
Comoros	...	26	47	48	46	0.96	2
Congo	32	42	81	78	86	1.10	-8
Côte d'Ivoire	19	20	...	...	...	...	...
Democratic Rep. of Congo	24	21	...	...	...	...	...
Djibouti	37	28	90	88	96	1.09	-8
Egypt	52	52	...	...	...	...	...
Equatorial Guinea	27	28	100	100	100	1.00	0
Eritrea	45	35	73	75	69	0.92	6
Ethiopia ²	24	28	91	91	92	1.01	-1
Gabon	...	42	84	83	86	1.04	-3
Gambia	* 31	29	72	...	...	...	...
Ghana	36	...	...	...	...	...	...
Guinea	22	25	100	100	100	1.00	0
Guinea-Bissau ³	...	21	28	26	34	1.31	-8
Kenya	37	42	97	96	97	1.01	-1
Lesotho	80	80	44	41	45	1.10	-4
Liberia	...	19	...	...	...	...	...
Libyan Arab Jamahiriya	...	* 53	...	...	...	...	...
Madagascar	...	58	...	...	...	...	...
Malawi ⁴	31	* 40	54	* 57	* 49	0.86	8
Mali ^{4, 5}	23	23	73	...	...	...	...
Mauritania	18	26	99	99	100	1.01	-1
Mauritius	45	53	100	100	100	1.00	0
Morocco	37	39	...	...	...	...	...
Mozambique	23	24	33	33	33	1.00	0
Namibia	...	67	29	29	29	1.00	0
Niger	33	31	100	100	99	0.99	1
Nigeria	43	...	...	...	...	...	...
Rwanda	46	55	50	53	49	0.92	4
Sao Tome and Principe	...	...	...	...	...	...	...
Senegal	27	...	...	...	...	...	...
Seychelles	...	88	84	78	84	1.08	-6
Sierra Leone ³	...	40	61	63	58	0.92	5
South Africa ⁶	58	78	* 63	* 66	* 62	0.94	4
Sudan ²	51	68	52	79	39	0.49	40
Swaziland	79	75	91	89	92	1.03	-3
Togo	19	13	38	34	61	1.79	-27
Tunisia	45	50	100	100	100	1.00	0
Uganda	30	33	...	...	...	...	...
United Republic of Tanzania	41	44	44	44	44	1.00	0
Zambia	...	47	89	86	92	1.07	-6
Zimbabwe ³	39	47	94	...	...	...	...
America, North							
Antigua and Barbuda	...	85	...	...	...	...	...
Bahamas	...	66	...	...	...	...	...
Barbados	72	76	84	...	...	...	...
Belize	70	70	61	56	63	1.12	-7
British Virgin Islands	...	86	72	55	75	1.37	-20
Costa Rica	80	80	93	...	...	...	...

Table 15. (continued)

Country	Percentage of female teachers		1998 Trained teachers as % of total			GPI (F/M)	Gender gap (M-F)
	1990	1998	Both sexes	Male	Female		
	Cuba	79	79	100	100			100	1.00	0
Dominica	81	76	64	46	70	1.53	-24
Dominican Republic	...	82	74	64	77	1.20	-13
El Salvador	67	...	...	...	...	...	...
Grenada	72	...	...	...	...	...	...
Haiti ⁷	45	31	28	33	18	0.54	15
Honduras ⁴	74	73	...	...	...	...	...
Jamaica	* 88	90	...	...	...	...	...
Mexico	...	66	...	...	...	...	...
Netherlands Antilles	...	86	100	100	100	1.00	0
Nicaragua ³	87	83	...	...	...	...	...
Panama	74	...	...	...	...	...	...
St. Kitts and Nevis	79	83	...	...	...	...	...
St. Lucia	83	83	96	...	...	...	...
St. Vincent and the Grenadines	67	...	...	...	...	...	...
Trinidad and Tobago	70	76	71	74	71	0.96	3
America, South							
Argentina	...	89	...	...	...	...	...
Bolivia	57	61	...	...	...	...	...
Brazil	...	94	...	...	...	...	...
Chile	73	74	94	...	...	...	...
Ecuador	...	68	...	...	...	...	...
Guyana	76	86	52	52	52	0.99	0
Paraguay	...	76	...	...	...	...	...
Peru	...	60	96	...	...	...	...
Suriname	84	...	...	...	...	...	...
Uruguay	...	92	...	...	...	...	...
Venezuela ³	74	...	...	...	...	...	...
Asia							
Afghanistan	59	...	...	...	...	...	...
Azerbaijan	...	83	100	100	100	1.00	0
Bahrain	54	* 60	...	...	...	...	...
Bangladesh	19	* 19	...	...	...	...	...
Bhutan	...	41	100	100	100	1.00	0
Brunei Darussalam	57	65	...	...	...	...	...
Cambodia	31	* 37	95	95	95	1.00	0
China	43	49	...	...	...	...	...
Cyprus	60	...	...	...	...	...	...
Georgia	92	...	...	...	...	...	...
India	29	34	...	...	...	...	...
Indonesia ³	51	54	63	...	...	...	...
Iran, Islamic Republic of ³	53	54	...	...	...	...	...
Iraq	70	72	...	...	...	...	...
Jordan	62	...	...	...	...	...	...
Kazakhstan	96	93	...	...	...	...	...
Korea, Republic of	50	67	...	...	...	...	...
Kuwait	61	73	100	100	100	1.00	0
Kyrgyzstan	81	...	48	49	48	0.98	1
Lao PDR	38	43	76	69	85	1.23	-16
Lebanon	...	82	23	23	23	1.00	0
Macau	...	87	81	62	84	1.35	-22
Malaysia	57	63	97	...	...	...	...
Maldives ¹	...	60	67	70	65	0.93	5
Mongolia	90	* 90	94	...	...	...	...
Myanmar	62	73	...	...	...	...	...
Nepal	14	23	46	50	35	0.70	15
Oman	47	52	100	100	99	0.99	1
Pakistan	27	* 38	* 56	* 57	* 56	0.98	1
Palestinian Aut. Terr. ²	...	51	100	100	100	1.00	0

Table 15. (continued)

Country	Percentage of female teachers		1998			GPI (F/M)	Gender gap (M-F)
	1990	1998	Trained teachers as % of total				
			Both sexes	Male	Female		
Philippines ⁴	...	87	100	100	100	1.00	0
Qatar	72	75	...	...	...	...	...
Saudi Arabia	48	54	...	...	...	...	...
Singapore	71	...	...	...	...	...	...
Syrian Arab Republic	64	65	92	87	95	1.09	-8
Tajikistan	49	...	...	...	...	...	...
Thailand	...	63	...	...	...	...	...
Turkey	43	44	...	...	...	...	...
United Arab Emirates	64	73	71	74	70	0.95	4
Uzbekistan	79	...	...	...	...	...	...
Viet Nam	...	78	78	75	78	1.04	-3
Yemen ²	...	20	75	77	68	0.88	9
Oceania							
Fiji	57	57	97	97	98	1.01	-1
Kiribati	57	64	...	...	...	...	...
Papua New Guinea	32	38	100	100	100	1.00	0
Samoa	72	73	...	...	...	...	...
Solomon Islands ⁴	...	46	* 79	...	...	...	...
Tonga	69	70	87	75	93	1.24	-18
Tuvalu	72	...	...	...	...	...	...
Vanuatu ⁷	40	45	47	45	49	1.09	-4

1. Data on trained teachers refer to public education only.
2. Data on trained teachers include the first stage of secondary education.
3. Data for the latest year refer to 1999.
4. Data for the latest year refer to 1997.
5. Data are from the EFA 2000 National Report.
6. Data on trained teachers include pre-primary education.
7. Data for 1990 include pre-primary teachers.

Appendix II: Country profiles

This appendix contains statistical Country profiles for the countries singled out by the UN Girls' Education Initiative, because of their critical situation in terms of overall enrolment in primary education and/or gender gaps.

The 52 countries are¹: Afghanistan, Angola, Bangladesh, Benin, Bhutan, Burkina Faso, Burundi, Cambodia, Cameroon, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Guinea Bissau, Haiti, India, Kenya, Lao People's Democratic Republic, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Myanmar, Nepal, Nicaragua, Niger, Nigeria, Pakistan, Rwanda, Sao Tome and Principe, Senegal, Sierra Leone, Somalia, Sudan, Tajikistan, Tanzania, Togo, Turkmenistan, Uganda, Yemen, and Zambia.

However no Country profiles are presented for Somalia and Turkmenistan, due to a lack of data.

The profiles present background indicators as well as indicators of literacy and education.

Background indicators

Demographic data and indicators. Data and indicators based on the United Nations Population Division database (1998 revision). Although data from the 2000 assessment are also available, it was decided to present 1998 assessment data to be consistent with the UIS education and literacy indicators.

Total population. Estimates of the 1998 population, in thousands.

Total fertility rate. The average number of children that would be born alive to a woman during her lifetime, if she were to bear children at each age in accordance with prevailing age-specific fertility rates.

Infant mortality rate. The number of deaths of infants under 1 year of age per 1,000 live births in a given year. More specifically, the probability of dying between birth and exactly 1 year of age times 1,000.

Life expectancy at birth. The average number of years a newborn infant would live, if prevailing patterns of mortality at the time of its birth were to stay the same throughout its life.

Human Development Index (HDI). A composite index measuring average achievement in three basic dimensions of human development - a long and healthy life, knowledge, and a decent standard of living. In 1999 it ranks from a high of 0.939 (Sweden) to a low of 0.258 (Sierra Leone). Source: UNDP Human Development Report, 2001. For details on the calculation of the Index, see Technical notes in Human Development Report, various editions.

Expenditure on education as percentage of GDP. Total public expenditure on education expressed as a percentage of the Gross Domestic Product. (Source: UIS database)

GDP per capita. Gross Domestic Product per capita in 1990 and 1998, at constant 1995 US dollars. Source: World Development Indicators. World Bank CD-ROM, 2001.

Indicators of literacy and education

The reader is referred to the explanatory notes of Appendix I for detailed explanations on the methodology and definitions underlying the indicators, and for the meaning of the symbols used in the tables.

For the indicator *Survival to Grade 5* and *Transition from Primary to Secondary Education* the data for 1998 refer to the latest year for which data were available from 1995/96 to 1997/98.

1. Source: UNICEF paper : ' A Proposal for A G8 Initiative starting in 2001'. The list has recently been revised, and now includes 61 countries.

Contextual indicators

	1990	1998
Population (thousands)	14,755	21,354
Total fertility rate (number of children per woman)	6.9	6.3
Life expectancy at birth (years) : Male	43	47
Female	44	48
Infant mortality rate (per 1,000 births)	160	143
Human development index (latest year: 1999)	...	...
GDP per capita (constant 1995 US\$)	...	...
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)	
Literacy (estimates)											
	1990					2000					
1. Adult literacy rate (% age 15+)	27	41	12	0.29	29	37	52	22	0.42	30	
2. Youth literacy rate (% age-group 15-24)	42	59	24	0.40	35	56	70	42	0.60	28	
Pre-primary education											
	1990					1998					
3. GER (% age-group 3-6)	...	...	...	...	...	...	...	...	...	...
Access to schooling											
4. Apparent intake rate (%)	...	...	...	...	...	...	...	...	...	...
5. Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education											
7. GER (% age-group 7-12)	27	35	19	0.54	16	...	...	...	...	...
8. NER "	...	...	...	...	...	...	...	...	...	...
9. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education											
12. GER (% age-group 13-18) ¹	9	...	...	...	...	22	32	12	0.38	20
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
59	...

15 b. Percentage of trained teachers

1998		
MF	M	F
...

1. Data for the latest year refer to 1996.

Contextual indicators

	1990	1998
Population (thousands)	9,230	12,092
Total fertility rate (number of children per woman)	7.2	6.2
Life expectancy at birth (years) : Male	45	47
Female	48	51
Infant mortality rate (per 1,000 births)	125	113
Human development index (latest year: 1999)	...	0.422
GDP per capita (constant 1995 US\$)	690	521
Public expenditure on education as % of GDP	...	2.6

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	...	...	...	...	...	...	...	...	...	...
2. Youth literacy rate (% age-group 15-24)	...	...	...	...	...	...	...	...	...	...
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-5) #	54	71	37	0.52	34	...	...	...	...	...
Access to schooling										
4. Apparent intake rate (%)	76	...	...	...	...	88	100	77	0.76	24
5. Net intake rate (%)	...	...	...	...	...	*24	*27	*22	0.81	5
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 6-9)	92	95	88	0.93	7	91	99	83	0.84	16
8. NER "	...	...	...	...	...	*57	*61	*53	0.87	8
9. Percentage of repeaters	33	...	...	...	...	35	33	38	1.14	-5
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%) ¹	...	...	...	...	...	56	54	58	1.08	-4
Secondary education										
12. GER (% age-group 10-16) #	12	...	...	...	...	*16	*19	*13	0.68	6
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers	1990	1998	15 b. Percentage of trained teachers		
	1990	1998	MF	M	F

1. Transition to secondary education includes technical education programmes.

Contextual indicators

	1990	1998
Population (thousands)	109,465	124,774
Total fertility rate (number of children per woman)	3.4	2.8
Life expectancy at birth (years) : Male	56	61
Female	56	61
Infant mortality rate (per 1,000 births)	91	67
Human development index (latest year: 1999)	0.414	0.470
GDP per capita (constant 1995 US\$)	277	350
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	35	46	23	0.50	23	41	52	30	0.57	22
2. Youth literacy rate (% age-group 15-24)	44	55	32	0.59	22	51	61	40	0.66	21
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-5)	...	...	...	...	...	...	...	...	...	...
Access to schooling										
4. Apparent intake rate (%)	...	...	...	...	...	...	...	...	...	...
5. Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6. School life expectancy (in years)	5.1	5.9	4.2	0.71	1.7	...	...	...	...	...
Primary education										
7. GER (% age-group 6-10)	72	77	66	0.86	11	...	...	...	...	...
8. NER "	64	68	60	0.88	8	...	...	...	...	...
9. Percentage of repeaters	7	...	...	...	...	...	...	...	...	...
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education										
12. GER (% age-group 11-15) #	19	25	13	0.52	12	...	...	...	...	...
13. NER "	18	24	12	0.50	12	...	...	...	...	...
14. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers	1990	1998	15 b. Percentage of trained teachers		
	1990	1998	1998		
	19	*19	MF	M	F
		

Contextual indicators

	1990	1998
Population (thousands)	4,660	5,781
Total fertility rate (number of children per woman)	6.3	5.3
Life expectancy at birth (years) : Male	51	52
Female	55	55
Infant mortality rate (per 1,000 births)	90	81
Human development index (latest year: 1999)	0.359	0.420
GDP per capita (constant 1995 US\$)	345	394
Public expenditure on education as % of GDP	...	2.5

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)	
Literacy (estimates)											
	1990					2000					
1. Adult literacy rate (% age 15+)	28	41	16	0.39	25	40	57	25	0.43	32	
2. Youth literacy rate (% age-group 15-24)	44	63	26	0.41	37	58	78	38	0.49	40	
Pre-primary education											
	1990					1998					
3. GER (% age-group 4-5) #	3	3	2	0.67	1	5	5	5	0.95	0	
Access to schooling											
4. Apparent intake rate (%) ¹	57	72	40	0.56	32	70	81	58	0.72	22	
5. Net intake rate (%)	25	32	18	0.56	14	43	50	36	0.72	14	
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education											
7. GER (% age-group 6-11)	58	78	39	0.50	39	84	102	66	0.65	36	
8. NER "	...	...	...	...	...	...	...	...	...	...
9. Percentage of repeaters	21	21	22	1.05	-1	...	...	...	...	...
10. Survival to grade 5 (%)	55	55	56	1.02	-1	61	64	57	0.89	7	
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education											
12. GER (% age-group 12-18)	12	17	7	0.41	10	21	30	13	0.45	16	
13. NER "	...	...	...	...	...	*16	*22	*10	0.45	12
14. Percentage of repeaters	...	...	...	...	...	22	21	24	1.14	-3

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
25	23

15 b. Percentage of trained teachers

1998		
MF	M	F
...

1. Source: EFA 2000 National Report.

Contextual indicators

	1990	1998
Population (thousands)	1,696	2,004
Total fertility rate (number of children per woman)	5.8	5.1
Life expectancy at birth (years): Male	57	62
Female	59	65
Infant mortality rate (per 1,000 births)	75	54
Human development index (latest year: 1999)	...	0.477
GDP per capita (constant 1995 US\$)	387	493
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)	
Literacy (estimates)											
	1990					2000					
1. Adult literacy rate (% age 15+)	
2. Youth literacy rate (% age-group 15-24)	
Pre-primary education											
	1990					1998					
3. GER (% age-group 4-5)	
Access to schooling											
4. Apparent intake rate (%)	
5. Net intake rate (%)	
6. School life expectancy (in years)	
Primary education											
7. GER (% age-group 6-12)	
8. NER "	
9. Percentage of repeaters	13	14	12	0.87	2	
10. Survival to grade 5 (%)	
11. Transition to secondary education (%)	
Secondary education											
12. GER (% age-group 13-16)	
13. NER "	
14. Percentage of repeaters	12	10	14	1.40	-4	

Teaching staff in primary education

15 a. Percentage of female teachers			15 b. Percentage of trained teachers		
1990	1998		1998		
			MF	M	F
...	41		100	100	100

Contextual indicators

	1990	1998
Population (thousands)	9,060	11,305
Total fertility rate (number of children per woman)	7.1	6.1
Life expectancy at birth (years) : Male	44	45
Female	46	47
Infant mortality rate (per 1,000 births)	104	91
Human development index (latest year: 1999)	0.294	0.320
GDP per capita (constant 1995 US\$)	225	259
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	16	25	8	0.32	17	24	34	14	0.41	20
2. Youth literacy rate (% age-group 15-24)	25	36	14	0.39	22	35	46	23	0.51	23
Pre-primary education										
	1990					1998				
3. GER (% age-group 4-6)	0.7	0.7	0.7	1.00	0	2	2	2	1.02	0
Access to schooling										
4. Apparent intake rate (%)	33	40	25	0.63	15	44	51	36	0.71	15
5. Net intake rate (%)	...	...	...	...	...	19	22	15	0.70	7
6. School life expectancy (in years)	2.6	3.3	2.0	0.61	1.3	3.3	4.0	2.6	0.66	1.3
Primary education										
7. GER (% age-group 7-12)	33	41	26	0.63	15	42	50	34	0.68	16
8. NER "	27	33	21	0.64	12	34	40	28	0.70	12
9. Percentage of repeaters	18	18	18	1.00	0	18	18	18	1.03	0
10. Survival to grade 5 (%)	70	71	68	0.96	3	67	65	69	1.05	-4
11. Transition to secondary education (%) ¹	30	...	...	...	...	34	36	31	0.86	5
Secondary education										
12. GER (% age-group 13-19)	7	9	5	0.56	4	10	12	7	0.61	5
13. NER "	...	...	...	...	...	9	11	6	0.59	4
14. Percentage of repeaters	23	...	...	...	...	29	28	32	1.14	-4

Teaching staff in primary education

15 a. Percentage of female teachers	1990	1998	15 b. Percentage of trained teachers		
	1990	1998	1998		
			MF	M	F
	27	25	60	59	61

1. For the latest year transition to secondary education includes technical education programmes.

Contextual indicators

	1990	1998
Population (thousands)	5,456	6,457
Total fertility rate (number of children per woman)	6.8	5.7
Life expectancy at birth (years) : Male	40	42
Female	43	45
Infant mortality rate (per 1,000 births)	123	110
Human development index (latest year: 1999)	0.344	0.309
GDP per capita (constant 1995 US\$)	206	147
Public expenditure on education as % of GDP	...	*3.9

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	38	50	27	0.55	23	48	57	41	0.72	16
2. Youth literacy rate (% age-group 15-24)	52	58	45	0.77	13	63	65	62	0.95	3
Pre-primary education										
	1990					1998				
3. GER (% age-group 4-6)	...	...	...	...	...	0.8	0.8	0.8	1.01	0
Access to schooling										
4. Apparent intake rate (%)	68	73	63	0.86	10	*70	*77	*62	0.81	15
5. Net intake rate (%)	34	37	31	0.85	6	*25	*27	*23	0.85	4
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 7-12)	70	77	63	0.82	14	*51	*56	*46	0.82	10
8. NER "	52	56	48	0.86	8	*38	*41	*34	0.83	7
9. Percentage of repeaters	22	22	21	0.95	1	*25	*26	*25	0.96	1
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%)	10	11	9	0.82	2	...	...	...	...	...
Secondary education										
12. GER (% age-group 13-19)	6	7	4	0.57	3	*7	...	...	...	...
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	14	13	16	1.25	-3	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers	1990	1998	15 b. Percentage of trained teachers		
	1990	1998	MF	M	F
	46	54	87	...	...

1. Data refer to public education only.

Contextual indicators

	1990	1998
Population (thousands)	8,652	10,716
Total fertility rate (number of children per woman)	4.9	4.2
Life expectancy at birth (years) : Male	50	52
Female	53	56
Infant mortality rate (per 1,000 births)	116	92
Human development index (latest year: 1999)	...	0.541
GDP per capita (constant 1995 US\$)	240	279
Public expenditure on education as % of GDP	...	1.4

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	...	...	...	...	...	...	...	...	...	...
2. Youth literacy rate (% age-group 15-24)	...	...	...	...	...	...	...	...	...	...
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-5)	5	6	5	0.83	1	*5	*5	*5	1.00	0
Access to schooling										
4. Apparent intake rate (%)	...	...	...	...	...	...	...	...	...	...
5. Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6. School life expectancy (in years)	...	...	...	...	...	8.0	...	...	...	...
Primary education										
7. GER (% age-group 6-11) #	121	133	110	0.83	23	117	126	109	0.87	17
8. NER "	...	...	...	...	...	*100	...	...	...	...
9. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...
10. Survival to grade 5 (%)	...	...	...	...	...	52	52	52	1.00	0
11. Transition to secondary education (%)	...	...	...	...	...	76	80	71	0.88	10
Secondary education¹										
12. GER (% age-group 12-17)	32	45	19	0.42	26	22	29	15	0.53	14
13. NER "	...	...	...	...	...	*20	*26	*14	0.54	12
14. Percentage of repeaters	...	...	...	...	...	7	8	5	0.63	3

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
31	*37

15 b. Percentage of trained teachers

1998		
MF	M	F
95	95	95

1. Data for the latest year refer to public education only.

Contextual indicators

	1990	1998
Population (thousands)	11,472	14,305
Total fertility rate (number of children per woman)	5.7	4.9
Life expectancy at birth (years) : Male	53	53
Female	56	55
Infant mortality rate (per 1,000 births)	82	67
Human development index (latest year: 1999)	0.511	0.506
GDP per capita (constant 1995 US\$)	764	646
Public expenditure on education as % of GDP	...	*2.6

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	63	72	54	0.74	18	76	82	70	0.85	12
2. Youth literacy rate (% age-group 15-24)	87	90	85	0.95	5	94	94	94	1.00	0
Pre-primary education										
	1990					1998				
3. GER (% age-group 4-5)	13	13	13	1.00	0	12	12	11	0.95	1
Access to schooling										
4. Apparent intake rate (%)	85	90	80	0.89	10	...	...	...	...	...
5. Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 6-11)	101	109	93	0.85	16	90	99	82	0.83	17
8. NER "	...	...	...	...	...	...	...	...	...	...
9. Percentage of repeaters	29	30	28	0.93	2	...	...	...	...	...
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education										
12. GER (% age-group 12-18)	28	33	23	0.70	10	20	23	18	0.78	5
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	19	18	19	1.05	-1	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers	1990	1998	15 b. Percentage of trained teachers		
	1990	1998	MF	M	F
	30	36	...	...	...

Central African Republic

Contextual indicators

	1990	1998
Population (thousands)	2,942	3,485
Total fertility rate (number of children per woman)	5.3	4.5
Life expectancy at birth (years) : Male	46	43
Female	49	47
Infant mortality rate (per 1,000 births)	101	92
Human development index (latest year: 1999)	0.370	0.372
GDP per capita (constant 1995 US\$)	363	341
Public expenditure on education as % of GDP	...	*1.9

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	33	47	21	0.44	27	47	60	35	0.58	25
2. Youth literacy rate (% age-group 15-24)	52	66	39	0.60	26	67	76	59	0.77	17
Pre-primary education										
	1990					1998				
3. GER (% age-group 4-5) #	6	...	...	...	...	...	...	...	...	...
Access to schooling										
4. Apparent intake rate (%)	59	69	51	0.74	18	*43	*50	*36	0.72	14
5. Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 6-11)	65	80	51	0.64	29	*57	*69	*46	0.67	23
8. NER "	53	64	42	0.66	22	*53	*64	*43	0.67	21
9. Percentage of repeaters	32	32	32	1.00	0	*33	*33	*32	0.97	1
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education										
12. GER (% age-group 12-18)	12	17	7	0.41	10	...	...	...	...	...
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	26	26	24	0.92	2	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
25	22

15 b. Percentage of trained teachers¹

1998		
MF	M	F
100	100	100

1. Data refer to public education only.

Contextual indicators

	1990	1998
Population (thousands)	5,746	7,270
Total fertility rate (number of children per woman)	6.6	5.5
Life expectancy at birth (years) : Male	44	47
Female	48	50
Infant mortality rate (per 1,000 births)	122	103
Human development index (latest year: 1999)	0.321	0.359
GDP per capita (constant 1995 US\$)	228	226
Public expenditure on education as % of GDP ¹	...	1.8

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	28	37	19	0.51	18	43	52	34	0.66	18
2. Youth literacy rate (% age-group 15-24)	48	58	38	0.65	21	67	73	60	0.82	13
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-5)	...	...	...	...	...	...	...	...	...	...
Access to schooling										
4. Apparent intake rate (%)	55	69	41	0.59	28	77	91	64	0.71	27
5. Net intake rate (%)	...	...	...	...	...	23	27	19	0.71	8
6. School life expectancy (in years)	...	...	...	...	...	*5.0	*6.5	*3.3	0.51	3.2
Primary education										
7. GER (% age-group 6-11)	54	75	34	0.45	41	67	85	49	0.58	36
8. NER "	...	...	...	...	...	55	68	42	0.62	26
9. Percentage of repeaters	32	32	34	1.06	-2	26	26	26	1.02	-1
10. Survival to grade 5 (%)	53	58	43	0.74	15	51	53	48	0.90	5
11. Transition to secondary education (%) ²	41	41	40	0.98	1	51	52	49	0.96	2
Secondary education										
12. GER (% age-group 12-18)	8	13	3	0.23	10	11	17	4	0.26	13
13. NER "	...	...	...	...	...	7	12	3	0.29	8
14. Percentage of repeaters	20	20	21	1.04	-1	16	16	17	1.06	-1

Teaching staff in primary education

15 a. Percentage of female teachers	1990	1998	15 b. Percentage of trained teachers		
	1990	1998	MF	M	F
	6	9	44	...	...

1. Data for the latest year refer to 1999.

2. For the latest year transition to secondary education includes technical/vocational programmes.

Contextual indicators

	1990	1998
Population (thousands)	527	658
Total fertility rate (number of children per woman)	5.4	4.3
Life expectancy at birth (years) : Male	55	59
Female	59	62
Infant mortality rate (per 1,000 births)	84	67
Human development index (latest year: 1999)	0.498	0.510
GDP per capita (constant 1995 US\$)	516	404
Public expenditure on education as % of GDP	...	4.1

Indicators of literacy and education

		MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)		1990					2000				
1.	Adult literacy rate (% age 15+)	54	61	46	0.75	15	60	67	53	0.79	14
2.	Youth literacy rate (% age-group 15-24)	62	68	55	0.81	13	67	73	62	0.85	11
Pre-primary education		1990					1998				
3.	GER (% age-group 3-5)	...	...	...	...	...	2	2	2	1.00	0
Access to schooling											
4.	Apparent intake rate (%)	...	...	...	...	...	71	76	67	0.88	9
5.	Net intake rate (%)	...	...	...	...	...	16	16	16	0.97	0
6.	School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education											
7.	GER (% age-group 6-11)	75	87	63	0.72	24	76	82	70	0.85	12
8.	NER "	...	...	...	...	...	50	54	46	0.85	8
9.	Percentage of repeaters	39	39	39	1.00	0	26	26	25	0.97	1
10.	Survival to grade 5 (%)	46	...	...	...	...	...	...	...	...	...
11.	Transition to secondary education (%)	18	...	...	...	...	...	...	...	...	...
Secondary education											
12.	GER (% age-group 12-18)	18	21	14	0.67	7	25	27	22	0.81	5
13.	NER "	...	...	...	...	...	...	...	...	...	...
14.	Percentage of repeaters	22	21	24	1.13	-3	10	10	11	1.10	-1

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
...	26

15 b. Percentage of trained teachers

1998		
MF	M	F
47	48	46

Contextual indicators

	1990	1998
Population (thousands)	2,220	2,785
Total fertility rate (number of children per woman)	6.3	5.6
Life expectancy at birth (years) : Male	47	48
Female	51	52
Infant mortality rate (per 1,000 births)	89	85
Human development index (latest year: 1999)	0.504	0.502
GDP per capita (constant 1995 US\$)	1,106	890
Public expenditure on education as % of GDP	...	4.7

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	67	77	58	0.75	19	81	87	74	0.85	13
2. Youth literacy rate (% age-group 15-24)	93	95	90	0.95	5	97	98	97	0.99	1
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-5)	3	3	3	1.00	0	2	2	3	1.57	-1
Access to schooling										
4. Apparent intake rate (%)	94	100	88	0.88	12	35	36	34	0.93	2
5. Net intake rate (%)	...	...	...	...	...	*10	*11	*10	0.91	1
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 6-11)	133	141	124	0.88	17	57	59	56	0.95	3
8. NER "	...	...	...	...	...	...	...	...	...	...
9. Percentage of repeaters	37	37	37	1.00	0	39	40	38	0.96	2
10. Survival to grade 5 (%)	62	58	67	1.16	-9	...	...	...	...	...
11. Transition to secondary education (%)	46	47	46	0.98	1	...	...	...	...	...
Secondary education										
12. GER (% age-group 12-18)	53	62	44	0.71	18	...	...	...	...	...
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	...	...	...	...	...	25	27	22	0.81	5

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
32	42

15 b. Percentage of trained teachers

1998		
MF	M	F
81	78	86

Contextual indicators

	1990	1998
Population (thousands)	11,635	14,292
Total fertility rate (number of children per woman)	5.7	4.6
Life expectancy at birth (years) : Male	48	47
Female	50	48
Infant mortality rate (per 1,000 births)	93	80
Human development index (latest year: 1999)	0.414	0.426
GDP per capita (constant 1995 US\$)	779	786
Public expenditure on education as % of GDP	...	4.3

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)	
Literacy (estimates)											
	1990					2000					
1. Adult literacy rate (% age 15+)	34	44	24	0.54	20	47	55	39	0.71	16	
2. Youth literacy rate (% age-group 15-24)	50	60	41	0.68	19	65	70	60	0.85	10	
Pre-primary education											
	1990					1998					
3. GER (% age-group 3-5)	0.9	1	0.9	0.90	0	3	3	3	0.97	0	
Access to schooling											
4. Apparent intake rate (%)	57	65	49	0.75	16	74	82	66	0.80	16	
5. Net intake rate (%)	...	...	...	...	...	30	34	27	0.79	7
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education											
7. GER (% age-group 6-11)	67	79	56	0.71	23	78	89	66	0.74	23	
8. NER "	47	...	...	...	...	59	67	51	0.76	16
9. Percentage of repeaters	24	24	24	1.00	0	24	...	...	...	...
10. Survival to grade 5 (%)	73	75	70	0.93	5	75	77	71	0.92	6	
11. Transition to secondary education (%) ¹⁻²	33	...	...	...	...	39	42	34	0.81	8
Secondary education											
12. GER (% age-group 12-18)	22	30	14	0.47	16	*23	*30	*16	0.53	14	
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	12	...	...	...	...	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
19	20

15 b. Percentage of trained teachers

1998		
MF	M	F
...

1. Data for the latest year refer to 1996.

2. Technical/vocational programmes are not included in the calculation of the transition rates due to a lack of data by grade.

Democratic Republic of the Congo

Contextual indicators

	1990	1998
Population (thousands)	37,363	49,139
Total fertility rate (number of children per woman)	6.7	5.9
Life expectancy at birth (years) : Male	50	51
Female	53	54
Infant mortality rate (per 1,000 births)	93	77
Human development index (latest year: 1999)	...	0.429
GDP per capita (constant 1995 US\$)	220	113
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	47	61	34	0.56	27	61	73	50	0.69	23
2. Youth literacy rate (% age-group 15-24)	69	80	58	0.72	23	82	88	75	0.85	14
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-5)	0.8	0.7	0.8	1.14	0	...	...	...	...	...
Access to schooling										
4. Apparent intake rate (%)	80	86	74	0.86	12	47	46	49	1.07	-3
5. Net intake rate (%)	...	...	...	...	...	21	20	22	1.09	-2
6. School life expectancy (in years)	...	...	...	...	...	*4.2	*4.7	*3.6	0.76	1.1
Primary education										
7. GER (% age-group 6-11)	70	81	60	0.74	21	46	48	44	0.92	4
8. NER "	54	61	48	0.79	13	32	33	31	0.94	2
9. Percentage of repeaters	18	17	18	1.06	-1	16	19	12	0.63	7
10. Survival to grade 5 (%)	55	58	50	0.86	8	...	...	...	...	...
11. Transition to secondary education (%)	27	26	29	1.12	-3	...	...	...	...	...
Secondary education										
12. GER (% age-group 12-17)	21	28	14	0.50	14	18	24	13	0.54	11
13. NER "	15	19	11	0.58	8	12	15	9	0.60	6
14. Percentage of repeaters ¹	11	11	9	0.86	2	24	25	22	0.88	3

Teaching staff in primary education

15 a. Percentage of female teachers

15 b. Percentage of trained teachers

1990		1998		1998		
				MF	M	F
	24	21		...	...	...

1. Data for the latest year refer to total secondary education (general and vocational).

Contextual indicators

	1990	1998
Population (thousands)	517	623
Total fertility rate (number of children per woman)	5.8	4.9
Life expectancy at birth (years) : Male	47	51
Female	50	54
Infant mortality rate (per 1,000 births)	116	97
Human development index (latest year: 1999)	...	0.447
GDP per capita (constant 1995 US\$)	...	742
Public expenditure on education as % of GDP	...	*3.4

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)	
Literacy (estimates)											
	1990					2000					
1. Adult literacy rate (% age 15+)	53	67	40	0.59	27	65	76	54	0.72	21	
2. Youth literacy rate (% age-group 15-24)	73	82	64	0.78	18	84	89	79	0.90	9	
Pre-primary education											
	1990					1998					
3. GER (% age-group 4-5)	0.7	0.6	0.8	1.33	0	0.5	0.4	0.6	1.51	0	
Access to schooling											
4. Apparent intake rate (%)	36	...	...	...	...	34	39	29	0.74	10
5. Net intake rate (%)	...	...	...	...	...	25	29	21	0.74	7
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education											
7. GER (% age-group 6-11)	38	45	32	0.71	13	39	46	32	0.70	14	
8. NER "	32	...	...	...	...	32	37	27	0.73	10
9. Percentage of repeaters	13	...	...	...	...	17	...	...	...	...
10. Survival to grade 5 (%)	87	...	...	...	...	79	...	...	...	...
11. Transition to secondary education (%) ¹⁻²	34	...	...	...	...	39	...	...	...	...
Secondary education											
12. GER (% age-group 12-18)	12	14	9	0.64	5	16	19	13	0.71	5	
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	8	...	...	...	...	10	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
37	28

15 b. Percentage of trained teachers

1998		
MF	M	F
90	88	96

1. Data for the latest year refer to 1996.

2. Technical/vocational programmes are not included in the calculation of the transition rates due to a lack of data by grade.

Contextual indicators

	1990	1998
Population (thousands)	2,889	3,577
Total fertility rate (number of children per woman)	6.1	5.2
Life expectancy at birth (years) : Male	48	51
Female	51	53
Infant mortality rate (per 1,000 births)	101	82
Human development index (latest year: 1999)	...	0.416
GDP per capita (constant 1995 US\$)	...	177
Public expenditure on education as % of GDP	...	5.0

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)	
Literacy (estimates)											
	1990					2000					
1. Adult literacy rate (% age 15+)	46	58	35	0.59	24	56	67	45	0.66	23	
2. Youth literacy rate (% age-group 15-24)	61	73	49	0.68	23	70	80	60	0.75	20	
Pre-primary education											
	1990					1998					
3. GER (% age-group 5-6)	4	4	4	1.00	0	5	6	5	0.88	1	
Access to schooling											
4. Apparent intake rate (%)	...	...	...	...	...	55	60	49	0.81	12
5. Net intake rate (%)	...	...	...	...	...	17	18	16	0.89	2
6. School life expectancy (in years)	...	...	...	...	...	4.3	4.9	3.8	0.77	1.1
Primary education											
7. GER (% age-group 7-11)	46	51	41	0.80	10	53	58	48	0.83	10	
8. NER "	...	...	...	...	...	34	36	31	0.86	5
9. Percentage of repeaters	32	29	36	1.24	-7	19	18	21	1.14	-3	
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%) ¹	77	84	70	0.83	14	76	79	73	0.92	6	
Secondary education											
12. GER (% age-group 12-17)	15	17	14	0.82	3	24	28	19	0.69	9	
13. NER "	...	...	...	...	...	*19	*21	*17	0.81	4
14. Percentage of repeaters	...	...	...	...	...	16	12	22	1.83	-10

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
45	35

15 b. Percentage of trained teachers

1998		
MF	M	F
73	75	69

1. Data for the latest year refer to 1996.

Contextual indicators

	1990	1998
Population (thousands)	48,093	59,649
Total fertility rate (number of children per woman)	6.6	5.9
Life expectancy at birth (years) : Male	44	43
Female	47	45
Infant mortality rate (per 1,000 births)	123	103
Human development index (latest year: 1999)	0.294	0.321
GDP per capita (constant 1995 US\$)	100	108
Public expenditure on education as % of GDP ¹	...	4.7

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	28	36	20	0.57	15	38	44	33	0.76	10
2. Youth literacy rate (% age-group 15-24)	42	48	36	0.76	11	54	54	54	0.98	1
Pre-primary education										
	1990					1998				
3. GER (% age-group 4-6)	2	2	2	1.00	0	1.5	1.6	1.5	0.97	0
Access to schooling										
4. Apparent intake rate(%)	...	...	...	...	...	85	100	69	0.68	32
5. Net intake rate (%)	...	...	...	...	...	22	25	20	0.80	5
6. School life expectancy (in years)	...	...	...	...	...	4.1	5.1	3.1	0.60	2.1
Primary education										
7. GER (% age-group 7-10) #	33	39	26	0.67	13	63	79	48	0.61	31
8. NER "	...	...	...	...	...	35	41	30	0.73	11
9. Percentage of repeaters	...	...	...	...	...	11	11	12	1.17	-2
10. Survival to grade 5 (%) ²	58	61	54	0.89	7	54	53	55	1.03	-2
11. Transition to secondary education (%)	80	82	77	0.94	5	84	85	83	0.98	2
Secondary education										
12. GER (% age-group 11-18) #	14	16	13	0.81	3	17	21	13	0.62	8
13. NER "	...	...	...	...	...	*16	*19	*12	0.63	7
14. Percentage of repeaters	...	...	...	...	...	12	10	16	1.60	-6

Teaching staff in primary education

15 a. Percentage of female teachers	1990	1998	15 b. Percentage of trained teachers ³		
	1990	1998	MF	M	F
	24	28	91	91	92

1. Data for the latest year refer to 1999.

2. For the latest year the survival rate refers to grade 4 (final year of primary education).

3. Data include the first stage of secondary education.

Contextual indicators

	1990	1998
Population (thousands)	920	1,229
Total fertility rate (number of children per woman)	5.6	4.8
Life expectancy at birth (years) : Male	43	47
Female	47	51
Infant mortality rate (per 1,000 births)	132	112
Human development index (latest year: 1999)	0.314	0.398
GDP per capita (constant 1995 US\$)	374	353
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	26	32	20	0.62	12	37	44	29	0.67	15
2. Youth literacy rate (% age-group 15-24)	42	51	34	0.66	17	57	66	49	0.74	17
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-5) #	24	...	...	...	...	26	28	25	0.90	3
Access to schooling										
4. Apparent intake rate (%)	...	...	...	...	...	89	92	87	0.95	5
5. Net intake rate (%)	...	...	...	...	...	*10	*10	*10	1.00	0
6. School life expectancy (in years)	...	...	...	...	...	*7.1	*8.0	*6.3	0.78	1.7
Primary education										
7. GER (% age-group 6-11)	65	77	52	0.68	25	81	88	75	0.85	13
8. NER «	51	60	42	0.70	18	61	65	57	0.88	8
9. Percentage of repeaters	16	17	15	0.88	2	11	11	10	0.98	0
10. Survival to grade 5 (%)	87	85	89	1.05	-4	80	78	83	1.06	-5
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education										
12. GER (% age-group 12-17)	19	25	12	0.48	13	31	38	25	0.66	13
13. NER "	18	24	12	0.50	12	23	27	20	0.72	8
14. Percentage of repeaters	2	...	...	...	...	2	2	3	1.50	-1

Teaching staff in primary education

15 a. Percentage of female teachers

15 b. Percentage of trained teachers

1990		1998		1998			
					MF	M	F
*31		29		72	...	...

Contextual indicators

	1990	1998
Population (thousands)	15,128	19,162
Total fertility rate (number of children per woman)	5.7	4.7
Life expectancy at birth (years) : Male	56	60
Female	60	64
Infant mortality rate (per 1,000 births)	74	58
Human development index (latest year: 1999)	0.505	0.542
GDP per capita (constant 1995 US\$)	352	401
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)	
Literacy (estimates)											
	1990					2000					
1. Adult literacy rate (% age 15+)	58	70	47	0.67	23	72	80	63	0.78	17	
2. Youth literacy rate (% age-group 15-24)	82	88	75	0.85	13	91	94	88	0.94	5	
Pre-primary education											
	1990					1998					
3. GER (% age-group 4-5)	...	...	...	...	...	...	...	...	...	...
Access to schooling											
4. Apparent intake rate (%)	82	87	77	0.89	10	...	...	...	...	...
5. Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education											
7. GER (% age-group 6-11)	75	82	68	0.83	14	...	...	...	...	...
8. NER "	...	...	...	...	...	...	...	...	...	...
9. Percentage of repeaters	3	3	3	1.00	0	...	...	...	...	...
10. Survival to grade 5 (%)	80	81	79	0.98	2	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education											
12. GER (% age-group 12-17) #	36	45	28	0.62	17	...	...	...	...	...
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	1	1	1	1.16	0	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
36	...

15 b. Percentage of trained teachers

1998		
MF	M	F
...

Contextual indicators

	1990	1998
Population (thousands)	5,755	7,337
Total fertility rate (number of children per woman)	6.0	5.0
Life expectancy at birth (years) : Male	44	48
Female	45	49
Infant mortality rate (per 1,000 births)	135	114
Human development index (latest year: 1999)	...	0.397
GDP per capita (constant 1995 US\$)	534	597
Public expenditure on education as % of GDP	...	*1.8

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	...	...	...	...	...	...	...	...	...	...
2. Youth literacy rate (% age-group 15-24)	...	...	...	...	...	...	...	...	...	...
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-6) #	2	2	1	0.50	1	...	...	...	...	...
Access to schooling										
4. Apparent intake rate (%)	43	57	28	0.49	29	55	62	49	0.79	13
5. Net intake rate (%)	...	...	...	...	...	21	23	20	0.86	3
6. School life expectancy (in years)	...	...	...	...	...	3.7	4.6	2.8	0.61	1.8
Primary education										
7. GER (% age-group 7-12)	37	50	24	0.48	26	59	72	45	0.63	27
8. NER "	...	...	...	...	...	46	54	37	0.69	17
9. Percentage of repeaters	20	18	23	1.28	-5	26	25	27	1.07	-2
10. Survival to grade 5 (%)	59	64	48	0.75	16	54	...	...	...	...
11. Transition to secondary education (%) ¹	61	63	56	0.89	7	52	53	49	0.93	4
Secondary education										
12. GER (% age-group 13-19)	10	15	5	0.33	10	*15	*21	*8	0.38	13
13. NER "	...	...	...	...	...	*8	*14	*18	1.29	-4
14. Percentage of repeaters	23	22	24	1.10	-2	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
22	25

15 b. Percentage of trained teachers

1998		
MF	M	F
100	100	100

1. Data for the latest year refer to 1999.

Contextual indicators

	1990	1998
Population (thousands)	973	1,161
Total fertility rate (number of children per woman)	6.0	5.3
Life expectancy at birth (years) : Male	42	43
Female	45	46
Infant mortality rate (per 1,000 births)	141	122
Human development index (latest year: 1999)	0.306	0.339
GDP per capita (constant 1995 US\$)	223	173
Public expenditure on education as % of GDP ¹	...	1.7

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)	
Literacy (estimates)											
	1990					2000					
1. Adult literacy rate (% age 15+)	28	46	11	0.25	35	39	60	19	0.32	41	
2. Youth literacy rate (% age-group 15-24)	45	70	22	0.31	48	57	81	33	0.41	48	
Pre-primary education											
	1990					1998					
3. GER (% age-group 4-6)	...	...	...	...	...	4	4	4	1.05	0
Access to schooling¹											
4. Apparent intake rate (%)	...	...	...	...	...	110	127	94	0.74	33
5. Net intake rate (%)	...	...	...	...	...	33	38	29	0.76	9
6. School life expectancy (in years)	...	...	...	...	...	6.3	7.7	4.9	0.64	2.8
Primary education¹											
7. GER (% age-group 7-12)	54	70	38	0.54	32	82	98	67	0.68	31	
8. NER "	...	...	...	...	...	...	...	...	...	...
9. Percentage of repeaters	...	...	...	...	...	24	24	25	1.04	-1
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education¹											
12. GER (% age-group 13-17)	...	...	...	...	...	20	26	14	0.54	12
13. NER "	...	...	...	...	...	10	12	7	0.56	5
14. Percentage of repeaters	...	...	...	...	...	19	18	20	1.11	-2

Teaching staff in primary education¹

15 a. Percentage of female teachers

1990	1998
...	21

15 b. Percentage of trained teachers

1998		
MF	M	F
28	26	34

1. Data for the latest year refer to 1999.

Contextual indicators

	1990	1998
Population (thousands)	6,916	7,952
Total fertility rate (number of children per woman)	4.8	4.0
Life expectancy at birth (years) : Male	52	52
Female	56	57
Infant mortality rate (per 1,000 births)	75	61
Human development index (latest year: 1999)	0.449	0.467
GDP per capita (constant 1995 US\$)	502	370
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	40	43	37	0.87	6	50	52	48	0.92	4
2. Youth literacy rate (% age-group 15-24)	55	56	54	0.96	2	64	64	65	1.00	0
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-5)	34	35	33	0.94	2	63	62	64	1.03	-2
Access to schooling										
4. Apparent intake rate (%)	59	61	58	0.95	3	...	...	...	...	...
5. Net intake rate (%)	...	...	...	...	...	42	37	48	...	...
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 6-11)	48	49	46	0.94	3	...	...	...	...	...
8. NER "	22	22	23	1.05	-1	...	...	...	...	...
9. Percentage of repeaters	13	13	13	1.00	0	12	13	12	0.92	1
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education										
12. GER (% age-group 12-18) #	21	21	20	0.95	1	33	36	29	0.81	7
13. NER "	...	...	...	...	...	20	19	21	1.11	-2
14. Percentage of repeaters	8	8	8	1.08	-1	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers ¹		15 b. Percentage of trained teachers		
1990	1998	1998		
		MF	M	F
45	31	28	33	18

1. Data for 1990 include pre-primary teachers.

Contextual indicators

	1990	1998
Population (thousands)	850,785	982,223
Total fertility rate (number of children per woman)	3.6	2.7
Life expectancy at birth (years) : Male	60	63
Female	61	65
Infant mortality rate (per 1,000 births)	78	65
Human development index (latest year: 1999)	0.610	0.571
GDP per capita (constant 1995 US\$)	324	430
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	49	62	36	0.58	26	57	68	45	0.66	23
2. Youth literacy rate (% age-group 15-24)	64	73	54	0.74	19	73	80	65	0.81	15
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-5) #	3	4	3	0.75	1	29	30	29	0.99	0
Access to schooling										
4. Apparent intake rate (%)	...	...	...	...	...	129	139	118	0.85	21
5. Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 6-11) #	97	110	84	0.76	26	100	107	93	0.87	14
8. NER "	...	...	...	...	...	...	...	...	...	...
9. Percentage of repeaters	...	...	...	...	...	3	3	4	1.03	0
10. Survival to grade 5 (%)	59	61	55	0.90	6	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education										
12. GER (% age-group 12-16) #	44	55	33	0.60	22	49	59	39	0.67	19
13. NER "	...	...	...	...	...	39	46	31	0.68	15
14. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
29	34

15 b. Percentage of trained teachers

1998		
MF	M	F
...

Contextual indicators

	1990	1998
Population (thousands)	23,552	29,008
Total fertility rate (number of children per woman)	5.4	3.8
Life expectancy at birth (years) : Male	55	48
Female	58	49
Infant mortality rate (per 1,000 births)	67	64
Human development index (latest year: 1999)	0.531	0.514
GDP per capita (constant 1995 US\$)	355	339
Public expenditure on education as% of GDP	...	6.5

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	71	81	61	0.75	20	82	89	76	0.86	13
2. Youth literacy rate (% age-group 15-24)	90	93	87	0.93	6	95	96	94	0.98	2
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-5)	34	32	36	1.13	-4	39	37	40	1.08	-3
Access to schooling										
4. Apparent intake rate (%)	...	...	...	...	...	106	108	104	0.96	4
5. Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 6-12) #	95	97	93	0.96	4	92	92	92	1.00	0
8. NER "	...	...	...	...	...	...	...	...	...	...
9. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education										
12. GER (% age-group 13-17)	24	28	21	0.75	7	*31	*32	*29	0.91	3
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
37	42

15 b. Percentage of trained teachers

1998		
MF	M	F
97	96	97

Lao People's Democratic Republic

Contextual indicators

	1990	1998
Population (thousands)	4,152	5,163
Total fertility rate (number of children per woman)	6.3	5.3
Life expectancy at birth (years) : Male	50	55
Female	52	57
Infant mortality rate (per 1,000 births)	115	83
Human development index (latest year: 1999)	0.402	0.476
GDP per capita (constant 1995 US\$)	321	421
Public expenditure on education as % of GDP	...	2.4

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	36	53	20	0.38	33	49	64	33	0.52	31
2. Youth literacy rate (% age-group 15-24)	55	72	38	0.52	35	70	83	58	0.71	24
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-5)	7	8	7	0.88	1	7	7	8	1.11	-1
Access to schooling										
4. Apparent intake rate (%)	...	...	...	...	...	113	120	107	0.89	13
5. Net intake rate (%)	29	30	28	0.94	2	51	52	50	0.96	2
6. School life expectancy (in years)	...	...	...	...	...	8.1	9.1	7.1	0.78	2.0
Primary education										
7. GER (% age-group 6-10)	102	113	90	0.80	23	111	120	102	0.85	18
8. NER "	61	66	57	0.86	9	76	79	73	0.92	6
9. Percentage of repeaters	31	32	29	0.91	3	21	22	19	0.85	3
10. Survival to grade 5 (%)	53	56	50	0.89	6	54	52	56	1.07	-4
11. Transition to secondary education (%)	63	65	60	0.92	5	71	73	68	0.93	5
Secondary education										
12. GER (% age-group 11-16)	25	31	19	0.61	12	33	39	27	0.69	12
13. NER "	15	17	13	0.76	4	27	30	23	0.79	6
14. Percentage of repeaters	8	10	6	0.67	3	3	4	2	0.50	2

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
38	43

15 b. Percentage of trained teachers

1998		
MF	M	F
76	69	85

Contextual indicators

	1990	1998
Population (thousands)	1,722	2,062
Total fertility rate (number of children per woman)	5.0	4.5
Life expectancy at birth (years) : Male	57	51
Female	60	53
Infant mortality rate (per 1,000 births)	98	88
Human development index (latest year: 1999)	0.572	0.541
GDP per capita (constant 1995 US\$)	444	512
Public expenditure on education as % of GDP	...	13.2

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	78	65	89	1.37	-24	83	72	94	1.29	-21
2. Youth literacy rate (% age-group 15-24)	87	77	97	1.26	-20	90	82	99	1.19	-16
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-5)	-	-	-	-	-	20	19	22	1.15	-3
Access to schooling										
4. Apparent intake rate (%)	113	111	115	1.04	-4	94	93	94	1.01	-1
5. Net intake rate (%) ¹	36	34	39	1.16	-5	30	29	31	1.07	-2
6. School life expectancy (in years)	9.7	8.7	10.8	1.24	-2.1	*9.3	*8.7	*10.0	1.14	-1.3
Primary education										
7. GER (% age-group 6-12)	112	100	123	1.23	-23	102	97	106	1.09	-9
8. NER "	73	65	81	1.25	-16	60	56	64	1.14	-8
9. Percentage of repeaters	22	25	19	0.76	6	20	23	17	0.75	6
10. Survival to grade 5 (%)	71	58	83	1.43	-25	73	65	81	1.26	-17
11. Transition to secondary education (%) ²	...	...	...	...	...	55	56	54	0.96	2
Secondary education										
12. GER (% age-group 13-17)	25	20	30	1.50	-10	32	26	37	1.42	-11
13. NER "	15	10	20	2.00	-10	*14	*10	*19	1.90	-9
14. Percentage of repeaters	...	...	...	...	...	10	10	11	1.10	-1

Teaching staff in primary education

15 a. Percentage of female teachers

15 b. Percentage of trained teachers

1990		1998		1998		
				MF	M	F
80		80		44	41	45

1. Data for the latest year refer to 1996.

2. Technical/vocational programmes are not included in the calculation of the transition rates due to a lack of data by grade.

Contextual indicators

	1990	1998
Population (thousands)	2,579	2,666
Total fertility rate (number of children per woman)	6.8	5.8
Life expectancy at birth (years): Male	38	54
Female	40	56
Infant mortality rate (per 1,000 births)	190	75
Human development index (latest year: 1999)	...	...
GDP per capita (constant 1995 US\$)	...	...
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)	
Literacy (estimates)											
	1990					2000					
1. Adult literacy rate (% age 15+)	39	55	23	0.42	32	54	70	38	0.54	32	
2. Youth literacy rate (% age-group 15-24)	58	75	40	0.52	36	70	85	54	0.64	31	
Pre-primary education											
	1990					1998					
3. GER (% age-group 3-5) #	...	...	...	...	...	48	55	41	0.74	14
Access to schooling											
4. Apparent intake rate (%)	...	...	...	...	...	65	80	51	0.64	29
5. Net intake rate (%)	...	...	...	...	...	*39	*48	*31	0.65	17
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education											
7. GER (% age-group 6-11)	...	...	...	...	...	83	95	70	0.74	25
8. NER "	...	...	...	...	...	*41	*46	*35	0.76	11
9. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education											
12. GER (% age-group 12-17)	...	...	...	...	...	24	30	19	0.63	11
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
...	19

15 b. Percentage of trained teachers

1998		
MF	M	F
...

Contextual indicators

	1990	1998
Population (thousands)	11,632	15,057
Total fertility rate (number of children per woman)	5.9	5.0
Life expectancy at birth (years) : Male	54	58
Female	57	61
Infant mortality rate (per 1,000 births)	92	73
Human development index (latest year: 1999)	0.432	0.462
GDP per capita (constant 1995 US\$)	276	238
Public expenditure on education as % of GDP	...	1.9

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	58	66	50	0.75	17	66	74	60	0.81	14
2. Youth literacy rate (% age-group 15-24)	72	78	67	0.86	11	80	84	77	0.92	7
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-5)	5	4	5	1.25	-1	...	...	...	...	...
Access to schooling										
4. Apparent intake rate (%)	103	99	107	1.08	-8	103	104	102	0.98	2
5. Net intake rate (%)	...	...	...	...	...	*51	*56	*46	0.82	10
6. School life expectancy (in years)	...	...	...	...	...	*6.3	*6.4	*6.3	0.98	0.1
Primary education										
7. GER (% age-group 6-10)	103	103	103	1.00	0	93	94	92	0.98	2
8. NER "	...	...	...	...	...	63	62	63	1.02	-1
9. Percentage of repeaters	36	37	34	0.92	3	33	34	32	0.93	2
10. Survival to grade 5 (%)	22	22	21	0.95	1	35	33	36	1.09	-3
11. Transition to secondary education (%)	35	35	35	1.00	0	46	46	45	0.97	2
Secondary education										
12. GER (% age-group 11-17)	18	18	18	1.00	0	*16	*16	*16	1.00	0
13. NER "	...	...	...	...	...	*13	*12	*13	1.08	-1
14. Percentage of repeaters	20	20	19	0.94	1	18	19	18	0.95	1

Teaching staff in primary education

15 a. Percentage of female teachers

15 b. Percentage of trained teachers

	1990	1998	1998		
			MF	M	F
	...	58	...	...	...

Contextual indicators

	1990	1998
Population (thousands)	9,335	10,346
Total fertility rate (number of children per woman)	7.2	6.2
Life expectancy at birth (years) : Male	41	40
Female	43	41
Infant mortality rate (per 1,000 births)	147	127
Human development index (latest year: 1999)	0.363	0.397
GDP per capita (constant 1995 US\$)	145	154
Public expenditure on education as % of GDP	...	4.6

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	52	69	36	0.53	33	60	74	47	0.62	28
2. Youth literacy rate (% age-group 15-24)	63	76	51	0.68	25	71	81	61	0.75	20
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-5)	-	-	-	-	-	...	...	...	...	...
Access to schooling										
4. Apparent intake rate (%)	101	105	97	0.92	8	...	...	...	...	...
5. Net intake rate (%)	46	42	49	1.15	-6	...	...	...	...	...
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 6-9) #	68	74	62	0.84	12	...	...	...	...	...
8. NER "	50	52	48	0.92	4	...	...	...	...	...
9. Percentage of repeaters ¹	19	19	19	1.00	0	*16	*16	*16	1.00	0
10. Survival to grade 5 (%)	64	71	57	0.80	14	34	36	32	0.89	4
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education										
12. GER (% age-group 10-17) #	8	11	5	0.45	6	...	...	...	...	...
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...

Teaching staff in primary education¹

15 a. Percentage of female teachers	1990	1998	15 b. Percentage of trained teachers		
	1990	1998	MF	M	F
	31	*40	54	57	49

1. Data for the latest year refer to 1997.

Contextual indicators

	1990	1998
Population (thousands)	8,842	10,694
Total fertility rate (number of children per woman)	7.1	6.1
Life expectancy at birth (years) : Male	50	54
Female	53	57
Infant mortality rate (per 1,000 births)	123	110
Human development index (latest year: 1999)	0.310	0.378
GDP per capita (constant 1995 US\$)	252	272
Public expenditure on education as % of GDP	...	3.0

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	26	33	19	0.57	14	41	49	34	0.70	15
2. Youth literacy rate (% age-group 15-24)	45	54	37	0.68	17	66	72	60	0.83	12
Pre-primary education										
	1990					1998				
3. GER (% age-group 4-6) #	2	2	2	1.00	0	2	2	3	1.51	-1
Access to schooling										
4. Apparent intake rate (%)	27	34	20	0.59	14	*54	*61	*46	0.75	15
5. Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6. School life expectancy (in years)	2.1	2.7	1.4	0.52	1.3	...	...	...	...	...
Primary education										
7. GER (% age-group 7-12)	26	34	19	0.56	15	*53	*63	*44	0.70	19
8. NER "	21	27	16	0.59	11	*42	*49	*34	0.69	15
9. Percentage of repeaters	27	27	28	1.04	-1	*18	*18	*18	1.00	0
10. Survival to grade 5 (%)	72	73	70	0.96	3	84	92	70	0.76	22
11. Transition to secondary education (%) ¹	58	63	51	0.81	12	55	57	51	0.89	6
Secondary education										
12. GER (% age-group 13-18)	7	9	5	0.56	4	14	19	10	0.52	9
13. NER "	5	7	4	0.57	3	...	...	...	...	...
14. Percentage of repeaters	26	26	26	1.01	0	...	...	...	...	...

Teaching staff in primary education²⁻³

15 a. Percentage of female teachers

15 b. Percentage of trained teachers

1990		1998		1998			
					MF	M	F
23		23		73	...	...

1. Data for the latest year refer to 1995.

2. Data for the latest year refer to 1997.

3. Data are from the EFA 2000 Assessment National Report.

Contextual indicators

	1990	1998
Population (thousands)	2,026	2,529
Total fertility rate (number of children per woman)	5.9	5.1
Life expectancy at birth (years) : Male	50	54
Female	53	57
Infant mortality rate (per 1,000 births)	101	84
Human development index (latest year: 1999)	0.392	0.437
GDP per capita (constant 1995 US\$)	438	477
Public expenditure on education as % of GDP	...	4.3

Indicators of literacy and education

		MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)		1990				2000					
1.	Adult literacy rate (% age 15+)	36	47	26	0.56	21	42	53	32	0.61	21
2.	Youth literacy rate (% age-group 15-24)	46	56	35	0.63	21	51	61	41	0.67	20
Pre-primary education		1990				1998					
3.	GER (% age-group 3-5)	0.4	...	...	...	...	...	...	...	...	...
Access to schooling											
4.	Apparent intake rate (%) ¹	56	62	49	0.79	13	86	88	84	0.95	4
5.	Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6.	School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education											
7.	GER (% age-group 6-11)	49	56	41	0.73	15	83	86	81	0.94	5
8.	NER "	...	...	...	...	...	*60	*62	*58	0.94	4
9.	Percentage of repeaters	18	17	19	1.12	-2	...	...	...	...	...
10.	Survival to grade 5 (%)	75	75	75	1.00	0	64	61	68	1.11	-7
11.	Transition to secondary education (%) ²	31	33	27	0.82	6	41	43	38	0.90	4
Secondary education											
12.	GER (% age-group 12-17)	14	19	9	0.47	10	*18	*21	*15	0.71	6
13.	NER "	...	...	...	...	...	...	...	...	...	...
14.	Percentage of repeaters	15	15	15	1.01	0	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
18	26

15 b. Percentage of trained teachers

1998		
MF	M	F
99	99	100

1. Source: EFA 2000 National Report.

2. Data for the latest year refer to 1999.

Contextual indicators

	1990	1998
Population (thousands)	14,198	18,880
Total fertility rate (number of children per woman)	6.5	5.8
Life expectancy at birth (years) : Male	46	37
Female	50	39
Infant mortality rate (per 1,000 births)	116	116
Human development index (latest year: 1999)	0.311	0.323
GDP per capita (constant 1995 US\$)	144	188
Public expenditure on education as % of GDP	...	*3.0

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	34	49	18	0.37	31	44	60	29	0.48	31
2. Youth literacy rate (% age-group 15-24)	49	66	32	0.48	35	61	75	46	0.61	29
Pre-primary education										
	1990					1998				
3. GER (% age-group -)	-	-	-	-	-	...	...	...	...	...
Access to schooling										
4. Apparent intake rate (%)	...	...	...	...	...	82	90	73	0.81	17
5. Net intake rate (%)	...	...	...	...	...	12	13	12	0.92	1
6. School life expectancy (in years)	...	...	...	...	...	*4.6	*5.4	*3.8	0.70	1.6
Primary education										
7. GER (% age-group 6-10)	67	77	57	0.74	20	71	83	60	0.72	23
8. NER "	47	...	...	...	...	41	45	37	0.82	8
9. Percentage of repeaters	26	25	27	1.08	-2	*26	*25	*27	1.08	-2
10. Survival to grade 5 (%)	33	37	28	0.76	9	46	52	39	0.75	13
11. Transition to secondary education (%)	39	39	39	1.00	0	...	...	...	...	...
Secondary education										
12. GER (% age-group 11-17)	8	10	6	0.60	4	*9	*11	*7	0.64	4
13. NER "	...	...	...	...	...	*7	*9	*6	0.67	3
14. Percentage of repeaters	27	26	29	1.14	-4	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

15 b. Percentage of trained teachers

1990		1998		1998		
				MF	M	F
	23	24		33	33	33

Contextual indicators

	1990	1998
Population (thousands)	40,520	44,497
Total fertility rate (number of children per woman)	2.7	2.2
Life expectancy at birth (years) : Male	56	61
Female	59	64
Infant mortality rate (per 1,000 births)	89	70
Human development index (latest year: 1999)	...	0.551
GDP per capita (constant 1995 US\$)	...	...
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)	
Literacy (estimates)											
	1990					2000					
1. Adult literacy rate (% age 15+)	81	87	74	0.85	13	85	89	81	0.91	8	
2. Youth literacy rate (% age-group 15-24)	88	90	86	0.96	4	91	91	91	0.99	1	
Pre-primary education											
	1990					1998					
3. GER (% age-group 3-4)	...	...	...	...	...	3	...	...	...	...
Access to schooling											
4. Apparent intake rate (%)	...	...	...	...	...	...	...	...	...	...
5. Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education											
7. GER (% age-group 5-9)	106	108	105	0.97	3	114	115	114	0.99	1	
8. NER "	...	...	...	...	...	...	...	...	...	...
9. Percentage of repeaters	...	...	...	...	...	*2	...	...	...	...
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education											
12. GER (% age-group 10-15)	23	23	23	1.00	0	*36	*36	*36	1.00	0	
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	...	...	...	...	...	2	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
62	73

15 b. Percentage of trained teachers

1998		
MF	M	F
...

Contextual indicators

	1990	1998
Population (thousands)	18,772	22,847
Total fertility rate (number of children per woman)	4.9	4.0
Life expectancy at birth (years) : Male	55	60
Female	54	60
Infant mortality rate (per 1,000 births)	96	71
Human development index (latest year: 1999)	0.415	0.480
GDP per capita (constant 1995 US\$)	182	219
Public expenditure on education as % of GDP	...	*2.5

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)	
Literacy (estimates)		1990				2000					
1.	Adult literacy rate (% age 15+)	31	47	14	0.30	33	42	59	24	0.40	35
2.	Youth literacy rate (% age-group 15-24)	46	66	27	0.41	39	60	76	42	0.56	33
Pre-primary education		1990				1998					
3.	GER (% age-group 3-5)	...	...	...	...	...	...	...	...	...
Access to schooling											
4.	Apparent intake rate (%)	...	...	...	...	...	136	153	117	0.76	36
5.	Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6.	School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education											
7.	GER (% age-group 6-10)	108	132	81	0.61	51	114	128	100	0.78	28
8.	NER "	...	...	...	...	...	...	...	...	...	...
9.	Percentage of repeaters	27	...	...	...	...	23	22	24	1.07	-2
10.	Survival to grade 5 (%)	52	52	52	1.00	0	...	...	...	...	...
11.	Transition to secondary education (%)	78	79	77	0.97	2	...	...	...	...	...
Secondary education											
12.	GER (% age-group 11-17) #	33	46	20	0.43	26	48	56	38	0.68	18
13.	NER "	...	...	...	...	...	...	...	...	...	...
14.	Percentage of repeaters	9	...	...	...	...	10	9	11	1.22	-2

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
14	23

15 b. Percentage of trained teachers

1998		
MF	M	F
46	50	35

Contextual indicators

	1990	1998
Population (thousands)	3,827	4,807
Total fertility rate (number of children per woman)	4.9	3.9
Life expectancy at birth (years): Male	64	67
Female	69	72
Infant mortality rate (per 1,000 births)	48	39
Human development index (latest year: 1999)	0.596	0.635
GDP per capita (constant 1995 US\$)	460	452
Public expenditure on education as % of GDP	...	*3.4

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	65	64	66	1.03	-2	69	67	70	1.05	-3
2. Youth literacy rate (% age-group 15-24)	70	68	72	1.06	-4	74	71	76	1.08	-6
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-6)	12	12	13	1.08	-1	26	26	27	1.04	-1
Access to schooling¹										
4. Apparent intake rate (%)	130	...	...	...	...	147	143	151	1.06	-8
5. Net intake rate (%)	...	...	...	...	...	39	40	38	0.96	2
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 7-12) ¹	94	91	96	1.05	-5	105	105	105	1.00	0
8. NER (% age-group 7-12) ¹	72	71	73	1.03	-2	80	80	80	1.00	0
9. Percentage of repeaters ¹	17	...	...	...	...	5	5	4	0.81	1
10. Survival to grade 5 (%)	46	...	...	...	...	55	52	58	1.11	-6
11. Transition to secondary education (%)	...	...	...	...	...	*100	...	...	...	...
Secondary education¹										
12. GER (% age-group 13-17)	40	34	47	1.38	-13	61	56	66	1.18	-10
13. NER "	...	...	...	...	...	39	35	42	1.20	-7
14. Percentage of repeaters	7	...	...	...	...	4	5	3	0.60	2

Teaching staff in primary education¹

15 a. Percentage of female teachers

1990	1998
87	83

15 b. Percentage of trained teachers

1998		
MF	M	F
...

1. Data for the latest year refer to 1999.

Contextual indicators

	1990	1998
Population (thousands)	7,731	10,078
Total fertility rate (number of children per woman)	7.4	6.3
Life expectancy at birth (years) : Male	45	49
Female	48	52
Infant mortality rate (per 1,000 births)	125	106
Human development index (latest year: 1999)	0.254	0.274
GDP per capita (constant 1995 US\$)	235	218
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	11	18	5	0.28	13	16	24	8	0.36	15
2. Youth literacy rate (% age-group 15-24)	17	25	9	0.37	16	23	32	14	0.42	19
Pre-primary education										
	1990					1998				
3. GER (% age -group 4-6)	1	2	1	0.50	1	1	1	1	1.00	0
Access to schooling										
4. Apparent intake rate (%)	27	35	20	0.57	15	41	50	33	0.67	16
5. Net intake rate (%)	...	...	...	...	...	26	32	21	0.65	11
6. School life expectancy (in years)	2.3	...	...	...	...	*2.4	*2.9	*1.8	0.62	1.1
Primary education										
7. GER (% age -group 7-12)	29	37	21	0.57	16	31	38	24	0.63	14
8. NER "	...	...	...	...	...	26	32	20	0.63	12
9. Percentage of repeaters	14	14	14	1.00	0	12	12	12	0.95	1
10. Survival to grade 5 (%)	62	61	65	1.07	-4	66	65	66	1.01	-1
11. Transition to secondary education (%)	27	28	24	0.86	4	34	34	35	1.02	-1
Secondary education										
12. GER (% age -group 13-19)	7	9	4	0.44	5	7	9	5	0.61	3
13. NER "	6	8	3	0.38	5	*6	*7	*5	0.71	2
14. Percentage of repeaters	19	19	21	1.13	-2	21	21	21	1.00	0

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
33	31

15 b. Percentage of trained teachers

1998		
MF	M	F
100	100	99

Contextual indicators

	1990	1998
Population (thousands)	87,031	106,409
Total fertility rate (number of children per woman)	5.7	4.7
Life expectancy at birth (years) : Male	48	49
Female	51	52
Infant mortality rate (per 1,000 births)	86	76
Human development index (latest year: 1999)	0.423	0.455
GDP per capita (constant 1995 US\$)	258	254
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)		1990				2000				
1. Adult literacy rate (% age 15+)	49	60	38	0.64	21	64	72	56	0.77	17
2. Youth literacy rate (% age-group 15-24)	73	81	66	0.82	15	87	90	84	0.94	6
Pre-primary education		1990				1998				
3. GER (% age-group 3-5)	...	...	...	...	...	...	...	...	...	...
Access to schooling										
4. Apparent intake rate (%)	...	...	...	...	...	...	...	...	...	...
5. Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 6-11)	91	104	79	0.76	25	...	...	...	...	...
8. NER "	...	...	...	...	...	...	...	...	...	...
9. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education										
12. GER (% age-group 12-17)	25	29	21	0.72	8	...	...	...	...	...
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
43	...

15 b. Percentage of trained teachers

1998		
MF	M	F
...

Contextual indicators

	1990	1998
Population (thousands)	119,155	148,166
Total fertility rate (number of children per woman)	5.5	4.5
Life expectancy at birth (years) : Male	61	65
Female	63	67
Infant mortality rate (per 1,000 births)	84	65
Human development index (latest year: 1999)	0.441	0.498
GDP per capita (constant 1995 US\$)	448	500
Public expenditure on education as % of GDP	...	2.6

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)	
Literacy (estimates)											
	1990					2000					
1. Adult literacy rate (% age 15+)	36	50	21	0.42	29	46	60	31	0.52	29	
2. Youth literacy rate (% age-group 15-24)	49	64	33	0.51	31	64	77	50	0.65	27	
Pre-primary education											
	1990					1998					
3. GER (% age-group 3-4)	...	...	...	...	...	8	11	5	0.49	6
Access to schooling											
4. Apparent intake rate (%)	...	...	...	...	...	...	...	...	...	...
5. Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education											
7. GER (% age-group 5-9)	61	82	39	0.48	43	86	109	62	0.57	47	
8. NER "	...	...	...	...	...	...	...	...	...	...
9. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education											
12. GER (% age-group 10-16)	23	30	15	0.50	15	37	45	29	0.64	16	
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

15 b. Percentage of trained teachers

1990		1998		1998		
				MF	M	F
	27	*38		*56	*57	*56

Contextual indicators

	1990	1998
Population (thousands)	6,987	6,604
Total fertility rate (number of children per woman)	6.6	5.6
Life expectancy at birth (years) : Male	23	40
Female	24	42
Infant mortality rate (per 1,000 births)	135	116
Human development index (latest year: 1999)	0.344	0.395
GDP per capita (constant 1995 US\$)	292	227
Public expenditure on education as % of GDP	...	*2.5

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	53	63	44	0.70	19	67	74	60	0.82	13
2. Youth literacy rate (% age-group 15-24)	73	78	67	0.86	11	83	85	81	0.95	4
Pre-primary education										
	1990					1998				
3. GER (% age-group 4-6)	...	...	...	...	...	...	...	...	...	...
Access to schooling										
4. Apparent intake rate (%)	94	95	94	0.99	1	150	151	149	0.99	2
5. Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 7-12) #	70	70	69	0.99	1	114	115	114	0.99	1
8. NER "	66	66	66	1.00	0	91	90	92	1.02	-2
9. Percentage of repeaters	12	13	12	0.92	1	29	29	29	0.99	0
10. Survival to grade5 (%)	60	61	59	0.97	2	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education										
12. GER (% age-group 13-18)	8	9	7	0.78	2	9	10	9	0.97	0
13. NER "	7	8	6	0.75	2	...	...	...	...	...
14. Percentage of repeaters	7	...	...	...	...	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
46	55

15 b. Percentage of trained teachers

1998		
MF	M	F
50	53	49

Sao Tome and Principe

Contextual indicators

	1990	1998
Population (thousands)
Total fertility rate (number of children per woman)
Life expectancy at birth (years) : Male
Female
Infant mortality rate (per 1,000 births)
Human development index (latest year: 1999)
GDP per capita (constant 1995 US\$)	365	337
Public expenditure on education as % of GDP

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)	
Literacy (estimates)											
	1990					2000					
1. Adult literacy rate (% age 15+)	
2. Youth literacy rate (% age-group 15-24)	
Pre-primary education											
	1990					1998					
3. GER (% age-group 6)	
Access to schooling											
4. Apparent intake rate (%)	
5. Net intake rate (%)	
6. School life expectancy (in years)	
Primary education											
7. GER (% age-group 7-10)	
8. NER "	
9. Percentage of repeaters	29	...	...	...	...	31	33	29	0.88	4
10. Survival to grade 5 (%)	
11. Transition to secondary education (%)	
Secondary education											
12. GER (% age-group 11-17)	
13. NER "	
14. Percentage of repeaters	

Teaching staff in primary education

15 a. Percentage of female teachers		15 b. Percentage of trained teachers		
1990	1998	1998		
		MF	M	F
...

Contextual indicators

	1990	1998
Population (thousands)	7,327	9,003
Total fertility rate (number of children per woman)	6.1	5.1
Life expectancy at birth (years) : Male	48	53
Female	53	56
Infant mortality rate (per 1,000 births)	68	58
Human development index (latest year: 1999)	0.378	0.423
GDP per capita (constant 1995 US\$)	566	578
Public expenditure on education as % of GDP	...	3.4

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	28	38	19	0.49	20	37	47	28	0.59	20
2. Youth literacy rate (% age-group 15-24)	40	50	30	0.60	20	51	60	42	0.70	18
Pre-primary education										
	1990					1998				
3. GER (% age-group 4-6)	2	2	2	1.00	0	3	3	3	1.00	0
Access to schooling										
4. Apparent intake rate (%) ¹	45	53	38	0.72	15	67	70	63	0.90	7
5. Net intake rate (%)	...	...	...	...	...	39	...	...	...	...
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 7-12)	59	67	50	0.75	17	70	76	63	0.83	13
8. NER "	48	55	41	0.75	14	59	64	54	0.84	10
9. Percentage of repeaters	16	16	16	1.00	0	14	14	14	1.05	-1
10. Survival to grade 5 (%)	85	...	...	...	...	87	89	85	0.96	4
11. Transition to secondary education (%)	26	...	...	...	...	33	34	31	0.93	2
Secondary education										
12. GER (% age-group 13-19)	16	21	11	0.52	10	17	21	13	0.64	7
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	16	15	17	1.18	-3	15	15	16	1.07	-1

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
27	...

15 b. Percentage of trained teachers

1998		
MF	M	F
...

1. Source: EFA 2000 National Report.

Contextual indicators

	1990	1998
Population (thousands)	3,994	4,568
Total fertility rate (number of children per woman)	6.5	5.6
Life expectancy at birth (years) : Male	33	39
Female	36	42
Infant mortality rate (per 1,000 births)	195	146
Human development index (latest year: 1999)	...	0.258
GDP per capita (constant 1995 US\$)	280	153
Public expenditure on education as % of GDP ¹	...	1.0

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)		1990				2000				
1.
2.
Pre-primary education		1990				1998				
3.	4	4	4	0.93	0
Access to schooling¹										
4.	70	72	69	0.96	3
5.
6.	4.8	5.1	4.5	0.88	0.6
Primary education¹										
7.	50	60	41	0.68	19	57	60	55	0.92	5
8.
9.
10.
11.
Secondary education¹										
12.	17	22	13	0.59	9	22	24	19	0.81	4
13.	22	24	19	0.81	4
14.

Teaching staff in primary education¹

15 a. Percentage of female teachers

15 b. Percentage of trained teachers

1990	1998	1998		
...	40	MF	M	F
...	40	61	63	58

1. Data for the latest year refer to 1999.

Contextual indicators

	1990	1998
Population (thousands)	24,062	28,292
Total fertility rate (number of children per woman)	5.0	4.2
Life expectancy at birth (years) : Male	50	56
Female	52	58
Infant mortality rate (per 1,000 births)	85	65
Human development index (latest year: 1999)	...	0.439
GDP per capita (constant 1995 US\$)	...	...
Public expenditure on education as % of GDP	...	*3.8

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	46	61	32	0.52	29	58	70	46	0.66	23
2. Youth literacy rate (% age-group 15-24)	65	76	54	0.71	22	77	83	71	0.86	12
Pre-primary education										
	1990					1998				
3. GER (% age-group 4-5)	18	23	13	0.57	10	24	22	26	1.19	-4
Access to schooling										
4. Apparent intake rate (%)	56	64	48	0.75	16	65	70	61	0.88	9
5. Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 6-11)	53	60	45	0.75	15	*56	*60	*51	0.85	9
8. NER "	...	...	...	...	...	*46	*50	*42	0.84	8
9. Percentage of repeaters	-	-	-	.	.	*12	*11	*12	1.09	-1
10. Survival to grade 5 (%)	94	90	95	1.06	-5	74	75	73	0.97	2
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education										
12. GER (% age-group 12-16) #	24	27	21	0.78	6	29	30	28	0.94	2
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
51	68

15 b. Percentage of trained teachers¹

1998		
MF	M	F
52	79	39

1. Data include the first stage of secondary education.

Contextual indicators

	1990	1998
Population (thousands)	5,303	6,015
Total fertility rate (number of children per woman)	4.5	3.7
Life expectancy at birth (years) : Male	64	66
Female	70	71
Infant mortality rate (per 1,000 births)	57	51
Human development index (latest year: 1999)	...	0.660
GDP per capita (constant 1995 US\$)	...	306
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	98	99	97	0.98	2	99	100	99	0.99	1
2. Youth literacy rate (% age-group 15-24)	100	100	100	1.00	0	100	100	100	1.00	0
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-6)	16	...	...	...	...	...	...	...	...	...
Access to schooling										
4. Apparent intake rate (%)	...	...	...	...	...	...	...	...	...	...
5. Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 7-10) ¹	91	92	90	0.98	2	95	96	94	0.98	2
8. NER "	...	...	...	...	...	...	...	...	...	...
9. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...
10. Survival to grade 5(%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education										
12. GER (% age-group 11-17) ¹	102	...	...	...	...	78	83	74	0.89	9
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

15 b. Percentage of trained teachers

1990		1998		1998		
				MF	M	F
	49	...		...	...	...

1. Data for the latest year refer to 1996.

United Republic of Tanzania

Contextual indicators

	1990	1998
Population (thousands)	25,470	32,102
Total fertility rate (number of children per woman)	5.9	5.0
Life expectancy at birth (years) : Male	48	47
Female	51	49
Infant mortality rate (per 1,000 births)	87	75
Human development index (latest year: 1999)	0.422	0.436
GDP per capita (constant 1995 US\$)	189	184
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	64	77	52	0.67	25	76	85	67	0.79	18
2. Youth literacy rate (% age-group 15-24)	84	90	78	0.87	12	91	94	89	0.95	5
Pre-primary education										
	1990					1998				
3. GER (% age-group 5-6) #	...	...	...	...	...	...	...	...	...	...
Access to schooling										
4. Apparent intake rate (%)	...	...	...	...	...	69	70	68	0.97	2
5. Net intake rate (%)	...	...	...	...	...	*12	*11	*13	1.18	-2
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 7-13)	70	70	69	0.99	1	65	65	65	1.00	0
8. NER "	51	51	52	1.02	-1	48	47	49	1.04	-2
9. Percentage of repeaters	4	4	5	1.25	-1	3	3	3	1.00	0
10. Survival to grade 5 (%)	79	77	81	1.05	-4	81	78	84	1.08	-6
11. Transition to secondary education (%) ¹	...	...	...	...	...	14	15	13	0.91	1
Secondary education										
12. GER (% age-group 14-19)	5	6	4	0.67	2	...	...	...	...	...
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
41	44

15 b. Percentage of trained teachers

1998		
MF	M	F
44	44	44

1. Technical/vocational programmes are not included in the calculation of the transition rates due to a lack of data by grade.

Contextual indicators

	1990	1998
Population (thousands)	3,512	4,397
Total fertility rate (number of children per woman)	6.6	5.5
Life expectancy at birth (years) : Male	48	49
Female	51	51
Infant mortality rate (per 1,000 births)	90	76
Human development index (latest year: 1999)	0.466	0.489
GDP per capita (constant 1995 US\$)	371	328
Public expenditure on education as % of GDP	...	4.5

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)	
Literacy (estimates)											
	1990					2000					
1. Adult literacy rate (% age 15+)	46	64	29	0.45	35	57	74	41	0.55	34	
2. Youth literacy rate (% age-group 15-24)	63	81	45	0.56	35	73	88	59	0.67	29	
Pre-primary education											
	1990					1998					
3. GER (% age-group 3-5)	3	3	3	1.00	0	3	3	3	1.00	0	
Access to schooling											
4. Apparent intake rate (%)	96	109	83	0.76	26	100	105	94	0.89	12	
5. Net intake rate (%)	59	64	53	0.83	11	40	43	38	0.88	5	
6. School life expectancy (in years)	8.9	11.4	6.4	0.56	5.0	10.3	11.8	8.1	0.68	3.8	
Primary education											
7. GER (% age-group 6-11)	109	132	86	0.65	46	124	141	107	0.76	34	
8. NER "	75	87	62	0.71	25	88	99	78	0.79	21	
9. Percentage of repeaters	36	35	37	1.06	-2	31	31	32	1.02	-1	
10. Survival to grade 5 (%)	...	...	...	...	...	71	79	60	0.76	19
11. Transition to secondary education (%) ¹	38	40	35	0.88	5	52	55	47	0.85	8	
Secondary education											
12. GER (% age-group 12-18)	24	35	12	0.34	23	33	47	19	0.40	28	
13. NER "	18	26	10	0.38	16	23	32	14	0.44	18	
14. Percentage of repeaters	37	37	37	0.99	0	23	23	23	1.00	0	

Teaching staff in primary education

15 a. Percentage of female teachers

15 b. Percentage of trained teachers

1990		1998		1998		
				MF	M	F
	19	13		38	34	61

1. Data for the latest year refer to 1995.

Contextual indicators

	1990	1998
Population (thousands)	16,457	20,554
Total fertility rate (number of children per woman)	7.1	6.7
Life expectancy at birth (years) : Male	37	44
Female	38	46
Infant mortality rate (per 1,000 births)	118	94
Human development index (latest year: 1999)	0.386	0.435
GDP per capita (constant 1995 US\$)	251	332
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	56	69	43	0.63	26	67	78	57	0.73	21
2. Youth literacy rate (% age-group 15-24)	70	80	61	0.76	19	79	86	72	0.84	13
Pre-primary education										
	1990					1998				
3. GER (% age-group 4-5)	...	...	...	...	...	...	...	...	...	...
Access to schooling										
4. Apparent intake rate (%)	...	...	...	...	...	...	...	...	...	...
5. Net intake rate (%)	...	...	...	...	...	...	...	...	...	...
6. School life expectancy (in years)	...	...	...	...	...	...	...	...	...	...
Primary education										
7. GER (% age-group 6-12)	74	83	66	0.80	17	...	...	...	...	...
8. NER "	...	...	...	...	...	...	...	...	...	...
9. Percentage of repeaters	...	...	...	...	...	*7	*7	*6	0.86	1
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education										
12. GER (% age-group 13-18)	13	17	10	0.59	7	...	...	...	...	...
13. NER "	...	...	...	...	...	...	...	...	...	...
14. Percentage of repeaters	...	...	...	...	...	...	...	...	...	...

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
30	33

15 b. Percentage of trained teachers

1998		
MF	M	F
...

Contextual indicators

	1990	1998
Population (thousands)	11,590	16,887
Total fertility rate (number of children per woman)	7.6	7.0
Life expectancy at birth (years) : Male	55	60
Female	56	61
Infant mortality rate (per 1,000 births)	92	69
Human development index (latest year: 1999)	0.407	0.468
GDP per capita (constant 1995 US\$)	315	283
Public expenditure on education as % of GDP	...	...

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	33	55	13	0.23	42	46	68	25	0.37	42
2. Youth literacy rate (% age-group 15-24)	50	74	25	0.34	49	65	83	46	0.55	37
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-5)	0.8	0.8	0.8	1.00	0	1	1	1	0.86	0
Access to schooling										
4. Apparent intake rate (%)	...	...	...	...	...	80	94	66	0.70	28
5. Net intake rate (%)	...	...	...	...	...	27	32	21	0.67	10
6. School life expectancy (in years)	...	...	...	...	...	8.3	11.2	5.1	0.46	6.1
Primary education										
7. GER (% age-group 6-11) #	79	113	45	0.40	68	78	100	55	0.55	45
8. NER "	...	...	...	...	...	61	77	44	0.57	33
9. Percentage of repeaters	...	...	...	...	...	11	12	9	0.74	3
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education										
12. GER (% age-group 12-17) #	...	...	...	...	...	45	66	24	0.36	42
13. NER "	...	...	...	...	...	*35	*50	*20	0.40	30
14. Percentage of repeaters	...	...	...	...	...	18	20	14	0.70	6

Teaching staff in primary education

15 a. Percentage of female teachers	1990	1998	15 b. Percentage of trained teachers ¹		
	...	20	MF	M	F
			75	77	68

1. Data include the first stage of secondary education.

Contextual indicators

	1990	1998
Population (thousands)	7,239	8,781
Total fertility rate (number of children per woman)	6.0	5.0
Life expectancy at birth (years) : Male	43	41
Female	45	42
Infant mortality rate (per 1,000 births)	85	74
Human development index (latest year: 1999)	0.466	0.427
GDP per capita (constant 1995 US\$)	477	388
Public expenditure on education as % of GDP	...	2.3

Indicators of literacy and education

	MF	M	F	GPI (F/M)	Gender gap (M-F)	MF	M	F	GPI (F/M)	Gender gap (M-F)
Literacy (estimates)										
	1990					2000				
1. Adult literacy rate (% age 15+)	68	79	59	0.75	20	78	85	71	0.84	14
2. Youth literacy rate (% age-group 15-24)	81	86	76	0.88	10	88	91	85	0.94	5
Pre-primary education										
	1990					1998				
3. GER (% age-group 3-6)	...	...	...	...	...	3	2	3	1.21	0
Access to schooling										
4. Apparent intake rate (%)	...	...	...	...	...	91	91	91	1.00	0
5. Net intake rate (%)	...	...	...	...	...	41	40	42	1.05	-2
6. School life expectancy (in years)	...	...	...	...	...	7.7	8.1	7.2	0.89	0.9
Primary education										
7. GER (% age-group 7-13)	99	...	...	...	...	86	89	84	0.94	5
8. NER "	...	...	...	...	...	73	74	72	0.97	2
9. Percentage of repeaters	...	...	...	...	...	6	6	6	1.00	0
10. Survival to grade 5 (%)	...	...	...	...	...	...	...	...	...	...
11. Transition to secondary education (%)	...	...	...	...	...	...	...	...	...	...
Secondary education										
12. GER (% age-group 14-18)	24	...	...	...	...	27	30	23	0.78	7
13. NER "	...	...	...	...	...	*22	*21	*20	0.95	1
14. Percentage of repeaters	...	...	...	...	...	3	2	4	2.00	-2

Teaching staff in primary education

15 a. Percentage of female teachers

1990	1998
...	47

15 b. Percentage of trained teachers

1998		
MF	M	F
89	86	92

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