

Background paper prepared for the  
Education for All Global Monitoring Report 2006  
*Literacy for Life*

# **Projected net enrolment rates for primary- school age children in primary and secondary school and gender parity indices for 2015**

**Julien Bayou, Christophe Gouel et Claude Sauvageot**  
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## **Chapter I: Methodology used for making the projections**

### **The reasons for projections**

Monitoring progress towards EFA goals and processes means tracking and analysing policies and initiatives implemented at both national and international levels and their impacts year by year during the timeframe period. It also means, on the basis of past trends and the rate of present progress, to try to anticipate what would happen in the future, the aim being to see if countries are on track or not to achieve the goals. In that sense, projections are an analytical instrument that is helpful in a monitoring exercise. Like the latter, they may be of help in policy and decision-making. If they are used in an appropriate and relevant way, projections may warn or alert some countries on the risk of not achieving the goals if past trends persist and appropriate measures and policies are not implemented. They then give an idea of what will be the level of enrolment rates at the end of period (i.e. 2015) if nothing changes.

### **Type of projections**

The choice of the type of projections to be used here depends on our own ambition and the aim set for this exercise. In the ideal world, the projection model to be chosen should incorporate all parameters or factors likely to influence enrolment trends. This kind of projections will be more similar to forecasts. However, in addition to the fact that we cannot do forecasts on countries' behalf, it is extremely difficult to identify exactly all the known or unknown factors (either foreseeable or not) likely to impact enrolment trends and to what extent (weight of each variable in the equation). Even though these variables are identified, it is even more difficult or illusory to incorporate them in the model and make assumptions on how some of them will act in the future. In conclusion, given all these uncertainties one needs to be very cautious and less ambitious. The objective of projections here is not to prove something but to try to help countries take the necessary steps to meet their commitments.

### ***Projecting trends***

An alternative to a more complex methodology, difficult to develop and whose outcomes may not be more reliable, is to work with a simpler but still sound approach as we did in this study. It consists of extrapolating past enrolment rate trends in the future. This kind of projection

does not aim or claim to forecast countries' enrolment rates. It simply provides an exaggeration of past trends. In other words, it shows how the ratios would change in the future if past trends were to continue. It is, of course, very possible and desirable for newly implemented educational policies in some countries to affect those trends, particularly in countries where the decline in enrolment is consistent over many years. However, these projections are useful in so far as they are a good tool for analysis and monitoring as well as a foundation for reflection on educational policies that could measure the additional efforts that countries must provide in order to achieve better targets than those yielded by the projections. They are also necessary for informed discussion within different international institutions (UNESCO, UNICEF, World Bank, etc.) and for estimating financing resource requirements for achieving EFA goals at the global level.

By and large, the various forecasts made here are based on rates observed between 1990 and 2002, with the emphasis on the most recent period, 1998-2002, which provides a more accurate picture of the possible effects of the policies implemented after Dakar. Only countries with a sufficiently complete set of data and that have not yet achieved universal primary education and primary and secondary school gender parity goals have been included in the projections.

## **Projecting net enrolment rates**

### **The choice of rates**

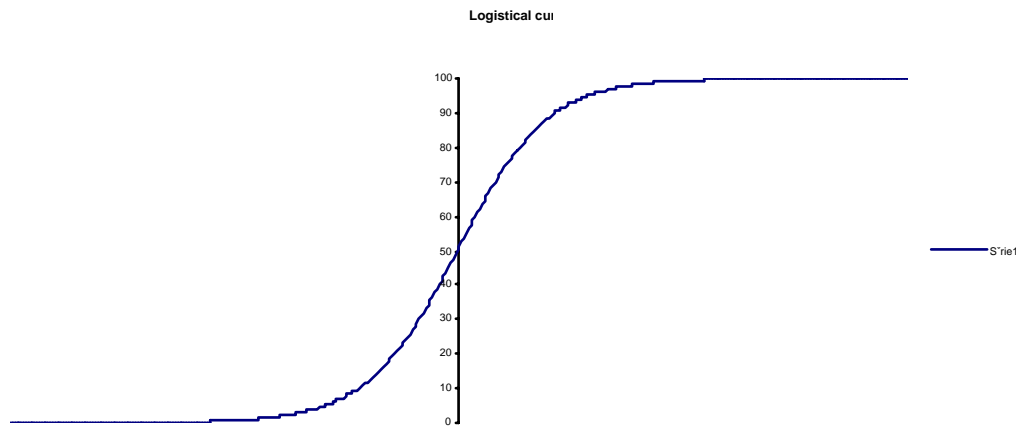
First, it was important to define the enrolment rates that would be projected: in this case, the enrolment rate of primary school age children, one of the two most relevant indicators widely used to measure progress towards universal primary education, the other being the completion rate. But there are several net rates. The net enrolment rate of primary school age children in primary school (T1P), and the enrolment rate of all primary school age children whether they are enrolled in primary or secondary school (T1). The decision was made to base the forecast on T1, because that rate has a 100% limit and includes the whole population that must be enrolled. Children enrolled in secondary school (the proportion of which is expressed by T1S), then, that had already attended primary school. Since they had achieved the goal of completing primary school, it would have been odd to have left them out. Put another way,

including primary school age children takes fuller account of the reality of universal primary education than the net primary school enrolment rate. Conversely, primary school age children not yet in pre-primary school have not been included because we do not consider pre-enrolment to be enrolment and EFA goal 2 is universal primary enrolment.

T1, then, is the sum of T1P, the net enrolment rate for primary school age children enrolled in primary school, and T1S, the net enrolment rate of primary school age children enrolled in secondary school. T1S is unavailable for the 1998–2002 period, so we have reconstructed the missing data by applying the T1S/T1P rate for 1998 to the other years. We deemed that approach more sensible because the ratio seems relatively constant.

### **The T1 projection method**

The simplest but most reliable method of projecting total NER trends for primary-school age children (T1) separately for each sex is the logistic function. The choice of this method is based on the very nature of those ratios, which tend towards a natural maximum of 100%, which they should not exceed. In addition, their rate of increase dwindles as a country approaches the 100% limit, in other words universal primary education (see figure below). The development of primary-school age children's NERs is therefore asymptomatic, in that it tends towards a theoretical cap of 100%, and its rate of increase slows down as the limit is approached. Indeed, it has been empirically demonstrated that, once countries have attained a NER of let's say 90 to 95%, it usually becomes very challenging and costly to reach the last 5-10% of children who, for various reasons, are difficult to cover (nomadic, marginal populations, populations living in remote and land-locked areas, the poorest, and sick or disabled children, etc.). This requires more targeted/oriented-strategies and policies.



In practice, a transformation is carried out on the rate that then makes it possible to do a linear regression on the transformed variable, but because of the transformation the adjustment is made on a logistical curve.

When the rates were decreasing, the adjustment was made on a linear curve because the characteristics of the logistics caused a sudden fall connected to its mathematical characteristics, with the middle of the curve showing a very sharp drop that drives, in the event of a decrease, the rates down to abnormally low levels. In other words, two systems were applied: a logistical function when rates increase and a linear regression when they decrease.

When the T1 is projected, we build the T1P and T1S projections. The two rates were calculated based on their respective shares of T1 observed in 2002. That is how for example we obtained  $T1P_{2015} = T1_{2015} * (T1P_{2002}/T1_{2002})$ .

### **Projecting the primary and secondary school gender parity index (GPI)**

First, it must be recalled that gender parity is measured based on gross enrolment rates that include all children or young people enrolled in a given education level regardless of age.

In primary education, gross rates by gender on this level have been reconstructed based on the results of projections by sex of the T1P. In other words, the projected gross rates have been calculated by applying the ratio (gross rate/T1P) observed for 2002 to the projected T1P. That ratio was fairly constant between 1990 and 2002 for most of the countries, so it was not

considered a good idea to make a projection of this ratio. That is why we have used the value of the ratio observed in 2002 for 2015.

$$TB_{2015} = T1P_{2015} * (TB_{2002}/T1P_{2002})$$

All these operations (projected T1, estimated T1P and estimated gross rate) were performed separately for each gender. Based on the two gross rates per gender, the projected GPI was calculated as the ratio between the projected gross enrolment ratio of girls and boys.

For some countries, gross T1 rates were unavailable whereas primary school gross enrolment rates for the 1990–2002 period were. In that case, we directly made projections based on those gross rates by using a linear regression.

With regard to GPI in secondary education, we proceeded in the way described in the above paragraph. In other words, gross rates by gender were projected based on a linear regression and GPI was based on the ratio between the boys' and girls' rates.

## **Chapter II: Long-term analysis of net enrolment rates**

**EFA goal 2:** universal primary education. *Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.*

In this study, progress towards EFA goal 2, and the countries' likelihood of achieving it by 2015, are measured by the total net enrolment rate of primary school age children, which includes those who are enrolled at that level as well as children enrolled in secondary school. As we mentioned in chapter one, this rate is a more accurate reflection of the reality of universal primary education in the various countries.

The analysis of probable net enrolment rate trends by 2015 focuses on 90 countries for which data are sufficiently available, in particular for the most recent period (1998-2002).

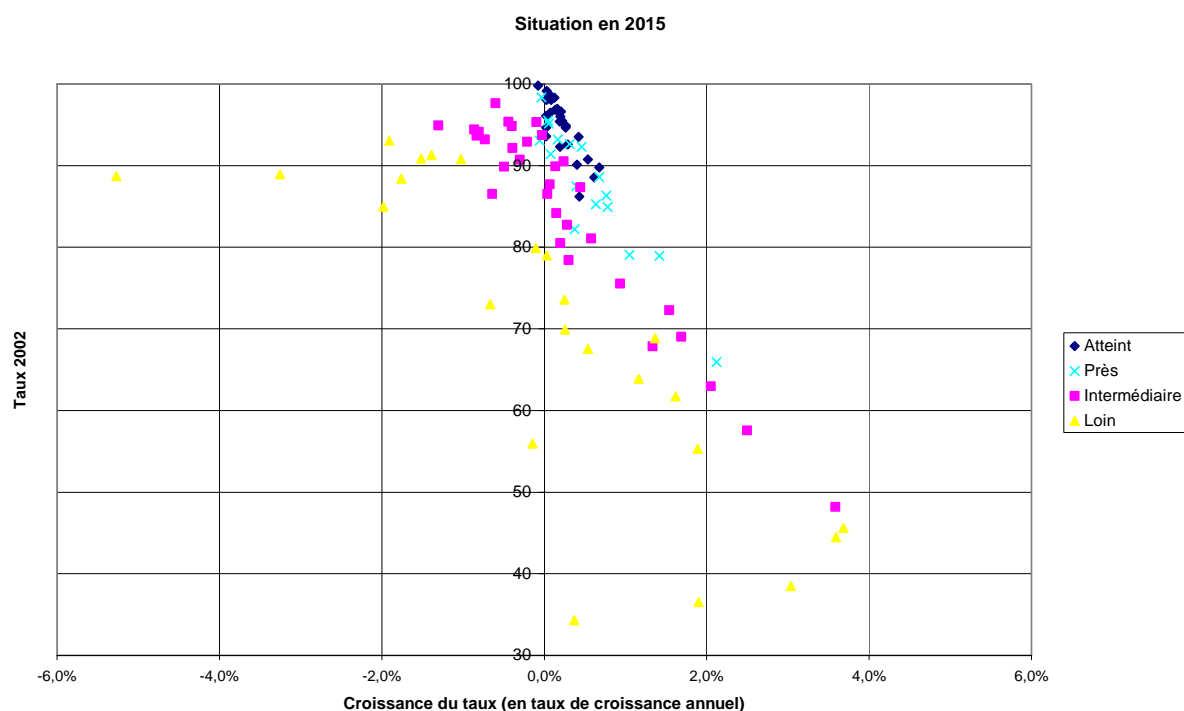
### **Net enrolment rate trends (NER)**

Projected net enrolment rates are rising by an overall average rate of 0.14% a year. In most countries the growth rate stands between zero and one percent a year.

The countries nearest the goal in 2002 have the lowest annual growth rates, which reflects the effect, mentioned in Chapter I, of the net enrolment rates' 100% cap and the challenge of boosting the enrolment level when it is already relatively high. Conversely, the countries the furthest from universal primary enrolment often have higher growth rates, reaching 4% (see chart 1). For example, in 2002 Mali's net enrolment rate was approximately 45% and will climb by an average of 3.6% a year between and 2015, according to forecasts. Burkina Faso's enrolment rate stood at 37% in 2002 and the projected growth rate is 2.4%.

Most of the countries for which a decrease is projected based on past trends had rates ranging from 85% to 96% in 2002.

**Figure 1. Relationship between enrolment growth rate and the value of that net rate in 2002**



Achieved

Close

Intermediate

Far

Rate growth (in annual growth rate)

### Countries of Eastern Europe and Central Asia

All the countries of Eastern Europe and Central Asia feature a similar structure: high enrolment rates in the early 1990s followed by instability and lower rates towards the end of the decade. Based on past trends, that situation usually leads to low and even negative growth rates. These countries have or had sufficient capacities for universal primary enrolment, but failed to achieve the goal due to the problems besetting them since 1990.

For example, in 2002 Kirghizstan's enrolment rate stood at 95.3% and the projected growth is -0.1%, meaning that the NER forecast for 2015 is 94.1%.

Some countries are nevertheless likely to achieve their goals. In Belarus, Lithuania and Bulgaria, the 1990 net enrolment rate stood at around 90%, but the growth observed through 2002 suggests that those countries will reach universal primary enrolment by 2015.

Most of the region's countries have declining birth rates, which might help those with rising NERs boost their chances of reaching the target by 2015.

### Sub-Saharan Africa

For the overwhelming majority of countries in this region, the situation in 2002 was mediocre, with enrolment rates very far below 100%. However, aside from the relatively low starting rate, these countries feature highly contrasting situations. Some have had very brisk growth rates (but still too slow to achieve universal primary enrolment by 2015), while many others have stagnated or even fallen behind. The situation is all the more alarming because some countries' data is so sketchy or unreliable that we have been unable to include them in the analysis.

Botswana stagnated throughout the years of observation. It is unlikely that the growth observed during the most recent period is enough to achieve the goal. That is also the case of Zimbabwe, which has stagnated at 80%.

Benin has come a very long way, with net enrolment rates soaring since 1990 from 59% for boys and 31% for girls. The country saw its rate grow at a very swift pace until 2002. It is probably still far from universal enrolment, but the increase is encouraging.

Burkina Faso had an even more challenging outlook, with a 26% rate in 1990. That figure rose steadily throughout the past decade, reaching 36% in 2002. It will still take many years before the country reaches a reasonable rate. The same holds true for Mali and Niger

Sluggish growth rates will keep Namibia and Zambia far from the goal. South Africa may fall further behind the goal due to negative growth.

This region has and will continue to have the world's fastest population growth rate: fertility has dropped only slightly in many countries, especially those furthest from the goal, which will make achieving it even more difficult.

### Latin America and the Caribbean

These countries have similar starting situations: net enrolment rates near universal primary enrolment (very different from the situation in sub-Saharan Africa), but still short of the goal. All stand at between 80 and 95%. However, growth trends are quite dissimilar. Bolivia, Colombia, Guatemala, Jamaica and Nicaragua are likely to reach the goal by 2015, whereas rates are falling in Paraguay and Uruguay, bringing them further from the target.

Rates broken down by gender for every year are unavailable for Colombia, but the aggregate enrolment rate rose from 70% in 1990 to 90% in 2002. It is reasonable to assume that these countries will soon achieve universal primary enrolment.

The situation in Guatemala is the same: growth has been very brisk since 1990 and the goal will probably be reached before long.

Venezuela's enrolment rate rose from 89% in 1990 to 92% in 2002. Steady growth should lead the country to universal primary enrolment in the next few years.

Chile's growth rate remained basically the same at 87% from 1990 to 2002, and the country is unlikely to meet the target if the trend does not improve.

Costa Rica's NER increased in the early 1990s but has stagnated at 90%. The country will probably not achieve the goal.

The enrolment-age population will grow at a very slow pace throughout the region.

### The Arab States

These countries usually start from a decent situation; Libya and Tunisia even achieved universal enrolment in 2002. Jordan, Algeria and Morocco are very likely to reach it. Egypt is unlikely to attain the goal by 2015 but might come close.

Between 1990 and 2002, Algeria's rates for primary-school age children enrolled in primary school stood at between 94 and 99% for boys and 88 and 93% for girls. With the enrolment rate for primary-school age children in secondary close to 2%, the country has almost achieved the goal. If the trend continues, the target will have been reached for both sexes by 2015.

Djibouti and Oman will fall far short of the goal, and Saudi Arabia may lose ground in achieving it.

Demographic pressure will remain high in the region except for the Maghreb, where plummeting fertility rates may help countries reach the target.

### East Asia- Pacific, South and West Asia

These regions have wide-ranging outlooks. Some countries, including Indonesia, Cambodia and Vanuatu, have a very high probability of achieving universal primary enrolment; others, such as Iran and Lao People's Democratic Republic, will come close but fall short of the mark, countries with alarmingly slow rates such as Bangladesh, Mongolia and Myanmar, and countries with negative growth rates and therefore moving away from the target, like Papua–New Guinea, the Maldives, Malaysia and Vietnam.

East Asia and the Pacific will see their school-age populations stabilise. In contrast, the school-age population of South and West Asia will continue rising at a very brisk pace.

### **Country-by-country analysis**

All the countries have been ranked into four categories based on the present situation and recent net enrolment rate trends:

- countries with a high probability of failing to achieve the goal because they already lag far behind and the trend is on the decline;
- countries that may not achieve the goal, even though they are close, because recent trends have been on the decline;
- countries with a low probability of achieving the goal because they started out at a very low level and/or have rates that are growing too slowly to reach the target by 2015;
- countries with a high probability of achieving the goal by 2015.

#### Countries with a high probability of failing to achieve the goal

Only three of the countries for which rates have been projected fall into this category. They are Saudi Arabia, Azerbaijan and Papua-New Guinea, which already had relatively low rates in 2002 and showed no growth prospects in past years. In 2001, Papua-New Guinea's enrolment rate stood at 73%, which is unlikely to increase in the coming years.

#### Countries with a probability of failing to achieve the goal

In addition to the countries in the previous group, 21 nations had declining NERs. If the past trend continues and nothing is done to reverse it, universal primary enrolment will move even further beyond their grasp in the coming years. Albania, Equatorial Guinea, Malaysia, Palestine and South Africa fall into this group, which is very heterogeneous because it includes countries that, although they have declining rates, were very close to the goal, and others that were already very far from it.

For example, Estonia's rate stood at nearly 100%, but has been steadily declining. In 2002, it still exceeded 97%, but the decrease might push the country even further from the goal.

A similar situation prevails in Albania, which started out with a very high but declining net enrolment rate that had dropped to 95% by 2002.

### Countries with a low probability of achieving the goal

This is the largest group. It includes nearly half the countries (44), of which 20 are very far from the goal and have NERs that are rising too slowly. For example, the Lao PDR had a relatively low NER in 1990, 62%, which rose to 85% in 2002. That strong growth is encouraging, but insufficient to achieve the goal by 2015.

The outlook is also bright in Thailand, whose growth rate climbed by five points from 1998 to 2002, but is still inadequate to achieve universal enrolment.

The group of countries with a low probability of achieving universal primary enrolment by 2015 also includes Croatia, whose net enrolment has remained relatively constant in the last few years at 95%. The goal is within reach, but the lack of growth makes achieving it unlikely.

The situation is the same in Trinidad and Tobago, where the rate has stagnated between 95 and 97%.

In Iran, the NER declined in the early 1990s but started rising slightly again in 1998 and reached 86% in 2002. However, the country is unlikely to achieve the goal in time.

In the early 1990s, the United Arab Emirates' net enrolment rate declined to 80%, then started rising. But the present growth is too slow to achieve the goal by 2015.

Between 1990 and 1998, Bangladesh's net enrolment rate rose from 78% to 88%, where it has stagnated ever since. The goal will not be achieved soon.

### Countries with a high probability of achieving the goal

This group includes 22 countries, or 24% of the 90 countries studied. They were either near the goal in 2002 and had growing rates, or occupied an intermediate position (with NERs between 80% and 94%) and had briskly growing rates. That upward trend means they will reach the goal of universal primary enrolment by 2015.

Indonesia had already achieved the goal in the early 1990s, but the rate had fallen to 95% by the end of the decade before starting to climb again in 1999. Growth in recent years, combined with the fact that the country already had the capacity to enrol all primary-school age children, suggests that it will achieve universal primary enrolment by 2015.

The situation is similar in Jamaica and Jordan: decline followed by a resumption of growth suggest that they will meet the target by 2015.

Malta is in an almost stationary situation. The net enrolment rate for boys decreased slightly but remains above 97%, and the girls' rate has risen to nearly 100%.

The situation is also nearly stable in Mauritius, which has a slow growth rate but will probably reach the target by 2015.

Cambodia's NER grew at a very brisk pace, from 82% in 1998 to 93% in 2002. Very little old data is available, but it would seem that the rate stood at 67% in 1990. Growth at that pace suggests that the country will quickly achieve the goal.

Cuba's enrolment rate shows slight variations close to the goal. Growth is very weak, but the country will probably achieve the goal.

### **Some conclusions**

If the 2002–2015 trends are the same as those between 1990 and 2002, then:

- only 22 of the 90 countries (24.5%) will achieve the goal by 2015.
- 44 countries (almost half) are on track but unlikely to reach the target, either because their initial positions already lagged very far behind or because the enrolment growth rate is unchanged and inadequate to meet the objective.
- 21 countries will not achieve the goal because their rates are declining, even though some were very close to the target.
- three countries were far from the goal in 2002 and have since fallen even further behind. It is highly unlikely that they will achieve universal primary enrolment by 2015.

In view of these results, it is clear that many countries will have to step up the efforts made between 1990 and 2002 if they want to achieve the goal. Some regions will benefit from slow population growth, but demographic pressure will continue rising in others. Without aggressive policies and international aid, many countries will be far from the goal in 2015.

**Table 1. Universal primary education: countries' probability of achieving the goal by 2015**

High probability of achieving the goal by 2015	Column 1	Low probability of achieving the goal by 2015		
		Column 2		
22 countries	Algeria Australia Bolivia Indonesia Ireland Jamaica Jordan Malta Mauritius Austria Belarus Bulgaria Cambodia Colombia Guatemala Cuba Lithuania Vanuatu Venezuela Morocco Nicaragua Lesotho	44 countries	Croatia Trinidad and Tobago Botswana El Salvador Iran Lao Republic Macao Thailand United Arab Emirates Bangladesh Chile Costa Rica Egypt Latvia Lebanon Mongolia Myanmar St Vincent Zimbabwe	Benin Burkina Faso Burundi Chad Côte d'Ivoire Eritrea Ethiopia Guinea Mali Mozambique Niger Yemen Gambia Ghana Kenya Madagascar Mauritania Senegal Swaziland Tanzania Namibia Oman Moldavia Zambia Djibouti

Countries unlikely to achieve the goal Column 3		Countries highly unlikely to achieve the goal Column 4	
21 countries	Estonia	3 countries	Azerbaijan
	Kyrgyzstan		Saudi Arabia
	Slovenia		Papua-New Guinea
	Albania		
	Bahrain		
	British Virgin Islands		
	Czech Rep.		
	Georgia		
	Equatorial Guinea		
	Kuwait		
	Luxembourg		
	Malaysia		
	Maldives		
	Dutch Antilles		
	Palestine		
	Paraguay		
	Rumania		
	South Africa		
	Macedonia		
	Uruguay		
	Vietnam		

## Annex: a useful country classification for detailed analysis

Growth      High      Medium      Low      Negative

Situation

2002

Close		Algeria	Estonia	
		Australia	Kyrgyzstan	
		Bolivia	Slovenia	
		Croatia		
		Indonesia		
		Ireland		
		Jamaica		
		Jordan		
		Malta		
		Mauritius		
		Trinidad and Tobago		
Intermediate	Botswana	Austria	Albania	
	Cambodia	Bangladesh	Bahrain	
			British Virgin Islands	
	Colombia	Belarus	Czech Rep.	
	El Salvador	Bulgaria	Georgia	
	Guatemala	Chile	Equatorial Guinea	
	Iran	Costa Rica	Kuwait	
	Lao Rep.	Cuba	Luxembourg	
	Lesotho	Egypt	Malaysia	
	Macao	Latvia	Maldives	
	Morocco	Lebanon	Dutch Antilles	
	Nicaragua	Lithuania	Palestine	
	Thailand	Mongolia	Paraguay	
	United Arab Emirates	Myanmar	Rumania	
		St Vincent	South Africa	
		Vanuatu	Macedonia	
		Venezuela	Uruguay	
		Zimbabwe	Vietnam	
	Far	Benin	Gambia	Namibia
				Azerbaijan

Burkina Faso	Ghana	Oman	Saudi Arabia
Burundi	Kenya	Moldavia	Papua-New Guinea
Chad	Madagascar	Zambia	
Côte d'Ivoire	Mauritania	Djibouti	
Eritrea	Swaziland		
Ethiopia	Tanzania		
Guinea			
Mali			
Mozambique			
Niger			
Senegal			
Yemen			

### Chapter III: Gender parity analysis

**EFA Goal 5.** *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.*

This section of the study will focus on parity rather than equality, because the latter notion is based on criteria that are not purely numerical (in particular the idea of advantages or disadvantages in educational opportunity).

Achieving gender parity in education means that the same proportion of boys and girls – in relation to their respective age groups – enter the education system and participate in its various cycles.

Our analysis considers that a country has reached the goal if it achieves a gender parity index (GPI) between 0.97 and 1.03. GPI is calculated by relating the girls' gross enrolment rate to that of boys. Countries where GPI surpasses 1.03 are shown in blue. Countries' chances of achieving the gender parity goal in primary and secondary education before the 2005 deadline set by the Dakar Action Framework, as well as by 2015, are analysed.

## **Regional analysis**

This analysis is based on Table 2, a summary table on the following page grouping together 150 countries according to their probability or improbability of achieving gender parity in primary and secondary education based on past trends. The analysis omits countries for which data is available for only one or two education levels.

The first observation is that disparities between regions are very wide.

By 2002, 49 countries had achieved gender parity in both primary and secondary education. They include:

- 16 countries in Central and Eastern Europe, or 33% of this group
- 11 in North America and Western Europe,
- 6 in Latin America and the Caribbean,
- 5 in East Asia and the Pacific,
- 6 in Central Asia
- 3 Arab states
- 2 in sub-Saharan Africa, or 4% of this group.

Over 55% of this group's countries are in Central and Eastern Europe and North America and Western Europe, while the Arab states and sub-Saharan Africa account for only 6% and 4% of the countries that have achieved parity in primary and secondary education.

The geographical distribution of the 24 countries unlikely to achieve the goal by 2015 looks quite different:

- 12 countries sub-Saharan Africa, or 52% of this group,
- 3 countries in East Asia and the Pacific, or 13% of this group,
- 5 countries in the Maghreb and Middle East, or 2.7% of this group,
- 3 countries in Latin America and the Caribbean,
- 1 country in Central and Eastern Europe.

Turkey is the only country in Central and Eastern Europe belonging to the group that will probably fail to achieve parity in primary and secondary education by 2015. None of the countries in South and West Asia for which data is available belong to this group.

If the countries for which only primary school data are available were included in this category, five additional nations in sub-Saharan Africa would be added, confirming that region's peculiar position.

The two goals should be considered separate and, if need be, prioritized. The achievement of parity in primary education is the main objective and should be reached in 2005. Both targets (in primary and secondary education) are essential, but reaching parity on the primary level is the primordial goal upon which the achievement of parity in later stages of education depends.

### **Overall analysis**

Table 2 distinguishes between a first group of 56 countries (in the green part of the table), accounting for over one-third of the 150 nations studied that had either already achieved parity in primary and secondary education by 2002 or had a high probability of achieving it in 2005. Eight countries (in the yellow part of table 2) are unlikely to have achieved parity in 2005 but have a high probability of attaining it by 2015. Most are in Latin America and the Caribbean (Argentina, Belize and Cuba) and two are in sub-Saharan Africa (Botswana and Ghana). The rest are in Eastern Europe (Estonia), Western Europe (Switzerland) and West Asia (Iran).

Nearly 60% of the countries (86 in 150), shown in the pink part of the table, are unlikely to achieve gender parity by 2015 either on the primary (seven), secondary (55) or on both levels (24), without a major policy shift. In other words, as might have been expected due to the fact that disparities between girls and boys are usually sharper in secondary education, that is the sector lagging behind. Separate analysis of the probability of achieving parity on both levels confirms that fact.

**Table 2. Gender parity in primary and secondary education: countries' probability of achieving the goal by 2005 and 2015**

*(Based on 1990-2002 trends. All those with a GPI between 0.97 and 1.03 are considered as having achieved parity.)*

		Gender parity in secondary education				Number of countries
		Already achieved goal by 2002	High probability of achieving the goal in 2005	High probability of achieving the goal by 2015	Probability of not achieving the goal by 2015	
Gender parity in primary education	Already achieved goal by 2002	Albania, Anguilla, Armenia, Australia, Azerbaijan, Bahamas, Barbados, Belarus, Bulgaria, Canada, Chile, China, Croatia, Cyprus, Czech Republic, Ecuador, France, Georgia, Germany, Greece, Hungary, Indonesia, Israel, Italy, Jamaica, Japan, Jordan, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Malta, Mauritius, Netherlands, Norway, Oman, Republic of Korea, Republic of Moldova, Romania, Russian Federation, Serbia and Montenegro, Seychelles, Slovakia, Slovenia, The former Yugoslav Rep. of Macedonia, Ukraine, United Arab Emirates, United States, Uzbekistan, 49	Austria, Bolivia, Guyana, Kenya, Kuwait 5	Argentina, Belize, Botswana, Switzerland, 4	Bahrain, Bangladesh, Belgium, Brunei Darussalam, Colombia, Costa Rica, Denmark, Dominican Republic, Finland, Gambia, Iceland, Ireland, Kuwait, Lesotho, Luxembourg, Malaysia, Maldives, Mauritania, Mexico, Mongolia, Myanmar, Namibia, Netherlands Antilles, New Zealand, Nicaragua, Palestinian Autonomous Territories, Peru, Philippines, Poland, Qatar, Rwanda, Saint Lucia, Saint Vincent and the Grenadines, Samoa, Spain, Suriname, Tonga, Trinidad and Tobago, Uganda, United Kingdom, Vanuatu, Venezuela, Zimbabwe 43	101
	High probability of achieving the goal in 2005	Estonia 1	Iran (Islamic Republic of) 1	Ghana, Saudi Arabia, 2	India, Lebanon, Panama, Syrian Arab Republic, Tunisia 5	9

High probability of achieving the goal by 2015	Cuba 1	Egypt 1		Brazil, Nepal, Portugal, Senegal, Tajikistan, Togo, Zambia 7	9
Probability of not achieving the goal by 2015	El Salvador, Swaziland, Paraguay 3		Cameroon, Macao (China), South Africa, Viet Nam 4	Algeria, Aruba, Benin, British Virgin Islands, Burkina Faso, Burundi, Cambodia, Chad, Comoros, Côte d'Ivoire, Djibouti, Eritrea, Ethiopia, Guatemala, Lao People's Democratic Republic, Malawi, Mali, Morocco, Mozambique, Niger, Papua New Guinea, Sudan, Turkey, Yemen 24	31
Number of countries	54	7	10	79	150

*Note:* The countries shown in blue are those where disparities in favour of girls exist in secondary education.

### Country-by-country analysis

The analysis focused on the issue of whether or not countries achieved parity in primary education before turning to parity on the secondary level.

#### Parity in primary education

Table 2 shows that 101 countries, or 67.3% of the 150-country sample, had achieved gender parity by 2002, which means that 49 were still more or less far from the goal at that time.

Seventeen of those 49 countries, or 34.7%, have a high probability of achieving parity in primary education by either 2005 or 2015. It is unlikely that the 31 remaining countries (63.3% of those that had not reached the goal by 2002) will attain the objective by 2015. Most are the least advanced countries (LAC) of sub-Saharan Africa, such as Benin, Burkina Faso,

Eritrea, Ethiopia, Mali and Niger, while several others are Arab states, including Sudan and Yemen.

Interestingly, no country at risk of failing to achieve parity in primary education has a GPI above 1.03, in other words enrolled girls outnumbering enrolled boys at this level.

However, some countries in Latin America (Guatemala, Paraguay and El Salvador) will probably be close to the goal by 2015. So will South Africa, Cambodia and several Arab states, including Sudan, Morocco and Algeria.

In contrast, such countries as Papua-New Guinea, Guinea, Djibouti, Cameroon, Mali, Malawi, Niger and Chad will remain very far from the goal, with girls' enrolment rates much lower than those of boys.

### Parity in secondary education

Only 54 of the 150 countries studied (36%) had already achieved parity in secondary education. That “success rate” is lower than that observed for primary education by almost half (68%).

With a few exceptions (Estonia, Cuba, El Salvador, Swaziland and Paraguay), all those countries had achieved parity in primary education, which tends to bear out the analysis according to which parity on the primary level is a quasi-necessary condition for achieving parity in secondary education.

Nearly two-thirds of the countries (96 in 150), then, had failed to achieve parity in secondary education by 2002. Only 17 of them (18%) have a high probability of reaching it by 2005 (seven) or 2015 (10). Arab states and countries in sub-Saharan Africa account for nearly half the nations in this group.

The remaining 79 countries (four-fifths of those that had not yet achieved parity in 2002) are unlikely to reach parity in secondary education by 2015. Over half of them (42, shown in blue in the table) will probably not meet the target by then because of the often sharp disparities observed at the expense of boys (GPI above 1.03). Thirty-six of the 42 countries (86%) had already achieved parity in primary education, including Belgium, Ireland and the United Kingdom in Western Europe, Mexico and Venezuela in Latin America and Malaysia in East Asia. Four other countries (Lebanon, Panama, Tunisia and Brazil) in the same situation have a high probability of achieving parity in primary education by 2015. Two countries are fairly atypical because they may not achieve parity in primary education (the ratio is in favour of boys) even though girls account for the majority on the secondary level (Algeria and the British Virgin Islands).

By and large, this analysis shows that although parity in primary education remains a prerequisite for achieving parity on the secondary level, it is, unfortunately, not sufficient. Other, sometimes different processes and causes of disparity and inequality come into play that the affected countries must address in order to achieve the EFA goal of total gender parity on both levels of education. This analysis shows that the situation for boys on the secondary

level is alarming, but there is also a long way to go to achieve girls' enrolment in both primary and secondary education, especially in sub-Saharan Africa, where 40% of the 31 countries unlikely to achieve parity in primary education by 2015 are located. Most have disparities in favour of boys (Benin, Burkina Faso, Ethiopia, Niger and Chad). The push for parity must not falter. Quite on the contrary, it must be given a fresh impetus.