



Causes of Disadvantages for Girls and Boys

with regard to Access and Retention in Primary and Secondary Education in the Partner
Countries of the Federal Ministry for Economic Cooperation and Development (BMZ)

BMZ



Federal Ministry
for Economic Cooperation
and Development

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Published by



Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

List of Abbreviations

BEPA	Basic Education Programme for Afghanistan
BMZ	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung/ Federal Ministry for Economic Cooperation and Development
CHER	Coalition for Health and Education Rights
CRS	Catholic Relief Services
DHS	Demographic and Health Survey
DFID	Department for International Development
DROP	Drop-out rates
EDC	Education Development Center
EDSG	Survey on Demography and Health in Guinea / Enquête Démographique et de Santé de Guinée
EFA	Education for All
EFA-FTI	Education for All-Fast Track Initiative
ENCOVI	Encuesta Nacional de Condiciones de Vida (Guatemala)
GER	Gross enrolment ratio
GIT	Gross intake ratio
GMR	Global Monitoring Report
GPE	Global Partnership for Education
GPI	Gender Parity Index
GPGR	Gross primary graduation ratio
HCI	Healing Classroom Initiative
HDI	Human Development Index
IAG	Internationally Agreed Targets
IBE	UNESCO International Bureau of Education
ICR	International Rescue Committee
IIEP	International Institute of Educational Planning
MEST	Ministry of Education, Science and Technology
MIE	Malawi Institute of Education
NER	Net enrolment rate
NIT	Net intake rate
NRVA	National Risk and Vulnerability Assessment
NWFP	North-West Frontier Province (Pakistan)
PACE-A	Partnership for Advancing Community-based Education in Afghanistan
PETS	Public Expenditure Tracking Survey
PIHS	Pakistan Integrated Household Survey
PSIA	Poverty and Social Impact Analysis
RT	Repetition rate
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SAT	Sistema de Aprendizaje Tutorial (Honduras)
SC	School census
SSA	Sub-Saharan Africa
UIS	UNESCO Institute for Statistics
UN	United Nations
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNMIK	United Nations Interim Administration Mission in Kosovo

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Preface to the Abridged English Edition

This is an abridged version of the gender study “Causes of disadvantages for girls and boys with regard to access and retention in primary and secondary education in the partner countries of BMZ” which was commissioned by the Federal Ministry for Economic Cooperation and Development (BMZ) and published in 2013 by the Gesellschaft für Internationale Zusammenarbeit (GIZ) as an e-publication.

The main difference between the original German and the English edition is that the English version does not contain the regional analyses and the adapted country analyses. With regard to the sections on references and references sorted by regions/countries, the abridged version still lists all references which also refer to the regional analyses (which are not included in the abridged English version). The reason to do so is to provide other researchers who are not familiar with the German language this unique bibliography which contains references in German, English, Spanish, Portuguese and French. As the author did not come across a similar list of references throughout this project, it has been included as a very helpful resource for further research.

The following table shows the differences of both versions:

Chapter	Differences between the English and the Original German Edition
2. Executive Summary	Both versions are identical.
3. Introduction	The German version has 3 additional paragraphs with reference to the EFA and MDG framework, as well as a sub-chapter on the progress of the EFA goals 2 and 5 and MDGs 2 and 3 with regard to gender.
4. Regional and Country Analyses	In the German version, regional analyses are included and the detailed descriptions of each country analysis are two to three times in length.
5. References	Both versions are identical.
6. References sorted by regions/countries	Both versions are identical.
7. List of searched sources	Both versions are identical.
8. Annex: Graphics and GPI-Tables for the BMZ partner countries	Both versions are identical.

Further to mention, this study does not necessarily reflect the views of the BMZ, the GIZ or any other organization. The author of the study is Dr Hildegard Scheu, in cooperation with Erfan Diebel (Sector Program Education) who was in charge of editing.

1. Executive Summary

The BMZ Education Strategy 2010-2013¹ underlined the importance of gender equality, one of the ten central objectives in the education sector for the Federal Ministry for Economic Cooperation and Development, as stated in Goal 6: “Create equal opportunities for girls and boys, and women and men” (BMZ 1012:13). To obtain a more detailed and thorough analysis of the issue of gender equality in education, BMZ commissioned the study “Causes of disadvantages for girls and boys with regard to access and retention in primary and secondary education in the partner countries of BMZ”. The study is the result of an initial research and analysis on the topic. Due to its restricted timeframe, the study focuses only on the partner countries of German bilateral cooperation which have education as a priority area and is based on easily and publicly available sources.

Access to primary education has improved significantly since 2000. Globally, a higher proportion of school-aged children are sent to school, more children finish primary education, and access to secondary school has also increased. However large disparities between countries and regions and also within countries still remain. Children from rural areas, from poor families, and from ethnic minorities often have a considerably smaller chance of obtaining a primary education; of these children, girls are particularly disadvantaged. This is despite the fact that there are countries in which the number of girls enrolled exceeds that of boys, in particular in secondary education.

This study summarizes the causes and reasons for the disadvantages for girls and boys in school access and school success, as shown in the studies available in the field of educational science.

All countries studied show significant differences between enrolment ratios in rural regions and those in urban areas. Enrolment for girls in cities is considerably higher than in rural areas. Boys from rural regions and from poor families are also noticeably disadvantaged in enrolment when compared with boys from urban wealthy families. Apart from this general finding, this study cannot refer to any case studies in which the disadvantages for boys have been further assessed. However, there are indications that a gender-based division of labour in some regions and societies can lead to higher out-of-school rates and earlier school drop-out among boys from poor families. These boys are obliged to contribute to the family income by accepting paid labour, working in farming, or tending the family life stock.

Causes of Disadvantages for Girls

The distance to the nearest school is significantly longer for a higher percentage of children from rural areas than for children living in a city. The lack of public schooling in proximity to the place of residence results in higher rates of girls not being enrolled in school at all or dropping out early. This is especially seen in countries with societies in which the protection of females is considered particularly important.

¹ Bundesministerium für wirtschaftliche Entwicklung (BMZ): Zehn Ziele für mehr Bildung – BMZ Bildungsstrategie 2010-2013

The rural population is on average substantially poorer economically than the urban population, and their older generations are generally less educated. This leads to interactions between economic, socio-demographic and cultural factors. In various studies, poverty is considered as the central cause for girls and boys being out of school at both primary and secondary school level.

High costs for school fees, uniforms, books and supplies, and transport are among the most often stated reasons for the school absence of children or early school leaving, especially for the poorer section of the population. Children from wealthier families are in general more likely to finish primary education, boys more so than girls.

Especially in precarious economic situations, families need the support of their children either in the household, on the fields for the production food, or even as paid workers outside the home to supplement the household income. Therefore the opportunity costs of schooling are also of interest to a number of studies included in this analysis.

The relationship between costs of schooling and actual school attendance however is not always linear, and thus not straightforward to assess. In a few countries, such as Malawi, the completion rate for all five income groups is almost identical: i.e. each lower income group shows lower completion rates for both genders compared with both genders in the higher income group. Similarly, the completion rates for both girls and boys are equally lower in rural regions and higher for both genders in urban areas. However, clear gender differences can be stated for most countries, e.g. Benin (Sutherland-Addy 2008: 19f).

The direct and indirect costs of school attendance are only one factor among many. A qualitative study conducted in Yemen has shown that neither the parents nor the school children themselves named the costs of school enrolment as the main reason for early school leaving (Maas 2012). The more critical factors for the dismissal of further schooling concerned the school environment itself, especially the discriminating behaviour and treatment by teachers. There was no clear link found to the gender or social background of the child.

This study illustrates how the conventional interpretation of quantitative data can lead to false conclusions which would not stand up to a thorough, scientific review. Unfortunately for the purpose of the analysis at hand, there were only very few gender-specific studies available which were based on a methodologically sound collection and evaluation of qualitative

data. Also, the basic differentiation between primary and secondary education was not always taken into account in many studies. As well, often it was not explicitly stated whether the conclusion of a study was drawn from qualitative or from quantitative data, which makes a differentiated evaluation difficult. In some countries, e.g. Yemen, the value placed on education is markedly lower than that placed on the incorporation of cultural techniques and culturally desirable and accepted behaviour. The values of a traditional upbringing are distinct from those imparted by formal school education, which are considered of less relevance for mastering the demands of life.

The educational background of parents plays an important role in the decision to send the children to school. While in some countries, such as Guinea, the level of education of the male head of a household correlated more strongly with the enrolment rate of girls (Diallo et al 2009). In other countries, it correlated more strongly with the level of education reached by the mother and the enrolment rate of their daughters. As observed by various studies in diverse countries, too many children, even after several years of schooling, remain functional illiterates who are not able to read, nor to write nor to work with numbers. The quality of teaching is influenced by a number of factors, e.g. a lack of qualified teaching personnel, in particular the lack of female teachers. This is especially seen in countries such as Afghanistan and Pakistan, where a great inequality between the genders in access to education is coupled with a strict segregation of the sexes which only allows female teachers for girls. Additionally, the content of school lessons often does not reflect the needs of the local population and does not relate in a meaningful way to the local culture, while the school books contain discriminatory messages and ideas, including gender-specific role models. As repetition is the main teaching method used, pupils are not encouraged to think analytically but rather to memorise the facts and reproduce them verbatim in class.

The influence of the language of instruction - often the official language remaining from the colonial era which is not the mother tongue of the children - has only been investigated in one of the studies referred to in this analysis. Apart from the study on Guatemala, the studies at hand with a focus on gender-specific differences did not address the issue of language of instruction. There are a number of analyses available on the impact of bilingual primary education on school success in children. However, this range of studies would require an intensive research and reflection which was not possible within the boundaries of this analysis. Studies concerning the issue of native language and bilingual education in school could be relevant sources for further investigation.

Schools are often unfriendly environments for girls. They can lack sanitary facilities and security measures, e.g. when the schoolyard is not delimited by walls or fences. On the way to school, or even in school itself, girls are at constant risk of experiencing sexual harassment and assault.

Moreover, schools often reflect the discriminatory values of a society, as gender stereotypes of the teachers reinforce unequal gender relations. Many teachers have lower expectations of girls: they consider girls as being more timid and less ambitious than boys. It is the opinion of many teachers that boys learn better, work harder, and give the better answers. Girls receive less attention in class than boys, or are even ignored completely (Stromquist 2007: 11). Chores such as sweeping and cleaning are assigned to girls.

Within the education system, the gender aspect is mainly discussed with regard to access to education. The vital role of the process of socialisation taking place in school, which in itself raises and reinforces gender differences, is not well researched (Stromquist 2007: 28). The interaction between teachers and students, the way of teaching, and the behaviour of the teacher in extra-curricular activities have been investigated by some studies. Gender stereotypes and the respective expectations of roles often have a negative impact on the development of girls' self-esteem and self-confidence, important preconditions for good school performance.

In this way schools contribute substantially to the production and reinforcement of gender stereotypes and to the perpetuation of power relations, shown in the dominant behaviour of boys towards girl students and towards female teaching staff (Stromquist 2007). Stereotypical images of male and female role models remain a part of revised curricula. From the gender perspective, there has not been much progress made towards actual changes in educational practice, even if there are explicit gender policies in place in some countries.

Several studies show a strong relationship between the enrolment and school attendance of girls and the presence of female teachers in school. There is a lack of female teachers as role models. The number of female teaching personnel is very low in sub-Saharan Africa, with women in only one third or even less of all teacher positions (Colclough 2004: 7). Colclough therefore advocates the systematic implementation of strategies and interventions to promote teacher training for women.

Cultural practices, such as early marriages and pregnancies, are also contributing factors to girls leaving

school with no or very low educational attainment. On the other hand, the more education a girl receives, the less likely it is for the girl to be married while she is underage. This means that an improved access to education and participation in school could help to end the practice of child marriages (UNICEF 2005: 27f). In this context it is also relevant to mention that an early start in school at the right age makes it more likely for girls to stay in school until they complete their education and earn their degree (Colclough et al 2000).

While in the past, pregnant girls in sub-Saharan Africa had to leave school, this practice is now changing. In some countries, e.g. Cameroon, Madagascar, Namibia and Sierra Leone, it is current policy that pregnant students can continue their education. In other countries, a return to school is provided for by statute, after a break in schooling for the duration of pregnancy and breastfeeding, e.g. Botswana, Guinea, Kenya, Malawi, Zambia and South Africa (Stromquist 2007: 24). But frequently, despite these measures, pregnant girls leave school and do not return, in part due to many young mothers feeling unwelcome in the school environment.

The fear of different forms of harassment, bullying, and violence appears to be an invisible and unexpressed barrier which prevents children, especially girls in puberty, from going to school. Many forms of violence are not being recognised and labelled as such; according to Sutherland-Addy (2008:35) the problem is severely underrated and underestimated. Studies by Action Aid (2004) and Human Rights Watch (2001) concluded that girls feel powerless, and therefore do not dare to reject the offender or to complain about the incident. Violence is one of the methods used to enforce male dominance in a society and is used inside and outside of school.

Causes of Disadvantages for Boys

In most of the countries where gender parity in primary education has not yet been reached, more boys than girls are being enrolled in school. However, there is an exception of eight countries in which more girls than boys are sent to school. In one of these countries, Malawi, this development can be attributed to political focus and several programmes focusing on girls' enrolment, and is regarded as a leap forward for the female students. However, other education indicators continue to show an advantage for boys. In Yemen, more enrolled girls (75%) than boys (67%) continue on to grade 9 (Al-Mekhlafy 2008: 270). For the other countries, no further information providing reasons could be compiled. Whether the statistics hint towards a discrimination towards boys, or if the increase in girls' enrolment is only a temporary effect

due to special programmes, as in Malawi, cannot be clarified at this point.

Class repetition rates are high in Latin America and the Caribbean (8.5%) and in sub-Saharan Africa (9.7%) (UNESCO 2012: 42). In most countries around the world (75%), males outnumber females in repeating a grade.

In Honduras and other Latin American and Caribbean countries, more female pupils are being enrolled and finish secondary school. Different studies explain the under-representation of boys via several contributing factors such as the ethnic background of the boys (e.g. the discrimination against Afro-Jamaicans in Jamaican schools), the culture of youth gangs, and peer pressure to copy an ideal of masculine identity (*machismo*) (Jha et al 2012: 4ff). In particular boys from poor families and ethnic communities or from impoverished regions grow up with the hegemony of a rigorous masculine identity model. An absence of male role models in schools due to a majority of female teaching staff

members, also in primary but especially in secondary schools, has also been identified as a problematic constellation (Jha et al 2012: 6ff). Education and success in school are being regarded as a feminine domain by the boys and in the context of a specific image of masculinity are not considered desirable.

In some sub-Saharan countries, e.g. Namibia, Lesotho, the Seychelles, Sao Tomé and Príncipe, as well as in South Africa, more female than male students complete secondary school.

Sutherland-Addy (2008:18) emphasised in her analysis on variables influencing the participation of girls in secondary education in sub-Saharan Africa the importance of socio-cultural factors, especially in rural areas. She discusses several parameters which have been investigated by other studies and are summarised in the following chart. (Sutherland-Addy 2008: 35 - author's own illustration). This table applies to primary education and for specific regions.

Factors influencing inequality

Demand Side

- **social and cultural factors which:**
 - influence the behaviour and the options for parents and pupils
 - see girls' education as contradicting religious and traditional values
 - favour the education of boys before that of girls
- **economical factors:**
 - poverty
 - direct and indirect costs (school fees, uniforms, books, transport, etc.)
 - opportunity costs vs. low anticipated return (girls are needed for domestic work and other kinds of labour)
- **familial aspects:**
 - illiteracy or low levels of education of the parents and therefore a disregard for the importance of education for girls
 - early marriages and pregnancies
 - orphans
 - girls as head of the household
- **other factors:**
 - HIV and AIDS

Supply Side

- **political situation:**
 - political priorities emphasising basic primary education and focusing solely on access and enrolment, instead of also addressing drop-out prevention, retention and completion rates
 - budgetary constraints and structural adjustment programmes with negative effects on the education sector and lack of incentives for the access to primary and secondary education for girls
 - political instability
 - inconsistent education policies
- **bureaucratic systems:**
 - legally binding gender goals are increasingly diluted the further they migrate down the ranks of the bureaucratic administration system
- **institutional factors:**
 - a lack or insufficient awareness of gender sensitivity among the teaching staff
 - lack of female teachers
 - security risks (long distances to school, gender based violence, sexual harassment and corporal punishment)
- **infrastructural factors:**
 - large distances to school
 - remote regions without schools
 - lack of separated sanitary facilities for girls and boys
- **contextual factors:**
 - poor quality of education programmes
 - educational systems which do not meet local demands in learning and teaching

2. Introduction

The BMZ Education Strategy 2010-2013 underlined the importance of gender equality as one of the ten central objectives in the education sector for the Federal Ministry for Economic Cooperation and Development, as stated in Goal 6: “Create equal opportunities for girls and boys, and women and men” (BMZ 1012: 13):

“Gender equality is among our core priorities. This means that in our programmes to promote education, we aim systematically to eliminate unjust relationships between genders. Girls and women still remain the more disadvantaged group. Nonetheless there are also situations in which boys and men suffer educational deprivation and disadvantage.”

To obtain a more detailed and thorough analysis of the issue of gender equality in education, BMZ commissioned this study on “Causes of disadvantages of girls and boys with regard to access and retention in primary and secondary education in the partner countries of BMZ”.

Leading Questions and Available Data

The following questions have led the research:

- What are the causes for the disadvantages for girls and boys in the access to and in the dropout from primary and secondary education?
- Are there regional differences?²

- Is it possible to identify groups of countries which exhibit similar or identical causes for the disadvantages for girls or boys in the access to primary and secondary education and regarding school dropout?³

There are various studies and analyses on the education sector based on quantitative data, which is available from national surveys and international databases (UNESCO, World Bank). While a number of gender-differentiated analyses also use quantitative data and statistics, there are significantly less studies regarding gender aspects in education based on qualitative data. Studies investigating differences in access to education based on income groups or on regional origin do not always differentiate by gender. A number of authors, who have carried out their own data collections, have supplemented quantitative with qualitative data and have put their own results in context of previous research. There are notably fewer studies on primary education available than on secondary education. It can be assumed that further studies exist, particularly analyses compiled by non-governmental organisations, which are not publicly accessible and could therefore not be included in this research.

As it was not possible to conduct an exhaustive research within the predefined timeframe of this study, the analysis had to be restricted to easily accessible documents which were available in the GIZ Library in Bonn, in the

² The English version does not contain these results.

³ The English version does not contain these results.

University Library Frankfurt or via the internet, as well as via country information requests to ongoing GIZ-programmes in the BMZ focus countries in primary and secondary education. In addition to the research on the websites of UNESCO, the Global Partnership for Education (GPE) and the World Bank, the data utilised for this analysis also originates from systematic search of the internet by keywords in German and English (e.g. gender and education, primary education, secondary education, disadvantages in education, inequalities in education, etc.) and respective to the regional context also in Spanish, Portuguese and French. Additionally, references in the available literature, publications, and studies have been consulted and further relevant topics have been researched. For example, bilingual intercultural education in Guatemala was introduced after the use of Spanish as the official schooling language for Mayans had been identified as problematic and one of the main causes for disadvantages in the access to education for the ethnic group.

With a few exceptions, the studies, reports and other publications consulted, date from 2000 onward. Due to the rapid changes in the education sector, data becomes quickly outdated. The aim of this study is to describe in detail the current situation in the different countries and regions.⁴

The partner countries of BMZ under examination are those with education as a priority and which are promoting primary and secondary education: Afghanistan, Guatemala, Guinea, Honduras, Yemen, Kosovo, Malawi, Mozambique, and Pakistan. As a consequence of political unrest in the country since 2013, Guinea is no longer a focus country of BMZ in the primary and secondary education sector; however it is included in this study because Germany had been intensively promoting girls' education in Guinea over the previous years.

The regional context is depicted on the basis of the UNESCO Education for All (EFA) monitoring reports from the last few years and on the basis of other region-specific analyses available.⁵

Thus, this study offers the first systematic analysis in which the topic of gender equality in education in developing countries is being investigated and presented in the context of regional and country differences. The analysis is based on qualitative and quantitative surveys and studies. The main task of this study is to detect existing qualitative data and surveys and to interpret them.

It is likely that there have been other qualitative studies carried out in some of the investigated countries, also in the respective national language. For example, there is a study available in Yemen, in Arabic. To align gender-specific interventions in primary or secondary education with the local context and the policies of the partner

countries, it is necessary to have accurate insight into the causes of the disadvantages. As demonstrated in a qualitative study by Lucienne Maas (2012) on Yemen, the interpretation of quantitative data can lead to the wrong conclusions. In order to choose the right intervention strategy, it is crucial to research, carry out, or commission corresponding quantitative studies when there is a lack of relevant information. In particular, there is very little consolidated knowledge on the role of the mother tongue in primary education in the context of technical cooperation with the partner countries of BMZ. The same applies to the importance of the culture-specific values regarding the upbringing and education of children, as well as the importance of the institution of "school".

Structure of the Study

Before the analysis and presentation of the studies with gender-focus, an overview of each region is provided. This information is presented in conformity with the classification of regions used by the UN, which is also the basis for UNESCO surveys. The classification of countries therefore follows that of UNESCO.⁶

The core element of this study consists of the so-called "country profiles". Each profile includes a graphical presentation and analysis of quantitative data provided by the UNESCO, as well as the qualitative results of this research.⁷ Subsequently each country is described in further detail in a short summary.

Due to the time-intensive nature of the research work, detailed analyses based on qualitative studies could only be prepared for the partner countries of BMZ which have education as a priority area and are promoting primary and secondary education.

Additionally, the annex contains country sheets of all partner countries of BMZ, which offer a brief overview of each country. The difference between the country profiles provided for the partner countries with a focus on education and the basic country sheets is that the latter only consists of diagrams and a table of gender-parity-indices based on the quantitative database provided by the UNESCO and does not offer a detailed analysis of information from qualitative surveys and studies.

⁴ The regions are not part of the English version.

⁵ The regions are not part of the English version.

⁶ The regions are not part of the English version.

⁷ The data that functions as basis for this study has been downloaded from the World Bank database which allows this more easily than the UNESCO-database but consists of the same data and indicators in regard to primary and secondary education. In accordance with the list of all the partner countries of German development cooperation provided by GIZ, the respective indicators have been downloaded from the World Bank database as an excel-file.

In addition to a conventional bibliography (sorted by region/country and alphabetical), in order to document the time-consuming process of scanning publications and studies, this study also provides the reader with an index of all the inspected sources which presumably contained relevant information, but proved not to. As a result, all the research work undertaken for this study is reflected and can thereby serve as orientation for future research projects on this topic.

Definition of Gender Concepts

UNESCO and the EFA movement use the following definitions of gender for their analyses:

“Gender Parity is achieved when the same number of girls and boys has gained access to primary and secondary education – which does not mean that all girls and boys of school age are actually going to school.”

“Gender Equality is achieved when all girls and boys have equal opportunity to benefit from high-quality basic education and reach the same level of qualification.⁸ Literature commonly speaks of Gender Equity, sometimes synonymous to Gender Equality.”

Explanation of the Indicators Used in the Country Profiles

Based on the available data, we supplemented the country profiles with graphical representations of indicators to illustrate the developments in relation to gender in the individual countries.

While the enrolment rates indicate the access to education, other indicators such as drop-out rates, retention, repetition and completion rates offer information on the quality of the education and on school attainment. The corresponding indicators are defined by the UNESCO as follows (UNESCO 2012a: p.110):

Gross enrolment ratio (GER)

“The number of pupils or students enrolled in a given level of education (here: primary education and secondary education, secondary education being divided in lower and upper secondary), regardless of age, expressed as a percentage of the population in the official age group for this level of education.”

Net enrolment rate (NER)

“Total number of pupils or students of the official age group for a given level of education enrolled at that level, expressed as a percentage of the total population in that age group.”

Gender parity index (GPI)

“The value of a given indicator for girls divided by that value for boys. A GPI value of 1 signifies that there is no difference in the indicators for girls and boys. A GPI of less than 1 indicates that the value of an indicator is higher for boys than for girls, while the opposite is true when the GPI is greater than 1. UNESCO has defined a GPI value between 0.97 and 1.03 (after rounding) as the achievement of gender parity.”

Gross intake ratio (GIT)

“Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at official primary school entrance age.”

Net intake rate (NIT)

“Total number of new entrants in the first grade of primary education who are of the theoretical primary school entrance age, expressed as a percentage of the population of that age.”

Drop-out rate primary (DROP)

“Proportion of pupils from a cohort enrolled in primary education at a given school year who are no longer enrolled in the following school year. Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100. For cumulative dropout rate in primary education, it is calculated by subtracting the survival rate from 100 at a given grade.”

Repetition Rate (RT)

“Total number of pupils who are enrolled in the same grade as the previous year, expressed as a percentage of total enrolment in that grade of education.”

Primary completion rate or Gross intake rate to last grade of primary

“Total number of new entrants in the last grade of primary education, regardless of age, expressed as a percentage of the population at the theoretical entrance age to the last grade of primary education. (If enrolment age is 6 years and primary school takes 6 years, the regular completion age is 12 years).”

Gross primary graduation ratio (GPGR)

“Total number of graduates from the last grade of primary education, regardless of age, expressed as a percentage of the population at the theoretical graduation age for primary. (If enrolment age is 6 years and primary school takes 6 years, the regular completion age is 12 years). This rate can be higher than 100% because it includes children who have been enrolled to early or too late as well as repeaters.”

⁸ <http://www.unesco.org/en/efa/efa-goals/gender-parity> (last access on 10. December 2012).

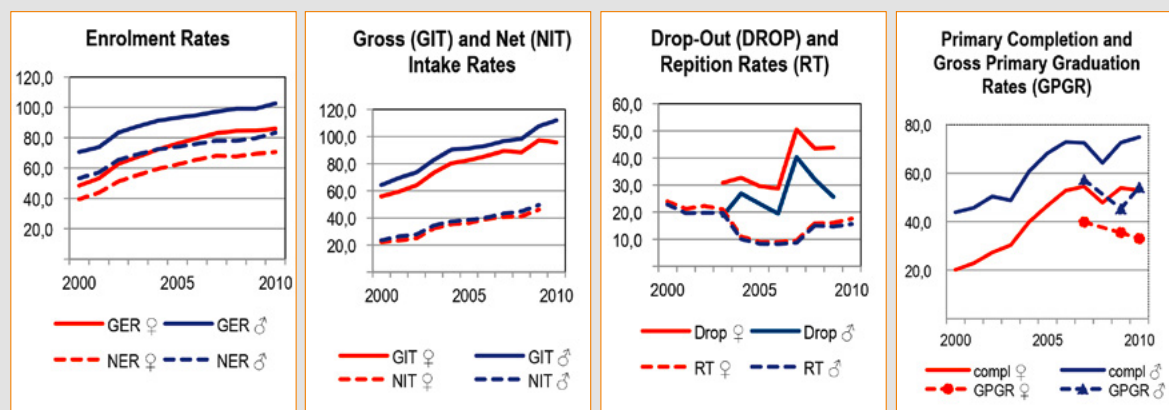
The number of years prescribed for primary and secondary school differ from country to country, as well as the term used to describe them. For example, in some countries there may be a primary school, a middle

school and a secondary or high school. In order to maintain comparability of statistics, the UNESCO classifies school year 5-6 as primary school, and above that as lower (2-3 years) and upper (2-3) secondary school.

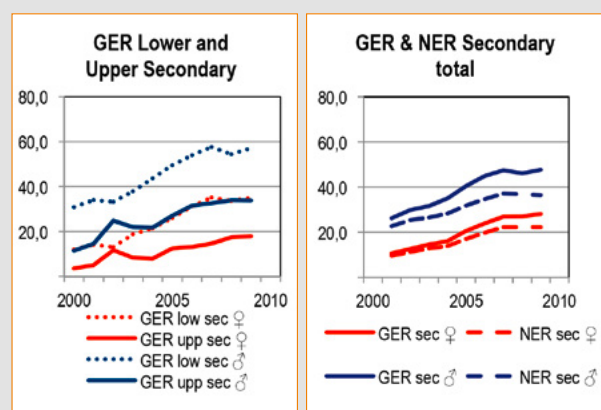
3. Country Profiles

Country Profile Guinea

Primary education



Secondary education



State of research and available sources

Number of referenced studies providing qualitative data: 4, of those one on secondary education (although the data for this study dates back several years, it can be assumed that the underlying causes have not changed substantially since then).

Tembon & Al-Samarrai (1999) investigated a series of variables relating to family backgrounds or households such as economic status, education level of the parents, etc. and their influence on gender-specific school attendance rates. Their analysis is based on school surveys which were conducted in 1995 in two prefectures in two different regions: Mid-Guinea, a region with one ethnic group with a mostly Muslim population; and in Forested-Guinea with three

ethnic groupings consisting mainly of Christians and Animists.

Colclough et al (2000) refer to a number of causes for the low enrolment rates and the substantial gender inequalities, based on school-based surveys from two rural regions in Guinea and Ethiopia. The authors investigated direct costs, opportunity costs, allocation and infrastructure of schools, school quality and cultural practices.

Colclough et al (2003) did research in nine sub-Saharan African countries, among them Guinea. They collected qualitative data in schools through the use of questionnaires and focus group discussions. These group discussions included teachers, parents, pupils and other relevant stakeholders. The analysis appears to be

based on the same data set as Coclough et al 2000. A more recent study by the Réseau Ouest et Centre Africain de Recherche en Education (Diallo et al 2009) examined the inequalities in enrolment and school attendance between girls and boys in Mid-Guinea, based on a study survey on demography and health in Guinea (EDSG) / Enquête Démographique et de Santé de Guinée (EDSG III).

Causes of the disadvantages for girls

Primary education

Factors influencing enrolment rates:

- Poverty, costs of schooling (Tembon & Al-Samarrai 1999, Coclough et al et al 2000, Colclough et al 2003, Diallo et al 2009)
- Parents estimate higher opportunity costs for the education of girls than for the schooling of boys due to a gender-specific division of labour (Colclough et al 2000, 2003): girls are more often obliged to fulfil their role as a help in the household and in other tasks (Tembon & Al-Samarrai 1999, Coclough et al 2000, Colclough et al 2003)
- Lack of schools and schools with good infrastructure which are within reach and easily accessible (Colclough et al 2000, 2003, Tembon & Al-Samarrai 1999)
- Lack of gender-separate sanitary facilities (Colclough et al 2000)
- Lack of well-trained teaching staff, in particular female teachers (Colclough et al 2000)
- Education of the mother: mothers with no education are less likely to send their daughters to school than are mothers who have reached themselves a certain level of education (Tembon & Al-Samarrai 1999, Colclough et al 2003)
- Firmly rooted social attitudes and behaviours of a paternalistic society which are eminently gender-discriminating (Colclough et al 2000)
- Little appreciation and a low esteem of girls' education in the society, school is not consid-

ered as a means for the communication and teaching of relevant knowledge for the socially expected role of women as housewives and mothers (Tembon & Al-Samarrai 1999, Coclough et al 2000, Colclough et al 2003, Diallo et al 2009)

- The socio-economic status of the family plays a decisive role: girls from wealthier families have a significantly higher chance to go to school than girls from poor families, if resources are scarce it is more likely that the boys are sent to school (Tembon & Al-Samarrai 1999: p. 12)

All these variables also contribute to developments in regard to school attainment and school drop-out.

Factors influencing drop-out rates:

- With the onset of puberty, children are considered too old (Tembon & Al-Samarrai 1999, Coclough et al 2000, Colclough et al 2003, Diallo et al 2009)
- Cultural practices, such as initiation rituals for some ethnic groups (Colclough et al 2000, 2003)
- Early marriages, early pregnancies (Tembon & Al-Samarrai 1999, Coclough et al 2000, 2003)
- Sexual harassment by teachers or fellow students (Colclough et al 2003)
- Obligation to work in the household (Colclough et al 2000)
- Lack of toilets or lack of gender-separate sanitary facilities for girls, which are especially a cause of absence from school during menstruation (Colclough et al 2000)

Secondary education

- Lack of schools and school infrastructure, such as sanitary facilities (Diallo et al 2009, Colclough 2003)
- Lack of female teaching staff (Colclough et al 2003)
- Cultural norms and role expectations and early marriages (Colclough et al 2003)

► Country Information

Population: 11 million

HDI ranking: 178 von 187 (2012)

Religion: Muslim majority, ca. 10% of the population are Christian or Animist.

Ethnic groups, languages and school language: 20 ethnic groups and native languages. Between 1968 and 1984 lessons were given in the mother language (8 languages in total). Since then French is school language and national languages are taught as a school subject. Qur'anic schools /madrassas are teaching Arabic. The reintroduction of national native languages in primary schools has been announced for 2012 (Albaugh 2012: 31).

Literacy rate (+15 years): women 30%, men 52% (2010)⁹

Urban/rural %: More than 70% live in rural areas

Official enrolling age/enrolment age: 7

Duration of primary school: 6 years.

Duration of secondary school: 4+3 years

Compulsory education: yes

School fees: no

Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0.69	0.79	0.85	0.85	0.84	
Net enrolment rate	0.74	0.82	0.87	0.87	0.85	
Gross intake ratio	0.87	0.89	0.90	0.90	0.86	
Net intake rate	0.95	0.94	0.92	0.93		
Gross graduation ratio				0.78	0.61	
Completion rate	0.46	0.66	0.75	0.74	0.71	
Secondary						
Gross enrolment ratio, lower	0.39	0.49	0.62	0.61		
Gross enrolment ratio, upper	0.31	0.36	0.51	0.53		
Gross enrolment ratio		0.46	0.59	0.59		
Net enrolment rate		0.49		0.61		

Other characteristics and further information

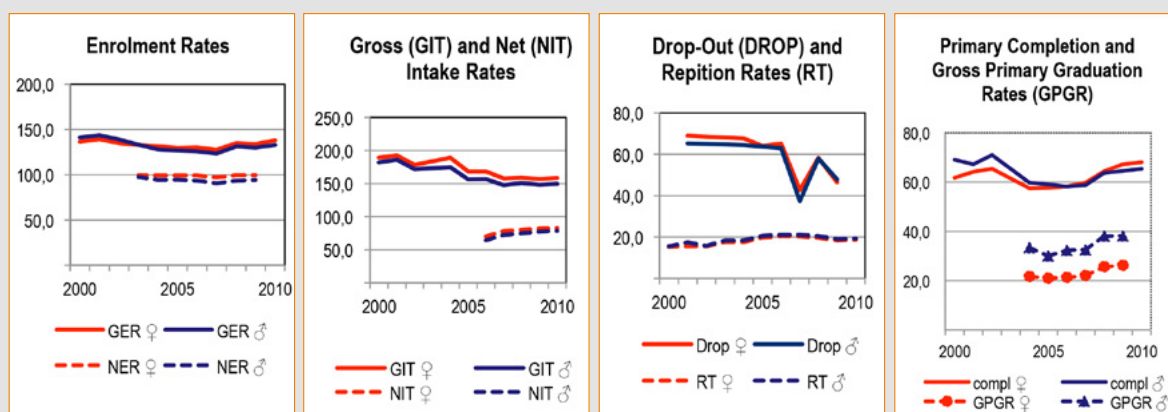
The diagrams show – most evident in the drop-out and completion rates in primary school – that the education system had been brought to a halt in 2009 as a consequence of the political unrest and the military takeover in December 2008.

The education indicators are still among the lowest in sub-Saharan Africa and worldwide. The gap between the education indicators for boys and girls is substantial. Almost a quarter of all children of primary school age do not go to school (23%).

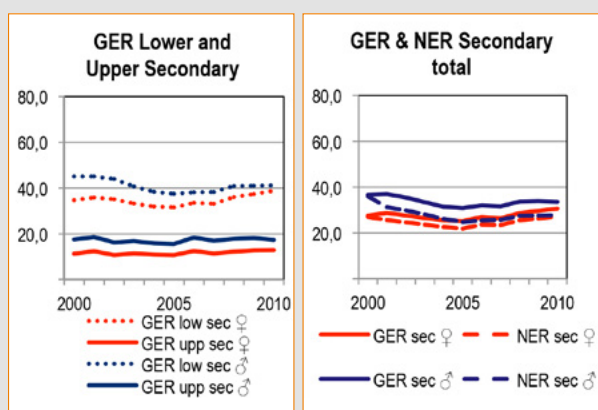
⁹ For the following, the reference year for the literacy rates is 2010; if data was collected in other years, this is specified separately.

Country Profile Malawi

Primary education



Secondary education



State of research and available sources

Number of referenced studies providing qualitative data: 1; including analyses on qualitative and quantitative research: 5, among those 3 offering data on secondary education.

Chisamya et al (2012) have carried out a case study in seven schools and the marginalised rural communities in the Kasungu district in Central Malawi. Qualitative and quantitative methods were applied to explore the school experiences of girls and boys, as well as the attitudes of teachers, parents and of representatives of the education authorities. The authors pose the question

whether equal access to education actually leads to more gender justice.

Maluwa-Banda (2004) has analysed quantitative and qualitative indicators based on available data and publications such as educational policies, particularly for curriculum-development, in relation to gender-sensitivity.

Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) has conducted three extensive surveys on the quality of education between 1995 and 2010 in the participating 15 countries.

Chimimbo (2009) provides on the basis of secondary data, e.g. data from SACMEQ, the Demographic and Health Survey (DHS) and others, an overview of the progress made and problems concerning the access to primary and secondary education.

The Country Status Report of the World Bank for Malawi (World Bank 2010: 104, 106) contains a set of graphics and tables which show considerable differences between girls' and boys' completion rates and test results in primary school and in their access, completion rates and the results of their final exams in secondary school.

Sutherland-Addy (2008) carried out on behalf of the World Bank a study on gender equality in secondary education, based on the analysis of pre-existing studies.

Causes of the disadvantages for girls despite gender parity in enrolment rates

Primary education

Factors influencing school drop-out rates and school attainment:

- The reproduction of society ingrained gender-discriminating attitudes and behaviours in

schools (Chisamya et al 2012)

- Discriminating and disparaging attitudes and practices of the teachers (Chisamya et al 2012)
- Gender-specific duties in the family household, education of older girls seen as a waste of time (Chisamya 2012)
- Sexual harassment by teachers and schoolmates (Chisamya et al 2012)
- Pregnancies (Maluwa-Banda 2004)
- Lack of schools and schools with good infrastructure which are within reach and easily accessible; lack of toilets or lack of gender-separate sanitary facilities for girls, especially a cause of absence from school during menstruation (Maluwa Banda 2004, Chimombo 2009)
- Lack of well-trained teaching staff, in particular female teachers (Maluwa-Banda 2004)
- Poverty (Chimombo 2009)

Secondary education

Factors contributing to increased drop-out rates and poorer school attainment:

- Early pregnancies, early marriages (Sutherland-Addy 2008)
- High degree of sexual violence against girls, insufficient protective and security measures in schools (Sutherland-Addy 2008, Maluwa-Banda 2004)

The factors influencing primary school also apply to secondary education.

► Country Information

Population: 15 million

HDI ranking: 170 of 187 (2012)

Religion: 80% Christian, 13% Muslim

Ethnic groups, languages and school language: more than nine different ethnic groups; the largest group are the Chewa (33%), their tribal language Chichewa, in addition to English, has been the national language since 1968 and is the mother tongue of about half of the population; 75% of total population are able to speak Chichewa.

In primary school (year 1-4) Chichewa is the only school language, from year 5 upwards a transition is made to English and both languages are used in class; from year 6 on the students are taught in English. A directive from 1996, declaring that classes in year 1-4 should be held in the native language, was never put into practice. Teachers continue to teach in Chichewa and in English. A programme for the promotion of native-language lessons supported by GIZ did not lead to an extension of mother-tongue teaching. In practice, English is being used for teaching, especially in math classes, often as early as class 3, sometimes even in year 2 (Albaugh 2012: 38).

Literacy rate (15 years+): women 68.5%, men 81.1%

Urban/rural %: rural population 84.3%, urban population 15.7% (2011)

Official enrolling age: 6 years

Duration primary school: 8 years

Duration secondary school: 2+2 years (final exams after each two-year period)

Compulsory education: yes

School fees: no, abolished in 1994 (first sub-Saharan African country to establish free primary education. In the first six month after this decree, the number of enrolled children doubled).

Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0.97	1.03	1.03	1.03	1.04	
Net enrolment rate		1.05	1.06	1.05		
Gross intake ratio	1.04	1.08	1.05	1.06	1.06	
Net intake rate			1.07	1.06	1.05	
Gross graduation ratio		0.65	0.67	0.68		
Completion rate	0.90	0.96	1.01	1.04	1.04	
Secondary						
Gross enrolment ratio, lower	0.77	0.83	0.88	0.91	0.94	
Gross enrolment ratio, upper	0.65	0.69	0.68	0.70	0.74	
Gross enrolment ratio	0.75	0.81	0.85	0.88	0.91	
Net enrolment rate	0.75	0.87	0.93	0.95	0.98	

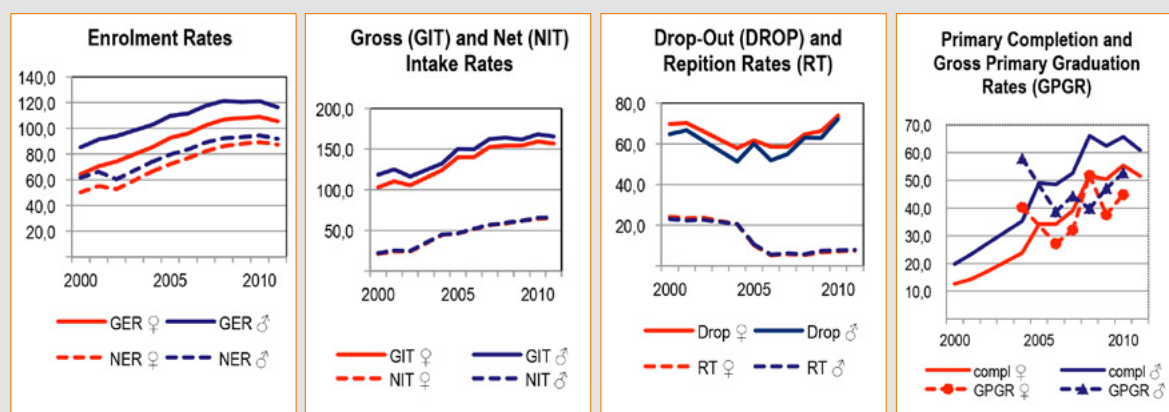
Other characteristics and further information

The Malawian Policy and Investment Framework (PIF) 2000-2015 for the education sector includes goals and interventions for the promotion of access and equity in education and for the improvement of the relevance of curricula. The national gender policy of the Ministry of Gender, Children and Community Development sees gender as a cross-cutting issue and set an objective of a non-discriminatory education system as a crucial contribution to achieving the goal of equality in access to education and educational qualifications for girls

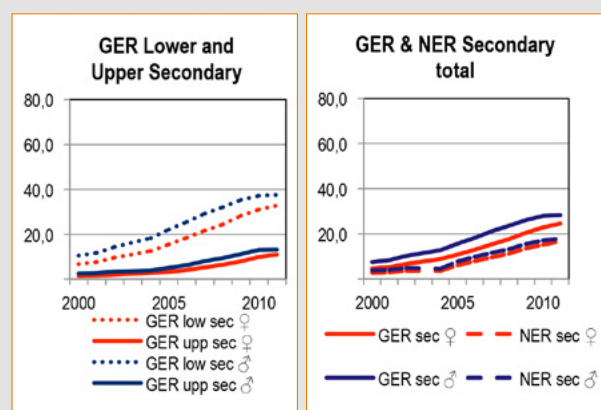
and boys. This policy also underlines the need of the education sector to develop gender-sensitive curricula and to train teachers in questions of gender sensitivity and equality (Mulawa-Banda 2004: 72f). Already in 1992 Malawi established a “Gender Appropriate Curriculum Unit” at the Malawi Institute of Education (MIE) which is to secure a gender-sensitive teacher training, gender-sensitive text books and to contribute to the revision of curricula (Mulawa-Banda 2004: 77). The HIV/AIDS prevalence rate among the 15-49 year olds is high (11%).

Country Profile Mozambique

Primary education



Secondary education



State of research and available sources

Number of referenced studies providing qualitative and quantitative data: 4; of those 2 providing data on secondary education.

Anna P. Obura (2010) issued on behalf of UNESCO the Gender Audit of Education in Mozambique. The study analyses comprehensively available data and case studies on primary and secondary education.

A study commissioned by the World Bank and other donors (Poverty and Social Impact Analysis (PSIA)) on the impacts of direct costs, such as school fees, and op-

portunity costs on enrolment and retention in primary school (World Bank 2005) is based on secondary data and on two primary data surveys: one included representatives from the Ministry of Education and from the provinces and different districts; the other one questioned stakeholders from schools, local communities and selected districts. Unfortunately gender-specific information was only collected regarding enrolment rates, retention, drop-out rates and school completion, but not in relation to the five economic groups (income quintile ratio).

The second World Bank study on the educational reform in Mozambique (Fox et al 2012) is based on six

different surveys: household income and expenditure surveys from three different years (1996/97, 2002-2003, 2008-2009); the National Panel Survey 2008; the Multiple Indicator Cluster Survey 2008; and the Poverty and Social Impact Analysis (PSIA II) by the World Bank from 2007.

The National Statistics Institute of Mozambique compiled in 2008 selected indicators on the situation of women and men in Mozambique (Instituto Nacional de Estatística 2008).

SACMEQ (Southern and Eastern Africa Consortium for Monitoring Educational Quality) has conducted three extensive surveys on the quality of education between 1995 and 2010 in the participating 15 countries, and has analysed the progress made in regard to gender-equality in primary education in Mozambique in a Policy Brief (SACMEQ 2012).

The Mid-Term Evaluation of the Education for All Fast-Track Initiative (EFA-FTI) – now: Global Partnership for Education (GPE) – in Mozambique (Bartholomew et al 2010) also serves as a basis for the following analysis.

Causes of the disadvantages for girls

Primary education

- A clear educational divide and an increasing gender-gap from south to north which correlates with poverty rates
- Poverty and costs, including opportunity costs, for education are prime reasons for non-enrolment and early school drop-out
- Long distances to school, especially in rural areas (Obura 2010)
- Little recognition of the value of education, especially for girls (World Bank 2005)

- Firmly rooted gender discriminating social attitudes and behaviours (Obura 2010)
- The work provided by girls in the household and in subsistence farming is valued more than a school education (Obura 2010)
- Participation in initiation rituals in the north, girls are considered marriageable at the age of 14 or 15, after that school is regarded irrelevant and is therefore not continued (World Bank 2005)
- High rates of sexual violence against girls, insufficient security and lack of protective measures in schools, a culture of silence and impunity (Obura 2010)
- Early pregnancies and early marriages (Obura 2010)
- A particularly disadvantaged group are orphans, especially orphan girls, who have considerably fewer chances to gain access to a school education.

Secondary education (Obura 2010)

- Lack of schools and quality school equipment (especially in rural areas), distance to school, lack of security
- Costs (e.g. for accommodation) are often too high for poor rural families
- Preference for the education of sons
- Lack of female teachers
- Early pregnancies and early marriages
- Sexual abuse, extending even to rape, is considered 'normal' and is not punished. This does not only apply to secondary school but as well to the primary school, where due to late enrolment and repetition a portion of the female student body has already reached puberty (UNICEF, Action Aid and Save the Children)

► Country Information

Population: 22 million (2011)

HDI ranking: 185 of 187 (2012)

Religion: 37% Christian, 18% Muslim, 45% followers of natural religions.

Ethnic groups, languages and school language: More than seven different Bantu peoples; among the rest of the population, people of European, Indian and Chinese origin.

National language is Portuguese, about 50% of the population speak Portuguese as their first or second language. Almost 90% of the population speak at least one of the more than 20 different African languages and dialects; most of the Mozambican people are able to speak more than one local language.

Portuguese has been used as school language since independence in 1975. During the civil war, RENAMO enforced the use of national languages in the areas controlled by their troops. Between 1993 and 1997, trials of bilingual lessons with Changana and Nyanja in grades 1-5 were conducted with the support of the World Bank. This was to be

followed with the teaching of 16 more national languages in bilingual courses, but only 75 (of 8000) schools did so (Albaugh 2012: 46). With the implementation of the new curriculum, 2004 children up to grade 3 were to be taught in their mother language, before switching to Portuguese as schooling language afterwards. However, in 2007 less than 1% of the children in the lower three grades had been taught in their mother tongue (Spaull 2011, leaning on Passos et al 2011).

Literacy rate (15 years+): women 42.9%, men 70.8%

Urban/rural %: 62% rural population, 38% in urban areas

Official enrolling age: 6 years

Duration primary school: 7 years, divided in three learning cycles: 1-2, 3-5 (EP1) and 6-7 (EP2)

Duration secondary school: 3 + 2 years (grades 8-10 and 11-12). Final exams after each level.

Compulsory education: yes

School fees: no, abolished since 2005

Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0.75	0.83	0.88	0.90	0.90	0.91
Net enrolment rate	0.81	0.90	0.93	0.94	0.94	0.95
Gross intake ratio	0.87	0.94	0.94	0.95	0.95	0.95
Net intake rate	0.95	0.99	0.99	1.00	0.98	0.99
Gross graduation ratio		0.69	1.30	0.80	0.85	
Completion rate	0.63	0.67	0.78	0.81	0.84	0.85
Secondary						
Gross enrolment ratio, lower	0.64	0.69	0.76	0.80	0.83	0.87
Gross enrolment ratio, upper	0.54	0.73	0.69	0.71	0.75	0.84
Gross enrolment ratio	0.63	0.70	0.75	0.79	0.82	0.87
Net enrolment rate	0.71	0.78	0.84	0.88	0.90	0.94

Other characteristics and further information

After the fight for independence against Portugal and after the gaining of independence in 1975, the country suffered under an extended civil war, fuelled by external support from both sides during Cold War, which ended only in 1992. In 1994, Mozambique experienced its first parliamentary and presidential elections after the war. The infrastructure of the country was destroyed and it was one of the poorest countries worldwide. The proportion of the population living in extreme poverty (less than 1.25USD a day) decreased from 80% to 60% between 1996/97 and 2008. Although the economic growth of the recent years (8% on average) exceeded the Sub-Saharan Africa (SSA) average, the situation for the majority of the population has not improved. Mozambique will probably not reach the UN Millennium Goals by 2015.

Illiteracy rates in the predominantly rural regions in the northern provinces are very high with 80% or more (in 2005), and are much higher among women than among men. There exists an obvious educational

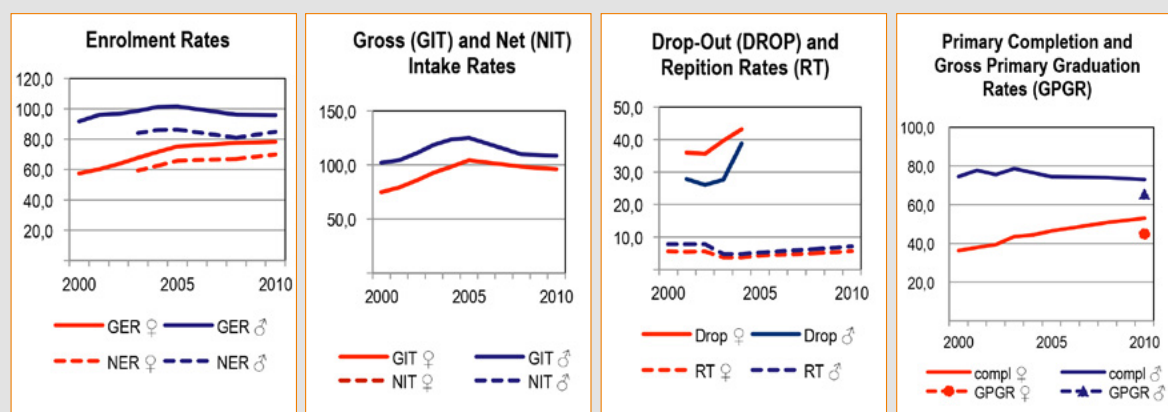
gap between south and north, with the best educational opportunities in the capital Maputo in the south of the country. The educational gap correlates with income disparities between south and north: the average incomes of households in the south are considerably higher than in central Mozambique and the northern provinces; they are also higher in urban households than in rural communities (Instituto Nacional de Estatística 2008).

A new curriculum for primary schools has been introduced in 2004 which allows schools the option to fill 20% of each school subject with learning content corresponding to the local context (Georgescu et al 2008: 108).

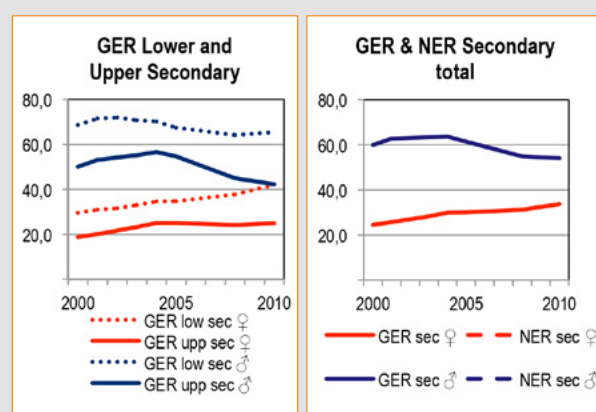
Moreover, Mozambique has built the essential foundation for achieving goals in gender-equality in education by putting in place an explicit national gender-policy (2006) and legislation for the protection of children (2008). The main challenge remains to effectively implement these policies in a society with paternalistic community structures (Obura 2010: vii).

Country Profile Yemen

Primary education



Secondary education



State of research and available sources

Number of referenced studies based on qualitative data: 1; providing analyses of quantitative and qualitative information: 3, one of those concerning secondary education.

The only qualitative research was done by Lucienne Maas, who empirically studied reasons for school drop-out of children in the context of school policies and the social reproduction of the society in South Yemen (Maas 2012). She conducted a survey with 700 households in the governorates Abyan, Lahej and

Aden, questioning one child of school age and one parent in each household. Additionally, she included in her study information gained from group discussions with school children, from participatory observations in classes in three schools, and interviews with 120 teachers from 35 schools, and with 30 children who had recently dropped out of school.

A recent study published by the Republic of Yemen and the World Bank - the Education Status Report - serves as a valuable up-to-date source for the analysis and evaluation of data. (Republic of Yemen & World Bank 2010).

An insight into the situation of the youth is provided by the Yemen Cross-Sectoral Youth Assessment (Education Development Centre 2008), including qualitative and quantitative data, but is mainly not gender differentiated. Another source for this purpose is a paper by Assaad et al (2009), which is based on available quantitative data and other studies.

Al-Mekhlafy (2008) also uses already available data and studies.

There were no case studies available on secondary education.

Primary education

The only qualitative study (Maas (2012) was not able to find a gender-specific pattern, but a number of general reasons for school-drop-out:

- Discriminating behaviour by the teachers
- Quality of the lessons, frequent absence of the teaching staff
- The attitude that a school education is unnecessary or only useful for a couple of years
- Acceptable behaviour and manners are learned at home, school is considered irrelevant. School education only plays a minor role in the societal conceptions of proper education and rearing for children.
- Especially for children from poor families, a completion of further school grades does not seem to offer any economic advantages (Maas 2012: 92).

Causes of disadvantages for girls (as named in other studies)

- Poverty, costs and opportunity costs: help from girls needed in the household and in income-generating activities, especially in the countryside (Education Development Centre 2008, Al-Mekhlafy 2008)

- Lack of girls' schools, overcrowded classrooms, large distance to school, particularly in rural areas (Education Development Centre 2008, Assaad et al 2009, Republic of Yemen & World Bank 2010)
- Poor infrastructure of the schools, e.g. missing toilets (Education Development Centre 2008)
- Lack of female teachers (Republic of Yemen & World Bank 2010)
- Poor qualifications and misbehaviour of teaching staff members, including violence against female students and corruption (Education Development Centre 2008, Republic of Yemen & World Bank 2010)
- Early marriages (Republic of Yemen & World Bank 2010)
- School education for girls is regarded by society as irrelevant for their role as housewives and mothers (Assaad et al 2009)
- Girls from rural regions, whose mothers have not had access to an education, have a 20% lesser chance to be enrolled in school (Republic of Yemen & World Bank 2010).

Disadvantages for boys

More enrolled girls (75%) than boys (67%) reach the last (9th) year of primary school (Al-Mekhlafy 2008).

Secondary education

No case studies on secondary education were available.

- The distance to the nearest secondary school is often very long and can be a reason for parents not to send their daughters to secondary school (World Bank 2008: 22). There is no clear correlation between girls' drop-out rates in the last years of primary school and the distance between the home and the secondary school. If there was a secondary school accessible nearby, significantly fewer girls left school early.

► Country Information

Population: 24 million

HDI ranking: 160 von 197 (2012)

Religion: Islam is the state religion. With few exceptions, Yemenis are Muslims.

Ethnic groups, languages and school language: 97% Arabs, about 2% are ethnic Somalians; there is also a group of Ethiopian-African origin, the Akhdam, who are considered a disadvantaged ethnic minority and live mainly in urban slums. National and educational language is High Arabic.

Literacy rate (15 years+): women 46.8%, men 81.2%

Urban/rural %: 70% rural population, 30% urban

Official enrolling age: 6 years

Duration primary school: 9 years

Duration secondary school: 3 years

Compulsory education: yes, but is not being enforced

School fees: no

Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0.63	0.71	0.81		0.82	
Net enrolment rate		0.73	0.83		0.83	
Gross intake ratio	0.73	0.80	0.89		0.88	
Net intake rate			0.87			
Gross graduation ratio					0.69	
Completion rate	0.49	0.58	0.69		0.73	
Secondary						
Gross enrolment ratio, lower	0.43	0.49	0.59		0.64	
Gross enrolment ratio, upper	0.38	0.44	0.54		0.59	
Gross enrolment ratio	0.41	0.47	0.57		0.62	
Net enrolment rate					0.63	

Other characteristics and further information

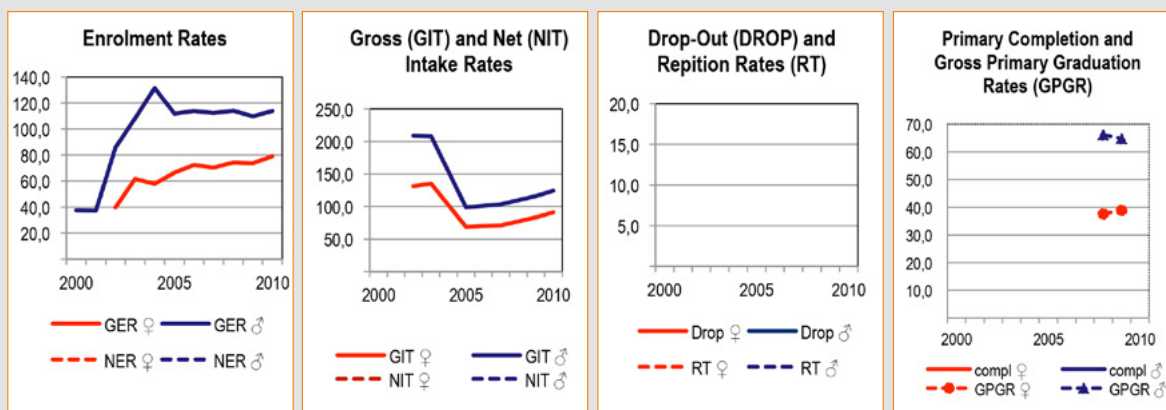
The right to an education is enshrined in the constitution. Yemen passed the bill “Education for All” in 2002, which explicitly calls for the inclusion of marginalized and disadvantaged children. The protests in the Arab world in 2011 also led to demonstrations in Yemen, which interfered with all school activities. The armed conflicts between rebels and the government resulted in a lack of security in the country and a wave of internally displaced persons and refugees in southern Yemen, who were placed in schools for their accommodation (Maas 2012: xxvii).

The population growth is relatively high at 3.1%. The percentage of children in Yemeni society is also high, with 44% of the population younger than 15 years.

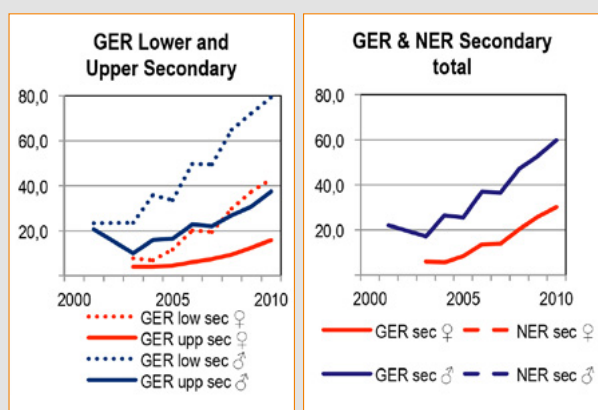
An especially disadvantaged group are the Akhdam, alongside other so-called “newly marginalised groups”, often rural migrants who temporarily migrated to the Gulf States and returned to Yemen after the Gulf War.

Country Profile Afghanistan

Primary education



Secondary education



State of research and available sources

Number of referenced studies based on qualitative data: 4, no study on secondary education available. Jackson et al (2011) published a study based on interviews with school-aged girls, parents, teachers and other stakeholders in 17 provinces to which various Afghan organizations contributed.

Burde & Linden (2012) researched in their case study, in 31 villages with 1490 children in the rural north-western Afghanistan, the impact of a special five-year program supported by USAID 'Partnership for Advancing Community-based Education in

Afghanistan (PACE-A)'. The program is being implemented by the Catholic Relief Services (CRS) through local staff.

Kirk & Wintroph (2008) have analysed qualitative data based on interviews, questionnaires, and focus group discussion with pupils and participatory observation, all conducted in the context of the 'Healing Classroom Initiative' (HCI) by the International Rescue Committee (IRC).

Guimbert et al (2008) investigated supply and demand factors in the education sector on the basis of three surveys: the Public Expenditure Tracking Survey

(PETS) 2006; the School Census (SC) 2004; and the National Risk and Vulnerability Assessment (NRVA) of 2003.

The Education Interim Plan 2011-13 (Islamic Republic of Afghanistan, Ministry of Education, 2011) offers an analysis of the education sector using a number of graphics in Chapter 2.

There are so far no studies available on particularly disadvantaged ethnic groups. The National Education Strategic Plan for Afghanistan lists the nomadic Kuchi as an especially disadvantaged group; only 6.6% of the boys and 1.8% of the girls were going to school at the beginning of the millennium (p. 30).

Causes of the disadvantages for girls

Primary education

Enrolment rates:

- The most important factor in the enrolment of girls is the distance to school (Burde & Linden 2012, Kirk & Wintroph 2008)
- Tradition is also a reason for the non-enrolment of girls (Guimbert et al 2008)
- Social pressure and norms to regulate female behaviour are influencing factors as well (Jackson et al 2011:16)
- Parents without education do not send their children to school, especially if they are girls (Guimbert et al 2008)

- The Education Interim Plan (Islamic Republic of Afghanistan 2011: 16) states a relationship between security issues and the access to education for girls. Literature points out that the already difficult overall security situation is becoming increasingly problematic. As reported in the media, schools are a target for terrorist attacks.

School attendance rates:

- Child labour, especially in rural areas: e.g. help in the household, older children and boys in particular are working in paid employment.
- The cultural barriers for access to school seem to be higher for Pashtu girls than for the Dari speaking groups (Guimbert et al 2008)

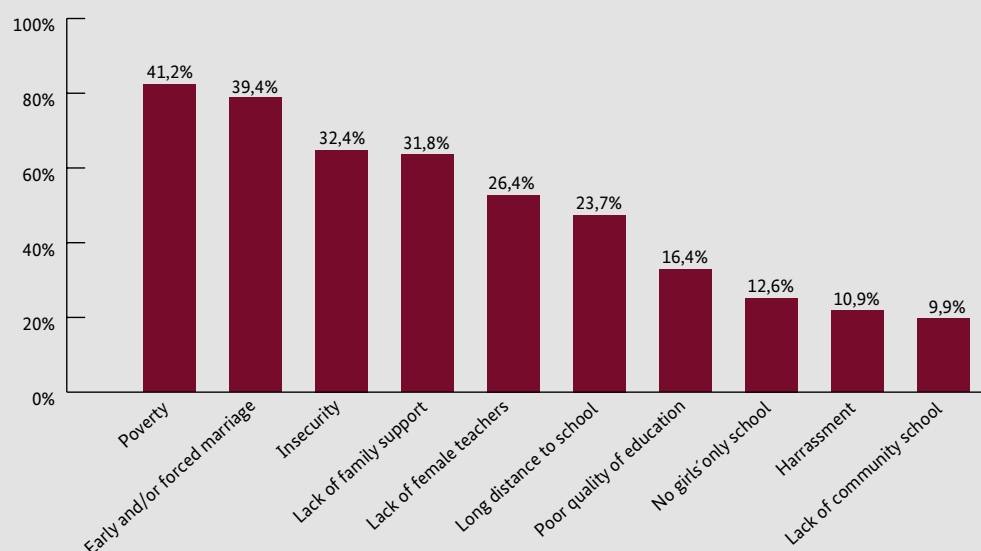
Jackson et al (2011) also found the following causes of negative effects on the education of girls:

1) poverty, 2) early marriages and forced marriages, 3) insecurity, 4) lack of support in the family, 5) lack of female teachers, 6) long distance to school, 7) poor quality of school education, 8) no schools for girls, 9) harassment (including sexual offences), 10) lacking support by the local community.

Secondary education

The aforementioned reasons for the disadvantages for girls apply to primary education as well as to secondary education. There was no specific study on secondary education available.

Fig. 1: Author's illustration based on: "Key Obstacles to Girls' Education" (Jackson et al 2011: 4)



► Country Information

Population: 30 million

HDI ranking: 175 of 187 (2012)

Religion: Afghanistan is a Muslim society, Islam is interpreted and practiced very conservatively.

Ethnic groups, languages and school language: Various ethnic groups and tribes. The largest group are the Pashtuns (42%) who have been traditionally the leading group in power and who constitute the majority of the Taliban, followed by the Farsi speaking Tajiks (27%). There are other smaller groups, such as the Turkic people, among others. The Kuchi are nomadic Pashtuns in south- and east-Afghanistan, their number is estimated at 2.4 million. Persian (Dari) and Pashtu are the official languages; there are about 50 languages and more than 200 different dialects. Persian or dialects of the Persian language are spoken by more than half of the population as their mother tongue and serve as a lingua franca between the ethnic groups.

Literacy rate (15 years+): no information available in the World Bank database

85% of the girls and women are illiterate; with 80% illiterates in total, Afghanistan is one of the countries with the lowest literacy rates worldwide. In 2008 the literacy rate was only 28%, with large gender-disparities: 12% of the women and 39% of the men were literate (Islamic Republic of Afghanistan 2011:10).

Urban/rural %: 80% rural and 20% urban population

Official enrolling age: 7 years

Duration primary school: 6 years.

Duration secondary school: 6 years (3 + 3)

Compulsory education: yes

School fees: no

Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio		0.44	0.65	0.67	0.69	
Net enrolment rate						
Gross intake ratio				0.72	0.74	
Net intake rate						
Gross graduation ratio			0.57	0.60		
Completion rate						
Secondary						
Gross enrolment ratio, lower		0.19	0.46	0.52	0.54	
Gross enrolment ratio, upper		0.25	0.35	0.41	0.42	
Gross enrolment ratio		0.21	0.43	0.49	0.51	
Net enrolment rate					0.63	

Other characteristics and further information

Segregation of the sexes and seclusion of women are common in Afghanistan. The Taliban enforced the compulsory wearing of the burqa in public for all women, an obligation which was lifted in 2001. As soon as girls reach puberty, they have to abide to specific veiling norms and their social interactions are restricted. These norms serve the purpose of securing the family honour, which is bound to the reputation and the behaviour of the female family members.

Under Taliban rule (1996-2001) girls were excluded from all school education.

As a consequence of the decades of military conflicts, which led to massive destruction of infrastructure, Afghanistan is presently one of the poorest countries worldwide (Least Developed Countries). The discrimina-

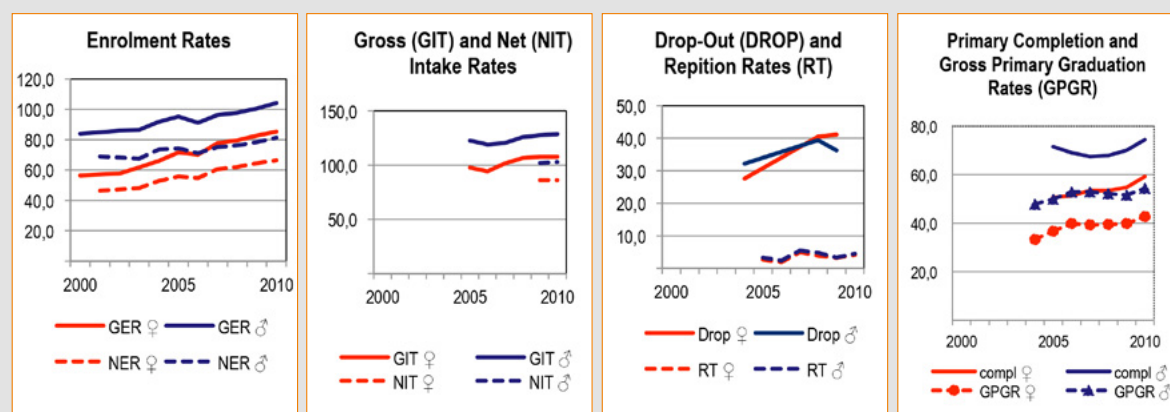
tion of women and girls is firmly rooted in the cultural traditions of the male-dominated Afghan society. The prolonged military clashes and the persistent and again worsening security situation in large parts of the country have serious negative effects on the schooling of girls.

Primary and lower secondary education (9 years) are granted by Article 19 of the constitution and are free of tuition. The number of public schools increased between 2002-2009 from 6039 to 11,460; to 5124 primary schools, 3634 lower secondary schools and 2702 upper secondary schools. Of these, 15% of the schools are for girls, 34% schools are for boys and 51% schools in which girls and boys are taught in different shifts. More than half of the districts still do not have schools for students in upper secondary (Islamic Republic of Afghanistan 2011: 15).

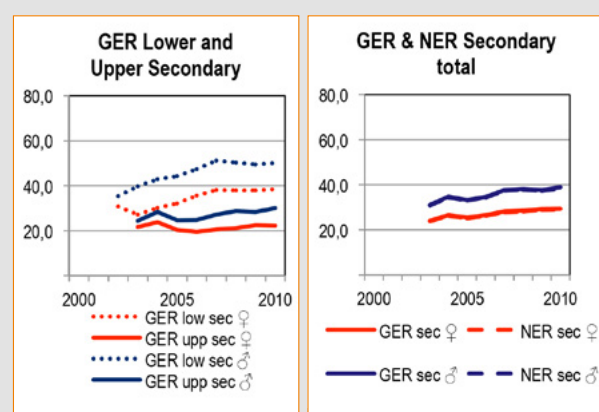
Afghanistan has a very young population, with over half younger than 15 years.

Country Profile Pakistan

Primary education



Secondary education



State of research and available sources

Number of referenced studies based on qualitative data: 6, of those 2 providing data on secondary education.

Lloyd et al (2005) carried out a survey in 60 households and 12 rural communities (6 in Punjab and 6 in the North West Frontier Province (NWFP)) in addition to visits to all of the 38 primary schools (26 public and 12 private) in these villages, and collected data on enrolment rates, number of qualifications of the teachers, the physical conditions, etc.

Lloyd et al 2007 calculated, on the basis of statistic from the 2001/02 National Survey of Adolescents and Youth, a correlation between place of residence (city

vs. rural area, province), the economic status of the household and gender.

Aslam & Kingdon (2008) pursued the question, based on the Pakistan Integrated Household Survey (PIHS 2001-2002), whether households favour boys in regard to the allocation of resources for education.

Sawada and Lokshin (2009) examined 25 villages, 14 in the Punjab province and 11 in the North-West Frontier Province, with 2365 school-aged children living in the interviewed households. This information was collected as early as 1997 and 1998.

Jacoby and Mansuri (2011) in a World Bank study researched the relationship between school attendance, caste origin and segregation of the sexes in rural Paki-

stan. This study addressed a hitherto neglected dimension: the heterogeneity of communities in a society stratified by caste, which proved to be a major obstacle to the access to a school education. Their analysis is based on the Pakistan Rural Household Survey (PRHS-II, 2004-05) and on a village and school census in the two most populated provinces, Punjab and Sindh.¹⁰

Halai (2011) implemented in three public secondary schools (yrs. 6-8) in the Sindh province an action research project on mathematical problem solving.¹¹

Alam et al (2011) investigated in a study on behalf of the World Bank the impact of a scholarship programme for girls in middle school (lower secondary) in the Punjab province.

Causes of disadvantages for girls

Primary education

Factors influencing enrolment rates:

- Poverty, high costs of schooling, also indirect costs due to corruption of teachers (Lloyd et al 2007, Jacoby & Mansuri 2011)
- Cultural factors:
 - Social restrictions and general security issues for girls, desired segregation of the sexes in schools (Lloyd et al 2007, Jacoby & Mansuri 2011)
 - Higher value placed on the education of boys (Lloyd 2007)
 - Caste-based discrimination (Lloyd et al 2007, Jacoby & Mansuri 2011)
- A lack of education of the mother also influences enrolment rates (Lloyd 2005); educated parents tend to invest more in the education of their children (Sawada and Lokshin 2009)
- Lack of public school for girls at primary and secondary level in their own village or in close

distance to the place of residence (Lloyd et al 2007, Jacoby & Mansuri 2011, Sawada & Lokshin 2009)

- Lack of qualified female teachers, especially in the countryside (Lloyd et al 2007, Jacoby & Mansuri 2011)
- Teacher punishment of the children, another cause for girls' school drop-out (Sawada and Lokshin 2009)

Gender-differences in school attendance rates and school achievements also differ by province; while this has been established by the studies, it has not been investigated any further.

All these factors also have a negative effect on school drop-out and school attainment.

Secondary education

- Parents preference to invest in the education of boys (Aslam & Kingdon 2008)
- Secondary schools at further distance cause higher costs (Alam et al 2011)
- Poorly equipped schools, poor learning conditions (Halai 2011)
- Lack of qualified female teachers, especially in rural areas (Lloyd et al 2007, Jacoby & Mansuri 2011)
- Curricula and teaching materials contain gender-discriminating messages (Halai 2011)
- The attitudes of teachers reinforce socially expected roles and discourage girls. Gender-based living conditions are accepted without question (Halai 2011)
- The few girls who are enrolled in secondary school, however, are more likely to stay in school and complete their education than boys (in the Punjab province: Sawada and Lokshin 2009)

¹⁰ Of the primary schools, 51% are coeducational, 28% boys' schools and 21% girls' schools. Private schools are often coeducational, while public schools are mostly segregated for girls or boys.

¹¹ Method: 1) Analysis of literature and needs assessment in the selected region, which included the observation of the level of lessons reached in math and group interviews with teaching staff. 2) A teacher questionnaire asking about the teachers' perception of boys and girls as math-learners in regard to their natural ability to learn math, the usability of math for girls and boys and the experiences and preferences of the teachers regarding the teaching of girls or boys. 3) 12 workshops in schools, in which the teachers worked on mathematical problems, reflected this process and their role to include all learners in the solution of mathematical problems. 4) One workshop in each school with all participating teachers of girls' and boys' schools working on mathematical problems followed by focus group discussions on the difficulties in the context of the encouragement and support of girls and boys as learners of mathematical problem solving skills.

► Country Information

Population: 160 million

HDI ranking: 146 of 187 (2012)

Religion: Islam is state religion, the majority of the population are Sunni

Ethnic groups, languages and school language: The population consists of four major ethnic groups (Baluchi, Punjabi, Pashtun and Sindhi) and some smaller groups.

National language is Urdu, which is spoken as the mother tongue by only 8% of the population. There are 6 other main languages and over 50 languages which are only spoken by a minority of a few ethnic groups.

Since colonial times Urdu has been the educational language for the population at large, with English for the elites. In private schools English remains the schooling language, while in public schools, it is used alongside Urdu, Sindhi and Pashtu in the respective regions are used in class (Coleman 2010). The national education policy of 2009 states that from year 1 upwards English has to be taught as a school subject, alongside natural sciences and math. From class 4 on science and math are to be taught in English.

Literacy rate (15 years+): women 40.35%, men 68.6% (2009)

Urban/rural %: rural 63.8%, urban population 36.2% (2011)

Official enrolling age: 5 years

Duration primary school: 8 years (5 + 3)

Duration secondary school: 4 years (2 + 2)¹²

Compulsory education: no

School fees: no

Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0.67	0.72	0.81	0.82	0.82	
Net enrolment rate		0.72	0.81	0.82	0.82	
Gross intake ratio			0.85	0.84	0.84	
Net intake rate				0.84	0.84	
Gross graduation ratio		0.70	0.76	0.77	0.78	
Completion rate			0.79	0.78	0.79	
Secondary						
Gross enrolment ratio, lower		0.70	0.76	0.77	0.77	
Gross enrolment ratio, upper		0.84	0.74	0.79	0.74	
Gross enrolment ratio		0.77	0.75	0.78	0.76	
Net enrolment rate		0.76	0.75	0.78	0.76	

Other characteristics and further information

Other characteristics and further information

The social stratification is determined by the caste system, which is based on differences in profession and is associated with societal status, and ideals of purity and impurity. This order implies different norms of seclusion, of hierarchies and power relations (Jacoby & Mansuri 2011: 6).

Almost a third of the population lives below the poverty line.

Segregation of the sexes and the Purdah (veil) are common in rural Pakistan, as in Afghanistan, and are practiced in different forms. As soon as the girls reach puberty they have to conform to Purdah norms and to veil when outside of the family. Young unmarried girls cannot travel without supervision and the approval of a male family member. Because of the various forms of discrimination against girls and women, Pakistan has a significant surplus of men: in 1998 there were 108.5 men for every 100 women.

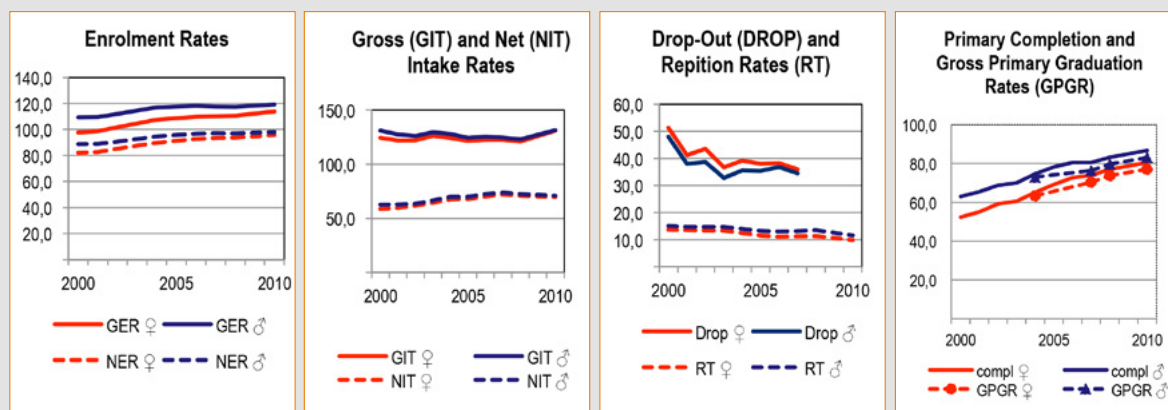
While coeducational schools were common in the 70s, the process of Islamization led to the exclusion of girls from primary schools, as there were no alternative segregated schools for girls. Since then, the practice of separate schools for boys and girls has led to problems in the provision of schooling opportunities in rural areas, also due to the lack of qualified female teachers in large parts of rural Pakistan. The prevailing social norm is that girls should only be taught by women. The government has built one school for girls per every two schools for boys (Lloyd et al 2007: 103). Private schools, which have emerged in large numbers over the past years, are often coeducational (Lloyd 2005: 686). They have to register and adhere to the national curriculum, but receive little public funding.

The new national curriculum of 2006 refers to the improvement of academic contents and teaching quality and the decrease of gender-based inequalities as an important goal (Halai 2011).

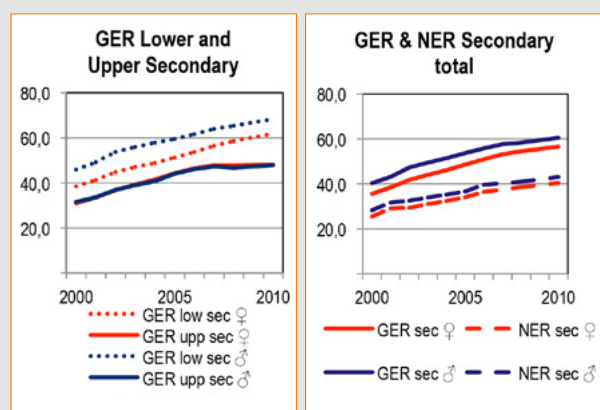
¹² The middle school with classes 6-8 is considered the second stage of primary education in Pakistan. In the statistical data of UNESCO and the World Bank, it is counted as the lower secondary level.

Country Profile Guatemala

Primary education



Secondary education



State of research and available sources

Number of referenced studies based on qualitative data: 2, one of those providing data on secondary education.

Hallmann et al (2006, 2007a, 2007b) based their analysis of the determining factors of enrolment, school progress and school careers of 7-24 year-olds on a national survey on local living conditions (Encuesta Nacional de Condiciones de Vida (ENCOVI 2000)). They describe the various disadvantages for Mayan girls and young women. All three publications refer to the same analysis.

The information gathered in the ENCOVI 2006 and in the national survey on the health of mothers and children (ENSMI 2002) has been analysed in a study by the Population Council (2009) in order to identify the most disadvantaged young people and how to reach them with concrete measures. The study contains a number of statistics and graphics on the education system. The diploma thesis of Koch (2010) on the role of non-governmental organisations in the educational system in Guatemala provides information on the education system.

Bryan (2006) researched, in a methodically limited case study, experiences with bilingual education. While the

study does provide some background information, the focus of the quantitative study is not on gender inequalities.

Additionally, there are secondary analyses available (Martinic 2003, Obregón 2003, and UNESCO 2010a).

Causes of disadvantages for girls, especially of indigenous populations

Primary education

Factors having a negative impact on drop-out rates:

- Poverty (Hallmann et al 2006, 2007a, 2007b; Koch 2010)
- Ethnic origin: the indigenous Mayan population lives mainly in rural areas and two thirds of them live under the poverty line. Compared with the non-indigenous population, both girls and boys are disadvantaged in regard to education, but girls to a far greater degree.
- Lack of schools which are safely reachable for girls, especially in rural regions (Martinic 2003)
- Lack of bilingual schools in regions with an indigenous majority, lack of bilingual teachers (Martinic 2003); the role of the schooling language remains controversial (Bryan 2006)
- Late enrolment and class repetition: two thirds of the Mayans are significantly older than the intended school age (Hallmann et al 2007a)
- Responsibilities for girls in the household and in the care for their younger siblings
- Cultural distance: teaching materials and learning methods do not relate to the cultural values,

knowledge and learning experiences of the Mayan population (Martinic 2003, Hallmann et al 2007a);

- school education is regarded as irrelevant to the future role of girls (Bryan 2006, Martinic 2003)

Secondary education

- Domestic duties, work in housekeeping and at the market (Hallmann et al 2007a)
- Poverty (lack of monetary resources, opportunity costs), secondary schools raise school fees (Hallmann et al 2007a)
- Girls leave school early to gain the necessary practical skills for income generating activities or to be married (Martinic 2003)
- School education for girls is not considered important, especially in many indigenous communities, as it does not prepare them for their future role as wives and mothers. There is a discrepancy between the cultural values and the indigenous knowledge of the Mayans and the knowledge communicated in schools (Hallmann et al 2007a)
- The reputation of daughters is important to Mayan parents, pre-marital pregnancies are highly stigmatised; therefore after puberty, girls no longer go to school
- Early marriages, early pregnancies, especially among indigenous girls who on average do not marry earlier than non-indigenous (Hallmann et al 2007a, Martinic 2003)

► Country Information

Population: 13 million

HDI ranking: 133 of 187 (2012)

Religion: 55% Catholic, 45% follow Protestant churches, especially Free Evangelicals

Ethnic groups, languages and school language: 58% Ladinos (European-indigenous or European origin); 42% indigenous people, who mainly belong to Mayan groups, a few are Garífuna and Xinca.

More than 50 indigenous languages and dialects are spoken in total; of those 22 belong to the Mayan language family. National language is Spanish, alongside 7 other officially recognised languages. The most used Mayan language, Quiché, is spoken by more than 2 million people.

Literacy rate (15 years+): women 70.3%, men 80.6% (2010)

Urban/rural %: 51% rural and 49% urban population

Official enrolling age: 7 years

Duration primary school: 6 years.

Duration secondary school: 5 - 6 years (3 years general education and a 2 to 3 year period of vocational education in upper secondary)

Compulsory education: yes

School fees: none for primary school, tuition for secondary education

Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0.89	0.92	0.94		0.96	
Net enrolment rate	0.92	0.95	0.97		0.98	
Gross intake ratio	0.95	0.97	0.98		1.00	
Net intake rate	0.94	0.97	0.98		0.98	
Gross graduation ratio		0.87	0.93		0.93	
Completion rate	0.83	0.87	0.92		0.93	
Secondary						
Gross enrolment ratio, lower	0.84	0.85	0.90		0.90	
Gross enrolment ratio, upper	0.98	1.02	1.02		1.00	
Gross enrolment ratio	0.88	0.90	0.93		0.93	
Net enrolment rate	0.90	0.92	0.94		0.94	

Other characteristics and further information

The indigenous population particularly suffered under the dictatorship of the presidents following the civil war of 1990. Many Mayans were killed in massacres by the army or right-wing paramilitary troops. In 1996 the signing of a peace treaty ended the long running civil wars.

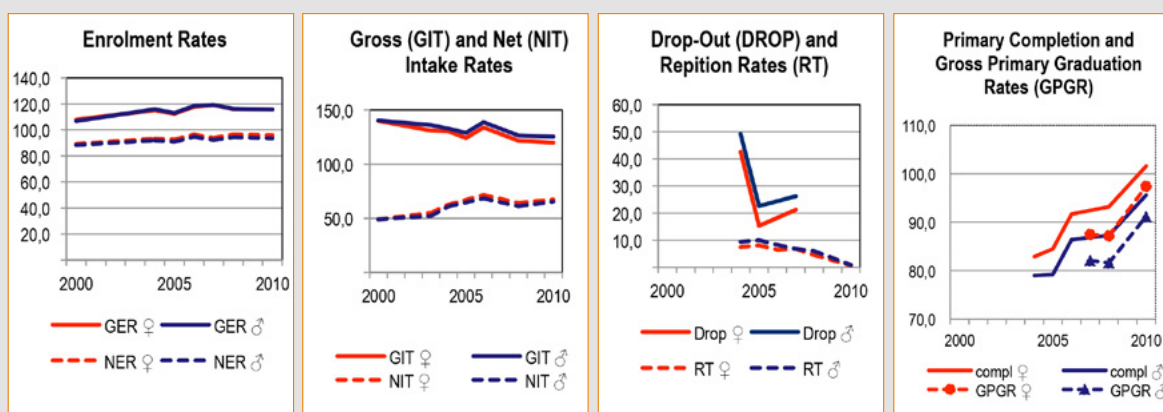
Members of indigenous groups mostly live in rural areas, are politically underrepresented and very poor. Almost 75% of the indigenous population are destitute,

compared with the remaining 40% of the population. Three quarters of the rural population live in poverty, in comparison with 32% in urban areas. Income distribution is extremely uneven: the richest 10% have 48% of all income at their disposal (Hallmann et al. 2007b: 4).

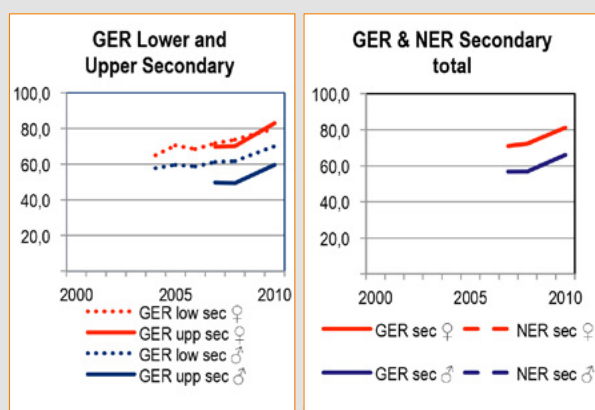
The government has recognised the educational problems of ethnic groups and girls and has developed corresponding policies that include the promotion of bilingual school education (Hallman et al 2006: 4).

Country Profile Honduras

Primary education



Secondary education



State of research and available sources

Number of referenced studies based on qualitative data: 1, on secondary education (with a focus on women, though boys in Honduras are to be considered as disadvantaged in comparison to girls regarding enrolment rates as well as completion rates).

There exists a number of analyses of quantitative data and statistics, among them a current evaluation of data on inclusion and exclusion in the education system of the Republic of Honduras (Kit et al 2011), which contains very limited gender-specific data.

Castillo (2003) draws his information from available quantitative data from district and city surveys. Martinic (2003) provides a secondary analysis on

educational progress and challenges in Guatemala, Honduras and Mexico.

This research study could not access any case studies on the topic of gender and education in Honduras. An exception is a special programme on secondary level, the Sistema de Aprendizaje Tutorial (SAT), which has been researched in the dissertation of Erin Murphy-Graham. Her results have been published in several articles (Murphy-Graham 2007, 2008).

Another dissertation "School quality in Latin America at the example of Education for All (EFA) in Honduras" (Richter 2010) contains much information about the school system and problems regarding school quality, but almost none is gender-specific.

There were no case studies found which analysed the reasons and causes for the disadvantages for boys in secondary education.

Primary education

No studies were found.

Secondary education

Causes of disadvantages for boys

- Familial and social pressure on male youth to take on paid labour. This applies especially to boys in urban areas (Martinic 2003)
- Martinic sets the high drop-out rates of girls in the countryside in close relation to girls'

participation in household chores and the low parental expectations regarding a secondary school qualification for their daughters (Martinic 2003: 13)

Other plausible causes, as named by further studies in the region, are:

- Peer pressure to comply with a predominant masculine identity (machismo); participation in school education is considered unmanly, a propensity to violence as masculine (Jha et al 2012)
- culture of youth gangs, involvement in criminal ventures such as drug trafficking and trade (Jha et al 2012)

► Country Information

Population: 8 million

HDI ranking: 120 of 187 (2012)

Religion: Catholic majority, a minority of Protestant Christians

Ethnic groups, languages and school language: 7% indigenous population; 90% mestizo population (descendants of European immigrants and indigenous people); 2% Afro-Hondurans (i.e. Garifuna); and 1% Europeans. National language is Spanish, which is spoken by the majority of the population. Other indigenous languages in use are Miskito and Garifuna.

Literacy rate (15 years+): women 84.7%, men 84.8% (2010)

Urban/rural %: 54.4% rural population (Panorama actual de Género 2011:2)

Official enrolling age: 6 years

Duration primary school: 6 years

Duration secondary school: 5-6 years, 3 years lower secondary, 2-3 years upper secondary (academic qualification: 2 years, administrative-technical qualification: 2-3 years)

Compulsory education: yes

School fees: no

Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	1.01	0.99	1.00		1.00	
Net enrolment rate	1.01	1.01	1.02		1.02	
Gross intake ratio	1.00	0.98	0.96		0.96	
Net intake rate	1.00	1.03	1.05		1.03	
Gross graduation ratio			1.07		1.07	
Completion rate		1.05	1.07		1.06	
Secondary						
Gross enrolment ratio, lower		1.12	1.19		1.14	
Gross enrolment ratio, upper			1.42		1.39	
Gross enrolment ratio			1.27		1.23	
Net enrolment rate						

Other characteristics and further information

Honduras is, after Haiti, one of the poorest countries in Central America; it is counted as a middle income

country (Jha et al 2012:1), although almost two thirds of the population live below the poverty line. The income distribution is extremely unequal.

Country Profile Kosovo

To date there is no data available on Kosovo in the UN-ESCO database, therefore graphs as seen in the other country profiles could not be provided.

State of research and available sources

Number of referenced studies based on qualitative data: 3, of those 2 on the educational situation of ethnic minorities.

The analysis is based on the following sources:

- a report by Saqipi et al/Education 2000+ Consulting (2008) about school drop-out in schools in Kosovo which is grounded on data provided by the Ministry of Education and other sources, as well as on a representative questionnaire survey and focus group discussions
- a study by the Kosovo Foundation for Open Society on the position of the Roma, Ashkali and Egyptians in the Kosovo from 2009
- a research done by the Balkan Sunflowers Kosova on education, and attitudes towards education, of the Ashkali, Egyptian and Roma population in nine communities in Kosovo
- an undated report by ANDP Kosovo: Second Millennium Development Goals Report for Kosovo
- the Gender Review in Education in Kosovo 2003 by UNICEF and the Ministry of Education, Science and Technology
- a gender analysis by Katrin Schneider on behalf of GIZ (2012)

Causes of disadvantages for girls

Primary education

According to the Gender Profile of Kosovo 2008 the following factors contribute to the higher drop-out rates of girls, especially in rural areas (Schneider 2012: 4):

- Costs of schooling (books, transport, etc.)
- Insufficient reading and writing skills, appropriate skill level not achieved in lower grades
- Deficient school infrastructure, chaotic school environment
- No means of transport available and security concerns for the girls
- Shortage of boarding school places
- Conservative traditional beliefs on the role of women

- Early marriages
- Decisions in the family are made by the men

Secondary education

- Precarious economic situation of the families (Saqipi et al 2008)
- Lack of school infrastructure, especially at upper secondary level (Saqipi et al 2008)
- Lack of interest and of knowledge by the female pupils about specific educational and training opportunities in secondary education (Saqipi et al 2008)
- Lack of knowledge and awareness by the parents (Saqipi et al 2008)
- Traditional role models, patriarchal norms and gender-based discrimination, preference to allow boys to go to school (Saqipi et al 2008)
- Long distances to school, especially to secondary schools, insufficient security measures and high security risks on the roads to school. More than half of the early school leavers referred to these reasons for their drop-out (many families lack the money to pay for safe transport) (Saqipi et al 2008)
- Traditional norms and role models are being reproduced by gender stereotypes in school books as well as by the behaviour and attitudes of the teachers towards their pupils, two thirds of teachers are male (Schneider 2012: 4).

Causes of the disadvantages for ethnic minorities: Roma, Ashkali and Egyptians

The following causes refer to education in general, but mostly to primary education:

- Severe poverty, costs for school materials, proper clothing, etc. (Balkan Sunflowers Kosova 2012)
- Child labour as a contribution to the subsistence income of the family (Kosovo Foundation for Open Society 2009)
- Lacking interest of the parents or their incapability to support their children (Kosovo Foundation for Open Society 2009)
- Education is not regarded as a means to gain access to a better workplace in the future (Balkan Sunflowers Kosova 2012)

► Country Information

Population: 1.8 million

HDI ranking: n/a

Ethnic groups, languages and school language: 92% Albanians; 5.3% Serbs; 1.1% Roma; 0.4% Turks; and 1.2% of other ethnic origin. Estimates previous to the war in Kosovo suggested a Roma, Ashkali and Egyptian population of 150,000 people, while the national census listed around 36,000 in 2011.

The UNMIK recognizes Albanian, Serbic, Turkish, Romanes, and Bosniac as the educational languages; while old Kosovo-Albanian school books from Serbia, Turkey and Bosnia are also used in class. Only 22 of the 541 existing primary schools were familiar with multilingual education in 2000/2001 (Munzinger Archive Kosovo).

Literacy rate (15 years+): women 87.5%, men: 96.6% (2007)

Urban/rural %: ca. 60% rural to 40% urban (no precise data available)

Official enrolling age: 6 years

Duration primary school: 5 years.

Duration secondary school: 7 years (4 years middle school + 3 years gymnasium or alternatively an occupational-oriented secondary school providing vocational training)

Compulsory education: yes (9 years)

School fees: no

GPI table for the country profiles: Since there was no data available on Kosovo in the UNESCO database, it was not possible to compile GPI information as for the other countries.

Other characteristics and further information

The former province of Kosovo in the former Yugoslavia announced itself as a sovereign state in the declaration of independence on 17 February 2008 and was later recognised as an independent state by 96 of the 193 UN member states, among them 22 of the 27 EU-members. Serbia still considers Kosovo as a secessionist province and does not acknowledge its independence.

Half of the population is younger than 15 years. Kosovo has thus the youngest population in Europe. 45% of the population are considered as “poor” and 18% as “very poor”: the rural population, disadvantaged minorities within the country such as the Roma population, or families with a female head of the household

are particularly affected by poverty. Unemployment rates are high, with unemployment and poverty closely related to each other.

After the Kosovo war in 1999, about 60% of the 649 schools were destroyed, 21% heavily damaged. Half a year later around 500 schools were provisionally repaired and more than 85% of the children of school age received schooling. In 2002 the responsibility for the school administration was handed over by the United Nations Interim Administration Mission in Kosovo (UNMIK) to the Kosovar Ministry of Education, Science and Technology. A school reform took place in 2002. But the 9th grade remained due to lack of space in the secondary schools, which are very often further away than the primary schools. Thus many of girls leave school after the 8th grade, especially in rural areas.

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World Inequality Database on Education	http://www.education-inequalities.org/
World Bank Education Country Reports	http://www.worldbank.org/
GIZ library and literature database Keywords: 'Primary and Secondary Education Gender' (after 2000) 'Education Gender' (after 2008)	http://star-www.inwent.org/starweb/Literatur.html Following magazines were referenced in this study: Comparative Education Economics of Education Review Economic Development and Cultural Change Gender and Development International Journal of Educational Development Journal of Development Economics Journal of Development Studies Journal of International Development Population and Development Review Prospects (year 2011 was not available due to restoration at the bookbinders) World Development
Catalogue University Library Frankfurt Keywords separately or in conjunction and separately by country in German and English: "gender", "girls", "boys", "education", "school" ("primary"; "secondary"), "school enrolment" (between 2003-2012)	https://lbsopac.rz.uni-frankfurt.de/

<p>Catalogue of the ethnological library of the Frobenius Institute</p> <p>Keywords separately or in conjunction and separately by country in German and English: “gender”, “girls”, “boys”, “education”, “school” (“primary”; “secondary”), “school enrolment” (between 2003-2012)</p>	<p>http://bibliothek.frobenius-katalog.de/</p>
<p>JStor (Catalogue of magazines and other publications)</p> <p>Keywords separately by country: “gender”, “girls”, “boys”, “education”, “school” Years: 2008-2012 Search limited by: “Education” (→ Bibliography overviews 2008, 2009, 2010, 2011, 2012)</p>	<p>http://www.jstor.org/action/showAdvancedSearch</p>
<p>Google & Google Books</p> <p>Keywords separately or in conjunction and separately by country in German, English, French, Spanish, Portuguese: “gender”, “girls”, “boys”, “education”, “school” (“pri-mary”; “secondary”), “school enrolment”</p>	

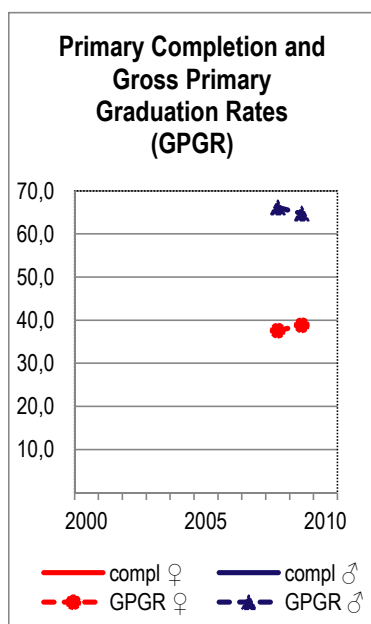
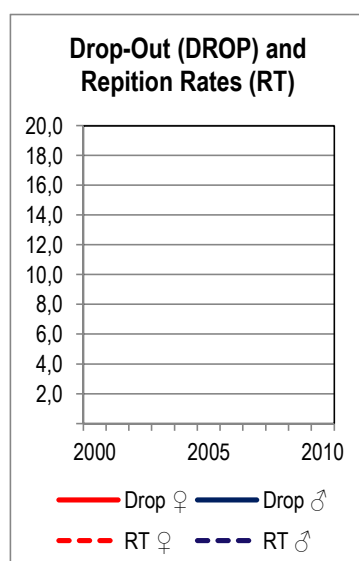
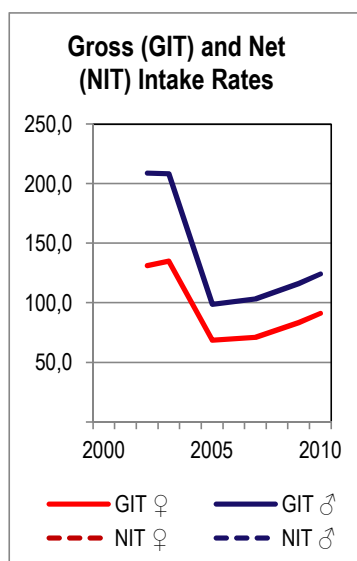
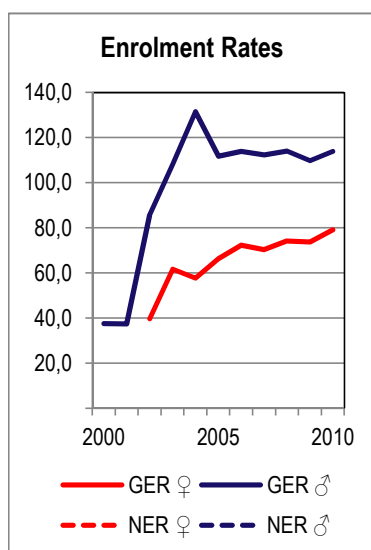
7. Annex: Graphics and GPI-Tables for the BMZ Partner Countries¹³

Afghanistan	Ghana	Nigeria
Albania	Guatemala	Pakistan
Algeria	Guinea	Paraguay
Armenia	Haiti	Peru
Azerbaijan	Honduras	Philippines
Bangladesh	India	Senegal
Benin	Indonesia	Serbia
Bolivia	Jordan	Sierra Leone
Bosnia and Herzegovina	Kazakhstan	South Africa
Burkina Faso	Kyrgyz Republic	South Sudan
Burundi	Lao PDR	Sri Lanka
Brazil	Liberia	Syrian Arab Republic
Cambodia	Madagascar	Tajikistan
Cameroon	Malawi	Togo
Colombia	Mali	Tanzania
Congo, Dem. Rep.	Mauritania	Timor-Leste
Costa Rica	Mexico	Tunisia
Cote d'Ivoire	Moldova	Turkmenistan
Cuba	Mongolia	Uganda
Dominican Republic	Morocco	Ukraine
Ecuador	Mozambique	Uzbekistan
Egypt, Arab Rep.	Namibia	Vietnam
El Salvador	Nepal	West Bank and Gaza
Ethiopia	Nicaragua	Yemen, Rep.
Georgia	Niger	Zambia

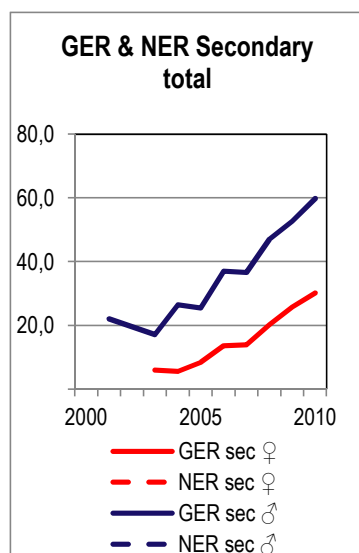
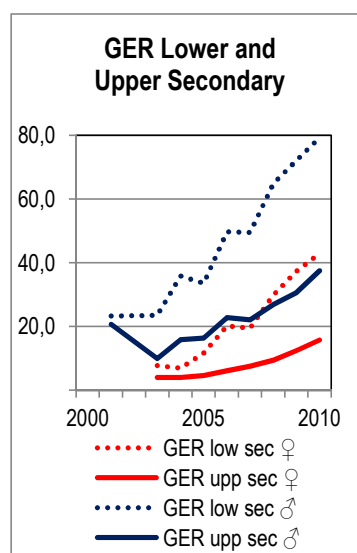
¹³ As of August 2012

Afghanistan

Primary education



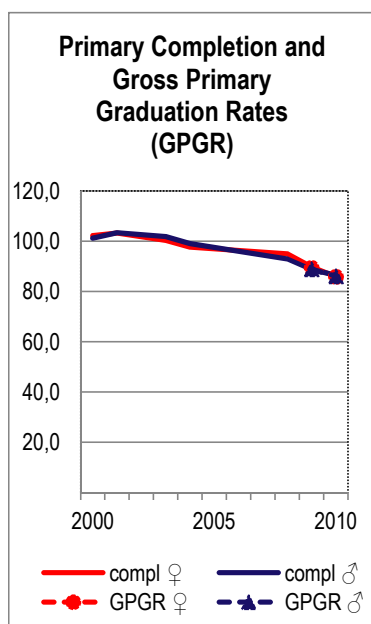
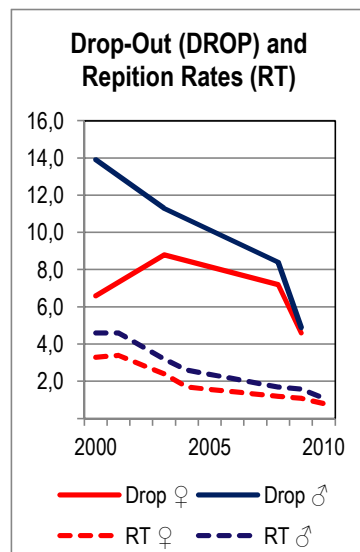
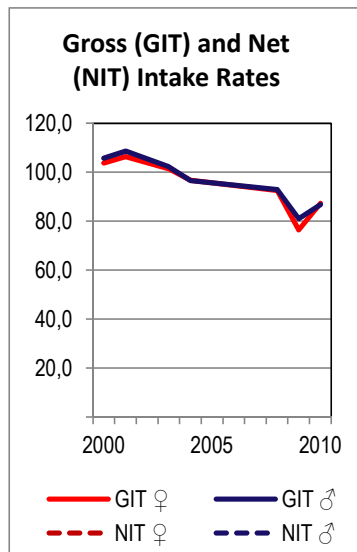
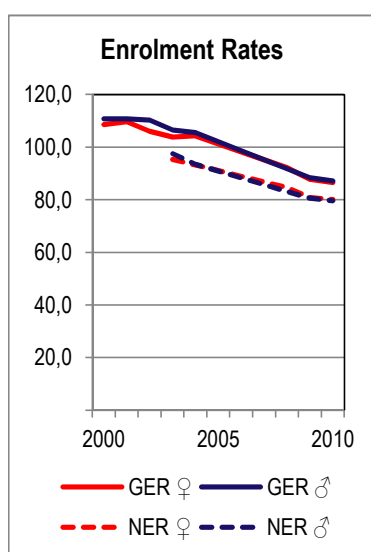
Secondary education



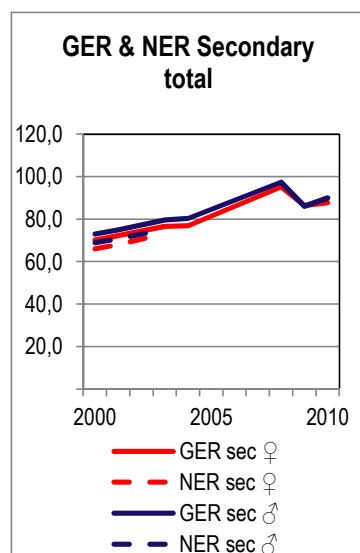
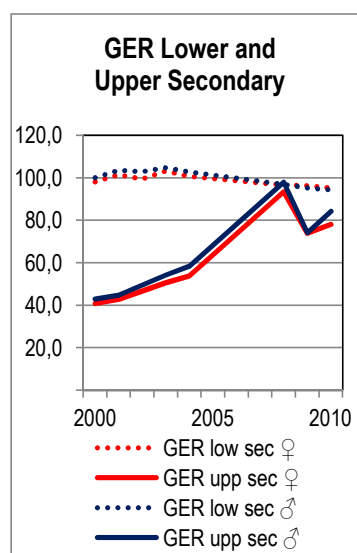
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio		0,44	0,65	0,67	0,69	
Net enrolment rate						
Gross intake ratio				0,72	0,74	
Net intake rate						
Gross graduation ratio			0,57	0,60		
Completion rate						
Secondary						
Gross enrolment ratio, lower		0,19	0,46	0,52	0,54	
Gross enrolment ratio, upper		0,25	0,35	0,41	0,42	
Gross enrolment ratio		0,21	0,43	0,49	0,51	
Net enrolment rate						

Albania

Primary education



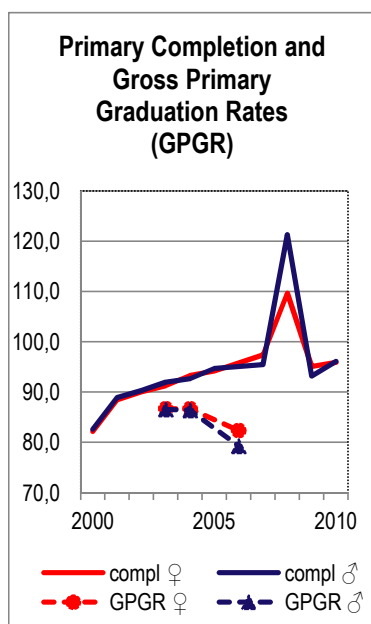
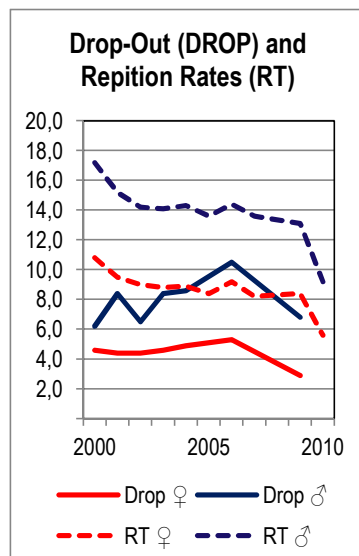
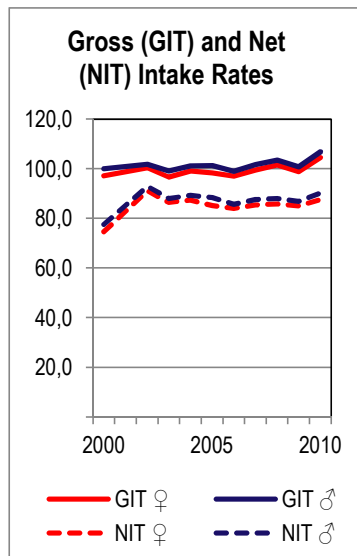
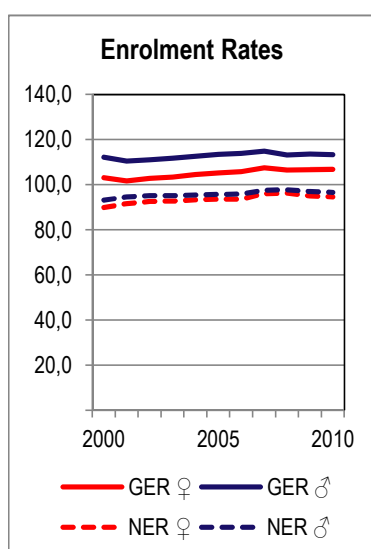
Secondary education



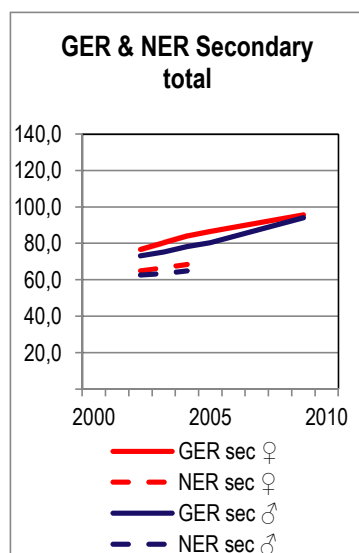
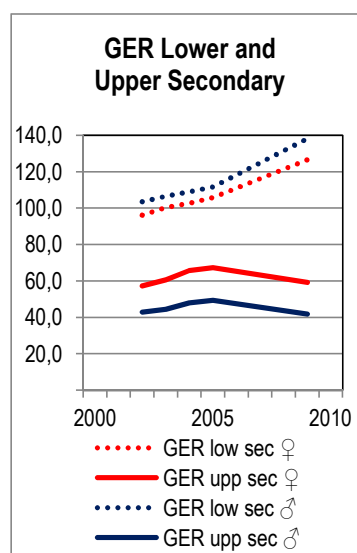
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,98	0,99	1,00	0,99	0,99	
Net enrolment rate		1,00	1,02	1,00	1,01	
Gross intake ratio	0,98	1,00	1,00	0,94	1,01	
Net intake rate					1,06	
Gross graduation ratio				1,01	1,00	
Completion rate	1,01	0,99	1,02	1,01	0,99	
Secondary						
Gross enrolment ratio, lower	0,98	0,98	1,00	1,01	1,01	
Gross enrolment ratio, upper	0,95	0,92	0,95	1,00	0,93	
Gross enrolment ratio	0,96	0,96	0,98	1,00	0,98	
Net enrolment rate	0,96					

Algeria

Primary education



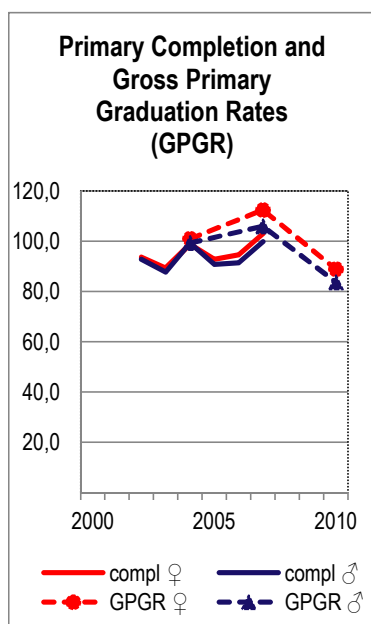
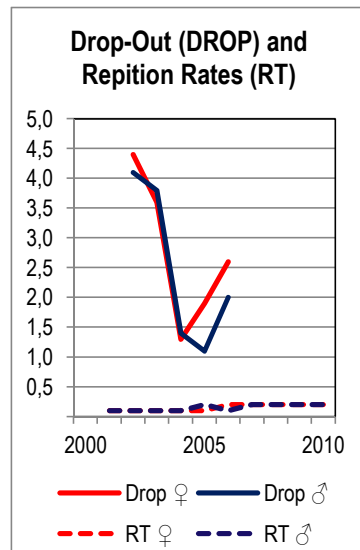
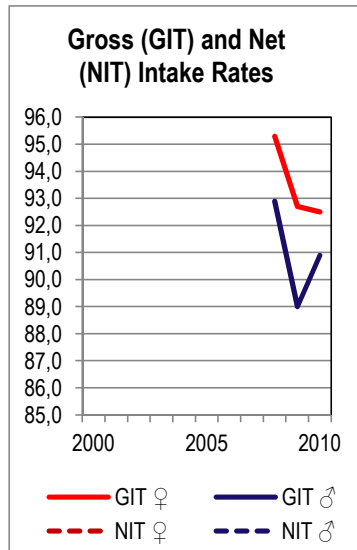
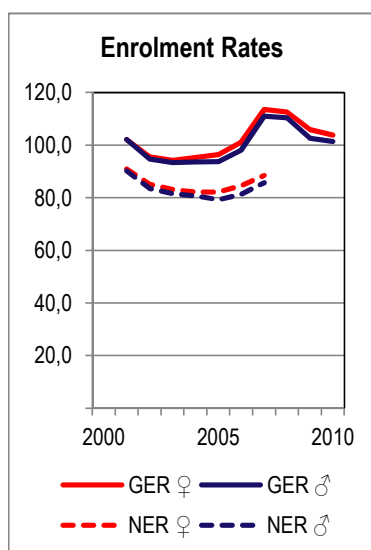
Secondary education



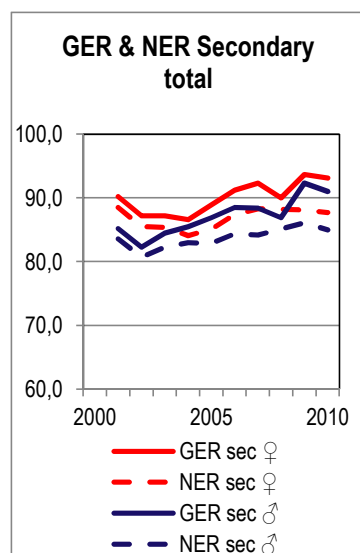
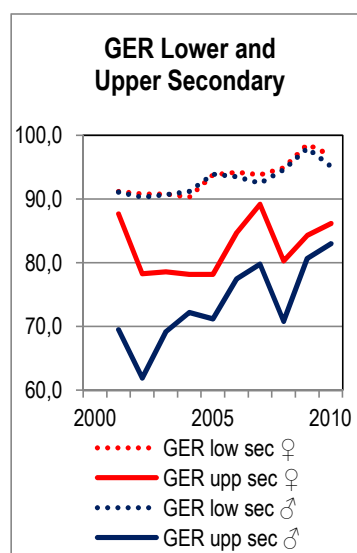
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,92	0,93	0,94	0,94	0,94	
Net enrolment rate	0,96	0,98	0,99	0,98	0,98	
Gross intake ratio	0,97	0,98	0,98	0,98	0,98	
Net intake rate	0,96	0,98	0,98	0,98	0,97	
Gross graduation ratio		1,00				
Completion rate	1,00	1,01	0,90	1,02	1,00	
Secondary						
Gross enrolment ratio, lower		0,94		0,92		
Gross enrolment ratio, upper		1,37		1,42		
Gross enrolment ratio		1,07		1,02		
Net enrolment rate		1,06				

Armenia

Primary education



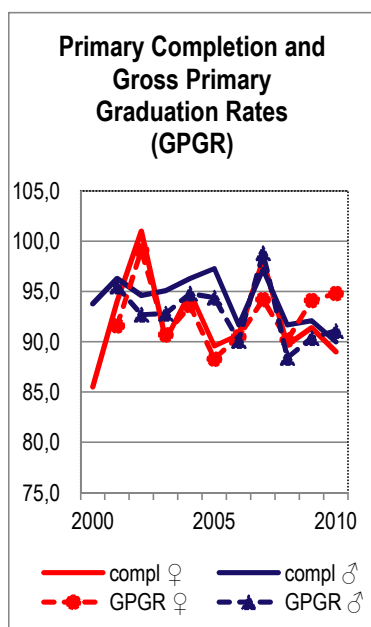
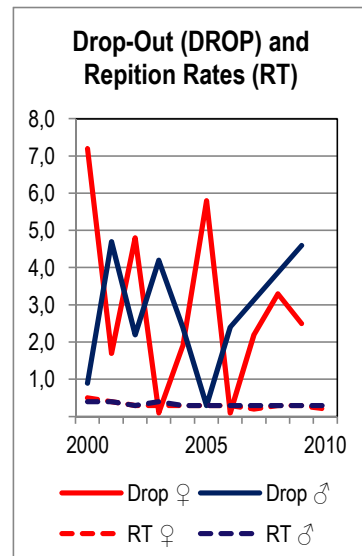
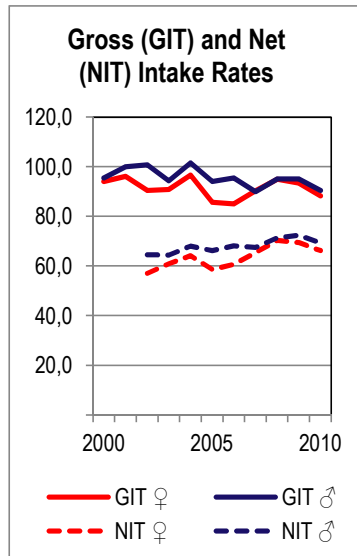
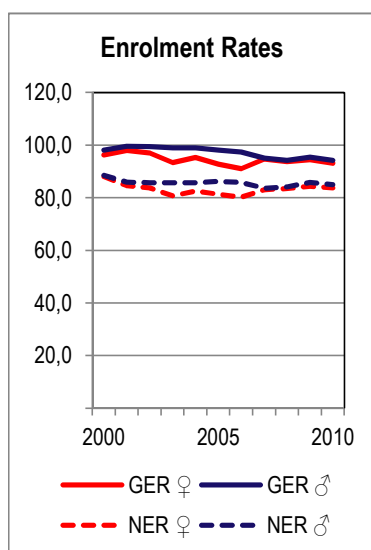
Secondary education



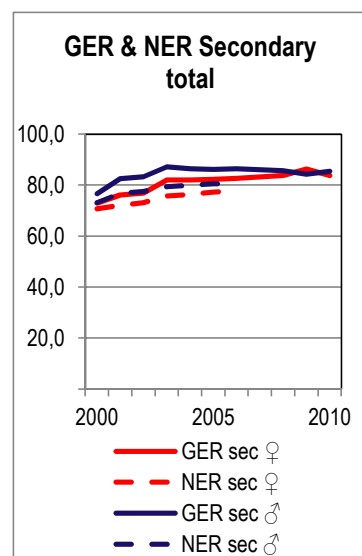
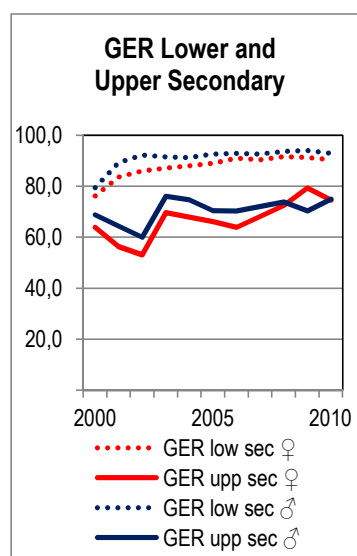
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio		1,02	1,02	1,03	1,02	
Net enrolment rate		1,02				
Gross intake ratio			1,03	1,04	1,02	
Net intake rate						
Gross graduation ratio		1,02			1,06	
Completion rate		1,00				
Secondary						
Gross enrolment ratio, lower		0,99	1,00	1,01	1,02	
Gross enrolment ratio, upper		1,08	1,13	1,04	1,04	
Gross enrolment ratio		1,01	1,04	1,02	1,02	
Net enrolment rate		1,01		1,02	1,03	

Azerbaijan

Primary education



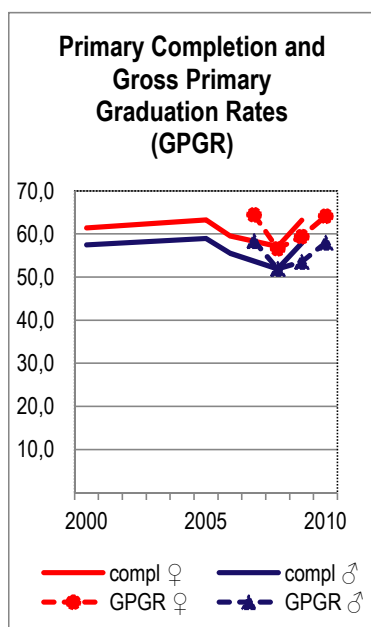
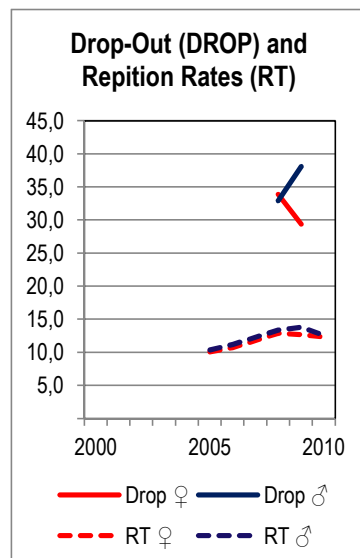
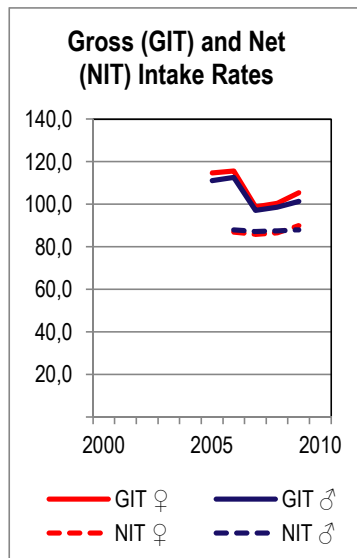
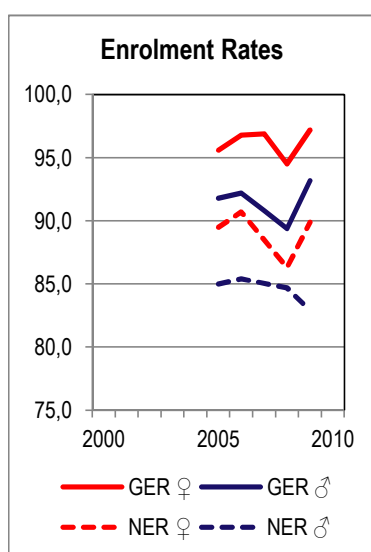
Secondary education



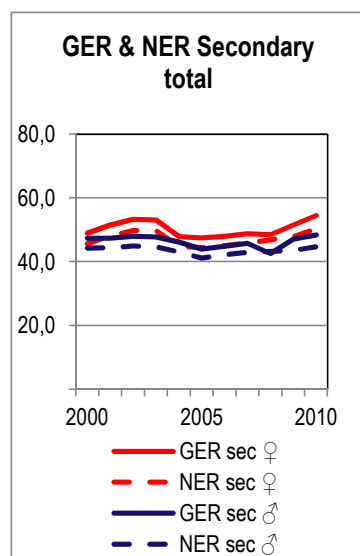
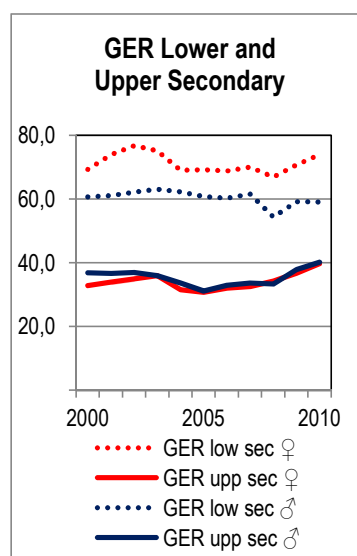
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,98	0,96	0,99	0,99	0,99	
Net enrolment rate	0,99	0,96	0,99	0,98	0,99	
Gross intake ratio	0,98	0,95	1,00	0,98	0,98	
Net intake rate		0,94	0,99	0,96	0,95	
Gross graduation ratio		0,99	1,02	1,04	1,04	
Completion rate	0,91	0,99	0,98	0,99	0,99	
Secondary						
Gross enrolment ratio, lower	0,96	0,96	0,98	0,97	0,97	
Gross enrolment ratio, upper	0,93	0,91	0,98	1,13	0,99	
Gross enrolment ratio	0,95	0,95	0,98	1,02	0,98	
Net enrolment rate	0,97	0,96				

Bangladesh

Primary education



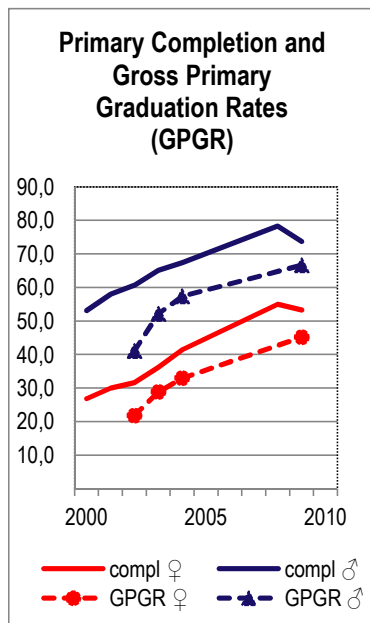
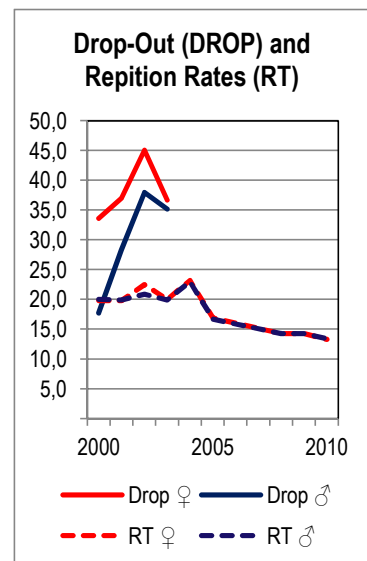
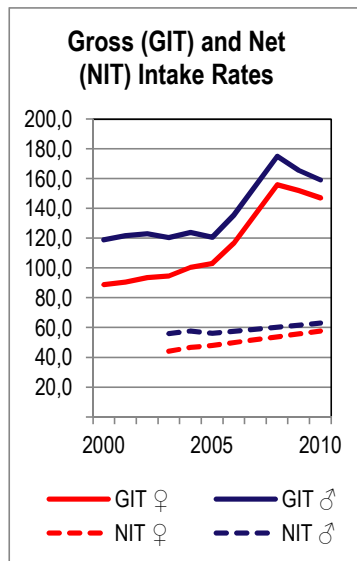
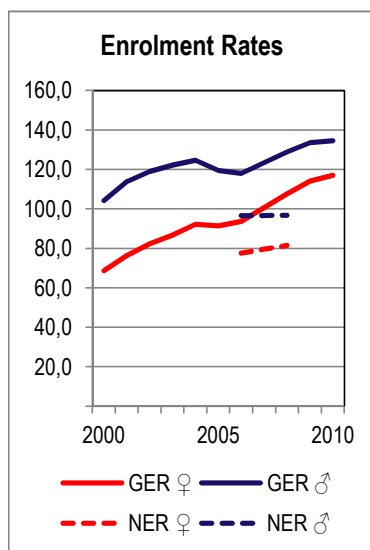
Secondary education



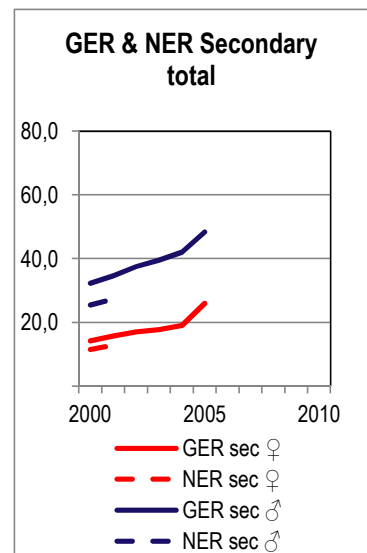
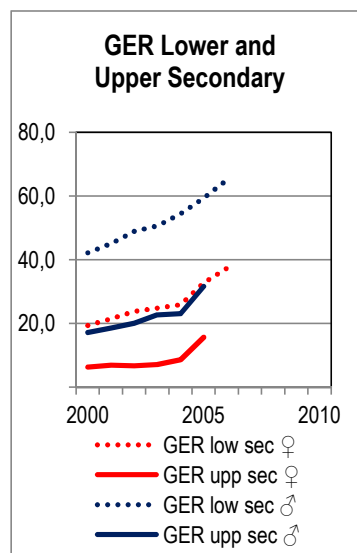
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio			1,06	1,04		
Net enrolment rate			1,02	1,08		
Gross intake ratio			1,02	1,04		
Net intake rate			0,99	1,02		
Gross graduation ratio			1,09	1,11	1,11	
Completion rate	1,07		1,10	1,09		
Secondary						
Gross enrolment ratio, lower	1,14	1,11	1,23	1,19	1,25	
Gross enrolment ratio, upper	0,89	0,94	1,03	0,97	0,99	
Gross enrolment ratio	1,03	1,04	1,14	1,09	1,13	
Net enrolment rate	1,03	1,04		1,10	1,13	

Benin

Primary education



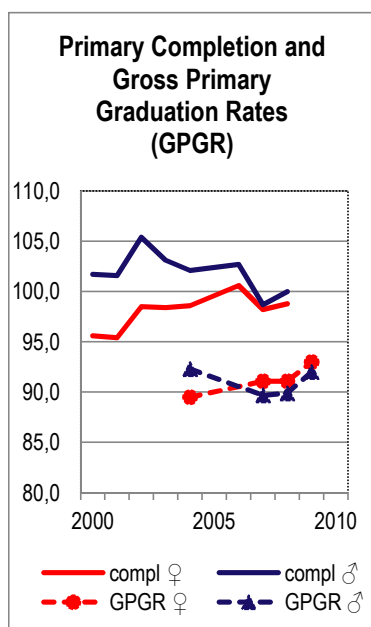
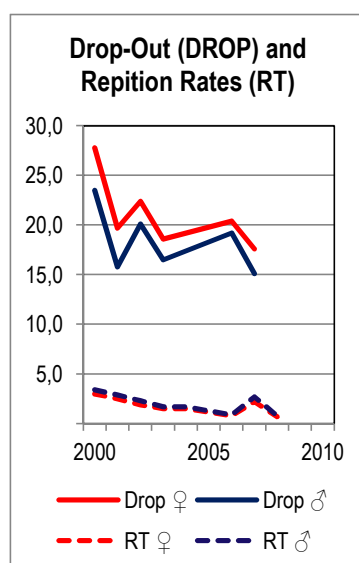
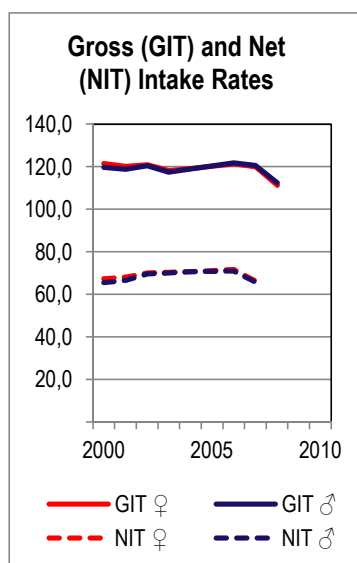
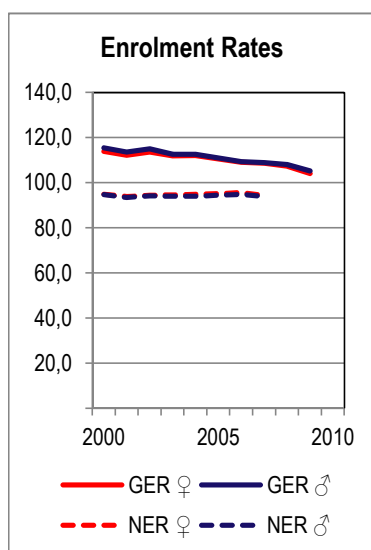
Sekundarschulbildung



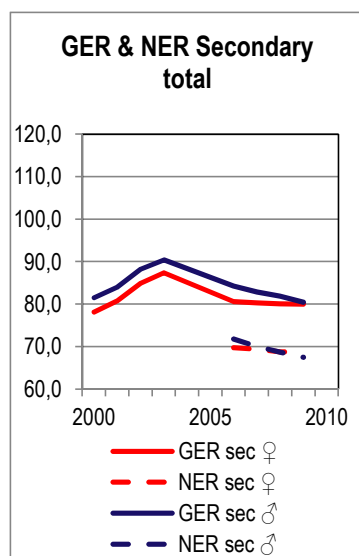
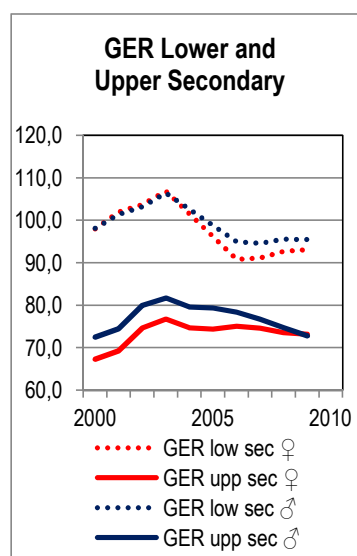
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,66	0,74	0,83	0,85	0,87	
Net enrolment rate			0,84			
Gross intake ratio	0,75	0,81	0,89	0,92	0,92	
Net intake rate		0,81			0,91	
Gross graduation ratio		0,58		0,68		
Completion rate	0,51	0,62	0,70	0,72		
Secondary						
Gross enrolment ratio, lower	0,46	0,48				
Gross enrolment ratio, upper	0,37	0,37				
Gross enrolment ratio	0,44	0,45				
Net enrolment rate	0,45					

Bolivia

Primary education



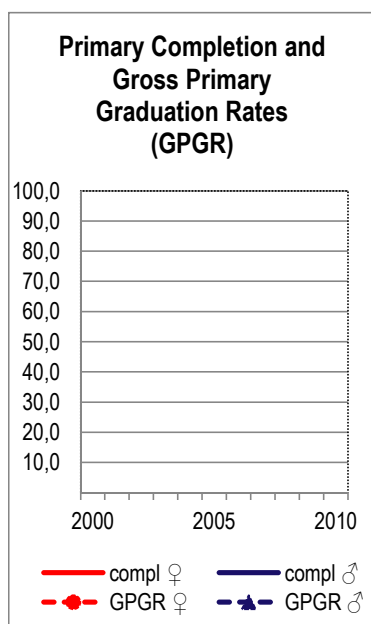
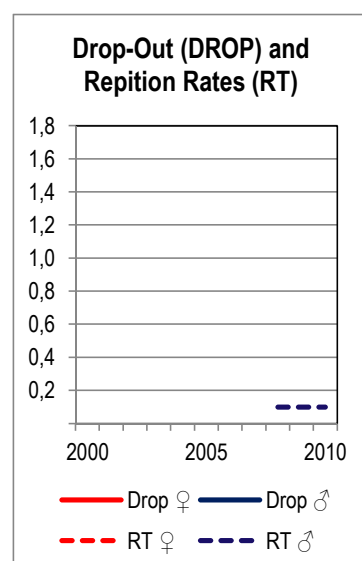
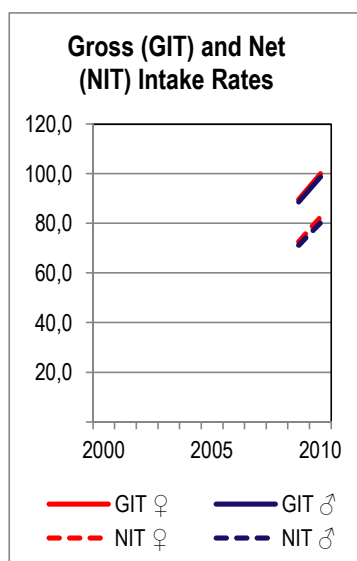
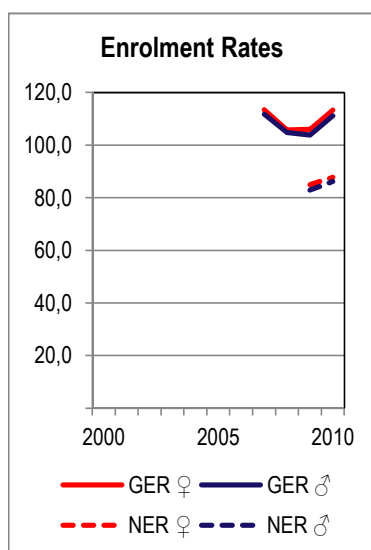
Secondary education



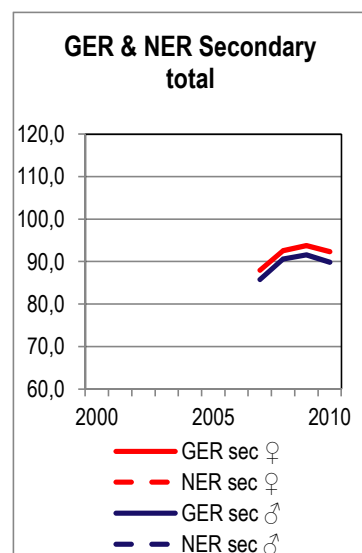
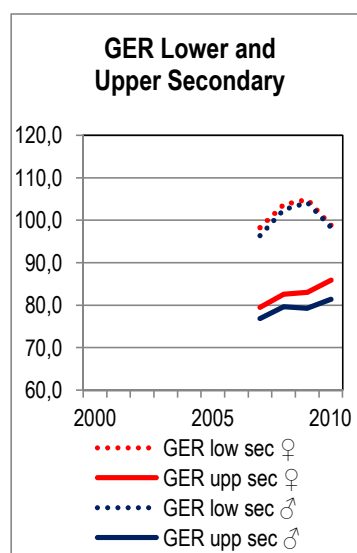
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,99	1,00	0,99	0,99		
Net enrolment rate	1,00	1,01				
Gross intake ratio	1,01	1,00	0,99			
Net intake rate	1,03	1,00				
Gross graduation ratio		0,97	1,01	1,01		
Completion rate	0,94	0,97	0,99			
Secondary						
Gross enrolment ratio, lower	1,00		0,97	0,98		
Gross enrolment ratio, upper	0,93	0,94	0,99	1,01		
Gross enrolment ratio	0,96		0,98	0,99		
Net enrolment rate			1,00	1,02		

Bosnia and Herzegovina

Primary education



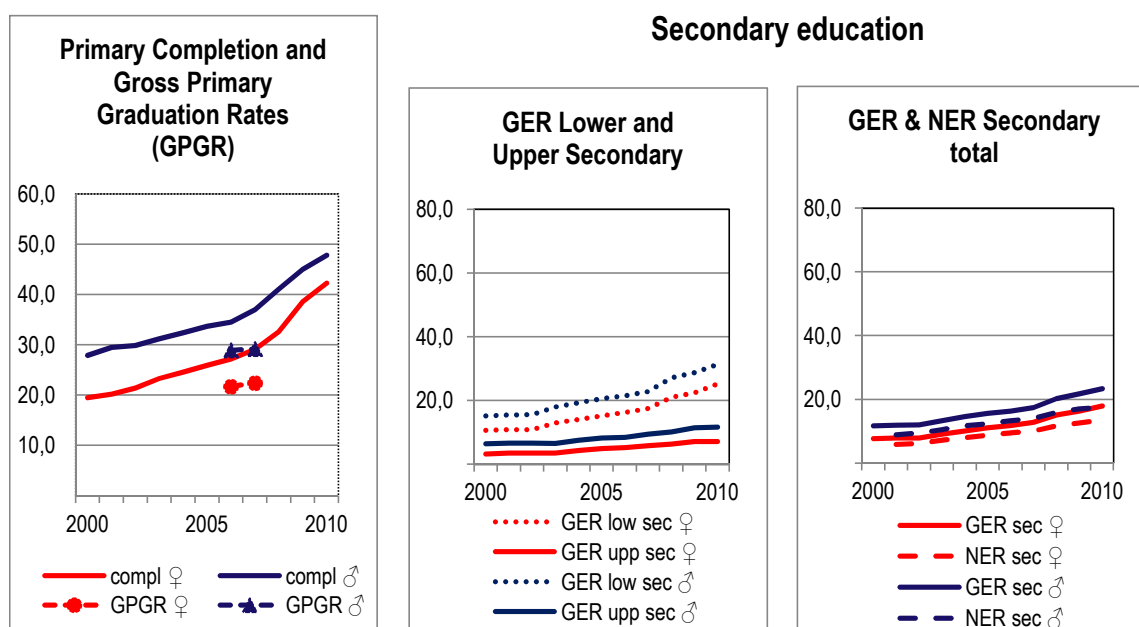
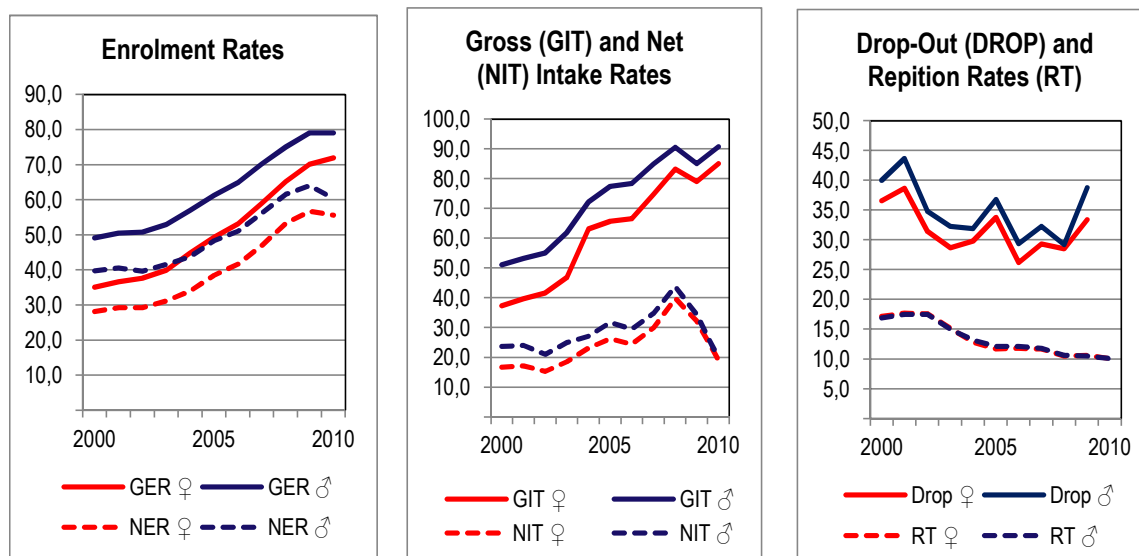
Secondary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio			1,01	1,02	1,02	
Net enrolment rate				1,02	1,02	
Gross intake ratio				1,01	1,01	
Net intake rate				1,02	1,03	
Gross graduation ratio						
Completion rate					1,04	
Secondary						
Gross enrolment ratio, lower			1,01	1,01	1,00	
Gross enrolment ratio, upper			1,04	1,05	1,06	
Gross enrolment ratio			1,02	1,02	1,03	
Net enrolment rate						

Burkina Faso

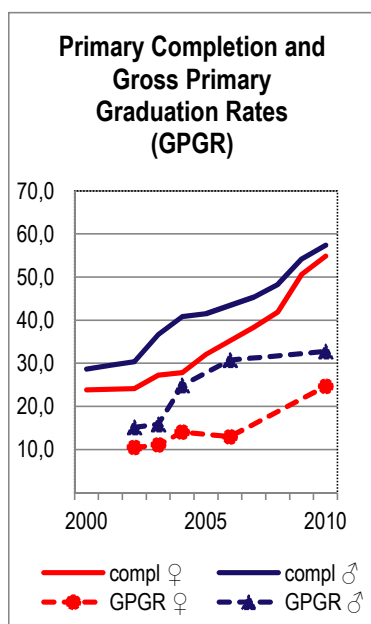
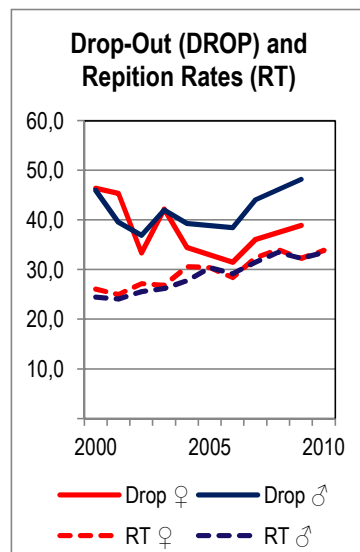
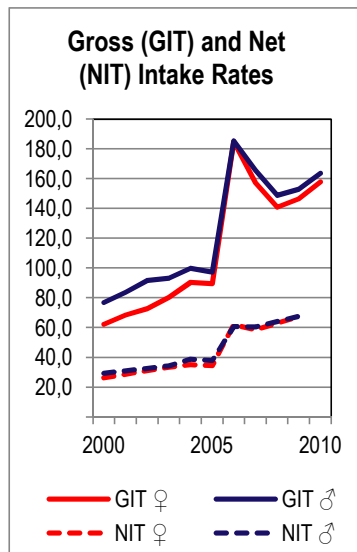
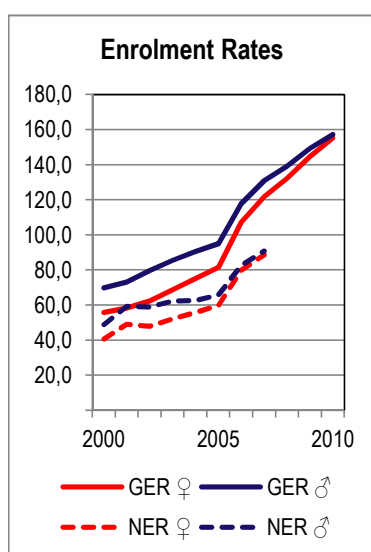
Primary education



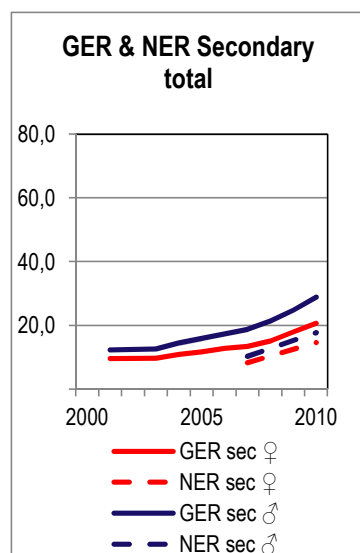
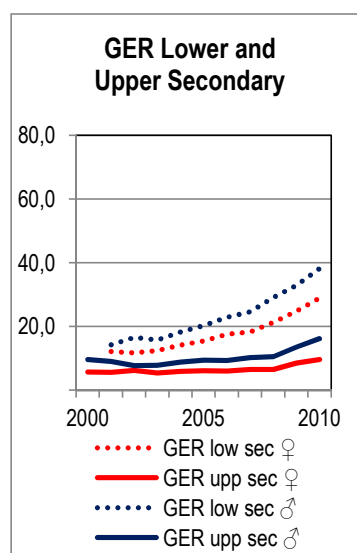
Gender Parity Index	2000	2004	2008	2009	2010	2011
<i>Primary</i>						
Gross enrolment ratio	0,71	0,79	0,87	0,89	0,91	0,93
Net enrolment rate	0,71	0,78	0,87	0,89	0,92	0,94
Gross intake ratio	0,73	0,88	0,92	0,93	0,94	0,94
Net intake rate	0,71	0,85	0,91	0,94	0,97	0,95
Gross graduation ratio						0,87
Completion rate	0,70	0,76	0,79	0,86	0,88	
<i>Secondary</i>						
Gross enrolment ratio, lower	0,70	0,73	0,78	0,78	0,80	0,82
Gross enrolment ratio, upper	0,49	0,58	0,61	0,62	0,61	0,60
Gross enrolment ratio	0,66	0,70	0,74	0,75	0,76	0,78
Net enrolment rate		0,69	0,74	0,74	0,78	0,80

Burundi

Primary education



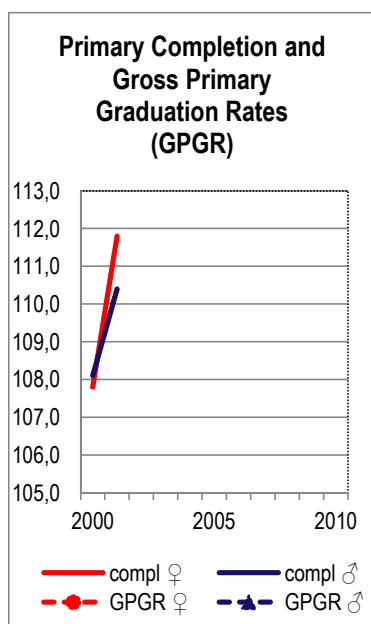
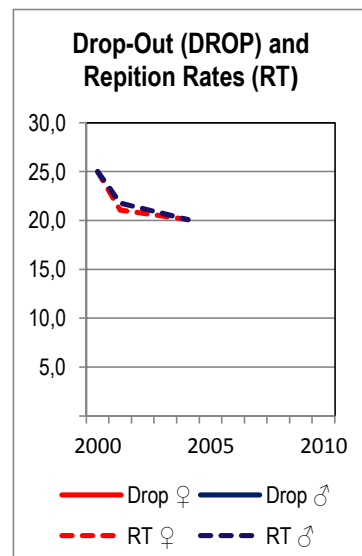
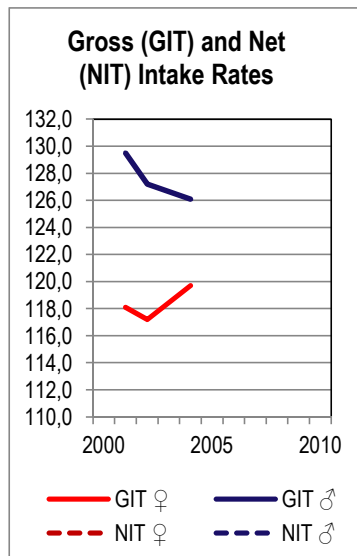
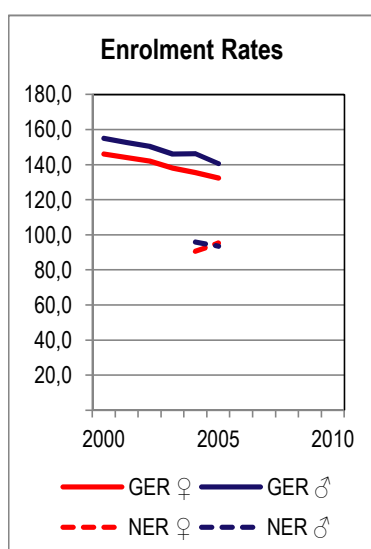
Secondary education



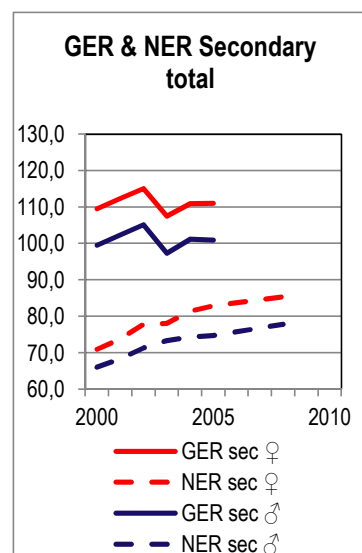
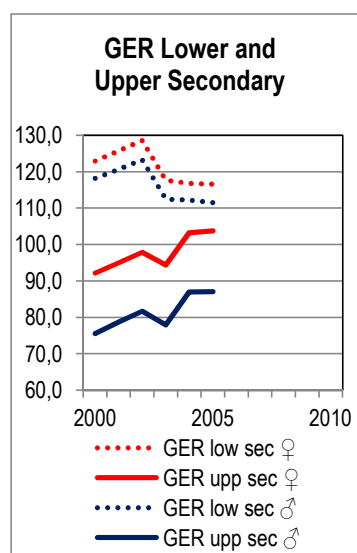
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,80	0,83	0,95	0,97	0,99	
Net enrolment rate	0,83	0,89				
Gross intake ratio	0,81	0,91	0,95	0,96	0,96	
Net intake rate	0,89	0,91		0,99		
Gross graduation ratio		0,56			0,75	
Completion rate	0,83	0,68	0,87	0,93	0,96	
Secondary						
Gross enrolment ratio, lower		0,78	0,73	0,75	0,76	
Gross enrolment ratio, upper	0,59	0,67	0,61	0,62	0,59	
Gross enrolment ratio		0,75	0,71	0,72	0,72	
Net enrolment rate					0,82	

Brazil

Primary education



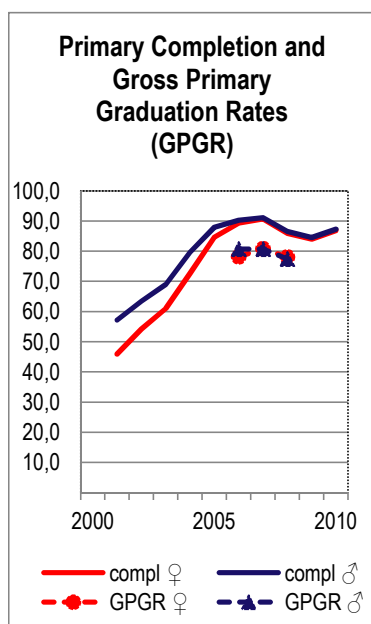
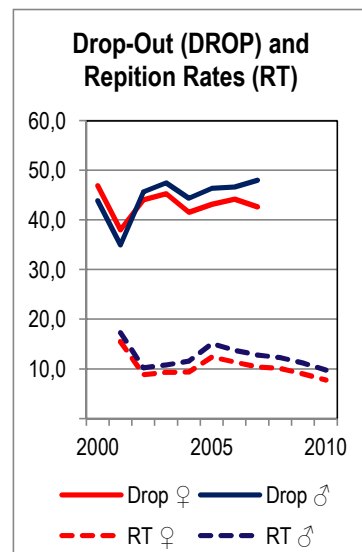
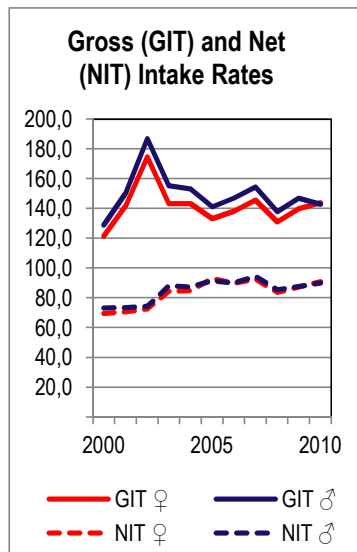
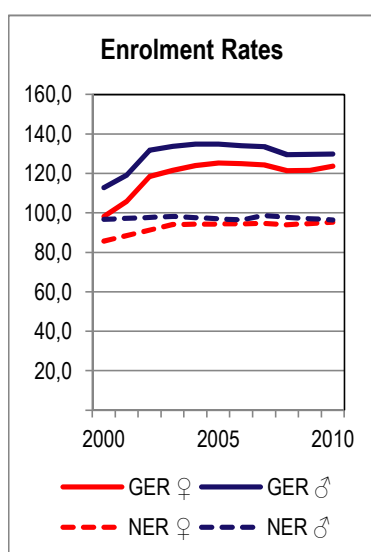
Secondary education



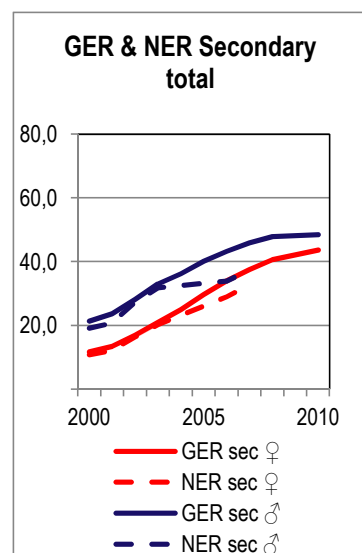
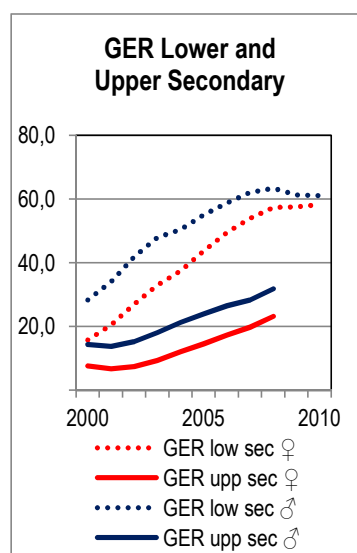
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,94	0,93				
Net enrolment rate		0,94				
Gross intake ratio		0,95				
Net intake rate						
Gross graduation ratio						
Completion rate	1,00					
Secondary						
Gross enrolment ratio, lower	1,04	1,04				
Gross enrolment ratio, upper	1,22	1,19				
Gross enrolment ratio	1,10	1,10				
Net enrolment rate	1,08	1,10	1,10			

Cambodia

Primary education



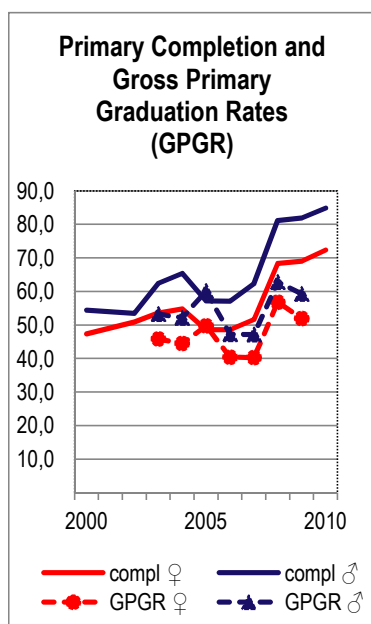
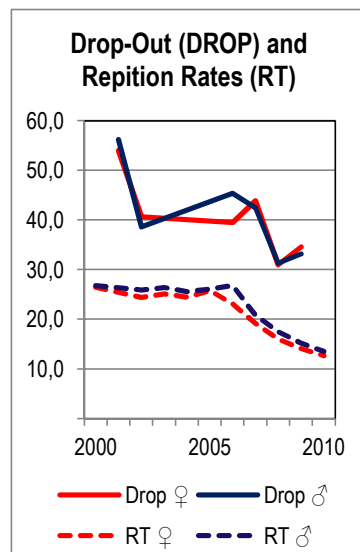
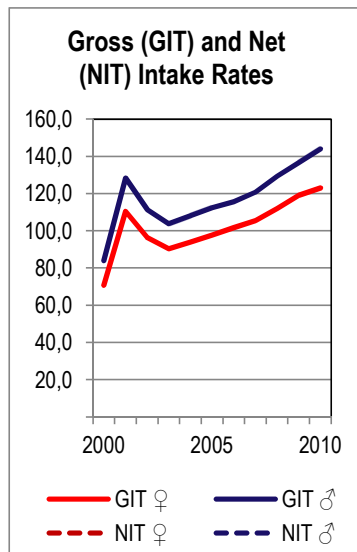
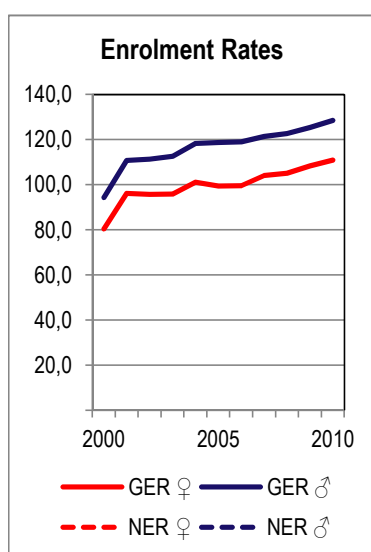
Secondary education



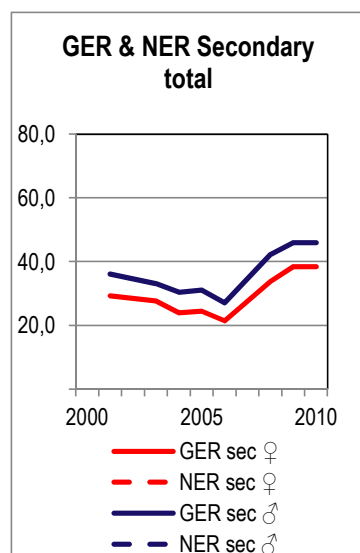
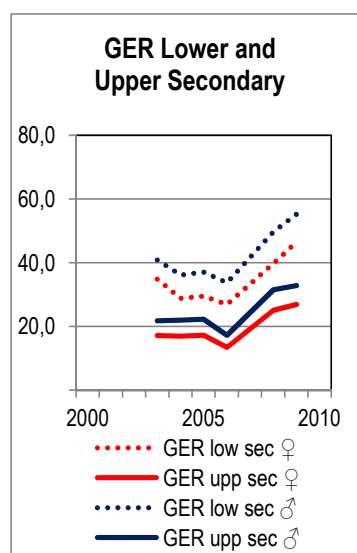
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,87	0,92	0,94	0,94	0,95	
Net enrolment rate	0,89		0,96		0,99	
Gross intake ratio	0,94	0,94	0,95	0,95	1,01	
Net intake rate	0,95	0,97	0,98		1,01	
Gross graduation ratio			1,01			
Completion rate		0,91	0,99	0,99	1,00	
Secondary						
Gross enrolment ratio, lower	0,56	0,74	0,91	0,94	0,95	
Gross enrolment ratio, upper	0,52	0,57	0,73			
Gross enrolment ratio	0,55	0,69	0,85		0,90	
Net enrolment rate	0,56					

Cameroon

Primary education



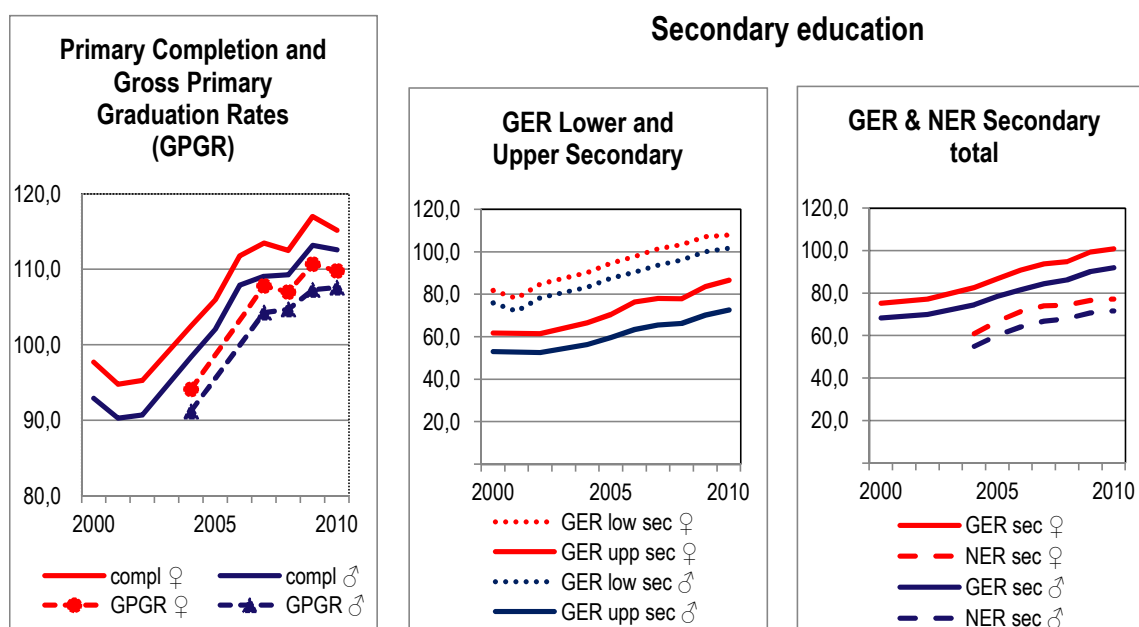
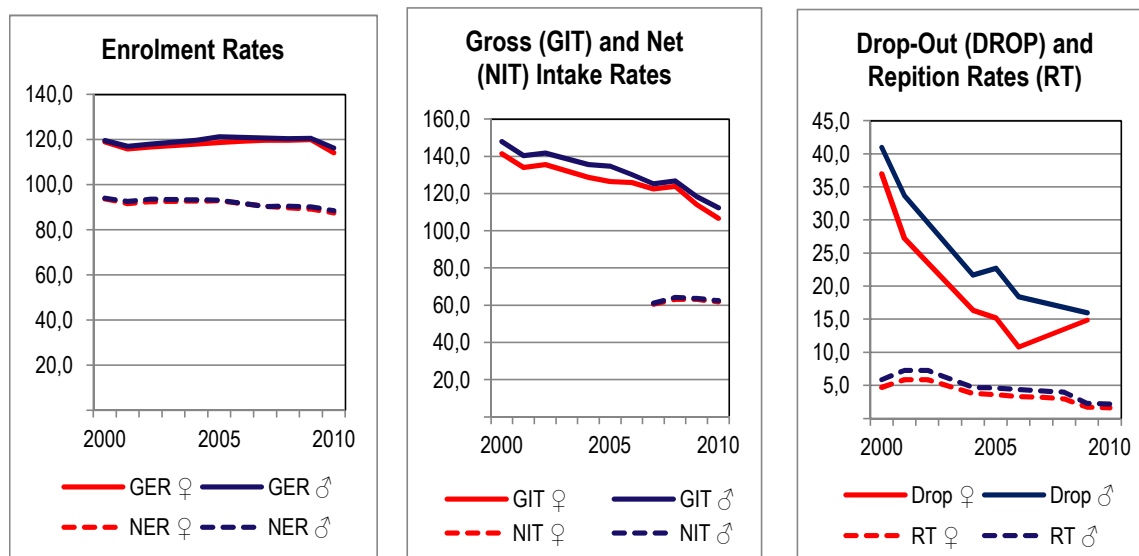
Sekundarschulbildung



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,85	0,85	0,86	0,86	0,86	
Net enrolment rate					0,87	
Gross intake ratio	0,84	0,87	0,87	0,87	0,86	
Net intake rate				0,88		
Gross graduation ratio		0,85	0,90	0,88		
Completion rate	0,87	0,84	0,84	0,84	0,85	
Secondary						
Gross enrolment ratio, lower		0,80	0,80	0,84		
Gross enrolment ratio, upper		0,77	0,79	0,82		
Gross enrolment ratio		0,79	0,80	0,83	0,83	
Net enrolment rate						

Colombia

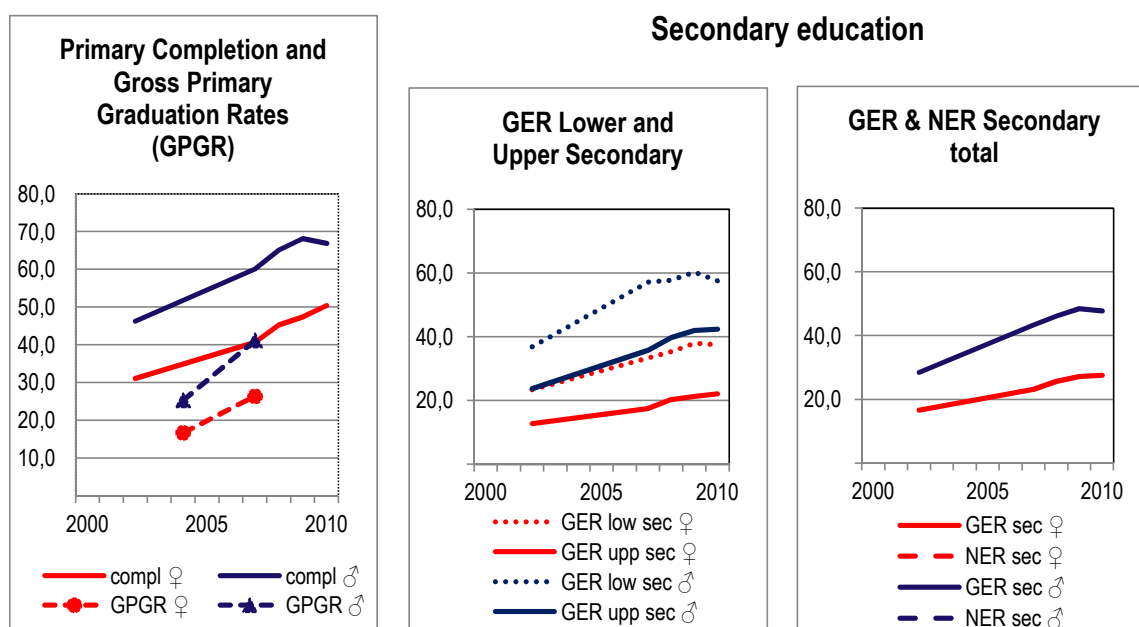
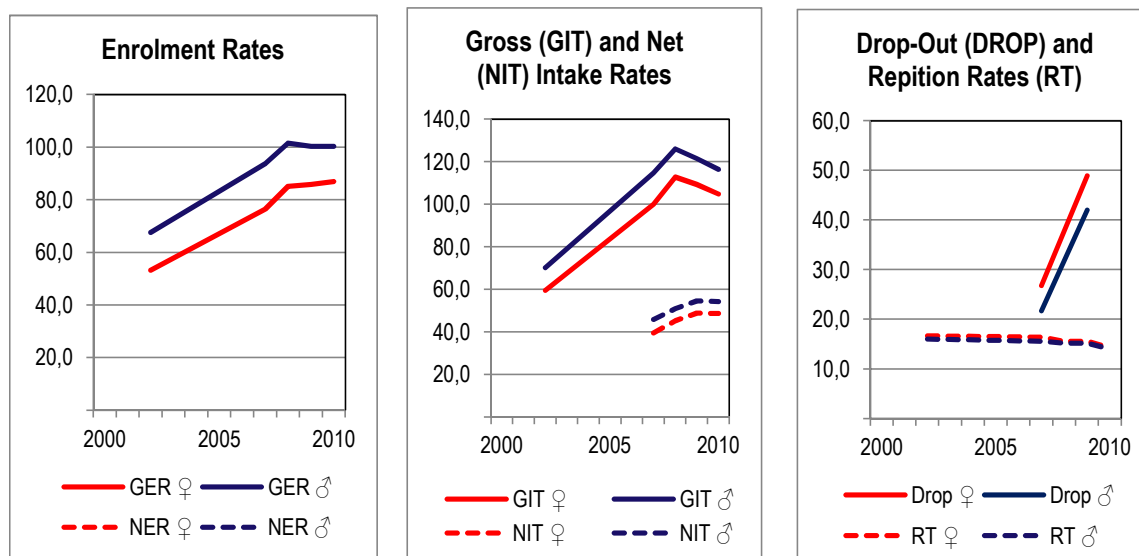
Primary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	1,00	0,99	0,99	1,00	0,98	
Net enrolment rate	1,00		0,99	0,99	0,99	
Gross intake ratio	0,96	0,95	0,98	0,96	0,95	
Net intake rate			0,99	0,99	0,99	
Gross graduation ratio		1,03	1,02	1,03	1,02	
Completion rate	1,05	1,04	1,03	1,03	1,02	
Secondary						
Gross enrolment ratio, lower	1,08	1,08	1,07	1,07	1,06	
Gross enrolment ratio, upper	1,17	1,18	1,18	1,19	1,19	
Gross enrolment ratio	1,10	1,11	1,10	1,10	1,10	
Net enrolment rate		1,11	1,09	1,08	1,08	

Congo, Dem. Rep.

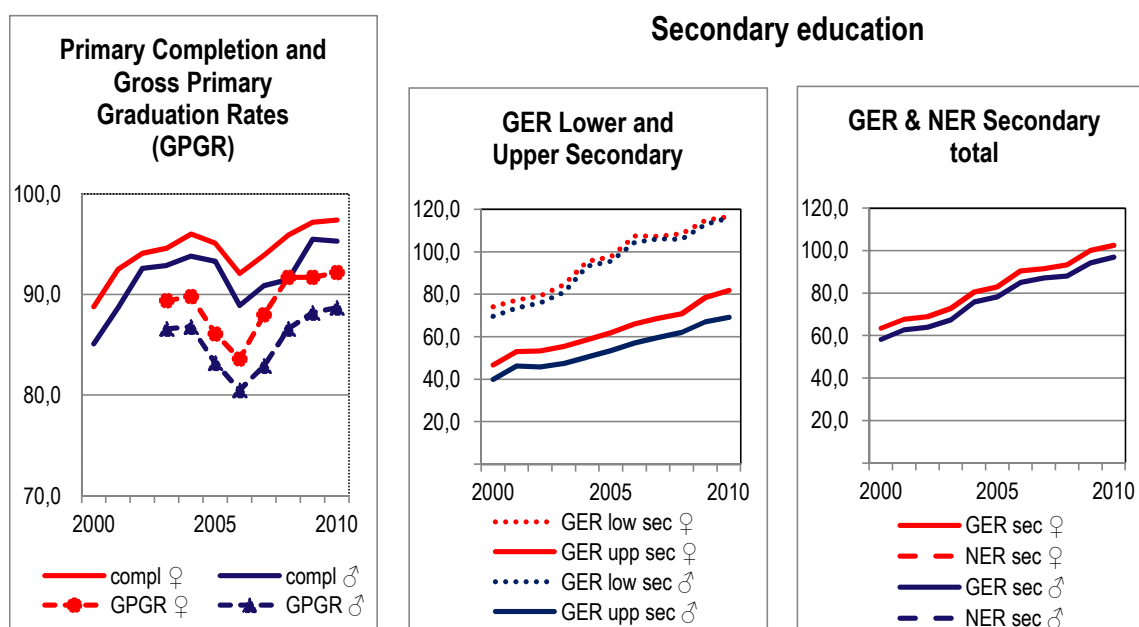
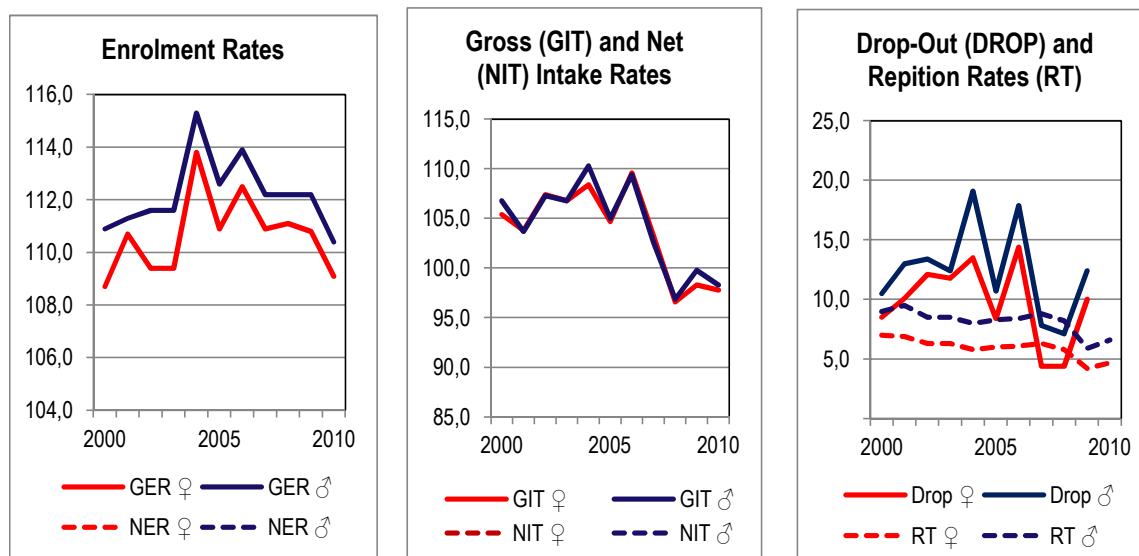
Primary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio			0,84	0,86	0,87	
Net enrolment rate						
Gross intake ratio			0,89	0,90	0,90	
Net intake rate			0,89	0,90	0,90	
Gross graduation ratio		0,66				
Completion rate			0,70	0,70	0,75	
Secondary						
Gross enrolment ratio, lower			0,61	0,63	0,65	
Gross enrolment ratio, upper			0,51	0,51	0,52	
Gross enrolment ratio			0,56	0,56	0,58	
Net enrolment rate						

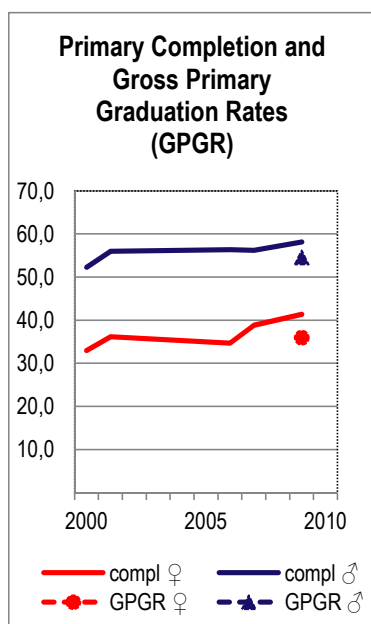
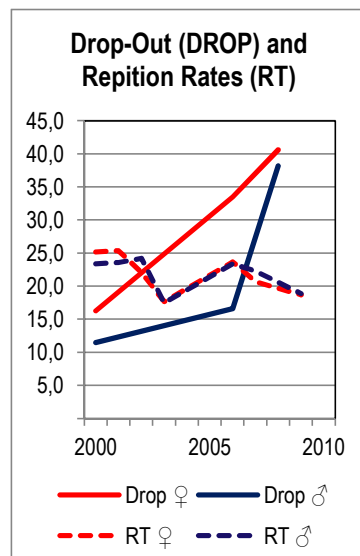
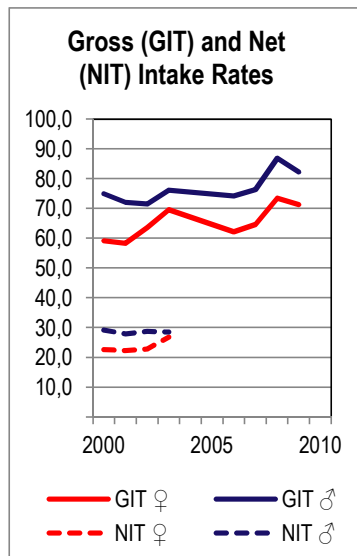
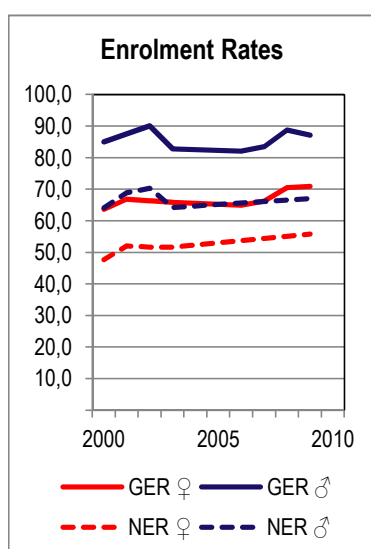
Costa Rica

Primary education

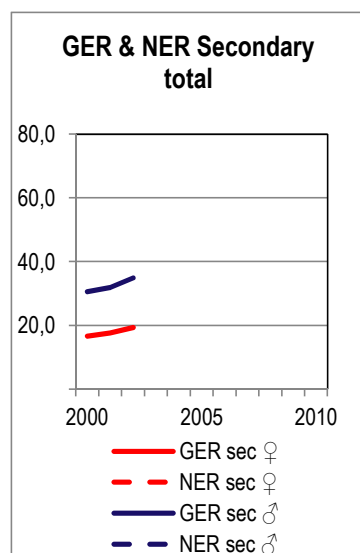
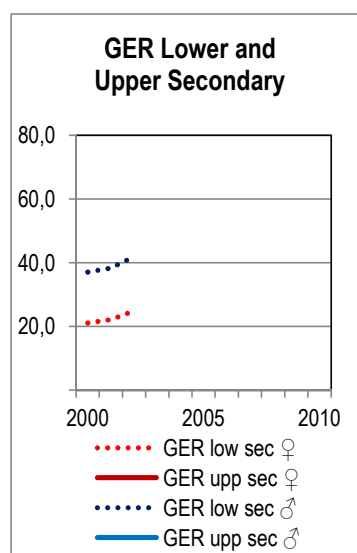


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,98	0,99	0,99	0,99	0,99	
Net enrolment rate						
Gross intake ratio	0,99	0,98	1,00	0,98	1,00	
Net intake rate						
Gross graduation ratio		1,03	1,06	1,04	1,04	
Completion rate	1,04	1,02	1,05	1,02	1,02	
Secondary						
Gross enrolment ratio, lower	1,06	1,02	1,03	1,02	1,01	
Gross enrolment ratio, upper	1,17	1,16	1,14	1,17	1,18	
Gross enrolment ratio	1,09	1,06	1,06	1,06	1,06	
Net enrolment rate						

Primary education

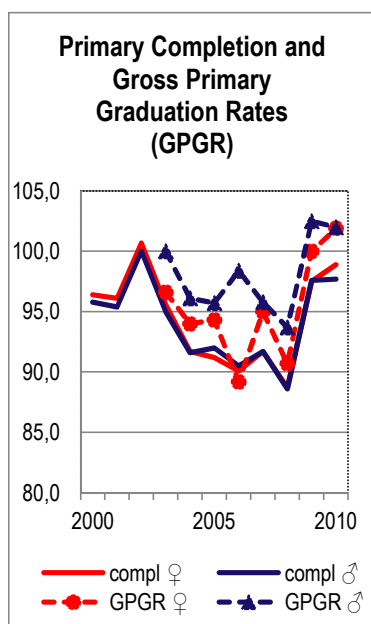
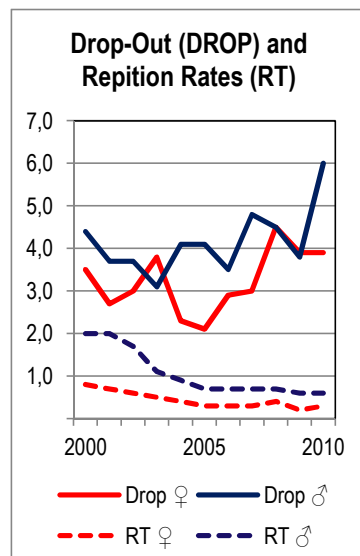
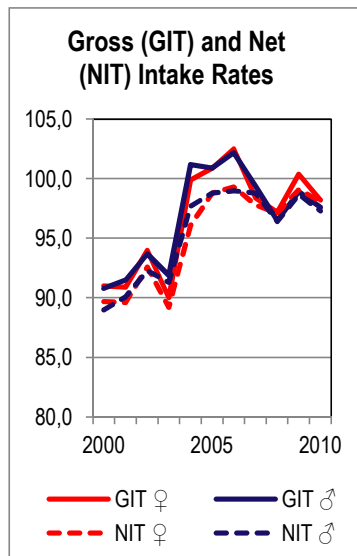
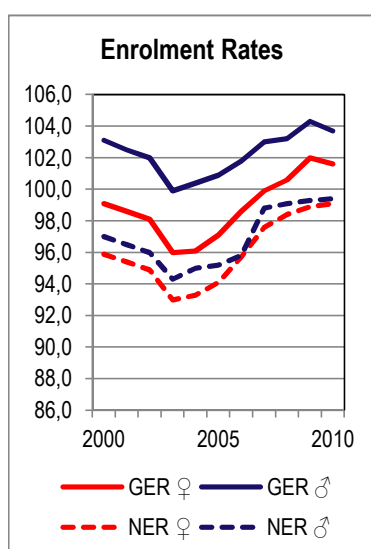


Sekundarschulbildung

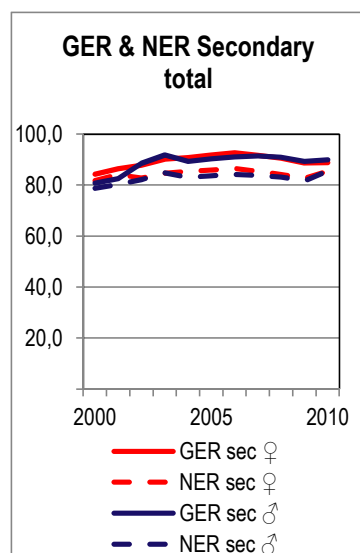
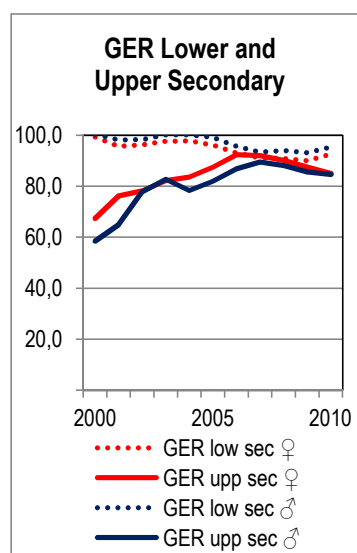


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,75		0,79	0,81		0,83
Net enrolment rate	0,74			0,83		
Gross intake ratio	0,79		0,85	0,87		0,88
Net intake rate	0,78					
Gross graduation ratio				0,66		
Completion rate	0,63			0,71		0,80
Secondary						
Gross enrolment ratio, lower	0,57					
Gross enrolment ratio, upper	0,47					
Gross enrolment ratio	0,54					
Net enrolment rate						

Primary education



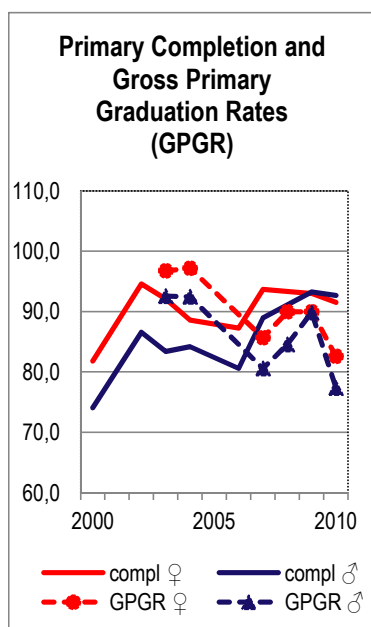
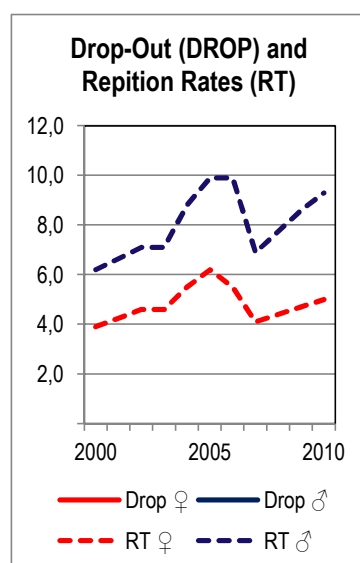
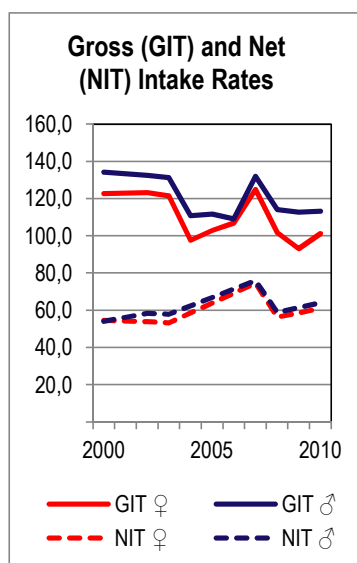
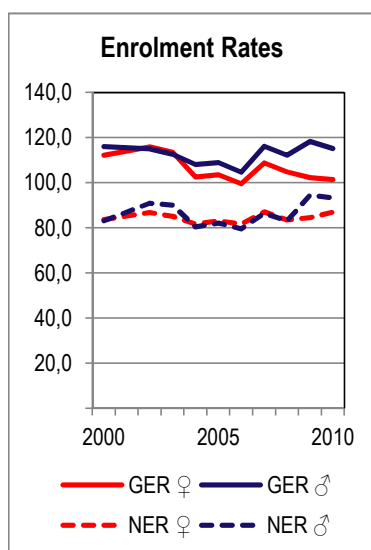
Secondary education



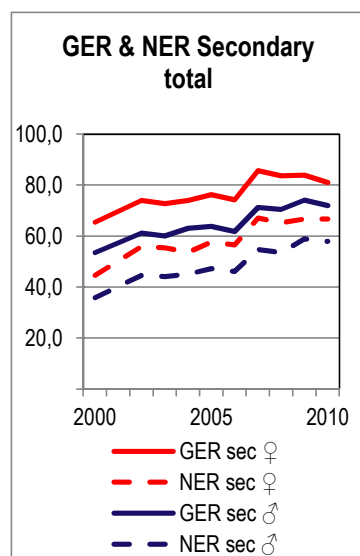
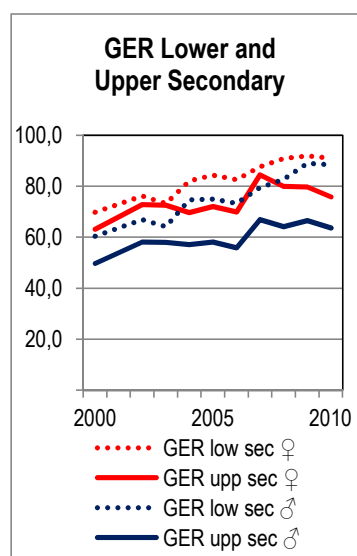
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,96	0,96	0,97	0,98	0,98	0,98
Net enrolment rate	0,99	0,98	0,99	1,00	1,00	1,00
Gross intake ratio	1,00	0,99	1,01	1,02	1,01	1,00
Net intake rate	1,01	0,98	1,01	1,00	1,01	1,00
Gross graduation ratio		0,98	0,97	0,98	1,00	0,99
Completion rate	1,01	1,00	1,00	1,00	1,01	1,01
Secondary						
Gross enrolment ratio, lower	0,99	0,98	0,97	0,97	0,97	0,97
Gross enrolment ratio, upper	1,15	1,07	1,02	1,02	1,00	1,00
Gross enrolment ratio	1,04	1,02	1,00	0,99	0,99	0,99
Net enrolment rate	1,04	1,03	1,01	1,01	1,00	1,00

Dominican Republic

Primary education

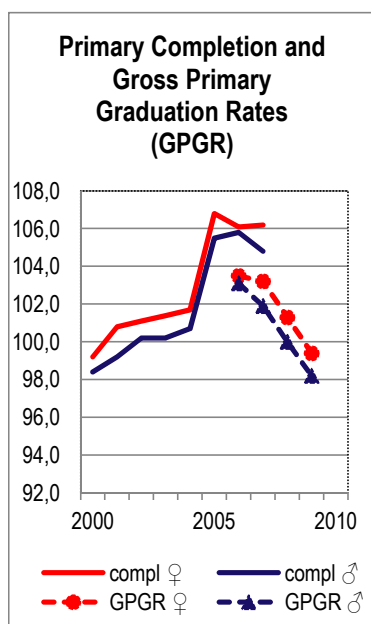
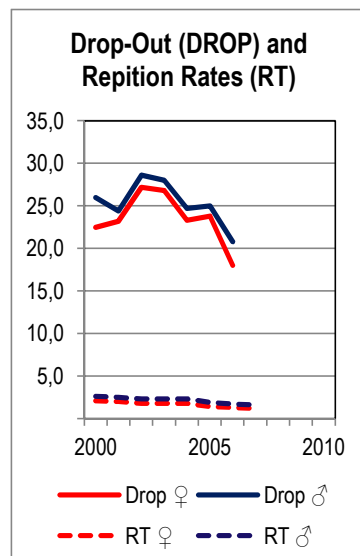
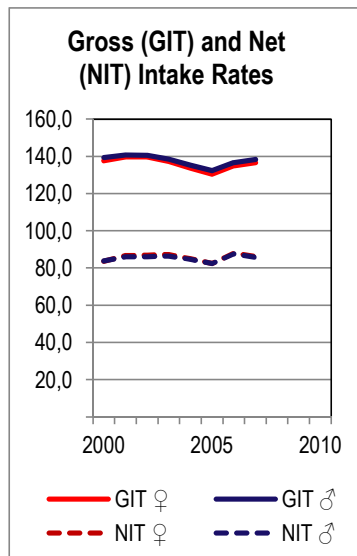
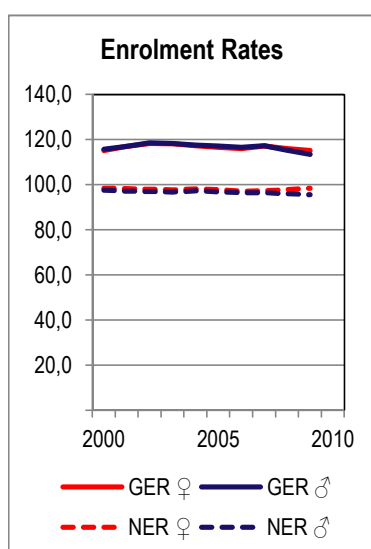


Secondary education

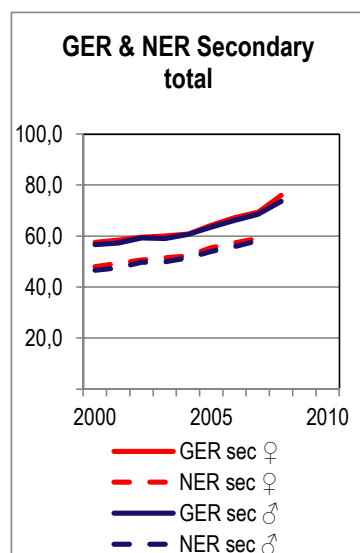
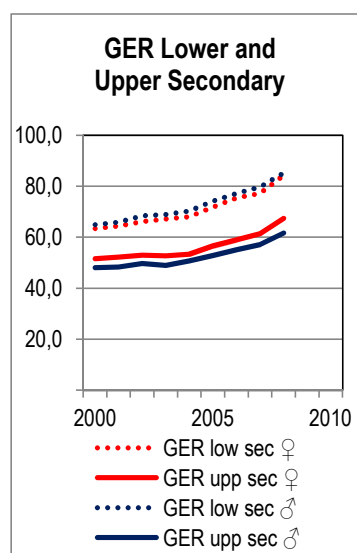


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,97	0,95	0,93	0,86	0,88	
Net enrolment rate	1,01	1,02	1,00	0,89	0,93	
Gross intake ratio	0,92	0,88	0,89	0,83	0,89	
Net intake rate	1,01		0,96		0,95	
Gross graduation ratio		1,05	1,06	1,00	1,07	
Completion rate	1,10	1,05		1,00	0,99	
Secondary						
Gross enrolment ratio, lower	1,16	1,10	1,10	1,03	1,03	
Gross enrolment ratio, upper	1,27	1,22	1,25	1,20	1,19	
Gross enrolment ratio	1,23	1,17	1,19	1,13	1,12	
Net enrolment rate	1,24	1,19	1,22	1,13	1,15	

Primary education

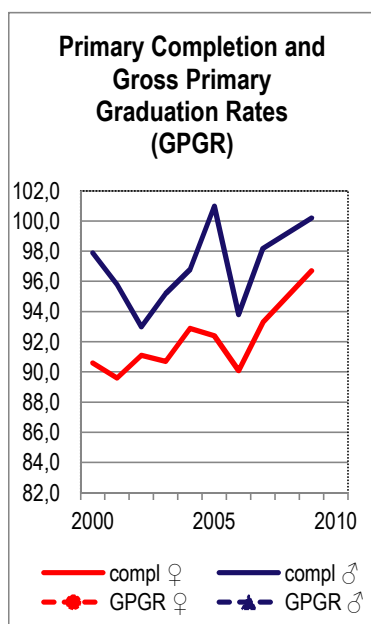
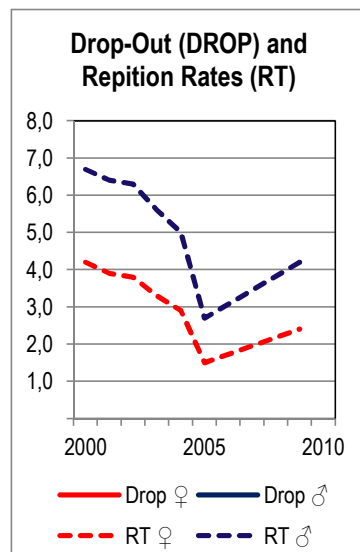
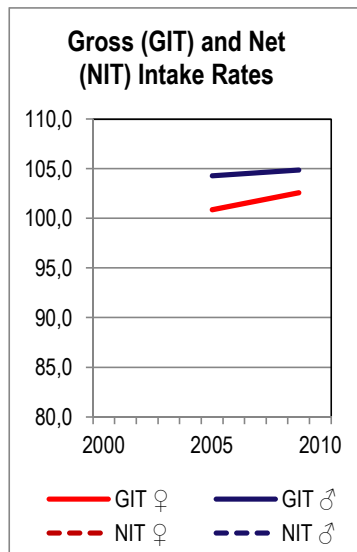
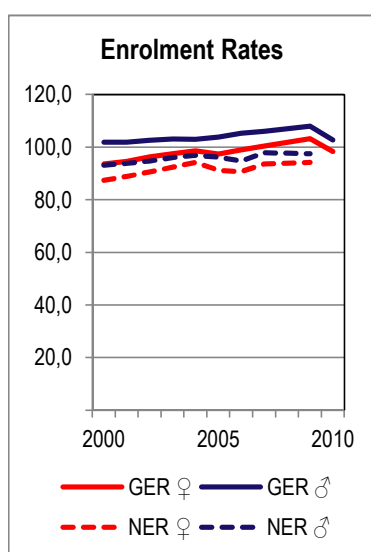


Secondary education

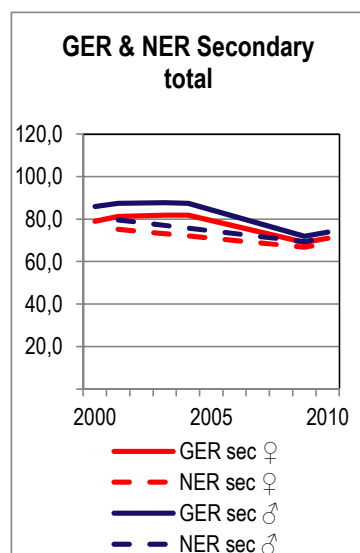
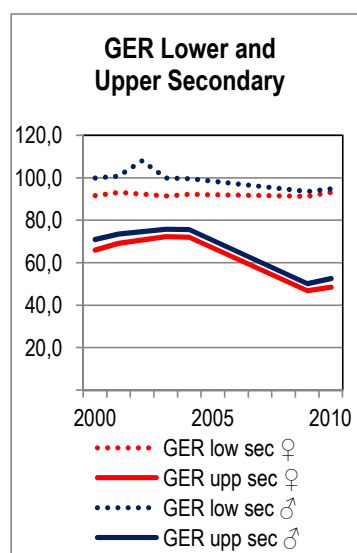


Gender Parity Index	2000	2004	2008	2009	2010	2011
<i>Primary</i>						
Gross enrolment ratio	0,99	1,00	1,01	1,01		
Net enrolment rate	1,01	1,01		1,03		
Gross intake ratio	0,99	0,99				
Net intake rate	1,00	1,00				
Gross graduation ratio			1,01	1,01		
Completion rate	1,01	1,01				
<i>Secondary</i>						
Gross enrolment ratio, lower	0,98	0,97	0,99			
Gross enrolment ratio, upper	1,07	1,05	1,09			
Gross enrolment ratio	1,02	1,00	1,03			
Net enrolment rate	1,03	1,01				

Primary education

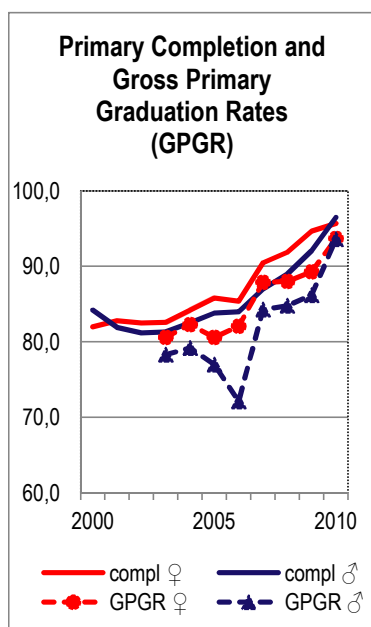
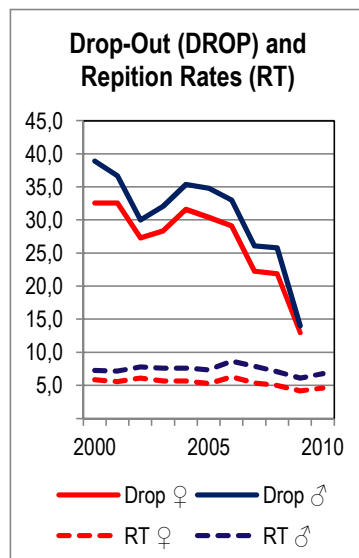
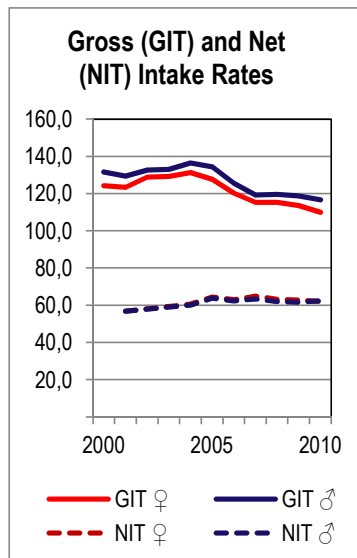
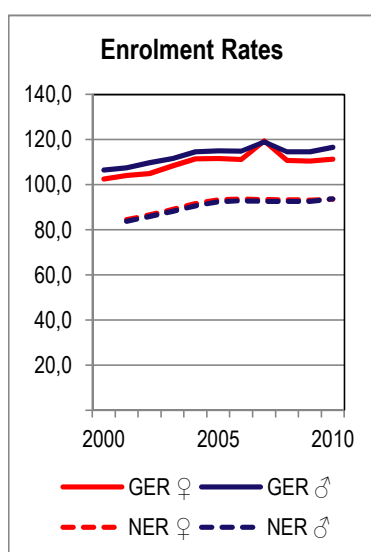


Secondary education

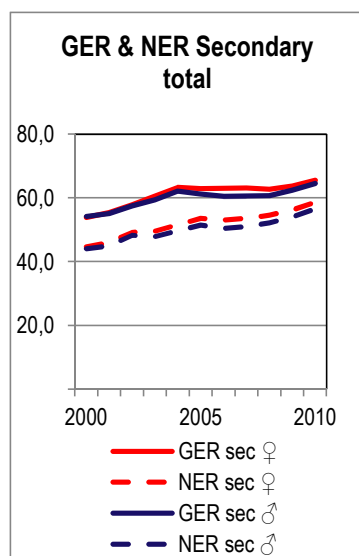
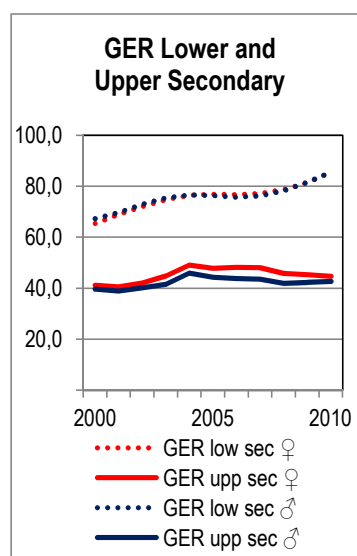


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,92	0,96		0,96	0,96	
Net enrolment rate	0,94	0,97		0,97		
Gross intake ratio				0,98		
Net intake rate				0,98		
Gross graduation ratio						
Completion rate	0,93	0,96		0,97		
Secondary						
Gross enrolment ratio, lower	0,92	0,92		0,98	0,98	
Gross enrolment ratio, upper	0,93	0,95		0,93	0,92	
Gross enrolment ratio	0,92	0,94		0,96	0,96	
Net enrolment rate				0,96	0,96	

Primary education



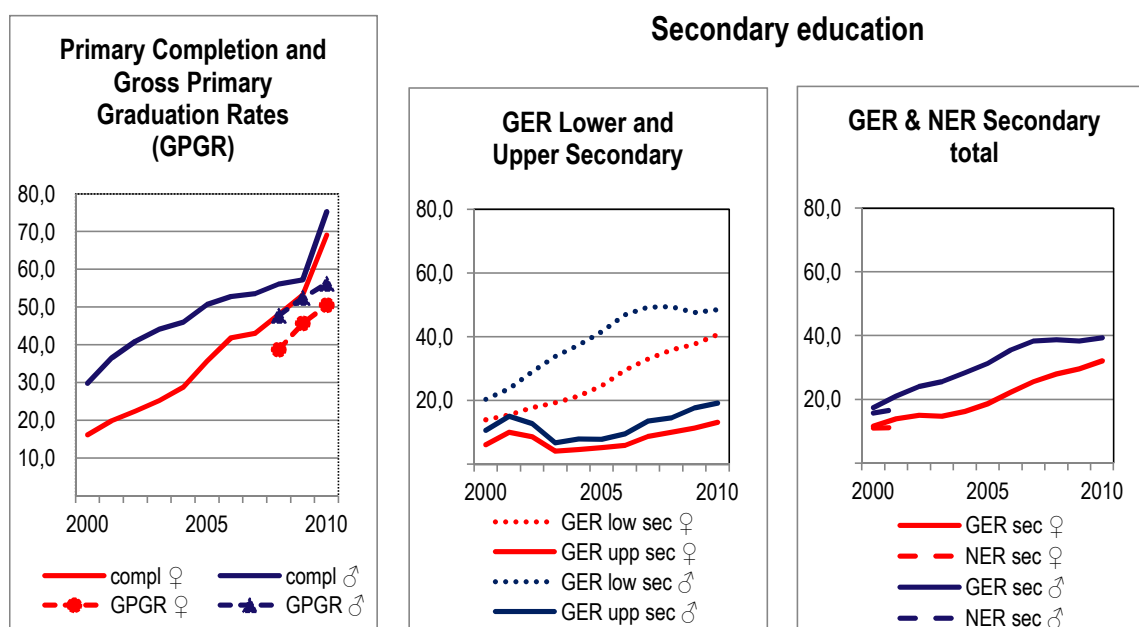
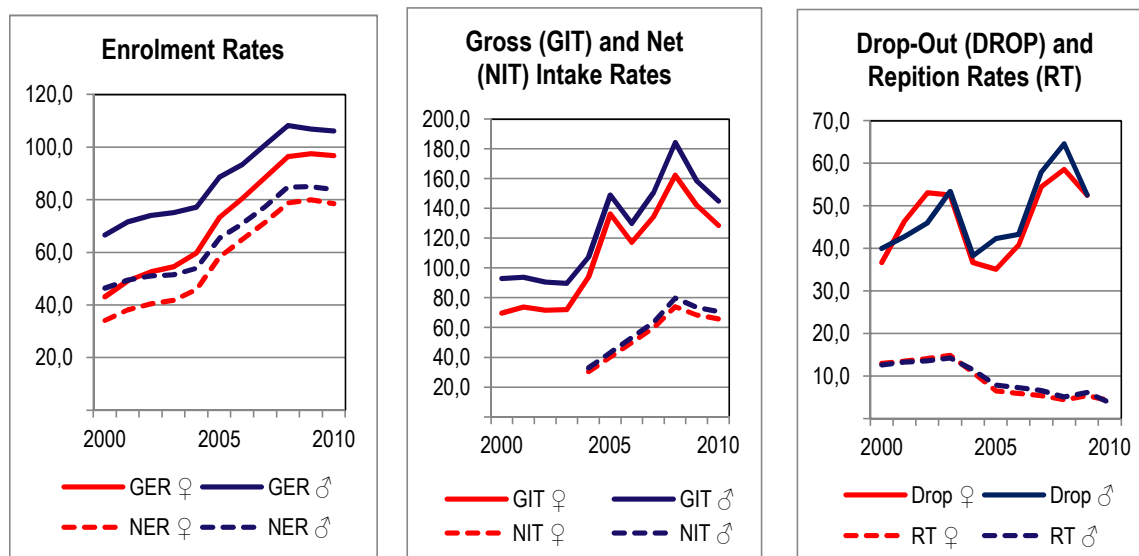
Secondary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,96	0,97	0,97	0,97	0,95	
Net enrolment rate		1,01	1,01	1,01	1,00	
Gross intake ratio	0,94	0,96	0,96	0,96	0,94	
Net intake rate		1,01	1,02	1,02	1,00	
Gross graduation ratio		1,04	1,04	1,04	1,00	
Completion rate	0,97	1,02	1,03	1,03	0,99	
Secondary						
Gross enrolment ratio, lower	0,97	1,00	1,01	1,00	1,00	
Gross enrolment ratio, upper	1,04	1,07	1,09	1,07	1,05	
Gross enrolment ratio	0,99	1,02	1,03	1,02	1,01	
Net enrolment rate	1,01		1,05	1,04	1,04	

Ethiopia

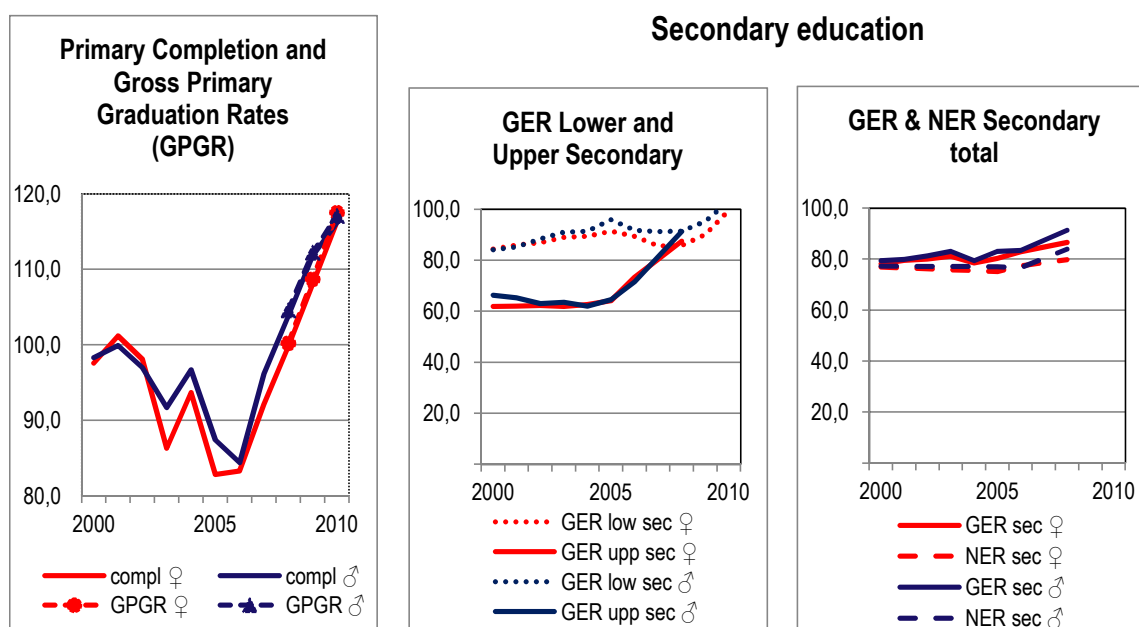
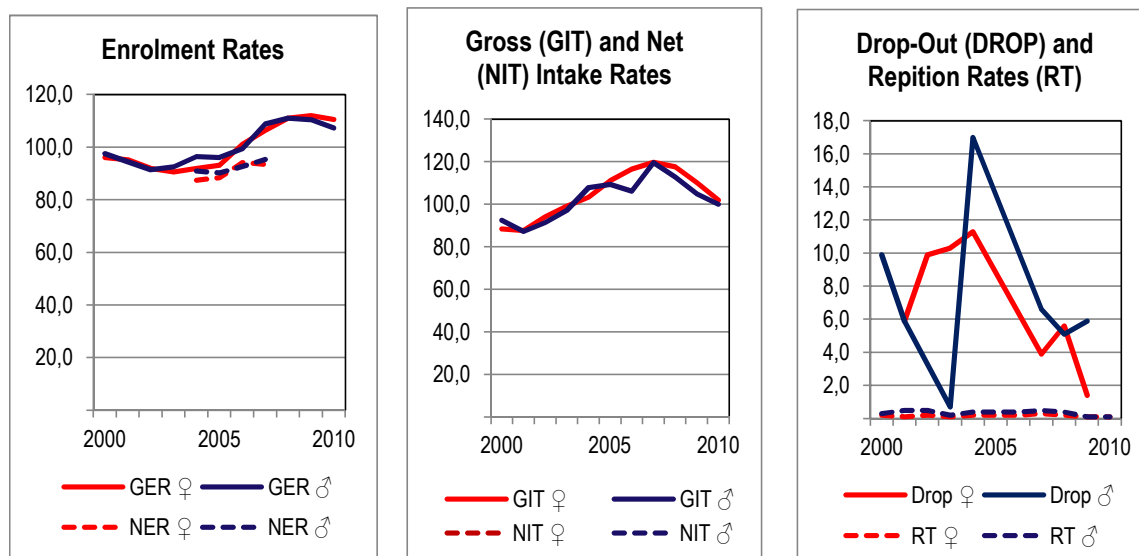
Primary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,65	0,77	0,89	0,91	0,91	
Net enrolment rate	0,73	0,85	0,93	0,94	0,94	
Gross intake ratio	0,75	0,88	0,88	0,90	0,89	
Net intake rate		0,92	0,93	0,93	0,93	
Gross graduation ratio			0,81	0,87	0,90	
Completion rate	0,54	0,63	0,86	0,93	0,92	
Secondary						
Gross enrolment ratio, lower	0,69	0,57	0,73	0,79	0,84	
Gross enrolment ratio, upper	0,58	0,58	0,70	0,65	0,69	
Gross enrolment ratio	0,66	0,57	0,72	0,77	0,82	
Net enrolment rate	0,70					

Georgia

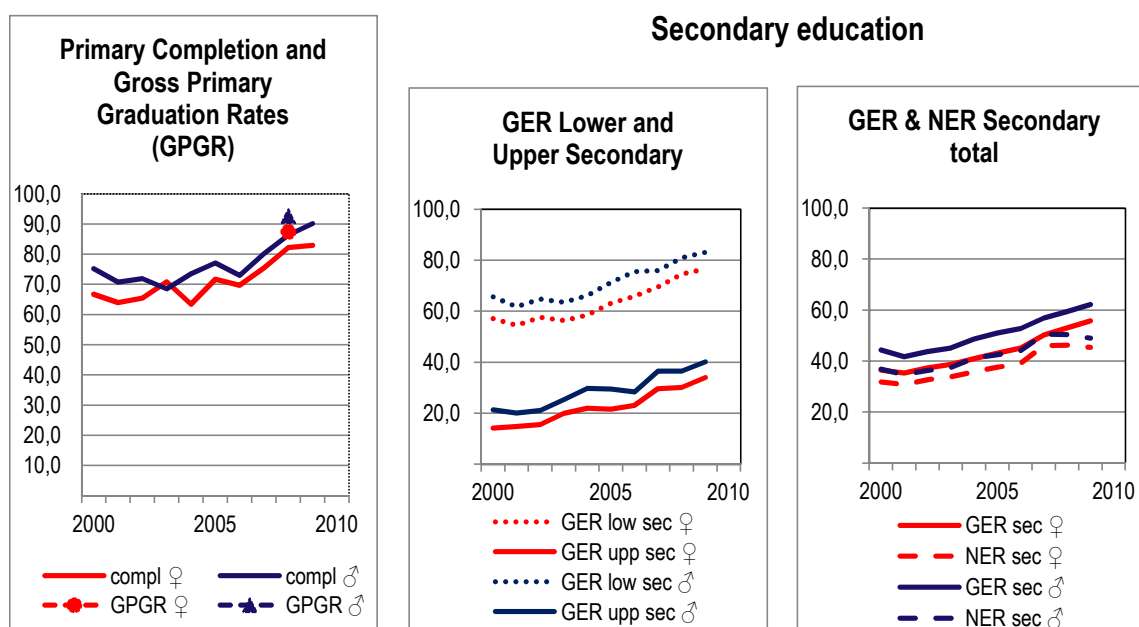
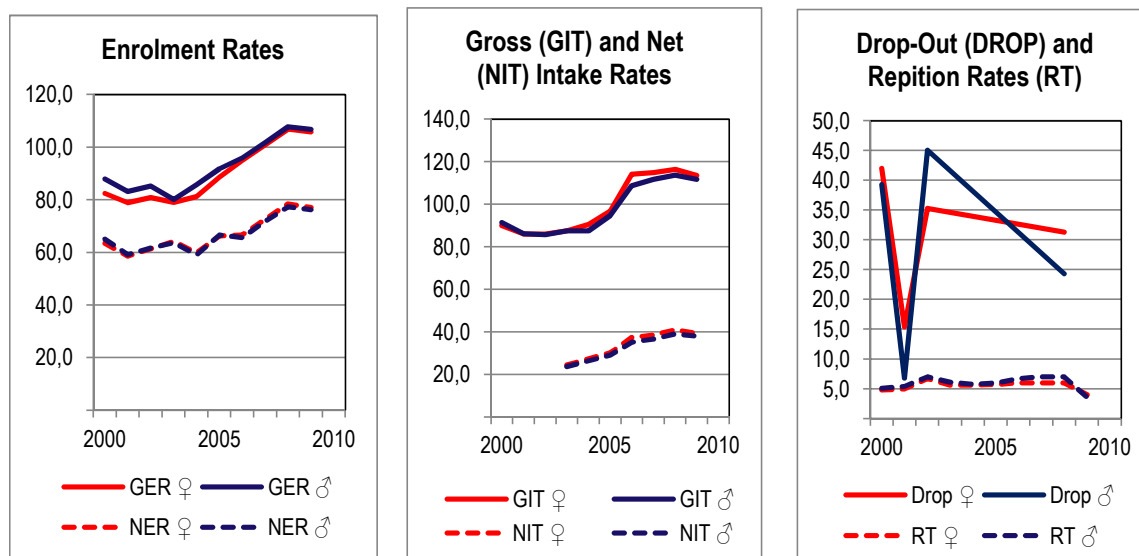
Primary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,98	0,95	1,00	1,01	1,03	
Net enrolment rate		0,96				
Gross intake ratio	0,96	0,96	1,04	1,05	1,02	
Net intake rate			1,06			
Gross graduation ratio			0,96	0,97	1,00	
Completion rate	0,99	0,97	0,96	0,97	1,00	
Secondary						
Gross enrolment ratio, lower	1,00	0,98	0,94	0,95	0,97	
Gross enrolment ratio, upper	0,93	1,01	0,96			
Gross enrolment ratio	0,99	0,99	0,95			
Net enrolment rate	1,00		0,95			

Ghana

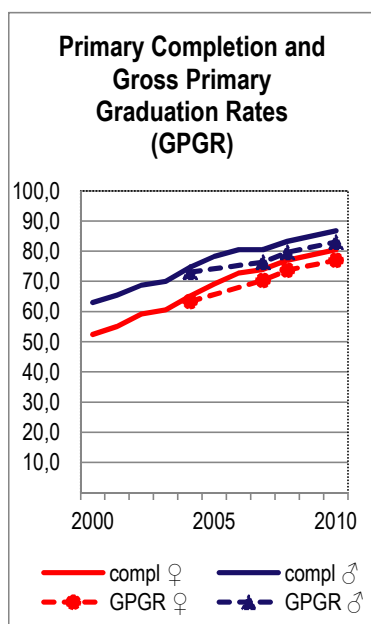
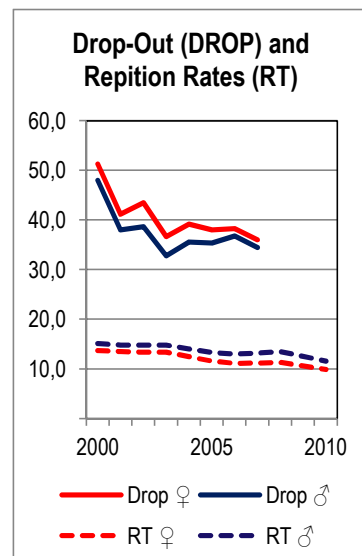
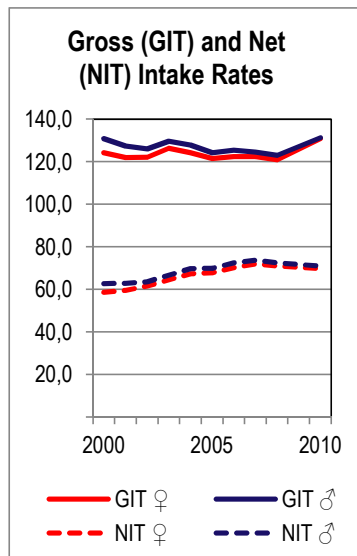
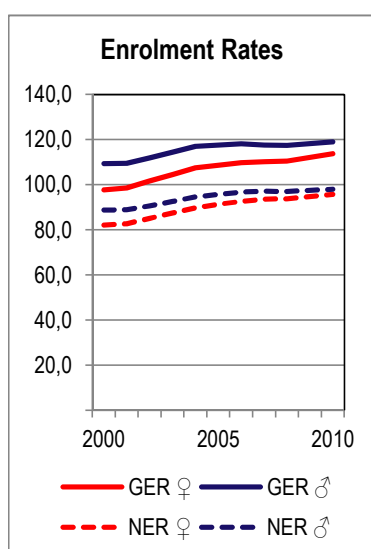
Primary education



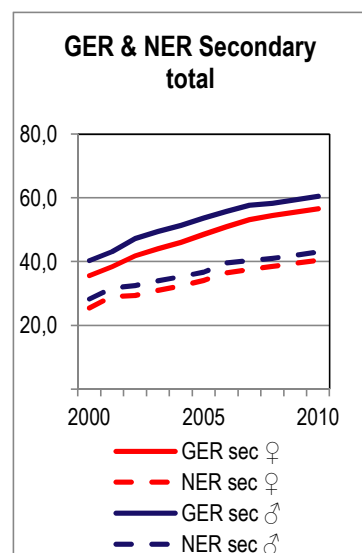
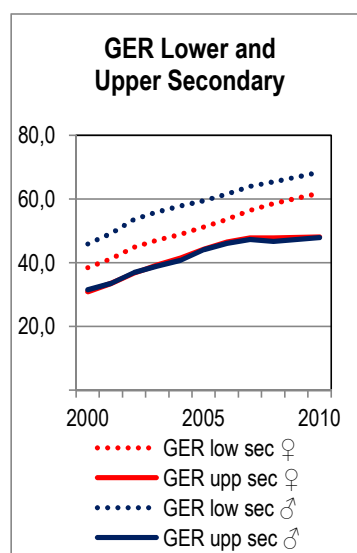
Gender Parity Index	2000	2004	2008	2009	2010	2011
<i>Primary</i>						
Gross enrolment ratio	0,94	0,95	0,99	0,99		1,00
Net enrolment rate	0,98	1,01	1,01	1,01		1,01
Gross intake ratio	0,98	1,03	1,02	1,01		1,02
Net intake rate			1,05	1,04		
Gross graduation ratio			0,94			
Completion rate	0,89	0,86	0,95	0,92		0,95
<i>Secondary</i>						
Gross enrolment ratio, lower	0,87	0,89	0,92	0,92		0,93
Gross enrolment ratio, upper	0,67	0,74	0,83	0,85		0,87
Gross enrolment ratio	0,82	0,84	0,89	0,90		0,91
Net enrolment rate	0,86	0,87	0,92	0,92		0,92

Guatemala

Primary education



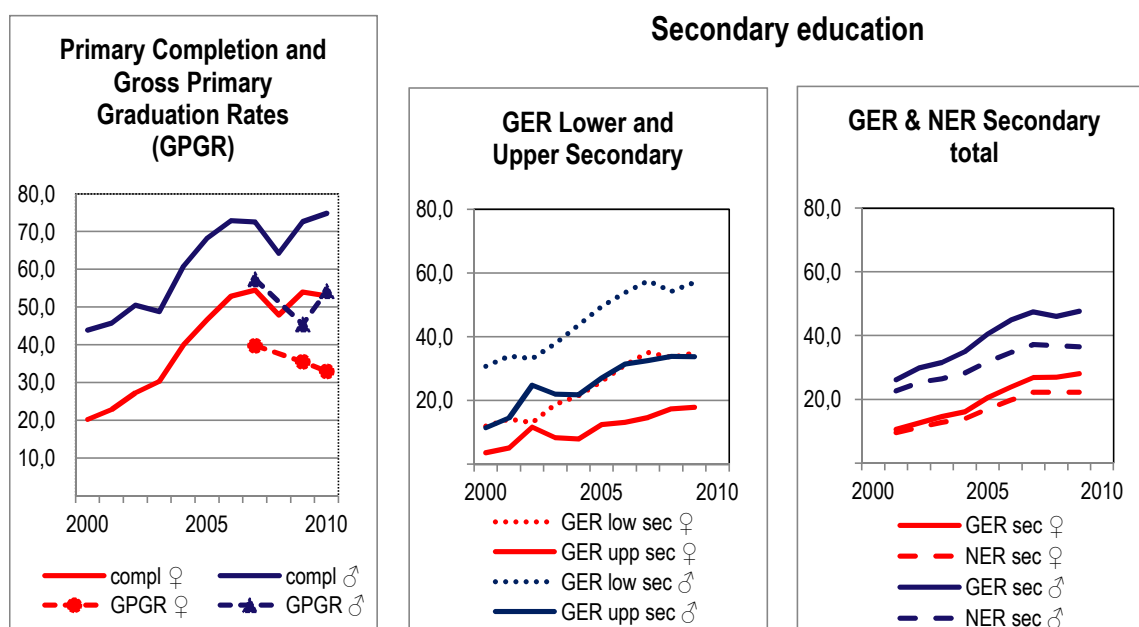
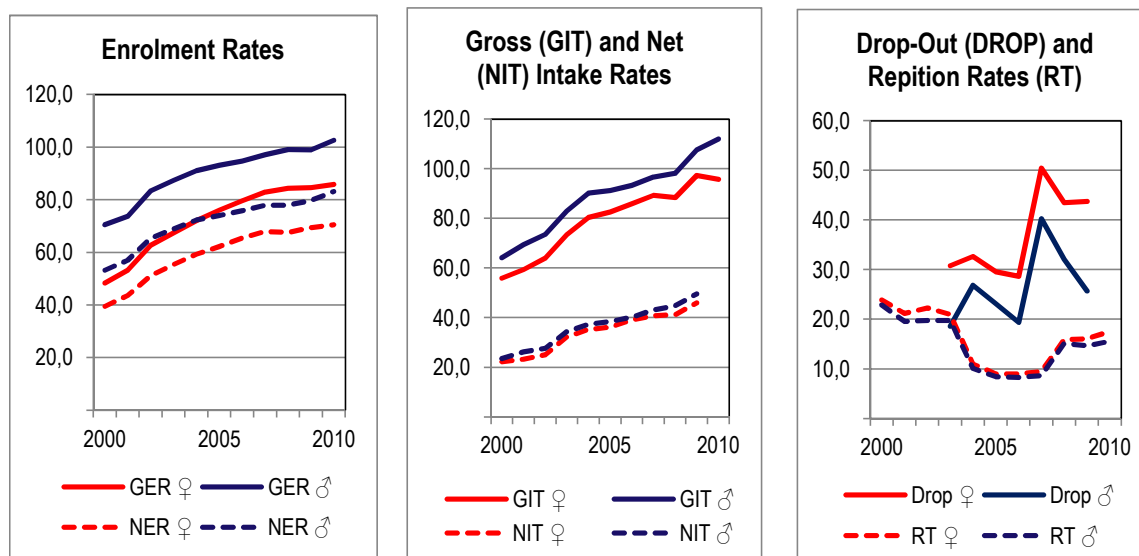
Secondary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,89	0,92	0,94		0,96	
Net enrolment rate	0,92	0,95	0,97		0,98	
Gross intake ratio	0,95	0,97	0,98		1,00	
Net intake rate	0,94	0,97	0,98		0,98	
Gross graduation ratio		0,87	0,93		0,93	
Completion rate	0,83	0,87	0,92		0,93	
Secondary						
Gross enrolment ratio, lower	0,84	0,85	0,90		0,90	
Gross enrolment ratio, upper	0,98	1,02	1,02		1,00	
Gross enrolment ratio	0,88	0,90	0,93		0,93	
Net enrolment rate	0,90	0,92	0,94		0,94	

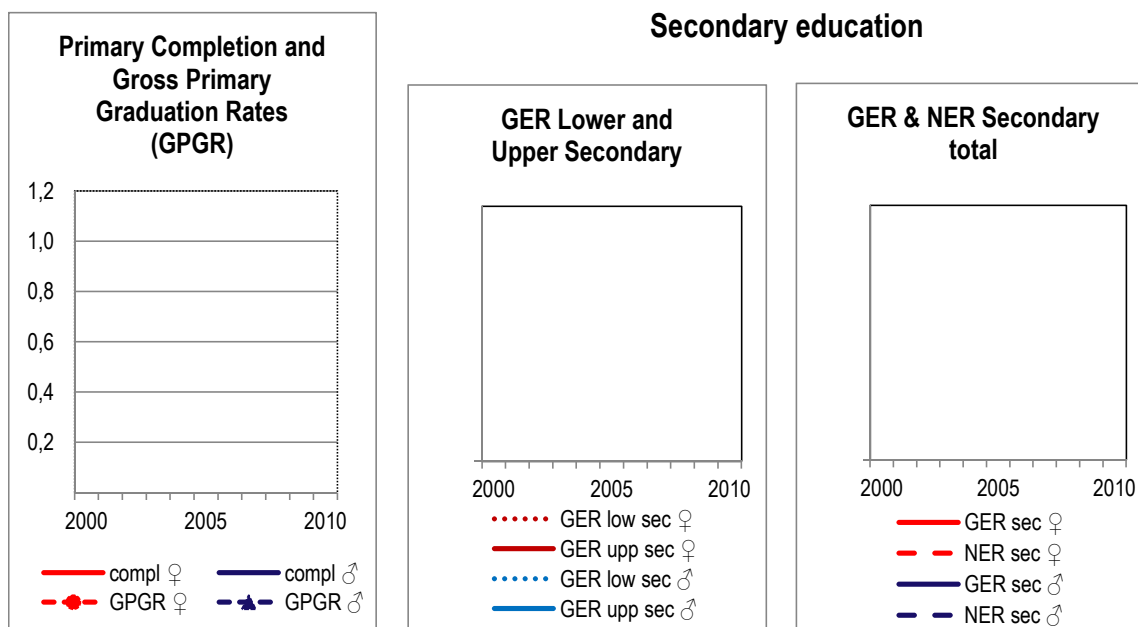
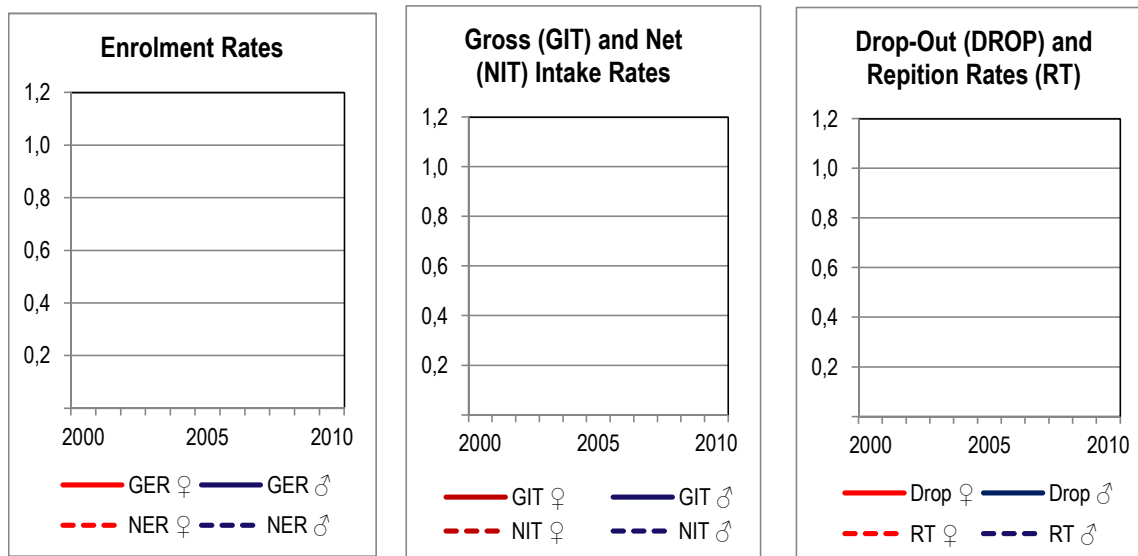
Guinea

Primary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
<i>Primary</i>						
Gross enrolment ratio	0,69	0,79	0,85	0,85	0,84	
Net enrolment rate	0,74	0,82	0,87	0,87	0,85	
Gross intake ratio	0,87	0,89	0,90	0,90	0,86	
Net intake rate	0,95	0,94	0,92	0,93		
Gross graduation ratio				0,78	0,61	
Completion rate	0,46	0,66	0,75	0,74	0,71	
<i>Secondary</i>						
Gross enrolment ratio, lower	0,39	0,49	0,62	0,61		
Gross enrolment ratio, upper	0,31	0,36	0,51	0,53		
Gross enrolment ratio		0,46	0,59	0,59		
Net enrolment rate		0,49		0,61		

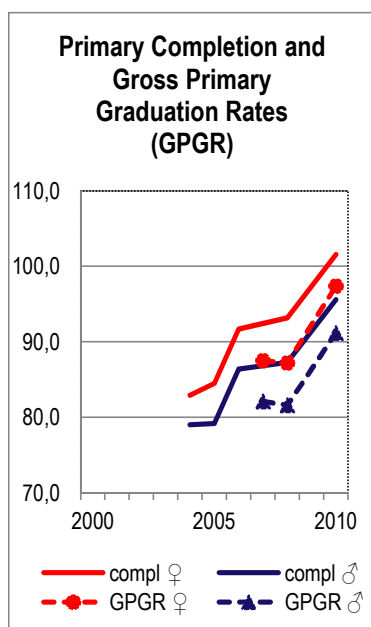
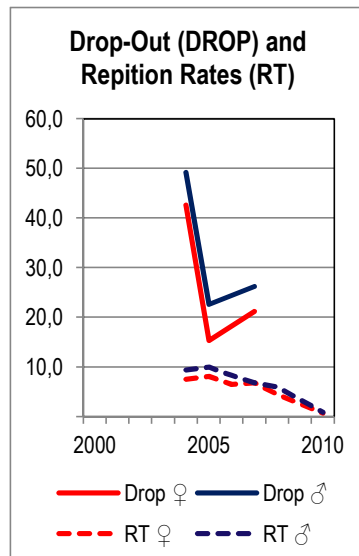
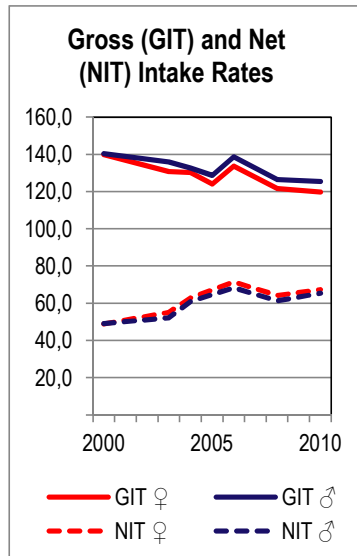
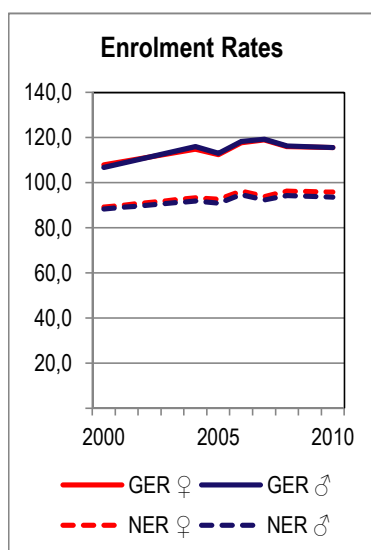
Primary education



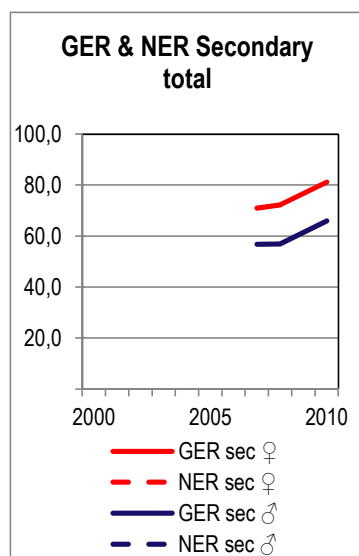
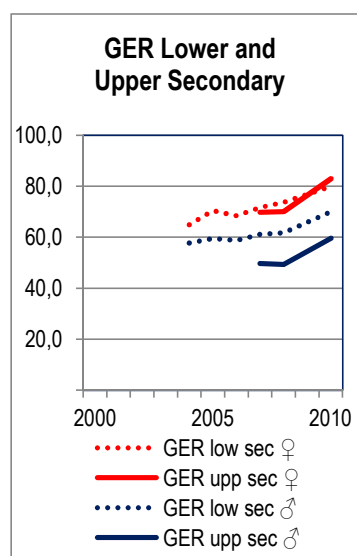
Gender Parity Index	2000	2004	2008	2009	2010	2011
<i>Primary</i>						
Gross enrolment ratio						
Net enrolment rate						
Gross intake ratio						
Net intake rate						
Gross graduation ratio						
Completion rate						
<i>Secondary</i>						
Gross enrolment ratio, lower						
Gross enrolment ratio, upper						
Gross enrolment ratio						
Net enrolment rate						

Honduras

Primary education



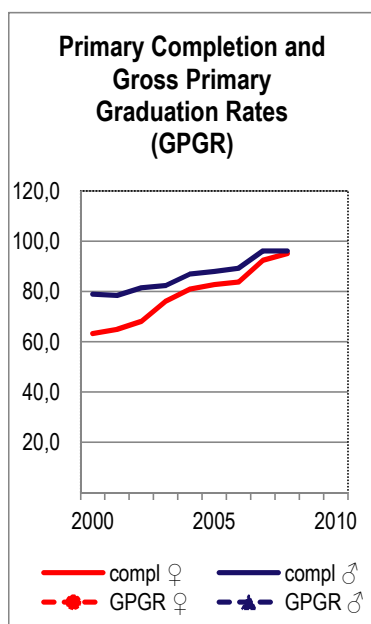
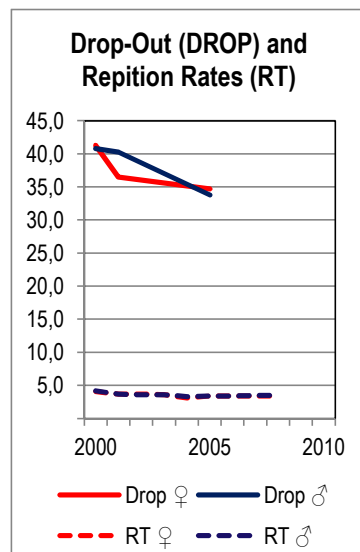
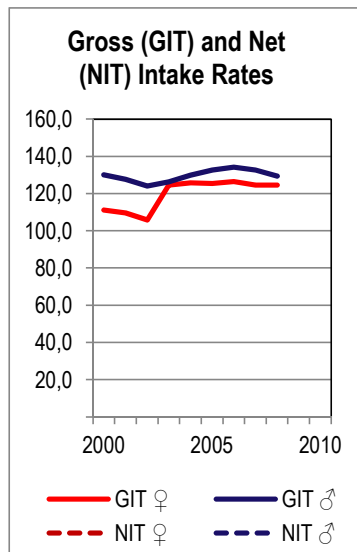
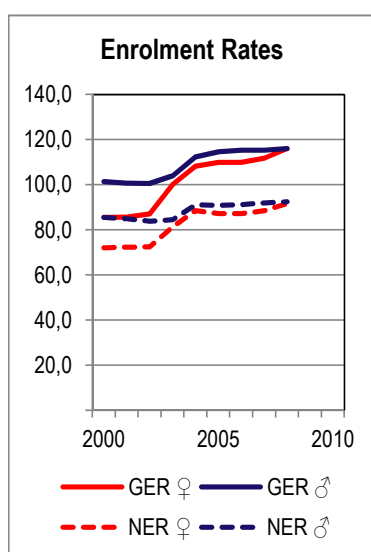
Secondary education



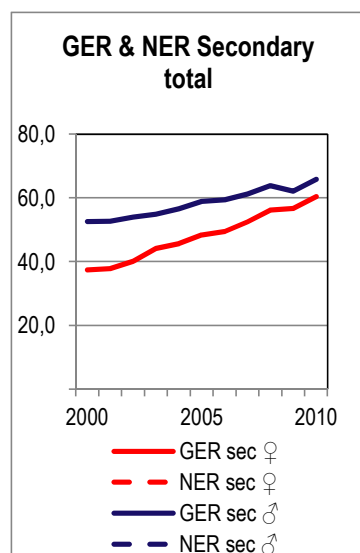
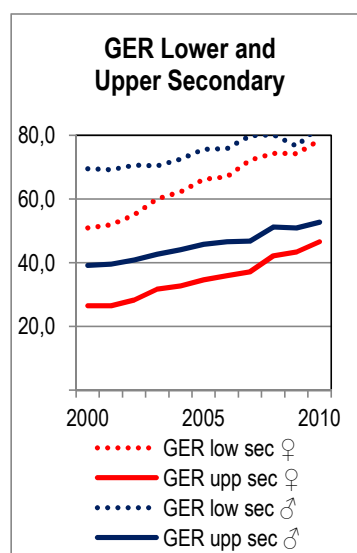
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	1,01	0,99	1,00		1,00	
Net enrolment rate	1,01	1,01	1,02		1,02	
Gross intake ratio	1,00	0,98	0,96		0,96	
Net intake rate	1,00	1,03	1,05		1,03	
Gross graduation ratio			1,07		1,07	
Completion rate		1,05	1,07		1,06	
Secondary						
Gross enrolment ratio, lower		1,12	1,19		1,14	
Gross enrolment ratio, upper			1,42		1,39	
Gross enrolment ratio			1,27		1,23	
Net enrolment rate						

India

Primary education



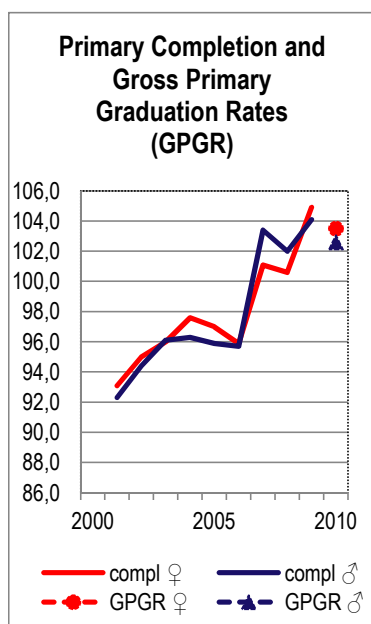
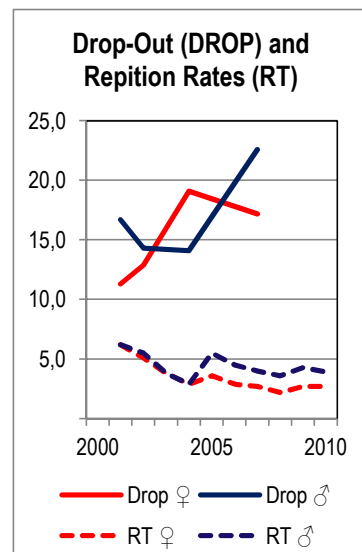
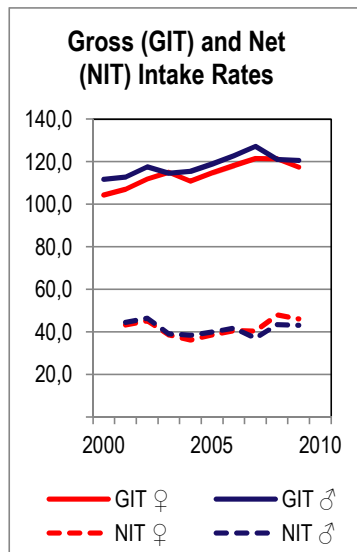
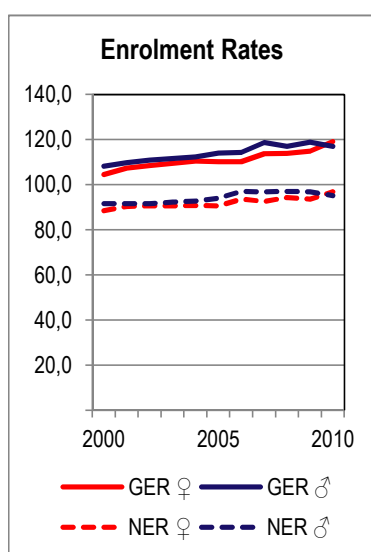
Secondary education



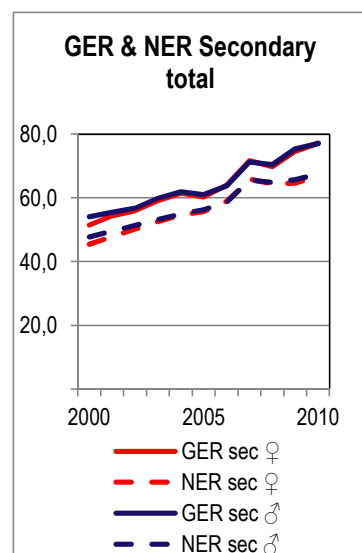
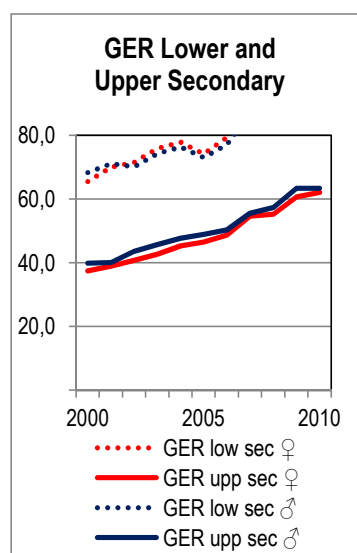
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,84	0,96	1,00			
Net enrolment rate	0,84	0,97	0,99			
Gross intake ratio	0,86	0,97	0,96			
Net intake rate						
Gross graduation ratio						
Completion rate	0,80	0,93	0,99			
Secondary						
Gross enrolment ratio, lower	0,73	0,86	0,93	0,97	0,95	
Gross enrolment ratio, upper	0,68	0,74	0,82	0,85	0,88	
Gross enrolment ratio	0,71	0,81	0,88	0,91	0,92	
Net enrolment rate						

Indonesia

Primary education



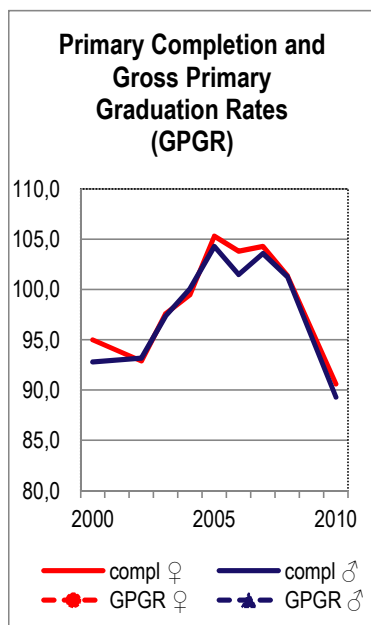
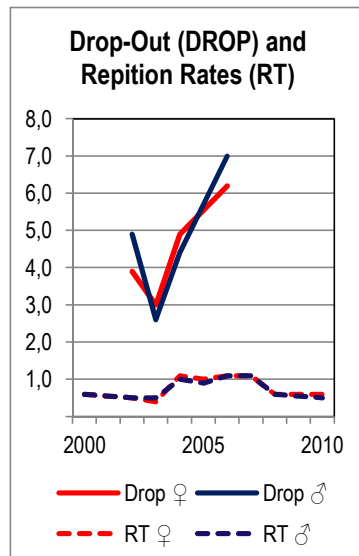
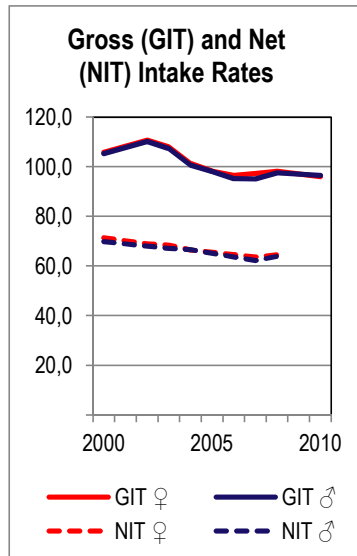
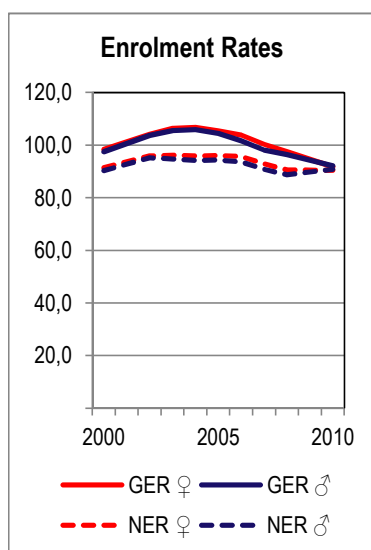
Secondary education



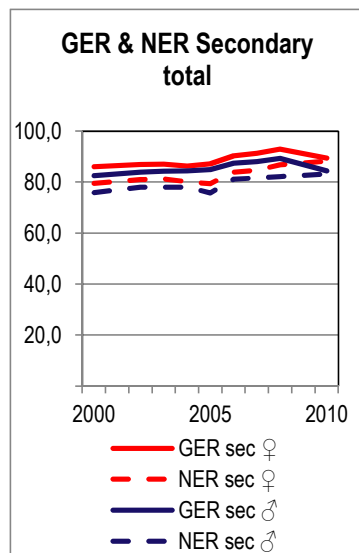
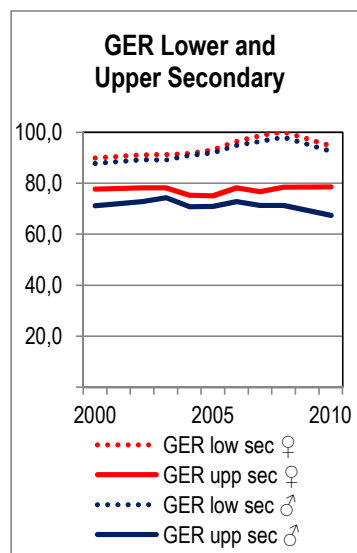
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,97	0,98	0,97	0,97	1,02	
Net enrolment rate	0,97	0,98	0,97	0,97	1,02	
Gross intake ratio	0,93	0,96	1,00	0,97		
Net intake rate		0,94	1,10	1,07		
Gross graduation ratio					1,01	
Completion rate		1,01	0,99	1,01		
Secondary						
Gross enrolment ratio, lower	0,96	1,02	1,01	1,02	1,02	
Gross enrolment ratio, upper	0,94	0,95	0,96	0,96	0,98	
Gross enrolment ratio	0,95	0,99	0,99	0,99	1,00	
Net enrolment rate	0,95	0,99	0,99	0,98	0,99	

Jordan

Primary education



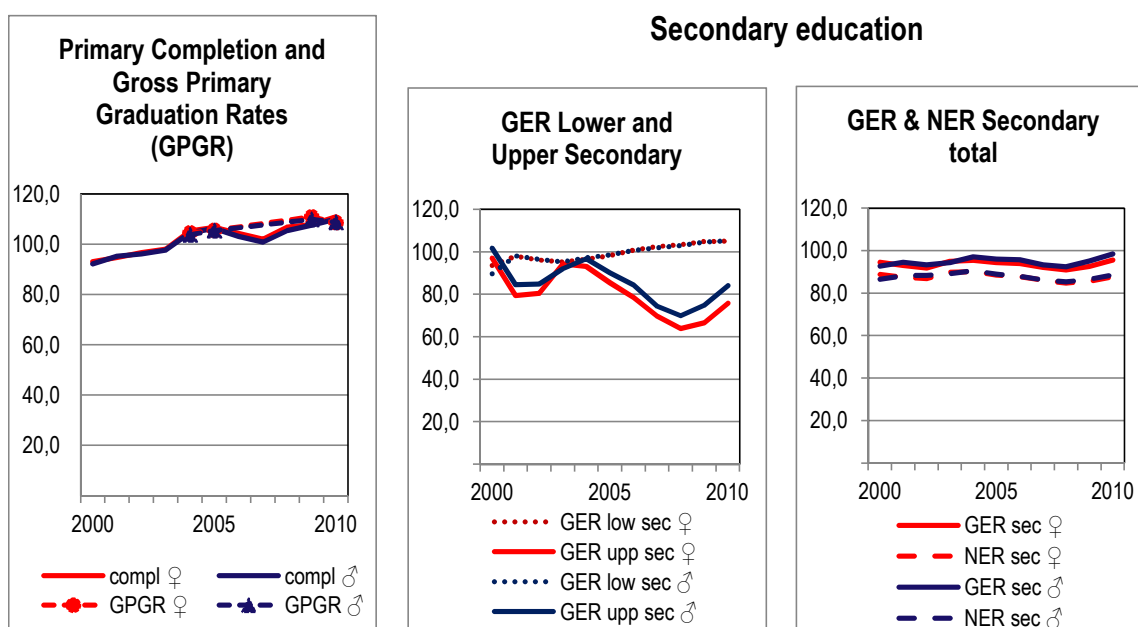
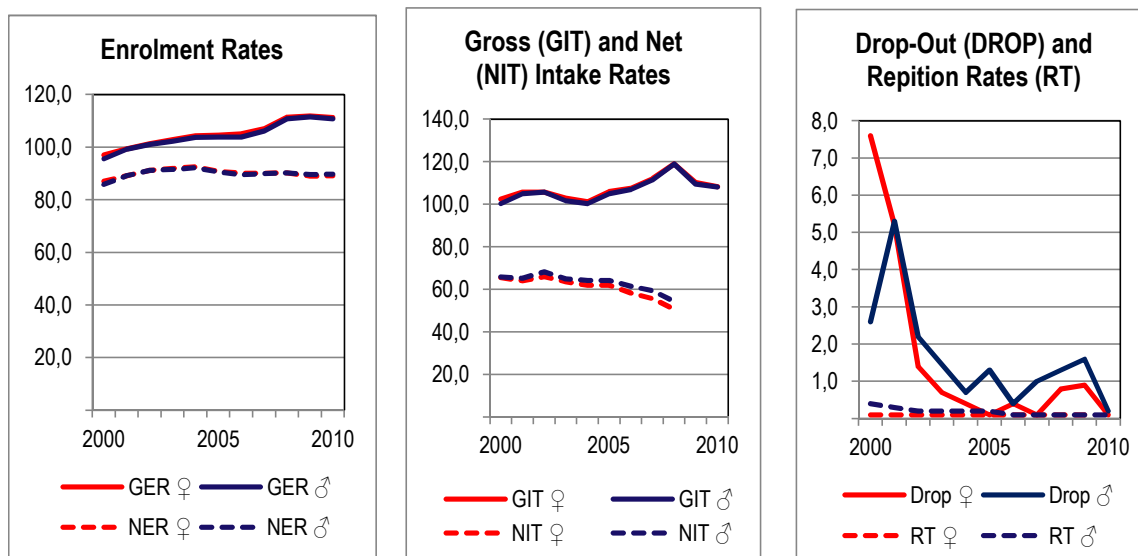
Secondary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	1,01	1,01	1,01		1,00	
Net enrolment rate	1,01	1,02	1,02		1,00	
Gross intake ratio	1,00	1,01	1,01		0,99	
Net intake rate	1,02	1,00	1,01			
Gross graduation ratio						
Completion rate	1,02	0,99	1,00		1,01	
Secondary						
Gross enrolment ratio, lower	1,03	1,01	1,02		1,02	
Gross enrolment ratio, upper	1,09	1,06	1,10		1,16	
Gross enrolment ratio	1,04	1,02	1,04		1,06	
Net enrolment rate	1,05	1,03	1,06		1,06	

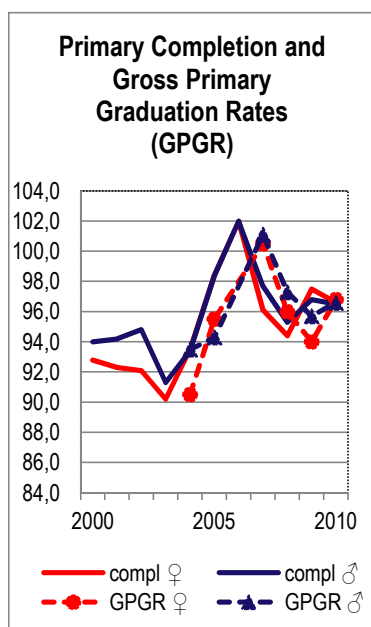
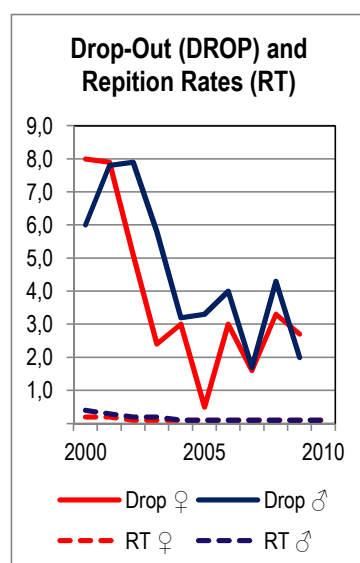
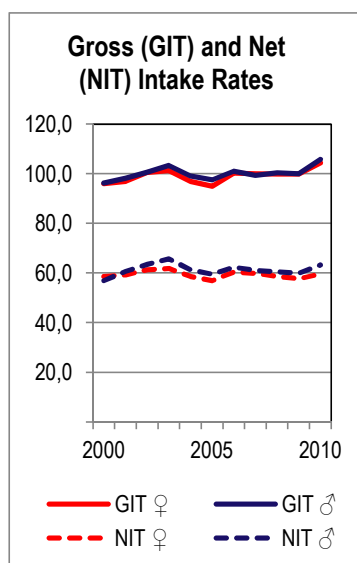
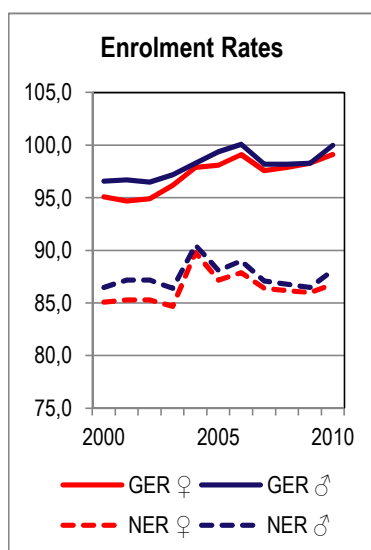
Kazakhstan

Primary education

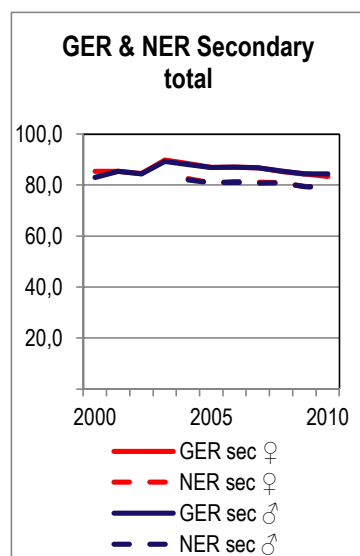
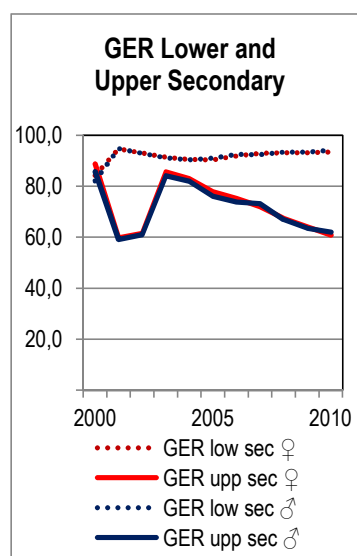


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	1,01	1,01	1,01	1,00	1,00	1,00
Net enrolment rate	1,01	1,00	1,00	0,99	0,99	0,99
Gross intake ratio	1,02	1,01	1,00	1,01	1,00	1,00
Net intake rate	1,00	0,97	0,93			
Gross graduation ratio		1,01		1,01	1,00	1,00
Completion rate	1,01	1,01	1,01	1,00	1,01	1,00
Secondary						
Gross enrolment ratio, lower	1,04	0,99	1,00	1,00	1,00	1,00
Gross enrolment ratio, upper	0,96	0,96	0,91	0,89	0,90	0,91
Gross enrolment ratio	1,02	0,98	0,98	0,97	0,97	0,97
Net enrolment rate	1,03	1,00	0,99	0,99	0,99	0,99

Primary education

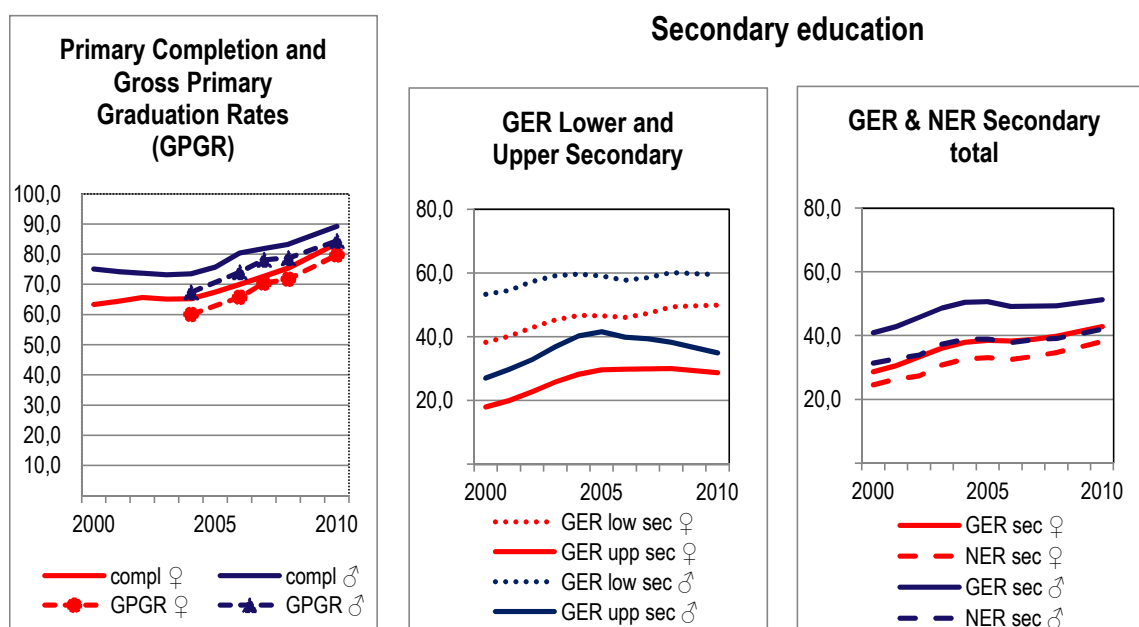
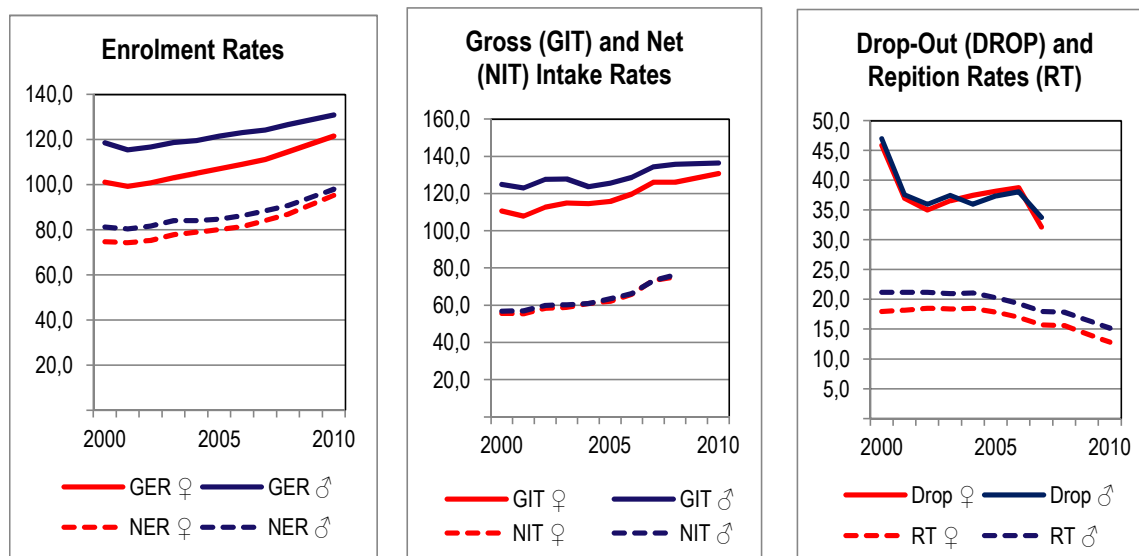


Secondary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,98	1,00	1,00	1,00	0,99	
Net enrolment rate	0,98	0,99	0,99	0,99	0,99	
Gross intake ratio	1,00	0,98	0,99	1,00	0,99	
Net intake rate	1,03	0,96	0,97	0,96	0,94	
Gross graduation ratio		0,97	0,99	0,98	1,00	
Completion rate	0,99	1,00	0,99	1,01	1,00	
Secondary						
Gross enrolment ratio, lower	1,03	1,00	1,00	1,00	0,99	
Gross enrolment ratio, upper	1,04	1,01	1,01	1,01	0,98	
Gross enrolment ratio	1,03	1,00	1,00	1,00	0,99	
Net enrolment rate		1,00	1,00	1,00	0,99	

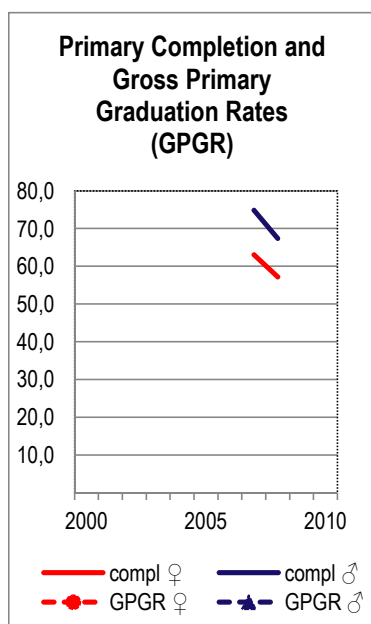
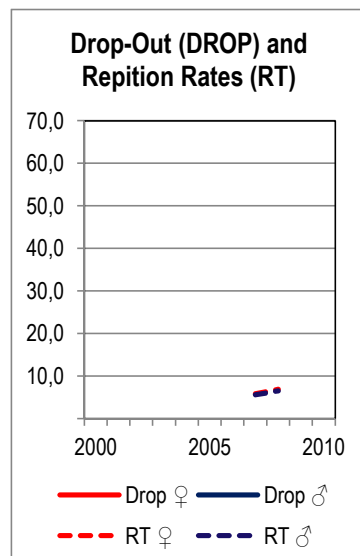
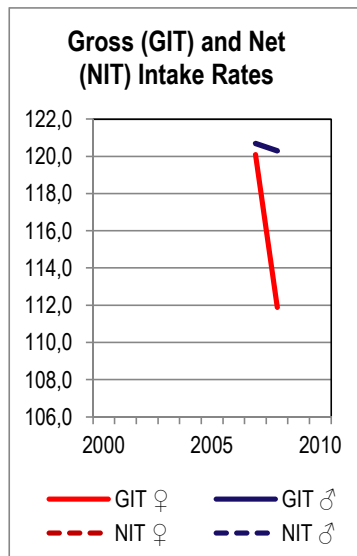
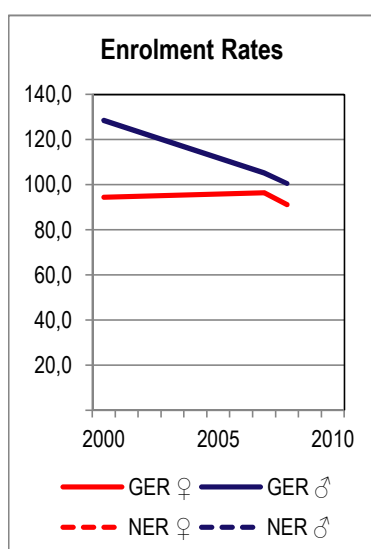
Primary education



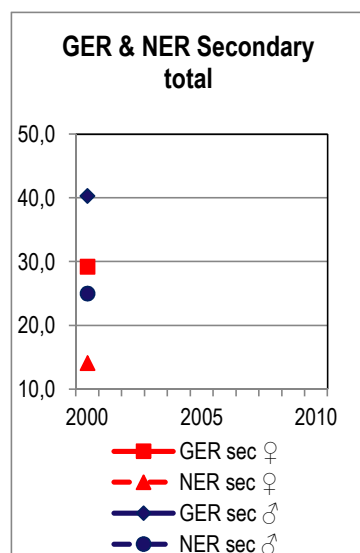
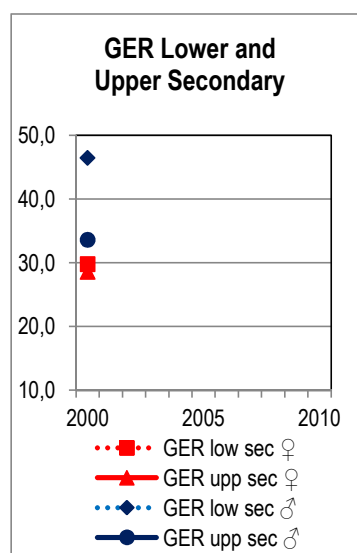
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,85	0,88	0,90		0,93	
Net enrolment rate	0,92	0,94	0,96		0,97	
Gross intake ratio	0,89	0,93	0,93		0,96	
Net intake rate	0,98	1,00	0,99			
Gross graduation ratio		0,89	0,91		0,94	
Completion rate	0,84	0,89	0,91		0,94	
Secondary						
Gross enrolment ratio, lower	0,72	0,78	0,82		0,84	
Gross enrolment ratio, upper	0,67	0,70	0,78		0,82	
Gross enrolment ratio	0,70	0,75	0,81		0,83	
Net enrolment rate	0,79	0,84	0,89		0,91	

Liberia

Primary education

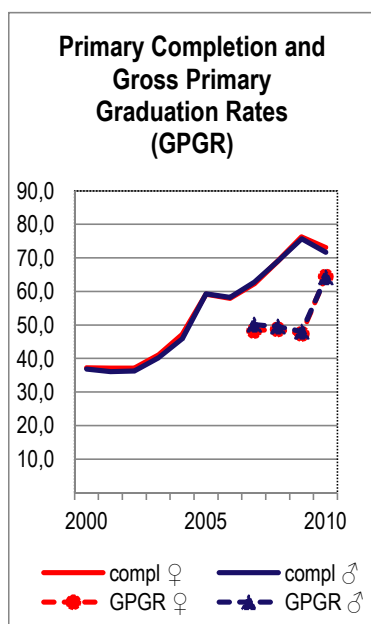
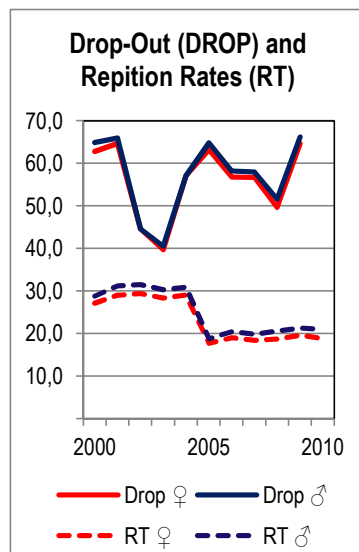
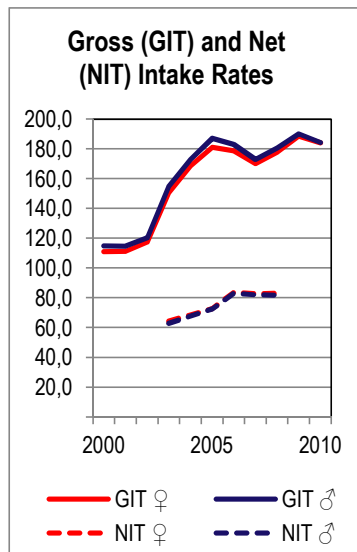
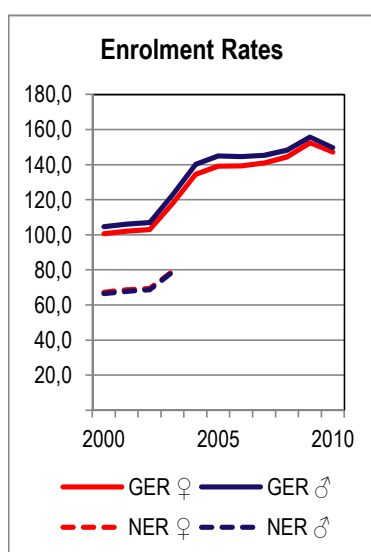


Secondary education

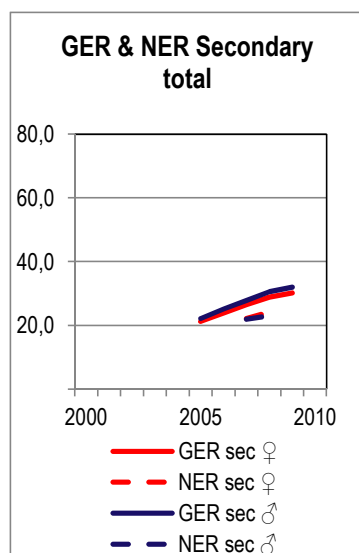
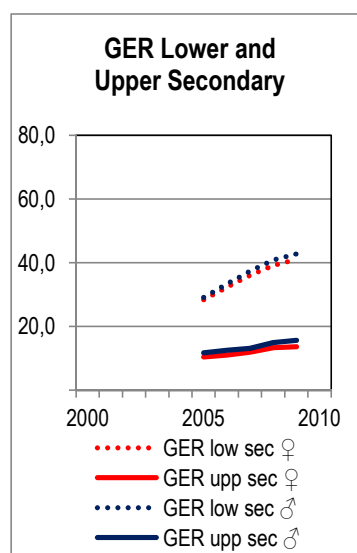


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,74		0,91			
Net enrolment rate						
Gross intake ratio			0,93			
Net intake rate						
Gross graduation ratio						
Completion rate			0,85			
Secondary						
Gross enrolment ratio, lower	0,64					
Gross enrolment ratio, upper	0,85					
Gross enrolment ratio	0,73					
Net enrolment rate	0,56					

Primary education



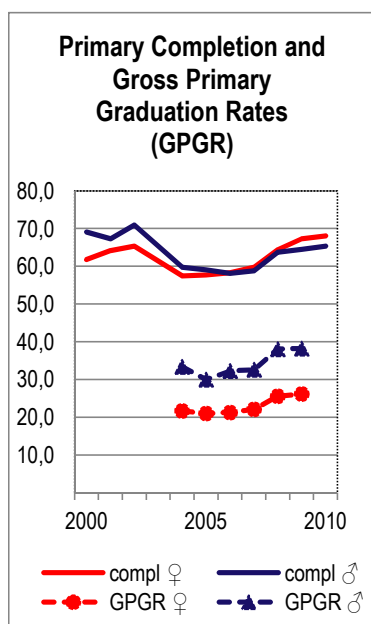
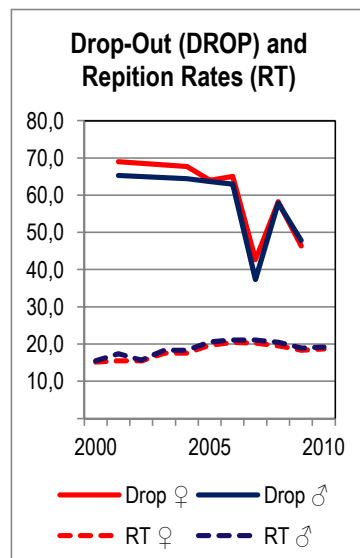
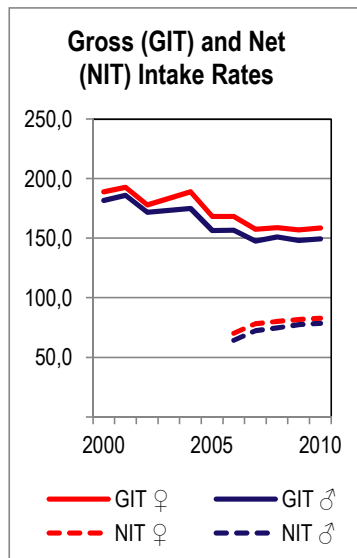
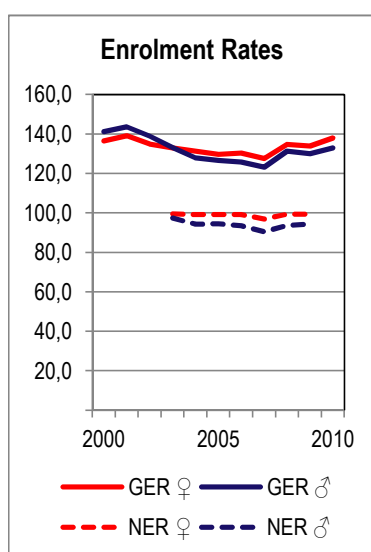
Secondary education



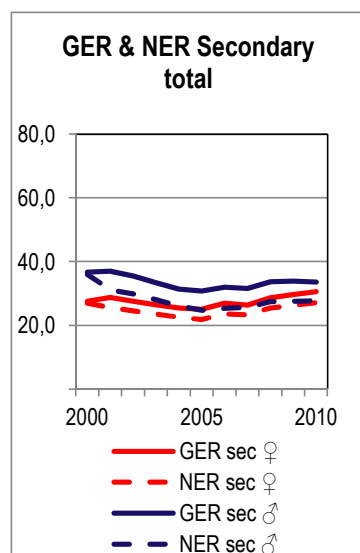
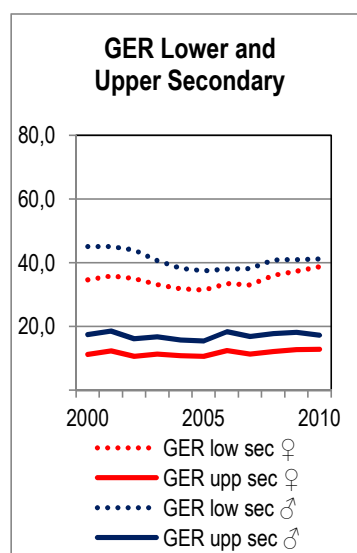
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,96	0,96	0,97	0,98	0,98	
Net enrolment rate	1,01					
Gross intake ratio	0,96	0,98	0,99	0,99	1,00	
Net intake rate			1,02			
Gross graduation ratio			0,98	0,99	1,00	
Completion rate	1,01	1,03	1,00	1,01	1,02	
Secondary						
Gross enrolment ratio, lower			0,96	0,96		
Gross enrolment ratio, upper			0,89	0,87		
Gross enrolment ratio			0,95	0,94		
Net enrolment rate			1,05			

Malawi

Primary education

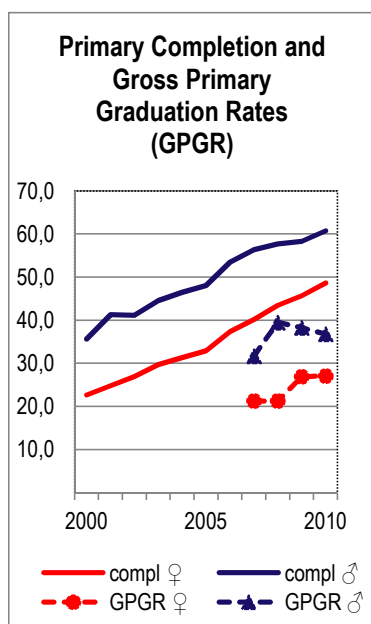
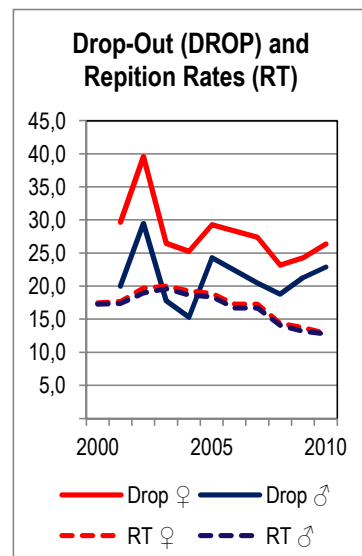
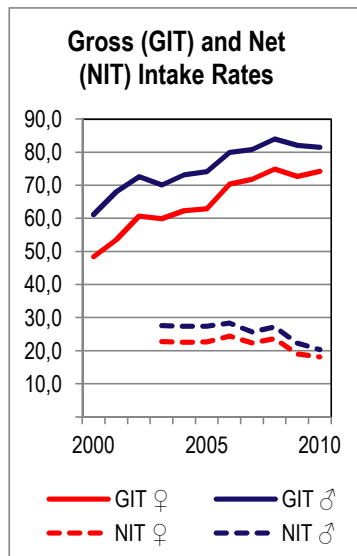
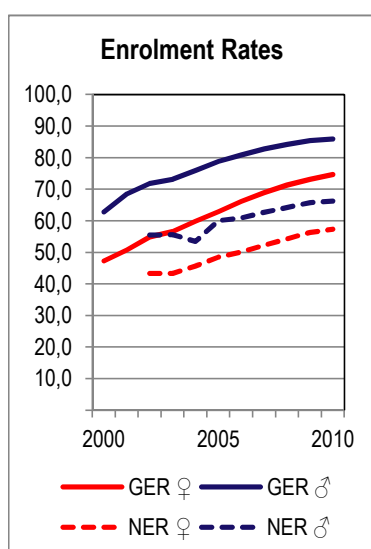


Secondary education

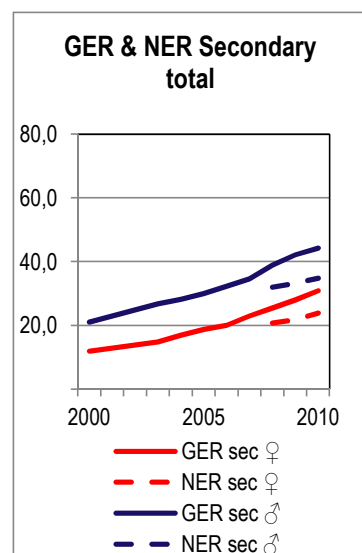
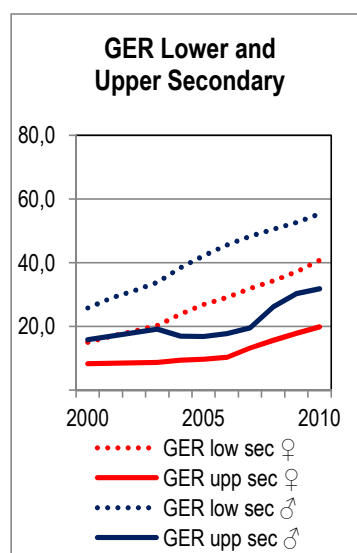


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,97	1,03	1,03	1,03	1,04	
Net enrolment rate		1,05	1,06	1,05		
Gross intake ratio	1,04	1,08	1,05	1,06	1,06	
Net intake rate			1,07	1,06	1,05	
Gross graduation ratio		0,65	0,67	0,68		
Completion rate	0,90	0,96	1,01	1,04	1,04	
Secondary						
Gross enrolment ratio, lower	0,77	0,83	0,88	0,91	0,94	
Gross enrolment ratio, upper	0,65	0,69	0,68	0,70	0,74	
Gross enrolment ratio	0,75	0,81	0,85	0,88	0,91	
Net enrolment rate	0,75	0,87	0,93	0,95	0,98	

Primary education

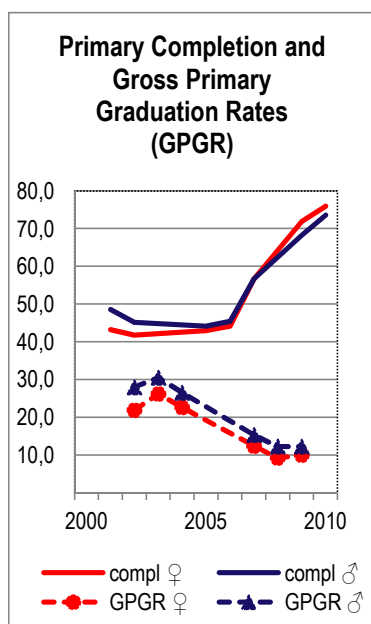
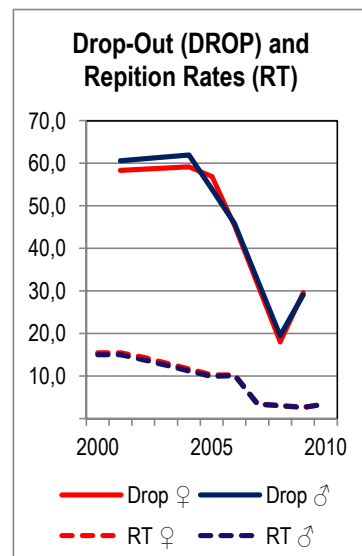
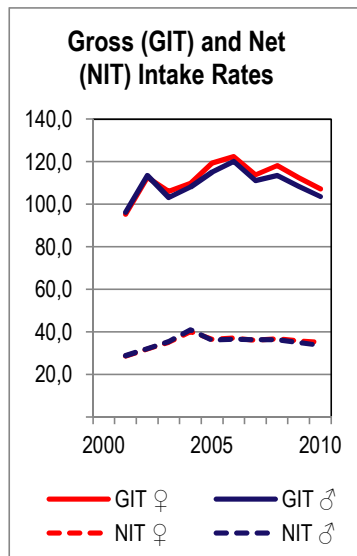
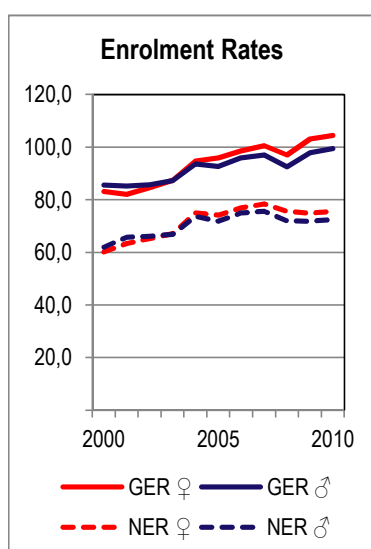


Secondary education

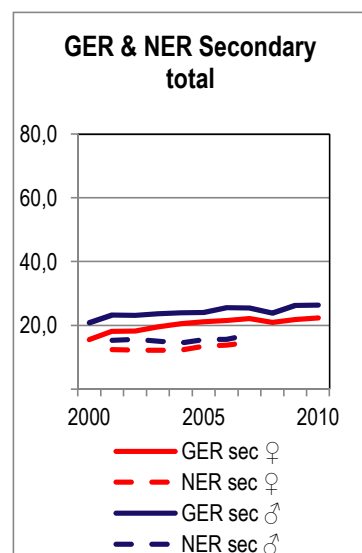
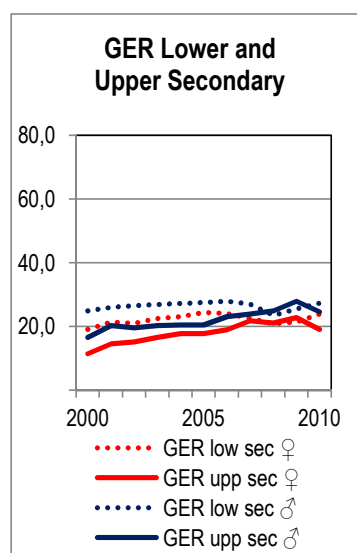


Gender Parity Index	2000	2004	2008	2009	2010	2011
<i>Primary</i>						
Gross enrolment ratio	0,75	0,79	0,85	0,86	0,87	0,88
Net enrolment rate		0,85		0,85	0,87	0,88
Gross intake ratio	0,79	0,85	0,89	0,89	0,91	0,92
Net intake rate		0,82	0,87	0,85	0,89	0,90
Gross graduation ratio			0,54	0,70	0,74	
Completion rate	0,64	0,67	0,75	0,78	0,80	0,81
<i>Secondary</i>						
Gross enrolment ratio, lower	0,58	0,62	0,68	0,71	0,74	0,75
Gross enrolment ratio, upper	0,52	0,55	0,60	0,59	0,62	0,62
Gross enrolment ratio	0,56	0,60	0,65	0,67	0,70	0,71
Net enrolment rate			0,65	0,66	0,69	0,70

Primary education



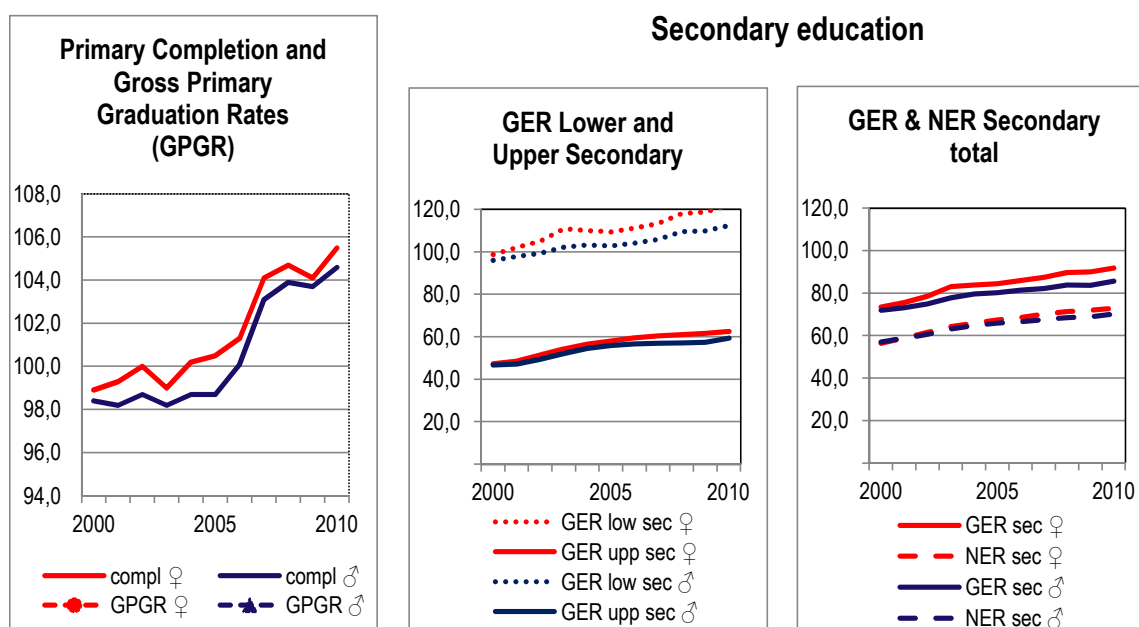
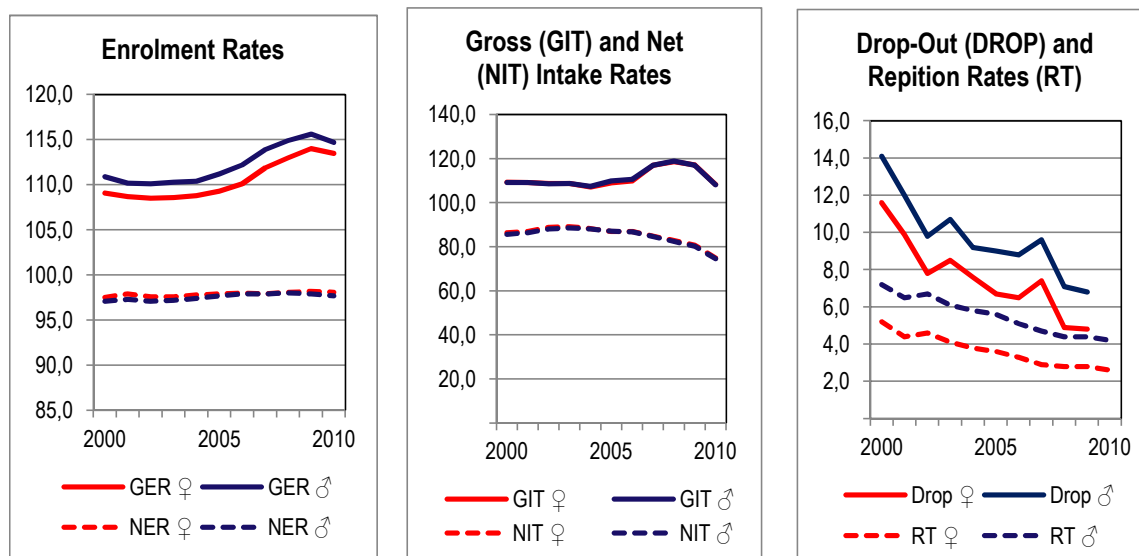
Secondary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,97	1,01	1,05	1,05	1,05	
Net enrolment rate	0,97	1,02	1,05	1,04	1,04	
Gross intake ratio		1,01	1,04	1,04	1,04	
Net intake rate		0,98	1,01	1,02	1,05	
Gross graduation ratio		0,85	0,75	0,81		
Completion rate				1,05	1,03	
Secondary						
Gross enrolment ratio, lower	0,77	0,85	0,89	0,84	0,87	
Gross enrolment ratio, upper	0,70	0,87	0,85	0,82	0,78	
Gross enrolment ratio	0,74	0,86	0,88	0,83	0,85	
Net enrolment rate		0,84				

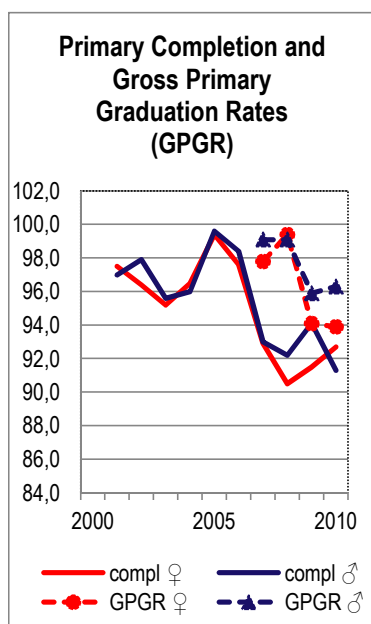
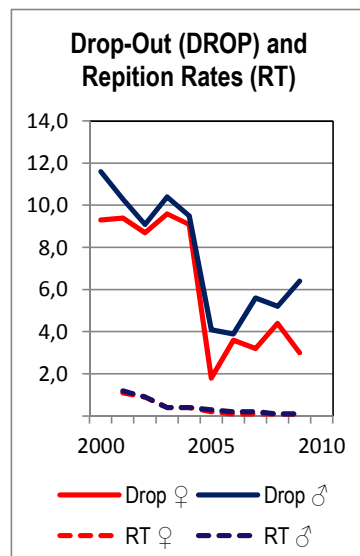
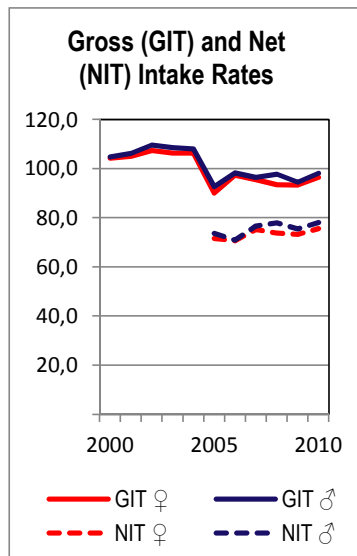
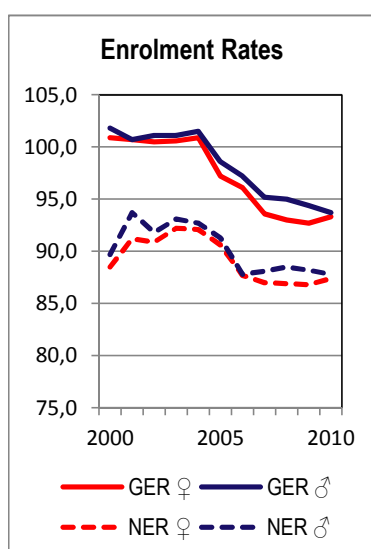
Mexico

Primary education

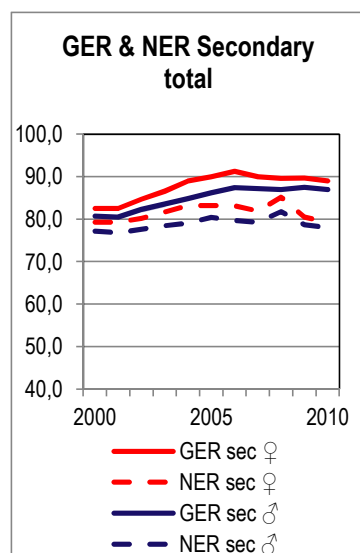
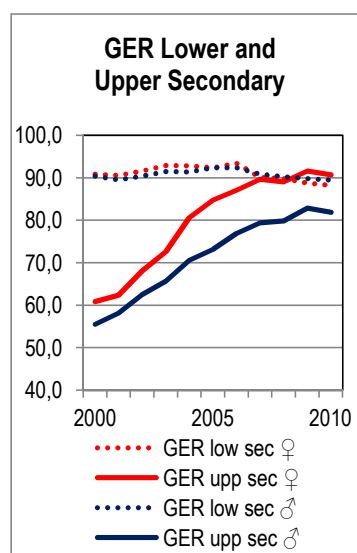


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,98	0,99	0,98	0,99	0,99	
Net enrolment rate	1,00	1,00	1,00	1,00	1,00	
Gross intake ratio	1,00	1,00	1,00	1,00	1,00	
Net intake rate	1,01	1,00		1,00	1,00	
Gross graduation ratio						
Completion rate	1,00	1,02	1,01	1,00	1,01	
Secondary						
Gross enrolment ratio, lower	1,03	1,07	1,08	1,08	1,08	
Gross enrolment ratio, upper	1,01	1,04	1,07	1,07	1,05	
Gross enrolment ratio	1,02	1,05	1,07	1,08	1,07	
Net enrolment rate	0,99	1,02	1,04	1,04	1,04	

Primary education

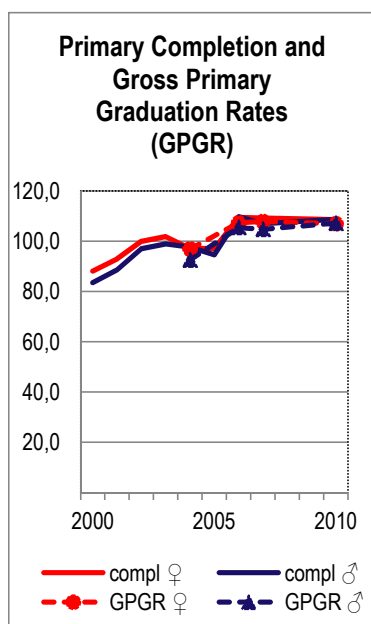
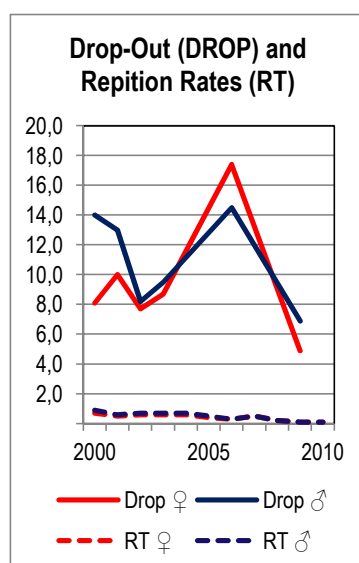
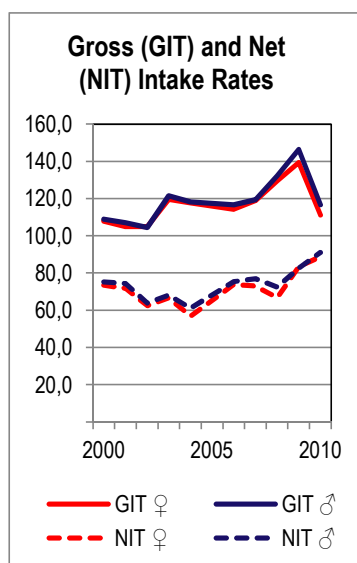
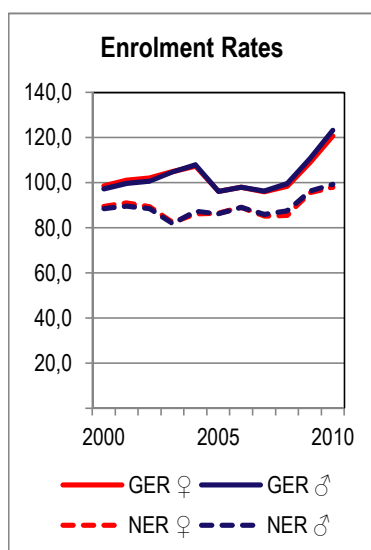


Sekundarschulbildung

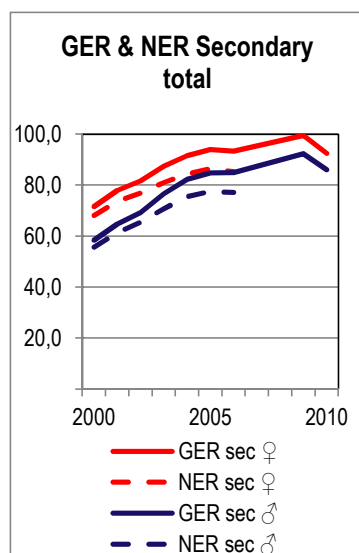
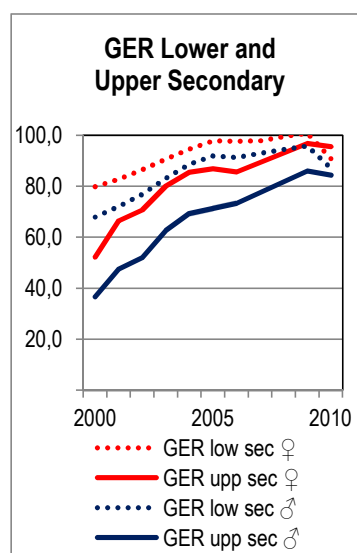


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,99	0,99	0,98	0,98	1,00	
Net enrolment rate	0,99	0,99	0,98	0,98	1,00	
Gross intake ratio	0,99	0,98	0,96	0,99	0,98	
Net intake rate			0,95	0,97	0,97	
Gross graduation ratio			1,00	0,98	0,98	
Completion rate		1,01	0,98	0,97	1,01	
Secondary						
Gross enrolment ratio, lower	1,01	1,01	0,99	0,99	0,99	
Gross enrolment ratio, upper	1,10	1,14	1,11	1,10	1,11	
Gross enrolment ratio	1,02	1,05	1,03	1,02	1,02	
Net enrolment rate	1,03	1,05	1,04	1,02	1,02	

Primary education

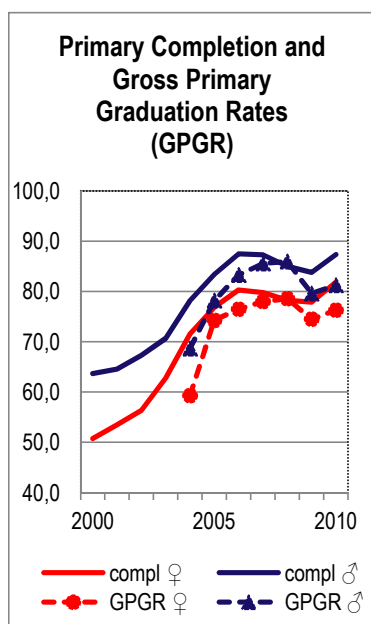
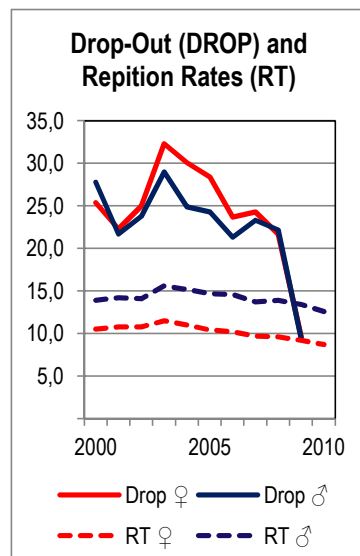
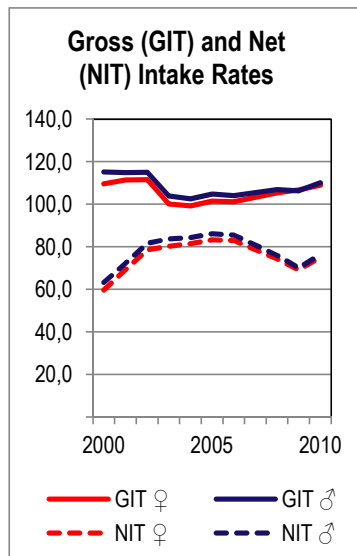
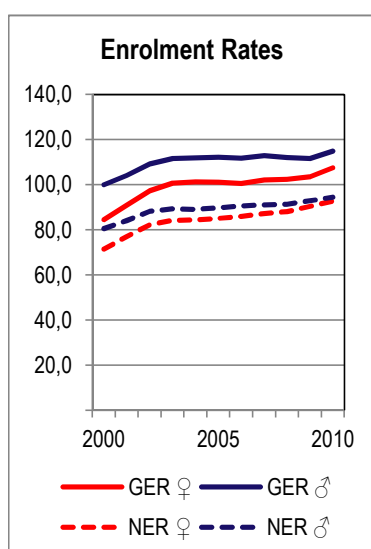


Secondary education

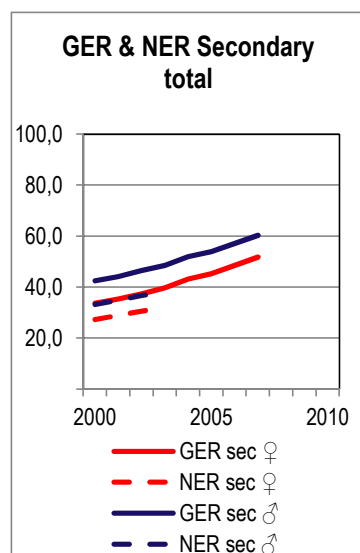
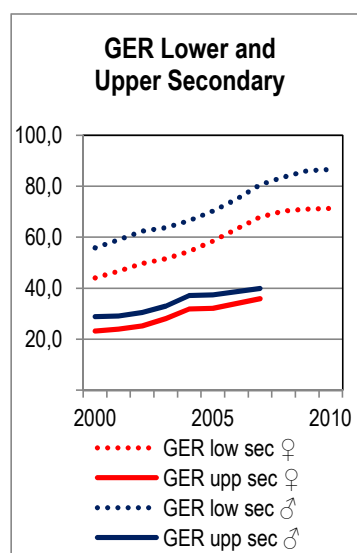


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	1,01	0,99	0,99	0,99	0,98	
Net enrolment rate	1,01	0,99	0,98	0,99	0,99	
Gross intake ratio	0,99	0,99	0,98	0,95	0,95	
Net intake rate	0,98	0,93	0,92	1,01	0,98	
Gross graduation ratio		1,05			1,00	
Completion rate	1,05	0,99			1,00	
Secondary						
Gross enrolment ratio, lower	1,18	1,07	1,05	1,05	1,04	
Gross enrolment ratio, upper	1,42	1,23		1,13	1,13	
Gross enrolment ratio	1,22	1,11		1,08	1,07	
Net enrolment rate	1,22	1,12				

Primary education



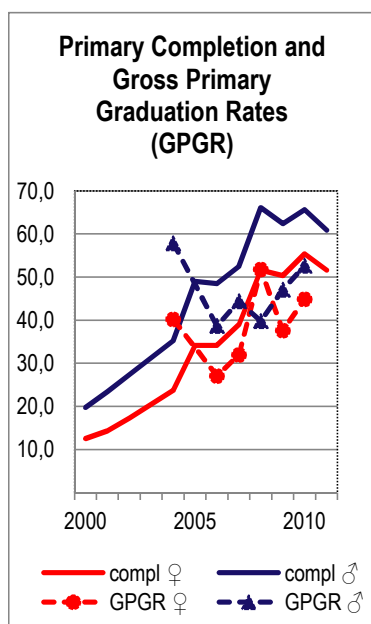
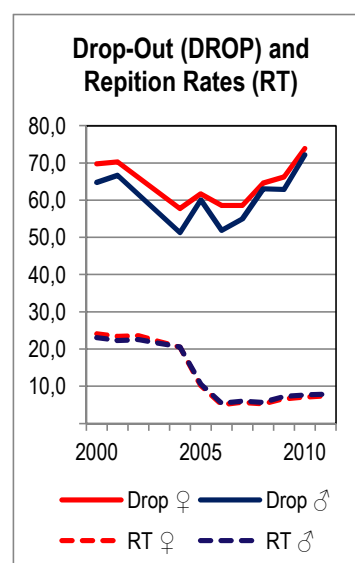
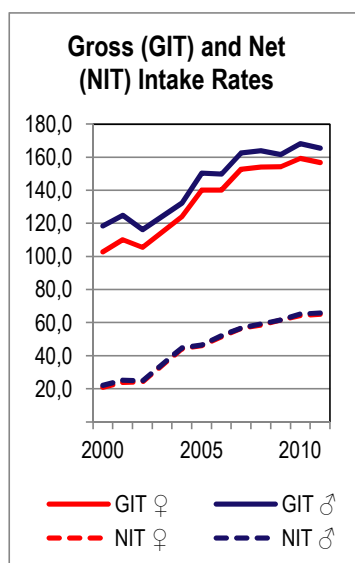
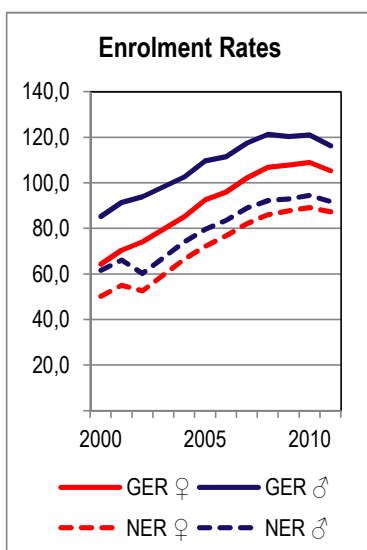
Secondary education



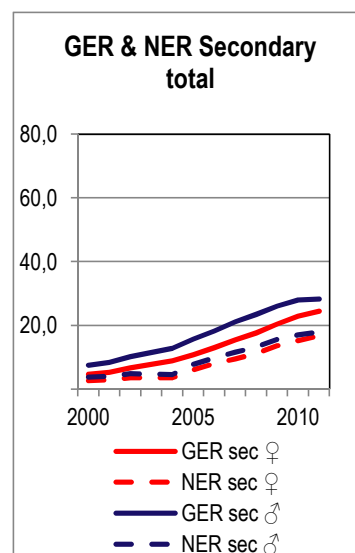
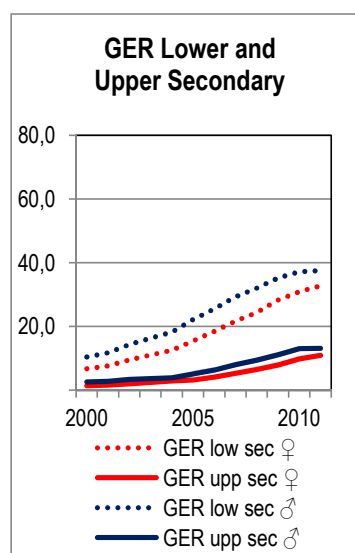
Gender Parity Index	2000	2004	2008	2009	2010	2011
<i>Primary</i>						
Gross enrolment ratio	0,84	0,91	0,91	0,93	0,94	0,94
Net enrolment rate	0,89	0,95	0,96		0,98	0,99
Gross intake ratio	0,95	0,97	0,99	1,00	0,99	0,99
Net intake rate	0,94	0,97	0,98	0,99	0,98	0,98
Gross graduation ratio		0,86	0,91	0,94	0,94	0,94
Completion rate	0,80	0,92	0,92	0,93	0,94	
<i>Secondary</i>						
Gross enrolment ratio, lower	0,79	0,82	0,84	0,82	0,82	0,82
Gross enrolment ratio, upper	0,81	0,86				
Gross enrolment ratio	0,79	0,83				
Net enrolment rate	0,82					

Mozambique

Primary education



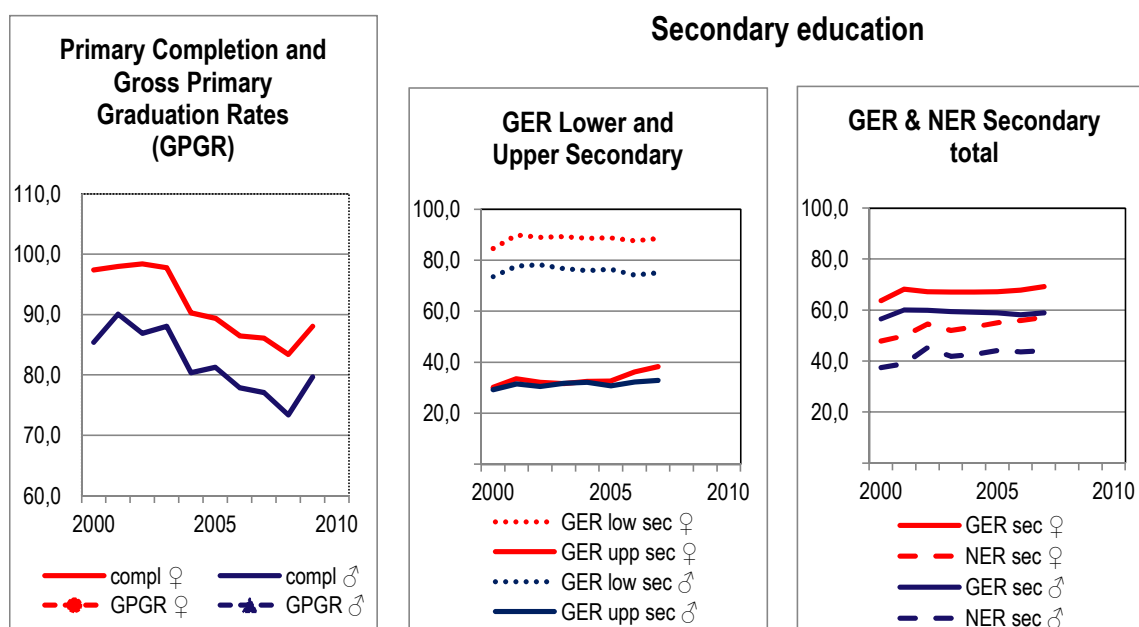
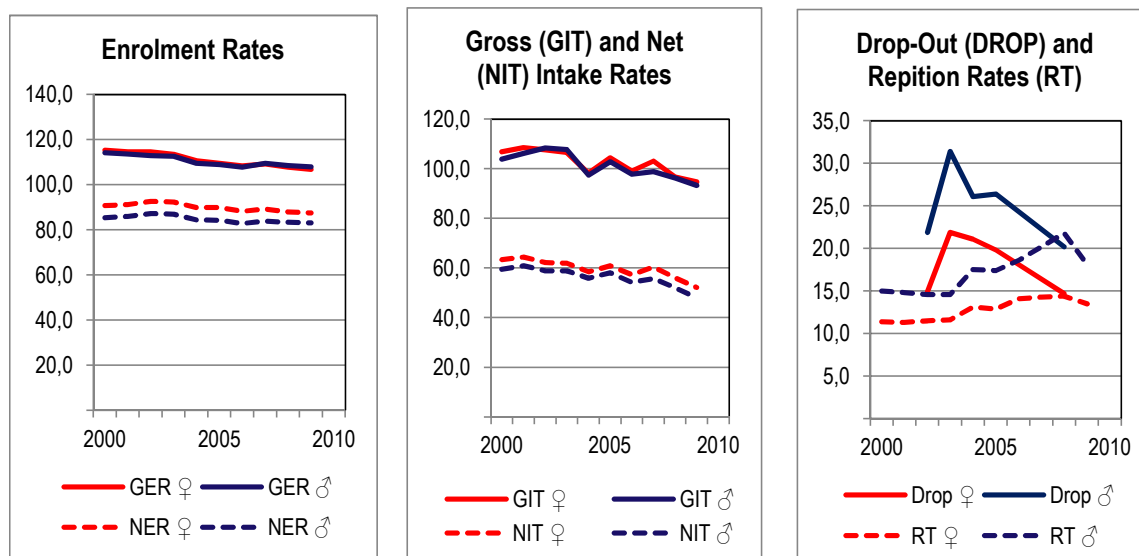
Secondary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,75	0,83	0,88	0,90	0,90	0,91
Net enrolment rate	0,81	0,90	0,93	0,94	0,94	0,95
Gross intake ratio	0,87	0,94	0,94	0,95	0,95	0,95
Net intake rate	0,95	0,99	0,99	1,00	0,98	0,99
Gross graduation ratio		0,69	1,30	0,80	0,85	
Completion rate	0,63	0,67	0,78	0,81	0,84	0,85
Secondary						
Gross enrolment ratio, lower	0,64	0,69	0,76	0,80	0,83	0,87
Gross enrolment ratio, upper	0,54	0,73	0,69	0,71	0,75	0,84
Gross enrolment ratio	0,63	0,70	0,75	0,79	0,82	0,87
Net enrolment rate	0,71	0,78	0,84	0,88	0,90	0,94

Namibia

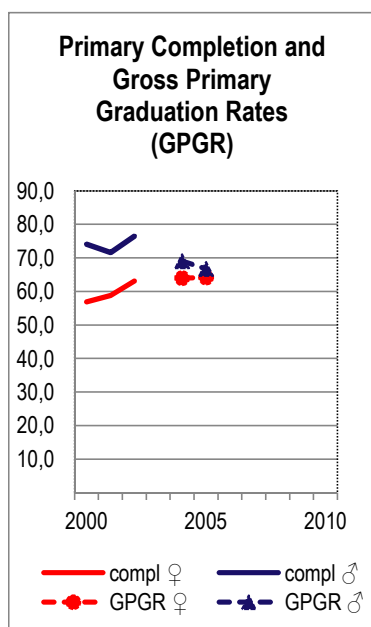
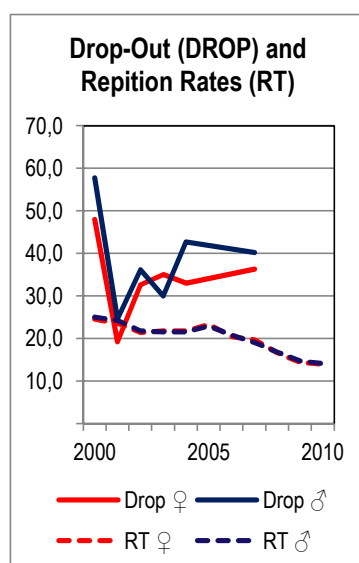
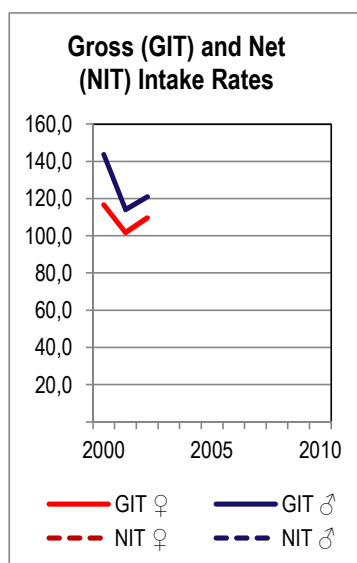
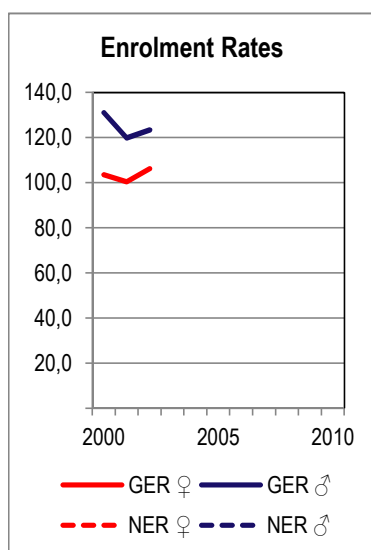
Primary education



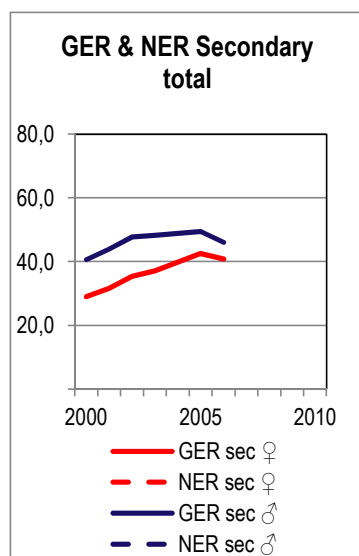
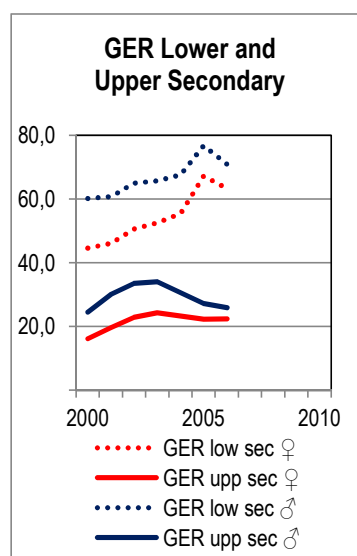
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	1,01	1,01	0,99	0,99		
Net enrolment rate	1,06	1,07	1,05	1,05		
Gross intake ratio	1,03	1,01	1,00	1,02		
Net intake rate	1,06	1,05	1,08	1,09		
Gross graduation ratio						
Completion rate	1,14	1,12	1,14	1,11		
Secondary						
Gross enrolment ratio, lower	1,15	1,17				
Gross enrolment ratio, upper	1,03	1,01				
Gross enrolment ratio	1,13	1,13				
Net enrolment rate	1,28	1,25				

Nepal

Primary education



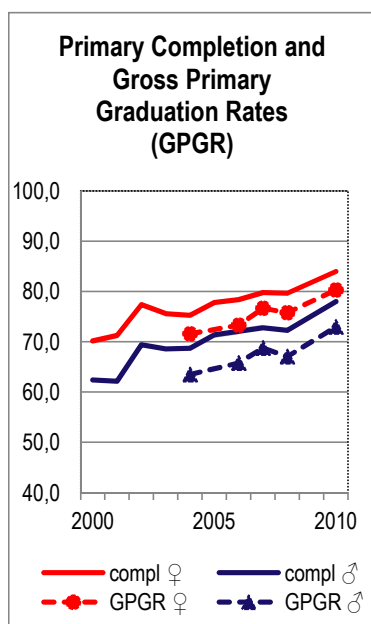
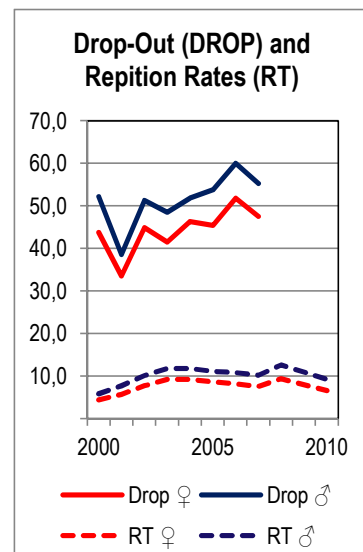
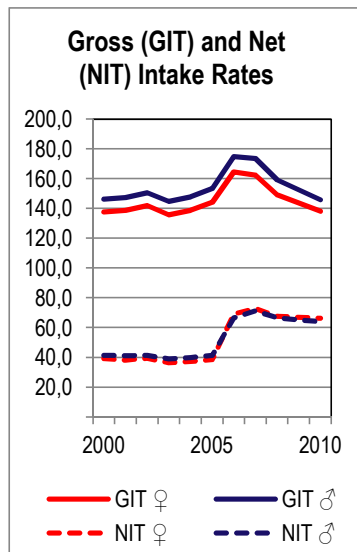
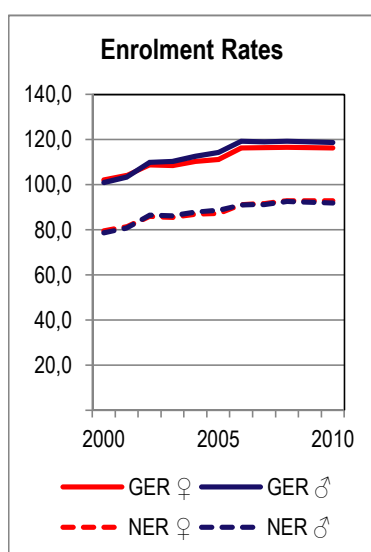
Secondary education



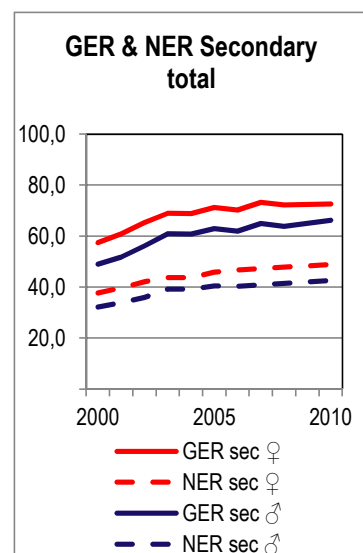
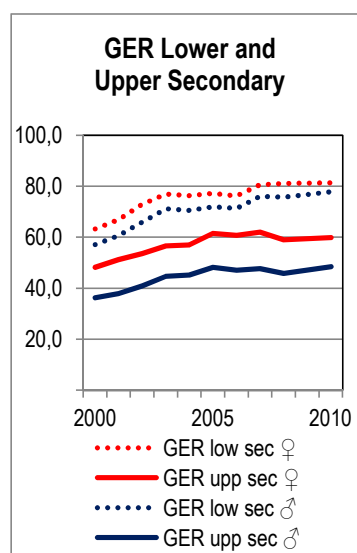
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,79					
Net enrolment rate	0,82					
Gross intake ratio	0,81					
Net intake rate						
Gross graduation ratio		0,93				
Completion rate	0,77					
Secondary						
Gross enrolment ratio, lower	0,74	0,82				
Gross enrolment ratio, upper	0,66					
Gross enrolment ratio	0,71					
Net enrolment rate						

Nicaragua

Primary education

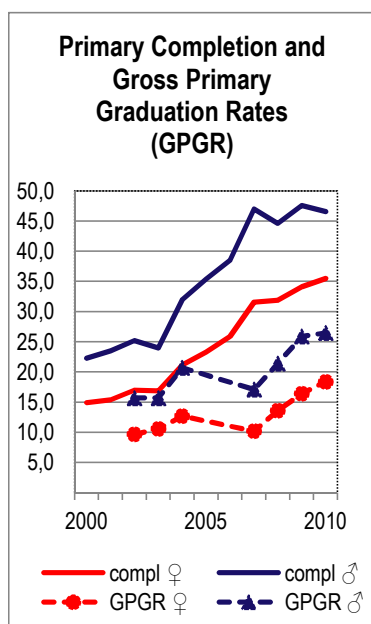
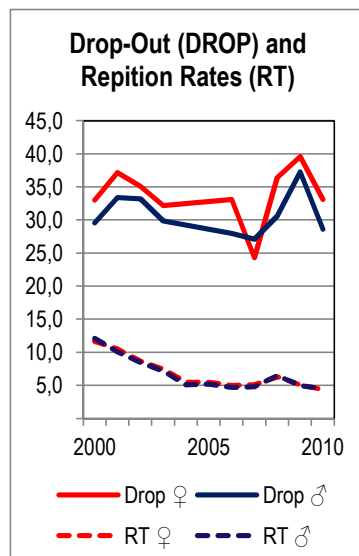
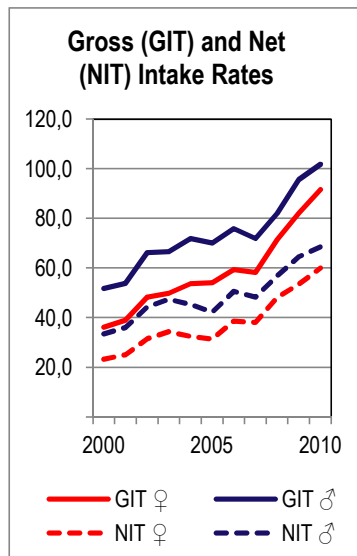
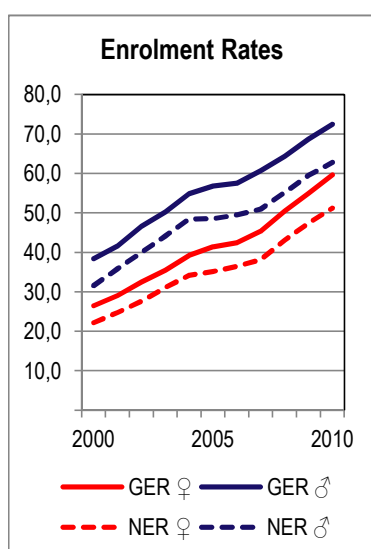


Secondary education

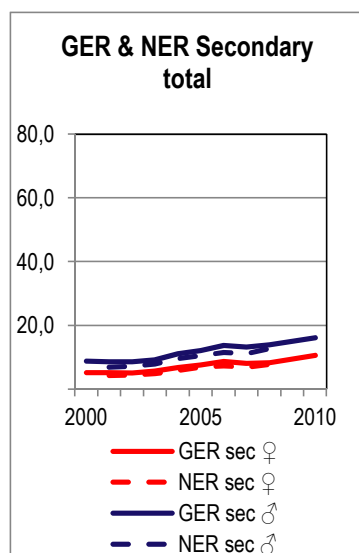
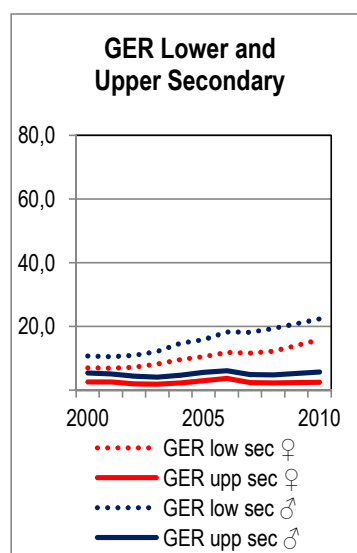


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	1,01	0,98	0,98		0,98	
Net enrolment rate	1,01	0,99	1,00		1,01	
Gross intake ratio	0,94	0,94	0,94		0,95	
Net intake rate	0,95	0,94	1,02		1,04	
Gross graduation ratio		1,13	1,13		1,10	
Completion rate	1,12	1,10	1,10		1,08	
Secondary						
Gross enrolment ratio, lower	1,11	1,08	1,07		1,04	
Gross enrolment ratio, upper	1,33	1,26	1,29		1,23	
Gross enrolment ratio	1,17	1,13	1,13		1,10	
Net enrolment rate	1,18	1,11			1,14	

Primary education



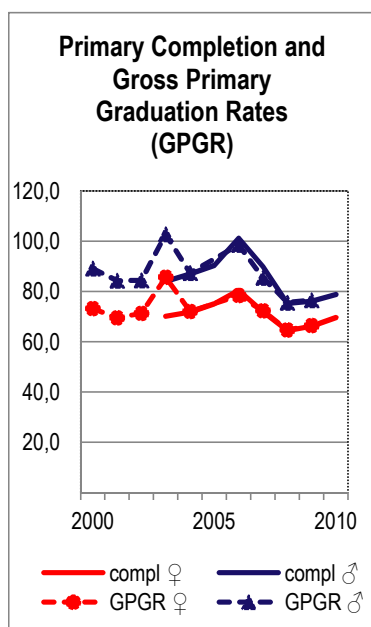
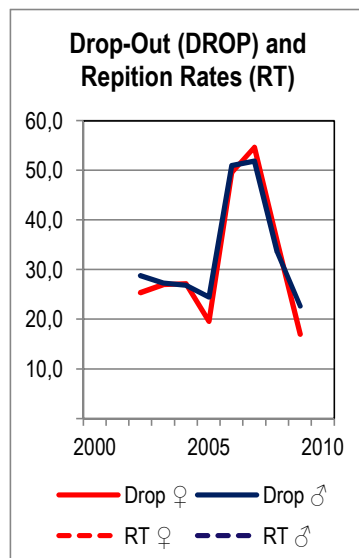
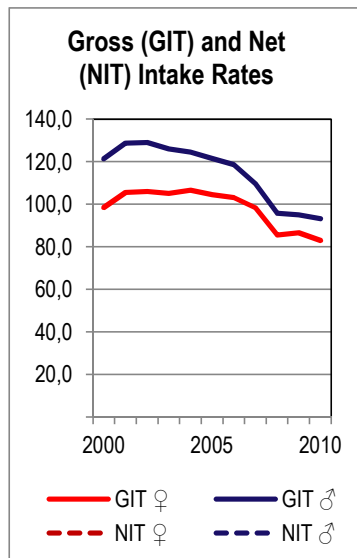
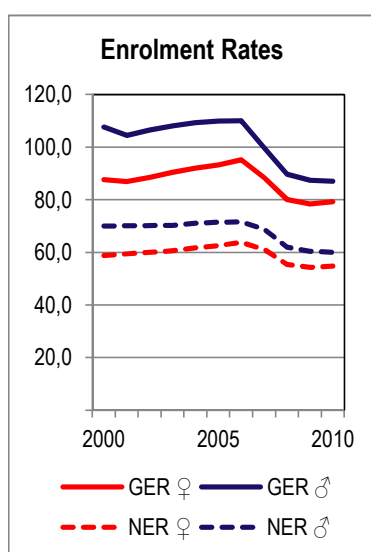
Secondary education



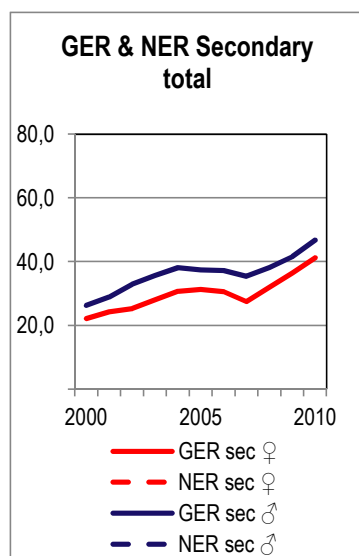
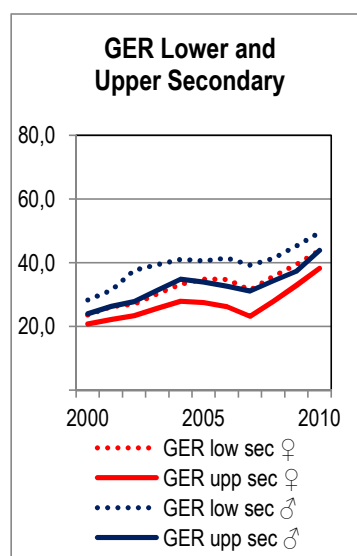
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,69	0,71	0,78	0,80	0,82	0,84
Net enrolment rate	0,70	0,70	0,78	0,80	0,82	0,83
Gross intake ratio	0,70	0,75	0,87	0,86	0,90	0,89
Net intake rate	0,70	0,72	0,85	0,83	0,88	0,87
Gross graduation ratio		0,61	0,63	0,63	0,69	0,72
Completion rate	0,67	0,66	0,71	0,72	0,76	0,76
Secondary						
Gross enrolment ratio, lower	0,65	0,66	0,63		0,71	
Gross enrolment ratio, upper	0,49	0,49	0,47		0,44	
Gross enrolment ratio	0,60	0,61	0,60		0,66	
Net enrolment rate		0,62	0,61			

Nigeria

Primary education



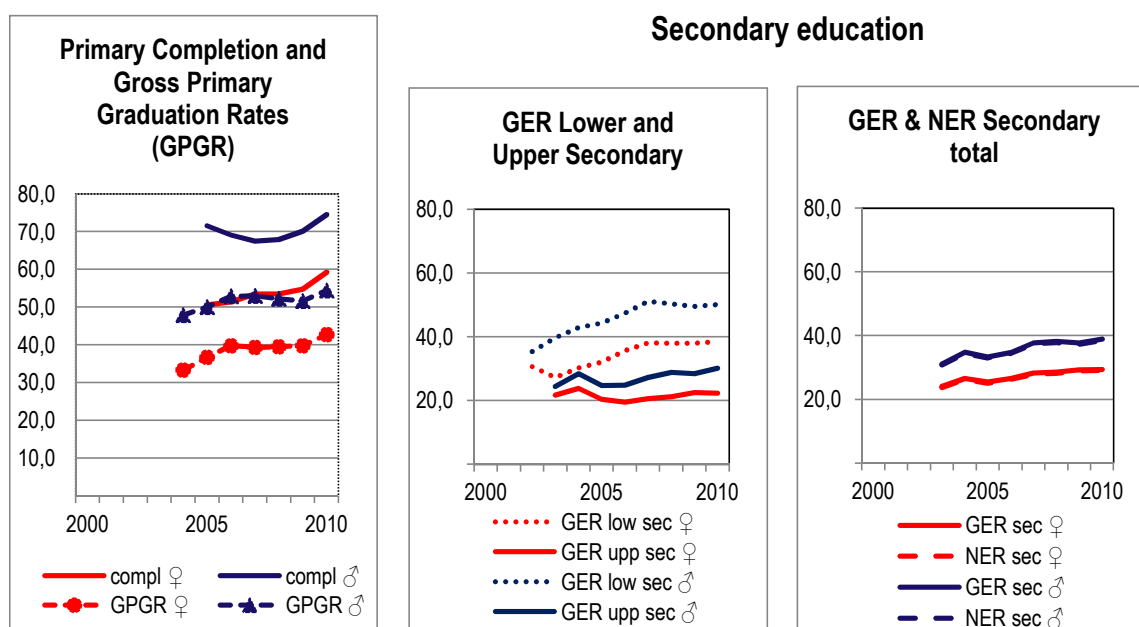
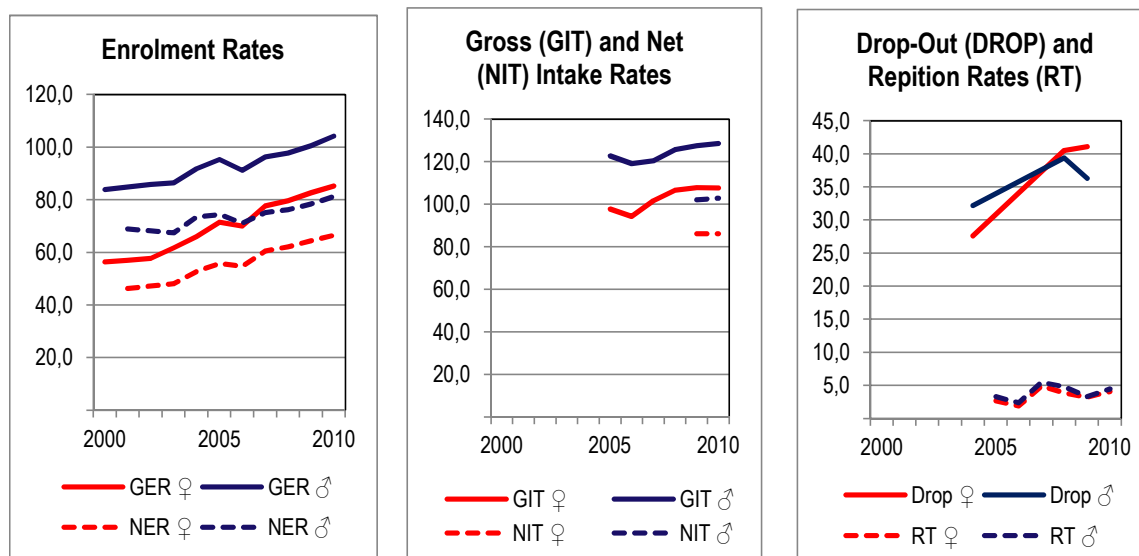
Sekundarschulbildung



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,82	0,84	0,89	0,90	0,91	
Net enrolment rate	0,84	0,87	0,89	0,90	0,91	
Gross intake ratio	0,81	0,86	0,89	0,91	0,89	
Net intake rate						
Gross graduation ratio	0,82	0,82	0,86	0,87		
Completion rate		0,82	0,86	0,87	0,88	
Secondary						
Gross enrolment ratio, lower	0,83	0,81	0,86	0,87	0,89	
Gross enrolment ratio, upper	0,86	0,80	0,81	0,88	0,87	
Gross enrolment ratio	0,85	0,81	0,84	0,88	0,88	
Net enrolment rate						

Pakistan

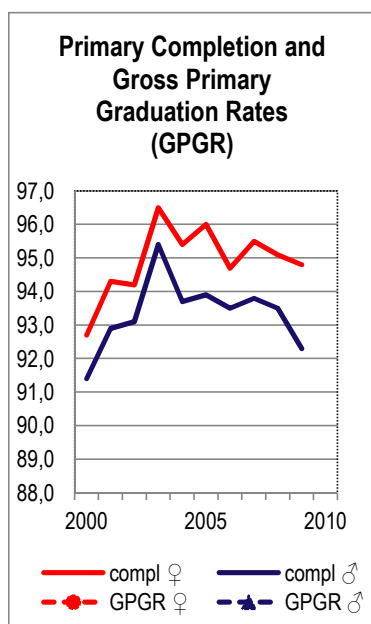
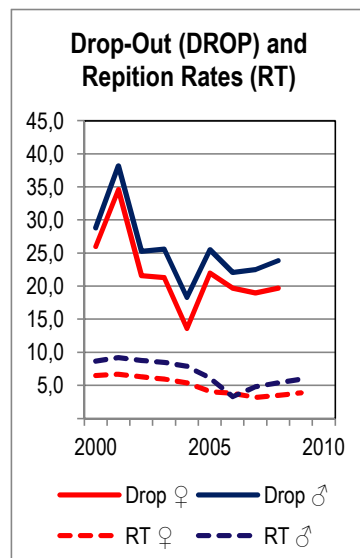
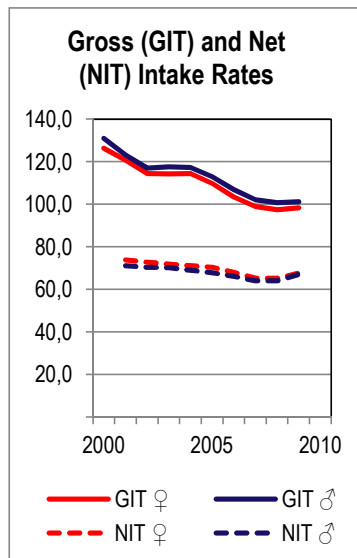
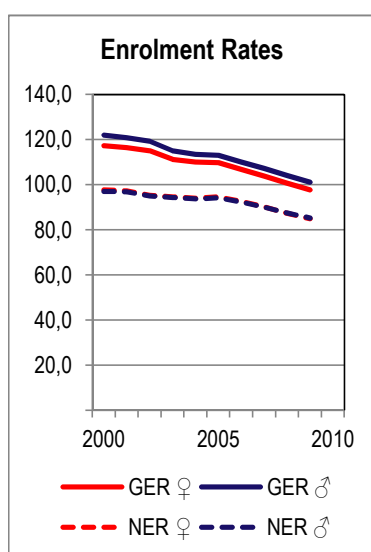
Primary education



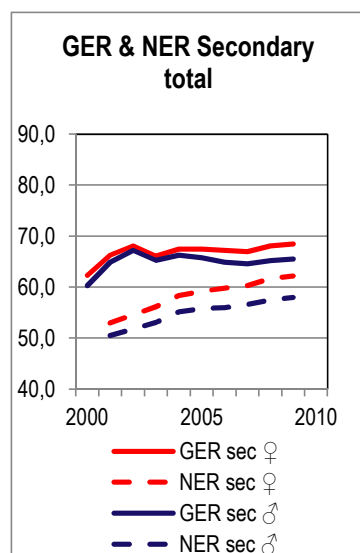
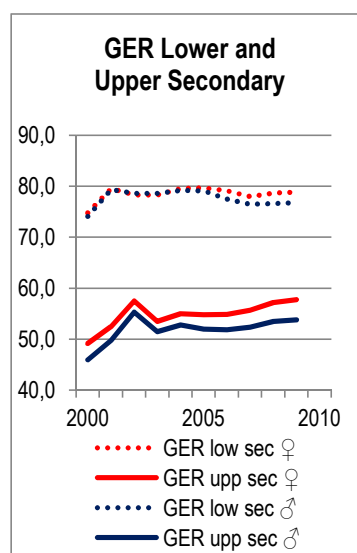
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,67	0,72	0,81	0,82	0,82	
Net enrolment rate		0,72	0,81	0,82	0,82	
Gross intake ratio			0,85	0,84	0,84	
Net intake rate				0,84	0,84	
Gross graduation ratio		0,70	0,76	0,77	0,78	
Completion rate			0,79	0,78	0,79	
Secondary						
Gross enrolment ratio, lower		0,70	0,76	0,77	0,77	
Gross enrolment ratio, upper		0,84	0,74	0,79	0,74	
Gross enrolment ratio		0,77	0,75	0,78	0,76	
Net enrolment rate		0,76	0,75	0,78	0,76	

Paraguay

Primary education



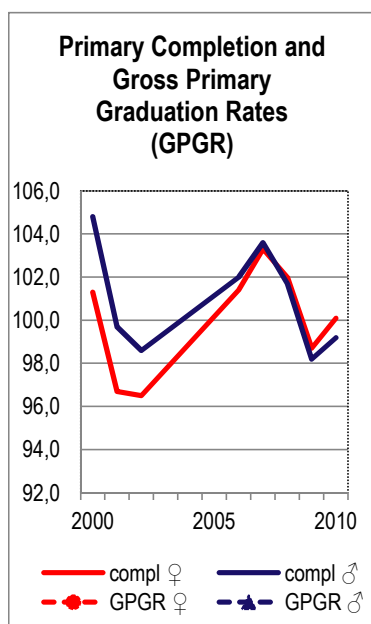
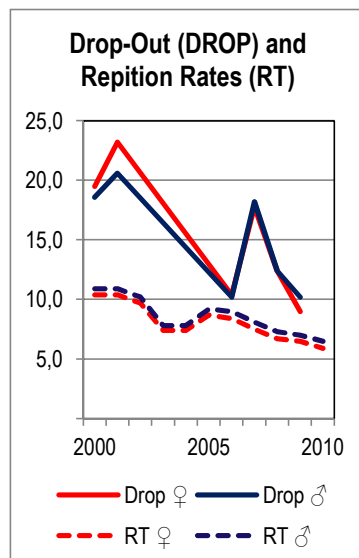
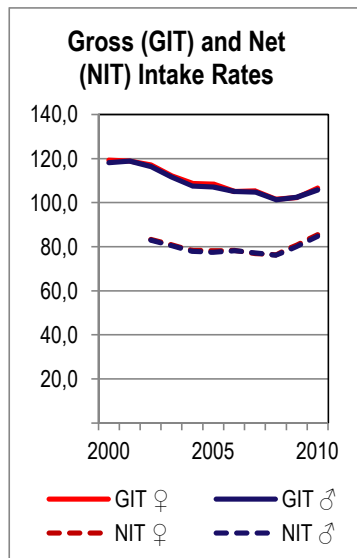
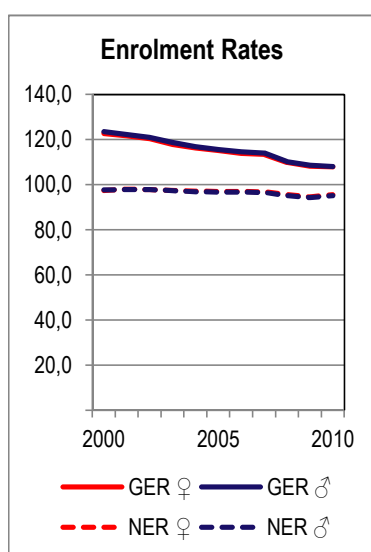
Secondary education



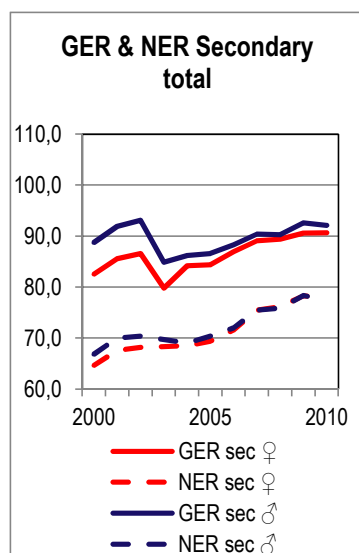
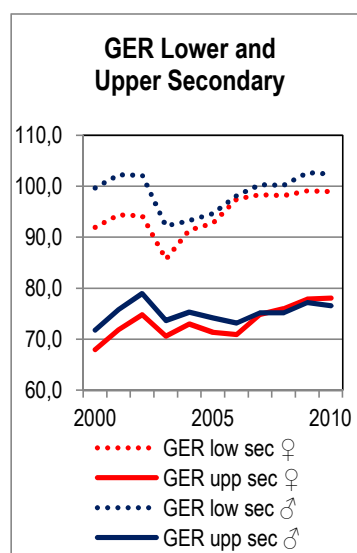
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,96	0,97	0,97	0,97		
Net enrolment rate	1,01	1,00	1,00	1,00		
Gross intake ratio	0,97	0,98	0,97	0,97		
Net intake rate			1,02	1,01		
Gross graduation ratio						
Completion rate	1,01	1,02	1,02	1,03		
Secondary						
Gross enrolment ratio, lower	1,01	1,00	1,03	1,03		
Gross enrolment ratio, upper	1,07	1,04	1,07	1,08		
Gross enrolment ratio	1,03	1,02	1,04	1,05		
Net enrolment rate		1,06	1,07	1,07		

Peru

Primary education



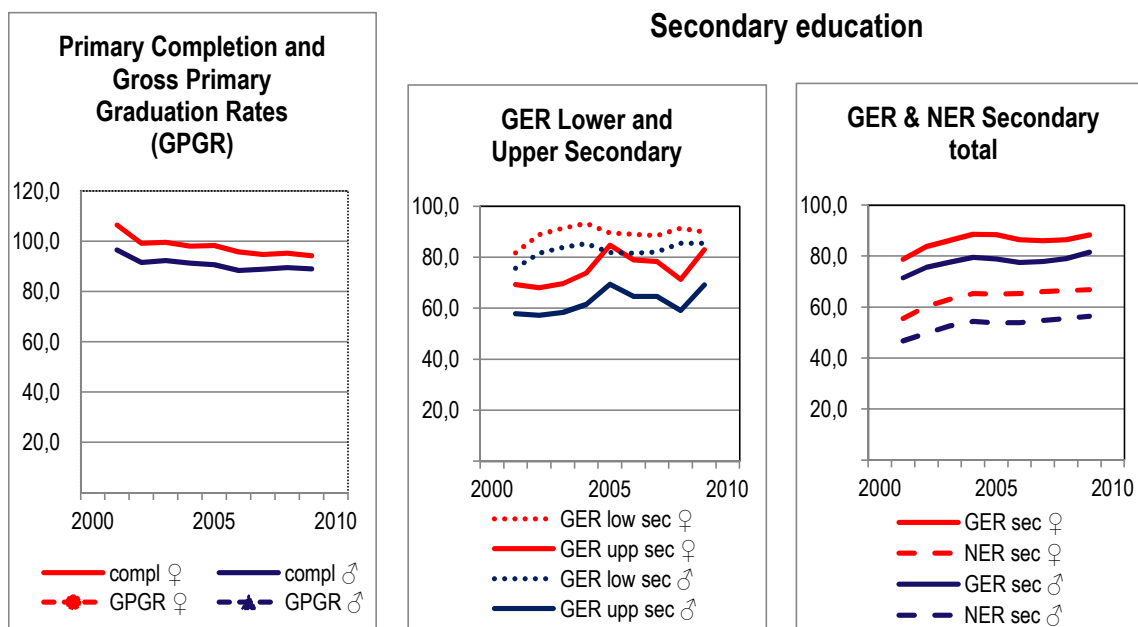
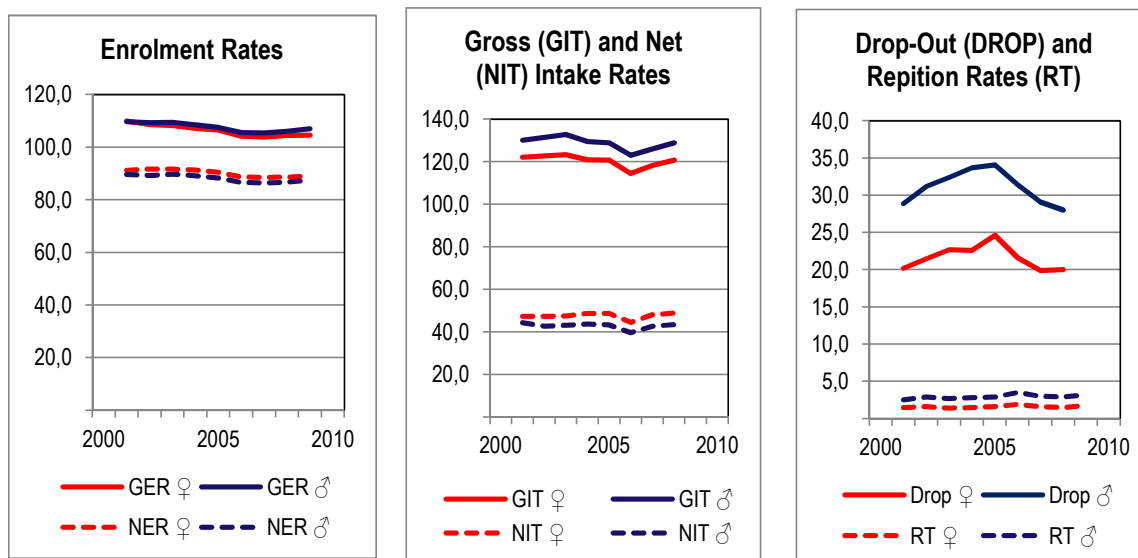
Secondary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,99	0,99	1,00	1,00	1,00	
Net enrolment rate	1,00	1,00	1,00	1,00	1,01	
Gross intake ratio	1,01	1,01	1,00	1,00	1,01	
Net intake rate		1,01	1,00	1,01	1,01	
Gross graduation ratio						
Completion rate	0,97		1,00	1,00	1,01	
Secondary						
Gross enrolment ratio, lower	0,92	0,98	0,98	0,96	0,97	
Gross enrolment ratio, upper	0,95	0,97	1,01	1,01	1,02	
Gross enrolment ratio	0,93	0,98	0,99	0,98	0,98	
Net enrolment rate	0,97	0,99	1,00	1,00	1,01	

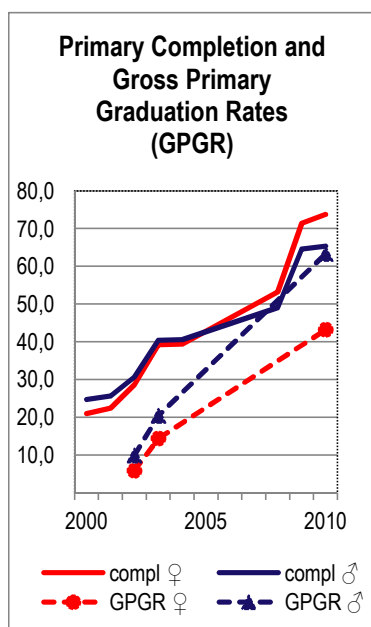
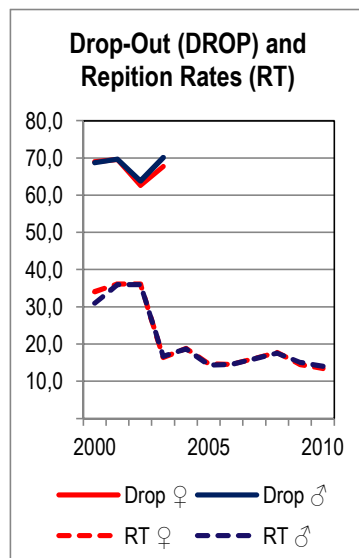
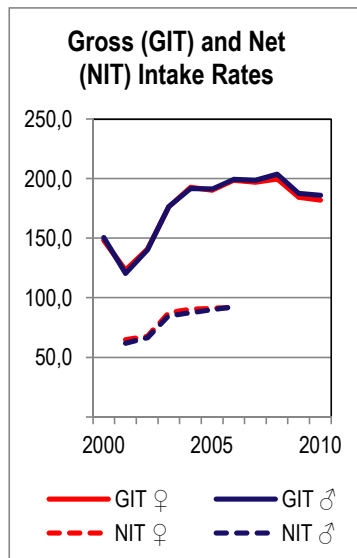
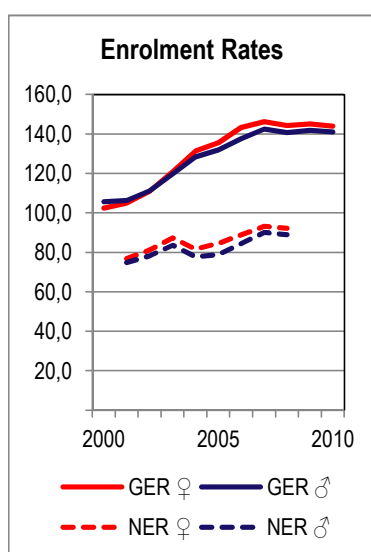
Philippines

Primary education

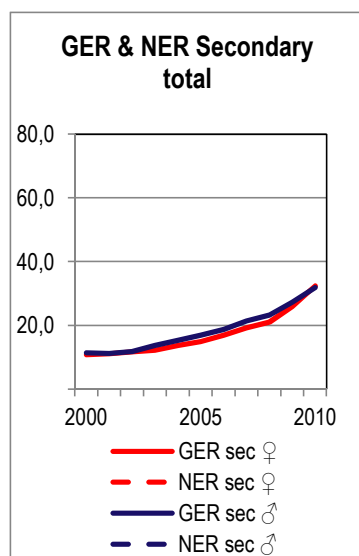
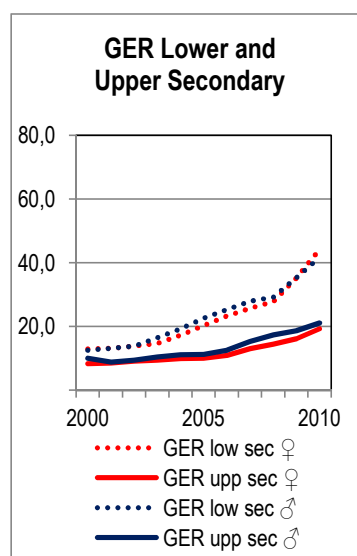


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio		0,99	0,98	0,98		
Net enrolment rate		1,02	1,02	1,02		
Gross intake ratio		0,93	0,94			
Net intake rate		1,12	1,12			
Gross graduation ratio						
Completion rate		1,07	1,06	1,06		
Secondary						
Gross enrolment ratio, lower		1,09	1,07	1,05		
Gross enrolment ratio, upper		1,20	1,21	1,20		
Gross enrolment ratio		1,11	1,09	1,08		
Net enrolment rate		1,20	1,20	1,19		

Primary education

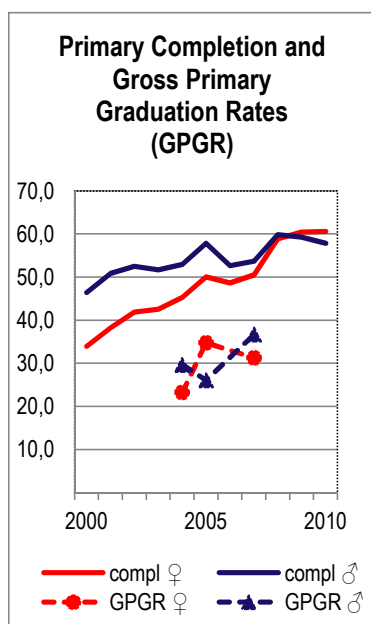
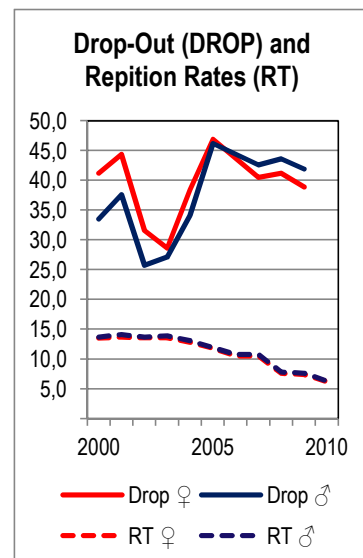
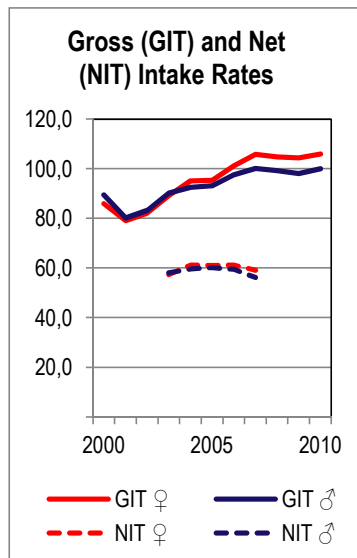
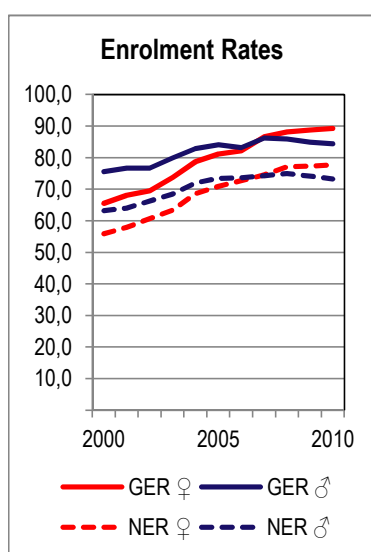


Secondary education

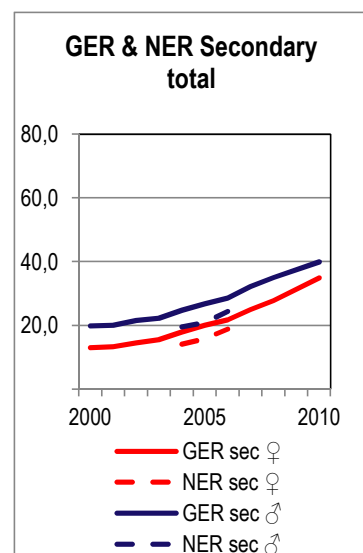
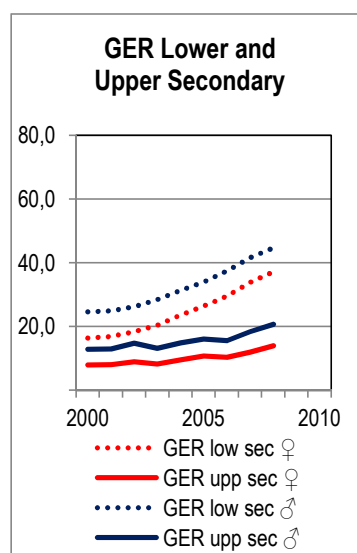


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,97	1,02	1,03	1,02	1,02	1,03
Net enrolment rate		1,05	1,04			
Gross intake ratio	0,98	1,01	0,98	0,98	0,98	0,95
Net intake rate		1,03				
Gross graduation ratio					0,68	1,11
Completion rate	0,85	0,97	1,08	1,11	1,13	
Secondary						
Gross enrolment ratio, lower	1,03	0,90	0,95	1,00	1,06	1,09
Gross enrolment ratio, upper	0,82	0,90	0,83	0,86	0,92	0,96
Gross enrolment ratio	0,95	0,90	0,91	0,95	1,02	1,05
Net enrolment rate						

Primary education



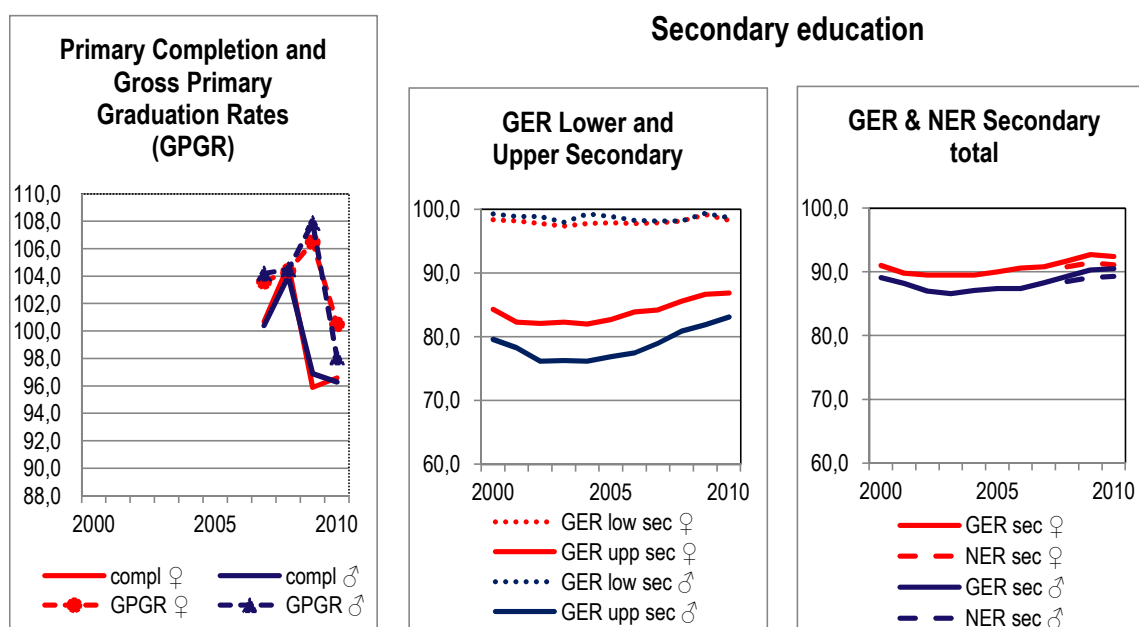
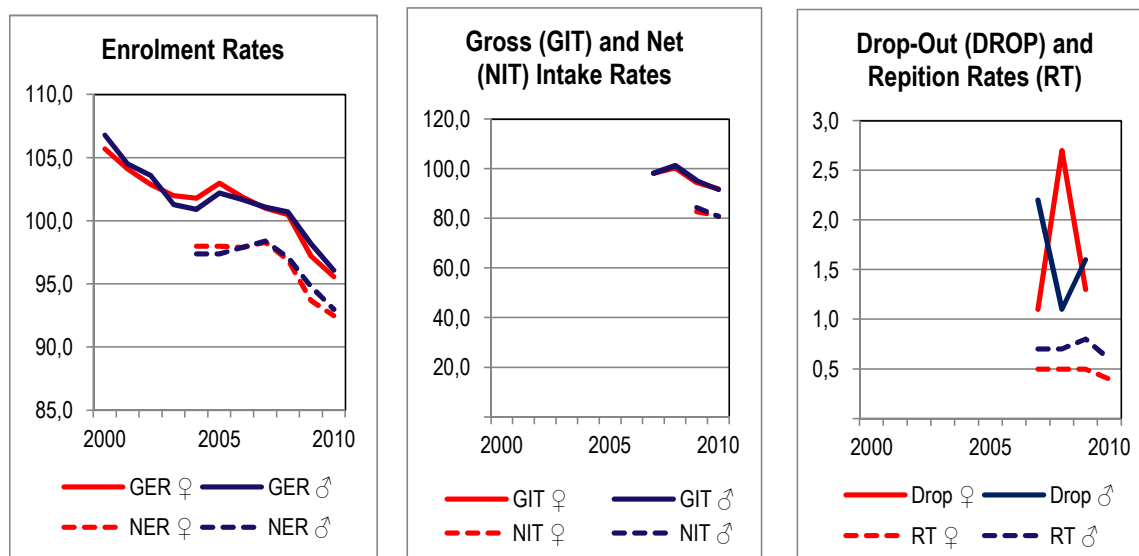
Secondary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,87	0,95	1,03	1,05	1,06	
Net enrolment rate	0,88	0,95	1,03	1,04	1,06	
Gross intake ratio	0,96	1,03	1,05	1,06	1,06	
Net intake rate		1,02				
Gross graduation ratio		0,78				
Completion rate	0,73	0,85	0,98	1,02	1,05	
Secondary						
Gross enrolment ratio, lower	0,67	0,75	0,83			
Gross enrolment ratio, upper	0,61	0,64	0,68			
Gross enrolment ratio	0,65	0,72	0,79		0,88	
Net enrolment rate		0,72				

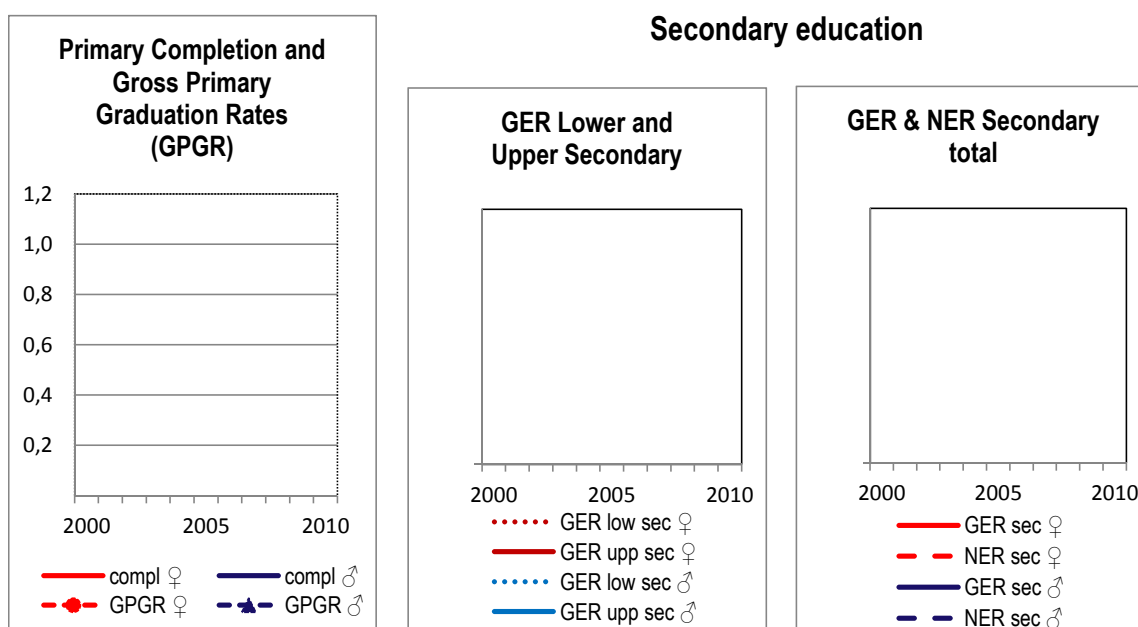
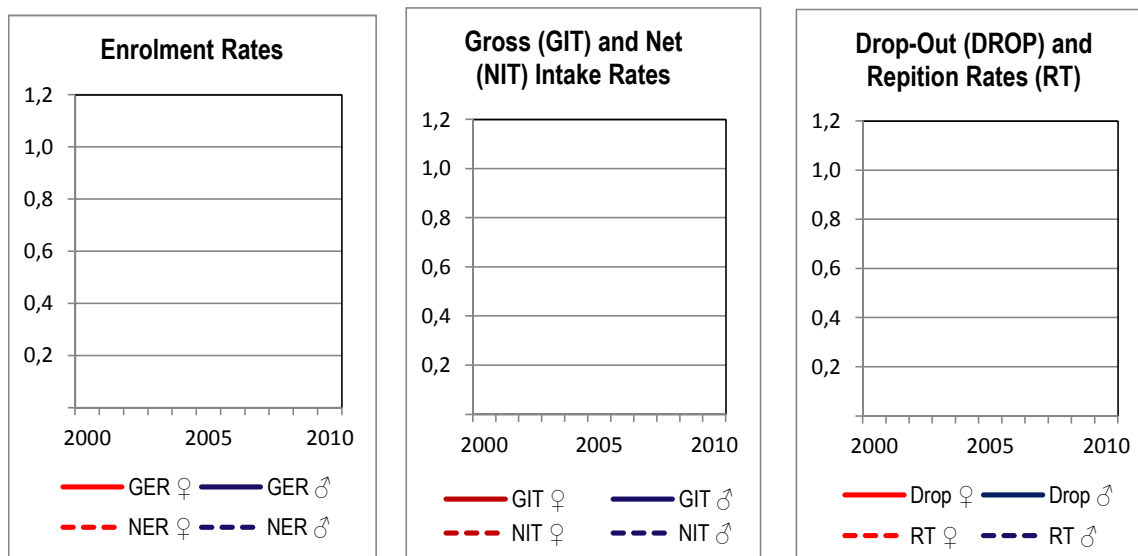
Serbia

Primary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,99	1,01	1,00	0,99	0,99	
Net enrolment rate		1,01	1,00	0,99	0,99	
Gross intake ratio			0,99	0,99	1,00	
Net intake rate				0,98	1,00	
Gross graduation ratio			1,00	0,99	1,02	
Completion rate			1,01	0,99	1,00	
Secondary						
Gross enrolment ratio, lower	0,99	0,99	1,00	1,00	1,00	
Gross enrolment ratio, upper	1,06	1,08	1,06	1,06	1,05	
Gross enrolment ratio	1,02	1,03	1,03	1,03	1,02	
Net enrolment rate			1,03	1,03	1,02	

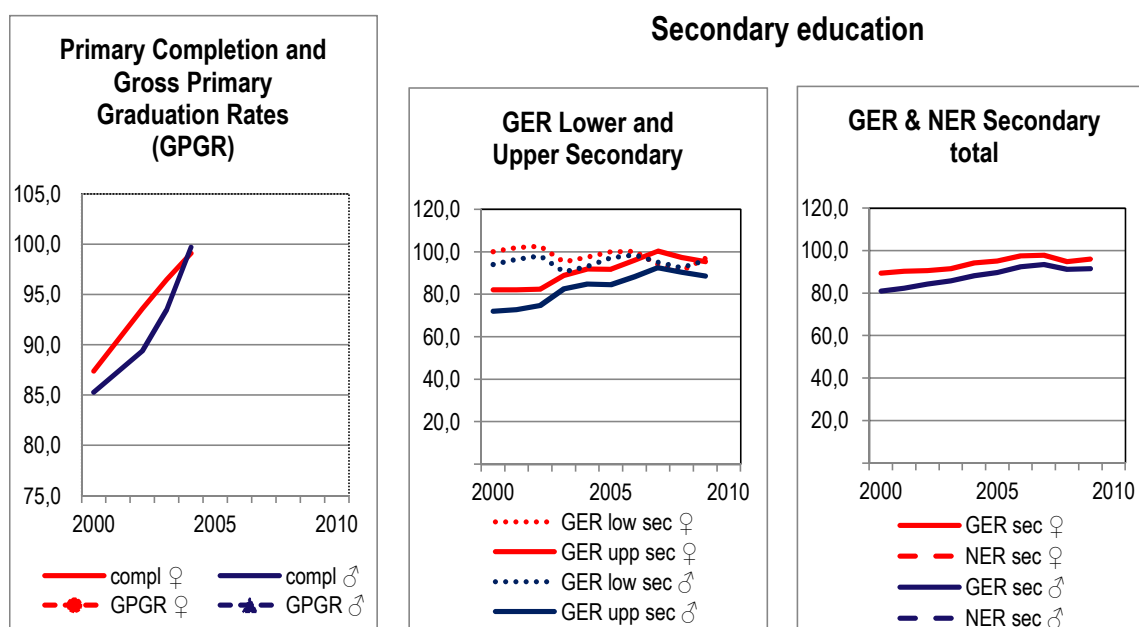
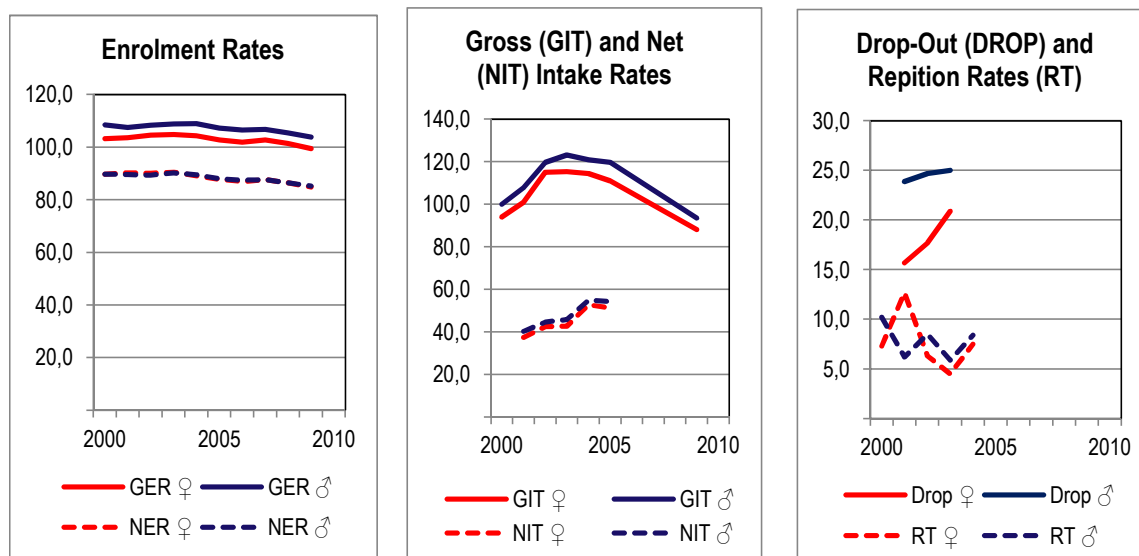
Primary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
<i>Primary</i>						
Gross enrolment ratio						
Net enrolment rate						
Gross intake ratio						
Net intake rate						
Gross graduation ratio						
Completion rate						
<i>Secondary</i>						
Gross enrolment ratio, lower						
Gross enrolment ratio, upper						
Gross enrolment ratio						
Net enrolment rate						

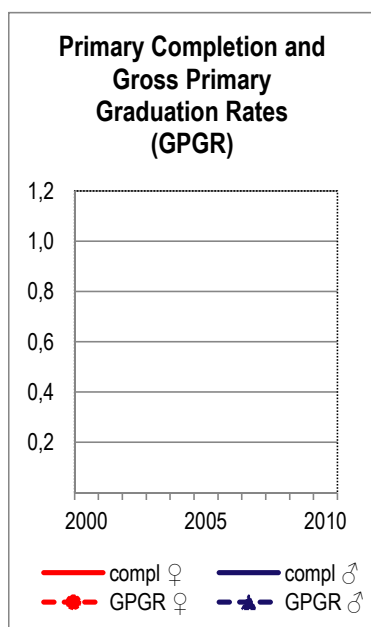
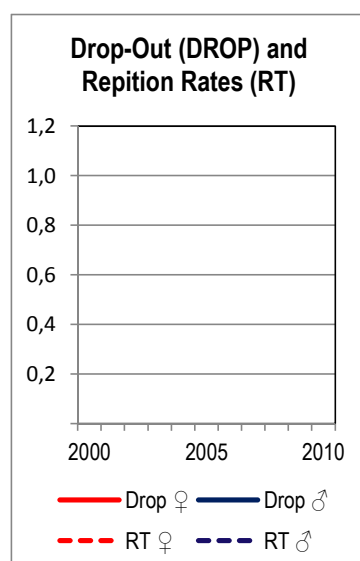
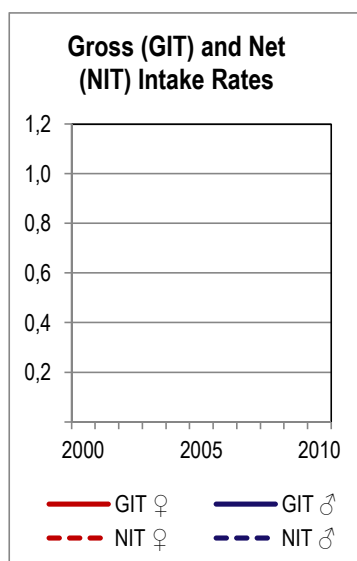
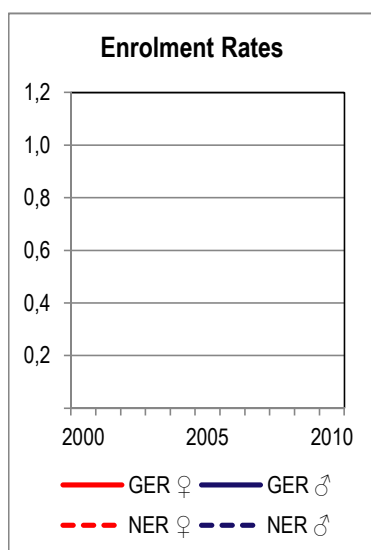
South Africa

Primary education

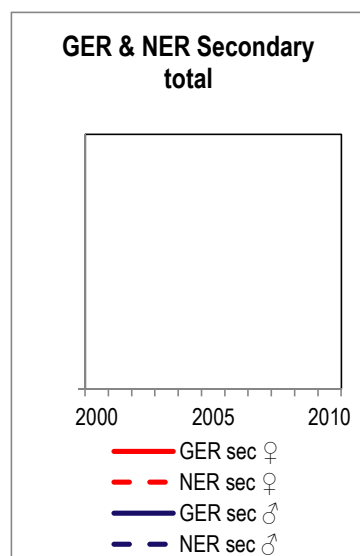
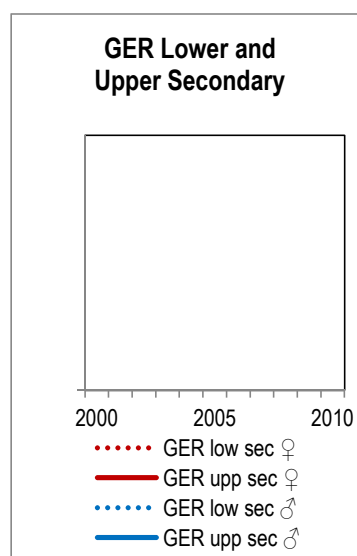


Gender Parity Index	2000	2004	2008	2009	2010	2011
<i>Primary</i>						
Gross enrolment ratio	0,95	0,96	0,96	0,96		
Net enrolment rate	1,00	1,00	1,00	1,00		
Gross intake ratio	0,94	0,95		0,94		
Net intake rate		0,96				
Gross graduation ratio						
Completion rate	1,02	0,99				
<i>Secondary</i>						
Gross enrolment ratio, lower	1,06	1,05	0,98	1,01		
Gross enrolment ratio, upper	1,14	1,08	1,08	1,08		
Gross enrolment ratio	1,10	1,07	1,04	1,05		
Net enrolment rate	1,11					

Primary education

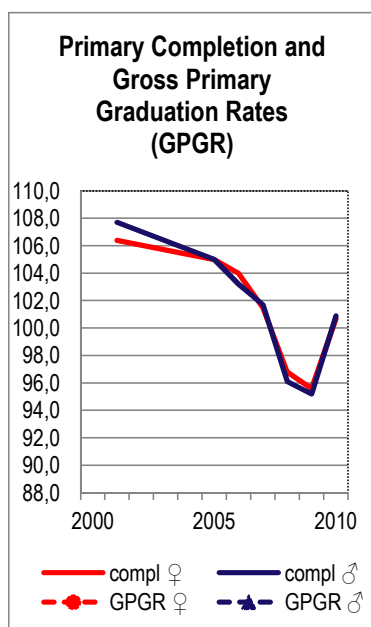
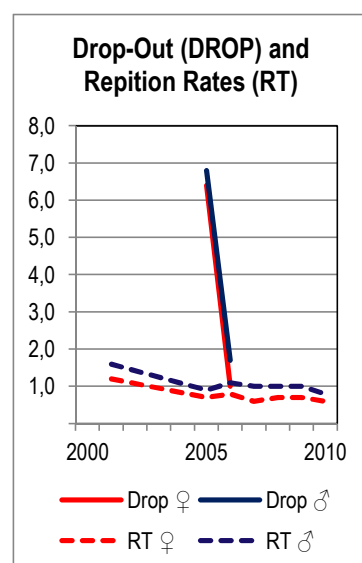
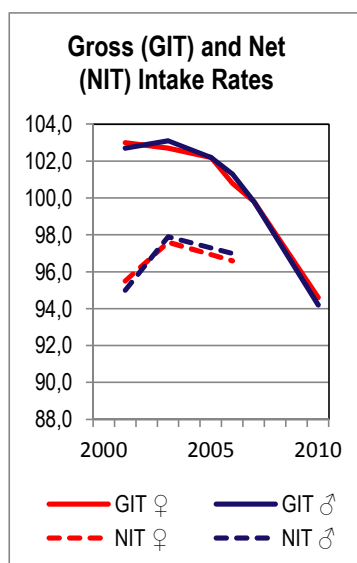
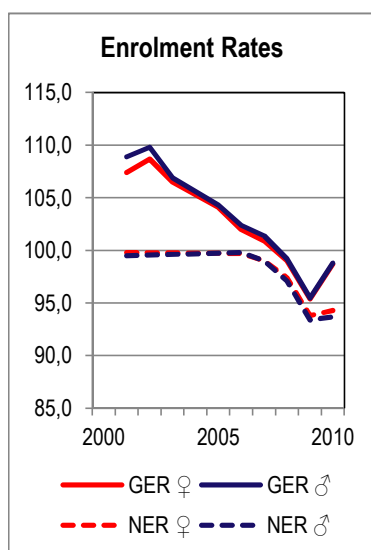


Secondary education

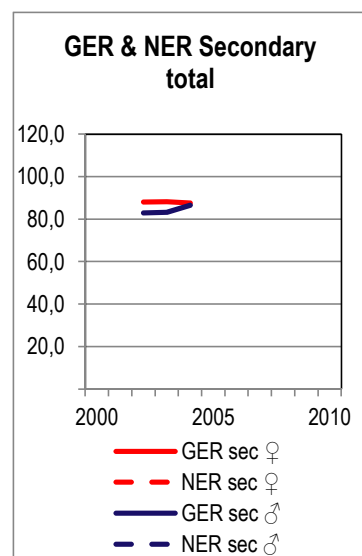
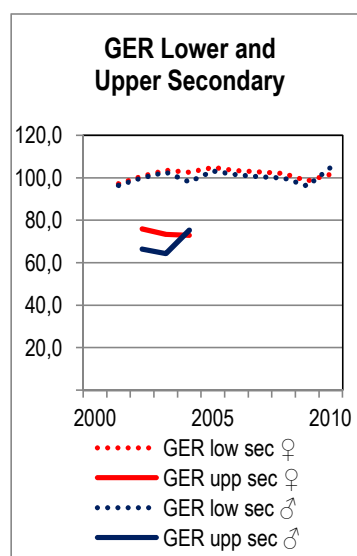


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio						
Net enrolment rate						
Gross intake ratio						
Net intake rate						
Gross graduation ratio						
Completion rate						
Secondary						
Gross enrolment ratio, lower						
Gross enrolment ratio, upper						
Gross enrolment ratio						
Net enrolment rate						

Primary education



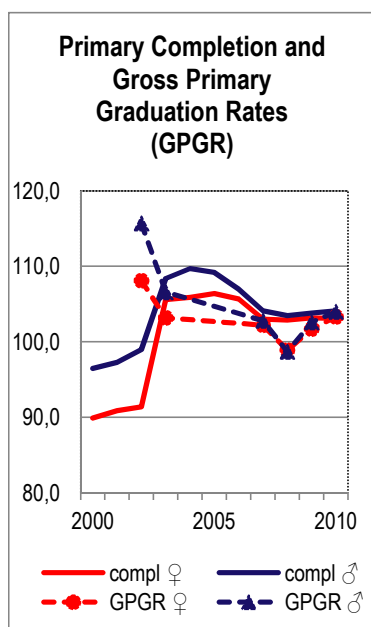
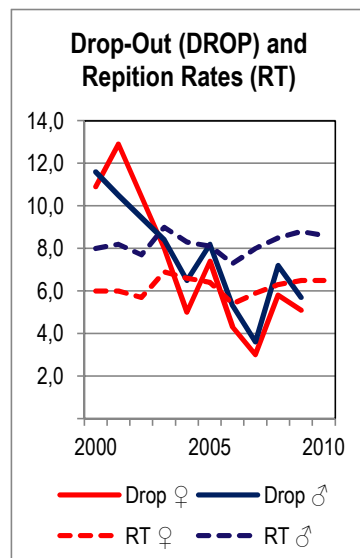
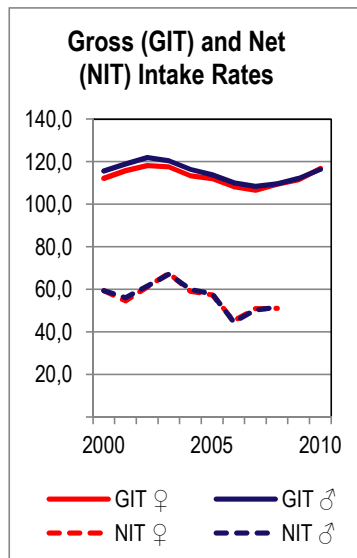
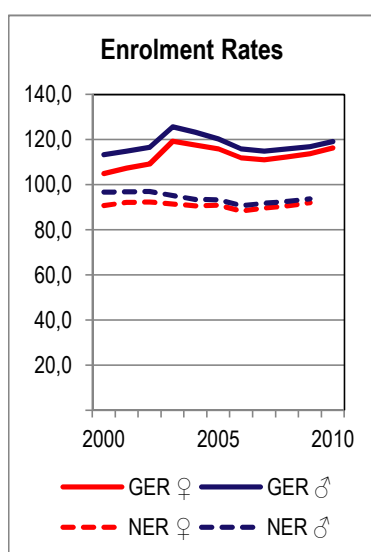
Secondary education



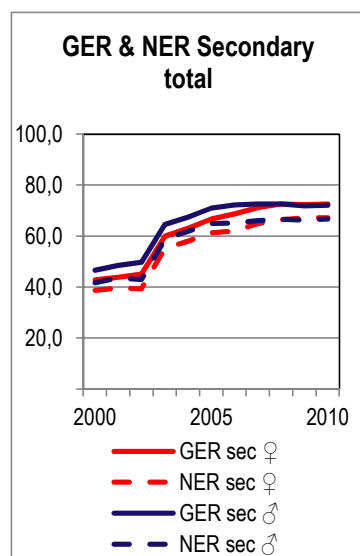
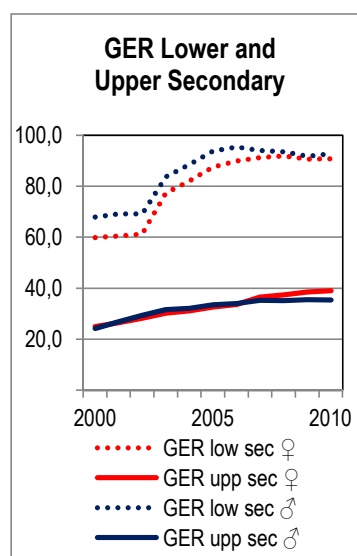
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio			1,00	1,00	1,00	
Net enrolment rate			1,00	1,00	1,01	
Gross intake ratio					1,00	
Net intake rate						
Gross graduation ratio						
Completion rate			1,01	1,00	1,00	
Secondary						
Gross enrolment ratio, lower		1,05	1,02	1,02	0,97	
Gross enrolment ratio, upper		0,97				
Gross enrolment ratio		1,01				
Net enrolment rate						

Syrian Arab Republic

Primary education



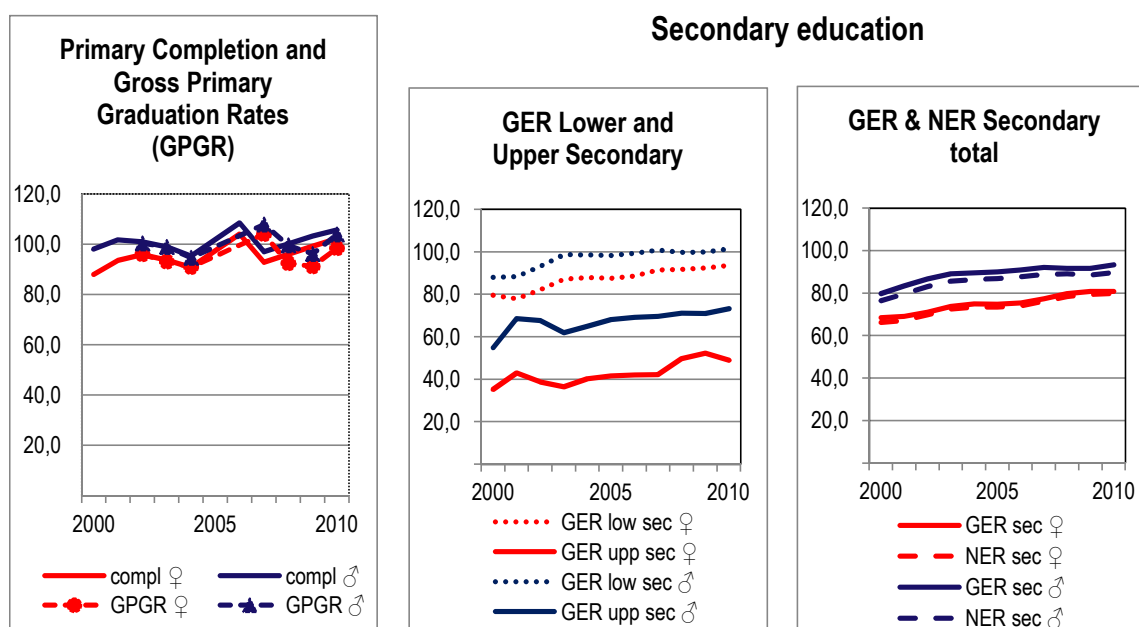
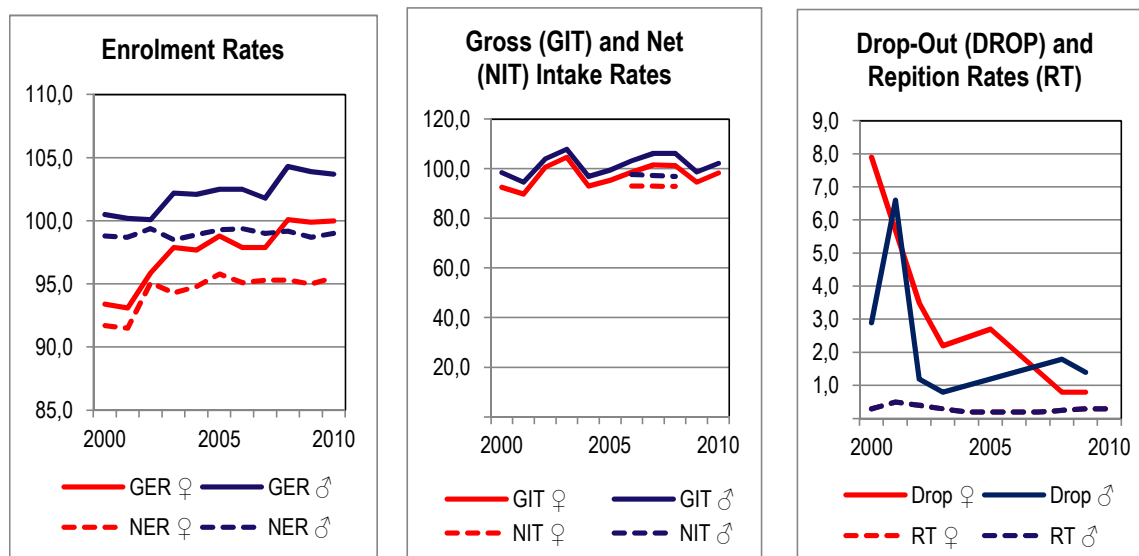
Secondary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,93	0,95	0,97	0,97	0,98	
Net enrolment rate	0,94	0,97	0,98	0,98		
Gross intake ratio	0,97	0,97	1,00	0,99	1,00	
Net intake rate	1,00	0,98	0,99			
Gross graduation ratio			1,00	0,99	0,99	
Completion rate	0,93	0,97	0,99	0,99	0,99	
Secondary						
Gross enrolment ratio, lower	0,88	0,93	0,98	0,99	0,98	
Gross enrolment ratio, upper	1,03	0,97	1,06	1,08	1,11	
Gross enrolment ratio	0,92	0,93	1,00	1,01	1,01	
Net enrolment rate	0,93	0,94	1,00	1,01	1,01	

Tajikistan

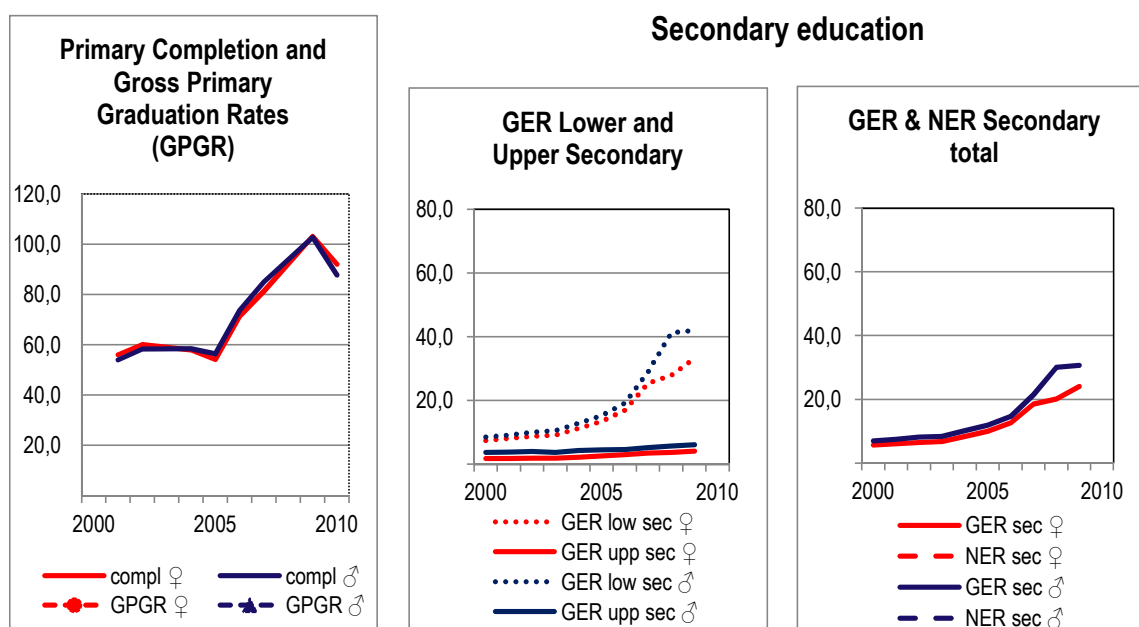
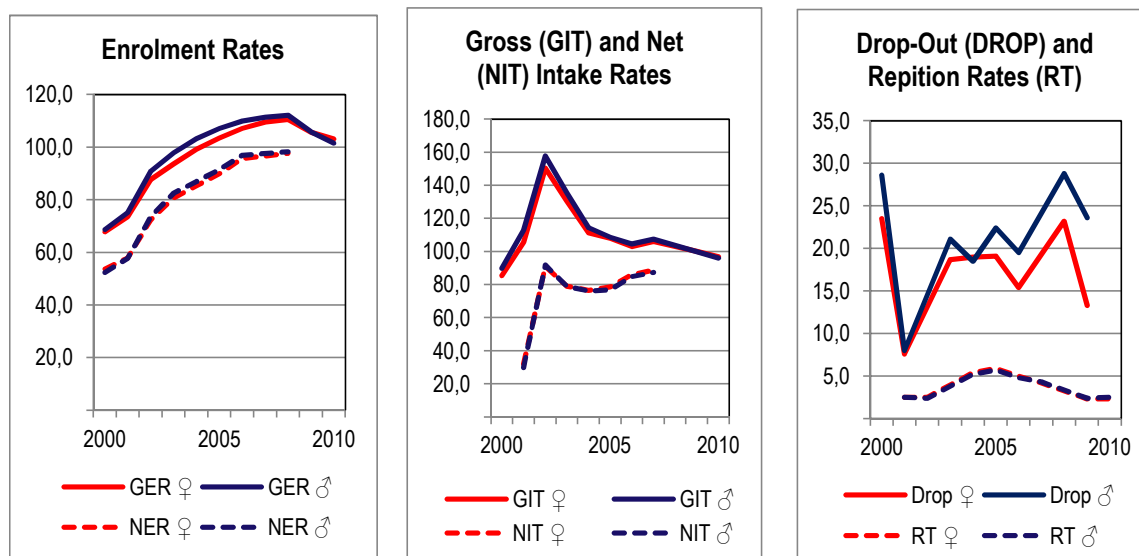
Primary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,93	0,96	0,96	0,96	0,96	
Net enrolment rate	0,93	0,96	0,96	0,96	0,96	
Gross intake ratio	0,94	0,96	0,96	0,96	0,96	
Net intake rate			0,96			
Gross graduation ratio		0,96	0,93	0,95	0,95	
Completion rate	0,90	0,95		0,96	0,97	
Secondary						
Gross enrolment ratio, lower	0,90	0,89	0,92	0,92	0,92	
Gross enrolment ratio, upper	0,64	0,62	0,70	0,74	0,67	
Gross enrolment ratio	0,86	0,84	0,87	0,88	0,87	
Net enrolment rate	0,87	0,85	0,88	0,90	0,89	

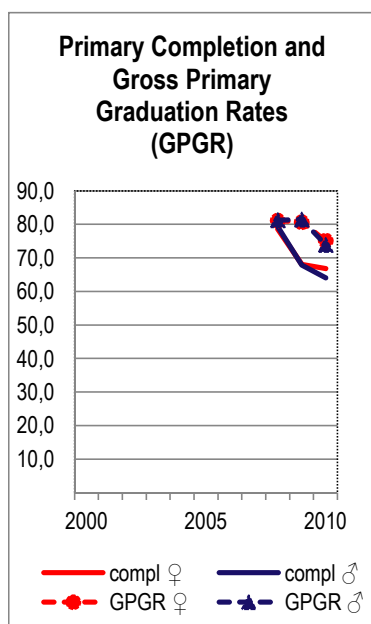
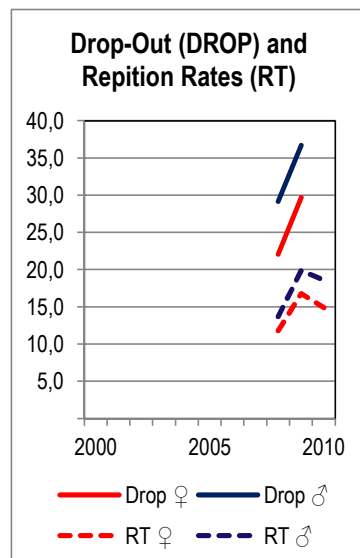
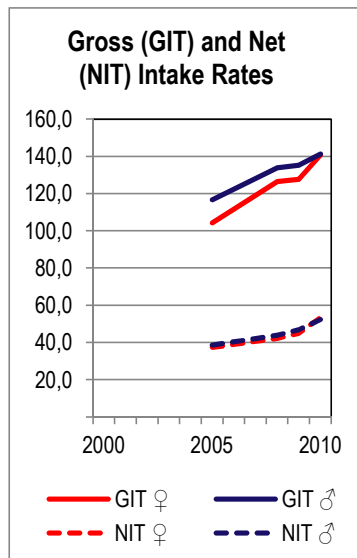
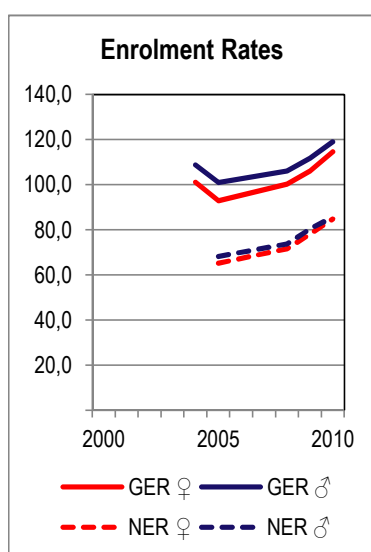
Tanzania

Primary education

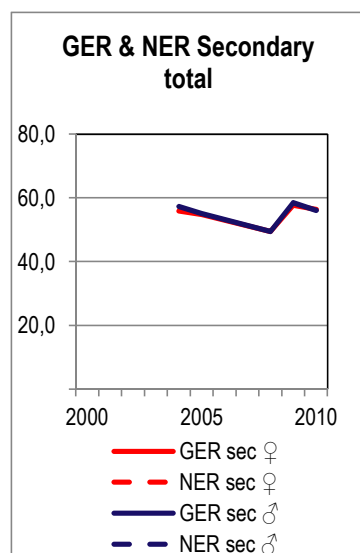
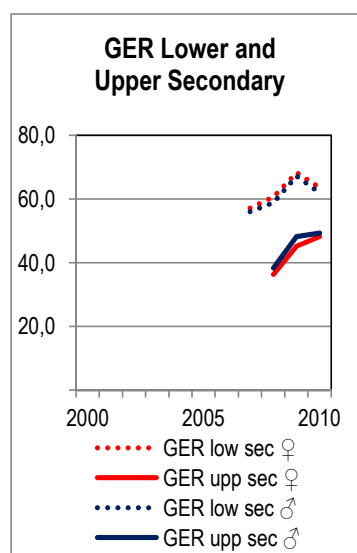


Gender Parity Index	2000	2004	2008	2009	2010	2011
<i>Primary</i>						
Gross enrolment ratio	0,99	0,96	0,99	1,00	1,02	
Net enrolment rate	1,03	0,98	0,99			
Gross intake ratio	0,95	0,97		1,00	1,01	
Net intake rate		1,00				
Gross graduation ratio						
Completion rate		0,99		1,00	1,05	
<i>Secondary</i>						
Gross enrolment ratio, lower	0,87	0,87	0,67	0,79		
Gross enrolment ratio, upper	0,49	0,52	0,65	0,67		
Gross enrolment ratio	0,81	0,82	0,67	0,78		
Net enrolment rate						

Primary education



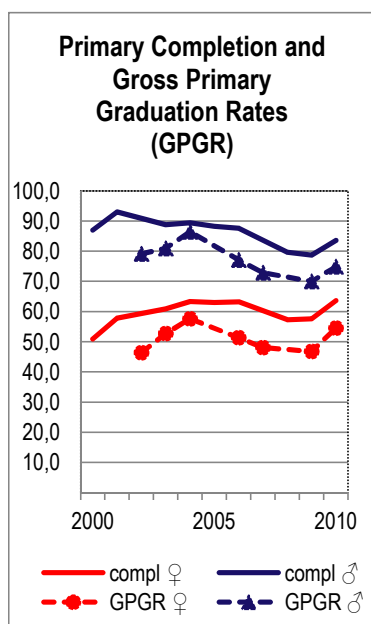
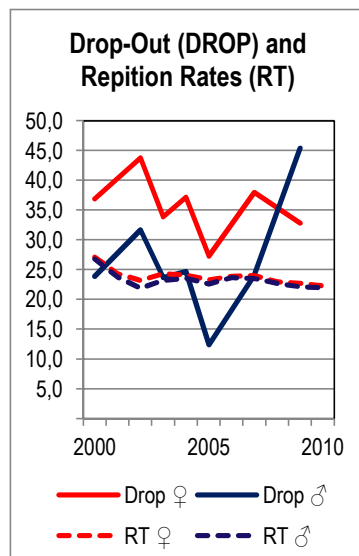
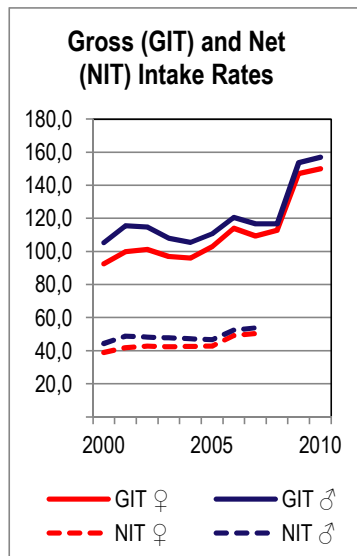
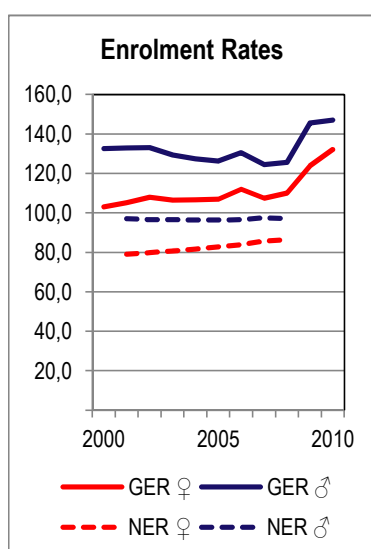
Secondary education



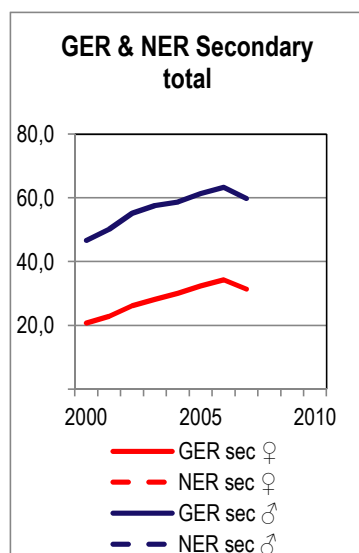
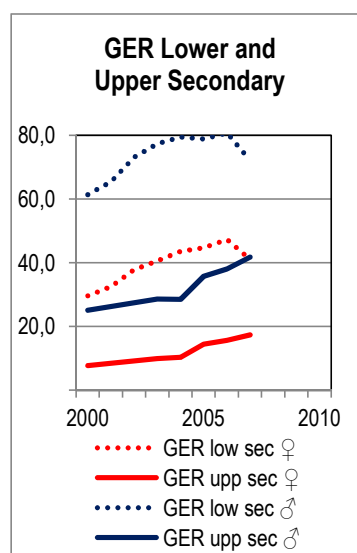
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio		0,93	0,95	0,95	0,96	
Net enrolment rate			0,97	0,97	0,99	
Gross intake ratio			0,94	0,94	1,00	
Net intake rate			0,96	0,96	1,02	
Gross graduation ratio			1,00	0,99	1,02	
Completion rate			0,99	1,00	1,04	
Secondary						
Gross enrolment ratio, lower			1,03	1,02	1,03	
Gross enrolment ratio, upper			0,95	0,94	0,98	
Gross enrolment ratio		0,98	1,00	0,99	1,01	
Net enrolment rate					1,12	

Togo

Primary education



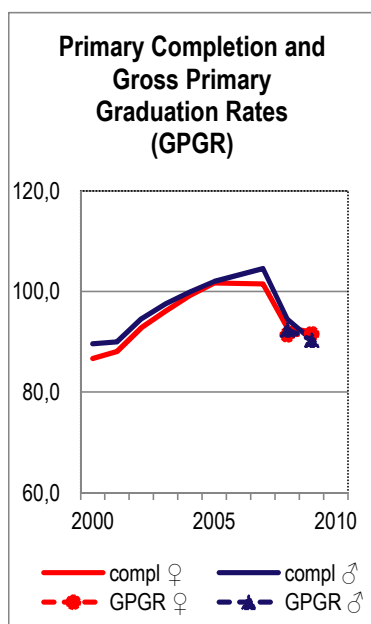
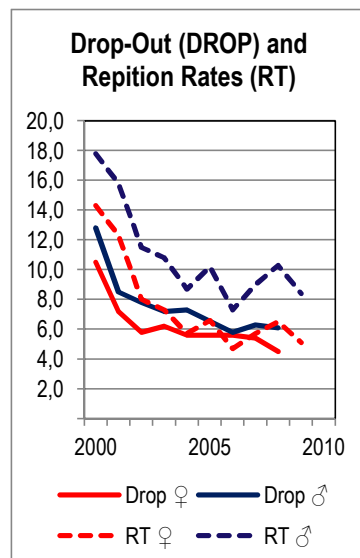
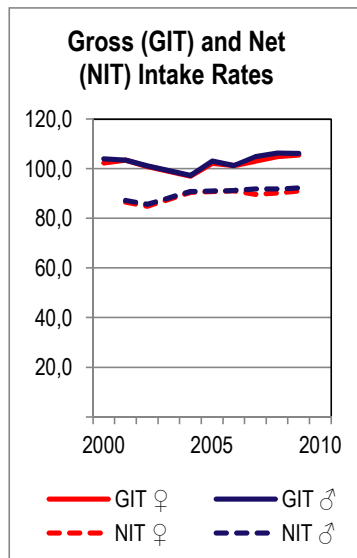
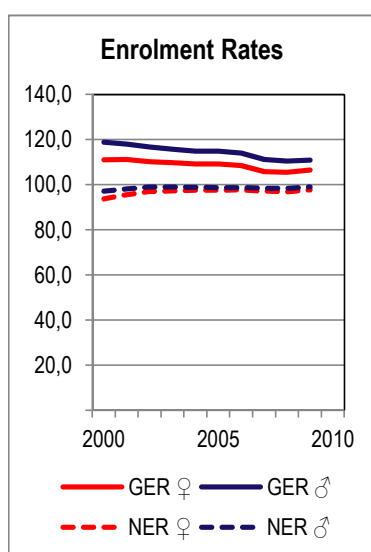
Secondary education



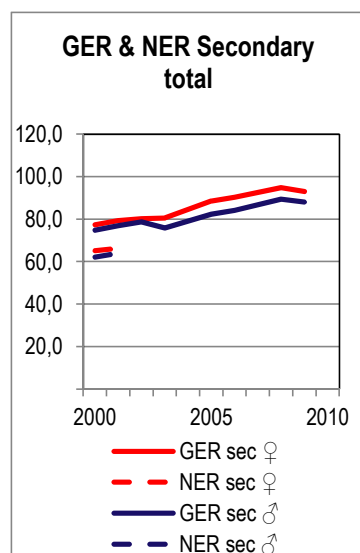
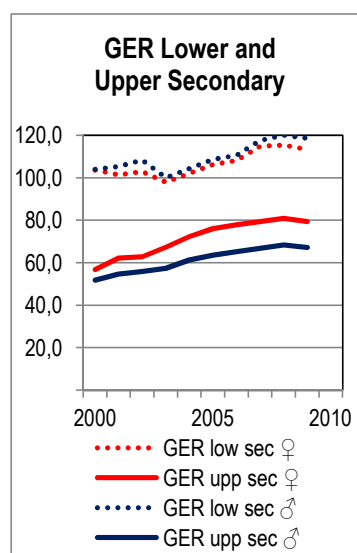
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,78	0,84	0,88	0,85	0,90	
Net enrolment rate		0,85	0,89			
Gross intake ratio	0,88	0,91	0,97	0,96	0,96	
Net intake rate	0,88	0,90				
Gross graduation ratio		0,67		0,67	0,73	
Completion rate	0,59	0,71	0,72	0,73	0,76	
Secondary						
Gross enrolment ratio, lower	0,48	0,55				
Gross enrolment ratio, upper	0,31	0,37				
Gross enrolment ratio	0,44	0,51				
Net enrolment rate	0,48					

Tunisia

Primary education

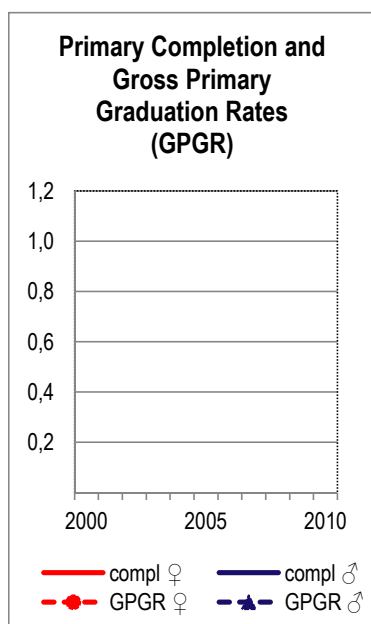
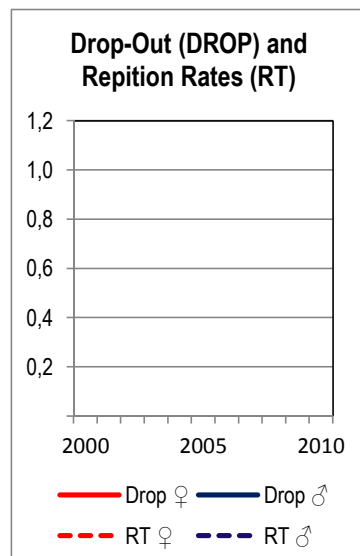
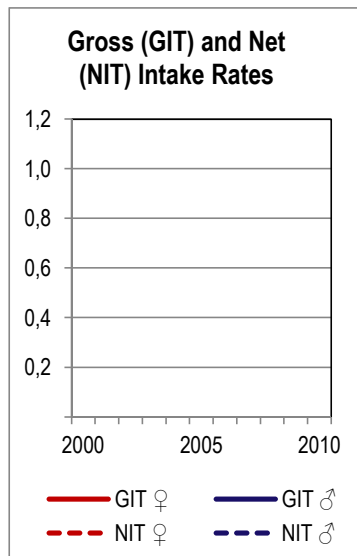
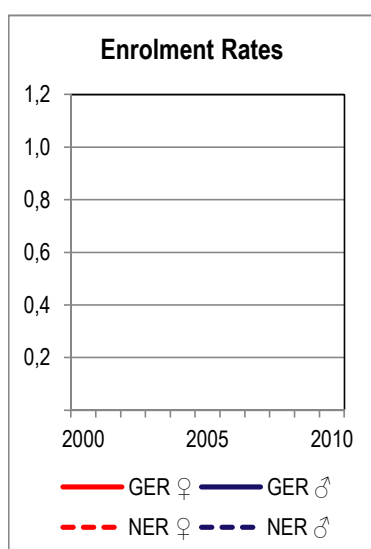


Secondary education

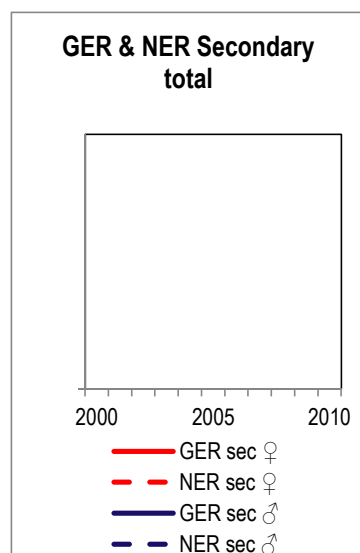
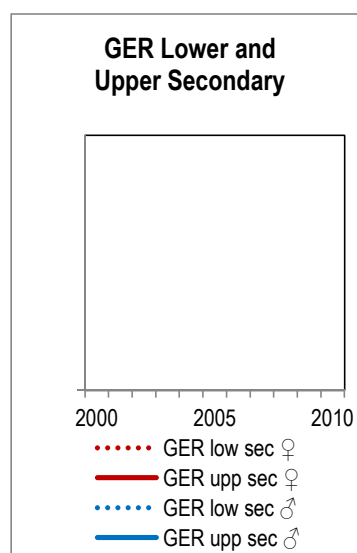


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,93	0,95	0,95	0,96		
Net enrolment rate	0,97	0,99	0,98	0,99		
Gross intake ratio	0,98	1,00	0,99	0,99		
Net intake rate		0,99	0,98	0,99		
Gross graduation ratio			0,99	1,01		
Completion rate	0,97	0,99	0,98	1,02		
Secondary						
Gross enrolment ratio, lower	1,00		0,96	0,96		
Gross enrolment ratio, upper	1,09	1,18	1,18	1,18		
Gross enrolment ratio	1,03		1,06	1,06		
Net enrolment rate	1,05					

Primary education

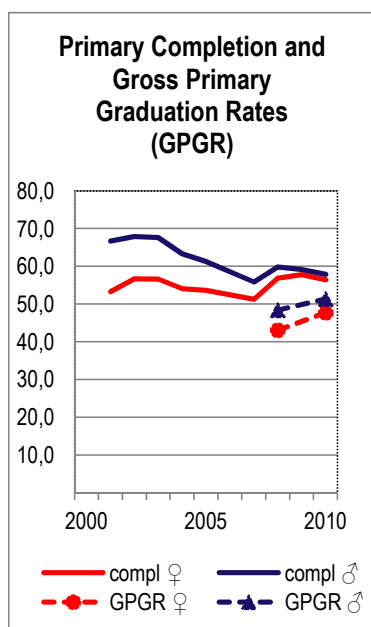
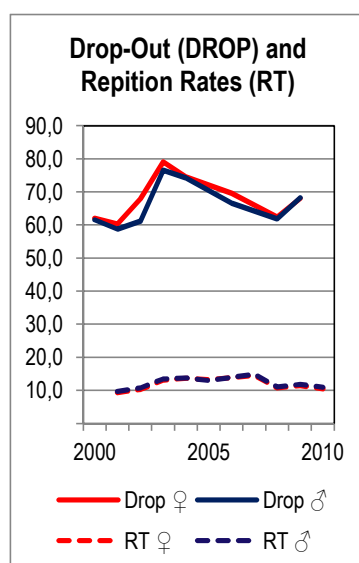
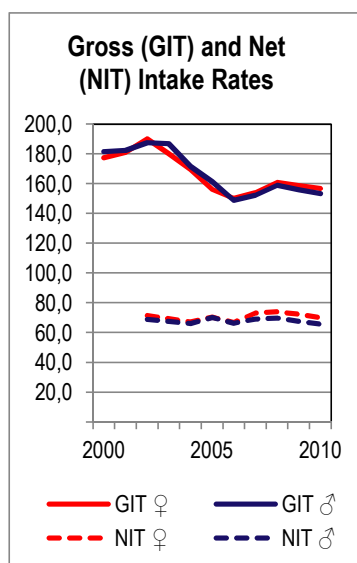
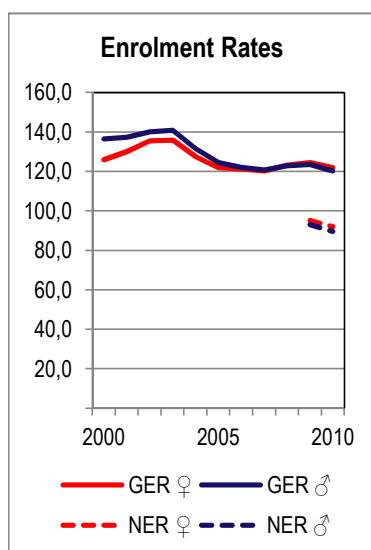


Secondary education

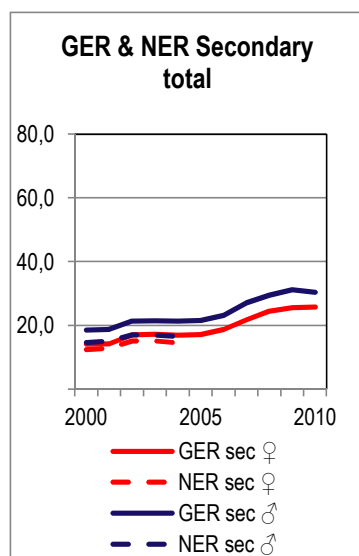
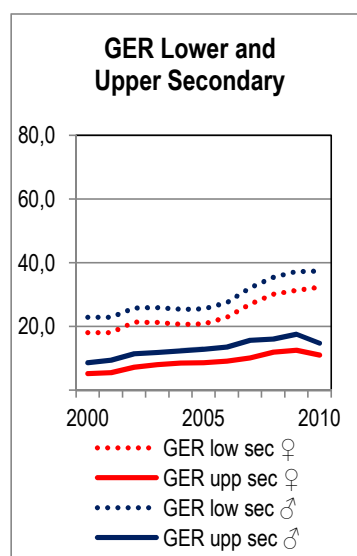


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio						
Net enrolment rate						
Gross intake ratio						
Net intake rate						
Gross graduation ratio						
Completion rate						
Secondary						
Gross enrolment ratio, lower						
Gross enrolment ratio, upper						
Gross enrolment ratio						
Net enrolment rate						

Primary education



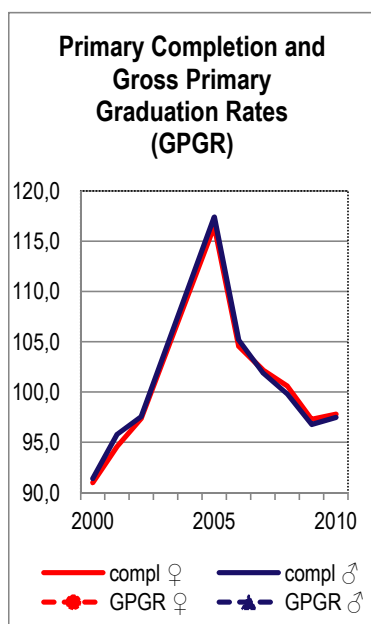
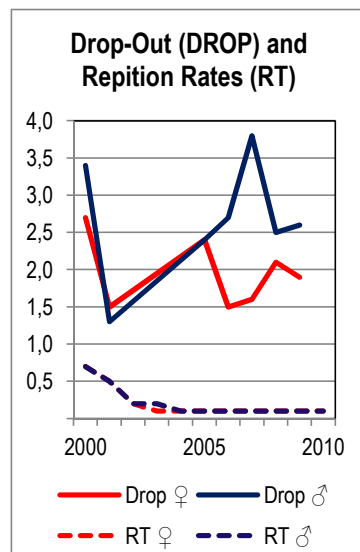
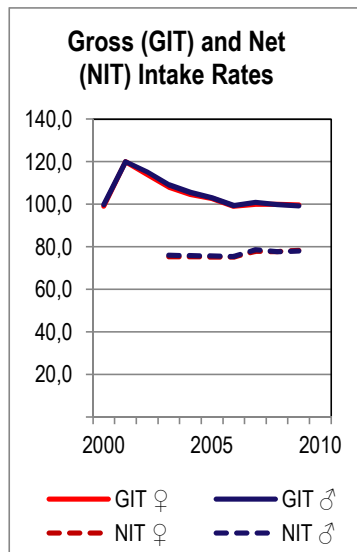
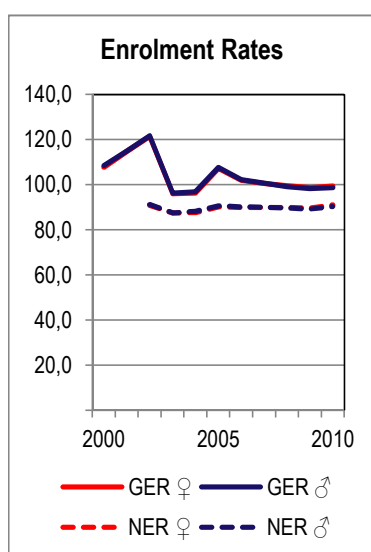
Secondary education



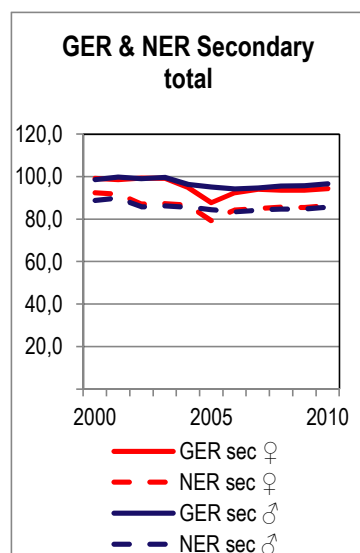
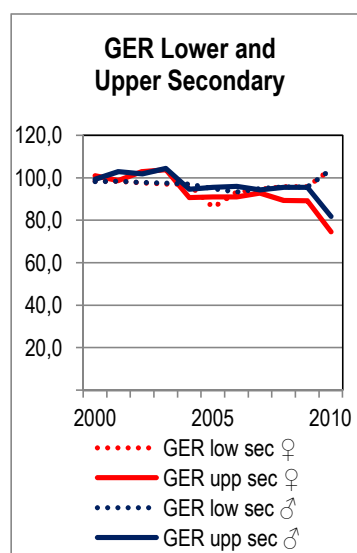
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,92	0,97	1,00	1,01	1,01	
Net enrolment rate				1,02	1,03	
Gross intake ratio	0,98	0,99	1,01	1,02	1,02	
Net intake rate		1,02	1,06	1,07	1,06	
Gross graduation ratio			0,89		0,93	
Completion rate		0,85	0,95	0,98	0,97	
Secondary						
Gross enrolment ratio, lower	0,79	0,81	0,85	0,84	0,87	
Gross enrolment ratio, upper	0,60	0,68	0,74	0,72	0,75	
Gross enrolment ratio	0,76	0,79	0,83	0,82	0,85	
Net enrolment rate	0,85	0,88				

Ukraine

Primary education

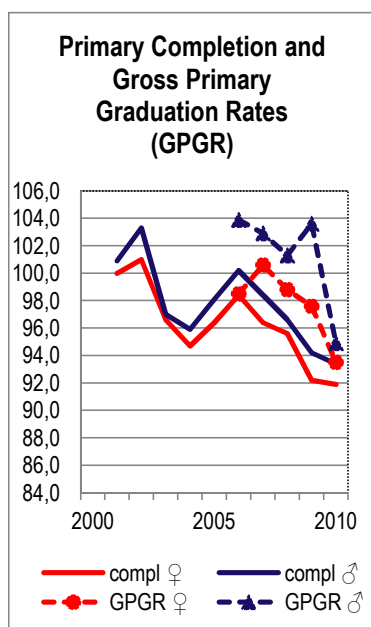
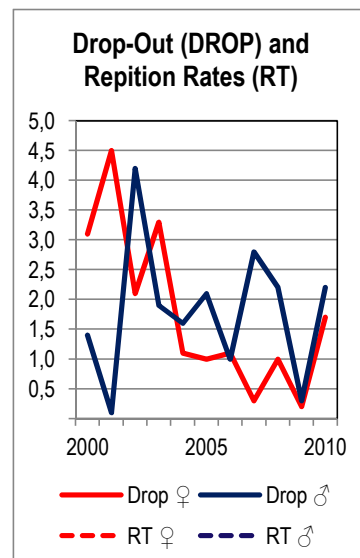
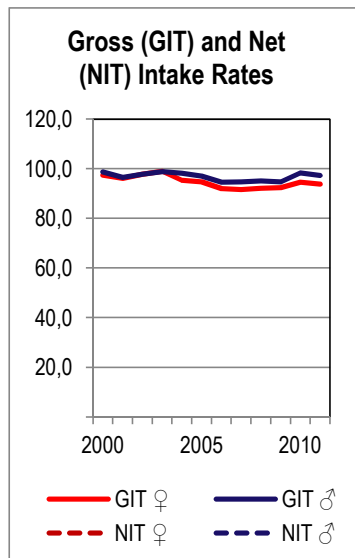
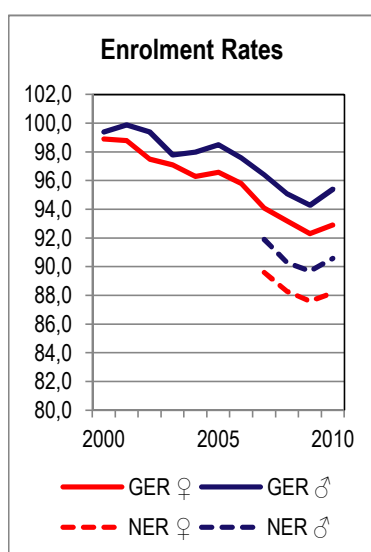


Secondary education

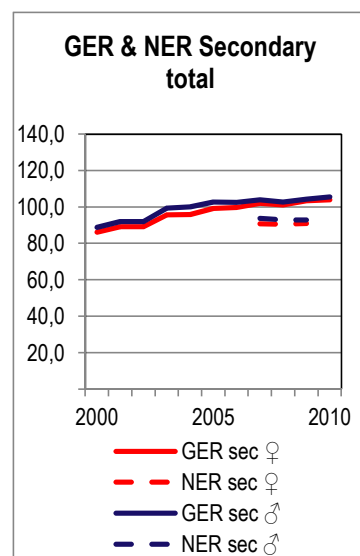
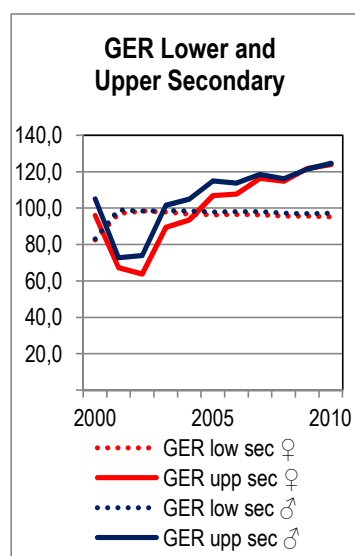


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,99	0,99	1,00	1,00	1,01	
Net enrolment rate		0,99	1,00	1,00	1,01	
Gross intake ratio	0,99	0,99	1,00	1,00		
Net intake rate			1,00	1,00		
Gross graduation ratio						
Completion rate	0,99		1,01	1,01	1,00	
Secondary						
Gross enrolment ratio, lower	1,00	1,00	1,00	1,00	1,00	
Gross enrolment ratio, upper	1,02	0,96	0,94	0,93	0,91	
Gross enrolment ratio	1,01	0,99	0,98	0,98	0,98	
Net enrolment rate	1,04	1,01	1,01	1,01	1,01	

Primary education

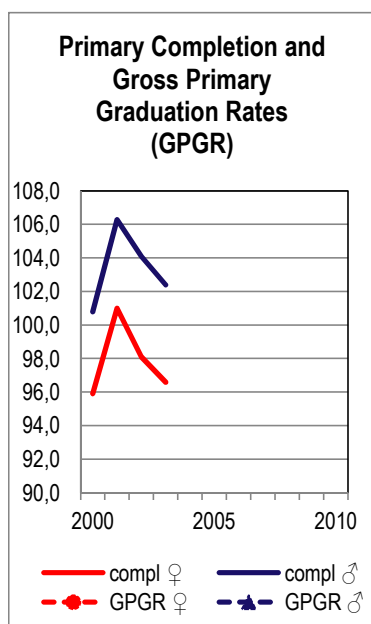
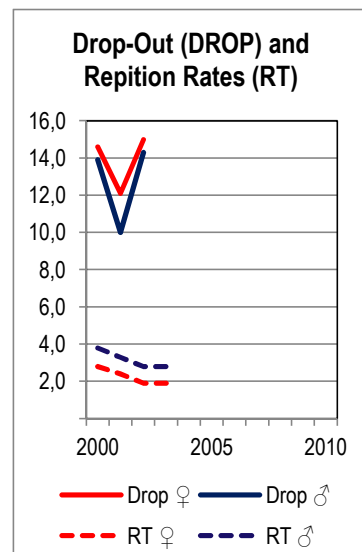
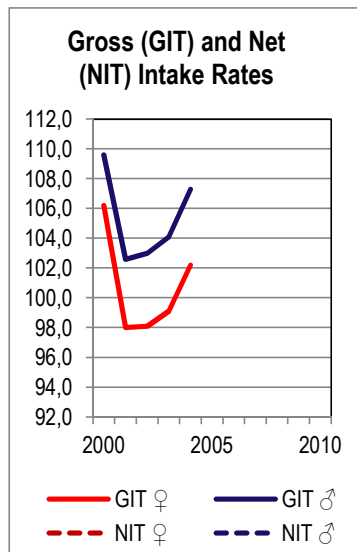
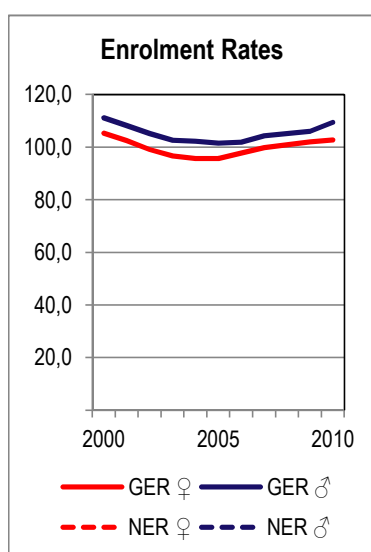


Secondary education

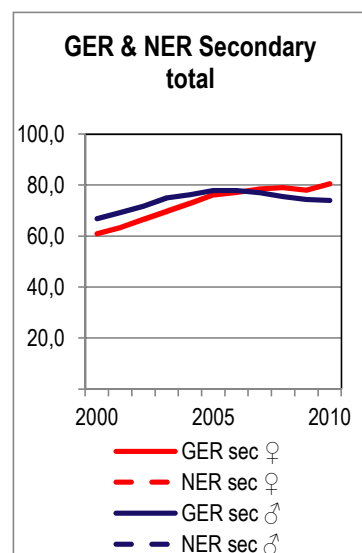
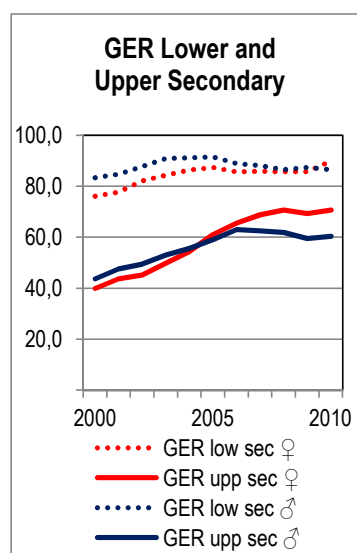


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	1,00	0,98	0,98	0,98	0,97	0,97
Net enrolment rate			0,98	0,98	0,97	0,97
Gross intake ratio	0,99	0,97	0,97	0,98	0,96	0,96
Net intake rate				0,96		
Gross graduation ratio			0,98	0,94	0,99	0,98
Completion rate		0,99	0,99	0,98	0,98	0,98
Secondary						
Gross enrolment ratio, lower	0,99	0,98	0,98	0,98	0,98	0,98
Gross enrolment ratio, upper	0,91	0,89	0,99	1,00	0,99	0,97
Gross enrolment ratio	0,97	0,96	0,98	0,99	0,99	0,98
Net enrolment rate			0,98	0,98		

Primary education

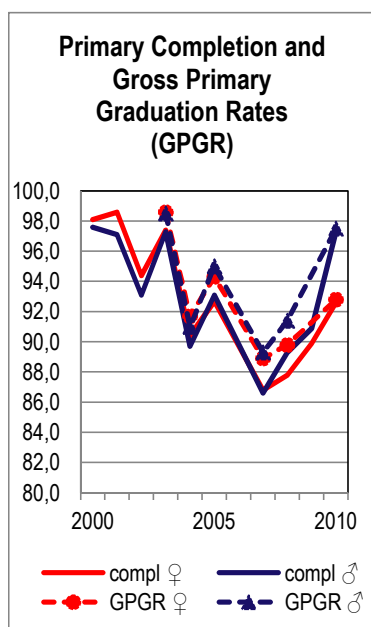
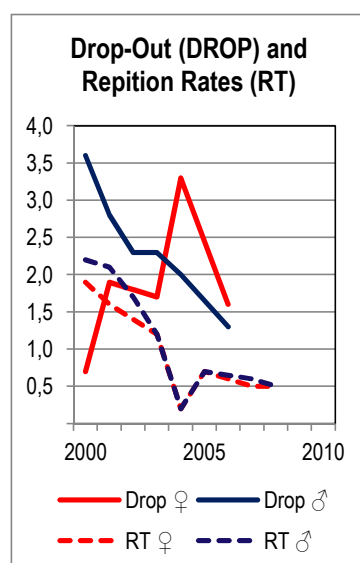
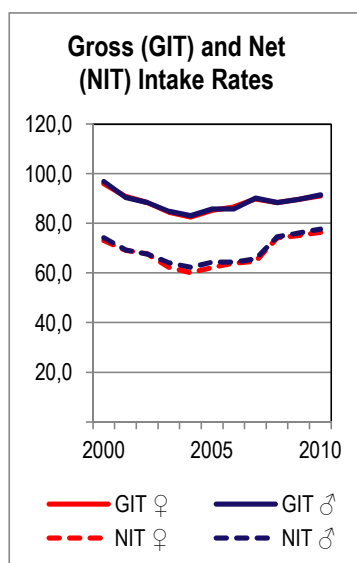
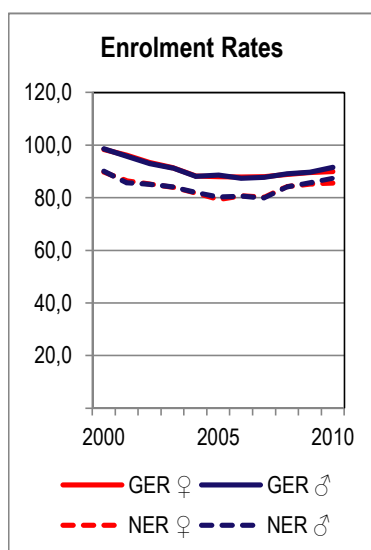


Secondary education

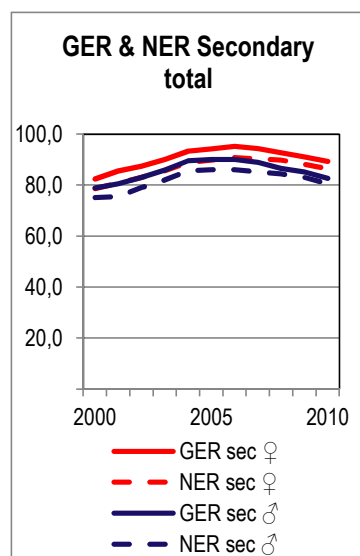
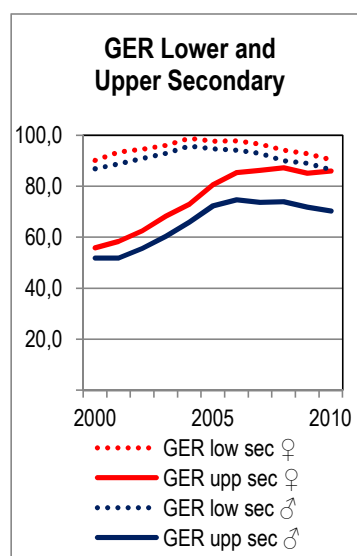


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,95	0,94		0,96	0,94	
Net enrolment rate						
Gross intake ratio	0,97	0,95				
Net intake rate						
Gross graduation ratio						
Completion rate	0,95					
Secondary						
Gross enrolment ratio, lower	0,91	0,95	0,99	0,98	1,04	
Gross enrolment ratio, upper	0,91	0,98	1,14	1,16	1,17	
Gross enrolment ratio	0,91	0,96	1,05	1,05	1,09	
Net enrolment rate						

Primary education

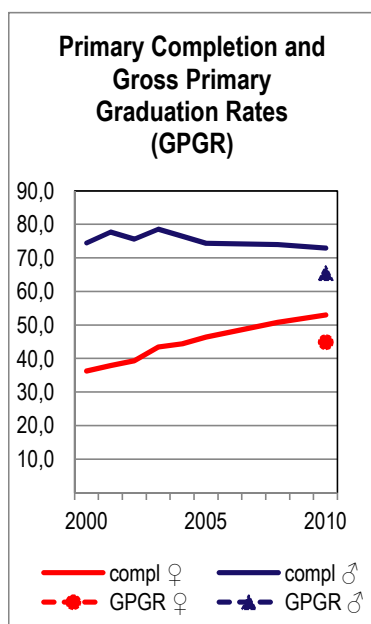
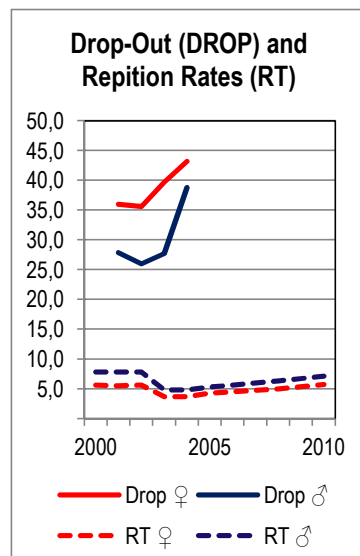
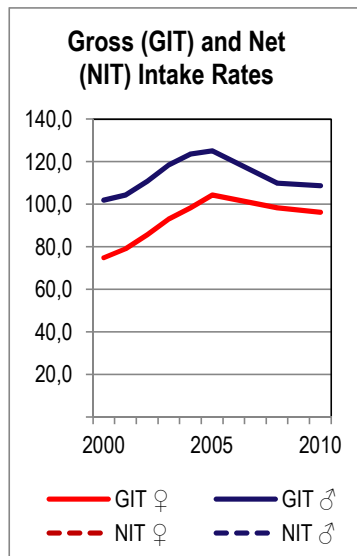
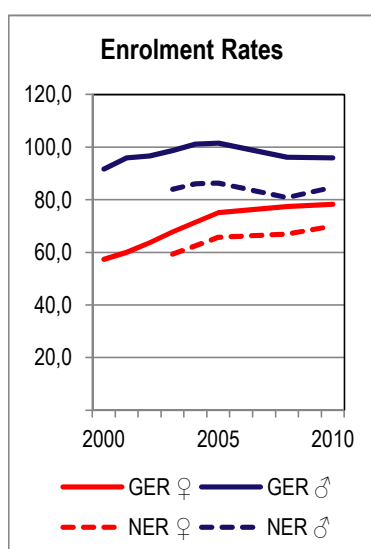


Secondary education

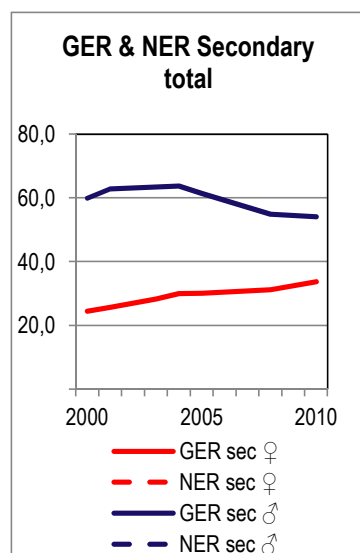
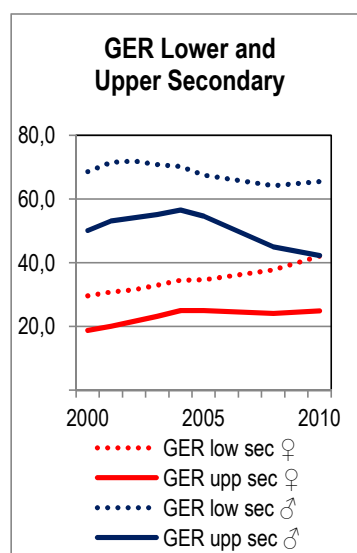


Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	1,00	1,00	1,00	1,00	0,98	
Net enrolment rate	1,00	1,00	1,00	1,00	0,98	
Gross intake ratio	0,99	0,99	1,00	1,00	1,00	
Net intake rate	0,98	0,96	0,99	0,99	0,98	
Gross graduation ratio		1,01	0,98		0,95	
Completion rate	1,00	1,01	0,98	0,99	0,95	
Secondary						
Gross enrolment ratio, lower	1,04	1,03	1,05	1,04	1,04	
Gross enrolment ratio, upper	1,08	1,11	1,18	1,18	1,23	
Gross enrolment ratio	1,04	1,04	1,07	1,07	1,08	
Net enrolment rate	1,05	1,04	1,06	1,06	1,07	

Primary education



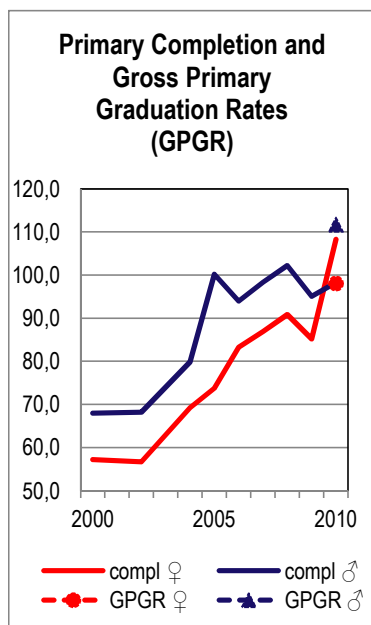
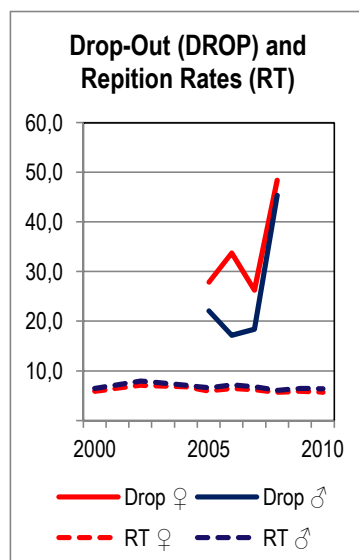
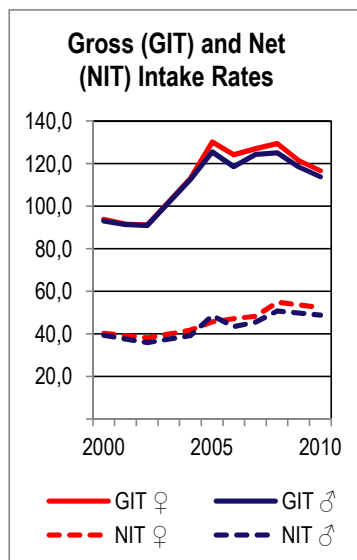
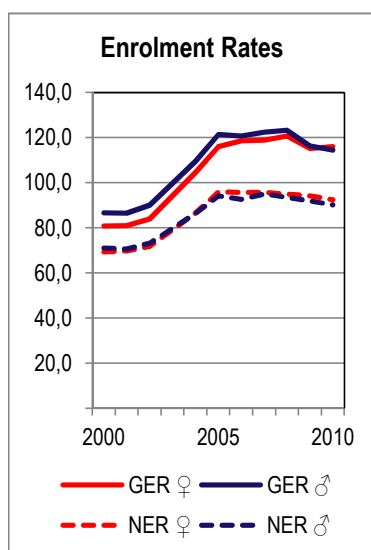
Secondary education



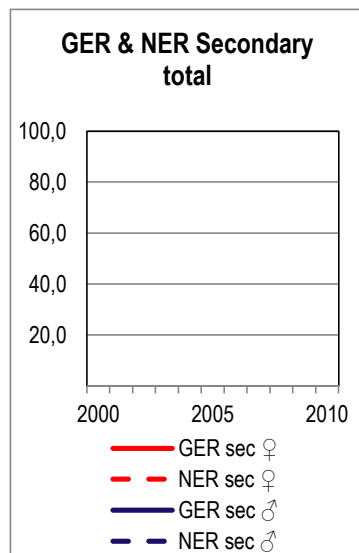
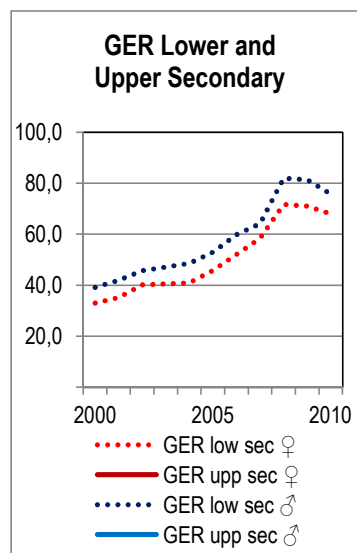
Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,63	0,71	0,81		0,82	
Net enrolment rate		0,73	0,83		0,83	
Gross intake ratio	0,73	0,80	0,89		0,88	
Net intake rate			0,87			
Gross graduation ratio					0,69	
Completion rate	0,49	0,58	0,69		0,73	
Secondary						
Gross enrolment ratio, lower	0,43	0,49	0,59		0,64	
Gross enrolment ratio, upper	0,38	0,44	0,54		0,59	
Gross enrolment ratio	0,41	0,47	0,57		0,62	
Net enrolment rate					0,63	

Zambia

Primary education



Secondary education



Gender Parity Index	2000	2004	2008	2009	2010	2011
Primary						
Gross enrolment ratio	0,93	0,96	0,98	0,99	1,01	
Net enrolment rate	0,98	1,00		1,02	1,02	
Gross intake ratio	1,01	1,00	1,04	1,02	1,03	
Net intake rate	1,02	1,06	1,08		1,07	
Gross graduation ratio					0,88	
Completion rate	0,84	0,87	0,89	0,90	1,10	
Secondary						
Gross enrolment ratio, lower	0,84	0,84	0,88	0,87	0,90	
Gross enrolment ratio, upper						
Gross enrolment ratio						
Net enrolment rate						

Published by
Deutsche Gesellschaft für
Internationale Zusammenarbeit (GIZ) GmbH

Registered offices
Bonn and Eschborn,
Germany

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Design and Layout
Diamond media GmbH, Neunkirchen-Seelscheid

Photo credits
Dr. Hildegard Scheu. Class in a school of the organization Renascer in Maputo, Mozambique, 14.09.2010.

As at
November 2014

On behalf of
Federal Ministry for Economic Cooperation and Development (BMZ)
Education Division

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