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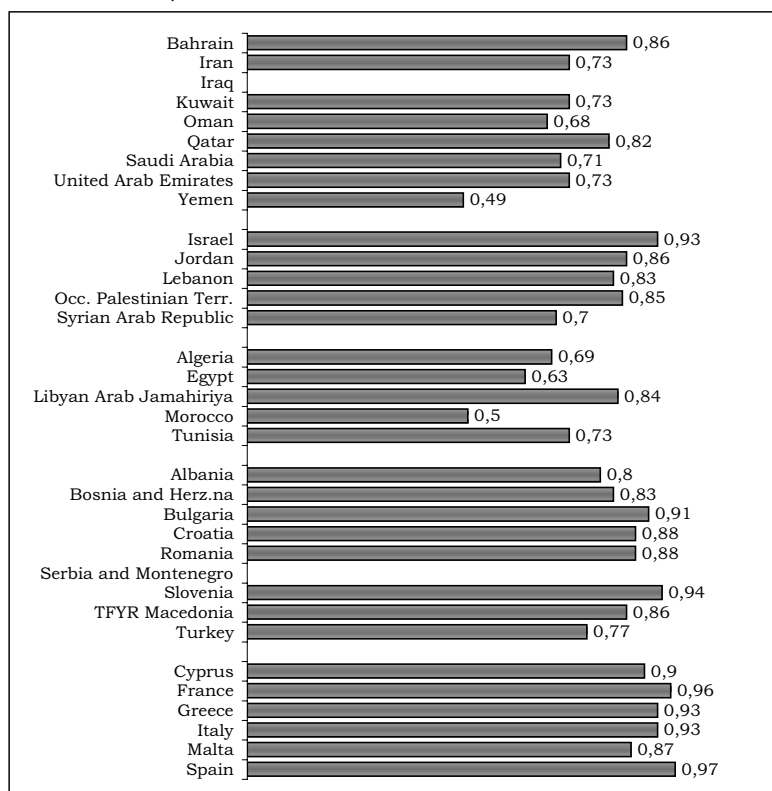
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27. Education index

The lowest values in this index are found in Yemen (0.49), Morocco (0.50) and generally in the area of the Middle East and North Africa. Viceversa, higher values are observed in Southern Europe where, Spain and France show respectively 0.97 and 0.96

Education index, 2001



Source: Human Development Report, UNDP 2003

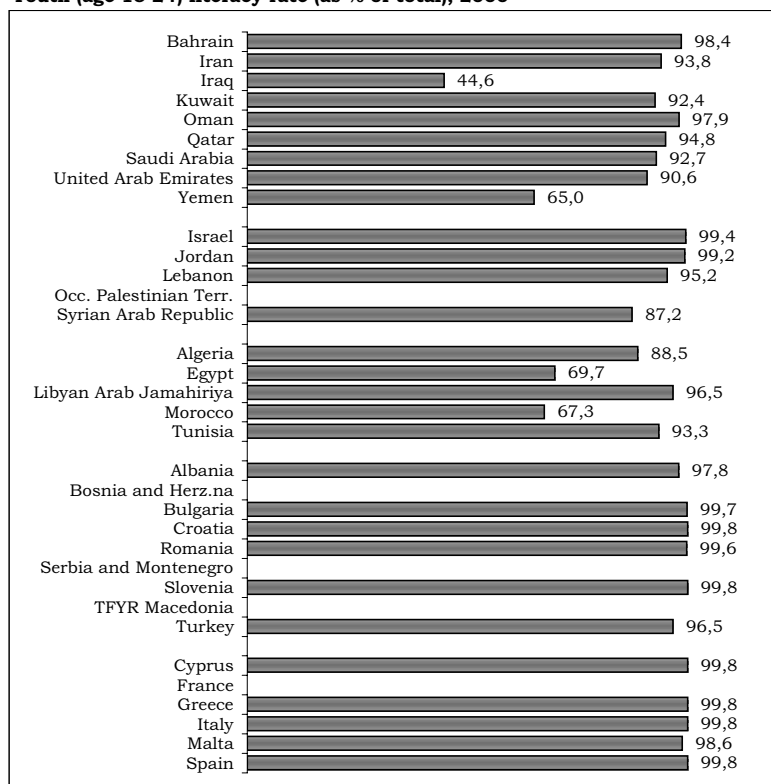
28.1 Youth literacy

Literacy among the youth population (aged 15-24) is almost universal throughout Europe; with a rate of youth literacy of over 98%, the only exception being Turkey, where this rate drops to 96.5%. Among the southern countries, nearly universal youth literacy is found in Israel, Jordan, Bahrain, and Oman, with rates ranging from 99.4% to 97.9%. Slightly lower rates of youth literacy are observed in Libyan Arab Jamahiriya (96.5%) and Lebanon (95.2%). Rates in the range of 90-95% are found in 4 Arab Gulf States (Qatar, Saudi Arabia, Kuwait and UAE) and Tunisia. Significantly lower rates, in the range of 65-70%, are recorded for Egypt, Morocco and Yemen, while the lowest literacy rate (44.6%) is found in Iraq.

Next table shows that in last decades remarkable increases in female literacy were attained in all countries taken into consideration.

Remarkable increases in the youth literacy rates, among both sexes, were attained during the 1990s, particularly in the Middle East and North Africa. Thus, between 1990 and 2000, the female youth literacy rate increased from 68% to 84% in Algeria, from 75% to 96% in Oman and from 25% to 46% in Yemen.

Youth (age 15-24) literacy rate (as % of total), 2000



Source: UNESCO, 2002

28.2 Youth literacy

Youth (age 15-24) literacy rate (as % of total), 1990 and 2000

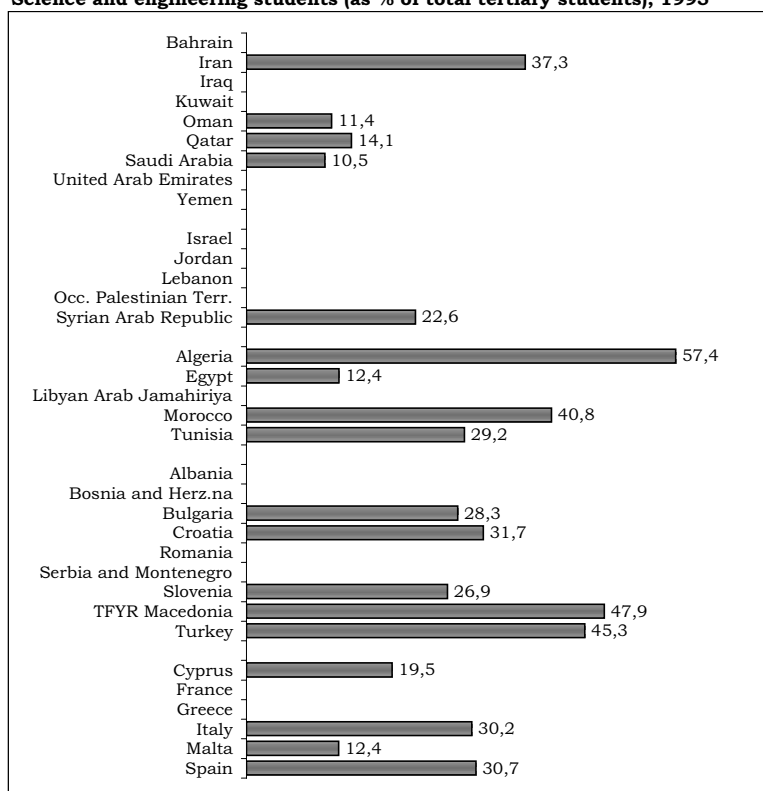
Country	1990		2000	
	Total	Female	Total	Female
Bahrain	95,6	95,0	98,4	98,6
Iran	86,3	80,8	93,8	91,3
Iraq	41,0	24,9	44,6	29,1
Kuwait	87,5	87,2	92,4	93,2
Oman	85,6	75,4	97,9	96,2
Qatar	90,3	93,0	94,8	97,1
Saudi Arabia	85,4	78,6	92,7	90,3
United Arab Emirates	84,7	88,6	90,6	94,4
Yemen	50,0	25,0	65,0	46,2
Israel	98,7	98,4	99,4	99,3
Jordan	96,7	95,3	99,2	99,3
Lebanon	92,1	88,6	95,2	93,0
Occ. Palestinian Terr.	n.a.	n.a.	n.a.	n.a.
Syrian Arab Republic	79,9	66,9	87,2	78,8
Algeria	77,3	68,1	88,5	83,6
Egypt	61,3	51,0	69,7	62,6
Libyan Arab Jamahiriya	91,0	82,7	96,5	93,0
Morocco	55,3	42,0	67,3	58,2
Tunisia	84,1	75,2	93,3	89,1
Albania	94,8	91,9	97,8	96,4
Bosnia and Herz.na	n.a.	n.a.	n.a.	n.a.
Bulgaria	99,4	99,3	99,7	99,5
Croatia	99,6	99,6	99,8	99,8
Romania	99,3	99,2	99,6	99,7
Serbia and Montenegro	n.a.	n.a.	n.a.	n.a.
Slovenia	99,8	99,8	99,8	99,8
TFYR Macedonia	n.a.	n.a.	n.a.	n.a.
Turkey	92,7	88,3	96,5	94,0
Cyprus	99,7	99,8	99,8	99,8
France	n.a.	n.a.	n.a.	n.a.
Greece	99,5	99,7	99,8	99,8
Italy	99,8	99,8	99,8	99,8
Malta	97,5	99,1	98,6	99,8
Spain	99,6	99,6	99,8	99,8
Developing countries	80,8	75,7	84,2	80,1
Industrialized Countries	n.a.	n.a.	n.a.	n.a.
MENA	66,5	55,1	76,0	68,5
World	84,2	80,0	86,8	83,4

Source: UNESCO, 2002

28.3 Youth literacy

The figures for higher education in science subjects range from 10.5% in Saudi Arabia to 47.9% in Macedonia. The different educational approaches adopted by countries give an idea of the characteristics of the future workforce. The greatest increase since 1985 (as shown by the following datasheet) is registered in Algeria, where students of science subjects account for 57.4% of the total.

Science and engineering students (as % of total tertiary students), 1995



Source: World Bank Edstat, 2003

28.4 Youth literacy

Science and engineering students (as % of total tertiary students)

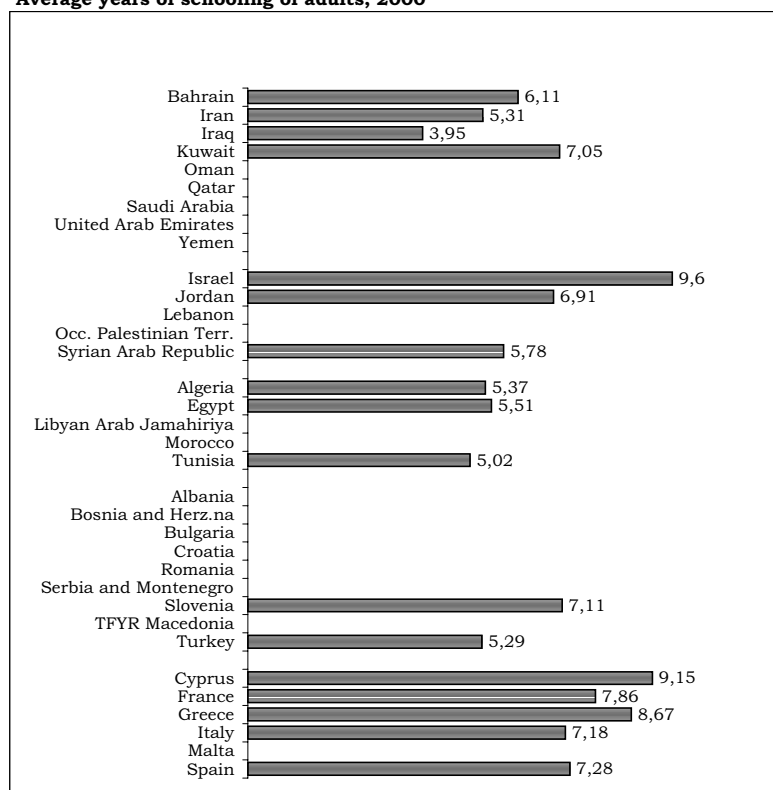
Country	1985	1995
Bahrain	26,2	n.a.
Iran	36,9	37,3
Iraq	n.a.	n.a.
Kuwait	28,8	0,0
Oman	n.a.	11,4
Qatar	9,5	14,1
Saudi Arabia	29,0	10,5
United Arab Emirates	30,1	n.a.
Yemen	n.a.	n.a.
Israel	49,1	n.a.
Jordan	25,6	n.a.
Lebanon	n.a.	n.a.
Occ. Palestinian Terr.	n.a.	n.a.
Syrian Arab Republic	33,0	22,6
Algeria	20,9	57,4
Egypt	14,5	12,4
Libyan Arab Jamahiriya	n.a.	n.a.
Morocco	34,7	40,8
Tunisia	28,6	29,2
Albania	40,9	n.a.
Bosnia and Herz.na	n.a.	n.a.
Bulgaria	40,1	28,3
Croatia	n.a.	31,7
Romania	66,7	n.a.
Serbia and Montenegro	n.a.	n.a.
Slovenia	n.a.	26,9
TFYR Macedonia	n.a.	47,9
Turkey	49,1	45,3
Cyprus	24,2	19,5
France	n.a.	n.a.
Greece	32,2	n.a.
Italy	37,1	30,2
Malta	13,8	12,4
Spain	31,9	30,7

Source: World Bank Edstat, 2003

29.1 Schooling Adults

The average years of schooling of adults, which affect children's human environment, vary between 4 and 7 in the Arab Gulf countries for which data are available, between 5 and 7 in the Middle East (with the exception of Israel, where the average years of schooling of adults is well above 9 years) and between 7 and 9 in southern Europe. The situation in North Africa is relatively homogeneous, all countries for which data are available showing values close to 5 years. There are not enough data for eastern Europe to have a clear picture of the situation of the area.

Average years of schooling of adults, 2000



Source: World Bank Edstat, WB 2003

29.2 Schooling Adults

Average years of schooling of adults, 1995-2000

Country	Male		Female		Total	
	1995	2000	1995	2000	1995	2000
Bahrain	5,51	6,04	5,48	6,22	5,5	6,11
Iran	5,51	6,07	3,93	4,54	4,73	5,31
Iraq	4,33	4,56	3,13	3,32	3,74	3,95
Kuwait	6,68	7,19	6,4	6,89	6,54	7,05
Oman	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Qatar	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saudi Arabia	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
United Arab Emirates	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Yemen	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Israel	9,64	9,78	9,28	9,43	9,46	9,6
Jordan	7,22	7,74	5,68	6,05	6,47	6,91
Lebanon	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Occ. Palestinian Terr.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Syrian Arab Republic	6,57	6,78	4,38	4,77	5,48	5,78
Algeria	5,71	6,19	3,94	4,53	4,83	5,37
Egypt	6,03	6,51	3,91	4,48	4,99	5,51
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Morocco	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Tunisia	5,38	5,8	3,67	4,23	4,53	5,02
Albania	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bosnia and Herz. na	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bulgaria	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Croatia	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Romania	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Serbia and Montenegro	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Slovenia	n.a.	n.a.	n.a.	n.a.	6,84	7,11
TFYR Macedonia	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Turkey	6,08	6,21	4,1	4,33	5,12	5,29
Cyprus	9,41	9,6	8,43	8,72	8,91	9,15
France	7,69	8,12	7,18	7,63	7,42	7,86
Greece	9,46	9,76	7,24	7,63	8,32	8,67
Italy	7,25	7,57	6,48	6,82	6,85	7,18
Malta	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Spain	6,98	7,43	6,68	7,14	6,83	7,28

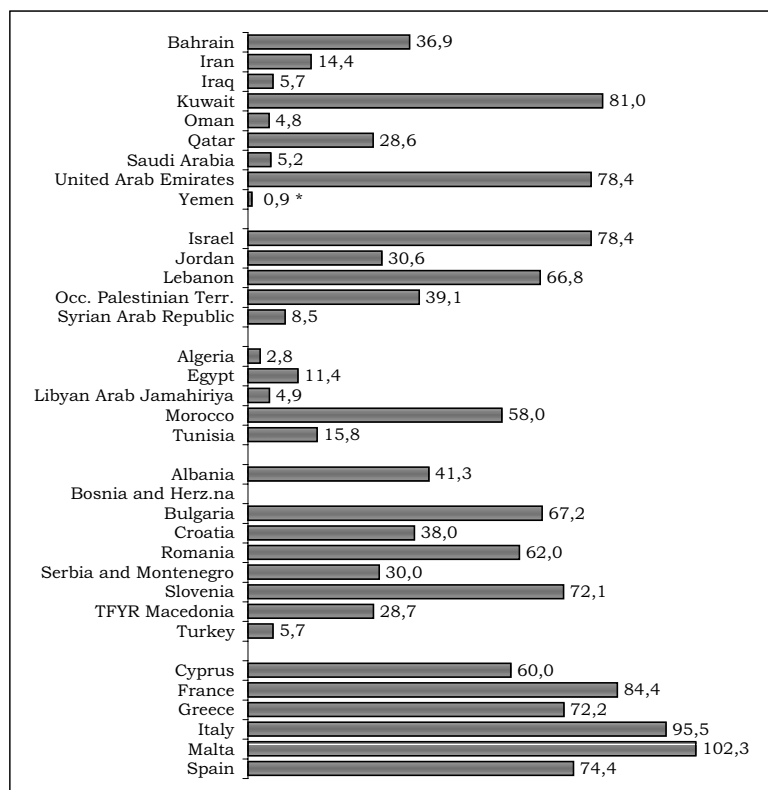
Source: World Bank Edstat, 2003

30.1 Early childhood care and education

Both the "World Declaration on Education for All" issued at Jomtien in 1990 and the Dakar Action Plan of 2000 stress the importance in the child's learning processes of early educational experiences, or developmentally appropriate early educational experiences for young children. The results of primary education are in fact positively influenced by educational activities beginning in the preschool years both in formal pre-school settings and in non-formal and family settings. The often informal nature of such educational activities makes it difficult to provide exhaustive statistical analyses, but it is possible to identify a marked divide in ECCE enrolment ratios separating Southwest Europe and Israel from the Balkan region, North Africa, the Middle East, the Arabian peninsula and the Gulf region. The United Arab Emirates and Lebanon are, however, distinguished by their efforts to develop facilities for early childhood education.

It is particularly interesting the case of Romania, where evidently children attending early childhood care belong to an age group significantly higher than the one officially considered.

Total gross enrolment ratio in early childhood care and education (ECCE), 1998-1999



* UNESCO Institute for Statistics (UIS) estimates

Source: UNESCO, 2002

30.2 Early childhood care and education

Gross enrolment ratio in early childhood care and education (ECCE) by sex, 1998-1999

Country	Gross enrolment ratio in Early Childhood Care and Education (ECCE) and Gender Parity Index (GPI)			
	Total	Male	Female	GPI
Bahrain	36,9	37,7	36,1	0,96
Iran	14,4	14,0	14,8	1,06
Iraq	5,7	5,7	5,7	1,00
Kuwait	81,0	82,0	81,0	0,99
Oman	4,8	5,2	4,5	0,87
Qatar	28,6	29,7	27,5	0,92
Saudi Arabia	5,2	5,4	4,9	0,90
United Arab Emirates	78,4	78,8	78,1	0,99
Yemen**	0,9	1,0	0,8	0,87
Israel	78,4	78,7	78,2	0,99
Jordan	30,6	32,0	29,1	0,91
Lebanon	66,8	67,6	65,9	0,98
Occ. Palestinian Terr.	39,1	40,0	38,1	0,95
Syrian Arab Republic	8,5	8,9	8,0	0,90
Algeria	2,8	2,8	2,8	0,99
Egypt	11,4	11,7	11,2	0,95
Libyan Arab Jamahiriya	4,9	5,0	4,9	0,98
Morocco	58,0	74,4	41,0	0,55
Tunisia	15,8	15,9	15,7	0,99
Albania	41,3	39,6	43,1	1,09
Bosnia and Herz.na	n.a.	n.a.	n.a.	n.a.
Bulgaria	67,2	67,5	67,0	0,99
Croatia*	38,0	38,0	37,0	0,97
Romania	62,0	61,0	63,0	1,03
Serbia and Montenegro*	30,0	30,0	30,0	1,00
Slovenia	72,1	75,4	68,7	0,91
TFYR Macedonia	28,7	28,6	28,9	1,01
Turkey	5,7	5,9	5,5	0,94
Cyprus*	60,0	59,0	60,0	1,02
France	84,4	84,5	84,3	1,00
Greece	72,2	71,4	73,0	1,02
Italy	95,5	95,5	95,4	1,00
Malta	102,3	102,4	102,2	1,00
Spain	74,4	73,9	75,0	1,02
Developing countries	n.a.	n.a.	n.a.	n.a.
Industrialized Countries	n.a.	n.a.	n.a.	n.a.
MENA	n.a.	n.a.	n.a.	n.a.
World	n.a.	n.a.	n.a.	n.a.

* Enrolment ratios have not been calculated due to inconsistencies between enrolment and the UN population data.

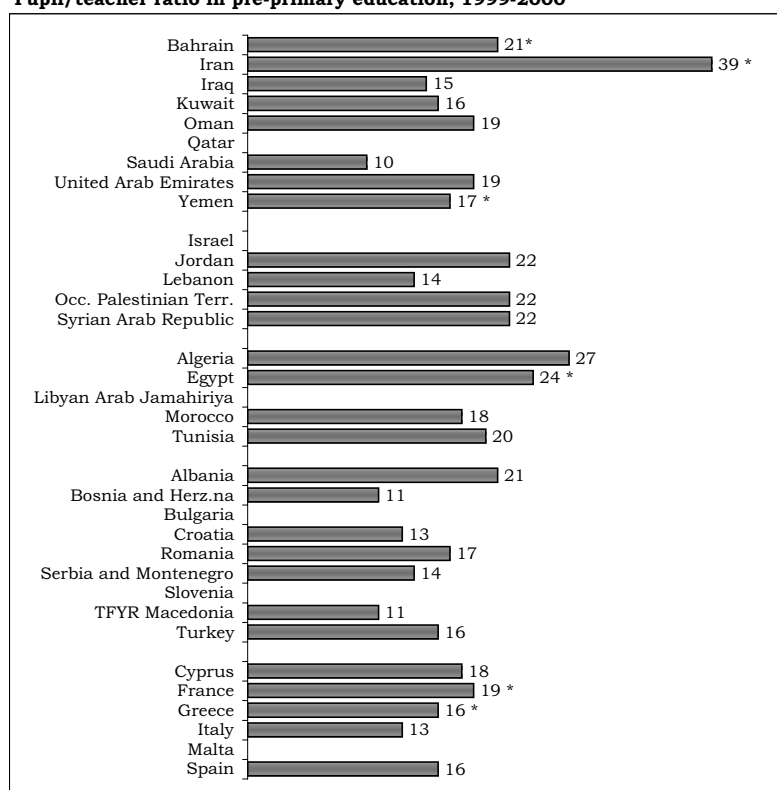
** Unesco Insitute for Statistics (Uis) estimates.

Source: UNESCO, 2002

31. Resources in pre-primary education

The pupil/teacher ratio in pre-primary education displays a numerical range that generally remains below 20 pupils per teacher in most of the countries considered. The worst case of overcrowding is reported in Iran, with an average of 39 pupils per teacher. Levels of just over 20 pupils per teacher are shown for Jordan, Occupied Palestinian Territory, and Syria followed by Egypt (24) and Algeria (27). Pre-primary education is extensively available only in some countries, but an important role in the child's education is also played by the non-visible informal activities carried out at the family and community levels. In many instances, however, such informal activities are expressed through local traditional practices that apparently offer little in terms of pre-primary education.

Pupil/teacher ratio in pre-primary education, 1999-2000



* UNESCO Institute for Statistics (UIS) estimates

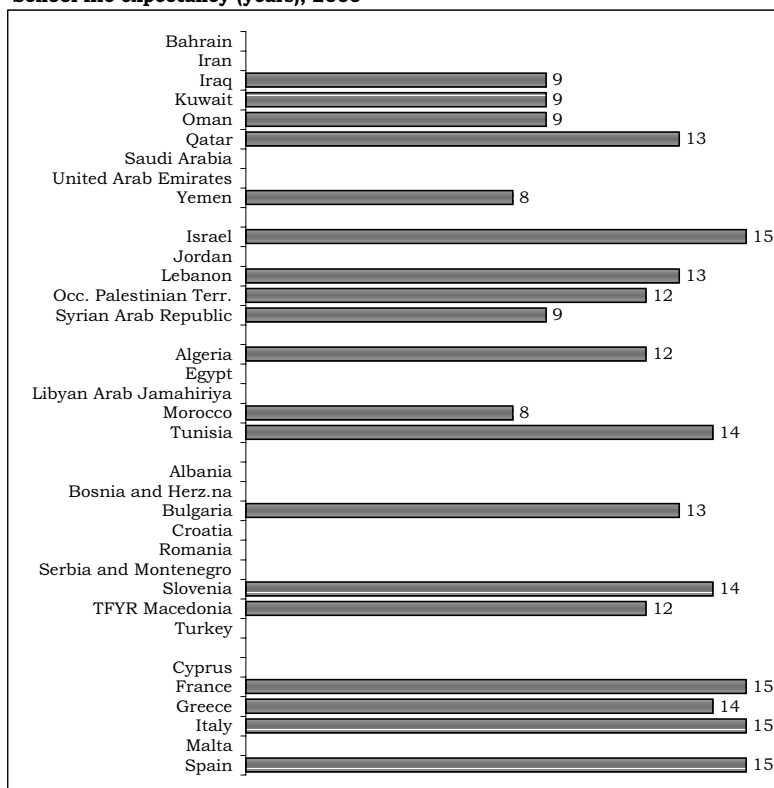
Source: UNESCO, 2002

32.1 School life expectancy

Great efforts were made in the 1990s by developing countries to improve access to public education and the quality of their education systems. All this has led to an increase in enrolment levels and in years of school attendance, even though the average school life expectancy still varies greatly from one country to another. School life expectancy is defined as the number of years a child is expected to remain at school, or university, including years spent on repetition. It is the sum of the age-specific enrolment ratios for primary, secondary, post-secondary non-tertiary and tertiary education. The average school life expectancy of 15 years reported for most European countries, with the exception of Bulgaria (13 years) and Macedonia (12 years), is matched to the south of the Mediterranean only by Israel (15 years). In North Africa the average of 14 years shown for Tunisia contrasts sharply with the average of 8 years reported for Morocco, and similarly the expectation of school life of 13 years reported for Qatar stands out against the average of 8-9 years shown for the other countries in the Arabian peninsula.

In the 17 countries with data, school life expectancy for females exceeds that for males in 13 countries, whereas it is lower than it in 3 countries and it equals it in 1.

School life expectancy (years), 2000



* Data are for 1998/1999

Source: UNESCO, 2002

32.2 School life expentancy

School life expectancy by sex (years), 2000

Country	School life expectancy			
	Total	Male	Female	F/M
Bahrain	n.a.	n.a.	n.a.	n.a.
Iran	n.a.	n.a.	n.a.	n.a.
Iraq	9	10,0	8,0	0,75
Kuwait	9	8,0	9,0	1,11
Oman*	9	9,0**	9,0	0,96
Qatar*	13	12,0**	14,0	1,14
Saudi Arabia	n.a.	n.a.	n.a.	n.a.
United Arab Emirates	n.a.	n.a.	n.a.	n.a.
Yemen*	8	11,0	5,0	0,47
Israel	15	14,0	15,0	1,06
Jordan	n.a.	n.a.	n.a.	n.a.
Lebanon	13	13,0	13,0	1,03
Occ. Palestinian Terr.	12	12,0	12,0	1,02
Syrian Arab Republic	9	n.a.	n.a.	n.a.
Algeria	12	n.a.	n.a.	n.a.
Egypt	n.a.	n.a.	n.a.	n.a.
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.	n.a.
Morocco	8	9,0	7,0	0,82
Tunisia	14	14,0	14,0	1,00
Albania	n.a.	n.a.	n.a.	n.a.
Bosnia and Herz.na	n.a.	n.a.	n.a.	n.a.
Bulgaria	13	12,0	13,0	1,04
Croatia	n.a.	n.a.	n.a.	n.a.
Romania	n.a.	n.a.	n.a.	n.a.
Serbia and Montenegro	n.a.	n.a.	n.a.	n.a.
Slovenia*	14	14,0**	15,0	1,07
TFYR Macedonia*	12	12,0	12,0	1,01
Turkey	n.a.	n.a.	n.a.	n.a.
Cyprus*	n.a.	n.a.	n.a.	n.a.
France	15	15,0	16,0	1,03
Greece	14	14,0	14,0	1,02
Italy	15	14,0	15,0	1,02
Malta	n.a.	n.a.	n.a.	n.a.
Spain	15	15,0	16,0	1,04
Developing countries (1)	n.a.	n.a.	n.a.	n.a.
Industrialized countries (1)	n.a.	n.a.	n.a.	n.a.
MENA (1)	9	11,0	9,0	n.a.
World (1)	12	12,0	13,0	n.a.

* Data are for 1998/1999

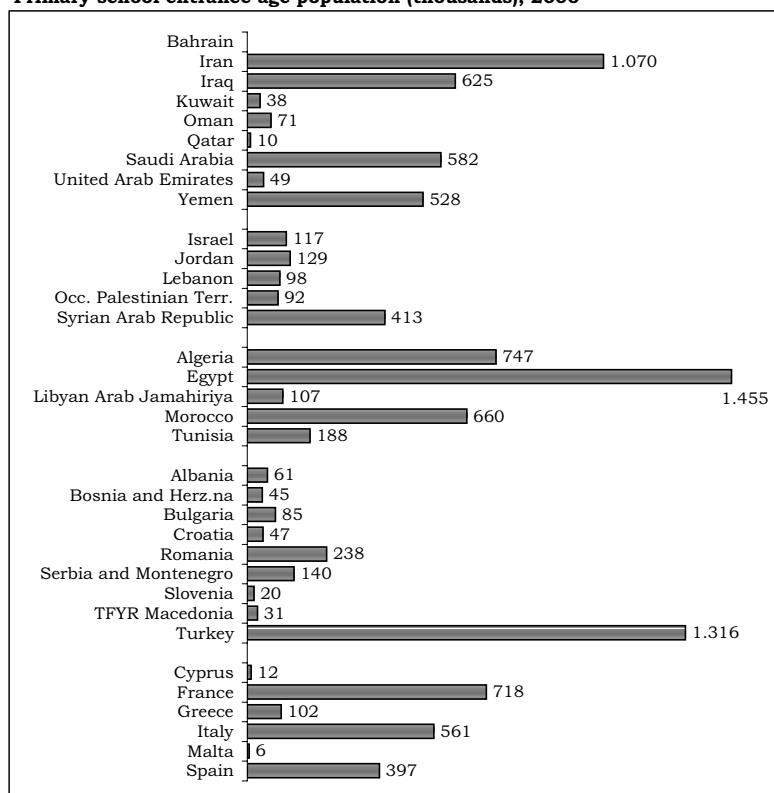
** UNESCO Institute for Statistics (UIS) estimates

(1) Median

33.1 Access to primary education

In any given country, the school population in the first year of primary school is directly related to the level of its birth rate and to the size and age structure of its population. In this sense, the significant number of new primary school pupils in countries with high population growth rates and young age structure, e.g. Iran, Egypt and Turkey, will require the allocation of considerable economic resources to the education sector, for many years to come.

Primary school entrance-age population (thousands), 2000

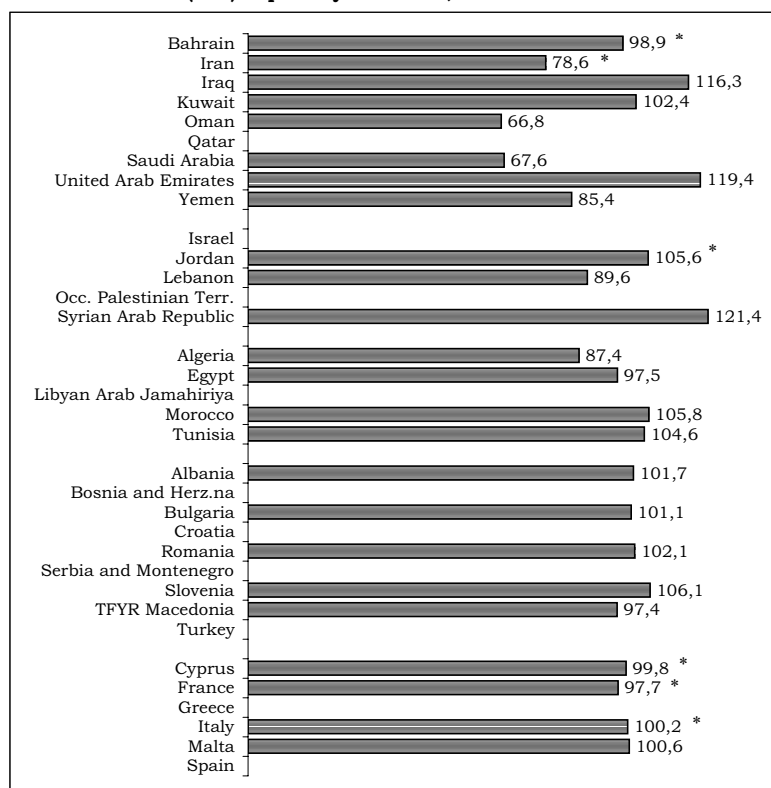


Source: Edstats :<http://sima.worldbank.org/edstats/td6pop.asp?define=pre>
[Oct 13 2003] projections based on baseline data for 2000

33.2 Access to primary education

Despite the availability of figures for school-age population and primary school enrolment levels, it proves difficult to provide definitive data on actual school attendance for two reasons. First, not all the children enrolled attend regularly. Secondly, the gross enrolment rate includes new entrants into first grade of primary education, regardless of age, and pupils attending in order to repeat the first grade. Gross intake rates of over 100% indicate that children older or younger than the official age are being admitted to this grade. When the gross intake rate is below 100%, this is a sign that primary education is not available to all. The highest gross intake rate (121%) is in the Syrian Arab Republic, followed closely by the United Arab Emirates (119%) and Iraq (116%). These high rates are accounted for by a comparatively large proportion of new entrants being admitted at an earlier age than the official primary entrance age. Among the countries with gross intake rates below 100%, the lowest rate is shown for Oman and Saudi Arabia (around 67%), a sign that the theoretical capacity to accommodate demand is still insufficient and affects participation in primary education.

Gross intake rate (GIR) in primary education, 2000



* Data refer to year 1999

Source: World Development Indicators, WB 2003

33.3 Access to primary education

Gross intake rate (GIR) in primary education by sex, 2000

Country	Gross intake ratio (GIR) in primary education			
	Total	Male	Female	F/M
Bahrain	98,9	98,5	99,3	1,0
Iran	78,6	78,6	78,5	1,0
Iraq*	116,3	123,2	109,2	0,9
Kuwait*	102,4	103,6	101,2	1,0
Oman	66,8	66,9	66,7	1,0
Qatar	n.a.	n.a.	n.a.	n.a.
Saudi Arabia	67,6	68,2	66,9	1,0
United Arab Emirates	119,4	118,5	120,4	1,0
Yemen	85,4	96,5	73,8	0,8
Israel	n.a.	n.a.	n.a.	n.a.
Jordan*	105,6	105,3	105,8	1,0
Lebanon	89,6	90,5	88,6	1,0
Occ. Palestinian Terr.	110,0	110,0	110,0	1,0
Syrian Arab Republic	121,4	123,0	119,6	1,0
Algeria	87,4	88,4	86,3	1,0
Egypt	97,5	98,8	96,2	1,0
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.	n.a.
Morocco	105,8	107,6	103,9	1,0
Tunisia	104,6	103,5	105,7	1,0
Albania	101,7	102,5	100,8	1,0
Bosnia and Herz.na	n.a.	n.a.	n.a.	n.a.
Bulgaria	101,1	101,8	100,3	1,0
Croatia	n.a.	n.a.	n.a.	n.a.
Romania	102,1	102,5	101,7	1,0
Serbia and Montenegro	n.a.	n.a.	n.a.	n.a.
Slovenia	106,1	106,3	105,9	1,0
TFYR Macedonia	97,4	97,1	97,7	1,0
Turkey	n.a.	n.a.	n.a.	n.a.
Cyprus	99,8	99,6	99,9	1,0
France*	97,7	98,3	97,1	1,0
Greece	n.a.	n.a.	n.a.	n.a.
Italy*	100,2	100,5	99,9	1,0
Malta*	100,6	98,7	102,7	1,0
Spain	n.a.	n.a.	n.a.	n.a.

* Data refer to year 1999

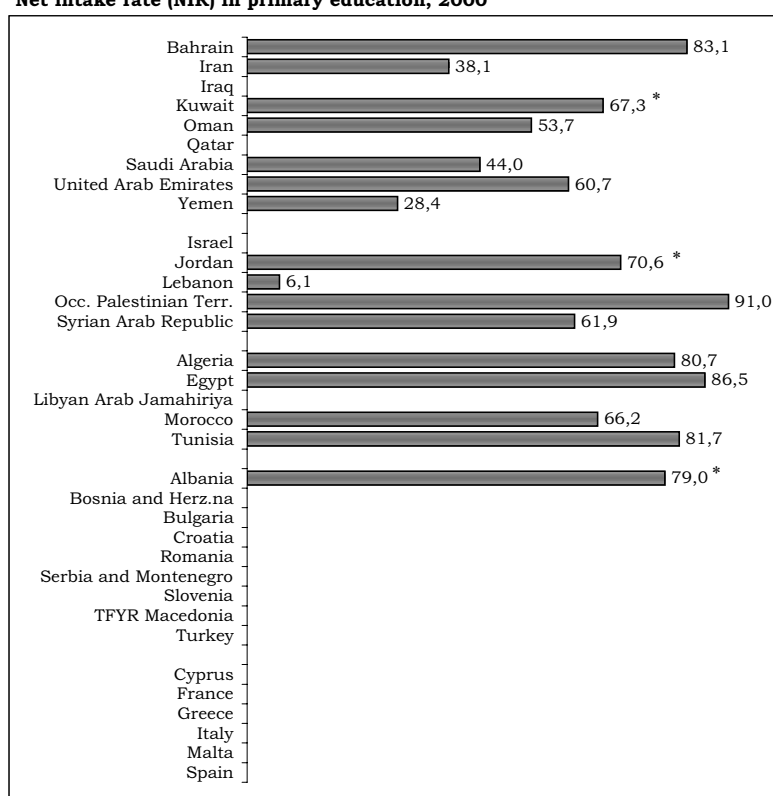
Source: World Development Indicators, WB 2003

33.4 Access to primary education

The number of pupils at the official school entrance age who are new entrants into the first grade of primary education, expressed as a percentage of the population of official admission age to primary education, provides clear evidence of the differentials in the level of participation in primary education between the countries examined.

The figures show wide disparity among Arab States; the difference between the lowest net intake rate (Lebanon, 6%) and the highest (the Occupied Palestinian Territory, 91%) is 85 percentage points. Most of these differences, however, are accounted for by certain countries' rather high net intake rates at the official primary entrance age (which is 6 years throughout the Arab region) plus or minus one year.

Net intake rate (NIR) in primary education, 2000



* Data refer to year 1999

Source: World Development Indicators, WB 2003

33.5 Access to primary education

Net intake rate (NIR) in primary education by sex, 2000

Country	Net intake ratio (NIR) in primary education			
	Total	Male	Female	F/M
Bahrain	83,1	81,9	84,4	1,0
Iran	38,1	38,5	37,7	1,0
Iraq	n.a.	n.a.	n.a.	n.a.
Kuwait*	67,3	68,2	66,4	1,0
Oman	53,7	53,6	53,9	1,0
Qatar	n.a.	n.a.	n.a.	n.a.
Saudi Arabia	44,0	52,6	35,0	0,7
United Arab Emirates	60,7	59,3	62,2	1,0
Yemen	28,4	32,8	23,9	0,7
Israel	n.a.	n.a.	n.a.	n.a.
Jordan*	70,6	69,9	71,4	1,0
Lebanon	6,1	5,5	6,7	1,2
Occ. Palestinian Terr.	91,0	90,0	91,0	1,0
Syrian Arab Republic	61,9	62,7	61,0	1,0
Algeria	80,7	81,9	79,6	1,0
Egypt	86,5	87,6	85,4	1,0
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.	n.a.
Morocco	66,2	67,8	64,6	1,0
Tunisia*	81,7	81,2	82,2	1,0
Albania	79,0	79,1	78,8	1,0
Bosnia and Herz.na	n.a.	n.a.	n.a.	n.a.
Bulgaria	n.a.	n.a.	n.a.	n.a.
Croatia	n.a.	n.a.	n.a.	n.a.
Romania	n.a.	n.a.	n.a.	n.a.
Serbia and Montenegro	n.a.	n.a.	n.a.	n.a.
Slovenia	n.a.	n.a.	n.a.	n.a.
TFYR Macedonia	n.a.	n.a.	n.a.	n.a.
Turkey	n.a.	n.a.	n.a.	n.a.
Cyprus	n.a.	n.a.	n.a.	n.a.
France	n.a.	n.a.	n.a.	n.a.
Greece	n.a.	n.a.	n.a.	n.a.
Italy	n.a.	n.a.	n.a.	n.a.
Malta	n.a.	n.a.	n.a.	n.a.
Spain	n.a.	n.a.	n.a.	n.a.

* Data refer to year 1999

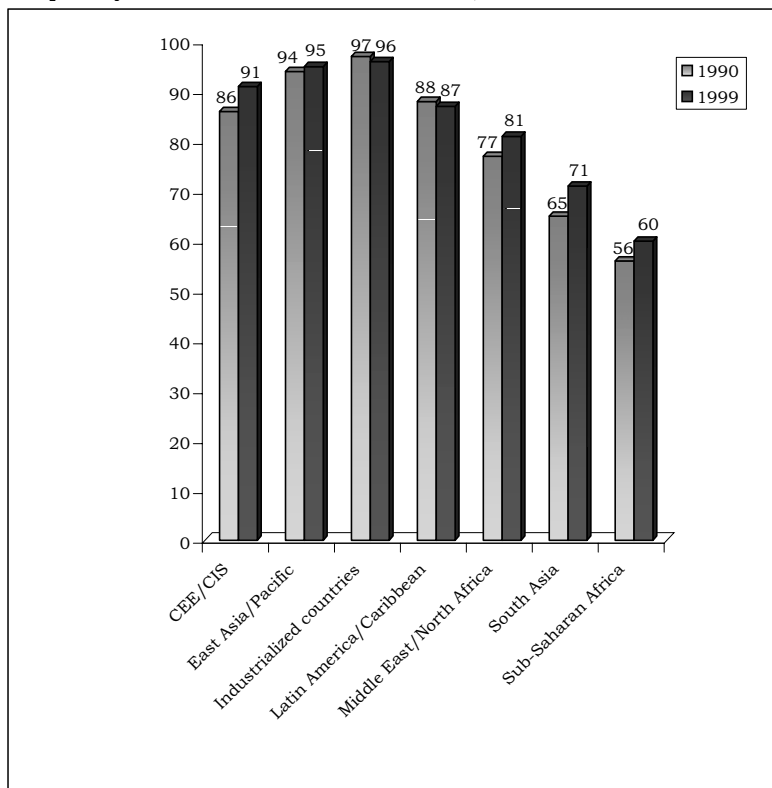
Source: World Development Indicators, WB 2003

34.1 Participation in primary education

Great progress has been achieved throughout the world in efforts to ensure basic education for all, a fundamental right set forth in the Universal Declaration of Human Rights. Despite the great successes attained so far, however, many children are still denied a basic education. The majority of children excluded from the education system live in developing countries. In the Middle East and North Africa, the primary school enrolment/attendance ratio increased from 77% to 81% over the period 1990-1999. Thus, around one child in five of official primary school-age in the MENA region was still not enrolled in primary school in 1999/2000.

The level of participation in primary education in the MENA region is higher than that reported for South Asia by 10 percentage points and for sub-Saharan Africa by 21 percentage points; but it is well below the level in the industrialized countries by about 15 percentage points.

Net primary school enrolment/attendance ratio, 1990 and 1999

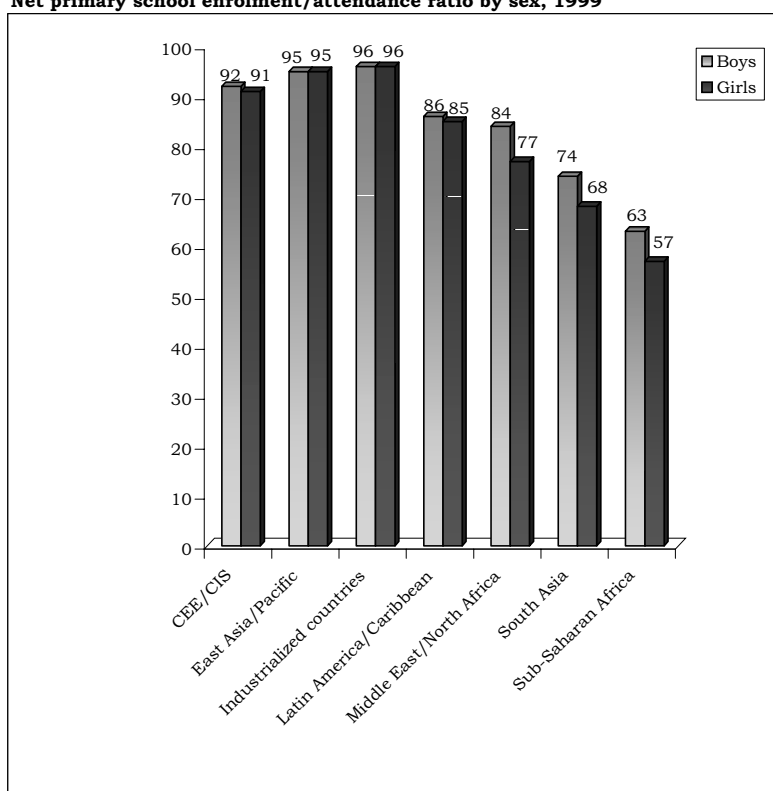


Source: UNICEF/UNESCO, 2001

34.2 Participation in primary education

In the Middle East and North Africa, girls tend to be enrolled less than boys in primary education; the net enrolment/attendance ratio (NER) being 77% for girls and 84% for boys - the gender parity index being 92%. ; a gender parity index of participation in primary education equal to 0.92. Nevertheless, in certain countries as many girls are enrolled as boys, or even more: in five Arab States, the gender parity indices are at unity or above. Further, in all countries considered, the gender parity indices are at 0.9 or above, the only exception being Yemen with a gender parity index of participation in primary education at only 0.6.

Net primary school enrolment/attendance ratio by sex, 1999



Source: UNICEF/UNESCO, 2001

34.3 Participation in primary education

Detailed tabulations show that the size of school-age population has been on the rise in most countries in the Middle East and North Africa, whereas this figure has been decreasing in recent years in a number of southern European countries due to falling fertility rates.

School age population (thousands), 2000

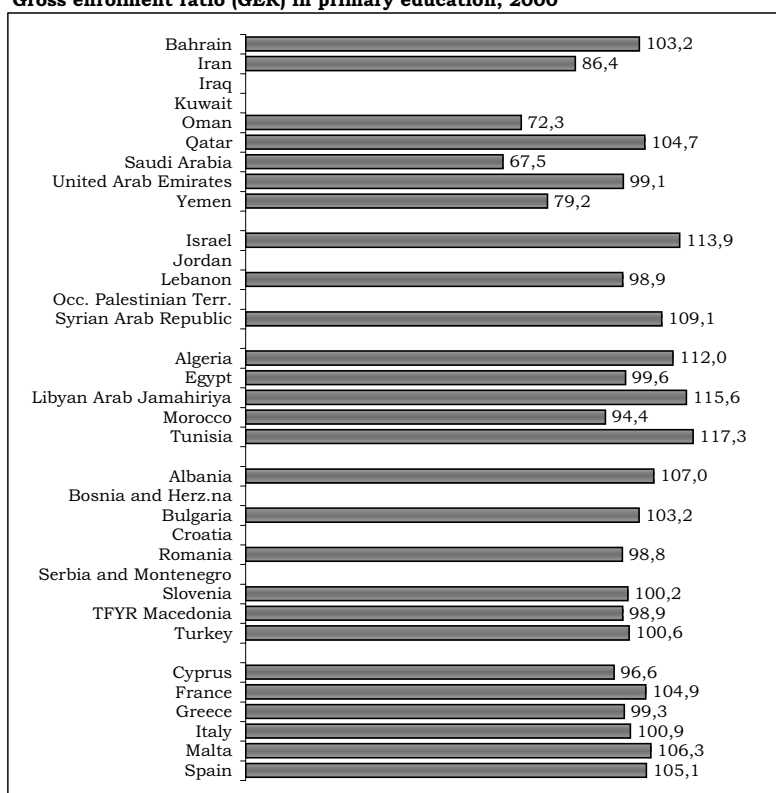
Country	Age group	School age population
		2000
Bahrain	6-11	n.a.
Iran	6-10	6.449
Iraq	6-11	3.678
Kuwait	6-9	149
Oman	6-11	417
Qatar	6-11	61
Saudi Arabia	6-11	3.229
United Arab Emirates	6-11	315
Yemen	6-11	3.134
Israel	6-11	690
Jordan	6-11	721
Lebanon	6-11	487
Occ. Palestinian Terr.	6-9	532
Syrian Arab Republic	6-11	2.595
Algeria	6-11	4.361
Egypt	6-10	7.429
Libyan Arab Jamahiriya	6-11	659
Morocco	6-11	3.910
Tunisia	6-11	1.184
Albania	6-9	249
Bosnia and Herz.na	6-9	197
Bulgaria	7-10	373
Croatia	6-9	198
Romania	7-10	1.108
Serbia and Montenegro	7-10	581
Slovenia	7-10	86
TFYR Macedonia	7-10	124
Turkey	6-11	7.429
Cyprus	6-11	73
France	6-10	3.657
Greece	6-11	638
Italy	6-10	2.821
Malta	5-10	36
Spain	6-11	2.408

Source: Edstats :<http://sima.worldbank.org/edstats/td6pop.asp?define=pre>
(Oct 13 2003) projections based on baseline data for 2000

34.4 Participation in primary education

In 1990 about 80% of primary school-age children worldwide were enrolled in primary schools. This figure increased considerably over the following decade, even though population growth has meant that there are still 120 million children in the world unable to attend school. Within the limits imposed by the fact that enrolment does not necessarily entail attendance and that the figures are in any case swollen by the number of children repeating years or not corresponding to the school age, examination of the gross enrolment ratio in primary education reveals situations where access to education is not actually available to all children. The school population figures of 94.4% registered for Morocco, 86.4% for Iran, 72.3% for Oman and 67.5% for Saudi Arabia bear witness to the fact that a large number of children are still totally excluded from basic education.

Gross enrolment ratio (GER) in primary education, 2000



* Data refer to year 1999

Source: World Development Indicators, 2003

34.5 Participation in primary education

Gross enrolment ratio (GER) in primary education by sex, 2000

Country	Gross Enrolment Ratio (GER) in primary education			
	Total	Male	Female	F/M
Bahrain	103,2	103,3	103,1	1,0
Iran	86,4	88,0	84,7	1,0
Iraq	n.a.	n.a.	n.a.	n.a.
Kuwait	n.a.	n.a.	n.a.	n.a.
Oman	72,3	73,7	70,8	1,0
Qatar	104,7	104,8	104,5	1,0
Saudi Arabia	67,5	68,7	66,2	1,0
United Arab Emirates	99,1	99,2	98,9	1,0
Yemen	79,2	96,5	61,0	0,6
Israel	113,9	114,1	113,6	1,0
Jordan	n.a.	n.a.	n.a.	n.a.
Lebanon	98,9	100,6	97,2	1,0
Occ. Palestinian Terr.	n.a.	n.a.	n.a.	n.a.
Syrian Arab Republic	109,1	113,0	105,1	0,9
Algeria	112,0	116,4	107,4	0,9
Egypt	99,6	102,9	96,1	0,9
Libyan Arab Jamahiriya	115,6	114,6	116,6	1,0
Morocco	94,4	100,8	87,7	0,9
Tunisia	117,3	119,8	114,7	1,0
Albania	107,0	107,0	107,1	1,0
Bosnia and Herz.na	n.a.	n.a.	n.a.	n.a.
Bulgaria	103,2	104,6	101,7	1,0
Croatia	n.a.	n.a.	n.a.	n.a.
Romania	98,8	99,8	97,7	1,0
Serbia and Montenegro	n.a.	n.a.	n.a.	n.a.
Slovenia	100,2	100,5	99,9	1,0
TFYR Macedonia	98,9	98,9	98,9	1,0
Turkey	100,6	104,7	96,3	0,9
Cyprus	96,6	96,5	96,7	1,0
France	104,9	105,5	104,3	1,0
Greece	99,3	99,5	99,2	1,0
Italy	100,9	101,3	100,5	1,0
Malta*	106,3	105,8	106,8	1,0
Spain	105,1	105,3	104,8	1,0

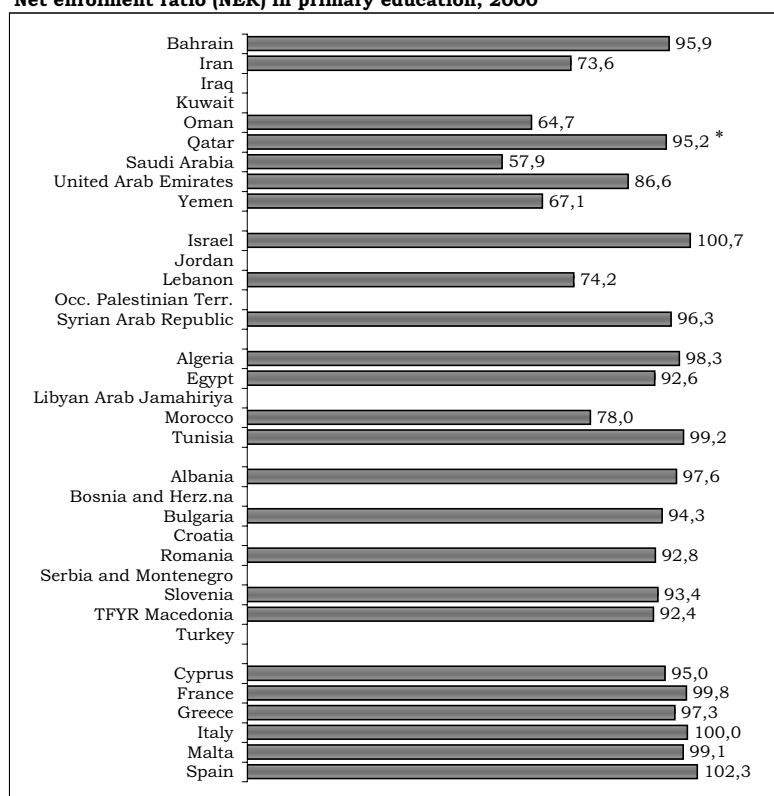
* Data refer to year 1999

Source: World Development Indicators, 2003

34.6 Participation in primary education

The net rate of children admitted to schools gives a more realistic idea of the number of primary school pupils than the gross figures for enrolment in that the high percentages of pupils repeating school years in some countries make it difficult to estimate actual attendance as well as taking up space and funds that could otherwise have been devoted to children wishing to enroll. These fragmentary figures confirm the situation of practically total attendance in Southwest Europe, while in the Balkan region 5.7% of Bulgarian children and 7.6% of Macedonian children do not attend school. Higher percentages are registered in the other regions under examination, the highest in North Africa being Morocco with 22.0%. Figures of nearly 30% and 40% are registered respectively for Lebanon and Saudi Arabia.

Net enrolment ratio (NER) in primary education, 2000



* Data refer to year 1998

Source: World Development Indicators, WB 2003

34.7 Participation in primary education

Net enrolment ratio (NER) in primary education by sex, 2000

Country	Net Enrolment Ratio (NER) in primary education			
	Total	Male	Female	F/M
Bahrain	95,9	95,0	96,6	1,0
Iran	73,6	74,0	73,0	1,0
Iraq	n.a.	n.a.	n.a.	n.a.
Kuwait	n.a.	n.a.	n.a.	n.a.
Oman	64,7	65,0	64,5	1,0
Quatar*	95,2	95,0	95,8	1,0
Saudi Arabia	57,9	60,0	55,5	0,9
United Arab Emirates	86,6	86,0	87,3	1,0
Yemen	67,1	84,0	49,2	0,6
Israel	100,7	101,0	100,8	1,0
Jordan	n.a.	n.a.	n.a.	n.a.
Lebanon	74,2	74,0	74,3	1,0
Occ. Palestinian Terr.	n.a.	n.a.	n.a.	n.a.
Syrian Arab Republic	96,3	99,0	93,7	0,9
Algeria	98,3	100,0	96,8	1,0
Egypt	92,6	95,0	90,3	1,0
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.	n.a.
Morocco	78,0	82,0	74,4	0,9
Tunisia	99,2	100,0	98,6	1,0
Albania	97,6	98,0	97,4	1,0
Bosnia and Herz.na	n.a.	n.a.	n.a.	n.a.
Bulgaria	94,3	95,0	93,3	1,0
Croatia	n.a.	n.a.	n.a.	n.a.
Romania	92,8	93,0	92,5	1,0
Serbia and Montenegro	n.a.	n.a.	n.a.	n.a.
Slovenia	93,4	94,0	93,0	1,0
TFYR Macedonia	92,4	92,0	92,3	1,0
Turkey	n.a.	n.a.	n.a.	n.a.
Cyprus	95,0	95,0	95,2	1,0
France	99,8	100,0	99,8	1,0
Greece	97,3	97,0	97,3	1,0
Italy	100,0	100,0	99,8	1,0
Malta**	99,1	98,0	100,1	1,0
Spain	102,3	102,0	102,6	1,0

* Data refer to year 1998

** Data refer to year 1999

Source: World Development Indicators, WB 2003

34.8 Participation in primary education

Primary pupils under and over school age (as % of total), 1999-2000

Country	Under age	Over age
Bahrain	2,3	6,0
Iran	n.a.	12,6
Iraq	n.a.	6,4
Kuwait	5,7	16,0
Oman	2,1	9,1
Qatar	5,8	4,3
Saudi Arabia	0,8	14,5
United Arab Emirates	7,5	9,7
Yemen	n.a.	n.a.
Israel	0,3	0,1
Jordan	5,5	1,7
Lebanon	0,1	29,1
Occ. Palestinian Terr.	5,5	3,2
Syrian Arab Republic	5,8	4,9
Algeria	2,5	12,5
Egypt	1,2	6,5
Libyan Arab Jamahiriya	n.a.	n.a.
Morocco	0,4	17,2
Tunisia	1,6	15,3
Albania	n.a.	6,6
Bosnia and Herz.na	n.a.	n.a.
Bulgaria	2,4	5,5
Croatia	n.a.	20,1
Romania	n.a.	n.a.
Serbia and Montenegro	n.a.	23,2
Slovenia	n.a.	1,8
TFYR Macedonia	5,4	1,4
Turkey	0,7	0,8
Cyprus	0,3	1,2
France	0,3	4,6
Greece	0,5	1,8
Italy	0,4	1,3
Malta	n.a.	n.a.
Spain	n.a.	0,6
	median	
Developing countries	n.a.	n.a.
Industrialized Countries	n.a.	n.a.
MENA	1,9	12,5
World	1,6	12,5

* Data are for 1998/1999

** UNESCO Institute for Statistics (UIS) estimates

Source: UNESCO, 2002

35. Repetition in primary education

Repetition rates by grade in primary education (as % of total), 1999-2000

Country	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Bahrain	4,8	4,1	3,9	4,3	4,5
Iran	9,1	6,2	4,2	4,7	3,1
Iraq	10,8	10,7	10,6	12,6	21,9
Kuwait	3,8	2,8	4,1	2,7	n.a.
Oman	8,1	8,1	7,0	8,3	6,5
Qatar	n.a.	n.a.	n.a.	n.a.	n.a.
Saudi Arabia	6,2	3,4	5,9	6,5	6,4
United Arab Emirates	3,4	3,3	2,5	4,3	4,2
Yemen	n.a.	n.a.	n.a.	n.a.	n.a.
Israel	n.a.	n.a.	n.a.	n.a.	n.a.
Jordan	0,3	0,2	0,2	0,6	1,3
Lebanon	4,3	10,1	10,6	8,7	8,2
Occ. Palestinian Terr.	1,1	1,3	2,4	3,5	n.a.
Syrian Arab Republic	n.a.	n.a.	n.a.	n.a.	n.a.
Algeria	12,5	10,1	11,6	12,3	13,4
Egypt	n.a.	n.a.	n.a.	n.a.	n.a.
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.	n.a.	n.a.
Morocco	16,5	11,9	13,1	11,3	9,8
Tunisia	11,9	12,7	14,4	12,5	18,3
Albania	5,4	4,0	3,0	3,4	n.a.
Bosnia and Herz.na	n.a.	n.a.	n.a.	n.a.	n.a.
Bulgaria	2,6	4,4	2,8	2,8	n.a.
Croatia	1,1	0,3	0,2	0,2	n.a.
Romania	n.a.	n.a.	n.a.	n.a.	n.a.
Serbia and Montenegro	n.a.	n.a.	n.a.	n.a.	n.a.
Slovenia	n.a.	n.a.	n.a.	n.a.	n.a.
TFYR Macedonia	n.a.	n.a.	n.a.	n.a.	n.a.
Turkey	n.a.	n.a.	n.a.	n.a.	n.a.
Cyprus	n.a.	n.a.	n.a.	n.a.	n.a.
France	5,8	6,3	3,1	2,5	3,4
Greece	n.a.	n.a.	n.a.	n.a.	n.a.
Italy	0,6	0,5	0,3	0,3	0,5
Malta	n.a.	n.a.	n.a.	n.a.	n.a.
Spain	n.a.	n.a.	n.a.	n.a.	n.a.
Developing countries (1)	n.a.	n.a.	n.a.	n.a.	n.a.
Industrialized Countries (1)	n.a.	n.a.	n.a.	n.a.	n.a.
MENA (1)	7,1	9,1	8,4	8,5	8,8
World (1)	7,2	5,1	5,0	5,6	5,0

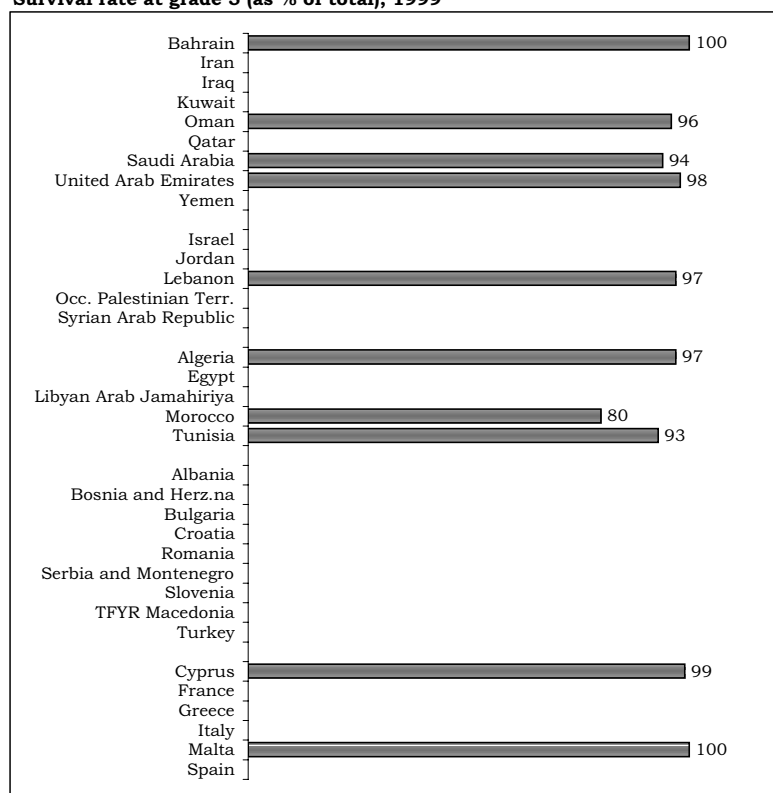
(1) Median.

Source: UNESCO, 2002

36.1 Survival in primary education

While compulsory education generally leads to an increase in school enrolment, it is also true as shown by some countries where education is not compulsory, that higher attendance depends above all on the real degree of educational coverage and socio-economic factors capable of ensuring real access and constant attendance while discouraging the tendency to drop out. Though highly incomplete, the figures available show that the only country in which the primary school population that reaches the fifth year is less than 90% of cases is Morocco (80%).

Survival rate at grade 5 (as % of total), 1999



Source: World Development Indicators, WB 2003

36.2 Survival in primary education

Survival rate at grade 5 by sex (as % of total), 1999

Country	Survival rate at grade 5			
	Total	Male	Female	F/M
Bahrain	100	102	100	1
Iran	n.a.	n.a.	n.a.	n.a.
Iraq	n.a.	n.a.	n.a.	n.a.
Kuwait	n.a.	n.a.	n.a.	n.a.
Oman	96	95	97	1
Qatar	n.a.	n.a.	n.a.	n.a.
Saudi Arabia	94	94	94	1
United Arab Emirates	98	98	98	1
Yemen	n.a.	n.a.	n.a.	n.a.
Israel	n.a.	n.a.	n.a.	n.a.
Jordan	n.a.	n.a.	n.a.	n.a.
Lebanon	97	95	99	1
Occ. Palestinian Terr.	n.a.	n.a.	n.a.	n.a.
Syrian Arab Republic	n.a.	n.a.	n.a.	n.a.
Algeria	97	97	98	1
Egypt	n.a.	n.a.	n.a.	n.a.
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.	n.a.
Morocco	80	79	81	1
Tunisia	93	92	94	1
Albania	n.a.	n.a.	n.a.	n.a.
Bosnia and Herz.zna	n.a.	n.a.	n.a.	n.a.
Bulgaria	n.a.	n.a.	n.a.	n.a.
Croatia	n.a.	n.a.	n.a.	n.a.
Romania	n.a.	n.a.	n.a.	n.a.
Serbia and Montenegro	n.a.	n.a.	n.a.	n.a.
Slovenia	n.a.	n.a.	n.a.	n.a.
TFYR Macedonia	n.a.	n.a.	n.a.	n.a.
Turkey	n.a.	n.a.	n.a.	n.a.
Cyprus	99	99	100	1
France	n.a.	n.a.	n.a.	n.a.
Greece	n.a.	n.a.	n.a.	n.a.
Italy	n.a.	n.a.	n.a.	n.a.
Malta*	100	100	99	1
Spain	n.a.	n.a.	n.a.	n.a.

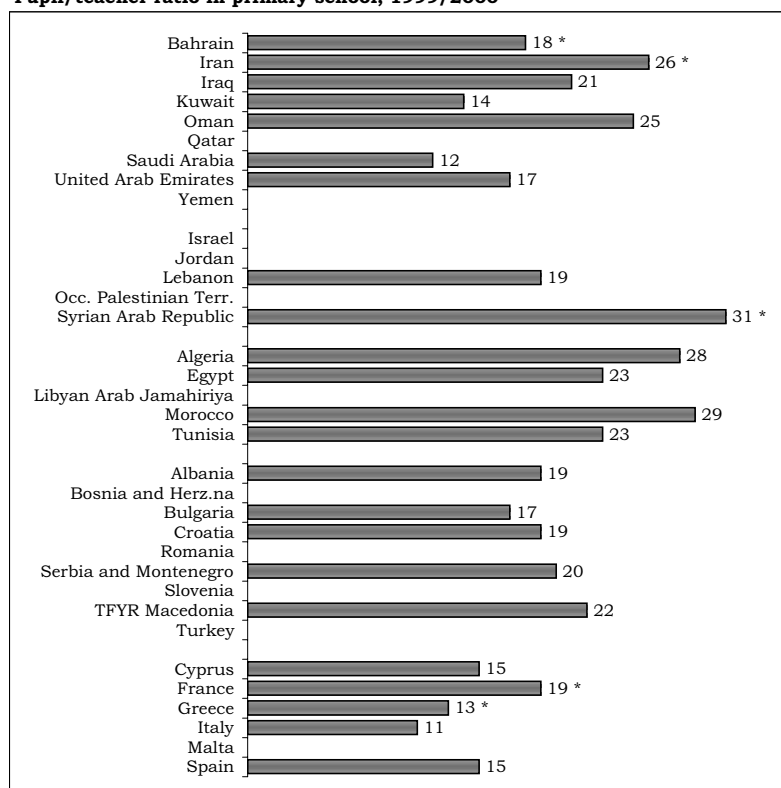
* Data refer to year 1998

Source: World Development Indicators, WB 2003

37. Resources in primary education

The number of pupils per teacher is a crucial factor for the effectiveness of the education process. The tendency to maintain or increase investments in education between the mid-1980s and the mid-1990s was fairly universal in the most economically developed countries. It is now recognized that investing in education means combating poverty and promoting the health of the population. Investment in education has also contributed to improving the pupil/teacher ratios, though differences between countries can still be seen in each of the regions under consideration. The 11 children per teacher in Italy, 19 in France, Albania and Croatia, and 22 in Macedonia are indicative of a highly varied situation in Europe. A similar variation is also observed in the Middle East and North Africa: there are 19 pupils per teacher in Lebanon, 23 in Egypt and Tunisia, 29 in Morocco, and 31 in Syria.

Pupil/teacher ratio in primary school, 1999/2000



* UNESCO Institute for Statistics (UIS) estimates

Source: UNESCO, 2002

38. Out-of-school children

The problem of out-of-school children is evident above all in the countries of the Middle East and North Africa. Very high figures are registered for Iran, Saudi Arabia and Morocco. Gender differences play an important part in this area, where nearly 60% of out-of-school children are female (as shown in the following datasheet).

Estimated number of out-of-school children by sex (thousands), 1999-2000

Country	Total	Male	Female	% Female
Bahrain	4,6	2,9	1,7	36,6
Iran	2.398,9	1.201,1	1.197,8	49,9
Iraq	248,7	n.a.	n.a.	n.a.
Kuwait	55,6	26,8	28,8	51,9
Oman	150,5	75,3	75,2	50,0
Qatar	n.a.	n.a.	n.a.	n.a.
Saudi Arabia	1.404,7	682,4	722,4	51,4
United Arab Emirates	63,0	33,2	29,8	47,3
Yemen	n.a.	n.a.	n.a.	n.a.
Israel	n.a.	n.a.	n.a.	n.a.
Jordan	46,2	24,9	21,3	46,0
Lebanon	111,5	57,1	54,4	48,8
Occ. Palestinian Terr.	3,1	2,0	1,1	35,3
Syrian Arab Republic	n.a.	n.a.	n.a.	n.a.
Algeria	117,4	26,2	91,1	77,6
Egypt	610,7	204,8	406,0	66,5
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.	n.a.
Morocco	1.035,7	434,4	601,3	58,1
Tunisia	21,8	5,2	16,7	76,3
Albania	n.a.	n.a.	n.a.	n.a.
Bosnia and Herz. na	n.a.	n.a.	n.a.	n.a.
Bulgaria	17,6	7,4	10,2	58,1
Croatia	n.a.	n.a.	n.a.	n.a.
Romania	79,2	39,1	40,1	50,6
Serbia and Montenegro	n.a.	n.a.	n.a.	n.a.
Slovenia	n.a.	n.a.	n.a.	n.a.
TFYR Macedonia	8,1	3,9	4,2	51,9
Turkey	n.a.	n.a.	n.a.	n.a.
Cyprus	n.a.	n.a.	n.a.	n.a.
France	n.a.	n.a.	n.a.	n.a.
Greece	n.a.	n.a.	n.a.	n.a.
Italy	n.a.	n.a.	n.a.	n.a.
Malta	n.a.	n.a.	n.a.	n.a.
Spain	n.a.	n.a.	n.a.	n.a.
Developing countries	108.179,0	46.763,0	61.416,0	56,8
Industrialized Countries	1.861,0	957,0	904,0	48,6
MENA	8.147,0	3.350,0	4.797,0	58,8
World	115.414,0	50.447,0	64.967,0	56,3

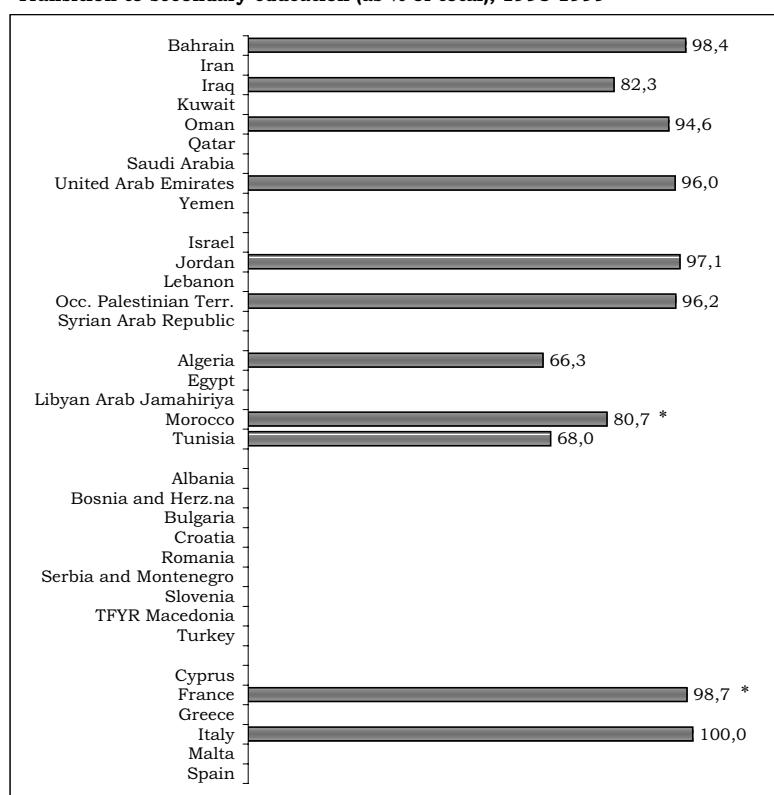
(1) Sum.

Source: UNESCO, 2002

39.1 Participation in secondary education

The transition to secondary education involves losses in the school population that vary from country to country and are affected by a great many factors, including the extent of compulsory education, the socio-economic capacities of households and communities, and the quality and quantity of the education supplied. While this phenomenon is non-existent in Italy and negligible in France, Bahrain and Jordan, it reaches levels of 32-33% in Tunisia and Algeria, 18% in Iraq and 20% in Morocco.

Transition to secondary education (as % of total), 1998-1999



* UNESCO Institute for Statistics (UIS) estimates

Source: UNESCO, 2002

39.2 Participation in secondary education

Transition to secondary education by sex (as % of total), 1998-1999

Country	Transition to secondary education			
	Total	Male	Female	F/M
Bahrain	98,4	97,0	99,9	1,03
Iran	n.a.	n.a.	n.a.	n.a.
Iraq	82,3	90,8	71,4	0,79
Kuwait	n.a.	n.a.	n.a.	n.a.
Oman	94,6	92,7	96,6	1,04
Qatar	n.a.	n.a.	n.a.	n.a.
Saudi Arabia	n.a.	n.a.	n.a.	n.a.
United Arab Emirates	96,0	94,6	97,5	1,03
Yemen	n.a.	n.a.	n.a.	n.a.
Israel	n.a.	n.a.	n.a.	n.a.
Jordan	97,1	97,1	97,2	1,00
Lebanon	n.a.	n.a.	n.a.	n.a.
Occ. Palestinian Terr.	96,2	95,0	97,5	1,03
Syrian Arab Republic	n.a.	n.a.	n.a.	n.a.
Algeria	66,3	62,0	71,3	1,15
Egypt	n.a.	n.a.	n.a.	n.a.
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.	n.a.
Morocco	80,7	n.a.	n.a.	n.a.
Tunisia*	68,0	66,6	69,6	1,04
Albania	n.a.	n.a.	n.a.	n.a.
Bosnia and Herz.na	n.a.	n.a.	n.a.	n.a.
Bulgaria	n.a.	n.a.	n.a.	n.a.
Croatia	n.a.	n.a.	n.a.	n.a.
Romania	n.a.	n.a.	n.a.	n.a.
Serbia and Montenegro	n.a.	n.a.	n.a.	n.a.
Slovenia	n.a.	n.a.	n.a.	n.a.
TFYR Macedonia	n.a.	n.a.	n.a.	n.a.
Turkey	n.a.	n.a.	n.a.	n.a.
Cyprus	n.a.	n.a.	n.a.	n.a.
France*	98,7	99,1	98,3	0,99
Greece	n.a.	n.a.	n.a.	n.a.
Italy	100,0	n.a.	n.a.	n.a.
Malta	n.a.	n.a.	n.a.	n.a.
Spain	n.a.	n.a.	n.a.	n.a.
Developing countries	n.a.	n.a.	n.a.	n.a.
Industrialized Countries	n.a.	n.a.	n.a.	n.a.
MENA	n.a.	n.a.	n.a.	n.a.
World	n.a.	n.a.	n.a.	n.a.

* UNESCO Institute for Statistics (UIS) estimates

Source: UNESCO, 2002

39.3 Participation in secondary education

School age population (thousands), 2000

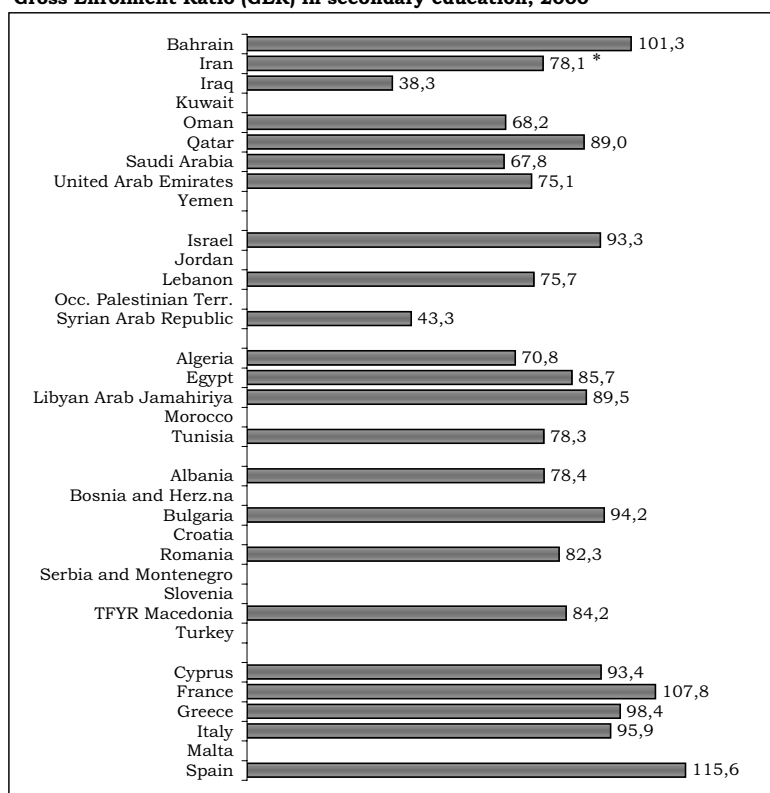
Country	Age group	Secondary school age population
Bahrain	12-17	n.a.
Iran	11-16	11.362
Iraq	12-17	3.337
Kuwait	10-17	272
Oman	12-17	356
Qatar	12-17	58
Saudi Arabia	12-17	2.568
United Arab Emirates	12-17	311
Yemen	12-17	2.996
Israel	12-17	660
Jordan	12-17	702
Lebanon	11-17	614
Occ. Palestinian Terr.	10-17	423
Syrian Arab Republic	12-17	2.606
Algeria	12-17	0
Egypt	11-16	9.157
Libyan Arab Jamahiriya	12-17	802
Morocco	12-17	3.788
Tunisia	12-18	1.478
Albania	10-17	508
Bosnia and Herz. na	10-17	498
Bulgaria	11-17	775
Croatia	10-17	479
Romania	11-18	2.726
Serbia and Montenegro	11-18	1.257
Slovenia	11-18	212
TFYR Macedonia	11-18	261
Turkey	12-17	7.683
Cyprus	12-17	76
France	11-17	5.463
Greece	12-17	749
Italy	12-18	4.593
Malta	11-17	42
Spain	12-17	2.782

Source: World Development Indicators, WB 2003

39.4 Participation in secondary education

The gross rate of enrolment in secondary education does not take into account the official age for a given school year and therefore includes the number of pupils repeating a year and those who do not correspond to the set age. This is why the figures for Bahrain, France and Spain are over 100%. Excessively low levels of enrolment in secondary education are registered in the Balkan region for Romania (82.3%), Albania (78.4%). Low participation is registered in North Africa for Algeria (70.8%). In the Middle East, where the overall average of enrolments is higher than in North Africa, the high levels achieved in Israel contrast with the more difficult educational situation in Syria, and particularly discouraging figures are registered for Iraq (38.3%).

Gross Enrolment Ratio (GER) in secondary education, 2000



* Data refer to year 1999

Source: World Development Indicators, WB 2003

39.5 Participation in secondary education

Gross Enrolment Ratio (GER) in secondary education by sex, 2000

Country	Gross Enrolment Ratio (GER) in secondary education			
	Total	Male	Female	F/M
Bahrain	101,3	98,0	105,1	1,1
Iran	78,1	81,0	75,4	0,9
Iraq*	38,3	47,0	29,1	0,6
Kuwait	n.a.	n.a.	n.a.	n.a.
Oman	68,2	69,0	67,5	1,0
Qatar	89,0	86,0	91,7	1,1
Saudi Arabia	67,8	71,0	64,3	0,9
United Arab Emirates	75,1	71,0	79,7	1,1
Yemen	n.a.	n.a.	n.a.	n.a.
Israel	93,3	94,0	93,0	1,0
Jordan	n.a.	n.a.	n.a.	n.a.
Lebanon	75,7	72,0	79,4	1,1
Occ. Palestinian Terr.	n.a.	n.a.	n.a.	n.a.
Syrian Arab Republic	43,3	46,0	40,8	0,9
Algeria	70,8	68,0	73,4	1,1
Egypt	85,7	88,0	83,1	0,9
Libyan Arab Jamahiriya	89,5	88,0	91,1	1,0
Morocco	n.a.	n.a.	n.a.	n.a.
Tunisia	78,3	76,0	80,4	1,1
Albania	78,4	77,0	79,6	1,0
Bosnia and Herz.na	n.a.	n.a.	n.a.	n.a.
Bulgaria	94,2	95,0	93,1	1,0
Croatia	n.a.	n.a.	n.a.	n.a.
Romania	82,3	82,0	82,9	1,0
Serbia and Montenegro	n.a.	n.a.	n.a.	n.a.
Slovenia	n.a.	n.a.	n.a.	n.a.
TFYR Macedonia	84,2	85,0	82,9	1,0
Turkey	n.a.	n.a.	n.a.	n.a.
Cyprus	93,4	93,0	93,9	1,0
France	107,8	107,0	108,1	1,0
Greece	98,4	98,0	99,4	1,0
Italy	95,9	97,0	94,5	1,0
Malta	n.a.	n.a.	n.a.	n.a.
Spain	115,6	113,0	118,8	1,1

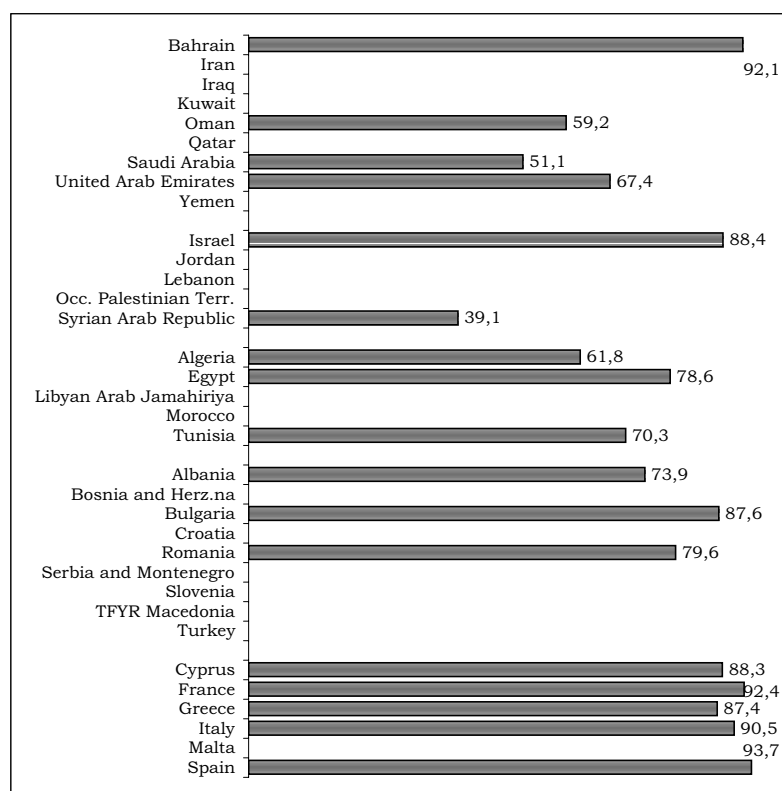
* Data refer to year 1999

Source: World Development Indicators, WB 2003

39.6 Participation in secondary education

The net ratio of enrolment in secondary education specifically takes into consideration the school population enrolled at the set age for a given school year, thus being adjusted to eliminate the high percentage of pupils repeating a year or in any case not corresponding to the set age. The resulting scenario bears out the trends emerging from the gross figures while pinpointing areas of low participation to a greater degree. In this perspective, France (92.4%) and Spain (93.7%) show the highest degree of participation of all the countries examined. In the Balkan region, Albania drops to 73.9%. The lowest levels in North Africa are registered for Algeria (61.8%), while low levels are also registered for Syria (39.1%)

Net enrolment ratio (NER) in secondary education, 2000



Source: World Development Indicators, WB 2003

39.7 Participation in secondary education

Net enrolment ratio (NER) in secondary education by sex, 2000

Country	Net Enrolment Ratio (NER) in secondary education			
	Total	Male	Female	F/M
Bahrain	92,1	89,0	95,5	1,1
Iran	n.a.	n.a.	n.a.	n.a.
Iraq	n.a.	n.a.	n.a.	n.a.
Kuwait	n.a.	n.a.	n.a.	n.a.
Oman	59,2	59,0	59,6	1,0
Qatar	n.a.	n.a.	n.a.	n.a.
Saudi Arabia	51,1	52,0	49,9	1,0
United Arab Emirates	67,4	64,0	71,8	1,1
Yemen	n.a.	n.a.	n.a.	n.a.
Israel	88,4	88,0	88,9	1,0
Jordan	n.a.	n.a.	n.a.	n.a.
Lebanon	n.a.	n.a.	n.a.	n.a.
Occ. Palestinian Terr.	n.a.	n.a.	n.a.	n.a.
Syrian Arab Republic	39,1	41,0	37,0	0,9
Algeria	61,8	60,0	63,3	1,1
Egypt	78,6	80,0	76,9	1,0
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.	n.a.
Morocco	n.a.	n.a.	n.a.	n.a.
Tunisia	70,3	69,0	71,9	1,0
Albania	73,9	73,0	75,0	1,0
Bosnia and Herz. na	n.a.	n.a.	n.a.	n.a.
Bulgaria	87,6	88,0	86,7	1,0
Croatia	n.a.	n.a.	n.a.	n.a.
Romania	79,6	79,0	80,6	1,0
Serbia and Montenegro	n.a.	n.a.	n.a.	n.a.
Slovenia	n.a.	n.a.	n.a.	n.a.
TFYR Macedonia	n.a.	n.a.	n.a.	n.a.
Turkey	n.a.	n.a.	n.a.	n.a.
Cyprus	88,3	87,0	89,3	1,0
France	92,4	91,0	93,4	1,0
Greece	87,4	86,0	88,9	1,0
Italy	90,5	90,0	90,9	1,0
Malta	n.a.	n.a.	n.a.	n.a.
Spain	93,7	92,0	95,4	1,0

Source: World Development Indicators, WB 2003

40. Compulsory education

Laws on compulsory education until the end of adolescence must not only be passed but also enforced. This is an issue that has attracted the attention of most countries in the world in recent years. The percentage of independent countries that have passed laws to impose a minimum number of years of schooling rose from 80% in the 1980s to 91% in 2000. This minimum has varied from one country to another; 70% of the countries in North Africa and the Middle East have introduced legislation for compulsory education, the average duration being 7.7 years.

Age of compulsory education and relationship between compulsory education and rates of enrolment by region (number of cases shown in brackets)

Region	Average duration of compulsory education	Countries with compulsory education	Countries without compulsory education	Net enrolment ratio in countries with compulsory education	Net enrolment ratio in countries without compulsory education
Central and Eastern Europe	8,5	18	1	88,4	93,1
Central Asia	9,9	7	2	90,4	87,8
East Asia/Pacific	7,8	21	4	91,9	99,0
Latin America/Caribbean	8,4	40	0	92,8	-
Middle East/North Africa	7,7	14	6	81,0	75,0
North America/North America	9,8	25	1	97,5	-
South West Asia	6,7	6	3	79,2	76,3
Sub-Saharan Africa	7,2	40	5	60,5	72,9
World	8,2	171	22	84,3	79,2

Source: UNESCO, 2002

41. Private enrolment

Private enrolment (as % of total enrolment), 1999-2000

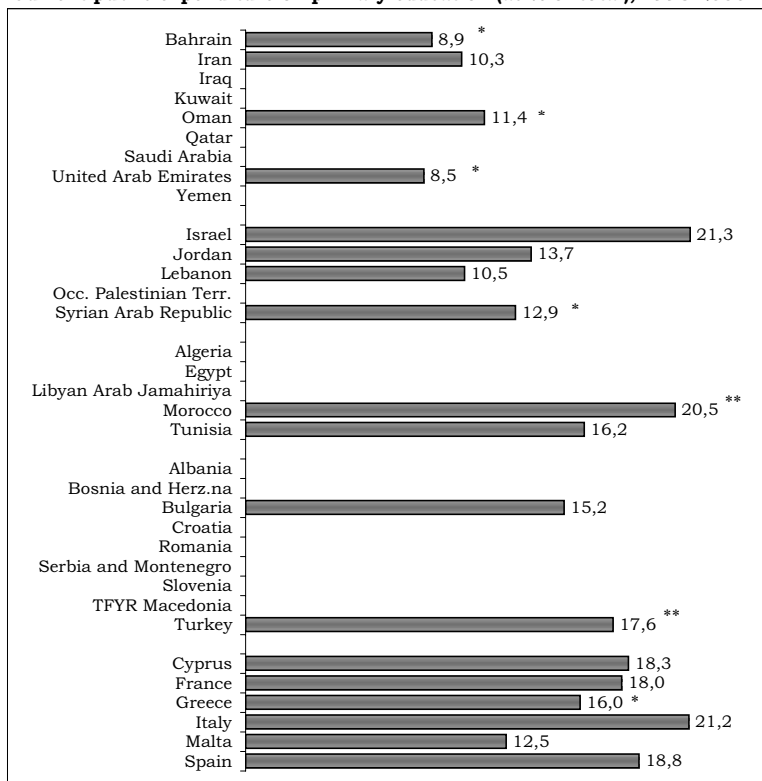
Country	Pre-primary	Primary	Secondary
Bahrain	99,3	19,1	15,8
Iran	12,7	3,3	5,4
Iraq	n.a.	n.a.	n.a.
Kuwait	26,0	31,1	27,9
Oman	100,0	4,5	n.a.
Qatar	100,0	n.a.	n.a.
Saudi Arabia	49,9	6,4	n.a.
United Arab Emirates	68,2	45,0	32,0
Yemen	n.a.	n.a.	n.a.
Israel	6,8	n.a.	n.a.
Jordan	99,6	30,0	n.a.
Lebanon	76,5	65,5	52,0
Occ. Palestinian Terr.	99,8	8,7	4,6
Syrian Arab Republic	n.a.	n.a.	n.a.
Algeria	n.a.	n.a.	n.a.
Egypt	51,2	7,9	n.a.
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.
Morocco	100,0	4,7	3,1
Tunisia	n.a.	n.a.	n.a.
Albania	n.a.	n.a.	n.a.
Bosnia and Herz.na	n.a.	n.a.	n.a.
Bulgaria	0,2	0,3	n.a.
Croatia	5,8	0,2	0,9
Romania	0,6	0,0	0,0
Serbia and Montenegro	n.a.	n.a.	n.a.
Slovenia	n.a.	n.a.	n.a.
TFYR Macedonia	0,0	0,0	0,0
Turkey	5,8	n.a.	4,6
Cyprus	52,3	4,1	n.a.
France	12,6	14,6	20,9
Greece	3,4	7,0	5,6
Italy	29,4	6,6	n.a.
Malta	n.a.	n.a.	n.a.
Spain	33,0	33,4	30,0
Developing countries	n.a.	n.a.	n.a.
Industrialized Countries	n.a.	n.a.	n.a.
MENA	n.a.	n.a.	n.a.

Source: UNESCO, 2002

42.1 Public expenditure on education

The proportion of GNP allocated to primary education indicates the level of investment in the young population. The highest figures are registered for Italy, where the proportion of GNP allocated to education is 21.2%, and the lowest for the United Arab Emirates, where it amounts to 8.5%.

Current public expenditure on primary education (as % of total), 1998-2000



* Data refer to year 1998

** Data refer to year 2000

Source: World Development Indicators, WB 2003

42.2 Public expenditure on education

Current public expenditure on education (as % of total), 1990-1991 and 1999-2000

Country	Public current expenditure on primary education as % of current expenditure on education		Public current expenditure on education as % of total expenditure on education	
	1990/1991	1999/2000	1990/1991	1999/2000
Bahrain	30,4	n.a.	94,3	n.a.
Iran	33,2	27,1	82,5	91,4
Iraq	n.a.	n.a.	n.a.	81,7
Kuwait	43,1	n.a.	n.a.	n.a.
Oman	54,1	n.a.	92,0	n.a.
Qatar	n.a.	n.a.	97,3	n.a.
Saudi Arabia	78,8	n.a.	94,4	n.a.
United Arab Emirates	n.a.	n.a.	95,4	92,3
Yemen	n.a.	n.a.	n.a.	n.a.
Israel	33,7	n.a.	92,2	n.a.
Jordan	n.a.	n.a.	70,7	n.a.
Lebanon	n.a.	n.a.	n.a.	89,6
Occ. Palestinian Terr.	n.a.	n.a.	n.a.	n.a.
Syrian Arab Republic	38,5	n.a.	n.a.	n.a.
Algeria	n.a.	n.a.	84,6	n.a.
Egypt	n.a.	n.a.	86,4	n.a.
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.	68,4
Morocco	34,8	n.a.	90,8	91,2
Tunisia	39,8	n.a.	87,8	n.a.
Albania	n.a.	n.a.	n.a.	n.a.
Bosnia and Herz. na	n.a.	n.a.	n.a.	n.a.
Bulgaria	50,5	n.a.	92,6	n.a.
Croatia	n.a.	n.a.	n.a.	n.a.
Romania	45,0	n.a.	98,4	n.a.
Serbia and Montenegro	n.a.	n.a.	n.a.	n.a.
Slovenia	n.a.	n.a.	n.a.	n.a.
TFYR Macedonia	n.a.	n.a.	n.a.	n.a.
Turkey	58,1	n.a.	89,1	n.a.
Cyprus	34,2	33,9	94,9	86,2
France	17,6	n.a.	93,1	n.a.
Greece	28,2	n.a.	94,1	n.a.
Italy	26,6	n.a.	98,9	n.a.
Malta	25,1	n.a.	94,4	n.a.
Spain	23,3	n.a.	88,7	n.a.
Developing countries (1)	n.a.	n.a.	n.a.	n.a.
Industrialized Countries (1)	n.a.	n.a.	n.a.	n.a.
MENA (1)	39,8	n.a.	92,0	n.a.
World (1)	38,9	38,9	91,8	90,6

(1) Median

Source: UNESCO, 2002

42.3 Public expenditure on education

Total public expenditure on education (as % of total), 1990-1991 and 1999-2000

Country	Total public expenditure on education as % of GNP		Total public expenditure on education as % of total government expenditure	
	1990/1991	1999/2000	1990/1991	1999/2000
Bahrain	5,0	3,7	14,6	n.a.
Iran	4,1	4,6	22,4	18,3
Iraq	n.a.	n.a.	n.a.	n.a.
Kuwait	3,5	n.a.	3,4	n.a.
Oman	3,5	n.a.	11,1	n.a.
Qatar	3,4	n.a.	n.a.	n.a.
Saudi Arabia	6,0	9,3*	17,8	n.a.
United Arab Emirates	1,7	n.a.	14,6	n.a.
Yemen	n.a.	n.a.	n.a.	n.a.
Israel	6,5	7,6	11,3	n.a.
Jordan	8,9	5,1	17,1	5,0
Lebanon	n.a.	1,9	n.a.	n.a.
Occ. Palestinian Terr.	n.a.	n.a.	n.a.	n.a.
Syrian Arab Republic	4,3	3,5	17,3	n.a.
Algeria	5,5	n.a.	21,1	n.a.
Egypt	3,8	4,1*	n.a.	n.a.
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.	n.a.
Morocco	5,5	5,2	26,1	n.a.
Tunisia	6,2	7,8*	13,5	17,7
Albania	5,8	n.a.	n.a.	n.a.
Bosnia and Herz.zna	n.a.	n.a.	n.a.	n.a.
Bulgaria	5,6	n.a.	n.a.	n.a.
Croatia	n.a.	4,3*	n.a.	n.a.
Romania	2,8	3,6*	7,3	n.a.
Serbia and Montenegro	n.a.	5,1*	n.a.	n.a.
Slovenia	n.a.	n.a.	n.a.	n.a.
TFYR Macedonia	n.a.	4,2*	n.a.	n.a.
Turkey	2,1	4,0	n.a.	n.a.
Cyprus	3,4	5,4	11,3	n.a.
France	5,4	5,8	n.a.	11,5
Greece	2,5	3,6	n.a.	7,0
Italy	3,2	4,6	n.a.	9,5
Malta	4,0	4,9*	8,3	n.a.
Spain	4,4	4,6	9,4	11,3
Developing countries (1)	n.a.	n.a.	n.a.	n.a.
Industrialized Countries (1)	n.a.	n.a.	n.a.	n.a.
MENA (1)	4,3	4,1	14,6	n.a.
World (1)	4,2	4,7	13,8	12,8

* Unesco Institute for Statistics (Uis) estimates.

(1) Median.

