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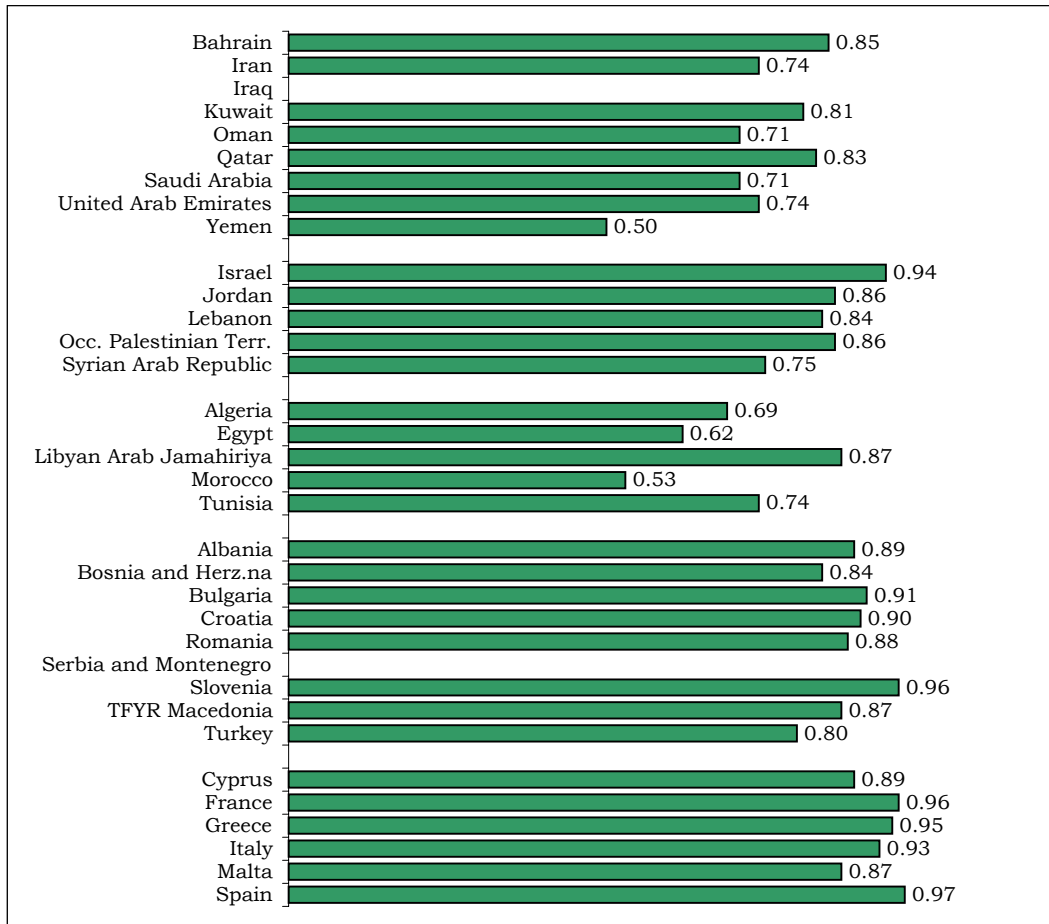
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34 Education Index

The lowest values of this index are found in Yemen (0.50), Morocco (0.53), and generally in the majority of countries in the Middle East and North Africa. Much higher values are observed in Southern Europe where the index rises to over 0.96 in France and Spain.

Education index, 2002



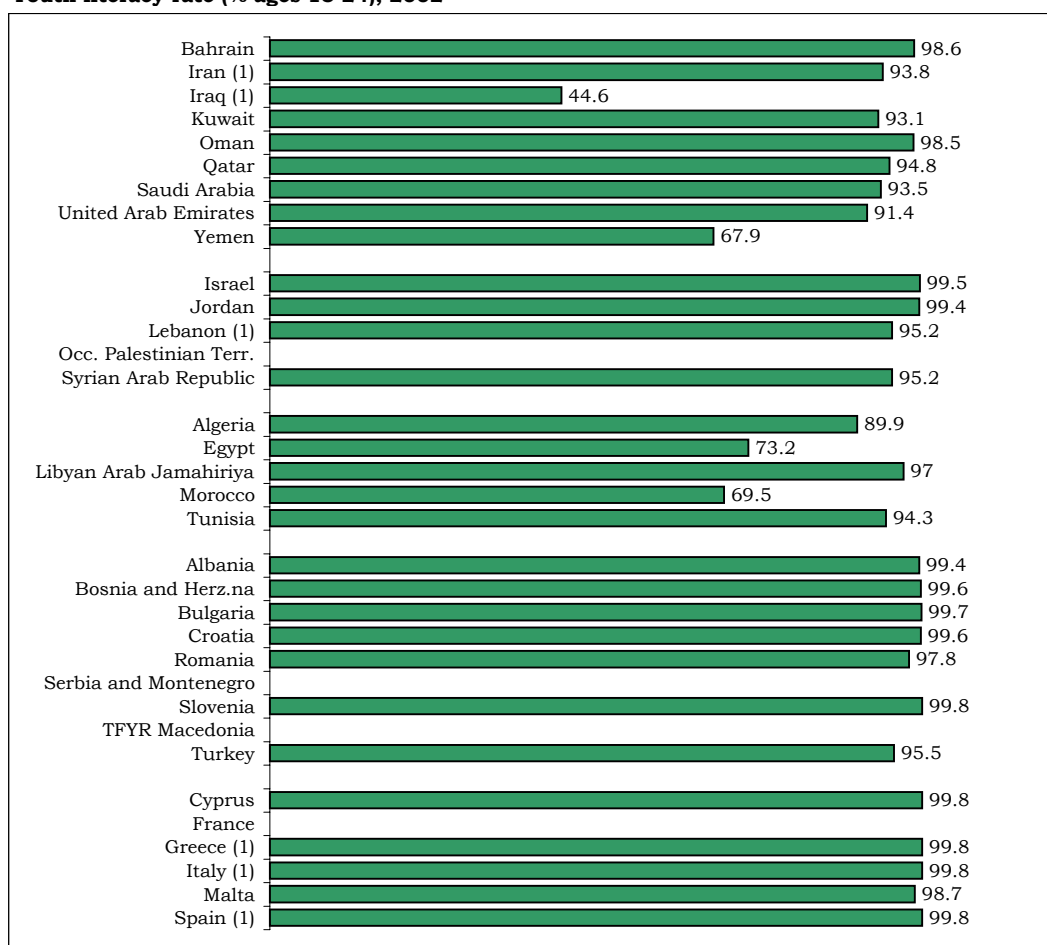
Source: Human Development Report, UNDP, 2004

35.1 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 95.5%. Among the southern countries, nearly universal youth literacy is found in Bahrain, Israel, Jordan, and Oman, with rates around 99%. Slightly lower rates of youth literacy are observed in Libyan Arab Jamahiriya (97%) and in Lebanon and Syria (95%). 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 68-74%, are shown for Egypt, Morocco and Yemen, while the lowest literacy rate (45%) is found in Iraq.

Remarkable increases in the youth literacy rates, among both sexes, were attained during the 1990s, particularly in the Middle East and North Africa. As may be seen from table 28.2, the female youth literacy rate increased, between 1990 and 2002, from 68% to 86% in Algeria, from 75% to 97% in Oman, and from 25% to 51% in Yemen.

Youth literacy rate (% ages 15-24), 2002



(1) Data refer to a year between 1995 and 2001.

Source: Human Development Report, UNDP, 2004

35.2 Youth Literacy

Youth literacy rate (% ages 15-24), by gender, 1990 and 2002

Country	Total		Female	
	1990	2002	1990	2002
Bahrain	95.6	98.6	95.0	98.9
Iran (1)	86.3	93.8	80.8	91.3
Iraq (1)	41.0	44.6	24.9	29.1
Kuwait	87.5	93.1	87.2	93.9
Oman	85.6	98.5	75.4	97.3
Qatar	90.3	94.8	93.0	95.8
Saudi Arabia	85.4	93.5	78.6	91.6
United Arab Emirates	84.7	91.4	88.6	95.0
Yemen	50.0	67.9	25.0	50.9
Israel	98.7	99.5	98.4	99.4
Jordan	96.7	99.4	95.3	99.5
Lebanon (1)	92.1	95.2	88.6	93.0
Occ. Palestinian Terr.	n.a.	n.a.	n.a.	n.a.
Syrian Arab Republic	79.9	95.2	66.9	93.0
Algeria	77.3	89.9	68.1	85.6
Egypt	61.3	73.2	51.0	66.9
Libyan Arab Jamahiriya	91.0	97.0	82.7	94.0
Morocco	55.3	69.5	42.0	61.3
Tunisia	84.1	94.3	75.2	90.6
Albania	94.8	99.4	91.9	99.5
Bosnia and Herz.na	n.a.	99.6	n.a.	99.7
Bulgaria	99.4	99.7	99.3	99.6
Croatia	99.6	99.6	99.6	99.7
Romania	99.3	97.8	99.2	97.8
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	95.5	88.3	93.2
Cyprus	99.7	99.8	99.8	99.8
France	n.a.	n.a.	n.a.	n.a.
Greece (1)	99.5	99.8	99.7	99.8
Italy (1)	99.8	99.8	99.8	99.8
Malta	97.5	98.7	99.1	99.8
Spain (1)	99.6	99.8	99.6	99.8

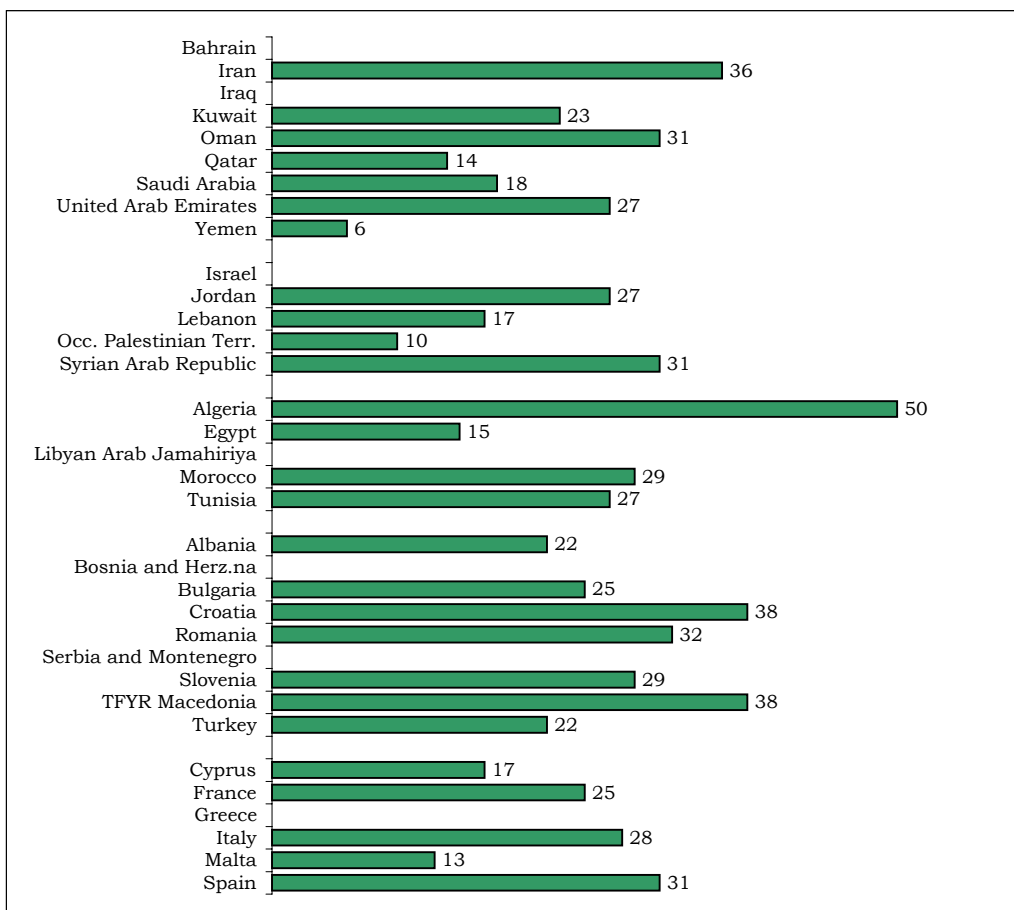
(1) Data refer to a year between 1995 and 2001.

Source: Human Development Report, UNDP, 2004

35.3 Youth Literacy

The proportion of all tertiary students who are enrolled in science, mathematics and engineering subjects ranges from 13% in Malta to 50% in Algeria. The different educational approaches adopted by countries give an idea of the characteristics of the future workforce in the region. The figures in table 35.4 indicate that the largest increase in the proportion of students in higher education who are enrolled in science subjects has taken place in Algeria, from 21% in 1985 to 50% in 1997.

Science, math and engineering students (as % of all tertiary students), 1994 - 1997



Data refer to the most recent year available during the period specified.

Source: World Bank Edstat, 2003, and UNDP Human Development Report 2004

35.4 Youth Literacy

Science, math and engineering students (as % of all tertiary students), 1985 and 1994 - 1997

Country	1985	1994-1997
Bahrain	26.2	n.a.
Iran	36.9	36.0
Iraq	n.a.	n.a.
Kuwait	28.8	23.0
Oman	n.a.	31.0
Qatar	9.5	14.0
Saudi Arabia	29.0	18.0
United Arab Emirates	30.1	27.0
Yemen	n.a.	6.0
Israel	49.1	n.a.
Jordan	25.6	27.0
Lebanon	n.a.	17.0
Occ. Palestinian Terr.	n.a.	10.0
Syrian Arab Republic	33.0	31.0
Algeria	20.9	50.0
Egypt	14.5	15.0
Libyan Arab Jamahiriya	n.a.	n.a.
Morocco	34.7	29.0
Tunisia	28.6	27.0
Albania	40.9	22.0
Bosnia and Herz. na	n.a.	n.a.
Bulgaria	40.1	25.0
Croatia	n.a.	38.0
Romania	66.7	n.a.
Serbia and Montenegro	n.a.	n.a.
Slovenia	n.a.	29.0
TFYR Macedonia	n.a.	38.0
Turkey	49.1	22.0
Cyprus	24.2	17.0
France	n.a.	25.0
Greece	32.2	n.a.
Italy	37.1	28.0
Malta	13.8	13.0
Spain	31.9	31.0

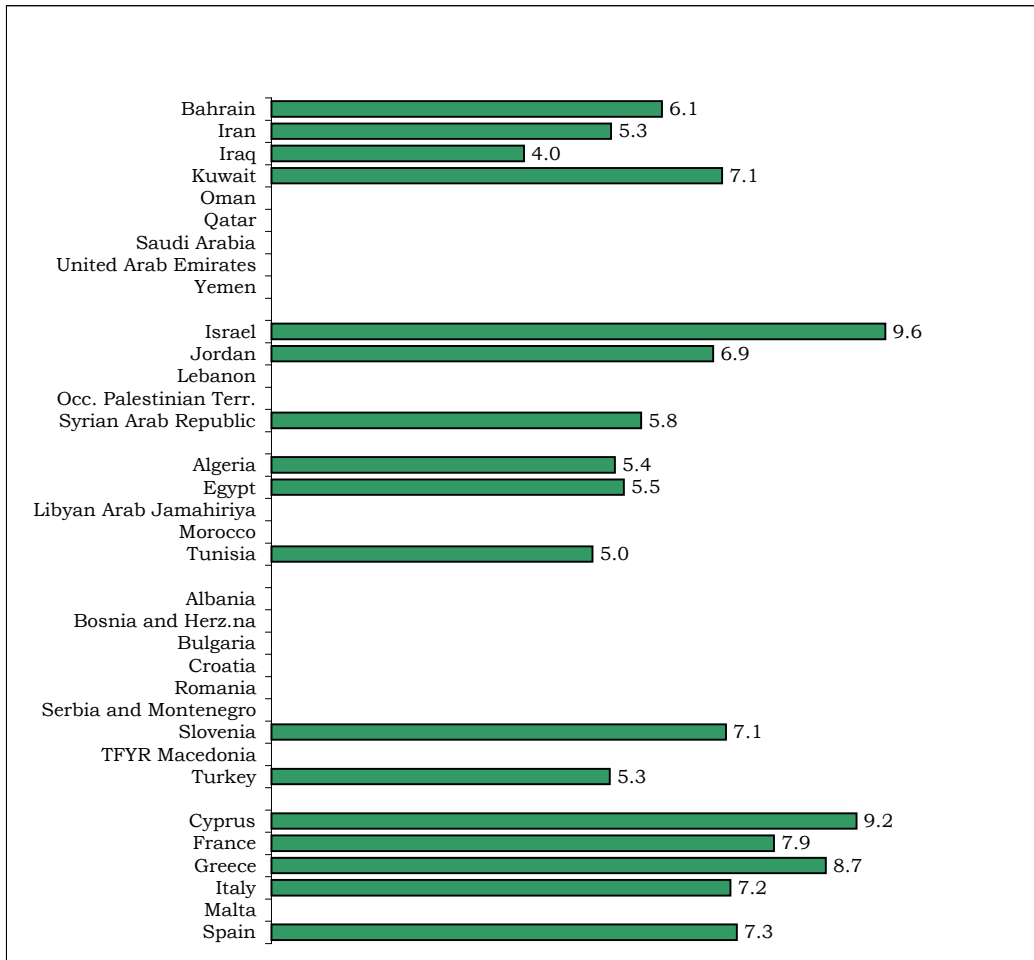
Data refer to the most recent year available during the period specified in the column heading.

Source: World Bank Edstat, 2003, and UNDP Human Development Report, 2004

36.1 Schooling Adults

The average years of schooling of adults, which affect children's development, vary between 4 and 7 years in the majority of Arab countries for which data are available, between 7 and 9 years in most countries in southern Europe, rising to more than 9 years in two countries: Cyprus and Israel.

Average years of schooling of adults, 2000



Source: World Bank Edstat, 2003

36.2 Schooling Adults

Average years of schooling of adults, by gender, 1995 and 2000

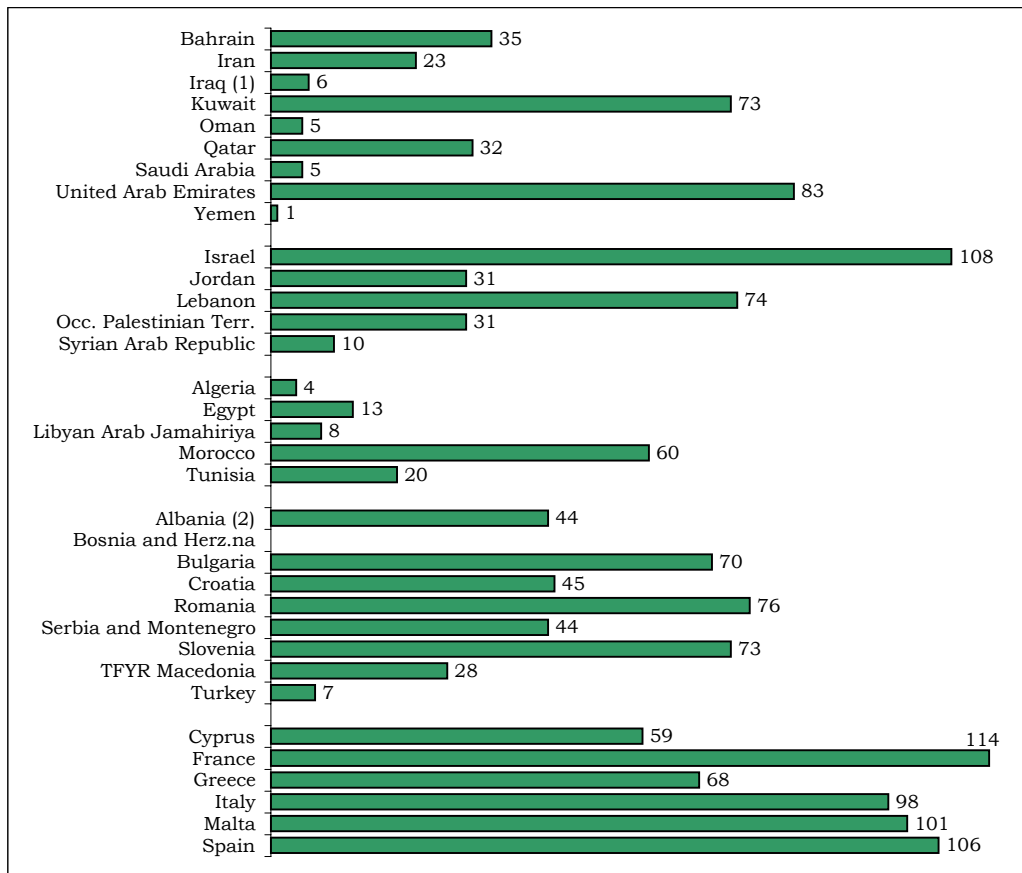
Country	Males		Females		Total	
	1995	2000	1995	2000	1995	2000
Bahrain	5.5	6.0	5.5	6.2	5.5	6.1
Iran	5.5	6.1	3.9	4.5	4.7	5.3
Iraq	4.3	4.6	3.1	3.3	3.7	4.0
Kuwait	6.7	7.2	6.4	6.9	6.5	7.1
Oman	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Qatar	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saudi Arabia	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
United 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	9.6	9.8	9.3	9.4	9.5	9.6
Jordan	7.2	7.7	5.7	6.1	6.5	6.9
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	6.6	6.8	4.4	4.8	5.5	5.8
Algeria	5.7	6.2	3.9	4.5	4.8	5.4
Egypt	6.0	6.5	3.9	4.5	5.0	5.5
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	5.4	5.8	3.7	4.2	4.5	5.0
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.	6.8	7.1
TFYR Macedonia	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Turkey	6.1	6.2	4.1	4.3	5.1	5.3
Cyprus	9.4	9.6	8.4	8.7	8.9	9.2
France	7.7	8.1	7.2	7.6	7.4	7.9
Greece	9.5	9.8	7.2	7.6	8.3	8.7
Italy	7.3	7.6	6.5	6.8	6.9	7.2
Malta	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Spain	7.0	7.4	6.7	7.1	6.8	7.3

Source: World Bank Edstat, 2003

37.1 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 early childhood care and education (ECCE), 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, and the majority of Arab countries. Kuwait and the United Arab Emirates are, however, distinguished by their efforts to develop facilities for early childhood care and education.

Gross enrolment ratio in early childhood care and education (ECCE), 2001 - 2002



(1) Data refer to 1998-1999.

(2) Data refer to 2000-2001.

Source: UNESCO Institute for Statistics, 2004

37.2 Early childhood care and education

Gross enrolment ratio in Early Childhood Care and Education (ECCE), and Gender Parity Index (GPI), 2001 - 2002

Country	Total	Males	Females	GPI=F/M
Bahrain	35	36	34	0.94
Iran	23	22	24	1.09
Iraq (1)	6	6	6	1.00
Kuwait	73	74	73	0.99
Oman	5	6	5	0.83
Qatar	32	32	32	1.00
Saudi Arabia	5	5	5	1.00
United Arab Emirates	83	83	83	1.00
Yemen	1	1	1	1.00
Israel	108	108	108	1.00
Jordan	31	32	30	0.94
Lebanon	74	74	73	0.99
Occ. Palestinian Terr.	31	32	30	0.94
Syrian Arab Republic	10	10	9	0.90
Algeria	4	4	4	1.00
Egypt	13	13	12	0.92
Libyan Arab Jamahiriya	8	8	8	1.00
Morocco	60	75	44	0.59
Tunisia	20	20	20	1.00
Albania (2)	44	43	46	1.07
Bosnia and Herz.zna				
Bulgaria	70	71	70	0.99
Croatia	45	46	44	0.96
Romania	76	74	77	1.04
Serbia and Montenegro (2)	44	43	44	1.02
Slovenia	73	75	71	0.95
TFYR Macedonia	28	28	28	1.00
Turkey	7	7	7	1.00
Cyprus	59	59	59	1.00
France	114	114	114	1.00
Greece	68	67	69	1.03
Italy	98	99	98	0.99
Malta	101	102	99	0.97
Spain	106	106	106	1.00

(1) Data refer to 1998-1999.

(2) Data refer to 2000-2001.

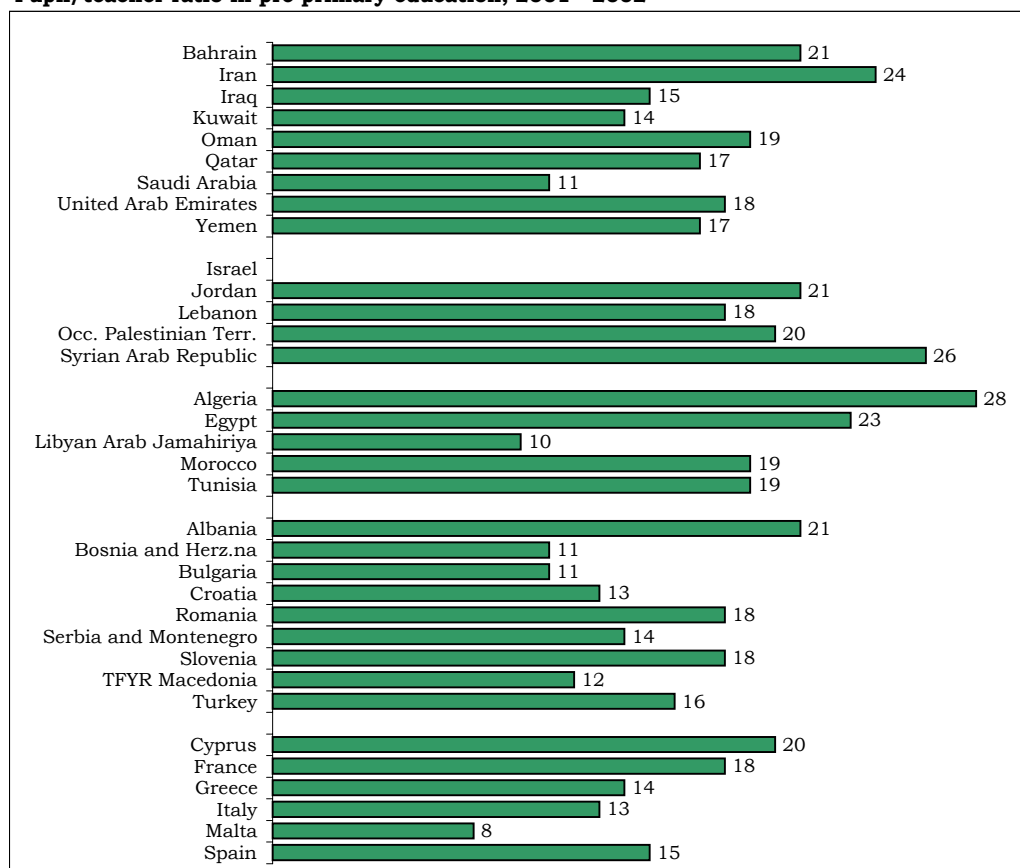
Source: UNESCO Institute for Statistics, 2004

38 Resources in pre-primary education

The pupil/ratio in pre-primary education displays a numerical range that generally remains below 20 pupils per teacher in most of the countries considered. The highest ratio is reported in Algeria, with an average of 28 pupils per teacher, and the lowest ratio in Libya (10). Ratios of over 22 pupils per teacher are shown for Egypt (23), Iran (24), and Syria (26).

Pre-primary education is widely available only in a few countries, but an important role in the child's education is also played by the 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, 2001 - 2002



Source: UNESCO Institute for Statistics, 2004

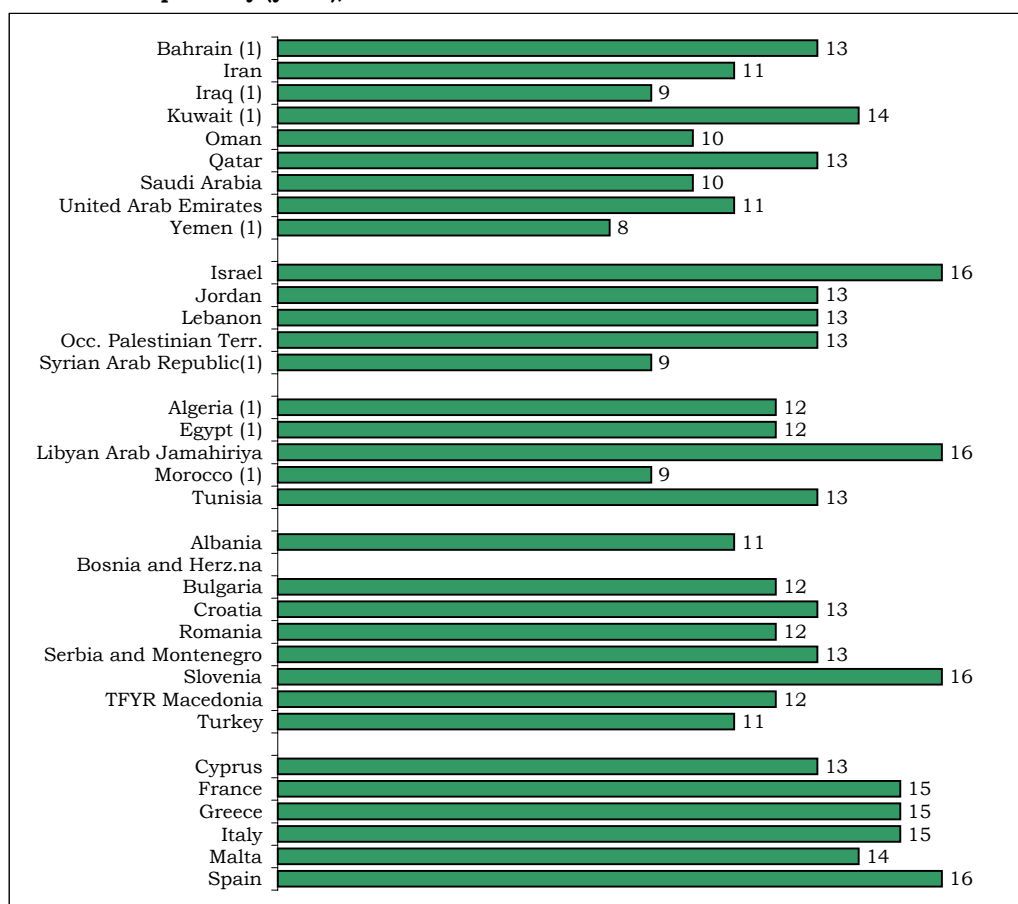
39.1 School life expectancy

Great efforts were made in the 1990s by developing countries to improve both access to public education and the quality of their education systems. These efforts have led to an increase in enrolment levels and in years of school attendance, even though the average school life expectancy still varies greatly between the countries covered.

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 southwest European countries, is matched in countries to the south of the Mediterranean only by Israel and Libya (16 years). In North Africa the average of 13 years shown for Tunisia contrasts sharply with the average of 9 years reported for Morocco, and similarly the expectation of school life of 14 years reported for Kuwait stands out against the average of 8-10 years shown for Iraq, Saudi Arabia and Yemen.

As may be seen from the table on the next page, among the 30 countries with data, school life expectancy for females exceeds that for males in 14 countries, whereas it is lower than it in 6 countries, and it equals it in 10 countries.

School life expectancy (years), 2001 - 2002



(1) Data refer to 2000-2001.

Source: UNESCO Institute for Statistics, 2004

39.2 School life expectancy

School life expectancy by gender (years), 2001 - 2002

Country	School life expectancy			
	Total	Males	Females	F/M
Bahrain (1)	13	12	13	1.08
Iran	11	12	11	0.92
Iraq (1)	9	10	8	0.80
Kuwait (1)	14	13	14	1.08
Oman	10	11	10	0.91
Qatar	13	12	13	1.08
Saudi Arabia	10	10	10	1.00
United Arab Emirates (1)	11	n.a.	n.a.	n.a.
Yemen (1)	8	11	5	0.45
Israel	16	15	16	1.07
Jordan	13	13	13	1.00
Lebanon	13	13	13	1.00
Occ. Palestinian Terr.	13	12	13	1.08
Syrian Arab Republic (1)	9	n.a.	n.a.	n.a.
Algeria (1)	12	11	12	1.09
Egypt (1)	12	n.a.	n.a.	n.a.
Libyan Arab Jamahiriya	16	16	17	1.06
Morocco (1)	9	10	8	0.80
Tunisia	13	13	13	1.00
Albania	11	11	12	1.09
Bosnia and Herz.na	n.a.	n.a.	n.a.	n.a.
Bulgaria	12	12	13	1.08
Croatia	13	13	13	1.00
Romania	12	12	13	1.08
Serbia and Montenegro	13	13	13	1.00
Slovenia	16	15	17	1.13
TFYR Macedonia	12	12	12	1.00
Turkey	11	12	10	0.83
Cyprus	13	13	13	1.00
France	15	15	16	1.07
Greece	15	15	15	1.07
Italy	15	15	16	1.07
Malta	14	14	14	1.00
Spain	16	15	16	1.07

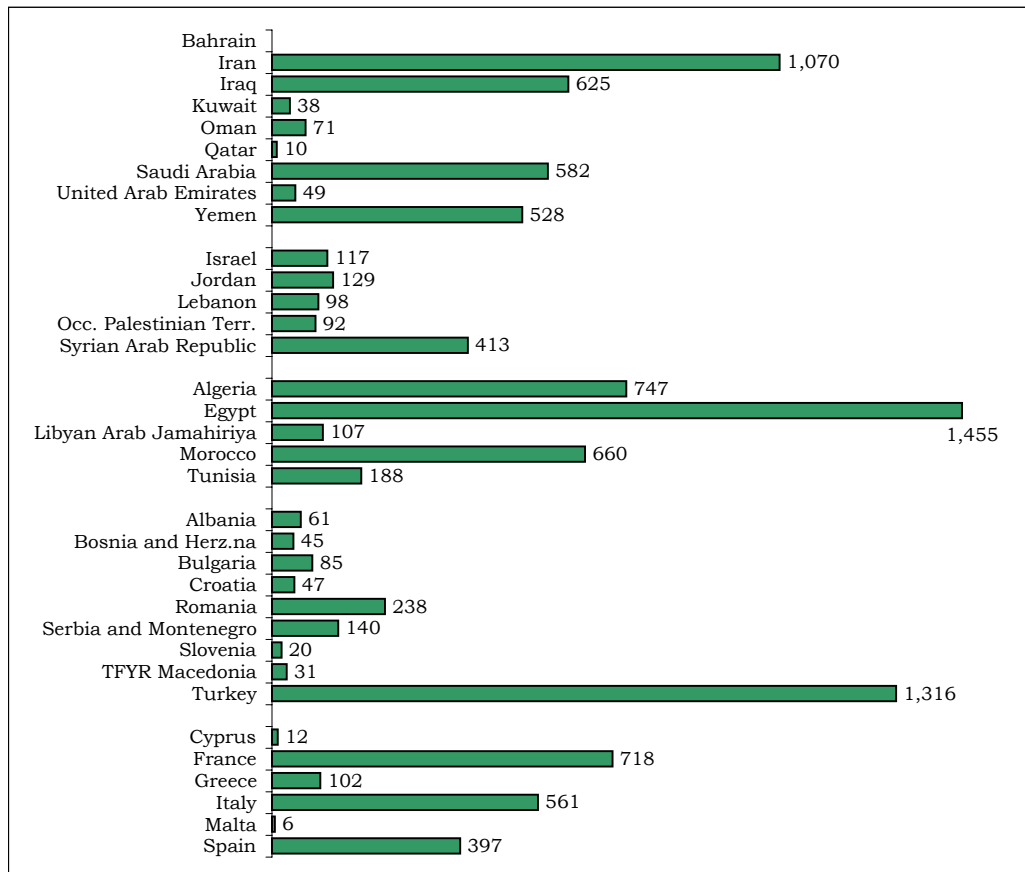
(1) Data refer to 2000/2001.

Source: UNESCO Institute for Statistics, 2004

40.1 Access to primary education

In any given country, the number of new entrants in the first grade of primary education 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 primary school entrance-age population in countries with high population growth rates and young age structure, e.g. Egypt, Iran 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



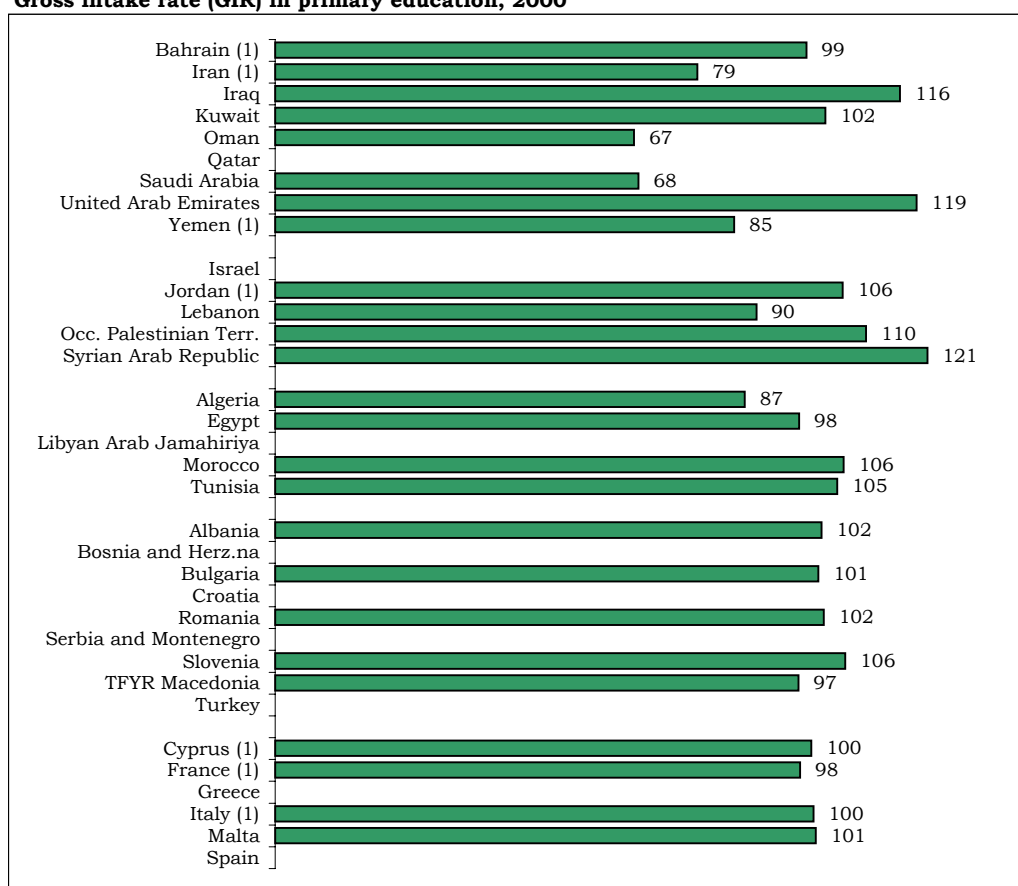
Source: World Bank, Edstats, 2003

40.2 Access to primary education

Despite the availability of data on school-age population and primary school enrolment levels, it is difficult to provide definitive information on actual school attendance for two reasons. First, not all the children enrolled attend regularly. Secondly, the gross enrolment rate includes new entrants in the 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



(1) Data refer to year 1999.

Source: World Development Report, WB, 2003

40.3 Access to primary education

Gross intake ratio (GIR) in primary education, by gender, 2000

Country	Gross intake ratio (GIR) in primary education			
	Total	Males	Females	F/M
Bahrain	98.9	98.5	99.3	1.01
Iran	78.6	78.6	78.5	1.00
Iraq (1)	116.3	123.2	109.2	0.89
Kuwait (1)	102.4	103.6	101.2	0.98
Oman	66.8	66.9	66.7	1.00
Qatar	n.a.	n.a.	n.a.	n.a.
Saudi Arabia	67.6	68.2	66.9	0.98
United Arab Emirates	119.4	118.5	120.4	1.02
Yemen	85.4	96.5	73.8	0.76
Israel	n.a.	n.a.	n.a.	n.a.
Jordan (1)	105.6	105.3	105.8	1.00
Lebanon	89.6	90.5	88.6	0.98
Occ. Palestinian Terr.	110.0	110.0	110.0	1.00
Syrian Arab Republic	121.4	123	119.6	0.97
Algeria	87.4	88.4	86.3	0.98
Egypt	97.5	98.8	96.2	0.97
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.	n.a.
Morocco	105.8	107.6	103.9	0.97
Tunisia	104.6	103.5	105.7	1.02
Albania	101.7	102.5	100.8	0.98
Bosnia and Herz. na	n.a.	n.a.	n.a.	n.a.
Bulgaria	101.1	101.8	100.3	0.99
Croatia	n.a.	n.a.	n.a.	n.a.
Romania	102.1	102.5	101.7	0.99
Serbia and Montenegro	n.a.	n.a.	n.a.	n.a.
Slovenia	106.1	106.3	105.9	1.00
TFYR Macedonia	97.4	97.1	97.7	1.01
Turkey	n.a.	n.a.	n.a.	n.a.
Cyprus	99.8	99.6	99.9	1.00
France (1)	97.7	98.3	97.1	0.99
Greece	n.a.	n.a.	n.a.	n.a.
Italy (1)	100.2	100.5	99.9	0.99
Malta (1)	100.6	98.7	102.7	1.04
Spain	n.a.	n.a.	n.a.	n.a.

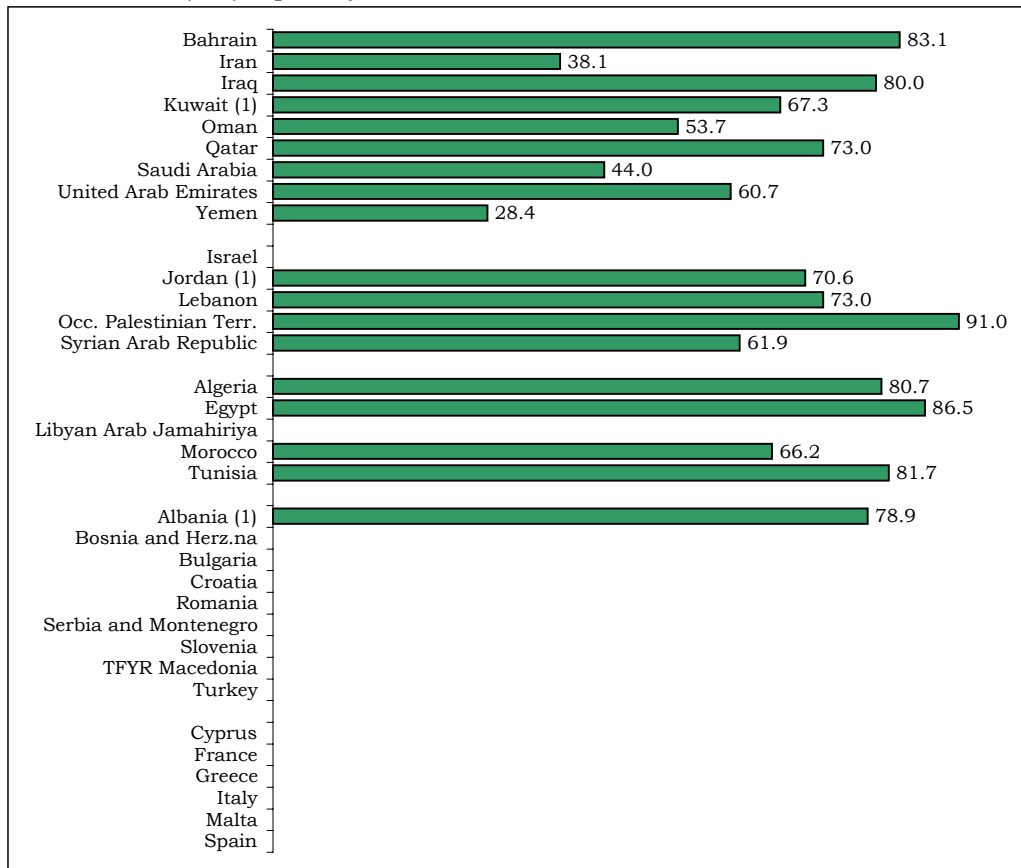
(1) Data refer to year 1999.

Source: World Development Report, WB, 2003

40.4 Access to primary education

The number of pupils at the official school entrance age who are new entrants in the first grade of primary education, expressed as a percentage of the population of official admission age to primary education, can be used to examine differentials in the level of participation in primary education between the countries covered. The figures show wide variation in the net intake rate (NIR) between Arab States; the difference between the lowest NIR (Yemen, 28%) and the highest (the Occupied Palestinian Territory, 91%) is 63 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



(1) Data refer to year 1999.

Source: *World Development Report, WB, 2003*

40.5 Access to primary education

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

Country	Net intake rate (NIR) in primary education			
	Total	Males	Females	F/M
Bahrain	83.1	81.9	84.4	1.03
Iran	38.1	38.5	37.7	0.98
Iraq	n.a.	n.a.	n.a.	n.a.
Kuwait (1)	67.3	68.2	66.4	0.97
Oman	53.7	53.6	53.9	1.01
Qatar	n.a.	n.a.	n.a.	n.a.
Saudi Arabia	44.0	52.6	35.0	0.67
United Arab Emirates	60.7	59.3	62.2	1.05
Yemen	28.4	32.8	23.9	0.73
Israel	n.a.	n.a.	n.a.	n.a.
Jordan (1)	70.6	69.9	71.4	1.02
Lebanon	6.1	5.5	6.7	1.23
Occ. Palestinian Terr.	91.0	90.0	91.0	1.00
Syrian Arab Republic	61.9	62.7	61.0	0.97
Algeria	80.7	81.9	79.6	0.97
Egypt	86.5	87.6	85.4	0.97
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.	n.a.
Morocco	66.2	67.8	64.6	0.95
Tunisia (1)	81.7	81.2	82.2	1.01
Albania	79.0	79.1	78.8	1.00
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.

(1) Data refer to year 1999.

Source: World Development Report, WB, 2003

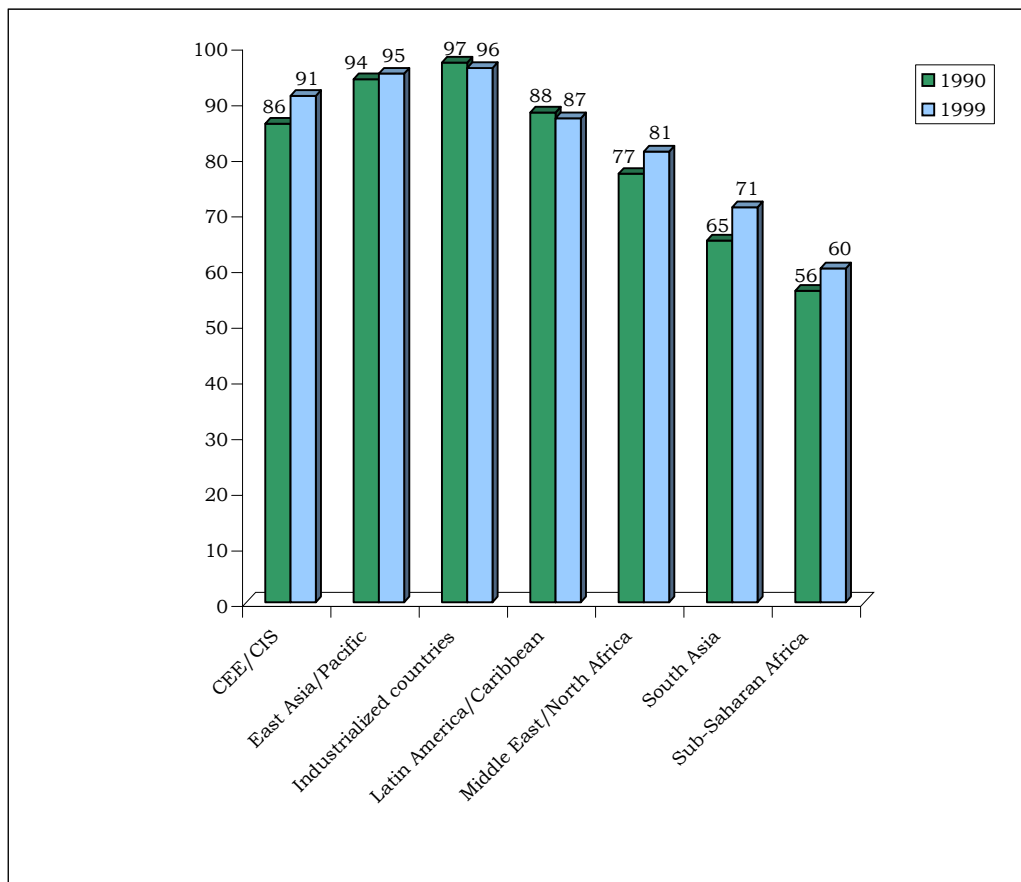
41.1 Participation in primary education

Great progress has been achieved throughout the world in efforts to provide basic education for all children—a fundamental right set forth in the Universal Declaration of Human Rights. Despite the great successes attained so far, many children in some developing countries still have no opportunity to attend school.

In the Middle East and North Africa, the primary school enrolment/attendance ratio increased from 77% in 1990 to 81% in 1999. Thus, around one in five children 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 (by region), 1990 and 1999

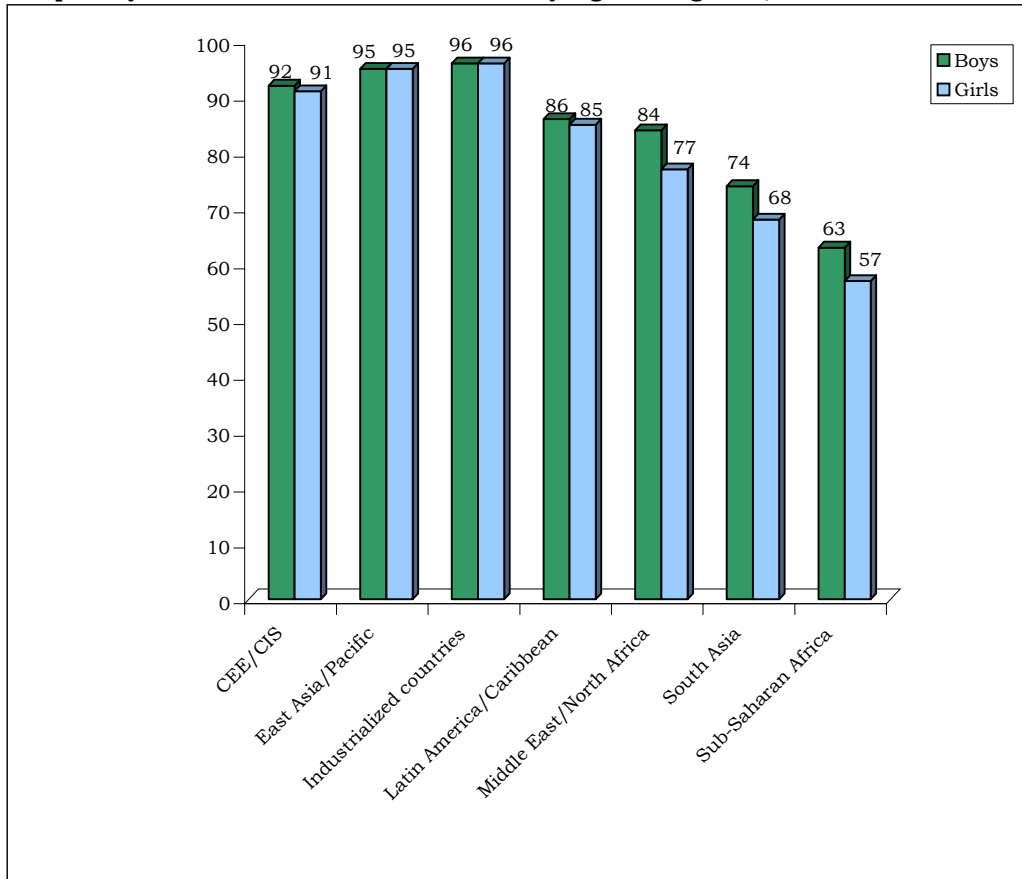


Source: UNICEF/UNESCO, 2001

41.2 Participation in primary education

In the Middle East and North Africa, at the primary school level, relatively more boys were enrolled than girls; the net enrolment/attendance ratio (NER) being 84% for boys versus 77% for girls— that is, a gender parity index of participation in primary education equal to 0.92. Nevertheless, in a number of countries as many girls are enrolled as boys, or even more; e.g., in four Arab States, the gender parity index is at unity or above. Further, in all countries considered, the gender parity index is 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 region and gender, 1999



Source: UNICEF/UNESCO, 2001

41.3 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 a number of southern European countries in recent years due to falling fertility rates.

School age population (thousands), 2000

Country	Age group	School age population (000s)
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

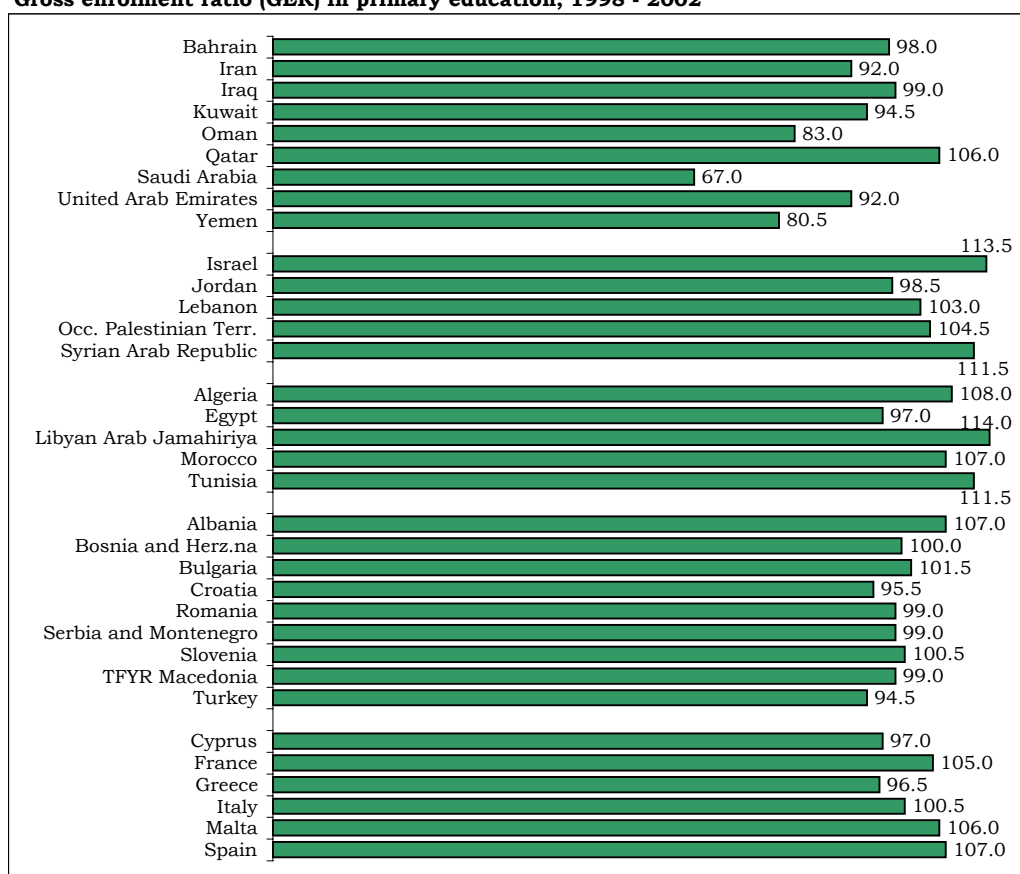
Source: World Bank Edstats, 2003

41.4 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 who have no opportunity 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 (GER) in primary education reveals situations where access to education is not actually available to all children. The GER of 92% in Iran, 83% in Oman and 67% in 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, 1998 - 2002



Source: *The State of the World's Children*, UNICEF, 2005

41.5 Participation in primary education

Gross enrolment ratio (GER) in primary education by gender, 1998 - 2002

Country	Gross Enrolment Ratio (GER) in primary education			
	Total	Males	Females	F/M
Bahrain	98.0	98.0	98.0	1.00
Iran	92.0	94.0	90.0	0.96
Iraq	99.0	109.0	89.0	0.82
Kuwait	94.5	95.0	94.0	0.99
Oman	83.0	84.0	82.0	0.98
Qatar	106.0	108.0	104.0	0.96
Saudi Arabia	67.0	68.0	66.0	0.97
United Arab Emirates	92.0	94.0	90.0	0.96
Yemen	80.5	97.0	64.0	0.66
Israel	113.5	114.0	113.0	0.99
Jordan	98.5	98.0	99.0	1.01
Lebanon	103.0	105.0	101.0	0.96
Occ. Palestinian Terr.	104.5	104.0	105.0	1.01
Syrian Arab Republic	111.5	115.0	108.0	0.94
Algeria	108.0	112.0	104.0	0.93
Egypt	97.0	100.0	94.0	0.94
Libyan Arab Jamahiriya	114.0	114.0	114.0	1.00
Morocco	107.0	113.0	101.0	0.89
Tunisia	111.5	114.0	109.0	0.96
Albania	107.0	107.0	107.0	1.00
Bosnia and Herz. na	100.0	100.0	100.0	1.00
Bulgaria	101.5	103.0	100.0	0.97
Croatia	95.5	96.0	95.0	0.99
Romania	99.0	100.0	98.0	0.98
Serbia and Montenegro	99.0	99.0	99.0	1.00
Slovenia	100.5	101.0	100.0	0.99
TFYR Macedonia	99.0	99.0	99.0	1.00
Turkey	94.5	98.0	91.0	0.93
Cyprus	97.0	97.0	97.0	1.00
France	105.0	106.0	104.0	0.98
Greece	96.5	97.0	96.0	0.99
Italy	100.5	101.0	100.0	0.99
Malta	106.0	106.0	106.0	1.00
Spain	107.0	108.0	106.0	0.98

Source: *The State of the World's Children*, UNICEF, 2005

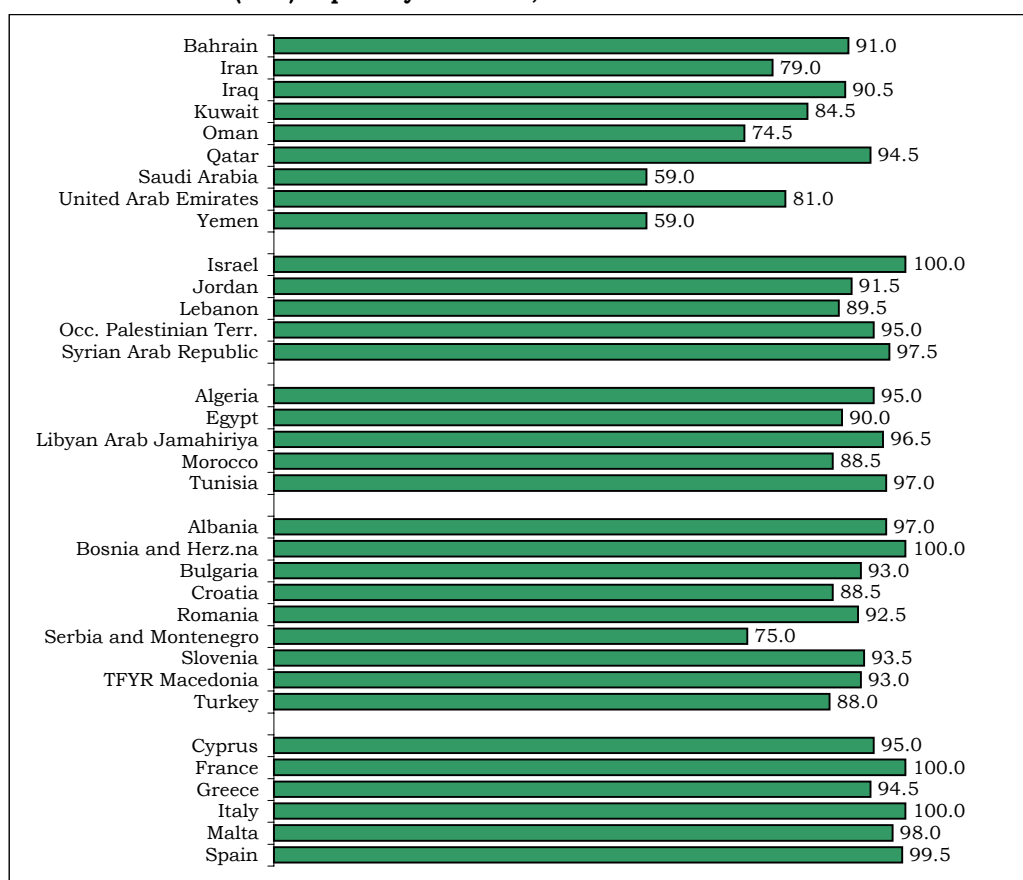
41.6 Participation in primary education

The net ratio of children admitted to primary school gives a more realistic idea of enrolment in primary education than the gross enrolment rate, in that the relatively high percentages of pupils repeating school years in some countries make it difficult to estimate actual attendance. Further, pupils repeating school years take up space and funds that could otherwise be devoted to children wishing to enroll.

The net enrolment ratio (NER) in primary education indicates virtually universal attendance in Southwest Europe. In the Balkan region, around 7% of children in Bulgaria, Macedonia and Romania, and around 12% in Croatia and Turkey, do not attend primary school.

Within the 16 Arab States with data, the NER is highest in Libya, Tunisia and Syria (97%), and lowest in Saudi Arabia and Yemen (59%).

Net enrolment ratio (NER) in primary education, 1998 - 2002



Source: *The State of the World's Children*, UNICEF, 2005

41.7 Participation in primary education

Net enrolment ratio (NER) in primary education by gender, 2002

Country	Net Enrolment Ratio (NER) in primary education			
	Total	Males	Females	F/M
Bahrain	91.0	91.0	91.0	1.00
Iran	79.0	80.0	78.0	0.98
Iraq	90.5	98.0	83.0	0.85
Kuwait	84.5	85.0	84.0	0.99
Oman	74.5	74.0	75.0	1.01
Qatar	94.5	95.0	94.0	0.99
Saudi Arabia	59.0	61.0	57.0	0.93
United Arab Emirates	81.0	82.0	80.0	0.98
Yemen	59.0	71.0	47.0	0.66
Israel	100.0	100.0	100.0	1.00
Jordan	91.5	91.0	92.0	1.01
Lebanon	89.5	90.0	89.0	0.99
Occ. Palestinian Terr.	95.0	95.0	95.0	1.00
Syrian Arab Republic	97.5	100.0	95.0	0.95
Algeria	95.0	96.0	94.0	0.98
Egypt	90.0	92.0	88.0	0.96
Libyan Arab Jamahiriya	96.5	97.0	96.0	0.99
Morocco	88.5	92.0	85.0	0.92
Tunisia	97.0	97.0	97.0	1.00
Albania	97.0	97.0	97.0	1.00
Bosnia and Herz. na	100.0	100.0	100.0	1.00
Bulgaria	93.0	94.0	92.0	0.98
Croatia	88.5	89.0	88.0	0.99
Romania	92.5	93.0	92.0	0.99
Serbia and Montenegro	75.0	75.0	75.0	1.00
Slovenia	93.5	94.0	93.0	0.99
TFYR Macedonia	93.0	93.0	93.0	1.00
Turkey	88.0	91.0	85.0	0.93
Cyprus	95.0	95.0	95.0	1.00
France	100.0	100.0	100.0	1.00
Greece	94.5	94.0	95.0	1.01
Italy	100.0	100.0	100.0	1.00
Malta	98.0	98.0	98.0	1.00
Spain	99.5	100.0	99.0	0.99

Source: World Development Report, WB, 2003

41.8 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
Developing countries	n.a.	n.a.
Industrialized countries	n.a.	n.a.
MENA	1.9	12.5
World	1.6	12.5

Source: UNESCO, 2002

42 Repetition in primary education

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

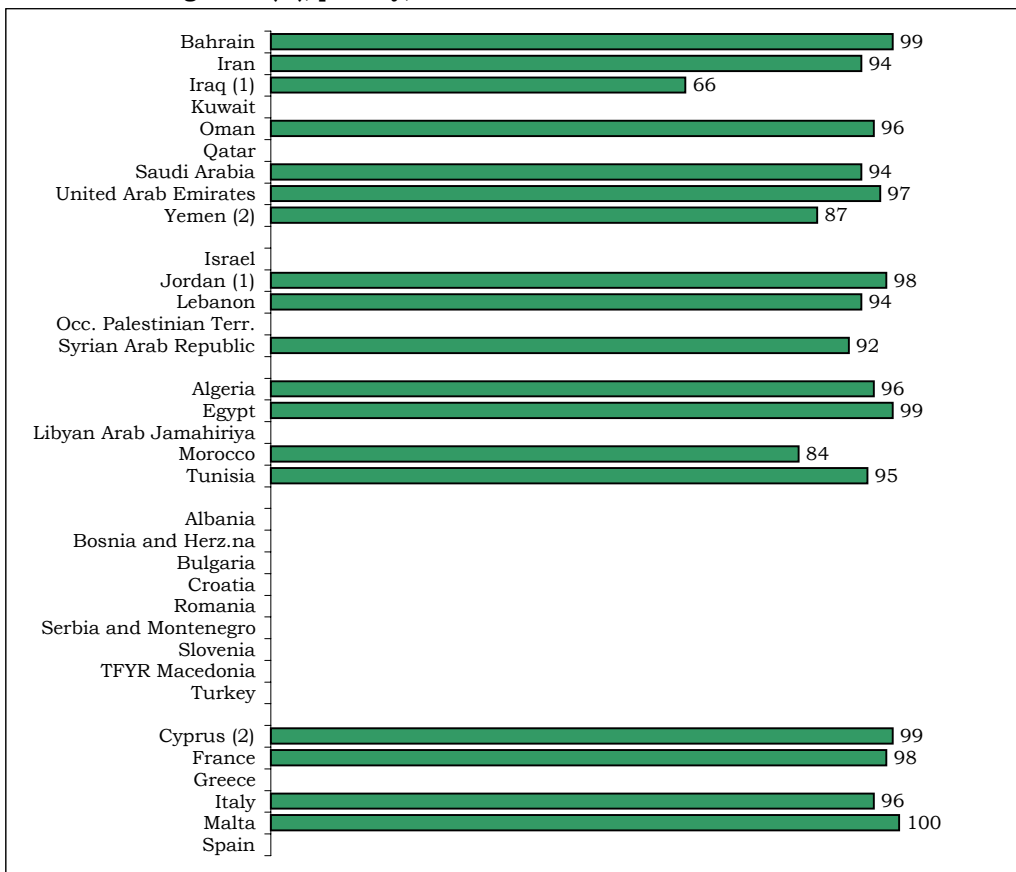
Country	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Bahrain	4.8	4.1	3.9	4.3	4.5
Iran	9.1	6.2	4.2	4.7	3.1
Iraq	10.8	10.7	10.6	12.6	21.9
Kuwait	3.8	2.8	4.1	2.7	n.a.
Oman	8.1	8.1	7.0	8.3	6.5
Qatar	n.a.	n.a.	n.a.	n.a.	n.a.
Saudi Arabia	6.2	3.4	5.9	6.5	6.4
United Arab Emirates	3.4	3.3	2.5	4.3	4.2
Yemen	n.a.	n.a.	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	n.a.	n.a.	n.a.	n.a.	n.a.
Industrialized countries	n.a.	n.a.	n.a.	n.a.	n.a.
MENA	7.1	9.1	8.4	8.5	8.8
World	7.2	5.1	5.0	5.6	5.0

Source: UNESCO, 2002

43.1 Survival in primary education

While compulsory education generally leads to an increase in school enrolment, it is also true that higher attendance depends above all on the degree of educational coverage and socio-economic factors capable of ensuring access and attendance, while discouraging the tendency to drop out. In the Arab region, only 3 countries (Iraq, Morocco, and Yemen) have survival rates at grade 5 below 90%.

Survival rate at grade 5 (%), primary, 2001



(1) Data refer to year 1999.

(2) Data refer to year 2000.

Source: UNESCO Institute for Statistics, 2004

43.2 Survival in primary education

Survival rate at grade 5 (%), primary, by gender, 2001

Country	Survival rate at grade 5			
	Total	Males	Females	F/M
Bahrain	99	100	98	0.98
Iran	94	94	94	1.00
Iraq	66	67	63	0.94
Kuwait	n.a.	n.a.	n.a.	n.a.
Oman	96	96	96	1.00
Qatar	n.a.	n.a.	n.a.	n.a.
Saudi Arabia	94	94	94	1.00
United Arab Emirates	97	97	98	1.01
Yemen	87	99	70	0.71
Israel	n.a.	n.a.	n.a.	n.a.
Jordan	98	98	97	0.99
Lebanon	94	92	96	1.04
Occ. Palestinian Terr.	n.a.	n.a.	n.a.	0.00
Syrian Arab Republic	92	93	92	0.99
Algeria	96	95	97	1.02
Egypt	99	99	99	1.00
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.	n.a.
Morocco	84	84	83	0.99
Tunisia	95	95	96	1.01
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 (2)	99	99	100	1.01
France	98	98	97	0.99
Greece	n.a.	n.a.	n.a.	n.a.
Italy	96	96	96	1.00
Malta (1)	100	100	100	1.00
Spain	n.a.	n.a.	n.a.	n.a.

(1) Data refer to year 1999.

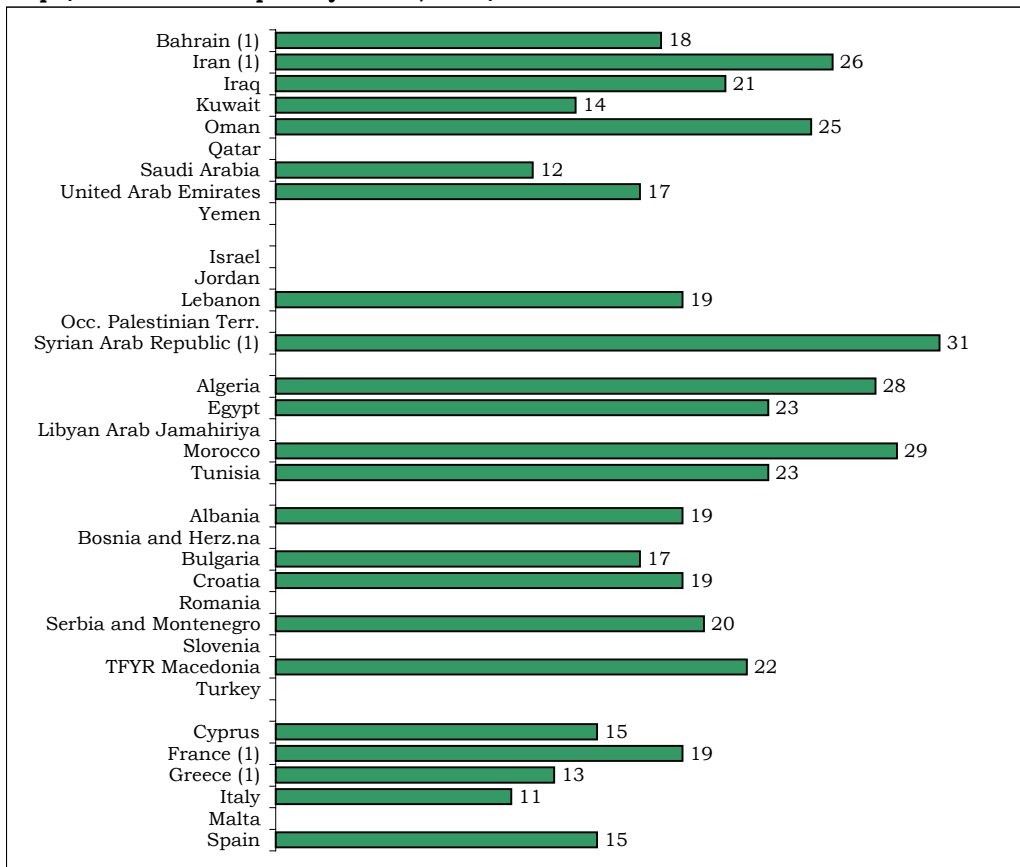
(2) Data refer to year 2000.

Source: UNESCO Institute for Statistics, 2004

44 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



(1) UNESCO Insitute for Statistics (UIS) estimates.

Source: UNESCO, 2002

45 Out-of-school children

The problem of out-of-school children is evident in some of the countries in the Middle East and North Africa, particularly in Iran, Morocco and Saudi Arabia. In most countries, however, girls are less likely to be in school than boys.

The low school enrolment of girls reinforces the circle of educational deprivation, for when these girls become mothers they are less able to help their children become literate.

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

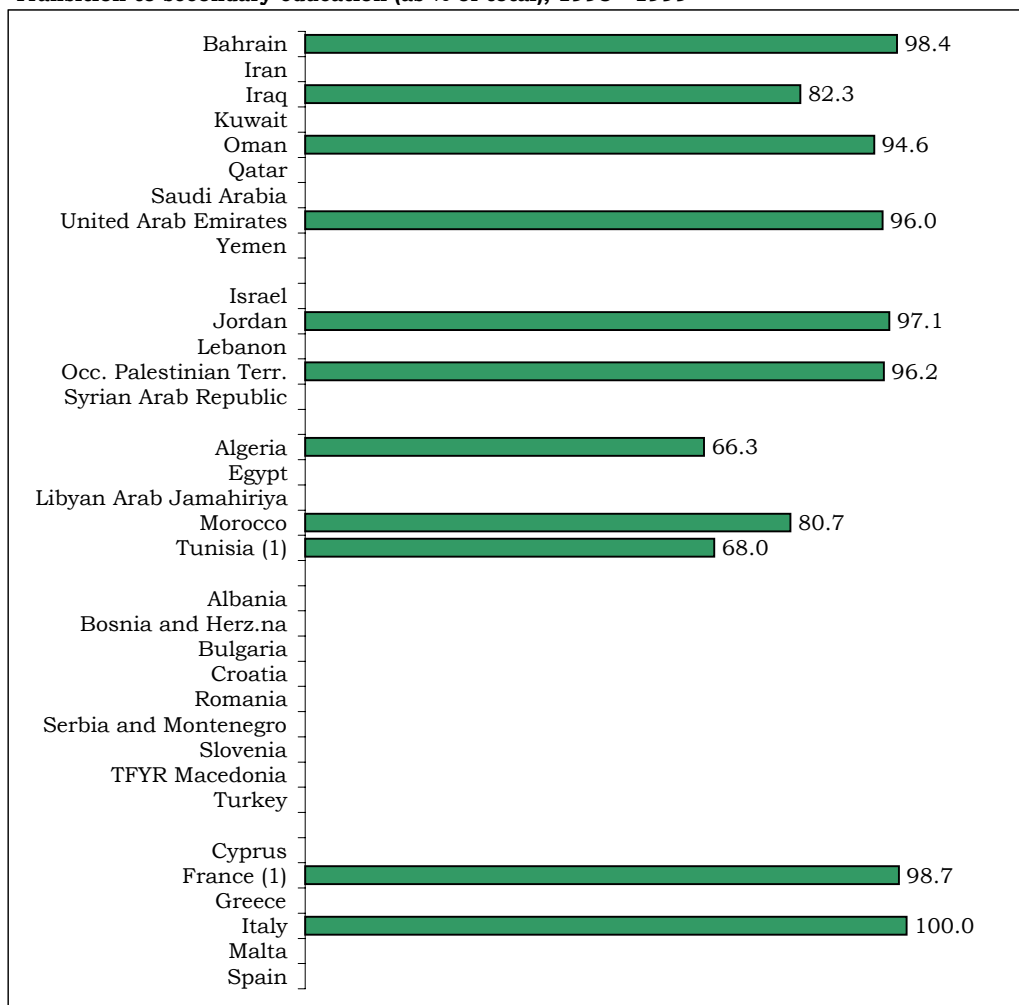
Country	Total	Males	Females	% Females
Bahrain	4.6	2.9	1.7	36.6
Iran	2,398.9	1,201.1	1,197.8	49.9
Iraq	248.7	n.a.	n.a.	n.a.
Kuwait	55.6	26.8	28.8	51.9
Oman	150.5	75.3	75.2	50.0
Qatar	n.a.	n.a.	n.a.	n.a.
Saudi Arabia	1,404.7	682.4	722.4	51.4
United Arab Emirates	63.0	33.2	29.8	47.3
Yemen	n.a.	n.a.	n.a.	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	46,763	61,416	56.8
Industrialized countries	1,861	957	904	48.6
MENA	8,147	3,350	4,797	58.8
World	115,414	50,447	64,967	56.3

Source: UNESCO, 2002

46.1 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 32-34% in Tunisia and Algeria, and 18-19% in Iraq and Morocco.

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



(1) UNESCO Institute for Statistics (UIS) estimates

Source: UNESCO, 2002

46.2 Participation in secondary education

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

Country	Transition to secondary education			
	Total	Males	Females	F/M
Bahrain	98.4	97	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	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	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 (1)	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 (1)	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.

(1) UNESCO Institute for Statistics (UIS) estimates

Source: UNESCO, 2002

46.3 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	n.a.
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

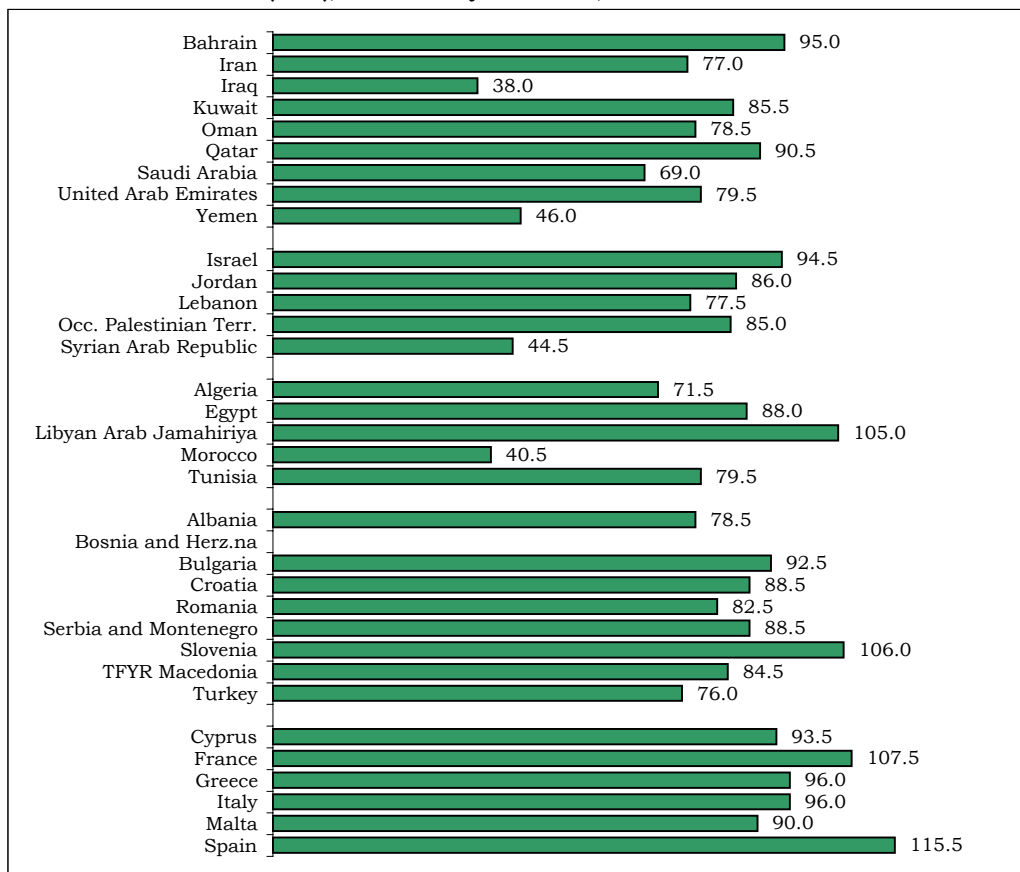
Source: World Development Report, WB, 2003

46.4 Participation in secondary education

The gross ratio 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 ratios for France, Libya, Slovenia and Spain are over 100%. Lower levels of enrolment in secondary education are recorded in the Balkan region in Romania (83%), and Albania (79%), and Turkey (76%). Much lower rates are shown for several countries in the MENA region; the gross enrolment ratio is below 50% in four countries: Iraq, Morocco, Syria and Yemen.

Gross Enrolment Ratio (GER), in secondary education, 1998 - 2002



Source: *The State of the World's Children*, UNICEF, 2005

46.5 Participation in secondary education

Gross Enrolment Ratio (GER) in secondary education, by gender, 1998 - 2002

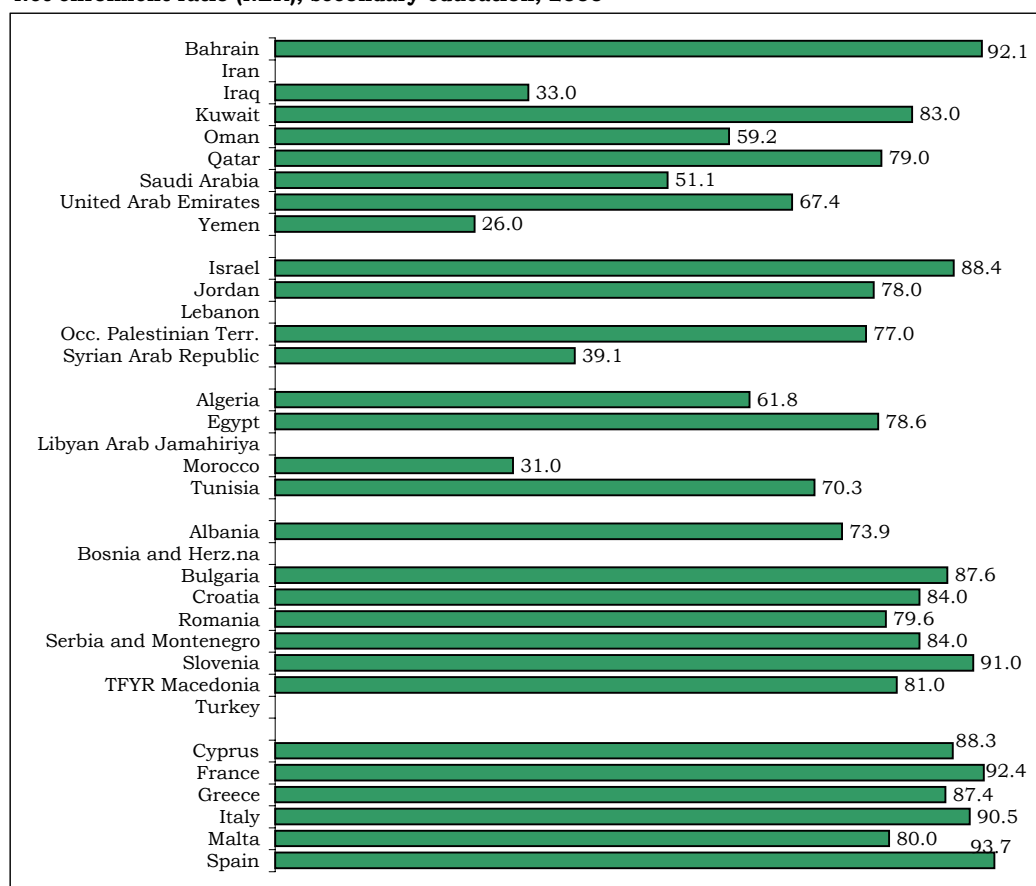
Country	Gross Enrolment Ratio (GER) in secondary education			
	Total	Males	Females	F/M
Bahrain	95	91	99	1.09
Iran	77	79	75	0.95
Iraq	38	47	29	0.62
Kuwait	86	83	88	1.06
Oman	79	79	78	0.99
Qatar	91	88	93	1.06
Saudi Arabia	69	73	65	0.89
United Arab Emirates	80	77	82	1.06
Yemen	46	65	27	0.42
Israel	95	95	94	0.99
Jordan	86	85	87	1.02
Lebanon	78	74	81	1.09
Occ. Palestinian Terr.	85	82	88	1.07
Syrian Arab Republic	45	47	42	0.89
Algeria	72	69	74	1.07
Egypt	88	91	85	0.93
Libyan Arab Jamahiriya	105	102	108	1.06
Morocco	41	45	36	0.80
Tunisia	80	78	81	1.04
Albania	79	77	80	1.04
Bosnia and Herz. na	n.a.	n.a.	n.a.	n.a.
Bulgaria	93	94	91	0.97
Croatia	89	88	89	1.01
Romania	83	82	83	1.01
Serbia and Montenegro	89	88	89	1.01
Slovenia	106	105	107	1.02
TFYR Macedonia	85	86	83	0.97
Turkey	76	86	66	0.77
Cyprus	94	93	94	1.01
France	108	107	108	1.01
Greece	96	95	97	1.02
Italy	96	97	95	0.98
Malta	90	91	89	0.98
Spain	116	112	119	1.06

Source: *The State of the World's Children*, UNICEF, 2005

46.6 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. The highest ratios, all above 90%, are shown for Bahrain, France, Italy, Slovenia and Spain, while four countries in the MENA region show ratios below 40%.

Net enrolment ratio (NER), secondary education, 2000



Source: UNESCO Institute for Statistics, 2004

46.7 Participation in secondary education

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

Country	Net Enrolment Ratio (NER) in secondary education			
	Total	Males	Females	F/M
Bahrain	92.1	89.0	95.5	1.07
Iran	n.a.	n.a.	n.a.	n.a.
Iraq	33.0	38.0	26.0	0.66
Kuwait	83.0	62.0	84.0	1.03
Oman	59.2	59.0	59.6	1.01
Qatar	79.0	76.0	82.0	1.08
Saudi Arabia	51.1	52.0	49.9	0.96
United Arab Emirates	67.4	64.0	71.8	1.12
Yemen	26.0	35.0	21.0	0.46
Israel	88.4	88.0	88.9	1.01
Jordan	78.0	78.0	81.0	1.07
Lebanon	n.a.	n.a.	n.a.	n.a.
Occ. Palestinian Terr.	77.0	75.0	79.0	1.06
Syrian Arab Republic	39.1	41.0	37.0	0.90
Algeria	61.8	60.0	63.3	1.06
Egypt	78.6	80.0	76.9	0.96
Libyan Arab Jamahiriya	n.a.	n.a.	n.a.	n.a.
Morocco	31.0	34.0	28.0	0.83
Tunisia	70.3	69.0	71.9	1.04
Albania	73.9	73.0	75.0	1.03
Bosnia and Herz. na	n.a.	n.a.	n.a.	n.a.
Bulgaria	87.6	88.0	86.7	0.99
Croatia	84.0	83.0	85.0	1.02
Romania	79.6	79.0	80.6	1.02
Serbia and Montenegro	n.a.	n.a.	n.a.	n.a.
Slovenia	84.0	84.0	85.0	1.01
TFYR Macedonia	91.0	89.0	93.0	1.04
Turkey	81.0	82.0	79.0	0.97
Cyprus	88.3	87.0	89.3	1.03
France	92.4	91.0	93.4	1.03
Greece	87.4	86.0	88.9	1.03
Italy	90.5	90.0	90.9	1.01
Malta	80.0	79.0	80.0	1.01
Spain	93.7	92.0	95.4	1.04

Source: UNESCO Institute for Statistics, 2004

47 Compulsory education

Legislation to make education compulsory to 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 recent years. The percentage of 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 the Middle East and North Africa have introduced laws and regulations on compulsory education, the average duration being 7.7 years.

Age of compulsory education and net enrolment ratios by type of regulations, by region, 2000

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

48 Students Science Mathematics performance

The Trends in International Mathematics and Science Study (TIMSS) can be used to track changes in achievement over time. Moreover, TIMSS is closely linked to the curricula of the participating countries, providing an indication of the degree to which students have learned concepts in mathematics and science they have encountered in school at the eighth-grade level.

At the eighth grade, only four countries obtained higher scale-score points in both mathematics and science than the international average of 467 in mathematics and the international average of 474 in science, namely: Bulgaria, Israel, Italy and Slovenia.

In order to provide meaningful descriptions of what performance on the scale could mean in terms of the mathematics or the science that students know and can do, TIMSS identified four points on the scale for use as international benchmarks: the advanced benchmark is 625, the high benchmark is 550, the intermediate benchmark is 475, and the low benchmark is 400.

None of the countries covered by the table below were in the advanced or the high benchmark groups. The top-performing countries were all in the intermediate benchmark group, while most of the participating Arab countries showed scale-score points between the intermediate and the low benchmarks.

Average Mathematics and Science TIMSS Scale Scores of eight grade students, 2003

Country	Average Mathematics TIMSS Scale Scores	Average Science TIMSS Scale Scores
Bahrain	401	438
Iran	411	453
Iraq	n.a.	n.a.
Kuwait	n.a.	n.a.
Oman	n.a.	n.a.
Qatar	n.a.	n.a.
Saudi Arabia	332	398
United Arab Emirates	n.a.	n.a.
Yemen	n.a.	n.a.
Israel	496	488
Jordan	424	475
Lebanon	433	393
Occ. Palestinian Terr.	390	435
Syrian Arab Republic	n.a.	n.a.
Algeria	n.a.	n.a.
Egypt	406	421
Libyan Arab Jamahiriya	n.a.	n.a.
Morocco	387	394
Tunisia	410	404
Albania	n.a.	n.a.
Bosnia and Herz. na	n.a.	n.a.
Bulgaria	476	479
Croatia	n.a.	n.a.
Romania	575	470
Serbia and Montenegro	477	468
Slovenia	493	520
TFYR Macedonia	435	449
Turkey	n.a.	n.a.
Cyprus	459	441
France	n.a.	n.a.
Greece	n.a.	n.a.
Italy	484	491
Malta	n.a.	n.a.
Spain	n.a.	n.a.

Source: NCES: Trends in International Mathematics and Science Study, TIMSS 2003

49 Private enrolment

Data show that private education is mainly prevalent during the pre-primary and primary education stages.

Private enrolment as % of total enrolment, 1999 - 2000

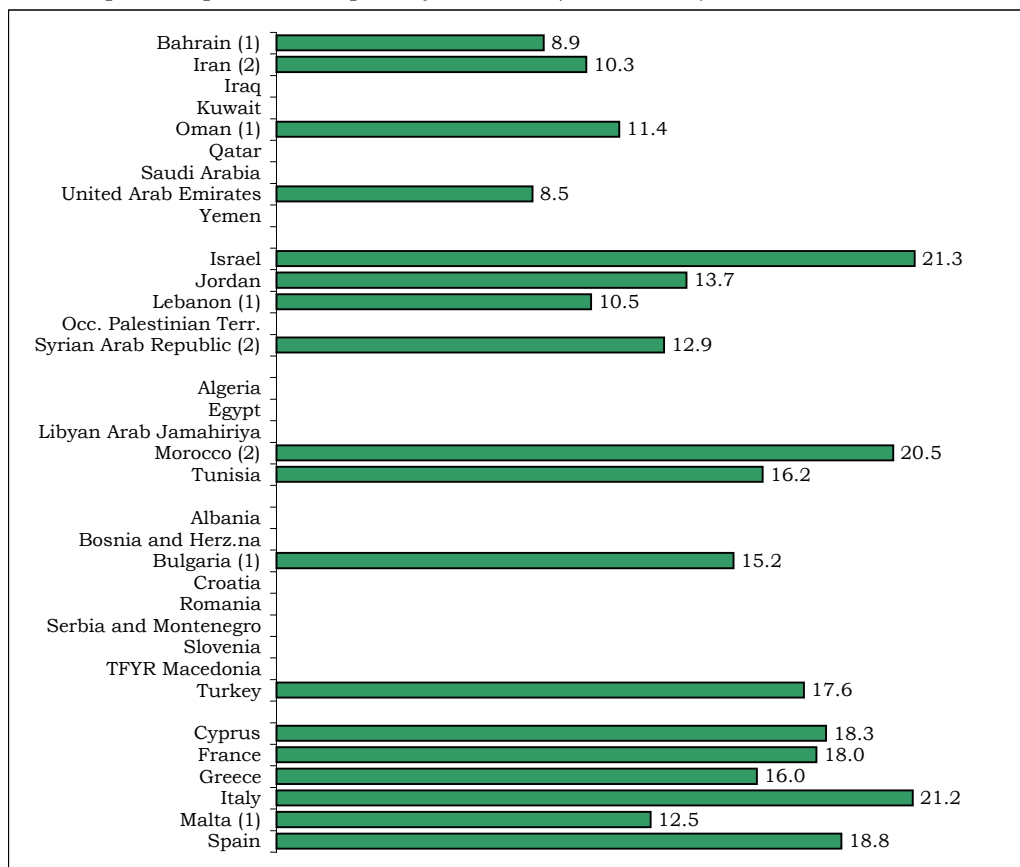
Country	Pre-primary	Primary	Secondary
Bahrain	99.3	19.1	15.8
Iran	12.7	3.3	5.4
Iraq	n.a.	n.a.	n.a.
Kuwait	26.0	31.1	27.9
Oman	100.0	4.5	n.a.
Qatar	100.0	n.a.	n.a.
Saudi Arabia	49.9	6.4	n.a.
United Arab Emirates	68.2	45.0	32.0
Yemen	n.a.	n.a.	n.a.
Israel	6.8	n.a.	n.a.
Jordan	99.6	30.0	n.a.
Lebanon	76.5	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	n.a.	n.a.
Serbia and Montenegro	n.a.	n.a.	n.a.
Slovenia	n.a.	n.a.	n.a.
TFYR Macedonia	n.a.	n.a.	n.a.
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

Source: UNESCO, 2002

50.1 Public expenditure on education

The proportion of GNP allocated to primary education indicates the level of investment in the young population. The highest proportions are found in Israel, Italy and Morocco, where the proportion of GNP allocated to education is around 21%, while the lowest proportions are shown for Bahrain and the United Arab Emirates (around 9%).

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



(1) Data refer to year 1998.

(2) Data refer to year 2000.

Source: World Development Report, WB, 2003

50.2 Public expenditure on education

Public expenditure on education as percentage of total expenditure on education, 1990/1991 and 1999/2000

Country	Public expenditure on primary education as % of total expenditure on education		Public 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

50.3 Public expenditure on education

Total public expenditure on education, as percentage of GNP and total government expenditure, 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 (1)	17.8	n.a.
United Arab Emirates	1.7	n.a.	14.6	n.a.
Yemen	n.a.	10.6	n.a.	32.8
Israel	6.5	7.6	11.3	n.a.
Jordan	8.9	5.1	17.1	5.0
Lebanon	n.a.	2.9	n.a.	11.1
Occ. Palestinian Terr.	n.a.	n.a.	n.a.	n.a.
Syrian Arab Republic	4.3	3.5	17.3	11.1
Algeria	5.5	n.a.	21.1	n.a.
Egypt	3.8	4.1 (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 (1)	13.5	17.7
Albania	5.8	n.a.	n.a.	n.a.
Bosnia and Herz.na	n.a.	n.a.	n.a.	n.a.
Bulgaria	5.6	3.6	n.a.	n.a.
Croatia	n.a.	4.3 (1)	n.a.	n.a.
Romania	2.8	3.6 (1)	7.3	n.a.
Serbia and Montenegro	n.a.	5.1 (1)	n.a.	n.a.
Slovenia	n.a.	n.a.	n.a.	n.a.
TFYR Macedonia	n.a.	4.2 (1)	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 (1)	8.3	n.a.
Spain	4.4	4.6	9.4	11.3
Developing countries (2)	n.a.	n.a.	n.a.	n.a.
Industrialized countries (2)	n.a.	n.a.	n.a.	n.a.
MENA (2)	4.3	4.1	14.6	n.a.
World (2)	4.2	4.7	13.8	12.8

(1) Unesco Institute for Statistics (UIS) estimates

(2) Median

Source: UNESCO, 2002