LANCET-SIGHT COMMISSION

PEACEFUL SOCIETIES through HEALTH and GENDER EQUALITY

SIGHT.
SWEDISH INSTITUTE FOR GLOBAL HEALTH TRANSFORMATION

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INDICATOR ANALYSIS

FEMALE PRIMARY SCHOOL ENROLEMNT

ANALYSIS CONDUCTED BY FRANCOIS DAUDELIN & VAL PERCIVAL

FOR THE LANCET-SIGHT COMMISSION ON PEACEFUL SOCITIES THROUGH HEALTH AND GENDER EQUALITY

Find the full series at: sight.nu/peacehealthgenderequality

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Overview	"Gross enrollment is the ratio of total enrollment, regardless of age, to the population of the age group that officially corresponds to the level of education shown. Primary education provides children with basic reading, writing, and mathematics skills along with an elementary understanding of such subjects as history, geography, natural science, social science, art and music" (1).
How is the indicator calculated?	"Gross enrollment ratio for primary school is calculated by dividing the number of students enrolled in primary education regardless of age by the population of the age group which officially corresponds to primary education, and multiplying by 100" (1).

GLOBAL TRENDS	
What are the global patterns for this indicator? Trends, Geographic patterns, etc.	*World trends:* • Only 66% of countries have achieved gender parity in primary education (2). • Gender disparities in out-of-school rates have narrowed substantially over the last 15 years: "Globally, a gap exists only in primary education: 9.7% of primary school-age girls and 8.1% of boys are out of school, or 5 million more girls than boys" (2). • "Between 2000 and 2015, the share of countries that achieved gender parity in primary education increased by 8 percentage points and in upper secondary education by 14 percentage points. In 2015, the share of countries with fewer than 80 females enrolled for every 100 males was 1% in primary education (Afghanistan and South Sudan)" (2). *Geographic trends:* • Girls make up about 54% of the global population of children out of school. The proportion rises to 60% in the Arab States, a share that has remained unchanged since 1999 (3). • In South and West Asia, by contrast, the share of girls in the out-of-school population fell steadily from 64% in 1999 to 57% in 2011 (3). • Comparisons by income group show that low-income countries differ from middle and high-income countries in terms of gender participation in education. Only 20% of low income countries have achieved gender parity at the primary level, 10% at the lower secondary level and 8% at the upper secondary level (4). • Sub-Saharan Africa remains the region with the largest number of countries having severe gender disparity in access to primary education (4).

UTILITY	
What does this indicator measure?	This indicator measures the proportion of females that are enrolled in primary education in the age group which officially corresponds to primary education.
What does it NOT measure – what does it miss?	Enrollment indicators are based on annual school surveys, but do not necessarily reflect actual attendance or dropout rates during the year (1).
If/how this indicator relates to the interface/relationship among health, gender and fragility/stability?	• Half of the 57 million children that were out of school in 2011 live in conflict-affected countries (4). • Afghanistan, the Democratic Republic of the Congo, Somalia and pre-secession Sudan have out-of-school populations of over 1 million (4). • Fragile, post- conflict and post-disaster states tend to be in a weaker position in enacting and enforcing policies to support gender equality in education (2).

AVAILABILITY	
Sources for indicator (CRVS, DHS, etc. – include links)	Data on education are collected by the UNESCO Institute for Statistics from official responses to its annual education survey. All the data are mapped to the International Standard Classification of Education (ISCED) to ensure the comparability of education programs at the international level (1). Indicator data are available from the following sources: 1. World Bank Databank (country and regional level 1970-2019): https://data.worldbank.org/indicator/SE.PRM.ENRR.FE?view=chart
Most recent date available?	Data are available from 1970 – 2019.
Availability across geographic areas?	Yes, this indicator is widely available across geographic areas.

Availability in conflict affected settings?	Data availability in conflict affected settings varies by country and year : Yemen (1999-2016 with 6 gaps); South Sudan (2011 and 2015); Libya (1971-2006 with 16 gaps); Somalia (1971-1986 and 2007), DRC (1971-2018 with 11 gaps), Afghanistan (1970-2018 with 8 gaps) and Syria (1971-2013)

GRANULARITY	
Disaggregation at national level	
Data disaggregated by sex	N/A
Data disaggregated by identity group (race, ethnicity)	No
Data disaggregated by income	No
Data disaggregated by citizenship	No
Data disaggregated by migration background	No
Disaggregation at sub-national level	
Data disaggregated by geographic region;	No
Data disaggregated by identity group (race, ethnicity);	No
Data disaggregated by income.	No

SOURCES OF BIAS	
What bias can exist with these data?	“The length of education differs across countries and can influence enrollment rates, although the International Standard Classification of Education (ISCED) tries to minimize the difference. For example, a shorter duration for primary education tends to increase the rate; a longer one to decrease it (in part because older children are more at risk of dropping out)" (1) Additionally, administrators may report exaggerated enrolments, especially if there is a financial incentive to do so (5).

VALIDITY	
Clear and accepted international standards for indicator	Yes, there are clear and accepted international standards for the indicator – as mentioned, all the data acquired are mapped to the International Standard Classification of Education to ensure the comparability of education programs at the international level.
Validity of measurement of indicator generally accepted	The validity of measurement is generally accepted, as it only sets out to measure the enrollment rates. That being said, a more advanced version of the indicator would ideally take into account drop-outs and actual attendance in school, as they would offer further insight into females' primary school education as a whole.

RELIABILITY	
Reliability of indicator generally accepted	Yes, the reliability of the indicator is generally accepted, particularly because of the standardization of the data with the International Standard Classification of Education.

COMPLEXITY	
Enables analysis across time and location	Yes, this indicator puts no limits on either time or location, and it is measured across multiple countries.

OTHER REFLECTIONS	
Are values imputed/modelled?	No

References

1. The World Bank. School enrollment, primary, female (% gross) | Data [Internet]. World Bank DataBank. [cited 2021 Oct 1]. Available from: https://data.worldbank.org/indicator/SE.PRM.ENRR.FE?view=chart

2. Global Education Monitoring Team. Meeting Our Commitments to Gender Equality in Education. Gender Review of the Global Education Monitoring Report Series Unesco, Paris. 2018;

3. United Nations Educational S and CO (UNESCO). Teaching and learning: achieving quality for all. Education for All Global Monitoring Report. 2014;

4. UNESCO. TEACHING AND LEARNING: Achieving quality for all. United Nations Educational, Scientific and Cultural Organization; 2014. (EFA Global Monitoring Report).

5. UNECE. MDG Handbook: 2.1 Net enrolment ratio in primary education [Internet]. United Nations; 2012. Available from: https://unece.org/fileadmin/DAM/stats/documents/ece/ces/ge.31/2012/22_MDG_Handbook_2.1-3.1_EN.pdf