

GROSS INTAKE RATIO TO LAST GRADE OF PRIMARY EDUCATION		
Education	Education Level	Core indicator

## 1. INDICATOR

(a) **Name:** Gross Intake Ratio to Last Grade of Primary Education (GIRLG). Also called Primary Completion Rate (PCR).

(b) **Brief Definition:** The total number of new entrants in the last grade of primary education (according to ISCED97<sup>25</sup>), regardless of age, expressed as percentage of the total population of the theoretical entrance age to the last grade of primary.

(c) **Unit of Measurement:** expressed as a percentage (%).

(d) **Placement in the CSD Indicator Set:** Education/Education Level.

## 2. POLICY RELEVANCE

(a) **Purpose:** Gross Intake Rate to Last Grade of Primary Education is considered to be a measure of primary completion in a country's education system.

(b) **Relevance to Sustainable/Unsustainable Development (theme/sub-theme):** Education is a process by which human beings and societies reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of people to address environment and development issues. It is also critical for achieving environmental and ethical awareness, values, and skills consistent with sustainable development and effective public participation in decision-making. Policy-makers concerned with children's access and participation in education would find this indicator particularly useful. It reports the current final grade intake at primary level stemming from previous years of schooling and past education policies on entrance to primary education.

(c) **International Conventions and Agreements:** Indirect link to Millennium Development Goals (MDGs), the Dakar Framework for Action for Education for All (EFA) - see next two sections d) and e) for further elaboration.

(d) **International Targets/Recommended Standards:** The MDG goal 2 is "to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling". The goal for EFA is similar. Progress towards this goal is monitored by the indicator School Survival Rate to Grade 5 with a view that the general target should be 100% for every country of the world. Current discussions emerging

<sup>25</sup> *International Standard Classification of Education.* Primary education is defined by ISCED97 as programmes normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music.

from the MDG Interagency Expert Working Group suggest that this indicator should be complemented by the indicator GIRLG - see rationale in next section on Linkages.

**(e) Linkages to Other Indicators:** Currently, one of the indicators used to monitor MDG goal 2 on universal primary education is School Survival Rate to Grade 5. This is defined as the number of pupils belonging to a school-cohort who reached grade 5 divided by the number of pupils in the school-cohort, i.e., those originally enrolled in the first grade of primary education, and multiply the result by 100. It has been suggested that a better indicator to monitor MDG goal 2 would be the indicator GIRLG. The rationale is: while School Survival Rate to Grade 5 is important in assessing the internal efficiency of a school system for children who have effective access to school through inclusion of repetitions and drop outs, it gives no idea on the magnitude of coverage of the eligible school population. For instance, one might have a 100% School Survival Rate to Grade 5 but have only 25% of children in school. This is because the denominator of the School Survival Rate to Grade 5 is based on the number of children who have entered school and not the number who are eligible to enter school. The suggested supplement indicator, GIRLG combines two dimensions to assess UPE: it addresses whether or not the entire eligible school age population has access to school and whether or not they complete the full primary cycle.

### 3. METHODOLOGICAL DESCRIPTION

**(a) Underlying Definitions and Concepts:** Gross Intake Ratio to Last Grade of primary education is the total number of new entrants in the last grade of primary education (according to ISCED97), regardless of age, expressed as percentage of the total population of the theoretical entrance age to the last grade of primary.

**(b) Measurement Methods:** Determine the population of the theoretical entrance age to the last grade of primary by reference to the theoretical starting age and duration of ISCED97 Level 1 (primary education) as reported by the country.

Divide the number of new entrants in last grade of primary education, irrespective of age, by the population of the theoretical entrance age to the last grade of primary, and multiply the result by 100.

This method requires information on the structure of education (i.e. theoretical entrance age and duration of ISCED97 Level 1), enrolment and repeaters in the last grade of primary education and population of the theoretical entrance age to the last grade of primary.

$$\text{GIRLG}^t = \frac{N^t}{P_a^t} * 100$$

Where,

**GIRLG**<sup>t</sup> = Gross Intake Ratio to Last Grade in school-year t

$N^t$  = Total number of new entrants in the last grade of primary education (enrolments minus repeaters), in school-year t

$P_a^t$  = Population of the theoretical entrance-age a to last grade of primary, in school-year t

(c) **Limitations of the Indicator:** The Gross Intake Ratio to Last Grade of primary reports on the current primary access to last grade stemming from previous years' of schooling and past education policies on entrance to primary education. It is a measure of first-time completion of primary education as it excludes pupils repeating the last grade. A high Gross Intake Ratio to Last Grade denotes a high degree of completion of primary education.

As this calculation includes all new entrants to last grade (regardless of age), the Gross Intake Ratio may exceed 100%, due to over-aged or under-aged pupils entering the last grade of primary school for the first time. It is measuring the capacity of the education systems regarding primary completion rather than a proportion of a specific group.

Country figures may differ from the international ones because of differences between the national education system and ISCED97; or differences in coverage (i.e. the extent to which different types of education – e.g. private or special education – or different types of programmes e.g. adult education or early childhood care and education - are included in one rather than the other) and/or between national and UNPD population data.

(d) **Status of the methodology:**

(e) **Alternative Definitions:** Three other indicators of primary completion have been proposed by the UNESCO Institute for Statistics (UIS) alongside GIRLIG:

*Enrolment-based completion indicators*

**Expected Gross Intake Ratio to the Last Grade of Primary (E-GIRLIG).** It predicts the effect on last grade intake of current education policies on entrance to primary education and future years of schooling

*Apparent (gross) Intake rate × Survival rate to the last grade*

*Graduation-based completion indicators*

**Gross Primary Graduation Ratio (GPGR).** It reports the current primary outputs stemming from previous years of schooling and past education policies on entrance to primary education.

*Number of graduates*

*Population of the theoretical primary graduation age*

**Expected Gross Primary Graduation Ratio (E-GPGR).** It predicts the effect on primary outputs of current education policies on entrance to primary education and future years of schooling.

*Apparent Intake rate × Survival rate to last grade × Probability for graduation*

$$\text{Probability for graduation} = \frac{\text{Graduates}}{\text{New entrants to last grade}}$$

All these indicators are GROSS measure of completion. This means that they are measuring the **volume** of completion with regard to the eligible school age population. Therefore the figures may exceed 100% for some countries. This is the case for several countries where children complete primary education after multiple repetition and even re-enrolment after drop-out. Their interpretation should be completed along with other indicators of intake and progress (i.e. Intake and enrolment rates).

#### 4. ASSESSMENT OF DATA

**(a) Data Needed to Compile the Indicator:** Basic data required to derive this indicator include number of enrolled and number of repeaters for the last grade of primary education (as determined by the country and in accordance with the ISCED97 definition). Corresponding demographic age related data is required for students in the last grade of primary, again as determined by the country and in accordance with the ISCED97 definition.

**(b) National and International Data Availability and Sources:** At the national level, data on enrolment and repetition by grade in primary school are generally available in most countries. For sound measurement, this indicator should be supported by consistent data for gender and area (such as rural/urban zones). At the international level the UNESCO Institute for Statistics (UIS) undertakes an annual data collection of the latest available enrolment and repetition data from each country of the world. It then combines these with demographic age data from UN Population Division to form the indicator. Gross Intake Ratio to Last Grade of primary is available for around 140 countries.

**(c) Data References:**

The UNESCO Institute for Statistics web site: <http://www.uis.unesco.org>  
 UNESCO Institute for Statistics (UIS) Global Education Digest (GED), 2003, 2004, 2005, 2006.

The Education for All (EFA) Global Monitoring Reports (GMR), UNESCO.

The Millennium Development Goals Report 2006, United Nations.

The Human Development Reports, UNDP.

#### 5. AGENCIES INVOLVED IN THE DEVELOPMENT OF THE INDICATOR

**(a) Lead Agency:** The lead agency is the United Nations Educational, Scientific and Cultural Organization (UNESCO). The contact point is the Director, UNESCO Institute for Statistics (UIS); email: [uis.unesco.org](mailto:uis.unesco.org); fax: (1-514) 343-5740.

**(b) Other Contributing Organizations:** The UN Population Division in New York provides the population counts that comprise the denominator of this indicator.

#### 6. REFERENCES

**(a) Readings:**

UNESCO Institute for Statistics (UIS) Global Education Digest (GED), 2003, 2004, 2005.

The Education for All (EFA) Global Monitoring Reports (GMR), UNESCO.

The Millennium Development Goals Report 2006, United Nations.

The Human Development Reports, UNDP.

The World Development Indicators Reports, the World Bank.

World Education Report (UNESCO), 1995, 1998.

International Standard Classification of Education 1997, UNESCO

**(b) Internet site:** <http://www.uis.unesco.org> (UNESCO Institute for Statistics)