Looking into the Future: Projections for Universal Primary Education (UPE) by 2015

The World Bank EdStats Projections module was created to give users easy access to projections of educational attainment, enrolment rates, and gender parity indices until 2025 or 2050. Projections can help to distinguish those countries that are already on a path of adequate growth to reach targets like the Millennium Development Goals (MDGs) from those countries where policy change is needed to accelerate growth.

The Projections Query holds data from three different projection models:
- The EPDC Enrolment Rates Model contains projections for more than 150 countries of net enrolment rates (NER), total net enrolment rates (TNER), gross enrolment rates (GER), and gender parity indices (GPI) of GER/NERs until 2025.
- International Institute for Applied Systems Analysis/Vienna Institute of Demography (IIASA/VID) Educational Attainment Model includes the reconstruction of educational attainment distributions (primary, secondary, tertiary, or no education) for 120 countries by age and sex from 1970 to 2000 and projections to 2050.
- The Education Policy and Data Center (EPDC) Educational Attainment Model produces similar projections to the IIASA/VIS model for 81 countries for the period 2005 to 2025.

A previous issue of the EdStats Newsletter explained the basic functionality of the education projections module. This newsletter will continue the projection discussion by utilizing EPDC Enrolment Rate Model data to analyze regional- and country-level achievement of MDG #2: Universal Primary Education (UPE) by 2015. The projections are based on historical trends in net enrolment rates (NER) from 1999-2006 for 149 World Bank countries, and countries with NERs at or above 95 percent in 2015 were categorized as on-track to reach UPE.

32 percent of the 149 World Bank countries were on-track to reach Universal Primary Education by 2015 (see Figure 1). Countries with net enrolment rates less than 95% in 2015 were categorized as off-track to reach Universal Primary Education. There were 60 countries in this category of 149 total countries, or 40.3 percent.

28 percent of the World Bank countries did not have sufficient data between 1999 and 2006 to make a projection for 2015. Page 4 lists the countries included in this analysis (including those with insufficient data) with their region and their UPE achievement status.

On the regional level, three regions have more countries off track than they do on-track (see Figure 2). SSA is the most drastic example with 26 countries off-track and only 7 on-track. ECA also has more countries off-track (13) than on-track (9), and EAP has almost an equal number of countries on– (5) and off-track (6).

On the other end of the spectrum, SAS has twice as many countries (4) on track than off-track (2), and LAC is very similar with almost twice as many countries on-track (15) than off-track (8). MNA falls somewhere between the two groups of countries with only two countries more on-track (7) than off-track (5).
MNA and LAC are the only two regions that have more than half of their countries on-track for UPE by 2015, though EAP did not have data available for over half of the countries in the region, and SSA did not have data available for around 30 percent of countries.

Figure 3 shows the regional distribution of off-track countries. Almost half (44 percent) of the off-track countries are in SSA and almost one fourth (22 percent) are in ECA. Countries in LAC, EAP, and MNA make up the majority of the remaining off-track countries.

When looking at the trends within the regions, SSA has many countries with a positive trend of growth over time. 22 of 26 countries have seen a gradual improvement in their NERs over time, but at a rate that is insufficient to reach the UPE goal by 2015. 8 of the 22 countries are projected to reach the goal by 2025. Both of SAS’s off-track countries also have positive trends, but the trends are insufficient to reach UPE by 2015.

ECA, on the other hand, has many countries with higher initial NERs, but declining trends over time. 11 of 13 countries that are off-track in ECA have declining NER trends. LAC is similar to ECA with almost all off-track countries — 8 of 9 countries — having negative trends in NERs. EAP also has twice as many off-track countries with negative trends (4) than positive ones (2).

This analysis seems to show that some countries need to accelerate their growth toward UPE, but others need to analyze and revise policies that might be leading toward negative trends in NERs. Overall, the projection data shows that there is still much work to be done in many countries before the Millennium Development Goal for UPE will be achieved.
### Upcoming Issue

The next issue of the EdStats Newsletter will present:

- An introduction to the new EdStats Country Profiles.
- Updates on the newest data and improvements to the EdStats Website.

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### World Bank Countries and Universal Primary Education Trends for 2015

<table>
<thead>
<tr>
<th>Region</th>
<th>On-Track</th>
<th>Off-Track</th>
<th>No Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECA</strong></td>
<td>Tajikistan, Georgia, Poland</td>
<td>Kazakhstan, Albania, Ukraine, Turkey, Macedonia, Romania, Bulgaria, Kyrgyz Rep., Azerbaijan, Belarus, Moldova, Lithuania, Armenia</td>
<td>Bosnia &amp; Herzegovina, Latvia, Montenegro, Russian Fed., Serbia, Turkmenistan, Uzbekistan</td>
</tr>
<tr>
<td><strong>LAC</strong></td>
<td>Panama, Honduras, Suriname, Guatemala, St. Lucia, El Salvador, Mexico, Belize, Argentina, Brazil, Nicaragua, Ecuador, Bolivia, Venezuela, Cuba</td>
<td>Peru, Jamaica, St. Vincent &amp; the Grenadines, Colombia, Grenada, Trinidad &amp; Tobago, Dominican Rep., Dominica, St. Kitts &amp; Nevis</td>
<td>Chile, Costa Rica, Guyana, Haiti, Paraguay, Uruguay</td>
</tr>
<tr>
<td><strong>MNA</strong></td>
<td>Syria, Iran, Tunisia, Algeria, Morocco, Egypt, Iraq</td>
<td>Yemen, Jordan, Lebanon, Djibouti, West Bank &amp; Gaza</td>
<td>Libya</td>
</tr>
<tr>
<td><strong>SAS</strong></td>
<td>Maldives, India, Bangladesh, Nepal</td>
<td>Bhutan, Pakistan</td>
<td>Afghanistan, Sri Lanka</td>
</tr>
</tbody>
</table>

Total 47 60 42