Disparities in primary and secondary school attendance by ethnicity, language or religion: Data from MICS surveys, 2005-2006 by Friedrich Huebler

The analysis in this paper draws on data from Multiple Indicator Cluster Surveys (MICS), nationally representative household surveys that are carried out with the support of UNICEF. The MICS data collection process is explained in a survey manual published by UNICEF (2006). MICS surveys conducted in 2005 and 2006 collected data on school attendance by ethnicity, language or religion in the following countries: Albania, Belize, Gambia, Georgia, Guinea-Bissau, Guyana, Kazakhstan, Kyrgyzstan, Lao PDR, Macedonia, Montenegro, Serbia, Sierra Leone, Thailand, Togo, Uzbekistan, and Viet Nam.

The MICS data alone are not sufficient to identify groups that can be considered minorities as defined by MRG because the size of particular groups in relation to the entire population of a country does not indicate whether these groups "lack access to political power, face discrimination and human rights abuses, and have 'development' policies imposed upon them" (MRG 2009). For this reason, the paper examines differences in school attendance between all ethnic, language or religious groups for which data are available. Disparities between these groups can provide insights into whether a particular group faces discrimination or is otherwise disadvantaged.

With the school attendance data from the MICS surveys it is possible to generate an *education parity index* that measures relative disparity across different groups of disaggregation, following the methodology developed by Huebler (2008) for data on school attendance by sex, area of residence, and household wealth. The education parity index has a range of 0 to 1, where 1 indicates parity between all groups of disaggregation.

The methodology of the education parity index can also be applied to primary and secondary school attendance rates by ethnicity, language or religion. To calculate the index, the attendance rate of the group with the lowest value is divided by the attendance rate of the group with the highest value, yielding a value between 0 and 1. The value 1 means that children from different ethnic, language or religious groups have the same primary or secondary school attendance rates. Smaller values indicate increasing disparity.

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For example, the Macedonia MICS collected data on school attendance by ethnic group of the household head. Four ethnic groups are identified in the data and their respective primary school net attendance rates (NAR) are shown in Table 1. Primary and secondary school attendance rates by ethnicity, language or religion for all countries are provided in the Annex.

Table 1: Primary school attendance in Macedonia

Ethnic group of household head	Primary school net attendance rate (%)
Albanian	97.8
Macedonian	97.5
Roma	61.1
Other ethnic group	81.9
Total	94.9

Data source: MICS 2005.

Albanians in Macedonia have the highest primary NAR, 97.8 percent. By contrast, Roma have the lowest NAR, 61.1 percent. In other words, only 6 of 10 Roma children of primary school age are attending primary school. With these values, the primary school parity index for Macedonia can be calculated as follows:

$$\text{Primary school parity index} = \frac{\text{Lowest primary NAR}}{\text{Highest primary NAR}}$$
$$= \frac{\text{Primary NAR of Roma}}{\text{Primary NAR of Albanians}}$$
$$= \frac{61.1}{97.8}$$
$$= 0.62$$

The value 0.62 means that the attendance rate of the most disadvantaged group, Roma, is 62 percent of the attendance rate of the least disadvantaged group, Albanians. In other words, the primary NAR of Roma is 38 percent below the primary NAR of ethnic Albanians. 38 percent is not the absolute but the relative difference in school attendance because the education parity index is a relative measure of disparity.

Applying the same formula to primary NAR values from other MICS surveys yields the values in Figure 1, which shows the parity index for primary school attendance by ethnicity, language or religion. In the 17 countries with data, the parity index ranges from

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a high of 0.99 in Guyana to a low of 0.59 in the Lao People's Democratic Republic. In Lao, speakers of the Lao language are significantly more likely to attend primary school than speakers of other languages, whose primary school NAR is 41 percent below the NAR of Lao speakers. Similar disparities exist in Togo, where members of the Para-Gourma ethnic group have a much lower primary school attendance rate than members of the Akposso-Akébou group, and in Macedonia.

Uzbekistan and Viet Nam are characterized by the near absence of disparities in primary school attendance between different ethnic, language or religious groups, similar to Guyana. In these countries, the primary NAR of the group with the lowest attendance rate is only 1 or 2 percent below the primary NAR of the group with the highest attendance rate.

Figure 1

Parity index: primary eduation
Primary school attendance by ethnicity, language or religion

Country	Parity index
Lao PDR	0.59
Togo	0.61
Macedonia	0.62
Guinea-Bissau	0.69
Montenegro	0.69
Gambia	0.73
Serbia	0.78
Belize	0.87
Georgia	0.89
Kyrgyzstan	0.91
Sierra Leone	0.94
Albania	0.96
Kazakhstan	0.96
Thailand	0.97
Viet Nam	0.98
Uzbekistan	0.98
Guyana	0.99

Parity index (min. NAR / max. NAR)

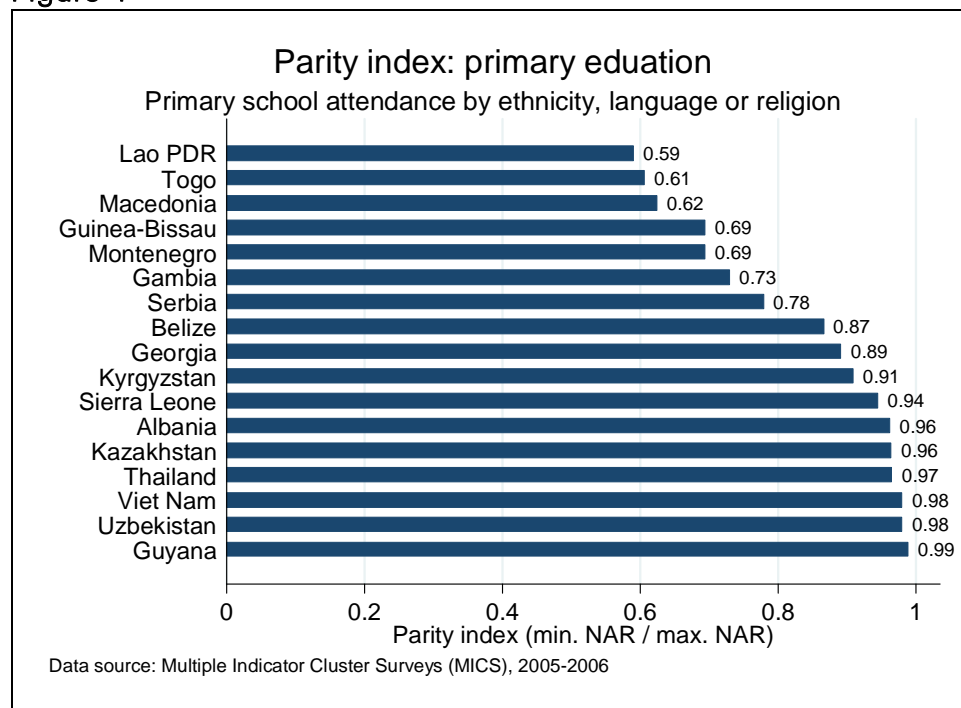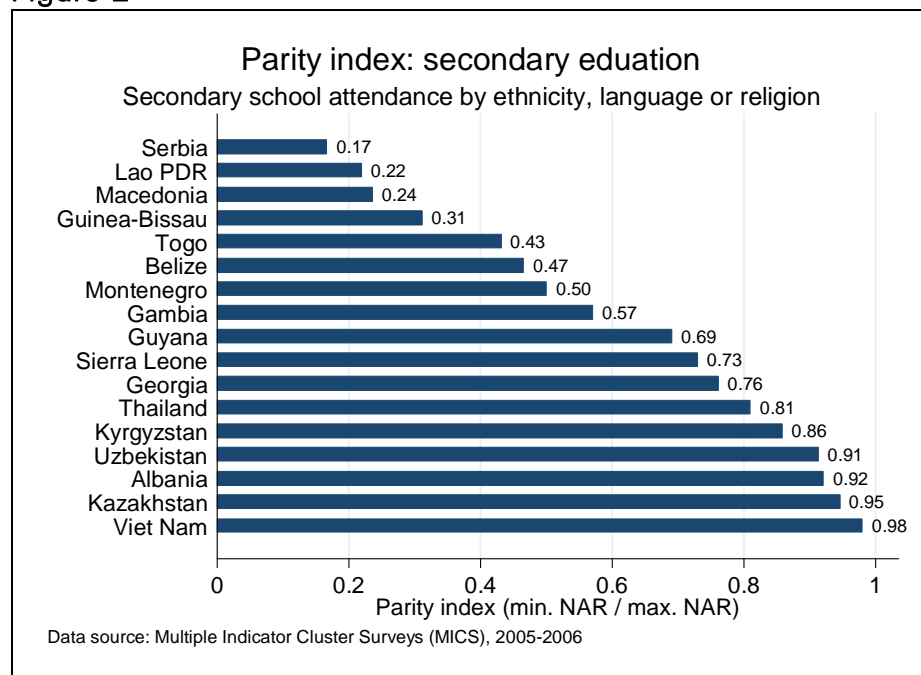Data source: Multiple Indicator Cluster Surveys (MICS), 2005-2006

Figure 2 displays the parity index values for secondary school attendance by ethnicity, language or religion. A comparison with the data in Figure 1 makes clear that disparities at the secondary level of education are much larger than disparities at the primary level. The secondary school parity index ranges from 0.98 in Viet Nam to 0.17 in Serbia.

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Figure 2

Parity index: secondary eduation

Secondary school attendance by ethnicity, language or religion

Country	Parity index (min. NAR / max. NAR)
Serbia	0.17
Lao PDR	0.22
Macedonia	0.24
Guinea-Bissau	0.31
Togo	0.43
Belize	0.47
Montenegro	0.50
Gambia	0.57
Guyana	0.69
Sierra Leone	0.73
Georgia	0.76
Thailand	0.81
Kyrgyzstan	0.86
Uzbekistan	0.91
Albania	0.92
Kazakhstan	0.95
Viet Nam	0.98

Data source: Multiple Indicator Cluster Surveys (MICS), 2005-2006

The low value for Serbia is explained by extremely low secondary school attendance among the Roma ethnic group. The secondary school NAR for Roma children is 14.8 percent, compared to 85.9 percent for Serbians and 88.6 percent for children from other ethnic groups. The secondary school parity index in the Lao PDR and in Macedonia mirrors the situation at the primary level of education in these countries.

Figure 3 displays the mean values of the primary and secondary school parity index for the 17 countries with data. By calculating the average of the index values at the primary and secondary level of education it is possible to assess overall disparity in the education system. The Lao PDR has the lowest value, 0.41, the mean of the respective index values for primary and secondary school attendance, 0.59 and 0.22, shown in Figures 1 and 2. The value 0.41 means that children from the most disadvantaged group are on average 59 percent less likely to attend primary or secondary school than children from the group with the highest attendance rate. Large disparities also exist in Macedonia, Serbia, Guinea-Bissau, Togo, Montenegro, Gambia and Belize.

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Across the primary and secondary education system, Viet Nam is the country with the least amount of disparity, indicated by a parity index value of 0.98. Other countries with index values above 0.9 are Kazakhstan, Uzbekistan and Albania.
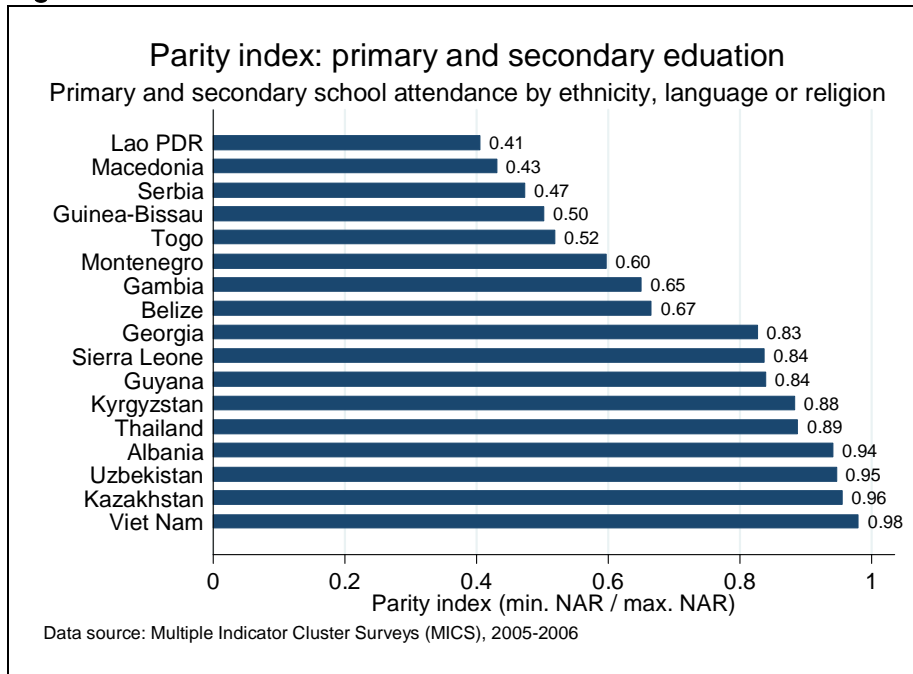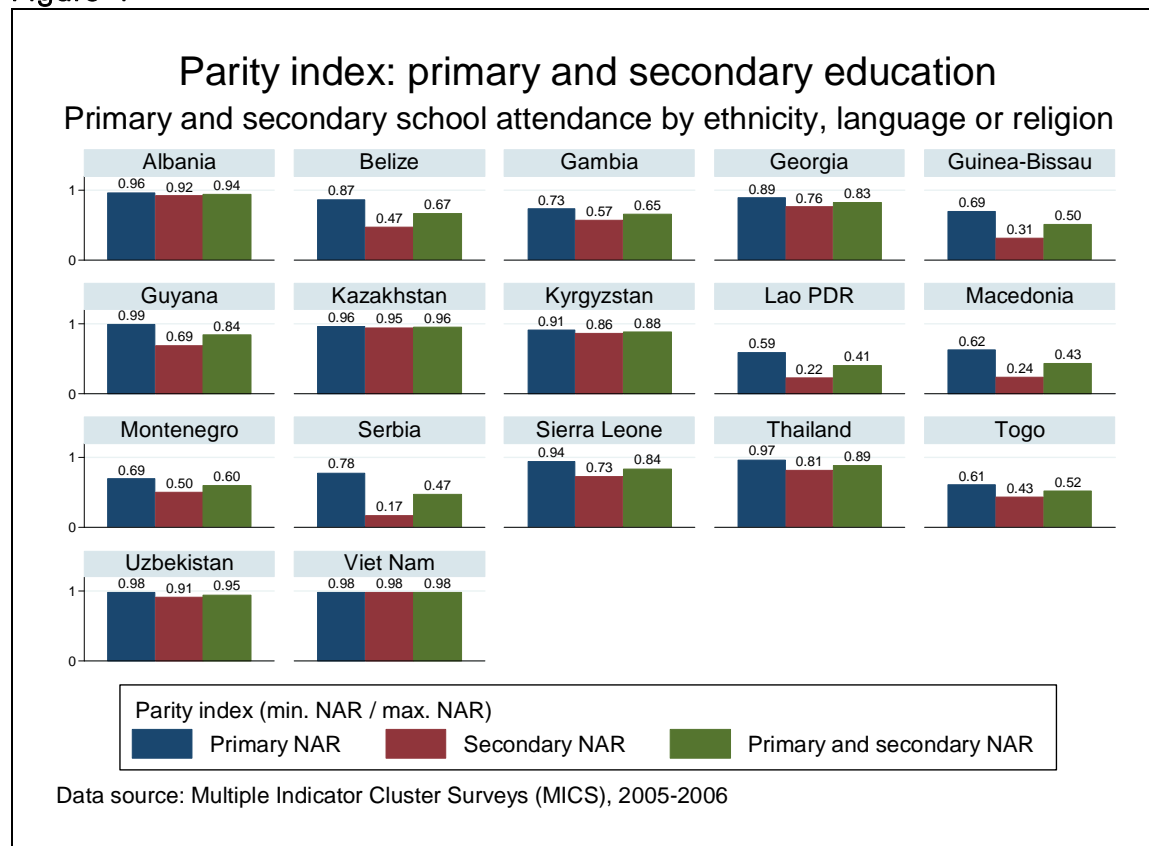
Figure 3

Figure 4 shows the primary, secondary and combined index values for all countries with data. A comparison of the primary and secondary school index shows that disparity at the secondary level of education is much larger than at the primary level in Serbia, Macedonia, Lao PDR, Guinea-Bissau and Belize.

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Figure 4

Parity index: primary and secondary education
Primary and secondary school attendance by ethnicity, language or religion

Data source: Multiple Indicator Cluster Surveys (MICS), 2005-2006

In conclusion, the parity index described in this paper reveals disparities in primary and secondary school attendance between different ethnic, language or religious groups. The index only shows the presence or absence of disparity. To identify disadvantaged groups it is necessary to study the underlying data in the Annex.

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Annex: Primary and secondary school attendance by ethnicity, language or religion

The Annex contains tables with attendance data from MICS surveys conducted in 2005 and 2006 in the following countries: Albania, Belize, Gambia, Georgia, Guinea-Bissau, Guyana, Kazakhstan, Kyrgyzstan, Lao PDR, Macedonia, Montenegro, Serbia, Sierra Leone, Thailand, Togo, Uzbekistan, and Viet Nam.

For each country, two tables are provided. The first table lists the primary and secondary school net attendance rates (NAR), disaggregated by ethnicity, language or religion. The table also shows the relative NAR for each ethnic, language, or religious group compared to the NAR of the largest group in the survey sample. For the largest group the relative NAR is exactly 1 by definition. Values below 1 indicate that a group has a lower primary or secondary school NAR than the largest group in the sample. Values above 1 indicate that a group has a higher NAR than the largest group in the sample.

The second table provides additional data related to gender disparity. It lists the male and female NAR in primary and secondary school, the difference between the male and female NAR, and the gender parity index (GPI). The GPI is the ratio of female to male NAR. GPI values below 1 indicate that girls have lower attendance rates than boys. GPI values above 1 indicate that girls have higher attendance rates than boys. The disaggregated GPI can reveal whether gender disparity is more likely in certain ethnic, language or religious groups.

The analysis in this document is based on the population of primary and secondary school age in the survey sample of each country. The last column of all country tables shows the distribution of the sample by ethnic, language or religious group. The distribution in the survey sample is not necessarily representative of the distribution in the country as a whole.

Two tables at the end of the Annex provide a summary of the data in the country tables. The first table compares the primary and secondary school net attendance rate of the largest group in the survey data with the net attendance rate of other ethnic, language or religious groups. The second table summarizes data on gender disparity.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
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Albania: Primary and secondary school attendance by religion of household member

Religion of household member	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Muslim	91.3	90.9	91.8	1.00	1.00	1.00	77.1	78.2	75.9	1.00	1.00	1.00	84.1
Orthodox/Christian/other	94.9	96.4	93.0	1.04	1.06	1.01	83.7	84.1	83.2	1.09	1.08	1.10	15.9
Total	91.9	91.8	92.0	1.01	1.01	1.00	78.2	79.2	77.1	1.01	1.01	1.02	100.0

Data source: MICS 2005.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Albania by religion of household member ranges from 91.3% (Muslim) to 94.9% (Orthodox/Christian/other) for the total population (male and female combined). The total primary NAR is 91.9%, the male primary NAR is 91.8%, and the female primary NAR is 92.0%. The primary NAR for the largest group in the sample (Muslim) is 91.3%.

The primary NAR by religion of household member relative to the NAR of the largest group in the survey sample ranges from 1.00 (Muslim) to 1.04 (Orthodox/Christian/other). The maximum value of 1.04 indicates that at least one group has a higher primary NAR than the largest group. The minimum value of 1.00 indicates that no group has a lower primary NAR than the largest group.

The secondary NAR by religion of household member ranges from 77.1% (Muslim) to 83.7% (Orthodox/Christian/other) for the total population. The total secondary NAR is 78.2%, the male secondary NAR is 79.2%, and the female secondary NAR is 77.1%. The secondary NAR for the largest group in the sample (Muslim) is 77.1%.

The secondary NAR by religion of household member relative to the NAR of the largest group in the sample ranges from 1.00 (Muslim) to 1.09 (Orthodox/Christian/other). The maximum value of 1.09 indicates that at least one group has a higher secondary NAR than the largest group. The minimum value of 1.00 indicates that no group has a lower secondary NAR than the largest group.

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Albania: Primary and secondary school attendance by religion of household member: gender disparity

Religion of household member	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	
	Total	Male	Female			Total	Male	Female			
Muslim	91.3	90.9	91.8	-0.9	1.01	77.1	78.2	75.9	2.3	0.97	84.1
Orthodox/Christian/other	94.9	96.4	93.0	3.4	0.96	83.7	84.1	83.2	0.9	0.99	15.9
Total	91.9	91.8	92.0	-0.2	1.00	78.2	79.2	77.1	2.1	0.97	100.0

Data source: MICS 2005.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Albania, the male primary school net attendance rate (NAR) is 91.8% and the female primary NAR is 92.0%. The male secondary NAR is 79.2% and the female secondary NAR is 77.1%. The difference between male and female NAR is -0.2% in primary school and 2.1% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 1.00 in primary school and 0.97 in secondary school.

The data can also be disaggregated by religion of household member. For the largest group in the survey sample (Muslim), the values are as follows: male primary NAR 90.9%, female primary NAR 91.8%, difference between male and female primary NAR -0.9%, GPI in primary school 1.01, male secondary NAR 78.2%, female secondary NAR 75.9%, difference between male and female secondary NAR 2.3%, GPI in secondary school 0.97.

The range of the primary NAR by religion of household member is 90.9% (Muslim) to 96.4% (Orthodox/Christian/other) for male children and 91.8% (Muslim) to 93.0% (Orthodox/Christian/other) for female children. The range of the secondary NAR by religion of household member is 78.2% (Muslim) to 84.1% (Orthodox/Christian/other) for male children and 75.9% (Muslim) to 83.2% (Orthodox/Christian/other) for female children.

The range of the difference between male and female NAR values is -0.9% (Muslim) to 3.4% (Orthodox/Christian/other) in primary school and 0.9% (Orthodox/Christian/other) to 2.3% (Muslim) in secondary school. The range of the GPI values is 0.96 (Orthodox/Christian/other) to 1.01 (Muslim) in primary school and 0.97 (Muslim) to 0.99 (Orthodox/Christian/other) in secondary school.

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Belize: Primary and secondary school attendance by first language of household head

First language of household head	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Spanish	94.0	94.3	93.7	1.00	1.00	1.00	52.1	51.2	53.1	1.00	1.00	1.00	43.7
English/Creole	96.8	96.4	97.1	1.03	1.02	1.04	70.8	66.3	75.9	1.36	1.29	1.43	34.0
Maya	97.2	100.0	94.5	1.03	1.06	1.01	49.4	53.5	46.2	0.95	1.04	0.87	12.2
Other language	86.6	84.0	90.0	0.92	0.89	0.96	36.9	41.4		0.71	0.81		5.2
Garifuna	100.0	100.0	100.0	1.06	1.06	1.07	79.2	86.2	72.0	1.52	1.68	1.36	4.9
Total	95.2	95.2	95.2	1.01	1.01	1.02	58.7	57.8	59.7	1.13	1.13	1.12	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Belize by first language of household head ranges from 86.6% (Other language) to 100.0% (Garifuna) for the total population (male and female combined). The total primary NAR is 95.2%, the male primary NAR is 95.2%, and the female primary NAR is 95.2%. The primary NAR for the largest group in the sample (Spanish) is 94.0%.

The primary NAR by first language of household head relative to the NAR of the largest group in the survey sample ranges from 0.92 (Other language) to 1.06 (Garifuna). The maximum value of 1.06 indicates that at least one group has a higher primary NAR than the largest group. The minimum value of 0.92 indicates that at least one group has a lower primary NAR than the largest group.

The secondary NAR by first language of household head ranges from 36.9% (Other language) to 79.2% (Garifuna) for the total population. The total secondary NAR is 58.7%, the male secondary NAR is 57.8%, and the female secondary NAR is 59.7%. The secondary NAR for the largest group in the sample (Spanish) is 52.1%.

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The secondary NAR by first language of household head relative to the NAR of the largest group in the sample ranges from 0.71 (Other language) to 1.52 (Garifuna). The maximum value of 1.52 indicates that at least one group has a higher secondary NAR than the largest group. The minimum value of 0.71 indicates that at least one group has a lower secondary NAR than the largest group.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Belize: Primary and secondary school attendance by first language of household head: gender disparity

First language of household head	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	
	Total	Male	Female			Total	Male	Female			
Spanish	94.0	94.3	93.7	0.6	0.99	52.1	51.2	53.1	-1.9	1.04	43.7
English/Creole	96.8	96.4	97.1	-0.7	1.01	70.8	66.3	75.9	-9.6	1.14	34.0
Maya	97.2	100.0	94.5	5.5	0.94	49.4	53.5	46.2	7.3	0.86	12.2
Other language	86.6	84.0	90.0	-6.0	1.07	36.9	41.4				5.2
Garifuna	100.0	100.0	100.0	0.0	1.00	79.2	86.2	72.0	14.2	0.84	4.9
Total	95.2	95.2	95.2	0.0	1.00	58.7	57.8	59.7	-1.9	1.03	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Belize, the male primary school net attendance rate (NAR) is 95.2% and the female primary NAR is 95.2%. The male secondary NAR is 57.8% and the female secondary NAR is 59.7%. The difference between male and female NAR is 0.0% in primary school and -1.9% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 1.00 in primary school and 1.03 in secondary school.

The data can also be disaggregated by first language of household head. For the largest group in the survey sample (Spanish), the values are as follows: male primary NAR 94.3%, female primary NAR 93.7%, difference between male and female primary NAR 0.6%, GPI in primary school 0.99, male secondary NAR 51.2%, female secondary NAR 53.1%, difference between male and female secondary NAR -1.9%, GPI in secondary school 1.04.

The range of the primary NAR by first language of household head is 84.0% (Other language) to 100.0% (Maya) for male children and 90.0% (Other language) to 100.0% (Garifuna) for female children. The range of the secondary NAR by first language of household head is 41.4% (Other language) to 86.2% (Garifuna) for male children and 46.2% (Maya) to 75.9% (English/Creole) for female children.

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The range of the difference between male and female NAR values is -6.0% (Other language) to 5.5% (Maya) in primary school and -9.6% (English/Creole) to 14.2% (Garifuna) in secondary school. The range of the GPI values is 0.94 (Maya) to 1.07 (Other language) in primary school and 0.84 (Garifuna) to 1.14 (English/Creole) in secondary school.

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Gambia: Primary and secondary school attendance by ethnic group of household head

Ethnic group of household head	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Mandinka	65.0	63.8	66.2	1.00	1.00	1.00	40.4	43.0	38.0	1.00	1.00	1.00	36.9
Fula	53.4	51.9	55.0	0.82	0.81	0.83	30.9	36.4	26.1	0.76	0.85	0.69	19.6
Other ethnic group	58.9	56.8	61.3	0.91	0.89	0.93	27.5	29.5	25.4	0.68	0.69	0.67	17.7
Wollof	53.2	52.8	53.6	0.82	0.83	0.81	34.3	37.4	31.5	0.85	0.87	0.83	11.9
Jola	72.9	76.5	69.4	1.12	1.20	1.05	46.0	46.8	45.1	1.14	1.09	1.19	10.7
Serer	66.2	63.4	68.7	1.02	0.99	1.04	48.2	47.3	49.0	1.19	1.10	1.29	3.2
Total	61.0	60.0	61.9	0.94	0.94	0.94	36.5	39.2	34.0	0.90	0.91	0.89	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Gambia by ethnic group of household head ranges from 53.2% (Wollof) to 72.9% (Jola) for the total population (male and female combined). The total primary NAR is 61.0%, the male primary NAR is 60.0%, and the female primary NAR is 61.9%. The primary NAR for the largest group in the sample (Mandinka) is 65.0%.

The primary NAR by ethnic group of household head relative to the NAR of the largest group in the survey sample ranges from 0.82 (Wollof) to 1.12 (Jola). The maximum value of 1.12 indicates that at least one group has a higher primary NAR than the largest group. The minimum value of 0.82 indicates that at least one group has a lower primary NAR than the largest group.

The secondary NAR by ethnic group of household head ranges from 27.5% (Other ethnic group) to 48.2% (Serer) for the total population. The total secondary NAR is 36.5%, the male secondary NAR is 39.2%, and the female secondary NAR is 34.0%. The secondary NAR for the largest group in the sample (Mandinka) is 40.4%.

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The secondary NAR by ethnic group of household head relative to the NAR of the largest group in the sample ranges from 0.68 (Other ethnic group) to 1.19 (Serer). The maximum value of 1.19 indicates that at least one group has a higher secondary NAR than the largest group. The minimum value of 0.68 indicates that at least one group has a lower secondary NAR than the largest group.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Gambia: Primary and secondary school attendance by ethnic group of household head: gender disparity

Ethnic group of household head	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	
	Total	Male	Female			Total	Male	Female			
Mandinka	65.0	63.8	66.2	-2.4	1.04	40.4	43.0	38.0	5.0	0.88	36.9
Fula	53.4	51.9	55.0	-3.1	1.06	30.9	36.4	26.1	10.3	0.72	19.6
Other ethnic group	58.9	56.8	61.3	-4.5	1.08	27.5	29.5	25.4	4.1	0.86	17.7
Wollof	53.2	52.8	53.6	-0.8	1.02	34.3	37.4	31.5	5.9	0.84	11.9
Jola	72.9	76.5	69.4	7.1	0.91	46.0	46.8	45.1	1.7	0.96	10.7
Serer	66.2	63.4	68.7	-5.3	1.08	48.2	47.3	49.0	-1.7	1.04	3.2
Total	61.0	60.0	61.9	-1.9	1.03	36.5	39.2	34.0	5.2	0.87	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Gambia, the male primary school net attendance rate (NAR) is 60.0% and the female primary NAR is 61.9%. The male secondary NAR is 39.2% and the female secondary NAR is 34.0%. The difference between male and female NAR is -1.9% in primary school and 5.2% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 1.03 in primary school and 0.87 in secondary school.

The data can also be disaggregated by ethnic group of household head. For the largest group in the survey sample (Mandinka), the values are as follows: male primary NAR 63.8%, female primary NAR 66.2%, difference between male and female primary NAR -2.4%, GPI in primary school 1.04, male secondary NAR 43.0%, female secondary NAR 38.0%, difference between male and female secondary NAR 5.0%, GPI in secondary school 0.88.

The range of the primary NAR by ethnic group of household head is 51.9% (Fula) to 76.5% (Jola) for male children and 53.6% (Wollof) to 69.4% (Jola) for female children. The range of the secondary NAR by ethnic group of household head is 29.5% (Other ethnic group) to 47.3% (Serer) for male children and 25.4% (Other ethnic group) to 49.0% (Serer) for female children.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

The range of the difference between male and female NAR values is -5.3% (Serer) to 7.1% (Jola) in primary school and -1.7% (Serer) to 10.3% (Fula) in secondary school. The range of the GPI values is 0.91 (Jola) to 1.08 (Serer) in primary school and 0.72 (Fula) to 1.04 (Serer) in secondary school.

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Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Georgia: Primary and secondary school attendance by ethnic group of household head

Ethnic group of household head	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Georgian	95.4	95.2	95.6	1.00	1.00	1.00	90.6	90.6	90.7	1.00	1.00	1.00	82.6
Azerbaijani	86.9	85.4	88.4	0.91	0.90	0.92	72.2	77.7	68.2	0.80	0.86	0.75	9.6
Armenian	97.5	96.2	99.4	1.02	1.01	1.04	88.1	89.6	86.4	0.97	0.99	0.95	4.8
Other ethnic group	94.4	93.8	95.0	0.99	0.99	0.99	69.0	69.1	68.8	0.76	0.76	0.76	2.8
Missing													0.1
Total	94.6	94.2	95.0	0.99	0.99	0.99	88.3	88.9	87.5	0.97	0.98	0.96	100.0

Data source: MICS 2005.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Georgia by ethnic group of household head ranges from 86.9% (Azerbaijani) to 97.5% (Armenian) for the total population (male and female combined). The total primary NAR is 94.6%, the male primary NAR is 94.2%, and the female primary NAR is 95.0%. The primary NAR for the largest group in the sample (Georgian) is 95.4%.

The primary NAR by ethnic group of household head relative to the NAR of the largest group in the survey sample ranges from 0.91 (Azerbaijani) to 1.02 (Armenian). The maximum value of 1.02 indicates that at least one group has a higher primary NAR than the largest group. The minimum value of 0.91 indicates that at least one group has a lower primary NAR than the largest group.

The secondary NAR by ethnic group of household head ranges from 69.0% (Other ethnic group) to 90.6% (Georgian) for the total population. The total secondary NAR is 88.3%, the male secondary NAR is 88.9%, and the female secondary NAR is 87.5%. The secondary NAR for the largest group in the sample (Georgian) is 90.6%.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

The secondary NAR by ethnic group of household head relative to the NAR of the largest group in the sample ranges from 0.76 (Other ethnic group) to 1.00 (Georgian). The maximum value of 1.00 indicates that no group has a higher secondary NAR than the largest group. The minimum value of 0.76 indicates that at least one group has a lower secondary NAR than the largest group.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Georgia: Primary and secondary school attendance by ethnic group of household head: gender disparity

Ethnic group of household head	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	
	Total	Male	Female			Total	Male	Female			
Georgian	95.4	95.2	95.6	-0.4	1.00	90.6	90.6	90.7	-0.1	1.00	82.6
Azerbaijani	86.9	85.4	88.4	-3.0	1.04	72.2	77.7	68.2	9.5	0.88	9.6
Armenian	97.5	96.2	99.4	-3.2	1.03	88.1	89.6	86.4	3.2	0.96	4.8
Other ethnic group	94.4	93.8	95.0	-1.2	1.01	69.0	69.1	68.8	0.3	1.00	2.8
Missing											0.1
Total	94.6	94.2	95.0	-0.8	1.01	88.3	88.9	87.5	1.4	0.98	100.0

Data source: MICS 2005.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Georgia, the male primary school net attendance rate (NAR) is 94.2% and the female primary NAR is 95.0%. The male secondary NAR is 88.9% and the female secondary NAR is 87.5%. The difference between male and female NAR is -0.8% in primary school and 1.4% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 1.01 in primary school and 0.98 in secondary school.

The data can also be disaggregated by ethnic group of household head. For the largest group in the survey sample (Georgian), the values are as follows: male primary NAR 95.2%, female primary NAR 95.6%, difference between male and female primary NAR -0.4%, GPI in primary school 1.00, male secondary NAR 90.6%, female secondary NAR 90.7%, difference between male and female secondary NAR -0.1%, GPI in secondary school 1.00.

The range of the primary NAR by ethnic group of household head is 85.4% (Azerbaijani) to 96.2% (Armenian) for male children and 88.4% (Azerbaijani) to 99.4% (Armenian) for female children. The range of the secondary NAR by ethnic group of household head is 69.1% (Other ethnic group) to 90.6% (Georgian) for male children and 68.2% (Azerbaijani) to 90.7% (Georgian) for female children.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

The range of the difference between male and female NAR values is -3.2% (Armenian) to -0.4% (Georgian) in primary school and -0.1% (Georgian) to 9.5% (Azerbaijani) in secondary school. The range of the GPI values is 1.00 (Georgian) to 1.04 (Azerbaijani) in primary school and 0.88 (Azerbaijani) to 1.00 (Georgian) in secondary school.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Guinea-Bissau: Primary and secondary school attendance by mother tongue of household head

Mother tongue of household head	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Fula/Mandinga	44.9	44.7	45.1	1.00	1.00	1.00	4.3	5.2	3.5	1.00	1.00	1.00	40.2
Balante	56.4	57.6	54.9	1.26	1.29	1.22	6.0	6.9	5.2	1.40	1.33	1.49	23.7
Brames	60.7	62.7	58.4	1.35	1.40	1.29	11.0	11.9	10.2	2.56	2.29	2.91	22.5
Other language	64.7	65.0	64.3	1.44	1.45	1.43	13.8	12.3	15.3	3.21	2.37	4.37	13.6
Total	53.7	54.4	52.8	1.20	1.22	1.17	7.7	8.2	7.2	1.79	1.58	2.06	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Guinea-Bissau by mother tongue of household head ranges from 44.9% (Fula/Mandinga) to 64.7% (Other language) for the total population (male and female combined). The total primary NAR is 53.7%, the male primary NAR is 54.4%, and the female primary NAR is 52.8%. The primary NAR for the largest group in the sample (Fula/Mandinga) is 44.9%.

The primary NAR by mother tongue of household head relative to the NAR of the largest group in the survey sample ranges from 1.00 (Fula/Mandinga) to 1.44 (Other language). The maximum value of 1.44 indicates that at least one group has a higher primary NAR than the largest group. The minimum value of 1.00 indicates that no group has a lower primary NAR than the largest group.

The secondary NAR by mother tongue of household head ranges from 4.3% (Fula/Mandinga) to 13.8% (Other language) for the total population. The total secondary NAR is 7.7%, the male secondary NAR is 8.2%, and the female secondary NAR is 7.2%. The secondary NAR for the largest group in the sample (Fula/Mandinga) is 4.3%.

The secondary NAR by mother tongue of household head relative to the NAR of the largest group in the sample ranges from 1.00 (Fula/Mandinga) to 3.21 (Other language). The maximum value of 3.21 indicates that at least one group has a higher secondary NAR than the largest group. The minimum value of 1.00 indicates that no group has a lower secondary NAR than the largest group.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Guinea-Bissau: Primary and secondary school attendance by mother tongue of household head: gender disparity

Mother tongue of household head	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	
	Total	Male	Female			Total	Male	Female			
Fula/Mandinga	44.9	44.7	45.1	-0.4	1.01	4.3	5.2	3.5	1.7	0.67	40.2
Balante	56.4	57.6	54.9	2.7	0.95	6.0	6.9	5.2	1.7	0.75	23.7
Brames	60.7	62.7	58.4	4.3	0.93	11.0	11.9	10.2	1.7	0.86	22.5
Other language	64.7	65.0	64.3	0.7	0.99	13.8	12.3	15.3	-3.0	1.24	13.6
Total	53.7	54.4	52.8	1.6	0.97	7.7	8.2	7.2	1.0	0.88	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Guinea-Bissau, the male primary school net attendance rate (NAR) is 54.4% and the female primary NAR is 52.8%. The male secondary NAR is 8.2% and the female secondary NAR is 7.2%. The difference between male and female NAR is 1.6% in primary school and 1.0% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 0.97 in primary school and 0.88 in secondary school.

The data can also be disaggregated by mother tongue of household head. For the largest group in the survey sample (Fula/Mandinga), the values are as follows: male primary NAR 44.7%, female primary NAR 45.1%, difference between male and female primary NAR -0.4%, GPI in primary school 1.01, male secondary NAR 5.2%, female secondary NAR 3.5%, difference between male and female secondary NAR 1.7%, GPI in secondary school 0.67.

The range of the primary NAR by mother tongue of household head is 44.7% (Fula/Mandinga) to 65.0% (Other language) for male children and 45.1% (Fula/Mandinga) to 64.3% (Other language) for female children. The range of the secondary NAR by mother tongue of household head is 5.2% (Fula/Mandinga) to 12.3% (Other language) for male children and 3.5% (Fula/Mandinga) to 15.3% (Other language) for female children.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

The range of the difference between male and female NAR values is -0.4% (Fula/Mandinga) to 4.3% (Brames) in primary school and -3.0% (Other language) to 1.7% (Brames) in secondary school. The range of the GPI values is 0.93 (Brames) to 1.01 (Fula/Mandinga) in primary school and 0.67 (Fula/Mandinga) to 1.24 (Other language) in secondary school.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Guyana: Primary and secondary school attendance by ethnic group of household member

Ethnic group of household member	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
East Indian	96.8	97.0	96.6	1.00	1.00	1.00	63.7	60.3	67.1	1.00	1.00	1.00	37.9
African/Black	96.6	97.0	96.2	1.00	1.00	1.00	81.1	76.1	85.7	1.27	1.26	1.28	27.7
Mixed	95.7	95.8	95.5	0.99	0.99	0.99	69.6	69.3	69.9	1.09	1.15	1.04	22.3
Amerindian	95.8	95.4	96.2	0.99	0.98	1.00	56.0	51.6	60.3	0.88	0.86	0.90	11.2
Don't know													0.5
Other ethnic group													0.4
Total	96.2	96.3	96.0	0.99	0.99	0.99	69.4	66.1	72.6	1.09	1.10	1.08	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Guyana by ethnic group of household member ranges from 95.7% (Mixed) to 96.8% (East Indian) for the total population (male and female combined). The total primary NAR is 96.2%, the male primary NAR is 96.3%, and the female primary NAR is 96.0%. The primary NAR for the largest group in the sample (East Indian) is 96.8%.

The primary NAR by ethnic group of household member relative to the NAR of the largest group in the survey sample ranges from 0.99 (Mixed) to 1.00 (East Indian). The maximum value of 1.00 indicates that no group has a higher primary NAR than the largest group. The minimum value of 0.99 indicates that at least one group has a lower primary NAR than the largest group.

The secondary NAR by ethnic group of household member ranges from 56.0% (Amerindian) to 81.1% (African/Black) for the total population. The total secondary NAR is 69.4%, the male secondary NAR is 66.1%, and the female secondary NAR is 72.6%. The secondary NAR for the largest group in the sample (East Indian) is 63.7%.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

The secondary NAR by ethnic group of household member relative to the NAR of the largest group in the sample ranges from 0.88 (Amerindian) to 1.27 (African/Black). The maximum value of 1.27 indicates that at least one group has a higher secondary NAR than the largest group. The minimum value of 0.88 indicates that at least one group has a lower secondary NAR than the largest group.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Guyana: Primary and secondary school attendance by ethnic group of household member: gender disparity

Ethnic group of household member	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	
	Total	Male	Female			Total	Male	Female			
East Indian	96.8	97.0	96.6	0.4	1.00	63.7	60.3	67.1	-6.8	1.11	37.9
African/Black	96.6	97.0	96.2	0.8	0.99	81.1	76.1	85.7	-9.6	1.13	27.7
Mixed	95.7	95.8	95.5	0.3	1.00	69.6	69.3	69.9	-0.6	1.01	22.3
Amerindian	95.8	95.4	96.2	-0.8	1.01	56.0	51.6	60.3	-8.7	1.17	11.2
Don't know											0.5
Other ethnic group											0.4
Total	96.2	96.3	96.0	0.3	1.00	69.4	66.1	72.6	-6.5	1.10	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Guyana, the male primary school net attendance rate (NAR) is 96.3% and the female primary NAR is 96.0%. The male secondary NAR is 66.1% and the female secondary NAR is 72.6%. The difference between male and female NAR is 0.3% in primary school and -6.5% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 1.00 in primary school and 1.10 in secondary school.

The data can also be disaggregated by ethnic group of household member. For the largest group in the survey sample (East Indian), the values are as follows: male primary NAR 97.0%, female primary NAR 96.6%, difference between male and female primary NAR 0.4%, GPI in primary school 1.00, male secondary NAR 60.3%, female secondary NAR 67.1%, difference between male and female secondary NAR -6.8%, GPI in secondary school 1.11.

The range of the primary NAR by ethnic group of household member is 95.4% (Amerindian) to 97.0% (African/Black) for male children and 95.5% (Mixed) to 96.6% (East Indian) for female children. The range of the secondary NAR by ethnic group of household member is 51.6% (Amerindian) to 76.1% (African/Black) for male children and 60.3% (Amerindian) to 85.7% (African/Black) for female children.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

The range of the difference between male and female NAR values is -0.8% (Amerindian) to 0.8% (African/Black) in primary school and -9.6% (African/Black) to -0.6% (Mixed) in secondary school. The range of the GPI values is 0.99 (African/Black) to 1.01 (Amerindian) in primary school and 1.01 (Mixed) to 1.17 (Amerindian) in secondary school.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Kazakhstan: Primary and secondary school attendance by native language of household head

Native language of household head	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Kazakh	98.9	99.2	98.6	1.00	1.00	1.00	96.0	95.7	96.3	1.00	1.00	1.00	66.4
Russian	95.4	97.5	93.1	0.96	0.98	0.94	95.1	94.5	95.6	0.99	0.99	0.99	23.2
Other language	98.0	97.0	99.4	0.99	0.98	1.01	90.8	92.3	89.1	0.95	0.96	0.93	10.4
Total	98.0	98.5	97.5	0.99	0.99	0.99	95.3	95.1	95.4	0.99	0.99	0.99	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Kazakhstan by native language of household head ranges from 95.4% (Russian) to 98.9% (Kazakh) for the total population (male and female combined). The total primary NAR is 98.0%, the male primary NAR is 98.5%, and the female primary NAR is 97.5%. The primary NAR for the largest group in the sample (Kazakh) is 98.9%.

The primary NAR by native language of household head relative to the NAR of the largest group in the survey sample ranges from 0.96 (Russian) to 1.00 (Kazakh). The maximum value of 1.00 indicates that no group has a higher primary NAR than the largest group. The minimum value of 0.96 indicates that at least one group has a lower primary NAR than the largest group.

The secondary NAR by native language of household head ranges from 90.8% (Other language) to 96.0% (Kazakh) for the total population. The total secondary NAR is 95.3%, the male secondary NAR is 95.1%, and the female secondary NAR is 95.4%. The secondary NAR for the largest group in the sample (Kazakh) is 96.0%.

The secondary NAR by native language of household head relative to the NAR of the largest group in the sample ranges from 0.95 (Other language) to 1.00 (Kazakh). The maximum value of 1.00 indicates that no group has a higher secondary NAR than the largest group. The minimum value of 0.95 indicates that at least one group has a lower secondary NAR than the largest group.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Kazakhstan: Primary and secondary school attendance by native language of household head: gender disparity

Native language of household head	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	
	Total	Male	Female			Total	Male	Female			
Kazakh	98.9	99.2	98.6	0.6	0.99	96.0	95.7	96.3	-0.6	1.01	66.4
Russian	95.4	97.5	93.1	4.4	0.95	95.1	94.5	95.6	-1.1	1.01	23.2
Other language	98.0	97.0	99.4	-2.4	1.02	90.8	92.3	89.1	3.2	0.97	10.4
Total	98.0	98.5	97.5	1.0	0.99	95.3	95.1	95.4	-0.3	1.00	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Kazakhstan, the male primary school net attendance rate (NAR) is 98.5% and the female primary NAR is 97.5%. The male secondary NAR is 95.1% and the female secondary NAR is 95.4%. The difference between male and female NAR is 1.0% in primary school and -0.3% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 0.99 in primary school and 1.00 in secondary school.

The data can also be disaggregated by native language of household head. For the largest group in the survey sample (Kazakh), the values are as follows: male primary NAR 99.2%, female primary NAR 98.6%, difference between male and female primary NAR 0.6%, GPI in primary school 0.99, male secondary NAR 95.7%, female secondary NAR 96.3%, difference between male and female secondary NAR -0.6%, GPI in secondary school 1.01.

The range of the primary NAR by native language of household head is 97.0% (Other language) to 99.2% (Kazakh) for male children and 93.1% (Russian) to 99.4% (Other language) for female children. The range of the secondary NAR by native language of household head is 92.3% (Other language) to 95.7% (Kazakh) for male children and 89.1% (Other language) to 96.3% (Kazakh) for female children.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

The range of the difference between male and female NAR values is -2.4% (Other language) to 4.4% (Russian) in primary school and -1.1% (Russian) to 3.2% (Other language) in secondary school. The range of the GPI values is 0.95 (Russian) to 1.02 (Other language) in primary school and 0.97 (Other language) to 1.01 (Russian) in secondary school.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Kyrgyzstan: Primary and secondary school attendance by mother tongue of household head

Mother tongue of household head	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Kyrgyz	91.9	90.7	93.0	1.00	1.00	1.00	92.4	91.1	93.7	1.00	1.00	1.00	65.5
Uzbek	95.4	97.6	92.8	1.04	1.08	1.00	79.3	78.4	80.4	0.86	0.86	0.86	21.2
Russian	86.7	79.1	95.0	0.94	0.87	1.02	90.3	88.3	91.8	0.98	0.97	0.98	8.3
Other language	89.0	83.9	95.3	0.97	0.93	1.02	85.3	82.0	88.2	0.92	0.90	0.94	5.0
Total	92.1	91.0	93.3	1.00	1.00	1.00	89.2	87.6	90.8	0.97	0.96	0.97	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Kyrgyzstan by mother tongue of household head ranges from 86.7% (Russian) to 95.4% (Uzbek) for the total population (male and female combined). The total primary NAR is 92.1%, the male primary NAR is 91.0%, and the female primary NAR is 93.3%. The primary NAR for the largest group in the sample (Kyrgyz) is 91.9%.

The primary NAR by mother tongue of household head relative to the NAR of the largest group in the survey sample ranges from 0.94 (Russian) to 1.04 (Uzbek). The maximum value of 1.04 indicates that at least one group has a higher primary NAR than the largest group. The minimum value of 0.94 indicates that at least one group has a lower primary NAR than the largest group.

The secondary NAR by mother tongue of household head ranges from 79.3% (Uzbek) to 92.4% (Kyrgyz) for the total population. The total secondary NAR is 89.2%, the male secondary NAR is 87.6%, and the female secondary NAR is 90.8%. The secondary NAR for the largest group in the sample (Kyrgyz) is 92.4%.

The secondary NAR by mother tongue of household head relative to the NAR of the largest group in the sample ranges from 0.86 (Uzbek) to 1.00 (Kyrgyz). The maximum value of 1.00 indicates that no group has a higher secondary NAR than the largest group. The minimum value of 0.86 indicates that at least one group has a lower secondary NAR than the largest group.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Kyrgyzstan: Primary and secondary school attendance by mother tongue of household head: gender disparity

Mother tongue of household head	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	
	Total	Male	Female			Total	Male	Female			
Kyrgyz	91.9	90.7	93.0	-2.3	1.03	92.4	91.1	93.7	-2.6	1.03	65.5
Uzbek	95.4	97.6	92.8	4.8	0.95	79.3	78.4	80.4	-2.0	1.03	21.2
Russian	86.7	79.1	95.0	-15.9	1.20	90.3	88.3	91.8	-3.5	1.04	8.3
Other language	89.0	83.9	95.3	-11.4	1.14	85.3	82.0	88.2	-6.2	1.08	5.0
Total	92.1	91.0	93.3	-2.3	1.03	89.2	87.6	90.8	-3.2	1.04	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Kyrgyzstan, the male primary school net attendance rate (NAR) is 91.0% and the female primary NAR is 93.3%. The male secondary NAR is 87.6% and the female secondary NAR is 90.8%. The difference between male and female NAR is -2.3% in primary school and -3.2% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 1.03 in primary school and 1.04 in secondary school.

The data can also be disaggregated by mother tongue of household head. For the largest group in the survey sample (Kyrgyz), the values are as follows: male primary NAR 90.7%, female primary NAR 93.0%, difference between male and female primary NAR -2.3%, GPI in primary school 1.03, male secondary NAR 91.1%, female secondary NAR 93.7%, difference between male and female secondary NAR -2.6%, GPI in secondary school 1.03.

The range of the primary NAR by mother tongue of household head is 79.1% (Russian) to 97.6% (Uzbek) for male children and 92.8% (Uzbek) to 95.3% (Other language) for female children. The range of the secondary NAR by mother tongue of household head is 78.4% (Uzbek) to 91.1% (Kyrgyz) for male children and 80.4% (Uzbek) to 93.7% (Kyrgyz) for female children.

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The range of the difference between male and female NAR values is -15.9% (Russian) to 4.8% (Uzbek) in primary school and -6.2% (Other language) to -2.0% (Uzbek) in secondary school. The range of the GPI values is 0.95 (Uzbek) to 1.20 (Russian) in primary school and 1.03 (Uzbek) to 1.08 (Other language) in secondary school.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Lao PDR: Primary and secondary school attendance by mother tongue of household head

Mother tongue of household head	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Lao	88.7	88.0	89.4	1.00	1.00	1.00	45.6	47.7	43.4	1.00	1.00	1.00	61.6
Other language	52.4	57.5	47.4	0.59	0.65	0.53	10.0	10.7	9.2	0.22	0.22	0.21	14.5
Khmou	79.2	79.8	78.5	0.89	0.91	0.88	20.4	28.2	12.5	0.45	0.59	0.29	12.2
Hmong	68.6	78.6	59.0	0.77	0.89	0.66	21.8	33.0	12.8	0.48	0.69	0.29	11.6
Missing													0.0
Total	79.0	80.9	77.0	0.89	0.92	0.86	35.5	39.0	31.8	0.78	0.82	0.73	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Lao PDR by mother tongue of household head ranges from 52.4% (Other language) to 88.7% (Lao) for the total population (male and female combined). The total primary NAR is 79.0%, the male primary NAR is 80.9%, and the female primary NAR is 77.0%. The primary NAR for the largest group in the sample (Lao) is 88.7%.

The primary NAR by mother tongue of household head relative to the NAR of the largest group in the survey sample ranges from 0.59 (Other language) to 1.00 (Lao). The maximum value of 1.00 indicates that no group has a higher primary NAR than the largest group. The minimum value of 0.59 indicates that at least one group has a lower primary NAR than the largest group.

The secondary NAR by mother tongue of household head ranges from 10.0% (Other language) to 45.6% (Lao) for the total population. The total secondary NAR is 35.5%, the male secondary NAR is 39.0%, and the female secondary NAR is 31.8%. The secondary NAR for the largest group in the sample (Lao) is 45.6%.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
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The secondary NAR by mother tongue of household head relative to the NAR of the largest group in the sample ranges from 0.22 (Other language) to 1.00 (Lao). The maximum value of 1.00 indicates that no group has a higher secondary NAR than the largest group. The minimum value of 0.22 indicates that at least one group has a lower secondary NAR than the largest group.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Lao PDR: Primary and secondary school attendance by mother tongue of household head: gender disparity

Mother tongue of household head	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female	Gender parity	Net attendance rate (%)			Male - female	Gender parity	
	Total	Male	Female	NAR (%)	index	Total	Male	Female	NAR (%)	index	
Lao	88.7	88.0	89.4	-1.4	1.02	45.6	47.7	43.4	4.3	0.91	61.6
Other language	52.4	57.5	47.4	10.1	0.82	10.0	10.7	9.2	1.5	0.86	14.5
Khmou	79.2	79.8	78.5	1.3	0.98	20.4	28.2	12.5	15.7	0.44	12.2
Hmong	68.6	78.6	59.0	19.6	0.75	21.8	33.0	12.8	20.2	0.39	11.6
Missing											0.0
Total	79.0	80.9	77.0	3.9	0.95	35.5	39.0	31.8	7.2	0.82	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Lao PDR, the male primary school net attendance rate (NAR) is 80.9% and the female primary NAR is 77.0%. The male secondary NAR is 39.0% and the female secondary NAR is 31.8%. The difference between male and female NAR is 3.9% in primary school and 7.2% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 0.95 in primary school and 0.82 in secondary school.

The data can also be disaggregated by mother tongue of household head. For the largest group in the survey sample (Lao), the values are as follows: male primary NAR 88.0%, female primary NAR 89.4%, difference between male and female primary NAR -1.4%, GPI in primary school 1.02, male secondary NAR 47.7%, female secondary NAR 43.4%, difference between male and female secondary NAR 4.3%, GPI in secondary school 0.91.

The range of the primary NAR by mother tongue of household head is 57.5% (Other language) to 88.0% (Lao) for male children and 47.4% (Other language) to 89.4% (Lao) for female children. The range of the secondary NAR by mother tongue of household head is 10.7% (Other language) to 47.7% (Lao) for male children and 9.2% (Other language) to 43.4% (Lao) for female children.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

The range of the difference between male and female NAR values is -1.4% (Lao) to 19.6% (Hmong) in primary school and 1.5% (Other language) to 20.2% (Hmong) in secondary school. The range of the GPI values is 0.75 (Hmong) to 1.02 (Lao) in primary school and 0.39 (Hmong) to 0.91 (Lao) in secondary school.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Macedonia: Primary and secondary school attendance by ethnic group of household head

Ethnic group of household head	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Albanian	97.8	98.0	97.7	1.00	1.00	1.00	57.4	61.4	50.8	1.00	1.00	1.00	45.3
Macedonian	97.5	99.1	95.7	1.00	1.01	0.98	73.7	63.1	82.4	1.28	1.03	1.62	43.1
Other ethnic group	81.9	89.7	67.7	0.84	0.92	0.69	39.8	46.3	28.4	0.69	0.75	0.56	7.6
Roma	61.1	65.9	57.8	0.62	0.67	0.59	17.4	15.7	20.5	0.30	0.26	0.40	4.0
Total	94.9	96.6	93.2	0.97	0.99	0.95	63.0	58.8	67.8	1.10	0.96	1.33	100.0

Data source: MICS 2005.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Macedonia by ethnic group of household head ranges from 61.1% (Roma) to 97.8% (Albanian) for the total population (male and female combined). The total primary NAR is 94.9%, the male primary NAR is 96.6%, and the female primary NAR is 93.2%. The primary NAR for the largest group in the sample (Albanian) is 97.8%.

The primary NAR by ethnic group of household head relative to the NAR of the largest group in the survey sample ranges from 0.62 (Roma) to 1.00 (Albanian). The maximum value of 1.00 indicates that no group has a higher primary NAR than the largest group. The minimum value of 0.62 indicates that at least one group has a lower primary NAR than the largest group.

The secondary NAR by ethnic group of household head ranges from 17.4% (Roma) to 73.7% (Macedonian) for the total population. The total secondary NAR is 63.0%, the male secondary NAR is 58.8%, and the female secondary NAR is 67.8%. The secondary NAR for the largest group in the sample (Albanian) is 57.4%.

The secondary NAR by ethnic group of household head relative to the NAR of the largest group in the sample ranges from 0.30 (Roma) to 1.28 (Macedonian). The maximum value of 1.28 indicates that at least one group has a higher secondary NAR than the largest group. The minimum value of 0.30 indicates that at least one group has a lower secondary NAR than the largest group.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Macedonia: Primary and secondary school attendance by ethnic group of household head: gender disparity

Ethnic group of household head	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	
	Total	Male	Female			Total	Male	Female			
Albanian	97.8	98.0	97.7	0.3	1.00	57.4	61.4	50.8	10.6	0.83	45.3
Macedonian	97.5	99.1	95.7	3.4	0.97	73.7	63.1	82.4	-19.3	1.31	43.1
Other ethnic group	81.9	89.7	67.7	22.0	0.75	39.8	46.3	28.4	17.9	0.61	7.6
Roma	61.1	65.9	57.8	8.1	0.88	17.4	15.7	20.5	-4.8	1.31	4.0
Total	94.9	96.6	93.2	3.4	0.96	63.0	58.8	67.8	-9.0	1.15	100.0

Data source: MICS 2005.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Macedonia, the male primary school net attendance rate (NAR) is 96.6% and the female primary NAR is 93.2%. The male secondary NAR is 58.8% and the female secondary NAR is 67.8%. The difference between male and female NAR is 3.4% in primary school and -9.0% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 0.96 in primary school and 1.15 in secondary school.

The data can also be disaggregated by ethnic group of household head. For the largest group in the survey sample (Albanian), the values are as follows: male primary NAR 98.0%, female primary NAR 97.7%, difference between male and female primary NAR 0.3%, GPI in primary school 1.00, male secondary NAR 61.4%, female secondary NAR 50.8%, difference between male and female secondary NAR 10.6%, GPI in secondary school 0.83.

The range of the primary NAR by ethnic group of household head is 65.9% (Roma) to 99.1% (Macedonian) for male children and 57.8% (Roma) to 97.7% (Albanian) for female children. The range of the secondary NAR by ethnic group of household head is 15.7% (Roma) to 63.1% (Macedonian) for male children and 20.5% (Roma) to 82.4% (Macedonian) for female children.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

The range of the difference between male and female NAR values is 0.3% (Albanian) to 22.0% (Other ethnic group) in primary school and -19.3% (Macedonian) to 17.9% (Other ethnic group) in secondary school. The range of the GPI values is 0.75 (Other ethnic group) to 1.00 (Albanian) in primary school and 0.61 (Other ethnic group) to 1.31 (Macedonian) in secondary school.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Montenegro: Primary and secondary school attendance by ethnic group of household head

Ethnic group of household head	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Montenegrin	99.4	99.2	99.6	1.00	1.00	1.00	89.6	89.5	89.6	1.00	1.00	1.00	35.5
Serbian	99.5	99.0	100.0	1.00	1.00	1.00	87.3	87.1	87.4	0.97	0.97	0.98	32.3
Bosnian/Muslim	97.2	97.5	96.9	0.98	0.98	0.97	75.2	70.9	81.3	0.84	0.79	0.91	14.5
Missing	98.5	96.8	100.0	0.99	0.98	1.00	92.9		91.2	1.04		1.02	7.3
Other ethnic group	69.4	64.7	74.4	0.70	0.65	0.75	46.5			0.52			5.6
Albanian	100.0	100.0	100.0	1.01	1.01	1.00							4.8
Total	97.5	97.0	98.0	0.98	0.98	0.98	84.3	84.1	84.6	0.94	0.94	0.94	100.0

Data source: MICS 2005.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Montenegro by ethnic group of household head ranges from 69.4% (Other ethnic group) to 100.0% (Albanian) for the total population (male and female combined). The total primary NAR is 97.5%, the male primary NAR is 97.0%, and the female primary NAR is 98.0%. The primary NAR for the largest group in the sample (Montenegrin) is 99.4%.

The primary NAR by ethnic group of household head relative to the NAR of the largest group in the survey sample ranges from 0.70 (Other ethnic group) to 1.01 (Albanian). The maximum value of 1.01 indicates that at least one group has a higher primary NAR than the largest group. The minimum value of 0.70 indicates that at least one group has a lower primary NAR than the largest group.

The secondary NAR by ethnic group of household head ranges from 46.5% (Other ethnic group) to 92.9% (Missing) for the total population. The total secondary NAR is 84.3%, the male secondary NAR is 84.1%, and the female secondary NAR is 84.6%. The secondary NAR for the largest group in the sample (Montenegrin) is 89.6%.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

The secondary NAR by ethnic group of household head relative to the NAR of the largest group in the sample ranges from 0.52 (Other ethnic group) to 1.04 (Missing). The maximum value of 1.04 indicates that at least one group has a higher secondary NAR than the largest group. The minimum value of 0.52 indicates that at least one group has a lower secondary NAR than the largest group.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Montenegro: Primary and secondary school attendance by ethnic group of household head: gender disparity

Ethnic group of household head	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	
	Total	Male	Female			Total	Male	Female			
Montenegrin	99.4	99.2	99.6	-0.4	1.00	89.6	89.5	89.6	-0.1	1.00	35.5
Serbian	99.5	99.0	100.0	-1.0	1.01	87.3	87.1	87.4	-0.3	1.00	32.3
Bosnian/Muslim	97.2	97.5	96.9	0.6	0.99	75.2	70.9	81.3	-10.4	1.15	14.5
Missing	98.5	96.8	100.0	-3.2	1.03	92.9		91.2			7.3
Other ethnic group	69.4	64.7	74.4	-9.7	1.15	46.5					5.6
Albanian	100.0	100.0	100.0	0.0	1.00						4.8
Total	97.5	97.0	98.0	-1.0	1.01	84.3	84.1	84.6	-0.5	1.01	100.0

Data source: MICS 2005.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Montenegro, the male primary school net attendance rate (NAR) is 97.0% and the female primary NAR is 98.0%. The male secondary NAR is 84.1% and the female secondary NAR is 84.6%. The difference between male and female NAR is -1.0% in primary school and -0.5% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 1.01 in primary school and 1.01 in secondary school.

The data can also be disaggregated by ethnic group of household head. For the largest group in the survey sample (Montenegrin), the values are as follows: male primary NAR 99.2%, female primary NAR 99.6%, difference between male and female primary NAR -0.4%, GPI in primary school 1.00, male secondary NAR 89.5%, female secondary NAR 89.6%, difference between male and female secondary NAR -0.1%, GPI in secondary school 1.00.

The range of the primary NAR by ethnic group of household head is 64.7% (Other ethnic group) to 100.0% (Albanian) for male children and 74.4% (Other ethnic group) to 100.0% (Albanian) for female children. The range of the secondary NAR by ethnic group of household head is 70.9% (Bosnian/Muslim) to 89.5% (Montenegrin) for male children and 81.3% (Bosnian/Muslim) to 91.2% (Missing) for female children.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

The range of the difference between male and female NAR values is -9.7% (Other ethnic group) to 0.6% (Bosnian/Muslim) in primary school and -10.4% (Bosnian/Muslim) to -0.1% (Montenegrin) in secondary school. The range of the GPI values is 0.99 (Bosnian/Muslim) to 1.15 (Other ethnic group) in primary school and 1.00 (Montenegrin) to 1.15 (Bosnian/Muslim) in secondary school.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Serbia: Primary and secondary school attendance by ethnicity of household head

Ethnicity of household head	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Serbian	99.0	99.0	99.1	1.00	1.00	1.00	85.9	82.5	89.2	1.00	1.00	1.00	83.2
Other ethnicity	99.2	100.0	98.5	1.00	1.01	0.99	88.6	91.0	87.3	1.03	1.10	0.98	6.6
Hungarian	100.0	100.0	100.0	1.01	1.01	1.01	84.0			0.98			4.2
Muslim/Bosnian	99.0	98.9	99.0	1.00	1.00	1.00	74.7	73.5		0.87	0.89		3.0
Roma	77.9	79.2	76.5	0.79	0.80	0.77	14.8	12.8	16.7	0.17	0.16	0.19	2.9
Total	98.4	98.5	98.4	0.99	0.99	0.99	83.8	80.6	87.0	0.98	0.98	0.98	100.0

Data source: MICS 2005.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Serbia by ethnicity of household head ranges from 77.9% (Roma) to 100.0% (Hungarian) for the total population (male and female combined). The total primary NAR is 98.4%, the male primary NAR is 98.5%, and the female primary NAR is 98.4%. The primary NAR for the largest group in the sample (Serbian) is 99.0%.

The primary NAR by ethnicity of household head relative to the NAR of the largest group in the survey sample ranges from 0.79 (Roma) to 1.01 (Hungarian). The maximum value of 1.01 indicates that at least one group has a higher primary NAR than the largest group. The minimum value of 0.79 indicates that at least one group has a lower primary NAR than the largest group.

The secondary NAR by ethnicity of household head ranges from 14.8% (Roma) to 88.6% (Other ethnicity) for the total population. The total secondary NAR is 83.8%, the male secondary NAR is 80.6%, and the female secondary NAR is 87.0%. The secondary NAR for the largest group in the sample (Serbian) is 85.9%.

The secondary NAR by ethnicity of household head relative to the NAR of the largest group in the sample ranges from 0.17 (Roma) to 1.03 (Other ethnicity). The maximum value of 1.03 indicates that at least one group has a higher secondary NAR than the largest group. The minimum value of 0.17 indicates that at least one group has a lower secondary NAR than the largest group.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Serbia: Primary and secondary school attendance by ethnicity of household head: gender disparity

Ethnicity of household head	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	
	Total	Male	Female			Total	Male	Female			
Serbian	99.0	99.0	99.1	-0.1	1.00	85.9	82.5	89.2	-6.7	1.08	83.2
Other ethnicity	99.2	100.0	98.5	1.5	0.99	88.6	91.0	87.3	3.7	0.96	6.6
Hungarian	100.0	100.0	100.0	0.0	1.00	84.0					4.2
Muslim/Bosnian	99.0	98.9	99.0	-0.1	1.00	74.7	73.5				3.0
Roma	77.9	79.2	76.5	2.7	0.97	14.8	12.8	16.7	-3.9	1.30	2.9
Total	98.4	98.5	98.4	0.1	1.00	83.8	80.6	87.0	-6.4	1.08	100.0

Data source: MICS 2005.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Serbia, the male primary school net attendance rate (NAR) is 98.5% and the female primary NAR is 98.4%. The male secondary NAR is 80.6% and the female secondary NAR is 87.0%. The difference between male and female NAR is 0.1% in primary school and -6.4% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 1.00 in primary school and 1.08 in secondary school.

The data can also be disaggregated by ethnicity of household head. For the largest group in the survey sample (Serbian), the values are as follows: male primary NAR 99.0%, female primary NAR 99.1%, difference between male and female primary NAR -0.1%, GPI in primary school 1.00, male secondary NAR 82.5%, female secondary NAR 89.2%, difference between male and female secondary NAR -6.7%, GPI in secondary school 1.08.

The range of the primary NAR by ethnicity of household head is 79.2% (Roma) to 100.0% (Other ethnicity) for male children and 76.5% (Roma) to 100.0% (Hungarian) for female children. The range of the secondary NAR by ethnicity of household head is 12.8% (Roma) to 91.0% (Other ethnicity) for male children and 16.7% (Roma) to 89.2% (Serbian) for female children.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

The range of the difference between male and female NAR values is -0.1% (Muslim/Bosnian) to 2.7% (Roma) in primary school and -6.7% (Serbian) to 3.7% (Other ethnicity) in secondary school. The range of the GPI values is 0.97 (Roma) to 1.00 (Muslim/Bosnian) in primary school and 0.96 (Other ethnicity) to 1.30 (Roma) in secondary school.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Sierra Leone: Primary and secondary school attendance by religion of household head

Religion of household head	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Muslim	68.3	68.5	68.1	1.00	1.00	1.00	17.8	19.3	16.1	1.00	1.00	1.00	77.7
Christian	72.3	70.3	74.3	1.06	1.03	1.09	24.4	29.3	19.2	1.37	1.52	1.19	22.1
Other/missing religion													0.2
Total	69.2	68.9	69.4	1.01	1.01	1.02	19.3	21.5	16.8	1.08	1.11	1.04	100.0

Data source: MICS 2005.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Sierra Leone by religion of household head ranges from 68.3% (Muslim) to 72.3% (Christian) for the total population (male and female combined). The total primary NAR is 69.2%, the male primary NAR is 68.9%, and the female primary NAR is 69.4%. The primary NAR for the largest group in the sample (Muslim) is 68.3%.

The primary NAR by religion of household head relative to the NAR of the largest group in the survey sample ranges from 1.00 (Muslim) to 1.06 (Christian). The maximum value of 1.06 indicates that at least one group has a higher primary NAR than the largest group. The minimum value of 1.00 indicates that no group has a lower primary NAR than the largest group.

The secondary NAR by religion of household head ranges from 17.8% (Muslim) to 24.4% (Christian) for the total population. The total secondary NAR is 19.3%, the male secondary NAR is 21.5%, and the female secondary NAR is 16.8%. The secondary NAR for the largest group in the sample (Muslim) is 17.8%.

The secondary NAR by religion of household head relative to the NAR of the largest group in the sample ranges from 1.00 (Muslim) to 1.37 (Christian). The maximum value of 1.37 indicates that at least one group has a higher secondary NAR than the largest group. The minimum value of 1.00 indicates that no group has a lower secondary NAR than the largest group.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Sierra Leone: Primary and secondary school attendance by religion of household head: gender disparity

Religion of household head	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	
	Total	Male	Female			Total	Male	Female			
Muslim	68.3	68.5	68.1	0.4	0.99	17.8	19.3	16.1	3.2	0.83	77.7
Christian	72.3	70.3	74.3	-4.0	1.06	24.4	29.3	19.2	10.1	0.66	22.1
Other/missing religion											0.2
Total	69.2	68.9	69.4	-0.5	1.01	19.3	21.5	16.8	4.7	0.78	100.0

Data source: MICS 2005.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Sierra Leone, the male primary school net attendance rate (NAR) is 68.9% and the female primary NAR is 69.4%. The male secondary NAR is 21.5% and the female secondary NAR is 16.8%. The difference between male and female NAR is -0.5% in primary school and 4.7% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 1.01 in primary school and 0.78 in secondary school.

The data can also be disaggregated by religion of household head. For the largest group in the survey sample (Muslim), the values are as follows: male primary NAR 68.5%, female primary NAR 68.1%, difference between male and female primary NAR 0.4%, GPI in primary school 0.99, male secondary NAR 19.3%, female secondary NAR 16.1%, difference between male and female secondary NAR 3.2%, GPI in secondary school 0.83.

The range of the primary NAR by religion of household head is 68.5% (Muslim) to 70.3% (Christian) for male children and 68.1% (Muslim) to 74.3% (Christian) for female children. The range of the secondary NAR by religion of household head is 19.3% (Muslim) to 29.3% (Christian) for male children and 16.1% (Muslim) to 19.2% (Christian) for female children.

The range of the difference between male and female NAR values is -4.0% (Christian) to 0.4% (Muslim) in primary school and 3.2% (Muslim) to 10.1% (Christian) in secondary school. The range of the GPI values is 0.99 (Muslim) to 1.06 (Christian) in primary school and 0.66 (Christian) to 0.83 (Muslim) in secondary school.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Thailand: Primary and secondary school attendance by mother tongue of household head

Mother tongue of household head	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Thai	98.2	98.1	98.3	1.00	1.00	1.00	81.2	78.6	83.9	1.00	1.00	1.00	90.7
Other language	94.8	95.6	94.0	0.97	0.97	0.96	65.8	55.1	75.7	0.81	0.70	0.90	9.3
Total	97.9	97.9	97.9	1.00	1.00	1.00	79.8	76.6	83.1	0.98	0.97	0.99	100.0

Data source: MICS 2005-2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Thailand by mother tongue of household head ranges from 94.8% (Other language) to 98.2% (Thai) for the total population (male and female combined). The total primary NAR is 97.9%, the male primary NAR is 97.9%, and the female primary NAR is 97.9%. The primary NAR for the largest group in the sample (Thai) is 98.2%.

The primary NAR by mother tongue of household head relative to the NAR of the largest group in the survey sample ranges from 0.97 (Other language) to 1.00 (Thai). The maximum value of 1.00 indicates that no group has a higher primary NAR than the largest group. The minimum value of 0.97 indicates that at least one group has a lower primary NAR than the largest group.

The secondary NAR by mother tongue of household head ranges from 65.8% (Other language) to 81.2% (Thai) for the total population. The total secondary NAR is 79.8%, the male secondary NAR is 76.6%, and the female secondary NAR is 83.1%. The secondary NAR for the largest group in the sample (Thai) is 81.2%.

The secondary NAR by mother tongue of household head relative to the NAR of the largest group in the sample ranges from 0.81 (Other language) to 1.00 (Thai). The maximum value of 1.00 indicates that no group has a higher secondary NAR than the largest group. The minimum value of 0.81 indicates that at least one group has a lower secondary NAR than the largest group.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Thailand: Primary and secondary school attendance by mother tongue of household head: gender disparity

Mother tongue of household head	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	
	Total	Male	Female			Total	Male	Female			
Thai	98.2	98.1	98.3	-0.2	1.00	81.2	78.6	83.9	-5.3	1.07	90.7
Other language	94.8	95.6	94.0	1.6	0.98	65.8	55.1	75.7	-20.6	1.37	9.3
Total	97.9	97.9	97.9	0.0	1.00	79.8	76.6	83.1	-6.5	1.08	100.0

Data source: MICS 2005-2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Thailand, the male primary school net attendance rate (NAR) is 97.9% and the female primary NAR is 97.9%. The male secondary NAR is 76.6% and the female secondary NAR is 83.1%. The difference between male and female NAR is 0.0% in primary school and -6.5% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 1.00 in primary school and 1.08 in secondary school.

The data can also be disaggregated by mother tongue of household head. For the largest group in the survey sample (Thai), the values are as follows: male primary NAR 98.1%, female primary NAR 98.3%, difference between male and female primary NAR -0.2%, GPI in primary school 1.00, male secondary NAR 78.6%, female secondary NAR 83.9%, difference between male and female secondary NAR -5.3%, GPI in secondary school 1.07.

The range of the primary NAR by mother tongue of household head is 95.6% (Other language) to 98.1% (Thai) for male children and 94.0% (Other language) to 98.3% (Thai) for female children. The range of the secondary NAR by mother tongue of household head is 55.1% (Other language) to 78.6% (Thai) for male children and 75.7% (Other language) to 83.9% (Thai) for female children.

The range of the difference between male and female NAR values is -0.2% (Thai) to 1.6% (Other language) in primary school and -20.6% (Other language) to -5.3% (Thai) in secondary school. The range of the GPI values is 0.98 (Other language) to 1.00 (Thai) in primary school and 1.07 (Thai) to 1.37 (Other language) in secondary school.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Togo: Primary and secondary school attendance by ethnicity of household head

Ethnicity of household head	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Adja-Ewe	87.4	90.3	84.2	1.00	1.00	1.00	41.9	47.7	35.0	1.00	1.00	1.00	49.0
Kabye-Tem	83.2	85.0	81.5	0.95	0.94	0.97	42.4	48.2	34.5	1.01	1.01	0.99	22.6
Para-Gourma	55.2	59.4	50.7	0.63	0.66	0.60	22.9	28.3	16.3	0.55	0.59	0.47	17.5
Akposso-Akébou	91.1	93.0	89.2	1.04	1.03	1.06	53.1	66.8	39.7	1.27	1.40	1.13	3.2
Ana-Ifè	73.8	82.1	67.2	0.84	0.91	0.80	41.4	45.5	37.0	0.99	0.95	1.06	3.1
Other Togolese	60.7	66.6	52.6	0.69	0.74	0.62	26.3	32.4	16.5	0.63	0.68	0.47	2.6
African	83.2	82.9	83.5	0.95	0.92	0.99	31.4	38.3	25.4	0.75	0.80	0.73	1.6
Other													0.1
Missing													0.1
Total	79.3	82.2	76.2	0.91	0.91	0.90	38.8	44.7	31.5	0.93	0.94	0.90	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Togo by ethnicity of household head ranges from 55.2% (Para-Gourma) to 91.1% (Akposso-Akébou) for the total population (male and female combined). The total primary NAR is 79.3%, the male primary NAR is 82.2%, and the female primary NAR is 76.2%. The primary NAR for the largest group in the sample (Adja-Ewe) is 87.4%.

The primary NAR by ethnicity of household head relative to the NAR of the largest group in the survey sample ranges from 0.63 (Para-Gourma) to 1.04 (Akposso-Akébou). The maximum value of 1.04 indicates that at least one group has a higher primary NAR than the largest group. The minimum value of 0.63 indicates that at least one group has a lower primary NAR than the largest group.

The secondary NAR by ethnicity of household head ranges from 22.9% (Para-Gourma) to 53.1% (Akposso-Akébou) for the total population. The total secondary NAR is 38.8%, the male secondary NAR is 44.7%, and the female secondary NAR is 31.5%. The secondary NAR for the largest group in the sample (Adja-Ewe) is 41.9%.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

The secondary NAR by ethnicity of household head relative to the NAR of the largest group in the sample ranges from 0.55 (Para-Gourma) to 1.27 (Akposso-Akébou). The maximum value of 1.27 indicates that at least one group has a higher secondary NAR than the largest group. The minimum value of 0.55 indicates that at least one group has a lower secondary NAR than the largest group.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Togo: Primary and secondary school attendance by ethnicity of household head: gender disparity

Ethnicity of household head	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	
	Total	Male	Female			Total	Male	Female			
Adja-Ewe	87.4	90.3	84.2	6.1	0.93	41.9	47.7	35.0	12.7	0.73	49.0
Kabye-Tem	83.2	85.0	81.5	3.5	0.96	42.4	48.2	34.5	13.7	0.72	22.6
Para-Gourma	55.2	59.4	50.7	8.7	0.85	22.9	28.3	16.3	12.0	0.58	17.5
Akposso-Akébou	91.1	93.0	89.2	3.8	0.96	53.1	66.8	39.7	27.1	0.59	3.2
Ana-Ifè	73.8	82.1	67.2	14.9	0.82	41.4	45.5	37.0	8.5	0.81	3.1
Other Togolese	60.7	66.6	52.6	14.0	0.79	26.3	32.4	16.5	15.9	0.51	2.6
African	83.2	82.9	83.5	-0.6	1.01	31.4	38.3	25.4	12.9	0.66	1.6
Other											0.1
Missing											0.1
Total	79.3	82.2	76.2	6.0	0.93	38.8	44.7	31.5	13.2	0.70	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Togo, the male primary school net attendance rate (NAR) is 82.2% and the female primary NAR is 76.2%. The male secondary NAR is 44.7% and the female secondary NAR is 31.5%. The difference between male and female NAR is 6.0% in primary school and 13.2% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 0.93 in primary school and 0.70 in secondary school.

The data can also be disaggregated by ethnicity of household head. For the largest group in the survey sample (Adja-Ewe), the values are as follows: male primary NAR 90.3%, female primary NAR 84.2%, difference between male and female primary NAR 6.1%, GPI in primary school 0.93, male secondary NAR 47.7%, female secondary NAR 35.0%, difference between male and female secondary NAR 12.7%, GPI in secondary school 0.73.

The range of the primary NAR by ethnicity of household head is 59.4% (Para-Gourma) to 93.0% (Akposso-Akébou) for male children and 50.7% (Para-Gourma) to 89.2% (Akposso-Akébou) for female children. The range of the secondary NAR by ethnicity of household head

Disparities in primary and secondary school attendance by ethnicity, language or religion:
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is 28.3% (Para-Gourma) to 66.8% (Akposso-Akébou) for male children and 16.3% (Para-Gourma) to 39.7% (Akposso-Akébou) for female children.

The range of the difference between male and female NAR values is -0.6% (African) to 14.9% (Ana-Ifè) in primary school and 8.5% (Ana-Ifè) to 27.1% (Akposso-Akébou) in secondary school. The range of the GPI values is 0.79 (Other Togolese) to 1.01 (African) in primary school and 0.51 (Other Togolese) to 0.81 (Ana-Ifè) in secondary school.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Uzbekistan: Primary and secondary school attendance by mother tongue of household head

Mother tongue of household head	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Uzbek	95.9	96.0	95.8	1.00	1.00	1.00	93.7	94.9	92.5	1.00	1.00	1.00	86.1
Tajik	94.9	94.1	95.8	0.99	0.98	1.00	87.1	88.6	85.4	0.93	0.93	0.92	6.1
Other language	95.9	97.4	94.2	1.00	1.01	0.98	89.6	91.2	88.1	0.96	0.96	0.95	3.6
Russian	96.8	95.0	100.0	1.01	0.99	1.04	92.4	91.9	92.8	0.99	0.97	1.00	2.1
Karakalpak	95.6	92.5	98.0	1.00	0.96	1.02	95.4	93.6	96.9	1.02	0.99	1.05	2.1
Total	95.8	95.8	95.8	1.00	1.00	1.00	93.1	94.2	92.0	0.99	0.99	0.99	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Uzbekistan by mother tongue of household head ranges from 94.9% (Tajik) to 96.8% (Russian) for the total population (male and female combined). The total primary NAR is 95.8%, the male primary NAR is 95.8%, and the female primary NAR is 95.8%. The primary NAR for the largest group in the sample (Uzbek) is 95.9%.

The primary NAR by mother tongue of household head relative to the NAR of the largest group in the survey sample ranges from 0.99 (Tajik) to 1.01 (Russian). The maximum value of 1.01 indicates that at least one group has a higher primary NAR than the largest group. The minimum value of 0.99 indicates that at least one group has a lower primary NAR than the largest group.

The secondary NAR by mother tongue of household head ranges from 87.1% (Tajik) to 95.4% (Karakalpak) for the total population. The total secondary NAR is 93.1%, the male secondary NAR is 94.2%, and the female secondary NAR is 92.0%. The secondary NAR for the largest group in the sample (Uzbek) is 93.7%.

**Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006** by Friedrich Huebler

The secondary NAR by mother tongue of household head relative to the NAR of the largest group in the sample ranges from 0.93 (Tajik) to 1.02 (Karakalpak). The maximum value of 1.02 indicates that at least one group has a higher secondary NAR than the largest group. The minimum value of 0.93 indicates that at least one group has a lower secondary NAR than the largest group.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Uzbekistan: Primary and secondary school attendance by mother tongue of household head: gender disparity

Mother tongue of household head	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	
	Total	Male	Female			Total	Male	Female			
Uzbek	95.9	96.0	95.8	0.2	1.00	93.7	94.9	92.5	2.4	0.97	86.1
Tajik	94.9	94.1	95.8	-1.7	1.02	87.1	88.6	85.4	3.2	0.96	6.1
Other language	95.9	97.4	94.2	3.2	0.97	89.6	91.2	88.1	3.1	0.97	3.6
Russian	96.8	95.0	100.0	-5.0	1.05	92.4	91.9	92.8	-0.9	1.01	2.1
Karakalpak	95.6	92.5	98.0	-5.5	1.06	95.4	93.6	96.9	-3.3	1.04	2.1
Total	95.8	95.8	95.8	0.0	1.00	93.1	94.2	92.0	2.2	0.98	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Uzbekistan, the male primary school net attendance rate (NAR) is 95.8% and the female primary NAR is 95.8%. The male secondary NAR is 94.2% and the female secondary NAR is 92.0%. The difference between male and female NAR is 0.0% in primary school and 2.2% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 1.00 in primary school and 0.98 in secondary school.

The data can also be disaggregated by mother tongue of household head. For the largest group in the survey sample (Uzbek), the values are as follows: male primary NAR 96.0%, female primary NAR 95.8%, difference between male and female primary NAR 0.2%, GPI in primary school 1.00, male secondary NAR 94.9%, female secondary NAR 92.5%, difference between male and female secondary NAR 2.4%, GPI in secondary school 0.97.

The range of the primary NAR by mother tongue of household head is 92.5% (Karakalpak) to 97.4% (Other language) for male children and 94.2% (Other language) to 100.0% (Russian) for female children. The range of the secondary NAR by mother tongue of household head is 88.6% (Tajik) to 94.9% (Uzbek) for male children and 85.4% (Tajik) to 96.9% (Karakalpak) for female children.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
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The range of the difference between male and female NAR values is -5.5% (Karakalpak) to 3.2% (Other language) in primary school and -3.3% (Karakalpak) to 3.2% (Tajik) in secondary school. The range of the GPI values is 0.97 (Other language) to 1.06 (Karakalpak) in primary school and 0.96 (Tajik) to 1.04 (Karakalpak) in secondary school.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Viet Nam: Primary and secondary school attendance by ethnic group of household head

Ethnic group of household head	Primary education						Secondary education						Percent of sample
	Net attendance rate (%)			NAR relative to largest group			Net attendance rate (%)			NAR relative to largest group			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Kinh/Chinese	95.7	95.7	95.7	1.00	1.00	1.00	95.7	95.7	95.7	1.00	1.00	1.00	83.0
Other ethnic group	93.8	93.8	93.8	0.98	0.98	0.98	93.8	93.8	93.8	0.98	0.98	0.98	17.0
Total	95.4	95.4	95.4	1.00	1.00	1.00	95.4	95.4	95.4	1.00	1.00	1.00	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

The primary school net attendance rate (NAR) in Viet Nam by ethnic group of household head ranges from 93.8% (Other ethnic group) to 95.7% (Kinh/Chinese) for the total population (male and female combined). The total primary NAR is 95.4%, the male primary NAR is 95.4%, and the female primary NAR is 95.4%. The primary NAR for the largest group in the sample (Kinh/Chinese) is 95.7%.

The primary NAR by ethnic group of household head relative to the NAR of the largest group in the survey sample ranges from 0.98 (Other ethnic group) to 1.00 (Kinh/Chinese). The maximum value of 1.00 indicates that no group has a higher primary NAR than the largest group. The minimum value of 0.98 indicates that at least one group has a lower primary NAR than the largest group.

The secondary NAR by ethnic group of household head ranges from 93.8% (Other ethnic group) to 95.7% (Kinh/Chinese) for the total population. The total secondary NAR is 95.4%, the male secondary NAR is 95.4%, and the female secondary NAR is 95.4%. The secondary NAR for the largest group in the sample (Kinh/Chinese) is 95.7%.

The secondary NAR by ethnic group of household head relative to the NAR of the largest group in the sample ranges from 0.98 (Other ethnic group) to 1.00 (Kinh/Chinese). The maximum value of 1.00 indicates that no group has a higher secondary NAR than the largest group. The minimum value of 0.98 indicates that at least one group has a lower secondary NAR than the largest group.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

Viet Nam: Primary and secondary school attendance by ethnic group of household head: gender disparity

Ethnic group of household head	Primary education					Secondary education					Percent of sample
	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	Net attendance rate (%)			Male - female NAR (%)	Gender parity index	
	Total	Male	Female			Total	Male	Female			
Kinh/Chinese	95.7	95.7	95.7	0.0	1.00	95.7	95.7	95.7	0.0	1.00	83.0
Other ethnic group	93.8	93.8	93.8	0.0	1.00	93.8	93.8	93.8	0.0	1.00	17.0
Total	95.4	95.4	95.4	0.0	1.00	95.4	95.4	95.4	0.0	1.00	100.0

Data source: MICS 2006.
Percent of sample refers to population of primary and secondary school age in survey sample.

In Viet Nam, the male primary school net attendance rate (NAR) is 95.4% and the female primary NAR is 95.4%. The male secondary NAR is 95.4% and the female secondary NAR is 95.4%. The difference between male and female NAR is 0.0% in primary school and 0.0% in secondary school. The gender parity index (GPI), the ratio of female to male NAR, is 1.00 in primary school and 1.00 in secondary school.

The data can also be disaggregated by ethnic group of household head. For the largest group in the survey sample (Kinh/Chinese), the values are as follows: male primary NAR 95.7%, female primary NAR 95.7%, difference between male and female primary NAR 0.0%, GPI in primary school 1.00, male secondary NAR 95.7%, female secondary NAR 95.7%, difference between male and female secondary NAR 0.0%, GPI in secondary school 1.00.

The range of the primary NAR by ethnic group of household head is 93.8% (Other ethnic group) to 95.7% (Kinh/Chinese) for male children and 93.8% (Other ethnic group) to 95.7% (Kinh/Chinese) for female children. The range of the secondary NAR by ethnic group of household head is 93.8% (Other ethnic group) to 95.7% (Kinh/Chinese) for male children and 93.8% (Other ethnic group) to 95.7% (Kinh/Chinese) for female children.

Disparities in primary and secondary school attendance by ethnicity, language or religion:
Data from MICS surveys, 2005-2006 by Friedrich Huebler

The range of the difference between male and female NAR values is 0.0% (Kinh/Chinese) to 0.0% (Kinh/Chinese) in primary school and 0.0% (Kinh/Chinese) to 0.0% (Kinh/Chinese) in secondary school. The range of the GPI values is 1.00 (Kinh/Chinese) to 1.00 (Kinh/Chinese) in primary school and 1.00 (Kinh/Chinese) to 1.00 (Kinh/Chinese) in secondary school.

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Disparity in primary and secondary education by ethnicity, language or religion

Country	Year	Group of disaggre-gation	Primary education			Secondary education		
			Average NAR (%)	NAR relative to largest group Min.	Max.	Average NAR (%)	NAR relative to largest group Min.	Max.
Albania	2005	Religion	91.9	1.00	1.04	78.2	1.00	1.09
Belize	2006	Language	95.2	0.92	1.06	58.7	0.71	1.52
Gambia	2006	Ethnicity	61.0	0.82	1.12	36.5	0.68	1.19
Georgia	2005	Ethnicity	94.6	0.91	1.02	88.3	0.76	1.00
Guinea-Bissau	2006	Language	53.7	1.00	1.44	7.7	1.00	3.21
Guyana	2006	Ethnicity	96.2	0.99	1.00	69.4	0.88	1.27
Kazakhstan	2006	Language	98.0	0.96	1.00	95.3	0.95	1.00
Kyrgyzstan	2006	Language	92.1	0.94	1.04	89.2	0.86	1.00
Lao PDR	2006	Language	79.0	0.59	1.00	35.5	0.22	1.00
Macedonia	2005	Ethnicity	94.9	0.62	1.00	63.0	0.30	1.28
Montenegro	2005	Ethnicity	97.5	0.70	1.01	84.3	0.52	1.04
Serbia	2005	Ethnicity	98.4	0.79	1.01	83.8	0.17	1.03
Sierra Leone	2005	Religion	69.2	1.00	1.06	19.3	1.00	1.37
Thailand	2005-06	Language	97.9	0.97	1.00	79.8	0.81	1.00
Togo	2006	Ethnicity	79.3	0.63	1.04	38.8	0.55	1.27
Uzbekistan	2006	Language	95.8	0.99	1.01	93.1	0.93	1.02
Viet Nam	2006	Ethnicity	95.4	0.98	1.00	95.4	0.98	1.00

Data source: MICS 2005-2006.
Average NAR: Net attendance rate in the total survey sample for all ethnic, language or religious groups combined.
NAR relative to largest group: NAR in each ethnic, language or religious group within a country's survey sample divided by the NAR of the largest group in the sample.

In 6 countries (Guyana, Kazakhstan, Lao PDR, Macedonia, Thailand, Viet Nam), the largest ethnic, language or religious group has the highest primary school net attendance rate. Members of minorities are less or equally likely to be in primary school in these countries. In 6 countries (Georgia, Kazakhstan, Kyrgyzstan, Lao PDR, Thailand, Viet Nam), the largest ethnic, language or religious group has the highest secondary school net attendance rate. Members of minorities are less or equally likely to be in secondary school in these countries. In 4 countries (Kazakhstan, Lao PDR, Thailand, Viet Nam), the largest ethnic, language or religious group has the highest primary and secondary school net attendance rate. Members of minorities are less or equally likely to be in primary and secondary school in these countries.

By contrast, in 3 countries (Albania, Guinea-Bissau, Sierra Leone), the largest ethnic, language or religious group has the lowest primary and secondary school net attendance rate. Members of minorities are equally or more likely to be in primary and secondary school in these countries.

**Disparities in primary and secondary school attendance
by ethnicity, language or religion: Data from MICS
surveys, 2005-2006** by Friedrich Huebler

Gender disparity in primary and secondary education by ethnicity, language or religion

Country	Year	Group of disaggre-gation	Primary education			Secondary education		
			Gender parity index (GPI)			Gender parity index (GPI)		
			Mean	Min.	Max.	Mean	Min.	Max.
Albania	2005	Religion	1.00	0.96	1.01	0.97	0.97	0.99
Belize	2006	Language	1.00	0.94	1.07	1.03	0.84	1.14
Gambia	2006	Ethnicity	1.03	0.91	1.08	0.87	0.72	1.04
Georgia	2005	Ethnicity	1.01	1.00	1.04	0.98	0.88	1.00
Guinea-Bissau	2006	Language	0.97	0.93	1.01	0.88	0.67	1.24
Guyana	2006	Ethnicity	1.00	0.99	1.01	1.10	1.01	1.17
Kazakhstan	2006	Language	0.99	0.95	1.02	1.00	0.97	1.01
Kyrgyzstan	2006	Language	1.03	0.95	1.20	1.04	1.03	1.08
Lao PDR	2006	Language	0.95	0.75	1.02	0.82	0.39	0.91
Macedonia	2005	Ethnicity	0.96	0.75	1.00	1.15	0.61	1.31
Montenegro	2005	Ethnicity	1.01	0.99	1.15	1.01	1.00	1.15
Serbia	2005	Ethnicity	1.00	0.97	1.00	1.08	0.96	1.30
Sierra Leone	2005	Religion	1.01	0.99	1.06	0.78	0.66	0.83
Thailand	2005-06	Language	1.00	0.98	1.00	1.08	1.07	1.37
Togo	2006	Ethnicity	0.93	0.79	1.01	0.70	0.51	0.81
Uzbekistan	2006	Language	1.00	0.97	1.06	0.98	0.96	1.04
Viet Nam	2006	Ethnicity	1.00	1.00	1.00	1.00	1.00	1.00

Data source: MICS 2005-2006.
Mean GPI: Gender parity index in the total survey sample, for all ethnic, language or religious groups combined.
Min. and max. GPI: Minimum and maximum value of the GPI of each ethnic, language or religious group in a country's survey sample.

14 countries (Albania, Belize, Gambia, Georgia, Guinea-Bissau, Guyana, Kazakhstan, Kyrgyzstan, Montenegro, Serbia, Sierra Leone, Thailand, Uzbekistan, Viet Nam) have reached gender parity in primary education, with GPI values between 0.96 and 1.04. However, in 9 of these countries (Albania, Belize, Gambia, Guinea-Bissau, Kazakhstan, Kyrgyzstan, Montenegro, Sierra Leone, Uzbekistan), disaggregation of the survey data reveals gender disparity in at least one ethnic, language or religious group. A GPI value below 0.96 indicates that girls in a particular group are much less likely to attend school than boys and a GPI value above 1.04 indicates that boys are much less likely to attend school than girls.

8 countries (Albania, Belize, Georgia, Kazakhstan, Kyrgyzstan, Montenegro, Uzbekistan, Viet Nam) have reached gender parity in secondary education. In 5 of these countries (Belize, Georgia, Kyrgyzstan, Montenegro, Uzbekistan), disaggregation of the data reveals gender disparity in at least one ethnic, language or religious group.