

BIC Research Team White Paper The Global Primary and Secondary Education Market

Steve Greechie

December 2005

1) Executive Summary

- World K-12 [enrollment](#) is increasing:
 - World primary school enrollment has increased nearly one percent between 1998 and 2003.
 - World secondary school enrollment has increased more than three percent between 1998 and 2003.
 - The largest increase in both primary and secondary school enrollment has occurred in Africa, the region with the lowest net enrollment rate, suggesting that education levels are achieving parity between regions.
 - Sub-Saharan Africa is expected to have highest increase in both primary school-age and secondary-school age population, both in absolute numbers and in percentage growth.
 - However, poverty in Sub-Saharan Africa is not expected to decrease substantially in the next ten years, and thus can be expected to inhibit enrollment growth.
- In 2004, the global market for primary and secondary school [educational content](#) was \$11.3 billion
 - The global market for educational materials is expected to grow 23% between 2005 and 2009.
 - Four publishers control more than 50% of the market.
 - 13 publishers serve nearly all the rest of the market.
- The role of [private schools](#) in the developing world is debated, with private schools advocates claiming that they perform better than public schools.
- [Poverty](#) levels can be expected to influence enrollment. By 2015, poverty levels are expected to fall considerably in China and India, but not in South America or sub-Saharan Africa.

- [Gender parity](#) remains a problem. One in ten children live in countries where the gender parity index for primary education is less than 0.85, indicating that for every 100 boys fewer than 85 girls are enrolled.
- Global access to [information and communication technologies](#) is still limited. The goals and implementation of information and communications technologies in schools can be measured by several indicators.
- All the major countries of the world are party to one or both of the major [copyright agreements](#), The Berne Convention and The Universal Copyright Convention. The most comprehensive set of rules regarding the international enforcement of intellectual property rights is contained in The Agreement on Trade-Related Aspects of Intellectual Property Rights.
- The global [population](#) of children aged 6 to 13 is expected to increase by .6% between 2005 and 2015. The population of children aged 14 to 17 is expected to decline by 0.5%.
- [China](#) is the world's largest K-12 market and the world's largest market for secondary education.
 - China's secondary school-aged population is expected to fall by 14% over the next ten years.
- [India](#) is the world's largest market for primary education.
 - India's primary school-aged population is expected to fall by 3% over the next ten years; however, its primary level net enrollment rate grew more than four percentage points between 2002 and 2003, and can be expected to grow as poverty declines.

2) Introduction

The purpose of this report is to profile the global primary and secondary education industry in the aggregate and by region. It addresses trends in enrollment, the role of private education, the market for materials and the market share of the largest providers. In addition, the paper examines gender parity, the qualitative role of technology and the protection of intellectual property. Finally, it projects the education market and profiles the largest developing markets, China and India.

The examination shows that measurement of global education is not well developed. There are a limited number of authoritative sources for information. The data is characterized by inconsistency between and within sources, poorly-defined metrics, and information that is out of data. Finally, the available data is not comprehensive; a great deal of data is missing.

The profile of education is changing most rapidly in the developing world, and data is most critical for these areas. They are also the largest markets. Unfortunately, these are also the areas where measurement is weakest.

These weaknesses result in an unclear picture of the global aggregate. For example, UNESCO tells us that, worldwide, one out of three primary school-age children never sees the inside of a classroom.

([Source](http://portal.unesco.org/education/admin/ev.php?URL_ID=30859&URL_DO=DO_TOPIC&URL_SECTION=201): UNESCO, http://portal.unesco.org/education/admin/ev.php?URL_ID=30859&URL_DO=DO_TOPIC&URL_SECTION=201)

However, its [charts](#), below, list only the lowest regional net enrollment rate as 67%; all the others are much higher. Nonetheless, UNESCO remains one of the most important sources for information.

Metrics:

Net Enrollment Rate: Number of pupils in the theoretical age group for a given level of education enrolled in that level expressed as a percentage of the total population in that age group.

Gross Enrolment Ratio: Number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

Gender Parity Index (GPI): Value of an indicator for girls divided by that for boys. A value of less than one indicates differences in favor of boys, whereas a value near one indicates that parity has been more or less achieved. Gender parity is considered to have been attained when the GPI lies between 0.97 and 1.03.

3) Provision

Enrollment

Since 1990, there has been substantial growth in the number of pupils globally:

- In 1990, 907 million pupils were enrolled in primary and secondary school.
- In 2002, 1.16 billion children were enrolled in school:
 - 673 million at the primary level, with an annual growth rate of 0.96% over the past four years

- 492 million at the secondary level, with an annual growth rate of 3.36% over the past four years
- Two thirds of the global increase in pupil numbers since 1990 has occurred at the secondary level.

(Source: Global Education Digest 2005, UNESCO,
http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf)

Primary education

	Enrollment in 2002-03 (in millions)	Annual % change since 1998	Net enrollment rate 2002-03
World	672	0.96%	
Africa	123	4.73%	67%
North America	53	0.31%	94%
South America	44	-0.76%	97%
East Asia	204	-1.24%	
West Asia	206	2.44%	87%*
Europe	39	2.02%	95%
Oceania	3	0.99%	91%

* all Asia

Secondary Education:

	Enrollment in 2002-03 (in millions)	Annual % change since 1998	Net enrollment rate 2002-03
World	492	3.36%	
Africa	44	5.30%	30%
North America	41	2.39%	84%
South America	43	3.81%	71%

[continued]

	Enrollment in 2002-03 (in millions)	Annual % change since 1998	Net enrollment rate 2002-03
East Asia	151	3.98%	
West Asia	137	3.98%	61%*
Europe	73	0.45%	88%
Oceania	3	1.58%	72%

*all Asia, gross enrollment ratio

Net Enrollment Rate: Number of pupils in the theoretical age group for a given level of education enrolled in that level expressed as a percentage of the total population in that age group.

Gross Enrolment Ratio: Number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

([Source](http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf): Global Education Digest 2005, UNESCO, http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf)

4) Materials

In 2004, the global market for primary and secondary school educational content was \$11.3 billion. This figure includes sales for North American and European content providers, and indicates a growth rate of seven percent.

The education market breaks down geographically as follows:

Region	% of market
North America	64%
Europe	28%
Asia Pacific	5%
Rest of World	3%

Market share:

The global K-12 education industry is complex, with the four largest publishers controlling more than 50% of the global market:

Company	% Market Share
Pearson Education:	18%
Harcourt Education:	14%
McGraw-Hill:	13%
Houghton Mifflin:	8%

Thirteen other publishers serve 27% of the market:

Company	% Market Share
Scholastic	4%
Lagardere	3%
College Board	3%
ETS	3%
Editis (Wendell)	2%
Westermann	2%
Klett-Grupe	2%
WRC Media	2%
Cornelsen	2%
Kaplan	1%
Wiley	1%
WK Education	1%
Riverdeep	1%

Less than 1% of the market is served by publishers with sales of less than \$100 million each.

The global K-12 market for North American and European content producers is expected to grow at approximately 6% between 2004 and 2009 – and to grow 23% between 2005 and 2009. Growth will be driven by the following factors:

- Improved budgets in the US and elsewhere
- Growth of supplemental and assessment materials
- A strong US adoption cycle
- Expansion into the Asia Pacific region and the rest of the world

	2004	2005	2006	2007	2008	2009
Projected K-12 Revenues	\$11.3B	\$12.2B	\$12.8B	\$13.4B	\$14.2B	\$15.0B

In 2004, total global sales for North American and European companies for *all* education and training content and services at all levels was \$35.3 billion. Revenue breakdown was as follows:

Product	% sales
Textbooks	71%
Testing	15%
Reference	8%
Supplemental	6%

(**Source:** *Education and Training: Market Trends and Industry Performance*, Electronic Publishing Services, July 2005)

5) Private education

The Right to Education Project lists 70 countries without universal free public primary education.

(**Source:** The Right to Education Project, http://www.right-to-education.org/content/tables/table_01.html)

For 1998 and for 28 countries, The World Bank gives us data for private expenditures as a % of total education expenditures on primary and secondary education. Figures vary from 0.1% (Portugal) to 38.2% (Peru).

(**Source:** World Bank, <http://devdata.worldbank.org/edstats/ThematicDataOnEducation/PrivateEducationExpenditure/tab21.xls>)

The role of private schools is debated in the education community. Millennium Goal #2 (one of the eight Millennium Development Goals adopted by The United Nations and related organizations) states that "Primary schooling must be entirely free of charge and be compulsory for every child."

([Source](http://portal.unesco.org/education/en/ev.php-URL_ID=42265&URL_DO=DO_TOPIC&URL_SECTION=201.html): UNESCO, http://portal.unesco.org/education/en/ev.php-URL_ID=42265&URL_DO=DO_TOPIC&URL_SECTION=201.html)

However, advocates of private schools argue that:

- Across the developing world, private schools are emerging that provide educational opportunities for some of the poor.
- Private school enrollment is underestimated: the poor are abandoning free state schools for private education.
- Private unaided schools perform better than government schools.
- In many areas, poor children attend private unaided schools at lower cost.
- Gender equity in private schools is superior.
- The poorest are given free or subsidized seats in private schools.

([Source](http://www.ncl.ac.uk/egwest/): E.G. West Centre, <http://www.ncl.ac.uk/egwest/>)

6) Poverty

Although overall access to basic education has risen substantially over the last decade in many developing countries, the poor are still less likely ever to attend school, less likely to be currently attending school, and more likely to repeat grades than those who are wealthier.

([Source](http://www.unfpa.org/swp/2002/english/ch7/index.htm): United Nations Population Fund, <http://www.unfpa.org/swp/2002/english/ch7/index.htm>)

When households are ranked according to wealth, there is a large difference in the attainment of children from the richest 20 percent compared to the poorest 40 percent.

([Source](http://web.worldbank.org/external/default/main?menuPK=1460753&pagePK=64168176&piPK=64168140&theSitePK=1460718): World Bank, <http://web.worldbank.org/external/default/main?menuPK=1460753&pagePK=64168176&piPK=64168140&theSitePK=1460718>)

Lack of education is both the cause and the result of poverty.

- If children are undernourished before or after birth, brain development can be stunted. Poor children also often suffer from nutritional, cultural and intellectual deprivation which limits their horizons.

([Source: Johns Hopkins University Institute for Policy Studies](http://www.jhu.edu/~ips/publications/papers/ab05.html),
<http://www.jhu.edu/~ips/publications/papers/ab05.html>)

- Many children cannot attend school because they work to support their families. One in every six children in the world is working.

([Source: UNESCO](http://portal.unesco.org/education/en/ev.php-URL_ID=32966&URL_DO=DO_TOPIC&URL_SECTION=201.html), http://portal.unesco.org/education/en/ev.php-URL_ID=32966&URL_DO=DO_TOPIC&URL_SECTION=201.html)

- Conversely, there is a decline in the incidence of poverty with rising levels of education of the heads of households. A World Bank study found that, if women received the same education as men, farm yields could rise by as much as 22%.

([Source: United Nations Economic and Social Commission for Asia and the Pacific](http://www.unescap.org/esid/psis/publications/theme2002/chap2.asp),
<http://www.unescap.org/esid/psis/publications/theme2002/chap2.asp>)

There are enormous differences across countries in the gap between the educational attainment of the rich and the poor. While in some countries the difference in the median years of school completed by the rich and the poor is only one or two years, the gap reaches ten years in some countries.

([Source: World Bank](http://www.worldbank.org/html/dec/Publications/Workpapers/WPS1900series/wps1980/wps1980-abstract.html),
<http://www.worldbank.org/html/dec/Publications/Workpapers/WPS1900series/wps1980/wps1980-abstract.html>)

Both living and educational standards have improved, but wide regional disparities exist. The proportion of the developing world's population living in extreme poverty has fallen from 28% in 1990 to 21% in 2001.

([Source: The World Bank](http://www.worldbank.org/html/dec/Publications/Workpapers/WPS1900series/wps1980/wps1980-abstract.html),
<http://www.worldbank.org/html/dec/Publications/Workpapers/WPS1900series/wps1980/wps1980-abstract.html>)

Projections

World Development Indicators Report 2004 sets the goal of eradicating extreme poverty by 2015. The report states that by 2015:

- Poverty rates are expected to fall most quickly in East Asia and the Pacific outside of China.
- There will be a huge reduction in the absolute number of people living in poverty in China.
- In Europe and Central Asia and in the Middle East and North Africa poverty rates will lower to half their current levels.

- South Asia, led by continuing growth in India, is likely to eradicate extreme poverty.
- In Latin America and the Caribbean, poverty will not decrease substantially.
- In sub-Saharan Africa (where poverty has increased since 1990), poverty will, on present trends, fall very slowly.

([Source](http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTPA/0,,contentMDK:20153855~menuPK:435040~pagePK:148956~piPK:216618~theSitePK:430367,00.html): The World Bank,
<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTPA/0,,contentMDK:20153855~menuPK:435040~pagePK:148956~piPK:216618~theSitePK:430367,00.html>)

7) Gender Parity

Girls are at an educational disadvantage in many countries. In 2002/03, 56% of the world's children lived in countries without gender parity at the primary level. At the upper secondary level, this increases to 87%.

([Source](http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf): Global Education Digest 2005, UNESCO,
http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf)

Poverty and gender parity interact. Over 96 percent of males 15 to 19 from the wealthiest 20 percent of households have completed grade 1 compared to only 29 percent for females from the poorest 40 percent of households.

([Source](http://web.worldbank.org/external/default/main?menuPK=1460753&pagePK=64168176&piPK=64168140&theSitePK=1460718): World Bank,
<http://web.worldbank.org/external/default/main?menuPK=1460753&pagePK=64168176&piPK=64168140&theSitePK=1460718>)

Enrollment of girls in primary grades, as a percentage of the total enrolled, breaks down as follows:

Primary Education

Region	% female	Female net enrollment rate	Male net enrollment rate	Gender parity index
Africa	46%	63%	70%	.90
North America	49%	95%	94%	1.01
South America	48%	96%	98%	.98

[continued]

Region	% female	Female net enrollment rate	Male net enrollment rate	Gender parity index
Asia	47%	85%	89%	.96
Europe	49%	95%	95%	1.00
Oceania	48%	90%	92%	.98

Enrollment of girls in secondary grades, as a percentage of the total enrolled, breaks down as follows:

Secondary Education

Region	% female	Female net enrollment rate	Male net enrollment rate	Gender parity index, lower secondary*	Gender parity index, upper secondary*
Africa	45%	28%	32%	.81	.89
North America	49%	75%	74%	1.02	1.02
South America	51%	73%	68%	1.04	1.16
Asia	46%	na	na	.93	.87
Europe	50%	89%	88%	1.00	1.07
Oceania	48%	73%	71%	1.00	1.00

Net Enrollment Rate: Number of pupils in the theoretical age group for a given level of education enrolled in that level expressed as a percentage of the total population in that age group.

Gender Parity Index: Value of an indicator for girls divided by that for boys.

na: not available

*Based on gross enrollment ratio (number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education). Gender parity index figures based on net enrollment rate are not available for secondary education.

Gender parity index figures for all secondary programs combined are not available for secondary education.

([Source](http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf): Global Education Digest 2005, UNESCO, http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf)

8) Technology

Only 14% of the world's population uses the internet. In developing countries, less than 1% of the population has access to information and communication technologies (ICT).

([Source](#): *Harnessing the Potential of ICT for Education – A Multistakeholder Approach*, United Nations 2005)

Even in the United States, ICT has largely not been absorbed as a critical component of education.

([Source](#): *Education and Training: Market Trends and Industry Performance*, Electronic Publishing Services, July 2005)

A UNESCO report, *Information and Communication Technologies in School* summarizes the role of ICT in education:

a) ICT's goals should be to support the following goals:

- access to online resources that use a combination of video, text and graphics
- provision for the teacher to teach a whole class or part of a class
- provision for students to choose ways that suit their individual learning styles
- access to individualized curriculum pathways
- access to individualized diagnostic testing and assessment
- allowing students to move independently between learning areas
- large screen video display
- individualized access to network resources including wireless networking
- continuity of access to network resources away from school

b) There are five stages (not necessarily sequential) of ICT integration in schools:

- presence of pre-digital ICT only; photography encyclopedias, texts and objects of the material world
- demonstration of ICT with occasional hands-on experience
- some competence in ICT by a majority of students and teachers
- extensive use of ICT in learning and teaching across all subjects in the curriculum
- transformation of the school in all areas: curriculum, organizational models of work, and relations with the community

c) ICT progress may be measured by several indicators:

- money spent
- technology delivered
- technology installed
- technology available for students and teachers in schools
- technology service
- professional development
- technology planned
- technology being used
- educational outcomes delivered

d) There may be several barriers to ICT:

- cost
- resistance of many educators to the intrusion of technology
- lack of teachers who are trained in ICT
- low reliability of ICT

- rigid structure of the classical system of schooling

([Source](#): *Information and Communication Technologies in School*, UNESCO 2005)

9) Intellectual Property

There is no "international copyright" that will protect an author's writings throughout the entire world. Protection against unauthorized use in a particular country depends on the national laws of that country. Most countries do offer protection to foreign works under certain conditions, and these conditions have been simplified by international copyright treaties and conventions.

([Source](#): US Copyright Office, <http://www.copyright.gov/circs/circ1.html#icp>)

There are two principal international copyright conventions:

- The Berne Union for the Protection of Literary and Artistic Property ("Berne Convention", 1996): [160 contracting parties](#)

([Source](#): World Intellectual Property Organization, http://www.wipo.int/treaties/en/ShowResults.jsp?lang=en&treaty_id=15)

- The Universal Copyright Convention (revised 1971): [64 state parties](#)

([Source](#): UNESCO, <http://erc.unesco.org/cp/convention.asp?KO=15241&language=E>)

The most comprehensive set of rules regarding the international enforcement of intellectual property rights is contained in [Part III of The Agreement on Trade-Related Aspects of Intellectual Property Rights](#). The [TRIPS Council](#) of the World Trade Organization monitors the intellectual property enforcement systems of its member states.

10) The Market: World Population Projections

Neither governments in the developing world nor educational organizations project enrollment. However, The World Bank does project school-age populations:

The global population of children aged 6 to 13 is expected to increase from 954,371,000 in 2005 to 959,746,000 in 2015 – an increase of only .6%. The ten-year growth rate is expected to be positive in only three regions: The Middle East; North Africa; Sub-Saharan Africa.

Population Estimates: 2005 - 2015 (in thousands)

Ages 6-13, by region

	2005	2015	10-yr change
East Asia & Pacific	253,386	232,232	-8.35%
Europe & Central Asia	50,561	46,818	-7.40%
Latin America & Caribbean	86,800	86,037	-0.88%
Middle East & North Africa	55,927	61,590	10.13%
South Asia	253,502	263,563	3.97%
Sub-Saharan Africa	159,705	179,007	12.09%
High Income	94,490	90,499	-4.22%
World	954,371	959,746	0.56%

([Source](http://devdata.worldbank.org/edstats/td61.asp): World Bank. <http://devdata.worldbank.org/edstats/td61.asp>)

The global population of children aged 14 to 17 is expected to decrease from 481,923,000 in 2005 to 479,302,000 in 2015 – a decrease of .5%. The ten-year growth rate is expected to be positive in only three regions: The Middle East; North Africa; Sub-Saharan Africa.

Population Estimates: 2005 - 2015 (in thousands)

Ages 14-17, by region

	2005	2015	10-yr change
East Asia & Pacific	138,270	125,791	-9.03%
Europe & Central Asia	31,045	23,890	-23.05%
Latin America & Caribbean	43,060	42,898	-0.38%
Middle East & North Africa	29,181	29,920	2.53%

Population Estimates: 2005 - 2015 (in thousands)

Ages 14-17, by region

South Asia	122,733	128,123	4.39%
Sub-Saharan Africa	68,887	82,296	19.47%
High Income	48,747	46,384	-4.85%
World	481,923	479,302	-0.54%

([Source](http://devdata.worldbank.org/edstats/td61.asp): World Bank. <http://devdata.worldbank.org/edstats/td61.asp>)

11) Country Profile: China

China is world's largest market for secondary education and the second largest for primary education (after India). However, its secondary school-age population is expected to fall in the next ten years. We do not have the data to know if the trend in its net enrollment rate will compensate for this decline.

China's primary school-age population is expected to fall by 9% over the next ten years. We do not have the data to know if the trend in its net enrollment rate will compensate for this decline.

GDP: \$1,653.8 billion

Population: 1.3 billion

([Source](http://devdata.worldbank.org/edstats/td61.asp): World Bank, <http://devdata.worldbank.org/edstats/td61.asp>)

GDP per capita (purchasing power parity): \$5,600

GDP real growth rate: 6.2%

([Source](http://www.cia.gov/cia/publications/factbook/geos/ch.html): CIA World Factbook, <http://www.cia.gov/cia/publications/factbook/geos/ch.html>)

Primary Education

- Estimated enrollment: 122 million (2002-03)
- Female: 47%
- Estimated net enrollment rate: not available
- Estimated net enrollment rate gender parity index: 1.00
- Estimated gross enrollment ratio (2002-03): 115%
- Estimated gross enrollment ratio gender parity index: 1.00
- Gross intake ratio to the last grade of primary school (total number of new entrants in the last grade of primary education, regardless of age, expressed as a percentage of the population of the theoretical entrance age to the last grade) (2002-03): 100%

([Source](http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf): Global Education Digest 2005, UNESCO, http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf)

Primary education public expenditure per student (public current spending on education divided by the number of students by level, as a percentage of gross domestic product per capita): na

Secondary Education

- Estimated enrollment (2002-03): 96 million
- Female: 47%
- Estimated gross enrollment ratio (2002-03): 70%
- Estimated gross enrollment ratio gender parity index, lower secondary: 1.00
- Estimated gross enrollment ratio gender parity index, upper secondary: .92

([Source](http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf): Global Education Digest 2005, UNESCO, http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf)

Secondary education public expenditure per student (public current spending on education divided by the number of students by level, as a percentage of gross domestic product per capita) (1998-99): 10.5%.

([Source](http://devdata.worldbank.org/wdi2005/Cover.htm): World Bank, World Development Indicators 05, <http://devdata.worldbank.org/wdi2005/Cover.htm>)

China is a party to The Berne Convention and The Universal Copyright Convention.

Population Projections: 2005 - 2015 (in thousands)

	2005	2015	10-yr change
Ages 7-11	97,555	89,128	-9%
Ages 11-17	135,246	116,662	-14%

([Source](http://devdata.worldbank.org/edstats/td61.asp): World Bank, <http://devdata.worldbank.org/edstats/td61.asp>)

Structure of the Education System

Duration of compulsory education:

- Age of entry: 6
- Age of exit: 14

Structure of school system:

Primary

- Length of program in years: 6
- Age level from: 6 to: 12

Junior Secondary

- "Junior Middle School"
- Length of program in years: 3
- Age level from: 12 to: 15
- Certificate/diploma awarded: Competitive Entrance Exam to Senior Middle Schools

Senior Secondary

- "Senior Middle School"
- Length of program in years: 3
- Age level from: 15 to: 18

Certificate/diploma awarded: Senior High School Graduation Diploma

Specialized Secondary

- "Senior Middle Specialized School"
- Length of program in years: 3
- Age level from: 15 to: 19
- Certificate/diploma awarded: Certificate of Graduation

Vocational Secondary

- Length of program in years: 4
- Age level from: 15 to: 19
- Certificate/diploma awarded: Certificate of Graduation

([Source](http://www.unesco.org/iau/onlinedatabases/index.html): UNESCO, <http://www.unesco.org/iau/onlinedatabases/index.html>)

12) Country Profile: India

India is the world's largest market for primary education and the second largest for secondary education (after China). Its primary school-age population is expected to fall between 2005 and 2015. However, its enrollment will increase if its net enrollment rate continues to climb at the 2002-2003 rate. Moreover, the poverty rate is expected to fall (above), and we can expect that this will support enrollment.

India's secondary school-age population is expected to fall between 2005 and 2015. We do not know the rate at which the net enrollment rate has changed.

GDP: \$691.9 billion

Population: 1.1 billion

([Source](http://devdata.worldbank.org/external/CPProfile.asp?SelectedCountry=IND&CCODE=IND&CN AME=India&PTYPE=CP): World Bank, <http://devdata.worldbank.org/external/CPProfile.asp?SelectedCountry=IND&CCODE=IND&CN AME=India&PTYPE=CP>)

GDP per capita (purchasing power parity): \$3,100

GDP real growth rate: 6.2%

([Source](http://www.cia.gov/cia/publications/factbook/geos/in.html): CIA World Factbook, <http://www.cia.gov/cia/publications/factbook/geos/in.html>)

Primary Education

- Estimated enrollment ('03-'03): 128 million
- Female: 47%
- Estimated net enrollment rate: 87%

- Estimated net enrollment rate gender parity index: .94
- Estimated gross enrollment ratio (2003-03): 109%
- Estimated gross enrollment ratio gender parity index: .94

Gross intake ratio to the last grade of primary school (total number of new entrants in the last grade of primary education, regardless of age, expressed as a percentage of the population of the theoretical entrance age to the last grade) (2002-03): 84%

([Source](http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf): Global Education Digest 2005, UNESCO, http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf)

Primary education public expenditure per student (public current spending on education divided by the number of students by level, as a percentage of gross domestic product per capita) (2002-03): 12.4%

([Source](http://devdata.worldbank.org/wdi2005/Cover.htm): World Bank, <http://devdata.worldbank.org/wdi2005/Cover.htm>)

Secondary Education

- Estimated enrollment (2003-03): 81 million
- Female: 43%
- Estimated gross enrollment ratio (2003-03): 53%
- Estimated gross enrollment ratio gender parity index, lower secondary: .83
- Estimated gross enrollment ratio gender parity index, upper secondary: .76

([Source](http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf): Global Education Digest 2005, UNESCO, http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf)

Secondary education public expenditure per student (public current spending on education divided by the number of students by level, as a percentage of gross domestic product per capita) (2002-03): 20.9%

([Source](http://devdata.worldbank.org/wdi2005/Cover.htm): World Bank, World Development Indicators 05, <http://devdata.worldbank.org/wdi2005/Cover.htm>)

Percentage of students in private schools, primary and secondary (1997): 26%

([Source](http://devdata.worldbank.org/edstats/ThematicDataOnEducation/PrivateEducationExpenditure/tab21.xls): World Bank, <http://devdata.worldbank.org/edstats/ThematicDataOnEducation/PrivateEducationExpenditure/tab21.xls>)

India is a party to The Berne Convention and the The Universal Copyright Convention.

Population Projections: 2005 - 2015 (in thousands)

	2005	2015	10-yr change
Ages 6-10	115,659	114,454	-1%
Ages 11-17	156,133	160,059	-3%

([Source](http://devdata.worldbank.org/edstats/td61.asp): World Bank, <http://devdata.worldbank.org/edstats/td61.asp>)

Structure of the Education System

Duration of compulsory education:

- Age of entry: 6
- Age of exit: 14

Structure of school system:

Primary

- Standards I to V
- Length of program in years: 5
- Age level from: 6 to: 11

Middle

- Standards VI to VIII
- Length of program in years: 3
- Age level from: 11 to: 14

Secondary

- Standards IX to X
- Length of program in years: 2
- Age level from: 14 to: 16
- Certificate/diploma awarded: Secondary School Certificate

Senior Secondary

- Standards XI to XII
- Length of program in years: 2
- Age level from: 16 to: 18
- Certificate/diploma awarded: Higher Secondary School Certificate

Vocational Secondary

- Provided by secondary schools
- Length of program in years: 3
- Age level from: 16 to: 18
- Certificate/diploma awarded: Higher Secondary School Certificate

(**Source:** UNESCO, <http://www.unesco.org/iau/onlinedatabases/index.html>)