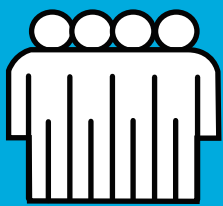
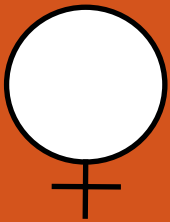
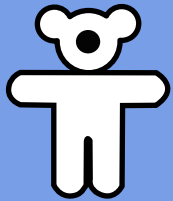




Goal 2

Achieve Universal Primary Education



Target: Ensure that all boys and girls complete a full course of primary schooling by 2015

Indicators:

1. Net enrolment ratio in primary schooling
2. Ratio of students enrolled in first year and having completed the primary cycle
3. Literacy rate for boys and girls aged 15-24

This goal was based on the education challenges in developing countries, where there is still a high proportion of children not enrolled in schools as well as high illiteracy rate among young boys and girls around the world. Therefore this goal specifies registration and completion of the primary level, combating illiteracy in boys and girls aged 15-24, in addition to the elimination of disparities between both sexes as the main objectives.

Bahrain provides free education to everyone and was able to include all children of primary school age in schools. Also, education is widely spread and developed in other education levels. Since the World Declaration on Education for All (Jomtien, Thailand, 1990), the Kingdom of Bahrain has strived to achieve the goal of the expansion of universal primary education by 2000, and has succeeded in effectively achieving it before 2000. The net enrollment ratio reached 99% during the 1997 / 1998 academic year. It also registered great progress in combating illiteracy, especially in young people, with a literacy rate of nearly 100%.

Hence, since the second global goal has been achieved many years ago, the target and suggested indicators are not commensurate with the current Bahraini reality. Thus, the 2003 MDG report for Bahrain included a reference to the enrolment ratios in the intermediate and secondary stages and briefly noted the spreading of higher education as well as the levels of spending on the education sector – these being indicators that shed more light on the status of education indicators.



The 2003 report did not include a national redrafting of the goal and indicators, although it had practically exceeded their scope. As for the current report regarding the review of the MDG achievements, it will introduce the status of the internationally-adopted indicators. It will however detail other indicators, as we will see later.

What Has Been Achieved Concerning the MDGs

Indicator: Net enrolment ratio in primary schooling

The gross enrolment ratio refers to the total number of students enrolled in primary education, regardless of age, expressed as a percentage of the total population in the official age for primary education (6-11 years). The net enrolment ratio refers to the total number of students enrolled in primary education who are in the age group corresponding to the stage of formal primary education (6-11 years), which is expressed as a proportion of the total population of the corresponding category in the primary stage. It is therefore common for the gross enrolment proportion to exceed 100% in case there are pupils above the determined age group for a given education level, whereas this does not apply to the net enrolment ratio. The latter indicator measures both enrolment and one aspect of school performance (related to school retardation due to age divergences).

Levels of Education Applied in Bahrain

The educational system in the Kingdom of Bahrain follows an educational ladder consisting of 9 years for basic education (which includes elementary and intermediary levels) and 3 years of secondary education. Basic education is mandatory in Bahrain and extends for a period of nine years. All children who are of school age (6-14 years) are enrolled in this system either in public or private schools. Also, children with severe disabilities are enrolled in special education institutions.

The primary level constitutes the first step of the educational ladder and includes the 6-11 years age group. It extends for a period of six years. The intermediate level is addressed to the 12-14 years age group, with a three-year duration. The secondary school comprises the 15-17 years age group, with a three-year duration as well.



The gross enrolment rate in primary education reached 108.7% during the 2001/2002 academic year (109.8 for males to 107.6 for females), while this rate reached 107.8% during the 2005/2006 academic year (108.5% for males and 107.1% for females). The rise in the gross enrolment rate in primary education indicates a high degree of student enrolment, whether or not they are of official age. It also refers to the ability of the educational system in Bahrain to contain all students who are of primary school age.

The net enrolment rate in primary education was equal to 99.7% during the 2001/2002 academic year (100% for males and 99.5% for females) then slightly decreased to 99.1% during the 2005/2006 academic year (99.2% for males and 99.1% for females). This decrease is due to two reasons: (a) a number of students in the same age group (especially 11-year-olds) are enrolled in intermediate education, and are therefore counted with other students in intermediate education; (b) some students are enrolled in special education institutions, which do not have a classification according to education levels.

The indices tied to gender equality in enrolment rates and gross and net enrolment are equal between males and females, which confirms the existence of equal opportunities in the enrolment of males and females. The net enrolment ratio in primary school for males and females is close to 100%, which means that this indicator is not suitable for measuring progress in Bahrain before 2015. Therefore, it would be necessary to adopt another indicator that would guarantee the monitoring of the achievement made at the primary level and at the same time enable the concerned stakeholders to set more advanced and measurable targets (without exaggeration).

Since law No. 27 issued in 2005 on mandatory education stipulates mandatory education for the 6-14 years age group, it is logical and legitimate to consider universal basic education for all Bahraini children with corresponding ages a national drafting of the second goal, applied to the net enrolment index (and on the index of completion of the intermediate level). Enrolment ratios in basic education will be introduced on this basis, as well as the measurement of the progress achieved at this level, in addition to a reference to the secondary level.

Enrolment Rates in Intermediate and Secondary Levels

The gross enrolment rate in the intermediate level reached 103.9% during the 2001/2002 academic year (102.2% for males and 105.8% for females), whereas it reached 103.1% during the 2005/2006 academic year (101.8% for males and 104.5% for females). The net enrolment ratio in the intermediate level reached 88.1% during the 2001/2002 academic year (86.0% for males and 90.2% for females), while it reached 88.3% during the 2005/2006 academic year (85.6% for males and 91.2% for females). As to the index of gender equality in terms of gross and net enrolment rates in the intermediate level, it is to the advantage of females.

The gross enrolment rate in the secondary level reached 89.7% during the 2001/2002 academic year (83.4% for males and 96.3% for females), while it rose to 99.5% during the 2005/2006 academic year (96% for males and 103.3% for females). Moreover, the net enrolment ratio in secondary education reached 73.4% during the 2001/2002 academic year (67.4% for males and 79% for females), while this figure rose to 83.2% during the 2005/2006 academic year (78.5% for males and 88.1% for females). As to the index of gender equality in terms of gross and net enrolment rates in the intermediate level, it is to the advantage of females.

Indicator: Ratio of students who stay enrolled in the primary cycle

This indicator measures the percentage of students who complete the sixth grade each year. This rate maintained its high level (more than 99%), which is considered one of the highest ratios indicating that the dropout rate before completing the sixth grade is very low.

Similarly to the enrolment in primary education indicator, and because completion of the primary level is almost 100%, this indicator may not be used to measure progress in Bahrain until 2015. This is why it is necessary to raise the achievement level to the completion of the intermediate level (preceding the secondary level).

In the intermediate level, and starting the eighth grade (2nd intermediate), there is a decrease of around 7.5% in attendance during the 2000-2001 academic year for the eighth grade and 12% for the ninth grade. However, there is also a tendency for this proportion to decrease: it went down during the 2005/2006 academic year to around 4% for the eighth grade and 6% for the ninth grade.

There is no certain answer for the reasons behind such decrease, which can be due to the dropout of students from school altogether. However, it may be due to many other factors, such as travel or illness, or moving to special schools and institutes not taken into consideration in this indicator. It is estimated that the proportion of dropout cases per se is low, and therefore the aforementioned ratios are actually much less. In any case, such proportions and their reasons must be carefully studied on the field, namely in the schools and regions that register dropout cases, in addition to the categories that register higher rates than others (such as people with special needs), until a treatment plan is specified.



Table 1: Ratio of continued basic education (2001/2002, 2005/2006)

Academic Year	Sex	Grades								
		1	2	3	4	5	6	7	8	9
2001/2002	Total	100	99.8	99.7	99.6	99.4	99.2	98.7	59.9	93.4
	Males	100	99.7	99.5	99.4	99.1	98.8	98.1	92.5	88.4
	Females	100	99.9	99.8	99.7	99.6	99.4	99.2	98.5	97.3
2005/2006	Total	100	99.8	99.7	99.6	99.5	99.3	99.1	97.3	96.0
	Males	100	99.7	99.6	99.5	99.4	99.2	99.0	95.8	93.7
	Females	100	99.8	99.7	99.6	99.5	99.4	99.3	98.6	97.9

Source:

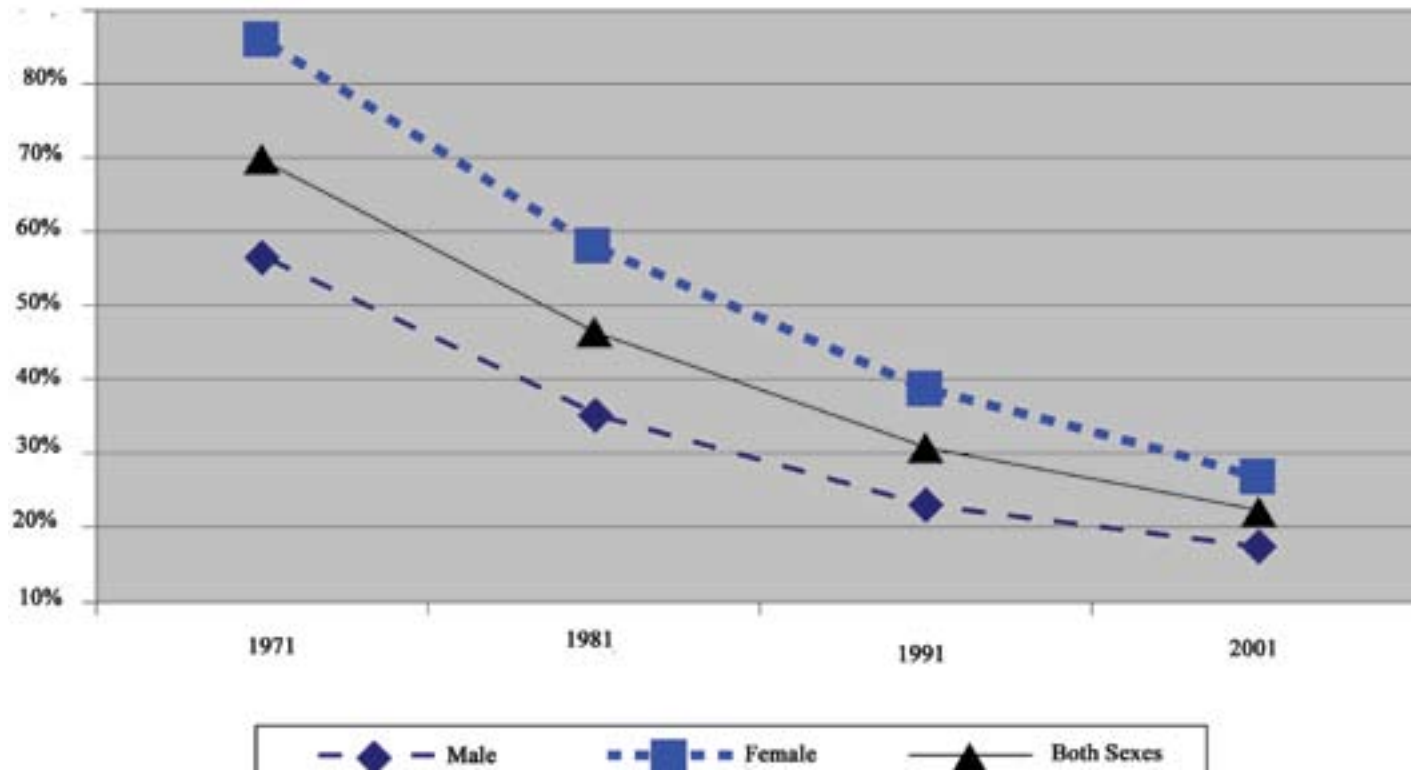
- (1) National report of the Kingdom of Bahrain: Mid-decade evaluation of education for the 2001-2006 period (July 2007)
- (2) Source: Educational statistics department, ministry of education and learning, Kingdom of Bahrain

Indicator: Literacy rate for boys and girls aged 15-24

- **Illiteracy rates in adults**

The illiteracy rate in Bahrain has remarkably decreased during the ten years separating the 1991 and the 2001 census: whereas it reached 12.3% in 2001 (7.5% for males, 17.0% for females), it was equal to 21% in 1991 (13.3% for males, 28.7% for females).

Figure 1: Illiteracy for young people aged 15 and above according to their sex during 1971-2001



Source: Central Body for Information, Kingdom of Bahrain

(Both sexes, female, male)

The increase in the literacy rate among 15-24 year olds, which is one of the MDG indicators, shows the increase of the participation and continuation level in primary education. This in addition to the effectiveness of education in acquiring the basic reading and writing skills, since the gross and net enrolment rates in education and the continuation rate in primary (and basic) education is reflected on the literacy rate of this age group.

According to the 2001 census, there was a 97% literacy rate of Bahraini and non-Bahraini nationals aged 15-24 (99.3% for Bahrainis, 90.1% for non-Bahrainis).

Table 2: Literacy rates for boys and girls aged 15-24 according to nationality and sex in 2001

Sex	Bahrain	Non-Bahraini	Total
Males	99.2%	90.5%	96.8%
Females	99.3%	89.6%	99.3%
Total	97.0%	90.1%	99.3%

Source: Central Body for Information, Kingdom of Bahrain

To sum it up, the illiteracy rate among Bahrainis aged 15 - 24 years is less than 1%, which means that the level of achievement set for this indicator has been reached, and can be maintained through continuous high enrolment ratios at their current level.

