School Entrance Age:
Primary school - Age 6

Duration and Official Ages for School Cycle:
Primary: 6 years - Ages 6 - 11
Lower secondary: 2 years - Ages 12 - 13
Upper secondary: 4 years - Ages 14 - 17

Academic Calendar:
#VALUE!
#VALUE!

Data source: UNESCO Institute for Statistics

The percentage of out of school children in a country shows what proportion of children are not currently participating in the education system and who are, therefore, missing out on the benefits of school. Figure 5 looks at the percentage of youth of secondary school ages who are out of school in Bolivia. Nearly 19% of female youth of secondary school age are out of school compared to 15% of male youth of the same age. For youth of secondary school age, the biggest disparity can be seen between the poorest and the richest youth.
This section provides information on indicators of learning, which lend insight into the quality of educational provision. In this profile, learning is measured through literacy rates, which are important because literacy is a foundational skill needed to attain higher levels of learning, and national performance on learning assessments. Figure 8 demonstrates where Bolivia stands in comparison to other low and middle income countries in access to education, measured as the primary school net enrollment rate, and youth literacy. Compared to other countries, Bolivia ranks at the 52 percentile in access and at the 82 percentile in learning. Figure 9 compares youth and adult literacy rates and shows that, in Bolivia, the literacy rate is 99% among the youth population; this is higher than the average youth literacy rate in other lower middle income countries.

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**EDUCATION EXPENDITURE**

Figures 11 and 12 compare Bolivia’s per pupil expenditure (PPE) and pupil teacher ratio (PTR), where data is available, to those of other lower middle income countries. PPE indicates a country’s commitment to education at each school level. In Bolivia, PPE in primary education as a percentage of GDP per capita is 23%, higher than the median PPE in primary for lower middle income countries, which is 13%. In Bolivia, the PPE in primary is higher than the PPE in secondary. PTR is a proxy learning quality and resource availability indicator. In Bolivia, the PTR in primary education is 18.8, meaning that on average there is one teacher for every 18.8 primary school students. This is lower than the median PTR in primary for lower middle income countries, which is 27.

**FIG 11. PER PUPIL EXPENDITURE (PPE) BY SCHOOL LEVEL (% OF GDP PER CAPITA)**

![Graph showing per pupil expenditure by school level](image)

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

**FIG 12. PUPIL TEACHER RATIO (PTR) BY SCHOOL LEVEL**

![Graph showing pupil teacher ratio by school level](image)

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

**DATA TABLE**

In this table, the values of different education indicators for Bolivia are compared to all countries, to Latin America & Caribbean, and to low and middle income countries. The percentile rank that is given indicates Bolivia’s standing relative to these country groups. A higher percentile rank indicates better relative performance than a lower percentile rank. Percentile rankings above 66% are considered high and colored in green, rankings between 33% and 66% are considered average and colored in yellow, and rankings below 33% are considered low and colored in red. For example, the gross enrollment rate for females in primary education in Bolivia is 98%, while the gross enrollment rate for females in primary education in all countries is 98%. This indicates that Bolivia ranks in the 27 percentile relative to all countries, meaning that 27% of countries have higher gross enrollment rates than Bolivia. As another example, the survival rate to grade 5 of primary school for males in Bolivia is 95%, and Bolivia ranks in the 65 percentile relative to all countries, in the 86 percentile relative to Latin America & Caribbean, and in the 81 percentile relative to low and middle income countries for this indicator.

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>PERCENTILE RANK RELATIVE TO...</th>
<th>VALUE</th>
<th>YEAR</th>
<th>DATA SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy rate, 15+, Female</td>
<td>Low and middle Income</td>
<td>89</td>
<td>2015</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Literacy rate, 15+, Male</td>
<td>Low and middle Income</td>
<td>97</td>
<td>2015</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Literacy rate, 15-24, Female</td>
<td>Low and middle Income</td>
<td>99</td>
<td>2015</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Literacy rate, 15-24, Male</td>
<td>Low and middle Income</td>
<td>99</td>
<td>2015</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Gross intake rate, Primary, Female</td>
<td>Low and middle Income</td>
<td>101</td>
<td>2017</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Gross intake rate, Primary, Male</td>
<td>Low and middle Income</td>
<td>102</td>
<td>2017</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Net intake rate, Primary, Female</td>
<td>Low and middle Income</td>
<td>97</td>
<td>2017</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Net intake rate, Primary, Male</td>
<td>Low and middle Income</td>
<td>98</td>
<td>2017</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Gross enrollment rate, Primary, Female</td>
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<td>2017</td>
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<td>100</td>
<td>2017</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Gross enrollment rate, Lower Secondary, Female</td>
<td>Low and middle Income</td>
<td>93</td>
<td>2017</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
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<td>Gross enrollment rate, Lower Secondary, Male</td>
<td>Low and middle Income</td>
<td>99</td>
<td>2017</td>
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<td>Low and middle Income</td>
<td>91</td>
<td>2017</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Net enrollment rate, Primary, Male</td>
<td>Low and middle Income</td>
<td>92</td>
<td>2017</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Net enrollment rate, Secondary, Female</td>
<td>Low and middle Income</td>
<td>78</td>
<td>2017</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Net enrollment rate, Secondary, Male</td>
<td>Low and middle Income</td>
<td>78</td>
<td>2017</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Repetition rate, Primary, Female*</td>
<td>Low and middle Income</td>
<td>2</td>
<td>2016</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Repetition rate, Primary, Male*</td>
<td>Low and middle Income</td>
<td>3</td>
<td>2016</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Dropout rate, Primary, Female*</td>
<td>Low and middle Income</td>
<td>4</td>
<td>2016</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Dropout rate, Primary, Male*</td>
<td>Low and middle Income</td>
<td>6</td>
<td>2016</td>
<td>UNESCO Institute for Statistics (UIS)</td>
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<tr>
<td>Survival rate, to Prim GS, Female</td>
<td>Low and middle Income</td>
<td>97</td>
<td>2016</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
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<td>Survival rate, to Prim GS, Male</td>
<td>Low and middle Income</td>
<td>95</td>
<td>2016</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Completion rate, Primary, Female</td>
<td>Low and middle Income</td>
<td>92</td>
<td>2017</td>
<td>UNESCO Institute for Statistics (UIS)</td>
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<tr>
<td>Completion rate, Primary, Male</td>
<td>Low and middle Income</td>
<td>94</td>
<td>2017</td>
<td>UNESCO Institute for Statistics (UIS)</td>
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<tr>
<td>Transition rate, to Secondary, Female</td>
<td>Low and middle Income</td>
<td>96</td>
<td>2016</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Transition rate, to Secondary, Male</td>
<td>Low and middle Income</td>
<td>97</td>
<td>2016</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Pupil teacher ratio, Primary*</td>
<td>Low and middle Income</td>
<td>19</td>
<td>2017</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
<tr>
<td>Pupil teacher ratio, Lower Secondary*</td>
<td>Low and middle Income</td>
<td>19</td>
<td>2017</td>
<td>UNESCO Institute for Statistics (UIS)</td>
</tr>
</tbody>
</table>

* Includes World Bank classified low and middle income countries

**EDUCATION POLICY AND DATA CENTER**

Making sense of data to improve education for development

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[1] Lower data values indicate better performance on these indicators

[2] Includes World Bank classified low and middle income countries

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Lowest Performance Benchmark

- Educational Quality (SACMEQ)
- Second Regional Comparative and Explanatory Study (SERCE)
- Progress in International Reading Literacy Study (PIRLS)
- Analysis Programme of the CONFEMEN Education Systems
- UNESCO Institute for Statistics (UIS)
- Demographic and Health Survey (DHS)

Richest Quintile

- Pupil Teacher Ratio (PTR)
- Repetition Rate
- Survival Rate
- Transition Rate
- Both

Poorest Quintile

- Proportion of pupils who belong to the top 20% of a country’s population, based on household wealth measured by an index of household assets.

Richest Quintile

- Proportion of pupils who belong to the top 20% of a country’s population, based on household wealth measured by an index of household assets.

**GLOSSARY**

**INDICATORS AND DEFINITIONS**

**Completion Rate**

The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.

**Dropout Rate**

Proportion of pupils from a cohort enrolled in a given grade at a given year who are no longer enrolled in the following school year.

**Educational Attainment**

The highest level of education an individual has achieved.

**Gross Enrollment Rate (GER)**

Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.

**Gross Intake Ratio (GIR)**

Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

**Literacy Rate**

The ability to read and write with understanding a simple statement related to one's daily life. Literacy often involves a continuum of reading and writing skills.

**Net Enrollment Rate (NER)**

Enrollment of the official primary age-group for a given level of education expressed as a percentage of the corresponding population.

**Net Intake Rate (NIR)**

New entrants in the first grade of primary education who are of the official primary school entrance age, expressed as a percentage of the population of the same age.

**Percentage of Children Out of School**

Proportion of children of a given age group who are not currently enrolled in any schooling.

**Public Education Expenditure per Pupil (PPE)**

Total number of pupils/Total education budget.

**Pupil Teacher Ratio (PTR)**

Average nationally of: Total number of pupils/Total number of teachers. Rates may vary significantly throughout the country.

**Repetition Rate**

Proportion of pupils from a cohort enrolled in a given grade at a given school-year who study in the same grade in the following school-year.

**Survival Rate**

Percentage of a cohort of pupils enrolled in the first grade level or cycle of education in a given school year who are expected to survive through a certain grade regardless of repetition.

**Transition Rate**

The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the last grade of the lower level of education in the previous year.

**Both**

Measures using "Both" in their title combine male and female rates.

**DATA SOURCES AND LEARNING ASSESSMENTS**

**Demographic and Health Survey (DHS)**

Nationally-representative household surveys that provide data for a wide range of indicators in the areas of population, health, and nutrition. They have large sample sizes (between 3,000 to 50,000 households) and are typically conducted about every 5 years in developing countries. It is funded by USAID and implemented by ICF International.

**Multiple Indicator Cluster Survey (MICS)**

Household surveys that produce internationally comparable estimates of a range of indicators in the areas of health, education, child protection and HIV/AIDS. It is developed by UNICEF to provide statistically rigorous data on the situation of children and women. Since the mid-1990s, there has been 4 rounds of the MICS survey, with the latest in 2009-2011.

**UNESCO Institute for Statistics (UIS)**

Statistical office of UNESCO and the primary UN depository for cross-nationally comparable statistics on education, science and technology, culture, and communication covering more than 200 countries and territories. It was established in 1999 and collects data directly from the national statistics agencies of its members.

**Analysis Programme of the CONFEMEN Education Systems (PASEC)**

PASEC has been administered in 13 countries in Francophone West Africa. PASEC is designed to assess student abilities in mathematics and reading French. The program is managed by CONFEMEN (La Conférence des Ministres de l'Éducation des pays ayant le français en partage) and has been in place since 1993. It is typically administered to students in 2nd and 5th grades.

**Progress in International Reading Literacy Study (PIRLS)**

The PIRLS reading assessment, which is carried out by the International Association for the Evaluation of Educational Achievement (IEA) is an assessment of reading comprehension skills. In most countries, PIRLS is administered in school to children in the 4th grade of formal school, every five years since 2001. In a small number of countries, it may be administered at a different grade level.

**Trends in International Mathematics and Science Study (TIMSS)**

The TIMSS math assessment, which is carried out by the International Association for the Evaluation of Educational Achievement (IEA), assesses pupils knowledge and understanding of mathematical concepts. TIMSS has been administered to children in the 4th and 8th grades of formal schools every four years since 1995. In a small number of countries, it may be administered at different grade levels.

**Second Regional Comparative and Explanatory Study (SERCE)**

The SACMEQ assessment was administered in 16 countries in Latin America and the Caribbean by the Latin American Laboratory for Assessment of the Quality of Education (LLECE) in 2006. SERCE was administered to children in the 3rd and 6th grades of formal school. It measures student ability in the areas of reading, mathematics, and science.

**Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)**

The SACMEQ assessment is designed to assess student abilities in mathematics and reading English. SACMEQ reading and math assessments have been carried out in countries in Anglophone East Africa in 1995, 2000, and 2007. SACMEQ is administered in school to children in the 6th grade of formal school.

**Highest Performance Benchmark**

The highest test-specific performance or learning levels of an assessment. These benchmarks are different for each assessment because each assessment uses different constructs, tools, and procedures. Additionally, assessments vary in the standards for each learning achievement benchmark, the number of benchmarks according to which test-takers can be evaluated, and the youth populations they test.

**Lowest Performance Benchmark**

The lowest test-specific performance or learning levels of an assessment. These benchmarks are different for each assessment because each assessment uses different constructs, tools, and procedures. Additionally, assessments vary in the standards for each learning achievement benchmark, the number of benchmarks according to which test-takers can be evaluated, and the youth populations they test.