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| **INDICATOR\_NUM** | **METADATA\_CATEGORY** | **METADATA\_CATEGORY\_DESC** | **METADATA\_DESCRIPTION** |
| II.3 | 1 | Contact point in international agency | Friedrich Huebler  Head, Education Standards and Methodology  UNESCO Institute for Statistics  [f.huebler@unesco.org](mailto:f.huebler@unesco.org)  [http://uis.unesco.org](http://uis.unesco.org)  Olivier Labé  Head of Unit  Indicators Methodology  Education Standards and Methodology Section  UNESCO  [o.labe@unesco.org](mailto:o.labe@unesco.org)  [http://uis.unesco.org](http://uis.unesco.org) |
| II.3 | 2 | International agreed definition | Number of students enrolled in secondary education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education. |
| II.3 | 3 | Method of computation | Divide the number of students enrolled in secondary education regardless of age by the population of the age group which officially corresponds to the given level of education and multiply the result by 100.  GER at each level of education should be based on total enrolment in all types of schools and education institutions, including public, private and all other institutions that provide organized educational programmes.  Disaggregation: by sex |
| II.3 | 4 | Importance of the indicator in addressing gender issues and its limitation | A high GER generally indicates a high degree of participation, whether the pupils belong to the official age group or not. A GER value approaching or exceeding 100% indicates that a country is, in principle, able to accommodate all of its school-age population, but it does not indicate the proportion already enrolled. The achievement of a GER of 100% is therefore a necessary but not sufficient condition for enrolling all eligible children in school. When the GER exceeds 90% for a particular level of education, the aggregate number of places for students is approaching the number required for universal access of the official age group. However, this is a meaningful interpretation only if one can expect the under-aged and over-aged enrolment to decline in the future to free places for pupils from the expected age group.  GER can exceed 100% due to the inclusion of over-aged and under-aged students because of early or late entrants, and grade repetition. In this case, a rigorous interpretation of GER needs additional information to assess the extent of repetition, late entrants, etc.  In situations of limited resources, families make difficult choices about sending their children to school. They may perceive the value of education differently for boys and girls. Girls are more likely than boys to suffer from limited access to education, especially in rural areas. But where basic education is widely accepted and overall enrolment is high, girls tend to equal or outnumber boys at primary and secondary levels. The pattern is similar in higher education, but with larger differences between the two sexes. |
| II.3 | 5 | Sources of discrepancies between global and national figures |  |
| II.3 | 6 | Process of obtaining data | School register, school survey or census for data on enrolment by level of education; population census or estimates for school-age population. |
| II.3 | 7 | Treatment of missing values |  |
| II.3 | 8 | Data availability and assessment of countries’ capacity |  |
| II.3 | 9 | Expected time of release |  |
| II.3 | 10 | Data source | Data and metadata were extracted from UNESCO Institute for Statistics on 13 May 2021.  For more information, please go to:   * [http://data.uis.unesco.org/](http://data.uis.unesco.org/) |