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Study of Enrolment Trends in WEI Countries at Secondary Level

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Abstract: *In spite of the considerable progress that has been achieved in the beginning years of the WEI programme at secondary level, it will be necessary to analyze the input indicators of education (like enrolment) of participating countries of the WEI programme for further educational progress and making educational policies. That's why the present study has been conducted by the researcher to analyze the enrolment trends in the WEI countries at secondary level. The study adopted a descriptive analytical approach to find out the trends in WEI countries. The results of the study revealed that different WEI countries depict different enrolment trends for different variables (male, female and total enrolment) at this level.*

Key words: *WEI (World Education Indicators), Secondary Education; Educational Developmental Trend; Enrolment*

Introduction:

To develop more efficient, effective and equitable education system and to manage growth in education system, governments are increasingly looking internationally, using cross-nationally comparable indicators that benchmark national education system and examining policy outcomes in other countries. Evaluation of past policies constitutes an essential part of public policy formulation. This is also true in the case of educational policies.

The policy making process in the education sector in developing countries can be all the more complex because it is essential to analyze the education sector itself, in terms of the implementation of educational policies, levels of student achievements and so on, as well as educational development aid provided by other countries and international agencies or we can say that, evaluation must concern both the practical efficiency of educational policies in developing countries and the effectiveness of educational development aid these countries. Although in either type of evaluation, the importance of internationally comparable education indicators is reflected, because of this eleven countries together with UNESCO and the OECD and with financial support of the World Bank, launched the World Education Indicators (WEI) programme in 1997. The original group of participants consisted of Argentina, Brazil, Chile, China, India, Indonesia, Jordan, Malaysia, the Philippines, the Russian federation and Thailand. In addition to the original group eleven countries, eight new

countries, Egypt, Jamaica, Paraguay, Peru, Sri Lanka, Tunisia, Uruguay and Zimbabwe, subsequently joined the programme.¹

The WEI programme aims to develop a critical mass of policy-relevant education indicators and includes special projects to broaden the scope and comparability education data.²

The objectives of WEI programme are to:

1. Explore education indicator methodology,
2. Reach consensus on a set of common policy concern amenable to cross-national comparison and agree upon a set of key indicators that reflects these concerns,
3. Review methods and data collection instruments needed to develop these measures,
4. And set the direction for further developmental work and analysis beyond this initial set of indicators.³

Despite the considerable progress that has been achieved in beginning years of the WEI programme, it will be necessary to analyze the input indicators of education-students, teachers and spending patterns, bringing together data from participating countries of the WEI programme for further educational progress and making educational policies. That's why the following research problem has been selected by the research scholar.

Statement of the Study:

Statement of the study is- **“An Analytical Study of Enrolment Trends in WEI Countries at Secondary level”**.

Research Objective:

The main objective of the study- to analyze the enrolment trends in the WEI countries at Secondary level.

Operational Definitions:

1. **WEI Countries:** The World Education Indicators (WEI) Programme is a joint UIS-OECD collaboration that develops policy-relevant education indicators with national coordinators from 19 diverse countries. These 19 countries (Argentina, Brazil, Chile, China, India, Indonesia, Jordan, Malaysia, the Philippines, the Russian federation, Thailand, Egypt, Jamaica, Paraguay, Peru,

¹ Education Trends in Perspective: Analysis of the World Education Indicators, UNESCO-UIS/OECD, Montreal, Canada, 2005, p.4.

² Yanhong Zhang, A View Inside Primary School: A World Education Indicators (WEI) Cross-National Study, UNESCO Institute for Statistics, Montreal, Canada, 2008, p.5.

³ Education Trends in Perspective: Analysis of the World Education Indicators, UNESCO-UIS/OECD, Montreal, Canada, 2005, p.5.

Sri Lanka, Tunisia, Uruguay and Zimbabwe) are considered as WEI countries.⁴

2. **Enrolment Trends:** Enrolment trends are the changes in enrolment pattern with respect to time. In this study data of WEI countries regarding enrolment at primary level from 1998 to 2012 have been used.
3. **Enrolment:** Enrolment is the number of students registered on the rolls of an educational institution on a specific point of time.⁵In this research the enrolment described in terms of- Enrolment in Secondary Education (Male, Female and Total).

Sources of data:

For this research study Data collected from reports and documents of UNESCO-UIS (Institute for Statistics) for the all 19 WEI countries.

Tool:

To obtain time series data of 15 years of 19 WEI countries from 1998 to 2012 different content analysis tables have been constructed-

Table-1: Enrolment in secondary education (public and private, all programmes), Male, Country wise and Year wise.

Table-2: Enrolment in secondary education (public and private, all programmes), Female, Country wise and Year wise.

Table-2: Enrolment in secondary education (public and private, all programmes), Total, Country wise and Year wise.

Research Methodology:

Researcher used descriptive analytical approach to find the trends in WEI countries. This study is compiled with the help of the secondary data.

Data Analysis:

The educational progress of any country can be obtained by analysing different educational indicators. To assess the educational developmental trends for the secondary education of the WEI countries, Indicators of enrolment have been analysed in this section in the form of graphical presentation.

The graphs have been divided in the three categories (category I-low populated (LP)countries, category II- moderately populated (MP) countries, category III highly populated (HP) countries) for the clarity in the development pattern for WEI countries on the basis of demographic data of WEI countries. In the first category Jordan, Tunisia, Jamaica, Paraguay and Uruguay are included-; these countries have the

⁴World Education Indicators, 2009, <http://www.uis.unesco.org/ev.php?ID=5263_201&ID2=DO_TOPIC>.

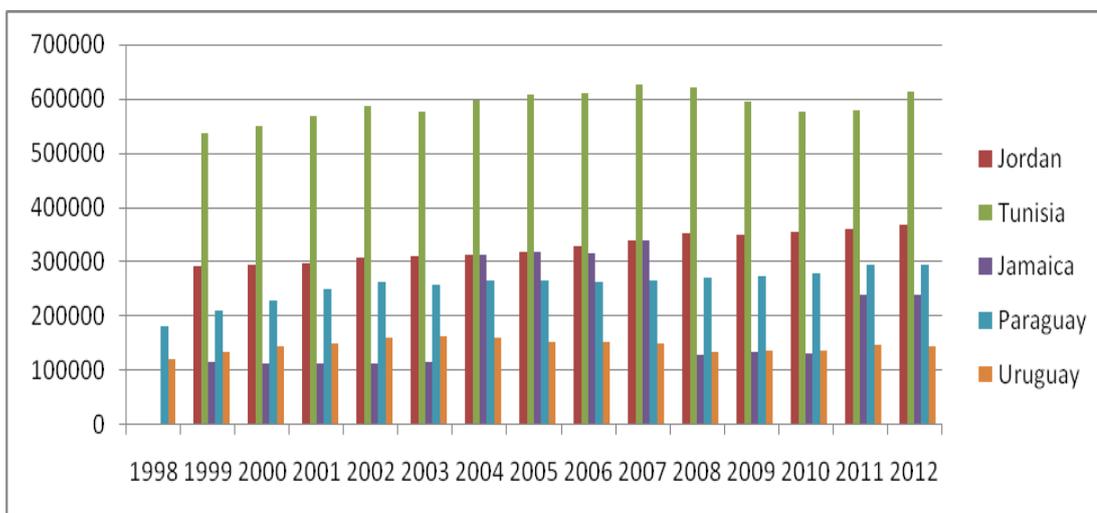
⁵ Y.P.Aggarwal and R.S. Thakur, Concepts and Terms in educational Planning, A Guidebook, National institute of Educational Planning and Administration, New Delhi, 2003, p.43.

school age population less than one million. In second categories Russian Federation, Malaysia, Thailand, Argentina, Chile, Sri Lanka, Peru and Zimbabwe are included, these countries have the school age population more than one million and in third category Egypt, China, Indonesia, Philippines, Brazil and India are included, these countries have the school age population more than ten million. The graphical analysis of the study was as follows:

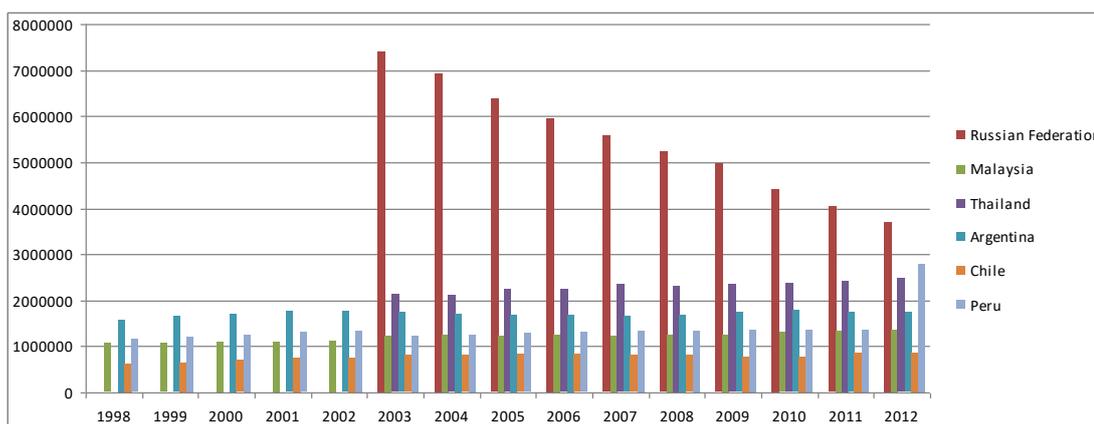
➤ Enrolment (Male)

Following graphs, regarding the male enrolment at secondary level in different categories of the WEI countries (category first- low populated (LP) WEI countries, category second- moderately populated (MP) WEI countries, and category third- highly populated (HP) WEI countries) was plotted -

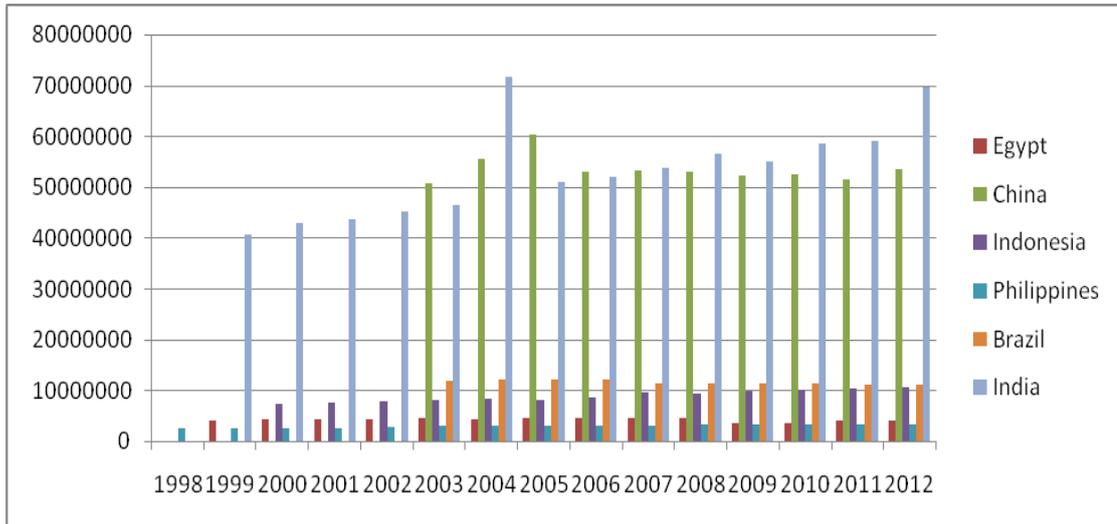
Graph 1: Enrolment (Male) at Secondary Level: LP Countries



Graph 2: Enrolment (Male) at Secondary Level: MP Countries



Graph 3: Enrolment (Male) at Secondary Level: HP Countries

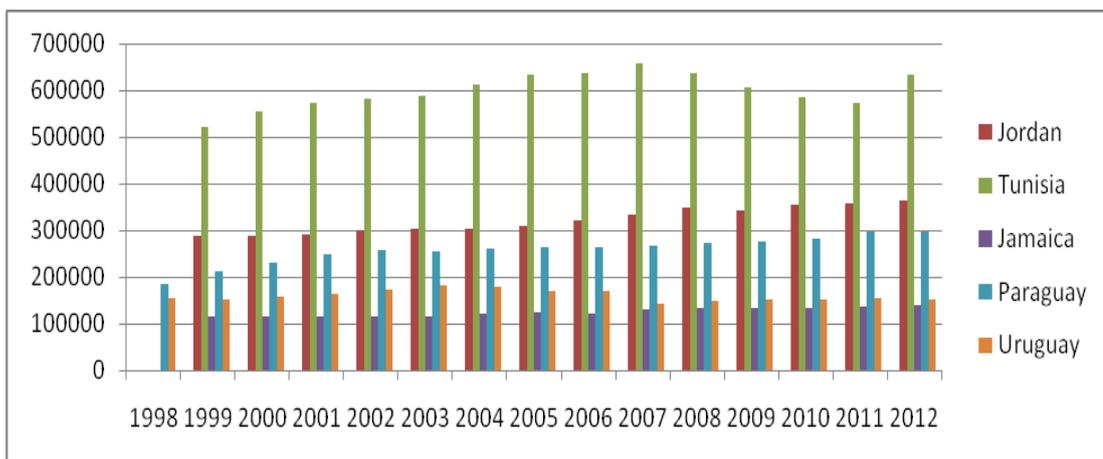


The above graphs illustrate the male enrolment trends in the WEI countries. According to the graphs 1, 2 and 3, out of the 19 WEI countries Russian federation is the only country in which male enrolment in the secondary education is continuously decreased. India, Malaysia, Jordan, Tunisia, Paraguay, Thailand, Peru, Indonesia and Philippines are the countries showing increasing trend in male enrolment in the secondary education. Uruguay, Jamaica, Argentina, Brazil, Chile, China and Egypt show fluctuation in the male enrolment at secondary level.

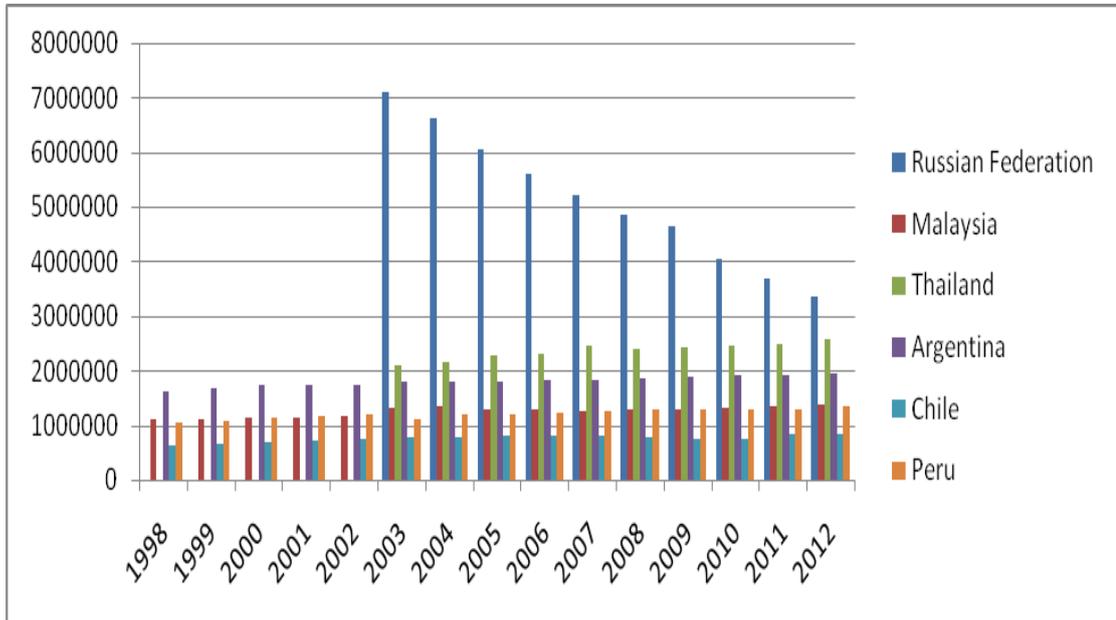
➤ Enrolment (Female)

Following graphs, regarding the female enrolment at secondary level in different categories of the WEI countries (category first- low populated (LP) WEI countries, category second- moderately populated (MP) WEI countries, and category third- highly populated (HP) WEI countries) was plotted -

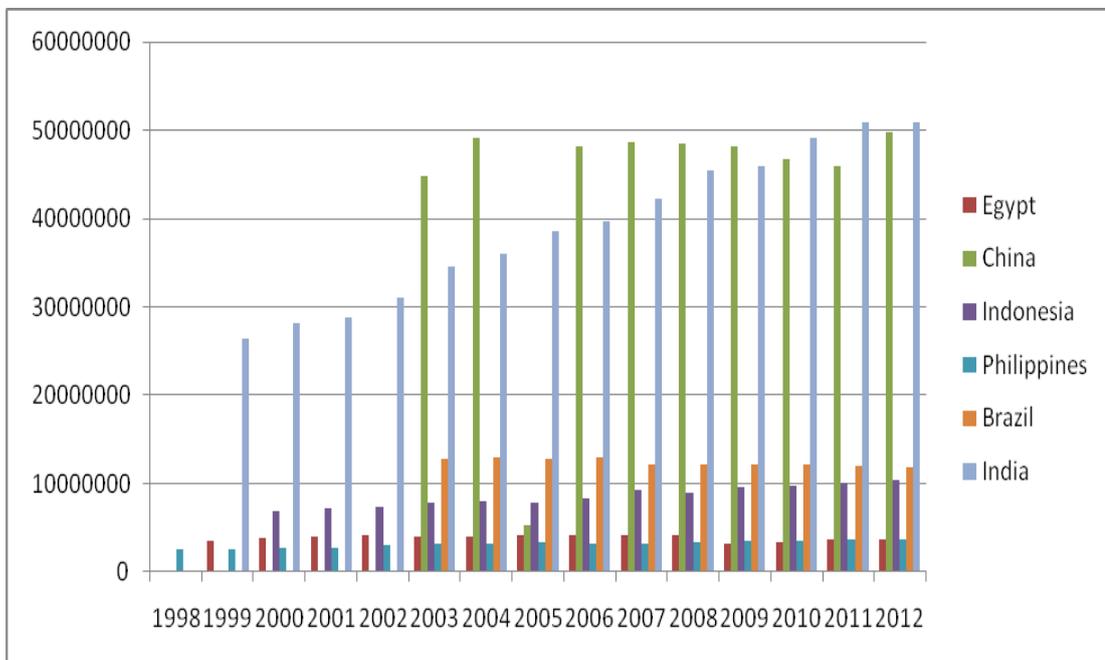
Graph 4: Enrolment (Female) at Secondary Level: LP Countries



Graph 5: Enrolment (Female) at Secondary Level: MP Countries



Graph 6: Enrolment (Female) at Secondary Level: HP Countries

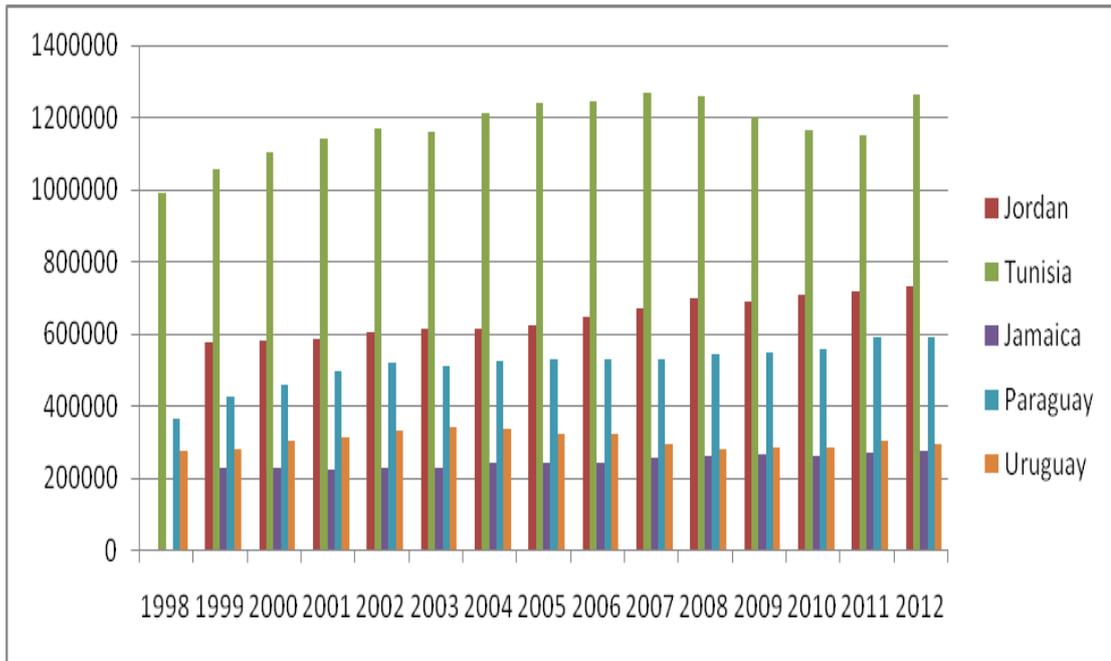


From the above graphs 4,5, 6 it is clear that, Tunisia, Paraguay, Thailand, Jordan, Argentina, Malaysia, Peru, India, Indonesia and Philippines are the countries that show increasing trend of female enrolment over the years, and Uruguay, Jamaica, Brazil, Chile, China and Egypt are the countries showing fluctuation in female entry at the secondary level. Russian federation is the only country which shows decreasing trend in the female enrolment at secondary level.

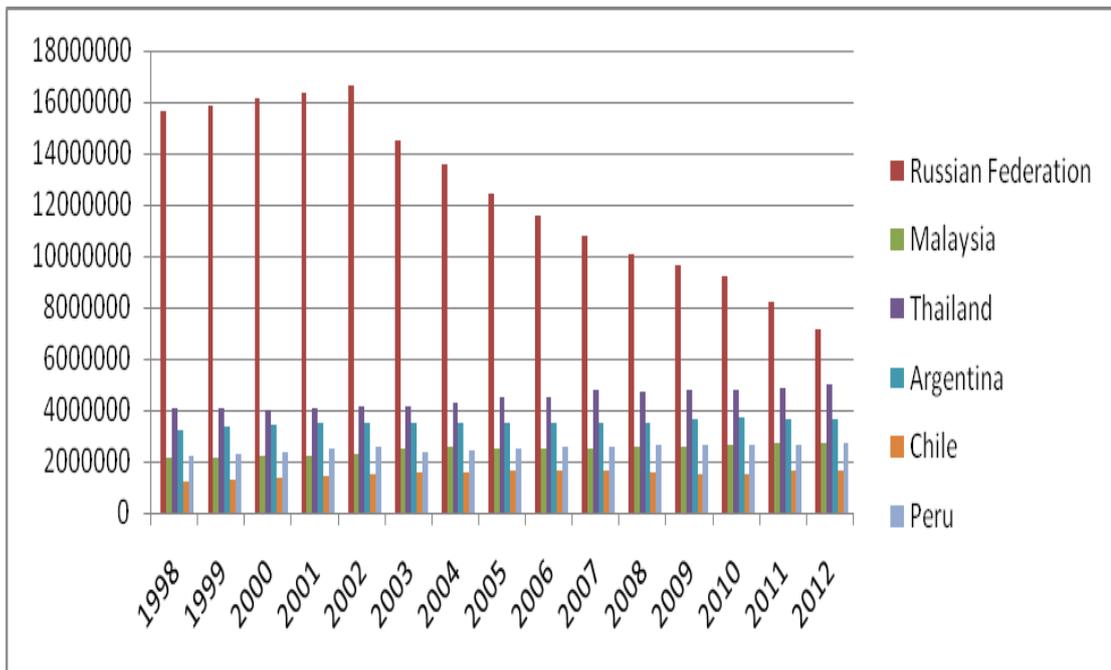
➤ Enrolment (Total)

Following graphs, regarding the total enrolment at secondary level in different categories of the WEI countries (category first- low populated (LP) WEI countries, category second- moderately populated (MP) WEI countries, and category third- highly populated (HP) WEI countries) was plotted –

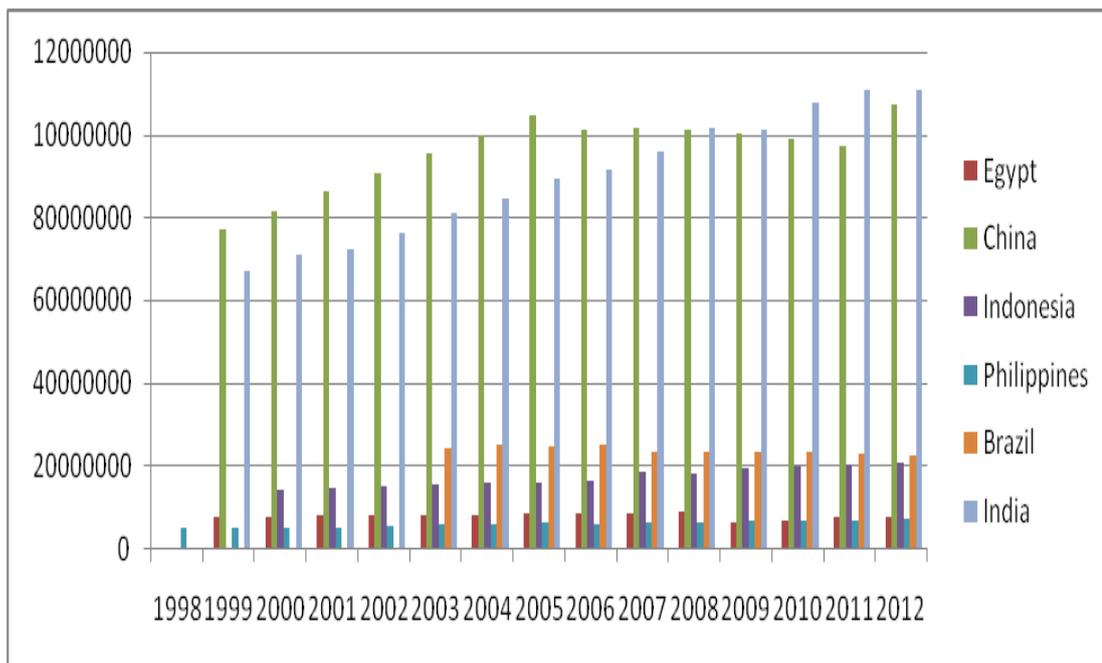
Graph 7: Enrolment (Total) at Secondary Level: LP Countries



Graph 8: Enrolment (Total) at Secondary Level: MP Countries



Graph 9: Enrolment (Total) at Secondary Level: HP Countries



The above graphs 7, 8, 9 show an increasing trend of total enrolment at secondary level for the Tunisia, Paraguay, Thailand, Jordan, Jamaica, Argentina, Malaysia, Peru, India, Chile, China Indonesia and Philippines and decreasing trend of total enrolment at secondary level for Russian federation and Brazil. Uruguay and Egypt show the non static trend in the total enrolment at secondary level.

Findings:

The findings of the study were as follows:

The WEI countries such as Tunisia, Paraguay, Jordan, Thailand, Malaysia, Peru, India, Indonesia and Philippines depict an increasing trend of total, male and female enrolment at secondary level. Russian Federation is the only country that depicts the decreasing trend of total, male and female enrolment at secondary level and Brazil is the country that depicts the decreasing trend only for the total enrolment at this level. Uruguay and Egypt show the fluctuation for the male, female and total enrolment at secondary level.

Conclusion:

Under this study, educational developmental trends in WEI (World Education Indicators) countries on the basis of educational indicator (enrolment in secondary education) have been analysed. This study is significant in that it provides a platform and springboard for the government of WEI countries to know how far they have gone in achieving their targets and what needs to be done to achieve the post 2015 education goals (Millennium Development Goals) by 2030 as planned by United Nations.

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