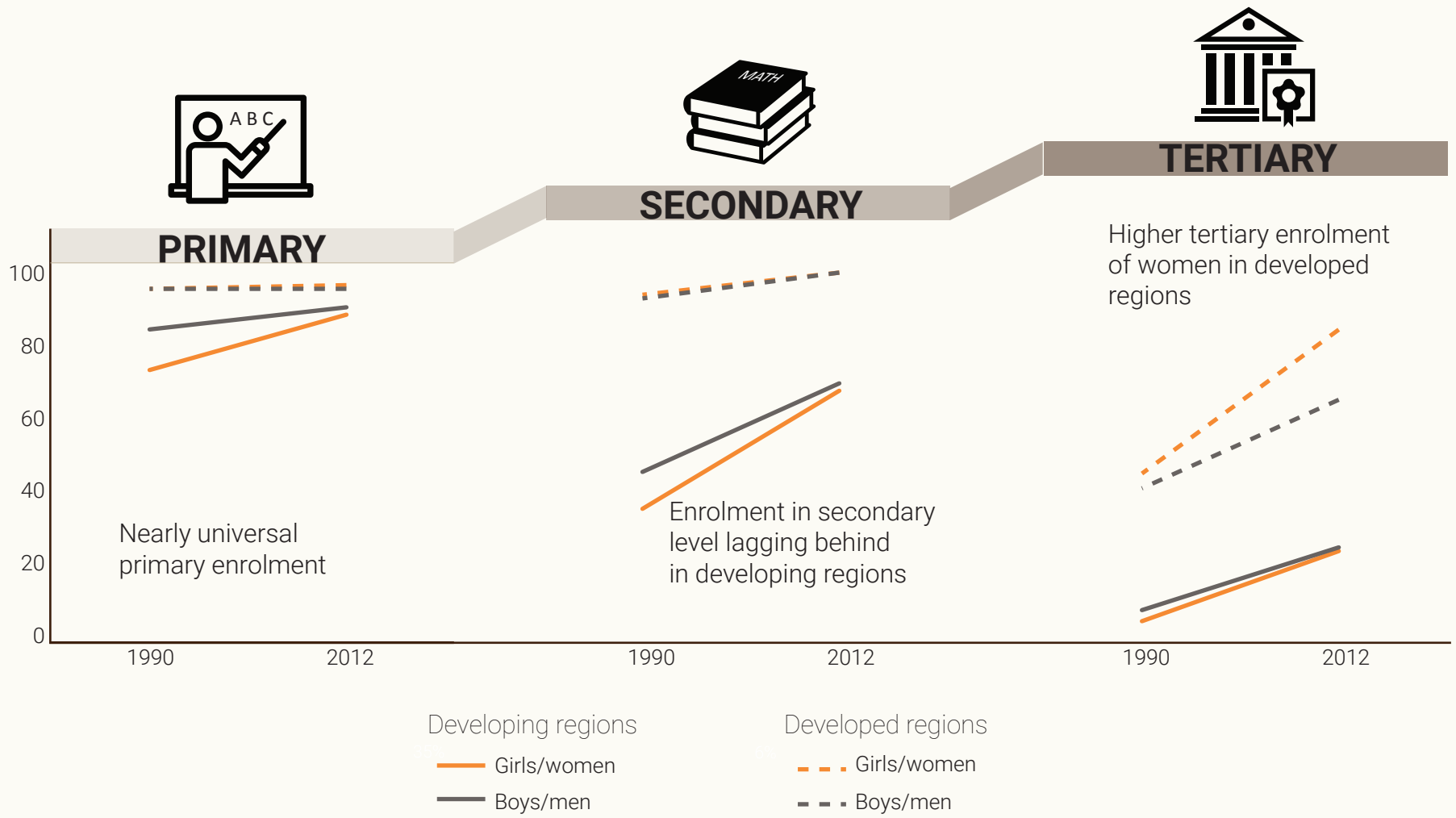
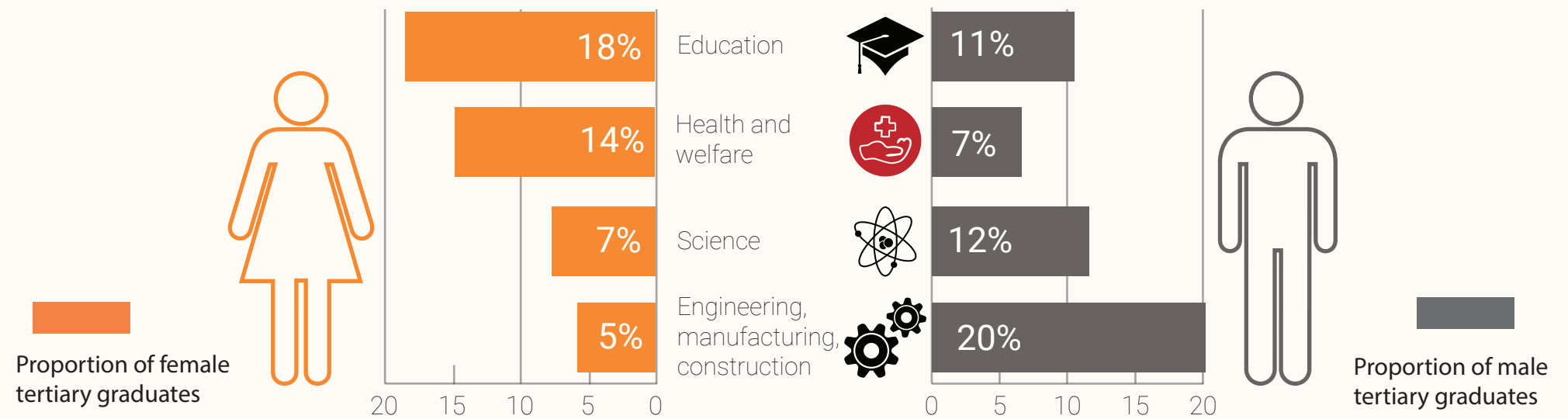


# EDUCATION

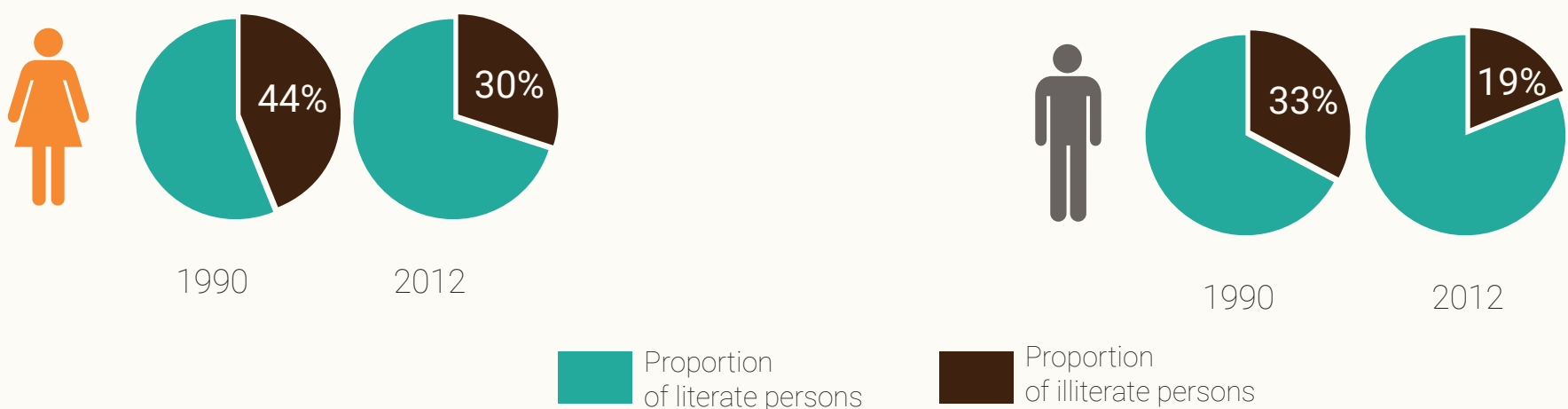
Large improvements in enrolment at all levels of education, especially among girls and women



Women underrepresented in tertiary fields of studies related to science and engineering



Illiteracy rates among older persons (65+) have decreased, but older women still more likely to be illiterate than older men



## Education – Key findings

- **Early childhood education** plays an important role in building a strong foundation for lifelong human development. However, despite progress, only one in two children in developing regions receives pre-primary education compared to nine in 10 in developed regions. Pre-primary education is less marked by gender disparities than any other level of education.
- **Primary school enrolment** at the appropriate age is nearly universal in most regions, except in sub-Saharan Africa, (75 per cent of girls and 81 per cent of boys), and Oceania (86 per cent of girls and 91 per cent of boys). An estimated 58 million children of primary school age – 31 million of whom are girls – are out of school. 57 per cent of them live in sub-Saharan Africa, the region with the highest out-of-school rate.
- Once they have enrolled in school, girls tend to **repeat** less and progress in a more timely manner through primary education than boys in two thirds of countries. Globally, the **survival rates** to the last grade of primary school were 76 per cent for girls and 74 per cent for boys, in 2011.
- The end of primary education is not the most common exit point from the education system. Ninety per cent of girls and 91 per cent of boys in developing countries **transitioned from primary to secondary education** in 2011. In sub-Saharan Africa, however, only 77 per cent of girls and 79 per cent of boys moved on to secondary education.
- Only 72 per cent of the world's girls and 74 per cent of boys attended secondary school in 2012. Gender disparities at the secondary level are wider than those at the primary level. Despite progress in reducing gender disparities in **secondary enrolment**, girls still face significant disadvantages in sub-Saharan Africa, Oceania, and Southern and Western Asia, all regions with low overall enrolment rates for both girls and boys. Worldwide, 62 million young adolescents (20 per cent of lower secondary school age adolescents) were out of school. Girls made up 50 per cent of this group globally, but well over half in Western Asia, sub-Saharan Africa and the Caucasus and Central Asia. Completion ratios for lower secondary education exceeded 80 per cent for both girls and boys in almost all countries, and girls' completion ratios exceeded boys' in the majority of countries in 2012.
- More boys than girls participate in **Technical and Vocational Education and Training programmes** (TVET) in 86 per cent of countries. Globally, the share of girls in TVET programmes was 44 per cent in 2012, unchanged since 1990; however, in Latin American and the Caribbean, their share was 53 per cent.
- **Tertiary enrolment** of women and men globally has seen substantial growth in the past two decades, and has been remarkable since 2000. Enrolments are increasing faster for women than for men, particularly in developed regions. In 2012, women outnumbered men in tertiary enrolment in almost all countries in developed regions, but only in half of the countries in developing regions. Women in sub-Saharan Africa and Southern Asia remain at a disadvantage (6 per cent and 20 per cent of women enrolled, compared to 10 and 25 per cent of men, respectively).
- The proportion of women graduating in the fields of science (1 in 14, compared to 1 in 9 men graduates) and engineering (1 in 20, compared to 1 in 5 men graduates) remain low in poor and rich countries alike. Women are more likely to graduate in the fields related to education (1 in 6, compared to 1 in 10 men graduates), health and welfare (1 in 7, compared to 1 in 15 men graduates), and humanities and the arts (1 in 9, compared to 1 in 13 men graduates).
- Worldwide, women account for 30 per cent of all **researchers**, a figure unchanged over the past decade. The Caucasus and Central Asia (45 per cent of women), Latin America and the Caribbean (44 per cent), South-Eastern Asia (43 per cent) and Northern Africa (40 per cent) are the regions with the highest share of women among researchers. By contrast, Eastern Asia (18 per cent) and Southern Asia (20 per cent) have the lowest shares.
- With the exception of two **fields of research**— medical science and humanities, where the global women share is relatively higher and closer to parity at 42 and 44 per cent, respectively— men dominate in all the other fields of science reviewed (natural sciences, engineering and technology, agricultural sciences and social sciences). South-eastern Asia stands out with shares of women approaching parity across all 6 research fields.
- Teaching is dominated by women at the primary level. However women's share in **teaching staff** declines at successive levels of education. Women account for about two thirds of teachers at the primary level, 52 per cent at the secondary level and 42 per cent at the tertiary level.
- Nearly two thirds of the world's 781 million **illiterate adults** are women (a proportion unchanged for the last two decades), and almost all of them live in developing regions. The vast majority of the world's youth are literate: 87 per cent of young women and 92 per cent of young men have basic reading and writing skills. However, at older age, the gender gap in literacy shows marked disparities against women, particularly in Northern Africa, sub-Saharan Africa and Southern Asia.