

Expanding efforts beyond gender parity: what do we know and where are the gaps?

Africa Gender Statistics Forum

Gaborone, Botswana

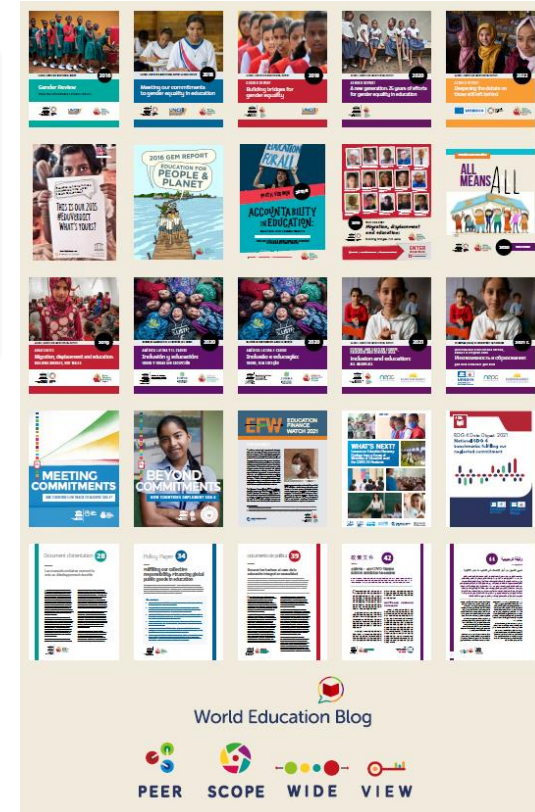
11 July 2024

1

GEM Report outputs on gender

- ▶ Global report
- ▶ Gender report including G7 baseline report
- ▶ Online resources SCOPE, WIDE, VIEW and PEER
- ▶ HerEducationOurFuture
- ▶ Support to SDG 4 cooperation e.g. SDG 4 Scorecard / benchmarks

Many activities in partnership with UIS



2

SDG 4 monitoring framework

All global indicators should be disaggregated by sex

+ Target 4.5 Equity = parity indices

- ▶ 4.1 Primary and secondary
 - ▷ **Minimum proficiency level in (i) reading and (ii) mathematics**
 - ▷ **Completion rate + Out-of-school rate**
- ▶ 4.4 Skills for work
 - ▷ **Youth and adults with ICT skills**
- ▶ 4.6 Literacy
 - ▷ **Literacy rate**

4.7.2 Schools that provide life skills-based HIV and **sexuality education**

4.a.1 Proportion of schools offering **basic services**, by type of service



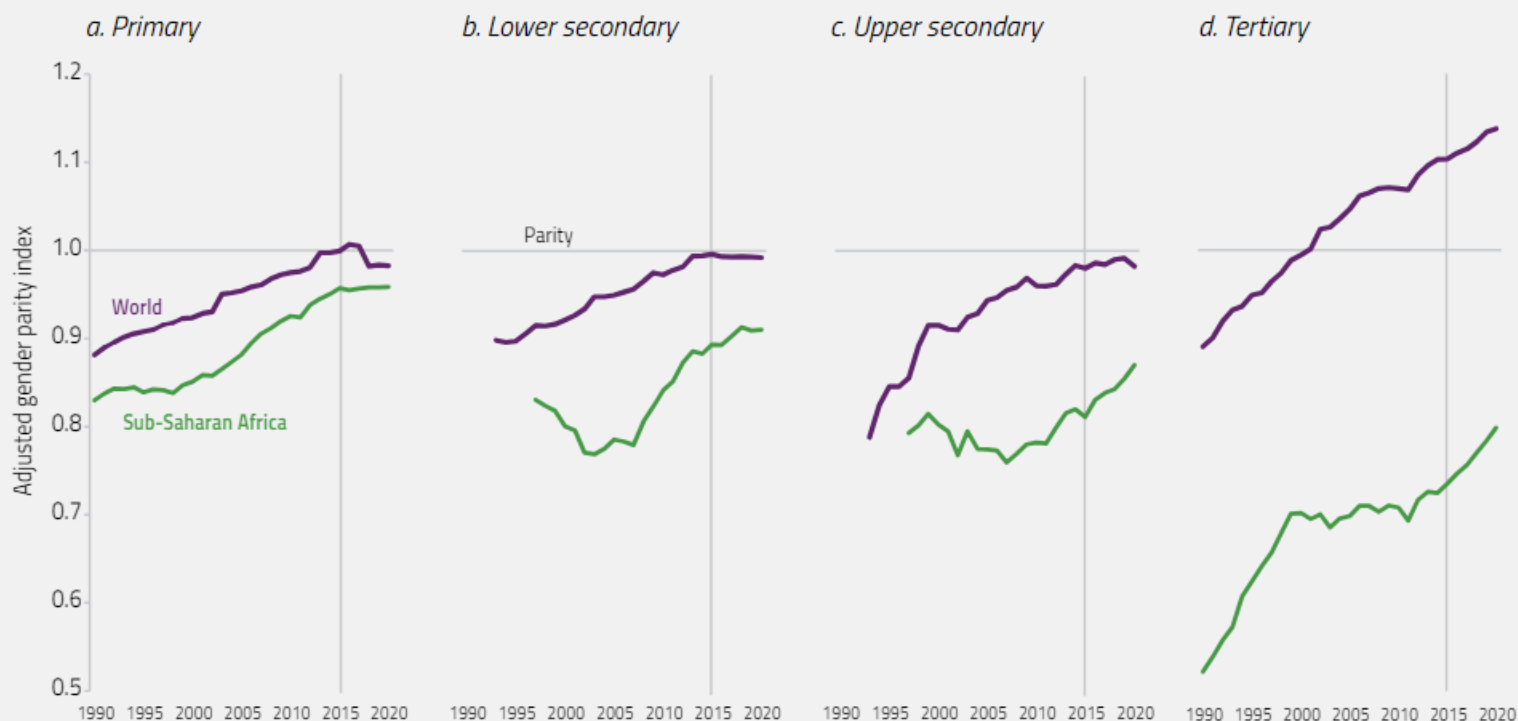
Access: Gender parity in enrolment, SSA



VIEW

Sub-Saharan Africa has not achieved gender parity in enrolment at any education level

Adjusted gender parity index of the gross enrolment ratio by education level, world and sub-Saharan Africa, 1990–2020



Source: UIS database.

Out-of-school rate, SSA



Out-of-school rate by sex, 2000–22



VIEW

Primary school age

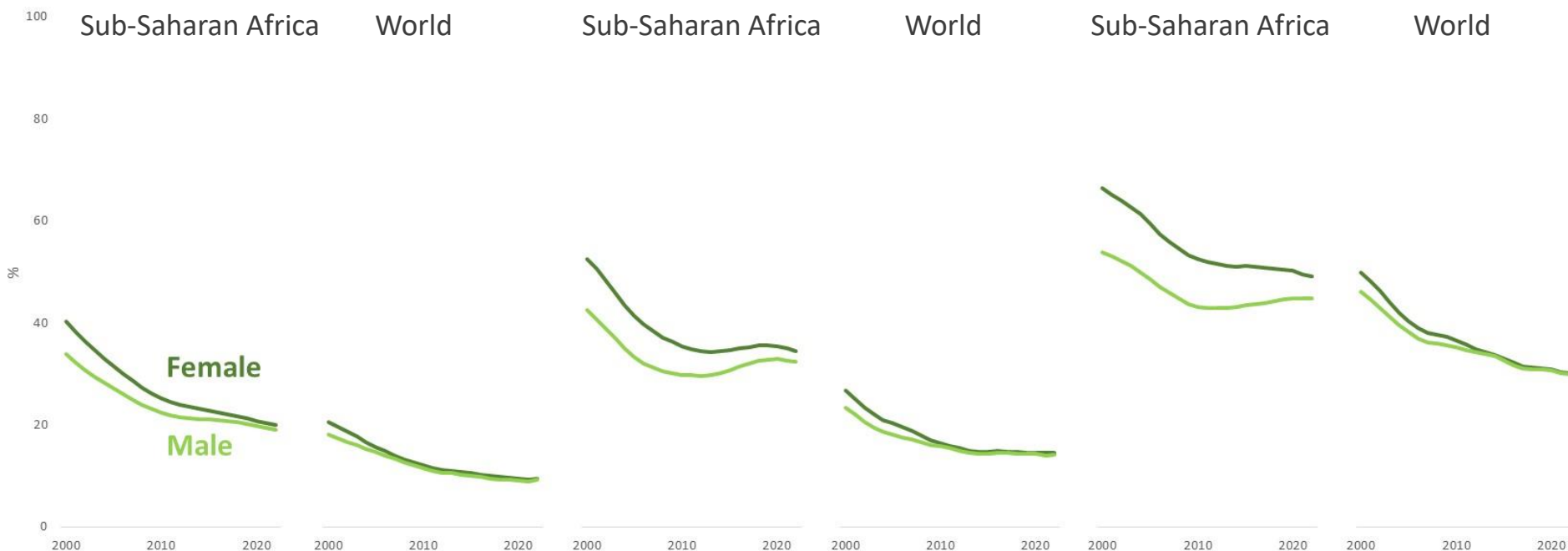
Lower secondary school age

Upper secondary school age

Sub-Saharan Africa World

Sub-Saharan Africa World

Sub-Saharan Africa World



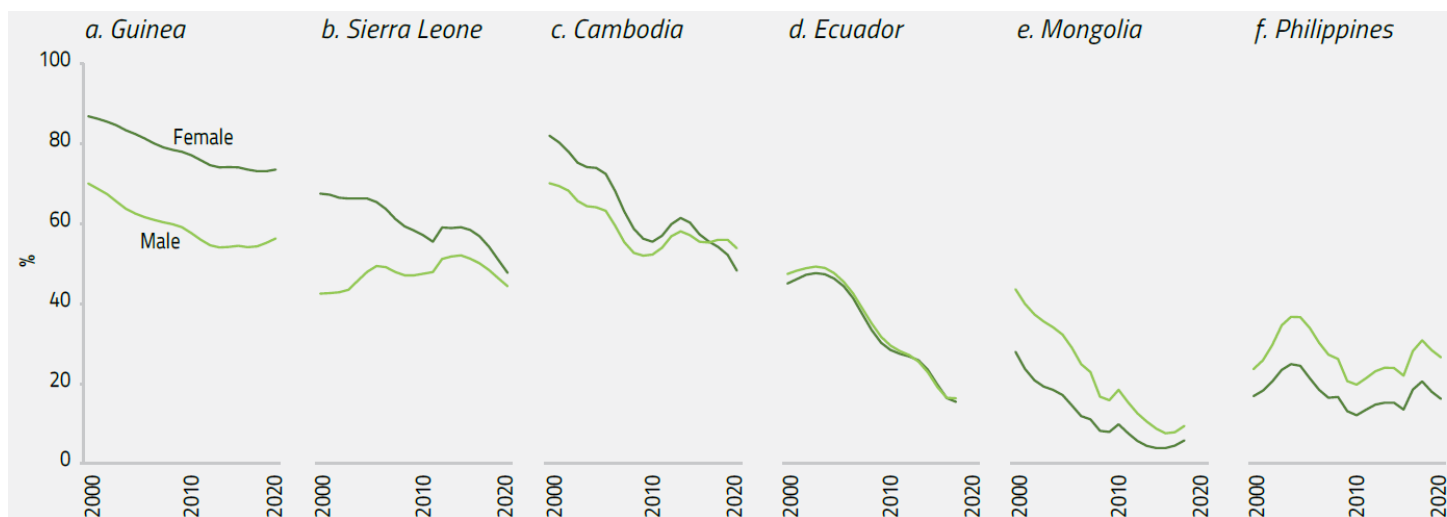
Out-of-school rate, patterns



Upper secondary school age out-of-school rate patterns, 2000–20



VIEW

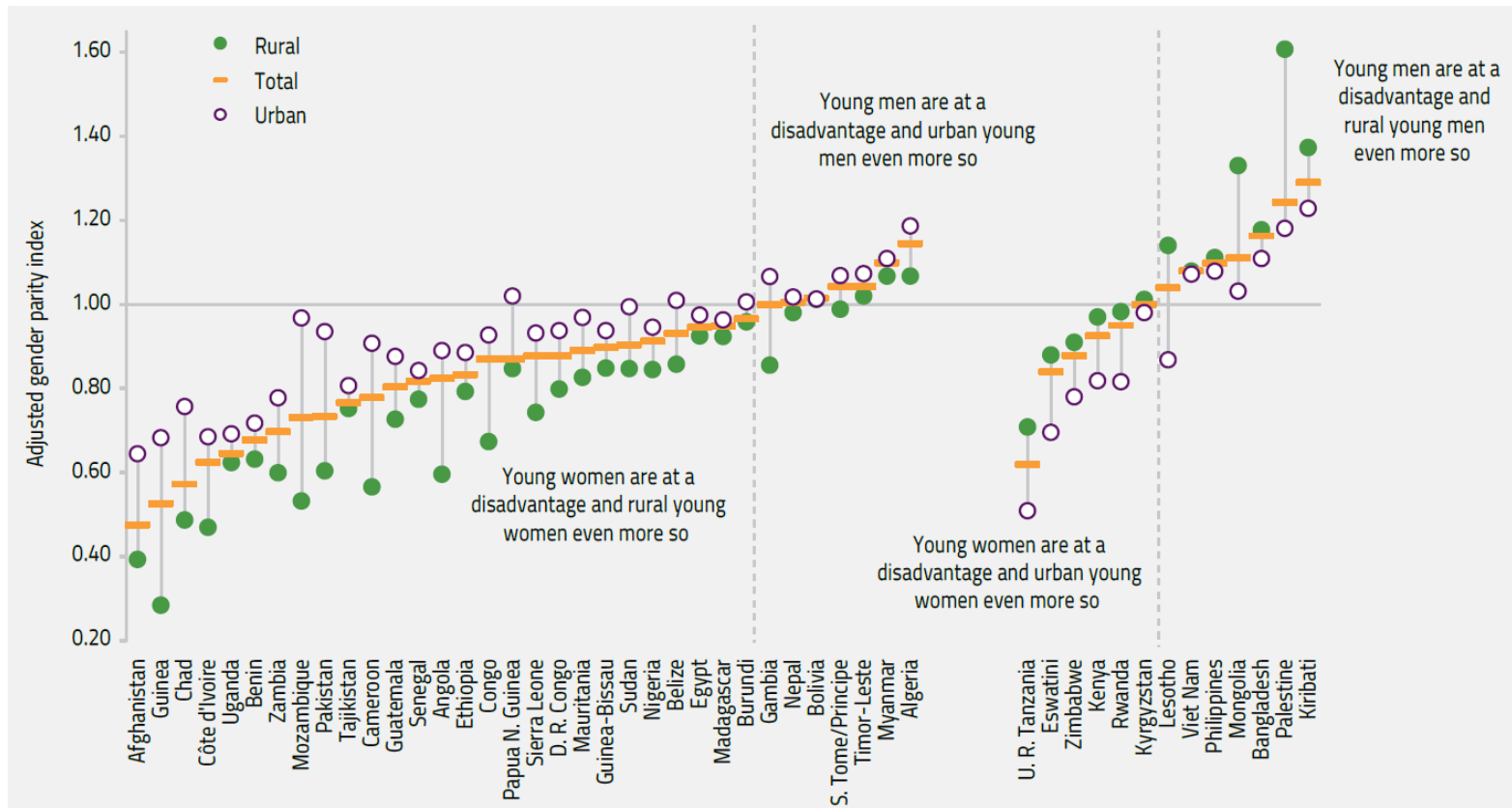


Initial gap in favour of men		Initial parity	Initial gap in favour of women	
Constant	Decreasing	Constant	Decreasing	Constant
Benin, Cameroon, C. A. R., Chad, Côte d'Ivoire, Eritrea, Ethiopia, Guinea-Bissau, Iraq, Mali, Mozambique, South Sudan, Togo, Yemen, Zambia	Angola, D. R. Congo, Türkiye	Algeria, Armenia, Bolivia, Haiti, Kenya, Mexico, Rwanda, Saudi Arabia, South Africa	Costa Rica, Lao P. D. R., Saint Lucia, St Vincent/Grenad., Suriname, Trinidad/Tobago, Uruguay	Cabo Verde, Honduras, Jamaica, Malaysia, Mauritius, Philippines, Thailand, Venezuela, B. R.
Bhutan, Comoros, Gambia, India, Nepal, Viet Nam				

Attendance rate, disparity



Gender parity index in upper secondary school age attendance rate



Young women even less likely to attend school in **rural** areas in most countries

Completion rate

In sub-Saharan Africa, girls are relatively more likely than boys to complete each school cycle on time

Adjusted gender parity index of the timely and ultimate completion rate, 2000–20

a. Primary



2021/2 cycle

C. A. R.
Language

Kenya
District officers

Madagascar
School feeding

Malawi
Textbooks

S. Tomé/Príncipe
Early childhood

Sierra Leone
Assessment

South Sudan
Teacher training



2023/4 cycle

Burkina Faso
Professional learning communities

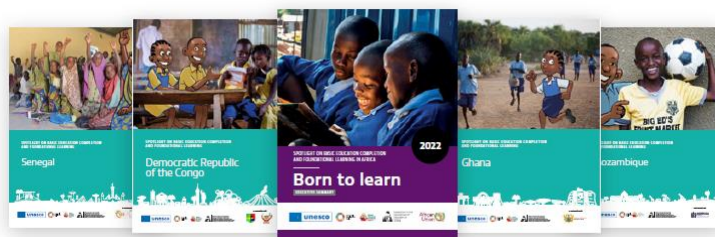
Chad
Remedial education

Ethiopia
School feeding

Gambia
Language of instruction

Mauritius
School readiness assessment

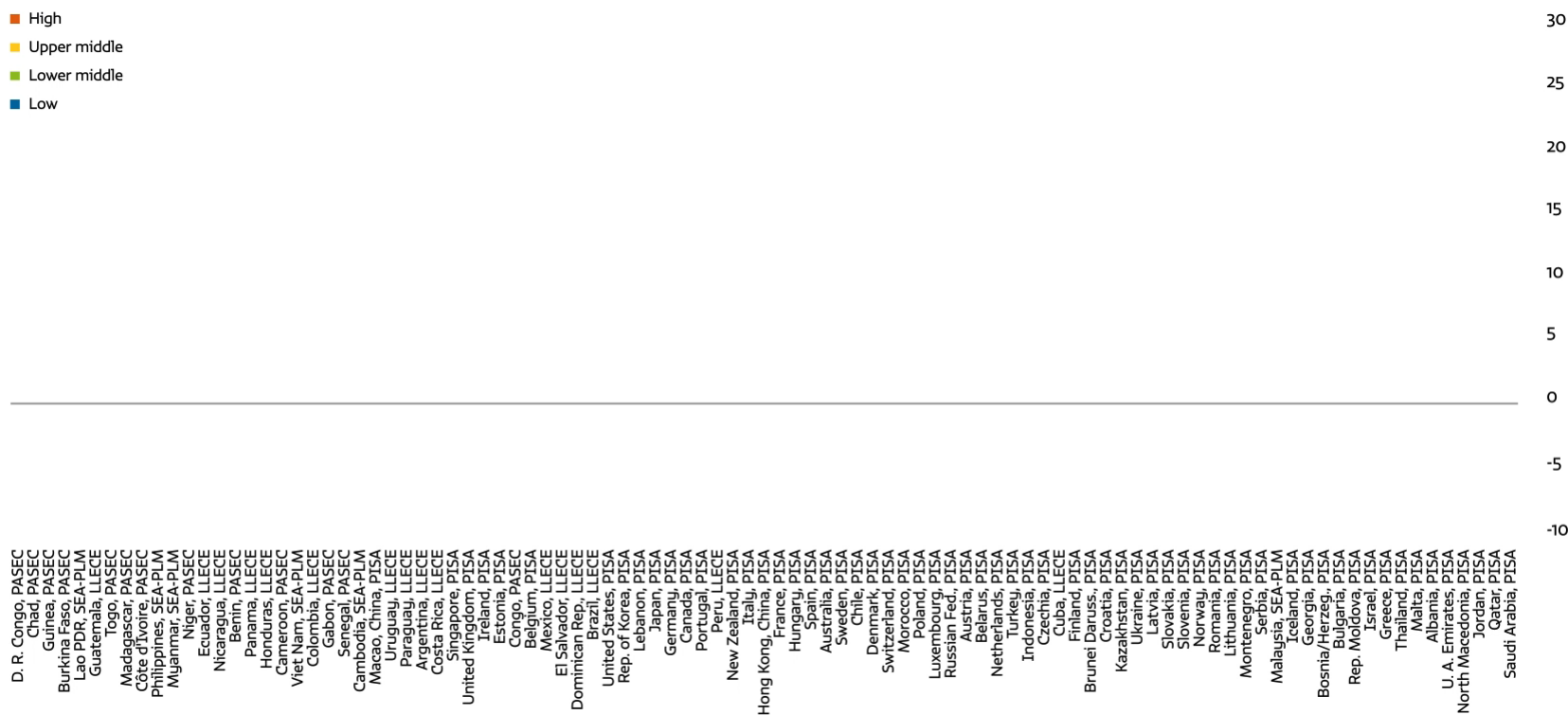
Tanzania
Teacher support modalities



9

Learning, reading

Girls outperform boys in practically every country

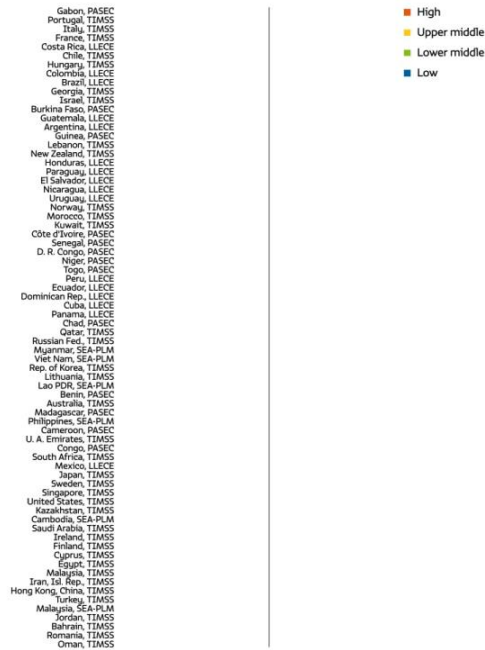
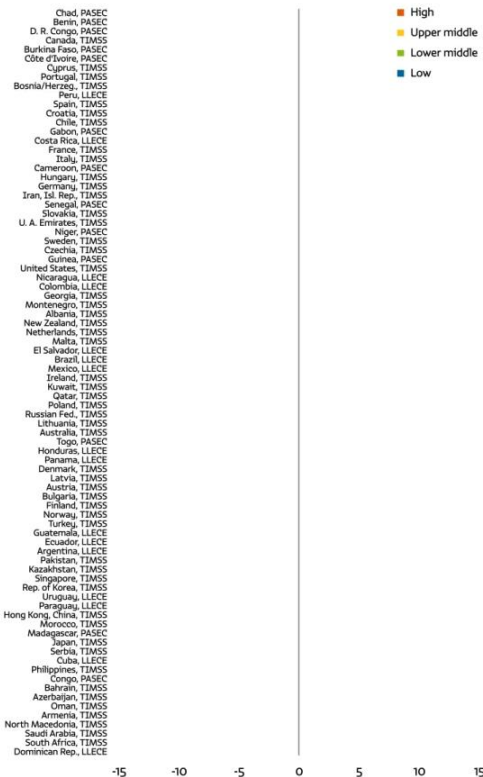


10 Learning, mathematics

Girls lag behind boys in early grades and catch up with them by the end of primary

Up to grade 4

Above grade 4



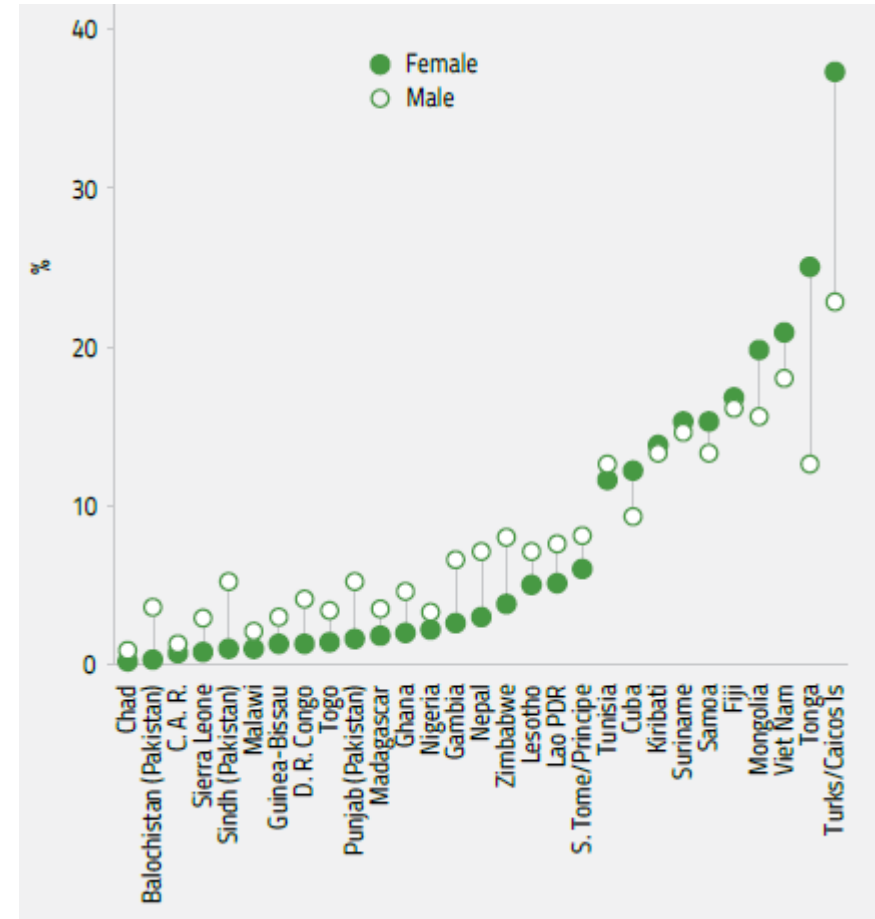
11

ICT skills

For standard skills, women are:

- ▶ **less** likely than men to have them in countries with **lower** average skill levels
- ▶ **as likely as** or **more** likely than men to have them in countries with **higher** average skill levels

e.g. managing spreadsheets



12

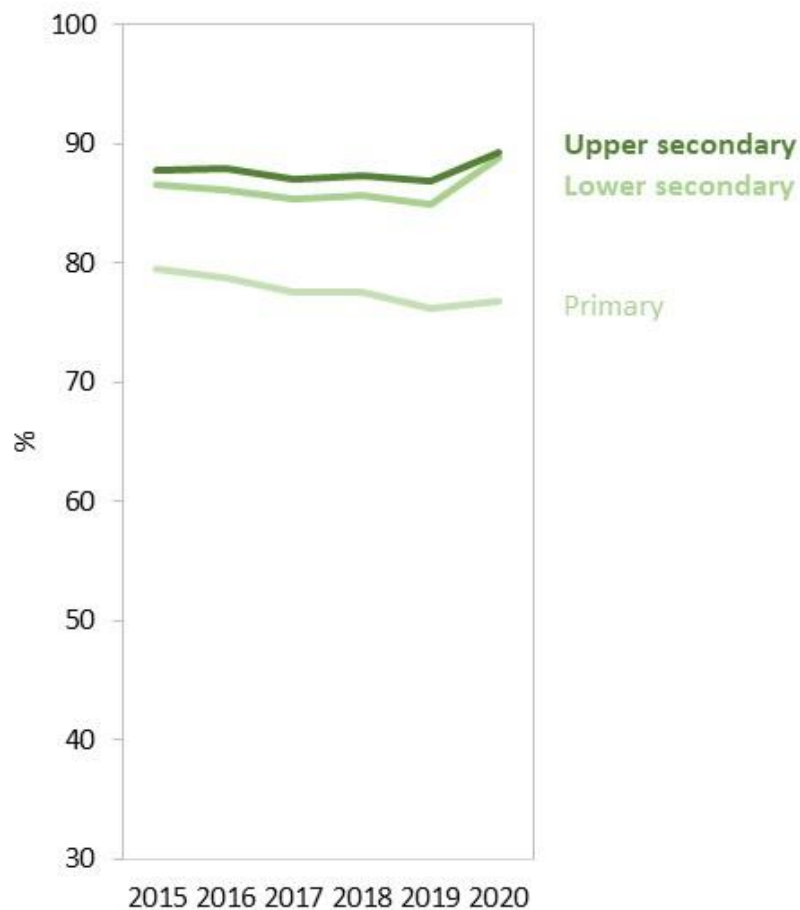
Literacy rate

In west Africa, gender literacy gaps are closing fast



13 Sanitation facilities

No progress observed since 2015



Source: UIS database



UN Secretary General Synthesis Report, 2014

“embrace a culture of shared responsibility, one based on ... **benchmarking** for progress”

Education 2030 Framework for Action, 2015

“establish appropriate intermediate **benchmarks**” for selected SDG 4 indicators

National SDG 4 benchmarks

= targets for 7 SDG 4 indicators by **2025** and **2030**

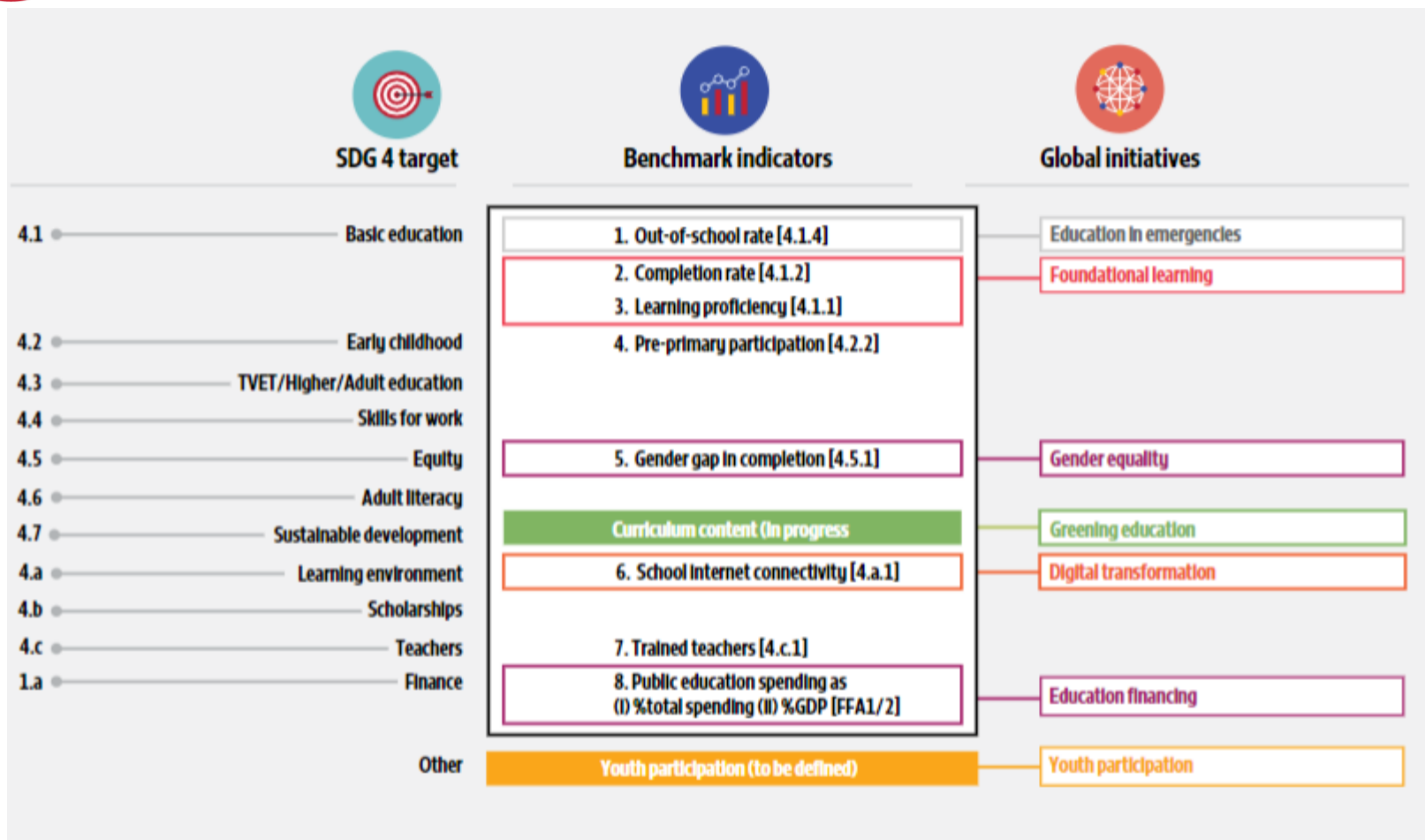
= more **ambitious** than ‘business as usual’

= national **contribution** to global SDG 4 agenda

(similar to climate change nationally determined contributions)





secondary school age out-of-school rate patterns, 2000–20

Alignment of TES global initiatives with SDG 4 targets and benchmark indicators



Timeline of the SDG 4 benchmarking process

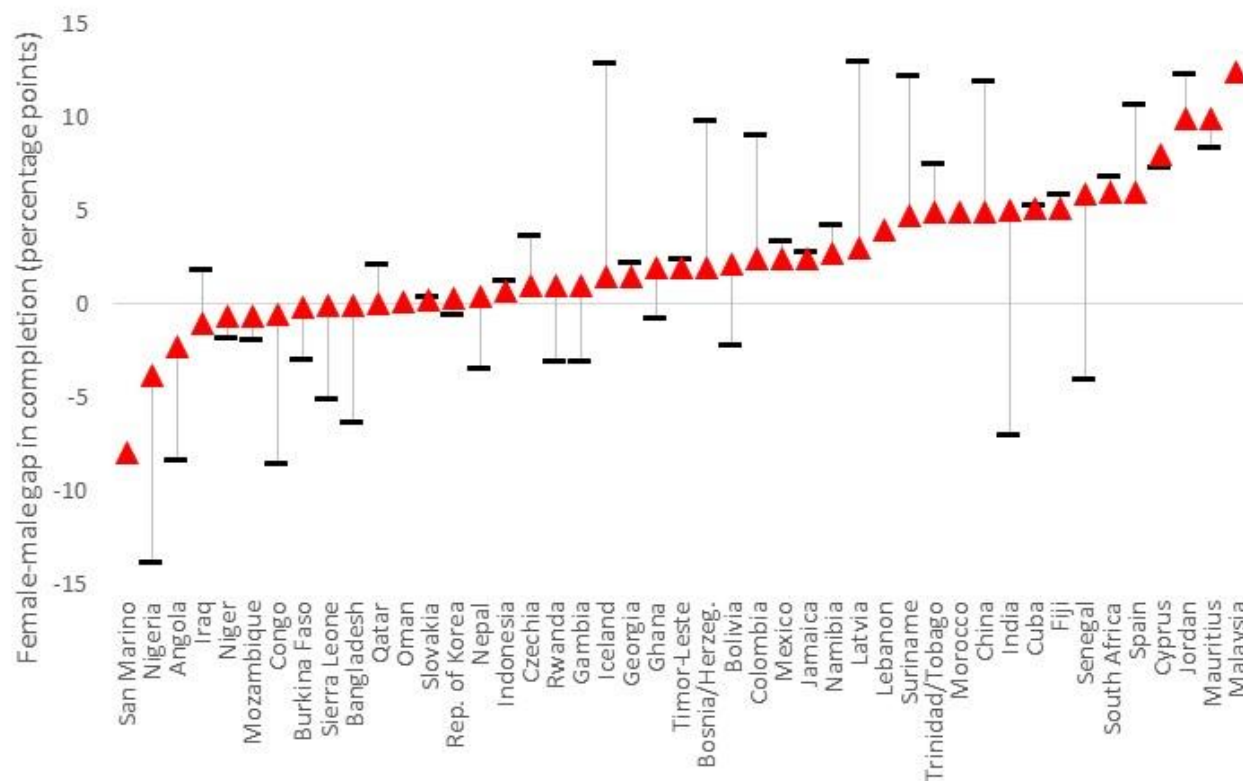


2019	2020	2021	2022			2023		2024
August	October	August	January	September	December	January	June	February
Technical Cooperation Group 6th meeting	Global Education Meeting		International Day of Education	Transforming Education Summit	SDG 4 High-Level Steering Committee	International Day of Education		Conference on Education Data and Statistics
Agreement on seven benchmark indicators	Declaration calls on UNESCO to 'propose relevant and realistic benchmarks of key SDG indicators'	Letter sent by UNESCO Assistant Director-General for Education inviting all ministers to set benchmarks	Compilation of benchmark data set 	 Decision to request benchmark indicators on greening education, digital transformation and youth participation		First progress report 	Letter sent by UNESCO Assistant Director-General for Education inviting all ministers to set benchmarks for eighth indicator: school connectivity	Second progress report 



Only a quarter of countries have committed – lowest of all 7 indicators

Countries aim to reduce gender gap from 4.7 points in **2015** to 2.1 points in **2030**



- ▶ French and Spanish versions of the gender report on technology in education: September 2024
- ▶ Global report on leadership in education: 31 October in Fortaleza Brazil
- ▶ Gender report on leadership in education: 2025



THIS IS AADRIKA KUMAR, A DEDICATED TEACHER AND VISIONARY LEADER AT SHANTI VIDYALAYA, A PRIMARY SCHOOL IN RURAL INDIA. HER DUAL ROLE AS BOTH, **BEHIND EVERY LEADER IN EDUCATION THERE IS A STORY** EDUCATOR AND LEADER HAS BEEN INSTRUMENTAL IN DRIVING POSITIVE CHANGE, PARTICULARLY IN THE AREA OF LITERACY. THROUGH HER INNOVATIVE TEACHING METHODS AND INSPIRING LEADERSHIP, SHE HAS TRANSFORMED THE SCHOOL'S APPROACH TO EDUCATION. HER TIRELESS EFFORTS HAVE NOT ONLY MET NATIONAL STANDARDS BUT HAVE ALSO EMPOWERED STUDENTS TO DEVELOP STRONG READING AND WRITING SKILLS. HER COMMITMENT TO EXCELLENCE SHINES THROUGH IN THE IMPACT A TEACHER-LEADER CAN HAVE ON A COMMUNITY. OVERALL SCHOOL PERFORMANCE AT SHANTI VIDYALAYA HAS IMPROVED DUE TO HER INNOVATION AND LEADERSHIP.

Nominate a leader who shaped your education
and have them featured in the 2024/5 GEM Report.

Thank you

GEM Report

<https://www.unesco.org/gem-report/en>



PEER

Education Profiles

Countries' laws and policies on key themes in education.

Discover →



SCOPE

Education Progress

Summaries of key facts and trends in education around the world through five themes.

Discover →



VIEW

Education Estimates

Provides estimates of the completion and out of school rates.

Discover →



WIDE

Education Inequalities

Highlights circumstances like wealth, gender, ethnicity and location in shaping opportunities for education.

Discover →