

The **edstats** Newsletter

The World Bank Education Statistics Newsletter

What's New?

Book Launch: Assessing Sector Performance and Inequality in Education



The [Assessing Sector Performance and Inequality in Education](#) book launch was held on July 19, 2011. The book compiles information needed to use ADePT Edu, a software platform for reporting and analyzing education indicators and inequality. Please visit the [event website](#) to access the video recording of the event and the presentation by Emilio Porta.

70+ New Education and Literacy Indicators added to the EdStats Query

Edstats has just added 70+ new education and literacy indicators to the [EdStats Query](#). With the addition of these indicators, the EdStats Query now holds all the education and literacy indicators from the UNESCO Institute for Statistics (UIS) Data Centre. Also, the EdStats Query has been updated with the latest data release from the UIS. This is the main data release for 2009 and an initial release for 2010.

Contents

- Pg. 1 What's New on the EdStats website?
- Pg. 2 The Gender Gap — A Global Statistical Summary
- Pg. 3 Out-of-School Girls
- Pg. 4 Gender disparity in Youth Literacy
- Pg. 5 Primary Completion Rates and Gender
- Pg. 6 Gender, Income and Location Disparities



The Gender Gap

A Statistical Summary of Gender and Education around the World

One of the education Millennium Development Goals (MDGs) is to eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015. In this newsletter we will look into gender as one dimension of inequality that affects equitable access to education around the globe.

Are more girls out-of-school?

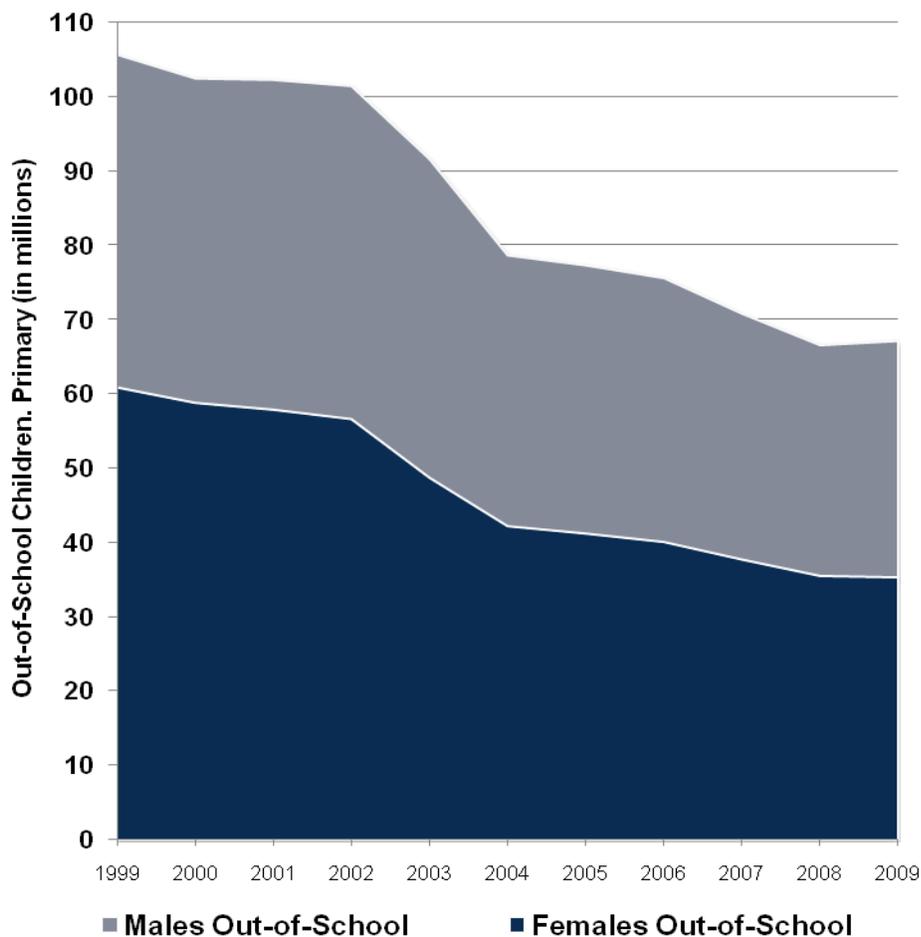
In 1999, 105.6 million children of primary school age were not enrolled in primary school. Around 61 million (58%) of these children were female compared to 45 million (42%) males.

By 2009, the total number of OOS children declined to 67 million. Around 35 million girls were still out-of-school compared to 31 million boys.

The gap between male and female OOS totals decreased from 16 million to 3.6 million between 1999 and 2009.

While there are still more females OOS than males, the gender gap has decreased greatly over time.

Figure 1. Out-of-School Children by Gender



Source: UNESCO Institute for Statistics in EdStats, July 2011

Where are more girls out-of-school?

Almost half of the world’s out-of-school girls are in Sub Saharan Africa (SSA) and around a quarter are in South-Asia (SAS).

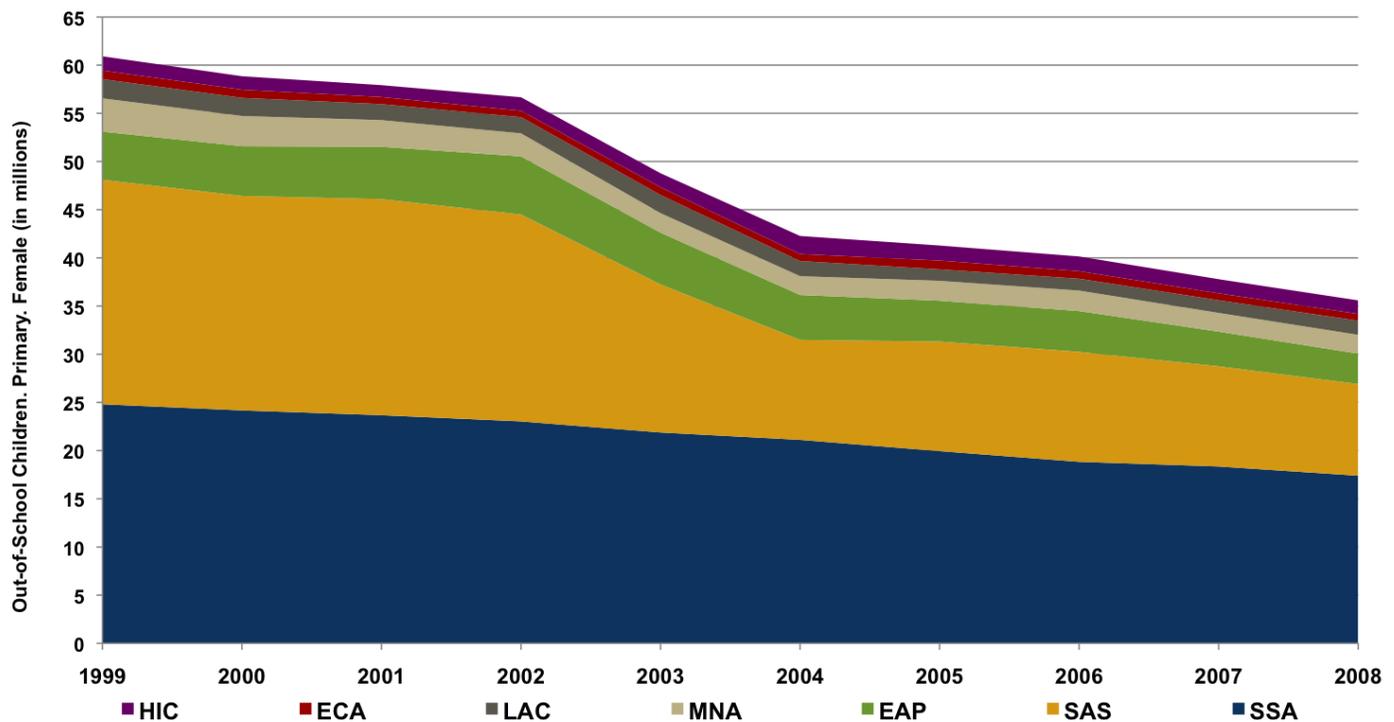
Since 1999, South Asia has decreased its total number of out-of-school females from 23 million to 9.5 million. This 59% decrease shows steady progress towards achieving more equitable access to education.

Sub Saharan Africa has also decreased its total by 30% from 24.8 million out-of-school girls in 1999 to 17.3 million in 2008. Around 6 million of SSA’s OOS girls are in Nigeria and Ethiopia.

| | | |
|----|---------------|-----------|
| 1 | Nigeria | 4,626,218 |
| 2 | Pakistan | 4,191,384 |
| 3 | India | 3,781,495 |
| 4 | Ethiopia | 1,255,217 |
| 5 | United States | 808,525 |
| 6 | Cote d'Ivoire | 774,419 |
| 7 | Yemen, Rep. | 641,425 |
| 8 | Niger | 605,210 |
| 9 | Bangladesh | 591,325 |
| 10 | Kenya | 510,750 |

Source: UNESCO Institute for Statistics in EdStats, July 2011; Notes: Data displayed is the most current year available; Green is 2007; Maroon is 2008; Black is 2009; Blue is 2010; Data was not available for 61 of 213 countries.

Figure 2 . Out-of-School Females by Region



Source: UNESCO Institute for Statistics in EdStats, July 2011
Note: EAP 2008 is a World Bank EdStats estimate.

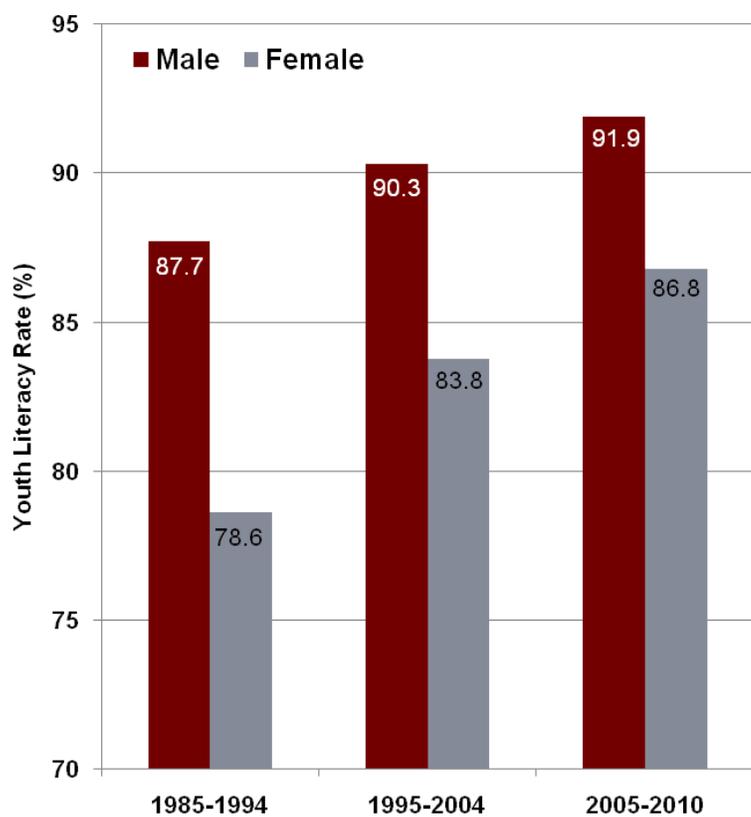
Is there disparity between genders in youth literacy rates?

Globally, there is still a gender gap in youth literacy rates, though the gap has been shrinking over time. There was a 9.1 percent difference between male and female youth literacy rates for the 1985-1994 time period. The gender gap shrunk by 44 percent to only 5.1 percent during 2005-2010. Despite this progress, the data shows that fewer females are emerging from education systems with basic literacy skills than males.

Gender disparities between male and female youth literacy rates have decreased over time in all regions. EAP, ECA, and LAC have achieved almost perfect gender parity, while MNA, SAS, and SSA lag behind. SAS and MNA have improved greatly over time, but progress has been slower in SSA.

Less than half of female youth are literate in the seven countries with the lowest female literacy rates (see table below). Sub Saharan Africa in particular is an area of concern, as the top 20 countries with the lowest female literacy rates are almost entirely from SSA (except Pakistan).

Figure 3 . Youth Literacy Rates by Gender



Source: UNESCO Institute for Statistics in EdStats, July 2011

| 10 Countries with the Lowest Female Youth Literacy Rates (2005-2009) | | |
|--|--------------------------|------|
| 1 | Niger | 23.2 |
| 2 | Mali | 30.8 |
| 3 | Burkina Faso | 33.1 |
| 4 | Ethiopia | 33.3 |
| 5 | Chad | 39.0 |
| 6 | Benin | 43.4 |
| 7 | Sierra Leone | 48.1 |
| 8 | Guinea | 53.8 |
| 9 | Senegal | 56.2 |
| 10 | Central African Republic | 57.3 |

Source: UNESCO Institute for Statistics in EdStats, Aug 2011
 Note: Data was not available for 65 countries. Red = 2005; Orange = 2006; Green = 2007; Black = 2009.

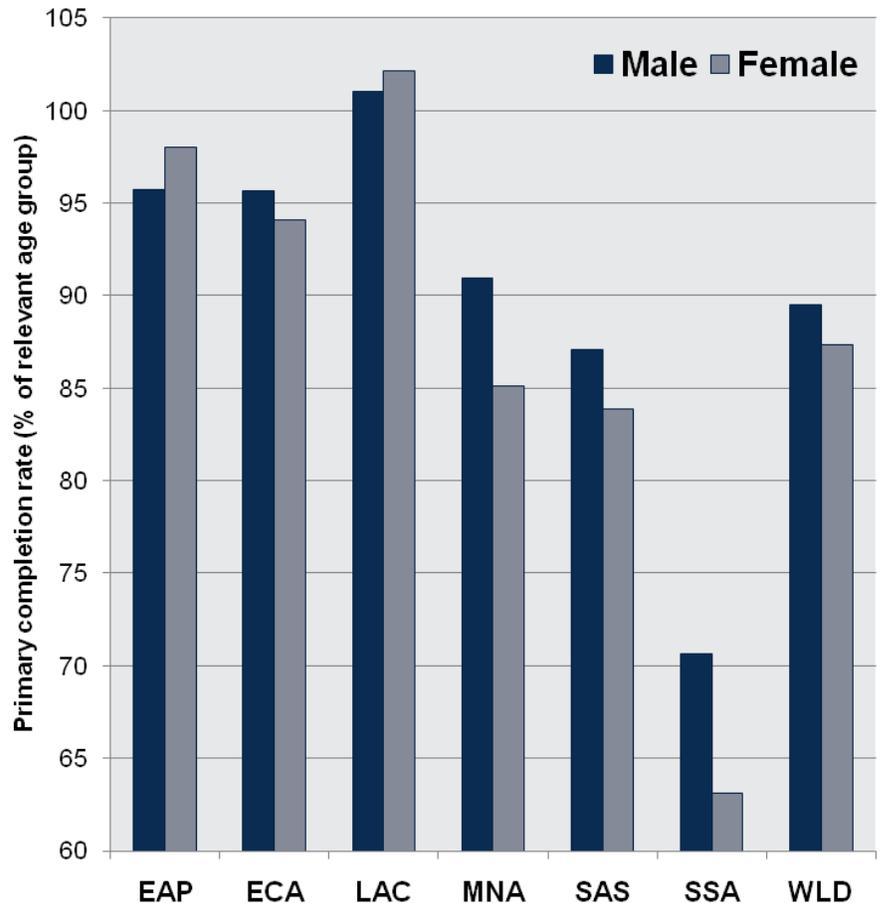
Do more males complete primary education than females?

Globally, more males are completing primary school than females. The difference between male/female primary completion rates (PCRs) has shrunk from 5.7 percentage points in 1999 to 2.2 in 2009.

In most regions, more males complete primary than females, but in LAC and EAP, the reverse is true. EAP's female PCR was 2.3 percentage points higher than the male PCR. LAC's was 1.1 percentage points higher for females.

SSA has the largest gender disparity in PCRs with 71 percent of boys completing primary school vs. 63 percent of girls in 2009. MNA also has a large gender disparity at 5.8 percentage points difference between the genders. SAS had a large gender disparity in 1999 (14.5 percentage points) but decreased the difference to 3.2 percentage points in 2009.

Figure 4. Primary Completion Rates by Gender (2009)



Source: UNESCO Institute for Statistics in EdStats, Aug. 2011
Notes: EAP data is 2007; All other data is 2009.

More Information on Gender, Income or Location Disparities in Education Indicators

For resources on education equity issues, visit the [EdStats' Household Survey module](#), which holds resources based on data from Demographic and Health Surveys (DHS), Living Standards Measurement Study (LSMS), and Multiple Indicator Cluster Surveys (MICS). The module holds [equity profiles](#) for many countries and [ADePT Education](#), a new software tool for analyzing gender, income and geographic equity in education access, progression, attainment, and expenditures. Also, the final chapter of the [Assessing Sector Performance and Inequality in Education](#) book also holds rich analysis of gender, income and location disparities in education.

What dimensions of inequality affect education opportunity?

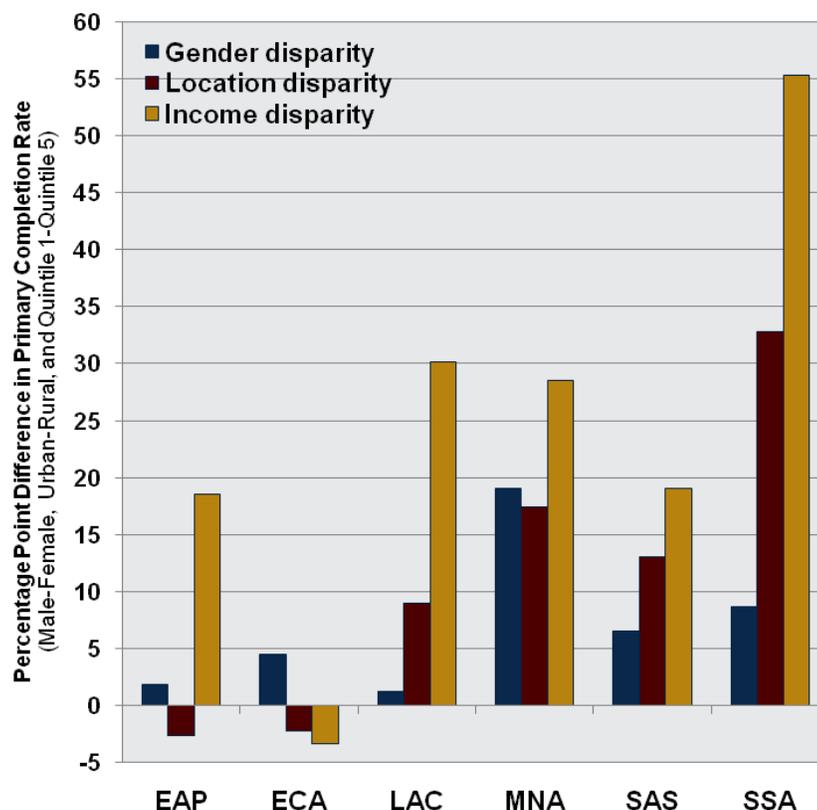
Income: In all regions except ECA, a much higher percentage of high income students complete primary school than low income students. This disparity is greatest in SSA, where there is a 55 percentage point difference between the primary completion rates (PCRs) of top and bottom quintile students.

Location: In most regions, a higher percentage of urban students complete primary school than rural students. This is not the case for EAP and ECA, where more slightly rural students complete primary.

Gender: Gender disparities exist in all regions in PCRs, but they are surpassed by income disparities in all regions except for ECA.

While gender is relevant, low income seems to have the greatest impact on primary completion rates.

Figure 5. Disparities in Primary Completion Rates by Gender, Location, and Income



Source: Estimated by Porta (2011) using data from Demographic and Health Surveys, Multiple Indicator Cluster Surveys, and Living Standards Measurement Studies for 1985-2007

For further information and suggestions, contact:

edstats

The World Bank - Human Development Network
1818 H Street NW, MSN G8-800, Washington, DC 20433

eservice@worldbank.org

