



2.13 Gender and education

	Female teachers				Female pupils				Girls out of school			
	Primary % of total		Secondary % of total		Primary % of total		Secondary % of total		Primary % of total out of school		Secondary % of total out of school	
	1980	1996	1980	1996	1980	1996	1980	1996	1980	1997	1980	1997
Albania	50	60	35	51	47	48	..	..	..	..	..	..
Algeria	37	45	..	45	42	46	39	48	77	90	58	56
Angola	..	..	..	..	47	..	33	..	62	50	88	52
Argentina	92	89	..	66	49	49	..	..	37	49	47	43
Armenia	..	97	..	..	..	..	..	..	..	..	..	..
Australia	70	76	45	..	49	49	50	49	..	..	..	..
Austria	75	84	49	56	49	49	..	48	..	..	..	..
Azerbaijan	..	80	..	..	..	48	..	..	..	..	..	..
Bangladesh	8	..	7	..	37	..	19	..	67	60	53	52
Belarus	..	..	..	..	..	48	..	..	..	..	..	..
Belgium	59	..	..	..	49	..	50	50	..	..	..	..
Benin	23	24	..	..	32	36	..	..	70	76	60	57
Bolivia	48	..	..	..	47	..	43	..	62	98	54	52
Bosnia and Herzegovina	..	..	..	..	..	..	..	..	..	..	..	..
Botswana	72	77	37	43	55	50	55	52	36	44	46	39
Brazil	85	..	53	..	..	..	54	..	55	98	49	48
Bulgaria	72	89	53	72	49	48	48	50	46	19	50	53
Burkina Faso	20	24	..	..	37	39	34	..	52	55	51	52
Burundi	47	50	20	..	39	45	37	..	52	52	52	52
Cambodia	..	36	..	27	..	45	..	..	50	49	54	56
Cameroon	20	32	20	..	45	..	35	..	60	53	56	54
Canada	66	67	44	67	49	48	49	49	..	..	..	..
Central African Republic	25	..	16	..	37	..	..	..	70	58	59	55
Chad	..	8	..	4	..	34	..	..	58	62	54	55
Chile	..	72	..	52	49	49	52	51	48	55	50	42
China	37	47	25	36	..	47	..	..	63	48	63	56
Hong Kong, China	73	76	49	50	48	49	49	49	41	38	47	43
Colombia	79	77	42	48	50	49	..	53	47	49	48	45
Congo, Dem. Rep.	..	22	..	..	42	41	..	38	70	62	62	57
Congo, Rep.	25	36	..	16	48	48	..	..	95	56	97	82
Costa Rica	79	78	54	59	49	49	53	..	46	44	47	48
Côte d'Ivoire	15	21	..	..	40	42	..	..	61	59	60	58
Croatia	73	89	..	64	..	49	..	51	49	49	43	48
Cuba	75	81	46	57	48	48	..	..	47	49	53	44
Czech Republic	..	93	..	61	..	48	..	50	..	..	..	..
Denmark	..	58	..	52	49	49	49	49	..	..	..	..
Dominican Republic	..	..	..	49	..	49	..	57	4	36	49	41
Ecuador	65	67	38	..	49	49	..	..	50	49	51	49
Egypt, Arab Rep.	47	49	31	39	40	45	..	45	68	99	57	58
El Salvador	65	..	27	..	49	49	..	52	49	49	50	49
Eritrea	..	36	..	14	..	45	..	42	..	51	..	53
Estonia	..	89	..	80	..	48	..	52	49	49	48	45
Ethiopia	22	28	..	10	35	36	..	..	53	57	53	55
Finland	..	69	..	..	49	49	..	52	..	..	..	..
France	68	79	55	59	48	..	52	49	..	..	..	..
Gabon	27	39	24	18	49	50	..	..	..	..	..	..
Gambia, The	32	29	25	17	35	44	30	..	68	61	53	56
Georgia	89	95	54	71	..	48	..	49	53	50	99	50
Germany	..	81	..	49	..	49	..	48	..	..	..	..
Ghana	42	34	21	..	44	..	..	..	..	..	..	..
Greece	48	57	49	56	48	48	46	49	..	..	..	..
Guatemala	62	..	36	..	45	46	..	..	54	56	52	51
Guinea	14	25	10	..	33	37	..	..	56	61	54	54
Guinea-Bissau	24	..	21	..	32	..	20	..	66	64	60	56
Haiti	49	46	50	49	54	50
Honduras	74	..	48	..	50	50	48	45	49	48



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	Female teachers				Female pupils				Girls out of school			
	Primary % of total		Secondary % of total		Primary % of total		Secondary % of total		Primary % of total out of school		Secondary % of total out of school	
	1980	1996	1980	1996	1980	1996	1980	1996	1980	1997	1980	1997
Hungary	80	92	..	66	49	48	..	50	..	..	..	..
India	26	33	..	..	39	43	..	..	63	61	58	62
Indonesia	33	52	..	39	46	48	..	45	71	93	56	52
Iran, Islamic Rep.	57	55	30	44	40	47	..	46	68	53	61	63
Iraq	48	71	40	56	46	45	32	..	98	59	74	56
Ireland	74	78	50	55	49	49	52	51	..	..	..	..
Israel	..	..	57	..	49	..	..	..	..	..	..	..
Italy	87	94	58	64	49	48	..	..	..	..	..	..
Jamaica	87	90	..	..	50	..	53	..	27	48	45	46
Japan	57	62	26	33	49	49	49	..	..	..	..	..
Jordan	59	61	43	48	48	49	45	50	..	..	..	..
Kazakhstan	..	..	..	..	..	49	..	..	..	..	..	..
Kenya	31	40	..	..	47	49	..	..	59	47	57	54
Korea, Dem. Rep.	..	..	..	..	..	..	..	..	..	..	..	..
Korea, Rep.	37	61	26	39	49	48	45	48	..	..	..	..
Kuwait	56	63	50	55	48	49	46	49	63	51	53	49
Kyrgyz Republic	88	83	..	67	..	49	..	..	50	65	50	47
Lao PDR	30	42	..	38	45	44	..	39	55	56	58	64
Latvia	..	95	..	79	..	48	..	51	49	50	51	50
Lebanon	..	..	..	..	..	..	..	..	..	..	..	..
Lesotho	75	79	..	53	59	52	60	59	31	41	29	36
Libya	47	..	24	..	47	..	40	..	49	49	80	49
Lithuania	97	91	..	77	..	48	..	50	..	..	..	..
Macedonia, FYR	..	54	..	51	..	48	..	48	..	..	..	..
Madagascar	..	51	..	..	49	49	..	..	..	..	..	..
Malawi	32	39	..	..	41	47	..	..	55	10	66	83
Malaysia	44	60	45	60	49	49	..	..	52	16	52	43
Mali	20	23	..	..	36	39	..	..	54	56	53	53
Mauritania	9	20	..	8	35	47	..	..	..	..	..	..
Mauritius	43	51	..	45	49	49	..	..	51	48	50	46
Mexico	..	..	..	..	49	48	..	..	..	..	..	..
Moldova	96	97	..	73	..	49	..	..	..	..	..	..
Mongolia	87	90	..	66	50	51	..	57	49	41	33	41
Morocco	30	38	26	32	37	42	38	..	67	69	58	54
Mozambique	22	23	22	17	43	42	28	39	52	54	58	54
Myanmar	54	67	..	73	..	..	..	..	51	94	52	51
Namibia	..	..	..	..	..	50	..	..	28	35	44	41
Nepal	10	..	9	..	28	..	..	..	85	83	57	63
Netherlands	46	60	..	29	49	..	48	48	..	..	..	..
New Zealand	66	82	..	57	49	49	49	50	..	..	..	..
Nicaragua	78	84	..	..	51	50	53	..	48	46	46	48
Niger	30	32	21	21	35	38	29	35	54	54	52	52
Nigeria	34	46	29	36	43	44	..	..	..	..	..	..
Norway	56	..	..	..	49	49	50	48	..	..	..	..
Oman	34	50	27	48	34	48	24	..	60	51	56	52
Pakistan	32	..	30	..	33	..	..	..	..	..	..	..
Panama	80	..	53	..	48	..	52	..	48	47	48	48
Papua New Guinea	27	36	32	..	42	45	..	..	..	..	..	..
Paraguay	..	..	..	..	48	48	..	51	53	40	51	51
Peru	60	58	46	39	48	49	46	48	51	53	64	58
Philippines	80	..	..	..	49	..	53	..	66	49	45	48
Poland	..	..	..	..	..	48	50	49	..	..	..	..
Portugal	..	..	59	..	48	..	..	51	..	..	..	..
Puerto Rico
Romania	70	85	43	63	..	49	..	49	56	49	49	48
Russian Federation	98	49	50	49	33	37



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	Primary % of total		Secondary % of total		Primary % of total		Secondary % of total		Primary % of total out of school		Secondary % of total out of school	
	1980	1996	1980	1996	1980	1996	1980	1996	1980	1997	1980	1997
Rwanda	38	..	16	..	48	..	..	..	..	..	..	..
Saudi Arabia	39	52	34	50	39	48	38	46	61	51	53	56
Senegal	24	26	..	..	40	45	..	..	55	57	53	52
Sierra Leone	22	..	..	..	..	..	..	..	..	..	..	..
Singapore	66	77	..	..	48	48	..	..	71	53	49	50
Slovak Republic	..	91	..	70	..	49	..	..	..	..	..	..
Slovenia	..	92	..	70	..	49	..	..	..	..	..	..
South Africa	..	74	..	..	..	49	..	54	49	50	51	31
Spain	67	66	40	52	49	48	50	..	..	..	..	..
Sri Lanka	..	96	..	62	48	48	..	..	81	49	47	42
Sudan	31	62	..	45	40	45	..	..	..	..	..	..
Sweden	..	73	..	59	49	490	52	52	..	..	..	..
Switzerland	..	69	..	..	49	49	46	47	..	..	..	..
Syrian Arab Republic	54	65	22	44	43	47	37	46	97	88	59	52
Tajikistan	..	54	..	..	..	49	..	..	..	..	..	..
Tanzania	37	44	28	26	47	49	..	..	..	..	..	..
Thailand	..	..	..	..	48	..	..	..	53	44	50	50
Togo	21	14	..	12	39	41	..	..	87	84	85	72
Trinidad and Tobago	66	74	..	..	50	49	50	..	46	49	51	48
Tunisia	29	49	29	34	42	47	37	..	78	49	57	53
Turkey	41	44	35	41	45	47	..	40	..	..	..	..
Turkmenistan	..	..	..	..	..	..	..	..	..	..	..	..
Uganda	30	32	..	..	43	46	..	..	..	..	..	..
Ukraine	97	..	..	..	..	..	..	..	..	..	..	..
United Arab Emirates	54	70	46	54	48	48	..	50	45	51	55	44
United Kingdom	78	81	..	55	..	..	50	52	..	..	..	..
United States	..	86	..	56	49	49	..	49	..	..	..	..
Uruguay	..	..	..	..	48	49	..	..	50	45	49	34
Uzbekistan	78	82	..	..	..	49	..	..	..	..	..	..
Venezuela, RB	83	75	..	..	51	50	57	58	43	46	47	44
Vietnam	65	77	..	..	47	..	..	..	74	49	51	50
West Bank and Gaza	..	..	..	..	..	..	..	..	..	..	..	..
Yemen, Rep.	..	17	..	..	..	..	..	..	..	..	..	..
Yugoslavia, FR (Serb./Mont.)	..	..	..	..	..	49	..	..	..	..	..	..
Zambia	40	43	..	..	47	48	..	..	60	51	60	56
Zimbabwe	38	44	..	36	48	49	..	..	58	57	52	54
World	44 w	51 w	.. w	.. w	.. w	46 w	.. w	.. w	61 w	58 w	56 w	55 w
Low income	32	41	..	..	..	45	..	..	63	57	59	57
Excl. China & India	..	..	..	..	43	..	..	..	65	67	55	54
Middle income	..	..	..	..	..	..	..	..	56	61	49	48
Lower middle income	..	..	..	..	..	..	..	..	58	56	48	48
Upper middle income	..	..	..	..	..	..	..	..	..	..	..	..
Low & middle income	42	44	..	..	..	46	..	..	61	58	57	55
East Asia & Pacific	40	48	25	37	..	48	..	..	63	54	60	54
Europe & Central Asia	84	..	..	..	..	48	..	..	..	..	..	..
Latin America & Carib.	..	..	..	..	..	..	..	..	49	70	50	47
Middle East & N. Africa	46	48	32	42	42	46	..	..	73	72	60	57
South Asia	24	34	..	..	38	43	..	..	64	62	57	60
Sub-Saharan Africa	30	38	..	..	44	45	..	..	..	..	..	..
High income	..	78	..	55	49	49	..	49	..	..	..	..
Europe EMU	72	80	..	54	49	48	..	49	..	..	..	..



Gender and education 2.13

About the data

Data on female enrollment suffer from the same problems affecting data on general enrollment discussed in *About the data* for table 2.10. But female enrollment as a share of total enrollment is a relatively simple indicator raising no serious problems of cross-country comparability.

Because gender disparities in enrollment are not correlated with overall standard of living—as measured by GNP per capita, for example—countries can achieve gender parity in primary and secondary schooling if public policies and education strategies address constraints that inhibit girls' attendance. Providing segregated schools and separate sanitation facilities, recruiting female teachers, and reducing the direct and opportunity costs of educating girls are among the strategies that have worked in some countries. But disparities remain, and female enrollment ratios tend to be positively correlated with other indicators of development, such as maternal and child health, and negatively with total fertility rates (UNRISD 1977).

Girls' enrollments have caught up with boys' in most high-income, Latin American and Caribbean, and Eastern European countries. But they lag behind in South Asia and the Middle East. And regional aggregates mask large disparities between countries. In Africa, for example, Mauritius and South Africa have achieved nearly universal primary enrollment, but many other countries still have primary enrollment ratios for girls that are less than 50 percent (see table 1.2). In low-income and lower-middle-income countries dropout rates at the primary level are higher for girls than for boys, indicating that the gap in actual enrollment in these countries is wider than is reflected by enrollment ratios. One reason for this in many of these countries is early childbearing, which is clearly incompatible with schooling. Many girls, especially in South Asia, still remain outside the formal education system. And girls who attend school tend to be directed away from science, mathematics, and other technical subjects in high demand in the labor market, and toward vocations considered "feminine," such as nursing, teaching, and clerical work.

Limited employment opportunities and lower market returns for women discourage parents of girls from investing in education. Consequently, female participation in the labor market is limited, with many women concentrated in the informal sector and those in the modern sector relegated to the low end of the hierarchy. Ensuring that the market is competitive, making labor laws gender-neutral, and strengthening the machinery that enforces labor laws can improve women's employment prospects. Traditionally, teaching has been one

of the first professions open to women, and the number of female teachers is a revealing indicator of employment opportunities for women in the modern sector. In addition, female teachers are important role models for girls, particularly where female education is not encouraged or men are forbidden to teach girls. Over the past decade the share of female primary school teachers has increased everywhere. But data on teachers may not reflect the functions they perform. Schools may employ teachers in many capacities outside the classroom, and the responsibilities assigned to male and female teachers may differ systematically.

Definitions

- **Female teachers as a percentage of total teachers** include full-time and part-time teachers.
- **Female pupils as a percentage of total pupils** include enrollments in public and private schools.
- **Girls out of school as a percentage of all children out of school** are the number of girls not enrolled in school as a share of all children not enrolled.

Data sources

The estimates in this table were compiled using the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) electronic database on institutions, teachers, and pupils and UNESCO's *World Education Report 1998*.

Table 2.13a

Male and female unemployment rate by education level, 1994–97

	Primary		Secondary		Tertiary	
	Male	Female	Male	Female	Male	Female
Bangladesh	46.0	50.2	32.2	20.8	..	..
Colombia	26.3	16.7	53.6	62.6	18.5	18.9
India	37.1 ^a	26.0 ^a	37.3	40.9	25.6	33.1
Jordan	60.9	16.8	14.8	14.7	21.2	67.5
Poland	26.5	21.7	69.7	72.9	3.7	5.4
Russian Federation	23.3	14.6	69.6	75.6	7.1	9.8

.. Not available.

a. Less than primary education.

Source: International Labour Organization, Key Indicators of the Labour Market.

Among those with only a primary education, men are more likely than women to be unemployed. But among those with secondary and higher education, women are more likely to be unemployed.

The explanation for this pattern? Women with only a primary education are more likely to leave the labor force—or to never enter it—than women with a higher education. More educated women generally have more labor market opportunities, and it is also more costly for them to withdraw from the labor force.