Education for Gender Equality
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The Intersection of Gender Equality and Education
<table>
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<th>Education Targets by 2030</th>
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<tr>
<td>4.1 Complete free primary and secondary school for all</td>
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<td>4.2 Access to early childhood education and care</td>
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<td>4.3 Affordable quality technical, vocational, tertiary, and university</td>
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<td>4.4 Skills for employment and entrepreneurship</td>
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<td><strong>4.5 Eliminate gender disparities and equal access</strong></td>
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<tr>
<td>4.6 Ensure all youth and “most” adults have numeracy and literacy</td>
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<td>4.7 Education for Sustainable Development (ESD) and Global Citizenship (GCED)</td>
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What UN does on gender equality and education?

UN Girls’ Education Initiative: Global Advisory Committee – UNESCO and UNICEF
2010 - Global UNICEF/UNESCO UIS Initiative on Out-of-School Children
UNESCO Strategy for Gender Equality in and through education 2019-2025

Examples of activities and tools:
• A Guide for gender equality in teacher education policy and practices
• The STEM and Gender Advancement (SAGA) project
• UNESCO Prize for Girls’ and Women’s Education
• UNESCO International Symposium and Policy Forum Cracking the code: Girls' education in STEM
• Asia-Pacific research project in STEM for girls and women
• Gender in Education Network in Asia-Pacific (GENIA) toolkit: promoting gender equality in education
Gender equality and education in South-East Europe (SEE)

Except for Bosnia & Herzegovina, countries have come very close to achieving gender parity in net enrolment.

Most countries in SEE have transition rates that reflect almost total gender parity. Slight difference in transition rates in some countries (e.g., in Rep. of Moldova about 99% males and 98% females effectively transition from primary to lower secondary education).

*Data not available for Bosnia and Herzegovina
Gender equality and education in Central Asia

**Four countries have achieved close to gender parity in net enrollment at both the primary and secondary levels.** However, Kyrgyzstan has high gender parity at the Primary level but lower net enrollment rates among girls at the Upper Secondary level.

Four Central Asian countries have transition rates that reflect total gender parity. Slight difference in transition rates at country level (e.g., Uzbekistan, which has the lowest transition rate).

Literacy rate among females above the age of 15 is consistently lower than that of males. Among the population aged 15 to 24, however, the gap is relatively small. It is in favor of females age 15 to 24 in some countries (Bosnia & Herzegovina and Rep. of Moldova) and males in others (Albania, Bulgaria, Montenegro).

The % of female teachers is higher than that of males at all levels below tertiary education in all SEE countries (with data available).

*Data are not available for Slovenia or the former Yugoslav Republic of Macedonia. Source: UNESCO Institute for Statistics (UIS), [http://data.uis.unesco.org/](http://data.uis.unesco.org/), 2018
Gender equality and education in Central Asia

The left figure shows that women over 15 years of age have lower literacy rates than men. There is no gap between women and men in Uzbekistan between ages of 15 and 24.

Less women are teachers at Tertiary education than at Pre-Primary and Primary.

*Data not available for Kazakhstan, Kyrgyzstan, and Tajikistan

Gender equality and education in South-East Europe

**Child marriage rates** are highest among marginalized populations, such as Roma girls in SEE.

Despite higher enrolment and completion among women in higher education, fewer women than men complete **STEM degrees** in most countries of SEE.

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*Child Marriage Rates in SEE by Percent of Girls Married Before Age 18*

*Figure 23: Child Marriage (Married Before Age 18) in SEE*


*Data not available for Montenegro

Gender equality and education in Central Asia

In Kazakhstan and Kyrgyzstan, % of STEM female graduates is significantly lower than that of male graduates (i.e., females accounting for no more than 30%).

Legislation on a minimum legal marriage age does not seem to prevent early child marriages in CA countries. 12% of girls are married before 18 in Kyrgyzstan and Tajikistan and 7% in Kazakhstan and Uzbekistan.


1. Assessing an extent to which gender equality is mainstreamed in national education policies, legal frameworks, plans, M&E, curricula, teacher education, learning environments, student assessments, etc.

2. Adopting comprehensive and equitable legal, policy and planning frameworks to prevent gender discrimination and to dismantle barriers to education and lifelong learning.

3. Improving gender-related disaggregated data for education sector analysis, planning, budgeting and monitoring information systems.

4. Strengthening education quality, (incl. curriculum, learning materials and teacher development), applying innovation and mainstreming transversal skills to ensure preparedness for life as well as school to work transition. To achieve this, applying an inclusive and whole education institution approach throughout the education sector, starting from pre-primary education.

5. Ensuring a continuity of education and lifelong learning for girls and women.

6. Providing positive messaging to counter existing cultural stereotypes, which contribute to girls dropping out and prevent girls from pursuing scientific careers.
Thank you!

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Photo: School Girls in Tajikistan