



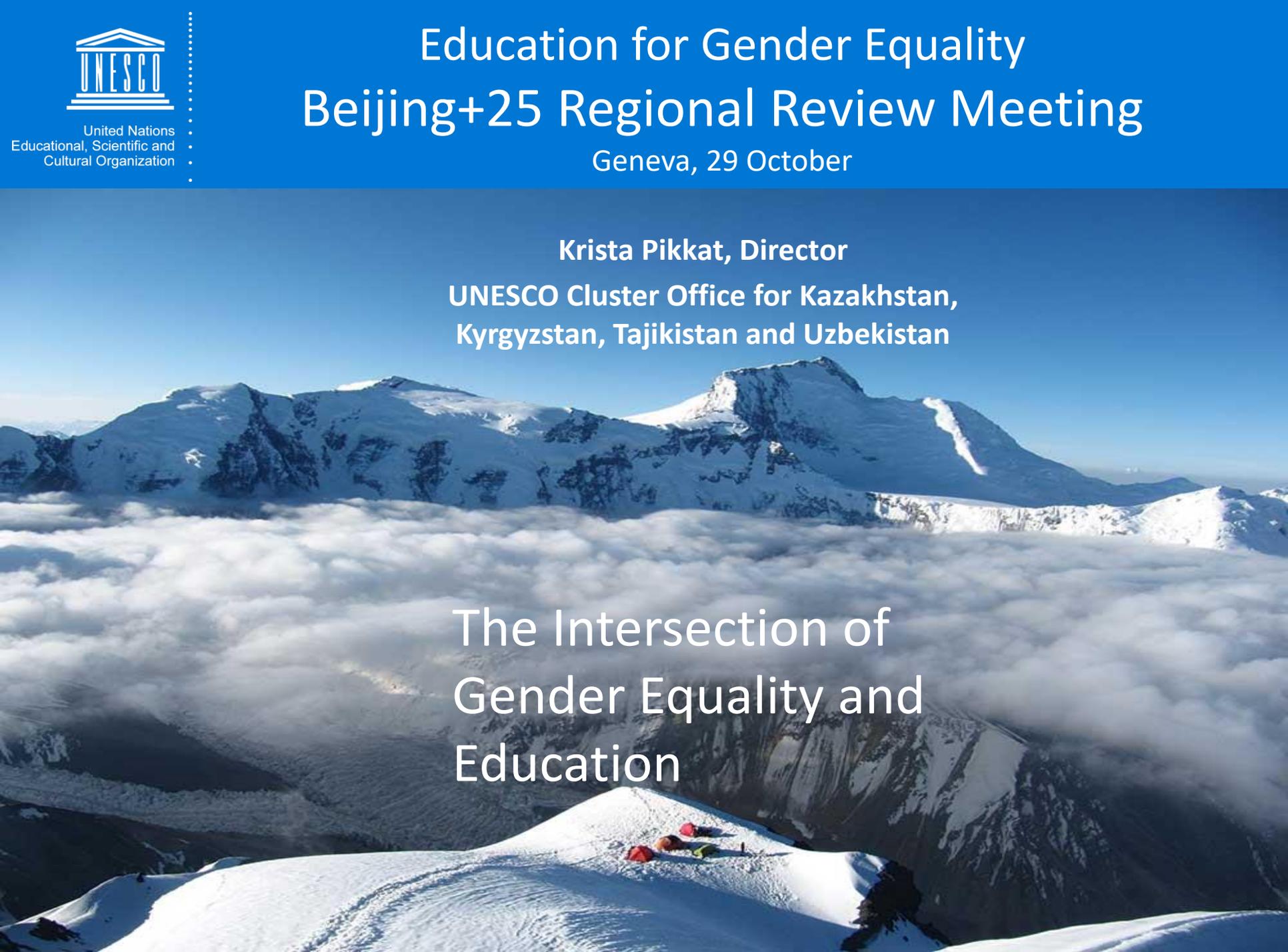
United Nations  
Educational, Scientific and  
Cultural Organization

# Education for Gender Equality Beijing+25 Regional Review Meeting

Geneva, 29 October

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**UNESCO Cluster Office for Kazakhstan,  
Kyrgyzstan, Tajikistan and Uzbekistan**

A wide-angle photograph of a snowy mountain range under a clear blue sky. The foreground shows a snow-covered slope with a few colorful items (possibly gear) lying on it. The middle ground is dominated by a thick layer of white clouds or snow, creating a soft, ethereal atmosphere. In the background, several jagged mountain peaks are visible, some with patches of snow and dark rock. The overall scene is bright and serene.

**The Intersection of  
Gender Equality and  
Education**



# Education Targets by 2030



4.1 Complete free primary and secondary school for all



4.2 Access to early childhood education and care



4.3 Affordable quality technical, vocational, tertiary, and university



4.4 Skills for employment and entrepreneurship



**4.5 Eliminate gender disparities and equal access**



4.6 Ensure all youth and “most” adults have numeracy and literacy



4.7 Education for Sustainable Development (ESD) and Global Citizenship Education (GCED)

# 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

2011 - UNESCO Global Partnership for Girls' and Women's Education, known as "Better Life, Better Future".

2014 - UNESCO Priority Gender Equality Action Plan (2014–2021)

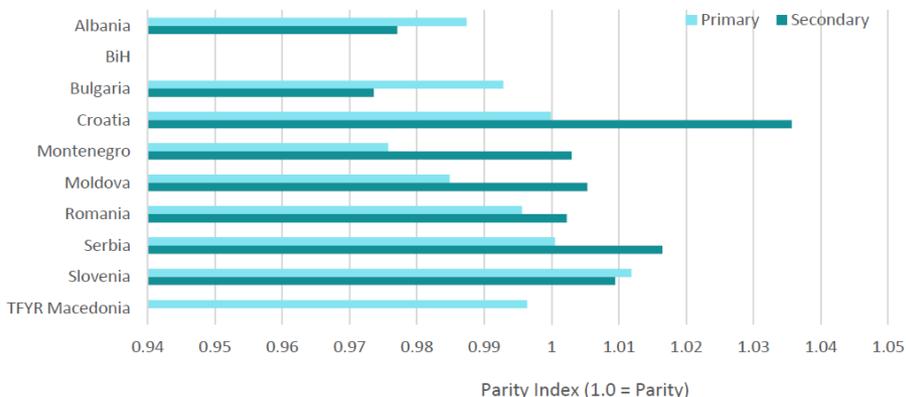
UNESCO Strategy for Gender Equality in and through education 2019-2025

## 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)

Gender Parity Index for Net Enrollment Rates,  
Primary and Secondary



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

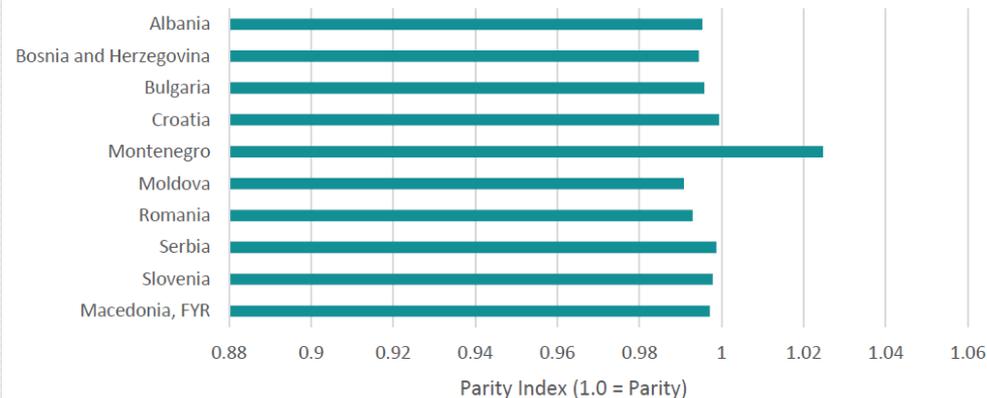
\*Data not available for Bosnia and Herzegovina

Source: UNESCO Institute for Statistics (UIS), <http://data.uis.unesco.org/#>, 2018

***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).***

Figure 6: Gender Parity Index of Effective Transition Rates from Primary to Lower Secondary

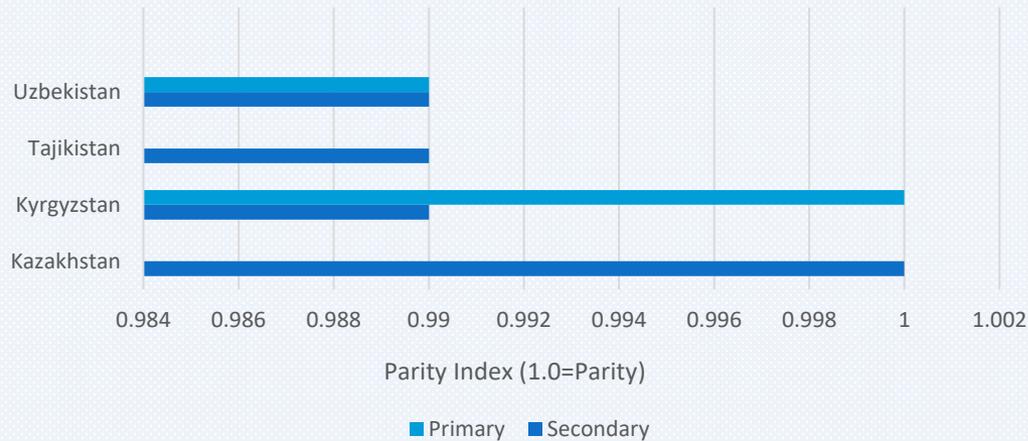
Gender Parity Index of Effective Transition Rate from Primary to Lower Secondary (General Education)



Source: UNESCO Institute for Statistics (UIS), <http://data.uis.unesco.org/#>, 2018

# Gender equality and education in Central Asia

Gender Parity Index for Net Enrollment Rates, Primary and Secondary

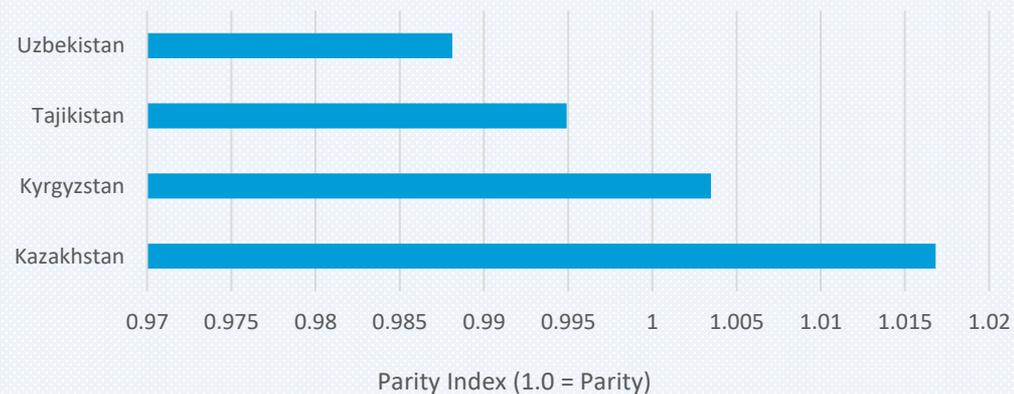


*Four countries have achieved close to gender parity in net enrollment at both the primary and secondary levels. However, Kyrgyzstan has high gender parity at the Primary level but lower net enrollment rates among girls at the Upper Secondary level.*

Source: UNESCO Institute for Statistics (UIS), <http://data.uis.unesco.org/#>, 2019

*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).*

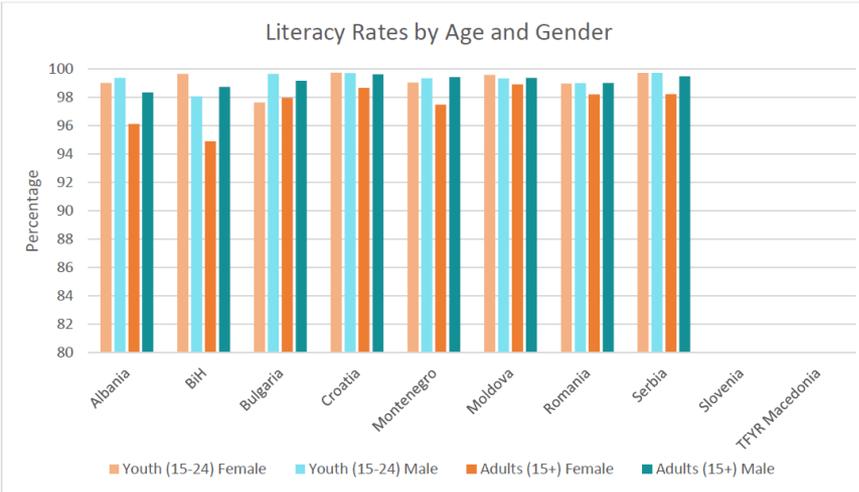
Gender Parity Index of Effective Transition Rate from Primary to Lower Secondary (General Education)



Source: UNESCO Institute for Statistics (UIS), <http://data.uis.unesco.org/#>, 2019

# Gender equality and education in South-East Europe

Figure 15: Literacy Rates Among the Population Age 15+ by Gender

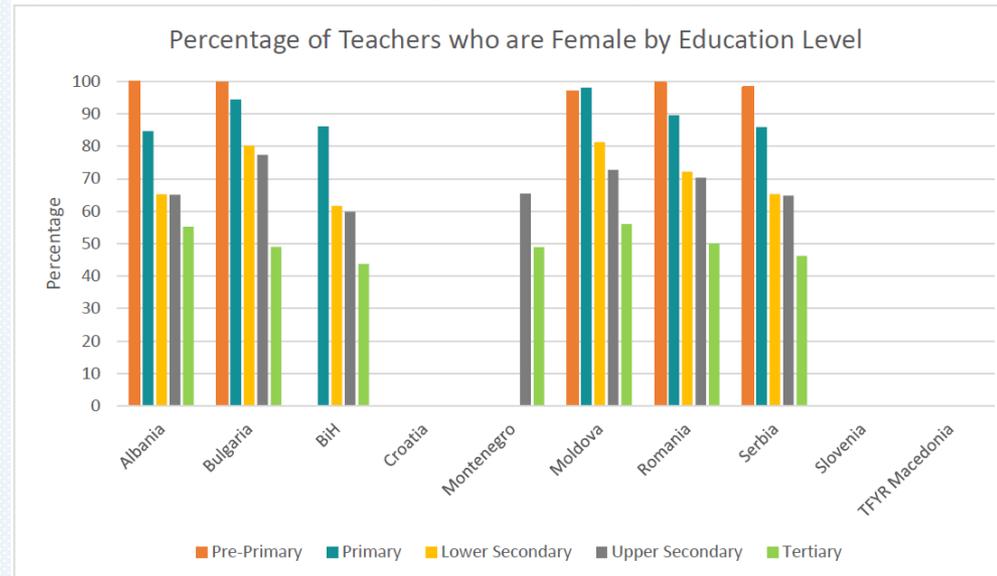


\*Data are not available for Slovenia or the former Yugoslav Republic of Macedonia.  
Source: UNESCO Institute for Statistics (UIS), <http://data.uis.unesco.org/#>, 2018

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

**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)**

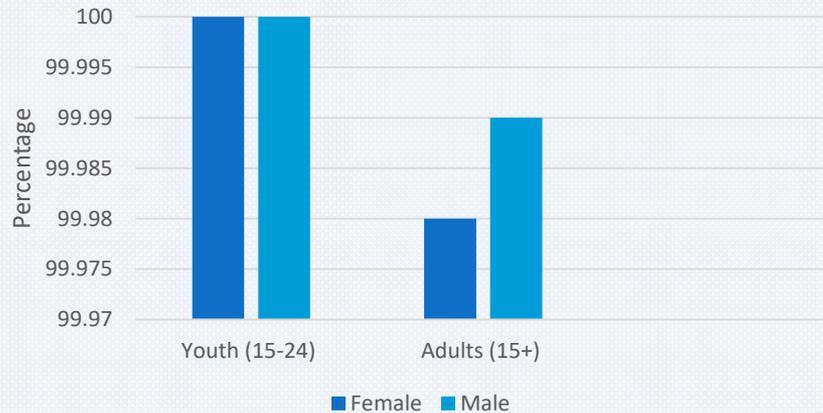
Figure 20: Female Teachers as a Percentage of All Teachers by Education Level



\*Data not available for Croatia, Slovenia, or the former Yugoslav Republic of Macedonia  
Source: UNESCO Institute for Statistics (UIS), <http://data.uis.unesco.org/#>, 2018

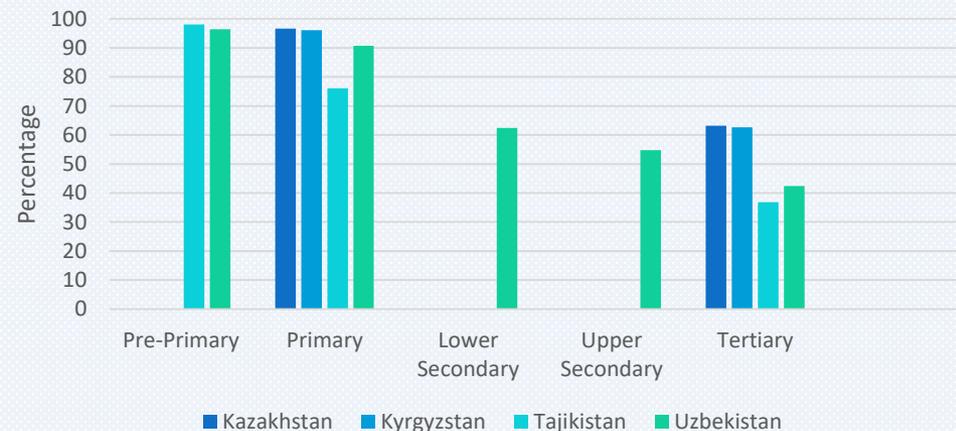
# Gender equality and education in Central Asia

Literacy Rates by Age and Gender, Uzbekistan



*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.*

Percentage of Teachers who are Female by Educational Level



Source: UNESCO Institute for Statistics (UIS), <http://data.uis.unesco.org/#>, 2019

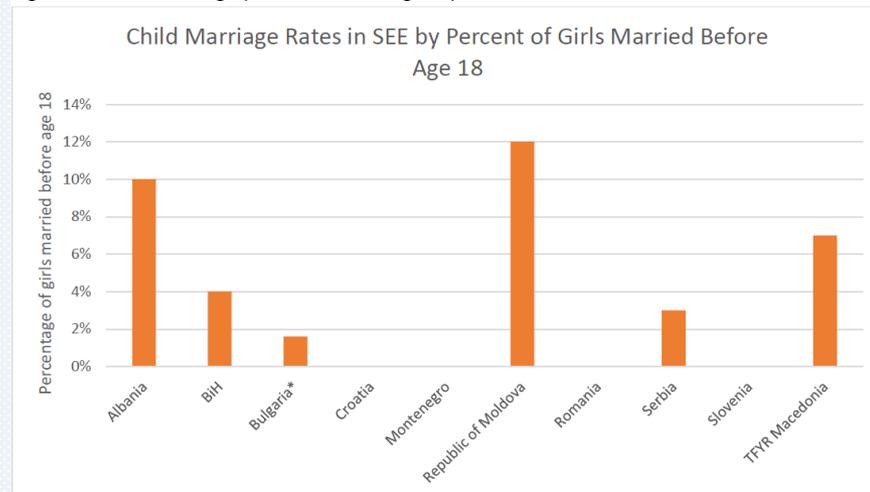
*\*Data not available for Kazakhstan, Kyrgyzstan, and Tajikistan*

Source: UNESCO Institute for Statistics (UIS), <http://data.uis.unesco.org/#>, 2019

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

# Gender equality and education in South-East Europe

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



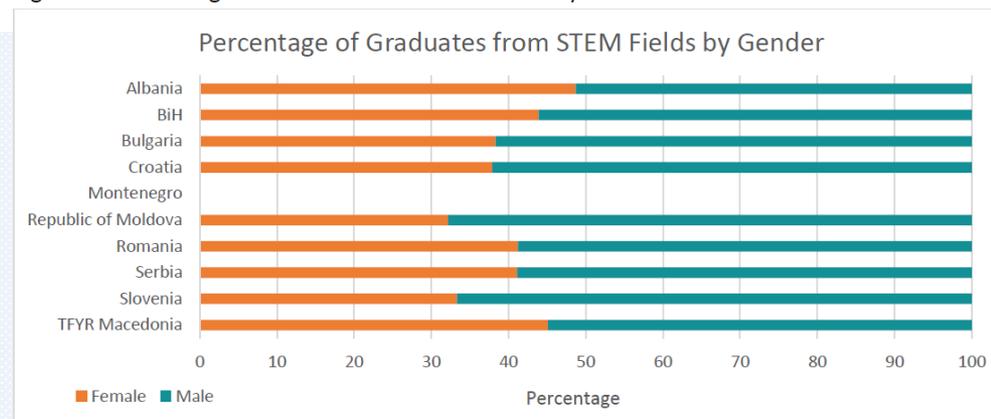
\* Bulgaria's data refer to 2014 and to the percent of total marriages; data are missing for Croatia, Montenegro, Romania, and Slovenia.

Source: UNICEF. (2017), <https://data.unicef.org/topic/child-protection/child-marriage/>

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

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

Figure 16: Percentage of Graduates from STEM Fields by Gender

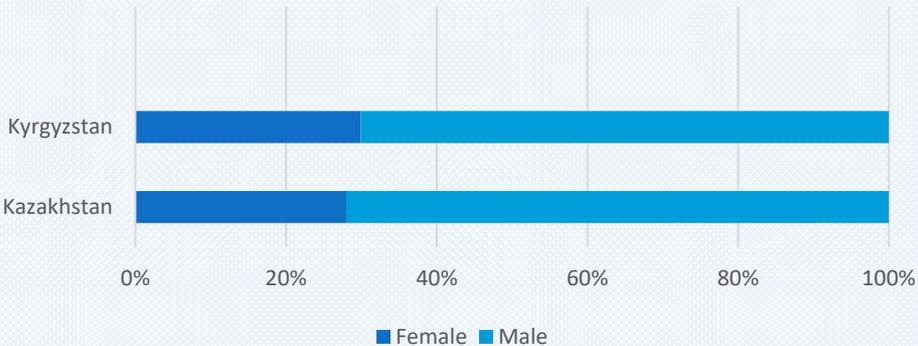


\*Data not available for Montenegro

Source: UNESCO Institute for Statistics (UIS), <http://data.uis.unesco.org/#>, 2018

# Gender equality and education in Central Asia

Percentage of Graduates from STEM Fields by Gender

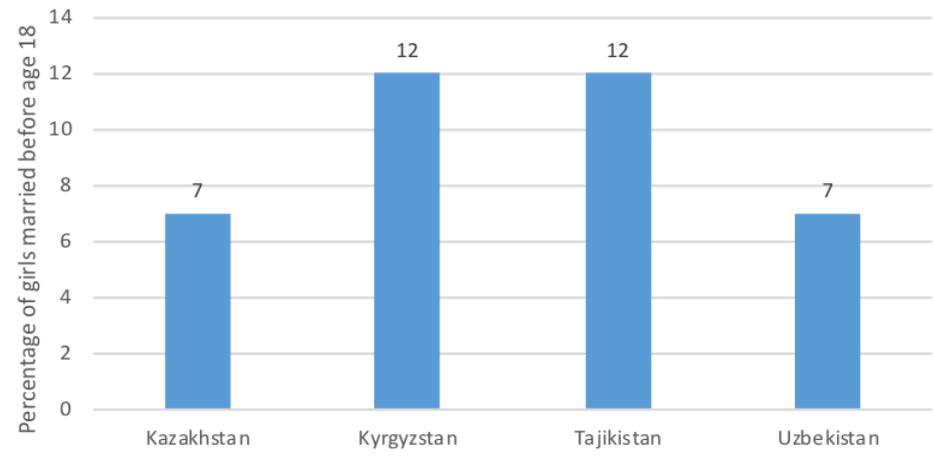


*In Kazakhstan and Kyrgyzstan, % of **STEM female graduates** is significantly lower than that of male graduates (i.e., females accounting for no more than 30%).*

Source: UNESCO Institute for Statistics (UIS), <http://data.uis.unesco.org/#>, 2019

*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.*

Child Marriage Rates in Central Asia by Percent of Girls Married Before Age 18



Source: UNICEF(2018). <https://data.unicef.org/topic/child-protection/child-marriage/>

# Policy Recommendations

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 mainstreaming 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*



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Event / Name / other

Date