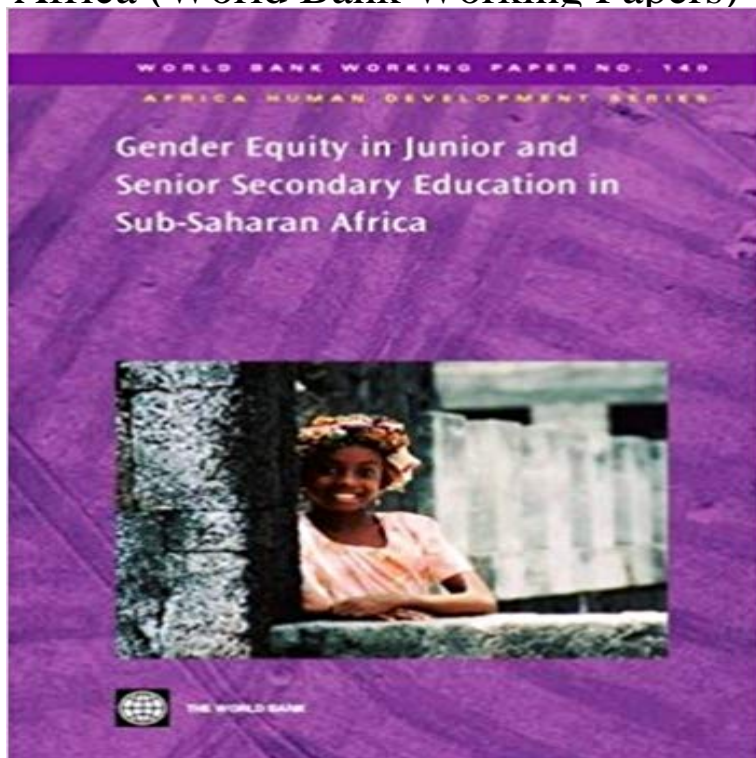


Gender Equity in Junior and Senior Secondary Education in Sub-Saharan Africa (World Bank Working Papers)



This thematic study consists of case studies of Ghana, Malawi, and Uganda, as well as, a review of studies undertaken over the past ten years on education in Africa with particular attention to girls and secondary education. Gender equity at the primary level has been the focus of considerable attention within the Education for All Framework of Action, but much less so at the secondary level. Evidence of gender inequity and inequality in terms of access, retention and performance in secondary education in SSA raises many questions. While transition rates from primary to secondary are higher for girls than boys, and the repetition rates are lower, girls still significantly trail behind boys in graduation and enrollment rates. The purpose of this study is to document and analyze the extent and nature of gender disadvantage in junior and senior secondary education, to analyze the causes of this disadvantage, and to identify strategies that may be effective in reducing or eliminating it. This study was prepared as part of the Secondary Education and Training in Africa (SEIA) initiative which aims to assist countries to develop sustainable strategies for expansion and quality improvements in secondary education and training. All SEIA products are available on its website: www.worldbank.org/afr/seia.

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Gender Equity in Junior and Senior Secondary Education in Sub-Saharan Africa. Front Cover. Esi Sutherland-Addy. World Bank, Africa Region Human Development Department, 2008 - Education - 63 pages Issue 140 of World Bank working paper: Africa human development series, ISSN 1726-5878.

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