

Gender Parity in Education and Employment: A Global Perspective

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Shashi Bala



V.V. Giri National Labour Institute

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V.V. Giri National Labour Institute

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Abbreviations Used

| Abbreviation | Full Form |
|--------------|----------------------------------------------------------------------------|
| AD | Anno Domini |
| ADB | Asian Development Bank |
| AICTE | All India Council for Technical Education |
| AIDS | Acquired Immune Deficiency Syndrome |
| AISHE | All India Survey of Higher Education |
| ASSOCHAM | Associated Chambers of Commerce and Industry |
| BC | Before Christ |
| BRICS | Brazil, Russia, India, China and South Africa |
| BSc | Bachelor of Science |
| BSE | Bombay Stock Exchange |
| BTech | Bachelor of Technology |
| CARA | Central Adoption Resource Agency |
| CBWE | Central Board for Workers Education |
| CEC | Consortium of Educational Communication |
| CEDAW | Convention on the Elimination of All Forms of Discrimination against Women |
| CEO | Chief Executive Officer |
| CITS | Craft Instructors' Training Scheme |
| CMIE | Center for Monitoring India Economy |
| CSWB | Central Social Welfare Board |
| CSWI | Committee on the status of women in India |
| CTS | Craftsmen Training Scheme |
| DBEs | District Boards of Education |
| DFID | Department For International Development |
| DGT | Directorate General of Training |
| DISE | District Information System for Education |
| DPEP | District Primary Education Programme |
| EBB | Educationally Backward Blocks |
| EFA | Education For All |
| EU | European Union |

| Abbreviation | Full Form |
|---------------------|-----------------------------------------------------|
| GDP | Gross Domestic Product |
| GER | Gross Enrolment Ratio |
| GNI | Gross National Income |
| GOI | Government of India |
| GPI | Gender Parity Index |
| HDI | Human Development Index |
| HIV | Human Immunodeficiency Virus |
| HRD | Human Resource Development |
| IBEF | India Brand Equity Foundation |
| ICDS | Integrated Child Development Services |
| ICT | Information and Communication Technology |
| IDMI | Infrastructure Development of Minority Institutions |
| IEDC | Integrated Education for Disabled Children |
| IIM | Indian Institute of Management |
| IIT | Indian Institute of Technology |
| IIWE | Indian Institute of Workers Education |
| ILO | International Labour Organisation |
| ISCED | International Standard Classification of Education |
| IT | Information Technology |
| JRF | Junior Research Fellowship |
| KGBV | Kasturba Gandhi BalikaVidyalaya |
| KGBVS | Kasturba Gandhi BalikaVidyalaya Scheme |
| LFPR | Labour Force Participation Rate |
| LMIS | Labour Market Information System |
| LWE | Left Wing Extremism |
| MCS | Model Cluster Schools |
| MDGs | Millenium Development Goals |
| MDM | Mid Day Meal |
| MDMS | Mid-Day Meal Scheme |
| MES | Modular Employable Skills |
| MHRD | Ministry of Human Resource Development |
| NPE | National Policy on Education |

| Abbreviation | Full Form |
|---------------------|----------------------------------------------------------------|
| MPhil | Master in Philosophy |
| MS | Mahila Samakhya |
| NAG | National Agenda for Governance |
| NMEICT | National mission in education through ICT |
| NCMP | National Common Minimum Programme |
| NCPCR | National Commission for Protection of Child Rights |
| NCR | National Capital Region |
| NCW | National Commission for women |
| NDTV | New Delhi Television Limited |
| NE | North-Eastern |
| NET | National Eligibility Test |
| NGOs | Non Governmental Organisations |
| NIEPA | National Institute of Educational Planning and Administration |
| NIPCCD | National Institute of Public Cooperation and Child Development |
| NPEGEL | National Programme for Education of Girls at Elementary Level |
| NSDA | National Skill Development Agency |
| NSDC | National Skill Development Corporation |
| NSQF | National Skills Qualifications Framework |
| NUEPA | National University of Educational Planning and Administration |
| NVTI | National Vocational Training Institute |
| OBC | Other Backward Class |
| OECD | Organisation for Economic Co-operation and Development |
| OLS | Open Learning System |
| PhD | Doctor of Philosophy |
| PPP | Private Public Partnership |
| PR | Panchayat Raj |
| RMK | Rashtriya Mahila Kosh |
| RMSA | Rashtriya Madhyamik Shiksha Abhiyan |

| Abbreviation | Full Form |
|---------------------|---------------------------------------------------------------------------------|
| RPL | Recognition of Prior Learning |
| RTE | Right to Education |
| RVTI | Regional Vocational Training Institute |
| SAARC | Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka |
| SAP | Special Action Plan |
| SC | Scheduled Caste |
| SMCs | School Management Committees |
| SDCs | Skill Development Centers |
| SEBCs | Socially and Educationally Backward Classes |
| SIP | School Improvement Programme |
| SPQEM | Scheme for Providing Quality Education in Madarsas |
| SSA | SarvaShikshaAbhiyan |
| ST | Scheduled Tribes |
| TVET | Technical and Vocational Education Training |
| UEE | Universalization of Elementary Education |
| UGC | University Grants Commission |
| UIS | UNESCO Institute of Statistics |
| UN | United Nations |
| UNDG | United Nations Development Group |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations International Children's Emergency Fund |
| UPS | Usual Principal Status |
| US | United States |
| VECs | Village Education Committees |
| VET | Vocational Education and Training |

Preface

Gender inequality is an universal truth. To achieve gender equality in different fields is now one of the important priorities in the world. There are various forms of gender inequalities; and inequality in education is one of them. Gender-based discrimination in education is both a cause and a consequence of broader forms of gender inequality in society. Gender inequalities have impacts not just on girls or women, but also on human development, labor market, productivity, GDP growth and on many other related issues. Reducing the gender inequality in education is both an objective as well as a target of achieving gender equality. When we are talking about education and employment gap it is important to view the gender gap persistent in today's world in employment and labour force participation rate at a global level. The gender gap has been narrowing globally, with regard to Labour Force Participation Rate (LFPR) for women and men. In 1990s the gap between male to female LFPR decreased from 27.9 to 26.1 percentage points, with men's rates falling faster than that of women's, in most of the regions. According to Global Employment Trends for Youth Report 2015, ILO, in the last decade, between the years 2004 to 2014, this gap remained almost constant, with both men's and women's participation rate falling equally.

This Report is organised into three Chapters. Chapter-One reviews gender parity in education and employment at global level. This Chapter consists of four sections. In the First Section of the study, various global initiatives undertaken for reducing gender inequality are discussed, such as Universal Declaration of Human Rights, 1948; Convention Against Discrimination in Education, 1960; Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1979; World Declaration on Education for All, 1990; Beijing Declaration and Platform for Action, 1995; World Education Forum's Education For All (EFA) Strategy, 2000; United Nations Millennium Development Goals (MDGs), 2000 and Organisation for Economic Cooperation and Development's "three Es", 2011.

In the Second Section, gender inequality in education is examined in terms of out-of-school children, total enrolment in different levels of education, youth and adult literacy rate, gender parity index on the basis of gross enrolment ratio, etc. for the world as whole. In this section, different countries are classified into several categories on the basis of Gross National Income Per Capita and Human Development Index. Regional classification is done on the basis of International Standard Classification of Education (ISCED) mappings and World Economic Forum classification.

Different countries are classified on the basis of Gross National Income Per Capita according to classification by the World Bank and on the basis

of Human Development Index by the United Nations Development Programme (UNDP). The variables considered for identifying gender inequality are: out-of-school children, percentage of enrolment by level of education, percentage of enrolment by programme orientation and percentage of enrolment by field of study in tertiary education.

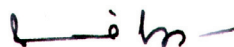
In Section Four gender inequality is shown in different countries on the basis of employment by education level.

Chapter Two reviews the gender parity achieved in education and employment in India. This Chapter consists of four sections. Section One deals with growing concern over media on the education system and unemployment condition in India in the recent years.

Section Two reviews the educational development in India in pre-independence era, periodised as the Vedic or Upanishad period, the Buddhist period, the Medieval period, the Mughal period and the modern period. Section Three brings out the educational development in India during planning period. Section Four analyses the various skill development initiatives undertaken in India for women. Section Five looks into major initiatives undertaken by different ministries and organisations for education, employment and human development. Section Six evaluates the present status of education and employment scenario in India. Chapter-Three provides a summary of the Report.

Despite initiatives and campaigns to reduce the gender gap in education and to break the barriers that keep girls out of school, the gender inequality in education though not completely eliminated, yet it is found to have declined in the recent years. The Government of India followed the path of planned development in India and various policies and programmes have been formulated and implemented for empowerment of women. Various schemes specially designed for improving the socio economic status of women are being implemented from time to time. But still the achievement of gender equality in education and employment in India remains much to be desired. The present study is an attempt to underscore the import aspects of gender inequalities. The study also suggests important policy and programme concerns which will help close the gender gap in education and employment.

I hope the study would be useful to the researchers, the policy makers, and other academicians who can contribute towards successful handling the challenging issue relating to the people in general and youth in particular in India.



Manish Kumar Gupta
Director General

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Shashi Bala

CHAPTER-I

GENDER PARITY IN EDUCATION AND EMPLOYMENT: A GLOBAL PERSPECTIVE

1.1 INTRODUCTION

Education is a basic human right; and it plays a significant role in the development of a human being, a society, a community and a country. At personal level education imparts self-confidence, self-motivation, carefulness, and the desire and ability to set personal goals for the future. Providing education to all children, especially girl children, works as important catalyst to save and improve the lives of women and girls, to cut the trap of poverty, to reduce gender inequality, to fight with the spread of HIV/AIDs and other diseases, to increase the standard of living of the family, to form stronger families, to improve child health, to attain higher economic growth, to achieve better services, etc.

Gender inequality is a challenging global issue with huge impacts not just on girls or women, but also on human development, labor market, productivity, GDP growth, inequality and on many more related issues. In the present era when we are talking about inclusive Growth, gender equality becomes both the means to achieve inclusive growth, as well as one of the important targets of inclusive growth. Gender inequality in education is a face of gender inequality in general. Reducing the gender inequality in education is both an objective as well as a target of achieving gender equality. When we are talking about education and employment gap it is important to view the gender gap persistent in today's world in employment and labour force participation rate at a global perspective. The gender gap has decreased globally, in terms of fall in the gap between Labour Force Participation Rate (LFPR) for women to that of men. In 1990s the gap between male to female LFPR decreased from 27.9 to 26.1 percentage points, with men's rates falling faster than that of women's, in most of the regions. According to Global Employment Trends for Youth Report 2015, ILO, in the last decade, between the years 2004 to 2014, this gap remained almost constant, with both men's and women's participation rate falling equally.

1.2 GLOBAL INITIATIVES TOWARDS ACHIEVING GENDER PARITY IN EDUCATION

Gender inequality is a global truth and achieving gender equality is a global priority. There are various forms of gender inequality and inequality

in education is one of them. Gender-based discrimination in education is both a cause and a consequence of broader forms of gender inequality in society. To break the cycle, various organisations are committed to promoting gender equality in and through education systems. UNESCO encourages mainstreaming gender equality issues in education at all levels (from early childhood to higher education), in all settings (from formal, non-formal and informal), and in all intervention areas (from planning infrastructure to training teachers).

1.2.1 World Education Forum's- Education For All (EFA) Strategy, 2000

In April 2000, at the World Education Forum, members from 164 country governments, representatives from regional groups, international organisations, donor agencies, and non-governmental organisations assembled in Dakar, Senegal, to set an agenda for achieving education for all by 2015. The Dakar Framework for Action was formulated, which comprise of 6 goals and 12 strategies to meet those goals. The goals and strategies adopted are:

Goals

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Strategies

1. Mobilise strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education.
2. Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies.
3. Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development.
4. Develop responsive, participatory and accountable systems of educational governance and management.
5. Meet the needs of education systems affected by conflict, natural calamities and instability, and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict.
6. Implement integrated strategies for gender equality in education that recognise the need for change in attitudes, values and practices.
7. Implement education programmes and actions to combat the HIV/AIDS pandemic as a matter of urgency.
8. Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning, with clearly defined levels of achievement for all.
9. Enhance the status, morale and professionalism of teachers.
10. Harness new information and communication technologies to help achieve EFA goals.
11. Systematically monitor progress towards EFA goals and strategies at the national, regional and international levels.
12. Build on existing mechanisms to accelerate progress towards education for all.

1.2.2 United Nations Millennium Development Goals(MDGs), 2000

The Millennium Development Goals (MDGs) were established following the Millennium Summit of the United Nations held in September 2000, when 189 United Nations members (now there are 193 members) and 23 international organisations were committed to achieve the Millennium Development Goals by 2015. The goals set were:

1. To eradicate extreme poverty and hunger
2. To achieve universal primary education

3. To promote gender equality
4. To reduce child mortality
5. To improve maternal health
6. To combat HIV/AIDS, malaria, and other diseases
7. To ensure environmental sustainability
8. To develop a global partnership for development

According to the Millennium Development Goal 2, there should be achievement of universal primary education by 2015 for children everywhere, so that boys and girls should complete a full course of good quality primary education by 2015. Millennium Development Goal 3, targeted achieving gender equality and women empowerment and specially to eliminate gender disparity in primary and secondary education, preferably by 2005, and at all levels no later than 2015.

Despite the emphasis on gender parity in both the EFA goals and the MDGs, the early 2005 deadline for ensuring equal numbers of boys and girls are enrolled in primary and secondary schooling was missed. And at the United Nations World Summit 2005, the member countries reaffirmed their commitment to 'eliminate gender inequality and imbalance' as well as 'renew efforts to improve girls' education' (United Nations, 2005). But this goal is evidently taking a long time to be achieved.

According to the EFA Global Monitoring Report, 2015 of the United Nations Educational, Scientific and Cultural Organisation

- Between 2000 and 2015, the number of girls for every 100 boys has risen from 92 to 97 in primary education and from 91 to 97 in secondary education.
- There are 84 million fewer out of school children and adolescents since 2000; 52 million of these are girls.
- The number of countries that have achieved gender parity in both primary and secondary education from 2000 to 2015 has increased from 36 to 62.
- Fewer than half of countries will have achieved the Education for All goals on gender parity in primary and secondary education by 2015. No country in sub-Saharan Africa is projected to achieve parity at both levels by the deadline.
- Gender disparities widen the higher up the education system you go. In pre-primary education, 70% of countries have achieved gender parity, compared to around 66% in primary, 50% in lower secondary, 29% in upper secondary and only 4% in tertiary.

- Girls, and particularly the poorest, continue to face the greatest challenges in accessing primary school. Nine percent of children around the world are out of school. Among these, almost half of the girls will never set foot in a classroom, equivalent to 15 million girls, compared with just over a third of the boys. However, while girls are less likely to enroll in primary school in the first place, boys are more likely to leave school early.
- Gender disparities in secondary education are closing, but still remain and are most extreme for girls. In 2012, there were at least 19 countries with fewer than 90 girls for every 100 boys, of which the majority were in the Arab States and sub-Saharan Africa.
- Boys are more likely than girls to drop out of upper secondary education. Only 95 boys for every 100 girls complete this level, with barely any change since 2000. In OECD countries, 73% of girls compared with 63% of boys complete upper secondary education on time.
- More women than men are enrolled in tertiary education except in South and West Asia and sub-Saharan Africa. In addition, extreme disparities are increasing rather than decreasing at this level.
- Gender gaps in youth literacy are narrowing. However, fewer than seven out of every ten young women in sub-Saharan Africa are expected to have basic literacy skills by 2015.
- The lack of progress in literacy among adult women is particularly stark: two-thirds of adults lacking basic literacy skills are women, a proportion unchanged since 2000. Half of adult women in South and West Asia and sub-Saharan Africa cannot read or write.

1.2.3 Other Initiatives

Prior to World Education Forum's Education For All (EFA) Strategy and United Nations Millennium Development Goals (MDGs), many more international conventions were held focusing gender equality that needed to be discussed are as follows:

Universal Declaration of Human Rights, 1948

Education as a basic human right was first stated in the Universal Declaration of Human Rights in 1948 and this is again reaffirmed in the Convention on the Rights of the Child, agreed by the United Nations General Assembly in New York in 1989 and the World Declaration on Education for All in 1990.

- **UNESCO Convention against Discrimination in Education, 1960**

The Convention states unequivocally that discrimination in education is a violation of rights enunciated in the Universal Declaration of Human

Rights. It is UNESCO's first international instrument in the field of education to have binding force in international law. Its purpose is not only the elimination of discrimination in education, but also the adoption of measures to promote equality of opportunity and treatment.

- **Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1979**

In 1979 the United Nation's Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) provided the basis for realising equality between women and men through ensuring women's equal access to, and equal opportunities in, political and public life, as well as affirming the reproductive rights of women.

- **World Declaration on Education for All, 1990**

World Declaration on Education for All was adopted by the World Conference on Education for All, in Jomtien, Thailand. It set targets and strategies to meet the basic learning needs of all. The goal was to achieve universal access to learning; focus on equity; emphasise learning outcomes; broaden the means and the scope of basic education; enhance the environment for learning; and strengthen partnerships.

- **Beijing Declaration and Platform for Action, 1995**

Beijing Declaration and Platform for Action had an agenda for women's empowerment. It seeks to remove all the obstacles to women's active participation in all spheres of public and private life through a full and equal share in economic, social, cultural and political decision-making.

- **Organisation for Economic Cooperation and Development's "three Es", 2011**

In 2011 the OECD Council meeting at Ministerial level took an initiative to help governments in reducing gender inequality in Education, Employment and Entrepreneurship (known as the "three Es"). Reducing persistent gender inequalities is necessary not only for reasons of fairness and equity but also is an economic necessity. Greater economic opportunities for women help to increase labour productivity, and higher female employment widens the base of taxpayers. More gender diversity helps to promote innovation and competitiveness in business. Greater economic empowerment of women and greater gender equality in leadership are key components of the OECD's wider agenda to develop policies for stronger, better and fairer growth.

1.3 GENDER PARITY IN EDUCATION IN A GLOBAL PERSPECTIVE: ACHIEVEMENTS AND FAILURES

Gender equality in educational attainment has a moderate or strong correlation with most of the indicators of gender equality in society. According to a study conducted by McKinsey Global Institute, “women who enjoy parity in education are more likely to share unpaid work with men more equitably, to work in professional and technical occupations, and to assume leadership roles. Narrower gender gaps in educational attainment are strongly correlated with the status of girls and women in the family, measured by the prevalence of child marriage and violence against women. Higher education and skills training raise women’s labour participation. Keeping girls in school for longer provides a space to help educate them about their rights and their health, and helps to make headway on child marriage, family planning, maternal health, and sex-selective abortion.”

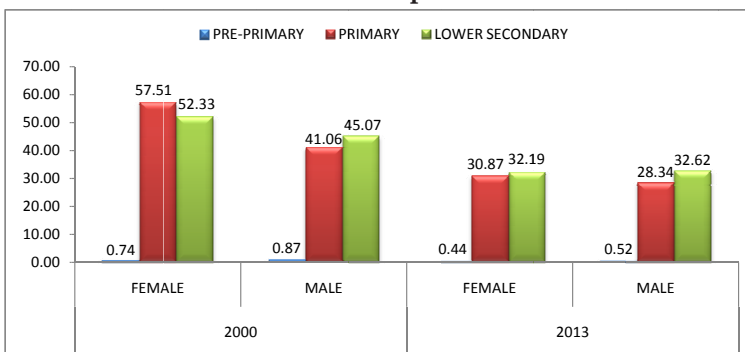
Despite various initiatives and campaigns to reduce the gender gap in education and to break the barriers that keep girls out of school, the gender inequality in education though not completely eliminated, it is found to have declined in recent years. This can be observed from various indicators of educational development. In this study we have made a comparative analysis by taking into consideration the cross sectional data on various indicators for the year 2000 and 2013 available from UNESCO Institute for Statistics database.

Table 1.1: Number of Out-of-School Children, 2000 and 2013 (in millions)

| Different Levels of Education | 2000 | | 2013 | |
|-------------------------------|--------|-------|--------|-------|
| | Female | Male | Female | Male |
| Pre-primary | 0.74 | 0.87 | 0.44 | 0.52 |
| Primary | 57.51 | 41.06 | 30.87 | 28.34 |
| Lower Secondary | 52.33 | 45.07 | 32.19 | 32.62 |

Source: UIS Database, Annexure-I

Figure 1.1: Number of Out-of-School Children, 2000 and 2013: Global Perspective



Source: UIS Database, Annexure-I

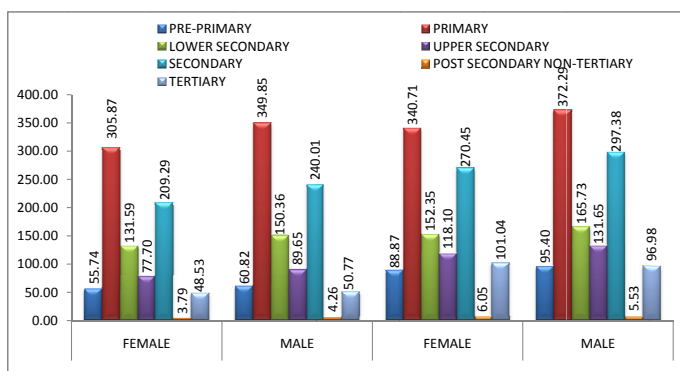
There is a sharp decline in number of out of school children in case of pre-primary school age, primary school age and lower secondary school age, both in the case of male and female (as shown in Table 1.1 and Figure 1.1). In pre-primary and primary levels, it can be observed that the out-of-school girls were more than the out of school boys for the year 2000. Due to various efforts to reduce the gender gap and to improve the situation of education for girls, the gap between the female and male out of school children reduced in 2013 in comparison to 2000. For the out of school children at pre-primary level, 0.4 million girls were out of school, where as 0.5 million boys were out of school. In case of the number of out of school children in primary school age, more girls were out of school than boys in 2013 (30.87 million girls and 28.34 million boys), but the proportion is found to have declined in these years. Among adolescents of lower secondary school age, the proportion of out-of-school boys and girls became almost equal in 2013, i.e. 32.19 million and 32.62 million for boys and girls respectively. Overall, it can be observed that the number of out of school children have decreased in these years, which indicates a positive trend of education development at the global perspective.

Table 1.2: Enrolment in Different Levels of Education (in millions)

| Different Levels of Education | 2000 | | 2013 | |
|-------------------------------|--------|--------|--------|--------|
| | Female | Male | Female | Male |
| Pre-primary | 55.74 | 60.82 | 88.87 | 95.40 |
| Primary | 305.87 | 349.85 | 340.71 | 372.29 |
| Lower Secondary | 131.59 | 150.36 | 152.35 | 165.73 |
| Upper Secondary | 77.70 | 89.65 | 118.10 | 131.65 |
| Secondary (Aggregate) | 209.29 | 240.01 | 270.45 | 297.38 |
| Post Secondary Non-tertiary | 3.79 | 4.26 | 6.05 | 5.53 |
| Tertiary | 48.53 | 50.77 | 101.04 | 96.98 |

Source: UIS Database, Annexure-II

Figure 1.2: Enrolment in Different Levels of Education (in millions), 2000 and 2013: Global Perspective



Source: UIS Database, Annexure-II

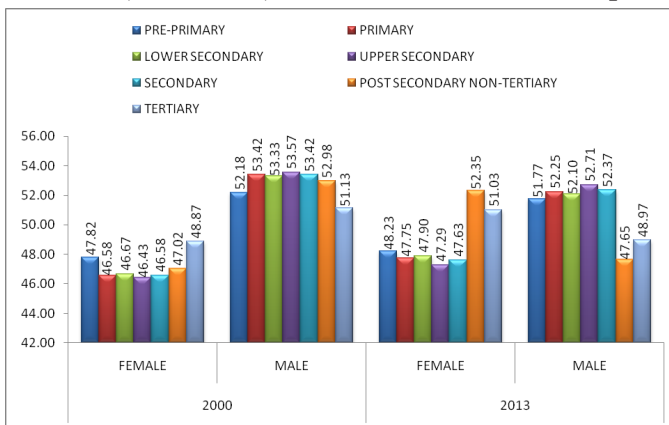
To achieve gender equality in education, the first step is to achieve gender parity in enrolment. Enrolment in different levels of education (in millions) for the year 2000 and 2013 are shown in Table 1.2 and Figure 1.2. The enrolment of girls is consistently found to be lower than boys at all the levels of education in the year 2000. The gap in enrolment is found to be very high in case of primary education, lower secondary education and secondary education at an aggregate level. The gap in enrolment between girls and boys continued to exist in 2013 also. In case of pre-primary education, primary education, lower secondary education, higher secondary education and secondary education, at an aggregate level, the girl’s enrolment was lower than that of boys. During 2013 it was observed that the enrolment of girls exceeded in post secondary non-tertiary education and tertiary education. The enrolment of girls was 6.05 million as against 5.53 million of boys at post secondary non-tertiary education and in case of non-tertiary education the enrolment of girls and boys are 101.04 million and 96.98 million respectively.

Table 1.3: Percentage of Students Enrolled in Different Levels of Education

| Different Levels of Education | 2000 | | 2013 | |
|-------------------------------|--------|-------|--------|-------|
| | Female | Male | Female | Male |
| Pre-primary | 47.82 | 52.18 | 48.23 | 51.77 |
| Primary | 46.58 | 53.42 | 47.75 | 52.25 |
| Lower Secondary | 46.67 | 53.33 | 47.90 | 52.10 |
| Upper Secondary | 46.43 | 53.57 | 47.29 | 52.71 |
| Secondary | 46.58 | 53.42 | 47.63 | 52.37 |
| Post Secondary Non-tertiary | 47.02 | 52.98 | 52.35 | 47.65 |
| Tertiary | 48.87 | 51.13 | 51.03 | 48.97 |

Source: Computed from UIS Database, Annexure-II

Figure 1.3: Percentage of Students Enrolled in Different Levels of Education (in millions), 2000 and 2013: Global Perspective



Source: Computed from UIS Database, Annexure-II

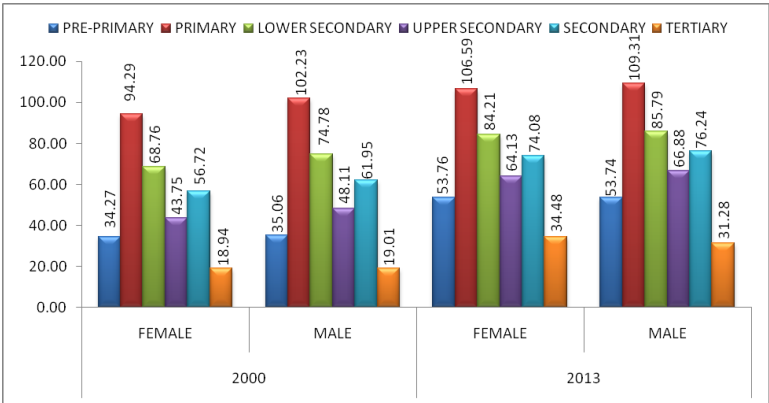
When looked into the percentage of students enrolled at different levels of education (Table 1.3 and Figure 1.3) for the year 2000, it was found that the percentage of girls enrolled at all the levels were lower than the percentage of boys. It is also observed that the proportion of girls enrolled at different levels is roughly almost near to each other at all the levels (it varies between 46% to 48%). Similar is the case for the percentage of enrolled at different levels (it varies between 51% to 53%). For the year 2013 the percentage of enrolment of girls at different levels are found to be lower than that of boys, only except in case of post secondary non-tertiary education and tertiary education. For these two levels of education, the percentage of girls enrolled exceeds than that of boys. The percentage of enrolment of girls was 52.35% as against 47.65% of boys at post secondary non-tertiary education and in case of non-tertiary education the percentage of girls and boys are 51.03% and 48.97% respectively. If we compare the percentage of enrolment of girls in both the years, i.e.g. 2000 and 2013, there is marginal improvement in the enrolment of girls at all the levels, whereas for boys it is found to have declined.

Table 1.4: Gross Enrolment Ratios at Different Levels of Education (in %)

| Different Levels of Education | 2000 | | 2013 | |
|-------------------------------|--------|--------|--------|--------|
| | Female | Male | Female | Male |
| Pre-primary | 34.27 | 35.06 | 53.76 | 53.74 |
| Primary | 94.29 | 102.23 | 106.59 | 109.31 |
| Lower Secondary | 68.76 | 74.78 | 84.21 | 85.79 |
| Upper Secondary | 43.75 | 48.11 | 64.13 | 66.88 |
| Secondary | 56.72 | 61.95 | 74.08 | 76.24 |
| Post Secondary Non-tertiary | 18.94 | 19.01 | 34.48 | 31.28 |
| Tertiary | 34.27 | 35.06 | 53.76 | 53.74 |

Source: UIS Database, Annexure-III

Figure 1.4 Gross Enrolment Ratios in Different Levels of Education (in millions), 2000 and 2013: Global Perspective



Source: UIS Database, Annexure-III

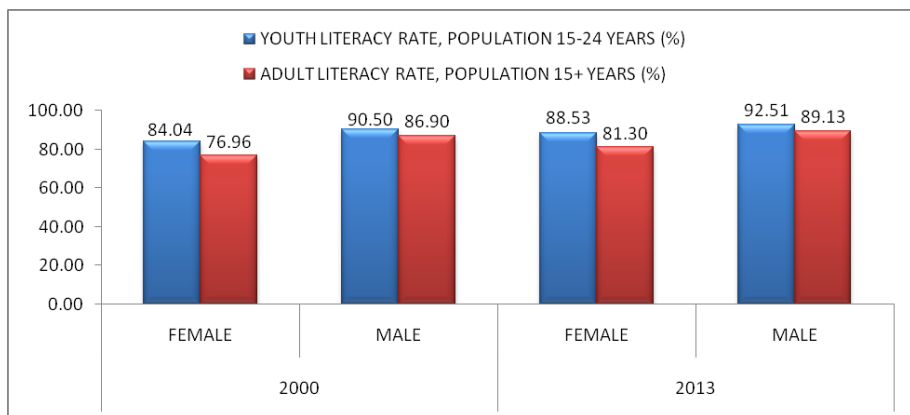
The Gross enrolment ratios at different levels of education are shown in Table 1.4 and Figure 1.4. The United Nations Educational, Scientific and Cultural Organisation (UNESCO), describes ‘Gross Enrolment Ratio’ as the total enrolment within a country “in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education.” For the year 2000 it is found to be lower in case of girls than boys for all the levels of education. Whereas in the year 2013, the gross enrolment ratios of girls in post secondary non-tertiary education has exceeded the gross enrolment ratios of boys. It is found to be almost same in case of tertiary education, i.e. 53.76% of girls and 53.74% of boys. Other than the post secondary non-tertiary education and tertiary education, in case of all the other levels of education the gap between the gross enrolment ratios of girls and boys have found to be comparatively decreased in 2013 than in 2000.

Table 1.5: Youth and Adult Literacy Rate (in %)

| Literacy Rate | 2000 | | 2013 | |
|-------------------------------------------------|--------|-------|--------|-------|
| | Female | Male | Female | Male |
| Youth literacy rate, population 15-24 years (%) | 84.04 | 90.50 | 88.53 | 92.51 |
| Adult literacy rate, population 15+ years (%) | 76.96 | 86.90 | 81.30 | 89.13 |

Source: UIS Database, Annexure-V

Figure 1.5: Youth and Adult Literacy Rate, 2000 and 2013: Global Perspective



Source: UIS Database, Annexure-V

Other than the numbers of drop-outs and enrolment at different levels of education, literacy rate is also an indicator of educational development. Youth and adult literacy rates are shown in Table-1.5 and Figure 1.5, for both females and males for the years 2000 and 2013. Like other indicators the female literacy rate is found to be lower than that of male literacy rate, both in case of youth literacy rate and adult literacy rate. In 2000 the youth literacy rate for the age group of population between 15 to 24 years, the female literacy rate was 84.04% and male literacy rate was 90.50%. For the same year adult literacy rate for the age group of population more than 15 years for female was 76.96% and for male it was 86.90%. In 2013 youth literacy rate was 88.53% and 92.51% respectively for female and male. The adult literacy rate was 81.30% and 89.13% respectively for female and male. It can be observed that the overall literacy rates have increased during these years and the gap between the male and female literacy rates have slightly decreased.

Gender Parity Index (GPI) is the ratio of girls to boys enrolled at different levels of education. Gender parity index is an indicator to measure the educational development and to standardise the effects of the population structure of the appropriate age groups, the gender parity index of the Gross Enrolment Ratio (GER) for each level of education is used. GPI on the basis of gross enrolment ratios at an aggregate for the world for different levels of education are shown in Table 1.6 and Figure 1.6 and percentage of countries by GPI on the basis of gross enrolment ratios at different education levels for the year 2000 and 2013 are shown in Table 1.7 and Figure 1.7.

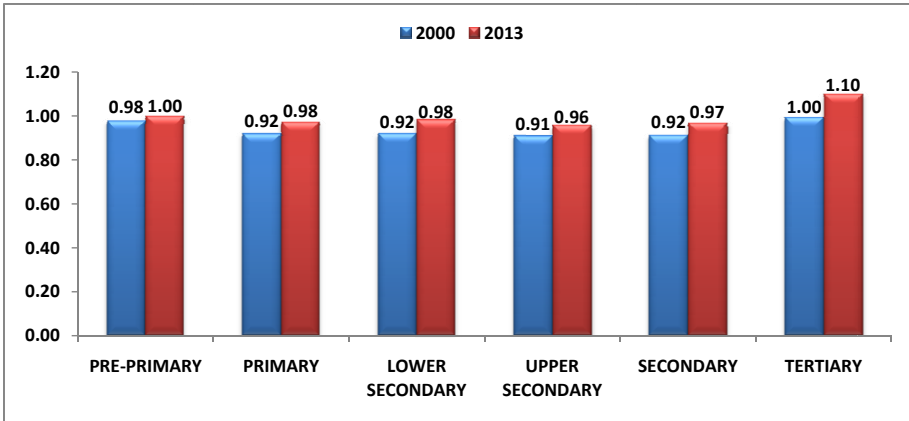
Table 1.6: Gender Parity Index (GPI) on the Basis of Gross Enrolment Ratio at Different Levels of Education

| Levels of Education | 2000 | 2013 |
|---------------------|------|------|
| Pre-primary | 0.98 | 1.00 |
| Primary | 0.92 | 0.98 |
| Lower secondary | 0.92 | 0.98 |
| Upper secondary | 0.91 | 0.96 |
| Secondary | 0.92 | 0.97 |
| Tertiary | 1.00 | 1.10 |

Source: UIS Database, Annexure-IV

(Note: The data considered is at an aggregate for world as given in UIS database.)

Figure 1.6: Gender Parity Index (GPI) on the Basis of Gross Enrolment Ratio at Different Levels of Education, 2000 and 2013: In a Global Perspective



Source: UIS Database, Annexure-IV

A Gender Parity Index of 1 indicates parity between both the sexes, when it varies between 0 and 1 it means a disparity in favour of males and when it is greater than 1 it indicates a disparity in favour of females. The data shown in Table 1.6 is at an aggregate for the world as given in UIS database. According to this in the year 2000 gender disparity was found in gross enrolment ratio in pre-primary, primary, lower secondary, upper secondary and secondary at an aggregate. In 2013 there is gender parity in primary education and gender disparity in favour of female is found for tertiary education. The data shows that in the year 2000 there was gender parity in gross enrolment at tertiary level of education but as it is at an aggregate for world and the data for all the countries are not available for same indicator, it is giving us a clear picture about the scenario.

Thus it will be relevant to look into the data for the same indicators as mentioned in the Table 1.6 from a different perspective. Only countries with data for each of the two years (2000 and 2013) were available are included are shown in Table 1.7 and Figure 2.7. It shows the percentage of countries which have achieved gender parity in terms of gross enrolment ratio ($GPI=1$), percentage of countries where there is gender disparity in favour of males ($0 \leq GPI \leq 1$) and percentage of countries where there is gender disparity in favour of females ($GPI > 1$).

Since 2000 the proportion of countries achieving gender parity in education as measured by gender parity index has increased, though the progress has been uneven across education levels and disparities still persists. The proportion of countries showing gender parity at the pre-primary

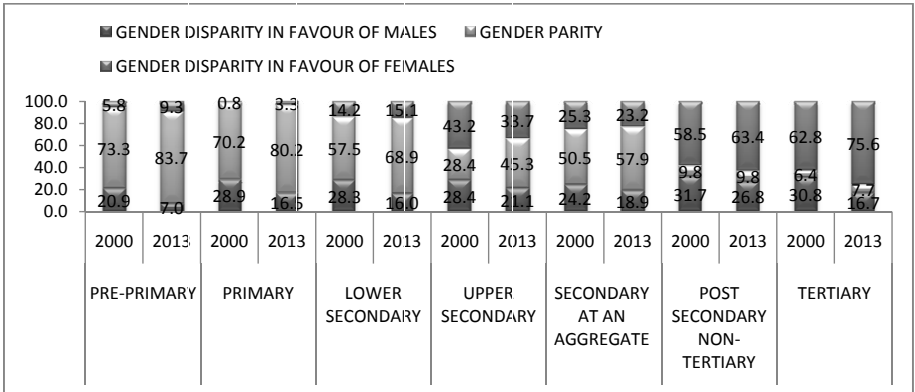
level increased from 73.3% in 2000 to 83.7% in 2013, with relatively few countries exhibiting large gender disparities in gross enrolment. 20.9% of the countries show a gender disparity in favour of males in 2000 that decreased to 7% in 2013. The gender disparity in favour of females in gross enrolment in pre-primary level was 5.8% in 2000 that increased to 9.3% in 2013.

Table 1.7: Percentage of countries by gender parity index (GPI) for gross enrolment ratios, all education levels, 2000 and 2013

| | PRE-PRIMARY | | PRIMARY | | LOWER SECONDARY | | UPPER SECONDARY | | SECONDARY AT AN AGGREGATE | | POST SECONDARY NON-TERTIARY | | TERTIARY | |
|---------------------------------------|-------------|------|---------|------|-----------------|------|-----------------|------|---------------------------|------|-----------------------------|------|----------|------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Gender Disparity in Favour of Males | 20.9 | 7.0 | 28.9 | 16.5 | 28.3 | 16.0 | 28.4 | 21.1 | 24.2 | 18.9 | 31.7 | 26.8 | 30.8 | 16.7 |
| Gender Parity | 73.3 | 83.7 | 70.2 | 80.2 | 57.5 | 68.9 | 28.4 | 45.3 | 50.5 | 57.9 | 9.8 | 9.8 | 6.4 | 7.7 |
| Gender Disparity in Favour of Females | 5.8 | 9.3 | 0.8 | 3.3 | 14.2 | 15.1 | 43.2 | 33.7 | 25.3 | 23.2 | 58.5 | 63.4 | 62.8 | 75.6 |

Source: UIS Database, Annexure-IV

Figure 1.7: Percentage of countries by gender parity index (GPI) for gross enrolment ratios, all education levels, 2000 and 2013



Source: UIS Database, Annexure-IV.

Note: Only countries with data for each of the two years were available are included.

The target of achieving gender parity in primary enrolment by 2005 by all countries has already been missed and over two-thirds of countries (70.2%) achieved gender parity in primary education by 2013. For primary education the gender disparity in favour of males was 28.9% in 2000 that decreased to 16.5% in 2013 and gender disparity in favour of female was 0.8% that increased to 3.3%.

Progress towards gender parity in secondary education is less visible, around half of the countries had achieved parity in lower secondary education in 2000 and this percentage has increased to only 57.9% in the time period of 14 years that is by 2013. Proportion of countries which have achieved gender parity in lower secondary education (68.9%) is higher than that in the case of upper secondary education (45.3%) in 2013. Though the gender parity in secondary education, both for the lower and upper secondary, has increased over the period 2000-2013.

Gender disparities in enrolment become more apparent as education level increases. Large disparity is found with the increase in education level. At the post-secondary non-tertiary level of education 9.8% of the countries have achieved gender parity in 2000 and there is no change in this percentage in the year 2013 also. At the tertiary level of education only 6.4% and 7.7% of the countries had achieved gender parity in the year 2000 and 2013 respectively. But here an interesting thing was observed that the gender parity index is more biased towards female with the increase in educational level, as indicated by the proportion of countries having gender parity index biased towards female in post secondary non-tertiary education (63.4% in 2000) and tertiary education (75.6%).

Though the gaps in enrolment in different levels of education have decreased since last few years and gender inequality in education have faltered, still it is not according to the target set under the Millennium Development Goals. One of the major reasons behind the failure to achieve gender parity in education can be attributed to inadequate aid to education. In 2000, the international community affirmed "that no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources". According to the UIS data 124 million children and adolescents remained out of school and to provide education to these children, the Education for All (EFA) Global Monitoring Report team has estimated that, even if countries commit more public resources to education, an annual funding gap of at least US\$22 billion would be needed to achieve universal lower secondary education of good quality between now and 2030. The gap extends to US\$39 billion if universal upper secondary education is to be achieved by that year.

The World Economic Forum introduced the Global Gender Gap Index in 2006 and in 2015 a Gender Gap Index was measured by doing a time series analysis for 10 years by taking into consideration the changing patterns of gender equality around the world and comparisons between and within countries. The Gender Gap Index is calculated on the basis of four sub-indexes: Economic Participation and Opportunity, Educational Attainment, Health and Survival and Political Empowerment. The Global

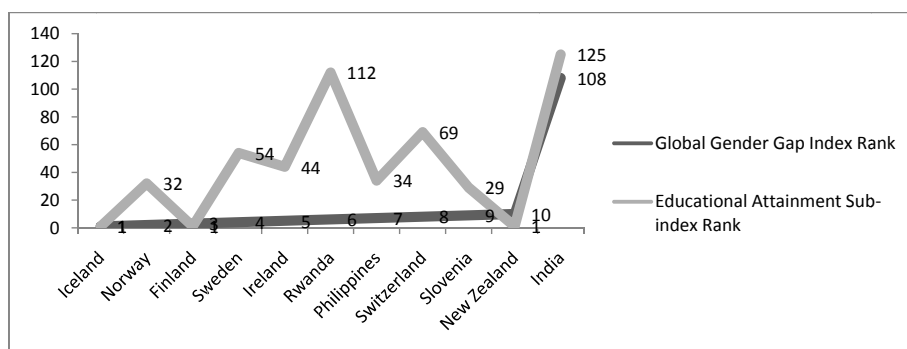
Gender Gap Index independent from the countries' levels of development, as the index ranks the countries on the basis of their gender gaps and not on their level of overall economic development. In the Educational Attainment subindex, the gap between women's and men's current access to education is captured through ratios of women to men in primary, secondary and tertiary level education. For 145 countries the Global Gender Gap index is calculated and the top 10 countries and India in terms the Global Gender Gap Index and their ranks in terms of educational attainment sub-index are shown in Table 1.8.

Table 1.8: Top Ten Countries and India in terms of Gender Gap Index and Educational Attainment Index

| Country | Global Gender Gap Index | | Educational Attainment Sub-index | |
|-------------|-------------------------|-------|----------------------------------|-------|
| | Rank | Score | Rank | Score |
| Iceland | 1 | 0.881 | 1 | 1 |
| Norway | 2 | 0.85 | 32 | 1 |
| Finland | 3 | 0.85 | 1 | 1 |
| Sweden | 4 | 0.823 | 54 | 0.996 |
| Ireland | 5 | 0.807 | 44 | 0.998 |
| Rwanda | 6 | 0.794 | 112 | 0.944 |
| Philippines | 7 | 0.79 | 34 | 1 |
| Switzerland | 8 | 0.785 | 69 | 0.993 |
| Slovenia | 9 | 0.784 | 29 | 1 |
| New Zealand | 10 | 0.782 | 1 | 1 |
| India | 108 | 0.664 | 125 | 0.896 |

Source: Global Gender Gap Report 2015, World Economic Forum

Figure 1.8: Top Ten Countries and India in terms of Gender Gap Index and Educational Attainment Index



Source: Global Gender Gap Report 2015, World Economic Forum

Figure 1.8 depicts Gender Gap Index¹ and Educational attainment index of top ten nations as well as India. It is seen that in terms of global gender gap index, Iceland is ranked one, followed by Norway and Finland. In terms educational attainment sub index² Iceland, Finland and New Zealand have rank one. Norway is ranked 32 in terms of education attainment. India is ranked 108th in terms of global gender gap index and scores 0.664. In terms of educational attainment sub-index India's rank is 125 and scores 0.896. According to the gender gap calculated by the World Economic Forum, the pace of change has slowed over the last 3 years and based on the current trajectory, with all else remaining equal, it will take **118 years** for the world to close this economic gap completely.

1.4 GENDER PARITY IN EDUCATION: IN TERMS OF COUNTRIES CLASSIFIED INTO DIFFERENT CATEGORIES

Different countries have been classified into different categories by different reports published by different organisations and agencies from global perspective. UNESCO and Global Gender Gap Report published by World Economic Forum, make a regional classification of countries on the basis of the geographical distribution of the countries. The Global Gender Gap Report classifies the countries both on the basis of regions and Gross National Income Per capita. World Bank classifies the countries on the basis of Gross National Income Per capita. The Human Development Report published by UNDP classifies the countries into four categories based on the level of human development index.

Thus, broadly countries have been classified into different groups on the basis of

- (i) Region
- (ii) Gross National Income Per capita
- (iii) Human Development Index

1.4.1 Educational Development in Different Regions of the World

In this section, an attempt has been made to examine to the educational development achieved so far across different geographical regions as classified by International Standard Classification of Education (ISCED) mappings and World Economic Forum classification.

¹ The Global Gender Gap Index was introduced by the World Economic Forum, designed to measure gender inequality between men and women on the basis of four sub index Economic participation & opportunity, Educational attainment, Political empowerment and Health & survival.

² Educational attainment sub-index measures inequality between men and women on access to basic and higher level education.

1.4.1.1 Classification by International Standard Classification of Education (ISCED) mappings

ISCED mappings are the outputs of a collaborative process between the UIS (UNESCO Institute of Statistics) and member states to map national education systems according to the ISCED.

According to this, the countries are classified into 8 regions which are as follows:

- Arab States
- Central and Eastern Europe
- Central Asia
- East Asia and the Pacific
- Latin America and the Caribbean
- North America and Western Europe
- South and West Asia
- Sub-Saharan Africa

Region-wise gender inequality in educational development can be viewed on the basis of:

- (i) Out-of-school children by different age groups by level of education.
- (ii) Percentage of enrolment by level of education.
- (iii) Percentage of enrolment by programme orientation.
- (iv) Percentage of enrolment by field of study in tertiary education.

1.4.1.1.1 Out-of-School Children by Different Age Groups by Level of Education

Table 1.9 shows the number of out of school children in different level of education in thousands. For convenience for comparison, three different graphs Figure 1.9, Figure 1.10 and Figure 1.11 are plotted for pre-primary, primary and lower secondary school age group.

Table 1.9: Region-wise Out-of-school Children by Different Age Groups by Levels of Education (in thousands)

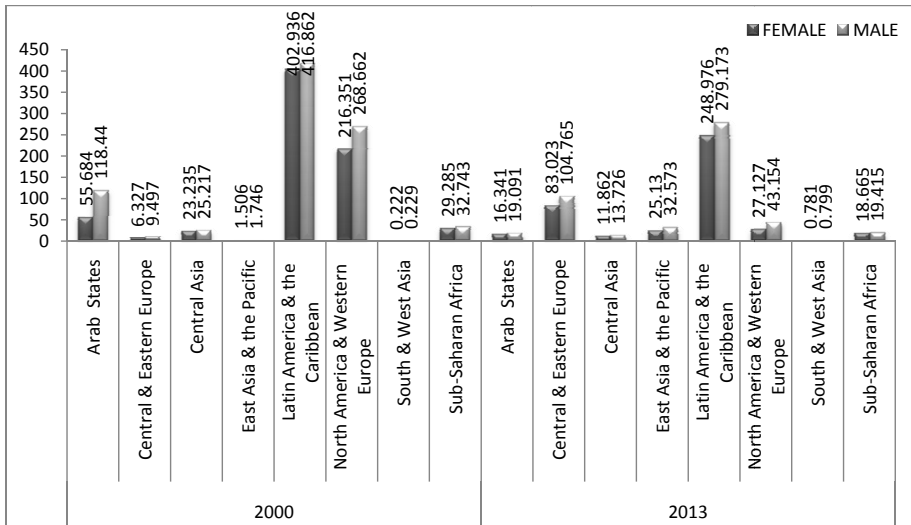
| Regions | Pre-Primary Age Group | | | | Primary Age Group | | | | Lower Secondary Age Group | | | |
|----------------------------|-----------------------|--------|--------|--------|-------------------|---------|---------|---------|---------------------------|---------|---------|---------|
| | 2000 | | 2013 | | 2000 | | 2013 | | 2000 | | 2013 | |
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| Arab States | 55.68 | 118.44 | 16.34 | 19.09 | 4431.91 | 3024.76 | 2717.16 | 2200.55 | 2911.13 | 1966.61 | 2229.58 | 1518.64 |
| Central and Eastern Europe | 6.33 | 9.50 | 83.02 | 104.77 | 800.39 | 640.72 | 338.72 | 389.75 | 1525.28 | 1526.86 | 361.99 | 355.60 |

| | | | | | | | | | | | | |
|----------------------------------|--------|--------|--------|--------|----------|----------|----------|----------|----------|----------|----------|----------|
| Central Asia | 23.24 | 25.22 | 11.86 | 13.73 | 195.45 | 180.96 | 179.06 | 173.84 | 238.01 | *188.86 | 247.57 | 207.26 |
| East Asia and the Pacific | 1.51 | 1.75 | 25.13 | 32.57 | 5584.14 | 5515.43 | 3100.05 | 3456.57 | 11251.27 | 13256.28 | 3377.30 | 4298.56 |
| Latin America and the Caribbean | 402.94 | 416.86 | 248.98 | 279.17 | 1976.66 | 1354.03 | 1960.27 | 2106.77 | 1940.71 | 1891.11 | 1189.11 | 1335.23 |
| North America and Western Europe | 216.35 | 268.66 | 27.13 | 43.15 | 470.41 | 505.11 | 1064.28 | 1146.93 | 396.31 | 657.40 | 338.67 | 416.35 |
| South and West Asia | 0.22 | 0.23 | 0.78 | 0.80 | 22247.8 | 11601.4 | 4872.59 | 5477.16 | 21780.42 | 16134.70 | 12573.97 | 13653.29 |
| Sub-Saharan Africa | 29.29 | 32.74 | 18.67 | 19.42 | 21838.31 | 18286.88 | 16656.61 | 13416.01 | 12033.97 | 9264.49 | 11893.93 | 10855.25 |

Source: UIS Database, Annexure-I

* Value is for the year 2005 as per the availability of data.

Figure 1.9: Region-wise Out-of-school Children at Pre-primary School Age (in thousands)

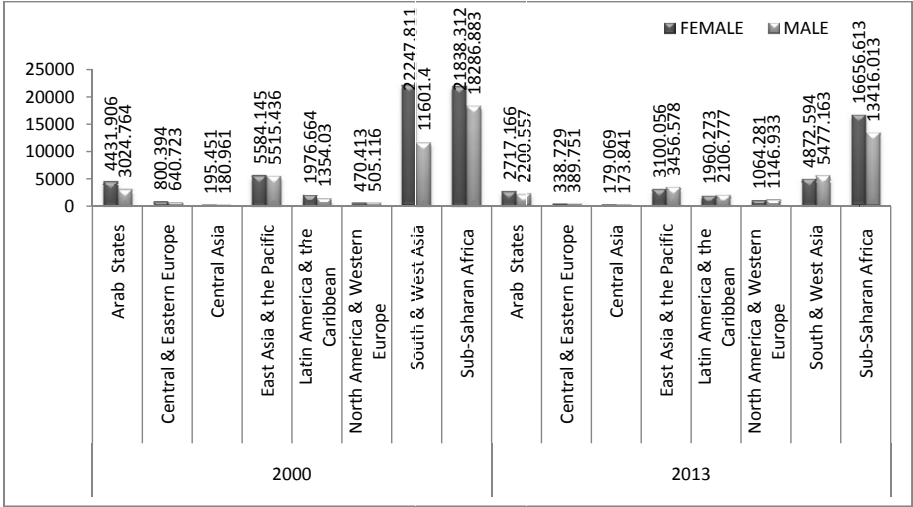


Source: UIS database, Annexure-I

According to UIS data if we look into the number of out-of-school children in pre-primary education by major regions of the world for the year 2000, we can see considerable gender inequality in favour of girls as more number of boys were out of school in comparison to girls in all the regions considered. The gap between the out of school male and female

children of pre-primary school age in 2000 was highest in Arab states. Highest numbers of children were out of school in Latin America and the Caribbean and the North America and Western European countries. In 2013 the number out-of-school children decreased considerably in case of all the regions, but other than that of East Asia and the Pacific and Central and Eastern Europe countries, where it is found to have increased. Like year 2000, in 2013 also more numbers of boys were out of school in pre-primary age group than girls.

Figure 1.10: Region wise Out-of-school Children at Primary School Age (in thousands)

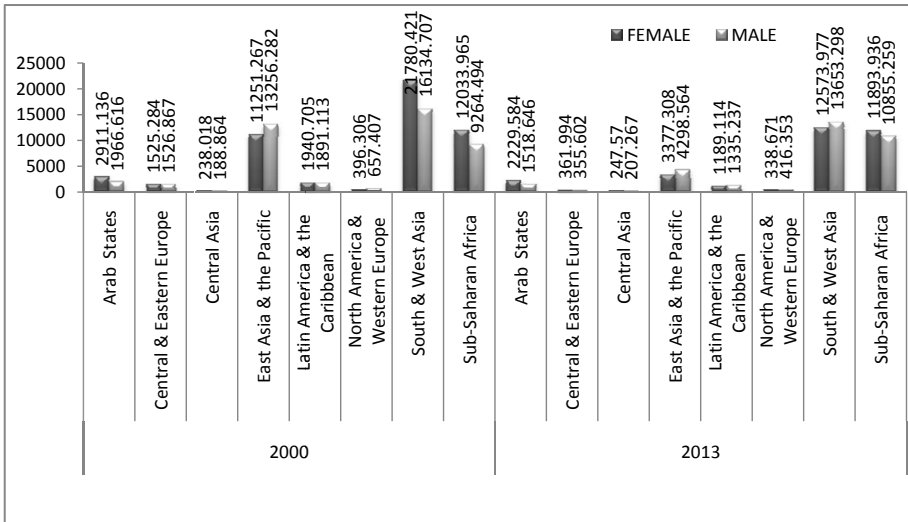


Source: UIS database, Annexure-I

In case of out of school children in primary education by major regions of the world for the year 2000, considerable gender inequality is seen (as shown in Table 1.9 and Figure 1.10). The gap between the out of school male and female children of primary school age in 2000 was highest in South and West Asia. In 2000 in South and West Asian countries more than 22 million girls were out of school in comparison to nearly 11.6 million boys. Next to South and West Asia the highest number of out of school children of primary school age population was found in Sub-Saharan African countries, though the gap between male and female out of school children is less in these countries as compared to South and West Asia. In the year 2013, in all the countries at an aggregate there is reduction in the numbers of out-of-school children at primary age group population except North America and Western Europe countries, where an increase is found in out-of-school children for both female and male. In the year 2013 the number of out of school girl child is found to be more in case of

Arab states, Central Asia and Sub-Saharan Africa. This may be attributed to the prevailing cultural, social, religious and economic situations of the countries.

Figure 1.11 Region wise Out-of-school Children at Lower Secondary School Age (in thousands)



Source: UIS database, Annexure-I

* For Central Asia value is for the year 2005 instead of 2000 as data is available for 2005.

If we look at the number of out of school adolescents in lower secondary school age by major regions of the world for the year 2000, we can see considerable gender inequality (as shown in Table 1.9 and Figure 1.11) in South and West Asia and Sub-Saharan Africa. Along with these two regions, in Arab states, Central Asia, Latin America and the Caribbean, the out of school female children were more in comparison to male in this age group. In rest of the regions, out of school male were more in comparison to female. In the year 2013, the out of school adolescents of the lower school age have declined at an aggregate for both the female and male, other than Central Asia and Sub-Saharan Africa. The out of school female in this age group is found to be more in Arab States, Central and Eastern Europe, Central Asia and Sub-Saharan African.

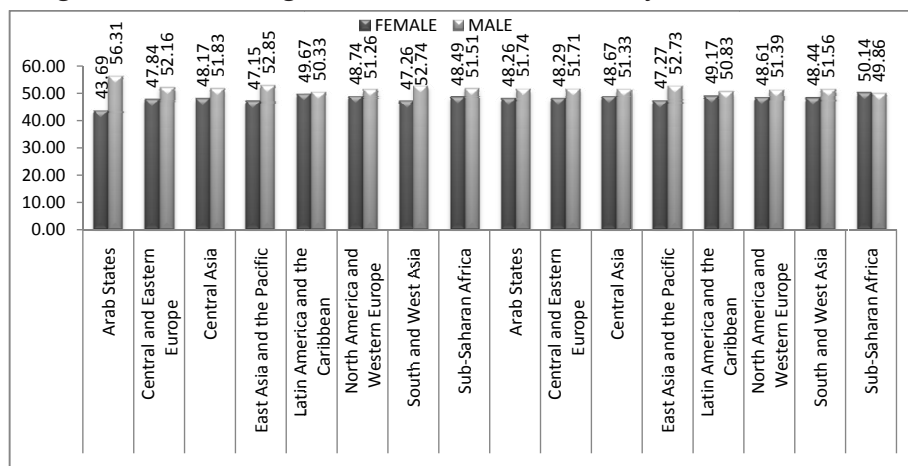
1.4.1.1.2 Percentage of Enrolment by Level of Education

In this section the research attempts to focus on the percentage of enrolment at different level of education. The region wise percentage of male and female enrolment at pre-primary (Table 1.10, figure 1.12), primary (Table 1.11, figure 1.13), secondary (Table 1.12, figure 1.14) and tertiary (Table 1.13, figure 1.15) level of education are shown in the following section.

Table 1.10: Percentage of Enrolment at Pre-Primary Level of Education

| Regions | 2000 | | 2013 | |
|----------------------------------|--------|-------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 43.69 | 56.31 | 48.26 | 51.74 |
| Central and Eastern Europe | 47.84 | 52.16 | 48.29 | 51.71 |
| Central Asia | 48.17 | 51.83 | 48.67 | 51.33 |
| East Asia and the Pacific | 47.15 | 52.85 | 47.27 | 52.73 |
| Latin America and the Caribbean | 49.67 | 50.33 | 49.17 | 50.83 |
| North America and Western Europe | 48.74 | 51.26 | 48.61 | 51.39 |
| South and West Asia | 47.26 | 52.74 | 48.44 | 51.56 |
| Sub-Saharan Africa | 48.49 | 51.51 | 50.14 | 49.86 |

Source: UIS database, Annexure-VI

Figure 1.12: Percentage of Enrolment at Pre-Primary Level of Education

Source: UIS database, Annexure-VI

If we look at the percentage of enrolment in pre-primary education (Table 1.10 and Figure 1.12) for both the year 2000 and 2013 there exists significant gender disparity in the enrolment as the male enrolment percentage exceeds the female enrolment in all the regions except Sub-Saharan Africa in 2013.

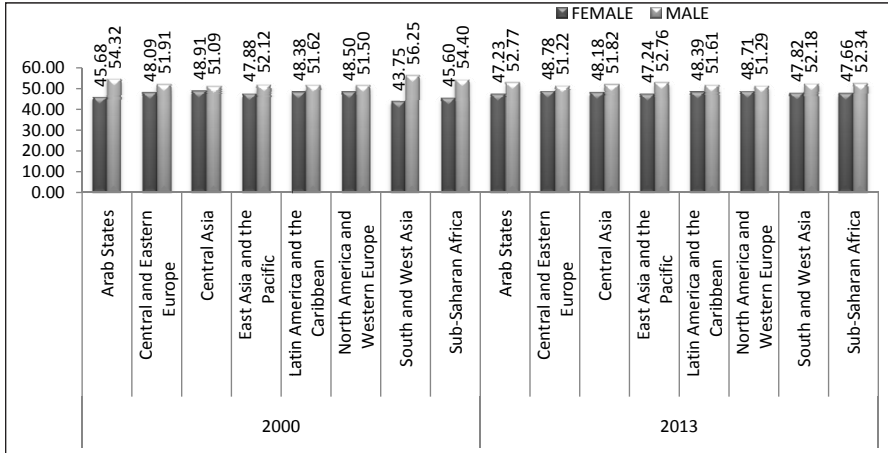
Table 1.11: Percentage of Enrolment at Primary Level of Education

| Regions | 2000 | | 2013 | |
|----------------------------|--------|-------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 45.68 | 54.32 | 47.23 | 52.77 |
| Central and Eastern Europe | 48.09 | 51.91 | 48.78 | 51.22 |
| Central Asia | 48.91 | 51.09 | 48.18 | 51.82 |
| East Asia and the Pacific | 47.88 | 52.12 | 47.24 | 52.76 |

| | | | | |
|----------------------------------|-------|-------|-------|-------|
| Latin America and the Caribbean | 48.38 | 51.62 | 48.39 | 51.61 |
| North America and Western Europe | 48.50 | 51.50 | 48.71 | 51.29 |
| South and West Asia | 43.75 | 56.25 | 47.82 | 52.18 |
| Sub-Saharan Africa | 45.60 | 54.40 | 47.66 | 52.34 |

Source: UIS database, Annexure-VI

Figure 1.13: Percentage of Enrolment at Primary Level of Education



Source: UIS database, Annexure-VI

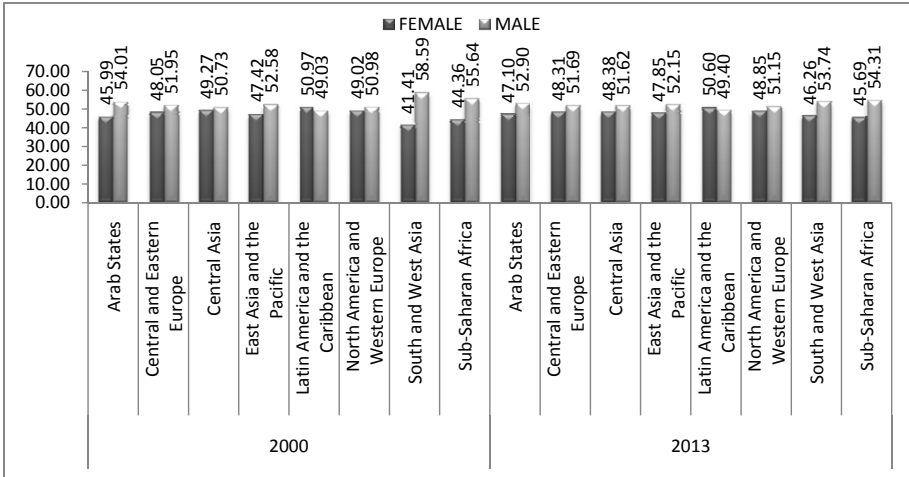
The percentage of enrolment in primary education as seen in the Table 1.11 and Figure 1.13 for both the year 2000 and 2013, significant gender disparity is found in enrolment, as the male enrolment percentage exceeds the female enrolment in all the regions. From 2000 to 2013 there no noticeable improvement in female enrolment in all the regions, except South and West Asia. In south and west Asia female enrolment increased from 43.75 percentage to 47.82 percentage.

Table 1.12: Percentage of Enrolment at Secondary Level of Education

| Regions | 2000 | | 2013 | |
|----------------------------------|--------|-------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 45.99 | 54.01 | 47.10 | 52.90 |
| Central and Eastern Europe | 48.05 | 51.95 | 48.31 | 51.69 |
| Central Asia | 49.27 | 50.73 | 48.38 | 51.62 |
| East Asia and the Pacific | 47.42 | 52.58 | 47.85 | 52.15 |
| Latin America and the Caribbean | 50.97 | 49.03 | 50.60 | 49.40 |
| North America and Western Europe | 49.02 | 50.98 | 48.85 | 51.15 |
| South and West Asia | 41.41 | 58.59 | 46.26 | 53.74 |
| Sub-Saharan Africa | 44.36 | 55.64 | 45.69 | 54.31 |

Source: UIS database, Annexure-VI

Figure 1.14: Percentage of Enrolment at Secondary Level of Education



Source: UIS database, Annexure-VI

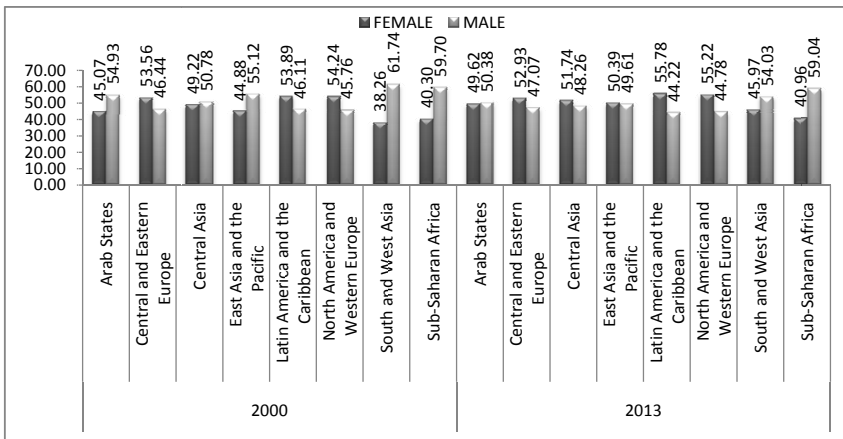
Table 1.12 and Figure 1.14 depicts the percentage of enrolment in secondary education for both the year 2000 and 2013. Significant gender disparity in enrolment is found as the male enrolment percentage exceeds the female enrolment in all the regions except Latin America and the Caribbean. From 2000 to 2013 there is no noticeable improvement in female enrolment in all the regions, except South and West Asia. Central Asia and North America and Western Europe have experienced a fall in female enrolment during these years.

Table 1.13: Percentage of Enrolment at Tertiary Level of Education

| Regions | 2000 | | 2013 | |
|----------------------------------|--------|-------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 45.07 | 54.93 | 49.62 | 50.38 |
| Central and Eastern Europe | 53.56 | 46.44 | 52.93 | 47.07 |
| Central Asia | 49.22 | 50.78 | 51.74 | 48.26 |
| East Asia and the Pacific | 44.88 | 55.12 | 50.39 | 49.61 |
| Latin America and the Caribbean | 53.89 | 46.11 | 55.78 | 44.22 |
| North America and Western Europe | 54.24 | 45.76 | 55.22 | 44.78 |
| South and West Asia | 38.26 | 61.74 | 45.97 | 54.03 |
| Sub-Saharan Africa | 40.30 | 59.70 | 40.96 | 59.04 |

Source: UIS database, Annexure-VI

Figure 1.15: Percentage of Enrolment at Tertiary Level of Education



Source: UIS database, Annexure-VI

It is found that the percentage of enrolment in tertiary education (see Table 1.13 and Figure 1.15) for the year 2000 shows significant gender disparity in enrolment as the male enrolment percentage exceeds the female enrolment in all regions except Central and Eastern Europe, Latin America and the Caribbean and North America and Western Europe. In 2013, the male enrolment percentage exceeds the female enrolment in Arab States, South and West Asia and Sub-Saharan Africa. In all other regions, female enrolment exceeds male enrolment. In tertiary education, the female enrolment is found to have increased in all regions except Central and Western Europe Countries.

1.4.1.1.3 Percentage of Enrolment by Programme Orientation

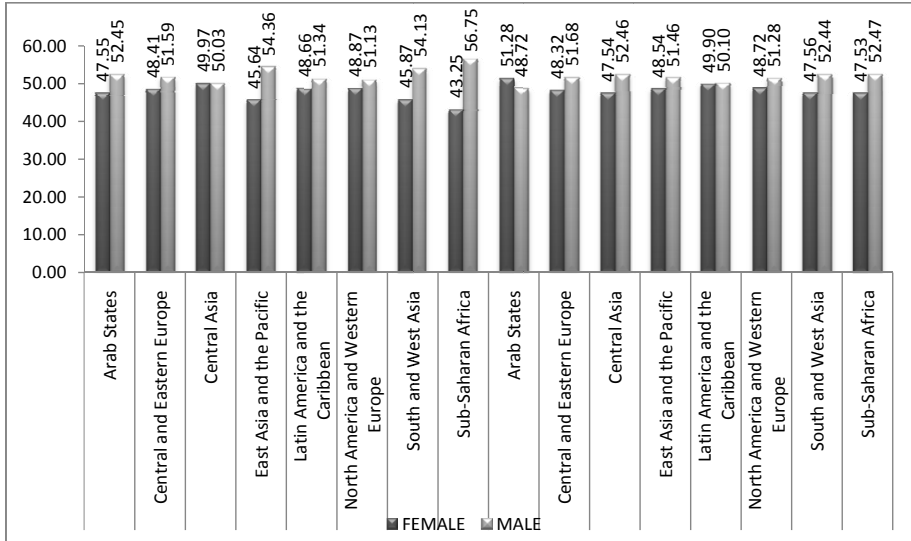
This section attempts to find out the male and female enrolment at different levels of education by programme orientation, i.e. enrolment at lower secondary general education, lower secondary vocational education, upper secondary general education and upper secondary vocational education.

Table 1.14: Percentage of Enrolment at Lower Secondary General Education

| Regions | 2000 | | 2013 | |
|----------------------------------|--------|-------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 47.55 | 52.45 | 51.28 | 48.72 |
| Central and Eastern Europe | 48.41 | 51.59 | 48.32 | 51.68 |
| Central Asia | 49.97 | 50.03 | 47.54 | 52.46 |
| East Asia and the Pacific | 45.64 | 54.36 | 48.54 | 51.46 |
| Latin America and the Caribbean | 48.66 | 51.34 | 49.90 | 50.10 |
| North America and Western Europe | 48.87 | 51.13 | 48.72 | 51.28 |
| South and West Asia | 45.87 | 54.13 | 47.56 | 52.44 |
| Sub-Saharan Africa | 43.25 | 56.75 | 47.53 | 52.47 |

Source: UIS database, Annexure-VII

Figure 1.16: Percentage of Enrolment at Lower Secondary General Education



Source: UIS database, Annexure-VII

The percentage of enrolment in lower secondary general education (Table 1.14 and Figure 1.16) for the year 2000 shows significant gender disparity in enrolment as the male enrolment percentage exceeds the female enrolment in all the regions. In the year 2000, the highest inequality is found in Sub-Saharan African region, followed by East Asia and Pacific and South and West Asia. In 2013, female enrolment exceeds the male enrolment in lower secondary general education in Arab states. In the rest of the regions male enrolment is found to be higher than female enrolment.

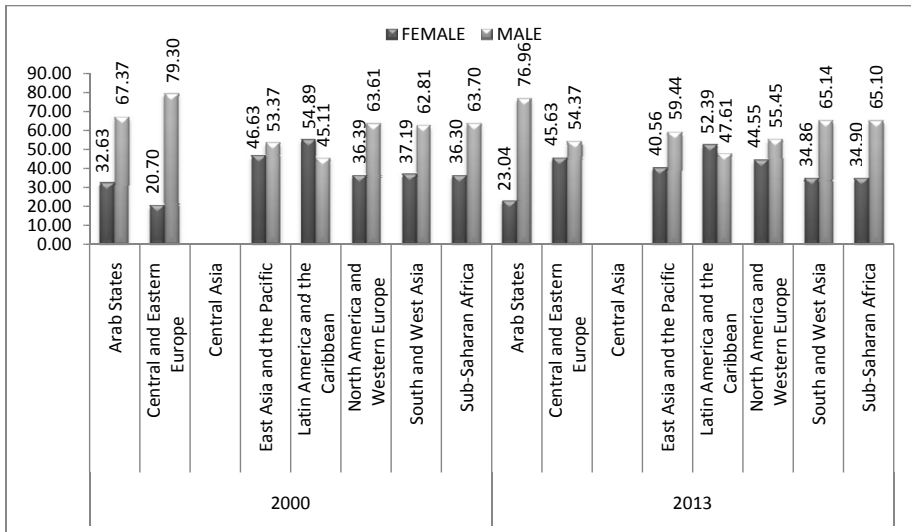
Table 1.15: Percentage of Enrolment at Lower Secondary Vocational Education

| Regions | 2000 | | 2013 | |
|----------------------------------|--------|--------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 32.63 | 67.37 | 23.04 | 76.96 |
| Central and Eastern Europe | 20.70 | 79.30 | 45.63 | 54.37 |
| Central Asia | - | - | - | - |
| East Asia and the Pacific | 46.63 | 53.37 | 40.56 | 59.44 |
| Latin America and the Caribbean | 54.89 | 45.11 | 52.39 | 47.61 |
| North America and Western Europe | 36.39 | 63.61 | 44.55 | 55.45 |
| South and West Asia | *37.19 | *62.81 | 34.86 | 65.14 |
| Sub-Saharan Africa | 36.30 | 63.70 | 34.90 | 65.10 |

Source: UIS database, Annexure-VII

* Value is for the year 2009 according to the availability of data.

Figure 1.17: Percentage of Enrolment at Lower Secondary Vocational Education



Source: UIS database, Annexure-VII

* For South and West Asia the value is for the year 2009 as data is available for 2009.

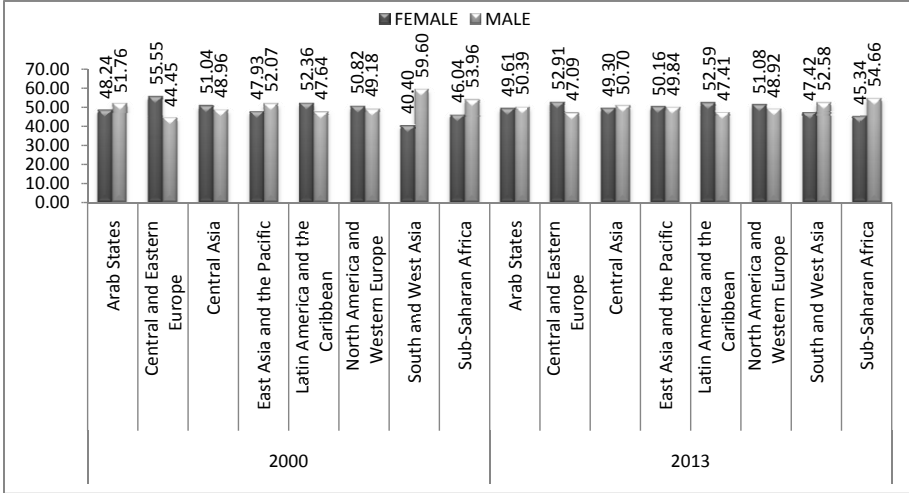
The percentage of enrolment in lower secondary vocational education (Table 1.15 and Figure 1.17) for both the year 2000 and 2013 shows significant gender disparity in enrolment as the male enrolment percentage exceeds the female enrolment in all the regions. In the year 2000 highest inequality is found in Central and Eastern Europe as only 20.7% female were enrolled in lower secondary vocational education in comparison to 79.7% of male. In 2013, the highest inequality is found in Arab States as only 23.04% female were enrolled in lower secondary vocational education in comparison to 76.96% of male.

Table 1.16: Percentage of Enrolment at Upper Secondary General Education

| Regions | 2000 | | 2013 | |
|----------------------------------|--------|-------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 48.24 | 51.76 | 49.61 | 50.39 |
| Central and Eastern Europe | 55.55 | 44.45 | 52.91 | 47.09 |
| Central Asia | 51.04 | 48.96 | 49.30 | 50.70 |
| East Asia and the Pacific | 47.93 | 52.07 | 50.16 | 49.84 |
| Latin America and the Caribbean | 52.36 | 47.64 | 52.59 | 47.41 |
| North America and Western Europe | 50.82 | 49.18 | 51.08 | 48.92 |
| South and West Asia | 40.40 | 59.60 | 47.42 | 52.58 |
| Sub-Saharan Africa | 46.04 | 53.96 | 45.34 | 54.66 |

Source: UIS database, Annexure-VII

Figure 1.18: Percentage of Enrolment at Upper Secondary General Education



Source: UIS database, Annexure-VII

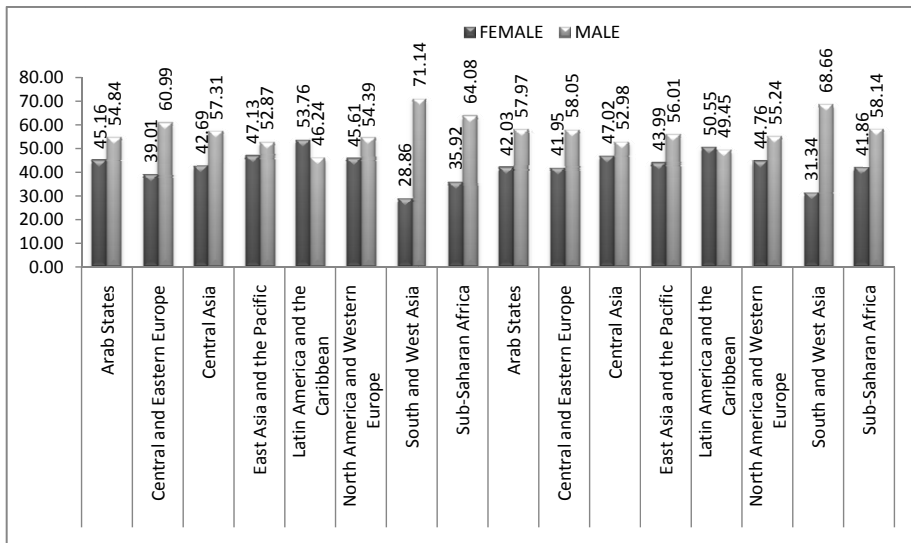
Looking at the percentage of enrolment in upper secondary general education (Table 1.16 and Figure 1.18) for the year 2000, there is significant gender disparity seen in the enrolment as the male enrolment percentage exceeds the female enrolment in Arab states, East Asia and the Pacific, South and West Asia and Sub-Saharan Africa regions. The highest inequality is found in South and West Asia as only 40.4% female were enrolled in upper secondary general education in comparison to 59.6% of male. In 2013, gender inequality is found to have decreased in many regions in comparison to the year 2000. In Central and Eastern Europe, East Asia and the Pacific, Latin America and the Caribbean and North America and Western Europe regions, the female enrolment is higher than male enrolment in upper secondary general education. In the rest of the regions, male enrolment is higher than female enrolment.

Table 1.17: Percentage of Enrolment at Upper Secondary Vocational Education

| Regions | 2000 | | 2013 | |
|----------------------------------|--------|-------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 45.16 | 54.84 | 42.03 | 57.97 |
| Central and Eastern Europe | 39.01 | 60.99 | 41.95 | 58.05 |
| Central Asia | 42.69 | 57.31 | 47.02 | 52.98 |
| East Asia and the Pacific | 47.13 | 52.87 | 43.99 | 56.01 |
| Latin America and the Caribbean | 53.76 | 46.24 | 50.55 | 49.45 |
| North America and Western Europe | 45.61 | 54.39 | 44.76 | 55.24 |
| South and West Asia | 28.86 | 71.14 | 31.34 | 68.66 |
| Sub-Saharan Africa | 35.92 | 64.08 | 41.86 | 58.14 |

Source: UIS database, Annexure-VII

Figure 1.19: Percentage of Enrolment at Upper Secondary Vocational Education



Source: UIS database, Annexure-VII

The percentage of enrolment in upper secondary vocational education (Table 1.17 and Figure-1.19) for both the year 2000 and 2013, shows significant gender disparity in enrolment as the male enrolment percentage exceeds the female enrolment in all the regions other than Latin America and the Caribbean regions. In 2000, highest gender inequality is found in South and West Asia, followed by Central and Eastern Europe and Sub-Saharan Africa. In 2013 also highest gender inequality is found in South and West Asia region in terms of upper secondary vocational education.

1.4.1.1.4 Percentage of Enrolment by Field of Study: Tertiary Education

This section examines the gender inequality and enrolment pattern in different streams of tertiary education. It also attempts to find out those courses or streams of study in which more females are enrolled into. The focus is on the following courses or streams of study in tertiary education:

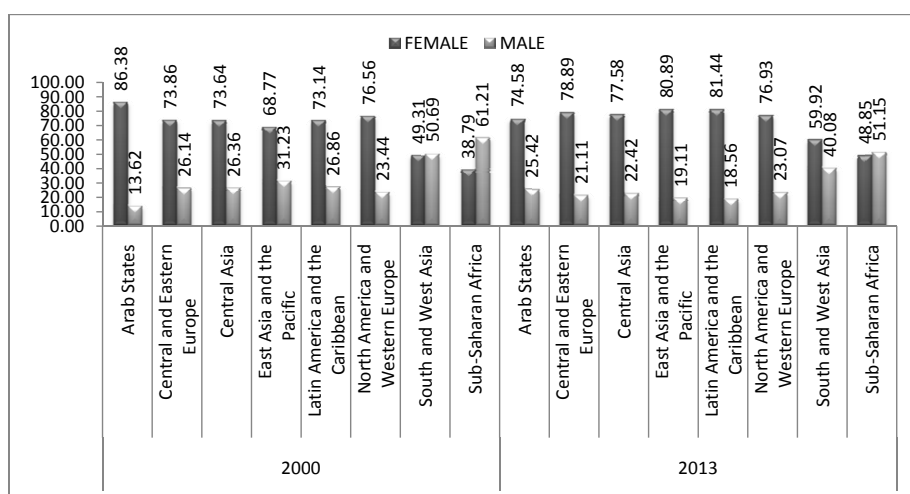
- (i) Education programmes
- (ii) Humanities and arts
- (iii) Social sciences, business and law
- (iv) Science
- (v) Engineering and manufacturing
- (vi) Agriculture
- (vii) Health and welfare
- (viii) Services programmes and
- (ix) Unspecified fields

Table 1.18: Percentage of Enrolment in Education Programmes in Tertiary Education

| Regions | 2000 | | 2013 | |
|----------------------------------|--------|--------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 86.38 | 13.62 | 74.58 | 25.42 |
| Central and Eastern Europe | 73.86 | 26.14 | 78.89 | 21.11 |
| Central Asia | 73.64 | 26.36 | 77.58 | 22.42 |
| East Asia and the Pacific | 68.77 | 31.23 | 80.89 | 19.11 |
| Latin America and the Caribbean | 73.14 | 26.86 | 81.44 | 18.56 |
| North America and Western Europe | 76.56 | 23.44 | 76.93 | 23.07 |
| South and West Asia | *49.31 | *50.69 | 59.92 | 40.08 |
| Sub-Saharan Africa | 38.79 | 61.21 | 48.85 | 51.15 |

Source: UIS database, Annexure-VIII

*Value is for the year 2005 instead of 2000, as data is available for 2005.

Figure 1.20: Percentage of Enrolment in Education Programmes in Tertiary Education

Source: UIS database, Annexure-VIII

*South and West Asia value is for the year 2005 instead of 2000, as data is available for 2005.

Significant gender inequality is found in favour of female in case of percentage of enrolment in education programmes of tertiary education, as more numbers of girls are enrolled in education programmes than boys in 2000 (Table 1.18 and figure 1.20). In case of all the regions, the female enrolment exceeds the male enrolment, except South and West Asia and Sub-Saharan Africa. In 2013 also, in case of all the regions, there is more female enrolment than male in education programmes, except Sub-Saharan Africa region.

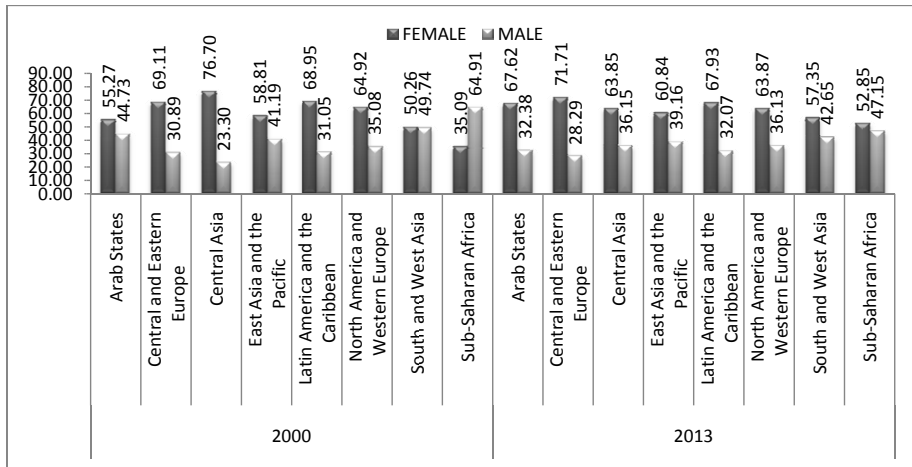
Table 1.19: Percentage of Enrolment in Humanities and Arts Programmes in Tertiary Education

| Regions | 2000 | | 2013 | |
|----------------------------------|--------|--------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 55.27 | 44.73 | 67.62 | 32.38 |
| Central and Eastern Europe | 69.11 | 30.89 | 71.71 | 28.29 |
| Central Asia | 76.70 | 23.30 | 63.85 | 36.15 |
| East Asia and the Pacific | 58.81 | 41.19 | 60.84 | 39.16 |
| Latin America and the Caribbean | 68.95 | 31.05 | 67.93 | 32.07 |
| North America and Western Europe | 64.92 | 35.08 | 63.87 | 36.13 |
| South and West Asia | *50.26 | *49.74 | 57.35 | 42.65 |
| Sub-Saharan Africa | 35.09 | 64.91 | 52.85 | 47.15 |

Source: UIS database, Annexure-VIII

*Value is for the year 2005 as per the availability of data.

Figure 1.21: Percentage of Enrolment in Humanities and Arts Programmes in Tertiary Education



Source: UIS database, Annexure-VIII

* South and West Asia value is for the year 2005 instead of 2000, as per the availability of data.

It can be concluded from the pattern of enrolment in humanities and arts programmes in tertiary education (Table 1.19 and Figure 1.21) in the year 2000, that female enrolment is found to be more than that of male enrolment in all regions, only except Sub-Saharan Africa region. But in the year 2013 for all the regions, the percentage of female enrolled exceeds the male enrolment. This shows that humanities and arts programmes are more preferred educational streams for girls than boys.

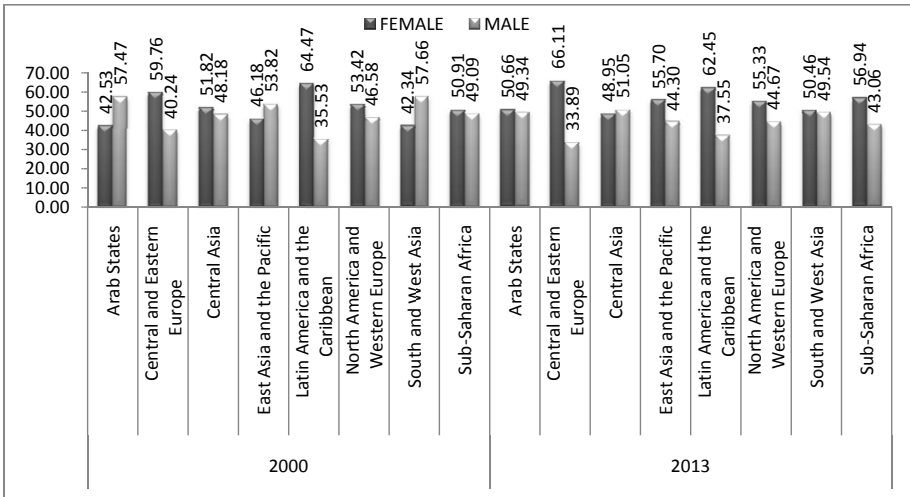
Table 1.20: Percentage of Enrolment in Social Sciences, Business and Law Programmes in Tertiary Education

| Regions | 2000 | | 2013 | |
|----------------------------------|--------|--------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 42.53 | 57.47 | 50.66 | 49.34 |
| Central and Eastern Europe | 59.76 | 40.24 | 66.11 | 33.89 |
| Central Asia | 51.82 | 48.18 | 48.95 | 51.05 |
| East Asia and the Pacific | 46.18 | 53.82 | 55.70 | 44.30 |
| Latin America and the Caribbean | 64.47 | 35.53 | 62.45 | 37.55 |
| North America and Western Europe | 53.42 | 46.58 | 55.33 | 44.67 |
| South and West Asia | *42.34 | *57.66 | 50.46 | 49.54 |
| Sub-Saharan Africa | 50.91 | 49.09 | 56.94 | 43.06 |

Source: UIS database, Annexure-VIII

*Value is for the year 2005 as per the availability of data.

Figure 1.22: Percentage of Enrolment in Social Sciences, Business and Law Programmes in Tertiary Education



Source: UIS database, Annexure-VIII

* South and West Asia value is for the year 2005 instead of 2000, as per the availability of data.

Enrolment in social sciences, business and law programmes in tertiary education different regions depicts different patterns (Table-1.20, Figure-1.22). In the year 2000, the female enrolment in social sciences, business and law programmes is higher than male enrolment in Central and Eastern Europe, Central Asia, Latin America and the Caribbean, North America Western Europe and Sub-Saharan Africa. In rest of the regions, male enrolment is more than female enrolment. The female enrolments in these years have increased in social sciences, business and law programmes.

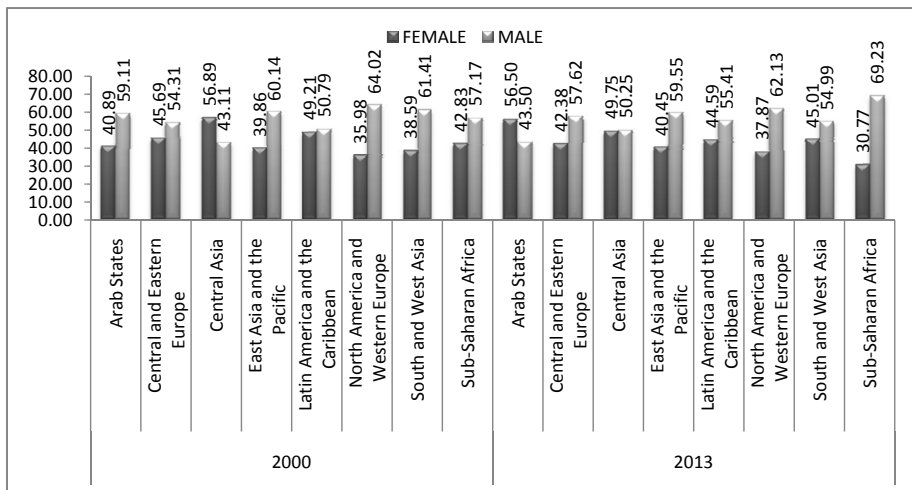
Table 1.21: Percentage of Enrolment in Science Programmes in Tertiary Education

| Regions | 2000 | | 2013 | |
|----------------------------------|--------|--------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 40.89 | 59.11 | 56.50 | 43.50 |
| Central and Eastern Europe | 45.69 | 54.31 | 42.38 | 57.62 |
| Central Asia | 56.89 | 43.11 | 49.75 | 50.25 |
| East Asia and the Pacific | 39.86 | 60.14 | 40.45 | 59.55 |
| Latin America and the Caribbean | 49.21 | 50.79 | 44.59 | 55.41 |
| North America and Western Europe | 35.98 | 64.02 | 37.87 | 62.13 |
| South and West Asia | *38.59 | *61.41 | 45.01 | 54.99 |
| Sub-Saharan Africa | 42.83 | 57.17 | 30.77 | 69.23 |

Source: UIS database, Annexure-VIII

*Value is for the year 2005 as per the availability of data.

Figure 1.23: Percentage of Enrolment in Science Programmes in Tertiary Education



Source: UIS database, Annexure-VIII

* South and West Asia value is for the year 2005 instead of 2000, as per the availability of data.

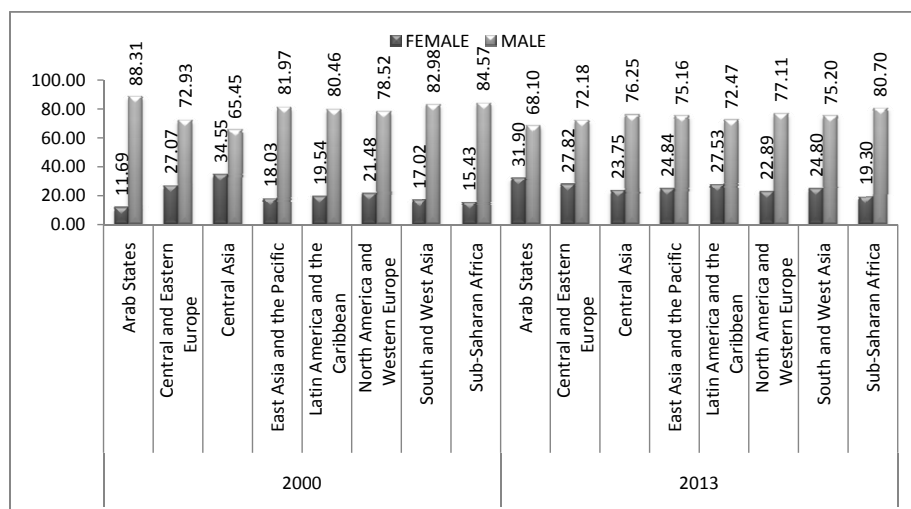
The percentage of enrolment in science programmes in tertiary education is shown in the Table 1.21 and Figure 1.23. For both the year 2000 and 2013, significant gender disparity is visible in enrolment as the male enrolment percentage exceeds the female enrolment in all the regions other than Central Asia. In 2000 highest gender inequality is found in North America and Western European regions. In 2013, also in science programmes, male enrolment is more than female enrolment and highest inequality is found in Sub-Saharan Africa regions.

Table 1.22: Percentage of Enrolment in Engineering and Manufacturing Programmes in Tertiary Education

| Regions | 2000 | | 2013 | |
|----------------------------------|--------|--------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 11.69 | 88.31 | 31.90 | 68.10 |
| Central and Eastern Europe | 27.07 | 72.93 | 27.82 | 72.18 |
| Central Asia | 34.55 | 65.45 | 23.75 | 76.25 |
| East Asia and the Pacific | 18.03 | 81.97 | 24.84 | 75.16 |
| Latin America and the Caribbean | 19.54 | 80.46 | 27.53 | 72.47 |
| North America and Western Europe | 21.48 | 78.52 | 22.89 | 77.11 |
| South and West Asia | *17.02 | *82.98 | 24.80 | 75.20 |
| Sub-Saharan Africa | 15.43 | 84.57 | 19.30 | 80.70 |

Source: UIS database, Annexure-VIII

*Value is for the year 2005 as per the availability of data.

Figure 1.24: Percentage of Enrolment in Engineering and Manufacturing Programmes in Tertiary Education

Source: UIS database, Annexure-VIII

* South and West Asia value is for the year 2005 instead of 2000, as per the availability of data.

Table 1.22 and Figure 1.24 describe the percentage of enrolment in engineering and manufacturing programmes in tertiary education for both the year 2000 and 2013. Significant gender disparity in enrolment is seen as the male enrolment percentage is comparatively very high in comparison to female enrolment in all the regions.

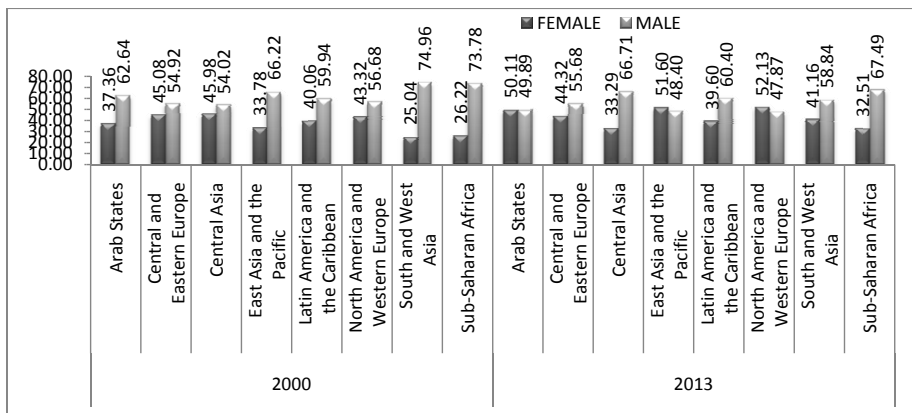
Table 1.23: Percentage of Enrolment in Agriculture Programmes in Tertiary Education

| Regions | 2000 | | 2013 | |
|----------------------------------|--------|--------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 37.36 | 62.64 | 50.11 | 49.89 |
| Central and Eastern Europe | 45.08 | 54.92 | 44.32 | 55.68 |
| Central Asia | 45.98 | 54.02 | 33.29 | 66.71 |
| East Asia and the Pacific | 33.78 | 66.22 | 51.60 | 48.40 |
| Latin America and the Caribbean | 40.06 | 59.94 | 39.60 | 60.40 |
| North America and Western Europe | 43.32 | 56.68 | 52.13 | 47.87 |
| South and West Asia | *25.04 | *74.96 | 41.16 | 58.84 |
| Sub-Saharan Africa | 26.22 | 73.78 | 32.51 | 67.49 |

Source: UIS database, Annexure-VIII

*Value is for the year 2005 as per the availability of data.

Figure 1.25: Percentage of Enrolment in Agriculture Programmes in Tertiary Education



Source: UIS database, Annexure-VIII

* South and West Asia value is for the year 2005 instead of 2000, as per the availability of data.

Significant gender disparity is found in the percentage of enrolment in agricultural programmes in tertiary education (Table 1.23 and Figure 1.25) for both the year 2000 and 2013 as the male enrolment percentage is comparatively very high in comparison to female enrolment in all the regions. In 2013, reduction in the gap is noticed in enrolment in most of the regions other than Arab states, where the enrolment is found to be nearly same for male and female. In East Asia and the Pacific and North America and Western Europe region the female enrolment is more than male enrolment in agricultural programmes in 2013. For all the remaining regions the male enrolment exceeds female enrolment.

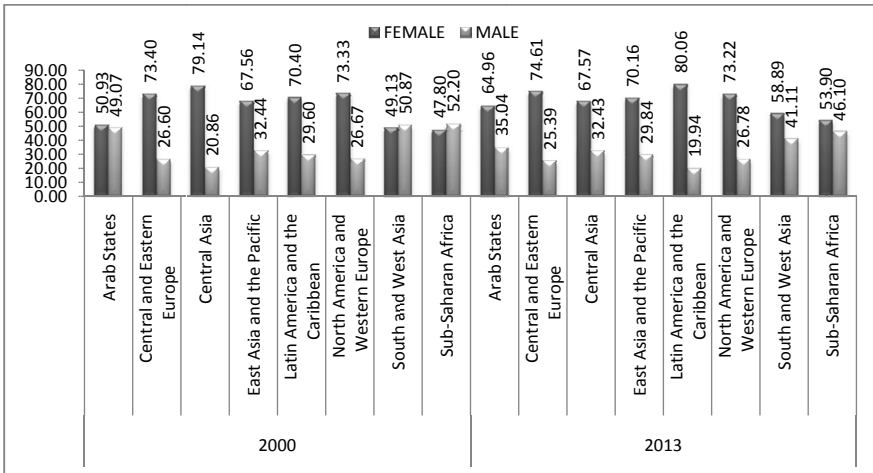
Table 1.24: Percentage of Enrolment in Health and Welfare Programmes in Tertiary Education

| Regions | 2000 | | 2013 | |
|----------------------------------|--------|--------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 50.93 | 49.07 | 64.96 | 35.04 |
| Central and Eastern Europe | 73.40 | 26.60 | 74.61 | 25.39 |
| Central Asia | 79.14 | 20.86 | 67.57 | 32.43 |
| East Asia and the Pacific | 67.56 | 32.44 | 70.16 | 29.84 |
| Latin America and the Caribbean | 70.40 | 29.60 | 80.06 | 19.94 |
| North America and Western Europe | 73.33 | 26.67 | 73.22 | 26.78 |
| South and West Asia | *49.13 | *50.87 | 58.89 | 41.11 |
| Sub-Saharan Africa | 47.80 | 52.20 | 53.90 | 46.10 |

Source: UIS database, Annexure-VIII

*Value is for the year 2005 as per the availability of data.

Figure 1.26: Percentage of Enrolment in Health and Welfare Programmes in Tertiary Education



Source: UIS database, Annexure-VIII

* South and West Asia value is for the year 2005 instead of 2000, as per the availability of data.

Table 1.24 and Figure 1.26 depict significant gender disparity in favour of female in case of the percentage of enrolment in health and welfare programmes in tertiary education for both the year 2000 and 2013 as the female enrolment percentage is comparatively very high in comparison to male enrolment in all regions except South and West Asia and Sub-Saharan Africa for the year 2000. In 2013 the female enrolment is higher than the male enrolment in all the regions and highest female enrolment in health and welfare programmes is found in Latin America and the Caribbean country.

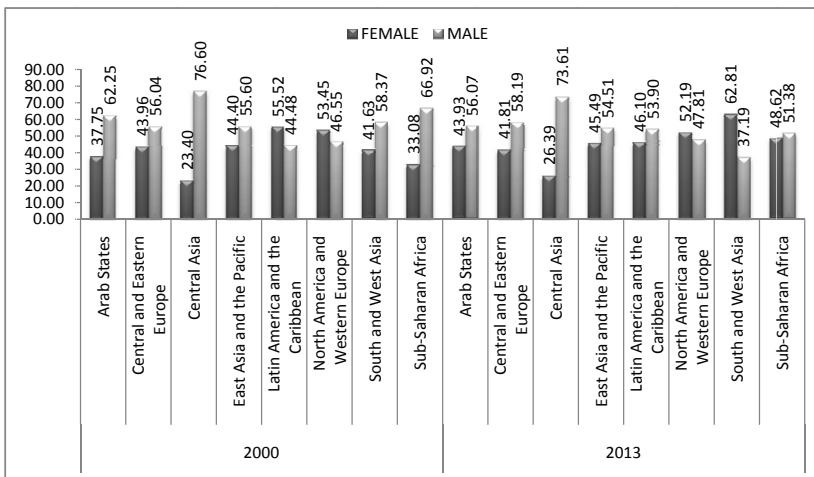
Table 1. 25: Percentage of Enrolment in Services Programmes in Tertiary Education

| Regions | 2000 | | 2013 | |
|----------------------------------|--------|--------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 37.75 | 62.25 | 43.93 | 56.07 |
| Central and Eastern Europe | 43.96 | 56.04 | 41.81 | 58.19 |
| Central Asia | 23.40 | 76.60 | 26.39 | 73.61 |
| East Asia and the Pacific | 44.40 | 55.60 | 45.49 | 54.51 |
| Latin America and the Caribbean | 55.52 | 44.48 | 46.10 | 53.90 |
| North America and Western Europe | 53.45 | 46.55 | 52.19 | 47.81 |
| South and West Asia | *41.63 | *58.37 | 62.81 | 37.19 |
| Sub-Saharan Africa | 33.08 | 66.92 | 48.62 | 51.38 |

Source: UIS database, Annexure-VIII

*Value is for the year 2005 as per the availability of data.

Figure 1.27: Percentage of Enrolment in Services Programmes in Tertiary Education



Source: UIS database, Annexure-VIII

* South and West Asia value is for the year 2005 instead of 2000, as per the availability of data.

Significant gender disparity is found in the enrolment in services programmes in tertiary education as could be seen in Table 1.25 and Figure 1.27 for both the year 2000 and 2013, as male enrolment percentage is higher than female enrolment in case of most of the regions. In the year 2000, the enrolment of male students in services programmes is higher than female enrolment in all regions except Latin America and the Caribbean and North America and Western European region. In 2013, the male enrolment is higher than the female enrolment in all the regions other than North America and Western Europe and South and West Asia.

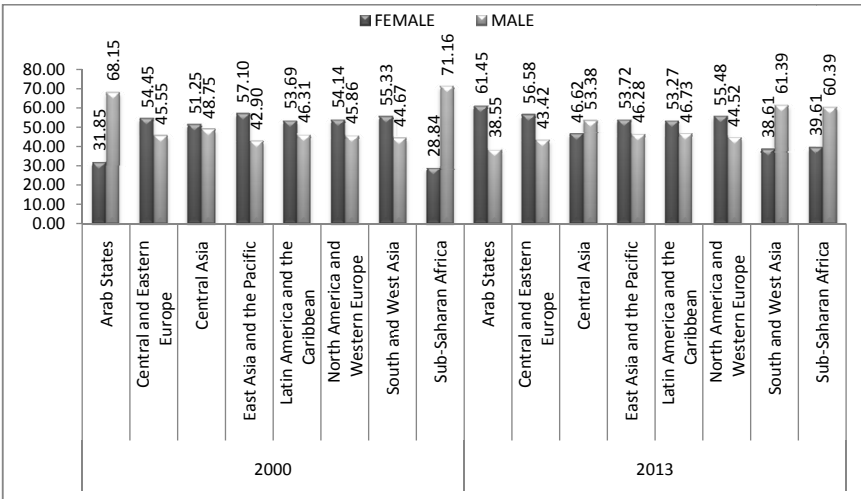
Table 1.26: Percentage of Enrolment in Unspecified Fields in Tertiary Education

| Regions | 2000 | | 2013 | |
|----------------------------------|--------|--------|--------|-------|
| | Female | Male | Female | Male |
| Arab States | 31.85 | 68.15 | 61.45 | 38.55 |
| Central and Eastern Europe | 54.45 | 45.55 | 56.58 | 43.42 |
| Central Asia | 51.25 | 48.75 | 46.62 | 53.38 |
| East Asia and the Pacific | 57.10 | 42.90 | 53.72 | 46.28 |
| Latin America and the Caribbean | 53.69 | 46.31 | 53.27 | 46.73 |
| North America and Western Europe | 54.14 | 45.86 | 55.48 | 44.52 |
| South and West Asia | *55.33 | *44.67 | 38.61 | 61.39 |
| Sub-Saharan Africa | 28.84 | 71.16 | 39.61 | 60.39 |

Source: UIS database, Annexure-VIII

*Value is for the year 2005 as per the availability of data.

Figure 1.28: Percentage of Enrolment in Unspecified Fields in Tertiary Education



Source: UIS database, Annexure-VIII

*South and West Asia value is for the year 2005 instead of 2000, as per the availability of data.

It could be seen in the Table 1.26 and Figure 1.28 in the year 2000, in case of percentage of enrolment in unspecified fields³ in tertiary education, the female enrolment is higher than the male enrolment in most of the regions except Arab States and Sub-Saharan Africa. In Arab States and Sub-

3 Unspecified fields means all the other remaining courses that doesn't come under education programmes, humanities and arts, social sciences, business and law, science, engineering and manufacturing, agriculture, health and welfare and services programmes.

Saharan Africa regions significant gender disparity is found in favour of males, as male enrolment is more than the double of the female enrolment. In the year 2013, gender disparity in favour of males in unspecified fields of tertiary education is found in the regions of Central Asia, South and West Asia and Sub-Saharan Africa. During this year, gender disparity in favour of females in unspecified fields of tertiary education is found in the region of Arab states.

1.4.1.2 Classification by World Economic Forums

The Global Gender Gap Report 2015 published by the World Economic Forum classifies the countries on the basis of both regions and gross national income per capita. The various regions mentioned in the Report are:

- Europe and Central Asian Countries
- MENA (Middle East and North Africa) Countries
- Asia Pacific Countries
- Latin America and Carrebian Countries
- Sub-Saharan Africa Countries
- North America

The global gender gap index examines the gap between men and women in four fundamental categories, like: economic participation and opportunity, educational attainment, health and survival and political empowerment. Thus global gender gap index is calculated on the basis of these four sub-indexes.

Top 10 countries in terms of gender gap index in each region and India in comparison to them and the educational attainment sub-index, as calculated by Global Gender Gap Report 2015 for the above regions are shown in the Table 1.27.

Table 1.27: Ranking of Countries in terms of Gender Gap Index and Educational Attainment Sub-Index by Regions

| Europe and Central Asia | | | | Middle East and North Africa | | | | | |
|-------------------------|------------------|----------------|----------------------------------|------------------------------|----------------------|------------------|----------------|----------------------------------|-------|
| Country | Gender Gap Index | | Educational Attainment Sub-index | | Country | Gender Gap Index | | Educational Attainment Sub-index | |
| | Over all Rank | Over all Score | Rank | Score | | Over all Rank | Over all Score | Rank | Score |
| Iceland | 1 | 0.881 | 1 | 1 | Israel | 53 | 0.712 | 51 | 0.996 |
| Norway | 2 | 0.85 | 32 | 1 | Kuwait | 117 | 0.646 | 77 | 0.991 |
| Finland | 3 | 0.85 | 1 | 1 | United Arab Emirates | 119 | 0.646 | 86 | 0.987 |

Table continued....

| | | | | | | | | | |
|-------------|----|-------|----|-------|--------------|-----|-------|-----|-------|
| Sweden | 4 | 0.823 | 54 | 0.996 | Qatar | 122 | 0.645 | 96 | 0.977 |
| Ireland | 5 | 0.807 | 44 | 0.998 | Bahrain | 123 | 0.644 | 94 | 0.981 |
| Switzerland | 8 | 0.785 | 69 | 0.993 | Tunisia | 127 | 0.634 | 107 | 0.953 |
| Slovenia | 9 | 0.784 | 29 | 1 | Algeria | 128 | 0.632 | 110 | 0.946 |
| Germany | 11 | 0.779 | 88 | 0.987 | Mauritania | 132 | 0.613 | 132 | 0.839 |
| Netherlands | 13 | 0.776 | 1 | 1 | Saudi Arabia | 134 | 0.605 | 82 | 0.988 |
| Denmark | 14 | 0.767 | 1 | 1 | Oman | 135 | 0.604 | 92 | 0.984 |

Source: Global Gender Gap Report 2015, World Economic Forum.

Table continued....

Table 1.27: Ranking of Countries in terms of Gender Gap Index and Educational Attainment Sub-Index by Regions

| Asia Pacific | | | | | Latin America and the Caribbean | | | | |
|--------------|------------------|----------------|----------------------------------|-------|---------------------------------|------------------|----------------|----------------------------------|-------|
| Country | Gender Gap Index | | Educational Attainment Sub-index | | Country | Gender Gap Index | | Educational Attainment Sub-index | |
| | Over all Rank | Over all Score | Rank | Score | | Over all Rank | Over all Score | Rank | Score |
| Philippines | 7 | 0.79 | 34 | 1 | Nicaragua | 12 | 0.776 | 1 | 1 |
| New Zealand | 10 | 0.782 | 1 | 1 | Bolivia | 22 | 0.749 | 101 | 0.967 |
| Australia | 36 | 0.733 | 1 | 1 | Barbados | 24 | 0.744 | 46 | 0.998 |
| Lao PDR | 52 | 0.713 | 116 | 0.935 | Cuba | 29 | 0.74 | 26 | 1 |
| Singapore | 54 | 0.711 | 111 | 0.945 | Ecuador | 33 | 0.738 | 53 | 0.996 |
| Mongolia | 56 | 0.709 | 73 | 0.992 | Argentina | 35 | 0.734 | 55 | 0.996 |
| Thailand | 60 | 0.706 | 67 | 0.994 | Costa Rica | 38 | 0.732 | 1 | 1 |
| Bangladesh | 64 | 0.704 | 109 | 0.948 | Bahamas | 40 | 0.728 | 1 | 1 |
| Vietnam | 83 | 0.687 | 114 | 0.941 | Colombia | 42 | 0.725 | 61 | 0.994 |
| Sri Lanka | 84 | 0.686 | 57 | 0.995 | Panama | 44 | 0.722 | 62 | 0.994 |
| India | 108 | 0.664 | 125 | 0.896 | | | | | |

Source: Global Gender Gap Report 2015, World Economic Forum.

Table continued....

Table 1.27: Ranking of Countries in terms of Gender Gap Index and Educational Attainment Sub-Index by Regions

| Sub-Saharan Africa | | | | | North America | | | | |
|--------------------|------------------|---------------|----------------------------------|-------|---------------|------------------|---------------|----------------------------------|-------|
| Country | Gender Gap Index | | Educational Attainment Sub-index | | Country | Gender Gap Index | | Educational Attainment Sub-index | |
| | Overall Rank | Overall Score | Rank | Score | | Overall Rank | Overall Score | Rank | Score |
| Rwanda | 6 | 0.794 | 112 | 0.944 | United States | 28 | 0.74 | 40 | 0.999 |
| Namibia | 16 | 0.76 | 1 | 1 | Canada | 30 | 0.74 | 1 | 1 |
| South Africa | 17 | 0.759 | 85 | 0.987 | | | | | |

| | | | | |
|------------|----|-------|-----|-------|
| Burundi | 23 | 0.748 | 131 | 0.857 |
| Mozambique | 27 | 0.741 | 129 | 0.86 |
| Kenya | 48 | 0.719 | 113 | 0.942 |
| Tanzania | 49 | 0.718 | 126 | 0.894 |
| Cape Verde | 50 | 0.717 | 99 | 0.97 |
| Botswana | 55 | 0.71 | 1 | 1 |
| Zimbabwe | 57 | 0.709 | 97 | 0.974 |

Source: *Global Gender Gap Report 2015*, World Economic Forum.

Among Europe and central Asian countries, Iceland is ranked one in terms of both global gender gap index and educational attainment sub-index. Among Middle East and North African countries, Israel is top ranked country; it is ranked 53 in terms of global gender gap index and 51 in terms of educational attainment sub-index. Among Asia Pacific countries, the top ranked country is the Philippines; it is ranked 7 in terms of global gender gap index and 34 in terms of educational attainment index. New Zealand and Australia are ranked one in terms of educational attainment index. Global gender gap index rank of India is 108 and it has 125th rank in terms of educational attainment index. Among the Latin America and the Caribbean countries the top ranked country is Nicaragua; it has 12th rank in terms of global gender gap index and rank 1 in terms of educational attainment index. Among the Sub-Saharan African countries, Rwanda has the gender gap index rank of 6 and in terms of educational attainment it is ranked 112. Namibia and Botswana have rank one in terms of gender equality in educational attainment sub-index. In North American countries United States and Canada have 28th and 30th rank in terms global gender gap index. In terms of educational attainment sub-index the United States have 40th rank and Canada enjoys rank one.

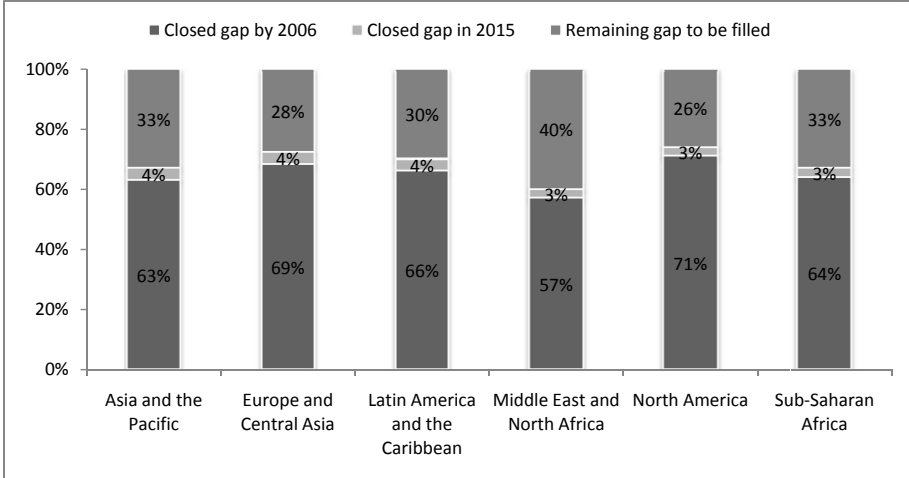
At an aggregate level, gender parity achieved so far, and the remaining target of achieving gender parity by the major regions of the World, as classified by World Economic Forum, are given in Table 1.28 and Figure 1.29.

Table 1.28: Distance from Gender Parity in 2015, By Region

| Regions | Closed gap by 2006 | Closed gap in 2015 | Remaining gap to be filled |
|---------------------------------|--------------------|--------------------|----------------------------|
| Asia and the Pacific | 63 | 4 | 33 |
| Europe and Central Asia | 69 | 4 | 28 |
| Latin America and the Caribbean | 66 | 4 | 30 |
| Middle East and North Africa | 57 | 3 | 40 |
| North America | 71 | 3 | 26 |
| Sub-Saharan Africa | 64 | 3 | 33 |

Source: *Global Gender Gap Report 2015*, World Economic Forum

Figure 1.29: Distance from Gender Parity in 2015, By Region



Source: *Global Gender Gap Report 2015*, World Economic Forum

It is found that highest gender parity is found in Europe and Central Asia (73%), followed by Latin America and the Caribbean (70%). The highest gender gap or the lowest gender parity is found in Middle East and North Africa (60%), followed by Asia and the Pacific (67%) and the Sub-Saharan Africa (67%).

1.4.2 Classification of Countries on the Basis of Gross National Income Per capita

Each year, the World Bank analytically classifies the countries, based on the estimates of gross national income (GNI) per capita for the previous year. For the current 2016 fiscal year the details are given as below:

- High income economies are those which have a GNI per capita of US \$12,736 or more.
- Upper middle income economies are those which have a GNI per capita of more than US \$4,126 but less than \$12,736.
- Lower middle income economies are those which have a GNI per capita of more than US \$1,045 to \$4,125.
- Low income economies are those economies with a GNI per capita of US \$1,045 or less.

According to the *Global Gender Gap Report 2015* of the World Economic Forum, usually the rich countries are able to provide more education and health care facilities, but the gender-related gaps are independent of this as often gender related gaps may found to exist within those higher levels

of health or education. On the basis of countries classified by the World Bank, in terms of gross national income and availability of data from World Economic Forum, the global gender gap index and educational attainment index for the four categories of countries are as shown in Table 1.29.

Table 1.29: Ranking of Countries in terms of Gender Gap Index and Educational Attainment Sub-Index by GNI Per Capita

| High Income Countries (US\$ 12,736 OR MORE) | | | | |
|----------------------------------------------------|-------------------------|----------------------|-----------------------------------------|--------------|
| Country | Gender Gap Index | | Educational Attainment Sub-index | |
| | Overall Rank | Overall Score | Rank | Score |
| Iceland | 1 | 0.881 | 1 | 1 |
| Norway | 2 | 0.85 | 32 | 1 |
| Finland | 3 | 0.85 | 1 | 1 |
| Sweden | 4 | 0.823 | 54 | 0.996 |
| Ireland | 5 | 0.807 | 44 | 0.998 |
| Switzerland | 8 | 0.785 | 69 | 0.993 |
| Slovenia | 9 | 0.784 | 29 | 1 |
| New Zealand | 10 | 0.782 | 1 | 1 |
| Germany | 11 | 0.779 | 88 | 0.987 |
| Netherlands | 13 | 0.776 | 1 | 1 |
| Denmark | 14 | 0.767 | 1 | 1 |
| France | 15 | 0.761 | 1 | 1 |
| United Kingdom | 18 | 0.758 | 37 | 1 |
| Belgium | 19 | 0.753 | 1 | 1 |
| Latvia | 20 | 0.752 | 1 | 1 |
| Estonia | 21 | 0.749 | 39 | 0.999 |
| Barbados | 24 | 0.744 | 46 | 0.998 |
| Spain | 25 | 0.742 | 47 | 0.998 |
| United States | 28 | 0.74 | 40 | 0.999 |
| Canada | 30 | 0.74 | 1 | 1 |
| Lithuania | 31 | 0.74 | 66 | 0.994 |
| Luxembourg | 32 | 0.738 | 1 | 1 |
| Argentina | 35 | 0.734 | 55 | 0.996 |
| Australia | 36 | 0.733 | 1 | 1 |
| Austria | 37 | 0.733 | 1 | 1 |
| Portugal | 39 | 0.731 | 60 | 0.995 |
| Bahamas | 40 | 0.728 | 1 | 1 |
| Italy | 41 | 0.726 | 58 | 0.995 |
| Trinidad and Tobago | 46 | 0.72 | 59 | 0.995 |
| Poland | 51 | 0.715 | 38 | 1 |
| Israel | 53 | 0.712 | 51 | 0.996 |

Table continued....

| | | | | |
|----------------------|-----|-------|-----|-------|
| Singapore | 54 | 0.711 | 111 | 0.945 |
| Croatia | 59 | 0.708 | 65 | 0.994 |
| Chile | 73 | 0.698 | 36 | 1 |
| Russian Federation | 75 | 0.694 | 27 | 1 |
| Venezuela | 78 | 0.691 | 79 | 0.99 |
| Czech Republic | 81 | 0.687 | 1 | 1 |
| Greece | 87 | 0.685 | 56 | 0.996 |
| Brunei Darussalam | 88 | 0.684 | 70 | 0.993 |
| Uruguay | 93 | 0.679 | 48 | 0.997 |
| Slovak Republic | 97 | 0.675 | 1 | 1 |
| Hungary | 99 | 0.672 | 76 | 0.991 |
| Cyprus | 100 | 0.671 | 41 | 0.998 |
| Japan | 101 | 0.67 | 84 | 0.988 |
| Malta | 104 | 0.668 | 1 | 1 |
| Korea, Rep. | 115 | 0.651 | 102 | 0.965 |
| Kuwait | 117 | 0.646 | 77 | 0.991 |
| United Arab Emirates | 119 | 0.646 | 86 | 0.987 |
| Qatar | 122 | 0.645 | 96 | 0.977 |
| Bahrain | 123 | 0.644 | 94 | 0.981 |
| Saudi Arabia | 134 | 0.605 | 82 | 0.988 |
| Oman | 135 | 0.604 | 92 | 0.984 |

Source: *Global Gender Gap Report 2015*, World Economic Forum

Table continued....

Ranking of Countries in terms of Gender Gap Index and Educational Attainment Sub-Index by GNI Per Capita

| Upper Middle Income Countries (US\$ 4,126–12,735) | | | | |
|---------------------------------------------------|------------------|---------------|----------------------------------|-------|
| Country | Gender Gap Index | | Educational Attainment Sub-index | |
| | Overall Rank | Overall Score | Rank | Score |
| Namibia | 16 | 0.76 | 1 | 1 |
| South Africa | 17 | 0.759 | 85 | 0.987 |
| Cuba | 29 | 0.74 | 26 | 1 |
| Ecuador | 33 | 0.738 | 53 | 0.996 |
| Belarus | 34 | 0.734 | 33 | 1 |
| Costa Rica | 38 | 0.732 | 1 | 1 |
| Colombia | 42 | 0.725 | 61 | 0.994 |
| Bulgaria | 43 | 0.722 | 72 | 0.992 |
| Panama | 44 | 0.722 | 62 | 0.994 |
| Serbia | 45 | 0.72 | 52 | 0.996 |
| Kazakhstan | 47 | 0.719 | 28 | 1 |

Table continued....

| | | | | |
|--------------------|-----|-------|-----|-------|
| Botswana | 55 | 0.71 | 1 | 1 |
| Mongolia | 56 | 0.709 | 73 | 0.992 |
| Thailand | 60 | 0.706 | 67 | 0.994 |
| Jamaica | 65 | 0.703 | 42 | 0.998 |
| Macedonia, FYR | 69 | 0.701 | 80 | 0.99 |
| Albania | 70 | 0.701 | 98 | 0.972 |
| Mexico | 71 | 0.699 | 75 | 0.991 |
| Romania | 77 | 0.693 | 64 | 0.994 |
| Montenegro | 79 | 0.689 | 49 | 0.997 |
| Brazil | 85 | 0.686 | 1 | 1 |
| Dominican Republic | 86 | 0.686 | 91 | 0.984 |
| Peru | 89 | 0.683 | 87 | 0.987 |
| China | 91 | 0.682 | 83 | 0.988 |
| Suriname | 94 | 0.678 | 45 | 0.998 |
| Azerbaijan | 96 | 0.675 | 90 | 0.984 |
| Belize | 103 | 0.668 | 68 | 0.994 |
| Paraguay | 107 | 0.666 | 63 | 0.994 |
| Malaysia | 111 | 0.655 | 100 | 0.967 |
| Maldives | 113 | 0.652 | 43 | 0.998 |
| Mauritius | 120 | 0.646 | 74 | 0.991 |
| Fiji | 121 | 0.645 | 71 | 0.992 |
| Angola | 126 | 0.637 | 141 | 0.726 |
| Tunisia | 127 | 0.634 | 107 | 0.953 |
| Algeria | 128 | 0.632 | 110 | 0.946 |
| Turkey | 130 | 0.624 | 105 | 0.957 |
| Lebanon | 138 | 0.598 | 104 | 0.963 |
| Jordan | 140 | 0.593 | 93 | 0.983 |
| Iran, Islamic Rep. | 141 | 0.58 | 106 | 0.954 |

Source: Global Gender Gap Report 2015, World Economic Forum

Table continued....

Ranking of Countries in terms of Gender Gap Index and Educational Attainment Sub-Index by GNI Per Capita

| Lower Middle Income Countries (US\$ 1,046–4,125) | | | | |
|--------------------------------------------------|------------------|---------------|----------------------------------|-------|
| Country | Gender Gap Index | | Educational Attainment Sub-index | |
| | Overall Rank | Overall Score | Rank | Score |
| Philippines | 7 | 0.79 | 34 | 1 |
| Nicaragua | 12 | 0.776 | 1 | 1 |
| Bolivia | 22 | 0.749 | 101 | 0.967 |
| Moldova | 26 | 0.742 | 50 | 0.996 |
| Kenya | 48 | 0.719 | 113 | 0.942 |

Table continued....

| | | | | |
|-----------------|-----|-------|-----|-------|
| Cape Verde | 50 | 0.717 | 99 | 0.97 |
| Lao PDR | 52 | 0.713 | 116 | 0.935 |
| Lesotho | 61 | 0.706 | 1 | 1 |
| El Salvador | 62 | 0.706 | 78 | 0.991 |
| Ghana | 63 | 0.704 | 119 | 0.924 |
| Bangladesh | 64 | 0.704 | 109 | 0.948 |
| Guyana | 66 | 0.702 | 1 | 1 |
| Ukraine | 67 | 0.702 | 30 | 1 |
| Senegal | 72 | 0.698 | 133 | 0.833 |
| Kyrgyz Republic | 76 | 0.693 | 81 | 0.989 |
| Honduras | 80 | 0.688 | 1 | 1 |
| Georgia | 82 | 0.687 | 31 | 1 |
| Vietnam | 83 | 0.687 | 114 | 0.941 |
| Sri Lanka | 84 | 0.686 | 57 | 0.995 |
| Cameroon* | 90 | 0.682 | 130 | 0.857 |
| Indonesia | 92 | 0.681 | 89 | 0.986 |
| Tajikistan | 95 | 0.675 | 120 | 0.922 |
| Swaziland | 102 | 0.67 | 1 | 1 |
| Armenia | 105 | 0.668 | 35 | 1 |
| Guatemala | 106 | 0.667 | 108 | 0.953 |
| India | 108 | 0.664 | 125 | 0.896 |
| Zambia | 116 | 0.65 | 128 | 0.863 |
| Bhutan | 118 | 0.646 | 121 | 0.921 |
| Nigeria | 125 | 0.638 | 137 | 0.802 |
| Mauritania | 132 | 0.613 | 132 | 0.839 |
| Côte d'Ivoire | 133 | 0.606 | 138 | 0.773 |
| Egypt | 136 | 0.599 | 115 | 0.935 |
| Morocco | 139 | 0.593 | 123 | 0.914 |
| Syria | 143 | 0.568 | 103 | 0.965 |
| Pakistan | 144 | 0.559 | 135 | 0.813 |
| Yemen | 145 | 0.484 | 142 | 0.72 |

Source: *Global Gender Gap Report 2015*, World Economic Forum

Table continued....

Ranking of Countries in terms of Gender Gap Index and Educational Attainment Sub-Index by GNI Per Capita

| Low Income Countries (US\$ 1,045 OR LESS) | | | | |
|-------------------------------------------|------------------|---------------|----------------------------------|-------|
| Country | Gender Gap Index | | Educational Attainment Sub-index | |
| | Overall Rank | Overall Score | Rank | Score |
| Rwanda | 6 | 0.794 | 112 | 0.944 |
| Burundi | 23 | 0.748 | 131 | 0.857 |

Table continued....

| | | | | |
|--------------|-----|-------|-----|-------|
| Mozambique | 27 | 0.741 | 129 | 0.86 |
| Tanzania | 49 | 0.718 | 126 | 0.894 |
| Zimbabwe | 57 | 0.709 | 97 | 0.974 |
| Uganda | 58 | 0.708 | 117 | 0.93 |
| Malawi | 68 | 0.701 | 124 | 0.91 |
| Madagascar | 74 | 0.698 | 95 | 0.981 |
| Gambia | 98 | 0.674 | 118 | 0.926 |
| Cambodia | 109 | 0.662 | 127 | 0.891 |
| Nepal | 110 | 0.658 | 122 | 0.917 |
| Liberia | 112 | 0.652 | 136 | 0.806 |
| Burkina Faso | 114 | 0.651 | 134 | 0.831 |
| Ethiopia | 124 | 0.64 | 140 | 0.741 |
| Benin* | 129 | 0.625 | 144 | 0.7 |
| Guinea | 131 | 0.618 | 143 | 0.707 |
| Mali | 137 | 0.599 | 139 | 0.755 |
| Chad | 142 | 0.58 | 145 | 0.591 |

Source: World Economic Forum

Among the high income countries Iceland has rank one in terms of both global gender gap index and educational attainment sub-index. Norway has rank 2 in terms of global gender gap index, but it has rank 32 in terms of educational attainment sub-index. The gender gap index is calculated on the basis of four sub-indexes economic participation and opportunity, educational attainment, health and survival and political empowerment. Norway has a good rank in terms of global gender gap index, but it is lagging behind in terms of educational attainment sub-index. This shows that Norway has significant gender equality in terms of other three sub-indexes. Among upper middle income Countries, Namibia has rank 16 in terms of global gender gap index and have rank one in terms of educational attainment sub-index. South Africa has 17th rank in terms of global gender gap index and 85 in terms of educational attainment sub-index. Among the lower middle income countries, the Philippines and Nicaragua have rank 7 and 12 respectively in terms of global gender gap index. The Philippines has rank 34 and Nicaragua has rank 1 in terms of educational attainment sub-index. India also belongs to lower middle income country category and it has rank 108 in terms of global gender gap index and 125th rank in terms of educational attainment sub-index. Among the low income countries Rwanda and Burundi have rank 6th and 23rd in terms of global gender gap index and 112th and 131st rank in terms of educational attainment sub-index.

It is observed that in case of countries like the Philippines and Rwanda belonging to lower middle income and low income categories, have high

level of gender equality index. For some high income countries like Qatar, Bahrain, Saudi Arabia and Oman, the gender equality index is found to be very low. Thus it can be said that though the high income countries usually spend more on education and health care facilities, but gender related gaps are independent of these.

1.4.3 Classification of Countries on the Basis of Human Development Index

Different countries have followed different growth path in the past and they can be classified into different categories on the basis of different parameters. In the present study, we have attempted to find out the classification of countries on the basis of Human Development Index (HDI) from UNDP (United Nations Development Programme) data and on the basis of HDI, countries can be divided into:

- Countries having **very high human development**
- Countries having **high human development**
- Countries having **medium human development**
- Countries having **low human development**

Table 1.30: Classification of Countries on the Basis of Human Development Index for the Year 2014

| HDI Rank | Country | Human Development Index (HDI) | | |
|------------------------------------|--------------------|-------------------------------|--------|-------|
| | | Total | Female | Male |
| Very High Human Development | | | | |
| 1 | Norway | 0.944 | 0.940 | 0.944 |
| 2 | Australia | 0.935 | 0.922 | 0.945 |
| 3 | Switzerland | 0.930 | 0.898 | 0.945 |
| 4 | Denmark | 0.923 | 0.912 | 0.934 |
| 5 | Netherlands | 0.922 | 0.893 | 0.943 |
| 6 | Germany | 0.916 | 0.901 | 0.936 |
| 6 | Ireland | 0.916 | 0.901 | 0.926 |
| 8 | United States | 0.915 | 0.911 | 0.916 |
| 9 | Canada | 0.913 | 0.904 | 0.921 |
| 9 | New Zealand | 0.913 | 0.894 | 0.930 |
| High Human Development | | | | |
| 50 | Belarus | 0.798 | 0.806 | 0.789 |
| 50 | Russian Federation | 0.798 | 0.804 | 0.789 |
| 52 | Oman | 0.793 | 0.741 | 0.815 |
| 52 | Romania | 0.793 | 0.787 | 0.796 |
| 52 | Uruguay | 0.793 | 0.797 | 0.783 |

Table continued....

| | | | | |
|-----|---------------------|-------|-------|-------|
| 55 | Bahamas | 0.790 | - | - |
| 56 | Kazakhstan | 0.788 | 0.787 | 0.785 |
| 57 | Barbados | 0.785 | 0.791 | 0.777 |
| 58 | Antigua and Barbuda | 0.783 | - | - |
| 59 | Bulgaria | 0.782 | 0.777 | 0.784 |
| 73 | Sri Lanka | 0.757 | 0.730 | 0.769 |
| 75 | Brazil | 0.755 | 0.752 | 0.754 |
| 90 | China | 0.727 | 0.705 | 0.747 |
| 104 | Maldives | 0.706 | 0.678 | 0.723 |

Table contd....

| HDI Rank | Country | Human Development Index (HDI) | | |
|---------------------------------|-------------------------------|-------------------------------|--------|-------|
| | | Total | Female | Male |
| Medium Human Development | | | | |
| 106 | Botswana | 0.698 | 0.691 | 0.704 |
| 107 | Republic of Moldova | 0.693 | 0.694 | 0.692 |
| 108 | Egypt | 0.690 | 0.633 | 0.729 |
| 109 | Turkmenistan | 0.688 | - | - |
| 110 | Gabon | 0.684 | - | - |
| 110 | Indonesia | 0.684 | 0.655 | 0.706 |
| 112 | Paraguay | 0.679 | 0.662 | 0.692 |
| 113 | Palestine, State of | 0.677 | 0.607 | 0.706 |
| 114 | Uzbekistan | 0.675 | 0.640 | 0.678 |
| 115 | Philippines | 0.668 | 0.649 | 0.664 |
| 116 | South Africa | 0.666 | 0.646 | 0.681 |
| 130 | India | 0.609 | 0.525 | 0.660 |
| 132 | Bhutan | 0.605 | 0.572 | 0.638 |
| 142 | Bangladesh | 0.570 | 0.541 | 0.590 |
| Low Human Development | | | | |
| 145 | Kenya | 0.548 | 0.527 | 0.577 |
| 145 | Nepal | 0.548 | 0.521 | 0.574 |
| 147 | Pakistan | 0.538 | 0.436 | 0.601 |
| 148 | Myanmar | 0.536 | - | - |
| 149 | Angola | 0.532 | - | - |
| 150 | Swaziland | 0.531 | 0.494 | 0.561 |
| 151 | Tanzania (United Republic of) | 0.521 | 0.504 | 0.538 |
| 152 | Nigeria | 0.514 | 0.468 | 0.556 |
| 153 | Cameroon | 0.512 | 0.478 | 0.544 |
| 154 | Madagascar | 0.510 | 0.497 | 0.526 |
| 171 | Afghanistan | 0.465 | 0.328 | 0.546 |

Source: UNDP, Human Development Report-2015

In Table 1.30, we have taken the top ten countries in each category, i.e. very high, high, medium and low human development. Along with this we have also taken the SAARC countries (Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka) and BRICS countries (Brazil, Russia, India, China and South Africa) for a comparative study with India. It is observed that the Female HDI is found to be lower than male HDI in most of the countries, whether the countries belong to very high human development or high human development or medium human development or a low human development category. Only for the Russian Federation, Belarus, Uruguay, Kazakhstan, Barbados and the Republic of Moldova, the female HDI is higher than that of male HDI. The gap between the female and male HDI is found to be lower in case of very high and high human development countries, where as it is found to be high in medium and low human development countries.

Among the SAARC countries only Sri Lanka and Maldives are two countries having high human development. Pakistan, Nepal and Afghanistan are found in low human development index countries category. India, Bhutan and Bangladesh are found in medium development categories. *For all the SAARC countries, the female HDI is lower than of Male HDI.* Among the BRICS countries, Brazil, Russia and China are found in high human development index category country and South Africa and India are in medium human development index category country. *It is only for the Russian Federation the female HDI is exceeding the male HDI.*

Table 1.31: Gender Differences in Education in the Countries Classified on the Basis of Human Development Index for the Year 2014

| HDI Rank | Country | Expected years of schooling (in years) | | Mean years of schooling (in years) | | Population with at least some secondary education (% ages 25 and older) | |
|------------------------------------|-------------|----------------------------------------|------|------------------------------------|------|-------------------------------------------------------------------------|------|
| | | | | | | 2005-2014 | |
| | | Female | Male | Female | Male | Female | Male |
| Very High Human Development | | | | | | | |
| 1 | Norway | 18.2 | 16.8 | 12.7 | 12.5 | 97.4 | 96.7 |
| 2 | Australia | 20.7 | 19.7 | 13.1 | 12.9 | 94.3 | 94.6 |
| 3 | Switzerland | 15.7 | 15.9 | 11.5 | 13.1 | 95.0 | 96.6 |
| 4 | Denmark | 19.3 | 18.1 | 12.8 | 12.7 | 95.5 | 96.6 |
| 5 | Netherlands | 18.0 | 17.9 | 11.6 | 12.2 | 87.7 | 90.5 |
| 6 | Germany | 16.3 | 16.6 | 12.9 | 13.8 | 96.3 | 97.0 |
| 6 | Ireland | 18.5 | 18.7 | 12.3 | 12.0 | 80.5 | 78.6 |

Table continued....

| | | | | | | | |
|-------------------------------|---------------------|------|------|------|------|-------|-------|
| 8 | United States | 17.2 | 15.7 | 13.0 | 12.9 | 95.1 | 94.8 |
| 9 | Canada | 16.3 | 15.5 | 13.1 | 13.0 | 100.0 | 100.0 |
| 9 | New Zealand | 20.0 | 18.3 | 12.5 | 12.6 | 95.0 | 95.3 |
| High Human Development | | | | | | | |
| 50 | Belarus | 16.2 | 15.1 | 11.9 | 12.1 | 87.0 | 92.2 |
| 50 | Russian Federation | 15.1 | 14.3 | 11.9 | 12.0 | 89.6 | 92.5 |
| 52 | Oman | 13.9 | 13.5 | 7.0 | 8.5 | 47.2 | 57.1 |
| 52 | Romania | 14.6 | 13.8 | 10.3 | 11.1 | 86.1 | 92.0 |
| 52 | Uruguay | 16.6 | 14.4 | 8.7 | 8.2 | 54.4 | 50.3 |
| 55 | Bahamas | - | - | 11.1 | 10.7 | 91.2 | 87.6 |
| 56 | Kazakhstan | 15.4 | 14.7 | 11.3 | 11.5 | 95.3 | 98.8 |
| 57 | Barbados | 17.2 | 13.8 | 10.6 | 10.2 | 89.5 | 87.7 |
| 58 | Antigua and Barbuda | 14.6 | 13.3 | - | - | - | - |
| 59 | Bulgaria | 14.6 | 14.1 | 10.6 | 10.4 | 93.0 | 95.7 |
| 75 | Brazil | 15.6 | 14.8 | 7.8 | 7.5 | 54.6 | 52.4 |
| 90 | China | 13.2 | 12.9 | 6.9 | 8.2 | 58.7 | 71.9 |
| 104 | Maldives | 12.8 | 12.5 | 5.7 | 6.0 | 27.3 | 32.7 |

Source: UNDP, *Human Development Report-2015*

Table continued...

Gender Differences in Education in the Countries Classified on the Basis of Human Development Index for the Year 2014

| HDI Rank | Country | Expected years of schooling (in years) | | Mean years of schooling (in years) | | Population with at least some secondary education (% ages 25 and older) | |
|---------------------------------|---------------------|----------------------------------------|------|------------------------------------|------|-------------------------------------------------------------------------|------|
| | | Female | Male | Female | Male | Female | Male |
| Medium Human Development | | | | | | | |
| 106 | Botswana | 12.6 | 12.4 | 8.7 | 9.1 | 73.6 | 77.9 |
| 107 | Republic of Moldova | 12.2 | 11.6 | 11.1 | 11.3 | 93.6 | 96.6 |
| 108 | Egypt | 13.3 | 13.8 | 5.4 | 7.7 | 43.9 | 60.6 |
| 109 | Turkmenistan | 10.6 | 11.0 | - | - | - | - |
| 110 | Gabon | - | - | 8.9 | 6.6 | 53.9 | 36.1 |
| 110 | Indonesia | 13.1 | 12.9 | 7.0 | 8.2 | 39.9 | 49.2 |
| 112 | Paraguay | 12.2 | 11.7 | 7.5 | 7.9 | 36.8 | 43.0 |
| 113 | Palestine, State of | 13.8 | 12.2 | 8.4 | 9.3 | 53.9 | 59.4 |

| | | | | | | | |
|------------------------------|-------------------------------------|------|------|-----|------|------|------|
| 114 | Uzbekistan | 11.3 | 11.7 | 9.5 | 9.9 | - | - |
| 115 | Philippines | 11.5 | 11.1 | 8.4 | 7.9 | 65.9 | 63.7 |
| 116 | South Africa | 13.7 | 13.4 | 9.7 | 10.2 | 72.7 | 75.9 |
| 130 | India | 11.3 | 11.8 | 3.6 | 7.2 | 27.0 | 56.6 |
| 132 | Bhutan | 12.8 | 12.6 | 2.0 | 4.1 | 34.0 | 34.5 |
| 142 | Bangladesh | 10.3 | 9.7 | 4.5 | 5.5 | 34.1 | 41.3 |
| Low Human Development | | | | | | | |
| 145 | Kenya | 10.7 | 11.3 | 5.9 | 7.3 | 25.3 | 31.4 |
| 145 | Nepal | 12.5 | 12.2 | 2.3 | 4.5 | 17.7 | 38.2 |
| 147 | Pakistan | 7.0 | 8.5 | 3.1 | 6.2 | 19.3 | 46.1 |
| 148 | Myanmar | - | - | 4.3 | 3.8 | 22.9 | 15.3 |
| 149 | Angola | 8.7 | 14.0 | - | - | - | - |
| 150 | Swaziland | 10.9 | 11.8 | 7.4 | 6.8 | 21.9 | 26.0 |
| 151 | Tanzania (United Republic of) | 9.0 | 9.3 | 4.5 | 5.8 | 5.6 | 9.5 |
| 152 | Nigeria | 8.2 | 9.8 | 4.9 | 7.1 | - | - |
| 153 | Cameroon | 9.5 | 11.2 | 5.3 | 6.7 | 21.3 | 34.9 |
| 154 | Madagascar | 10.2 | 10.5 | 6.6 | 6.1 | - | - |
| 171 | Afghanistan | 7.2 | 11.3 | 1.2 | 5.1 | 5.9 | 29.8 |

Source: UNDP Human Development Report-2015

Table 1.31, the expected years of schooling and mean years of schooling for female and male are shown for the year 2014 and percentage of population with least some secondary education of ages 25 and older are shown for 2005 to 2014, for the countries having very high HDI, high HDI, Medium HDI and low HDI. In case of the countries having very high HDI, high HDI and medium HDI, the expected years of schooling for the female is found to be almost same to that of the male in some countries and in some countries it even exceeds to that of the male. In countries having low HDI, the expected years of schooling for the female is lower than that of the male for Kenya, Pakistan, Swaziland, Angola, Nigeria, Cameroon and Afghanistan.

Countries having very high HDI like, Norway, Australia, Denmark, Ireland, United States, Canada and New Zealand, have experienced almost same ratios for female and male in case of mean years of schooling. All the remaining countries in this group have lower female ratios than male. Countries having high HDI like Belarus, Russian Federation, Kazakhstan, Barbados, Bulgaria, Brazil and Maldives have experienced almost same ratios for female and male in case of mean years of schooling. Oman, Romania and China have experienced lower female ratio than male in mean years of schooling. In Bahamas, female ratio is higher than that of male.

For countries, having medium HDI, only in Gabon and the Philippines the mean years of schooling is higher for females than male and for rest of the countries the mean year of schooling for female is lower than male. For countries having low HDI like Myanmar, Swaziland and Madagascar the mean years of schooling for female is higher than male. For all the other countries in this category the mean years of schooling is higher for male than female.

In case of countries having very high HDI, the percentage of population with at least some secondary education of ages 25 and older, is found to be very high. It is found to be nearly equal for both male and female for Norway, Australia, Netherlands, the United States and New Zealand. Canada is the only country having 100% of its population of ages 25 and older with at least some secondary education. For the remaining countries, female ratio is lower than male. In case of countries having high HDI, the percentage of population with at least some secondary education of ages 25 and older, is found to be high in case of female than male for Uruguay, Bahamas, Barbados, Bulgaria and Brazil. For rest of the countries, it is higher in case of male than female. Among countries having medium HDI, the percentage of population with at least some secondary education of ages 25 and older, is found to be high in case of female than male only in Gabon and the Philippines. For other countries, it is higher in case of male than female. Among countries having low HDI, the percentage of population with at least some secondary education of ages 25 and older, is found to be high in case of female than male only in Myanmar. For other countries, it is higher in case of male than female. There is a huge difference between female and male percentage in Tanzania and Afghanistan. Thus it is observed in Table-1.31, for countries having very high and high HDI, there is significant gender parity in the expected years of schooling, mean years of schooling and percentage of population of age 25 and above having at least some secondary education.

1.5 GENDER PARITY IN EMPLOYMENT IN A COMPARATIVE PERSPECTIVE: INDIA AND OTHER COUNTRIES

Employment by education level shows the number of persons employed in different economic activity according to their education level. Information on the levels of educational attainment is an indicator of labour forces' skill levels. This is an important determinant of a country's capacity to compete successfully in the world market and to make efficient use of rapid technological advances. It is also an important determining factor of the employability of workers. This section presents information on the educational attainment of the labour force according to four levels of education - less than primary, primary level, secondary level and tertiary

level of education. The categories used as the indicator are based on the levels of the International Standard Classification of Education (ISCED). This section focuses on the employment by education level for India with other countries for a comparative study. The other countries considered here are high income, upper middle income, lower middle income and low income economies as classified according to the Gross National Income (GNI) per capita by the World Bank. The study attempted to compare five countries in each of the GNI per capita group ranked according to gender gap index by Global Gender Gap Report, but it is constrained to the availability of data on employments by education level obtained from International Labour Organisation (ILO) online database.

Data on employment by education level for the 15+ age group for India and other countries is for the year 2010.

Table 1.32: Employment by Education Level in High Income Countries

| High Income Countries | | | | | | | | | | | | | | | | |
|-----------------------|-----------------------|---------------------------|------|--------|------------------------------------------------------|-------------|-------------|--------------------------------------------|----------------|----------------|----------------------------------------------|-----------------|-----------------|---------------------------------------------|----------------|----------------|
| Country | Gender Gap Index Rank | Total Labour force ('000) | | | Labour Force with Less than primary Education ('000) | | | Labour Force with Primary Education ('000) | | | Labour Force with Secondary Education ('000) | | | Labour Force with Tertiary Education ('000) | | |
| | | Persons | Male | Female | Persons | Male | Female | Persons | Male | Female | Persons | Male | Female | Persons | Male | Female |
| Iceland | 1 | 179 | 94 | 85 | | | | 60 (33.3%) | 31 (32.4%) | 29 (34.3%) | 69 (38.4%) | 41 (43.7%) | 28 (32.6%) | 50 (28.0%) | 22 (23.7%) | 28 (32.8%) |
| Norway | 2 | 2592 | 1370 | 1222 | | | | 517 (19.9%) | 281 (20.5%) | 236 (19.3%) | 1128 (43.5%) | 643 (46.9%) | 485 (39.7%) | 929 (35.8%) | 437 (31.9%) | 492 (40.2%) |
| Finland | 3 | 2672 | 1385 | 1287 | | | | 427 (16.0%) | 251 (18.1%) | 176 (13.7%) | 1250 (46.8%) | 694 (50.1%) | 556 (43.2%) | 995 (37.3%) | 440 (31.8%) | 555 (43.2%) |
| Sweden | 4 | 4950 | 2621 | 2329 | | | | 675 (13.6%) | 409 (15.6%) | 266 (11.4%) | 2665 (53.8%) | 1493 (57.0%) | 1172 (50.3%) | 1601 (32.3%) | 714 (27.2%) | 887 (38.1%) |
| Ireland | 5 | 2185 | 1217 | 968 | 4 (0.2%) | 3 (0.2%) | 1 (0.1%) | 423 (19.3%) | 294 (24.1%) | 129 (13.3%) | 838 (38.3%) | 474 (39.0%) | 364 (37.6%) | 851 (38.9%) | 404 (33.2%) | 447 (46.2%) |

Source: Global Gender Gap Report 2015 and International Labour Organisation Database

Table 1.32 shows the employment by education level in high income countries for the year 2010. It was observed that high income countries have very good rank in terms of global gender gap index, but still the number of females in labour force is comparatively low to that of male in all the countries considered. The same situation is found in case of employment by education levels, as number of males exceeds the number of females. It is observed that in all the countries, highest number of persons in labour force have secondary educations; only except Ireland where more labour force have tertiary education.

Table 1.33: Employment by Education Level in Upper Middle Income Countries

| Upper Middle Income Countries | | | | | | | | | | | | | | | | |
|-------------------------------|-----------------------|---------------------------|------|--------|------------------------------------------------------|---------------|---------------|--------------------------------------------|----------------|---------------|----------------------------------------------|----------------|----------------|---------------------------------------------|--------------|--------------|
| Country | Gender Gap Index Rank | Total Labour force ('000) | | | Labour Force with Less than primary Education ('000) | | | Labour Force with Primary Education ('000) | | | Labour Force with Secondary Education ('000) | | | Labour Force with Tertiary Education ('000) | | |
| | | Persons | Male | Female | Persons | Male | Female | Persons | Male | Female | Persons | Male | Female | Persons | Male | Female |
| Namibia | 16 | 779 | 396 | 383 | 88 (11.3%) | 49 (12.3%) | 39 (10.3%) | 194 (24.9%) | 106 (26.8%) | 88 (22.9%) | 420 (53.9%) | 201 (50.8%) | 219 (57.1%) | 67 (8.6%) | 34 (8.7%) | 32 (8.5%) |

| | | | | | | | | | | | | | | | | |
|--------------|----|-------|------|------|-----------------|---------------|---------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------------|----------------|
| South Africa | 17 | 17393 | | | 1927 (11.1%) | | | 7110 (40.9%) | | | 5414 (31.1%) | | | 2723 (15.7%) | | |
| Cuba | 29 | 5025 | 3088 | 1817 | | | | 1519 (30.2%) | 1157 (37.5%) | 315 (17.3%) | 2713 (54.0%) | 1562 (50.6%) | 1103 (60.7%) | 794 (15.8%) | 369 (12.0%) | 376 (20.7%) |
| Ecuador | 33 | 6509 | 3905 | 2604 | 332 (5.1%) | 180 (4.6%) | 152 (5.8%) | 3184 (48.9%) | 2035 (52.1%) | 1149 (44.1%) | 1552 (23.8%) | 942 (24.1%) | 609 (23.4%) | 1441 (22.1%) | 747 (19.1%) | 694 (26.6%) |
| Costa Rica | 38 | 2052 | 1269 | 783 | 57 (2.8%) | 43 (3.4%) | 14 (1.7%) | 785 (38.3%) | 534 (42.1%) | 251 (32.1%) | 759 (37.0%) | 461 (36.3%) | 299 (38.2%) | 451 (22.0%) | 231 (18.2%) | 219 (28.0%) |

Source: Global Gender Gap Report 2015 and International Labour Organisation Database

Table 1.33 gives an idea about the employment by education level in the upper middle income countries for the year 2010. It was observed that the upper middle income countries have good rank in terms of global gender gap index, but still the number of females in labour force is comparatively lower than that of male in all the countries considered. The same situation is observed in case of employment by education level, as number of males exceeds the number of females, only except Cuba where the female labour force with tertiary education is higher than male. In South Africa, Ecuador and Costa Rica it is observed that highest numbers of persons in labour force have primary education. In Namibia and Cuba, highest numbers of persons in labour force have secondary educations.

Table 1.34: Employment by Education Level in Lower Middle Income Countries

| Lower Middle Income Countries | | | | | | | | | | | | | | | | |
|-------------------------------|-----------------------|---------------------------|--------|--------|------------------------------------------------------|------------------|------------------|--------------------------------------------|------------------|------------------|----------------------------------------------|------------------|-----------------|---------------------------------------------|------------------|-----------------|
| Country | Gender Gap Index Rank | Total Labour force ('000) | | | Labour Force with Less than primary Education ('000) | | | Labour Force with Primary Education ('000) | | | Labour Force with Secondary Education ('000) | | | Labour Force with Tertiary Education ('000) | | |
| | | Persons | Male | Female | Persons | Male | Female | Persons | Male | Female | Persons | Male | Female | Persons | Male | Female |
| Philippines | 7 | 38893 | 23727 | 15164 | 647 (1.7%) | 410 (1.7%) | 192 (1.3%) | | | | 26839 (69.0%) | 17392 (73.3%) | 9443 (62.3%) | 11409 (29.3%) | 5927 (25.0%) | 5416 (35.7%) |
| Nicaragua | 12 | 2753 | 1599 | 1154 | 399 (14.5%) | 247 (15.4%) | 152 (13.1%) | 1037 (37.7%) | 651 (40.7%) | 386 (33.5%) | 959 (34.8%) | 531 (33.2%) | 428 (37.1%) | 356 (12.9%) | 169 (10.5%) | 188 (16.2%) |
| Bolivia* | 22 | 4893 | 2684 | 2209 | 474 (9.7%) | 138 (5.2%) | 335 (15.2%) | 1843 (37.7%) | 1020 (38.0%) | 823 (37.3%) | 1863 (38.1%) | 1116 (41.6%) | 747 (33.8%) | 709 (14.5%) | 409 (15.2%) | 301 (13.6%) |
| Republic of Moldova | 26 | 1235 | 631 | 605 | 9 (0.7%) | 5 (0.8%) | 3 (0.6%) | 259 (20.9%) | 124 (19.6%) | 135 (22.3%) | 687 (55.6%) | 375 (59.5%) | 312 (51.6%) | 281 (22.8%) | 126 (20.0%) | 155 (25.6%) |
| India | 108 | 388020 | 287420 | 100600 | 156007 (40.2%) | 95268 (33.1%) | 60739 (60.4%) | 122478 (31.6%) | 98764 (34.4%) | 23714 (23.6%) | 71287 (18.4%) | 62183 (21.6%) | 9104 (9.0%) | 38215 (9.8%) | 31180 (10.8%) | 7034 (7.0%) |

Source: Global Gender Gap Report 2015 and International Labour Organisation Database* For the year 2009

Table 1.34 deals with the employment by education level in lower middle income countries for the year 2010. It was observed that India is in lower middle income countries group, but have very low rank in terms of global gender gap index. The total number of females in labour force is comparatively lower than that of male in all the countries considered. The same situation is observed in case of employment by education level, as number of males exceeds the number of females in most of the countries, only except Bolivia, the Republic of Moldova and Nicaragua. In Bolivia, the female labour force with less than primary education is higher than the male, in Republic of Moldova and Nicaragua female labour force with

tertiary education exceeds the male labour force with tertiary education. In India the gap in numbers of male and female in labour force increases with the increase in education level.

Table 1.35: Employment by Education Level in Low Income Countries

| Low Income Countries | | | | | | | | | | | | | | | | |
|----------------------|-----------------------|---------------------------|------|--------|------------------------------------------------------|--------------|--------------|--------------------------------------------|-----------------|-----------------|----------------------------------------------|----------------|----------------|---------------------------------------------|----------------|----------------|
| Country | Gender Gap Index Rank | Total Labour force ('000) | | | Labour Force with Less than primary Education ('000) | | | Labour Force with Primary Education ('000) | | | Labour Force with Secondary Education ('000) | | | Labour Force with Tertiary Education ('000) | | |
| | | Persons | Male | Female | Persons | Male | Female | Persons | Male | Female | Persons | Male | Female | Persons | Male | Female |
| Rwanda* | 6 | 4301 | | | 1094 (25.4%) | | | 2867 (66.7%) | | | 194 (4.5%) | | | 116 (2.7%) | | |
| Cambodia | 109 | 7702 | | | 4074 (52.9%) | | | 2041 (26.5%) | | | 1425 (18.5%) | | | 162 (2.1%) | | |
| Ethiopia | 124 | 4433 | 2551 | 1882 | 107 (2.4%) | 71 (2.8%) | 35 (1.9%) | 2926 (66.0%) | 1643 (64.4%) | 1282 (68.1%) | 654 (14.8%) | 347 (13.6%) | 307 (16.3%) | 742 (16.7%) | 484 (19.0%) | 255 (13.6%) |

Source: Global Gender Gap Report 2015 and International Labour Organisation Database* For the year 2012

Table 1.35 shows the employment by education level in low income countries. Among the low income countries, for Rwanda and Cambodia data on male female labour force according to education level was not available. In Rwanda and Ethiopia, labour force with primary education is highest in comparison to other levels of education. In Cambodia labour force with less than primary education is highest. The female labour force is found to be lower than the male labour force in Ethiopia at an aggregate as well as in all the levels of education.

1.6 SUMMING UP

Gender inequality, in general is a challenging global issue and gender inequality in education, in particular, is a reflection of this challenging task. Various initiatives have been taken since 1948 when education was declared as a basic human right by the United Nations. The purpose of the initiatives have been for achieving educational development and reducing gender inequality in education. Two major initiatives in this regard are World Education Forum's Education for All (EFA) Strategy and United Nations Millennium Development Goals (MDGs).

Different initiatives and campaigns to reduce the gender gap in education as well as the steps to break the barriers that keep girls out of school, have resulted in the decline in gender inequality in education in recent years. At a global level, the present analysis highlights this point:

- More boys were found to be out of school in pre-primary school age of education in comparison to girls.
- In primary school age of education, more girls were out of school in comparison to boys.

- In lower secondary school age of education, almost equal number of girls and boys are out of school.
- Female enrolment is found to be lower in pre-primary, primary, secondary levels of education.
- Female enrolment is marginally higher than male enrolment in post-secondary non-tertiary and tertiary education.
- Youth literacy rate and adult literacy rate are found to be low in case of the female than the male.
- Target of achieving gender parity in primary education by 2005 by all countries, has already been missed, as only two-thirds of the countries (70.2%) achieved gender parity in primary education by 2013.
- Progress towards gender parity in secondary education is less visible, only 57.9% of the countries have achieved gender parity.
- Gender disparities in enrolment are more apparent as education level increases. At the post-secondary non-tertiary level and tertiary level of education it is 9.8% and 7.7% respectively. Achieving gender parity in tertiary education is still an area of concern.
- In terms of global gender gap index, Iceland is ranked one, where India is ranked in 108th position.
- The out of school children are found to be highest in South and West Asia and Sub-Saharan African regions.
- Enrolment of girls is found to be high in Education, Humanities and Arts, Social Sciences, Business & law, and Health and Welfare programmes in tertiary education.
- Enrolment of boys is found to be high in the courses like Science, Engineering and Manufacturing, Agriculture, and Services programmes in tertiary education.
- In case of Gender Gap Index, it is found that there is no systematic behaviour in terms of Gender Gap Index and educational attainment sub-index. Some countries having very good rank in terms of gender gap index have failed to achieve a good rank in terms of educational attainment sub-index. While some countries though have good rank in terms of educational attainment sub-index, have failed to achieve a good rank in terms of gender gap index.
- Highest gender parity is found in Europe and Central Asia (73%), followed by Latin America and the Caribbean (70%).
- The highest gender gap or the lowest gender parity is found in Middle East and North Africa (60%), followed by Asia & the Pacific (67%) and the Sub-Saharan Africa (67%).
- Among the high income countries, Iceland has rank one in terms of both global gender gap index and educational attainment sub-index.

- Among upper middle income Countries, Namibia has rank 16 in terms of global gender gap index and have rank one in terms of educational attainment sub-index.
- Among the lower middle income countries the Philippines and Nicaragua have rank 7 and 12 respectively in terms of global gender gap index. The Philippines has rank 34 and Nicaragua has rank one in terms of educational attainment sub-index.
- India also belongs to lower middle income country category and it has rank 108 in terms of global gender gap index and 125th rank in terms of educational attainment sub-index.
- Among the low income countries Rwanda and Burundi have rank 6th and 23rd in terms of global gender gap index and 112th and 131st rank in terms of educational attainment sub-index.
- In case of the countries having very high HDI, high HDI and medium HDI, the expected years of schooling for the female is found to be almost same to that of the male in some countries and in some countries it even exceeds to that of the male.
- In countries having low HDI, the expected years of schooling for the female is lower than that of the male for Kenya, Pakistan, Swaziland, Angola, Nigeria, Cameroon and Afghanistan.
- In case of labour force by education level, it is found that in case of most of the countries the number of females in labour force is less than the number of the males in labour force, at an aggregate as well as by different education levels.

CHAPTER-II

GENDER PARITY IN EDUCATION AND EMPLOYMENT: A NATIONAL PERSPECTIVE

“They (Indian women) have many and grave problems, but, none that are not to be solved by that magic word ‘education’.”

- Swami Vivekananda

2.1 INTRODUCTION

Women empowerment is a global issue and education for women is the best way to empower them and it helps to improve the health, nutrition and economic status of a household. Education is a milestone of women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their life. In a country like India, which is poised to becoming a super power by 2020 and where women constitutes around half of the population, we cannot neglect the importance of education for women’s empowerment. India has committed to meeting the Millennium Development Goals and is a signatory to many international conventions, including Convention for Elimination of All forms of Discrimination against Women and the Convention on the Rights of the Child. Yet women and children continue to be the victims of violence, neglect and injustice.

To encourage education of women at all levels and for dilution of gender bias, the government has undertaken various steps like, Sarva Shiksha Abhiyan (SSA), District Primary Education Programme (DPEP), Mid-day Meal Scheme, Kasturba Gandhi Balika Vidyalaya (KGBV), appointment of Shiksha Karmi, Mahila Samakhya, National Programme for Education of Girls at Elementary Level (NPEGEL), Padhe Bitiya Badhe Bitiya, Ladali Scheme, Integrated Education for Disabled Children (IEDC), Vocationalisation of Education, etc. Gender discrimination still persists in India and is also reflected in education, for instance, the female literacy rate is just 65.46% and the male literary rate is more than 82%, according to the 2011 Census. According DISE (District Information System for Education) report in 2013-14, girls’ enrolment in primary education was 48% as against 52% for boys, in upper primary it was 49% for girls and 51% for boys, in secondary it was 47% in case of girls and 53% in case of boys, and same percentage was also found in senior secondary education level. According to AISHE (All India Survey of Higher Education) report in 2012-13, 45% girls were enrolled in higher education as against 55% boys and the gender parity index is found to be 0.88 in higher education in the age group 18 to 23 years.

India follows the Millennium Development Goals (MDG) framework. It was accepted by the Government of India which is on the basis of 2003 UNDG (United Nations Development Group) guidelines. To promote gender equality and empower women is one of the goals of the MDG. India has already achieved gender parity at primary level education, at the secondary level it is close to achieving gender parity by 2015, but at the tertiary level, it is unlikely to achieve Gender parity by 2015. Education is the single most important factor which paves the way for development process in all spheres of life which in turn leads to gender equality and women's empowerment. Access to education, infrastructural facility like school building, availability of drinking water, toilet facility also plays a major role in the empowerment process of women.

2.1.1 Issues Related to Development of Education Sector and Growing Unemployment Problem in India: Reporting from Media 2015-16

India holds an important place in the global education industry. The country has more than 1.4 million schools with over 227 million students enrolled and more than 36,000 higher education institutes. India has one of the largest higher education systems in the world. However, there still is a lot of potential for further development in the education system (IBEF, 2016). Despite the quantity, the quality of education is deteriorating day by day and as educationalist and former MG University vice chancellor Rajan Gurukkal said: "We failed to make timely changes in the education sector. We never cared about the connection between schools and children. The education sector lost its vigor due to the unbridled growth of unaided schools and the failure to improve the quality of education imparted in government or aided schools" (Times of India, 2016).

In this scenario, the endeavor of some educated and talented persons is praiseworthy. Roman Saini, when he was of 24 years old had already had a medical degree, cracked the civil services exam and had become an assistant district collector. But he resigned after two years as assistant collector of Jabalpur and what he is doing now is that he wants to see students get past the various academic hurdles that stand in the way of youthful ambitions. He uploads lectures on his Unacademy platform on YouTube for those aspiring to become doctors, civil servants, computer programmers, even experts in foreign languages. As a result of this ten followers of his have already cleared the civil services exams (Times of India, 2016).

Another initiative is the "Super 30", an Indian educational program that started in Patna, Bihar, India, under the banner of 'Ramanujan School of Mathematics', by Anand Kumar. The program selects 30 meritorious and

talented candidates each year from economically backward sections of the society and trains them for the entrance examination for Indian Institute of Technology. This year 28 out of the 30 students qualified the IIT JEE in Patna Super 30 (Times of India, 2016) and it is also going to teach poor students of Uttar Pradesh too (NDTV, 2016). The Talent Sprint is another such initiative by Santanu Paul. It now launches digital programmes for non metro students aimed at BTech and BSc fresh graduates and final semester students who hail from non-metros and are seeking their first job in IT sector (Times of India, 2016).

Presently India is going through a complex situation, where there are many issues to be dealt with. One is: employers in India are facing the third highest talent shortage globally, with as many as 64 percent of employers facing difficulty finding candidates with the right skills to fill open positions, according to a survey by US based consultancy-Manpower Group (NDTV, 2014). According to Jayant Krishna, CEO of the National Skill Development Corporation (NSDC), India has graduates who only have theoretical knowledge without any practical experience and NSDC in an initiative to create avenues to make them skilled in the area of their choice and help them become an employable workforce as per local and global industry requirements (Economic Times, 2016). Another issue is the demand for jobs far exceeds the number of jobs created in the economy (NDTV, 2016).

Growing educated unemployment has become a serious issue in India. It was found that in the state of Uttar Pradesh for 368 posts of peons, for which the minimum qualification was school education and bi-cycle riding skills, there were total 23 lakh applicants. Out of the total, there were 150,000 graduates, 24,969 postgraduates and 250 Ph.D. holders. Unemployment problem has become a serious threat to the economy as well as the society. Unemployment may be a reason for the surge of violence in Jammu and Kashmir. According to a report in 2011 by a US based development agency, Mercy Corps, around 48% of youth in Kashmir were unemployed in 2011 (The Economic Times, 2016). Unemployment problem is a serious issue and it is prevalent in both urban and rural India. However, it is more acute in urban areas. According to an index prepared by the BSE (Bombay Stock Exchange) and CMIE (Center for Monitoring India Economy), the unemployment rate in urban areas stood at 9.62 per cent, much higher than the 7.15 per cent in rural areas (The Economic Times, 2016). One of the reasons for high urban unemployment can be the migration for job. Often job seekers migrate to nearest cities or metros in the hope of getting job and this increases the supply of manpower, but often this not matched by significant job creation in that region. According to a recent study by

ASSOCHAM, Delhi NCR emerged as the highest numbers of job creation region with over 2.6 lakh new jobs in the fourth quarter of last fiscal year (2015-16), followed by Bengaluru (1.9 lakh), Mumbai (1.5 lakh), Chennai (82.2 thousand) and Hyderabad (60 thousand).

Though unemployment is a serious issue, but sometimes we come across some controversial situation. For instance, according to the Class X text book of Social Science in the state of Chhattisgarh working women are one of the causes of unemployment in the country (NDTV, 2015). It is true that more Indian women are getting educated and entering into the job market in the last 2 to 3 decades, but still they are under the shadows of gender inequality prevailing in the society. In India, the female enrolment in the study of medicine is around 50 percent, but it gradually reduces to one-third at PG and doctoral level. As a result, there is serious shortage of female doctors in India. Only 17 percent of allopathic doctors and 6 percent of those in rural areas are women (Times of India, 2016).

In the present competitive corporate world, employers are always on the lookout for candidates who can deliver more than what is expected of them. Keeping in view this trend students are now pursuing specialised certificate courses alongwith their degree programmes to develop specialised skills (Education Times, 2016). 'Skill Development Mission' by the Government of India is an initiative to meet the growing need of skilled personnel in the industrial sector of the economy and 'Make in India' is also another initiative to reduce the problem of unemployment (Economic Times, 2016).

2.2 EDUCATIONAL DEVELOPMENT IN INDIA: PRE-INDEPENDENCE ERA

In the field of education, contribution of ancient India to the world cannot be neglected. Education in ancient India was multifaceted. It can be classified as cultural, economic, individual, philosophical, scientific, social, spiritual and many more. Education is important for developing the mind of individuals for the betterment of the individual and society. The contribution of ancient India to education was acknowledged by great scholars and thinkers. According to **Albert Einstein**, "We owe a lot to the Indians who taught us how to count without which no worthwhile scientific discovery could have made." According to **Lancelot Hagen**, "There has been no more revolutionary contribution than the one which the Hindus made when they invented zero." According to **Mark Twain**, "India is the cradle of the human race. Most valuable and the most instructive materials in the history of man are treasured up in India only."

The educational system in India in the pre-independence period can be broadly classified into the following category.

- a) the Vedic or Upanishad period,
- b) the Buddhist period,
- c) the Medieval period,
- d) the Mughal period, and
- e) the Modern period

2.2.1 The Vedic or the Upanishad Period

The Vedic period or the Vedic age or the Upanishad period is the time period during which the Vedas, the oldest scriptures of Hinduism, were composed. The Vedic Age is the “heroic age” of ancient Indian civilisation. Though the time span of this period is uncertain, it is thought to span from 1500 BC to about 500 BC. During this period the Vedas were written in Sanskrit Language and there are four Vedas. They are: Rig, Yajur, Sama and Atharva. A Veda is divided into four parts, namely, Samhita, Brahmana, Aranyaka and Upanishad.

During this period the teacher was known as Guru and was a distinguished person in the society. He was considered as the fountain of knowledge. The students were called the disciples or Shishya. The students used to stay at the house of the Guru during the periods of learning and this place was known as Gurukul. Thus the Gurukuls were like modern days residential schools. As Upanishad means ‘sit close’, during this period special care and attention was given to the students and a special bond was established between the teacher and the student. During the period of teaching a Guru or teacher was not receiving any fees from the students and on the completion of the study a student used to offer the fees or Guru dakshina to the teacher as a gesture of acknowledgment, respect and thanks to the guru, which may be monetary or non-monetary. Main method of teaching was oral explanation, followed by practical work.

2.2.1.1 Features of Education System in the Vedic Period

- i. There was no state control on education.
- ii. Teachers had high dignity and status in the society.
- iii. Schools were like residential schools known as Gurukuls.
- iv. Higher caste students were eligible for getting education.
- v. There was immediate aim of education and the curriculum was varied according to needs of different castes.
- vi. Explanation, repetition, questioning and practical method of study.
- vii. Sanskrit was the medium of instruction.
- viii. Self-control and self-discipline was considered as the best discipline.
- ix. Ultimate aim of education was self-realisation or Moksha and character formation.

2.2.1.2 Women Education in the Vedic Period

In the early Vedic and Upanishad period, girls were encouraged to undergo the “Upanayana” ceremony and can get Vedic studies before their wedding. A very respectable and honorable status was given to women in the Vedas. They were eligible for higher education for the study of the Vedas and the performance of administrative and other important jobs mostly performed by men as today. There were different schools for girls and boys. Role of mother to impart education to her children to broaden their horizon was emphasised. Good manners and behaviors were mainly taught by mothers at home. During this period women were allowed to recite sacred ‘mantras’ and participate in ‘yajnas’. During this period women like Gargi and Maitreyi was famous for high philosophical attainment and Lilabati was a famous mathematician.

2.2.2 The Buddhist Period

The Buddhist period in Indian education approximately starts from 600 B.C and last for about 1200 years till 600A.D. The education during this time was mainly based on ideologies and preachings of Gautama Buddha. In Vedic period, education was mostly individualistic effort, but during the Buddhist period, institutional organisation or monasteries were the centers of organisation. In this system, every beginner on his admission, had to place himself under the guidance and supervision of a preceptor known as Upajjhaya. The teachings during the Buddhist period were very important and thus for a long period, they remained a source of inspiration for the overall development of Indian society.

2.2.2.1 Features of Education System in the Buddhist Period

- i. Main aim of education was formation of character, giving religious education and preparing the students to meet the challenges of life.
- ii. Pabbajaceremony was conducted during the admission of students, when the students had to leave all the worldly and family pleasures and relationship, for twelve years to receive education.
- iii. An Upasampada ceremony was held, if a student after receiving twelve years of education wanted to become a member of the monastery.
- iv. A teacher was responsible regarding education, cloth, food, residence as well as treatment of the student.
- v. Curriculum included spiritual teachings, spinning, weaving, tailoring, printing of clothes, accountancy, medicines, surgery, etc.
- vi. Method of teaching was mainly verbal discussion, logical, conducting tours, conducting conference and meditation.
- vii. Emphasis was given on vocational education along with spiritual education.

2.2.2.2 Women's Education during the Buddhist Period

During the Buddhist period, women were deprived of education as women were regarded as the source of all evils and were not permitted to read in monasteries. But after some time, women were given permission to read in the monasteries with many restrictions and reservations.

2.2.3 The Medieval Period

The medieval period of education in India started around 10th century A.D. and continued till the middle of the 18th century, i.e. before the British rule. During this period, the education system in India had witnessed two different patterns, one following the Islamic system of education and another is the Hindu system of education.

2.2.3.1 Islamic System of Education

This period is mainly the Mughal era in Indian history and thus Islamic traditions and culture dominated the field of education.

2.2.3.1.1 Features of Islamic Education System

- i. Developing love for religion and cultures and enabling the students for Islamic life.
- ii. Though education was primarily religion oriented, still other things were also taught like mathematics, astronomy, grammar, literature, art, polity and politics.
- iii. Education facility was supported by the rulers, who provided all the financial support to the educational institutes.
- iv. Maktabas and Mosques were the primary education institutions and secondary education was given in Madrassas.
- v. Stress was on rural education as by and large, educational institutes flourished in the country side.
- vi. Teachers were very much respected persons during this period. But there was no provision of student and teacher living together as it was during the Vedic or the Buddhist period.
- vii. Discipline was maintained strictly and punishments were quite severe.

2.2.3.1.2 Women's Education during the Medieval Period under the Islamic Education System

During this period both girls and boys received primary education in Maktabas and Mosques. Islam did not oppose the education of women, but due to the 'Purdah system' the Muslim girls were confined within

the four walls of their house and this system was a great hurdle in the way of their education. The affluent families or the royal families had few arrangements for the education of their girls in their own houses by hiring private tutors. An example of a highly educated woman during this period was Sultana Raziya, the daughter and successor of Iltutmish, who was excellent in education and also had expertise in war related activities. In general during this period women's education was considered unnecessary and the girls were prepared for household works.

2.2.3.2 Hindu System of Education

During the medieval period, both the Islamic and Hindu system of education were prevalent. This was a phase of political turmoil in Indian history and effect of this was also found in the education system, particularly on women's education.

2.2.3.2.1 Features of the Hindu Education System

- i. There was lack of state support for the Hindu system of education with the advent of the Muslim rule in India.
- ii. Mainly religion oriented education was given.
- iii. The schools were called the 'Pathshalas' where elementary education was provided.
- iv. Pathshalas were held at the verandah of some houses or in temple campus or under trees.
- v. There were no regular fees for the teachers and teachers were offered gifts by the parents of the students and sometimes the teachers were assisted by the students in their work.
- vi. Instruction methods were followed at the elementary stage of education.
- vii. At the elementary stage, students also learned to write on sand, then palm leaves and then on handmade papers.
- viii. Stress was given to the learning of literature as well as the Vedas.

2.2.3.2.2 Women's Education in Medieval Period under Hindu Education System

During this period, there was a noticeable setback in women's education under the Hindu education system. The educational privileges which women were getting during the Vedic period, declined drastically. Women in rich, cultured and well-to-do families only continued to get education from private tutors. But they were not allowed to get the Vedic education. They were only given training in domestic arts, fine arts like dancing, music, printing and household decorations. They were allowed

to read and write in Sanskrit and Prakrit language. No separate schools existed exclusively for the Hindu girls, so they were taught in some places along with the boys, but only up to the elementary level. In spite of this sharp decline in the general standard of women's education, we find several examples of educated women in South India such as Rava, Roha, Madhabi, Anulakshmi, Sasiprava, etc. They used to compose poetry in Prakrit (Kashyap, 2002). During the later period there was even prejudices against women's education, which led to a sharp decline in literacy among women.

2.2.4 Modern period

The modern period of Indian education system started during the last half of 1750's and is known as the British period of Indian education. Initially Britishers had no interest in the advancement of education system in India and did not interfere in the educational field till 1813. But after this period with the initiative of few educated Indians and with the personal effort of a few British rulers, gradually the British system of education slowly got introduced in India.

Gradual development of education system in India can be summarised chronologically as follows:

- In 1781, Warren Hastings, Governor General of Bengal showed keen interest in the spread of oriental education and he started Calcutta Madarasa.
- In 1791, Jonathan Duncan founded the Benaras Sanskrit College.
- In 1784, William James, founded The Asiatic Society of Bengal.
- In 1823, a General Committee of Public Instruction was set up to look after the development of education in India.
- In 1835, William Bentinck made English as the court language and replaced Persian.
- In 1835, the Madras Medical College was opened.
- Lord Auckland, who succeeded Bentinck as the Governor General also continued the encouragement for the promotion of English learning by opening English colleges in Dacca, Patna, Benaras, Allahabad, Agra, Delhi and Barielly.
- In 1841, the General Committee of Public Instruction was abolished and in its place a Council of Education was established.
- In 1854 Wood's Despatch recommended the establishment of teacher training schools in each of the provinces. It stressed on training of teachers of engineering, medicine and law. It gave new direction and great dimension to education and laid the foundation of the present Indian educational system.

- In 1857, the University of Calcutta was established and it is the first institution in Asia to be established as a multidisciplinary and secular Western-style university.
- In 1864, the British established the Government College University in Lahore and this institution was initially with the University of Calcutta for examination.
- In 1875, Mohammedan Anglo Oriental College was established by Sir Syed Ahmad Khan and it became subsequently the Aligarh Muslim University in 1920.
- In 1882, Indian Education Commission was formed for giving suggestions and recommendations in the field of education.
- In 1882, University of the Punjab was established in Lahore.
- In 1904, Government of India Resolution was passed and Indian University Act was enacted, when the wave of nationalism was flowing all over the country along with the demand of social reformers to safeguard and promote the Indian culture, civilisation, literature and language.
- In 1917, the Calcutta University Commission, later known as the Sadler Commission, presented a report emphasising the role of university in the professional training of teachers and researchers.
- In 1913, the Government of India Resolution was passed in the pressure of national leaders for compulsory primary education, but still it didn't assumed any responsibility of compulsory primary education.
- In 1937, M.K. Gandhi convened the Wardha Educational Conference and propounded a new system of education popularly known as the 'Wardha Scheme of Basic Education'.
- In 1944, when Sir John Sargeant was the educational advisor of the Govt. of India, the Sargeant Report was formulated with many objectives, such as universal, compulsory and free primary education for all children between ages of 6 and 14.

2.2.4.1 Women's Education in Modern Period under the British Education System

During this period education was considered as a major instrument for raising the status of women and eradicating many blind faiths from the society. Although education in India started receiving some attention from 1781, under the British rule, but education of women was for the first time got recognised in 1854, when women education and employment was mentioned in Wood's Dispatch and the Government assumed direct responsibility for making women literate. The first steps were establishing

separate schools for the girls, imparting training for appointment of teachers in the girls' schools. In the beginning of 20th century, for the expansion of education and health services for women, the need for women teachers and doctors was realised. The Madras Medical College admitted women students also as they could treat the female population who traditionally shied away from receiving medical treatments from the male doctors.

Two major movements during the British period which affected the position of women and paved the way for educational development of women in India, were the Social Reform Movement of the nineteenth century and the Nationalist Movement of the twentieth century. The issues which attracted and needed attention were abolition of Sati system, the ban on the widow remarriage, polygamy, child marriage, denial of property rights and education to women. Raja Ram Mohan Roy played an important role in the abolition of Sati system and raised voice against child marriage and Purdah system. Ishwar Chandra Vidyasagar also made pioneering efforts for the upliftment of the status of women and due to his efforts the Widow Remarriage Act of 1856 could be passed. Dhondp Keshav Karve took up the problems of widow remarriage and education of women. The establishment of SNDT Women's University in Maharashtra in 1916 was his initiative. Swami Vivekananda, Swami Dayananda Saraswati, Annie Besant and Mahatma Gandhi also took interests in protecting and promoting social and political rights of women.

It is from the year 1881, for the first time, a systematic educational data was started to be collected and from it, the progress of women's education could be scrutinised, as shown in Table-

Table 2.1: Education of Girls and Women during the Pre-Independence Period in India

| Years | Percentage of literacy of women | Enrolment | | | | | Total |
|---------|---------------------------------|-----------------|---------------|-------------------|---------------------------|--------------------|---------|
| | | Primary Schools | Middle School | Secondary Schools | Universities and Colleges | Other Institutions | |
| 1881-82 | 0.2 | 124491 | * | 2054 | 6 | 515 | 127066 |
| 1901-02 | 0.7 | 345397 | 34386 | 10309 | 264 | 2812 | 393168 |
| 1921-22 | 1.8 | 1198550 | 92466 | 36698 | 1529 | 11529 | 1340842 |
| 1946-47 | 6.0 | 3475165 | 321508 | 280772 | 23207 | 56090 | 4156742 |

Source: Quinquennial Report-Ministry of Education and Culture.

*Included in secondary schools

From 1881-1947, the progress of girls' education was slow but a steady growth in the enrolment could be seen, though during this period girls' education was confined to the affluent sections of the society. The British regime should be credited for the advancement of women's education in

India as the enrolment of women in educational institutions under the formal education system increased significantly. During this period, for the first time, two Indian women graduated in 1883, namely, Kadambini Ganguly and Chandramukhi Basu. The total enrolment of women increased from 1.27 lakhs in 1881 to 41.56 lakhs in 1946-47.

2.3 EDUCATIONAL DEVELOPMENT IN INDIA DURING THE FIVE YEAR PLAN PERIOD

After the independence, planned development was considered to be the most efficient way for the overall development of the country and the Five Year Plans were the first major steps in this direction. The Articles 14, 15 and 21 of the Constitution of India not only grants equality to women but also empowers the State to adopt measures of positive discrimination in favour of women for neutralising the cumulative socio-economic, education and political disadvantages faced by them. The Constitution of India has given special attention to the needs of women to enable them to exercise their rights on equal footing with men and participate in the national development (Kitchlu, 1991). All citizens are given equal opportunities for growth and development and no discrimination should take place on the basis of race, religion, caste, sex, etc. Govt. has undertaken various steps for women's empowerment under the different Five Year Plans. The Planning Commission defined three major areas in which special attention to women's development was given are: (a) Education, (b) Social welfare and (c) Health. In the present study it is relevant to discuss the steps undertaken under the different Five Year Plans for the development of education in India, expenditure made on education under the Five Year Plans and the special measures undertaken towards empowerment and education of women.

Before finding out the steps undertaken in the First Five Year Plan, it is important to assess where India was exactly standing at that time regarding education.

- In 1949-50 the educational facilities were available to only 40% of the children in the age group 6-11, 10% of the persons in the age group 11-17 and 0.9% in the age group 17-23.
- A sound and properly proportioned system of education requires that the major share of expenditure made on education should be incurred on primary education, but in 1949-50 the direct expenditure on primary schools was only 34.2% of the total educational expenditure.
- Disparities existed between different States in the matter of provision of educational facilities.

- Educational facilities were not properly distributed between urban and rural areas. 82.8% of the population lived in rural areas and the percentage of the total number of pupils in recognised primary, middle and high schools who were studying in rural areas was 60%, 67% and 26% respectively. The university level facilities were non-existent in the rural areas.
- There was a lack of balance between provisions of facilities for different sections of society.
- During this period women constituted nearly half the population, but the girls in the primary, middle and high school stages constituted only 28%, 18% and 13% respectively of the total number of students studying in these stages.
- In universities and colleges for the same year girls were only 10.4% of the total number of students. At the primary stage, most of the states had no separate schools for girls and most of the parents were against co-education in primary schools. Co-education at the middle and high school stages were also not preferred for girls in those days in the society.

2.3.1 First Five Year Plan (1951–1956)

The British education system had laid the foundation stone of present education system in India. In the context of the series of problem discussed above, it was realised in the First Five Year Plan that the following steps were needed for the development of the educational system:

1. Re-orientation of the educational system and integration of its different stages and branches;
2. Expansion in various fields, especially in those of basic and social education, remodeled secondary education and technical and vocational education ;
3. Consolidation of existing secondary and university education and the devising of a system of higher education suited to the needs of the rural areas ;
4. Expansion of facilities for women's education, especially in the rural areas ;
5. Training of teachers, especially women teachers and teachers for basic schools, and improvement in their pay-scales and conditions of service ; and
6. Helping backward States by giving preferential treatment to them in the matter of grants.

2.3.1.1 Distribution of Expenditure on Education during the First Plan

To fulfill the above needs, the financial resources were inadequate. It was estimated that an annual expenditure of Rs 400 crores was required

for providing education to 100% of the children in the age-group 6-14, secondary education to 20% of those coming out of the first stage of education, university education for 10 per cent of those passing out of high schools, technical education on a modest scale and other minor items. In addition to this, approximately Rs. 200 crores would be necessary to train 27 lakhs of teachers to teach the students at different levels and Rs. 272 crores for providing the necessary infrastructure to train the teachers. The distributions of the total expenditure over the five years of the First Five Year Plan among the various sub-heads are as follows.

Table 2.2: Distribution of Expenditure on Education during the First Year Plan

| Sub-headings | Rupees (in Crores) | Percentage of Total Plan Outlay |
|------------------------------------|--------------------|---------------------------------|
| Administrative Expenditure | 0.75 | 0.5% |
| Primary Education | 87.03 | 57.6% |
| Secondary Education | 83.04 | 5.5% |
| University Education | 11.72 | 7.8% |
| Technical and Vocational Education | 21.45 | 14.2% |
| Social Education | 15.10 | 10.0% |
| Other schemes | 68.41 | 4.5% |
| Total | 151.21 | 100% |

Source: First Five Year Plan, Planning Commission on India

The total expenditure proposed for the education sector by both the central and state government was Rs. 151.21 crores, of this 57.6% was for the primary education, 5.5% for the secondary education, 7.8% for the university education, 14.2% was for the technical and vocational education, 10% was for the social education, 4.5% was for other schemes and 0.5% was for the administrative expenditure.

2.3.1.2. Women's Education during the First Five Year Plan

Girls were deprived of education mainly due to a lack of awareness on the part of parents. In addition, special facilities would have to be provided for girls above the age of eleven, as social and economic condition that kept them away from school. It was not possible for many women to get education in continuous way as men, due to variety of reasons and many responsibilities at home.

During the First Five Year Plan, to promote social welfare activities and to implement welfare programmes for women, children and handicapped through voluntary organisations, the Central Social Welfare Board

(CSWB) was established in 1953. The objectives of the Board included socio-economic programmes for the needy/ destitute women, condensed courses of education and vocational training courses for women and girls, awareness generation projects for rural and poor women, family counselling centers/voluntary action bureau, holiday camps for children, welfare extension projects in border areas, and balwadis, crèches and hostels for working women, etc.

2.3.2 Second Five Year Plan (1956-1961)

Educational development in an economy is a determining factor of the overall economic development of that country. This does not mean mere educational development, but it requires a qualitative development. During the Second Plan period the University Education Commission, the Secondary Education Commission and a number of committees inquired into a series of educational problems and re-examined the pattern of education in India. At the end of the First Five Year Plan (1955-56) there were 274038 numbers of primary education institutions and the target was 326800 in 1960-61. There were 10600 numbers of high/higher secondary school and target was 12125. There were 45 and 83 numbers of degrees and diploma engineering institutes respectively and the target was 54 and 104 respectively.

2.3.2.1 Distribution of Expenditure on Education during the Second Plan

The Second Five Year Plan provides for a larger emphasis on basic education, expansion of elementary education, diversification of secondary education, improvement of standards of college and university education, extension of facilities for technical and vocational education and the implementation of social education and cultural development programmes. The plan outlay during the Second Five Year Plan is as follows:

Table 2.3: Distribution of Expenditure on Education during the Second Plan

| Sub-headings | Rupees (in Crores) | Percentage of Total Plan Outlay |
|--------------------------------------------|--------------------|---------------------------------|
| Primary Education | 89 | 28.99 |
| Secondary Education | 51 | 16.61 |
| University Education | 57 | 18.57 |
| Technical and Vocational Education | 48 | 15.64 |
| Social Education | 5 | 1.63 |
| Administrative Expenditure & Miscellaneous | 57 | 18.57 |
| Total | 307 | 100.00 |

Source: Second Five Year Plan, Planning Commission on India

In the Second Five Year Plan, Rs. 307 crores was provided and out of this, Rs. 95 crores at the Centre and Rs. 212 crores in the State Levels. Expenditure on educational institutions which came into existence during the First Plan was taken as a committed expenditure and the plan outlay pertained to proposals for new institutions or for the expansion or development of existing ones. During this period, Rs. 89 crores was for the development of the primary education, 51 crores for the Secondary education, 57 crores for the University education, 48 crores for the Technical and Vocational education, 5 cores for the Social education and 57 crores was for the administrative expenditure.

2.3.2.2 Women's Education during the Second Five Year Plan

During this period the target was to achieve 40%, 10% and 28% girls' enrolment in the primary, middle and high school stages respectively by 1960-61. During this period it was realised that special efforts were needed for educating the parents for increasing the enrolment of girls. A major obstacle in the way of promoting girls education was the dearth of women teachers. During this plan period, the Central Social Welfare Board had assisted 2128 institutions of which 660 were women welfare institutions, 591 child welfare institutions, 151 institutions serving handicapped persons and delinquents and 726 institutions engaged in general welfare work. The census of 1951 showed that there was serious disparity in literacy between men (24.9%) and women (7.9%). There should be re-organisation of the system of education in many directions and one was the provision of larger opportunities for girls and for women.

The Second Five Year Plan mainly emphasised on agricultural development, however the welfare approach to women's issues was determined recognising women as workers. This plan suggested immediate implementation of equal pay for equal work principle and provision for training to enable women to compete for higher jobs. Along with this, it also suggested that women should be protected against injurious work, should receive maternity benefits and work places should provide creche facilities for children. Nursing mothers should be entitled to paid rest intervals for feeding infants. The principle of equal pay for equal work needed to be more vigorously implemented and the tendency to scale down the jobs traditionally handled by women had to be guarded against. Training facilities should be provided for them so that they could compete for higher jobs. In addition, the possibility of increasing opportunities for their part-time employment should be explored.

2.3.3 Third Five Year Plan (1961-1966)

The Third Five Year Plan gave special importance to advancement of technical education in India, as the demand for technical personnel increased in the economy when it moved from an agricultural economy to an industrial one. In the field of general education, the main emphasis was providing education to all children in the age group 6 to 11, improvement of the quality of teaching of science at the secondary and university education levels, development of vocational and technical education at all levels, expansion and improvement of facilities for the training of teachers for each stage of education, and providing facilities like scholarships, freeships and other assistance. Special attention was given on the education of girls to reduce the disparities in education between boys and girls. During the Third Plan, the total number of pupils at school was expected to increase by 20.4 million, 15.3 million in the age-group 6-11, 3.5 million in the age-group 11-14 and 1.6 million in the age-group 14-17.

2.3.3.1 Distribution of Expenditure on Education during the Third Plan

Programmes included in the Third Plan required a total outlay of Rs. 560 crores. For programmes, other than those relating to engineering and technological education (Rs.142 crores), the total outlay during the Third Plan was Rs. 418 crores including a provision of Rs. 10 crores for cultural programmes. Out of the total outlay spent on education, highest proportion was for primary education (37.32%) followed by technical and vocational education (25.36%).

Table 2.4: Distribution of Expenditure on Education during the Third Plan

| Sub-headings | Rupees (in Crores) | Percentage of Total Plan Outlay |
|------------------------------------------------|-----------------------|------------------------------------|
| Primary Education | 209 | 37.32 |
| Secondary Education | 88 | 15.71 |
| University Education | 82 | 14.64 |
| Technical and Vocational Education | 142 | 25.36 |
| Other Programmes | 6 | 1.07 |
| Social Education | 12 | 2.14 |
| Physical Education and Youth Welfare of Others | 11 | 1.96 |
| Cultural Programmes | 10 | 1.79 |
| Total | 560 | 100.00 |

Source: Third Five Year Plan, Planning Commission on India

2.3.3.2 Women Education during the Third Five Year Plan

In 1960-1961, a very large gap was found between the proportion of boys and girls attending school, i.e. about 80.5 per cent of the boys were in school as against about 40.4 per cent of the girls. For the states in which the proportion of girls was below the average for the country as a whole were Rajasthan (15 per cent), Uttar Pradesh (20 per cent), Jammu and Kashmir (21 per cent), Madhya Pradesh (19 per cent), Bihar (27 per cent), Orissa (24 per cent) and Punjab (36 per cent). Thus the National Council for Women's Education carefully considered the special measures needed for promoting education of girls at the primary, middle and secondary stages and made a series of recommendations. These included the provision of quarters for women teachers, special allowances to women teachers working in rural areas, condensed educational courses for adult women so as to enlarge the supply of women teachers, stipends for women teacher trainees, attendance prizes and scholarships, appointment of school-mothers in co-educational institutions and provision of necessary amenities. To some extent proposals on these lines had been embodied in the plans of the States. This plan allocated the largest share for expanding social welfare services and condensed courses of education. As regards to health, maternal and child welfare programmes were proclaimed in terms of maternal and child welfare, health education, nutrition and family planning.

2.3.4 Fourth Five Year Plan (1969-1974)

Since the first year plan in India there has been significant expansion of education, still the target laid by the Constitution of India was not fulfilled, i.e. "it is the duty of the state to endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years". By 1968-69, only 62 per cent of the children in the age-group 6-14 were going to school. The percentage of the children in the age group 6-11 was 77 and that of the 11-14 was 32. The corresponding percentages for girls were 59 and 19 respectively.

During this plan period stress was given on

- Expansion of elementary education, with special emphasis on educational development in the backward areas and for girls.
- Expansion of pre-school education, by providing training to teachers, evolving suitable teaching techniques, production of teaching materials and teachers' guides. Though there was a small provision for the opening of balwadis in rural and urban areas.
- Steps to provide part-time education, as a large majority of the parents in rural areas withdraw their children from schools in the age group

of 11-14 and this problem needed special attention in Bihar, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh.

- Providing vocational education of varying durations, depending upon the trades and vocations proposed. The industrial training institutes were set up to meet this target.
- The enrolment of girls to be further increased through the organisation of special programmes, the nature of which may vary from State to State.
- Improving the teacher education facility through improving the quality of teacher education, training of more women teachers and teachers from the tribal communities, training of mathematics and science teachers, providing in-service training, etc.
- To work out the programmes of qualitative improvement at the school stage, greater coordination will be effected between the National Council of Educational Research and Training (NCERT) and the State Institutes of Education.
- At the higher education level the enrolment in Arts, Science, Commerce and Law courses in universities and colleges to be increased to 1 million during the fourth plan.
- Improving the quality of higher education strengthening of staff and library and laboratory facilities. Along with this provision for hostels, student study homes and other facilities.
- Facilities for post-graduate education and research would be increased and their quality to be improved.
- Proposals to set up new universities to be carefully examined by the University Grants Commission and the Ministry of Education.
- Providing scholarships and fellowships to meritorious students.
- Efforts to spread literacy amongst adults through mobilisation of voluntary effort and local community resources. The National Board of Adult Education was set up to advise Government on the development programmes and for enlisting the cooperation of the interests and agencies concerned.
- The main emphasis in technical education, during the Fourth Plan, would be on improving quality and standards.

2.3.4.1 Distribution of Expenditure on Education during the Fourth Plan

During the fourth five year plan the total expenditure on education was Rs. 822.66 crores, which was provided in addition to an average annual non-Plan expenditure of Rs. 550 crores. Of the Plan outlay, Rs. 551.66 crores (67 per cent) was in the State sector, Rs. 32.40 crores (4.0 per cent) in

the centrally sponsored sector and Rs. 238.60 crores (29.0 per cent) in the Central sector. Sub-head wise break-up of the total outlay is given in the following Table 2.5.

Table 2.5: Distribution of Expenditure on Education during the Forth Plan

| Sub-headings | Rupees (in Crores) | Percentage distribution of the outlay |
|----------------------|-----------------------|------------------------------------------|
| Elementary education | 234.74 | 28.53 |
| Secondary education | 118.32 | 14.38 |
| University education | 183.52 | 22.31 |
| Teacher training | 21.17 | 2.57 |
| Social education | 8.30 | 1.01 |
| Other programmes | 118.75 | 14.43 |
| Cultural programmes | 12.49 | 1.52 |
| Technical education | 125.37 | 15.24 |
| Total education | 822.66 | 100.00 |

Source: Fourth Five Year Plan, Planning Commission of India

Out of the total plan outlay both center and state combined together, 28.53% was on Elementary education, 14.38% was on Secondary education, 22.31% was on University education, 2.57% was on Teacher training, 1.01% was on Social education, 14.43% was on other programmes, 1.52% was on Cultural programmes and 15.24% was on Technical education (See Table 2.5).

2.3.4.2 Women Education during the Fourth Five Year Plan

In continuation with the Third Five Year Plan, education for women was also emphasised during the Fourth Five Year Plan. Many special programmes were under-taken to increase the girls' enrolment. One such programme to encourage girl's education was to give more stress on providing sanitary facilities for girls. The basic policy was to promote women's welfare as the base of operation. The outlay on family planning was stepped up to reduce the birth rate through education. The Central Social Welfare Board continued to assist voluntary organisations which implement programmes for women and child welfare such as condensed courses of education for the adult women, urban welfare extension projects, holiday camps for the children of low income groups, schools for the physically handicapped, homes for the aged and the unwell and the Balwadis. It was proposed to allocate Rs. one crore specifically for assisting the voluntary oiganisations for the welfare programmes for the destitute women.

2.3.5 Fifth Five Year Plan (1974-1979)

During this plan period high priority was given on elementary education, with additional appointment of teaching personnel and construction of

class-rooms, especially in the backward areas. In secondary education, a target of additional enrolment of 15 lakhs was likely to be achieved in the first three years. Target was to initiate vocationalisation of education at the secondary stage. In the university education section, the main emphasis was on consolidation and improvement of the existing education facilities. Facilities like evening colleges, correspondence courses and private study were proposed to be expanded. From 1974-75 onwards, 12,000 awards as scholarship were proposed to be given every year, from the non-plan budget. For language development provision was made for the appointment of 2000 additional Hindi teachers in the middle and secondary schools during 1977-79, in the non-Hindi speaking States. In the technical education, emphasis was given, on consolidation and quality improvement in terms of faculty development, replacement of obsolete equipment and diversification of courses.

2.3.5.1 Distribution of Expenditure on Education during the Fifth Plan

During the Fifth Five Year Plan, for completing the various tasks related to educational development, an outlay of Rs. 1285 crores was provided for different sectors as indicated in Table 2.6.

Table 2.6: Distribution of Expenditure on Education during the Fifth Five Year Plan

| Sub-headings | Rupees (in Crores) | Percentage distribution of the outlay |
|----------------------|-----------------------|------------------------------------------|
| Elementary education | 410 | 31.91 |
| Secondary education | 250 | 19.46 |
| University education | 292 | 22.72 |
| Special education | 18 | 1.40 |
| Other programmes | 122 | 9.49 |
| Technical education | 156 | 12.14 |
| Art and culture | 37 | 2.88 |
| Total education | 1285 | 100.00 |

Source: Fifth Five Year Plan, Planning Commission on India

Out of the total plan outlay, Rs. 1092 crores were earmarked for general education, which worked to 84.98% of the total plan outlay. Of this, 31.91% were on elementary education, 19.46% were on secondary education, 22.72% were on university education, 1.40% on special education and 9.49% were on other programmes. Outlay on technical education and on art and culture was 12.14% and 2.88% respectively.

2.3.5.2 Women Education during the Fifth Five Year Plan

During this plan period, stress was laid on the need for training women in respect of income generating activities and their protection. Emphasis had

been placed on post-matric scholarships, schemes for coaching of students, building girls' hostel and working girls' hostel. The policy envisaged a series of fundamental measures including raising the minimum age for marriage, female education, spread of population values and the small family norm.

During this period, the Report of the Committee on the status of women in India (CSWI) "Towards Equality" was submitted and it had comprehensively examined the rights and status of women in the context of changing social and economic conditions and the problems relating to the advancement of women. It was realised that the Constitutional guarantee of equality would be meaningless and unrealistic unless women's right to economic independence is acknowledged and their training in skills as contributors to the family and the national economy was improved. Consequently, in 1976 National Plan of Action providing the guidelines based on 'United Nations' World Plan of Action for women' came into force. The National Plan of Action identified areas of health, family planning, nutrition, education, employment, legislation and social welfare for formulating and implementing action programmes for women.

2.3.6 Sixth Five Year Plan (1980-1985)

In the Sixth Five Year Plan, education for human resource development had a four-fold perspectives: (i) to prepare individuals for assuming their role as responsible citizens; (ii) to develop in them scientific outlook, awareness of their rights and responsibilities as well as a consciousness of the processes of development; (iii) to sensitise them to ethical, social and cultural values which go to make an enlightened nation; and (iv) to impart to them knowledge, skills and attitudes which would enable them to contribute to the productive programmes in the national development.

In context of this the goals and tasks set in the Sixth Plan were as follows:

- i. to guarantee to all equality of opportunity for education for improving the quality of life and their participation in the tasks of promoting the general well-being of the society;
- ii. to afford to all young people and adults, irrespective of age, the means for ample self-fulfillment within the framework of harmonious development which reflects the needs of the community to which they belong;
- iii. to provide for a continuous process of lifelong education for physical, intellectual and cultural development of people and for inculcating in them capabilities to cope with and influence social change;

- iv. to establish dynamic and beneficial linkages between education, employment and development with due regard for the economic and social aims of the community;
- v. to promote respect for, and belief in values of national integration, secularism, democracy and dignity of labour;
- vi. to sensitise academic communities to the problems of poverty, illiteracy and environmental degradation through extension services and organised participation in poverty reduction and environment improvement programmes;
- vii. to facilitate development, mobilisation, organisation and utilisation of the youth to involve and participate in the process of national development; and
- viii. to support the growth of arts, music, poetry, dance, and drama, including folk art, as instruments of culture, education and national integration.

2.3.6.1 Distribution of Expenditure on Education during the Sixth Plan

The Sixth Plan provided a total outlay of around Rs. 2524 crores for education development. The distribution of this plan outlay was Rs 1788.99 crores and Rs 734.75 crores among the states and Centre respectively. Distribution of the total plan outlay among different sub-heads is shown in the following Table 2.7.

Table 2.7: Distribution of Expenditure on Education during the Sixth Plan

| Sub-headings | Rupees (in Crores) | Percentage of Total Plan Outlay |
|--------------------------------------------------------|-----------------------|---------------------------------------|
| Early childhood and Elementary Education | 905.37 | 35.87 |
| Secondary Education | 398.01 | 15.77 |
| Teacher Education | 22.00 | 0.87 |
| University and Higher Education | 485.75 | 19.25 |
| Adult Education | 128.00 | 5.07 |
| Physical Education, Sports and Games and Youth Welfare | 93.54 | 3.71 |
| Other Programmes | 129.56 | 5.13 |
| Animal Husbandry and Agriculture Studies | 83.90 | 3.32 |
| Technical Education | 277.61 | 11.00 |
| Total | 2523.74 | 100.00 |

Source: Sixth Five Year Plan, Planning Commission of India

Of the total plan outlay in the Sixth Five Year Plan, 85.68% was for development of general education. Forearly childhood and elementary education, it was 35.87%, secondary education it was 15.77%, for teacher education it was 0.87%, university and higher education it was 19.25%, adult education, it was 5.07%, physical education and sports, it was 3.71% and other programmes, it was 5.13%. 3.32% of the total plan outlay was for animal husbandry and agricultural studies and 11% was for technical education. It appears that technical education during the Sixth Five Year Plan received less fund compared the previous Five Year Plan.

2.3.6.2 Women's Education during the Sixth Five Year Plan

It was only during the Sixth Five Year Plan the development of women was considered a separate issue. Until then they were provided welfare services along with other weaker and handicapped sections. It was, for the first time that a chapter on women and development was included in the Sixth Plan. According to the document three, strategies namely: (i) Education, (ii) Health, and (iii) Social Welfare, were emphasised.

Various programmes for universalisation of elementary education, specially directed towards higher enrolment and retention of girls in schools were framed. Many initiatives suggested in this regard were Balwadi-cum-creches attached to the schools to enable the girls to attend school, providing incentives like uniforms, free books and stationery, etc.,. In addition, women teachers were proposed to be appointed in rural areas to encourage girls education, residential quarters for women teachers. Science teaching in girls' schools/colleges would be strengthened to achieve greater participation of women in science and technology, admission policies would be streamlined to promote greater enrolment of women in engineering, electronics, agricultural, veterinary, fishery and forestry courses. Special non-formal educational programmes were introduced for girls in the age group 15 to 20 years who could not complete formal schooling earlier. Special Krishi, Udyog and Van Vigyan Kendras were established for women.

2.3.7 Seventh Five Year Plan (1985-1990)

To prepare the country and its youth for the challenges of the 21st century the Seventh Five Year Plan placed emphasis on reorientation of the education system. With this background, the main thrust areas in the Seventh Plan were:

- (i) Achievement of universal elementary education;
- (ii) Eradication of illiteracy in the age-group 15-35 years;

- (iii) Vocationalisation and skill-training programmes at different levels of education;
- (iv) Up gradation of standards and modernisation at all stages of education with effective links with the world of work and with special emphasis on science and environment and on value orientation;
- (v) Provision of facilities for education of high quality and excellence in every district of the country; and
- (vi) Removal of obsolescence and modernisation of technical education.

The major strategies followed for achieving these objectives were introduction of effective decentralised planning and organisational reforms, promotion of non-formal and open learning systems, adoption of low cost alternatives and optimum use of resources, forging of beneficial linkages with industry and development agencies, and mobilisation of community resources and societal involvement.

2.3.7.1 Distribution of Expenditure on Education during the Seventh Plan

During the Seventh Five Year Plan, the plan outlay was Rs. 5457.09 crores, distributed between the State and centre as Rs. 3718.45 and Rs. 1738 crores respectively. Of the this total plan outlay, Rs. 7 crores was on physical education, which was subsequently transferred to the Department of Sports and Youth Affairs. Distribution of the plan outlay under the Seventh Five Year Plan is given in Table 2.8.

Table 2.8: Distribution of Expenditure on Education during the Seventh Plan

| Sub-headings | Rupees (in Crores) | Percentage of Total Plan Outlay |
|------------------------------------------|-----------------------|---------------------------------------|
| Early childhood and Elementary Education | 2631.45 | 48.22 |
| Secondary Education | | |
| University and Higher Education | 420.00 | 7.70 |
| Adult Education | 360.00 | 6.60 |
| Physical Education | 7.00 | 0.13 |
| Other Programmes | 1356.85 | 24.86 |
| Technical Education | 681.79 | 12.49 |
| Total | 5457.09 | 100.00 |

Source: Seventh Five Year Plan, Planning Commission of India

The plan outlay for early childhood and elementary education and secondary education together was Rs. 2631.45 crores, this is around 48.22%

of the total outlay. Rs. 420 crores were for university and higher education, Rs. 360 crores were for adult education, Rs. 1356.85 crores were for other programmes and Rs. 681.79 crores were for technical education. So out of the total plan outlay, major share was on early childhood, elementary and secondary education.

2.3.7.2 Women's Education during the Seventh Five Year Plan

During this period the National Policy on Education, 1986 was formulated and it included a Chapter on Education for women's equality. This plan sought to make women aware about their rights and privileges. The long-term objectives of the developmental programmes in the Seventh Plan were to raise women's economic and social status in order to bring them into the mainstream of national development and recognised the importance of women in contributing to the various socio-economic, political and cultural activities. The Seventh Plan emphasised on the need to open new avenues of work for women and perceive them as crucial resource for the development of the country. In order to promote technical and vocational education for girls, more women's polytechnics were set up and programmes for vocationalisation of education were expanded.

2.3.8 Eighth Five Year Plan (1992-1997)

The major thrust areas of the Eighth Five Year Plan in the Education Sector were universal elementary education, eradication of illiteracy in the age group of 15 to 35 and strengthening of vocational education. To achieve the universal elementary education, the target was to achieve additional 5.61 crores enrolment of children. According to the 1991 Census, the number of illiterates in all age groups was 33.6 crores, and it was estimated that 11.2 crore illiterates were in the 15-35 age group, of this 70 lakhs were going to become literate by the end of March, 1992. Thus, the target was to achieve about 10.5 crores adult literates. The main strategies followed to achieve the targets were:

- i. The formal school system would be expanded and improved.
- ii. The non-formal system mainly catering to the needs of children working for wages.
- iii. Adoption of the decentralised approach to educational planning and management at all levels through Panchayat Raj (PR) Institutions.
- iv. Large scale participation of voluntary agencies.
- v. Development of innovative and cost-effective complementary programmes including open learning system (OLS) supported by distance education techniques.

- vi. Elementary education was considered a responsibility of the States and local bodies. A voluntary school scheme to be introduced for providing part-time non-formalised education to those who are not able to avail of the facility of formal full-time school education.
- vii. District Boards of Education (DBEs) would be set up. They would act as the nodal agency for planning and management of education at the district level comprising formal education.
- viii. The Mahila Samakhya (MS) project will be undertaken to mobilise women's groups to voice their needs, would be extended and would be related to local community to create a favorable environment to serve as a monitoring mechanism for promoting universal elementary education and adult literacy.
- ix. To reduce the cost of construction of school buildings and other educational institutes the locally available materials and architectural styles would be utilised.

2.3.8.1 Distribution of Expenditure on Education during the Eighth Plan

During the Eighth Five Year Plan, the total plan outlay was Rs. 21217 crores, distributed between Centre, States and Union Territories as Rs. 8178, Rs. 12246 and Rs. 793 respectively. Distribution of this outlay on different subheadings are given in Table 2.9.

Table 2.9: Distribution of Expenditure on Education during the Eighth Plan

| Sub-headings | Rupees (in Crores) | Percentage of Total Plan Outlay |
|--------------------------|-----------------------|------------------------------------|
| General Education | 16813.35 | 79.24 |
| Technical Education | 2786.38 | 13.13 |
| Art and Culture | 727.68 | 3.43 |
| Youth Affairs and Sports | 889.60 | 4.19 |
| Total | 21217.01 | 100.00 |

Source: Eighth Five Year Plan, Planning Commission of India

During the Eighth Five Year Plan, the distribution of total outlay on general education was Rs. 16813.35 crores, which was 79.24% of the total outlay. Rs. 2786.38 crores were on technical education, which was 13.13 % of the total outlay. Rs. 727.68 crores were on art and culture, which was 3.43% of the total outlay. Rs. 889.60 crores were on youth affairs and sports, which was 4.19% of the total outlay.

2.3.8.2 Women's Education during the Eighth Five Year Plan

The main objective of Eighth Plan was to extend the reach of different services to women both qualitatively and quantitatively. Panchayati

Raj Institutions were involved in the designing and implementation of women's programmes. The approach of the Eighth Plan made a definite shift from development to empowerment of women. In order to meet the needs of women and children, there had been a progressive increase in the plan outlays, the outlay of Rs. 4 crores in the First Five Year Plan had gone up to Rs. 2000 Crores in the Eighth Five Year Plan. The Eighth Five Year Plan strategy for women's development covered new thrust areas such as improving women's education database, enumeration of women workers, and provision of supportive services, encouraging women's organisations and stepping up social security measures. The government also initiated certain programmes for women: they are social welfare, nutrition service, supplement income generation, girls education, equal remuneration for equal work, hostels for working women and crèches for children, functional and legal literacy, family, promotion and strengthening of self-employment, review and streamlining laws concerning women etc.

2.3.9 Ninth Five Year Plan (1997-2002)

The Ninth Plan treated education as the most crucial investment in human development. The Prime Minister's Special Action Plan (SAP) had identified the expansion and improvement of social infrastructure in education as a critical area. This goal was further elaborated in the National Agenda for Governance (NAG) which states: "We are committed to a total eradication of illiteracy. We will formulate and implement plans to gradually increase the governmental and non-governmental spending on education upto 6% of the GDP; this to provide education for all. We will implement the Constitutional provision of making primary education free and compulsory up to 5th standard. Our aim is to move towards equal access to and opportunity of educational standards upto the school-leaving stage. We shall strive to improve the quality of education at all levels - from primary schools to our universities."

In view of its significance for human resource development and economic and social transformation, education needs to be given a high priority in the allocation of resources. The main focuses of the Ninth Plan were:

- i. Early childhood education by strengthening *Integrated Child Development Services (ICDS)* and linking it with pre-school and primary education.
- ii. Primary/Elementary Education to be promoted by solving the problems generally found in primary education such as backlog of unenrolled children, drop outs, lack of physical infrastructure, low availability of teachers, regional disparities, etc.

- iii. The 73rd and 74th Constitutional amendments empowered the Panchayati Raj Institutions (PRIs) to make a positive contribution for development of education at the grass- root level. Village Education Committees (VECs) to be actively involved in School Improvement Programme (SIP).
- iv. Secondary education is for preparing young persons for the world of work and entry into higher education. But in India it is taken as bridge between the elementary and higher education stages. So to change this situation there should be revision of curricula, vocationalisation of education, more facility of distance education, quality improvement of teaching in science, mathematics and computer education, hostel facilities for girls, steps towards minority education, integrated education for the disabled, etc.
- v. For the development of technical education, there should be improvement in quality of education, quality of faculty, modernisation of institutions, infrastructure development and innovation, flexibility and mobility of curriculum according to the changing scenario, development of polytechnic institutes.
- vi. In university and higher education, stress was laid on quality improvement of the existing system of education, modernisation of the system, use of media and educational technology, proper utilisation of existing physical infrastructure.

2.3.9.1 Distribution of Expenditure on Education during the Ninth Plan

The government had accorded high priority to education sector and had allocated Rs. 24908.38 crores during the Ninth Plan. Distribution of this outlay on different sub-headings is given in the Table 2.10.

Table 2.10: Distribution of Expenditure on Education during the Ninth Plan

| Sub-headings | Rupees (in Crores) | Percentage of Total Plan Outlay |
|----------------------------------------------------------------------------------------|-----------------------|---------------------------------------|
| Elementary Education | 16369.59 | 65.72 |
| Secondary Education | 2603.49 | 10.45 |
| University & Higher Education | 2500.00 | 10.04 |
| Technical Education | 2373.51 | 9.53 |
| Adult Education | 630.39 | 2.53 |
| Languages, Book Promotion, Scholarships, Educational Planning & Administration etc. | 431.40 | 1.73 |
| Total | 24908.38 | 100.00 |

Source: Ninth Five Year Plan, Planning Commission on India

During the Ninth Plan Rs. 16369.59 crores were earmarked for elementary education, which was 65.72% of the total outlay. Rs. 2603.49 crores were for secondary education, which was 10.45% of the total outlay. Rs. 2500 crores were for development of university and higher education, which was 10.04% of the total outlay. Rs. 630.39 crores were for adult education, which was 2.53% of the total outlay. Rs. 431.40 crores were for development of languages, book promotion, scholarships, educational planning and administration.

2.3.9.2 Women's Education during the Ninth Five Year Plan

An approach paper was developed by the Planning Commission and accepted by the National Development Council, which became the base for developing the Ninth Five Year Plan. In this approach paper, focus was laid on empowerment of women and people's participation in planning and implementation of different strategies. One objective was to provide a supportive gender sensitive environment to women at all stages by the home, school, religion, the Government and work place. Women were facing problems increasing of poverty, inadequate investment in social sectors, increasing violence against women and stereotyped portrayal of women in different sectors. The Ninth Five Year Plan attempted to bring in women's issues within the policy-making spheres. A National Resource Unit for Women was setup, which act as an apex body for promoting and incorporating gender perspectives in politics and programmes of the government. To achieve the goals set by The National Resource Unit for Women a number of initiatives have been launched, such as enactment of legislation to ban sex determination tests so as to prevent female foeticide and ensure the holistic development of the girl child. The 73rd and 74th Constitutional Amendment Acts ensured reservation of 1/3 of seats for women in all elected offices of local bodies, in rural and urban areas.

2.3.10 Tenth Five Year Plan (2002-2007)

India's educational development is a mixed bag of remarkable successes and glaring gaps. There are problems relating to high dropout rates, low-levels of learning achievement, low participation of girls, inadequate school infrastructure, high teacher absenteeism, large-scale teacher vacancies, inadequate equipment like teaching-learning material, etc. The policy focus and public intervention in provisioning of educational services have been increasing since the First Five Year Plan, still was not significant. Even after 50 years of planned effort in this sector nearly one-third of population or close to 300 million persons in the age group seven years and above are illiterate.

The goals and targets of the Tenth Five Year Plan were as follows:

- i. Under the Sarva Shiksha Abhiyan all children to complete five years of primary schooling by 2007;
- ii. All children to complete eight years of schooling by 2010;
- iii. Bridge all gender and social disparities at the primary stage by 2007 and at the upper primary level by 2010;
- iv. Attaining universal access, enrolment, retention at elementary and primary education;
- v. The major thrust area in the secondary education is to the encourage opening of new secondary schools, expansion of capacity of the existing schools including double shifts, upgrading of upper primary schools in backward, un-served and under-served areas, expansion and diversification of open schooling and distance education system.
- vi. revision of curricula with emphasis on vocationalisation and employment-oriented courses, expansion and diversification of the open learning system, reorganisation of teacher training and greater use of new information and communication technologies, particularly computers.
- vii. In higher education, the objective is to raise the enrolment in higher education of the 18-23 year age group from the present 6 per cent to 10 per cent by the end of the Plan period.
- viii. The strategies would focus on increasing access, quality, adoption of state-specific strategies and the liberalisation of the higher education system.
- ix. The Plan would focus on distance education, convergence of formal, non-formal, distance and IT education institutions, increased private participation in the management of colleges and deemed to be universities, research in frontier areas of knowledge and meeting challenges in the area of Internationalisation of Indian education.
- x. In the field of adult education the National Literacy Mission has the goal to achieve full literacy, i.e., a sustainable threshold level of 75 per cent by 2005.

2.3.10.1 Distribution of Expenditure on Education during the Tenth Plan

The plan outlay on education during the Tenth Plan was Rs. 43825 crores. Of the plan outlay, Rs. 30000 crores were earmarked for the development of elementary education and literacy, which was 68.45% of the total plan outlay on education. Rs. 4325 crores were for development of secondary

education and this was 9.87% of the total plan outlay on education. Rs. 4176.50 crores and Rs 4700 crores were for university and higher education and technical education respectively. Outlays on other sub-headings are shown in Table 2.11.

Table 2.11: Distribution of Expenditure on Education during the Tenth Plan

| Sub-headings | Rupees (in Crores) | Percentage of Total Plan Outlay |
|-----------------------------------|-----------------------|------------------------------------|
| Elementary Education and Literacy | 30000.00 | 68.45 |
| Secondary Education | 4325.00 | 9.87 |
| University and Higher Education | 4176.50 | 9.53 |
| Technical Education | 4700.00 | 10.72 |
| Language Development | 434.00 | 0.99 |
| Scholarships | 52.00 | 0.12 |
| Book Promotion | 67.00 | 0.15 |
| Planning and Administration | 70.50 | 0.16 |
| Total | 43825.00 | 100.00 |

Source: Tenth Five Year Plan, Planning Commission of India

2.3.10.2 Women's Education during the Tenth Five Year Plan

A national plan of action for the empowerment of women was formulated for empowering women through translating the recently adopted National Policy for Empowerment of Women (2001) into action and ensuring 'survival' protection and development of children through rights based approach. Achieving gender equality was a challenging task as gender disparities in literacy rate was found in almost all states of India and at the all India level also. Sex ratio in India also represents gender inequality. Biologically, the sex ratio should be in favour of women, and it is so, in almost all countries of the world. However, a pronounced skew in sex ratios in favour of men has been found at the all India level as well as in most States. The Tenth Plan laid emphasis on Universalisation of Elementary Education (UEE) guided by five parameters: (i) Universal Access, (ii) Universal Enrolment, (iii) Universal Retention, (iv) Universal Achievement, and (v) Equity. The major schemes of elementary education sector during the Tenth Plan included SSA (Sarva Sikhsya Abiyan), District Primary Education Programme (DPEP), National Programme of Nutritional Support to Primary Education, commonly known as Mid-Day Meal Scheme (MDMS), Teacher Education Scheme, and Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS).

2.3.11 Eleventh Five Year Plan (2007-2012)

During this plan education and skill development received high priority. The public expenditure (Centre and States) on education was only around

3.6% of the GDP. The National Common Minimum Programme (NCMP) had set a target of raising it to 6%. Several steps were taken in the Tenth Plan to expand access to primary education, especially the expansion in the Sarva Shiksha Abhiyan (SSA) and the Mid-Day Meal Scheme. Due to this, the number of out-of school children declined from 32 to 7 million, indicating that SSA brought an additional 25 million children into the education system. The Eleventh Plan aimed to improve the quality of teaching in the elementary schools by taking steps towards teacher absenteeism and training of teachers, especially in the rural areas. Steps were taken for the expansion of secondary education, by expansion of both public schools as well as private aided and unaided schools.

The action proposed in the Eleventh Plan for secondary education includes the following:

- Rapid upgradation of 15000 Upper Primary Schools to Secondary Schools, and expansion of intake capacity in 44000 existing Secondary Schools;
- Establishment of 6000 high quality model schools at the Block level to serve as benchmarks for excellence in secondary schooling. About 3500 of these will be public-funded schools while 2500 would be through PPP;
- Provision for laboratories/libraries and also strengthening of the existing facilities available;
- Continuous teacher training;
- Provision for hostels and residential schools for girls;
- A more liberal approach on the part of State Governments on allowing private schools to be set up to meet the large unmet demand for quality education;
- Focus on the pressing need to expand capacity in our institutions of higher education and technical and professional education (engineering, medicine, law, etc.).
- Special effort to set up world class higher educational institutions. The expansion should aim at a much larger provision for science teaching.
- Establishment of 30 new Central universities, one in each of the 16 States which do not have a Central university at present, and 14 other Central universities in different parts of the country.
- Establishment of eight IITs, seven IIMs and five Indian Institutes of Science Education and Research.
- Skill development in India poses a major challenge. Indian economy was growing at a rate of more than 9% during the 11th plan period, whereas the magnitude of the skill development according to NSS 61st round shows that among persons of age 15–29 years, only about 2% are reported to have received formal vocational training and another 8% reported to have received non-formal vocational training, indicating that very few young

persons actually enter the world of work with any kind of formal vocational training. This proportion of trained youth is one of the lowest in the world, thus our Vocational Education and Training (VET) system needs to cover more trades.

2.3.11.1 Distribution of Expenditure on Education during the Eleventh Plan

Distribution of total plan outlay on education during the eleventh plan under the central sector schemes and centrally sponsored schemes is shown in Table 2.12.

Table 2.12: Distribution of Expenditure on Education during the Eleventh Plan

| Sub-headings | Rupees (in Crores) | Percentage of Total Plan Outlay |
|----------------------------------------|-----------------------|------------------------------------|
| I- Central Sector Schemes | | |
| Elementary Education | 40 | 0.02 |
| Secondary Education | 6500 | 3.51 |
| Adult Education | 1800 | 0.97 |
| II- Centrally Sponsored Schemes | | |
| Elementary Education | 123340 | 66.70 |
| New Schemes | 6200 | 3.35 |
| Secondary Education | 47050 | 25.44 |
| Total | 184930 | 100.00 |

Source: Eleventh Five Year Plan, Planning Commission of India

During the Eleventh Five Year Plan, in the central sector schemes, there was an outlay of Rs. 8340 crores, this was distributed between elementary education (Rs. 40 crores), secondary education (Rs. 6500 crores) and adult education (Rs. 1800 crores), which worked out as 0.02%, 3.51% and 0.97% of the total plan outlay respectively. For the centrally sponsored schemes there was a plan outlay of Rs. 176590 crores, which was distributed between elementary education (Rs. 123340), new schemes (Rs. 6200) and secondary education (Rs. 47050), which worked out as 66.70%, 3.35% and 25% of the total plan outlay respectively.

2.3.11.2 Women's Education during the Eleventh Five Year Plan

The Eleventh Plan addressed major challenges including bridging regional, social, and gender gaps at all levels of education. To reduce the gender inequalities a few objectives of the Eleventh Plan were that, all gender, social, and regional gaps in enrolments to be eliminated by 2011-12; setting up additional 500 Kasturba Gandhi Balika Vidyalayas in the blocks

with higher concentration of SC, ST, OBC, and minority population; women's hostels would also be set up in all the government polytechnics; to strengthen women's abilities to effectively participate in village level education programmes under the Mahila Samakhya project. One of the targets of this Plan was to reduce gender gap in literacy to 10% and to raise the sex ratio for the age group 0-6 to 935 by 2011-12 and to 950 by 2016-17. Further, this Plan intended to ensure 33 percent of the direct and indirect beneficiaries of all the Government schemes by women and girl children.

2.3.12 Twelfth Five Year Plan (2012-2017)

Education plays an important role in the social, economic and political transformation of an economy. A well-educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development of an economy. The main targets of the Twelfth plan were:

- Universal access of free and compulsory education to all children in the age group of 6 to 14 years;
- Improve attendance and reduce drop-out rates at the elementary level to below 10 per cent and to below 2 per cent for all socio-economic and minority groups and in all States;
- Increase enrolments at higher levels of education and raise the Gross Enrolment Ratio (GER) at the secondary level to over 90 per cent, at the Senior Secondary level to over 65 per cent;
- Raise the overall literacy rate to over 80 per cent and reduce the gender gap in literacy to less than 10 per cent;
- Provide at least one year of well-supported/well-resourced pre-school education in primary schools to all children, particularly those in educationally backward blocks (EBBs);
- In case of secondary education achieving near-universal enrolment with the Gross Enrolment Ratio (GER) exceeding 90 per cent by 2017, raising the GER at the higher secondary level to 65 per cent by 2017, reducing the dropout rate to less than 25 per cent by 2017;
- Develop life skills including skills of critical and constructive thinking, use of ICT, organisation and leadership, and community services.
- Special attention will be paid to state variations, the rural-urban divide, income inequality, gender disparities, persons with disabilities, marginal social groups such as SC, ST, Muslims, and the especially vulnerable sub-groups such as communities involved in scavenging, particularly vulnerable STs, most backward SEBCs and Nomadic/ DNT communities.

2.3.12.1 Distribution of Expenditure on Education during the Twelfth Plan

For the continuation of the already initiated schemes and for the funding of the initiatives undertaken by the Ministry of HRD, UGC and AICTE, required a large outlay. In view of the objectives of the Twelfth Five Year Plan, an outlay of Rs. 453728 crores was proposed for the development and improvement of education sector. Distribution of the plan outlay on different sub-headings is given in Table 1.13.

Table 2.13: Distribution of Expenditure on Education during the Twelfth Plan

| Sub-headings | Rupees (in Crores) | Percentage of Total Plan Outlay |
|---------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------|
| A. Department of School and Secondary Education | | |
| Sarva Siksha Abhiyan | 192726 | 42.48 |
| Rashtriya Madhyamik Shiksha Abhiyan | 27466 | 6.05 |
| Mid-day Meal Scheme | 90155 | 19.87 |
| Others | 32681 | 7.20 |
| Total | 343028 | 75.60 |
| B. Department of Higher Education | | |
| Central Universities and Centrally funded institutions | 35750 | 7.88 |
| State Universities and Colleges | 25000 | 5.51 |
| Equity initiatives (including students financial support) | 11300 | 2.49 |
| Technical education quality improvement programmes | 2500 | 0.55 |
| Research and innovation initiatives | 5900 | 1.30 |
| Expansion of skill-based higher education including polytechnics & community colleges | 4450 | 0.98 |
| National mission in education through ICT (NMEICT) | 4000 | 0.88 |
| National Mission for Teachers and Teaching including teaching quality improvement initiatives | 1200 | 0.26 |
| Open and Distance Learning | 700 | 0.15 |
| UGC (multiple schemes including flexi-funds) | 9000 | 1.98 |
| AICTE (multiple schemes including flexi-funds) | 5000 | 1.10 |
| Other initiatives (including language development, book promotion & copyright, internationalisation, planning etc.) | 5900 | 1.30 |
| Total | 110700 | 24.40 |
| Grand Total (A+B) | 453728 | 100.00 |

Source: Twelfth Five Year Plan, Planning Commission of India

Out of the total plan outlay, 75.60% were for department of school and secondary education, which was Rs. 343028 crores. Of this outlay, 48.48% were for the Sarva Siksha Abhiyan, 6.05% were for Rashtriya Madhyamik Shiksha Abhiyan, 19.87% were for mid-day meal scheme and 7.20% were for other programmes related to primary and secondary education. Rs. 110700 crores were for the department of higher education, which was 24.40% of the total outlay. This amount was again distributed among the Central Universities and Centrally funded institutions (7.88%), State Universities and Colleges (5.51%), Equity initiatives (including students financial support) (2.49%), Technical education quality improvement programmes (0.55%), Research and innovation initiatives (1.30%), Expansion of skill-based higher education including polytechnics & community colleges (0.98%), National mission in education through ICT (NMEICT) (0.88%), National Mission for Teachers and Teaching including teaching quality improvement initiatives (0.26%), Open and Distance Learning (0.15%), UGC (multiple schemes including flexi-funds) (1.98%), AICTE (multiple schemes including flexi-funds) (1.10%), Other initiatives (including language development, book promotion & copyright, Internationalisation, Planning etc.) (1.30%).

2.3.12.2 Women's Education during the Twelfth Five Year Plan

The Twelfth Plan was guided by the principle that gender equality in elementary education was both a quality issue and an equity issue. Objectives of the Twelfth Plan were to raise the overall literacy rate to over 80% and reduce the gender gap in literacy to less than 10%; more focus on gender-sensitive curricula, pedagogical practices, teacher training and evaluation; schools to become inclusive and safe places; specific modules on issues such as sexual harassment and violence to be developed and integrated into the teacher training design, etc.

Other specific initiatives to improve girls' education included:

1. Strengthening and expansion of KGBVs (Kasturba Gandhi Balika Vidyalays) to provide one more KGBV in EBBs (Educationally Backward Blocks), with special focus on wards with high migration rates in urban and semi-urban areas, and EBBs with a high concentration of SC, ST and Muslim populations.
2. NPEGEL (National Programme for Education of Girls at Elementary Level) programme to include running bridging centres, developing MCS (Model Cluster Schools) as model schools for gender, equity and quality integration, development of MCS library to include digital content, including audio visual resources, development of bridging modules and manuals and training of SMCs on gender and equity issues.

3. Mahila Samakhya would be continued as an independent programme with full operational and programme autonomy and a National Resource Centre, with strong state-level or regional units would be set up to strengthen this programme.

The steps regarding girls' education would be aligned with the "National Vision for Girls' Education in India: Road-map to 2015" which was developed at the State and National level through partnership between Sarva Sikshya Abhiyan, Mahila Samakhya and civil society with the support of UNICEF, with the aim of ensuring increased and more targeted investments for girls' education through strengthened systems for local service delivery which ensure gender equality in basic education.

2.4 WOMEN AND SKILL DEVELOPMENT IN INDIA

Technical and vocational education plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life (Goel, 2009). Sometimes technical education and vocational education are used synonymously. In India technical education refers to post secondary courses of study and practical training aimed at preparation of technicians and engineers to work as supervisory staff, whereas vocational training refers to lower level education and training for the population of skilled or semi-skilled workers in various trades.

The main organisations involved in Technical and Vocational Education Training (TVET) policy formulation and its implementation are:

- Central Government
- National Skills Development Council, a non-profit company registered under the Companies Act of 1956.
- Ministry of Human Resource Development
- Department of School Education and Literacy (for TVET programmes in senior secondary schools)
- Department of Higher Education (for Technical Education)
- Ministry of Labour and Employment
- Directorate General of Employment and Training (for Vocational Training)
- There are some other 20 Central Ministries and Departments which have running some small TVET programmes
- State Government
- Directorate of Technical Education
- Private Sector
- NGOs

The aim of skill development in case of women is not merely to prepare them for jobs, but also to improve the performance of women workers by enhancing the quality of work in which they are engaged. The National Skill Development Mission, headed by the Prime Minister, was launched in 2008 and a Co-ordinated Action Plan for Skill Development was formulated with a three tier structure that includes: (a) the Prime Minister's National Council on Skill Development, (b) the Skill Development Co-ordination Board to devise detailed strategies, and (c) the National Skill Development Corporation. The role of the corporation is to identify the full range of skill development needs, develop processes with special emphasis on excellent standards and certifications, training of trainers, and proper delivery of training.

Vocational education and training also plays an important role in furnishing the technical and management skills and help develop appropriate attitudes for specific occupations and jobs in women. Women face complex ground realities, including low levels of literacy, discriminatory social customs and traditions, limited hours available for training and work, limited exposure and unfamiliarity with new technology. Hence to encourage women enrolment, there is a need to make the skill development process accommodating and flexible. Considering the low participation of women in vocational education, the government has also established various vocational training institutes in different parts of the country; providing training especially to the women like NVTI (National Vocational Training Institute) and RVTI (Regional Vocational Training Institute).

Presently the Government has set up a separate Ministry on Skill Development and Entrepreneurship. To achieve high inclusivity in gender perspective, the Government has various objectives such as skill development with greater gender equity in access to training; to develop guidelines on women related issues in skill training procedures that can be done by giving safe and gender sensitive training environment, employment of women trainers and equity in remuneration, and complaint redressal mechanism; to create an internet or mobile based platform of employment exclusively for women by connecting skilled women and employers.

In addition, efforts will be made to encourage women entrepreneurs through appropriate incentives for women owned businesses under the public procurement process; ensure priority for mentorship and support system for women entrepreneurs in existing business centers and incubators; build entrepreneurial capacity for women by facilitating access to capital at relaxed credit terms.

2.5 MAJOR INITIATIVES UNDERTAKEN BY DIFFERENT MINISTRIES AND VARIOUS ORGANIZATIONS TOWARDS EDUCATION, EMPLOYMENT AND HUMAN DEVELOPMENT

A number of Ministries and organisations are working for educational and skill development, employment generation for women's empowerment in India. It will be relevant to discuss the role and contribution of those Ministries and organisations which have made significant contributions to education, skill, employment generation and women empowerment in the country.

2.5.1 Ministry of Labour and Employment

The Ministry of Labour and Employment is a federal Ministry of the Government of India. The main responsibility of the Ministry is to protect and safeguard the interests of workers in general and the poor deprived and disadvantaged sections of the society, in particular. The Ministry aims to create a healthy work environment for higher production and productivity and to develop and coordinate vocational skill training and employment (Ministry of Labour and Employment, GOI). Presently there are 44 labour related regulations enacted by the Central Government dealing with minimum wages, accidental and social security benefits, occupational safety and health, conditions of employment, disciplinary action, formation of trade unions, industrial relations, etc.

The thrust areas of the ministry are:

1. Labour policy and legislations
2. Social security of labour
3. Safety, health and welfare of labour
4. Policy relating to special target groups such as women and child labour.
5. Industrial relations and enforcement of labour laws in the central sphere.
6. Adjudication of industrial disputes through tribunal-cum-labour courts.
7. Statistics related to labour and employment.
8. Workers' education.
9. Emigration of labour for employment abroad.
10. Administration of central labour and employment services.
11. Vocational training and skill development.
12. International co-operation in labour and employment matters.

Thus among other major thrust areas, workers' education and vocational training and skill development are also two important functions of the Ministry of Labour and Employment. Keeping in view the relevance of these two areas in the present study they are being discussed in details here.

(1) Workers' Education

For providing education to workers, the Ministry established the Central Board for Workers Education (CBWE), an autonomous body registered under the Societies Registration Act, 1860 in 1958. It plays a significant role in national development; creating an enlightened and disciplined work force and bringing about desirable behavioral changes in our workforce in the organised, unorganised and rural sectors. Started in 1958, workers education aims at creating and increasing awareness and educating the workforce for their effective participation in the socio-economic development of the country. To achieve these objectives, various training programmes are conducted by the Board for the workers of formal and informal sectors at national, regional and unit levels through a network of 50 Regional and 09 Sub-Regional Directorates spread all over the country and an apex Training Institute viz. Indian Institute of Workers Education (IIWE) at Mumbai. Workers Education differs from vocational and professional education, which is meant for individual advancement whereas the Workers Education lays stress on group advancement.

Another autonomous organisation under ministry of labour and employment is V.V. Giri National Labour Institute, under the Ministry of Labour and Employment, Government of India. It was set up in July 1974. It is a premier Institute in labour research and education and dedicated to research in the field of labour and training of labour administrators, trade unions, public sector managers and other Government functionaries concerned with labour and is committed for enhancing the quality of work and work relations in both the organised and unorganised sectors. Previously this institute was called National Labour Institute; in 1995 it was renamed in the honour of the former President of India V.V. Giri who was a Well-known Trade Union leader in his early days. The main functions of the institute are to undertake, aid, promote and coordinate research on its own and in collaboration with other agencies, both national and international; to undertake and assist in organising training and educational programmes, seminars and workshops; to prepare, print and publish papers, periodicals and books and many more research related issues.

(2) Vocational Training and Skill Development

Ministry of Labour and Employment has adopted a new strategic framework for skill development for early school leavers and existing workers since May, 2007 in association with industry, State Governments and experts. The main features of this scheme are: multi-entry and multi-exit options, flexible delivery schedule and lifelong learning. In this scheme in Modular Employable Skills (MES) Framework, emphasis is given on the 'minimum skills set', which is sufficient for gainful employment. Various courses are offered for persons who have completed 5th standard and have attained the age of 14 years. At present, 1386 modules for employable skills covering 60 sectors have been developed, 36 assessing bodies empanelled for conducting assessment, 6753 vocational training providers have been registered and more than 12.19 lakh persons have been trained since its inception. The Government has embarked on the strategic objective of modernising and improving the quality of training in the Government-run ITIs. Other initiatives undertaken are: Training of 8000 youth of Jammu & Kashmir, skill development in 34 districts affected by Left Wing Extremism (LWE), enhancing skill development infrastructure in North-Eastern (NE) states and Sikkim, under Kaushal Vikas Yojana, setting up of 1500 ITIs and 5000 SDCs (Skill Development Centers) in Private Public Partnership (PPP) mode.

2.5.2 Ministry of Skill Development and Entrepreneurship

Vocational training, skill development and entrepreneurship efforts across the whole country were very low and fragmented in comparison to the developed countries. In India more than 20 Ministries/Departments run 70 plus schemes for skill development in the country. Still there are gaps in the capacity and quality of training infrastructure as well as outputs, insufficient focus on workforce aspirations, lack of certification and common standards and a pointed lack of focus on the unorganised sector. In this context, the Government of India had notified the formation of the Department of Skill Development and Entrepreneurship on 31st July, 2014 which subsequently led to the creation of the Ministry of Skill Development and Entrepreneurship on 10th Nov, 2014.

The main objective of this ministry is to ensure youth emerging from formal education are employable with job or self-employment oriented skills; ensure people stuck in low income jobs and in the unorganised segments can access growth opportunities through up-skilling / re-skilling and Recognition of Prior Learning (RPL); improve supply and quality of the workforce for industry, contributing to increased productivity and to make skill development an aspiration for youth. Other initiatives undertaken

by this ministry are: collaborating with other nations to adopt and follow international best practices, reorganising the vocational education framework in the country, starting partnership ventures with corporate sectors for skill development, leveraging public infrastructure for skilling, creating quality trainers and instructors and leveraging technology for skill training, etc.

The Directorate General of Training (DGT) under the Ministry of Skill Development and Entrepreneurship is the sole and apex organisation for development and coordination of the programmes related to vocational training, for both men and women at the national level. Industrial Training Institutes come under the administration and financial control of State governments or Union Territory administrations and they operate vocational training schemes in some of the specialised areas. Important functions of DGT are:

1. To frame all policies, norms and standards related to vocational training.
2. To update, diversify and expand training facilities in terms of craftsmen and crafts instructors' training.
3. To organise and conduct special training and research programmes at training institutes specially established for this purpose.
4. To implement, regulate and increase the scope of training of apprentices under the Apprentices Act, 1961.
5. To organise vocational training programmes focusing only on women.
6. To offer employment counseling and vocational guidance.
7. To assist Scheduled Castes/Scheduled Tribes and Persons with Disabilities by enhancing their capabilities for wage employment and self employment.
8. To organise regular training programmes for Employment Officers and develop staff training material for use by the Employment Service personnel.
9. To accumulate and circulate information concerning employment and unemployment and prescribe uniform reporting procedures.

Monitoring and regulating development of the programmes at national level is the responsibility of DGT and the day-to-day administration of employment exchanges and industrial training institutes is the responsibility of the state governments/ union territories administrations.

2.5.3 Ministry of Human Resource and Development

The Ministry of Human Resource Development (MHRD) was created on September 26, 1985, through the 174th amendment to the Government of India (Allocation of Business) Rules, 1961. Education is an important essence of human resource development and plays a significant role in giving shape to individuals as well as the society. India is a rich country in terms of human power; and human power is a valuable resource for overall development of the economy. The main objectives of the MHRD are:

1. Formulation of the National Policy on Education and to ensure that it is implemented in letter and spirit.
2. Planned development, including expanding access and improving quality of the educational institutions throughout the country, including in the regions where people do not have easy access to education.
3. Paying special attention to disadvantaged groups like the poor, females and the minorities
4. Provide financial help in the form of scholarships, loan subsidy, etc. to deserving students from deprived sections of the society.
5. Encouraging international cooperation in the field of education, including working closely with the UNESCO and foreign governments as well as Universities, to enhance the educational opportunities in the country.

With these objectives MHRD works through two departments:

1. Department of School Education & Literacy
2. Department of Higher Education

2.5.3.1 Department of School Education and Literacy

The Department of School Education & Literacy is responsible for the development of school education and literacy in the country and has the goal of “universalisation of education”. Even after completion of 25 years of the formulation of The National Policy on Education (NPE), 1986/92 it is still very relevant. According to NPE, education is for all and is fundamental for all round development of an individual. Education has an acculturating role and develops manpower for different levels of the economy. Education can be considered as a special kind of investment that is made in present and gives benefit in future. In 2010 the country

achieved a historic milestone when Article 21-A and the Right of Children to Free and Compulsory Education (RTE) Act, 2009 became operative on 1st April 2010. The enforcement of Article 21-A and the RTE Act represented a momentous step forward in our country's struggle for universalising elementary education. In education sector literacy, elementary education, primary education and secondary education comes under this department.

The Department of School and Literacy has the following objectives:

1. To universalise elementary education in keeping with the rights conferred under the RTE Act.
2. To provide free and compulsory education to all children at elementary level.
3. To improve quality and standards of school education and literacy towards building a society committed to Constitutional values.
4. To become a partner with the States and Union Territories to reinforce the national and integrative character of education.
5. To build a society committed to Constitutional values with the help of quality school education and literacy.
6. To universalise opportunities for quality secondary education.
7. To establish a fully literate society.
8. To increase access to quality school education by expanding the network of schools, through existing as well as new institutions.
9. To bring equity to the system of secondary education by including disadvantaged groups as well as weaker sections, who were kept deprived hitherto.
10. To ensure quality and improved standards of education by supporting the existing institutions and facilitating setting up of new ones
11. To initiate policy-level changes in terms of institutional and systematic reforms, which further create a world-class secondary education curriculum that is able to generate brilliance among the children.

In view of the above mentioned objectives, the following major programmes have been started by the Department:

1. Elementary level: Sarva Shiksha Abhiyan (SSA) and Mid Day Meal (MDM);
2. Secondary level: Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Model Schools;

3. Vocational Education, Girls' Hostel, Inclusive Education of the Disabled, ICT at School;
4. Adult Education: Saakshar Bharat;
5. Teacher Education: Scheme for Strengthening Teacher Education;
6. Women's education: Mahila Samakhya;
7. Minority Education: Scheme for Providing Quality Education in Madarasas (SPQEM); and
8. Infrastructure Development of Minority Institutions (IDMI).

2.5.3.2 Department of Higher Education

India's higher education system is the third largest education system in world, just after the United States and China; and the Department of Higher Education takes care of this system. The overall development of the basic infrastructure of higher education sector, both in terms of policy and planning is the responsibility of this department. It looks after expansion of access and qualitative improvement in the higher education, through world class universities, colleges and other institutions. The Vision, Mission, Objectives and Functions of the Department are as follows:

Vision

To realise India's human resource potential to its fullest in the Higher Education sector, with equity and inclusion.

Mission

1. Provide greater opportunities of access to Higher Education with equity to all the eligible persons and in particular to the vulnerable sections.
2. Expand access by supporting existing institutions, establishing new institutions, supporting State Governments and Non-Government Organisations/civil society to supplement public efforts aimed at removing regional or other imbalances that exist at present.
3. Initiate policies and programmes for strengthening research and innovations and encourage institutions - public or private to engage in stretching the frontiers of knowledge.
4. Promote the quality of Higher Education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring toward the inclusion of the hitherto deprived communities.

Objective

1. To expand the Higher Education sector in all its modes of delivery to increase the Gross Enrolment Ratio (GER) in Higher Education to 15% by 2011-12 to 21% by 2016-17 and 30% by the year 2020.

2. To expand institutional base of Higher Education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivising State Governments and Non-Governmental Organisations/civil society.
3. To expand institutional base of Higher Education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivising State Governments and Non-Governmental Organisations/civil society.
4. To provide opportunities of Higher Education to socially-deprived communities and remove disparities by promoting the inclusion of women, minorities and differently-abled persons.
5. To remove regional imbalances in access to Higher Education by setting up of institutions in unnerved and underserved areas.
6. To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research.
7. To create conditions for knowledge generation through improved research facilities in universities and colleges.
8. To promote collaboration with International community, foreign governments, universities/institutions and regional and international institutions, for the advancement of universal knowledge and intellectual property rights.
9. To promote development of Indian languages.
10. To promote autonomy, innovations, academic reforms in institutions of higher learning
11. To undertake institutional restructuring for improving efficiency, relevance and creativity in Higher Education.

Functions

1. Enhancement of Gross Enrolment Ratio by expanding access through all modes.
2. Promoting the participation of these sections of the society whose GER is lower than the national average.
3. To improve quality and to promote academic reforms.
4. Setting up of new educational institutions and also capacity expansion and improvement of the existing institutions.
5. Use of Technology in Higher Education.
6. Development of Vocational Education and Skill Development.

7. Development of Indian Languages.
8. International Collaboration in the field of education.

2.5.4 Ministry of Women and Child Development

With the objective of women empowerment and to deal with gender and child related issues, the Ministry of Women and Child Development came into existence as a separate Ministry with effect from 30th January, 2006. (earlier since 1985 it was a Department of Women and Child Development under the Ministry of Human Resources Development). Addressing the gaps in State action for women and children for promoting inter-Ministerial and inter-sectoral convergence to create gender equitable and child-centered legislation, policies and programmes is the prime intention of this ministry. For India to compete with other fast growing nations the development of women and children is a precondition and with this objective the vision and mission of the Ministry established which are as follows: It is the nodal ministry for the advancement of women and children. It **formulates plans, policies and programmes; enacts/ amends legislation**, guides and coordinates the efforts of both governmental and non-governmental organisations working in the field of Women and Child Development. Besides this, it implements programmes for women and children, giving welfare and support services, training for employment and income generation, awareness generation and gender sensitisation. Intention of these programmes is to empower women both economically and socially and make them to become equal partners in the national development along with men.

Vision:

To empower women living with dignity and contributing as equal partners in development in an environment free from violence and discrimination. And, well nurtured children with full opportunities for growth and development in a safe and protective environment.

Mission:

1. To promote social and economic empowerment of women through cross-cutting policies and programmes, mainstreaming gender concerns, creating awareness about their rights and facilitating institutional and legislative support for enabling them realise their human rights and develop to their full potential.
2. Ensuring development, care and protection of children through cross-cutting policies and programmes, spreading awareness about their rights and facilitating access to learning, nutrition, institutional and

legislative support for enabling them to grow and develop to their full potential.

The Ministry has six autonomous organisations, namely:

1. National Institute of Public Cooperation and Child Development (NIPCCD)
2. National Commission for Women (NCW)
3. National Commission for Protection of Child Rights (NCPCR)
4. Central Adoption Resource Agency (CARA)
5. Central Social Welfare Board (CSWB)
6. RashtriyaMahilaKosh (RMK)

Subjects Allocated to the Ministry are:

1. Welfare of the family.
2. Women and Child Welfare and Coordination of activities of other Ministries and Organisation in connection with this subject.
3. References from the United Nations Organisations relating to trafficking in Women and Children
4. National Nutrition Policy, National Plan of Action for Nutrition and National Nutrition Mission.
5. Charitable and religious endowments pertaining to subjects allocated to this Department
6. Promotion and development of voluntary effort on the subjects allocated to this Department

2.5.5 National University of Educational Planning and Administration (NUEPA)

The National University of Educational Planning and Administration (NUEPA), is an organisation under the Ministry of Human Resource Development, Government of India. The University deals with capacity building and research in planning and management of education not only in India but also in South Asia. This institution's origin dates back to 1962 when UNESCO had established the Asian Regional Centre for Educational Planners and Administrators. In 1965 became the Asian Institute of Educational Planning and Administration. After 4 years, it was taken over by the Government of India and renamed as the National Staff College for Educational Planners and Administrators. Gradually with the increased roles and functions of the National Staff College, particularly in capacity building, research and professional support services to the Government, it was again renamed as the National Institute of Educational

Planning and Administration (NIEPA) in 1979. In 2006 the Government of India empowered it to award its own degrees by way of conferring it the status of Deemed to be University in August, 2006. Like any other Central University, NUEPA is fully maintained by the Government of India. The Vision, Mission, Objectives and Functions of the University are as follows:

Vision

Evolving a humane learning society through advancement of knowledge.

Mission

To become a centre of excellence in educational policy, planning and management by promoting advanced level teaching, research and capacity building in national and global contexts.

Objectives

1. To organise pre-service and in-service training programmes in the area of educational planning and administration and allied disciplines.
2. To undertake, aid, promote and coordinate research in various aspects of educational planning and administration, including comparative studies in planning techniques and administrative procedures in the different States of India and in other countries of the world.
3. To provide academic and professional guidance to agencies, institutions and personnel engaged in educational planning and administration.
4. To offer M. Phil, Ph. D. and Post-Doctoral Programmes and award degrees in educational planning, educational administration, educational finance, comparative education, school education, higher education, professional education, policy research, gender in education, discrimination in education, education and globalisation, educational management and information system, etc.
5. To act as a clearing house of ideas and information on research, training and extension in educational planning and administration services and other programmes.
6. To prepare, print and publish papers, periodicals and books in furtherance of these objectives and especially to bring out a Journal on Educational Planning and Administration.
7. To organise training, conferences, workshops, meetings, seminars and briefing sessions for educational personnel of the Central and State Governments and Union Territories.

8. To offer, on request, consultancy service to Governments, including State Governments, educational institutions and institutions/organisations in India & abroad.
9. To organise orientation and training programmes and refresher courses for teacher-educators and for University and College Administrators engaged in educational planning and administration.
10. To organise orientation programmes, seminars and group discussions for persons, including legislators in the field of educational planning and administration at the level of policy making in Central and State Governments.
11. To award consultancy work/services to other organisations/individuals.
12. To collaborate with other agencies, institutions and organisations, including the University Grants Commission, the Universities, Institutes of Management and Administration and other allied institutions in India and abroad, in such way as may be considered necessary for the promotion of these objectives.
13. To provide, on request, facilities for training and research in educational planning and administration to other countries, especially of the Asian Region, and collaborate with them in programmes.
14. To offer fellowships, scholarships and academic awards in furtherance of the objects of the National University.
15. To confer honorary fellowships on eminent educationists for their contribution in the field of educational planning and administration.
16. To undertake extra mural studies, extension programme and field outreach activities to contribute to the development of society.
17. To disseminate and advance knowledge by providing instructional, research and extension facilities in such branches of learning as it may deem fit and to provide to students and teachers the necessary facilities and atmosphere for the promotion of innovations in education leading to restructuring of courses, new methods of teaching and learning, and integral development of personality, studies in various disciplines, inter-disciplinary studies, and National integration & International understanding.
18. To conduct the above-mentioned programmes and courses in its off - campuses, and off-shore campuses.
19. To do or perform all such other acts, functions and things as may be deemed necessary, desirable or incidental by the National University in furtherance of the above objectives of the National University.

2.5.6 All India Survey on Higher Education (AISHE)

Higher education is of vital importance for any country and is a powerful tool to build knowledge based society of the 21st century. India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of creative and intellectual endeavors: arts and humanities; natural, mathematical and social sciences, engineering; medicine; dentistry; agriculture; education; law; commerce and management; music and performing arts; national and foreign languages; culture; communications, etc. Statistical system plays a key role in formulating policies as well as it gives a base to deal with if any weaknesses present in the system. With this background, the All India Survey on Higher Education is undertaken. It is an annual survey by the Ministry of Human Resource and Development to portray the status of higher education in India since 2010-11. The survey covers all the institutions providing higher education in the country. Broadly the survey covers institution's basic details, teacher's details, details of non-teaching staff, programmes conducted under various faculties/schools and departments/centres, students enrolled in these programmes, examination result of terminal year of each programme, financial information such as receipt and expenditure under various heads, availability of infrastructure, scholarships, loans and accreditation.

The main objectives of the survey are to:

1. Identify and capture all the institutions of higher learning in the country.
2. Collect data from all the higher education institutions on various aspects of higher education.

To conceptualise the survey and to provide a technical guidance, a task force was constituted with representations from various stake-holders such as the Ministry of Human Resource Development, University Grants Commission, All India Council for Technical Education, Medical Council of India, Indian Institute of Agricultural Statistics Research Institute, Central Statistics Office, Distance Education Council, National University of Education Planning & Administration, Universities and State Higher Education Departments.

2.5.7 National Skill Development Corporation (NSDC)

The National Skill Development Corporation (NSDC) is an organisation set up on the basis of Public Private Partnership, functioning under the Ministry of Skill Development and Entrepreneurship, Government of India. It is a

non-profit organisation and was set up by the Ministry of Finance, under Section 25 of the Companies Act. It has an equity base of Rs. 10 crore, of which the Government of India holds for 49%, while the private sector has the balance 51%. It aims to promote skill development by catalysing creation of large, qualitative and for-profit vocational institutions. It is mandatory for NSDC to provide support in terms of quality assurance, information systems and training of trainers either directly or through partnerships. It provides funding to enterprises, companies and organisations that provide skill training. As on 12.04.2016, under NSDC, there are 267 training partners and 4021 training centers. 6546251 persons have already received training and 2692168 persons have got placement.

Objective

To contribute significantly (30 per cent) to the overall target of skilling/up-skilling 500 million people in India by 2022, mainly by fostering private sector initiatives in skill development programmes and to provide funding.

Vision

NSDC was set up as part of a national skill development mission to fulfill the growing need in India for skilled manpower across sectors and to narrow down the existing gap between the demand and supply of skills. The Union Finance Minister announced the formation of the National Skill Development Corporation (NSDC) in his Budget Speech (2008-09): "...There is a compelling need to launch a world-class skill development programme in a mission mode that will address the challenge of imparting the skills required by a growing economy. Both the structure and the leadership of the mission must be such that the programme can be scaled up quickly to cover the whole country."

Mission

1. Upgrade skills to international standards through significant industry involvement and develop necessary frameworks for standards, curriculum and quality assurance.
2. Enhance, support and coordinate private sector initiatives for skill development through appropriate Public-Private Partnership (PPP) models; strive for significant operational and financial involvement from the private sector.
3. Play the role of a "market-maker" by bringing financing, particularly in sectors where market mechanisms are ineffective or missing.
4. Prioritise initiatives that can have a multiplier or catalytic effect as opposed to one-off impact.

Key roles

1. *Funding and incentivising:* It is a key role of NSDC and involves providing financing either by loans or equity or providing grants and supporting financial incentives. The exact nature of funding (equity, loan and grant) depends on the viability or attractiveness of the segment. Gradually, the NSDC aims to create strong viable business models and reduce its grant-making role.
2. *Enabling support services:* Skill development institutes need various types of inputs and support services such as curriculum, faculty and their training, standards and quality assurance, technology platforms, student placement mechanisms and so on. The NSDC plays a significant role in providing these support services.
3. *Shaping/creating:* NSDC proactively seed and provide momentum for large-scale participation by private players in skill development. NSDC identifies critical skill groups, develop models for skill development and attract potential private players and provide support to these efforts.

2.5.8 National Skill Development Agency (NSDA)

The National Skill Development Agency (NSDA) is an autonomous body of the Ministry of Skill Development and Entrepreneurship, notified through a Gazette notification, dated 6th June, 2013, (registered as a Society under the Society's Registration Act 1860). This agency was created with the mandate to co-ordinate and harmonise the skill development efforts of the Government and private sector to achieve the skilling targets of the 12th Five Year Plan and beyond. It aims at bridging the existing social, regional, gender and economic gaps in the country. This can be fulfilled by providing skill based knowledge and training to the disadvantaged and marginalised groups like SCs, STs, OBCs, minorities, women and differently abled persons. It is a part of advocacy by the NSDA to take affirmative actions, where as the central ministries and NSDC continue to implement schemes in their remit. The NSDA connects to the National Skills Qualifications Framework (NSQF) and facilitate the setting up of professional certifying bodies in addition to the existing ones.

Functions of NSDA

1. To take all possible steps to meet skilling targets as envisaged in the 12th Five Year Plan and beyond.
2. To coordinate and harmonise the approach to skill development among various Central Ministries/Department, State Governments, the NSDC and the Private sector.

3. To anchor and operationalise the NSQF to ensure that quality and standards are as per the requirements of specific sectors.
4. To act as the nodal agency for State Skill Development Missions.
5. To raise extra-budgetary resources for skill development from various sources such as international agencies, including multi-lateral agencies, and the private sector.
6. To evaluate existing skill development schemes with a view to assessing their efficacy and suggest corrective action to make them more effective.
7. To create and maintain a national data base related to skill development including development of a dynamic Labour Market Information System (LMIS).
8. To take affirmative action for advocacy.
9. To ensure that the skilling needs of the disadvantaged and the marginalised groups like SCs, STs, OBCs, minorities, women and differently abled persons are taken care of and.
10. Discharge any other function as may be assigned to it by the Government of India.

Activities undertaken by the NSDA

Besides anchoring and implementation, the National Skills Qualifications Framework (NSQF), some of the other actions taken by the NSDA are as under:

1. Rationalisation of the Skill Development Schemes of the Government of India

NSDA works with the concerned ministries and stakeholders to achieve convergence of norms across the various central schemes for skill development. At the same time, it works towards the special needs of the North Eastern States, the hill States, and other geographies that pose challenging situations for skill development.

2. Creation of an integrated Labour Market Information System

A national database on all major aspects of skill development is being created in partnership with all other Ministries of the Government of India and the State Governments. This gives a one-shop stop where all the relevant information is freely available to citizens. The Government has created a National Steering Committee for setting up the Labour Market Information System (LMIS). The LMIS brings in operational efficiencies

and helps to reduce considerably the situation of one individual being benefitted under different schemes.

3. Engagement with States

The NSDA is engaged with the State Governments to plan out their skill development action plan. It helps them to develop their skill development policies, and set up suitable administrative mechanisms accordingly. Through Technical Assistance programmes with the Asian Development Bank (ADB), European Union (EU) and DFID (Department for International Development of the Government of UK), NSDA helps the State Skill Development Missions of eleven states to build their respective capacities.

4. Skills Innovation Initiative

Under NSDA a committee named as Skills Innovation Initiative has been setup. NSDA invites innovative ideas, concepts and practices on skill development and the Committee reviews all the proposals and facilitates their application on a wide scale. Selected innovative practices are facilitated and propagated for wider application. Five innovative approaches and solutions have already been identified for wider propagation.

2.5.9 University Grants Commission (UGC)

Higher education plays a significant role in determining the pace of development of any country. With this background under the chairmanship of Dr. S. Radhakrishnan, the University Education Commission was set up in 1948 "to report on Indian university education and suggest improvements and extensions that might be desirable to suit the present and future needs and aspirations of the country". It recommended that the University Grants Commission to follow the University Grants Commission model of the United Kingdom with a full-time Chairman and other members should be reputed educationalists. In 1952, Government of India decided that all cases related to the allocation of grants-in-aid from public funds to the Central Universities and other Universities and Institutions of higher learning to be dealt by the University Grants Commission. In 1953 Shri Maulana Abul Kalam Azad, the then Minister of Education, Natural Resources and Scientific Research formally inaugurated UGC. In 1956, UGC became a statutory body through an Act of the Parliament for the coordination, determination and maintenance of standards of university education in India (UGC Act, 1956) under the Ministry of Human Resource Development.

The UGC is the only grant-giving agency in the country which has been vested with responsibilities of providing funds to the concerned

institutions and coordinating, determining and maintaining standards higher education institutions.

The UGC's mandate includes:

1. Promoting and coordinating university education.
2. Determining and maintaining standards of teaching, examination and research in universities.
3. Framing regulations on minimum standards of education.
4. Monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges.
5. Serving as a vital link between the Union and State Governments and institutions of higher learning.
6. Advising the Central and State governments on the measures necessary for improvement of university education.

To fulfill the above mandate the UGC performs the following roles:

1. Allocates grants to the universities and colleges for their development and other general purpose.
2. Advises the central and state government on disbursing grants to the universities.
3. Advises any authority on the establishment of new university or on the proposal seeking expansion of any university.
4. Collects information on university education in India and in other countries.
5. Monitors universities and seeks information from them time to time. The information may be related to finance, various branches of learning, rules and regulations, etc.
6. Imparts education to the students in various streams through Consortium of Educational Communication (CEC). CEC is running an exclusive 24×7 CEC-UGC higher education satellite channel of MHRD called Vyas channel. It gives country wide classroom teachings on various undergraduate subjects.
7. Conducts National Eligibility Test (NET) to determine eligibility for lectureship and awards Junior Research Fellowship (JRF), which has been set as the minimum standards for Indian nationals to enter teaching profession and research.

2.5.10 All India Council for Technical Education (AICTE)

Technical Education plays a very vital role in the development of any country by creating skilled manpower, enhancing industrial productivity

and improving the quality of life. The AICTE was constituted in 1945 as an advisory body in all matters relating to technical education. It became a statutory body in 1987, through an Act of the Parliament. It plays a very important role in the development of technical education in the country. AICTE have four regional committees with offices at Chennai, Mumbai, Kanpur and Calcutta. All the new schemes and proposals for starting new institutions/programmes are approved by the corresponding Regional Committees of the Council. AICTE takes necessary steps for planning, formulation and maintenance of norms and standards, accreditation, funding of priority areas, monitoring and evaluation of courses/programmes in the field of technical education to ensure coordinated and integrated development of technical education in the country.

As per section 10 & 11 of AICTE Act (52 of 1987), the power and functions of the council are:

1. To undertake survey in the various fields of technical education, collect data on all related matters and make forecast of the needed growth and development in technical education.
2. To promote innovations, research and development in established and new technologies, generation, adoption and adaptation of new technologies to meet development requirements and for over-all improvement of educational processes.
3. To formulate schemes for promoting technical education for women, handicapped and weaker sections of the society.
4. To promote an effective link between technical education system and other relevant systems including research and development organisations, industry and the community.
5. To evolve suitable performance appraisal systems for all the universities and technical education institutions.
6. To formulate schemes for training of teachers and to identify institutions or centers and set up new centers that offer staff development programmes.
7. To lay down norms and standards for courses, curricula, physical and instructional facilities, staff pattern, staff qualifications, quality instructions, assessment and examinations.
8. To fix norms and guidelines for charging tuition and other fees.
9. To approve new technical institutions and for introduction of new courses or programmes.
10. To advise the Central Government in respect of grants.

11. To take all necessary steps to prevent commercialisation of technical education.
12. To provide guidelines for admission of students to technical institutions and Universities imparting technical education.
13. To withhold or discontinue grants in respect of courses, programmes to such technical institutions which fail to comply with the directions given by the Council within the stipulated period of time and take such other steps as may be necessary for ensuring compliance of the directions of Council.
14. To take necessary steps for strengthening the existing organisations.
15. To set up a National Board of Accreditation to periodically conduct evaluation of technical education institutions or programmes on the basis of guidelines, norms and standards specified by it.

2.5.11 National Vocational Training Institute (NVTI) and Regional Vocational Training Institute (RVTI) for Women

For social and economic empowerment of women, the Directorate General of Employment & Training, Ministry of Labour & Employment aims to provide vocational training to women for getting wage and self-employment. Accordingly, it has setup, a network of institutions under the control of the Central and State Governments of India. At present, there are eleven institutions spread across the country solely engaged in providing vocational training to women under Craftsmen Training Scheme (CTS) and Craft Instructors' Training Scheme (CITS), for stimulating employment opportunities among women of various socio-economic groups and different age groups. The National Vocational Training Institute (NVTI) is situated at NOIDA and 10 Regional Vocational Training Institutes (RVTIs), located one each at Mumbai, Bengaluru, Thiruvananthapuram, Panipat, Kolkata, Tura, Allahabad, Indore, Vadodara and Jaipur. These institutes are managed and financed by the Government of India and are solely engaged in providing training to women for stimulating employment opportunities among women from various socio-economic strata and different age groups. There are nearly 1988 training seats under CTS and 4080 seats under CITS. A total of 6068 regular seats have been sanctioned in 2013-14 as on September, 2013. Besides providing regular training under the schemes, short-term training is also provided in areas for which infrastructural facilities are available. Vocational Training is presently being provided in fields like Electronics Mechanic, Secretarial Practice, Architectural Draughtsmanship, Hair & Skin Care, Computer Operator and Programming Assistant, Dress Making, Catering & Hospitality, Interior Decoration & Designing, etc.

2.6 PRESENT STATUS OF EDUCATION AND EMPLOYMENT SCENARIO IN INDIA

The most efficient and effective way of empowering women is by educating them. It is the most powerful tool to change the position of women in a society. Education reduces the prevailing inequalities in the society and improves their status within the family. The Government of India has undertaken various initiatives for reducing imbalances and preventing discriminations against women and has undertaken various measures for the advancement, development and modernisation of the educational structure of India since the inception of the First Five Year Plan. But after 68 years of Independence and in spite of many sincere gender perspective efforts by the State and the Central Governments to uplift women in terms of education and employment, it is still not satisfactory. The United Nation's enormous pressure with regard to the uplift the plight of women in terms education is still in the state of an enigma in India for several reasons (Suguna, 2011).

Gender inequality in India is spread into many fields and the inequality found in education and employment, are two faces of it. Gender inequality in educational development can be viewed on the basis of literacy rates and enrolment in different levels of education, Labour Force Participation rate, etc.

2.6.1 Literacy Rate in India

Gender inequality in education still persists in India and it is also reflected in the literacy rate of India in the last 12 decades as shown in Table 2.14 and Figure 2.1. According 2011 Census, literacy among women was only 65.46 percent. It is virtually disheartening to observe that the literacy rate of women in India is even much lower to national average of 74.04% and to that of male literacy rate of 82.14%.

Table 2.14: Literacy Rate in India during the Last Twelve Decades

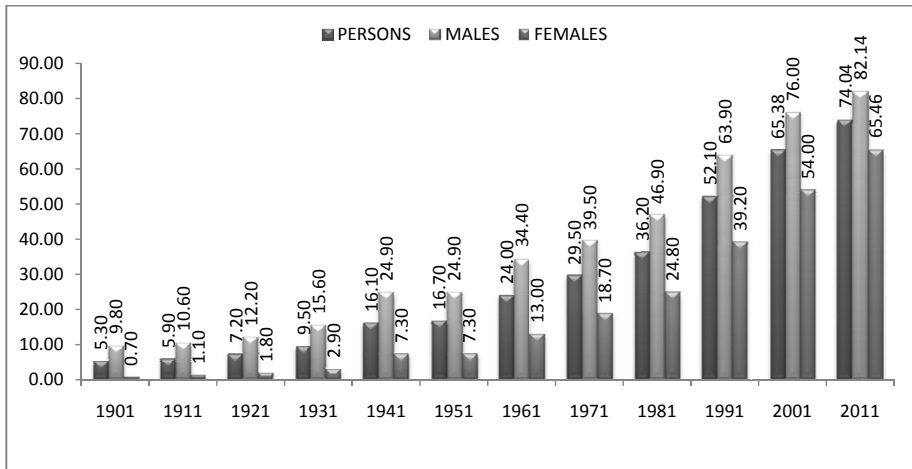
(in %)

| Year | Persons | Males | Females | Gap in Male-Female Literacy Rate |
|------|---------|-------|---------|----------------------------------|
| 1901 | 5.3 | 9.8 | 0.7 | 9.1 |
| 1911 | 5.9 | 10.6 | 1.1 | 9.5 |
| 1921 | 7.2 | 12.2 | 1.8 | 10.4 |
| 1931 | 9.5 | 15.6 | 2.9 | 12.7 |
| 1941 | 16.1 | 24.9 | 7.3 | 17.6 |
| 1951 | 16.7 | 24.9 | 7.3 | 17.6 |

| | | | | |
|------|-------|-------|-------|-------|
| 1961 | 24.0 | 34.4 | 13.0 | 21.4 |
| 1971 | 29.5 | 39.5 | 18.7 | 20.8 |
| 1981 | 36.2 | 46.9 | 24.8 | 22.1 |
| 1991 | 52.1 | 63.9 | 39.2 | 24.7 |
| 2001 | 65.38 | 76.0 | 54.0 | 22.0 |
| 2011 | 74.04 | 82.14 | 65.46 | 16.68 |

Source: Census 1901 to 2011

Figure 2.1: Literacy Rate in India during the Last Twelve Decades



Source: Census 1991 to 2011

In the pre-Independence time literacy rate for women was very poor in comparison to literacy rate of men. In the first 50 years of the 20th century, mainly the pre-independence period the literacy rate of women has risen from 0.7% to 7.3% (1901 to 1941) whereas the literacy rate of men has risen from 9.8% to 24.9% and in the post-independence period literacy rates have shown a substantial increase in general. The gap in male female literacy rate increased from 1901 to 1961, but it is found to be declining in the last three decades. In the year 2011 the female literacy rate was 65.46% as against the male literacy rate of 82.14%. Thus there is a significant difference in male and female literacy rate of 16.68%.

2.6.2 Literacy Rates in States and Union Territories of India

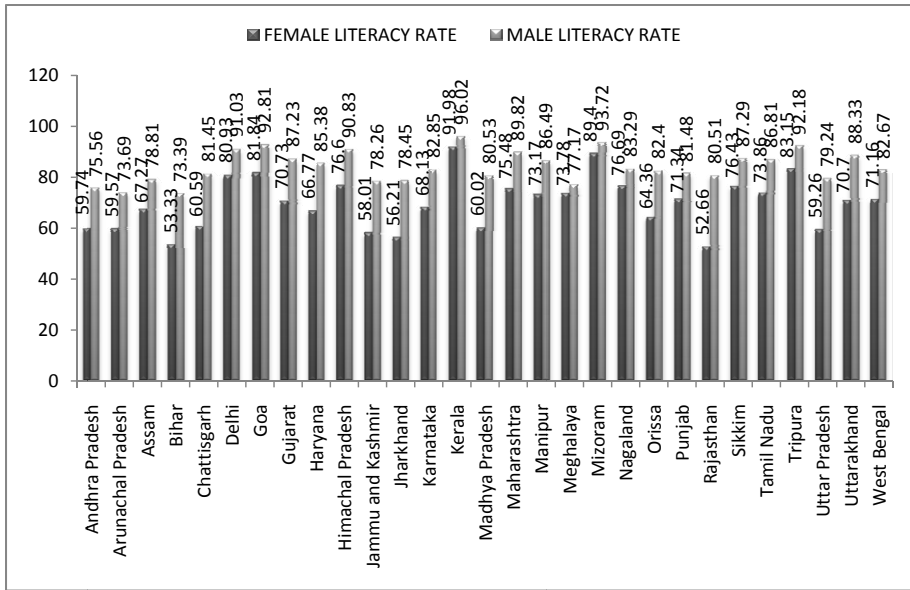
There is a significant disparity in literacy rate among the States and Union Territories of India. As per the Census 2011, in majority of the States and Union Territories, the male literacy rate is found to be higher than female literacy rate.

Table 2.15: State-wise Literacy Rate in India as per 2011 Census

(in %)

| States | Literacy Rate | Male Literacy Rate | Female Literacy Rate | Gap in Male-Female Literacy Rate |
|-------------------|---------------|--------------------|----------------------|----------------------------------|
| Andhra Pradesh | 67.66 | 75.56 | 59.74 | 15.82 |
| Arunachal Pradesh | 66.95 | 73.69 | 59.57 | 14.12 |
| Assam | 73.18 | 78.81 | 67.27 | 11.54 |
| Bihar | 63.82 | 73.39 | 53.33 | 20.06 |
| Chhattisgarh | 71.04 | 81.45 | 60.59 | 20.86 |
| Delhi | 86.34 | 91.03 | 80.93 | 10.1 |
| Goa | 87.4 | 92.81 | 81.84 | 10.97 |
| Gujarat | 79.31 | 87.23 | 70.73 | 16.5 |
| Haryana | 76.64 | 85.38 | 66.77 | 18.61 |
| Himachal Pradesh | 83.78 | 90.83 | 76.6 | 14.23 |
| Jammu and Kashmir | 68.74 | 78.26 | 58.01 | 20.25 |
| Jharkhand | 67.63 | 78.45 | 56.21 | 22.24 |
| Karnataka | 75.6 | 82.85 | 68.13 | 14.72 |
| Kerala | 93.91 | 96.02 | 91.98 | 4.04 |
| Madhya Pradesh | 70.63 | 80.53 | 60.02 | 20.51 |
| Maharashtra | 82.91 | 89.82 | 75.48 | 14.34 |
| Manipur | 79.85 | 86.49 | 73.17 | 13.32 |
| Meghalaya | 75.48 | 77.17 | 73.78 | 3.39 |
| Mizoram | 91.58 | 93.72 | 89.4 | 4.32 |
| Nagaland | 80.11 | 83.29 | 76.69 | 6.6 |
| Orissa | 73.45 | 82.4 | 64.36 | 18.04 |
| Punjab | 76.68 | 81.48 | 71.34 | 10.14 |
| Rajasthan | 67.06 | 80.51 | 52.66 | 27.85 |
| Sikkim | 82.2 | 87.29 | 76.43 | 10.86 |
| Tamil Nadu | 80.33 | 86.81 | 73.86 | 12.95 |
| Tripura | 87.75 | 92.18 | 83.15 | 9.03 |
| Uttar Pradesh | 69.72 | 79.24 | 59.26 | 19.98 |
| Uttarakhand | 79.63 | 88.33 | 70.7 | 17.63 |
| West Bengal | 77.08 | 82.67 | 71.16 | 11.51 |

Source: Census-2011

Figure 2.2: State-wise Male and Female Literacy Rate in India

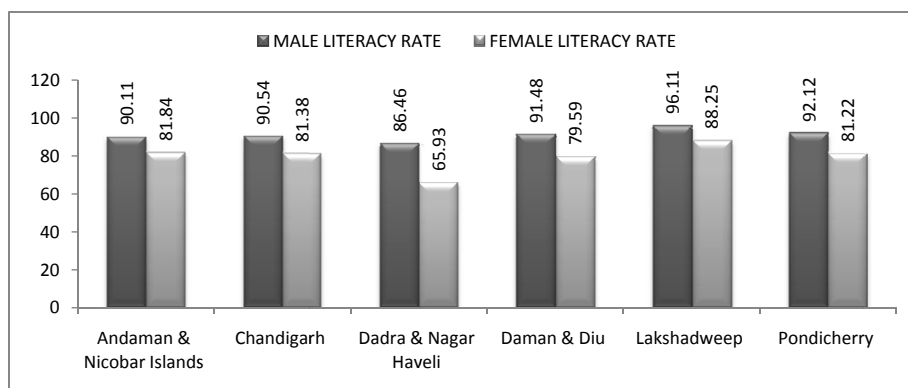
Source: Census-2011

According to Census-2011 (Table 2.15 and Figure 2.2) the State that records the highest female literacy rate is Kerala (91.98%) followed by Mizoram (89.4%). Lowest female literacy was found in the State of Rajasthan (52.66%) followed by Bihar (53.33%). There is no State in India where female literacy rate exceeds the male literacy rate. Significant disparity is found between male and female literacy rates. The gap in male-female literacy rate is found to be highest in the State of Rajasthan (27.85%) followed by Jharkhand (22.24%) and this gap is lowest in Meghalaya (3.39%) followed by Kerala (4.04%).

Table 2.16: Union Territory Wise Literacy Rate in India as per 2011 Census
(in %)

| Union Territories | Literacy Rate | Male Literacy Rate | Female Literacy Rate | Gap in Male-Female Literacy Rate |
|---------------------------|---------------|--------------------|----------------------|----------------------------------|
| Andaman & Nicobar Islands | 86.27 | 90.11 | 81.84 | 8.27 |
| Chandigarh | 86.33 | 90.54 | 81.38 | 9.16 |
| Dadra & Nagar Haveli | 77.65 | 86.46 | 65.93 | 20.53 |
| Daman & Diu | 87.07 | 91.48 | 79.59 | 11.89 |
| Lakshadweep | 92.28 | 96.11 | 88.25 | 7.86 |
| Pondicherry | 86.55 | 92.12 | 81.22 | 10.9 |

Source: Census-2011

Figure 2.3: Union Territory Wise Male and Female Literacy Rate in India

Source: Census-2011

Like the States, in case of all the Union Territories (Table 2.16 and Figure 2.3) also the male literacy rate is higher than the female literacy rate. Lakshadweep has the highest female literacy rate of 88.25% and the lowest is found in the case of Dadra Nagar Haveli i.e. 65.93%. The gap in male female literacy rate is found to be highest in Dadra Nagar Haveli.

2.6.3 Enrolment at Different Levels of Education: India at an Aggregate

According to All India Survey on Higher Education (AISHE) in 2013-14, there are 723 Universities, 36634 colleges and 11664 stand alone institutions. 219 universities are privately managed. 274 universities are located in rural area. There are 11 universities, which are exclusively for women. Of these only for women universities, three are in Rajasthan, two in Tamil Nadu and the remaining six are in Andhra Pradesh, Delhi, Haryana, Karnataka, Maharashtra and Uttrakhand, each State having one university for women. There is one Central University, 13 State Open Universities and one State Private Open University. There are 116 dual mode Universities, which offer education through distance mode. There are 398 general, 90 technical, 61 agriculture and allied, 43 medical, 20 law, 11 Sanskrit, 7 Language and 56 other Universities. The top eight States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Tamil Nadu, Telangana and Madhya Pradesh. The college density or the number of colleges per lakh eligible population (population in the age-group 18-23 years) in India is 26, it is lowest in Bihar (7 colleges per lakh eligible population) and highest in Puducherry (60 colleges per lakh eligible population).

Total enrolment in higher education is 32.3 million, with 17.5 million boys and 14.8 million girls. Boys constitute 54% and girls constitute 46% of the total enrolment. In India the enrolment in the post graduation courses

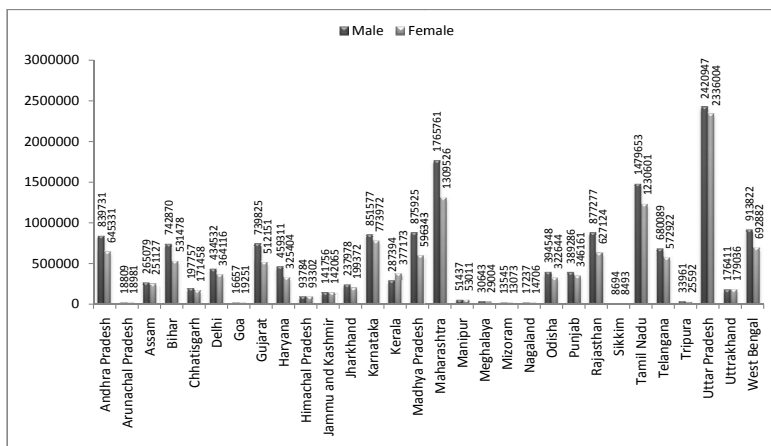
like Post Graduate, M.Phil and Ph.D. together constitutes only 12.25% of total enrolment. All the other courses like Bachelors degree, Diploma, Certificate, Integrated, PG Diploma courses constitute 87.75% of total enrolment (Figure 1.2 and Table 1.5 of Chapter-1). As there is concentration of enrolment at pre-university level of education, the study focussed to find out enrolment in these courses at different states and union territories.

Table 2.17: State-wise Enrolment in Pre-University Level Higher Education Courses

| States | Male | Female | Total |
|-------------------|---------|---------|---------|
| Andhra Pradesh | 839731 | 645331 | 1485062 |
| Arunachal Pradesh | 18809 | 18981 | 37790 |
| Assam | 265079 | 251127 | 516206 |
| Bihar | 742870 | 531478 | 1274348 |
| Chhatisgarh | 197757 | 171458 | 369215 |
| Delhi | 434532 | 364116 | 798648 |
| Goa | 16657 | 19251 | 35908 |
| Gujarat | 739825 | 512151 | 1251976 |
| Haryana | 459311 | 325404 | 784715 |
| Himachal Pradesh | 93784 | 93302 | 187086 |
| Jammu and Kashmir | 141756 | 142065 | 283821 |
| Jharkhand | 237978 | 199372 | 437350 |
| Karnataka | 851577 | 773972 | 1625549 |
| Kerala | 287394 | 377173 | 664567 |
| Madhya Pradesh | 875925 | 596343 | 1472268 |
| Maharashtra | 1765761 | 1309526 | 3075287 |
| Manipur | 51437 | 53011 | 104448 |
| Meghalaya | 30643 | 29004 | 59647 |
| Mizoram | 13545 | 13073 | 26618 |
| Nagaland | 17237 | 14706 | 31943 |
| Odisha | 394548 | 322644 | 717192 |
| Punjab | 389286 | 346161 | 735447 |
| Rajasthan | 877277 | 627124 | 1504401 |
| Sikkim | 8694 | 8493 | 17187 |
| Tamil Nadu | 1479653 | 1230601 | 2710254 |
| Telangana | 680089 | 572922 | 1253011 |
| Tripura | 33961 | 25592 | 59553 |
| Uttar Pradesh | 2420947 | 2336004 | 4756951 |
| Uttarakhand | 176411 | 179036 | 355447 |
| West Bengal | 913822 | 692882 | 1606704 |

Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Figure 2.4: State wise Enrolment in Pre-University Level Higher Education Courses



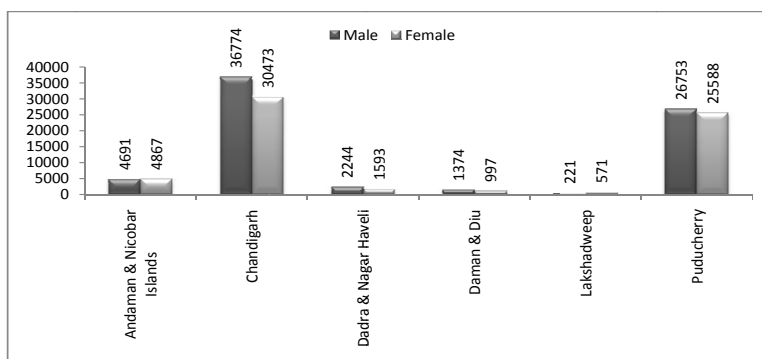
Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Table 2.18: Union Territory-wise Enrolment in Pre-University Level Higher Education Courses

| Union Territories | Male | Female |
|---------------------------|-------|--------|
| Andaman & Nicobar Islands | 4691 | 4867 |
| Chandigarh | 36774 | 30473 |
| Dadra & Nagar Haveli | 2244 | 1593 |
| Daman & Diu | 1374 | 997 |
| Lakshadweep | 221 | 571 |
| Puducherry | 26753 | 25588 |

Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Figure 2.5: Union Territory wise Enrolment in Pre-University Level Higher Education Courses



Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

The aggregate enrolment in all the below university level higher education courses in the States and Union Territories of India are shown in Table 2.17, Figure 2.4 and Table 2.18, Figure 2.5 respectively. Among the States, highest total enrolment, male enrolment and female enrolment is consistently found in Uttar Pradesh, followed by Maharashtra and Tamil Nadu. Lowest total enrolment, male enrolment and female enrolment is found in Sikkim, followed by Mizoram. In case of the Union Territories highest enrolment is found in Chandigarh, followed by Puducherry. The lowest enrolment is found in Lakshadweep, followed by Daman and Diu. Highest gender gap is found in the state of Maharashtra, followed by Madhya Pradesh and Rajasthan. Female enrolment exceeds male enrolment in the state of Arunachal Pradesh, Jammu and Kashmir, Manipur, Goa, Uttrakhand and Kerala. Highest gender inequality in favour of female is found in the state of Kerala, followed by Uttrakhand and Goa.

Table 2.19: State-wise Enrolment in Under Graduate Courses

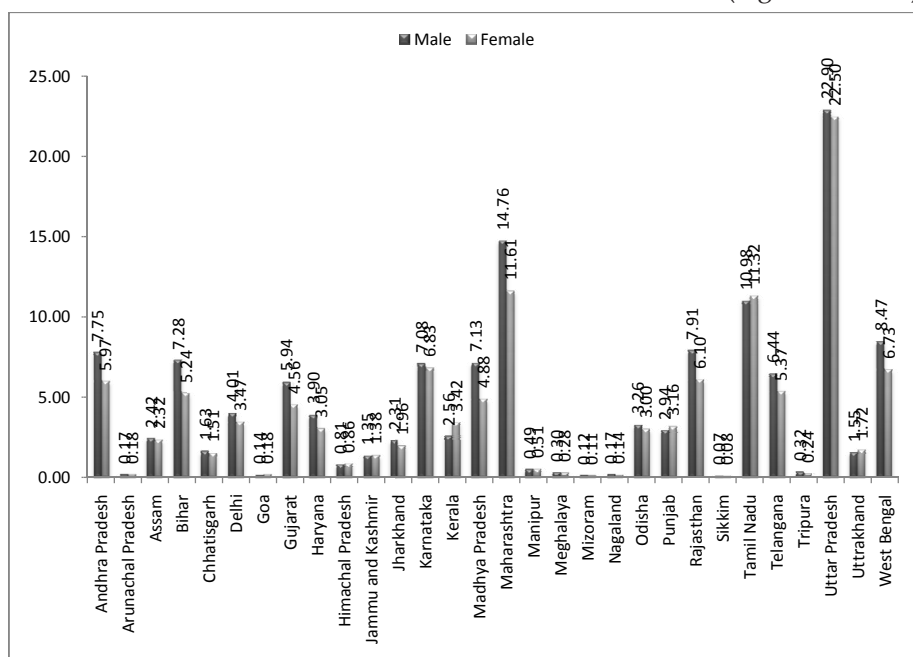
| States | Male | Female | Total |
|-------------------|---------|---------|---------|
| Andhra Pradesh | 774665 | 596538 | 1371203 |
| Arunachal Pradesh | 16510 | 17769 | 34279 |
| Assam | 241685 | 232178 | 473863 |
| Bihar | 727702 | 523985 | 1251687 |
| Chhatisgarh | 163462 | 151041 | 314503 |
| Delhi | 401046 | 346523 | 747569 |
| Goa | 13610 | 18129 | 31739 |
| Gujarat | 593887 | 455966 | 1049853 |
| Haryana | 389582 | 304894 | 694476 |
| Himachal Pradesh | 80728 | 86309 | 167037 |
| Jammu and Kashmir | 134973 | 138443 | 273416 |
| Jharkhand | 230563 | 196285 | 426848 |
| Karnataka | 708498 | 682712 | 1391210 |
| Kerala | 256199 | 342378 | 598577 |
| Madhya Pradesh | 712970 | 488165 | 1201135 |
| Maharashtra | 1475872 | 1160946 | 2636818 |
| Manipur | 49342 | 51366 | 100708 |
| Meghalaya | 29912 | 27748 | 57660 |
| Mizoram | 12378 | 11401 | 23779 |
| Nagaland | 16613 | 14274 | 30887 |
| Odisha | 325788 | 300383 | 626171 |
| Punjab | 293849 | 316482 | 610331 |
| Rajasthan | 791030 | 609662 | 1400692 |
| Sikkim | 7475 | 7505 | 14980 |
| Tamil Nadu | 1098374 | 1131580 | 2229954 |

| | | | |
|---------------|---------|---------|---------|
| Telangana | 644130 | 537024 | 1181154 |
| Tripura | 32369 | 24053 | 56422 |
| Uttar Pradesh | 2289800 | 2249828 | 4539628 |
| Uttarakhand | 154855 | 171588 | 326443 |
| West Bengal | 846947 | 672908 | 1519855 |

Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Figure 2.6: State Wise Enrolment in Under Graduate Courses

(Figures in lakh)

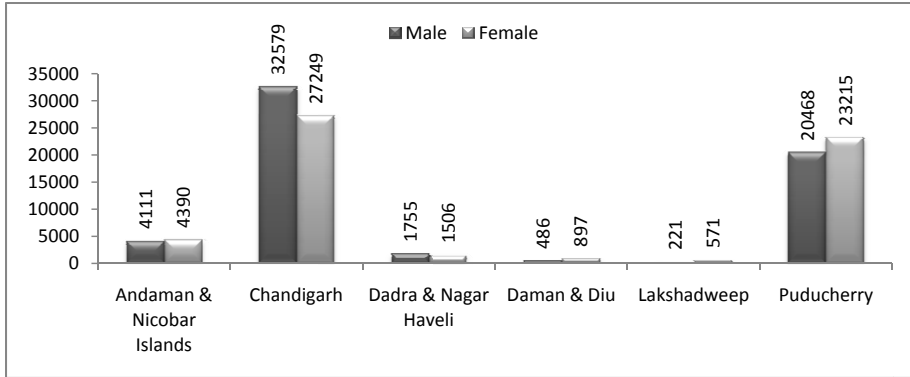


Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Table 2.20: Union Territory-wise Enrolment in under Graduate Courses

| Union Territories | Male | Female | Total |
|---------------------------|-------|--------|-------|
| Andaman & Nicobar Islands | 4111 | 4390 | 8501 |
| Chandigarh | 32579 | 27249 | 59828 |
| Dadra & Nagar Haveli | 1755 | 1506 | 3261 |
| Daman & Diu | 486 | 897 | 1383 |
| Lakshadweep | 221 | 571 | 792 |
| Puducherry | 20468 | 23215 | 43683 |

Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Figure 2.7: Union Territory wise Enrolment in Under Graduate Courses

Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Enrolment in under graduate courses in the States and Union Territories of India are shown in Table 2.19, Figure 2.6 and Table 2.20, Figure 2.7 respectively. Among states highest enrolment is found in Uttar Pradesh, followed by Maharashtra and Tamil Nadu. Lowest enrolment is found in Sikkim, followed by Mizoram and Nagaland. In case of union territories highest enrolment is found in Chandigarh, followed by Puducherry. The lowest enrolment is found in Lakshadweep, followed by Daman and Diu. Highest gender gap is found in the state of Maharashtra, followed by Madhya Pradesh and Bihar. Highest gender inequality in favour of female is found in the state of Kerala, followed by Tamil Nadu, Punjab. In Sikkim the difference between male and female enrolment is found to be lowest.

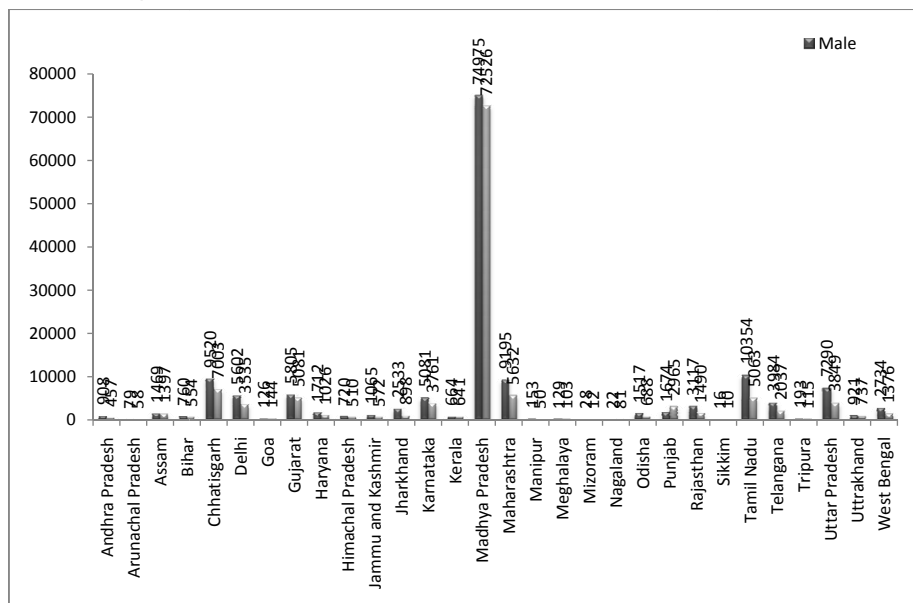
Table 2.21: State-wise Enrolment in P.G. Diploma Courses

| States | Male | Female | Total |
|-------------------|------|--------|-------|
| Andhra Pradesh | 908 | 457 | 1365 |
| Arunachal Pradesh | 79 | 58 | 137 |
| Assam | 1469 | 1397 | 2866 |
| Bihar | 760 | 554 | 1314 |
| Chhatisgarh | 9520 | 7003 | 16523 |
| Delhi | 5602 | 3535 | 9137 |
| Goa | 126 | 144 | 270 |
| Gujarat | 5805 | 5081 | 10886 |
| Haryana | 1712 | 1026 | 2738 |
| Himachal Pradesh | 720 | 510 | 1230 |
| Jammu and Kashmir | 1065 | 572 | 1637 |

| | | | |
|----------------|-------|-------|--------|
| Jharkhand | 2533 | 898 | 3431 |
| Karnataka | 5081 | 3761 | 8842 |
| Kerala | 664 | 641 | 1305 |
| Madhya Pradesh | 74975 | 72526 | 147501 |
| Maharashtra | 9195 | 5632 | 14827 |
| Manipur | 153 | 50 | 203 |
| Meghalaya | 129 | 103 | 232 |
| Mizoram | 28 | 12 | 40 |
| Nagaland | 22 | 81 | 103 |
| Odisha | 1517 | 688 | 2205 |
| Punjab | 1674 | 2965 | 4639 |
| Rajasthan | 3117 | 1490 | 4607 |
| Sikkim | 16 | 10 | 26 |
| Tamil Nadu | 10354 | 5063 | 15417 |
| Telangana | 3984 | 2037 | 6021 |
| Tripura | 193 | 115 | 308 |
| Uttar Pradesh | 7290 | 3849 | 11139 |
| Uttarakhand | 921 | 737 | 1658 |
| West Bengal | 2734 | 1376 | 4110 |

Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Figure 2.8: State Wise Enrolment in P.G. Diploma Courses

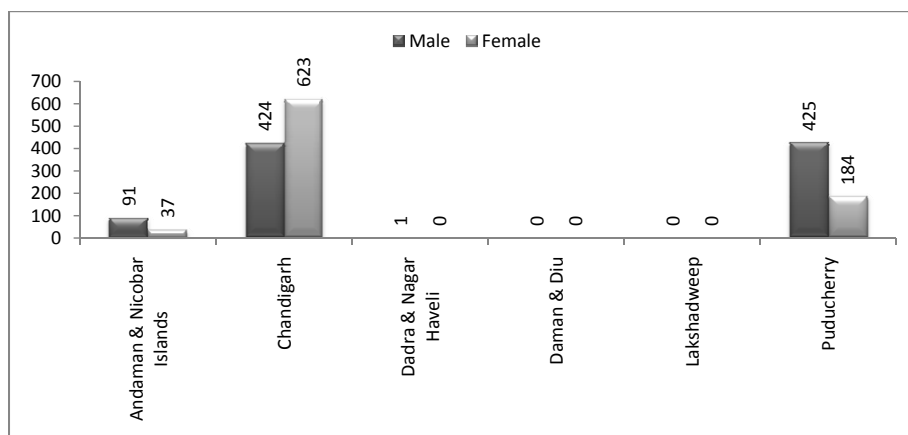


Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Table 2.22: Union Territory-wise Enrolment in P.G. Diploma Courses

| Union Territories | Male | Female | Total |
|---------------------------|------|--------|-------|
| Andaman & Nicobar Islands | 91 | 37 | 128 |
| Chandigarh | 424 | 623 | 1047 |
| Dadra & Nagar Haveli | 1 | 0 | 1 |
| Daman & Diu | 0 | 0 | 0 |
| Lakshadweep | 0 | 0 | 0 |
| Puducherry | 425 | 184 | 609 |

Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Figure 2.9: Union Territory-wise Enrolment in P.G. Diploma Courses

Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

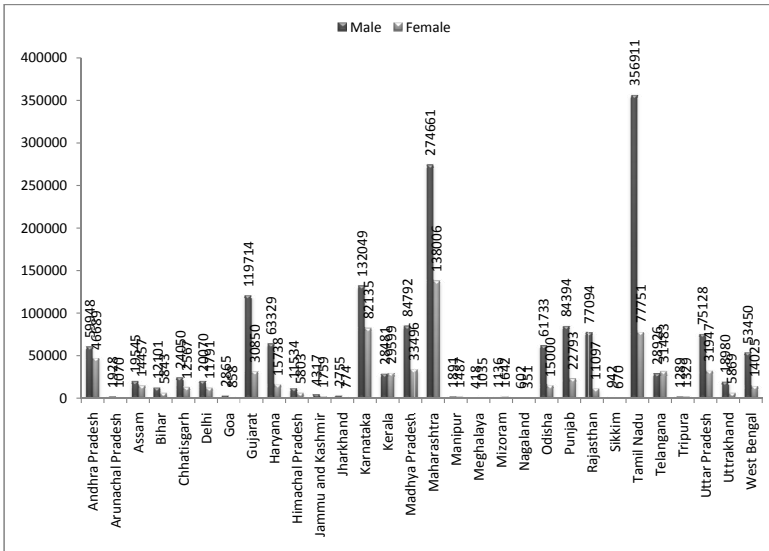
Enrolment in P.G. Diploma courses in the States and Union Territories of India are shown in Table 2.21, Figure 2.8 and Table 2.22, Figure 2.9 respectively. Among the States, the highest enrolment is found in Madhya Pradesh, followed by Chattisgarh and Tamil Nadu. The Lowest enrolment is found in Sikkim, followed by Mizoram and Nagaland. In case of the Union Territories, the highest enrolment is found in Chandigarh, followed by Puducherry and Andaman and Nicobar Islands. P.G. Diploma enrolment is nil in Lakshadweep and Daman and Diu. Highest gender gap is found in the State of Tamil Nadu, followed by Maharashtra and Uttar Pradesh. Highest gender inequality in favour of female is found in the State of Punjab, followed by Nagaland and Goa, as female enrolment exceeds the male enrolment. Both male and female enrolment is very low in Sikkim and the difference between male and female enrolment is also to be lowest for this State.

Table 2.23: State-wise Enrolment in Diploma Courses

| States | Male | Female | Total |
|-------------------|--------|--------|--------|
| Andhra Pradesh | 59948 | 46689 | 106637 |
| Arunachal Pradesh | 1928 | 1070 | 2998 |
| Assam | 19545 | 14457 | 34002 |
| Bihar | 12101 | 5843 | 17944 |
| Chhatisgarh | 24050 | 12567 | 36617 |
| Delhi | 20070 | 11791 | 31861 |
| Goa | 2865 | 858 | 3723 |
| Gujarat | 119714 | 30850 | 150564 |
| Haryana | 63329 | 15738 | 79067 |
| Himachal Pradesh | 11534 | 5803 | 17337 |
| Jammu and Kashmir | 4317 | 1759 | 6076 |
| Jharkhand | 2755 | 774 | 3529 |
| Karnataka | 132049 | 82135 | 214184 |
| Kerala | 28481 | 29599 | 58080 |
| Madhya Pradesh | 84792 | 33496 | 118288 |
| Maharashtra | 274661 | 138006 | 412667 |
| Manipur | 1891 | 1487 | 3378 |
| Meghalaya | 418 | 1035 | 1453 |
| Mizoram | 1136 | 1642 | 2778 |
| Nagaland | 602 | 351 | 953 |
| Odisha | 61733 | 15000 | 76733 |
| Punjab | 84394 | 22793 | 107187 |
| Rajasthan | 77094 | 11097 | 88191 |
| Sikkim | 942 | 670 | 1612 |
| Tamil Nadu | 356911 | 77751 | 434662 |
| Telangana | 28926 | 31483 | 60409 |
| Tripura | 1289 | 1329 | 2618 |
| Uttar Pradesh | 75128 | 31947 | 107075 |
| Uttarakhand | 18980 | 5869 | 24849 |
| West Bengal | 53450 | 14025 | 67475 |

Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Figure 2.10: State-wise Enrolment in Diploma Courses



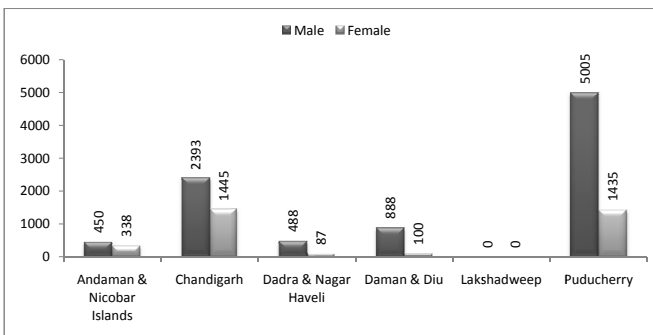
Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Table 2.24: Union Territory-wise Enrolment in Diploma Courses

| Union Territories | Male | Female | Total |
|---------------------------|------|--------|-------|
| Andaman & Nicobar Islands | 450 | 338 | 788 |
| Chandigarh | 2393 | 1445 | 3838 |
| Dadra & Nagar Haveli | 488 | 87 | 575 |
| Daman & Diu | 888 | 100 | 988 |
| Lakshadweep | 0 | 0 | 0 |
| Puducherry | 5005 | 1435 | 6440 |

Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Figure 2.11: Union Territory Wise Enrolment in Diploma Courses



Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

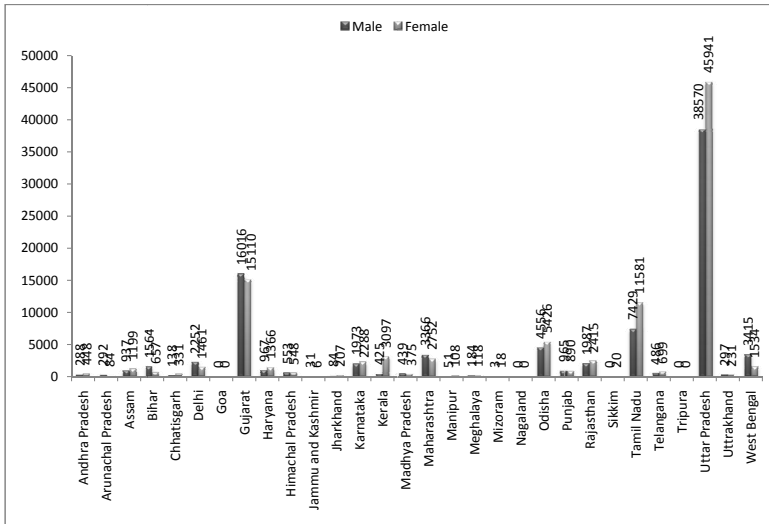
Enrolment in Diploma courses in the States and Union Territories of India are shown in Table 2.23, Figure 2.10 and Table 2.24, Figure 2.11 respectively. Among the states highest enrolment is found in Tamil Nadu, followed by Maharashtra and Karnataka. Lowest enrolment is found in Nagaland, followed by Meghalaya and Sikkim. In case of union territories highest enrolment is found in Puducherry, followed by Chandigarh and Daman & Diu. Enrolment in Diploma courses is nil in Lakshadweep. Highest gender gap is found in the state of Tamil Nadu, followed by Maharashtra and Gujarat. Highest gender inequality in favour of female is found in the state of Telangana, Kerala, Meghalaya, Mizoram and Tripura, as female enrolment exceeds the male enrolment.

Table 2.25: State-wise Enrolment in Certificate Courses

| States | Male | Female | Total |
|-------------------|-------|--------|-------|
| Andhra Pradesh | 288 | 448 | 736 |
| Arunachal Pradesh | 292 | 84 | 376 |
| Assam | 937 | 1199 | 2136 |
| Bihar | 1564 | 657 | 2221 |
| Chhatisgarh | 138 | 331 | 469 |
| Delhi | 2252 | 1461 | 3713 |
| Goa | 0 | 0 | 0 |
| Gujarat | 16016 | 15110 | 31126 |
| Haryana | 967 | 1366 | 2333 |
| Himachal Pradesh | 553 | 548 | 1101 |
| Jammu and Kashmir | 31 | 6 | 37 |
| Jharkhand | 84 | 207 | 291 |
| Karnataka | 1973 | 2288 | 4261 |
| Kerala | 425 | 3097 | 3522 |
| Madhya Pradesh | 439 | 375 | 814 |
| Maharashtra | 3366 | 2752 | 6118 |
| Manipur | 51 | 108 | 159 |
| Meghalaya | 184 | 118 | 302 |
| Mizoram | 3 | 18 | 21 |
| Nagaland | 0 | 0 | 0 |
| Odisha | 4556 | 5426 | 9982 |
| Punjab | 965 | 890 | 1855 |
| Rajasthan | 1987 | 2415 | 4402 |
| Sikkim | 0 | 20 | 20 |
| Tamil Nadu | 7429 | 11581 | 19010 |
| Telangana | 486 | 699 | 1185 |
| Tripura | 0 | 0 | 0 |
| Uttar Pradesh | 38570 | 45941 | 84511 |
| Uttarakhand | 297 | 231 | 528 |
| West Bengal | 3415 | 1534 | 4949 |

Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Figure 2.12: State-wise Enrolment in Certificate Courses



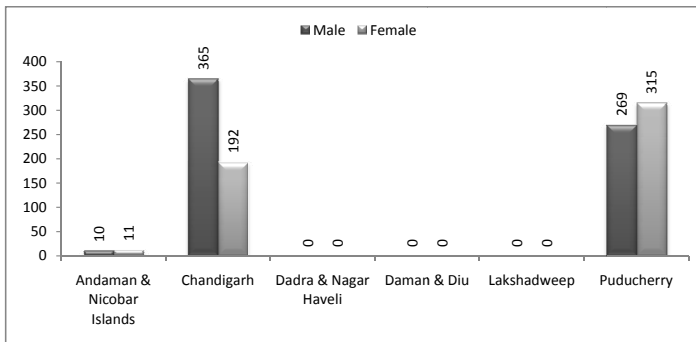
Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Table 2.26: Union Territory-wise Enrolment in Certificate Courses

| Union Territories | Male | Female | Total |
|---------------------------|------|--------|-------|
| Andaman & Nicobar Islands | 10 | 11 | 21 |
| Chandigarh | 365 | 192 | 557 |
| Dadra & Nagar Haveli | 0 | 0 | 0 |
| Daman & Diu | 0 | 0 | 0 |
| Lakshadweep | 0 | 0 | 0 |
| Puducherry | 269 | 315 | 584 |

Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Figure 2.13: Union Territory-wise Enrolment in Certificate Courses



Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Enrolment in Certificate courses in the States and Union Territories of India are shown in Table-2.25, Figure-2.12 and Table-2.26, Figure-2.13 respectively. Among the States, the highest enrolment is found in Uttar Pradesh, followed by Gujarat and Tamil Nadu. Enrolment in certificate course is almost nil in Nagaland, Goa and Tripura. In the case of Union Territories, the highest enrolment is found in Puducherry, followed by Chandigarh and Andaman Nicobar Ireland. In rest of the Union Territories, it is found to be almost nil. The Highest gender gap is found in the State of West Bengal, followed by Bihar and Gujarat. Female enrolment in certificate courses exceeds male enrolment in many states, and the highest gender inequality in favour of female is found in the State of Uttar Pradesh, Tamil Nadu and Kerala.

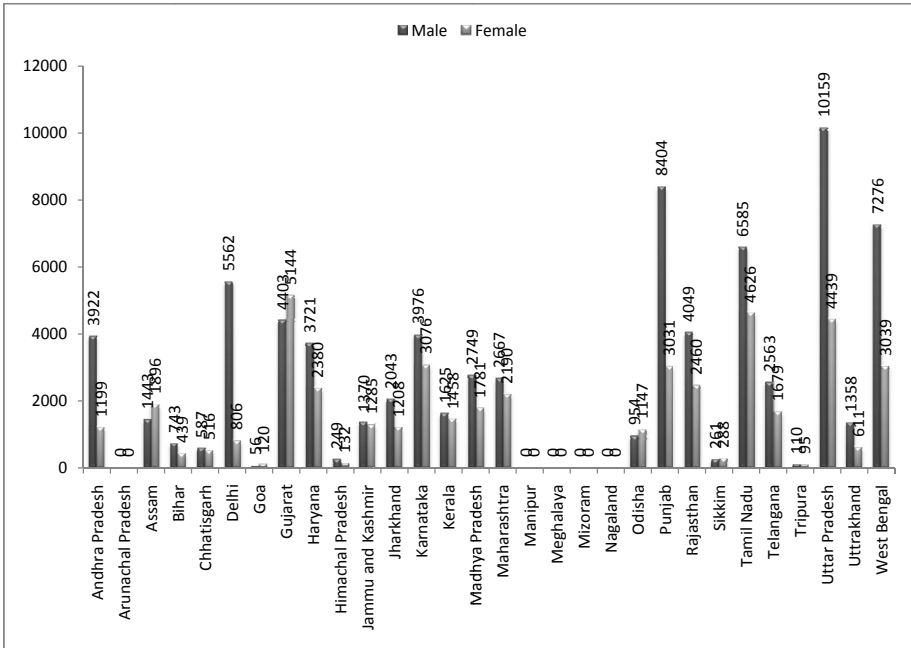
Table 2.27: State-wise Enrolment in Integrated Courses

| States | Male | Female | Total |
|-------------------|------|--------|-------|
| Andhra Pradesh | 3922 | 1199 | 5121 |
| Arunachal Pradesh | 0 | 0 | 0 |
| Assam | 1443 | 1896 | 3339 |
| Bihar | 743 | 439 | 1182 |
| Chhatisgarh | 587 | 516 | 1103 |
| Delhi | 5562 | 806 | 6368 |
| Goa | 56 | 120 | 176 |
| Gujarat | 4403 | 5144 | 9547 |
| Haryana | 3721 | 2380 | 6101 |
| Himachal Pradesh | 249 | 132 | 381 |
| Jammu and Kashmir | 1370 | 1285 | 2655 |
| Jharkhand | 2043 | 1208 | 3251 |
| Karnataka | 3976 | 3076 | 7052 |
| Kerala | 1625 | 1458 | 3083 |
| Madhya Pradesh | 2749 | 1781 | 4530 |
| Maharashtra | 2667 | 2190 | 4857 |
| Manipur | 0 | 0 | 0 |
| Meghalaya | 0 | 0 | 0 |
| Mizoram | 0 | 0 | 0 |
| Nagaland | 0 | 0 | 0 |
| Odisha | 954 | 1147 | 2101 |
| Punjab | 8404 | 3031 | 11435 |
| Rajasthan | 4049 | 2460 | 6509 |
| Sikkim | 261 | 288 | 549 |
| Tamil Nadu | 6585 | 4626 | 11211 |
| Telangana | 2563 | 1679 | 4242 |
| Tripura | 110 | 95 | 205 |

| | | | |
|---------------|-------|------|-------|
| Uttar Pradesh | 10159 | 4439 | 14598 |
| Uttarakhand | 1358 | 611 | 1969 |
| West Bengal | 7276 | 3039 | 10315 |

Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Figure 2.14: State-wise Enrolment in Integrated Courses



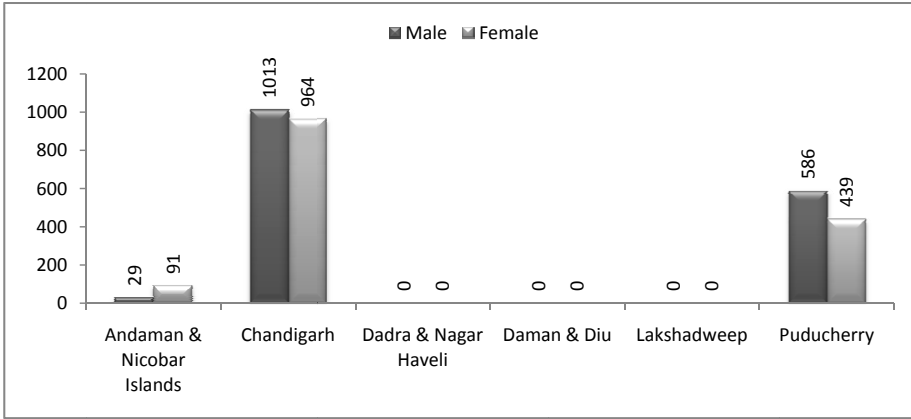
Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Table 2.28: Union Territory-wise Enrolment in Integrated Courses

| Union Territories | Male | Female |
|---------------------------|------|--------|
| Andaman & Nicobar Islands | 29 | 91 |
| Chandigarh | 1013 | 964 |
| Dadra & Nagar Haveli | 0 | 0 |
| Daman & Diu | 0 | 0 |
| Lakshadweep | 0 | 0 |
| Puducherry | 586 | 439 |

Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Figure 2.15: Union Territory-wise Enrolment in Integrated Courses



Source: All India Survey on Higher Education (AISHE) 2013-14, Annexure-II of Part-I of the Report

Enrolment in Integrated courses in the States and Union Territories of India are shown in Table 2.27, Figure 2.14 and Table 2.28, Figure 2.15 respectively. Among the states highest enrolment is found in Uttar Pradesh, followed by Punjab and Tamil Nadu. Enrolment in integrated course is almost nil in Nagaland, Mizoram, Meghalaya, Manipur and Arunachal Pradesh. In case of union territories highest enrolment is found in Puducherry, followed by Chandigarh and Andaman Nicobar Ireland. In rest of the union territories it is found to be almost nil. Highest gender gap is found in the state of Uttar Pradesh, followed by Punjab, Delhi and West Bengal. Female enrolment in integrated courses exceeds male enrolment in many states like Gujarat, Assam, Odisha, Goa and Sikkim.

2.6.4 Correlation between Youth Population and their Enrolment in the Area of Study

For this study, four districts, namely, West Delhi and North East Delhi in NCT of Delhi and two districts namely, Lucknow and Shrawastiof Uttar Pradesh were surveyed. The attempt was to correlate the youth population (age group between 15 to 29) in these districts with their enrolment in the pre-university level of education on the basis of secondary data to find out the proportion of youth getting enrolled in different courses. Table 2.9 and figure 2.16 show the relation between population and enrolment.

Table 2.29: Correlation between Youth Population and their Enrolment

| States | Districts | *Population | | | *Enrolment in Below University Level of Education | | | Enrolment as percentage of Population | | |
|---------------|------------------|-------------|--------|---------|---------------------------------------------------|-------|---------|---------------------------------------|-------|---------|
| | | Persons | Males | Females | Persons | Males | Females | Persons | Males | Females |
| NCT of Delhi | West Delhi | 746109 | 404710 | 341399 | 44904 | 24026 | 20878 | 6.0 | 5.9 | 6.1 |
| | North East Delhi | 709147 | 375430 | 333717 | 7291 | 4420 | 2871 | 1.0 | 1.2 | 0.9 |
| Uttar Pradesh | Lucknow | 1363244 | 718215 | 645029 | 98976 | 66341 | 32635 | 7.3 | 9.2 | 5.1 |
| | Shrawasti | 277406 | 148311 | 129095 | 804 | 342 | 462 | 0.3 | 0.2 | 0.4 |

Source: All India Survey on Higher Education (AISHE) 2011-12, Annexure-II of Part-I of the Report

Figure 2.16: Correlation between Youth Population and their Enrolment



Table 2.29 and Figure 2.16 shows the correlation between youth population and enrolment. It was found that enrolment is very low in comparison to youth population in all the districts and this is a serious concern. In West Delhi only 6 percent of the youth population are found to be enrolled in

various pre-university level courses. In North East, only one percent of the youth population are found to be enrolled. In Lucknow only 7.3 percent of the youth population are found to be enrolled. In Shrawasti only 0.3 percent of the youth population are found to be enrolled. In gender perspective, it was found that West Delhi is the only district where comparatively more percentage of girls (6.1%) are enrolled than boys (5.9%), though the difference in proportion is not very high. In all the other districts, higher percentage of boys are enrolled in comparison to girls. This clearly indicates that educational development is very low in the sample districts.

2.6.5 Distribution of Persons by Educational Classification

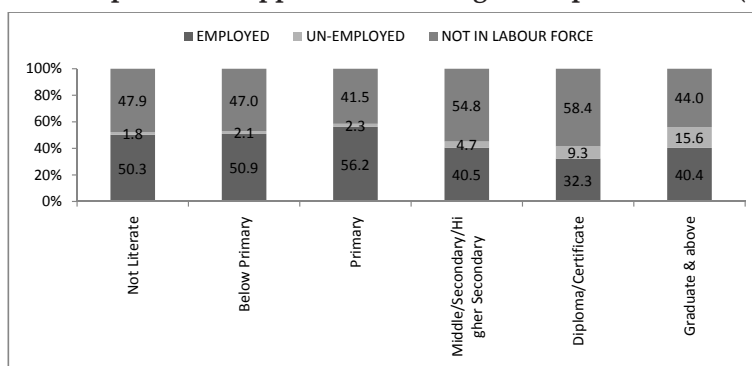
Education plays an important role in determining the scope and employment opportunity of individuals. In this context it will be important to look into the distribution of persons aged 18-19 years classified by educational level vs. main activity pursued by them viz. employed, unemployed and not in labour force for different age groups as shown in Table 2.30 and Fig. 2.17.

Table 2.30: Distribution of Persons by employment Classification Based on Usual Principal Status Approach for the Age Group 18-29 Years (In %)

| Educational Classification | Employed | Un-employed | Not in Labour Force |
|-----------------------------------|----------|-------------|---------------------|
| Not Literate | 50.3 | 1.8 | 47.9 |
| Below Primary | 50.9 | 2.1 | 47.0 |
| Primary | 56.2 | 2.3 | 41.5 |
| Middle/Secondary/Higher Secondary | 40.5 | 4.7 | 54.8 |
| Diploma/Certificate | 32.3 | 9.3 | 58.4 |
| Graduate & above | 40.4 | 15.6 | 44.0 |

Source: Labour Bureau Report, 2013-14

Figure 2.17: Distribution of Persons by Educational Classification Based on Usual Principal Status Approach for the Age Group 18-29 Years (In %)



Source: Labour Bureau Report, 2013-14

Distribution of persons by educational classification based on usual principal status approach for the age group 18-29 years (in %) for India at an aggregate are shown in Table-2.30 and Figure-2.17. For the year 2013-14, among the not-literate persons 50.3% are employed, 1.8% are un-employed and 47.9% persons are not in labour force. Among the below primary level of education 50.9% are employed, 2.1% are un-employed and 47% persons are not in labour force. Among the primary education persons 56.2% are employed, 2.3% are un-employed and 41.5% persons are not in labour force.

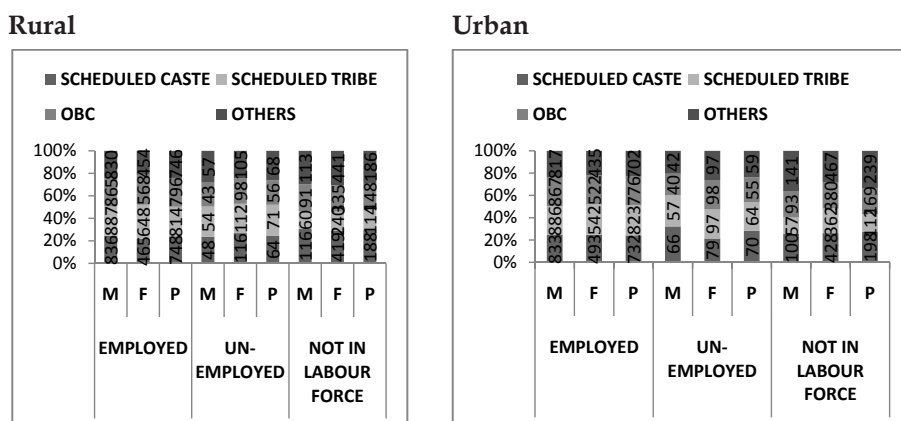
Among the middle/secondary/higher secondary education level 40.5% are employed, 4.7% are un-employed and 54.8% persons are not in labour force. Among the diploma/certificate qualification persons, 32.4% are employed, 9.3% are un-employed and 58.4% persons are not in labour force. Among the graduate and above qualification persons 40.4% are employed, 15.6% are un-employed and 44% persons are not in labour force. It is apparent from the data that with the increase in education level there is increase in unemployment rate. 1.8% illiterate persons are unemployed where as 15.6% graduate and above persons are found to be unemployed.

Table 2.31: Per 1000 Distribution of Persons Aged 15 Years & Above by Broad Activity Who Received Vocational Training According to Usual Principal Status Approach: For India at an Aggregate

| Rural | | | | | | | | | |
|-----------------|----------|--------|--------|-------------|--------|--------|---------------------|--------|--------|
| Social Group | Employed | | | Un-employed | | | Not in Labour Force | | |
| | Male | Female | Person | Male | Female | Person | Male | Female | Person |
| Scheduled Caste | 836 | 465 | 748 | 48 | 116 | 64 | 116 | 419 | 188 |
| Scheduled Tribe | 887 | 648 | 814 | 54 | 112 | 71 | 60 | 240 | 114 |
| OBC | 865 | 568 | 796 | 43 | 98 | 56 | 91 | 335 | 148 |
| Others | 830 | 454 | 746 | 57 | 105 | 68 | 113 | 441 | 186 |
| Urban | | | | | | | | | |
| Social Group | Employed | | | Un-employed | | | Not in Labour Force | | |
| | Male | Female | Person | Male | Female | Person | Male | Female | Person |
| Scheduled Caste | 833 | 493 | 732 | 66 | 79 | 70 | 100 | 428 | 198 |
| Scheduled Tribe | 886 | 542 | 823 | 57 | 97 | 64 | 57 | 362 | 112 |
| OBC | 867 | 522 | 776 | 40 | 98 | 55 | 93 | 380 | 169 |
| Others | 817 | 435 | 702 | 42 | 97 | 59 | 141 | 467 | 239 |

Source: Labour Bureau Report, 2013-14

Figure 2.18: Per 1000 Distribution of Persons Aged 15 Years & Above by Broad Activity Who Received Vocational Training According to Usual Principal Status Approach: For India at an Aggregate



Source: Labour Bureau Report, 2013-14

If we look into per 1000 distribution of persons aged 15 years & above by broad activity who received vocational training according to usual principal status approach (Table 2.31 and Figure 2.18), in both rural and urban India among all the social groups, it is found that number of females who are unemployed and not in labour force is higher than number of males. This shows that the female employment is lower than the male employment. In urban area the number of female unemployed is less than in rural area. In case of SC, OBC and others, the not in labour force population is higher in the urban area than the rural area.

It is observed that the employed population is higher than unemployed and not in labour force population, both in rural and urban area.

Table 2.32: Activity-wise Distribution of Persons Aged 15 Years & Above, Broad Activity who Received Vocational Training According to Usual Principal Status Approach in Rural Area: At State Level

(Per 1000 persons)

| States | Self Employed | Wage/Salaried Employee | Contract Worker | Casual Worker |
|-------------------|---------------|------------------------|-----------------|---------------|
| Andhra Pradesh | 548 | 221 | 21 | 210 |
| Arunachal Pradesh | 0 | 95 | 905 | 0 |
| Assam | 413 | 334 | 47 | 206 |
| Bihar | 479 | 232 | 147 | 143 |
| Chhattisgarh | 620 | 66 | 11 | 303 |
| Delhi | 414 | 431 | 83 | 72 |
| Goa | 109 | 667 | 224 | 0 |
| Gujarat | 299 | 440 | 110 | 152 |

Table continued....

| | | | | |
|------------------|-----|-----|-----|-----|
| Haryana | 398 | 438 | 43 | 121 |
| Himachal Pradesh | 533 | 328 | 65 | 73 |
| Jammu & Kashmir | 538 | 98 | 163 | 201 |
| Jharkhand | 618 | 149 | 160 | 73 |
| Karnataka | 473 | 382 | 24 | 122 |
| Kerala | 292 | 289 | 22 | 397 |
| Madhya Pradesh | 588 | 221 | 45 | 146 |
| Maharashtra | 548 | 319 | 66 | 67 |
| Manipur | 755 | 48 | 0 | 197 |
| Meghalaya | 226 | 615 | 0 | 160 |
| Mizoram | 585 | 263 | 71 | 80 |
| Nagaland | 345 | 636 | 11 | 9 |
| Odisha | 426 | 335 | 85 | 154 |
| Punjab | 434 | 200 | 168 | 198 |
| Rajasthan | 396 | 279 | 151 | 175 |
| Sikkim | 279 | 659 | 25 | 38 |
| Tamil Nadu | 357 | 397 | 9 | 237 |
| Telangana | 537 | 251 | 23 | 189 |
| Tripura | 412 | 427 | 64 | 96 |
| Uttarakhand | 517 | 327 | 80 | 75 |
| Uttar Pradesh | 543 | 196 | 56 | 205 |
| West Bengal | 444 | 161 | 58 | 337 |

Source: Labour Bureau Report, 2013-14

Figure 2.19: Per 1000 Distribution of Persons Aged 15 Years & Above by Broad Activity Who Received Vocational Training According to Usual Principal Status Approach in Rural Area: At State Level



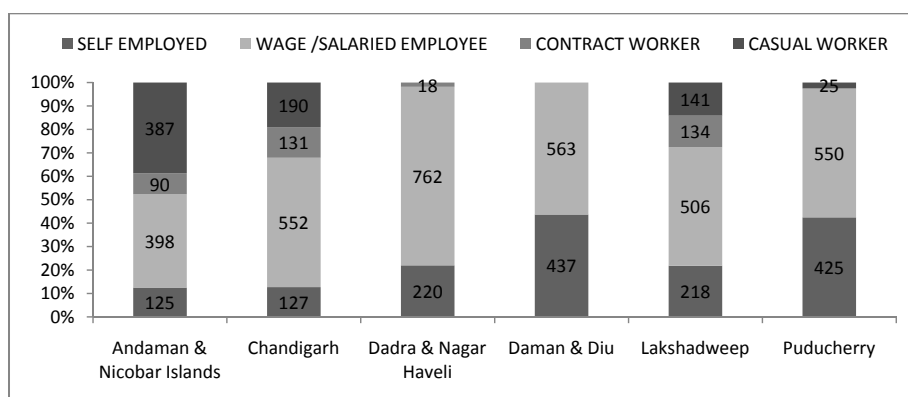
Source: Labour Bureau Report, 2013-14

Table 2.33: Per 1000 Distribution of Persons Aged 15 Years & Above by Broad Activity Who Received Vocational Training According to Usual Principal Status Approach in Rural Area: At Union Territory Level

| Union Territories | Self employed | Wage/salaried employee | Contract worker | Casual worker |
|---------------------------|---------------|------------------------|-----------------|---------------|
| Andaman & Nicobar Islands | 125 | 398 | 90 | 387 |
| Chandigarh | 127 | 552 | 131 | 190 |
| Dadra & Nagar Haveli | 220 | 762 | 18 | 0 |
| Daman & Diu | 437 | 563 | 0 | 0 |
| Lakshadweep | 218 | 506 | 134 | 141 |
| Puducherry | 425 | 550 | 0 | 25 |

Source: Labour Bureau Report, 2013-14

Figure 2.20: Per 1000 Distribution of Persons Aged 15 Years & Above by Broad Activity Who Received Vocational Training According to Usual Principal Status Approach in Urban Area: At Union Territory Level



Source: Labour Bureau Report, 2013-14

In rural area per 1000 distributions of persons aged 15 years & above by broad activity who received vocational training according to usual principal status approach at State level are shown in Table 2.32 and Figure 2.19 and at the Union Territory level are shown in Table 2.33 and Figure 2.20. In rural area, the highest self employed persons are found in Manipur, followed by Chhattisgarh, Jharkhand and Madhya Pradesh. In Arunachal Pradesh it is found to be zero. Highest numbers of wage/salaried persons are found in Goa, followed by Sikkim, Nagaland and Meghalaya, it is found to be the lowest in Manipur followed by Chhattisgarh. Highest numbers of contractual workers are found in Arunachal Pradesh, followed by Goa, Punjab and Jammu & Kashmir. In Meghalaya and Manipur it is found to be nil. The highest numbers of casual workers are found in Kerala, followed by West Bengal and Chhattisgarh. In Goa and Arunachal

Pradesh, it is found to be nil. Among the Union Territories, the highest self employed person are found in Daman & Diu. The highest number of wage and salaried persons are in Dadra and Nagar Haveli. Lakshadweep and Andaman & Nicobar Islands has the highest numbers of contractual workers and casual workers respective

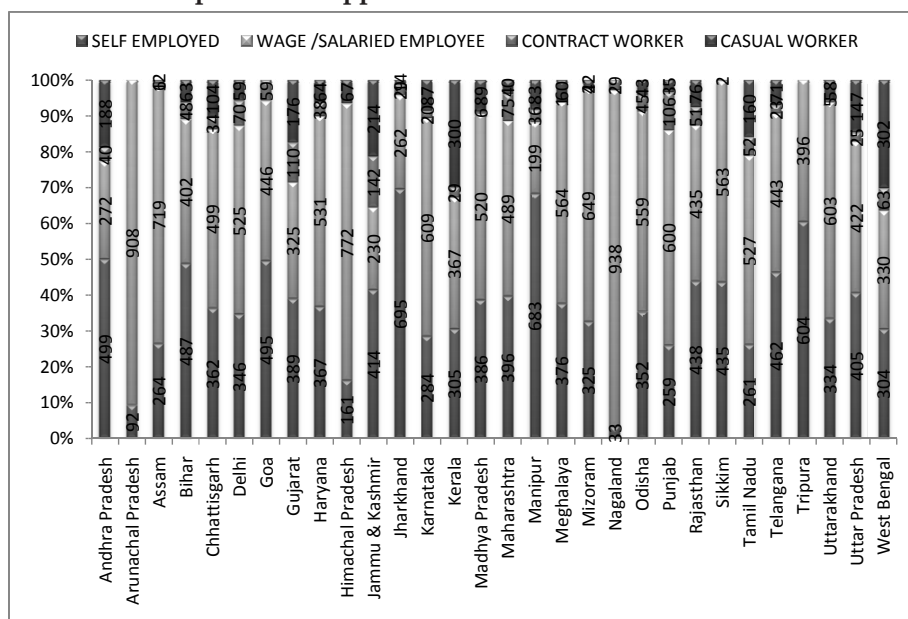
Table 2.34: Per 1000 Distribution of Persons Aged 15 Years & Above by Broad Activity Who Received Vocational Training According to Usual Principal Status Approach in Urban Area: At State Level

| States | Self Employed | Wage/ Salaried Employee | Contract Worker | Casual worker |
|-------------------|---------------|-------------------------|-----------------|---------------|
| Andhra Pradesh | 499 | 272 | 40 | 188 |
| Arunachal Pradesh | 92 | 908 | 0 | 0 |
| Assam | 264 | 719 | 6 | 12 |
| Bihar | 487 | 402 | 48 | 63 |
| Chhattisgarh | 362 | 499 | 34 | 104 |
| Delhi | 346 | 525 | 70 | 59 |
| Goa | 495 | 446 | 59 | 0 |
| Gujarat | 389 | 325 | 110 | 176 |
| Haryana | 367 | 531 | 38 | 64 |
| Himachal Pradesh | 161 | 772 | 0 | 67 |
| Jammu & Kashmir | 414 | 230 | 142 | 214 |
| Jharkhand | 695 | 262 | 29 | 14 |
| Karnataka | 284 | 609 | 20 | 87 |
| Kerala | 305 | 367 | 29 | 300 |
| Madhya Pradesh | 386 | 520 | 6 | 89 |
| Maharashtra | 396 | 489 | 75 | 40 |
| Manipur | 683 | 199 | 36 | 83 |
| Meghalaya | 376 | 564 | 1 | 60 |
| Mizoram | 325 | 649 | 4 | 22 |
| Nagaland | 33 | 938 | 29 | 0 |
| Odisha | 352 | 559 | 45 | 43 |
| Punjab | 259 | 600 | 106 | 35 |
| Rajasthan | 438 | 435 | 51 | 76 |
| Sikkim | 435 | 563 | 2 | 0 |
| Tamil Nadu | 261 | 527 | 52 | 160 |
| Telangana | 462 | 443 | 23 | 71 |

| | | | | |
|---------------|-----|-----|----|-----|
| Tripura | 604 | 396 | 0 | 0 |
| Uttarakhand | 334 | 603 | 5 | 58 |
| Uttar Pradesh | 405 | 422 | 25 | 147 |
| West Bengal | 304 | 330 | 63 | 302 |

Source: Labour Bureau Report, 2013-14

Figure 2.21: Per 1000 Distribution of Persons Aged 15 Years & Above by Broad Activity Who Received Vocational Training According to Usual Principal Status Approach in Urban Area: At State Level



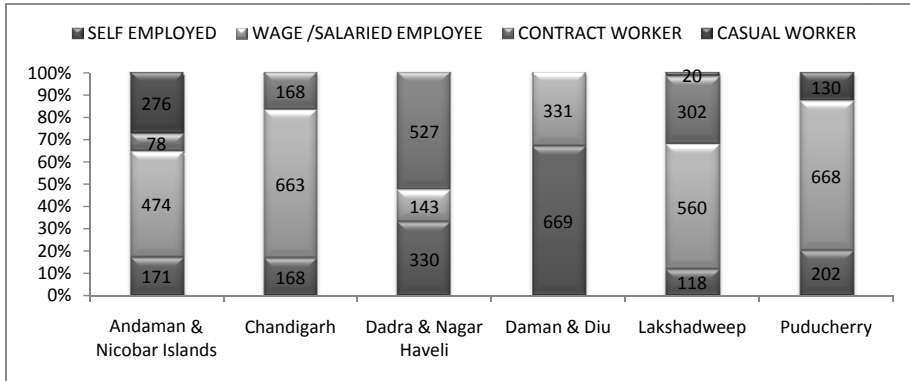
Source: Labour Bureau Report, 2013-14

Table 2.35: Per 1000 Distribution of Persons Aged 15 Years & Above by Broad Activity Who Received Vocational Training According to Usual Principal Status Approach in Urban Area: At Union Territory Level

| Union Territories | Self Employed | Wage/Salaried Employee | Contract Worker | Casual Worker |
|---------------------------|---------------|------------------------|-----------------|---------------|
| Andaman & Nicobar Islands | 171 | 474 | 78 | 276 |
| Chandigarh | 168 | 663 | 168 | 0 |
| Dadra & Nagar Haveli | 330 | 143 | 527 | 0 |
| Daman & Diu | 669 | 331 | 0 | 0 |
| Lakshadweep | 118 | 560 | 302 | 20 |
| Puducherry | 202 | 668 | 0 | 130 |

Source: Labour Bureau Report, 2013-14

Figure 2.22: Per 1000 Distribution of Persons Aged 15 Years & Above by Broad Activity Who Received Vocational Training According to Usual Principal Status Approach in Urban Area: At Union Territory Level



Source: Labour Bureau Report, 2013-14

In urban area per 1000 distributions of persons aged 15 years & above by broad activity who received vocational training according to usual principal status approach at the State level are shown in Table 2.34 and Figure 2.21 and at the Union Territory level are shown in Table 2.35 and Figure 2.22. In urban area, the highest self employed persons are found in Jharkhand, followed by Manipur and Tripura. In Nagaland and Arunachal Pradesh it is found to be the lowest. The highest numbers of wage/salaried persons are found in Nagaland, followed by Arunachal Pradesh and Himachal Pradesh, it is found to be the lowest in Manipur followed by Jammu and Kashmir. The highest numbers of contractual workers are found in Jammu and Kashmir, followed by Gujarat and Punjab. In Tripura, Himachal Pradesh and Arunachal Pradesh it is found to be nil. The highest numbers of casual workers are found in West Bengal, followed by Kerala and Jammu & Kashmir. In Tripura, Sikkim, Nagaland and Goa it is found to be nil. Among the Union Territories, the highest self employed person are found in Daman & Diu. Highest number of wage and salaried persons are in Puducherry. Dadra and Nagar Haveli and Andaman & Nicobar Islands has the highest numbers of contractual workers and casual workers respectively.

2.6.6 Labour Force Participation Rate in Different States and Union Territories

Labour Force Participation Rate (LFPR) is the proportion of the working age population that engages actively in the labour market, either by working or seeking for work. It shows the relative size of the supply of labour which is available in the labour market and which can be engaged

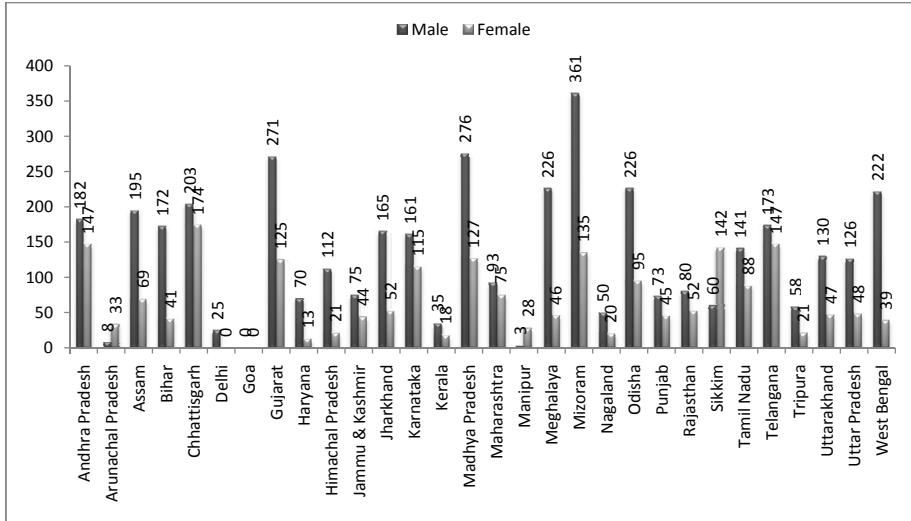
in the production of goods and services. In the Labour Bureau Report, 2013-14, LFPR for different age groups namely 15-17 years, 18-29 years and 30 years and above for States and Union Territories can be found. This study focused on LFPR in 15-17 age groups and 18-29 age groups. As the study is focusing on higher education and during this age group individuals enter the job market after getting the education.

Table 2.36: Labour Force Participation Rate (Per 1000) for 15 to 17 Age Group Persons According to Usual Principal Status Approach for States

| States | Male | Female | Person |
|-------------------|------|--------|--------|
| Andhra Pradesh | 182 | 147 | 164 |
| Arunachal Pradesh | 8 | 33 | 18 |
| Assam | 195 | 69 | 137 |
| Bihar | 172 | 41 | 123 |
| Chhattisgarh | 203 | 174 | 188 |
| Delhi | 25 | 0 | 19 |
| Goa | 0 | 0 | 0 |
| Gujarat | 271 | 125 | 204 |
| Haryana | 70 | 13 | 45 |
| Himachal Pradesh | 112 | 21 | 68 |
| Jammu & Kashmir | 75 | 44 | 61 |
| Jharkhand | 165 | 52 | 117 |
| Karnataka | 161 | 115 | 142 |
| Kerala | 35 | 18 | 27 |
| Madhya Pradesh | 276 | 127 | 218 |
| Maharashtra | 93 | 75 | 85 |
| Manipur | 3 | 28 | 16 |
| Meghalaya | 226 | 46 | 147 |
| Mizoram | 361 | 135 | 262 |
| Nagaland | 50 | 20 | 34 |
| Odisha | 226 | 95 | 165 |
| Punjab | 73 | 45 | 62 |
| Rajasthan | 80 | 52 | 68 |
| Sikkim | 60 | 142 | 91 |
| Tamil Nadu | 141 | 88 | 120 |
| Telangana | 173 | 147 | 160 |
| Tripura | 58 | 21 | 35 |
| Uttarakhand | 130 | 47 | 89 |
| Uttar Pradesh | 126 | 48 | 107 |
| West Bengal | 222 | 39 | 136 |

Source: Labour Bureau Report, 2013-14

Figure 2.23: Labour Force Participation Rate (Per 1000) for 15 to 17 Age Group Persons According to Usual Principal Status Approach for States



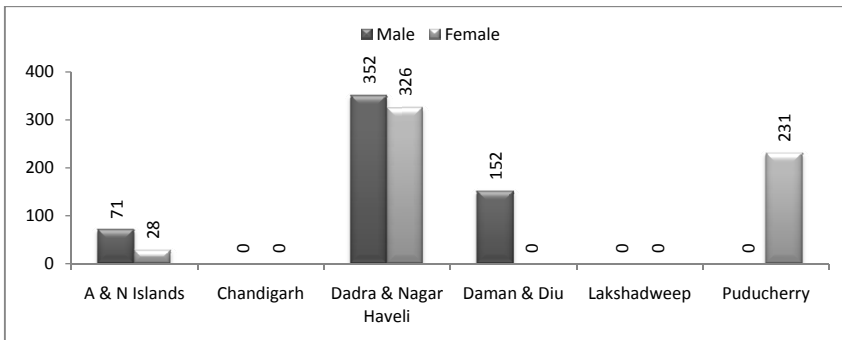
Source: Labour Bureau Report, 2013-14

Table 2.37: Labour Force Participation Rate (Per 1000) for 15 to 17 Age Group Persons According to Usual Principal Status Approach for Union Territories

| Union Territories | Male | Female | Person |
|---------------------------|------|--------|--------|
| Andaman & Nicobar Islands | 71 | 28 | 49 |
| Chandigarh | 0 | 0 | 0 |
| Dadra & Nagar Haveli | 352 | 326 | 338 |
| Daman & Diu | 152 | 0 | 97 |
| Lakshadweep | 0 | 0 | 0 |
| Puducherry | 0 | 231 | 113 |

Source: Labour Bureau Report, 2013-14

Figure 2.24: Labour Force Participation Rate (Per 1000) for 15 to 17 Age Group Persons According to Usual Principal Status Approach for Union Territories



Source: Labour Bureau Report, 2013-14

Labour Force Participation Rate (LFPR) per 1000 persons for the age group of 15 to 17 years for the States and Union Territories are shown in Table 2.36, Figure 2.23 and Table 2.37, Figure- 2.24. The top five states in terms of LFPR for both male and female in this age group are Mizoram, Madhya Pradesh, Gujarat and Chattisgarh. The top five states in terms of male LFPR in this age group are Mizoram, Madhya Pradesh, Gujarat, Meghalaya and Odisha. The top five states in terms of female LFPR are Chattisgarh, Andhra Pradesh, Telengana, Sikkim and Mizoram. In all the States the male LFPR is found to be higher than the female LFPR, only except Andhra Pradesh, Manipur and Sikkim, where the female LFPR is higher than the male LFPR. Among the Union Territories, LFPR for both male and female is found to be highest in Dadra & Nagar Haveli, followed by Puducherry. Male LFPR is highest in Dadra & Nagar Haveli, followed by Daman & Diu. The female LFPR is highest in Dadra & Nagar Haveli, followed by Puducherry. Puducherry is the only Union Territory where the female LFPR is higher than the male LFPR in the 15-17 age group population.

Table 2.38: Labour Force Participation Rate (Per 1000) for 18 to 29 Age Group Persons According to Usual Principal Status Approach for States

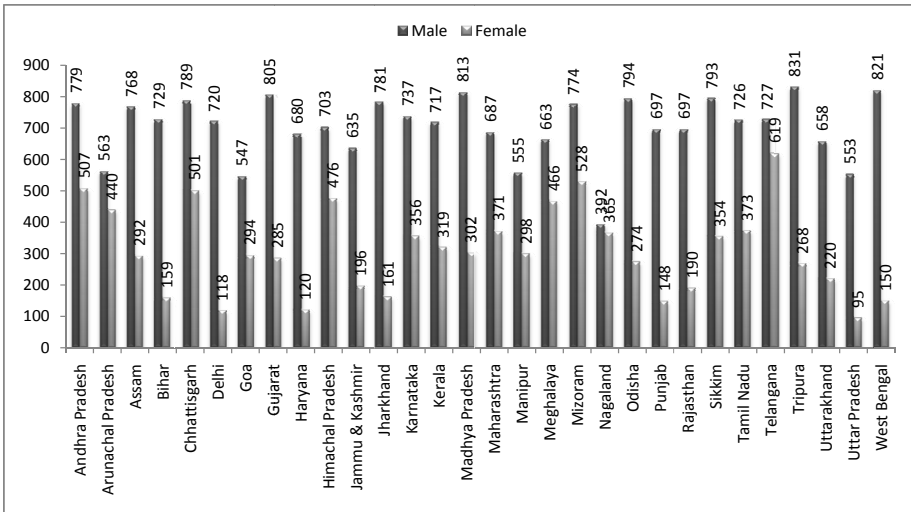
| States | Male | Female | Person |
|-------------------|------|--------|--------|
| Andhra Pradesh | 779 | 507 | 644 |
| Arunachal Pradesh | 563 | 440 | 491 |
| Assam | 768 | 292 | 540 |
| Bihar | 729 | 159 | 477 |
| Chhattisgarh | 789 | 501 | 653 |
| Delhi | 720 | 118 | 382 |
| Goa | 547 | 294 | 438 |
| Gujarat | 805 | 285 | 564 |
| Haryana | 680 | 120 | 430 |
| Himachal Pradesh | 703 | 476 | 595 |
| Jammu & Kashmir | 635 | 196 | 429 |
| Jharkhand | 781 | 161 | 482 |
| Karnataka | 737 | 356 | 552 |
| Kerala | 717 | 319 | 492 |
| Madhya Pradesh | 813 | 302 | 577 |
| Maharashtra | 687 | 371 | 539 |
| Manipur | 555 | 298 | 435 |
| Meghalaya | 663 | 466 | 560 |
| Mizoram | 774 | 528 | 668 |
| Nagaland | 392 | 365 | 381 |
| Odisha | 794 | 274 | 550 |

Table continued....

| | | | |
|---------------|-----|-----|-----|
| Punjab | 697 | 148 | 428 |
| Rajasthan | 697 | 190 | 466 |
| Sikkim | 793 | 354 | 624 |
| Tamil Nadu | 726 | 373 | 556 |
| Telangana | 727 | 619 | 675 |
| Tripura | 831 | 268 | 556 |
| Uttarakhand | 658 | 220 | 435 |
| Uttar Pradesh | 553 | 95 | 439 |
| West Bengal | 821 | 150 | 491 |

Source: Labour Bureau Report, 2013-14

Figure 2.25: Labour Force Participation Rate (Per 1000) for 18 to 29 Age Group Persons According to Usual Principal Status Approach for States



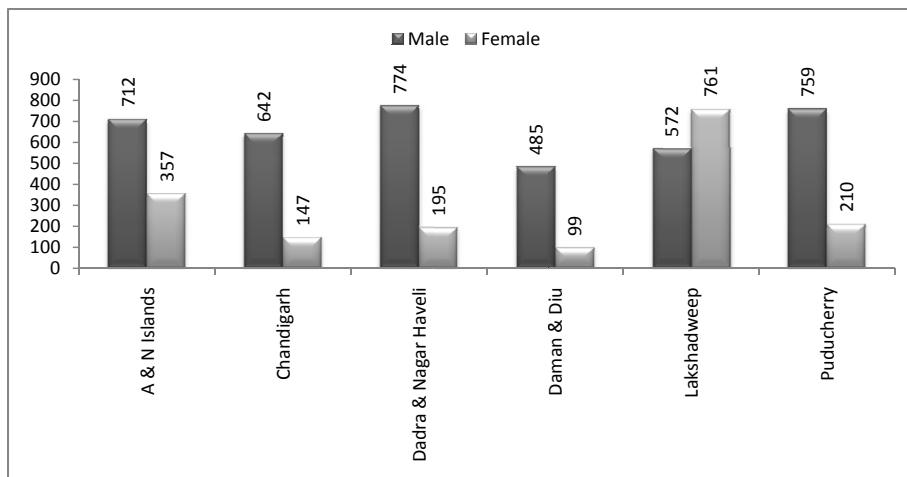
Source: Labour Bureau Report, 2013-14

Table 2.39: Labour Force Participation Rate (Per 1000) for 18 to 29 Age Group Persons According to Usual Principal Status Approach for Union Territories

| Union Territories | Male | Female | Person |
|---------------------------|------|--------|--------|
| Andaman & Nicobar Islands | 712 | 357 | 575 |
| Chandigarh | 642 | 147 | 356 |
| Dadra & Nagar Haveli | 774 | 195 | 471 |
| Daman & Diu | 485 | 99 | 356 |
| Lakshadweep | 572 | 761 | 668 |
| Puducherry | 759 | 210 | 438 |

Source: Labour Bureau Report, 2013-14

Figure 2.26: Labour Force Participation Rate (Per 1000) for 18 to 29 Age Group Persons According to Usual Principal Status Approach for Union Territories



Source: Labour Bureau Report, 2013-14

Labour Force Participation Rate (LFPR) per 1000 persons for the age group of 18 to 29 years for the States and Union Territories are shown in Table 2.38, Figure 2.25 and Table 2.39, Figure- 2.26. The five states in terms of LFPR for both male and female in this age group are Telangana, Mizoram, Chattisgarh, Andhra Pradesh and Sikkim. The top five states in terms of male LFPR in this age group are Tripura, West Bengal, Madhya Pradesh, Gujarat and Odisha. The top five states in terms female LFPR are Telangana, Mizoram, Andhra Pradesh, Chattisgarh and Himachal Pradesh. In the 18-29 age group the labour participation rate in case of the male is found to be higher than the female for all the States. Among the Union Territories LFPR for both male and female is found to be highest in Lakshadweep, followed by Andaman & Nicobar Islands. The male LFPR is highest in Dadra & Nagar Haveli, followed by Puducherry. The female LFPR is highest in Lakshadweep, followed by Andaman & Nicobar Islands. Lakshadweep is the only Union Territory where the female LFPR is higher than the male LFPR.

2.7 SUMMING UP

Women's education and employment scenarios in India are not at par with many developed and developing countries. To some extent, the low level of development can be attributed to social structure and history of India. The deep rooted gender biasedness in the Indian society is often reflected in education and employment scenarios. The women's education

system of India can be visualised and divided into two phases - the pre-independence and post-independence period. In the pre-independence period women were basically deprived of education and it can be said that it was limited to the rich and affluent families. Though in comparison to the Buddhist period and medieval period, women received high status and recognition during the Vedic period of education. The British Period paved the way for the present education system in India and gave women equal opportunity to that of men. The educational development of women during the British period paved a way for breaking the existing barriers, rigidities and blind beliefs prevailing in the society against women and it paved the way for the future development of women in the coming days.

The Government of India followed the path of planned development in India. Thus various policies and programmes have been formulated and implemented for empowerment of women in different Five Year Plans. Various schemes specially designed for improving the socio economic status of women, are being implemented. But still the educational system of our country suffers from various lacunas and demerits. The present situation of education and employment can be summarised as follows.

- As per Census 2011, women constitute about 48.4 % of total population of India of this 48.1% are in the urban area and 48.6% are in the rural area.
- Women literacy of women is 65.46%, which is much below the national average of 74.04% and male literacy rate of 82.14%.
- The State that records highest female literacy rate is Kerala (91.98%) followed by Mizoram (89.4%). Lowest female literacy was found in the State of Rajasthan (52.66%) followed by Bihar (53.33%).
- There is no State in India where female literacy rate exceeds the male literacy rate. Significant disparity is found between male and female literacy rates.
- Lakshadweep has the highest female literacy rate of 88.25% and the lowest rate is found in the case of Dadra Nagar Haveli i.e. 65.93%.
- According to the All India Survey of Higher Education total enrolment in higher education is 32.3 million, with 17.5 million boys and 14.8 million girls. Boys constitute 54% and girls constitute 46% of the total enrolment.
- In India, the enrolment in the post graduation courses like Post Graduate, M.Phil and Ph.D. together constitutes only 12.25% of the total enrolment. All the other courses like Bachelors degree, Diploma, Certificate, Integrated, PG Diploma courses constitute 87.75% of the total enrolment.

- The highest numbers of students are enrolled at Under Graduate level courses i.e. 78.86% of the total enrolment.
- The aggregate enrolment in all the below university level higher education courses both male and female enrolment is found to be highest in Uttar Pradesh, 2420947 and 2336004 respectively.
- Enrolment in under graduate courses is found to be highest in Uttar Pradesh, followed by Maharashtra and Tamil Nadu. The lowest enrolment is found in north East Indian states.
- In India, in the year 2013-14, the distribution of persons by educational classification based on usual principal status approach for the age group 18-29 years (in %) among the not-literate persons 50.3% are employed, 1.8% are un-employed and 47.9% persons are not in labour force.
- Among the below primary level of education 50.9% are employed, 2.1% are un-employed and 47% persons are not in labour force.
- Among the primary education persons 56.2% are employed, 2.3% are un-employed and 41.5% persons are not in labour force.
- Among the middle/secondary/higher secondary education level 40.5% are employed, 4.7% are un-employed and 54.8% persons are not in labour force.
- Among the diploma/certificate qualification persons 32.4% are employed, 9.3% are un-employed and 58.4% persons are not in labour force.
- Among the graduate and above qualification persons 40.4% are employed, 15.6% are un-employed and 44% persons are not in labour force.
- It is apparent from the data that with the increase in education level there is increase in unemployment rate. 1.8% illiterate persons are unemployed whereas 15.6% graduate and above persons are found to be unemployed.
- Per 1000 persons aged 15 years and above by broad activity who received vocational training according to usual principal status approach in both rural and urban India among different social groups, the number of females who are unemployed and not in labour force is higher than the number of males. In the urban area, the number of female unemployed is less than the rural area.
- State-wise, in rural area per 1000 distributions of persons aged 15 years and above by broad activity who received vocational training self employed persons are highest in Manipur, followed by Chhattisgarh, Jharkhand and Madhya Pradesh. Highest numbers of wage/salaried

persons are found in Goa, followed by Sikkim, Nagaland and Meghalaya. The highest numbers of contractual workers are found in Arunachal Pradesh, followed by Goa, Punjab and Jammu & Kashmir. The highest numbers of casual workers are found in Kerala, followed by West Bengal and Chhattisgarh. The highest number of wage and salaried persons are in Dadra and Nagar Haveli. Lakshadweep and Andaman & Nicobar Islands has the highest number of contractual and casual workers, respectively.

- In the urban area, per 1000 distributions of persons aged 15 years and above, by broad activity who received vocational training according to usual principal status approach, the highest self employed persons are found in Jharkhand, followed by Manipur and Tripura. The highest numbers of wage/salaried persons are found in Nagaland, followed by Arunachal Pradesh and Himachal Pradesh. The highest numbers of contractual workers are found in Jammu and Kashmir, followed by Gujarat and Punjab. Highest numbers of casual workers are found in West Bengal, followed by Kerala and Jammu & Kashmir.
- In the age group of 15 to 17 years LFPR per 1000 persons is found to be highest in Mizoram (262). The male LFPR is highest in Mizoram (361) and the female LFPR is highest in Chhattisgarh (174). In all the States, the male LFPR is found to be higher than the female LFPR, only except Andhra Pradesh, Manipur and Sikkim.
- In the age group of 18 to 29 years LFPR per 1000 persons is found to be highest in Telengana (675). The highest LFPR for male is Telengana (619) and for female is Tripura (831). In this age group LFPR in case of the male is found to be higher than the female for all States.

In a country where women constitutes nearly half of the population, yet representation of women in labour market is very low. It is really a matter of concern. Realising that the process of social development has to take into account the needs, interests and viewpoints of both men and women alike, and looking at the situation of women and persistent gender inequalities in India, various programmes have been initiated and policies have been formulated to mainstream women into economic activities

CHAPTER - III

SUMMARY AND RECOMMENDATIONS

3.1 ON THE BASIS OF SECONDARY DATA: GLOBAL PERSPECTIVE

Despite of various initiatives and campaigns to reduce the gender gap in education and to break the barriers that keep girls out of school, the gender inequality in education though not completely eliminated, but it is found to have declined in recent years. At a global level the study found that:

- More boys were found to be out of school in pre-primary school age of education as compared to girls.
- In the primary school age of education, more girls are out of school as compared to boys.
- In the lower secondary school age of education, almost equal number of girls and boys were found out of school.
- Female enrolment is found to be lower in pre-primary, primary, secondary level of education.
- Female enrolment is marginally higher than male enrolment in post-secondary non-tertiary education and tertiary education.
- Both youth and adult literacy rates are found to be low in case of female than male.
- Target of achieving gender parity in primary education by 2005 by all countries has already been missed, as only two-thirds of the countries (70.2%) achieved gender parity in primary education by 2013. (Table2.7, Page no.- 52)
- Progress towards gender parity in secondary education is less visible, only 57.9% of the countries have achieved gender parity. (Table2.7, Page no.- 52)
- Gender disparities in enrolment are more apparent as education level increases. At the post-secondary non-tertiary level and tertiary level of education only 9.8% and 7.7% of countries that had achieved gender parity respectively in 2013. Achieving gender parity in tertiary education is still an area on concern.
- In terms of global gender gap index Iceland is ranked one, where India is ranked in 108th position.
- Out of school children are found to be highest in South & West Asia and Sub-Saharan Africa regions.

- Enrolment of girls is found to be high in Education, Humanities & Arts, Social Sciences, Business & law and Health & Welfare programmes in tertiary education.
- Enrolment of boys is found to be high in the courses like Science, Engineering & Manufacturing, Agriculture and Services programmes in tertiary education.
- According World Economic Forum, there is no systematic behavior in terms of Gender Gap Index, and educational attainment sub-index. Some countries having very good rank in terms of gender gap index have failed to achieve a good rank in terms educational attainment sub-index and some countries though have good rank in terms of educational attainment sub-index, but have failed to achieve a good rank in terms of gender gap index.
- Highest gender parity is found in Europe and Central Asia (73%), followed by Latin America and Caribbean (70%).
- The highest gender gap or the lowest gender parity is found in Middle East and North Africa (60%), followed by Asia and the Pacific (67%) and the Sub-Saharan Africa (67%).
- Among the high income countries, Iceland has rank one in terms of both global gender gap index and educational attainment sub-index.
- Among upper middle income Countries Namibia has rank 16 in terms of global gender gap index and have rank one in terms of educational attainment sub-index.
- Among the lower middle income countries, the Philippines and Nicaragua have rank 7 and 12 respectively in terms of global gender gap index. The Philippines has rank 34 and Nicaragua has rank one in terms of educational attainment sub-index.
- India also belongs to lower middle income country category and it has rank 108 in terms of global gender gap index and 125th rank in terms of educational attainment sub-index.
- Among the low income countries, Rwanda and Burundi have rank 6th and 23rd in terms of global gender gap index and 112th and 131st rank in terms of educational attainment sub-index.
- In case of the countries having very high HDI, high HDI and medium HDI, the expected years of schooling for female is found to be almost same to that of male in some countries and in some countries it even exceeds to that of male.
- In the countries having low HDI, the expected years of schooling for female is lower than that of male for Kenya, Pakistan, Swaziland, Angola, Nigeria, Cameroon and Afghanistan.

3.2 ON THE BASIS OF SECONDARY DATA: NATIONAL PERSPECTIVE

Government of India followed the path of planned development in India and various policies and programmes have been formulated and implemented for empowerment of women in different five year plans. Various schemes specially designed for improving the socio economic status of women are being implemented. But still the educational system of our country suffers from different lacunas and demerits. The present situation of education and employment can be summarised as follows:

- As per Census 2011, women constitute about 48.4 % of the total population of India. This share is 48.1% in the urban area and 48.6% in the rural area.
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- The State that records the highest female literacy rate is Kerala (91.98%) followed by Mizoram (89.4%). The lowest female literacy rate was found in the State of Rajasthan (52.66%) followed by Bihar (53.33%).
- There is no State in India where the female literacy rate exceeds the male literacy rate. Noticeable disparity is found between male and female literacy rate.
- Lakshadweep has the highest female literacy rate of 88.25% and the lowest is found in case of Dadra Nagar Haveli i.e. 65.93%.
- According to the All India Survey of Higher Education, the total enrolment in higher education is 32.3 million, with 17.5 million boys and 14.8 million girls. Boys constitute 54% and girls constitute 46% of the total enrolment.
- In India, the enrolment in the post graduation courses like the Post Graduate, M.Phil and Ph.D. together constitutes only 12.25% of total enrolment. All the other courses like Bachelors degree, Diploma, Certificate, Integrated, PG Diploma courses constitute 87.75% of total enrolment.
- The highest numbers of students are enrolled at the Under Graduate level courses i.e. 78.86% of total enrolment.
- The aggregate enrolment in all the below university level higher education courses both male and female enrolment is found to be highest in Uttar Pradesh, 2420947 and 2336004 respectively.
- Enrolment in under graduate courses is found to be highest in Uttar Pradesh, followed by Maharashtra and Tamil Nadu. Lowest enrolment is found in the north East Indian states.

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- Among the primary education persons 56.2% are employed, 2.3% are un-employed and 41.5% persons are not in labour force.
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- It is apparent from the data that with the increase in education level there is increase in unemployment rate. 1.8% illiterate persons are unemployed where as 15.6% graduate and above persons are found to be unemployed.
- Per 1000 persons aged 15 years and above by broad activity who received vocational training according to usual principal status approach in both rural and urban India among different social groups, the number of females who are unemployed and not in labour force is higher than the number of males. In urban area the number of female unemployed is less than rural area.
- State-wise, in rural, area per 1000 distributions of persons aged 15 years and above by broad activity who received vocational training self employed persons are highest in Manipur, followed by Chhattisgarh, Jharkhand and Madhya Pradesh. The highest numbers of wage/salaried persons are found in Goa, followed by Sikkim, Nagaland and Meghalaya. The highest numbers of contractual workers are found in Arunachal Pradesh, followed by Goa, Punjab and Jammu & Kashmir. The highest numbers of casual workers are found in Kerala, followed by West Bengal and Chhattisgarh. The highest number of wage and salaried persons are in Dadra and Nagar Haveli. Lakshadweep and

Andaman & Nicobar Islands have the highest numbers of contractual workers and casual workers respectively.

- In urban area, per 1000 distributions of persons aged 15 years and above by broad activity who received vocational training according to usual principal status approach highest self employed persons are found in Jharkhand, followed by Manipur and Tripura. The highest numbers of wage/salaried persons are found in Nagaland, followed by Arunachal Pradesh and Himachal Pradesh. Again the highest numbers of contractual workers are found in Jammu & Kashmir, followed by Gujarat and Punjab. The highest numbers of casual workers are found in West Bengal, followed by Kerala and Jammu & Kashmir.
- In the age group of 15 to 17 years, LFPR per 1000 persons is found to be highest in Mizoram (262). The male LFPR is highest in Mizoram (361) and the female LFPR is highest in Chhattisgarh (174). In all the States the male LFPR is found to be higher than the female LFPR, only except Andhra Pradesh, Manipur and Sikkim.
- In the age group of 18 to 29 years, LFPR per 1000 persons is found to be highest in Telengana (675). The highest LFPR for male is Telengana (619) and for female is Tripura (831). In this age group LFPR in the case of male is found to be higher than the female for all the States.

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Appendix-I

Detail Sources of Information from Media

| Date | Source of Media | Topic | Online Web |
|------------|-------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 30-05-2014 | NDTV | Indian Employers Face Third Highest Talent Shortage | http://profit.ndtv.com/news/economy/article-indian-employers-face-third-highest-talent-shortage-survey-389921 |
| 17-09-2015 | Hindustan Times | PhD holders among 23 lakh applicants for peon jobs in UP | http://www.hindustantimes.com/india/phd-holders-among-23-lakh-applicants-for-peon-jobs-in-up/story-OqHzHbvo16gUN2DfTkfYII.html |
| 23-09-2015 | NDTV | Class X Textbook in This State Suggests Working Women Cause Unemployment | http://www.ndtv.com/india-news/textbook-in-chhattisgarh-suggests-working-women-cause-unemployment-1220900 |
| 10-01-2016 | The Times of India | 24-Year-Old Quits IAS to Turn Free E-Tutor | http://timesofindia.indiatimes.com/india/24-year-old-quits-IAS-to-turn-free-e-tutor/articleshow/50516074.cms |
| 10-01-2016 | The Times of India | More Girls Study Medicine, but Your Doctor May Still be a Man | http://timesofindia.indiatimes.com/india/More-girls-study-medicine-but-your-doctor-may-still-be-a-man/articleshow/50515456.cms |
| 16-02-2016 | The Economic Times | Why Make in India May be the Answer to India's Unemployment Puzzle | http://economictimes.indiatimes.com/jobs/why-make-in-india-may-be-the-answer-to-indias-unemployment-puzzle/articleshow/51002694.cms |
| 01-04-2016 | India Brand Equity Foundation | Education Sector in India | http://www.ibef.org/industry/education-sector-india.aspx |
| 07-04-2016 | The Economic Times | Urban Unemployment Rate at 9.62%, Rural 7.15%: BSE Index | http://economictimes.indiatimes.com/news/economy/indicators/urban-unemployment-rate-at-9-62-rural-7-15-bse-index/articleshow/51729670.cms?prtpage=1 |
| 16-04-2016 | The Economic Times | Unemployment may be a reason for surge in Jammu and Kashmir violence | http://economictimes.indiatimes.com/news/politics-and-nation/Unemployment-may-be-a-reason-for-surge-in-Jammu-and-Kashmir-violence/articleshow/51852562.cms |

Table continued....

| | | | |
|------------|--------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 17-05-2016 | The Economic Times | We have Unemployable Graduates without any Practical Experience: Jayant Krishna | http://economictimes.indiatimes.com/industry/services/education/we-have-unemployable-graduates-without-any-practical-experience-jayant-krishna-nsdc/articleshow/52307234.cms |
| 28-05-2016 | The Economic Times | Delhi-NCR tops job creation among 8 cities in Q4 of FY16, says ASSOCHAM study | http://economictimes.indiatimes.com/jobs/delhi-ncr-tops-job-creation-among-8-cities-in-q4-of-fy16-says-assochem-study/articleshow/52477495.cms |
| 31-05-2016 | NDTV | No Jobs, Rising Workforce: Government Confronts Its Worst Nightmare | http://www.ndtv.com/india-news/no-jobs-rising-workforce-government-confronts-its-worst-nightmare-1413778 |
| 06-06-2016 | The Times of India | In the Balance: Future of Schools & Students | http://timesofindia.indiatimes.com/home/education/news/In-the-balance-Future-of-schools-students/articleshow/52622468.cms |
| 10-06-2016 | NDTV | Super 30 to impart IIT Coaching to Poor Students in Uttar Pradesh | http://www.ndtv.com/india-news/super-30-to-impart-iit-coaching-to-poor-students-in-uttar-pradesh-1417525 |
| 12-06-2016 | The Times of India | 28 of Patna's 'Super 30' Crack IIT | http://timesofindia.indiatimes.com/home/education/news/28-of-Patnas-Super-30-crack-IIT-entrance/articleshow/52716861.cms |
| 13-06-2016 | The Times of India | Talent Sprint Launches Digital Programmes for Non-metro Students | http://timesofindia.indiatimes.com/home/education/news/TalentSprint-launches-digital-programmes-for-non-metro-students/articleshow/52733521.cms |

Annexure-I

Out-of-School Children at Different Level of Education

| Country | Pre-primary School Age | | | | Primary School Age | | | | Lower Secondary School Age | | | |
|--------------------|------------------------|-------|--------|-------|--------------------|-------|--------|-------|----------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Afghanistan | | | | | | | | | | | | |
| Åland Islands | | | | | | | | | | | | |
| Albania | | | | | 4784 | 3346 | 6330 | 4196 | 7794 | 3286 | 10187 | 5347 |
| Algeria | | | | | 186541 | | 250964 | | | | | |
| American Samoa | | | | 171 | | | | | | | | |
| Andorra | | 178 | | | | | | | | | | |
| Angola | | | | | | | | | | | | |
| Anguilla | | | | | | | | | | | | |
| Antiguaand Barbuda | | | | | | | | | | | | |
| Argentina | | | | | | | | | | | | |
| Armenia | | | | 7 | | | | | | | | |
| Aruba | 6 | | | 21068 | 63 | | 83 | | 84 | | 114 | |
| Australia | | 27940 | | | 71405 | 27940 | 40203 | 22965 | | | | |
| Austria | | | 11269 | 9727 | | | | | | | | |
| Azerbaijan | 12262 | 11372 | | | 42084 | 12462 | 42620 | 18916 | | 40594 | | 42687 |
| Bahamas | | | 67 | 296 | | | | | | | | |
| Bahrain | 103 | 359 | | | | | | | | | | |
| Bangladesh | | | | 233 | | | | | | | | |
| Barbados | 291 | | | 7144 | 549 | | 530 | | 316 | | 418 | |
| Belarus | | 10042 | | 2158 | | 14311 | | 10626 | | | | |
| Belgium | | 3453 | 48 | 39 | 3427 | 3596 | 2545 | 2158 | | | | |
| Belize | 48 | 78 | 775 | | 624 | 208 | 794 | 314 | 689 | 1235 | 570 | 1531 |
| Benin | 855 | | | | | | | | | 135389 | | 214387 |
| Bermuda | | | | | | | | | | | | |
| Bhutan | | | 20721 | 4585 | 20834 | 6086 | 23577 | 4698 | 12970 | 6300 | 14797 | 3771 |

Source: UNESCO Institute for Statistics

Out-of-School Children at Different Level of Education

| Country | Pre-primary School Age | | | | Primary School Age | | | | Lower Secondary School Age | | | |
|----------------------------------|------------------------|------|--------|------|--------------------|------|--------|------|----------------------------|------|--------|------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Bolivia (Plurinational State of) | 21824 | 5515 | | | 21824 | | 26296 | | | 5851 | | 9129 |
| Bosnia and Herzegovina | | | | 979 | | | | | | | | |

Table continued....

| | | | | | | | | | | | | |
|------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Botswana | | 1082 | 300042 | 153498 | 30691 | 14659 | 25106 | 12395 | 8035 | 8157 | 4946 | 6717 |
| Brazil | 309826 | 169996 | | | | | | | | | | |
| British Virgin Islands | | | | | | | | | | | | |
| Brunei Darussalam | | | 948 | 270 | | | | | | | | |
| Bulgaria | 1108 | 365 | | 2633 | 2529 | 4632 | 5362 | 3996 | 7634 | 3646 | 11594 | 3890 |
| Burkina Faso | | 2822 | | 378 | 548301 | 464599 | 649098 | 501098 | | 373372 | | 384640 |
| Burundi | | 337 | | | 341722 | 59479 | 393264 | 78440 | | 122681 | | 105415 |
| Cambodia | | | | | 26877 | | 135251 | | 438258 | | 455121 | |
| Cameroon | | | | | | | | | | | | |
| Canada | | | | | | | | | | | | |
| Cape Verde | | | | 1 | 1058 | 592 | 737 | 347 | | 1321 | | 1347 |
| Cayman Islands | | 5 | | | | | | | | | | |
| Central African Republic | | | | | | | | | | | | |
| Chad | | | | | 271889 | 61330 | 420327 | 295355 | 239155 | | 321429 | |
| Channel Islands | | | | 14715 | | | | | | | | |
| Chile | | 19621 | | | | 55712 | | 54306 | | 7439 | | 8039 |
| China | | | | 326 | | | | | | | | |
| China, Hong Kong Special Administrative Region | | 470 | 578 | 88 | | 470 | | 1812 | | 5951 | | 7758 |
| China, Macao Special Administrative Region | 718 | 120 | | | | | | | 642 | 1165 | 356 | 979 |
| Colombia | | | | 655 | 53970 | | 52356 | | | | | |
| Comoros | | 700 | | | 13002 | 7257 | 17292 | 9563 | | 9565 | | 8993 |
| Congo | | | | 18 | | | | | | | | |

Source: UNESCO Institute for Statistics

Out-of-School Children at Different Level of Education

| Country | Pre-primary School Age | | | | Primary School Age | | | | Lower Secondary School Age | | | |
|----------------|------------------------|------|--------|------|--------------------|--------|--------|--------|----------------------------|------|--------|------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Cook Islands | | 15 | | 1071 | 84 | 15 | 44 | 45 | | | | |
| Costa Rica | | 1556 | | 1963 | | 3806 | | 2761 | | 7183 | | 7366 |
| Côte d'Ivoire | | 2259 | | | 456918 | 474044 | 673455 | 561054 | | | | |
| Croatia | | | | | 6312 | | 6448 | | 8357 | | 8022 | |
| Cuba | | | | | 7290 | 15389 | 10473 | 12925 | 7107 | 5180 | 8180 | 524 |
| Curaçao | | | | 134 | | | | | | | | |
| Cyprus | | 251 | | | 765 | 814 | 511 | 544 | 748 | | 777 | |
| Czech Republic | | | | | | | | | | | | |

Table continued....

| | | | | | | | | | | | | |
|---------------------------------------|------|-------|------|-------|---------|--------|---------|--------|---------|--------|---------|--------|
| Democratic People's Republic of Korea | | | | | | | | | | | | |
| Democratic Republic of the Congo | | | 2391 | 1576 | | | | | | | | |
| Denmark | 4531 | 3512 | | | 4783 | 3924 | 2391 | 2228 | 674 | 3261 | 353 | 2491 |
| Djibouti | | | | | 43871 | 18917 | 47064 | 21527 | | | | |
| Dominica | | | | 2189 | | | | | | | | |
| Dominican Republic | | 2856 | 6518 | | 95020 | 72141 | 86168 | 77067 | 31927 | 6995 | 29041 | 10696 |
| Ecuador | 4734 | | 7544 | | 30804 | | 21169 | | 111432 | | 112143 | |
| Egypt | 7670 | | 7546 | 14012 | 407095 | | 579451 | | | | | |
| El Salvador | 6210 | 15331 | | | 31601 | 15984 | 31540 | 14012 | 23756 | | 35349 | |
| Equatorial Guinea | | | 252 | 3637 | 9218 | | 14138 | | | | | |
| Eritrea | 259 | 3788 | 13 | 59 | 168153 | 199447 | 177036 | 205607 | 61935 | 102345 | 68928 | 110852 |
| Estonia | 17 | 181 | | | 1238 | 127 | 13 | 209 | | | | |
| Ethiopia | | | | | 2916162 | | 3497146 | | 1763381 | | 2293808 | |
| Faeroe Islands | | | | | | | | | | | | |
| Falkland Islands (Malvinas) | | | | | | | | | | | | |
| Fiji | | | | 201 | 3001 | 2161 | 2800 | 780 | 2951 | | 1482 | |
| Finland | | 474 | 3497 | 7010 | | 1089 | | 333 | 2284 | 1869 | 2095 | 1644 |

Source: UNESCO Institute for Statistics

Out-of-School Children at Different Level of Education

| Country | Pre-primary School Age | | | | Primary School Age | | | | Lower Secondary School Age | | | |
|------------------|------------------------|-------|--------|------|--------------------|--------|--------|--------|----------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| France | 6695 | 13183 | | | 12361 | 19053 | 3497 | 7010 | 33602 | | 22988 | |
| French Guiana | | | | | | | | | | | | |
| French Polynesia | | | | | | | | | | | | |
| Gabon | | | | | | | | | | | | |
| Gambia | | | 9919 | | 22641 | 50928 | 29921 | 43426 | | | | |
| Georgia | 10833 | | | | | | | | | | | |
| Germany | | | | | | | | | | | | |
| Ghana | | | | | 508668 | 256800 | 514939 | 241632 | 217639 | 41120 | 257319 | 89851 |
| Gibraltar | | | | | | | | | | | | |
| Greece | | | | | 7449 | 7882 | 5415 | 10292 | 23369 | 73 | 15763 | 2741 |
| Greenland | | | | 90 | | | | | | | | |
| Grenada | | 105 | | | | 105 | | 97 | | 345 | | 197 |
| Guadeloupe | | | | | | | | | | | | |
| Guam | | | 19887 | 2702 | | | | | | | | |

Table continued....

| | | | | | | | | | | | | |
|---------------|-------|------|-----|------|---------|---------|----------|--------|--------|---------|--------|---------|
| Guatemala | 21008 | 2818 | | | 113586 | 102283 | 167206 | 101212 | 161248 | 125246 | 214687 | 167738 |
| Guernsey | | | | 4230 | | | | | | | | |
| Guinea | | 4482 | 154 | | 331543 | 184942 | 428539 | 284935 | | | | |
| Guinea-Bissau | 111 | | 539 | | 47076 | | 64302 | | 19198 | | 30403 | |
| Guyana | 607 | | | | | | | | | | | |
| Haiti | | | | | | | | | | | | |
| Holy See | | | | 7613 | | | | | | | | |
| Honduras | | 8291 | | | 61783 | 32378 | 55703 | 24762 | | 69077 | | 59747 |
| Hungary | | | 2 | | 8917 | 7746 | 7903 | 7386 | 5125 | 2246 | 6530 | 2666 |
| Iceland | 4 | | | | | | | | 606 | | 440 | |
| India | | | | | 5637621 | 5541260 | 13416546 | 860459 | | 7178335 | | 4788365 |
| Indonesia | | | | | 1044680 | | 855416 | | | 1027498 | | 920599 |

Source: UNESCO Institute for Statistics

Out-of-School Children at Different Level of Education

| Country | Pre-primary School Age | | | | Primary School Age | | | | Lower Secondary School Age | | | |
|----------------------------------|------------------------|-------|--------|------|--------------------|-------|--------|-------|----------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Iran (Islamic Republic of) | | | | | 559438 | | 661766 | | | 35840 | | 4634 |
| Iraq | | | | 975 | 108283 | | 328460 | | 321287 | | 486560 | |
| Ireland | | 983 | | | | 2926 | | 975 | 5969 | | 3361 | |
| Isle of Man | | | 4500 | 9590 | | | | | | | | |
| Israel | 6355 | 12537 | 2954 | 2371 | 6355 | 12537 | 7397 | 9801 | | | | |
| Italy | 3121 | 4498 | | 4330 | 3121 | 4498 | 3740 | 10705 | 8216 | | 10372 | |
| Jamaica | | 4800 | | | 11080 | | 10672 | | 9115 | 18819 | 7977 | 12478 |
| Japan | | | | | | 1715 | | 1633 | | | | |
| Jersey | | | | | | | | | | | | |
| Jordan | | | | | | | | | 29394 | | 19294 | |
| Kazakhstan | | | | | 42925 | 4101 | 30594 | 1699 | | | | |
| Kenya | | | | | 925554 | | 861725 | | 119918 | | 96953 | |
| Kiribati | | | 64 | 776 | | | | | | | | |
| Kuwait | 98 | 1068 | 2047 | 2135 | 3356 | 3602 | 587 | 776 | | | | |
| Kyrgyzstan | 2122 | 2354 | | 33 | 18347 | 2354 | 18490 | 4170 | | 25633 | | 24706 |
| Lao People's Democratic Republic | | 46 | 673 | 586 | 83046 | 13965 | 106295 | 20224 | 44347 | 67943 | 72877 | 79173 |
| Latvia | 997 | 991 | | 2070 | | 1117 | | 586 | | | | |
| Lebanon | | 2759 | | 5849 | | 19407 | | 34523 | | | | |
| Lesotho | | 5947 | 19919 | | 41103 | 37695 | 27285 | 30561 | 18597 | | 6698 | |
| Liberia | 22896 | | | | | | | | | | | |
| Libya | | | | | | | | | | | | |
| Liechtenstein | | | 1731 | 77 | | | | | | | | |
| Lithuania | 2262 | 131 | | 124 | 2262 | 215 | 2062 | 77 | | 793 | | 645 |
| Luxembourg | | 202 | 3945 | | 659 | 1063 | 281 | 686 | 495 | 595 | 300 | 422 |
| Madagascar | 4394 | | | | 389529 | | 382214 | | | | | |
| Malawi | | | | | | | | | | 151180 | | 156739 |

Source: UNESCO Institute for Statistics

Out-of-School Children at Different Level of Education

| Country | Pre-primary School Age | | | | Primary School Age | | | | Lower Secondary School Age | | | |
|----------------------------------|------------------------|------|--------|------|--------------------|--------|--------|--------|----------------------------|--------|---------|--------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Maldives | 229 | 799 | | 500 | 952 | | 681 | | 938 | | 694 | |
| Mali | | 485 | | 13 | | | | | | | | |
| Malta | | 22 | | | | 393 | | 1392 | | 497 | | 1456 |
| Marshall Islands | | | | | | | | | | | | |
| Martinique | | | | | | | | | | | | |
| Mauritania | | | 4240 | 938 | 85785 | 86599 | 86978 | 74560 | | 73902 | | 73236 |
| Mauritius | 4228 | 945 | | | 4520 | 2603 | 4240 | 1306 | 3798 | | 3184 | |
| Mayotte | | | 9760 | 6409 | | | | | | | | |
| Mexico | 10376 | 8231 | | | 132765 | 215078 | 64375 | 141671 | 555782 | | 631367 | |
| Micronesia (Federated States of) | | | | | | | | | | | | |
| Monaco | | | | | | | | | | | | |
| Mongolia | | | | | 10439 | 4460 | 7833 | 6149 | 34401 | | 18516 | |
| Montenegro | | | | | | | | | | | | |
| Montserrat | | | 45803 | | | | | | | | | |
| Morocco | 108240 | | | | 405001 | 21357 | 554374 | 26645 | 372066 | | 502177 | |
| Mozambique | | | | | 674712 | 292447 | 871926 | 408894 | 290874 | 363614 | 418899 | 451391 |
| Myanmar | | | | 1133 | 225363 | | 273100 | | 1164396 | | 1171527 | |
| Namibia | | 1050 | | | 23013 | 20727 | 13638 | 14935 | 11711 | 10963 | 7694 | 7713 |
| Nauru | | | | | | | | | | | | |
| Nepal | | | | | 315185 | | 545926 | | | | | |
| Netherlands | | | | | 67 | 6228 | 5778 | 4879 | | | | |
| Netherlands Antilles | | | | | | | | | | | | |
| New Caledonia | | | 928 | 1139 | | | | | | | | |
| New Zealand | 1028 | 1229 | | | 2298 | 3355 | 1649 | 2577 | | 1856 | | 1343 |
| Nicaragua | | | | | 63065 | | 49447 | | 73278 | | 54290 | |
| Niger | | | | | 609493 | 521174 | 667999 | 657845 | | | | |

Source: UNESCO Institute for Statistics

Out-of-School Children at Different Level of Education

| Country | Pre-primary School Age | | | | Primary School Age | | | | Lower Secondary School Age | | | |
|--------------------------|------------------------|------|--------|------|--------------------|------|---------|------|----------------------------|------|--------|------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Nigeria | | | | | 2834247 | | 3794358 | | | | | |
| Niue | | | | | | | | | | | | |
| Norfolk Island | | | | | | | | | | | | |
| Northern Mariana Islands | | | 331 | 192 | | | | | | | | |
| Norway | 332 | 200 | | 2574 | 838 | 200 | 331 | 374 | 2133 | 1218 | 1549 | 838 |
| Oman | | 2607 | | | 27331 | 2607 | 24288 | 2904 | 10517 | | 12069 | |

Table continued....

| | | | | | | | | | | | | |
|-----------------------|------|-------|------|-------|-------|---------|-------|---------|-------|---------|-------|---------|
| Pakistan | | | | | | 2649285 | | 3402004 | | 2748373 | | 3097013 |
| Palau | | | 1592 | 1160 | | | | | | | | |
| Palestine | 1494 | 1041 | | 1141 | 18265 | 19081 | 18342 | 15835 | 44365 | 54332 | 36838 | 40743 |
| Panama | | 1186 | | | 8810 | 6439 | 9190 | 7880 | 19116 | | 18854 | |
| Papua New Guinea | | | | | | | | | | | | |
| Paraguay | | | | 7513 | 10243 | | 6940 | | | | | |
| Peru | | 8353 | | | | 76693 | | 68487 | 14691 | 50650 | 38863 | 37145 |
| Philippines | | | | | | 331533 | | 70648 | | 221977 | | 50066 |
| Pitcairn | | | 2962 | 2458 | | | | | | | | |
| Poland | 5113 | 4256 | | | 70316 | 32383 | 66171 | 29380 | | 28162 | | 27375 |
| Portugal | | | | 419 | | 3457 | | 3083 | | | | |
| Puerto Rico | | 594 | 57 | 284 | | 25703 | | 17824 | | 14575 | | 9577 |
| Qatar | 66 | 431 | | | 2576 | | 57 | | | | | |
| Republic of Korea | | | | 1030 | 9854 | | 73 | | | | | |
| Republic of Moldova | | 1172 | | | 8873 | 7182 | 9634 | 6710 | 13020 | 14158 | 5672 | 14285 |
| Réunion | | | | 19252 | | | | | | | | |
| Romania | | 21952 | | 51620 | 49625 | | 44872 | | 42307 | | 33693 | |
| Russian Federation | | 64770 | | | | 88993 | | 51620 | | | | |
| Rwanda | | | | | | 44784 | | 22858 | | | | |
| Saint Helena | | | | 13 | | | | | | | | |
| Saint Kitts and Nevis | | 13 | 128 | 51 | | 649 | | 526 | | 146 | | 80 |

Source: UNESCO Institute for Statistics

Out-of-School Children at Different Level of Education

| Country | Pre-primary School Age | | | | Primary School Age | | | | Lower Secondary School Age | | | |
|----------------------------------|------------------------|------|--------|------|--------------------|-------|--------|-------|----------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Saint Lucia | 109 | 68 | | | 904 | | 1389 | | 547 | 593 | 391 | 734 |
| Saint Pierre and Miquelon | | | | 200 | | | | | | | | |
| Saint Vincent and the Grenadines | | 178 | | | | 178 | | 307 | | | | |
| Saint-Barthélemy | | | | | | | | | | | | |
| Saint-Martin (French part) | | | | | | | | | | | | |
| Samoa | | | | | 1496 | | 967 | | 310 | | 23 | |
| San Marino | | | | | | | | | | | | |
| Sao Tome and Principe | | | | | | 842 | | 762 | | | | |
| Saudi Arabia | | | | | | 46856 | | 86350 | | 30746 | | 82816 |
| Senegal | | | | 214 | 316011 | | 370262 | | | | | |
| Serbia | | 230 | | | | 5855 | | 4595 | | | | |
| Seychelles | | | | | 416 | | 235 | | | | | |
| Sierra Leone | | | | | | | | | | 68412 | | 80673 |
| Singapore | | | | | | | | | | | | |

Table continued....

| | | | | | | | | | | | | |
|---------------------------|--|------|--|------|--------|-------|--------|-------|--------|-------|--------|-------|
| Sint Maarten (Dutch part) | | | | | | | | | | | | |
| Slovakia | | | | 313 | | | | | | | | |
| Slovenia | | 675 | | | 2561 | 1729 | 1426 | 1038 | 2797 | 597 | 834 | 567 |
| Solomon Islands | | | | | | | | | | | | |
| Somalia | | | | | | | | | | | | |
| South Africa | | | | | 398569 | | 189973 | | 107356 | | 113074 | |
| South Sudan | | | | 1893 | | | | | | | | |
| Spain | | 2626 | | | 4159 | 10000 | 178 | 3529 | 28013 | | 20784 | |
| Sri Lanka | | | | | | 22153 | | 39088 | | 36639 | | 31245 |
| Sudan | | | | | | | | | | | | |
| Sudan (pre-secession) | | | | 2464 | | | | | | | | |

Source: UNESCO Institute for Statistics

Out-of-School Children at Different Level of Education

| Country | Pre-primary School Age | | | Primary School Age | | | | Lower Secondary School Age | | | | |
|-------------------------------------------|------------------------|------|--------|--------------------|-------|--------|-------|----------------------------|--------|--------|--------|--------|
| | Male | | Female | Male | | Female | | Male | | Female | | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Suriname | | 2480 | | | | | 4814 | | | | 1790 | 1273 |
| Svalbard and Jan Mayen Islands | | | | | | | | | | | | |
| Swaziland | | | 530 | 719 | 32169 | 22510 | 30017 | 22729 | 13153 | 4850 | 13723 | 5616 |
| Sweden | 973 | 1035 | 745 | | 973 | 1213 | 3091 | 719 | 1237 | | 114 | |
| Switzerland | 1112 | | | 1294 | 2812 | | 745 | | 3230 | | 1471 | |
| Syrian Arab Republic | | 1456 | | | | 280507 | | 282256 | 220346 | 492889 | 260902 | 486489 |
| Tajikistan | | | | | 8440 | 3946 | 31819 | 9465 | 55183 | | 87465 | |
| Thailand | | | | | | | | | | | | |
| The former Yugoslav Republic of Macedonia | | | | 479 | 1208 | | 2102 | | | | | |
| Timor-Leste | | 498 | | | | 1996 | | 1548 | | 4732 | | 4732 |
| Togo | | | | | | | | | | | | |
| Tokelau | | | | | | | | | | | | |
| Tonga | | | 666 | | | 425 | | 190 | | 778 | | 652 |
| Trinidad and Tobago | 1038 | | | | 1677 | | 1046 | | | | | |
| Tunisia | | | | | 20937 | | 35210 | | | | | |
| Turkey | | | | | | 167248 | | 189760 | 80500 | 22808 | 413567 | 54163 |
| Turkmenistan | | | | | | | | | | | | |
| Turks and Caicos Islands | | | | | | | | | | | | |
| Tuvalu | | | | | | 110 | | 85 | | 94 | | 32 |
| Uganda | | | | | | 296808 | | 180660 | | | | |
| Ukraine | | | 557 | 1320 | | | | | | 24296 | | 19893 |
| United Arab Emirates | 769 | 1600 | | | | 12333 | | 7475 | | | | |

Source: UNESCO Institute for Statistics

Out-of-School Children at Different Level of Education

| Country | Pre-primary School Age | | | | Primary School Age | | | | Lower Secondary School Age | | | |
|------------------------------------------------------|------------------------|-------|--------|-------|--------------------|--------|---------|--------|----------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| United Kingdom of Great Britain and Northern Ireland | | | | | 1821 | | 377 | | 3039 | 23047 | 2279 | 19212 |
| United Republic of Tanzania | | | 201401 | | 1548489 | 874055 | 1494911 | 841324 | | | | |
| United States of America | 245539 | | | | 311872 | 887199 | 268623 | 886724 | | | | |
| United States Virgin Islands | | | | | | | | | | | | |
| Uruguay | | | | | | | | | | | | |
| Uzbekistan | | | | 1979 | | | | | | | | |
| Vanuatu | | 2255 | 36841 | 25921 | | | | | 1954 | | 1318 | |
| Venezuela (Bolivarian Republic of) | 40785 | 27098 | | | 226521 | 102096 | 193177 | 132355 | 220455 | 73142 | 181520 | 38140 |
| Viet Nam | | | | | | | | | | | | |
| Wallis and Futuna Islands | | | | | | | | | | | | |
| Western Sahara | | | | 6567 | | | | | | | | |
| Yemen | | 7770 | | | | 159682 | | 423470 | | | | |
| Zambia | | | | | 357221 | 178008 | 369246 | 147141 | | | | |
| Zimbabwe | | | | | 193262 | | 187415 | | 32547 | | 57233 | |

Source: UNESCO Institute for Statistics

Annexure-II

Enrolment in Pre-Primary and Primary Level of Education

| Country | Enrolment in pre-primary education | | | | Enrolment in primary education | | | |
|---------------------|------------------------------------|----------|--------|---------|--------------------------------|---------|---------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Afghanistan | 0 | 0 | | | 749360 | 3585133 | | 2401135 |
| Åland Islands | 0 | 0 | | | 0 | 0 | | |
| Albania | 82880 | 42926 | | 38939 | 146526 | 105123 | 136723 | 93774 |
| Algeria | 19917 | 0 | 18856 | | 2578705 | 1888805 | 2264608 | 1720007 |
| American Samoa | 0 | 0 | | | 0 | 0 | | |
| Andorra | 0 | 1216 | | 1207 | 0 | 2151 | | 1917 |
| Angola | 0 | 0 | | | 0 | 0 | | |
| Anguilla | 237 | 0 | 215 | | 765 | 0 | 774 | |
| Antigua and Barbuda | 1636 | 0 | | | 13025 | 0 | | |
| Argentina | 633252 | 791464 | 623457 | 775346 | 2421465 | 2448907 | 2306092 | 2342637 |
| Armenia | 52901 | 0 | | | 91873 | 74883 | 88433 | 65755 |
| Aruba | 1460 | 0 | 1349 | | 4761 | 0 | 4502 | |
| Australia | 0 | 173813 | | 160574 | 979017 | 1094170 | 926934 | 1033560 |
| Austria | 114647 | 122068.5 | 108754 | 115268 | 202299 | 168435 | 190108 | 158752 |
| Azerbaijan | 48204 | 58381 | 47360 | 51043 | 357834 | 269544 | 342302 | 228693 |
| Bahamas | 938 | 0 | 980 | | 0 | 0 | | |
| Bahrain | 7510 | 15545 | 6983 | 14740 | 39716 | 50679 | 38004 | 49023 |
| Bangladesh | 854932 | 1510570 | 838616 | 1450461 | 0 | 0 | | |
| Barbados | 2721 | 0 | 2743 | | 12507 | 0 | 11968 | |
| Belarus | 138712 | 166892 | 124499 | 152008 | 309700 | 182421 | 290032 | 173213 |

Source: UNESCO Institute for Statistics

Enrolment in Pre-Primary and Primary Level of Education

| Country | Enrolment in pre-primary education | | | | Enrolment in primary education | | | |
|----------------------------------|------------------------------------|---------|--------|---------|--------------------------------|---------|---------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Belgium | 205611 | 234266 | 194810 | 222723 | 397391 | 390327 | 376351 | 373810 |
| Belize | 1899 | 3764 | 1786 | 3636 | 23176 | 27153 | 21612 | 25420 |
| Benin | 14330 | 59433 | 13418 | 59705 | 557802 | 1091706 | 374622 | 972325 |
| Bermuda | 0 | 209 | | 180 | 0 | 2126 | | 1996 |
| Bhutan | 184 | 1958 | 174 | 1877 | 45842 | 52622 | 39250 | 51701 |
| Bolivia (Plurinational State of) | 110757 | 152749 | 107169 | 144754 | 764970 | 697636 | 727053 | 650967 |
| Bosnia and Herzegovina | 0 | 8123 | | 7340 | 0 | 83516 | | 79012 |
| Botswana | 0 | 13513 | | 13095 | 163192 | 174015 | 161091 | 166050 |
| Brazil | 0 | 2488541 | | 2381791 | 10570878 | 8755379 | 9640628 | 8005314 |
| British Virgin Islands | 274 | 0 | 277 | | 1398 | 1668 | 1385 | 1529 |
| Brunei Darussalam | 5035 | 6624 | 4908 | 6410 | 23905 | 21649 | 21523 | 20441 |

Table continued....

| | | | | | | | | |
|--------------------------|--------|--------|--------|--------|---------|---------|---------|---------|
| Bulgaria | 108998 | 121253 | 102945 | 113762 | 203828 | 131170 | 189048 | 122505 |
| Burkina Faso | 0 | 34061 | | 33260 | 504323 | 1276330 | 347837 | 1190049 |
| Burundi | 2686 | 25933 | 2539 | 26839 | 391692 | 997493 | 313093 | 1012307 |
| Cambodia | 32368 | 73047 | 32927 | 72658 | 1217450 | 1175823 | 1030659 | 1049132 |
| Cameroon | 61917 | 0 | 60449 | | 1213759 | 0 | 1023324 | |
| Canada | 260700 | 0 | 246655 | | 1256975 | 0 | 1199459 | |
| Cape Verde | 0 | 11136 | | 10916 | 46721 | 35355 | 44915 | 32390 |
| Cayman Islands | 319 | 652 | 302 | 614 | 1719 | 1987 | 1716 | 1963 |
| Central African Republic | 0 | 0 | | | 0 | 0 | | |
| Chad | 0 | 5808 | | 5120 | 568341 | 1328277 | 345206 | 1002521 |
| Channel Islands | 0 | 0 | | | 0 | 0 | | |

Source: UNESCO Institute for Statistics

Enrolment in Pre-Primary and Primary Level of Education

| Country | Enrolment in pre-primary education | | | | Enrolment in primary education | | | |
|------------------------------------------------|------------------------------------|----------|----------|----------|--------------------------------|----------|---------|----------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Chile | 229711 | 302852 | 221267 | 283764 | 926090 | 761050 | 872425 | 711298 |
| China | 12548940 | 19786322 | 10713648 | 17071302 | 0 | 53059366 | | 45811452 |
| China, Hong Kong Special Administrative Region | 0 | 86730 | | 79670 | 259716 | 167020 | 237085 | 153634 |
| China, Macao Special Administrative Region | 8480 | 6560 | 7682 | 6109 | 24900 | 11592 | 22362 | 10639 |
| Colombia | 541640 | 0 | 528842 | | 2667253 | 2435716 | 2553765 | 2272750 |
| Comoros | 1063 | 7363 | | 7473 | 51043 | 62912 | 42378 | 57274 |
| Congo | 3219 | 0 | 4735 | | 218684 | 0 | 200023 | |
| Cook Islands | 251 | 265 | 214 | 248 | 1253 | 904 | 1126 | 889 |
| Costa Rica | 37924 | 57626 | 36364 | 54818 | 286062 | 247085 | 265403 | 233040 |
| Côte d'Ivoire | 19904 | 56109 | 19053 | 55275 | 1113280 | 1627519 | 829821 | 1393898 |
| Croatia | 43954 | 0 | 40572 | | 102437 | 0 | 96647 | |
| Cuba | 239379 | 175591 | 233690 | 160318 | 546438 | 399856 | 499140 | 372167 |
| Curaçao | 0 | 0 | | | 0 | 10825 | | 9987 |
| Cyprus | 8888 | 11727 | 8419 | 11056 | 32934 | 27782 | 31018 | 26287 |
| Czech Republic | 153333 | 185909 | 145275 | 172195 | 331760 | 252387 | 313196 | 239441 |
| Democratic People's Republic of Korea | 0 | 0 | | | 0 | 0 | | |
| Democratic Republic of the Congo | 0 | 137371 | | 145641 | 0 | 6650197 | | 5950679 |
| Denmark | 130894 | 99938 | 124352 | 92254 | 197347 | 241256 | 186850 | 228312 |
| Djibouti | 96 | 0 | 118 | | 22183 | 34053 | 16008 | 29315 |
| Dominica | 912 | 982 | 1157 | 886 | 6086 | 4030 | 5688 | 3821 |

Source: UNESCO Institute for Statistics

Enrolment in Pre-Primary and Primary Level of Education

| Country | Enrolment in pre-primary education | | | | Enrolment in primary education | | | |
|-----------------------------|------------------------------------|---------|---------|---------|--------------------------------|---------|---------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Dominican Republic | 105143 | 133620 | 102851 | 133659 | 703868 | 687595 | 659741 | 603559 |
| Ecuador | 94993 | 264665 | 94414 | 261396 | 981808 | 1069371 | 943612 | 1033288 |
| Egypt | 185683 | 489025 | 168752 | 445895 | 4219552 | 5741792 | 3727936 | 5360914 |
| El Salvador | 101815 | 115046 | 101318 | 112766 | 493763 | 426542 | 455314 | 390733 |
| Equatorial Guinea | 8170 | 0 | 8484 | | 40408 | 0 | 32969 | |
| Eritrea | 6181 | 23797 | 5704 | 22691 | 162996 | 192118 | 132945 | 157534 |
| Estonia | 27104 | 0 | 25418 | | 64299 | 38905 | 59107 | 36739 |
| Ethiopia | 51781 | 0 | 47929 | | 3554988 | 0 | 2292271 | |
| Faeroe Islands | 0 | 0 | | | 0 | 0 | | |
| Falkland Islands (Malvinas) | 0 | 0 | | | 0 | 0 | | |
| Fiji | 3303 | 0 | 3205 | | 59595 | 54099 | 55115 | 50938 |
| Finland | 64711 | 99567 | 61919 | 94885 | 198759 | 178723 | 189304 | 169709 |
| France | 1237693 | 1309926 | 1179031 | 1250848 | 1997478 | 2137608 | 1887082 | 2033395 |
| French Guiana | 0 | 0 | | | 0 | 0 | | |
| French Polynesia | 0 | 0 | | | 0 | 0 | | |
| Gabon | 0 | 0 | | | 0 | 0 | | |
| Gambia | 0 | 37007 | | 38865 | 93570 | 126230 | 81056 | 129727 |
| Georgia | 38099 | 0 | 35857 | | 153000 | 153095 | 145352 | 134248 |
| Germany | 1203067 | 1139125 | 1094754 | 1067998 | 1881749 | 1487716 | 1774110 | 1402752 |
| Ghana | 276411 | 807738 | 270605 | 796767 | 1352998 | 2096218 | 1207888 | 2009695 |
| Gibraltar | 202 | 0 | 185 | | 1231 | 0 | 1135 | |
| Greece | 75580 | 86141 | 72301 | 80932 | 332858 | 326409 | 312455 | 307125 |

Source: UNESCO Institute for Statistics

Enrolment in Pre-Primary and Primary Level of Education

| Country | Enrolment in pre-primary education | | | | Enrolment in primary education | | | |
|---------------|------------------------------------|--------|--------|--------|--------------------------------|---------|--------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Greenland | 0 | 0 | | | 0 | 0 | | |
| Grenada | 0 | 1892 | | 1755 | 8292 | 6767 | 7886 | 6181 |
| Guadeloupe | 0 | 0 | | | 0 | 0 | | |
| Guam | 0 | 0 | | | 0 | 0 | | |
| Guatemala | 178873 | 257036 | 172952 | 251623 | 1015881 | 1292986 | 893508 | 1206090 |
| Guernsey | 0 | 0 | | | 0 | 0 | | |
| Guinea | 0 | 0 | | | 475719 | 909792 | 314778 | 756364 |
| Guinea-Bissau | 2027 | 0 | 2132 | | 89540 | 0 | 60501 | |
| Guyana | 18794 | 0 | 18209 | | 55970 | 0 | 52939 | |
| Haiti | 0 | 0 | | | 0 | 0 | | |
| Holy See | 0 | 0 | | | 0 | 0 | | |

Table continued....

| | | | | | | | | |
|----------------------------|---------|---------|---------|---------|----------|----------|----------|----------|
| Honduras | 59720 | 120618 | 60421 | 118661 | 551570 | 604333 | 543222 | 574689 |
| Hungary | 189319 | 175747 | 177552 | 164457 | 258298 | 199038 | 242648 | 186428 |
| Iceland | 6087 | 0 | 5750 | | 16171 | 0 | 15111 | |
| India | 9074987 | 4049034 | 8768955 | 3327344 | 64103289 | 70649443 | 49509252 | 70505309 |
| Indonesia | 1046114 | 2430782 | 1048381 | 2627295 | 14682064 | 15519856 | 13826900 | 14589500 |
| Iran (Islamic Republic of) | 125700 | 238476 | 125856 | 231089 | 4348771 | 3982595 | 3938766 | 3874945 |
| Iraq | 36895 | 0 | 35259 | | 2038510 | 0 | 1600852 | |
| Ireland | 0 | 39754 | | 38302 | 231592 | 270498 | 218046 | 257270 |
| Isle of Man | 0 | 0 | | | 0 | 0 | | |
| Israel | 153519 | 257064 | 144999 | 242376 | 348139 | 434883 | 328537 | 413838 |
| Italy | 809750 | 874635 | 764284 | 811460 | 1457191 | 1475273 | 1379142 | 1385684 |
| Jamaica | 71877 | 67559 | 72740 | 65190 | 166108 | 141177 | 160739 | 132054 |

Source: UNESCO Institute for Statistics

Enrolment in Pre-Primary and Primary Level of Education

| Country | Enrolment in pre-primary education | | | | Enrolment in primary education | | | |
|----------------------------------|------------------------------------|---------|--------|--------|--------------------------------|---------|---------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Japan | 2982587 | 2910036 | | 0 | 3857490 | 3486572 | 3671417 | 3315144 |
| Jersey | 0 | 0 | | | 0 | 0 | | |
| Jordan | 42975 | 0 | 37282 | | 370134 | 0 | 353374 | |
| Kazakhstan | 113329 | 366160 | 102013 | 344849 | 613123 | 541312 | 595197 | 515604 |
| Kenya | 613930 | 0 | 610516 | | 2548493 | 0 | 2486365 | |
| Kiribati | 0 | 0 | | | 7623 | 0 | 6943 | |
| Kuwait | 30599 | 42646 | 29067 | 40398 | 71570 | 121685 | 68612 | 117546 |
| Kyrgyzstan | 23447 | 62105 | 22211 | 60847 | 238228 | 214773 | 227368 | 204291 |
| Lao People's Democratic Republic | 18309 | 65006 | 19477 | 64613 | 455807 | 459052 | 375714 | 419231 |
| Latvia | 29640 | 40898 | 26945 | 38783 | 69551 | 58643 | 65368 | 55448 |
| Lebanon | 77064 | 89169 | 72079 | 83235 | 210091 | 243907 | 194078 | 227719 |
| Lesotho | 15216 | 27512 | 15324 | 28413 | 202760 | 188050 | 207985 | 181419 |
| Liberia | 82215 | 0 | 72908 | | 288227 | 0 | 208026 | |
| Libya | 0 | 0 | | | 0 | 0 | | |
| Liechtenstein | 0 | 0 | | | 0 | 0 | | |
| Lithuania | 48782 | 47956 | 44662 | 45613 | 111961 | 56007 | 106220 | 53021 |
| Luxembourg | 13452 | 8429 | | 8059 | 16503 | 18134 | 15955 | 17116 |
| Madagascar | 25267 | 122271 | 25815 | 126479 | 1126309 | 2260218 | 1082012 | 2222812 |
| Malawi | 0 | 0 | | | 1377945 | 1962792 | 1316700 | 1988819 |
| Malaysia | 549754 | 438839 | | 427871 | 1552200 | 1665981 | 1473777 | 1579901 |
| Maldives | 6570 | 11364 | 6324 | 11117 | 37758 | 19635 | 35764 | 18548 |
| Mali | 10854 | 41369 | 10960 | 41825 | 589409 | 2068714 | 427166 | |

Source: UNESCO Institute for Statistics

Enrolment in Pre-Primary and Primary Level of Education

| Country | Enrolment in pre-primary education | | | | Enrolment in primary education | | | |
|----------------------------------|------------------------------------|---------|---------|---------|--------------------------------|---------|---------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Malta | 5245 | 4602 | 4794 | 4299 | 17605 | 12126 | 16656 | 11529 |
| Marshall Islands | 0 | 0 | | | 0 | 0 | | |
| Martinique | 0 | 0 | | | 0 | 0 | | |
| Mauritania | 0 | 0 | | | 183641 | 281859 | 172181 | 287094 |
| Mauritius | 19677 | 15902 | 19555 | 15517 | 68711 | 55192 | 66526 | 53905 |
| Mayotte | 0 | 0 | | | 0 | 0 | | |
| Mexico | 1709538 | 2411991 | 1684203 | 2360621 | 7570931 | 7582156 | 7194672 | 7255048 |
| Micronesia (Federated States of) | 0 | 0 | | | 0 | 0 | | |
| Monaco | 474 | 449 | 480 | 402 | 1035 | 875 | 973 | 878 |
| Mongolia | 39438 | 0 | 39192 | | 126221 | 125729 | 127220 | 119658 |
| Montenegro | 0 | 0 | | | 0 | 0 | | |
| Montserrat | 72 | 0 | 51 | | 215 | 0 | 168 | |
| Morocco | 524346 | 391484 | 277879 | 293823 | 2025401 | 2106004 | 1644204 | 1915048 |
| Mozambique | 0 | 0 | | | 1449558 | 2897080 | 1094262 | 2629414 |
| Myanmar | 0 | 0 | | | 2464085 | 0 | 2393870 | |
| Namibia | 0 | 12209 | | 12536 | 194626 | 216658 | 194808 | 208584 |
| Nauru | 355 | 0 | 290 | | 739 | 0 | 850 | |
| Nepal | 0 | 546323 | | 506731 | 2168981 | 2266723 | 1611333 | 2309970 |
| Netherlands | 0 | 266839 | | 254467 | 660679 | 644723 | 617902 | 610127 |
| Netherlands Antilles | 3675 | 0 | 3556 | | 12853 | 0 | 12058 | |
| New Caledonia | 0 | 0 | | | 0 | 0 | | |
| New Zealand | 51974 | 63648 | 48977 | 61780 | 184960 | 180718 | 174595 | 172567 |

Source: UNESCO Institute for Statistics

Enrolment in Pre-Primary and Primary Level of Education

| Country | Enrolment in pre-primary education | | | | Enrolment in primary education | | | |
|--------------------------|------------------------------------|---------|---------|---------|--------------------------------|----------|---------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Nicaragua | 83447 | 0 | 83439 | | 423928 | 0 | 414509 | |
| Niger | 5197 | 65952 | 5163 | 67035 | 351469 | 1197617 | 228017 | 968651 |
| Nigeria | 0 | 0 | | | 10738029 | 0 | 8413413 | |
| Niue | 0 | 0 | | | 250 | 0 | | |
| Norfolk Island | 0 | 0 | | | 0 | 0 | | |
| Northern Mariana Islands | 0 | 0 | | | 0 | 0 | | |
| Norway | 71123 | 94237 | 71123 | 89460 | 215182 | 217155 | 204623 | 207838 |
| Oman | 0 | 29434 | | 29066 | 164412 | 158556 | 151564 | 161768 |
| Pakistan | 3097498 | 3856020 | 2062970 | 3165455 | 8513570 | 10081328 | 5473628 | 8068906 |
| Palau | 310 | 288 | 322 | 293 | 1015 | 891 | 927 | 763 |

Table continued....

| | | | | | | | | |
|-------------------|--------|--------|--------|--------|----------|---------|---------|---------|
| Palestine | 40600 | 57264 | 36802 | 54318 | 198310 | 219178 | 189853 | 211231 |
| Panama | 28915 | 52063 | 28078 | 50355 | 207445 | 225488 | 192963 | 210485 |
| Papua New Guinea | 0 | 0 | | | 308558 | 0 | 251259 | |
| Paraguay | 66005 | 0 | 65171 | | 500494 | 0 | 465982 | |
| Peru | 534758 | 762878 | 526549 | 739712 | 2210942 | 1812901 | 2127138 | 1732202 |
| Philippines | 514113 | 0 | | | 12707788 | 7535653 | | 6924724 |
| Pitcairn | 0 | 0 | | | 0 | 0 | | |
| Poland | 469080 | 625903 | 450037 | 590564 | 1712055 | 1107376 | 1606667 | 1053485 |
| Portugal | 118349 | 138929 | 112262 | 127737 | 423938 | 360993 | 387058 | 332052 |
| Puerto Rico | 0 | 37897 | | 36632 | 0 | 136291 | | 127443 |
| Qatar | 4681 | 17030 | 4149 | 16174 | 31634 | 54292 | 29433 | 52509 |
| Republic of Korea | 0 | 0 | | | 2136252 | 1543133 | 1894161 | 1415740 |

Source: UNESCO Institute for Statistics

Enrolment in Pre-Primary and Primary Level of Education

| Country | Enrolment in pre-primary education | | | | Enrolment in primary education | | | |
|----------------------------------|------------------------------------|--------|---------|--------|--------------------------------|---------|---------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Republic of Moldova | 44074 | 65366 | 40683 | 60042 | 129359 | 71215 | 122834 | 67067 |
| Réunion | 0 | 0 | | | 0 | 0 | | |
| Romania | 311163 | 297457 | 305150 | 283687 | 612806 | 0 | 576252 | |
| Russian Federation | 2229400 | 0 | 1995500 | | 3155700 | 2885762 | 2982600 | 2765968 |
| Rwanda | 0 | 69418 | | 73053 | 721864 | 1183306 | 709793 | 1218858 |
| Saint Helena | 0 | 0 | | | 0 | 0 | | |
| Saint Kitts and Nevis | 0 | 817 | | 740 | 3556 | 2789 | 3366 | 2800 |
| Saint Lucia | 2142 | 1659 | 2146 | 1723 | 12848 | 9156 | 12499 | 8592 |
| Saint Pierre and Miquelon | 0 | 0 | | | 0 | 0 | | |
| Saint Vincent and the Grenadines | 0 | 1430 | | 1441 | 9939 | 7058 | 9244 | 6551 |
| Saint-Barthélemy | 0 | 0 | | | 0 | 0 | | |
| Saint-Martin (French part) | 0 | 0 | | | 0 | 0 | | |
| Samoa | 2495 | 0 | 2897 | | 14548 | 0 | 13478 | |
| San Marino | 507 | 0 | 455 | | 649 | 0 | 600 | |
| Sao Tome and Principe | 0 | 3818 | | 4063 | 0 | 17718 | | 17015 |
| Saudi Arabia | 0 | 97083 | | 149302 | 0 | 1866003 | | 1769776 |
| Senegal | 12458 | 0 | 12934 | | 598191 | 0 | 509521 | |
| Serbia | 85027 | 80652 | 79722 | 76238 | 179850 | 148054 | 170969 | 140142 |
| Seychelles | 1585 | 1458 | 1480 | 1482 | 5081 | 4393 | 4944 | 4289 |
| Sierra Leone | 16520 | 25792 | | 28346 | 228636 | 648768 | 214279 | 651044 |
| Singapore | 0 | 0 | | | 0 | 0 | | |
| Sint Maarten (Dutch part) | 0 | 0 | | | 0 | 0 | | |

Source: UNESCO Institute for Statistics

Enrolment in Pre-Primary and Primary Level of Education

| Country | Enrolment in pre-primary education | | | | Enrolment in primary education | | | |
|-------------------------------------------|------------------------------------|---------|---------|---------|--------------------------------|---------|---------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Slovakia | 88447 | 80032 | 75544 | 74648 | 159251 | 109043 | 150148 | 102364 |
| Slovenia | 32091 | 30269 | 26132 | 27965 | 44109 | 56155 | 42741 | 53063 |
| Solomon Islands | 6794 | 23119 | 6318 | 21890 | 30942 | 52103 | 26422 | 48414 |
| Somalia | 0 | 0 | | | 0 | 0 | | |
| South Africa | 160623 | 414625 | 160014 | 408106 | 3828760 | 3639211 | 3616042 | 3424638 |
| South Sudan | 0 | 0 | | | 0 | 0 | | |
| Spain | 0 | 755666 | | 709905 | 1311609 | 1502127 | 1228386 | 1432521 |
| Sri Lanka | 0 | 170210 | | 165231 | 0 | 897676 | | 869646 |
| Sudan | 0 | 0 | | | 0 | 0 | | |
| Sudan (pre-secession) | 203642 | 0 | 182863 | | 1407885 | 0 | 1158618 | |
| Suriname | 0 | 9304 | | 9167 | 0 | 35978 | | 33432 |
| Svalbard and Jan Mayen Islands | 0 | 0 | | | 0 | 0 | | |
| Swaziland | 0 | 0 | | | 110444 | 125506 | 103542 | 113513 |
| Sweden | 175332 | 221601 | 165618 | 208067 | 393080 | 366042 | 382626 | 367370 |
| Switzerland | 81226 | 0 | 76525 | | 276638 | 0 | 261734 | |
| Syrian Arab Republic | 61458 | 45015 | 54155 | 41642 | 1470800 | 803207 | 1304122 | 744109 |
| Tajikistan | 28339 | 41945 | 23275 | 32503 | 363642 | 344582 | 328249 | 320348 |
| Thailand | 1401538 | 1452987 | 1350752 | 1351095 | 3154804 | 2558487 | 2945843 | 2396133 |
| The former Yugoslav Republic of Macedonia | 17944 | 0 | 16935 | | 65377 | 0 | 61229 | |
| Timor-Leste | 0 | 6557 | | 6499 | 0 | 127828 | | 118703 |
| Togo | 4603 | 42588 | 4829 | 44092 | 514001 | 731115 | 400918 | 681241 |
| Tokelau | 49 | 0 | 36 | | 128 | 0 | 119 | |
| Tonga | 0 | 0 | | | 8909 | 8994 | 7788 | 8257 |

Source: UNESCO Institute for Statistics

Enrolment in Pre-Primary and Primary Level of Education

| Country | Enrolment in pre-primary education | | | | Enrolment in primary education | | | |
|--------------------------|------------------------------------|--------|--------|--------|--------------------------------|---------|---------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Trinidad and Tobago | 11407 | 0 | 11191 | | 85846 | 0 | 82686 | |
| Tunisia | 44406 | 105181 | 41134 | 106753 | 743166 | 552260 | 670629 | 511031 |
| Turkey | 131811 | 562179 | 119785 | 515754 | 3480016 | 2862730 | 3082074 | 2731180 |
| Turkmenistan | 0 | 0 | | | 0 | 0 | | |
| Turks and Caicos Islands | 438 | 0 | 513 | | 1055 | 0 | 963 | |
| Tuvalu | 0 | 317 | | 291 | 787 | 636 | 730 | 565 |
| Uganda | 0 | 213459 | | 216966 | 3395554 | 4219326 | 3163459 | 4240010 |
| Ukraine | 547736 | 0 | 507171 | | 1067874 | 836363 | 1010825 | 802134 |

Table continued....

| | | | | | | | | |
|------------------------------------------------------|---------|----------|---------|----------|----------|----------|----------|----------|
| United Arab Emirates | 34146 | 74596 | 31689 | 70805 | 142430 | 193085 | 130714 | 183564 |
| United Kingdom of Great Britain and Northern Ireland | 605786 | 658250.8 | 577464 | 599923.4 | 2371474 | 2367760 | 2260149 | 2254398 |
| United Republic of Tanzania | 0 | 512798 | | 513668 | 2212473 | 4066287 | 2169937 | 4165626 |
| United States of America | 3615507 | 4457677 | 3494559 | 4263450 | 12888062 | 12521687 | 12085114 | 11895966 |
| United States Virgin Islands | 0 | 0 | | | 0 | 0 | | |
| Uruguay | 53535 | 0 | 52514 | | 185741 | 0 | 175093 | |
| Uzbekistan | 318099 | 0 | 290418 | | 1325806 | 0 | 1276147 | |
| Vanuatu | 0 | 6950 | | 6393 | 18699 | 23297 | 16975 | 20884 |
| Venezuela (Bolivarian Republic of) | 405255 | 676594 | 395630 | 652492 | 1712876 | 1811409 | 1614921 | 1708110 |
| Viet Nam | 1100496 | 1923692 | 1023646 | 1627390 | 5262139 | 3764429 | 4800886 | 3438338 |
| Wallis and Futuna Islands | 0 | 0 | | | 0 | 0 | | |
| Yemen | 0 | 15966 | | 13493 | 0 | 2144417 | | 1730324 |
| Zambia | 0 | 0 | | | 825313 | 1540781 | 764231 | 1534380 |
| Zimbabwe | 216527 | 0 | 220927 | | 1251921 | 0 | 1208748 | |

Source: UNESCO Institute for Statistics

Annexure-III

Enrolment in Lower Secondary, Upper Secondary and Secondary (at an aggregate) Education

| Country | Enrolment in lower secondary education, both sexes (number) | | | | Enrolment in Upper secondary education, both sexes (number) | | | | Enrolment in secondary education, both sexes (number) | | | |
|---------------------|-------------------------------------------------------------|---------|---------|---------|-------------------------------------------------------------|---------|---------|---------|-------------------------------------------------------|----------|---------|---------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Afghanistan | 0 | 1015986 | | 553167 | 0 | 648235 | | 321032 | 0 | 1664221 | | 874199 |
| Åland Islands | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Albania | 134135 | 100327 | 126583 | 91613 | 54265 | 83534 | 50681 | 70891 | 188400 | 183861 | 177264 | 162504 |
| Algeria | 1097450 | 0 | 962680 | | 394159 | 0 | 539969 | | 1491609 | 0 | 1502649 | |
| American Samoa | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Andorra | 0 | 1614 | | 1465 | 0 | 590 | | 570 | 0 | 2204 | | 2035 |
| Angola | 142063 | 0 | 127460 | | 51958 | 0 | 33503 | | 194021 | 0 | 160963 | |
| Anguilla | 356 | 0 | 323 | | 186 | 0 | 234 | | 542 | 0 | 557 | |
| Antigua and Barbuda | 1680 | 0 | 1608 | | 945 | 0 | 1043 | | 2625 | 0 | 2651 | |
| Argentina | 1035913 | 1353360 | 1013337 | 1329986 | 664715 | 805530 | 713766 | 917170 | 1700628 | 2158890 | 1727103 | 2247156 |
| Armenia | 149257 | 77215 | 158513 | 68267 | 47110 | 53777 | 54543 | 53169 | 196367 | 130992 | 213056 | 121436 |
| Aruba | 1540 | 0 | 1519 | | 1518 | 0 | 1601 | | 3058 | 0 | 3120 | |
| Australia | 645181 | 683536 | 622791 | 620921 | 678293 | 581612 | 643209 | 497956 | 1323474 | 1265148 | 1266000 | 1118877 |
| Austria | 195446 | 172705 | 185143 | 163955 | 196019 | 1956051 | 172051 | 174236 | 391465 | 368310.1 | 357194 | 338191 |
| Azerbaijan | 367462 | 316964 | 353514 | 272623 | 0 | 194379 | | 175426 | 0 | 511343 | | 448049 |
| Bahamas | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Bahrain | 17286 | 23330 | 16883 | 21860 | 12853 | 22231 | 14036 | 21445 | 30139 | 45561 | 30919 | 43305 |
| Bangladesh | 2931630 | 3560775 | 3199873 | 3968589 | 2265987 | 2975107 | 1931575 | 2809606 | 5197617 | 6535882 | 5131448 | 6778195 |
| Barbados | 6142 | 0 | 5833 | | 4312 | 0 | 4729 | | 10454 | 0 | 10562 | |
| Belarus | 403866 | 231074 | 382470 | 218844 | 0 | 112493 | | 98426 | 0 | 343567 | | 317270 |
| Belgium | 180171 | 215429 | 192308 | 217448 | 335565 | 361679 | 349492 | 412018 | 515736 | 577108 | 541800 | 629466 |
| Belize | 9172 | 13922 | 9119 | 14091 | 2243 | 4109 | 2701 | 4656 | 11415 | 18031 | 11820 | 18747 |
| Benin | 124365 | 374038 | 58815 | 273188 | 33421 | 151208 | 12627 | 70556 | 157786 | 525246 | 71442 | 343744 |
| Bermuda | 0 | 982 | | 1022 | 0 | 977 | | 1194 | 0 | 1959 | | 2216 |
| Bhutan | 12878 | 24833 | 10423 | 26766 | 1299 | 8881 | 641 | 8295 | 14177 | 33714 | 11064 | 35061 |

Source: UNESCO Institute for Statistics

Enrolment in Lower Secondary, Upper Secondary and Secondary (at an aggregate) Education

| Country | Enrolment in lower secondary education, both sexes (number) | | | | Enrolment in Upper secondary education, both sexes (number) | | | | Enrolment in secondary education, both sexes (number) | | | |
|----------------------------------|-------------------------------------------------------------|--------|--------|--------|-------------------------------------------------------------|--------|--------|--------|-------------------------------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Bolivia (Plurinational State of) | 192149 | 232548 | 186119 | 214802 | 261720 | 334193 | 236853 | 331179 | 453869 | 566741 | 422972 | 545981 |
| Bosnia and Herzegovina | 0 | 72780 | | 69573 | 0 | 84420 | | 82242 | 0 | 157200 | | 151815 |

Table continued....

| | | | | | | | | | | | | |
|------------------------------------------------|----------|----------|---------|----------|----------|----------|--------|----------|----------|----------|---------|----------|
| Botswana | 55051 | 59902 | 59377 | 60696 | 24463 | 30480 | 24110 | 33402 | 79256 | 90382 | 83745 | 94098 |
| Brazil | 8426107 | 7637032 | 8508979 | 7294767 | 0 | 4621835 | | 5327748 | 0 | 12258867 | | 12622515 |
| British Virgin Islands | 550 | 674 | 531 | 648 | 202 | 289 | 230 | 366 | 745 | 963 | 768 | 1014 |
| Brunei Darussalam | 10632 | 8045 | 9651 | 7386 | 7005 | 18532 | 7921 | 17775 | 17637 | 26577 | 17572 | 25161 |
| Bulgaria | 194325 | 124541 | 172730 | 110935 | 166638 | 148817 | 162380 | 135276 | 360963 | 273358 | 335110 | 246211 |
| Burkina Faso | 90201 | 328659 | 61570 | 285230 | 25601 | 90819 | 12317 | 57737 | 115802 | 419478 | 73887 | 342967 |
| Burundi | 0 | 203367 | | 177925 | 19158 | 67068 | 11423 | 42498 | 0 | 270435 | | 220423 |
| Cambodia | 151850 | 278789 | 82963 | 270227 | 76894 | 0 | 39650 | | 228744 | 0 | 122613 | |
| Cameroon | 0 | 657812 | | 556496 | 0 | 324403 | | 274138 | 699669 | 982215 | | 830634 |
| Canada | 621242 | 0 | 588094 | | 660270 | 0 | 649474 | | 1281512 | 0 | 1237568 | |
| Cape Verde | 0 | 18417 | | 19140 | 0 | 10773 | | 13967 | 44715 | 29190 | | 33107 |
| Cayman Islands | 635 | 940 | 602 | 947 | 554 | 754 | 551 | 746 | 1189 | 1694 | 1153 | 1693 |
| Central African Republic | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Chad | 75122 | 0 | 22481 | | 31809 | 108379 | 7857 | 39850 | 106931 | 0 | 30338 | |
| Channel Islands | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Chile | 284654 | 269794 | 272425 | 256413 | 414831 | 525771 | 419373 | 519396 | 699485 | 795565 | 691798 | 775809 |
| China | 58232279 | 25598944 | | 22762238 | 23255681 | 24073804 | | 21889429 | 81487960 | 49672748 | | 44651667 |
| China, Hong Kong Special Administrative Region | 121981 | 105262 | 113893 | 95348 | 0 | 123985 | | 114498 | 0 | 229247 | | 209846 |
| China, Macao Special Administrative Region | 11887 | 8742 | 11628 | 7858 | 5628 | 8873 | 6224 | 8448 | 17515 | 17615 | 17852 | 16306 |
| Colombia | 1292302 | 1775430 | 1344874 | 1773905 | 437822 | 631864 | 493891 | 728825 | 1730124 | 2407294 | 1838765 | 2502730 |
| Comoros | 11134 | 22053 | 9023 | 22178 | 0 | 11767 | | 11766 | 0 | 33820 | | 33944 |
| Congo | 78201 | 0 | 55779 | | 0 | 0 | | | 0 | 0 | | |

Source: UNESCO Institute for Statistics

Enrolment in Lower Secondary, Upper Secondary and Secondary (at an aggregate) Education

| Country | Enrolment in lower secondary education, both sexes (number) | | | | Enrolment in Upper secondary education, both sexes (number) | | | | Enrolment in secondary education, both sexes (number) | | | |
|---------------------------------------|-------------------------------------------------------------|--------|--------|--------|-------------------------------------------------------------|--------|--------|--------|-------------------------------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Cook Islands | 619 | 571 | 582 | 571 | 223 | 291 | 280 | 313 | 842 | 862 | 862 | 884 |
| Costa Rica | 92275 | 152736 | 92788 | 144321 | 33479 | 69421 | 37101 | 80802 | 125754 | 222157 | 129889 | 225123 |
| Côte d'Ivoire | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Croatia | 110103 | 0 | 104281 | | 97522 | 0 | 98501 | | 207625 | 0 | 202782 | |
| Cuba | 260778 | 216400 | 245507 | 200563 | 134848 | 188402 | 148794 | 181932 | 395626 | 404802 | 394301 | 382495 |
| Curaçao | 0 | 2151 | | 2087 | 0 | 3359 | | 3622 | 0 | 5510 | | 5709 |
| Cyprus | 16934 | 14663 | 15811 | 14002 | 15302 | 16441 | 15630 | 15687 | 32236 | 31104 | 31441 | 29689 |
| Czech Republic | 267521 | 187718 | 257381 | 177447 | 218310 | 222189 | 214551 | 213960 | 485831 | 409907 | 471932 | 391407 |
| Democratic People's Republic of Korea | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |

Table continued....

| | | | | | | | | | | | | |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Democratic Republic of the Congo | 0 | 1076261 | | 734905 | 0 | 1396968 | | 787497 | 0 | 2473229 | | 1522402 |
| Denmark | 104960 | 124919 | 102023 | 119148 | 107843 | 156760 | 111323 | 154451 | 212803 | 281679 | 213346 | 273599 |
| Djibouti | 7317 | 20694 | 4746 | 15931 | 2282 | 11954 | 1467 | 8576 | 9599 | 32648 | 6213 | 24507 |
| Dominica | 2643 | 0 | 2811 | | | 861 | 1121 | 1114 | 1171 | 3504 | 0 | 3925 |
| Dominican Republic | 115325 | 171012 | 130936 | 174177 | 180386 | 269376 | 226911 | 305198 | 295711 | 440388 | 357847 | 479375 |
| Ecuador | 268916 | 516606 | 254361 | 511325 | 192916 | 395572 | 201052 | 411197 | 461832 | 912178 | 455413 | 922522 |
| Egypt | 2540045 | 2443560 | 2239847 | 2318869 | 1710645 | 1772035 | 1537633 | 1617889 | 4250690 | 4215595 | 3777480 | 3936758 |
| El Salvador | 139634 | 202543 | 131225 | 193241 | 74290 | 106336 | 75810 | 109455 | 213924 | 308879 | 207035 | 302696 |
| Equatorial Guinea | 12873 | 0 | 5854 | | 1508 | 0 | 470 | | 14381 | 0 | 6324 | |
| Eritrea | 41033 | 86586 | 33284 | 68940 | 38550 | 64547 | 22342 | 48561 | 79583 | 151133 | 55626 | 117501 |
| Estonia | 31504 | 19444 | 29779 | 17502 | 27020 | 22290 | 28583 | 21604 | 58524 | 41734 | 58362 | 39106 |
| Ethiopia | 582607 | 0 | 400018 | | 134264 | 0 | 77812 | | 716871 | 0 | 477830 | |
| Faeroe Islands | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Falkland Islands (Malvinas) | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Fiji | 32921 | 33815 | 33167 | 31131 | 15286 | 0 | 16466 | | 48207 | 0 | 49633 | |
| Finland | 100998 | 92586 | 97027 | 88832 | 140728 | 171280 | 155342 | 188323 | 241726 | 263866 | 252369 | 277155 |

Source: UNESCO Institute for Statistics

Enrolment in Lower Secondary, Upper Secondary and Secondary (at an aggregate) Education

| Country | Enrolment in lower secondary education, both sexes (number) | | | | Enrolment in Upper secondary education, both sexes (number) | | | | Enrolment in secondary education, both sexes (number) | | | |
|---------------|-------------------------------------------------------------|----------|----------|----------|-------------------------------------------------------------|----------|----------|----------|-------------------------------------------------------|----------|----------|----------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Gabon | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Gambia | 22605 | 42404 | 15813 | 42421 | 0 | 0 | | | 0 | 0 | | |
| Georgia | 176020 | 77669 | 169734 | 68269 | 51094 | 74922 | 46795 | 71736 | 227114 | 152591 | 216529 | 140005 |
| Germany | 2845120 | 2437807 | 2715131 | 2275899 | 1445322 | 1394560 | 1301704 | 1181121 | 4290442 | 3832367 | 4016835 | 3457020 |
| Ghana | 455154 | 759902 | 377865 | 692701 | 136602 | 498087 | 86995 | 405996 | 591756 | 1257989 | 464860 | 1098697 |
| Gibraltar | 392 | 0 | 349 | | 371 | 0 | 359 | | 763 | 0 | 708 | |
| Greece | 191770 | 169254 | 174686 | 154655 | 182174 | 192319 | 190114 | 178705 | 373944 | 361573 | 364800 | 333360 |
| Greenland | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Grenada | 0 | 3176 | | 2885 | 0 | 1981 | | 1985 | 0 | 5157 | | 4870 |
| Guadeloupe | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Guam | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Guatemala | 186828 | 410122 | 156205 | 354293 | 80974 | 197853 | 79877 | 197440 | 267802 | 607975 | 236082 | 551733 |
| Guernsey | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Guinea | 117088 | 0 | 43885 | | 28949 | 0 | 8712 | | 0 | 0 | | |
| Guinea-Bissau | 12787 | 0 | 7085 | | 3836 | 0 | 2072 | | 16623 | 0 | 9157 | |
| Guyana | 0 | 0 | | | 8714 | 0 | 9503 | | 0 | 0 | | |
| Haiti | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Holy See | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Honduras | 0 | 190965 | | 208338 | 0 | 105174 | | 138177 | 0 | 296139 | | 346515 |
| Hungary | 261576 | 202454 | 245303 | 187867 | 248262 | 253508 | 246714 | 246930 | 509838 | 455962 | 492017 | 434797 |
| Iceland | 5934 | 0 | 5814 | | 9914 | 0 | 10471 | | 15848 | 0 | 16285 | |
| India | 25082351 | 32839670 | 16982847 | 31332186 | 17835129 | 29758428 | 11130188 | 25470248 | 42917480 | 62598098 | 28113035 | 56802434 |
| Indonesia | 9413228 | 6340692 | | 6199013 | 5307162 | 5255050 | | 4527739 | 7586390 | 11595742 | 7134000 | 10726752 |

Source: UNESCO Institute for Statistics

Enrolment in Lower Secondary, Upper Secondary and Secondary (at an aggregate) Education

| Country | Enrolment in lower secondary education, both sexes (number) | | | | Enrolment in Upper secondary education, both sexes (number) | | | | Enrolment in secondary education, both sexes (number) | | | |
|----------------------------------|-------------------------------------------------------------|---------|---------|---------|-------------------------------------------------------------|---------|---------|---------|-------------------------------------------------------|---------|---------|---------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Iran (Islamic Republic of) | 2828768 | 1128539 | 2343748 | 1016900 | 2422270 | 1947837 | 2359981 | 1775252 | 5251038 | 3076376 | 4703729 | 2792152 |
| Iraq | 533682 | 0 | 305112 | | 237339 | 0 | 148120 | | 771021 | 0 | 453232 | |
| Ireland | 94219 | 97364 | 91820 | 92179 | 72741 | 76608 | 79467 | 76793 | 166960 | 173972 | 171287 | 168972 |
| Isle of Man | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Israel | 156184 | 201263 | 149016 | 191966 | 176902 | 181213 | 167495 | 177488 | 333086 | 382476 | 316511 | 369454 |
| Italy | 930728 | 946374 | 882988 | 867488 | 1369550 | 1434073 | 1221065 | 1346367 | 2300278 | 2380447 | 2104053 | 2213855 |
| Jamaica | 75596 | 68576 | 74008 | 70244 | 37505 | 44386 | 41655 | 45729 | 113101 | 112962 | 115663 | 115973 |
| Japan | 2182380 | 1842383 | 2081938 | 1755456 | 2288767 | 1879194 | 2229029 | 1803726 | 4471147 | 3721577 | 4310967 | 3559182 |
| Jersey | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Jordan | 212795 | 0 | 205154 | | 82034 | 0 | 83552 | | 294829 | 0 | 288706 | |
| Kazakhstan | 719118 | 606114 | 723914 | 580410 | 273091 | 234352 | 278370 | 237950 | 992209 | 840466 | 1002284 | 818360 |
| Kenya | 573400 | 0 | 567297 | | 408904 | 0 | 359102 | | 982304 | 0 | 926399 | |
| Kiribati | 1216 | 0 | 1486 | | 2152 | 0 | 2632 | | 3368 | 0 | 4118 | |
| Kuwait | 69134 | 0 | 65307 | | 52014 | 0 | 53542 | | 121148 | 139680 | 118849 | 138901 |
| Kyrgyzstan | 239121 | 241231 | 240358 | 231286 | 89022 | 82286 | 90950 | 80504 | 328143 | 323517 | 331308 | 311790 |
| Lao People's Democratic Republic | 108271 | 205706 | 75417 | 180219 | 49044 | 89489 | 31854 | 74321 | 157315 | 295195 | 107271 | 254540 |
| Latvia | 84953 | 29040 | 79940 | 26289 | 49225 | 37277 | 52380 | 34336 | 134178 | 66317 | 132320 | 60625 |
| Lebanon | 131644 | 107492 | 138702 | 111600 | 62641 | 81284 | 67712 | 88978 | 194285 | 188776 | 206414 | 200578 |
| Lesotho | 23800 | 40493 | 32122 | 53698 | 8331 | 16208 | 10060 | 23488 | 32131 | 56701 | 42182 | 77186 |
| Liberia | 47308 | 0 | 29842 | | 31752 | 0 | 26607 | | 79060 | 0 | 56449 | |
| Libya | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Liechtenstein | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Lithuania | 166430 | 106425 | 156455 | 96602 | 48712 | 47941 | 49523 | 43306 | 215142 | 154366 | 205978 | 139908 |
| Luxembourg | 8014 | 11159 | 7889 | 10688 | 8420 | 12294 | 8673 | 12115 | 16434 | 23453 | 16562 | 22803 |
| Madagascar | 0 | 560951 | | 554789 | 0 | 159940 | | 159940 | 0 | 0 | | |
| Malawi | 237829 | 370430 | 182218 | 339716 | 40542 | 79765 | 26197 | 63299 | 278371 | 450195 | 208415 | 403015 |
| Malaysia | 675796 | 760231 | 673171 | 733490 | 401240 | 612510 | 455219 | 644859 | 1077036 | 1372741 | 1128390 | 1378349 |

Source: UNESCO Institute for Statistics

Enrolment in Lower Secondary, Upper Secondary and Secondary (at an aggregate) Education

| Country | Enrolment in lower secondary education, both sexes (number) | | | | Enrolment in Upper secondary education, both sexes (number) | | | | Enrolment in secondary education, both sexes (number) | | | |
|------------------|-------------------------------------------------------------|--------|--------|--------|-------------------------------------------------------------|--------|--------|--------|-------------------------------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Maldives | 9137 | 10249 | 9778 | 9627 | 617 | 0 | 478 | | 9754 | 0 | 10256 | |
| Mali | 106882 | 326473 | 60199 | 272321 | 60215 | 173536 | 30537 | 110050 | 167097 | 500009 | 90736 | 382371 |
| Malta | 15122 | 6757 | 13779 | 6460 | 3631 | 8925 | 3542 | 8847 | 18753 | 15682 | 17321 | 15307 |
| Marshall Islands | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Martinique | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Mauritania | 23710 | 61897 | 17543 | 59780 | 14564 | 27774 | 9789 | 21814 | 38274 | 89671 | 27332 | 81594 |

Table continued....

| | | | | | | | | | | | | |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Mauritius | 26088 | 31881 | 25332 | 30147 | 28192 | 32719 | 25820 | 34432 | 54280 | 64600 | 51152 | 64579 |
| Mayotte | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Mexico | 3087506 | 3923651 | 3113751 | 4099835 | 1439248 | 2209710 | 1453598 | 2234082 | 4526754 | 6133361 | 4567349 | 6333917 |
| Micronesia (Federated States of) | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Monaco | 807 | 870 | 793 | 841 | 631 | 705 | 698 | 626 | 1438 | 1575 | 1491 | 1467 |
| Mongolia | 82810 | 0 | 96497 | | 19404 | 60939 | 27137 | 64041 | 102214 | 0 | 123634 | |
| Montenegro | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Montserrat | 92 | 0 | 83 | | 54 | 0 | 55 | | 146 | 0 | 138 | |
| Morocco | 575589 | 898098 | 440908 | 711042 | 292506 | 0 | 232097 | | 868095 | 0 | 673005 | |
| Mozambique | 66119 | 321822 | 42144 | 295545 | 10138 | 74068 | 5409 | 66739 | 76257 | 395890 | 47553 | 362284 |
| Myanmar | 817506 | 0 | 822795 | | 289637 | 0 | 338464 | | 1107143 | 0 | 1161259 | |
| Namibia | 46882 | 0 | 53658 | | 11686 | 0 | 11970 | | 58568 | 0 | 65628 | |
| Nauru | 0 | 0 | | | 0 | 0 | | | 302 | 0 | 360 | |
| Nepal | 540953 | 895487 | 374696 | 927705 | 267133 | 650499 | 165430 | 637566 | 808086 | 1545986 | 540126 | 1565271 |
| Netherlands | 395768 | 418467 | 359850 | 382663 | 323161 | 382749 | 300474 | 371123 | 718929 | 801216 | 660324 | 753786 |
| Netherlands Antilles | 3723 | 0 | 3696 | | 3140 | 0 | 3859 | | 6863 | 0 | 7555 | |
| New Caledonia | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| New Zealand | 120893 | 124602 | 114817 | 117993 | 99606 | 120720 | 108566 | 129332 | 220499 | 245322 | 223383 | 247325 |
| Nicaragua | 110298 | 0 | 119266 | | 44898 | 0 | 58748 | | 155196 | 0 | 178014 | |
| Niger | 0 | 211756 | | 146286 | 0 | 65512 | | 44603 | 65095 | 277268 | 41087 | 190889 |

Source: UNESCO Institute for Statistics

Enrolment in Lower Secondary, Upper Secondary and Secondary (at an aggregate) Education

| Country | Enrolment in lower secondary education, both sexes (number) | | | | Enrolment in Upper secondary education, both sexes (number) | | | | Enrolment in secondary education, both sexes (number) | | | |
|--------------------------|-------------------------------------------------------------|---------|---------|---------|-------------------------------------------------------------|---------|---------|---------|-------------------------------------------------------|---------|---------|---------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Nigeria | 1264903 | 0 | 1012388 | | 997227 | 0 | 829827 | | 2262130 | 0 | 1842215 | |
| Niue | 0 | 0 | | | 0 | 0 | | | 259 | 0 | | |
| Norfolk Island | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Northern Mariana Islands | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Norway | 81037 | 97817 | 77242 | 92663 | 107131 | 133496 | 106249 | 118587 | 188168 | 231313 | 183491 | 211250 |
| Oman | 75688 | 74813 | 68918 | 71704 | 47769 | 74614 | 50158 | 71683 | 123457 | 149427 | 119076 | 143387 |
| Pakistan | 0 | 3490775 | | 2628422 | 0 | 2934419 | | 1740734 | 0 | 6425194 | | 4369156 |
| Palau | 481 | 276 | 473 | 246 | 509 | 576 | 438 | 574 | 990 | 852 | 911 | 820 |
| Palestine | 202554 | 278227 | 202273 | 281608 | 35579 | 66001 | 36972 | 80494 | 238133 | 344228 | 239245 | 362102 |
| Panama | 73773 | 97984 | 72066 | 95307 | 42023 | 55087 | 46291 | 62013 | 115796 | 153071 | 118357 | 157320 |
| Papua New Guinea | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Paraguay | 144024 | 0 | 141257 | | 85310 | 0 | 88669 | | 229334 | 0 | 229926 | |
| Peru | 852616 | 954311 | 765463 | 879867 | 393568 | 449928 | 362531 | 447656 | 1246184 | 1404239 | 1127994 | 1327523 |
| Philippines | 0 | 2819187 | | 2830603 | 0 | 748708 | | 821891 | 0 | 3567895 | | 3652494 |
| Pitcairn | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Poland | 651014 | 620575 | 610065 | 567628 | 1405022 | 827021 | 1321900 | 762503 | 2056036 | 1447596 | 1931965 | 1330131 |
| Portugal | 214999 | 207098 | 210291 | 193380 | 196007 | 200665 | 209896 | 197782 | 411006 | 407763 | 420187 | 391162 |

Table continued....

| | | | | | | | | | | | | |
|-----------------------|---------|----------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|
| Puerto Rico | 0 | 73023.51 | | 69948 | 0 | 62297 | | 64083 | 0 | 135320.5 | | 134031 |
| Qatar | 13581 | 21766 | 12474 | 20664 | 10548 | 18533 | 10810 | 18043 | 24129 | 40299 | 23284 | 38707 |
| Republic of Korea | 976888 | 969245 | 894133 | 885915 | 1087628 | 1020920 | 1000053 | 906666 | 2064516 | 1990165 | 1894186 | 1792581 |
| Republic of Moldova | 168117 | 88598 | 163924 | 83314 | 39484 | 43785 | 42385 | 44488 | 207601 | 132383 | 206309 | 127802 |
| Réunion | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Romania | 668338 | 424293 | 640743 | 393168 | 458463 | 439172 | 458147 | 412372 | 1126801 | 863465 | 1098890 | 805540 |
| Russian Federation | 5788800 | 3117410 | 5634000 | 3002234 | 0 | 1577353 | | 1395030 | 0 | 4694763 | | 4397264 |
| Rwanda | 39087 | 171935 | 41122 | 196649 | 26879 | 106704 | 22532 | 106674 | 65966 | 278639 | 63654 | 303323 |
| Saint Helena | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Saint Kitts and Nevis | 1612 | 1394 | 1570 | 1423 | 750 | 832 | 836 | 1143 | 2362 | 2226 | 2406 | 2566 |

Source: UNESCO Institute for Statistics

Enrolment in Lower Secondary, Upper Secondary and Secondary (at an aggregate) Education

| Country | Enrolment in lower secondary education, both sexes (number) | | | | Enrolment in upper secondary education, both sexes (number) | | | | Enrolment in secondary education, both sexes (number) | | | |
|----------------------------------|-------------------------------------------------------------|---------|--------|---------|-------------------------------------------------------------|---------|---------|---------|-------------------------------------------------------|---------|---------|---------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Saint Lucia | 3337 | 4212 | 4513 | 4105 | 2021 | 2822 | 2659 | 2916 | 5358 | 7034 | 7172 | 7021 |
| Saint Pierre and Miquelon | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Saint Vincent and the Grenadines | 3002 | 3568 | 3813 | 3104 | 1172 | 1807 | 1692 | 1915 | 4174 | 5375 | 5505 | 5019 |
| Saint-Barthélemy | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Saint-Martin (French part) | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Samoa | 4222 | 0 | 4044 | | 6539 | 0 | 6876 | | 10761 | 0 | 10920 | |
| San Marino | 370 | 0 | 336 | | 131 | 0 | 151 | | 501 | 0 | 487 | |
| Sao Tome and Principe | 0 | 6345 | | 7029 | 0 | 1383 | | 1361 | 0 | 7728 | | 8390 |
| Saudi Arabia | 0 | 948349 | | 784301 | 0 | 938595 | | 728998 | 0 | 1886944 | | 1513299 |
| Senegal | 112230 | 0 | 73908 | | 39382 | 0 | 24027 | | 151612 | 0 | 97935 | |
| Serbia | 196049 | 142360 | 184559 | 134643 | 164962 | 140899 | 167597 | 139523 | 361011 | 283259 | 352156 | 274166 |
| Seychelles | 2431 | 2110 | 2356 | 2125 | 1600 | 1330 | 1893 | 1345 | 4031 | 3440 | 4249 | 3470 |
| Sierra Leone | 0 | 143288 | | 133564 | 0 | 79253 | | 61202 | 0 | 222541 | | 194766 |
| Singapore | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Sint Maarten (Dutch part) | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Slovakia | 209669 | 133963 | 199354 | 125272 | 130148 | 110846 | 132499 | 111493 | 339817 | 244809 | 331853 | 236765 |
| Slovenia | 51502 | 28273 | 49828 | 26292 | 58423 | 47737 | 58498 | 45261 | 109925 | 76010 | 108326 | 71553 |
| Solomon Islands | 5848 | 14959 | 4413 | 13804 | 1982 | 0 | 1284 | | 7830 | 0 | 5697 | |
| Somalia | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| South Africa | 932101 | 1077963 | 988203 | 1112857 | 1039136 | 1425070 | 1182506 | 1585278 | 1971237 | 2503033 | 2170709 | 2698135 |
| South Sudan | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Spain | 1054470 | 868140 | 994261 | 795334 | 562236 | 820631 | 634983 | 812254 | 1616706 | 1688771 | 1629244 | 1607588 |
| Sri Lanka | 0 | 677449 | | 667883 | 0 | 602598 | | 657667 | 0 | 1280047 | | 1325550 |
| Sudan | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Sudan (pre-secession) | 571146 | 0 | | | 214461 | 0 | 193907 | | 979514 | 0 | | |

Source: UNESCO Institute for Statistics

Enrolment in Lower Secondary, Upper Secondary and Secondary (at an aggregate) Education

| Country | Enrolment in lower secondary education, both sexes (number) | | | | Enrolment in Upper secondary education, both sexes (number) | | | | Enrolment in secondary education, both sexes (number) | | | |
|-------------------------------------------|-------------------------------------------------------------|---------|---------|---------|-------------------------------------------------------------|---------|--------|---------|-------------------------------------------------------|---------|---------|---------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Suriname | 0 | 17848 | | 20085 | 0 | 5059 | | 8809 | 0 | 22907 | | 28894 |
| Svalbard and Jan Mayen Islands | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Swaziland | 21524 | 32426 | 22127 | 31785 | 8429 | 14969 | 8085 | 14281 | 29953 | 47395 | 30212 | 46066 |
| Sweden | 177897 | 161533 | 176927 | 159615 | 246005 | 243845 | 332840 | 273678 | 423902 | 405378 | 509767 | 433293 |
| Switzerland | 139904 | 0 | 136226 | | 151474 | 0 | 121765 | | 291378 | 0 | 257991 | |
| Syrian Arab Republic | 424286 | 753997 | 359279 | 691848 | 143513 | 201301 | 141962 | 209994 | 567799 | 955298 | 501241 | 901842 |
| Tajikistan | 358424 | 434588 | 316131 | 392336 | 74154 | 137087 | 46671 | 98964 | 432578 | 571675 | 362802 | 491300 |
| Thailand | 0 | 1271107 | | 1233242 | 0 | 1006104 | | 1144898 | 0 | 2277211 | | 2378140 |
| The former Yugoslav Republic of Macedonia | 67683 | 0 | 61991 | | 48082 | 0 | 44205 | | 115765 | 0 | 106196 | |
| Timor-Leste | 0 | 32143 | | 32329 | 0 | 23712 | | 23837 | 0 | 55855 | | 56166 |
| Togo | 139863 | 0 | 67891 | | 38891 | 0 | 12032 | | 178754 | 0 | 79923 | |
| Tokelau | 58 | 0 | 61 | | 33 | 0 | 28 | | 91 | 0 | 89 | |
| Tonga | 0 | 0 | | | 0 | 0 | | | 7348 | 7633 | 7176 | 7207 |
| Trinidad and Tobago | 32826 | 0 | 34521 | | 0 | 0 | | | 0 | 0 | | |
| Tunisia | 335510 | 267411 | 326236 | 254680 | 213712 | 549638 | 228637 | | 549222 | 1071729 | 554873 | |
| Turkey | 1889942 | 2815534 | 1463248 | 2751452 | 1420316 | 2643414 | 884827 | 2352209 | 3310258 | 5458948 | 2348075 | 5103661 |
| Turkmenistan | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Turks and Caicos Islands | 331 | 0 | 363 | | 186 | 0 | 209 | | 517 | 0 | 572 | |
| Tuvalu | 0 | 401 | | 401 | 0 | 166 | | 241 | 0 | 567 | | 642 |
| Uganda | 265021 | 0 | 210305 | | 44676 | 0 | 26975 | | 309697 | 762327 | 237280 | 658910 |
| Ukraine | 1873269 | 987469 | 1795125 | 939804 | 777208 | 469922 | 758883 | 406169 | 2650477 | 1457391 | 2554008 | 1345973 |
| United Arab Emirates | 62716 | 119506 | 58793 | 112801 | 42286 | 72074 | 46207 | 71651 | 105002 | 191580 | 105000 | 184452 |

Source: UNESCO Institute for Statistics

Enrolment in Lower Secondary, Upper Secondary and Secondary (at an aggregate) Education

| Country | Enrolment in lower secondary education, both sexes (number) | | | | Enrolment in Upper secondary education, both sexes (number) | | | | Enrolment in secondary education, both sexes (number) | | | |
|------------------------------------------------------|-------------------------------------------------------------|---------|---------|---------|-------------------------------------------------------------|---------|---------|---------|-------------------------------------------------------|----------|----------|----------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| United Kingdom of Great Britain and Northern Ireland | 1171548 | 1227277 | 1118581 | 1152503 | 1529580 | 2026369 | 1495021 | 2090824 | 2701128 | 3253646 | 2613602 | 3243327 |
| United Republic of Tanzania | 0 | 966178 | | 906984 | 0 | 106619 | | 72514 | 0 | 1072797 | | 979498 |
| United States of America | 6346807 | 6419834 | 5988723 | 6029209 | 5176487 | 5900164 | 5081545 | 5746252 | 11523294 | 12319998 | 11070268 | 11775461 |

Table continued....

| | | | | | | | | | | | | |
|------------------------------------|---------|---------|---------|---------|--------|--------|--------|--------|---------|---------|---------|---------|
| United States Virgin Islands | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Uruguay | 85781 | 0 | 86681 | | 59448 | 0 | 71973 | | 145229 | 0 | 158654 | |
| Uzbekistan | 1268967 | 0 | 1228348 | | 562264 | 0 | 506400 | | 1831231 | 0 | 1734748 | |
| Vanuatu | 3727 | 7625 | 4318 | 7344 | 1313 | 0 | 1088 | | 5040 | 0 | 5406 | |
| Venezuela (Bolivarian Republic of) | 532968 | 819903 | 587657 | 824954 | 183655 | 437751 | 239145 | 491972 | 716623 | 1257654 | 826802 | 1316926 |
| Viet Nam | 3059389 | 2506228 | 2707907 | 2363611 | 0 | 0 | | | 0 | 0 | | |
| Wallis and Futuna Islands | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Western Sahara | 0 | 0 | | | 0 | 0 | | | 0 | 0 | | |
| Yemen | 0 | 637365 | | 428753 | 0 | 426307 | | 275677 | 0 | 1063672 | | 704430 |
| Zambia | 94459 | 236852 | 79003 | 214311 | 0 | 0 | | | 0 | 0 | | |
| Zimbabwe | 226988 | 0 | 208944 | | 221993 | 0 | 186258 | | 448981 | 0 | 395202 | |

Source: UNESCO Institute for Statistics

Annexure-IV

Enrolment in Post Secondary Non-Tertiary Education and Tertiary Education

| Country | Enrolment in post-secondary non-tertiary education | | | | Enrolment in tertiary education | | | |
|---------------------|----------------------------------------------------|----------|--------|---------|---------------------------------|---------|---------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Afghanistan | 0 | 74688 | | 45528 | 0 | 0 | | |
| Åland Islands | 0 | 0 | | | 0 | 0 | | |
| Albania | 0 | 1109 | | 717 | 16108 | 76361 | 24017 | 96668 |
| Algeria | 0 | 0 | | | 0 | 508939 | | 743640 |
| American Samoa | 0 | 0 | | | 0 | 0 | | |
| Andorra | 0 | 113 | | 67 | 0 | 221 | | 317 |
| Angola | 0 | 0 | | | 0 | 120565 | | 98114 |
| Anguilla | 23 | 0 | 33 | | 0 | 0 | | |
| Antigua and Barbuda | 474 | 0 | 814 | | 0 | 0 | | |
| Argentina | 0 | 0 | | | 700592 | 1080912 | 1066341 | 1687299 |
| Armenia | 0 | 0 | | | 39381 | 52244 | 53533 | 62963 |
| Aruba | 73 | 0 | 51 | | 621 | 0 | 957 | |
| Australia | 81958 | 124217 | 80927 | 137411 | 386594 | 602503 | 458538 | 787975 |
| Austria | 24839 | 4022.167 | 31639 | 15804.5 | 128107 | 196841 | 133122 | 225937 |
| Azerbaijan | 0 | 21282 | | 17581 | 0 | 91746 | | 95844 |
| Bahrain | 3708 | 3276 | 2026 | 3740 | 0 | 13920 | | 23174 |
| Bangladesh | 10283 | 205992 | 7801 | 38373 | 491904 | 0 | 234797 | |
| Barbados | 1884 | 0 | 1351 | | 2236 | 0 | 5838 | |
| Belarus | 0 | 12253 | | 8087 | 180692 | 246769 | 231169 | 315399 |
| Belgium | 21962 | 27509 | 25852 | 34468 | 169840 | 216319 | 185908 | 272169 |
| Belize | 588 | 0 | 244 | | 0 | 3204 | | 5266 |

Source: UNESCO Institute for Statistics

Enrolment in Post Secondary Non-Tertiary Education and Tertiary Education

| Country | Enrolment in post-secondary non-tertiary education | | | | Enrolment in tertiary education | | | |
|----------------------------------|----------------------------------------------------|------|--------|------|---------------------------------|--------|--------|-------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Benin | 0 | 0 | | | 17970 | 105767 | 4445 | 39697 |
| Bermuda | 0 | 0 | | | 0 | 377 | | 830 |
| Bhutan | 0 | 228 | | 167 | 0 | 5002 | | 3541 |
| Bolivia (Plurinational State of) | 0 | 0 | | | 278763 | 0 | | |
| Bosnia and Herzegovina | 0 | 0 | | | 57722 | 50341 | | 62266 |

Table continued....

| | | | | | | | | |
|--------------------------|--------|--------|--------|--------|---------|----------|---------|----------|
| Botswana | 6642 | 0 | 5923 | | 6782 | 24672 | 6306 | 30456 |
| Brazil | 0 | 357450 | | 435346 | 1219175 | 3130269 | 1562153 | 4192695 |
| British Virgin Islands | 0 | 0 | | | 210 | 0 | 540 | |
| Brunei Darussalam | 42 | 0 | 33 | | 1404 | 3246 | 2580 | 5551 |
| Bulgaria | 2977 | 1284 | 3821 | 1180 | 111650 | 129086 | 149671 | 154873 |
| Burkina Faso | 0 | 11701 | | 5910 | 0 | 50202 | | 24074 |
| Burundi | 0 | 0 | | | 4489 | 30949 | 1643 | 13938 |
| Cambodia | 4616 | 0 | 1794 | | 16561 | 0 | 5547 | |
| Cameroon | 0 | 14208 | | 23207 | 65697 | 0 | | |
| Canada | 178500 | 0 | 135305 | | 533226 | 0 | 678935 | |
| Cape Verde | 0 | 39 | | 23 | 392 | 5413 | 409 | 7655 |
| Cayman Islands | 8 | 0 | 19 | | 428 | 0 | | |
| Central African Republic | 0 | 0 | | | 5296 | 0 | 1027 | |
| Chad | 0 | 0 | | | 5016 | 0 | 885 | |
| Channel Islands | 0 | 0 | | | 0 | 0 | | |
| Chile | 0 | 0 | | | 238923 | 565170 | 213254 | 608841 |
| China | 499215 | 356436 | 509721 | 301499 | 7364111 | 16801199 | | 17290091 |

Source: UNESCO Institute for Statistics

Enrolment in Post Secondary Non-Tertiary Education and Tertiary Education

| Country | Enrolment in post-secondary non-tertiary education | | | | Enrolment in tertiary education | | | |
|------------------------------------------------|----------------------------------------------------|-------|--------|-------|---------------------------------|----------|--------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| China, Hong Kong Special Administrative Region | 0 | 13581 | | 11225 | 0 | 143827.9 | | 156567 |
| China, Macao Special Administrative Region | 0 | 0 | | | 3588 | 12106 | 3883 | 15670 |
| Colombia | 1501 | 3190 | 4889 | 10569 | 452115 | 999862 | 481970 | 1109362 |
| Comoros | 52 | 0 | 32 | | 415 | 3383 | 299 | 2848 |
| Congo | 0 | 0 | | | 11913 | 21195 | 3716 | 15842 |
| Cook Islands | 0 | 0 | | | 0 | 0 | | |
| Costa Rica | 0 | 0 | | | 0 | 94430 | | 110817 |
| Côte d'Ivoire | 0 | 0 | | | 0 | 104950 | | 64401 |
| Croatia | 0 | 0 | | | 45777 | 0 | 51021 | |
| Cuba | 6116 | 4838 | 15007 | 11235 | 73848 | 145796 | 84826 | 227490 |
| Curaçao | 0 | 1562 | | 2077 | 0 | 655 | | 1541 |
| Cyprus | 0 | 158 | | 18 | 4469 | 14272 | 5945 | 17693 |
| Czech Republic | 28320 | 20174 | 21504 | 38339 | 127406 | 182027 | 126289 | 245414 |
| Democratic People's Republic of Korea | 0 | 0 | | | 0 | 0 | | |

Table continued....

| | | | | | | | | |
|----------------------------------|------|-------|-----|-------|-------|---------|--------|---------|
| Democratic Republic of the Congo | 0 | 0 | | | 0 | 304937 | | 138042 |
| Denmark | 2740 | 0 | 770 | | 81518 | 125457 | 107644 | 165690 |
| Djibouti | 0 | 0 | | | 101 | 0 | 89 | |
| Dominica | 277 | 847 | 415 | 1070 | 0 | 0 | | |
| Dominican Republic | 0 | 0 | | | 0 | 0 | | |
| Ecuador | 0 | 0 | | | 0 | 586105 | | |
| Egypt | 0 | 91616 | | 67735 | 0 | 1334601 | | 1142881 |
| El Salvador | 0 | 0 | | | 52453 | 82125 | 62222 | 93938 |

Source: UNESCO Institute for Statistics

Enrolment in Post Secondary Non-Tertiary Education and Tertiary Education

| Country | Enrolment in post-secondary non-tertiary education | | | | Enrolment in tertiary education | | | |
|-----------------------------|----------------------------------------------------|--------|--------|--------|---------------------------------|---------|---------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Equatorial Guinea | 0 | 0 | | | 699 | 0 | 304 | |
| Eritrea | 239 | 1270 | 77 | 890 | 3543 | 0 | 592 | |
| Estonia | 3213 | 4001 | 5803 | 6632 | 22267 | 26920 | 31346 | 37886 |
| Ethiopia | 2687 | 0 | 2126 | | 53051 | 0 | 14681 | |
| Faeroe Islands | 0 | 0 | | | 0 | 0 | | |
| Falkland Islands (Malvinas) | 0 | 0 | | | 0 | 0 | | |
| Fiji | 448 | 2912 | 555 | 4081 | 0 | 0 | | |
| Finland | 0 | 11659 | | 12529 | 125086 | 143147 | 145099 | 165862 |
| France | 8645 | 12046 | 14625 | 22707 | 922867 | 1062578 | 1092477 | 1275557 |
| French Guiana | 0 | 0 | | | 0 | 0 | | |
| French Polynesia | 0 | 0 | | | 0 | 0 | | |
| Gabon | 0 | 0 | | | 0 | 0 | | |
| Gambia | 0 | 0 | | | 0 | 0 | | |
| Georgia | 11380 | 74 | 18886 | 272 | 69628 | 49706 | 67418 | 63040 |
| Germany | 239505 | 355017 | 220159 | 473648 | 0 | 1469939 | | 1310074 |
| Ghana | 13056 | 0 | 8354 | | 0 | 219251 | | 135567 |
| Gibraltar | 472 | 0 | 410 | | 0 | 0 | | |
| Greece | 0 | 0 | | | 211230 | 337715 | 211087 | 321569 |
| Greenland | 0 | 0 | | | 0 | 0 | | |
| Grenada | 621 | 321 | 468 | 345 | 0 | 0 | | |
| Guadeloupe | 0 | 0 | | | 0 | 0 | | |
| Guam | 0 | 0 | | | 0 | 0 | | |

Source: UNESCO Institute for Statistics

Enrolment in Post Secondary Non-Tertiary Education and Tertiary Education

| Country | Enrolment in post-secondary non-tertiary education | | | | Enrolment in tertiary education | | | |
|----------------------------|----------------------------------------------------|--------|--------|--------|---------------------------------|----------|---------|----------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Guatemala | 0 | 0 | | | 0 | 143007 | | 150714 |
| Guernsey | 0 | 0 | | | 0 | 0 | | |
| Guinea | 0 | 0 | | | 0 | 76499 | | 32955 |
| Guinea-Bissau | 0 | 0 | | | 0 | 0 | | |
| Guyana | 536 | 0 | 1776 | | 0 | 0 | | |
| Haiti | 0 | 0 | | | 0 | 0 | | |
| Holy See | 0 | 0 | | | 0 | 0 | | |
| Honduras | 0 | 0 | | | 39770 | 78580 | 50850 | 105142 |
| Hungary | 46114 | 34047 | 49620 | 40214 | 141667 | 160915 | 165404 | 198125 |
| Iceland | 297 | 0 | 100 | | 3682 | 0 | 5985 | |
| India | 313754 | 139526 | 68825 | 336443 | 5852434 | 15232683 | 3552026 | 12942452 |
| Indonesia | 0 | 0 | | | 1675406 | 3067371 | 1450901 | 3356084 |
| Iran (Islamic Republic of) | 396780 | 0 | 48990 | | 768907 | 2261262 | 635973 | 2106639 |
| Iraq | 6316 | 0 | 4968 | | 190364 | 0 | 98306 | |
| Ireland | 17983 | 26797 | 23572 | 28797 | 73707 | 98806 | 86904 | 100622 |
| Isle of Man | 0 | 0 | | | 0 | 0 | | |
| Israel | 5310 | 8587 | 5571 | 5538 | 109265 | 163540 | 146626 | 210041 |
| Italy | 19539 | 4298 | 19021 | 3883 | 787334 | 804144 | 982668 | 1068549 |
| Jamaica | 0 | 34736 | | 47346 | 12587 | 23265 | 23408 | 51149 |
| Japan | 4989 | 4059 | 8243 | 9235 | 2195001 | 2064159 | 1787068 | 1798590 |
| Jersey | 0 | 0 | | | 0 | 0 | | |
| Jordan | 0 | 0 | | | 69092 | 0 | 73098 | |

Source: UNESCO Institute for Statistics

Enrolment in Post Secondary Non-Tertiary Education and Tertiary Education

| Country | Enrolment in post-secondary non-tertiary education | | | | Enrolment in tertiary education | | | |
|----------------------------------|----------------------------------------------------|--------|--------|--------|---------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Kazakhstan | 49391 | 127053 | 50927 | 115836 | 193961 | 346401 | 224512 | 435049 |
| Kenya | 9340 | 0 | 6175 | | 57750 | 0 | 31266 | |
| Kiribati | 0 | 0 | | | 0 | 0 | | |
| Kuwait | 7549 | 5819 | 9202 | 3681 | 0 | 25934 | | 45852 |
| Kyrgyzstan | 9256 | 4778 | 17329 | 3181 | 80215 | 125804 | 80469 | 158800 |
| Lao People's Democratic Republic | 6570 | 5720 | 4229 | 4304 | 9351 | 73708 | 4798 | 63384 |

Table continued....

| | | | | | | | | |
|------------------|-------|------|-------|------|--------|--------|--------|--------|
| Latvia | 2245 | 1486 | 3745 | 2002 | 33387 | 38743 | 57850 | 55731 |
| Lebanon | 144 | 0 | 248 | | 56007 | 105179 | 60007 | 125099 |
| Lesotho | 0 | 0 | | | 1706 | 9959 | 2764 | 14114 |
| Liberia | 8842 | 0 | 6789 | | 33808 | 0 | 18443 | |
| Libya | 0 | 0 | | | 149019 | 0 | 141041 | |
| Liechtenstein | 0 | 0 | | | 0 | 0 | | |
| Lithuania | 1784 | 7152 | 3767 | 8224 | 48812 | 66446 | 73092 | 93249 |
| Luxembourg | 685 | 646 | 171 | 194 | 2437 | 0 | | |
| Madagascar | 0 | 0 | | | 17208 | 49973 | 14838 | 47083 |
| Malawi | 8875 | 0 | 4758 | | 2596 | 0 | 988 | |
| Malaysia | 48749 | 2869 | 43157 | 226 | 269127 | 487483 | 280078 | 629250 |
| Maldives | 263 | 0 | 282 | | 0 | 0 | | |
| Mali | 0 | 4769 | | 1012 | 13431 | 0 | 6320 | |
| Malta | 338 | 1473 | 349 | 893 | 2949 | 5592 | 3366 | 6982 |
| Marshall Islands | 0 | 0 | | | 0 | 0 | | |
| Martinique | 0 | 0 | | | 0 | 0 | | |

Source: UNESCO Institute for Statistics

Enrolment in Post Secondary Non-Tertiary Education and Tertiary Education

| Country | Enrolment in post-secondary non-tertiary education | | | | Enrolment in tertiary education | | | |
|----------------------------------|----------------------------------------------------|------|--------|------|---------------------------------|---------|--------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Mauritania | 259 | 0 | 91 | | 0 | 13463 | | 5780 |
| Mauritius | 0 | 0 | | | 6535 | 18877 | 5595 | 22744 |
| Mayotte | 0 | 0 | | | 0 | 0 | | |
| Mexico | 0 | 0 | | | 1006545 | 1672531 | 956218 | 1627817 |
| Micronesia (Federated States of) | 0 | 0 | | | 1539 | 0 | | |
| Monaco | 0 | 76 | | 77 | 0 | 0 | | |
| Mongolia | 0 | 2704 | | 4549 | 26777 | 73758 | 47248 | 102931 |
| Montenegro | 0 | 0 | | | 0 | 0 | | |
| Montserrat | 0 | 0 | | | 0 | 0 | | |
| Morocco | 0 | 0 | | | 171050 | 365932 | 124584 | 341900 |
| Mozambique | 0 | 0 | | | 11619 | 75536 | | 52537 |
| Myanmar | 0 | 0 | | | 0 | 0 | | |
| Namibia | 1407 | 0 | 646 | | 0 | 0 | | |
| Nauru | 0 | 0 | | | 0 | 0 | | |
| Nepal | 0 | 0 | | | 68400 | 250025 | 26001 | 227052 |
| Netherlands | 15025 | 1054 | 10636 | 517 | 244015 | 0 | 243634 | |

Table continued....

| | | | | | | | | |
|----------------------|-------|----------|-------|---------|-------|----------|--------|--------|
| Netherlands Antilles | 58 | 0 | 185 | | 1139 | 0 | 1422 | |
| New Caledonia | 0 | 0 | | | 0 | 0 | | |
| New Zealand | 9831 | 24373.72 | 8812 | 23483.9 | 70878 | 107567.2 | 101084 | 149041 |
| Nicaragua | 46134 | 0 | 58997 | | 0 | 0 | | |
| Niger | 259 | 260 | 89 | 124 | 0 | 0 | | |
| Nigeria | 0 | 0 | | | 0 | 0 | | |

Source: UNESCO Institute for Statistics

Enrolment in Post Secondary Non-Tertiary Education and Tertiary Education

| Country | Enrolment in post-secondary non-tertiary education | | | | Enrolment in tertiary education | | | |
|--------------------------|----------------------------------------------------|--------|--------|--------|---------------------------------|---------|---------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Niue | 0 | 0 | | | 0 | 0 | | |
| Norfolk Island | 0 | 0 | | | 0 | 0 | | |
| Northern Mariana Islands | 0 | 0 | | | 0 | 0 | | |
| Norway | 4764 | 1211 | 2176 | 3724 | 79391 | 105206 | 111552 | 150210 |
| Oman | 0 | 0 | | | 0 | 36807 | | 41123 |
| Pakistan | 0 | 7572 | | 6704 | 0 | 993353 | | 922066 |
| Palau | 0 | 0 | | | 185 | 361 | 412 | 502 |
| Palestine | 0 | 257 | | 264 | 38084 | 87283 | 33123 | 125934 |
| Panama | 0 | 0 | | | 44878 | 50784 | 73624 | 73591 |
| Papua New Guinea | 0 | 0 | | | 0 | 0 | | |
| Paraguay | 0 | 0 | | | 35789 | 0 | 47299 | |
| Peru | 88573 | 0 | 171603 | | 900059 | 0 | | |
| Philippines | 0 | 456073 | | 440507 | 0 | 1499439 | | 1817826 |
| Pitcairn | 0 | 0 | | | 0 | 0 | | |
| Poland | 68477 | 106860 | 119041 | 216564 | 670798 | 764577 | 908773 | 1138141 |
| Portugal | 0 | 6912 | | 3429 | 162524 | 173745 | 211221 | 197255 |
| Puerto Rico | 0 | 0 | | | 0 | 101707 | | 143788 |
| Qatar | 0 | 86 | | 140 | 0 | 7590 | | 13312 |
| Republic of Korea | 0 | 0 | | | 1933477 | 2019440 | 1070021 | 1337190 |
| Republic of Moldova | 0 | 1166 | | 218 | 45453 | 54516 | 58491 | 67948 |
| Réunion | 0 | 0 | | | 0 | 0 | | |

Source: UNESCO Institute for Statistics

Enrolment in Post Secondary Non-Tertiary Education and Tertiary Education

| Country | Enrolment in post-secondary non-tertiary education | | | | Enrolment in tertiary education | | | |
|----------------------------------|----------------------------------------------------|-------|--------|-------|---------------------------------|---------|--------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Romania | 34175 | 29182 | 60525 | 63672 | 218049 | 284931 | 234572 | 333226 |
| Russian Federation | 0 | 39700 | | 34507 | 6331324 | 3448335 | | 4079828 |
| Rwanda | 0 | 4637 | | 2351 | 9357 | 42391 | | 34729 |
| Saint Helena | 0 | 0 | | | 0 | 0 | | |
| Saint Kitts and Nevis | 301 | 88 | 590 | 74 | 0 | 0 | | |
| Saint Lucia | 462 | 402 | 565 | 749 | 0 | 780 | | 1542 |
| Saint Pierre and Miquelon | 0 | 0 | | | 0 | 0 | | |
| Saint Vincent and the Grenadines | 328 | 0 | 576 | | 0 | 0 | | |
| Saint-Barthélemy | 0 | 0 | | | 0 | 0 | | |
| Saint-Martin (French part) | 0 | 0 | | | 0 | 0 | | |
| Samoa | 417 | 0 | 245 | | 658 | 0 | 524 | |
| San Marino | 545 | 0 | 521 | | 397 | 0 | 545 | |
| Sao Tome and Principe | 0 | 0 | | | 0 | 0 | | |
| Saudi Arabia | 0 | 0 | | | 178099 | 706401 | 225995 | 650201 |
| Senegal | 0 | 0 | | | 0 | 0 | | |
| Serbia | 0 | 1150 | | 295 | 0 | 105518 | | 133427 |
| Seychelles | 556 | 954 | 724 | 1184 | 0 | 79 | | 159 |
| Sierra Leone | 11812 | 0 | 11853 | | 3695 | 0 | 3049 | |
| Singapore | 0 | 0 | | | 0 | 128005 | | 127343 |
| Sint Maarten (Dutch part) | 0 | 0 | | | 0 | 0 | | |
| Slovakia | 2042 | 9639 | 3725 | 8745 | 67424 | 84524 | 68490 | 125019 |
| Slovenia | 178 | 0 | 255 | | 36806 | 41483 | 47010 | 56223 |

Source: UNESCO Institute for Statistics

Enrolment in Post Secondary Non-Tertiary Education and Tertiary Education

| Country | Enrolment in post-secondary non-tertiary education | | | | Enrolment in tertiary education | | | |
|-----------------|----------------------------------------------------|--------|--------|--------|---------------------------------|--------|--------|---------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Solomon Islands | 0 | 0 | | | 0 | 0 | | |
| Somalia | 0 | 0 | | | 0 | 0 | | |
| South Africa | 88239 | 114383 | 63898 | 157499 | 0 | 433524 | | 602070 |
| South Sudan | 0 | 0 | | | 0 | 0 | | |
| Spain | 78191 | 0 | 75504 | | 860798 | 914834 | 968189 | 1054579 |

Table continued....

| | | | | | | | | |
|-------------------------------------------------|-------|-------|-------|-------|--------|---------|---------|---------|
| Sri Lanka | 0 | 4454 | | 9059 | 0 | 114906 | | 182876 |
| Sudan | 0 | 0 | | | 82448 | 306085 | 99564 | 334139 |
| Sudan (pre-secession) | 0 | 0 | | | 107804 | 0 | 96310 | |
| Suriname | 0 | 0 | | | 0 | 0 | | |
| Svalbard and Jan Mayen Islands | 0 | 0 | | | 0 | 0 | | |
| Swaziland | 50 | 141 | 38 | 46 | 2439 | 3953 | 2299 | 4104 |
| Sweden | 6615 | 9973 | 6287 | 12723 | 144916 | 175992 | 201962 | 260611 |
| Switzerland | 6325 | 0 | 15423 | | 89993 | 141185 | 66886 | 138434 |
| Syrian Arab Republic | 11078 | 21596 | 17236 | 13788 | 0 | 338638 | | 321185 |
| Tajikistan | 0 | 0 | | | 71372 | 125813 | 31770 | 68872 |
| Thailand | 0 | 0 | | | 872038 | 1032338 | 1028234 | 1372771 |
| The former Yugoslav Republic of Macedonia | 0 | 0 | | | 16597 | 27562 | 20325 | 33120 |
| Timor-Leste | 0 | 0 | | | 0 | 0 | | |
| Togo | 0 | 0 | | | 0 | 46633 | | 18276 |
| Tokelau | 0 | 0 | | | 0 | 0 | | |
| Tonga | 62 | 0 | 88 | | 526 | 0 | | |
| Trinidad and Tobago | 2984 | 0 | 4806 | | 3149 | 0 | 4588 | |

Source: UNESCO Institute for Statistics

Enrolment in Post Secondary Non-Tertiary Education and Tertiary Education

| Country | Enrolment in post-secondary non-tertiary education | | | | Enrolment in tertiary education | | | |
|---------------------------------------------------------------|----------------------------------------------------|----------|--------|--------|---------------------------------|---------|---------|----------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Tunisia | 744 | 13094 | 564 | | 89350 | 132184 | 90694 | 205209 |
| Turkey | 0 | 0 | | | 0 | 2706937 | | 2268753 |
| Turkmenistan | 0 | 0 | | | 0 | 0 | | |
| Turks and Caicos Islands | 0 | 0 | | | 0 | 0 | | |
| Tuvalu | 0 | 0 | | | 0 | 0 | | |
| Uganda | 0 | 28024 | | 14650 | 36890 | 0 | 18877 | |
| Ukraine | 0 | 0 | | | 859266 | 1033179 | 952272 | 1172416 |
| United Arab Emirates | 0 | 0 | | | 0 | 60609 | | 72100 |
| United Kingdom of Great Britain and Northern Ireland | 0 | 0 | | | 932284 | 1048045 | 1091854 | 1338154 |
| United Republic of Tanzania | 0 | 63288 | | 52637 | 15916 | 102850 | 4824 | 55412 |
| United States of America | 645664 | 411352.9 | 907981 | 763078 | 5840759 | 8672071 | 7362121 | 11300552 |

Table continued....

| | | | | | | | | |
|------------------------------------------|------|--------|-----|--------|--------|---------|--------|---------|
| United States Virgin Islands | 0 | 0 | | | 0 | 0 | | |
| Uruguay | 0 | 0 | | | 33740 | 0 | 57435 | |
| Uzbekistan | 0 | 0 | | | 167735 | 0 | 137674 | |
| Vanuatu | 398 | 0 | 366 | | 656 | 0 | | |
| Venezuela (Bolivarian Republic of) | 0 | 0 | | | 276465 | 0 | 391644 | |
| Viet Nam | 0 | 289464 | | 266220 | 427274 | 1206020 | 304913 | 1044010 |
| Wallis and Futuna Islands | 0 | 0 | | | 0 | 0 | | |
| Western Sahara | 0 | 0 | | | 0 | 0 | | |
| Yemen | 0 | 0 | | | 0 | 0 | | |
| Zambia | 0 | 0 | | | 0 | 0 | | |
| Zimbabwe | 1062 | 0 | 141 | | 0 | 50550 | | 43565 |

Source: UNESCO Institute for Statistics

| | | | | | | | | |
|------------------------------------------------|-------|--------|-------|--------|--------|--------|--------|--------|
| Botswana | | 18.45 | | 18.21 | 105.13 | 110.14 | 105.03 | 106.98 |
| Brazil | | | | | | | | |
| British Virgin Islands | | | | | | | | |
| Brunei Darussalam | 46.60 | 71.21 | 48.39 | 74.31 | 113.21 | 107.66 | 109.24 | 107.23 |
| Bulgaria | 70.65 | 83.63 | 70.44 | 82.66 | 105.72 | 99.68 | 102.85 | 99.05 |
| Burkina Faso | | 4.00 | | 3.98 | 52.49 | 87.20 | 37.31 | 83.28 |
| Burundi | 0.79 | 8.38 | 0.75 | 8.64 | 63.56 | 130.63 | 50.32 | 130.29 |
| Cambodia | 6.21 | 14.31 | 6.48 | 14.97 | 113.29 | 128.75 | 99.40 | 117.15 |
| Cameroon | 12.29 | | 12.17 | | 89.71 | | 76.50 | |
| Canada | 63.50 | | 63.11 | | 100.26 | | 100.41 | |
| Cape Verde | | 71.69 | | 71.70 | 118.85 | 117.19 | 116.29 | 111.17 |
| Chad | | 0.85 | | 0.76 | 79.05 | 114.62 | 48.60 | 87.97 |
| Channel Islands | | | | | | | | |
| Chile | 85.63 | 124.73 | 85.00 | 121.01 | 110.81 | 101.83 | 107.00 | 98.48 |
| China | | | | | | 108.79 | | 108.67 |
| China, Hong Kong Special Administrative Region | | | | | 100.31 | 106.70 | 97.20 | 104.90 |
| China, Macao Special Administrative Region | 91.54 | | 87.62 | | | | | |
| Colombia | 41.58 | | 42.28 | | 121.11 | | 120.70 | |
| Comoros | | 22.48 | | 23.66 | 109.93 | 108.34 | 94.24 | 102.05 |
| Congo | 2.36 | | 3.52 | | 91.69 | | 84.81 | |
| Cook Islands | 61.37 | 88.63 | 58.15 | 85.22 | 104.59 | 104.03 | 106.03 | 102.30 |
| Costa Rica | 46.20 | 77.95 | 46.33 | 77.68 | 114.37 | 112.53 | 110.77 | 111.11 |
| Côte d'Ivoire | 2.57 | 5.76 | 2.48 | 5.73 | 84.73 | 92.71 | 63.73 | 80.31 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Pre-Primary and Primary Education

| Country | Gross enrolment ratio, pre-primary (%) | | | | Gross enrolment ratio, primary (%) | | | |
|----------------|----------------------------------------|--------|--------|--------|------------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Croatia | 45.99 | | 44.71 | | 95.52 | | 94.55 | |
| Cuba | 101.93 | 92.15 | 105.15 | 89.07 | 103.25 | 97.98 | 99.29 | 97.10 |
| Curaçao | | | | | | 179.07 | | 171.27 |
| Cyprus | 56.73 | 78.68 | 57.24 | 78.39 | 96.65 | 99.65 | 96.82 | 99.88 |
| Czech Republic | 90.44 | 105.61 | 90.43 | 103.23 | 103.71 | 98.90 | 103.25 | 98.98 |

Table continued....

| | | | | | | | | |
|---------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| Democratic People's Republic of Korea | | | | | | | | |
| Democratic Republic of the Congo | | 3.78 | | 4.07 | | 107.93 | | 97.81 |
| Denmark | 91.22 | 98.80 | 91.04 | 96.09 | 101.35 | 102.14 | 101.63 | 100.97 |
| Djibouti | 0.47 | | 0.59 | | 35.74 | 71.39 | 26.40 | 63.06 |
| Dominica | 61.00 | 102.61 | 81.25 | 95.58 | 119.38 | 119.48 | 121.49 | 117.03 |
| Dominican Republic | 33.38 | 40.99 | 33.93 | 42.65 | 116.00 | 107.74 | 112.21 | 97.94 |
| Ecuador | 62.91 | 167.16 | 64.88 | 172.45 | 111.58 | 115.47 | 111.06 | 116.18 |
| Egypt | 11.42 | 24.94 | 10.94 | 24.18 | 96.73 | 105.98 | 90.07 | 105.06 |
| El Salvador | 45.09 | 68.41 | 46.92 | 70.07 | 116.56 | 117.95 | 111.18 | 112.47 |
| Equatorial Guinea | 25.52 | | 26.72 | | 115.31 | | 94.45 | |
| Eritrea | 5.72 | 15.20 | 5.43 | 15.14 | 59.58 | 55.15 | 49.60 | 47.15 |
| Estonia | 92.21 | | 91.73 | | 103.45 | 100.97 | 102.44 | 100.41 |
| Ethiopia | 1.62 | | 1.53 | | 65.79 | | 43.15 | |
| Faeroe Islands | | | | | | | | |
| Falkland Islands (Malvinas) | | | | | | | | |
| Fiji | 10.80 | | 11.10 | | 102.48 | 105.01 | 100.61 | 106.13 |
| Finland | 48.71 | 81.07 | 48.35 | 80.70 | 101.69 | 101.04 | 101.09 | 100.60 |
| France | 112.19 | 107.92 | 112.19 | 107.78 | 104.99 | 105.91 | 104.08 | 105.36 |
| French Polynesia | | | | | | | | |
| Gabon | | | | | | | | |
| Gambia | | 30.22 | | 32.38 | 96.78 | 83.42 | 84.17 | 86.94 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Pre-Primary and Primary Education

| Country | Gross enrolment ratio, pre-primary (%) | | | | Gross enrolment ratio, primary (%) | | | |
|------------|----------------------------------------|--------|--------|--------|------------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Georgia | 38.05 | | 37.14 | | 97.97 | 116.62 | 96.58 | 117.23 |
| Germany | 100.65 | 110.34 | 96.63 | 109.05 | 107.48 | 103.40 | 106.85 | 102.66 |
| Ghana | 50.07 | 113.33 | 51.16 | 116.33 | 88.95 | 108.59 | 82.94 | 108.36 |
| Gibraltar | | | | | | | | |
| Greece | 68.76 | 76.76 | 70.07 | 75.61 | 96.50 | 99.25 | 96.66 | 97.92 |
| Greenland | | | | | | | | |
| Grenada | | 95.36 | | 93.00 | 92.79 | 104.67 | 89.58 | 100.57 |
| Guadeloupe | | | | | | | | |
| Guam | | | | | | | | |

Table continued....

| | | | | | | | | |
|----------------------------|--------|--------|-------|--------|--------|--------|--------|--------|
| Guatemala | 50.51 | 63.82 | 50.33 | 64.84 | 106.98 | 109.47 | 96.11 | 105.56 |
| Guernsey | | | | | | | | |
| Guinea | | | | | 68.52 | 97.48 | 45.81 | 82.55 |
| Guinea-Bissau | 3.41 | | 3.57 | | 86.08 | | 57.64 | |
| Guyana | 102.12 | | 90.61 | | 108.00 | | 106.33 | |
| Haiti | | | | | | | | |
| Holy See | | | | | | | | |
| Honduras | 21.07 | 46.12 | 22.08 | 47.16 | 106.48 | 111.57 | 107.74 | 109.99 |
| Hungary | 80.23 | 87.24 | 78.93 | 85.97 | 102.07 | 100.71 | 100.18 | 99.40 |
| Iceland | 87.29 | | 85.88 | | 103.06 | | 101.28 | |
| India | 23.21 | | 24.80 | | 102.21 | 104.86 | 86.26 | 116.99 |
| Indonesia | 23.70 | 50.81 | 24.54 | 58.31 | 110.30 | 106.44 | 107.21 | 106.23 |
| Iran (Islamic Republic of) | 17.05 | 38.29 | 17.76 | 37.96 | 102.95 | 117.59 | 97.10 | 119.24 |
| Iraq | 5.20 | | 5.25 | | 105.04 | | 87.46 | |
| Ireland | | 106.53 | | 109.54 | 103.95 | 102.60 | 103.17 | 103.14 |
| Isle of Man | | | | | | | | |
| Israel | 88.21 | 113.07 | 87.90 | 112.26 | 106.51 | 104.37 | 105.40 | 104.64 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Pre-Primary and Primary Education

| Country | Gross enrolment ratio, pre-primary (%) | | | | Gross enrolment ratio, primary (%) | | | |
|----------------------------------|----------------------------------------|--------|--------|--------|------------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Italy | 97.41 | 100.78 | 97.21 | 99.03 | 102.90 | 102.32 | 102.83 | 101.44 |
| Jamaica | 81.04 | 100.43 | 86.24 | 100.08 | 96.89 | | 96.51 | |
| Japan | | | | | 101.05 | 101.66 | 100.99 | 101.49 |
| Jersey | | | | | | | | |
| Jordan | 32.43 | | 29.74 | | 101.87 | | 103.22 | |
| Kazakhstan | 21.03 | 57.32 | 19.92 | 57.13 | 96.11 | 110.57 | 96.74 | 110.75 |
| Kenya | 43.37 | | 43.74 | | 96.37 | | 95.00 | |
| Kiribati | | | | | 110.06 | | 109.13 | |
| Kuwait | 88.52 | | 85.90 | | 102.80 | 103.12 | 107.06 | 105.32 |
| Kyrgyzstan | 9.87 | 26.04 | 9.77 | 26.48 | 96.71 | 106.75 | 95.24 | 105.37 |
| Lao People's Democratic Republic | 7.18 | 26.53 | 7.90 | 27.49 | 115.24 | 121.98 | 97.97 | 115.63 |
| Latvia | 58.41 | 93.29 | 55.31 | 92.11 | 100.86 | 103.19 | 98.87 | 102.25 |
| Lebanon | 80.96 | 86.90 | 79.95 | 82.05 | 132.86 | 101.65 | 129.02 | 92.75 |
| Lesotho | 19.09 | 35.65 | 19.59 | 37.36 | 114.68 | 109.02 | 120.63 | 106.91 |
| Liberia | 64.01 | | 58.16 | | 129.60 | | 95.44 | |
| Libya | | | | | | | | |

Table continued....

| | | | | | | | | |
|------------------|-------|--------|-------|--------|--------|--------|--------|--------|
| Liechtenstein | | | | | | | | |
| Lithuania | 54.73 | 84.83 | 52.45 | 84.10 | 107.58 | 101.12 | 106.24 | 100.83 |
| Luxembourg | | 93.32 | | 93.65 | 99.58 | 96.25 | 100.72 | 96.86 |
| Madagascar | 3.28 | 12.05 | 3.36 | 12.67 | 101.63 | 145.79 | 97.64 | 144.70 |
| Malawi | | | | | 139.33 | 144.42 | 132.63 | 147.35 |
| Malaysia | | | | | | | | |
| Maldives | 58.86 | | 60.82 | | 128.07 | | 128.27 | |
| Mali | 1.49 | 3.62 | 1.56 | 3.80 | 65.37 | | 49.21 | |
| Malta | 98.57 | 114.31 | 95.67 | 115.41 | 101.51 | 97.62 | 102.03 | 89.71 |
| Marshall Islands | | | | | | | | |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Pre-Primary and Primary Education

| Country | Gross enrolment ratio, pre-primary (%) | | | | Gross enrolment ratio, primary (%) | | | |
|----------------------------------|----------------------------------------|--------|--------|--------|------------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Martinique | | | | | | | | |
| Mauritania | | | | | 83.94 | 94.03 | 81.39 | 98.57 |
| Mauritius | 90.04 | 103.90 | 91.90 | 105.24 | 105.01 | 101.40 | 104.10 | 103.07 |
| Mayotte | | | | | | | | |
| Mexico | 70.00 | 101.28 | 71.09 | 103.61 | 107.04 | 104.65 | 105.42 | 103.99 |
| Micronesia (Federated States of) | | | | | | | | |
| Monaco | | | | | | | | |
| Mongolia | 29.20 | | 29.66 | | 98.36 | 110.47 | 99.69 | 107.36 |
| Montenegro | | | | | | | | |
| Montserrat | | | | | | | | |
| Morocco | 77.60 | 62.88 | 43.10 | 49.59 | 99.34 | 119.28 | 84.43 | 114.02 |
| Mozambique | | | | | 84.02 | 109.05 | 63.40 | 99.39 |
| Myanmar | | | | | 99.44 | | 97.08 | |
| Namibia | | 21.07 | | 21.82 | 114.21 | 113.31 | 114.50 | 109.54 |
| Nauru | 78.89 | | 69.38 | | 85.93 | | 114.56 | |
| Nepal | | 85.91 | | 83.09 | 135.26 | 133.47 | 104.59 | 143.85 |
| Netherlands | | 94.17 | | 94.60 | 109.75 | 106.57 | 107.40 | 105.72 |
| Netherlands Antilles | | | | | | | | |
| New Caledonia | | | | | | | | |
| New Zealand | 85.40 | 96.91 | 85.61 | 99.17 | 99.34 | 98.37 | 99.48 | 98.67 |

Table continued....

| | | | | | | | | |
|--------------------------|-------|-------|-------|-------|--------|--------|--------|--------|
| Nicaragua | 30.48 | | 31.75 | | 103.67 | | 106.05 | |
| Niger | 0.93 | 6.79 | 0.96 | 7.20 | 39.01 | 76.03 | 26.57 | 64.17 |
| Nigeria | | | | | 108.17 | | 88.15 | |
| Niue | | | | | | | | |
| Northern Mariana Islands | | | | | | | | |
| Norway | 74.31 | 98.91 | 78.70 | 98.87 | 100.81 | 100.38 | 101.04 | 100.29 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Pre-Primary and Primary Education

| Country | Gross enrolment ratio, pre-primary (%) | | | | Gross enrolment ratio, primary (%) | | | |
|-----------------------|----------------------------------------|-------|--------|-------|------------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| | Oman | | 49.63 | | 50.61 | 94.76 | 108.19 | 91.88 |
| Pakistan | 76.78 | 82.67 | 54.26 | 72.89 | 87.62 | 95.90 | 59.54 | 83.22 |
| Palau | | 82.52 | | 87.46 | | 115.27 | | 113.37 |
| Palestine | 35.28 | 45.84 | 33.37 | 45.34 | 96.59 | 93.96 | 96.39 | 94.42 |
| Panama | 43.48 | 71.18 | 43.89 | 71.82 | 107.80 | 106.85 | 104.26 | 103.74 |
| Papua New Guinea | | | | | 76.03 | | 65.65 | |
| Paraguay | 31.16 | | 31.90 | | 122.51 | | 117.90 | |
| Peru | 57.97 | 84.86 | 59.08 | 85.61 | 121.68 | 103.23 | 120.91 | 102.98 |
| Philippines | | | | | | 116.78 | | 116.86 |
| Pitcairn | | | | | | | | |
| Poland | 47.96 | 77.53 | 48.45 | 77.11 | 98.45 | 101.21 | 97.10 | 101.42 |
| Portugal | 72.59 | 92.45 | 72.24 | 88.61 | 125.87 | 111.86 | 120.43 | 107.89 |
| Puerto Rico | | 79.45 | | 82.02 | | 88.68 | | 90.47 |
| Qatar | 30.60 | 53.18 | 27.91 | 55.32 | 102.36 | | 107.75 | |
| Republic of Korea | | | | | 101.00 | 105.69 | 101.55 | 104.25 |
| Republic of Moldova | 43.10 | 82.75 | 41.80 | 81.31 | 101.79 | 93.74 | 100.95 | 93.80 |
| Réunion | | | | | | | | |
| Romania | 67.65 | 92.02 | 69.88 | 92.54 | 97.35 | | 96.15 | |
| Russian Federation | 76.88 | | 72.38 | | 103.21 | 99.95 | 102.34 | 100.54 |
| Rwanda | | 13.96 | | 14.66 | 107.28 | 136.23 | 104.71 | 139.25 |
| Saint Helena | | | | | | | | |
| Saint Kitts and Nevis | | 84.31 | | 78.89 | 104.34 | 83.30 | 108.06 | 86.05 |
| Saint Lucia | 62.69 | 58.01 | 64.72 | 61.96 | 105.11 | | 101.82 | |

Table continued....

| | | | | | | | | |
|----------------------------------|--|-------|--|-------|--------|--------|--------|--------|
| Saint Pierre and Miquelon | | | | | | | | |
| Saint Vincent and the Grenadines | | 77.17 | | 79.39 | 121.18 | 108.02 | 114.63 | 102.52 |
| Saint-Barthélemy | | | | | | | | |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Pre-Primary and Primary Education

| Country | Gross enrolment ratio, pre-primary (%) | | | | Gross enrolment ratio, primary (%) | | | |
|--------------------------------|----------------------------------------|-------|--------|-------|------------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Samoa | 46.00 | | 58.91 | | 95.89 | | 97.34 | |
| San Marino | | | | | | | | |
| Sao Tome and Principe | | 45.91 | | 49.70 | | 116.04 | | 113.09 |
| Saudi Arabia | | 10.42 | | 16.77 | | 107.75 | | 106.99 |
| Senegal | 2.72 | | 2.88 | | 72.87 | | 63.19 | |
| Serbia | 51.62 | 58.21 | 51.21 | 58.53 | 104.08 | 100.85 | 103.08 | 100.94 |
| Seychelles | 101.08 | 90.22 | 99.33 | 96.30 | 104.10 | 105.07 | 107.04 | 106.93 |
| Sierra Leone | | 9.10 | | 9.98 | 70.57 | 130.32 | 64.98 | 129.78 |
| Singapore | | | | | | | | |
| Sint Maarten (Dutch part) | | | | | | | | |
| Slovakia | 85.81 | 93.42 | 77.03 | 91.29 | 102.63 | 102.59 | 101.27 | 100.88 |
| Slovenia | 82.31 | 95.42 | 70.54 | 93.32 | 96.17 | 98.78 | 98.22 | 99.20 |
| Solomon Islands | 35.40 | 93.37 | 35.30 | 94.39 | 89.85 | 115.20 | 82.51 | 113.62 |
| Somalia | | | | | | | | |
| South Africa | 29.82 | 76.61 | 32.34 | 75.73 | 104.06 | 100.47 | 103.38 | 96.49 |
| South Sudan | | | | | | | | |
| Spain | | 99.19 | | 98.94 | 104.84 | 105.02 | 104.10 | 106.14 |
| Sri Lanka | | 95.46 | | 94.51 | | 101.86 | | 99.42 |
| Sudan | | | | | | | | |
| Sudan (pre-secession) | | | | | | | | |
| Suriname | | 92.33 | | 96.50 | | 120.67 | | 114.58 |
| Svalbard and Jan Mayen Islands | | | | | | | | |
| Swaziland | | | | | 97.52 | 118.20 | 92.80 | 108.27 |
| Sweden | 73.99 | 95.44 | 73.48 | 94.79 | 108.31 | 117.10 | 111.08 | 124.01 |
| Switzerland | 92.15 | | 92.18 | | 106.45 | | 106.27 | |
| Syrian Arab Republic | 9.03 | 5.98 | 8.31 | 5.77 | 111.77 | 81.42 | 103.40 | 78.73 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Pre-Primary and Primary Education

| Country | Gross enrolment ratio, pre-primary (%) | | | | Gross enrolment ratio, primary (%) | | | |
|------------------------------------------------------|----------------------------------------|--------|--------|--------|------------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Tajikistan | 7.82 | 10.83 | 6.66 | 8.96 | 98.84 | 99.89 | 91.68 | 98.03 |
| Thailand | 92.25 | 117.41 | 93.52 | 115.54 | 99.34 | 98.87 | 96.44 | 96.89 |
| The former Yugoslav Republic of Macedonia | 29.00 | | 28.73 | | 101.09 | | 99.61 | |
| Timor-Leste | | 14.16 | | 14.79 | | 138.29 | | 133.76 |
| Togo | 2.05 | 13.48 | 2.15 | 14.01 | 127.15 | 132.96 | 98.69 | 124.44 |
| Tokelau | 106.52 | | 90.00 | | 98.46 | | 113.33 | |
| Tonga | | | | | 112.13 | 109.60 | 106.00 | 109.93 |
| Trinidad and Tobago | 59.95 | | 60.45 | | 105.42 | | 104.38 | |
| Tunisia | 16.12 | 40.04 | 15.69 | 42.52 | 118.17 | 113.02 | 111.42 | 109.46 |
| Turkey | 6.72 | 28.18 | 6.32 | 26.96 | 107.53 | 107.20 | 97.91 | 106.51 |
| Tuvalu | | 80.87 | | 82.20 | 103.01 | 89.20 | 107.04 | 89.12 |
| Uganda | | 10.82 | | 11.20 | 136.20 | 108.87 | 127.90 | 110.91 |
| Ukraine | 52.11 | | 50.80 | | 115.32 | 106.79 | 114.96 | 108.88 |
| United Arab Emirates | 64.79 | 83.33 | 62.72 | 84.52 | | 100.13 | | 101.87 |
| United Kingdom of Great Britain and Northern Ireland | 79.84 | 79.86 | 79.89 | 76.17 | 100.36 | 108.93 | 100.42 | 108.55 |
| United Republic of Tanzania | | 32.15 | | 32.54 | 68.36 | 86.15 | 67.46 | 87.38 |
| United States of America | 59.04 | 71.43 | 59.83 | 71.11 | 103.19 | 99.91 | 101.82 | 98.91 |
| United States Virgin Islands | | | | | | | | |
| Uruguay | 62.64 | | 64.14 | | 109.92 | | 108.08 | |
| Uzbekistan | 25.70 | | 24.87 | | 100.40 | | 100.92 | |
| Vanuatu | | 63.76 | | 63.54 | 121.83 | 125.16 | 118.63 | 122.21 |
| Venezuela (Bolivarian Republic of) | 47.37 | 75.32 | 48.26 | 75.84 | 100.12 | 102.88 | 98.41 | 101.14 |
| Viet Nam | 40.94 | 84.72 | 40.05 | 78.49 | 111.39 | 108.88 | 105.98 | 106.06 |
| Yemen | | 1.43 | | 1.26 | | 105.75 | | 88.88 |
| Zambia | | | | | 79.37 | 103.32 | 73.99 | 103.99 |
| Zimbabwe | 39.87 | | 41.01 | | 101.51 | | 98.48 | |

Source: UNESCO Institute for Statistics

Annexure-VI

Gross Enrolment Ratio Lower Secondary, Upper Secondary and Secondary Education at an Aggregate

| Country | Gross Enrolment Ratio, Lower Secondary | | | | Gross Enrolment Ratio, Upper Secondary | | | | Gross Enrolment Ratio, Secondary | | | |
|---------------------|----------------------------------------|--------|--------|--------|----------------------------------------|--------|--------|--------|----------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Afghanistan | | 83.01 | | 47.74 | | 60.05 | | 31.61 | | 72.25 | | 40.21 |
| Åland Islands | | | | | | | | | | | | |
| Albania | 97.25 | 99.69 | 94.71 | 96.69 | 45.38 | 97.41 | 42.03 | 88.30 | 73.16 | 98.64 | 69.72 | 92.84 |
| Algeria | 91.56 | | 83.67 | | 33.99 | | 48.33 | | 63.25 | | 66.26 | |
| American Samoa | | | | | | | | | | | | |
| Andorra | | | | | | | | | | | | |
| Angola | 18.47 | | 16.30 | | 10.20 | | 6.49 | | 15.18 | | 12.40 | |
| Anguilla | | | | | | | | | | | | |
| Antigua and Barbuda | 83.67 | | 71.25 | | 81.19 | | 77.49 | | 82.76 | | 73.58 | |
| Argentina | 101.23 | 127.41 | 101.88 | 129.47 | 67.26 | 77.16 | 74.27 | 90.76 | 84.54 | 102.50 | 88.31 | 110.27 |
| Armenia | 90.46 | | 96.83 | | 77.52 | | 88.41 | | 86.98 | | 94.53 | |
| Aruba | 117.38 | | 117.30 | | 79.48 | | 84.89 | | 94.91 | | 98.08 | |
| Australia | 117.85 | 116.59 | 120.80 | 113.00 | 249.76 | 187.92 | 249.45 | 173.17 | 161.59 | 141.24 | 163.69 | 133.67 |
| Austria | 102.54 | 99.66 | 102.22 | 98.75 | 99.23 | 101.99 | 91.46 | 95.22 | 100.85 | 100.88 | 96.74 | 96.90 |
| Azerbaijan | 79.48 | 91.36 | 76.29 | 88.84 | | 127.29 | | 126.65 | | 102.34 | | 100.60 |
| Bahrain | 106.08 | | 109.89 | | 86.17 | 80.11 | 97.81 | 94.28 | 96.57 | | 104.06 | |
| Bangladesh | 60.89 | 70.52 | 69.16 | 81.97 | 36.89 | 45.02 | 32.81 | 44.35 | 47.44 | 56.06 | 48.81 | 60.65 |
| Barbados | 100.02 | | 97.59 | | 104.26 | | 117.40 | | 101.72 | | 105.57 | |
| Belarus | 98.37 | 104.77 | 97.73 | 104.88 | | 113.36 | | 105.11 | | 107.43 | | 104.95 |
| Belgium | 144.13 | 175.98 | 161.63 | 185.29 | 134.76 | 141.81 | 146.86 | 168.20 | 137.89 | 152.89 | 151.78 | 173.74 |
| Belize | 79.10 | 89.84 | 80.03 | 91.19 | 39.73 | 55.05 | 48.70 | 62.36 | 66.20 | 78.53 | 69.78 | 81.80 |
| Benin | 39.21 | 77.86 | 18.29 | 57.22 | 16.00 | 46.79 | 5.92 | 21.82 | 29.99 | 65.37 | 13.36 | 42.93 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Lower Secondary, Upper Secondary and Secondary Education at an Aggregate

| Country | Gross Enrolment Ratio, Lower Secondary | | | | Gross Enrolment Ratio, Upper Secondary | | | | Gross Enrolment Ratio, Secondary | | | |
|----------------------------------|----------------------------------------|--------|--------|-------|----------------------------------------|-------|--------|-------|----------------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Bermuda | | 79.84 | | 85.67 | | 60.12 | | 75.81 | | 68.62 | | 80.06 |
| Bhutan | 44.46 | 83.29 | 36.62 | 92.27 | 10.12 | 57.86 | 5.08 | 55.77 | 33.91 | 74.65 | 26.93 | 79.90 |
| Bolivia (Plurinational State of) | 97.96 | 102.24 | 97.13 | 97.48 | 70.18 | 76.03 | 64.88 | 77.61 | 79.76 | 84.97 | 75.98 | 84.37 |
| Bosnia and Herzegovina | | | | | | | | | | | | |
| Botswana | 83.53 | 90.18 | 90.92 | 92.77 | 56.98 | 68.81 | 56.63 | 76.45 | 72.82 | 81.63 | 77.63 | 86.24 |

Table continued....

| | | | | | | | | | | | | |
|--------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Brazil | | | | | | | | | | | | |
| British Virgin Islands | | | | | | | | | | | | |
| Brunei Darussalam | 109.76 | 111.13 | 106.96 | 109.39 | 62.67 | 100.21 | 72.36 | 103.96 | 84.53 | 103.28 | 87.99 | 105.50 |
| Bulgaria | 88.90 | 96.25 | 83.02 | 91.04 | 99.62 | 105.64 | 102.74 | 101.45 | 93.54 | 101.14 | 91.53 | 96.48 |
| Burkina Faso | 16.29 | 40.00 | 11.46 | 35.95 | 6.94 | 16.65 | 3.42 | 10.95 | 12.55 | 30.69 | 8.23 | 25.96 |
| Burundi | | 46.82 | | 39.69 | 9.11 | 21.53 | 5.37 | 13.02 | | 36.26 | | 28.45 |
| Cambodia | 28.70 | 58.61 | 16.09 | 58.88 | 15.43 | | 7.99 | | 22.27 | | 12.12 | |
| Cameroon | | 63.73 | | 54.58 | | 45.64 | | 38.97 | | 56.35 | | 48.21 |
| Canada | 98.19 | | 97.90 | | 102.93 | | 107.08 | | 100.58 | | 102.51 | |
| Cape Verde | | 113.53 | | 121.11 | | 63.33 | | 81.85 | | 87.84 | | 100.72 |
| Cayman Islands | | | | | | | | | | | | |
| Central African Republic | | | | | | | | | | | | |
| Chad | 19.34 | | 5.87 | | 12.57 | 25.71 | 3.14 | 9.55 | 16.67 | | 4.80 | |
| Channel Islands | | | | | | | | | | | | |
| Chile | 101.41 | 104.10 | 98.98 | 102.78 | 79.03 | 97.55 | 81.19 | 100.55 | 86.83 | 99.68 | 87.38 | 101.27 |
| China | | 106.18 | | 107.54 | | 86.18 | | 88.27 | | 95.45 | | 97.14 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Lower Secondary, Upper Secondary and Secondary Education at an Aggregate

| Country | Gross Enrolment Ratio, Lower Secondary | | | | Gross Enrolment Ratio, Upper Secondary | | | | Gross Enrolment Ratio, Secondary | | | |
|------------------------------------------------|----------------------------------------|--------|--------|--------|----------------------------------------|--------|--------|--------|----------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| China, Hong Kong Special Administrative Region | 89.64 | 102.62 | 87.72 | 98.63 | | 102.37 | | 100.23 | | 102.48 | | 99.50 |
| China, Macao Special Administrative Region | 100.49 | 108.69 | 105.15 | 104.94 | 57.99 | 87.20 | 61.30 | 87.56 | 81.34 | 96.69 | 84.16 | 95.16 |
| Colombia | 74.32 | | 80.35 | | 50.92 | 76.09 | 59.44 | 91.17 | 66.58 | | 73.41 | |
| Comoros | 40.52 | 64.27 | 33.78 | 66.85 | | 49.56 | | 51.20 | | 58.25 | | 60.45 |
| Congo | 54.89 | | 39.62 | | | | | | | | | |
| Cook Islands | 85.73 | 94.85 | 91.94 | 104.20 | 49.78 | 65.10 | 66.99 | 82.15 | 71.97 | 82.17 | 82.02 | 95.16 |
| Costa Rica | 74.59 | 130.20 | 78.10 | 128.62 | 41.81 | 84.59 | 48.16 | 102.81 | 61.71 | 111.43 | 66.32 | 117.99 |
| Côte d'Ivoire | | | | | | | | | | | | |
| Croatia | 91.49 | | 90.69 | | 78.05 | | 82.37 | | 84.65 | | 86.45 | |
| Cuba | 101.78 | 100.30 | 99.70 | 99.96 | 59.80 | 84.77 | 67.91 | 88.64 | 82.13 | 92.42 | 84.73 | 94.24 |
| Curaçao | | 103.81 | | 102.76 | | 77.61 | | 84.86 | | 86.09 | | 90.63 |
| Cyprus | 98.66 | 99.86 | 97.38 | 100.34 | 86.25 | 96.59 | 91.64 | 96.96 | 92.35 | 98.11 | 94.44 | 98.53 |
| Czech Republic | 99.76 | 104.22 | 101.05 | 104.18 | 76.16 | 103.84 | 78.55 | 105.25 | 87.57 | 104.01 | 89.41 | 104.76 |
| Democratic Republic of the Congo | | 61.37 | | 42.27 | | 44.51 | | 25.27 | | 50.55 | | 31.36 |
| Denmark | 122.81 | 116.29 | 124.71 | 116.97 | 126.31 | 140.11 | 134.53 | 144.75 | 124.56 | 128.45 | 129.65 | 131.18 |
| Djibouti | 20.96 | 56.52 | 13.87 | 44.62 | 10.44 | 43.33 | 6.82 | 31.83 | 16.91 | 50.85 | 11.15 | 39.12 |

Table continued....

| | | | | | | | | | | | | |
|--------------------|--------|--------|--------|--------|-------|-------|-------|-------|-------|-------|--------|--------|
| Dominica | 126.64 | | 139.50 | | 59.71 | 83.97 | 74.92 | 91.20 | 99.29 | | 112.08 | |
| Dominican Republic | 60.21 | 84.14 | 69.67 | 88.21 | 49.43 | 67.87 | 62.57 | 78.73 | 53.14 | 73.38 | 65.00 | 81.93 |
| Ecuador | 64.94 | 112.19 | 63.42 | 115.18 | 49.36 | 87.10 | 52.96 | 93.66 | 57.37 | 99.73 | 58.33 | 104.48 |
| Egypt | 95.29 | 99.90 | 88.48 | 99.98 | 69.94 | 73.47 | 66.05 | 70.44 | 83.16 | 86.78 | 77.73 | 85.28 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Lower Secondary, Upper Secondary and Secondary Education at an Aggregate

| Country | Gross Enrolment Ratio, Lower Secondary | | | | Gross Enrolment Ratio, Upper Secondary | | | | Gross Enrolment Ratio, Secondary | | | |
|-----------------------------|----------------------------------------|--------|--------|--------|----------------------------------------|--------|--------|--------|----------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| El Salvador | 74.39 | 102.39 | 70.39 | 100.22 | 43.50 | 54.19 | 43.39 | 55.81 | 59.67 | 78.39 | 57.33 | 77.82 |
| Equatorial Guinea | 59.12 | | 26.93 | | 12.42 | | 3.89 | | 42.40 | | 18.70 | |
| Eritrea | 38.85 | 49.23 | 31.94 | 40.67 | 20.35 | 30.98 | 11.88 | 23.97 | 26.97 | 39.34 | 19.03 | 31.58 |
| Estonia | 95.94 | 112.73 | 96.81 | 107.05 | 86.18 | 105.99 | 96.48 | 109.00 | 91.17 | 109.02 | 96.65 | 108.12 |
| Ethiopia | 18.92 | | 13.14 | | 9.83 | | 5.72 | | 16.13 | | 10.85 | |
| Faeroe Islands | | | | | | | | | | | | |
| Falkland Islands (Malvinas) | | | | | | | | | | | | |
| Fiji | 89.80 | 105.31 | 96.09 | 103.81 | 55.33 | | 63.13 | | 74.99 | | 81.91 | |
| Finland | 100.92 | 101.00 | 101.55 | 100.85 | 137.32 | 169.65 | 158.62 | 194.04 | 119.33 | 136.98 | 130.44 | 149.71 |
| France | 106.88 | 108.64 | 105.99 | 107.88 | 111.67 | 113.19 | 112.06 | 116.04 | 108.94 | 110.56 | 108.61 | 111.34 |
| French Guiana | | | | | | | | | | | | |
| French Polynesia | | | | | | | | | | | | |
| Gabon | | | | | | | | | | | | |
| Gambia | 53.57 | 66.31 | 36.84 | 67.07 | | | | | | | | |
| Georgia | 84.20 | 107.77 | 84.39 | 105.11 | 66.65 | 89.65 | 61.92 | 90.91 | 79.49 | 98.04 | 78.25 | 97.32 |
| Germany | 99.03 | 102.41 | 99.67 | 100.66 | 103.44 | 110.23 | 98.19 | 97.87 | 100.47 | 105.13 | 99.18 | 99.69 |
| Ghana | 66.58 | 87.44 | 57.71 | 83.06 | 21.67 | 45.29 | 14.36 | 38.47 | 45.03 | 63.89 | 36.87 | 58.16 |
| Gibraltar | | | | | | | | | | | | |
| Greece | 95.63 | 106.20 | 94.91 | 100.92 | 79.34 | 114.32 | 91.75 | 110.70 | 86.93 | 110.37 | 93.24 | 105.94 |
| Greenland | | | | | | | | | | | | |
| Grenada | | 106.61 | | 101.05 | | 95.65 | | 98.81 | | 102.12 | | 100.12 |
| Guadeloupe | | | | | | | | | | | | |
| Guam | | | | | | | | | | | | |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Lower Secondary, Upper Secondary and Secondary Education at an Aggregate

| Country | Gross Enrolment Ratio, Lower Secondary | | | | Gross Enrolment Ratio, Upper Secondary | | | | Gross Enrolment Ratio, Secondary | | | |
|-----------|----------------------------------------|-------|--------|-------|----------------------------------------|-------|--------|-------|----------------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Guatemala | 43.90 | 73.26 | 37.01 | 64.95 | 29.67 | 55.77 | 29.28 | 56.79 | 38.34 | 66.48 | 33.98 | 61.78 |
| Guernsey | | | | | | | | | | | | |
| Guinea | 30.12 | | 11.38 | | 11.30 | | 3.42 | | | | | |

Table continued....

| | | | | | | | | | | | | |
|----------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Guinea-Bissau | 27.72 | | 15.20 | | 13.47 | | 7.20 | | 22.28 | | 12.15 | |
| Guyana | | | | | 62.19 | | 66.25 | | | | | |
| Haiti | | | | | | | | | | | | |
| Holy See | | | | | | | | | | | | |
| Honduras | | 68.84 | | 77.50 | | 57.13 | | 77.12 | | 64.17 | | 77.35 |
| Hungary | 101.49 | 102.53 | 99.33 | 100.29 | 90.49 | 112.95 | 93.96 | 115.36 | 95.82 | 108.08 | 96.57 | 108.33 |
| Iceland | 90.79 | | 92.95 | | 114.03 | | 124.17 | | 104.06 | | 110.87 | |
| India | 69.50 | 82.71 | 50.83 | 87.98 | 38.98 | 57.73 | 26.27 | 54.85 | 52.44 | 68.60 | 37.10 | 69.23 |
| Indonesia | | 89.03 | | 91.68 | | 78.08 | | 70.23 | 55.97 | 83.71 | 54.19 | 81.21 |
| Iran (Islamic Republic of) | 100.41 | 102.69 | 86.82 | 100.54 | 66.26 | 80.15 | 67.52 | 79.46 | 81.12 | 87.17 | 75.93 | 86.03 |
| Iraq | 61.14 | | 37.08 | | 29.41 | | 19.37 | | 45.90 | | 28.55 | |
| Ireland | 92.47 | 115.17 | 95.02 | 114.33 | 100.09 | 140.96 | 115.20 | 148.69 | 95.65 | 125.26 | 103.43 | 127.75 |
| Isle of Man | | | | | | | | | | | | |
| Israel | 96.83 | 102.96 | 96.98 | 103.66 | 109.08 | 98.03 | 109.10 | 101.38 | 102.97 | 100.56 | 103.04 | 102.55 |
| Italy | 106.24 | 110.63 | 106.32 | 106.92 | 87.48 | 99.07 | 81.95 | 98.11 | 94.21 | 103.36 | 90.67 | 101.38 |
| Jamaica | 93.56 | 82.13 | 92.00 | 88.34 | 72.57 | 77.62 | 80.20 | 83.65 | 85.37 | 80.29 | 87.37 | 86.43 |
| Japan | 103.27 | 101.31 | 103.41 | 101.41 | 99.43 | 102.13 | 101.52 | 102.84 | 101.27 | 101.72 | 102.43 | 102.13 |
| Jersey | | | | | | | | | | | | |
| Jordan | 90.87 | | 93.56 | | 70.41 | | 77.11 | | 84.07 | | 88.12 | |
| Kazakhstan | 89.97 | 106.68 | 93.53 | 107.48 | 95.60 | 88.50 | 100.64 | 93.17 | 91.45 | 100.90 | 95.40 | 102.88 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Lower Secondary, Upper Secondary and Secondary Education at an Aggregate

| Country | Gross Enrolment Ratio, Lower Secondary | | | | Gross Enrolment Ratio, Upper Secondary | | | | Gross Enrolment Ratio, Secondary | | | |
|----------------------------------|----------------------------------------|--------|--------|--------|----------------------------------------|--------|--------|--------|----------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Kenya | 66.90 | | 66.77 | | 25.87 | | 22.90 | | 40.30 | | 38.32 | |
| Kiribati | 38.37 | | 49.40 | | 77.08 | | 93.63 | | 56.50 | | 70.77 | |
| Kuwait | 101.63 | | 108.51 | | 91.13 | | 92.62 | | 96.84 | 89.16 | 100.72 | 96.23 |
| Kyrgyzstan | 82.24 | 92.21 | 84.38 | 92.05 | 85.84 | 72.17 | 88.91 | 73.28 | 83.19 | 86.13 | 85.58 | 86.34 |
| Lao People's Democratic Republic | 52.17 | 67.75 | 37.42 | 61.21 | 26.57 | 38.03 | 17.73 | 32.43 | 40.12 | 54.77 | 28.14 | 48.61 |
| Latvia | 88.62 | 113.37 | 87.03 | 109.08 | 92.14 | 111.43 | 101.87 | 108.22 | 89.88 | 112.27 | 92.36 | 108.59 |
| Lebanon | 104.27 | 79.50 | 115.53 | 78.75 | 65.62 | 57.11 | 75.02 | 58.68 | 87.63 | 68.02 | 98.15 | 68.37 |
| Lesotho | 33.38 | 52.89 | 46.74 | 71.52 | 18.33 | 31.87 | 23.10 | 47.23 | 27.52 | 44.50 | 37.57 | 61.84 |
| Liberia | 47.06 | | 30.22 | | 33.92 | | 28.91 | | 40.72 | | 29.59 | |
| Libya | | | | | | | | | | | | |
| Liechtenstein | | | | | | | | | | | | |
| Lithuania | 100.48 | 105.74 | 97.87 | 101.48 | 92.42 | 111.85 | 96.90 | 107.03 | 98.53 | 107.56 | 97.64 | 103.14 |
| Luxembourg | 105.42 | 113.29 | 108.71 | 114.25 | 85.80 | 92.16 | 93.04 | 96.00 | 94.36 | 101.13 | 99.90 | 103.77 |
| Madagascar | | 49.67 | | 49.14 | | | | | | | | |
| Malawi | 42.62 | 47.50 | 32.30 | 43.72 | 16.65 | 22.42 | 10.67 | 17.76 | 34.73 | 39.64 | 25.74 | 35.56 |
| Malaysia | | | | | | | | | | | | |
| Maldives | 74.35 | 106.34 | 81.87 | 104.50 | 8.27 | | 6.52 | | 49.38 | | 53.21 | |

Table continued....

| | | | | | | | | | | | | |
|------------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Mali | 26.96 | 56.67 | 15.85 | 49.36 | 16.50 | 33.63 | 8.74 | 22.31 | 21.95 | 45.78 | 12.44 | 36.60 |
| Malta | 102.44 | 96.81 | 99.09 | 83.64 | 63.71 | 87.75 | 65.82 | 77.66 | 91.65 | 91.43 | 89.81 | 80.07 |
| Marshall Islands | | | | | | | | | | | | |
| Martinique | | | | | | | | | | | | |
| Mauritania | 24.61 | 35.21 | 18.80 | 34.97 | 16.47 | 23.12 | 11.44 | 18.76 | 20.71 | 30.30 | 15.28 | 28.41 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Lower Secondary, Upper Secondary and Secondary Education at an Aggregate

| Country | Gross Enrolment Ratio, Lower Secondary | | | | Gross Enrolment Ratio, Upper Secondary | | | | Gross Enrolment Ratio, Secondary | | | |
|----------------------------------|----------------------------------------|--------|--------|--------|----------------------------------------|--------|--------|--------|----------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Mauritius | 89.22 | 107.69 | 88.55 | 105.56 | 69.98 | 81.96 | 66.00 | 88.64 | 78.07 | 92.92 | 75.53 | 95.81 |
| Mayotte | | | | | | | | | | | | |
| Mexico | 92.11 | 107.04 | 95.56 | 115.46 | 44.77 | 61.20 | 45.67 | 63.88 | 68.93 | 84.30 | 70.91 | 89.87 |
| Micronesia (Federated States of) | | | | | | | | | | | | |
| Monaco | | | | | | | | | | | | |
| Mongolia | 67.90 | | 80.66 | | 36.18 | 82.20 | 52.58 | 88.12 | 58.21 | | 72.20 | |
| Montenegro | | | | | | | | | | | | |
| Montserrat | | | | | | | | | | | | |
| Morocco | 56.24 | 98.65 | 44.70 | 82.08 | 28.94 | | 23.50 | | 42.67 | | 34.10 | |
| Mozambique | 10.57 | 33.52 | 6.66 | 30.74 | 2.59 | 12.73 | 1.34 | 11.41 | 7.50 | 25.67 | 4.59 | 23.43 |
| Myanmar | 39.77 | | 40.01 | | 27.20 | | 31.59 | | 35.48 | | 37.12 | |
| Namibia | 73.93 | | 84.39 | | 29.48 | | 30.09 | | 56.83 | | 63.50 | |
| Nauru | | | | | | | | | 43.33 | | 50.85 | |
| Nepal | 63.10 | 84.92 | 44.66 | 92.66 | 26.08 | 48.45 | 16.18 | 48.31 | 42.95 | 64.49 | 29.02 | 67.44 |
| Netherlands | 137.40 | 138.14 | 130.57 | 132.34 | 115.51 | 125.09 | 112.32 | 127.20 | 126.61 | 131.58 | 121.58 | 129.76 |
| Netherlands Antilles | | | | | | | | | | | | |
| New Caledonia | | | | | | | | | | | | |
| New Zealand | 101.88 | 103.11 | 101.12 | 102.83 | 115.35 | 127.47 | 131.40 | 143.76 | 107.56 | 113.81 | 113.87 | 120.82 |
| Nicaragua | 56.39 | | 63.65 | | 35.40 | | 48.19 | | 48.13 | | 57.55 | |
| Niger | | 25.84 | | 18.25 | | 13.45 | | 8.83 | 8.78 | 21.22 | 5.22 | 14.61 |
| Nigeria | 28.52 | | 23.80 | | 24.13 | | 20.96 | | 26.40 | | 22.43 | |
| Norway | 97.13 | 98.98 | 97.42 | 99.23 | 132.91 | 129.81 | 138.29 | 122.82 | 114.71 | 114.70 | 117.53 | 111.22 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Lower Secondary, Upper Secondary and Secondary Education at an Aggregate

| Country | Gross Enrolment Ratio, Lower Secondary | | | | Gross Enrolment Ratio, Upper Secondary | | | | Gross Enrolment Ratio, Secondary | | | |
|----------|----------------------------------------|--------|--------|--------|----------------------------------------|-------|--------|-------|----------------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Oman | 94.32 | 104.99 | 88.66 | 110.87 | 64.46 | | 68.38 | | 79.99 | | 78.82 | |
| Pakistan | | 57.96 | | 47.24 | | 36.60 | | 23.22 | | 45.76 | | 33.45 |

Table continued....

| | | | | | | | | | | | | |
|-----------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Palau | | 116.46 | | 112.33 | | 112.72 | | 119.33 | | 113.90 | | 117.14 |
| Palestine | 83.39 | 84.02 | 86.58 | 88.62 | 52.49 | 62.56 | 56.53 | 79.42 | 76.65 | 78.84 | 80.01 | 86.39 |
| Panama | 78.78 | 93.25 | 80.21 | 93.95 | 46.27 | 52.98 | 53.34 | 61.62 | 62.78 | 73.22 | 67.01 | 77.85 |
| Papua New Guinea | | | | | | | | | | | | |
| Paraguay | 74.46 | | 75.32 | | 46.87 | | 50.25 | | 61.09 | | 63.17 | |
| Peru | 98.14 | 110.85 | 90.70 | 107.63 | 71.34 | 78.81 | 67.28 | 82.73 | 87.73 | 98.07 | 81.58 | 97.71 |
| Philippines | | 88.61 | | 95.79 | | 71.54 | | 83.39 | | 84.39 | | 92.68 |
| Pitcairn | | | | | | | | | | | | |
| Poland | 98.26 | 102.05 | 96.75 | 98.28 | 100.68 | 118.02 | 99.41 | 113.99 | 99.90 | 110.60 | 98.56 | 106.71 |
| Portugal | 112.72 | 122.79 | 115.27 | 118.09 | 91.59 | 118.54 | 102.07 | 119.49 | 101.55 | 120.66 | 108.27 | 118.79 |
| Puerto Rico | | 85.99 | | 89.94 | | 71.13 | | 77.15 | | 78.44 | | 83.33 |
| Qatar | 89.17 | | 97.71 | | 72.50 | | 88.58 | | 81.03 | | 93.25 | |
| Republic of Korea | 100.81 | 104.99 | 101.95 | 103.95 | 96.60 | 96.17 | 95.12 | 93.52 | 98.55 | 100.27 | 98.23 | 98.40 |
| Republic of Moldova | 90.35 | 87.09 | 90.87 | 86.22 | 55.46 | 89.21 | 60.86 | 94.45 | 80.70 | 87.78 | 82.51 | 88.92 |
| Réunion | | | | | | | | | | | | |
| Romania | 91.45 | 95.88 | 92.03 | 93.51 | 64.81 | 101.56 | 68.04 | 100.68 | 78.35 | 98.69 | 80.24 | 97.04 |
| Russian Federation | 91.71 | 96.70 | 93.13 | 97.81 | | 105.69 | | 98.63 | | 99.54 | | 98.07 |
| Rwanda | 12.35 | 44.79 | 12.29 | 51.03 | 10.03 | 31.77 | 7.58 | 31.01 | 11.29 | 38.71 | 10.08 | 41.59 |
| Saint Helena | | | | | | | | | | | | |
| Saint Kitts and Nevis | 112.57 | 95.48 | 119.57 | 99.93 | 81.34 | 88.89 | 96.65 | 124.92 | 100.34 | 92.90 | 110.47 | 109.71 |
| Saint Lucia | 65.82 | 89.83 | 86.18 | 87.55 | 61.84 | 86.33 | 79.11 | 89.59 | 64.26 | 88.39 | 83.41 | 88.38 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Lower Secondary, Upper Secondary and Secondary Education at an Aggregate

| Country | Gross Enrolment Ratio, Lower Secondary | | | | Gross Enrolment Ratio, Upper Secondary | | | | Gross Enrolment Ratio, Secondary | | | |
|----------------------------------|----------------------------------------|--------|--------|--------|----------------------------------------|--------|--------|-------|----------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Saint Vincent and the Grenadines | 84.71 | 117.60 | 109.26 | 104.62 | 49.45 | 87.25 | 72.68 | 94.71 | 70.58 | 105.29 | 94.62 | 100.60 |
| Saint-Barthélemy | | | | | | | | | | | | |
| Saint-Martin (French part) | | | | | | | | | | | | |
| Samoa | 95.54 | | 99.04 | | 64.16 | | 76.96 | | 73.65 | | 83.88 | |
| San Marino | | | | | | | | | | | | |
| Sao Tome and Principe | | 97.30 | | 109.43 | | 23.84 | | 23.84 | | 62.72 | | 69.16 |
| Saudi Arabia | | 115.87 | | 98.29 | | 121.62 | | 94.74 | | 118.66 | | 96.55 |
| Senegal | 23.64 | | 15.77 | | 12.48 | | 7.62 | | 19.18 | | 12.49 | |
| Serbia | 101.72 | 99.45 | 100.72 | 99.63 | 79.63 | 87.58 | 84.25 | 92.25 | 90.27 | 93.17 | 92.15 | 95.73 |
| Seychelles | 97.79 | 106.24 | 99.83 | 112.32 | 48.31 | 46.86 | 59.06 | 50.45 | 69.52 | 71.31 | 76.35 | 76.13 |
| Sierra Leone | | 66.20 | | 60.38 | | 30.70 | | 23.08 | | 46.89 | | 40.04 |
| Singapore | | | | | | | | | | | | |

Table continued....

| | | | | | | | | | | | | |
|---------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Sint Maarten (Dutch part) | | | | | | | | | | | | |
| Slovakia | 97.71 | 97.86 | 96.86 | 96.03 | 70.46 | 84.18 | 74.86 | 88.86 | 85.10 | 91.15 | 86.68 | 92.52 |
| Slovenia | 97.50 | 99.04 | 98.96 | 98.29 | 101.07 | 119.71 | 105.87 | 119.65 | 99.37 | 111.08 | 102.57 | 110.80 |
| Solomon Islands | 38.12 | 72.41 | 30.88 | 71.66 | 10.57 | | 7.32 | | 22.96 | | 17.90 | |
| Somalia | | | | | | | | | | | | |
| South Africa | 96.03 | 93.28 | 99.88 | 115.18 | 77.57 | 83.73 | 81.83 | 107.76 | 85.32 | 87.59 | 89.16 | 110.70 |
| South Sudan | | | | | | | | | | | | |
| Spain | 109.17 | 134.53 | 109.08 | 130.29 | 102.59 | 127.13 | 122.52 | 132.42 | 106.79 | 130.83 | 113.95 | 131.36 |
| Sri Lanka | | 100.69 | | 100.01 | | 94.14 | | 104.05 | | 97.50 | | 101.97 |
| Sudan | | | | | | | | | | | | |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Lower Secondary, Upper Secondary and Secondary Education at an Aggregate

| Country | Gross Enrolment Ratio, Lower Secondary | | | | Gross Enrolment Ratio, Upper Secondary | | | | Gross Enrolment Ratio, Secondary | | | |
|-------------------------------------------|----------------------------------------|--------|--------|--------|----------------------------------------|--------|--------|--------|----------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Suriname | | 89.84 | | 104.49 | | 36.82 | | 66.87 | | 68.16 | | 89.19 |
| Svalbard and Jan Mayen Islands | | | | | | | | | | | | |
| Swaziland | 47.84 | 72.94 | 49.44 | 72.22 | 31.50 | 49.72 | 29.93 | 47.93 | 41.74 | 63.57 | 42.10 | 62.41 |
| Sweden | 109.29 | 108.90 | 114.94 | 114.48 | 160.86 | 129.93 | 229.55 | 154.26 | 134.27 | 120.64 | 170.53 | 136.75 |
| Switzerland | 108.96 | | 112.80 | | 90.32 | | 76.63 | | 98.40 | | 92.25 | |
| Syrian Arab Republic | 66.65 | 61.86 | 58.79 | 59.94 | 23.80 | 29.85 | 24.49 | 33.29 | 45.81 | 50.46 | 42.10 | 50.52 |
| Tajikistan | 86.78 | 98.46 | 78.19 | 93.20 | 54.52 | 77.50 | 35.04 | 58.16 | 78.79 | 92.46 | 67.49 | 83.11 |
| Thailand | | 94.02 | | 94.40 | | 72.56 | | 84.47 | | 83.15 | | 89.34 |
| The former Yugoslav Republic of Macedonia | 100.38 | | 96.88 | | 68.71 | | 66.51 | | 84.25 | | 81.41 | |
| Timor-Leste | | 75.42 | | 79.62 | | 61.56 | | 65.24 | | 68.84 | | 72.81 |
| Togo | 58.31 | | 28.18 | | 24.09 | | 7.38 | | 44.54 | | 19.79 | |
| Tokelau | 96.67 | | 107.02 | | 84.62 | | 71.79 | | 91.92 | | 92.71 | |
| Tonga | | | | | | | | | 101.05 | 89.24 | 112.76 | 92.17 |
| Trinidad and Tobago | 77.28 | | 83.26 | | | | | | | | | |
| Tunisia | 101.73 | 107.35 | 102.09 | 107.27 | 50.98 | | 55.67 | | 73.32 | | 75.98 | |
| Turkey | 96.47 | 138.89 | 76.34 | 140.92 | 72.11 | 99.34 | 45.73 | 91.37 | 84.25 | 116.44 | 60.96 | 112.74 |
| Turkmenistan | | | | | | | | | | | | |
| Turks and Caicos Islands | | | | | | | | | | | | |
| Tuvalu | | 90.52 | | 100.00 | | 48.82 | | 79.28 | | 72.41 | | 91.06 |
| Uganda | 23.13 | | 18.47 | | 8.73 | | 5.30 | | 18.68 | 29.51 | 14.40 | 25.70 |
| Ukraine | 104.88 | 99.36 | 105.72 | 99.47 | 99.28 | 100.72 | 101.62 | 91.22 | 103.17 | 99.80 | 104.47 | 96.83 |
| United Arab Emirates | | | | | | | | | | | | |

Source: UNESCO Institute for Statistics

Enrolment Ratio Lower Secondary, Upper Secondary and Secondary Education at an Aggregate

| Country | Gross Enrolment Ratio, Lower Secondary | | | | Gross Enrolment Ratio, Upper Secondary | | | | Gross Enrolment Ratio, Secondary | | | |
|------------------------------------------------------|----------------------------------------|--------|--------|--------|----------------------------------------|--------|--------|--------|----------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| United Kingdom of Great Britain and Northern Ireland | 99.74 | 112.08 | 99.80 | 110.62 | 102.80 | 128.62 | 104.51 | 138.54 | 101.45 | 121.84 | 102.44 | 127.14 |
| United Republic of Tanzania | | 43.91 | | 41.75 | | 10.83 | | 7.21 | | 33.69 | | 30.82 |
| United States of America | 101.57 | 102.05 | 101.16 | 100.79 | 83.37 | 89.28 | 86.55 | 92.14 | 92.50 | 95.51 | 93.88 | 96.37 |
| United States Virgin Islands | | | | | | | | | | | | |
| Uruguay | 106.66 | | 112.31 | | 76.87 | | 96.77 | | 92.06 | | 104.68 | |
| Uzbekistan | 82.01 | | 81.25 | | 105.03 | | 95.61 | | 87.93 | | 84.97 | |
| Vanuatu | 40.58 | 66.24 | 50.29 | 71.16 | 20.67 | | 18.09 | | 32.44 | | 37.02 | |
| Venezuela (Bolivarian Republic of) | 65.38 | 95.50 | 75.02 | 100.12 | 35.95 | 77.25 | 48.59 | 90.20 | 54.04 | 88.24 | 64.82 | 96.17 |
| Viet Nam | 84.41 | 91.46 | 77.31 | 91.39 | | | | | | | | |
| Wallis and Futuna Islands | | | | | | | | | | | | |
| Western Sahara | | | | | | | | | | | | |
| Yemen | | 68.19 | | 47.70 | | 46.43 | | 31.17 | | 57.40 | | 39.50 |
| Zambia | 36.36 | 65.76 | 30.58 | 59.85 | | | | | | | | |
| Zimbabwe | 66.54 | | 61.33 | | 34.14 | | 28.60 | | 45.29 | | 39.84 | |

Source: UNESCO Institute for Statistics

Annexure-VII

Gross Enrolment Ratio Post Secondary Non-tertiary Education and Tertiary Education

| Country | Gross Enrolment Ratio, Post-secondary Non-tertiary Education | | | | Gross Enrolment Ratio, Tertiary | | | |
|---------------------|--------------------------------------------------------------|-------|--------|-------|---------------------------------|-------|--------|--------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Afghanistan | | 11.75 | | 7.69 | | | | |
| Åland Islands | | | | | | | | |
| Albania | | 1.87 | | 1.31 | 12.81 | 52.71 | 18.27 | 73.37 |
| Algeria | | | | | | 27.21 | | 40.92 |
| American Samoa | | | | | | | | |
| Andorra | | | | | | | | |
| Angola | | | | | | 11.03 | | 8.84 |
| Antigua and Barbuda | 45.80 | | 67.78 | | | | | |
| Argentina | | | | | 41.83 | 61.54 | 64.70 | 99.00 |
| Armenia | | | | | 30.73 | 39.23 | 38.68 | 51.77 |
| Aruba | 11.66 | | 8.24 | | 23.55 | | 35.66 | |
| Australia | 60.16 | 81.15 | 62.68 | 96.58 | 60.35 | 72.46 | 73.95 | 101.67 |
| Austria | 25.53 | 2.64 | 34.06 | 10.92 | 54.38 | 73.04 | 58.86 | 88.10 |
| Azerbaijan | | 25.31 | | 22.75 | | 20.33 | | 22.62 |
| Bahamas | | | | | | | | |
| Bahrain | 34.79 | 33.10 | 20.87 | 50.01 | | 22.75 | | 57.13 |
| Bangladesh | 0.23 | 6.46 | 0.18 | 1.25 | 7.27 | | 3.57 | |
| Barbados | 45.74 | | 33.63 | | 22.19 | | 59.46 | |
| Belarus | | 22.08 | | 15.44 | 47.14 | 77.71 | 62.34 | 105.13 |
| Belgium | 35.34 | 40.71 | 43.09 | 53.09 | 54.25 | 62.98 | 60.94 | 81.96 |
| Belize | 11.08 | | 4.67 | | | 18.31 | | 30.05 |
| Benin | | | | | 5.99 | 22.37 | 1.44 | 8.37 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Post Secondary Non-tertiary Education and Tertiary Education

| Country | Gross Enrolment Ratio, Post-secondary Non-tertiary Education | | | | Gross Enrolment Ratio, Tertiary | | | |
|----------------------------------|--------------------------------------------------------------|------|--------|------|---------------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Bermuda | | | | | | 18.24 | | 41.17 |
| Bhutan | | 0.96 | | 0.74 | | 12.55 | | 9.24 |
| Bolivia (Plurinational State of) | | | | | | | | |

Table continued....

| | | | | | | | | |
|------------------------------------------------|-------|------|-------|------|-------|-------|-------|-------|
| Bosnia and Herzegovina | | | | | | | | |
| Botswana | 32.69 | | 29.40 | | 7.10 | 22.25 | 6.66 | 27.79 |
| Brazil | | | | | | | | |
| British Virgin Islands | | | | | | | | |
| Brunei Darussalam | 1.49 | | 1.11 | | 9.35 | 17.38 | 15.75 | 31.63 |
| Bulgaria | 2.53 | 1.62 | 3.43 | 1.57 | 37.05 | 58.87 | 52.34 | 74.65 |
| Burkina Faso | | 6.91 | | 3.60 | | 6.37 | | 3.14 |
| Burundi | | | | | 1.72 | 6.28 | 0.61 | 2.65 |
| Cambodia | 1.49 | | 0.56 | | 3.80 | | 1.21 | |
| Cameroon | | 3.18 | | 5.24 | | | | |
| Canada | 42.04 | | 33.64 | | 50.51 | | 67.70 | |
| Cape Verde | | 0.67 | | 0.39 | 1.98 | 18.62 | 2.05 | 25.95 |
| Cayman Islands | | | | | | | | |
| Central African Republic | | | | | 3.15 | | 0.60 | |
| Chad | | | | | 1.41 | | 0.25 | |
| Channel Islands | | | | | | | | |
| Chile | | | | | 39.01 | 78.90 | 35.26 | 88.96 |
| China | 5.11 | 3.38 | 5.52 | 3.20 | | 28.30 | | 32.22 |
| China, Hong Kong Special Administrative Region | | | | | | 63.32 | | 71.37 |
| China, Macao Special Administrative Region | | | | | 27.48 | 54.93 | 25.04 | 70.16 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Post Secondary Non-tertiary Education and Tertiary Education

| Country | Gross Enrolment Ratio, Post-secondary Non-tertiary Education | | | | Gross Enrolment Ratio, Tertiary | | | |
|----------------|--------------------------------------------------------------|-------|--------|-------|---------------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Colombia | 0.18 | | 0.60 | | 22.20 | 46.76 | 24.21 | 53.56 |
| Comoros | 0.93 | | 0.59 | | 1.63 | 9.29 | 1.20 | 8.06 |
| Congo | | | | | 7.88 | 11.10 | 2.48 | 8.33 |
| Cook Islands | | | | | | | | |
| Costa Rica | | | | | | 45.11 | | 55.10 |
| Côte d'Ivoire | | | | | | 10.59 | | 6.61 |
| Croatia | | | | | 30.02 | | 34.84 | |
| Cuba | 4.28 | 3.21 | 10.85 | 8.11 | 20.45 | 37.16 | 24.34 | 62.61 |
| Curaçao | | 46.21 | | 62.56 | | 12.17 | | 28.37 |
| Cyprus | | 1.22 | | 0.15 | 16.89 | 41.60 | 22.20 | 53.69 |
| Czech Republic | 17.32 | 31.77 | 13.79 | 63.35 | 27.92 | 54.24 | 28.95 | 77.12 |

Table continued....

| | | | | | | | | |
|---------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Democratic People's Republic of Korea | | | | | | | | |
| Democratic Republic of the Congo | | | | | | 9.12 | | 4.15 |
| Denmark | 4.14 | | 1.21 | | 48.53 | 68.50 | 66.26 | 94.54 |
| Djibouti | | | | | 0.28 | | 0.25 | |
| Dominica | 21.31 | 55.91 | 31.80 | 77.03 | | | | |
| Dominican Republic | | | | | | | | |
| Ecuador | | | | | | | | |
| Egypt | | 5.61 | | 4.34 | | 31.97 | | 28.59 |
| El Salvador | | | | | 20.46 | 27.95 | 22.75 | 30.33 |
| Equatorial Guinea | | | | | 4.45 | | 1.99 | |
| Eritrea | 0.58 | 2.53 | 0.19 | 1.81 | 1.96 | | 0.32 | |
| Estonia | 15.58 | 23.94 | 29.83 | 42.27 | 44.06 | 58.68 | 65.64 | 88.13 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Post Secondary Non-tertiary Education and Tertiary Education

| Country | Gross Enrolment Ratio, Post-secondary Non-tertiary Education | | | | Gross Enrolment Ratio, Tertiary | | | |
|------------------|--------------------------------------------------------------|-------|--------|-------|---------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Fiji | 2.51 | | 3.28 | | | | | |
| Finland | | 11.02 | | 12.35 | 74.73 | 82.61 | 90.49 | 99.88 |
| France | 1.11 | 3.20 | 1.94 | 6.23 | 49.00 | 55.77 | 60.04 | 68.69 |
| French Guiana | | | | | | | | |
| French Polynesia | | | | | | | | |
| Gabon | | | | | | | | |
| Gambia | | | | | | | | |
| Georgia | 10.38 | 0.24 | 17.10 | 0.91 | 38.71 | 30.36 | 36.90 | 39.23 |
| Germany | 17.81 | 26.48 | 17.20 | 36.73 | | 63.47 | | 58.56 |
| Ghana | 2.27 | | 1.50 | | | 17.51 | | 11.04 |
| Gibraltar | | | | | | | | |
| Greece | | | | | 49.22 | 110.13 | 54.04 | 110.20 |
| Greenland | | | | | | | | |
| Grenada | 25.86 | 15.40 | 20.35 | 16.93 | | | | |
| Guadeloupe | | | | | | | | |
| Guam | | | | | | | | |
| Guatemala | | | | | | 17.77 | | 18.88 |
| Guernsey | | | | | | | | |
| Guinea | | | | | | 14.37 | | 6.31 |
| Guinea-Bissau | | | | | | | | |
| Guyana | 3.86 | | 12.24 | | | | | |
| Haiti | | | | | | | | |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Post Secondary Non-tertiary Education and Tertiary Education

| Country | Gross Enrolment Ratio, Post-secondary Non-tertiary Education | | | | Gross Enrolment Ratio, Tertiary | | | |
|----------------------------------|--------------------------------------------------------------|-------|--------|-------|---------------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Honduras | | | | | 12.16 | 17.98 | 15.47 | 24.49 |
| Hungary | 20.30 | 18.89 | 22.87 | 23.33 | 32.38 | 50.06 | 39.65 | 64.27 |
| Iceland | 6.92 | | 2.39 | | 34.27 | | 56.95 | |
| India | 1.00 | 0.37 | 0.24 | 0.98 | 11.44 | 24.64 | 7.50 | 23.06 |
| Indonesia | | | | | 15.76 | 29.69 | 13.98 | 32.90 |
| Iran (Islamic Republic of) | 23.24 | | 2.99 | | 20.88 | 58.98 | 17.78 | 56.67 |
| Iraq | 1.25 | | 1.03 | | 15.61 | | 8.42 | |
| Ireland | 24.94 | 49.64 | 34.23 | 56.19 | 41.59 | 71.18 | 51.08 | 75.24 |
| Isle of Man | | | | | | | | |
| Israel | 9.91 | | 11.09 | | 40.98 | 56.71 | 58.50 | 76.30 |
| Italy | 5.74 | 1.44 | 5.83 | 1.37 | 43.12 | 53.20 | 55.82 | 74.23 |
| Jamaica | | 61.74 | | 87.38 | 10.87 | 16.85 | 19.91 | 38.43 |
| Japan | 0.62 | 0.66 | 1.08 | 1.58 | 52.46 | 65.18 | 44.83 | 59.51 |
| Jersey | | | | | | | | |
| Jordan | | | | | 26.37 | | 30.45 | |
| Kazakhstan | 11.93 | 87.39 | 12.53 | 82.03 | 29.42 | 44.22 | 34.08 | 56.10 |
| Kenya | 1.31 | | 0.87 | | 3.56 | | 1.93 | |
| Kiribati | | | | | | | | |
| Kuwait | 27.45 | | 33.42 | | | 20.42 | | 33.08 |
| Kyrgyzstan | 8.93 | 8.10 | 16.94 | 5.59 | 34.60 | 41.40 | 35.08 | 53.40 |
| Lao People's Democratic Republic | 5.87 | 3.60 | 3.87 | 2.78 | 3.51 | 19.30 | 1.84 | 16.96 |
| Latvia | 6.74 | 5.49 | 11.63 | 7.76 | 40.82 | 53.66 | 72.95 | 80.89 |
| Lebanon | | | | | 36.06 | 43.94 | 40.67 | 47.78 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Post Secondary Non-tertiary Education and Tertiary Education

| Country | Gross Enrolment Ratio, Post-secondary Non-tertiary Education | | | | Gross Enrolment Ratio, Tertiary | | | |
|---------|--------------------------------------------------------------|------|--------|------|---------------------------------|------|--------|-------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Lesotho | | | | | 1.72 | 8.27 | 2.95 | 12.08 |
| Liberia | 10.47 | | 8.16 | | 24.93 | | 13.79 | |
| Libya | | | | | 49.00 | | 48.65 | |

Table continued...

| | | | | | | | | |
|-------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Liechtenstein | | | | | | | | |
| Lithuania | 7.02 | 31.11 | 15.27 | 37.86 | 39.75 | 58.51 | 61.04 | 86.08 |
| Luxembourg | 9.38 | 6.41 | 2.43 | 2.05 | | | | |
| Madagascar | | | | | 2.34 | 4.38 | 2.03 | 4.11 |
| Malawi | 3.89 | | 2.07 | | 0.48 | | 0.18 | |
| Malaysia | | | | | | | | |
| Maldives | 4.03 | | 4.32 | | | | | |
| Mali | | 1.52 | | 0.34 | 2.56 | | 1.25 | |
| Malta | 11.43 | 27.73 | 12.51 | 14.96 | 19.32 | 40.57 | 23.34 | 50.80 |
| Marshall Islands | | | | | | | | |
| Martinique | | | | | | | | |
| Mauritania | 0.93 | | 0.34 | | | 7.52 | | 3.34 |
| Mauritius | | | | | 11.90 | 35.75 | 10.16 | 43.76 |
| Mayotte | | | | | | | | |
| Mexico | | | | | 19.64 | 29.13 | 18.51 | 29.29 |
| Micronesia (Federated States of) | | | | | | | | |
| Monaco | | | | | | | | |
| Mongolia | | 5.00 | | 8.63 | 21.70 | 51.47 | 38.76 | 73.24 |
| Montenegro | | | | | | | | |
| Montserrat | | | | | | | | |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Post Secondary Non-tertiary Education and Tertiary Education

| Country | Gross Enrolment Ratio, Post-secondary Non- tertiary Education | | | | Gross Enrolment Ratio, Tertiary | | | |
|----------------------|---------------------------------------------------------------------|-------|--------|-------|------------------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Morocco | | | | | 11.73 | 22.98 | 8.59 | 21.94 |
| Mozambique | | | | | | 5.98 | | 4.12 |
| Myanmar | | | | | | | | |
| Namibia | 3.60 | | 1.65 | | | | | |
| Nauru | | | | | | | | |
| Nepal | | | | | 6.18 | 18.69 | 2.30 | 15.34 |
| Netherlands | 16.22 | | 12.00 | | 52.04 | | 53.99 | |
| Netherlands Antilles | | | | | | | | |
| New Caledonia | | | | | | | | |
| New Zealand | 34.56 | 76.00 | 32.33 | 76.81 | 54.05 | 65.76 | 78.58 | 94.13 |
| Nicaragua | | | | | | | | |
| Niger | 0.30 | 0.18 | 0.09 | 0.08 | | | | |
| Nigeria | | | | | | | | |
| Norway | 17.73 | 3.47 | 8.47 | 11.37 | 56.68 | 61.15 | 82.45 | 91.87 |

Table continued....

| | | | | | | | | |
|------------------|--|-------|--|-------|-------|-------|-------|-------|
| Oman | | | | | | | | |
| Pakistan | | 0.39 | | 0.36 | | 10.49 | | 10.25 |
| Palau | | | | | | 49.12 | | 76.06 |
| Palestine | | 0.50 | | 0.53 | 25.19 | 36.42 | 22.60 | 54.61 |
| Panama | | | | | 30.72 | 31.18 | 52.37 | 46.53 |
| Papua New Guinea | | | | | | | | |
| Paraguay | | | | | 13.53 | | 18.44 | |
| Peru | | | | | | | | |
| Philippines | | 22.15 | | 22.46 | | 29.81 | | 37.56 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Post Secondary Non-tertiary Education and Tertiary Education

| Country | Gross Enrolment Ratio, Post-secondary Non-tertiary Education | | | | Gross Enrolment Ratio, Tertiary | | | |
|----------------------------------|--------------------------------------------------------------|-------|--------|-------|---------------------------------|--------|--------|--------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Poland | 6.96 | 20.48 | 12.62 | 43.30 | 42.01 | 56.08 | 59.33 | 86.85 |
| Portugal | | 12.29 | | 6.22 | 41.23 | 61.57 | 55.11 | 70.94 |
| Puerto Rico | | | | | | 70.37 | | 100.44 |
| Qatar | | 0.59 | | 2.42 | | 6.39 | | 38.37 |
| Republic of Korea | | | | | 95.97 | 110.07 | 58.97 | 82.46 |
| Republic of Moldova | | 4.27 | | 0.83 | 28.05 | 36.11 | 37.13 | 46.64 |
| Réunion | | | | | | | | |
| Romania | 5.89 | 13.36 | 10.93 | 30.92 | 22.62 | 46.67 | 25.50 | 58.02 |
| Russian Federation | | 4.80 | | 4.41 | | 69.81 | | 86.57 |
| Rwanda | | | | | | 8.46 | | 6.64 |
| Saint Helena | | | | | | | | |
| Saint Kitts and Nevis | 33.41 | 10.07 | 69.99 | 8.67 | | | | |
| Saint Lucia | 15.04 | 11.75 | 17.94 | 22.20 | | 9.25 | | 18.51 |
| Saint Pierre and Miquelon | | | | | | | | |
| Saint Vincent and the Grenadines | 14.14 | | 25.44 | | | | | |
| Saint-Barthélemy | | | | | | | | |
| Saint-Martin (French part) | | | | | | | | |
| Samoa | 22.34 | | 15.56 | | 7.84 | | 7.24 | |
| San Marino | | | | | | | | |

Table continued....

| | | | | | | | | |
|-----------------------|--|------|--|------|-------|-------|-------|-------|
| Sao Tome and Principe | | | | | | | | |
| Saudi Arabia | | | | | 19.63 | 56.18 | 24.72 | 53.53 |
| Senegal | | | | | | | | |
| Serbia | | 1.35 | | 0.37 | | 48.61 | | 64.54 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Post Secondary Non-tertiary Education and Tertiary Education

| Country | Gross Enrolment Ratio, Post-secondary Non-tertiary Education | | | | Gross Enrolment Ratio, Tertiary | | | |
|-------------------------------------------|--------------------------------------------------------------|-------|--------|-------|---------------------------------|-------|--------|--------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Seychelles | 22.72 | 42.78 | 30.38 | 56.81 | | 2.01 | | 4.37 |
| Sierra Leone | 14.58 | | 14.48 | | 1.94 | | 1.58 | |
| Singapore | | | | | | | | |
| Sint Maarten (Dutch part) | | | | | | | | |
| Slovakia | 4.21 | 25.84 | 8.00 | 24.57 | 27.66 | 42.98 | 29.23 | 66.38 |
| Slovenia | 1.15 | | 1.76 | | 46.89 | 69.96 | 64.12 | 101.57 |
| Solomon Islands | | | | | | | | |
| Somalia | | | | | | | | |
| South Africa | 10.84 | 21.19 | 6.98 | 31.45 | | 16.01 | | 23.53 |
| South Sudan | | | | | | | | |
| Spain | 9.25 | | 9.44 | | 53.05 | 79.17 | 62.82 | 95.31 |
| Sri Lanka | | | | | | 14.83 | | 22.93 |
| Sudan | | | | | 5.82 | 16.01 | 7.16 | 17.86 |
| Svalbard and Jan Mayen Islands | | | | | | | | |
| Swaziland | 0.41 | 0.46 | 0.30 | 0.15 | 4.70 | 5.19 | 4.23 | 5.47 |
| Sweden | 12.92 | 6.99 | 12.86 | 9.39 | 54.97 | 49.88 | 79.73 | 77.58 |
| Switzerland | 15.21 | | 38.99 | | 43.03 | 55.92 | 32.30 | 56.63 |
| Syrian Arab Republic | 2.95 | 5.34 | 4.77 | 3.66 | | 34.29 | | 34.77 |
| Tajikistan | | | | | 25.19 | 28.92 | 11.29 | 16.22 |
| Thailand | | | | | 31.58 | 43.95 | 38.30 | 58.86 |
| The former Yugoslav Republic of Macedonia | | | | | 20.04 | 34.88 | 25.62 | 44.05 |
| Timor-Leste | | | | | | | | |
| Togo | | | | | | 14.42 | | 5.66 |

Source: UNESCO Institute for Statistics

Gross Enrolment Ratio Post Secondary Non-tertiary Education and Tertiary Education

| Country | Gross Enrolment Ratio, Post-secondary Non-tertiary Education | | | | Gross Enrolment Ratio, Tertiary | | | |
|------------------------------------------------------|--------------------------------------------------------------|-------|--------|-------|---------------------------------|-------|--------|--------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Tonga | 4.91 | | 7.91 | | | | | |
| Trinidad and Tobago | 10.55 | | 17.33 | | 4.88 | | 7.26 | |
| Tunisia | 0.38 | | 0.29 | | 18.92 | 26.43 | 19.55 | 42.05 |
| Turkey | | | | | | 84.91 | | 72.90 |
| Turkmenistan | | | | | | | | |
| Turks and Caicos Islands | | | | | | | | |
| Tuvalu | | | | | | | | |
| Uganda | | 3.79 | | 1.99 | 3.42 | | 1.76 | |
| Ukraine | | | | | 45.70 | 73.21 | 51.77 | 87.28 |
| United Arab Emirates | | | | | | 13.32 | | 30.49 |
| United Kingdom of Great Britain and Northern Ireland | | | | | 53.62 | 49.26 | 63.48 | 64.69 |
| United Republic of Tanzania | | 6.91 | | 5.50 | 1.04 | 4.87 | 0.31 | 2.49 |
| United States of America | 31.74 | 17.78 | 47.39 | 35.09 | 58.47 | 74.84 | 78.42 | 103.65 |
| United States Virgin Islands | | | | | | | | |
| Uruguay | | | | | 24.99 | | 43.96 | |
| Uzbekistan | | | | | 14.41 | | 11.92 | |
| Vanuatu | 20.58 | | 19.81 | | | | | |
| Venezuela (Bolivarian Republic of) | | | | | 23.26 | | 33.95 | |
| Viet Nam | | | | | 10.88 | 26.28 | 7.92 | 23.69 |
| Wallis and Futuna Islands | | | | | | | | |
| Yemen | | | | | | | | |
| Zambia | | | | | | | | |
| Zimbabwe | 0.33 | | 0.04 | | | 6.40 | | 5.36 |

Source: UNESCO Institute for Statistics

Annexure-VIII

Gender Parity Index on the Basis of Gross Enrolment Ratio for Different Level of Education

| Country | Pre-primary | | Primary | | Lower Secondary | | Upper Secondary | | Secondary (at an aggregate) | |
|---------------------|-------------|------|---------|------|-----------------|------|-----------------|------|-----------------------------|------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Afghanistan | | | | 0.71 | | 0.58 | | 0.53 | | 0.56 |
| Åland Islands | | | | | | | | | | |
| Albania | | 0.98 | 0.98 | 0.97 | 0.97 | 0.97 | 0.93 | 0.91 | 0.95 | 0.94 |
| Algeria | 0.99 | | 0.92 | 0.94 | 0.91 | | 1.42 | | 1.05 | |
| American Samoa | | | | | | | | | | |
| Andorra | | | | | | | | | | |
| Angola | | | | | 0.88 | | 0.64 | | 0.82 | |
| Anguilla | | | | | | | | | | |
| Antigua and Barbuda | | | | | 0.85 | | 0.95 | | 0.89 | |
| Argentina | 1.02 | 1.01 | 0.98 | 0.99 | 1.01 | 1.02 | 1.10 | 1.18 | 1.04 | 1.08 |
| Armenia | | | 1.00 | | 1.07 | | 1.14 | | 1.09 | |
| Aruba | 0.95 | | 0.97 | | 1.00 | | 1.07 | | 1.03 | |
| Australia | | 0.98 | 1.02 | 0.99 | 1.03 | 0.97 | 1.00 | 0.92 | 1.01 | 0.95 |
| Austria | 1.00 | 0.99 | 0.99 | 0.99 | 1.00 | 0.99 | 0.92 | 0.93 | 0.96 | 0.96 |
| Azerbaijan | 0.94 | 1.02 | 0.98 | 0.97 | 0.96 | 0.97 | | 0.99 | | 0.98 |
| Bahamas | 1.07 | | | | | | | | | |
| Bahrain | 0.94 | 1.00 | | | 1.04 | | 1.14 | 1.18 | 1.08 | |
| Bangladesh | 1.02 | 1.00 | | | 1.14 | 1.16 | 0.89 | 0.99 | 1.03 | 1.08 |
| Barbados | 1.04 | | 0.98 | | 0.98 | | 1.13 | | 1.04 | |
| Belarus | 0.95 | 0.96 | 0.99 | 1.00 | 0.99 | 1.00 | | 0.93 | | 0.98 |
| Belgium | 0.99 | 0.99 | 0.99 | 1.00 | 1.12 | 1.05 | 1.09 | 1.19 | 1.10 | 1.14 |

Source: UNESCO Institute for Statistics

Gender Parity Index on the Basis of Gross Enrolment Ratio for Different Level of Education

| Country | Pre-primary | | Primary | | Lower Secondary | | Upper Secondary | | Secondary (at an aggregate) | |
|---------|-------------|------|---------|------|-----------------|------|-----------------|------|-----------------------------|------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Belize | 0.96 | 1.01 | 0.95 | 0.96 | 1.01 | 1.02 | 1.23 | 1.13 | 1.05 | 1.04 |
| Benin | 0.93 | 1.03 | 0.67 | 0.90 | 0.47 | 0.73 | 0.37 | 0.47 | 0.45 | 0.66 |
| Bermuda | | 0.89 | | 0.97 | | 1.07 | | 1.26 | | 1.17 |
| Bhutan | 0.97 | 0.99 | 0.87 | 1.01 | 0.82 | 1.11 | 0.50 | 0.96 | 0.79 | 1.07 |

Table continued....

| | | | | | | | | | | |
|----------------------------------------|------|------|------|------|------|------|------|------|------|------|
| Bolivia (Plurinational State of) | 1.00 | 0.98 | 0.98 | | 0.99 | 0.95 | 0.92 | 1.02 | 0.95 | 0.99 |
| Bosnia and Herzegovina | | | | | | | | | | |
| Botswana | | 0.99 | 1.00 | 0.97 | 1.09 | 1.03 | 0.99 | 1.11 | 1.07 | 1.06 |
| Brazil | | | | | | | | | | |
| British Virgin Islands | | | | | | | | | | |
| Brunei Darussalam | 1.04 | 1.04 | 0.96 | 1.00 | 0.97 | 0.98 | 1.15 | 1.04 | 1.04 | 1.02 |
| Bulgaria | 1.00 | 0.99 | 0.97 | 0.99 | 0.93 | 0.95 | 1.03 | 0.96 | 0.98 | 0.95 |
| Burkina Faso | | 0.99 | 0.71 | 0.96 | 0.70 | 0.90 | 0.49 | 0.66 | 0.66 | 0.85 |
| Burundi | 0.94 | 1.03 | 0.79 | 1.00 | | 0.85 | 0.59 | 0.60 | | 0.78 |
| Cambodia | 1.04 | 1.05 | 0.88 | 0.91 | 0.56 | 1.00 | 0.52 | | 0.54 | |
| Cameroon | 0.99 | | 0.85 | | | 0.86 | | 0.85 | | 0.86 |
| Canada | 0.99 | | 1.00 | | 1.00 | | 1.04 | | 1.02 | |
| Cape Verde | | 1.00 | 0.98 | 0.95 | | 1.07 | | 1.29 | | 1.15 |
| Cayman Islands | | | | | | | | | | |
| Central African Republic | | | | | | | | | | |
| Chad | | 0.90 | 0.61 | 0.77 | 0.30 | | 0.25 | 0.37 | 0.29 | |
| Channel Islands | | | | | | | | | | |
| Chile | 0.99 | 0.97 | 0.97 | 0.97 | 0.98 | 0.99 | 1.03 | 1.03 | 1.01 | 1.02 |
| China | | | | 1.00 | | 1.01 | | 1.02 | | 1.02 |

Source: UNESCO Institute for Statistics

Gender Parity Index on the Basis of Gross Enrolment Ratio for Different Level of Education

| Country | Pre- primary | | Primary | | Lower Secondary | | Upper Secondary | | Secondary (at an aggregate) | |
|---------------------------------------------------------|-----------------|------|---------|------|--------------------|------|--------------------|------|-----------------------------------|------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| China, Hong Kong Special Administrative Region | | | 0.97 | 0.98 | 0.98 | 0.96 | | 0.98 | | 0.97 |
| China, Macao Special Administrative Region | 0.96 | | | | 1.05 | 0.97 | 1.06 | 1.00 | 1.03 | 0.98 |

Table continued....

| | | | | | | | | | | |
|---------------------------------------|------|------|------|------|------|------|------|------|------|------|
| Colombia | 1.02 | | 1.00 | | 1.08 | | 1.17 | 1.20 | 1.10 | |
| Comoros | | 1.05 | 0.86 | 0.94 | 0.83 | 1.04 | | 1.03 | | 1.04 |
| Congo | 1.49 | | 0.92 | | 0.72 | | | | | |
| Cook Islands | 0.95 | 0.96 | 1.01 | 0.98 | 1.07 | 1.10 | 1.35 | 1.26 | 1.14 | 1.16 |
| Costa Rica | 1.00 | 1.00 | 0.97 | 0.99 | 1.05 | 0.99 | 1.15 | 1.22 | 1.07 | 1.06 |
| Côte d'Ivoire | 0.97 | 0.99 | 0.75 | 0.87 | | | | | | |
| Croatia | 0.97 | | 0.99 | | 0.99 | | 1.06 | | 1.02 | |
| Cuba | 1.03 | 0.97 | 0.96 | 0.99 | 0.98 | 1.00 | 1.14 | 1.05 | 1.03 | 1.02 |
| Curaçao | | | | 0.96 | | 0.99 | | 1.09 | | 1.05 |
| Cyprus | 1.01 | 1.00 | 1.00 | 1.00 | 0.99 | 1.00 | 1.06 | 1.00 | 1.02 | 1.00 |
| Czech Republic | 1.00 | 0.98 | 1.00 | 1.00 | 1.01 | 1.00 | 1.03 | 1.01 | 1.02 | 1.01 |
| Democratic People's Republic of Korea | | | | | | | | | | |
| Democratic Republic of the Congo | | 1.08 | | 0.91 | | 0.69 | | 0.57 | | 0.62 |
| Denmark | 1.00 | 0.97 | 1.00 | 0.99 | 1.02 | 1.01 | 1.07 | 1.03 | 1.04 | 1.02 |
| Djibouti | 1.26 | | 0.74 | 0.88 | 0.66 | 0.79 | 0.65 | 0.73 | 0.66 | 0.77 |
| Dominica | 1.33 | 0.93 | 1.02 | 0.98 | 1.10 | | 1.25 | 1.09 | 1.13 | |
| Dominican Republic | 1.02 | 1.04 | 0.97 | 0.91 | 1.16 | 1.05 | 1.27 | 1.16 | 1.22 | 1.12 |
| Ecuador | 1.03 | 1.03 | 1.00 | 1.01 | 0.98 | 1.03 | 1.07 | 1.08 | 1.02 | 1.05 |
| Egypt | 0.96 | 0.97 | 0.93 | 0.99 | 0.93 | 1.00 | 0.94 | 0.96 | 0.93 | 0.98 |
| El Salvador | 1.04 | 1.02 | 0.95 | 0.95 | 0.95 | 0.98 | 1.00 | 1.03 | 0.96 | 0.99 |
| Equatorial Guinea | 1.05 | | 0.82 | | 0.46 | | 0.31 | | 0.44 | |

Source: UNESCO Institute for Statistics

Gender Parity Index on the Basis of Gross Enrolment Ratio for Different Level of Education

| Country | Pre-primary | | Primary | | Lower Secondary | | Upper Secondary | | Secondary (at an aggregate) | |
|-----------------------------|-------------|------|---------|------|-----------------|------|-----------------|------|-----------------------------|------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Eritrea | 0.95 | 1.00 | 0.83 | 0.85 | 0.82 | 0.83 | 0.58 | 0.77 | 0.71 | 0.80 |
| Estonia | 0.99 | | 0.99 | 0.99 | 1.01 | 0.95 | 1.12 | 1.03 | 1.06 | 0.99 |
| Ethiopia | 0.94 | | 0.66 | | 0.69 | | 0.58 | | 0.67 | |
| Faeroe Islands | | | | | | | | | | |
| Falkland Islands (Malvinas) | | | | | | | | | | |
| Fiji | 1.03 | | 0.98 | 1.01 | 1.07 | 0.99 | 1.14 | | 1.09 | |

Table continued....

| | | | | | | | | | | |
|------------------|------|------|------|------|------|------|------|------|------|------|
| Finland | 0.99 | 1.00 | 0.99 | 1.00 | 1.01 | 1.00 | 1.16 | 1.14 | 1.09 | 1.09 |
| France | 1.00 | 1.00 | 0.99 | 0.99 | 0.99 | 0.99 | 1.00 | 1.03 | 1.00 | 1.01 |
| French Guiana | | | | | | | | | | |
| French Polynesia | | | | | | | | | | |
| Gabon | | | | | | | | | | |
| Gambia | | 1.07 | 0.87 | 1.04 | 0.69 | 1.01 | | | | |
| Georgia | 0.98 | | 0.99 | 1.01 | 1.00 | 0.98 | 0.93 | 1.01 | 0.98 | 0.99 |
| Germany | 0.96 | 0.99 | 0.99 | 0.99 | 1.01 | 0.98 | 0.95 | 0.89 | 0.99 | 0.95 |
| Ghana | 1.02 | 1.03 | 0.93 | 1.00 | 0.87 | 0.95 | 0.66 | 0.85 | 0.82 | 0.91 |
| Gibraltar | | | | | | | | | | |
| Greece | 1.02 | 0.98 | 1.00 | 0.99 | 0.99 | 0.95 | 1.16 | 0.97 | 1.07 | 0.96 |
| Greenland | | | | | | | | | | |
| Grenada | | 0.98 | 0.97 | 0.96 | | 0.95 | | 1.03 | | 0.98 |
| Guadeloupe | | | | | | | | | | |
| Guam | | | | | | | | | | |
| Guatemala | 1.00 | 1.02 | 0.90 | 0.96 | 0.84 | 0.89 | 0.99 | 1.02 | 0.89 | 0.93 |
| Guernsey | | | | | | | | | | |

Source: UNESCO Institute for Statistics

Gender Parity Index on the Basis of Gross Enrolment Ratio for Different Level of Education

| Country | Pre-primary | | Primary | | Lower Secondary | | Upper Secondary | | Secondary (at an aggregate) | |
|----------------------------|-------------|------|---------|------|-----------------|------|-----------------|------|-----------------------------|------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Guinea | | | 0.67 | 0.85 | 0.38 | | 0.30 | | | |
| Guinea-Bissau | 1.05 | | 0.67 | | 0.55 | | 0.53 | | 0.55 | |
| Guyana | 0.89 | | 0.98 | | | | 1.07 | | | |
| Holy See | | | | | | | | | | |
| Honduras | 1.05 | 1.02 | 1.01 | 0.99 | | 1.13 | | 1.35 | | 1.21 |
| Hungary | 0.98 | 0.99 | 0.98 | 0.99 | 0.98 | 0.98 | 1.04 | 1.02 | 1.01 | 1.00 |
| Iceland | 0.98 | | 0.98 | | 1.02 | | 1.09 | | 1.07 | |
| India | 1.07 | | 0.84 | 1.12 | 0.73 | 1.06 | 0.67 | 0.95 | 0.71 | 1.01 |
| Indonesia | 1.04 | 1.15 | 0.97 | 1.00 | | 1.03 | | 0.90 | 0.97 | 0.97 |
| Iran (Islamic Republic of) | 1.04 | 0.99 | 0.94 | 1.01 | 0.86 | 0.98 | 1.02 | 0.99 | 0.94 | 0.99 |
| Iraq | 1.01 | | 0.83 | | 0.61 | | 0.66 | | 0.62 | |
| Ireland | | 1.03 | 0.99 | 1.01 | 1.03 | 0.99 | 1.15 | 1.05 | 1.08 | 1.02 |
| Isle of Man | | | | | | | | | | |
| Israel | 1.00 | 0.99 | 0.99 | 1.00 | 1.00 | 1.01 | 1.00 | 1.03 | 1.00 | 1.02 |
| Italy | 1.00 | 0.98 | 1.00 | 0.99 | 1.00 | 0.97 | 0.94 | 0.99 | 0.96 | 0.98 |

Table continued....

| | | | | | | | | | | |
|------------|------|------|------|------|------|------|------|------|------|------|
| Jamaica | 1.06 | 1.00 | 1.00 | | 0.98 | 1.08 | 1.11 | 1.08 | 1.02 | 1.08 |
| Japan | | | 1.00 | 1.00 | 1.00 | 1.00 | 1.02 | 1.01 | 1.01 | 1.00 |
| Jordan | 0.92 | | 1.01 | | 1.03 | | 1.10 | | 1.05 | |
| Kazakhstan | 0.95 | 1.00 | 1.01 | 1.00 | 1.04 | 1.01 | 1.05 | 1.05 | 1.04 | 1.02 |
| Kenya | 1.01 | | 0.99 | | 1.00 | | 0.89 | | 0.95 | |
| Kiribati | | | 0.99 | | 1.29 | | 1.21 | | 1.25 | |
| Kuwait | 0.97 | | 1.04 | 1.02 | 1.07 | | 1.02 | | 1.04 | 1.08 |
| Kyrgyzstan | 0.99 | 1.02 | 0.98 | 0.99 | 1.03 | 1.00 | 1.04 | 1.02 | 1.03 | 1.00 |

Source: UNESCO Institute for Statistics

**Gender Parity Index on the Basis of Gross Enrolment Ratio for
Different Level of Education**

| Country | Pre-primary | | Primary | | Lower Secondary | | Upper Secondary | | Secondary (at an aggregate) | |
|----------------------------------|-------------|------|---------|------|-----------------|------|-----------------|------|-----------------------------|------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Lao People's Democratic Republic | 1.10 | 1.04 | 0.85 | 0.95 | 0.72 | 0.90 | 0.67 | 0.85 | 0.70 | 0.89 |
| Latvia | 0.95 | 0.99 | 0.98 | 0.99 | 0.98 | 0.96 | 1.11 | 0.97 | 1.03 | 0.97 |
| Lebanon | 0.99 | 0.94 | 0.97 | 0.91 | 1.11 | 0.99 | 1.14 | 1.03 | 1.12 | 1.01 |
| Lesotho | 1.03 | 1.05 | 1.05 | 0.98 | 1.40 | 1.35 | 1.26 | 1.48 | 1.37 | 1.39 |
| Liberia | 0.91 | | 0.74 | | 0.64 | | 0.85 | | 0.73 | |
| Libya | | | | | | | | | | |
| Liechtenstein | | | | | | | | | | |
| Lithuania | 0.96 | 0.99 | 0.99 | 1.00 | 0.97 | 0.96 | 1.05 | 0.96 | 0.99 | 0.96 |
| Luxembourg | | 1.00 | 1.01 | 1.01 | 1.03 | 1.01 | 1.08 | 1.04 | 1.06 | 1.03 |
| Madagascar | 1.02 | 1.05 | 0.96 | 0.99 | | 0.99 | | | | |
| Malawi | | | 0.95 | 1.02 | 0.76 | 0.92 | 0.64 | 0.79 | 0.74 | 0.90 |
| Malaysia | | | | | | | | | | |
| Maldives | 1.03 | | 1.00 | | 1.10 | 0.98 | 0.79 | | 1.08 | |
| Mali | 1.04 | 1.05 | 0.75 | | 0.59 | 0.87 | 0.53 | 0.66 | 0.57 | 0.80 |
| Malta | 0.97 | 1.01 | 1.01 | 0.92 | 0.97 | 0.86 | 1.03 | 0.89 | 0.98 | 0.88 |
| Marshall Islands | | | | | | | | | | |
| Martinique | | | | | | | | | | |
| Mauritania | | | 0.97 | 1.05 | 0.76 | 0.99 | 0.69 | 0.81 | 0.74 | 0.94 |
| Mauritius | 1.02 | 1.01 | 0.99 | 1.02 | 0.99 | 0.98 | 0.94 | 1.08 | 0.97 | 1.03 |
| Mayotte | | | | | | | | | | |
| Mexico | 1.02 | 1.02 | 0.98 | 0.99 | 1.04 | 1.08 | 1.02 | 1.04 | 1.03 | 1.07 |
| Micronesia (Federated States of) | | | | | | | | | | |
| Monaco | | | | | | | | | | |

Source: UNESCO Institute for Statistics

**Gender Parity Index on the Basis of Gross Enrolment Ratio for
Different Level of Education**

| Country | Pre-primary | | Primary | | Lower Secondary | | Upper Secondary | | Secondary (at an aggregate) | |
|--------------------------|-------------|------|---------|------|-----------------|------|-----------------|------|-----------------------------|------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Mongolia | 1.02 | | 1.01 | 0.97 | 1.19 | | 1.45 | 1.07 | 1.24 | |
| Montenegro | | | | | | | | | | |
| Montserrat | | | | | | | | | | |
| Morocco | 0.56 | 0.79 | 0.85 | 0.96 | 0.79 | 0.83 | 0.81 | | 0.80 | |
| Mozambique | | | 0.75 | 0.91 | 0.63 | 0.92 | 0.52 | 0.90 | 0.61 | 0.91 |
| Myanmar | | | 0.98 | | 1.01 | | 1.16 | | 1.05 | |
| Namibia | | 1.04 | 1.00 | 0.97 | 1.14 | | 1.02 | | 1.12 | |
| Nauru | 0.88 | | 1.33 | | | | | | 1.17 | |
| Nepal | | 0.97 | 0.77 | 1.08 | 0.71 | 1.09 | 0.62 | 1.00 | 0.68 | 1.05 |
| Netherlands | | 1.00 | 0.98 | 0.99 | 0.95 | 0.96 | 0.97 | 1.02 | 0.96 | 0.99 |
| Netherlands Antilles | | | | | | | | | | |
| New Caledonia | | | | | | | | | | |
| New Zealand | 1.00 | 1.02 | 1.00 | 1.00 | 0.99 | 1.00 | 1.14 | 1.13 | 1.06 | 1.06 |
| Nicaragua | 1.04 | | 1.02 | | 1.13 | | 1.36 | | 1.20 | |
| Niger | 1.03 | 1.06 | 0.68 | 0.84 | | 0.71 | | 0.66 | 0.59 | 0.69 |
| Nigeria | | | 0.81 | | 0.83 | | 0.87 | | 0.85 | |
| Niue | | | | | | | | | | |
| Norfolk Island | | | | | | | | | | |
| Northern Mariana Islands | | | | | | | | | | |
| Norway | 1.06 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.04 | 0.95 | 1.02 | 0.97 |
| Oman | | 1.02 | 0.97 | 1.05 | 0.94 | 1.06 | 1.06 | | 0.99 | |
| Pakistan | 0.71 | 0.88 | 0.68 | 0.87 | | 0.81 | | 0.63 | | 0.73 |
| Palau | | 1.06 | | 0.98 | | 0.96 | | 1.06 | | 1.03 |

Source: UNESCO Institute for Statistics

**Gender Parity Index on the Basis of Gross Enrolment Ratio for
Different Level of Education**

| Country | Pre-primary | | Primary | | Lower Secondary | | Upper Secondary | | Secondary (at an aggregate) | |
|------------------|-------------|------|---------|------|-----------------|------|-----------------|------|-----------------------------|------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Palestine | 0.95 | 0.99 | 1.00 | 1.00 | 1.04 | 1.05 | 1.08 | 1.27 | 1.04 | 1.10 |
| Panama | 1.01 | 1.01 | 0.97 | 0.97 | 1.02 | 1.01 | 1.15 | 1.16 | 1.07 | 1.06 |
| Papua New Guinea | | | 0.86 | | | | | | | |
| Paraguay | 1.02 | | 0.96 | | 1.01 | | 1.07 | | 1.03 | |

Table continued....

| | | | | | | | | | | |
|----------------------------------|------|------|------|------|------|------|------|------|------|------|
| Peru | 1.02 | 1.01 | 0.99 | 1.00 | 0.92 | 0.97 | 0.94 | 1.05 | 0.93 | 1.00 |
| Philippines | | | | 1.00 | | 1.08 | | 1.17 | | 1.10 |
| Pitcairn | | | | | | | | | | |
| Poland | 1.01 | 0.99 | 0.99 | 1.00 | 0.98 | 0.96 | 0.99 | 0.97 | 0.99 | 0.96 |
| Portugal | 1.00 | 0.96 | 0.96 | 0.96 | 1.02 | 0.96 | 1.11 | 1.01 | 1.07 | 0.98 |
| Puerto Rico | | 1.03 | | 1.02 | | 1.05 | | 1.08 | | 1.06 |
| Qatar | 0.91 | 1.04 | 1.05 | | 1.10 | | 1.22 | | 1.15 | |
| Republic of Korea | | | 1.01 | 0.99 | 1.01 | 0.99 | 0.98 | 0.97 | 1.00 | 0.98 |
| Republic of Moldova | 0.97 | 0.98 | 0.99 | 1.00 | 1.01 | 0.99 | 1.10 | 1.06 | 1.02 | 1.01 |
| Réunion | | | | | | | | | | |
| Romania | 1.03 | 1.01 | 0.99 | | 1.01 | 0.98 | 1.05 | 0.99 | 1.02 | 0.98 |
| Russian Federation | 0.94 | | 0.99 | 1.01 | 1.02 | 1.01 | | 0.93 | | 0.99 |
| Rwanda | | 1.05 | 0.98 | 1.02 | 1.00 | 1.14 | 0.76 | 0.98 | 0.89 | 1.07 |
| Saint Helena | | | | | | | | | | |
| Saint Kitts and Nevis | | 0.94 | 1.04 | 1.03 | 1.06 | 1.05 | 1.19 | 1.41 | 1.10 | 1.18 |
| Saint Lucia | 1.03 | 1.07 | 0.97 | | 1.31 | 0.97 | 1.28 | 1.04 | 1.30 | 1.00 |
| Saint Pierre and Miquelon | | | | | | | | | | |
| Saint Vincent and the Grenadines | | 1.03 | 0.95 | 0.95 | 1.29 | 0.89 | 1.47 | 1.09 | 1.34 | 0.96 |
| Saint-Barthélemy | | | | | | | | | | |

Source: UNESCO Institute for Statistics

Gender Parity Index on the Basis of Gross Enrolment Ratio for Different Level of Education

| Country | Pre-primary | | Primary | | Lower Secondary | | Upper Secondary | | Secondary (at an aggregate) | |
|----------------------------|-------------|------|---------|------|-----------------|------|-----------------|------|-----------------------------|------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Saint-Martin (French part) | | | | | | | | | | |
| Samoa | 1.28 | | 1.02 | | 1.04 | | 1.20 | | 1.14 | |
| San Marino | | | | | | | | | | |
| Sao Tome and Principe | | 1.08 | | 0.97 | | 1.12 | | 1.00 | | 1.10 |
| Saudi Arabia | | 1.61 | | 0.99 | | 0.85 | | 0.78 | | 0.81 |
| Senegal | 1.06 | | 0.87 | | 0.67 | | 0.61 | | 0.65 | |
| Serbia | 0.99 | 1.01 | 0.99 | 1.00 | 0.99 | 1.00 | 1.06 | 1.05 | 1.02 | 1.03 |
| Seychelles | 0.98 | 1.07 | 1.03 | 1.02 | 1.02 | 1.06 | 1.22 | 1.08 | 1.10 | 1.07 |
| Sierra Leone | | 1.10 | 0.92 | 1.00 | | 0.91 | | 0.75 | | 0.85 |

Table continued....

| | | | | | | | | | | |
|--------------------------------|------|------|------|------|------|------|------|------|------|------|
| Singapore | | | | | | | | | | |
| Sint Maarten (Dutch part) | | | | | | | | | | |
| Slovakia | 0.90 | 0.98 | 0.99 | 0.98 | 0.99 | 0.98 | 1.06 | 1.06 | 1.02 | 1.02 |
| Slovenia | 0.86 | 0.98 | 1.02 | 1.00 | 1.01 | 0.99 | 1.05 | 1.00 | 1.03 | 1.00 |
| Solomon Islands | 1.00 | 1.01 | 0.92 | 0.99 | 0.81 | 0.99 | 0.69 | | 0.78 | |
| Somalia | | | | | | | | | | |
| South Africa | 1.08 | 0.99 | 0.99 | 0.96 | 1.04 | 1.23 | 1.05 | 1.29 | 1.05 | 1.26 |
| South Sudan | | | | | | | | | | |
| Spain | | 1.00 | 0.99 | 1.01 | 1.00 | 0.97 | 1.19 | 1.04 | 1.07 | 1.00 |
| Sri Lanka | | 0.99 | | 0.98 | | 0.99 | | 1.11 | | 1.05 |
| Sudan | | | | | | | | | | |
| Sudan (pre-secession) | | | | | | | | | | |
| Suriname | | 1.05 | | 0.95 | | 1.16 | | 1.82 | | 1.31 |
| Svalbard and Jan Mayen Islands | | | | | | | | | | |

Source: UNESCO Institute for Statistics

Gender Parity Index on the Basis of Gross Enrolment Ratio for Different Level of Education

| Country | Pre-primary | | Primary | | Lower Secondary | | Upper Secondary | | Secondary (at an aggregate) | |
|-------------------------------------------|-------------|------|---------|------|-----------------|------|-----------------|------|-----------------------------|------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Swaziland | | | 0.95 | 0.92 | 1.03 | 0.99 | 0.95 | 0.96 | 1.01 | 0.98 |
| Sweden | 0.99 | 0.99 | 1.03 | 1.06 | 1.05 | 1.05 | 1.43 | 1.19 | 1.27 | 1.13 |
| Switzerland | 1.00 | | 1.00 | | 1.04 | | 0.85 | | 0.94 | |
| Syrian Arab Republic | 0.92 | 0.97 | 0.93 | 0.97 | 0.88 | 0.97 | 1.03 | 1.12 | 0.92 | 1.00 |
| Tajikistan | 0.85 | 0.83 | 0.93 | 0.98 | 0.90 | 0.95 | 0.64 | 0.75 | 0.86 | 0.90 |
| Thailand | 1.01 | 0.98 | 0.97 | 0.98 | | 1.00 | | 1.16 | | 1.07 |
| The former Yugoslav Republic of Macedonia | 0.99 | | 0.99 | | 0.97 | | 0.97 | | 0.97 | |
| Timor-Leste | | 1.04 | | 0.97 | | 1.06 | | 1.06 | | 1.06 |
| Togo | 1.05 | 1.04 | 0.78 | 0.94 | 0.48 | | 0.31 | | 0.44 | |
| Tokelau | 0.84 | | 1.15 | | 1.11 | | 0.85 | | 1.01 | |
| Tonga | | | 0.95 | 1.00 | | | | | 1.12 | 1.03 |
| Trinidad and Tobago | 1.01 | | 0.99 | | 1.08 | | | | | |
| Tunisia | 0.97 | 1.06 | 0.94 | 0.97 | 1.00 | 1.00 | 1.09 | | 1.04 | |

Table continued....

| | | | | | | | | | | |
|------------------------------------------------------|------|------|------|------|------|------|------|------|------|------|
| Turkey | 0.94 | 0.96 | 0.91 | 0.99 | 0.79 | 1.01 | 0.63 | 0.92 | 0.72 | 0.97 |
| Turkmenistan | | | | | | | | | | |
| Turks and Caicos Islands | | | | | | | | | | |
| Tuvalu | | 1.02 | 1.04 | 1.00 | | 1.10 | | 1.62 | | 1.26 |
| Uganda | | 1.04 | 0.94 | 1.02 | 0.80 | | 0.61 | | 0.77 | 0.87 |
| Ukraine | 0.97 | | 1.00 | 1.02 | 1.01 | 1.00 | 1.02 | 0.91 | 1.01 | 0.97 |
| United Arab Emirates | 0.97 | 1.01 | | 1.02 | | | | | | |
| United Kingdom of Great Britain and Northern Ireland | 1.00 | 0.95 | 1.00 | 1.00 | 1.00 | 0.99 | 1.02 | 1.08 | 1.01 | 1.04 |

Source: UNESCO Institute for Statistics

Gender Parity Index on the Basis of Gross Enrolment Ratio for Different Level of Education

| Country | Pre-primary | | Primary | | Lower Secondary | | Upper Secondary | | Secondary (at an aggregate) | |
|------------------------------------------------------|-------------|------|---------|------|-----------------|------|-----------------|------|-----------------------------|------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| United Kingdom of Great Britain and Northern Ireland | 1.00 | 0.95 | 1.00 | 1.00 | 1.00 | 0.99 | 1.02 | 1.08 | 1.01 | 1.04 |
| United Republic of Tanzania | | 1.01 | 0.99 | 1.01 | | 0.95 | | 0.67 | | 0.91 |
| United States of America | 1.01 | 1.00 | 0.99 | 0.99 | 1.00 | 0.99 | 1.04 | 1.03 | 1.01 | 1.01 |
| United States Virgin Islands | | | | | | | | | | |
| Uruguay | 1.02 | | 0.98 | | 1.05 | | 1.26 | | 1.14 | |
| Uzbekistan | 0.97 | | 1.01 | | 0.99 | | 0.91 | | 0.97 | |
| Vanuatu | | 1.00 | 0.97 | 0.98 | 1.24 | 1.07 | 0.88 | | 1.14 | |
| Venezuela (Bolivarian Republic of) | 1.02 | 1.01 | 0.98 | 0.98 | 1.15 | 1.05 | 1.35 | 1.17 | 1.20 | 1.09 |
| Viet Nam | 0.98 | 0.93 | 0.95 | 0.97 | 0.92 | 1.00 | | | | |
| Wallis and Futuna Islands | | | | | | | | | | |
| Western Sahara | | | | | | | | | | |
| Yemen | | 0.88 | | 0.84 | | 0.70 | | 0.67 | | 0.69 |
| Zambia | | | 0.93 | 1.01 | 0.84 | 0.91 | | | | |
| Zimbabwe | 1.03 | | 0.97 | | 0.92 | | 0.84 | | 0.88 | |

Source: UNESCO Institute for Statistics

Annexure-IX

Gender Parity Index on the Basis of Gross Enrolment Ratio for Different Level of Education

| Country | Post Secondary Non-tertiary | | Tertiary | |
|---------------------|-----------------------------|------|----------|------|
| | 2000 | 2013 | 2000 | 2013 |
| Afghanistan | | 0.65 | | |
| Åland Islands | | | | |
| Albania | | 0.70 | 1.43 | 1.39 |
| Algeria | | | | 1.50 |
| American Samoa | | | | |
| Andorra | | | | |
| Angola | | | | 0.80 |
| Anguilla | | | | |
| Antigua and Barbuda | 1.48 | | | |
| Argentina | | | 1.55 | 1.61 |
| Armenia | | | 1.26 | 1.32 |
| Aruba | 0.71 | | 1.51 | |
| Australia | 1.04 | 1.19 | 1.23 | 1.40 |
| Austria | 1.33 | 4.13 | 1.08 | 1.21 |
| Azerbaijan | | 0.90 | | 1.11 |
| Bahamas | | | | |
| Bahrain | 0.60 | 1.51 | | 2.51 |
| Bangladesh | 0.79 | 0.19 | 0.49 | |
| Barbados | 0.74 | | 2.68 | |
| Belarus | | 0.70 | 1.32 | 1.35 |
| Belgium | 1.22 | 1.30 | 1.12 | 1.30 |

Source: UNESCO Institute for Statistics

Gender Parity Index on the Basis of Gross Enrolment Ratio for Different Level of Education

| Country | Post Secondary Non-tertiary | | Tertiary | |
|----------------------------------|-----------------------------|------|----------|------|
| | 2000 | 2013 | 2000 | 2013 |
| Belize | 0.42 | | | 1.64 |
| Benin | | | 0.24 | 0.37 |
| Bermuda | | | | 2.26 |
| Bhutan | | 0.77 | | 0.74 |
| Bolivia (Plurinational State of) | | | | |
| Bosnia and Herzegovina | | | | |

Table continued....

| | | | | |
|--------------------------|------|------|------|------|
| Botswana | 0.90 | | 0.94 | 1.25 |
| Brazil | | | | |
| British Virgin Islands | | | | |
| Brunei Darussalam | 0.74 | | 1.68 | 1.82 |
| Bulgaria | 1.36 | 0.97 | 1.41 | 1.27 |
| Burkina Faso | | 0.52 | | 0.49 |
| Burundi | | | 0.36 | 0.42 |
| Cambodia | 0.38 | | 0.32 | |
| Cameroon | | 1.65 | | |
| Canada | 0.80 | | 1.34 | |
| Cape Verde | | 0.57 | 1.03 | 1.39 |
| Cayman Islands | | | | |
| Central African Republic | | | 0.19 | |
| Chad | | | 0.18 | |
| Channel Islands | | | | |
| Chile | | | 0.90 | 1.13 |
| China | 1.08 | 0.95 | | 1.14 |

Source: UNESCO Institute for Statistics

**Gender Parity Index on the Basis of Gross Enrolment Ratio for
Different Level of Education**

| Country | Post Secondary Non-tertiary | | Tertiary | |
|------------------------------------------------|-----------------------------|------|----------|------|
| | 2000 | 2013 | 2000 | 2013 |
| China, Hong Kong Special Administrative Region | | | | 1.13 |
| China, Macao Special Administrative Region | | | 0.91 | 1.28 |
| Colombia | 3.35 | | 1.09 | 1.15 |
| Comoros | 0.63 | | 0.73 | 0.87 |
| Congo | | | 0.31 | 0.75 |
| Cook Islands | | | | |
| Costa Rica | | | | 1.22 |
| Côte d'Ivoire | | | | 0.62 |
| Croatia | | | 1.16 | |
| Cuba | 2.53 | 2.53 | 1.19 | 1.68 |
| Curaçao | | 1.35 | | 2.33 |
| Cyprus | | 0.12 | 1.31 | 1.29 |
| Czech Republic | 0.80 | 1.99 | 1.04 | 1.42 |
| Democratic People's Republic of Korea | | | | |

Table continued....

| | | | | |
|----------------------------------|------|------|------|------|
| Democratic Republic of the Congo | | | | 0.46 |
| Denmark | 0.29 | | 1.37 | 1.38 |
| Djibouti | | | 0.89 | |
| Dominica | 1.49 | 1.38 | | |
| Dominican Republic | | | | |
| Ecuador | | | | |
| Egypt | | 0.77 | | 0.89 |
| El Salvador | | | 1.11 | 1.09 |
| Equatorial Guinea | | | 0.45 | |

Source: UNESCO Institute for Statistics

Gender Parity Index on the Basis of Gross Enrolment Ratio for Different Level of Education

| Country | Post Secondary Non-tertiary | | Tertiary | |
|-----------------------------|-----------------------------|------|----------|------|
| | 2000 | 2013 | 2000 | 2013 |
| Eritrea | 0.32 | 0.71 | 0.17 | |
| Estonia | 1.91 | 1.77 | 1.49 | 1.50 |
| Ethiopia | 0.79 | | 0.28 | |
| Faeroe Islands | | | | |
| Falkland Islands (Malvinas) | | | | |
| Fiji | 1.31 | | | |
| Finland | | 1.12 | 1.21 | 1.21 |
| France | 1.75 | 1.95 | 1.23 | 1.23 |
| French Guiana | | | | |
| French Polynesia | | | | |
| Gabon | | | | |
| Gambia | | | | |
| Georgia | 1.65 | 3.77 | 0.95 | 1.29 |
| Germany | 0.97 | 1.39 | | 0.92 |
| Ghana | 0.66 | | | 0.63 |
| Gibraltar | | | | |
| Greece | | | 1.10 | 1.00 |
| Greenland | | | | |
| Grenada | 0.79 | 1.10 | | |
| Guadeloupe | | | | |
| Guam | | | | |
| Guatemala | | | | 1.06 |
| Guernsey | | | | |

Source: UNESCO Institute for Statistics

**Gender Parity Index on the Basis of Gross Enrolment Ratio for
Different Level of Education**

| Country | Post Secondary Non-tertiary | | Tertiary | |
|----------------------------|-----------------------------|------|----------|------|
| | 2000 | 2013 | 2000 | 2013 |
| Guinea | | | | 0.44 |
| Guinea-Bissau | | | | |
| Guyana | 3.17 | | | |
| Haiti | | | | |
| Holy See | | | | |
| Honduras | | | 1.27 | 1.36 |
| Hungary | 1.13 | 1.24 | 1.22 | 1.28 |
| Iceland | 0.35 | | 1.66 | |
| India | 0.24 | 2.67 | 0.66 | 0.94 |
| Indonesia | | | 0.89 | 1.11 |
| Iran (Islamic Republic of) | 0.13 | | 0.85 | 0.96 |
| Iraq | 0.83 | | 0.54 | |
| Ireland | 1.37 | 1.13 | 1.23 | 1.06 |
| Isle of Man | | | | |
| Israel | 1.12 | | 1.43 | 1.35 |
| Italy | 1.02 | 0.95 | 1.29 | 1.40 |
| Jamaica | | 1.42 | 1.83 | 2.28 |
| Japan | 1.73 | 2.38 | 0.85 | 0.91 |
| Jordan | | | 1.15 | |
| Kazakhstan | 1.05 | 0.94 | 1.16 | 1.27 |
| Kenya | 0.66 | | 0.54 | |
| Kuwait | 1.22 | | | 1.62 |
| Kyrgyzstan | 1.90 | 0.69 | 1.01 | 1.29 |

Source: UNESCO Institute for Statistics

**Gender Parity Index on the Basis of Gross Enrolment Ratio for
Different Level of Education**

| Country | Post Secondary Non-tertiary | | Tertiary | |
|----------------------------------|-----------------------------|------|----------|------|
| | 2000 | 2013 | 2000 | 2013 |
| Lao People's Democratic Republic | 0.66 | 0.77 | 0.52 | 0.88 |
| Latvia | 1.72 | 1.41 | 1.79 | 1.51 |
| Lebanon | | | 1.13 | 1.09 |
| Lesotho | | | 1.72 | 1.46 |
| Liberia | 0.78 | | 0.55 | |
| Libya | | | 0.99 | |

Table continued....

| | | | | |
|----------------------------------|------|------|------|------|
| Liechtenstein | | | | |
| Lithuania | 2.17 | 1.22 | 1.54 | 1.47 |
| Luxembourg | 0.26 | 0.32 | | |
| Madagascar | | | 0.87 | 0.94 |
| Malawi | 0.53 | | 0.38 | |
| Malaysia | | | | |
| Maldives | 1.07 | | | |
| Mali | | 0.22 | 0.49 | |
| Malta | 1.09 | 0.54 | 1.21 | 1.25 |
| Marshall Islands | | | | |
| Martinique | | | | |
| Mauritania | 0.36 | | | 0.44 |
| Mauritius | | | 0.85 | 1.22 |
| Mayotte | | | | |
| Mexico | | | 0.94 | 1.01 |
| Micronesia (Federated States of) | | | | |
| Monaco | | | | |

Source: UNESCO Institute for Statistics

**Gender Parity Index on the Basis of Gross Enrolment Ratio for
Different Level of Education**

| Country | Post Secondary Non-tertiary | | Tertiary | |
|----------------------|-----------------------------|------|----------|------|
| | 2000 | 2013 | 2000 | 2013 |
| Mongolia | | 1.72 | 1.79 | 1.42 |
| Montenegro | | | | |
| Montserrat | | | | |
| Morocco | | | 0.73 | 0.95 |
| Mozambique | | | | 0.69 |
| Myanmar | | | | |
| Namibia | 0.46 | | | |
| Nauru | | | | |
| Nepal | | | 0.37 | 0.82 |
| Netherlands | 0.74 | | 1.04 | |
| Netherlands Antilles | | | | |
| New Caledonia | | | | |
| New Zealand | 0.94 | 1.01 | 1.45 | 1.43 |
| Nicaragua | | | | |
| Niger | 0.30 | 0.44 | | |

Table continued....

| | | | | |
|--------------------------|------|------|------|------|
| Nigeria | | | | |
| Niue | | | | |
| Norfolk Island | | | | |
| Northern Mariana Islands | | | | |
| Norway | 0.48 | 3.28 | 1.45 | 1.50 |
| Oman | | | | |
| Pakistan | | 0.94 | | 0.98 |
| Palau | | | | 1.55 |

Source: UNESCO Institute for Statistics

**Gender Parity Index on the Basis of Gross Enrolment Ratio for
Different Level of Education**

| Country | Post Secondary Non-tertiary | | Tertiary | |
|----------------------------------|-----------------------------|------|----------|------|
| | 2000 | 2013 | 2000 | 2013 |
| Palestine | | 1.07 | 0.90 | 1.50 |
| Panama | | | 1.70 | 1.49 |
| Papua New Guinea | | | | |
| Paraguay | | | 1.36 | |
| Peru | | | | |
| Philippines | | 1.01 | | 1.26 |
| Pitcairn | | | | |
| Poland | 1.81 | 2.11 | 1.41 | 1.55 |
| Portugal | | 0.51 | 1.34 | 1.15 |
| Puerto Rico | | | | 1.43 |
| Qatar | | 4.08 | | 6.01 |
| Republic of Korea | | | 0.61 | 0.75 |
| Republic of Moldova | | 0.19 | 1.32 | 1.29 |
| Réunion | | | | |
| Romania | 1.86 | 2.31 | 1.13 | 1.24 |
| Russian Federation | | 0.92 | | 1.24 |
| Rwanda | | | | 0.79 |
| Saint Helena | | | | |
| Saint Kitts and Nevis | 2.09 | 0.86 | | |
| Saint Lucia | 1.19 | 1.89 | | 2.00 |
| Saint Pierre and Miquelon | | | | |
| Saint Vincent and the Grenadines | 1.80 | | | |
| Saint-Barthélemy | | | | |

Source: UNESCO Institute for Statistics

**Gender Parity Index on the Basis of Gross Enrolment Ratio for
Different Level of Education**

| Country | Post Secondary Non-tertiary | | Tertiary | |
|--------------------------------|-----------------------------|------|----------|------|
| | 2000 | 2013 | 2000 | 2013 |
| Saint-Martin (French part) | | | | |
| Samoa | 0.70 | | 0.92 | |
| San Marino | | | | |
| Sao Tome and Principe | | | | |
| Saudi Arabia | | | 1.26 | 0.95 |
| Senegal | | | | |
| Serbia | | 0.27 | | 1.33 |
| Seychelles | 1.34 | 1.33 | | 2.18 |
| Sierra Leone | 0.99 | | 0.81 | |
| Singapore | | | | |
| Sint Maarten (Dutch part) | | | | |
| Slovakia | 1.90 | 0.95 | 1.06 | 1.54 |
| Slovenia | 1.52 | | 1.37 | 1.45 |
| Solomon Islands | | | | |
| Somalia | | | | |
| South Africa | 0.64 | 1.48 | | 1.47 |
| South Sudan | | | | |
| Spain | 1.02 | | 1.18 | 1.20 |
| Sri Lanka | | | | 1.55 |
| Sudan | | | 1.23 | 1.12 |
| Sudan (pre-secession) | | | | |
| Suriname | | | | |
| Svalbard and Jan Mayen Islands | | | | |

Source: UNESCO Institute for Statistics

**Gender Parity Index on the Basis of Gross Enrolment Ratio for
Different Level of Education**

| Country | Post Secondary Non-tertiary | | Tertiary | |
|----------------------|-----------------------------|------|----------|------|
| | 2000 | 2013 | 2000 | 2013 |
| Swaziland | 0.74 | 0.33 | 0.90 | 1.05 |
| Sweden | 1.00 | 1.34 | 1.45 | 1.56 |
| Switzerland | 2.56 | | 0.75 | 1.01 |
| Syrian Arab Republic | 1.62 | 0.69 | | 1.01 |
| Tajikistan | | | 0.45 | 0.56 |
| Thailand | | | 1.21 | 1.34 |

Table continued...

| | | | | |
|-------------------------------------------|------|------|------|------|
| The former Yugoslav Republic of Macedonia | | | 1.28 | 1.26 |
| Timor-Leste | | | | |
| Togo | | | | 0.39 |
| Tokelau | | | | |
| Tonga | 1.61 | | | |
| Trinidad and Tobago | 1.64 | | 1.49 | |
| Tunisia | 0.77 | | 1.03 | 1.59 |
| Turkey | | | | 0.86 |
| Turkmenistan | | | | |
| Turks and Caicos Islands | | | | |
| Tuvalu | | | | |
| Uganda | | 0.52 | 0.51 | |
| Ukraine | | | 1.13 | 1.19 |
| United Arab Emirates | | | | 2.29 |

Source: UNESCO Institute for Statistics

**Gender Parity Index on the Basis of Gross Enrolment Ratio for
Different Level of Education**

| Country | Post Secondary Non-tertiary | | Tertiary | |
|------------------------------------------------------|-----------------------------|------|----------|------|
| | 2000 | 2013 | 2000 | 2013 |
| United Kingdom of Great Britain and Northern Ireland | | | 1.18 | 1.31 |
| United Republic of Tanzania | | 0.80 | 0.30 | 0.51 |
| United States of America | 1.49 | 1.97 | 1.34 | 1.38 |
| United States Virgin Islands | | | | |
| Uruguay | | | 1.76 | |
| Uzbekistan | | | 0.83 | |
| Vanuatu | 0.96 | | | |
| Venezuela (Bolivarian Republic of) | | | 1.46 | |
| Viet Nam | | | 0.73 | 0.90 |
| Wallis and Futuna Islands | | | | |
| Western Sahara | | | | |
| Yemen | | | | |
| Zambia | | | | |
| Zimbabwe | 0.13 | | | 0.84 |

Source: UNESCO Institute for Statistics

Annexure-X

Youth and Adult Literacy Rate

| Country | Youth Literacy Rate, Population 15-24 Years, Both Sexes (%) | | | | Adult Literacy Rate, Population 15+ Years, Both Sexes (%) | | | |
|---------------------|-------------------------------------------------------------------|-------|--------|-------|-----------------------------------------------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Afghanistan | | | | | | | | |
| Åland Islands | | | | | | | | |
| Albania | | | | | | | | |
| Algeria | | | | | | | | |
| American Samoa | | | | | | | | |
| Andorra | | | | | | | | |
| Angola | | 79.38 | | 66.67 | | 82.32 | | 59.67 |
| Anguilla | | | | | | | | |
| Antigua and Barbuda | | | | | | 98.40 | | 99.42 |
| Argentina | | 99.08 | | 99.44 | | 97.93 | | 98.01 |
| Armenia | | | | | | | | |
| Aruba | 98.88 | | 99.17 | | 97.54 | | 97.07 | |
| Australia | | | | | | | | |
| Austria | | | | | | | | |
| Azerbaijan | | 99.98 | | 99.93 | | 99.87 | | 99.72 |
| Bahamas | | | | | | | | |
| Bahrain | | | | | | | | |
| Bangladesh | | 78.90 | | 83.30 | | 63.16 | | 56.23 |
| Barbados | | | | | | | | |
| Belarus | | | | | | | | |

Source: UNESCO Institute for Statistics

Youth and Adult Literacy Rate

| Country | Youth Literacy Rate, Population 15-24 Years, Both Sexes (%) | | | | Adult Literacy Rate, Population 15+ Years, Both Sexes (%) | | | |
|----------------------------------|-------------------------------------------------------------------|------|--------|------|-----------------------------------------------------------------|------|--------|------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Belgium | | | | | | | | |
| Belize | | | | | | | | |
| Benin | | | | | | | | |
| Bermuda | | | | | | | | |
| Bhutan | | | | | | | | |
| Bolivia (Plurinational State of) | | | | | | | | |

Table continued....

| | | | | | | | | |
|--------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Bosnia and Herzegovina | 99.75 | 99.67 | 99.84 | 99.67 | 99.03 | 99.50 | 94.36 | 97.10 |
| Botswana | | 95.73 | | 99.47 | | 86.91 | | 87.74 |
| Brazil | 92.65 | 98.25 | 95.72 | 99.23 | 86.23 | 91.18 | 86.50 | 91.76 |
| British Virgin Islands | | | | | | | | |
| Brunei Darussalam | | | | | | | | |
| Bulgaria | | | | | | | | |
| Burkina Faso | | | | | | | | |
| Burundi | 76.78 | | 70.37 | | 67.31 | | 52.24 | |
| Cambodia | | | | | | | | |
| Cameroon | 88.42 | | 77.96 | | 79.19 | | 58.72 | |
| Canada | | | | | | | | |
| Cayman Islands | | | | | | | | |
| Central African Republic | 72.59 | | 49.02 | | 66.79 | | 35.29 | |
| Chad | 55.69 | 54.30 | 23.24 | 45.99 | 40.83 | 47.42 | 12.80 | 29.13 |
| Channel Islands | | | | | | | | |
| Chile | | | | | | | | |

Source: UNESCO Institute for Statistics

Youth and Adult Literacy Rate

| Country | Youth Literacy Rate, Population 15-24 Years, Both Sexes (%) | | | | Adult Literacy Rate, Population 15+ Years, Both Sexes (%) | | | |
|------------------------------------------------------|-------------------------------------------------------------------|-------|--------|-------|-----------------------------------------------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| China | 99.20 | | 98.50 | | 95.14 | | 86.53 | |
| China, Hong Kong Special Administrative Region | | | | | | | | |
| China, Macao Special Administrative Region | | | | | | | | |
| Colombia | | | | | | | | |
| Comoros | 83.95 | 86.50 | 77.56 | 87.12 | 74.51 | 81.10 | 63.46 | 72.01 |
| Congo | | | | | | | | |
| Cook Islands | | | | | | | | |
| Costa Rica | 97.20 | | 98.04 | | 94.65 | | 95.08 | |
| Côte d'Ivoire | 70.84 | | 52.13 | | 60.86 | | 38.61 | |
| Croatia | | | | | | | | |
| Cuba | | | | | | | | |
| Curaçao | | | | | | | | |
| Czech Republic | | | | | | | | |

Table continued....

| | | | | | | | | |
|---------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Democratic People's Republic of Korea | | | | | | | | |
| Denmark | | | | | | | | |
| Djibouti | | | | | | | | |
| Dominica | | | | | | | | |
| Dominican Republic | | 96.76 | | 98.25 | | 90.46 | | 91.25 |
| Ecuador | | 98.58 | | 98.63 | | 94.43 | | 92.22 |
| Egypt | | 93.65 | | 90.33 | | 82.63 | | 67.18 |
| El Salvador | | 96.95 | | 97.50 | | 89.24 | | 84.67 |
| Equatorial Guinea | 97.61 | 97.72 | 96.62 | 98.62 | 94.84 | 97.26 | 81.62 | 92.10 |

Source: UNESCO Institute for Statistics

Youth and Adult Literacy Rate

| Country | Youth Literacy Rate, Population 15-24 Years, Both Sexes (%) | | | | Adult Literacy Rate, Population 15+ Years, Both Sexes (%) | | | |
|-----------------------------|-------------------------------------------------------------------|-------|--------|-------|-----------------------------------------------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| | Eritrea | | 93.66 | | 89.85 | | 80.88 | |
| Estonia | 99.73 | | 99.81 | | 99.78 | | 99.76 | |
| Ethiopia | | | | | | | | |
| Faeroe Islands | | | | | | | | |
| Falkland Islands (Malvinas) | | | | | | | | |
| Fiji | | | | | | | | |
| Finland | | | | | | | | |
| France | | | | | | | | |
| French Guiana | | | | | | | | |
| French Polynesia | | | | | | | | |
| Gabon | | | | | | | | |
| Gambia | 64.34 | 74.14 | 41.39 | 67.37 | 48.98 | 62.23 | 25.06 | 44.62 |
| Georgia | | 99.74 | | 99.85 | | 99.79 | | 99.71 |
| Germany | | | | | | | | |
| Ghana | 75.95 | | 65.49 | | 66.35 | | 49.79 | |
| Gibraltar | | | | | | | | |
| Greece | | 99.48 | | 99.32 | | 98.44 | | 96.55 |
| Greenland | | | | | | | | |
| Grenada | | | | | | | | |
| Guadeloupe | | 99.93 | | 99.95 | | 96.06 | | 96.34 |
| Guam | | | | | | | | |
| Guatemala | | 94.18 | | 89.77 | | 82.72 | | 72.13 |
| Guernsey | | | | | | | | |

Source: UNESCO Institute for Statistics

Youth and Adult Literacy Rate

| Country | Youth Literacy Rate, Population 15-24 Years, Both Sexes (%) | | | | Adult Literacy Rate, Population 15+ Years, Both Sexes (%) | | | |
|----------------------------|-------------------------------------------------------------------|-------|--------|-------|-----------------------------------------------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Guinea | | | | | | | | |
| Guinea-Bissau | 74.80 | 80.08 | 45.90 | 70.53 | 57.61 | 70.49 | 27.49 | 45.37 |
| Guyana | | | | | | | | |
| Haiti | | | | | | | | |
| Honduras | | 93.85 | | 96.30 | | 85.67 | | 85.28 |
| Hungary | | 98.73 | | 99.02 | | 99.15 | | 98.96 |
| Iceland | | | | | | | | |
| India | | | | | | | | |
| Indonesia | | | | | | | | |
| Iran (Islamic Republic of) | | | | | | | | |
| Iraq | 88.91 | 83.26 | 80.49 | 80.57 | 84.09 | 85.80 | 64.17 | 72.71 |
| Ireland | | | | | | | | |
| Israel | | | | | | | | |
| Italy | | 99.92 | | 99.93 | | 99.29 | | 98.87 |
| Jamaica | | 93.59 | | 98.69 | | 83.09 | | 92.47 |
| Japan | | | | | | | | |
| Jersey | | | | | | | | |
| Jordan | | | | | | | | |
| Kazakhstan | | | | | | | | |
| Kenya | 93.31 | | 91.94 | | 87.49 | | 77.89 | |
| Kiribati | | | | | | | | |
| Kuwait | | 99.25 | | 99.04 | | 96.35 | | 94.30 |
| Kyrgyzstan | | | | | | | | |

Source: UNESCO Institute for Statistics

Youth and Adult Literacy Rate

| Country | Youth Literacy Rate, Population 15-24 Years, Both Sexes (%) | | | | Adult Literacy Rate, Population 15+ Years, Both Sexes (%) | | | |
|---------------|-------------------------------------------------------------------|-------|--------|-------|-----------------------------------------------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Lesotho | 84.83 | | 97.50 | | 80.00 | | 92.05 | |
| Liberia | | | | | | | | |
| Libya | | 99.96 | | 99.90 | | 96.28 | | 84.35 |
| Liechtenstein | | | | | | | | |
| Lithuania | | | | | | | | |

Table continued....

| | | | | | | | | |
|------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Luxembourg | | | | | | | | |
| Madagascar | 72.65 | | 68.19 | | 76.54 | | 65.28 | |
| Malawi | | | | | | | | |
| Malaysia | 97.21 | | 97.27 | | 91.97 | | 85.35 | |
| Maldives | 98.03 | | 98.30 | | 96.21 | | 96.44 | |
| Marshall Islands | | | | | | | | |
| Martinique | | 99.94 | | 99.83 | | 97.45 | | 96.20 |
| Mauritania | 67.73 | | 55.48 | | 59.54 | | 43.42 | |
| Mauritius | 93.72 | | 95.36 | | 88.23 | | 80.50 | |
| Mayotte | | | | | | | | |
| Mexico | 96.75 | 98.53 | 96.48 | 98.60 | 92.56 | 95.11 | 88.68 | 92.90 |
| Monaco | | | | | | | | |
| Mongolia | 97.00 | | 98.43 | | 98.02 | | 97.53 | |
| Montenegro | | | | | | | | |
| Montserrat | | | | | | | | |
| Morocco | | | | | | | | |
| Mozambique | | | | | | | | |
| Myanmar | 95.79 | 96.26 | 93.47 | 96.00 | 93.92 | 95.05 | 86.42 | 90.70 |

Source: UNESCO Institute for Statistics

Youth and Adult Literacy Rate

| Country | Youth Literacy Rate, Population 15-24 Years, Both Sexes (%) | | | | Adult Literacy Rate, Population 15+ Years, Both Sexes (%) | | | |
|--------------------------|-------------------------------------------------------------------|-------|--------|-------|-----------------------------------------------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Namibia | | | | | | | | |
| Nauru | | | | | | | | |
| Nepal | | | | | | | | |
| Netherlands | | | | | | | | |
| Netherlands Antilles | | | | | | | | |
| New Caledonia | | 99.53 | | 99.79 | | 97.10 | | 96.24 |
| New Zealand | | | | | | | | |
| Nicaragua | | | | | | | | |
| Niger | | | | | | | | |
| Nigeria | | | | | | | | |
| Niue | | | | | | | | |
| Norfolk Island | | | | | | | | |
| Northern Mariana Islands | | | | | | | | |
| Norway | | | | | | | | |
| Oman | | | | | | | | |

Table continued....

| | | | | | | | | |
|------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Pakistan | | | | | | | | |
| Palau | | 99.80 | | 99.83 | | 99.50 | | 99.55 |
| Palestine | | 99.42 | | 99.27 | | 98.39 | | 94.13 |
| Panama | 96.53 | | 95.62 | | 92.55 | | 91.25 | |
| Papua New Guinea | 69.13 | 66.65 | 64.06 | 76.82 | 63.45 | 65.53 | 50.92 | 61.10 |
| Paraguay | | | | | | | | |
| Peru | | | | | | | | |
| Philippines | 94.46 | | 95.72 | | 92.55 | | 92.65 | |

Source: UNESCO Institute for Statistics

Youth and Adult Literacy Rate

| Country | Youth Literacy Rate, Population 15-24 Years, Both Sexes (%) | | | | Adult Literacy Rate, Population 15+ Years, Both Sexes (%) | | | |
|-------------------------------------|-------------------------------------------------------------------|--------|--------|--------|-----------------------------------------------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Puerto Rico | | | | | | | | |
| Qatar | | 98.82 | | 99.33 | | 97.58 | | 97.07 |
| Republic of Korea | | | | | | | | |
| Republic of Moldova | 99.40 | 100.00 | 99.65 | 100.00 | 97.98 | 99.62 | 95.49 | 98.77 |
| Réunion | | 99.69 | | 99.93 | | 92.61 | | 93.99 |
| Romania | | | | | | | | |
| Russian Federation | | | | | | | | |
| Rwanda | 78.52 | | 76.86 | | 71.42 | | 59.75 | |
| Saint Helena | | | | | | | | |
| Saint Vincent and the Grenadines | | | | | | | | |
| Saint-Martin (French part) | | | | | | | | |
| Samoa | | | | | | | | |
| San Marino | | | | | | | | |
| Sao Tome and Principe | | | | | | | | |
| Saudi Arabia | 98.07 | 99.30 | 93.71 | 99.14 | 87.06 | 96.53 | 69.29 | 91.37 |
| Senegal | | 61.11 | | 50.97 | | 52.80 | | 33.60 |
| Serbia | | | | | | | | |
| Seychelles | | | | | | | | |
| Sierra Leone | | 73.02 | | 55.60 | | 56.59 | | 34.95 |
| Singapore | 99.41 | 99.89 | 99.60 | 99.88 | 96.57 | 98.53 | 88.65 | 94.64 |
| Sint Maarten (Dutch part) | | | | | | | | |
| Slovakia | | | | | | | | |

Source: UNESCO Institute for Statistics

Table continued....

Youth and Adult Literacy Rate

| Country | Youth Literacy Rate, Population 15-24 Years, Both Sexes (%) | | | | Adult Literacy Rate, Population 15+ Years, Both Sexes (%) | | | |
|----------------------------------------------|-------------------------------------------------------------------|-------|--------|-------|-----------------------------------------------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Slovenia | | 99.81 | | 99.91 | | 99.73 | | 99.69 |
| Solomon Islands | | | | | | | | |
| Somalia | | | | | | | | |
| South Africa | | | | | | | | |
| South Sudan | | | | | | | | |
| Spain | | 99.69 | | 99.64 | | 98.75 | | 97.44 |
| Sri Lanka | | | | | | | | |
| Sudan | 85.69 | 90.65 | 72.33 | 86.28 | 71.58 | 82.21 | 52.15 | 66.40 |
| Sudan (pre-secession) | 85.69 | | 72.33 | | 71.58 | | 52.15 | |
| Suriname | | | | | | | | |
| Svalbard and Jan Mayen Islands | | | | | | | | |
| Swaziland | 90.69 | | 92.94 | | 83.15 | | 80.33 | |
| Sweden | | | | | | | | |
| Switzerland | | | | | | | | |
| Syrian Arab Republic | | 96.77 | | 94.88 | | 91.10 | | 79.79 |
| Tajikistan | 99.84 | 99.86 | 99.85 | 99.88 | 99.68 | 99.82 | 99.22 | 99.68 |
| Thailand | 98.10 | | 97.85 | | 94.90 | | 90.52 | |
| The former Yugoslav Republic of Macedonia | | 98.78 | | 98.49 | | 98.77 | | 96.51 |
| Timor-Leste | | | | | | | | |
| Togo | 83.79 | | 63.55 | | 68.73 | | 38.45 | |
| Tokelau | | | | | | | | |
| Tonga | | | | | | | | |

Source: UNESCO Institute for Statistics

Youth and Adult Literacy Rate

| Country | Youth Literacy Rate, Population 15-24 Years, Both Sexes (%) | | | | Adult Literacy Rate, Population 15+ Years, Both Sexes (%) | | | |
|---------------------|-------------------------------------------------------------------|-------|--------|-------|-----------------------------------------------------------------|-------|--------|-------|
| | Male | | Female | | Male | | Female | |
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Trinidad and Tobago | | 99.58 | | 99.60 | | 99.20 | | 98.54 |
| Tunisia | | | | | | | | |
| Turkey | | 99.69 | | 98.74 | | 98.40 | | 92.14 |
| Turkmenistan | | 99.77 | | 99.90 | | 99.75 | | 99.56 |

Table continued....

| | | | | | | | | |
|------------------------------------------------------|-------|-------|-------|--------|-------|-------|-------|-------|
| Turks and Caicos Islands | | | | | | | | |
| Uganda | | | | | | | | |
| Ukraine | | 99.73 | | 99.81 | | 99.79 | | 99.70 |
| United Arab Emirates | | | | | | | | |
| United Kingdom of Great Britain and Northern Ireland | | | | | | | | |
| United Republic of Tanzania | | | | | | | | |
| United States of America | | | | | | | | |
| United States Virgin Islands | | | | | | | | |
| Uruguay | | 98.56 | | 99.31 | | 98.06 | | 98.64 |
| Uzbekistan | 99.85 | 99.89 | 99.89 | 100.00 | 99.16 | 99.68 | 98.14 | 99.36 |
| Vanuatu | | 95.00 | | 95.39 | | 85.49 | | 82.53 |
| Venezuela (Bolivarian Republic of) | | | | | | | | |
| Viet Nam | 95.59 | | 94.06 | | 93.93 | | 86.61 | |
| Wallis and Futuna Islands | | | | | | | | |
| Western Sahara | | | | | | | | |
| Yemen | | 97.02 | | 79.51 | | 83.47 | | 51.82 |
| Zambia | | | | | | | | |
| Zimbabwe | | | | | | | | |

Source: UNESCO Institute for Statistics

Annexure-XI

Percentage of Female Enrolment by Level Education

| Country | Pre-primary | | Primary | | Secondary | | Tertiary | |
|---------------------|-------------|-------|---------|-------|-----------|-------|----------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Afghanistan | | | | 40.11 | | 34.44 | | |
| Åland Islands | | | | | | | | |
| Albania | | 47.56 | 48.27 | 47.15 | 48.48 | 46.92 | 59.86 | 55.87 |
| Algeria | 48.63 | | 46.76 | 47.66 | 50.18 | | | 59.37 |
| American Samoa | | | | | | | | |
| Andorra | | 49.81 | | 47.12 | | 48.01 | | 58.92 |
| Angola | | | | | 45.34 | | | 44.87 |
| Anguilla | 47.57 | | 50.29 | | 50.68 | | | |
| Antigua and Barbuda | | | | | 50.25 | | | |
| Argentina | 49.61 | 49.49 | 48.78 | 48.89 | 50.39 | 51.00 | 60.35 | 60.95 |
| Armenia | | | 49.05 | 46.75 | 52.04 | 48.11 | 57.62 | 54.65 |
| Aruba | 48.02 | | 48.60 | | 50.50 | | 60.65 | |
| Australia | | 48.02 | 48.63 | 48.58 | 48.89 | 46.93 | 54.26 | 56.67 |
| Austria | 48.68 | 48.57 | 48.45 | 48.52 | 47.71 | 47.87 | 50.96 | 53.44 |
| Azerbaijan | 49.56 | 46.65 | 48.89 | 45.90 | | 46.70 | | 51.09 |
| Bahamas | 51.09 | | | | | | | |
| Bahrain | 48.18 | 48.67 | 48.90 | 49.17 | 50.64 | 48.73 | | 62.47 |
| Bangladesh | 49.52 | 48.99 | | | 49.68 | 50.91 | 32.31 | |
| Barbados | 50.20 | | 48.90 | | 50.26 | | 72.31 | |
| Belarus | 47.30 | 47.67 | 48.36 | 48.71 | | 48.01 | 56.13 | 56.10 |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Level Education

| Country | Pre-primary | | Primary | | Secondary | | Tertiary | |
|----------------------------------|-------------|-------|---------|-------|-----------|-------|----------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Belgium | 48.65 | 48.74 | 48.64 | 48.92 | 51.23 | 52.17 | 52.26 | 55.72 |
| Belize | 48.47 | 49.14 | 48.25 | 48.35 | 50.87 | 50.97 | | 62.17 |
| Benin | 48.36 | 50.11 | 40.18 | 47.11 | 31.17 | 39.56 | 19.83 | 27.29 |
| Bermuda | | 46.27 | | 48.42 | | 53.08 | | 68.77 |
| Bhutan | 48.60 | 48.94 | 46.13 | 49.56 | 43.83 | 50.98 | | 41.45 |
| Bolivia (Plurinational State of) | 49.18 | 48.66 | 48.73 | 48.27 | 48.24 | 49.07 | | |
| Bosnia and Herzegovina | | 47.47 | | 48.61 | | 49.13 | | 55.29 |
| Botswana | | 49.21 | 49.68 | 48.83 | 51.38 | 51.01 | 48.18 | 55.25 |
| Brazil | | 48.90 | 47.70 | 47.76 | | 50.73 | 56.17 | 57.25 |

Table continued....

| | | | | | | | | |
|--------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| British Virgin Islands | 50.27 | | 49.77 | 47.83 | 50.76 | 51.29 | 72.00 | |
| Brunei Darussalam | 49.36 | 49.18 | 47.38 | 48.56 | 49.91 | 48.63 | 64.76 | 63.10 |
| Bulgaria | 48.57 | 48.41 | 48.12 | 48.29 | 48.14 | 47.39 | 57.27 | 54.54 |
| Burkina Faso | | 49.41 | 40.82 | 48.25 | 38.95 | 44.98 | | 32.41 |
| Burundi | 48.59 | 50.86 | 44.42 | 50.37 | | 44.91 | 26.79 | 31.05 |
| Cambodia | 50.43 | 49.87 | 45.85 | 47.15 | 34.90 | | 25.09 | |
| Cameroon | 49.40 | | 45.74 | | | 45.82 | | |
| Canada | 48.62 | | 48.83 | | 49.13 | | 56.01 | |
| Cape Verde | | 49.50 | 49.01 | 47.81 | | 53.14 | 51.06 | 58.58 |
| Cayman Islands | 48.63 | 48.50 | 49.96 | 49.70 | 49.23 | 49.99 | | |
| Central African Republic | | | | | | | 16.24 | |
| Chad | | 46.85 | 37.79 | 43.01 | 22.10 | | 15.00 | |
| Channel Islands | | | | | | | | |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Level Education

| Country | Pre-primary | | Primary | | Secondary | | Tertiary | |
|------------------------------------------------------|-------------|-------|---------|-------|-----------|-------|----------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Chile | 49.06 | 48.37 | 48.51 | 48.31 | 49.72 | 49.37 | 47.16 | 51.86 |
| China | 46.06 | 46.32 | | 46.33 | | 47.34 | | 50.72 |
| China, Hong Kong Special Administrative Region | | 47.88 | 47.72 | 47.91 | | 47.79 | | 52.12 |
| China, Macao Special Administrative Region | 47.53 | 48.22 | 47.31 | 47.86 | 50.48 | 48.07 | 51.97 | 56.42 |
| Colombia | 49.40 | | 48.91 | 48.27 | 51.52 | 50.97 | 51.60 | 52.60 |
| Comoros | | 50.37 | 45.36 | 47.65 | | 50.09 | 41.88 | 45.71 |
| Congo | 59.53 | | 47.77 | | | | 23.78 | 42.77 |
| Cook Islands | 46.02 | 48.34 | 47.33 | 49.58 | 50.59 | 50.63 | | |
| Costa Rica | 48.95 | 48.75 | 48.13 | 48.54 | 50.81 | 50.33 | | 53.99 |
| Côte d'Ivoire | 48.91 | 49.63 | 42.71 | 46.13 | | | | 38.03 |
| Croatia | 48.00 | | 48.55 | | 49.41 | | 52.71 | |
| Cuba | 49.40 | 47.73 | 47.74 | 48.21 | 49.92 | 48.58 | 53.46 | 60.94 |
| Curaçao | | | | 47.99 | | 50.89 | | 70.17 |
| Cyprus | 48.65 | 48.53 | 48.50 | 48.62 | 49.38 | 48.84 | 57.09 | 55.35 |
| Czech Republic | 48.65 | 48.09 | 48.56 | 48.68 | 49.27 | 48.85 | 49.78 | 57.41 |
| Democratic People's Republic of Korea | | | | | | | | |
| Democratic Republic of the Congo | | 51.46 | | 47.22 | | 38.10 | | 31.16 |
| Denmark | 48.72 | 48.00 | 48.63 | 48.62 | 50.06 | 49.27 | 56.91 | 56.91 |
| Djibouti | 55.14 | | 41.92 | 46.26 | 39.29 | 42.88 | 46.84 | |

Table continued....

| | | | | | | | | |
|--------------------|-------|-------|-------|-------|-------|-------|--|--|
| Dominica | 55.92 | 47.43 | 48.31 | 48.67 | 52.83 | | | |
| Dominican Republic | 49.45 | 50.01 | 48.38 | 46.75 | 54.75 | 52.12 | | |
| Ecuador | 49.85 | 49.69 | 49.01 | 49.14 | 49.65 | 50.28 | | |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Level Education

| Country | Pre-primary | | Primary | | Secondary | | Tertiary | |
|--------------------------------|-------------|-------|---------|-------|-----------|-------|----------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Egypt | 47.61 | 47.69 | 46.91 | 48.28 | 47.05 | 48.29 | | 46.13 |
| El Salvador | 49.88 | 49.50 | 47.97 | 47.81 | 49.18 | 49.49 | 54.26 | 53.35 |
| Equatorial Guinea | 50.94 | | 44.93 | | 30.54 | | 30.31 | |
| Eritrea | 47.99 | 48.81 | 44.92 | 45.05 | 41.14 | 43.74 | 14.32 | |
| Estonia | 48.39 | | 47.90 | 48.57 | 49.93 | 48.37 | 58.47 | 58.46 |
| Ethiopia | 48.07 | | 39.20 | | 40.00 | | 21.68 | |
| Faeroe Islands | | | | | | | | |
| Falkland Islands (Malvinas) | | | | | | | | |
| Fiji | 49.25 | | 48.05 | 48.50 | 50.73 | | | |
| Finland | 48.90 | 48.80 | 48.78 | 48.71 | 51.08 | 51.23 | 53.70 | 53.68 |
| France | 48.79 | 48.85 | 48.58 | 48.75 | 48.93 | 49.08 | 54.21 | 54.55 |
| French Guiana | | | | | | | | |
| French Polynesia | | | | | | | | |
| Gabon | | | | | | | | |
| Gambia | | 51.22 | 46.42 | 50.68 | | | | |
| Georgia | 48.48 | | 48.72 | 46.72 | 48.81 | 47.85 | 49.19 | 55.91 |
| Germany | 47.64 | 48.39 | 48.53 | 48.53 | 48.35 | 47.43 | | 47.12 |
| Ghana | 49.47 | 49.66 | 47.17 | 48.95 | 44.00 | 46.62 | | 38.21 |
| Gibraltar | 47.80 | | 47.97 | | 48.13 | | | |
| Greece | 48.89 | 48.44 | 48.42 | 48.48 | 49.38 | 47.97 | 49.98 | 48.78 |
| Greenland | | | | | | | | |
| Grenada | | 48.12 | 48.75 | 47.74 | | 48.57 | | |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Level Education

| Country | Pre-primary | | Primary | | Secondary | | Tertiary | |
|---------------|-------------|-------|---------|-------|-----------|-------|----------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Guadeloupe | | | | | | | | |
| Guam | | | | | | | | |
| Guatemala | 49.16 | 49.47 | 46.80 | 48.26 | 46.85 | 47.58 | | 51.31 |
| Guernsey | | | | | | | | |
| Guinea | | | 39.82 | 45.40 | | | | 30.11 |
| Guinea-Bissau | 51.26 | | 40.32 | | 35.52 | | | |
| Guyana | 49.21 | | 48.61 | | | | | |
| Haiti | | | | | | | | |

Table continued....

| | | | | | | | | |
|----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Holy See | | | | | | | | |
| Honduras | 50.29 | 49.59 | 49.62 | 48.74 | | 53.92 | 56.11 | 57.23 |
| Hungary | 48.40 | 48.34 | 48.44 | 48.36 | 49.11 | 48.81 | 53.87 | 55.18 |
| Iceland | 48.58 | | 48.31 | | 50.68 | | 61.91 | |
| India | 49.14 | | 43.58 | 49.95 | 39.58 | 47.57 | 37.77 | 45.94 |
| Indonesia | 50.05 | 51.94 | 48.50 | 48.46 | 48.46 | 48.05 | 46.41 | 52.25 |
| Iran (Islamic Republic of) | 50.03 | 49.21 | 47.53 | 49.31 | 47.25 | 47.58 | 45.27 | 48.23 |
| Iraq | 48.87 | | 43.99 | | 37.02 | | 34.05 | |
| Ireland | | 49.07 | 48.49 | 48.75 | 50.64 | 49.27 | 54.11 | 50.46 |
| Isle of Man | | | | | | | | |
| Israel | 48.57 | 48.53 | 48.55 | 48.76 | 48.72 | 49.13 | 57.30 | 56.22 |
| Italy | 48.56 | 48.13 | 48.62 | 48.43 | 47.77 | 48.19 | 55.52 | 57.06 |
| Jamaica | 50.30 | 49.11 | 49.18 | 48.33 | 50.56 | 50.66 | 65.03 | 68.74 |
| Japan | | | 48.76 | 48.74 | 49.09 | 48.88 | 44.88 | 46.56 |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Level Education

| Country | Pre-primary | | Primary | | Secondary | | Tertiary | |
|----------------------------------|-------------|-------|---------|-------|-----------|-------|----------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Jersey | | | | | | | | |
| Jordan | 46.45 | | 48.84 | | 49.48 | | 51.41 | |
| Kazakhstan | 47.37 | 48.50 | 49.26 | 48.78 | 50.25 | 49.33 | 53.65 | 55.67 |
| Kenya | 49.86 | | 49.38 | | 48.54 | | 35.12 | |
| Kiribati | | | 47.67 | | 55.01 | | | |
| Kuwait | 48.72 | 48.65 | 48.94 | 49.13 | 49.52 | 49.86 | | 63.87 |
| Kyrgyzstan | 48.65 | 49.49 | 48.83 | 48.75 | 50.24 | 49.08 | 50.08 | 55.80 |
| Lao People's Democratic Republic | 51.55 | 49.85 | 45.18 | 47.73 | 40.54 | 46.30 | 33.91 | 46.23 |
| Latvia | 47.62 | 48.67 | 48.45 | 48.60 | 49.65 | 47.76 | 63.41 | 58.99 |
| Lebanon | 48.33 | 48.28 | 48.02 | 48.28 | 51.51 | 51.52 | 51.72 | 54.33 |
| Lesotho | 50.18 | 50.81 | 50.64 | 49.10 | 56.76 | 57.65 | 61.83 | 58.63 |
| Liberia | 47.00 | | 41.92 | | 41.66 | | 35.30 | |
| Libya | | | | | | | 48.62 | |
| Liechtenstein | | | | | | | | |
| Lithuania | 47.80 | 48.75 | 48.68 | 48.63 | 48.91 | 47.54 | 59.96 | 58.39 |
| Luxembourg | | 48.88 | 49.16 | 48.56 | 50.19 | 49.30 | | |
| Madagascar | 50.54 | 50.85 | 49.00 | 49.58 | | | 46.30 | 48.51 |
| Malawi | | | 48.86 | 50.33 | 42.81 | 47.24 | 27.57 | |
| Malaysia | | 49.37 | 48.70 | 48.67 | 51.16 | 50.10 | 51.00 | 56.35 |
| Maldives | 49.05 | 49.45 | 48.64 | 48.58 | 51.25 | | | |
| Mali | 50.24 | 50.27 | 42.02 | | 35.19 | 43.33 | 32.00 | |
| Malta | 47.75 | 48.30 | 48.62 | 48.74 | 48.02 | 49.39 | 53.30 | 55.53 |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Level Education

| Country | Pre-primary | | Primary | | Secondary | | Tertiary | |
|----------------------------------|-------------|-------|---------|-------|-----------|-------|----------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Marshall Islands | | | | | | | | |
| Martinique | | | | | | | | |
| Mauritania | | | 48.39 | 50.46 | 41.66 | 47.64 | | 30.04 |
| Mauritius | 49.84 | 49.39 | 49.19 | 49.41 | 48.52 | 49.99 | 46.13 | 54.65 |
| Mayotte | | | | | | | | |
| Mexico | 49.63 | 49.46 | 48.73 | 48.90 | 50.22 | 50.80 | 48.72 | 49.32 |
| Micronesia (Federated States of) | | | | | | | | |
| Monaco | 50.31 | 47.24 | 48.46 | 50.09 | 50.90 | 48.22 | | |
| Mongolia | 49.84 | | 50.20 | 48.76 | 54.74 | | 63.83 | 58.26 |
| Montenegro | | | | | | | | |
| Montserrat | 41.46 | | 43.86 | | 48.59 | | | |
| Morocco | 34.64 | 42.87 | 44.81 | 47.63 | 43.67 | | 42.14 | 48.30 |
| Mozambique | | | 43.02 | 47.58 | 38.41 | 47.78 | | 41.02 |
| Myanmar | | | 49.28 | | 51.19 | | | |
| Namibia | | 50.66 | 50.02 | 49.05 | 52.84 | | | |
| Nauru | 44.96 | | 53.49 | | 54.38 | | | |
| Nepal | | 48.12 | 42.62 | 50.47 | 40.06 | 50.31 | 27.54 | 47.59 |
| Netherlands | | 48.81 | 48.33 | 48.62 | 47.88 | 48.47 | 49.96 | |
| Netherlands Antilles | | | | | | | | |
| New Caledonia | | | | | | | | |
| New Zealand | 48.52 | 49.26 | 48.56 | 48.85 | 50.32 | 50.20 | 58.78 | 58.08 |
| Nicaragua | 50.00 | | 49.44 | | 53.42 | | | |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Level Education

| Country | Pre-primary | | Primary | | Secondary | | Tertiary | |
|--------------------------|-------------|-------|---------|-------|-----------|-------|----------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Niger | 49.84 | 50.41 | 39.35 | 44.72 | 38.69 | 40.77 | | |
| Nigeria | | | 43.93 | | 44.88 | | | |
| Niue | | | | | | | | |
| Norfolk Island | | | | | | | | |
| Northern Mariana Islands | | | | | | | | |
| Norway | 50.00 | 48.70 | 48.74 | 48.90 | 49.37 | 47.73 | 58.42 | 58.81 |
| Oman | | 49.69 | 47.97 | 50.50 | 49.10 | 48.97 | | 52.77 |
| Pakistan | 39.98 | 45.08 | 39.13 | 44.46 | | 40.48 | | 48.14 |
| Palau | 50.95 | 50.43 | 47.73 | 46.13 | 47.92 | 49.04 | 69.01 | 58.17 |
| Palestine | 47.55 | 48.68 | 48.91 | 49.08 | 50.12 | 51.27 | 46.52 | 59.06 |

Table continued....

| | | | | | | | | |
|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Panama | 49.27 | 49.17 | 48.19 | 48.28 | 50.55 | 50.68 | 62.13 | 59.17 |
| Papua New Guinea | | | 44.88 | | | | | |
| Paraguay | 49.68 | | 48.21 | | 50.06 | | 56.93 | |
| Peru | 49.61 | 49.23 | 49.03 | 48.86 | 47.51 | 48.60 | | |
| Philippines | | | | 47.89 | | 50.59 | | 54.80 |
| Pitcairn | | | | | | | | |
| Poland | 48.96 | 48.55 | 48.41 | 48.75 | 48.44 | 47.89 | 57.53 | 59.82 |
| Portugal | 48.68 | 47.90 | 47.73 | 47.91 | 50.55 | 48.96 | 56.51 | 53.17 |
| Puerto Rico | | 49.15 | | 48.32 | | 49.76 | | 58.57 |
| Qatar | 46.99 | 48.71 | 48.20 | 49.17 | 49.11 | 48.99 | | 63.69 |
| Republic of Korea | | | 47.00 | 47.85 | 47.85 | 47.39 | 35.63 | 39.84 |
| Republic of Moldova | 48.00 | 47.88 | 48.71 | 48.50 | 49.84 | 49.12 | 56.27 | 55.48 |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Level Education

| Country | Pre-primary | | Primary | | Secondary | | Tertiary | |
|----------------------------------|-------------|-------|---------|-------|-----------|-------|----------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Romania | 49.51 | 48.82 | 48.46 | | 49.37 | 48.26 | 51.83 | 53.91 |
| Russian Federation | 47.23 | | 48.59 | 48.94 | | 48.36 | | 54.19 |
| Rwanda | | 51.28 | 49.58 | 50.74 | 49.11 | 52.12 | | 45.03 |
| Saint Helena | | | | | | | | |
| Saint Kitts and Nevis | | 47.53 | 48.63 | 50.10 | 50.46 | 53.55 | | |
| Saint Lucia | 50.05 | 50.95 | 49.31 | 48.41 | 57.24 | 49.95 | | 66.41 |
| Saint Pierre and Miquelon | | | | | | | | |
| Saint Vincent and the Grenadines | | 50.19 | 48.19 | 48.14 | 56.88 | 48.29 | | |
| Saint-Barthélemy | | | | | | | | |
| Saint-Martin (French part) | | | | | | | | |
| Samoa | 53.73 | | 48.09 | | 50.37 | | 44.33 | |
| San Marino | 47.30 | | 48.04 | | 49.29 | | 57.86 | |
| Sao Tome and Principe | | 51.55 | | 48.99 | | 52.05 | | |
| Saudi Arabia | | 60.60 | | 48.68 | | 44.51 | 55.93 | 47.93 |
| Senegal | 50.94 | | 46.00 | | 39.25 | | | |
| Serbia | 48.39 | 48.59 | 48.73 | 48.63 | 49.38 | 49.18 | | 55.84 |
| Seychelles | 48.29 | 50.41 | 49.32 | 49.40 | 51.32 | 50.22 | | 66.81 |
| Sierra Leone | | 52.36 | 48.38 | 50.09 | | 46.67 | 45.21 | |
| Singapore | | | | | | | | 49.87 |
| Sint Maarten (Dutch part) | | | | | | | | |
| Slovakia | 46.07 | 48.26 | 48.53 | 48.42 | 49.41 | 49.16 | 50.39 | 59.66 |
| Slovenia | 44.88 | 48.02 | 49.21 | 48.58 | 49.63 | 48.49 | 56.09 | 57.54 |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Level Education

| Country | Pre-primary | | Primary | | Secondary | | Tertiary | |
|----------------------------------------------|-------------|-------|---------|-------|-----------|-------|----------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Solomon Islands | 48.18 | 48.63 | 46.06 | 48.16 | 42.12 | | | |
| Somalia | | | | | | | | |
| South Africa | 49.91 | 49.60 | 48.57 | 48.48 | 52.41 | 51.88 | | 58.14 |
| South Sudan | | | | | | | | |
| Spain | | 48.44 | 48.36 | 48.81 | 50.19 | 48.77 | 52.94 | 53.55 |
| Sri Lanka | | 49.26 | | 49.21 | | 50.87 | | 61.41 |
| Sudan | | | | | | | 54.70 | 52.19 |
| Sudan (pre-secession) | 47.31 | | 45.14 | | | | 47.18 | |
| Suriname | | 49.63 | | 48.17 | | 55.78 | | |
| Svalbard and Jan Mayen Islands | | | | | | | | |
| Swaziland | | | 48.39 | 47.49 | 50.22 | 49.29 | 48.52 | 50.94 |
| Sweden | 48.58 | 48.43 | 49.33 | 50.09 | 54.60 | 51.66 | 58.22 | 59.69 |
| Switzerland | 48.51 | | 48.62 | | 46.96 | | 42.64 | 49.51 |
| Syrian Arab Republic | 46.84 | 48.05 | 47.00 | 48.09 | 46.89 | 48.56 | | 48.68 |
| Tajikistan | 45.09 | 43.66 | 47.44 | 48.18 | 45.61 | 46.22 | 30.80 | 35.38 |
| Thailand | 49.08 | 48.18 | 48.29 | 48.36 | | 51.08 | 54.11 | 57.08 |
| The former Yugoslav Republic of Macedonia | 48.55 | | 48.36 | | 47.84 | | 55.05 | 54.58 |
| Timor-Leste | | 49.78 | | 48.15 | | 50.14 | | |
| Togo | 51.20 | 50.87 | 43.82 | 48.23 | 30.90 | | | 28.16 |
| Tokelau | 42.35 | | 48.18 | | 49.44 | | | |
| Tonga | | | 46.64 | 47.86 | 49.41 | 48.56 | | |
| Trinidad and Tobago | 49.52 | | 49.06 | | | | 59.30 | |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Level Education

| Country | Pre-primary | | Primary | | Secondary | | Tertiary | |
|-----------------------------|-------------|-------|---------|-------|-----------|-------|----------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Tunisia | 48.09 | 50.37 | 47.43 | 48.06 | 50.26 | | 50.37 | 60.82 |
| Turkey | 47.61 | 47.85 | 46.97 | 48.82 | 41.50 | 48.32 | | 45.60 |
| Turkmenistan | | | | | | | | |
| Turks and Caicos Islands | 53.94 | | 47.72 | | 52.53 | | | |
| Tuvalu | | 47.86 | 48.12 | 47.04 | | 53.10 | | |
| Uganda | | 50.41 | 48.23 | 50.12 | 43.38 | 46.36 | 33.85 | |
| Ukraine | 48.08 | | 48.63 | 48.96 | 49.07 | 48.01 | 52.57 | 53.16 |

Table continued....

| | | | | | | | | |
|------------------------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| United Arab Emirates | 48.13 | 48.70 | 47.86 | 48.74 | 50.00 | 49.05 | | 54.33 |
| United Kingdom of Great Britain and Northern Ireland | 48.80 | 47.68 | 48.80 | 48.77 | 49.18 | 49.92 | 53.94 | 56.08 |
| United Republic of Tanzania | | 50.04 | 49.51 | 50.60 | | 47.73 | 23.26 | 35.01 |
| United States of America | 49.15 | 48.89 | 48.39 | 48.72 | 49.00 | 48.87 | 55.76 | 56.58 |
| United States Virgin Islands | | | | | | | | |
| Uruguay | 49.52 | | 48.52 | | 52.21 | | 62.99 | |
| Uzbekistan | 47.73 | | 49.05 | | 48.65 | | 45.08 | |
| Vanuatu | | 47.91 | 47.58 | 47.27 | 51.75 | | | |
| Venezuela (Bolivarian Republic of) | 49.40 | 49.09 | 48.53 | 48.53 | 53.57 | 51.15 | 58.62 | |
| Viet Nam | 48.19 | 45.83 | 47.71 | 47.74 | | | 41.64 | 46.40 |
| Wallis and Futuna Islands | | | | | | | | |
| Western Sahara | | | | | | | | |
| Yemen | | 45.80 | | 44.66 | | 39.84 | | |
| Zambia | | | 48.08 | 49.90 | | | | |
| Zimbabwe | 50.50 | | 49.12 | | 46.81 | | | 46.29 |

Source: UNESCO Institute for Statistics

Annexure-XII

Percentage of Female Enrolment by Programme Orientation

| Country | Lower Secondary General Education | | Lower Secondary Vocational Education | | Upper Secondary General Education | | Upper Secondary Vocational Education | |
|---------------------|-----------------------------------|-------|--------------------------------------|-------|-----------------------------------|-------|--------------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Afghanistan | | 35.25 | | | | 33.93 | | 7.32 |
| Åland Islands | | | | | | | | |
| Albania | 48.55 | 47.73 | | | 51.08 | 50.40 | 30.93 | 21.81 |
| Algeria | 47.93 | 47.53 | 31.70 | | 58.32 | 57.53 | 53.36 | |
| American Samoa | | | | | | | | |
| Andorra | | 47.58 | | | | 50.83 | | 44.65 |
| Angola | 47.26 | | 50.96 | | 40.38 | | 38.90 | |
| Anguilla | 47.57 | | | | 54.86 | | 62.00 | |
| Antigua and Barbuda | 51.04 | | | | 55.65 | | 24.00 | |
| Argentina | 49.45 | 49.56 | | | | 53.24 | | |
| Armenia | 51.50 | 46.92 | | | 55.99 | 52.18 | 16.52 | 41.35 |
| Aruba | 50.15 | | 28.10 | | 58.02 | | 32.35 | |
| Australia | 49.14 | 48.61 | 50.14 | 43.80 | 52.24 | 51.35 | 46.81 | 40.97 |
| Austria | 48.65 | 48.70 | | | 54.79 | 53.83 | 43.47 | 44.26 |
| Azerbaijan | 49.03 | 46.24 | | | 49.92 | 44.72 | | 50.23 |
| Bahamas | | | | | | | | |
| Bahrain | 49.41 | 48.37 | | | 60.89 | 55.76 | 37.86 | 14.05 |
| Bangladesh | 52.19 | 52.71 | | | 46.56 | 49.80 | 24.76 | 33.29 |
| Barbados | 48.71 | | | | 52.31 | | | |
| Belarus | 48.64 | 48.64 | | | 54.76 | 53.80 | | 36.74 |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Programme Orientation

| Country | Lower Secondary General Education | | Lower Secondary Vocational Education | | Upper Secondary General Education | | Upper Secondary Vocational Education | |
|----------------------------------|-----------------------------------|-------|--------------------------------------|-------|-----------------------------------|-------|--------------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Belgium | 48.02 | 50.49 | | 49.21 | 53.88 | 55.48 | | 51.78 |
| Belize | 49.86 | 50.30 | | | 54.63 | 54.24 | | 46.10 |
| Benin | 32.02 | 42.19 | | 45.36 | 23.11 | 31.15 | 39.16 | 39.06 |
| Bermuda | | 51.00 | | | | 55.00 | | |
| Bhutan | 44.73 | 51.87 | | | 33.04 | 48.67 | | 39.60 |
| Bolivia (Plurinational State of) | 47.25 | 48.02 | 63.72 | | 47.51 | 49.77 | 47.51 | |

Table continued....

| | | | | | | | |
|--------------------------|-------|-------|-------|-------|-------|-------|-------|
| Bosnia and Herzegovina | | 48.87 | | | 62.12 | | 44.71 |
| Botswana | 51.89 | 50.33 | | | 52.44 | 54.59 | 39.31 |
| Brazil | 50.24 | 48.80 | | 61.12 | 52.90 | 53.26 | 56.83 |
| British Virgin Islands | 49.12 | 50.24 | | 22.41 | 53.24 | 55.88 | |
| Brunei Darussalam | 47.58 | 47.86 | | | 55.48 | 49.36 | 36.14 |
| Bulgaria | 47.18 | 47.33 | 26.84 | 44.03 | 64.39 | 56.23 | 37.41 |
| Burkina Faso | 39.95 | 46.58 | 54.67 | 36.05 | 27.05 | 36.82 | 50.57 |
| Burundi | 44.48 | 46.72 | | 20.47 | 38.34 | 38.33 | 33.49 |
| Cambodia | 35.33 | 49.22 | | | 33.65 | 46.63 | 38.99 |
| Cameroon | | 48.39 | | 36.25 | | 47.58 | 39.23 |
| Canada | 48.63 | | | | | | |
| Cape Verde | | 50.96 | | | | 57.31 | 45.67 |
| Cayman Islands | 48.67 | 50.19 | | | 49.86 | 49.73 | |
| Central African Republic | | | | | | | |
| Chad | 23.11 | 33.04 | 3.83 | | 18.57 | 26.12 | 35.54 |
| Channel Islands | | | | | | | |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Programme Orientation

| Country | Lower Secondary General Education | | Lower Secondary Vocational Education | | Upper Secondary General Education | | Upper Secondary Vocational Education | |
|------------------------------------------------|-----------------------------------|-------|--------------------------------------|-------|-----------------------------------|-------|--------------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Chile | 48.90 | 48.83 | | 44.61 | 52.99 | 50.97 | 46.99 | 46.85 |
| China | | 47.07 | | | 44.07 | 49.40 | | 45.54 |
| China, Hong Kong Special Administrative Region | 48.29 | 47.53 | | | 51.77 | 48.87 | | 16.16 |
| China, Macao Special Administrative Region | 49.85 | 47.34 | 50.57 | | 52.79 | 49.60 | 47.71 | 40.69 |
| Colombia | 51.00 | 49.98 | | | | 53.49 | | 53.76 |
| Comoros | 44.76 | 50.14 | | | 44.13 | 50.55 | | 10.77 |
| Congo | 40.17 | | 50.33 | | 34.77 | | | |
| Cook Islands | 48.46 | 50.00 | | | 55.67 | | | |
| Costa Rica | 50.25 | 48.58 | 49.55 | 48.62 | 53.15 | 53.42 | 50.87 | 54.70 |
| Côte d'Ivoire | 36.03 | 40.36 | 52.59 | | 30.95 | 38.51 | | |
| Croatia | 48.64 | | | | 62.84 | | 45.98 | |
| Cuba | 49.99 | 48.99 | 30.86 | 16.71 | 66.34 | 60.94 | 42.26 | 39.65 |
| Curaçao | | 54.36 | | 48.05 | | 58.49 | | 48.58 |
| Cyprus | 48.29 | 48.85 | | | 56.29 | 53.58 | 15.71 | 18.56 |

Table continued....

| | | | | | | | | |
|---------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Czech Republic | 49.03 | 48.61 | 23.95 | 45.51 | 60.18 | 59.30 | 46.95 | 45.41 |
| Democratic People's Republic of Korea | | | | | | | | |
| Democratic Republic of the Congo | | 40.94 | | 29.64 | | 36.70 | | 34.64 |
| Denmark | 49.29 | 48.82 | | | 56.53 | 53.52 | 46.04 | 44.53 |
| Djibouti | 39.67 | 43.50 | 71.04 | | 36.45 | 42.07 | 45.62 | 39.44 |
| Dominica | 56.38 | 48.67 | 55.00 | | 56.41 | 51.09 | | |
| Dominican Republic | 53.17 | 50.46 | | | 55.45 | 52.42 | 58.35 | 61.89 |
| Ecuador | 48.61 | 49.74 | | | 47.33 | 54.70 | 55.62 | 49.62 |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Programme Orientation

| Country | Lower Secondary General Education | | Lower Secondary Vocational Education | | Upper Secondary General Education | | Upper Secondary Vocational Education | |
|-----------------------------|-----------------------------------|-------|--------------------------------------|-------|-----------------------------------|-------|--------------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Egypt | | | | | | 51.40 | | 43.88 |
| El Salvador | 48.45 | 48.82 | | | 48.46 | 49.69 | 51.98 | 51.64 |
| Equatorial Guinea | 30.66 | | 47.97 | | 23.61 | | 27.78 | |
| Eritrea | 44.79 | 44.33 | | | 37.05 | 43.06 | 19.67 | 37.45 |
| Estonia | 48.59 | 47.76 | 27.27 | 13.54 | 59.24 | 57.26 | 35.17 | 33.91 |
| Ethiopia | 40.71 | | | | 37.26 | | 21.66 | |
| Faeroe Islands | | | | | | | | |
| Falkland Islands (Malvinas) | | | | | | | | |
| Fiji | 50.19 | 47.93 | | | 52.95 | | 40.21 | |
| Finland | 49.00 | 48.97 | | | 57.65 | 56.66 | 48.38 | 50.54 |
| France | 48.70 | 48.67 | | | 55.96 | 54.24 | 44.19 | 43.50 |
| French Guiana | | | | | | | | |
| French Polynesia | | | | | | | | |
| Gabon | | | 31.32 | | | | | |
| Gambia | 41.16 | 50.01 | | | 37.13 | 48.40 | | |
| Georgia | 49.09 | 46.78 | | | 51.21 | 49.90 | 31.31 | 43.11 |
| Germany | 48.83 | 48.43 | | 42.18 | 55.06 | 53.21 | 42.92 | 37.74 |
| Ghana | 45.36 | 47.69 | | | 40.94 | 45.89 | 8.65 | 31.41 |
| Gibraltar | 47.10 | | | | 49.18 | | | |
| Greece | 47.67 | 47.75 | | | 54.81 | 52.90 | 43.16 | 38.83 |
| Greenland | | | | | | | | |
| Grenada | | 47.60 | | | | 50.05 | | |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Programme Orientation

| Country | Lower Secondary General Education | | Lower Secondary Vocational Education | | Upper Secondary General Education | | Upper Secondary Vocational Education | |
|----------------------------|-----------------------------------|-------|--------------------------------------|-------|-----------------------------------|-------|--------------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Guadeloupe | | | | | | | | |
| Guam | | | | | | | | |
| Guatemala | 45.54 | 46.35 | | | 39.69 | 44.64 | 50.77 | 51.14 |
| Guernsey | | | | | | | | |
| Guinea | 27.26 | 38.32 | | | 23.68 | 38.03 | | |
| Guinea-Bissau | 35.65 | | | | 36.52 | | 26.70 | |
| Guyana | 49.75 | | 49.57 | | 58.57 | | 19.61 | |
| Haiti | | | | | | | | |
| Holy See | | | | | | | | |
| Honduras | 44.11 | 53.08 | | 47.83 | 42.49 | 58.50 | | 54.76 |
| Hungary | 48.39 | 48.16 | | 38.34 | 51.54 | 52.17 | 34.98 | 41.48 |
| Iceland | 49.49 | | | | 58.74 | | 35.89 | |
| India | 40.37 | 48.83 | | | 38.82 | 46.93 | 20.42 | 17.07 |
| Indonesia | | 49.44 | | | | 52.82 | 42.68 | 37.55 |
| Iran (Islamic Republic of) | 45.31 | 47.44 | | 34.86 | 51.27 | 52.07 | 37.61 | 33.95 |
| Iraq | 36.38 | | | | 43.55 | | 17.45 | |
| Ireland | 49.36 | 48.63 | | | 52.21 | 49.82 | | 66.46 |
| Isle of Man | | | | | | | | |
| Israel | 48.83 | 48.95 | | 16.62 | 53.18 | 50.44 | 39.36 | 48.05 |
| Italy | 48.68 | 47.83 | | | 48.00 | 61.18 | 44.48 | 39.72 |
| Jamaica | 49.47 | 50.60 | | | 52.59 | 50.75 | 58.42 | |
| Japan | 48.82 | 48.79 | | | 50.76 | 50.85 | 45.14 | 42.71 |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Programme Orientation

| Country | Lower Secondary General Education | | Lower Secondary Vocational Education | | Upper Secondary General Education | | Upper Secondary Vocational Education | |
|------------|-----------------------------------|-------|--------------------------------------|------|-----------------------------------|-------|--------------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Jersey | | | | | | | | |
| Jordan | 49.09 | | | | 55.05 | | 36.73 | |
| Kazakhstan | 50.17 | 48.92 | | | 50.43 | 51.81 | 50.77 | 47.69 |
| Kenya | 49.73 | | | | 46.97 | | 29.20 | |
| Kiribati | 55.00 | | | | 55.02 | | | |

Table continued....

| | | | | | | | | |
|----------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Kuwait | 48.70 | 49.17 | | | 51.03 | 51.69 | 42.60 | |
| Kyrgyzstan | 50.13 | 48.95 | | | 53.02 | 52.12 | 35.52 | 43.30 |
| Lao People's Democratic Republic | 41.07 | 46.69 | 28.13 | 50.67 | 39.54 | 45.08 | 35.94 | 52.84 |
| Latvia | 48.63 | 47.71 | 24.34 | 23.88 | 58.90 | 53.36 | 39.86 | 39.51 |
| Lebanon | 51.84 | 52.07 | 26.70 | 29.94 | 55.48 | 56.12 | 41.94 | 41.99 |
| Lesotho | 56.95 | 56.69 | 93.64 | | 56.30 | 57.85 | 10.47 | |
| Liberia | 38.82 | | 31.01 | | 47.61 | | 42.07 | |
| Libya | | | | | | | | |
| Liechtenstein | | | | | | | | |
| Lithuania | 49.27 | 48.06 | 15.03 | 21.50 | 57.21 | 52.11 | 40.04 | 35.24 |
| Luxembourg | 49.61 | 48.92 | | | 54.17 | 52.60 | 48.77 | 47.65 |
| Madagascar | 49.23 | 49.77 | | 37.16 | 50.40 | 48.40 | | |
| Malawi | 43.38 | 47.84 | | | 39.25 | 44.25 | | |
| Malaysia | 49.90 | 49.14 | | 25.91 | 55.33 | 54.47 | 41.15 | 38.48 |
| Maldives | 51.69 | 48.44 | | | 42.95 | 55.56 | 44.64 | |
| Mali | 36.03 | 45.48 | | | 31.99 | 36.90 | 36.54 | 41.82 |
| Malta | 50.31 | 49.09 | 4.43 | 27.13 | 56.12 | 50.88 | 31.74 | 42.31 |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Programme Orientation

| Country | Lower Secondary General Education | | Lower Secondary Vocational Education | | Upper Secondary General Education | | Upper Secondary Vocational Education | |
|----------------------------------|-----------------------------------|-------|--------------------------------------|-------|-----------------------------------|-------|--------------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Marshall Islands | | | | | | | | |
| Martinique | | | | | | | | |
| Mauritania | 42.53 | 49.13 | | | 40.82 | 44.34 | 32.71 | 36.23 |
| Mauritius | 51.32 | 51.43 | 29.85 | 35.34 | 51.45 | 52.89 | 14.22 | 28.30 |
| Mayotte | | | | | | | | |
| Mexico | 48.78 | 49.50 | 57.39 | 57.13 | 50.02 | | 51.79 | |
| Micronesia (Federated States of) | | | | | | | | |
| Monaco | 49.56 | 49.15 | | | 58.20 | 49.79 | 42.32 | 40.11 |
| Mongolia | 53.82 | | | | 60.22 | 54.09 | 50.60 | 42.04 |
| Montenegro | | | | | | | | |
| Montserrat | 47.43 | | | | 50.46 | | | |
| Morocco | 43.01 | 44.34 | 54.24 | 38.00 | 44.98 | 47.63 | 39.89 | |
| Mozambique | 40.69 | 48.53 | 29.37 | 31.71 | 38.58 | 47.98 | 22.76 | 40.68 |
| Myanmar | 50.16 | | | | 53.89 | | | |
| Namibia | 53.37 | 52.57 | | | 50.60 | 53.02 | | |

Table continued....

| | | | | | | | | |
|----------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Nauru | | | | | | | | |
| Nepal | 40.92 | 50.88 | | | 39.01 | 49.98 | 21.13 | |
| Netherlands | 48.34 | 48.26 | 34.69 | 41.07 | 53.08 | 52.03 | 45.91 | 47.89 |
| Netherlands Antilles | | | | | | | | |
| New Caledonia | | | | | | | | |
| New Zealand | 48.71 | 48.64 | | | | 50.23 | | 54.70 |
| Nicaragua | 52.18 | | 16.79 | | 56.08 | | 59.89 | |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Programme Orientation

| Country | Lower Secondary General Education | | Lower Secondary Vocational Education | | Upper Secondary General Education | | Upper Secondary Vocational Education | |
|--------------------------|-----------------------------------|-------|--------------------------------------|-------|-----------------------------------|-------|--------------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Niger | 39.76 | 40.77 | 35.30 | 52.41 | 33.70 | 32.83 | | 57.20 |
| Nigeria | | | | | | | | |
| Niue | | | | | | | | |
| Norfolk Island | | | | | | | | |
| Northern Mariana Islands | | | | | | | | |
| Norway | 48.80 | 48.65 | | | 56.78 | 54.60 | 44.59 | 40.03 |
| Oman | 47.66 | 48.94 | | | 51.22 | 49.03 | | |
| Pakistan | | 42.95 | | | | 36.73 | | 42.99 |
| Palau | 49.58 | 47.13 | | | 46.25 | 49.91 | | |
| Palestine | 49.97 | 50.30 | | | 52.09 | 55.73 | 23.84 | 13.49 |
| Panama | 50.41 | 49.31 | 49.40 | | 54.93 | | 50.69 | |
| Papua New Guinea | | | | | | | | |
| Paraguay | 49.55 | | 17.77 | | 51.32 | | 49.51 | |
| Peru | 47.31 | 47.95 | | 48.94 | 47.95 | 49.87 | | |
| Philippines | | 50.10 | | | | 52.33 | | |
| Pitcairn | | | | | | | | |
| Poland | 48.38 | 47.82 | | 42.77 | 62.20 | 58.12 | 40.81 | 37.30 |
| Portugal | 49.47 | 49.27 | 35.81 | 38.66 | 53.98 | 54.81 | 44.56 | 43.51 |
| Puerto Rico | | 48.96 | | 45.63 | | 51.05 | | 43.72 |
| Qatar | 48.01 | 48.70 | | | 52.29 | 50.11 | | |
| Republic of Korea | 47.79 | 47.75 | | | 47.29 | 47.81 | 48.99 | 43.83 |
| Republic of Moldova | 49.37 | 48.46 | | | 56.97 | 55.56 | 38.44 | 41.66 |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Programme Orientation

| Country | Lower Secondary General Education | | Lower Secondary Vocational Education | | Upper Secondary General Education | | Upper Secondary Vocational Education | |
|----------------------------------|-----------------------------------|-------|--------------------------------------|-------|-----------------------------------|-------|--------------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Romania | 48.95 | 48.10 | | | 61.08 | 58.77 | 43.33 | 41.54 |
| Russian Federation | 49.32 | 49.06 | | | 57.27 | 55.45 | | 39.10 |
| Rwanda | 51.27 | 53.75 | | 32.97 | 35.62 | 52.51 | 51.03 | 45.18 |
| Saint Helena | | | | | | | | |
| Saint Kitts and Nevis | 49.34 | 50.51 | | | 52.71 | 57.87 | | |
| Saint Lucia | 57.49 | 50.01 | | 12.41 | 56.82 | 50.82 | | |
| Saint Pierre and Miquelon | | | | | | | | |
| Saint Vincent and the Grenadines | 56.51 | 46.52 | | | 59.08 | | | |
| Saint-Barthélemy | | | | | | | | |
| Saint-Martin (French part) | | | | | | | | |
| Samoa | 48.92 | | | | 51.26 | | | |
| San Marino | 47.59 | | | | 53.55 | | | |
| Sao Tome and Principe | | 52.56 | | | | 51.50 | | 42.95 |
| Saudi Arabia | | 47.87 | | 1.70 | | 44.14 | | 35.18 |
| Senegal | 39.71 | | | | 37.97 | | 36.84 | |
| Serbia | 48.49 | 48.61 | | | 61.30 | 57.82 | 46.91 | 47.16 |
| Seychelles | 49.22 | 50.18 | | | 54.19 | 52.92 | | 21.68 |
| Sierra Leone | | 48.24 | | | | | | |
| Singapore | | | | | | | | |
| Sint Maarten (Dutch part) | | | | | | | | |
| Slovakia | 48.74 | 48.51 | 51.16 | 35.98 | 57.47 | 59.19 | 48.54 | 45.91 |
| Slovenia | 49.17 | 48.18 | | | 59.25 | 58.97 | 46.50 | 43.33 |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Programme Orientation

| Country | Lower Secondary General Education | | Lower Secondary Vocational Education | | Upper Secondary General Education | | Upper Secondary Vocational Education | |
|-----------------|-----------------------------------|-------|--------------------------------------|------|-----------------------------------|-------|--------------------------------------|------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Solomon Islands | 43.01 | 47.99 | | | 39.31 | 45.15 | | |
| Somalia | | | | | | | | |

Table continued....

| | | | | | | | | |
|----------------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| South Africa | 51.46 | 50.80 | | | 54.33 | 53.59 | 42.00 | 45.83 |
| South Sudan | | | | | | | | |
| Spain | 48.57 | 47.81 | 38.01 | | 53.80 | 51.62 | 51.52 | 46.02 |
| Sri Lanka | | 49.64 | | | | 53.13 | | 45.18 |
| Sudan | | | | | | | | |
| Sudan (pre-secession) | | | | | 48.20 | | 36.77 | |
| Suriname | | 60.13 | | 37.64 | | 74.47 | | 22.80 |
| Svalbard and Jan Mayen Islands | | | | | | | | |
| Swaziland | 50.69 | 49.62 | | 31.06 | 48.96 | 48.82 | | |
| Sweden | 49.86 | 49.74 | | 46.00 | 57.93 | 55.22 | 57.05 | 50.23 |
| Switzerland | 49.33 | | | | 54.69 | | 39.27 | |
| Syrian Arab Republic | 45.85 | 47.85 | | | 49.08 | 54.29 | 50.70 | 39.26 |
| Tajikistan | 46.87 | 47.45 | | | 40.36 | 44.20 | 31.57 | 8.53 |
| Thailand | | 49.24 | | | | 59.32 | | 41.36 |
| The former Yugoslav Republic of Macedonia | 47.81 | | | | 57.14 | | 42.85 | |
| Timor-Leste | | 50.14 | | | | 50.99 | | 43.56 |
| Togo | 32.75 | 40.85 | 23.47 | | 21.51 | 29.94 | 30.97 | |
| Tokelau | 51.26 | | | | 45.90 | | | |
| Tonga | | 48.04 | 48.68 | | | 60.37 | | |
| Trinidad and Tobago | 51.26 | | | | 52.51 | | | |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Programme Orientation

| Country | Lower Secondary General Education | | Lower Secondary Vocational Education | | Upper Secondary General Education | | Upper Secondary Vocational Education | |
|------------------------------------------------------------|--------------------------------------------|-------|-----------------------------------------------|-------|--------------------------------------------|-------|-----------------------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Tunisia | 48.63 | 49.10 | | 45.53 | 51.38 | 56.16 | | |
| Turkey | 43.64 | 49.42 | | | 45.20 | 48.57 | 31.29 | 45.30 |
| Turkmenistan | | | | | | | | |
| Turks and Caicos Islands | 52.31 | | | | 52.91 | | | |
| Tuvalu | | 50.00 | | | | 60.95 | | 35.71 |
| Uganda | 44.66 | 47.71 | 12.95 | | 38.68 | 39.47 | 35.24 | |
| Ukraine | 48.93 | 48.76 | | | 54.48 | 51.17 | 32.38 | 35.65 |
| United Arab Emirates | 48.39 | 48.65 | | 29.92 | 53.25 | 50.69 | | 28.10 |
| United Kingdom of Great Britain and Northern Ireland | 48.84 | 48.81 | | 45.57 | 49.76 | 50.31 | 48.82 | 51.39 |

Table continued....

| | | | | | | | | |
|------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| United Republic of Tanzania | 47.15 | 48.61 | | 46.17 | 33.52 | 32.64 | | 46.19 |
| United States of America | 48.55 | 48.43 | | | 49.54 | | | |
| United States Virgin Islands | | | | | | | | |
| Uruguay | 52.82 | | 39.57 | | 57.16 | | 44.15 | |
| Uzbekistan | 49.19 | | | | 49.46 | | 43.96 | |
| Vanuatu | 54.12 | 49.11 | 46.67 | 46.92 | 53.99 | 52.51 | 38.96 | |
| Venezuela (Bolivarian Republic of) | 52.44 | 50.15 | | | 57.44 | 52.97 | 48.38 | 52.59 |
| Viet Nam | 46.95 | 48.54 | | | 46.81 | 53.00 | | |
| Wallis and Futuna Islands | | | | | | | | |
| Western Sahara | | | | | | | | |
| Yemen | | 40.22 | | | | 39.81 | | 7.19 |
| Zambia | 45.54 | 47.50 | | | 42.78 | 45.78 | | |
| Zimbabwe | 47.93 | | | | 45.62 | | | |

Source: UNESCO Institute for Statistics

Annexure-XIII

Percentage of Female Enrolement by Field of Education: Tertiary Education

| Country | Agriculture Programmes | | Health and Welfare Programmes | | Services Programmes | | Unspecified Field of Education | |
|---------------------|------------------------|-------|-------------------------------|-------|---------------------|--------|--------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Afghanistan | | | | | | | | |
| Åland Islands | | | | | | | | |
| Albania | 31.51 | 28.81 | 71.84 | 69.10 | 49.38 | 21.97 | | |
| Algeria | | | | | | | | |
| American Samoa | | | | | | | | |
| Andorra | | | | 77.45 | | 100.00 | | |
| Angola | | 28.96 | | 67.48 | | 64.77 | | |
| Anguilla | | | | | | | | |
| Antigua and Barbuda | | | | | | | | |
| Argentina | | 47.05 | | 74.88 | | 52.91 | | 61.12 |
| Armenia | | | | | | | | |
| Aruba | | | 92.13 | | | | | |
| Australia | 43.43 | 57.86 | 75.04 | 75.44 | 56.99 | 55.34 | 52.39 | 63.40 |
| Austria | | 54.98 | | 64.79 | | 72.22 | | 48.72 |
| Azerbaijan | | 40.11 | | 48.34 | | 5.48 | | 21.57 |
| Bahamas | | | | | | | | |
| Bahrain | | | | | | | | |
| Bangladesh | | | | | | | | |
| Barbados | | | | | | | | |
| Belarus | | 30.69 | | 80.82 | | 47.76 | | |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolement by Field of Education: Tertiary Education

| Country | Agriculture Programmes | | Health and Welfare Programmes | | Services Programmes | | Unspecified Field of Education | |
|----------------------------------|------------------------|-------|-------------------------------|-------|---------------------|-------|--------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Belgium | 43.73 | 55.54 | 70.38 | 73.23 | 51.52 | 48.41 | 50.44 | 48.29 |
| Belize | | | | | | | | |
| Benin | | 22.50 | | 41.51 | | 34.98 | | 44.03 |
| Bermuda | | | | | | | | |
| Bhutan | | 26.95 | | 50.36 | | | | 26.67 |
| Bolivia (Plurinational State of) | | | | | | | | |

Table continued....

| | | | | | | | | |
|--------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Bosnia and Herzegovina | | 46.79 | | 72.47 | | 26.46 | | 47.00 |
| Botswana | | 41.16 | | 63.28 | | 61.07 | | |
| Brazil | | 45.55 | | 76.51 | | 60.80 | | 51.58 |
| British Virgin Islands | | | | | | | | |
| Brunei Darussalam | | | 71.43 | 74.38 | | | 68.94 | 33.33 |
| Bulgaria | 41.41 | 47.39 | 65.77 | 64.39 | 39.63 | 44.32 | 50.59 | 57.75 |
| Burkina Faso | | 24.04 | | 34.56 | | 37.46 | | 16.67 |
| Burundi | | 12.68 | | 37.91 | | 40.59 | | 30.08 |
| Cambodia | | | | | | | | |
| Cameroon | | | | | | | | |
| Canada | | | | | | | | |
| Cape Verde | | 33.33 | | 74.95 | | 5.56 | | |
| Cayman Islands | | | | | | | | |
| Central African Republic | | | | | | | | |
| Chad | | | | | | | | |
| Channel Islands | | | | | | | | |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Field of Education: Tertiary Education

| Country | Agriculture Programmes | | Health and Welfare Programmes | | Services Programmes | | Unspecified Field of Education | |
|------------------------------------------------|------------------------|-------|-------------------------------|-------|---------------------|-------|--------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Chile | | 47.29 | | 74.64 | | 45.58 | | 41.94 |
| China | | | | | | | | |
| China, Hong Kong Special Administrative Region | | 90.32 | | 65.76 | | 58.86 | | 54.12 |
| China, Macao Special Administrative Region | | 0.00 | | 70.37 | | 60.31 | | 50.00 |
| Colombia | | 41.74 | | 71.11 | | 42.93 | | |
| Comoros | | | | | | | | |
| Congo | | 24.57 | | 44.58 | | 44.85 | | |
| Cook Islands | | | | | | | | |
| Costa Rica | | | | | | | | |
| Côte d'Ivoire | | 17.51 | | 40.80 | | 39.14 | | 27.71 |
| Croatia | | | | | | | | |
| Cuba | | | | | | | | 51.40 |

Table continued....

| | | | | | | | | |
|---------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Curaçao | | | | | | | | |
| Cyprus | | 59.52 | 76.10 | 63.75 | 39.43 | 71.99 | 44.68 | |
| Czech Republic | 46.40 | 57.07 | 73.78 | 78.05 | 42.31 | 43.42 | 47.97 | 60.18 |
| Democratic People's Republic of Korea | | | | | | | | |
| Democratic Republic of the Congo | | 23.75 | | 41.80 | | 24.40 | | 32.87 |
| Denmark | 52.42 | 60.48 | 80.20 | 78.36 | 26.56 | 24.81 | 16.67 | |
| Djibouti | | | | | | | | |
| Dominica | | | | | | | | |
| Dominican Republic | | | | | | | | |
| Ecuador | | | | | | | | |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolement by Field of Education: Tertiary Education

| Country | Agriculture Programmes | | Health and Welfare Programmes | | Services Programmes | | Unspecified Field of Education | |
|-----------------------------|------------------------|-------|-------------------------------|-------|---------------------|-------|--------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Egypt | | 45.06 | | 53.80 | | 36.11 | | 86.36 |
| El Salvador | | 32.13 | | 71.64 | | 33.82 | | |
| Equatorial Guinea | | | | | | | | |
| Eritrea | | | | | | | | |
| Estonia | 45.30 | 51.17 | 84.64 | 85.90 | 45.34 | 44.85 | | |
| Ethiopia | 15.09 | | 17.47 | | | | 17.43 | |
| Faeroe Islands | | | | | | | | |
| Falkland Islands (Malvinas) | | | | | | | | |
| Fiji | | | | | | | | |
| Finland | 47.45 | 52.63 | 83.47 | 81.38 | 69.87 | 62.92 | 88.24 | |
| France | | 44.31 | | 71.94 | | 43.96 | | 19.32 |
| French Guiana | | | | | | | | |
| French Polynesia | | | | | | | | |
| Gabon | | | | | | | | |
| Gambia | | | | | | | | |
| Georgia | 26.36 | 27.03 | 72.51 | 66.44 | 15.00 | 33.79 | 43.52 | 64.16 |
| Germany | 45.43 | 47.84 | 70.70 | 67.54 | 53.69 | 45.79 | | 59.68 |
| Ghana | | 19.32 | | 50.50 | | 74.06 | | 43.67 |
| Gibraltar | | | | | | | | |
| Greece | | 41.84 | | 67.49 | | 53.62 | | 47.90 |
| Greenland | | | | | | | | |
| Grenada | | | | | | | | |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Field of Education: Tertiary Education

| Country | Agriculture Programmes | | Health and Welfare Programmes | | Services Programmes | | Unspecified Field of Education | |
|----------------------------|------------------------|-------|-------------------------------|-------|---------------------|-------|--------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Guadeloupe | | | | | | | | |
| Guam | | | | | | | | |
| Guatemala | | | | | | | | 51.31 |
| Guernsey | | | | | | | | |
| Guinea | | 14.14 | | 35.39 | | 35.43 | | 47.56 |
| Guinea-Bissau | | | | | | | | |
| Guyana | | | | | | | | |
| Haiti | | | | | | | | |
| Holy See | | | | | | | | |
| Honduras | | 26.14 | | 70.87 | | 31.88 | | 56.99 |
| Hungary | | 45.04 | | 71.13 | | 58.48 | | |
| Iceland | 21.88 | | 79.10 | | 78.43 | | | |
| India | | 26.69 | | 57.17 | | 80.72 | | 69.06 |
| Indonesia | | 37.74 | | 75.66 | | 35.18 | | |
| Iran (Islamic Republic of) | | 51.34 | | 68.42 | | 44.91 | | |
| Iraq | | | | | | | | |
| Ireland | | 43.90 | | 73.45 | | 47.31 | | 64.53 |
| Isle of Man | | | | | | | | |
| Israel | 53.05 | 50.33 | 72.92 | 78.18 | | 23.81 | 64.50 | 69.51 |
| Italy | 41.85 | 49.54 | 61.27 | 65.30 | 53.14 | 45.11 | 81.63 | 54.42 |
| Jamaica | | | | | | | | |
| Japan | 39.32 | 40.94 | 66.41 | 60.20 | 63.72 | 80.30 | 67.38 | 51.19 |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Field of Education: Tertiary Education

| Country | Agriculture Programmes | | Health and Welfare Programmes | | Services Programmes | | Unspecified Field of Education | |
|------------|------------------------|-------|-------------------------------|-------|---------------------|-------|--------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Jersey | | | | | | | | |
| Jordan | | | | | | | | |
| Kazakhstan | | 43.05 | | 75.54 | | 35.43 | | |
| Kenya | 27.55 | | 46.43 | | 55.36 | | 27.05 | |
| Kiribati | | | | | | | | |
| Kuwait | | | | 72.64 | | | | 55.74 |

Table continued....

| | | | | | | | | |
|----------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Kyrgyzstan | | 28.80 | | 70.42 | | 50.36 | | 49.96 |
| Lao People's Democratic Republic | | 33.65 | | 60.99 | | 54.88 | | |
| Latvia | 43.41 | 45.65 | 79.76 | 82.68 | 37.18 | 50.63 | | 81.82 |
| Lebanon | 45.91 | | 62.48 | | 37.75 | | 39.70 | |
| Lesotho | | 42.37 | | 71.96 | | 59.69 | | |
| Liberia | 14.34 | | 34.98 | | 7.40 | | | |
| Libya | | | | | | | | |
| Liechtenstein | | | | | | | | |
| Lithuania | 64.08 | 47.61 | 80.68 | 80.52 | 44.84 | 41.96 | | |
| Luxembourg | | | | | | | | |
| Madagascar | | 41.50 | | 59.08 | | 59.96 | | |
| Malawi | | | | | | | | |
| Malaysia | | 50.65 | | 76.25 | | 58.25 | | |
| Maldives | | | | | | | | |
| Mali | | | | | | | | |
| Malta | 18.75 | 52.00 | 62.46 | 64.72 | 73.33 | 51.61 | | 69.78 |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Field of Education: Tertiary Education

| Country | Agriculture Programmes | | Health and Welfare Programmes | | Services Programmes | | Unspecified Field of Education | |
|----------------------------------|------------------------|-------|-------------------------------|-------|---------------------|-------|--------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Marshall Islands | | | | | | | | |
| Martinique | | | | | | | | |
| Mauritania | | | | | | | | |
| Mauritius | | 62.15 | | 57.83 | | 38.77 | | 52.54 |
| Mayotte | | | | | | | | |
| Mexico | 26.51 | 34.84 | 60.28 | 63.94 | 49.93 | 30.35 | 51.20 | |
| Micronesia (Federated States of) | | | | | | | | |
| Monaco | | | | | | | | |
| Mongolia | 65.59 | 56.02 | 85.77 | 79.25 | 31.80 | 28.46 | 58.99 | 50.79 |
| Montenegro | | | | | | | | |
| Montserrat | | | | | | | | |
| Morocco | | | | | | | | |
| Mozambique | | 31.16 | | 50.45 | | 27.61 | | |
| Myanmar | | | | | | | | |

Table continued....

| | | | | | | | | |
|----------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Namibia | | | | | | | | |
| Nauru | | | | | | | | |
| Nepal | | | | 56.18 | | | | 20.11 |
| Netherlands | 41.51 | | 74.49 | | 48.70 | | 36.52 | |
| Netherlands Antilles | | | | | | | | |
| New Caledonia | | | | | | | | |
| New Zealand | 42.22 | 62.54 | 79.85 | 78.07 | 55.55 | 47.58 | 50.81 | 38.44 |
| Nicaragua | | | | | | | | |

Source: UNESCO Institute for Statistics

**Percentage of Female Enrolment by Field of Education:
Tertiary Education**

| Country | Agriculture Programmes | | Health and Welfare Programmes | | Services Programmes | | Unspecified Field of Education | |
|--------------------------|------------------------|-------|-------------------------------|-------|---------------------|-------|--------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Niger | | | | | | | | |
| Nigeria | | | | | | | | |
| Niue | | | | | | | | |
| Norfolk Island | | | | | | | | |
| Northern Mariana Islands | | | | | | | | |
| Norway | 47.22 | 59.59 | 80.51 | 81.30 | 33.49 | 41.07 | 55.99 | 61.58 |
| Oman | | 56.25 | | 66.46 | | 80.38 | | |
| Pakistan | | | | | | | | |
| Palau | | 41.18 | | 90.24 | | 26.90 | | |
| Palestine | | 39.79 | | 62.23 | | 23.88 | | 52.79 |
| Panama | | 43.92 | | 72.21 | | 41.02 | | |
| Papua New Guinea | | | | | | | | |
| Paraguay | | | | | | | | |
| Peru | | | | | | | | |
| Philippines | | 50.49 | | 71.23 | | 23.53 | | 34.13 |
| Pitcairn | | | | | | | | |
| Poland | 54.58 | 53.80 | 69.01 | 73.71 | 44.64 | 51.09 | 61.55 | |
| Portugal | 54.86 | 56.94 | 73.83 | 76.84 | 49.31 | 43.05 | | 63.86 |
| Puerto Rico | | | | | | | | 58.57 |
| Qatar | | | | 78.68 | | 32.77 | | 83.33 |
| Republic of Korea | 27.64 | 33.44 | 61.28 | 62.94 | 33.97 | 32.71 | | |
| Republic of Moldova | | | | | | | | |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolement by Field of Education: Tertiary Education

| Country | Agriculture Programmes | | Health and Welfare Programmes | | Services Programmes | | Unspecified Field of Education | |
|----------------------------------|------------------------|-------|-------------------------------|-------|---------------------|-------|--------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Romania | 41.19 | 36.07 | 62.42 | 67.85 | 51.59 | 34.01 | 57.69 | |
| Russian Federation | | | | | | | | |
| Rwanda | | | | | | | | |
| Saint Helena | | | | | | | | |
| Saint Kitts and Nevis | | | | | | | | |
| Saint Lucia | | 37.78 | | 64.65 | | 75.62 | | |
| Saint Pierre and Miquelon | | | | | | | | |
| Saint Vincent and the Grenadines | | | | | | | | |
| Saint-Barthélemy | | | | | | | | |
| Saint-Martin (French part) | | | | | | | | |
| Samoa | 28.57 | | 80.65 | | 11.76 | | 44.07 | |
| San Marino | 46.15 | | 73.63 | | | | 71.43 | |
| Sao Tome and Principe | | | | | | | | |
| Saudi Arabia | 28.81 | 25.97 | 39.38 | 49.80 | 0.00 | 59.95 | 25.39 | 49.57 |
| Senegal | | | | | | | | |
| Serbia | | 44.08 | | 70.73 | | 50.29 | | |
| Seychelles | | | | | | 90.00 | | |
| Sierra Leone | 50.30 | | 44.51 | | 27.03 | | | |
| Singapore | | 74.66 | | 73.18 | | 40.64 | | |
| Sint Maarten (Dutch part) | | | | | | | | |
| Slovakia | 35.86 | 52.78 | 71.89 | 77.22 | 37.79 | 40.45 | | |
| Slovenia | 51.61 | 57.35 | 78.56 | 76.57 | 43.68 | 52.04 | | |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolement by Field of Education: Tertiary Education

| Country | Agriculture Programmes | | Health and Welfare Programmes | | Services Programmes | | Unspecified Field of Education | |
|-----------------|------------------------|-------|-------------------------------|-------|---------------------|-------|--------------------------------|-------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Solomon Islands | | | | | | | | |
| Somalia | | | | | | | | |
| South Africa | | 51.25 | | 71.22 | | 74.94 | | 69.28 |

Table continued....

| | | | | | | | | |
|-------------------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| South Sudan | | | | | | | | |
| Spain | 44.43 | 44.68 | 73.84 | 72.06 | 57.93 | 46.61 | 44.88 | 52.38 |
| Sri Lanka | | 59.66 | | 62.31 | | | | |
| Sudan | | | | | | | | |
| Sudan (pre-secession) | | | | | | | | |
| Suriname | | | | | | | | |
| Svalbard and Jan Mayen Islands | | | | | | | | |
| Swaziland | 29.49 | 43.88 | 99.19 | 54.49 | 27.78 | | 18.18 | |
| Sweden | 53.80 | 61.97 | 80.33 | 78.54 | 58.63 | 56.79 | 71.60 | 61.60 |
| Switzerland | 40.06 | 44.12 | 60.30 | 73.32 | 54.26 | 54.11 | 40.35 | 49.48 |
| Syrian Arab Republic | | 38.04 | | 47.66 | | 19.82 | | 36.81 |
| Tajikistan | | 4.71 | | 65.42 | | 4.82 | | |
| Thailand | | | | | | | | |
| The former Yugoslav Republic of Macedonia | 40.59 | 33.36 | 69.11 | 73.87 | 47.17 | 40.19 | | |
| Timor-Leste | | | | | | | | |
| Togo | | | | | | | | |
| Tokelau | | | | | | | | |
| Tonga | | | | | | | | |
| Trinidad and Tobago | 53.61 | | 58.79 | | 61.11 | | 56.18 | |

Source: UNESCO Institute for Statistics

Percentage of Female Enrolment by Field of Education: Tertiary Education

| Country | Agriculture Programmes | | Health and Welfare Programmes | | Services Programmes | | Unspecified Field of Education | |
|--------------------------|------------------------|-------|-------------------------------|-------|---------------------|-------|--------------------------------|------|
| | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 | 2000 | 2013 |
| Tunisia | | 68.78 | | 72.06 | | 52.65 | | |
| Turkey | | 42.09 | | 64.30 | | 32.83 | | |
| Turkmenistan | | | | | | | | |
| Turks and Caicos Islands | | | | | | | | |
| Tuvalu | | | | | | | | |
| Uganda | 20.56 | | 44.22 | | 47.83 | | 52.71 | |

Table continued....

| | | | | | | | | |
|------------------------------------------------------|-------|-------|-------|-------|--|-------|-------|-------|
| Ukraine | | 33.76 | | 79.12 | | 29.98 | | 36.17 |
| United Arab Emirates | | 76.90 | | 81.35 | | 45.88 | | 65.55 |
| United Kingdom of Great Britain and Northern Ireland | | 63.67 | | 75.93 | | 60.13 | | 61.44 |
| United Republic of Tanzania | | | | | | | | |
| United States of America | | 46.64 | | 78.87 | | 50.53 | | 55.21 |
| United States Virgin Islands | | | | | | | | |
| Uruguay | | | | | | | | |
| Uzbekistan | | | | | | | | |
| Vanuatu | | | | | | | | |
| Venezuela (Bolivarian Republic of) | | | | | | | | |
| Viet Nam | 21.52 | 45.77 | 38.29 | 47.58 | | 16.85 | 59.00 | 51.46 |
| Wallis and Futuna Islands | | | | | | | | |
| Western Sahara | | | | | | | | |
| Yemen | | | | | | | | |
| Zambia | | | | | | | | |
| Zimbabwe | | | | | | | | |

Source: UNESCO Institute for Statistics

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