

# Middle East & North Africa

Chad Egypt Guinea Iraq Mali Morocco Niger Oman Senegal Sudan Yemen

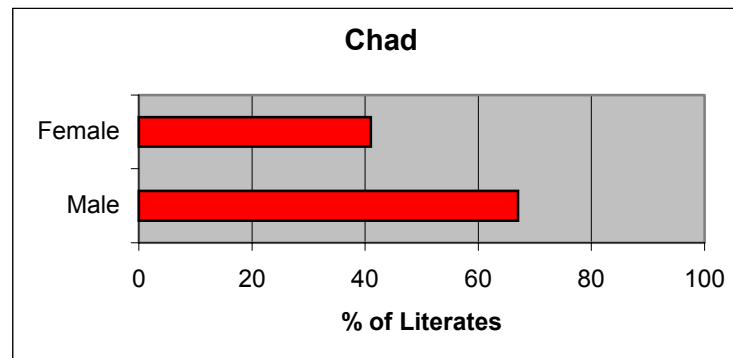


**Chad:** Throughout the nineties, the country experienced regime changes and social problems, notably a teacher's strike and a decline in the demographic figures, which led to a drop in the school admission rate, especially amongst girls. Since then, programmes have been established, such as the PAM project providing dry food packets to girls in remote minority group areas to encourage and promote girls' access to education. However, in spite of all the efforts, 1 in every 3 girls in the country still do not have access to basic education.

## Primary Education:

Primary School Enrolment Ratio (gross 1995-2001)		Primary School Enrolment Ratio (net 1995-2001)		Net Primary School Attendance (%) (1992-2001*)		% of Primary School entrants reaching Grade 5 (1995-2001*)	% Gender Gap (net male - net female)
Male	Female	Male	Female	Male	Female	All	
87	53	69	45	46	33	55	13

## Adult Literacy Ratio (2000):



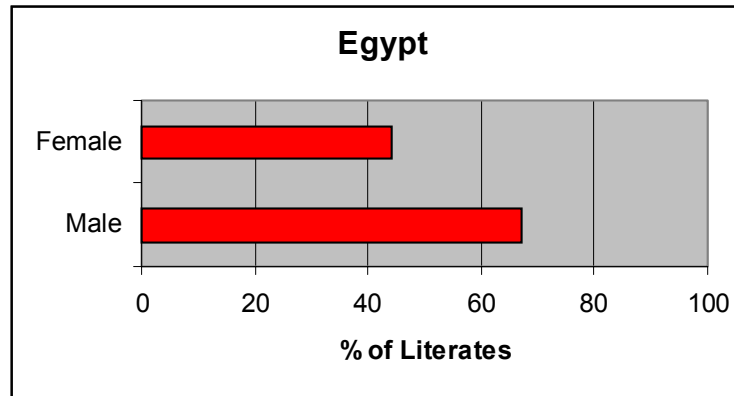


**Egypt:** In rural areas, especially in Upper Egypt where villages are extremely isolated, girls face several barriers to education. In the most extreme cases, only 12 girls are enrolled for every 100 boys. The Government of Egypt was the first to officially join the United Nations Girls' Education Initiative, and since then the situation has improved, notably through the Community Schools Programme - 200 community schools have been set up so far and the project is to be expanded.

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Male	Female	Male	Female	Male	Female	All	
104	96	95	90	88	84	92	4

**Adult Literacy Ratio (2000):**

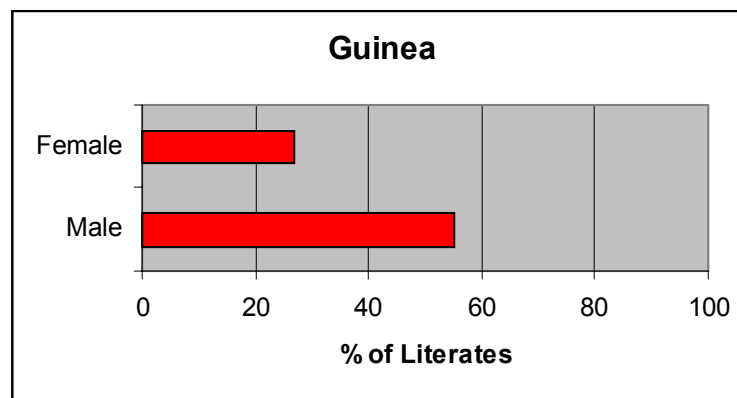


**Guinea:** In the country's capital, Conakry, the net primary admission ratio between girls and boys is fairly equal. However, in other parts of the country, notably Marnou and Mamou, the gender gap is severely acute. There is a high repetition rate in the country, but several efforts have been made by the government over the past few years to encourage girls' participation in school. Girls who fall pregnant are no longer barred from returning to school, all new schools have been built with separate girls' toilets, free text books are distributed to all pupils and there has been a marked increase in the number of women teachers.

**Primary Education:**

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Male	Female	Male	Female	Male	Female		
75	51	56	41	46	33	87	13

**Adult Literacy Ratio (2000):**

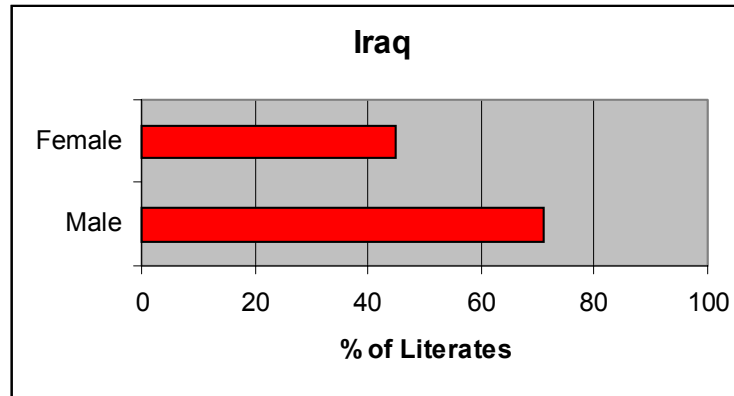


**Iraq:** An estimated 95% of the rural population have a primary school within 1km of their homes, however, this figure then drops to 85% for those villages that have an upper-primary school within 3km. This is significant considering that a lack of safety for girls who have to travel far to their nearest school is a serious concern for many parents and is hence a major barrier to girls' education. Equally problematic was the halt in production of text books, library books and stationary in the Ministry of Education's press plant and factories due to economic difficulties.

**Primary Education:**

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Male	Female	Male	Female	Male	Female		
111	91	100	86	88	80	72	8

Adult Literacy Ratio (2000):

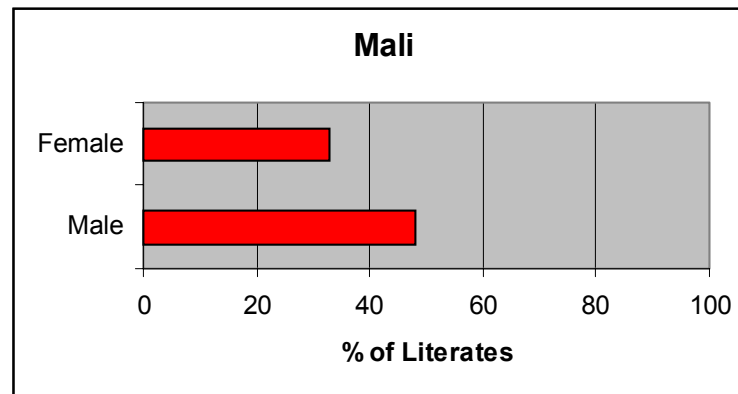


Mali: Financing of basic education has been a major priority of the Malian Government over the past few years and, with the help of bilateral and multilateral aid, more money is being pumped into basic education. Basic education funding now accounts for 59% of the total education budget, and the motto of the government's National Education Plan, PRODEC, is "un village, une école" (a school for each village). However, gender parity does not appear to be a major focus of the new education reforms.

Primary Education:

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Male	Female	Male	Female	Male	Female		
65	45	51	36	33	25	84	8

Adult Literacy Ratio (2000):



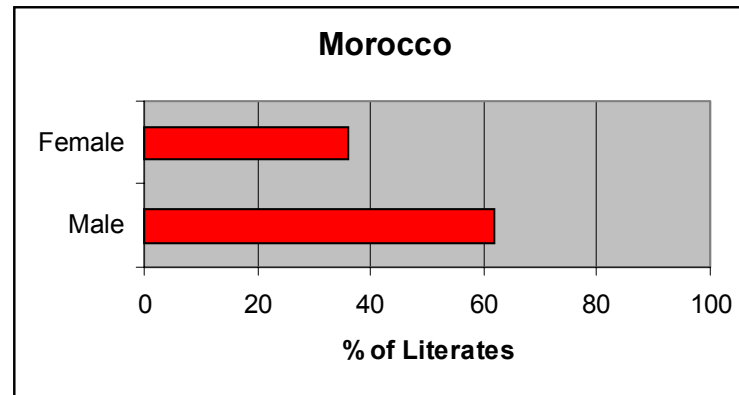


**Morocco:** Primary education was previously not granted as much budgetary funding as other sectors of education, and there were serious discrepancies in budgetary allocations between rural and urban areas. Out of the 2.5 million girls of primary school age, over half live in rural areas. As part of USAID's integrated aid programme, Moroccan Education for Girls (MEG) has established a model which aims to promote the enrollment and retention of girls in rural schools. MEG has launched pilot schemes in several Moroccan provinces, and has also introduced national training guides in the country's 34 teacher-training colleges.

**Primary Education:**

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Male	Female	Male	Female	Male	Female		
98	83	79	70	65	47	82	18

**Adult Literacy Ratio (2000):**

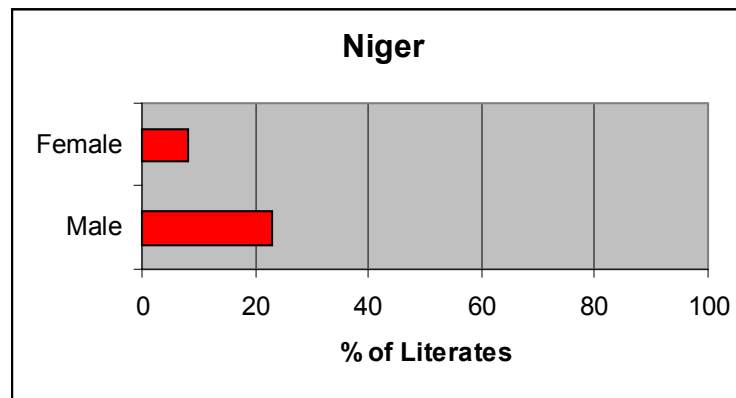


**Niger:** There are severe disparities in school admission rates between the different regions of the country, with a much higher percentage of boys in education than girls. These disparities are particularly manifest in rural areas and notably in the regions of Tahoua, Zinder and Maradi. One problem in addressing the gender gap in Niger is that any National Action Plan put forward for educational reform would likely not include the 40,000 Koran Schools in the country as these are at present not included in the National Ministry of Education's official statistics.

**Primary Education:**

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Male	Female	Male	Female	Male	Female		
75	65	38	33	58	54	80	4

**Adult Literacy Ratio (2000):**

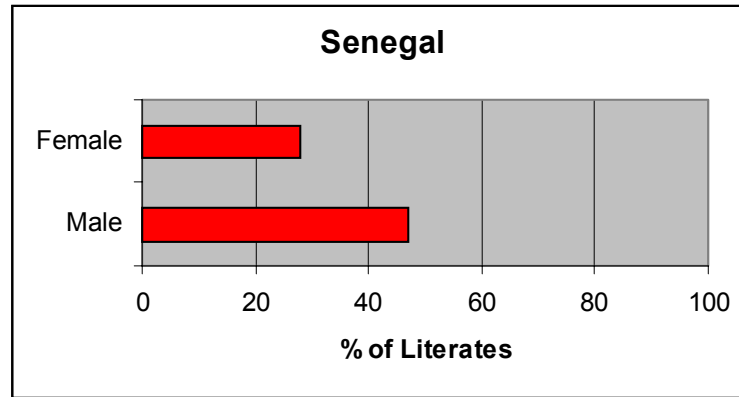


**Senegal:** Despite the fact that there has been an overall increase in female net enrollment, disparities between girls and boys remain. Over 50% of the country's schools do not offer the full primary school cycle so pupils are forced to travel long distances to attend lessons. This, along with the poor sanitation and teaching facilities in schools and traditional family values, greatly discourages girls from attending school. With the help of UNICEF, the Senegalese government has prepared an EFA National Plan of Action aimed at addressing the issues, but efforts need to be accelerated.

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Male	Female	male	Female	Male	Female		
78	68	66	58	51	44	77	7

**Adult Literacy Ratio (2000) :**



**Yemen:** The Republic of Yemen faces the hardest challenge of all in attaining the EFA goal of gender parity since Yemen has the largest gender gap in education in the world. Core objectives of the country National Action Plan are initiatives to build more schools in under-served areas, including girls-only secondary schools and increase the number of qualified women teachers and school administrators in rural areas. The government is also actively seeking ways to reduce the direct costs of girls' education, since these are known to be key factors underlying girls' low enrollment and retention rates in the country.

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Male	Female	Male	Female	Male	Female		
98	56	76	45	75	40	74	35

**Adult Literacy Ratio (2000) :**

