Gender Parity Index

Statistical Capacity Building Workshop - Pattaya, Thailand
Commitments to Gender Equality in Education:
Three out of six EFA Goals are concerned with gender equality in education:

- **Goal 2**: ensuring that by 2015 all children, particularly girls, … have access to and complete free and compulsory primary education of good quality.

- **Goal 4**: achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women.

- **Goal 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.
2. Gender in MDGs

The Millennium Development Goals re-affirmed the concerns of gender equality in two of their objectives:

- **Goal 2**: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.
- **Goal 3**: Eliminate *gender disparity* in primary and secondary education preferably by 2005 and in all levels of education no later than 2015.
Gender is a theme that cuts across not only EFA and the MDGs, but in almost all education indicators as well.
4. GPI Definition

- The Gender Parity Index (GPI), commonly used to assess gender differences, is the value of an indicator for girls divided by that for boys.
- A value of less than one indicates differences in favour of boys, whereas a value near one indicates that parity has been more or less achieved.
- Gender parity is sometimes considered to have been attained when the GPI lies between
5. Formula

\[ \text{GPI} = \frac{\text{Value of Indicator for Girls}}{\text{Value of Indicator for Boys}} \]
### GPI of Net Intake Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>NIR for Boys</th>
<th>NIR for Girls</th>
<th>Total</th>
<th>GPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>96.7</td>
<td>94.9</td>
<td>95.8</td>
<td>0.98</td>
</tr>
<tr>
<td>1999</td>
<td>97.1</td>
<td>96.8</td>
<td>97.1</td>
<td>1.0</td>
</tr>
<tr>
<td>2000</td>
<td>97.3</td>
<td>98.3</td>
<td>97.8</td>
<td>1.01</td>
</tr>
</tbody>
</table>

\[ \text{GPI} = \frac{\text{Net Intake Rate for Girls}}{\text{Net Intake for Boys}} \]
7. Question

In which country does the greater disparity exist?

<table>
<thead>
<tr>
<th>Country A</th>
<th>Country B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
<td><strong>GER for Boys</strong></td>
</tr>
<tr>
<td>2005</td>
<td>83.6</td>
</tr>
</tbody>
</table>

Country A = 0.95  
Country B = 0.96  
The greater disparity exists in Country A, as 0.95 is further from 1.
The 2000 Education for All (EFA) Assessment revealed that considerable progress has been made in improving access and participation to education. However, in many cases little or no success has been achieved in narrowing the gender gap. While discrimination against girls and young women is still strong in many countries, in other countries or regions, gender disparities have been eliminated or are at the disadvantage of boys. Governments decided then to increase efforts to close the gap, and commitments were made to achieve gender equality in education by 2015.