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Nota di contenuto	Contents; Foreword; Acknowledgments; Abbreviations and Acronyms; Executive Summary; Box 1. Summary of Factors Affecting Disparities in Secondary Education; Resume Analytique; Objectives of the Study; Scope and Content; Introduction; The Global and Regional Context; Constraints of the Study; Box 2. EFA and MDG Goals Related to Secondary Education for Girls; The Essence of Adolescence; 1. Participation in Secondary Education in Sub-Saharan Africa: The Global Picture; Table 1. GER at Junior Secondary School Level in Senegal, 2000 Table 2. Trends in Basic or Proxy Indicators to Measure EFA Goals 4 and 5 Table 3. Share of Children 15-19 Who Have Completed Primary School, by Gender (percent); 2. Factors Affecting the Participation of Girls in Secondary Education; Table 4. General Performance in Mathematics in Tanzania, 2000; Table 5. Subject Enrollment for the Malawi Secondary School Leaving Examination, by Gender; Table 6. Reasons for the Low Participation of Girls in Science, Maths, and Technological Subjects in Ghana; Table 7. National Open Apprenticeship Scheme, Edo State, Nigeria Table 8. Manazini Industrial Training Center Enrollment, 1990/91, Swaziland Table 9. Final Baccalaureate (Senior High School) Results in

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Sommario/riassunto

Evidence of gender inequity and inequality in terms of access, retention and performance in secondary education in Sub-Saharan Africa raises many questions. While transition rates from primary to secondary are higher for girls than boys, and the repetition rates are lower, girls still significantly trail behind boys in terms of secondary GER. This study documents and analyzes the extent and nature of gender disadvantage in junior and senior secondary education. It analyzes the causes of this disadvantage and identifies strategies that may be effective in reducing or eliminating it.
