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Nota di contenuto	Contents; Foreword; Preface; Acknowledgments; Contributors; Abbreviations; Part I Education Quality, Skills Development, and Economic Growth; Box 1.1 Interventions That Have Worked to Improve Girls' Education; Table 2.1 Private Rates of Return to Investment in Education, by Level and Region; Figure 2.1 Improved GDP with Moderately Strong Knowledge Improvement; Figure 2.2 Inequality of Educational Quality and Earnings; Table 2.2 Enrollment Rates by Development Status, 2004; Figure 3.1 Growth in Baseline Qualifications Figure 3.2 Gender Differences in University Attainment, in Percentage PointsFigure 3.3 Performance of Males and Females on the Mathematics Scale in PISA, 2006; Figure 3.4 Performance of Males and Females on the Reading Scale in PISA, 2006; Figure 3.5 Gender Differences in Mathematics and Other Learning Characteristics as Measured by Effect Sizes; Figure 4.1 Typical Age-Earnings Profiles; Figure 4.2 Rate of Return to Additional Years of Schooling in Selected Countries; Figure 4.3 Returns to Education in Developing Countries, by Level of Education; Figure 4.4 Returns to Schooling, by Region

Figure 4.5 Declining Returns to Schooling, 1970-2000; Table 4.1 Nonmarket and External Benefits of Education; Figure 4.6 Returns to Schooling in Selected Countries, by Gender; Figure 4.7 Gender Differences in Years of Schooling in Developing and Industrial Countries; Figure 4.8 Returns to Schooling, by Level and Gender; Figure 4.9 Average Scores on Subject Examinations of the 2003 Programme for International Student Assessment (PISA) in OECD Countries, by Gender; Table 4.2 Returns to Schooling and Cognitive Ability, by Gender, in Chile

Table 5.1 Employment and Education Characteristics of Persons Ages 16-70 Who Are Not Enrolled in School in Pakistan, by Gender, 1999; Table 5.2 Employment and Education Characteristics of Persons Ages 16-70 Who Are Not Enrolled in School in Pakistan, by Gender and Occupational Status, 1999; Figure 5.1 Kernel Densities of Log Earnings, by Employment Status and Gender, 1999; Figure 5.2 Estimated Probability of Occupation and Education for Young Men and Women in Pakistan; Figure 5.3 Estimated Probability of Occupation and Age for Young Men and Women in Pakistan

Figure 5.4 Estimated Probability of Occupation and Education for Men and Women in Ghana; Figure 5.5 Estimated Probability of Occupation and Education for Young Men, 1999 and 2007; Table 5.3 Employment and Education Characteristics of Persons Ages 16-60 Who Are Not Enrolled in School in Punjab and North West Frontier Province, by Gender, 1999 and 2007; Figure 5.6 Estimated Probability of Occupation and Education for Young Women, 1999 and 2007; Table 5.4 Effects of Literacy and Numeracy on Occupational Outcome, by Gender and Age Group

Table 5.5 Effect of Age and Education on Earnings, by Employment Status and Gender

Sommario/riassunto

Persuasive evidence demonstrates that gender equality in education is central to economic development. Despite more than two decades of accumulated knowledge and evidence of what works in improving gender equality, progress on the ground remains slow and uneven across countries. What is missing? Given that education is a critical path to accelerate progress toward gender equality and the empowerment of women, what is holding us back? These questions were discussed at the global symposium Education: A Critical Path to Gender Equality and Women's Empowerment, which was sponsored by the World Bank
