Presented report has been released by EFA Movement\textsuperscript{1} as another attempt of summing up changes that had been achieved on the way to gender parity and equality in education. The World Education Forum (Dakar, Senegal) in 2000 mandated UNESCO\textsuperscript{2} to coordinate work of 164 governments, development agencies, civil society and the private sector in order to accomplish mentioned aim. EFA determined six goals to reach by the year 2015. Its Global Monitoring Report is published annually to follow the progress of attainment of those goals and to identify remaining global challenges. Discussed paper is a part of 2015 publication.

The work contains five uneven sections: an introduction and key messages, a submission of the progress towards gender parity and equality, a note relating to WIDE (World Inequality Database on Education), indications of challenges and policy solutions to accomplish the aim post-2015 and last but not least, recommendations.

In the first part of the introduction researchers emphasize significance of the report considering its concentration on achieved changes and remaining challenges after fifteen years of undertaken operations. The importance of reducing gender inequalities is highly underlined. Further, the reader is informed that the paper also includes description of policies, programmes, informal and formal laws, social norms and practices that influence gender parity in education.

"Key Messages" is a section where authors located the most important results of their work. The reader do not have to acquaint the whole report to know roughly what it is about. Main thoughts have been bolded and followed by their short explanation written with smaller font, so the entire text is transparent. Presented section has been divided into three parts. The first relates to three meaningful changes that have been accomplished since 2000: the number of girls for every 100 boys has risen in primary and secondary education causing these amounts almost even, 26 more countries achieved gender parity in those two mentioned education levels, 84 million

\textsuperscript{1} Education For All Movement.

\textsuperscript{2} United Nations Educational Scientific and Cultural Organization.
children and adolescents who had been previously out of school began attending it. The second one features remaining challenges which are connected to: girls’ and the poorest disadvantageous situation in access to school system, gender disparities on every level of education in many participating countries, gender gaps in literacy, high threat of boys’ drop out of upper secondary education. The third part of “Key Messages” discloses conditions impeding satisfying girls’ participation in school system. The authors also consider boys as a group that can be exposed to negative impact of social and gender norms as e.g. forcible employment at a young age.

The chapter entitled “Global progress towards gender parity and equality 2000 – 2015” opens part of the report with relevant analysis of collected data. It is composed of three sub-chapters from which the last one is the most extensive and divided into many smaller sections. In the first subchapter the researchers described shortly the process of setting the 6 Millennium Development Goals (MDGs) and 12 strategies defining how to achieve them. Three of MDGs were designed to resolutely emphasise gender parity: access for all children, particularly girls, to compulsory and free education (the second goal), improvement of adult literacy, especially among women, and access to basic and continuing education for all adults (the fourth goal), elimination of gender disparities and inequalities with a focus on ensuring girls’ full access to education of a good quality (the fifth goal). The analysis consists of data from fifteen years of research. The report concentrates intimately on differences between girls’ and boys’ education judging the first mentioned group as disadvantaged.

The second sub-chapter unveils four trends that can be seen after analysing and interpreting collected material. The researchers highlight that gender parity in primary and secondary education is on a higher level than it had ever been before. Nevertheless, there is still lack of improvement of the social and economic position of women – that point is also connected to the second trend which relates to increasing awareness of barriers that prevent children from enrolling and succeeding at school. Those obstacles are conditioned by gender. As a third trend the authors point the importance of good quality education taking into consideration not only teachers’ attitude and knowledge but also conditions of school buildings. The last trend is connected to difference between achieving gender parity and gender equality. The researchers explain these meanings underlining that accomplishing the first one is simpler than the second because of its social and cultural ingraining.

The final sub-chapter concentrates on detailed presentation of assembled data. It includes transparent tables with world’s regions or countries as main indicators and tables’ descriptions. The content of this part of the report starts with an introduction which compares gender disparities in enrolment from 1999 to 2012. Such a comparison provides the reader an overall inspection of achieved changes. Remaining content of that sub-
chapter is divided into six sections. Four of them focus on accomplished gender parity in each level of education: pre-primary, primary, secondary, tertiary. Another two show issues connected to learning outcomes and literacy. There are sub-titles in the text that provide the reader the prime thought of following content. The researchers described each section with carefulness giving information what had been done well and what still need to be improved. Each premise is supported by indicator in the table. It is underlined that not only enrolment is a determinant of gender parity in education, but also school achievements are. The authors believe that educational accomplishments should not be conditioned by gender, but they still do not have enough data to analyse that issue.

The third section of the entire report acquaints the reader with WIDE which is the Internet platform allowing to compare plenty of indicators in order to learn about inequality in education on many levels of man's life, also relating to gender. This section gives brief information about the WIDE, to get to know more the reader is redirected to the website 3.

"Challenges and policy solutions to achieve gender quality post-2015" is a chapter that opens the forth part of the report. It includes three sub-chapters each divided into shorter sections. The first one deepens the information contained in "Key Messages" in its third part. The authors discussed causes of difficulties in achieving gender equality in education by determining their sources. The description focuses on barriers such as: children's domestic labour and employment, school-related gender-based violence which is connected to discriminating social norms, early marriage among girls and their adolescent pregnancy. The researchers not only featured the barriers but also during analysing them, they invoked to international, local and social norms and policies.

The second sub-chapter relates to the key strategies and policies that should help gaining parity and equality in education. The reader receives information about manners helping to achieve that aim which could be gathered into two groups – those connected to promoting gender equality by campaigns and those that accomplish the same purpose by changes in schooling system organization. The first mention group consists of data of: international organizations involved in promoting desirable attitudes, gender mainstreaming policy, civil society and community mobilization and antiviolence policies. Educational changes are connected to: costs of schooling, schools’ infrastructure, recruiting female teachers and gender-sensitive staff in general, promoting gender equality through teaching and learning materials, learning outcomes and alternative education opportunities. The content is deepened by references of policies and actions that have been introduced in particular countries.

3 www.education-inequalities.org
The last sub-chapter of this part of the report provides a brief summary of the entire content emphasising the need of men's and women's association in the way of opposition to gender inequalities and disparities.

As the final page of the paper, researchers once again featured recommendations that have been already vastly described in previous chapter.

In conclusion, the report has a transparent structure. Included information is divided into thematic groups. Data is extensively presented in main chapters. The reader can also find a summary of each part of the paper – it significantly helps to remind processed information. The language used in the report is rather for professional readers.

The only drawback of the paper is that the authors do not feature methods of gathering and analysing the data. On UNESCO’s website there is just a brief information that its Institute for Statistics is responsible for collecting the material.

Presented report should be a benchmark for anybody who conducts research with reference to gender inequalities and disparities. The paper shows the scale of their existence in area that is remarkably important in human multidimensional development – in education. Analysed data not only underline already known issues that participation in school system is conditioned by economics, culture and social norms, but also provide knowledge of achieved changes in these areas and remaining challenges. What is more, the reader is informed about interesting phenomenon connected to the drop out. The report shows that although it is much more difficult for girls to enroll, if they do they are more likely to graduate than boys who are often expelled in secondary school. Boys’ drop out is shortly explained in the report, the authors feature few causes of that issue (p. 27), so I believe the research on that case should be deepened. Another astonishing finding is that in tertiary education there are more women than men. That result can also be a benchmark to national and local analyses.

EFA’s mission is to promote education as a fundamental human right. That is why Global Monitoring Reports are mainly focused on problems of developing countries. It is important for organizations and researchers from all over the world to have knowledge of phenomena occurring in these regions, but also in highly-developed countries in order to replicate good practices and prevent emerging risks.

Marta Piksa
University of Silesia (Poland)