**Women and the right to education**

**ethnicity - decade - discrimination - rate - progress - gender**

Women and girls have historically suffered (1) \_\_\_\_\_\_\_\_\_\_\_\_\_in the area of education, and continue to do so in many places of the world. (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_has been made in narrowing (3) \_\_\_\_\_\_\_\_\_\_\_gaps in education over the past (4) \_\_\_\_\_\_\_\_\_\_, in particular at the primary level. However, girls’ secondary school enrolment has increased at a much slower (5) \_\_\_\_\_\_\_\_\_, and is widening in some regions. The largest disparities are found in sub-Saharan Africa, South and West Asia, Central Asia and the Arab States. Within countries, significant inequalities can be found related to language, (6) \_\_\_\_\_\_\_\_\_\_\_or social status.

**majority - trend - transition - illiteracy -interact - estimated -contrast**

According to official UN statistics, of the (7) \_\_\_\_\_\_\_\_\_\_\_\_ 72 million children who are not in school, girls are the majority. Girls are less likely than boys to be in school, and more likely than boys never to enroll. In (8) \_\_\_\_\_\_\_\_\_\_ in terms of grade repetition, boys are more likely than girls to repeat primary grades in most countries where such data exists. These trends deepen as children progress through the education system. Social, cultural and economic factors (9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to weaken the chances of girls completing primary school and making the (10) \_\_\_\_\_\_\_\_\_\_\_\_ to lower secondary education. One immediate legacy is the high levels of (11) \_\_\_\_\_\_\_\_\_\_\_\_ among young and adult women. Of the 759 million adults who cannot read or write, the vast (12) \_\_\_\_\_\_\_\_\_\_\_\_, close to 70 per cent, are women – a (13)\_\_\_\_\_\_\_\_\_\_\_ that has remained stable the last ten years.