

Illiterate Young Women



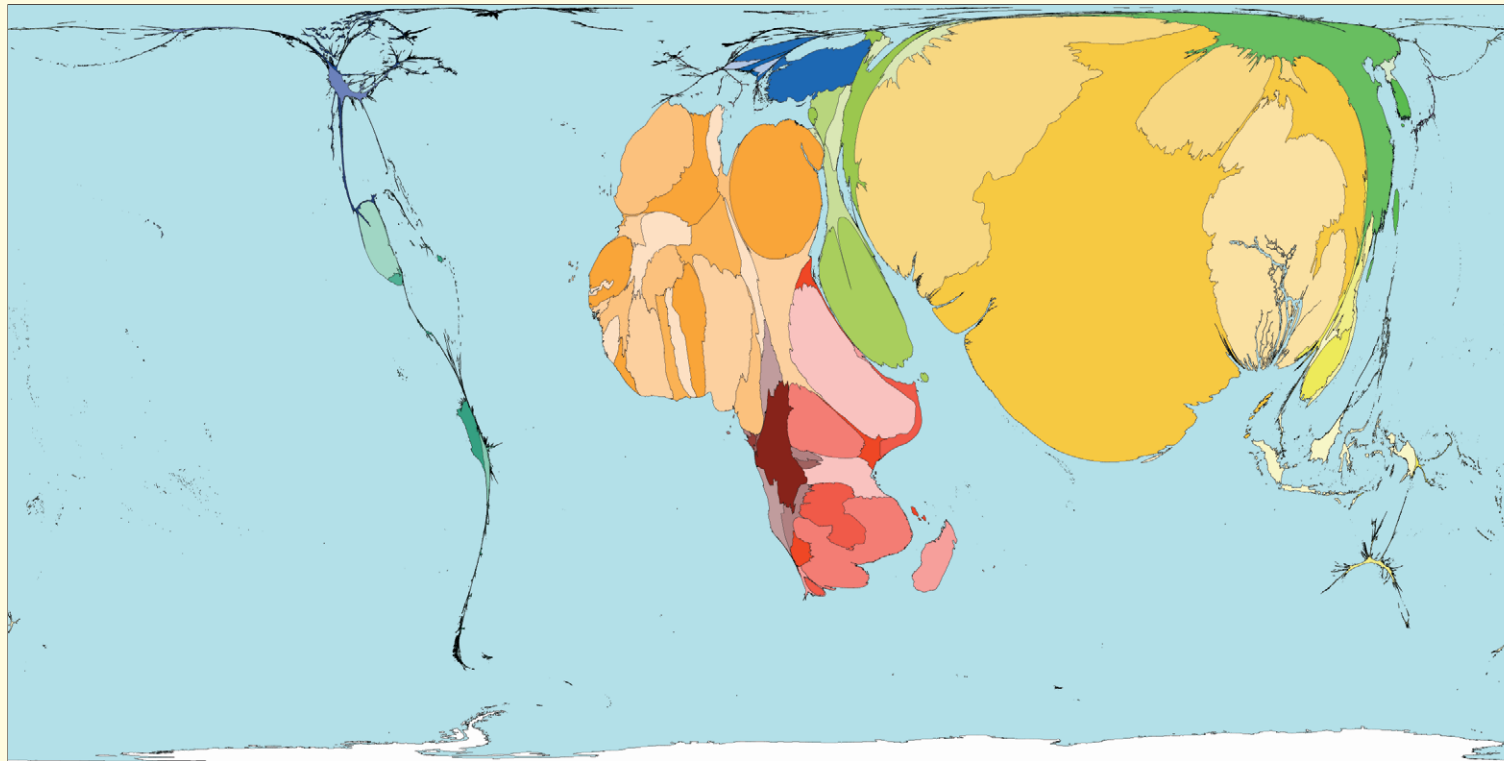
The University of Sheffield



The Leverhulme Trust



Produced by the SASI group (Sheffield) and Mark Newman (Michigan)

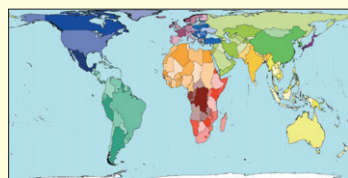


This map shows the number of young women that would need to be educated to reach the same literacy rates as young men in each territory.

The biggest gaps between male and female literacy are in Southern Asia, Northern Africa and Southeastern Africa. In Pakistan, when the number of illiterate boys is subtracted from illiterate girls, the result is 2.6 million 'extra' girls who cannot read or write; that is 24% of women aged 15-24 there.

The most 'extra' female illiteracy in the Middle East is in Yemen; in Eastern Europe it is in Turkey; in Asia Pacific it is in Indonesia; in South America it is in Guatemala; and in North America it is in the United States.

Territory size is proportional to the number of illiterate females aged 15 to 24 years, minus the number of illiterate males of the same age in the same territory. Only territories with greater female illiteracy have an area.

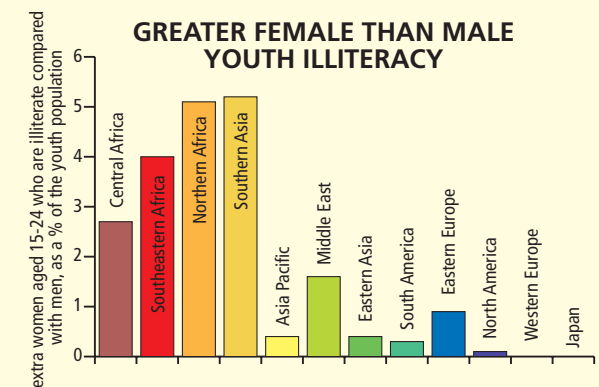


Land area

MOST FEMALE YOUTH ILLITERACY COMPARED WITH MALE YOUTH ILLITERACY

Rank	Territory	Value	Rank	Territory	Value
1	Benin	17.0	11	Senegal	8.4
1	Yemen	17.0	11	Cote d'Ivoire	8.4
3	Nepal	16.7	13	Morocco	8.2
4	Mozambique	13.6	14	Mauritania	7.8
5	Pakistan	11.9	15	Mali	7.3
6	Central African Republic	11.6	16	Comoros	6.8
7	Togo	10.8	17	Lao People's D Republic	6.6
8	Malawi	9.7	18	Egypt	6.3
9	Niger	9.4	18	Guatemala	6.3
10	Bangladesh	8.6	20	Uganda	6.2

excess women aged 15-24 compared to men who are illiterate, as a percentage of the total 15-24 population



Technical notes

- Data are from the United Nations Development Programme's 2004 Human Development Report.
- Illiteracy is not being able to read, write and understand a short simple statement.
- See website for further information.

“My dream now is to become a teacher and work here at the Kuchinerla School and help people in our villages understand the dangers of working in the cotton fields and the importance of girls’ education.” Vijaya Lakshmi, 2006