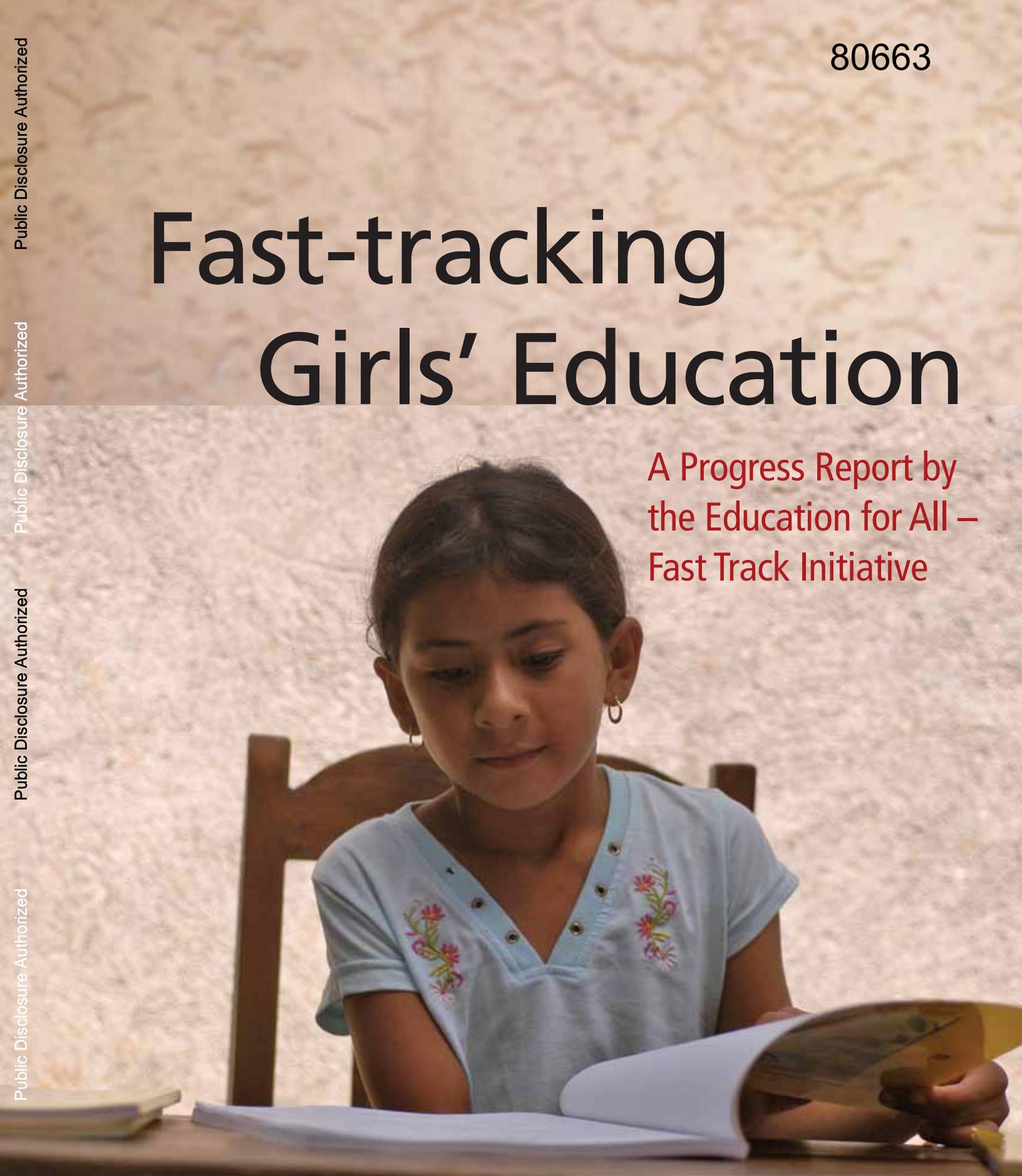


# Fast-tracking Girls' Education

A Progress Report by  
the Education for All –  
Fast Track Initiative



**Fast Track Initiative**

A global partnership to achieve Education For All



Niamh Burke, UNESCO

I welcome this report. No issue merits more urgent attention in education than the glaring divide that separates boys and girls in many of the world's poorest countries. Much has been achieved over the past decade—and the author highlights the policies that have made a difference. But there is no room for complacency. Interacting with other markers for disadvantage like poverty, ethnicity, and the rural-urban divide, gender inequality in education has devastating consequences for individuals and societies. It restricts opportunity, undermines progress in health, and harms economic growth. If you want a catalyst for accelerated progress towards the Millennium Development Goals, girls' education is the place to start. And this compelling report provides a road map for the journey towards gender equity.

**Kevin Watkins**, *Director of UNESCO's Education for All  
Global Monitoring Report 2011*

# Fast-tracking Girls' Education

A PROGRESS REPORT BY THE EDUCATION FOR ALL – FAST TRACK INITIATIVE

This report is launched in 2011, which marks the 100th anniversary of International Women's Day. On the first International Women's Day, women in most countries did not have the right to vote, and very few were encouraged to get an education, or could even afford to go to school. A century later, there have been vast improvements, but in developing countries, far too many girls are still not in school, and many girls face continuing health risks, harassment, and danger just walking to and from school.

International development assistance for basic education in the poorest nations is far below what is needed. After years of stagnation, aid to basic education has increased from US\$ 2.4 billion in 2008, to US\$ 3.8 billion in 2009, and global aid for education overall, increased from US\$ 5 billion in 2008, to US\$ 7.8 billion in 2009. This is an encouraging development, yet these levels are far from the US\$ 16 billion estimated by the UNESCO Global Monitoring Report as needed annually to achieve Education for All. Money for education is a good return on investment. A child born to a mother who can read, is 50 percent more likely to survive past age 5. Each extra year of a mother's schooling reduces the probability of infant mortality by 5–10 percent. In Africa's poorest states, an estimated 1.8 million children's lives could have been saved if their mothers had at least a secondary

education, according to UNESCO. And women with post-primary education are five times more likely than illiterate women to be educated on the perils of contracting HIV and AIDS. The international community needs to support girls' education in a harmonized, shared way, with country-owned coherent plans, like those centered in the EFA FTI partnership.

This report by EFA FTI senior researcher, Prema Clarke, publishes new and encouraging evidence of the EFA FTI partnership's impact in putting more girls into school, and keeping them in school.

Cutting development aid to education now would have a disastrous impact on girls and women. With less than four years till the deadline of the Millennium Development Goal calling for universal access to educational opportunities for both boys and girls, there is a compelling reason for the international community to give full political and financial support to girls' education. Investing in girls' education is smart economics—both for developing countries and international donors. Better educated young women lead to more stable families, communities, and nations.



**Robert S. Prouty,**

*Head of EFA FTI Secretariat*

# Introduction

**E**ducation is a fundamental human right—a vital resource in overcoming poverty and inequality globally. All children have the right to quality basic education, the bedrock for a productive life.

But key to this success is ensuring that girls, as well as boys, have full, equal access to a good quality education system which gives them knowledge and skills. Better-educated girls make better decisions at home, at work, and are better prepared as mothers to protect their children's health from chronic illnesses like HIV AIDS. Long-term, inequalities between girls and boys have significant negative impacts on societies and progress. Girls' education is fundamental to economic and social development of individuals, families, and nations.

For 20 years, the international community has committed to significantly expanding the education sector. A landmark effort has been the Education For All-Fast Track Initiative (EFA FTI).

The EFA FTI partnership of developing and developed countries, civil society groups, the private sector, and foundations forms the backdrop for putting together and implementing Education Sector Plans (ESPs).

The national ESPs have driven reform in a structured and comprehensive way. These plans help countries prioritise girls' education—emphasizing equal proportions of boys and girls entering the education system and completing primary school. Today, 43 developing countries are members of the EFA FTI partnership.

This report publishes new and heartening progress, showing the positive impact of the EFA FTI partnership on girls' education. FTI countries have enjoyed rapid increases in the numbers of girls attending school. In addition, the EFA FTI model has helped reduce the number of girls who previously needed to repeat a grade. This report details how EFA FTI has underpinned improvements in girls' education.

The report also warns of the remaining challenges, and the continuing need for the global community's sustained attention and financial commitment to basic education. Because today there are 67 million children still not in school—more than half of them girls.

Sustained donor and domestic support for girls' education in the poorest countries remains critical. This report calls on the international community to continue focusing on reducing numbers of out-of-school girls, improving learning outcomes, and tackling the chronic problem of girls not in school in fragile and post-conflict countries.

*The author of this EFA FTI report is Dr. Prema Clarke, a long-time education researcher with extensive field experience in Africa, South Asia, and her native India; she was assisted by Juliette Wilson.*



# Putting more girls in classrooms

Girls enrolled in primary school in partner countries grew from an average 82 percent to 100 percent between 2002 and 2008 (Figure 1). Sixty-eight percent of girls in FTI countries now finish primary school.

And EFA FTI can show similar progress on equal access and opportunity for boys and girls in the classroom. Of the partner countries in EFA FTI with data for 2008, 18 had achieved gender parity for enrollments, or had more girls than boys in school. Only one country, Central African Republic, remained far from gender parity of Grade 1 intake.

The 30 countries which joined EFA FTI before 2008 are grouped in this report according to their performance in girls' education. The first group (High Performance Countries) had reached and sustained the goal of gender parity before they joined EFA FTI. The second group includes those countries which have made substantial improvements in girls' education (Good Performance Countries). The third group portrays small improvement in girls' education (Mixed Performance Countries).<sup>2</sup>

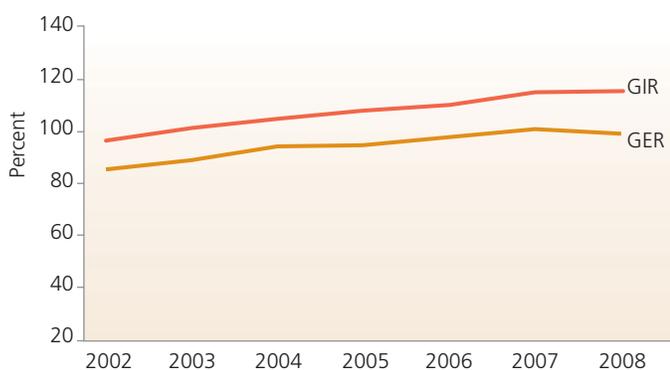
## I. High Performance Countries—sustained gender equity

Twelve FTI countries fall into this category – Cambodia, Guyana, Honduras, Kenya, Lesotho, Madagascar, Mongolia, Nicaragua, Rwanda, Sao Tome and Principe, Sierra Leone and Tajikistan. When this group joined EFA FTI, girls' enrollment was already high and equal numbers of girls and boys in classrooms had largely been achieved.

## II. Good Performance Countries—growth in girls' education

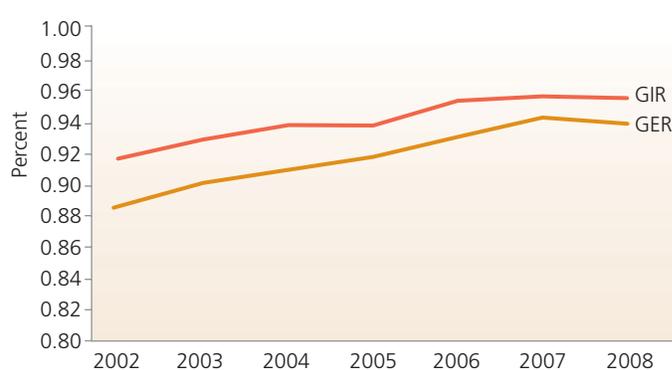
For seven countries—Burkina Faso, Ethiopia, Ghana, Guinea, Mauritania, Mozambique, and Niger—joining the EFA FTI meant a dramatic increase in girls' participation. Table 1 shows the size of increase in girls' participation since becoming a partner in the EFA FTI. The boxes on three—Burkina Faso, Ethiopia, and Ghana—describe the successes in more detail. After joining EFA FTI, Mauritania increased girls' enrollment from 88 percent in 2002 to 102 percent

**Figure 1: Girls Enrollment Rate (GER) and Grade 1 Intake Rate (GIR) for FTI countries (2002–2008)**



Source: FTI Secretariat, using UNESCO Institute of Statistics 2009 data<sup>1</sup>

**Figure 2: Gender Parity Index (GIR and GER) in FTI Countries 2002–2008**



Source: FTI Secretariat, using UNESCO Institute of Statistics 2009 data

1. The Gross Enrolment Ratio (GER) represents total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible school-age population. Since it includes children that are above or below the official school age, the values can be above 100 percent. Net Enrolment Ratio (NER) is total enrolment in a grade as percentage of the eligible age-group population. Gross Intake Rate (GIR) is the proportion of Grade 1 intake as a percentage of the age group population.

2. Albania and Vietnam also joined the FTI before 2008, however, due to a lack of data these two countries are not included here.

## Girls' Stories—Ghana



Tara E. O'Connell, FTI Secretariat

### Ghana is breaking down gender stereotypes

Local development partners endorsed Ghana's Education Sector Plan in 2004. Before joining the EFA FTI, Ghanaian schools lacked basic facilities for girls and were unable to keep them in school past puberty. By joining EFA FTI, Ghana made the goals of gender parity and universal primary completion the stalwarts of government policy. With grants and publicity campaigns to break down gender stereotypes, the government of Ghana increased enrollment and transition to secondary education for girls.

Between 1999 and 2004, there has been a modest increase in girls' enrollment of about 5 percent over four years. Post FTI endorsement in 2004 and over the next four years, Ghana witnessed a significant 32 percent increase in gross enrollment (GER). The commitment to the FTI process resulted in better delivery of education services and increases in the demand for education. Increases in girls' enrollment are based on the size of the new recruits. The Grade 1 intake for girls, post-EFA (2004 to 2008), is 27 percent, compared to the negative intake trend in the years before. This may

have directly resulted from improved access to education facilities for girls.

The Education Sector Plan (ESP) for Ghana includes a list of general and specific interventions to increase participation by girls in the education system. General interventions include placing schools in remote settlements and constructing and rehabilitating school facilities. Both these strategies reduced travelling distances for girls. Teacher recruitment, including more women teachers, and teacher training also helped girls' education. Other girl-friendly measures included:

- Separate sanitation facilities
- Eliminating gender stereotyping in educational materials
- Encouraging recruitment and deployment of women teachers as role models
- Putting in place systems/processes to ensure safety for girls in school
- Scholarship programs for girls

in 2008. Niger scored a 57 percent increase between 2002 and 2008 in the number of girls going to school. Overall, the seven countries show a remarkable increase in girls' enrollment of an average 46 percent—significantly higher than the period just before becoming FTI partners.

Three countries—Benin, Cameroon, and Timor Leste—have also made progress in increasing the number of girls in classrooms since they joined EFA FTI. Within a year of joining, girls' enrollment improved by 13 percent in Benin. Similarly, in Cameroon and Timor Leste, girls in school increased by 5 and 7 percent, respectively.

Overall, many of the countries in this group have almost equal numbers of girls and boys in classrooms. The seven countries with significant increases joined the FTI partnership when it was created and the remaining three more recently. Country governments were enthusiastic to join as partners and began targeted reform of their education sector, especially the education of girls. And this national championing of reform has clearly contributed to the significant gains in these countries.

In addition to increasing participation of girls, most of the Good Performance Countries show sharp decreases in the percentage of girls who repeat a grade in primary school. As seen in Figure 3, Ethiopia,

Mauritania, Mozambique and Cameroon lead this group, with more than a 50 percent decrease in the proportion of girls repeating a grade. The number of girls repeating a grade also falls in Burkina Faso, Guinea, and Niger. Benin, though, shows an increase in the number of repeaters. Though repetition in the start year for Timor Leste was not available, in 2008 it is moderately high, at 12 percent. Reducing repetition is an important step in helping girls remain in school through the primary cycle and beyond.

### III. Mixed Performance Countries

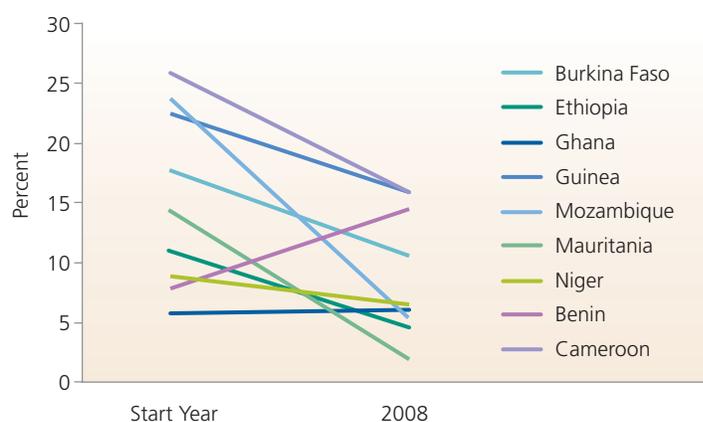
Eight countries show results that are more mixed. Four have seen declines in girls' enrollment; the others have seen generally a growth. There is an increase in the number of girls joining school in Djibouti, Mali, Senegal, and Yemen, averaging about ten percent. In Gambia, Kyrgyzstan, Liberia, and Moldova, on the other hand, there is a decrease (between one and eight per cent) in girls' enrolment. Except for Yemen and Gambia, which joined EFA FTI in 2003, the remaining countries in this group became FTI partners between 2005 and 2007. More time is needed to show results based on ESP implementation. Additional assessment is also required on the specific barriers in

**Table 1: Good Performance Countries—Girls' Gross Enrollment Rate**

	Start year	1999	Start year	2008
Burkina Faso	2002	36	39	68
Ethiopia	2004	38	60	92
Ghana	2004	76	80	105
Guinea	2002	43	62	83
Mauritania	2002	86	88	102
Mozambique	2003	59	75	107
Niger	2002	24	32	51
Benin	2007	66	94	108
Cameroon	2006	75	98	102
Timor Leste	2005	96	103	

Source: FTI Secretariat, using UNESCO Institute of Statistics 2008 data

**Figure 3: Good Performance Countries—per cent repeaters**



Source: FTI Secretariat, using UNESCO Institute of Statistics 2008 data



Luc-Charles Gacougnolle, World Bank

each of these countries that are not allowing girls to go to school.

Performance on repetition in these countries also presents a somewhat mixed picture. Repetition is very low (below 1 percent) in Moldova and Kyrgyzstan. Moderate decreases are seen in Mali, Senegal, and Gambia. In contrast, there is an increase in the

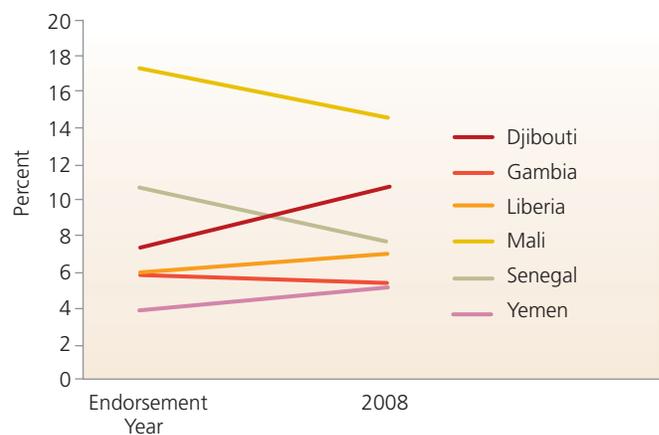
number of repeaters in Djibouti, Liberia, and Yemen. Again, this fluctuation in repetition could be due to the limited length of time in which the ESP has been in operation. This could also reflect the challenges of improving the quality of education in these countries.

**Table 2: Mixed Performance Countries—Girls' Gross Enrollment Rate**

	Start year	1999	Start Year	2008
Djibouti	2006	28	40	43
Gambia	2006	85	90	89
Kyrgyzstan	2003	97	95	94
Liberia	2007	83	93	86
Moldova	2005	100	97	93
Mali	2006	47	74	83
Senegal	2006	60	78	85
Yemen	2003	51	67	76

Source: FTI Secretariat, using UNESCO Institute of Statistics 2008 data

**Figure 4: Mixed Performance Countries—per cent repeaters**



Source: FTI Secretariat, using UNESCO Institute of Statistics 2008 data

## Girls' Stories—Yemen

### Improving girls' education in Yemen's rural provinces

**Y**emen has one of the highest gender gaps in education in the world. Yemen joined EFA FTI in 2003 with an avowed goal of “decreasing the enrollment gap between boys and girls.” Over the last decade, the government implemented a national education plan focusing on boosting girls' education in rural provinces. By pooling donor support for education, and assistance from EFA FTI, the Ministry of Education introduced several policy measures to expand access, improve quality, and internal efficiency of its sector.

The targeted approach by development partners since endorsement has resulted in an increase of 12 percent in girls' gross enrollment (GER). In spite of this increase, Yemen's progress in bringing girls to school is weak. Girls' completion of primary education is also low. The approach taken in Yemen has not produced the anticipated improvement in girls' education. Renewed debates on how to accelerate increases for girls is needed.

Yemen's strategy to increase girls' participation blended innovative and traditional mechanisms. These included constructing new schools in rural areas through a school mapping exercise, and placing schools closer to girls' homes. Yemen launched girls' education campaigns through local media and also made use of traditional leaders. Other interventions encouraged women teachers to work in rural areas by giving them adequate accommodation. The government eliminated tuition fees to defray costs to families. Girls were provided clothes, notebooks, pens, and bags to help them attend school with confidence. Strategies to help young girls travel to school safely were introduced, and girls' participation in school was to be carefully monitored.

FTI grants were used to build and rehabilitate 214 girl-friendly schools with proper toilet facilities in four remote provinces. Kits with school supplies were given to 350,000 children. Funds also helped build teacher training institutes in rural areas and 1000 women teachers were trained in these institutes.



Linda Shen, UNESCO

## Girl-friendly interventions to retain girls in school

**B**ecause development partners have carefully harmonized their work to help build effective national education sector plans, the EFA FTI model has improved girls' education.

Education Sector Plans (ESPs) helped focus and consolidate donors' attention on a set of critical issues, especially gender equity. Indeed, the preparation of ESPs brought together different players to concentrate on analyzing gender outcomes and to understand them in the context of other factors of marginalization such as poverty and geographic isolation. In addition, ESPs convene people to brainstorm about the right interventions to fit specific contexts and thus to refine what needs to be done to improve the overall education experience for girls. The methods used in each country differ, depending on the social and cultural context. ESPs also highlight the need for increased government commitment to and financial support for education. In addition, recognizing challenges in implementation through Joint Sector Reviews (which monitor progress across countries), is crucial to identifying what works most effectively in furthering girls' education.

The most common intervention included in 23 country plans was to *mobilize communities to send their girls to school*. The media—television, radio, newspapers—and religious leaders were enlisted to communicate with parents and community members about the importance and benefits of education. Success stories of educated girls becoming productive members of society were publicized. To help girls stay in school, communities were encouraged to release girls from both home duties and care of younger brothers and sisters. Parents were encouraged to protect their daughters by monitoring schools for safety, abuse, or violence, and they were also urged to be active in parent-teacher or mothers associations.

A second set of interventions in 20 countries provides *targeted financial support*. Money was given to

cover school and examination fees, and to buy textbooks for girls. Free education was awarded to girls from poor families and specific disadvantaged groups. Remote ethnic groups, where gender disparities are widespread, were singled out for financial support. Quotas for girls were introduced in schools, and local communities funded to buy school materials for girls.

Country plans included *the creation of school health and feeding programs*, which provide healthy food choices daily for children and also assist with girls' health concerns, especially in rural areas. School cafeterias were established in nomadic areas and scattered remote settlements. De-worming programs strengthened girls' health and thus their presence in school. Gender and HIV AIDS prevention was mainstreamed in primary and secondary school activities, focusing on the special needs of girls. Teachers were equipped with relevant skills to deal with HIV and AIDS.

Several plans include a review of school curricula for gender stereotyping. More generally, the plans focused on gender mainstreaming across all educational materials. Depicting women as role models, and in professions normally held by men, was an important strategy to encourage girls' education. New curricula were developed which were gender-sensitive and gender-responsive. In addition, curricula focused



Alberto Begue, FTI Secretariat



specifically on gender issues such as sexuality, reproductive health, and HIV/AIDS were introduced.

Fourteen country plans focus on *gender-sensitive teacher development*. Strategies to ensure girls attended school regularly and enjoyed being there were included in pre-service and in-service teacher training. Training also included modules on the relationship between pupil and teacher, emphasizing the mentoring of girls. Teachers were given guides/handbooks about harassment of girls and women teachers, with special emphasis on building confidence to report cases.

*Ensuring that school environments are conducive to girls' participation* is an important intervention in about a dozen sector plans. Learning environments were created which were healthy, safe, and free of gender-based violence. Separate latrines/toilets for boys and girls were built, along with sanitary facilities to assist girls during menstruation. Boarding schools were

opened for girls from remote communities. To enable young girls to attend early grades without having to walk long distances, often in bad weather, schools were constructed close to the community. Monitoring systems hold teachers and principals accountable for actions detrimental to the access and survival of girls. Schools provided childcare facilities for siblings brought to school. This was also an incentive for girls who had children to return to school themselves.

Women teachers encouraged more girls to attend school. Accordingly, several plans focus on *gender-sensitive teacher management*. Incentives were given to teacher education institutions to enroll and retain more women students/trainees. Women's entry into teaching was targeted. Women teachers were recruited and deployed to act as role models. They were also encouraged to teach in rural and isolated areas and offered safe homes to rent or buy. More women teachers from disadvantaged communities were promoted in the system.

Seven plans discussed the importance of gender-sensitive administration. These include training national and sub-national technical experts and managers to create program plans to target both the poorest children, and girls. Operational budgets were specifically designed for local management committees to monitor girls' performance and gender focal points. Specialized departments on girls' education have been created within the Ministry of Education. These departments monitored gender-mainstreaming and girls' outcomes during ESP implementation periods.

Six plans have introduced *laws and policies that support girls' education*. The legal and structural framework for inclusive education was strengthened. Laws protecting girls from violence, particularly sexual harassment, drug abuse, and child labor were disseminated across school systems. Schools were charged with the implementation of gender and development policies. Non-formal and alternative methods were introduced to accelerate education for girls over the age of school entry. School calendars were adjusted so that hours of instruction were flexible, to increase girls' access.

# Girls' Stories—Burkina Faso

Tara E. O'Connell, FTI Secretariat



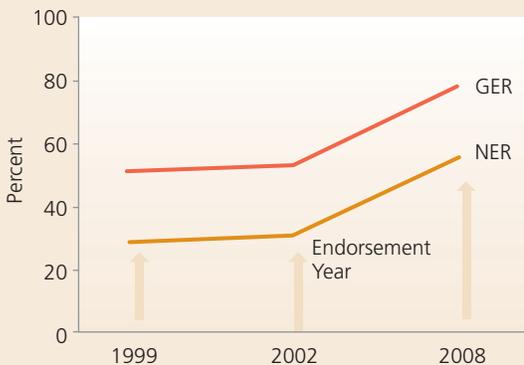
## Girls in Burkina Faso are taking enormous strides

According to the Poverty Reduction Strategy 2004 (Ministry of Economy and Development), education in Burkina Faso was seen as “worrisome.” There were meager increases in Gross Enrollment Rates (GERs) between 1998 and 2002 from 41 to 44 percent. Moreover, 56 percent of children were excluded from the education system. Boys’ enrollment far exceeded that of girls. The completion rate for girls was one of the lowest in Africa for a variety of reasons, poverty being one of the most prominent.

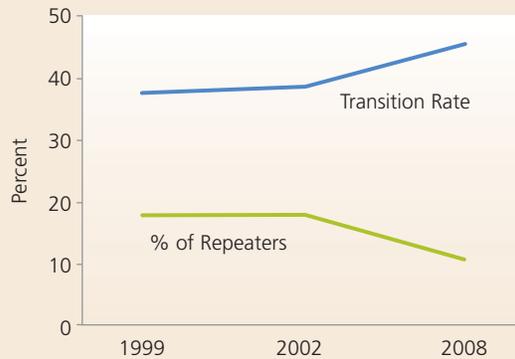
But the “worrisome” label changed once Burkina joined the FTI partnership in 2002. There was clear acceleration in access and a strengthened capacity for girls’ education. Improvement in girls’ enrollment in Burkina Faso by 73 percent, since becoming an FTI partner, is testimony to the goals outlined in the plan, which emphasized increasing coverage of education without undermining the quality of education girls received. Similar increases apply to the Grade 1 intake and transition rate for girls into secondary schools. In addition, there was a substantial decrease in the percentage of repeaters annually.

Focusing on the low proportion of girls going to school, Burkina Faso’s education sector plan chose special measures to draw girls’ into the system. School meals and comprehensive campaigns on the importance of schooling motivated all children to enroll in school. Within the overall strategy of encouraging communities to send their children to school, pressure groups, mothers associations, and quotas (50 percent) for girls’ recruitment were set up. Women teachers were sent to areas with low girls’ enrollment to serve as role models. Within the school system, specialized departments for girls’ education were created, and in addition, teachers were trained to supervise girls’ education. Stereotyping girls’ images in curricula and textbooks were eliminated, and regular information sessions were conducted on the risks faced by girls in schools. Female students also received incentives such as take-home rations and prizes for attending school.

**Burkina Faso—Girls’ enrollment**



**Burkina Faso—Girls’ transition and repetition**



# Girls' education—the remaining challenges

The EFA FTI has played a transformative role in improving girls' education in developing countries. While further fine-tuning of the FTI design would be helpful, it is critical to continue bringing local education partners and governments together to jointly develop strategic plans and collectively chart clear directions for reform in girls' schooling. It will be important to help countries distil their implementation experiences, especially in slow performing cases, and to identify interventions that have had greater impact. These interventions would specifically address the constraints and limits unique to each country. Looking ahead, there are three areas which can expand the gains so far, and also tackle the challenges that remain.

**1. Learning levels:** While remarkable gains have been made in increasing access to schooling for girls, there is more work to be done to improve learning outcomes. Children in Grade 2 in Mali, Gambia, Nicaragua, Uganda, Liberia, and Honduras were tested on the number of words they could read. Significant numbers of children are unable to read a single word after several years of schooling. Overall levels of learning for both boys and girls are low. Improving education quality that can

build knowledge and skills will be the single greatest challenge in the coming decade.

In all *developed* countries, girls significantly outscore boys in reading at the primary level. *Nowhere is this true in FTI countries.* Comparative information on learning levels for boys and girls is available for a few FTI countries that appeared for SACMEQ tests (Table 4).<sup>3</sup> In none of these countries do girls significantly outperform boys.

**2. Out of school children:** Though the overall trends in girls' enrollment are improving, out-of-school girls in at-risk communities are particularly vulnerable. This group includes girls who have never attended school, who attend sporadically, or who have permanently dropped out. Understanding the number and characteristics of girls who have never attended, temporarily, or permanently dropped out of the school system is critical. At-risk communities include girls in ethnically or socially marginalized groups, girls with mental and physical disabilities, working girls, and girls with HIV/AIDS. And girls living in extreme poverty are at particular risk. Addressing the needs of such girls must be the focus for action in the next decade.

**3. Fragile and post-conflict countries:** Fragile and post-conflict countries have joined EFA FTI, e.g., Haiti, Central African Republic, Liberia, and Sierra Leone, and others. Lack of physical infrastructure, scarcity of basic school supplies, and weak administrative capacity in these countries significantly challenge efforts made to improve girls' participation. Girls caught up in violent civil conflicts are highly disadvantaged. The effect of violence on girls' education is almost twice that of boys. When conflicts end, double the efforts are needed to draw girls into school. The immediate post-conflict period in these countries requires additional efforts to sustain the influence of the FTI process in initiating major reform.

**Table 3: Learning levels for select Anglophone FTI countries**

Country	Endorsement Year	2000		2007	
		Boys	Girls	Boys	Girls
<i>Reading Scores</i>					
Kenya	2005	546	547	544	542
Lesotho	2005	447	455	464	472
Malawi	2009	432	426	439	429
Mozambique	2003	518	514	478	473
Zambia	2008	440	447	437	432
<i>Mathematics scores</i>					
Kenya	2005	574	552	568	546
Lesotho	2005	446	448	477	477
Malawi	2009	438	428	453	441
Mozambique	2003	537	520	488	479
Zambia	2008	440	430	441	429

Source: SACMEQ 2002 and 2007

3. SACMEC stands for Southern and Eastern African Consortium for Monitoring Quality Educational Quality

## Girls' Stories—Ethiopia

### Ethiopia's political leaders champion girls' education

Ethiopia's education sector plan was endorsed by the EFA FTI partnership in 2004. At that time, 45 percent of the girls in the 6 to 11 age group were not attending school.

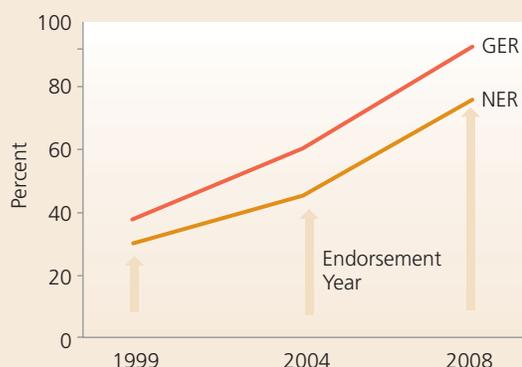
Increases in girls' education in the years before joining EFA FTI were encouraging. From 1999 to 2004, over a four-year period, the increase in girls' gross enrollment (GER) was about 31 percent. In contrast, after joining the FTI partnership, in the following four years, the increase in GER more than doubled to 92 percent. Girls' net enrollment (NER) also increased 39 percent, reaching 75 percent in 2008. Although completion rates are still too low, these have increased from 24 percent in 2004 to 43 percent in 2008.

Ethiopia's success in increasing girls' enrollment was grounded in its vision for all children to have access to quality education by 2015. The Education Sector Plan confirms Ethiopia's pledge to "take affirmative action to ensure equity in female participation... in all education and training programs and to increase their role and participation in development." EFA FTI provided the opportunity for partners to join in providing coherent support in implementing this vision.

Interventions outlined in the ESP to bring girls to school included:

- Publicity campaigns creating awareness at the regional level

Ethiopia—Increase in girls' participation



- Encouraging parents and government officials to monitor schools for violence against girls
- Providing sufficient toilets for girls and establishing "girls clubs" in schools
- Targeted recruiting of women as teachers and administrators
- Micro-level initiatives to address specific needs of girls-out-of-school
- Establishing a special day to celebrate girls
- Strengthening monitoring, and making the school system accountable for actions detrimental to the access and survival of girls



Giacomo PROZZI, UNICEF Niger

## Conclusion

This report spells out the impact of EFA FTI in improving girls' education experience in developing countries. The FTI model puts country governments in the driver's seat. The countries themselves put together the plans; they direct additional financial support to implement ESPs; they, with the partners, enable more girls to not only attend but stay in school. The impact across FTI countries is strong, with growth in girls' education in 26 out of 30 FTI countries.

In 2011 and beyond, it is imperative that the global community continue to focus on improving the educational experience of girls. Lessening financial com-

mitments from donors, and developing country governments now would have disastrous consequences. Targeted efforts are needed in a set of countries where girls' enrollments remain low, especially in fragile and post-conflict countries. We must focus particularly on learning outcomes for girls. And few FTI countries have sufficiently invested in areas such as Early Childhood Education with its significant potential for improving girls' success in school.

Much has been done. And the results are encouraging. But much remains to be done still.



Gennadiy Ratushenko, World Bank

## ANNEX 1

### Interventions to improve girls' education

Country	Curriculum/textbooks	Teacher training	Monitoring outcomes	School feeding	Administration capacity	Teacher management	Health and HIV/AIDS	Scholarships/incentives	School environment	Advocacy/awareness	Laws and Policies
Albania											
Benin	●							●		●	●
Bhutan											
Burkina Faso	●	●		●		●	●	●		●	
Cambodia					●	●		●	●	●	
Cameroon	●	●				●	●			●	
Central African Republic											
Djibouti	●	●	●						●	●	
Ethiopia	●	●		●				●	●	●	
Georgia										●	●
Ghana	●	●					●	●			
Guinea	●			●			●	●	●		
Guinea-Bissau				●				●	●	●	
Guyana								●			
Haiti								●			
Honduras				●							
Kenya				●			●		●	●	
Kyrgyz Republic				●							
Lao PDR	●	●		●	●	●		●	●	●	
Lesotho		●			●	●	●			●	
Liberia				●							
Madagascar											
Malawi		●			●		●				
Mali							●	●	●	●	
Mauritania				●				●			
Moldova											
Mongolia				●					●		
Mozambique				●		●	●	●		●	●
Nepal		●				●		●			
Nicaragua											
Niger								●			
Papua New Guinea							●			●	
Rwanda	●	●		●	●		●	●	●	●	
Sao Tome and Principe	●						●			●	
Senegal	●	●	●							●	
Sierra Leone	●			●	●		●	●		●	●
Tajikistan	●	●							●	●	
The Gambia								●		●	●
Timor Leste				●							
Togo										●	
Vietnam											
Yemen, Rep	●	●	●	●	●	●	●	●	●	●	
Zambia	●	●		●		●	●	●	●	●	●

Source: FTI Secretariat – Country Education Sector Plans

## ANNEX 2

### FTI countries: Gross and Net Enrollment Ratios (2007/2008)\*

Country	Endorsement Year	Gross Enrollment Ratio		Net Enrollment Ratio	
		Girls	Boys	Girls	Boys
Benin	2007	108	125	87	99
Bhutan	2009	106	106	84	82
Burkina Faso	2002	68	79	56	64
Cambodia	2006	112	120	87	90
Cameroon	2006	102	119	82	94
Central Africa	2008	72	102	56	76
Djibouti	2006	43	49	39	44
Ethiopia	2004	92	103	75	81
Gambia	2003	89	84	71	67
Georgia	2009	106	109	98	100
Ghana	2004	105	106	77	76
Guinea	2002	83	97	66	76
Guinea Bissau	2010				
Guyana	2002	108	109	95	95
Haiti	2008				
Honduras	2002	116	116	98	96
Kenya	2005	110	113	82	81
Kyrgyzstan	2006	94	95	83	84
Lao PDR	2009	106	117	81	84
Lesotho	2005	107	108	74	71
Liberia	2007	86	96		
Madagascar	2005	150	154	99	98
Malawi	2009	122	119	93	88
Mali	2006	83	100	65	78
Mauritania	2002	102	95	79	74
Moldova	2005	93	95	87	89
Mongolia	2006	101	102	88	90
Mozambique	2003	107	122	77	82
Nepal	2009				
Nicaragua	2002	116	118	92	92
Niger	2002	51	65	43	55
Papua New Guinea	2009				
Rwanda	2006	152	150	97	95
Sao Tome & Principe	2007	129	131	97	98
Senegal	2006	85	83	74	72
Sierra Leone	2007	148	168		
Tajikistan	2005	100	104	95	99
Timor-Leste	2005	103	110	74	78
Togo	2010	97	113	78	89
Vietnam	2002				
Yemen, Republic	2003	76	95	66	79
Zambia	2008	118	120	96	95

Source: FTI Secretariat, using UNESCO Institute of Statistics 2008 data

\*The Gross Enrolment Ratio (GER) represents total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible school-age population. Since it includes children that are above or below the official school age, the values can be above 100 percent. Net Enrolment Ratio (NER) is total enrolment in a grade as a percentage of the eligible age-group population.



## Bibliography

Abadzi, Helen. 2010. Reading Fluency Measurements in EFA FTI Partner Countries. FTI Secretariat, Washington DC.

DFID research. 2009. Guidance on Gender Mainstreaming and Social Exclusion in Research. London.

DFID evaluation department. 2009. Evaluation of DFID Development Assistance: Gender Equality and Women's Empowerment. London.

EFA FTI Secretariat. 2008. Data from the UNESCO Institute of Statistics. EFA FTI Secretariat, Washington DC

EFA FTI Secretariat. 2010. Country Education Sector Plans. EFA FTI Secretariat, Washington DC.

Lewis, Maureen and Marlaine Lockheed. 2006. Inexcusable absence. Center for Global Development, Washington DC.

Lewis, Maureen and Marlaine Lockheed. 2006. Exclusion, Gender and Education. Center for Global Development, Washington DC.

Pereznieto P., Harper C., Clench B., & Coarasa J. 2010. The Economic Impact of School Violence: A Report for Plan International. London

Sen, Amartya. 2000. Social Exclusion: Concept, application and scrutiny. Asia Development Bank. Manila.

UNESCO. 2010. Global Monitoring Report. Paris.

UNESCO, 2010. Gender and Social Exclusion. Paris, Brussels.

UNESCO. 2010. Gender Responsive Budgeting in Education. Bangkok.

Hungi, Njora, Demus Makuwa, Kenneth Ross, Mioko Saito, Stephanie Dolata, Frank van Capelle, Laura Paviot, Jocelyn Vellien. 2010. SACMEQ III Project Results: Pupil Achievement levels in Reading and Mathematics. Working Document No. 1

## Acknowledgments

Michael McDowell, Angela Bekkers, Sandra Barton, Carolina Valenzuela, and Yann Doignon

To comment on this report, please contact: Michael McDOWELL;  
mmcdowell1@educationfasttrack.org and telephone (202) 473-7776,  
in Washington, D.C., U.S.A.



900 19th Street, N.W.

Sixth floor

Washington, D.C. 20006

U.S.A.

[www.educationfasttrack.org](http://www.educationfasttrack.org)

[www.facebook.com/EducationForAll](http://www.facebook.com/EducationForAll)