

DFID's girls' education strategy
***Girls' education: towards a better
future for all***

First progress report

December 2006

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1. Summary

In 2005, DFID published its strategy for girls' education, *Girls' Education: towards a better future for all*. Across the world, it has been estimated¹ that 94 countries have failed to meet the first Millennium Development Target of having equal numbers of girls and boys in primary and secondary education by 2005. Our strategy aimed to help do something about this.

The strategy set out the action DFID would take within the international community and with our partner governments in developing countries to maintain momentum on girls' education.

This first annual report charts the progress we have made on our pledges in the first year since publishing them and sets out recommendations for further action. It follows on from the Government's commitment earlier this year to increase UK spending on education to £8.5 billion between 2006-7 and 2015-16. It endorses the commitment in the July 2006 White Paper *Eliminating world poverty: making governance work for the poor* to support plans to get more girls into school and to develop a DFID action plan on gender equality.

This report includes a statistical overview (see annex) of girls' enrolment and completion rates in all of DFID's Public Service Agreement (PSA) countries in Africa and Asia² based on internationally comparable data from UNESCO's Institute of Statistics. This data has been supplemented by national data on secondary and tertiary education and a small number of case studies on educational attainment.

¹Global Monitoring Report (GMR) 2006

² DFID PSA countries in Africa are Democratic Republic of Congo (DRC), Ethiopia, Ghana, Kenya, Lesotho, Malawi, Mozambique, Nigeria, Rwanda, Sierra Leone, South Africa, Sudan, Tanzania, Uganda, Zambia, Zimbabwe. DFID PSA countries in Asia are Afghanistan, Bangladesh, Cambodia, China, India, Indonesia, Nepal, Pakistan, Vietnam

What has been achieved?

- **Girls' primary school enrolment figures are improving** in DFID PSA countries in Africa and Asia. But 44 million girls worldwide are out of school³. The largest numbers of out-of-school girls where data is available are **India** 3.9 million (0.6 million boys)⁴ **Pakistan** 4.2 million (2.3 million boys), **Nigeria** 4.3 million (3.8 million boys), **Ethiopia** 1.8 million (1.7 million boys).
- In terms of **equity**, the numbers of girls to boys in school is improving in the majority of DFID PSA countries. But **Afghanistan, Ethiopia, Mozambique, Nigeria, Sudan, and Pakistan**, according to the data available, are the most inequitable. These countries still have a considerable way to go to achieve parity between girls and boys in access to primary school.
- Accurate data is not available for many of those DFID PSA **countries emerging from conflict**. It is in these countries where a large proportion of out-of-school children live and where girls face particular challenges in being able to go to school safely. But it is encouraging that **Democratic Republic of Congo (DRC)** and **Sudan** have placed particular emphasis on the importance of addressing the acute problem of girls' participation in primary school in developing their education programmes.
- DFID is helping to narrow the funding gap for education. This year, the UK Government pledged to spend £8.5 billion **in aid to education** to between 2006-7 and 2015-16 and make long-term commitments that help governments plan ahead. Supporting special initiatives to get more girls into school is one of the main education commitments of the 2006 White Paper.
- In Asia, the policies of most DFID PSA countries include a commitment to girls' education. In India, national policies for girls are implemented through the Education for All (EFA) plan and DFID has given £210 million support to the Indian government's universal elementary education programme *Sarva Shiksha Abhivan (SSA)*. India is an example of best practice in **defining clear budgets for implementing policies and what results are required**, and SSA implementation is progressing exceptionally well against agreed targets.
- In most PSA countries, communities and parents are involved in education to at least some extent. In Nigeria, DFID's £26 million support for the UNICEF Girls' Education project in six northern states has increased girls' enrolments

³Global Monitoring Report (GMR) 2007

⁴Please note: there is a significant discrepancy between the out-of-school children estimates for India in 2004 compiled by the UNESCO Institute of Statistics (UIS) which are used in the GMR and the official statistics of the Government of India (GOI) for 2004/05 - the latter having been largely validated by two independent surveys undertaken in 2005 and confirmed by SSA Joint Review Missions participated in by DFID. GoI estimates that 7.8mn children in the age-range 6-10 years were out of school in 2005 with little difference in ratios between girls and boys. The discrepancy between the UIS estimate and GoI's reporting is partly explained by (i) the former's reliance on UN population data which has a much lower figure than India's population census projections for school-age children; and (ii) by UIS's focus on 10 year olds compared to GoI's administrative reporting focus on 6-11 year olds. UIS and the GMR team have been asked to provide a detailed explanation of their estimates.

in these states by 10-15% in one year. The project's success was helped by **including ways for communities to become involved**. The Nigerian government regards this as a flagship project which it intends scaling up in other states with large gender disparities.

- All PSA countries have come some way in gathering data on education that can be broken down to show differences between boys and girls. DFID has directly supported the development of such data but the overall **quality of education statistics** needs to be improved.
- Most DFID programmes to support girls' education in Africa, and some in Asia, work in close cooperation with **civil society organisations** (CSOs). In **Zambia**, DFID has supported work by the Campaign for Female Education International (Camfed) to improve girls' education in rural schools and communities. This was complemented by DFID work at national policy level and has been very effective.
- As co-chair of the **UN Girls Education Initiative (UNGEI)** from 2002-6, DFID has helped strengthen the UNGEI secretariat, improved knowledge and communications, and has played a key role in making gender equality and HIV a stronger focus in the Education for All **Fast-Track Initiative (FTI)**. In 2006 DFID committed an additional £100 mn to the Fast Track Initiative (FTI).

What challenges remain?

- The benefits of education depend heavily on the **quality of the education** and on **how much children learn**. The numbers of children who complete primary school are rising but the situation is still poor for both girls and boys, particularly in Africa. In addition many still complete school without obtaining the necessary basic skills in literacy and numeracy. The information available on learning outcomes shows that they also remain at very low levels.
- Girls within socially excluded groups affected by **other forms of discrimination** based on disability, religion or ethnicity are significantly more disadvantaged. In **India**, among Scheduled caste, Scheduled tribe, Muslims and children with a disability, girls are significantly more disadvantaged than boys.
- Opportunities to progress to **secondary education** are extremely limited for the majority of girls in Africa, and in most Asian countries apart from China and Vietnam. In most countries fewer girls than boys enrol in secondary education and the higher the level of education the greater the gap between the participation rates of boys and girls.
- In most DFID PSA countries there are now **no tuition fees** for primary education. However, **other direct costs** such as uniforms, books, and building funds, as well as indirect costs such as transport, are a significant burden in almost all countries and make it more difficult for poor children, especially girls, to attend school.

- DFID is supporting several initiatives on **HIV and AIDS** in schools, particularly in Africa. Some programmes have also directly tackled the related issue of violence against girls and women. In Kenya, the Primary School Action for Better Health programme, supported by DFID, has had an impact on changing behaviour among boys and girls that puts them at high risk of HIV. However there needs to be more consistency in ensuring that all programmes address the specific challenges girls face in reducing their risk to HIV infection.
- **Violence or the fear of violence** is a major obstacle to their enrolment and plans are needed to tackle the issue sensitively within individual countries. Violence against girls in, around or on the way to school takes many forms including rape, sexual harassment, intimidation, teasing and threats. Evidence of these problems has been gathered with DFID support which has helped bring about changes in policy, for example in Malawi, but much more needs to be done.

The seven things DFID will now do to support girls' education

DFID will help countries to:

- 1** Improve the quality of education so that more girls **complete** primary education with improved learning outcomes.
- 2** Reduce the other costs of primary education (uniforms, books, transport) now tuition fees have been removed in most PSA countries.
- 3** Support gender-aware HIV and AIDS programmes in schools.
- 4** Make schools safer places for girls.
- 5** Expand opportunities for girls to progress to secondary schools.

DFID will:

- 6** Work with other donors and the UN to make sure that gender equality is part of education sector plans and their implementation
- 7** Ensure that girls' education is integrated within our broader programme of increased support for gender equality and women's empowerment.

2. The commitments we made in our strategy

This report is structured according to the key commitments made in the 2005 strategy. These are detailed below. Progress against national-level commitments in DFID's PSA countries in Africa and Asia are reviewed in Sections 3 and 4. Progress against international-level commitments is set out in Section 5.

Commitments at national level

As part of our ongoing dialogue with and financial support to governments, we will support efforts to:

- 1. Enable Ministries of Education to provide leadership to promote girls' education and provide effective training to staff.**
- 2. Develop mechanisms to monitor gender equality in the education system.**
- 3. Strengthen community and parental participation in education policy, planning and budgeting processes.**
- 4. Remove tuition fees and other barriers to access primary education as part of a comprehensive national plan that provides adequate financial allocations to offset direct and indirect costs of schooling for poor children.**
- 5. Improve life opportunities for girls by ensuring that national plans include provision of right levels of basic and post basic education.**
- 6. Take appropriate measures to tackle abuse and violence towards girls and prevent the spread of HIV.**
- 7. Promote non-education programmes such as clean water supply and sanitation facilities.**

Overall commitments

- 1. We will work to narrow the financing gap for education. Over the next three years, DFID plans to spend more than £1.4 billion of aid on education from 2005-6 to 2007-8.**
- 2. We will work with the United Nations Children's Fund (UNICEF) to strengthen its capacity to coordinate action on girls' education.**
- 3. We will use the UK's Presidencies of the G8 and EU and our role as co-chair of the Fast Track Initiative (FTI) to push gender equality in education up the political agenda.**
- 4. We will support the efforts of governments in developing countries to produce plans that prioritise girls' education. This will include providing financial help for those wanting to remove school fees.**
- 5. We will work with our development partners to increase educational opportunities for girls; civil society will be a key partner in this.**
- 6. We will increase our efforts to promote awareness within the UK of girls' education in poor countries.**

3. What have we achieved in Africa?

Girls' education has been included in the Africa Director's Delivery Plan 2006-2008 with a commitment to:

- give inequality and particularly girls' education high profile in country assistance plans, programmes and discussions with partners;
- promote the elimination of primary school tuition fees – recognising the need for increasing aid flows to enable this; and
- work with UNICEF, including on strengthening its ability to implement the UN Girls' Education Initiative (UNGEI).

The following section contains a synthesis of the information from DFID's PSA country programmes in Africa.

National Level Commitment 1: Ensure that Ministries of Education provide leadership and capacity to promote girls' education.

There is strong leadership at the national level in support of girls' education in **Ethiopia, Kenya, and Uganda**. In each of these countries, there are individuals who have acted as strong supporters for girls' education, commitments to girls' education are reflected in sectoral plans, and policy commitments are reflected in action.

In **Kenya** there is high-level political support for girls' education and DFID is working with Parliamentary networks to build capacity for the Parliamentary Committee on Education so that it can play a more significant oversight role in the future.

In **Nigeria**, the success of the DFID-funded UNICEF Girls' Education Project has had an impact in securing more political commitment at state level (such as in Jigawa).

National Level Commitment 2: We will support government efforts to develop mechanisms to monitor gender equality in the education system.

In the majority of countries in Africa where DFID is supporting education, governments are now collecting data by gender on a range of education indicators. **Kenya, Nigeria and Rwanda** provide examples of countries where DFID is supporting improvements to Education Management Information Systems (EMIS) including gathering separate figures for boys and girls.

National Level Commitment 3: We will support government efforts to strengthen community and parental participation in education policy, planning and budgeting processes.

DFID is supporting community and parental involvement in school governance in a number of PSA countries as part of our overall support to education. In **Nigeria**, a memorandum on school-based management committees was agreed by the National Council on Education in December 2005, and committees are now being set up in some states. DFID is strongly supporting

this process through its partnership programmes with the World Bank and UNICEF.

In **Malawi**, a National Strategy for Community Participation in Primary School Management forms part of the ten-year education sector plan. DFID Malawi has piloted a model for implementing this in collaboration with the Ministry of Education and CARE. This programme, PACE, has been relatively successful in building civil society capacity at district level to participate in primary school management and is placing strong emphasis on gender equity in representation and outcomes.

In **Kenya**, a key aspect of the success of the Free Primary Education (FPE) policy is the engagement of School Management Committees and School Instructional Materials Committees. DFID support has been particularly significant in setting up the latter and creating a system of textbook procurement linked to school-level committees and local empowerment. Official guidelines state that there must be “one or two women” on each school committee but in practice traditional expectations of women’s roles mean that women play a limited role in decision making. Addressing the issue of equal participation will be a key consideration in further capacity development support DFID will be providing for decentralisation in education in Kenya.

In **Ghana**, DFID has supported community participation through the whole school development programme initiative. Women do participate but as men tend to dominate school management bodies, further work is needed to promote women’s active participation.

In summary, DFID’s support for community and parental engagement with school management is relatively strong. Continued support for these initiatives will need to address more consistently ways of increasing girls’ and womens’ voices within these structures

National Level Commitments 4: We will support government efforts to remove tuition fees and other barriers to access primary education as part of a comprehensive national plan that provides adequate financial allocations to offset direct and indirect costs of schooling for poor children.

In most DFID PSA countries in Africa there are now no tuition fees for primary education. In **Ethiopia, Ghana, Kenya, Malawi, Mozambique, Nigeria, Rwanda, Tanzania, Uganda and Zambia** tuition fees for state-provided primary education have been removed. However **other costs** such as for uniforms, books, building funds and travel constitute a significant burden in most countries and exclude poor children, especially girls, from school.

In **Kenya**, Free Primary Education (FPE) was launched in January 2003, to remove tuition fees and supply textbooks. However, there are other costs parents must meet. To offset these indirect costs, DFID is supporting a school meals programme and working with the government to extend the national social protection policy into a long-term programme.

In **Nigeria**, the federal and some state governments are gradually allocating more money to school physical infrastructure, textbooks and other materials previously covered by fees. **Ghana** has used heavily indebted poor countries (HIPC) funding to set up a grant scheme for all public sector schools to provide adequate funds per pupil for tuition and other levies – known as a capitation grant. In **Rwanda**, DFID has been involved in the successful lobby for increases in the primary capitation grant.

The potential of cash transfers and scholarships to offset some of the indirect costs of education has started to receive attention. In **Zambia** DFID is supporting further piloting of cash transfer programmes. Head teachers in the initial pilot area have reported that poor households receiving cash were using it to support children's school attendance. DFID is exploring the potential of cash transfer and social protection scheme programmes in **Ghana, Kenya, Malawi, Nigeria and Uganda**.

National Level Commitment 5: We will support government efforts to improve life opportunities for girls by ensuring that national plans include provision of right levels of basic and post basic education.

DFID has provided £2.5 million (2005-2010) to each of three education research programmes. The programmes are researching access, quality and outcomes in education across primary and secondary education including consideration of gender issues.

DFID is supporting initiatives to expand access to secondary education at country level. In **Zambia**, increased access to secondary education has been highlighted in the education sector-wide approach (SWAP) programme, which DFID is supporting. In **Tanzania**, scaling up of secondary education is a government priority, supported by DFID, through a similar sector-wide process.

In **Nigeria**, DFID in partnership with the World Bank is engaged with all key stakeholders in developing options for secondary education. A study is currently under way to review the effectiveness of science and technology teaching and learning. This will form the basis of a new secondary education programme funded by the World Bank.

In **Mozambique**, DFID is helping the Ministry of Education to develop a secondary education strategy and is ensuring that gender issues are appropriately addressed within this. **Rwanda** has recently adopted a nine-year basic education policy, a process wholly supported by DFID. In **Kenya**, DFID has provided know-how for studies to build the evidence base in key areas of secondary expansion.

A survey of progress towards government ten-year plans for reaching the education and gender MDGs (September 2006) revealed that in the majority of countries in sub-Saharan Africa, education sector plans are now making provision for **early childhood education** as an integral part of basic education. In some countries this is seen as a significant strategy, not only for combating high infant mortality levels (such as in Niger), but also for getting more girls into school (such as in Ghana).

National Level Commitment 6: We will support government efforts to take appropriate measures to tackle abuse and violence towards girls and prevent the spread of HIV.

HIV and AIDS

There is a high level of government commitment to work on HIV and AIDS in schools in most African PSA countries. The examples below illustrate ways in which DFID is supporting this.

In **Sierra Leone**, DFID is supporting a Youth Empowerment Programme which is training young people as peer educators based in secondary schools, working with in-school and out-of-school youth on sexual health awareness.

In **Zambia**, DFID funded the development of a policy on HIV and AIDS in the workplace for the Ministry of Education that has a component on teacher training and on teaching issues relating to HIV and AIDS to pupils.

In **Nigeria**, DFID has supported the introduction of the national Family Life and HIV and AIDS education curriculum in Oyo State, a successful model which other states are now seeking to emulate. A national HIV and AIDS strategy for the education sector is being developed with DFID technical assistance.

In **Ghana**, DFID supports the education sector HIV and AIDS programme that provides teachers, students and pupils with relevant knowledge, skills and the means to protect themselves from infection and from infecting others. The project targets 120,000 public and 3,500 private school teachers at primary, junior and senior secondary levels.

In **Malawi**, the government has instigated a comprehensive strategy to prevent and mitigate the impact of HIV and AIDS. DFID is supporting a nationwide programme to sensitise teachers and their spouses to the epidemic and how this may be integrated into the pre-service teacher training curricula.

In **Kenya**, DFID provided £2.4 million to support the Primary School Action for Better Health pilot three-year programme, which also embraces related issues on gender-based violence. The review of the programme has shown considerable success in changing behaviour to reduce high-risk behaviour among pupils. From 2006 DFID will provide £3.5 million additional funding to scale up the programme to have national coverage within two years.

In **Ethiopia**, efforts on HIV and AIDS and education have been piecemeal and led by regions and civil society organisations – but in response to a recent initiative from the Education Vice-Minister, DFID will support a workshop on HIV and AIDS and education in the next few months.

The focus for the following few years will now be to ensure that gender is integrated more consistently into the design and implementation of HIV and AIDS programmes. Gender inequality and gender norms around sexuality put both girls *and* boys at increased risk of HIV infection and need to be addressed in HIV and AIDS programmes. For example, norms around

masculinity that emphasize the importance of having multiple sexual partners puts boys and girls at increased risk of HIV infection.

Abuse and violence

DFID is supporting evidence gathering in a number of countries. In **Malawi**, DFID has undertaken a substantial research project on gender-based violence in schools. The study concluded that 99% of school children are bullied. Almost one in five girls have been sexually assaulted and almost one in ten raped or subjected to attempted rape. As a result of the study, a comprehensive national response to gender-based violence in schools is being developed in collaboration with a number of government ministries, NGOs and UNICEF.

In **Ethiopia**, DFID has commissioned research to assess the scale and type of gender-based violence in schools across the country. In **Mozambique**, DFID is currently developing partnerships to raise the profile of the high level of sexual abuse and harassment in schools.

DFID's continuing support to girls' education needs to address with renewed effort the issue of gender-based violence in schools, especially in places where this issue is having a major impact on girls' participation in education.

National Level Commitment 7: We will support government efforts to promote non-education programmes such as clean water supply and sanitation facilities.

DFID's total spend on education facilities exceeded £41 million in the financial year 2005-6. **Kenya, Malawi** and **Nigeria** currently have the largest active infrastructure commitments as part of DFID' support to the education sector.

In **Malawi** and **Nigeria**, DFID is supporting the construction of separate latrines for girls and boys in schools. DFID Malawi has found positive results from linking school sanitation to the surrounding community, with school sanitation clubs working in schools being particularly effective in one part of Malawi. In **Kenya**, the provision of adequate water and sanitation facilities in schools is a key strategy of the Ministry of Education's Sector Support Programme, supported by DFID. A pilot involving the provision of sanitary napkins in schools is being introduced as part of the SWAP in Kenya. Overall decisions on the type of provision have been devolved to school-level committees and training is provided.

Overall Commitment 4: We will support the efforts of country governments in developing countries to produce plans that prioritise girls' education.

In most DFID PSA countries in Africa, including **DRC, Ethiopia, Ghana, Kenya, Malawi, Mozambique, Rwanda, Sierra Leone, Sudan, Tanzania, Uganda**, and **Zambia**, commitment to girls' education is included in key national policy documents.

Kenya provides a good example of robust planning to address gender inequalities in the education system. The Kenya Education Sector Support Programme (2005-10), which has recently received £55 million support from DFID, has a specific investment programme which monitors gender inequality through substantial budget and monitoring indicators.

However links between national policy commitments to girls' education and budgets are often weak. In **Ghana**, DFID is working to address this problem by ensuring that the government Girls Education Unit accesses additional funds through DFID's ten-year commitment of £105 million to the government's Education Strategic Plan.

In **Nigeria**, a few state governments allocated budgets for girls' education in 2005-6 for the first time, but in the majority of states the link between policy and budgets is weak or non-existent. At federal level, positive results from the £26 million DFID-UNICEF Girls' Education Project have influenced the national government to allocate £8 million of the 2006 HIPC debt relief to replicate this approach to gender parity in other states. In some states this additional funding will also help address boys' underachievement.

In **Rwanda** and **Ethiopia**, DFID has supported the analysis of government budgets to show the distribution by gender of public finances. Both proved to be useful tools in providing evidence of inequitable funding within the education sector and resulted in suggestions for revised policy and budget allocations to redress the imbalance.

The issue of girls' education is highlighted in education planning for the PSA countries in Africa emerging from conflict (such as **Sudan** and **DRC**) where low enrolment is particularly acute. DFID's overall policy response to education for children affected by conflict is currently being developed. Gender equality will need to be prioritised given the specific needs of girls in these contexts and the high number of out of school girls living in these countries and regions.

Most of the countries in Africa involved in the ten-year education planning process in response to the Abuja Commitment to Action (May 2006) are putting renewed emphasis on reaching gender parity at primary and secondary level by 2015. **Tanzania** and **Rwanda**, in particular, have placed a strong emphasis on gender in their long-term plans. DFID has been actively supporting the process and will be providing financial support for the realisation of some these plans, alongside other development partners.

Overall Commitment 5: We will work with our development partners to increase educational opportunities for girls; civil society will be a key partner in this.

Most DFID programmes in African PSA countries are working with civil society organisations in support of girls' education. Civil society activities include participation in policy making and planning at the national level, research, raising awareness, and direct support to girls' education.

DFID supports CAMFED girls' education programmes in **Tanzania** and **Zambia**. In **Malawi**, DFID is working in partnership with the Forum for Women

Educationalists (FAWE) Malawi and the Civil Society Coalition for Basic Education, aiming to strengthen the voice of civil society in education policy and planning at national level. Support to Action Aid includes dissemination of its research on gender-based violence in and around schools and implementing the Stepping Stones sexual health participatory training programme for teachers.

In **Ethiopia**, DFID recently supported Save the Children's country report on girls' education and helped to facilitate dialogue with the Ministry of Education. DFID Ethiopia has established an Education Innovation Fund to support small-scale civil society projects, which includes girls' education initiatives.

Local CSOs are involved in DFID-supported programmes in **Ghana, Nigeria, Somalia** and **Uganda**. In Uganda activities include supporting the involvement of CSOs in policy development and accountability processes.

Lessons on working with CSOs vary according to country contexts. In **Nigeria**, bringing together CSOs with public service providers has proved to be an important factor in promoting attention to girls' education. In **Ethiopia**, the government has only recently officially recognised CSOs and they have limited space and opportunity to engage in policy debates.

Commonwealth Education Fund

The UK Government has provided £21.4 million to the Commonwealth Education Fund (CEF) since 2001. CEF aims to support the achievement of the education MDGs by strengthening the capacity of CSOs in Commonwealth developing countries to participate in national education planning and monitoring.

In **Uganda**, CEF funding supports the Forum of Education NGOs. This has a working group on girls' education, coordinated by FAWE, which undertakes national advocacy for girls' education. The CEF also provides funding to the Civil Society Organisations Budget Advocacy Group, which this year will conduct a gender budget analysis of the education sector.

The CEF has funded a study on gender parity in Northern **Ghana**, and small initiatives including girls' education in **Mozambique, Nigeria** and **Zambia**. However the focus on gender on CEF activities at country level requires further strengthening and a new gender mainstreaming programme has been instigated by the CEF in response to our concern.

Partnerships in non-PSA countries

DFID has been exploring ways of encouraging other development partners to champion girls' education through new partnerships. In Niger, this includes the delegated arrangement through the Agence Française de Développement to support the Government's ten-year education plan, with a special focus on girls' education. In Somalia, we are supporting the efforts of UNICEF and UNESCO to improve girls' participation in education through a joint partnership agreement.

4. What have we achieved in Asia?

Education has been included in the Asia Director's Delivery Plan for 2006-8 with commitments to rapidly increase DFID spending on basic education and place a special focus on expanding national programmes and enrolment in India, Bangladesh, China and Pakistan. DFID will:

- finance the expansion of basic education wherever there is a committed government and a financing requirement not met by others;
- promote the removal of financial barriers to access, especially for women and girls;
- give priority to helping countries pilot and scale up measures to overcome social exclusion and barriers to access, especially for women and girls; and
- build demand in civil society for improved education and greater accountability of state providers.

The following section summarises information received from DFID's PSA countries in Asia.

National Level Commitment 1: Enable Ministries of Education to provide leadership and capacity to promote girls' education.

In **Afghanistan, Bangladesh, Cambodia, India, Pakistan** and **Vietnam** national political leaders demonstrate commitment to girls' education through policy and verbal commitments. In **India** and **Vietnam**, these commitments are consistent and followed through by specific action. In **Vietnam**, DFID support for girls' education has been through a focus on the hardest to reach groups. It is girls within these groups who are amongst the most disadvantaged in relation to access to education.

In **Bangladesh**, a strong government-led advocacy campaign to encourage girls' participation in school and to delay the age of marriage has made a significant contribution to allaying parents' fears about the security and safety of their daughters.

In **Pakistan**, DFID has agreed a ten year Development Partnership Arrangement with the government of Pakistan including a commitment to reduce gender disparities in primary and secondary education with a focus on both access and achievement.

In Gansu Province of **China**, six years of DFID support has gradually increased official recognition of gender disparities in education. This has resulted not only in improvements in gender parity at school level but also the establishment of local political leadership actively pursuing strategies to continue to address imbalances.

National Level Commitment 2: Strengthen mechanisms to monitor gender equality in the education system.

Systems that gather education information broken down by gender (gender-disaggregated) are in place in **China, India, Nepal, Pakistan** and **Vietnam**. In **India**, there are well-established systems for monitoring and reporting on progress in primary education but monitoring and reporting of secondary education is less well-developed.

In **China**, education data is gender-disaggregated, but incentives for reaching targets are often greater than those to return accurate data. All DFID education projects in China have an Education Management Information System (EMIS) component aiming to establish better-quality data particularly on gender and poverty.

In **Pakistan**, DFID support has enabled EMIS staff at federal, provincial and district levels to provide disaggregated information for better planning, monitoring and evaluation. DFID is supporting national assessment system to monitor gender-disaggregated learning achievement in primary and secondary schools.

National Level Commitment 3: Strengthen community and parental participation in education policy, planning and budgeting processes.

In **Bangladesh**, DFID is encouraging the government to try out a model of community participation in primary education called School Level Improvement Planning (SLIP) through the Secondary Primary Education Development Programme. This programme also has an Innovative Grants fund for community-based organisations to support quality improvement in schools.

In **Pakistan**, DFID support for school management committees (SMCs) in community girls' schools in the northern areas of the country contributed to an increase in enrolment of 60% over six years. DFID supports Azad Jammu Kashmir to promote community participation and is preparing to work with other donors to help strengthen parental and community engagement in schooling in North West Frontier Province.

In **India**, DFID support to *Sarva Shisha Ahbiyan (SSA)* the government's Universal Elementary Education programme includes community and parental participation in school management as a key theme. The *Mahila Samakhyha* Education for Women's Equality programme, supported by DFID, has played a significant role in increasing women's participation in school management and local government more generally. The programme is also contributing directly to girls' education through support for initiatives under the government's SSA increase access for girls to primary schooling. DFID India is currently completing an appraisal of the programme with a view of committing an additional £35 million to *Mahila Samakhyha* to expand the programme over the next seven years.

In **Vietnam**, where community and parental participation has traditionally been limited to financial contributions to school costs, DFID is participating in piloting greater accountability of schools to their communities including transparency in budgets and in the allocation of resources.

In **China**, until recently parents have not had a role in school management but school development planning is beginning to take hold. DFID support to this process in Gansu Province has had a positive effect on learning outcomes, particularly for girls.

National Level Commitment 4: We will support government efforts to remove tuition fees and other barriers to access primary education as part of a comprehensive national plan that provides adequate financial allocations to offset direct and indirect costs of schooling for poor children.

In **Bangladesh, China, India, Nepal, Pakistan and Vietnam**, there are no official tuition fees for state-provided primary education. However, in all of these countries a varying range of other direct and indirect costs (such as uniforms, transport, textbooks, and building) are a burden to parents and act as a significant barrier to girls' participation in education.

In **India**, DFID support to *Sarva Shisha Ahbiyan (SSA)* the government's Universal Elementary Education programme includes the elimination of financial barriers to girls' schooling and many states are using SSA resources to reduce indirect costs. Major national reforms such as the midday meal scheme, free textbooks, free notebook and pencils and more recently free school uniforms for girls are helping to remove remaining financial barriers.

In **Vietnam**, where the government strategy is to exempt poor children and households from paying indirect costs, DFID is a strong advocate for removing indirect education costs at primary level. DFID financial support increases resources for investment in schools and offsets indirect costs to poor families.

In **China**, the government is abolishing indirect fees, starting in rural areas, but it will take some time for systems to be established that will replace the need for school-based revenue. DFID is supporting a programme of subsidies to children in middle schools and is carrying out research into the actual costs of "free" education.

Bangladesh, Pakistan and Nepal have stipend or scholarship programmes to offset the burden of direct and indirect education costs to families.

National Level Commitment 5: We will support government efforts to improve life opportunities for girls by ensuring that national plans include provision of the right levels of basic and post basic education.

Secondary education

In **Bangladesh, India and Pakistan**, DFID is discussing plans for the expansion of secondary education. In **India**, girls are currently 8 percentage

points behind boys in secondary enrolments. Attention to equity, particularly in terms of eliminating gender disparities, will be a key part of DFID policy dialogue on the development of secondary education.

In **Pakistan**, monthly stipends are given to girls in low literacy districts in Punjab to attend government middle and secondary schools. DFID is working with other donors to establish a similar programme in North West Frontier Province (NWFP).

National Level Commitment 6: We will support governments efforts to take appropriate measures to tackle abuse and violence towards girls and prevent the spread of HIV.

HIV and AIDS

DFID support for HIV and AIDS programmes in the education sector are not as widespread in Asia as in Africa. **China, Cambodia** and **Vietnam** all have policies on safe learning environments but in most cases implementation has yet to start.

In **Cambodia**, DFID is funding a Life Skills for HIV and AIDS programme and providing £3 million support for mainstreaming AIDS into all sectoral programmes over five years.

It will be important to ensure that HIV and AIDS programmes in schools properly address gender inequality and stigma and discrimination associated with HIV.

Abuse and violence

DFID is involved in policy dialogue on safety and security in schools in **India**, and in **China** is working with Save the Children to conduct research into child protection.

Violence against girls and female teachers in school is an extremely significant factor affecting student access and retention and teacher absenteeism in **India, Pakistan, Bangladesh** and **Nepal**. DFID **Bangladesh** is supporting the government's comprehensive approach to reducing gender-based violence which involves initiatives across all sectors. Specific quality standards on safety are now required from all schools but have yet to be implemented.

In **Pakistan**, DFID is engaged in policy dialogue on the high levels of dropout between primary and middle schools that result from both actual and feared violence against women and girls and restrictions on female mobility. DFID is supporting programmes to promote the building of boundary walls and separate latrines, and to extend stipends for middle and secondary schoolgirls and allowances for female teachers to enable them to travel safely to school.

In **India**, policies and regulations exist to promote safe learning environments in all schools but these are not fully implemented or enforced. DFID through support for *Sarva Shiksha Abhiyan* (SSA) the government's Universal Elementary Education programme and *Mahila Samakhyas* is active in

promoting the importance of this issue. DFID is helping the Government of India and state governments to tackle the problem, particularly in the northern states where violence towards and abuse of women and girls appears to be more prevalent.

Gender-based violence in schools is a significant issue affecting a girl's right to education in several countries in Asia. DFID will renew efforts to address safety in schools in its continuing support for girls' education. Efforts will need to focus on both appropriate infrastructure and on changing existing gender norms to reduce violence against women through work with male teachers and boys as well as female teachers and girls.

National Level Commitment 7: We will support government efforts to promote non-education programmes such as clean water supply and sanitation facilities.

The total DFID spend on education facilities exceeded £41 million in 2005-6. **India, Vietnam, Nepal** and **China** have the largest active level of support for education facilities through sector programmes.

In **Bangladesh, India, Nepal, Pakistan** and **Vietnam**, governments recognise the need for water and sanitation facilities in schools. In **India**, where water and sanitation facilities are often provided to schools through cross-sectoral initiatives, DFID through *Sarva Shisha Ahbiyan (SSA)* the government's Universal Elementary Education programme supports greater convergence of education and non-education activities. In **Nepal**, DFID is supporting latrine building in some schools through the Community Support programme.

In **Pakistan**, DFID is working with other donors to develop support to NWFP to provide "missing facilities" including water and sanitation in schools. Availability of sanitation is widely acknowledged as a key issue in parents' willingness to send their daughters to school.

In **China**, although water and sanitation programmes do exist that impact on schools, they are not widespread in rural areas. Although there is considerable research evidence to show that lack of appropriate sanitation facilities is a barrier to girls' education, there is limited political backing for school sanitation programmes. In Gansu Province, DFID has had some success with school-based hygiene and sanitation, but scaling up these initiatives has proved to be difficult.

Overall Commitment 4: We will support the efforts of country governments in developing countries to produce plans that prioritise girls' education.

In **Afghanistan, Bangladesh, Cambodia, India, Nepal** and **Pakistan**, girls' education is included in key national policy documents. However, with the exception of India and Punjab province in **Pakistan**, links to budgets and specified outcomes are weak.

In **India**, gender issues and education are prioritised in the tenth five-year plan. This policy commitment is implemented through the EFA plan and the

centrally sponsored *Sarva Shisha Ahbiyan* (SSA) the government's Universal Elementary Education programme, which receives £210 million support from DFID, and whose primary focus is girls' education especially those in scheduled castes and tribes. India is a best-practice model of policy linked to clear outcomes and budgets, and SSA implementation is progressing exceptionally well against agreed targets.

In **Vietnam**, DFID is pushing for gender equality to be given greater explicit prominence in the new PRSC (PRSP-equivalent) which is currently under development.

In **China**, the eleventh five-year plan (2006) includes a generalised commitment to "continued implementation of the national policy on sexual equality" including "the rights of women to school", but there is no specific gender link to budgets or outcomes. Provinces have their own education plans falling out of the national five-year plan, and in Gansu Province where DFID is supporting education, the plan includes specific reference to increasing the enrolment of girls in junior middle schools and increasing employment of female head teachers.

Overall Commitment 5: We will work with our development partners to increase educational opportunities for girls; civil society will be a key partner in this.

In **Bangladesh** and **India**, DFID has a high level of involvement with a significant range of Civil Society Organisations (CSOs) – in **India** through the framework of the government's Universal Elementary Education programme – *Sarva Shisha Ahbiyan* (SSA). DFID provides £32 million support for the Bangladesh Rural Advancement Committee (BRAC). BRAC has a very explicit gender focus and all of its education programmes give preference to girls. BRAC runs 31,577 schools with 990,203 children, 66% of whom are girls,

In **China**, DFID has a Partnership Framework Agreement with the All China Women's Federation that involves skills training for adolescent girls who have dropped out of school and capacity development for federation members to advocate for the interests of adolescent girls. DFID China is also working extensively with Save the Children in Yunnan and Tibet, largely on issues concerned with gender equality in education.

In **Pakistan** and **Vietnam**, DFID's main focus is partnership with government, but there are some links to CSOs through consultation fora and CSO participation in partnership projects. In **Nepal**, DFID provides small-scale funding to CSOs through its Community Support Programme for building school rooms and toilets.

In **China**, where CSOs place relatively well-trained staff in the field to support local government and schools, a very effective intervention for DFID has been to provide short-term, high-level technical assistance to CSOs and then support documentation and dissemination of lessons learned to a wider group of stakeholders.

5. What have we achieved at international level?

Overall Commitment 1: We will work to narrow the financing gap for education. Over the next three years, DFID plans to spend more than £1.4 billion of aid on education

DFID has further increased its commitments for support to education since the publication of its girls' education strategy. The UK Government announced in April 2006 an increase in aid to education of £8.5 billion over the period 2006-7 to 2015-16. This includes an additional contribution of £100 million to the Fast Track Initiative (FTI). This commitment will provide more predictable financing to enable governments to plan for the long term. The July 2006 White Paper has explicitly committed DFID to provide support for special initiatives to get more girls into schools.

DFID's individual country commitments to education in 2006 have included £106 million to Ghana (2006-2015) and £150 million for Mozambique (2007-2016). Both these commitments are for ten-year sector programmes.

This additional support to education will also help to ensure that partner governments have adequate resources to support affirmative action in favour of girls' participation in education. Demonstrating adequate commitment to girls' education will be a vital component of DFID's long-term framework of support over the next ten years.

Overall Commitment 2: We will work with the United Nations Children's Fund (UNICEF) to strengthen its capacity to coordinate action on girls' education.

Overall Commitment 3: We will use the UK's Presidencies of the G8 and EU and our role as co-chair of the Fast-Track Initiative (FTI) to push gender equality in education up the political agenda.

DFID's support to UNICEF and to the United Nations Girls Education Initiative (UNGEI) as well as our work through the international financing partnership FTI are particularly important in promoting girls' education.

UNGEI

Launched at the Dakar World Forum on Education for All in 2000, UNGEI was an alliance of a core group of 13 agencies and has since expanded to include bilaterals and NGO networks. The aim of the partnership is to function at a global, regional and national level to lobby, to share knowledge and build capacity for girls' education. DFID was co-chair of the Global Advisory Committee for UNGEI from 2002-6.

Feedback provided from co-chairs on the impact of DFID's engagement with UNGEI has been very positive. DFID has played a key role in strengthening the capacity of the secretariat and ensuring continuity, focusing the direction of UNGEI on the delivery of clear outputs and directing the partnership to closer integration with SWAPs and the FTI at country level.

DFID has provided direct financial support (£155,250 to develop the website) and this year has seen a noticeable improvement in the communications work of the partnership. A significant outcome has been the creation of a resource bank of up-to-date resources to support work in girls' education at country level.

Challenges remain for the partnership. There has been insufficient progress at country level. The UNGEI network is not sufficiently visible or influential at country level. Only DFID China and DFID Bangladesh have reported engagement with the UNGEI partnership. In addition, the level of UNICEF commitment to supporting the partnership has been inconsistent across regions and countries. Communications between headquarters and regional and country offices will require further strengthening. DFID will focus its continuing input as a member of the Global Advisory Committee (GAC) on all of these issues.

Education for All Fast Track Initiative (FTI)

The FTI mechanism has the potential to act as a lever on governments to ensure that gender equality is included as an essential component of credible plans. A key achievement for DFID over the past year has been stronger integration of gender equality in the FTI framework. DFID sponsored the consultancy support that provided these recommendations and, as co-chair of the UNGEI initiative, facilitated the adoption of the recommendations. The following two years will be critical for ensuring that these recommendations are implemented at country level. Therefore DFID support for FTI will continue to ensure that gender equality is highlighted in the endorsement and implementation of education sector plans.

UNICEF

At **country level**, UNICEF is DFID's principal partner on girls' education (see Annex A). In Africa eight out of 11 countries have some form of partnership with UNICEF and in Asia five out of eight countries. The effectiveness of this partnership varies across countries.

In some cases this partnership has been extremely effective. The £26 million three-year Girls' Education Project (GEP) in **Nigeria** is DFID's largest girls' education project globally, with DFID providing 100% funding to UNICEF as the implementing partner. Increases of 10-15% enrolment have been observed in the six states in which the programme operates. The six states have a total population of 25 million, larger than many PSA countries. By the end of 2005 the gender gap in the GEP project area schools had been reduced to an average of 21.3%, down from 36.6% in 2003. Katsina State witnessed a drop from 41.8% to just 10.6%. Jigawa State has achieved, for the first time in the history of any northern state, a greater number of girls than boys making the transition from primary school to junior secondary school. The advocacy and social mobilisation strategies of the GEP have been effective both at federal and state level and in traditional and religious leadership at local level.

However the effectiveness of DFID's partnership with UNICEF has not been consistent. There have been concerns about UNICEF's ability to work at a

strategic policy level and inability to broker effective partnerships between other development partners, in particular CSOs.

Overall Commitment 4: We will work with our development partners to increase the educational opportunities for girls: civil society will be a key partner in this.

Overall Commitment 5: We will increase our efforts to promote awareness within the UK of girls' education in poor countries.

In addition to DFID's work at country level, set out in the regional sections above, DFID has provided support to Beyond Access, a joint project between Oxfam and the Institute of Education (IoE) at the University of London. In 2005 this project produced a set of nine briefing policy papers based on key aspects of the girls' education strategy that have been welcomed by development practitioners and policy makers.⁵

DFID commissioned PhotoVoice to collate existing material of girls' own experiences of social exclusion in education into an exhibition. This exhibition has been shown in the UK and is available as a resource for DFID country programmes to support awareness-raising events in partnership with national governments.

DFID has benefited from a partnership with Camfed International, a UK-based NGO that has specialist experience in gender and education in sub-Saharan Africa. DFID has worked closely with Camfed as co-chair of UNGEI and has provided support for Camfed programmes in Zambia and Tanzania.

DFID's Information and Civil Society Department is supporting organisations that produce educational material to increase awareness of the gender and education MDGs.

6. What more needs to be done?

This review of progress within individual countries has been an opportunity to assess some of the gaps in DFID's current support for girls' education and identify specific areas on which to focus our efforts over the next two years. There will be another review of the girls' education strategy in 2008. A seven-point priority action plan for DFID's support is set out below to provide a focus for DFID's continuing work to support girls' education.

The seven things DFID will now do to support girls' education

DFID will support countries to:

1. Improve the quality of education so that more girls complete primary education with improved learning outcomes.

Quality and retention was addressed in the girls' education strategy but was not given as much priority as access. The findings from this review have shown a need to ensure our support for education engages with policies and programmes that also consider quality and improved learning outcomes.

In addition to addressing the factors which affect *both girls and boys*, for example the overall quality and numbers of teachers, lack of text books and a greater attention to learning outcomes in national education policy and planning, there needs to be renewed efforts to address the gender-specific causes for the high drop out rates and low learning outcomes for girls. These include violence or fear of violence, pregnancy and care giving responsibilities and curriculum and teaching styles which reinforce gender stereotypes. In particular female teachers have a key role in encouraging attendance, improving the education experience for girl and acting as positive role models. DFID support will also address the evidence that girls' within socially excluded groups affected by other forms of discrimination (such as disability, religion, ethnicity, caste and low economic status) are significantly more disadvantaged.

Action: DFID will work through long-term plans led by country governments to support specific initiatives which address the causes of high drop-out rates and low learning outcomes for girls particularly, complementing activities to promote girls' access to education particularly those from the most disadvantaged groups

2. Reduce the other costs of primary education (such as uniforms, books, transport) now tuition fees have been removed in most PSA countries

This review has shown that costs such as parent-teacher association fees, building costs, uniforms or travel are a significant barrier to education, particularly for girls. In many cases they are now the most significant obstacle because there are no tuition fees for primary schooling in most countries where we provide support to education.

DFID has recently committed to increasing support to governments' long-term plans for social protection, which include cash benefits targeted at the poorest households. The potential of these programmes to offset the barrier of all the associated costs of sending the children living in these households to school needs to be explored and further developed where appropriate.

Action: DFID's support for girls' education through Ministries of Education will be complemented where appropriate with support to governments' long-term social protection strategies targeting the most excluded and marginal groups.

3. Support gender-aware HIV and AIDS programmes in schools.

A larger number of girls in school can be both an opportunity and a risk in terms of the spread of the HIV virus. In insecure school environments, girls can be particularly vulnerable to rape, sexual harassment, intimidation, teasing and threats and therefore potentially the spread of HIV and other sexually transmitted diseases. However the girls' education strategy highlighted growing evidence that educating girls can be a significant factor in preventing the spread of the virus. The 2006 International AIDS Conference in Toronto drew particular attention to the fact that gender inequality is driving the pandemic.

The review has shown that DFID, particularly in Africa, is supporting a number of programmes on education and HIV, but that we need to do more to ensure there are more school-focused programmes targeting boys and girls and ensure that the curriculum addresses gender inequality.

Action: DFID's programmes in education and HIV and AIDS in schools will have a stronger gender focus.

4. Make schools safer places.

The review has shown lack of security in schools continues to be a daily reality for girls in most of the countries where DFID provides support to the education sector. A safe environment for girls includes attention to the design of school infrastructure in particular water and sanitation provision. Although DFID has provided some support to tackle this in individual countries, it is an area where more consistency and a stronger voice is required. Evidence in this area has been traditionally fairly weak but there is currently a large-scale two-year study being undertaken by the UN⁶ involving 125 countries across the world. The publication of this study's results in October 2006 should provide an opportunity to focus international attention on this issue and galvanise action at country level.

⁶ UN Global Study in Violence Against Children. The completed and returned questionnaires can be viewed at www.ohchr.org/english/bodies/crc/study.htm and more detail about the study itself www.violencestudy.org.

Action : Adequate attention to girls' safety and security in school will be promoted through research and influencing policymaking and DFID support for school infrastructure programmes.

5. Expand opportunities for girls to progress to secondary school.

Meeting MDG 3 requires equal numbers of boys and girls, men and women at all levels of education. The strategy emphasised that this target would be missed without more attention to both primary and secondary schooling. The review has shown that the gender gap in education increases dramatically as children progress through the education system. Through approaches that consider the education sector as a whole, DFID is now increasingly engaging with partner governments on developing and expanding secondary education. This provides an opportunity for specific attention to ensuring equality is a central part of policy development in this area.

As we move this work forward we will need to better understand both the *demand side barriers* (for example lack of labour market opportunities for girls, prohibitive indirect costs of secondary education particular to girls – travel/accommodation), as well as *supply side factors* i.e. adequate number of school places and appropriately trained teachers.

Action: Better understanding of the gender specific barriers to participation in secondary education will be formulated into a new policy brief for use at country level. A strong focus on gender equity will be promoted in DFID's support of secondary education through long term national education plans.

DFID will:

6. Work with other donors and the UN make sure that gender equality is part of education sector plans and their implementation.

In Africa, the majority of countries involved in the long-term planning process in response to the May 2006 Abuja Commitment to Action are putting renewed emphasis on reaching gender parity in primary and secondary education by 2015. DFID has demonstrated a proven commitment to gender equality through its strong leadership role through the UNGEI partnership at global level and through playing a key role in ensuring that gender equality is given a stronger emphasis in the FTI.

The next few years will be significant for ensuring that commitments made through these partnerships lead to implementation and make a real difference to girls' participation in education at country level. These and other partnerships also provide the potential for extending DFID support to girls' education beyond our existing education programmes in PSA countries. In particular francophone West Africa and countries affected by conflict. These countries contain a significant

proportion of the number of girls out of school globally and are amongst the least equitable in terms of enrolment ratios.

Actions: DFID's support for long-term plans for reaching the education and gender MDGs will ensure that credible initiatives are identified to enable girls to achieve their potential in primary and secondary school. DFID's engagement with UNGEI and the FTI will focus on ensuring that gender equality is highlighted in the endorsement and implementation of education sector plans.

7. Ensure that girls' education is integrated within our broader programme of increased support for gender equality and women's empowerment.

The review has reiterated the importance of a cross sectoral response to addressing the obstacles which girls face in attending and remaining in school. It is no coincidence that in countries and regions where women's rights are particularly weak for example Afghanistan, Northern Nigeria, participation of girls in education is correspondingly low. Therefore DFID's continuing support in this area should be within its broader programme of support for gender equality and womens' empowerment which

Action: DFID's continuing support for girls' education will be integrated with and inform wider efforts to improve DFID's overall performance on gender issues as set out in the Gender Equality Action Plan.

Annex: What the statistics tell us

Summary

- **Girls' primary school enrolment figures** are improving in almost all DFID-supported countries in Africa and Asia.
- However, in absolute terms, **44 million girls worldwide remain out of school**. In Africa, the highest numbers of out-of-school girls are found in Ethiopia, Ghana, Kenya, Mozambique, and Nigeria. In Asia, they are in India and Pakistan. These countries all have large or medium sized populations, but with the exception of India also have among the lowest enrolment rates.
- Democratic Republic of Congo (DRC), Ethiopia, Mozambique, Nigeria, Sudan, Pakistan and Afghanistan have the **furthest to go in terms of girls' enrolment** at primary school and in achieving parity between girls and boys in access to primary education.
- The benefits of education depend critically on the **quality of education** received and educational attainment. **Primary school progression rates** (a proxy indicator for educational quality) continue to be unacceptably low in many countries particularly in Africa.
- In most DFID-supported countries in Africa, girls' progression to **secondary education** is overwhelmingly low, and in most countries girls' enrolment is lower than boys. There is a mixed picture in Asia, with China and Vietnam having comparatively high girls' enrolment in secondary education in contrast to Bangladesh, Cambodia, Pakistan, Nepal and India

Background

- 3.1 Country offices were sent gender disaggregated education statistics from the 2006 Education For All Global Monitoring Report (GMR). These indicators provide information on enrolment, on retention and transition to secondary education. Whilst this data is internationally comparable and quality assured, there is a significant time lag and data published in the 2006 report derives from 2003. Country offices were therefore also asked about more recent trends in girls' education and, where possible, to provide nationally generated data which would provide an updated statistical picture. Since this exercise took place the 2007 GMR has been published and these statistics are presented here along with some country data.
- 3.2 In reviewing progress and trends on girls' education in different country contexts, it is important to recognise that this exercise is not comparing like with like. Girls face very different challenges in different country contexts in achieving a quality education. Equally, the opportunities for sustainable DFID-supported action to address these challenges vary enormously from country to country and over time. They depend, amongst other things, on the motivation of partner governments, the

climate of opinion in the country, the capacity of civil society, and the nature of the DFID programme.

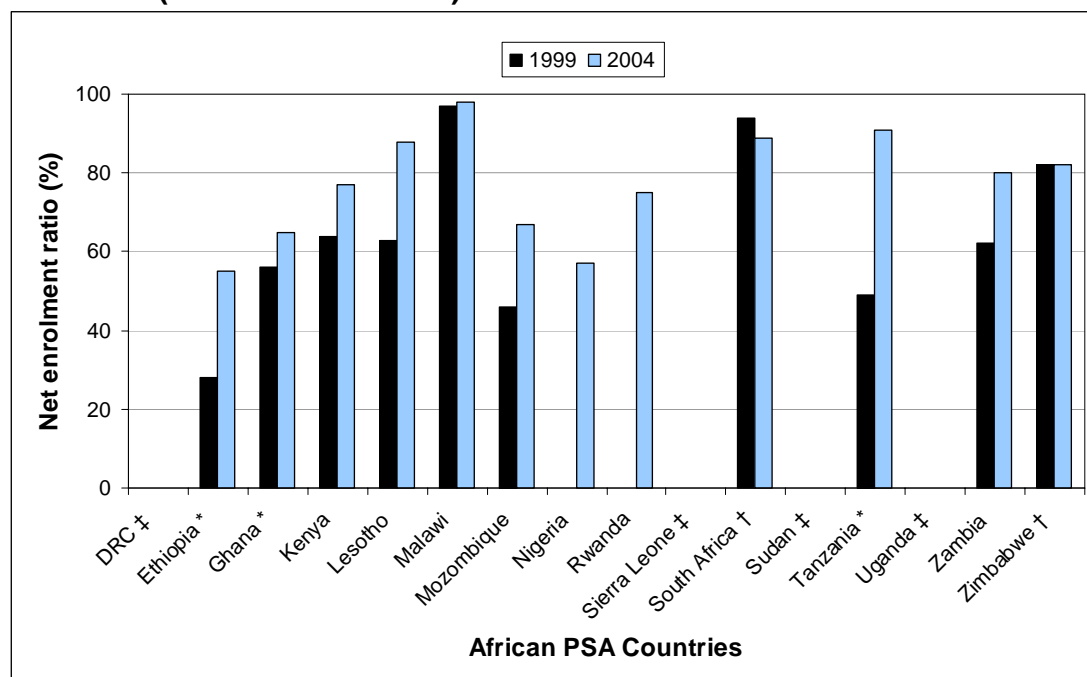
- 3.3 There are now 94 girls in primary school for every 100 boys, up from 92 in 1999. Of the 181 countries with 2004 data available, about two thirds have achieved gender parity in primary education. Girls are benefiting from the global upward trend in enrolments. Countries where enrolment ratios are low and gender disparities high are reaching more girls, but the gender gap remains particularly large in **Afghanistan** and **Pakistan**. Further, there are still 77 million children out of school worldwide, 57% of them girls.

Access to primary school

Africa

- 3.4 Figure 1 shows that primary school net enrolment rates⁷ for girls improved in all but two of the DFID PSA countries in Africa for which data is available between 1999 and 2004. In **South Africa**, girls' net enrolment declined slightly but remained comparatively high at 89% (2003 figures). **Zimbabwean** enrolment rates stayed constant at 82%. **Tanzania** showed the largest increase in girls' enrolment from 49% to 91%, mostly attributable to the abolition of tuition fees in 2001. In **Ethiopia**, **Ghana**, and **Mozambique** trends are positive, but girls' net enrolment rates continue to be low in these countries as well as in **Nigeria**.

Figure 1 – Girls' primary net enrolment rates in DFID's African PSA countries (with available data)



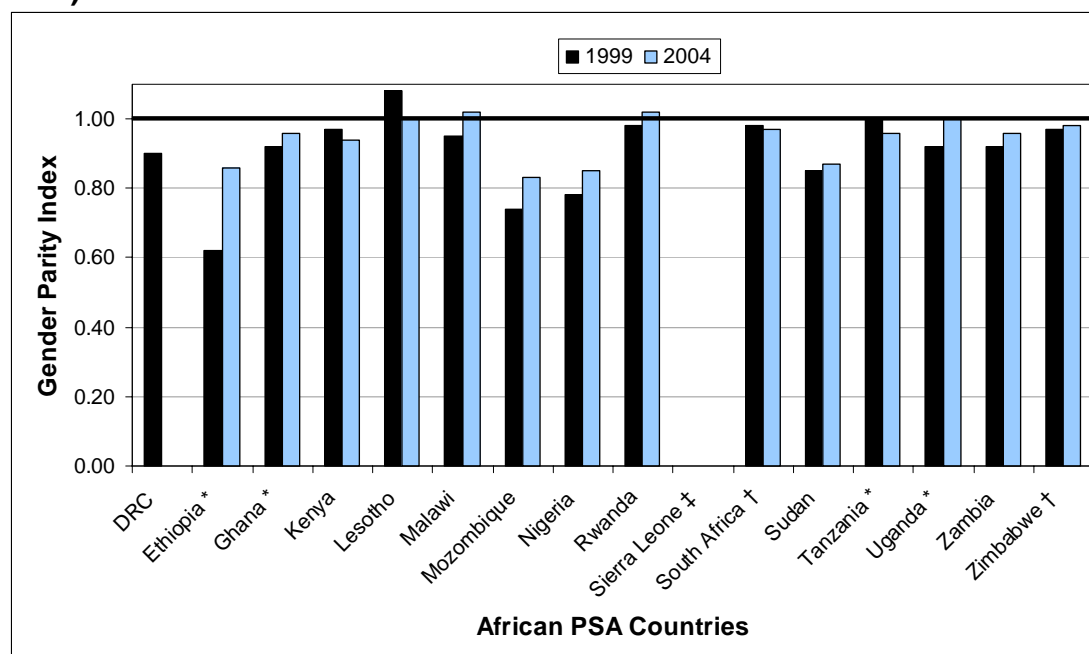
Source: EFA Global Monitoring Report 2007

†Year 2 = 2003; *Year 2 = 2005; ‡ Data not available

⁷ Net enrolment rate (NER) is the proportion of children of primary school age who are enrolled in primary school.

3.5 Figure 2 shows that in most DFID PSA countries in Africa the ratio of girls' to boys' gross enrolment⁸ at primary school is close to parity. **Ethiopia, Nigeria, and Mozambique**, all countries facing significant challenges in terms of girls' net enrolment, also have furthest to go in terms of achieving gender parity in enrolment. **Sudan** also has some way to go to achieve gender parity.

Figure 2 – Gender parity indices in African PSA countries (with available data)



Source: EFA Global Monitoring Report 2007

†Year 2 = 2003; *Year 2 = 2005; ‡ Data not available

3.6 National statistics⁹ from **Ethiopia, Ghana, Mozambique, Rwanda, and Tanzania** indicate that this overall picture of improvements in access to education is continuing, providing evidence from 2005 of increasing enrolment rates for girls and positive progress towards gender parity. In **Ghana**, for example, girl's primary enrolment increased from 58% in 2004-5 to 68% in 2005-6. In **Uganda**, girls' primary enrolment increased from 84% in 2000 to 86% in 2003, with boys' enrolment remaining constant at 85% over the same period. In **DRC**, however, UNICEF estimates that girls' primary enrolment was just 49% in 2001-2.

3.7 These improvements in girls' access to education are very positive but progress remains slower than we would like. A large number of girls remain out of school – 20 million in sub-Saharan Africa in 2004.¹⁰ Figure 3 shows that the biggest challenges in DFID PSA countries are in **Nigeria**, where over 4 million girls were out of school in 2004; **Ethiopia** with nearly 2 million girls out of school in 2005; and **Ghana, Kenya and Mozambique** with over half a million girls out of school in 2004. It is important to consider the out of school numbers in the context of the net enrolment rates shown in figure 1. This is because

⁸ Gross enrolment rate (GER) is the number of pupils of any age enrolled in primary school as a proportion of the primary-school-age population.

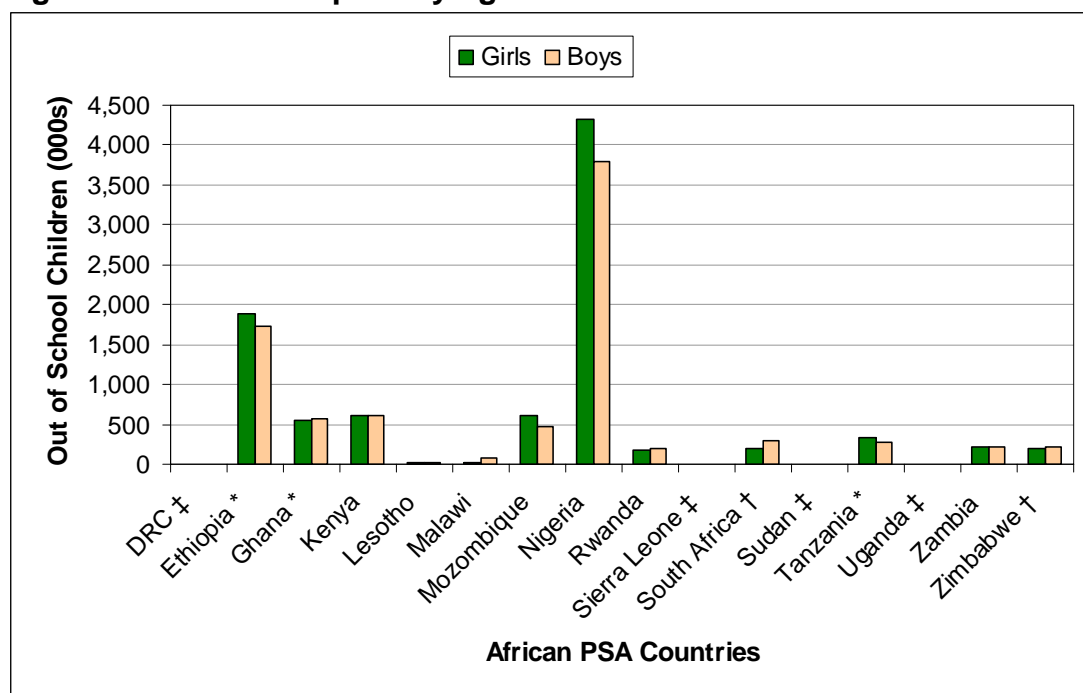
⁹ See appendix for sources of country data

¹⁰ EFA Global Monitoring Report 2007

although **Nigeria** has more than double the number of out of school girls compared with **Ethiopia**, it also has more than double the school age population.

- 3.8 UNICEF¹¹ estimates that there were around 2.7 million out-of-school girls in **DRC** in 1998-9 and around 1.3 million out-of-school girls in **Sudan** in 1999-00.

Figure 3 – Number of primary-aged children out of school in 2004



Source: EFA Global Monitoring Report 2007

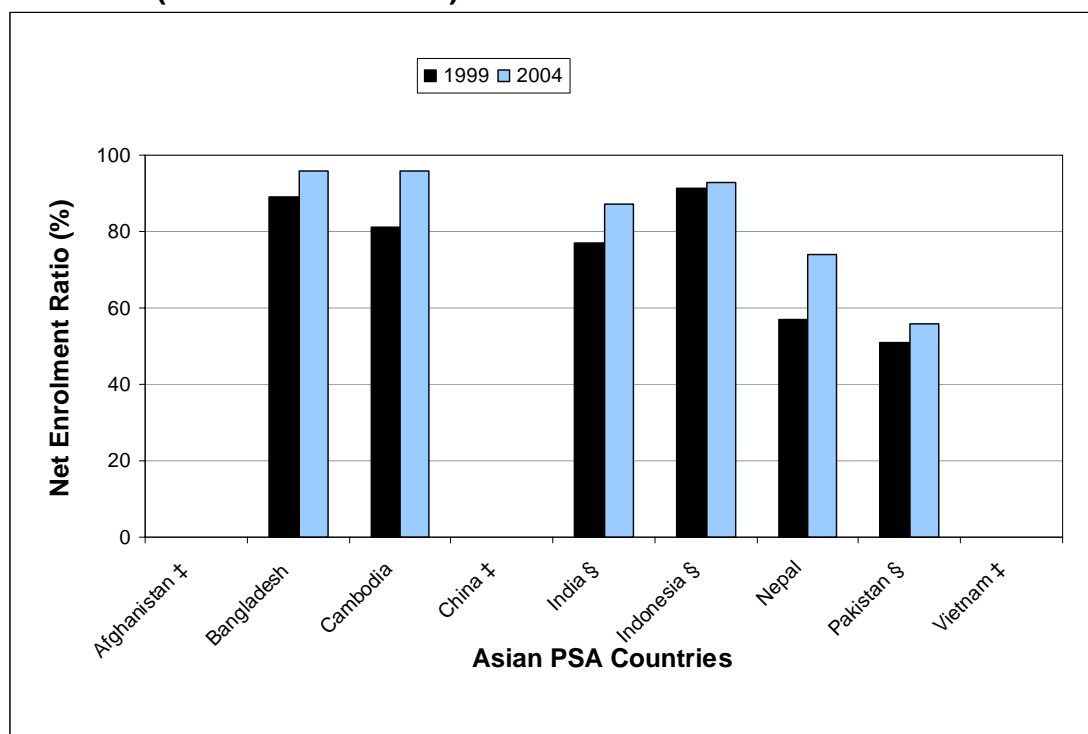
† 2003; * 2005; ‡ Data not available

Asia

- 3.9 Girls' net enrolment rates also improved in all DFID PSA countries in Asia for which data is available between 1999 and 2004, as shown in Figure 4. **Cambodia**, **India**, and **Nepal** showed the greatest increases over the period, although **Pakistan** and **Nepal** continue to have the lowest enrolment rates for girls in the countries for which data is available.

¹¹ *Children Out of School: Measuring Exclusion From Primary Education*

Figure 4 – Girls' primary net enrolment ratios in DFID's Asian PSA countries (with available data)

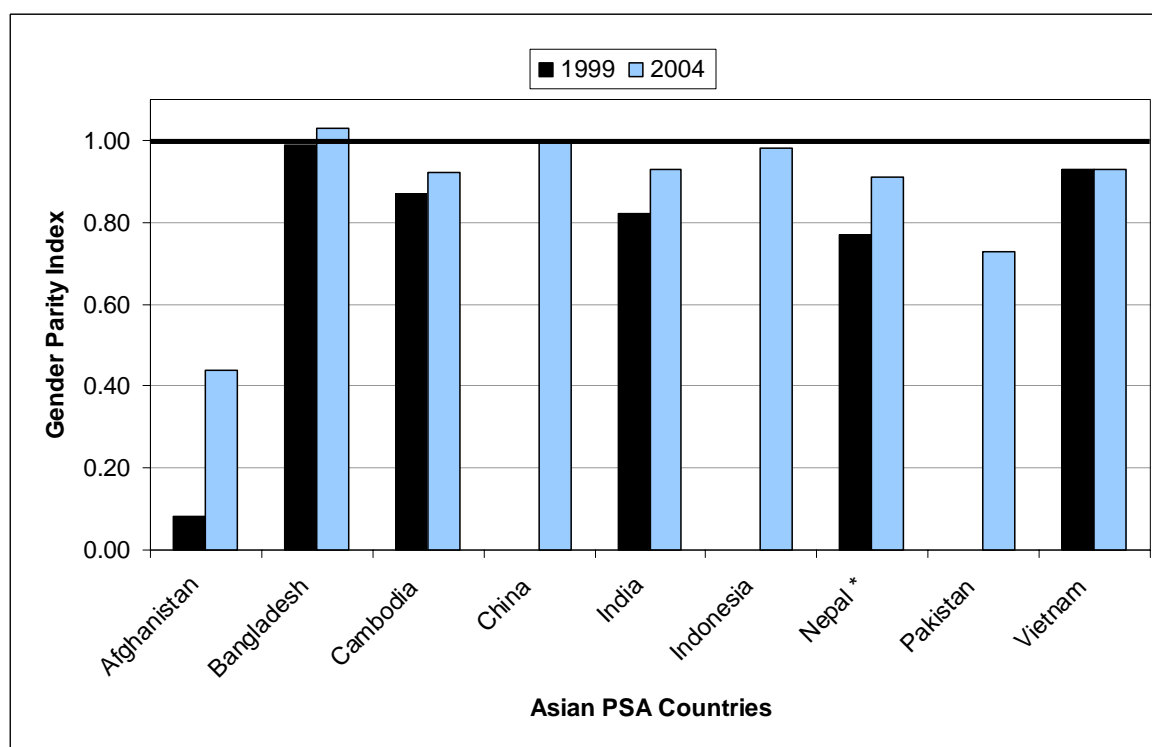


Source: EFA Global Monitoring Report 2007

§ Year 1 = 2000 ; ‡ Data not available

3.10 Figure 5 shows that in most countries for which data is available, the ratio of girls' to boys' gross enrolment in primary school is high and close to parity, with **Bangladesh, China and Indonesia** being closest to equal enrolments for girls and boys. **Afghanistan** has made tremendous progress since 1999, but **Afghanistan and Pakistan** continue to have furthest to go.

Figure 5 – Gender parity indices in Asian PSA countries (with available data)

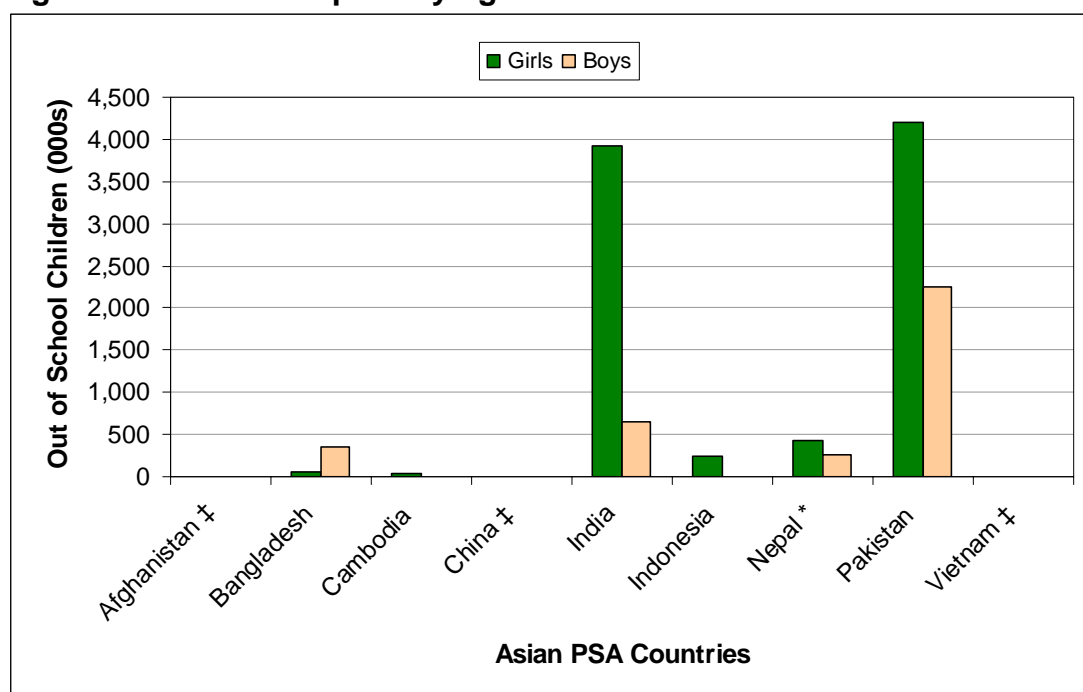


Source: EFA Global Monitoring Report 2007

*Year 2 = 2005

- 3.8 National statistics¹² support this overall picture of improvements in access to education. In **Afghanistan**, for example, national statistics indicate that girls' attendance rates increased from 13% to 40% between 1997 and 2002. In **Pakistan** girls' primary net enrolment increased from 37% in 1998-9 to 48% in 2004-5, with boys' enrolment increasing from 47% to 56% over the same period.
- 3.9 As in Africa, girls' improving access to education is very positive but progress is slow and a large number of girls remain out of school – 16 million in Asia as a whole in 2004.¹³ Figure 6 shows that the biggest challenges in DFID PSA countries are in **India**¹⁴ and **Pakistan**. In both countries around 4 million girls were out of school in 2004. Again, the out of school numbers should be considered in the context of the net enrolment rates shown in figure 4. **India** has nearly six times the school age population of **Pakistan**.

Figure 6 – Number of primary-aged children out of school in 2004



Source: EFA Global Monitoring Report 2007

* 2005; †2003; ‡ No data available

¹² See Appendix for sources of country data.

¹³ EFA Global Monitoring Report 2007

¹⁴ Please note: there is a significant discrepancy between the out-of-school children estimates for India in 2004 compiled by the UNESCO Institute of Statistics (UIS) which are used in the GMR and the official statistics of the Government of India (GOI) for 2004/05 - the latter having been largely validated by two independent surveys undertaken in 2005 and confirmed by SSA Joint Review Missions participated in by DFID. GoI estimates that 7.8mn children in the age-range 6-10 years were out of school in 2005 with little difference in ratios between girls and boys. The discrepancy between the UIS estimate and GoI's reporting is partly explained by (i) the former's reliance on UN population data which has a much lower figure than India's population census projections for school-age children; and (ii) by UIS's focus on 10 year olds compared to GoI's administrative reporting focus on 6-11 year olds. UIS and the GMR team have been asked to provide a detailed explanation of their estimates.

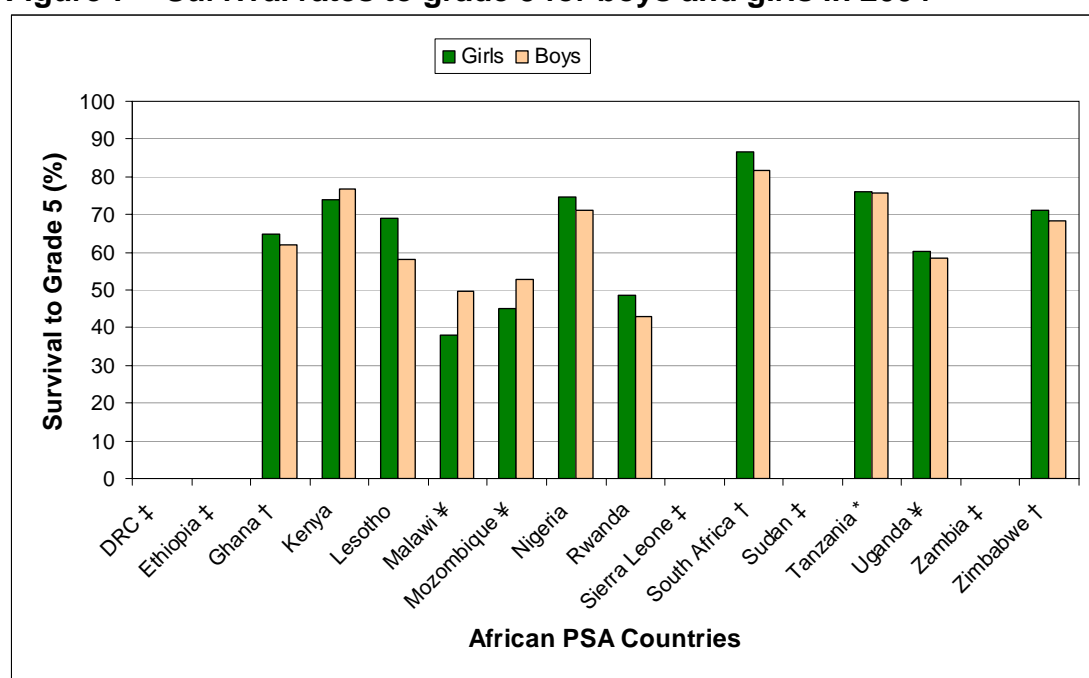
Primary school survival

3.10 Progress on enrolment is important and encouraging, but the benefits of education depend critically on the quality of the education received and on educational attainment. Statistics on survival, transition, drop-out, repetition, and pupil:teacher ratio are all used as proxy indicators for the quality of the education received in school. The quality-related indicator from the GMR with most data for DFID PSA countries is primary school survival rate to grade 5.¹⁵

Africa

3.11 Girls' survival rates to grade 5 are improving in most countries but they continue to be unacceptably low. Figure 7 shows that **South Africa** and **Tanzania** have girls' survival rates of over 75% but the remaining 9 DFID PSA countries in Africa with data have completion rates of below this in the most recent year for which data is available. **Malawi**, **Mozambique**, **Rwanda**, and **Uganda** have the lowest rates, ranging from 60% to as low as 38%.

Figure 7 – Survival rates to grade 5 for boys and girls in 2004



Source: EFA Global Monitoring Report 2007

* 2001; † 2002; * 2005; ‡ No data available

3.12 National statistics¹⁶ indicate that primary drop-out rates for girls in **Malawi** (18%) were higher than for boys (14%) in 2005. In **Nigeria**, girls' survival to grade 6 was 69.5% in 2005.

¹⁵ Survival rate by grade is the percentage of a cohort of pupils or students who are enrolled in the first grade of an education cycle in a given school year and are expected to reach a specified grade, regardless of repetition.

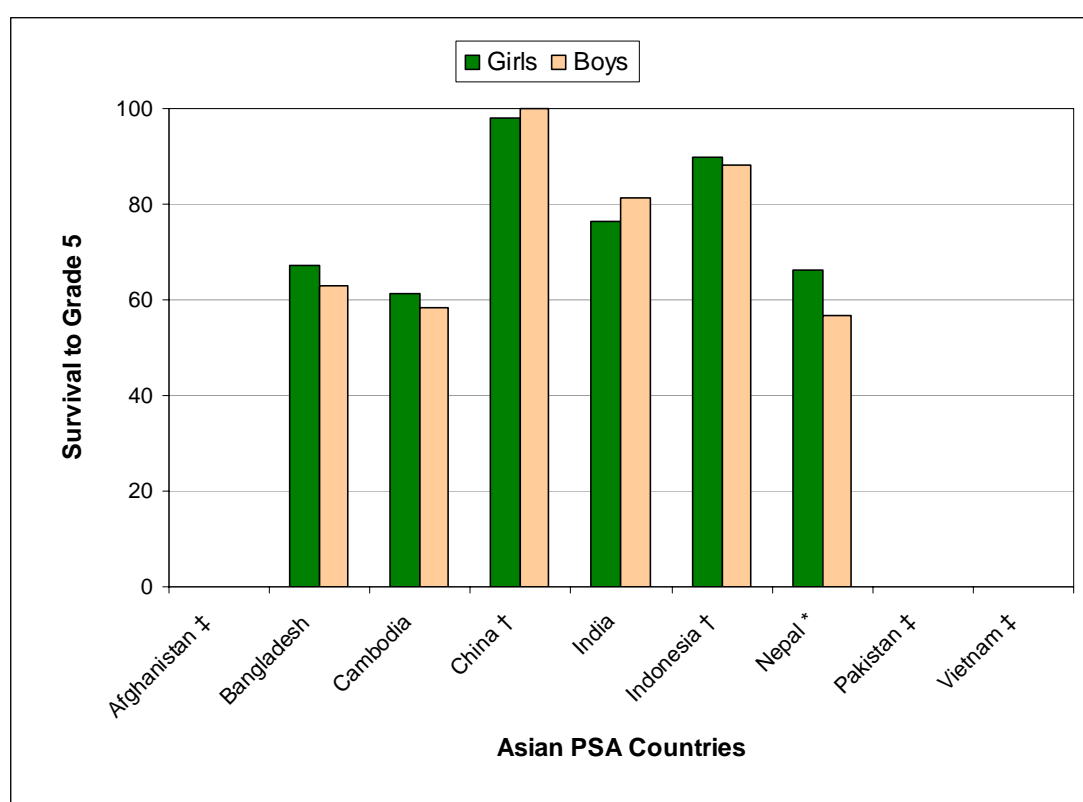
¹⁶ See appendix for sources of country data.

Asia

3.13 There is data on girls' survival to grade 5 for six of DFID's Asian PSA countries: no data is available for **Afghanistan**, **Pakistan**, or **Vietnam**. Figure 8 shows that **China** and **Indonesia** had girls' survival rates of above 80% in the most recent year for which data is available. Girls' survival rates are 76% in **India**, but below 70% in **Bangladesh**, **Cambodia** and **Nepal**.

3.14 National statistics from **India** indicate that girls' transition rates from primary to upper primary increased from 75% in 2002 to 84% in 2004. In **Vietnam**, national statistics record a primary pass rate of 96%. Drop-out and repetition rates are low and comparable for girls and boys.

Figure 8 – Survival rates to grade 5 for boys and girls in 2004



Source: EFA Global Monitoring Report 2007

† 2002; * 2005; ‡ No data available

3.16 Compared with African PSA countries, primary completion rates in Asia are generally higher for boys and girls, and trends indicate that rates are improving in most countries.

Educational attainment

3.17 Data on exam performance, a more direct measure of education quality, is available for a small number of countries, but is not comparable across countries.

Africa

- 3.18 The following table shows average exam marks by subject and gender in **Rwanda** at the *tronc commun* level – results which determine selection for senior secondary and tertiary education. The marks are low overall but girls' average marks are consistently 5-7% behind boys.

Average % exam marks by subject and gender, Rwanda , 2002-3						
Gender	Maths	English	Physics	Chemistry	Biology	French
Female	23	32	16	14	23	37
Male	28	37	23	20	30	43

- 3.19 In **Tanzania**, although the pass rate for the Standard 4 exam midway through primary school is around 85% for girls and boys, 2004 figures show a girls' pass rate of 42% in the Standard 7 primary school leavers' exam in comparison with 55% for boys. In recent years pass rates have risen overall but the relative gap between girls and boys has hardly changed.
- 3.20 Data from **Malawi** shows a similar 10% gap in pass rates in exams at the end of primary school, with girls falling behind boys. Since roughly equal numbers of girls and boys are selected to enter form 1 of secondary school, the average educational level of girls entering secondary school is lower than boys, putting girls at a disadvantage from the outset.

Asia

- 3.21 The individual surveys which are available, as in Africa, present a worrying picture. For example, the table below represents a survey from **Bangladesh**,¹⁷ where the average class size at primary level is 60 and the average contact time per day is 1½ to 2 hours.

	Course	Girls	Boys
1	Bangla (Mother tongue)	33.2	39.8
2	English	10.6	8
3	Basic Arithmetic	24.5	32.8
4	Mathematics	13.5	15.8
5	Social Studies	18.5	19.9
6	General Science	16.9	17.6

These figures indicate that there are gender disparities in most subjects, apart from English. As in the examples from Africa, the overall levels of attainment are extremely low.

- 3.22 In **India**, there are similar indications, although work is currently on-going to establish a more accurate picture. In the past three years there has been a fairly substantial amount of gender disaggregated data on learning outcomes at national and state level. It is clear that

¹⁷ Data Source: *A Question of Quality: State of Primary Education in Bangladesh*. Campaign for Popular Education and University Press Limited, Dhaka, 2001.

there are low levels of attainment for both boys and girls and quality has emerged as a major concern of the basic education sub-sector. Gender differences are not as significant in India as differences in social category – scheduled caste boys and girls have the lowest level of learning achievement at all levels. The limited information at secondary level does suggest that boys are outperforming girls to a significant level.

Secondary education

Africa

- 3.23 Opportunities to progress through the education system are extremely limited across Africa for the majority of girls. National figures show that girls' gross enrolment in secondary education is overwhelmingly low: 12% in **Tanzania** (2005), 17% in **Rwanda** (2005), 18% in **Mozambique** (2005), 20% in **Ethiopia** (2005), 33% in **Nigeria** (2005), and 27% in **Kenya** (2004). **Ghana** provides a positive exception, with girls' secondary enrolment increasing from 63% in 2001-2 to 66% in 2003-4.
- 3.24 In every African PSA country, except South Africa and Lesotho, girls' enrolment in secondary education is lower than boys'. **Ethiopia, Ghana, Malawi, Nigeria** and **Sierra Leone** show the largest gender gaps in secondary enrolments.¹⁸

Asia

- 3.24 National data shows a mixed picture on girls' secondary school enrolments in Asia. Both **China** and **Vietnam** have comparatively high lower secondary enrolments for girls at 69% (2003) and 86% (2004) respectively. In **Vietnam**, the rate of transition from primary to secondary school was 98% in 2003-4 but drop-out rates increase at higher secondary level, where girls' gross enrolment was only 45% in 2003-4 (46% for boys).
- 3.25 In contrast, **Bangladesh, Cambodia, Pakistan, Nepal** and **India** all report much lower secondary gross enrolment for girls. In Nepal, girls' secondary enrolment was 43% in 2005 compared with 47% overall. In **India** girls enrolment in lower secondary was 47% in 2002/03 in comparison to 59% for boys.

Tertiary education

Africa

- 3.26 Statistics on tertiary level education, where available, confirm that girls are far less likely than boys to progress through the education system to the highest levels. Out of the relatively small percentage of students who attend university in the majority of PSA countries in Africa, with the exception of **South Africa**, the gender gap is significant. Tertiary gross enrolment rates for women were lower than those for men in all African

¹⁸ EFA Global Monitoring Report 2007

PSA countries which had data in 2004 except for **South Africa** and **Lesotho**.¹¹ More recent national data confirms that the percentage of female graduates from the National Universities of **Rwanda** was 25% in 2005 and only 34% of students at the University of **Malawi** are female.

Asia

- 3.27 Similarly, tertiary gross enrolment rates for women were lower than those for men in all Asian PSA countries which had data in 2004.¹¹ In **Afghanistan**, only 21% of students enrolled in tertiary education were female and in Nepal this figure is 28%. In **China** and **Indonesia**, however, 44% of students enrolled in tertiary education were female and in **Pakistan** and **Vietnam** 43% of students enrolled in tertiary education were female.

Appendix: National statistical sources

Ethiopia:

Education Statistics Annual Abstract, EMIS, Ministry of Education, Addis Ababa

Ghana:

Education Sector Annual Review 2005; Basic School Report 2005/06, EMIS.

Kenya:

Kenya Ministry of Education – Education Statistical Booklet

Malawi:

Malawi Ministry of Education 2005 EMIS data.

Mozambique:

Mozambique Ministry of Education datasets; MEC data.

Nigeria:

Nigeria Ministry of Education 2005 EMIS data.

Rwanda:

Nationally collated data based on school surveys and other datasets.

Tanzania:

Ministry of Education and Vocational Training – Basic Education Statistics in Tanzania

Uganda:

Uganda Bureau of Statistics national household surveys; Uganda Ministry of Education – EMIS; World Development Indicators – World Bank

Afghanistan:

Rapid Assessment of Learning Spaces – UNICEF; Multiple Indicator Cluster Survey; UNICEF Best Estimates Survey

China:

Educational Statistics Yearbook of China

India:

National Institute of Education Planning and Administration – Delhi (District Information System for Education)

Nepal:

Annual Strategic Implementation Plan (ASIP) - MoES

Pakistan:

Pakistan Integrated Household Survey; Pakistan Social and Living Standards Measurement Survey (PSLM)

Vietnam:

Vietnam Education Statistics – Ministry of Education and Training.

