

Ensure Equitable and Quality Education at All Levels

Facts, Solutions, Case Studies, and Policy Recommendations

OVERVIEW

Educating girls and women is a powerful investment that benefits both individuals and society by unlocking the potential to improve health, nutrition, social justice, democracy, human rights, gender equality, social cohesion, and economic prosperity for current and future generations. This policy brief examines the cross-sectoral interventions that encourage girls to stay in school and promote life-long learning, including eliminating school fees, providing gender-segregated water and sanitation facilities in schools, and creating safe, inclusive school environments.

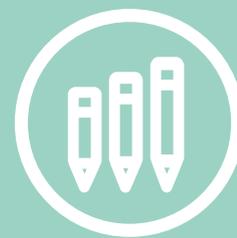
SECTION 1: FRAMING THE ISSUE

The global community recognizes that education is a crucial element to empowering girls and women and reducing global poverty—a fact that was underscored by the Millennium Development Goals, which sought to achieve gender parity at all levels of education by 2015.¹ Progress toward this goal in recent decades is undeniable. Around the world, gender parity in pre-primary education has been mostly achieved, except in Southern Asia.² However, global statistics mask persistent inequalities that still exist in many parts of the world, where girls are far more likely to be out of school. Girls comprise 53% of all children who are out of school, a proportion that hasn't changed since 2000.³ While absence from school can be temporary, 47% of out-of-school girls are expected never to go to school, compared to just 35% of boys.⁴ At the primary level, gender disparity persists in 37% of countries, and in 80% of them, the disparity is at the expense of girls.⁵ Hard realities such as gender inequality, poverty, school fees, travel distance, and the absence of menstrual hygiene management (MHM) facilities at school limit girls' access to education.⁶ Their ability to stay in school is further threatened by gender-based violence, early, child, and forced marriage, and unintended pregnancy.⁷ In Tanzania, for example, a ban enacted in July 2017 prohibits any girl who becomes pregnant from being allowed to return to school⁸; this kind of policy exemplifies the kind of barriers and obstacles that teenage girls must face as they seek education. Marginalized groups—such as racial, ethnic, indigenous, migrant, and linguistic minorities, children with disabilities or HIV, and children in rural areas or slums—face additional barriers to quality education.⁹ There is wide disparity in educational attainment within the cross-section of wealth and gender; the poorest girls are generally the worst off, even in comparison to the poorest boys.¹⁰ Additionally, in many communities, pervasive patriarchal attitudes prioritize funding education for sons, while educating daughters takes a backseat.¹¹

Even greater challenges exist at the post-primary level, for which gender parity has been achieved in just a handful of developing countries.¹² In fact, only 29% of countries have achieved education gender parity at the upper secondary level.¹³ In Africa and South Asia, boys are 1.55 times more likely to complete secondary education when compared with girls, underscoring the lack of gender parity in post-primary education.¹⁴ For nearly two decades literacy rates have remained stagnant—this is underscored by the fact that two-thirds of illiterate people aged 15 and above are women.¹⁵ Enrollment also plays an important role in secondary education gender disparities: disparity at girls' expense happens more often in countries with low overall secondary education enrollment.¹⁶ When enrollment rates are high overall, it is more likely to be the boys who are disadvantaged; however, this is often due to higher dropout rates among boys rather than higher secondary education enrollment among girls.¹⁷ In order to enjoy their rights, realize their full potential in life, successfully engage in the labor market, and become leaders in their communities, it is important that women are given equal access to quality secondary and tertiary education. Particularly in developing countries, secondary education for girls provides substantially higher returns than primary schooling.¹⁸ Given the persistent discrimination of women in the labor market, it is important to provide training opportunities, including vocational education, for girls and women to gain marketable skills and become competitive in the workforce.¹⁹

As countries and the development community embrace the new Sustainable Development Goals, improving access to quality education and training opportunities for girls and women needs to be at the forefront of the movement towards gender equity, and, consequently, towards economic and social progress.

SECTION 2: SOLUTIONS AND INTERVENTIONS



Ensuring equitable and quality education at all levels is linked to the achievement of several SDG goals and targets, including:

SDG Goal 1: End poverty in all its forms everywhere

- **1.1** By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day
- **1.2** By 2030, reduce at least by half the proportion of men, women, and children of all ages living in poverty in all its dimensions according to national definitions

SDG Goal 4: Ensure inclusive and quality education for all and promote lifelong learning

- **4.1** By 2030, ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes
- **4.2** By 2030, ensure that all girls and boys have access to quality childhood development, care, and pre-primary education so that they are ready for primary education
- **4.3** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university
- **4.4** By 2030, substantially increase number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship
- **4.5** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations
- **4.6** By 2030 ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Disclaimer: The views and opinions expressed in this technical paper are those of the authors and do not necessarily reflect the official policy or position of all partnering organizations.



In order to ensure quality education, keep girls and women in school, and promote lifelong learning opportunities for all girls and women, efforts must be strengthened to:

- Promote gender responsive budgeting and planning, and reduce or eliminate the cost of schooling placed on families and communities, from primary to tertiary levels of education
- Ensure access to school for remote communities through improved transportation and infrastructure
- Expand initiatives that focus on vulnerable children, including children living with disabilities and those affected by humanitarian emergencies
- Improve water, sanitation, and hygiene in schools
- Create safe, supportive, and gender-responsive school environments
- Engage communities to build support for girls' education

Promote Gender Responsive Budgeting and Planning, and Reduce or Eliminate the Cost of Schooling Placed on Families and Communities, from Primary to Tertiary Levels of Education

School costs continue to prevent attendance, particularly at the secondary level for girls from poor families. One tool to combat gender disparity in education globally is Gender Responsive Budgeting (GRB) and planning, which entails incorporating a gender perspective into decision-making aspects around how funding will be utilized to meet commitments. For example, in 2006 in Korea the National Assembly officially adopted Gender Responsive Budgeting, following a dedicated lobbying effort from women's organizations. Following this adoption, drafts of gender budgets were drafted by 23 government departments, one of which included the Department of Education.²⁰

Granting financial assistance has also been an effective way to boost girls' enrollment. In Cambodia, for example, scholarships given to girls at the end of grade six increased school attendance rates by 30%.²¹ Yet cash incentives alone cannot always trigger effective change without addressing underlying values. Evidence suggests that parents are more likely to invest in their daughters' education when the economic opportunities for doing so are clear.²² Governments and NGOs should work together both to provide monetary support and raise awareness of the benefits of educating girls. These benefits include girls and women who are healthier and more engaged in the formal economy, earn more, have autonomy over how many children they have, and provide more opportunities to their children, such as increased education—all of which contributes to lifting households and communities out of poverty.²³

There is an existing educational gap around the world, with 40% of employers finding it difficult to recruit employees with the necessary skills.²⁴ This gap is projected to worsen: by 2030 in low- and middle-income countries, only 4 in 10 young people will be on track to gain basic secondary-level skills.²⁵ Africa is projected to have one billion young people by the year 2050, highlighting the need to reduce this skills gap by improving access to education in low- and middle-income countries.²⁶ Fortunately, research has shown that investing in education pays off. Every dollar invested in an additional year of schooling has a return of \$10 in low-income countries and \$4 in lower-middle-income countries.²⁷

Case Study: Morocco's Successful Gender Responsive Budgeting Plan

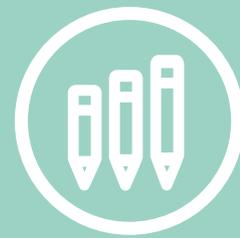
Due to ongoing political unrest, many children in Afghanistan are unable to attend school. And given cultural In January 2014, Morocco adopted a new finance law, which puts the needs of girls and women in the center and reflects on how the government spending impacts gender priorities. This law also ensures that gender equality is integrated throughout the budgeting process, including in the definition of objectives, results and indicators of performance of the line budgets. Morocco also produces a Gender Report that disaggregates the work conducted by each sector by gender, allowing for an enhanced accountability and monitoring tool. As of 2012, 27 departments had joined the report, which constitutes more than 80% of the State's overall budget. Stemming from these reports, the Department of Literacy utilizes budget planning for its programs based on the needs of women, who make up 85% of the beneficiaries of literacy programs in country. Morocco's new constitution, initiated in 2011, also reflects this work in its promotion of gender equality through and the addition of Article 19, which underscores gender equality as part of civil, political, economic, social, cultural and environmental rights.²⁸

Ensure Access to School for Remote Communities Through Improved Transportation and Infrastructure

Evidence has shown that having to travel long distances to school is a major barrier to girls' attendance.²⁹ In many parts of the world, adding school spaces, or providing transportation to and from school in the most remote areas, is the only way to ensure girls receive an education. Funding must be allocated to provide access to education for children who live long distances from school.³⁰ Infrastructure and transportation must also be able to manage the increased burden of ensuring children maintain access to school during conflicts and humanitarian crises.³¹

Case Study: The Emergency Community Based Education Program – Afghanistan

Due to ongoing political unrest, many children in Afghanistan are unable to attend school. And given cultural



- **4.7** By 2030, ensure that all learners acquire the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development
- **4.a** Build and upgrade education facilities that are child, disability, and gender-sensitive and provide safe, non-violent, inclusive, and effective learning environments for all

SDG Goal 5: Achieve gender equality and empower all women and girls

- **5.1** End all forms of discrimination against all women and girls everywhere
- **5.2** Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
- **5.3** Eliminate all harmful practices, such as child, early, and forced marriage and female genital mutilation
- **5.5** Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life
- **5.6** Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
- **5.9** Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels



norms that prohibit girls from traveling alone, school enrollment rates among girls are lower than among boys due to distances between home and school. Yet in northwestern Afghanistan, the Partnership for Advancing Community Education in Afghanistan (PACE-A) program—a joint initiative by USAID and the Afghan Ministry of Education—helped close the gender gap in remote communities. Through this intervention, communities provided the school space while the program partners delivered educational materials and teacher training. According to a 2013 randomized evaluation of 31 PACE-A schools, including 1,490 children, the initiative succeeded in increasing girls' enrollment by 52%.³²

Expand Initiatives That Focus on Vulnerable Children, Including Children Living with Disabilities and Those Affected by Humanitarian Emergencies

Approximately 535 million children are living in countries affected by conflict and crises, crises which compromise their access to education.^{33,34} And, despite the fact that conflict affected countries house only 20% of the world's primary school aged children, they make up 50% of the global population of out of school primary aged children.³⁵ The total number of out of school children and adolescents is estimated to be around 121 million.³⁶ Not only is access to school critical for learning, but it also offers children a protective and normalizing environment in the wake of a disaster. Children, particularly girls, are more at risk of abuse following an emergency.³⁷ As protracted crises are becoming the norm, education systems need to integrate disaster risk reduction and response planning into existing strategies, ensuring that they consider the needs of internally displaced persons and refugees of natural and manmade emergencies. Recognizing the human right to education, the Safe Schools Declaration urges countries to ensure the continuation of education during conflict and develop conflict-sensitive approaches to education in humanitarian and development programs.³⁸

In developing countries, 90% of children with disabilities do not attend school.³⁹ Due to a lack of infrastructure and resources accommodating their needs, children with disabilities encounter a host of obstacles accessing quality education, such as unaccommodating transportation systems and an absence of specialized learning modalities. And where girls suffer restricted access to school based on gender alone, girls with disabilities are doubly impeded. The Convention on the Rights of Persons with Disabilities underscores the right to an inclusive education for all children with disabilities and recognizes the importance of international cooperation to support national governments in realizing this aim.⁴⁰ Towards this end, governments must: 1) Involve populations living with disabilities (including children and adolescents) in planning and monitoring; 2) Require a minimum standard of accessibility to school facilities for children living with disabilities; 3) Invest in teacher training to make education inclusive; 4) Create inclusive learning materials; and 5) Collect data to inform policy and practice, build evidence, and monitor progress.⁴¹

Case Study: Improving Access to Education for Out-of-School Children (OOSC)-Sudan

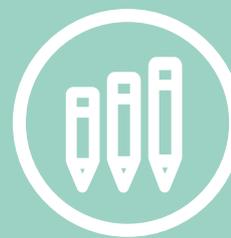
Largely due to a turbulent history of political conflict and poverty, Sudan has the highest rate of out of school children in Northern Africa.⁴² Nearly 3 million Sudanese children are missing out on basic education. The UNICEF-supported Improving Access to Education for OOSC-Sudan project provides direct support to 600,000 children who are out of school or at risk of leaving.⁴³ The project targets vulnerable populations, including girls, nomadic groups, children with special needs, and children affected by poverty and conflict. Through a three-pronged approach, it encourages children aged six to nine to enroll directly into the formal education system; offers an Alternative Learning Program (ALP) curriculum for older children; rehabilitates classrooms to include WASH facilities; and provides teaching and learning materials.^{44,45}

Case Study: Specialist Support from Traveling Teachers in Uganda

Facilitating inclusion in the classroom is critical to ensuring that all children with disabilities realize their right to a quality education. To make classrooms more accessible for disabled children in Uganda, the non-profit Sightsavers trains teachers who travel around the country to help children with disabilities transition to a school environment. Traveling Teachers support inclusive classrooms in a variety of ways. For example, they find children with disabilities who are not in school and work with their families and communities to ensure they are found a place. They also visit children at home to help prepare them for school, for instance, by teaching Braille.⁴⁶

Improve Water, Sanitation, and Hygiene in Schools

The absence of clean water, sanitation, and hygiene (WASH) facilities in schools contributes to absenteeism and is a cause of drop-out among girls, particularly in upper primary and secondary school due to an unmet need to manage menstrual hygiene.⁴⁷ Yet a recent UNICEF survey suggests that less than half of all primary schools in developing countries have WASH facilities on site.⁴⁸ Improving access to WASH not only reduces absenteeism, but it can also bring down the incidence and severity of illness among students.⁴⁹ School-based hand-washing campaigns also reduce illness and absenteeism, emphasizing the role hygiene education can play in keeping children healthy.⁵⁰ Furthermore, for girls to manage menstruation privately and hygienically, it is essential that they have access to water and sanitation facilities, along with menstrual hygiene products and information. In the absence of such facilities, adolescent girls often miss school during menstruation or drop out altogether.⁵¹ For example, 95% of girls in Ghana noted that they sometimes miss school due to menses.⁵² Ensuring that all schools have safe water and sanitation facilities is a proven way to create a healthy school environment and make private menstrual health management possible for adolescent girls.⁵³



SDG Goal 6: Ensure availability and sustainable management of water and sanitation for all

- **6.2** By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

SDG Goal 8: Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all

- **8.5** By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- **8.6** By 2020, substantially reduce the proportion of youth not in employment, education, or training
- **8.b** By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization

SDG Goal 10: Reduce inequality within and among countries

- **10.1** By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average
- **10.2** By 2030, empower and promote the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, or economic or other status
- **10.3** Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies, and practices and promoting appropriate legislation, policies, and action in this regard



Case Study: WASH in Schools Supports Healthier Schools and Healthier Children

Schooling conditions can greatly affect the health and wellbeing of school-aged children. In recent years, the global partnership WASH in Schools has been advocating for schools to provide safe and drinkable water, improved sanitation facilities, and hygiene education that creates healthy habits for a lifetime.⁵⁴ WASH in schools is important for adolescent girls who often miss school due to conditions that make menstrual hygiene management difficult, which is detrimental to their education progress.⁵⁵ More research is needed to estimate the broad benefits that improved access to water and sanitation has on absenteeism among girls, but it is clear that the ability to manage menstruation safely and in privacy significantly improves their quality of life and confidence.⁵⁶ A recent qualitative study conducted by UNICEF during the Yatra WASH carnival in India (Maharashtra province) revealed successful approaches—including small group sessions, data collection, and visual aids—to breaking the silence and taboos around menstruation, hygiene management, and safe solutions to reuse and dispose of menstrual waste.⁵⁷

Furthermore, health interventions at school should be considered as a means to improve community health while positively impacting education. For example, if schools can provide health information, vaccines, and programs around wellness, nutrition, life skills and physical education, and age-appropriate comprehensive sexuality education, this can lead to healthier students and benefits for individuals and communities.⁵⁸ Along the same lines, education to transform harmful gender norms, can be a powerful tool to improve gender equality and achieve a more just world for all.⁵⁹

Case Study: Sightsavers Provides Worm Treatment and Glasses in Schools

Supported by the Global Partnership for Education and in partnership with the World Bank and the Partnership for Child Development, Sightsavers supports African and Asian governments in strengthening their school health and nutrition programs.⁶⁰ Children in low-income countries miss millions of school days each year due to common health issues such as poor nutrition, worms, visual impairment, and other disabilities.⁶¹ By integrating simple health interventions in schools, countries can lower absenteeism and drop-out rates, thus improving children's ability to learn.⁶² The first round of this program will distribute treatment for intestinal worms and provide glasses for children who need them in Cambodia, Ethiopia, Senegal, and Ghana, thus providing otherwise disadvantaged and marginalized students with an equal opportunity to learn.⁶³

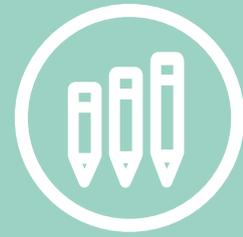
Create Safe, Supportive, and Gender-Responsive School Environments

Programs that train teachers on gender-sensitive pedagogy and develop attitudes of tolerance and inclusion have the potential to enhance the educational experience of girls and gender diverse children.⁶⁴ For example, a group of Ugandan teachers who received training focused on gender equality learned that, contrary to common belief, girls and boys have the same abilities in both math and science. From this training, teachers were better able to emphasize this knowledge in their teaching with both female and male students, and in turn saw an increase in girls' marks in both subjects.⁶⁵ Textbooks and other learning materials should also reflect gender equality and demonstrate positive female role models that refrain from using gender stereotypes.⁶⁶ It has also been shown that improving the recruitment and retention of female teachers can positively impact girls' experience at school.^{67,68} Girls and gender diverse young people should be integrated into formal school programs and extracurricular school activities such as physical education and sports teams. Not only is exercise crucial to a healthy lifestyle, but it helps build the skill base girls need to lead active lives and boost confidence.⁶⁹ Research on sport, gender, and development has shown that sport can benefit girls and women in many ways including: promoting self-esteem and empowerment; fostering social inclusion and integration; changing gender norms; and paving the way for leadership and achievement.⁷⁰

When in school, as well as while traveling to and from school, girls, transgender children, and other marginalized young people should be protected from gender-based violence. School-related gender-based violence (SRGBV) affects millions of children and adolescents worldwide. Studies indicate that interventions such as engaging girls in sport, establishing girls' clubs led by trained female mentors, incorporating boys into education and outreach programming, and creating a forum to discuss gender-related issues can change negative social norms that undermine the rights of girls in schools.^{71,72} Support from parents and the community should be an integral part of interventions focusing on school-related gender-based violence.⁷³ Comprehensive sexuality education curricula that include life skills can also play a role in shifting gender roles. Combining sexuality education with teaching about cultural aspects of gender inequality has the potential to build students' knowledge, confidence, and life skills to pave the way to a more equitable society.⁷⁴ Research suggests that sexuality education may be most effective in empowering women when combined with training that provides them with concrete skills to help with transition into the labor market.⁷⁵ Equipped with knowledge about healthy, as well as risky, sexual behaviors and encouraged by employment prospects, women are much less likely to engage in unsafe sexual behaviors and more likely to pursue productive job opportunities.⁷⁶

Case Study: FAWE's Gender Responsive Pedagogy Intervention

The Forum for African Women Educationalists (FAWE), a Pan-African NGO, has been implementing a Gender Responsive Pedagogy (GRP) intervention since 2005.⁷⁷ This intervention model intends to create a gender-sensitive teaching environment to encourage equal classroom participation of boys and girls.⁷⁸ The model is comprised of three key elements: 1) gender assessment and policy analysis in the target institutions and countries; 2) training of teachers targeting their knowledge, attitudes, and practical skills; and 3) training of



SDG Goal 11: Make cities and human settlements inclusive, safe, resilient, and sustainable

- **11.2** By 2030, provide access to safe, affordable, accessible, and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities, and older persons

Relevant International Agreements:

- Convention on the Elimination of All Forms of Discrimination against Women (1979)
- World Conference on Education for All (1990)
- Beijing Declaration and Platform for Action (1995)
- World Conference on Education for All in Dakar (2000)
- Millennium Development Goals (2000–2015)
- Education 2030: Incheon Declaration and Framework for Action (2015)
- Sustainable Development Goals (2015–2030)



the school management team.⁷⁹ Many teachers who participated were unaware as to how much their negative attitude and language affected their students, especially girls.⁸⁰ In Malawi and Ethiopia, two countries who's Ministries of Education have embraced the GRP model, girls and boys have begun to support one another rather than compete in the classroom, and learning has improved.⁸¹

Engage communities to build support for girls' education

In order to effectively improve girls' educational opportunities, communities must be engaged and transformed into agents of change for gender equity in education. Even the most progressive policies aimed at improving girls' education could fail if they do not have the support of the community in which they are enacted. For example, in 1993 Malawi introduced the Readmission Policy, which allowed school-aged mothers to return to school following childbirth, a reversal of a prior policy forbidding mothers from re-enrolling in school.⁸² However, as of 2016, many communities in Malawi still have not realized this policy.⁸³ One-fifth of the girls that this policy aimed to help faced pressure from their communities urging them to take on the role of mother and wife rather than returning to school.⁸⁴ Likewise, school environments are not always welcoming to young mothers; school-age mothers in some communities are discriminated against by both fellow students and teachers.⁸⁵ Without the communities taking ownership, the Readmission Policy was unable to succeed.

Policy changes must be accompanied by larger efforts to bring forth gender equality in communities. Communities need to be sensitized to gender issues and tolerance needs to be promoted with the help of civil society organizations.⁸⁶ These community-driven groups can play an important role in offering trainings and recreational opportunities that bring men and women together.⁸⁷ By engaging and building partnerships with traditional leaders and village forums, community members can become catalysts for cultural change.⁸⁸ Communities should be able to understand the larger impacts of policy change, such as the effect that girls' education has on nutrition: educated mothers are more likely to ensure that their children are well-nourished and they tend to have more power in the home when it comes to child nutritional needs.⁸⁹ When whole communities are engaged with policy changes and are committed to seeing the impact of those changes, community leaders can be held accountable for not following through.⁹⁰

SECTION 3: THE BENEFITS OF INVESTMENT

Given the transformative power it has on society as a whole, the education of girls and women is a cost-effective investment. Studies indicate that a one-year increase in girls' education is associated with a 6.5–9.9% reduction in child mortality in low- and middle-income countries.⁹¹ Increased educational opportunities for girls is credited with more than half of the reduction in infant mortality in the past 40 years,⁹² and the Education Commission estimates that educating girls can be credited with averting over 30 million deaths of children under 5 and 100 million adult deaths in the same timeframe.⁹³ Furthermore, women who are better educated have fewer unplanned children, are less likely to marry early, and are more likely to drive national economic growth.⁹⁴ Educating women is also proven to help break intergenerational poverty.⁹⁵ Every additional year of schooling for a girl increases her future earnings by 10 to 20%.⁹⁶ Each additional year of schooling per child increases the average annual GDP by .37%.⁹⁷

Evidence repeatedly points to a strong return on investment for girls' education, including its link to achieving gender equality. For example, a cash transfer intervention in Malawi increased the likelihood of girls staying in school by 10% within one year and cost around US\$5 a month per household.⁹⁸ A bicycle program in India that cost \$1 per month for each recipient increased girls' enrollment in secondary school by 30%.⁹⁹ An intervention combining sex education with vocational training resulted in a 50% increase in condom use and a 35% rise in girls and women engaging in the formal economy; this program cost about \$28 per girl in the first year, and dropped to \$18 per girl in the second.¹⁰⁰ These investments contribute to tremendous positive impacts for girls and women. Evidence also shows that if all girls in sub-Saharan Africa and South and West Asia received secondary education, child marriage would see a 64% decline.¹⁰¹ Literacy programs and technical training are also essential building blocks to breaking intergenerational cycles of rural poverty and need to be prioritized in public policy and program implementation.¹⁰² Across the board, when you invest in education there is a ripple effect that yields improvements in girls' and women's health, rights, and wellbeing and advances economic opportunities at the individual, community, and national levels.

SECTION 4: CALLS TO ACTION

In order to achieve gender equality in primary, secondary, and tertiary education, governments must make targeted equity investments to close the gender gap and ensure quality and gender-sensitive education for all at every level of schooling. Community stakeholders should be consulted and included throughout the gender-responsive education planning process in order to ensure ownership and sustainability.¹⁰³ Donors can play their part by investing in the infrastructure and programs needed to increase access to all education levels for girls and women and expanding support to proven, affordable, and scalable programs that increase girls' chances of staying in and excelling in schools. Finally, civil society groups and communities have an important role to play, acting as champions for education parity, encouraging lawmakers to enact legislation supporting education parity for girls and women, and creating school environments inside and outside the classroom where girls can thrive.

In order to power progress for all, many different constituents must work together – governments, civil society, academia, media, affected populations, the United Nations, and the private sector—to take the following actions for girls and women:

- Create and enforce legislation, policies, and budgets that promote equal access to education systems and gender parity at all levels, including vocational training. *(Most relevant for: governments and civil society)*
- Reduce or eliminate the cost of schooling placed on families and communities across all levels of education. *(Most relevant for: governments)*
- Work with parents, faith groups, and communities to raise awareness on the importance of educating girls. *(Most relevant for: civil society and governments)*
- Ensure gender-sensitive education for all – curriculum, safe transportation, safe environments in schools, and appropriate water and sanitation infrastructure, such as menstrual hygiene management facilities and products. *(Most relevant for: governments, civil society, the United Nations, and the private sector)*
- Invest in education and skills-building opportunities for girls and women in humanitarian and conflict settings. *(Most relevant for: governments, civil society, academia, and the United Nations)*
- Scale up education initiatives that focus on out-of-school children, including children living with disabilities and those affected by crises. *(Most relevant for: governments, civil society, academia, the United Nations, and the private sector)*



- Invest in programs offering girls and women marketable skills through internships, apprenticeships, mentoring programs, and training opportunities. (Most relevant for: governments, civil society, and the private sector)
- Increase sport programs in formal and informal education settings as a way to teach girls critical life skills, boost their self-esteem, and promote gender equality. (Most relevant for: civil society and governments)

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These briefs are intended to be used by policymakers, decision-makers, advocates, and activists to advance issues effecting girls and women in global development. These materials are designed to be open-sourced and available for your use.

➔ **To learn about the Deliver for Good campaign, visit deliverforgood.org.**

ENDNOTES

- ¹ "Education and the Millennium Development Goals." UNESCO. n.d. Web. <<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/education-and-the-mdgs/>>
- ² Global Education Monitoring Report 2016: Gender Review: Creating Sustainable Futures for All. UNESCO, 2016. Web. <<http://unesdoc.unesco.org/images/0024/002460/246045e.pdf>>.
- ³ Global Education Monitoring Report 2016: Gender Review: Creating Sustainable Futures for All. UNESCO, 2016. Web. <<http://unesdoc.unesco.org/images/0024/002460/246045e.pdf>>.
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