

Putting more girls in classrooms

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

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

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

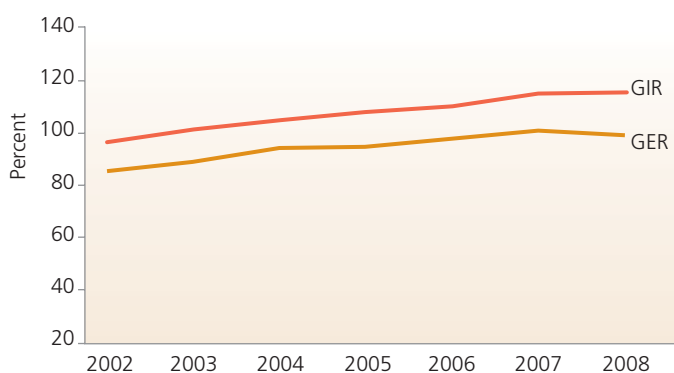
I. High Performance Countries—sustained gender equity

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

II. Good Performance Countries—growth in girls' education

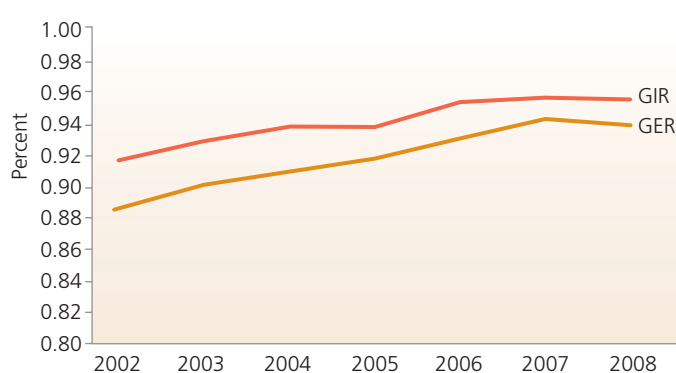
For seven countries—Burkina Faso, Ethiopia, Ghana, Guinea, Mauritania, Mozambique, and Niger—joining the EFA FTI meant a dramatic increase in girls' participation. Table 1 shows the size of increase in girls' participation since becoming a partner in the EFA FTI. The boxes on three—Burkina Faso, Ethiopia,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

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



Source: FTI Secretariat, using UNESCO Institute of Statistics 2009 data¹

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



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

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

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

Girls' Stories—Ghana



Tara E. O'Connell, FTI Secretariat

Ghana is breaking down gender stereotypes

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

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

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

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

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

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

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

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

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

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

III. Mixed Performance Countries

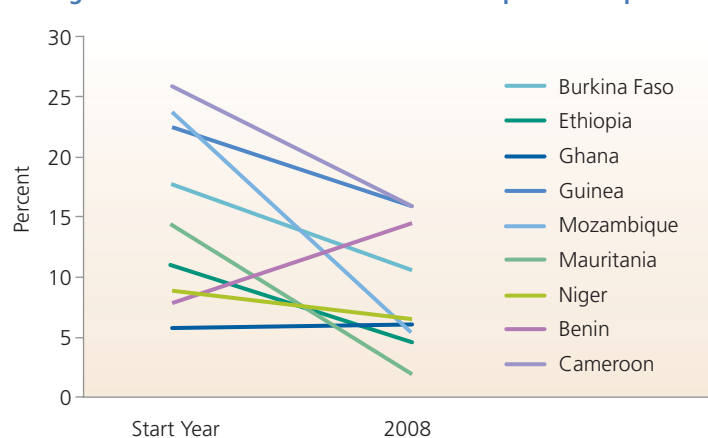
Eight countries show results that are more mixed. Four have seen declines in girls' enrollment; the others have seen generally a growth. There is an increase in the number of girls joining school in Djibouti, Mali, Senegal, and Yemen, averaging about ten percent. In Gambia, Kyrgyzstan, Liberia, and Moldova,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

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

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

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

Figure 3: Good Performance Countries—per cent repeaters



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



Luc-Charles Gacougnolle, World Bank

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

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

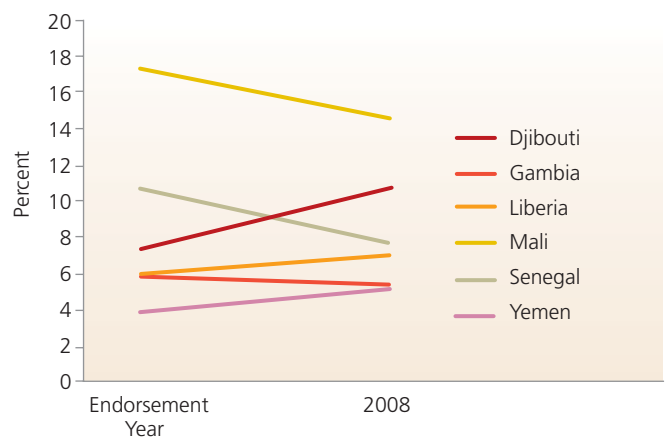
number of repeaters in Djibouti, Liberia, and Yemen. Again, this fluctuation in repetition could be due to the limited length of time in which the ESP has been in operation. This could also reflect the challenges of improving the quality of education in these countries.

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

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

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

Figure 4: Mixed Performance Countries—per cent repeaters



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

Girls' Stories—Yemen

Improving girls' education in Yemen's rural provinces

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

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

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

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



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