OPERATIONAL FRAMEWORK FOR THE GIRLS' EDUCATION ACCELERATOR

September 2022

GPE Transforming Education

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1. Introduction

Background

In line with its long-term global commitment, the Global Partnership for Education (GPE) will work to advance gender equality in and through education. Specifically, in September 2020 the Board of Directors instructed the Secretariat to hardwire gender equality to ensure that GPE's processes, grants, monitoring and learning, and dialogue advance gender equality.[1]

Recognizing that girls lag badly behind boys in some countries and that further resources may be necessary to enable transformational change, in December 2020 the Board instructed the Secretariat to create the Girls' Education Accelerator (GEA).[2] The GEA provides thematic funding for gender equality with a focus on girls' education.

This resource is an incentive for countries to have greater ambition on hardwiring gender equality and to accelerate system transformational change toward gender equality in and through education where girls lag furthest behind.

The GEA provides supplemental funding that can only be accessed in combination with, and integrated into, one or both of GPE's main grants for system transformation.[3] It is not a separate grant; it must be integrated into the program of work financed by the combined instrument.

This document sets out the GEA's operational framework.

Key features

The GEA supports countries to address barriers to girls' education within and beyond the education sector.

Funding will be used in conjunction with the system transformation grant or the GPE Multiplier grant, or both; this document complements the guidelines for those grants.

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[1] See BOD/2020/09-02 in GPE, "Decisions" (Meeting of the Board of Directors, September 2–4, 2020), https://www.globalpartnership.org/sites/default/files/document/file/2020-09-GPE-Board-decisions.pdf.
[2] See BOD/2020/09-02 in GPE, "Decisions" (Meeting of the Board of Directors, September 2–4, 2020), https://www.globalpartnership.org/sites/default/files/document/file/2020-09-GPE-Board-decisions.pdf.
[3] System transformation grant or the Multiplier. Guidelines for the system transformation grant available at: https://www.globalpartnership.org/content/guidelines-system-transformation-grant-draft.

Specifically, the GEA is

- **Supplementary**: Funding from the GEA supplements the financing a country accesses for system transformation. It does not crowd out any other type of support or otherwise reduce a country's allocation. Countries should not "choose between" interventions focused on girls' education and other sector priorities, both of which are valuable and may be complementary.
- **Harmonized**: Funding from the GEA would be included in the system transformation grant, the GPE Multiplier, or both, in eligible countries, avoiding fragmentation and lowering transaction costs. The funding can be used to scale up interventions or approaches identified through other GPE assets, including the Knowledge and Innovation Exchange (KIX) and Education Out Loud. This harmonization is part of the broader approach taken in GPE's 2020–2025 operating model, which provides scalable allocations and applies differentiated requirements based on countries' needs. Funding from the GEA is available to countries up front and in full. It is not divided (as the system transformation grant may be) based on the Board's review of the Independent Technical Assessment Panel's (ITAP) assessment of enabling conditions. However, the ITAP's review still determines whether or not the Board approves access, for example in cases of low and declining domestic financing.
- **Country-led**: Eligible countries will determine the priority policy as part of the development of their partnership compact (guidelines available online) which will then be the basis for alignment of the different partners and for the discussion into how to leverage GPE assets, including the GEA.

2. Operating objectives and sector dialogue

Hardwiring gender equality and girls' education

Hardwiring gender equality involves a conscious, rigorous and participative assessment of the role of gender across the education sector at a global and country level. The aim of hardwiring is to inform policies and programs toward the achievement of gender equality, addressing inequities within and beyond the education sector.

Therefore, hardwiring reflects an approach encompassing and embedded in any area of action, not solely the policies targeting specifically gender equality or girls' education. For example, poverty is a major driver of education exclusion. But poverty affects boys and girls differently: poorer boys may be more likely to enter the labor force, while poorer girls may be more likely to marry early. Hardwiring gender equality means that

interventions to address the socioeconomic drivers of exclusion need to incorporate and respond to the different dimensions of barriers faced by both girls and boys.

In practice, hardwiring gender equality needs to go hand in hand with strengthening efforts toward girls' education for countries eligible for the GEA (see "Eligibility," below). There are significant opportunities to do so by identifying specific entry points across GPE's objectives, operating model, funding streams and results framework.

Examples of entry points:

- Sex-disaggregated data
- Gender-responsive planning and budgeting
- Gender equality–related diagnosis and analysis of barriers that prevent boys and girls from learning
- Analysis of harmful social norms that have a negative impact on the education pathways of boys or girls

The entry points can also be related to strategies, such as the following:

- Analyzing demand for education, especially harmful social norms such as child marriage, early pregnancies or gender-based violence
- Identifying key decision makers and role models in promoting girls' education within communities for behavior change and social mobilization campaigns
- Promoting equal opportunity for boys and girls for 21st-century skills, including digital and technology tools

The selected entry points and strategies are implemented through GPE's engagement with country partners in the GPE 2025 priority areas, the partnership compact and GPE grants. The GEA operational framework includes a set of operating country objectives to facilitate applications. These objectives should guide and facilitate dialogue between the country and its partners in addressing persisting gender-related issues.

Ultimately, the objectives should be used to inform intervention areas for GPE grants.

Country-level objective 1: Strengthen gender-responsive planning, policy development for systemwide impact.

- Identify gendered barriers to education for girls and boys in all contexts (gender analysis and/or diagnostics that would identify specific gender issues, including those related to cultural and social norms).
- Support gender-responsive planning and policy development that is responsive to the country policy and planning cycle and identified gender issues.
- Promote gender-sensitive and -responsive teaching and learning.

- Build on country and regional evidence base on gender, including evidence and knowledge generated through KIX.
- Expand sector planning grants to support relevant gender diagnostic work, planning and budgeting at all stages within the policy cycle.

Country-level objective 2: Mobilize coordinated action and financing to enable transformative change.

- Identify GPE technical and financial partners (through the local education group and sector coordination mechanisms) that can support the identified actions, including, for example, dialogue between different sectors and ministries, or technical partnerships with national-level networks.
- Increase social accountability at the country level—building on Education Out Loud—with support for information exchange, dialogue and the use and development of participatory assessment and monitoring tools—for example, local-level partnerships with organizations working on key issues such as child marriage, support for global/local advocacy efforts against gender-based violence in and around schools and so on.

Country-level objective 3: Strengthen capacity, adapt and learn, to implement and drive results at scale.

- Identify and support capacity-building and strengthening to implement gender-specific interventions.
- Identify indicators, among them sex-disaggregated data and others, to monitor progress in addressing gender inequality and/or put in place country-level evaluations.
- Use joint sector reviews to report on identified gender indicators and measure progress against interventions and adjust actions if needed.

Enabling objective: Mobilize global and national partners and resources for sustainable results.

- Foster technical, financial and advocacy partnerships with key partners to (a) improve data and jointly monitor progress in GPE partner countries and (b) provide evidence-based solutions to critical issues, including, but not limited to, school-related gender-based violence, early marriage and teenage pregnancy.

These objectives collectively support the transformation of education systems. They aim to systematically identify and address the gender-specific barriers to education—which may affect boys and girls differently—and give every child an equal opportunity to learn.

Dialogue and support

The Girls' Education Accelerator provides additional resources to support girls' education. It is an incentive to put gender equality at the center of transforming the education system and across other sectors such as health and social protection. These additional resources aim to enable transformative reforms with the potential for impact at scale specifically on girls' education.

The GPE Secretariat supports countries and the local education groups throughout the process of accessing the GEA. This includes through the development of a sector plan, the assessment of enabling conditions for system transformation, the preparation of the partnership compact, and the development, implementation and monitoring and learning from all GPE assets. These steps are led by the government, and all partners within the local education group play a key role. Both government and the local education group are accountable to ensure sector dialogue and coordination and to follow up on progress made.

The Secretariat will provide access to the technical notes and quality assurance tools necessary for undertaking needs assessment and analysis of challenges, facilitating access to knowledge related to the thematic and setting up an evidence-based approach. To support ongoing dialogue, the Secretariat will regularly convene webinars and other events to facilitate and encourage knowledge sharing among country partners.

Strategic focus

GPE's engagement will be anchored by a partnership compact, prepared by the country and its partners. The compact confirms the country's political commitment and priority reform. It is developed and ultimately endorsed by the local education group with the Secretariat's support.

Among other features, the compact indicates the focus areas for external support—including support from GPE—that would alleviate key constraints on the education sector to transform the education system.

Eligible countries and their partners should note the following:

- Accessing the Girls' Education Accelerator requires that the country's partnership compact identifies girls' education as a key component of its priority reform.
- The GEA is not a standalone grant. Funding from the GEA is integrated into the system transformation grant or the Multiplier grant, or both, and it can only be

accessed integrated into either (or both) of these grants.

- The GEA supports hardwiring gender equality and is not a substitute for it. Hardwiring of gender equality is a central feature of the operating model, and it is applied to GPE's engagement with all partner countries.

The scope of work for the GEA should align with the scope of work identified for the system transformation grant and/or the Multiplier and seek to complement or extend these grants' effects on gender equality as part of a coherent and integrated theory of change.

Countries should confirm their commitment to addressing specific gaps or differences in outcomes that affect girls using evidence generated by a robust gender assessment.

Eligibility

Eligibility to the Girls' Education Accelerator is based on an index that accounts for the relative gaps in access to primary and lower secondary education between girls and boys and a measure of social norms that exclude girls from education (and are a symptom and driver of their exclusion from education).[4] Accordingly, an initial group of 30 countries are eligible for this funding window (this group may be expanded in the future):

Afghanistan
Angola
Benin
Cameroon
Ethiopia
Guinea
Honduras
Lao PDR
Malawi
Mali
Marshall Islands
Central African Republic
Chad
Comoros
Congo, Dem. Rep.
Côte d'Ivoire
El Salvador
Eritrea
Mozambique
Niger
Nigeria
Pakistan
Papua New Guinea
Sao Tome and Principe
Somalia
South Sudan
Sudan
Togo
Yemen
Zimbabwe

[4] For a detailed discussion on the eligibility criteria, see GPE, "Thematic Funding for Gender Focused on Girls' Education" (Meeting of the Board of Directors, November 20, December 1 and 3, 2020, BOD/2020/11/12 DOC 07).

To ensure the window complements other GPE instruments, allocations will be capped at the lower of 50 percent of a country's indicative allocation for the system transformation grant or US$25 million. For countries that are only eligible for the GPE Multiplier, this would be capped at the lower of 50 percent of their Multiplier mobilized or $25 million. Eligible countries would secure support on a demand-driven basis, and on a first-come, first-served basis.

Key principles of operation

To reflect the Girls' Education Accelerator's specific focus on girls' education, grants integrating GEA funding should meet the following principles:

- Harmonization of the overall program proposal: Countries interested in accessing the GEA must base their program proposal on a robust theory of change that coherently integrates girls' education as a key objective, in line with the priority reform selected in the country partnership compact. This is intended to ensure that the GEA acts as an incentive toward putting girls' education and gender equality at the center of the program design.
- Additional resources for girls' education: The proposed program to be financed by the system transformation grant or the Multiplier with the support of the GEA must have clearly costed components or activities specifically focused on girls' education equivalent to at least the amount of the requested GEA. The approach of designating the components or activities must be consistent across with the funding modalities. For pooled funds, this designation can take place by notionally associating the GEA to specific elements targeting girls' education. When activities cannot be tracked because of a more aligned modality, the GEA should be mapped to intermediate or final outcomes targeting key constraints on girls' education (see section 3 for further details).
- Commitment to results: Countries accessing the GEA must use these resources to contribute to important outputs and outcomes specifically associated to girls' education. In practice, this means that (a) the GEA factors into the calculation of the variable part and (b) countries accessing the GEA must include at least one of a set of core indicators in the results framework for a joint system transformation grant–Multiplier and GEA program.
- Programming: The GEA must be integrated into a system transformation grant and/or the Multiplier in alignment with the partnership compact and the country-related strategies. Interventions eligible for this window are diverse and may include programs both within the education sector and beyond, particularly in

closely related sectors such as health or social protection, if they link back to girls' education outcomes.

Integrated funding

The GEA supplements funding available through the GPE grants for system transformation with the objective of providing additional resources to accelerate progress on girls' education. Specifically, a country can access the GEA by integrating it into

- A system transformation grant, or
- A Multiplier grant, or
- A combined Multiplier and system transformation grant.

The total funding available for commitment by GPE under the GEA to a country depends on the eligibility of a country for the system transformation grant or the Multiplier. For example, a hypothetical country is eligible for a system transformation grant of $60 million and a Multiplier allocation of $25 million. So, the country is then eligible for the maximum GEA grant of $25 million, because 50 percent of the country's system transformation grant allocation would be equivalent to $30 million, which is above the $25 million maximum. For this hypothetical country, the total funding available for commitment by GPE in the scenarios above would be as follows:

- A system transformation grant plus GEA: $60 million + $25 million = $85 million
- A Multiplier grant plus GEA: $25 million + $25 million = $50 million
- A combined Multiplier and system transformation grant plus GEA: $60 million + $25 million + $25 million = $110 million

Countries that are eligible for only the GEA and the Multiplier (but not the system transformation grant) can access the GEA based on the level of Multiplier funding they mobilize.

For example, if a country is eligible for up to $50 million from the Multiplier, then its maximum GEA allocation is $25 million. However, if the country only mobilizes $10 million of its Multiplier allocation, then it can access a maximum of $5 million in GEA funds.

Harmonized financing

The GEA should not constitute a conceptually separate "gender component" of a larger grant or program. Financing from the GEA must be harmonized with the funding available through the GPE grants for system transformation. This means that funding

from the GEA should be implemented through the same program as the system transformation grant and/or Multiplier that the GEA funding is integrated into.[5]

In addition, activities, intermediate outputs or outcomes supported by the GEA funding should be integrated with those targeted by the system transformation grant and/or Multiplier through a robust theory of change. The theory of change must highlight the elements associated to the GEA and how these elements contribute toward overcoming key barriers for girls' education. The approach of designating which components or activities the GEA supports should be consistent with the funding modality used. For pooled funds, this designation can take place by notionally targeting the GEA to specific elements targeting girls' education. Countries accessing the GEA are expected to allocate an appropriate amount of the funding toward girls' education. However, the amount specifically identified toward girls' education within the program budget does not need to equal the GEA amount. This reflects the contribution of the GEA toward wider system components that benefit girls' education but cannot be fully assigned to the GEA.

Because the GEA is not a standalone grant, the grant agent of the system transformation grant and/or the Multiplier will also be the grant agent of the GEA. However, countries may decide on a case-by-case basis that other agencies should participate as co-grant agents to better address gender-related matters.

Commitment to results

Variable part

Funds from the GEA contribute to the transformation of the education system and have a commitment to results equal to other system transformation financing.

In practice, this means funding from the GEA contributes to:

- The minimum threshold for requiring a variable part component, and
- The total amount to be allocated as variable part financing (see guidelines for the system transformation grant).

For example, a country simultaneously accessing a grant of $18 million integrating $12 million from a system transformation grant and $6 million in GEA funding would articulate a program that includes a variable part of at least $5.4 million in its grant application (30 percent of the combined $18 million).

[5] Countries accessing the Girls' Education Accelerator through the Multiplier may decide on a case-by- case basis to use the GEA through a different program to that of the Multiplier if they believe the area being targeted by the Multiplier is not addressing key barriers for girls' education. Countries seeking this alternative should present a strong rational for their decision as part of their program development process.

Countries can decide if they want to use the resources associated to the variable part from the GEA in an "integrated" variable part or keep it separate. If it is kept separate, then it should be exclusively associated with indicators and results in the GEA's focus area (girls' education).

If the country opts for an integrated variable part, then at least one indicator or result linked to girls' education is required. In an integrated variable part, this translates to one of the strategies included with the variable part targeting barriers to girls' education.

The use by countries of disbursements associated to meeting the agreed indicators associated to the variable part of the GEA follows the same rules as for the "regular" variable part. Countries need to make sure the activities are eligible for GPE financing and within the country's education sector plan.

Results framework

As part of this commitment to results, countries accessing the GEA should include at least one of a set of core indicators in the results framework as appropriate. (See the list of core indicators for the GEA.)

The core indicators are the backbone of GPE's results framework for the GEA. To effectively monitor progress, the program needs to have a robust results framework with gender-sensitive education statistics indicators.[6] (Please see Figure 3 for examples of gender-sensitive indicators linked to program content.)

This set of core indicators has been designed to reflect a wide set of important dimensions for girls' education while providing a large range of flexibility on how these outcomes and outputs are achieved.

The requirement to contribute toward this set of core indicators stands regardless of the amount being accessed through the GEA.

Programming

The Girls' Education Accelerator must be integrated into a system transformation grant and/or the Multiplier in alignment with the partnership compact and the country-related strategies. Countries determine specific interventions to address barriers to access, completion and learning for girls to complement the broader scope of work of the system transformation grant and/or the Multiplier through the use of the GEA. (As noted above,

[6] According to the *Guidance for Developing Gender-Responsive Education Sector Planning*, a "gender- sensitive indicator is simply an indicator that measures gender-related changes in society over time" (GPE, 2017, 109).

countries accessing the GEA must confirm their high-level commitment to girls' education within the partnership compact.)

Interventions eligible for this window are diverse and may include programs both within the education sector and beyond, particularly in closely related sectors such as health or social protection, if they link back to girls' education outcomes. (See "Eligible Activities," for further details.)

Once the GPE Board confirms the partner country's total funding on the basis of the partnership compact and the ITAP report on the review of enabling conditions, and the partner country has selected a grant agent, the country together with the grant agent can start the process to identify the specific intervention(s) to support the implementation of the girl's education strategy, in accordance with the country's priorities and in consultation with the local education group, potentially including the education or protection cluster. It is important to highlight that the GEA allocation is available up front and in full to countries, so—conditional on securing an approved allocation—it is not affected by the review of the compact and ITAP report on the review of enabling conditions. The GEA is not subject to the "top-up" process of the system transformation grant.

The local education group endorses the final application of the system transformation grant / Multiplier together with the GEA prior to submission of the request to the GPE Secretariat. Proposed interventions for the GEA should meet the programmatic criteria with a robust theory of change and a clear rationale on why these interventions are both essential and transformative in the country's context and in line with the relevant reference documents.

Activities supported by the GEA are subject to the same quality assurance process and quality standards as the system transformation grant (which also apply to the Multiplier) using an extended quality assurance matrix that adds specific criteria for the GEA. There is no separate application and review process for the Girls' Education Accelerator.

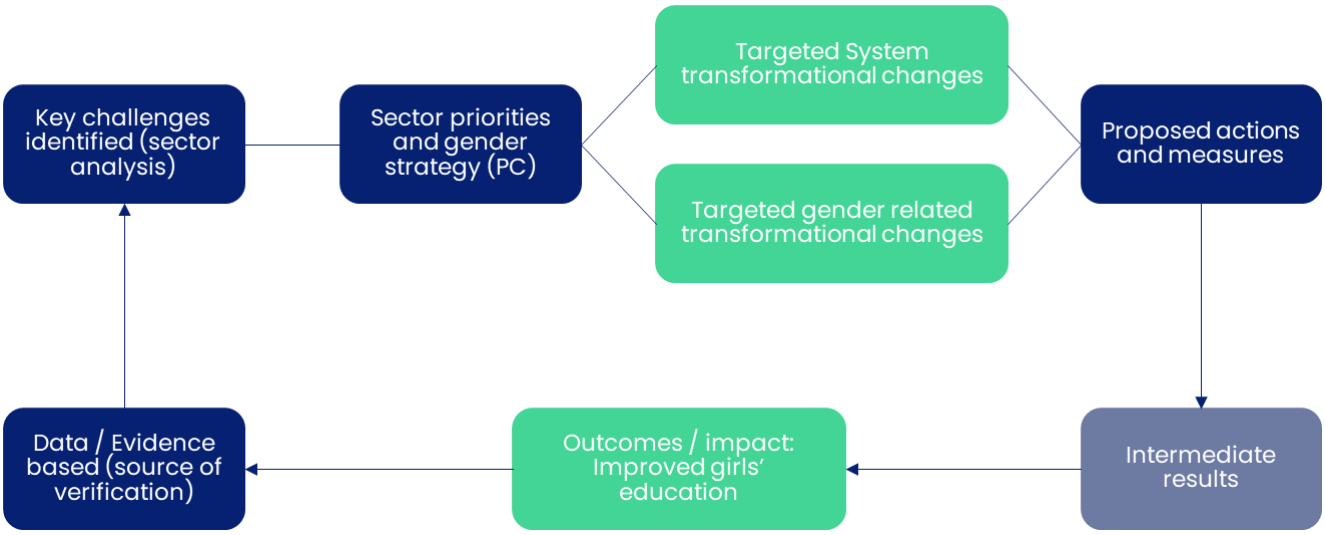
3. Complementarity with the system transformation grant and/or the Multiplier

There should be clear programmatic alignment across all interventions supported by GPE funding. This means that the full package of GPE financing supports programs that close the gap in outcomes between boys and girls through evidence-based interventions. Those interventions can benefit both sexes and act within and outside the

education sector. In all cases, interventions should not exacerbate inequalities in outcomes.

Figure 1 suggests the process to follow to ensure links between the overall program on gender quality hardwiring and the GEA with interventions that would support the system transformation changes to promote gender equality.

Figure 1: Overview of the gender equality system transformation process



- **Example A** The country's education system has high rates of access for both boys and girls in primary school. However, there is a high rate of attrition and many students do not enroll in lower secondary school. Previous analysis shows that the effect is driven by poor families in rural areas who are forced to disenroll their children. Further gender-sensitive analysis finds that most of the children disenrolled are girls. This causes a large difference in the ratio of boys to girls who continue to secondary school.
- Initial proposal for focus areas: The country seeks to secure a system transformation grant with supplementary support from the GEA, focusing the transformation grant resources on reassigning and hiring more teachers in urban areas and using the resources from the GEA to provide targeted conditional cash transfers to poor households in rural areas toward enrollment and attendance of girls in lower secondary school.
- Outcome: The country is **discouraged** from this approach because the system transformation grant and the GEA do not jointly target interventions that benefit the most marginalized children. Instead, GPE's general focus on equity would prioritize using the combined resources of both grants to increase teacher coverage in rural, rather than urban, areas and for gender-focused interventions such as conditional cash transfers to accelerate access for girls to lower secondary.

- **Example B** The country benefits from high levels of access at pre-primary and primary for both boys and girls. However, historically, young women have lower level of access and completion at secondary level. Early pregnancy is one of the important reasons why young women drop out of secondary, and it also is a barrier to going back to school. It is likely the COVID-19 pandemic will exacerbate this barrier to education for young women in the country.
- Initial proposal for focus areas: Responding to growing concerns about the impact of the coronavirus epidemic, the country seeks to use combined resources from its Multiplier and GEA allocations to further enhance girls' transition from primary to lower secondary and their retention at secondary level during and after the pandemic.
- Outcome: The country is **encouraged** to use GPE funds to mitigate the impact of the global pandemic, which is expected to differentially affect girls and marginalized children. This aligned package of interventions can be jointly funded by the combined Multiplier and GEA funding.
- **Example C** Results from the national learning assessment at grade 9 (the end of lower secondary in the country) show a very low percentage of children reaching the desired levels of learning. Girls perform on par with boys in both language and math. However, the level of coverage is much lower for girls (as compared with boys) since a large share of disadvantaged girls drop out of school before reaching grade 9.
- Initial proposal for focus areas: The country is considering two components for its joint Multiplier and system transformation grant program, focusing on improving access and learning, respectively. The GEA is fully integrated into the access component and plays a key role in targeting barriers that prevent girls and young women from progressing to grade 9.
- Outcome: The country is **encouraged** to integrate a girls' education dimension within the learning component, including using the GEA. Low levels of coverage in the current assessment may be masking important learning gaps among the most marginalized girls. As progress in access allows more marginalized girls to stay in school, they will likely require additional support to provide quality learning.

The next section provides details on how the focus areas can be identified to ensure that the GEA complements or extends the system transformation grant's and Multiplier's areas of work. The overall program preparation for both sources of funding must clarify how the combined resources are used to address gender equality.

Eligible activities

The Girls' Education Accelerator does not have a predetermined set of eligible activities. Countries will determine specific interventions in alignment with the partnership compact and/or country-related strategies to address barriers to access, completion

and learning for girls and complement the broader scope of work of the system transformation grant and/or the Multiplier. Interventions that can be financed by this window are diverse and cover programs both within the education sector and in other related sectors such as health or social protection, if their impact links back to girls' education.

GEA funding has to support girls' education outcomes. This does not mean that only girls can participate or benefit from these activities. Interventions financed by the GEA can have girls and boys as beneficiaries; however, the interventions must be designed to tackle key barriers for girls' education and set girls' education as their main objective. Including girls, boys and community members as part of an intervention may be the most effective way to deal with some of these barriers. For example, interventions focused on preventing school-related gender-based violence are more effective when there is wider community engagement.

An application seeking to use the GEA for broad interventions (such as school construction) would need to strongly justify why these interventions tackle the barriers specific for girls' education. Broad interventions are generally more appropriately supported by funds from the system transformation grant and/or Multiplier (which is/are being accessed at the same time as the GEA).

Figure 2 presents example country scenarios in which the Girls' Education Accelerator window could be used and some related examples of interventions to address gender barriers to education. These scenarios also present strategies to improve girls' access, completion and learning based on the challenges and underlying causes of unequal outcomes for boys and girls.

Because the GEA funding is integrated into the system transformation grant and/or the Multiplier, activities within the grants (system transformation grant, Multiplier) should be both mutually complementary and mutually reinforcing. In short, the span of activities must be aligned within the overall program proposal. Figure 3 provides examples of how this can occur.

Figure 2: Country examples for the GEA window

Country A:

Key challenges identified in sector analysis	Proposed action	Lever / expected outputs
• Cost of education: Poor households unable to afford the direct and indirect costs of lower secondary education • Social norms: Parents reluctant to send teenage daughters to schools with male teachers because of fears of sexual violence • Social norms: Expectations of early marriage/pregnancy and exiting school	• Seed resources for a conditional cash transfer focused on secondary-age girls • Strategy to increase proportion of female secondary teachers • Program to reduce violence in schools, particularly sexual violence • Sensitization campaign against early marriage • Comprehensive sexual education (CSE) campaign in secondary education	• Financial barriers to access education are lifted to prioritize girls' education for poor households • Proportion of female teachers increases by X percent • Attitudes toward violence change (viewed as not acceptable by a larger percentage of the population, including teachers) • Attitudes toward early marriage change (viewed as less desirable by a larger percentage of the population, including parents) • Knowledge of CSE and reproductive health increases

Country B:

Key challenges identified in sector analysis	Proposed action	Lever / expected outputs
• Health, water, sanitation and hygiene (WASH): Poor school infrastructure, leading to lower attendance by female students in lower secondary • Quality of education: Low levels of learning, particularly for females in math in primary and lower secondary	• Development of sex-separated sanitary facilities and improvement of access to water in schools • Curriculum review for specific modules focused on math, with adjustment to improve learning by girls—strong evaluation suggested prior, during and after implementation to build evidence • Sensitization campaign on the value of STEM field for women in secondary and beyond	• Better WASH conditions in schools, particularly for female students • Updated curriculum improves learning in math for all students, particularly for girls • Attitude changes toward math and science (higher proportion of female students consider these fields important/ interesting) • Rigorous evaluation of the effectiveness of the curriculum review adds to knowledge in the field

Figure 3: Country example with system transformation grant/Multiplier

Key challenges identified in sector analysis	Proposed action	Lever / expected outputs
• **Observed challenges** • Low female enrollment at secondary and completion rates, particularly in remote and hard to reach areas • Low learning outcomes • **Underlying causes** • Lack of qualified female teachers • Concentration of female teachers in urban areas • Poverty • Poor learning environment • Lack of female role models, particularly in rural areas • Parents' reluctance to accept male teachers for female students; strict social and gender norms	**1 Teacher training [financed through the system transformation grant/Multiplier]** Improve teachers' skills through in-service training and professional development policy; improve pre-service training Attract a larger share of female candidates Train male and female teachers on gender-responsive pedagogy **2 Improvement of learning conditions for all [financed through the system transformation grant/Multiplier]** Build separate latrines and water and sanitation facilities for boys and girls Build and improve classrooms in remote and hard to reach areas **3 Recruitment and deployment of female teachers [financed through the GEA]** Recruit female teachers; provide incentive to newly deployed female teachers to stay in remote areas; better management of teachers Sensitization campaign on girls' education with female role models; information and sensitization campaign on the value of education for females among male and female caregivers	• **Overall** • Increased female enrollment • Learning outcomes improved for girls and boys • **Program 1** • Increased number of female candidates to the teacher training institutes • Increased number and percentage of trained teachers on gender-sensitive pedagogy • Increased number and percentage of females in teacher training programs • **Program 2** • Increased number and percentage of schools with appropriate water, sanitation and hygiene facilities for girls • Increased number of classrooms in remote and hard to reach areas • **Program 3** • Increased number and percentage of newly hired and deployed female teachers in remote areas • Increased number and percentage of qualified female teachers in classrooms • Change in attitudes toward girls education assessed through community survey

Application process

The GEA application process, procedures, steps to follow, as well as related templates match those of the system transformation grant guidelines and are available online.

Additional resources on the Girls' Education Accelerator, including a set of Frequently Asked Questions, are available online.

OFFICES

Washington
701 18th St NW
2nd Floor
Washington, DC 20006
USA

Paris
6 Avenue d'Iena
75116 Paris
France

Brussels
Avenue Marnix 17, 2nd floor
B-1000, Brussels
Belgium

CONTACT

Email: information@globalpartnership.org

GPE Transforming Education