

BOD/2011/05—DOC 07

Meeting of the EFA FTI Board of Directors

Kigali, Rwanda, 18-19 May 2011



## GENDER STRATEGY FOR THE EDUCATION FOR ALL FAST TRACK INITIATIVE

### For Decision/Input

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#### 1. Purpose

The purpose of this paper is to seek approval from the EFA FTI Board of Directors of the Gender Strategy proposed by the EFA FTI Secretariat. The strategy, through targeted support, will improve girls' access and participation in schooling across existing and potential EFA FTI developing country partners.

#### 2. Background

Though the EFA FTI has supported significant achievements in improving girls' education, there are several challenges that remain. There are 67 million children out-of-school today – 36 million of them girls. Overall, the quality of education is weak as reflected in low levels of learning among girls. Since secondary education of girls is especially beneficial, it is important for the EFA FTI to promote girls' education at this level.

The Gender Strategy is an initiative of the EFA FTI Secretariat that proposes continued attention to girls' education and envisages the continued and sustained role of the EFA FTI in promoting gender outcomes and expanding the EFA FTI's support to secondary education through the Education for All Fund. Adopting the strategy will provide direction and structure to the work of the EFA FTI Secretariat and development partners in the area of girls' education.

The Gender strategy will include actions in the following five focus areas:

- ❖ *Reducing the number of out-of-school girls* – The constraints faced by out-of-school girls will be addressed through targeted interventions. Performance-based grants will provide incentives to government to target and continue efforts made at reducing out-of-school girls.

- ❖ *Improving learning outcomes for girls – An emphasis will be placed on developing innovative methods of instruction and on improving teacher accountability. The question of why girls in low income countries are achieving at lower than potential levels as compared to boys will be examined. Developing country partners will be encouraged to set up assessment systems to generate gender disaggregated data on learning.*
  
- ❖ *Expanding the EFA FTI focus to secondary education – Countries will be asked to specify in Education Sector Plans (ESPs) and Interim Education Plans (IEPs) how support will be given to help young women complete upper secondary education and to systematically address the Millennium Development goals. The specific requirements of secondary education will be developed in addition to specifying interventions that are beneficial to motivating girls to continue to the secondary level. This is in line with the decision made by the EFA FTI Board of Directors at its meeting in Washington, D.C. in May 2010 regarding the scope of the EFA FTI (BOD/2010/05-02) to make program financing available for the entire national education sector plan.*
  
- ❖ *Monitoring gender outcomes and strengthening gender focus in the EFA FTI processes – The EFA FTI results framework will target gender disaggregated data linked to categories of marginalization. This will include collaboration with the UNESCO Institute of Statistics (UIS) to strengthen Education Management Systems (EMIS) reporting as well as learning assessments. The gender focus in ESP and IEP development, appraisal, endorsement and implementation will be strengthened and sustained.*

### **3. Decision Requested**

The EFA FTI Board of Directors is requested to approve the following decision:

**BOD/2011/05-XX – Gender Strategy:** The EFA FTI Board of Directors approves the Gender Strategy for the Education for All Fast Track Initiative, as described in Annex 1 of BOD/2011/05—DOC 07.

### **4. Reasons for Recommendation**

There are compelling reasons for getting girls into school, and keeping them there. An educated woman is able to take care of her children better and reduce levels of child mortality. In addition, educating women can break the cycle of poverty by reducing family size through decreased birth rates. The benefits increase substantially when girls possess secondary education. Women with a secondary school education become productive members of society and thereby fuel economic growth.

### **5. Next Steps**

If the Gender Strategy is approved by the EFA FTI Board of Directors, the Gender Strategy will be implemented across EFA FTI developing country partners.

### **6. Costs of Initiative and Source of Funding**

A senior staff member in the EFA FTI Secretariat is appointed with primary responsibility for implementing the Gender Strategy. Except for the performance grant, the costs for this strategy are included in the EFA FTI Secretariat Work Plan and Budget being presented for approval at the meeting of the EFA FTI Board of Directors in Kigali. The estimated requirements for the performance grant will be determined.

### **7. Contact**

Board members and others with questions on these matters are invited to contact the Country Support Team Coordinator, Sandra Barton, at: [sbarton@educationfasttrack.org](mailto:sbarton@educationfasttrack.org).

## Annex 1: Gender Strategy

### Introduction

Girls' education is vital to a country's economic and social development, and supports the health and welfare of its citizens. Education is a fundamental right for both girls and boys. The Convention on the Rights of the Child (1989), ratified by almost all states, ensures that every child has a right to free and compulsory education without discrimination. According to the 2011 Global Monitoring Report, educating girls is "an affordable investment with high returns." There are a number of economic and social reasons that girls' education should be a priority.

First, educating girls is critical to ensuring the health of the next generation.

- ✓ A child born to a mother who can read is 50% less likely to die before age 5.
- ✓ Each additional year of schooling reduces child mortality between 7-9 percent.
- ✓ Between 1970 and 2009, progress in the educational attainment of women resulted in averting 4.2 million child deaths.
- ✓ Universal secondary education would save as many as 1.8 million lives in Sub-Saharan Africa.
- ✓ In many countries, each additional year of formal education for the mother translates into her children remaining in school for an additional three to six months.
- ✓ These factors (and those below) often operate for boys as well, but not as strongly or as predictably.

Second, educating girls is critical to breaking the vicious cycle of poverty by limiting population growth and advancing the health of its adult population.

- ✓ Each additional year of schooling a girl receives at the secondary level reduces fertility by 10 percent because it delays the age of birth of the first child, spaces successive pregnancies, and encourages the use of contraceptives.
- ✓ An additional year of schooling for 1,000 women helps prevent two maternal deaths.
- ✓ HIV and AIDS rates are halved among young people who have finished secondary school. Educated women understand better the perils of HIV and AIDS, and are therefore, 5 times more likely to seek protection than illiterate women.

Finally, educated women fuel economic growth.

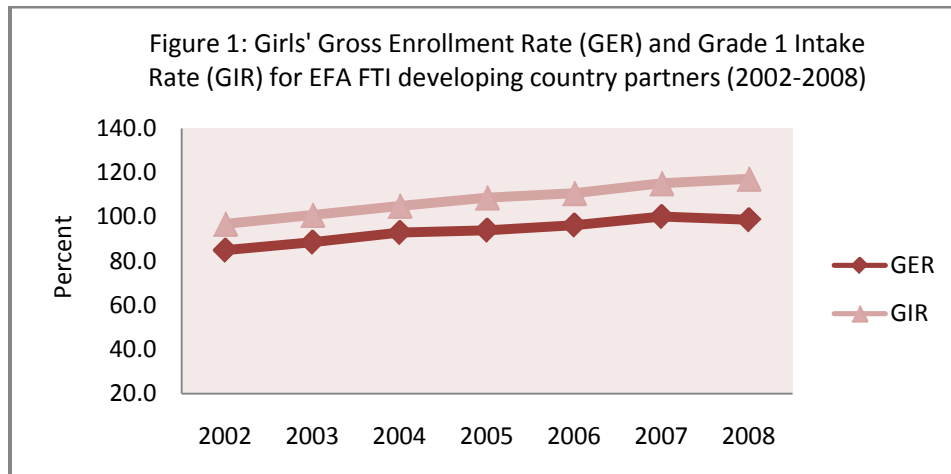
- ✓ The United Nations Economic and Social Commission for Asia and the Pacific (2007) estimated that Asia-Pacific countries lost US\$ 16-30 billion a year in economic growth due to the gender imbalance.
- ✓ Each year of primary schooling increases a girl's earning power by 10 to 20 percent and the return on secondary education is even higher at 15 to 25 percent.
- ✓ In Sub-Saharan Africa, investing in girls' education has the power to boost agricultural output by 25 percent.

This strategy first describes the EFA FTI’s achievements in girls’ education so far. This is followed by a presentation on the rationale for a continued and increased focus on girls’ education and, finally, the strategy outlines what the EFA FTI can do to further girls’ participation in school.

**EFA FTI Achievements**

Currently, there are 44 developing country partners in the EFA FTI Partnership. Many of these countries have made tremendous strides in girls’ education. The EFA FTI model, which puts countries in the “drivers’ seat” in charting reform and progress in the education sector, has had considerable impact on improving girls’ education. National Education Sector Plans (ESPs), which drive reform in a structured and comprehensive way, are able to prioritize girls’ education. Joint Sector Reviews (JSRs) enable Local Education Groups (LEGs) to monitor and evaluate progress made each year. Moreover, additional financing through the Catalytic Fund provided additional resources for implementing interventions important to girls’ education.

Girls enrolling in primary school (Gross Enrollment Ratio or GER) in EFA FTI developing country partners grew from an average 82 percent to 100 percent between 2002 and 2008 (Figure 1). On average, 68 percent of girls in EFA FTI developing country partners now finish primary school. And the EFA FTI can show similar progress in Grade 1 access (Gross Intake Rate or GIR). Of the EFA FTI developing country partners, based on 2008 data, 18 had achieved gender parity in enrollments.



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

Seven countries—Burkina Faso, Ethiopia, Ghana, Guinea, Mauritania, Mozambique, and Niger— show a remarkable average 46 percent increase in girls’ enrolment —significantly higher than the period just before becoming EFA FTI partners (Table 1). For example, after joining the EFA FTI in 2004, girls’ enrollment increased 32 percent in Burkina Faso between 2004 and 2008 compared to just 5 percent between 1999 and 2004. After endorsement of their ESP in 2004 and over the next four years, Ghana witnessed a significant 32 percent increase in its GER. Mauritania increased girls’ enrollment from 88 percent in 2002 to 102 percent in 2008. Three countries—Benin, Cameroon, and Timor Leste—have also made progress in increasing the number of girls in classrooms since they joined the EFA FTI. Within a year of joining the EFA

FTI, girls' enrollment improved by 13 percent in Benin. Similarly, in Cameroon and Timor Leste, girls in school increased by 5 and 7 percent, respectively.

**Table 1: EFA FTI Developing Country Partners with Significant Improvements in Girl's Education**

	Start	Girls' Gross Enrollment Ratios		
		1999	Start	2008
Burkina Faso	2002	36	39	68
Ethiopia	2004	38	55	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	97	102
Timor Leste	2005		96	103

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

A range of interventions were introduced to improve girls' education in EFA FTI developing country partners. The most common intervention was to mobilize communities to send their girls to school. A variety of media—television, radio, newspapers—as well as local leaders were used to reach parents and community members about the importance and benefits of education. Other interventions included targeted financial support to cover fees and textbooks, the creation of school health and feeding programs, and gender-sensitive curriculum reform and teacher development. Government officials were also alerted to gender issues and the importance of monitoring girls' participation in school. Learning environments were created which were healthy, safe, and where gender-based violence was not tolerated. Separate latrines for boys and girls were built, along with sanitary facilities to assist girls during menstruation. Boarding schools were opened for girls from remote communities. Governments introduced laws and policies that support girls' education in addition to strengthening the legal and structural framework for inclusive education.

### **Rationale for a Continued Focus on Gender**

Despite these achievements, there is a need for a continued focus on gender parity and gender equality in existing and potential EFA FTI developing country partners as described below. Gender parity refers to numerical equity in GERs, Net Enrollment Rates (NERs) and survival rates. Gender equality on the other hand, refers to the equal opportunity to learn and the similarity in learning outcomes between boys and girls. This is dependent on good quality service delivery in education offered to all children.

There are still a large number of girls that are out-of-school. Out-of-school girls are those that have never enrolled, or dropped out of school. According to the 2011 EFA Global Monitoring Report, of the 67

million children who are not in school today, 36 million are girls. Research indicates that without sustained attention and appropriate interventions, girls are less likely to enroll and remain in school.

In Pakistan, poor girls in rural areas are 16 times less likely to attend school than the wealthiest urban boys. Of the 40 percent of children out-of-school in Sub-Saharan Africa, three-quarters of the girls' out-of-school are unlikely to ever enroll compared to two thirds of the boys' out-of-school.

The number of girls' out-of-school is particularly high in the group of existing and potential EFA FTI developing country partners indicated in Table 2 below, which have a Gender Parity Index (GPI) below 0.97. In Benin, Cameroon, Central African Republic, and Mali the number of girls' out-of-school far exceeds the number of boys' out-of-school. Many of the countries underlined in Table 2 are considered fragile and post-conflict.<sup>1</sup> In such conditions, it is an even greater challenge for girls to attend school.

**Table 2: Existing and Potential EFA FTI Developing Country Partners  
Gender Parity Index and Girls Out-of-school**

EFA FTI Developing Country Partners			EFA FTI Developing Country Partners		
	GPI- GER	% girls out- of-school		GPI- GER	% girls out- of-school
1. <u>Afghanistan</u>	0.67	na	19. <u>Tajikistan</u>	0.96	Na
2. Benin	0.81	14	20. <u>Timor Leste</u>	0.95	Na
3. Burkina" Faso	0.88	40	21. Togo	0.94	Na
4. Cambodia	0.89	13	22. <u>Yemen</u>	0.8	34
5. Cameroon	.94	14			
6. <u>CAR</u>	0.86	43	Potential EFA FTI Developing Country Partners		
8. Djibouti	0.71	58	1. <u>Chad</u>	0.7	na
9. Ethiopia	0.89	19	2. <u>Congo</u>	0.94	na
10. Gambia*	0.91	26	3. <u>Congo DRC</u>	0.85	na
11. <u>Guinea</u>	1.06	31	4. <u>Cote d'Ivoire</u>	0.81	48
12. Lao PDR	0.86	19	5. <u>Eritrea</u>	0.83	66
13. <u>Liberia</u>	0.91	na	6. Pakistan	0.84	40
14. Mali	0.9	30	7. <u>Somalia</u>	0.55	na
15. Mozambique	0.84	12	8. <u>Sudan</u>	0.9	na
16. Niger	.9	52	9. <u>Uzbekistan*</u>	0.98	11
17. <u>Sierra Leone</u>	0.88	na	10. Nigeria	0.88	34
18. Senegal	1.04	24			

Source: The EFA FTI Secretariat, using UNESCO Institute of Statistics 2010 data

<sup>1</sup> Fragile states are classified according to their ratings on the "Country Policy and Institutional Performance Assessment (CPIA)" Countries are recognized as fragile when the CPIA rating is 3.2 or there has been a presence of a UN and/or regional peace-building mission during the past three years.

Learning levels across existing and potential EFA FTI developing country partners are low, especially for girls in both primary and secondary education. Recent research points to the importance of learning and cognitive skills for later productivity rather than just the number of years spent in school. Early grade performance is weak. Grade 2 students in a group of countries were tested on the number of words they could read. 94 percent of the children in Mali and 88 percent in Uganda could not read a single word. In the other countries tested—The Gambia, Nicaragua, Liberia and Honduras—it was less than 50 percent. Performance in higher grades in primary schools is also weak. A composite learning score obtained through different tests (MLA<sup>2</sup>, PASEQ and SACMEQ<sup>3</sup>) for Grades 5/6 reiterates the weak levels of learning in Sub-Saharan African countries (World Bank, EFA FTI, 2011). In this analysis, students on average had only mastered around 50 percent of what they were expected to know (Table 3).<sup>4</sup>

**Table 3: Composite of MLA, PASEC and SACMEQ scores**

EFA FTI Developing Country Partners		EFA FTI Developing Country Partners	
	Composite score		Composite score
Benin	38	Togo	52
Burkina Faso	44	Zambia	38
Cameroon	54		
Gambia	40	Potential EFA FTI Developing Country Partners	
Guinea	48	Chad	39
Kenya	63	Congo	42
Lesotho	40	Cote d'Ivoire	54
Madagascar	49	Nigeria	29
Malawi	37	Tanzania	58
Mauritania	27	Uganda	52
Mozambique	56	Zimbabwe	45
Niger	38		

Source: World Bank and EFA FTI 2011

Comparative information on learning levels for boys and girls was only available for a few of the EFA FTI developing country partners. Table 4 on Grade 6 performance in reading and mathematics, respectively,

<sup>2</sup> "Monitoring of Learning Achievement" is developed jointly by UNESCO and UNICEF.

<sup>3</sup> "Programme d'analyse des systèmes éducatifs de la Confeme", and "Southern and Eastern African consortium for monitoring educational quality" collects data on Francophone and Anglophone countries in Sub-Saharan Africa, respectively.

<sup>4</sup> This analysis also points to a small association of observable aspects of school (location and size), class (size and textbook availability) and teachers' background variables with student learning (about 6 percent). More importantly, the impact of unobservable teacher and class variables explain more than 24 percent of the variation in test scores. Effective teaching and learning, well-managed, and accountable teachers form a part of these unobservable aspects of improving student learning.



portrays the limited increases in learning between 2000 and 2007. In some cases there is even a decrease in achievement scores. Achievement scores are generally similar to those for boys in low-income countries, which is a different pattern than what is observed in high-income countries especially those taking PISA<sup>5</sup> assessments where girls significantly outperform boys.

**Table 4: Learning Levels for Select Anglophone EFA FTI Developing Country Partners**

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

Source: SACMEQ 2002 and 2007

Participation of girls becomes lower and lower as they progress through the education system portraying the need to expand the EFA FTI focus to secondary education. The GPI for Sub-Saharan Africa drops from an average 0.95 at the end of the primary cycle, to 0.85 in lower secondary, 0.78 in upper secondary and finally 0.65 in higher education. Rural-urban and income level disparities in secondary education attainment within countries are much higher. Benefits to girls receiving secondary education listed above affirm the need to expand the EFA FTI work to this level of education.

Secondary education is particularly important for the group of existing and potential EFA FTI developing country partners that have high GER and GPI in primary education. Table 5 lists the GER and GPIs for this group of countries with GPI 0.97 and above. Data were not available for five countries (Vietnam, Nepal, Haiti, Guinea Bissau, Papua New Guinea) in this group. The bulge in primary schooling suggests that governments will need to rapidly expand the secondary education sub-sector.

<sup>5</sup> "Program for International Assessment" is organized by the Organization for Economic Cooperation and Development.

**Table 5: Existing and Potential EFA FTI Developing Country Partners with high GERs**

EFA FTI Developing Country Partners				EFA FTI Developing Country Partners			
	Secondary				Secondary		
	Primary	Lower	Upper		Primary	Lower	Upper
	GPI-GER	GER	GER		GPI-GER	GER	GER
1. Albania	0.97	93	53	16. Rwanda	1.01	36	16
2. Bhutan	1.01	75	35	17. Sao Tome &	1.01	75	0.8
3. Georgia	1	93	88	18. Zambia	0.99	69	Na
4. Ghana	0.99	75	31	<b>Potential EFA FTI Developing Country Partners</b>			
5. Guyana	0.99	119	77	1. Bangladesh	1.04	na	Na
6. Honduras	1	74	70	2. Burundi	0.97	25	Na
7. Kenya	0.98	87	40	3. Kiribati	1.04	37	Na
8. Kyrgyzstan	1	93	66	4. Myanmar	0.98	na	Na
9. Lesotho	1	48	30	5. Solomon Islands	0.97	na	Na
10. Madagascar	0.98	67	12	6. Sri Lanka	1	105	Na
11. Malawi	1.03	34	14	7. Tonga	0.97	na	Na
12. Mauritania	1.08	22	na	8. Uganda	1.01	31	Na
13. Moldova	0.98	89	91	9. Tanzania	1	33	Na
14. Mongolia	0.99	98	92	10. Vanuatu	0.97	na	Na
15. Nicaragua	0.98	81	60				

Source: The EFA FTI Secretariat, using UNESCO Institute of Statistics 2010 data

### The EFA FTI Gender Strategy

The EFA FTI has had a strong focus on gender from the time it was established. The proposed gender strategy will strengthen the EFA FTI's support for girls' education. The strategy will move away from advocacy to evidence-based operational support for girls' education. Beginning with an emphasis on gender in all EFA FTI procedures and outcomes monitoring, the strategy will provide targeted support for bringing out-of-school girls to school, keeping them there and helping them learn. The strategy also reiterates the need for financing from the Education for All Fund for secondary education especially in those countries that have high GPIs.

#### i. Reducing the number of girls' out-of-school

Getting girls from ethnically or socially marginalized groups, with mental or physical disabilities, with HIV and AIDS, or that are orphaned into schools will be a significant challenge. Going forward, sustained efforts will be made to understand and alleviate the barriers that keep these girls out-of-school.

Understanding the characteristics of girls that comprise the out-of-school population will better inform policy makers, and others, to implement appropriate interventions to reach out-of-school girls. Partners will be encouraged to capture information on the complexities surrounding girls not attending school

and designing interventions that are appropriate for bringing girls from at-risk and marginalized communities to school.

Coordination and partnerships with the United Nations Girls Education Initiative, UNICEF, UNESCO, civil society organizations (CSOs), non-governmental organizations (NGOs), and others will be actively explored to support countries and to monitor progress in out-of-school girls.

In addition to all other financing, the EFA FTI should recognize and reward countries that have made significant progress in reducing the number of girls out of school.

**The EFA FTI will provide dedicated funding and technical expertise to developing country partners, especially those that are fragile and post-conflict to help identify out-of-school girls, and develop new ways to bring them to school.**

**The EFA FTI is considering performance-based grants for a small group of countries that are successful in getting girls into primary school and keeping them there. These grants would be in addition to the support received for overall ESP development and implementation.**

ii. **Improving levels of learning for girls**

Improving education quality that can build knowledge and skills for the 21<sup>st</sup> century will be the single greatest challenge in the coming decade.

A variety of interventions such as sufficient textbooks, time on task, and systematic testing are critical to improving levels of learning for girls. These basic dimensions of learning will be closely monitored.

New methods of teaching and learning, especially for the learning in the early grades, will be explored and the impact on girls' performance will be closely monitored.

Until recently, the significance of teacher accountability for learning received limited attention. Addressing this issue will be an important part of the gender strategy to improve overall learning and learning for girls.

A variety of programs – EGRA,<sup>6</sup> PASEC, SACMEQ, MLA, TIMSS,<sup>7</sup> and PIRLS—collect data on student learning. However, possibilities for comparing outcomes and monitoring at the country level are weak. Countries will be encouraged to establish systems for the regular assessments of learning. NGOs and CSOs will be encouraged to provide objective assessments of how girls are performing in schools.

<sup>6</sup> “Early Grade Reading Assessments” are developed by USAID.

<sup>7</sup> “Third International Mathematics and Science test” is organized by the Organization for Economic Cooperation and Development.

**The EFA FTI Gender Strategy will focus on new ways to improve the learning of all children, with special emphasis on improving teacher accountability in primary education.**

**iii. Expanding support to secondary education through the Education for All Fund**

The group of countries highlighted above has a significant proportion of students completing primary school, and therefore, will need to urgently address bottlenecks in secondary education.

Support from the Education for All Fund used for ESP development will explore relevant and appropriate policies and interventions to expand and improve the quality of secondary education.

Countries will become eligible to use grants from the Education for All Fund for to finance secondary education especially if they have reached gender parity in primary. This is a major shift from the current focus on basic education.

In addition, Global and Regional Activity funds will be used to analyze, at the global and regional levels, country programs and performance in secondary education.

**Education for All Funds could be used to explore the specific requirements of secondary education and to analyze interventions that are beneficial for motivating girls to continue their education to the secondary level.**

**iv. Monitoring gender outcomes and strengthening focus on gender in EFA FTI processes**

In collaboration with the UIS, the EFA FTI Secretariat will monitor a comprehensive set of indicators related to girls in the EFA FTI Partnership Results Framework. Education for All Fund funds will be used to improve the production, quality and reliability of data on girls generated at the country level. Developing country partners will be encouraged to set up national assessment systems to monitor learning at regular intervals.

The EFA FTI procedures and processes will be strengthened to promote girls' education. The forthcoming "Guidelines for Sector Plan Development and Appraisal" will provide focused questions to help countries address girls' education in an effective and targeted manner in ESPs and IEPs. The existing appraisal guidelines include only three aspects of a gender strategy – teacher development, textbooks, and awareness campaigns. This will be expanded to include policy and governance issues detrimental to girls' education.

Countries will be encouraged to use EFA FTI support for ESP development to analyze and address gender issues. The EFA FTI Secretariat will provide additional resources for countries that wish to strengthen their approach to girls' education. Global and Regional Activity funds will be used to examine interventions and performance at the global and regional level pertaining to girls' education. The knowledge that emerges from this research will be targeted to EFA FTI developing country partners.

Levels of commitment and planned activities to improve girls' education will be considered in the assessment of proposals submitted for support from the Education for All Fund and in the results-based financing modalities being explored.

The EFA FTI Secretariat will focus on supporting developing country partners to strengthen Joint Sector Reviews of the implementation of ESP and IEPs in order to enable a more systematic and targeted review of girls' participation, transition and learning in schools.

**Gender related outcomes will be closely monitored through the introduction of the new EFA FTI Partnership Results Framework. In collaboration with the UIS, the strategy will focus on strengthening EMIS systems.**

**The EFA FTI will renew efforts to ensure that the development, appraisal, endorsement and implementation of ESPs and IEPs and concentrate country-level attention and resources on girls' education. Efforts to improve girls' education will become an important aspect of new funding modalities being explored such as results-based financing.**

## Results

Implementation of the Gender Strategy will include actions in five focus areas namely, fine tuning and sustaining the focus on gender in the EFA FTI processes; improving the monitoring of gender outcomes and performance, reducing the out-of-school girls population; improving overall learning and learning levels for girls; and expanding EFA FTI support to secondary education through the Education for All Fund.

The results and activities that will demonstrate achievements for each of the five action areas are described in the table below:

	<b>Components of the Gender Strategy</b>	<b>Activities and Evidence for Results</b>	<b>Timeline and Capturing Impact</b>
1	Reducing out-of-school girls	Education for All Fund support for studies on out-of-school girls and ESPs to include targeted interventions  UIS data confirming reduction in out-of-school girls	2011-2014  <ul style="list-style-type: none"> <li>• Studies</li> <li>• ESPs and UIS data analyzed</li> </ul>
2	Improving learning especially for girls	Education for All Fund support to help countries experiment with new approaches to improving learning  Improvements in teacher accountability	2011-2014  <ul style="list-style-type: none"> <li>• JSRs</li> <li>• EFA Secretariat mission reports</li> <li>• Reports</li> </ul>
3	Expanding financial support to secondary	Education for All Funds used to develop	2011-2014

	education.	<p>programs for secondary education</p> <p>Education for All Fund support provided for expanding secondary education</p>	<ul style="list-style-type: none"> <li>EFA FTI program documents</li> </ul>
4	Monitoring gender outcomes and strengthening EFA FTI processes	<p>Education for All Fund support used to improve country level systems for monitoring learning and performing reliability checks on data leading to better reporting on outcomes.</p> <p>Comprehensive gender focus in the Guidelines for ESP and IEP development and appraisal.</p> <p>Funds for ESP and IEP development used to analyze gender issues. Global and Regional Activities funds to analyze experiences and organize workshops.</p> <p>Results-based financing for EFA FTI support, with a focus on gender outcomes.</p> <p>JSR reporting on progress in girls' education</p>	<p>2011-2014</p> <ul style="list-style-type: none"> <li>Better UIS reports and data available on learning</li> <li>Finalized Guidelines for ESP and IEPs development and appraisal</li> <li>Annual reports</li> <li>EFA FTI program documents</li> <li>JSRs</li> </ul>