

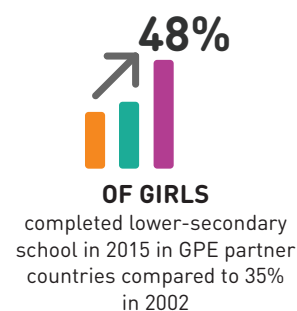
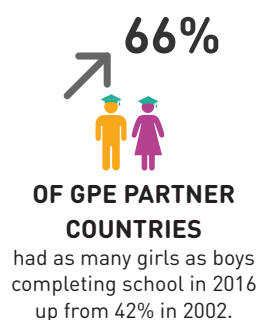
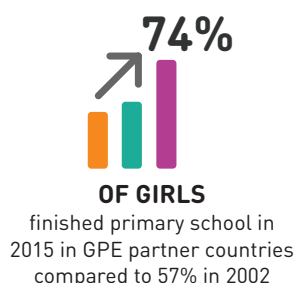
JUNE 2018

# Breaking down barriers to gender equality and girls' education



## GPE'S RESULTS – REMARKABLE PROGRESS ACHIEVED

With GPE's support, developing country partners have achieved remarkable progress between 2002 and 2016:



The **GPE Results Report 2018** shows that GPE exceeded the 2017 milestone for gender parity in primary completion. The findings also confirm that despite improvements, in many GPE countries fewer girls than boys complete primary school and the rate for girls who are not in school is higher than that for boys.

**Increasing equity, gender equality and inclusion for all** is one of GPE's three goals in GPE 2020, GPE's strategic plan for 2016-2020, and critical to achieving the vision of SDG 4 for education.

GPE's Gender Equality Policy and Strategy 2016–2020 provides guidance throughout the period of GPE 2020 and supports governments in developing gender-responsive education sector plans.

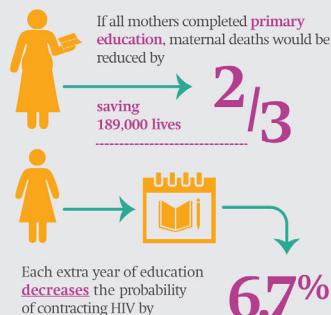


## THE CHALLENGE

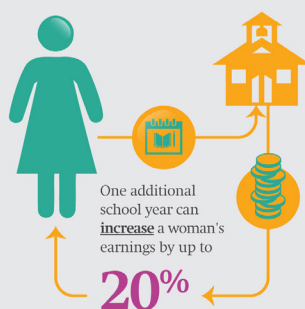
- Despite impressive gains in GPE countries, **130 million girls remain out of primary and secondary school worldwide** —a huge challenge for global education.
- Globally, girls are **1.5 times more likely** than boys to be excluded from primary school. It is **2.5 times** in countries affected by fragility and conflict.
- The **poorest girls** face the most extreme barriers, which get worse with higher education levels.

## GIRLS' EDUCATION – A STRATEGIC INVESTMENT

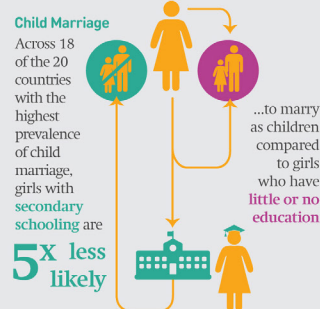
### EDUCATION MAKES WOMEN HEALTHIER



### EDUCATION IMPROVES WAGES & JOBS FOR WOMEN



### EDUCATION PROTECTS GIRLS FROM HARMFUL PRACTICES



## GPE'S APPROACH – BREAKING DOWN THE BARRIERS TO GENDER EQUALITY

- **Building the evidence base.** GPE helps countries to analyze barriers to gender equality as a basis for gender-responsive sector planning.
- **Monitoring and analysis of results.** GPE collects gender-disaggregated data and supports governments to establish data system to reveal inequalities.
- **Funding gender-responsive strategies for girls' education,** including awareness-raising campaigns, community gender training, female teacher recruitment and separate toilets, etc.
- **Investing in global goods.** GPE's new knowledge and information exchange (KIX) will support research, data, and peer learning on gender equality.

## BRISHNA

9 years old, Afghanistan



"Getting an education is my only dream"

**Afghanistan has made remarkable progress since 2001**, when the Taliban government was overthrown. At that time, the number of children able to access education was extremely low, especially for girls.

The situation has improved markedly since then, but unequal girls' access to education remains a challenge, particularly in rural areas.

One of the main obstacles that hinders girls' education is the **lack of female teachers and a lack of schools in rural areas** like Garamser, Helmand where Brishna lives. To fill this gap, the GPE-funded program (US\$ 55.7 million)

which supports the national education sector plan, has recruited, trained and deployed qualified female teachers in some of the poorest districts and established community-based schools.

This is working hand in hand with broader reforms in the governance and management of the education system. A new community-based school in Brishna's village, makes access to school now easy for her and many other girls like her.

The rate of girls enrolling in primary school in Afghanistan has **increased from 44% in 2002 to 87% in 2015**.

## JULIANA

11 years old, Côte d'Ivoire



"I would like to be a teacher"

"My parents never went to school. I am the first girl in my family to go to school. My favorite subjects are mathematics, science and geography. I would like to be a teacher."

After a decade of civil war, GPE supported Côte d'Ivoire to develop a new education sector plan. **A US\$41.4 million GPE grant** helped to train teachers and build more schools in remote areas, including providing separate toilets for girls and boys. GPE's support, together with help from the

local community, means Juliana has a school closer to her home, making her walk to school safer, and giving her more time to spend on homework and helping her parents in the cocoa plantation. In September 2015, a new law made school compulsory for all girls and boys; in the same year, the government increased the education budget by 25 percent.

The rate of girls completing primary school in Côte d'Ivoire has **increased from 33% in 2000 to 56% in 2015**.