NEW LESSONS
THE POWER OF EDUCATING ADOLESCENT GIRLS
A GIRLS COUNT REPORT ON ADOLESCENT GIRLS

CYNTHIA B. LLOYD
POPULATION COUNCIL
NEW LESSONS
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Cover Photo
Girls at a new secondary school in Bangladesh head home after class. Offering new options and access to secondary school is a top priority for adolescent girls’ education.
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Cover Photo
Girls at a new secondary school in Bangladesh head home after class. Offering new options and access to secondary school is a high priority for adolescent girls’ education.

Photo Credit: Brent Stirton / Getty Images
Collect and compile data on non-formal education

A questionnaire module on non-formal education should be introduced into national household surveys and censuses to collect data on the extent and coverage of non-formal schooling, and its implementation should be tested on a pilot basis in several countries.

Build and maintain a global database for education programs for adolescent girls

Our program and project compendium should become the platform for the development of a dynamic global database of education programs that serve adolescent girls. Its scope should be expanded in order to identify promising models appropriate to girls’ educational needs in different settings. This database should be made available to donors, practitioners, and international agencies.

Expand opportunities for girls to attend secondary school

Governments should define basic education as education through lower secondary school, or to age 16. To accommodate the resulting influx of students, governments and the private sector should increase the number of formal and non-formal secondary school places in the educational system by extending existing primary school facilities and offering well-targeted subsidies to disadvantaged girls to attend either public or private secondary schools.

Support the non-formal education system

The non-formal education system must be well integrated with the formal system and be designed to help adolescent girls to achieve their educational and developmental needs. Non-formal schools must be upgraded, certified, and licensed, and pathways should be established from the non-formal to the formal sector, as well as from the formal to the non-formal sector. Baseline surveys should assess educational backgrounds, skills, and knowledge gaps of population subgroups who are potential beneficiaries, in order that educational systems can be designed to address existing needs.

Develop after-school tutoring and mentoring programs in both primary and secondary schools

These programs should support girls’ education and development and enhance their chances of progressing to or succeeding in secondary school. They can provide one-on-one mentoring and ensure that after-school hours are dedicated to study and not to part-time jobs or family obligations. The programs can also provide supplementary training beyond the formal curriculum for the development of skills for social and civic participation—in the process teaching basic health, reproductive health, and financial literacy.

Produce curricula relevant to adolescent girls

Adolescent girls in the developing world need to acquire remunerative and marketable skills which are not taught at home, such as facility with computers, fluency in an internationally spoken language, financial skills, and knowledge of social systems. New methods to promote interactive and collaborative learning can help develop critical thinking and decisionmaking skills and instil a habit of lifelong learning—capacities that will equip girls for a rapidly changing world.

Offer post-secondary vocational programs

The majority of girls who complete secondary school do not continue on to university. For girls going directly into the workforce, it is important to offer programs that support them in making a successful transition to remunerative work and household financial management. Such programs must be based on market assessments and provide relevant, flexible skills for employment and professional growth in an ever-changing global economy.

Provide training and ongoing incentives for women to enter and remain in teaching

Female teachers can reinforce the importance of education to girls, and many girls respond better to female teachers. The number of women who enter teaching is increasing, and teaching appears to be a viable, desirable profession for women who have completed secondary school.

Advocate

Promote easy transitions between non-formal and formal schools

Complementary schools should be developed within the non-formal education system to help girls, many of them primary-school dropouts, continue on to formal secondary school. They should also offer younger adolescents the opportunity to reenter formal primary school.

Encourage and evaluate innovation

The curricula in both formal and non-formal schools attended by adolescents should be revamped to develop new approaches to education. Although many of the current approaches are unproven, some appear particularly promising. To test their effectiveness, research/program partnerships should invest in designing and implementing pilot projects to measure and assess their impact on girls over the short and medium term.
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If you want to change the world, invest in an adolescent girl.

An adolescent girl stands at the doorway of adulthood. In that moment, much is decided. If she stays in school, remains healthy, and gains real skills, she will marry later, have fewer and healthier children, and earn an income that she’ll invest back into her family.

But if she follows the path laid down by poverty, she’ll leave school and enter marriage. As a girl mother, an unskilled worker, and an uneducated citizen, she’ll miss out on the opportunity to reach her full human potential. And each individual tragedy, multiplied by millions of girls, will contribute to a much larger downward spiral for her nation.

Investing in girls is the right thing to do on moral, ethical, and human rights grounds. Perhaps no other segment of society globally faces as much exploitation and injustice, and we owe girls our support as integral, yet overlooked, members of the human family.

Investing in girls is also the smart thing to do. If the 600 million adolescent girls in the developing world today follow the path of school drop-out, early marriage and early childbirth, and vulnerability to sexual violence and HIV/AIDS, then cycles of poverty will only continue.

Yet today, only a tiny fraction of international aid dollars is spent—and spent effectively—on needs specific to adolescent girls. That underinvestment is the reality the Coalition for Adolescent Girls (www.coalitionforadolescentgirls.org) is trying to change.

Launched by the United Nations Foundation and the Nike Foundation in 2005, the Coalition’s goal is to offer fresh perspectives, diverse resources, and concrete policy and program solutions to the challenges facing adolescent girls in developing countries. Our first step? Uncover adolescent girl-specific data and insights to drive meaningful action.

In 2008, Girls Count: A Global Investment and Action Agenda did just that. Authored by Ruth Levine from the Center for Global Development, Cynthia B. Lloyd of the Population Council, Margaret Greene of the International Center for Research on Women, and Caren Grown of American University, Girls Count laid out the case for investing in girls and outlined actions that policymakers, donors, the private sector, and development professionals can and should take to improve the prospects for girls’ wellbeing in the developing world.

Today, we are pleased that Girls Count has gone into its second printing. More importantly, the authors have continued beyond that groundbreaking work to explore girls’ lives further. Together, the results comprise the new Girls Count series:

• In New Lessons: The Power of Educating Adolescent Girls, Cynthia B. Lloyd and Juliet Young demonstrate that education for girls during adolescence can be transformative, and they identify a broad array of promising educational approaches which should be evaluated for their impact.

• In Girls Speak: A New Voice in Global Development, Margaret Greene, Laura Cardinal, and Eve Goldstein-Siegel reveal that adolescent girls in poverty are acutely aware of the obstacles they face, but are full of ambitious, powerful ideas about how to overcome them.

• In Start with a Girl: A New Agenda for Global Health, Miriam Termini and Ruth Levine describe the positive multiplier effect of including adolescent girls in global health programs and policies—and the risks if they continue to be left out.

• Through Girls Discovered: Global Maps of Adolescent Girls, Alyson Warhurst, Eva Molyneux, and Rebecca Jackson at Maplecroft join the ranks of Girls Count authors by using their unique quantitative analysis of girl-specific data to literally put girls on the global map.

• Finally, Caren Grown is exploring how income and savings in the hands of girls can drive fundamental social change. This work will be the first to shine a light on this exciting but little-understood area of global development.

Each report takes us deeper into the lives of adolescent girls and contains an action agenda outlining how the global community can count girls, invest in girls, and advocate for girls. Taken together, the Girls Count series presents a powerful platform for action. Please visit coalitionforadolescentgirls.org for more information.

The girl effect is the missing and transformative force needed to achieve the Millennium Development Goals, with the unique power to break the intergenerational cycle of poverty. It is about the lives of 600 million adolescent girls, and the millions more lives that are affected by them. Girls do indeed count.
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INTRODUCTION

Over the past 15 years, girls’ education in the developing world has been a story of progress. Interest and financial backing from the development community have grown steadily in response to accumulating evidence documenting the many benefits of girls’ schooling, and female education is now a major part of global development commitments, including the Millennium Development Goals.

Alongside this global interest, school enrollments have climbed. The large majority of girls now attend primary schools, and most girls attend school into early adolescence. The gender gap is closing, and higher enrollments are boosting economic returns. But there is still a long way to go. Girls’ primary school completion rates are below 50% in most poor countries. According to a 2008 UN report, 113 countries failed to reach the 2005 Millennium Development Goals on gender equality in education. Few show prospects of meeting them by 2015. The situation is worse by the time girls reach secondary school. In Africa, girls’ secondary school enrollments have fallen relative to boys since 2000. And throughout the developing world, young women are underrepresented in the workforce.

One of the most significant problems in most developing and conflict-affected countries is the failure of education systems to realize their potential to empower adolescent girls. Fewer girls attend formal education in later adolescence and, of those who do, many are in formal primary rather than secondary school, where one might expect to find them. The fact that the majority of donor funding is directed toward girls’ primary school attendance may contribute to this pattern. Existing education programs are bereft of curricula with adolescent learning needs in mind, in particular the needs of girls whose lives often close down rather than open up during adolescence. For girls, this makes the transition to secondary education and the workplace challenging, if not impossible. There has been a notable rise in the number of non-formal educational programs with girl-friendly features. But their coverage and impact for adolescent girls are unknown both in the short run, for their school progress, and in the long run, for how well girls are prepared for adulthood, paid work, and household management.

While primary schooling is a basic need for all children, education for adolescents can be transformative. Many benefits are immediate. The prospect of secondary education motivates girls to complete primary school. Being in school along with boys during adolescence fosters greater gender equality in the daily lives of adolescents. Education for adolescent girls helps them avoid long working hours and early pregnancies, and lowers their risk of HIV/AIDS. In the long term, secondary education offers greater prospects of remunerative employment, with girls receiving substantially higher returns in the workplace than boys when both complete secondary school.

A new global compendium

New Lessons goes beyond the global action agenda in Girls Count, our previous report on girls’ education, released in 2008. It seeks to increase understanding about the education of adolescent girls. Given the lack of information on education programs for girls, it provides new data and analysis from research on more than 300 past and current programs and projects. It offers evidence on how proven practices, including scholarships for girls and the recruitment and training of female teachers, can increase the number of adolescent girls attending school and highlights the pedagogical approaches that enhance learning and employment.

Very few girl-friendly education programs have been evaluated, and even fewer have made their evaluation reports publicly accessible. Thus most approaches remain promising but unproven. Furthermore, the
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Information collected for this report suggest that relatively few programs are specifically designed with the developmental and learning needs of adolescent girls in mind. Rather, the evidence suggests that adolescents girls are often subsumed under programs for younger girls or adult women. Our compendium of policies and programs also suggests that skill development and knowledge acquisition vary enormously by grade level, both within and across countries, due to variations in school quality.

The report is also one of the first to stress the need for more data on the growing non-formal education sector. While there has been a rapid rise in NGO-funded non-formal schools, there are no data on enrolments or learning outcomes for those participating in the non-formal sector—and no data on the social and economic returns for girls who enroll in these programs. But evidence suggests that enrollment in non-formal institutions is significant among adolescents and that many girls move between formal and non-formal education in response to the pressures they uniquely experience.

From analysis to policy agenda

Even with a shortage of information on adolescent programs in the formal and non-formal sectors, this report builds a case for rigorous efforts by governments and NGOs to improve the educational standards for adolescent girls. To continue the progress of the past 15 years, interested parties can collaborate to build on the successful programs discussed in this report.

Flowing from the evidence is our educational manifesto for girls. In that manifesto, we outline three developmental and learning phases during adolescence and, within each, identify learning goals and preferred educational pathways for girls. The strong evidence of a high return for girls from formal secondary school and the lack of evidence of returns from non-formal alternatives underlie our preference for formal school at each phase of adolescent development. In our view, continuing education during adolescence is a necessary first step for girls to overcome a history of disadvantage in civic life and paid employment. We also identify the curricular building blocks that should support girls in their transition to adulthood.

Education for girls during adolescence alone cannot overcome the gender gap. Social forces that prevent the majority of girls from completing secondary education also manifest themselves in the workplace and in societal norms, making it hard for many girls to translate their educational gains into remunerative employment. Other complementary social efforts will be required to open previously closed pathways for girls. But if girls are not adequately educated during childhood and adolescence, they will not be in a position to seize new opportunities. These complementary efforts, well outlined in Girls Count, include a supportive legal environment that fully recognizes the equal rights of girls and women and enshrines those rights in law and practice.

This is the new landscape of girls’ education, and here are ten actions we propose to support it.

Taking action for adolescent girls’ education

1. Collect and compile data on non-formal education
   A questionnaire module on non-formal education should be introduced into national household surveys and censuses to collect data on the extent and coverage of non-formal schooling, and its implementation should be tested on a pilot basis in several countries.

2. Build and maintain a global database for education programs for adolescent girls
   Our program and project compendium should become the platform for the development of a dynamic global database of education programs that serve adolescent girls. Its scope should be expanded in order to identify promising models appropriate to girls’ educational needs in different settings. This database should be made available to donors, practitioners, and international agencies.

3. Expand opportunities for girls to attend secondary school
   Governments should define basic education as education through lower secondary school, or to age 16. To accommodate the resulting inflow of students, governments and the private sector should increase the number of formal and non-formal secondary school places in the educational system by extending existing primary school facilities and offering well-

Existing education programs are bereft of curricula with adolescent learning needs in mind, in particular the needs of girls whose lives often close down rather than open up during adolescence.
One of the most significant problems in most developing and conflict-affected countries is the failure of education systems to realize their potential to empower adolescent girls.

Existing education programs are bereft of curricula with adolescent learning needs in mind, in particular the needs of girls whose lives often close down rather than open up during adolescence.
Continuing education during adolescence is a necessary first step for girls to overcome a history of disadvantage in civic life and paid employment.

NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

4. Support the non-formal education system
The non-formal education system must be well integrated with the formal system and be designed to help adolescent girls to achieve their educational and developmental needs. Non-formal schools must be upgraded, certified, and licensed, and pathways should be established from the non-formal to the formal sector, as well as from the formal to the non-formal sector. Baseline surveys should assess educational backgrounds, skills, and knowledge gaps of population subgroups who are potential beneficiaries, in order that educational systems can be designed to address existing needs.

5. Develop after-school tutoring and mentoring programs in both primary and secondary schools
These programs should support girls’ education and development and enhance their chances of progressing to or succeeding in secondary school. They can provide one-on-one mentoring and ensure that after-school hours are dedicated to study and not to part-time jobs or family obligations. The programs can also provide supplementary training beyond the formal curriculum for the development of skills for social and civic participation—in the process teaching basic health, reproductive health, and financial literacy.

6. Produce curricula relevant to adolescent girls
Adolescent girls in the developing world need to acquire remunerative and marketable skills which are not taught at home, such as facility with computers, fluency in an internationally spoken language, financial skills, and knowledge of social systems. New methods to promote interactive and collaborative learning can help develop critical thinking and decisionmaking skills and instill a habit of lifelong learning—capacities that will equip girls for a rapidly changing world.

7. Offer post-secondary vocational programs
The majority of girls who complete secondary school do not continue on to university. For girls going directly into the workforce, it is important to offer programs that support them in making a successful transition to remunerative work and household financial management. Such programs must be based on market assessments and provide relevant, flexible skills for employment and professional growth in an ever-changing global economy.

8. Provide training and ongoing incentives for women to enter and remain in teaching
Female teachers can reinforce the importance of education to girls, and many girls respond better to female teachers. The number of women who enter teaching is increasing, and teaching appears to be a viable, desirable profession for women who have completed secondary school.

9. Promote easy transitions between non-formal and formal schools
Complementary schools should be developed within the non-formal education system to help girls, many of them primary-school dropouts, continue on to formal secondary school. They should also offer younger adolescents the opportunity to reenter formal primary school.

10. Encourage and evaluate innovation
The curricula in both formal and non-formal schools attended by adolescents should be revamped to develop new approaches to education. Although many of the current approaches are unproven, some appear particularly promising. To test their effectiveness, research/program partnerships should invest in designing and implementing pilot projects to measure and assess their impact on girls over the short and medium term.
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targeted subsidies to disadvantaged girls to attend either public or private secondary schools.

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1 ADOLESCENT GIRLS’ EDUCATION—FORMAL & NON-FORMAL
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If girls are to make the shift from economic dependency to self-sufficiency, universal access to a range of educational opportunities is essential for sustained learning during adolescence, regardless of girls’ prior educational backgrounds. Girls’ educational needs during this phase of the life cycle, particularly in the poorest countries and communities, are acute. Girls have not yet translated recent rapid improvements in school enrollments into equivalent gains in economically productive work and civic engagement. This is especially true in settings where the roles of boys and girls begin to diverge sharply in early adolescence. Many factors contribute to the gender imbalances, but enhancing the quality and relevance of learning opportunities for adolescents can prepare and empower girls for a range of adult roles beyond the traditional roles of homemaker, mother, and spouse with benefits not just for the girls but also for their families and communities.

This report is intended as a “call to action” for governments, education ministries, donors, NGOs, and corporations to collaborate, innovate, and invest in a range of educational opportunities for adolescent girls. Those opportunities are transformative not only in the skills and knowledge acquired, but also in the attitudes, aspirations, and self-confidence forged—and in the pathways taken. Further benefits will be reaped by national economies in terms of more rapid rates of economic growth if gender gaps in education were to close more rapidly and the educational needs of adolescent girls were to be more completely addressed (World Bank 2001).

A sequel to Girls Count

Girls Count: A Global Investment and Action Agenda (Levine et al. 2008) presented a global agenda of investment and action for girls living in the poorest countries and communities. The agenda included recommended actions for four groups of social actors: (1) national governments, (2) donors and technical agencies, (3) employers, and (4) civil society. The agenda includes actions to count girls with better data in order to make them more visible, to invest in girls in strategic areas of need, and to provide them with a fair share of resources and opportunities. These recommendations were informed by rich evidence of the many social and economic benefits that are directly or indirectly tied to girls’ welfare and were designed to break the cycle of past neglect.

Within each recommended arena of action, educational investments feature prominently. Governments were called on to provide adolescent girls with equitable access to social services, including all levels of education. Donors and technical agencies were called on to support post-primary education options for girls, including investing in educational quality and lifting constraints limiting the number of girls making the transition from primary to secondary school. Large national and multinational corporations were called on to invest in schools through building construction, teacher training, scholarships, and distance learning. Finally, civil society institutions were encouraged to create safe spaces for girls as a platform for catch-up education, to develop informal educational opportunities for out-of-school girls such as accelerated learning and school-to-work programs, and to provide after-school programs to give girls needed skills.

These education recommendations sit within a larger context of policy and legal frameworks. These societal frameworks continue to discriminate against adolescent girls in law and practice, with the result that girls’ aspirations and opportunities are constrained. While a good-quality education is necessary for girls to fulfill their potential for themselves and for society, it is not sufficient. Much more can be done to deepen and enrich girls’ educational experiences so that they are poised to capture the opportunities unleashed if this global agenda for girls were to become a reality. When girls go to school, they are exposed for the first time to socializing influences beyond those experienced within their families. Thus school as an institution and the experiences it provides have the potential to be transformative by raising a girl’s sights for herself beyond those of older women in her community and by providing her with the relevant knowledge and skills to capitalize on an expanding set of opportunities.

New Lessons goes beyond Girls Count in several important ways. First, this report seeks to deepen our understanding of the education of adolescent girls by exploring exactly where they are in the educational system, how they are faring, and what they are learning. Second, it documents some less well-known educational advantages for girls of staying enrolled during adolescence. Finally, it presents new data on key features of more than 300 programs and projects in support of education for adolescent girls in developing regions of the world. These data are presented within a framework that allows for an assessment of existing educational investments in relation to documented needs and to proven or promising strategies.

Setting the stage

Girls’ education was embraced as a mainstream investment for development around the world. Summers (1994) presented his seminal analysis quantifying the high economic and social returns to women’s education in poor countries. Since then, attention to girls’ schooling among development professionals and researchers has blossomed with strong reinforcement from the international community in the form of major international commitments. In 2000, in several different venues, governments agreed to eliminate gender disparities in primary and secondary education, preferably by 2015, and at all levels by 2030 (Millennium Development Goal No. 3, and Goal No. 5 in Education for All [EFA] Dakar Framework for Action, see Box 1.3).

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cent points (Figure 1.2). The situation with respect to secondary school is worse still. Indeed in sub-Saharan
Africa, the gender gap in secondary enrollment has actually grown wider since 2000, with the gender
enrollment ratio falling from 82 to 80 girls for every boy in secondary school by 2006 (United Nations 2008). In
southern and western Asia, the female–male enroll-
ment ratio for secondary school is around 80, having
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The recent UN report on the MDGs (United Nations 2008) states that of the 113 countries that failed to
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trends. At the midpoint of the trajectory towards 2015, the United Nations report (2008, 5) concludes that “the
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national school enrollment data, thus minimizing the
visibility of these efforts and their ability to contribute to the above-stated goals. Data collection systems have
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leaving policymakers at a loss in assessing the value
of these initiatives.

Because of the growing importance of NGOs in the
delivery of educational services, as well as the
growing diversity of educational forms, those
responsible for the 2008 UNESCO Education for All
report commissioned 19 national studies on non-
formal schooling, as well as in-depth case studies of
29 countries’ education systems. It is striking that
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able to find evidence on the extent of participation in the
non-formal educational sector or on the impact of
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or programmatic types without any data on levels of
enrollment or learning outcomes.

Part of the challenge to data collection in this area
is that non-formal education programs are often run
on an ad-hoc basis with little coordination, guidance, control, or funding from the government (e.g. Tan-
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ences between formal and non-formal schools.

Situating adolescents within the
education system

When target groups are described in education
reports, they typically include children (those of
“school-age,” under the age of 18 according to the
United Nations Convention on the Rights of the
Child), youth (those over the age of 15 who have
reached the minimum age for work according to the
ILO Minimum Age Convention of 1973), or adults
who are over the age of 18. The word adolescent is
almost never mentioned. On the other hand, the term
adolescent is frequently used in conversations related
to health because adolescence is commonly under-
stood to begin with puberty. UNICEF and WHO define
adolescents as those aged 10–19. Because formal
school systems are designed to follow a set sequence
of curricular material regardless of age, those who
start late can find themselves sharing a classroom
with younger children, a situation that often leads
to early dropout, particularly for girls. The very fact
that the learning trajectory does not always fit well with the developmental trajectory in many poor

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2 We use rates for young women 20–24 because many adolescents do not complete secondary school until their late teens or early 20s.
3 Some governments are taking on the responsibility for running non-formal education (e.g. Ethiopia and Mali), but this is the exception rather than the rule.
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stood to begin with puberty. UNICEF and WHO define adolescents as those aged 10–19. Because formal school systems are designed to follow a set sequence of curricular material regardless of age, those who start late can find themselves sharing a classroom with younger children, a situation that often leads to early dropout, particularly for girls. The very fact that the learning trajectory does not always fit well with the developmental trajectory in many poor countries, primary school completion rates fall well below 100%.

FIGURE 1.1

Grade 6 completion rates for 20–24-year-old girls

In many countries, primary school completion rates fall well below 100%.
Despite dramatic progress for girls, gender gaps remain. Completion rates for 20–24-year-olds differ by region, with percentage point gender gaps varying significantly. For example, in the Dominican Republic, girls have a 30% lower completion rate compared to boys, whereas in Madagascar, the difference is around 20%.

Among the six goals agreed to under the Education for All (EFA) banner as part of the Dakar Framework for Action (World Education Forum 2000) was one which, until now, has been relatively neglected. EFA Goal No. 3 focuses in particular on the education needs of adolescents without saying so explicitly. In Goal No. 3, governments are committed to “ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes” (see Box 1.3). Obviously included among the target population for this goal are older adolescents, ages 15–19.

Despite its importance, this internationally agreed upon goal has been largely neglected, partly because it is poorly defined, partly because its economic and social value is not clear, and partly because data are lacking to monitor progress (UNESCO 2008, 91). Implicit in this goal is the recognition that a primary school education is an insufficient preparation for adulthood, and that adolescents and young adults need to continue learning regardless of their prior educational level. EFA Goal No. 3 remains a challenge and an opportunity, particularly for girls.

We can begin to see the complexity of situating adolescents within the education system when we overlay developmental age on the educational pathways potentially available to adolescents within existing education systems. In Chart 1.1 we sketch the typical formal and non-formal system pathways from an adolescent perspective. At age 10, adolescents may be close to the end of formal primary school if they started on time and live in countries where primary schooling is common. In many African countries, they may be just beginning primary school. On the other hand, some out-of-school 10-year-olds may be taking advantage of non-formal accelerated learning programs (run either by NGOs or by the government) which provide them

Box 1.2 Definitions

<table>
<thead>
<tr>
<th>Formal Schools</th>
<th>Non-formal Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard curriculum</td>
<td>Nonstandard curriculum</td>
</tr>
<tr>
<td>Set number of grades</td>
<td>Flexible grading</td>
</tr>
<tr>
<td>Common calendar</td>
<td>Flexible calendar</td>
</tr>
<tr>
<td>Registered, licensed, and accredited</td>
<td>Not necessarily registered, licensed, and accredited</td>
</tr>
<tr>
<td>Government or nongovernment</td>
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</tbody>
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Box 1.3 Education for All—Goals of the Dakar Framework for Action (2000)

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- Ensuring that by 2015 all children—particularly girls, children in difficult circumstances, and those belonging to ethnic minorities—have access to and complete free and compulsory primary education of good quality
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes
- Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults
- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality
- Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills
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- Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults
- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality
- Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills

Box 1.2

**Definitions**

**Formal Schools**
- Standard curriculum
- Set number of grades
- Common calendar
- Government or nongovernment

**Non-formal Schools**
- Nonstandard curriculum
- Flexible grading
- Flexible calendar
- Not necessarily registered, licensed, and accredited

Box 1.3


- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- Ensuring that by 2015 all children—particularly girls, children in difficult circumstances, and those belonging to ethnic minorities—have access to and complete free and compulsory primary education of good quality
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes
- Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults
- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality
- Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills
Collecting information on programs and projects

Convinced of the importance of education for girls during adolescence and lacking good data to document the extent to which their needs are served by both the formal and non-formal educational systems, we decided to build a compendium of recent and current educational programs for adolescent girls as a critical complement to other sources of data. Our goal is to provide a sense of the scope and focus of current activities in relation to girls’ educational needs. Initially we had assumed that other groups already working on girls’ schooling issues would have assembled at least bits and pieces of such a compendium, but this was not the case.

Throughout the 18 months it took to contact organizations, read websites and project reports, and interview key staff at leading organizations, we were struck again and again by how little was known by the key actors in the field about what was being done, why it was being done, and what lessons were being learned. Indeed, it took many iterations before we developed a workable framework that would fit the diversity of programs and projects that we found and allow us to present the information in a meaningful way. Furthermore, it was rare that we found a program that was explicit in its interest in and support for adolescents; rather, target groups were typically described as children, youth, students, or even sometimes adults, leaving us to try to determine whether those aged 10–19 were eligible and included. In the course of our research, we were contacted several times by other groups that were thinking of embarking on a similar information-gathering exercise, but after learning of our plan, they decided to wait for our results. We were heartened that the United Nations Girls’ Education Initiative (UNGEI) was eager to take over and build on our compendium after the publication of this report.

Outline of report

This report will document the growing diversity of learning needs among adolescent girls in developing countries, as well as current efforts to address them.
NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

ADOLESCENT GIRLS’ EDUCATION—FORMAL AND NON-FORMAL

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with the opportunity to reenter the formal system in later primary grades or at the beginning of secondary school. Once children reach the age of 15—an age that some programs define as youth (e.g. livelihoods programs) and others define as adults (e.g. literacy programs)—other non-formal opportunities may become available for those who have never been to school or dropped out prematurely including, most typically, literacy and livelihood programs. Primary school completion and transition to either general or technical secondary school can occur almost any time during adolescence depending on the system and the extent of late entry.

Non-formal schools serve a variety of roles for the adolescent population. First, they provide a means for those girls who missed out on school at the right age to catch up and reenter the formal system in the later grades of primary school or enter secondary school directly, if there is proper coordination with the formal system. Non-formal schools serve to complement regular formal schools. Second, non-formal educational programs operate as alternatives (sometimes called equivalency or second-chance programs) to the formal system, addressing the educational needs of adolescents and youth who have missed school altogether, dropped out before learning the basics, or opted out of secondary school for academic or financial reasons. Such educational programs can address a range of needs, not only for the educational basics but also for life skills and vocational skills, including leadership training for girls.
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Current class sizes and teacher workloads preclude time for all but the basics, leaving life skills—including HIV prevention and sexual and reproductive health—poorly taught. Given the many promising but unproven girl-friendly strategies that have been identified, we offer suggestions for programmatic experimentation complemented by well-designed impact evaluation.

The plan for the report is as follows: In Chapter 2 we look at where adolescent girls are within the education system, how they are faring, and what they are learning. We use the available data to debunk myths, clarify realities, and highlight current and future challenges for adolescent girls’ education, including priorities for new data collection. In Chapter 3, we present new evidence about the benefits of education for girls during adolescence and discuss some of the barriers girls face in capturing these benefits, particularly barriers to translating their education into remunerative employment. Chapter 4 draws lessons from past practice and research to identify what strategies have already proven successful, those that are promising but unproven, and those that are unlikely to be successful. Chapter 5 represents the heart of the report with analysis of the information collected in our compendium on 322 programs and projects addressing the needs of girls categorized by key program characteristics. We relate these to lessons learned from past projects and identify gaps in relation to needs. Chapter 6 lays out the educational resources that girls must have access to in order for education to be the transformative experience that will ensure their success. The chapter also outlines some promising new directions for the development of programs and projects in light of previously identified gaps.
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to teach basic literacy to those who had never attended school, now non-education programs can include accelerated programs for those interested in reentering the formal educational system after dropping out of school, remedial programs for those who dropped out before completing primary school, flexible but equivalent programs for working adolescents, or livelihoods programs for those who completed formal primary school and were unable to afford or were unsuccessful in competing for a place in secondary school. And even for adolescent girls who are enrolled in formal schooling at the primary or secondary school level, current class sizes and teacher workloads preclude time for all but the basics, leaving life skills—including HIV prevention and sexual and reproductive health—poorly taught. Furthermore, most experts question the educational “relevance” of much of the current curriculum in secondary schools—a curriculum that has been historically resistant to change (World Bank 2005). Thus, even for those in formal schools, some of their learning needs may require supplementary after-school programs in the absence of major curricular reform.

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WHERE & HOW ARE GIRLS FARING?
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Mass formal schooling has become an institution with recognized features everywhere (Meyer 1992). Possibly for this reason, the main strategy for addressing the learning needs of adolescents has been through the formal educational system—expanding the capacity of secondary and tertiary educational institutions to accommodate higher enrollments. But to address the learning needs of disadvantaged children with learning gaps, learning and skill acquisition through informal or non-formal education has become an increasingly common alternative approach (UNESCO 2007). Because these alternative approaches take on many forms in different settings, their reach and potential effectiveness are less well known. This chapter reviews what is known from existing household survey data about where adolescent girls are within the education system, how they are faring, and what they are learning. Also documented are some of the gaps in knowledge, particularly with respect to participation in various forms of non-formal schooling.

**Where are they?**

**Myth 1:** The majority of adolescent girls in poor countries are not in school.

**Fact 1.1:** In most countries, even the poorest, the majority of younger adolescent girls are attending school, typically formal primary school.

In Figure 2.1 we look at the percent of younger adolescent girls (ages 10–14) currently attending formal primary or secondary school. The data are derived from recent DHS surveys (1998–2007) in 45 countries: 28 from sub-Saharan Africa, eight from Central and Latin America, three from the Middle East, and six from Asia. These data measure educational participation and attainment in the formal educational system for all household members in the sample. We see that, with only a few exceptions in Africa, the overwhelming majority of younger adolescents are attending school with attendance rates nearing 100% in South Africa, the Philippines, Peru, and the Dominican Republic. With the exception of Colombia and Turkey, the majority of younger adolescent girls attend formal primary school, typically government schools.

The diversity within Africa in school attendance among younger adolescents is particularly striking—varying from less than 30% in Burkina Faso and Niger to over 90% in eight countries including Zimbabwe, Congo (Brazzaville), Namibia, Uganda, Swaziland, Gabon, Lesotho, and South Africa. In some countries, for-profit primary schools are providing an alternative for parents in areas where government schools are of poor quality and where teachers employed by the government are often absent (Ghuman and Lloyd 2007; Phillipson [ed.] 2008; Lincove 2007; Desai et al. 2008; Chaudhury et al. 2006). By following a curriculum similar to that of formal government schools, private primary schools offer students the opportunity to compete for a place in the formal secondary school system through national exams. However, relatively few make that transition during their younger adolescent years.

**Fact 1.2:** Later in adolescence, fewer girls attend formal schools, but among adolescent students ages 15–19, more are likely to be found in secondary school than primary school, although there are notable exceptions.

As adolescents age, enrollment rates drop off. In Figure 2.2 we look at the percent of older adolescent girls (ages 15–19) currently attending formal primary or secondary school. Among those who remain enrolled, girls are more likely to be found in secondary school, although there are notable exceptions. In Haiti, Chad, Rwanda, Tanzania, Mozambique, Ethiopia, Malawi, Kenya, and Uganda, the majority...
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Technical or vocational secondary schools represent another option for those going on to formal secondary school but who do less well academically in their primary school leaving exams. While there has been some move away from institutionally distinct vocational secondary schools and increasing discussion about making the curriculum of general secondary school more relevant for life and work, most countries still retain a vocational secondary school option within the formal system (World Bank 2005). Roughly 10% of secondary school students in developing countries are enrolled in some form of vocational or technical education at the secondary level (UNESCO 2007). However, “the bias towards academic studies and the perception that vocational education entails an inferior second-class education have deep historical roots in post-colonial states” (Benavot and Resnik 2006, 186).

Fact 1:3 In the poorest countries, secondary school completion among girls is relatively rare.

Figure 2.3 shows the extent of secondary school completion among young women in Africa by age 19—the end of adolescence (Loaiza and Lloyd 2008). In only eight of 37 sub-Saharan countries does the secondary school completion rate exceed 15%; Sao Tome and Principe, Cameroon, Togo, Nigeria, Kenya, the Gambia, South Africa, and Ghana. In 14 countries, the completion rate is below 5%. For both boys and girls, rates of secondary school completion are low. What may be more surprising is that gender gaps in secondary school completion rates are as likely to favor young women as young men.

How are they faring?

Myth 2: Girls fall behind boys in school.

Fact 2: With the exception of a few countries, younger adolescent girls who remain in school are less likely to be behind in terms of grade-for-age than boys.

Once girls go to school and as long as they stay in school, their progression rates from grade to grade are the same as or better than those of boys. The same is true for their rates of absenteeism (see Box 2.1) In Figure 2.4, we compare gender differences in the percent of young adolescent students ages 10–14 who are two or more years behind grade-for-age. While there is a huge variation across countries in the percent of students who are behind (due to cross-country differences in starting ages and repetition rates), typically, where gender gaps in progression rates appear, they are the disadvantage of boys rather than girls.

Myth 3: Pregnancy and early marriage are leading causes of dropout among adolescent girls.

Fact 3: While dropout rates rise with age and are often greater for girls than boys among older girls, rates of secondary school completion are as likely to fall off in later adolescence; most older adolescent students attend secondary school.

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Girls’ enrollment falls off in later adolescence; most older adolescent students attend secondary school.

**FIGURE 2.2**

School attendance of 15–19-year-old girls, by level

**Source:** DHS data (1998–2007)

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Myth 3: Pregnancy and early marriage are leading causes of dropout among adolescent girls.

**Fact 3:** While dropout rates rise with age and are often greater for girls than boys among older of female students aged 15–19 are still attending primary school, due to late ages of entry, repetition, and limited places in secondary school. Within the formal secondary school system, general secondary school is the most common type of schooling with roughly 90% of secondary students enrolled (UNESCO 2007). The general secondary school curriculum, which is still a legacy from colonial times, is often abstract and academic and is driven by high-stakes exams geared to university access and elite jobs (World Bank 2005).

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**Menstruation as a cause of absenteeism among adolescent girls in Malawi**

A common concern among educationalists is that girls may be more likely to drop out after they reach puberty because of the difficulty of managing menstruation while at school. In a 2007 survey of adolescent students aged 14–16 in rural Malawi, 20% of female students and 21% of male students reported being absent either the day before the survey or during the previous week. While 2% of the girls reported menstruation as the reason for the absence, the major reasons for absence for both boys and girls were illness (34%) or various home responsibilities including errands, work at home, or market day, reported by 26% of boys and 20% of girls. While 34% of girls reported having missed school at some time in the past because of their period, primarily due to heavy bleeding, this did not disadvantage them relative to boys in overall rates of absenteeism, which are roughly the same (Grant, Lloyd, and Mensch forthcoming). Data from 12 other African countries participating in the 2005–06 MICS survey confirm these results with similar rates of absence (missing two or more school days in the previous week) for boys and girls (Loaiza and Lloyd 2008).

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**Box 2.1**

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**Fact 3:** While dropout rates rise with age and are often greater for girls than boys among older of female students aged 15–19 are still attending primary school, due to late ages of entry, repetition, and limited places in secondary school. Within the formal secondary school system, general secondary school is the most common type of schooling with roughly 90% of secondary students enrolled (UNESCO 2007). The general secondary school curriculum, which is still a legacy from colonial times, is often abstract and academic and is driven by high-stakes exams geared to university access and elite jobs (World Bank 2005).

Technical or vocational secondary schools represent another option for those going on to formal secondary school but who do less well academically in their primary school leaving exams. While there has been some move away from institutionally distinct vocational secondary schools and increasing discussion about making the curriculum of general secondary school more relevant for life and work, most countries still retain a vocational secondary school option within the formal system (World Bank 2005). Roughly 10% of secondary school students in developing countries are enrolled in some form of vocational or technical education at the secondary level (UNESCO 2007). However, “the bias towards academic studies and the perception that vocational education entails an inferior second-class education have deep historical roots in post-colonial states” (Benavot and Resnik 2004, 186). In Arab countries, the share of enrollment in this sector appears to be falling given high costs and low demand (Lewin 2008). On the other hand, in Arab countries enrollment is roughly 12% as of 2006 (UNESCO 2005).
NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

WHERE AND HOW ARE GIRLS FARRING

FIGURE 2.3

Secondary school completion rates of girls age 19, sub-Saharan Africa (percent)

Secondary school completion among girls is relatively rare in most African countries.

Source: Loaiza and Lloyd (2008)
Note: Countries ranked high to low, by percentage who have completed secondary school.

FIGURE 2.4

Gender differences in percentage of currently enrolled 10-14-year-old students who are falling behind (two or more years behind grade for age)

When girls go to school, they progress from grade to grade at the same rates as or higher rates than boys.

Note: Countries ranked low to high within regions, by percentage of girls falling behind.
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adolescents, girls are more likely to drop out for reasons other than pregnancy and early marriage; pregnancy and early marriage tend to occur shortly after dropout.

Both boys and girls drop out of school for myriad reasons including illness, economic difficulties at home, lack of interest, poor performance, low value placed on education, distance to school, or school quality. Pregnancy and early marriage are often mentioned as reasons why girls in poor countries may not be able to continue in school. These reasons are unique to girls. However, pregnancy and early marriage are more likely to be consequences rather than causes of early school leaving. Typically it is the girls who are lagging behind in school who are most likely to drop out (Grant and Hallman 2008; Marteleto et al. 2008). Given that dropout rates for girls are higher than for boys in many settings during adolescence, but their performance is no worse, this would suggest that poor-performing girls are more vulnerable to drop-out than poor-performing boys. Once girls have left school, pregnancy and/or marriage are likely to follow in short order.

Recent data from West Africa on ages at school leaving, as well as reasons for dropout, provide some insight into the issue in the African context (Lloyd and Mensch 2008). Figure 2.5 compares overall dropout rates with dropout rates that can be attributed to early marriage or childbirth. Dropout rates are derived from the highest of a range of estimates based on information about reasons for dropout as well as about the timing of births and marriages in relation to the timing of dropout. By age 18 the percent who had dropped out due to early marriage ranged from 11% in Guinea to 19% in Cameroon, and the percent who had dropped out due to a birth ranged from 7% in Guinea to 15% in Cameroon.9

**What are they learning?**

Myth 4: Young women with a formal primary education can be assumed to be functionally literate.

Fact 4: The effectiveness of formal primary schools in teaching literacy varies enormously; girls with three to five years of schooling cannot necessarily be assumed to be literate.

Pregnancy and early marriage are more likely to be consequences rather than causes of girls leaving school early.

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7 In that marriage for boys is typically at an age beyond that of leaving school, and boys are rarely asked to leave school if they have made a girl pregnant.
8 The rates for Cameroon were much higher than in the other four countries, where the dropout rate for marriage did not exceed 14% and the dropout rate for a birth did not exceed 9%.
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8 The rates for Cameroon were much higher than in the other four countries, where the dropout rate for marriage did not exceed 14% and the dropout rate for a birth did not exceed 9%.
Most adolescents who complete primary school in the formal system retain a functional level of literacy as young adults. However, among those with no more than three to five grades of school, this cannot be assumed. Despite the fact that most curricula developed for the lower grades are based on the assumption of basic literacy by grades 2 or 3, we can see from Figure 2.6 that this is not the case in most developing countries. The percentages shown reflect the percent of young women, according to the last grade of primary school attended, who could read aloud a simple sentence in their chosen language (their reading comprehension was not assessed). In most countries, fewer than half of young women have achieved basic literacy by the end of grade 3. Bolivia and Honduras are notable exceptions. In half the African countries included, fewer than 50% of young women have achieved basic literacy even after grade 5.

The results make clear that the capabilities and skills of adolescents need to be carefully assessed so that various non-formal educational programs can be effective in meeting their learning needs. Furthermore, it is likely that girls will benefit more when they learn in a context in which instruction is differentiated to address learning needs at different levels.

Myth 5: Out-of-school girls are unschooled and therefore uneducated

Fact 5.1: Out-of-school adolescent girls represent a diversity of educational backgrounds with respect to formal schooling.

While it is true that girls who are out of school at ages 10–14—ages when complementary non-formal education can still provide girls with a chance to reenter the formal educational system—are largely unschooled in the formal educational system, this is not the case among older adolescents aged 15–19 (Figures 2.7 and 2.8). In all but a few countries, the majority of young women at these ages who are out of school have previously had some formal schooling. Exceptions include Nigeria, Ethiopia, Benin, Guinea, Senegal, Mali, Chad, Côte d’Ivoire, Burkina Faso, and Niger—almost all countries in West Africa. Among those girls with previous formal schooling, the extent of their schooling varies by age and by country.

Figure 2.9 shows the highest grade completed by age among the out-of-school population for a few countries to illustrate the diversity of patterns that currently exist. In Mali and Ethiopia the overwhelming majority of girls who are out of school have never attended school; this is not true in other countries chosen as examples. In Bangladesh, the overwhelming majority of out-of-school girls have had one to four years of formal school. In Egypt, where primary school extends for only five grades, the majority after age 16 have had five to six years of schooling. Cameroon is an interesting case because of the wide distribution of educational backgrounds among out-of-school girls with one to four, five to six, and seven to nine grades completed. Given the importance of continued learning during adolescence, programs should be designed to suit a range of educational backgrounds, which will vary by context both within and across countries.

Fact 5.2: Data on non-formal education are not currently collected; the number of out-of-school girls participating in non-formal education programs is unknown.

International data collection systems for monitoring trends in enrollment have been organized around common features of formal educational structures including level and grade. Whether we rely on UNESCO to provide annual data on primary and secondary enrollment from Ministry of Education information systems or on international survey programs such as DHS or MICS to measure school attendance and attainment, we will find a good deal of data on formal schooling. No comparable data on non-formal education exist, whether it be private, public, or run by NGOs. Household surveys can be adapted to seek more information about participation in non-formal education but, as of yet, few have done so.

A variety of sources suggest that, at least in some settings, enrolment in these non-formal programs may be significant, particularly among the youngest adolescents. A survey by USAID’s EQUIP2 program found 154 such programs serving 3.5 million children (as cited in Rose 2007) with a few countries, including Mal and Togo, reporting 10% of primary school-age children in these programs (DeStefano et al. 2006). In Bangladesh, as many as 8% of all primary school age children enrolled in school are enrolled in NGO non-formal schools—schools that do not conform to

Women selected for interview in the DHS survey were presented with a written task: ‘‘read aloud the following sentences’’. One sentence was picked randomly and read to the respondent. Women were asked to choose one at random and read it aloud. The sentences were extremely simple and comprehension was not tested. For example, the four sentences used in the Uganda survey were: ‘‘Breast milk is good for babies.’’ ‘‘Most Ugandans live in villages.’’ ‘‘Immunization can prevent children from getting diseases.’’ ‘‘Family planning teaches people to be responsible for their family.’’
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FIGURE 2.7

Girls aged 10-14 who never attended school as a percent of all out-of-school girls aged 10-14

Out-of-school girls (ages 10-14) are largely unschooled in the formal educational system.


FIGURE 2.8

Girls aged 15-19 who ever attended school as a percent of all out-of-school girls aged 15-19

In most countries, the majority of older out-of-school adolescent girls have attended some formal schooling.

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the formal educational structure in terms of grades or expected ages of entry (Sukontamarn 2005). Such enrollment is typically not recorded, and girls in non-formal education would be grouped with out-of-school girls.

Furthermore, in the last two rounds of the MICS survey (2000, 2005), information for some countries was collected for all household members on whether the highest level of education attended involved a school with a “non-standard curriculum.” This category could have included, depending on the context, not only non-formal schools or educational programs without a traditional grade structure, but also religious schools, such as Koranic schools with exclusively religious content. Rarely do more than 5% of young people (aged 15-24) report a school with a “non-standard curriculum” as the last or highest attended. Exceptions include Burundi (20%), Chad (8%), Gambia (11%), Guinea-Bissau (9%), Niger (14%), and Senegal (7%). All of these countries but Burundi have predominantly Muslim populations, making it hard to know to what extent these levels of participation actually reflect non-formal versus religious education.

We cannot assume from the available data that girls who are not currently enrolled in formal schools are not being educated. The extent of non-formal educational activities among adolescents is unknown but assumed to be on the rise. Nonetheless, various experts conjecture that the adolescent population is currently underserved. EFA Goal No. 3 is impossible to address effectively in the absence of full information on the educational participation of youth.

From the data presented here, we see a diversity among adolescent girls in educational attainment and participation. That diversity would be even more in evidence if we had looked at differentials within countries by income, ethnicity, residence, etc. We also see that educational investments in girls carry no significant extra risks given their progress from grade to grade and the relatively minor role that reproductive factors play in their school progress. As far as we know adolescent girls are learning, we can say little about learning outcomes beyond whether or not they achieve basic literacy. Given the many questions that have been raised about the “relevance” of the formal secondary school curriculum for adolescent needs (World Bank 2005), there is much more to learn about specific skills acquired in school in relation to their applicability to the needs and challenges of later life, in particular the development of critical thinking and independent learning skills. Evidence about the immediate and long-term benefits of education for girls is entirely built from data on formal school participation and will be reviewed in Chapter 3. In Chapters 4 and 5, we will look more directly at some of the formal and non-formal educational programs and projects designed to address the specific needs of adolescent girls and how they have evolved over the last 10-15 years.

FIGURE 2.9

Percent of girls out of school, by age, according to highest grade completed

The educational backgrounds of out-of-school adolescent girls vary substantially across countries.
Where and How Are Girls Faring

It is often assumed from the data currently available that girls who are not currently enrolled are not being educated. However, we cannot assume from the available data that girls who are not currently enrolled in formal schools are not being educated. The extent of non-formal educational activities among adolescents is unknown but assumed to be on the rise. Nonetheless, various experts conjecture that the adolescent population is currently underserved. EFA Goal No. 3 is impossible to address effectively in the absence of full information on the educational participation of youth.

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3
THE RETURNS TO EDUCATING ADOLESCENT GIRLS

Photo Credit: Population Council
3

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Photo Credit: Population Council
Donors, policymakers, and practitioners have focused on the well-known and well-documented long-term benefits of formal education for adolescent girls in terms of better health and more remunerative employment. Less attention has been paid to the immediate benefits of education for girls during adolescence (particularly the benefits of secondary school attendance and completion) or to the social and economic benefits reaped by their communities from these investments. The immediate benefits of education during adolescence are greater safety, enhanced social status, and better opportunities for self-actualization and empowerment.

Adolescence is “dense” with educational, sexual, work, and family transitions, each transition affecting pathways for the others (Pinderhughes 1991). It is particularly true for adolescent girls, whose lives can easily be disrupted by family events such as early marriage or unexpected, unplanned, and unwanted sexual and reproductive events. And it is during adolescence that the differentiation of gender roles intensifies in preparation for adulthood. During this phase of life, an education that heightens a girl’s social status, minimizes her social risks, delays her assumption of adult roles, and cultivates a capacity for critical thinking and independent decisionmaking can reshape her future pathways radically and profoundly—with cascading benefits over her lifetime.

By staying in school during adolescence, girls reap immediate benefits

School attendance has the potential to provide girls with protection during a phase of life when temporary setbacks can have lifelong consequences. Girls’ attendance in formal school during adolescence is correlated with delayed sexual initiation, lower rates of HIV/AIDS and other reproductive morbidities, fewer hours of domestic and/or labor market work, and greater gender equality (Lloyd 2005). The many economic dividends attributable to school attendance for adolescent girls do not detract from the importance of school attendance for adolescent boys. However, it could be argued that the immediate benefits of school-going for girls exceed the immediate benefits for boys. This is because girls carry heavier work burdens than boys during their adolescent years, are more likely to marry and have children at an early age, and are more susceptible to sexual coercion and HIV at younger ages. Obviously the benefits experienced by girls who attend school into their teens will be all the greater if they attend schools that are safe, where boys and girls are treated fairly and respectfully, where learning is valued and the curriculum is relevant and well taught. Furthermore, these benefits are likely to be greatest when girls attend formal schools rather than non-formal schools; indeed all evidence to support the importance of education for girls during adolescence comes from data comparing girls attending formal schools to those who are “out of school” or, more precisely, not attending formal school.

Enhanced social status: When an adolescent girl travels through her community in a school uniform carrying her school books, she gains a protected social status that is recognized and valued. She has the opportunity to develop a social identity beyond her family and is granted respect and protection. Bledsoe (1990) described the symbolic importance of the school uniform in Sierra Leone for adolescent girls as “conveying their status as initiates or trainees who should be recognized as belonging to a protected class.” (Lloyd and Mensch 1999: 97). Sometimes regarded with “respect and fear” (Bledsoe, Cohen, and Working Group on the Social Dynamics of Adolescent Fertility 1993, 94), the school girl in her uniform is marked as “sexually unavailable.” This enhanced social status has primarily been documented for girls attending formal schools, particularly secondary schools, and may be less likely to apply to girls attending non-formal educational programs. This is because of the popular perception that vocationally oriented education is second-class education. According to Benavot and Resnik (2006) this perception has deep historical roots in many post-colonial societies.

Greater gender equality: If we explore the time-use patterns of adolescent girls and boys according to school attendance, we see that girls who remain students at ages 15–16 work many fewer daily hours in domestic (non-market household) work than those who are not enrolled (Lloyd et al. 2008). Time-use data from diverse rural settings in Kenya, Nicaragua, Pakistan, and South Africa show that the daily hours girls spent in domestic work when they were students ranged from two to three hours a day (Figure 3.1). By contrast, their non-enrolled peers spent upwards of six to seven hours daily in domestic work. On the other hand, boys’ enrollment status had little impact on their time spent in domestic work. When boys attend school, their daily lives are remarkably similar to girls’ (even though female students still put in one to two more daily hours in domestic work than male students do), while the lives of boys and girls diverge sharply when they leave school, as girls take up heavy domestic responsibilities and boys enter the workforce.

Thus, for girls, extending schooling into adolescence can be a first step on a pathway toward greater gender equality, not only because of the learning that takes place in school but also because school attendance brings adolescent boys and girls together to spend their time similarly during a critical phase of their transition to adulthood. School allows them to focus on their own development and learning, to
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Enhanced social status: When an adolescent girl travels through her community in a school uniform carrying her school books, she gains a protected social status that is recognized and valued. She has the opportunity to develop a social identity beyond her family and is granted respect and protection. Bledsoe (1990) described the symbolic importance of the school uniform in Sierra Leone for adolescent girls as “conveying their status as initiates or trainees who should be recognized as belonging to a protected class.” (Lloyd and Mensch 1999: 97). Sometimes regarded with “respect and fear” (Bledsoe, Cohen, and Working Group on Menstrual Hygiene 1999: 98), this enhanced social status has primarily been documented for girls attending formal schools, particularly secondary schools, and may be less likely to apply to girls attending non-formal educational programs. This is because of the popular perception that vocationally oriented education is second-class education. According to Benavot and Resnik (2006) this perception has deep historical roots in many post-colonial societies.

Gender differences in time spent on domestic chores are much greater among those out of school than among students.

Greater gender equality: If we explore the time-use patterns of adolescent girls and boys according to school attendance, we see that girls who remain students at ages 15–16 work many fewer daily hours in domestic (non-market household) work than those who are not enrolled (Lloyd et al. 2008). Time-use data from diverse rural settings in Kenya, Nicaragua, Pakistan, and South Africa show that the daily hours girls spent in domestic work when they were students ranged from two to three hours a day (Fig. 3.1). By contrast, their non-enrolled peers spent upwards of six to seven hours daily in domestic work. On the other hand, boys’ enrollment status had little impact on their time spent in domestic work. When boys attend school, their daily lives are reasonably similar to girls’ (even though female students still put in one to two more daily hours in domestic work than male students do), while the lives of boys and girls diverge sharply when they leave school, as girls take up heavy domestic responsibilities and boys enter the workforce.

Thus, for girls, extending schooling into adolescence can be a first step on a pathway toward greater gender equality, not only because of the learning that takes place in school but also because school attendance brings adolescent boys and girls together to spend their time similarly during a critical phase of their transition to adulthood. School allows them to focus on their own development and learning, to
Adolescent students are less likely to have had premarital sex than their same-age peers who are not in school.

Improved reproductive health: Another immediate benefit to girls of participation in school during adolescence relates to premarital sex. In Figure 3.2, we compare the percent of unmarried girls ages 15–17 reporting premarital sex according to whether or not they were attending formal school.13 While reported rates of premarital sex vary widely across countries, it appears that, with the exception of Benin and Mali, girls attending formal school at these ages are much less likely to have had premarital sex than their same-age peers who are not attending school (Lloyd et al. 2008). Further support for these findings comes from more in-depth analysis of recent adolescent survey data collected in Burkina Faso, Ghana, Malawi, and Uganda (Biddlecom et al. 2008). Similar patterns exist with respect to contraceptive use among sexually active students; sexually active girls who remain enrolled in school are more likely to protect themselves against unwanted pregnancy than those who no longer attend school (Lloyd 2009). While these effects appear to exist regardless of school quality, it is also apparent that school quality can enhance these effects (see Box 3.1), particularly those aspects of school quality that relate to gender attitudes and behaviors on the part of teachers.

School quality and premarital sex among adolescent girls in Kenya

The results of a pilot study on the role of formal primary school in the lives of adolescents in rural Kenya laid the groundwork for a broadened perspective on school quality and its benefits for girls (Mensch et al. 2001). At the time of the study in 1996, the majority of adolescents attended primary school (made up of eight grades or standards). Elements of school and classroom dynamics reflect gender systems operating within the school. These include teacher attitudes and treatment. In Kenya, these elements of school quality varied from school to school. At the time of the study, there were no programs providing gender training for teachers. In some schools, the attitudes of teachers towards girls was surprising and even shocking, with teachers accusing girls of “lacking common sense,” “being lazy,” and “not using their heads” (Mensch and Lloyd 1998). In other schools, girls and boys were treated with respect and without prejudice. The results of the study show that girls were more likely to have initiated premarital sex—a risky behavior in a setting where HIV was spreading and where contraceptive use among teens was low—in schools where female students reported that girls and boys were not treated equally by the teachers and the school administration. In fact, this was the only indicator of the school environment, among the many measured (including whether or not family life education subjects were taught), that had any effect on the initiation of premarital sex among girls. By contrast, no school characteristics were important in explaining the sexual behavior of boys. In a companion study, this variable was also found to be an important predictor of dropout for girls but not for boys (Lloyd et al. 2000). Because of the unique risks that girls face during adolescence, this study suggests that schools can make a difference in girls’ lives by confronting sexual stereotyping and prejudice in the classroom and instilling equitable values promoting gender equality.

By staying in school during adolescence and retaining learning into adulthood, girls reap future social and health benefits for themselves and their families

Many of the well-documented social returns from girls’ schooling are realized after girls leave school, many, and have families. Recent reviews of various research studies provide a long list of the many ways that mothers’ education can benefit them and their children: through safer health and hygiene practices, more time and resources for children’s health and

Source: Lloyd (forthcoming)

Note: Countries sorted low to high within region according to percentage out of school.

FIGURE 3.2

Percentage

0 20 40 60 80 100

In School

Out of School

Guatemala
Honduras
Nicaragua
Peru
Bolivia
Dominican Rep.
Haiti
Colombia
Morocco
Cambodia
Nepal
Philippines
Senegal
Ethiopia
Niger
Chad
Rwanda
Zimbabwe
Burkina Faso
Nigeria
Mali
Malawi
Ghana
Madagascar
Benin
Cameroon
Tanzania
Guinea
Lesotho
Uganda
Kenya
Togo
Cote d’Ivoire
Zambia
South Africa
Mozambique
Congo (Brazza.)
Gabon
Namibia
13 Rates are age standardized by using single-year-of-age rates equal weight. Sample sizes are sufficiently large for 15–16, and 17 year olds to permit calculation of rates for single years.

38

39
By staying in school during adolescence and retaining learning into adulthood, girls reap future social and health benefits for themselves and their families

Many of the well-documented social returns from girls’ schooling are realized after girls leave school, many, and have futures. Recent reviews of various research studies provide a long list of the many ways that mothers’ education can benefit them and their children: through safer health and hygiene practices, more time and resources for children’s health and interpersonal and social networks, and to explore and prepare for a broader range of possibilities for life as an adult. Although female students continue to carry a heavier domestic workload, spend time at home with family members rather than peers, and enjoy less leisure time than male students, these gender differences are small compared with the gender differences in time-use that exist among adolescents who are not in school (Lloyd et al. 2008).

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The importance of school quality in generating strong social returns to investment in education is mediated. Most importantly, steady improvements in literacy and language skills were found to be strong. Multivariate results exploring the determinants of various indicators of health competencies found that literacy was the most promising recent findings relevant to this point are from a 35-year longitudinal analysis of women and their children in Guatemala. The data show that the benefits of mother’s schooling for children’s health are even greater than previously estimated. Furthermore, a mother’s cognitive skills measured roughly at the time of her first birth (around age 20 in Guatemala) have a greater impact on children’s health outcomes than a mother’s school attainment (measured by grades attended) (Levine et al. 2004).

While literacy improves with levels of schooling, the correlation is far from perfect because of variations in school quality. Thus the longer-term health benefits of education require the acquisition and retention of basic literacy and language skills, not just the completion of a certain number of grades. Data presented in Chapter 2 on variations across countries in retained literacy among young women who attended primary school for a certain number of grades alert us to the dangers of solely relying on data on educational attainment as an indicator of changes in the underlying knowledge and skills of a population. They further remind us that the extent to which a girl will reap the returns described here will be a direct function of the quality of the school she attends.

By working for pay after school completion, girls reap future economic benefits for themselves and their families.

Economic returns to formal education in the labor market tend to be highest in lower-income countries and slightly higher for women than men (Psacharopoulos and Patrinos 2004). In Figure 3.3 we see that women have lower market returns to primary school completion, relative to no schooling, but higher returns to secondary schooling, relative to primary school completion, than men. Specifically, while the returns to primary school completion in terms of discounted future earnings for men are estimated to be 20%, they are only 13% for women. By contrast, the returns for men to the completion of formal secondary schooling are 14%, while women can expect to receive returns averaging 18%. There are a variety of explanations for this including occupational segregation and greater gender discrimination in jobs requiring less education. Whatever the explanation, these data make two things clear. First, girls can expect higher market returns from the completion of formal secondary school. Second, the lower returns to primary school, particularly when a secondary school is not available nearby, may discourage girls and inhibit their completion of primary school, thereby increasing the policy challenge in addressing the need for much greater female enrollment in secondary school (Patrinos 2008).

With respect to trends, evidence from countries in all developing regions suggests that market rates of return to formal secondary and tertiary schooling are rising relative to the past, while returns to primary and middle schooling are somewhat lower (Levine et al. 2004; Behrman and Lieberman 2003; Duraisamy 2002; Lam and Schoeni 1999; Lam and Leibbrandt 2003; Schultz 2003). Changes in returns are likely to be a function not only of improvements in the distribution of formal education among the population, with a higher percentage than in the past having acquired primary schooling, but also of changes in the global economic climate with increased international trade, privatization, and market liberalization. It is possible as well that declines in primary school quality could have contributed to this shift in rates of return favoring higher levels of formal schooling. While most of the studies

**BOX 3.2**

**Maternal literacy and health in Nepal**

Levine et al. (2004) explored the pathways of influence leading from maternal schooling to literacy and language skills to health knowledge and skills in rural and urban settings in Nepal. The literacy and language skills of 167 mothers of school-aged children were assessed using tests of reading comprehension and academic language proficiency. Mothers’ health knowledge and skills were assessed by measuring their comprehension of health messages in both print and broadcast media, their comprehension of instructions on a packet of oral rehydration salts, and their ability to provide a health narrative. Indeed, as a variety of developing country settings that the links between education and health are not just correlational but causal. In studies in settings as diverse as Ghana, South Africa, Nepal, and Guatemala, evidence is mounting that literacy skills, when acquired in school and retained after school exit, are strongly linked to fertility and child health outcomes (Lévine et al. 2004; Glewwe 1999; Thomas 1999; Khanda et al. 1999). Box 3.2 describes the results of a study in Nepal that measured literacy and language skills of mothers directly and related them to various levels of health knowledge and behavior.

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education, more exposure to information that can be used to support children in various ways, better child nutrition, the use of contraceptives leading to smaller family size, improved household incomes through greater labor force participation and earnings, greater bargaining power within the household, and greater ability to act on preferences for investment in children (World Bank 2007; Grown et al. 2005; Herz and Sperling 2004; Rihani et al. 2006). However, it is not always clear how much schooling, or what level of schooling, must be attained for significant benefits to occur, and to what extent the benefits are dependent on a certain number of years of exposure to school or to certain levels of learning.

Indeed, we are learning from a variety of developing country settings that the links between education and health are not just correlational but causal. In studies in settings as diverse as Ghana, South Africa, Nepal, and Guatemala, evidence is mounting that literacy skills, when acquired in school and retained after school exit, are strongly linked to fertility and child health outcomes (LeVine et al. 2004; Glewwe 1999; Thomas 1999; Khandke et al. 1999). Box 3.2 describes the results of a study in Nepal that measured literacy and language skills of mothers directly and related them to various levels of health knowledge and behavior.

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**FIGURE 3.3**

**Economic rates of return to schooling by school level**

Gender differences in rates of return favor boys for primary school and girls for secondary school.
A caveat on estimated rates of return

Most of the empirical evidence on rates of return to schooling is based on the reported experiences of women who attended formal primary and secondary schools 10–30 years ago. This first generation of women attending or completing formal primary or secondary school was a selective group, particularly those who went beyond primary school. Subsequent generations of educated women will have had a greater diversity of backgrounds and educational experiences, thanks in part to the many policy initiatives designed to increase educational access. For these reasons, current estimates of rates of return to schooling are even more uncertain for women than they are for men, given the more selective population of adult working women on which they are based.

A particular example of the returns to school quality relates to the “relevance” of the curriculum, in particular learning in an international language. Evidence is beginning to emerge about the rates of return to education in a local language relative to an international language such as English or French. Angrist and Lavy (1997) estimated that the rate of return to post-primary school in Morocco dropped by half after the language of instruction (in grade 6 and above) was changed from French to Arabic. This was attributed to a decline in French writing skills. More recently in Mumbai, lower caste young women are responding to growing job opportunities by switching from primary and secondary schools teaching in Marathi to primary and secondary schools teaching in English and, as a result, realizing a substantial premium in earnings (Munshi and Rosenzweig 2003).

Evidence from U.S. education and labor market research also points to the importance of some of the “non-cognitive skills” produced in school for later success in the labor market. “There is substantial evidence that mentoring and motivational programs oriented toward disadvantaged students are effective” (Heckman and Rubinstein 2001, 148). Research on the greater success in later life of graduates of Catholic schools in the United States also suggests the importance of motivation and discipline as key ingredients in education (Coleman and Hoffer 1983, as cited in Heckman and Rubinstein 2001, 148).

Heckman and Rubinstein recommend the collection of more systematic information on non-cognitive effects of alternative education systems. Despite girls’ progress in education, however, relatively few girls complete secondary school, and the gap between young men and women in school-to-work transitions remains extremely wide, thus limiting girls’ potential to reap the economic returns described above. Indeed, in most parts of the world the gender gap in labor force participation far exceeds the gender gap in education. While job discrimination limits the supply of jobs available to young women, and family responsibilities limit the demand for jobs among such women, this report places some of the responsibility for this gap on the education sector. This is because, to date, the education sector has not addressed the needs of a generation of girls who are facing a world far different from the world of their mothers and who, therefore, need extra knowledge and skills. Socialization of children outside the home begins in the classroom with teachers who often reinforce social norms about gender roles and consequently limit girls’ horizons at an early stage of their development.

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on which these conclusions are based rely on data for men only, it is reasonable to presume that rates of return for women are changing as well. Indeed, studies from all regions show that women with higher levels of education are more likely to engage in paid employment than in the past (Grown, Gupta, and Kes 2005). However, social norms about appropriate gender roles can affect the extent to which an educational expansion among girls leads later in life to greater labor force participation of women, particularly when the expansion is confined to more universal primary enrollment (Hannum and Buchmann 2004). Adolescent girls who do not make it to secondary school, where social norms about gender roles are likely to be more egalitarian, will suffer substantial opportunity costs in terms of lost future earnings.

None of these estimates of rates of return to education have taken account of school quality as a variable. A growing literature is beginning to document the positive effects of school quality on economic rates of return, both because of its effects on the ultimate number of grades attained and because of its effects on specific learning outcomes that are valued in the labor market (Glewwe and Kremer 2006). For example, a recent study based on panel data in Egypt has found that students attending a lower-quality school—where school-specific quality is proxied by averaging

tested achievement gains—were much more like to drop out than those attending a higher-quality school (Hanushek et al. 2006). Further empirical evidence from developing countries documents high rates of return to cognitive skills in the form of earnings (Hanushek 2006). These issues become all the more important given recent international test results documenting poor learning outcomes and possible declines in school quality resulting from the push to universalize schooling. Indeed, it is unlikely that the high social and economic returns to girls’ schooling can be sustained without substantial investments in school quality. In particular investments in the development of critical thinking and independent learning skills, which are rarely measured in tests and which may be of particular value for preparation for work roles.

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Despite girls’ progress in education, however, relatively few girls complete secondary school, and the gap between young men and women in school-to-work transitions remains extremely wide, thus limiting girls’ potential to reap the economic returns described above. Indeed, in most parts of the world the gender gap in labor force participation far exceeds the gender gap in education. While job discrimination limits the supply of jobs available to young women, and family responsibilities limit the demand for jobs among such women, this report places some of the responsibility for this gap on the education sector. This is because, to date, the education sector has not addressed the needs of a generation of girls who are facing a world far different from the world of their mothers and who, therefore, need extra knowledge and skills. Socialization of children outside the home begins in the classroom with teachers who often reinforce social norms about gender roles and consequently limit girls’ horizons at an early stage of their development.

Without specific targeted interventions designed to address gender issues in the classroom, as well as the extra needs of girls for training in critical decision-making and leadership, these barriers prevent the transformative education that girls need to overcome a history of disadvantage. It is also possible that girls and boys have differential access to some of the diverse forms of education currently provided to adolescents, whether in the form of after-school programs for those continuing in school, vocational secondary school, livelihood programs for those no longer attending school, or apprenticeship programs.

Figure 3.4 contrasts labor force participation rates by age and sex with school attendance rates for certain regions (Buvinic et al. 2007). The regions chosen have sufficient recent household and labor force survey data to allow the construction of age-specific school and work transitions. If we look first at Latin America and East Asia, where girls and boys have achieved equivalent rates of school attendance by age, we see the huge gap between boys and girls in the extent to which they have entered the labor force, particularly after the age of 18. In East Asia the gap is much smaller than in Latin America at younger ages but becomes equally large after the age of 19. In Africa, where girls have lower school attendance rates than boys in the later teen years, neither boys nor girls fare well in the transition from school to work, with only a little more than a quarter in the labor force by age 18.
The widest gaps shown among these comparisons are in South Asia. Here the gender gap in school attendance rates by age exceeds that observed in Africa but is dwarfed by the gender gap in labor force participation rates; for girls, these rates hardly ever exceed 25%.

Recent research in Latin America has found that facilitating successful school-to-work transitions for young women is the most promising gender-equity strategy for promoting economic growth that differentially benefits the poor (Costa et al. 2009). Using micro-simulation techniques and household data from Argentina, Brazil, Chile, the Dominican Republic, El Salvador, Mexico, Paraguay, and Uruguay, the authors develop estimates of household income distributions in a multivariate model under alternative scenarios capturing various dimensions of gender inequality in the labor market. These include gender gaps in labor force participation (discussed above), gender differences in occupational distribution, wage discrimination, and gender gaps in education. The most dramatic estimated effects on reductions in poverty from their model resulted from the elimination of discrimination.
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Data from a recent labor force survey in Egypt paint an even more extreme contrast between young men and women in school-to-work transitions. Here, boys and girls leave school at a similar rate but relatively few women enter the labor force (Figure 3.5). By contrast we can compare young men and women in the United States in terms of labor force participation. By ages 20–24 over 70% of young Americans are in the labor force with no gender gap at ages 16–19 and only a small gap at ages 20–24 (Figure 3.6).

**FIGURE 3.4**
Rates of school attendance and labor force participation among adolescents, by region and sex

Education gains for girls have not been fully reflected in labor force gains.

**FIGURE 3.5**
Transition from school to first job by age, Egypt

The contrast between young men and women in school-to-work transitions in Egypt is pronounced.
FIGURE 3.6

Labor force participation rates of adolescents and youth in the United States, 2007

In the United States, the gender gap in labor force participation has almost disappeared.

- **Female**
- **Male**

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Percent</th>
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<tbody>
<tr>
<td>16-19</td>
<td>40</td>
</tr>
<tr>
<td>20-24</td>
<td>60</td>
</tr>
</tbody>
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Source: U.S. Department of Labor, Bureau of Labor Statistics

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When girls attend non-formal educational programs, the current and future benefits are unknown

There are no estimates of the economic returns on investments in education and learning outside the formal school setting. Indeed, no data are currently collected on levels of participation in non-formal programs that could be linked with measured earnings at older ages using the classic approach to estimation of rates of return. Given the growth of non-formal programs and literacy programs for youth in order to reap these high returns while making complementary investments by employers more attractive.

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Greater investments in girls’ schooling can also lead to improvements in gender equality and a reduction in the incidence of poverty at the community level, as women are able to take a greater economic role in the family and citizenship role in the community (Lloyd ed. 2005; World Bank 2007). Educational reforms designed to enhance community involvement in education at the local level are often stymied when mothers of school-aged children are poorly educated and lack the knowledge and skills needed for civic engagement and educational decisionmaking. For an expansion of school participation and attainment among girls to have its strongest impact on poverty alleviation in the community, adolescents need to develop more egalitarian gender norms, and girls need training in group participation, civic engagement, and assertiveness so that they can become full participants in the life of the community. Indeed, the best place to begin is within the school with opportunities for decisionmaking and leadership.

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of the gender gap in labor force entry. These results were driven primarily by simulated improvements in the labor force participation of the poorest women.

By working in their communities and participating in civic life, girls contribute to economic and social development

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STRATEGIES TO ADDRESS THE NEEDS OF ADOLESCENT GIRLS
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Investments in education for girls have been based on research findings of the positive association between years of education in the formal system and various social and economic outcomes for women and their families. Over the past 15–20 years the accumulated knowledge from this research has provided the impetus for a first generation of educational programming for girls by governments, international agencies, and NGOs. The primary goal has been to increase girls’ enrollment in formal schooling, typically by reducing costs on the demand-side and increasing access on the supply-side. While most of these initiatives have not been formally evaluated, the rapid rise in girls’ enrollment around the world is likely to reflect the cumulative contribution of these initiatives, among many other factors.

Now that the majority of girls are enrolled in formal schooling in almost every country, and most are still in school as they enter adolescence, there is a need for a second generation of research and programming to address the unique challenges in educating girls during adolescence. Girls need protection, respect, empowerment, and economically productive learning to overcome deeply embedded discrimination both in the family and the workplace. On the demand-side are strategies that address parental and adolescent concerns about safety, costs, and family responsibilities. On the supply-side are strategies that increase access to education through the creation of non-formal schools or that address the quality of the education provided, including the learning environment and the “relevance” of curriculum for historically disadvantaged girls either in the formal or non-formal educational system.

Actions on the demand-side are primarily designed to increase enrollment and retention in school while actions on the supply-side, to the extent they relate to improvements in school quality, are designed primarily to enhance learning outcomes. But supply-side strategies can also affect enrollment and retention, and demand-side strategies can improve learning outcomes. In the longer term, higher levels of grade attainment, better learning outcomes, and enhanced skills will all improve civic participation and gainful employment (Chart 4.1).

In Box 4.1 we list the most typical of these strategies to provide a frame for subsequent discussion. The framework of educational programs for girls reflects some of these concerns, but lacks both a strong research base from which to draw lessons about the relative benefits of alternative strategies and a strong and coherent management structure at the national level within which formal and non-formal approaches can be coordinated and monitored.

We start this chapter with a review of past educational initiatives on behalf of girls undertaken by some key international education donors and agencies. We also review research addressing the effectiveness of some of the approaches listed in Box 4.1. These reviews serve as background for the presentation of the main findings in Chapter 5, which are based on information compiled from a compendium of current programs and projects in developing countries supporting adolescent girls’ education. The compendium is not exhaustive, being necessarily restricted to those programs and projects for which data are available from websites, printed materials, or individual program officers. As far as we know, this is the first time such a compendium of educational programs and projects for adolescent girls has been attempted. The results prove informative, even provocative, both with respect to what they show and even more importantly what they don’t show. The gap between research and practice with respect to adolescent girls remains substantial in terms of the unmet educational needs of adolescent girls and of program effectiveness.

Lessons from past practice
Some lessons from earlier experiences with programs to support girls’ schooling can be gleaned from commissioned program reviews, including reviews of programs funded or initiated by many key players in the girls’ education field. These include a recent thorough internal assessment of World Bank projects supporting girls’ schooling from 1990–2005 (World Bank 2007), several assessments of USAID girls’ education projects in the late 1990s, and several assessments of UNICEF projects benefiting girls’ education (including an in-depth review of the African Girls’ Education Initiative which ran from 1994–2003). None of these reviews were informed by impact evaluation research but instead involved desk research, country visits, and conversations with key program staff to reflect on program experiences. Criteria for terminology like “success,” “lessons learned,” “major strides,” or “disappointments” used in these reports were not defined and are presumed to reflect the opinions of the authors. Nonetheless, these reviews give us a sense of program objectives, scope, and strategies as reflected in this first generation of educational programming for girls.

Although a wide variety of strategies was tried, certain approaches predominated. These approaches fall into three categories, two on the demand-side and one on the supply-side: (1) making formal schools more accessible to girls by lowering or eliminating financial barriers through stipends, scholarships, or other financial support; (2) devoting resources to hire enough teachers, an understaffed rural school in Uganda turns to one teacher to lead the class through the day’s lessons.
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Alternative approaches to addressing the educational needs of adolescent girls

Demand-side strategies to support adolescent girls in school

• Scholarships and stipends
• Transportation and boarding
• Advocacy or community engagement in girls’ education
• Safety policies and training; codes of conduct
• Toilets and provision of sanitary supplies

Supply-side strategies to enhance educational access, the learning environment, and curricular relevance for adolescent girls

• Creation of non-formal educational programs, either complementary or alternative
• Recruitment/training of female teachers, para-teachers, and other educators
• Gender training for teachers
• Mentoring, tutoring, and peer support
• Life skills/literacy training
• Livelihoods/vocational training

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We still do not know the longer-term benefits for girls of participating in non-formal educational programs and how they might compare with the benefits to those participating in the formal educational system.
Past practice provides little guidance for the future because of the absence of high-quality documentation and impact evaluation.

The World Bank report (2007) concludes that the beneficial impact of these projects on girls is hard to evaluate, particularly those with infrastructural or learning-related elements, because of the lack of monitoring and evaluation indicators. Demand-related elements, in particular stipends and scholarships, have proved their success in increasing enrollment (see further discussion below in “Lessons from research”) but more needs to be done to determine the extent to which intended target populations have been the actual beneficiaries and at what cost. For example, the secondary girls’ scholarship scheme in Bangladesh was intended to boost enrollment and completion rates and delay the marriage of girls from the poorest families in low-literacy areas (World Bank 2007). While girls’ enrollment rates in secondary school increased substantially, graduation rates were disappointing. Furthermore, questions have been raised as to whether targeting mechanisms were effective, since many of the benefits of the program actually accrued to girls from better-off families (Khandker et al. 2003).

While much good work has been accomplished and is spelled out in this report, past practice provides little guidance for the future because of the absence of high-quality documentation and impact evaluation. Furthermore, projects often ended with a particular funding cycle, and donor interests shifted, making it hard for local groups to sustain promising approaches. Nonetheless, these conclusions should not distract from the fact that the World Bank has become a leader in undertaking and encouraging impact evaluation, particularly those with infrastructural or learning-related elements, because of the lack of monitoring and evaluation indicators. Deriving policy recommendations from impact evaluations of pilot interventions and empirical studies of educational outcomes in relation to various household, school, and community characteristics. Some studies have addressed features of the environment external to the school that affect parental demand for schooling (e.g. school fees and related educational costs) or adolescent demand (e.g. provision of hygiene supplies for girls). Other studies explore features of the school environment which might differentially benefit or harm girls—in particular the availability of female teachers for girls and the extent to which teachers treat boys and girls equitably in the classroom. Several assess the potential role of alternative or complementary non-formal schools in enhancing girls’ enrollment. Educational outcomes assessed are typically short term; longer-term consequences of educational policies and programs for employment, parenthood, or citizenship have rarely been the subject of research studies given lack of appropriate data.

Demand-side strategies

We can cite a host of studies addressing the enrollment gains for girls both absolutely and relative to boys stemming from various types of tuition waivers, scholarships, or cash transfers conditional on school attendance. Since much of the early attention in the policy community focused on reaching the out-of-school population—typically a poor, marginalized, rural, and disproportionately female population—the universal waiving of primary school fees was found to be particularly effective, with the parents of girls even more sensitive to changes in school costs than the parents of boys (Kattan and Burnett 2004). For example, in Uganda, when school fees were waived in 1997, the gender gap in primary school enrollment was eliminated (Dæniger 2003). While most conditional cash transfer programs have been designed to address family poverty rather than girls’ educational disadvantage, the Mexican program Oportunidades, formerly Progresa, gives mothers a slightly larger cash transfer for their girls’ attendance in formal secondary school; and, not surprisingly, girls’ enrollments increased slightly more than boys’ in response (Behrman et al. 2005). A recent assessment of the Mexican program has concluded that cash transfers to mothers that are conditional on their children’s entry into formal secondary school have been particularly effective in raising secondary enrollment above levels that would have been achieved if the resources had been provided without conditions. This is an important finding given adolescent girls’ typical fall-off in enrollment at that stage of their education (de Brauw and Hodnett 2008).

The feminization of Islamic secondary schools in Bangladesh

In the early 1980s, the government of Bangladesh introduced reform to the madrasa education system, offering to provide public recognition and subsidies to cover teachers’ salaries to those madrasas agreeing to modernize their curriculum by teaching secular subjects such as English, Bengali, science, and math in addition to their regular religious subjects. Given these incentives, many orthodox madrasas chose to modernize and accept government subsidies despite traditional principles favoring financial autonomy. Today, 30% of all students enrolled in secondary school in Bangladesh attend government-recognized madrasas. The incentive for orthodox madrasas to modernize was given further support in 1994 when female students attending recognized madrasas became eligible to receive a stipend under the government’s female stipend program (FSP). Most orthodox madrasas had traditionally been all male. The percent of female students enrolled in madrasas has risen from 5% in 1980 to 30% in 1995 to nearly 50% today. As a result of the FSP, gender equity has been achieved in secondary school enrollment. Furthermore, and probably in response to growing female enrollment, recognized madrasas are increasingly recruiting female teachers, most of whom are graduates of secular schools (Asadullah and Chaudhury 2008).
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While much good work has been accomplished and is spelled out in this report, past practice provides little guidance for the future because of the absence of high-quality documentation and impact evaluation. Furthermore, projects often ended with a particular funding cycle, and donor interests shifted, making it hard for local groups to sustain promising approaches. Nonetheless, these conclusions should not detract from the fact that the World Bank has become a leader in undertaking and encouraging impact evaluation and has been much more transparent than most other agencies in providing information about its programs.

Lessons from research

Insights about educational policies and programs with the potential to benefit adolescent girls can be derived from impact evaluations of pilot interventions and empirical studies of educational outcomes in relation to various household, school, and community characteristics. Some studies have addressed features of the environment external to the school that affect parental demand for schooling (e.g. school fees and related educational costs) or adolescent demand (e.g. provision of hygiene supplies for girls). Other studies explore features of the school environment which might differentially benefit or harm girls— in particular the availability of female teachers for girls and the extent to which teachers treat boys and girls equitably in the classroom. Several assess the potential role of alternative or complementary non-formal schools in enhancing girls’ enrollment. Educational outcomes assessed are typically short term; longer-term consequences of educational policies and programs for employment, parenthood, or citizenship have rarely been the subject of research studies given lack of appropriate data.

Demand-side strategies

We can cite a host of studies addressing the enrollment gains for girls both absolutely and relative to boys stemming from various types of tuition waivers, scholarships, or cash transfers conditional on school attendance. Since much of the early attention in the policy community focused on reaching the out-of-school population—typically a poor, marginalized, rural, and disproportionately female population—the universal waiving of primary school fees was found to be particularly effective, with the parents of girls even more sensitive to changes in school costs than the parents of boys (Kattan and Burnett 2004). For example, in Uganda, when school fees were waived in 1997, the gender gap in primary school enrollment was eliminated (Dusingize 2003). While most conditional cash transfer programs have been designed to address family poverty rather than girls’ educational disadvantage, the Mexican program Oportunidades, formerly Progresa, gives mothers a slightly larger cash transfer for their girls’ attendance in formal secondary school; and, not surprisingly, girls’ enrollments increased slightly more than boys’ in response (Behrman et al. 2005). A recent assessment of the Mexican program has concluded that cash transfers to mothers that are conditional on their children’s entry into formal secondary school have been particularly effective in raising secondary enrollment above levels that would have been achieved if the resources had been spent without conditions. This is an important finding given adolescent girls’ typical fall-off in enrollment at that stage of their education (de Brauw and Hoddinott 2008).

In the early 1980s, the government of Bangladesh introduced reform to the madrasa education system, offering to provide public recognition and subsidies to cover teachers’ salaries to those madrasas agreeing to modernize their curriculum by teaching secular subjects such as English, Bengali, science, and math in addition to their regular religious subjects. Given these incentives, many orthodox madrasas chose to modernize and accept government subsidies despite traditional principles favoring financial autonomy. Today, 30% of all students enrolled in secondary school in Bangladesh attend government-recognized madrasas. The incentive for orthodox madrasas to modernize was given further support in 1994 when female students attending recognized madrasas became eligible to receive a stipend under the government’s female stipend program (FSP). Most orthodox madrasas had traditionally been all male. The percent of female students enrolled in madrasas has risen from 5% in 1980 to 30% in 1995 to nearly 50% today. As a result of the FSP, gender equity has been achieved in secondary school enrollment. Furthermore, and probably in response to growing female enrollment, recognized madrasas are increasingly recruiting female teachers, most of whom are graduates of secular schools (Asadullah and Chaudhury 2008).

The feminization of Islamic secondary schools in Bangladesh

In the early 1980s, the government of Bangladesh introduced reform to the madrasa education system, offering to provide public recognition and subsidies to cover teachers’ salaries to those madrasas agreeing to modernize their curriculum by teaching secular subjects such as English, Bengali, science, and math in addition to their regular religious subjects. Given these incentives, many orthodox madrasas chose to modernize and accept government subsidies despite traditional principles favoring financial autonomy. Today, 30% of all students enrolled in secondary school in Bangladesh attend government-recognized madrasas. The incentive for orthodox madrasas to modernize was given further support in 1994 when female students attending recognized madrasas became eligible to receive a stipend under the government’s female stipend program (FSP). Most orthodox madrasas had traditionally been all male. The percent of female students enrolled in madrasas has risen from 5% in 1980 to 30% in 1995 to nearly 50% today. As a result of the FSP, gender equity has been achieved in secondary school enrollment. Furthermore, and probably in response to growing female enrollment, recognized madrasas are increas-
Menstruation and education in Nepal

Many in the policy community fear that menstruation and the lack of proper sanitary hygiene compromise the school attendance and performance of adolescent girls and therefore put them at a disadvantage relative to their male peers (see Kristof and WuDunn 2009 for a recent example). In a randomized trial of the provision of menstrual cups in four schools in Nepal from November 2006 to January 2008, the attendance and performance of girls in seventh and eighth grade was compared. The menstrual cup, MoonCup, is a small, silicone, bell-shaped cup inserted in the vagina to collect menstrual blood and can be used continuously without emptying for 12 hours. Among girls in the treatment arm of the trial, 60% adopted the cup as reported by the nurse on monthly school visits, suggesting that most girls welcomed its convenience. Nonetheless, there was no statistically significant difference between the girls in the treatment arm and the control arm of the experiment in attendance rates or test scores. Indeed, absenteeism due to menstruation was small to begin with, with an average of 1.3 days of school over the course of the year missed due to menstruation (Oster and Thornton 2008).

Questions of targeting have plagued the U.S-sponsored Ambassadors’ Girls’ Scholarship Program, begun in 2004 and now covering 41 countries in Africa. A commissioned ex-post evaluation, based on field visits and interviews, of several of the earliest programs implemented in Sierra Leone and Djibouti found problems at the community and school levels. Many more girls qualified for scholarships than could be funded with available resources. Because of ad hoc and arbitrary systems of selection within each school, it appears that some scholarship recipients might have continued in secondary school even without the scholarships, and there was some backlash from non-recipients (Chapman and Mushin 2008). Other large-scale girls-only scholarship schemes were launched in Cambodia with Japanese funding and in Punjab, Pakistan, with World Bank funding in 2004. Ex-post studies found that, in Cambodia, enrollment and attendance rates were approximately 30% higher than they would have been in the absence of the program (Filmer and Schady 2008), and in Pakistan, female enrollment increased by 9% over two years in stipend-eligible middle schools (grades 6–8) (Chaudhury and Parajuli 2006). The provision of other amenities has been considered important to the enrolment of girls and has been part of many of the initiatives mentioned above, particularly those sponsored by UNICEF. These include textbooks and/or uniform provision to reduce costs, transportation or boarding facilities to increase safety and reduce costs, and sensitization to gender-based violence to increase safety. Some initiatives have also supplied sanitary products for girls, although recent research (see Box 4.3 and discussion below) suggests that this approach may be less likely to increase girls’ attendance rates. These are all elements that have been presumed to make parents more comfortable sending their girls to school and school attendance less costly. Some insights about sanitary supplies for girls comes from a recent randomized trial in Nepal (Oster and Thornton 2009). In general, adolescent girls’ overall absenteeism rates are about the same as and sometimes lower than those of adolescent boys, but the reasons may differ (Loaiza and Lloyd 2008).

To date there has been almost no research on the effect of the presence of non-state providers of education—the other main supply-side intervention on educational outcomes for girls. The one exception is Bangladesh, which has a rich tradition of NGOs providing complementary non-formal education to the poor in more remote rural areas lacking government schools. BRAC being the most notable example. While these schools did not target girls specifically, their programs appear to have differentially benefited them. Many features may have been particularly supportive to girls, including a higher percentage of female teachers. As 90% of BRAC graduates made the transition to formal government schools in grade 4, these schools provided out-of-school girls with an opportunity to reenter the formal system with accelerated learning, multi-grade classrooms, and progress beyond primary school (Sukontamarn 2005). At the secondary level, another type of alternative schooling—madrasas—has provided a boost to female enrolment after the government’s efforts to reduce teacher salaries to those madrasas that agreed to register with the government, teach modern subjects, and accept female students (see Box 4.2).

Supply-side strategies

Research has also informed us about some of the other potential pathways on the supply-side through which girls’ enrolment and attendance can be enhanced and learning outcomes improved. The most...
BOX 4.3

Menstruation and education in Nepal

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New lessons: the power of educating adolescent girls

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Some initiatives have also supplied sanitary products for girls, although recent research suggests that this approach may be less likely to increase girls’ attendance rates.
Much has been written about gender treatment in the classroom, but little research has explored the association between teacher treatment of boys and girls in the classroom and differences in educational outcomes by gender. If girls attend schools in which the presence of female teachers is greater, they have higher test scores, are more likely to be in school, and are less likely to have dropped out of school. This advantage is particularly pronounced in contexts where boys benefit less from female teacher attendance. Studies in Kenya have explored effects on student achievement and dropout rates as well as on reproductive outcomes. Appleton (1995) explored the determinants of gender differences in the scores of primary school leaving exams in a sample of schools in Nairobi and found that boys performed better than girls in schools where teachers express the opinion that girls are less capable than boys; boys, on the other hand, were not affected by these attitudes. Lloyd, Mersch, and Clark (2000) found that various measures of gender treatment were significantly associated with dropout rates for girls but not for boys. These included teacher attitudes about differences in the learning abilities of boys and girls and gender differences in classroom treatment; school environments that were differentially discouraging to girls or differentially encouraging to boys had higher dropout rates for girls than those with more equitable environments. Interestingly, it was also found that girls who attended schools with greater gender equity in attitudes and treatment were less likely to have had premarital sex than girls attending more inequitable schools (Mersch et al. 2001). Given that premarital sex is often a precursor to school dropout (Biddlecom et al. 2008) and is often associated with early marriage, gender equity in the classroom may be particularly important for girls in ensuring them of the protection and respect that they need to thrive as adults.

Based on our review of program experience and research, we can re-categorize the approaches to addressing the educational needs of adolescent girls presented in Box 4.1 according to whether or not their success has been proven, they appear to be promising but are still unproven, or they are unlikely to succeed. In categorizing these approaches, we primarily assess evidence relating to enrollment and retention rather than evidence relating to learning outcomes (see Chart 4.1). This is because it is only recently that learning...
Much has been written about gender treatment in the classroom, but little research has explored the association between teacher treatment of boys and girls in the classroom and differences in educational outcomes by gender.

Many programs with potentially girl-friendly features have not been evaluated separately for boys and girls, e.g., a remedial education program using young women as tutors in India (Banerjee et al. 2007). On the other hand, studies of pilot educational interventions that were not designed specifically for girls, but where girls have been shown to have benefited more than boys, suggest the potential for further research to identify those features that were particularly girl-friendly. A randomized study of a program in a low-literacy area of rural India involved the assignment of additional teachers, primarily female, to non-formal, single-teacher schools. Girls’ attendance increased by 50%, while boys’ attendance was not affected (Banerjee et al. 2001, cited in JPAL newsletter). However, it is not clear whether the gains can be entirely attributed to the fact that teachers were female, since their presence also increased the number of days schools were open and generally enhanced the quality of the school due to increased staffing. A randomized trial in Kenya of assigning students to academic tracks on the basis of prior academic performance (so as to reduce heterogeneity in the classroom) found that tracking improved test scores, with girls showing greater gains than boys, particularly in math (Duflo et al. 2001). While this was not designed as a girl-friendly program, it turned out to have been one. Similarly, in rural Pakistan the beneficial effects on girls’ enrollment attributable to the presence of a local teacher, rather than a teacher from out of town, may be explained by the greater likelihood that local teachers will have regular attendance, giving parents an increased sense of safety and security when sending their girls to school (Lloyd et al. 2005).16

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Outcomes are being measured more systematically and thus almost no evaluations to date have assessed program impact against this standard. In Box 4.4 we repeat the list using this categorization. Two approaches have already proven successful – scholarships and stipends, and recruitment and training of female teachers. Most others appear promising but unproven. However, one popular approach – toilets and the provision of sanitary supplies – does not appear promising as a strategy for increasing enrollment and retention given the accumulation of research evidence presented here. While girls definitely benefit from the strategy, it does not appear to materially alter their behavior vis-à-vis school outcomes.

From this review, we can see that relatively little research or programmatic attention has been given to educational quality and relevance, in particular those aspects that may be beneficial to girls, including curricular content. Since the rationale for educational investments in girls has been based primarily on beneficial effects later in life with respect to employment, wages, and household management and parenting skills, research and programming in the area of educational quality should be a priority. Only in the past few years are we beginning to learn that primary school completion does not necessarily result in literacy and numeracy and that children who do not acquire the basic educational building blocks typically falter in later grades and are less likely to continue in school (Jukes et al. 2006). More recently, some educational programs have added curricular enhancements such as sports, life skills, livelihoods training, financial literacy, and health education to build confidence, enhance productivity and employability, and teach life skills. Unfortunately, these are often layered onto already heavy teaching loads in schools where many adolescent students still lack basic reading and numeracy skills.

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18 It was most recently promoted as a strategy by Nicholas Kristof and Sheryl WuDunn (2009) in their book Half the Sky: Turning Oppression into Opportunity for Women Worldwide. New York: Knopf.

19 See Boxes 2.1 and 4.3
5 FEATURES OF EDUCATIONAL PROGRAMS FOR ADOLESCENT GIRLS

PHOTO CREDIT: UNFPA
FEATURES OF EDUCATIONAL PROGRAMS FOR ADOLESCENT GIRLS
Chapter 4 laid out alternative strategies for addressing the educational needs of adolescent girls using demand and supply as an organizing framework. Under demand were grouped approaches that address some of the constraints and barriers that are presumed to prevent adolescent girls from attending school (or their families from sending them). Under supply were grouped approaches that improve access to educational opportunities, enhance the educational environment, or address directly some of adolescent girls’ developmental and learning needs. These two sets of approaches are mutually reinforcing. This chapter refines the framework set out in Chapter 4 to highlight the features of formal and non-formal educational programs for adolescent girls.

In developing a compendium on such programs, our goal has been to learn about the strategies of governments, NGOs, UN agencies, and other actors to support adolescent girls’ education. Are these strategies already known to be successful? Are they promising but unproven? Or are they unlikely to improve girls’ educational outcomes? We are also interested in the lessons about program impact.

Framework for the compendium

The development of a workable framework for the compendium was an iterative process involving interaction over time between our deepening understanding of educational programs and our need to find conceptual organizing principles to guide the presentation and interpretation of the information gathered. The framework we ultimately settled on included reasonably unambiguous criteria for the inclusion of a program in our compendium and a typology of the different contexts and arenas of action for such programs within national educational systems.

Criteria for inclusion:

An educational program was listed in this compendium if all of the following conditions applied:

- It serves girls within the age range 10–19.
- It was operational, to the best of our knowledge, in December 2008.
- It serves girls only and/or has as its stated objective the expansion of educational opportunities for girls or the equalization of gender disparities in education, and
- It has at least one girl-friendly feature.

We define girl-friendly features of a program to be features specifically designed to support girls in overcoming obstacles to attending and participating in school or to reaping the full and equal benefits and rewards of education, as well as features designed to enhance the existing educational environment or address more directly some of adolescent girls’ development and learning needs. The girl-friendly features include all the most common strategies listed in Box 4.1 as well as other less common strategies that we identified in the course of data collection. Box 5.1 provides more detail.

Program types:

For each program that fits our inclusion criteria, we indicate whether it falls into one or more program types. These five types include programs (1) creating enabling conditions for school attendance, completion, and progression; (2) providing alternative educational programs; (3) providing complementary educational programs; (4) creating new formal schools or enhancing existing formal schools; and/or (5) providing after-school programs. As discussed in Chapter 2, there is a complete absence of data on participation in non-formal educational programs. Thus, in researching current education programs for adolescent girls, we developed a typology that allows considerable space for non-formal programs. The girl-friendly features enumerated in Box 5.1 can appear in some or all of these program types and thus cut across this typology. For example, female teachers

Box 5.1

Common girl-friendly features

I. Demand-side strategies to remove constraints to school attendance

Scholarships/stipends: Cash and in-kind contributions to girls and/or families for the purpose of school attendance

Transportation/boarding: Interventions to reduce or eliminate the costs for girls traveling to/from school and ensure their safety

Advocacy or community engagement in girls’ education: Efforts to promote positive attitudes and other community and social resources that support girls in obtaining an education

Safety policies and training; codes of conduct: Interventions to ensure girls’ safety within the school environment

Toilets and provision of sanitary supplies: The provision of separate toilet facilities for girls at school and/or the provision of sanitary supplies to adolescent students

II. Supply-side strategies to enhance the learning environment

Recruitment/training of female teachers, para-teachers, and other educators: Training programs that target young women, hiring policies to support women in entering and remaining in the teaching force, and the use of complementary teaching staff—such as para-teachers—to support girls in large classes

Gender training for teachers: Training to promote positive attitudes towards the learning capacities of girls and boys, and/or training in teaching methodologies that are effective in engaging and supporting girls’ learning

III. Supply-side strategies directed at girls’ developmental and learning needs

Mentoring, tutoring, and peer support: Activities to support girls’ development and learning needs by engaging them in supportive relationships with peers, older girls, or adults, especially women

Livelihoods or vocational training: An umbrella category encompassing a variety of approaches to training girls in skills they did not learn as younger children and that they need for life
Chapter 4 laid out alternative strategies for addressing the educational needs of adolescent girls using demand and supply as an organizing framework. Under demand were grouped approaches that address some of the constraints and barriers that are presumed to prevent adolescent girls from attending school (or their families from sending them). Under supply were grouped approaches that improve access to educational opportunities, enhance the educational environment, or address directly some of adolescent girls’ developmental and learning needs. These two sets of approaches are mutually reinforcing. This chapter refines the framework set out in Chapter 4 to highlight the features of formal and non-formal educational programs for adolescent girls.

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#### II. Supply-side strategies to enhance the learning environment

- **Recruitment/training of female teachers, para-teachers, and other educators:** Training programs that target young women, hiring policies to support women in entering and remaining in the teaching force, and the use of complementary teaching staff—such as para-teachers—to support girls in large classes
- **Gender training for teachers:** Training to promote positive attitudes towards the learning capacities of girls and boys, and/or training in teaching methodologies that are effective in engaging and supporting girls’ learning

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- **Mentoring, tutoring, and peer support:** Activities to support girls’ development and learning needs by engaging them in supportive relationships with peers, older girls, or adults, especially women
- **Livelihoods or vocational training:** An umbrella category encompassing a variety of approaches to training girls in skills they did not learn as younger children and that they need for life
In developing the compendium, our goal has been to learn about the strategies of governments, NGOs, UN agencies, and others to support adolescent girls’ education.

and educators are relevant for all types of educational programs. Livelihoods can be taught as part of the regular curriculum in various types of formal or non-formal schools, as well as be part of an after-school program. Advocacy or community engagement in girls’ education can support attendance in both formal and non-formal schools depending on the context.

Programs creating enabling conditions for girls’ education include scholarship and stipend schemes, the provision of transportation or meals, and campaigns to build family/community and societal commitment to and capacity for educating girls. Under this first category, our intention was to identify activities that do not affect the school experience itself, but that encourage and support attendance in school by providing girls and families with material resources, logistical support, and a supportive community environment for their schooling. Other types of activities that take place outside the school setting, and which also fall in this category include: child care for younger siblings to free older girls from babysitting responsibilities, the provision of sanitary napkins, “mothers’ clubs,” and projects to build community capacity to support and manage schools.

Alternative programs provide girls with skills that they did not acquire because they did not attend and/or complete formal school, as well as life and job skills that they might not have acquired even if they had attended formal school. Typically these include second-chance programs, literacy or basic skills programs, and vocational programs. The goal of these programs is skill acquisition; typically they are designed as a final stage in the beneficiaries’ education and do not serve as a conduit back into the formal educational system.

After-school programs include any activity that takes place outside the regular curriculum and school hours to provide beneficiaries with direct support for their learning, development, and psychosocial needs so that they may continue their education and enjoy the full benefits of an education upon leaving school. These are usually centered on or fully independent of schools, and may take place on school grounds or in other venues. Some of the programs in this category focus on tutoring to support girls’ academic success (see Box 5.2 for further discussion of education). Also in this category are training programs to provide girls with the skills they need to overcome obstacles to their education and will need in later life, such as those that focus on life skills, decision-making, health, or hygiene. Almost all of these programs are designed to support students attending formal schools, but some after-school programs are designed to support students in non-formal education programs, or out-of-school youth programs. Teaching on sexual and reproductive health or HIV/AIDS prevention was included if the specific intent of the program was to prevent girls from dropping out. Mentoring and counseling programs, including those involving adults or peers as mentors or counselors, also fall in this category.

When identifying the appropriate category for a program or project in our compendium, we selected any of the categories that apply. Some specific activities or interventions bridge more than one category or program type. Furthermore, many programs have multiple components, in which case all categories that describe any component of a program are checked.

In many countries, “tutoring” has become a contentious issue, because it is increasingly seen as a potential locus of corruption and, paradoxically, a practice that some say results in a reduction in educational quality and equity. Better-off parents are able to pay for private tutoring to help their children succeed in school. In settings such as Egypt, where public school teachers can supplement their salaries by tutoring some of the same students they teach in class in the mornings, teachers may reduce their efforts during regular class time, which has implications for school quality (Lloyd ed. 2005). Curricula based on testing and memorization, including high-stakes tests, are especially conducive to the worst practices associated with tutoring. However, in theory, tutoring—providing students with additional support after school, during which they can practice skills or reinforce knowledge that they are developing in their regular curriculum—is a logical strategy to ensure academic success for most students. There may be special benefits to girls of tutoring programs; if girls are provided with space and time after school, without extra fees, to continue to focus on their studies, this may help to ensure that they are able to spend as much time on their studies as boys, especially where girls are expected to carry a heavier burden of domestic chores at home (Lloyd et al. 2008). Moreover, studying outside school is critical to the success of students in secondary school where curricula and teaching methods often require individual studying to memorize facts, practice problem-solving skills, or write essays and reports. Thus, programs that provide tutoring support free of charge may be of particular help to girls.
In developing the compendium, our goal has been to learn about the strategies of governments, NGOs, UN agencies and others to support adolescent girls’ education.

and educators are relevant for all types of educational programs. Livelihoods can be taught as part of the regular curriculum in various types of formal or non-formal schools, as well as be part of an after-school program. Advocacy or community engagement in girls’ education can support attendance in both formal and non-formal schools depending on the context.

Programs creating enabling conditions for girls’ education include scholarship and stipend schemes, the provision of transportation or meals, and campaigns to build family/community and societal commitment to and capacity for educating girls. Under this first category, our intention was to identify activities that do not affect the school experience itself, but that encourage and support attendance in school by providing girls and families with material resources and programs. Programs that enhance formal schools include investments in targeted areas.

22

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When identifying the appropriate category for a program or project in our compendium, we selected any of the categories that apply. Some specific activities or interventions bridge more than one category or project type. Furthermore, many programs have multiple components, in which case all categories that describe any component of a program are checked.

23 Some after-school programs, notably the FMSC “Learners” (This can vary), are designed to help girls develop leadership skills and overcome obstacles to their schooling and advocate for their own learning, as well as to intergenerational and community cohesion and support and community for the school. These programs, including those involving adults or peers as mentors or counselors, also fall in this category.
The actual impact of the overwhelming majority of programs listed in our database is unknown or known to only a few insiders.

Challenges and caveats

We encountered numerous challenges in assembling the compendium, with the result that our findings must be assessed with certain caveats in mind. First, many potentially relevant programs are not included because their existence is not documented in a format readily available to a researcher not directly associated with the program. We suspect that many organizations devote all of their time and resources to delivering educational services, leaving little left for documentation and dissemination. Local groups, in particular, may not have adequate resources to report on activities in a format that would be accessible internationally, such as a website. Additionally, in some cases, there was not sufficient information in the sources available to determine that a program met our criteria for inclusion. These included websites hosted by NGOs; the publications and reports of various donors, governments, and NGOs; and articles from leading U.S. newspapers. Thus the 322 programs reflected in our compendium undoubtedly understate the number of programs that would merit inclusion if more complete information were available.

Second, programs often involve many partners, donors, international NGOs, and local implementing agencies—all or some of whom report on selective aspects of the same program in different ways. In some instances we found it was impossible to determine whether activities described by different agencies were the same project, were different components of the same program, or were simply similar but unrelated activities in the same country. Even more difficult to determine were the roles and relationships of multiple partners collaborating on the same project. For this reason, we do not distinguish between “lead partners” and implementing agencies.

Third, organizations and agencies develop and disseminate descriptions of their activities with different audiences in mind. This results in inconsistent data. Many NGO web sites are designed to interest potential donors, focusing on basic information that is useful to the general public in understanding development or humanitarian aid issues but providing sketchy details about project and program activities, including the number and type of beneficiaries served. Some reports are designed to please existing donors with impressive lists of scholarships granted, toilets built, and training sessions provided and do not indicate the time frame encompassed in the report or which aspects of the program are currently operational. By contrast, for example, the World Bank’s web site, which is addressed to a more technical audience, includes a vast archive of technical documents that are most likely to be read by policymakers, practitioners, and researchers, as well as constituents concerned with transparency in international development projects and funding.

Fourth, some issues related to girls’ schooling may be sensitive, and agencies and organizations implementing programs may be reluctant to discuss them overtly, even when they are working on them quietly. For example, in some settings organizations working to prevent sexual exploitation of girls by teachers or administrators may fear that acknowledging these patterns of harmful behavior in program descriptions would be detrimental to potentially productive relationships that they are building locally with educators or government ministries. Information about budgets can also be sensitive, particularly when local programs are supported by international NGOs, because the money flowing to in-country activities may represent a fraction of the overall budget for the project.

Finally and most importantly, even among those few organizations that have allowed for external evaluations of their programs, far fewer have shared the results of these evaluations with others. Organizations and the donors who support them may be especially reluctant to share findings when outcomes fall short of program objectives, despite the fact that lessons learned from these outcomes, if properly evaluated, could be of great value to other practitioners and donors. Thus, the actual impact of the overwhelming majority of programs listed in our compendium is unknown or known to only a few insiders.

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Government policies or reform initiatives, usually at the national level, also affect a variety of activities and interventions implemented in different locations and contexts, and sometimes with the support of outside donors or other agencies.

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Results
The great majority of programs in our compendium are operating in sub-Saharan Africa (69%), and nearly a quarter are in Asia (23%). It is surprising that only 4% of the programs are in the Middle East, as there are significant gender disparities in labor force transition rates despite narrowing gender gaps in education (see Figure 3.5 for Egypt as an example). The scarcity of programs in Latin America and the Caribbean (4%) was less surprising, as average educational attainment for girls exceeds that of boys in many of these countries.

Many programs were multifaceted, were encompassed within several of our program types, and were characterized by more than one gender-friendly feature. See Table 5.1. The majority of the programs in our compendium included enabling activities (70%), and the majority of these were combined with efforts to improve formal schools or after-school programs or both. Roughly a quarter of the programs included alternative education programs (23%), and only 15% were complementary programs. Nearly half of programs were involved with the formal school system (46%), and many of these were national programs, including large-scale reform programs. Forty-three percent of programs included support for after-school activities. There has been a great interest in the potential of after-school programs for girls, given the opportunity these programs present for supplementing and expanding the school experience in a more supportive environment. Roughly 38% of these programs are restricted to girls only.26

Girl-friendly Target populations:
Given our focus on adolescents, one of the most interesting findings from our compendium was the notable absence of the word adolescent in any project document. Indeed, we found the word adolescent in only 7% of the program descriptions. In cases where the word did appear, it was often used in the description of efforts to provide training and supplies for girls’ hygiene during menstruation. This omission suggests that few of the programs included in our compendium were designed with the developmental and learning needs of adolescent girls in mind, even though all the programs serve beneficiaries within the adolescent age range.

Alternative education for adolescent girls in Mali
CARE initiated the Developing Education for Girls Empowerment project in 2005 in two countries in Mali. In Mopti, the project focuses on Centres Education par Development (CEDs), which provide education to children ages 9–15 who did not attend formal primary school. In Mali, CEDs are non-formal schools but part of the government system. CARE worked in collaboration with local governments at the commune and village level to sensitize the communities about the importance of girls’ education. They identified villages with an appropriate level of need for a CED serving at least 30 children, as well as the capacity to contribute income, material resources, and human resources to the management of the project. At the village level, Community Management Committees coordinate the management of the CED. Their responsibilities include monitoring teachers’ attendance, ensuring that CEDs have the materials they need, keeping the environment secure, and ensuring that all children have transportation to and from the CED. Committee members are trained to identify girls in the community who are eligible for participation in the CEDs, and to keep track of their attendance, following up with parents if they notice a pattern of absenteeism. While girls and boys have equal rights to attend the CEDs, these special outreach efforts focus on girls. In addition, Education Committee members are encouraged to ensure that women are represented in their ranks.

The curricula of CEDs are distinct from those of formal primary school in a few key respects. Inclusion in CEDs is in local languages, whereas instruction in formal schools is in French. Topics of study include literacy and arithmetic during the first years of the program, and vocational studies for the final years. In government-run CEDs, the academic cycle lasts four years. After completing the academic portion, students spend two years in a vocational training program. CARE has developed a different cycle for their CEDs to balance the time students spend studying with the demands on their schedule at different stages in their adolescence, concentrating the entire program into three years. Students complete the academic portion in two years. The vocational training thus far has been structured as a one-year program, with another cycle to be added in the future. CARE’s CEDs have added instruction in life skills into their program. Teaching methods focus on student-centered learning techniques. Teachers in Mali’s formal schools must have a college degree, but instructors at CEDs may be secondary school graduates who have passed the baccalaureate examination and received training.

CARE and its partners recruit candidates from the local communities, and a partner organization provides training. Recognizing the added value of having women instructors, especially for girls, CARE and its partners have made an effort to recruit women, and at least one candidate completed the training program, but ultimately did not begin work as an instructor. One manager noted that to live and work in Mopti’s village is a challenge for women, as married women have significant family responsibilities.

24 In Asia, a quarter of programs had a notable absence of the word adolescent.
25 In some program descriptions we learn more about how gender issues are integrated into the program. For example, in FAET’s Tsunami program, a rationale for including boys is to provide them with experience being part of a gender-sensitive development process. In CARE’s Rehabilitation of Education-Sector project in Pakistan, an objective of including both boys and girls in after-school sports is to allow them to interact in a safe space outside of the sex-segregated school setting.
to us, we include these as single entries. Thus, readers should note that if they are reading an entry about any program that includes multiple activities, the characteristics and features identified refer to at least one of those components, but may not describe all of them.

Programs are only included if there was sufficient information from available sources to ensure that they met the inclusion criteria listed above. Thus, if a feature is not identified as part of a program’s activities, readers should infer that we don’t know whether the characteristic is included, not conclusively that it is absent. Furthermore, some entries may refer to initiatives serving a small number of girls, whereas others are country-wide programs implemented across regions, or throughout entire regions.

We made a field visit to one CARE educational program for adolescent girls in Mali and learned firsthand how limited even the most detailed information can be when read without knowledge of the context or the history of program development. In Box 5.3, we describe the CARE program and highlight some of the special features of the program that cannot be understood well from a distance, even though the sponsor is one of the most thorough and responsible when it comes to documentation. It was only through field visits and interviews that we learned how CARE and its partners developed girl-friendly strategies specific to adolescent girls within the social, economic, and institutional context of rural Mali.

Nonetheless, despite these caveats, we feel that the data provided here will have enormous value not only in framing discussion on the subject of education for adolescent girls, but also in laying the foundation for recommendations about future priorities. By mirroring back to organizations the information that we were able to find, we hope that other organizations whose projects and programs have been excluded will use the framework provided here as a guideline for future reporting. We also hope that they will share this information with others, including practitioners, researchers, donors, policymakers, and stakeholders at all levels. And for the organizations whose programs have been included but who find gaps or errors in the information provided, we hope that they will respond with more regular updating and consistent reporting.

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The great majority of programs in our compendium are operating in sub-Saharan Africa (69%), and nearly a quarter are in Asia (23%). It is surprising that only 4% of the programs are in the Middle East, as there are significant gender disparities in labor force transition rates despite narrowing gender gaps in education (see Figure 3.5 for Egypt as an example). The scarcity of programs in Latin America and the Caribbean (4%) was less surprising, as average educational attainment for girls exceeds that of boys in many of these countries.

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TABLE 5.1

Programs in compendium by type and region

<table>
<thead>
<tr>
<th>Region (number of countries)</th>
<th>Number of programs</th>
<th>Percent of programs with particular characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa (43)</td>
<td>232</td>
<td>Total number: 100% (100%)</td>
</tr>
<tr>
<td>Asia (32)</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Latin America/Caribbean (8)</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Middle East (6)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>TOTAL (86)</td>
<td>322</td>
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<td>TOTAL (86)</td>
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<td></td>
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</tbody>
</table>

TARGET GROUP

- Girls only: 79 (34%), 7 (30%) of programs are described as serving girls only.

PROGRAM TYPE

- Enabling: 96 (34%)
- Alternative: 54 (24%)
- Complementary: 25 (10%)
- Creating or enhancing formal school: 40 (16%)
- After school: 23 (9%)

To determine whether or not those aged 10-19 were included in a program’s target populations, we had to seek indirect clues. In only 12% of the programs were specific age ranges provided, and in many of these cases we acquired the information not from reports and web sites but from follow-up queries to the organizations. More often, we found descriptive words that give a general indication of potential age ranges. Because the age range of adolescents (10 to 19) cuts across several other internationally recognized categories, including children (0-17), adults (18+), and youth (15-24), it is likely that adolescent girls are often grouped with one of these other designations rather than with other girls of their own age.

Slightly more than a third of the programs in our compendium were for girls only.26 The regions with the largest percentage of girls-only programs are Asia (44%) and the Middle East (38%). This is not surprising given the tendency towards sex-segregated formal education in some parts of Asia (Afghanistan, Pakistan) and most of the Middle East. For an additional 12% serve only students attending formal schools, and an additional 12% serve only students attending formal schools.

Nearly three-quarters of the programs serve only students attending formal schools, and an additional 12% serve only students attending formal schools. Seventeen percent serve beneficiaries described as having little or no schooling, being illiterate, or having low levels of literacy, but in these cases, typically no details are provided on how the learning needs of girls with diverse educational backgrounds are assessed. Given the diversity of education experiences and learning levels among adolescent girls, as noted in Chapter 2, such background information would be important if girls’ educational needs are going to be effectively met.

Some programs serve girls living in specific communities or groups while others serve girls with certain vulnerabilities.27 For many of the programs, the description of beneficiaries includes a wide range of categories, without further information about the definitions or percentages of beneficiaries served in each category. For example, many of the Ambassadors’ Girls’ Scholarship programs in Africa include all of the following: girls, orphans and vulnerable children (OVC), HIV-affected children, and poverty-affected children. Identifying patterns in types of beneficiaries is all the more difficult due to the variability of terms used.28 In the final analysis, we found very little information about the process by which individuals, families, or communities are selected to benefit from or participate in a program. Given the many challenges associated with targeting, this represents a regrettable gap in our information.

Girl-friendly features: We will discuss these features in the order presented in Box 5.1, starting with demand-side strategies and followed by two types of supply-side strategies: those focused on the learning environment within the school and those focused directly on the development and learning needs of adolescent girls. The number of programs and percentages are presented by region in Table 5.2.

Scholarships and stipends were provided in some form in 43% of programs. The provision of bicycles for girls to travel to and from schools—a resource that would provide them with considerable independence—was an interesting example mentioned in a few programs. With respect to activities to build or maintain boarding houses or dormitories, descriptions were also general; it would be interesting to know more about how such facilities are maintained and supervised, and what other support resources may be available to girls who stay in these facilities.

Advocacy or community engagement in girls’ education: Advocacy or community-engagement programs were the most prevalent strategy (57%). The majority of activities in this category involve mobilizing and training community members to assume active roles.
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<tr>
<td>Additional</td>
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<tr>
<td>Complementary</td>
<td>21</td>
<td>1</td>
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<tr>
<td>Creating or enhancing formal school</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>Other school</td>
<td>110</td>
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### Percent of programs with particular characteristics

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</tr>
<tr>
<td>Latin America/Caribbean (68)</td>
<td>46%</td>
<td>42%</td>
<td>7%</td>
<td>67%</td>
<td>46%</td>
</tr>
<tr>
<td>Middle Eastern (6)</td>
<td>52%</td>
<td>36%</td>
<td>7%</td>
<td>25%</td>
<td>41%</td>
</tr>
</tbody>
</table>

To determine whether or not those aged 10–19 were included in a program’s target populations, we had to seek indirect clues. In only 12% of the programs were specific age ranges provided, and in many of these cases we acquired the information not from reports and web sites but from follow-up queries to the organizations. More often, we found descriptive words that give a general indication of potential age ranges. Because the age range of adolescents (10 to 19) cuts across several other internationally recognized categories, including children (0–17), adults (18+), and youth (15–24), it is likely that adolescent girls are often grouped with one of these other designations rather than with other girls of their own age.

Slightly more than a third of the programs in our compendium were for girls only.\(^26\) The regions with the largest percentage of girls-only programs are Asia (44%) and the Middle East (18%). This is not surprising given the tendency towards sex-segregated formal education in some parts of Asia (Afghanistan, Pakistan) and most of the Middle East. For an additional 12% of the programs, girls represent the substantial majority (i.e., more than 75%) of the beneficiaries. Many initiatives in this category are part of the USAID-funded scholarship program, originally entitled the Ambassadors’ Girls’ Scholarships Program, which served only girls in its first years. Many more programs included the phrase “especially girls” in their description of beneficiaries, but if data were not available to ascertain that the majority of beneficiaries served were girls, we did not count them in this category.

Nearly three-quarters of the programs serve only students attending formal schools, and an additional 12% serve a mix of students and out-of-school children or young people. Seventeen percent serve beneficiaries described as having little or no schooling, being illiterate, or having low levels of literacy, but in these cases, typically no details are provided on how the learning needs of girls with diverse educational backgrounds are assessed. Given the diversity of education experiences and learning levels among adolescent girls, as noted in Chapter 2, such background information would be important if girls’ educational needs are going to be effectively met.

Some programs serve girls living in specific communities or groups while others serve girls with certain vulnerabilities.\(^27\) For many of the programs, the description of beneficiaries includes a wide range of categories, without further information about the definitions or percentages of beneficiaries served in each category. For example, many of the Ambassadors’ Girls’ Scholarship programs in Africa include all of the following: girls, orphaned and vulnerable children (OVC), HIV-affected children, and poverty-affected children. Identifying patterns in types of beneficiaries is all the more difficult due to the variety of terms used.\(^28\) In the final analysis, we found very little information about the process by which individuals, families, or communities are selected to benefit from or participate in a program. Given the many challenges associated with targeting, this represents a regrettable gap in our information.

#### Girl-friendly features:

We will discuss these features in the order presented in Box 5.1, starting with demand-side strategies and followed by two types of supply-side strategies: those focused on the learning environment within the school and those focused directly on the developmental and learning needs of adolescent girls. The number of programs and percentages are presented by region in Table 5.2.

#### Scholarships and stipends were provided in some form in 43% of programs.

Transportation and boarding facilities: Providing transportation or boarding facilities near schools was one of the least common girl-friendly features in our compendium (16%). Typically, this feature was associated with formal schools or after-school programs. The provision of bicycles for girls to travel to and from schools—a resource that would provide them with considerable independence—was an interesting example mentioned in a few programs. With respect to activities to build or maintain boarding houses or dormitories, descriptions were also general; it would be interesting to know more about how such facilities are maintained and supervised, and what other support resources may be available to girls who stay in these facilities.

Advocacy or community engagement in girls’ education: Advocacy or community-engagement programs were the most prevalent strategy (57%). The majority of activities in this category involve mobilizing and training community members to assume active roles in the sex-segregated education system. The range of activities includes: providing scholarships to girls (7%); scholarships only after they have completed a certain number of years of education; or scholarships to benefit from or participate in a program. Given the many challenges associated with targeting, this represents a regrettable gap in our information.

#### Features of educational programs for adolescent girls

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27% of the programs include efforts to recruit, train, or retain women teachers.

Roles in supporting schools and ensuring the attendance and participation of girls in their communities. Few were described as exclusively awareness-raising campaigns focused on the importance of girls’ education. This probably reflects a natural evolution as resistance to the education of girls has fallen over time, and costs, access, and quality have become the more salient issues.

However, while these community-engagement activities are identified as ways to promote girls’ schooling, it is not always clear how they benefit girls. For example, with respect to community-based management teams, in many cases there is no mention of whether or how women are engaged in the process, nor of specific actions undertaken by the committees to ensure girls’ attendance, safety, or success in school. By contrast, in our case study of Mali (see Box 5.3), community-based management committees undertake activities that are clearly and explicitly designed to support girls.

Safety policies and training; codes of conduct: We found the fewest references to promoting girls’ safety in school through teacher codes of conduct or safety training for girls, or related training for teachers (11%). One possible reason is that teacher conduct is a sensitive topic in certain settings, one that agencies/organizations are less likely to discuss in publicly available descriptions of their programs. Another possibility is that training related to teacher conduct or girls’ safety is included under the often general (and less sensitive) rubric of “gender training.”

Toilets and provision of sanitary supplies: Twenty percent of the programs included improvements or enhancements to sanitation facilities in schools or the provision of sanitary supplies. Almost all of these involved building or improving toilets, including efforts to make separate toilets available for boys and girls. The provision of toilets and sanitary supplies for girls surely improves the quality of life for all students, especially for girls, given their physical and hygiene needs. However, research evidence presented in Chapter 3 raises doubts about the significance of this strategy for adolescent girls’ attendance and completion of school.

Recruitment and training of female teachers, paraprofessionals, and other educators: Overall, 27% of the programs include efforts to recruit, train, or retain women teachers, with nearly a third of the programs in Asia and the Middle East including this feature. In some countries in these regions, a cadre of women teachers may be an essential requirement to establish schools for girls in communities where formal schools are segregated by sex. We note that 42% of the programs that create enabling conditions for girls included this activity, suggesting that many program managers see this as an attractive feature for girls’ parents. In Mali we learned that some efforts to recruit and retain women in a challenging setting had been unsuccessful (see Box 5.3); it is possible, however, that the challenges in certain settings, some agencies may be reluctant to explicitly state this as a goal of their programs.

We also included in this category examples of projects for older girls and young women that were entirely structured as formal training programs for female teachers. Indeed, some of the initiatives to establish formal secondary schools for adolescent girls in countries such as Afghanistan and Pakistan include, as an explicit objective, support for the development of a strong force of women teachers. These programs also account for some of the vocational training programs in our compendium.

### Table 5.2

<table>
<thead>
<tr>
<th>Girl-friendly features of programs in compendium</th>
<th>Number of programs/projects according to characteristics</th>
<th>Percent of programs with particular characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region (number of countries)</td>
<td>Region (number of countries)</td>
<td></td>
</tr>
<tr>
<td>AREA (43)</td>
<td>ASIA (13)</td>
<td>LATIN AMERICA/ CARIBBEAN (6)</td>
</tr>
<tr>
<td>Total number of programs</td>
<td>222</td>
<td>71</td>
</tr>
<tr>
<td>GIRL-FRIENDLY FEATURES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships/bursaries</td>
<td>107</td>
<td>26</td>
</tr>
<tr>
<td>Transportation/ mobility</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Advocacy and/or community engagement in girls’ education</td>
<td>115</td>
<td>38</td>
</tr>
<tr>
<td>Safety policies and training; codes of conduct</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>Toilets or provision of sanitary supplies</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>Recruitment/training for teachers, paraprofessionals, and other educators</td>
<td>54</td>
<td>17</td>
</tr>
<tr>
<td>Gender training for teachers</td>
<td>69</td>
<td>9</td>
</tr>
<tr>
<td>Mentoring, tutoring, and peer support</td>
<td>150</td>
<td>22</td>
</tr>
<tr>
<td>Life skills or basic training</td>
<td>150</td>
<td>43</td>
</tr>
<tr>
<td>Livelihoods or vocational training</td>
<td>33</td>
<td>23</td>
</tr>
<tr>
<td>Other</td>
<td>62</td>
<td>29</td>
</tr>
</tbody>
</table>
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### Table 5.2

<table>
<thead>
<tr>
<th>GIRL-FRIENDLY FEATURES</th>
<th>AFRICA (43)</th>
<th>ASIA (55)</th>
<th>LATIN AMERICA/ CARIBBEAN (6)</th>
<th>MIDDLE EAST (4)</th>
<th>TOTAL (66)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships/stipends</td>
<td>107</td>
<td>26</td>
<td>1</td>
<td>4</td>
<td>138</td>
</tr>
<tr>
<td>Transportation/ housing</td>
<td>50</td>
<td>14</td>
<td>2</td>
<td>5</td>
<td>51</td>
</tr>
<tr>
<td>Advocacy and/ or community engagement in girl education</td>
<td>115</td>
<td>38</td>
<td>1</td>
<td>7</td>
<td>161</td>
</tr>
<tr>
<td>Safety policies and training; codes of conduct</td>
<td>21</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>Toilets or provision of sanitary supplies</td>
<td>45</td>
<td>15</td>
<td>1</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>Recruitment/training female teachers, para-educators, and other educators</td>
<td>54</td>
<td>27</td>
<td>1</td>
<td>4</td>
<td>86</td>
</tr>
<tr>
<td>Gender training for teachers</td>
<td>69</td>
<td>9</td>
<td>1</td>
<td>4</td>
<td>83</td>
</tr>
<tr>
<td>Mentoring, tutoring, and peer support</td>
<td>150</td>
<td>22</td>
<td>2</td>
<td>2</td>
<td>155</td>
</tr>
<tr>
<td>Life skills or basic training</td>
<td>150</td>
<td>43</td>
<td>1</td>
<td>7</td>
<td>155</td>
</tr>
<tr>
<td>Livelihoods or vocational training</td>
<td>23</td>
<td>22</td>
<td>3</td>
<td>1</td>
<td>59</td>
</tr>
<tr>
<td>Other</td>
<td>64</td>
<td>28</td>
<td>10</td>
<td>6</td>
<td>107</td>
</tr>
</tbody>
</table>

#### Table 5.2: Girl-friendly features of programs in compendium

<table>
<thead>
<tr>
<th>Number of programs/projects according to characteristics</th>
<th>Region (number of countries)</th>
<th>Percent of programs with particular characteristics Region (number of countries)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of programs</td>
<td>AFRICA (43)</td>
<td>ASIA (55)</td>
</tr>
<tr>
<td>222</td>
<td>75</td>
<td>13</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### New Lessons: The Power of Educating Adolescent Girls

Chapter 3 raises doubts about the significance of this strategy for adolescent girls’ attendance and completion of school.
A cadre of women teachers may be an essential requirement to establish schools for girls in communities where formal schools are segregated by sex. Gender training for teachers: Gender training programs for educators were approximately as prevalent as activities to recruit, train, and retain female teachers, comprising 26% of entries in our compendium. However, within programs to create or enhance formal schools, gender training is much more prevalent, with slightly over half including this strategy as part of their programs. The results of research in Kenya, cited in Chapter 4, suggest that this is a potentially beneficial approach for adolescent girls, but there are many “unknowns” in the program descriptions. For example, few program descriptions mention the duration of the training, nor do they provide details about the content or objectives of the training curriculum. Even less information is available about whether such activities have had an impact on teachers’ attitudes or methods or on girls’ enrollment or academic performance.

Mentoring, tutoring, and peer support: Nearly half of the programs (48%) include activities to support girls individually or in small groups through mentoring, counseling, or tutoring. Not surprisingly, nearly three-quarters of programs with these features fall in the after-school category. The program descriptions give very little insight about the structure, content, and duration of these activities, including whether or not groups are single-sex or coed. It is noteworthy that mentoring and peer-support strategies are often combined with enabling programs, with slightly over 50% of enabling programs having mentoring and peer support as a feature. These programs are more likely to be part of a formal school enhancement program than of a non-formal, alternative, or complementary program. It could be that many non-formal programs are already structured to provide more individualized, holistic, or flexible support to beneficiaries and therefore are less likely to describe these features as an added component.

Life skills and literacy training: Roughly half of all programs include a life skills and/or literacy training component. Almost all (88%) alternative programs include this girl-friendly feature, and about half of complementary programs include some aspect of this strategy as well. The venues in which these types of training activities take place is not always indicated. Some are integrated into the regular curricula of alternative, complementary, or even formal programs, whereas others take place after school.

Moreover, the types of training described vary considerably. In some cases the topic of the training is clearly meant to target specific needs of the beneficiaries; for example, literacy or numeracy for girls lacking education, and/or financial literacy or budgeting for girls who were also training to start small businesses. Generally, however, the descriptions we found do not provide details of the content or methodology of these training activities, nor of their duration. Some commonly used terms, such as life skills, leadership, or even health or hygiene, may refer to very different types of curriculum content. Many of these activities were described as having the objective of providing girls with skills, knowledge, or attitudes that would help them avoid obstacles to their formal education. Yet, as with many of the activities in the after-school category, it was not clear whether or not the impact of these training programs on girls’ education indicators is being assessed.

Livelihoods or vocational training: Given the challenges girls face in the transition from school to work, we were interested in strategies to help girls develop employable skills. We discovered that only 18% of the programs in the compendium include livelihoods or vocational training. These activities were much more prevalent among alternative programs (57%). By contrast, only 9% of the programs in formal schools include training in vocational skills. Of those, several were programs to prepare girls to enter the teaching profession.

Almost all programs which included job-related training also included training in other skills, such as literacy, life skills, health, and hygiene. Some advocated organizations, argue that girls and young women who are beneficiaries of vocational and “livelihoods” programs are more likely to be economically successful if they are also supported in developing literacy, numeracy, and financial management skills (Bidwell et al. 2008; Young et al. 2007; Buscher 2007). Nonetheless, very little is known about whether, or under what circumstances, alternative vocational training programs lead to gainful income-generating activities or employment. Some researchers have raised questions regarding whether the skills in which beneficiaries of vocational training and “livelihoods” programs are trained are based on current assessments of market conditions (Buscher 2007).

Other girl-friendly features: Roughly a third of our programs included one or more features that were clearly girl-friendly but that were much less commonly used. Examples are listed in Box 5.4. Some of these offer creative ways to combine and link more familiar approaches. For example, several programs included support to “mothers’ clubs” (or equivalent organizations) in undertaking income-generating activities to cover the costs of their daughter’s education; this strategy encompasses community engagement and is similar in purpose to stipend and scholarship programs. In FAWE’s Tusme program, girls are trained in leadership and self-advocacy skills (activities that fall neatly into the after-school and life skills training categories), and in doing so become community advocates for their own rights and the rights of other girls—thus contributing to an enabling environment for girls’ education.

Most of the entries in the “other” category were programs or projects currently being implemented, but a few were related to policy development or other activities related to advocacy. For example, in Kenya, FAWE is advocating for the inclusion of education about child-labor prevention policies in formal curricula. In Côte d’Ivoire, EMPOWER advocates for changes to entry requirements for vocational technical school to reduce barriers to girls’ enrollment. Holistic, girl-friendly approaches: One of the most important and valuable elements of effective programing may be “holistic design”—that is, a package of activities to address girls’ comprehensive needs (including economic, developmental, social, and learning) that are thoughtfully and seamlessly integrated. A drawback of categorizing “girl-friendly features” of programs individually, as we do by identifying the relevant characteristic for each entry in Table 5.2 and in the compendium, is that we do not describe the relationships among program features. Thus, useful information is sometimes lost. Some examples of holistic programs include UNICEF’s child-friendly schools, Escuela Nueva’s child-centered schools, FAWE’s Gender-Responsive Schools (GRS) or Centres for

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BOX 5.4

Examples of “other” girl-friendly strategies

- Child care for young children, either to ensure that mothers do not rely on their adolescent daughters to care for younger siblings (and thus miss time for school or study) or to allow young mothers (adolescents among them) time to attend school.
- Flexible hours for education programs, to accommodate the different needs and responsibilities of boys and girls.
- Mobile schools, to reduce the transportation costs and risks for girls.
- Seed money or other support to cooperative ventures and other new businesses established by beneficiaries of vocational programs.
- Math and science clinics and discussions, to encourage girls’ interest and success in traditionally male-dominated fields.
- Dowry payment to parents of Massai girls at birth, to commit them to marriage, or child labor.
- Support for families to obtain birth certificates or poverty certificates for girls, to facilitate their enrollment in formal schools.
- Literacy classes for mothers, so that they can better support their adolescent daughters’ education.
- Campaings and advocacy against practices that are obstacles to girls’ education and well-being, such as female genital mutilation (FGM/C), early marriage, or child labor.
- Encouragement for girls to participate in school governance in Swaziland and Colombia.
- “Girl-friendly” curriculum topics that include gender awareness and rights, as well as the right to education.
- Men’s clubs to promote positive attitudes towards women’s rights, including girls’ right to education.
- The development of a “virtual,” Internet-based cultural exchange between girls in the United States and India.

of Excellence (COE), and CAMFED’s participatory approach to program development.

There are also teaching styles, such as small-group instruction, and cooperative learning and management styles that are implicitly girl-friendly. Moreover, efforts to make the curriculum more relevant may benefit girls more than boys, even if the intended outcome did not include addressing gender disparities. Ultimately these effects may be more promising and supportive of girls than many of the programs listed in our compendium, which rely on one or two simple elements that are easy to introduce within the existing system.

Evaluations: With so many activities underway, there should be many potential lessons to be learned about which strategies are most effective in ensuring education for adolescent girls. However, we found very little evidence that the activities currently underway have been evaluated or that evaluations are being planned (see Table 5.3). Without well-conceived, well-constructed evaluations, little enduring evidence will be available of lessons learned or strategies that can be effectively replicated or scaled up. A little more than a quarter of the programs (28%) reported that an evaluation had been conducted or planned. Fewer than 10% of the evaluations reported have been or will be carried out by external partners or agencies that can bring more objectivity and scientific rigor to the evaluation. The rest are presumably internal. We found only three completed evaluation reports publicly and readily available on organizations’ web sites: two provided by the World Bank, and one by BRAC.

Implications

The findings reported in this chapter have implications for program directions and for data gathering and information exchange. First, very few educational programs that serve adolescent girls appear to be designed with the developmental and learning needs of adolescents in mind. In some sense our compendium of 322 programs is misleading in that most programs listed are targeting primary-school students, secondary-school students, children, youth, or adults and not specifically adolescent girls. We include these programs in our compendium because adolescent girls happen to be part of the group being served. Thus, a priority for future educational program development for adolescent girls should be a much more self-conscious approach to program design to meet the particular developmental and learning needs of adolescent girls as they are understood within each context.

Second, despite the documented high returns to formal secondary schooling for girls, relatively few programs are focused on the transition to secondary school or through the development of complementary programs that give girls an extra chance to go on to secondary school or through after-school programs that focus on success in primary school and preparation for secondary school. Thus, we see a need for a much greater emphasis on the development of programs that are directed towards supporting girls’ transitions to and success in formal secondary school.

Third, few livelihood or vocational programs are integrated into formal schools, even though we know that transitions to work are more difficult for girls than boys. The academic orientation of secondary schools and the focus on university placement remains a limitation in many settings where a secondary school degree is often a terminal degree and where girls in particular need training in “relevant,” marketable skills. Given the gender gap that rises with age between the percent who have left school and the percent who have entered the labor force, the relevance of their education should be addressed through various approaches both inside the classroom and after school. The examples we noted earlier of innovative efforts to integrate professional training and skills into formal education programs for girls are worth further examination as potential models.

Fourth, insufficient information is available about the organization and structure of after-school programs in terms of venues, program content, and beneficiaries. For example, we do not know whether groups are organized by sex, by need, or by subject area. More research should be done to find the best approaches to addressing girls' development and learning needs in each context.

TABLE 5.3

Programs in compendium according to extent and type of evaluation

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<tr>
<th></th>
<th>AFRICA</th>
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<th>MIDDLE EAST</th>
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<td>4</td>
<td>3</td>
<td>89</td>
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<tr>
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<td>5</td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Completed</td>
<td>49</td>
<td>36</td>
<td>4</td>
<td>2</td>
<td>89</td>
</tr>
<tr>
<td>Total programs</td>
<td>109</td>
<td>54</td>
<td>4</td>
<td>4</td>
<td>121</td>
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</tr>
<tr>
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<td>47</td>
<td>36</td>
<td>4</td>
<td>2</td>
<td>89</td>
</tr>
<tr>
<td>Total programs</td>
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<td>0</td>
<td>1</td>
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<td>111</td>
<td>56</td>
<td>0</td>
<td>1</td>
<td>168</td>
</tr>
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</table>
Examples of “other” girl-friendly strategies

- Child care for young children, either to ensure that mothers do not rely on their adolescent daughters to care for younger siblings (and thus miss time for school or study) or to allow young mothers (adolescents among them) time to attend school.

- Flexible hours for education programs, to accommodate the different needs and responsibilities of boys and girls.

- Mobile schools, to reduce the transportation costs and risks for girls.

- Seed money or other support to cooperative ventures and other new businesses established by beneficiaries of vocational programs.

- Math and science clinics and discussions, to encourage girls’ interest and success in traditionally male-dominated fields.

- Dowry payment to parents of Massai girls at birth, to commit them to school rather than to early marriage.

- Support for families to obtain birth certificates or poverty certificates for girls, to facilitate their enrollment in formal schools.

- Literacy classes for mothers, so that they can better support their adolescent daughters’ education.

- Campaigns and advocacy against practices that are obstacles to girls’ education and well-being, such as female genital mutilation (FGM/C), early marriage, or child labor.

- Encouragement for girls to participate in school governance in Swaziland and Colombia.

- “Girl-friendly” curriculum topics that include gender awareness and rights, as well as the right to education.

- Men’s clubs to promote positive attitudes towards women’s rights, including girls’ right to education.

- The development of a “virtual,” Internet-based cultural exchange between girls in the United States and India.

The findings reported in this chapter have implications for program directions and for data gathering and information exchange. First, very few educational programs that serve adolescent girls appear to be designed with the developmental and learning needs of adolescents in mind. In some sense our compendium of 322 programs is misleading in that most programs listed are targeting primary-school students, secondary-school students, children, youth, or adults and not specifically adolescent girls. We include these programs in our compendium because adolescent girls happen to be part of the group being served. Thus, a priority for future educational program development for adolescent girls should be a much more self-conscious approach to program design to meet the particular developmental and learning needs of adolescent girls as they are understood within each context.

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Implications

Evaluations: With so many activities underway, there should be many potential lessons to be learned about which strategies are most effective in ensuring education for adolescent girls. However, we found very little evidence that the activities currently underway have been evaluated or that evaluations are being planned (see Table 5.3). Without well-conceived, well-constructed evaluations, little enduring evidence will be available of lessons learned or strategies that can be effectively replicated or scaled up. A little more than a quarter of the programs (28%) reported that an evaluation had been conducted or planned. Fewer than 10% of the evaluations reported have been or will be carried out by external partners or agencies that can bring more objectivity and scientific rigor to the evaluation. The rest are presumably internal. We found only three complete evaluation reports publicly and readily available on organizations’ web sites: two provided by the World Bank, and one by BRAC.

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Finally, almost no information is available about the impact of these programs on adolescent girls, either in the short run in terms of their school progress (which is typically a program objective), or in the longer run on their transitions to civic, work, and family lives. Programs are being designed with much good will and common sense but without the benefit of evidence derived through careful research and impact evaluation. To increase cross-program learning and to enhance the chances of programmatic success, external evaluation needs to become a priority for donors and program managers.

* * *

The limited data available on programs and their lack of consistency directly shortchanges girls in their educational progress. The framework we have developed for our compendium has many practical and immediate uses in addition to being available for further analysis. These include:

- an organizational structure to assist donors and program managers in their reporting of program activities in order to improve transparency and consistency;
- a model for information-gathering at the country level, for both donors and NGOs, to identify funding gaps and potential partners;
- a guide for the improvement of data collection on educational participation in household surveys;
- a road map for donors interested in particular countries or programmatic approaches, to identify windows of opportunity for new program development.

Few livelihood or vocational programs are integrated into formal schools, even though we know that transitions to work are more difficult for girls than boys.
AN EDUCATIONAL MANIFESTO FOR ADOLESCENT GIRLS
6

AN EDUCATIONAL MANIFESTO FOR ADOLESCENT GIRLS
This report builds a case for the education of adolescent girls. It provides a framework for locating them within the educational system. And it assesses past and current educational programs for girls in relation to the evidence on successful and promising approaches.

Flowing from the evidence in this report is our educational manifesto for adolescent girls. In this manifesto we outline three developmental and learning phases during adolescence and, within each, identify learning goals and preferred educational pathways for girls (Box 6.1). The strong evidence of a high return to girls from formal secondary school and the lack of evidence of returns from non-formal alternatives underlie our preference for formal school at each phase of adolescent development. In our view, continuing education during adolescence is a necessary first step for girls if they are to overcome a history of disadvantage in paid employment and civic life. We thus identify curricular building blocks that can support girls in their transition to adulthood.

Obviously, other complementary social efforts will be required to open previously closed pathways for girls. But if girls themselves are not adequately educated during childhood and adolescence, they will not be in a position to seize those opportunities when they are available. These complementary efforts, well outlined in Girls Count, include a supportive legal environment to fully recognize the equal rights of girls and women and to enshrine those rights in law and practice.

For girls to have the educational opportunities described in our manifesto:

- The supply of places in formal secondary schools needs to be significantly expanded.
- Cash or in-kind resources should be carefully targeted to support girls who would not otherwise be able to stay in school.
- Non-formal education for girls should focus on complementary approaches that offer younger adolescents the opportunity to reenter the formal educational system.

The quality and relevance of post-primary education, including non-formal educational alternatives for adolescent girls, need to be substantially upgraded so that critical thinking and problem-solving skills, rather than memorization, are emphasized, as these are the skills that will be of most value in later life. In many settings this will involve new approaches to teaching and a reorientation of educational goals at the secondary level. It will also require, in some settings, a greater presence of female teachers in the classroom to serve as role models for girls. The school can be a place for girls to gain opportunities for participation and leadership within and outside regular classroom activities.

Given the promising but unproven approaches identified in chapters 4 and 5, we suggest the implementation of some worthwhile experiments in collaboration with a research partner, initially on a pilot basis, so that the programs’ impact on girls can be measured and assessed. We focus particularly on supply-side strategies to ease transitions to secondary school, to enhance the learning environment for girls, and to address girls’ developmental and learning needs more directly. The reason is that there has been much more attention to access to educational opportunity and less to educational quality and relevance. Furthermore, we strongly recommend that, in assessing outcomes, impact evaluations become a routine and standardized practice in all education activities. We also recommend that evaluations go beyond the assessment of outcomes such as enrollment and grade attainment to assess the acquisition of knowledge and skills, particularly critical thinking and problem-solving skills, as well as longer-term outcomes such as work transitions, gender role attitudes, and measures of civic participation.

Previous Page

Lalita, 16, stands in front of her class in the Women’s Education Centre in India’s Gaya District. A graduate of a Centre program, she now studies in a school in her own village and in the entire village—its first school. Adolescent girls and young women, many of whom previously never went to school, attend the centers as part of a government program to encourage education among village children.

BOX 6.1

An educational manifesto for adolescent girls

Early adolescence: Ages 10–12
Where every girl should be: Formal primary school or accelerated complementary school
What every girl should be acquiring: Literacy, numeracy, critical thinking skills, basic health knowledge, knowledge about their communities and the world
What every girl should be: Where every girl should be:
Formal primary school or accelerated complementary school

Middle adolescence: Ages 13–15
Where every girl should be: Post-primary formal school or accelerated complementary school
What every girl should be acquiring: Reading and writing fluency for lifelong learning, critical thinking skills, fluency in an internationally spoken language, computer skills, proficiency in math/science, health and reproductive health knowledge, financial literacy, skills for social and civic participation, knowledge about social systems and local and global issues
What every girl should be: Where every girl should be:
Post-primary formal school or accelerated complementary school

Late adolescence: Ages 16–19
Where every girl should be: Formal secondary school or alternative education with a vocational or livelihoods focus
What every girl should be acquiring: Marketable skills, information-gathering skills and habits for lifelong learning, financial knowledge and skills
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New Lessons: The Power of Education for Adolescent Girls

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Where every girl should be: Formal secondary school or alternative education with a vocational or livelihoods focus

What every girl should be acquiring: Marketable skills, information-gathering skills and habits for lifelong learning, financial knowledge and skills
**Compendium: Guide for readers**

For a full discussion of the format of this compendium, criteria for inclusion, and descriptions of each category, see Chapter 5.

**General Guide**

The entries in all columns in this compendium are based on the information available to us in the sources cited in the column headed “sources of information.” If a characteristic or component of a program is not indicated in any given entry, this is because they were not mentioned in our sources. For example, if one or more partner organizations involved in a program are not listed in the “partners” column, those organizations were not mentioned in the sources to which we gained access.

An empty field indicates that no information was available about a given program with respect to that category. It should not be interpreted to mean that a feature is necessarily absent from that program. For example, if the “evaluation conducted” field is not checked, this indicates that we could not determine from our sources whether an evaluation had been conducted. It does not mean definitively that an evaluation has not been conducted.

Some names of programs, organizations, agencies, and categories of beneficiaries are described by acronyms or abbreviations, which are identified in the “Guide to Acronyms and Abbreviations” that follows.

**Guide to Columns**

**Partners:** All partners contributing to the management, oversight, or implementation of a program are listed. The order in which they are listed does not indicate role or relationship. If the name of an organization is followed by “(research),” this indicates that the organization was responsible for research for and/or evaluation of that program.

**Donors:** All donors contributing funding to a program are listed. The order in which they are listed does not indicate relationship or level of funding.

**Target population:** Descriptions of program beneficiaries are based on the terminology used in the available sources.

**Girls only:** A ✓ indicates that the entire project, including all components and activities, includes or serves girls only.

**Age range:** The age range column is filled in if a numerical age range was indicated in the program description.

**Program type:** A colored square indicates that one or more components or activities of a program fall under the category of a given program type, based on the definitions in Chapter 5. Corresponding descriptions of program type appear on the far right.

**Girl-friendly features:** A colored circle indicates that a given “girl-friendly feature” is a characteristic of that program. These column entries indicate specific characteristics of programs, but do not represent a comprehensive description of all features of that program. Corresponding descriptions of girl-friendly features appear on the far right.

**“Other” girl-friendly features:** Many programs in this compendium include activities to support girls that do not fit into any of the other categories in the preceding columns. Numbers within the colored circles in this column correspond to descriptions on the far right.

**Evaluation conducted:** A ✓ in this column indicates that an evaluation has been completed according to the program description available to us. It does not necessarily indicate that an evaluation report was available to us.

**Evaluation planned:** A ✓ in this column indicates that an evaluation has been planned according to the program description available to us.

**External:** A ✓ appears in this column if the evaluation indicated in the field to the left (conducted or planned) was described as an external evaluation.

**Sources of information:** Shorthand descriptions of sources (e.g., website, questionnaire, interview) are given in this column. Full source citations appear immediately following the compendium. Additional notes on some entries, signaled by an asterisk in this column, appear immediately following the full source.
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For a full discussion of the format of this compendium, criteria for inclusion, and descriptions of each category, see Chapter 5.

**General Guide**

The entries in all columns in this compendium are based on the information available to us in the sources cited in the column headed "sources of information." If a characteristic or component of a program is not indicated in any given entry, this is because they were not mentioned in our sources. For example, if one or more partner organizations involved in a program are not listed in the "partners" column, those organizations were not mentioned in the sources to which we gained access.

An empty field indicates that no information was available about a given program with respect to that category. It should not be interpreted to mean that a feature is necessarily absent from that program. For example, if the "evaluation conducted" field is not checked, this indicates that we could not determine from our sources whether an evaluation had been conducted. It does not mean definitively that an evaluation has not been conducted.

Some names of programs, organizations, agencies, and categories of beneficiaries are described by acronyms or abbreviations, which are identified in the "Guide to Acronyms and Abbreviations" that follows.

**Guide to Columns**

- **Partners:** All partners contributing to the management, oversight, or implementation of a program are listed. The order in which they are listed does not indicate role or relationship. If the name of an organization is followed by "(research)," this indicates that the organization was responsible for research for and/or evaluation of that program.

- **Donors:** All donors contributing funding to a program are listed. The order in which they are listed does not indicate relationship or level of funding.

- **Target population:** Descriptions of program beneficiaries are based on the terminology used in the available sources.

- **Girls only:** A ✔ indicates that the entire project, including all components and activities, includes or serves girls only.

- **Age range:** The age range column is filled in if a numerical age range was indicated in the program description.

- **Program type:** A colored square indicates that one or more components or activities of a program fall under the category of a given program type, based on the definitions in Chapter 5. Corresponding descriptions of program type appear on the far right.

- **Girl-friendly features:** A colored circle indicates that a given "girl-friendly feature" is a characteristic of that program. These column entries indicate specific characteristics of programs, but do not represent a comprehensive description of all features of that program. Corresponding descriptions of girl-friendly features appear on the far right.

- **“Other” girl-friendly features:** Many programs in this compendium include activities to support girls that do not fit into any of the other categories in the preceding columns. Numbers within the colored circles in this column correspond to descriptions on the far right.

- **Evaluation conducted:** A ✔ in this column indicates that an evaluation has been completed according to the program description available to us. It does not necessarily indicate that an evaluation report was available to us.

- **External:** A ✔ appears in this column if the evaluation indicated in the field to the left (conducted or planned) was described as an external evaluation.

- **Sources of information:** Shorthand descriptions of sources (e.g., website, questionnaire, interview) are given in this column. Full source citations appear immediately following the compendium. Additional notes on some entries, signaled by an asterisk in this column, appear immediately following the full source.
# NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

## ACRONYMS & ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABBA-RPC</td>
<td>Addressing the Balance of the Burden in AIDS, Research Programme Consortium</td>
</tr>
<tr>
<td>AED</td>
<td>The Academy for Educational Development</td>
</tr>
<tr>
<td>AGSP</td>
<td>Ambassadors' Girls' Scholarship Program</td>
</tr>
<tr>
<td>AIR</td>
<td>American Institute for Research</td>
</tr>
<tr>
<td>ANCEFA</td>
<td>The African National Campaign on Education For All</td>
</tr>
<tr>
<td>AUSAID</td>
<td>Australian Agency for International Development</td>
</tr>
<tr>
<td>AVSI</td>
<td>The Association of Volunteers in International Service</td>
</tr>
<tr>
<td>BRAC</td>
<td>Bangladesh Rural Advancement Committee</td>
</tr>
<tr>
<td>CAI</td>
<td>Creative Associates International</td>
</tr>
<tr>
<td>CAMFED</td>
<td>The Campaign for Female Education</td>
</tr>
<tr>
<td>CAUSE Canada</td>
<td>Christian Aid for Under-Assisted Societies Everywhere</td>
</tr>
<tr>
<td>CBO</td>
<td>Community-based organization</td>
</tr>
<tr>
<td>CCF</td>
<td>Christian Children's Fund</td>
</tr>
<tr>
<td>CEDPA</td>
<td>Centre for Development and Population Activities</td>
</tr>
<tr>
<td>CHEP</td>
<td>The Copperbelt Health Education Project</td>
</tr>
<tr>
<td>CordAid</td>
<td>Catholic Organization for Relief and Development Aid</td>
</tr>
<tr>
<td>CIDA</td>
<td>Canadian International Development Agency</td>
</tr>
<tr>
<td>CRS</td>
<td>Catholic Relief Services</td>
</tr>
<tr>
<td>DANIDA</td>
<td>Danish International Development Agency</td>
</tr>
<tr>
<td>DCI</td>
<td>Development Cooperation Ireland</td>
</tr>
<tr>
<td>DFID</td>
<td>Department for International Development (United Kingdom)</td>
</tr>
<tr>
<td>DIL</td>
<td>Developments in Literacy</td>
</tr>
<tr>
<td>EDC</td>
<td>Education Development Center</td>
</tr>
<tr>
<td>ESRC</td>
<td>Economic and Social Research Council</td>
</tr>
<tr>
<td>FAWE</td>
<td>Forum for African Women Educationalists</td>
</tr>
<tr>
<td>FGIM</td>
<td>Female genital mutilation</td>
</tr>
<tr>
<td>FHT</td>
<td>Family Health Trust</td>
</tr>
<tr>
<td>GE Found</td>
<td>General Electric Foundation</td>
</tr>
<tr>
<td>GEM</td>
<td>Girls’ Education Movement</td>
</tr>
<tr>
<td>Gov.</td>
<td>Government agencies or ministries (including national, province/state, and local levels)</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and communication technology</td>
</tr>
<tr>
<td>IRC</td>
<td>International Rescue Committee</td>
</tr>
<tr>
<td>MIT</td>
<td>Massachusetts Institute of Technology</td>
</tr>
<tr>
<td>NGO</td>
<td>Nongovernmental organization</td>
</tr>
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<td>Norwegian Agency for Development Cooperation</td>
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<tr>
<td>OSISA</td>
<td>The Open Society Initiative for Southern Africa</td>
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<tr>
<td>OVC</td>
<td>Orphans and Vulnerable Children</td>
</tr>
<tr>
<td>PCTFI</td>
<td>Patsy Collins Trust Fund Initiative</td>
</tr>
<tr>
<td>PTA</td>
<td>Parent–teacher association</td>
</tr>
<tr>
<td>RET</td>
<td>Refugee Education Trust</td>
</tr>
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<td>RTI</td>
<td>Research Triangle Institute</td>
</tr>
<tr>
<td>Swiss Aid</td>
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</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UNFPA</td>
<td>United Nations Population Fund</td>
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<td>UNGEI</td>
<td>United Nations Girls’ Education Initiative</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>USBPRM</td>
<td>United States Bureau of Population, Refugees and Migration</td>
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<tr>
<td>WFP</td>
<td>World Food Program</td>
</tr>
<tr>
<td>USDOL</td>
<td>United States Department of Labor</td>
</tr>
<tr>
<td>YMCA</td>
<td>Young Men’s Christian Association</td>
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# ACRONYMS & ABBREVIATIONS

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<td>USBPRM</td>
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### Country Program Partners Donors Target population/location Girls only Age range Program type

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<tr>
<th>Country</th>
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<th>Partners</th>
<th>Donors</th>
<th>Target population/location</th>
<th>Girls only</th>
<th>Age range</th>
<th>Program type</th>
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<tr>
<td>Angola</td>
<td>AGSP</td>
<td>Winrock International, local NGOs</td>
<td>USAID</td>
<td>Students, especially OVC, HIV-affected, poor, vulnerable</td>
<td>✓</td>
<td>11 to 15</td>
<td>Other</td>
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<tr>
<td>Benin</td>
<td>Girls Clubs</td>
<td>FAWE</td>
<td>Students</td>
<td>Students, especially girls</td>
<td>✓</td>
<td>11 to 15</td>
<td>After school</td>
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<tr>
<td>Benin</td>
<td>Buffy program</td>
<td>FAWE</td>
<td>Students, poorly academically trained</td>
<td>Students, poorly OVC, HIV-affected, disabled</td>
<td>✓</td>
<td>11 to 15</td>
<td>After school</td>
</tr>
<tr>
<td>Botswana</td>
<td>AGSP</td>
<td>Winrock International, local NGOs</td>
<td>USAID</td>
<td>Students, vulnerable</td>
<td>✓</td>
<td>11 to 15</td>
<td>After school</td>
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<tr>
<td>Burkina Faso</td>
<td>Burkina Hope Fund to Improve Girls’ Chances to Succeed (BRIGHT)</td>
<td>Plan International</td>
<td>USAID, Millennium Challenge Corporation</td>
<td>Geographic: 112 communities in 10 countries</td>
<td>✓</td>
<td>10 to 15</td>
<td>Other</td>
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<td>Burkina Faso</td>
<td>Post-Primary Education</td>
<td>Gov.</td>
<td>The World Bank</td>
<td>Geographic: underdeveloped provinces, lower and upper secondary, technical and tertiary education</td>
<td>✓</td>
<td>10 to 15</td>
<td>Other</td>
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<td>Burkina Faso</td>
<td>AGSP</td>
<td>Gov.</td>
<td>UNICEF</td>
<td>Geographic: 8 cities/regions</td>
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<td>10 to 15</td>
<td>Other</td>
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<td>Burkina Faso</td>
<td>AGSP</td>
<td>Gov.</td>
<td>UNICEF</td>
<td>Geographic: Eastern Region; students in primary and secondary schools</td>
<td>✓</td>
<td>10 to 15</td>
<td>Other</td>
</tr>
<tr>
<td>Burkina Faso</td>
<td>Mothers Clubs</td>
<td>FAWE</td>
<td>Students</td>
<td>Students</td>
<td>✓</td>
<td>10 to 15</td>
<td>Other</td>
</tr>
<tr>
<td>Burkina Faso</td>
<td>Tusaime (&quot;Let us Speak Out&quot;)</td>
<td>FAWE</td>
<td>Students</td>
<td>Secondary school students</td>
<td>✓</td>
<td>10 to 15</td>
<td>Other</td>
</tr>
<tr>
<td>Burkina Faso</td>
<td>GenderResponsive Pedagogy</td>
<td>FAWE</td>
<td>Students</td>
<td>Students</td>
<td>✓</td>
<td>10 to 15</td>
<td>Other</td>
</tr>
<tr>
<td>Burkina Faso</td>
<td>Science, Math and Technology program</td>
<td>FAWE</td>
<td>Students</td>
<td>Students</td>
<td>✓</td>
<td>10 to 15</td>
<td>Other</td>
</tr>
<tr>
<td>Burkina Faso</td>
<td>Centres of Excellence</td>
<td>FAWE</td>
<td>Students</td>
<td>Students</td>
<td>✓</td>
<td>10 to 15</td>
<td>Other</td>
</tr>
<tr>
<td>Burkina Faso</td>
<td>Basic Education Sector</td>
<td>Gov.</td>
<td>The World Bank</td>
<td>Primary schools</td>
<td>Students</td>
<td>✓</td>
<td>10 to 15</td>
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<tr>
<td>Burkina Faso</td>
<td>HIV Education</td>
<td>The Population Council, UNICEF, GAVI, World Health Organization</td>
<td>USAID</td>
<td>Students; especially single mothers, heads of households, poorest education backgrounds, associated with fighting forces</td>
<td>✓</td>
<td>10 to 15</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Compendium

#### New Lessons: The Power of Educating Adolescent Girls

- **Program Type**
  - Creating enabling conditions
  - Alternative education program
  - Complementary education program
  - Creating or enhancing formal schooling
  - After school

- **Girl-Friendly Features**
  - Scholarship/loans
  - Transportation/boarding
  - Advocacy and/or community engagement in girls’ education
  - Safety policies and training: codes of conduct
  - Toilets or provision of sanitary facilities
  - Recruitment/training female teachers, para-teachers and other educators
  - Gender training for teachers
  - Mentoring, tutoring, peer support
  - Life-skills or literacy training
  - Livelihood or vocational training
  - Other

- **Evaluation conducted on screen**
  - 1. web
  - 2. report, quest, int
  - 3. report, quest, int
  - 4. web
  - 5. web
  - 6. web
  - 7. report
  - 8. quest

- **Evaluation planned in screen**
  - 1. web
  - 2. report, quest, int
  - 3. report, quest, int
  - 4. web
  - 5. web
  - 6. web
  - 7. report
  - 8. quest

- **Sources of Information**
  - 1. Child care for mothers to ensure older daughters can attend school
  - 2. Maternal clubs support schools
  - 3. Community-based/disaster programs to support school building programs
  - 4. Girls become community advocates for their right to education
  - 5. Micronutrient provision to promote girls’ health
  - 6. Young mothers fear the community labeled as “indisciplined”
  - 7. Community capacity building, advocacy for gender policy at national level.
  - 8. Enhancing GIRL’s research capacity to support girls’ education
  - 9. Care for students’ children; meal assistance; follow-up support for skill training including apprenticeships and support for farming cooperatives.
## NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

### AFROCA

<table>
<thead>
<tr>
<th>Country</th>
<th>Program</th>
<th>Partners</th>
<th>Donors</th>
<th>Target population/location</th>
<th>Girls only</th>
<th>Age range</th>
<th>Program type</th>
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</thead>
<tbody>
<tr>
<td>Angola</td>
<td>AGSP</td>
<td>Winrock International, local NGOs</td>
<td>USAID</td>
<td>Students, especially OVC, HIV-affected, poor, vulnerable</td>
<td>✗</td>
<td>14 to 18</td>
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<tr>
<td>Benin</td>
<td>Girls Clubs</td>
<td>FAWE</td>
<td>Students</td>
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</tr>
<tr>
<td>Benin</td>
<td>Bursary program</td>
<td>FAWE</td>
<td>Students, poor, academically talented</td>
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<td>Burundi</td>
<td>AGSP</td>
<td>World Education, local NGOs</td>
<td>USAID</td>
<td>Students, poor, OVC, HIV-affected, disabled</td>
<td></td>
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<td>Botswana</td>
<td>AGSP</td>
<td>Winrock International, local NGOs</td>
<td>USAID</td>
<td>Students, vulnerable</td>
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### Burkina Faso

<table>
<thead>
<tr>
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<td>Burkina-Faso</td>
<td>Burkina Response to Improve Girls' Chances to Succeed (BRIGHT)</td>
<td>USAID/UN Millennium Challenge Corporation</td>
<td>Geographic: 132 communities in 10 countries</td>
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<td>Gov.</td>
<td>The World Bank</td>
<td>Geographic: underserved provinces, lower and upper secondary, technical and tertiary education</td>
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<td>10 to 15</td>
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<td>Burkina-Faso</td>
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<td>World Education, FAWE; other local NGOs</td>
<td>USAID</td>
<td>Geographic: Eastern Region; students in primary and secondary schools</td>
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<tr>
<td>Burkina-Faso</td>
<td>Mothers' Clubs</td>
<td>FAWE</td>
<td>Students</td>
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<td>Burkina-Faso</td>
<td>Tuseme (&quot;Let us speak Out&quot;)</td>
<td>FAWE</td>
<td>Secondary school students</td>
<td></td>
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<td>11. report, quest, int</td>
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<td>Gender Responsive Pedagogy</td>
<td>FAWE</td>
<td>Students</td>
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<td>Science, Math and Technology program</td>
<td>FAWE</td>
<td>Students</td>
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<td>✓</td>
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<tr>
<td>Burkina-Faso</td>
<td>Moses Educations</td>
<td>The Population Council, UNFPA, Gov., local NGOs</td>
<td>USAID</td>
<td>Married adolescent girls, Burkina</td>
<td>✗</td>
<td>15. report, quest, int</td>
</tr>
<tr>
<td>Burundi</td>
<td>World Vision</td>
<td>Vision World Vision</td>
<td>Food/moisture families</td>
<td></td>
<td>✓</td>
<td>17. report, quest, int</td>
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<tr>
<td>Burundi</td>
<td>AGSP</td>
<td>AED, Centre Jeunes Famille</td>
<td>USAID</td>
<td>Primary school students, especially poor, OVC, HIV-affected, disabled; geographic: Bujumbura</td>
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</tr>
<tr>
<td>Burundi</td>
<td>Strengthening Education Programs for Orphan and Vulnerable Children</td>
<td>CARE</td>
<td>OVC, HIV-affected, especially girls</td>
<td></td>
<td></td>
<td>20. report</td>
</tr>
<tr>
<td>Burundi</td>
<td>UNRADS clubs</td>
<td>FAWE</td>
<td>Students, especially girls</td>
<td></td>
<td></td>
<td>21. report, quest, int</td>
</tr>
<tr>
<td>Burundi</td>
<td>Bursary program</td>
<td>FAWE</td>
<td></td>
<td></td>
<td></td>
<td>22. report, quest, int</td>
</tr>
<tr>
<td>Burundi</td>
<td>Youth Education Pack (YEP)</td>
<td>NRC, local NGOs</td>
<td>War and conflict-affected youth, especially single mothers, heads of households, poorest education backgrounds, associated with fighting forces</td>
<td>14 to 18</td>
<td></td>
<td>23. report</td>
</tr>
</tbody>
</table>

### GIRL-FRIENDLY FEATURES

<table>
<thead>
<tr>
<th>Program type</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating enabling conditions</td>
<td>• Care for students' children; meal provision; support for skill training including apprenticeships and support for forming cooperatives.</td>
</tr>
<tr>
<td>Alternative education program</td>
<td>• 90% of marriages for girls are arranged by parents and 30% of adolescents are married before their 18th birthday.</td>
</tr>
<tr>
<td>Complementary education program</td>
<td>• School dropout rates among girls are 2.5 times higher than those among boys.</td>
</tr>
<tr>
<td>Creating or enhancing formal schools</td>
<td>• 2.4 million girls are out of school compared with 2.1 million boys.</td>
</tr>
<tr>
<td>After school</td>
<td>• 14% of girls ages 15-19 are married compared with 10% of boys.</td>
</tr>
<tr>
<td>Scholarship/disability</td>
<td>• 12% of girls ages 15-19 are out of school compared with 7% of boys.</td>
</tr>
<tr>
<td>Transportation/boarding</td>
<td>• 2.3 million girls are out of school compared with 2.0 million boys.</td>
</tr>
<tr>
<td>Advocacy and/or community engagement in girls' education</td>
<td>• 2.1 million girls are out of school compared with 1.8 million boys.</td>
</tr>
<tr>
<td>Safety policies and training; codes of conduct</td>
<td>• 1.6 million girls are out of school compared with 1.5 million boys.</td>
</tr>
<tr>
<td>Toilets or provision of sanitary facilities</td>
<td>• 2.9 million girls are out of school compared with 2.6 million boys.</td>
</tr>
<tr>
<td>Recruitment/training female teachers, para-teachers and other educators</td>
<td>• 3.7 million girls are out of school compared with 3.5 million boys.</td>
</tr>
<tr>
<td>Gender training for teachers</td>
<td>• 4.8 million girls are out of school compared with 4.6 million boys.</td>
</tr>
<tr>
<td>Mentoring, tutoring, peer support</td>
<td>• 5.7 million girls are out of school compared with 5.7 million boys.</td>
</tr>
<tr>
<td>Life-skills or literacy training</td>
<td>• 6.6 million girls are out of school compared with 6.6 million boys.</td>
</tr>
<tr>
<td>Livelihood or vocational training</td>
<td>• 7.5 million girls are out of school compared with 7.5 million boys.</td>
</tr>
<tr>
<td>Other</td>
<td>• 8.4 million girls are out of school compared with 8.4 million boys.</td>
</tr>
</tbody>
</table>

### PROGRAM TYPE

1. Child care for mothers to ensure older daughters can attend school rather than care for younger siblings.
2. Mothers' clubs support schools.
3. Community awareness/education programs to support school building programs.
4. Girls become community advocates for their right to education.
5. Microfinance programs to promote girls' livelihood.
6. Young mothers form the community based on “indigent-doms.”
7. National level advocacy for gender policy at national level.
8. Enhancing GIRGC: assessment & policy capacity to support girls’ education.
9. Care for students’ children; meal provision; support for skill training including apprenticeships and support for forming cooperatives.
## Country | Program | Partners | Donors | Target population/ location | Girls only | Age range | Program type |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>AFRICA</strong></td>
<td><strong>Cameroun</strong></td>
<td>Science, Math and Technology program</td>
<td>FAWE</td>
<td>USAID</td>
<td>Primary and secondary students; geographic, especially poor; DVC, HIV-affected, disabled</td>
<td>✓</td>
<td>14-18</td>
</tr>
<tr>
<td></td>
<td><strong>Bursary program</strong></td>
<td>FAWE</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
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</tr>
<tr>
<td></td>
<td><strong>AGSP</strong></td>
<td>Plan International, various local NGOs</td>
<td>USAID</td>
<td>Primary and secondary students</td>
<td>✓</td>
<td>7-15</td>
<td>✓</td>
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<tr>
<td></td>
<td><strong>Gender Responsive Pedagogy</strong></td>
<td>FAWE</td>
<td>Students</td>
<td></td>
<td>✓</td>
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<tr>
<td></td>
<td><strong>FAWE Centers of Excellence</strong></td>
<td>FAWE</td>
<td></td>
<td></td>
<td>✓</td>
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</tr>
<tr>
<td></td>
<td><strong>AGSP</strong></td>
<td>AED, Gov, local NGOs</td>
<td>USAID</td>
<td>Primary school students; geographic, especially poor; DVC, HIV-affected, hand-impaired</td>
<td>✓</td>
<td>14 to 18</td>
<td>✓</td>
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<tr>
<td></td>
<td><strong>Youth Education Pack (YEP), modified program</strong></td>
<td>NRC, IBT</td>
<td>War and conflict-affected youth, especially single mothers, heads of households, poorest education backgrounds, associated with fighting forces</td>
<td>14 to 18</td>
<td>✓</td>
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<tr>
<td></td>
<td><strong>Comoros</strong></td>
<td>FAWE: Access project</td>
<td>FAWE</td>
<td>Geographic - villages on two islands in Ngazidja and Meal in Grande Comore and Moheli zones</td>
<td>✓</td>
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<td>✓</td>
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<td></td>
<td><strong>Congo (Democratic Republic of)</strong></td>
<td><strong>AGSP</strong></td>
<td>Wipro International, local NGOs</td>
<td>USAID</td>
<td>Students, DVC, HIV-affected, poor, vulnerable</td>
<td>✓</td>
<td>12 to 15</td>
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<tr>
<td></td>
<td><strong>Congo (Democratic Republic of)</strong></td>
<td><strong>Youth Education Pack (YEP)</strong></td>
<td>NRC, local NGOs</td>
<td>War and conflict-affected youth, especially single mothers, heads of households, poorest education backgrounds, associated with fighting forces</td>
<td>14 to 18</td>
<td>✓</td>
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<tr>
<td></td>
<td><strong>Cote d'Ivoire</strong></td>
<td><strong>LEGACY: Education Is a Platform for Peace</strong></td>
<td>IRC, Noe Foundation</td>
<td>Conflict-affected, at-risk children and youth in West Africa</td>
<td>✓</td>
<td>15</td>
<td>✓</td>
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<tr>
<td></td>
<td><strong>Youth Education Pack (YEP)</strong></td>
<td>NRC, local NGOs</td>
<td>War and conflict-affected youth, especially single mothers, heads of households, poorest education backgrounds, associated with fighting forces</td>
<td>14 to 18</td>
<td>✓</td>
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<tr>
<td></td>
<td><strong>Djibouti</strong></td>
<td><strong>AGSP</strong></td>
<td>AED, various local NGOs, University of Minnesota (research)</td>
<td>USAID</td>
<td>Primary and middle school students; geographic, especially poor; DVC, HIV-affected, disabled</td>
<td>✓</td>
<td>7 to 15</td>
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<tr>
<td></td>
<td><strong>Equatorial Guinea</strong></td>
<td><strong>AGSP</strong></td>
<td>AED, various local NGOs</td>
<td>USAID</td>
<td>Primary students; geographic, poor</td>
<td>✓</td>
<td>7 to 15</td>
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<tr>
<td></td>
<td><strong>Eritrea</strong></td>
<td>Options Programme - Basic Education and Gender Equality (BEGE)</td>
<td>Gov</td>
<td>UNICEF Rural/remote/nomadic communities, geographic, especially girls</td>
<td>7 to 15</td>
<td>✓</td>
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<tr>
<td></td>
<td><strong>Eritrea</strong></td>
<td><strong>AGSP</strong></td>
<td>AED, various local NGOs</td>
<td>USAID</td>
<td>Disadvantaged</td>
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<td>7 to 15</td>
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### NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

<table>
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<tr>
<th><strong>Compendium</strong></th>
<th><strong>Evaluation conducted on-street</strong></th>
<th><strong>Evaluation planned on-street</strong></th>
<th><strong>Sources of information</strong></th>
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</table>

<table>
<thead>
<tr>
<th><strong>Program type</strong></th>
<th><strong>Evaluation conducted on-street</strong></th>
<th><strong>Evaluation planned on-street</strong></th>
<th><strong>Sources of information</strong></th>
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</thead>
<tbody>
<tr>
<td>Creating enabling conditions</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Alternative education program</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Complementary education program</td>
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<td>✓</td>
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<tr>
<td>Creating or enhancing formal schools</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>After school</td>
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### GIRL-FRIENDLY FEATURES

<table>
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<tr>
<th><strong>Girl-friendly features</strong></th>
<th><strong>Program type</strong></th>
<th><strong>Evaluation conducted on-street</strong></th>
<th><strong>Evaluation planned on-street</strong></th>
<th><strong>Sources of information</strong></th>
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<tbody>
<tr>
<td>Scholarship/discounts</td>
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<tr>
<td>Transportation/boarding</td>
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<td>Advocacy and/or community engagement in girls’ education</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>Safety policies and training; codes of conduct</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>Toilets or provision of sanitary napkins</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>Recruitment/trainings female teachers, para-teachers and other educators</td>
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<tr>
<td>Gender training for teachers</td>
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<tr>
<td>Mentoring, tutoring, peer support</td>
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<td>Life-skills or literacy training</td>
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<td>Livelihood or vocational training</td>
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<td>Occupational training</td>
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<tr>
<td>Support for girls to obtain both certificates of school</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Women’s associations engage in ensuring providing schools to support events for girls</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Care for students’ children: meal provisions; follow-up support for skill training including apprenticeships and support for forming cooperatives</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Women are recruited to implement programs; career counseling to encourage girls to enter well-paid professions; advocacy for changes in social, cultural and educational barriers to girls’ enrollment</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Career for students’ children: meal provisions; follow-up support for skill training including apprenticeships and support for forming cooperatives</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Flexible hours to accommodate the different needs and responsibilities of boys and girls</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</table>
### NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

<table>
<thead>
<tr>
<th>Country</th>
<th>Program</th>
<th>Partners</th>
<th>Donors</th>
<th>Target population/ location</th>
<th>Girls only</th>
<th>Age range</th>
<th>Program type</th>
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<tbody>
<tr>
<td>Ethiopia</td>
<td>Science, Math and Technology program</td>
<td>FAWE</td>
<td></td>
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<tr>
<td>Cameroon</td>
<td>Bursary program</td>
<td>FAWE</td>
<td></td>
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<tr>
<td>Cameroon</td>
<td>AGSP, Plan International, various local NGOs</td>
<td>USAID</td>
<td></td>
<td>Primary and secondary students; geographic; especially poor, OVC, HIV-affected, disabled</td>
<td></td>
<td>14 to 18</td>
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</tr>
<tr>
<td>Chad</td>
<td>Girls’ Clubs</td>
<td>FAWE</td>
<td>African Development Bank</td>
<td>Primary and secondary students</td>
<td></td>
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<td>Chad</td>
<td>Bursary program</td>
<td>FAWE</td>
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<tr>
<td>Chad</td>
<td>Gender Responsive Pedagogy</td>
<td>FAWE</td>
<td></td>
<td>Students</td>
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<tr>
<td>Chad</td>
<td>FAWE Centers of Excellence</td>
<td>FAWE</td>
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</tr>
<tr>
<td>Chad</td>
<td>AGSP, AED, Gov, local NGOs</td>
<td>USAID</td>
<td></td>
<td>Primary school students; geographic; especially poor, OVC, HIV-affected, handicapped</td>
<td></td>
<td>14 to 18</td>
<td></td>
</tr>
<tr>
<td>Chad</td>
<td>Youth Education Pack (YEP), modified program</td>
<td>NRC, IIST</td>
<td></td>
<td>War and conflict-affected youth, especially single mothers, heads of households, poorest education backgrounds, associated with fighting forces</td>
<td></td>
<td>14 to 18</td>
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</tr>
<tr>
<td>Comoros</td>
<td>FAWE, Access project</td>
<td>FAWE</td>
<td></td>
<td>Geographical villages on two islands in Njila and Medal in Grande Comore and Moheli zones</td>
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<tr>
<td>Congo (Democratic Republic of)</td>
<td>AGSP, Wipro International, local NGOs</td>
<td>USAID</td>
<td></td>
<td>Students, OVC, HIV-affected, poor, vulnerable</td>
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<tr>
<td>Congo (Democratic Republic of)</td>
<td>Youth Education Program (YEP)</td>
<td>NRC, IIST</td>
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<td>War and conflict-affected youth, especially single mothers, heads of households, poorest education backgrounds, associated with fighting forces</td>
<td></td>
<td>14 to 18</td>
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</tr>
<tr>
<td>Cote d’Ivoire</td>
<td>LEGACY: Education is a Platform for Peace</td>
<td>IRC, Nuo Foundation</td>
<td></td>
<td>Conflict-affected, at-risk children and youth in West Africa</td>
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<tr>
<td>Cote d’Ivoire</td>
<td>Youth Education Program (YEP)</td>
<td>NRC, local NGOs</td>
<td></td>
<td>War and conflict-affected youth, especially single mothers, heads of households, poorest education backgrounds, associated with fighting forces</td>
<td></td>
<td>14 to 18</td>
<td></td>
</tr>
<tr>
<td>Djibouti</td>
<td>AGSP, AED, various local NGOs, University of Minnesota (research)</td>
<td>USAID</td>
<td></td>
<td>Primary and middle school students; geographic; especially poor, OVC, HIV-affected, disabled</td>
<td></td>
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<tr>
<td>Equatorial Guinea</td>
<td>AGSP, various local NGOs, University of Minnesota (research)</td>
<td>USAID</td>
<td></td>
<td>Primary students, geographic, poor</td>
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<tr>
<td>Eritrea</td>
<td>Options Programme - Basic Education and Gender Equality (BEBE)</td>
<td>Gov</td>
<td>UNICEF</td>
<td>Rural/remote/homadic communities, geographic, especially girls</td>
<td>7 to 15</td>
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</tr>
<tr>
<td>Eritrea</td>
<td>AGSP, AED, various local NGOs</td>
<td>USAID</td>
<td></td>
<td>Disadvantaged</td>
<td></td>
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<tr>
<td>Ethiopia (Somali Region)</td>
<td>Alternative Basic Education</td>
<td>Save the Children, UK, Gov</td>
<td></td>
<td>Geographic: Shire and Aw Bane woredas; pastoral populations and out-of-school children and youth, target 54% girls participation</td>
<td>7 to 18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PROGRAM TYPE
- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school

### GIRL-FRIENDLY FEATURES
- Scholarship/discounts
- Transportation/boarding
- Advocacy and/or community engagement in girls' education
- Safety policies and training; codes of conduct
- Toilets or provision of sanitary napkins
- Recruitment/training female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- Livelihood or vocational training
- Other

### Girl-friendly features
- 10. Support for girls to access birth certificates of legitimate children
- 11. Mothers’ associations engage in income generating activities to support events for girls.
- 12. Care for students’ children (meal provisions; follow-up support for skill training including apprenticeships; advocacy for changes to vocational technical school entry requirements to reduce barriers to vocational technical school entry for boys and girls.)
- 13. Women’s associations recruited to implement programs; women counseling girls to enter well-paid professions; advocacy for changes to standardized technical school entry requirements to reduce barriers to technical school entry for girls.
- 14. Care for students’ children (meal provisions; follow-up support for skill training including apprenticeships; advocacy for changes to standardized technical school entry requirements to reduce barriers to technical school entry for boys and girls.)
- 15. Flexible hours to accommodate the different needs and responsibilities of boys and girls.

### Evaluation conducted on screen
- 24. report
- 25. report
- 26. report
- 27. report, quest, int
- 28. report, quest, int
- 29. report, quest, int
- 30. report, quest, int
- 31. web
- 32. report
- 33. report, quest, int
- 34. web
- 35. quest
- 36. report
- 37. quest
- 38. report
- 39. web
- 40. web
- 41. web
- 42. web
- 43. report
### Country | Program | Partners | Donors | Target population/location | Girls only | Age range | Program type | Evaluation conducted | Evaluation planned | Sources of information |
<table>
<thead>
<tr>
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<td><strong>AFRICA</strong></td>
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<tr>
<td>Ethiopia</td>
<td>Project Ten</td>
<td>Adult and Non-formal Education Assn. of Ethiopia</td>
<td></td>
<td>Out-of-school children, youth and adults lacking formal education</td>
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<td>Protection and Prevention of Children from Sexual Abuse and Exploitation</td>
<td>Save the Children Denmark</td>
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<td>Sexually exploited youth, at-risk girls, children in prison with their mothers</td>
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<td>Refugee Education Program: Promoting Equal Access to Quality Education and Psychosocial Recovery</td>
<td>UNHCR</td>
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<td>Refugees, Sudanese and Somali displaced children and youth in refugee camps in Ethiopia</td>
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<td>Secondary school students; geographic; poor; OVC, HIV-affected, handicapped</td>
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<td>Berhane Hewan (&quot;Light from Eve&quot;)</td>
<td>The Population Council Ethiopia, the Nike Foundation, the Turner Foundation, UNICEF, UNFPA, UNF</td>
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<td>Handicapped, uneducated girls, ages 10 to 16 rural, Amhara</td>
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<td>The Population Council, Addis Ababa Youth and Sport Commission</td>
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<td>Orphans, Addis Ababa Mercato district, most vulnerable adolescent girls, out-of-school</td>
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<td>Advocacy and/or community engagement in girls’ education</td>
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<td>Safety policies and training; codes of conduct</td>
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<td>Toilets or provision of sanitary facilities</td>
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<td>Recruitment/training female teachers, para-teachers and other educators</td>
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<td>Gender training for teachers</td>
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<td>Mentoring, tutoring, peer support</td>
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<td>Life-skills or literacy training</td>
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<td>Girls are community advocates for their right to education</td>
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<td>School or community advocates for girls’ right to education</td>
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<td>Gender-sensitive curriculum, mothers’ clubs</td>
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<td>Protection and Promotion of Children from Social Abuse and Exploitation</td>
<td>Save the Children Denmark</td>
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<td>Sexually exploited youth, at-risk girls, children in prison with their mothers</td>
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### GIRL-FRIENDLY FEATURES

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### PROGRAM TYPE

- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school
- Scholarship/discounts
- Transportation/boarding
- Advocacy and/or community engagement in girls' education
- Safety policies and training; codes of conduct
- Toilets or provision of sanitary facilities
- Recruitment/training female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- livelihood or vocational training
- Other
- Mobile schools
- Girls are community advocates for their right to education
- Gender sensitive curriculum, mothers' clubs
- Gender training for educators
- Girls are community advocates for their right to education
- Girls are community advocates for their right to education
- Gender sensitive curriculum, mothers' clubs
### NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

<table>
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<tr>
<th>Country</th>
<th>Program</th>
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<th>Target population/location</th>
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<tr>
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<td>IRC</td>
<td>Novo Foundation</td>
<td>Conflict-affected, at-risk children and youth in West Africa</td>
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<td>Guinea</td>
<td>Girl’s Secondary Education in Guinea and Tanzania Project</td>
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<td>Students in their first three years, vulnerable to dropping out after primary school</td>
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<td>78. web, report</td>
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<td>Guinea</td>
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<td>World Education, local NGOs</td>
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<td>Kenya</td>
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<td>FAWE, Gov.</td>
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<td>Primary and secondary students, post-OVC, in-affect children, disabled</td>
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<td></td>
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### GOURL-FRIENDLY FEATURES

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| Creating or enhancing formal schools | | | | | | | ✓
| After school | | | | | | | |

### PROGRAM TYPE

- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school
- Scholarship/binds
- Transportation/boarding
- Advocacy/major community engagement in girls’ education
- Safety policies and training; codes of conduct
- Toilets or provision of sanitary facilities
- Recruitment/training female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- Livelihood or vocational training
- Other

1. Higher education for girls about self-care during menstruation to encourage girls to stay in school;
2. Education for girls about conflict resolution to encourage girls to stay in school;
3. Education for girls about conflict resolution to encourage girls to stay in school;
4. Girls are community advocates for their right to education;
5. Policy advocacy to mainstream child labor policy into gender policy in education.
## NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

### AFRICA

<table>
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<tr>
<th>Country</th>
<th>Program</th>
<th>Partners</th>
<th>Donors</th>
<th>Target population/location</th>
<th>Girls only</th>
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<td>Guinea</td>
<td>AGSP</td>
<td>World Education, Red Cross Guinea, local NGOs USAID</td>
<td>Geographic: districts in Eastern, Upper East, and Northern Regions; students in primary and junior secondary school</td>
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<td>Guinea</td>
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<td>Guinea</td>
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<td>Novo Foundation</td>
<td>Conflict-affected, at-risk children and youth in West Africa</td>
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<td>Guinea</td>
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### Girl-friendly features

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### GIRL-FRIENDLY FEATURES

- Scholarship/scholarships
- Transportation/boarding
- Advocacy and/or community engagement in girls’ education
- Safety policies and training; codes of conduct
- Toilets or provision of sanitary napkins
- Recruitment/train female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skill or literacy training
- Livelihood or vocational training
- Other
- 21. Hygiene education for girls about self-care during menstruation
- 22. MATH and science clinics for girls
- 23. Seed money to new women-owned businesses
- 24. Girls are community advocates for their right to education
- 25. Women recruited to implement programs; career counseling to encourage girls to enter well-paid professions
- 26. Policy advocacy to mainstream child labor policy into gender policy in education
- 27. Girls are community advocates for their right to education
### NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

#### Country | Program | Partners | Donors | Target population/location | Girls only | Age range | Program type
--- | --- | --- | --- | --- | --- | --- | ---
**AFRICA**
Kenya | Education for Marginalized Children in Kenya (EMACK), Pastoralist Girls Initiative | Gavi, Aga Khan Foundation USA, local NGOs, the Coastal Rural Support Program, the Kenya School Improvement Program, the Madonna Resource Center | USAID | Remote, rural | | 14 to 18 |
Kenya | FAWE Centers of Excellence | | | | | | |
Kenya | Youth Education Pack (YEP) | NRC, local NGOs | USAID | Deceived Refugee Camp; War and conflict-affected youth, especially single mothers, heads of households, poornest education backgrounds, associated with fighting forces | 16 to 18 | |
Kenya | Youth Keystone Girls Boarding School | CCF | | Mass girls gifted for early marriage | | |
Lesotho | Towards a Better Future | CSDBA | CSDBA | Secondary school students | 10 to 14 | |
Lesotho | AGSP | Winrock International, local NGOs | USAID | Students, OVC, HIV-affected, post-vulnerable | | |
Liberia | Rapid LEPE | FAWE Liberia | Gov, Plan, Oxfam | Girls and mothers | | |
Liberia | Girls’ Education Project of the Basic Education Programme | Govi, UNICEF, IRC, Save the Children UK, Oxfam, FAWE, other NGOs | UNICEF | 12 to 19 | |
Liberia | LAGCFT: Education is a Platform for Peace | UNICEF | Novo Foundation | Conflict-affected at-risk children and youth in West Africa | | |
Liberia | AGSP | World Education, local NGOs | USAID | Students, post-OVC, HIV-affected, handicapped | | |
Liberia | Bursary program | FAWE | | | | |
Liberia | Youth Education Pack (YEP) | NRC, local NGOs | | War and conflict-affected youth, especially single mothers, heads of households, poornest education backgrounds, associated with fighting forces | 14 to 18 | |
Malawi | Scholarships | FAWE | | Minority groups and OVC | | |
Malawi | AGSP | Winrock International, local NGOs | USAID | OVC, HIV-affected poor, vulnerable girls and boys | | |
Malawi | Literacy and Livelihoods | CARE | | Geographics, marginalized girls | | |
Malawi | Adolescent Girls/Literacy Project (AGLIT) | UNICEF, Oxfam, others | | | | |
Malawi | Strengthening Girls’ VOICES: Literacy and Livelihoods | Save the Children and Malawi Repositioned Program: Literacy through Empowering Community Techniques (RELLECT) Forum | New Foundation | Adolescent girls ages 10 to 19, girls in school and girls out of school | 10 to 19 | |

#### Girl-friendly features

#### Evaluation conducted on premises

- 104. report
- 103. web
- 102. web
- 101. report, quest, int
- 100. report
- 99. report
- 98. report
- 97. quest
- 96. quest
- 95. report, quest, int
- 94. web
- 93. web
- 92. report
- 91. report
- 90. report
- 89. report, quest, int
- 88. web
- 87. quest
- 86. quest
- 85. report, quest, int
- 84. web
- 83. web
- 82. web
- 81. web
- 80. web
- 79. web
- 78. web
- 77. web
- 76. web
- 75. web
- 74. web
- 73. web
- 72. web
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- 69. web
- 68. web

#### Evaluation conducted off premises

- 99. report
- 98. report
- 97. report
- 96. report
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- 94. report
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- 81. report
- 80. report
- 79. report
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- 74. report
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- 72. report
- 71. report
- 70. report
- 69. report
- 68. report

#### Sources of information

- 99. report
- 98. report
- 97. report
- 96. report
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- 88. report
- 87. report
- 86. report
- 85. report
- 84. report
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- 81. report
- 80. report
- 79. report
- 78. report
- 77. report
- 76. report
- 75. report
- 74. report
- 73. report
- 72. report
- 71. report
- 70. report
- 69. report
- 68. report

#### Program type

- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school

#### Girl-friendly features

- Schooling/dischards
- Transportation/boarding
- Advocacy and/or community engagement in girls' education
- Safety policies and training; codes of conduct
- Toilets or provision of sanitary facilities
- Recruitment/training female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- Livelihood or vocational training
- Other

- Microcredit and savings support in a voluntary association for fornicating girls.
- Care for students' children; creel provision; follow-up support for skill training including apprenticeships and support to forming cooperatives.
- "Booking" girls for enrollment into school as an alternative to "booking" students for marriage; girls can use a dowry payment to parents.
- Mothers' clubs generate income to support girls' schooling, provision of a gender-sensitive environment in all schools.
- Women secluded to implement marriage counseling to encourage girls to enter well-paid professions.
- Care for students' children; cash transfers; follow-up support for skill training including apprenticeships and support to forming cooperatives.
<table>
<thead>
<tr>
<th>Country</th>
<th>Program Description</th>
<th>Partners</th>
<th>Donors</th>
<th>Target population/ location</th>
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**NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS**

**PROGRAM TYPE**
- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school

**GIRL-FRIENDLY FEATURES**
- Scholarship/discounts
- Transportation/boarding
- Advocacy and/or community engagement in girls' education
- Safety policies and training: codes of conduct
- Toilets or provision of sanitary napkins
- Recruitment/training female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- Livelihood or vocational training
- Other

28. Microcredit and savings support in a voluntary association for production and marketing of products.
29. Care for students' children:evaluates follow-up support for skill training including apprenticeships and support to forming cooperatives.
30. "Booking" girls for enrollment into school as an alternative to "booking" them for early marriage, including use of a dowry payment to parents.
31. Mothers' clubs generate income to support girls' schooling, provision of a gender-sensitive environment in all schools.
32. Woman recruited to implement school campaigns to encourage girls to enter well-paid professions.
33. Care for students' children:evaluates follow-up support for skill training including apprenticeships and support to forming cooperatives.

**Source of information**
- Report
- Web
- Demand, question, interview
- Other

**Evaluation conducted**
- Self-assessment
- External evaluation

**Evaluation planned**
- Self-assessment
- External evaluation

**Target population/location**
- Girls
- Boys
- Other

**Age range**
- 10 to 19
- 10 to 14
- 14 to 18
- 18 to 21

**Program type**
- After school
- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- Other
## New Lessons: The Power of Educating Adolescent Girls

### Compendium

<table>
<thead>
<tr>
<th>Country</th>
<th>Program</th>
<th>Partners</th>
<th>Donors</th>
<th>Target population/location</th>
<th>Girls only</th>
<th>Age range</th>
<th>Program type</th>
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<tbody>
<tr>
<td>Malawi</td>
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<td>Mali</td>
<td>Partnership for Addressing Gender in Education</td>
<td>CARE</td>
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<tr>
<td>Mali</td>
<td>Addressing Gender Based Violence in Education through Advocacy</td>
<td>CARE</td>
<td>Geographic: Keurig, Liguigbe and Nidikin Districts</td>
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### Girl-Friendly Features

<table>
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<tr>
<th>Program Type</th>
<th>Evaluation Conducted on Ground</th>
<th>Evaluation Planned on Ground</th>
<th>Sources of Information</th>
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</table>

### Girl-Friendly Features

- **Scholarship/bursaries**
- **Transportation/boarding**
- **Advocacy and/or community engagement in girls' education**
- **Safety policies and training; codes of conduct**
- **Toilets or provision of sanitary materials**
- **Recruitment/training female teachers, par-teachers and other educators**
- **Gender training for teachers**
- **Mentoring, tutoring, peer support**
- **Life-skills or literacy training**
- **Livelihood or vocational training**
- **Other**

34. Science camps and science discussions for girls.
35. Financial incentives to support schooling.
36. Industry and or financial incentive programs that provide opportunities for education. (UK, Europe).
37. Girls are community advocates for their right to education.
38. Recruitment/training female teachers, par-teachers and other educators.
39. Abolition of school fees.
40. Provision of sanitary materials to ensure safety of girls in school.
<table>
<thead>
<tr>
<th>Country</th>
<th>Program</th>
<th>Partners</th>
<th>Donors</th>
<th>Target population/location</th>
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**NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS**

**COMPENDIUM**

**Girl-friendly features**

- ✓: Present
- ✗: Not present

<table>
<thead>
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<th>Program type</th>
<th>Age</th>
<th>Location</th>
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**GIRL-FRIENDLY FEATURES**

- Scholarship/displays
- Transportation/boarding
- Advocacy and/or community engagement in girls’ education
- Safety policies and training: codes of conduct
- Toilets or provision of sanitary napkins
- Recruitment/training female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- Livelihood or vocational training
- Other

- 34. Science camps and science discussions for girls.
- 35. Recruitment/discovery activities to support scholarship.
- 36. Advocacy to families to encourage girls’ educational participation.
- 37. Girls as community advocates for their right to education.
- 38. Advocacy to families to discourage them from marrying off their girls.
<table>
<thead>
<tr>
<th>Country</th>
<th>Program</th>
<th>Partners</th>
<th>Donors</th>
<th>Target population/location</th>
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<td>The World Bank</td>
<td>National school system, including an adult literacy component</td>
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<td>ExxonMobil Foundation</td>
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<td>Better Life Options Program</td>
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<td>154. web</td>
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<td>Primary education in three states (includes some living with HIV/AIDS)</td>
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<td>167. report, quest, int</td>
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<td>171. web, report</td>
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</table>

**GIRL-FRIENDLY FEATURES**

- **Scholarship/discounts**
- **Transportation/boardings**
- **Advocacy and/or community engagement in girls’ education**
- **Safety policies and training: codes of conduct**
- **Toilets or provision of sanitary materials**
- **Recruitment/training female teachers, para-teachers and other educators**
- **Gender training for teachers**
- **Mentoring, tutoring, peer support**
- **Life-skill or literacy training**
- **Livelihood or vocational training**
- **Other**

40. Girls are community advocates for their right to education.
41. Schools include a range of secondary or technical education.
42. Women’s literacy program is connected to training programs and/or promoting or environmentally conscious to girls’ education.
43. National level policy development for girls’ education; integrating skills across all levels of education for girls with disabilities; adult literacy classes for target mothers of girls.
44. Schools choose from a range of interventions, also includes school life skills education in “Islamiya” schools; wheelchairs for girls with disabilities; adult literacy classes for target mothers of girls.
45. Internships for girls at NGOs; some-fee for girls to learn about professions dominated by men, training for teachers in counseling and reproductive health issues for adolescents.
46. Credit and technical support
47. Girls are community advocates for their right to education.
48. Focus on skills for engaging in girls’ education.
49. Policy advocacy at the national level, rewards to schools promoting girls’ education; integrating skills across all levels of education for girls with disabilities; adult literacy classes for target mothers of girls.
## Country | Program | Partners | Donors | Target population/location | Girls only | Age range | Program type | Evaluation conducted | Evaluation planned | Sources of information |
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<tr>
<td>RWANDA</td>
<td>Tuseme (&quot;Let us Speak Out&quot;)</td>
<td>FAWE</td>
<td>USAID</td>
<td>Secondary school students</td>
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<td>✓</td>
<td>✓</td>
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<td>Students</td>
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<td>NIGER</td>
<td>AGSP</td>
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### PROGRAM TYPE

- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school

### GIRL-FRIENDLY FEATURES

- Advocacy and/or community engagement in girl’s education
- Safety policies and training; codes of conduct
- Toilets or provision of sanitary materials
- Recruitment/training female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- livelihood or vocational training
- Other

### Target population/location

- Girls
- Minority groups
- Handicapped
- Vulnerable girls and boys
- Poor, OVC, HIV-affected, rural

### Evaluation conducted

- Report
- Quest
- Int

### Evaluation planned

- Report
- Quest
- Int

### Sources of information

- Web
- Report
## NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

### Country Program Partners Donors Target population/ location Girls only Age range Program type

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<th>Donors</th>
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<td>USAID</td>
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<td>USAID</td>
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<td>Sierra Leone</td>
<td>Lugbu Area Development Program</td>
<td>World Vision</td>
<td>World Vision</td>
<td>Conflict-affected, HIV/AIDS affected, especially girls</td>
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<tr>
<td>Sierra Leone</td>
<td>Community Movement for Education (CMPE)</td>
<td>Gov., UNICEF, Plan Sierra Leone, CARE, CAF, Plan Sierra Leone, FAWE, ActionAid, others</td>
<td>UNICEF</td>
<td>Remote, rural communities, students, especially girls</td>
<td></td>
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<tr>
<td>Somalia</td>
<td>Strengthening Capacity of Teacher Training (SCTTT) for Somalia</td>
<td>CARE</td>
<td></td>
<td>Geographic (Somaliland), national education system</td>
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<tr>
<td>Somalia</td>
<td>Enterprise-Based Vocational Training (EBVT)</td>
<td>CARE</td>
<td>USAID</td>
<td>somewomen or into Somaliland, women</td>
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<tr>
<td>Somalia</td>
<td>Integrated Education, Health and Water (IBHW)</td>
<td>CARE</td>
<td></td>
<td>Returns, students and out of school girls</td>
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</tr>
<tr>
<td>Somalia</td>
<td>Promotion of Employment Through Training (PETT)</td>
<td>CARE</td>
<td>Gov.</td>
<td>Disadvantaged youth and women in Somaliland</td>
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</tbody>
</table>

### Girl friendly features

- Scholarship/stipends
- Transportation/boarding
- Advocacy and/or community engagement in girls’ education
- Safety policies and training; codes of conduct
- Toilets or provision of sanitary napkins
- Recruitment/training female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- Livelihood or vocational training
- Other

### Evaluation conducted on success

- 153. web
- 154. report, quest, int
- 155. report, quest, int
- 156. report, quest, int
- 157. report, quest, int
- 158. web
- 159. quest
- 160. report, quest, int
- 161. report, quest, int
- 162. report, quest, int
- 163. quest
- 164. quest
- 165. quest

### Sources of information

- 104. web
- 105. report
- 106. report
- 107. report
- 108. report
- 109. report
- 110. report

### PROGRAM TYPE

- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school

### GIRL-FRIENDLY FEATURES

- Campaign against practices that interfere with education (e.g. early marriage and migration, forced labor).
- Curriculum includes gender studies.
- Women recruited to implement program.
NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

<table>
<thead>
<tr>
<th>Country</th>
<th>Program</th>
<th>Partners</th>
<th>Donors</th>
<th>Target population/ location</th>
<th>Girls only</th>
<th>Age range</th>
<th>Program type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senegal</td>
<td>Children's Sustained Learning Access and Improved Teacher Training Program in Senegal (USAID/TADAM)</td>
<td>AED, Sonateh</td>
<td>USAID</td>
<td>Geographic, rural and high-poverty regions</td>
<td>Girls only</td>
<td>Age range</td>
<td>Program type</td>
</tr>
<tr>
<td>Senegal</td>
<td>Girl Clubs</td>
<td>FAWE</td>
<td>UNICEF</td>
<td>Secondary school students, underprivileged, strong academic performance</td>
<td>Girls only</td>
<td>Age range</td>
<td>Program type</td>
</tr>
<tr>
<td>Senegal</td>
<td>Bursary program</td>
<td>FAWE</td>
<td></td>
<td></td>
<td>Girls only</td>
<td>Age range</td>
<td>Program type</td>
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<tr>
<td>Senegal</td>
<td>SAMR, Center of Excellence</td>
<td>FAWE</td>
<td></td>
<td></td>
<td>Girls only</td>
<td>Age range</td>
<td>Program type</td>
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<tr>
<td>Senegal</td>
<td>Gender Responsive Pedagogy</td>
<td>FAWE</td>
<td></td>
<td></td>
<td>Girls only</td>
<td>Age range</td>
<td>Program type</td>
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<tr>
<td>Senegal</td>
<td>Options Program</td>
<td>Gov.</td>
<td>UNICEF, Government of Senegal, World Bank, African Development Bank, Islamic Development Bank</td>
<td>Rural communities with high gender disparities in education 6 to 12</td>
<td>Girls only</td>
<td>Age range</td>
<td>Program type</td>
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<tr>
<td>Seychelles</td>
<td>Girls Clubs</td>
<td>FAWE</td>
<td></td>
<td>Students in targeted primary and secondary schools</td>
<td>Girls only</td>
<td>Age range</td>
<td>Program type</td>
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<tr>
<td>Sierra Leone</td>
<td>AGSP</td>
<td>World Education, FAWE, local NGOs, University of Minnesota (research)</td>
<td>USAID</td>
<td>Geographic, several districts</td>
<td>Girls only</td>
<td>Age range</td>
<td>Program type</td>
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<tr>
<td>Sierra Leone</td>
<td>FAWE</td>
<td>FAWE</td>
<td></td>
<td></td>
<td>Conflict-affected</td>
<td>Girls only</td>
<td>Age range</td>
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<tr>
<td>Sierra Leone</td>
<td>VERACITY</td>
<td>IRC</td>
<td>Anonymous</td>
<td>Marginalized, rural students of secondary school age, especially girls</td>
<td>Girls only</td>
<td>Age range</td>
<td>Program type</td>
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<tr>
<td>Sierra Leone</td>
<td>LEGACY: Education is a Platform for Peace</td>
<td>IRC</td>
<td>Nus foundation</td>
<td>Conflict-affected at-risk</td>
<td>Girls only</td>
<td>Age range</td>
<td>Program type</td>
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<tr>
<td>Sierra Leone</td>
<td>Lugulu Area Development Program</td>
<td>World Vision</td>
<td>World Vision</td>
<td>Conflict-affected, at-risk</td>
<td>Girls only</td>
<td>Age range</td>
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<td>Sierra Leone</td>
<td>Community Movement for Education (CoME)</td>
<td>Gov, UNICEF, Plan Sierra Leone, CARE Canada, CAFCE, the Council of Churches in Sierra Leone, FAWE, Action Aid, others</td>
<td>UNGER</td>
<td>Remote, rural communities, students, especially girls</td>
<td>Girls only</td>
<td>Age range</td>
<td>Program type</td>
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<tr>
<td>Somalia</td>
<td>Strengthening Capacity of Teacher Training (SCOTT) for Somalia</td>
<td>CARE</td>
<td></td>
<td>Geographic (Somali), national education system</td>
<td>Girls only</td>
<td>Age range</td>
<td>Program type</td>
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<tr>
<td>Somalia</td>
<td>Enterprise-Based Vocational Training (EBVT)</td>
<td>CARE</td>
<td>USAID</td>
<td>Somali returnees into Somalian women</td>
<td>Girls only</td>
<td>Age range</td>
<td>Program type</td>
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<tr>
<td>Somalia</td>
<td>Integrated Education, Health and Water (I-EH&amp;W)</td>
<td>CARE</td>
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<td>Returnees, students and out of school girls</td>
<td>Girls only</td>
<td>Age range</td>
<td>Program type</td>
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<td>Somalia</td>
<td>Promotion of Employment Through Training (PETT)</td>
<td>CARE</td>
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<td>Disadvantaged youth and women in Somalia</td>
<td>Girls only</td>
<td>Age range</td>
<td>Program type</td>
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<th>Evaluation conducted on campus</th>
<th>Evaluation planned for street</th>
<th>Sources of information</th>
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<td>Advocacy at the community level</td>
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<td>Safety policies and training; codes of conduct</td>
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<td>Toilets or provision of sanitary facilities</td>
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<td>Recruitment/training female teachers, para-teachers and other educators</td>
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<td>Gender training for teachers</td>
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<td>51. Curriculum includes gender studies.</td>
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<tr>
<td>52. Women recruited to implement program.</td>
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<tr>
<td>53. Web</td>
<td>63. Report, quest, int</td>
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<tr>
<td>Country</td>
<td>Program</td>
<td>Partners</td>
<td>Donors</td>
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<tr>
<td>Somalia</td>
<td>Youth Education Pack (YEP)</td>
<td>IRC</td>
<td>Governance: Somaliy, youth who have not gone to school</td>
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<tr>
<td>Somalia</td>
<td>Scholarship Program</td>
<td>FAWE, Oklahoma Sweden</td>
<td>Geographical: Puntland state, primary school students</td>
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<td>Somalia</td>
<td>AEDP</td>
<td>CARE, Gov. USAID</td>
<td>Geographic: Somaliy, primary school girls</td>
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<tr>
<td>South Africa</td>
<td>Improving Girls’ Primary Education in Three Countries</td>
<td>AED</td>
<td>Kenosy Family Foundation</td>
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<td>South Africa</td>
<td>Towards a Better Future</td>
<td>CEDPA</td>
<td>CEDPA</td>
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<tr>
<td>South Africa</td>
<td>Room to Read</td>
<td>Room to Read</td>
<td>Primary and secondary students</td>
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<tr>
<td>South Africa</td>
<td>AEDP</td>
<td>Winrock International</td>
<td>Local NGOs, USAID</td>
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<td>South Africa</td>
<td>Oprah Winfrey Leadership Academy</td>
<td>Oprah Winfrey Leadership Academy</td>
<td>Post academically talented, students in 7th-12th grade</td>
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<tr>
<td>Sudan</td>
<td>Gender Equity through Education Project (Sudan GEE)</td>
<td>Winrock International</td>
<td>Secondary school students and graduates</td>
</tr>
<tr>
<td>Sudan</td>
<td>AEDP</td>
<td>AED, various local NGOs</td>
<td>Geographic: Western Equatoria, Southern Sudan, primary school students</td>
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<tr>
<td>Sudan</td>
<td>Youth Education Pack (YEP)</td>
<td>IRC, local NGOs</td>
<td>War and conflict-affected youth, especially single mothers, heads of households, poorly educated backgrounds, associated with fighting forces</td>
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<tr>
<td>Southeast Asia</td>
<td>Schools as Centers of Care and Support (SSCCS)</td>
<td>Save the Children, local NGOs</td>
<td>Primary students, OVC, post, rural</td>
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<td>Southeast Asia</td>
<td>Science, Math and Technology program</td>
<td>FAWE, University of the South Pacific (research)</td>
<td>UNICEF, Sudan AID</td>
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<td>Southeast Asia</td>
<td>Bursary program</td>
<td>FAWE</td>
<td>✓</td>
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<tr>
<td>Southeast Asia</td>
<td>World Vision</td>
<td>World Vision</td>
<td>✓</td>
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<td>Southeast Asia</td>
<td>Towards a Better Future</td>
<td>CEDPA</td>
<td>CEDPA</td>
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<td>Tanzania</td>
<td>Learning and Advocacy for Education Rights Initiative (LEADERS)</td>
<td>CARE</td>
<td>ECF/1</td>
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<tr>
<td>Tanzania</td>
<td>AEDP</td>
<td>AED, FAWE, various local NGOs</td>
<td>Primary and secondary school students drop out; girls at risk of harmful labor; geographic: Dar es Salaam, Lindi, Kondoa, Mufindi, Arusha, Tangany, Ungaia and Pemba Islands (Zanzibar)</td>
</tr>
</tbody>
</table>

**NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS**

**COMPENDIUM**

**GIRL-FRIENDLY FEATURES**

- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school

**PROGRAM TYPE**

- **Scholarship/sponsorships**
- Transportation/boarding
- Advocacy and/or community engagement in girls’ education
- Safety policies and training: codes of conduct
- Toilets or provision of sanitary facilities
- Recruitment/training female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- Livelihood or vocational training
- Other

- Financial literacy skills for career and family planning and decision making
- Benefits to recipients
- Beneficiaries receive government-accredited certificates
- Care for students’ children/care providers
- Follow-up support for skill training including apprenticeships
- Support to building social networks
- Gender training in school governance
- Building girls’ awareness of their education rights, supporting girls’ participation in education/community leadership to advocate for their rights
- Income generating activities for parents
NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

Country | Program | Partners | Donors | Target population/ location | Girls only | Age range | Program type | Evaluation conducted on screens | Evaluation planned on screens | Sources of information
--- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---

AFRICA

Somalia | Youth Education Pack (YEP) | NICC | Geographic: Somali child, youth who have not gone to school | 10 to 14 and adults | ✓ | ✓ | ✓ | ✓ | 171. web

Somalia | Scholarship Program | FAWE | Oklahoma, Sweden | Geographic: Puntland state, primary school students | 9 to 15 | ✓ | ✓ | ✓ | 172. report, quest, int

Somalia | AGSSP | CARE, Gov. | USAID | Geographic: Somali, primary school girls | ✓ | ✓ | ✓ | ✓ | 173. web

South Africa | Improving Girls' Primary Education in Three Countries | AED | Kenexx Family Foundation | Primary school students | ✓ 10 to 14 | ✓ | ✓ | ✓ | 176. web

South Africa | Towards a Better Future | CEDPA | CEDPA | Secondary school students | ✓ | ✓ | ✓ | ✓ | 175. web

South Africa | Room to Read | Room to Read | Primary and secondary students | ✓ | ✓ | ✓ | ✓ | 176. web

South Africa | AGSSP | Winrock International, local NGOs | USAID | Students, OVC, orphaned, vulnerable | ✓ | ✓ | ✓ | ✓ | 177. web

South Africa | Oprah Winfrey Leadership Academy | Oprah Winfrey Leadership Academy | Oprah Winfrey Leadership Foundation | Post-academically talented students in 7th - 12th grade | ✓ | ✓ | ✓ | ✓ | 176. web

South Africa | Siyakha Nethele: Enhancing the Economic, Health and Social Capacities of Highly Vulnerable Youth | Population Council, ichanu Health and Development Agency (HDA), University of Khuzulu-Kheti, Gov. (including research) | ESRC, DFID, ASBA-IFRC | Secondary school students ages 14-25, out-of-school youth ages 16-24 | ✓ 14 to 24 | ✓ | ✓ | ✓ | 179. report

Sudan | Gender Equity through Education Project (Sudan GEE) | Winrock International | USAID | Secondary school students and graduates | ✓ | ✓ | ✓ | ✓ | 180. web

Sudan | AGSSP | AED, various local NGOs | USAID | Geographic: Western Equatoria, Southern Sudan, primary school students | ✓ | ✓ | ✓ | ✓ | 181. web

Sudan | Youth-Education Pack (YEP) | NRC, local NGOs | War and conflict affected youth, especially single mothers, heads of households, poorest education backgrounds, associated with fighting forces | 14 to 18 | ✓ | ✓ | ✓ | 182. report

Somalia | School as Centers of Care and Support (SCCS) | Save the Children, local NGOs | UNICEF, Save the Children | Primary students, OVC, poor, rural | ✓ 10 to 15 | ✓ | ✓ | ✓ | 183. quest

Somalia | Science, Math and Technology Program | FAWE, University of Somaliland (research) | UNICEF | OVC, at risk of early marriage | ✓ | ✓ | ✓ | ✓ | 184. report, quest, int

Somalia | Bursary Program | FAWE | ✓ | ✓ | 185. report, quest, int

Somalia | World Vision | World Vision | World Vision | ✓ | ✓ | 186. quest

Somalia | Towards a Better Future | CEDPA | CEDPA | Secondary school students | ✓ 10 to 14 | ✓ | ✓ | ✓ | 187. web

Somalia | Leadership and Advocacy for Education Rights Initiative (LEAIRS) | CARE | ECFF | Vulnerable | ✓ 3 to 15 | ✓ | ✓ | ✓ | 188. web

Somalia | AGSSP | AED, FAWE, various local NGOs | USAID | Primary and secondary school students drop out; girls at risk of harmful labor; geographic: Dar es Salaam (Tanga, Kinondoni, Mufindi, Arusha, Tanga, Unguja and Pemba Islands (Zanzibar) | ✓ | ✓ | ✓ | ✓ | 189. web

PROGRAM TYPE

- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school

GIRL-FRIENDLY FEATURES

- Scholarship/bids
- Transportation/boarding
- Advocacy and/or community engagement in girls’ education
- Safety policies and training: codes of conduct
- Toilets or provision of sanitary facilities
- Recruitment/training female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- Livelihood or vocational training
- Other

Other

- Financial literacy skills for career and family planning and development
- Counselling and social support for resolving problems, including emotional/psychological, to prevent unwanted pregnancies or childbearing
- Benefits to enhance government-accredited certificates
- Care for students’ children: provide external support for skill training and support to building social networks
- Offer scholarships to support in school governance
- Building girls’ awareness of their education rights, supporting girls’ participation in education/community leadership to avail themselves of their rights
- Income generating activities for parents

106 | 107

106 | 107
<table>
<thead>
<tr>
<th>Country</th>
<th>Program</th>
<th>Partners</th>
<th>Donors</th>
<th>Target population/ location</th>
<th>Girls only</th>
<th>Age range</th>
<th>Program type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanzania</td>
<td>BASE Ed. And Life Skills</td>
<td>GVI, GVI, other NGOs</td>
<td>UNHabitat</td>
<td>Nomads, street children, OVC, refugees</td>
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<td>Livelihood or vocational training</td>
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<td>✔</td>
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<td>Students</td>
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<td>0 to 19</td>
<td>Mentoring, tutoring, peer support</td>
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<td>Togo</td>
<td>Gov. Clubs</td>
<td>FAWE</td>
<td>Gov.</td>
<td>Students</td>
<td>✔</td>
<td>0 to 19</td>
<td>Other</td>
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<tr>
<td>Togo</td>
<td>ASFP</td>
<td>World Education, local NGOs</td>
<td>USAID</td>
<td>Geographical focus: Western Region; junior secondary school students</td>
<td>✔</td>
<td>0 to 19</td>
<td>Other</td>
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<tr>
<td>Uganda</td>
<td>Scholarship Program</td>
<td>FAWE</td>
<td>USAID, Irish Aid, Hufcile Trust</td>
<td>Students, poor OVC, HIV-affected, disabled</td>
<td>✔</td>
<td>0 to 19</td>
<td>Other</td>
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<td>Physical Education</td>
<td>FAWE</td>
<td>Vital Voices</td>
<td>Minority groups</td>
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<td>0 to 19</td>
<td>Other</td>
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<td>FAWE</td>
<td>UNHabitat, USAID</td>
<td>Geographical focus: OVC of Dar-es Salaam</td>
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<td>0 to 19</td>
<td>Other</td>
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<td>Uganda</td>
<td>Gender Responsive Pedagogy</td>
<td>FAWE</td>
<td>Students</td>
<td>✔</td>
<td>0 to 19</td>
<td>Other</td>
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<td>Uganda</td>
<td>Livelihood, Education and Protection to End Child Labor (LEAP)</td>
<td>BCC, AVSO Foundation</td>
<td>USAID, GE Foundation</td>
<td>Geographic, children and youth at risk of exploitative labor</td>
<td>✔</td>
<td>0 to 19</td>
<td>Other</td>
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<td>Uganda</td>
<td>BRAC</td>
<td>MasterCard Foundation</td>
<td>Women and adolescent girls</td>
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<td>Other</td>
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<tr>
<td>Uganda</td>
<td>UNSG and Girls Education Movement (Overlapping Strategies)</td>
<td>Gov., CEE, World Vision, GEM, UN, FAWE, NGOs, OVCs</td>
<td>UNESCO, USAID</td>
<td>Students</td>
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<td>UNICEF, local NGOs</td>
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<td>Room to Read Girls' education approaches</td>
<td>Room to Read, Gov., local NGOs</td>
<td>Room to Read Primary and secondary students</td>
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<td>Other</td>
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<td>International interna- tional, local NGOs, NZ.</td>
<td>USAID</td>
<td>Students, OVC, HIV-affected, poor</td>
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<td>0 to 19</td>
<td>Other</td>
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<td>Country</td>
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<td>Donors</td>
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<td>Age range</td>
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<td>CAMEO</td>
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<td>Secondary school students and drop-out vulnerable, poor, HIV-affected, at risk of trafficking</td>
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<td>&quot;Let us Speak Out&quot;</td>
<td>EAWE, University of Dar-es-Salam (Research)</td>
<td>Gov, local donors</td>
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<td>UNICEF</td>
<td>Students</td>
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<td>Schools in disadvantaged communities</td>
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<td>Johnson and Johnson Family of Compassion Contribution Fund</td>
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<td>Improving Girls’ Primary Education in Three Countries</td>
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<td>Kenya’s Family Foundation</td>
<td>Primary school students in select schools</td>
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<td>UNICEF</td>
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<td>Gov</td>
<td>Students</td>
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<td>Geographic focus: Western Region; junior secondary school students</td>
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<td>UNFPA, United Nations Office for Women in Development</td>
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<td>EAWS</td>
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<tr>
<td>Uganda</td>
<td>Livelihood, Education and Protection to End Child Labor (LEAP)</td>
<td>BCC, AVSO Foundation</td>
<td>USAID, GE, Foundn</td>
<td>Geographic, children and youth at risk of exploitative labor</td>
<td>✓</td>
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<tr>
<td>Uganda</td>
<td>BRAC</td>
<td>MasterCard Foundation</td>
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<td>Women and adolescent girls</td>
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<tr>
<td>Uganda</td>
<td>UNICEF and Girls’ Education Movement (overlapping strategies)</td>
<td>UNICEF, USAID, CFI, World Vision, GEM, UCN, AID, EAWS, NGO, ODI</td>
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<td>Students</td>
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<tr>
<td>Uganda</td>
<td>Youth Education Pack (YEP)</td>
<td>NPC, local NGOs</td>
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<td>War and conflict affected youth, especially single mothers, female heads of households, widowed, educated backgrounds, associated with trafficking</td>
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<td>Zambia</td>
<td>Room to Read Girls’ Education approach</td>
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<td>Room to Read Primary and secondary students</td>
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<tr>
<td>Zambia</td>
<td>ASJP</td>
<td>American International, local NGOs</td>
<td>USAID</td>
<td>Students, OVC, HIV-affected, poor</td>
<td>✓</td>
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</tr>
</tbody>
</table>

**Girl-friendly features**

- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school

**Scholarship/loans**

**Transportation/boarding**

**Advocacy for/and community engagement in girls’ education**

**Safety policies and training; codes of conduct**

**Toilets or provision of sanitary packages**

**Recruitment/training female teachers, para-teachers and other educators**

**Gender training for teachers**

**Mentoring, tutoring, peer support**

**Life-skills or literacy training**

**Livelihood or vocational training**

**Other**

- Policies for pregnant girls to continue schooling, gender-sensitive national policies, and resources for girls and women’s education.
- Advocacy against sexual and gender-based violence and trafficking.
- Support to female students entering the teaching profession or providing support to existing in-service monitors and support to forming cooperatives.
- Support to female students entering the teaching profession or providing support to existing in-service monitors and support to forming cooperatives.
- Support to female students entering the teaching profession or providing support to existing in-service monitors and support to forming cooperatives.

**Evaluation conducted on school profile**

- Evaluation planned on school profile

**Sources of information**

- Web, report
- Report, questionnaire
- Research
- Interviews

**Program type**

- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school

**Program type**
### NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

**AFRICA**

<table>
<thead>
<tr>
<th>Country</th>
<th>Program</th>
<th>Partners</th>
<th>Donors</th>
<th>Target population/location</th>
<th>Girls only</th>
<th>Age range</th>
<th>Program type</th>
<th>Evaluation conducted on summary</th>
<th>Evaluation planned on summary</th>
<th>Sources of information</th>
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<tbody>
<tr>
<td>Afghanistan</td>
<td>COMFED</td>
<td>FAWE, USAID, UNICEF</td>
<td>USAID</td>
<td>Students, vulnerable, rural, poor, HIV-affected</td>
<td>Yes</td>
<td>6 to 14</td>
<td>Creating or enhancing formal schools</td>
<td>215. web, report</td>
<td>216. report, quest, int</td>
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<td>Zambia</td>
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<td>FAWE, Royal Netherlands Embassy, USAID</td>
<td>USAID</td>
<td>Secondary school students</td>
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<td>6 to 14</td>
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<td>226. report, quest, int</td>
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<td>Equity and Quality Education for Girls</td>
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<td>6 to 14</td>
<td>Creating or enhancing formal schools</td>
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<td>236. report, quest, int</td>
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</tbody>
</table>

**ASIA**

| Afghanistan | FACE-A | CARE, IRC, Oxfam, Asia Pacific Development Network | USAID | Geographic: communities with few or no schools; low enrollment of girls | Yes | 6 to 14 | Creating or enhancing formal schools | 224. web | 225. web, report | 226. report, quest, int |
| Afghanistan | BRAC | BRAC | | Rural, multiple age levels, focus on girls | Yes | 6 to 14 | Creating or enhancing formal schools | 227. web | 228. web, report | 229. report, quest, int |
| Afghanistan | COPs | CARE | USAID, AUSAID, UNICEF’s ‘club’ network; private donors | Geographic: communities without formal schools | Yes | 6 to 14 | Creating or enhancing formal schools | 230. web | 231. web, report | 232. report, quest, int |
| Afghanistan | Secondary Community Based Education for Girls (Part of PAYE-A) | CARE | | Geographic: communities without formal schools; secondary students | Yes | 6 to 14 | Creating or enhancing formal schools | 233. web | 234. web, report | 235. report, quest, int |
| Afghanistan | Community Based Education program | CARE | CARE | Geographic: communities with no schools or limited schools | Yes | 6 to 14 | Creating or enhancing formal schools | 236. web | 237. web | 238. report, quest, int |
| Afghanistan | Education Learning Centers | CARE | | Geographic: communities with few or no schools; low enrollment of girls | Yes | 6 to 14 | Creating or enhancing formal schools | 239. web | 240. web, report | 241. report, quest, int |
| Afghanistan | Women Empowerment Programme | CARE | CARE | | Yes | 6 to 14 | Creating or enhancing formal schools | 242. web | 243. web, report | 244. report, quest, int |
| Afghanistan | Women’s Community and Peace-Building Center | CARE | CARE | | Yes | 6 to 14 | Creating or enhancing formal schools | 245. web | 246. web, report | 247. report, quest, int |
| Afghanistan | Adult Education Development Programme | CARE | CARE | | Yes | 6 to 14 | Creating or enhancing formal schools | 248. web | 249. web, report | 250. report, quest, int |
| Afghanistan | Education Project (under Various ADPs) | CARE | CARE | | Yes | 6 to 14 | Creating or enhancing formal schools | 251. web | 252. web, report | 253. report, quest, int |

**PROGRAM TYPE**

- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- Other

**GIRL-FRIENDLY FEATURES**

- Girls' empowerment
- Safety policies and training; codes of conduct
- Advocacy and/or community engagement in girls' education
- Toilets or provision of sanitary napkins
- Transportation/boarding
- Recruitment/training of female teachers
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- Livelihood or vocational training
- Other

62. Support networks for young women, seed money to girl school leavers starting small businesses.
63. Science camps for girls.
64. Support network for young women; seed clubs to change negative attitudes about girls and women's empowerment, mothers clubs, seed money to school leavers creating their right to education.
65. Support network for young women starting small businesses.
66. Girls are community advocates for their right to education.
67. Community-based school located near homes. 68. Establishing “home schools” in communities with few or no schools for girls.
69. Establishing schools in areas with few or no schools for girls.
70. Building schools in regions where there are no schools for girls.
71. Education for civic participation and peacebuilding; support to women starting small businesses.
### NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

<table>
<thead>
<tr>
<th>Country</th>
<th>Program</th>
<th>Partners</th>
<th>Donors</th>
<th>Target population/location</th>
<th>Girls only</th>
<th>Age range</th>
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**Sources of information**

1. Creating enabling conditions
2. Alternative education program
3. Completing education program
4. Creating or enhancing formal schools
5. After school
6. Scholarship/dispers
7. Transportation/boarding
8. Advocacy & community engagement in girls' education
9. Safety policies and training; codes of conduct
10. Toilets or provision of sanitary facilities
11. Recruitment/training female teachers, para-teachers and other educators
12. Gender training for teachers
13. Mentoring, tutoring, peer support
14. Life-skills or literacy training
15. Livelihood or vocational training
16. Other
### Country Program Partners Donors Target population/ location Girls only Age range Program type

**Asia**

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<th>Donors</th>
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### Program Type

- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school

### GIRL-FRIENDLY FEATURES

- Scholarship/stipends
- Transportation/boarding
- Advocacy and/or community engagement in girls' education
- Safety policies and training: codes of conduct
- Toilets or provision of sanitary facilities
- Recruitment/training female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- Livelihood or vocational training
- Other

### Sources of Information

- 72. Four different packages of interventions to delay marriage in pilot schools in northern Bangladesh: financial incentives to delay marriage, nutritional packages as an incentive to delay marriage.
- 73. Comprehensive program focused on scholarships, providing nutrition and school conditions, one component of program focused on livelihoods for girls.
- 74. Gender training for boys, training to facilitate girls working with youth organizations.
- 75. Support for out-of-school girls being married young to school attendance targeting.
**NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS**

### Country Programs

<table>
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<tr>
<th>Country</th>
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### Evaluation Conducted on Samples

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### Program Type

- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school

### Girl-Friendly Features

- Scholarship/stipends
- Transportation/boarding
- Advocacy and/or community engagement in girls’ education
- Safety policies and training; codes of conduct
- Toilets or provision of sanitary habitats
- Recruitment/training female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- Livelihood or vocational training
- Other

**Notes:**
- 72. Four different packages of interventions to delay marriage in male and female adolescents, including financial incentives to delay marriage, nutritional packages as an incentive to delay marriage.
- 73. Comprehensive program focused on building schools and improving school conditions, one component of program focused on livelihoods for girls.
- 74. Gender training for boys, training to facilitate working with youth organizations.
- 75. Support for out-of-school girls lacking national years to reenroll,_geometrical reasoning.
**NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS**

**PROGRAM TYPE**
- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school

<table>
<thead>
<tr>
<th>Country</th>
<th>Program</th>
<th>Partners</th>
<th>Donors</th>
<th>Target population/location</th>
<th>Girls only</th>
<th>Age range</th>
<th>Program type</th>
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<tbody>
<tr>
<td>India</td>
<td>Asia Arp Women Worldwide Community Centers</td>
<td>Arp Women Worldwide</td>
<td>Amana Foundation, India, Amana Foundation, India, Amana Foundation, India</td>
<td>Adults and children, at risk/affected by prostitution, urban slums, geographic</td>
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<tr>
<td>India</td>
<td>Bodh Public Infrastructure Development Authority</td>
<td>South Asia</td>
<td>Asia Arp Women, World Vision, AGA Khan Foundation, CARE, DFID, India, Governments, NGOs</td>
<td>Women, girls, and youth from disadvantaged and marginalized communities</td>
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<td>International Institute for Women's Rights</td>
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<tr>
<td>Nepal</td>
<td>MANISTE (Mental Health Awareness, Nutrition, IEC, and Support) Program</td>
<td>Nepal</td>
<td>MANISTE (Mental Health Awareness, Nutrition, IEC, and Support) Program</td>
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<td>Gov.</td>
<td>Education For All Project</td>
<td>Adults and youth at risk/affected by poverty, urban slums, geographic</td>
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**GIRL-FRIENDLY FEATURES**
- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school

<table>
<thead>
<tr>
<th>Sources of information</th>
<th>PROGRAM TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>86. Construction of schools in areas with few or no educational institutions.</td>
<td>Creating enabling conditions</td>
</tr>
<tr>
<td>84. Dialogues between girls, educators, and parents.</td>
<td>Alternative education program</td>
</tr>
<tr>
<td>83. Girls learn livelihoods/income generating skills to support themselves</td>
<td>Complementary education program</td>
</tr>
<tr>
<td>82. Advocacy to reduce harmful practices (e.g. FGM, early marriage).</td>
<td>Creating or enhancing formal schools</td>
</tr>
<tr>
<td>81. Training in technology, human rights, English language instruction, arts. Field trips, mobile library, cultural exchange.</td>
<td>After school</td>
</tr>
<tr>
<td>80. Training in technology, human rights, English language instruction, arts. Field trips, mobile library, cultural exchange.</td>
<td>Other</td>
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</tbody>
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**Evaluation conducted on average**
- 165. web, quest
- 166. quest
- 167. report
- 168. quest
- 169. web
- 170. report
- 171. quest
- 172. report
- 173. quest
- 174. quest
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<th>Country</th>
<th>Program</th>
<th>Partners</th>
<th>Donors</th>
<th>Target population/location</th>
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<th>Age range</th>
<th>Program type</th>
<th>Evaluation conducted on/strategies</th>
<th>Evaluation planned on/strategies</th>
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<td>Adults and children, at risk/affected by prostitution, urban slums, geographic</td>
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<tr>
<td>India</td>
<td>Bodh</td>
<td>South Asia Centre for Human Rights, Canada, many others</td>
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<td>Minorities, scheduled castes, out-of-school</td>
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<td>🌐</td>
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<td>India</td>
<td>Bhopal Project</td>
<td>Gov.</td>
<td>Educate Girls</td>
<td>Geographically, students and out-of-school children and youth</td>
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<td>Manikarnika Project</td>
<td>Gov.</td>
<td>Educate Girls</td>
<td>Geographically, students and out-of-school children and youth</td>
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<td>India</td>
<td>Nitya Samuhay (Education for Women's Equality) Programme</td>
<td>Gov., local NGOs</td>
<td>Gov.</td>
<td>Women and adolescents, especially from disadvantaged and marginalized communities, out-of-school; did not attend or complete school</td>
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<td>Laos</td>
<td>Room to Read (Girls Education approach)</td>
<td>Room to Read, Gov., local NGOs</td>
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<td>Primary and secondary students</td>
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<td>268. * web</td>
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<tr>
<td>Nepal</td>
<td>Manantri and Education in Nepal</td>
<td>World Vision, Gov., local NGOs</td>
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<td>Students, children, and adults</td>
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<td>Education for All Project</td>
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<td>Adult women ages 15 and above</td>
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<td>Better Life Options Program</td>
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<td>Bhaktapur Girl Education Project</td>
<td>World Vision, Bato Bangla Foundation, Education Resource Development Center, local NGOs</td>
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<td>Minority and poorest of the poor</td>
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<td>✓</td>
<td>✓</td>
<td>🌐</td>
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<td>274. * web</td>
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<td>Target population/ location</td>
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<td>Evaluation planned on screens</td>
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<td>Pakistan</td>
<td>Earthquake, Innovating, Strengthening Education (EISE)</td>
<td>IRC, AIR</td>
<td>USAID</td>
<td>Earthquake-affected population in the Mandiala (MWWP), Muzaffarabad, Poonch and Rachik districts of A.R.</td>
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<tr>
<td>Pakistan</td>
<td>Orange Project</td>
<td>DIL, Individual owners of private schools</td>
<td>DIL</td>
<td>Urban slum communities; primary and secondary students</td>
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<td>Pakistan (in Shikarpur and Gupanwala)</td>
<td>DIL, Cooperation for Advancement Rehabilitation and Education Society, Gov.</td>
<td>DIL</td>
<td>Geographic; primary and secondary students</td>
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<td>Pakistan (in Rawalpindi District, Punjab)</td>
<td>DIL, Adult Basic Education Society</td>
<td>DIL</td>
<td>Geographic</td>
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<tr>
<td>Pakistan (in Islamabad Province)</td>
<td>DIL, National Rural Support Programme</td>
<td>DIL</td>
<td>Rural, primary and secondary students</td>
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<td>Pakistan (in Gujranwala)</td>
<td>DIL, Relief International</td>
<td>DIL</td>
<td>Rural, affected by 2005 earthquake</td>
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<td>Pakistan (No name given - schools in Islamabad Region)</td>
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<td>DIL</td>
<td>Geographic; remote, insecure region</td>
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<td>The Rehabilitation of Education Sector Project (RESP)</td>
<td>CARE</td>
<td>Education Program</td>
<td>Geographic: children in region affected by 2005 earthquake; especially girls and marginalized children</td>
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<td>IRC</td>
<td>Figthing Violence (FV), USAID, private foundations</td>
<td>Afghan Refugee children in the Northwest Frontier Province of Pakistan</td>
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<td>Geographic; primary and middle schools; underprivileged girls</td>
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<td>World Vision</td>
<td>Students in Gilgit Tract</td>
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<td>Room to Read, Gov. and local NGOs</td>
<td>Room to Read</td>
<td>Primary and secondary students</td>
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<td>Thailand</td>
<td>Support to Health, Education Building, Education and Leadership in Policy Dialogue (SHEILD)</td>
<td>IRC, PATH, World Education Alliance</td>
<td>USAID</td>
<td>Burmese refugees in eight provinces in Thailand and refugees in four border camps,</td>
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<td>World Vision</td>
<td>Women's Education for Advancement &amp; Empowerment (WEAVE)</td>
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<td>EmPower, local NGOs</td>
<td>Women refugees from Burma</td>
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<td>IRC, local NGOs</td>
<td>Women refugees from Burma</td>
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<td>Room to Read, Gov. and local NGOs</td>
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<td>Primary and secondary students</td>
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</table>

### Program Type
- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school

### Girl-Friendly Features
- Scholarship/discounts
- Transportation/boardings
- Advocacy and/or community engagement in girls’ education
- Safety policies and training; codes of conduct
- Toilets or provision of sanitary materials
- Recruitment/training female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- Livelihood or vocational training
- Other

### Other
- Curricula enhancements include inclusion of concepts to intersecting gender and education, social, or economic issues.
- Extracurricular activities in which girls and boys participate include a segregated environment.
- Computer classes, microcredit and income generation activities for mothers; participatory theater to advocate against practices that interfere with girls’ schooling.
- Leadership, decision-making, and planning skills for women, to support their capacity to form and lead community organizations.
- Training for youth to lead organizations, with a focus on trafficking prevention programs.
- Care for children of students in rural pastures; follow-up support for skill training including apprenticeship and support to forming Cooperatives.

### Evaluation
- Evaluation conducted on screens
- Evaluation planned on screens
- Sources of information

### Values
- ✓: Included
- ○: Not included
- ●: Not applicable
<table>
<thead>
<tr>
<th>Country</th>
<th>Program</th>
<th>Partners</th>
<th>Donors</th>
<th>Target population/location</th>
<th>Girls only</th>
<th>Age range</th>
<th>Program type</th>
<th>Evaluation conducted on career</th>
<th>Evaluation planned on career</th>
<th>Sources of information</th>
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<td>World Bank, International Development Association</td>
<td>Geographic: Balochistan</td>
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<td>Pakistan</td>
<td>Reconstruction, Innovating, Strengthening Education (RISE)</td>
<td>IRC, AIR</td>
<td>USAID</td>
<td>Earthquake-affected population in the Mansehra (NWFP), Muzaffarabad, Peshawar and Mugahar districts of A&amp;K.</td>
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<td>Pakistan</td>
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<td></td>
<td>Urban slum communities; primary and secondary students</td>
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<td>DIL, Cooperation for Advancement Rehabilitation and Education; Gov.</td>
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<td>Geographic: primary and secondary students</td>
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<td>(Schools in Rawalpindi District, Punjab)</td>
<td>DIL, Adult Basic Education Society</td>
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<td>Rural; primary and secondary students</td>
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<td>DIL, Relief International</td>
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<td>Rural; affected by 2005 earthquake</td>
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<td>Pakistan</td>
<td>The Rehabilitation of Education Sector Project (RESP)</td>
<td>IRC, Stichting Vluchtelingsproblemen (SV), USBPRM, private foundation</td>
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<td>Afghan Refugee children in the Northwest Frontier Province of Pakistan</td>
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<td>Thailand</td>
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<td>Youth boys and girls at risk of trafficking in the Meikong region</td>
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<td>Timor Leste</td>
<td>Youth Education Pack (YEP)</td>
<td>NRC, local NGOs</td>
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<td>War and conflict-affected youth; especially single mothers, heads of households, poorest education backgrounds, associated with fighting forces.</td>
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**NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS**

**COMPENDIUM**

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**Program Type**

- Scholarship/discounts
- Transportation/boarding
- Advocacy and/or community engagement in girls’ education
- Safety policies and training; codes of conduct
- Toilets or provision of sanitary facilities
- Recruitment/training female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- Livelihood or vocational training
- Other

- Curriculum enhancements include use of computers in teaching-learning environments.
- Extracurricular activities in which girls and/or women are interested are available in a segregated environment.
- Computer classes/non-formal and income generation activities for women, participating teacher to become active advocates of girls’ education and to interfere with girls’ schooling.
- Leadership, decision-making, analytical and problem-solving skills for women, to support their capacity to form and lead community organizations.
- Training for youth to lead organizations, particularly in anti-trafficking prevention programs.
- Child-friendly interventions: fellowships support for skill training, entrepreneurship, and support to forming Cooperatives.
## NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

### PROGRAM TYPE
- Creating enabling conditions
- Alternative education program
- Comprehensive education program
- Creating or enhancing formal schools
- After school

### GIRL-FRIENDLY FEATURES
- Scholarship/scholarships
- Transportation/boarding
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- Advocacy and/or community engagement in girls’ education
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<td>Gov.</td>
<td>World Bank, ALGAD, CIDA, GFID, NORAD</td>
<td>Vulnerable groups: street children, rural children, girls in certain ethnic groups</td>
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<td>ECOPETROL, CREA COL, Gov., World Bank, Fundacion General</td>
<td>Rural population, marginal urban population</td>
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<td>ENF, Voya CALI</td>
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<td>Lead Together</td>
<td>CARE</td>
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<td>Indigenous, Afro-Ecuadorian and mixed race girls and boys tied to the worst forms of child labor</td>
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<td>12-18</td>
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<td>Entrepreneurship Program and Vocational Training</td>
<td>World Vision, local NGOs</td>
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<td>World Vision</td>
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<td>Education and Leadership for Girls and Women in Bolivia</td>
<td>CARE</td>
<td>Geographic, pan-american community (La Plata)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>2007, report, web</td>
<td></td>
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<tr>
<td>Colombia</td>
<td>Escuela Nueva</td>
<td>ENF</td>
<td>ECOPETROL COA, USAID, Fundación General</td>
<td>Rural population, marginal urban population</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td>2006, quest</td>
</tr>
<tr>
<td>Colombia</td>
<td>Secondary school as a strategy to eradicate child labor</td>
<td>ENF</td>
<td>World Vision, Gov.</td>
<td>Marginal urban population</td>
<td>✔</td>
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<td>2009, quest</td>
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<td>Colombia</td>
<td>Modelo Educativo para Ninos y niñas en Trabajo Galerías</td>
<td>ENF, YMCASAL</td>
<td>Children of the Andes, UK Big Lottery Foundation</td>
<td>Marginal urban population</td>
<td>✔</td>
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<td>2003, quest</td>
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<td>Colombia</td>
<td>Support and Learning Cycles for Displaced Children</td>
<td>ENF</td>
<td>ENF, goy</td>
<td>Displaced, out-of-school, marginal urban</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
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<td>2003, quest</td>
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<td>Ecuador</td>
<td>Lead Together</td>
<td>CARE</td>
<td>Indigenous, Afro-Ecuadorian and indigenous boys and especially girls told to the worst forms of child labor</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>2003, quest, web</td>
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<td>El Salvador</td>
<td>Building a Culture of Peace Project</td>
<td>World Vision, local NGOs</td>
<td>World Vision</td>
<td>Post rural, vulnerable, adolescents</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<td>2006, quest</td>
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<td>El Salvador</td>
<td>Educate Me with Equity</td>
<td>CARE</td>
<td>Gov.</td>
<td>Women's organizations; schools</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
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<td>2006, web</td>
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<tr>
<td>Guatemala</td>
<td>Mobile School for Maya Women Leaders</td>
<td>CARE</td>
<td>Gov.</td>
<td>Geographically, 1000 Maya women in 5 Guatemalan departments</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<td>2006, web</td>
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<td>Guatemala</td>
<td>GUAMANISI Escuela del BANCO-Guatemala and GUAMANISI-SanSalvador</td>
<td>CARE, Gov, local organizations</td>
<td>Guatemala, Marshal Reynolds</td>
<td>Villages, departments of Quiche and Sololé</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td>2007, report</td>
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</tbody>
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### Program Type
- Creating enabling conditions
- Alternative education program
- Comprehensive education program
- Creating or enhancing formal schools
- After school

### Girl-Friendly Features
- Scholarship/loans
- Transportation/boarding
- Advocacy and/or community engagement in girls' education
- Safety policies and training; codes of conduct
- Toilets or provision of sanitary napkins
- Recruitment/training female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- Livelihood or vocational training
- Other

92. Promoting school administration's and local government leaders' advocacy and/or community engagement in girls' education (gender-disaggregated data).
93. Increased availability of early childhood development programs to reduce girls' time spent caring for younger siblings; systematizing gathering gender-disaggregated data.
94. Incorporation of human rights, democracy and citizenship approach in the curriculum.
95. Girls' participation in school governance.
96. Girls' participation in school governance.
97. Girls' participation in school governance.
98. Girls' participation in school governance.
100. Advocating for policies to promote education for children vulnerable to exploitation, especially girls, and to protect them from harmful forms of child labor; developing leadership capacity among girls.
101. Engagement of local women's organizations in improving gender equality in education; advocacy for Law for Teaching to create protective environment for girls in schools.
102. Utilizes village banks to increase income of families, and income generating activities for mothers, especially girls.
103. Developing networks of girls for ongoing support and advocacy.
### Country | Program | Partners | Donors | Target population/location | Girls only | Age range | Program type | Evaluation conducted | Evaluation planned | Sources of information
--- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---
**LATIN AMERICA**

**Honduras**

- Projeto Honduras: Asociaciones por la Calidad de la Educación SR (BEP) and Partners in Partnership for Quality Education (PRO-HACE) Second Phase
- CARE
- Rural, geographic: southwestern Honduras; primary school students, especially girls

**MIDDLE EAST / NORTH AFRICA**

**Egypt**

- Community schools project
- National Council for Childhood and Motherhood, local NGOs
- CIDA, WFP, UNICEF
- Post-out-of-school

**Morocco**

- Morocco Advancing Learning & Employability for a Better Future Project (ALLIEF)
- AED, Gov.
- Students, especially girls

**MIDDLE EAST & NORTH AFRICA**

**Honduras**

- Proyecto Hondureños para la Calidad de la Educación SR (BEP) and Partners in Partnership for Quality Education (PRO-HACE) Second Phase
- CARE
- Rural, geographic: southwestern Honduras; primary school students, especially girls
### MIDDLE EAST / NORTH AFRICA

**Honduras**
- **Program**: Proyecto Hondureños Asociados por la Dignidad de la Educación SR Honduras in Partnership for Quality Education (PRG-HACED) Second Phase
- **Donors**: CARE
- **Target population/location**: Rural; geographic: southwestern Honduras; primary school students, especially girls
- **Girls only**: Yes
- **Age range**: 8 to 15
- **Program type**: Livelihood or vocational training

**Morocco**
- **Program**: Morocco Advancing Learning & Employability for a Better Future Project (ALVEP)
- **Donors**: AED, Gov.
- **Target population/location**: Students, especially girls
- **Girls only**: Yes
- **Age range**: 12 to 15
- **Program type**: After school

**Turkey**
- **Program**: Mother Child Education Foundation (ACEDV)
- **Donors**: Empower
- **Target population/location**: Adult women lacking basic education
- **Girls only**: Yes
- **Age range**: 8 to 14
- **Program type**: Mentoring, tutoring, peer support

**Egypt**
- **Program**: ONE-classroom schools
- **Donors**: Gov., UNICEF, IRC, World Bank, CARE
- **Target population/location**: Rural areas in Amran Governorate; especially rural communities
- **Girls only**: Yes
- **Age range**: 10 to 15
- **Program type**: Recruiting/training female educators, teachers, para-teachers and other educators

**Morocco**
- **Program**: National Education and Training Charter
- **Donors**: Gov.
- **Target population/location**: Students, especially girls
- **Girls only**: Yes
- **Age range**: 12 to 15
- **Program type**: Recruitment/training female educators, teachers, para-teachers and other educators

**Turkey**
- **Program**: Women Adult Life-skills and Literacy Education (CALL) Project
- **Donors**: CARE
- **Target population/location**: Youth and women in underserved areas; areas with low girls enrollment
- **Girls only**: Yes
- **Age range**: 12 to 15
- **Program type**: Creating enabling conditions

**Egypt**
- **Program**: Education Reform Program
- **Donors**: USAID
- **Target population/location**: Geographic: seven governorates, especially rural hamlets
- **Girls only**: Yes
- **Age range**: 8 to 14
- **Program type**: Creating or enhancing formal schools

**Morocco**
- **Program**: National Girls’ Education Strategy
- **Donors**: Gov.
- **Target population/location**: Geographic: small and remote rural areas in Amran Governorate; especially rural communities
- **Girls only**: Yes
- **Age range**: 12 to 15
- **Program type**: Mentoring, tutoring, peer support

**Turkey**
- **Program**: Women Adult Life-skills and Literacy Education (CALL) Project
- **Donors**: CARE
- **Target population/location**: Geographic: small and remote rural areas in Amran Governorate; especially rural communities
- **Girls only**: Yes
- **Age range**: 12 to 15
- **Program type**: Mentoring, tutoring, peer support

### PROGRAM TYPE
- Creating enabling conditions
- Alternative education program
- Complementary education program
- Creating or enhancing formal schools
- After school

### GIRL-FRIENDLY FEATURES
- Scholarship/discounts
- Transportation/boarding
- Advocacy and/or community engagement in girls' education
- Safety policies and training; codes of conduct
- Toilets or provision of sanitary facilities
- Recruitment/training female teachers, para-teachers and other educators
- Gender training for teachers
- Mentoring, tutoring, peer support
- Life-skills or literacy training
- Livelihood or vocational training
- Other

104. Increasing participatory methodologies in rural schools to enhance girls’ engagement in girls’ education.
105. Combating social/traditional obstacles to girls’ access to formal education by locating the service within educationally deprived or disadvantaged communities.
106. Obstructing birth certificates, preventing girls from accessing health services; linking girls with vision and hearing impairments to health services, building girl-friendly environments with administrators and teachers.
107. Gender activities for girls.
108. School construction targets regions with few girls enrolled.
109. Training in women’s legal rights.
110. Combating all-girls or coeducational schools especially in rural areas; reducing male-only schools; gender-neutral curriculum; capacity building to identify, gaps and design strategies especially for girls education.
111. Developing women’s associations’ capacities to implement literacy programs.
NEW LESSONS: THE POWER OF EDUCATING ADOLESCENT GIRLS

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* Scholarships in the form of educational materials to all students; tutoring to girl students.


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* The activity in this program is to train teachers, especially women, and thereby improve the quality of education for primary students.


* According to a general description of this program, transportation for students is provided when needed in the country contexts in which this program is implemented.


* "Livelihoods or vocational training" refers only to the component of this program which supports teacher training institutes.


182 The Norwegian Refugee Council, NRC Core Activity Education, Youth Education Pack in Brief, Background, Concept, Evaluations, and Develop- ment Plans. (Oslo, Sweden: The Norwegian Refugee Council).

183 Responses to questionnaire by UNGEI employee. 2008. UNICEF, Schools as Centers of Care and Support, Swaziland. (Mbabane: UNICEF-Swaziland).


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*S “Livelihoods or vocational training” refers to a component of the program which offers teacher training only to secondary school drop-outs and young women.

** According to the general description of this program for all countries, transportation is provided when needed in specific contexts.

200 Forum for African Women Educationalists, FAWE: 15 Years of advancing girls' education in Africa. (Nairobi, Forum for African Women Educationalists); Responses to questionnaire completed by FAWE employee. November 26, 2008; Interview with FAWE employees. March 26, 2009; E-mail from FAWE employees, March 31, 2009.


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"Livelihoods and vocational training" refers to one component of this program for secondary school leavers, and another component of this program for formal school graduates in professions such as doctors, lawyers and teachers.

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232 Response to questionnaire from World Vision employee, March 2006.

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* According to the general description of this program for all countries, transportation is provided when needed in specific contexts.


238 Response to questionnaire from World Vision employee, March 2006.


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242 Response to questionnaire from World Vision employee, March 2006.


* The beneficiaries of this program appear to be out of school youth but this is not specified in the project description.

246 Response to questionnaire from UNGEI employee, 2008.


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* "Livelihoods and vocational training" refers to a stated objective of this program that girls who are educated will become teachers.


238 Response to questionnaire from World Vision employee. March 2006.


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246 Response to questionnaire from UNGEI employee, 2008.


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266 Response to questionnaire from World Vision employee. March 2006.


268 Response to questionnaire from World Vision employee. March 2006.


277 Response to questionnaires from International Rescue Committee e-mail. January 14, 2009.


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266 Response to questionnaire from World Vision employee. March 2006.


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* According to the general description of this program for all countries, transportation is provided when needed in specific contexts.


* Based on the available description, this program is structured as an alternative to formal education, but it is noted that parents are more likely to send their daughters back to school once they have acquired basic literacy skills.


* Program includes training of women and community leaders to advocate for educational opportunities for girls, and includes convening National Congresses for Girls Education.


* The “girl-friendly features” indicate areas of activity that are likely underway based on program descriptions. It appears, but is not explicitly stated in the programme descriptions that the new schools established will be for girls only. However, this project focuses on establishing schools in rural communi-

ties in which there are no schools for girls, and in a region in which gender segregated schools are the norm, and builds off an earlier project which enabled girls’ attendance at girls-only private schools. Other activities include recruitment and training of teachers and engaging community management committees in school monitoring and management.

277 Response to questionnaires from International Rescue Committee e-mail. January 14, 2009.


* One core activity of this organizational is to promote a curriculum relevant for girls’ learning for a global workforce; emphasis on language competence and computers are an example of this.


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285 Response to questionnaires from International Rescue Committee e-mail. January 14, 2009.


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289 Response to questionnaire from International Rescue Committee e-mail. January 14, 2009.

290 Response to questionnaire from World Vision employee. March 2006.


* According to the general description of this program for all countries, transportation is provided when needed in specific contexts.


* Project documents note that the teaching force in this context is predominantly female.


297 CARE. 2008 Basic Girls Education Project Briefs. (Atlanta: CARE, 2008); CARE, “Education and Leader-


* It appears, but is not stated explicitly, that the clubs in this program function outside schools. The program description refers to scholarships but not clear if all beneficiaries are in school.


* As the program was established by government decree it appears that the government is also the donor.

314 American Institutes for Research, “Educa-

315 The Population Council, Ishraq: Safe Spaces for Girls to Learn, Play, and Grow. (New York: The Popula-


317 Academy for Educational Development, Center for Gender Equity, “Middle East and North Africa: ALEF Report Shows High Success Rate of Women’s Literacy Program.” (Washington, DC: The Academy for...
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315 The Population Council, Ihsaq: Safe Spaces for Girls to Learn, Play, and Grow. (New York: The Popula-


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* Some of the skill training described is relevant for livelihoods or vocational training; possible curriculum topics include “cooking and preserving food for business purposes.”
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Cynthia B. Lloyd is a Consulting Senior Associate with the Poverty, Gender and Youth Program at the Population Council. Prior to her relocation to Berkeley, Calif., in April 2009, Dr. Lloyd was based in New York with the Population Council, serving as a Senior Associate for 20 years, as well as the Director of Social Science Research in the Policy Research Division.

Dr. Lloyd was the chair of the National Academy of Sciences’ Panel on Transitions to Adulthood in Developing Countries and editor of the panel’s 2005 report, Growing up Global: The Changing Transitions to Adulthood in Developing Countries. Her fields of expertise include: transitions to adulthood, children’s schooling, gender and population issues, and household and family demography in developing countries. Dr. Lloyd has worked on these issues in Pakistan, Egypt, Kenya, Ghana, Sudan (Darfur) and other developing countries, as well as comparatively. Her recent research has concentrated on girls’ schooling, the relationship between schooling and reproductive health, adolescent time use, and school quality, school attendance, and transitions to adulthood. She has authored more than 80 research articles, books and monographs. She is also co-author of another report in the Girls Count series: Girls Count: A Global Investment and Action Agenda.

Prior to her work at the Population Council, Dr. Lloyd spent 10 years at the United Nations Population Division (1979-1989), serving as Chief of the Fertility and Family Planning Division, and nine years on the economics faculty of Barnard College, Columbia University (1970-1979). She has M.A. and Ph.D. degrees in economics from Columbia University.

Juliet Young

Juliet Young is an adolescent education specialist who has worked as a researcher, teacher trainer, curriculum developer and teacher in New York City’s public schools, and for UN agencies and various NGOs. Her recent projects include research on youth in northern Uganda for the Graca Machel 10-year Strategic Review of the Impact of Armed Conflict on Children as a consultant for the Women’s Refuge Commission, and support to the United Nations Inter-Agency Task Force on Adolescent Girls as a consultant for UNICEF. She has also worked on education and community development projects in Mauritania, Mongolia, Myanmar, Cambodia, and Thailand. In November 2009, she will take up a position as an Education Specialist for UNICEF based in Hargeisa, Somalia. Her commitment to ensuring equal access to quality education for all adolescents was inspired by the students she worked with in her nine years as a social studies teacher at a public high school in Brooklyn, New York. She has a Master’s degree in teaching secondary social studies and a Master’s of International Affairs, both from Columbia University.
The Coalition for Adolescent Girls

The Coalition gathers over 35 leading international organizations dedicated to bringing adolescent girls to the global development agenda. Launched by the UN Foundation and the Nike Foundation in 2005, the Coalition offers fresh perspectives, diverse resources, and concrete solutions to the challenges facing adolescent girls in developing countries.

The United Nations Foundation

The UN Foundation (www.unfoundation.org), a public charity, was created in 1998 with entrepreneur and philanthropist Ted Turner’s historic $1 billion gift to support UN causes and activities. The UN Foundation is an advocate for the UN and a platform for connecting people, ideas, and capital to help the United Nations solve global problems, including women’s and girls’ inequality.

Nike Foundation

The Nike Foundation (www.nikefoundation.org) is a non-profit organization dedicated to investing in adolescent girls as the most powerful force for change in the developing world. The work of the Nike Foundation is supported by NIKE, Inc., and by significant investments from the NoVo Foundation.