



Because I am a Girl

A F R I C A R E P O R T 2 0 1 2

Progress and Obstacles to Girls' Education in Africa



Plan

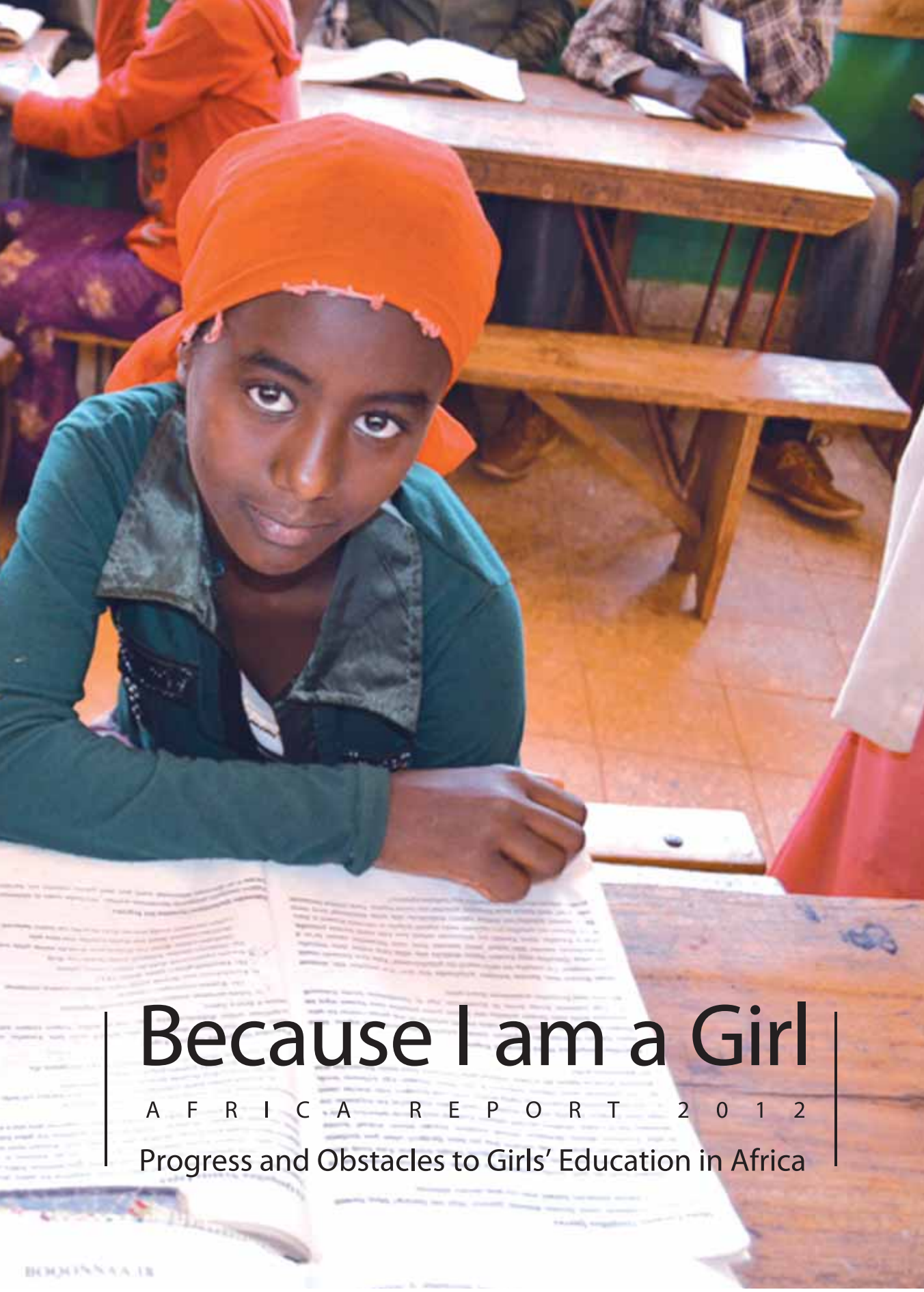
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Acknowledgements

Authors: Our sincere thanks go out to Education for Change and the team of Jake Grout-Smith, Sophie Tanner, Clarie Postles and Helen O'Reilly, whose high-quality and diligent authorship must be acknowledged.

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Designed by Polykrome-Dakar/Senegal
Printed by Polykrome-Dakar/Senegal and Kul Graphics-Nairobi/Kenya
Translation by Diversifia – Ouagadougou/Burkina Faso

ISBN: 978-92-9250-009-2

Our sincere thanks go to all staff Plan programme countries and Regional Offices as well as those individuals and organisations that conducted the research in 11 countries across Africa, between November 2011 and May 2012.

Special thanks also go to the individuals and communities, and particularly the children, who willingly participated in the research.

Whilst every effort has been made to ensure that the information contained in this publication is accurate at the time of going to press, Plan cannot be held responsible for any inaccuracies.

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Foreword

The year 2012 will go down in the annals of history as one of the most defining years in global efforts to address gender inequality, especially in Africa and in particular in the history of Plan International (Plan).

In Africa, 2012 has been a significant year for women. In April, Joyce Banda became the first ever female President of Malawi and the second sitting female President in Africa. In June, Fatou Bensouda of the Gambia became the first female and African Chief Prosecutor of the International Criminal Court (ICC) after serving as a Deputy Prosecutor in charge of the Prosecutions Division of the ICC since 2004. Again, in June, Zainab Hawa Bangura of Sierra Leone was appointed as UN Secretary-General's Special Representative on Sexual Violence in Conflict. And in July, Dr Nkosazana Dhlamini-Zuma of South Africa became the first female Chairperson for the African Union Commission, the executive branch of the African Union.

At Plan, Ellen Margrethe LØj was appointed in March as the organisation's first female chair of the Members' Assembly and International Board, after serving 4 years in Liberia as the Special Representative of the Secretary General of the United Nations Mission in Liberia and Coordinator of United Nations Operations. Her appointment came as Plan prepared to launch its biggest global campaign "Because I am a Girl," which is aimed at addressing gender inequality.

Plan's 'Because I am a Girl' campaign was launched on October 11, 2012, when the world marked the first International Day of the Girl Child. Millions of girls throughout the world face huge challenges, simply because they are girls. These include discrimination, violence and sexual harassment, high levels of poverty and lack of education.



Adama Coulibaly, Regional Director, Plan International, West Africa



Gezahegn Kebede, Regional Director, Plan International, Eastern and Southern Africa

Plan's 'Because I am a Girl' campaign will support four million girls to get the education, and skills they need to move themselves from poverty to opportunity.

This inaugural edition of the pan Africa 'Because I am a Girl' 2012 report is a culmination of intensive research conducted in 11 African countries to assess the **"Progress and Obstacles to Girls' Education in Africa."** During the research, Plan worked with children both in and out of school, parents, educators, leaders and policy makers at village and at national levels, to explore what lies behind the statistics on girls' education - from the presence and impact of policy frameworks, to the daily choices and challenges for girls, parents, communities and teachers which influence girls' educational opportunities and capacities. This report reflects Plan's determination and commitment to promote equal treatment and opportunities for girls in Africa.

The 'pan Africa Because I am a Girl' report is a subset of and complements the global 2012 Because I am a Girl report on the theme of girls' education, presenting the difficulties faced by girls, their families, communities and teachers across Africa, and how their experience of education is impacted. The report is timely, coming especially when efforts to achieve education for all by 2015 are gaining increased currency, particularly in Africa where there is still a long way to achieve education all girls.

A word of gratitude must, therefore, be given to all who were behind the production of this report.





Introduction

Plan's Because I am a Girl global campaign

Because I am a Girl (BIAAG) is Plan's campaign to fight gender inequality, promote girls' rights and lift millions of girls out of poverty. Across the world, girls face double discrimination due to their gender and age, leaving them at the bottom of the social ladder.

Educating girls is the key to breaking the cycle of poverty and improving the lives of girls, boys and everyone in their communities. Plan's Because I am a Girl global campaign is supporting four million girls to get the education, skills and support they need to move themselves from poverty to opportunity. More information on the campaign can be found at: www.becauseiamagirl.org



Plan

Boys and girls going to school - Togo

The report

Plan's Because I am a Girl annual global report maps the state of the world's girls. While women and children are often recognised as specific target groups in policy and planning, girls' particular needs and rights are often ignored. These reports provide evidence, including the voices of girls themselves, on why girls' needs require specific attention.

This is the first pan-Africa Because I am a Girl report, prepared by Plan's Regional Office of Eastern and Southern Africa and West Africa Regional Office. It accompanies and complements the global 2012 Because I am a Girl report on girls' education, presenting the difficulties faced by girls, their families, communities and teachers across Africa, and how their experience of education is impacted and influenced by policies, cultural practices and traditional values.

Girls' education: a basic right and a key to development

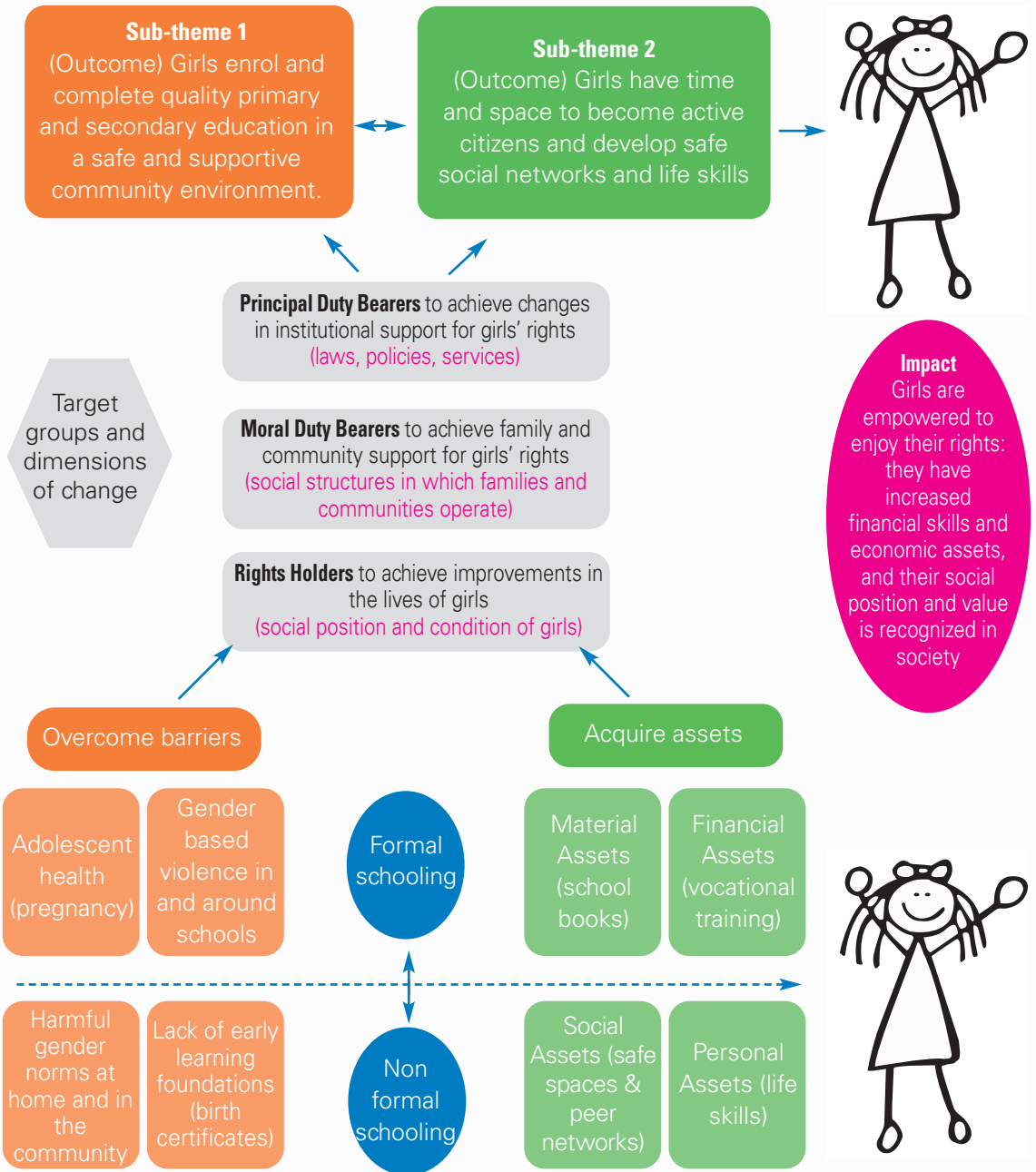
Education is a basic human right for all children. This was recognised over 60 years ago in the Universal Declaration of Human Rights, acknowledged and agreed to by many governments across the world. However, in Africa millions of children, particularly girls, are still denied the right to education and are unable to access the knowledge, skills and capabilities necessary to take an empowered and equal role in society. This violation of basic rights is unjust and must be changed.

In addition to being an intrinsic human right, research has consistently demonstrated that education, particularly girls' education, is one of the most effective means of development, not only for girls themselves but for their families, communities and wider society. Educating girls improves maternal health, reduces child mortality, raises levels of household nutrition, and increases the potential workforce and opportunities for economic growth.¹ Tackling barriers to girls' education is thus central to addressing the root causes of poverty.

So why is it that across Africa girls are still less likely than boys to enrol and remain in school? Why, in 47 out of 54 African countries, do girls have less than a 50% chance of going to secondary school?² And why, even whilst at school, do girls continue to face discrimination and abuse which threatens to undermine the potentially transformative power of the education they receive?

Plan's goal is to ensure that girls enrol and complete at least 9 years of quality education in a safe and supportive community environment and acquire the skills they need to lead healthy and productive lives. As the Because I am a Girl Theory of Change shows, this requires a focus on both overcoming barriers to girls' education, and empowering girls through developing their assets and capabilities:

Because I am a Girl - Theory of Change



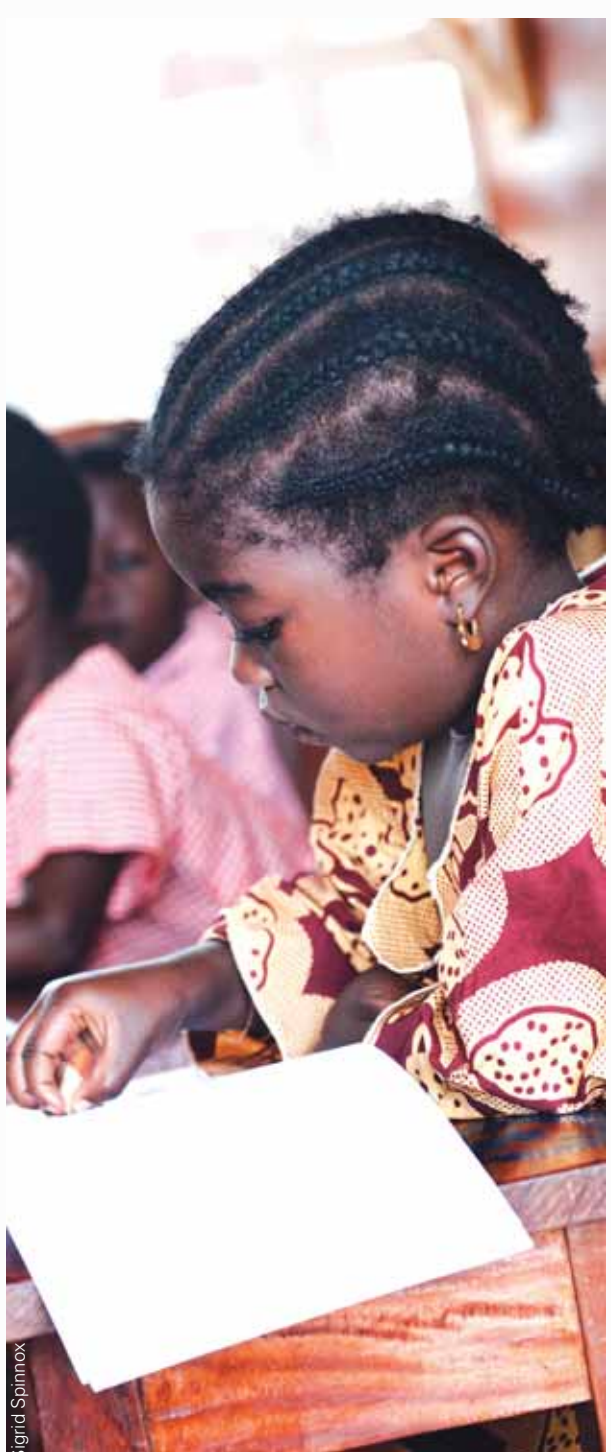
The research

This report draws on research undertaken by Plan from November 2011 to May 2012 in 11 countries in sub-Saharan Africa: Ethiopia, Ghana, Guinea-Bissau, Kenya, Liberia, Malawi, Mali, Senegal, Togo, Uganda and Zimbabwe.

Working with children both in and out of school, parents, educators, leaders and policy makers from the village to the national level, this research explores what lies behind the statistics on girls' education – from the presence and impact of policy frameworks, to the daily choices and challenges for girls, parents, communities and teachers which influence girls' educational opportunities and capacities.

The research took place in 2-3 selected research sites in each country. These covered both urban and rural locations and high, average and low performance levels in enrolment and progression at primary and secondary school levels. Quantitative and qualitative data was collected from these sites using a range of methods:³

- In-depth interviews with 169 key informants at national, district and local levels
- 142 focus group discussions with separate groups of male and female parents and boys and girls in and out of school
- Structured questionnaires administered to 1922 parents / heads of households and 1911 children
- 15 in-depth case studies with individual girls both in and out of school



A young girl at preschool, Togo





Setting the scene

The policy context

The right to education is entrenched in international human rights treaties, and commitments to girls' education have been made in a number of international and regional agreements and frameworks, ratified by the majority of African states.

In Ghana only 30% of parents surveyed were aware of government efforts to support girls' secondary education, whilst in Liberia only 51% of parents knew of the government's education policies and initiatives related to girls.⁴ This inevitably impacts on the efficacy of policies, particularly where entrenched community

	Treaty/agreement
International human rights treaties with basic right to education	<ul style="list-style-type: none"> • United Nations Convention on the Rights of the Child (1989) • International Covenant on Economic, Social and Cultural Rights (1966) • Convention on the Elimination of All Forms of Discrimination Against Women (1979)
International commitments to girls' education	<ul style="list-style-type: none"> • Beijing Platform for Action (1995) • Dakar Framework for Action on Education for All (EFA) (2000) • 1Millennium Development Goals (MDGs) (2000)
Key African regional commitments to girls' education	<ul style="list-style-type: none"> • African Charter on Human and Peoples' Rights (1986) • African Charter on the Rights and Welfare of the Child (1999) • Second Decade of Education for Africa (2006-2015) • Recommendations of the Conferences of ECOWAS Education Ministers (2002, 2004 and 2009) • ADEA conference of African Ministers for Education, international development agencies, researchers and education experts (2008)

Many African states have introduced national policies to enact their commitments to girls' education under these international and regional frameworks. Policies aiming for the achievement of universal primary education and the removal of school fees are common across the continent. In some cases girls' education has been explicitly addressed in separate policies such as Kenya's Gender Policy in Education and Liberia's National Policy on Girls' Education.

Despite the existence of such policies, Plan's research shows public awareness of government policies and initiatives around girls' education remains very low.

values conflict with policy statements, such as around the re-admission of pregnant schoolgirls after childbirth.

There are also persistent concerns over the capacity of governments at all levels to disseminate, implement and monitor education policies. Inadequate resources are repeatedly cited by key stakeholders as a core challenge in this.⁵

Studies suggest that such resource issues are currently being exacerbated by global financial constraints which are pressurising long-term, pro-poor development budgets in favour of short-term, growth-centred budgetary decisions.⁶

Beyond basic resourcing, the weakness of monitoring and enforcement mechanisms is not only hampering the implementation of policies and initiatives to support girls' education, but also failing to ensure girls' basic protection from abuse and harassment within schools.⁷

Government education policies are still naked without adequate budgetary support to sustain their implementation

Educator in Zimbabwe

The current state of girls' education in Africa

Early childhood

Early childhood care and education (ECCE) has been shown to have significant impacts on the opportunities and life chances of all children, but particularly girls.⁸ Those who participate in

ECCE programmes are better prepared for primary school and are more likely to stay enrolled for longer and progress further in education.⁹ Although pre-primary enrolment has risen by 4.6 million in sub-Saharan Africa over the past decade, it remains the lowest in the world at 17%. Public provision of pre-primary education is very limited and it is often the poorest families, who would benefit the most, that are the least able to access it.¹¹

Primary education

With the abolition of school fees in many countries, the last decade has seen a rapid increase in primary school enrolment rates. In sub-Saharan Africa an additional 52 million children enrolled in primary education from 1999 to 2008, and during the same period girls' primary enrolment increased from 54% to 74%. Despite this progress, 29 million children remain out of school in the region, 54% of whom are girls.¹² The likelihood of achieving universal primary education in Africa by 2015 thus looks increasingly remote.

The statistics also mask huge national variations; in Ethiopia, for instance, girls' enrolment has leapt from 30% to 75% over a decade, whilst in other countries, such as Niger and Eritrea, it remains well under 60%.¹³

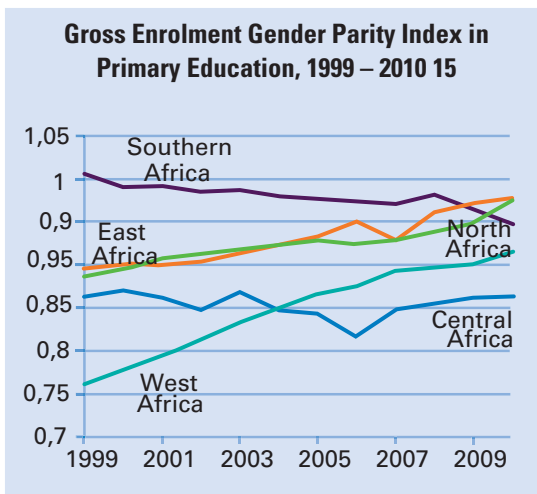


Students in class, Togo



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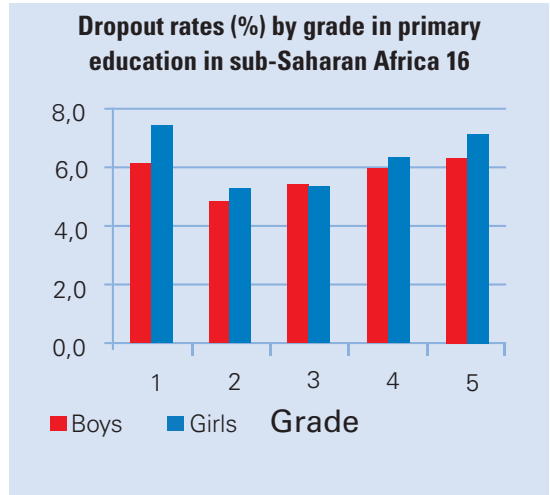
Only 16 countries in sub-Saharan Africa have achieved gender parity in primary education, and 17 countries still have a gender parity index under 0.9.



The situation is worse in conflict affected states which are heavily concentrated amongst those furthest from reaching Education for All goals.¹⁴

Figures on enrolment and parity, however, only go so far in giving us a true picture of girls' education. They cannot tell us which girls are enrolling, how long they stay or what they learn in school.

Aggregated national data hides many inequalities at local levels; factors of poverty, location, ethnicity, disability and social and political unrest combine with gender discrimination to make education a remote possibility for many girls. Unless these intersecting issues are identified and tackled directly, further progress will not be possible.



Only 7 in 10 children who begin primary school in sub-Saharan Africa will stay in school until the last primary grade. Girls are more likely to drop out, with rates as high as 59% in Ethiopia and 57% in Liberia.¹⁷ Drop out rates are particularly high during the first grade as the abolition of school fees has produced a surge in enrolment, leading to significant overcrowding in classrooms and poor quality education. In many countries dropout rates also increase with age as the economic and social pressures that adolescent girls and their families face make continued school attendance unsustainable.¹⁸

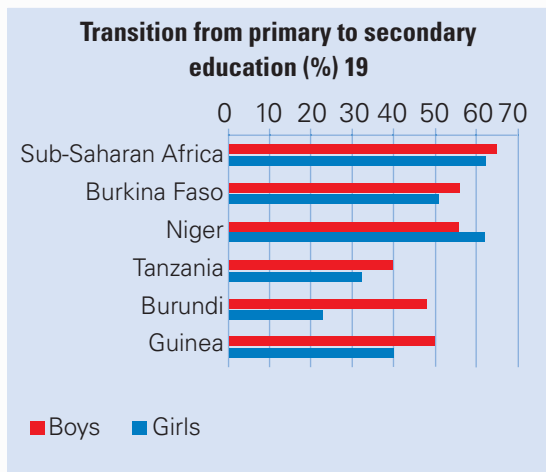


Olivier Girard

Members of Plan supported youth club in Lokogohoue village in Couffo, Benin

Secondary education

Secondary school comes at a particularly vulnerable age for girls as they enter into puberty and reach an age some communities consider appropriate for child-bearing, marriage and work (inside or outside the home). This dramatically reduces their chances of staying in school.²⁰ The transition rate from primary to secondary education across sub-Saharan Africa is 62% for girls, but as low as 32% in Tanzania.²¹



Some countries have made concerted efforts to consolidate and sustain the progress made in primary education. Universal secondary education policies have been introduced in Uganda, for example, that have contributed to improvements in girls' transition and parity in secondary schools.²²

However, across sub-Saharan Africa less than a quarter of secondary school-aged girls are enrolled in secondary education.²³ Rates are nearly one-third lower in conflict-affected countries, and the gender parity gap is widening.²⁴ In the few countries with data available on how many girls complete even lower secondary education, the scale of the challenge becomes evident: 3% in Niger, 17% in Malawi, 25% in Ethiopia and 29% in Uganda.²⁵

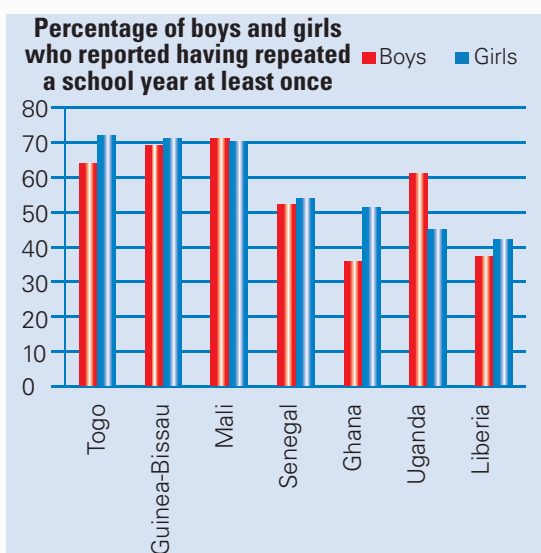
Educational quality

The influx of students into primary schools has created enormous resource challenges for governments as they try to keep up with the demand for education. The resulting strain on under-resourced and understaffed schools has had repercussions on the quality of education they are able to deliver. A crisis of learning has thus emerged in which many children are leaving primary school without basic literacy and numeracy skills.²⁷ In Tanzania, 20% of primary school leavers cannot read a simple sentence.²⁸ In Uganda the rate is over 25%, and in Mali over 90% of Grade 2 students are unable read a single word of connected text.²⁹

Poor quality education negatively impacts girls more than boys. In Kenya's end of primary school national exams, 29% of girls and 50% of boys achieve the national average mark or above; in Rwanda, just 38% of primary exam passes were by girls; and in Tanzania 43% of girls passed in contrast to 56% of boys.³⁰



Roland Geisheimer



Failure to pass end of year exams often means that children must repeat the school year. Plan’s research found that over 70% of girls reported having repeated at least one year in Togo, Guinea-Bissau and Mali with exam failure cited as the primary reason. Repeating a year not only reflects the lack of learning for the student, but also inefficiency in the education system – something which can be ill-afforded given limited government budgets.

Research suggests that repetition is linked to low achievement and negatively impacts on students’ motivation to continue with their education. As such it is often a strong indicator that a student will drop out. This is particularly the case for girls as it combines with additional social and economic pressures to drop out during adolescence.

A key motivation for schooling is the acquisition of basic reading and writing skills and the improvement of career prospects. There are therefore huge implications for girls’ access and retention in education if parents and girls do not feel that it can help them achieve these aims.

The situation for many girls across Africa therefore demands urgent attention. There is still much work to be done just to get girls into school. Yet investments to improve access will be wasted without parallel efforts to tackle the challenges girls face to remain and progress in school. All of these investments and efforts rely in turn on ensuring that the education girls receive in school is of sufficient quality and relevance to deliver on its transformative potential.



What is preventing girls' access and retention?

The factors influencing whether a girl is able to go to school and stay there are complex and dynamic. Plan's research shows that constraints of poverty, location, gender stereotypes, social norms, customs and harmful practices all form a shifting and interconnected web through which girls, their families and their communities have to navigate on a daily basis. In particular, students, teachers and parents have highlighted the way in which poverty lies at the heart of many of the challenges that hinder girls' access to, and experience of, education. The pressures of poverty mean that parents must constantly make decisions about how to utilise extremely limited resources and how best to provide a secure future for their family. In the context of the range of factors explored below, the choices made often mean that girls' opportunities and life chances are severely constrained.³⁶

Gendered attitudes in society

Many of the concerns and constraints in girls' education are rooted in deep-seated gender inequalities. Entrenched assumptions about girls' roles as carers, mothers, brides and household labourers influence perceptions of the value of girls' education and the life and career choices that are available for them.³⁷ Changing these attitudes and behaviours is one of the greatest challenges facing girls' education and also one of the most complex to address.

Even in areas where there is a generally positive response to girls' education, there is still a tendency for parents to support boys' education over girls'. In Mali 48% of parents surveyed said they would keep their sons in



Young girl doing household chores in Mozambique

States...shall take all appropriate measures to eliminate harmful social and cultural practices affecting the welfare, dignity, normal growth and development of the child and in particular... those customs and practices discriminatory to the child on the grounds of sex or other status.

African Charter on the Rights and Welfare of the Child (Article 21)

There are still biased attitudes towards girls' education and some parents still believe that girl's education has no value and they (girls) cannot succeed even when educated.

Male Parent, Ethiopia

school rather than their daughters if forced to make a choice, compared to only 28% who opted for keeping their daughters in school. In the Ashanti area of Ghana this difference increased to 50% opting for keeping boys in school against only 10% for girls.³⁸

For many parents such choices are made on the basis of how far education supports or threatens traditional roles for girls. In Ethiopia and Kenya, parents noted that men felt threatened by, and were reluctant to marry, educated girls unless they were educated themselves.³⁹ Similarly in Mali and Senegal, parents voiced concerns that girls would not marry if they stayed in school. There was also uncertainty about the benefits they would receive from educating their daughters, as boys were destined to be the head of the family and care for parents whilst girls would go to another family through marriage.⁴⁰

Such attitudes and perspectives on girls' capabilities and roles are also reflected in children's own perceptions of education. In Mali, for instance, girls themselves commented that boys were more likely to succeed in education as they are more intelligent than girls.⁴¹

The attitudes of both parents and children play a significant role in determining if, and for how long, girls go to school. Often these attitudes are actively hindering rather than supporting girls'

education. Plan's research indicates, however, that awareness raising and community advocacy can build an increased understanding of the value in educating girls, with parents being involved and ready to engage in discussion about the challenges to girls' education.⁴²

Expanding opportunities and girls' capacity to participate and advocate around their own experiences is a key component of such work. In Ghana, Sierra Leone, Liberia and Togo, Plan's *Girls Making Media* project has established clubs for girls, each linked to an adult journalist trained in child rights and gender issues. With skills training in networking, media and advocacy, club members have utilised various forms of media to advocate on specific gender issues, reaching approximately 600,000 through national and community radio and 400,000 through national TV across the four countries. This programme has been shown to raise the self-esteem and confidence of girls, as well as changing the attitudes of surrounding communities and parents in respecting girls' opinions and giving them space to contribute to community decisions.⁴³



School going children in Mozambique

The costs of education

Many countries across Africa have national policies stating that primary education is free. The reality for children and their parents, however, is very different. Whilst official school fees may have been abolished, many schools continue to charge other fees such as for enrolment or examinations. Added to the costs of uniforms, books, transport, stationery and other 'hidden costs' of education, sending a child to school remains a significant financial investment for families.⁴⁴ This increases further at secondary school levels where costs are often 3 to 5 times higher than at primary level.⁴⁵

These cost burdens were repeatedly cited by parents as a key factor in both the non-enrolment and the non-retention of children in schools across all eleven countries in Plan's research.⁴⁶ In Liberia, for example, 58% of parents identified the costs of schooling as the

My preference goes to boys, because there is in no benefit of sending girls to school. Most of them did not succeed. They did not go beyond primary grade 4. This is a waste of time and money for us.

Male parent, Uganda

primary reason for not enrolling their children. School fees and school materials/uniforms were also reported as the principle difficulty faced in school by 36% and 38% of children respectively.⁴⁷ For parents in Guinea-Bissau, school costs seem to be increasing, with 89% reporting exam fees had increased over the last five years and 87% noting higher costs of school supplies.⁴⁸

Such financial burdens affect poor families disproportionately. Poor parents are often forced to make tough economic decisions about which child is more likely to gain from the limited investments they can make in

States...shall in particular: (a) provide free and compulsory basic education; (b) encourage the development of secondary education... to progressively make it free and accessible to all.

African Charter on the Rights and Welfare of the Child (Article 11)

Because of the crisis our children are often forced to drop out of school because we're not going to steal to send them to school; what helps us sometimes is if we're breeding animals we can then sell an animal to get the money to enrol our children.

Female parent, Guinea-Bissau

education.⁴⁹ Whether parents are supportive of girls' education or not, a girl's immediate usefulness as a family carer, her value as a bride or her domestic and other labour may be seen as more valuable than the longer-term return from investing in her education.

This balance shifts further against girls' education at secondary school levels where the costs of education increase at the same time as girls begin to be considered suitable for marriage, child-bearing and work. Due to this interaction of costs and gendered roles, girls are often withdrawn from school at the very time that education can provide them with the much needed skills and assets to empower them during the vulnerable period of adolescence.⁵⁰

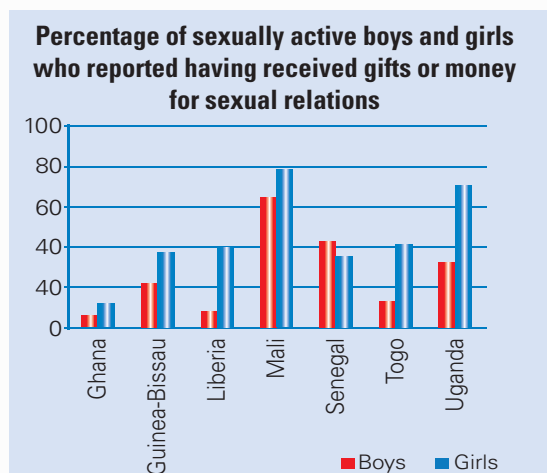
Many countries have introduced initiatives to lower the costs of schooling and thus ease the financial burden on families. In Zimbabwe the Basic Education Assistance Module (BEAM) provides financial assistance to children and their families who struggle with meeting the costs of education. In conjunction with the Education Transition Fund that supplies stationery and books to primary and secondary schools, this initiative has led to increased enrolment, retention and gender parity in schools.⁵¹

Bursary and scholarship programmes for poor children at secondary school levels have also been introduced in Kenya and Malawi, with priority being given to girls. Such initiatives which have helped improve girls' transition rates to secondary education, although limited budgets and issues of coordination between various funders have restricted the number of girls able to be supported in this way.⁵²

In many countries, including Guinea-Bissau, Ghana and Mali, school feeding programmes have also produced positive results in boosting enrolment and retention of both boys and girls in schools.⁵³

Transactional sex

It is difficult to assess exactly how many children are involved in transactional sex – the exchange of sex for money or gifts – but Plan's research supports other studies in indicating it is widespread and a commonly acknowledged practice amongst school-aged girls and, to a lesser extent, boys.⁵⁴ In Uganda, 70% of girls and 33% of boys who stated they were sexually active reported having received gifts or money in exchange for sex, and in Mali these figures increase to 78% and 64% respectively.⁵⁵



Household poverty is the most common factor motivating girls and boys to enter into transactional sex relationships; basic but unaffordable necessities such as soap, food and clothes were the main items sought through these relationships by 91% of girls in Ghana and 74% in Liberia.⁵⁷ Luxury items such as perfume and mobile phones are also common motivations. In addition, the use of money from transactional sex to cover school fees and school materials is cited as a key driver of these relationships by 41% of children in Guinea-Bissau, 50% in Senegal and 24% in Uganda.⁵⁸

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse

UN Convention on the Rights of the Child (Article 34)

God gave me a 'shop within my body' to work with, so I can survive the sting of poverty... why can't I use it to earn a living?

Girl, Kenya

In Kenya and Malawi, teachers and education officials reported that engaging in transactional sex negatively affected girls' participation and performance in school as they tended to be more distracted and less able to concentrate in class.⁵⁹ In Liberia, 47% of parents believed that transactional sex leads to girls dropping out of school.⁶⁰

The first signs that girls were engaging in transactional sex were their low levels of concentration in class. The next thing you see the girl being sent away from school. Once the girls get pregnant, that is the end of their education.

Male student, Uganda

For all children involved in such relationships, and particularly for girls, there are considerable risks and vulnerabilities involved.

In the vast majority of cases there is a significant power imbalance between girls and the men or boys they enter into these relationships with, and the risk of HIV and other sexually transmitted infections is high.⁶¹ Early and unwanted pregnancy is also a commonly reported consequence, which, as well as the health risks to both mother and child, is strongly linked to school drop-out for girls across many countries.⁶²

Early pregnancy

Early pregnancy is common across sub-Saharan Africa with more than 50% of girls and young women giving birth by the age of 20. Studies have shown that a range of factors make primary and secondary school girls vulnerable to early pregnancy, including poverty, lack of access to sexual and reproductive health services and information, the prevalence of sexual violence and transactional sex, low levels of education, and child marriage.⁶⁴

For the vast majority of schoolgirls, pregnancy means the end of their already slim chances of education. In Liberia 61% of children reported knowing at least one girl who had become pregnant in the last two school years, and only 5% reported that those girls had returned to school.⁶⁵ In Uganda 57% of children identified pregnancy as the leading cause of school drop

out for girls, rising to 58% in Guinea-Bissau and 62% in Liberia.⁶⁶ Lack of support from schools, socio-cultural expectations and pressures of motherhood, lack of childcare options, and stigma and bullying from peers were all reported to make it very unlikely that young mothers will return to school after childbirth.⁶⁷

States...shall have all appropriate measures to ensure that children who become pregnant before completing their education shall have an opportunity to continue with their education on the basis of their individual ability.

African Charter on the Rights and Welfare of the Child (Article 11)

Since nobody was taking care of me I received money and gifts from men; in order to please them I have to have sex with them. That is how I become pregnant in school...at first I wanted to abort the pregnancy but in the process I almost lost my life...with the man responsible he does not take care of me he only gives me money for my hospital bill. Because I am not schooling I feel very sad when I see my friends dressed in their uniforms, sometimes I cry. I dropped out of school due to the pregnancy and life is so unbearable.

Girl, Ghana



While some cases have been reported to us and the police, charges have been withdrawn, claiming arrangements have been made with the man responsible to either marry the pregnant schoolgirl or pay for the needs of the unborn child

Educator, Zimbabwe

Many countries, including Malawi, Kenya, Ghana and Liberia, have amended legislation and policies to recognise explicitly the right of pregnant schoolgirls and young mothers to remain in school. However, these legal rights and policies are seldom implemented or enforced at a local level.⁶⁸ Plan's research also found common reports of pregnant girls being forced into marriage with either the father of the child or someone else, even in circumstances where pregnancy was the result of forced sexual relations.⁶⁹

For many parents, sending their daughters to school is perceived as exposing them to higher risks of early pregnancy: 84% of parents in Ghana and 91% in Uganda identified pregnancy as a disadvantage of girls' education, with 'boyfriends' and fellow students cited as the main perpetrators of girls' pregnancies.⁷⁰

Boys and girls are equally sent to school but parents are discouraged by the rampant early pregnancy among girls

Parent, Uganda

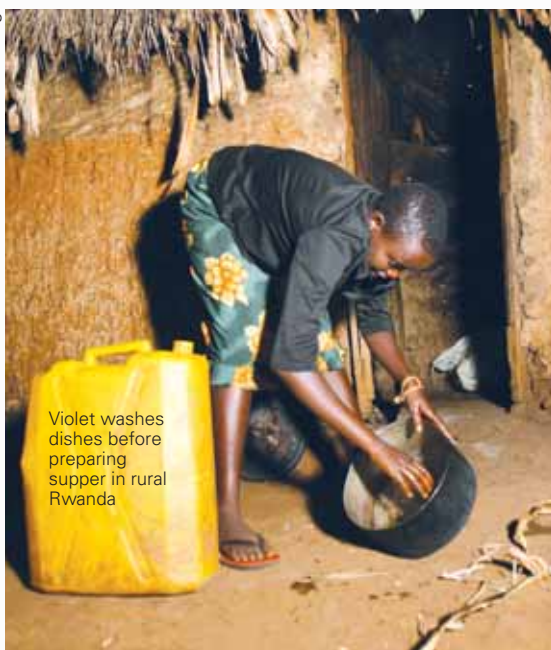
Teachers have an important role in addressing this by raising awareness of the risks and consequences of early pregnancy in schools, providing sexual and reproductive health education and ensuring schools are safe and protective environments for girls. Yet there is concern that a minority of teachers are abusing their position of care: in Togo, Mali and Uganda teachers were identified by children as the perpetrators of girls' pregnancies in 17%, 16% and 15% of cases respectively.⁷¹ Teachers' unions

and associations have a critical part to play in preventing such abuse and strengthening teachers' positive roles in tackling early pregnancy.

A number of initiatives have been successful in overcoming the barriers to education presented by early pregnancy. In Ethiopia, dropout returning committees have been established with representation from students, teachers, members of the school administration, the Parent Teacher Association, the kebele (district) and a teacher who was born in the community. The committee discusses the challenges faced by the student, and visits the parents and student to try to resolve the issue and secure the student's return to school. This approach has assisted the implementation of national policies to enable the return of girls to school after childbirth.⁷²

In Mali measures have been put in place to encourage young mothers to return to school, including being allowed to leave class for breastfeeding, free passes to go to health centres, being excused from sports classes and toleration of late attendance by young mothers.⁷³ In Liberia, re-admission of young mothers into schools is also being encouraged through the provision of childcare services.⁷⁴

Alf Berg



Violet washes dishes before preparing supper in rural Rwanda

Child marriage

Child marriage is often both a cause and a consequence of early pregnancy. It is widespread in many parts of Africa with 60% of girls married by the age of 18 in Niger, Chad and Mali.⁷⁵ It is also reflected in the legal frameworks of some countries, such as Benin and Mali where the minimum age of marriage for girls is 15 (but 18 for boys).⁷⁶ In Guinea-Bissau, parents stated that girls as young as 12 are removed from school to be married and in Togo some girls are promised in marriage in infancy and married once they reach adolescence.⁷⁷

Child marriage and the betrothal of girls and boys shall be prohibited and effective action, including legislation, shall be taken to specify the minimum age of marriage to be 18 years and make registration of all marriages in an official registry compulsory.

African Charter on the Rights and Welfare of the Child (Article 21)

When the father takes the child out of school to give them in marriage, the child has no chance of returning to school as their parents say that they have to follow the ancestral traditions

School inspector, Guinea-Bissau



Plan

A teenage girl with her baby in Niger

The negative impacts of child marriage extend beyond the individual girl into the next generation. The children of young, uneducated mothers are less likely to survive infancy, have a good start to their education, do well in school, or continue beyond minimum levels of education.⁸¹ Daughters of uneducated mothers are especially likely to drop out of school, marry young, and begin the cycle again.⁸²

The prevalence of child marriage is closely associated with poverty, with the highest rates occurring in countries with the lowest GDP, lowest levels of development and in areas of volatility and conflict.⁷⁸ Poor parents often marry their daughters in the belief that marriage will protect and provide their child with a secure future.⁷⁹ However, as with early pregnancy, child marriage has significant impacts on girls' education. 33% of children surveyed in Senegal and 25% in Mali identified it as a key factor in girls dropping out of school, with parents, teachers and children reporting that marriage leads to significant social, domestic and economic pressures which force girls to abandon their education and fulfil more traditional roles as wives and mothers.⁸⁰

In some communities, community advocacy and awareness raising programmes are starting to break this cycle. In Sierra Leone, Plan has supported students to actively advocate around issues of child marriage using drama, peer education and the media. Community leaders and civil society organisations have also been assisted to engage communities in discussion of the issue. This has led to a reported reduction in child marriages, an increase in girls' retention in school, and growing numbers of reports of girls refusing to get married until they have completed their studies.⁸³

Child labour

For many children across Africa, finding sufficient time for their education is an ongoing struggle amidst heavy burdens of child labour required for their own and their families' survival.⁸⁴ These burdens are often split along existing gendered roles: boys in rural areas of Ethiopia, for example, are involved in supporting the family's subsistence pastoral or agricultural work or engaging in small scale trade and other income-generation activities, whilst girls are involved in extensive domestic work such as cooking, fetching water and caring for siblings or sick family members.⁸⁵

Every child shall be protected from all forms of economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's physical, mental, spiritual, moral, or social development

African Charter on the Rights and Welfare of the Child (Article 15)

Children are taken as 'means for family economy' and are expected by parents to earn income for the family and this can hinder their school attendance and some drop out.

Teacher, Ethiopia

In Guinea-Bissau over 40% of girls surveyed stated that they did over 5 hours of household chores every day, making it difficult for them to maintain regular attendance at school, to concentrate in class or to study at home. As a result, many girls and teachers reported that the pressure of household chores is a key factor in girls' absence from school and their eventual dropout from education.⁸⁶

These pressures are exacerbated for those families affected by HIV and AIDS, which places a huge burden of care on girls and women.⁸⁷

In conditions of poverty, especially for orphaned children, the immediate income-earning potential of their labour is prioritised over the long-term benefits of education. Girls are then faced with a double burden of household chores and income-generation for their family.⁸⁸

For some girls the necessity of earning income involves being sent away to urban centres to find work, placing girls in extremely vulnerable and isolated conditions. In Jimma, Ethiopia, parents noted the tendency for girls to migrate to the Middle East in search of jobs, and in both Zimbabwe and Ethiopia, parents and educators reported cases where girls searching for work in cities were exposed to sexual exploitation and commercial sex work.⁸⁹

In these circumstances, the opportunities for girls to continue their education are severely restricted and specific interventions are required to meet their needs. In Niger and Guinea, Plan has supported 'second chance' schools for children and youth who have not enrolled or have dropped out of the formal system. These schools aim to provide basic education that will enable students to either reintegrate into the formal system or continue into vocational training.⁹⁰ These more flexible and non-formal education approaches are critical for many girls seeking to break out of the cycle of poverty and exploitation.

Distances to schools

The introduction of free primary education has led to a rapid expansion of school infrastructure in many countries in order to keep up with rising enrolment rates. However, demand still far outstrips supply and long distances to the nearest school remains one of the main reasons for non-attendance, identified by 22% of children in Togo, 21% in Uganda and 26% in Guinea-Bissau.⁹¹



Girl reading from her room in Mozambique.

The situation is particularly acute at secondary school; in Mauritania and Senegal, the average journey time for secondary school students is 80 minutes.⁹²

The issue of distance is of particular concern for girls due to security and safety considerations on such journeys. Parents in Ethiopia noted that girls' vulnerability to sexual violence and abuse whilst travelling was a key factor in stopping their daughters going to school. At secondary level, the alternatives in rural areas include boarding schools or sending girls to rented rooms in towns with a secondary school. Both of these, however, involve additional costs that must be found in limited family budgets. Parents also noted the risks of sexual exploitation and violence that girls face living alone in towns.⁹³

Many governments and development partners are investing in large-scale school construction projects. A number of innovative approaches are

helping to ensure that these are meeting the needs of individual communities. In Liberia and Senegal, Plan works with Advisory Panels and Implementation Committees made up of community members to ensure that infrastructure activities are informed by local knowledge of geographical needs and coordinated with other government infrastructure plans.

In the village...schools are lacking - we can see that as children have to walk 7 to 12km to school and so have to drop out of class if they don't have any support in town that is accommodation during the week.

Teacher, Guinea-Bissau

In Togo, Guinea, Ghana and Liberia, school construction projects have been placed directly under community management mechanisms, providing improved sustainability, community accountability, ownership and capacity and skills development of community members.⁹⁴



Quality education?

The reality in schools

For many girls across Africa, simply getting into school can be a struggle. However, the challenge does not stop there. To ensure girls receive the empowering and transforming experience that education can offer, we must also look at girls' experiences in schools. National and international measures of learning still fail to give us an accurate picture of what and how children learn.⁹⁵ We know, however, that factors around school environments, child protection and teachers impact the learning outcomes of all children, but particularly girls.⁹⁶

Teachers

One of the most important factors in ensuring quality education and learning outcomes is having sufficient numbers of trained, well supported and motivated teachers. Many countries have struggled to meet the rising demand for teachers as student enrolments have risen rapidly.

Dedicated initiatives and an intense effort to improve the percentage of female teachers in secondary and higher education are needed.

ADEA 2008 Biennale on Education in Africa

At school, I have problem with how our teachers' salaries are not paid on time. Whenever their salaries are delayed, they stay away from classes; sometimes for months or weeks until they are paid. As a result of this, I have to remain at home until the teachers are paid and ready to come back to teach us.

Female student, Liberia



Sigrid Spinnox

Teachers receiving training to improve the quality of education in Togo

To ease this pressure, unqualified teachers have been drafted in, often with minimal or no training. Yet class sizes remain high across the continent and a further 1.1 million teachers are still required in sub-Saharan Africa to achieve universal primary education by 2015.⁹⁷

Female teachers are particularly under-represented, especially at secondary school level. Across sub-Saharan Africa, 43% of teachers are female at primary level and only 29% at secondary level, going as low as 7% in Togo and 4% in Liberia.⁹⁸ Such statistics mask further local disparities, with difficulties in attracting and retaining female teachers in rural locations due to security and mobility concerns.⁹⁹

There is widespread evidence of the positive influence that female teachers can have on girls' enrolment, retention and learning outcomes.¹⁰⁰ Well trained, supported and motivated female teachers can act as effective professional role models for girls, offering an alternative to the traditional roles of women in the community.

The presence of female teachers in schools can also help to create a more 'girl friendly' learning environment in which girls' needs and perspectives are more likely to be understood and addressed.¹⁰¹

Such positive impacts can be strengthened by having women in decision-making positions – both at the school level and beyond.¹⁰² The Kenyan government has introduced a target that at least 30% of employees in public sector managerial positions, including head teachers, should be women. Whilst the government has struggled to meet this target, structures are slowly being built to increase the presence of women in the teaching profession.¹⁰³

Goal: to eliminate gender disparities and ensure gender equality, girls' and women's empowerment throughout the education system

The Second Decade of Education for Africa (2006-2015)

Zimbabwe government policies have increased school enrolment, but the experience of girls in education is unique and varies from urban to rural areas – they need supportive school environments and role models. This is the reality in Zimbabwe and in Africa at large

NGO Country Director, Zimbabwe

Many governments and development partners are involved in providing pre-service, in-service and distance education training courses for teachers in which female teachers are given preference and additional support.¹⁰⁴ Incentives, such as accommodation and financial allowances, have also been introduced to attract teachers to rural areas. Yet the continued high demand for teachers, particularly female teachers, suggests such initiatives need rapid expansion.

Gender sensitive approaches and materials

Ensuring there are sufficient teachers in schools is a significant step. Equally important is ensuring that the education teachers deliver is of good quality and is gender equitable. In school, girls are often discriminated against by teachers who, often subconsciously, perpetuate existing socio-cultural norms of gender inequality and place a greater value on boys' education.¹⁰⁵

Classroom practices need to meet girls' individual learning needs and engage them in a safe and positive learning environment. High pupil to teacher ratios and inadequate support for teachers make this challenging; but ongoing in-service training and improved school support systems are slowly developing teachers' professional capacities. The Forum for African Women Educationalists' (FAWE) Gender Responsive Pedagogy model provides in-service training to teachers to enable them to be more gender aware. It equips teachers with the practical skills and knowledge to understand and address the specific learning needs of individual students and to encourage the equal participation of boys and girls in the classroom.

The model has been introduced in 13 African countries and has led to an improvement in girls' retention, participation and performance in school as well as improved gender relations.¹⁰⁶



Girls studying under a tree during lunch hour in Addis Ababa, Ethiopia

Providing opportunities for girls' and women's participation in school governance and management is also important, not only to ensure a supportive school environment for girls but also to provide girls and women with skills and opportunities for their own empowerment. Initiatives include strengthening parent-teacher associations and child participation structures, such as the school governments and councils supported by Plan in Burkina Faso and Senegal.¹⁰⁷ Research has also indicated that traditional and discriminatory gender roles can be reinforced by national and local curricula and teaching materials. Across Africa, development partners and governments have been collaborating to review curricula and textbooks to ensure they are relevant and gender sensitive, are free from gender biases and stereotypes, and convey positive images of girls and women.¹⁰⁹

Violence in schools

There is clear evidence that quality education can contribute significantly to protecting girls from violence and enhance their capacity to resist abuse.¹¹¹ Teachers play a key role in the protection of children at school and in the community and child protection is increasingly integrated in teacher training programmes.

States... shall take specific legislative, administrative, social and educational measures to protect the child from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse, neglect or maltreatment including sexual abuse.

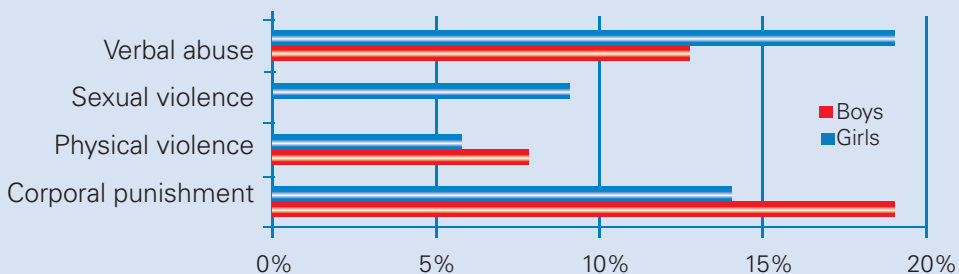
African Charter on the Rights and Welfare of the Child (Article 16)

I had a problem with a teacher who wanted to go out with me and I refused. He always withholds grades because I didn't want to go out with him.

Female student, Mali

However, research indicates that many children, and particularly girls, are still subjected to violence and exploitation from both peers and teachers in and around schools.¹¹² In the Democratic Republic of Congo, 46% of girls surveyed said they had experienced sexual harassment, abuse or violence whilst at school, and in Niger, 88% of teachers confirmed there were sexual relationships between students and teachers at their school.

Types of violence at school cited by children in Uganda



The nature of violence experienced by girls and boys varies according to context, but includes high levels of corporal punishment and verbal abuse, physical violence and sexual violence.¹¹⁴

In Plan's research, teachers were cited as the main perpetrators of violence in schools by over 80% of children in Guinea-Bissau, Senegal, Ghana and Togo. Children in Ghana, Guinea-Bissau, Liberia, Mali, Senegal and Uganda reported that there was a practice of some teachers coercing girls into sexual acts in return for good grades.¹¹⁵ Across West Africa, children have developed their own expressions for this such as 'moyennes sexuellement transmissibles', meaning sexually transmitted grades, playing on the French acronym MST ('maladies sexuellement transmissibles' or sexually transmitted infections).¹¹⁶

Laws exist in these countries to prevent and punish teacher-pupil violence but are seldom implemented effectively. In Mali, for example, corporal punishment is banned but is reportedly still widespread. Sanctions are rarely

applied to male teachers who are discovered to have sexual relationships with female students, apart from occasionally relocating the teacher to a new school in another area.¹¹⁷ Similarly in Togo there are laws and sanctions to protect girls from sexual abuse by teachers, but a lack of enforcement means instances of sexual abuse are rarely followed up.¹¹⁸

In addition, the quality or absence of basic facilities in schools often leaves girls unprotected and vulnerable to attack. Studies indicate that both girls and female teachers experience higher risks of harassment and abuse in schools with no separate latrines, poor water and sanitation facilities, poor lighting and unsafe environments.¹¹⁹

Teachers unions are playing an important part in many countries to tackle violence in schools through the provision of training for teachers, awareness raising, lobbying for stronger legislation and supporting teachers to provide safer school environments for children and particularly girls.¹²⁰

Learn Without Fear: Plan's global campaign to end violence in schools

In 2008, Plan launched its pioneering global campaign to end violence against children in schools – Learn Without Fear. The campaign, focusing on the need to end sexual violence, bullying and corporal punishment, has met with a huge response worldwide. Plan has been working at all levels – global, regional, national and local – to ensure that violence-free schools are a priority for governments and all those involved in children's education and rights.

The Learn Without Fear campaign and advocacy work has resulted in great positive gains for children worldwide:

- New laws and policies to protect over 485 million school children from violence.
- Nearly 53,000 teachers have been trained in non-violent teaching methods
- Over 30,000 schools are directly involved in the campaign
- Plan is working with teachers' unions in 20 countries, where they play a key role in spreading campaign messages.
- 311,501 people have attended awareness-raising in the aims of the campaign, helping to change beliefs and attitudes about violence towards children.





Complex challenges, integrated solutions

Plan's research has shown that the barriers to girls' access, retention, participation and performance in school are complex and dynamic. For many girls in Africa, a combination of poverty and attitudes towards gender excludes them from the educational opportunities that could empower them to break out of a vicious cycle of poverty and vulnerability.

Meeting the numerous and inter-related challenges in girls' education that have been highlighted in this report will require a coordinated and holistic response that spans both the education system and the constraining factors in communities and wider society. Stakeholders at every level need to be engaged in this response: from individuals and civil society organisations working at the grassroots to national and international policy makers.

Plan recognises that each of these stakeholders has their own part to play in ensuring that every girl in Africa not only has the opportunity to go to school, but also has the chance to receive an education that will equip her with the critical assets and skills to determine and safeguard her own future. At a governmental level, individual ministries need to work together to coordinate efforts to tackle the social, economic and political barriers to girls' education that cut across multiple sectors. Schools must also take responsibility for providing a safe and gender



Lars Scholtyssyk

Girl learning at Plan-supported school in Garplay village in Nimba County, Liberia

equitable environment in which girls can obtain the qualifications and skills to ensure a self-determined and confident future. At the same time, girls must be empowered to take an active role in securing their own futures and communities must be encouraged to participate and support their own development by changing their cultural and social attitudes toward gender. NGO interventions and civil society organisations have a critical role to play to support and advocate for these social and economic changes and promote accountability from the community to the national levels.

Plan's strategic partnerships:

Across Africa, Plan is engaging in a number of strategic partnerships with different organisations to promote a coordinated and holistic approach to girls' education. These partnerships enable Plan to address the issues involved in girls' education from a number of different levels and across a range of sectors. Plan's partners include:

The Forum for African Women Educationalists (FAWE) - www.fawe.org

Working with teachers, students, schools and communities to transform the environment in which girls learn

FAWE is a pan-African organization whose mission is to create positive societal attitudes, policies and practices that promote equity for girls in terms of access, retention, performance and quality by influencing the transformation of education systems in Africa.

FAWE uses innovative strategies, such as initiating Centres of Excellence, promoting democratic learning and leadership skills in the Tuseme youth empowerment programme and training teachers in Gender Responsive Pedagogy.

FAWE believes that empowering girls and women through education brings immense benefits not only at individual level but at community and country level too.

Africa Network Campaign on Education for All (ANCEFA) - www.ancefa.org

Civil society working for Education for All

Comprising civil society organisations from 34 African countries, ANCEFA is a network working to make an effective – and African – contribution to EFA. Working together, the network campaigns for governments to prioritise education, increase funding for education, act with more accountability in education and increase access to education.

For ANCEFA, there is no doubt that missing an education contributes to driving girls into a cycle of poverty, lack of health, illiteracy and powerlessness. Africa cannot ignore the importance of girls' education in ensuring its sustainable development; this is why ANCEFA stands for African governments budgeting for girls.

Aide et Action - www.aide-et-action.org

Aide et Action works towards a world in which dignity is ensured for everyone – women, men and children – thanks to education which drives human development. This is why Aide et Action has made education for girls and women one of its priority issues. As women and girls are the most excluded from education, Aide et Action is convinced that development and quality education for all depend to a great extent on the empowerment of women.

In order to achieve these objectives, Aide et Action is implementing strategies which focus on field work and advocacy to promote respect for girls' and women's right to education, and training and entrepreneurship education for women.





Policy recommendations to national governments

As demonstrated in this report, promoting girl's right to education will require the engagement of everyone. With the BIAAG campaign Plan wishes to create a social movement for gender equality, and to see national governments take the lead as the primary duty bearers responsible for ensuring the rights of all children. Governments will need to engage in policy reforms and to increase financing to make sure that education policies will provide all girls with a quality education. In addition to this, governments will need to undertake the policy and legal reforms necessary to eliminate social factors hindering girl's access to education. Finally, governments are encouraged to engage and work with civil society to create the social changes needed to ensure the right to education for all boys and girls – by 2015 and beyond.

1. Undertake a gender review of government Education Sector Plans and supporting legal frameworks and policies to ensure all girls successfully complete at least 9 years of quality education, including support for actions in the following areas:



A school going girl in South Sudan

a. Girl-friendly educational environments:

i. Ensure safe and supportive learning environments for girls by assessing schools against girl-friendly criteria; requiring schools to adopt policies that involve students in decision making and strengthen girls' capacity to participate in school governance; and developing /strengthening and enforcing legislation on school-related gender based violence, including mandatory school and teacher codes of conduct and reporting and accountability mechanisms.

ii. Provide sufficient numbers of trained, motivated and resourced teachers, with a particular focus on female teachers, by providing incentives or additional support to attract and retain teachers; ensuring all teachers are provided with adequate pay and conditions; and strengthening teacher management and governance processes. Quality training should be provided to all teachers, incorporating child rights, positive discipline methods, comprehensive sexual and reproductive health education, and gender-sensitive teaching approaches.

iii. Examine and revise the curriculum and teaching materials to ensure they are free from gender stereotypes and bias, and are relevant to the needs of girls.

iv. Strengthen comprehensive sexual and reproductive health education, ensuring it is a core part of the curriculum and included in the training of teachers and school management.

v. Expand flexible and non-formal education options for excluded children and young mothers, including provisions for child-care; and strengthen systems that allow easier transition from non-formal to formal education.



Girl making soap in Guinea Bissau

Plan

b. Socio-cultural barriers to girls' education:

i. Strengthen public service information campaigns and community advocacy on girls' education and challenging harmful gendered norms in partnership with girls and women, men and boys, communities, parents and local authorities. This should build on research into sensitive issues and harmful practices such as child marriage and transactional sex, and their impacts on girls' (and boys') education.

ii. Strengthen the enforcement of policies to enable pregnant girls and young mothers to stay in school.

iii. Take appropriate measures to prevent child marriage, including through legislative and policy change, strengthened monitoring and enforcement mechanisms and through raising awareness on the risks and dangers of child marriage and the importance of girls' education

c. Government capacity to support girls' education:

i. Ensure effective education policy dissemination and implementation through realistic plans at all levels that take account of budget constraints. Policies must be backed up by adequately resourced monitoring and evaluation systems at each level and stronger policy enforcement mechanisms.

ii. Monitor and improve learning outcomes through the development of national gender-sensitive learning outcomes, and the tracking of learning at national and sub-national levels using methods which provide gender disaggregated data.

2. Improve funding to support girls' education:

- a. Review current budget allocations to fill funding gaps identified by the gender review of Education Sector Plans.
- b. Allocate at least 11.4%* of the national budget to pre-primary, primary and lower secondary education.
- c. Fund at least 9 years⁺ of compulsory free education for all and progressively eliminate other cost barriers to girls.
- d. Protect national education budgets from austerity measures, recognising that education underpins economic growth.
- e. Improve the planning and management of resources allocated to education and ensure transparency, accountability and zero tolerance of corruption.
- f. Strengthen the tax base at all levels to fund increases in the education budget.

3. Support the development of an effective post-MDG framework that maintains a strong priority on education as a goal which:

- a. Takes an equity approach and includes gender equality indicators, both quantitative and qualitative.
- b. Redefines basic education to include post-primary.
- c. Emphasizes quality of learning in addition to enrolment and access.

*This is the average national budget expenditure of low-income countries on education. Covering both primary education and the transition into lower secondary education



Girls living in Cairo, Egypt

Plan



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About Plan International

Plan is one of the oldest and largest international development agencies in the world. Founded in 1937 to provide relief to children caught up in the Spanish Civil War, we celebrate our 75th anniversary in 2012. We work in 68 countries across Africa, Asia, Europe, Oceania and the Americas. Plan directly supports more than 1.5 million children and their families, and indirectly supports an estimated further nine million people who live in communities that are working with Plan. We make long-term commitments to children in poverty and assist as many children as possible, by working in partnerships and alliance with them, their families, communities, civil society and government, building productive relationships and enabling their voices to be heard and recognised in issues that affect them. Plan is independent, with no religious, political or governmental affiliations.

Plan has a vision: a world in which all children realise their full potential in societies that respect people's rights and dignity. Today, hundreds of millions of children remain without their rights. We believe this is totally unacceptable. Our strategy explains how Plan is going to address those wrongs and work towards enabling every child to have rights and opportunities.

Plan's strategy to 2015 has **one goal:** to **reach** as many children as possible, particularly those who are **excluded** or **marginalised**, with **high-quality programmes** that deliver **long-lasting benefits**. Getting there will not be easy but we know it can be done. It will require focus, dedication and attention to detail. It also requires us to build on what we do best, and not be afraid to modernise less effective practices. The strategy focuses, therefore, on areas that will have the biggest impact in driving us towards our **one goal**.

We will:

- Increase the number of individual and institutional supporters from existing and new fundraising countries;
- Improve our policies, systems and processes;
- Collaborate more strategically with other organisations.

There is also a bigger ambition to take into account. In the process of delivering this strategy, we are determined to become **one Plan**, a more effective, efficient and collaborative organisation whose individual parts are all striving towards our **one goal**.

www.plan-international.org



Paulo Black



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ISBN: 978-92-9250-009-2

BECAUSE
I am a
Girl

Front cover page:
Olivier Girard