

# Mainstreaming Gender in EQUIP II

- **PDO:** Increase equitable access to quality basic education especially for girls through school grants, teacher training, and strengthened institutional capacity with support from communities and private providers
- The project takes a multi-pronged approach to addressing the issue of gender through female-friendly school construction, financial support in the form of girls scholarships, institutional support and analytical work in this area. However, the lack of a gender policy/framework still remains a challenge at the Ministry level.

- While the overall enrollment and completion rate for female students have increased, however, as girls go to higher grades, their enrollment and retention rate decreases.

Grade 3	Enrollment	Proportion of Girls	Completion Rate (Total)	Proportion of Girls
2010	884,994	41.20%	596,968	40.00%
2011	921,940	41.50%	649,670	40.00%
2012	977,977	41.60%	755,299	41.60%
2013	1,033,893	41.50%	795,076	40.70%

Grade 6	Enrollment	Proportion of Girls	Completion Rate (Total)	Proportion of Girls
2010	656,257	38.50%	434,714	36.70%
2011	651,967	39.15%	413,732	38.00%
2012	648,203	39.78%	480,134	38.90%
2013	692,616	39.92%	511,733	39.00%

Grade 9	Enrollment	Proportion of Girls	Completion Rate (Total)	Proportion of Girls
2010	398,602	34.50%	209,311	33.50%
2011	403,834	35.00%	268,303	35.00%
2012	400,485	35.60%	304,769	35.70%
2013	413,804	36.10%	311,078	35.70%

Grade 12	Enrollment	Proportion of Girls	Completion Rate (Total)	Proportion of Girls
2010	127,921	30.30%	83,500	27.20%
2011	160,263	34.00%	133,805	31.00%
2012	197,604	34.90%	177,489	35.20%
2013	274,883	35.00%	245,892	37.00%

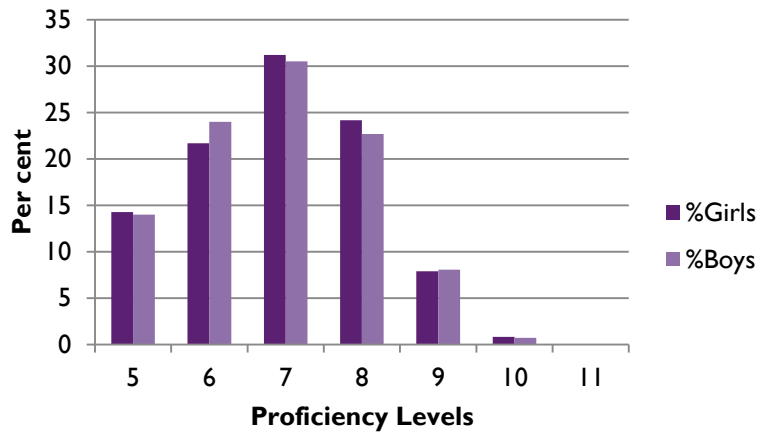
- The NRVA data from 2012 shows that distance to school and family permission are among the key reason for low enrollment or retention of girls

	2012			2008		
	All	Boy	Girl	All	Boy	girl
<b>At school</b>	54%	62%	45%	48%	57%	38%
<b>No school / school too far</b>	13%	11%	14%	19%	17%	22%
<b>Poor health / disability</b>	1%	1%	0%	0%	1%	0%
<b>Family didn't allow</b>	8%	2%	15%	8%	3%	13%
<b>School didn't allow</b>	2%	2%	2%	2%	2%	3%
<b>Security concerns</b>	2%	2%	3%	2%	1%	3%
<b>Child needed to work to help family</b>	2%	3%	1%	4%	5%	3%
<b>Didn't like school/didn't learn enough</b>	3%	3%	2%	2%	2%	2%
<b>Schooling too expensive</b>	1%	0%	1%	0%	0%	0%
<b>No female teachers</b>	1%	0%	2%	1%	0%	3%
<b>School temporarily not functioning</b>	2%	2%	2%	0%	0%	0%
<b>Child too young</b>	10%	10%	10%	10%	10%	10%
<b>Other reason</b>	2%	2%	2%	1%	2%	1%

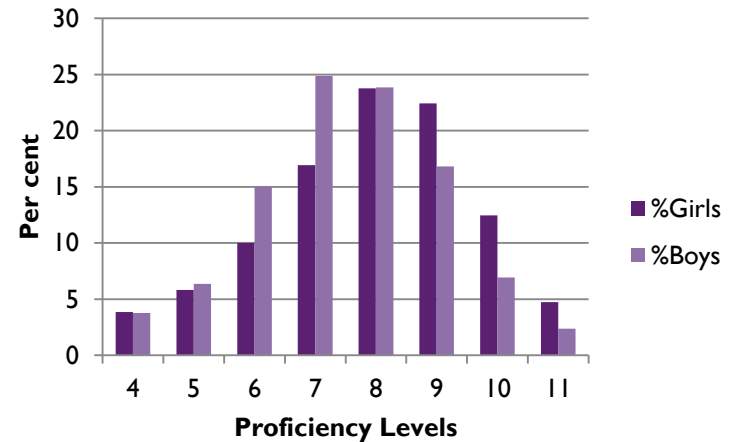
Source: NARVA 2012 and 2008

According to the recent Learning Assessment of Grade 6, girls appears to be doing better mathematic and reading higher levels of proficiency.

**Percentages of boys and girls in the mathematics proficiency levels**



**Percentages of boys and girls in the reading proficiency levels**



Source: Learning Assessment of Grade 6

- **Construction of School**

- The new designs of school include boundary walls and separate latrines which have proved to attract and retain female students.

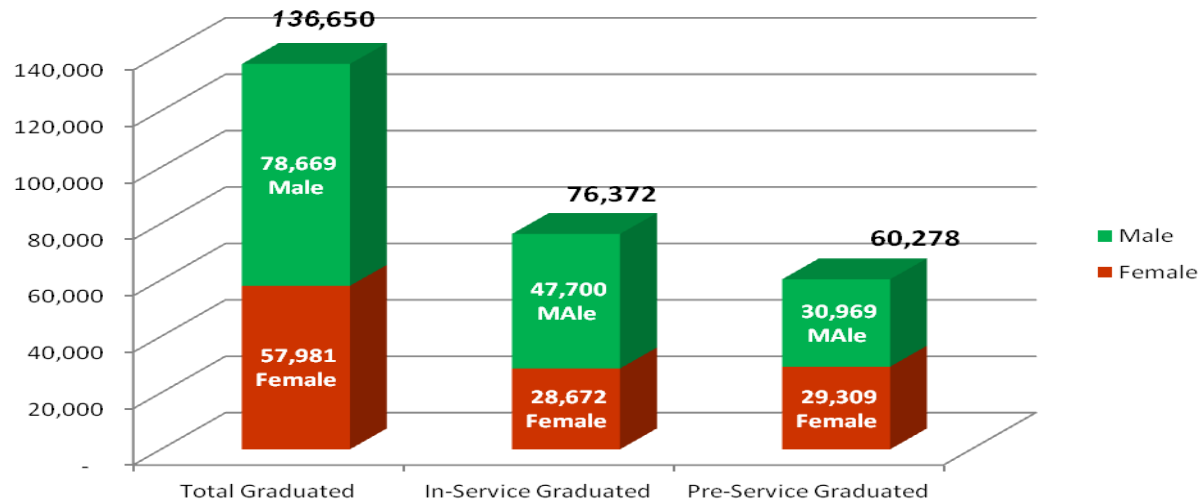
- **Teacher Education**

1. **Girls Scholarship programs**

- (5,166 female students received scholarships in 2013 and 8,630 in 2014)

2. **Gender Grants**

- (300 GGs have been provided to TTCs since 2010)



Source: Semi-annual report

## **Institutional Support and Analytical Work**

1. Management Internship program
  1. (15 female interns have been recruited to work across different departments)
2. Drop-out Study
  1. Understand the underlying factors behind girls' and boys' drop-out from upper primary and middle grades (6-9), in selected districts and provinces in Afghanistan for the period 2011-2012.
3. Female Participation in School Management Shuras
  1. 18 schools in Kabul city have been selected for this pilot

## **Way Forward:**

1. Ensuring the buy-in and support of the MoE management in functionalizing the Gender Unit at a broader level and drafting a feasible gender policy/framework
2. Quantifying the results achieved through past interventions in the gender area to correlate the interventions with the outcomes
3. Understanding the feasibility and desirability of conditional cash transfer to promote female enrollment and completion rates
4. Applying the findings of the drop-out study