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INNOVATION AND ACTION IN FUNDING GIRLS' EDUCATION

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INTRODUCTION

1. Girls' Education as a Force Multiplier

Girls' education functions as a force multiplier in international development, yielding economic and social returns at the individual, family and societal levels. Educated mothers are less likely to die of complications related to pregnancy, and their children experience lower rates of mortality and malnutrition. As a result of improvements in education for women of reproductive age, an estimated 2.1 million children's lives were saved between 1990 and 2009.[1]

Education is associated with increased contraception use;[2] less underage premarital sex;[3] lower HIV/AIDS risks;[4] and reduced child marriage,[5] early births,[6] and fertility rates.[7] Educating girls also yields intergenerational benefits because the children of educated mothers tend to be healthier[8] and better-educated themselves.[9]

In addition to its health benefits, education can augment women's labor force participation and earning potential.[10] This can lead to reduced poverty, greater political participation by women, and women's increased agency and assertion of their rights at the household and community levels.[11] Educating girls also contributes to economic growth—increasing a girl's secondary education by one year over the average raises her future income by 10 to 20 percent.[12]

Girls' and boys' right to education is widely accepted in international human rights law, and thus has been enshrined in numerous conventions—including the Universal Declaration of Human Rights, the Convention on the Rights of the Child, and the International Covenant on Economic, Social and Cultural Rights. The Convention on the Elimination of all Forms of Discrimination Against Women sets forth a norm for the fair and equal treatment of women. International humanitarian law protects all children's right to education during armed conflict.

The social and economic benefits of education also illustrate the clear business case for schooling, based on returns from investments in education. For example, a recent report showed that for a typical company in India, an investment of $1 in a child's education today will return $53 in value to the employer by the time the individual enters the workforce.[13]

2. Taking Stock of Funders in Girls' Education

Many more girls are going to school than ever before, thanks in large part to the Education for All movement (EFA),[14] the Millennium Development Goals and international and national programs that have increased access to school for all children. Legislation to make primary education free of charge in many African and Asian countries has greatly contributed to the decrease in the number of primary-school-age girls who are out of school, even as the population of schoolage children has continued to increase. At the primary level, the share of girls in the out-of-school population dropped from 58 percent in 2000 to 53 percent in 2012.[15]

Despite the overall progress in primary school enrollment for girls, important disparities still exist for children from low socioeconomic groups, from rural or urban areas, and from certain social groups. Girls often experience these and other forms of disparity even more acutely. For instance, in Osun State, Nigeria, boys go to school for an average of 13 years and girls go to school for an average of 12 years. In Bauchi State, average educational levels are lower for all children, but girls suffer disproportionately. Boys go to school for an average of 4 years, while girls go only for 1 year.[16]

Although recent world events, including the awarding of the Nobel Peace Prize to Malala Yousafzai and the Boko Haram kidnappings in Nigeria, have brought girls' education into focus, there are still 62 million girls out of school globally at the primary and lower secondary levels.[17] In many of the countries where girls are behind, the gender gap is now more visible at the upper primary levels or in secondary school. Girls and boys are on average more likely to complete lower secondary school than they were 10 years ago, but girls are further behind boys in many countries than they were a decade ago.[18]

In sub-Saharan Africa, only 4 girls complete lower secondary school for every 5 boys. In 23 countries, fewer than 85 girls are enrolled in secondary school for every 100 boys. In the Central African Republic, Afghanistan, the Democratic Republic of Congo and Niger, there are fewer than 70 girls per 100 boys; and in Chad and Somalia, girls are outnumbered by boys more than 2 to 1.[19]

Figures 1 and 2 show the gender gap in the lower secondary school completion rate between 2004 and 2012. Despite the important gains in gender equity at primary level, the gender gap has stayed almost the same since 2004 in sub-Saharan Africa.

The challenges that girls face during puberty or pre-pubescence, and the related health risks, can endanger their education. In some regions, such as West and Central Africa, almost 1 in 7 girls are married by 15 years of age.[20]

Domestic burdens, fear of abuse and discrimination are magnified during this precarious time in a girl's life, and in many cultures a girl who becomes a young mother faces insurmountable barriers to continuing her education.

Early marriage poses enormous health risks for girls. Infant mortality rates are far higher when mothers are adolescents rather than adults, and the risk of maternal mortality is five times higher for girls under 15 than for women in their twenties. Early childbirth can also put girls at risk for fistulas if they have not completed puberty, and some research suggests that married teenagers are at a higher risk for HIV given reduced sexual agency compared with unmarried

Figure 1. Lower Secondary Completion Rates: Low-Income Countries
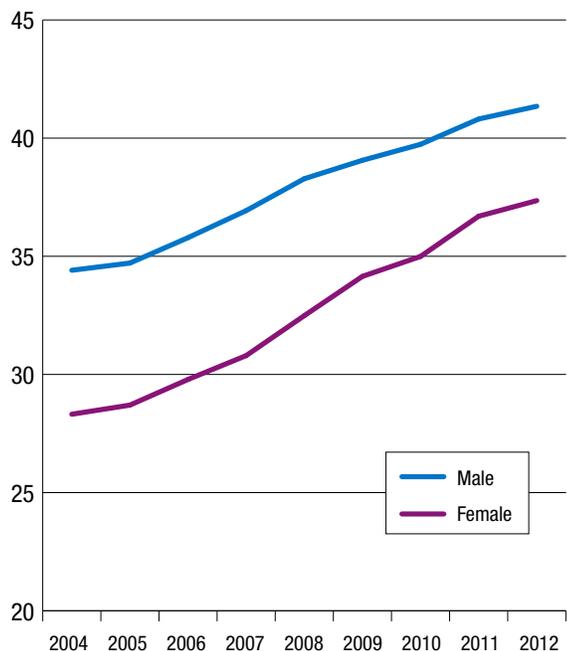
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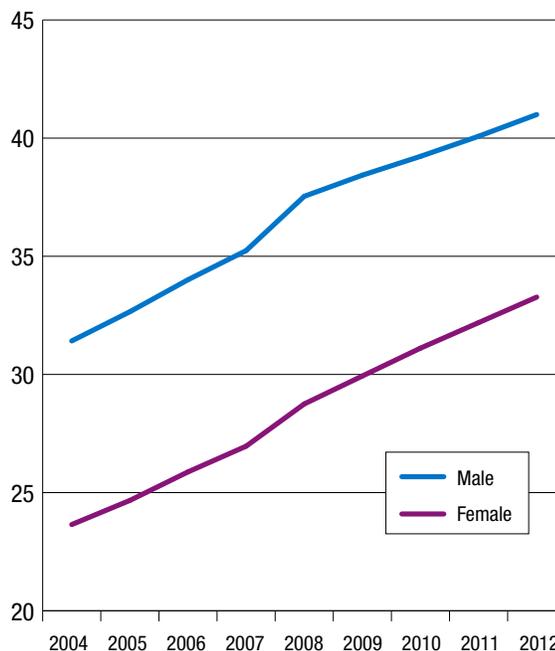
Source: UNESCO Institute for Statistics. "Education: Gross Intake Ratio to the Last Grade of Lower Secondary General Education." Data Centre. 2015

girls.[21] Girls also often face threats of violence or sexual abuse on the way to school, or at school.[22]

Poverty exacerbates the challenges for girls—particularly adolescent girls—and worldwide, 2.2 billion people, or nearly a third of the global population, live below the poverty line.[23] In places where boys are expected to earn more and household resources are scarce, families that must choose which children to educate are likely to choose boys. Families facing severe vulnerability may marry their daughters to protect them or to ease their own collective burden, which in some cultures can be lightened when a girl's family receives a bride price at the time of marriage. Challenges such as a lack of running water and fuel

can disproportionately affect girls, who often are expected to carry water and fuel.[24]

Investing in high-quality education helps to protect girls: When families see that girls are learning, they are more likely to keep girls in school. EFA Goal 6 provides a framework for focusing on learning, and improving all aspects of the quality of education, "so that all recognized and measurable learning outcomes are achieved by all." But at the global and at country levels, a crisis in learning persists. Globally, an estimated 250 million children, many of whom have been in school for four years, cannot read, write or do basic mathematics.[25] In Africa, 37 percent of primary-school-age children are not learning basic literacy and numeracy skills after four years of schooling.[26]

In the face of this crisis, the education sector still continues to receive only a small fraction of the aid given to sectors such as global health. For example, in 2014, the health sector globally received 17 times more humanitarian funding than the education sector.[27] Meanwhile, as school-age populations increase and more children graduate primary school expecting to continue at the postprimary level, more funding is needed in order to give every child a high-quality education. The external annual funding gap to provide basic education to all children in 46 low-income countries is an estimated $26 billion.[28]

Although girls' education now receives more attention than ever before, given the scarce funding for education and the barriers that girls face, funders are asking how they can be maximally effective. To raise the bar for girls globally, it is important to take stock of funders' strategies and activities, to learn from innovations, and to consider how to partner effectively.

3. Methodology

Survey of Funding for Girls' Education

To answer funders' questions about trends and gaps in girls' education, in the winter of 2014 the Center for Universal Education (CUE) at the Brookings Institution undertook a survey of funding for girls' education in developing countries. The Global Compact on Learning Donor Network (hosted by CUE)—an affinity group of more than 60 multilaterals, bilaterals, corporations and foundations whose aim is to advance access to education and learning outcomes for all children—was a key stakeholder in the development of this report. The Donor Network's facilitators helped to access funder institutions relevant to the research.

This effort built on a survey of funding for education conducted in 2013 among the Donor Network's members that showed girls' education is a major priority among funders. More than two-thirds of respondents to the 2013 survey were investing in women's and girls' education; over half of respondents were conducting research on girls' education. Following the survey, many members of the Donor Network expressed an interest in participating in thematic discussions of girls' education to complement their activities and those of other affinity groups.

The 2014 survey focused specifically on girls' education and asked about funding mechanisms, activities and special populations targeted, as well as links to affinity groups. This report draws on the findings of the 2014 survey, on interviews that were conducted to contextualize findings, and on a literature review.

Participating Institutions

All Donor Network members, as well as other important funders, were invited to participate in the 2014 survey, totaling 91 institutions (see the full list in annex C). Additionally, the 10 multilateral and bilateral funders that give the largest amounts of official development assistance (ODA) were invited to participate.[29] To ensure the inclusion of foundations and corporations making large gifts for international education,[30] research was conducted to develop a list of top funders.[31] The list of corporate funders included the Platinum and Founding members of the Global Business Coalition for Education.

Of the 91 organizations that were asked to respond to the survey, 44 participated. Additionally, 11 interviews were conducted with representatives of institutions, experts or implementers. Figure 3 shows the response rate by type of institution.

Figure 3. Response Rates by Type of Institution
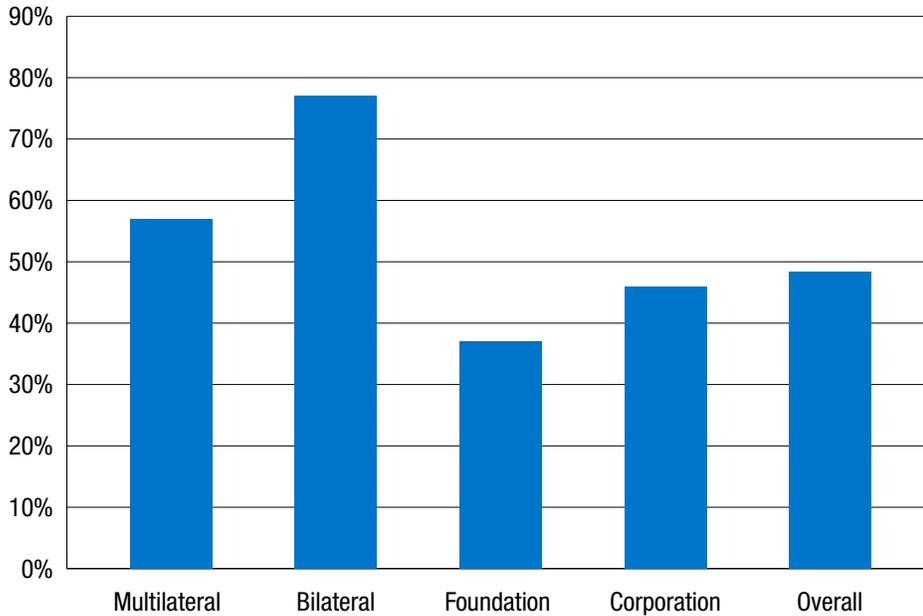
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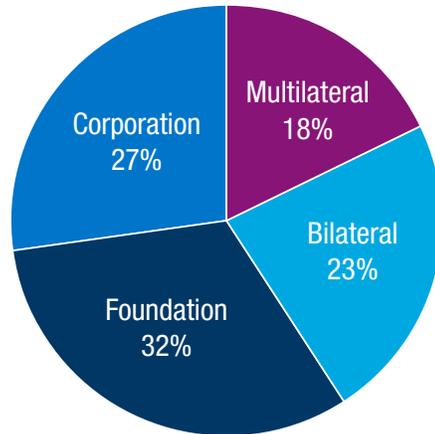
Fewer multilaterals and bilaterals were asked to complete the survey, and so, although the response rate was higher among these institutions, they represent 41 percent of responses overall. Foundations and corporations combined account for 59 percent of responses, as shown in figure 4.

Limitations of This Report

This report focuses on institutional international funders and their activities in girls' education. Individual giving to implementing organizations and funding by developing country governments implementing domestic programs are important sources of revenue, but are outside of the scope of this study.

Some major institutions from the list of top 10 multilateral and bilateral funders in education did not participate, likely due to the difficulties of collecting data within large institutions. Data on ODA and interview findings are presented to support survey analysis. The list of funding institutions invited to respond to the survey reflects a bias toward institutions that engage in the Donor Network or the Global Business Coalition, or that appear in the Foundation Center's Foundations Stats Database (which was used to identify the top funders); see table 1.

Table 1. Response Rates by Institution Type

Type of Institution	No. Asked to Participate	Total No. of Respondents	Response Rate (%)
Multilaterals	14	8	57
Bilaterals	13	10	77
Foundations	38	14	37
Corporations	26	12	46
Total/Average	91	44	48

FINDINGS

1. Focus on Girls' Education and Funding

Finding 1.1: Three-fourths of survey respondents reported a specific strategic focus on girls' education.

Girls are a major focus for institutions funding or investing in education in the context of development. This survey distinguishes funders as one of four institution types: multilaterals, bilaterals, foundations and corporations. Institutions' focus on girls' education can often be described by one or several of the categories described in box 1.

Box 1. Types of Strategic Focus on Girls' Education among Survey Respondents, with Examples

Multilateral or bilateral: mainstream gender in development and humanitarian work, and may also target girls

- *Japan International Cooperation Agency:* gender and development is a top priority, or thematic issue
- *Australian Department of Foreign Affairs and Trade:* has set a target that 80 percent of investments address gender issues

Economic inclusion and growth: as a crosscutting approach supporting education

- *International Labor Organization:* inclusion of girls and women in employment and training and economic empowerment
- *Millennium Challenge Corporation:* addresses gender inequality as a constraint on economic growth and poverty reduction

Investor or catalyst: provides funding to early stage organizations or businesses

- *Global Education Fund:* program support for local, innovative education organizations
- *Central Square Foundation:* venture philanthropy model for grant making to early and growth-stage education-focused nongovernmental organizations
- *Unreasonable Group:* partnered with the Nike Foundation on a business accelerator program to benefit girls

Geographical focus or a mandate linked to a group of people: education work may not specifically focus on girls

- *United Nations Relief and Works Agency:* Palestinian refugees in the Near East
- *Aman Foundation:* Pakistan

Thematic focus: type of curriculum, age group or level of school

- *Credit Suisse:* financial education for girls, embedded in life skills
- *Partnership to Strengthen Innovation and Practice in Secondary Education:* a grant-making partnership of funders focused on postprimary school

Policy, advocacy and/or research: focus on girls' education or on girls' empowerment

- *Nike Foundation:* created the Girl Effect to help promote advocacy for girls' rights
- *Malala Fund:* promotes advocacy for a high-quality education and girls' empowerment

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Finding 1.2: Among survey respondents, 87 percent of multilaterals and bilaterals mainstream gender in their programs and projects.[32] ***More than half of foundation and corporation respondents reported that they mainstream gender.***

Mainstreaming gender:

"The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes. . . . It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of the policies and programmes in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated."[33]

—United Nations Economic and Social Council

Finding 1.3: Gender mainstreaming requires excellent analysis and coordination.

Gender mainstreaming is the norm among multilaterals and bilaterals, institutions that provide the largest amounts of funding for education. Therefore, it is essential to ensure high-quality gender analysis and strong coordination among these institutions in countries where girls face severe disparities.

With a shift to countries' ownership of development aid, many gender advocates are emphasizing the importance of gender mainstreaming. In 2005, more than 100 representatives of donor agencies, developing country governments and international agencies gathered to sign the Paris Declaration on Aid Effectiveness.[34] Donors and partner countries agreed to a new international aid paradigm based on the principles of countries' ownership of development plans, alignment with countries' priorities, and the harmonization of donor governments' policies.

Separately, gender advocates had long been discussing the importance of *mainstreaming gender*—that is, implementing policies to ensure that women's and men's, and girls' and boys', distinct concerns are addressed in all international and domestic work.[35] By the time of the Paris Declaration and the shift away from funding stand-alone projects, the United Nations and most bilateral aid agencies had embraced gender mainstreaming as a critical analytical framework for mutual accountability.[36] In 2007, following the development of the Gender Equity Marker within the Organization for Economic Cooperation and Development's (OECD's) Development Assistance Committee (DAC) Creditor Reporting System, financial tracking of gender mainstreaming was institutionalized among the DAC's country members and EU institutions.[37]

Although the general trend among governments since 2005 has been to draw back from funding stand-alone projects in favor of giving countries direct support for their budgets, some multilaterals and bilaterals have complemented budget support with selective project aid, including for girls' education. One of the largest-scale donor-driven commitments to girls' education came from the U.K. Department for International Development (DFID) in 2011, with the launch of its Girls' Education Challenge (GEC), a program with £355 million in funding and the goal of reaching 1 million girls.[38]

According to Sally Gear, former program lead for the GEC, whether or not gender mainstreaming works depends on careful analysis, but there is also a need for targeted programs: "It's about doing it well. . . . Girls have additional challenges because they don't get support, but in terms of quality, boys have challenges as well, including corporal punishment. So the mainstreaming philosophy is looking at differential needs and knowing gender is one of the issues. . . . But you need both [mainstreaming and targeted programs]."[39]

Foundations and corporations often focus their relatively smaller resources thematically on marginalized groups, including girls, to complement government education programs or in partnership with nonstate actors. Multilaterals and bilaterals funding governments also target girls and other marginalized groups through policy and dialogue. Given the different modalities that institutions may employ in any one country, coordination can increase the overall girls' education effort.

Finding 1.4: Over two-thirds of survey respondents reported that funding for girls' education has increased within their own institution over the past 10 years.[40]

The survey asked respondents whether funding for girls' education had increased in the past 10 years and found that it has, for the majority of respondents. This majority included a wide range of institutions, such as the Millennium Challenge Corporation, Australia's Department of Foreign Affairs and Trade, Standard Chartered Bank and the Caterpillar Foundation. Figure 5 summarizes the responses from the 27 institutions that participated.[41]

Figure 5. Changes in Institutions' Funding for Girls' Education in the Past 10 Years
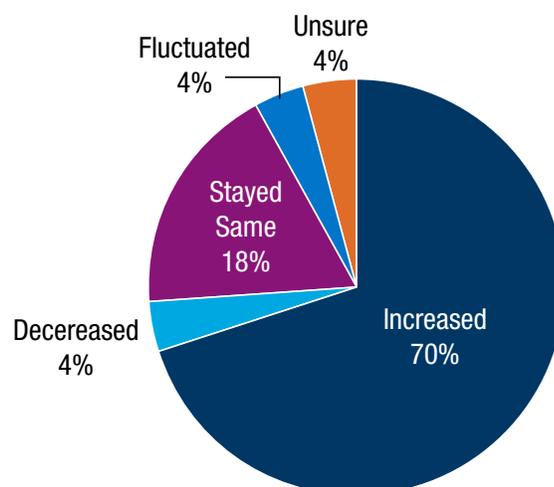
Finding 1.5: Multilateral, bilateral and foundation survey respondents report that education made up a small fraction of their aid portfolio in 2013.

Survey responses and additional research show that among multilateral, bilaterals and foundations, education still makes up only a small percentage of aid budgets. Table 2 shows average development and humanitarian aid funding in 2013 by institution type, as well as the share that goes to education:

Table 2. Average 2013 Spending on Humanitarian/Development and Education Programs, by Institution Type

Type of Institution	Total Aid (millions of dollars)	Education Aid (millions of dollars)	Percentage of Aid Budget Spent on Education
Multilaterals	5,900	370	6
Bilaterals	9,800	720	7
Foundations	50	4.4	9
Corporations	10	4.0	41

Source: Data on the top 10 multilateral and bilateral donors overall and to education are from the OECD, "OECD Creditor Reporting System," 2013, http://stats.oecd.org/Index.aspx?DataSetCode=crs1.

The data for multilaterals and bilaterals is based on the OECD's Creditor Reporting System rather than survey data. Data on foundations and corporations are drawn from the survey, but based on a small number of responses to the questions (responses from eight foundations and seven corporations).

Large-scale research conducted in 2011 showed than fewer than 20 percent of *Fortune* 500 companies make donations to education in developing countries, and the corporate sector spends approximately 14 times more on global health than it does on global education initiatives.[42]

In contrast to the broader trend among corporations, survey findings suggest that at least among a small group, education is a major priority for giving. Although corporations have education budgets that are many times smaller than multilaterals or bilaterals, they are more likely than these institutions to concentrate assets in one or several sectors and in specific countries.[43]

Finding 1.6: More than half of survey respondents that provided data report that the average size of funding for each girls' education program or project is over $500,000, and that they fund 10 or fewer girls' education programs per year.

Of the 27 survey respondents to the relevant question, 11 reported that the average size of funding for girls' education projects and programs in 2013 was over $500,000. Seven institutions reported smaller amounts, and 9 reported "unsure" or "not applicable."

Thirteen out of 26 institutions reported that they fund 10 or fewer programs or projects per year. Six reported that they fund 11 or more, and 7 were unsure or wrote "not applicable." Multilaterals and bilaterals

were more likely to report larger budgets for each project; only 1 reported an average budget size of less than $500,000, whereas half of foundations and corporations reported average budget sizes of less than $500,000.

Finding 1.7: Almost half of survey respondents, across all institution types, reported using a type of innovative financing, such as impact investing, program-related investments, and strategies to leverage corporate assets to further girls' education (see box 2).

Box 2. Types of Innovative Financing
- **"Impact investing"** refers to investments that aim to generate positive social and environmental impact along with financial return.

- **"Program-related investments"** refer to investments to support charitable activities that involve a potential return of capital within a specified time frame. Financing methods include loans, loan guarantees, linked deposits and equity investments.

- **"Leveraging corporate assets"** refers to corporate strategies that utilize core assets for social impact, recognizing that doing so can be aligned with its business models and goals, and improve its competitive advantage.

Corporations and multilaterals were more likely to report using one of these strategies than bilaterals and foundations. Among these strategies, program-related investments are slightly more common. At least one respondent from each institution type reported that they are using each strategy. Table 3 shows the number of institutions that reported that they are addressing girls' education with various types of innovative financing.

Table 3. Number of Institutions Addressing Girls' Education with Innovative Financing

Type of Institution	Impact Investing	Program-Related Investment	Leveraging Corporate Assets	Other	N/A	Total Number of Respondents
Multilaterals	2	3	1	1	3	7
Bilaterals	2	2	1	1	4	9
Foundations	1	1	1	2	6	12
Corporations	1	5	5	1	4	10
Total	6	11	8	5	17	38

Finding 1.8: The range of approaches allows for partnership and innovation.

Funding institutions are partnering in unique ways to advance girls' education, by leveraging different strengths and sharing resources. For instance, the Partnership for Strengthening Innovation and Practice in Secondary Education partners with the Results for Development's Center for Education Innovation to support their grant-making platform, and also with regional institutions to build capacity for their grantees, many of which are local organizations. The Gucci Foundation's Chime for Change—founded by Frida Giannini, Salma Hayek Pinaul, and Beyoncé Knowles-Carter—has brought celebrities into their campaign for girls' education at a concert to raise money for girls. They partner with the *Huffington Post* to ensure coverage of girls' issues and with GlobalGiving to match donors to projects for women and girls.

An important and growing trend in girls' education is for bilaterals or multilaterals to provide matching funding to corporations, encouraging them to leverage core company assets to make an impact on girls' education. For example, DFID's GEC recently launched a partnership with the Coca-Cola Company, Discovery Communications, Avanti Communications and Ericsson to improve educational outcomes for more than 100,000 marginalized girls in Ghana, Kenya, Nigeria and Myanmar. The partnerships apply

Box 3. The Business Accelerator Model

Business accelerators (also called seed or venture accelerators) are a type of incubator for innovation that gained popularity a decade ago in the United States. Early accelerators generated well-known businesses, including DropBox and AirBnB, contributing to the popularity of the approach.

Each accelerator program is unique, but in general participants are selected through a competitive pool based on their proposals and backgrounds. Small teams of entrepreneurs enter an intensive program in a cohort for a defined period of time, sometimes in temporary offices or a secluded location, where they have access to the program founders, mentors and educational and informational resources based on business and product advice. When products are ready for demonstration, participants in some programs are invited to pitch to the founders and/or investors, which generally take a share of equity in exchange for seed investment.[47]

Building on the accelerator approach, a growing number of impact accelerators focus on mission-driven businesses with the potential for environmental, social and financial returns. This model is also being employed to promote startups, products and services that improve the lives of adolescent girls. Accelerator founders note the importance of self-sustaining initiatives for girls that go beyond traditional charity. Shaifali Puri, executive director of global innovation at Nike Foundation, has remarked, "To unleash the massive scale of resources that matches the massive scale of these problems, and to do so in a way that is self-generating and sustainable, is going to require having private sector resources and markets work for adolescent girls in extreme poverty."[48]

innovative approaches to advancing girls' education, often in education technology, such as the use of tablet computers to help teach language and life-skills courses and the use of electronic identification cards to improve school data collection.[44]

The broader field of girls' empowerment—which focuses on girls' health, safety and development and a variety of interventions that can promote those rights—also offers examples of partnerships across institution types. Foundations and bilaterals are partnering to build business accelerators that provide seed financing for entrepreneurs to enable them to create social and economic opportunities for girls (see box 3). Participants in recent accelerators include Nike Foundation (the Girl Accelerator), the U.S. Agency for International Development (USAID), DFID,[45] and the Unreasonable Group.[46]

2. Levels of Education and Targeting Special Populations

Finding 2.1: In the aggregate, survey respondents place additional emphasis on girl-specific programming at postprimary levels of education.

Thirty-seven institutions responded to a survey question about the levels of education that they target, marking each category in which they specifically target girls. Of these respondents, 49 percent fund programs or projects that target early childhood or primary school girls.[49] In contrast, 86 percent of respondents fund girls' education at the lower or upper secondary level, in technical and vocational development, and for the life-skills or tertiary levels.

Figures 6 and 7 show the number of institutions that reported programs at each level of education (institutions could report more than one target level). Figure 6 shows the emphasis on lower and secondary education. Figure 7 shows a high number of institutions investing in life skills, which often target adolescent girls.

Figure 6. Number of Institutions Funding Girls' Education by Level (Formal)
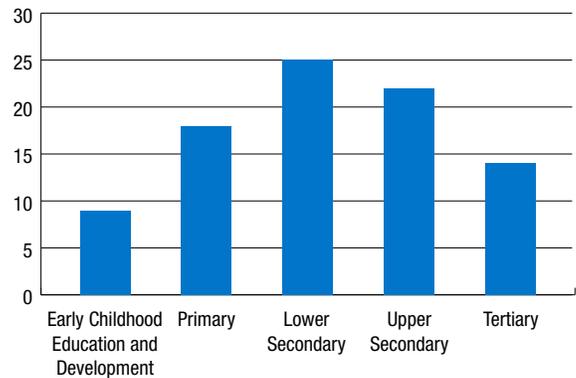
Figure 7. Number of Institutions Funding Girls' Education by Level (Nonformal)
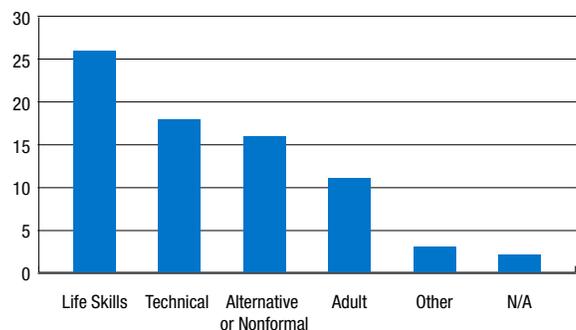
The fact that many more respondents focus on postprimary girls than on preprimary or primary girls can be explained by the shifting of the gender gap in education from the primary to the secondary level, and by the additional challenges and risks that girls face as they near pubescence.[50] Progress at primary level provided an entry point for engagement at secondary level, given the increasing number of primary school graduates, and interest among local nonprofits.[51]

The shift in focus from primary to postprimary education among many funders is a fairly recent phenomenon, manifest over the past decade.[52] For example, the Partnership to Strengthen Innovation and Practice in Secondary Education was founded in 2012 and funded $24 million in 2012 and 2013 alone. The partnership's collaborative members include the John D. and Catherine T. MacArthur Foundation, the MasterCard Foundation, the Human Dignity Foundation, the Intel Foundation, Comic Relief, Dubai Cares, Echidna Giving, and an anonymous funder.

In 2014, the African Development Bank launched a scholarship program in Ghana to encourage more female students to study vocational and technical subjects at the tertiary level.[53] And in the Gambia, a joint national girls' scholarship program of the national government, the World Bank, the International Monetary Fund and UNICEF led to substantial increases in enrollment and retention for secondary school girls.[54]

For others, the focus on postprimary education goes back over a decade. USAID's Ambassador Girls' Scholarship program began in 2004 and over seven years supported girls' education, including at the postprimary level, in over 40 countries in Africa.[55]

Finding 2.2: The majority of institutions that responded to the survey target specific categories of girls.

Of the 32 institutions that responded to a survey question about special populations of girls targeted, 29 reported that they target at least one special population. The most common target population was adolescent girls; 24 institutions (or three-fourths of respondents) reported that they target this population. Institutions are also frequently targeting girls by location (more often rural, but also urban), girls who are out of school, and marginalized girls. Figure 8 shows the number of institutions that target girls in each area. Institutions

Figure 8. Number of Institutions Targeting Special Populations
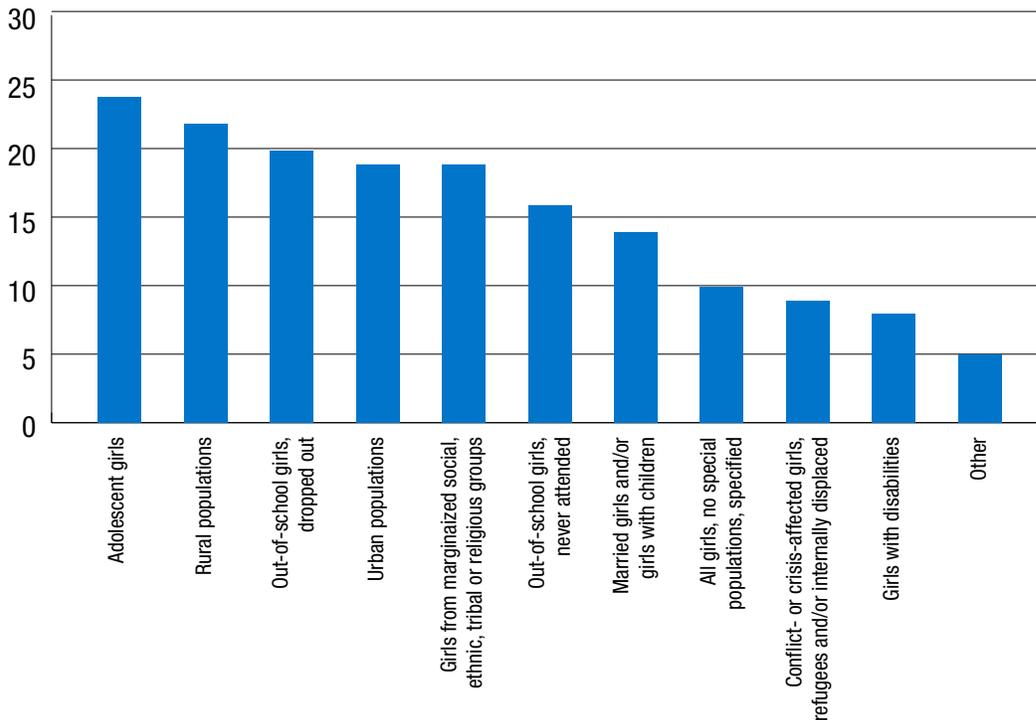
were able to select all target areas that applied.

Finding 2.3 Approximately a quarter of respondents to the survey reported that they target girls with disabilities. Approximately a quarter of respondents also reported that they target girls who are affected by conflict or crises, are refugees or are internally displaced.

Eight of 32 respondents to the survey question about targeting special populations reported that they target girls with disabilities, a relatively small number compared with other categories. A quarter of funders specifically target girls with disabilities, who often fare worse than either boys or girls without disabilities in areas such as literacy and enrollment. Gathering reliable data in this area is a challenge, including comparable gender-disaggregated data for children with disabilities that are out of school.[56] However, an estimated 93 million children worldwide under the age of 14 have some form of disability.[57] A major challenge to addressing the educational needs of girls with disabilities is their invisibility in the available data, because organizations tend to focus on either gender or disability, without examining their intersection.[58]

Nine of 32 respondents reported a focus on girls who are affected by conflict or crises, are refugees or are internally displaced. One foundation, two corporations, three bilaterals and three multilaterals reported that they target girls who fit this description. Twenty-three institutions, across all institution types, did not report any focus on these groups.

Finding 2.4: Just over one-third of institutions reported that they have the capacity to respond to education in emergency contexts.

The survey asked respondents if their institution has the capacity to respond to education in emergency contexts. Of the 35 respondents to this question, 12

reported that they have the capacity, 16 reported that they do not and 7 reported that they were unsure. Figure 9 shows the composition of responses.

Figure 9. Institutions with Education in Emergencies Capacity
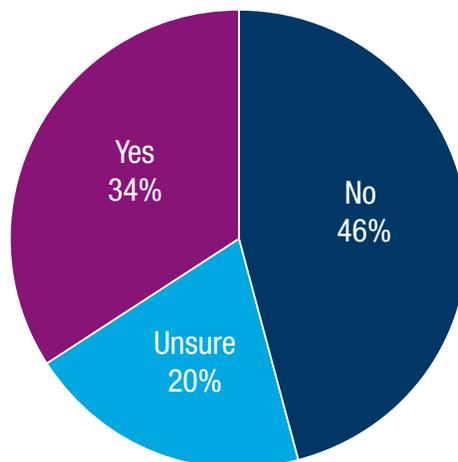
Finding 2.5: Conflict and disaster are formidable barriers to girls' education.

During times of conflict, girls' education often comes under particular strain (see box 4). In the Democratic Republic of the Congo, tens of thousands of women and girls have suffered rape and sexual abuse, causing early pregnancies and restricted movement.[59] Among Syrian refugees in Jordan, child marriage has increased by as much as twofold.[60] And although Syrian females were almost as likely as males to enroll in a university before the war, in neighboring Turkey, Syrian refugee male students outnumber girls four to one.[61] In Pakistan, after the Taliban took control of Swat Valley, they banned school for girls.[62]

Box 4. Conflict and Girls' Education

Of the approximately 57 million children out of school at the primary school level, half are in conflict-affected countries.[63] Thirty-one percent of primary-school-age refugee children and 70 percent of secondary-school-aged refugee children in camps are out of school.[64]

The countries with the worst gender imbalances in education against girls are usually conflict-affected. This is also true for a number of countries with the largest populations of girls out of school.

Of the 13 countries with the worst gender imbalances in secondary education, 11 are conflict affected.[65] Of the 13 countries with the largest out of school populations of girls, 10 are conflict affected.[66]

The risk of early marriage is increased during times of conflict and disaster.[67] Of the 13 countries where girls are furthest behind boys in secondary education, 6 are also among the worst-ranked countries in the world in terms of the child marriage rate: Central African Republic, Chad, Guinea, Mali, Niger and Somalia.

Girls are also at increased risk of multiple forms of violence in fragile or conflict-affected states, including by extremists. In 16 countries in Africa, Asia and the Middle East, girls are literally under attack.[68]

In natural disasters and in the case of health emergencies, children's education also suffers acutely. An estimated half a million children were kept out of school due to the 2010 Pakistan floods, as schools were destroyed or occupied by internally displaced persons.[69]

Girls may suffer disproportionately during disasters. For instance, in Sierra Leone during the Ebola outbreak, girls are expected to serve as caretakers of family and community members. They are at risk of contracting the disease; and even if they survive, they are stigmatized.[70]

Finding 2.7: Among some institutions and groups, there is a focus on education in emergencies.

A number of bilateral and multilateral institutions fund fragile or conflict-affected countries. For instance, USAID's Goal 3 of providing equitable access to education for 15 million learners by 2015 in crisis and conflict environments focuses on the most vulnerable, including displaced populations, ethnic minorities and war-affected youth.[71] Within this goal, USAID also works to provide safe access to schools, especially for girls. Australia's Department of Foreign Affairs and Trade released a strategy in 2011 that prioritizes stability and peace-building initiatives in fragile and conflict-affected states. This strategy also focuses on empowering women and improving gender equality.[72]

UNICEF plays a leading role in responding to emergencies around the world, including playing a coordinating role via the Education Cluster to support education in emergencies. Because UNICEF is active in more than 190 countries, the institution is a foundational partner in any country where funders seek to address girls' education.[73]

Some foundations and corporations also play an important role in emergencies, as demonstrated in northern Nigeria. After the Boko Haram kidnappings of 2014, a delegation made up of members of the Global Business Coalition for Education (GBC-Education) and other corporations traveled to Nigeria to meet with President Goodluck Jonathan. GBC-Education had helped draft the Safe Schools Initiative based on best practices for a high-quality education in Afghanistan and other conflict-affected countries. The delegation pledged $10 million to the initiative, and the rapid response catalyzed other pledges, including from the Nigerian government for a matching $10 million.[74] Another key factor here is the work of the Global Partnership for Education (GPE); see box 5.

Box 5. The Global Partnership for Education

The Global Partnership for Education is a multilateral partnership made up of almost 60 developing countries, donor governments, international organizations, the private sector, teachers and civil society and nonprofit groups. The GPE helps developing country partners to devise and implement education plans and helps members mobilize resources to support the plans' goals of getting all children in school for a high-quality education.[75]

The funding from the GPE is intended to meet the gap in financing country sector plans, and to be country-driven. After its strategic plan was elaborated in 2012, the GPE adopted five strategic objectives, including a first objective of supporting education in fragile and conflict-affected states, and a second objective of promoting girls' education. The GPE's new funding model includes a results-based component that requires countries to have comprehensive data, or a plan to improve data, as a basis for their Education Sector Plans.[76]

The GPE is a crucial actor in terms of support for conflict-affected countries. Where funders are not able to give directly to conflict-affected countries, because of the criteria that govern their institutions or because of the risks, the GPE can and does provide a mechanism for donors to pool funding, share risk, and support country-driven approaches.[77] The GPE funds the conflict-affected countries where girls are furthest behind boys highlighted in this report, or where there are the largest populations of girls out of school, with the exception of Angola, India, Indonesia, the Philippines and Syria.[78] Recently, the UN's special envoy for global education, Gordon Brown, called on the GPE to go beyond this important work by hosting a proposed emergency fund for education. Speaking at the World Economic Forum, and reflecting on the tragically underfunded crisis in Syrian education, Brown remarked, "I'm convinced now that we need an emergency fund for education where there are humanitarian crisis. Countries should put upfront money to make it possible for UNICEF and other organizations to provide help for children in urgent need. We shouldn't have to wait a year or more for some help to come when we have a plan and we know we can do something urgently."[79]

Despite ongoing GPE efforts, a 2013 review of the GPE's education sector plans in West African countries demonstrated that sector plans were not rigorously addressing gender. The review included 13 West African countries where gender disparity is severe. Only four of the countries targeted specific internal regions with high rates of girls out of school, and only two identified child marriage as a crosscutting barrier to girls' education. Chad's and Nigeria's plans were identified as particularly weak on gender, showing no specific emphasis on closing the gender gap.[80] An evaluation of 60 sector plans' focus on gender is ongoing. The findings of this evaluation will have important ramifications for girls' education.

The review and updating of the GPE/UNESCO International Institute of Education and Planning *Guidelines for Education Sector Plan Preparation and Appraisal*, with input from the United Nations Girls' Education Initiative (UNGEI), supports a stronger focus on gender within the GPE. However, the GPE does not require countries to address gender as a stand-alone issue in their plans; instead, gender is incorporated into equity as a broader theme. As a result, countries can submit Education Sector Plans (ESPs) without a separate gender analysis.[81] The process of developing a country plan is a demanding one, and if gender is not prioritized, countries may work to the other requirements of the process.

This report offers the following recommendations related to the GPE, a critical vehicle for advancing girls' education, especially in fragile and conflict-affected states and potentially during emergencies:

1. Supplementary guidelines requiring a stand-alone gender analysis for countries with severe gender disparity affecting girls, many of which are in West Africa and are conflict-affected, would bring focus to the critical issues that hamper girls' education.

2. Guidelines for girls' education in ESPs may draw on the UNGEI/GPE Gender Analysis Guidance tool, which will soon be available. However, for this tool to optimally inform ESPs and gender strategies, capacity development and technical assistance should be made available. Capacity development could include the use of a key set of indicators and strategies to assess and address crosscutting issues, such as those included in annex A (including measures of gender parity at all levels of education, child marriage, violence against girls, workforce participation, economic and political participation, and legal policies).

3. Where Education Is Funded, by Country

Finding 3.1: Multilateral and bilateral organizations and corporations reported that they invest or fund fairly evenly across each region, while foundation survey respondents are concentrated in sub-Saharan Africa and South Asia.

Thirty-four institutions detailed the countries where they fund education programs or projects, including 6 multilaterals, 7 bilaterals, 10 corporations and 11 foundations. Several multilateral or bilateral organizations did not answer this question, given that it required a significant amount of information.

Across all institution types, survey responses showed the largest number of funders or investors in Asian and sub-Saharan Africa countries, including:

- India, Kenya, Pakistan and Tanzania, where at least 13 institutions are funding education; and

- Indonesia, Vietnam, Afghanistan, Bangladesh and Nigeria, where at least 10 institutions are funding education.

In some developing countries, no institutions reported funding education programs or projects. These tended to be higher-income countries in the Middle East and North Africa, and small countries in Latin America, in Europe and in Central Asia. An exception was the Republic of the Congo, a country where no institutions reported funding education programs or projects.

Figure 10 maps the survey results on institutions' geographic funding for education, showing an overall emphasis on Asia and East Africa, and to a lesser extent West Africa. There are 10 to 15 institutions funding education in the countries shown in orange, between 5 and 9 in the countries shown in light blue, and between 1 and 4 in the countries shown in blue.

Figure 10. Number of Institutions Funding Projects by Country
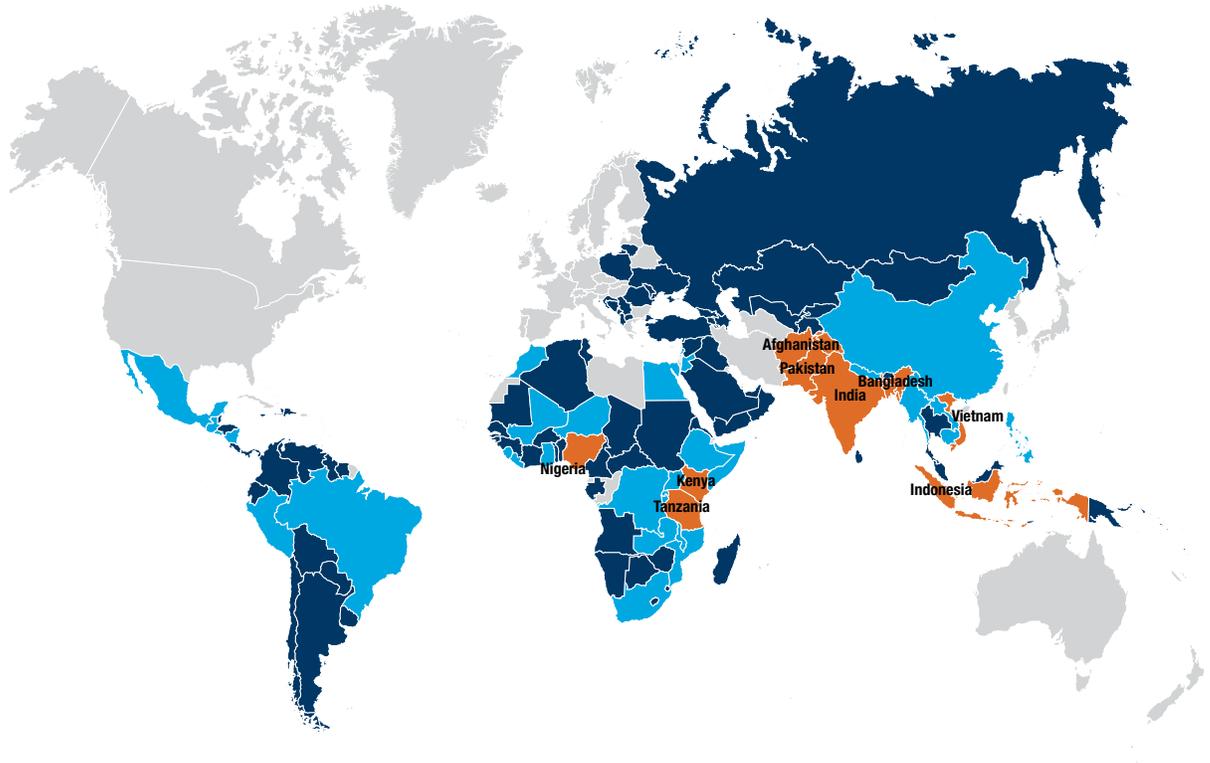
Source: Map by the author, based on survey data. Interactive map available at http://bit.ly/GlobalEdMap.

Finding 3.2: Girls' education in some countries is overlooked by funders.

A key set of countries with large populations of girls out of school or with severe gender imbalances in education is often overlooked by funders. Table 4 shows the top countries for investment by survey respondents in the first column (including responses from 34 institutions),[82] and the top recipients of ODA in 2011 in the second column.[83] The third column shows the countries that have the fewest number of girls enrolled in secondary school compared with boys.[84]

Additionally, some countries with large populations of girls out of school are overlooked, as shown by aggregate survey responses and ODA funding levels. For each of the countries with the largest population of girls out of school at the primary and lower secondary school levels, figure 11 shows the amount of ODA that the country received in 2011. The countries in light blue were not top recipients of ODA, despite their large populations of girls without access to school. Of these countries, only Uganda and Nigeria were prioritized in the top 13 countries for investment among survey respondents.

Table 4. Prioritization of Education Funding

Top Countries for Investment in Education (number of institutions funding education projects)		Top Recipients of Official Development Assistance to Education (2011, millions)		Lowest GPI in Secondary School Enrollment (2006 or later)	
India	15	India	792	Chad*	0.46
Kenya	14	China	766	Somalia*	0.46
Pakistan	13	Pakistan	554	Central African Republic*	0.51
Tanzania	13	Palestine	409	Togo*	0.53
Indonesia	10	Afghanistan	381	Afghanistan	0.55
Vietnam	10	Bangladesh	365	Democratic Republic of Congo*	0.59
Afghanistan	10	Indonesia	364	Benin*	0.61
Bangladesh	10	Ethiopia	315	Guinea*	0.63
Nigeria	10	Morocco	312	Ethiopia	0.63
China	9	Vietnam	296	Yemen*	0.65
Ghana	9	Mozambique	254	Angola*	0.65
Rwanda	9	Jordan	236	Niger*	0.67
Uganda	9	Ghana	193	Mali*	0.72

Note: Countries in the third column that were not prioritized by survey respondents and are also not top recipients of ODA are marked with an asterisk.

Sources: Survey data; UN Millennium Development Goals Indicators, 2014; UNESCO, *Education for All Global Monitoring Report 2013/4*, "Aid Tables, 2014"; United Nations Statistics Division, "Gender Parity Index in Secondary Level Enrolment."

4. How Institutions Fund Girls' Education, by Activity

This section of the survey asked respondents to detail the activities that they fund in their girls' education programming. The survey drew on a classification of three broad types of interventions that aim to improve girls' education and gender equality; see box 6.

This classification was developed as part of a theory of change for girls' education and gender equity by Unterhalter and colleagues, and published as part of a literature review by DFID in 2014. The classification

Box 6. Types of Interventions to Support Girls' Education

Resources and infrastructure: Interventions that provide material resources or loans, distribute information about economic returns to education and/or build infrastructure to support girls' education.

Policy and legislation: Interventions that change the way that policy is written and implemented to promote girls' education and learning.

Norms and inclusion: Interventions that target girls, and marginalized groups of girls, increase girls' level of learning and change negative social norms about girls' education.

Figure 11. Out-of-School Girls & Official Development Assistance to Education
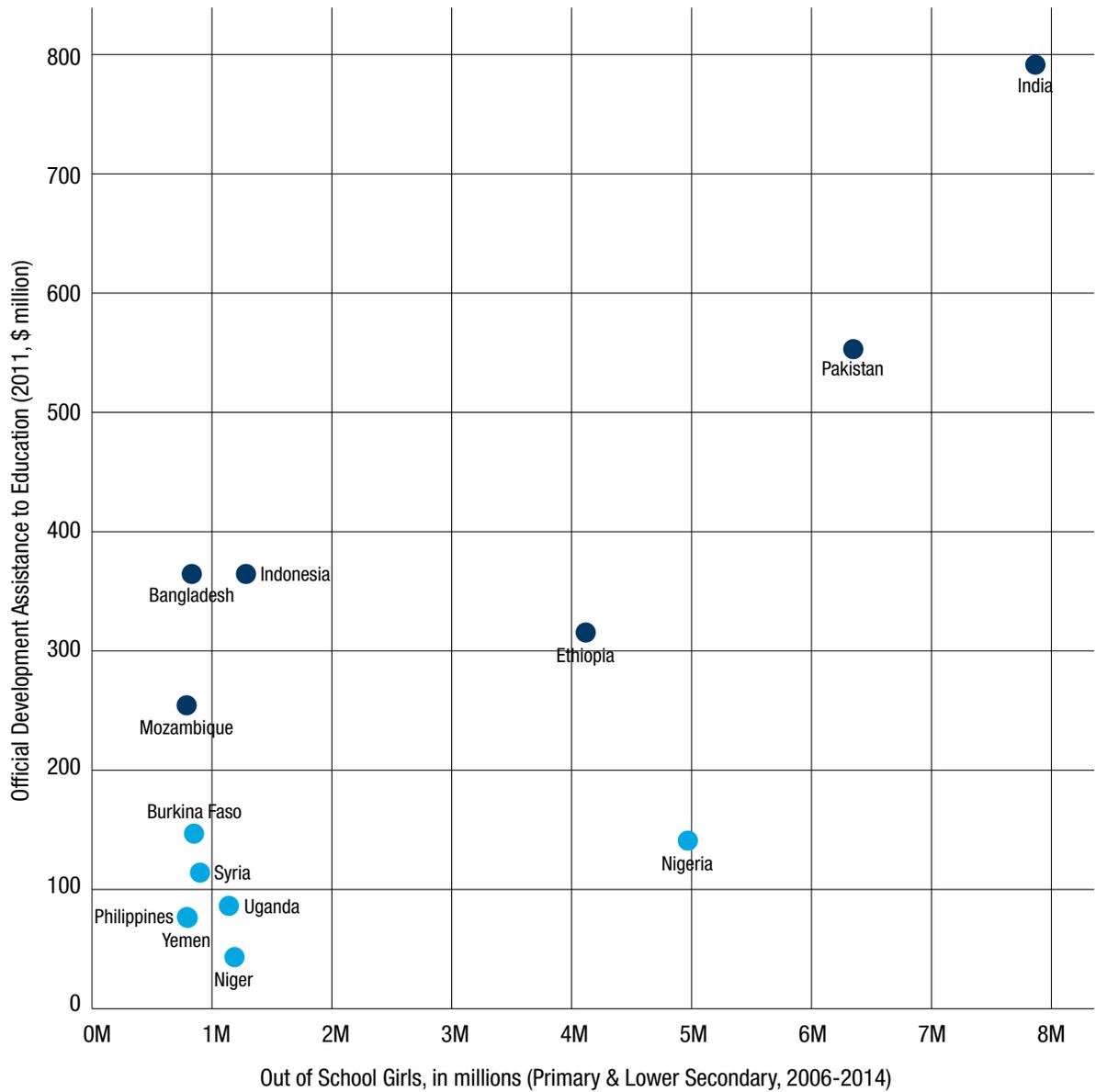
Data Source: UNESCO, 2014.
Note: The countries in light blue were not top recipients of ODA, despite their large populations of girls without access to school.

was adapted for the purposes of this survey.[85] The DFID literature review collected and reviewed a large body of evidence on girls' education, which is referred to later in this report.

Finding 4.1: Survey responses show that among respondents, the least funding goes to developing and implementing policies and legislation. The most funding goes to activities that address constraints on resources and infrastructure, and the second-most-funded category addresses norms that affect girls' education and promote inclusion.

Survey respondents were asked to state the percentage of institutional funding that goes to each of the three categories mentioned above. On average, of the 14 institutions that responded to this question, respondents reported that that 45 percent of funding goes to resources and infrastructure. The average amount of funding for norms and inclusion-related work was 40 percent, and the average for policy and legislation was 14 percent. The remaining 1 percent was classified as "other." See figure 12.

Figure 12. Average Percent of Total Funding to Girls' Education by Category
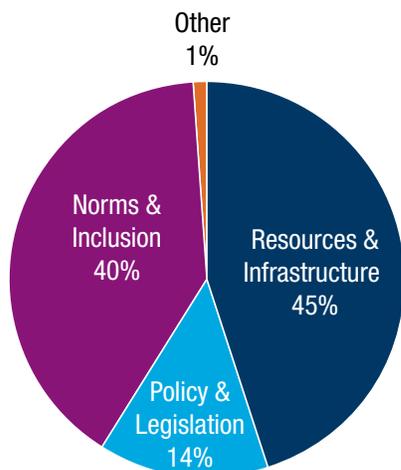
Although less funding goes to policy and legislation work, among respondents the majority of institutions fund at least one program or project in this area.

How Institutions Fund, by Activity

This and the following subsections discuss survey respondents' activities in each of the three categories described above. This information on funder trends draws on the survey responses about types of investments from 30 institutions, including 6 multilaterals, 6 bilaterals, 9 foundations and 9 corporations.

It should be noted that although more foundations and corporations responded to these questions, multilaterals and bilaterals generally fund education in far greater volumes. The information presented here refers to instances of investment in each type of activity, not the size of investments.

The survey asked for responses in a number of activity categories related to the quality of education that are specific to girls, such as ensuring that the curriculum is gender sensitive and providing academic support for girls. Surveying all activities that aim to improve the quality of education was outside the scope of this study.

Reducing Resource Constraints

Finding 4.2: Over half of survey respondents reported that they are funding programs or projects for textbook and school supplies or financial support for students. Many survey respondents are also funding programs or projects that provide hygiene and sanitation supplies or information about the economic return to education.

Nineteen institutions provide textbooks or other learning supplies, and this was the most common activity funded by survey respondents. Sixteen respondents

report that they provide financial support to students. Fourteen institutions provide sanitation and/or hygiene supplies, and 13 provide information about the economic returns to education. Relatively few institutions reported funding related to transportation, school feeding or health or nutrition. See figure 13.

Reducing Infrastructure Constraints

Finding 4.3: Building girl-friendly school facilities, such as bathrooms, is the most common intervention to address infrastructure constraints among survey respondents.

Thirteen institutions are engaged in building girl-friendly facilities, including bathrooms, to address infrastructure constraints. Ten institutions fund school construction for underserved areas, and five fund the building of boarding facilities. See figure 14.

Policy and Legislation Development

Finding 4.4: Within policy and legislation development, survey respondents most often fund the following activities: developing targets or incentives for female teachers or education leaders; supporting gender mainstreaming and sensitization; and developing policies to link nonformal education with the formal system.

Thirteen institutions reported funding the development of targets or incentives for female teachers or education leaders, and 13 institutions reported funding gender-mainstreaming activities. Twelve nstitutions reported funding work to develop policy that links formal education to nonformal education. A smaller number of institutions were engaged in work to develop policies related to reproductive rights and girls' right to education (8 institutions) or in building

Figure 13. Number of Institutions Investing to Address Resource Constraints
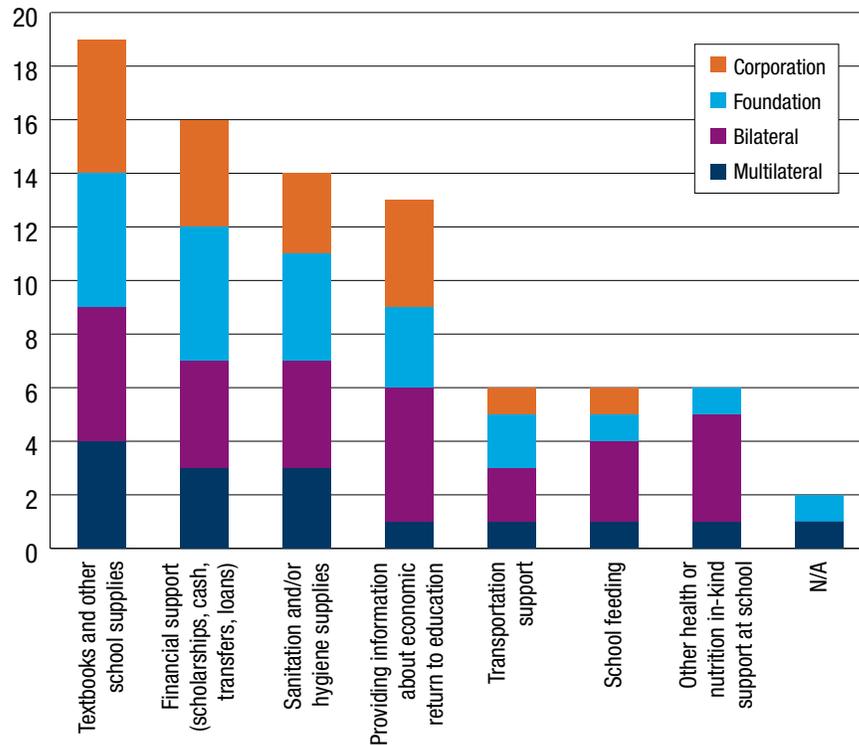
Figure 14. Number of Institutions Investing to Address Infrastructure Constraints
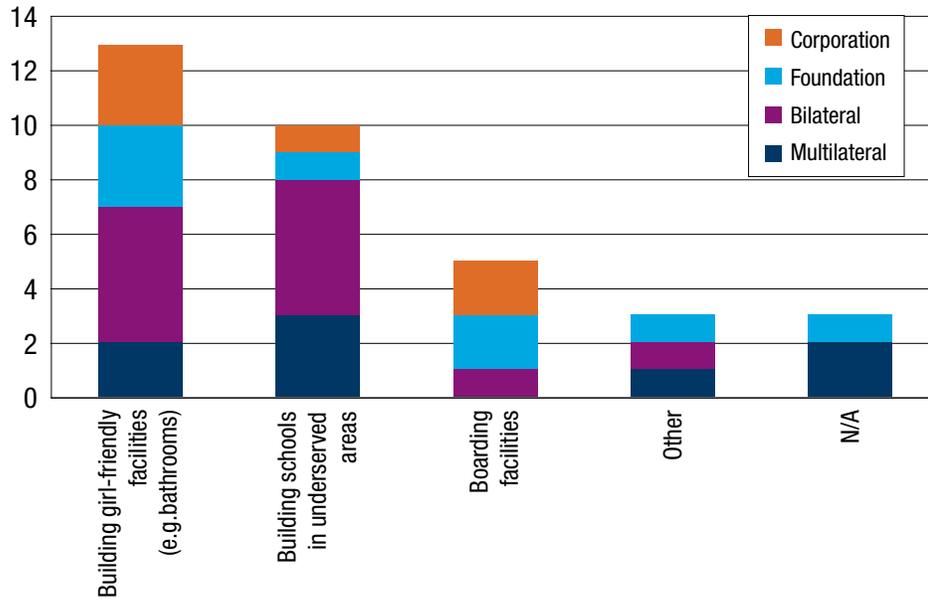
Figure 15. Number of Institutions Investing in Policy or Legislative Development
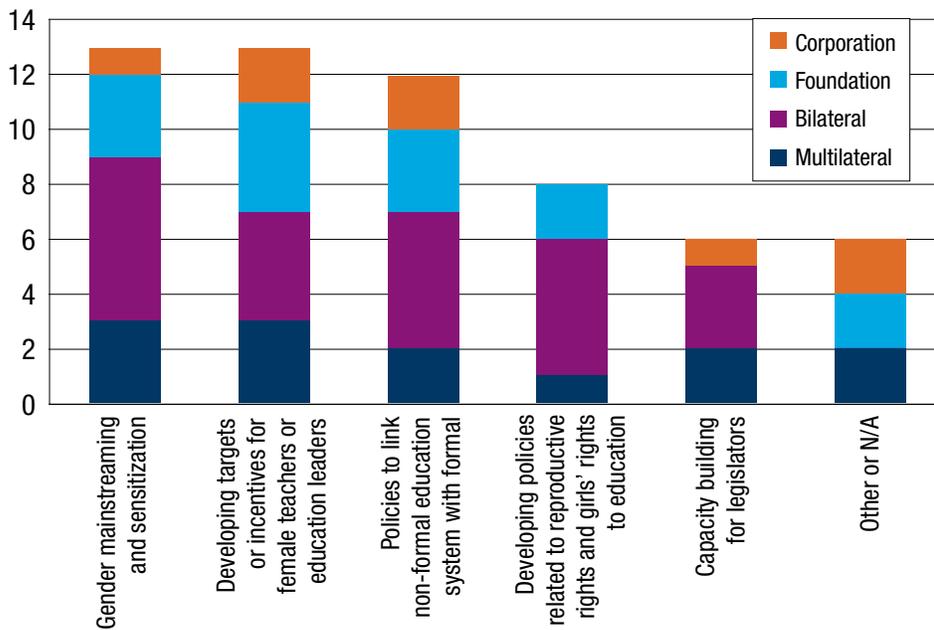
the capacity of local legislators (6 institutions). See figure 15.

Policy Implementation

Finding 4.5: With respect to policy implementation, survey respondents most often fund programs to ensure that teaching and curricula are gender sensitive.

Thirteen institutions are funding work to ensure that teaching is gender sensitive, and 12 institutions are funding projects or programs to ensure that curricula are gender sensitive. Ten institutions are funding work to ensure that assessments are gender sensitive, and 8 are working to include women in school governance. See figure 16.

Norms and Inclusion

Finding 4.6: Half or more of survey respondents engage in each of the following activities: life-skills, literacy and numeracy programs; academic support for girls; safe spaces; and 21st-century skills.

At least 15 institutions from across all institution types fund programs in each of the following activity areas: life-skills, literacy and numeracy programs; academic support for girls; safe spaces; and 21st-century skills. Thirteen respondents reported that they are funding learning programs that target marginalized girls, and 13 also fund mentoring programs. Financial literacy programs and science, technology, engineering and mathematics programs for girls were less frequently reported than other activities to promote norms and inclusion for girls' education (reported by 8 and 7 institutions, respectively). See figure 17.

Finding 4.7: Over half of survey respondents fund work to raise awareness about education and the impact on girls' life trajectories, and more than half also work to challenge social norms that deter education. Campaigns to get girls in school are also prioritized by survey respondents.

Sixteen survey respondents reported that they fund programs or projects to raise awareness about education's impact or to challenge social norms that deter

Figure 16. Number of Organizations Investing in Policy Implementation
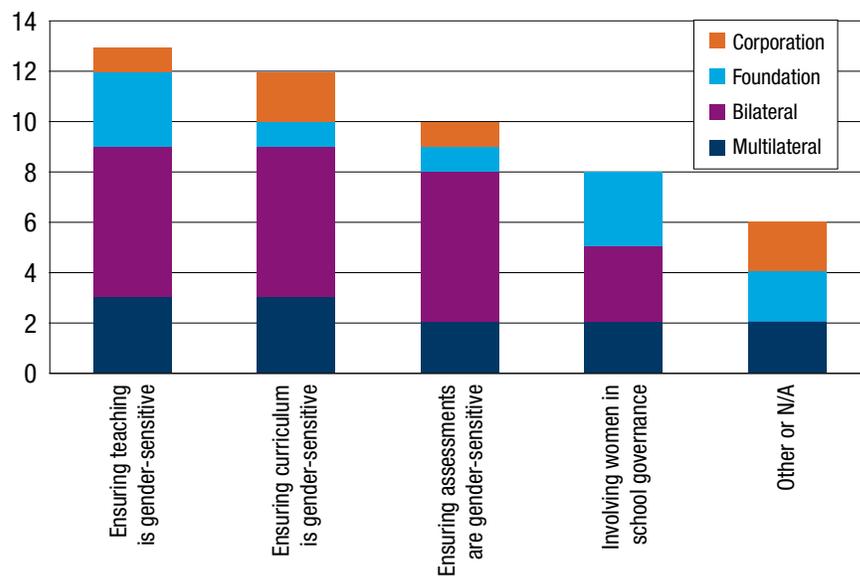
Figure 17. Number of Institutions Investing in Norms and Inclusion Implementation
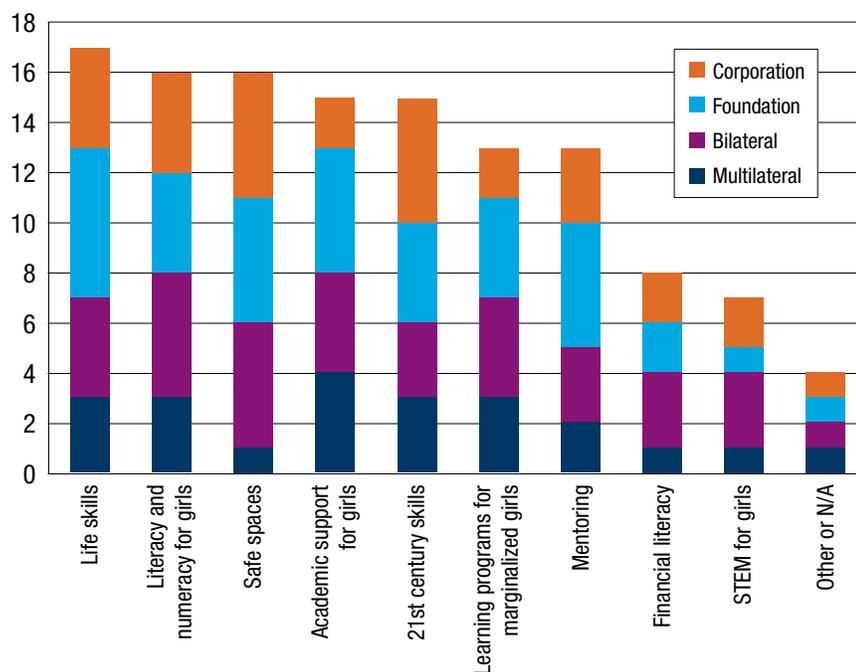
education. Fourteen institutions reported funding campaigns to get girls in school, and 12 work on girls' and women's rights advocacy. A smaller number of institutions are working with faith communities to promote girls' education (9 institutions). See figure 18.

Funding of Activities, by Country

Finding 4.8: India and Pakistan are the countries where most survey respondents reported funding programs or projects, including to reduce infrastructure and resource constraints.

Table 5 aggregates the survey data in response to questions about how institutions fund activities, and in which countries. Data are presented for three categories: addressing resources and infrastructure constraints, policy and legislation development and implementation, and addressing norms and inclusion. These results are not weighted by the size of the institution or the amount of money invested in each activity.

Examining the prioritization of countries by activity type, the clustering of funding in India and Pakistan is clear. Nowhere is this more apparent than in inclusion work; one in eight of all of the programs or projects that respondents reported are in India. India and Pakistan are lower-middle-income countries, as are Morocco, Laos and Papau New Guinea, which were prioritized by survey respondents for resources and infrastructure support. Fiji is an upper-middle-income country.[86]

The clustering of resources and infrastructure programs in India raises a question about impact. India has an economy worth $2 trillion, and so in this sense it is counterintuitive that this country should receive the greatest number of resource-related grants and investments. Instead, a small diversion of investments to countries with small gross domestic products but severe girls' education issues—such as Niger, which has over 1 million girls out of school and an economy that is 253 times smaller than India's—could have a deep and rippling impact.

Figure 18. Number of Institutions Investing in Advocacy and Social Norms
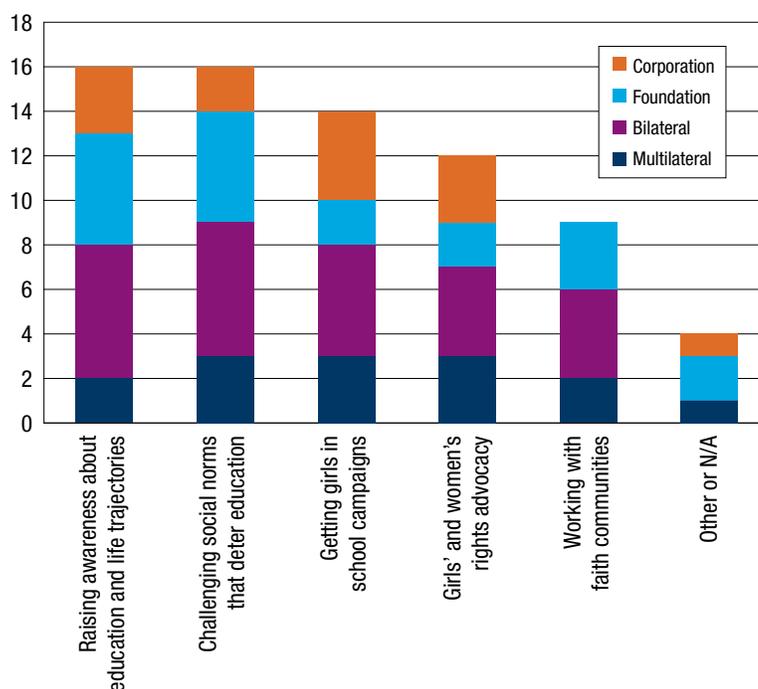
Table 5. Funder Priority Countries, by Activity, Among Survey Respondents
(Ranked by number of institutions funding programs)

Resources and Infrastructure		Policy and Legislation		Norms and Inclusion	
India	17	Pakistan	11	India	29
Pakistan	14	Afghanistan	7	Pakistan	17
Afghanistan	12	India	5	Afghanistan	16
Nepal	9	Ethiopia	5	Nigeria	12
Fiji	7	Nigeria	5	Uganda	10
Malawi	6	El Salvador	4	Guatemala	10
Kenya	6	Kenya	3	Malawi	10
Morocco	6	Burkina Faso	3	Vietnam	10
Ethiopia	5	Niger	3	Democratic Republic of Congo	8
Laos	5	Georgia	3	Kenya	7
Papua New Guinea	5	Uganda	3	Burkina Faso	7
				Niger	7

Finding 4.9: Priority activities are generally backed by evidence.

The survey asked institutions to indicate which activities they fund for girls' education. Table 6 ranks these activities according to the number of survey respondents that fund the activity. The table then categorizes the evidence base for each activity in keeping with the methods described in a literature review conducted by Unterhalter and colleagues for Britain's DFID and drawing on supplementary research. "Strong" indicates strong evidence of impact based on quality studies that point to a causal relationship. "Promising" indicates that the evidence shows room for optimism, but did not meet the criteria for "strong." "Limited" indicates that there was little evidence of impact. (For more information on the methodology, see Elaine Unterhalter et al., *Girls' Education and Gender Equality*.[87])

A significant number of institutions fund sanitation and hygiene supplies. A rigorous study conducted in Nepal showed no significant impact on girls' attendance when menstrual supplies were provided.[106] Some evidence shows that menstruation contributes to absenteeism. For example, a study in Sierra Leone found that 21 percent of girls miss school due to menstruation.[107] The Nepali study, however, found that girls missed only 0.4 days per year, on average, due to menstruation. The impact of menstruation on girls' schooling appears to be highly context-specific, and rigorous evidence on what interventions, if any, are most effective has yet to be established.

Campaigns to get girls in school are also funded by a number of institutions. One study showed that the impact of campaigns that drive enrollment can be mixed, because quality can be compromised if not

Table 6. Top Types of Investments, by Institution

No. of Investments	Activity	Evidence Base Category	Notes
19	Textbooks and other school supplies	Strong	Studies show a positive impact on enrollment, retention,[88] attendance and test scores,[89] sometimes differentially benefiting girls.
17	Life-skills programs (empowerment, career counseling, sexual and reproductive health)	Promising*	When sex education in and outside schools goes beyond biology and broadly examines gender relations, it can help build confidence and strengthen girls' agency in relationships with males.[90] Life-skills programs can also help retain girls in school and support learning outcomes.[91]
16	Financial support (scholarships, cash transfers, loans)	Strong*	Financial support must be properly targeted to be effective.[92] It may be more effective when conditional (e.g., on attendance), though conditionality must not prejudice marginalized groups.[93]
16	Literacy and numeracy programs targeted to include girls	Promising*	Studies on women's literacy programs show, when paired with discussions of gender roles and norms, these can help women challenge unequal power relations.[94] Less evidence is available on programs for girls, though one study found hiring local female teachers for remedial programs was a cost-effective way to increase children's learning.[95]

No. of Investments	Activity	Evidence Base Category	Notes
16	Creating safe spaces for girls	Promising*	Participation in girls' clubs has been found effective in providing opportunity to reflect on gender relations, build confidence, and increase agency (e.g., delay marriage, pursue self-employment).[96] More evidence is needed to assess clubs' impact on educational outcomes, though a program in Egypt demonstrated significant literacy gains among participants.[97]
16	Raising awareness about education and life trajectories	Strong*	Raising awareness of economic returns from continued schooling is particularly important for keeping girls in school. However, awareness alone is insufficient, actual access to higher-level schooling and the labor market also play an important roles in motivation to pursue schooling.[98]
16	Challenging social norms that deter education	Strong*	Teacher attitudes towards girls and gender equity in the classroom have been shown to play important roles in girls' retention.[99]
15	Academic support and mentoring and tutoring to include girls	Strong*	Learning outside the classroom occurs through activities such as tutoring and mentoring. When combined with interventions such as health care and financial support, tutoring can help increase girls' retention in primary and secondary school, as well as improve employment prospects.[100]
15	21st-century skills (problem solving, information and communication technology)	Promising*	Evidence is limited, but one study found that science, mathematics, and technology camps contributed to more girls registering for these subjects at the upper secondary levels.[101] A study of a USAID/ALEF 21st-century skills program in Morocco found rapid positive outcomes in school retention and learning.[102]
14	Sanitation and/or hygiene supplies	Needs more evidence*	Little evidence exists to suggest that providing menstrual supplies has a direct impact on attendance; a rigorous study showed no significant impact on girls' attendance,[103] though evidence exists that management of menstrual hygiene contributes to girls' absenteeism.[104]
14	Getting girls in school campaigns	Needs more evidence*	There is sometimes a trade-off between increased enrollment and quality if not accompanied by increases in support for schools.[105]

Note: Each classification marked with an asterisk draws on and matches the rating given by the DFID paper. Classifications not marked with an asterisk were developed using a supplementary review of evidence, giving preference to peer-reviewed, published studies.
Source: Activity rankings noted with an asterisk draw on the findings of Elaine Unterhalter et al., *Girls' Education and Gender Equality* (London: U.K. Department for International Development, 2014).

accompanied by increases in support for schools. For example, when Malawi eliminated school fees to encourage enrollment, particularly for girls, there were indeed dramatic increases in enrollment, but at the expense of education quality. Without sufficient support for schools in terms of staffing, classrooms, and training, schools became overwhelmed—learning outcomes suffered and dropouts persisted.[108] Evidence shows that raising awareness about the economic returns to schooling is important for girls' participation, and this message may support campaigns that aim for enrollment.

5. Balancing Scarce Resources with a Drive for Results

Finding 5.1: Survey respondents reported a range of challenges to their work on girls' education, including funding design and implementation challenges.

The survey asked respondents to prioritize the challenges that they face in each of three categories: funding, design and implementation. Twenty-five institutions responded to this question.

Respondents were slightly more likely to prioritize the challenges of obtaining funding from external partners, host country commitment and addressing human resource constraints. Figure 19 gives the data for what institutions rank as their most significant and second-most-significant challenges.

Figure 19. Main Barriers to Funding Girls' Education
(Reported by Survey Respondents)
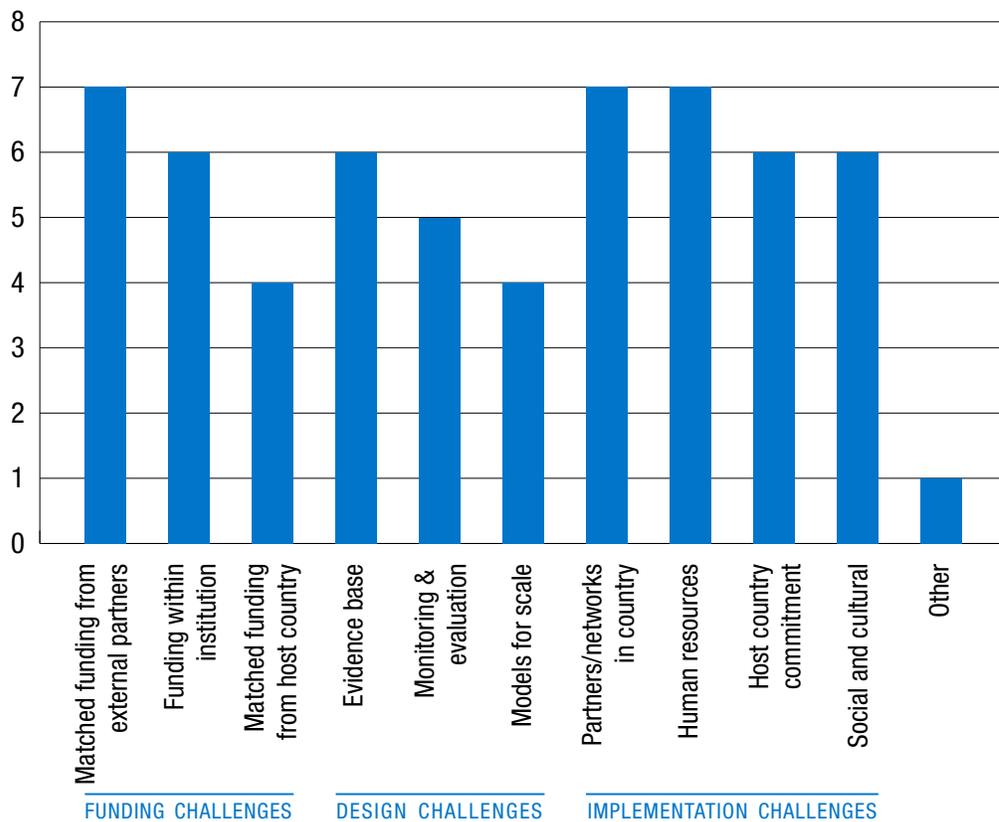
***Finding 5.2: Seventy-six percent of respondents
reported involvement in at least one affinity group.***

More than three-quarters of survey respondents are
members of affinity groups, and many are members
of multiple affinity groups. Among a comprehensive
list of funder institutions, participation in affinity
groups would likely be lower, given that the members
of the Donor Network were invited to participate in
this survey.

A number of affinity groups are tailored specifically
for funders and aim to advance collaborative efforts
in education and girls' education through links to
policy, best practice and evidence sharing, and ad-
vocacy. Some affinity groups require membership
fees and/or expect active participation, but most are
cost-free and allow members to opt in to any of the
services they offer.

Box 7. Affinity Groups Focused on Girls' Education

General (information sharing, partnership facilitation, links to policy):

- *International Education Funders Group* (thematic group on girls' education): a network of more than
  60 foundations and donor-advised funds that supports improved donorship to education in the Global
  South through information sharing, encouraging collective action and assisting funders in making stra-
  tegic decisions on grant making.

- *Global Compact on Learning Donor Network* (girls' education thematic focus): a group of more than 60
  foundations, corporate actors and bilateral institutions, hosted by Brookings' CUE. The Donor Network
  aims to catalyze collective action with governments, civil society and the private sector on shared policy
  objectives to advance the goal of a high-quality education for all.

- *Global Business Coalition on Education Task Force on Girls' Education and Technology*: a group of com-
  panies committed to improving access to and the quality of education for all children. It aims to connect
  corporate actors, coordinate initiatives, share achievements and conduct research to build the knowl-
  edge base on interventions—and thus to garner attention and support for girls' education.

Building evidence and strengthening research:

- *Building the Evidence in Education (BE^2)* (postprimary girls' education interest group): a donor working
  group made up of bilateral, multilateral and independent donors. BE^2—which was founded by DFID,
  USAID and the World Bank—aims to increase members' research funding on girls' postprimary edu-
  cation, harmonize research agendas, promote evidence-based policy decisionmaking and strengthen
  coordination.

Influencing policy:

- *GPE Technical Reference Group on Girls' Education:* an advisory and consultative body that provides
  guidance in developing GPE policy, works to coordinate global efforts and offers research and technical
  expertise to partners to advance the goal of a high-quality education for all girls.

Grantmaking collaboration:

- *The Partnership to Strengthen Innovation and Practice in Secondary Education:* a coalition of funders
  that works to improve secondary education access and learning outcomes in Kenya, Uganda, Rwanda,
  Tanzania, the eastern part of the Democratic Republic of the Congo, Ethiopia, Malawi, Nigeria and India.
  It funds innovative interventions, supports policy reforms and shares lessons learned.

- *Center for Innovations:* offers an online funders' community that brings together donors with a focus on
  girls education to promote collaboration, share ideas and promote best practices.

Box 7 provides brief information on affinity groups for education funders that have a thematic focus on girls' education. This excludes affinity groups that are open to nonfunder membership (e.g., nonprofit organizations), although these groups are also critical for advancing policy, best practice sharing, and research

Finding 5.3: Almost half of survey respondents reported that they are engaged in some form of research on girls' education.

Of the 34 institutions that responded, 15 reported that they are funding research on girls' education. Thirteen responded that they are not, and 6 responded that they were unsure. According to the survey respondents, the top areas of research related to girls are science, technology, engineering and mathematics programs; access and retention; gender relations and norms; and nonformal, adult education and/or accelerated learning programs.

Finding 5.4: Research and advocacy can have a policy impact and build momentum for girls' education.

Girls' education, once a technical field within international development, has exploded into a movement backed by celebrities, journalists and millions of campaigners. Some institutions are serving as drivers of this trend through their advocacy efforts; most are beneficiaries, gaining internal attention and resource allocations as a result.

Research demonstrating the impact of girls' education,[109] and how to effectively engage in this area,[110] dates back at least to the early 1990s. Research in the microfinance field showed the importance of investing in women and the benefits for children.[111] Building on the long-standing work of the International Center

for Research on Women, in 1992 Amartya Sen called attention to the impact of gender discrimination by demonstrating the global deficit of more than 100 million "missing women."[112]

The growing evidence base demonstrating the impact of girls' education has facilitated increased funding in a variety of ways at different institutions. A national political commitment to women's issues helped set the stage for DFID's commitment to the GEC, but was only possible on the basis of the solid evidence on girls' education.[113] At the World Bank, which has seen an increase in funding for girls' education,[114] the solid evidence has helped drive country demand. Oni Lusk-Stover, an education specialist at the Bank, said this evidence improves policy: "We have much more evidence than we did, and we can use that to inform the dialogue in countries, whether in India, Pakistan or elsewhere. The global evidence has made a difference."

In this context of rising momentum, clearer international goals have also been crucial. The UN's Education for All movement, which culminated with the setting of the EFA goals in 2000, and the UN Millennium Development Goals (MDGs) have set global education policy. MDG 2, to achieve universal primary education, and MDG 3, to promote gender equality and empower women, have galvanized donor governments and provided a framework for advocacy.

Advocacy within the UN system has targeted policymakers and young potential constituencies. The founding of the United Nations Girls' Education Initiative (UNGEI) in 2000 brought a focus on policy, partnerships and national frameworks for girls' education and gender equality. In 2010, UNGEI held a conference in Dakar on girls' education, which led to the Dakar Declaration on Accelerating Girls' Education and Gender Equality, calling for urgent

action to realize girls' right to education, particularly for marginalized girls, and to promote equality and empowerment.[115]

Since 2010, UNGEI has worked with the *Global Monitoring Report* to promote gender mainstreaming and analysis. With its members, UNGEI influenced the development of the second strategic objective of the GPE on girls' education and was instrumental in the creation of the implementation plan. In 2010, the UN Foundation launched Girl Up, a campaign that leverages celebrity power and mobilizes girls in the U.S. in support of education worldwide. The same foundation later sponsored the Girls Count research series, together with the Nike Foundation. UN Women was formed in 2010, consolidating the UN's efforts to work on gender equality and promote accountability among member states.

Outside the UN, nonprofits, companies and foundations have played important roles in advancing girls' education agenda through research and advocacy. In 2001, the Academy for Educational Development (AED) launched its Center on Gender Equity and began research streams on girls' education. In 2002, the former director of the National Economic Council, Gene Sperling, founded CUE with a focus on girls' education. In 2005, the National Academy of Sciences

published its panel report on the changing transitions to adulthood of adolescents in developing countries, *Growing Up Global,* which prominently featured education. In 2006, May Rihani's report for the AED, *Keeping the Promise*, highlighted the benefits of supporting secondary education for girls.[116] And in 2007, Maureen Lewis and Marlaine Lockhee's report for the Center for Global Development, *Inexcusable Absence*, examined how gender overlaps with other forms of marginalization to keep girls out of school.[117]

In 2007, Plan International launched the *State of the World's Girls* report and the Because I Am a Girl campaign, and it has since continued an annual effort to bring attention to the issues affecting girls, including the importance of secondary school. Nike Foundation launched Girl Effect in 2008, including media and tools for advocates and policymakers at the national and global levels, and Girl Effect issued the Girl Declaration to influence the setting of the next set of global development goals.[118]

The Documentary Group produced *Girl Rising*, a documentary of activities in nine countries that reached millions of viewers around the world to raise awareness about girls' rights. The Echidna Global Scholars Program was launched in 2012, providing a research and policy

Figure 20. Timeline of Research, Advocacy and Media Milestones for Girls' Education
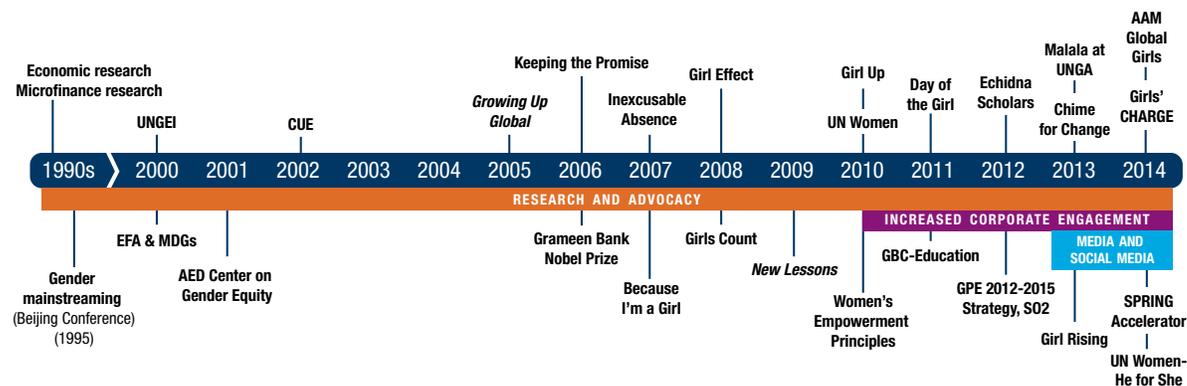
fellowship for local leaders from developing countries focused on girls' education. The Malala Fund, formed in 2013 following the attempted murder of Malala Yousafazi, advocates for girls' high-quality education and amplifies girls' voices. The CHARGE (Collaborative for Harnessing Ambition and Resources for Girls' Education) initiative, which was presented at the 2014 Clinton Global Initiative, brings together governments, multilateral organizations, civil society and private sector organizations to support girls' education globally, with a commitment of raising $600 million and reaching 14 million girls.[119]

Awareness-raising efforts have contributed to broader coverage of girls' education issues in the media. Examples include Nicholas Kristof's writing in the *New York Times* on girls' education, following the release of *Half the Sky* in 2009, and America Abroad Media's (AAM) *Global Girls: Breaking Down Barriers* radio program in 2014.[120] The #BringBackOurGirls campaign for the girls who were kidnapped by the terrorist group Boko Haram in Nigeria in 2014 showed the power of rallying celebrity and high-visibility personalities, and the Girl Effect's sponsorship of targeted news coverage of adolescent girls' issues on the Guardian Development Professionals Network promotes an informed readership. Figure 20 provides a snapshot of some of the key research, advocacy and media milestones that have informed and motivated funders in girls' education and helped to build momentum.

RECOMMENDATIONS

1. Strengthen Funding for Conflict-Affected Countries Where Girls Are Furthest Behind

Prioritize Conflict-Affected Countries for Girls' Education

Survey data and analysis of official development assistance showed that a number of countries with the greatest degree of gender disparity at the secondary level and with large populations of girls out of school are overlooked. Almost all these countries are conflict-affected.

Countries with the worst gender disparity
With the exception of Afghanistan and Ethiopia, none of the countries with the worst (top 13) gender disparity at the secondary school level are top recipients of ODA or were prioritized among survey respondents. The following countries with the worst gender disparity at the secondary school level were not prioritized in ODA or in survey responses:

Chad, Somalia, Central African Republic, Togo, Democratic Republic of the Congo, Benin, Guinea, Yemen, Angola, Niger and Mali

Countries with large populations of girls out of school
Five countries have over 700,000 girls out of school at the primary and lower secondary school levels but are not top recipients of ODA and were not prioritized by survey respondents:

Niger, Syria, Burkina Faso, Yemen, and the Philippines

Of the 14 countries that are in one or both of the above-listed groups, 11 are conflict-affected.[121] Niger and Yemen both have large populations of girls out of school, and are also among the countries with the worst gender parity index at the secondary school level. All these countries could be prioritized as key girls' education countries.

Many institutions do not have the capacity to fund governments, programs or projects in conflict-affected countries. Because conflict exacerbates the barriers to girls' education, it is critical for institutions that are funding these countries to strengthen and coordinate their focus on girls' education.

1a. Strengthening the Global Partnership for Education's Gender Requirements

The GPE is a central vehicle for delivering support to many of the countries where girls are furthest behind. In many of these countries, because of conflict and instability, traditional donors face barriers to entry. Given the GPE's unique role, strengthening gender is critical.

Recommendations for the GPE were noted earlier in this report, including:

1. Supplementary guidelines requiring a stand-alone gender analysis for countries with severe gender disparity affecting girls.

2. Capacity development and technical assistance for the use of the UNGEI/GPE Gender Analysis Guidance tool, which can inform ESPs.

3. Specific efforts for a gender focus in ESPs, including training, South–South exchange and coordination between key actors.

4. Targeted funding offered by a bilateral or other institution for ESP development and implementation, with a specific focus on gender issues.

5. An emergency fund for education hosted by the GPE, with stand-alone gender requirements for countries where girls are severely disadvantaged.

1b. Fund Education in Emergencies

Currently, education receives less than 2 percent of funding during emergencies. The education community has long called for funders to scale up their focus on education to at least 4 percent. Education should have a clear place in emergency response planning

and funding, going beyond protection to include programs that offer high-quality learning for children with the recognition that humanitarian "emergencies" often last for more than a decade. In all cases, such planning and funding should be conducted based on solid gender analysis. In countries where girls are severely behind boys in education, funding should be allocated with the awareness that conflict often exacerbates gender disparity.

In addition to the GPE and UNICEF, a number of international nonprofits in the humanitarian aid space—such as the International Rescue Committee, Save the Children, War Child, Plan International and the Norwegian Refugee Council—work in education in fragile or conflict-affected states, although funding for educational activities during emergencies has traditionally been very low. Funders can build alliances with advocates internal to these organizations to incentivize greater action in education within the organization, and to advocate for funds from other institutions through consolidated humanitarian appeals and other similar initiatives.

In many emergency environments, there is a dearth of public research on how the particular crisis is affecting children. A number of international nonprofits have internal research and advocacy capacity that can be leveraged to articulate the ways that conflict and disasters are affecting girls. Think tanks and research consultancies can also play a role in making the case for girls' education in these kinds of situations.

1c. Direct Funding to Local Actors

Local actors and leaders have a critical role to play in protecting education during conflicts and crises. Many times, effective solutions to girls' education disparities derive from homegrown approaches to overcoming complex religious, political and cultural barriers. This is especially important where foreign or international agencies are limited by the perception that girls' education is an external agenda item.

Indigenous organizations often have difficulty connecting with international funders, either because of cultural and language barriers or because funders prefer to make large grants that local organizations do not have the capacity to receive. For funders, the monitoring and evaluation of smaller organizations that do not have an international office can create a formidable barrier.

Funders can consider creative ways to support local efforts. International or larger nonprofits with an established presence can serve as intermediaries. Programs that utilize subgranting also offer an opportunity to incorporate a capacity-building component for local nonprofits so that they could receive international funding directly over time. Other activities to help local nonprofits connect with funders, such as financing an external audit or making referrals to funders that specialize in early stage grant making, can help to build indigenous solutions for girls' education.

1d. Fund Places Affected by Extremism

In places where education is under attack by extremists, those who work with Western aid agencies are at times targeted.[122] Still, local leaders who are aware of these risks may consider it critical to keep up funding flows for their education work.

Khadim Hussain, founder of GRACE Association, a girls' education program in Pakistan, talked about the importance of foreign aid in an area with little government presence. He suggested ways to adapt behavior

to reduce risk: "Extremism has roots in poverty. . . . Therefore I believe that if the funder supports community development approaches, . . . such as clean drinking water, an irrigation channel, mother and child health care, . . . threats to girls education services providers can be minimized." Other suggestions have included keeping visibility at minimal levels by not displaying signboards and logos and using light-touch methods for accountability, such as Internet monitoring and photographs rather than visits by foreigners in attention-grabbing vehicles.[123]

In areas affected by extremism, some funders and implementers shut down programs to protect staff and avoid doing harm to children.[124] With the changing landscape, innovation and discussion among stakeholders is essential. Funders that keep up work in areas controlled by extremists should seek safe channels to share their findings.

Even if education work must be halted in some places, long-term thinking about protection and reparations has the potential to bring justice to communities. The program named Protecting Education in Insecurity and Conflict has developed a legal framework for the protection of education based on humanitarian, human rights and criminal law.[125] The implementation of this framework is still soft, but can be further advanced through the monitoring of attacks on education and advocacy for reparations.

Ensuring that refugees from extremist-controlled areas receive adequate educational opportunities is critical, lest entire generations within countries, such as those fleeing Islamic State–controlled Syria or Iraq, fail to gain an education.

2. Build and Maintain Momentum

The majority of survey respondents reported that funding for girls' education is greater than it was 10 years ago. Still, much more funding, awareness and action are needed to achieve gender parity in education. One World Bank estimate suggests that in order to achieve parity at primary level alone, governments must increase public spending by as much as 33 percent a year in sub-Saharan Africa, and by 3 percent a year in the Middle East and North Africa and South Asia.[126]

To close the gender gap at higher levels of education will require an even greater effort. Research, advocacy, partnerships and policy-related work can help build momentum and focus on girls' education.

2a. Continue Research within Multilaterals and Bilaterals

When countries are in the driver's seat, multilaterals and bilaterals have the opportunity to make the case for girls' education by sharing global insights through research. This is particularly important in countries where girls suffer one or more forms of discrimination. Contributions could include research in the education sector, but also cross-sectoral links to gain a clearer understanding of how discrimination in health, workforce and law both affect girls' education and can be addressed by girls' education. Engaging countries in such an institutional research agenda could help to ensure that research has a maximum impact at the country level.

2b. Continue Advocacy for Greater Allocations of Education Aid

Advocacy efforts have been important in garnering public support for girls' education as well as

policymakers' support for girls' education. Advocacy directed at leading actors ahead of policy decisions can include messages about gender-responsive education.

Country-level advocates, such as the national chapters of the Forum for African Women Educationalists, can play an important role in keeping girls' education on the agenda with their governments. Activity on these issues can be especially important at key moments, such as those leading up to lending agreements or ESP development. Global advocacy efforts, such as the #UpForSchool Petition launched by the Global Faiths Coalition for Education to call on governments to make commitments to education, often benefit from funders' networking support and help in sharing positive messages.[127]

2c. Target Heads of Foundations and Corporations

Advocacy for more funding to education should consider decisionmakers within foundations and corporations as target potential constituencies, given that international education still receives a small fraction of giving from these institutions. Within corporations, targeting employees can also be an effective strategy, given that employees' charitable interests can influence overall corporate social investments.[128] Increasingly, corporations are taking action in education in a number of ways that go beyond social and philanthropic funding, including mobilizing core business assets and activities and engaging in policy dialogue and advocacy.[129]

2d. Leverage Partnerships across Different Institutions and Platforms, Including the Media

As shown in this report, many different institutions approach girls' education in a wide variety of ways.

In this diverse context, partnerships have the potential to drive innovation and to appeal to new potential constituencies, or to regenerate appeal among long-standing constituencies.

The power of the media, both to bring in mainstream constituencies for girls' education and to influence girls in developing countries, may be an untapped asset. A recent report notes that although girls' issues are at center stage in policy circles, the media's potential role in improving girls' prospects is rarely addressed.[130]

Building on efforts to partner with the media that are under way by some funders, greater use can be made of mainstream media in both the Global North and the Global South. For instance, a grants program for journalists highlighting girls' education issues could increase global and national coverage of critical issues. Engaging journalists could increase coverage of policy issues.

2e. Engage in Global Policy

Although the majority of respondents to the survey are engaged in funding policy work, policy generally receives less funding within institutions than programmatic work. Policy, however, at the national and global levels provides an opportunity to influence decisions and to promote a focus on girls' education, on gender and on education. For instance, the GPE offers opportunities for different stakeholders to engage, including through the seats assigned to constituencies, the Technical Reference Group on Girls' Education and local education groups. Affinity groups can be useful in coordinating and facilitating policy engagement.

3. Build and Share Evidence Effectively

3a. Build an Interactive, User-Friendly Guide to Girls' Education Evidence

The majority of institutions that responded to the survey conduct their own research on girls' education. Major efforts are under way to share research conducted on education, including the Building Evidence in Education initiative, founded by DFID, the World Bank, and USAID, which works to coordinate actors researching education to encourage information sharing and avoid duplication.[131]

Affinity groups review available resources and disseminate newsletters or updates, providing a way to keep up with new research commissioned by members. The Center for Education Innovations also provides a platform for sharing research, and the UN Girls' Education Initiative provides many opportunities for information sharing, including through a recently formed working group on gender-based violence.

Despite the efforts to share research that are under way, a number of the institutions surveyed reported that a lack of information about successful models for girls' education or challenges related to the evidence base were critical barriers to their work. This implies gaps in the research base, but also potential human resource constraints in digesting available research findings.

A user-friendly, interactive Web portal to share evidence on girls' education could summarize evidence related to girls' education for use by policymakers, program managers, investors and funders. Such a tool could build on the efforts already under way by institutions such as the Center for Education Innovations, which provides descriptions of implementing organizations in education paired with related research. DFID's recent literature review efforts—as well as

efforts by the Building Evidence in Education group, UNGEI and others—could feed into this global good.

3b. Conduct Research on Girls' Education, Focusing on Marginalization & Institutional Trends

Because of the prevalence of gender mainstreaming, multilaterals and bilaterals act in fundamentally different ways than corporations and foundations when addressing girls' education, although there is a great deal of variation within each institution group. Study within institution groups will yield further understanding of the girls' education landscape.

Within multilaterals and bilaterals, analyses of how gender mainstreaming affects funding levels for girls' education are important, as well as best practice sharing. A study of the volume and use of project aid for girls' education in countries where girls face extreme gender disparity will shed light on the use and limits of this mechanism.

Corporations and foundations have different accountability structures and institutional cultures. Study of corporations' versus foundations' specific actions on girls' education may further define the comparative advantage that different types of actors have, and thereby encourage further action and partnerships.

Across all institution types, data on the most marginalized girls and boys is critical. The Global Initiative on Out-of-School Children is a major effort by UNICEF and UNESCO to improve the quality of data and policy on out-of-school children. The initiative suggests a number of actions for funders, including helping to define key issues and standards used for data collection, and supporting the development of education data systems. Funders' gender-sensitive lens can help to ensure the development of high-quality data on marginalized girls and boys, and gender-responsive

analysis frameworks that lead to understanding of the crosscutting issues that affect children.[132]

Better data can help to show how gender discrimination shapes various factors in the education landscape, including attendance and performance, and how girls fare during conflict. Notably, data on out-of-school children are not available in some of the countries where girls are furthest behind boys, such as Somalia and Afghanistan, due to challenges in collection.

3c. Integrate Research Agendas and Findings on Workforce Development

The countries where women's workforce participation is lowest are not always those where girls are furthest behind in education, which indicates that a different set of factors often affects the school-to-work transition. The barriers can be far-reaching, including in the political, religious, and cultural domains. Restrictions on women may also be embedded in the law. In 79 countries, laws dictate the kind of jobs that women can perform; and in 15 countries, men can prevent their wives from accepting jobs.[133] In the following countries, women participate in the labor market at a rate of less than 25 percent: Syria, Iraq, Algeria, Palestine, Jordan, Afghanistan, Iran, Saudi Arabia, Lebanon, Samoa, Egypt, Pakistan and Timor-Leste.[134]

There are clear interlinkages between women's workforce participation and girls' education, although these may be considered separate sectors in some institutions. Efforts to integrate research findings on women's workforce participation may offer important insights for girls' education and transition to the workplace.

For corporations, there is a clear case for investing in workforce development. The Global Business Coalition for Education is establishing a task force on girls' education and technology, which could prove an important opportunity to spur a corporate focus on girls' transition to the workplace.

4. Build and Share a Common Framework

Building and sharing a common framework for girls' education, as the sun sets on the Millennium Development Goals in September 2015, can help harness resources and action for girls' education. Such a framework should build on the positive gains of EFA and the MDGs, and also focus on promising approaches to address the challenges that girls face.

The historic commitment made at the Clinton Global Initiative by the CHARGE initiative shows the power of bringing institutions together with a common framework. With this commitment, funding institutions, governments and implementing partners pledged to support the effort to reach 14 million girls within five years. The framework used by CHARGE, and also proposed for discussion within the broader education community, is shared in box 8.

Box 8. Girls' Education Post-2015

- **Access:** Ensuring that girls enter and stay in school through secondary completion.

- **Safety:** Ensuring that schools are safe and facilities are girl-friendly.

- **Quality learning**: Improving the quality of learning opportunities for girls.

- **Transitions:** Supporting girls' transition from secondary school to postsecondary school and the workforce.

- **Local leadership:** Supporting leaders in developing countries to help catalyze change in girls' education.

Source: Rebecca Winthrop and Eileen McGivney, *Raising the Global Ambition for Girls' Education* (Washington: The Brookings Institution, 2014).

The girls' education movement is a powerful one that has benefited from decades of advocacy and progress, as well as broad-based support. Its remaining barriers are the most challenging ones, including how to improve the quality of education so that families are more likely to invest in school for both girls and boys. As funders tackle these obstacles to girls' education and learning, cross-disciplinary approaches, innovative programs and imaginative partnerships can leverage the resources available today and build momentum for tomorrow.

A Note on Survey Participants

The research team sincerely thanks all survey and interview participants for their time and the invaluable information they shared. Their collective commitment to girls' education was evident in the course of this research. The following organizations participated in this study, either by completing the survey or by providing information to the research team. The number of institutions invited to participate was 91, and the number of responses was 44.

Survey participants:

Aga Khan Foundation

Agence Française de Développement (French Development Agency)

Aman Foundation

Australia Department of Foreign Affairs and Trade

Banyan Tree Foundation

Bill & Melinda Gates Foundation

Canadian Department of Foreign Affairs, Trade and Development

Caterpillar Foundation

Credit Suisse

Cummins Inc.

David and Lucile Packard Foundation

European Commission

Fab Lab Connect

Firelight Foundation

General Mills Foundation

Gesellschaft für Internationale Zusammenarbeit (GIZ)

Global Education Fund

Global Partnership for Education (GPE)

Hewlett-Packard

IDP Foundation, Inc.

IKEA Foundation

Intel Corporation

Inter-American Development Bank

International Finance Corporation

International Fund for Agricultural Development

International Labor Organization

Japan International Cooperation Agency (JICA)

John D. and Catherine T. MacArthur Foundation

Lenovo

Malala Fund

Millennium Challenge Corporation (MCC)

NoVo Foundation

PaperSeed Foundation

Rockefeller Foundation

Standard Chartered Bank

Swedish International Development Cooperation Agency

U.K. Department for International Development (DFID)

U.S. Agency for International Development (USAID)

U.S. Department of State

UBS Optimus Foundation

UN Girls' Education Initiative (UNGEI)

UN Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)

Western Union Foundation

William and Flora Hewlett Foundation

Institutions interviewed:

Building Alliances, Creating Knowledge and Updating Partners / Deutschen Gesellschaft für Internationale Zusammenarbeit (BACKUP/GIZ)

Echidna Giving

Education for All Global Monitoring Report (EFA GMR)

Global Business Coalition for Education (GBC-Education)

Nike Foundation

Grassroots Association for Community Empowerment (GRACE), Pakistan

World Bank

U.K. Department for International Development (DFID)

U.N. Girls' Education Initiative (UNGEI)

U.S. Agency for International Development (USAID)

ANNEX A: TABLE OF INDICATORS AFFECTING GIRLS' EDUCATION

Number of Institutions Investing in Education in Each Country (2013)		Top ODA Education Aid Recipients (2011, $ million)		Primary School Gender Parity Index (Gross Enrollment Ratio 2006-2012)		Secondary School Gender Parity Index (Gross Enrollment Ratio 2006-2012)		Highest Number of Girls out of School (Primary and Lower Secondary, 2006-2014)		Highest child marriage rates (% Girls Married by Age 18, 2005-2013)		Lowest Ranked on Gender Gap Index: Economic Participation and Opportunity (2014)		Lowest Ranked on Gender Gap Index: Health and Survival (2014)		Lowest Ranked on Gender Gap Index: Political Empowerment (2014)		Lowest Ranked on Social Institutions and Gender Index (2014)	
India	15	India	792	Angola	0.64	Chad	0.46	India	7,875,592	Niger	76	Syria	0.30	Armenia	0.93	Brunei	0	Yemen	0.56
Kenya	14	China	766	South Sudan	0.66	Somalia	0.46	Pakistan	6,348,211	Chad	68	Pakistan	0.31	India	0.94	Lebanon	0.01	Sudan	0.56
Pakistan	13	Pakistan	554	Afghanistan	0.72	Central African Republic	0.51	Nigeria	4,963,815	Central African Republic	68	Jordan	0.36	China	0.94	Qatar	0.01	Gambia	0.52
Tanzania	13	Palestine	409	Central African Republic	0.74	Togo	0.53	Ethiopia	4,118,222	Bangladesh	65	Iran	0.36	Albania	0.94	Oman	0.02	Mali	0.52
Indonesia	10	Afghanistan	381	Chad	0.76	Afghanistan	0.55	Sudan	1,805,060	Mali	55	Yemen	0.36	Vietnam	0.94	Yemen	0.03	Chad	0.47
Vietnam	10	Bangladesh	365	Yemen	0.83	Democratic Republic of the Congo	0.59	Indonesia	1,284,694	Guinea	52	Saudi Arabia	0.39	Azerbaijan	0.94	Kuwait	0.03	Somalia	0.46
Afghanistan	10	Indonesia	364	Niger	0.84	Benin	0.61	Niger	1,179,213	Burkina Faso	52	Algeria	0.39	Qatar	0.95	Fiji	0.04	Zambia	0.45
Bangladesh	10	Ethiopia	315	Guinea	0.84	Guinea	0.63	Burkina Faso	879,685	South Sudan	52	Morocco	0.40	Mali	0.95	Iran	0.04	Niger	0.44
Nigeria	10	Morocco	312	Eritrea	0.84	Ethiopia	0.63	Bangladesh	825,403	Malawi	50	India	0.41	Kuwait	0.96	Egypt	0.04	Egypt	0.43
China	9	Viet Nam	296	Cote d'Ivoire	0.85	Yemen	0.65	Yemen	816,903	Mozambique	48	Lebanon	0.43	United Arab Emirates	0.96	Belize	0.05	DRC	0.43
Ghana	9	Mozambique	254	Pakistan	0.87	Angola	0.65	Philippines	804,115	India	47	Turkey	0.45	Bahrain	0.96	Malaysia	0.05	Syria	0.42
Rwanda	9	Jordan	236	Cameroon	0.88	Niger	0.67	Mozambique	793,905	Somalia	45	Egypt	0.46	Macedonia	0.96	Suriname	0.06	Gabon	0.40
Uganda	9	Ghana	193	Democratic Republic of the Congo	0.88	Mali	0.72	Iraq	683,249	Sierra Leone	44	Tunisia	0.46	Tunisia	0.96	Bhutan	0.06	Mauritania	0.40
Jordan	8	Cote d'Ivoire	189	Mali	0.88	Burundi	0.73	Cote d'Ivoire	651,110	Nigeria	43	Mauritania	0.47	Montenegro	0.96	Japan	0.06	Nigeria	0.39
Ethiopia	8	Tanzania	188	Sudan	0.89	Pakistan	0.74	Uganda	633,825	Zambia	42	Oman	0.47	Iceland	0.96	Hungary	0.06	Bangladesh	0.39
Zambia	8	Senegal	177	Benin	0.89	Iraq	0.75	Mali	624,072	Madagascar	41	Bangladesh	0.48	Jordan	0.97	Azerbaijan	0.06	Liberia	0.38
Girls' Education Survey, The Brookings Institution, 2015.		UNESCO, "Education for All Global Monitoring Report 2013/4 Aid Tables," 2014.		UN Statistics Division, "GPI in Primary Level Enrolment," Millennium Development Goal Indicators, 2014.		UN Statistics Division, "GPI in Secondary Level Enrolment," Millennium Development Goal Indicators, 2014.		UNESCO Institute for Statistics Data Centre, "Education: Out of School Children," 2015.		UNICEF, "State of the World's Children: 2015," 2015.		World Economic Forum, "The Global Gender Report," 2014.		World Economic Forum, "The Global Gender Report," 2014.		World Economic Forum, "The Global Gender Report," 2014.		OECD, "Social Institutions and Gender Index," 2014.	

Note: For indexes shown in the four columns on the right, the scale is 0-1. Zero is best.
Note on World Economic Forum Gender Gap Indices: The Economic Participation and Opportunity Subindex encompasses the sex ratio in labor force participation, ratios of female to male income, and ratios of women to men in positions of power such as legislators, managers, and technical workers. The Educational Attainment Subindex includes female over male literacy and ratios of females to males enroled in primary, secondary, and tertiary education. The Health and Survival Subindex includes the sex ratio at birth and the ratio of female to male healthy life expectancy. The Political Empowerment Subindex incorporates the ratio of females to males in parliament and in ministerial positions, as well as the number of years of a female head of state over the male value. For more information on how the scores are calculated and weighted, see the World Economic Forum, "The Global Gender Gap Report: 2014," 2014. http://reports.weforum.org/global-gender-gap-report-2014/part-1/
Note on Social Institutions and Gender Index: This is based on data on discriminatory family codes (ex. marriage laws and inheritance), restricted physical integrity (ex. SGBV rates and legislation, FGM), son bias (missing women and fertility preferences), restricted resources and assets (ex. access to land and financial services) and restricted civil liberties(access to public space, political voice, and political representation) for women and girls. For more information on how this index is calculated see: OECD, "Social Institutions and Gender Index," 2014. http://genderindex.org/data#discriminatory-family-code

ANNEX B: PERCENTAGE OF SURVEY RESPONDENTS FUNDING GIRLS' EDUCATION, BY LEVEL

Activity	Multilaterals	Bilaterals	Foundations	Corporations
Early childhood education and development	43	29	8	27
Primary	57	86	25	45
Lower secondary	57	100	58	64
Upper secondary	29	86	50	73
Technical, vocational and workforce development	43	86	33	45
Alternative or nonformal	43	71	33	36
Life skills	71	86	67	64
Tertiary	29	71	17	45
Adult education	29	57	17	27
N/A	14	0	8	0
Other	0	14	0	18

ANNEX C: COMPLETE LIST OF INSTITUTIONS INVITED TO PARTICIPATE, BY INSTITUTION TYPE

Bilaterals

1. Agence Française de Développement (French Development Agency)
2. Australian Department of Foreign Affairs and Trade
3. Belgian Ministry of Foreign Affairs and Development Cooperation
4. Canadian Department of Foreign Affairs, Trade and Development (DFATD)
5. Dutch Ministry of Foreign Affairs
6. Gesellschaft für Internationale Zusammenarbeit (GIZ) (German Development Agency)
7. Japan International Cooperation Agency (JICA)
8. Millennium Challenge Corporation (MCC)
9. Norwegian Agency for Development Cooperation
10. Swedish International Development Cooperation Agency
11. U.K. Department for International Development (DFID)
12. U.S. Agency for International Development (USAID)
13. U.S. Department of State

Corporations*

1. Accenture
2. Caterpillar Foundation
3. Citi Foundation
4. Coca-Cola Foundation
5. Credit Suisse
6. Cummins, Inc.
7. Discovery Communications
8. Fab Lab Connect
9. General Mills Foundation
10. Habib Bank
11. Hewlett-Packard
12. Intel Corporation
13. Lenovo
14. McKinsey & Co.
15. Monsanto Fund
16. Nike Foundation
17. PaperSeed Foundation
18. Standard Chartered Bank
19. State Street Foundation
20. UBS Optimus Foundation
21. Western Union Foundation
22. Dangote Industries
23. Grupo Carso
24. Gucci
25. Reed Smith
26. Tata Sons Limited

*Institutions were categorized based on research into organizational structure. For the purpose of this report only, institutions affiliated with corporations were counted as independent foundations if research showed a separated source of funding and separate leadership structures from parent corporations.

Foundations

27. Absolute Return for Kids
28. Aga Khan Foundation
29. Aman Foundation
30. Banyan Tree
31. Bernard van Leer Foundation
32. Bill & Melinda Gates Foundation
33. Children's Investment Fund Foundation
34. Comic Relief
35. David and Lucile Packard Foundation
36. Diamond Empowerment Fund
37. Douglas B. Marshall Jr. Family Foundation
38. Dubai Cares
39. Echidna Giving
40. ELMA Philanthropies
41. Expresso Bibliografico
42. Firelight Foundation
43. Ford Foundation
44. Frankel Family Foundation
45. Global Education Fund
46. Hilton Foundation
47. IDP Foundation, Inc.
48. IKEA Foundation
49. John D. and Catherine T. MacArthur Foundation
50. Kellogg Foundation
51. Michael & Susan Dell Foundation
52. NoVo Foundation
53. Omidyar Network
54. Open Society Foundations
55. Pearson Foundation
56. Pharo Foundation
57. Porticus
58. Qatar Foundation International
59. Rockdale Foundation
60. Rockefeller Foundation
61. Segal Family Foundation
62. MasterCard Foundation
63. William and Flora Hewlett Foundation
64. Malala Fund

Multilaterals

65. African Development Bank
66. Asian Development Bank
67. European Commission–DEVCO Human and Society Development
68. Global Partnership for Education (GPE)
69. Inter-American Development Bank (IADB)
70. International Finance Corporation (IFC)
71. International Fund for Agricultural Development (IFAD)
72. International Labor Organization (ILO)
73. International Monetary Fund (IMF)
74. Islamic Development Bank
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