

# FACTSHEET

## GIRLS' EDUCATION PROJECT PHASE 3 (GEP3)

### 2012 – 2022

November 2022

## UNICEF NIGERIA

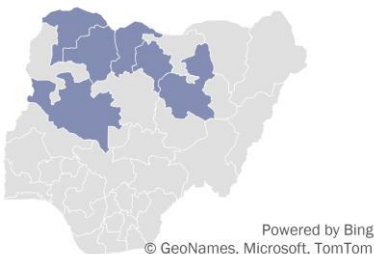
## BASIC EDUCATION

### WHY GEP3?

- Prior to GEP3, one in four children in Nigeria were out of school, most were girls, located in the North-west and North-east.
- In 2011, girls' primary attendance rate was 66 per cent, compared 72 per cent among boys.
- Secondary attendance rate was just 54 per cent for boys and girls.
- Most children attending school were not learning; standardized learning assessment was not available.

### GEP3 AT A GLANCE

GEP3 focused on reaching the most marginalized girls with quality education.



### GEP3 STATES

Bauchi, Kano, Katsina, Niger, Sokoto and Zamfara

### OBJECTIVE

To enrol more of the most marginalized girls in school and ensure they complete basic education and acquire skills for life and livelihoods.

### FUNDING

US\$109 million

### DURATION

10 years (2012-2022)

### GEP3 PARTNERS



Other CSOs and Communities (SBMC/CBMC, MA, HiLWA, G4G, He4She)

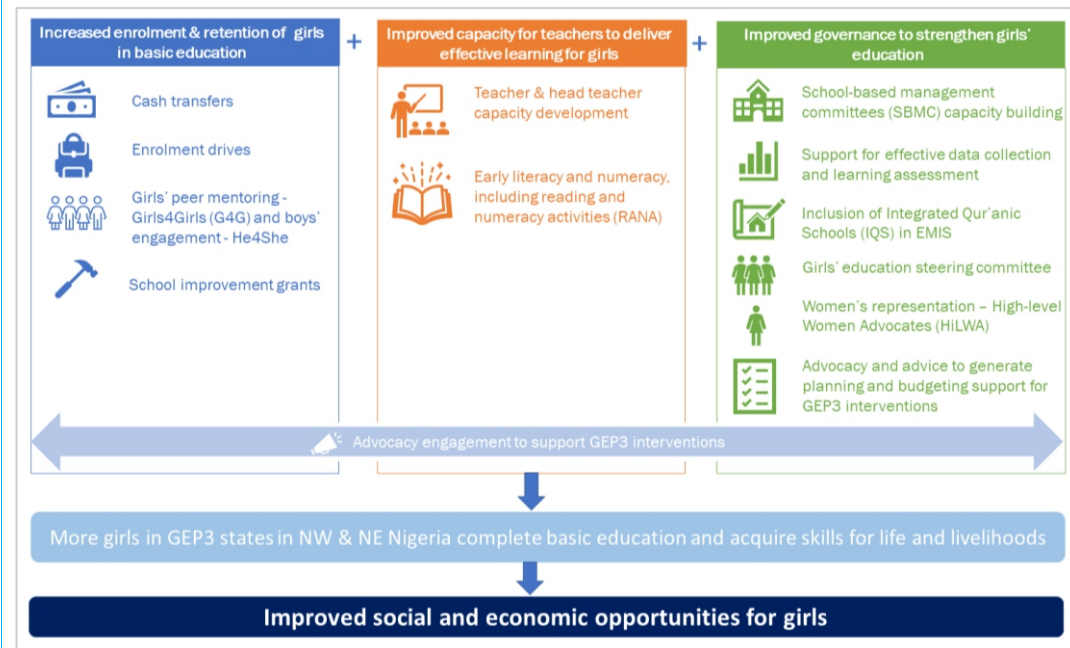
### PROGRAMME OUTPUTS

1. Increased **enrolment** and **retention** of girls
2. Improved **teacher capacity** to deliver effective learning
3. Improved **governance** to strengthen education

### FACTS ABOUT GIRLS' EDUCATION 2022

- 7.6 million girls are out-of-school (OOS) in Nigeria: 3.9 million at the primary and 3.7 million at the junior secondary level.<sup>1</sup>
- More than 50% of girls are not attending school at the basic education level.<sup>3</sup>
- 48% of OOS girls are in the North-west and North-east.<sup>2</sup>
- In each cohort, 1 million girls drop out between the first and last year of primary school; and 0.6 million between Primary 6 and Junior Secondary School.<sup>4</sup>

### 12 KEY INTERVENTIONS



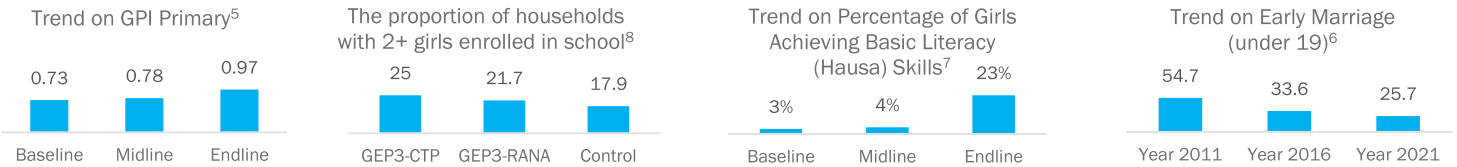
### POLICY & RELEVANCE

**Universal Basic Education Act (2004)** and associated State UBE Laws provide all children, including girls, the right to free and compulsory education.

**The National Policy on Gender in Education (2021)** aims to ensure equitable access for girls and promotes quality and inclusive education for all.

**National Enrolment Drive Framework (2016)** approved as an official policy document which the state governments are bound to use to address the issue of out-of-school children.

## RESULTS FROM GEP3



**1.5 million girls enrolled in school** (surpassing the target of 1 million girls) and increased enrolment of girls by household

23,655 girls benefited from the **cash transfer program**.

**2.6 million children continued education** through alternate learning during COVID-19; **back-to-school campaigns** conducted in 18,567 schools, resulting in 94% of children returned to school.

Over **67,000 teachers** and **IQS facilitators** were trained; **teaching competency improved** from 12% to 52%

Over **3,800 schools** and **IQS** implemented RANA with improvement in foundational literacy.

Over **135,000 girls** benefited through **4,514 functioning G4G** groups; **school attendance** improved from 43% to 70%

**Functionality of SBMC/CBMCs** increased from 30% to 80%, per cent of schools with **whole school development plans** including activities on girls' enrolment and retention increased from 45% to 67%

**Strengthened data and management practices:** EMIS standardized and digitized, IQS integrated in EMIS, Teacher Management Information System (TMIS) developed; NALABE – large scale national assessment conducted

## LESSONS LEARNED

- GEP3's **comprehensive & systematic programme design** was highly relevant to the context and diverse needs of stakeholders making it more effective
- Unconditional cash transfers** to households empowered mothers and supported girls' enrolment and retention in school
- RANA's evidence-based and cost-effective (\$8/child) approach** improved reading and numeracy skills for both girls and boys lending itself to scale-up
- The combination of **early learning (RANA) and unconditional cash transfer** interventions had a multiplier effect on girls' enrolment, retention and education completion
- GEP3 achieved **transformational shifts in community social norms on girls' education** through intense and consistent community sensitization and high-level advocacy activities
- Holistic gender sensitive approaches** proved effective and indicate the need for menstrual hygiene management, life skills training and peer/mentor support for girls
- Partnering with SBMCs** holds potential for sustainable change at school and community levels
- Proof of concept** was strong for RANA, HASKE, G4G, HILWA and CPD<sup>9</sup> for teachers and should be leveraged and applied in future interventions
- The large increase in girls' enrolment **strained school infrastructure and teacher: pupil ratios** indicating a need for planning and budgeting to match demand with supply
- Gaps in the **quality of teaching** remain due to system weakness on teacher training (methods, strategies and pedagogical competencies) requiring shift in practice
- The acceptance of girls' education continues to coexist with early-marriage practices. A **multi-sectoral approach** involving women's affairs and social protection line ministries is needed to shift this societal norm
- GEP3 was **resilient to internal and external setbacks**, including insecurity and the COVID-19 pandemic achieved through strong community ownership and flexible and innovative strategies developed in response to shocks
- Overall, the value for money was strong** due to cost-saving and cost-effectiveness strategies such as leveraging partner resources and maintaining low-overhead costs

## FOR MORE INFORMATION

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## FOOTNOTES & REFERENCES

- UBEC Personnel Audit and Digest of Basic Education Statistics in Nigeria, 2018
- IBID
- Cambridge Education. (2021). Investment Case for Out-of-School Children in Nigeria. Cambridge: UNICEF
- IBID
- Data sources: Annual School Census 2014-15 to 2020-21
- Data sources: MICS 2011, MICS 2016 and MICS 2021
- Data sources: RANA implementation assessment report (2022)
- Data sources: GEP3 Final Evaluation Report (2022)
- Reading and numeracy activities (RANA), HASKE phonetics approach to early learning, Girls for Girls (G4G) peer mentoring programme, High-level Women Advocates (HiLWA) in communities and capacity development (CPD) for teachers and head teachers.