FACTSHEET
GIRLS' EDUCATION PROJECT PHASE 3 (GEP3)
2012 – 2022
November 2022

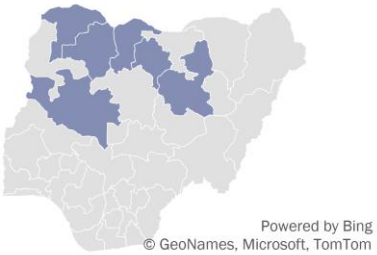
UNICEF NIGERIA | **BASIC EDUCATION**

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

UKaid, Federal Government of Nigeria, unicef, fhi360

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

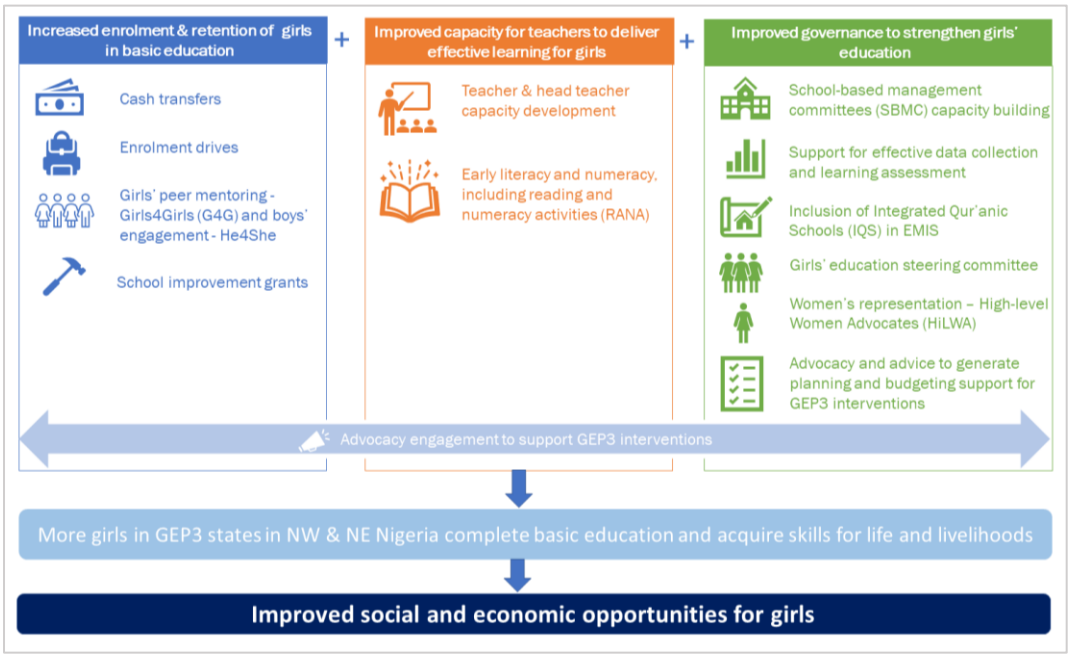
PROGRAMME OUTPUTS

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.[1]
- More than 50% of girls are not attending school at the basic education level.[3]
- 48% of OOS girls are in the North-west and North-east.[2]
- 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.[4]

12 KEY INTERVENTIONS



POLICY & RELEVANCE

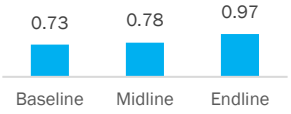
Universal Basic Education Act (2004) and associated State UBE Laws provide all children, including girls, the right to free and compulsory education.

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

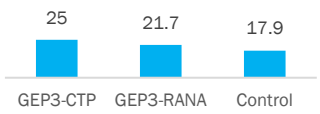
National Enrolment Drive Framework (2016) approved as an official policy document which the state governments are bound to use to address the issue of out-of-school children.

RESULTS FROM GEP3

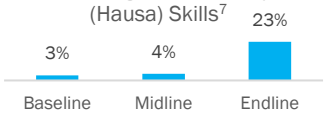
Trend on GPI Primary[5]



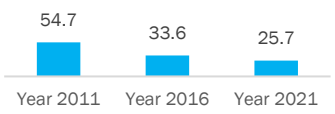
The proportion of households with 2+ girls enrolled in school[8]



Trend on Percentage of Girls Achieving Basic Literacy (Hausa) Skills[7]



Trend on Early Marriage (under 19)[6]



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

1. GEP3's comprehensive & systematic programme design was highly relevant to the context and diverse needs of stakeholders making it more effective
2. Unconditional cash transfers to households empowered mothers and supported girls' enrolment and retention in school
3. 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
4. The combination of early learning (RANA) and unconditional cash transfer interventions had a multiplier effect on girls' enrolment, retention and education completion
5. GEP3 achieved transformational shifts in community social norms on girls' education through intense and consistent community sensitization and high-level advocacy activities
6. Holistic gender sensitive approaches proved effective and indicate the need for menstrual hygiene management, life skills training and peer/mentor support for girls
7. Partnering with SBMCs holds potential for sustainable change at school and community levels
8. Proof of concept was strong for RANA, HASKE, G4G, HILWA and CPD[9] for teachers and should be leveraged and applied in future interventions
9. 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
10. Gaps in the quality of teaching remain due to system weakness on teacher training (methods, strategies and pedagogical competencies) requiring shift in practice
11. 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
12. 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
13. 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

[1] UBEC Personnel Audit and Digest of Basic Education Statistics in Nigeria, 2018
[2] IBID
[3] Cambridge Education. (2021). Investment Case for Out-of-School Children in Nigeria. Cambridge: UNICEF
[4] IBID
[5] Data sources: Annual School Census 2014-15 to 2020-21
[6] Data sources: MICS 2011, MICS 2016 and MICS 2021
[7] Data sources: RANA implementation assessment report (2022)
[8] Data sources: GEP3 Final Evaluation Report (2022)
[9] 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.