



GIRL VISION

SCHOOL AGE & ADOLESCENTS (AGES 11-18)

ADDRESSING BARRIERS TO KEEP GIRLS IN SCHOOL

Girls face numerous barriers to access and succeed in a safe educational environment. Poverty, discrimination and exploitation keep millions of girls out of school. In fact, over half of all girls in lower-income countries do not finish primary school.¹

World Vision is a champion for girls' education in the communities where we work. We identify and break through these barriers so girls can have equitable access to a transforming education. This requires that key actors in the ecology of a girl's life, such as families, schools, faith leaders, government officials, traditional leadership, boys and men—and the girls themselves—understand the value of education and the opportunity it creates for girls.

In Sub-Saharan Africa, 75 per cent of girls start primary school but only 8 per cent finish secondary school.² This is often due to unsafe learning environments, school-related gender-based violence, and issues around menstrual hygiene management. Children, especially girls, feel safer at school when they can be guaranteed safe and private

washroom facilities and rest areas, and are protected from gender-based violence.

Part of our school action plans include helping communities build safe classroom blocks, and ensuring schools have water and sanitation facilities with separate latrines for boys and girls.

Research shows that each extra year of secondary school can help a girl increase future earnings by 10 to 20 per cent.³ Some countries lose more than US\$1 billion a year by failing to educate girls to the same level as boys.⁴

World Vision's aspiration for all girls and boys is that they are **"educated for life."** This requires that children attain core cognitive, emotional, social and essential life skills in order to reach their full potential to lead productive and fulfilling lives. We are committed to empowering girls and communities to identify and tackle hindrances affecting their school attendance and abilities to learn. We envision an environment where young adolescent girls successfully transition from primary to lower secondary grades, and then complete their secondary school education in order to reach their full potential.

When families have to make decisions about which children they can afford to send to school,

GIRLS
are disproportionately EXCLUDED,
with preference given to boys.⁵

GIRLS
in developing countries MISS UP TO 5 DAYS
of school/month when they menstruate.⁶

TRADITIONAL
SOCIAL-CULTURAL
NORMS & EXPECTATIONS
often negatively impact
girls' chances to succeed in
secondary school.

CHILD MARRIAGE
affects up to
41,000 GIRLS
under the age of 18
worldwide today, often putting an
end to the girl's formal education.⁷

Girl Vision

Girl Vision is a multi-functional, cross-sectoral approach that prepares adolescent girls to successfully transition to and complete secondary school by addressing the key barriers to attending and staying in school. This involves:

- Analysing the barriers that affect a girl's access to quality education—and engaging and empowering the girl herself in a supportive environment.
- Changing social norms in the community, including with families, boys and men, and local leaders.
- Training teachers on gender-sensitive pedagogy to ensure girls and boys have an equal opportunity to learn.
- Working across sectors such as health and child protection, and at the family, community, school and government levels.

This also involves an array of complementary World Vision project models including:

- **Safe and Nurturing Schools**, to create a positive and violence-free learning environment;
- **Channels of Hope for Gender**, which engages and mobilises faith communities to address gender-based violence and attitudes; and
- **Citizen Voice and Action**, World Vision's proven local-level advocacy approach for social accountability.

EDUCATING
CHILDREN *for life*

World Vision

For more information, please visit wvi.org/education

¹ Primary completion rate, female (% of relevant age group)." United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute for Statistics., n.d. Web. 28 Feb. 2017.
<http://data.worldbank.org/indicator/SE.PRM.CMPT.FE.ZS?locations=XM>

² Brookings Institution (2016). What Works in Girls' Education. <https://www.brookings.edu/wp-content/uploads/2016/07/whatworksingirlseducation1.pdf>

³ UNICEF (2001). https://www.unicef.org/media/media_58417.html

⁴ CARE (2016). <http://www.care.org/our-work/education/girls-education/barriers-education>

⁵ Brookings (2016), p7.

⁶ Menstrual Hygiene Day Alliance (2016), Infographic. http://menstrualhygieneday.org/wp-content/uploads/2016/05/MHD_infographic_MHM-SDGs.pdf

⁷ Wodon Q. et al. The Economic Impacts of Child Marriage: Preliminary findings from analyses of existing data (2015). <http://www.costsofchildmarriage.org/publication/economic-impacts-child-marriage-preliminary-findings-analyses-existing-data>