



ADVANCING Gender Equality in and through Education

FY 2022 Results Brief

USAID's 2023 [Gender Equality and Women's Empowerment Policy](#) has four objectives: (1) reduce gender disparities, (2) strive to eliminate gender-based violence (GBV) and mitigate its harmful effects on individuals and communities, (3) increase women's and girls' agency, and (4) advance structural changes that address the root causes of gender inequality and promote equitable gender norms. This brief illustrates USAID's efforts to advance each of these objectives, in and through education, during the 2022 fiscal year (FY). The brief also provides examples of how USAID advanced two additional objectives: provide holistic support for adolescent girls, and create safe, quality learning opportunities in crisis and conflict settings.

Snapshot of FY 2022 Results and Achievements

12.2 million

girls and women reached across
the education continuum

609

higher education institutions guided
by equity & inclusion principles

374,100

women educators trained

In Yemen, USAID-funded rehabilitation helps girls like Noor, a fourth grader, enjoy better water, sanitation, and hygiene at their schools.

Photo: UNICEF/Yemen

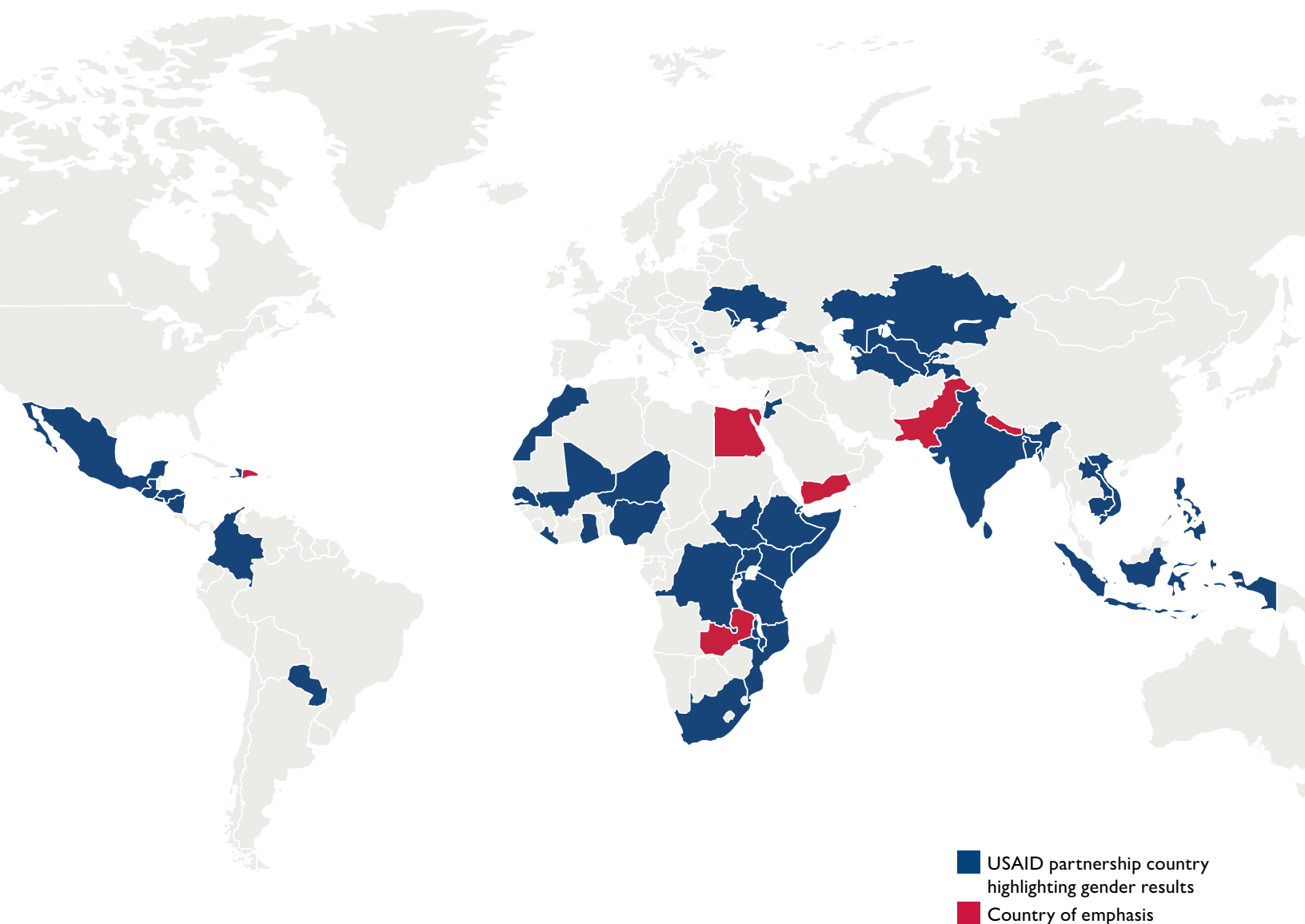


USAID is fulfilling our gender and education commitments by:

Global Snapshot

In Fiscal Year 2022, USAID's partners in **53** countries advanced gender equality in and through education.

As part of USAID's Implementation Plan for the U.S. government's first-ever [National Strategy on Gender Equity and Equality](#), by 2025, USAID aims to reach 15 million girls and young women with education assistance from pre-primary through higher education. This goal represents an increase of 23 percent, from a baseline of 11.6 million girls and young women reached in 2021. Six USAID Missions serve as countries of emphasis under this goal: the Dominican Republic, Egypt, Nepal, Pakistan, Yemen, and Zambia.



Reducing Gender Disparities

The examples below provide a snapshot of USAID's efforts to ensure that women and girls, men and boys, and gender-diverse individuals in USAID's partner countries achieve gender parity in access to education and achievement of learning outcomes.

46

USAID Missions and operating units reported focused efforts to reduce gender disparities in and through education.



Photo: USAID/Bangladesh

BANGLADESH The **Sisimpur** activity trained 751 teachers, 80 percent of whom were women. The activity produced two seasons of television programs and 15 children's storybooks that provide positive messages on gender inclusivity and women's empowerment. Sisimpur also conducted parenting sessions in 250 schools on equal treatment for girls and boys. In Bangladesh, USAID promotes equal access to education for girls, boys, and children with disabilities, with a special focus on marginalized communities. USAID also works to expand skills and employment opportunities for youth in marginalized populations, especially for girls and young women.



Photo: World Learning

LEBANON The **QITABI 2** activity trained more than 10,000 teachers as part of the learning recovery program, to mitigate student learning losses after almost two years of interruptions. About 90 percent of these teachers were women. Overall, over 190,000 students benefited from USAID's interventions, of whom about 50 percent were girls. All educational materials provided under the activity were also reviewed to ensure content is gender-sensitive. QITABI 2 improves student learning outcomes in all primary public schools and in many faith-based, low-cost private schools catering to vulnerable families. Specifically, the activity improves literacy, numeracy, and social and emotional learning skills.



Photo: Girls' Education South Sudan

SOUTH SUDAN The **Girls' Education in South Sudan** activity provided cash transfers to girls to purchase school uniforms, hygiene kits, and other materials to help them remain in school, decreasing the likelihood of child early forced marriages and unions (CEFMU). USAID is among many donor contributions that provide mentoring to young girls, using various tools such as a teens magazine, school debates, and radio programs to encourage girls to remain in school and create awareness of the dangers of early marriage. These efforts benefited 371,222 girls in upper primary and secondary school. The activity also contributed to social and behavioral change about recognizing girls' valuable contributions in their communities—which is important to achieve sustainable gender transformation.

Striving to Eliminate Gender-Based Violence and Mitigate Its Harmful Effects

The examples below provide a snapshot of USAID's efforts to ensure that learners and educators of all genders experience reduced rates of school-related gender-based violence (GBV).

35

USAID Missions and operating units reported efforts to eliminate GBV in and through education.



Photo: UNICEF

CAMBODIA The Capacity Development Partnership Fund (CDPF) supported the Ministry of Education to train 1,064 teachers and school directors (75 percent women) in 85 schools on positive discipline, creating a safer environment, and reducing GBV. CDPF successfully completed in-service training on positive discipline in 1,516 primary schools across three target provinces. This reached 13,107 teachers and school directors and benefited an estimated 459,050 students.

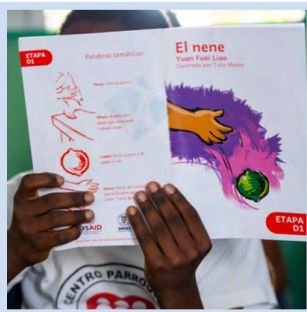


Photo: USAID/Dominican Republic

DOMINICAN REPUBLIC The Read activity worked in 387 public primary schools to deliver gender equality, inclusion, safe school, and violence prevention programming to 154,132 children. In 2016, a Read activity baseline study found that 60 percent of teachers perceived GBV to be acceptable. In response, the Read activity focused on working directly with school counselors to help them acquire skills to prevent school violence, promote gender equality, and work with teachers on strategies to ensure equal opportunities for girls and boys. After seven years of implementation, 73 percent of teachers perceived GBV to be less acceptable.



Photo: Juliet Kalolo-Tembo for USAID

ZAMBIA The Transforming Teacher Education (TTE) activity raised awareness of gender and other biases in teaching and learning materials. The activity also provided resources for teachers on sexual and gender-based harassment, promoting healthy life skills, and preventing dropout and early marriage among girls. By partnering with University of Zambia faculty, TTE incorporated a chapter on GBV and teacher ethics in new teacher training modules. TTE seeks to develop greater gender protection and inclusiveness within teacher training institutions, and ultimately among teachers once they are deployed to schools.



Increasing Women's and Girls' Agency

The examples below provide a snapshot of USAID's efforts to ensure that women and girls—in all their diversity—have increased leadership in education decision-making at international, national, and individual institution levels.

48

USAID Missions and operating units reported efforts to increase women's and girls' agency in and through education.



Photo: EDC

DEMOCRATIC REPUBLIC OF THE CONGO The Integrated Youth Development Activity (IYDA) piloted an innovative intervention to promote women's empowerment. The activity selected 60 adolescent girls who faced additional vulnerabilities (such as living with a disability or formerly living on the street). IYDA paired these girls with women champions from a variety of professional sectors. The girls then participated in a conference series hosted by these women champions, as well as job shadowing, work-based learning experiences, and one-on-one career and life guidance. The pilot also engaged parents to encourage wider support for their girls and to assess changes in the girls' attitudes and behaviors as a result of the intervention.



Photo: USAID/Somalia

SOMALIA The Adolescent Girls Education in Somalia (AGES) activity worked with the government to provide literacy, numeracy, and life skills training to more than 17,637 adolescent girls and young women, laying a foundation for them to participate in household and community decision-making. The project strengthened the beneficiaries' social networks, supported advocacy efforts, provided materials for learning, and created safe spaces for learning. AGES helped 2,199 young women form Village Savings and Loan Associations to enhance resilience and access financial services and social safety nets.



Photo: Pact

UKRAINE The Enhance Non-Governmental Actors and Grassroots Engagement (ENGAGE) activity developed the Strategy for Implementing Gender Equality in Education, which involved 150 teachers to help children overcome trauma. ENGAGE also managed a Facebook page to promote gender equality and increase awareness of women's leadership during war.



Advancing Structural Change and Equitable Gender Norms

The examples below provide a snapshot of USAID's efforts to ensure that education systems adopt policies and practices that promote more gender-equitable, inclusive, and safer learning environments.

43

USAID Missions and operating units reported efforts to advance structural change in and through education.



Photo: USAID/Colombia

COLOMBIA The **Generating Equity (GE)** activity engaged 349 women—including more than 155 youth—in job training through agreements with businesses and civil society organizations. GE uses an intersectional approach to deliver gender-sensitive services to underrepresented populations like ethnic minorities, youth, the LGBTQI+ community, and women with disabilities. GE also increased women's participation in jobs typically filled by men. For example, GE helped a brick factory adapt its infrastructure and policies to be more inclusive of women staff. As a result, the company hired 31 women, one of whom quickly rose through the ranks to become the first-ever production supervisor.



Photo: USAID/Claudia Gutierrez

EGYPT The **Teach for Tomorrow** activity developed an action plan to integrate gender and inclusion based on an analysis of systemic and contextual factors within teacher professional development that may affect men and women differently. Teach for Tomorrow also collaborated with the Ministry of Education to embed climate awareness in national teacher competency standards. Once finalized, the standards will enable one million teachers nationwide to incorporate climate awareness into their classrooms. USAID's **Literate Village** activity developed climate lessons for more than 10,000 children and 10,000 women to increase their participation in climate action and community resilience.



Photo: USAID Economic Security Program

GEORGIA The **Economic Security Program** engaged with the Caucasus University (CU) and the University of California at Berkeley's Sutardja Center for Entrepreneurship to launch the European Innovation Academy in Batumi, providing 100 youth from 11 countries with practical instruction in innovation. The program collaborated with Business and Technology University and the Massachusetts Institute of Technology on the 500 Women in Tech initiative to lay the groundwork for the increased integration of women into the technology field. The program initiated standards and certifications courses in Angular with Alte University, data science with the Georgian American University, and business development services with Kutaisi International University.



Providing Holistic Support for Adolescent Girls

The examples below provide a snapshot of USAID's holistic efforts to help adolescent girls succeed in and through education.

41

USAID Missions and operating units reported efforts to provide holistic support for adolescent girls in and through education.



Photo: Breakthrough ACTION

NEPAL The **Local Systems Strengthening to Reduce Child, Early, and Forced Marriage (R-CEFM)** activity provided technical support to six municipalities to form critical local child protection units. R-CEFM also provided remedial education, psychosocial counseling, and life skills sessions for 7,800 students (including 4,563 girls) in grades 6–8, which will help increase adolescent girls' participation in education.



Photo: USAID/NEI Plus

NIGERIA The **NEI Plus** activity developed a radio program to re-enroll children in school after the COVID-19 pandemic, integrating gender into media messaging and targeting challenges faced by girls and mothers. This led to the enrollment of 22,000 adolescent girls in non-formal learning centers. USAID also conducted a Gender Equality and Social Inclusion assessment, which provided evidence about the need to prioritize women and girls' involvement in learning activities. USAID subsequently pivoted to prioritize outreach to women and girls, contributing to a 52 percent increase in the number of girls enrolled in formal schools and non-formal learning centers and a 51 percent increase in women facilitators.



Photo: USAID/Bureau for the Middle East

YEMEN The **Gateway to Education** activity provided education, child protection, and WASH activities for 275,011 Yemeni children. USAID worked with 522 Father and Mother Councils to incentivize children to attend school and address issues such as child marriage, child recruitment by armed groups, and child labor. USAID also empowered 5,175 adolescents (78 percent girls) with life skills to improve their ability to overcome risks at home, school, and in the community. Moreover, USAID rehabilitated school sanitation facilities to ensure that children, especially adolescent girls, have access to safe spaces to learn. A lack of safe latrines is consistently cited as a reason why adolescent girls are not able to attend school.



Creating Safe, Quality Opportunities in Crisis and Conflict Settings

The examples below provide a snapshot of USAID's efforts to provide safe, quality learning opportunities for children and youth who are facing adversity, crisis, and conflict, particularly for those who are displaced.

32

USAID Missions and operating units reported efforts to create safe, quality learning opportunities in crisis and conflict settings.



Photo: EDC

HONDURAS The Honduras Reading Activity (HRA) organized sessions in 474 schools to share the results of a safety study with students, school leaders, and the Ministry of Education. USAID will use the study results as a tool to support gender equity and prevent discrimination. HRA also helped young Hondurans create about 100 videos promoting safe spaces for learning, gender equity, and preventing GBV. The videos were disseminated through social media and reached more than 2,500 children and youth. On International Women's Day, the activity created social media posts to showcase the influence of women in different disciplines and areas of work.

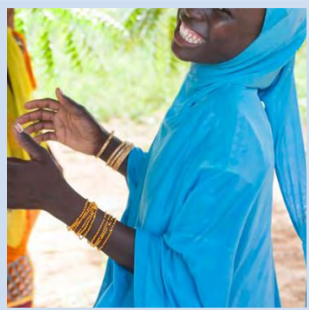


Photo: Plan International

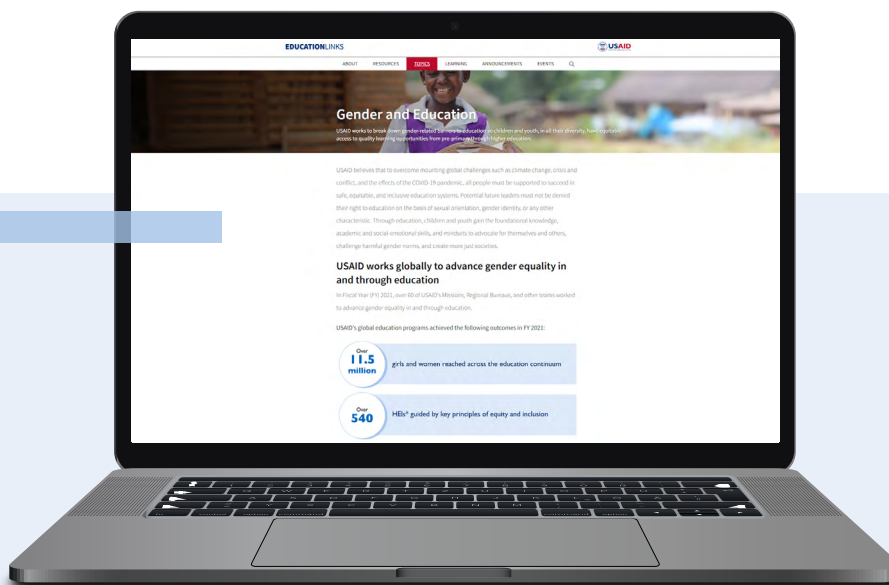
NIGER The Prevention of Child Early and Forced Marriage Activity: GirlEngage Niger recruited mentors, identified sites, and conducted an information campaign for a planned intervention called Safe Spaces. This intervention helps adolescent girls share ideas, learn new skills, and connect with others who may be facing similar challenges in their communities. GirlEngage also supported the revision of the school code of conduct, which lays out specific actions that schools will implement to ensure safe learning environments, particularly for girls.



Photo: USAID/Pakistan

PAKISTAN The Human Development Activity (HDA) enrolled 3,100 students (1,900 female) in 30 accelerated learning centers. USAID's newly awarded Improving Girls' Education Activity (IGEA) will improve access to quality education for girls and women in the remote areas of Khyber Pakhtunkhwa Province, including the Newly Merged Districts (NMDs). The activity will pilot a public-private partnership for girls' education that will serve as a model to reform education across the NMDs.

Additional Resources



Learn more about USAID's commitment to advancing gender equality in and through education:

[Resources on Education Links](#)

[2023 Gender Equality and Women's Empowerment Policy Fact Sheet](#)

[Addressing GBV through Education Programs](#)

[Guidance for Promoting Diversity, Equity, Inclusion, and Accessibility in Educational Materials](#)

[Toward Transformative Gender Education Programming](#)



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