

Indicator name
Extent to which government policy creates a supportive environment for pregnant girls to remain in, or to return to school.
Aggregable indicator
No
Indicator type (quantitative/qualitative)
Qualitative
Thematic area of engagement
Promoting economic and social rights and empowering girls and women
Related objectives in the Gender Action Plan III
Overall thematic objective: Women, men, girls and boys, in all their diversity, fully enjoy and exercise their equal economic, labour and social rights. Specific thematic objective 6: Reduction in gender disparities in enrolment, progression and retention at all levels of education and lifelong learning for women, men, girls and boys
Technical Definition
This indicator intends to measure the progress done by governments to provide a supportive environment for pregnant girls to stay in or to return to school (including also the progress made to provide counselling and support, access to sexual and reproductive health services, etc., to reduce the risk of early marriage/early pregnancy) . The following definitions apply: - Adolescent/girls pregnancy refers to the occurrence of pregnancy in girls aged 10–19¹. - Supportive environment refers to an educational space free from hostility, harassment and discrimination in which the adolescent mothers can continue their education².
Rationale
Adolescent pregnancy takes an enormous toll on a girl's education and income-earning potential. Many girls who become pregnant are pressured or forced to drop out of school. Leaving school jeopardizes a girl's future economic prospects and excludes her from other opportunities in life. By contrast, girls who remain in school are less likely to become pregnant or enter into a child marriage and are better prepared for jobs, livelihoods and life's other transitions. They are also better able to delay childbearing and have a healthy pregnancy, with better outcomes for her future children³. In addition, education raises their status in their households and communities and gives them more say in decisions that affect their lives. Key determinants of adolescent pregnancy include early marriage, sexual coercion and lack of

¹ WHO (2014) [Pregnancy and childbirth outcomes among adolescent mothers](#)

² Adapted from <https://www.unicef.org/guianasuriname/media/471/file/National-Policy-Reintegration-of-Adolescent-Mothers-into-Formal-School-System.pdf>

³ UNFAP [Adolescent pregnancy](#)

access to sexual and reproductive care services as well as comprehensive sexuality education.

Given the role of education policies at national, district, and school levels in providing or denying access to school for pregnant girls and young mothers, early pregnancy is an education issue⁴.

Therefore, it is key that governments create a supportive environment by, for instance, enacting, resourcing and implementing policies addressed to ⁵:

- promote a broad-based awareness of the readmission policies, which should ideally be driven through a multi-stakeholder approach involving relevant government representatives, civil society, school administrators, religious leaders and community-based/family structures.
- support girls' return to school—for example, empowering district-level officials to ensure schools readmit girls who want to go back to school and provide friendly environments for these child mothers.
- provide gender-responsive pedagogy training to support teachers to meet the education needs of the teenage mothers in addition to the general school population.
- institutionalize comprehensive counseling program for teenagers (boys and girls), mentors and other vulnerable groups in school.
- standardise curriculum for mentorship and a training program for both teachers and pupil mentors.
- provide education on sexual and reproductive health as well as life skills.
- ensure an effective tracking system that will capture regular progress reports on school attendance, performance and challenges
- convene parenting sessions and family support groups as well as post-natal services and daycare systems.
- promote transitional and outreach programmes for adolescent mothers especially in the rural and hinterland areas developed.

In particular, the so-called “reentry policies”⁶ are one option that allows adolescent mothers to return to school after giving birth. They must respond to the specific needs of the teenage mothers by ensuring not only reentry but retention and transition to higher levels of education so girls can fulfil their full potential. Nevertheless, in those countries where consultation has not been part of the policy formulation process, these policies have not been supported by communities or implemented in schools. In some countries the disconnection between the education and health sectors on issues of sexual and reproductive health for adolescents has limited also the effectiveness of school reentry policies. For those girls not comfortable returning to formal primary and secondary schools, reentry policies can also be integrated in TVET programs. Despite the positive intention of helping girls to continue their education, the policies also have a punitive edge due to strict requirements such as the obligation on girls to apply to a different school or to stay out of the education system for a fixed period of time before re-entry.

Data source and calculation

Reporting covers cooperation, development and humanitarian (if applicable) initiatives and investment frameworks funded by the EC (INTPA, NEAR, FPI, ECHO) and EEAS.

⁴ Global Partnership for Education (2016) [Guidance for Developing Gender-Responsive Education Sector Plans](#)

⁵ GPE [School re-entry policies must be effective for teenage mothers in Africa](#)

⁶ [UNESCO's Developing an Education Sector Response to Early and Unintended Pregnancy \(2014\)](#)

provides a detailed look at some features and shortfalls of reentry policies intended to enable girls to return to school after pregnancy.

EUMS may provide information related to their interventions through their contributions to GAP III reports or through the EUDs, e.g., in cases of joint dialogue (i.e., as part of joint programming or TEI).

Data sources:

The intervention's monitoring and reporting systems, e.g., inception, interim and final reports from implementing organisations (including governments, international organisations, national and international civil society organisations, private sector, etc.), ROM reviews and evaluations. Administrative records from educational centres within the scope of the EU action/intervention as well as the data available at the Ministry/regional department of Education and the national/regional statistics offices.

Surveys/interviews conducted and budgeted by the intervention can also be relevant data sources.

Baseline and endline studies conducted and budgeted within the EU intervention. These studies can be conducted as part of the gender country profile and / or gender sector analysis, or be based on existing official reports and published data. Baseline and endline studies should be conducted using the same data collection methodology.

Calculation:

- Application and effectiveness of policies and procedures related to the creation of a supportive educational environment for pregnant girls to remain in or to return to school (see "Rational" above for examples").
- Educational services and facilities availability (functioning and in sufficient quantities), accessibility (non-discrimination, physically and economically accessible, information accessibility), acceptability (culturally acceptable, gender responsive and sensitivity to pregnant girls) and quality (safe, technically approved and sustainable).
- Change in knowledge, skills and attitudes of government and schools' staff towards a better support of pregnant girls to remain in or to return to school.

Worked examples

In country A, the EU intervention supported the implementation of the Gender-responsive education national strategy. In particular, under Pillar 2, on how to ensure a supportive environment for pregnant girls to remain in, or to return to school, the EU has financed a gender-responsive pedagogy training to support teachers at all levels to meet the specific education needs of the girls pregnant and girls mothers as well as ad hoc parenting sessions, family support groups, post-natal services and daycare systems in urban and rural schools.

The end of project evaluation showed increased awareness of teachers and parents on the specific needs of pregnant and girls mothers as well as an increase of 65% of pregnant girls remaining in, or returning to school after giving birth.

Baseline

Data from official counterparts where possible and applicable (i.e., national women's machinery, national gender observatories, line ministries/authorities, statistical institutes, etc.). Data from international and national organisations or other independent non-state actors working on education. If baseline data are lacking, a mapping can be done at the start of the intervention using surveys/ interviews.

Disaggregation
N/A
Availability and Timeliness
Information should become available annually, depending on the duration of the intervention.
Related DAC CRS code
111 - Education, Level Unspecified / 11110 - Education policy and administrative management / 11120 - Education facilities and training / 11130 - Teacher training 122 – Basic health / 12261 - Health education 130 – Population policies / Programmes and reproductive health / 13030 – Family planning
Associated SDGs
SDG 3 Ensure healthy lives and promote well-being for all at all ages Target 3.1, Indicator 3.1.1 (see Metadata) Target 3.7, Indicator 3.7.2 (see Metadata) SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all Target 4.1, Indicator 4.1.1 (see Metadata) and Indicator 4.1.2 (see Metadata) Target 4.3, Indicator 4.3.1 (see Metadata) Target 4.4, Indicator 4.4.1 (see Metadata) Target 4.5, Indicator 4.5.1 (see Metadata) Target 4., Indicator 4.6.1 (see Metadata) Target 4.a, Indicator 4.a.1 (see Metadata) SDG 5 Achieve gender equality and empower all women and girls. Target 5.1, Indicator 5.1.1 (see Metadata) Target 5.2, Indicator 5.2.2 (see Metadata) Target 5.3, Indicator 5.3.1 (see Metadata) and Indicator 5.3.2 (see Metadata)
Other issues
The gender country profile and/or gender sector analysis can be relevant sources of information for establishing baselines. If there is no gender analysis available at the EUD, it is recommended to look at the analysis undertaken by EU Member States or other trusted partners (UN, World Bank, human rights national and regional mechanisms, etc.) as well as the national-level reviews carried out in 2019 by UN Women and the partner countries to assess progress made and challenges encountered in the implementation of the Beijing Declaration and Platform for Action. Special attention should be paid to following up on partner country institutions reached with EU support.