

QUARTERLY LEARNING DIGEST

Girls'
Education
Challenge



JULY 2022

Welcome to the Summer 2022 edition of the GEC Learning Digest

This is the second digest of 2022 and covers a time period when increasing numbers of projects on the GEC are coming to the end of their implementation and starting to think about closure and sustainability. We have also seen an increased focus on learning and evidence uptake in global events such as the Education World Forum and the Transform Education Summit. Moreover, events and meetings are increasingly in-person and discussions are centred around evidence and what this can tell us about how to maximise the impact of work in girls' education.

If you would like to sign up to receive information on our events, webinars and learning outputs, please sign up [here](#).

How are we communicating?

LinkedIn: In June we launched a GEC LinkedIn account as a way of reaching more members of the education community. Please join us to get the latest GEC evidence, learning and tools, and to join the conversation on our findings.



[Follow us on LinkedIn](#)

Website update: You might notice some changes to our website – especially our home page. From the home page you will now get direct access to our latest videos and tweets – keeping you up to date with our latest featured reports and highlighting upcoming events.



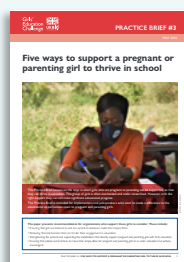
What are we learning?

One of the joys of working on the GEC is the many and varied areas of learning that come out of all the hard work. This quarter has seen two collaborations that have generated evidence and learning that impact on the experience of girls learning and ability to access education.

Webinar: When disaster strikes: Building resilience into education programming. Our Education and Fragility Learning series started on 27 April with a webinar hosted by the GEC. Projects working in Somalia, Afghanistan and Nepal shared learning about effective adaptations to address the intersection of drought, conflict and resource scarcity. They also discussed systems level approaches to disaster risk and resilience, and lessons learned around flexible funding.

Practice Brief: Five ways to support a pregnant or parenting girl to thrive in school.

This Practice Brief focuses on a group of girls that is often overlooked and under-researched. It is intended for implementers and policymakers who want to make a difference to the educational opportunities open to pregnant and parenting girls.



University of Bath Policy Brief: Girls' education and language of instruction: An extended policy brief. This Policy Brief looks at the impact of language on teaching and highlights how GEC projects are addressing this barrier.

COVID-19 and education in Kenya: How young women want leaders to support girls' education. Falastin, Liem and Mary tell us about the obstacles they faced during #COVID19 and the ways they were supported. They also talk about their hopes for the future and share their messages to world leaders.

The GEC portfolio – project completions

This quarter we say goodbye to some projects that have been in GEC family for a long time. Collectively they have supported over 313,900 girls with their education and have many examples of successful girls and young women who have transitioned through education.

‘The Virtuous Cycle of Girls’ Education’ and ‘Girls Learn, Succeed and Lead’ – CAMFED

CAMFED International completed two projects in June 2022. The Virtuous Cycle of Girls’ Education project was implemented in 44 rural districts across Zimbabwe, Tanzania and Zambia. Girls Learn, Succeed and Lead ran in parallel and was a four-year CAMFED Tanzania project which specifically targeted marginalised girls in peri-urban communities of Tanzania.

Both projects aimed to unleash the ‘ultimate virtuous cycle of girls’ education’ in through interventions that enable a critical mass of marginalised girls to transition, progress through and succeed at secondary school – and create the bridge for them to transition from school to a secure and fulfilling livelihood.



The Virtuous Cycle of Girls’ Education

Girls Learn, Succeed and Lead



“CAMFED changed my life, I could go to school wearing a uniform and feel equal to my fellow students.”

Khadija, Secondary Student, Tanzania

Expanding Inclusive Education Strategies for Girls with Disabilities Kenya – Leonard Cheshire

The girls in this project were helped to transition through primary into secondary school, vocational training and self-employment, or adult education and home learning programmes. In tandem, the project worked to build positive attitudes and community support for disabled children. It also worked with families to create households that are willing and able to support the girls’ journey through to adulthood and beyond.

Click [here](#) to find out how the project has successfully engaged male mentors are changing girls’ education.

Leonard Cheshire has many stories of transformational change. Click [here](#) to find out one girl’s experience of education and the difference a hearing aid made.



Marginalised No More (MnM) – Street Child

Street Child’s Marginalised no More (MnM) project supported 7,500 of Nepal’s highly marginalised, Musahar girls who, due to their low-caste, face complex, often interrelated barriers and experience limited or no access to education. This blog and videos outline outcomes and learning from the project.

Improving Girls' Access through Transforming Education (IGATE) – World Vision

The IGATE project aimed to improve the lives of 35,290 marginalised adolescent girls by helping them to improve their literacy, numeracy, life skills and self-esteem. Find out what the project achieved, what it learned and how it adapted to COVID-19. This blog outlines outcomes and learning from project activities with students, teachers, communities and governments across Zimbabwe.

Below is a blog by Janelle Zwier, Programme Director, World Vision International, sharing her reflections on the project's challenges, learning and achievements.

Somali Girls Education Promotion Programme (SOMGEP-T) – CARE

The project aimed to support 32,860 girls living in rural and remote areas, the significant majority of whom lack access to education beyond primary level and, in many cases, upper primary classes as well. It sought to improve the quality and relevance of learning and build a strong foundation for transition into secondary education and employment. It also aimed to boost demand for secondary education among marginalised rural girls by increasing community support for on-going girls' education.



Who have we been talking to?



The global education community:

The Transform Education pre-Summit in June 2022 was an opportunity to meet and discuss with Ministers of Education, donor, multilaterals, NGOs and activists. Dr Sharon Tao, the GEC Education Director, went to Paris and met with some of the attendees armed with myriad examples of how GEC projects are improving the educational opportunities for over 1.5 million girls. The evidence base and examples of great practice were very well received. Thank you to all of the GEC projects who share these successes and learning, we are now planning our input to the main summit in September in New York.

We are also increasingly talking to **Ministries of Education** about the learning and evidence the GEC has on girls' education, supporting policy and financing decisions. Our latest learning brief focusses on Zimbabwe where there are three GEC projects (CAMFED, Plan and World Vision) working with over 226,000 girls. The brief includes evidence on the ways in which these projects are influencing national service delivery, are improving educational outcomes and impacting on the lives of girls through raising their self esteem and confidence levels.



The Every Girl Empowered and Resilient (EAGER) project in Sierra Leone led by the International Rescue Committee held an in person learning event in June 2022.

This well attend event focussed on four themes:

1. Safe and supported to learn
2. Power to think and decide
3. Take positive action
4. Delivering quality and inclusive sessions for girls

The EAGER project led by IRC is sowing the seeds of change with girls and communities in Sierra Leone. Hear what these girls have to say about becoming empowered and resilient in this video.

Hear what girls think about gaining financial literacy.

Realising SDG4: What more should we be doing for girls' education?

On the 7 September 2022, UKFIET will be hosting an event with the Girls' Education Challenge.

This will be a one-day in-person workshop that aims to capitalise on the diverse range of actors committed to girls' education by facilitating productive discussions around four key areas that relate to girls' education and the achievement of SDG4:

1: Ambition 2: Gaps 3: Linkages 4: Solutions/Actions.

The event aims to bring together a diverse range of actors to come to a consensus on priorities regarding girls' education and the achievement of SDG4. At times, there can be a lack of coherence between policy makers, researchers, donors, activists and practitioners working in this space; and this workshop will be an opportunity for different perspectives to be heard and stronger alignments to be made, which will ultimately strengthen and speed progress for girls' education.



Realising SDG4: What more should we be doing for girls' education?

7 September 2022 | 10:00 to 17:00
Examination Schools, Oxford, UK

UKFIET
THE EDUCATION AND DEVELOPMENT FORUM

Girls' Education Challenge 

We are running two webinars to gather additional inputs from people who cannot be there in person. Please register interest by emailing learningteam@girlseducationchallenge.org

Wednesday 31st August

12.00 - 12.45 BST

Discussion on Theme 1: **Ambition**

13.00 - 13.45 BST

Discussion on Theme 2: **Gaps**

Thursday 1st September

12.00 - 12.45 BST

Discussion on Theme 3: **Linkages**

13.00 - 13.45 BST

Discussion on Theme 4: **Solutions/Actions**

We are going to CIES in 2023

We are planning to have a significant presence at CIES this year so please do [contact us](#) if you are interested in being part of a panel or are submitting a paper or poster. We would love to know. Deadline for submission is 8 August 2022.



Theme and sub-themes: The theme of the conference is 'Improving Education for a More Equitable World'. The four sub-themes are:

- 1: Social Justice and Inclusion
- 2: Environmental Sustainability
- 3: School Systems and Educators to Improve Learning and Teaching in Formal or Informal settings
- 4: Critical Reflection on the Society and the Field of Comparative and International Education.

Find out more:
[CIES conference 2023](#)



For more information, contact: learningteam@girlseducationchallenge.org | www.girlseducationchallenge.org

Girls' Education Challenge



The Girls' Education Challenge is a project funded by the UK's Foreign, Commonwealth and Development Office ("FCDO"), formerly the Department for International Development ("DFID"), and is led and administered by PricewaterhouseCoopers LLP and Mott MacDonald (trading as Cambridge Education), working with organisations including Nathan Associates London Ltd. and Social Development Direct Ltd. This publication has been prepared for general guidance on matters of interest only and does not constitute professional advice. You should not act upon the information contained in this publication without obtaining specific professional advice. No representation or warranty (express or implied) is given as to the accuracy or completeness of the information contained in this publication, and, to the extent permitted by law, PricewaterhouseCoopers LLP and the other entities managing the Girls' Education Challenge (as listed above) do not accept or assume any liability, responsibility or duty of care for any consequences of you or anyone else acting, or refraining to act, in reliance on the information contained in this publication or for any decision based on it.