

QUARTERLY LEARNING DIGEST

Girls'
Education
Challenge



NOVEMBER 2022

For many of us working on the Girls' Education Challenge, the past few months have involved a lot of reflection on the progress made on girls' education and the opportunities and challenges that lie ahead. September and October were significant in this regard, with our Girls' Education Workshop with UKFIET, the Transforming Education Summit and International Day of the Girl. This reflection has prompted the GEC team and our partners to coalesce around three goals – communication, collaboration and commitment.

Transforming Education Summit, New York

Communication, collaboration and commitment were also themes that emerged during the Transforming Education Summit (TES) in New York, later in the month. Dr Sharon Tao, our Education Director, joined many others at TES which aimed to refocus donor and country efforts and commitments towards SDG4, which included those regarding girls' education. Over 65 Ministers of Education and all major donors, funders and multilateral organisations were represented. There were also a number of practitioner and implementing organisations research organisations, and dynamic youth activists taking part.

Communicate, Collaborate, Commit



In this blog, Sharon Tao, the GEC's Education Director, reflects on recent momentum on girls' education – and the challenges and opportunities that face us in achieving SDG4. We are stronger together!

On International Day of the Girl, we launched a new video which captures voices from across the girls' education sector calling for greater communication and collaboration to achieve Sustainable Development Goal 4.

Akuja de Garang MBE, Team Leader of the Girls' Education South Sudan programme, shares her reflections on priorities, challenges and next steps for girls' education.



Realising SDG4 – in-person workshop and webinars

In September, we held an in-person workshop in Oxford titled 'Realising SDG 4: What More Should Be Done for Girls' Education?' in collaboration with UKFIET. The event aimed to strengthen coherence within the girls' education ecosystem in four key areas: ambition, identifying gaps, linkages and actions. Through discussion, we aimed to increase awareness of the different positions and pathways from which all stakeholders come and facilitate stronger collaboration and collective action moving forward. Four webinars followed the in-person event to ensure we gathered as many reflections as possible on these four themes. The output from the event and webinars will be a set of collectively agreed priorities and next steps for each key area, due to be published soon. Please watch this video from Dr David Sengeh (Ministry of Education, Sierra Leone), one of the keynote speakers from the in-person workshop.



World Teachers' Day

Shining a light on teachers

In September, Louise Banham, Regional Education Advisor, visited GEC partner schools in Zimbabwe, as well as schools supported by FCDO's Teacher Effectiveness and Equitable Access for Children programme (TEACH). This is what she found out about the role that teachers are playing in those schools.

I want to be a teacher

On World Teachers Day 2022, we shared the story of Mulatuwa, an outstanding student in Ethiopia with aspirations to be a teacher. She has been supported by the CHANGE project, her school, community and family to return to school. The CHANGE project is led by People in Need.



UKFIET summary of the blogs produced for World Teachers' Day.

Aspiring high: the legacy of Impact(Ed)'s work in Kenya

GEC team member Alicia Mills recently visited a Kenyan school supported by Impact(Ed). In this blog, she talks about the project's legacy, particularly in terms of tackling COVID-19 and hears from girls whose lives changed by being Girls' Club members.



"My business is doing very well and keeps growing" – Mariam's story



Mariam was raised by her sister after her mother died. Her education was disrupted until she received support from Camfed in Tanzania. Mariam is now a Learner Guide and a business owner, mentoring and employing other young women.

Engaging with female role models increases girls' reading and writing skills



On Literacy Day 2022, we celebrated the female role models helping girls to read, write and fulfil their potential. Senior Woman Teachers, supported by the PEAS project, are empowering female students and hugely increasing their chance to develop reading and writing skills.

"With education I truly believe that the sky's the limit" – Nomakhosi's story

Nomakhosi was helped by Camfed to return to school and take her exams in Zimbabwe. Here, she describes her journey to becoming a tailor, supporting herself and helping other students to succeed.



GEC Independent Evaluation Services

The Independent Evaluation (IE) of the GEC II was commissioned by the FCDO in February 2020 to deliver evaluation studies on different thematic topics that are considered of high learning value to the FCDO, Fund Manager (FM), Implementing Partners (IPs) and wider policymakers.

The IE team consists of a consortium of partners including Tetra Tech International Development (formerly Coffey International Development), the Research and Equitable Access and Learning (REAL) Centre at the University of Cambridge, Fab Inc., and several southern academic and research partners providing significant experience in designing and implementing education evaluation and research across diverse GEC countries.

"I have been involved in the evaluation of the Girls' Education Challenge from its start in 2012, and its scale, diversity and the way it has adapted has generated such a large amount of valuable learning about girls' education which makes it such an engaging programme to work on as the Programme Director of the Independent Evaluation."

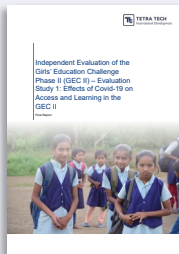
Simon Griffiths, Programme Director,
Tetra Tech International Development



Completed Studies

Study 1 – Access and Learning

Study conducted with two GEC projects – in Kenya (Education Development Trust, EDT) and in Nepal (Mercy Corps) – to understand the impact of COVID-19-related school closures on girls' education.



[Final Report](#) | [Report Annexes](#) | [Policy Brief](#) | [Machine Learning Knowledge Brief](#) | [Blog on learning losses in Kenya and Nepal](#)

Study 2 – Teachers and Teaching

Study conducted with four GEC projects in three countries – two in Afghanistan, Plan International (formerly Varkey Foundation) in Ghana and IRC in Sierra Leone.

The study examined how selected GEC II projects engaged teachers and emphasised teaching quality to improve girls' education prior to COVID-19 and how they adapted during the pandemic.

[Final Report](#) | [Report Annexes](#) | [Policy Brief](#) | [News article](#) | [Article in Ghanaian media](#)

Study 3 – GEC-T Impact Assessment of Learning Outcomes

Desk-based study using project data to quantitatively assess the extent to which the Girls' Education Challenge Transitions (GEC-T) Window is associated with changes in girls' learning and transition outcomes between baseline and midline (before COVID-19).

Report is due to be published on the GEC website soon!

Studies in progress

Study 4 – Disability

The purpose of this study is to understand the ways GEC projects have engaged girls' with disabilities and the perceived and observed effects on their outcomes and their engagement with peers, teachers, caregivers/ families.

The projects participating in this study include:

- Voluntary Services Overseas (VSO), Nepal, "Empowering a New Generation of Adolescent Girls with Education in Nepal (ENGAGE)";
- Viva, Uganda, "Building Girls to Live, Learn, Laugh and 'SCHIP' in Strong, Creative, Holistic, Inclusive, Protective, Quality Education"; and
- Link Education International, Malawi, "Transformational Empowerment for Adolescent Marginalised Girls in Malawi (TEAM Girl Malawi)".

Report due to be published in May 2023.

Study 5 – Education for Marginalised Girls Beyond Formal Schooling

The purpose of the study is to explore the perspectives, agency and choices of younger and older adolescent girls, and to understand how LNGB education pathways beyond formal schooling have met their needs.

The projects participating in this study include:

- World Education, Ghana, "Strategic Approaches to Girls' Education";
 - ActionAid, Kenya, "Education for Life"; and
 - People in Need, Nepal, "Accelerating Life Skills Literacy and Numeracy of Married Adolescent Girls".
- Report due to be published in December 2023.

Study 6 – Value for Money

The focus of this study and the evaluation questions are to be confirmed. Scoping for this study will kick off in November 2022.

Study 7 – Sustainability

The focus of this study is yet to be confirmed. Scoping will commence in March 2023.

"Having worked on evidence identifying barriers to girls' education and potential solutions to these over the past 30 years, it is a privilege to act as Technical Director of the Independent Evaluation. It is rewarding to learn from evidence coming from the range of programmes included in the Girls' Education Challenge."

Prof. Pauline Rose OBE, Technical Director, REAL Centre at Cambridge



Refresh of the independent evaluation

The IE reviewed and refreshed the scope of the independent evaluation with the FCDO and FM leading to changes to the original plan. In addition to the studies above, the IE will conduct summative portfolio evaluations of the Leave No Girl Behind and GEC-Transition funding windows and produce a synthesis of learning from Phases I and II of the GEC.

The two summative portfolio evaluations of the Leave No Girl Behind and GEC-Transition funding windows will generate evidence and learning capturing the portfolios' effects on girls' outcomes, how, why and under what conditions.

The GEC learning synthesis will provide an evidence-based narrative about the 'GEC story' as it evolved throughout its life from 2012 to 2025. It will concisely synthesise learning across both phases and provide an overarching statement about the GEC as a whole.

Contact the IE team

Any questions about the IE services or to connect with the IE team can be sent to the Programme Manager, Louise Cathro (louise.cathro@tetrattech.com) or Programme Director, Simon Griffiths (simon.griffiths@tetrattech.com).



Stay up to date with the latest GEC Learning Communications

Learning – country level

Country Updates: Pakistan, DR Congo and Malawi

Find out what has been happening in Pakistan, DR Congo and Malawi: the challenges, progress and achievements of the last few months.



Coming up

Learning Briefs

We are working towards developing a series of briefs that capitalise on the GEC's vast portfolio of 41 projects across 17 countries. The GEC has compiled a wealth of project evidence regarding key interventions related to girls' education. These Learning Briefs will collate findings and provide analyses and recommendations about which intervention designs, conditions and implementation approaches are paramount for supporting improvements in girls' learning. The first Learning Brief will be launched at the end of November 2022 and covers GEC project interventions aimed at reducing school-related, gender-based violence. Many more Learning Briefs will follow, covering topics such as community-based education, accelerated learning programmes, girls' clubs and preventing child marriage.

International day...

...for the Elimination of Violence against Women 25 November 2022
...of Persons with Disabilities..... 3 December 2022
...of Education 24 January 2023

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



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