

# QUARTERLY LEARNING DIGEST



APRIL 2022

## Welcome to the Spring 2022 edition of the GEC Learning Digest

It has been an incredibly busy few months, with many events and learning opportunities. A number of projects have completed their activities. In this Digest there is a focus on our most recent results and the impact on the 1.5 million girls and their communities that we support. On the International Day of Education in January, we took the opportunity to explain why and how we reach the most marginalised girls. At the Global Disability Summit [we updated the progress](#) towards reaching the Leave No Girl Behind commitments.

The impact of COVID-19 is still keenly felt, and [our crisis response paper](#) outlines lessons and recommendations that we are taking forward. We also hope these will be valuable to other organisations planning for ongoing and future crises.

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

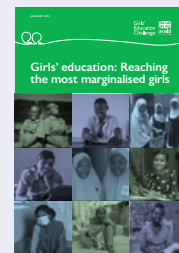
## Country Updates: Ghana, Kenya, Sierra Leone and Uganda

Find out what has been happening in Kenya, Sierra Leone, Ghana and Uganda: the challenges, progress and achievements of the last few months.

## Supporting marginalised girls: What has the GEC achieved so far?

The Girls' Education Challenge (GEC) is enabling up to 1.5 million girls across 17 countries to access learning opportunities. This is contributing significantly to the achievement of the new, global SDG 4 milestone targets, as endorsed by G7 leaders, of providing education to 40 million more girls and supporting 20 million more to read by the age of 10, by 2026. We support the most marginalised girls to access education and we are always learning how to improve our offer to ensure that girls, despite COVID-19, are in education and are learning. Our results, how we achieve them and what we are doing are detailed in the following three documents:

### Girls' education: Reaching the most marginalised girls



### What can investment in girls' education achieve?

### An effective crisis response: Lessons from the COVID-19 experience



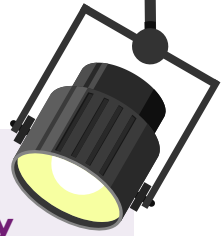
## Stories of change

This is an inspiring and informative collection of stories of change from Leonard Cheshire Kenya. It demonstrates how the GEC project has supported girls with disabilities to transition into secondary education and vocational institutes and improve their learning outcomes.



## Marking International Day of Education 2022

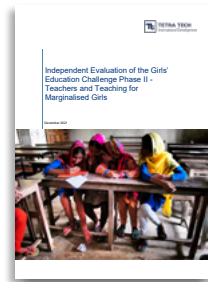
On this year's International Day of Education – 24 January – we put the spotlight on girls' education. How can we make sure all girls – even the most marginalised – can be confident, safe and learn? In this video, Sharon Tao, GEC Education Director, explains what we are doing to reach every girl.



# Research

## Findings from the GEC Independent Evaluation on Access, Learning, Teaching and Teachers during COVID-19

The GEC independent evaluator is a consortium led by Tetra Tech and is exploring the impact that projects are having across the portfolio. The results of the first two studies are out: What was the impact of school closures on girls' education and their learning levels? What role did teachers and educators play in supporting marginalised girls during school closures? These reports, policy briefs and webinars look at these questions. Watch this space for more results as we move through 2022, from study three which looks at a quantitative impact on learning and study four which explores how the GEC projects have worked with girls with disabilities.



## Findings from the GEC Independent Evaluation on Machine Learning during COVID-19

Read this to find out how the Independent Evaluator applied machine learning techniques to help identify which girls might not return to school following COVID-19.



## EdTech for Ugandan girls: Affordances of different technologies for girls' secondary education during the COVID-19 pandemic

Many projects on the GEC are involved with research and publish their findings in academic journals. This article discusses the use of educational technology (EdTech) in girls' education at PEAS schools ('Promoting Education in African Schools') in rural Uganda during the COVID-19-related school closures.

## Puspa's second chance

Puspa was supported by the Marginalised No More project in Nepal, led by Street Child Nepal. In this blog she tells us about her achievements, and reflects on her experience and becoming a Kishori Chhalphal Kendra (Girls' Assembly) member.



## Spotlight on Value for Money

### Disability and Value for Money

Now, more than ever, we need to make sure girls with disabilities can access and participate in education. Assessing the value for money of interventions that support girls with disabilities can help determine which approaches are the most effective. Although interventions focused on individual girls might cost more, they can still deliver good value – especially when they are combined with investment in interventions that promote inclusive education at school level (and beyond), making education accessible and relevant for many more students.



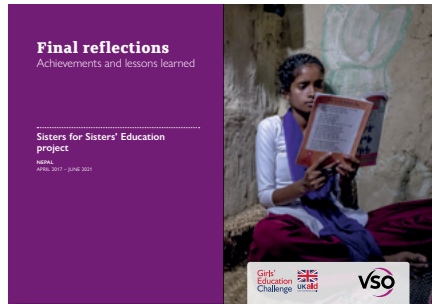
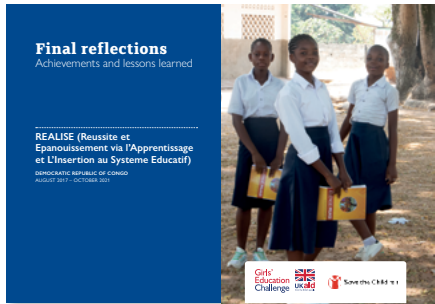
### VfM brief on PEAS in Uganda

This new 'Spotlight' looks at the value for money of the GEARRing Up for Success After School project in Uganda, led by PEAS. It assesses the project's costs against the benefits delivered by exploring its relevance, cost-effectiveness and sustainability.



## Final reflections: lessons and results from completed projects

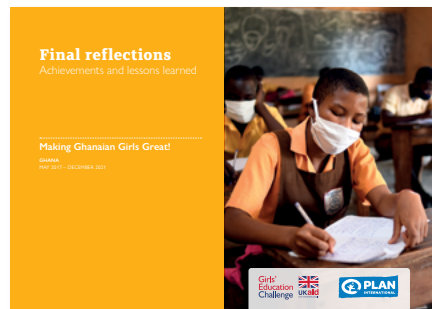
More and more GEC projects are closing and common themes are emerging, such as engaging with communities and governments, teacher professional development and improving girls' self-esteem, confidence and wellbeing. Over the last year, projects in Nepal, Kenya, Sierra Leone and the DRC have completed their GEC activities. Links to information about these project activities can be found below.



## How virtual classrooms maintained girls' learning during school closures in Ghana



In Ghana, after the closure of all schools in March 2020, the Making Ghanaian Girls Great! project (MGCubed) was approached by the Ministry of Education to support the swift rollout of a national distance learning approach. Read this blog to find out how the Ministry and MGCubed designed and delivered educational content for a newly created television channel, Ghana Learning TV (GLTV), which targeted millions of children in primary and junior secondary during the COVID-19 school closures.



## Pathways for resilience to climate change

The VSO team hosted an exciting workshop for GEC projects on approaches for building climate change resilience in programmes and pathways projects can choose to mitigate the impact of climate change on girls' education.



## Disability and girls' education

### Leave No Girl Behind. Updating our commitments to the most marginalised girls

As part of the activity around the Global Disability Summit in February, we published an update of our commitments to the most marginalised girls – with a special focus on supporting girls with disabilities.

### Improving access, retention and learning for children with disabilities

This blog outlines how the GATE project worked with individual girls, teachers, schools and communities to improve access, retention and learning for children with disabilities in Sierra Leone.

## Coming up

### Pregnant and parenting girls webinar

Join us, Population Council and World Vision to discuss how to support pregnant and parenting girls to access and thrive in education. Hear from girls, education staff and projects on what is working to support pregnant and parenting girls and what is still needed.

### Fragility and education: learning series

Our fragility and education learning series starts on the 27 April with the webinar 'When disaster strikes: building resilience into education programming'. Join us to hear GEC partners share recent experiences with natural disasters and operational approaches to building resilience into education planning and adaptations. We will discuss how development programmes are swiftly adapting to address drought response in Africa, and how others are designing and swiftly responding rapidly accelerated climate change induced natural disasters.

Stay up to date with the latest GEC Learning Communications

## Blogs: Tackling gender norms, building inclusivity and supporting young women

**Breaking the textbook gender bias in Zimbabwe.** In this blog the SAGE project shares its experience working with adolescent girls and women to capture the local knowledge and understandings about their aspirations and interests.

**After-school clubs address gender barriers to education in Ghana.** After-school clubs in Ghana are successfully supporting girls' wellbeing and attendance, fostering positive relationships between boys and girls, and challenging stereotypes. Read about the girls, boys and mixed clubs run by the MGCubed project.

**Building an inclusive ecosystem for girls' education.** In this blog the GATE project team discusses the way that communities were mobilised and supported, building an "inclusive ecosystem for girls' education"

**Supporting young women to become teachers and role models in Sierra Leone.** In this blog the GATE-GEC project shares its experience developing a range of activities aimed at achieving learning, transition and sustainability outcomes, while addressing the barriers to education, such as harmful gender attitudes among educators, limited mentorship and support for teachers' development.

**International Women's Day 2022.** To celebrate International Women's Day on 8 March, we introduced the world to five inspirational young women in Kenya. Aurelia, Maryam, Alice, Dora and Rita have their eyes firmly set on the future. Each of them has a clear plan and they are working hard to forge exciting careers and successful futures in plumbing, tailoring, beauty and ICT.

### Dates for the diary:

International Girls in ICT Day .....	23 April
Menstruation Health Day .....	28 May
Global day of parents .....	1 June
World day against child labour .....	12 June
World refugee day .....	20 June

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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.