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The Girls' Education Challenge (GEC) aims to improve the learning opportunities and outcomes for up to one million of the world’s most marginalised girls. Access to a good quality education will give these girls the chance of a better future for themselves, their families and their communities.

These projects were selected through an open and transparent process and assessed for their ability to implement new and effective ways to get girls into school, keep them there and make sure they receive a good quality education in ways which are sustainable beyond the GEC funding.

This booklet outlines the 37 projects that have so far been selected to receive funding through the ‘Step Change’, ‘Innovation’ and ‘Strategic Partnerships’ funding windows. It summarises the objectives, interventions and location of each project’s activities. Please note that detailed information, including the names of organisations, has not been provided for regions where there are issues of security for project staff, teachers and girls, but contact can be facilitated by the Fund Manager on request. Please also note, as projects progress through the programme, GEC budget figures and the number of marginalised girls will be subject to change.

They were selected under three funding windows:

1. **Step Change**: scaling up successful interventions that are already having a positive impact.
2. **Innovation**: applying new interventions such as technological innovations, developing new partnerships, adapting proven solutions for new geographies, communities or age groups.
3. **Strategic Partnerships**: creating new partnerships with the private sector including, Discovery Communications, The Coca Cola Company, Avanti Communications and Ericsson.

The GEC projects and partnerships are implementing a diverse range of interventions to provide girls with access to education, materials, safe spaces to learn and a ‘voice’. They are helping to mobilise and build capacity within governments, communities and schools, training and mentoring teachers, governors and community leaders. Projects are targeting marginalised girls, disabled girls and migrant communities, with more than half of the target group living in high-risk and conflict-affected environments such as Afghanistan, Somalia and South Sudan.

**Countries in which GEC projects will be implemented**
Community Based Education for Marginalised Girls in Afghanistan

Education focus: Primary and lower secondary
Primary language of instruction: Dari and Pashto
Primary language used in the home within the target communities: Dari, Pashto
GEC funding: £16,461,257
Project impact on learning (marginalised girls): 105,000

What is the project doing?
- Establishing Community Based Girls Schools (CBGSs) across 10 provinces, enrolling out-of-school girls in each target community.
- Training government teachers from selected government schools in effective teaching methods and in the subjects they will teach.
- Training mentors from selected government schools to provide weekly support to their peers.
- Mobilising school management committees and communities to select girls from target schools to receive stipends.
- Increasing the capacity of communities, parents, local partners and local education departments to support girls’ education in each target community across 10 provinces.

What is distinctive about this project?
This project takes a successful model to scale and features new elements such as peer mentoring and stipends.
Steps Towards Afghan Girls’ Education Stages (STAGES)

**Education focus:** Pre-primary, primary, secondary and teacher training

**Primary language of instruction:** Dari and Pashto

**Primary language used in the home within the target communities:** Dari, Pashto

**GEC funding:** £34,985,490

**Project impact on learning (marginalised girls):** 56,892

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**What is the project doing?**

- Establishing and supporting positive/conducive quality learning environments.
- Increasing demand for and engagement in quality education within communities, particularly for girls.
- Increasing literacy and engagement with learning among adults and communities.
- Increasing the capacity of teachers to apply effective, gender fair and relevant teaching methodologies.
- Strengthening relationships and capacity among national, provincial and district level education actors to sustain girls’ education.

**What is distinctive about this project?**

The holistic nature of the programme is innovative and includes early childhood education, community based education, community involvement in learning, school management and teacher training.

The project is piloting the use of mobile phone technology for teacher professional support, community engagement and the collection of evaluation data.

Another distinctive element is a “teacher apprenticeship” programme for girls from Grades 9-12. It aims to encourage retention by providing a direct link between school and employment opportunities that will enable girls to move directly into teaching; they will assist Grade 1 and 2 teachers in managing large classes and help provide support to after-school or holiday classes for students who are struggling.
Empowering Marginalised Girls in Afghanistan

**Education focus:** Primary

**Primary language of instruction:** Uzbek, Dari and Pashto

**Primary language used in the home within the target communities:** Uzbek

**GEC funding:** £5,280,573

**Project impact on learning (marginalised girls):** 15,318

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**What is the project doing?**

- Increasing access to primary school education for 2,400 marginalised girls in target districts.
- Improving literacy for 12,240 marginalised girls in target districts through the provision of nine-month basic literacy courses.
- Increasing income generation capacity for 720 marginalised girls in Faryab through the provision of six-month vocational training courses.

**What is distinctive about the project?**

This project aims to ensure that at least 14,971 marginalised girls aged 6-19 can achieve basic educational outcomes, through supporting formal primary school education, basic literacy courses in villages, and through innovative Youth Development Centres (YDCs), which provide a unique female-only space for girls’ social and self-development.

Where adult women’s literacy is increased, the chance of their children also being educated is higher. The project builds on other women’s education projects, one of which is a major literacy programme, where functional literacy classes are offered to older women and those with children.
Equal Access to Education for Nomadic Populations in Northern Afghanistan

Education focus: Lower Primary

Primary language of instruction: Dari and Pashto

Primary language used in the home within the target communities: Dari, Pashto

GEC Funding: £1,716,205

Project impact on learning (marginalised girls): 1,200

What is the project doing?

• Offering summer and winter tuition to 1,200 girls and 800 boys regardless of their current enrolment status in winter government schools, whilst prioritising children who never enrolled or dropped out.

• Recruiting and training interested and literate women and men from migrating households to teach students in Grades 1 to 3 and Adult Learning Programmes. These teachers are supported by the NGO and Ministry of Education staff.

• Working with parents, in particular Education Shura members, to provide training and support and mobilise resources for their children’s education. A mobile learning (M-learning) literacy program using Ustad mobiles will be used to increase parental involvement in children’s education in school and home environments.

• Recruiting mentors from migrating households to work with parents and children offering additional and after-school learning opportunities for children.

How does this project meet the Innovation Window criteria?

The project assumes that if new, child-friendly classes are established that offer year-round education combined with peer-support systems and access to materials, then nomad children, in particular girls, will enrol and attend. The project proposes that if Education Shuras are established and trained as “change agents” in their community, and illiterate Shura members utilise an M-learning programme to enhance their literacy and numeracy skills, they will be more likely to support parents/caregivers to participate in their children’s education. If parents and community leaders adopt the M-learning component then it could facilitate the introduction of an M-learning component for nomadic children at a later stage.
Mobile Broadband and Education

Lead organisation: Ericsson

Key partner organisations: UNESCO, Earth Institute, Finja Five (Lund University Innovation System), Qualcomm

Education focus: Secondary

Target locations: Mandalay (with a further region to be confirmed)

GEC funding: £3,659,704

Project impact on learning (marginalised girls): 14,600

What is the project doing?

- Providing mobile broadband connectivity and ICT equipment (laptops and tablets) to up to 50 secondary schools in Burma (also known as Myanmar).
- Providing comprehensive teacher training, focusing on ICT skills for improved student learning (including the development of computer skills, pedagogical skills on student-centred and activity-based teaching, and support for teachers to develop their own teaching and learning materials adapted from existing online resources).
- Delivering an English language programme and a life skills programme to girls in secondary school, using mobile technology, to prepare girls with practical skills for the workplace and to build self-confidence.
- Providing up to 600 secondary school scholarships for marginalised girls.

What is distinctive about this project?

Mobile connectivity and technology usage in schools in Burma is currently very low, with only 609 of 36,000 schools equipped with ICT facilities. Ericsson’s initiative aims to change this by prioritising the connection of schools to the new mobile broadband networks being deployed in Burma – ensuring that schools, especially those in more rural areas, will not have to wait years to be provided with the benefits of internet connectivity.

In addition to providing connectivity, Ericsson’s programme will allow students, teachers and communities to benefit from access to 21st century learning content and applications. Ericsson is providing ICT equipment (netbook computers, tablets, projectors) for students and teachers, accompanied by a comprehensive in-service professional development programme to enable teachers to best utilise this technology in the classroom. Ericsson will also deliver specific educational programmes (in English language and life skills) using child-friendly computing solutions that proactively aim to improve literacy and numeracy amongst the female student population.

Ericsson’s proposal is based on its existing Connect to Learn programme, which has been deployed in 16 countries across three continents. This programme aims to provide quality secondary education to children (particularly girls) through broadband connectivity and scholarships. Lessons learned from Ericsson’s experience in implementing this programme in resource-poor environments will be incorporated into Ericsson’s programme in Burma.
Valorisation de la Scholarisation de la Fille (VAS-Y Fille!)

Lead organisation: International Rescue Committee (IRC)
Key partner organisations: Save the Children Fund (SCF), Catholic Relief Services (CRS)
Education focus: Primary and lower secondary
Primary language of instruction: French
Primary language used in the home within the target communities: Swahili, Kikongo, Lingala, Tshiluba, Bemba and other local dialects
GEC funding: £24,488,737
Project impact on learning (marginalised girls): 100,768

What is the project doing?
- Increasing parental financial capacity to support girls in primary education.
- Improving girls’ reading and maths skills through teacher training, tutoring and community reading programmes.
- Increasing community involvement, ensuring girls’ access to quality education in a safe environment.
- Increasing civil society engagement in providing alternative learning opportunities that will allow out-of-school girls to complete primary education.

What is distinctive about this project?
VAS-Y Fille’s partnerships with private-sector organisations, such as Trust Merchant Bank and female champions such as Airtel for girls’ education, are both innovative in DRC. These partners will help VAS-Y Fille leverage funding in order to reach more girls and provide more support to girls and their families.

VAS-Y Fille’s Economic and Social Empowerment (EASE) savings and loans programme is an innovation to education scholarship programmes. This will help families build capital and sustain gains in education.

VAS-Y Fille’s after-school tutoring activities are an innovation and their Literacy Boost community reading programme will provide new opportunities to learn what effect communities can have on increasing learning outcomes for students.
Securing Access and Retention into Good Quality Transformative Education

Lead organisation: ChildHope UK

Key partner organisations: Organisation for Child Development and Transformation (CHADET)

Education focus: Primary and lower secondary

Primary language of instruction: Amharic

Primary language used in the home within the target communities: Amharic

Target location: Amhara and Oromiya.
30 rural wards will be targeted in these two regions

GEC funding: £3,956,045

Project impact on learning (marginalised girls): 16,503

What is the project doing?

- Increasing the value attached to education by families of targeted marginalised girls (fathers and brothers especially) and their ability to develop more secure livelihoods to protect and support their daughters’ education.
- Removing economic and psychosocial barriers that prevent girls being marginalised by early marriage, domestic labour, risky child migration and/or street-living from entering and remaining in primary school.
- Supporting enrolled, marginalised girls to learn useful knowledge and skills.
- Supporting the creation of a stimulating, safe, inclusive and child-friendly school learning environments for all girls and boys (including those with disability) in the 30 prioritised Kebeles.
- Supporting teachers, school administrators, parent groups, community leaders, community-based organisations and child protection structures to develop the skills and mechanisms that will assure and sustain access to good quality education for the targeted marginalised girls.

What is distinctive about this project?

This project introduces innovative features, such as engaging bus drivers to identify girls at risk, strongly targeted activities with boys, and radio listening groups as a way of engaging men and getting them to listen to girls.

In terms of sustainability, it has innovative elements that include incorporating mechanisms to support the longevity of income generating activities (IGAs), and the gradual reduction of support to various committees, ensuring their independence before the end of the project.

The project is also using innovative ways of reporting violence through the letter-link mechanism, in which staff and students are orientated to use.

The project will implement the family hub strategy, which aims to assure coherence of the project activities related to generating demand for girls’ education through addressing problems of domestic work, poor parenting and male engagement.
Pastoralist Afar Girls’ Education Support Projects (PAGES)

Lead organisation: Save the Children UK

Key partner organisations: Save the Children International (SCI), CARE International (CARE), Afar Pastoralist Development Association (APDA), Kelem Education and Training Board (Kelem)

Education focus: Primary

Primary language of instruction: Amharic/Afar

Primary language used in the home within the target communities: Afar

Target location: Afar. Pastoralist and agro-pastoralist communities in eight rural woredas. The woredas selected include: Mille, Chifra and Adear in Zone 1, Gewane and Buremundayitu in Zone 3, and Dewe, Hadelela and Semurobi in Zone 5

GEC funding: £10,987,162

Project impact on learning (marginalised girls): 18,498

What is the project doing?

- Strengthening the provision of quality and gender-responsive alternative basic education and formal primary education services for girls in pastoralist communities.
- Improving physical infrastructure of schools including classrooms and access to water.
- Improving life skills, literacy and confidence levels of marginalised girls and creating supportive community environments.
- Improving basic service delivery, coordination and livelihood opportunities, in order to minimise demand-side barriers to quality education for girls.
- Strengthening government capacity to sustain and scale up project outcomes through strategic partnerships.

What is distinctive about this project?

This project is innovative in its adaptation of successful models for delivery, mobilisation and behaviour change to the unique context and language of Afar. This will include the adaptation of the first cycle primary curriculum into the Afar context and language. This builds on global evidence and advocacy by Save the Children on the importance of learning in mother tongue during early years.

Another distinctive element of this project is their leverage of international and local expertise, including that of the private sector via Girl Hub Ethiopia.

The project is also developing strategies to reduce/minimise the impact of migration based on learning and testing of strategies such as Herder’s Kits, Camel Libraries and Mobile Attendance Cards.
Life Skills and Literacy for Improved Girls Learning in Rural Wolaita Zone

Lead organisation: Link Community Development Ethiopia (LCDE)

Key partner organisations: LCD England & Wales, Whizz Kids Workshop

Education focus: Lower and upper primary

Primary language of instruction: Wolaitigna (Grades 1–4) and English (Grades 5–8)

Primary language used in the home within the target communities: Wolaitigna

Target location: Wolaita Zone of the Southern Nations Nationalities and Peoples Regional State (SNNPRS) in south-western Ethiopia

GEC funding: £2,707,610

Project impact on learning (marginalised girls): 56,683

What is the project doing?

- Supporting the development and implementation of Gender Action Plans at woreda, cluster and school level, based on annual Gender Audits (aligned to the Ministry of Education National Girls Education Strategy).
- Developing local language audio-visual resources and supplementary readers for use in schools. Supporting extra-curricular clubs (Female Learners Forums, Girls Clubs and Reading Clubs); providing sanitary pads and upgrading sanitation facilities; support HIV/AIDS Circles; providing tutorial classes for girls ‘at risk’ of failure or dropping out.
- Training teachers, school directors, PTA members, Girls Education Advisory Committee (GEAC) members and School Improvement Committee members in gender mainstreaming. Training teachers in gender-friendly methodology. LCDE also provides teachers with specific training in basic reading and numeracy. School development plans are expected to include activities around strengthening basic reading skills.
- Developing a school management simulation game to explore the challenges and benefits of girls’ education. Lessons from the project will be shared through study tours, girls’ education newsletters, zone girls’ education conferences and regional and federal dissemination events.
- Building parents support for girls education by helping GEAC to carry out community awareness campaigns including the use of audio-visual resources.

How does this project meet the Innovation Window criteria?

This project adapts LCD’s ‘School Performance Review’ for the first time to explicitly address girls’ education. This is a cycle of data collection, reporting, analysis and planning developed in Uganda and tested in South Africa, Ghana, Malawi and Ethiopia. The project will also adapt the School Management Simulation Game, trialled in South Africa, into a Wolaita version, to inform planning.

An initial focus group with girls in Wolaita informed the design of this project, and girls will continue to be involved through the Girls’ Clubs and Female Learners’ Forums.
MGCubed
(Making Ghana Girls Great!)

Lead organisation: GEMS Education Solutions Ltd
Key partner organisations: Aleutia, Everonn, Gem technologies, IPA
Education focus: Primary school distance learning
Primary language of instruction: English
Primary language used in the home within the target communities: Dangme, Twi, Ewe
Target location: Nkwanta South and Dangme East Districts
GEC funding: £4,024,289
Project impact on learning (marginalised girls): 4,551

What is the project doing?

- Introducing an interactive, distance-learning project to schools across the two districts. This is designed to respond to the scarcity of teachers in these districts.
- Equipping two classrooms in each school with a computer, projector, satellite modem and solar panels to provide reliable power (six hours a day, five days a week). A studio in Accra will be used as an interactive, distance-learning platform, to deliver both formal in school teaching and informal after school training.
- Addressing demand-side barriers to girls’ education through an additional set of activities undertaken for two hours per day after school. The activities will follow a programme of lectures, readings, group activities and discussions covering girls’ rights, sexual harassment, menstruation, malaria prevention, health, family planning and careers.
- Providing residential training for government teachers, recognising the important role played by facilitators in the classrooms.

How does this project meet the Innovation Window criteria?

MGCubed is adapting and deploying within Ghana a model currently used at scale in India, whilst offering technologies that overcome the considerable infrastructure challenges faced in rural Ghana (no power, no internet). With a working teacher: student ratio of 1:1000, MGCubed radically increases access to a well-trained teacher and high quality content.

GEMS is a for-profit organisation that has not previously engaged with DFID. Its project partners are Everonn (leading Indian distance learning provider), Aleutia (low-power computer manufacturer) Gem Technologies (Ghanaian solar-power specialist) and IPA (US & Ghana-based non-profit impact evaluation specialist, with strength in Randomised Control Trials (RCT)).

The RCT evaluation fills a critical gap in the policy evidence base, proving whether interactive, distance-learning does improve student outcomes compared to current provision, and how increased confidence and aspiration levels affect learning.
Discovery Project
Ghana, Kenya and Nigeria

Lead organisation: Discovery Communications
Key partner organisation: Discovery Learning Alliance
Education focus: Primary and Junior Secondary
Target locations: Ghana, Kenya and Nigeria
GEC funding: £11,649,522
Project impact on learning (marginalised girls): 56,081

What is the project doing?
- Improving the quality of education through media in the classroom and teacher professional development (reaching over 11,900 teachers and 528,000 students in 1000 schools across Kenya, Ghana and Nigeria)
- Training and supporting communities in developing and implementing action plans to address barriers to education and gender marginalisation, including formation of clubs and other activities to connect out-of-school girls with educational opportunities and support girls to succeed in school
- Producing national television programmes that aim to change knowledge, attitudes and practices around education, especially for girls and women (reaching over 10 million people through locally-produced national broadcasts in Ghana, Kenya and Nigeria)

What is distinctive about this project?
By overcoming multiple barriers to quality education, the Discovery Project is empowering marginalised girls and boys, their families and their communities to prioritise access to quality education. Discovery’s approach brings together teacher professional development, sustainable technology and compelling educational video programming to increase motivation and improve learning outcomes so marginalised children, especially girls, are more likely to come to school, stay in school and be more engaged in the classroom. In existing primary and junior secondary schools, the Discovery Project is delivering hands-on teacher training and mentoring on active, child-centred learning, gender responsive pedagogy and 21st century teaching skills. A library of relevant educational videos (including new videos focused on girls’ needs), coupled with training on how to use media to improve teaching and learning, provides a dynamic tool for teachers. The results of this teaching and learning experience include: increased teacher effectiveness; increased student learning, enrolment and attendance; and greater parent involvement in schools.

In addition to video programming for schools, the Discovery Project is producing television programmes designed to break down barriers to girls’ and boys’ access to quality education. These nationally broadcast programmes introduce positive role models and help establish open dialogue demonstrating the power of education. These broadly appealing programmes are now reaching millions.

The Discovery Project also encourages parents, teachers and community members to develop action plans to support girls and boys in reaching their education goals. These locally-driven community action plans include, for example, improving girls’ safety by building girls’ bathroom facilities at schools; encouraging girls to utilise existing “safe spaces”; and/or supporting self-formed clubs for girls both in and out of school to continually promote the value of education.
Kenya Equity in Education Project (KEEP)

Lead organisation: World University Service of Canada (WUSC)

Key partner organisation: Windle Trust Kenya (WTK)

Education focus: Primary and lower secondary

Primary language of instruction: English

Primary language used in the home within the target communities: Somali (Dadaab camps and surrounding areas), Turkana (Kakuma host communities), Somali and various South Sudanese Languages (Kakuma camps)

Target locations: Rift Valley and North Eastern Kenya
Turkana County, Turkana West Constituency and Turkana West District in Rift Valley Province. Dadaab, Fafi and Lagdera Constituencies and Garissa District in North Eastern Province.

GEC funding: £14,692,057

Project impact on learning (marginalised girls): 29,730

What is the project doing?

- Working with refugee communities to improve girl-friendly school environments by guaranteeing there are separate latrines for girls to ensure privacy and safety.
- Providing girls with items they are lacking that will enable them to stay in school and improve learning, such as uniforms, stationary, solar lamps, and sanitary wear.
- Targeting support for female learners by providing remedial academic training and secondary school scholarships.
- Building parent and community support for girls’ education by adopting multi-media (SMS, films, radio) strategies to share information and generate discussion on girls’ education.

What is distinctive about this project?

The initiative is working with refugee communities. It works closely with men and boys in these communities, fully appreciating the need to extend educational benefits to boys and engage them as champions of gender equality. KEEP works with experts in the field of social change and community mobilisation, using participatory social media campaigns through SMS, radio and films, to build support for girls’ education.

The project also provides solar lamps for students that not only support beneficiaries in their learning at night, but also supports their siblings with reading at night.
Wasichana Wote Wasome (WWW- Let All Girls Read)

**Lead organisation:** CfBT Education Trust (CfBT)

**Key partner organisation:** Concern Worldwide, Girl Child Network, AMURT, Women Educational Researchers of Kenya (WERK)

**Education focus:** Primary

**Primary language of instruction:** Swahili, English and local languages

**Primary language used in the home within the target communities:** Swahili and local languages

**Target locations:** Turkana, Samburu, Marsabit, Kwale, Kilifi, Tana River, Nairobi and Mombasa. *The project will work in eight counties in two contexts, Arid and Semi Arid Lands (ASALs) and urban slums.*

**GEC funding:** £17,122,606

**Project impact on learning (marginalised girls):** 133,500

**What is the project doing?**

- Sustaining the capacity of communities to support the education of marginalised girls.
- Sustaining the capacity of households to support their daughters' education.
- Developing schools' capacity to provide a safe and supportive environment for girls' learning.
- Improving girls' health, self-confidence and aspirations to learn.
- Increasing the ability of the Ministry of Education to support education for marginalised girls.

**What is distinctive about this project?**

The project’s innovation is in bringing together a number of tested interventions, including behaviour change programmes, cash transfers and the use of health volunteers, into a more holistic programme. It brings together proven strategies in innovative ways to reinforce each other and bring about cost savings through the sharing of roles.

The project is advocating registering 25 private schools to increase sustainability through leverage of government funding to support low cost schooling.
Empowering Pioneering Inclusive Education Strategies for Disabled Girls in Kenya

**Lead organisation:** Leonard Cheshire Disability (LCD)

**Education focus:** Lower and Upper primary

**Primary language of instruction:** English

**Primary language used in the home within the target communities:** Kiswahili

**Target locations:** Nyanza and Kisumu provinces

**GEC funding:** £2,896,171

**Project impact on learning (marginalised girls):** 2,370

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**What is the project doing?**

- Addressing discrimination and stigma of disabled girls’ education.
- Building the awareness and capacity of service providers on the rights and potential of disabled children by training education officials, politicians, media representatives and representatives of local civil society and faith based organisations; establishing parent groups linked to each school to engage parents/carers in quarterly meetings and training on practical care; and establishing child-to-child clubs to encourage children with and without disabilities to mix.
- Improving disabled girls’ access to formal education by making schools physically accessible and training teachers in inclusive strategies and Kenyan sign language.
- Partnering with the LCD research centre at University College London to yield lessons on the barriers for disabled girls in transition from primary to secondary education.

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**How does this project meet the Innovation Window criteria?**

Current programmes in Kenya for disabled girls focus (successfully) on the physical and economic barriers to education. However, the specific psychosocial barriers faced by disabled girls have been under-emphasised. This project is the first to recognise that for disabled girls, receiving a quality primary education is not limited to adapting buildings, providing accessible materials and training teachers, although these activities are vital. This project seeks to broaden the understanding of the context in which disabled girls live, and to pilot ways of transforming the ways in which disabled girls are seen by others and by themselves. Involving fathers / male carers is a particular innovation in this project.
Improved School Attendance and Learning for Vulnerable Kenyan Girls through an Integrated Intervention

**Lead organisation:** I Choose Life

**Key partner organisations:** Kenya Red Cross, SOS Children’s Villages Kenya

**Education focus:** Upper & lower primary and secondary

**Primary language of instruction:** English and Kiswahili

**Primary language used in the home within the target communities:** English, Kiswahili

**Target locations:** Laikipia, Meru, Mombasa

**GEC funding:** £1,924,585

**Project impact on learning (marginalised girls):** 10,170

**What is the project doing?**

- Improving the capacity of school management committees to raise funds and form corporate partnerships.
- Strengthening the role of families and communities to encourage girls to pursue an education in 60 communities.
- Strengthening schools to improve the quality of education through providing training to teachers in curriculum delivery and gender; training management committees in gender policies and training teachers in data analysis.
- Increasing resources to improve the physical infrastructure of schools to ensure girls attend, stay in school and learn.
- Implementing Ministry of Education pro-gender policies to improve the quality of education. These include: School Management Committees, the Back-to-School Policy (for young mothers) and the Sanitary Towel Provision policy.
- Improving the positive portrayal of women to ensure girls stay in school and learn by training secondary school students as life skills peer educators and establishing mentoring clubs.
- Hosting large motivational mentoring events for girls and their mothers.
- Tracking student and teacher attendance, student performance and other metrics through a biometric system which will be rolled out to all 60 intervention schools.

**How does this project meet the Innovation Window criteria?**

Activities include the capacity building of local communities to fundraise for the continuation of the project (specifically continued infrastructure development of schools) after the project ends. In addition, there is extensive community sensitisation and working with men and boys to secure longer term cultural change.

The project has identified safe houses and continue working with them to strengthen the capacity to provide support to girls who need support.

The project is implementing biometric system for tracking attendance in the 60 schools they are working with across the three counties.
The iMlango Project

Lead organisation: Avanti Communications Ltd
Key partner organisations: sQuid, Whizz Education, Camara Education
Education focus: Primary
Target locations: Kenya
GEC funding: £9,460,921
Project impact on learning (marginalised girls): 52,000

What is the project doing?

- The iMlango project (derived from the Swahili word, ‘mlango’ which means doorway or portal) aims to deliver improved educational outcomes in maths, literacy skills and life skills for marginalised girls.
- The project combines: high speed internet connectivity to schools; provision of tailored online educational content; electronic attendance monitoring with a conditional payment to families to improve non-attendance and drop-out rates at school; in-field capacity in technology and support resources; and real-time project monitoring/measurement.
- The high-impact education programme aims to improve learning outcomes 25,675 marginalised girls across 195 Kenyan primary schools.
- The end-to-end solution is made possible by a unique combination of satellite broadband and e-commerce technology, supported by interactive educational and IT resources.
- At the heart of the iMlango project is a dynamic internet learning platform, accessed through satellite connectivity, where partners provide students with interactive educational content.

What is distinctive about this project?

To achieve improved education and life chances for girls marginalised through poverty, the programme sets out to address the financial and cultural issues affecting girls that lead to reduced school attendance and drop outs from school. Underpinned by insight that families play a critical role in girls accessing and remaining in education, a comprehensive programme has been developed encompassing key stakeholders - families, teachers, students, schools and local merchants.

The project’s theory of change is based on four crucial principles:

1. **Connectivity** – provision of internet to target remote and rural schools and communities via installation of quality, high-speed satellite broadband from Avanti Communications.
2. **Content** – provision of an online maths tutor called Maths-Whizz, delivering maths lessons suited to each individual student’s unique profile and pace of learning; live online reports tracking students usage and progression; and a library of ‘whole class teaching’ literacy and maths e-learning content, supplied by Whizz Education and accessed through sQuid’s Smart account for individual profiling.
3. **Motivation** – provision of small financial incentives to encourage poor families to allow girls to attend school, using sQuid’s aid-sector proven smartcard payments system. Local merchants provide the access for electronic payment redemption and spend.
4. **Capacity** – creation of secure learning facilities at each target school, installed by Camara Education with 25 PCs networked to the internet. This is combined with online tutorials, training for teachers and technical support to develop their capacity to use these facilities in teaching.

One of the most compelling and unique aspects of the intervention is the ability to measure and benchmark the project’s impact in real-time. Data includes daily attendance statistics at the whole school level (for over 100,000 children) as well as measurement of access to the learning platform and progress of an individual in maths capability. The aim is to demonstrate how such an integrated approach can create a positive and lasting impact on marginalised girls and their communities.
Empowering Young Female Teachers to Create Inclusive Learning Environments for Marginalised Girls

<table>
<thead>
<tr>
<th>Lead organisation:</th>
<th>Theatre for a Change UK (TfaC)</th>
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<tbody>
<tr>
<td>Key partner organisations:</td>
<td>Theatre for a Change Malawi</td>
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<tr>
<td>Education focus:</td>
<td>Upper Primary</td>
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<tr>
<td>Primary language of instruction:</td>
<td>English and Chichewa</td>
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<td>Primary language used in the home within the target communities:</td>
<td>Chichewa</td>
</tr>
<tr>
<td>Target locations:</td>
<td>Rural communities in Central and Southern Malawi</td>
</tr>
<tr>
<td>GEC funding:</td>
<td>£2,753,523</td>
</tr>
<tr>
<td>Project impact on learning (marginalised girls):</td>
<td>9,000</td>
</tr>
</tbody>
</table>

What is the project doing?

- Identifying 350 outstanding young female teachers and training them as Agents of Change, capable of identifying and supporting girls who are at risk of dropping out, or who have left school, to improve their sexual and reproductive health, self-confidence and literacy and numeracy.
- Posting 315 Agents of Change teachers to 225 rural and peri-urban primary schools. With the support of the Head Teachers and School Management Committees these Agents of Change will lead a range of extra-curricular activities including Girls’ Clubs and Radio Listening Clubs. These activities are specifically designed to support the learning and sexual and reproductive health knowledge, attitudes and skills among girls aged 11 to 15. In addition the Agent of Change teachers will work in their local communities, reaching girls who have dropped out of school, and empowering parents to be more deeply involved in their children’s education.

How does this project meet the Innovation Window criteria?

The designation of young female teachers as ‘Agents of Change’ is an adaptation of the role model approach to improving girls’ education. This project is also adapting the existing mixed sex AIDS Toto student group model, making these into Girls’ Clubs. These clubs are also being held during school holidays, providing girls who missed school during term with catch up classes.

The external evaluation will enable the testing of the intervention using a quasi-experimental, difference-in-difference technique, measuring impact against a control group. In addition, a longitudinal study will explore the impact of sexual and reproductive health education in the retention and achievement of girls in school. Partnerships with NBC Radio 2 in Malawi and the Guardian Newspaper in the UK will enable broad disseminations of lessons.
Lead organisation: The Save the Children Fund (Save the Children UK)

Education focus: Primary and lower secondary

Primary language of instruction: Portuguese

Primary language used in the home within the target communities: Regional African Languages

Target locations: Gaza, Manica and Tete. The project will be implemented in 10 districts across the three provinces, principally in remote rural areas.

GEC funding: £6,731,948

Project impact on learning (marginalised girls): 53,558

What is the project doing?

- Reducing economic barriers to girls’ participation in primary and lower secondary education through a programme of social transfers for education, including Education Kits and Secondary Bursaries for marginalised children.
- Reducing socio-cultural barriers to girls’ education through community mobilisation campaigns and community radio programmes.
- Implementing Girls’ Clubs in schools supporting girls safety, development, participation and self-esteem.
- Training school councils in gender issues and providing funds for school improvement.
- Improving access of marginalised girls to enhanced teaching methodologies for reading, leading to improved learning outcomes.
- Offering additional learning opportunities to marginalised girls during crucial transition years through ‘Transition Classes’.
- Building the capacity and commitment of government and other education stakeholders to embed PAGE-M methodologies in the education system.

What is distinctive about this project?

PAGE-M will adapt flagship Save the Children education interventions (from both Mozambique and other similar contexts) for the specific needs of marginalised girls. These interventions include Literacy Boost, a globally tested approach to early grade reading, and education kits to be provided through school and community level identification processes.

Through Safe School Committees within School Councils, and girls’ participation in girls’ clubs and peer education, we will work to improve the school environment for the most marginalised girls and impact on retention of girls at risk of dropping out.

For a sustained approach to providing access to secondary school for more girls, PAGE-M will investigate how Mozambique’s emerging private sector can be engaged in improving girls’ educational outcomes through the provision of bursaries for girls otherwise unable to attend lower secondary school.

PAGE-M has sustainability within the state system as a key focus and objective. With each component of the intervention the project is seeking, along with other civil society actors, to improve and strengthen related national approaches, including; identification and support of the most vulnerable in schools, participation of girls and communities in education, focus on early grade literacy teaching skills, and supporting girls’ education through an improved and well-implemented Gender Strategy at all levels in the education system.
The Business of Girls’ Education

Lead organisation: Voluntary Services Overseas (VSO) Mozambique

Key partner organisations: Magariro

Education focus: Upper primary

Primary language of instruction: Portuguese

Primary language used in the home within the target communities: Chitewe, also known as Chiute is widely spoken in all the districts but in some areas they also speak Ndau, Chimanhica, Chibarue, and Sena

GEC funding: £1,257,503

Target locations: Manica

Project impact on learning (marginalised girls): 5,538

What is the project doing?

- Training marginalised girls and boys on peer education, life and vocational skills. These girls will become 'Lead Girls', promoting self-empowerment and dialogue about home and school environments. Training teachers and School Council members on gender responsive curriculums and methods. Teaching parents about literacy and gender awareness (70 per cent are female).
- Engaging local community radio stations and the private sector to promote gender responsive programming and messaging and to engage girls, boys, teachers, parents and communities.

How does this project meet the Innovation Window criteria?

The project focus on gender responsive methodologies is based upon empirical evidence of proven approaches - the UNICEF Child Friendly School initiative and the Alfalit Adult Literacy curriculum. These curricula will be adapted to the Manica context for the first time, working with the community based partners.

The project has been developed from focus group discussions with the communities and girls themselves. The project approach is based around girls, who would-be leaders and directors in all activities. Girls will participate as peer educators on the School Councils, as role models and as community advocates.

The project will provide girls with ‘business incubation’ opportunities and business mentors to explore the mutual benefits of linking inclusive business thinking with the education system. The Institute for Social Communication (ISC) will implement the community radio activities and has a substantial track record in doing so. The institute for vocational training and employment (INEFP) will lead the training of girls in selected vocational areas.
Sisters for Sisters’ Education in Nepal

Lead organisation: Voluntary Services Overseas

Key partner organisations: Aasaman Nepal, Global Action Nepal

Education focus: Lower, upper primary and lower secondary

Primary language of instruction: Nepali

Primary language used in the home within the target communities: Tamang & Nepali in Dhading; Bhojpuri & Nepali in Parsa; Gurung & Nepali in Lamjung; and Tharu, Magar & Nepali in Surkhet

Target locations: Dhading, Parsa, Lamjung and Surkhet

GEC funding: £1,299,317

Project impact on learning (marginalised girls): 7,429

What is the project doing?

- Training marginalised girls to complete a full cycle of education. These girls provide academic and emotional support to some of the most marginalised girls, or ‘Little Sisters’, by ‘Big Sisters’, who mentor the girls through their schooling and act as positive role models. International volunteers train and support the Big Sisters, and work with them to mobilise commitment in communities and resources for the continuation of the scheme.

- Providing nine-month “Bridge Courses” (preparatory classes and school enrolment support) to girls who have never been to school or who dropped out in Grades 1 to 3 and learning support classes to low performing girls to help keep them in school.

- Mentoring the Big Sisters through male and female ‘adult champions’ from the local community facilitates negotiations with parents, adding credibility to the scheme.

- Establishing gender-friendly school environments in schools that the projects’ marginalised girls attend.

How does this project meet the Innovation Window criteria?

The project takes an existing approach, already implemented in other countries including the US, Rwanda, Egypt and Kenya and applies it in Nepal for the first time, focusing on girls who have proved hardest to reach through other interventions.

The approach has been adapted to learn from the experience of peer mentoring of women’s groups in Nepal (in healthcare) and from the tradition of elders providing support to younger and more vulnerable members of the community, applying this for the first time in a school setting.

Girls are central to the project’s design, implementation, development and evaluation. Through the Big Sister scheme they identify their challenges and work together to try to solve them.
Supporting the Education of Marginalised Girls in Kailali (STEM)

Lead organisation: Mercy Corps
Education focus: Upper primary and lower and upper secondary
Primary language of instruction: Nepali
Primary language used in the home within the target communities: Nepali and Tharu
Target locations: Kailali District, Far West Nepal
GEC funding: £1,562,541
Project impact on learning (marginalised girls): 7,820

What is the project doing?

- Conducting an enrolment drive to decrease the information and financial barriers to girls’ education, through working with School Management Committees and Parent Teacher Associations.
- Establishing after school and out-of-school Girls’ Clubs. The curriculum will cover English, maths, science, life skills and sexual health education for after school clubs and basic numeracy, literacy and sexual health education for out-of-school girls’ clubs.
- Supporting a small number of female entrepreneurs who sell solar lamps in the community to also act as role models for the girl pupils, promote clean energy in the school and later train some school leavers to become solar lamp entrepreneurs themselves. The Empower Generation organisation will promote clean energy events and train the entrepreneurs in business skills.
- Setting up a Kailali Girls Transition Fund - a large, sustainable revolving fund, through Saving and Credit Cooperative Societies (SACCOs) - for post education support (vocational training needs and concrete business plans) as girls transition into adulthood.
- Introducing ‘Clubs of excellence’ awards.
- Providing ‘Educate Girls: Alleviate Poverty’ Upgrade Award (typically infrastructure) of the community’s choice which may include water serviced female sanitation blocks, tube wells or drinking water provisions, classroom or playground upgrades, boundary walls and gates, and inverters to manage load-shedding.
- Providing training to girls in financial literacy and entrepreneurship. Matching girls to private enterprise service providers and low interest financing, to enable them to access vocational training schools, apprenticeships and business start-up support. Partners include financial institutions and, for example, the Micro Enterprise Development Fund.

How does this project meet the Innovation Window criteria?

New partnerships are being formed to deliver the project, including three remittance companies: online Diaspora, solar technology companies, Kailali chamber of commerce.

A long-term fund to be accessed by Guthies (traditional community-based entities) is being funded by contributions from remittances companies. It is being legally registered with a committee (which includes Dalit and Janajati community and women representatives) to ensure the funds support marginalised girls’ education.

These models will be evaluated as will the provision of Community Agreements and Most Improved Student awards to see if they incentivise school, family, girls and community motivation for reaching learning targets.
Educating Nigerian Girls in New Enterprises (ENGINE)

Lead organisation: The Coca-Cola Company

Key partner organisation: Mercy Corps, d.light, Nike Foundation and Girl Hub Nigeria

Education focus: Senior secondary and vocational training

Target locations: Nigeria (Kano, Kaduna, the Federal Capital Territory (FCT) and the metropolis of Lagos)

GEC funding: £3,650,399 from Coca-Cola

Project impact on learning (marginalised girls): 10,814

What will the project do?

- ENGINE is establishing over 170 learning spaces where girls and young women between the ages of 16 and 19 will meet for academic support and training sessions over a nine-month period. Approximately 5,400 girls who are still in school will receive after-school tutoring, as well as training to advance their leadership and entrepreneurship skills. Additionally, a vocational training programme focused on business and employment readiness will be offered to approximately 12,600 young women who are currently out of school.

- Young women who complete the vocational training programme will have the opportunity to choose from a variety of employment opportunities, including receiving assistance to set up their own businesses as micro-retailers of Coca-Cola and d.light products.

What is distinctive about this project?

ENGINE is guided by Coca-Cola's 5by20 initiative, which seeks to enable the economic empowerment of five million female entrepreneurs across the Coca-Cola global value chain by 2020. Coca-Cola understands that for marginalised girls to achieve economic success they require skills and knowledge, including financial and business training, along with the support of community influencers. This should be followed by a clear path to gain, retain and make productive use of economic assets, which will have a multiplier effect for economic growth, poverty reduction and a girl's improved position within her family.
Rwandan Girls’ Education and Advancement Programme (REAP)

Lead organisation: Health Poverty Action
Key partner organisations: Teach A Man To Fish (TAMTF)
Education focus: Upper and lower primary, secondary
Primary language of instruction: Kinyarwanda, English
Primary language used in the home within the target communities: Kinyarwanda
Target locations: Nyaruguru district, Southern Province
GEC funding: £1,195,494
Project impact on learning (marginalised girls): 17,905

What is the project doing?

- Schools are adopting the “Education that Pays for Itself” self-financing education model, with business and practical skills classes added to the current curriculum, and through setting up income generating activities. Profits generated through the school businesses will pay for costs families cannot afford (e.g. school uniforms, school fees and books).
- Setting up Mother-Daughter Clubs (MDCs) that target the most marginalised girls in the schools and their mothers to run various activities, including community outreach on the importance of girls’ education and establishing IGAs.
- Installing separate lockable girls’ sanitation facilities using ECOSAN composting toilets, with a focus on improving the school environment for girls. The compost from the ECOSAN toilets is being used for the income generating school gardens.
- Broadcasting an educational radio soap opera nationally on Radio Rwanda and the BBC Great Lakes Service, following the success of the radio soap opera “Urunana” in transmitting health messages.

How does this project meet the Innovation Window criteria?

In Rwanda, ECOSAN toilets have only been built as part of water and sanitation infrastructure projects with little or no link to girls’ education initiatives. This project adapts the ECOSAN model to the school with involvement of Parent Teachers Associations and students, and links the human waste fertilised gardens to the “Education that Pays for Itself” model. The “Urunana” educational soap opera has proven extremely effective in Rwanda for initiating behaviour change with a HIV/AIDS focus. A version will now be piloted promoting girls’ education.

TAMTF will pilot the “Education that Pays for Itself” model for the first time in mainstream government schools in Rwanda. Alongside traditional academic subjects, the pilot schools will teach business and practical skills through running their own profit-making businesses.
Supporting Marginalised Girls in Sierra Leone to Complete Basic Education with Improved Learning Outcomes

**Lead organisation:** Plan International UK

**Key partner organisations:** International Rescue Committee (IRC), Forum for African Women Educationalist (FAWE)

**Education focus:** Upper primary and lower secondary

**Primary language of instruction:** English

**Primary language used in the home within the target communities:** Mende, Kissi, Temme, Krio and Limba

**Target locations:** Kailahan, Kenema, Kono, Moyamba and Port Loko.

*The project will focus on rural areas.*

**GEC funding:** €6,417,476

**Project impact on learning (marginalised girls):** 16,848 - currently suspended and likely to restart with different focus, so this may change

**What is the project doing?**

- Improving the access of marginalised girls, allowing them to complete nine years of basic education.
- Increasing learning outcomes for girls and building the skills needed for life.
- Improving girl-friendly and inclusive learning environments.
- Ensuring girls’ voices and needs are listened and responded to and ensuring their participation in educational decision-making.

**What is distinctive about this project?**

The focus on disabled girls is new to this area of Sierra Leone, as is the provision of school grants for disabled children. Another distinctive element is the engagement and training of female learning assistants who will then go on to be trained as teachers.

**Update**

This project is currently suspended due to the Ebola outbreak within Sierra Leone. Plan International UK is implementing a modified approach during this time focussed on:

- supporting girls and children with disabilities re-engage with educational opportunities
- providing additional needs specific to adolescent girls (psycho social care and sexual, reproductive health and rights interventions)
- providing ebola awareness and prevention training and basic needs requirements.

The original project activity will resume once the state of emergency is lifted and schools re-open in Sierra Leone.
Educate Girls, End Poverty

**Education focus:** Lower primary, upper primary and secondary

**Primary language of instruction:** Somali

**Primary language used in the home within the target communities:** Somali

**GEC funding:** £13,338,842

**Project impact on learning (marginalised girls):** 23,596

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**What is the project doing?**

- Increasing the number of marginalised girls who enrol and stay in school, supported by their communities, families, schools and mentors.
- Increasing the number of primary and lower secondary schools across Somalia that provide a more gender sensitive environment for learning, and a more relevant quality of teaching for girls.
- Developing the capacity of the Ministry of Education across all zones and regions of Somalia, to provide leadership in promoting girls’ education and undertake routine monitoring of gender equality in education.
- Mobilising communities, mothers and girls to participate routinely and more forcefully in education policy, and the planning, monitoring and budgeting processes for their schools.

**What is distinctive about this project?**

The Educate Girls, End Poverty project is innovatively seeking an education revolution. The project is comprehensive, flexible and uses methods that are proven to work. It will cover all bases, tackling supply, demand, recruitment, retention and quality at once. The project will look at new and faster ways to advance rural education, reach nomadic families and be sustainable. As an example, the project is planning to pilot the recruitment of female teachers from rural areas and pay for their training tuition at Somali universities, on the condition that they return to teach in rural areas. It will build on the existing, strong local and global foundation for girls’ education.
Kobcinta Waxbarashada Gabdhaha – Somali Girls Education Promotion Programme (SOMGEP)

**Education focus:** Primary, lower and upper secondary

**Primary language of instruction:** Primary is in Somali, secondary in English

**Primary language used in the home within the target communities:** Somali

**GEC funding:** £13,307,390

**Project impact on learning (marginalised girls):** 12,682

**What is the project doing?**

- Mobilising 173 rural communities to support girls’ education.
- Recruiting, training and supporting 270 teachers, including 90 females, to provide a relevant, quality education for primary and secondary school rural girls.
- Constructing culturally appropriate child/girl-friendly learning facilities (or refurbished) and equipping 150 rural primary schools, 20 secondary schools and three secondary school boarding facilities for rural girls.
- Strengthening Ministry of Education policies and the Quality Assurance function to support the delivery of a relevant, quality education for rural girls in primary and secondary school.

**What is distinctive about this project?**

The project demonstrates innovative plans for religious leaders to promote support for girls’ education in rural areas, as well as plans for girls’ secondary boarding schools.
What’s Up Girls?!

Lead organisation: Red Een Kind (ReK)
Key partner organisations: Across
Education focus: Lower, and upper primary
Primary language of instruction: English
Primary language used in the home within the target communities: Dinka
Target locations: Rumbek East County
GEC funding: £991,830
Project impact on learning (marginalised girls): 3,032

What is the project doing?

- Addressing key stakeholders (girls, teachers and fathers and other key male stakeholders) combining three innovative methods: School Mothers, the What’s Up?! packages and use of Digital Audio Players (DAPs).
- Implementing the ‘School Mother’ method that has been successful in the Rumbek East County for the last three years. The ‘School Mother’ method allows women who are respected in the community and who support girls’ education to become advocates that work with communities and parents.
- Addressing cultural beliefs and rites which are underlying issues preventing girls’ education through the What’s Up?! packages.
- Providing training using solar-powered DAPs.

How does this project meet the Innovation Window criteria?

The ‘What’s Up?’ set of life skills training for teachers has been piloted in Uganda, but is new to South Sudan. Different types of training have already been developed, but will be adapted to the local context of Rumbek East County and will address, in particular, cultural issues related to gender based violence, the position of men and women, and the importance of girls’ education. New What’s Up?! packages will also be developed specifically for this project, with a component directed at male community members.

The DAPs are innovative because they are easy, accessible, modern and environmentally friendly learning tools. They offer listeners the option to repeat a lesson anytime, anywhere, providing ‘on demand’ sessions not available through traditional methods. Through the project, this methodology will be fine-tuned and expanded.
A Community Based Approach: Supporting Retention, Re-entry and Improving Learning

**Lead organisation:** BRAC Maendeleo Tanzania (BRACMT)

**Education focus:** Upper primary and lower secondary

**Primary language of instruction:** English and Kiswahili

**Primary language used in the home within the target communities:** Kiswahili

**Target locations:** Shinyanga, Singida, Tabora, Mwanza, Dar Es Salaam

**GEC funding:** £2,569,558

**Project impact on learning (marginalised girls):** 9,950

**What is the project doing?**

- Setting up girls' *study clubs* to reach girls who have dropped out of the last grade of primary or early in lower secondary. These girls will receive three hours of learning sessions five days a week. Local women will be trained to provide tutoring/facilitation support to the girls, remaining a resource to the community. Being registered under the government’s Institute of Adult Education (IAE), these girls are expected to complete their lower secondary education through the study clubs.

- Providing support for the girls who are at risk of dropping out in the government primary schools through additional subject based tutoring support and support through peer mentors. These girls will receive one hour tutoring sessions, three days a week in mathematics and English. Subject based teachers will be selected from within the school and be provided with additional training on subject matters and pedagogy. Furthermore, girls will be selected and trained as peer mentors who will support other girls and boys in the upper primary grades (6 and 7) in learning, improving attendance and developing understanding of life skills issues.

- Providing training in life skills, covering health, hygiene, reproductive health, pregnancy and marriage, sexual abuse and negotiation skills. The clubs will offer a safe, supportive environment, and peer-to-peer support.

- Targeting the wider community through awareness-raising activities, involving workshops with leaders, radio and theatre campaigns, and collaboration with head teachers and teachers of 100 government schools.

**How does this project meet the Innovation Window criteria?**

This project incorporates an adaptation of an existing BRACMT programme, which focuses on life skills, social empowerment and livelihoods for marginalised adolescent girls. The Empowerment and Livelihoods for Adolescents (ELA) programme has been successful increasing commitment to girls’ education at household and community level and offering alternative livelihoods to out-of-school girls. The programme has evolved into an educational support programme, through the innovative community-based solution called *study clubs*.

Data from this project will contribute to a wide body of BRAC research into the ‘girl effect’. This project has a substantial research component that will provide ample learning on the effectiveness of the study clubs for the bringing the out-of-school girls back to education. The effectiveness of this model will also allow the government, particularly the Institute of Adult Education (IAE) in Tanzania and other education providers to adopt similar approaches for providing out of school children a second chance to education. The research component will also test the effectiveness of the interventions in the government primary schools which will inform the government regarding the success of this approach to achieve the goals of Big Result Now initiative under the Ministry of Education.
A New ‘Equilibrium’ for Girls

<table>
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<tr>
<th>Lead organisation:</th>
<th>Camfed International</th>
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<tbody>
<tr>
<td>Key partner organisation:</td>
<td>Pearson Education Ltd.</td>
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<tr>
<td>Education focus:</td>
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<td>Primary language of instruction:</td>
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<td>Primary language used in the home within the target communities:</td>
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<td>Target locations:</td>
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<td>GEC funding:</td>
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<tr>
<td>Project impact on learning (marginalised girls):</td>
<td>41,700 (Tanzania) and 118,000 (Zimbabwe)</td>
</tr>
</tbody>
</table>

What is the project doing?

- Increasing the retention and progression of marginalised girls through secondary school.
- Improving learning outcomes of female and male students.
- Increasing uptake and use of a mobile technology platform that supports education planning and extends learning and networking among young people in rural areas.
- Empowering secondary graduates to reinvest in the local education system.
- Developing robust, engaged local capacity and collaboration in support of vulnerable children’s education.
- Informing GEC dialogue, practice and policies in the education sector.

What is distinctive about this project?

The intervention is based on a tested Camfed methodology but it features a number of new interventions. These include an innovative community response mechanism to meet girls’ school-going costs; the roll-out of a para-educator mechanism through which school graduates reinvest in the local education system and deliver relevant learning for young people; the use of mobile technology to extend learning and networking in rural areas; and leveraging new resources to sustain action to support girls’ education, including channelling of commission and royalties from new materials to communities. It is operating in two countries simultaneously to scale up improvements for girls’ education in the Southern Africa region.
Supporting Slum and Homeless Street Girls with Disabilities in Kampala City to access quality Primary Education

**Lead organisation:** Cheshire Services Uganda

**Education focus:** Upper and lower primary

**Primary language of instruction:** English

**Primary language used in the home within the target communities:** Luganda

**Target locations:** Kampala District with a focus on slum areas

**GEC funding:** £2,605,737

**Project impact on learning (marginalised girls):** 1,282

What is the project doing?

- Identifying, mapping, assessing and enrolling disabled girls into school.
- Developing an inclusive education teacher training manual and capacity building module for teachers.
- Training families on disability and income generation, and providing support with business start-up activities.
- Adapting 10 schools’ infrastructure so that disabled girls can have easier access. Providing schools with accessible materials (braille, sign language charts etc.) and assistive devices (wheelchairs, glasses, hearing aids etc.).
- Providing transport for disabled girls and paying school fees. Individual Education Plans will be developed for each girl and sign language interpreters will be available in classrooms.
- Engaging school students and parents of non-disabled children in these schools in discussion on disability and inclusive education through Child-to-Child clubs.
- Establishing an Inclusive Education Resource Centre in every school that will focus on: education and medical assessment, remedial teaching, therapeutic services, counselling, etc.

How does this project meet the Innovation Window criteria?

In the early 1990’s, DANIDA and the government of Uganda piloted on the use of Early Assessment Resource Centre’s (EARC) in a few districts with visible benefits. This project will reintroduce this idea to specifically reach disabled girls in slums and address their educational and rehabilitation needs before enrolling.

The project transports a number of ideas from Europe. These are to pilot the use of sign language interpreters in schools; introduce learning assistants in schools; provide transport for disabled girls to attend school; and develop Individual Education Plans for and together with disabled girls.
Good School Toolkit: Creating a Violence–Free and Gender Equitable learning Environment at School

Lead organisation: Raising Voices

Key partner organisations: Joy for Children and Kaana Foundation for Outreach Programs in Kabalore, Foundation for Integrated Rural Development (FIRD) and Children Chance International CCI-Uganda in Lira, Community Development and Child Welfare Initiatives (CODI) in Luwero and 2 others will be identified in Kampala by end of September.

Education focus: Upper and lower primary

Primary language of instruction: English

Primary language used in the home within the target communities: Implemented in 4 districts with diverse local languages: Luwero and Kampala districts speak Luganda, Kabalore district speaks Rutoro and Lira district speaks Luo/Langi.

GEC funding: £2,940,479

Target locations: Luwero, Kampala, Lira and Kabarole

Project impact on learning (marginalised girls): 20,720

What is the project doing?

- Extending the Good School Toolkit rollout to additional schools in Kampala, Luwero, Lira and Kabalore. The Toolkit will emphasise the supportive learning environments that are needed to retain and teach marginalised girls. A ‘Good School’ consists of good teachers, a good learning environment and a responsive and progressive school administration.

- Establishing activism centres in the four implementing districts of Uganda in collaboration with eight partner organisations. These will support schools and communities, engage with toolkit ideas and increase support for marginalised girls’ education in these districts.

- Launching a community activism and multimedia campaign that will engage the communities around the schools in on-going dialogues about girls’ education. The campaign will reinforce the community based discussions and school-based interventions using local and national TV, newspapers, magazines, radio and other non-traditional communication media.

How does this project meet the Innovation Window criteria?

The Good School Toolkit has been developed to capitalise on the will for improvement. The Toolkit puts ideas, tools and support in the hands of beneficiaries – it emphasises the need for ideas and energy rather than money. The Toolkit is being used in 450 schools in Uganda and a roll-out is proposed under this programme. The existing monitoring and evaluation framework will be augmented with the new intervention sites to generate strong evaluation data. This includes the extension of a randomised controlled trial to ascertain the impact of this approach on children’s experience of school and their learning and cognitive outcomes, and using mobile telephony.
**Creative Learning Centres (CLCs) for Girls aged 10-18 in Greater Kampala**

**Lead organisation:** Viva  
**Key partner organisations:** Children at Risk Action Network  
**Education focus:** Upper primary, lower secondary  
**Primary language of instruction:** English  
**Primary language used in the home within the target communities:** English  
**Target locations:** Greater Kampala  
**GEC funding:** £1,890,478  
**Project impact on learning (marginalised girls):** 4,290

### What is the project doing?

- Linking community based organisations to schools through a network approach that provides non-formal education in a wide range of subjects, in order to encourage girls to re-engage with their education.
- Setting up 20 Creative Learning Centres to deliver education that addresses girls’ needs in Greater Kampala. The most marginalised girls are identified and each girl creates an individual learning action plan with the help of dedicated and trained female teachers.
- Training teachers in this accelerated learning programme and offering mentoring throughout the programme. Voluntary classroom assistants are engaged to support these teachers.
- Offering support to the families of marginalised girls enrolled in the CLCs through mentors that encourage and support girls’ education.
- Linking the CLCs to enable girls to engage in an inter-school league and an annual sports competition through a mobile resource unit (with books, media and sports equipment).

### How does this project meet the Innovation Window criteria?

The project offers non-formal education (NFE) to girls who have dropped out of school or are in danger of doing so. It aims to reintegrate them into the formal school system, so that they can complete either upper primary or lower secondary education. It proposes to train Ugandan teachers to develop Individual Learning Plans for these girls which are tried and tested elsewhere but new to Uganda. UK teacher trainers will train Ugandan teachers during school holidays using face to face and dvd/online media. The final strand is to offer sports as an added incentive to motivation and engagement - again relatively new and untested in the Ugandan context. The contribution of NFE, Individual learning plans and the impact of non-educational inputs on learning and retention are to be a particular focus of the monitoring and evaluation of this project, to generate evidence for the approach in the Ugandan context.
Keeping Marginalised Girls in School by Economically Empowering their Parents

**Lead organisation:** Eco-Fuel Africa (EFA)

**Education focus:** Lower, upper, primary and lower secondary

**Primary language of instruction:** English

**Primary language used in the home within the target communities:** Luganda

**Target locations:** Bujje, Mukono and Wakiso districts

**GEC funding:** £1,999,318

**Project impact on learning (marginalised girls):** 15,058

What is the project doing?

- Economically empowering marginalised mothers in Uganda by turning them into micro-retailers of their clean burning fuel briquettes. Each of these mothers will earn at least $152/month from retailing EFA’s briquettes. They will be contractually obliged to spend the income they generate from selling the fuel briquettes on sending and keeping their daughters in school.

- Providing transportation services for girls who are either disabled or who live over 4km from the schools. Recruiting a female mentor/role model to support each family. These trained female counsellors ensure that marginalised girls benefit from this approach, visiting girls in school and mothers in their homes.

- Conducting community and school-based sensitisation campaigns to enlighten parents, teachers and community leaders about the importance of educating girls and to also inform them about government laws that prohibit early marriages.

- Training teachers to improve learning in schools.

- Providing guidance and counselling to girls through awareness raising on sexual abuse issues, sensitisation and the promotion of codes of conduct for schools as well as by encouraging girls to report abuse. A range of activities are included in the project, e.g. professional counsellors, talking compounds in schools, girls clubs, peer learning / debates, and advocacy for girls representation on school leadership committees.

How does this project meet the Innovation Window criteria?

The project proposes creative and sustainable ways of economically empowering marginalised parents so that they are able to send and keep their daughters in school. By turning parents into micro-retailers of their briquettes, EFA enables them to afford to keep their daughters in school when the project ends. An on-going local supply of briquettes eliminates the need for other marginalised girls to drop out of school to gather fuel-wood for their families in the future.

EFA proposes a focused sensitisation campaign which positively changes perceptions that currently hinder education opportunities of marginalised girls.
Innovating in Uganda to Support Educational Continuation by Marginalised Girls in relevant Primary and Secondary Education

**Lead organisation:** Opportunity International UK

**Primary language of instruction:** English

**Primary language used in the home within the target communities:** English, Swahili and Luganda

**Target locations:** National within OBUL branch network

**GEC funding:** £946,156

**Project impact on learning (marginalised girls):** 9,774

**What is the project doing?**

- Delivering project deliverables centred around micro-finance activities - savings, loans, insurance and financial education, over two to three years to low (and medium) cost private schools and to households.
- Providing school improvement loans and training to school proprietors in order to build infrastructure and improve their educational services.
- Providing parents with school fee loans at all grades, in particular to support the attendance of girls at upper primary and lower secondary levels. School fee loans are intended to address cash flow issues to economically active poor households. Average loan size is three to six months, based on school terms and repaid in weekly or monthly instalments.
- Adapting and delivering a financial education programme (‘Aflatoun’) to girls in schools. By improving the quality of education provided by low-cost private schools, this project aims to demonstrate the potential of low-cost private schooling in providing accessible, affordable, relevant and quality education.
- Opening child savings accounts for girls to enable families to save for school materials and fees.
- Encouraging parents to save and qualify for ‘EduSave’ - an insurance-linked savings product to protect children’s schooling against the death or permanent disability of a parent.

**How does this project meet the Innovation Window criteria?**

This is an innovative combination of loans, savings and insurance, well supported with financial literacy training to girls. No other actors have a systematic programme addressing the financing and capacity-building needs of private school proprietors, nor do they lend to poor parents of school children. This project has been piloted in Ghana where there is evidence of a rise in the quality of education. However, it is a new approach in Uganda.

The Aflatoun learner-centred approach has been used in 85 countries over 8,000 schools. This project has adapted the curriculum so that successful local, female entrepreneurs are integrated into it as mentors.
Girls Enrolment, Access, Retention and Results (GEARR)

Lead organisation: Promoting Equality in African Schools (PEAS)

Primary language of instruction: English

Primary language used in the home within the target communities: Various

Target locations: Districts including: Wakiso, Jinja, Mayuge, Hoima, Mubende, Mityana, Ntungamo, Kasese, Kabarole, Lamwo, Namutumba, Kumi, Ngora, Amuria, Ibanda, Katakwi, Mbarara, Sheema and Mitooma

GEC funding: £2,602,316

Project impact on learning (marginalised girls): 7,500

What is the project doing?

- Providing low-cost, quality and sustainable secondary education. The project focuses on four key areas: enrolment, attendance, retention and results. It provides a relevant and partly vocational education to girls in schools with improved gender-appropriate facilities and practices.
- Improving attendance by using a mobile-phone based school information management system to understand the barriers to girls’ access and identify girls at risk of dropping out.
- Focusing on the safety of girls in school, including building sanitation facilities and water points at new schools to make them more girl-friendly. These are accompanied by lessons on hygiene and safety.
- Conducting research into the issue of harassment and teasing of girls while in school. This will be new research and will improve understanding of this issue and lead to programming of more effective responses to this issue.
- Adapting the PEAS curriculum to become more relevant to the lives of girls, and including gender sensitive health messages into in the community engagement plan; and including supplementary curriculum material to have a targeted focus on literacy and numeracy.
- Introducing some elements of vocational training and training teachers in the implementation of gender-responsive pedagogy.

How does this project meet the Innovation Window criteria?

This project adapts the current PEAS approach of low-cost schools to focus on marginalised girls and extend into new areas in Uganda. The aim is for the schools to become self-sustaining through the use of revenue from fees and income generating activities within two years of opening.

PEAS is creating a network of exemplar schools and is working with the Ministry of Education and Sports to establish a framework through which learnings and best practice can be shared across other schools in Uganda. To support the generation of evidence, PEAS plans to use mobile technology to produce live, gender disaggregated data on attendance, retention and results, which in turn will allow for the identification of the specific impact of interventions. Girls will help monitor progress against school improvement plans and hold the schools to account for meeting the project targets and girls’ needs through Student Council. Suggestion boxes and community service clubs will also be led by girls.
Child Centred Schooling: Innovation for the Improvement of Learning Outcomes for Marginalised Girls in Zambia

**Lead organisation:** Camfed Zambia

**Education focus:** Upper primary

**Primary language of instruction:** English

**Primary language used in the home within the target communities:** Bemba

**Target locations:** Mpika, Shiwangandu and Chinsali districts

**GEC funding:** £2,676,373

**Project impact on learning (marginalised girls):** 16,191

What is the project doing?

- Supporting the retention and progression of vulnerable girls through primary school by providing Safety Net Fund cash transfers, psychosocial support from trained Teacher Mentors and zero tolerance Child Protection initiatives (key pillars of the Camfed Model).
- Improving learning outcomes for marginalised girls by training and supporting teachers to integrate into their teaching practices the Fundacion Escuela Nueva (FEN) child-centred pedagogy and learning resources, designed for children to lead and assess their own learning, facilitated by teachers.
- Mobilising members of Camfed – the Camfed network of educated rural young women – to monitor the project’s progress, act as role models in schools and build data literacy and ownership of the project.

How does this project meet the Innovation Window criteria?

The project will develop Camfed Zambia’s existing community-led model for supporting girls’ education by integrating the Fundacion Escuela Nueva (FEN) model of child-centred learning in 90 rural schools. FEN began as an innovation in Colombia in the mid-1970s and became national policy by the end of the 1980s, integrated into more than 24,000 schools. It has a record of proven results in improving learning, demonstrated through numerous external evaluations. Camfed and FEN are introducing this model to Africa for the first time.

The project will be implemented through a South-South partnership model, between Camfed Zambia and FEN, which is supported by Camfed International. The partnership represents a new vehicle for transferring improved learned outcomes from the Latin American region to Sub-Saharan Africa.

Girls will be agents of their own learning through tailored resources and teacher facilitation. They will be involved in project implementation and the associated research, and will become leaders in their school community by working within a school-based student government to improve their environment.
Improving Girls’ Access through Transforming Education (IGATE)

Lead organisation: World Vision UK (WVUK)

Education focus: Primary and lower secondary

Primary language of instruction: English

Primary language used in the home within the target communities: Ndebele, Shona, Kalanga, Tonga and Venda

Target locations: These include Beitbridge, Binga, Gokwe North, Gokwe South, Lupane, Mangwe, Mberengwa, Chivi, Insiza and Nkayi

GEC funding: £11,940,168

Project impact on learning (marginalised girls): 48,733

What is the project doing?

- Increasing household economic capacity to support and prioritise girls’ education through the Village Savings and Loans model.
- Mobilising target communities to support equal education and tackling barriers to girls’ attendance through Mothers’ Groups, School Development Committees, religious bodies local traditional leaders, male champions and partnership with the girls themselves.
- Developing the capacity of School Development Committees to lead participatory management of schools, gender sensitive programming and initiatives such as mechanisms for reporting abuse and support connected to menstrual hygiene and WASH.
- Mobilising target communities through social accountability activities, school score-carding and action maps, in partnership with all stakeholders including the Zimbabwe Government.
- Supporting schools, communities and Mothers through the Power Within model.
- Improving male involvement and “men’s voice for change” through Male Champion support.
- Training parents on menstrual hygiene and the creation of Reusable Menstrual Pads.
- Reducing the barrier of distance through provision of bicycles for both boys and girls.
- Increasing children’s capacity in reading fluency and comprehension targeting improved literacy through the roll-out of Literacy Improvement Reading Camps.

What is distinctive about this project?

The IGATE programme is a distinctive, innovative way of doing “business” in the international development arena due to its scope, wide reach among consortium partners and its multi-levelled approach. Using all of the models highlighted above, this holistic approach aims to target major barriers and work with the key stakeholders in a girl’s life.
More information on the Girls’ Education Challenge can be found at www.dfid.gov.uk/gec

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