

Final reflections

Achievements and lessons learned

Every Adolescent Girl Empowered and Resilient (EAGER)

SIERRA LEONE

FEBRUARY 2019 – JANUARY 2023



Girls' Education Challenge



“I learned that I have value and my own strength and potential to achieve great things in my life – for instance becoming a lawyer, teacher, or headmistress. Learning how to read and write and identify numbers is also a valuable thing and presently I know how to write numbers from one to 100. I can also identify income generating activities and pursue them with the belief that I can become self-reliant. Because of this, I can now help my children study at home, and I am now volunteering in the pre-school. I am able to dial numbers on my phone and make calls without the aid of anyone. Knowing that I have value and strength has also given me the confidence to always speak up in public during meetings so that my views and ideas will be heard, especially during community development plans.”

Hawa, 19, Pujehun



● Sierra Leone

What did the EAGER project do?

Every Adolescent Girl Empowered and Resilient (EAGER) project was funded by UK through the Girls' Education Challenge (GEC). It was implemented in 10 districts across Sierra Leone by the International Rescue Committee (IRC), in partnership with Concern Worldwide, Restless Development and BBC Media Action. The project ran for four years, from February 2019 to January 2023.

EAGER engaged out-of-school adolescent girls, aged between 13 and 17 (upon enrolment). These girls lacked basic literacy and numeracy skills and had multiple intersecting vulnerabilities, from high risks of violence, abuse and exploitation that may arise in their homes and communities.

The project aimed to empower adolescent girls by significantly improving their learning outcomes for functional literacy, numeracy, financial literacy and life skills, through a carefully tailored 8-month Learning Programme led by trained Mentors and Facilitators. The project used a gender-transformative approach to guide them to think more concretely about positive changes they could make in their own lives. The project created an Empowerment Plan template where girls set a Learning Goal, Household Goal, Community Goal and Financial Goal of their own choosing. By the time girls completed the Learning Programme, they each had their own Empowerment Plan created with support from their Mentors and Facilitators. Graduating girls who had an approved Empowerment Plan received a small conditional cash transfer to use toward their financial goal.

During the 8-month Transition Period when the girls implemented their Empowerment Plans, Mentors led two one-on-one meetings with each girl to check in on her progress and encourage her to keep using her new skills to work towards her goals. Furthermore, Mentors encouraged girls in each community to form their own Girls' Clubs at the end of the Learning Programme, as a way to maintain the protective social networks built during the EAGER project, foster girls' leadership, encourage their continued engagement with Mentors, and continue to build and create safe spaces for themselves. This Transition Period is a focused opportunity for girls to continue practicing and strengthening the knowledge, skills and confidence they have developed, and to leverage these skills to further empower themselves.

The EAGER project created seven Community Dialogues to engage community leaders in examining and better understanding the challenges that adolescent girls were facing in their community, and taking action to address these specific challenges in ways that best supported the girls. The EAGER project's national and local radio shows were produced and broadcast to encourage debate and dialogue on the discriminatory norms, attitudes and practices that impede girls' empowerment. The shows were developed on the basis of the project's Social and Behaviour Change Communication (SBCC) approach, which aimed to challenge negative attitudes and practices, including those resulting from discriminatory gender norms that impose barriers in the lives of adolescent girls.

“For me, I don't absent myself from the sessions because I am very serious about learning something. I did not have the opportunity to go to school, so now that I have been given the opportunity to learn something I need to take it very seriously. So, for that reason I make sure I attend all my sessions.”

Girls FGD, Koinadugu, Midline



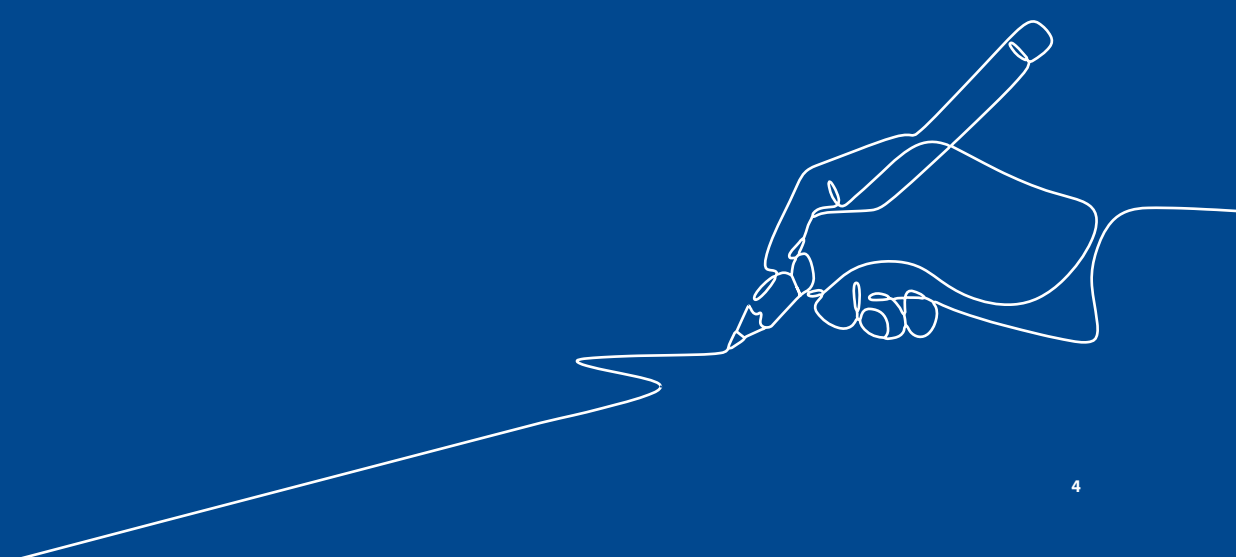
Endline Evaluation findings demonstrated how EAGER approaches may have been impacting norms within a complex environment. The results also showed beneficiaries actively and excitedly pursuing their Empowerment Plans with enhanced skills, confidence and autonomy in their households and communities. Building on the findings of the Endline Evaluation, IRC commissioned post-Endline research in mid-2022. This provides important insights into the lives of a small sample of Cohort 1 EAGER girls and Mentors, demonstrating that the overwhelmingly positive effects as a consequence of EAGER programming observed at Midterm and Endline have endured at post-Endline. Importantly, the post-Endline results show that girls demonstrate these positive effects in a context in which they must navigate many of the challenges observed at Midterm and Endline, including increasingly difficult economic circumstances and/or unexpected health crises.

// HAJAH'S STORY

Hajah is 19 years old and lives with her partner and his two children in Pujehun District of Sierra Leone. Her father died before she was born, and her mother struggled to cover the costs of her to school. Hajah dropped out at Class 3 and, after getting married, engaged in farm work and her own petty trading. However, she experienced losses because she did not understand how to give correct change. She explained that she faced challenges supporting her household, especially with two children below the age of five.

When Hajah learned about the EAGER project through a meeting at the community court and a home visit from the team, she knew this was for her. She was yearning to learn how to read, write and count change, and also wanted to be able to help her children study at home. Hajah shared how she felt so good and comfortable attending session in the safe space with her EAGER friends because she was not judged or discriminated against. Through her active engagement, Hajah learned about herself and her potential to grow and contribute to her family and community. Some of the specific skills she feels have empowered her the most are assertive communication, stress management, negotiation skills and talking to people she trusts.

Through this opportunity, Hajah has felt empowered to build the knowledge and skills of the children while also being a role model for girls who have less hope about their lives. Hajah's goal is to continue volunteering in the pre-school until she is approved for a Teacher Training Certificate scholarship by the community and can become a professional teacher. She believes, *"Girls are very significant and have the potential to transform any community if they are given a voice and respect, and also opportunities to show their value."*



How did EAGER adapt during COVID-19?

Like many countries around the world, Sierra Leone went into a nation-wide lockdown in early March 2020. As schools were closed in Sierra Leone, EAGER also paused sessions to keep volunteers and girls safe as more was learned about how to prevent and spread of the virus. The pandemic and subsequent response measures in Sierra Leone heightened risks to girls' safety, security and wellbeing.

A survey conducted by EAGER in June 2020 saw increased incidences of pregnancy (0.6% participants) and early marriage (0.4% participants) throughout COVID-19. The project also noted increased anxiety and depression (among 82% of girls) and increased household economic stresses. For example, 70% of girls reported a lack of food and 67% reported a lack of money. Girls also faced increased responsibilities and reported increasing violence against girls (19%), frequently mentioning intimate partner violence and early marriage. Considering girls' increased responsibilities and restrictions on them after the pandemic, the project made the following adaptations.

- The Learning Programme for Cohort 2 was adapted to be shorter and more streamlined to its current timeline of 30 weeks. Whilst life skills sessions stayed at the same frequency, literacy, numeracy and financial literacy sessions were reduced. Some topics were also reduced, based on feedback from the EAGER team and girls as to what was most relevant and useful. These adaptations were made in ways that would not impact the overall learning outcomes.
- Remote learning was not a practical solution given how few girls owned mobile phones, could read text, and limited network coverage and electrical charging stations in the more remote areas. The project

used small, safe space-based community learning groups and ensured that Mentors kept in close contact with girls. Project teams in the communities worked to break each large group of up to 25 girls into three smaller groups to allow girls to meet in their safe spaces while keeping a safe social distance from each other. When sessions started up with the adapted curricula, girls met once a week for 2 hours, focusing on each subject topic of the Learning Programme for 40 minutes each.

- To address the issue of early marriages and pregnancies, the leading cause for drop out of girls from the original cohort, volunteers worked to maintain contact with girls while the Learning Programme was put on hold. In addition, girls and volunteers were provided with face masks, and safe spaces were equipped with handwashing stations and cleaning supplies. Once it was safe to do so, sessions re-started at the original schedule.
- The project prioritised stress management skills and emotional resilience as core components of their Learning Programme. The project used the structure of a safe space-based learning group to support girls' mental health in a number of ways, such as introducing stress management practices at the beginning of each session.
 - Increasing the emphasis on social emotional learning in life skills, including stories that normalised stress and anxiety.
 - Moving ahead in the curriculum to discuss sensitive topics like menstruation, sex and pregnancy so girls were better equipped to stay safe.
 - Supporting girls to build their social networks by creating a buddy system and coaching Mentors to be supportive and inclusive.

“With the help of my Mentors and Facilitators, I was able to practice my skills and gained a lot of knowledge on how to stay in positive relationship with family members and people in the community. I have learned how to use assertive communication, how to make smart decisions for my household, how to set community goals, and how to do safety planning.”

Adamsay, 19, Tonkolili



“I have a passion for education because I still believe that I have a career to accomplish, which is to become a nurse. Fortunately, EAGER is a learning programme for out-of-school girls, so I believed it would evoke my passion. I have a dream of becoming a nurse so I can help other girls in communities to save lives and improve [access to] contraceptives that will eradicate teenage pregnancy which I suffered from.”

Sarah, 19, Koinadugu



What did EAGER achieve?

Learning outcomes

Literacy: The majority of EAGER beneficiaries have improved their learning outcomes from baseline, and average scores exceed the targets proposed at the Baseline Evaluation. Beneficiaries' average literacy scores increased both overall and for every subtask by six times the suggested target.

Midterm literacy results demonstrate remarkable progression. Beneficiaries who were 15 or 16 years old at midterm had an average literacy score of 47.4 compared to 19.8 at baseline. Results showed that girls' confidence in their abilities increased significantly between baseline and midline, and also increased significantly between midline and endline. At midline, many girls expressed feeling more confident as a result of being able to perform basic numeracy and literacy tasks, including making change, writing their names, signing documents rather than using a fingerprint, and being able to participate more actively in their children's education.

Numeracy: EGMA subtask scores are reported as a percent correct of each subtask, and the overall score is the average of the six subtask scores. Results show that the average overall score and every subtask score increased since baseline. Numeracy results also show midterm gains for the average overall score and every subtask. The overall numeracy score increased nearly five times the suggested target, or 0.98 SD. The greatest increases were in the ability to add and subtract large numbers and compare the value of two groups of bank notes. Over four-fifths (81.6%) of the beneficiaries that took part in both evaluations scored higher at midterm than at baseline at numeracy subtasks.

Life skills: Beneficiaries' average score increased on the overall Life Skills Index and in all seven categories and exceeded the target five times. Increased scores vary by subject with the highest gains in supportive relationships and health knowledge, and lowest in hostile attribution bias and conflict resolution. Evidence shows that improvements to life

skills are less consistent than numeracy and literacy improvements and it is possible that this reflects both the range of capacities possessed by project Mentors and the content of the life skills curriculum that challenges gender norms and traditions. Learning clusters are well-received by Mentors and provide a support network.

Financial literacy: Unlike the other baseline data, the financial literacy baseline was conducted in early 2021 by EAGER Project Officers. Analysis of midterm results show that the mean financial literacy index score increased only slightly since baseline and some declines were noted. It is possible that inconsistencies at baseline may account for dampened changes. Despite scores in financial literacy knowledge declining, the average score in this skill area remains high.

Transition outcomes

All beneficiaries were expected to complete an Empowerment Plan at the conclusion of Learning Sessions in 2021 and, according to EAGER's internal records, nearly every beneficiary did so. Endline beneficiary surveys report that 91.9% had finalised their plans. Those who stated that they had not finalised their plans still discussed the goals outlined in Empowerment Plan. Girls and other stakeholders were overwhelmingly positive about EAGER generally, and the Transition Phase specifically. EAGER's approach to transition is highly relevant in coaching Mentors and beneficiaries through the development of an individually customised Empowerment Plan that encourages specific goal setting, and detailing steps and plans to achieve that goal. Post-endline, the research indicated a similar situation, with girls generally emphasising the financial goals that they had set, and accordingly, that they had been pursuing micro business ventures. Constructive behaviours and self-confidence had iteratively continued to improve and be reinforced by their transition experiences.

“Even though I have never been to school, the EAGER project gave me the courage to see the power within myself that despite my age, I will be able to go to formal school”

Marie, 15, Kenema

Sustainability outcomes

While the indicator on supportive attitudes of radio listeners relies on results of the BBC Media Action Evaluation, the Caregiver Survey asked if caregivers listened to the radio, listened to the EAGER radio show, and if it helped them understand girls' learning, skills development and education opportunities. Among all caregivers of girl beneficiaries who listened to the EAGER radio show, 87.8% agreed that it helped them understand girls' issues better. Among all radio listeners, 48.1% agreed. Girls' Clubs that operated independently after Learning Sessions were seen as an important aspect of sustainability. After describing Girls' Clubs to beneficiaries, 70% of said that they had met up with fellow participants for mutual support since the ending of Learning Sessions. Caregivers were asked a series of questions on when it was acceptable for girls to not be enrolled in formal traditional school to create an index for caregiver support of girls' education. The indicator fell between baseline and midline from 78.3% to 69.3% and rose slightly to 70.8% at endline. These results do not reflect the broader more supportive attitudes viewed by community members and may reflect caregivers' positive experiences with EAGER as an alternative pathway to empowerment instead of traditional education. Qualitative findings overall suggest enthusiasm for girls' education and indicated that fewer stakeholders had negative attitudes towards girls' education compared to baseline. Whilst findings did demonstrate important changes in the skills of EAGER girls and their outlook for the future, quantitative findings also emphasised the complexity and deeply rooted nature of norms that hinder these, shedding light on how these require continued, long-term interventions.

Beneficiaries' resilience in the context of various shocks and stressors in their environment

The post-Endline research has shown that girls were overwhelmingly positive about their emotional, social and economic empowerment, as compared to before EAGER. Furthermore, according to project monitoring data, 91.2% of EAGER girls had completed at least one step toward each of their goals at the first check-in. Progress was high across all areas, with the highest proportion of beneficiaries reporting completed steps for financial (95.4%) and learning (97.4%) goals.

Beneficiaries confidence over time

The post-Endline research found that the gains in confidence seen amongst the participants at their graduation from EAGER have endured. In some cases, it is evident that the confidence of individual girls has continued to grow as she has continued to make progress toward her goals, further proving to herself that she is able to succeed. There was good congruence between the findings of the Endline Evaluation conducted in mid-2021 and the post-Endline conducted in mid-2022, with girls and Mentors articulating a range of areas in which they reported that they were more confident, including: their communication skills; their skills in pursuing livelihoods; their confidence in expressing their rights as a girl/woman; and confidence in being an active member of their community.

“Before EAGER, I was very shy to speak in public, but now I am bold and I have the awareness and I implement it to not only the EAGER children but the children in the community and parents. EAGER has done a great thing in my life. I was a victim when I was small especially in terms of consent and the right to say no and now EAGER has given me that knowledge. I have self-confidence.”

Mentor KII, Midline



The EAGER project in numbers



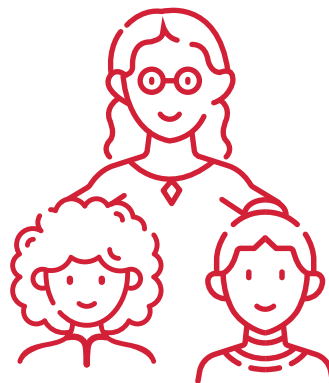
Percentage of girls that are using their new literacy and numeracy skills

99,5%



Percentage of girls that believe they can reach their goals

97,6%



Percentage of girls that feel that they can be a positive role model for other girls in the community.

98%



Number of girls girls graduated from EAGER

26,793

97.4% of girls feel listened to at home

90.3% of girls feel they can play an active role in their community

95% of girls demonstrated improved learning in Life Skills based on periodic learning checks

99.2% of girls reported feeling safe in their Safe Space/Learning Space

96% of girls made at least one new friend who they can trust since joining EAGER

99% of girls reported feeling comfortable speaking to their Mentors

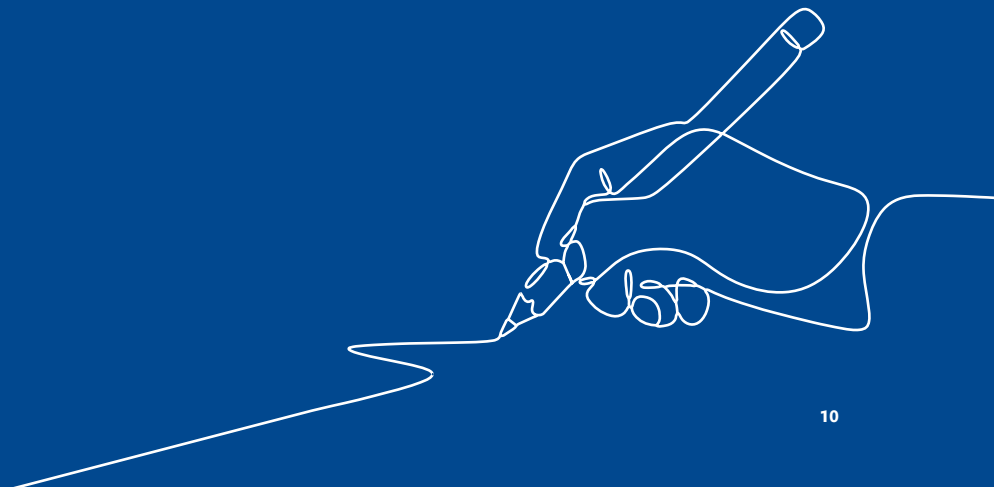
// MABINTY'S STORY

Mabinty is 17 and had never been to school. At the age of 7 she lost her father and due to financial constraints, her mother sent Mabinty to live with her grandmother in Freetown. Her grandmother was unable to send her to school, and Mabinty started engaging in petty trading. At the age of 15, her grandmother decided to give her hand in marriage to a 45-year-old man. When Mabinty refused the proposal, a cycle of abuse continued for the next two years, until in desperation she turned to a male friend for support and became pregnant. She gave birth to a baby girl and was soon abandoned by her partner.

Mabinty's life changed when she joined the EAGER project. One of the transformative experiences for her was how being a part of the programme and the girls' group helped her to finally feel a sense of belonging in her community and the society. She was especially motivated by the encouragement she received from her Mentors in the sessions. Building a relationship of trust with her Mentors, she said they provided her with valuable psychosocial support. Some of Mabinty's most valuable learnings from the programme were how to take care of her home and how to live peacefully with her family members and others in the community. She says that she has also learned how to take better care of her baby, as there was no one at home to teach her such things. Another area of learning that was helpful to Mabinty was the conversations and practices relating to stress and difficult emotions.

She explained, "The programme has helped me to manage my stress through the different life skills sessions, especially the topic about stress management. Before now, I was hot tempered, but now I can stop and think first when stressful situations come my way."

The EAGER project also supported her financially. She received some funds which helped her to establish a small-scale business and she is now using the profits from this business to take care of her child and herself.





What did EAGER learn?

The significance of tailoring the teaching method and curricula to the girls' abilities.

The project adapted the curricula to really speak to the daily realities of the girls. The schedule, the content, the teaching approach, everything was adjusted to fit what the girls needed in terms of their competences and skills, but also logistics. The programme was created so that girls and young women with many responsibilities and with children were able to attend.

EAGER recognised that out-of-school adolescent girls may need to learn the same skills and content as young learners, but in a different way. Adolescents have more critical thinking skills and their learning cycle is similar to adults. For an adolescent girl, the concepts are more easily brought to life through dialogue, reflection, discussion and peer work.

The EAGER project team engaged experts in designing literacy and numeracy curricula to ensure it met the needs of girls in the programme. Feedback loops and an extensive baseline questionnaire were used to collect information on girls' specific barriers and vulnerabilities. As the curricula were being drafted, national context reviewers from within the EAGER consortium looked at every session and provided feedback on stories, vocabulary and overall relevance that fed back into the curricula before being finalised. The project took a phased approach in implementation, this meant that learnings from implementation with girls and by volunteers could be incorporated in the second phase following observations and feedback from EAGER implementing partners and staff. As such, session outlines were adapted along with developing the financial literacy sessions.

Empowerment Package and cash reward effective in girls' transition

The Empowerment Plan was an important intervention targeting transition. It encouraged each girl to identify goals for herself in each area and think through what key steps she must take to achieve each goal. This individualised approach allows room for a range of interests, skills, ages, abilities, and other marginalisation factors. Then conditional cash grants were distributed to all girls to provide them with the experience of making their own financial decisions about how to spend the funds based on the goals they defined in their Empowerment Plan. In addition to the cash transfer, EAGER provided each girl with an Empowerment Package composed of in-kind items carefully selected to further empower her during and beyond the Transition period. The vision was to equip girls with quality materials that would directly support their health, safety, basic hygiene, and continued learning. Alongside contextual data and global best practices, the girls were consulted on the items that made up this package. By dividing the investment in each girl's Transition into the cash funds and the in-kind Empowerment Package, EAGER aimed to mitigate the safety risk of providing excess cash to girls, minimise the risk that funds may be diverted, and ensure that all girls were equipped with certain key items that were not as easy for girls to purchase directly in their communities. Endline Evaluation stakeholder feedback on the Empowerment Package distribution strongly suggested that the package was largely effective in both aiding girls in their transition and garnering continued support for EAGER. The Empowerment Packages were well received, not only did items contribute to helping girls materially as they began the Transition Phase, but they also reduced risk to girls.

“Being part of EAGER made me feel happy, especially when going to the Safe Space. I started having support from friends. The volunteers were always there to give me motivation, and the sessions were interactive as we put them into practice. It was always good having them around me, as they were encouraging and always ready to teach.”

Rebecca, 19, Port Loko

Project monitoring data highlighted that the majority of goals set by the girls in their plans were specific, realistic and clear. Almost all girls were happy with their goals, and the Officers considered the plan satisfactory. Girls were noted to have accurate budgets, with correct calculations for the financial plan. It was noted that the acquisition of foundational skills (basic literacy, numeracy and life skills) through the EAGER Learning Sessions were critical and proved essential to girls setting their goals. At the time of the monitoring check-in on girls' progress towards their Empowerment Plan, 92% of the girls had spent most of the cash. EAGER cash transfers were essential for enabling girls to realise their Empowerment Plan and at endline, 42.9% of girls surveyed stated that the cash distribution was the most important element for achieving their Empowerment Plans. This is not surprising given economic realities within targeted communities, in particular given that there had been inflation and associated cost increases globally and in Sierra Leone at the time.

Significance of safe spaces and how to cultivate these

Safe spaces are fundamental to learning. They provide a space for girls to express their ideas and connect with their peers. The Midline Evaluation found that stakeholders find the safe spaces to be generally conducive to learning. In focus groups and Key Informant Interviews, girls said that the safe space is an area to express their ideas and where they are able to have a good time and forget their problems. The Midline Evaluation findings showed that nearly all girls surveyed (99%) indicated that they felt safe at their learning/safe space and were much more aware of what to do if they were feeling unsafe.

Nearly all girls interviewed described themselves as comfortable in EAGER sessions, although some girls interviewed expressed having initial trepidation. Many girls, however, also expressed that this trepidation abated, particularly after they experienced EAGER's approach, which was positive and learner-centred and did not feature corporal punishment. Moreover, analysis of girls' responses when asked if they perceived a change in their safety show that many felt more confident within the community at large. As the project endeavoured to reach some of the most marginalised adolescent girls, many communities in which EAGER worked are remote, difficult to reach, and in areas with relatively higher levels of poverty. In many cases, this meant that the infrastructure was limited and existing structures were not be up to the standards specified by the project. Project teams had to be resourceful and worked with communities to make the most of what was available. They invested funds in rehabilitation to ensure that girls were meeting in a safe structure which was available and accessible to the girls.

Strategies for responding to the diverse needs of the girls

The project emphasised inclusion, respect and recognition of every girl's right to participate and learn to the best of her abilities. One of the strategies the project employed to foster inclusivity included the EAGER Access to Learning Fund which was created to support enrolled girls with disabilities to access and consistently attend the Learning Programme. It aimed to remove barriers to attendance and learning and was flexible to meet needs. Additional support was provided to girls who were pregnant, lactating mothers, or those with young children. A need for significant emotional support and encouragement was also identified. Mentors received training and were supervised and coached to ensure that they created a safe physical and emotional space that made all girls feel welcomed and included. Mentors needed to understand how to be a 'Safe Person' to all girls, they received additional training on disabilities and inclusion, which was further reinforced through Mentor Learning Cluster meetings.

The project integrated inclusive practices in literacy, numeracy and financial literacy, with facilitators receiving training on good facilitation skills and working with girls in a supportive and inclusive way. The literacy, numeracy and financial literacy curriculum materials include visual aids linked to every session to support all girls with learning, and especially any girls with intellectual impairments. Finally, all girls were encouraged to choose an EAGER Padi (friend) who lived close by so they could check on each other and come together for sessions. This aimed to strengthen girls' social and protective networks, and to strengthen inclusion and accountability in the group towards any girls with disabilities.

“After I listened to my fellow disabled adolescent girl featured in the programme, I knew I could do what I wanted. I am determined to study to become a doctor with the help of my mother. I know that I will be able to do it. All the episodes I have listened to have motivated me to move forward.”

17-year-old adolescent girl with a disability, Kenema



Equipping girls to recognise and respond to gender-based violence (GBV)

Discussions with girls at midline revealed that some EAGER participants identified the project's coverage of GBV, early marriage and protection as very important and useful. EAGER placed special emphasis on helping girls understand and recognise GBV and possible responses. More than one-third of girls interviewed indicated feeling that, as a result of EAGER participation, they were aware of GBV and would no longer tolerate an offense. In some cases, they were thinking more critically about problems with their male partners. Mentors also learned about their rights and how to protect themselves from GBV.

Crucially, a key element of the EAGER project was building girls' confidence to speak to people close to them. The girls reported that they increasingly felt comfortable talking to people when they felt stress or need support. A Mentor was the highest reported individual that they felt comfortable speaking to (81%), as well as a parent or caregiver. Before being offered a position, Mentors and Facilitators were first validated by girls registered to participate in EAGER to ensure they felt comfortable with these individuals from their community. All HR processes were followed and background checks completed. All protection concerns were supported by Mentors who were trained and tested on the Psychological First Aid (PFA) approach and familiar with using the tailored Service Directory to link girls to accessible and safe services, as needed and based on the girl's consent. This was imperative given the remoteness of the areas EAGER worked in with no access to support service. As a result, there was an increased sense of trust and solidarity built between the girls, which is a key protective factor for girls.

Sustaining EAGER's work and influencing society for meaningful long-term impact

Girls and other stakeholders are overwhelmingly positive about EAGER, and the Transition Phase specifically. EAGER's approach to transition is highly relevant in coaching Mentors and beneficiaries through the development of an individually customised Empowerment Plan. EAGER meets girls' needs within the normative cultural boundaries in which they live, most significantly in supporting girls to make a plan that enables her to define what empowerment means to her. The project has made gains towards greater gender equity and transformation of gender norms. Mentors report overwhelmingly that they acquired skills and knowledge similar to girls and developed their own plans for personal empowerment. Mentors reported enhanced communication, household management and financial management skills. Similarly, the Community Dialogues model builds on platforms for transformative discussions. A full series of listening sessions with girls and series of dialogues with caregivers was added on top of dialogues with influential persons in the communities. One of the programme design changes was made to increase community leaders' accountability towards girls and to hold a separate Listening Session with girls before each of the seven Community Dialogues. This has enabled Life Skills Officers to update girls about action plans and by-laws so that they can respond back to leaders in the next dialogue. Representatives from the girls' groups have been intentionally integrated into this planning process as stakeholders so that they can continue to influence the decisions that are made.

“As soon as the programme finishes, we sit down as a family and then I explain to them once again in our own local dialect for them to understand the issues properly. We have been discussing violence and menstruation. Even what I learnt about the ten tips of menstruation, I discussed it with them.”

Father, Pujehun



Girls'
Education
Challenge



Find out more: www.rescue.org/eager-project | www.rescue.org/eager | www.girlseducationchallenge.org

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