

QUARTERLY LEARNING DIGEST

Girls'
Education
Challenge



APRIL 2021

We are excited to share the first quarterly Learning Digest of the Girls' Education Challenge!

In this Digest, you will find a round-up of the Girls' Education Challenge (GEC) learning since the start of 2021 and a look at what is coming up. We share information about what the projects and the Fund Manager have learned in pursuit of quality education and improved learning opportunities for girls around the world. You can help us get the word out, too, by forwarding this Learning Digest to your networks! Please watch this space for more exciting content each quarter.

GEC, launched by the UK's Foreign Commonwealth and Development Office (FCDO) in 2012, is a 12-year commitment to reach the most marginalised girls in the world and is the largest global fund dedicated to girls' education.

Read more about the GEC [here](#)



Final reflections: lessons and results from completed projects

Since the start of 2021, projects in Ethiopia, Ghana, Kenya, Nepal and Nigeria have completed their GEC activities. Links to information about these project activities can be found below. Links to the completion products for the Discovery Project, led by Impact(Ed) are also highlighted here. Please watch this space for more events and documents events that mark the closure of GEC projects and capture what projects have learned.

Excelling Against the Odds, Ethiopia, led by ChildHope. [Read more](#)

Supporting The Education of Marginalised Girls, Nepal, led by Mercy Corps. [Read more](#)

Discovery Project

The Discovery Project completed in December 2020. In the blog highlighted below, Andrew Jones of Impact(Ed) reflects on the impact of the Discovery Project, the challenges it faced, the results that were achieved, and the lessons that were learned. In the 'Final reflections' report, these topics are covered in more detail. Finally, the video below tells the story of Rita, a teacher supported by the Discovery Project, and features Anita and Maureen, two of her very engaging students!



Visit: Special Envoy

Last month, Helen Grant MP, the Prime Minister's Special Envoy for Girls' Education visited two GEC projects in Uganda. She visited the PEAS project and met Abigail and Maria who are members of a girls' club teaching business skills, vegetable growing and baking. She also visited a Creative Learning Centre run by CRANE and Viva where girls join literacy and numeracy catch-up classes and gain new ICT skills.

[Read more](#)

"Educating girls is one of the smartest investments we can make to grow economies, save lives, and build back better from COVID-19. I am heartened by the progress being made, with the UK's support, in Uganda to get girls learning. But we're not there yet. The UK has set out ambitious global targets of getting 40 million more girls in school, and a third more girls reading by the age of 10, in low- and middle-income countries."

HELEN GRANT, PRIME MINISTER'S SPECIAL ENVOY FOR GIRLS' EDUCATION



Conference

Girls' Education in Fragile Contexts: How to deliver a programme where the risks are high. To celebrate their successes and share experiences, key stakeholders came together on 31 March to mark the end of the GEC Afghanistan Steps Towards Afghan Girls' Education Success (STAGES) project. Presenters highlighted their journey in providing learning opportunities in a fragile and conflict-affected state.



International Celebration Days

Spanning work in health, safety and well-being, as well as girls' empowerment, education and human rights, the GEC celebrated four key international days this quarter.

International Day of Education – 24 January, 2021: The theme of this year was 'Recovering and Revitalising Education for the COVID-19 Generation'. Our blog 'Facing the future of girls' education for the COVID-19 generation' sets out the ways in which GEC projects are responding to the longer-term challenges that have emerged during this crisis and are working to ensure girls are safe and can continue to learn.

Mother Language Day – 21 February, 2021: The GEC AGES project supports marginalised, adolescent girls in Somalia to access quality education. A third of these girls are not native speakers of the official language of instruction. On Mother Language Day, we looked at the impact this can have and how it can be tackled. [Read more](#)

International Women's Day – 8 March, 2021: To celebrate International Women's Day, the GEC profiled some of the women who are working within their communities to make sure girls are safe and continuing to learn, particularly in the increasingly challenging context of COVID-19. Four of these women – Bimala, Fettte, Emebet and Rael – are highlighted in this blog 'Celebrating the women who are keeping girls learning'.

World Water Day – 22 March, 2021: Access to clean water is key to unlocking an education, preventing children from having to abandon classes due to a lack of basic facilities. Being able to wash, drink and learn are basic rights. We know the impact this can have on helping girls around the world get an education. [Read more](#)

New resources

Quality Teaching Framework, December 2020

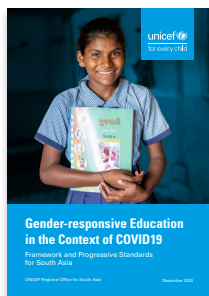
A good teacher works with individual students to overcome barriers that are impeding their learning – be it a lack of confidence, a learning difficulty or a personal issue. Our new framework outlines some of the factors that determine quality teaching for marginalised adolescent girls. It is a tool to help practitioners and policymakers adapt their approaches to teacher professional development to better serve marginalised girls.

GEC Evaluation reports

Want to find out more about the impact of GEC projects? How are project's helping improve learning, transition and sustainability outcomes for marginalised girls? The endline evaluation reports for the GEC-T projects completed so far as well as all the baseline evaluations for the LNGB projects are now available to view on the Resources page of the GEC website. More of the archive of the GEC project evaluations will be available there soon.

Gender-responsive Education in the Context of COVID-19, UNICEF ROSA, December 2020

GEC projects and the Fund Manager played a key role in providing evidence and case studies in the creation of a framework and progressive standards around *Gender-responsive Education in the Context of COVID-19*. Produced by UNICEF Regional Office for South Asia (ROSA), the framework highlights evidence-informed progressive standards to support gender-responsive actions that address the unique needs of girls and boys at risk of not engaging in education, training and employment.



GEC Country briefings, March 2021

Find out what has been happening in all 17 GEC countries: the challenges, progress and achievements of the last 9-12 months. How have projects adapted to COVID-19? What are they focusing on this year?



Learning Renewed: Ten Lessons from the Pandemic, Education Development Trust (EDT), February 2021

As we are going to be hearing the words “Build Back Better” a lot over the coming months this report from the Education Development Trust, a GEC project partner in Kenya, is well worth reading. Drawing on a global review of evidence and relevant policy, it summarises the top ten lessons to help inform planning and longer-term recovery from the pandemic, as well as concrete examples of approaches to address common challenges.

The power of girl-led approaches to monitoring and evaluation

Researchers at Plan International UK worked with girls participating in the Girls' Access to Education (GATE) project in Sierra Leone to capture a unique opportunity to pilot empowering ways of working in monitoring and evaluation.



Transforming Education Service Delivery Through Evidence-Informed Policy and Practice, The Ministry of Basic and Senior Secondary Education, Sierra Leone, February 2021

It is great to see GEC projects contributing to national policies and debate on strategic directions for Ministries of Education.

EAGER, a GEC funded project, implemented by the International Rescue Committee has contributed to an inaugural policy document in Sierra Leone through sharing their knowledge and practice around the learning needs of out-of-school adolescent girls in Sierra Leone.



Coming up

The GEC at the CIES Conference, from 26 April 2021

The all-virtual conference will include presentations from the GEC. If you are attending the conference, please do join us!

	SESSION TITLE	PRESENTING	DATE
1	<i>COVID-19 and the Girls' Education Challenge: how NGOs, governments and community networks are partnering to leave no girl behind</i>	GEC Fund Manager, CAMFED, Leonard Cheshire and Plan	Monday, 26 April, 6:15 to 7:45am PDT (3:15 to 4:45pm CEST), Zoom Room 114
2	<i>Responding to shifting learning needs in girls' education during COVID-19</i>	GEC Independent Evaluator	Monday, 26 April, 6:15am PDT (3:15 to 4:45pm CEST), Zoom Room 123
3	<i>Malawi's marginalised learners – shared responsibility for the right to education for all</i>	LinkEducation, Theatre for a Change, Supreme	Monday, 26 April, 1:45 to 3:15pm PDT (9:45 to 11:15pm BST), Zoom Room 106
4	<i>Supporting the mental health and psychosocial wellbeing of marginalised adolescent girls during COVID-19. Lessons from the Girls' Education Challenge</i>	FCDO, CAMFED, IRC, Mercy Corps	Tuesday, 27 April, 6:15 to 7:45am PDT (3:15 to 4:45pm CEST), Zoom Room 117
5	<i>Understanding multiple and intersecting identities for girls with disabilities and implications for programming on the Girls' Education Challenge</i>	GEC Fund Manager and LinkEducation	Tuesday, 27 April, 6:15 to 7:45am PDT (3:15 to 4:45pm CEST), Zoom Room 131
6	<i>Girls leadership, GBV mitigation and program transparency through accountability mechanisms with community participation</i>	CARE	Wednesday, 28 April, 8:00 to 9:30am PDT (5:00 to 6:30pm CEST), Zoom Room 113
7	<i>What happens when girls take the lead? Girls' leadership skills development, social responsibility and improved learning outcomes in Somalia</i>	CARE	Thursday, 29 April, 8:00 to 9:30am PDT (5:00 to 6:30pm CEST), Zoom Room 120
8	<i>Collecting sensitive data responsibly to inform inclusive programming</i>	GEC Fund Manager, FDM and VSO	Thursday, 29 April, 6:15 to 7:45am PDT (3:15 to 4:45pm CEST), Zoom Room 101
9	<i>Assessing and responding to education and well-being needs in the Girls' Education Challenge – Lessons from three project responses to COVID-19</i>	Plan, Childhope, LinkEducation	Thursday, 29 April, 6:15 to 7:45am PDT (3:15 to 4:45pm CEST), Zoom Room 122
10	<i>Adopting a gender-responsive approach to education at the height of the COVID-19 pandemic: Lessons and experiences from South Asia</i>	GEC Fund Manager, UNICEF ROSA, Mercy Corps and Save The Children	Thursday, 29 April, 10:00 to 11:30am PDT (7:00 to 8:30pm CEST), Zoom Room 112

Dates for the diary:

International Menstrual Health day	25 May 2021
International Day of Parents	1 June 2021
International Day Against Child Labour	12 June 2021

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

Girls' Education Challenge



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