

# GIRLS' EDUCATION CHALLENGE RESULTS 2024

The Girls' Education Challenge (GEC) is enabling over 1.6 million<sup>1</sup> girls across 17 countries to access learning opportunities. This is contributing significantly to the achievement of the new, global Sustainable Development Goal 4 targets, as endorsed by G7 leaders, of providing education to 40 million more girls and supporting 20 million more to read by the age of 10, by 2026. This figure includes:<sup>2</sup>

- 208,997 girls who have never previously been to school.
- 159,410 girls with disabilities, who previously faced significant barriers to attending school.
- 65,965 girls who have been excluded from school because they are mothers.
- 541,656 of the most vulnerable girls living in fragile and conflict-affected contexts.

OVER  
**1.6M**  
GIRLS REACHED

INCLUDING  
**159,410**  
GIRL WITH  
DISABILITIES



<sup>1</sup> Total number = 1,679,095 as of March 2024

<sup>2</sup> The following figures are cumulative totals as of March 2024 (derived from project evaluations)

## IMPROVING LEARNING

Assessments show that two thirds of girls<sup>3</sup> (986,823 ) have improved their learning as a result of the GEC.

At the start of ACTED's project in Pakistan, only 3% of girls were proficient readers. Midway through the project this had increased to 55%.

Girls' improved learning has been the result of essential interventions and activities.<sup>4</sup> These include:

### Training

- 91,057 teachers trained to become more effective and utilise gender-responsive teaching and learning approaches (40,742 female; 50,315 male).
- 56,644 head teachers and school managers trained to ensure that school environments are more enabling, effective and safe.

91,057  
TEACHERS  
TRAINED

### Direct support

- 486,334 bursaries provided, totalling £34,399,144, to address the financial barriers that cause girls to drop out.
- 2.6 million textbooks have been distributed.
- Local language materials and dedicated support have been provided for the 69% of GEC girls who come to school unable to speak the official language of instruction.
- 6,709 assistive devices have been delivered to support girls and boys with disabilities and their ability to learn (5,737 for girls; 972 for boys).
- 2,130,312 student kits have been distributed including paper, pens and uniforms – basic materials that marginalised girls do not have.
- 1,158,445 menstrual kits have been provided to address period poverty and enable girls to attend up to 60 more days of school a year.
- 4,168 classrooms and learning spaces have been upgraded, benefiting all students and teachers involved.

2.6M  
TEXTBOOKS  
DISTRIBUTED

## INCREASING TRANSITION

In 2022-2023, the GEC supported over 284,420 girls to successfully transition through formal schooling or into safe employment and, for the most marginalised, on to pathways that are most relevant for their needs.

- 218,230 girls are now enrolling into and progressing through school.
- 35,910 girls have transitioned to vocational skills training.
- 51,021 have transitioned to work or self-employment.



<sup>3</sup> As of March 2024

<sup>4</sup> The following figures are Management Information (MI) data collected from projects as of March 2024

## RAISING SELF-ESTEEM

The GEC has raised the self-esteem and confidence of girls, empowering them to become future leaders and decision makers in their communities.

Plan International's Making Ghanaian Girls Great! project has shown that self-confidence supports literacy, numeracy and attendance outcomes. Interpersonal and leadership skills have also led to positive literacy and transition outcomes.<sup>5</sup>

- 104,368 girls' club mentors have been trained to provide leadership, life skills and psychosocial support to girls.
- Successful GEC girls are supported to become role models for other marginalised girls.

The Girls' Inclusive Education Network in Nepal and Camfed's CAMA Network across Africa have created role modelling and mentorship systems that inspire and empower successive girls to believe in their own abilities.

## REACHING INDIRECT BENEFICIARIES

The GEC has improved the circumstances of over 3 million additional beneficiaries, beyond marginalised girls. These include:<sup>6</sup>

- 1.6 million boys who have also benefitted from improved teaching and safer schools.
- 90,000 educators have improved the quality of their teaching, which will have a multiplier effect for generations of children.
- 40,000 female teachers who will continue to be positive role models for girls.
- 500,000 parents who now show stronger support for girls' education.
- 4 million community members who are now actively engaged in providing girls with educational opportunities.
- 12,421 government education staff whose improved management and safeguarding skills will affect generations of children through safer and more efficient schools.

**104,368**  
GIRLS' CLUB MENTORS  
TRAINED

## IMPROVING SAFEGUARDING

GEC safeguarding policies and practices are having a multiplier effect.

- Implementing partners (such as Mercy Corps, CARE and Save the Children) have adapted their safeguarding policies for use across their global organisations.
- National stakeholders (such as state-level governments in Nigeria) have adopted codes of conduct for use within local government schools. 98% of projects have been supported to introduce and uphold sector-leading safeguarding standards.
- 1,770,000 community members were reached through community awareness mechanisms, which raised the importance of staying safe during COVID-19, staying in touch and making sure girls continue their education.



<sup>5</sup> Making Ghanaian Girls Great! Endline Evaluation, December 2021

<sup>6</sup> The following figures are MI and reach data collected from projects up to March 2024

## EMBEDDING AND SUSTAINING GEC INTERVENTIONS

The GEC programme is due to finish in 2025 and there is strong evidence that project interventions are already being sustained at the school, community and national levels.

- The Ministry of Education in Kenya has adopted the Mentoring Scheme implemented by I Choose Life, Kenya. In addition to this, ActionAid is working with this Ministry to establish the Kenyan Accelerated Education Guidelines.
- World Vision work in Zimbabwe on the National Blended and Catch-Up Learning Strategy has now been scaled nationally and has achieved additional funding from FCDO Zimbabwe. The project’s technical and vocational education and training courses have also been adopted by the Ministry of Youth.
- Plan International’s distance learning programme in Ghana has been broadcast nationally on Ghana Learning TV and is now run by the Ministry of Education.
- IRC’s Digital Library of Audio lessons that was developed in Pakistan as a response to COVID-19 school closures is now being sustained and broadcast on Balochistan-wide radio. The library has already been handed over to the Non-Formal Basic Education Department.

17  
COUNTRIES

41  
PROJECTS

## PROVIDING VALUE FOR MONEY

The GEC is a strong investment for the UK government and represents good value for money.

- The GEC has a comparative advantage of having a diverse portfolio of 41 projects across 17 countries. Such a portfolio allows for a variety of type, size and context for projects, which generates a breadth of knowledge on what works for girls’ education. This can and will form a menu of options for future FCDO programming.
- The GEC is building a huge resource base, which will house 41 evaluation data sets, programme and teaching materials, monitoring and research instruments, technical guidance, and other useful materials. This global public good will be used by the UK and other interested governments, multilaterals, implementing organisations, academics and members of the public.
- The GEC has a comparative advantage of being the largest global education programme that focuses on highly marginalised girls. This focus addresses the issues facing at-risk and out-of-school girls who can often be overlooked by Ministries of Education and bilateral programmes.
- Preliminary analyses have demonstrated that the annual cost-per-child for a proportion of GEC projects<sup>7</sup> is on par with cost-per-child spending in government schools in Africa and Asia, demonstrating good value for money and laying the foundation for ministries to replicate and scale up promising interventions.
- A number of interventions from GEC projects are being adopted and sustained by partner governments.

Leonard Cheshire’s child-to-child clubs have been institutionalised in government schools by the Kenyan Ministry of Education.

Aspects of the distance learning approach of the Making Ghanaian Girls Great! project were adapted by the government as part of its handover.

<sup>7</sup> Findings included nine projects from this preliminary analysis

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