

Final reflections

Achievements and lessons learned

Closing the Gap: Educating marginalised girls in Sindh and Khyber Pakhtunkhwa implemented by ACTED

PAKISTAN

DECEMBER 2018 – MAY 2023



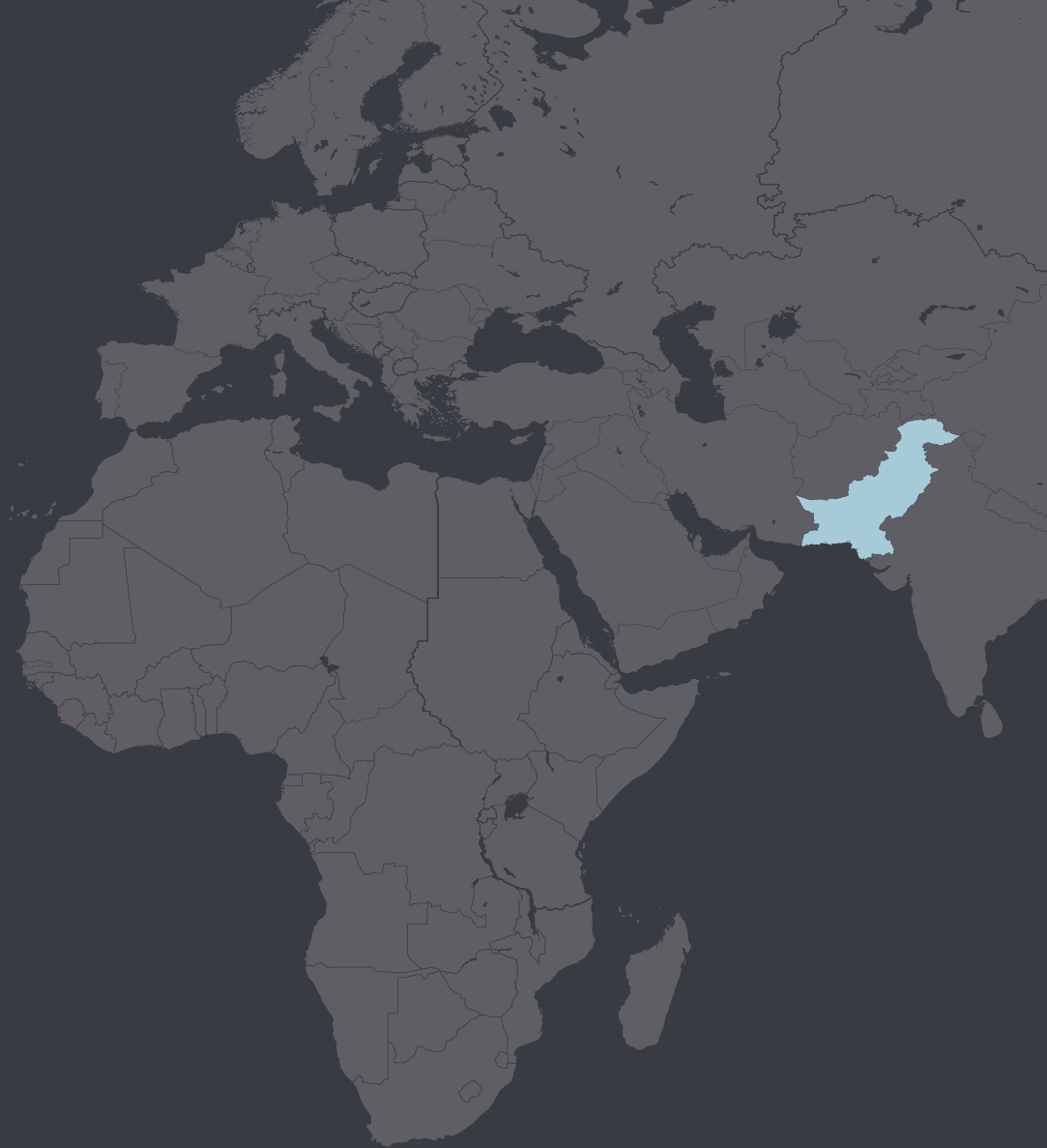
Girls' Education Challenge



“I myself was very scared to talk to my husband about it but after my teacher motivated my husband to not discontinue my education, I had enough courage to talk to him myself.

As soon as I expressed my interest to continue my education, my husband offered his support and encouragement. Then I studied at home for a few days to catch-up with the work that I had missed due to my wedding but now I have continued my studies in the center.”

Farah, a resident of Village Piyaro Mahar



● Pakistan

What did the Closing the Gap project do?

In Pakistan, providing quality education to all children of school age is a significant challenge. Around 22.8 million children between the ages of five and 16 are not attending school (44% of the age group's population).

Despite the Constitution of Pakistan's focus on education and the decentralisation of power to the provincial governments, the provision of education in some regions remains limited. In Khyber Pakhtunkhwa (KPK), the net enrolment rate for girls is 51%, considerably lower than that for boys (79%).¹ Sindh has the second highest number of out-of-school children at around 44%. The literacy rate in Sindh is 58%, which is below the national average of 60%.² Since 2022, the floods in Pakistan have also exacerbated the situation, with over 1.96 million children at risk of losing out on education due to the floods' impact on community infrastructure.

ACTED is implementing the Closing the Gap project in Sindh and KP in Pakistan. The project support the learning of highly marginalised, out-of-school girls aged between 10 and 19 years in two districts of Sindh (Jacobabad and Kashmore) and one district in KP (Lakki Marwat). At district level, Kashmore has the second highest number of out-of-school children (67%), while around 57% of the children in Jacobabad are out of school.

The project beneficiaries include girls who have never been to school or dropped out, married, orphaned, girls from ethnic minority groups and girls with disabilities. The goal of the project was to ensure that girls had improved learning outcomes, transitioned to formal school wherever required and appropriate, and gained market-relevant livelihood and life skills. The project was categorised into two separate streams of interventions: literacy and numeracy and accelerated learning.

- The literacy and numeracy stream supported older girls aged 14 to 19. Three cohorts were run in Sindh, reaching a total of 3,374 beneficiaries. Cohort 4 was run in KP, reaching 1,454 beneficiaries.
- An Accelerated Learning Programme (ALP) in Sindh supported younger girls aged 10 to 13. This reached 1,100 beneficiaries.

In addition, technical and vocational education, and training (TVET) and financial literacy training was provided to 1,594 beneficiaries from 16 to 19 years old. A total of 250 teachers were trained and provided with learning supplies. Around 5,928 girls attended life skills/mentorship sessions from trained coaches and 82 coaches completed ACTED training. After the floods which impacted the two districts in Sindh where ACTED was working, the project team worked on the rehabilitation of 1,594 beneficiaries in TVET space and provision of supplies/toolkits, as well as the rehabilitation of 5,500 beneficiaries targeted in LRGB learning spaces and provision of learning supplies and health screenings.³



¹ Education | UNICEF Pakistan

² PSLM, 2019-20. https://www.pbs.gov.pk/sites/default/files/pslm/publications/pslm_district_2019-20/Key_Finding_Report_of_PSLM_District_Level_Survey_2019-20.pdf

³ ACTED Endline Report, April 2023

How did the Closing the Gap project adapt during COVID-19 and the floods?

COVID-19 disruption and adaptations

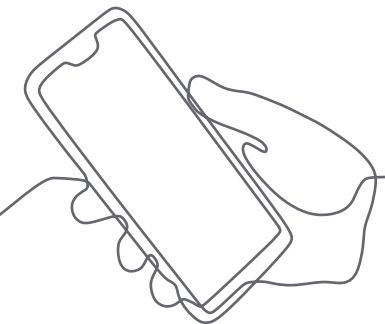
Pakistan was one of the first countries to institute widespread school closures as a result of COVID-19. By September 2020, schools began a staggered re-opening. The onset of COVID-19 was a challenge that hindered the progress of the project. In response to the situation, the Closing the Gap team – in consultation with the Fund Manager – redesigned a number of interventions. Backed by consultations with parents and caregivers, clients and facilitators, and discussions with other stakeholders, the team implemented several mitigation strategies.

- Learners were provided with digital learning content via WhatsApp groups and printed worksheets for home-based learning, with regular phone calls from the teachers for guidance. As the community did not have the digital infrastructure needed for remote learning, mobile social media platforms such as WhatsApp were used for regular communication, and detailed operating procedures were developed to guide on safe and appropriate communications channels.
- Resource packs and IEC materials were distributed among the families of the learners, covering various topics including the importance of education and good health and hygiene practices.
- Through phone calls, the project team stayed connected with the families and the School Management Committee (SMC) members to motivate and support girls in their education. GESI Rapid Assessment was also conducted to understand the level of support families were providing and to identify areas where further assistance could be provided.
- An engagement strategy focusing on men and boys was developed to sensitise them about the importance of girls' education and encourage their support.

- To ensure safeguarding mechanisms were in place, the COVID-19 core referral system was also updated. It was also noted that immediately after the COVID-19 period, teachers and learners displayed aggressive behaviours due to the adverse impact of the lockdown and school closures on their mental well-being and learning outcomes. A similar pattern was noted post-floods in 2022, where the teaching staff sometimes resorted to negative disciplining techniques with the learners to push them to cover for the temporary learning loss. However, due to active CRM and monitoring of ACTED, such issues never went unnoticed and the targeted community was confident in reporting. Through regular refresher training, collective counselling, one-on-one counselling, and reinforcement of the zero-tolerance approach (in some cases, strict disciplinary action was also taken), these risks were mitigated, and teachers were quick to understand and lead their role as facilitators of a safe learning environment.
- To cover the learning loss to the students, the course duration was extended by four months. The extension covered all the learning loss incurred in the lockdown, and a learning catch-up plan was also devised to address the challenges. These mitigation strategies aimed to ensure learning continuity and support the project progress despite the challenges posed by the COVID-19 pandemic.

“I feel alive now. I feel like I have a purpose and I want to use my learning to make a better future for my son and I and become financially independent”

Uzma, a graduate of literacy and numeracy centre in UC Joungal, Jacobabad district



Disruption from Pakistan floods and adaptations made by the project

The floods in Pakistan in 2022 led to an unprecedented disaster in the country. The torrential rains and flash floods took more than 1,700 lives, devastated millions of houses, and severely damaged community infrastructure. Sindh was one of the provinces worst hit. Among the social sectors, education has incurred damages worth 120 billion PKR. The amount needed to recover the losses equals 197 billion PKR. The destruction of several school facilities has put more than 1.96 million children at risk of losing out on education in 25 districts. Moreover, 11% of the schools were damaged in the 25 districts, out of which Sindh holds the largest share of schools (around 47%) either fully (16%) or partially damaged (31%). The schools that have been fully damaged are likely to be closed for a long period of time disrupting access to education in these districts. The prolonged closure will exacerbate already existing education problems including school drop-out rate particularly for girls and further worsen the learning losses incurred from the COVID-19 pandemic.⁴

To mitigate some of these impacts, the ACTED project team remained in close contact with the flood-displaced families and beneficiaries to ensure their fast return to their villages and learning centres. The team ensured timely emergency response during flood emergency, while arranging response funds from different humanitarian funding agencies such as 3xM Netherland Donor Agency with the efforts of ABES. Protection and safeguarding mechanisms were continuously strengthened internally and externally by devising an action plan to counter child protection and gender-based violence (GBV) issues during emergencies. This was pertinent to ensure safe access for girls to the learning centres. After the floods, the attendance rate dropped. However, with continuous follow up by the field team and community mobilisation, the learners returned to the centres. The project also sought its second four month no-cost extension so that learners could get an opportunity to catch up on the syllabus. A resource package was also developed to address the challenge of learning loss. Psychosocial support sessions were also arranged for the girls to respond to their mental health needs after experiencing the flood-related trauma.

⁴ Pakistan, Multi-Sector Rapid Needs Assessment in Flood-Affected Areas of Khyber Pakhtunkhwa, Punjab and Sindh 2022

// MEHRUNISSA'S STORY



ACTED's 'Closing the Gap' project has a Literacy and Numeracy (L&N) component, which aims to impact the lives of adolescent girls residing in some of the most destitute districts of Sindh and KP. On completion of the Literacy and Numeracy programme, vocational training is given. It is part of a transition strategy to ensure sustainable livelihoods for girls by helping them gain financial independence and economic empowerment.

Mehrunissa*, is a graduate of the Literacy and Numeracy Centre in District Jacobabad. Her father is a daily wager with no stable source of income. The family has been stuck in a vicious cycle of poverty since Mehrunissa's childhood. Mehrunissa has been an enthusiastic and keen learner but due to her family's financial instability, she and her siblings have been deprived of their right to education.

During the COVID pandemic, there were country wide lockdowns which impacted daily wagers like Mehrunissa's father who was the sole breadwinner for the entire household of eleven people. During these times of uncertainty Mehrunissa wished to support her family by contributing to the household income. She had heard about the opening of the ACTED learning centre in her village. It sounded like a promising opportunity, so without any delays, she got herself enrolled in the L&N programme with the support of her parents. She was first taught basic literacy and numeracy skills and then chose to learn dress-making skills in the TVET transition programme. After the completion of this course, she was provided with a toolkit along with Knowledge about Business (KAB) training as well as orientation to Micro Finance Institutes and lending system. To further support her in her entrepreneurial journey, she obtained a small business start-up grant of PKR 20,000 from ACTED. She was then successfully operating her business until the Monsoon Floods of 2022 severely affected rural areas of Sindh, including her village. Due to the disruption caused by the floods, she was not getting many customers. Although these circumstances were worrisome, she persevered and remained determined. As the situation improved and life began to return to normal, her customers returned, which was a tremendous support for her family.

Mehrunissa is now a financially independent girl with a voice in her family and community, she feels more heard and respected ever since she started contributing to the household income. Her parents have faith in their daughter, and they trust and seek her advice for her younger siblings. Entrepreneurship and financial independence have transformed her into a confident young lady who has become an advocate of girls' education by proving by not only encouraging community members to get their daughters educated but also proving to be an inspiring role model for all. Change-makers like her are the best catalysts to shifting societal norms and creating a more inclusive and tolerant society.

* The name of the learner has been changed for confidentiality



“I am so relieved that my parents have agreed to delay my marriage. Now I am able to continue my studies without the pressure of trading my education for marriage”

Qirat

What did the Closing the Gap project achieve?

Improvements in literacy. According to the Endline Evaluation findings, in the Accelerated Learning Programme, girls achieved a statistically significant increase in mean scores from baseline to endline in all four subjects: English, Urdu, Sindhi and mathematics. In English, the aggregate average score of GEC learners in EGRA English has increased 79.32 percentage points from the baseline (6.52) to the endline (85.84). Additionally, trends in English literacy indicate that there has been a positive increase in all subtasks for GEC learners.

The aggregate average score of GEC learners in EGRA Urdu has increased 70.62 percentage points from the baseline (12.28) to the endline (82.90). Additionally, trends in Urdu literacy indicate that there has been a positive increase in all subtasks for GEC learners. The aggregate average score of GEC learners in EGRA Sindhi has increased 69.13 percentage points from the baseline (20.22) to the endline (89.35). Additionally, trends in Sindhi literacy indicate that there has been a positive increase in all subtasks for GEC learners.

Improvements in numeracy. The numeracy score of GEC learners has improved by 58.88 percentage points from baseline (27.46) to the endline (86.34). The percentage of proficient learners have increased significantly from baseline to endline. There has been a significant reduction in the percentage of GEC learners in the non-learner category for all subtasks in EGMA. Additionally, 71% of the GEC learners scored higher than the aggregate mean score from the benchmark.

Girls who participated in income-generating activities demonstrated higher performance across literacy and numeracy outcomes, surpassing other subgroups. The possible reasons are that the income-generating activities provided them with a sense of financial empowerment, practical experience and real-world application of the skills and may have contributed to increased motivation, self-confidence and overall engagement in their studies.

Increase in attendance rates. According to the project data, 77% of GEC learners, maintained attendance rates exceeding 70% in all learning spaces, indicating high interest from GEC learners. Additionally, the external evaluator's spot check data collected at endline showed attendance rates of 78% in the ALP learning spaces, increased from the baseline rate of 73.74%. Besides, as per project data, the GEC learners maintained 77% average attendance rate in extracurricular activities conducted in the learning spaces. The Endline Evaluation findings also confirmed that higher attendance has a direct effect on the learning performance of the GEC learners.

Improvements in quality of learning. There has been an improvement in teacher preparation, knowledge and pedagogical practices from baseline (64%) to endline (96%). An improvement in teacher's classroom management from baseline to endline was also noted. Teachers were able to effectively monitor students learning, manage class environment, develop and follow methods to teach daily lesson plans. Moreover, the endline result also indicates that the physical environment of the learning spaces was suitable for GEC learners to attend the ALP course and improved from 82% at baseline to 100% at endline. The teaching methodologies in the learning spaces also improved from 55% at baseline to 73% at endline. Finally, the project reported that 95% of SMCs were rated as good in providing a safe learning environment for GEC learners in the learning spaces.

“I want children to learn the regulation of negative emotions, problem-solving, and decision-making. I also want them to be aware of social inclusion from a young age; so they grow up to become well-informed citizens.”

Asma, coach with Right to Play



Better life skills of GEC learners. Based on life skill results, there was statistically significant improvement in the overall percentage mean score from 72.19% at baseline to 74.93% at endline. GEC learners with better life skill score had a better overall mean score in literacy and numeracy assessments.

Increase in parental support. The Endline Evaluation shows that there has been an increase in the parental support index score from the baseline (4.58 out of 5) to the endline (4.66 out of 5). Similar to baseline, the endline findings indicate that over 90% of the ALP parents did want their daughters to get an education, learn employable skills and earn their livelihoods to support themselves and their families.

Improvements in transition. According to the endline data, 95% of the GEC learners expressed a desire to pursue further education and enrol in advanced training. Furthermore, 5% of the GEC learners expressed an interest in engaging in income-generating activities. The project shared that 1,048 (95%) of ALP girls transitioned into the post-primary non-formal education programme of the Sindh Education Foundation (SEF).

Sustainability. The Endline Evaluation assessed sustainability outcomes at three levels: community, school and the system. At the community level, the endline data suggests that communities' perception and behaviour regarding girls' education has positively changed. The high attendance rate of GEC learners (77%) and parental support index (4.66 out of 5) indicated strong support for girls' education. Similarly, learning space management committees have contributed significantly to community engagement, mobilisation and awareness. At the school level, the project aimed to improve the literacy and numeracy skills of GEC learners up to Grade 5 and enrol them in formal schools.

At system level, an MoU has been signed with SEF for the mainstreaming of the project's centres. Once Closing the Gap project ends, the girls will continue their education in the same centres, ensuring all the safeguarding protocols which will encourage the parents to continue sending their daughters to the learning centre to acquire education. Additionally, GEC teachers expressed their interest in continuing their teaching profession and their desire to join mainstream teaching jobs. The project has trained all GEC teachers on how to obtain government mainstream jobs.

// NAZEEMA'S STORY – A WOMAN BEHIND A WOMAN

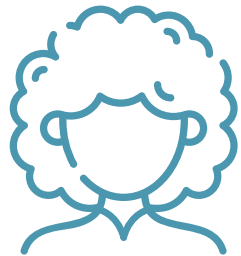
The Closing the Gap project programme, implemented by ACTED aims to empower adolescent girls by providing them with academic education and vocational skills. The project is committed to the economic empowerment of young women by enabling them to become self-sufficient. The project aims to address socio cultural barriers such as deeply ingrained patriarchal norms and regressive gender stereotypes.

Nazeema is a young married woman from Village Gul Muhammad Golo, in Kashmore District, who received a business grant. As a child, she never got the opportunity to go to school and started helping her parents in the field. When the Closing the Gap project was launched in her village, with the support and encouragement of her family she was enrolled in the Literacy and Numeracy programme and also continued her education under the TVET programme in which she learned embroidery skills. Her struggle began after receiving the business grant: no one besides her mother supported her in establishing a home-based embroidery business. She faced resistance from both her husband and father. In societies with deeply entrenched patriarchal norms, men are the decisionmakers for everyone in the household, including women. Fortunately for Nazeema her mother's unfailing support gave her the confidence she needed to stay determined and she managed to convince the men in her family as well.

Nazeema is now thriving she is earning PKR 13,000 per month which is more than the average income of her household, which has helped her in contributing to the household expenses and share responsibilities. Women and girls are expected to bear the bulk of the domestic burden at home and this expectation remains even if they are earning an income and contributing to the household financially. This demonstrates how initiatives such as these, may open up avenues for economic empowerment for women, but also increase their workload. Societal attitudes and gender stereotypes are rigid and take longer to shift, however initiatives that increase economic empowerment and financial independence of women will lead to these shifts over time.

For Nazeema, despite running a business, she is expected to look after the household chores, without any support from her husband. She is not involved in decision making and her status in her family has not significantly changed. Despite this, she is proud of herself, and establishing a business of her own has elevated her self-confidence and self-esteem. She is also happy that, ultimately, her husband and father allowed her to run this business and hope this will lead to more changes. Nazeema's story highlights that despite the rigorous community mobilisation efforts societal norms and behaviours towards women's empowerment and status in the household and society will not change overnight. It will need to be a sustained effort that is multifaceted. For women like Nazeema, there is hope, as they push for incremental changes, gain confidence, and continue to act as positive role models they win more space for themselves and others in their community.

The Closing the Gap project in numbers



Number of girls
(10-13 year) who
accessed Accelerated
Learning Programme (ALP)

1,100



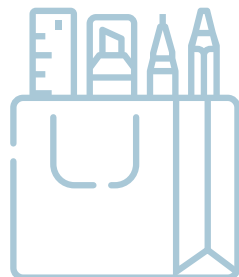
Number of
teachers trained and
provided with
learning supplies

230



Number of
health and
hygiene sessions
conducted with
mothers

1,420



Number of children
who received
school supplies

6,150

Provision of literacy and numeracy classes to girls (14-19)
– Cohort 1, 2 and 3 (Sindh): **3,375 beneficiaries**

Provision of literacy and numeracy (L&N) classes to
girls (14-19) – Cohort 4 (KPK): **1,454 beneficiaries**

Skills/TVET and financial literacy training provided
(16-19 years): **1,594 beneficiaries**

Rehabilitation of learning spaces and provision
of learningsupplies and health screenings:
5,500 beneficiaries

Rehabilitation of TVET space and provision of
supplies/toolkits: **1,594 beneficiaries**

Girls attended life skills/mentorship sessions from
trained coaches: **5,928 beneficiaries**

Number of coaches who completed ACTED training:
82 coaches

Number of children who were oriented on child
protection and safeguarding: **6150 children**

Number of sessions conducted with SMC on child
protection and safeguarding: **366 sessions**

Numbers of parents reached through Parent Teacher
meetings: **18436 parents**

Number of men and boys' engagement session
conducted on GESI: **618 sessions**

What did the Closing the Gap project learn?

Importance of SMCs in targeting attendance. The endline findings indicate that the average attendance rate of ALP girls' at learning spaces increased from the baseline at 73.74% to 78.2% in the endline. The SMCs played a significant part in ensuring attendance of GEC learners i.e., they met the parents/caregivers of the GEC girls who did not attend the learning spaces regularly. The SMCs significantly contributed to the active engagement of communities in the learning space activities. SMCs mobilised and increased awareness of communities' members with a focus on promoting safe and inclusive education for girls. The project data indicated that 98% of the SMCs remained active to continue efforts to retain learners and providing safe learning spaces. The discussions with the SMCs revealed that they played a significant part in ensuring enrolment and attendance of the learners.

SMCs conducted meetings with communities to disseminate information and created awareness about the learning spaces. They visited the learning spaces to observe the learning environment and ask if there is any challenge in the learning space both from learners and teacher. Also, visits were conducted to the households by the community to meet the parents of the girls who did not attend the learning spaces. All the teachers and a large number of community members were trained on SG and child protection as well. In addition, the SMCs contributed to creating a secure environment both in the learning spaces and the community by ensuring the learning spaces were located within the communities for easier and safe access, discouraging early child marriage, and fostering a positive home environment. The SMCs implemented safeguarding interventions such as learning space internal complaint response mechanisms and confidential and time bound reporting system to address concerns, listen to feedback and resolve issues.

Unexpected success of the play-based approach. The play-based approach used in the project proved to be successful despite many reservations and concerns initially since the implementation was being done in some of the most conservative areas of the country. Right To Play's play-based learning approach has been extremely effective in not just teaching essential life skills but also ensuring retention and regular attendance from participants (given other factors remain constant). The blend of play-based learning with the accelerated learning programmes worked very well, in creating a holistic non-formal education model. The play-based learning activities were essential in life skill development amongst learners, especially improving their overall confidence and communication skills (outcome study reports attached).

Right To Play organised special events called Play Days, usually around universal themes and internationally recognised and celebrated UN days where learners participated by performing role plays, preparing songs and dances, making speeches, and playing games all related to the theme. This was a different kind of exposure for these girls, one that they had never experienced before. Additionally, over the course of this programme, some learners have travelled to Islamabad, Karachi, and Sukkur to participate in panel discussions and events showcasing the impact of the programme. Their participation in such events in major cities also added to providing great exposure to these learners, for whom this may have been a life-changing event.

Leveraging existing technology for effective professional development of teachers. WhatsApp integration with teachers' professional development significantly cut down logistical cost implications associated with training programmes and workshops as well as it also augmented professional development, collaborative learning and content knowledge. The project established system for developing daily lesson plans and a variety of teaching resources to improve teaching

“The changes that I have observed in Gulaab's behavior are just indescribable. I have noticed that she is now able to communicate her thoughts in a better way, and has improved a lot in every manner”

Mother to differently abled girl



methodology and teacher capacity, including video tutorials, to ensure effective teaching and to facilitate learning. These tutorials were provided to the teachers on a regular basis via WhatsApp groups. In order to assess the effectiveness of WhatsApp as a medium used for professional development of teachers, ACTED conducted an assessment survey.

The assessment highlighted that WhatsApp Group were helpful for teachers' professional growth as majority of the respondents (86%) feel that WhatsApp immensely contributed to their professional development. It also helped in increasing content knowledge of the teachers. In addition, the group also served as a medium to identify areas of improvement in the existing practices. The best outcome of the WhatsApp integration was that the collaborative learning enhanced among the teachers. As an unexpected outcome, acceptance of using phone by females in the community also increased that led to access to free knowledge available online. Around 79% of the respondents shared that collaborative learning was improved with the help of WhatsApp group. The learning material shared on the WhatsApp groups facilitated collaborative learning and provided the teachers with a platform to discuss and exchange new innovative ideas. This eventually ensures effective teaching in the classroom.

Life skills training improving teacher preparedness. As the Endline Evaluation indicated, there was a notable improvement in the level of preparedness of project teachers from the baseline (64%) to the endline (96%). The comparison indicates that the project teachers are now well-equipped to teach literacy and numeracy, and their ability to communicate daily lesson plans to learners has significantly improved. According to a report by Right to Play, the life skills enhancement sessions have helped teachers to develop lesson plans and explain things to the learners. For example, the teachers now give a topic to the learners, ask them to form groups, and facilitate discussions among the groups on the topic.

Business grants are an effective tool for empowerment. The business grants distributed under the project aimed at enhancing entrepreneurial skills of girls and young women in Sindh. The intervention was built upon ACTED's TVET programme and the core aim of the intervention was to drive change through empowering women entrepreneurs in Sindh and KP, transforming them into effective income generators and contributors in their household. Under this three-month intervention, over 1,025 girls were enrolled for TVET in Sindh and KP. Following the successful completion of the TVET program, 40 girls were provided with financial grants of PKR 20,000 each.

The financial independence allowed them to contribute to their household income and support their families. This also enabled them to be involved in the decision-making processes within their families giving them voice. The girls provided suggestions to their parents, mobilised communities for girls' education, marketed their businesses confidently, and also taught their skills to other girls in their communities. This increased their involvement and decision-making, raising their social status within their families and communities. As a result, their self-esteem and confidence raised and they were able to support their families and contribute to household income. The project played a crucial role in empowering the girls and creating positive changes in their lives while helping them gain recognition and respect within their communities.

ACTED's proactiveness in securing Government buy in, sustained the ALP programme. The active and strategic relationship developed with the School Education and Literacy Department (SELD) in Sindh positively contributed to the sustainability of the ALP programme. SELD played a pivotal role by conducting monitoring visits to the centres, providing consultations on implementation strategies and approving ACTED's intervention at district level. Their buy-in, is evidenced by regular meetings with the Secretary of Education, which showed government's commitment towards girls' education. An MoU was signed with SEF for the mainstreaming of the project's centres. Once the project ends, the girls will be able to continue their education in the same centres, ensuring all the safeguarding protocols which will encourage the parents to continue sending their daughters to the learning centre to acquire education. This approach holds the potential to pave the way for continued education opportunities for all GEC learners, particularly those who may have been marginalised or left behind.

Following the formalisation of this transition, an orientation session was conducted with existing ALP centres and project staff where they were oriented on the transitioning approach and SEF's academic model. After they finish elementary level education, ACTED will try to enrol them into higher secondary distance learning programme of Allama Iqbal Open University (AIOU), for which ACTED has already started consultation with the University. This will open doors to higher education to the girls which seemed impossible just few years before the project interventions were initiated. The project also engaged in advocacy efforts with the SELD and SEF to retain GEC teachers in learning spaces as they have already received training and have demonstrated positive results in improving literacy and numeracy among their students.

“I want to become a change maker in spreading awareness about the unhygienic condition of my village and how to manage that. From now on, I will encourage the other girls with disabilities to get education for their better future.”

Sanam



Girls'
Education
Challenge



Find out more: www.acted.org | www.girlseducationchallenge.org

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.

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