

# Girls' Education Challenge Results 2022

The Girls' Education Challenge (GEC) is enabling up to 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, to provide 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>

- 206,594 girls who have never previously been to school.
- 154,386 girls with disabilities, who previously faced significant barriers to attending school.
- 64,728 girls who had been excluded from school because they are mothers are now learning.
- 522,942 of the most vulnerable girls living in fragile and conflict-affected contexts.

Up to  
**1.6m**  
girls reached

**17**  
countries



<sup>1</sup> Total number =1,619,482 as of October 2022

<sup>2</sup> The following figures are cumulative totals as of October 2022 (derived from project evaluations)

## Improving learning

Assessments show that two thirds of girls (849,777 girls<sup>3</sup>) have improved their learning as a result of the GEC.

At the start of Plan Zimbabwe's SAGE project, 24% of out-of-school girls were not able to read. Midway through the project, this proportion reduced to only 8%. This means that a significant number of girls were able to gain functional literacy after only a year's exposure to the project.

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

### Training

- **90,305 teachers have been trained** to become more effective and utilise gender responsive teaching and learning approaches (38,889 female; 48,026 male).
- **53,825 head teachers and school managers have been trained** to ensure that school environments are more enabling, effective and safe.

**90,305**  
teachers trained

### Direct support

- **451,145 bursaries have been provided**, totalling £31,613,691, to address the financial barriers that cause girls to drop out.
- **2.5 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.
- **6,070 assistive devices have been delivered** to support girls and boys with disabilities and increase their ability to learn (5,109 for girls; 961 for boys).
- **2,037,222 student kits have been distributed** including paper, pens and uniforms – basic materials that marginalised girls do not have.
- **1,040,214 menstrual kits have been provided** to address period poverty and enable girls to attend up to 60 more days of school a year.
- **3,712 classrooms and learning spaces have been upgraded**, benefiting all students and teachers involved.

**2.5m**  
textbooks  
distributed

## Increasing transition

In 2022, the GEC supported 169,000<sup>5</sup> 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.

- **111,031 girls are now enrolling** into and progressing through school.
- **18,464 girls have transitioned** to vocational skills training.
- **12,372 have transitioned** to work or self-employment.

<sup>3</sup> As reported in the GEC Annual Report October 2022 for projects active in the reporting period and the June 2022 update on learning for closed projects

<sup>4</sup> The following figures are Management Information (MI) data collected from projects as of November 2021

<sup>5</sup> As reported in the GEC Annual Report October 2022



## 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.

The SOMGEP-T project in Somalia created Girls' Empowerment Forums to increase girls' leadership skills and self-esteem. Endline Evaluation results indicate that these forums increased girls' confidence and leadership, learning outcomes in numeracy and literacy, and also improved girls' transition from one grade to the next.

- 97,481 girls' club mentors have been trained to provide leadership, life skills and psychosocial support to girls.
- Many GEC-supported girls become role models for other marginalised girls.

The Girls' Inclusive Education Network in Nepal and CAMFED's CAMA Network across Africa create role model and mentorship systems that inspire and empower successive girls to believe in their own abilities.

## Reaching additional beneficiaries

The GEC has improved the circumstances of over 3 million additional beneficiaries, beyond marginalised girls.<sup>6</sup> These include:<sup>7</sup>

- 1,487,177 boys who have also benefitted from improved teaching and safer schools.
- 90,305 educators who have improved the quality of their teaching, which will have a multiplier effect for generations of children.
- 44,327 female teachers who will continue to be positive role models for girls.
- 261,541 parents who now show stronger support for girls' education.
- 1,193,636 community members who are now actively engaged in providing girls with educational opportunities.
- 11,405 government education staff whose improved management and safeguarding skills will affect generations of children through safer and more efficient schools.

**97,481**  
girls' club mentors  
trained

## Improving safeguarding

GEC safeguarding policies and practices are having a multiplier effect.

- Implementing partners (including 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.

<sup>6</sup> Total number = 3,825,049 as of October 2021

<sup>7</sup> The following figures are MI and reach data collected from projects as of November 2021





## 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.

## 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>8</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, as highlighted above. This creates a multiplier effect through the increased number of children benefitting from GEC interventions, as well as through the increased number of years that interventions are implemented.

<sup>8</sup> Findings included 9 projects from this preliminary analysis. A full analysis of the portfolio will be complete in July 2022.

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**Girls'  
Education  
Challenge**



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