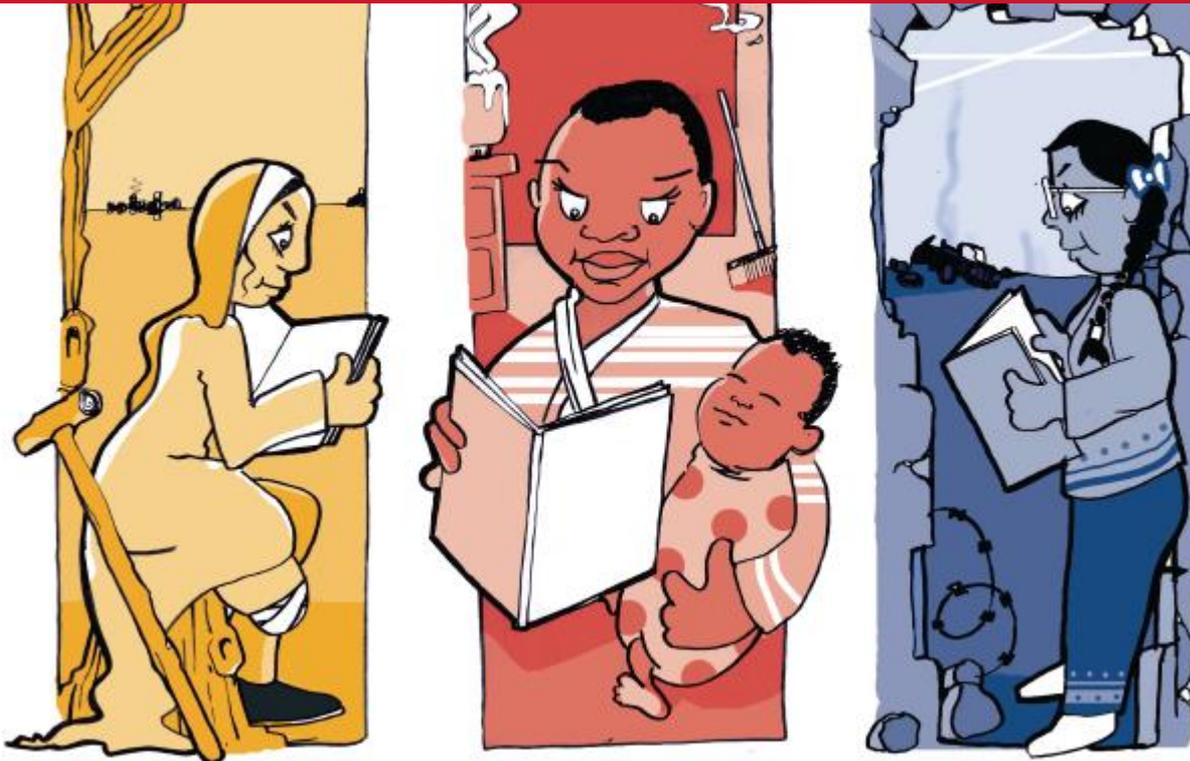


Leave No Girl Behind

Market Engagement Workshop



Girls'
Education
Challenge



welcome

Purpose of the day

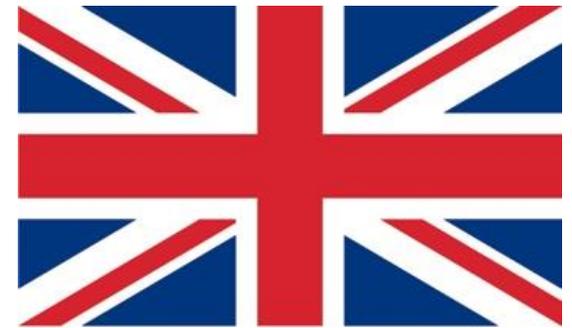
- Explore the context for ‘Leave No Girl Behind’
- Share perspectives on the challenge
- Start to generate new solutions
- Identify opportunities for collaboration and partnership

NOTE: We are not able to give any individual feedback or support with Concept Notes at this workshop. All questions asked to the FM will be made public and will be available for all bidders to see.

How will we get there?

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Girls' Education Challenge

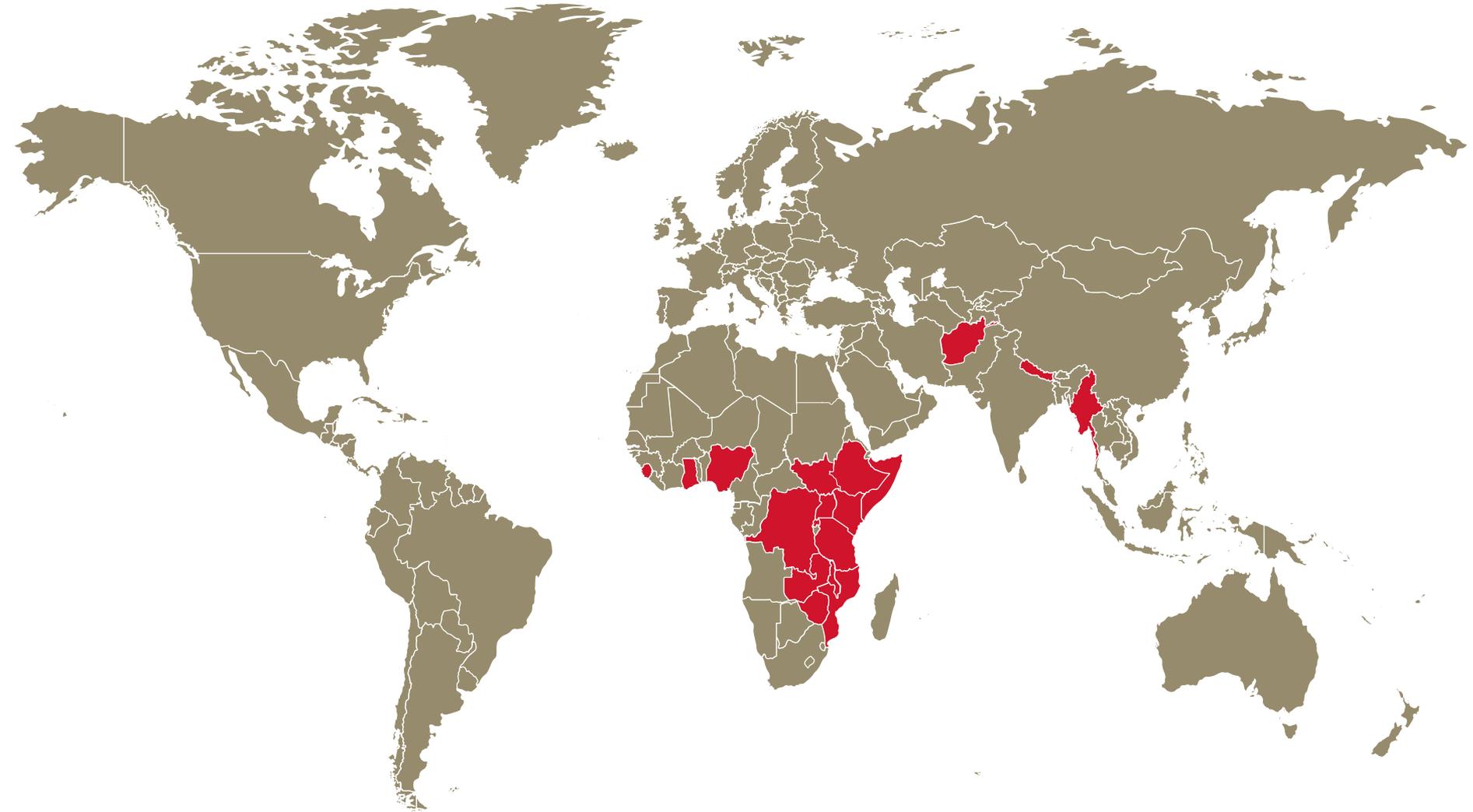


UKaid
from the British people

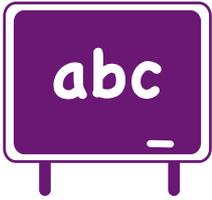


The Girls' Education Challenge is a UK Department for International Development fund which was set up in 2012 to improve the learning opportunities and outcomes for 1 million marginalised girls

The £300 million fund currently supports 37 projects in 18 countries



Through the fund...



4,687

Classrooms
have been
constructed
or renovated



69,782

Teachers have
been trained



11,007,483

Textbooks and
student kits have
been disbursed



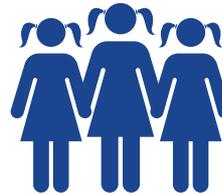
£18,686,384

girls bursaries, stipends
and cash transfers have
been provided



34,539

girls with
disabilities have
been reached



2,006,483

girls have been
supported

As a result...

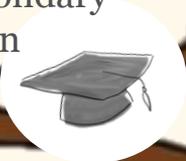
800,000 girls are
learning more and
500,000 girls are
learning significantly
more than control
groups

**The 37 projects
support girls in many
different ways...**

CPD for secondary teachers



Awareness raising about returns of secondary education



16-19: into employment or higher education



School construction



Remote learning

Safe commute / boarding

10-16: adolescent secondary education & vocational skills



Teacher training and school support



Communities support school before marriage

Positive female role models



6-10: into school & acquiring foundation skills



School construction



Advocacy for compulsory schooling



Sanitation and towels provided



Economic interventions



Mothers' clubs



Support to the most marginalised



peas

**Leonard
Cheshire
Disability**

Pause for questions



In July 2016



**Former Secretary
of State for
International
Development,
Justine Greening,
announced...**

A further **£100 million**
for the **Girls' Education
Challenge**



This is to be split between two funding windows:

1) Funding available for existing GEC projects to support their girls to transition through key points in their education

2) Funding for new organisations to support highly marginalised, adolescent girls who are out-of-school

62 million
adolescent
girls are not
in school
today

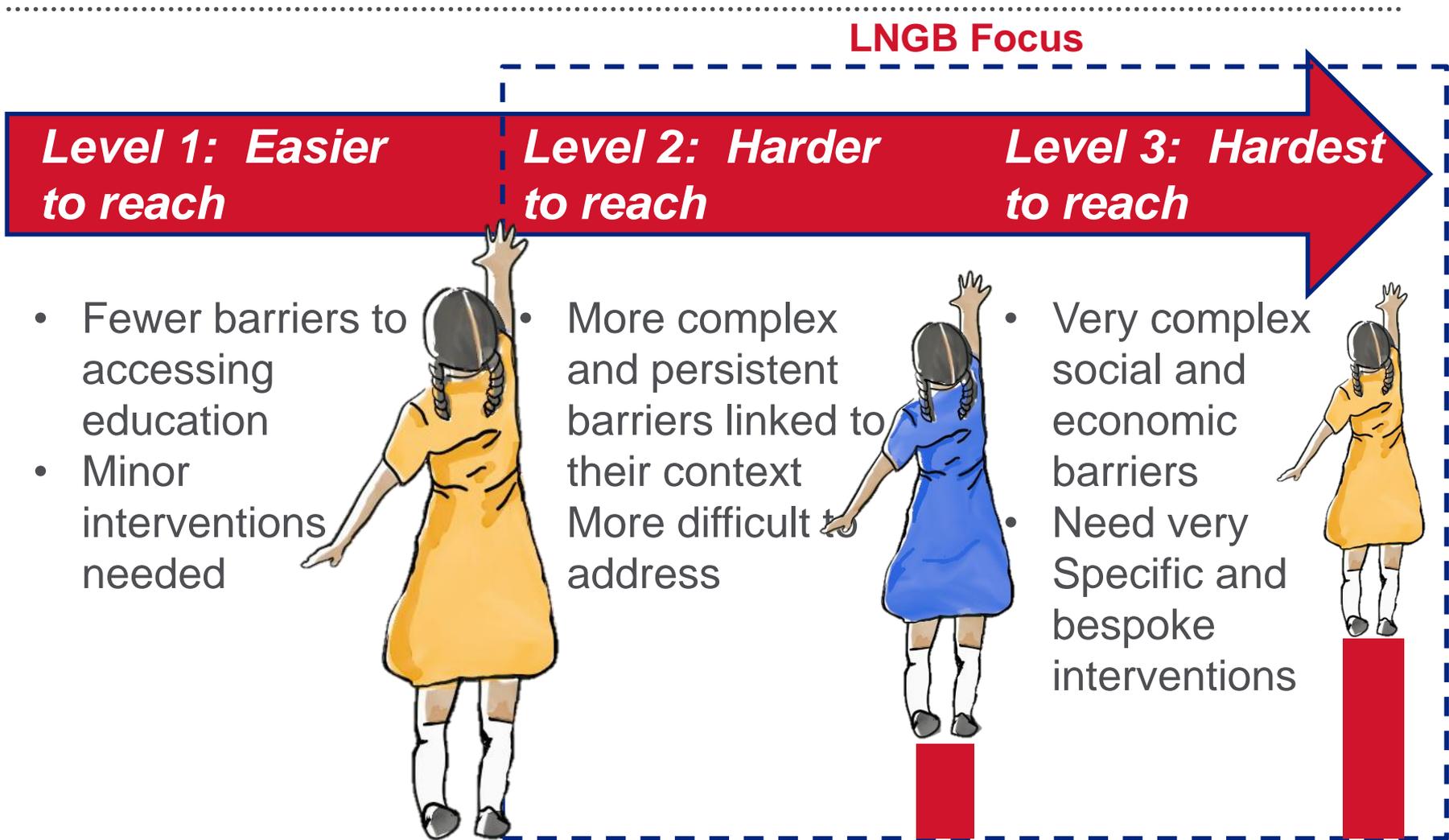
(UNESCO and UNICEF)

Leave No Girl Behind

Helping out-of-school adolescent girls get basic education and skills



LNGB is intended to target the most marginalised girls who are hardest to reach



Targeted girls will be aged between 10 and 19 and out-of-school

Girls may be marginalised and out-of-school for a number of reasons:

**Married,
pregnant,
young mothers**

**Particular
ethnic or
social group**

**Significant
responsibility
at home**

**Disabled or
long-term
illness**

**Affected by
conflict,
refugee,
displaced
persons**

**Pastoralist
communities**

**Engaged in
child labour**

**Affected by
modern-day
slavery**

Interventions will help move out-of-school adolescent girls into education or employment

Impact:

Out-of-school girls enrol in education, gain employment and improve their quality of family life

Outcomes:

LEARNING

EVIDENCE

POLICY

Intermediate Outcomes:

Attendance

Community support and aspiration

Training and resources

Government and key stakeholder engagement

Targeted interventions

Disability

Violence

Conflict

Adolescent girls who have never attended school

Adolescent girls who have dropped out of school

Early marriage

Early motherhood

Societal attitudes to schooling

Distance to school

Poverty

Family responsibilities

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The importance of girls' education

2X

Children of educated mothers are twice as likely to survive past the age of 5 (UN)

3X

A girl who completes primary school is 3 times less likely to contract HIV (World Bank)

20%

A single year of primary education has shown to increase a girl's wages later in life by 20% (UNESCO)

3%

When 10% more women attend school, GDP increases by 3% on average

\$115t

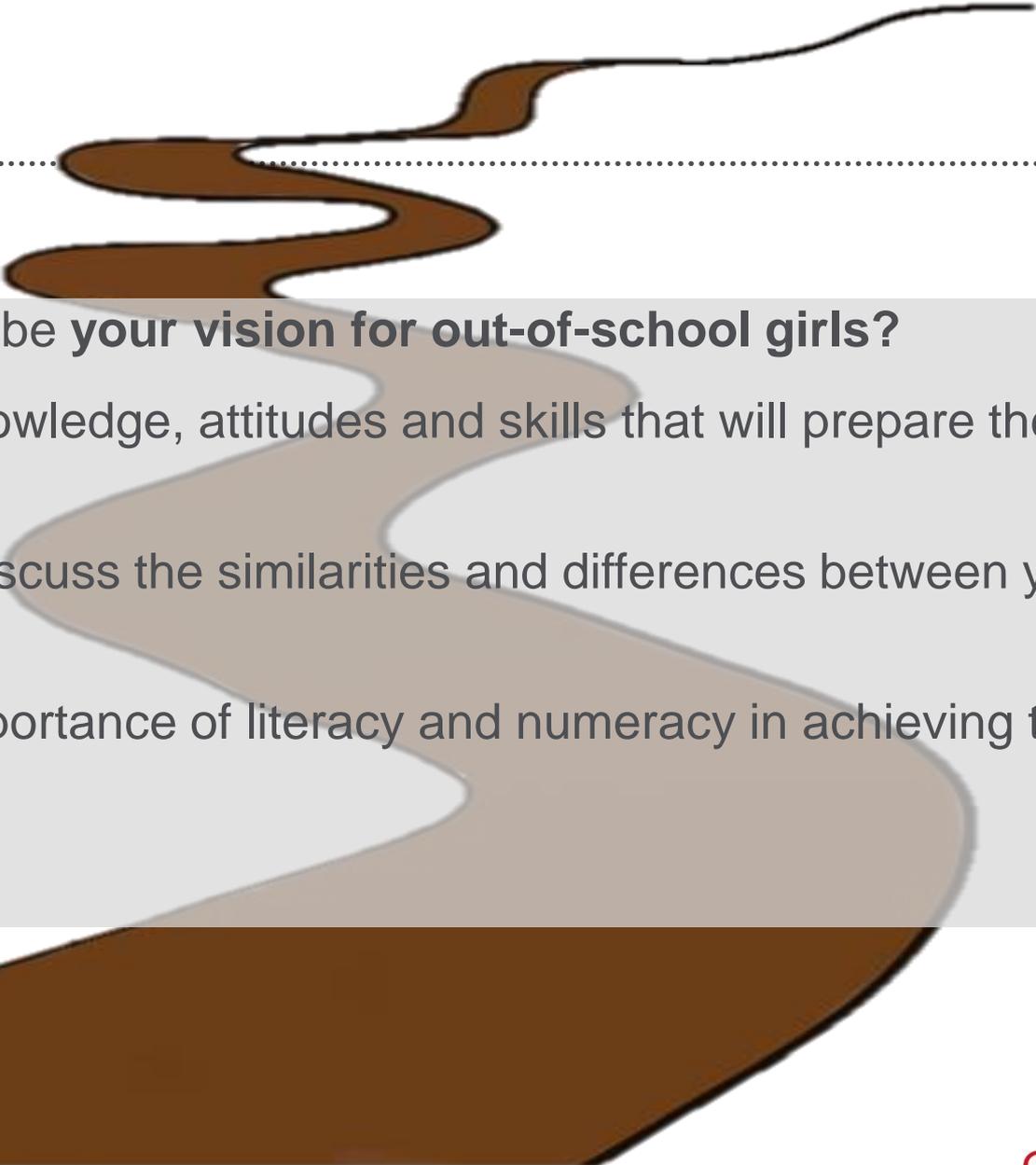
Increasing countries' PISA scores by 25 points is predicted to equate to \$115 trillion in economic growth

Our vision

We believe that girls who have never been to school or who have dropped out should have the chance to learn, realise their aspirations and secure their wellbeing.

- We want out-of-school girls to achieve meaningful literacy and numeracy, and acquire relevant knowledge, skills and attitudes needed for life and work
- We will generate evidence that drives future policy and programming for girls' education
- We want to bring together private sector, governments, civil society and other donors to work together to sustain and scale up cost effective and innovative solutions

Your vision



- Individually, describe **your vision for out-of-school girls?**
 - What are the knowledge, attitudes and skills that will prepare them for life and work?
- In table groups, discuss the similarities and differences between your visions.
 - Consider the importance of literacy and numeracy in achieving this vision.

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“When a girl is not enrolled, or is pulled out of school, **her rights are violated** and her future options are limited”

Source: UNFPA, 2016



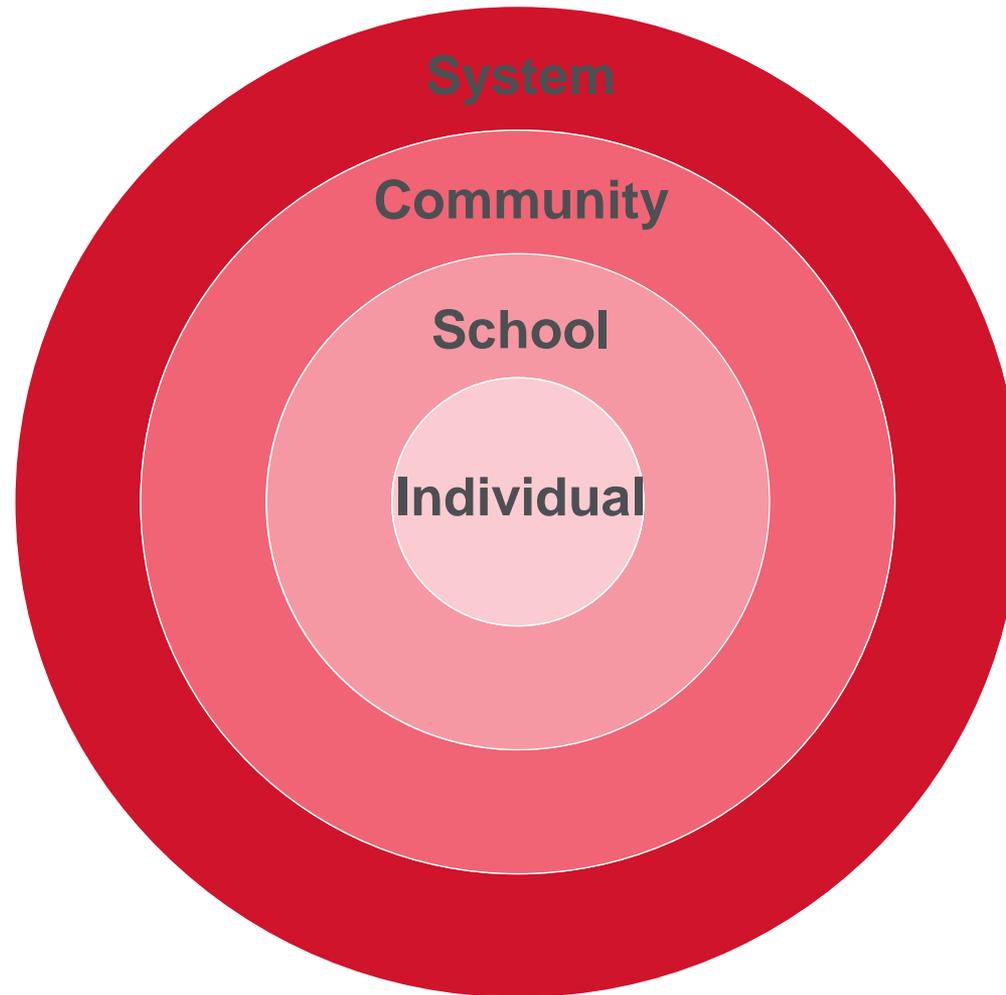
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What are the barriers to getting out-of-school girls into education, training or employment?



Levels of exclusion



The challenge

Globally, girls remain disproportionately out-of-school

Category 1

They are part of a group that are excluded (e.g. nomadic, ethnicity, disability)

Category 2

Their circumstances make it difficult for them to go to school (e.g. poverty, rural, refugee, conflict)

Ideas generation

- **How can we address these barriers and get girls into school?**

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Key questions: Learning

- For the girls you work with, what are the most relevant areas of learning (in terms of knowledge and skills) that will have an impact on their lives?
- How can we provide learning support in a way which best meets their needs and context?
- What innovative approaches might be able to deliver significant gains, including the potential of technology?

Key questions: Social norms

- Social norms affecting the most marginalised girls are deep rooted and wide spread. How can short term projects change these negative norms at family, community and policy level?
- How can we create supportive environments in which very marginalised girls feel they can make choices about their futures?
- What promising approaches around engaging men and boys have you seen work to shift social norms at scale?

Key questions: Sustainability

- How will you ensure the approach will lead to long term change in the lives of the girls?
- How can we change the way families, local communities and schools view and support girls?
- What government systems and policies are needed to sustain and scale these changes?

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75% of girl labourers are unpaid and work for family businesses or farms, compared with 64% of boys



Source: International Labour Organization

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Question and answer session



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One in three girls will experience violence in their lifetime, and many will experience it during adolescence

Source: World Health Organisation

