

Capturing Good Practices in Girls' Education Around the World

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Purpose

This capstone project is a proposal responding to a terms of reference for a consultancy with the Global Fund for Children (GFC). GFC seeks to document good practices and lessons learned from its girls' education partners. For this project, I present my

- Knowledge of the client and their girls' education partner organizations
- Background knowledge on girls' education models and measures
- Methodology to identify good practices in girls' education programs
- Data collection tools and work plan

Client

The Global Fund for Children (GFC) funds small, child-focused grassroots organizations (partners) working with vulnerable populations. The partners design and implement their own programs and monitor their own progress. GFC supports 20 girls' education partners who work on issues of access and quality of schooling around the world.

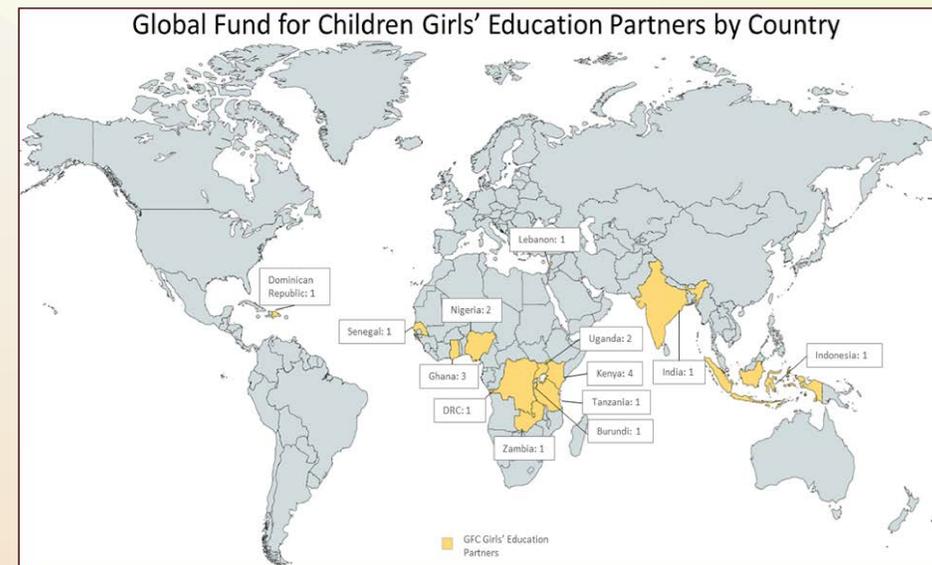
Echidna Giving—a philanthropic foundation that funds research and innovation in girls' education—is a new donor to the Global Fund for Children. Echidna provides financial support for GFC's girls' education partners. Under the Echidna Giving agreement, the consultant will conduct an assessment of all 20 girls' education partners to identify best practices, lessons learned and successful models.

| Girls' Education Portfolio Partners | | | |
|--|--------------------|--|----------------------------|
| Partner Organization | Country | Program Description | Stage |
| 1 Nyanza Initiative for Girls' Education & Empowerment | Kenya | Provides scholarships, tutoring, and leadership programs to vulnerable adolescent girls (single mothers, victims of child marriage, HIV-positive girls, and/or girls involved in sex work) | 1-Entering and orienting |
| 2 Samburu Girls Foundation | Kenya | Runs a shelter and provides education enrollment support, psychosocial counseling, mentoring, and tutoring for girls at risk of child marriage or FGM | 1-Entering and orienting |
| 3 Initiative pour la Promotion de la Santé Rurale et le Développement Intégré au Burundi | Burundi | Provides scholarships, after-school tutoring, counseling, and home visits for girls who experienced sexual abuse or child marriage in a post-conflict area | 1-Entering and orienting |
| 4 Association Jeunesse Espoir | Senegal | Runs a year-long remedial education program and helps victims of human trafficking, girls involved in sex work, and homeless girls reintegrate into formal school | 1-Entering and orienting |
| 5 Georges Malaika Foundation | DRC | Runs the Malaika Girls School and provides leadership and community development training for girls displaced by conflict or victims of domestic or sexual abuse | 1-Entering and orienting |
| 6 Kachere Development Programme | Zambia | Helps girls at risk of child marriage relocate to safer environments, enroll in formal school, and/or learn vocational skills | 1-Entering and orienting |
| 7 Center for Development Initiatives | Ghana | Helps out-of-school girls and victims of gender-based violence and human trafficking in urban and rural areas enroll in school | 2-Intensifying and guiding |
| 8 Achievers Ghana Education | Ghana | Supports girls in slums or those at risk of child marriage attend school, participate in tutoring, girls' clubs, and empowerment programs | 2-Intensifying and guiding |
| 9 Sahyog Care for You | India | Runs after school education programs for underperforming girl students and out-of-school girls | 2-Intensifying and guiding |
| 10 Girls Leading Our World Initiatives | Kenya | Provides mentorship programs, psychosocial support, school placement, self-esteem workshops, and leadership training to girls in child marriage or marginalized girls | 2-Intensifying and guiding |
| 11 Centre for Children's Health Education, Orientation and Protection | Nigeria | Provides school supplies, after-school tutoring, leadership training, and mentoring to girls removed from abusive households | 2-Intensifying and guiding |
| 12 Child and Youth Protection Foundation | Nigeria | Provides formal education, psychosocial support, and mentoring to female survivors of human trafficking and domestic servitude | 2-Intensifying and guiding |
| 13 Action for Children | Tanzania | Runs a second-chance education program, vocational skills training, and after-school tutoring and mentoring programs for victims of child marriage and trafficked girls | 2-Intensifying and guiding |
| 14 Life Concern | Uganda | Helps conflict-affected adolescent girls return to secondary school and/or develop livelihood skills | 2-Intensifying and guiding |
| 15 Rural Initiative for Community Empowerment- West Nile | Uganda | Provides educational support, counseling, leadership training, entrepreneurial skills training, and community engagement activities to adolescent girls impacted by conflict | 2-Intensifying and guiding |
| 16 Insan Association | Lebanon | Helps refugee girls, girls in domestic work, and victims of sexual/physical abuse enroll in school, obtain legal status, and receive psychosocial support | 3-Reflecting and resolving |
| 17 Ghana Women's Voices Foundation | Ghana | Runs an education and livelihoods program, empowerment workshops, and mentoring programs for girl students in rural areas | 3-Reflecting and resolving |
| 18 Yayasan Satu Karsa Karya | Indonesia | Provides education programs and vocational and life skills training to girls aged 13 to 19 who are domestic workers | 3-Reflecting and resolving |
| 19 Kakenya Center for Excellence | Kenya | Runs an academy combining traditional school subjects with reproductive health, leadership, and community development programs for girls grades 4-8 | 4-Exiting |
| 20 Mariposa DR Foundation | Dominican Republic | Provides access to education, life skills training, leadership opportunities, and sports activities to at-risk adolescent girls | 4-Exiting |

Methodology

I propose a mixed methods approach to gather information on GFC's girls' education partners.

- Document review of all materials on partners' girls' education programming
- Semi-structured interviews with GFC staff
- Semi-structured interview with partner point(s) of contact
- Surveys for parents and caretakers of girls' education program participants



Assessment Framework

Adapted from the UNGEI Good Practices Fund criteria, I will ask partners how their girls' education programming is:

1. **Relevant** to the social, cultural, and economic context of the participants and the community served.
2. **Gender-sensitive**, accounting for social norms and practices that impact a participant's quality of education or access to education.
3. **Measurable** against a monitoring and evaluation system maintained by the organization.
4. **Efficient**, demonstrating that the activities of the program impact the lives of its participants.
5. **Inclusive** of actors within the community beyond the target participants to have a wider impact.
6. **Sustainable** in leveraging resources to continue the program and in building capacity among service providers in the community.
7. **Replicable** in another community, country, or region, given similar contexts.

A good practice is an approach that demonstrates success through evidence, contributes to the partner's program goals, and has the potential to be adapted to a new community or context or scaled up beyond its current scope (USAID, 2005).

Data Collection Tools

For GFC staff, I ask:

- Please describe your partner's girls' education program. What have you observed about your partner's program through your correspondences, site visits, funding applications, partner reports?
- What data does the partner submit to track their program process for girls' education?
- Who are the target participants?
- What challenges has your partner had implementing its girls' education programming? How did your partner address those challenges?

For partner point(s) of contact, I ask:

- Background information (description of programming, number of participants)
- **Relevance:** Please describe the population served for your girls' education program. What are the challenges of your participants to access and/or succeed in school? How does your program address these challenges?
- **Gender sensitivity:** How does your program address the specific needs of girls for education? What challenge(s) does your program face for girls' participation?
- **Measurable:** Please provide any data you collected from last year and the year prior for outcomes related to access (participants' enrollment in school, attendance, and completion of an academic year) and quality (participants reaching proficiency in reading or mathematics, improving academic performance, and transitioning to the next grade)
- **Efficiency:** How does your program best utilize program funding and resources to impact participants? If available, how much program funding do you dedicate to each participant (USD\$ breakdown per participant)?
- **Inclusivity:** Who do you engage in the community in your program? How does your program involve members of the community (not including your direct participants)?
- **Sustainability:** What components of your program make it sustainable? How have you prepared components of your program to continue without your support?
- **Replicable features:** Do you plan on expanding your girls' education programming? If so, how do you aim to do so? How do you envision your program expanding beyond your current scope?
- **Lessons learned and next steps:** What challenges have you faced in your girls' education programming? How do you confront those challenges in your implementation? What are your organization's goals for future girls' education programming?

For parents and caregivers, I ask those surveyed if they agree or disagree with the statements below:

- This program helps my daughter/female student enroll in school.
- This program helps my daughter/female student attend school regularly.
- This program helps my daughter/female student improve her grades.
- I know who manages this program and who to contact if I have a question.
- This organization informs me of my daughter's/female student's progress.
- This organization informs me of any changes or updates in the program.
- I feel comfortable talking to the organization about my daughter's participation in the program.

Deliverables and Timeline

Assuming the start date of June 5, 2017, I propose this timeline:

June 5-9: Receive and review all materials from GFC on Echidna portfolio partners, Conduct semi-structured interviews with GFC program staff.

After staff interviews and receipt of partner materials

June 19: Submit framework, data collection tools (protocol and survey), and detailed outline to GFC

June 19-23: GFC reviews framework, data collection tools, and detailed outline and sends feedback to the consultant. Consultant finalizes materials after addressing comments from GFC.

June 26-July 21: Conduct phone or Skype interviews with partner POCs. Disseminate surveys to partners to conduct.

July 21-28: Analyze collected data from interviews and surveys to draft report

July 28: Submit draft report to GFC for review and comments

July 31-August 4: GFC reviews report and sends comment back to consultant

August 11: Submit final report