ENGLISH AND DIGITAL FOR GIRLS’ EDUCATION A MULTI-EDGED SWORD?

www.britishcouncil.org
INVALUABLE PARTNERS
ENGLISH AND DIGITAL FOR GIRLS

AMBITION

MORE INFORMED AND INDEPENDENT LIFE CHOICES
in order to contribute more fully to the family, the economy and society

Enhanced skills and knowledge (English, digital, 21st C)

Enhanced status in family and community

Self-confidence

Awareness of choice and rights
<table>
<thead>
<tr>
<th>Features of Good Practice</th>
<th>EDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multidimensional programming that takes a horizontal approach and seeks to address multiple levers of gender equality and girls’ agency.</td>
<td>✔</td>
</tr>
<tr>
<td>Contextualized programming.</td>
<td>✔</td>
</tr>
<tr>
<td>Non-formal learning spaces and learning-by-doing programming.</td>
<td>✔</td>
</tr>
<tr>
<td>Creation and use of safe spaces for adolescent girls.</td>
<td>✔</td>
</tr>
<tr>
<td>Promoting and nurturing girls’ voice-agency-leadership and soft skills.</td>
<td>✔</td>
</tr>
<tr>
<td>Promotion of role models, including use of peer-mentorship model.</td>
<td>✔</td>
</tr>
<tr>
<td>Promotion of social networks.</td>
<td>✔</td>
</tr>
<tr>
<td>High quality and relevant learning resources.</td>
<td>✔</td>
</tr>
<tr>
<td>Community engagement, including men and boys.</td>
<td>✔</td>
</tr>
<tr>
<td>Encouraging discussion and reflection on the lived realities of girls and their experiences, challenges and opportunities.</td>
<td>✔</td>
</tr>
<tr>
<td>Programming that reflects concerns for both employability as well as social awareness and social change.</td>
<td>✔</td>
</tr>
</tbody>
</table>

The review is that while there has been growth in the number and coverage of programs for gender and digital literacy in South Asia and sub-Saharan Africa, programs that target adolescent girls specifically, and those that include an English language skill development component are fewer in number.
SCALING UP AND OUT

SEED PHASE
2012-2014
Pilot | Phase 1 | Phase 2
Bangladesh
300 clubs

BASELINE & ENDLINE
MR
NA
ToC
IMPACT

SCALING UP
2015-2018
Foundation,
Consolidation
BG, India & Nepal
750 clubs

BASE & MIDLINE
Academic Lit Review

SCALING OUT
2019-2021
Extension
8 Countries (SA & SSA)
2000 clubs
RESULTS AT 2017

DELIVERED
SKILLS DEVELOPMENT AND USE
CHANGED PERCEPTIONS
CONFIDENCE
FAMILY/COMMUNITY BUY IN
IMPACT STUDY TOC SUPPORTED
LESSONS LEARNED

COMPLEXITY OF CONTENT CREATION

COST AND MAINTENANCE OF HARDWARE

PARTNERS AND COMPLEXITY
SCALING UP AND OUT

SEED PHASE
2012-2014
Pilot | Phase 1 | Phase 2
Bangladesh
300 clubs

SCALING UP
2015-2018
Foundation, Consolidation
BG, India & Nepal
750 clubs

SCALING OUT
2019-2021
Extension
8 Countries (SA & SSA)
2000 clubs

Baseline & Endline
MR
Base & Midline
NA
Academic Lit Review
ToC
Research Qs
ToC
Endline
IMPACT
IMPACT 2
LEVERS TO SCALING OUT

Evidence
- Role of English
- Socio-economic outcomes

Programme Design
- Employability
- Content, Hardware

Operating Models
- Variants
- Widen funding sources
“Now we can dream big. We can select the right path and help others take it”