EDUCATION FOR GIRLS

ALTERNATIVE PATHWAYS TO GIRLS’ EMPOWERMENT

by

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INTEGRATED APPROACHES TO IMPROVING THE LIVES OF ADOLESCENT GIRLS
ISSUE PAPERS SERIES

This paper is one of a series of five Issue Papers commissioned by the Department for International Development, UK (DFID) and the Girl Hub, synthesizing key evidence on integrated approaches to economic assets, health, education, social norms and preventing violence, in improving the lives of adolescent girls. The focus on integrated approaches (addressing more than one area such as health and education) aimed to assess evidence testing the strength of integrated approaches, and to avoid duplicating recent sectoral based reviews.

Each Issue Paper is accompanied by a mapping of relevant research and evaluations of interventions.

The Issue Papers were commissioned to feed into a Technical Expert Meeting on Adolescent Girls, hosted by DFID and the Girl Hub on the 17th-18th October 2012 in London. The meeting drew together more than 60 leading experts working on adolescent girl research, programming, and evaluation to discuss priority research and evidence gaps and consider key methodological questions around research in this area.

This report represents solely the viewpoint of the author, and does not necessarily represent the views or policy of Girl Hub, Nike Foundation, or DFID.

All the Issue Papers, the mappings, the compilation of mappings and the workshop report are available on http://www.girleffect.org.
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I. EXECUTIVE SUMMARY

This paper synthesizes key evidence on multi-dimensional educational investments in developing countries designed to empower adolescent girls. Multi-dimensional educational investments are defined as those that provide girls with competencies or assets beyond the educational basics, including social, personal, and economic competencies. Popular educational interventions for girls in the formal system, such as conditional cash transfers and scholarships, are not considered to be multi-dimensional. While they seek to improve school access, they do not seek to improve the learning environment, the relevance of education for girls or the acquisition of a broader range of competencies.

This is a timely topic given the many adolescent and education initiatives that are in a formative stage. The topic is sufficiently new that the published literature is almost non-existent. Therefore, most information has been gathered from organizational reports and/or donor reports and evaluations as well as key informant interviews. In selecting the interventions to highlight in the paper, the author’s best judgment has been used to identify those that appear most promising.

Murphy-Graham (2012) has proposed a very useful way to think about the concept of “empowerment” in an educational context. Her conception of empowerment demands even more of education than is typical in that it embraces action as well as recognition and critical thinking capacities. Many who voice a desire to see education become more “relevant” are thinking along the same lines. With her conception in mind, this paper proposes a typology of the competencies that a multi-dimensional education should impart for it to be empowering for girls. These include basic educational competencies, social competencies, personal competencies and economic competencies. The term “competency” encompasses knowledge, skills, attitudes and values.

The presentation of promising multi-dimensional educational investments is organized in two parts: (1) investments in the formal educational system or in students enrolled in the formal education system and (2) the creation of non-formal educational opportunities. Formal-sector interventions have certain clear advantages for girls including the enhanced social status that comes with attendance in a formal school as well as the economic value that comes from degrees from accredited institutions. In addition, formal sector educational investments typically involve many more contact hours over a longer period of adolescence as well as the potential of longer-term sustainability because of collaboration with the public sector. Non-formal educational interventions are typically newer, smaller in scale and have many fewer contact hours and a shorter duration.

Evaluations have been completed on a few of the programs highlighted in the paper, but almost none of these have been set up from the initial design in such a way as to allow a prospective randomized impact assessment or even a quasi-experimental assessment. Furthermore, when randomization has been possible and preliminary results have been published, the range of competencies measured at baseline and end line would be insufficient to inform the broader questions addressed in this paper.

Collaboration across sectors (i.e. education, health, labor and adolescent development) is essential for effective program design and research in this field of adolescent programming. This report identifies some promising programmatic models requiring more research attention for lessons to be drawn. In some cases this might involve extending longitudinal analysis over a longer time frame; in other cases it might involve a broadening of the range of measured outcomes assessed; in other cases it might involve the piloting of an existing program in a new setting where a prospective randomized trial can be set up prior to the program launch.
II. INTRODUCTION

This paper will synthesize key evidence on multi-dimensional educational investments in developing countries designed to build a diverse range of competencies (e.g. knowledge, skills, attitudes and values) in such a way as to empower adolescent girls. For the purposes of this paper, multi-dimensional educational investments are defined as those providing girls with competencies or assets beyond the educational basics, including social, personal and economic competencies. Popular educational interventions for girls in the formal system, such as conditional cash transfers and scholarships, are not considered to be multi-dimensional.

While they seek to improve school access, they do not seek to improve the learning environment, the relevance of education for girls or the acquisition of a broader range of competencies.

Traditionally, it was thought that girls who attended formal government schools and achieved critical educational milestones such as primary and/or secondary school completion would acquire the competencies needed for successful adulthoods. Today, there is growing awareness of the poor quality of many schools in developing countries thanks to new data on learning outcomes (Center for Universal Education, 2011). In addition, experts increasingly question the “relevance” of prevalent educational approaches, particularly for adolescent girls. This is because girls need a range of competencies to overcome multiple disadvantages and ultimately achieve successful adulthoods in a context of persistent discrimination. However, most schools are still based on rote learning using curricula geared more towards developing academic competencies than a broader range of individual, social and economic competencies.

In response to this situation, many donors and NGOs are working to improve the quality and relevance of educational opportunities for adolescent girls, sometimes in collaboration with the government and ministries of education, sometimes by creating formal educational alternatives for adolescent girls either in NGO or private schools or by creating non-formal educational alternatives. These efforts are intended to broaden girls’ range of competencies in order to have multi-dimensional impacts on their future lives.

Such a contemporary topic presents some challenges for the researcher as few relevant interventions have been in place for long enough to have been evaluated and/or published in peer-reviewed educational or development publications. All issues of the top 16 British, American and international journals on education were reviewed from the past three years, but there was not a single article that would be relevant to the task at hand. Instead, most information presented here was found in working papers, organizational reports and consultant reviews as well as through email inquiries and interviews.

In selecting the interventions to highlight in the paper, the author’s best judgement has been used to identify those that appear most promising and that are illustrative of a range of interesting approaches. Some of the programs featured have been evaluated or are being evaluated using randomized or quasi-experimental methodologies to compare outcomes between intervention groups and control groups according to a few outcome measures. Other programs have been evaluated retrospectively using a variety of qualitative methods. However, rarely do evaluations explore a full range of impacts on individual, social and economic capabilities or carry forward impact assessments for a sufficient number of years to determine longer-term adult outcomes. This is not surprising given the multi-faceted nature of education, even in its most basic form.

2 For the purposes of this paper, adolescence is defined as ages 10-19.
4 The author would like to particularly acknowledge helpful conversations and emails with Sara Posada at the Nike Foundation, Kristen Woalf at the Girl Hub, Sally Gear at DFID, Emily Leys, the director of Girls’ Education at Room to Read, Fiza Shah, the CEO of Developments in Literacy (DIL); Phil Lillenthal, the CEO of Global Camps Africa and Erin Murphy-Graham with respect to the Sistema de Aprendizaje Tutorial (SAT) and Preparation for Social Action (PSA) programs. Many were able to share information with me about particular programs that are not currently available from other sources, in particular programs funded by the Nike Foundation.
An additional challenge is the difficulty of distinguishing educational interventions in the formal sector for younger (10-14) and older (15-19) adolescent girls or of distinguishing the effects of educational interventions according to age. This is because the typical classroom in many developing countries is highly age-diverse. In most African countries, for example, the majority of older adolescent students (15-19) attend primary, not secondary school (Lloyd 2010). This is because of delays in starting school and frequent grade repetition but also because many primary school leavers drop out rather than continue to secondary school for reasons of costs as well as because of a shortage of secondary school places. While we can be reasonably sure that adolescents attending secondary school are older adolescents, we cannot assume that all adolescents attending primary school are younger. This age diversity in formal primary schools in some countries can make it difficult to design programs that are age-appropriate and often puts younger girls at risk when they attend classes with older adolescents. In the non-formal educational sector, target age groups can be specified and more easily adhered to.

The paper begins with a short conceptual framework providing a typology of educational investments for adolescent girls defined as multi-dimensional. The main body of the paper highlights promising educational programs for girls with empowerment impact or potential. The discussion is organized by whether they are situated in the formal or non-formal sector. The paper concludes with a discussion of challenges and opportunities.

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5 Lam, Marteletto and Ranchhod (2012) have found that in South Africa where African girls attend classes that are more diverse in age than their coloured or white peers, sexual debut is earlier given the exposure to older same-grade peers.
III. CONCEPTUAL FRAMEWORK

For many years, education for girls has been identified as one of the best investments a society can make because of the many social and economic benefits that accrue. These documented benefits include later marriage, lower fertility, healthier, more educated children, and more rapid economic growth. Summers (1992), when he was senior economist at the World Bank, wrote: “If more girls had gone to school a generation ago, millions of infant deaths could have been averted each year, and tens of millions of families could have been healthier and happier.” In the past twenty years, many others have joined the chorus including King and Hill (1993), Schultz (2002), Herz and Sperling (2004), Rihani (2006), and Chaaban and Cunningham (2011).

At first, the policy community focused on a younger population of girls not yet able to access primary school. This focus reflected international commitments (Education for All and the Millennium Development Goals) to achieve universal primary schooling in the context of persistent gender gaps. In more recent years, as most countries have achieved or are approaching universal primary enrollment and gender gaps at the primary level are narrowing, disappearing and in some cases even reversing, attention has shifted to secondary school-age (adolescent) girls. More and more girls are in a position to transition to higher levels of schooling where the economic returns are estimated to be even greater than the returns from primary school completion (Psacharopoulos and Patrinos, 2004).

While investments in girls’ education may fuel economic development, they are not sufficient in and of themselves to empower individual girls. This is because basic education in much of the world is taught by rote with limited opportunities for students to develop an inquiring mind or the critical thinking skills that could provide building blocks toward empowerment. Furthermore, the many cultural attitudes and constraints that women experience as adults in society are difficult to escape even while in school given that teachers and administrators are themselves a product of those cultural attitudes and constraints.

Indeed, Nussbaum (2003) warns that “resistance to education is increased when its proponents push for real education, by which [she] means an overall empowerment of the woman through literacy and numeracy but also the cultivation of the imagination and the mastery of her political and economic situation” (p. 336).

Empowerment is a very overused word in the international development literature, but Murphy-Graham has developed a very insightful way to think about it in an educational context. In her recently published book, Opening Minds, Improving Lives (2012), she conceptualizes empowerment through education as a process of “recognition, capacity building and action.” She proposes that, through education at its best: “empowered individuals come to recognize their inherent worth, the fundamental equality of all human beings and their ability to contribute to personal and social betterment. They develop the capacity to critically examine their lives and broader society and take action toward personal and social transformation (p.3).

A good education, a “girl-friendly” education, a “relevant” education, a quality education can do more to assure girls of a safe, productive and more empowered passage to adulthood than a typical or average education. Murphy-Graham’s conception of empowerment demands even more of education than is typical in that it embraces action as well as recognition and critical thinking capacities. Many who voice a desire to see education become more “relevant” are thinking along the same lines.

In order to assess the relevance of a range of educational investments for this review, and with

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6 It is interesting to note, nonetheless, that in a five-year follow up of a randomized trial of a girls’ scholarship scheme that rewarded academic achievement which ran for 2 years in western Kenya, it was found that girls attending program schools showed some slight evidence of greater empowerment relative to girls attending non-program schools as measured by the percent having entered into arranged marriage and the percent that found domestic violence acceptable (Friedman, Miguel, Kremer and Thornton, 2011). These results make clear that even more years in an unimproved school can also make some small contribution towards greater empowerment for girls. The author is not aware of any other study with a long enough window of observation that has yet assessed long-term empowerment outcomes

7 The lack of success of a very intensive HIV prevention program in rural Tanzanian schools was attributed to the many contextual barriers that were not addressed in the intervention but were very present in the school and community environment, including culture, social status and gender (Wight, Plummer and Ross, 2012).
Murphy-Graham’s perspective in mind, this paper presents a typology of the types of competencies that the ideal basic education should impart for it to empower adolescent girls (see Box 1). The term “competency” encompasses knowledge, skills, attitudes and values. These are grouped into four categories.

Of course, few schools can deliver on all dimensions, particularly in poorly resourced settings, but the very best and most elite schools everywhere strive to achieve many of these elements. This review will focus on those educational investments in adolescent girls that have not only strived to improve the production of core educational competencies but have also focused on at least some aspect of one or more of the other competencies listed above (i.e. social competencies, personal competencies and economic competencies). Thus, non-formal programs serving adolescent girls that do not include the core educational competencies (at a minimum literacy for out-of-school girls) are not included in this review.

**BOX 1 COMPETENCIES FOR EMPOWERMENT**

- **Core educational competencies**: Reading, writing and language fluency as tools for daily living and lifetime learning, number fluency, critical thinking and problem solving skills, organizational skills.

- **Social competencies**: pro-social values, social connectedness, friendship networks, respect for human rights, gender consciousness, collaborative skills, negotiating skills, leadership skills, knowledge of social systems and local and global issues.

- **Personal competencies**: Self-esteem, communication skills, health (including reproductive health) knowledge and management skills, self-protective skills.

- **Economic competencies**: Financial literacy, environmental literacy, resource management, farming skills, entrepreneurship, international language skills, and computer/information technology skills.

Popular educational interventions for girls in the formal system, such as conditional cash transfers and scholarships, are not multi-dimensional and therefore not included in this review. Scholarships and conditional cash transfers do not seek to enhance the quality and relevance of education for girls. Instead, they reduce the costs of school, thus increasing girls’ chances of attending and completing critical levels of formal, typically government, school. Other girls’ education programs or projects that will not be covered in this review include those that provide subsidies for uniforms, textbooks and/or transportation to and from school, boarding facilities and menstrual supplies and improved toilets. While each of these approaches is designed to facilitate school attendance for girls, they do not involve the types of multi-dimensional enhancements to educational quality that have the potential to affect their health, their exposure to violence, their values or behavior or their employability.

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8 In developing this list of essential competencies, this paper draws on the theoretical framework developed for Growing Up Global; in particular the defining attributes in a conceptualization of a successful transition to adulthood (NRC/IOM 2005), the educational manifesto for adolescent girls developed by Lloyd and Young (2009), the list of assets developed by Austrian and Gati (2010) in their toolkit for girl-centered programming, the list of proposed competencies for primary and post-primary grades being developed by the Learning Metrics Task Force hosted by Brookings and UNESCO (2012, in draft), and Murphy-Graham (2012)’s discussion of education for empowerment.

9 Embedded within these competencies are all the assets of particular interest to Girl Hub including health, economic assets, pro-social values and behavior and violence prevention.

10 The one exception to this rule of inclusion is the case of extracurricular programs for enrolled students who are getting the basics during the regular school day.

11 For example, a particularly well documented and evaluated program for adolescents in Uganda run by BRAC which provides life skills to reduce risky behaviors and vocational skills to in and out-of-school adolescents ages 14-20 is not included in this review because it does not appear to provide complimentary instruction in the educational basics. Furthermore, the evaluation does not assess the impact of the program on some of the basic educational competencies as listed in Box 1 above (Bandiera et al, 2012).

12 In Malawi, a randomized trial of CCTs and UCTs illustrated the trade-offs between strategies when both educational and health outcomes are assessed in the impact evaluation. The CCTs had a significant impact on enrollment; the UCTs had a significant impact on pregnancy and marriage rates among those that who had dropped out of school. Thus, each approach affected one type of outcome but not both (Baird, McIntosh and Ozsler, 2011).
IV. CURRENT EDUCATIONAL INITIATIVES WITH EMPOWERMENT POTENTIAL

As stated earlier, this review draws mainly on organizational reports and/or donor reports and evaluations. The review is not comprehensive in that it relies on a small circle of personal contacts who are likely to know about the best funded interventions and most widely known interventions in the English-speaking world but cannot be assumed to know about all the potentially relevant interventions. Indeed, some potentially relevant interventions may be unknown outside small local circles.

In reviewing multi-dimensional educational investments that have the potential to empower adolescent girls, the discussion is organized into two parts: (1) investments in the formal educational system or in students enrolled in the formal education system and (2) the creation of non-formal educational opportunities (see Box 2). Relevant investments in the formal educational sector include both the creation of alternative formal NGO/private schools as well as collaborations with the public sector to provide curricular and teaching enhancements to existing formal government schools. These enhancements include upgrades to teaching and content within the regular school day as well as extensions of the school day through various extracurricular programs. Multi-dimensional non-formal educational programs target adolescent girls who are not currently enrolled in the formal system in order to provide them with specific individual, social and economic competencies. The most well known approach in this category is “safe spaces” for girls.

**BOX 2 CATEGORIZING MULTI-DIMENSIONAL EDUCATION INTERVENTIONS**

<table>
<thead>
<tr>
<th>FORMAL</th>
<th>NON-FORMAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGO schools</td>
<td>“Safe Spaces”</td>
</tr>
<tr>
<td>Enhancements to government schools</td>
<td>Complimentary programs</td>
</tr>
<tr>
<td>Extracurricular programs for students</td>
<td>Alternative programs</td>
</tr>
</tbody>
</table>

The distinction between formal and non-formal educational investments is an important distinction and may need further explanation (see Box 3). While attending school, girls attain a heightened and protected social status in the community (Lloyd and Young, 2009). Furthermore, through formal schooling’s accreditation by the government, schooling levels, such as primary and secondary, offer credentials with a common meaning that is widely understood in the community and in the workplace. The same cannot be said for non-formal education that is literally unseen and uncounted. No common metrics have yet been developed to give non-formal education content and meaning. While, non-formal education has the potential to develop competencies in all of the areas laid out in the conceptual framework, it is currently handicapped by its invisibility, its typically unofficial status as well as its potential instability, given that it is often completely donor dependent. By contrast, enhancements to formal government schools have the potential to be ultimately embraced by the government and scaled up. In addition, formal sector educational investments typically involve many more contact hours over a longer period of adolescence than non-formal educational interventions.

**BOX 3 DISTINCTIONS BETWEEN FORMAL AND NON-FORMAL EDUCATION**

<table>
<thead>
<tr>
<th>FORMAL SCHOOLS</th>
<th>NON-FORMAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard curriculum</td>
<td>Nonstandard curriculum</td>
</tr>
<tr>
<td>Set number and sequencing of grades</td>
<td>Flexible sequencing and grading</td>
</tr>
<tr>
<td>Common calendar</td>
<td>Flexible calendar</td>
</tr>
<tr>
<td>Registered, licensed and accredited</td>
<td>Not necessarily accredited</td>
</tr>
<tr>
<td>Government, NGO or private-for-profit</td>
<td>Government, NGO, private-for-profit</td>
</tr>
</tbody>
</table>

Source: Lloyd and Young (2009)

13 Documents in French and Spanish were not reviewed.
The appendix table or matrix provides a guide to the education interventions that have been highlighted in this review. The table is organized according to the following topics:

- Intervention type, program name and location(s),
- Target group: girls only or mixed; age range and/or education level,
- Community engagement,
- Exposure time per beneficiary: years, weeks/year, days and/or hours per week,
- Type of evaluation, if any, and stage of completion,
- Competencies taught: (1) basic educational, (2) social, (3) personal, and (4) economic.

While it is possible to identify the competencies each intervention is designed to address, it is not possible, with the available information, to quantify the extent of exposure to each competency separately or the weight of the mix of elements within each competency. Furthermore, for those interventions that have been evaluated, it is rare for them to be evaluated according to more than one type of competency or for more than one or two of the elements within each competency. Furthermore, information on funding in terms of dollars spent for the intervention and/or the evaluation, if any, are not available nor is information on data quality.

**MULTI-DIMENSIONAL EDUCATIONAL INVESTMENTS FOR GIRLS IN THE FORMAL SECTOR:**

Multi-dimensional educational investments in the formal sector are those with innovative pedagogy and/or specially trained teachers and/or “relevant” curricular enhancements that are designed to provide adolescent girls with a broader range of competencies, while challenging existing gender norms. These investments can involve the creation of alternative schools, the enhancement of existing public schools or the creation of extracurricular programs for female students. Thus, this review includes:

- Interactive learning models designed to improve critical thinking and learning while challenging traditional education hierarchies and gender stereotypes.
- Gender-responsive teaching, including the training and deployment of more female teachers to develop more egalitarian attitudes and values about human rights, in particular gender.
- New curricular elements targeted at the development of specific social, individual and economic competencies.

**Formal NGO Schools:** The only formal education program that has been evaluated in a multi-dimensional framework is the SAT program (Sistema de Aprendizaje Tutorial)\(^4\) in Honduras (McEwan, Murphy-Graham and Aguilar, 2012; Murphy-Graham, 2010; 2012). The SAT program provides an alternative secondary education, including interactive learning, gender-responsive teaching and specific curricular elements designed to impart relevant knowledge and skills for the pursuit of productive livelihoods in rural settings, thus addressing all four competencies outlined above. SAT was designed in the early 1980’s by FUNDAEC (Fundacion Para la Aplicacion y Ensenanza de las Ciencias) -its parent organization. FUNDAEC assists with technical support, training and textbook development. The SAT program, which is implemented in each setting through local NGOs, is in operation not only in Honduras, where it has been evaluated, but also in Colombia, Guatemala, Costa Rica, Nicaragua, and Ecuador. SAT schools in Honduras are fully accredited and subsidized by the government.\(^5\)

Underlying the SAT approach is a set of values including “the oneness of humanity, the role of justice, human nature, gender equality, the role of knowledge and the process of social change” (Murphy-Graham, "Tutorial Learning System"

\(^1\) McEwan et al (2012) have compared SAT schools to charter schools in the US in that they are NGO-managed but subsidized by the government.
Service to the community is an essential feature of the program; communities also support the program through the donation of land, the provision of technical assistance in agriculture and assistance with classroom construction. The textbooks are organized around capabilities, not around traditional subjects. Students are organized into groups, each with a tutor. Tutors do not act like traditional teachers; they use interactive and experiential approaches to learning. Groups meet 20-25 hours a week with a schedule arranged to accommodate the competing time demands of participants. While SAT targets adolescents who have finished primary school, the schools in Honduras were also found to have enrolled some young adult women.

Both quantitative and qualitative evaluations have been undertaken of SAT in Honduras. The quantitative evaluation used a quasi-experimental design to compare learning outcomes between SAT schools and regular public schools and found, after two years, that adolescents in SAT villages had higher composite test scores (McEwan et al, 2012). Murphy-Graham (2010; 2010) also did an in-depth longitudinal qualitative evaluation focusing on various competencies related to her conceptualization of girls and women’s empowerment (see discussion above). Her evaluation took place in four villages, three where the SAT program had been in place for five or more years and the fourth where implementation had been planned but cancelled unexpectedly. The setting was a very poor one and women faced many economic and social constraints in the family, community and local economy. Nonetheless, Murphy-Graham found that the adolescent girls and women who had gained their secondary education through SAT as adolescents had developed more self esteem, pro-social values including a greater respect for others and a sensitivity to gender issues, a greater ability to communicate and assert themselves within the community and the family, and a more critical understanding of the world around them than women in the comparison village. SAT also taught them concrete remunerative skills appropriate to the setting such as accounting and agricultural techniques.

Another program that is worth mentioning is Developments in Literacy in Pakistan. Developments in Literacy (DIL) is an NGO developed and supported by members of the Pakistani Diaspora from the States, U.K. and Canada with the goal of addressing girls’ societal and educational disadvantage in Pakistan. DIL now runs 147 schools in partnership with local Pakistani NGOs in all four provinces of Pakistan, educating more than 16,000 students. Girls represent the majority of students attending these schools with percentages ranging from 60 to 70 percent depending on the location and school. DIL’s mission is “to provide quality education to disadvantaged children, especially girls, by establishing and operating [formal] schools in the underdeveloped regions of Pakistan, with a strong focus on gender equality and community participation.” (Developments in Literacy, 2010). All their schools, both coed and girls schools covering grades 1-8, include certain basic elements in terms of curriculum and pedagogy representing the building blocks for girls’ empowerment. First and foremost, they have developed their own Teacher Education Center to address the poor quality of existing teacher training using student-centered teaching methods. All DIL schools emphasize creativity as well as social skills and critical thinking skills and begin teaching English in the early grades along with local languages. DIL has developed its own reading materials showing girls exercising leadership and pursuing non-traditional roles and occupations. Inquiry-based science instruction and computer labs have also been introduced into the learning environment in about a third of the schools and DIL is starting to make use of learning materials available via the internet from the Khan Academy. The success of DIL is very much predicated on community and parental involvement in the maintenance and smooth operation of the schools.

As the program has evolved, the leadership of DIL has recognized the importance of supporting their girls...
in making a transition to secondary school (grades 9 and 10), as well as transitions to college (grades 11 and 12) and to employment. As a result, starting with the graduates of grade 8 at the end of middle school in 2007, DIL now provides financial support to girls to go on to government secondary schools. They have also introduced a vocational training centre to provide support to the communities where DIL is located. Unfortunately, DIL schools have not been formally evaluated against alternatives in Pakistan.19

Prerna, an all-girls formal school in the slums of Gomtinagar in Lucknow, India run by a private NGO (Study Hall Educational Foundation), provides an impressive model of what can be done to provide the least advantaged girls a quality education. The school is built around a critical feminist pedagogy that emphasizes all four competencies. Prerna was founded in 2003 and covers all grades from pre-school to grade 12. The school meets in the afternoon to accommodate the needs of girls whose economic circumstances require that they work. Community and parental engagement are important parts of the model, including an agreement signed by the parents to protect their girls from child marriage. Pedagogy is engaging, interactive and activity-based. The curriculum is enriched with a strong emphasis on English fluency and includes sports, martial arts, music, art and drama encouraging girls to develop a strong voice. Computer and vocational training are also provided. The relevance of the curriculum is enhanced with explicit empowerment and gender studies. The results have been impressive in terms of retention, graduation, academic performance and job transitions (Sahni 2012).

Epstein and Yuthas (2012) have proposed a new educational model for formal education in poor settings that builds relevant marketplace, entrepreneurship and health care skills. They call it “school for life”. It involves student-centered learning and significant changes in both content and pedagogy to focus on life skills. They are currently piloting their model with Escuela Nueva in Colombia. While they do not mention gender issues in their discussion, Escuela Nueva’s approach is known to be “girl friendly” in that it uses a learner-centered approach with active learning, including verbal participation, group work and opportunities for leadership. In an evaluation of multi-grade schools in Guatemala and Nicaragua run by Escuela Nueva, Girls’ Education Monitoring System GEMS (2003) found that girls had better learning outcomes and progression rates than girls in more traditional schools.

Several all-girls’ schools – Fundacion Paraguay’s all girls’ agricultural school (CEM) in Paraguay and the Akilah Institute in Rwanda – provide experiments in relevance and self-sustainability. In both cases, small-scale on-campus enterprises are being used as a platform for girls to develop skills and generate sufficient income to cover the school’s operating costs.

Enhancements to public schools: Room to Read, an international NGO based in San Francisco, runs the best known and most far reaching program devoted to girls’ formal secondary education that involves enhancement to formal government schools. Room to Read now has girls’ education programs in nine countries: Bangladesh, Cambodia India, Laos, Nepal, Sri Lanka, Tanzania, Vietnam and Zambia with over 13,500 girls enrolled (Room to Read, 2011). In each school (typically coed) where Room to Read works, the locally staffed office of Room to Read offers a number of educational enhancements for girls including gender-responsive teacher training, mentoring, academic support, infrastructural support to provide safety and security, life-skills, community engagement through the provision of financial and in-kind resources as well as, for a small number of the neediest girls in each school, some material support. The life skills program, which includes 30 competencies, covers most of the elements included in the four competencies laid out in the conceptual framework presented above. The life skills program is not only extensive but also intensive in that it involves at least 80 contact hours a year for as many as 5-6 years for each girl in secondary school. The venue for the lifeskills program varies depending on the setting and can include after school or weekend classes, camps and workshops. In 2011, Room to Read launched a four-year externally led evaluation of the girls’ education program with the most in-depth evaluation being planned for their program in Sri Lanka.20

19 Information was updated with a phone interview with Fiza Shah, Founder and CEO and from website http://dil.org/wp-content/uploads/2012/05/FinalDILAnnualReport2010.pdf
20 This paper has benefited from extensive conversations between the author and Emily Leys, Director of the Girls’ Education program at Room to Read.
Another program designed to enhance the range of competencies developed in public schools is the Institute of Human Rights Education (IHRE) in India. It has been implemented in roughly 4000 government schools in many states of India and involves the introductions of 2 hour-long periods per week in grades 6, 7 and 8 focusing on all aspects of human rights. Of particular interest is education about gender discrimination, including special attention to violence and abuse. In a just-published case study of experiences with human rights education in India, Bajaj (2012) notes the importance of context for fostering positive results. In particular, she found that the presence of particular conditions enhanced the success of the IHRE curriculum including (1) close contact between school, teachers and NGO, (2) frequent staff visits to school and opportunities for in-service training such as regional workshops, (3) teacher’s interest in nurturing student activism and (4) teachers’ willingness to intervene in situations of inequality and abuse.

UNICEF is active in most developing countries, promoting and supporting investments in its model of child friendly schools (CFS) – schools that are intended to be gender sensitive and girl-friendly. UNICEF works with governments. Their CFS approach is designed to improve the quality of public primary schools. With UNICEF support, funded primary schools are meant to have a child-centered pedagogy, provide a health, safe and protective learning environment (including life skills and health education), and be democratic and inclusive. If ideally realized, the CFS model could be expected to develop at least some aspects of the first three competencies. In 2008 UNICEF commissioned a retrospective descriptive evaluation of its CFS in 6 countries – Nigeria, South Africa, the Philippines, Thailand, Guyana and Nicaragua – with visits to around 25 schools in each (UNICEF, 2009). Because of the huge variation across countries and schools in levels of investment and degrees of implementation, the evaluators found it hard to generalize but, in most settings, they found that girls reported feeling more “included” in CFS schools. Interestingly female students had more positive feelings about safety than male students in CFS schools.

Forum for African Women Educationalists (FAWE) has developed the Centre of Excellence (COE) model through which ordinary schools are transformed into gender-responsive schools that offer quality education that pay attention to the physical, academic and social dimensions of both girls’ and boys’ education. Centres of Excellence were initiated in 1999 and have been introduced in Burkina Faso, Chad, Comoros, The Gambia, Guinea, Kenya, Madagascar, Namibia, Rwanda, Tanzania, Togo, Uganda, Zambia and Zanzibar. Features include: gender-responsive training for teachers and school, an emphasis on Science, Mathematics and Technology for girls, empowerment training for students, sexual maturation management program for girls, gender-responsive school infrastructure and community involvement in school management. So far, 6500 students have been enrolled in COE’s but no evaluation of the model was found.21

Syakha Nentsha is a life orientation program that is being piloted and evaluated for impact in formal public secondary schools in peri-urban areas located outside Durban, South Africa. The program is designed to enhance the existing life skills curriculum in South African secondary schools, with boys and girls in grades 10 and 11 as target beneficiaries. Two versions of the enhanced program are being tested – one that is addressed to individual and social capabilities, and an enriched version that also addresses some aspects of economic capabilities. Outcomes from these two programs are being compared to the standard lifeskills curriculum provided by the government. The 3-armed pilot is randomized by classroom in six schools. An impact evaluation after 18 months has shown some positive results in terms of individual and social capabilities, in particular in self-esteem, inclusion, financial literacy and healthy behaviors (Hallman and Roca, 2011). Learning outcomes have not been evaluated.

**Extracurricular programs for enrolled students:** In addition to educational investments to benefit girls within the formal school setting, others are targeted to enrolled students but scheduled to meet outside normal school hours. Thus, they can be seen as supplementing the education provided by the formal system with the provision of some or all of the individual, social and economic competencies identified above. There are several examples including GEM 1&2 in Ethiopia, Voice program in India, CARE in Egypt

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21 Information from FAWE’s website: http://www.fawe.org/activities/interventions/COEs/index.php
and Tanzania through its leadership (PTLA) and sports programs (ITSPLEY), an extension of SAT in Africa called Preparation for Social Action (PSA) in Uganda among other African and Asian countries, and Global Camps Africa in South Africa.

The GEM project in Ethiopia has been targeted to secondary and vocational school girls and provides Economic Empowerment Circles as safe spaces for training on business, leadership, problem solving, health issues and other life skills. The VOICE project in India involves summer camps for girls primarily in grades 7-10 (lower secondary) to boost girls’ communicative English skills using more interactive pedagogy and including content designed to develop a range of individual and social competencies (Dearn, 2011). CARE’s leadership program (PTLA) involved five leadership competencies: voice, confidence, decision-making, organization and vision and motivating others. CARE’s sports program (ITSPLEY) was also geared to developing leadership skills (Miske, Witt and Associates, 2011 a&b).

The Preparation for Social Action program (PSA) is a modified version of the Honduran SAT program (discussed above). The curriculum has been translated into English from Spanish for use in Asia and Africa. There is a great deal of overlap between PSA and SAT, as students study very similar texts and the underlying emphasis on empowerment and community transformation are core components of the program. The main distinction between SAT and PSA is that PSA has not received formal recognition by the government in countries where the program currently operates (these include Uganda, Kenya, Zambia, India, and Papua New Guinea). While a formal evaluation of the PSA program has not been conducted, Murphy-Graham and Lample (2012) found that the interviews and focus groups they carried out provide promising evidence that “PSA is a viable model for the East African context. Students’ testimonies about their experiences in the program are consistent with the notion of empowerment as a process of recognition, capacity development, and action” (p.168). PSA operates in formal school settings as an extracurricular program, and has non-formal study groups that operate independently. Local NGOs manage the program in each country.

Global Camps Africa is targeted to adolescents (ages 11-16) attending schools in Soweto, South Africa, who are HIV-affected. The program provides an 8-day camp experience followed by weekly “Kids Clubs” that offer a life skills program with units for a full additional year beyond the camp experience. During the camp session, life skills education flows into the daily experiences of camp through arts and crafts, storytelling, poetry, theater, and other fun activities. A typical schedule includes Sports, Drums and Dancing, Nutrition, Arts & Crafts, Adventure-Teamwork, Swimming in addition to more explicit Life Skills (proper nutrition/hygiene, HIV/AIDS awareness and prevention, healthy sexuality, gender stereotypes, etc.). An independent evaluation study has been commissioned and is currently underway.

MULTI-DIMENSIONAL EDUCATIONAL INVESTMENTS IN THE NON-FORMAL SECTOR

Non-formal programs targeted at older or younger adolescents who are not attending formal schools are multi-dimensional but vary in the degree to which “education” is stated as a primary objective. Those with an educational focus include a few of the “safe spaces” programs as well as some complementary and alternative non-formal educational programs with empowerment potential. Many “safe spaces” programs do not emphasize their basic educational features or evaluate educational outcomes (such as literacy, critical thinking skills etc). Two that merit attention within the scope of multi-dimensional education programs are the Biruh Tesfa program in Ethiopia, which involved collaboration with the Ministry of Education, and the Kishori Kontha program in Bangladesh. The Biruh Tesfa (Bright Future) program in Ethiopia is targeted...
to out-of-school slum-dwelling girls (10-19) including rural-urban migrants, domestic workers, disabled children and orphans. The purpose of the program is to address the social isolation of these girls by building their social and individual competencies along with basic educational competencies. The program has been evaluated, using a quasi-experimental design, for its impact on some of girls’ social competencies; but learning outcomes have not been assessed despite the fact that literacy was one of the goals of the program (Erulkar, Gebru and Mekonnen, 2011). In next the phase of the program, more emphasis will be given to educational outcomes. 26 Save the Children’s Kishori Kontha program in Bangladesh includes tutoring for in-school girls and literacy training for out-of-school girls as part of a holistic model. Other dimensions of the program include social networks and life skills, livelihood competencies and practices and nutritional support (Save the Children, 2010). An evaluation by J-Pal is currently underway using randomization to 4 alternative program arms and a longitudinal prospective design. 27

Other non-formal approaches include learning programs that complement the formal education system, designed to assist girls starting late to reenter formal education (e.g. Ishraq Egypt), as well as job training programs designed to ease the transition from school to work (Jovenes in Action, Colombia). The Ishraq (“enlightenment”) program in rural Upper Egypt provides a pathway for out-of-school girls ages 13-15 to reenter formal school. The program has many goals in addition to school reentry, among them the promotion of literacy, life skills, the development of social networks, and the fostering of leadership and self-confidence through sports (Brady et al 2007; Lloyd 2011a). At the other end of the spectrum is the Jovenes in Action program in Colombia - a free vocational training program targeted to youth ages 18-25 who are poor and unemployed. The program consists of three months of classroom instruction and three months of on-the-job training. In a randomized impact evaluation about a year after the 2005 cohort had completed their training, J-PAL found that young women who participated in the program had higher employment rates and greater earnings than non-participants, and experienced greater gains from program participation than the young men (J-PAL 2012).

Another interesting alternative educational model is Tostan’s Community Empowerment Model (CEM) that started in Senegal and has spread to seven countries in West Africa. Each participating village has a class for adolescents and a separate class for adults, each meeting three times a week. The program draws on modern education techniques as well as traditional African oral traditions like theater, storytelling, dance, artwork, song, and debate. The curriculum includes not only basic literacy and numeracy but also some aspects of individual, social and economic competencies laid out above; including problem solving, human rights, health and hygiene education and training in management and micro-credit. While available program literature does not provide information specifically on adolescent girls, the curricular components would suggest that the program has the potential to be “girl-friendly”. Recently, through the JOKKO project in Senegal 28, Short Message Service (SMS) text messaging using cell phones has been added as a tool for gaining literacy through the use of Community Forums, allowing community members to disseminate information to a network of peers (Beltramo and Levine 2012). A pilot impact evaluation after 6 months found that the 15 villages with access and training for the SMS Community Forums had a higher score on literacy and numeracy tests than the 5 villages that had the same training but did not have access to the SMS Community Forums.

26 Email communication with Annabel Erulkar, the program director based in Addis.
27 Email exchange with Sara Posada at Nike Foundation.
28 JOKKO means “communication” in Wolof, a regional language in Senegal.
V. CHALLENGES AND CRITICAL OPPORTUNITIES

CHALLENGES

There are three major challenges in this field:

- Age versus grade
- The evaluation of complex program designs
- Persistence of sectoral silos.

With steady growth in the percent of girls attending formal schooling during their adolescence, particularly at ages 10-15, multi-dimensional educational investments for adolescent girls must increasingly involve the formal educational sector. Even married girls and mothers who have traditionally been unwelcome in school are being increasingly allowed to continue or return after a break. And yet the field of adolescent programming provides a particular challenge to educationists who are used to thinking of a progression of grades and levels rather than a progression of ages and life stages. Policies to encourage the alignment of age with appropriate grade and to discourage parents from sending their children to school too late would ensure that girls would be well-positioned to enter secondary school before the onset of puberty, allowing enhanced educational programming for girls in school to be more appropriately targeted by age (Lloyd 2010, 2011b).

There is a tension between the growing embrace of rigorous impact evaluations and the increasing complexity of multi-dimensional educational programs for adolescents. To identify cause and effect, impact evaluations ideally vary one or two simple program features rather than comparing one complex program to another. When assessments are made of the relative effectiveness of alternative multi-dimensional programs, it is hard to known which elements have been most significant in explaining the differences and in what combination. The first attempt to assess the impact of alternative complex program packages is being undertaken by Erica Field and Rachel Glennerster of J-PAL for the KishoreeKontha “safe spaces” program in Bangladesh, but is not yet available. An intermediate evaluation of the project undertaken by the Search Institute for Save the Children (the implementing agency) hints at its complexity and many potential pitfalls (Scales and Fraher. 2011).

Within this enormously complex programmatic arena, key actors come from many sectors including the education sector, the health sector, the labor market sector as well as from the interdisciplinary fields of gender and development and adolescents. The rapid growth of interest in the unmet needs of adolescent girls has arisen at the same time as the global education reform movement that is committed to improved learning outcomes as well as more “relevant” curricula and more effective pedagogies. Given resource constraints, it is important to cultivate cross-fertilization of ideas and experiences across these domains while at the same time avoiding duplication.

CRITICAL OPPORTUNITIES

This is an opportune moment for deepening our understanding of the longer-term impact of existing approaches to multi-dimensional educational investments for adolescent girls as well as testing new innovative approaches. UN Secretary-General Ban Ki-Moo has just launched his Global Initiative on Education during the same week as the launch of the International Day of the Girl (UN 2012). Hopefully, rather than competing for international attention, these two important initiatives will find promising synergies to be exploited. At the same time, UNESCO and the Brookings Institution’s Center for Universal Education (CUE) have convened a Learning Metrics Task Force chaired by Rukmini Banerji of Pratham, Michael Barber of Pearson and Geeta Rao Gupta of UNICEF, to develop standards and metrics for a broad range of competencies for the primary and post-primary levels. These include all the competencies identified in this review.
as being particularly important for girls’ empowerment. Thus, the stage is set for a deepening of our understanding of what works best for girls’ empowerment.

There are particularly promising opportunities for investments in programs providing enhancements or supplements (extra-curricular) to formal public schools. Among the programs highlighted, the Sistema de Aprendizaje Tutorial (SAT), which currently exists in 6 countries in Latin America and which is spreading to Africa and Asia with support from the Gates/Hewlett Quality Education in Developing Countries Initiative (QEDC), provides an interesting example. Under the new name, Preparation for Social Action (PSA), this education model, which is now being adapted as an extra-curricular program and also as a non-formal education program (depending on the setting), is particularly suited to rural environments because of its emphasis on learning by doing and the acquisition of practical and relevant skills for life and work.

This is a field in its infancy. Indeed, it is not surprising that relatively few of the programs highlighted here have been thoroughly evaluated according to the full range of competencies essential for girls’ empowerment. With new funding opportunities, including DFID’s Girls’ Education Challenge Fund and the MacArthur Foundation’s call for proposals to strengthen innovation and practice in girls’ secondary education, there will be opportunities to broaden and deepen evaluation research to fill knowledge gaps. Success will be enhanced when research teams include a range of disciplinary expertise, up-to-date knowledge of the educational environment in study countries as well as of the soon-to-be internationally agreed-up metrics for measurement of competencies. Ultimate success will require buy-in from Ministries of Education for programs to have any hope of sustainability.

29 Along with MasterCard Foundation, Wellspring Advisors and Douglas B. Marshall, Jr Family Foundation
30 The author serves as a member of the Learning Metrics Task Force hosted by Brookings and UNESCO.
## ANNEX 1

### MULTI-DIMENSIONAL EDUCATIONAL INTERVENTIONS BY TARGET GROUP, COMMUNITY ENGAGEMENT, EXPOSURE TIME, TYPE AND STATUS OF EVALUATION, IF ANY, AND COMPETENCIES TAUGHT

<table>
<thead>
<tr>
<th>Educational Interventions</th>
<th>Target Group</th>
<th>Community Engagement</th>
<th>Exposure Time yrs/weeks/days/hr.</th>
<th>Evaluation</th>
<th>Competencies Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FORMAL: NGO SCHOOLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sistema de Aprendizaje Tutorial (SAT): Honduras</td>
<td>Coed, secondary</td>
<td>x</td>
<td>6 yrs, all school weeks, 5 days/week, n.a.</td>
<td>Quasi-experimental</td>
<td>x x x x</td>
</tr>
<tr>
<td>Developments in Literacy (DIL): Pakistan</td>
<td>Coed, grades 1-8 (primary/middle)</td>
<td>x</td>
<td>8 yrs, all school weeks, 5 days/week, n.a.</td>
<td>No</td>
<td>x x x x</td>
</tr>
<tr>
<td>Prena (Study Hall Educational Foundation): India</td>
<td>Girls, preschool-grade 12</td>
<td>x</td>
<td>13 years, all school weeks, 5 days/week, 4 hrs/day</td>
<td>No</td>
<td>x x x x</td>
</tr>
<tr>
<td>Escuela Nueva: Latin America</td>
<td>Coed, primary</td>
<td>x</td>
<td>6 years, all school weeks, 5 days/week, n.a.</td>
<td>Partial</td>
<td>x x x</td>
</tr>
<tr>
<td>Fundacion Paraguaya (CEM): Paraguay</td>
<td>Girls, secondary</td>
<td>n.a.</td>
<td>n.a., all school weeks, 5 days/week, n.a.</td>
<td>Pending</td>
<td>x n.a. n.a. x</td>
</tr>
<tr>
<td>Akilah Institute: Rwanda</td>
<td>Girls, tertiary</td>
<td>n.a.</td>
<td>2 yrs, all school weeks, 5 days/week, n.a.</td>
<td>No</td>
<td>x n.a. n.a. x</td>
</tr>
<tr>
<td><strong>FORMAL: SCHOOL ENHANCEMENTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room to Read: Asia and Africa: 9 countries</td>
<td>Girls, secondary</td>
<td>x</td>
<td>6 yrs, all school weeks, 5 days/wk, n.a.31</td>
<td>Planned</td>
<td>x x x x</td>
</tr>
<tr>
<td>Institute of Human Rights Education: India</td>
<td>Coed, grades 6-8</td>
<td>n.a.</td>
<td>3 years, all school weeks, 2 hours/wk</td>
<td>No</td>
<td>x x</td>
</tr>
<tr>
<td>UNICEF’s Child Friendly Schools (CFS): 6 countries</td>
<td>Coed, primary</td>
<td>x</td>
<td>6 yrs, all school weeks, 5 days/wk, n.a.</td>
<td>Ex-post descriptive</td>
<td>x x x</td>
</tr>
<tr>
<td>Centers of Excellence (FAWE): 14 countries</td>
<td>Coed, secondary</td>
<td>n.a.</td>
<td>6 yrs, all school weeks, 5 days/wk, n.a.</td>
<td>No</td>
<td>x x x ?</td>
</tr>
<tr>
<td>SiyakhaNentsha: South Africa</td>
<td>Coed, secondary</td>
<td>x</td>
<td>1 yr, all school weeks, 2 hr/wk</td>
<td>Randomized Control Trial (RCT)</td>
<td>x x x x</td>
</tr>
<tr>
<td><strong>FORMAL: EXTRACURRICULAR</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEM 1&amp;2: Ethiopia</td>
<td>Girls, secondary</td>
<td>n.a.</td>
<td>n.a.</td>
<td>Ex-post descriptive</td>
<td>x x x x</td>
</tr>
<tr>
<td>VOICE: India</td>
<td>Girls, 9-16</td>
<td>n.a.</td>
<td>4-week summer camp</td>
<td>Ex-post descriptive</td>
<td>x x x</td>
</tr>
<tr>
<td>CARE: Power to Lead (PTLA): Egypt, Tanzania</td>
<td>Adolescent boys and girls</td>
<td>n.a.</td>
<td>n.a.</td>
<td>Ex-post descriptive</td>
<td>x x x</td>
</tr>
<tr>
<td>CARE: Innovation through Sport (ITSPELEY): Egypt and Tanzania</td>
<td>Girls 10-14, primary</td>
<td>n.a.</td>
<td>n.a.</td>
<td>Ex-post descriptive</td>
<td>x x x</td>
</tr>
<tr>
<td>Preparation for Social Action (PSA): Uganda</td>
<td>Coed, secondary</td>
<td>x</td>
<td>n.a., school year, 20 hr/week</td>
<td>small qualitative</td>
<td>x x x</td>
</tr>
</tbody>
</table>

**NOTES**

Type of competencies: (1) core educational, (2) social, (3) personal, (4) economic. See page 8, Box 1 for detailed definitions.

n.a. = information not available

x = characteristic is present.

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31 All of dimensions of the program suffuse the learning experience through the school year (e.g. gender responsive teaching, tutors, mentoring, infrastructural support, etc). Life skills program is taught for 80 hours a year for 6 years.
<table>
<thead>
<tr>
<th>EDUCATIONAL INTERVENTIONS</th>
<th>TARGET GROUP</th>
<th>COMMUNITY ENGAGEMENT</th>
<th>EXPOSURE TIME YRS/WEEKS/DAYS/HR.</th>
<th>EVALUATION</th>
<th>COMPETENCIES TAUGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Camps Africa: South Africa</td>
<td>Boys and girls 11-16</td>
<td>n.a.</td>
<td>8-day camp; 1 year of weekly after-school kids club</td>
<td>Pending</td>
<td>x x x</td>
</tr>
<tr>
<td>NON-FORMAL: “SAFE SPACES”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kishori Kontha: Bangladesh</td>
<td>Adolescent girls in and out of school</td>
<td>x</td>
<td>6-month, 48 2-hour sessions</td>
<td>Pending, 4-arm RCT</td>
<td>x x x x</td>
</tr>
<tr>
<td>Biruh Tesfa: Ethiopia</td>
<td>Girls 10-19 out-of school</td>
<td>x</td>
<td>n.a., 3-5 times weekly, n.a.</td>
<td>Quasi-experimental</td>
<td>x x x</td>
</tr>
<tr>
<td>NON-FORMAL: COMPLIMENTARY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ishraq: Egypt</td>
<td>Girls 13-15 out-of school</td>
<td>x</td>
<td>30 months, 4 day/week, 3 hr/day</td>
<td>No</td>
<td>x x x x</td>
</tr>
<tr>
<td>Jovenes in Action: Columbia</td>
<td>Youth 18-25</td>
<td>n.a.</td>
<td>6-months, n.a.</td>
<td>RCT</td>
<td>x x x x</td>
</tr>
<tr>
<td>NON-FORMAL: ALTERNATIVE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tostan’s Community Empowerment Model: W. Africa</td>
<td>Out-of school adolescents</td>
<td>x</td>
<td>3 years, 3 sessions per week,n.a.</td>
<td>No</td>
<td>x x x x</td>
</tr>
<tr>
<td>Preparation for Social Action (PSA): Kenya, Zambia, India, Papua New Guinea</td>
<td>Out-of school adolescents</td>
<td>x</td>
<td>n.a., 20 hrs./week</td>
<td>No</td>
<td>x x x x</td>
</tr>
<tr>
<td>Care: Power to lead (PTLA): Honduras, India, Malawi, Yemen</td>
<td>Out of school adolescents</td>
<td>n.a.</td>
<td>n.a.</td>
<td>Ex-post descriptive</td>
<td>x x</td>
</tr>
</tbody>
</table>

NOTES
Type of competencies: (1) core educational, (2) social, (3) personal, (4) economic. See page 8, Box 1 for detailed definitions.

n.a. = information not available
x = characteristic is present.
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