



Reaching the Unreached (Ru) was a one-year project that provided educational opportunities to 25,000+ women and girls who had either never attended school or dropped out due to barriers such as child, early and forced marriage, distance to school, cultural barriers, security concerns and cost of schooling.

ENGAGING COMMUNITY TO INCREASE SUPPORT



OUR MODEL

GIRLS Inspire uses a holistic approach that brings together key stakeholders within the entire community to support girls' and women's education and learning for empowerment and sustainable livelihoods.



WOMEN AND GIRLS



COMMUNITIES



LOCAL EMPLOYERS



IN-COUNTRY PARTNERS

OUR COMMUNITY STRATEGY

GIRLS Inspire worked with various stakeholders to engage communities in supporting women's and girls' education.



WORKING WITH MEN AND BOYS,
FATHERS, SPOUSES AND BROTHERS



SOCIAL MEDIA
CAMPAIGNS



STREET THEATRE
PERFORMANCES



KEY COMMUNITY
LEADERS/STAKEHOLDERS



AWARENESS DAYS



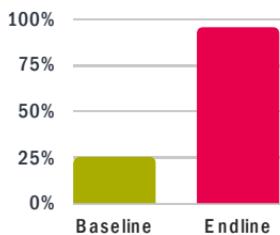
RADIO



IMPACTS

64.2%

Community support for women's and girls' education increased by 64.2%, allowing girls to complete schooling and pursue employment.



Community members' perception that women's and girls' decision-making involvement is good to very good in the family and in the community increased from 36.7% to 94.5% and from 23.6% to 93.1%.

Community support groups for women boost their participation in school. Support groups for women increased by 42%.

42%

RECOMMENDATION

POLICY DISCUSSIONS would benefit from evaluating how community-based efforts can be OPTIMISED, SUSTAINED AND SCALED UP in support of women's and girls' empowerment and sustainable livelihoods.



“The project formed human rights groups that were involved in advocacy and awareness raising efforts to encourage women's and girls' education in our village.”





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INCREASING HEALTH AND SAFETY

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WOMEN AND GIRLS



COMMUNITIES



LOCAL EMPLOYERS



IN-COUNTRY PARTNERS

OUR HEALTH AND SAFETY STRATEGY

GiRLS Inspire worked with various stakeholders to improve girls' and women's health and safety by providing:



ACCESS TO HEALTH RESOURCES



EDUCATION ON DECISION MAKING
ABOUT HEALTH



LIFE SKILLS COURSES THAT
INCLUDED HEALTH AND HYGIENE



ACCESSIBLE, SAFE, HYGIENIC
LEARNING ENVIRONMENTS



SUPPORT NETWORKS FOR HELP WITH FAMILY-RELATED
AND HEALTH-RELATED ISSUES



IMPACTS



to 97%



Access to health resources went from 19% **to 97%**
from 19%

Women and girls who felt safe walking home from learning facilities

went **from 72%**
to 98%

Learning environments that were gender-sensitive, safe and hygienic increased **from 39.8%**

to 93.8%

Women and girls who felt safe with their teachers went

from 40%
to 99%

Clean drinking water availability at facilities increased **from 60%**

to 99%

RECOMMENDATION



ACCESSIBLE, SAFE, HYGIENIC ENVIRONMENTS are essential to ensure women and girls receive education and to encourage community and family support for their attendance. When women and girls feel able to access FAMILY SUPPORT and HEALTH RESOURCES, they are more likely to be confident about participating in economic activities.



Participants reported receiving useful information about hygiene and cleanliness; diet and exercise; government health services; and precautions to take during pregnancy for the mother's and baby's safety and health.





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GAINING DESIRABLE EMPLOYMENT

OUR MODEL

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COMMUNITIES



LOCAL EMPLOYERS



IN-COUNTRY PARTNERS

OUR STRATEGY FOR EMPLOYMENT AND FINANCIAL SKILLS

GIRLS Inspire improved girls' and women's ability to gain desirable employment linked to the labour market and acquire financial skills by providing:



LIFE SKILLS TRAINING,
INCLUDING FINANCIAL LITERACY
AND ENTREPRENEURSHIP



CAREER COUNSELLING



CV WRITING
WORKSHOPS



JOB FAIRS



INTERNSHIPS AND
EMPLOYMENT PLACEMENTS



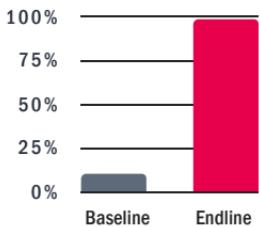
MICROLOANS



IMPACTS



Participants' earnings and income rose fivefold.



Before the program, less than 10% of participants felt they had the skills/capacity to find employment; by the program's end, 98% felt ready to enter employment.

25,284

women and girls successfully completed vocational skills training.

Of these,

4,724

moved into employment or self-employment.

RECOMMENDATION

To achieve **SUSTAINABLE CONNECTIONS WITH THE LABOUR MARKET**, policy discussions should address how to make employment opportunities and resources accessible, which includes offering **FLEXIBLE WORKING ARRANGEMENTS** to encourage and accommodate women and girls, whose traditional roles in most of the targeted communities are homemaker and mother.



“ Participants gained the confidence to pursue employment, and the belief that they had choices about their work and finances. Connecting them to employment resources and formal financial platforms were key for results.





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EDUCATION FOR ACCESS, QUALITY AND ADVOCACY

OUR MODEL

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WOMEN AND GIRLS



COMMUNITIES



LOCAL EMPLOYERS



IN-COUNTRY PARTNERS

OUR EDUCATION STRATEGY

GiRLS Inspire worked with various stakeholders to improve girls' and women's access to quality education in supportive communities.



BOAT SCHOOLS IN
BANGLADESH



MOBILE LEARNING
CENTRES IN PAKISTAN



MOBILE BUSINESS
SCHOOLS IN INDIA



COMMUNITY-ESTABLISHED
SAFE LEARNING
ENVIRONMENTS



COMMUNITY-BASED
AWARENESS-RAISING AND
RELATIONSHIP-BUILDING ACTIVITIES



LIFE SKILLS AND
VOCATIONAL SKILLS
TRAINING



INFORMATION SESSIONS ABOUT SOCIAL
RIGHTS, HEALTH AND WELL-BEING, AND
FINANCIAL LITERACY



IMPACTS

25,284

↑ 25,284 women and girls successfully completed life skills and vocational skills training (exceeding the program target of 20,000).



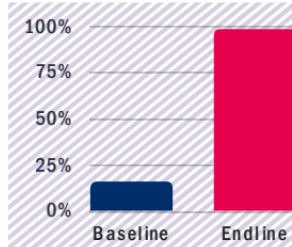
97.9%

COMMUNITY SUPPORT

↑ At the outset, 33.7% of the community members surveyed rated the community's support for women's and girls' education to be good to very good; this rose to 97.9%.

SOCIAL RIGHTS

The percentage of participants who felt they had a good or very good understanding of their social rights went from 16% to 99%.



RECOMMENDATION

Community members indicated they understood the importance of EDUCATION AND TRAINING for girls and women. At the same time, they tended to withhold their support and systematically deny schooling opportunities. Hence, there needs to be MORE COMMUNITY AWARENESS work on the links between EDUCATION, SKILLS TRAINING and GREATER WELL-BEING for individuals and their communities.



Girls who complete secondary education are more likely to participate in the formal labour market, be healthier, have higher earnings, marry later, have fewer children, and provide better health care and education for the next generation. This combination of factors can help improve households' well-being, develop communities and lift nations out of poverty.





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BUILDING DECISION- MAKING CAPACITY

OUR MODEL

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OUR STRATEGY FOR BUILDING DECISION- MAKING CAPACITY

GiRLS Inspire worked with various stakeholders to build girls' and women's decision-making capacity.



TEACHING THEM ABOUT THEIR
LEGAL AND SOCIAL RIGHTS



TRAINING THEM IN LIFE SKILLS,
INCLUDING CARING FOR THEIR AND
THEIR FAMILY'S HEALTH



DEVELOPING GIRLS' AND WOMEN'S
UNDERSTANDING OF THEIR CHOICES



BOOSTING THEIR CONFIDENCE
IN MAKING DECISIONS



WORKING WITH FATHERS, SPOUSES AND
BROTHERS TO GAIN THEIR SUPPORT

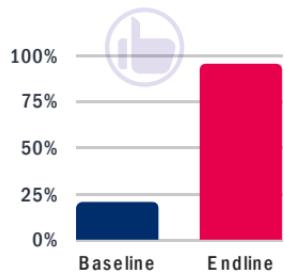


IMPACTS



96% of participants reported their training had had some (41%) or a significant (55%) impact on their ability to participate in family decision making.

The percentage of girls and women who felt they had good or very good ability to make decisions about their health increased from 19% to 98%.



Community members' perception of girls' ability to make decisions within the family increased from 36.7% to 94.5%. Community perception of girls' ability to make decisions within their communities increased from 23.6% to 93.1%.

SOCIAL RIGHTS

Women's and girls' decision-making ability about social rights increased from 16% to 99%.

RECOMMENDATION

It was found that as girls and women GAIN CONFIDENCE about having a voice in the family, their desire to pursue tertiary education increases. This signals the importance of providing girls and women with the tools to give them a voice in the household, which in turn EMPOWERS THEM FOR CONTINUED ECONOMIC PARTICIPATION.



Reponses from project participants:

“Before the training, I was dependent on my family. Now, I am taking decisions myself regarding food and clothing.”

“I can take my own decision to go to the hospital.”

“Now, I feel that I am more confident and I can take decisions about my health-related matters.”



I ASPIRE TO BE AN
EMPOWERED WOMAN
WITH VISION AND
GRACE