



Impact of the GREAT Project

Program Description

The Gender-Responsive Education and Transformation project (GREAT) improved learning outcomes for more than 235,000 girls and boys in Ghana, Mozambique, and Rwanda from 2018 to 2022.

GREAT trained teachers in how to incorporate gender-responsive play-based learning techniques in the classroom, and engaged parents and caregivers to be more involved in children's learning. Leadership and reading clubs played an important role in preventing learning loss and helping out-of-school children return to learning.

By the project's end, staff had trained a total of 4,077 teachers, including 1,097 teachers in 139 schools in Ghana, 1,286 teachers in 140 schools in Mozambique, and 1,694 teachers at 89 schools in Rwanda.

Context

GREAT launched in 2018 to help children go to and stay in school. Learners, especially girls, struggled to complete primary education and transition into secondary school due to a number of barriers. By training teachers and parents on the importance of equal access to education for girls and boys, and how to make classrooms and curriculum more gender-responsive, we helped girls and boys enroll, stay and succeed in school, including during and after the COVID-19 pandemic, when many children were forced out of school and into marriage or the workforce.

KEY RESULTS

- 1 Improved literacy skills**
Children in Ghana read 51 more words per minute by the end of the project. In Rwanda, children read 41 more words per minute, and in Mozambique, 22 more words per minute by the end of the project.
- 2 Fewer dropouts**
In Ghana the dropout rate in partner schools was 0% vs. 1.4% in non-partner schools. In Rwanda, it was 1.8% in partner schools vs. 9.5% in non-partner schools, and in Mozambique, it was 0% in partner schools vs. 2.8% in non-partner schools.
- 3 Better learning environments**
81% of students in partner schools felt their school supports their learning goals, up from 66% at the start of the project.
- 4 More gender-responsive play in class**
81% of teachers in partner schools used gender-responsive playful learning to create positive class experiences by the end of the project, up from 13% at the project's start.

KEY LEARNINGS

- 1** Extracurricular reading club activities were critical for preventing COVID-19-related learning loss and helping children improve their literacy.
- 2** Parental and caregiver involvement in learning at all levels, from parent-teacher interactions to support for learning at home, was crucial for preventing learning loss and drop outs. The more involvement parents had in their children's learning, the better the child's did, especially literacy gains.
- 3** Changes in teaching techniques were driven by peer-to-peer interactions between teachers. Training teachers, especially female teachers and head teachers, to become champions for gender-responsive play drove and sustained change.
- 4** Children's participation in leadership clubs, especially girls' clubs, bolstered their engagement and participation in school. Junior Leaders report enjoying school more.



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Upriser: Belise

Belise became pregnant while still finishing school. She stayed home during her pregnancy, ashamed to go out and see her friends. Even after she gave birth, she still felt uncomfortable going out for fear of being judged by others. Social stigma made her feel unwelcome at school, so she dropped out.

Belise's mother was on the school executive committee, and had received training through the GREAT project. She encouraged Belise to go back and offered to take care of Belise's child while she did. Her mother's support was critical in helping Belise return to school.

After returning to school, Belise realized that even though she had made it back, there were many other girls in her community who were struggling. She decided to help them, and joined a Right To Play Junior Leader club to organize on their behalf. She spoke to school officials and asked them to actively encourage young women who'd had children to return to school. She successfully advocated with her school to create a private space for young mothers to take care of their children. Belise now works as a mentor for young mothers in the community who the club reaches out to, providing them with the emotional support to stand up to stigma and resist feeling ashamed. She encourages them to get back into school.

"I strive to help my fellow girls who have faced the same problem to return to school. I have learnt how to be resilient and to help others in need,"

– Belise
student in GREAT partner school



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