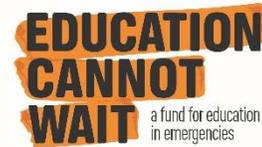


# Give for Girls' Education

## Proposal for an Outcome Funding Campaign

Draft for Consultation,  
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Give for Girls' Education is a proposal for a crowdfunding campaign that would raise funds for girls' education in emergencies and protracted crisis contingent on outcomes achieved. The campaign would address barriers to girls' education in emergencies and protracted crises. Education Cannot Wait (ECW), the new Fund for Education in Emergencies, would provide upfront funding to finance interventions. Later, after an independent evaluator confirms results, ECW would receive funds from the campaign, if and only if promised outcomes are achieved.

### Girls are more likely to drop out of school in times of emergency

Girls in emergency settings often do not attend and complete school. Conflict widens education inequalities, particularly gender disparities<sup>1</sup> In 2015, an estimated 39 million girls were out of school because of war and disasters.<sup>2</sup> Girls in emergency settings are almost two and a half times more likely out of primary school and are nearly 90 percent more likely to be out of secondary school than their counterparts in countries not affected by conflict.<sup>3</sup>

Gender disparities are found to be particularly high in refugee settings. For example, in Pakistan, 47 percent of Afghan boys are enrolled in primary school, compared with 23 percent of girls. Dropout rates among Afghan refugee girls reach up to 90 percent in some areas<sup>4</sup>. In Kakuma camps in Kenya, only 38 percent of primary school students were girls in 2015<sup>5</sup>.

There are many knock-on effects of this disparity. As a result of higher dropout rates, girls are more at risk of being pushed into child marriage. Over half of the 30 countries with the highest rates of child marriage are fragile or conflict-affected<sup>6</sup>. Women with less education are more likely to fall victim to domestic violence, viewing their husbands' violence as appropriate punishment for "undesirable" behavior. Women with less education are also more likely to die in childbirth than their better educated sisters who tend to have higher income and be in better health. Furthermore, being out of school is a risk factor for child trafficking, including child prostitution<sup>7</sup>.

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<sup>1</sup> Education Inequality and Violent Conflict: Evidence and Policy Considerations policy brief, June 2016, UNICEF and FHI360.

<sup>2</sup> Theirworld, 39 million girls are at risk. Are humanitarian responses doing enough?

<sup>3</sup> Humanitarian aid for education, why it matters and why more is needed, UNESCO 2015 Policy paper

<sup>4</sup> Missing out: refugee education in crisis, UNHCR, 2016

<sup>5</sup> UNHCR, 2015, quoted in No more excuses: Provide education to all forcibly displaced people, UNESCO, 2016, Policy paper.

<sup>6</sup> Ibid

<sup>7</sup> See e.g. UNICEF, 2009, risks and realities of child trafficking and exploitation in Central Asia.

### **Enable girls to participate in school and learn:**

In emergencies, girls often face additional barriers to attending school that boys do not face. When schools are far away, girls tend to face higher risks than boys to access them safely. When schools are staffed only or predominantly by male teachers, girls and their families can be reluctant or unwilling to attend them. Girls may feel at risk of sexual violence or abuse and therefore stop attending. When there are minimal or no sanitation facilities, adolescent girls drop out of school and attendance is low for girls who are menstruating. When girls have children, they drop out of school and do not reenter. When poor families must choose between children, they often prioritize boy's education and don't send girls to school. Girls may be occupied with income-generating duties or may end up in early marriage.

The ECW Give for Girls' Education Campaign would finance a project in one country with interventions that aim to remove these barriers and contribute to equal education: help establish temporary learning spaces to bring facilities closer to girls; hire additional female teachers in schools with predominantly male teachers; train all teachers in gender-sensitive teaching approaches; upgrade sanitation facilities to make them private, secure female-friendly toilets and provide waste disposal facilities; provide menstrual hygiene management kits to older girls; provide cash transfers to poor girls to allow them to attend and support young mothers in re-entering school. Expected outcomes are higher participation rates, reduced absenteeism, increased ability to participate and concentrate, and ultimately increased learning.

ECW is already investing in girls' education as part of its current portfolio. Overall, ECW aims to reach 1.4 million girls with its ongoing programs in the Central African Republic, Chad, Madagascar, Somalia, Syria, Ukraine and Yemen. This corresponds to 44 percent of the total targeted children. This proportion is larger than in the broader school population of these countries, even though ECW targets particularly vulnerable populations. For example, in Syria, ECW aims to reach the same number of girls and boys, even though only 48 percent of basic education students were female in 2013<sup>8</sup>, and in the Central African Republic, the goal is for 47 percent of supported children to be female – against 43 percent in the broader population.

The project financed through the Give for Girls Campaign would be a component of ECW's larger multi-year education programs, which are designed to provide education in situations of protracted crisis.<sup>9</sup> Multi-year programs bring together humanitarian actors, the donor community, and government to develop and finance comprehensive education interventions.

### **Give for Outcomes – a new way of raising funds:**

Funding would be raised in a "Give for Outcome" campaign. A Give for Outcome campaign is different from a traditional fundraising campaign in that it does not finance inputs but outputs and/or outcomes. Individual small dollar amount donors (in the range of tens or hundreds of dollars) would commit to pay

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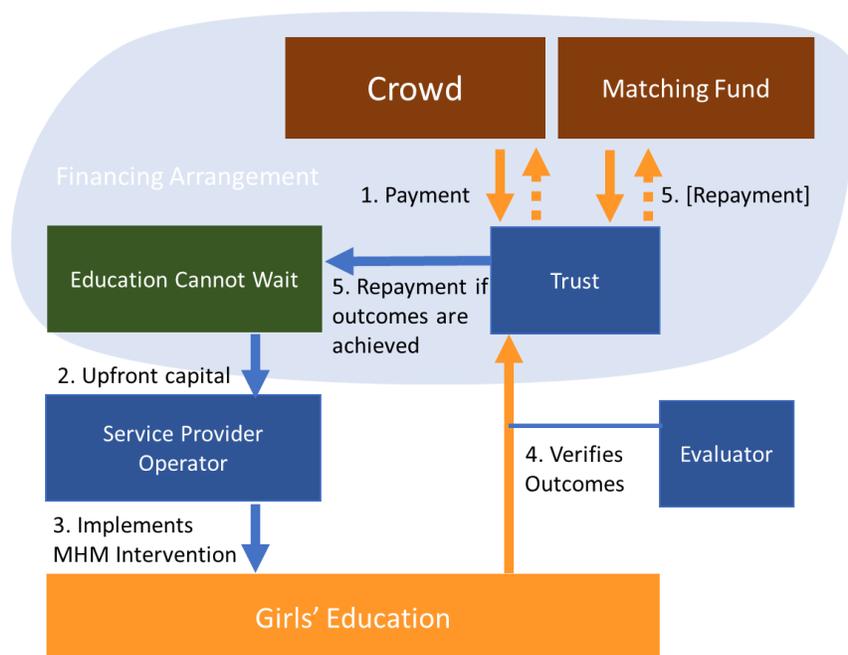
<sup>8</sup> All statistics related to the broader country situation in education come from UNESCO Institute for Statistics data, accessed August 2017.

<sup>9</sup> Priority countries for ECW multi-year investments are: Afghanistan, Bangladesh, Burundi, Cameroon, Central African Republic, Chad, Democratic Republic of Congo, Ethiopia, Haiti, Iraq, Jordan, Lebanon, Libya, Mali, Myanmar, Niger, Nigeria, Pakistan, Palestine/West Bank Gaza, Somalia, South Sudan, Sudan, Syria, Uganda, Yemen

for outputs or better outcomes and only pay if agreed results are achieved. This could be structured in such a way that ECW receives a certain amount of funding for each girl who attends school and demonstrates learning progress (individual outcomes) or if the ECW project achieves to send a certain number of girls to school and a certain percentage of those then demonstrate learning (portfolio outcomes).

A Give for Outcomes Campaign addresses a major impediment to individual giving: Individuals lack trust in charitable and aid organizations that they achieve what they promise, deliver results and provide good value for money. In a 2012 survey of some 15 thousand donors many said that they would give more if they saw more results.<sup>10</sup> A Give for Outcome campaign addresses individual donors' reluctance to give where there is no clear accountability and transparency in aid organizations because it creates clear accountability and transparency through its financing structure. It offers individual donors the ability to pay only if agreed and independently verified outputs and outcomes are achieved.

**Figure 1: Mechanics of a Give for Outcomes Campaign**



A Give for Outcome campaign would work as follows (see Figure 1):

First, in a crowdfunding campaign, individual donors would make a firm commitment to providing funding. They would pay in committed funding to a trust where it would be set aside. In addition, foundations and other funding partners could contribute matching funds to increase the impact of individual donors' charitable commitments. Final payment of funds would be conditional on outcomes achieved. Outcomes could be defined as increased attendance or lower dropout rates, or learning outcomes, depending on the concrete project to be financed. If outcomes are hard to define or

<sup>10</sup> Burke donor survey 2012

measure, alternatively payments could be made conditional on certain outputs such as upgraded schools, in particular sanitation facilities; number of girls supported with cash transfers and with menstrual hygiene management, and other water and sanitation interventions; number of temporary learning spaces established.

Second, Education Cannot Wait (ECW) would finance the interventions necessary to achieve these outputs and outcomes. Interventions would be implemented by a “service provider” – a trusted ECW partner such as a UN agency or local or international non-profit organization. The interventions would be integrated into a larger ECW Multi-Year program. ECW would work with the Education Cluster and its partners on the ground, including government, to ensure the intervention is embedded in an overall education strategy and a larger set of education investments.

Third, with ECW funds, the service provider would implement agreed interventions: upgrade of sanitation facilities, teacher training, salaries for additional female teachers, temporary learning spaces, cash transfers or stipends to girls and support with water, sanitation and menstrual hygiene interventions.

Fourth, an independent evaluator – for example an academic impact evaluation provider or think tank or audit firm – would monitor and report periodically on outputs and outcomes.

Fifth, if outputs are delivered and outcomes are achieved, ECW would receive funds from the trust per agreed payment schedule. For example, ECW would receive a certain amount for each girl attending school, for each school upgraded, and for each girl supported with cash transfers and other interventions. If outputs are not delivered and or outcomes are not achieved, the funds will be returned to individual donors (and foundation in case of matching funds).

### **Next steps**

Implementation of Give for Girls’ Education campaign will require extensive consultations and development of a feasibility study that proposes and analyses:

- the girls’ education intervention, including country, target population, and potential implementation partners
- design of the Give for Outcomes fundraising campaign, including target market(s), advocacy channels, advocacy partners
- technical implementation, including online tool and envisioned financing mechanism