October 2023 Featured Project

Developing girls’ leadership and empowering them to change attitudes about their value and education
Introducing Girl Rising

Mission: Use the power of storytelling to change the way the world values girls and their education

Increasing social emotional learning (SEL)

Addressing gender-based discrimination
About Pakistan

- Population nearly 248 million
- Many internal and external conflicts
- Intolerance of diversity and dissent
- High level of insecurity and tension
- Project location: underserved Khairpur district of Sindh, Pakistan
- Human development lags in most of the region
- Recent flooding challenged agriculture and health sectors
Life Challenges for Women Served

- Adolescents, especially girls, lack access to quality education and social emotional learning (SEL)
- Girls often taken out of school for marriage, labor, or to manage household chores and become caretakers
- Girls often endure discriminatory gender norms, mental health problems, child marriage, violence
- Schools often lack sanitation facilities for menstrual hygiene
Kaavish – “effort” – Builds Girls’ Leadership

• Kaavish (“effort”) program develops adolescents’ voice, agency and leadership skills through story-based curriculum focusing on SEL, mental health, gender stereotypes, and menstrual health

• Two-year program: Engages with mothers and teachers to build safe spaces for adolescent girls

• Year 1: Knowledge and skill building for adolescents

• Year 2: Peer-led leadership model
The Project

Key components:

• Review of gender and SEL curriculum to incorporate themes of mental health and menstrual health and hygiene, stories of role models

• Teachers trained to implement curriculum and mentor parents and other teachers

• Select girls trained to become Girl Icons and lead peer-to-peer learning activities in youth clubs on SEL and academic issues – at school and in community

• Parent and community engagement - mothers, Girl Icons, and master trainers form nexus of learning
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Personnel to directly manage project on the ground in Pakistan, including portion of cost for Girl Rising’s country manager, HAMT’s executive director, training coordinator, field monitoring officers</td>
<td>$31,134</td>
</tr>
<tr>
<td>Program Costs</td>
<td>All program activities, including material development for teacher trainings, parent engagement, curriculum implementation, mentoring sessions and organizing exposure visits for Girl Icons</td>
<td>$7,560</td>
</tr>
<tr>
<td>Monitoring, Evaluation and Learning</td>
<td>Regular field monitoring visits, baseline and endline assessments in annual learning workshops with project staff and key partners including translation and printing of quantitative and qualitative tools, and more</td>
<td>$1,200</td>
</tr>
<tr>
<td>Administration and Logistics</td>
<td>In-country travel of project staff, external speakers to visit the project areas and speak with Girl Icons and/or participate in project activities, printing of curriculum, etc.</td>
<td>$3,580</td>
</tr>
<tr>
<td>Overhead</td>
<td>15% of overhead costs</td>
<td>$6,521</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$49,995</strong></td>
</tr>
</tbody>
</table>
About Girl Rising

• Founded in 2010 as a documentary film and social action campaign company by Holly Gordon, Richard Robbins, Christina Lowery, and Tom Yellin

• Creates: films, media content, and educational resources

• Collaborates: with local schools, community-based organizations, and educational organizations – to provide educational resources, training and mentoring, measurement and evaluation training, expanding networks, and in some cases providing financial resources

• Activates: storytelling and media content encourage change, inspiring everyone from parents to presidents to support girls’ education
Discussion: Share Your Thoughts

1. Why do you think it is important that both teachers and parents are included?

2. Describe how this project has a built-in “ripple effect.”

3. How do you think the broader community, including boys, benefits from this program?