

One Sky Speaker Series 2019
Notes from January 22, 2019
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Landscape of international girls education sector:

- Getting more girls in school (primary) – Over the past 15-20 years this has been improving significantly; 30% of countries have more girls signing up and completing primary school (Africa and Asia mostly). Numbers get worse in secondary school (transition is critical); girls not performing as well the higher they go (home responsibilities girls doing housework at schools, more societal pressure, not as much encouragement and support)
- **Overall globally not investing enough in education**
- **Challenge is that the quality of school getting worse (or maybe just more attention to and assessment of quality. Before no one was measuring, so we didn't know what the quality was).**
- **Need to improve social/emotional learning, called many things: life skills, 21st century skills, etc. Non-cognitive skills (goal-setting, problem solving, resiliency, perseverance etc)**
- **A lot of focus on 'empowering' girls – with non-cognitive skills. How to incorporate that into our classrooms. Largely after-school programs. Governments now getting interested in how to mainstream that into our school systems, co-ed, and within the school day**
- Need both academics and social/emotional, job readiness. Helping teachers accomplish this in classrooms. Then link this to work readiness as students transition to jobs
- Large percentage of these populations under 20 years old

Echidna Giving's Approach

- Private founders (first CTO at Google) – his wife as well. Data-driven.
- How to support girls education ecosystem. Two key accelerators: 1) early childhood development – social norms forming, gender identity; and 2) adolescence (programming at 2ndary school – empower and build/support life skills (mostly after school programming led by female mentors ('happiness curriculum' in Delhi – how to integrate into government school curriculum – eg, working in teams, talking about difficult topics. Organization behind this is called "Dream a Dream") - <http://dreamadream.org/>)
- Support NGOs focused on government schools (don't support private schools)
- Field building (3rd area) research and evidence – looking at gender norms and education
- One org, Dream a Dream, working with teachers in support groups as they are learning these skills -<http://dreamadream.org/>
- **Question about what is Erin most excited about? 1) Social emotional learning integrated in the classroom is being recognized by governments – this is truly relevant to people's lives, agrarian/entrepreneurial and otherwise; 2) more funding going to girls' education (g-y meeting in Canada – Trudeau and feminist-centered aid)**
- Importance of project-based learning – students doing youth-based learning are choosing environmental (sanitation, health) projects and gaining the social-emotional skills through these projects)

- Education can also be used to support the status quo, which is not what they are aiming for at Echidna.
- Advocates: school system, NGOs. What about parents? Challenging to reach parents but encourage them to provide supportive environment for students
- Reason you have 'gateway' exams is because countries don't want everyone to get through (difficult to educate all and then get more progressive agendas that governments might not want)
- Girls First Fund (child marriage in hardest to reach countries) – reaching women to change mindset for their daughter (longitudinal information)

How to be a supportive donor (tips)

1. Invest in fewer orgs with larger amounts
2. Consider multi-year grants
3. Ask them their biggest challenges and help them break those barriers
4. Be clear and specific on reporting and communication requirements
5. Be understanding and ask clarifying questions re missed goals or objectives
6. Give unrestricted funding
7. Make investments in first half of year if possible (so much funding is at the end of the year)
8. Tell NGOs early if you don't plan to renew funding
9. Make every effort to visit the work firsthand (especially internationally)