



# Ending Child, Early and Forced Marriage: A Holistic Approach



COMMONWEALTH *of* LEARNING

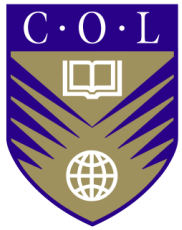
**Professor Asha Kanwar**, President & CEO

Frances Ferreira, Senior Adviser: Women & Girls

GIRLS Inspire End-of-project Meeting – Tanzania  
15-16 February



## Commonwealth Heads of Government Meeting Vancouver, 1987



# COMMONWEALTH *of* LEARNING



To help Commonwealth governments and institutions use technologies to improve and expand access to education and training



**ECONOMIC  
GROWTH**



**SOCIAL INCLUSION**



**ENVIRONMENTAL  
CONSERVATION**



*Learning for Sustainable Development*

# GOAL 4

A group of diverse young children, likely of African descent, are shown in a classroom setting. They are wearing blue and yellow school uniforms. The children are smiling and appear to be engaged in a learning activity. The background is slightly blurred, showing other children and a teacher.

ENSURE INCLUSIVE AND EQUITABLE QUALITY  
EDUCATION AND PROMOTE LIFELONG LEARNING  
OPPORTUNITIES FOR ALL

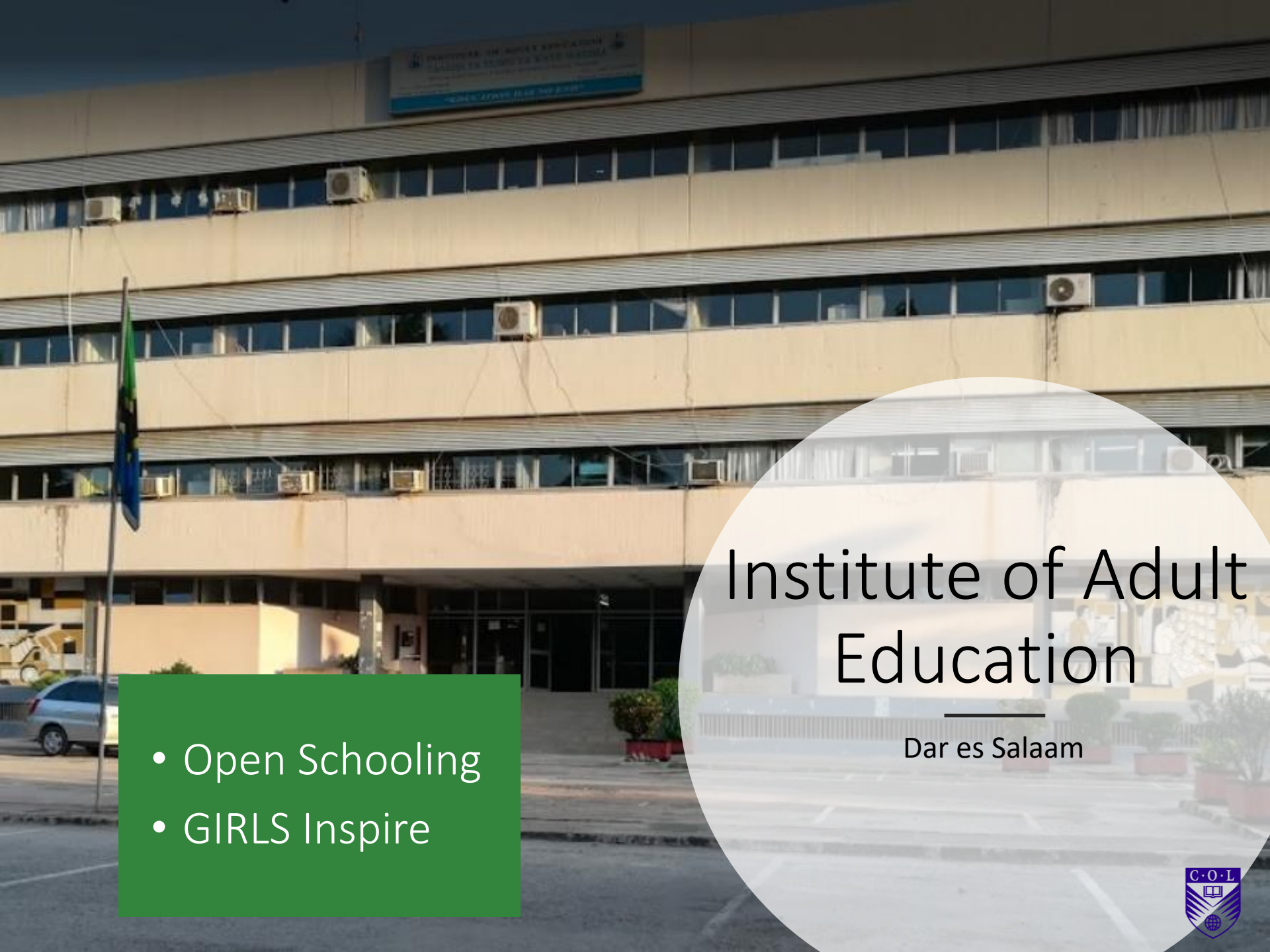
**SUSTAINABLE DEVELOPMENT GOALS**

More at [sustainabledevelopment.un.org/sdgsproposal](https://sustainabledevelopment.un.org/sdgsproposal)



# Leveraging New & Existing Technologies





# Institute of Adult Education

Dar es Salaam

- Open Schooling
- GIRLS Inspire





# Open University of Tanzania

- Institutional OER policy, 2016
- Developed advanced ICT skills courses

# TEACHER EDUCATION



- Open Resources for English Language Teaching (ORELT) in Kenya, Uganda and Tanzania



Open Resources for English Language Teaching (ORELT) Portal



We welcome you to ORELT and hope that you will find the resources useful and relevant to your classroom activities. Our aim is to provide you with resources that you can adapt and use in your classrooms to promote effective communication among your students. Please remember that you can move around the modules in a sequential manner and you may decide to use a whole module or only a unit of a module or part of a module. The choice is yours. You are also free to modify any module or unit or section to suit the needs and circumstances of your classroom.

If you are a teacher educator, ORELT provides a variety of open content support resources which you can easily adapt and use in your classrooms.

The **Open Resources for English Language Teaching (ORELT)** portal is intended to support the classroom activities of teacher educators.

- Provide a bank of 'open content' multi-media resources in on-line and traditional text formats that will support school based teacher education.
- Provide 'open content' support resources for teacher educators who prepare teachers for junior secondary schools. To achieve this, a research project in Commonwealth nations was undertaken to determine strengths, gaps and challenges of teaching English in Africa and Asia.

We hope these resources will be useful to teachers and teacher educators. We urge all users of ORELT to register an account and use the resources related to each learning module.

Join us on the Forum Page or Facebook.

## The ORELT learning modules

- Module 1: Better Listening
- Module 2: Speaking for Better Communication
- Module 3: Success in Reading

## Results:

- Improvement in grades
- Increased learner interest and participation in English



# LIFELONG LEARNING FOR FARMERS



**Increasing Food Security: 80% of L3F participant households are having at least 2 meals a day**



# COL Strategic Plan 2015-2021



*COL recognizes that advancing the goals of both women's empowerment and gender equality are central to 'Learning for Sustainable Development'*

# Empowering Women and Girls

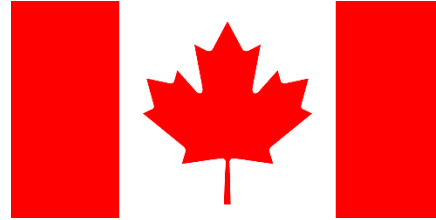


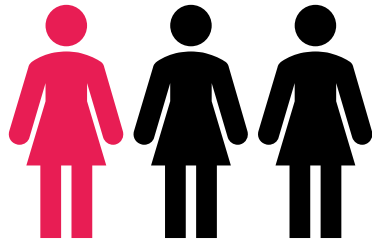
Photo credit: Joshua Estey, [DFAT Gallery](#)

# High Rates of Child Marriage

Countries & Regions	Child marriage (%) 2010 - 2017*	
	Married by 15	Married by 18
Bangladesh	22	59
Pakistan	3	21
India	7	27
Mozambique	14	48
Tanzania	5	31

Source: [Percentage of women aged 20 to 24 years who were first married or in union before ages 15 and 18, UNICEF, March 2018](#)

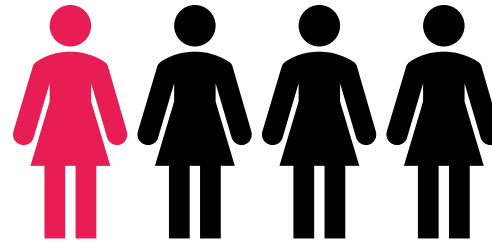




Marry as children

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First child before 18



Completes secondary education

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Less than **1%** of girls (15-19) are both  
in school and married

# Costs of Early Marriage

Girls who marry/dropout have:

- Poor health
- Larger families
- Earn less as adults
- Face violence
- Lack decision-making power



# Keeping Girls in School



- Inclusive, well-resourced and safe schools in remote communities
- Role models and female teachers
- Schools close to where girls reside
- Improved opportunities for local employment
- Community engagement

## The Price of Early Marriage

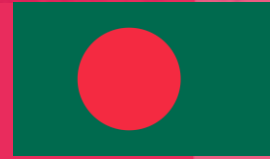
*“ If girls are not educated, they are compelled to early marriages. Most of these girls, who enter into early marriage, cannot even take care of themselves, so how can they take care of their children?”*

Religious leader in the Bihar, India





14 year old Sumaya Khatun's marriage prevented: in Bangladesh





Rupali went through the advanced financial literacy training.



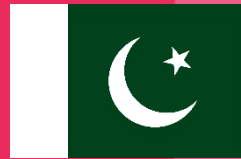


“The day GIRLS Inspire project was introduced was one of the happiest days of my life.”  
--Natalia





“Throughout my marriage I was a victim of severe sexual and domestic violence and I was unaware of that because I was too young to understand.” --Ramsha (middle)





Rhodasia is the chairperson of a self-help group in Mzanzi whose major produce is Maize flour, Batik and Peanut butter.





## Carpentry training with Shidhulai Swanirvar Sangstha in Bangladesh





Mobile phone technology training with  
Mann Deshi in India



# GIRLS Inspire: Results

**48,627**

women and girls  
completed skills and  
vocational training



**11,163**

women and girls in  
income generating  
opportunities



**429,529**

community  
members  
reached



**1,181**

child marriages  
prevented

Inform

Consult



Community  
Engagement

Collaborate

Empower

# Education Strategy



Boat Schools in  
Bangladesh



Pop-Up Learning  
Centres in Pakistan



Mobile Learning  
Centres in India and  
Mozambique



Safe Learning  
Environments



Vocational Skills Training

# Capacity Building



Learning about  
legal and social  
rights



Acquiring life skills,  
including health  
care



Understanding  
their choices



Instil confidence for  
making decisions



Gaining the support  
of fathers, spouses  
and brothers

# Health and Safety Strategy



Access to Health  
Resources



Accessible, safe,  
hygienic learning  
environments



Support Networks for  
family- and health-  
related issues

# Strategy for Employment



Financial literacy



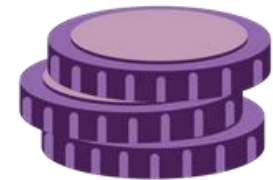
Career counselling



Job Fairs



Internships and  
Employment Placement



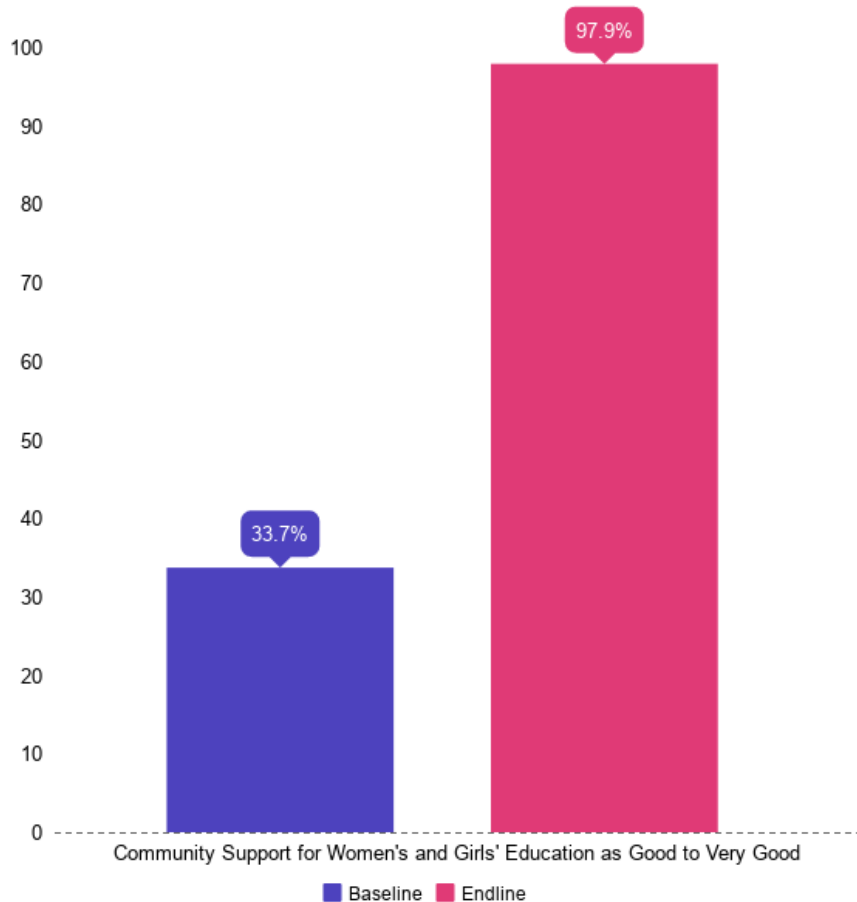
Microloans

# Model

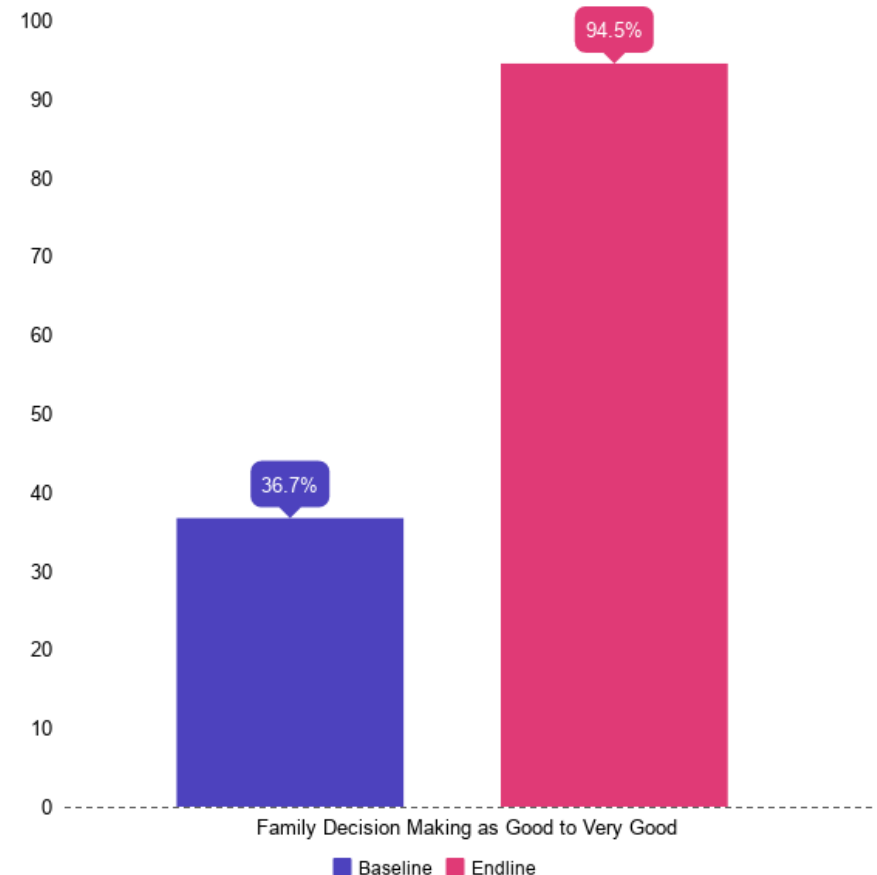


# Changing Social Norms

## Support for Women's and Girl's Education



## Perceptions of Decision Making in the Family



# Social Return on Investment

- Likelihood of being employed increased by 50 %
- Average number of hours of paid work per week increased by 11 hours
- Fivefold increase in income
- 10 % increase in the probability of females being decision makers





# Lessons Learned

- Building trust in the community
- Establishing safe learning environments
- Establishing multi-stakeholder partnerships
- Creating linkages with the labor market and financial institutions



# Integrate and Mainstream

- Digitize training programs in local languages
- Create skill-based value chains
- Engage governments to effect policy change



Thank You

[www.col.org](http://www.col.org)

