

Project: BReaking barriers, Improving Girls' education, Hope and Totality (BRIGHT)

Ultimate outcome	1000 - Improved equitable education outcomes for vulnerable girls and women living in targeted fragile areas in Myanmar, Niger, and Sudan						
Education Pillar	Pillar 1 - Reducing Barriers			Pillar 2 - Building and improving education systems			Pillar 3 - Skills Gain / Transfer
Intermediate Outcome	1100 – Increased community-led actions in breaking multi-dimensional barriers to gender equal education for vulnerable girls and women in targeted fragile areas of Myanmar, Niger, and Sudan			1200 - Improved availability of inclusive, innovative, gender and climate-responsive education systems, integrating psychosocial support, for vulnerable out-of-school (OOS) girls and women in targeted fragile areas in Myanmar, Niger, and Sudan			1300 Increased access to gender-responsive, environment-sensitive market-driven learning opportunities for livelihood skills, among vulnerable OOS girls and women, in fragile areas in Myanmar, Niger, and Sudan
Immediate Outcome	1110 Improved perception on the importance of women' and girls' education and voice in both community and household decision-making among female and male community members, especially caregivers and gatekeepers	1120 Increased ability of community groups and their members, especially girls and women to address multi-dimensional barriers to education for vulnerable female rights holders	1130 Increased capacity of women's grassroots organizations and other relevant actors to provide or refer confidential services addressing SRHR, GBV, CEFM sex trafficking and drug use	1210 Increased capacity of local female and male educators to deliver localized, inclusive, innovative, gender- and climate-responsive quality education for vulnerable OOS girls of primary school age	1220 Increased capacity of Local ALP and life-skills providers to deliver localized, inclusive, innovative, gender- and climate-responsive quality education services for vulnerable OOS girls and women of lower secondary school age	1230 Increased recognition of, and support to localized non-formal education services and pathways, including life skills training, for OOS girls and women by duty-bearers	1310 Increased capacity of female and male vocational trainers to provide gender-responsive and environment-sensitive, market driven and appropriate 21 st century livelihood and life skills for vulnerable and out-of-school girls, women
Outputs	1111 - Mya, Sud, Nig Education sensitisation events linking benefits of conflict resolution and gender-equal access to education conducted with	1121 -Mya, Sud Community gender responsive Action & Monitoring Planning process addressing key community-specific barriers towards education for girls	1131 – Mya, Sud Peer-networks that serve as safe spaces for provision of confidential services in SRHR, GBV, CEFM, women trafficking, and drug use managed	1211 - Mya, Sud, Innovative Teachers Establishing Education Services (TEES) program providing localized community-based, inclusive, gender-	1221 – Mya, Sud, Nig Gender- and climate-responsive, localized Accelerated Learning Program (ALP) for out of school vulnerable girls, women and boys established	1231 – Sud, Mya Advocacy efforts for Government support to localized affordable, equitable and gender-responsive non-	1311 - Mya, Sud, Nig Market-driven, localized, gender-responsive and environment-sensitive livelihood and life skills training for vulnerable girls and women supported

	school and MoE staff, parents/caregivers, leaders, boys and men	and women facilitated	by grassroots women organizations supported	and climate-responsive education to OOS girls established		formal education, including life-skills training, for girls and women conducted	
	1112 – Mya, Sud, Nig Women Leaders Leadership Training promoting integration of women’s education, leadership and participation in community decision-making and peace processes conducted	1122 – Mya, Sud Small grants enabling Community-led gender-transformative actions addressing multi-dimensional barriers to women and girls’ education provided to community groups	1132 – Mya, Sud Training on inclusive and respectful service provision, management and MEL conducted for grassroots women organizations providing services in SRHR, SGBV, CEFM, women trafficking and drug use	1212 - Mya, Sud Mobile Teacher’s Trainers (MTTs), MoE Staff, Experts and local leaders trained and equipped to provide ongoing supervision and support, including psychosocial support, to TEES	1222 – Mya, Sud, Nig Educators trained in provision of localized, community-based, inclusive, gender- and climate-responsive ALP and life-skills programs to vulnerable girls and women	1232 – Sud, Mya Education coordination meetings among local government and non-government stakeholders in girls’ and women’s education conducted / supported	1312 – Mya, Sud Localized curriculum for livelihoods and life skills training on Early Childhood Care and Development (ECCD), including Learning through Play, for out-of-school girls and women established
	1113 - Mya, Sud, Nig Boys and Men Champions Against SGBV supported in local advocacy, including social actions addressing SGBV in target communities	1123 – Mya, Sud Community groups supported in gender disaggregated data collection, analysis and communicating evidence-based results, respecting individual rights and privacy		1213 - Mya, Sud, Nig Knowledge exchange and transfer roundtables and other communication channels across all project countries for local state and non-state education actors, including IPEs, conducted	1223 – Mya, Sud, Nig Gender responsive life skills curriculum covering CEFM, SGBV, SRHR, drug use and human trafficking integrated in ALP for girls and women		