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Which factors do Plan international prioritize in assessing the effectiveness of the gender responsive and inclusive pedagogy model (GRIP) and what are their aspirations for developing a sustainable model?

A qualitative case study in the educational landscape of Barguna district.

Masteroppgave i Lektor Samfunnsfag (MLSAM)

Veileder: Kathleen M. Jennings

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Kunnskap for en bedre verden

Summary of findings

This master thesis examines what Plan International prioritize when assessing the effectiveness of the Gender Responsive and Inclusive Pedagogy model (GRIP) and the organization's aspirations for a sustainable model. The GRIP model is a training program for teachers to create an environment where all students, including girls, can participate in the learning environment without experiencing discrimination. The model is part of a bigger project with the long-term aim of reducing the prevalence of child, early, and forced marriage (CEFM). The analysis, based on interviews with Plan employees, reveals that their evaluation of the GRIP model relies on feedback from teachers, learners, and the government, with a primary focus on teachers' feedback. Through the interviews there is not found independent evaluation, raising concerns about the objectivity and room for critical feedback regarding the GRIP model. While positive outcomes were noted as a result of the GRIP model, such as teachers acknowledging gender equality more after the training, the thesis did not find a clear link between the feedback and the overarching goals of reducing CEFM. The broader goal of reducing CEFM was rarely mentioned by interviewees when discussing the model's success. This lack of connection to broader goals, raises doubts about its aspirations for sustainability. The thesis is based on interviews with Plan employees and not teachers, learners or members of the government. Thus, the information is second hand.

Sammendrag

Denne masteroppgaven undersøker hva Plan International prioriterer når de vurderer modellen kalt Gender Responsive and Inclusive Pedagogy model (GRIP) og organisasjonens ambisjoner om en bærekraftig modell. GRIP-modellen er et opplæringsprogram for lærere for å skape et miljø der alle elever, inkludert jenter, kan delta i læringsmiljøet uten å oppleve diskriminering. Modellen er en del av et større prosjekt med det langsiktige målet å redusere forekomsten av barneekteskap, Child Early and forced Marriage (CEFM). Analysen, basert på intervjuer med ansatte i Plan, viser at deres evaluering av GRIP-modellen baserer seg på tilbakemeldinger fra lærere, elever og myndighetene, med hovedfokus på lærernes tilbakemeldinger. Gjennom intervjuene ble det ikke funnet noen uavhengig evaluering, noe som reiser spørsmål om objektiviteten og rommet for kritisk tilbakemelding angående GRIP-modellen. Selv om positive utfall ble funnet som et resultat av GRIP-modellen. Lærere erkjenner likestilling på en annen måte etter opplæringen, men oppgaven fant ingen klar sammenheng mellom tilbakemeldingene og de overordnede målene om å redusere CEFM. Det bredere målet om å redusere CEFM ble sjelden nevnt av intervjuobjektene når de diskuterte modellens utfall. Denne mangelen på forbindelse til bredere mål skaper tvil om modellens ambisjoner om bærekraftighet. Oppgaven er basert på intervjuer med ansatte i Plan og ikke lærere, elever eller myndighetene. Dette er derfor sekundær informasjon.

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Acknowledgements

Writing this master thesis has been a challenging journey. It would not have been possible without the support and encouragement from several remarkable individuals.

First and foremost, I would like to express gratitude to Plan International. This master thesis could not have been written without the help from them, who helped me both with finding my research question and helping me providing me with interviewees so I could discuss it. I have learned so much about how you work, and I appreciate the insight this has given me. Thank you for giving my master thesis a purpose and allowing me to call and email you anytime.

A special thanks to my supervisor, Kathleen whose guidance, expertise, and constructive feedback have been instrumental in shaping this thesis. I appreciate that you have been straight forward and honest throughout the process.

I would like to express my deepest gratitude to my friends, Tuva and Kristin. Your steadfast friendship, insightful discussions, and continuous encouragement have been invaluable throughout this process. I deeply appreciate your support in form of reading breaks, following me to driving school and eating dinner in the evenings. You deserve a huge thanks for getting me to campus at all.

I am also profoundly grateful to my boyfriend, whose love, patience, and understanding have been my rock during the demanding phases of this thesis. Thank you for allowing me not to speak about my master thesis at home and never working after I have entered the door to our apartment.

Abbreviations

GRIP	Gender responsive and inclusive pedagogy
DSHE	Directorate of secondary and higher education
SRHR	Sexual and Reproductive Health and rights
GTE	Gender Transformative Education
CAY	Children and youths
GGE	Girls get equal
NGOs	Non-governmental organizations.
NCTB	National Curriculum and Textbook Board
CEFM	Child, early, forced marriage
CwDs	Children with disabilities
NEP	National Education Policy
TOT	Training of teachers
TET	Transformative Evaluation theory

Chapter 1

1.1 Introduction

This master thesis aims to investigate the factors that Plan emphasizes in evaluating the effectiveness of the Gender Responsive and Inclusive Pedagogy (GRIP) model. The model has a long-term aim of reducing the prevalence of child early and forced marriage (CEFM) by means of a more gender equal approach from the teachers in the classroom. Recognizing the transformative potential inherent in education (Condrón et al., 2023), especially during the formative years of children and youth (CAY) (Vyas et al., 2020), this thesis will examine the evaluation of the GRIP model, with the intention of looking at how the effectiveness is assessed, and sustainability is attempted to be ensured in the program. By focusing on these aspects, the thesis aims to contribute to educational research from a transformative perspective, providing insights into the evaluation processes and sustainability mechanisms of educational interventions aimed at achieving gender equality.

1.2. Actualization and purpose of the study

GRIP is a model developed by Plan Bangladesh in collaboration with the Bangladeshi government, with the objective of establishing a gender responsive and inclusive teaching environment. The GRIP model is used for the training of teachers (TOT), with the aim of increasing gender responsiveness and the inclusivity in education. After a pilot, the government has assumed control of the model, and can use it freely (Interviewees). This study aims to enhance the understanding of the underlying mechanisms that are at play in the evaluation in such projects, with the GRIP model as practical example. Central questions driving the investigation include: (1) what criteria determine Plan Bangladesh's assessment of the model? (2) How is model testing linked to the goals of the model? (3) How does an ideal organization evaluate if they reach their goal? (4) Whose perspectives does Plan consider when assessing the model's effectiveness? (5) How is the evaluation process linked to the aspirations for sustainability of the model? By examining these questions, this thesis aims to shed light on the process underlying the GRIP model's development and how its evaluation aligns with its objectives, with potential knowledge implications for other NGOs working within the educational sector.

One of Plan International's primary objectives is to foster a world where gender equality prevails for both girls and boys (Plan international, 2019). While this is a universal vision, country offices must also operate within the contextual frameworks of their respective locations. In Bangladesh, this involves addressing the significant issue of child, early, and forced marriage (CEFM). Given the long-term nature of these overarching objectives, effecting structural changes within society becomes imperative for their realization. Limiting the prevalence of CEFM is not a process that is done overnight, and the GRIP model represent only one of many initiatives in Bangladesh with the same goal. The following thesis thus investigates whether concrete, specific models like GRIP have the potential for long-term sustainability, and if the goal of sustainability is reflected in the model's implementation and evaluation. Recognizing that lasting impact requires consistency over time, this study seeks to

illuminate how approaches to model implementation and evaluation contribute to the enduring effectiveness of such programs, if at all.

The primary focus of this thesis is to provide insights into the decision-making processes driving the implementation and evaluation aspects of a model like GRIP. I will delve into the dynamics of the evaluation process and examine the process leading up to the moment that marks the end of working with the model and begins the work of evaluating it. To achieve this, a closer examination will be conducted regarding the link between the planning and evaluation phases and how the former informs the latter, as well as the possibility for sustainability of the model. The goal is to discern the decisive factors that Plan prioritizes when assessing the effectiveness of the model and its potential for sustainability.

In summary, the rationale behind this research encompasses two main aspects. First, it examines the criteria prioritized by Plan to provide insights into whose perspectives are considered during the evaluation process, involving various stakeholders. Second, it explores the potential sustainability of the model. Ideally, all stakeholders should be satisfied with the model to ensure its continuity after the Plan team's involvement. Therefore, the question of whose voices are prioritized when assessing the model's effectiveness is inherently linked to the aspirations for sustainability.

I argue that analyzing the data through a three-part framework, emphasizing (1) teachers, (2) learners, and (3) the government, provides a comprehensive understanding of how Plan assesses the effectiveness of the GRIP model in relation to its goal of reducing CEFM. This structure is informed by the data collected, where students, teachers, and the government emerged as the most frequently mentioned stakeholders. Additionally, the interviewees in Bangladesh indicated that they have not gathered feedback from the surrounding community, such as parents, which makes this group irrelevant for my analysis. By coding information related to the model's goals, this thesis will explore how these goals align with the priorities of the Plan team when evaluating the model's effectiveness. Furthermore, I contend that the aspiration for sustainability is inherently connected to the model's transformative ambitions.

Through this analysis, I find based on interviews with Plan employees, that their evaluation of the GRIP model is based on feedback from three key groups: teachers, learners, and the government, with a primary focus on teachers' feedback. Seemingly, there is no independent evaluation, raising concerns about the independence of the evaluation and whether there is room for critical feedback regarding the model. The interviewees mentioned that they typically use indicators and measures to track societal change, but in this case, school enrollment was the only indicator mentioned to measure how the GRIP model effects the society. Otherwise, the factors which I found were prioritized by Plan in the evaluation of the model were not predetermined. Although positive outcomes of the model were noted based on the feedback from the prioritized groups, such as teachers reporting to acknowledge the two sexes more equally, there was no clear connection between the feedback and the overarching goals of reducing CEFM. The broader goal was scarcely mentioned by the interviewees in terms of evaluating the model's success. The lack of connection to broader goals and the

difficulty in attributing modest positive outcomes to the model itself rather than other factors, raises doubts about the model's sustainability. The mismatch between goals, mechanisms, and resources, along with low expectations regarding the model's sustainability, has led to what I in this thesis call a possible abandonment of the GRIP model.

1.3. Existing research and actualization

While there is a general awareness of the objectives and overarching goals of organizations like Plan International and other NGOs, the extent to which these objectives are prioritized and evaluated during the testing and implementation phases of specific projects remains unclear. To date, there is a lack of published research on the GRIP model and similar models that can serve as a foundation for the thesis. While there have been done related studies which map the challenges that are related to gender inequalities in school (Condrón et al., 2023), and identify barriers that can affect women negatively (UNESCO, 2019), there are few evaluations of programs that focus on the result of the program itself (Vyas et al., 2020). These research projects instead have a focus on the need for projects to contribute to solving these issues.

There is an even more noticeable gap in public research when it comes to evaluating the process behind the implementation of these models, which like GRIP are often developed by NGOs. As the GRIP model is an integral facet of a more extensive project to combat gender disparities in the country, and there are several models like the GRIP model – developed in cooperation with NGOs (interviewees) – being tested in different countries, it is important to explore whether small initiatives such as the GRIP model have the intended effect. Moreover, the absence of a dedicated reporting system for the GRIP model, as I will touch upon later, underscores the importance of investigating the evaluation process of models like GRIP. How does the process look from the idea, implementation, and evaluation phases? Significantly, it is crucial to observe the factors that have undergone changes from the conceptualization stage to the evaluation phase. This thesis, by addressing this gap with a focus on the evaluation phase, may not only prove beneficial input for supervising, planning, and evaluating future process within Plan International, but could also offer valuable insight for other non-governmental organizations (NGOs) and national actors, particularly those operating within the educational sphere.

1.4. Theoretical underpinnings for research question

In this thesis, I employ a transformative evaluation theory (TET) framework to analyze the implementation and evaluation of the GRIP model developed by Plan Bangladesh. The TET takes a normative approach to evaluation that emphasizes the role of projects and models in dismantling systemic inequalities and empowering marginalized communities. It emphasizes proactive intervention, stakeholder collaboration, and centering the voices of marginalized groups to drive meaningful structural change (Chen, 1994; Lorenzo Galés, 2022; Mertens, 2023). Drawing on the works of Chen (1994), Lorenzo Galés (2022) and Mertens (2023), I argue that the TET approach is well-suited for addressing my research question about the factors Plan prioritizes in evaluating the GRIP model and their aspirations for sustainability.

This approach is particularly relevant given the project's progressive social change agenda, which aims to foster inclusivity and gender equality. The goal is to adopt a transformative perspective that challenges oppressive structures and norms while promoting social justice throughout this thesis.

Through the lens of TET, I will critically analyze the decision-making processes behind the GRIP model with a particular focus on effectiveness, stakeholder engagement, promotion of equity and social justice, and how this is linked to the aspiration for sustainability. Additionally, I will reflect on the limitations of my use of the theory, particularly regarding firsthand experience constraints, which affects my ability to voice marginalized groups. Central to this approach is the recognition of how insights from the analysis can inform the effectiveness of other transformative initiatives like the GRIP model and contribute to future evaluations in similar contexts. Using the lens of TET, the thesis can provide a deeper understanding of the evaluations conducted of the GRIP model and contribute to discussions on how evaluation practices can support transformative change and social justice in programmatic interventions.

Based on what mentioned above, the research question I will illuminate is “Which factors do Plan international prioritize in assessing the effectiveness of the gender responsive and inclusive pedagogy model (GRIP) and what are their aspirations for developing a sustainable model?” Analyzing through the lens of TET, the research seeks to offer a theoretical understanding of how the analysis of the GRIP model accounts for a broader societal transformation, with a focus on gender dynamics, inclusivity, and the promotion of social justice within the educational landscape of Barguna district. I will identify what components of the GRIP model were deemed successful according to what criteria assessed and elucidate Plan International's aspirations for sustainability, through the analysis of interview data.

1.5. Limitation of the research question

As the master thesis is not a process report, certain dimensions of the GRIP model are omitted. My intent is to deconstruct and to offer a critical examination of the elements prioritized by Plan employees when assessing the effectiveness of the model, not provide a review of the model itself. Therefore, I will not go in-depth into the content of the model, but rather discern the focal points emphasized by an ideal organization like Plan when endeavoring to institute transformative initiatives within a context that may not readily embrace such innovations. As a student based in Norway conducting research on a case based in Bangladesh, I cannot be present in the school system in Barguna District. Neither can I participate in Plan to gain firsthand experience on the case which I am researching. My role as a master student is hence to provide impartial insights into both sides, and function as an intermediary between these two contexts and facilitate the transfer of knowledge from one perspective to another.

1.6. Outline of the master thesis

The structure of this thesis is organized to systematically address the research question and its underlying components. This chapter has contained the introduction with emphasis on the purpose of the study. In chapter 2, I will introduce the background of the master thesis, which will build the foundation for why there is a need for the GRIP model in the education in Bangladesh. The following chapter includes the theory on which the analysis is built, focusing on the transformative evaluation theory. Chapter 4 delves into the GRIP model and explain the objective of the model. After this, chapter 5 comments on the research design and method of the thesis, namely case study and qualitative interviews. In chapter 6, the analysis of the interviews is included, before chapter 7 discusses the findings from the previous chapter. The last part of the thesis, including conclusion and openings for future research, is to be found in chapter 8.

Chapter 2: Background information on the area of study

This chapter examines the current state of schools in Bangladesh and establishes the foundational understanding for the necessity of the GRIP model within the country. Contextual understanding and identification of transformative goals is seen as essential for the thesis, and for analyzing through the lens of TET. This chapter is built on existing research and statistics but results from the interviews will also be used when advantageous.

2.1. Present Educational Landscape in Bangladesh

The imperative for implementing the GRIP model in Bangladesh become evident when speaking with the interviewees about the everyday education in Bangladesh. The educational reality in Bangladesh is characterized by the teachers lecturing the students, rather than including the learners in an active learning process (Rouf, 2022, p.227). This is also underlined by the interviewees, while simultaneously mentioning that gender-biased practices also persist in the classroom. According to them, there are practices such as seating boys at the front and girls at the back of classrooms, passive teaching methods, and gender-biased tasks being assigned to students. These issues affect a large number of children in Bangladesh schools on a daily basis. According to the Bangladesh Education Statistics of 2023, which incorporates various metrics, the total enrollment in secondary schools reached 8.889.674 in 2022 encompassing both private and public institutions. Notably, 4.877.073 (54.86%) of these enrolled children were girls. The learners are distributed across 18.907, secondary school institutions, and between 247.013 teachers, of whom 72.540 are women (BANBEIS, 2023, p.6-32). Amongst all students aged 5-17 years in 2021, there was approximately 4.2% of the children, which were reported to have a functional disability (BBS et al., 2023). In Barguna district alone, there are 189 schools. There are 63.710 students, whereas 55.09% of these are girls, which makes out a total of 35.100 female learners (BANBEIS, 2023, p. 120). While there is a progress in the enrollment of girls in education, the dropout rate among girls persists as a significant concern (BANBEIS, 2023, p.47; BBS et al., 2023). The primary obstacles contributing to this challenge include child marriage, domestic responsibilities, early pregnancies, limited awareness about sexual and reproductive health and rights (SRHR), gender-based violence (GBV), and the recent impact of the COVID-19 pandemic (UNDP, n.d., p.5-8).

		Number of female learners
Number of schools	189	
Number of learners	63.710	35.100

Table 1: Number of schools and learners in Barguna district. Number of female learners also listed (BANBEIS, 2023, p.120).

	Girls	Boys	Total
Student dropout rate	40.78%	33.25%	35.98%
Student completion rate	59.22%	66.75%	64.02%

Table 2: Number of children who has dropped out and student completion rate¹, divided into male and female, from the year 2022 (BANBEIS, 2023, p.47).

2.2. Why is there a need for the GRIP model in Bangladesh?

Improvement for girls in education in Bangladesh has been a gradual process. Historically Bangladesh viewed the education of girls as a means of preparing girls for enlightened motherhood (Salahuddin et al., 2014, p.1). However the educational reality for women in the country has shown improvement over the past few decades (Huq & Rahman, 2008; Salahuddin et al., 2014). The research paper “Present Situation of Female Education in Bangladesh: An Overview of the Last Decade”, informs about 12.1% increase in the literacy rate of women from 2001 to 2010. Additionally, various reports provide contemporary information regarding the enrollment of children in education across Bangladesh. Up until 2008, the enrollment rate for girls were higher than for boys, but the success rate for girls were lower than for boys. In the same study, there is uncovered higher drop-out rates in schools located in rural areas, comparing to schools in semi-urban, municipality and metropolitan areas (Huq & Rahman, 2008, p.120). Xu et al. argue that enrollment rates does not give a complete understanding of the educational reality in Bangladesh today, and that there are many other factors which contribute to girls’ underperformance in Bangladeshi schools, such as parental preference for education of boys (Xu et al., 2019). The last decades, the Bangladeshi government has undertaken various initiatives to advance female education in the country (Salahuddin et al., 2014). Despite these historical improvements in the educational circumstances for girls, a prevailing tradition persists, favoring the education of boys in families while keeping girls at home (Xu et al., 2019). Different reasons contribute to families not prioritizing education for their female children, in contrast to their male counterparts. The education of girls can pose an economic burden, involving both direct and indirect costs such as fees and opportunity costs (Salahuddin et al., 2014; Xu et al., 2019).

2.3. Child Early and Forced Marriage in Bangladesh

Child marriage poses a global challenge, with one out of five (19%) children entering marriage before reaching the age of 18 on a global scale. Formulated in target 5.3 in the United Nations sustainable development goals, there is an aim of ending CEFM by 2030 (United Nations, n.d.-b, p. 22). In addition, CEFM is a violation to the Convention on the Rights of the Child, which counsel 18 as the lowest age of marriage (Plan international Asia Regional Office, 2018, p. vii). Progress has been observed in various countries in recent years, leading to a decline in the prevalence rate from one out of four (25%) which was the reality 25 years ago (United Nations Department of Economic and Social Affairs, 2023, p. 23). CEFM poses a threat to the fight for gender equality in Bangladesh, related to girls participating in education, and later working. It is shown that education is strongly negatively

¹ Completion rate: The percentage of pupils/students in the beginning grade/year of the level of education who finished or graduated from the final grade/year at the required number of years of that level of education (BANBEIS, 2023, p.31).

related to child marriage. Amongst mothers who have low or no education, 55.6% of the children are married off at an early age (15-19yrs), versus 28.4% when mothers have higher education (BBS et al., 2023 p.xxxiv). There are numerous factors that can contribute to the endurance of the practice of CEFM, including economic, structural and social factors (Karam, 2015). The solutions to the challenge of CEFM are complex and multifaced, and the GRIP model is an attempt to approach this longstanding structural issue through education, recognizing that this is just one piece of a larger solution.

Age	CEFM (percentage)
<15 years (15-24 yrs)	9.1
<15 years (20-24 yrs)	11.2
<18 years (20-24 yrs)	40.7

Table 3: *the numbers are from a survey which shows CEFM in Bangladesh in 2021. 9.1% of women asked between 15-24 years were married before 15 years of age. When asking the group 20-24 years, the result was 11.2% of girls before 15 years and 40.7% of girls before 18 years (BBS et al., 2023, p. xxxvi).*

2.4. The potential of women

The way girls are valued of in schools compared to boys is an issue which extends beyond the academic life and into the community, where boys are viewed as contributors to the work sphere while girls are viewed to not have the same capability and are too valuable in the home (Khan & Hossain, 2018, p.3). The right to equal access to education is likely linked to the opportunities the women have in the work sphere later in life. As of January 2014, women held 20.9% of the available seats in the Bangladesh government (IPU Praline, 2024). Despite the notable presence of women in government roles, including the position of the Prime Minister, a significant number of women still face unemployment or are constrained from participating in the workforce (Wambile et al., 2024). Preventing girls coming to school, will likely contribute negatively to the economy of the country, while gender equality can contribute to economic growth (Kabeer & Natali, 2013). This is again in alignment with the perspective of Salahuddin et al., that one can assert no country to achieve progress when a substantial portion of its population is denied access to education (Salahuddin et al., 2014).

The gender dynamic is further complicated when looking at the delicate balance that parents in Bangladesh must navigate, the child's right to education and the imperative of ensuring economic stability for the family (Kabeer et al., 2003). Kabeer argues that the concept of *need* is connected to an older era, where the vulnerable or disadvantaged relied on the support of moral community to safeguard their well-being. On the other hand, the language of *right* aligns with a more contemporary society focused on a market-based economy, where individuals interact on an impersonal basis (Kabeer et al., 2003). It is likely this balance between the equilibrium between needs and rights, is what the parents are facing which results in varying attitudes towards the education of boys and girls.

2.5. Educational Policy 2010

In 2010, the Bangladeshi government introduced a national education policy (NEP-2010). The formulation of the policy implies that all children should be included in the education and removing gender disparities is one of the objectives of the NEP (MoE, 2010). But as mentioned, there is today seen that teachers treat girls and boys differently, giving boys more attention than girls, who are traditionally placed in the back and boys in the front. They are also given different exercises in school which suits their gender (Interviewee 1). And there is overall an impression that girls are less attractive in an academic setting than boys. In continuation, interviewee 4 talks about education in Bangladesh today as a mean of reaching academic goals, not to learning itself. This statement support that there is a mismatch between the educational policy, introduced 14 years ago, and the educational reality in today's Bangladeshi schools. The GRIP model can therefore be seen as an attempt to link the policy closer together with the educational reality.

To summarize chapter 2, we have looked closer into today's educational situation in Bangladesh, why there is a need for the GRIP model in Bangladesh and the societal challenges women and girls face. I have summarized the parts of national education policy in Bangladesh relevant for the research question and explained that the model, which will be explained in detail in chapter 4, is intended to put the policy closer to the praxis in schools. We have seen that number of children in the educational system, including nearly five million girls, makes it evident that the scale of impact in the Bangladeshi educational sphere is substantial. The model aims to overturn the understanding that education is more beneficial for boys and that they are more suited for education than girls. The interviewees underline that this understanding of gender roles is obvious in the schools. The chapter has explored parts of why there is a need for a model like GRIP in Bangladesh, which offers a framework for creating more supportive and empowering learning environments for all children in Bangladesh. GRIP builds on the premise that addressing the multifaced challenges young girls face in schools, including treatment from teachers and physical challenges, is crucial to ensuring gender responsive education. By promoting gender equality and inclusivity in schools, education could be partial in changing the embedded approach the society has to gender roles. In chapter 1, I briefly mentioned the TET and in chapter 2 I related this to why the background information presented in this chapter is relevant. In chapter 3, I will further delve into the theoretical framework and research design of the thesis.

Chapter 3: Theoretical framework and research design

This chapter outlines the theoretical framework that will inform the analysis in this thesis. In other words, chapter 3 creates the lens through which the results from the interview will be viewed. After a short literature review, I will begin with describing theory-based evaluation before explaining TET. After this, the limitations of the theory will be outlined, before I explain why the theory is relevant to answering my research question. I wish to emphasize that I am not going to be using this theory to evaluate the GRIP model myself, but as an approach to answer my research question relating to the conduct of evaluations and, specifically, what Plan did in the evaluation I examine.

3.1 Literature review

In this literature review, I will situate the thesis within existing research, considering the scarcity of literature on the field as mentioned in Chapter 1. I have based my studies on theory-based evaluation of the educational system in Bangladesh (BANBEIS, 2023; MoE, 2010; Rouf, 2022) and placed this within a global context using sources like the United Nations and UNICEF (UNICEF et al., 2021; United nations, n.d.-a; United Nations Department of Economic and Social Affairs, 2023).

To gain a deeper understanding of intersecting forms of oppression and to inform policy and practice recommendations for promoting gender equality and social justice, I have reviewed feminist theories regarding the situation of women in developing countries (Datta & Kornberg, 2002; Kabeer & Natali, 2013; Salahuddin et al., 2014). For instance, Datta & Kornberg (2002) argue that access to educational skills and training is crucial for women to secure higher-paying employment (Datta & Kornberg, 2002).

Additionally, having a background in didactics reading (Bugge & Dessingué, 2022; Koritzinsky, 2020) supports my understanding of the relevance of the GRIP model. I have explored various evaluation approaches, such as self-evaluation where students assess the project's outcomes (Vyas et al., 2020), and theory-driven evaluation, which bases the evaluation on existing theory to determine if it leads to the intended outcomes (Chen, 1994; Coryn et al., 2011). Although this thesis will not directly evaluate the GRIP model, an understanding of evaluation theories provides a lens through which I can assess the research question.

3.2. Theory of change

A robust theory of change outlines the causal pathways and contextual factors that facilitate desired outcomes through a proposed policy or model, in this case the GRIP model. Utilizing a theory-based evaluation approach, the theory of change serves as a foundational framework to comprehend the effectiveness of the model – understanding both its successes and limitations. Prior to understanding the criteria which Plan International prioritizes in assessing the GRIP model's effectiveness, it is imperative to establish a clear theory of change regarding the expected outcomes of GRIP model implementation, and how these outcomes are expected to come about.

In essence, the theory of change articulates the problem needing mitigation or resolution and outlines the programmatic response to address this issue, and the mechanisms that will produce the desired change. The primary aim of the GRIP model is to advance gender equality within schools, ultimately aiming to reduce child early and forced marriage (CEFM), enhance gender equality in schools and link the National Education Policy (2010) (MoE, 2010) and practice closer together. The targeted group are teachers and learners, who will be trained in gender sensibility and inclusiveness through this model. Behind the GRIP model, there is an idea that enhancing teachers' awareness of gender dimensions and gender equality in classrooms and education will improve girls' situation in the classroom, which will result in girls staying in or coming back to school, being aware of their value in the society, and through this, in the long-term influencing the surrounding society and contributing to reducing the occurrence of CEFM. More detailed information about the GRIP model will be included in chapter 4.

3.3. Theory-based evaluation

To best answer the research question, this thesis will use a theory-based evaluation approach to understand how Plan have prioritized in the evaluation of the GRIP model. Theory-based evaluation is not a specific method or technique, but a way of structuring or undertaking an analysis of an evaluation in which the theory is an approach to evaluation (Chen, 1994; Coryn et al., 2011). Theory-based evaluation allows the researcher to use pre-established theoretical frameworks to guide the analysis of how and why a particular intervention leads to specific outcomes (Schmitt & Beach, 2015; Stame, 2004). Schmitt and Beach (2015) argue that by using theory-based evaluation combined with techniques like process tracing, one can systematically test and refine a program's theory of change to strengthen its design and implementation (Schmitt & Beach, 2015). By viewing program beneficiaries as actors within a complex reality, theory-based evaluation offers a solution to the complexity which other evaluation methods fail to include. The current separation between evaluation levels prevents theories emerging at lower levels from informing understandings of impacts higher up. The lack of communication undermines the relevance of actors' decisions in achieving global impacts. Stame (2004) argues that restructuring evaluation systems is essential for theory-based approaches to be effective in addressing the evaluation deficit in multi-level governance programs (Stame, 2004). By using theory-based evaluation approaches, it is possible to address both the black box problem and the evaluation deficit. These approaches can provide deeper insights into program functioning, thereby improving the effectiveness of policies and practices at both local and higher level of governance. In our context, the concern is not to evaluate the GRIP model itself, but to understand how the evaluation of the model took place and what this entails for our understanding of how ideal organizations assess their work. To do this, understanding what theory-based evaluation entails is important to see where the evaluation of GRIP conforms to or deviates from expected practice.

To address the limitations, identify what is working and provide insights to how possible interventions might work, a theory-based evaluation approach is insightful (Chen, 1994). Answering my research question, a theory-based approach is preferable to an experimental evaluation design, as the last-mentioned was unfeasible due to my not being physically

present in Bangladesh. Through the approach, I will thus be able to identify strengths and weaknesses, which can be helpful for further implementation and to improve the evaluation of future programs. The theory-based evaluation approach, grounded in a robust theory of change, provides tools to answer the research question regarding the specific factors Plan International prioritizes in assessing the effectiveness of the GRIP model and their aspirations for a sustainable model. These tools, applied through interviews with Plan employees, will help identify the key criteria that Plan prioritizes in their assessments, such as effectiveness of interventions, stakeholder engagement, and long-term sustainability, ensuring a comprehensive understanding of their evaluation priorities in the educational landscape of Barguna district. Understanding the theory of change driving the project – including causal pathways, contextual factors, and how and why specific interventions lead to desired outcomes – is also important in order to determine whether the theory of change informed the evaluation of the GRIP model.

3.4. Transformative evaluation theory

The remainder of this chapter lays the foundation for understanding transformative evaluation theory and how it can contribute to understanding which factors Plan International prioritizes in assessing the effectiveness of the model. A transformative evaluation theory aims to enhance understanding of a project's implementation, focusing on dismantling systemic inequalities and empowering marginalized communities. It emphasizes proactive intervention, collaboration among stakeholders, and centering the voices and experiences of marginalized groups for contextually relevant interventions. Transformative research challenges oppressive structures and norms while driving meaningful structural change, laying a groundwork for sustainable long-term solutions to social problems. In essence, a transformative theoretical approach offers a holistic and proactive framework for addressing systemic inequalities and promoting social justice (Lorenzo Galés, 2022; Mertens, 2023). To paraphrase Mertens, transformative scholars hold that knowledge is imbued with bias and subjective influence rather than being objective. Knowledge is therefore viewed as influenced by human interests that reflects the existing power and social relationship within society. Moreover TET advocate that a fundamental aim of knowledge construction is to empower individuals to effect positive societal change (Mertens, 2023).

When analyzing through the lens of TET, I will have to maintain critical reflections while exploring the evaluation of the GRIP model. Understanding the priority of the decision-making process behind the GRIP model will also be crucial to enhance the effectiveness, accountability, stakeholder engagement and promotion of equity and social justice. Simultaneously, I will have to be reflective of the limitations of the theory, with emphasis on the constraints related to firsthand experience. Central to the theory is also to acknowledge how the insights from the analysis can contribute to understand the effectiveness of other transformative initiatives like the GRIP model, and how it can inform future evaluations in similar situations. The latter is included in chapter 7.

3.5. Limitations: theory

The TET provides a comprehensive framework for understanding and addressing systematic inequalities, but its application is subjective and open to interpretation. Thus, when explaining the limitations of theory, subjectivity in interpretation is an obvious aspect. And the way I interpret the theory and the findings in the research may be completely different to another researcher. In line with this, the theory is not primarily interested in generalizability, which reduces the transferability of my findings.

Resources is another challenge and limitation to the theory. Given the complexity of the theory, I should ideally have had more resources, in terms of time and funding to delve into the dynamics of the theory. Related to limited resources, I should ideally travel to Bangladesh and interview different voices included in the evaluation of the model, thus being able to represent and include a broader group, which is a central aspect of the TET. As I am not able to do this, the thesis presents a fragment of the Plan team, and if other employees had been interviewed, the thesis would likely look different.

3.6. Relevance of theory to the research question?

TET offers a lens through which I can understand which factors Plan employees prioritize when assessing the effectiveness of the model in relation to the project goals and to the greater objectives of broader societal transformation. The theory allows me to unpack the mechanisms on how the GRIP model influences gender dynamics and inclusivity in the educational sector, through analysis of Plan employees' priorities in the evaluation process. Additionally, TET emphasizes contextual sensitivity in assessing Plan employees' evaluation.

Power dynamics related to gender is particularly concerning in the Bangladeshi educational reality, and TET opens to assess the role of power dynamics in this setting. Ideally, the analyzing framework also allows me as a researcher to gain insight into underlying considerations and biases in the evaluation approach caused by diverse stakeholders. Most importantly, TET acknowledges the temporal dimension of social change and emphasizes the need to assess long-term impacts, which underscores the importance of remaining a focus on the sustainability of the project. The framework will therefore adapt the research to focus on the Plan employees' considerations regarding possibility for sustainability of the project to endure societal change when evaluating. While simultaneously, remaining critical reflection on underlying assumptions, biases, and power structures inherent in evaluation processes, which is critical for uncovering hidden inequalities. This includes a critical assessment of *who* is doing the evaluation and *how* it is done, recognizing, for example, the challenges that arise when the same party that initiated and helped implement the project is also evaluating it, as I will discuss further below.

What Mertens (2023) posits about knowledge being inherently influenced by bias and subjective perspectives, rather than being objective, is a perspective that suggests the criteria which Plan emphasize when evaluating programs like GRIP, influenced by human interests and existing power dynamics. Knowledge constructions should according to Mertens (2023) aim to empower individuals to effect positive societal change. By considering this perspective alongside the specific factors prioritized by Plan international, it is possible to gain deeper

insights into their evaluation process and aspirations for sustainable development within the educational landscape of Barguna district.

I wish again to underscore that the intention of adapting this theory is not to give a final answer to what Plan International prioritize in working with education in Bangladesh, but enlighten aspects of this and similar evaluation processes, thereby enhancing understanding of the thought process within NGOs. In other words, the thesis will not measure specific values but rather discuss results from given interviews.

Thus, a TET-based analysis adds the theoretical means through which to understand what is prioritized when Plan employees assess the effectiveness of the model and what they describe as effective parts of the model. In the analysis, the aspirations for sustainability will also be outlined as it is viewed as central to the transformative aspect of the model.

3.7. Threefold Division

I will now briefly discuss how I will assess effectiveness in the thesis. I analyze the interviews in a threefold division of (1) the feedback collected from teachers (2) the feedback from learners, and (3) the feedback from the government – all as expressed by the interviewees, i.e. secondhand. These three categories are not mutually exclusive, and I will elaborate on the threefold division in chapter 6. Ideally and related to the TET, the feedback from teachers and learners should be prioritized as they are the stakeholders experiencing the model in their daily life and have the possibility to create the expected change. Following the overarching goals of Plan as an organization, the feedback from the children should be prioritized, as they have an emphasis on listening to children's voices, empowering young people and advancing children's rights, while remembering that there is a balance between realization of goals and realization of the project, the latter being enabled through collaboration partners in Bangladesh (gov.). When aiming at making the model sustainable, it is also essential to have the government on board.

To summarize this chapter, the theory will be present in my thesis by assisting me in (1) sorting out the collected information from interviews (2) gaining insight into the decision-making processes with emphasis on evaluation for assessing the effectiveness, and (3) probing for transformative goals through ensuring sustainability, and how these factors are reflected in the criteria used to assess the effectiveness for the GRIP model. The next chapter includes the concepts of gender responsive education and inclusive education, as well as elaborate on the GRIP model, providing insights into its nature and highlight its significance in moderating the challenges mentioned.

Chapter 4: Gender responsive education and the GRIP model

This chapter goes into more depth on the GRIP model and gender-responsive education. The GRIP model involves pedagogy related to both gender responsiveness and inclusiveness. An examination of the two terms will therefore be necessary, before summarizing the content of the GRIP-model. This chapter use both existing documents and results from interviews when relevant.

4.1. Gender responsive pedagogy

The GRIP model aims at including girls in education the same way as the boys through a gender responsive approach. The training of teachers (TOT) therefore has a focus on activities which help the teachers to differentiate sex and gender and include all genders in the education. As a result of this, the teachers should be able to relate the concepts to their own life and in their practice as a teacher.

The model, which is gender *responsive*, is thus a part of a bigger gender *transformative* aim in Plan. I wish to explain the difference between the frequently used concepts and why it can be fruitful to see both terms in relation. As a gender transformative approach has a wider scope, in the way of working towards gender equality.

The objective of Gender Transformative Education (GTE) is to contribute to gender justice for both boys and girls by working at several levels in the society for improving access to education for all. Thereby, GTE programming actively seeks to cultivate greater equality between boys and girls by promoting equal opportunities *to, in* and *through* education (Donville, n.d., p.6). Going beyond merely recognizing and addressing gender disparities within the education system and the student learning experience, GTE aspires to fully leverage the potential of education. It aims to encourage a profound transformation in attitudes and practices within and beyond the education system, contributing to a broader environment of gender justice for both genders in all their diversity (Donville, n.d.; UNICEF et al., 2021)

UNICEF and UNFPA differentiate between gender responsive and gender transformative programming, as the first aiming to reduce gender inequalities within communities, with specific actions, and the latter as programming designed around an aim of addressing *root causes* of gender inequality within the society (UNICEF & UNFPA, 2021, p. 2). Plan defines six (6) elements for a program following a transformative approach (Munive, 2019). Interviewees in Bangladesh explain that the reason for the model being called *responsive* and not *transformative*, is because the model does not cover all these six (6) elements. Nevertheless, interviewees in Bangladesh state that the model has contributed to an enabling environment and diversity, in addition to improving the position of girls in their academic activities (Interviewee 4).

4.2. Contextual considerations

To reach the aim of GTE and equal education opportunities for all, the inclusion of different stakeholders is crucial, as the initiatives aiming for a change *to, in* and *through* education are aimed at different levels of change. Starting with the needs of the individual and thereby designing interventions with a transformative aim, which responds not only to the root causes

of gender inequality, but also to the symptoms that perpetuate the same inequalities (Donville, n.d.). The symptoms are a result of contextual factors and must therefore be resolved in the context of which they are a result. In this setting it includes what is touched upon in chapter 2, the huge number of children in Bangladeshi schools, girls having a lower educational value than boys, and an understanding of traditional gender roles still being predominant in the country. While NGOs work on a micro-level, they are part of a transnational project, and incorporate both international conventions and local perspectives in their projects. As argued by DeJaeghere and Wiger (2013), working on issues related to gender and inclusiveness in Bangladesh demands a knowledge of the surrounding context and balancing the situational context and the international conventions (DeJaeghere & Wiger, 2013). It is a challenge to have overarching goals in line with values often associated with "the West", while at the same time maintaining the contextual characteristics of the countries. Put in other words, it can be argued that avoiding a tendency to override local knowledge and allow the receivers of the project to define their own challenges will enhance the likelihood of sustainability. In addition, this will make it more likely that the implementors of the model will feel an ownership to the program. As earlier mentioned, this can involve a challenging position between contextual factors and the transnational project that Plan takes part in. As a part of this, the ability to incorporate the project into existing infrastructure will increase the likelihood of the project continuing after it is phased out by Plan and turned over to local partners. In sum, it can be said that avoiding overriding local knowledge is a step in the direction of creating sustainability of the project.

A common misconception is that GTE exclusively benefit girls. However, it is essential to recognize that boys are also influenced by gender norms, often confined to restrictive ideals of masculinity, such as pursuing careers in the military or being perceived primarily as income-earners (Tariquzzaman & Hossain, 2009). Even though this is not mentioned explicitly in the GRIP model, inclusion of boys is implied, as the pedagogy aims at including all children, regardless of gender. As interviewee 1 emphasize, the aim of the GRIP-model is to make education attractive and enjoyable for all students and make the teachers able to treat all students equally. More about the role of boys in the model is included in chapter 7.

4.3. Inclusive pedagogy

The GRIP model will cover both gender responsive pedagogy and inclusive pedagogy. Whereas we have taken a closer look at the first, the latter encompasses children, irrespective of their marginalized, impoverished, indigenous, disabled, or street children status, as well as their gender, learning pace, or academic proficiency. As seen, gender transformative education endeavors to foster greater equality between boys and girls by dismantling gender norms and stereotypes embedded within educational systems. However, an inclusive approach must also acknowledge the intersecting forms of discrimination and marginalization that individuals may face based on multiple identity factors. Therefore, interventions such as the GRIP model must be comprehensive, addressing not only the root causes of gender inequality but also the intersecting oppressions that perpetuate such disparities.

To elucidate further, the words of interviewee 1,2 and 3 which differentiate between the *gender responsive* aspects and inclusive pedagogy are helpful. They mention that there is

an overlap between the two concepts (Interviewee 2). Whereas there are intertwined challenges and goals both in gender responsive and inclusive education, they have different focus areas. The term "intersectionality" is used to describe intersecting identities, especially marginalized identities, for example children being girls and having a disability. In addressing the challenge of intersectionality within gender-responsive and inclusive pedagogy, it is imperative to recognize the complex interplay of various social identities, such as gender, ethnicity, socioeconomic status, ability, and others.

Interviewee 1 stresses that in the TOT in the GRIP model, they work with the reasonable accommodation for CwD (Children with disabilities). This can be related to several levels of the education, from the teachers being able to identify and recognize CwD to create an environment in the classroom where children do not laugh at CwD (Interviewee 1).

4.4. What is the GRIP model?

We have now taken a closer look at gender responsive education and inclusive education to build a foundation for understanding the GRIP-model. This section provides an exploration of the objectives and components of the GRIP model. As the model is in Bangladeshi and I do not master the language, I am dependent on a translation (Plan International Bangladesh, n.d.). As the content of the model is not objective of my thesis, this is not viewed as a disadvantage for answering the research question. While in chapter 2 we discussed the background of the model, we will now delve into its objective, development, practical implementation, and evaluation of the model, while aligning it with Plan International's overarching objectives.

To start, it is important to underline that the GRIP model is a small component of the bigger project of Plan, Girls Get Equal (GGE), which is implemented in several countries where the objective of the project is amongst others to reduce CEFM (PLAN International, n.d.). To do this, Plan has set five components included in the GGE project whereas education is one of these components. Inside the education component, they have decided that TOT in gender responsive and inclusive pedagogy is an angle through which they can attack the challenge of CEFM by increasing the attendance of girls in schools. The TOT is initially a five-day training on the content of GRIP, which makes GRIP a small component in the project in Bangladesh as a whole. Consequently, the GRIP model is not anticipated to singularly bring about transformative change in Bangladesh, but as a component contributing to change.

4.4.1. The model's objective

Concretely, the model is a training program for teachers to create an environment where all students, including girls, can participate in the learning environment without experiencing discrimination. In other words, creating the best opportunity for learning based on the ability of the students in the classroom. The idea is that through the TOT, the GRIP model will provide the teachers with methods which will make the learning in the classroom more engaging, through introducing approaches which makes the student participate more in the learning, rather than teachers lecturing. The approaches can be learning in pairs, or in groups. The goal is that the new approach to learning will contribute to a more engaging education and increase the attendance of girls in education. Additionally, when the girls are at schools, they will have an increased participation and again be more eager to come back to school. The

GRIP model is thus an initiative to achieve this environment in Bangladeshi schools. Central to the TOT is also for the teachers to gain insight into gender and its social role.

Referring to the theory chapter and the TET, the GRIP model will include the voices of marginalized groups, in this occasion, girls and CwDs, by providing teachers with the tools and knowledge of an inclusive learning environment. There is an underlying assumption of empowerment happening through education, to effect individuals and create societal change related to CEFM. The GRIP model's focus on increasing girls' participation and retention aligns with the principle of creating improvements which endure beyond the duration of the program.

I will further describe the development, implementation and evaluation of the GRIP model as described by the Plan employees in conversations I have had with them.

4.4.2. Development of the model

As we have seen, Plan employees decided to work with five different areas to reach the goal of reducing, or ultimately ending CEFM, whereas one of these five areas was to work with education (Interviewee 1). The primary aim, which both interviewees 1 and 3 emphasize, is to make the learning environment enjoyable and attractive for the students who are coming to school. They both draw attention to the differentiation between boys and girls, where boys have a higher educational value than their female counterparts (Interviewees 1 & 3). Plan saw the need for a separate methodology for the teacher, so that they would be able to treat each student equally.

To reach this objective, other stakeholders were involved in the development of the model. Considering all the schools where the GRIP manual was implemented are government owned, the development of the GRIP model involved active participation from the government, including a validation workshop where codes of conduct were established, and the entire model was validated by higher authorities within the education department. The National Textbook and Curriculum Boards and Directory of Secondary Higher education were the parts of the government involved. Once approved, they were given permission to pilot the pedagogy manual in Barguna district. In developing the gender-responsive inclusive pedagogy, consideration was given to Bangladesh's national education policy (NEP) of 2010 (MoE, 2010) to bring the policy closer together with the praxis. Using the NEP as a point of departure for the GRIP model aimed to increase the likelihood of sustainability of the model (interviewee 1 & 4).

The model is rooted in inclusive quality education (IQE) and the overarching goal of Plan International of including excluded children in education from pre-primary to secondary level (Plan international,.). This means while the model is taking contextual considerations, it is developed in cooperation with Plan and their values are incorporated.

4.4.3. Implementation of the model

The implementation of GRIP involves primarily training of teachers (TOT) and training of master teachers in the Barguna district. The education of master trainers is done so that they in turn can train other teachers. Participation in the training was mandatory for teachers from the

government's side (Interviewee 1), and the government oversaw the implementation of GRIP with assistance from Plan. The TOT in the GRIP model focuses on bringing out the best in children through strategies such as asking questions that match children's behavior, establishing connections, creating an active classroom setup, and promoting gender sensitivity and inclusivity (including defining sex and gender), as well as providing inclusive bathrooms. When starting the TOT, it was revealed that many teachers had not previously received training on gender orientation, so interactive sessions addressing this issue were incorporated into their training modules (Interviewee 1).

After testing out the model, the government, with 25 master trainers, plays a leading role in continuing the process of implementing the GRIP model. The interviewees say that the government will not continue working directly with the GRIP model, but that the content and ideas are reflected in the new curriculum, which is now in a piloting phase (Interviewee 4).

4.4.4. Evaluation of the model

Evaluation of the GRIP model, in practice, includes monitoring pre and post-test assessments, observing teachers, and gathering student feedback to assess effectiveness of the training. The Plan employees working on the project have also received regular informal feedback from the students and teachers in schools (Interviewees).

After talking with Plan Employees both in Bangladesh and Norway about evaluation of projects, I became aware that they all refer to indicators by which they evaluate their work. It appears from interviews that the indicators are not meant to measure the outcome of the projects directly. Rather, they indicate societal changes, but what they can tell about the projects themselves is limited (interviewee 6). Related to the GRIP model, there are no indicators which measure the success of the GRIP model specifically. But the interviewees from Plan Bangladesh refer to the increased girls' attendance as an indication that the GRIP model has had the intended outcomes. When interviewing Plan employees, they underlined that indicators alone are not enough to say something about the projects: that they make a good quantitative indicator which need qualitative research to back up the qualitative numbers. For example, an increased number of girl children enrolled in schools, can indicate that the society is moving towards a more gender-equal education system. But the increased number of girl children in schools, does not say anything about *why* they are in school now, or why they did not attend earlier. As I mentioned initially, the fact that there does not exist a reporting system specifically for the GRIP model emphasizes the importance of looking further into what the Plan employees prioritize in their assessment of the model.

We have now seen the backdrop of the model and central concepts have been explained. Through this, we have seen that the government will not continue to work directly with the model, but they have central role in the development and a decisive role in the implementation of the model and arrange for the TOT. Accordingly, I will briefly summarize the role of DSHE (Directorate of secondary and higher education) and NCTB (National Curriculum and Textbook Board) in the different phases of the model. The NCTB and DSHE are both subject to the government. Whereas the NCTB speaks with stakeholders to reflect the required education system according to the international standards and goals of the

government, the DSHE is responsible for the implementation of the policy. The two stakeholders have been important to Plan while developing the model and have been participating in the program meetings (Interviewee 4). Interviewee 1 says that the representatives from the government have had the fundamental ideas for the GRIP model and the content incorporated in the model, while Plan has had a facilitating role regarding the ideas for the model.

4.5. Measures taken to ensure its sustainability.

As noted above, the Grip model aims to bridge the gap between policy and classroom practice by aligning with the national education policy, focusing on mainstreaming gender-responsive and inclusive pedagogy in teacher training. By building on existing policies in the country, Plan is not introducing new ideas, but building on existing ideas from the government. As policies from the national government are more permanent than the GRIP model itself, aligning it with existing policies will increase the likelihood of the model being used in training of teachers after the Plan team phases out.

Training of master trainers who can continue the training after the project phase out is also seen as a measure taken to ensure sustainability. It is thus a critique to the model's sustainability that the teachers are going through the learning when they are in-service, and not pre-service, as it is easier to incorporate a new approach to teachers who are not already set in their ways (Rouf, 2022). I will comment on the challenge of transitioning knowledge from master trainers to other teachers in chapter 6.

4.6. Challenges with the grip model

Some physical barriers remain a challenge to fulfilling the potential of the GRIP-model. As the model is a pedagogy which is informative of how the teachers should and could teach all children equally in the educational situation, this is based on a reality where children are in the classroom. However, there are several possible barriers that can prevent the children from being present in school at all. This can concern the lack of wash facilities for girls, which prevent them from being at school up to one week each month, in lack of ability to properly wash themselves. For children with disabilities (CwDs), other physical barriers can make it impossible for them to physically be in the classroom. Even when the children are in the classroom, there can be barriers that excludes certain groups from the learning. Interviewee 1 mentioned specific examples of classrooms being too small for the number of students present. Some approaches to teaching included in the GRIP model are therefore not feasible with the available resources. Another example mentioned is available learning resources for learners with disabilities, specifically blind learners. Whereas there are books in place with braille text, there are no teachers who master the language who can teach the students. The same challenge is related both to learners in need of sign language and learners from the Rakhine people, experiencing exclusion and oppression, due to teachers not speaking their language (Interviewee 1). Developing a model which includes this group, considering the lack of language competence, is not practically feasible.

Chapter 5: Research design and Method

Having acquainted ourselves with the study's background, theoretical framework, and context, this chapter outlines the chosen methodology and research design – interviews and case study. The section covers the utility of the case study in social science research and discusses how access to interview objects was secured and explains why interviews are deemed the most effective means to address the research question. In addition, I write about ethical precautions and reflexivity in interview as a method.

5.1. Case study

The thesis is a case study of the GRIP model in the context of Bangladesh. What a case study involves, is debated, but Schrank (2006, p. 21-22) summarizes it in three points. The case study (1) is a research design, rather than an approach to collecting data, (2) looks at specific examples that aren't necessarily part of a clearly defined group, and (3) is a controversial research design in the social sciences (Schrank, 2006). Lijphart (1971, p. 691) divides case studies into six (6) ideal types. This thesis fits into two of the ideal types, *atheoretical case studies* and *interpretative case studies*. Due to the nature of the thesis, it can be described as an atheoretical study, which is the traditional single-case analysis. The ideal of such a study is to provide descriptions without theoretical guidance. Lijphart emphasized that while selecting a single case for analysis, the possibility for theory-making should be kept in mind, and by choosing atheoretical or interpretative case studies, the ambitions for generalization and disproving established are small. However, they are important for theory building indirectly for future research, if there is a subsequent, theoretically oriented analysis of the data collected in the study. While categorizing the thesis within two established forms of case studies, one should remember that they are ideal types, not empirical types. And though atheoretical case studies supposedly are created within a theoretical vacuum, it is most likely affected by existing theories (ibid, p. 693).

5.1.1 Justification for using case study

A case study approach is well-suited for this thesis due to its ability to provide rich, detailed insights into the complexities of real-world phenomena. In the case of the GRIP model in Bangladesh, employing a case study methodology allows for a nuanced exploration of the multifaceted challenges facing education in the country. These factors extend beyond mere statistical analysis and require an in-depth understanding of the cultural norms and economic barriers that hinder for example girls' access to education despite ongoing efforts to improve access to education for all. As I am going to investigate what the Plan team prioritize in assessing the effectiveness of the GRIP model, the case study is well suited for investigating this relationship. In addition, case studies offer a possibility for one case to be intensively examined, while using little or none resources (Lijphart, 1971, p. 691).

5.2. Plan International in Bangladesh

Plan International's overarching objective is to create a significant impact on the lives of vulnerable and excluded children, with a specific emphasis on transforming the lives of girls (Plan international, 2022). The organization pursues this goal through a holistic approach

where small components work together to reach the overall goals. In Bangladesh one of the goals is to improve the situation for girls and create a more equal society. The interviewees underline that Plan works as a facilitator in their projects, and that the goal is for the existing infrastructure to take over the projects. When referring to Plan Bangladesh, it is important to note that the Plan team sit in Dhaka, far away from Barguna district and the project. In the interviews with Plan employees and specifically with employees outside Bangladesh, it became evident that where Plan international is engaged, they try to avoid defining the problems, they are attempting to find a solution to. Therefore, Plan has contact in the civil society in the areas where they work, with contacts who have a situational awareness. In other words, it can be said that Plan prioritize not to override local knowledge when planning projects.

5.3. Interviews

I have interviewed employees in Plan International central, in Norway and in Bangladesh and all together I completed six interviews. The interviews were held online, due to practical implications related to distance. Each interview lasted between 45-70 minutes. A complete overview of the interviewees is to be found in the appendix.

5.3.1. The in-depth interview

There are numerous ways to interview. In this thesis, I have interviewed one person at a time and carried out *in-depth interviews*. This type of interview provides a valuable approach for gathering reflections on the theme of interest directly from individuals involved, as highlighted by Porta (2014). It is thus worth mentioning that the methodology literature differs in which form of interviews that is most fitted to a research design. Johnson (2002) states that on research fields where there is limited existing research, focus group or fixed choice questionnaires are the most appropriate. While in situations where knowledge is commonly assumed and not easily expressed by most participants, alongside conflicting emotions and varied perspectives among individuals or groups engaged in the same activity, in-depth interviews are likely the best fitted approach. While this thesis does not treat a situation like the latter, I see in-depth interviews as convenient, as there is no other form of data collecting better suited to gather information to answer the research question I pose in this thesis. It is described by Kvale (2001) that in an interview situation, the interviewees answer questions created in advance while simultaneously formulating a perception of the world (Kvale, 2001, own translation). In this thesis, it will mean that the interviews will give me answers to the question I pose, and possibly reveal nuanced details about the processes surrounding the GRIP model, while in the contextual reality from where the model is implemented.

5.3.2. Interviewees

I have secured access to interview participants through Plan International Norway, facilitating connections with Plan International Bangladesh. Email correspondence with my contacts in Bangladesh has been maintained from the project's inception to its conclusion. The interview objects are persons who are experts within this area, as they have been working directly with

the GRIP model, thus they can be referred to as elites while using Kvale and Brinkmann's words (Kvale & Brinkmann, 2009, p.147). When interviewees fits this description, it is specifically important to be prepared before the interview, as they are used to be asked about their opinions and thoughts about the subject (Kvale & Brinkmann, 2009, p. 147). This is of particular importance in creating the interview guide and preparing for the interview itself. In this situation, interviewing elites entailed that I had informed myself on Bangladesh education policies and available information on the GRIP model in advance of the interviews.

Initially, the plan was to interview one member each of National Curriculum and Textbook Board (NCTB) and Directory of Secondary and Higher Education (DSHE). Plan Bangladesh, put me in contact with representatives from these to stakeholders, but they did not have time to conduct the interviews.

5.3.3. Interview guide

I have created three separate interview guides to carry out the interviews in the best way possible. The interview guide contains main questions to answer the research question. To the main questions, I created follow – up questions, to elaborate the main questions. The interview guide is divided into sections which all provide different information. See attached interview guide (appendix), for the complete questions. In the interview I did not follow these guides strictly but used them as a guidance for the conversation. To carry out the interview in the best way, it is necessary to know what to look for (Porta, 2014) and start thinking about possible directions for the analysis before the interview finds place (Kvale, 2001). While knowing what to look for, the interviewer should also use the interview situation to explore, not verify (Johnson, 2002, p. 112). It can prove a difficult balance, to have a clear vision in what to look for, while simultaneously remaining open-minded and not seeking confirmative answers. While creating the interview guide, it was crucial to formulate the questions so I would get the viewpoint of the one person I am interviewing, and not opinions on behalf of the group he/she represents.

While the interview guide is crated in advance, there is still room for changing the order of the questions and posing questions which are not made in advance. This type of interview is defined as an *semi-structured interview* (Kvale, 2001). A positive aspect of the *semi-structured interview* is the possibility to “go with the flow” (Johnson, 2002, p. 111), and follow-up on to the answers given by the interviewee. Such follow-ups cannot be planned, but they may offer insight which is not possible to plan before meeting with the interviewee. There are no strict rules to the method of interview, and therefore the researcher has a great amount of freedom. While in other research method, the order of actions is strict, this is not the case of interviews.

5.3.4. Interviewing in education

Interviews have historically had a central role within education research, and there are different types of interviews conducted in education at different levels in the education situation (Tierney & Dilley, 2002, p.453). In this thesis, I will do an interview at the policy level of education, but not explaining the *why* of an education policy, but rather focus on the processes of implementation and evaluation. As highlighted by Tierney and Dilley (2002), interviewing in education does not need a strict frame, but can take various forms.

5.4. Limitations: Method

As mentioned by Tierney and Dilley (2002, p.485), *who* is interviewed in a school setting can pose a possible bias. Direct stakeholders such as parents, learner, girls exposed to CEFM, teachers and member of the Ministry of Education are integral to the model's implementation and experiencing the model. These respondents, particularly girls exposed to CEFM, would fit the description of *absent respondents* (Tierney & Dilley, 2002), due to the inaccessibility of the respondents. Engaging in conversations with interview participants fitting this description could enhance the comprehension of the research question, providing valuable insights into the model's implementation and user experience. However, given that the research question specifically pertains to the implementation and evaluation rather than the outcomes of the GRIP model, the access to and selection of interview participants are not viewed as a disadvantage.

Nonetheless, the limited range of interview objects have one evident implication related to validity. Owing to the distance from Norway to Bangladesh, I was unable to perform the interviews on site, which prevented the use of other qualitative methods such as observation or focus group interviews. In continuation, as I am only able to interview online, it puts a limit on who I can interview – namely, Plan employees, who work with access to internet.

Additionally, as I am basing my research on interviews with Plan employees, it is necessary that I mention the possible biases in the perspectives of the interview objects. Their insight may be influenced by the organizational incentives, norms and personal biases. This fact includes that when I am writing about the reactions of the three groups (teachers, learners and government) this is all through the eyes of Plan employees. Therefore, all the sources I have used are secondhand information, filtered through the Plan employees I have interviewed and therefore also colored by their perception of the situation. I have tried to limit this bias by looking at the research question through a critical lens, but the bias cannot be avoided entirely.

5.5. Ethical precautions

Before conducting the interviews there was sent out a written consent (appendix) to the interviewees. The written consent makes it possible for the interviewees to withdraw from the research, in writing. In the written consent, the interviewees are informed about what they will be asked, but as there is conducted a semi-structured interview, it is not possible to be aware of all the possible questions. In an in-depth interview, one part has an objective to use the conversation for research or alike and it is necessary to take into consideration the difference this creates in the conversation (Johnson, 2002).

5.6. Reflexivity

I do not have the possibility to travel to Bangladesh, or to work long-term with the model as a Plan employee. This is a two-sided dilemma. On one hand, as I am not a Plan employee, I will not be able to see the development, implementation, testing, nor the evaluation of the model.

As I am not able to observe in Bangladesh and speak with the government, teachers and students, I will not be able gain first-hand experience on the model in praxis. On the other hand, the distance to the project gives me an advantage, as I am an outsider and am not affected by the implementation or performance of this project. This allows me to keep a professional distance and critical position to the model.

In summary, this chapter delineates the chosen methodology for the study, focusing on interviews. I have explained the research design as a case study and the method as in-depth interviews, elaborating on how access to interviewees was secured and why interviews are considered the most effective means to address the research question. Additionally, ethical precautions and reflexivity in interviews as a method was discussed.

Chapter 6: Analysis

This chapter presents the findings and analysis from the interviews, before turning to a further discussion in chapter 7. I will first repeat the goals of the GRIP model, before analyzing the collected data through the earlier mentioned threefold division of teachers, learners, and government. Finally, I will discuss the aspirations for sustainability of the GRIP model.

6.1. Objective of the GRIP model

I see it suitable to repeat the objectives of the model in this section, as the evaluation of a project should be linked to the pre-determined objective of the same project. Therefore, the goals of the model have been central when I created the threefold division. As mentioned in chapter 4, the GRIP model is used as a means of reducing CEFM, and this can be defined as its main objective. Moreover, Plan International's overarching goal of gender equality remains central and can also be seen as a top-line objective for the model. These bigger objectives are broken down into smaller sections that create measurable indicators, such as girls' attendance rate in school.

This data is part of what Plan looks at while assessing the effectiveness of the model. But while thorough analysis of numerical data is essential, it is equally crucial to seek additional forms of validation to fully interpret the implications conveyed by the numbers. This additional form of data is what will be examined in this chapter.

6.2. Threefold division

As a researcher interpreting interviews, it is expected that the analytic categories will change during the project, and they are not predetermined (McCracken, 1988). I did not have a clear vision on how to group the information before carrying out the interviews. Therefore, I grouped the information after the interviews were conducted, according to the information I received about what Plan emphasizes while assessing the effectiveness of the model. Note that the division is not exclusive. The threefold division is as follows:

Teachers: are those who implement the model and are its main target group. Evaluating the feedback from them is the only way to assess how the GRIP model has affected the teachers' experience of the education and on the professional community.

Learners: they are those who are *receiving* the teaching through the GRIP model. The model affects them directly, making them the group who can best give feedback on how the teaching from the model improves their everyday school life.

Government: Plan is dependent upon the government to develop a model in the first place and the government is necessary for *implementing* the model in schools.

In addition to the threefold division, the information from the interviews were also coded with information regarding the *goals* of the model and *aspirations for sustainability*. The first to assess how the evaluation align with the project's goals, and the latter to see the model's aspirations to implement long term changes.

6.3. Reasoning for threefold division

As I had Plan employees as my target group, I will not be able to capture the diverse perspectives that would be possible if also interviewing students and teachers. The analysis is therefore not able to provide insight into the views of teachers or students who use this model in practice but deliver an *understanding* to how Plan as an organization assesses the effectiveness of the educational model in Bangladesh. I argue that viewing the data through a three-division structure based on the emphasis on (1) *teachers* (2) *learners* and (3) *government* makes it possible to understand how Plan assesses the effectiveness of the model in relation to the goal of ending CEFM. The threefold division is based on the data collected, where I experienced students, teachers and the government as the stakeholders mentioned most frequently. In addition, the interviewees in Bangladesh stated that they have not collected feedback from the surrounding community, such as parents. Through coding information related to the goals of the model, the thesis will see how the goals are linked to what the Plan team prioritizes when assessing the effectiveness of the model. In addition, I argue that the aspiration for sustainability is linked to the transformative ambitions of the model.

6.4. The goals of the model

I will now shortly comment on what the interviewees mentioned as goals of the model, separate from the goals of the model as formulated by the Bangladeshi educational authorities and Plan. The interviewees stated reducing CEFM and drop-out rates, increasing the attendance rate, reducing attrition of girls from school, and making the learning environment enjoyable and attractive to all the students as goals of the model. We can thus see that these answers align with the overarching goals of reducing CEFM and increasing the attendance rate of girls in school. Whereas developing a methodology which increase girls' performance, results in an inclusive learning environment, and treats students equal regardless of genders can be viewed as intermediate aims of the main goal, and necessary factors to contribute to reducing CEFM.

6.5. Teachers: providers of the model

According to the interviews, feedback from teachers was collected through group conversations, one-to-one conversations, and observations. The interviewees mention that they have routines to get feedback from the schools so that they do not personally travel to schools but receive response from field facilitators and project coordinators.

6.5.1. Seeing through a “gender lens”

Interviews conducted with Plan employees in Bangladesh reveal that teachers in the initial phase of the training were not sure what the term gender entailed. After the TOT and the piloting phase of the project, the Plan team and the interviewees mention that teachers now see their class through a “gender lens”. They mention a noticeable difference in how the teachers refer to and speak with the girls in their classes. After piloting, interviewee 1 referred that when visiting schools after a couple of years, there was a noticeable difference in how the teachers reacted to girls. Interviewee 4 spoke about similar responses from teachers, one

teacher saying that he had “*unfolded a new chapter in his teaching life*” when incorporating the GRIP model (Interviewee 4). As the project started out, girls could have prolonged absences without the teachers taking notice, but this has now changed. When the girls now are absent from school for a longer period, there have been incidents when the teachers have spoken with the girls’ family, explaining the educational value of girls, to make sure the girls are present at school. Actions like these can create ripple effects in the society, by making the parents aware that the teachers notice the girls and have faith in their future. Interviewee 1 also state an experienced change in how the teachers from Madrasah are talking about girls and are acting around them. One of the interviewees stated that the change in the teachers in Madrasah had been tremendous.

The way the GRIP model has been received by the teachers vary, some teachers welcome the new methodology while others stick to their old teaching method. We have seen that the GRIP model is initially a five-day training model. Through the conversations Plan have had with the teachers who are implementing the GRIP model, they are saying that they want more of this kind of training, implying that the amount of training they have received was not sufficient. The teachers have not been unanimous in the responses to the GRIP model. One of the interviewees say that, when visiting schools, some teachers have incorporated the new pedagogical approach, while others are set in their ways, and stick more to how they conducted classes earlier.

In the conversations with the Plan employees, it was clear that Plan themselves spoke with the teachers about their experience with the model, either alone or in workshops together with government (interviewee 1). This means that the same group who has developed the model, also are doing the testing of the same model. This opens for asking whether there was ever an opportunity for the Plan team to receive critical feedback, as they were involved in all parts of the model.

When evaluating the work with the GRIP model, the interviewees claim that it is easier to assess what the teachers think about the model than the learners, both because the teachers have another language and vocabulary than the children and another understanding of the situation. Relatedly, the interviewees mention that there are mainly teachers that are asked for this feedback. Interviewee 4 also mentioned that the learners are the mirrors of the teachers, and that through viewing how the learners respond in the education, the teachers can say something about how the learners are experiencing the education. In other words, the interviewee says that it is possible to say something about how the learners react to the way of teaching through speaking with a teacher. We will look further into the role of learners in the next part.

In sum, the interviewees have through observations, one-to-one conversations, and group conversation with teachers, collected feedback and taken this into consideration when evaluating the GRIP model. Through the conversations with the Plan employees, I experienced that the interviewees have a focus on how teachers now see the world through a gender lens in another way than earlier (before the GRIP model). Additionally, we have seen

that the teachers also are being used to collect feedback on how the learners experience the model. It has is an open question whether there was a real possibility for the Plan team to receive critical feedback, as they are both creators and evaluators of the model.

6.6. Learners: receivers of the model

6.6.1. Increased participation, Attendance rate, Academic results

To assess children's feedback of the GRIP model, Plan Bangladesh have engaged the children in activities where they can express what they think about the activities they are doing in class, comparing the current educational situation to the former. This feedback is done in conversation between the children and field facilitators or project coordinators. To gain insights into the reality in the classrooms, group discussion and one-to-one conversations have been conducted. The interviewees have had some of these conversations themselves, but as they have more administrative roles, they do not personally assess all this information, but gain insights from field facilitators who are full-time assigned to work with teachers and students (interviewees). They have regular meetings to transfer the insights to the Plan team.

It is clear from the interviews that girls' presence in the classroom are of importance when they evaluate the model. The interviewees mentioned specifically that the attendance rate of girls in the classroom is a sign of the model's success. Measuring the physical attendance of girls is naturally done by counting the girls meeting in the classroom each day.

Counting the attendance in the classroom is, however, easier to assess than how the education is experienced by the girls. One point that was brought up in this respect is the claim that the children say they now pay more attention to the teachers, when the teachers are teaching through approaches from the model.

Interviewee 1 also says that the academic results of the girls have been improved during the piloting phase of the model and links this with the GRIP model, creating a space where children participate and are included in the education. That said, it is also likely that, insofar as the attendance rate is increasing, this alone can lead to the academic results improving – that is, it does not have to have a correlation with the GRIP model possibly creating an increased participation in class. Put otherwise, the way the Plan team assesses the effectiveness of the model makes it difficult to know for sure whether it is the GRIP model leading to the outcomes, or if this is due to other contributing factors. While the genesis of the GRIP model is the imperative to enhance girls' school participation and academic achievement, a systematic collection of outcomes on the daily school lives of children is lacking. Rather, Plan's assessment builds on conversations with children, and makes it difficult to say anything definite.

6.6.2. The role of boys

Throughout the thesis, there has been a focus on girls. After carrying out several interviews, Interviewee 5 made me aware of the importance of not forgetting about the boys while trying to improve the situation for girls, and how this should be evident in the planning, implementation and evaluation of a project. When asked about the role of boys in the testing of the model, they were included as other students in the classrooms, on par with girls in

observations but did not have a special role. Notably, the top-down approach to education in Bangladesh can be as unfortunate both for boys and girls. And when the teachers learn to incorporate more inclusive teaching methods, this can be advantageous for both genders. I asked specifically about how the Plan team has collected the experience boys have had of this model in the follow-up questions to the interviewees in Plan Bangladesh. Through these questions, it became clear that while evaluating the model, they have not a way of measuring or seeing if the boys experience the model differently from the girls. Neither was there a specific focus on boys while developing or testing the model. As previously mentioned, the GRIP model is part of a bigger project with a holistic approach to create long-lasting differences in the lives of girls. Whether the team has a bigger focus on boys in the GGE project, which is not clearly visible in the GRIP model, is not evident from the conducted interviews. One can debate whether the role of boys should be specifically emphasized in a country such as Bangladesh, where the primary aim is to improve the role of girls in the society. But as interviewee 5 states that having the boys “on board” is of importance regarding the model’s chance of sustainability, it is relevant to the way the model was developed, implemented, and evaluated.

From an external observer's perspective, it appears that the genesis of the GRIP model is primarily motivated by the imperative to enhance girls' school participation and academic achievement. However, regarding the assessment of the model influence on the daily lives of children, a systematic collection of outcomes in this regard seems lacking, it rather builds on the conversations, and makes it difficult to say anything definite. This observation is again drawn from conversations with the interviewees. In sum, the analysis of the interviews shows that the feedback from learners is prioritized by Plan employees to a certain degree. The participation of girls in the classroom has been a primary focus for the team while assessing the effectiveness. In addition to the attendance rate, there has been experienced increased participation in the classroom and better academic results. Feedback from children have been assessed both through group conversations, one-to-one conversations, and observations conducted by Plan (as detailed in the interviews), but it seems like this collection lacks a systematic aspect. Boys and children with disabilities seem to have been overlooked in the conversations with children that formed Plan's assessments. I will go more into the latter in chapter 7 and the discussion.

6.7. Government: providers/organizers of the model

When asked about whether Plan has received feedback from other stakeholders than the learners and the teachers, the interviewees say that no formal evaluation has taken place with the NCTB and the DSHE which are the two parts of the government with closest relation to the GRIP model.

6.7.1. The role in idea and evaluation

NCTB and DSHE was central in the development of the process. As stated in chapter 4, IO4 explain that both NCTB and DSHE already had the ideas and content used in the GRIP model when Plan started working with them (Interviewee 4). They were involved in the starting of

the model and had all the initial ideas for the model. The interviewees say that they discussed and share the effectiveness of the model with NCTB and DSHE through national-level collaboration events (Interviewee 4, Interviewee 1). But they mention that they do not have a formal evaluation of the GRIP model together with the NCTB and DSHE, but rather overall discussions about the status of the model and its success and challenges.

6.7.2. Dependent on the government

All the interviewees emphasized that Plan's work to develop, test and implement the GRIP model is dependent on a willingness from the government, primarily due to all the schools in the Barguna area being government-run schools. For example, the TOT would not have found place if the government had not made it mandatory for the teachers. For the piloting of the model, the government's participation was of absolute importance for all the teachers going through the training.

6.7.3. Lacking initiative related to inclusiveness

While assessing the effectiveness of the inclusiveness part of the model, Interviewee 1 refers to lacking initiative from the government to work towards achieving this goal. Interviewee 1 said specifically that there has been no initiative from the government to adapt the schools for CwDs. The interviewees mention in connection to this that they as a development partner, will continue to work for the CwDs in the community, but the government will now handle the education area for the next years (Interviewee 1). When continuing the work in a new project, after the GGE phase out, Plan is talking about implementing a technical partner for CwDs and working for inclusion in other areas than education. Related to the inclusiveness of the model, we can see that the employees have a bigger challenge evaluating this. Related to this issue, I will in chapter 7 discuss if there is a tension between evaluating both gender responsiveness and inclusiveness in the same model, or if this should be done in separate processes.

After the Plan team phases out of the Barguna area, the role of the government is particularly important because they are in control of the continuation of the model. I will come back to this, in relation to the aspirations for sustainability.

In sum, the government is a central component in the idea and implementation phase of the project, related to the feasibility of the project. This role is even more crucial when the Plan team are phasing out. Related to the *inclusion* aspect of the model, the interviewees mention a lack of initiative. Again, all the information related to the government's role was channeled through my interviewees and their impressions.

6.8. Aspirations for sustainability of the project

The sustainability of the project is of importance to the long-term impact of the GRIP model, and by extension the possibility of transformation in Bangladesh. In other words, facilitating for the model to last after the Plan team phases out will likely increase the desired effect on CEFM, as this is a tradition rooted in the society that takes time to change.

As emphasized in my theory chapter, TET acknowledges that assessing social change initiatives requires a consideration of time horizons. In the context of the thesis, I link this to

how the continuation of the model is ensured and how the interviewees express the aspiration towards sustainability of the GRIP model.

6.8.1. Phasing out

Interviewees commented several times that the GGE project is phasing out. Interviewees from Norway talk about the starting to work with a new project in Bangladesh when the current one concludes. Interviewee 6 elaborated on the ending of one project and the start of a new one, when saying that Plan Norway will most likely not work specifically with the GRIP model further and maybe not TOT in general. This can be rooted in the team being pleased with the effort in working on the GRIP model, and other matters being deemed more pressing in the future work for Plan in Bangladesh. In other words, there is an uncertainty related to TOT as a fruitful tool in the work towards reducing the prevalence of CEFM, and other measures could lead to clearer results related to the goal of reducing CEFM. Additionally, Interviewee 6 mentioned that the Plan team do not intend to go back to the same geographic area again but will start in a new area. Changing geographic area is a decision which, on one side make the actions more widespread, and on the other side, may decrease the likelihood of sustainability.

6.8.2. Cascading – teachers

We have seen that the GRIP model is taught to all the teachers through the training of master teachers, which will again be responsible for continuing the knowledge to their colleagues. This is a practice known as cascading, which is a concept where the teachers from the top level will be trained, and they again will train the next level personnel (Dove, 1983, p. 222). Cascading maximizes cost and time efficiency while also utilizing existing teaching recourses for sustainability (Ngeze et al., 2018). Though cascading is linked to positive effects, it is also dependent upon several links for the possibility of success. Ngeze et al. (2018) have mapped desirable characteristics of secondary trainers (in this context; *master trainers*), which include among others *experience from workshops* and *content ownership* (Ngeze et al., 2018, p.758-759). In our example with the GRIP model, the use of cascading may pose a possible threat to the sustainability. Related to the findings of Ngeze et al., if secondary trainers (master trainers) do not have faith in the content they are transferring (in this context, the GRIP model), some of the knowledge can possibly be lost in the continuation (Ngeze et al., 2018). This can also be related to the transition from Plan overseeing the TOT, to the government now taking over the TOT. Interviewee 1 sheds light on this issue, saying the teachers were more satisfied with the training of the model they received from Plan, compared to the current teaching from the government, which they describe as less interactive (Interviewee 1). Both the fact that the continuation of the model relies on other teachers, and the government's abilities to carry on the training, diminish the possibility for sustainability of the model working as intended in the future.

6.8.3. Alignment with existing policy

Despite the teachers being more satisfied with the training they received from Plan, having the government on board is of particular importance for the sustainability as no other stakeholder has the same influence in a society. Thus, the government is a key actor in

assuring the sustainability. This is underlined from all the interviewees. A collaboration with the DSHE and NCTB will therefore be an effort to enhance the chance of sustainability of the GRIP model, in addition to the collaboration being deemed imperative for the initial implementation of the model. One of the interviewees said that if the GRIP model itself is not continued, the ideas from the model can influence TOT in the future, as it is closely linked to the NEP-2010, and therefore a useful resource for further projects, which are related to CEFM and empowering girls in education. Aligning the model with existing policies is therefore a measure that could contribute to the sustainability of the project.

6.8.4. Civil Society

The interviews reveal that it is a focus area for Plan to let the people who will be affected by possible impacts themselves define the challenges they face. Interviewee 5 said that this is why Plan has country offices, to work closer to the situations on the ground. Nonetheless, the Plan team in Bangladesh work from Dakar, and the civil society which are present in the areas where the implementations happen, are an important part of a project. As they themselves, have the best situational awareness and therefore also the best chance of making the model last after phasing out (Interviewee 6). This underlines what I touched upon earlier that the power to define the challenges, is key to ensure sustainability. Interviewees also said that winning the faith of the civil society, can be of different forms, such as advocacy work through youth groups or other local stakeholders. How this is ensured while working with the GRIP model, they did not mention specifically, but one of the interviewees said that there is a hope that the model, through education, can cause a ripple effect on the rest of society. This thesis will not capture the effect of this ripple – effect and further research is necessary.

Through the analysis we have seen that when assessing the effectiveness of the model, the interviewees emphasize the feedback from teachers more than the feedback from the learners or from the government. In the latter part of the chapter the aspirations for sustainability have been commented related to the work with the cascading theory, existing policies and the civil society. Chapter 7 includes a discussion of findings from chapter 6.

Chapter 7: Discussion

The previous chapter showed that the Plan team has, through conversations and observations with teachers and learners, assessed the effectiveness of the GRIP model. In the evaluation, the government have been less active. Related to sustainability, we have seen that the Plan team has taken various measures such as alignment with existing policies and collaboration with the government. In chapter 7, I will interpret and discuss the findings from the previous chapter. This chapter includes comments on the interrelationship between learners, teachers, and the government in assessing the model's effectiveness. Related to this, I will debate if there is a tension between gender responsiveness and inclusiveness. Further, I will discuss the lack of resources which prevent the teachers from conducting the model in the intended way, I will also mention upon the role of boys in the GRIP model. This chapter leads up to and lay the foundation for chapter 8 with conclusions and finalizing remarks.

7.1. The interrelationship – threefold division

To assess what Plan prioritizes when assessing the effectiveness of the GRIP model, I have viewed the evaluation process by looking at the role of teachers, learners, and the government, based both on the expectations of the model and the information from the interviews. The government were not central in the evaluation process, but rather in the idea phase, and they were of absolute necessity in the implementation phase. The teachers are reporting back a new view on gender roles, which are fundamental for changes in the educational reality to find place. On the other side, it did not become clear from the interviews if the positive feedback on the model is the norm from the teachers' side, or if the teachers Plan has spoken with belongs to a minority.

The Plan team have spoken with learners through group conversations and one to one conversations. Seeing through the lens of TET, it can be argued that the role of marginalized groups should have played a more central role in the evaluation process, ensuring that their voices are heard as they are critical in a process which aim at creating lasting changes on their behalf. Particularly the CwDs, and specifically girls who belong to this group, experience multiple forms of oppression caused by both their abilities and gender. Analyzing the response from the GRIP model, on behalf of a whole class, can therefore fail to include individual voices which the model aims to impact.

Interviewing Plan employees did not uncover whether neutral parties also have been involved in the evaluation of the model. The question is therefore raised if this limited the opportunity for critical reflection. Following TET, there should be room for critical reflections around biases or other power dynamics, which could give a mistaken impression of the impacts achieved and potentially prevent changes with transformative aspirations. In the interviews, it appears that there is no room for the teachers or learners to give critical feedback to representatives from outside Plan. This fact may inhibit viewpoints which could be of importance. It may also be the fact that the sample of interviewees resulted in this impression, and I would have received other answers form other stakeholders. More about critique of the master thesis in the final part of chapter 7.

Overall, the Plan team has received positive reactions from teachers and learners included in the evaluation process. Despite this, the aspects of the model that had the most impact did not become clear from the conversations with the interviewees. Neither did the same conversations uncover what kind of teaching these teachers had before the GRIP model, which can mean that they did not have any training on this at all. Despite this, the interviewees express that education is an ever-changing process, where they can always do more, implying that the work towards improving the situation for both teachers and students in Bangladesh schools will continue in the future while also downplaying any potential immediate impacts. Related to this, I will later discuss the analysis of the aspirations for sustainability.

7.1.1. Inclusiveness and gender responsive: a tension?

Having mentioned the relevance of intersectionality, I wish to delve further into whether there is a tension between the model's aspirations for both inclusiveness and gender responsiveness. Interviewee 1 states that the *gender responsive* aspect is incorporated in a different way than the *inclusive* aspect. We have seen that infrastructure can be a gender responsive aspect, as available latrines and washing water is necessary to include girls the whole school year. But the inclusive aspect is more dependent on surrounding factors, such as the school's infrastructure in terms of accessibility, compared to the gender responsive aspects. In the interviews it became evident that the Plan employees were not satisfied with the initiative from the government regarding the inclusiveness of the model. They call for a strengthening in the grant towards the educational sector. Relatedly, a question arises whether the evaluation of both gender responsiveness and inclusiveness can be combined? When assessing feedback on gender issues and inclusivity, it may have to be done within different frameworks. Concerns related to communication, accessing the classroom, and perceiving what is happening in the lecturing are challenges for CwDs which can be described as experienced more individually than gender. It can therefore be argued that *gender* and *inclusiveness*, are dependent on different measures to assess the effectiveness of the model – the danger being that CwDs may be overlooked while assessing effectiveness of the GRIP model, where the gender aspect is more universal.

7.1.2. Resources threaten effective implementation of the GRIP model

When working towards an education that empowers girls and ideally contributes to decrease CEFM, resources play an important role in addition to the pedagogical model. In the evaluation of the model, the Plan team focuses, naturally, on the action of the teachers within the classroom. The way the interviewees talk about the area of Barguna, as an area with poverty and the priorities of the government building the infrastructure in Bangladesh, indicates that there are several obstacles that may possibly prevent the education to find place.

Moreover, the lacking resources in Bangladesh can mean that getting students to school is a bigger challenge than including the students who are already a part of everyday school life. Arguably, focusing on the challenge of missing students could lead to more transformative change.

There are certain challenges related to gender and inclusiveness that the GRIP model cannot contribute to solving. Most significant is the infrastructure in the schools. Therefore, the issue of resources used in education in Bangladesh offers a possibility to see the educational sphere more coherently, as the construction of the school itself can prevent the teachers from conducting the lessons as implied in the GRIP model. While the interviewees report on difference in how the teachers react to girls in class, and to which degree they recognize the girls, it is given that the class takes place under controllable conditions. As the interviews revealed, there are numerous examples to what can disturb a class. Related to what mentioned earlier, under *learners: receivers of the model*, the biggest contributor to this being that the children in Bangladeshi schools are numerous. With over 8 million children under the age of 18 currently in education (BANBEIS, 2023), the sizes of the classes are, in many cases, too big. The large number of students results in classes being too numerous for many classrooms to carry out activities that are more engaging for the students than traditional lecturing. An alternative is taking the students outside, but rainy seasons in Bangladesh makes this difficult large parts of the year.

7.2. Aspirations for Sustainability

It is uncertain if Plan will continue with the TOT in their new period when working with educational projects in Bangladesh (Interviewee 6). It is possible to argue that one is left with a model that lacks follow up and political will, causing it to lose its current momentum and transformative potential. Overall, when mentioning possibility for sustainability and further development of the model, the interview objects all come back to the same issue – lack of resources. Put otherwise, there is a wish from Plan International and the Bangladesh government alike to carry on with work related to the model, but resources, whether related to allocations for school infrastructure, teachers with language knowledge, or washing facilities in schools, remain an obstacle. As put in the words of Interviewee 1, “*Grip is a very good module. Everything is there. Everything is perfect. But still, we need to develop the infrastructure and the environment of the school*” (Interviewee 1). Related to this is also the challenge of teachers being trained in-service and not pre-service. If the content of the model was included in the education of new teachers, this would likely enhance the possibility of sustainability.

Issues related to resources are also clearly linked to the sustainability of the project. As an outsider, I posed the question to the Plan employees in the interviews of *why they do not go back to “older” projects, 10 years after phasing out, to see if the projects work as intended*. They all pointed at resources in answering the question, implying that a routine to follow up projects would be preferable, but resources hinder them from doing this. The interviewees also underline that it is in the nature of NGOs to phase out and transfer projects to existing institutions. The fact that it is expected that NGOs will phase out and not necessarily follow up their own projects, could contribute to why there is no independent evaluator of the GRIP model.

7.3. What about the boys?

Related to sustainability of the model, I will now touch upon the importance of having both sexes on board in the implementations from Plan's side. Interviewee 5 had a focus on the role of boys in Plan's projects and underlined that this is a focus in Plan's projects worldwide. Having men on board will likely increase the sustainability of the project. The research which make up the base of this research paper has kept a focus on lifting the situation of girls (Salahuddin et al., 2014). I wish to address that while maintaining the aim of ending CEFM and uplifting girls, to not forget about boys, which I briefly touched upon in chapter 6. While improving the situation of one group in the society, the girls, there is a danger that another group, in this situation, the boys, will be overshadowed. Interviewee 5 mentions that in some projects on which Plan work to improve the situation for women, they have experienced a backlash related to the boys.

It is inevitable that one needs the men on board while changing the situation of girls for the better (Flood, 2011). The six elements for gender transformative education/change from Plan also mention the importance of men in the process of changing girls' situation for the better (Munive, 2019), which implies that this is a focus area for Plan. As the GRIP model has a focus on inclusiveness, as well as a special emphasis on girls, it may be implied that all children are included and viewed as a focus group of this pedagogy. The interviewees underline that boys have not been principal actors either in the development or evaluation of the process. The boys are, in other words, not mentioned specifically by the interviewees as having a particular role in the project. It is thus underlined that the GRIP model aims at being inclusive for the class as a unit, not only creating engaging environments for girls – something that does not seem to have figured into the implementation or evaluation of the model.

7.4. Distance between goal and model.

When analyzing how interviewees discuss their evaluation of the GRIP model's effectiveness in addressing CEFM, the connection between their assessment methods and the overarching goal of ending CEFM appears unclear. Put simply, if there is a considerable gap between the goal of ending CEFM and the objectives outlined in the model, assessing the model's impact on the intended outcome becomes problematic. This raises the question of whether the GRIP model's objectives are sufficiently aligned with its operational mechanisms. While there is a noticeable increase in girls' attendance rates alongside improved academic performance, establishing a direct link between the GRIP model and the reduction of CEFM prevalence is challenging, especially considering the influence of other interventions. Consequently, there's a suggestion that breaking down the model into more measurable components could provide clarity regarding its effectiveness. Referring to chapter 6, we saw how the interviewees state several goals of the model, whereas creating a learning environment which is enjoyable and attractive to all the learners can be viewed as a subsidiary goal and a way to contribute to reducing CEFM. Creating this learning environment is arguable more closely linked to the model itself, but not necessarily linked to the goal of reducing CEFM. Aligning the mechanisms closer together with the goals of the model will make it easier to assess whether the means contribute to the goal. Related to this is the difficulty of knowing whether it is the model which leads to higher attendance of girls in the classroom or if this can be caused by other contributing factors, which I mentioned earlier in the thesis,

Building on the aspirations for sustainability, the distance between mechanisms put in place and the goal of the model will likely not be a positive contributor to the sustainability of the model. As it is challenging seeing how the work put down in the model will contribute to the intended goal, it may be hard to continue the work given its unclear objectives and impacts.

7.4.1. Is the GRIP model abandoned?

I wish to raise the question of whether the GRIP model is too small to be recognized as a contributor to changing the reality of CEFM in Bangladesh and consequently this objective is abandoned in the evaluation of the project. When speaking with the interviewees, it was evident from the start that there was no expectation that the GRIP model would independently reduce CEFM, due to the challenge of CEFM being too complex to be solved with a pedagogical model. Correctly, the model is not expected to singlehandedly change the situation for girls in Bangladesh, but the introduction of the model indicates an expectation that the model has defined goals that it can contribute to in a meaningful way. When it is not evaluated this way, it creates a situation where there is a lack in cohesion of the intended effect of the model and the expected outcome. As mentioned, there is no independent indicator in the larger GGE program that encompasses evaluating the GRIP model. This leads me to argue that the GRIP model is abandoned. After conducting the interviews, I am left with a common consensus of the GRIP model as temporary and treated as a hope for change on a classroom scale, rather than an implementation where long-term change is to be expected. Interviewee 6 mentions that creating new models as a method which many NGOs turn to, and after a while it becomes evident that the implementation is more difficult to realize in practice than on paper, making it easy for new models to be overlooked and subsequently forgotten. This may become the case of the GRIP model.

The interviewees point to girls being present at school and teachers being more gender aware as possible outcomes that can create a ripple effect in the society. We saw earlier how teachers describe that they now are more aware of the girls in the classroom and the possible discrimination based on gender. I argue that there is a need to gain insight into the experienced effect of the GRIP model on the surrounding community, to assess how the model contributes to the goal of diminishing the prevalence of CEFM. Without ways of collecting feedback that can support or dispute this claim of a ripple effect, it is difficult to trace whether the model has an effect outside of the classroom.

In sum, we have seen that teachers and learners are both central in the evaluation of the model's effectiveness. The model has an aim of influencing the surrounding community and is in a larger sense aims at a transformative effect. As the interviewees do not mention a particular way this effect on the surrounding community is assessed, it is hard to measure the ripple effect or its transformative potential. By evaluating what the interviewees state about the sustainability of the model, there is a common understanding of the model as being temporary.

7.5. Critique of the master thesis

In this part, I will shortly touch upon the limitations of the master thesis. The main disadvantage of the thesis is the geographical distance between the master thesis and the research objects. The distance effects both the possibility to capture the totality of the GRIP model in terms of interview objects and observation. As a result, I have spoken with a fragment of the team that is involved in the education through Plan Bangladesh. The sample of interviewees, result in a thesis, which comment on a project which several people have been involved reflected through a few representatives. If I had spoken with other parts of the Plan team, I might have received other answers to the same questions. The observations which are presented in this thesis, is therefore not representative of the entirety of Plan Bangladesh's operation. Related is the limitation which the language barrier between me as a researcher and the research object poses. If I had mastered the Bangladeshi language, it would undoubtedly be easier for the interviewees and me to communicate.

Chapter 8: Conclusion and finalizing remarks

8.1. Summary of the study

Through assessing what the Plan team prioritizes when evaluating the effectiveness of the GRIP model, I have argued that, while on the one hand the GRIP model is presented as a pedagogic model with transformative aspirations, on the other hand there is a common understanding of the project being temporary.

In this final chapter, I will first summarize the findings of the study, concluding that the GRIP model has transformative ideals but is implemented in an educational reality that lacks resources to carry out the model as intended, leading to a lack in the aspirations for sustainability. After this, I introduce finalizing remarks on how the current study can be useful for a wider discussion about how NGOs work within the educational sphere. While conducting this study, I have discovered possible ways the thesis could have developed. These openings for further research on the same, or similar projects, will be described under “future research”.

8.2. Summary of findings

I asked the following research questions: (1) what criteria determine Plan Bangladesh’s satisfaction with the model? (2) How is the model’s testing linked to the goals of the model? (3) How does an ideal organization evaluate if they reach their goal? (4) Whose perspectives does Plan consider when assessing the model’s effectiveness? (5) How is the evaluation process linked to the aspirations for sustainability of the model?

This thesis addresses these questions comprehensively. In summary, it demonstrates that the Plan team employs mostly qualitative methods but also some quantitative measures to evaluate goal attainment, such as engaging in group conversations with learners and teachers and assessing the number of girls who have been enrolled in schools. In the interviews, the interviewees have explained that there is no follow up specifically related to the GRIP model within the bigger project of GGE. Thus, the criteria used to determine Plan’s satisfaction with the model is based on girls’ participation in terms of both numbers (enrollment) and quality (engagement). In addition, the teachers starting to see the class through a gender lens is a factor which the Plan team highlights when touching upon the criteria of success. In earlier chapters, I argued that the model’s objectives are misaligned with the model’s intended purpose of reducing child, early, and forced marriage (CEFM), resulting in difficulty seeing the link between model and goals. Plan prioritizes feedback collected from conversations with teachers and learners who are directly involved in the practice of the model to assess the effectiveness of the model but, as this feedback and the evaluation process is not strictly related to contributing to end CEFM, it is challenging to say anything about whether or how the model contributes to this change. When seeing through the lens of the TET, projects aspiring to have transformative effects should entail a sustainable aspect to drive meaningful structural change while laying the foundation for long-term solutions for social problems. The way the interviewees talk about both the future of the model, and the future work of Plan in Bangladesh, indicates a shared understanding that there will be no follow up of the GRIP

model. In sum, the absence of a structured follow-up system, coupled with the misalignment between the model and its desired outcomes, supports the larger argument that the model is being abandoned. However, while this thesis has raised questions to how the GRIP model can be used to reduce CEFM, this does not mean that the model does not have some positive outcomes, even though not directly linked to the reduction of CEFM.

8.3. Contribution of the thesis

The goal of this paper, as with qualitative research in general, is not necessarily to generalize (McCracken, 1988). The findings of this thesis may therefore not be directly transferable to another situation. On the other hand, the findings might be of interest to decision-making processes in other NGOs, especially in situations where normative aspirations and objectives are being evaluated against practice. I mentioned in chapter 3 that TET aims to enable the insights gained from the analysis to enhance understanding of the effectiveness of other transformative initiatives, such as the GRIP model, and guide future evaluations in similar contexts. The paper has been a contribution to understand how other NGOs work to evaluate their work, especially in the educational sphere. The thesis has shown that, although Plan prioritize the stakeholders who are directly involved in the model, they are dependent on having the government on board when working with education, and that the resources brought to bear may not match the ambitions of the project or policies in place. In addition, the thesis brings to light the possible mismatch between overarching goals and the means of reaching the goal. One of the main findings from the thesis is therefore the importance of follow-up on small initiatives as part of a bigger journey. Without this follow-up, there may be several initiatives aimed at achieving bigger goals, but none with the potential to influence the goals themselves. Related to this, another contribution from the thesis is that measuring a small contribution to a bigger concept is hard to identify and measure.

8.4. Future research

I have focused in this thesis on how Plan evaluated the Grip model. Thinking forward, it would be fruitful to go back to this research area on a later basis, to capture the possible long-term effects of the GRIP model. In addition, the possible ripple-effect of the model, which is mentioned by the Plan team could be useful to research, to see if this desired effect finds place. Preferably, this can be done by observations and talking with civil society.

8.5. Concluding remarks

This thesis has illuminated the priorities of Plan International in evaluating the GRIP model and highlighted the complex challenge of addressing child, early, and forced marriage (CEFM) through educational initiatives. While the GRIP model aspires to transformative change, the practical implementation falls short due to resource constraints, leading to sustainability challenges. The evaluation emphasized the importance of feedback from teachers and learners, who are directly involved in the model but also revealed a critical gap in the structured follow-up needed to align the model's goals with its outcomes.

The study underscores the necessity of holistic and sustained efforts to tackle CEFM, beyond isolated classroom interventions. Despite the misalignment between the GRIP model's objectives and its broader goals, the model seems to still yield positive educational outcomes. However, it will require continued engagement and comprehensive evaluation to ensure initiatives contribute effectively to long-term social change.

Ultimately, this research contributes to the understanding of how NGOs like Plan work within the educational sphere, emphasizing the need for thorough follow-up and alignment of goals and methods. Future research should revisit the GRIP model's long-term impact and include broader civil society perspectives to fully capture its ripple effects beyond the classroom.

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Appendix

1. Overview of interviewees

Interviewee	Source	Place
Interview object 1	Plan Bangladesh	Online
Interview object 2	Plan Norway	Online
Interview object 3	Plan Norway	Online
Interview object 4	Plan Bangladesh	Online
Interview object 5	Plan International	Online
Interview object 6	Plan Norway	Online

2. Interview guide – Plan employees Bangladesh

Note to interview guides: The research question has changed throughout the process of writing this thesis. Which means, that not all the questions are relevant for the final product. Neither were all the questions asked. There is added a justification to all questions, which tell about the relevance of the interview question to the research question. Again, noting that the research question has changed from this interview guide presented here.

Introduction

What am I writing about, what do I want to figure out? Talk shortly about this.

Warm-up questions (I will not use them all always):

1. What is your name?
2. What is your role in Plan Bangladesh?
3. What does your job entail?
 - Relevant follow up questions for the thesis.
 - How long have you been working with.....?
 - is education your primary field in Plan Bangladesh etc.?
4. What has been your role in developing the GRIP model?
5. What has been your role in testing the GRIP model?
6. What has been your role in evaluating the GRIP model?
 - The last three question will become evident later in the interview.

The larger questions (point of departure)

In essence, the master thesis aims to investigate the **critical factors** that is decisive in **defining the success** of the Gender responsive and inclusive pedagogy (GRIP) and thereby influence the potential **national application of the GRIP model** in Bangladesh's education system.

The broad areas of knowledge relevant to answer the question:

- Finding the critical factors that is decisive in defining success.
- What do you (the IO) mean by success.
- National application, effects.

Structuring questions: We have now talked a little bit about you and your role in Plan Bangladesh and in developing/testing/evaluating the GRIP model. We will now move on to talking about the educational situation in Bangladesh and the necessity for a GRIP model in the country.

1. What would you say are the educational challenges in Bangladesh that necessitate the introduction of the GRIP model?

Justification: Understanding the specific contextual factors that drive the need for the GRIP model establishes a foundation for assessing its potential impact and relevance within the

educational landscape. Which will lay a foundation to why the model is of importance, and why the interview object think it is necessary. This can guide further questions.

2. What factors would you say contribute to the absence of a model like GRIP in the current education system in Bangladesh?

Justification: Investigating the existing void in gender-responsive pedagogical approaches helps identify barriers and gaps, providing insights into the unique challenges faced in implementing such models.

Structure: we have now talked about the educational reality in Bangladesh, and we now move on to the planning of the GRIP model itself. *In this part I will try to figure out how they have worked to develop the model, what they have emphasized and so on.*

3. Can you tell me how you have been working with the grip model from start to finish in short pull? How did the work start, what was the next step after the planning and so on.

Justification: I am here trying to figure out the succession of the actions taken in the grip model according to the interview object. This will make it easier to work with their choice of words, descriptions when talking about the GRIP model later.

4. What was the point of departure in working with the GRIP model?

Follow up: What was according to you emphasized in the planning of the GRIP model?

Justification: I try with this question to find the answer to what is important in the planning of the GRIP model according to the interview object. I can build further on this when asking about the evaluation of the model itself. Did it do what it intended to do according to the point of departure and what was emphasized in the planning of the model.

5. What would you say is the aim for the GRIP model?

Justification: uncovering the aim of the GRIP model, I can use this later in the interview to assess how the interview object thinks this aim is reached.

Possible follow up: You mention (question 1) As a challenge, can you talk more about how you think the GRIP model will contribute to “solving” this issue?

6. How did you in Plan Bangladesh work to craft the development of the GRIP model?

Follow ups: Collaborative processes? Other methodologies?

Follow up: Who has involved in this development?

Justification: Unveiling the developmental processes of the GRIP model offers a comprehensive understanding of its origins, guiding following discussions on its potential efficacy and adaptability. This question may also uncover who was involved in the planning/developing process.

7. How is the GRIP model practically implemented,

Follow up: what mechanisms exist for monitoring its application (in the classroom, community)?

Justification: Examining the practical aspects of the model and its monitoring mechanisms provides insights into its feasibility and adaptability within diverse educational settings.

8. How would you say Plan Bangladesh engaged with the Ministry of Education (MoE) to attract interest in the GRIP model?

Justification: Examining the strategies employed by Plan in gaining institutional support sheds light on the dynamics of influencing educational policy and decision-making processes.

Follow up: did you have regular meetings with the MoE while testing out the model before the MoE overtook the model?

9. What methodologies are employed in the testing phase of the GRIP model?

Justification: asking about the methodologies used to test the model, will assess how Plan thinks it is best to test the model in regard to the aims they have for the model.

Follow up: how is its effectiveness assessed?

Justification: Examining the testing procedures provides crucial insights into the empirical validation of the GRIP model, establishing the groundwork for evaluating its practicality and impact.

Follow up: What do you look for when testing the model's effectiveness?

10. How would you say Plan Bangladesh have evaluated/is evaluating the GRIP model?

Justification: How Plan is evaluating the model will give me some frames within which I can ask the next follow up question.

Follow up:

- What methods do you use while evaluating the model?
- Who are involved in evaluating the model?
- Do the Plan employees evaluate the model themselves?
- Do you collect feedback from the evaluations?

Possible follow up to this: As you evaluate the model, how do you decide on what to do with the possible feedback?

Follow up: you mentioned earlier (question 2) as a challenge in the educational situation in Bangladesh, how have you in Plan worked to avoid these "challenges"?

Justification: I can her build on the possible challenges (uncovered in question 2) and ask about how plan has tried to solve them with this model. Follow up from question 5, can be skipped, if asking this question.

Follow up: you mentioned earlier that (question 4) was emphasized when developing the model. How would you say that is underscored in the evaluation of the project?

Justification: this question will hopefully uncover whether the intention while planning the model, was important in evaluating the model.

Follow up: you mention as the aim of the GRIP model, how would you say you evaluate if the model has reached this aim?

Possible follow up: how would you say the methods of testing the model reflect this aim?

Justification:

11. In Plan's perspective, when evaluating the GRIP model, how do you perceive the balance between the model's intended aim/objective and ensuring a smooth and feasible implementation?

Justification: This question seeks to extract a nuanced understanding of the relative importance assigned to the model's substance versus its practical aspects.

12. Would you say Plan Bangladesh considers the work with the Plan model as finished?

Justification: this question will uncover if the interviewee considers the work of Plan Bangladesh as finished, and thereby will give an indication to of Plan will work further to develop the model.

Structural question: we have now talked about the development of the GRIP model, and we will now move on to the continuation of the project.

13. What positive outcomes result from the implementation of the GRIP model in the educational context of Bangladesh?

Justification: Investigating the positive effects emphasizes the potential benefits and contributions of the GRIP model to educational practices and outcomes.

14. What measures are taken to integrate the GRIP model into the broader educational system, especially in areas where it has not yet been tested?

Justification: Exploring the adaptation strategies highlights the considerations and efforts made to integrate the GRIP model into the larger educational framework, extending its potential influence.

15. If proven successful, what strategies are in place to ensure the sustainability of the GRIP model over the long term?

Justification: Assessing the sustainability measures addresses the long-term viability and scalability of the GRIP model, ensuring its continued impact beyond the initial piloting phase.

Conclusion: *We have covered various aspects of the potential introduction of the GRIP model in Bangladesh's education system. Do you have any final thoughts or additional insights you would like to share?*

3. Interview guide Plan employees – Norway

Note to interview guides: The research question has changed throughout the process of writing this thesis. Which means, that not all the questions are relevant for the final product. Neither were all the questions asked. There is added a justification to all questions, which tell about the relevance of the interview question to the research question. Again, noting that the research question has changed from this interview guide presented here.

Intervjuet vil bli gjennomført på norsk, siden dette er morsmålet til både intervjuobjektene og meg.

Innledning: Hva skriver jeg om, hva ønsker jeg å finne ut? Snakk kort om dette.

Da dette intervjuet ikke innebærer noen som er tett knyttet opp med prosjektet. Vil jeg spørre om mer generelle temaer.

Oppvarmingsspørsmål (jeg vil ikke alltid bruke alle):

1. Hva heter du?
2. Hva er din rolle i Plan Norge?
3. Hva innebærer jobben din?

Relevante oppfølgingsspørsmål for oppgaven.

- Hvor lenge har du jobbet med...?
- Er utdanning ditt hovedområde i Plan Norge, osv.?

4. Har du selv vært involvert i GRIP modellen?

Oppfølging: Har du vært indirekte involvert?

Hvis ja: oppfølging: hvordan?

5. Hva har vært din rolle i utviklingen av GRIP modellen?
6. Hva har vært din rolle i testingen av GRIP modellen?
7. Hva har vært din rolle i evalueringen av GRIP modellen? De siste tre spørsmålene vil bli tydeligere senere i intervjuet.

Spørsmål 5-7 er ikke sikkert det er nødvendig å stille, da jeg finner ut av hva deres rolle i GRIP modellen fra spørsmål 4.

De større spørsmålene (**utgangspunktet for intervju og oppgaven**): I essens har masteroppgaven som mål å undersøke faktorene som er avgjørende for å definere suksessen til den Gender responsive and inclusive pedagogy (GRIP) og dermed påvirke potensialet for nasjonal anvendelse av GRIP modellen i Bangladeshs utdanningsystem.

Si dette: Når jeg intervjuer Plan-ansatte i Norge, er målet å finne ut av hvordan utdanning ser ut i Plan International på et overordnet plan. For å kunne gi dybde til masteroppgaven som en helhet.

1. **Hva vil du beskrive som det overordnede målet til Plan International i utdanningssektoren?**

Begrunnelse: spørsmålet vil legge et grunnlag for hva intervjuobjektene ser på som målet til Plan International i utdanningssektoren generelt.

2. Hvordan vil du beskrive Gender Responsive Education?

Begrunnelse: legger grunnlag for å kunne snakke om GRE videre. Kan også gi svar til oppgaven som gjør at jeg kan forklare GRE på Plan sine premisser, hva legger de selv i begrepet?

3. Hvordan vil du beskrive Inclusive Education?

Begrunnelse: legger grunnlag for å kunne snakke om Inclusive Education videre. Kan også gi svar til oppgaven som gjør at jeg kan forklare Inclusive Education på Plan sine premisser, hva legger de selv i begrepet?

4. Hvordan skiller begrepet Gender Responsive Education seg fra Inclusive Education?

Begrunnelse: vil være nyttig å få et svar på for å kunne definere om det er en forskjell på disse to begrepene. Er de gjensidig avhengig av hverandre?

Strukturering: Vi skal nå bevege oss fra det generelle og til mer spesifikt GRIP modellen som masteren handler om.

5. Har du selv vært direkte involvert i arbeidet med GRIP modellen?

Oppfølging: Hva har din rolle vært?

Denne kan jeg ta lenger oppe om nødvendig: oppfølging: Har du vært indirekte involvert? Dette spørsmålet (5) kan slettes.

Strukturering: over til prosessen om å vurdere beslutningsprosesser i Plan.

6. Når dere jobber med prosjekter i ulike deler av verden med Plan, hvordan foregår rapportering om prosjektet?

Oppfølgingsspørsmål: har dere en fast rutine for rapportering?

Oppfølgingsspørsmål: hva vil du si er til stede i et prosjekt som er vellykket?

Oppfølgingsspørsmål: Du nevnte (spm. 1) som et overordnet mål for utdanningen i Plan International. Når dere vurderer prosjekter innad i utdanningssektoren, hvilken rolle vil du si (målet) har i evalueringen av prosessen?

Begrunnelse: Spørsmålet med oppfølgingsspørsmål, vil kunne gi svar på hva som vektlegges i evalueringen av prosjekter i Plan. Er det overordnede mål? Er det implementering? Hva er til stede i et vellykket prosjekt?

7. Har du noen eksempler på prosjekter hvor dere i Plan International har vært tilfreds med resultatene?

Begrunnelse: Vil kunne videre underbygge spørsmålet over.

Oppfølgingsspørsmål: Hva var det som gjorde at dere var fornøyd med de resultatene?

8. Hva vil du si er hovedutfordringene ved utdanningssektoren i Bangladesh, som gjør det nødvendig med GRIP modellen?

Hvis vedkommende kan svare på det. Vedkommende er ikke nødvendigvis opplyst om utdanningssektoren i Bangladesh og kan derfor ikke svare på det.

9. Hvilke faktorer vil du si bidrar til fraværet av en modell som GRIP i det nåværende utdanningssystemet i Bangladesh?

Hvis vedkommende kan svare på det.

Siste spørsmål: Nå som du har hørt mer om ha mitt prosjekt vil handle om, er det noe du føler du vil si, som du ikke fikk sagt ut ifra til spørsmålene jeg har stilt?

4. Written consent

Note to written consent: The research question has changed throughout the process of writing this thesis. Which means that the research question in the written consent is not part of the final product. The interviewees are aware that the thesis could change as this written consent was made in the beginning of working with the thesis.

Would you like to participate in the research project:

GRIP the role of Plan in national takeover of the model in Bangladesh (working title)

Purpose of the project

This is a question to you about whether you would like to participate in a research project with the purpose of:

- Mapping out what is crucial in defining a model, such as GRIP, as a success or not.

This is a master's thesis over 6 months, to be submitted by June 6 at the latest.

Why are you being asked to participate?

You are being asked to participate because:

- You are employed in a Plan position that makes it interesting to speak with you.
- You hold another role related to the project which makes it interesting to speak with you.

Who is responsible for the research project?

NTNU (Norwegian University of Science and Technology) is responsible for the personal data processed in the project.

- The Norwegian University of Science and Technology is responsible for data processing.

Participation is voluntary:

Participation in the project is voluntary. There will be no negative consequences for you if you do not wish to participate or later choose to withdraw.

What does it entail for you to participate?

- I will conduct interviews on an online platform.
- The interview will take less than an hour, but there is no fixed timeframe.
- I will collect names and position information in Plan.
- This information will be collected electronically, by recording the interview to transcribe it afterwards. This will facilitate my work with the data later on. After the project, I will delete this data.

Brief on privacy/security measures:

We will only use information about you for the purposes we have mentioned in this document. We treat personal data confidentially and in accordance with privacy regulations. You can read more about privacy on the next page.

The project leader (supervisor) will have access to the data if relevant for supervision. The data will be deleted after the assignment is published (notes that may reveal your identity and recordings of interviews).

You will remain anonymous in the published assignment. We ask you not to provide information that could identify a third party not included in this project.

Sincerely,

Project manager
Kathleen M. Jennings

Student
Tonje Grennes Mørken

You can read more about the project [here](#)

Further details on privacy - how we store and use your information

- I, as the student, will primarily have access to your information. This will also be shared with the project manager and my supervisor at NTNU, Kathleen M. Jennings, when and if necessary.
- Your name and contact information will be replaced with a code stored on a separate name list from other data.
- Participants will not be recognizable in the publication.
- The data will be anonymized as soon as possible, and the original recordings will be deleted

What gives us the right to process personal information about you? We process information about you based on your consent.

On behalf of NTNU, the privacy services at Sikt - Knowledge Sector's service provider, have assessed that the processing of personal data in this project complies with privacy regulations.

Your rights:

As long as you can be identified in the data material, you have the right to:

- request access to the information we process about you and receive a copy of the information,
- have incorrect or misleading information about you corrected,
- have personal information about you deleted,
- lodge a complaint with the Norwegian Data Protection Authority about the processing of your personal data.

We will provide you with a justification if we believe that you cannot be identified or that the rights cannot be exercised.

What happens to your personal information when the research project ends?

- The project is scheduled to end on June 6 (at the latest).
- The information will then be anonymized or deleted.

Questions:

If you have any questions or wish to exercise your rights, please contact:

- Tonje Grennes Mørken: tonjegmorken@gmail.com Phone: 40312305
- Kathleen M. Jennings kathleen.m.jennings@ntnu.no
- Our Data Protection Officer

If you have questions related to Sikt's assessment of the project, you can contact us by email: personverntjenester@sikt.no, or by phone: 73 98 40 40.

I have received and understood information about the project “GRIP, the role of Plan in national takeover of the model in Bangladesh” (working title) and have had the opportunity to ask questions. I consent to:

- participate in an in-depth interview

I consent to having my information processed until the project is completed

5. Professional Relevance

As a student of MLSAM, there is a need to elucidate the professional relevance of my master's thesis. My research is relevant as it emphasizes the critical importance of inclusive education and explores the transformative impact that education can have on individuals and society.

