UNGEI AT 10

A Journey to Gender Equality in Education

UNGEI
United Nations Girls' Education Initiative

The United Nations Girls' Education Initiative (UNGEI) is 10 years old. Launched in Dakar, Senegal, in 2000 by then United Nations Secretary-General Kofi Annan, UNGEI promotes girls' education and works for gender equality in education through a network of partners at the global, regional, national and sub-national levels. Over the course of the decade, UNGEI has faced various challenges and dealt with numerous constraints, while also achieving significant successes.

This report is an overview of the current state of girls' education and gender equality. It includes a summary of UNGEI activities and functions, a review of remaining challenges and a sketch of the future direction of UNGEI. This is not an evaluation of UNGEI, but rather a documentation of its activities and its value-added function in advancing the Millennium Development Goals as they relate to gender, education, poverty reduction and the Education for All goals.

This account is based on an analysis of UNGEI historical documents and responses to an informal internal survey of UNGEI focal points at the global, regional and country levels. At the global level, focal points are usually officials responsible for gender in education in their respective organizations. At the regional and country levels, they are usually, though not necessarily, officials of the United Nations Children's Fund (UNICEF). The UNGEI Global Advisory Committee oversaw the survey and provided comments on the report, with assistance from the UNGEI Secretariat.

In this self-analysis, UNGEI seeks to further galvanize its actions and contribute to ongoing efforts to realize the right of all girls to education, as measured by gender parity and equality in education. If the global community succeeds in eliminating gender disparities and achieves gender equality in and through education, not only will females be able to experience richer lives, but the societies in which they live will enjoy numerous benefits, including better health and reduced poverty.

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UNGEI
United Nations Girls' Education Initiative

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"If we are to succeed in our efforts to build a more healthy, peaceful and equitable world, the classrooms of the world have to be full of girls as well as boys...Study after study has taught us that there is no tool for development more effective than the education of girls. No other policy is as likely to raise economic productivity, lower infant and maternal mortality, improve nutrition and promote health, including the prevention of HIV/AIDS. No other policy is as powerful in increasing the chances of education for the next generation."

Kofi Annan, former Secretary-General, United Nations;
statement made in April 2003 in response to
a report by the Global Campaign for Education

"The low status of women and girls in our society is a major problem. Parents are ready to educate their sons but not their daughters. There are as many boys as girls in Nepal, but fewer girls are able to go to school. Being a girl, they have many household chores to do, and they are compelled to discontinue their education. We feel sad about this discrimination by our parents. The lack of adequate facilities in schools also forces us to drop out from studies … Sexual abuse and harassment on the way to and from school, compel us to drop out of school ..."

Reshmi Chowdhary, 16, Biratnagar Child Club;
remarks at the Opening Session, 'Equity, Gender and Quality in Education'
Asia-Pacific Technical Meeting of UNGEI Global Advisory Committee, June 2008

"Investing in girls' education delivers well-known returns. When girls are educated, they are more likely to earn higher wages and obtain better jobs, to have fewer and healthier children and to enjoy safer childbirth."

Statement of the United Nations Secretary-General
Ban Ki-moon on World Population Day, 11 July 2009

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We also sincerely thank Dr. Jyotsna Jha, an independent consultant, who prepared the report.

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In addition, we thank the UNGEI focal points and their colleagues at the regional and country levels who provided specific input in the form of documents and responses to the survey.

Finally, we appreciate the contributions of the research and editorial team at UNICEF.

UNGEI Secretariat, March 2010

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EXECUTIVE SUMMARY

The United Nations Girls' Education Initiative (UNGEI) turns 10 years old in 2010. *UNGEI at 10: A journey to gender equality in education* sets out to assess the initiative's effectiveness, identify obstacles and propose steps to complete the mission of ensuring quality education for all girls and boys. While not a formal evaluation, the report documents UNGEI activities and its contributions to advancing Millennium Development Goals (MDGs) related to education and gender and the Education for All (EFA) goals through an analysis of historical documents and self-reports from UNGEI global, regional and national focal points. In addition, the report takes note of the progress made in girls' education in the last decade, while outlining the remaining challenges in attaining gender equality in education.

UNGEI: An additional push for girls' education

Numerous studies have shown that educating girls can make more dramatic, positive changes for both the individual and society than any other single intervention. Education expands social and economic opportunities and promotes participation for both boys and girls. Girls' education, furthermore, has cascading effects on the family, community and nation. UNGEI, created to advance gender parity and equality in education, is headed by a Secretariat hosted at UNICEF headquarters and guided by a Global Advisory Committee drawn from multilateral, bilateral and civil society organizations. It operates though local networks of organizations at the country and regional levels.

Girls' education: Where we are now

The state of girls' education has changed considerably since the World Education Forum in Dakar, Senegal, and the United Nations Millennium Summit in New York in 2000. In 2007, fewer than 72 million children were out of primary school, as compared to more than 100 million in 1999. Since the inception of UNGEI, there have been three major trends: (i) Gender parity in access and attendance has improved substantially, though progress is uneven for all levels of schooling and for all regions and countries; (ii) major gaps remain in areas that signify gender equality, such as subject choices, gender bias and stereotypes in textbooks, teaching-learning processes and teachers' attitudes towards girls; and (iii) girls' and women's education is more vulnerable to adverse circumstances, such as poverty, conflict, natural disasters and economic downturns.

Despite incremental steps towards gender parity and equality in education, five challenges remain: (i) the risk of losing gains in girls' enrolment, attendance and retention during the worldwide recession; (ii) compromised gender equality in school processes, textbooks, subject choices, teachers' attitudes, and susceptibility to violence; (iii) treatment of gender issues as add-ons rather than mainstreaming them into education policy, budgets and administration; (iv) lack of gender-related education responses in emergencies; and (v) failure to recognize gender equality as leading to equal opportunities for both boys and girls.

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UNGEI in action

UNGEI has emerged as an important tool for the advancement of gender parity and equality in education. It has evolved differently in each region, with varying focuses but three main strategies: (i) technical outputs and capacity development, (ii) policy dialogue and advocacy, and (iii) coordination and alignment with the prevailing aid architecture.

Technical outputs and capacity development

UNGEI has filled knowledge and information gaps by creating and sharing tools, resources and experiences, including gender analysis of national sector plans endorsed under the EFA Fast Track Initiative (FTI), the development of tools and guidance on equity and inclusion, and numerous publications on such issues as child protection, monitoring and evaluation. UNGEI partners have documented best practices in girls' education, promoted gender integration in early childhood development and sector-wide approaches, and worked with regional bodies and national ministries of education on gender audits and education policies.

Policy dialogue and advocacy

UNGEI uses its collective voice to raise awareness of the importance of girls' education and to influence policy discussions. Globally, UNGEI has responded to and engaged with the Global Monitoring Report publication and processes; EFA processes, including its High-Level Group meetings; FTI processes; and other important spaces for promoting education policies and budget allocations. Regionally, UNGEI has developed and disseminated technical mechanisms and worked on capacity-building activities and dialogue with governments.

Coordination and alignment with aid architecture

At all levels, UNGEI promotes greater aid alignment and enhanced and sustained aid allocations for girls' education. UNGEI has widened the information base and partner organizations' access to information as a way to ensure efficiency and avoid duplication of activities. The inclusion in the initiative of many important multinational and bilateral organizations allows for smooth coordination and prioritization of girls' education. UNGEI is the unified voice reminding the world that girls' education is not only a rights issue, but also a path to sustainable development and a necessary component for emerging from the financial downturn. At the regional and national levels, partners work closely with ministers of education and other government networks on education plans, policies and budgeting.

Limitations and challenges

Despite overall success, UNGEI has had some limitations, which need to be addressed to maximize its efficacy. These include such issues as the exclusion of potentially important strategic partners in some countries, failure to effectively communicate at the country level, lack of funding, sporadic and diffuse activities in some countries, limited technical capacity and lack of ownership, in that the partnership is sometimes perceived as a UNICEF initiative. The partnership has been more successful at the global and regional levels than at the country level. Yet there is much to build on.

The way forward

To strengthen UNGEI, it is necessary to (i) galvanize action at the national level, (ii) articulate a straightforward message to development partners regarding the role and goals of UNGEI, especially at the national level, (iii) make regional-level partnerships more effective, (iv) identify clear directions and focused action areas in each region, (v) invest in capacity development of partners, and (vi) ensure systematic monitoring and accountability norms for UNGEI actions at all levels.

To accelerate the pace towards gender equality in education, all stakeholders – including the international community, national governments and policymakers, and civil society – must work towards (i) maintaining and enhancing investments in interventions that have led to increased enrolment and retention of girls, (ii) focusing attention on policy, finance and programming that pertain to gender equality, (iii) mainstreaming gender in education at all levels, (iv) ensuring gender-responsive education in emergencies, (v) ensuring that interventions are responsive to the needs of boys, as well as girls, and (vi) integrating gender in social protection and poverty alleviation.

With the experience of the past decade, UNGEI is ready to take the next steps, until the task at hand has been accomplished.

CHAPTER 1

UNGEI: THE ADDITIONAL PUSH FOR GIRLS' EDUCATION

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Education is a basic human right of all people, and it assumes special importance for girls and women within the current global context, which is characterized by gender inequality. With its intrinsic benefits of fulfilling aspirations and improving life skills and social interaction, education gives girls and women in largely patriarchal societies access to tools that have the potential to transform the quality of their lives.

Education helps to expand social and economic opportunities and promotes meaningful participation in governance. It influences social and economic issues such as environmental degradation, population growth and preventable diseases. Girls' education plays a critical role in reducing fertility rates and slowing the spread of HIV and AIDS in developing countries, thereby contributing to social development and economic growth.

Schooling broadens horizons, which is particularly important for young girls. Education can empower disadvantaged groups, leading to power redistribution both within the family and beyond. It promotes public discourse and encourages collective demands, which is critical for social change and the promotion of justice and equality. Girls' education, in particular, helps to reduce gender-based inequalities and violence against girls and women. Apart from being a right – and the right thing to do – girls' education also affects communities at large. The activism of one educated girl or a group of girls – championing the right to freedom from abuse, exploitation and other forms of injustice – can empower all women in the community.[1]

The cascading effects of girls' education, along with the fact that gender disparities remain high in many regions, provided the impetus for the launching of UNGEI at the World Education Forum in Dakar in April 2000. UNGEI drew from the experiences of its precursor, the African Girls' Education Initiative, which was already operational in several countries

in Africa.[2] The mandate of UNGEI was to narrow the gender gap in primary and secondary education by 2005 and to ensure that, by 2015, all children were able to complete primary schooling, with equal access to all levels of education for girls and boys.

This mandate was later reflected in the articulation of MDGs 2 and 3. Since its inception, UNGEI has been working to give an additional push towards the attainment of MDGs 2 and 3 and to advance Education for All (EFA) goals. *(See box, below.)*

Relevant Millennium Development Goals and Education for All goals and associated targets

MDG 2: Achieve Universal Primary Education.

Target: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

MDG 3: Promote Gender Equality and Empower Women.

Target: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.

EFA goal 2: Ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

EFA goal 5: Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

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UNGEI has evolved as an effective partnership, active at the global, regional and country levels. Its day-to-day management is in the hands of the UNGEI Secretariat, hosted by UNICEF at its headquarters in New York. The Secretariat is guided by the Global Advisory Committee (GAC), drawn from a number of multilateral, bilateral and international civil society agencies. GAC meets twice a year and is governed by two co-chairs elected on a rotational basis by members. It operates through its meetings, working groups on specific issues and other coordination mechanisms. Regional UNICEF education managers act as focal points and provide leadership in their respective regions. In order to gain greater clarity in its objectives and clear direction in its approach, UNGEI GAC, the main policymaking body, adopted a Vision and Mission Statement in 2008. *(See box, below.)*

UNGEI Vision and Mission Statement

Vision: A world where all girls and boys are empowered through quality education to realize their full potential and contribute to transforming societies where gender equality becomes a reality.

Mission: The United Nations Girls' Education Initiative (UNGEI) was launched in 2000 by the UN Secretary-General to assist national governments as they fulfill their responsibilities towards ensuring the right to education and gender equality for all children, girls and boys alike.

UNGEI works to improve the quality and availability of girls' education in support of the gender-related Education for All goals, the second Millennium Development Goal (MDG) to achieve universal primary education, and MDG 3 to promote gender equality and empower women.

UNGEI is committed to accelerating action on girls' education and revitalizing the broad social mobilization and high-level political action needed to ensure that every girl, as well as every boy, receives a quality education.

UNGEI relies on a broad alliance of committed partners who are mobilized to provide direct support to countries and facilitate an enabling educational environment where girls and boys can flourish and unleash their untapped potential.

UNGEI partners mobilize resources for targeted project interventions, country programmes and large-scale systematic interventions designed to affect the education system as a whole.

UNGEI promotes strategies that put the needs of the most disadvantaged, including girls and women, first in education policies, plans and budgets.

The UNGEI partnership works to remove barriers to learning, such as school fees and other education costs and violence in and around schools, and to support the continuation of education in emergency situations such as areas affected by armed conflict, natural disasters or external shocks, as well as in post-crisis and fragility contexts.

UNGEI advocates a cross-sectoral, holistic approach, with balanced investment in education across the life cycle, addressing early childhood education and development for children of poor families, and literacy and empowerment of women and young people.

UNGEI streamlines its efforts by strategic use of existing mechanisms such as poverty reduction strategies, sector-wide approaches, UN Development Assistance Frameworks and the Fast Track Initiative.

CHAPTER 2

GIRLS' EDUCATION: WHERE WE ARE NOW

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The education landscape has changed for the better since the World Conference on Education for All held in Jomtien, Thailand, in 1990; the World Education Forum in Dakar in April 2000; and the adoption of the United Nations Millennium Declaration by world leaders at the United Nations Millennium Summit in September 2000, which prompted the formulation of the MDGs. Girls' education has improved in the decade since the launch of UNGEI; however, data reveal that the global community is still far from achieving the goals. There are definite indicators of success, but also obvious signs of remaining challenges.

Time lags in the availability of data preclude prompt comparisons of the latest statistics, yet existing data are sufficient to discern current trends. Available evidence indicates three significant trends: (i) Gender parity in access and attendance has substantially improved, though progress is not uniform across all levels of schooling or all regions and countries; (ii) major gaps remain in areas that signify gender equality, such as subject choices, gender bias and stereotypes in textbooks, teaching-learning processes and teachers' attitudes towards girls; and (iii) girls and women are more likely than boys and men to have their education cut short due to adverse circumstances such as poverty, conflict, natural disasters and economic downturns.

Gender parity in education: So near yet so far

The proportion of girls among out-of-school children and girls' enrolment ratios are important indicators for assessing progress towards gender parity. Additionally, early childhood education plays a critical role in determining success in education later in life. Thus, the extent to which young girls are able to access early education is a useful measure of success in achieving education goals.

Preschool enrolment figures show improvement in gender parity over the last decade in most regions, including the Arab States, where the Gender Parity

Index (GPI) – the ratio of females to males for this indicator – had been lowest in 1999. However, the high GPIs in most regions belie the very low enrolment levels in many less developed regions. In the Arab States and sub-Saharan Africa, less than 20 per cent of girls are enrolled in pre-primary education (gross enrolment ration, or GER). (*See Table 1.*) A large body of research from around the globe clearly shows that by the time children enter primary school, marked disparities in language skills – attributable largely to parental education, household income, ethnicity and home language – ensure that they will never catch up. Poor language skills have implications for learning in other subjects. Quality early childhood education can play a critical role in offsetting social, economic and language-based disadvantages.[3]

The number of primary school-age children who are out of school, a major indicator for assessing

Table 1. Gross enrolment ratio in pre-primary education (1999 and 2007)

	GER IN PRE-PRIMARY EDUCATION							
	School year ending in 1999				School year ending in 2007			
	Total (%)	Male (%)	Female (%)	GPI	Total (%)	Male (%)	Female (%)	GPI
World[4]	33	33	32	0.96	41	41	41	0.99
Arab States	15	17	13	0.77	19	20	18	0.91
Central and Eastern Europe	50	50	49	0.97	64	62	66	1.06
Central Asia	19	20	19	0.95	28	28	27	0.98
East Asia	40	40	39	0.98	47	48	46	0.96
Pacific	61	61	61	1.00	67	68	67	0.98
Caribbean	65	64	67	1.05	74	72	76	1.06
Latin America	55	55	56	1.01	65	65	65	1.00
North America and Western Europe	75	76	74	0.98	82	82	81	0.99
South and West Asia	21	22	20	0.94	36	36	37	1.02
Sub-Saharan Africa	10	10	10	0.94	15	15	15	1.00

Source: UNESCO, *Global Monitoring Report 2010*. GPI: Gender Parity Index (female/male).

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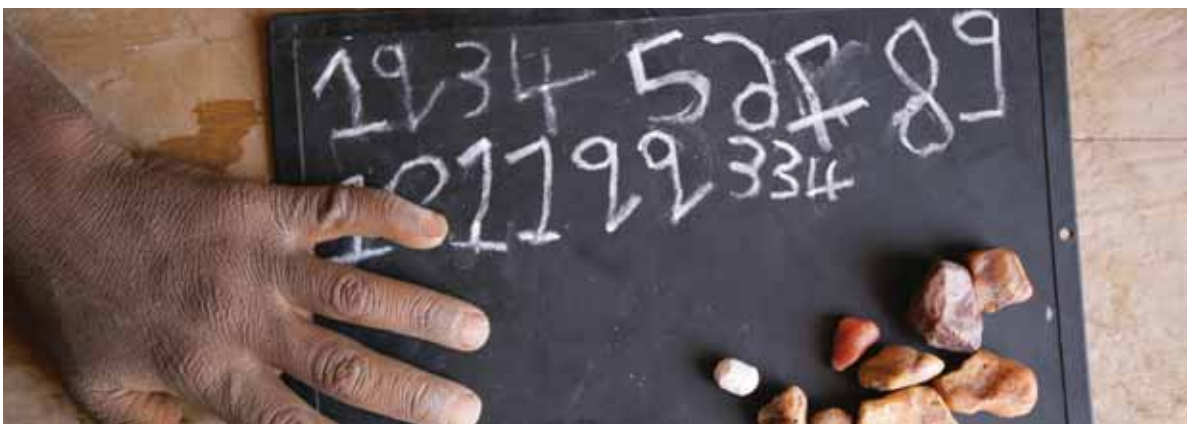
progress in education, has dropped from more than 100 million in 1999 to fewer than 72 million in 2007.[5] Despite notable progress, sub-Saharan Africa and South and West Asia account for more than two-thirds of out-of-school children. (*See Table 2.*) The proportion of girls in the out-of-school population has also decreased, from 58 per cent in 1999 to 54 per cent in 2007, but it remains disproportionately high in the Arab States (61 per cent) and South and West Asia (58 per cent). The number of out-of-school children in sub-Saharan Africa is alarming, especially considering the fact that the population is markedly smaller than, for instance, in South and West Asia, the region with the second largest number of out-of-school children. In sub-Saharan Africa, the proportion of out-of-school girls has remained the same, at 54 per cent, between 1999 and 2007, another disturbing trend. (*See Table 2.*)

The 2007 estimates for the number of out-of-

Table 2. Primary school-age children out of school (1999 and 2007)

	PRIMARY SCHOOL-AGE CHILDREN OUT OF SCHOOL			
	School year ending in 1999		School year ending in 2007	
	Total (000)	Female (%)	Total (000)	Female (%)
World	105,035	58	71,791	54
Arab States	7,980	59	5,752	61
Central and Eastern Europe	2,036	59	1,552	52
Central Asia	464	50	271	58
East Asia	5,674	52	8,484	48
Pacific	318	54	555	52
Caribbean	493	50	621	51
Latin America	3,045	55	2,367	49
North America and Western Europe	1,420	50	1,931	44
South and West Asia	38,594	63	18,031	58
Sub-Saharan Africa	45,012	54	32,226	54

Source: UNESCO, *Global Monitoring Report 2010.*



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school children would rise to 142.7 million if those who were not in school at the lower-secondary levels were added. The proportion of girls remains at 54 per cent in this case as well.[6]

The reduction in the number of out-of-school children is reflected in the upward trend for the net enrolment ratio (NER) for both boys and girls in primary education in most regions. The increase in the NER for girls has been most dramatic in the regions that had low bases – South and West Asia and sub-Saharan Africa. Nevertheless, the GPI continues to be most unfavourable for girls in the Arab States and sub-Saharan Africa. The GPI in South and West Asia has jumped due to much faster growth in the enrolment ratio for girls than for boys. East Asia, the Pacific and the Caribbean regions have shown downward trends in the NER for both boys and girls. This phenomenon needs greater attention. (*See Table 3.*)

Table 3. Net enrolment ratio in primary education (1999 and 2007)

	NER IN PRIMARY EDUCATION							
	School year ending in 1999				School year ending in 2007			
	Total (%)	Male (%)	Female (%)	GPI	Total (%)	Male (%)	Female (%)	GPI
World	82	85	79	0.93	87	88	86	0.97
Arab States	78	82	74	0.90	84	88	81	0.92
Central and Eastern Europe	91	93	90	0.97	92	92	91	0.99
Central Asia	88	88	88	0.99	92	93	91	0.98
East Asia	96	96	96	1.00	94	94	94	1.00
Pacific	90	91	89	0.98	84	85	83	0.97
Caribbean	75	76	74	0.97	72	73	70	0.97
Latin America	93	94	92	0.98	94	94	94	1.00
North America and Western Europe	97	97	97	1.00	95	95	95	1.01
South and West Asia	74	80	67	0.84	86	87	84	0.96
Sub-Saharan Africa	56	60	53	0.89	73	76	71	0.93

Source: UNESCO, *Global Monitoring Report 2010*. GPI: Gender Parity Index (female/male).

The situation is worse in secondary education. The gross enrolment ratio (GER) for girls in sub-Saharan Africa was 30 per cent in 2007. Although the ratios are low for both boys and girls, the rate of increase has been lower for girls in this region, resulting in a decline in the GPI between 1999 and 2007. On the other hand, in South and West Asia, the GER has increased at a higher rate for girls (as compared to boys), leading to improvement in the GPI during the same period. However, the GER continues to be low for both boys and girls in this region as well. The Caribbean, the Arab States and East Asia also have relatively low GER levels in secondary education. (*See Table 4.*)

Table 4. Gross enrolment ratio in secondary education (1999 and 2007)

	GER IN SECONDARY EDUCATION							
	School year ending in 1999				School year ending in 2007			
	Total (%)	Male (%)	Female (%)	GPI	Total (%)	Male (%)	Female (%)	GPI
World	60	62	57	0.92	66	68	65	0.95
Arab States	60	63	57	0.89	65	67	62	0.92
Central and Eastern Europe	87	88	87	0.98	88	90	86	0.96
Central Asia	85	86	84	0.99	95	96	94	0.98
East Asia	64	65	63	0.96	77	77	78	1.01
Pacific	111	111	111	0.99	105	107	103	0.96
Caribbean	53	53	54	1.03	58	57	59	1.03
Latin America	81	78	83	1.07	90	86	93	1.08
North America and Western Europe	100	101	100	0.99	100	100	100	1.00
South and West Asia	45	51	38	0.75	52	55	47	0.85
Sub-Saharan Africa	24	26	21	0.82	34	37	30	0.79

Source: UNESCO, *Global Monitoring Report 2010*. GPI: Gender Parity Index (female/male).

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Gender disparities at the secondary level have special significance because they influence access to technical and higher education and other later-life opportunities, and they are even more pronounced in technical and vocational education. The proportion of girls in technical and vocational schools is lower than in secondary education. In many cases, if girls are in technical programmes, they are being trained for traditional female occupations. Gender discrimination in wages and employment further reduces the returns for girls' vocational education.[7]

Many countries missed the 2005 MDG and EFA targets. Though some are moving towards achieving them in 2015, many others are likely to miss the 2015 targets as well. In 2006, about two thirds of countries had achieved gender parity in primary education, while only 37 per cent had achieved it at the secondary level. More than half of the countries in sub-Saharan Africa, South and West Asia and the Arab States had not reached parity even at the primary level.[8] Projections for the 134 countries that accounted for about two thirds of out-of-school children in 2006 suggest that some 29 million children will be out of school in 2015 in these countries alone.

Significant differences exist within regions and at the sub-national level. This is true for enrolment ratios, literacy rates and other indicators. For instance, within sub-Saharan Africa, the adult female literacy rate as a percentage of the male literacy rate is 31 per cent in Chad, 54 per cent in Sierra Leone and 58 per cent in Mozambique, as against 80 per cent in Nigeria, 94 per cent in Zimbabwe and 98 per cent in South Africa. These variations are more pronounced in South Asia, where the percentage ranges from as low as 29 per cent in Afghanistan to 59 per cent in Pakistan, 71 per cent in India, 82 per cent in Bangladesh and 96 per cent in Sri Lanka.[9] According to the 2009 *Global Monitoring Report* (GMR) projections, high-population countries such as Nigeria and Pakistan are likely to top the list of out-of-school primary school-age children, with a relatively higher share of girls in this category in 2015. Rural-urban divides are sharp, especially in these two regions, indicating the biggest challenges.

Gender equality in education: A long way to go

Children's right to education encompasses more than their right to have access to educational institutions, in whatever form they appear. Children also have the right to learn in an enabling and affirming environment of high quality that prepares them for a fulfilling life beyond school. These three spheres of rights are frequently referred *to*

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as rights *to* education, rights *within* education and rights *through* education.[10] While gender parity is relatively easier to measure, progress towards gender equality in education is more difficult to assess. Common indicators for gender equality in education include gender-aware teachers, gender-responsive textbooks and schooling environments, gender-sensitive and empowering classrooms and other schooling processes, atypical gender subject options and safe school environments.

The move from easily quantifiable data – for instance, the numbers of girls and boys in school – towards those that are qualitative in nature requires the development of rigorous tools that are sensitive enough to capture the nuances present in such data. The data that currently exist are as yet predominantly anecdotal, but they nonetheless provide snapshots that attest to advances.

Teachers' attitudes and expectations have a significant impact on students' self-confidence, identities and learning outcomes. Recent research has found that teachers' attitudes, classroom and other schooling processes, and textbooks continue to reinforce gender stereotyping despite the increase in gender reviews and additional training. Although there have been some changes in textbooks, with somewhat more balanced representations of men and women, stereotypical depictions persist in many countries.[11]

A recent study of secondary schools in seven countries – India, Malaysia, Nigeria, Pakistan, Samoa, Seychelles, and Trinidad and Tobago – revealed that such stereotypical representations are more common in countries with greater gender disparities, for example, India, Nigeria and Pakistan. In Pakistani schools, for example, men were usually depicted as brave, heroic, honest and strong, while women were represented as caring, loving, kind and self-sacrificing. Gender-segregated seating, disengaged teachers, gender-biased teacher-pupil interactions – for instance, physical and verbal communication and eye contact directed more towards boys – and the use of gender-stereotypical language and imagery were common, varying in extent and severity, in the secondary schools studied in these seven countries.[12]

Gender-stereotypical subject choice is another common phenomenon in tertiary education, even in countries where women have started outnumbering men at that level. This is also true for the secondary level, especially in countries where gender disparities at that level are high. Girls' presence in science, mathematics and technological subjects is disproportionately low compared to boys', and teachers tend to encourage this trend rather than challenging it. Furthermore, gender parity in access and attendance does not necessarily translate into equal treatment and opportunities for girls in schools. A range of studies of countries as varied as Ireland, Peru, Sweden and the United States revealed that boys continued to command more teacher attention, praise, criticism and constructive feedback than girls, and that they were more actively engaged in higher-order questions.[13]

In many developed countries, and in many East Asian, Caribbean and Pacific countries, the rise of what some researchers refer to as hegemonic masculinity – strict societal roles whereby men dominate other men and subordinate women – presents another challenge to the attainment of gender equality in education. In some countries, these strict roles deem education to be feminine and thus the domain of girls, whereas work is seen as belonging to boys and men. As a result, a number of countries are witnessing a trend whereby boys underperform in many subjects, especially language arts, and drop out of secondary schools at higher rates than girls. Although a combination of factors, varying from country to country, could be responsible, the concept of a 'masculine' identity that designates education as 'feminine' appears to be a common thread. Peer interaction and peer pressure are said to play important roles in forming such identities, and schools therefore become critical spaces in which these notions can be either reinforced or countered. Ideals of masculinity have obvious reinforcing implications for stereotypes of femininity as well.[14]

UNICEF/NYHQ2006-2841/Julie Pudlowski

Another important aspect of gender equality in education is the extent of violence against women and girls and how it is addressed in schools and schooling processes. A number of qualitative and quantitative studies from sub-Saharan Africa reveal that far too many girls face sexual abuse and harassment by male students and teachers. These incidents include verbal abuse, fondling, rape and sexual blackmail by teachers in exchange for good grades, preferential treatment and money. Additionally, teenage pregnancy leads girls to drop out of school in many African countries.[15]

Emerging evidence from other regions, particularly Latin America and the Caribbean, indicates that gender stereotyping and gender-based violence are more prevalent than previously understood.[16] An UNGEI working paper on gender equality in education in the Asia-Pacific region points out that "the level of sanctioned violence in Asia-Pacific is high … Students are often punished for minor 'offenses', such as being

UNICEF/NYHQ2009-1822/Susan Markisz

tardy, wearing a torn or dirty uniform, or not being able to answer a question. Girls may be punished differently from boys, but for both, worse than the actual punishment are the feelings of failure and humiliation."[17]

Corporal punishment and other forms of public humiliation are widespread in many countries in Asia and the Middle East. For instance, caning is legal and applied against both boys and girls in Malaysia and Singapore.[18] Teachers may apply different forms of punishment to girls and boys, thereby conveying a message about what is expected of children and adults, both male and female. The existence of explicit or implicit gender norms in corporal punishment suggests that strategies to eliminate it should also address gender differences.[19]

Violence against girls and women takes many forms. While gender-based violence can occur outside of the school space, it still has crucial implications for education. Child marriage, for instance, has negative outcomes for girls' education, health and well-being. It is most prevalent in South Asia and sub-Saharan Africa but also quite high in some Caribbean, Latin American and Middle Eastern countries as well. A large number of maternal deaths are linked to early pregnancy, and the risks of infant mortality and slow cognitive development for the child are also reported to be high.[20]

Female genital mutilation and cutting is another discriminatory practice. The highest prevalence is in East and West African countries, but it is also widely practised in a number of Asian and Middle Eastern countries.[21] Son preference leading to neglect, deprivation and discriminatory treatment of girls; sex-selective abortions of female fetuses; and female infanticide also abound in some parts of Asia. It is important to add that gender-based violence and safety, both in and outside of school, have received wider attention in the past 10 years than before, and many countries have passed laws or taken administrative measures to reduce and prevent practices that are damaging to girls. But changes often come slowly, and concerted efforts are required to end these affronts to human dignity and equality.

Poverty, deprivation and emergencies

Country-specific and multi-country research has shown that gender disparities in education

are greater for girls in poorer households. The disadvantages are often more pronounced at the secondary level and in countries with generally low levels of school attendance. Girls whose families face social disadvantages – for instance, girls from indigenous populations in Latin America, lower-caste populations in South Asia or rural populations in many developing countries – are more likely to face education inequality.[22] Location as well as the family's social and economic status often play a role in making girls vulnerable to violence, abuse, harassment and discrimination in schools. In addition to the lifelong disadvantage in language arts that plagues poor children who speak minority languages, there are other impediments to school success. Malnutrition in early childhood affects cognitive and psychomotor development. Girls experience discrimination in care and hence are more likely to suffer from malnutrition.

Many countries throughout the world are experiencing conflict or emerging from it. Afghanistan, Democratic Republic of the Congo, Iraq, Nepal, northern Sri Lanka, northern Uganda, north-western Pakistan, Sierra Leone and Somalia are a few examples. In recent years, other countries have faced disproportionately devastating effects from man-made disasters and natural events, such as earthquakes, tsunamis and hurricanes. Emergency situations destroy schools. But because they also alter the lives of families and communities, especially girls and women, the practical and economic imperatives of survival and reconstruction take priority over education. This is especially true for girls and women, who may be forced into new income-generating roles. Ongoing dangers may also thwart girls' and female teachers' mobility and access to school. However, as many education programmes will attest, emergency situations have also provided opportunities to introduce schooling that promotes greater gender equality than before the emergency.

In earthquake-affected areas of Pakistan, for instance, girls in remote, mountainous and conservative communities had limited access to education. After the disaster, schools were set up in the internally displaced persons' camps in the valley. Girls who moved to the camps with their families gained the opportunity to attend school for the first time. This was possible because of the accessibility of schools run by non-governmental organizations, with female teachers on staff and within safe walking distance from the families' homes; fewer household chores or other tasks for girls in the camps; and increased confidence in the quality of education on the part of parents.[23]

The current economic crisis has produced another emergency with severe implications for education, especially for girls. A number of studies of the Asian economic crisis in the 1980s indicated that social sectors – including education and health – bore the brunt of reduced public investment. This,

UNICEF/NYHQ2006-2461/Giacomo Pirozzi

UNICEF/NYHQ2008-0770/John Isaac

coupled with increased poverty, adversely affected the education of more vulnerable groups of children, including girls. Some studies predict that the current crisis will have a more severe impact. Slow economic growth and high prices for food and essentials are affecting education budgets. With an estimated 125 million additional people expected to become malnourished in 2009, and 90 million expected to fall into poverty in 2010, education and health investments are likely to shrink even further.[24]

According to GMR 2010 estimates, sub-Saharan Africa faces a potential loss of US$4.6 billion annually in education financing in 2009 and 2010, equivalent to a 10 per cent reduction in spending per primary school pupil. A recent study in Nepal, measuring the impact of the economic crisis on women and children, including the effect on education, concluded that one in three families is regularly removing children from school, and that many of those children are exposed to work-related dangers and other risks. The study also showed that girls faced the additional risks of child marriage and trafficking, both already high in Nepal.[25]

Remaining challenges

The obstacles to gender parity and equality in education are many, despite the tremendous progress over the last 10 years. The decade's progress has produced new challenges, as more girls began coming to school and the practices that limit girls' opportunities in school became more obvious. The complex issues involved in socialization, identity and the role of education in allowing both girls and boys to realize their full potential go beyond merely getting girls into school. Furthermore, the economic recession threatens to undermine the gains made in student enrolment and attendance, especially for girls.

There are five main challenges in attaining gender equality in education:

- The risk of losing the gains in girls' enrolment, attendance and retention made in the last 10 years, owing to the reduction in new education investment and declining allocations in areas that affect girls' education either directly or indirectly
- Compromised gender equality in schooling processes, textbooks and subject choices; teachers' attitudes; and susceptibility to violence
- The treatment of gender issues as an add-on intervention in education rather than mainstreamed at all levels of policy, budgeting and administration
- The neglect of gender issues in education responses to emergencies
- The failure to recognize that gender equality means equal opportunities for both boys and girls. It is important to understand the issues contributing to boys' underachievement and to address them appropriately.

CHAPTER 3

UNGEI IN ACTION: MAKING A DIFFERENCE

UNICEF/NYHQ2008-0297/Susan Markisz

UNGEI has played an important role in helping more girls to exercise their right to education by advancing gender parity and offering a more nuanced understanding of the challenges and solutions related to gender equality in education. After some initial false starts, UNGEI networks have been active at the global, regional and country levels. While UNGEI has evolved differently from region to region, and while the focus areas have varied from one region to the next or from one level to another, the initiative's main emphasis comprises three strategies: (i) technical outputs and capacity development, (ii) policy dialogue and advocacy and (iii) coordination and alignment with the prevailing aid architecture. Actions at every level complement and reinforce each other.

UNGEI regions are divided as per UNICEF practice: Eastern and Southern Africa, West and Central Africa, East Asia and Pacific, Middle East and North Africa, and South Asia.[26] With varied levels of response and success, the respective regions have strengthened the network of partners and have mainly supported government-led initiatives and investment in girls' education. Less important than the UNGEI banner is the endeavour to coordinate efforts towards greater gender equality in education. However, this has made it difficult to attribute a specific outcome or impact exclusively to one initiative, especially at the national level. Nevertheless, this report attempts to give an account of those interventions at the global, regional and country levels that can be clearly attributed to UNGEI.[27]

Technical outputs and capacity development measures

The development, production and dissemination of technical outputs have been major areas of priority action for UNGEI at the global and regional levels. The focus has been on filling knowledge and

information gaps in order to facilitate the exchange of experiences and provide tools to make gender an integral part of education policy, programming and service delivery. A range of tools and resources developed by UNGEI and its members provide suggestions and solutions to address gender mainstreaming and gender equality, aspects that are complex and demand better technical input.[28]

Global level

In 2005, UNGEI undertook a study on gender and the EFA Fast Track Initiative (FTI), titled *Integrating Gender into Education for All Fast Track Initiative Processes and National Education Plans*. The main objectives were to assess the gender responsiveness of FTI processes and education sector plans and to formulate recommendations to strengthen processes, tools and partnership mechanisms. FTI is a global partnership between donor and developing countries to ensure accelerated progress towards MDG 2 through the development of comprehensive sector plans and the provision of financial and technical support. FTI and UNGEI have joined forces to ensure the integration of gender concerns in the process.

At the global level, the tools developed by UNGEI were commissioned by the Secretariat, with other members playing an active role by providing feedback. A rigorous review process was followed, with all partners contributing to the development of tools and resources. An example of such partner collaboration is *Equity and Inclusion in Education: Tools to support education sector planning and evaluation* (2008), developed by UNGEI, the Inter-Agency Task Team, the Global Task Force on Child Labour and Education for All, and the EFA Flagship on the Right to Education for Persons with Disabilities. These tools have been established to support governments, their development partners and other stakeholders in addressing equity and inclusion in education sector plans. GAC members provided detailed feedback at different stages of development. The tool has now been refined and will be released again in early 2010 as *Equity and Inclusion in Education: Guidance to support education sector plan preparation, revision and appraisal*.

Another important resource for global use is *Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region* (2008), a technical paper prepared for deliberation during the Asia-Pacific regional meeting of GAC. (*See pages 35–36 for further details on the meeting.*) This paper provides an overview of progress and challenges in gender equality in education in the Asia-Pacific region, and it served as the basis for a detailed discussion of solutions within the sphere of influence of the partnership.

UNGEI also developed tools to guide its own conduct, processes and choices; these also serve as resources for member organizations and are available in the public domain. One such resource is the UNGEI *Child Protection Code of Practice*

UNICEF/NYHQ2009-0159/Giacomo Pirozzi

(2008). GAC, under the leadership of the Campaign for Female Education (Camfed), developed the Code to help to ensure that the rights of vulnerable children are fully realized. The UNGEI Monitoring and Evaluation Framework, developed under the leadership of the Canadian International Development Agency, was designed as a self-assessment tool that UNGEI partners at the global, regional or national levels can use to assess their own progress; it can also serve as a framework to be used by external evaluation teams.

UNGEI has successfully developed an effective communication policy, whereby its global website acts as a repository of resources developed by partners and best practices in girls' education, with links to partners' and others' websites. Through close coordination, UNGEI partners and members avoid duplication of efforts and can also access each other's tools and resources, which are cross-referenced by subject, publisher, date, region, type and title.

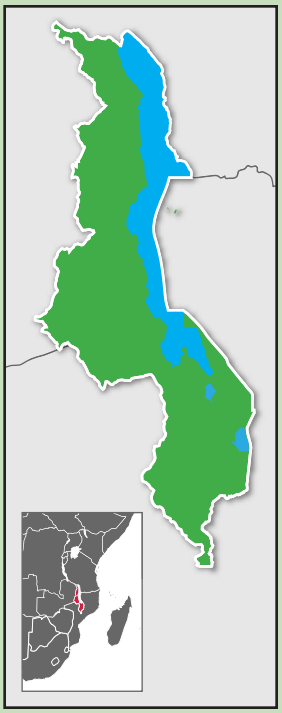
Advocating for gender responsiveness in education during emergencies has become an important UNGEI priority. Working with the Inter-Agency Network for Education in Emergencies Gender Task Team, the Inter-Agency Standing Committee Education Cluster, the International Rescue Committee and UNICEF, UNGEI co-sponsored a training workshop that addressed gender inequalities in education during emergencies, in the aftermath of crises and in contexts of fragility. This was a major capacity development effort in which UNGEI was directly involved at the global level.

Regional and country levels

Regional operations in Eastern and Southern Africa, West and Central Africa, East Asia and the Pacific, and South Asia have developed a variety of technical resources. Resources developed in Eastern and Southern Africa include (i) documentation of best practices in girls' education; (ii) integration of the gender perspective into an early childhood development resource pack and a sector-wide approach (SWAp) resource pack, along with development of relevant training materials;
(iii) development of materials to promote gender budgeting; and (iv) contextualizing the gender

Malawi: Readmission of teenage mothers

Brenda, a resident of Karonga district in Malawi, was forced to quit school while studying in Class VIII because she became pregnant. Her parents were angry at her. Her fellow students laughed at her for getting pregnant. After giving birth to a baby boy in July 2008, she continued to stay home and help her parents with household and farming chores.



Note: This map does not reflect a position by UNGEI on the legal status of any country or territory or the delimitation of any frontiers.

She longed to go to school but felt helpless and became reconciled to her fate. Then two things happened, around the same time, that made her dream come true. One, she watched a theatre performance that showed a teenage mother going back to school, and it made Brenda think that education could become a reality. Two, the head teacher of her school approached her father, informing him about the country's readmission policy – enacted following UNGEI advocacy – and requesting that he allow Brenda to attend. After initial reluctance, her parents gave their permission, and today she is enjoying her studies. Community leaders now see her as a role model for other girls facing similar situations.

Source: UNGEI country survey response.

audit tool developed by UNGEI headquarters to suit regional needs.

Once the tools and resources in the region were developed, they were disseminated and capacity development activities were begun. Within Eastern and Southern Africa, 11 countries carried out gender audits of education sector policies, which led to the identification of gaps and the initiation of corrective measures. In Uganda, the process helped to harmonize national gender policies with national education policies. In Burundi, Eritrea, Swaziland, the United Republic of Tanzania and Zambia, it helped to integrate gender strategies into critical educational initiatives. Regional-level capacity-building exercises on gender budgeting have increased interest in many countries, and some, like Ethiopia, took the lead in developing their own tools.

UNICEF/NYHQ2009-0243/Josh Estey

UNGEI played an important role in the establishment and expansion of the Girls' Education Movement (GEM) and the Girls' and Boys' Education Movement (GBEM) in Lesotho, South Africa, Swaziland and Uganda, which raised awareness of the importance of girls' education and quality basic education for empowering both girls and boys. Gender training for GEM and GBEM members in all of Eastern and Southern Africa – hosted in Kenya, Malawi and Rwanda – helped to ensure progress towards greater gender mainstreaming in education.

The West and Central Africa regional network developed two specific tools to facilitate the evolution and functioning of the UNGEI network in the region: the Strategy Note for Accelerating Girls' Education in the Region and the Girls' Education Partnership Framework for Action. Two subregional workshops were carried out to build capacity on gender as well as to promote the use of the Framework document. These tools have been utilized widely by the partners and national teams. The Economic Community of West African States (ECOWAS) Commission, an important UNGEI partner, has been particularly active in mobilization and capacity development of gender focal points in ministries of education. The focal points played a key role in the coordination of partnership activities and in keeping the issue of gender front and centre on the education policy agenda in a number of countries, including Burkina Faso, Côte d'Ivoire, Equatorial Guinea, the Gambia, Mauritania, the Niger, Nigeria, Senegal and Sierra Leone.

The Middle East and North Africa regional network is developing a toolkit on gender equality in education aimed at supporting countries in their planning. The network will conduct training to help countries to use the toolkit. UNGEI East Asia and Pacific has also been active in developing resources and publications, and it contributed a progress note on gender equality in education and a summary of regional and national trends on key indicators to the Asia and Pacific EFA Mid-Decade Assessment.[29] Three other important publications by East Asia and Pacific UNGEI include (i) *Making Education Work: The gender dimension of the school to work transition, (ii) What's the Difference?: Confronting factors that affect gender equality in education* and

(iii) T*owards Equal Opportunities for All: Empowering girls through partnerships in education.* The report on school-to-work transition examines gender disparity at all levels of education and the workforce, recommends remedial actions and poses questions for future research. *Towards Equal Opportunities for All* is an analysis of seven innovative approaches for promoting girls' education. These publications have been disseminated throughout the region for wider use and advocacy.

Through UNGEI, UNICEF organized 'Evidence-Based Advocacy', a regional workshop that provided a space for participating countries and organizations to strengthen their capacity for the development of advocacy policies and to share experiences and explore options for working together at the regional and country levels.

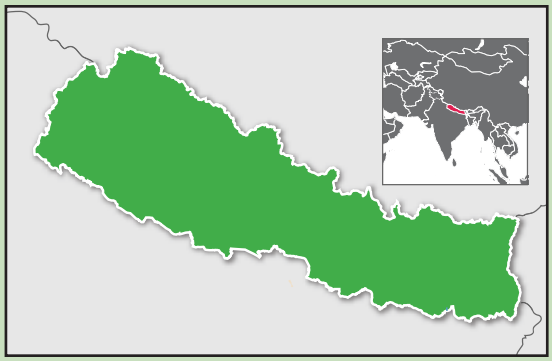
UNGEI in South Asia has produced several publications on gender issues. These include:

- *Poverty and Economic Vulnerability in South Asia: Does it impact girls' education?*
- *Gender Mainstreaming: Does it happen in education in South Asia?*
- *Progress in Girls' Education: The challenge of gender equality in South Asia*
- *From Parity to Equality in Girls' Education: How are we doing in South Asia?*
- *Measuring Gender Inequality in Education in South Asia*
- *Mainstreaming Gender for Better Girls' Education: Policy and institutional issues*
- *Reaching the Girls in South Asia: Differentiated needs and responses in emergencies*
- *Educating Girls in South Asia: Promising approaches*
- *Beyond Gender: Measuring disparity in South Asia using an education parity index*
- *Addressing Social and Gender Disparity in South Asia through SWAps and PBAs in Education: How can we use world experience?*
- *The Move to Programme-Based Approaches: An effective partnership for girls' education? The experience of recent evaluations*
- *Overcoming Barriers to Girls' Education in South Asia: Deepening the analysis*

These are analytical studies meant to review existing situations; analyse policies, programmes and other trends; and offer meaningful critiques and innovative solutions. These publications were

Nepal: Linking policy with grass roots

Political leaders play an important role in influencing policy choices. The UNGEI network in Nepal approached women parliamentarians, encouraging them to champion policies that promote girls' education. Nearly 200 women and men, including the then Prime Minister and Finance Minister, supported a signature campaign, organized by the UNGEI network, to promote girls' education. A group of education journalists played an active role by providing women parliamentarians with gender-disaggregated data on their constituencies. Since then, these parliamentarians have been raising issues related to girls' education in parliament.



Note: This map does not reflect a position by UNGEI on the legal status of any country or territory or the delimitation of any frontiers.

The parliamentarians have taken greater interest in these issues, many of them visiting schools in their home districts and interacting with 'young champions'. A working group of 15 parliamentarians is currently providing input into education legislation and the education budget. To promote cross-country learning, a workshop of parliamentarians is being organized in 2010 in Bangladesh, where Nepal will share its experience.

Source: UNGEI regional survey response.

disseminated widely throughout the region to promote debate through an exchange of ideas and to break new ground for policy solutions.

Policy dialogue and advocacy

A major UNGEI mandate is policy dialogue and advocacy for gender equality in education. It is here that the collective voice assumes a greater significance than individual voices – and this, ultimately, is the defining value of the UNGEI network.

Global level

UNGEI has been an important voice for gender issues at the global level. It has contributed significantly in four areas: (i) responses to and engagement with the annual GMR publication and its processes, (ii) engagement with EFA processes, especially EFA High-Level Group meetings, (iii) engagement with FTI processes and (iv) use of other significant forums for promoting policies and budget allocations for gender equality in education, including the Commonwealth Ministerial meetings, meetings of the Commission on the Status of Women and engagement with regional bodies such as the African Union, the Southeast Asian Ministers of Education Organization and the Association for the Development of Education in Africa.

Perhaps the most important global avenues and events for advocating for an appropriate mix of policies related to MDGs and EFA goals are the GMR, the EFA High-Level Group and FTI. Engagement with these processes ensures greater attention to gender issues in the global policy discourse on education. Through its involvement, UNGEI can ensure that gender-related issues are reviewed and considered in greater depth, and that ideas and practices can be exchanged and incorporated into policy solutions. UNGEI, for instance, actively advocated for gender mainstreaming in educational policies and practices and provided access to tools that can facilitate such shifts. The annual gender review of the GMR carried out by UNGEI has led to greater attention to gender issues in subsequent reports. UNGEI also found a high-profile champion for girls' education in Her Majesty Queen Rania Al-Abdullah of Jordan, who serves as its Honorary Global Chair.

UNICEF/NYHQ2006-0315/Giacomo Pirozzi

Regional and country levels

UNGEI has engaged in policy dialogue and advocacy in all the regions in which it operates. The development and dissemination of technical inputs, coupled with capacity-building activities and continuous dialogue with government counterparts, have contributed to strengthening gender-related elements in education policies in the Eastern and Southern Africa region. UNGEI activities have been instrumental in the development and formal approval of 'gender in education' policies in the Comoros, Ethiopia, Kenya, Rwanda, Uganda, the United Republic of Tanzania and Zimbabwe. Burundi and Madagascar have reviewed their gender strategies to address gaps, with gender audits playing an instrumental role in the review.

UNGEI has also contributed to the development and rolling out of national communication strategies that address girls' education and awareness-raising campaigns in Ethiopia, Madagascar, Malawi, Uganda and Zambia. UNGEI developed a concept paper on post-primary transition, which then provided the basis for policy discussions on the education of adolescent girls. The UNGEI network in Malawi has advocated for a readmission policy for pregnant teenagers who are forced to leave school due to stigma and ridicule.

The West and Central Africa region has focused on advocacy with key political actors. UNGEI provided input on gender and other issues of exclusion in education to the Forum of African Parliamentarians for Education, in order to influence education policy. The West and Central Africa regional partners have conducted a joint study on violence in educational settings, with a special focus on gender-based violence. This report will be followed by a review of initiatives taken to end violence, which will then be used to support countries in their efforts to promote children's and girls' rights to protection and quality education.

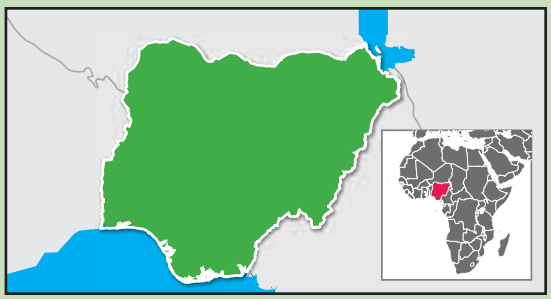
Cross-country information exchange has been an important means of policy dialogue in all regions. Regional workshops sponsored by UNGEI have promoted the integration of gender into early childhood development and education in emergencies in the West and Central Africa and the Middle East and North Africa regions. The Middle East and North Africa region has succeeded in creating a differentiated approach in policy dialogue with different countries, developing gender strategies for education in least-developed countries such as Djibouti, Sudan and Yemen; documenting practices in countries that can act as models, such as Egypt; and advocating for greater attention to gender equality issues in countries that have achieved or are likely to achieve gender parity in education. A television series highlighting the success of the Egypt UNGEI partnership has led to peer learning and the development of similar partnerships in Sudan and Yemen. UNGEI has partnered with the media to produce exclusive features and special reports looking at the status of girls' education in several countries in the region.

Operating through a working group made up of development partners and civil society

Nigeria: Coordination and alignment at the sub-national level

In Nigeria, UNGEI was formally launched in 2007 by the First Lady. The network is known as the Nigeria Girls' Education Initiative. The northern region of Nigeria has a marked gender gap, and UNGEI has been instrumental in establishing 'girls' education state chapters' in many northern states. These chapters have developed girls' education plans, which are now likely to be integrated into state education sector plans.

The involvement of the First Lady, as the patron of the initiative at the national level, and of the wives of governors at the state level, has enhanced high-level advocacy for girls' education and made it a central issue in education policy and planning in Nigeria. Decentralizing the initiative to the state level, with broad participation by local civil society organizations and traditional leadership systems, has also created effective channels for addressing sociocultural factors that negatively affect girls' education.



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UNGEI partner organizations in Nigeria, such as UNICEF and the United Kingdom Department for International Development, have jointly developed advocacy materials aimed at different groups. They have also established Technical Working Groups at the national and state levels to drive the initiatives.

Source: UNGEI country survey response.

organizations, the East Asia and Pacific UNGEI has adopted the practice of releasing statements on key days of commemoration and celebration, which has proven to be an effective advocacy strategy. In 2009, for instance, along with its South Asian counterpart, it issued statements at a regional EFA Coordinators' meeting for EFA Global Action Week, as well as on the World Day against Child Labour. These statements focus on gender equality issues in the context of larger themes. The working group has also been represented and active in various regional fora, in order to ensure that gender equality in education is on the agenda. UNGEI participation in the multi-agency event on International Women's Day is one such example.

The South Asia UNGEI partnership recognizes that gender is one of many forms of educational exclusion and thus weaves gender equality issues into the larger frame of inclusion. The regional UNGEI established six working groups covering thematic areas: (i) health, (ii) education in emergencies, (iii) quality education, (iv) barriers to girls' education and gender disparities, (v) gender mainstreaming and (vi) poverty and vulnerability. These working groups guided and oversaw the publications mentioned on page 25. Regional workshops and colloquiums focused on these topics, and publications and tools were disseminated to promote policy dialogue. At the country level, formal UNGEI partnerships are in place in Afghanistan, Bangladesh, six states in India, Nepal and Pakistan. The network has adopted a collaborative approach in Bangladesh, where multiple ministries and stakeholders are engaged to make education more gender-responsive and inclusive. Bangladesh and Nepal partners also conduct gender equality and girls' education reviews of SWAps, providing feedback to strengthen these elements. The UNGEI partnership in Nepal has brought together media professionals, parliamentarians and activists to lobby for more progressive policies for girls' education.

A report card on gender equality in education, recently completed by the South Asia partnership in conjunction with the Asian South Pacific Bureau of Adult Education (ASPBAE), ranks seven countries using four types of indicators – governance (the categories of political will, transparency and

UNICEF/NYHQ2006-2544/Giacomo Pirozzi

accountability), capabilities (under the category of gender access to basic education), resources and opportunities (the categories of education infrastructure, quality inputs, education incentives and environment of gender equality) and security (under the category of barriers to girls' education). This report card has generated a lot of interest among policymakers, and UNGEI networks intend to use it further for sub-national analyses and advocacy for policy reform and action.

The South Asia region launched 'young champions', an important advocacy initiative that aims to identify young people with a passion for education issues and leadership and to develop their skills so that they may act as role models and peer educators. 'Young champions' are expected to build public support by working through the media and other avenues and increasing youth participation in influencing public policy about gender equality issues and forms of vulnerability in education. UNGEI provided training to 'young champions' representing all countries in the region, successfully building a pool of young people who are active in their respective communities.

UNICEF/NYHQ2009-1514/Josh Estey

Coordination and alignment with aid architecture

Efficient and effective coordination is the foundation of any focused network. UNGEI has promoted greater coordination among development partners, civil society organizations and national governments, albeit with varying degrees of success. At all levels, UNGEI has added to general efforts for greater aid alignment and advocacy to enhance and sustain aid allocations for girls' education.

Global level

The network and its coordination mechanisms have played important roles in aligning individual agencies' agendas and priorities at the global level. It has widened the information and knowledge base of partner organizations regarding focus areas, activities and resources, helping them to avoid duplication of efforts. Tools developed under the aegis of UNGEI are being used by partner agencies to promote girls' education and gender mainstreaming within their organizations as well as in the programmes they support.

Successful coordination with EFA mechanisms, including FTI, has meant an alignment with the existing aid architecture for education at the global level. The presence of nearly all important multilateral and bilateral agencies within the network ensures smooth coordination and prioritization of girls' education. Although the partner agencies continue to vary in their approaches, engagement with the network has led to greater commitment and accountability.

Throughout the ongoing global recession, UNGEI has been actively lobbying to enhance and sustain financial allocations for girls' education and gender equality in education in all global forums. The main message of UNGEI is that, apart from education being a rights issue, educated girls and

women are an economic asset, enhancing economic productivity and thereby fighting recession – and that ignoring this fact will undermine cohesive economic and social progress.

Regional and country levels

UNICEF and FAWE have collaborated to provide leadership to the UNGEI network in the Eastern and Southern Africa region. The collaboration has been formalized through a project cooperation agreement. FAWE, a reputable civil society organization with chapters in over 30 African countries, contributed significantly to advocacy for gender-responsive pedagogy and gender mainstreaming. The girls' education partnership, known by different names in different countries, has been formalized with most country education ministries in the region, with UNICEF and FAWE taking the lead in most cases. The partnership is reported to be active and effective in several countries such as Ethiopia, Kenya, Lesotho, Malawi, Rwanda, Uganda and the United Republic of Tanzania.

In the West and Central Africa region, UNICEF, the UNESCO Regional Bureau for Education (BREDA), ECOWAS, FAWE, Aide et Action, ActionAid International, Save the Children and Plan International have played effective roles in pushing the partnership's agenda. ECOWAS has engaged in forceful advocacy with education ministries, promoting quality education with strong gender-responsive elements. Countries such as Burkina Faso, Côte d'Ivoire, the Gambia, Nigeria and Sierra Leone have formal operational UNGEI networks, while others, such as Benin, Ghana, Mauritania and Senegal, have established partnerships around girls' education. The UNGEI networks in the Gambia and Sierra Leone have actively collaborated with the countries' ministries of education and contributed to the formulation and implementation of education plans. Advocacy to promote legal rights for the girl child was the main focus in Nigeria, the nation with the largest population and one of the highest levels of gender disparity in education in Africa.

UNICEF/NYHQ2007-2780/Palani Mohan

UNGEI in the Middle East and North Africa region is joining with the League of Arab States' childhood and women departments to strengthen regional partnerships on early childhood issues. Several countries in the region, including Egypt, Morocco, Sudan and Yemen, have entered into innovative partnerships with private sector, media, civil society and religious leaders in order to promote girls' education.

The East Asia and Pacific UNGEI working group, which has been coming together for strategic interventions, now has a joint work plan that focuses on three areas: gender in education advocacy, knowledge generation and knowledge management. The regional-level working group is active in getting United Nations, civil society and other related organizations on board in order to broaden and harmonize efforts for gender equality in education.

Though the formal presence of UNGEI networks is not as visible at the country

UNICEF/NYHQ2009-2060/Josh Estey

level in this region, the regional level is making efforts to integrate gender by taking advantage of opportunities that arise through collaboration. A panel on gender in education by UNGEI East Asia and Pacific at a recent workshop hosted by the World Bank in Viet Nam is one such example.

In South Asia, five countries have formal UNGEI partnerships. The networks have been successful in influencing policies by implementing concrete changes. For example, the UNGEI network in Afghanistan has been instrumental in influencing the government's policies on early childhood education and school construction by using evidence from a situation analysis of girls' education conducted by the partnership. UNGEI in this region also initiated a broader group known as 'Friends of UNGEI', reflecting wider linkages to committed partner agencies, institutions and individuals at the regional and global levels. This facilitated access to relevant expertise and resources that were not necessarily located in the region.

Impact of UNGEI initiatives and engagements

Because a number of organizations and networks are working towards achieving the same goals, it is difficult to attribute any result to one particular initiative. However, what is clear is that UNGEI has proved to be a strong force for advancing girls' right to education simply because it is a collaborative and coordinated effort and is therefore able to advocate with a collective voice and maximize the contributions of the individual agencies.

Though only a formal evaluation of UNGEI can fully assess its impact, internal feedback indicates that the network has succeeded, to varying degrees, in (i) increasing awareness among key stakeholders, leading to prioritization of gender equality in education as a key focus area for policy development and budget allocation purposes; (ii) enhancing synergy among stakeholders regarding approaches and initiatives for girls' education; (iii) developing tools and guidelines for planning, assessment and reviews; (iv) initiating gender-mainstreaming practices at various levels by creating evidence-based resources; and (v) strengthening partnerships among public and private actors, including civil society organizations.

CHAPTER 4

UNITED WE STAND

UNICEF/NYHQ2007-0236/Giacomo Pirozzi

The strength of UNGEI lies in partnership. Girls' education and gender equality in education were already on the agenda of its partner organizations when UNGEI was launched. UNGEI, however, helped to make gender issues a priority both internally and externally. Active on various fronts since its inception, UNGEI became a global force for advocacy after 2004, when it adopted a two-pronged strategy: (i) expanding its network at the global and regional levels by opening membership to a wider range of organizations and (ii) making concerted efforts for more formal platforms at the national level. Since then, UNGEI has engaged actively in national education sector planning, the EFA movement, FTI, SWAps and United Nations Development Assistance Frameworks.

How do UNGEI partnerships function?

Global level

UNGEI established GAC in 2004, drawing membership from bilateral, multilateral, intergovernmental and civil society organizations. Two members co-chair GAC on a rotating basis, with UNICEF serving as lead agency and hosting the Secretariat. GAC is the main body for decision-making, guidance and accountability for the initiative. UNGEI regional focal points report to GAC in its semi-annual meetings and ensure that priorities remain aligned and focused. The membership of GAC can weed out inactive partners and incorporate new ones through a process of consensus.

Partner agencies working through GAC bring their comparative vantage points and vast experience to the UNGEI table. Bilateral agencies such as the Canadian International Development Agency, the Danish International Development Agency, the Norwegian Agency for Development Cooperation, the Swedish Agency for International Development Cooperation, the United Kingdom's Department for International Development and the United States Agency for International Development are major players in shaping aid to education, through either SWAps and poverty-reduction plans or other

UNICEF/NYHQ2008-0800/John Isaac

mechanisms, such as FTI. Their commitment to UNGEI goals supports their efforts to lobby for aid for gender mainstreaming and other important measures for girls' education in developing countries.

Five GAC members are part of the United Nations system: the International Labour Organization, UNESCO, the United Nations Population Fund, UNICEF and the United Nations World Food Programme. UNICEF is the lead agency at the global and regional levels and hence remains a major stakeholder. UNESCO has been actively engaged in hosting GAC meetings and ensuring UNGEI's participation in EFA High-Level Group and Working Group meetings. The International Labour Organization has been diligently using UNGEI links to highlight the importance of girls' education in eradicating child labour, and the World Food Programme has associated gender equality in education with ensuring food security. The World Bank has been an UNGEI partner since the beginning, and it plays an important role in furthering the UNGEI cause. Another GAC member, the Commonwealth Secretariat, an intergovernmental organization with 53 developed and developing country member, has underscored UNGEI concerns and achievements in its Education and Women's Affairs Ministers' meetings.

The six civil society members of GAC – the Academy for Educational Development, the African Network Campaign on Education for All, ASPBAE, Camfed, FAWE and World Vision International – bring the grass roots perspective from different parts of the world to the partnership. ASPBAE works with non-governmental and community-based organizations, government agencies, universities, trade unions and other groups to give older children and adults, especially girls and women, a second chance at literacy and life skills. Camfed works to end poverty and AIDS across Africa by educating girls. FAWE is well known for its work promoting innovative programmes for girls' education and gender-responsive pedagogical practices in Africa. All these agencies provide strong platforms for advocacy within their own networks and target groups.

In 2010, UNGEI welcomed the first member of GAC to come from the private sector – Cisco, a company long committed to promoting female education and innovation in learning. In addition to membership in GAC, a number of international organizations have also signed on to be UNGEI global partners.

(See Annex I: UNGEI GAC and global partners.)

The UNGEI partnership has facilitated exchanges of ideas and technical resources. The Academy for Educational Development, the Commonwealth Secretariat and FAWE have developed materials on gender-responsive pedagogy and schooling processes that complement each other. Global partners have also collaborated with their regional counterparts to organize events and develop technical resources. The Commonwealth Secretariat (a GAC member), UNGEI South Asia (the regional partnership) and CARE (a global partner) collaboratively organized a regional colloquium on 'Rights of the Girl Child', which brought together the education and women's affairs ministries from all countries in the South Asia region. The Commonwealth Secretariat and UNICEF united under the aegis of UNGEI as early as 2004 to organize two regional meetings in Asia and Africa, highlighting good practices in girls' education.

GAC has organized its business and technical meetings strategically. At least one meeting per year is convened in conjunction with the EFA Working Group or High-Level Group meetings, with the objective of feeding into EFA processes. GAC has been successful in raising important questions and incorporating them into High-Level Group statements.

In order to have greater impact at the regional and country levels and to allow for deeper discussions on region-specific issues, UNGEI GAC holds some of its technical meetings in various regions. The first regional meeting, held in Kathmandu, Nepal, in June 2008, focused on the Asia-Pacific region, including two working regions – South Asia and East Asia and the Pacific. The Asia-Pacific region was chosen for the first regional-level GAC meeting because it has persistent gender gaps and inequalities in teaching and learning processes, despite strides made in reducing the number of out-of-school children and improving enrolment ratios.

Teaching and learning processes and learning and educational outcomes were the main themes of the Kathmandu GAC technical meeting. With the participation of 13 country teams and a large number of resource persons from across the globe, the meeting was largely successful in meeting its two objectives: (i) accelerating the sharing

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of knowledge related to gender in education through in-depth discussions and field visits and (ii) strengthening regional and country-level networks, activities and impact through interactions and advocacy. The meeting helped to accelerate the formalization process of in-country UNGEI partnerships in Afghanistan, Bangladesh, parts of India, Nepal and Pakistan.

UNGEI will hold a major global conference on 'Engendering Empowerment: Education and Equality' (E4) in May 2010 in Dakar, where UNGEI began a decade earlier. The key theme of the conference is 'Partnership, participation and power for gender equality in education'. Parallel streams will look at (i) addressing gender-based violence, (ii) challenging poverty and inequalities and (iii) going beyond access: policy and practices for gender equality in schools. Cross-cutting themes will consider (i) health, water, nutrition, and HIV and AIDS, (ii) participation and (iii) climate change. The conference will review 10 years of work on gender and education by UNGEI and other organizations, and it will look at different forms of participation and the challenges of working collaboratively. The conference also aims to widen its base by bringing in more voices and to deepen the understanding of policies and practices in education, in order to accelerate progress on gender equality and empowerment in education.

Regional and country levels

UNGEI partnerships have unfolded differently in different regions. A core group, with UNICEF as the lead agency, exists in every region and comprises different United Nations agencies, bilateral and multilateral organizations, and some prominent civil society organizations. The presence is not uniform at the country level – in some countries the UNGEI partnership has a formal presence, in others it uses an existing network as a platform for UNGEI, while in others still, it has failed to make its presence felt. These partnerships at the country and regional levels also vary in terms of how active they have been and in their visibility or effectiveness.

Limitations and challenges

A reflection on the functioning and activities of UNGEI at different levels reveals certain limitations and challenges:

- *Ownership and commitment:* The issue of ownership has challenged UNGEI, especially at the country level. It is perceived as 'UNICEF-oriented' by some partners, and it

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sometimes becomes difficult to distinguish between UNICEF and UNGEI activities. At times, this results in a lack of ownership and commitment by other partners. Some national governments have not always been cooperative, and, at times, they see the initiative as yet another burden put upon them by international agencies.

- *Narrow base:* In some countries and regions, the partnership base is narrow and has not succeeded in including partners other than development and international agencies, at times because of official policy. This has led to the exclusion of some potential partners that could have been strategic actors in promoting UNGEI's cause, and it has also resulted, at times, in a duplication of efforts and a failure to present a united voice.
- *Lack of coordination and inefficient communication flow:* Poor communication flow and lack of coordination have caused relatively poor performance at the country level. In some cases, the network has been ineffective in communicating that its purpose is not to compete, but rather to complement existing efforts towards similar goals.
- *Funding:* Insufficient ownership by all partners and a narrow base have resulted in a lack of funding for specific activities, especially at the regional and country levels. At the global level, the UNGEI Secretariat has succeeded in carrying out specific activities with a specifically allocated budget from UNICEF, with support for a number of initiatives from other partners, but the same has not always been true for the regional and country levels.
- *Sporadic and diffuse nature of activities:* UNGEI activities have lacked clear focus and direction in some countries and regions.
- *Limited technical capacity:* A number of countries lack the adequate technical capacities to further some key messages and interventions to promote girls' education and gender equality in education.

In general, the partnership has been more successful at the global and regional levels than at the country level. In order to realize its vision, the UNGEI network must become more active and effective at the country level by identifying and rectifying the issues that have thwarted its success.

THE WAY FORWARD

CHAPTER 5

UNICEF/NYHQ2007-2193/Giacomo Pirozzi

UNGEI's decade-long journey has been challenging and rewarding. The initiative has been successful in advancing the cause of girls' education and gender equality, despite disappointments and constraints. The challenges are enormous, and the goal of attaining gender equality at all levels of education is distant. Against this backdrop, UNGEI needs further strengthening and support. Policymakers, civil society stakeholders and the international community need to act with greater force and commitment in their support for UNGEI in order to accelerate progress towards quality universal education.

Strengthening UNGEI: The required steps

UNGEI must be strengthened if the goals of gender parity and equality in education are to be met. The following steps will lead to a more effective UNGEI and will, in turn, accelerate the fulfilment of its mission:

- *Galvanize action at the national level.* It is clear that although efforts at the global and regional levels are geared to bringing change at the national level, the national level remains the weakest link in the UNGEI network. It is critical to widen the partnership with clearly defined roles, responsibilities and means of accountability. Depending upon the specific country context, strategic partnerships with faith-based and other civil society organizations, in addition to bilateral and multilateral agencies, could also be important. In order to enhance the operations of UNGEI, at least one partner agency must, on a rotational basis, act as the champion for girls' education in partnership with the national ministry of education.
- *At the national level, articulate a straightforward message to development partners regarding the role and goals of UNGEI.* UNGEI needs to be seen as a network that advances education- and gender-related

MDGs and EFA goals, and not as an additional bureaucratic burden or a competitor.

- *Make regional-level partnerships more effective.* Taking a few lessons from the global level, regional- and country-level UNGEI partnerships need to be strengthened by adopting a mix of measures. These could include opening the door to more agencies that can be influential in pushing the UNGEI agenda forward, developing joint action plans that take into account the vantage points of partner agencies, and accessing resources accordingly. Creating shared ownership of the network and its actions is crucial.
- *Identify clear directions and focused action areas in each region.* In order to enhance the effectiveness and value added of existing efforts, direct actions undertaken by UNGEI must be aimed at clearly identified areas that are carefully selected, based on analysis of the additional value that UNGEI would bring. These action areas may lie within or outside of the education sector. Violence against girls and women is one such example. UNGEI could design its advocacy around region-specific issues by working directly with relevant stakeholders and ministries. Similarly, many countries face technical capacity constraints in adopting gender-responsive pedagogy, and UNGEI can focus on strengthening these areas.
- *Invest in capacity building of partners.* In many countries, the weak technical capacity of some partners is a major constraint in promoting identified action areas. Investment in capacity building of key partners would strengthen the impact of UNGEI actions. To that end, comparative advantages of current partners in priority areas should be leveraged throughout the network in a systematic way.
- *Ensure systematic monitoring and accountability norms for UNGEI actions at all levels.* In order to enhance efficiency and effectiveness, UNGEI needs to establish clear accountability norms for work at all levels and systematically monitor those at regular intervals. *The Monitoring and Evaluation Framework* developed by GAC could facilitate this process. This would raise the credibility of UNGEI and, in turn, the efficacy of its actions.

Accelerating the pace towards gender equality in education

Attaining gender equality in education is a huge challenge, and all stakeholders, including the international community, national governments and policymakers, and civil society must make concerted efforts to reach this goal. Key steps at this stage include:

- *Maintaining and, if necessary, enhancing investments in interventions that have led to increased enrolment and retention of girls.* This includes (i) upgrading physical facilities, such as providing separate, clean sanitation; (ii) providing subsidies and financial incentives for girls, such as points, stipends, scholarships and uniforms, as well as school fee abolition for all children; (iii) creating safe school environments, both physical and psychological; and (iv) enabling community involvement in school management. Any regression at this stage would not only hamper the pace of progress in education- and gender-related MDGs and EFA goals, but would also be detrimental to reaching all other health and poverty-related targets.
- *Paying greater attention to policy, finance and programming that pertain to gender equality.* Attention must be focused on school activities and management; classroom processes; textbooks and subject choices; teacher preparation and training related to attitudes, skills, knowledge and application; and issues related to violence against girls in and outside of the school space. Merely bringing girls into school will not suffice to ensure desirable changes in society. Educational processes must empower all students in order to make society more equal and just.
- *Mainstreaming gender in education at all levels, including policy, budgeting and administration.* Gender issues cannot be treated as just an add-on. Gender mainstreaming requires investment in building technical capacities and providing support wherever necessary. This requires action at the global, regional and country levels, and it ties in with other recommendations, including communicating key messages systematically throughout the network, developing tools to assist with the procedural

side of recommendations and institutionalizing relationships among relevant bodies.

- *Ensuring gender-responsive education in emergencies.* Emergencies may yield opportunities to make changes in education systems that can contribute to gender equality in the long term. All actors – including governments, local communities and international aid agencies – must work together, where appropriate, as part of the Inter-Agency Standing Committee Education Cluster, to ensure that the analysis of education needs in emergencies fully considers the gender dimensions of the crisis, and that preparedness, response, monitoring and evaluation plans are developed in line with the Inter-Agency Network for Education in Emergencies Minimum Standards, which include gender as a cross-cutting issue.
- *Ensuring that gender equality efforts include and are responsive to the needs of boys as well as girls.* In order to deploy an effective mix of policies, it is crucial to understand the different reasons why girls and boys are deprived of education. Because boys' underachievement, in most cases, is not a result of historical or structural subordination, to blindly apply policy measures designed for girls would be inappropriate and ineffective.
- *Integrating gender in various aspects of development, especially social protection and poverty alleviation.* This would bolster girls' education and accelerate movement towards gender equality in education. A number of issues that can severely curtail girls' access to schooling, such as vulnerability to livelihood insecurity, can be addressed through social protection measures.

With the experience gained in this past decade, UNGEI is better prepared to make strategic choices and to sharpen its focus on those areas deemed most crucial and needing greater attention in order to move girls' education and gender equality forward. UNGEI is ready to take the next steps to advance effective interventions at all levels until the task at hand – securing education for all girls and ensuring gender equality in education – has been accomplished.

UNICEF/NYHQ2009-1240/Giacomo Pirozzi

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[4] For the full list of countries included in regions according to *GMR 2010*, p. 331, see Annex III.

[5] *GMR 2010* provides estimates for out-of-school children based on enrolment data.

[6] *GMR 2010*, p. 74, provides a detailed analysis of out-of-school adolescent children.

[7] *GMR 2010*, p. 81.

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[25] Based on South Asia regional response to UNGEI survey. The response quoted is from a study carried out by Myriam Blaser and presented to UNICEF Nepal at the UNICEF Regional Office for South Asia Evidence for Education Workshop in October 2009, pp. 28–29.

[26] For the full list of countries included in each region per UNICEF practice, see Annex III.

[27] The account of UNGEI activities and functioning is based on an analysis of UNGEI historical documents and responses to an informal internal survey of UNGEI focal points at the global, regional and country levels. The survey was carried out by UNGEI GAC, with the assistance of the Secretariat.

[28] Almost all UNGEI tools, resources and research publications can be accessed and downloaded from the UNGEI website, at <www.ungei.org/resources/1612.html>. They can be searched by title, subject, region, date, type and publisher.

[29] These are available as hard copies and can also be downloaded from <www.unicef.org/eapro/Gender_Snapshot_web.pdf>.

ANNEX I

UNGEI GLOBAL ADVISORY COMMITTEE

Academy for Educational Development (AED) – co-chair, 2008–2010
African Network Campaign on Education for All (ANCEFA)
Asian South Pacific Bureau of Adult Education (ASPBAE)
Campaign for Female Education (Camfed) – co-chair, 2006–2008
Canadian International Development Agency (CIDA)
Commonwealth Secretariat
Cisco Systems, Inc.
Danish International Development Agency (Danida)
Forum for African Women Educationalists (FAWE)
International Labour Organization (ILO)
Norwegian Agency for Development Cooperation (Norad) – co-chair, 2006–2008
Swedish Agency for International Development Cooperation (Sida) – co-chair, 2004–2006 and 2009–2011
United Kingdom's Department for International Development (DFID) – co-chair, 2002–2006
United Nations Educational, Scientific and Cultural Organization (UNESCO)
United Nations Population Fund (UNFPA)
United Nations Children's Fund (UNICEF)
United Nations World Food Programme (WFP)
United States Agency for International Development (USAID)
World Bank
World Vision International

GLOBAL PARTNERS

Aga Khan Foundation
American Institute for Research
Beyond Access
CARE
Education Development Center
Education for All Fast Track Initiative (FTI)
Global Campaign for Women and AIDS
International Rescue Committee (IRC)
Joint United Nation Programme on HIV/AIDS (UNAIDS)
Oxfam International
Plan International
Save the Children Alliance
World Education
World Learning

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ANNEX II

UNGEI INTERVENTIONS: AN OVERVIEW

TECHNICAL OUTPUTS AND CAPACITY DEVELOPMENT	POLICY DIALOGUE AND ADVOCACY	COORDINATION AND ALIGNMENT WITH AID ARCHITECTURE
GLOBAL LEVEL		
Studies focusing on integration of gender and girls' education issues in educational planning	Responses to and engagement with annual Global Monitoring Report publication and processes	Tools are used by partner agencies for promoting girls' education and gender mainstreaming within their organizations as well as in the programmes they support
Tools to facilitate gender mainstreaming, review and assessment	Engagement with (EFA) processes, especially the High-Level Group meetings	Successful coordination with EFA mechanisms, including FTI
Tools for regulating UNGEI's conduct and functioning	Engagement with (FTI) processes	Lobbying for enhanced and sustained financial allocations for girls' education and gender equality in education in all global forums
Capacity building for the above	Use of other significant spaces for promoting policies and budget allocations for gender equality in education, including Commonwealth Ministerial meetings and meetings of the Commission on the Status of Women, as well as engagement with regional bodies such as the African Union, the Southeast Asian Ministers of Education Organization and the Association for the Development of Education in Africa	
All of the above in partnership		
EASTERN AND SOUTHERN AFRICA		
Documentation of best practices in girls' education	Instrumental in development and formal approval of 'gender in education' policies in a number of countries	UNICEF and the Forum for African Women Educationalists (FAWE), through their country offices/chapters, contributed significantly to advocacy for gender-responsive pedagogy and gender mainstreaming
Integration of gender perspective and development of relevant training materials for an early childhood development resource pack and a sector-wide approach resource pack	Initiated gender audit process in several countries, leading to a review of gender strategies	The partnership is reported to be more active and effective in some countries than others
Development of materials to promote gender budgeting	Contributed to the development and roll-out of national communication strategies that address girls' education and awareness-raising campaigns in a number of countries	
Contextualizing the gender audit tool developed by UNGEI headquarters to suit regional needs	Developed a concept paper on post-primary transition, which provided the basis for policy discussions on the education of adolescent girls in the region	
Subregional and country-level capacity-building workshops for gender budgeting, gender audit and integration of gender in education planning		
WEST AND CENTRAL AFRICA		
Developed two specific tools: Strategy Note for Accelerating Girls' Education in the Region and Girl's Education Partnership Framework for Action	Advocacy with key political actors, including the Forum of African Parliamentarians for Education, to influence education policy	UNICEF, UNESCO Dakar Regional Bureau, ECOWAS, FAWE, Aide et Action, ActionAid International, Save the Children and Plan International are important UNGEI partners
Subregional workshops carried out to build capacity on gender as well as the use of the Framework document	A joint study by regional partners, followed by a review of initiatives taken to end violence, to be used to support countries in their effort to promote children's and girls' right to protection and quality education	A number of countries have formal operational UNGEI networks, while others have established partnerships around girls' education
The ECOWAS Commission, an UNGEI partner, is active in mobilization and capacity development of gender focal points in ministries of education	Cross-country information exchange leading to integration of gender into early childhood development and education in emergencies	Focus on working on girls' education plan and integrating it with sector plans

TECHNICAL OUTPUTS AND CAPACITY DEVELOPMENT	POLICY DIALOGUE AND ADVOCACY	COORDINATION AND ALIGNMENT WITH AID ARCHITECTURE
MIDDLE EAST AND NORTH AFRICA		
Capacity development for integration of gender and development of appropriate policy responses at the subregional and country levels	Cross-country information exchange leading to integration of gender into early childhood development and education in emergencies	Partnering with the League of Arab States' childhood and women departments to strengthen regional partnerships on early childhood
Developing a toolkit on gender equality in education to support planning in countries; the network will conduct training to help countries use the toolkit	A differentiated approach in policy dialogue with different countries, such as the development of gender strategies for education in least developed countries, the documentation of practices in countries that can act as models and advocacy for greater attention to gender equality issues in countries that have achieved or are likely to achieve gender parity in education	
	Partnering with mass media to promote peer learning	
EAST ASIA AND PACIFIC		
Publications to highlight specific issues and challenges in the region	Releasing statements on key days of commemoration and celebration (for example, the Regional EFA Coordinators' meeting for EFA Global Action Week or the World Day against Child Labour) as an effective advocacy strategy	The regional-level UNGEI Working Group has a joint work plan that focuses on three areas: gender in education advocacy, knowledge generation and knowledge management
Analysis of innovative approaches for promoting girls' education	The Working Group is represented and active in various regional forums to ensure that gender equality in education is on the agenda	The regional-level Working Group is active in getting United Nations, civil society and other related organizations on board in order to widen the net and harmonize efforts for gender equality in education
Wide dissemination of publications for advocacy		
Regional and subregional workshops to promote appropriate policies and programming for girls' education and gender		
SOUTH ASIA		
A series of analytical studies meant to review existing situations; analyse policies, programmes and other trends; and offer meaningful critiques and innovative solutions	Working groups of experts and practitioners to guide and oversee the publications	Successful in influencing policies by implementing concrete changes in some countries through effective coordination with the ministries of education
Wide dissemination to promote debate through exchange of ideas and to break new ground for policy solutions	Regional workshops and colloquiums held on selected topics, and publications and tools disseminated to promote policy dialogue	UNGEI initiated broader group known as Friends of UNGEI, reflecting wider linkages to committed partner agencies, institutions and individuals at regional and global levels; this facilitated access to relevant expertise and resources not necessarily located in the region
	In some countries, collaborative approach adopted, engaging multiple ministries and stakeholders (media, parliamentarians and activists) to make education more gender-responsive and inclusive	Formal UNGEI partnerships in five countries
	A report card on gender equality in education ranks seven countries using four types of indicators – governance, capabilities, resources and opportunities; UNGEI networks intend to use it for sub-national analyses and advocacy for policy reform and action	
	Young Champions identified and trained so that they may act as role models and peer educators	

ANNEX III

REGIONS AS CLASSIFIED PER UNICEF PRACTICE

Sub-Saharan Africa
Angola; Benin; Botswana; Burkina Faso; Burundi; Cameroon; Cape Verde; Central African Republic; Chad; Comoros; Congo; Democratic Republic of the Congo; Côte d'Ivoire; Djibouti; Equatorial Guinea; Eritrea; Ethiopia; Gabon; Gambia; Ghana; Guinea; Guinea-Bissau; Kenya; Lesotho; Liberia; Madagascar; Malawi; Mali; Mauritania; Mauritius; Mozambique; Namibia; Niger; Nigeria; Rwanda; Sao Tome and Principe; Senegal; Seychelles; Sierra Leone; Somalia; South Africa; Sudan; Swaziland; Togo; Uganda; United Republic of Tanzania; Zambia; Zimbabwe

Middle East and North Africa
Algeria; Bahrain; Djibouti; Egypt; Iran (Islamic Republic of); Iraq; Jordan; Kuwait; Lebanon; Libyan Arab Jamahiriya; Morocco; Occupied Palestinian Territory; Oman; Qatar; Saudi Arabia; Sudan; Syrian Arab Republic; Tunisia; United Arab Emirates; Yemen

South Asia
Afghanistan; Bangladesh; Bhutan; India; Maldives; Nepal; Pakistan; Sri Lanka

East Asia and Pacific
Brunei Darussalam; Cambodia; China; Cook Islands; Democratic People's Republic of Korea; Fiji; Indonesia; Kiribati; Lao People's Democratic Republic; Malaysia; Marshall Islands; Micronesia (Federated States of); Mongolia; Myanmar; Nauru; Niue; Palau; Papua New Guinea; Philippines; Republic of Korea; Samoa; Singapore; Solomon Islands; Thailand; Timor-Leste; Tonga; Tuvalu; Vanuatu; Viet Nam

Latin America and Caribbean
Antigua and Barbuda; Argentina; Bahamas; Barbados; Belize; Bolivia (Plurinational State of); Brazil; Chile; Colombia; Costa Rica; Cuba; Dominica; Dominican Republic; Ecuador; El Salvador; Grenada; Guatemala; Guyana; Haiti; Honduras; Jamaica; Mexico; Nicaragua; Panama; Paraguay; Peru; Saint Kitts and Nevis; Saint Lucia; Saint Vincent and the Grenadines; Suriname; Trinidad and Tobago; Uruguay; Venezuela (Bolivarian Republic of)

Central and Eastern Europe and Commonwealth of Independent States
Albania; Armenia; Azerbaijan; Belarus; Bosnia and Herzegovina; Bulgaria; Croatia; Georgia; Kazakhstan; Kyrgyzstan; Montenegro; Republic of Moldova; Romania; Russian Federation; Serbia; Tajikistan; The former Yugoslav Republic of Macedonia; Turkey; Turkmenistan; Ukraine; Uzbekistan

Industrialized countries/territories
Andorra; Australia; Austria; Belgium; Canada; Cyprus; Czech Republic; Denmark; Estonia; Finland; France; Germany; Greece; Holy See; Hungary; Iceland; Ireland; Israel; Italy; Japan; Latvia; Liechtenstein; Lithuania; Luxembourg; Malta; Monaco; Netherlands; New Zealand; Norway; Poland; Portugal; San Marino; Slovakia; Slovenia; Spain; Sweden; Switzerland; United Kingdom; United States

REGIONS AS CLASSIFIED PER UNESCO PRACTICE

Arab States
Algeria; Bahrain; Djibouti; Egypt; Iraq; Jordan; Kuwait; Lebanon; Libyan Arab Jamahiriya; Mauritania; Morocco; Palestinian Autonomous Territories; Oman; Qatar; Saudi Arabia; Sudan; Syrian Arab Republic; Tunisia; United Arab Emirates; Yemen

Central and Eastern Europe
Albania; Belarus; Bosnia and Herzegovina; Bulgaria; Croatia; Czech Republic; Estonia; Hungary; Latvia; Lithuania; Montenegro; Poland; Republic of Moldova; Romania; Russian Federation; Serbia; Slovakia; Slovenia; The former Yugoslav Republic of Macedonia; Turkey; Ukraine

Central Asia
Armenia; Azerbaijan; Georgia; Kazakhstan; Kyrgyzstan; Mongolia; Tajikistan; Turkmenistan; Uzbekistan

East Asia
Brunei Darussalam; Cambodia; China; Democratic People's Republic of Korea; Indonesia; Japan; Lao People's Democratic Republic; Macao (China); Malaysia; Myanmar; Philippines; Republic of Korea; Singapore; Thailand; Timor-Leste; Viet Nam

Pacific
Australia; Cook Islands; Fiji; Kiribati; Marshall Islands; Micronesia (Federated States of); Nauru; New Zealand; Niue; Palau; Papua New Guinea; Samoa; Solomon Islands; Tokelau; Tonga; Tuvalu; Vanuatu;

Latin America
Argentina; Bolivia (Plurinational State of); Brazil; Chile; Colombia; Costa Rica; Cuba; Dominican Republic; Ecuador; El Salvador; Guatemala; Honduras; Mexico; Nicaragua; Panama; Paraguay; Peru; Uruguay; Venezuela (Bolivarian Republic of)

Caribbean
Anguilla; Antigua and Barbuda; Aruba; Bahamas; Barbados; Belize; Bermuda; British Virgin Islands; Cayman Islands; Dominica; Grenada; Guyana; Haiti; Jamaica; Montserrat; Netherlands Antilles; Saint Kitts and Nevis; Saint Lucia; Saint Vincent and the Grenadines; Suriname; Trinidad and Tobago; Turks and Caicos Islands

North America and Western Europe
Andorra; Austria; Belgium; Canada; Cyprus; Denmark; Finland; France; Germany; Greece; Iceland; Ireland; Israel; Italy; Luxembourg; Malta; Monaco; Netherlands; Norway; Portugal; San Marino; Spain; Sweden; Switzerland; United Kingdom; United States

South and West Asia
Afghanistan; Bangladesh; Bhutan; India; Iran (Islamic Republic of); Maldives; Nepal; Pakistan; Sri Lanka

Sub-Saharan Africa
Angola; Benin; Botswana; Burkina Faso; Burundi; Cameroon; Cape Verde; Central African Republic; Chad; Comoros; Congo; Côte d'Ivoire; Democratic Republic of the Congo; Equatorial Guinea; Eritrea; Ethiopia; Gabon; Gambia; Ghana; Guinea; Guinea-Bissau; Kenya; Lesotho; Liberia; Madagascar; Malawi; Mali; Mauritius; Mozambique; Namibia; Niger; Nigeria; Rwanda; Sao Tome and Principe; Senegal; Seychelles; Sierra Leone; Somalia; South Africa; Swaziland; Togo; Uganda; United Republic of Tanzania; Zambia; Zimbabwe

"A world where all girls and boys are empowered through quality education to realize their full potential and contribute to transforming societies where gender equality becomes a reality."

— UNGEI Vision

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