International Day of the Girl Child 2013
Theme: Innovating for Girls’ Education

Criteria for identifying innovations for girls’ education
The key criteria for identifying innovations for girls’ education in the immediate context of the International Day are initiatives and interventions that address barriers to girls’ education and are:

- New or different from what has been tried before
- Demonstrably improving girls’ access to quality education and enhancing their learning, skills, agency and empowerment
- Promising - potentially scalable, replicable, and sustainable

Areas of innovation for girls’ education
Innovation for girls’ education involves smart and creative use of technology as well as new approaches to partnerships, policies, resource utilization, community mobilization, and most of all, the engagement of young people themselves as an important catalyzing force. Key areas of innovation for girls’ education may include:

Education Delivery, System and Infrastructure
- **Delivery**: Using different/new and equitable options, such as flexible schedules, low cost private schooling, non-formal/alternative education programmes, open/distance learning programmes, teaching and learning through mobile technology.
- **System**: Putting in place comprehensive education and school policies, procedures and management information systems that creates demand for, tracks progress, as well as promotes girls’ education and learning: such as cash transfers and scholarships, policies requiring every school to have at least one female teacher.
- **Infrastructure**: Making infrastructure, facilities and supplies in and around schools more responsive to the needs of girls. For example, improving public and private means of transportation for girls to get to school through the provision of buses; improving local lighting and power supply to make the way to and spaces around schools safer for girls; or finding low-cost means of providing sanitary napkins or improved water supply in schools.

Education Curriculum and Pedagogy
- **Curricula and teaching and learning materials**: Making curricula and teaching and learning materials more empowering for girls, including, for example, placing a heavier emphasis on science, technology, engineering and mathematics (STEM) subjects for girls and ensuring they are encouraged and supported to succeed in more male dominated subjects.
- **Pedagogy**: Shifts in teaching principles to promote gender equality and girls’ learning, such as focusing on education for empowerment, including promoting leadership, agency and self-esteem, or providing specific learning forums where
female teachers or girls have an opportunity to use skills, tools, technology, and display leadership.

**Education Partnerships, Engagement and Data and Accountability**

- **Partnerships**: The Education Sector working with non-traditional partners, such as the banking industry to facilitate pay delivery to teachers, or other private-sector partners, to provide computers or access to social media, or to mentor and encourage girls to pursue non-traditional fields of study and work.

- **Community Engagement and Participation of young people**: Engaging parents and communities to increase their support for girls’ education and strengthening their participation at all levels. In addition, empowering young people to promote girls’ education.

- **Data and Accountability**: Analyzing and presenting sex-disaggregated data, along with other dimensions of marginalization, to more specifically identify girls who are the most excluded from education; publicizing the data through traditional and social media, advertising and commercial packaging.